

SUPER

GOAL 1

TEACHER'S GUIDE

MANUEL DOS SANTOS



وزارة التعليم
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**Mc
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SuperGoal 1 Teacher's Guide

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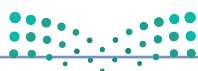
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Scope and Sequence

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

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



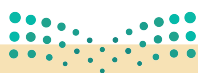
Scope and Sequence

	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	<i>Can</i> and <i>can't</i>	Places to visit in Saudi Arabia	Write a postcard from a resort in your country Design a brochure for a vacation resort (Project)
Listen for specific details about clothing and colors	<i>Going to</i>	The Iguassu Falls	Write a description of people's clothing Do a class survey on shopping advice (Project)
Listen for specific details from invitations	Nonstressed object pronouns	Eid Celebrations	Write about a holiday celebration in your country Present a celebration in another country (Project)
Listen for specific details from a biography	<i>Was</i> and <i>were</i>	A Real Giant	Write about a celebrity Write an interview with a famous person (Project)
Listen for specific details about a past event	Past tense endings— /t/, /d/, /ɪd/	Favorite Foods—Around the World	Write a recipe for your favorite food Present a regional dish in your country (Project)



Philosophy of the Program

SuperGoal is a dynamic American English series for international communication that takes students from absolute beginning to high-intermediate level. It is specifically designed for teenagers and young adults. With eye-catching art and high-interest topics, **SuperGoal** is easy and enjoyable to teach and to learn from.

The goal of **SuperGoal** is to make the learning of English fun, motivating, and success-oriented by way of a carefully graded progression that builds students confidence, and helps them reach the point at which they can use English to express themselves meaningfully about things that matter to them.

The methodology of **SuperGoal** integrates the four skills of speaking, listening, reading, and writing. The earlier levels focus on speaking and listening, but reading and writing are increasingly prioritized as students progress through the series. **SuperGoal** also puts an emphasis on grammar, particularly using grammar in communicative activities.

SuperGoal is designed to appeal to a visually-oriented generation. The visuals aid in presenting and reinforcing language at the same time that they engage student attention. The vocabulary and structures are introduced gradually and recycled systematically. And the tone of the book is humorous—to make the learning process more enjoyable.

Organization of Materials

Each level in **SuperGoal** has the following components:

- Student Book
- Audio Program
- Workbook
- Teacher's Guide (interleaved)
- Test Bank
- IWB Software & ActiveBook
- Learning Center (optional)

SuperGoal has enough material of classroom instruction for a whole year. The program is flexible, and it can be used with groups that have one, two, or three hours of instruction a day. It can also be used with groups that have only two or three hours a week.

The Components

Student Book

- Units have a consistent lesson format.
- The Expansion units review and expand on language points with high-interest content in activities, readings, and chants.
- A unit-by-unit vocabulary list is included at the back of each Student Book.

Teacher's Guide

This interleaved user-friendly Teacher's Guide is available for each level. The Teacher's Guide offers an overview of the course, some general teaching guidelines, and detailed unit-by-unit teaching notes.

These unit-by-unit teaching notes include:

- Unit Goals
- Unit Warm Up activity
- Instructions for presenting each Student Book activity
- Answers to all the Student Book activities
- Audioscript for the Student Book listening activities
- Language Builder notes
- Teaching Tips
- Additional Activities
- Additional Projects
- Fun Facts

The Teacher's Guide for each book also contains the following:

- Scope and Sequence chart
- Vocabulary lists per unit
- Key to Phonetic Symbols
- Answers to the Workbook activities
- Audio Program Track List
- Photocopiable Activities



Workbook

The Workbook provides exercises that reinforce the material presented in the Student Book.

Activities in the Workbook focus on reinforcement of vocabulary and grammar. Some units also include a reading. Each unit ends with a writing activity, often in the form of personal writing. The Expansion units cover vocabulary, grammar, and writing.

The Workbook Answer Key is found at the back of this Teacher's Guide.

Audio Program

The audio program for each level includes the following material:

- Listen and Discuss (Listen and Repeat in the Intro level) (opening presentation)
- Pair Work model conversations
- Listening
- Pronunciation
- Conversation
- Reading
- Chant Along

The audioscript for the Listening activities appear at point-of-use in the Teacher's Guide.

Testing Program

The Test Bank provides a databank of testing items from which teachers can create customized tests within minutes. Test items reinforce vocabulary, grammar, listening, conversation, reading, writing, and speaking. Teachers can choose to use the items as they are, or teachers can edit, add, delete, and rearrange items.

IWB Software & ActiveBook

SuperGoal has two brand new and innovative digital components: the Interactive Whiteboard Software for classroom use and the ActiveBook for self-study. Through a variety of interactive applications, the content of the books comes to life on the board in class or on the computer screen at home in a way that enhances the learning and teaching process.



Learning Center

The Learning Center incorporates and extends the learning goals of the Student Book with interactive practice on the computer. A flexible set of optional activities correlated to each unit builds students' skills.

Student Book Units

Each unit follows a regular pattern:

- **Language**—vocabulary, structures, and functions—are presented and used in context.
- **Grammar** points are presented in chart form and practiced.
- Additional functional language is presented in the context of **Conversations** and role plays.
- A **Reading** expands the unit theme.
- A **Writing** activity calls on students to use the language they've learned.
- A **Project** allows students to perform a task and produce a product that calls on them to apply the language and vocabulary they've learned.
- **Form, Meaning and Function** activities expand students' knowledge of structures and functional language.

Here is a detailed list of the sections in the Student Book. In some units, the order of some elements may vary. In the Intro level, some sections vary as appropriate to students' language abilities.

Presentation

The opening two pages of every unit contain the presentation called Listen and Discuss. This section introduces the unit theme, the communicative context, the grammar points, and the key vocabulary. Students discover meaning from context—by the use of visuals and with help from the teacher.

Quick Check

This section, which appears on the opening two pages, includes a Vocabulary and a Comprehension activity that check how well students understood the content of the presentation. The questions are usually in simple formats: matching, yes/no, short answers. Students can do the activities independently, in pairs, or even in small groups. Answers can be checked as a class, in pairs, or in small groups.

Pair Work

This section, also on the opening two pages, gets students involved in personalized communication right away. It allows students to actively use the language and grammar from the presentation in speaking activities. Students typically ask and answer about the content of the presentation pages, or they give personal information relating to the content.

Grammar

The Grammar section consolidates the grammar points and the communicative functions they convey. Students receive explicit instruction on key grammar points in chart format and with example sentences. The charts are then followed by activities and exercises that reinforce the points presented. The Grammar charts can also serve as a convenient built-in reference section for students as they use English throughout the program.

Listening

In this section, students listen to perform tasks. The listening activity can take a variety of formats. The content of the listening often simulates an authentic context: radio ads and programs, messages on telephone answering machines, interviews, personal conversations, and so on.

Pronunciation

Students' attention is focused on specific sounds of English in the Pronunciation section. Typically students listen and repeat sounds, first in the context of words and then in sentences.

Conversation

The Conversation section contextualizes the language as it is used in everyday situations. It is accompanied by the Real Talk feature that develops vocabulary and everyday expressions. The Conversation also includes functional language; for example, the language for agreeing and disagreeing, changing topics, expressing thanks, expressing surprise, making suggestions, or complimenting. One of the unique features of **SuperGoal** is the multiple-ending Conversations, which appear regularly in the Student Book. Students choose the most appropriate ending for a Conversation or make up their own ending.

Your Turn

Your Turn is a role-play activity in which students are encouraged to act out dialogs related to the Conversation. They use personal information or take on made-up roles. Sometimes the Your Turn activity is in

the format of a class survey. This activity allows students to use the language of the unit in simulated everyday conversations.

About You

The purpose of the questions in the About You section is to help students improve their oral fluency. Students talk about themselves, putting into practice what they have learned. Students' attention is engaged as they communicate basic personal information in English.

Reading

The Readings throughout the book expand on the unit topic, and relate to students' age and interests. They take a variety of formats: newspaper and magazine articles, puzzles, humorous stories, etc. Sometimes new vocabulary is introduced. The Teacher's Guide presents reading strategies and skills for students to apply to the reading; for example, using prior knowledge, discovering meaning from context, scanning, making inferences, and drawing conclusions.

Writing

The Writing sections in the series cover writing sentences, paragraphs, notes, letters, reports, narratives, essays, and more. Writing is also integrated into many of the Projects. The writing assignments in the Student Book sometimes use the readings as models, asking students to write about themselves or topics that relate to them personally. Writing is also developed through assignments in the Workbook.

Project

Each unit includes a task-based activity in which students typically cooperate to perform the task. They may make a tourist brochure, design their dream house, interview people and report back, and so on. The Project relates to the unit theme and requires students to use all the language they have acquired. In addition, the Project offers further writing practice.

Form, Meaning and Function

The Form, Meaning and Function section recalls and recycles students' knowledge of structure (form) and extends their ability to use their linguistic knowledge in a meaningful and communicative way (function). The Teacher's Guide presents concrete ideas and tips for the presentation of form and gives suggestions on approach; so students are confident they are getting the language right and they are able to see the communicative (functional) purpose behind activities.

Student Book Expansion Units

The Expansion units review and expand the material covered in the previous set of units. Each Expansion typically includes:

- **Language Review:** activities that recycle the vocabulary and grammar of the previous set of units
- **Reading:** a thematic reading that challenges students
- **Writing**
- **Project**
- **Chant Along:** a chant that enables students to expand their language in a pleasant way. The chant expands on a theme or the language covered in the units before it. The chant, and its related activities, foster additional conversation and discussion as well as acquisition of new vocabulary and expressions.

Teacher's Guide Units

The Teacher's Guide is interleaved with the Student Book for ease of use. There is one Teacher's Guide page facing each Student Book page.

The following is an overview of the contents for a unit in the Teacher's Guide.

- **Unit Goals**
The Unit Goals are clearly listed at the beginning of every unit in the Teacher's Guide. These include goals for Vocabulary, Functions, Grammar, Listening, Pronunciation, Reading, Writing, and Project.
- **Warm Up**
Each unit begins with a Warm Up that introduces students to the topic and/or reviews language studied in previous units.
- **Teaching Notes**
Step-by-step teaching notes are provided for all presentations and activities.
- **Language Builder**
This feature consists of explanations of any potentially confusing aspects of grammar or vocabulary.
- **Teaching Tips**
This feature offers practical tips, insights, and recommendations based on the observations of experienced teaching professionals.
- **Additional Activities**
These optional activities may serve as a useful way to extend a topic that students have enjoyed. They may also be useful in mixed-ability classes as activities to give to students who finish a certain task early.

- **Project**
An additional Project is included near the end of each unit.
- **Fun Facts**
The Fun Facts offer interesting trivia or general knowledge information related to the unit content. Use these when appropriate. You may want to have students find out more about a given topic.
- **Answers**
The answers to all Student Book activities are provided.
- **Workbook Reference**
Cross references to Workbook activities help in lesson planning.
- **Audioscript**
The Audioscript is provided for each unit's Listening activity. (The audio for all other sections is reproduced directly from the Student Book page and, therefore, not repeated in the Audioscript.)

Guidelines for Presenting Materials

Presentation

The first two pages of each unit contain the presentation called Listen and Discuss. In this presentation, students are introduced to new vocabulary, language, and structures in context. The Teacher's Guide contains explicit instructions for presenting each individual unit.

In general, you may want to use the following technique. Before students open their books, present the topic of the unit in a warm up, such as by bringing in pictures, using the classroom environment, or using your personal experiences. Then it is recommended that students look at the opening pages. Activate students' prior knowledge by discussing the opening question(s). Then talk about any vocabulary they know (provide support as needed), and have them guess what the unit is about. Then students are ready to listen to the audio. You can have them follow along with the text first as they listen. For any vocabulary word lists on presentation pages, they can listen and repeat. It is recommended that you play the audio several times. You might then read sentences, say vocabulary, or describe part of the picture, and have them point to the relevant part of the pictures or text. At this point, have students do the Quick Check section to practice vocabulary and to check that they have understood the presentation.

Vocabulary

New vocabulary is presented in the Listen and Discuss opening presentation and at key points throughout each

unit. The words and expressions are then practiced and recycled throughout the unit and subsequent units. Unit vocabulary lists are found at the back of the book and can be used for review.

Use the visuals in the Listen and Discuss presentation to explicitly teach the vocabulary.

- Pronounce each word and have students repeat it. Alternatively, play the audio for students to listen and repeat.
- Provide example sentences, descriptions, and explanations using the opener visual.
- Ask students to provide examples, descriptions, and explanations of their own to determine comprehension.
- Have students keep a vocabulary notebook. Suggest they use their own words to define the terms and incorporate visuals whenever possible.
- Use the photos and illustrations throughout the unit to practice the words. Have students describe the pictures as well as ask and answer questions about the pictures.
- Play games with the words.

Grammar

There are many methods and approaches to grammar teaching. Here are some suggestions that may be useful:

- Preteach the target structure by reviewing sentences from the Listen and Discuss and Pair Work sections that use the structure.
- Model the example sentences in the Grammar section.
- Make personalized statements or ask personalized questions that use the target structure.
- Ask students to provide personalized examples of sentences that use the structure.
- If appropriate, create visuals or graphics to illustrate the structure.
- If appropriate, use gestures or pantomimes to illustrate the structure.
- Have students write grammar exercise answers on the board, highlighting the target structure and explaining their answers.
- Have students work in pairs to complete and/or correct grammar exercises.
- Use sentences from the grammar exercises for dictations.

Listening

The **SuperGoal** series offers a wide variety of listening passages, including conversations, announcements, advertisements, news reports, etc.

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Before students listen to a recording, elicit predictions about what they are going to hear. Have them look at any related visual material or ask them to read the questions they have to answer. This way, students will have a clearer idea of what to listen for.

Listening can be a difficult skill for some students. These students worry that they will not understand anything. Let them know that it is not necessary to understand every single word, but to get the general idea. Play the recording as many times as necessary, without getting caught up in explanations of every word or phrase. Focus students' attention on the completion of the task. Letting students work in pairs may lessen anxiety.

Conversation

The following is a suggested technique for presenting the Conversation section in the Student Book:

- Use the picture(s) to introduce new vocabulary and expressions. Have students predict what the Conversation is about.
- Go over the questions in About the Conversation before students listen to the audio.
- Play the audio or read the Conversation. If appropriate, have students look at the picture(s), but keep the text covered. Tell students that they don't have to understand everything—but they should try to use what they know to figure out what they don't know. As an alternative, you may find it helpful to have students look at the text while listening to the audio, or you may prefer to have them read the Conversation silently before you play the audio or read the Conversation aloud.
- Play the audio or read the Conversation again while students look at the text.
- Ask students to read the Conversation silently. Ask them to figure out the meaning of unknown words from context.
- Have students answer the About the Conversation questions. They may do this individually, in pairs, in small groups, or as a class.
- Have students work in pairs or groups and read the Conversation using the "Read and Look Up" technique. In this technique, students look at a sentence, look up, and say what they have just read. This technique helps students develop confidence in saying words and sentences in English. It aids them in mastering the mechanics of the language, sounds, and vocabulary, and helps prepare them for freer use of English.
- Have students act out the Conversation.

Reading

The **SuperGoal** series offers a wide variety of reading text types (advertisements, magazine articles, encyclopedia entries, letters, emails, etc.).

For every Reading, have students try to predict and preview the content of the reading before they read. This includes (1) looking at the pictures, (2) talking about what they know about the topic, (3) looking for familiar words, and so on. Let students know that it is usually not necessary to understand every word.

In addition, you can set a purpose for reading. For example, you can ask students to look for the most important ideas or to look for the answers to one or more questions in the After Reading section.

You can present the Reading in a variety of ways. In fact, it is recommended that you take a variety of approaches: (1) students can first listen to the audio recording of the Reading with their books closed; (2) students can listen to the audio of the Reading and follow along in the text (this helps students to “chunk” the text—that is, to see which words go together as meaningful units in English); (3) students can read silently first; (4) pairs can read different sections or paragraphs and report to each other on what they read.

Encourage students to try to guess the meaning of unfamiliar words from context. Encourage them to ask you or look in dictionaries if they still have difficulty. Also encourage students to make lists of words that they want to learn.

Another effective way to review language and content in a Reading is to retell the story or article in one’s own words—orally or in writing. Encourage students to work in pairs and tell what a Reading is about orally. They should tell the main idea first. One effective technique is to summarize each paragraph, or to try to answer the questions *Who*, *What*, *When*, *Where*, and *Why*.

Writing

The **SuperGoal** series offers students practice in writing a variety of text types. These often follow the model provided.

Explain to students that writing is a process that requires prewriting, drafting, revising, editing/proofreading, and publishing. Encourage students to brainstorm and take notes before drafting. After drafting, they should peer-edit each other’s work. Finally, they should use these suggestions to create their final product. You may also want to provide students with a scoring rubric by which you will be evaluating their work. Criteria for scoring might include: ideas, organization, word choice, sentence fluency, grammar, punctuation.

Encourage students to keep a separate notebook for their writing. You and the students can use these notebooks to assess students’ progress in English.

Projects

The following are some practical guidelines for the Projects.

- Try to have each group include students of different proficiency levels in English.
- Make sure that students have access to the materials to do a task, such as magazines, large pieces of paper or cardboard, paints or colored pencils, scissors, and so on.
- Help students break down the task into its basic components; for example, a list of questions to answer, a list of materials to get, a format for the final product, and so on.
- Encourage students to assign different roles to different group members.
- Provide students with guidelines for making oral presentations. These include writing down notes on the information they want to present, ideas for how to organize the presentation, ideas on how to divide the presentation among different students, and so on.
- Provide a forum for students to “publish” their work. This may be on displays in the classroom or in the school. Students might present the results to other classes, not just to their class.

Form, Meaning and Function

The **SuperGoal** series offers plenty of opportunity to recall and recycle previously taught structures and functional language as well as introducing new linguistic and communicative knowledge along the way.

Encourage students to recall what they remember about the form if previously taught and give them plenty of examples which demonstrate alternative meanings and uses of that form.

Give students ample opportunity in the lesson to practice the new function of a familiar form in a meaningful context by encouraging them to fully participate in communicative tasks.

Chants

Using chants in the classroom will enrich learning in an entertaining way, motivate students, and generate enthusiasm. Activities to learn vocabulary and practice the four skills are included with each chant. When presenting the chants, you can follow the same presentation steps as with the Reading sections, whereby you activate students’ prior knowledge about the chant or its theme, introduce the lyrics as you play the chant, use cloze activities to test

listening skills, etc. Once students understand the meaning of the lyrics, you can work on pronunciation and rhythm. Additional games and the personalization of the chant lyrics, where students change the lyrics to reflect their own lives, will allow students to be more creative with English in a fun and memorable way.

General Teaching Suggestions

English in the Classroom

Ideally, teachers should use authentic English in the classroom as much as possible. They should also encourage students to speak English as much as possible. Apart from what are strictly teaching activities, English can be used for taking attendance, for school announcements, and for explaining activities and assigning homework. This way, students see English as a vehicle for communication and not just an academic subject to be studied. If students are expected to use English all the time in the classroom, they will be giving themselves the opportunity to practice much more of the language.

Differentiating and Individualizing

Classrooms comprise a wide spectrum of learners who vary in how they learn best. Some students are visual learners, while others are auditory learners. Still other students rely on the written word to succeed. To accommodate all students, teachers need to respond to each individual and offer appropriate experiences. The varied presentation formats in **SuperGoal** allow for this differentiation of learning styles. The abundance of visuals, the audio program, and the variety of activity formats can meet the needs of any learner. In addition, the Teacher's Guide notes within the units provide suggestions for alternative ways to present material.

SuperGoal also recognizes students' individuality and encourages them to express themselves. Give students plenty of opportunities to express their ideas, their preferences, and their opinions. This way, students will start to develop a sense of identifying with the language, of owning the language, and of being able to use it to express real ideas.

It is also important to make connections between the characters and situations in the textbook with students' own lives. Find ways to relate the information in the textbook to local and national figures, places, historical events, etc. Let students bring their own experiences,

attitudes, and ideas into the learning process in order to make learning more relevant and memorable.

Pair Work

Pair Work offers teachers and students a number of benefits. Having students work in pairs is an ideal way to maximize opportunities for communication and practice. Many students feel a great sense of involvement when working with classmates. Another practical advantage is that while students are working in pairs, the teacher can spend time with individual students who need help.

For organizing students into pairs, the simplest method is to have students work with the person sitting next to them. Alternatively, the students in the first row can turn around to make pairs with the students in the second row, and so on. Be sure to mix up the pairs periodically to give students a chance to work with other classmates. Ask students to stand in line in order of birth date, height, alphabetical order, etc., and pair students standing next to each other.

Cooperative Learning

SuperGoal provides students with many opportunities to work together to complete a task. The Project section of most units is one such opportunity.

To help ensure the success of such activities, make sure that groups are balanced in terms of language ability and proficiency. Let students determine the different roles that they might play (recorder, artist, researcher, and so on). The teaching suggestions for the Project sections in this Teacher's Guide provide a lot of helpful information for you and students for organizing and managing projects. Most of the Projects in the Student Book are designed for groups of four to six students.

There are many techniques to encourage cooperative work, even in everyday classroom activities:

- **Numbered Heads Together.** Each student in a group takes a number (for example, 1, 2, 3, or 4). You present a question. Students in the group work together to get the answer and make sure that all the students in the group know the answer or can do the activity. To check for accountability, call on, for example, all the "number 1s" to give the answer.
- **Pairs Check.** Pairs take turns interviewing one another. Then two pairs join together. Each student tells what he/she learned about his/her partner.
- **Think–Pair–Share.** Students think about a topic or question posed. They pair up with another student to discuss it. They then share their thoughts with the class.

- **Jigsaw.** Each student becomes an expert on a topic (or on one part of a Reading). That student teaches what he/she knows to a small group. This is a way to present a Reading: each student reads a different paragraph and the groups work together to get the important information from the Reading.

Reading Strategies

Researchers are giving more and more attention to how language learners learn to read. The **SuperGoal** series contains explicit reading strategy tips for helping students to become better readers in the Teacher's Guide. These strategies relate specifically to the Reading, but can also be used for the presentation material, the Conversations, and activities that require reading. Periodically review the tips throughout the program to help students apply them automatically.

Grammar and Vocabulary Review

The Photocopiable Activities provide additional practice and consolidate the grammar and vocabulary of each unit. They can be used as homework after Self Reflection, if students require more work on those areas or as optional practice for early finishers in class.

- Tasks and activities vary in this section and include question types such as blank fills, matching, collocations, sentence formation, answering open or closed questions or responding to situations.
- The Photocopiable Activities can be combined with additional activities and used as self-assessment tasks in Self Reflection.

Monitoring Students and Correcting Errors

As students do pair and group activities, circulate around the room. Check that students are using English and are on task. This is an effective way to see how students are progressing.

In terms of error correction, it is recommended that you don't interrupt students to make corrections. Instead, make a list of major mistakes or misunderstandings, and reteach once the pair or group activity is completed. It is important to realize that errors are a natural part of the learning process and that students may recognize errors when doing grammar activities but produce them while speaking. Give priority to errors that interfere with understanding. Less important errors can be ignored, at least while you are focusing on major errors. Another technique is to tell students that you will correct only errors of a specific type or a particular grammar point in a forthcoming activity.

Ongoing, Informal Assessment

There are many opportunities in **SuperGoal** for ongoing, informal assessment. Some examples are:

- Student work in the About You section can be monitored to see how fluently students express basic ideas in English.
- Student work on the Project provides an opportunity for you to assess students' use of English informally as students complete work on a topic.
- Short dictations can provide quick and easy mini-assessments. For example, to assess understanding of questions and answers, dictate three or four questions. Then have students answer each of the questions. Next, have students exchange and correct papers. This provides students with immediate feedback. Another way is to write scrambled words or sentences on the board for students to unscramble.
- Material in the Workbook can be used to measure individual students' mastery of the material.
- Students evaluate their own progress at the end of every unit by completing the Self Reflection charts.

Self Reflection

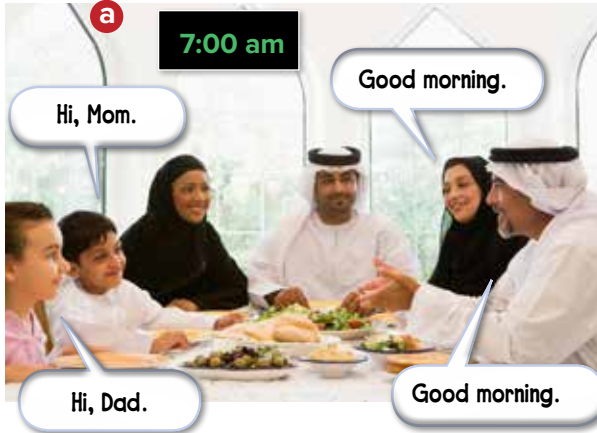
- The Self Reflection section of the course fully acknowledges and supports ongoing, informal assessment in a truly learner-centered way. It allows and trains learners to think back on the topics, tasks and language presented and practiced in the unit, step by step in a systematic and consistent manner, utilizing all available knowledge resources.
- Allotting time and space within the syllabus to this process takes the methodology of the course beyond minimal adherence to principles of reflective learning, common in most courses. Self reflection is rightfully recognized as an integral part of the learning process throughout.
- It is essential to treat this section, as a learning skills development component. This is the time for students to decide for themselves what they can or cannot do and to what extent; and to make a plan of action to remedy problems, clarify points, confirm and consolidate learning.
- The Self Reflection section is an invaluable tool for the teacher, as it provides evidence of learning and indicates areas for remedial work or expansion. Additional Activity ideas as well as the Photocopiable Activities that have not been used in the lessons, can be used as tasks for self reflection.

1 Good Morning!

1 Listen and Discuss



Greetings




Saying Goodbye




Unit Goals

- | | |
|--|---|
| <ul style="list-style-type: none"> Vocabulary
Greetings
Times of day
Titles | <ul style="list-style-type: none"> Listening
Listen to conversations for specific information |
| <ul style="list-style-type: none"> Functions
Greet people
Say goodbye
Introduce yourself and others
Talk about school supplies | <ul style="list-style-type: none"> Pronunciation
Sentence intonation |
| <ul style="list-style-type: none"> Grammar
Verb: be
Possessive Adjectives: <i>my, your, his, her</i> | <ul style="list-style-type: none"> Reading
Introductions Writing
Write a conversation Project
Make and illustrate a list of greetings |

 **CD1, T2** Play the audio again. As they listen, have students point at the people who are speaking.

- Point out that **Good afternoon**, **Good evening**, and **How are you?** are formal expressions. **Hi** and **How's it going?** are informal and are used with friends and classmates.

 **CD1, T2** Play the audio again and have students repeat or speak along with the recording. Then have students practice the conversations in groups.

Language Builder

Draw a clock face on the board. Next to it, write the words **morning** (from about 6 A.M. to 12 noon), **afternoon** (from 12 noon to 6 P.M.), and **evening** (from 6 P.M. to 12 midnight). Explain that these are approximate times when we use the expressions *good morning*, *good afternoon*, and *good evening*.


Warm Up

- Greet the class by saying: **Good morning**. Elicit the response from students: **Good morning**.
- Write your name on the board and say: **Hello, I'm Mr./Ms./Miss/Mrs. (name)**.
- Greet individual students, saying: **Hello, I'm (name)** and elicit the response: **Hello, I'm (student's name)**.
- Have students introduce themselves to one another.
A: Hello, I'm (name).
B: Hello, (name). I'm (name).

1 Listen and Discuss

Greetings


- Direct students' attention to the photos in the **Greetings** section. Ask questions about the pictures. For example: **Which picture shows a family?** (a) **Which picture is in a school?** (b) **Is George a teacher or a student?** (a student)


 **CD1, T2** Play the audio. Point to the photos as students listen.



Saying Goodbye

- Focus students' attention on the photos in the **Saying Goodbye** section. Explain that **Good evening** is used when a person arrives. **Good night** is said before leaving or going to bed.

 **CD1, T2** Play the audio and have students point to the speakers as they listen.



 **CD1, T2** Play the audio again and have students repeat or speak along with the recording. Then have students practice the conversations in groups.

- Review **Greetings** and **Saying Goodbye** by saying an expression and having students say whether it means **Hello** or **Goodbye**.

- Say a sentence at random from any conversation. Students point to the photo that illustrates the sentence.

1 Good Morning!

Introductions

- Focus students' attention on the photos in the **Introductions** section. Ask about the names of the people in the pictures. For example, point to photo **a**, and ask: **Who are they?** (Asma and Hanan)
-  **CD1, T2** Play the audio and have students point to the speakers as they listen.
-  **CD1, T2** Play the audio again and have students repeat or speak along with the recording. Then have students practice the conversations in groups.

Quick Check

- A**
 - Have students circle all of the expressions in the conversations that can be used to say **Hello**.
Note: These are in the **Greetings** and **Introductions** sections.
 - Have students compare answers with a partner. Then check answers with the class.

Answers

Answers will vary. Sample answers:

Hi, Good morning, Good afternoon, Hello, Good evening

- B**
 - Ask a volunteer to read the directions and the first sentence. Ask the class: **Is this sentence correct?** Elicit: **No. Note:** Students should see that George calls the man "Mr. Porter." This shows that he isn't his father.
 - Have students work individually or in pairs to complete the exercise.
 - Check answers. Ask a volunteer to read each sentence and answer Yes or No.

Answers

1. no
2. no
3. yes
4. no

FYI


- Draw students' attention to the **FYI** note. Explain that FYI means *For Your Information*.
- Read the note with students. Write your title + last name on the board. Point out that in English-speaking countries students usually address teachers by their title + last name, not as "Teacher."
- Go over the chart with the titles. Explain that both married and single women often use Ms. in formal situations.

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2 Pair Work

-  **CD1, T3** Play the audio. Students listen and repeat or speak along with the recording. (You can play all three conversations at once or play them one at time as students practice each conversation.)
- Put students in pairs to practice conversation **A**.
Note: Students have already practiced several conversations with their own names. To make the conversations in this section different, suggest that students choose different names. For example, they could use the names of their favorite celebrities.
- For conversation **B**, have students work with a different partner and introduce themselves.
- Put students in groups of three to practice introductions in conversation **C**.
- As students are working, go around the room and help as needed. Then have two pairs and a group act out each conversation for the class.

Workbook

Assign page 187 to practice vocabulary for greetings and introductions.



Teaching Tip

For pair and group work, make sure that students don't always work with the same partners. Working with different partners helps students get to know each other and creates a friendlier atmosphere in the classroom.



Additional Activity

Put students in groups and have each group make a list of adults they know, such as teachers in the school, but not family members. They write the names, first and last, with the appropriate titles. Have a student from each group read the list to the class.



Most people think that the title *Ms.* is a modern invention. However, it first appeared in the 17th century as an abbreviation for *Mistress*. Even at that time, it was used for married and unmarried women. In more recent times, it became popular in the 1970s when Gloria Steinem used it as the title for her magazine *Ms.*

Introductions



Quick Check ✓

A. Vocabulary. Circle all the “hello” greetings in the conversations.

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

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

FYI

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

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

2 Pair Work

A. Start a conversation with a partner.

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

B. Introduce yourself to a new partner.

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

C. Introduce your friend to a classmate.

- A:** _____, this is my friend, _____.
- _____, this is my classmate, _____.
- B:** Nice to meet you.
- C:** Nice to meet you, too.

1 Good Morning!

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**.

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

B. Complete the sentences with possessive adjectives.

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

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

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

3 Grammar

Verb: *be*

- Have students read the sentences in the grammar chart. Illustrate the subject pronouns by pointing to yourself and saying **I'm (name)**. Then gesture toward a student in the class and say: **He's/She's (name)**. Continue with the other pronouns.
- Focus students' attention on the **FYI**. Explain that contractions are normally used in conversation.
- Give the full form (for example, **you are**) and elicit the contraction. (**you're**)

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

- Go over the material in the grammar chart. Write the subject pronouns **I, you, he, and she** on the board. Elicit from students the possessive adjective that goes with each and write it on the board.
- Say the name of a student in the class, for example, **Fahd**. Elicit the sentence: **His name's Fahd**.
- Point to yourself and say your name. Elicit from a student the sentence: **Your name's _____**.

Language Builder

Point out that in English the possessive form agrees with the person, not with the thing. *Fahd's book = his book* because Fahd is a boy.

A

- Ask a volunteer to read the directions. Then read the first sentence and elicit the answer from the class: **is**.
- Have students work individually or in pairs to complete the exercise.
- Check answers. Ask volunteers to read the completed sentences aloud.

Answers

- is
- 'm/am
- are
- Is
- 're/are
- are



B

- Have students work individually to complete the exercise and compare answers with a partner.
- Check answers by calling on students to read the completed sentences.

Answers

- His
- My
- His
- His

C

- Have students work in pairs to complete the conversations.
- Ask pairs to read the conversations for the class.

Answers

- A:** his
B: 's/is
- A:** 're/are
B: you
- A:** her
B: 's/is
- A:** My
B: I'm/I am

1 Good Morning!

D


- Have students look at the pictures. Ask: **Which pictures show greetings?** (4, 5, and 6) **Which one shows people saying goodbye?** (3) **Which show introductions?** (1, 2, and 4)
- Read the directions and do number 1 with the whole class as an example. Elicit the answer: **My name is.**
- Put students in pairs to complete the other conversations. Suggest that they cross out each phrase in the box as they use it.
- Check answers by asking pairs to read the conversation aloud.


Answers

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

4 Pronunciation

- Explain that students are going to practice the pronunciation of questions.


 **CD1, T4** Play the audio. Ask: **Does the speaker's voice go up or down at the end of the question?** Elicit that it goes down.


 **CD1, T4** Play the audio again and have students repeat or speak along with the recording.

- Put students in pairs to practice asking and answering the questions.

5 Listening

- Have students look at the expressions in numbers 1–6. Explain that they have to choose the correct response to what they hear in the audio.

 **CD1, T5** Play the audio. Have students listen to the first item: **How's it going?** Elicit the correct response: **Not bad.** Play the rest of the recording. Tell students to listen but not write.

 **CD1, T5** Play the audio again for students to listen and mark their answers. Then play the audio a third time and go over the answers with the entire class.



Audioscript

- How's it going?
- My name is Steve.
- How are you?
- Good morning, class.
- See you tomorrow.
- Good night.

Answers

- a
- a
- b
- a
- a
- b

6 About You

- Have students read the list of questions.
- Put students in pairs or small groups. Students take turns asking and answering the questions.
- Go around the class as students are working and help as needed.

Workbook

Assign pages 188–189 for practice with the grammar of the unit.



Teaching Tip

When students work in pairs or groups, the noise level tends to build up. To help control this, give the class a “stop talking” signal, such as raising your hand. At that time, everyone stops talking. Then they lower their voices and start again.



Additional Activity

Make (or have your students make) cards that say either **Say hello**, **Say goodbye**, or **Introduce yourself to someone**. There should be enough cards for half the students in the class. Then put students in pairs. Have each pair come to the front of the class and draw a card. Then they have to perform a short conversation in front of the class, illustrating the function on the card.



Nicknames are usually a shortened or changed version of a person's name, like Liz for Elizabeth. In some societies, a nickname is used as a secret name to conceal a person's real identity.

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

How are you
See you later

Good morning
My name is

Nice to meet you
Good evening

____ Robert, but my
friends call me Bob.

1



I'm John.

____ . I'm Badr.

2



Hi. I'm Jim.

____ , Rick?

Fine, thanks.

5



____ . My name is Mike.

4



Good evening, Mike.



Bye. Take care.

3



Hi, Ali.

6

____ , 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.

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

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

6 About You



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

7 Conversation



Carlos: Are you Rick Morgan?

Rick: Yes.

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

Rick: Nice to meet you, Carlos.

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

Rick: Thank you.

Carlos: So, is this your first time here?

Rick: Yes. I'm very excited.

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

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

Your Turn

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

A: Are you (Mr. / Mrs. / Dr.) _____?

B: Yes.

A: I'm _____.

B: Nice _____.

A: Nice _____, too.

A: Welcome to _____.


B: Thank you.

A: _____ your first time here?

B: Yes. / No.



7 Conversation



- Have students look at the picture. Ask: **Where are the people in the picture?** Elicit that they're at an airport. Explain that they're waiting for people to arrive. Point out the signs with the names of people that they are waiting for.
-  **CD1, T6** Have students listen to the audio twice with their books closed. Then have them listen with their books open, reading along.
- Have students find Carlos and Rick in the picture. (Carlos is holding the sign with Rick's name on it.)
- Ask: **What country is Rick visiting?** Elicit: **Spain.** Explain that *starving* means that Rick is very hungry.
- Put students in pairs and have them practice the conversation. Then they should change roles so that each student reads each part.

Your Turn

- Have students work in pairs to complete the conversation. Have them first write down the complete conversation in their books or notebooks. Monitor as pairs work and offer help as needed.
- Students practice their conversation, changing roles each time.
- Ask two or three pairs to present their conversations to the class. Encourage them to be expressive and to look at each other when they are speaking. Have pairs stand up in front of the class to present. This will help them to speak loudly enough for their classmates to hear.
- As an alternative follow-up activity, you might have students change partners to practice new conversations.



8 Reading

- Have students look at the photo and ask the **Before Reading** question: **What do you say when you meet someone for the first time?** Write students' ideas on the board, but don't confirm or deny answers at this time.
-  **CD1, T7** Play the audio for the first conversation. Ask students to read along as they listen, looking to see if anything on the board is mentioned in the conversation.
- Focus students' attention on the conversation between Ali and Ahmed. Have them look at Ali's first line and ask: **Are Ali and Ahmed friends?** If necessary, remind them of previous conversations in this unit.
- Have students work in pairs to find expressions people use during introductions. Check answers by having one pair read the conversation.
- Have students work in pairs to complete the conversation by using the expressions from the box.
-  **CD1, T7** Play the audio for the second conversation to check answers. Check answers as a class and have pairs practice the conversation.

After Reading

- Ask a volunteer to read the directions and the first sentence. Ask students if the answer is *yes* or *no*. Elicit: **no**. Ask how they know this. (Ahmed says that he's a new student.)
- Have students do the task individually. Tell them to underline the part of the text that provided them with the answer.
- Have students go over the answers with a partner. Finally, go over the answers with the class.

Answers

1. no 2. no 3. yes



Teaching Tip

When doing writing activities, having students share what they have written with others makes the task more real.



Additional Activity

Bring or have students bring some pictures of interesting-looking people from magazines. Give each student a picture. Students invent a name for the person in the picture—first name, last name, and nickname. Then in pairs or small groups, students introduce their person to their classmates.



Project: Nicknames

Have students collect examples of different nicknames from family and friends outside of class. In class, have students work with a partner and make a chart with all of the nicknames they collected. The chart should have two columns, one for the name and the other for the nickname. Students post their charts for others to look at. Discuss the project with the class. Ask: **Which nicknames are most common? Which names have more than one nickname?**



8 Reading

Before Reading

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

A New Student!

Listen to the conversation and then practice in pairs.

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

Expressions:

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

After Reading

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



1. _____ Ali is a new student.

2. _____ Ali and Ahmed are in Jeddah.

3. _____ Ahmed is from Abha.

9 Writing

A. Match the phrase with the correct response.

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



Writing Corner

- Sentences begin with a capital letter and end with a period.
She is a new student. Her name is Farah.
- There is a question mark at the end of a question.
Is she a new student? What is her name?
- For questions with the verb *be*, the subject and the verb change places.
Question Answer
 Where **is Farah** from? **Farah is** from Dammam.
Are you a new student? Yes. **I'm** a new student.

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

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

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

10 Project

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

9 Writing

A

- Model the first question and response with a volunteer.
- Put students in pairs to do the exercise. They should take turns reading the question/phrase and giving a response.
- Check answers by having different pairs read each phrase and response aloud.

Answers

- | | |
|------|------|
| 1. e | 4. b |
| 2. f | 5. a |
| 3. d | 6. c |

Writing Corner

- Go over the information about sentence punctuation with the class.
- Have students read the examples aloud.
- Have students find examples on page 7 for capital letters, periods, and question marks. Ask: **Which other words have capital letters?** (names of people, names of cities, and titles such as Miss, Mr., Mrs.)
- Write the affirmative sentences on the board: **She is a new student. Her name is Farah.** Under them, write the questions: **Is she a new student? What is her name?** Show students how **She is** changes to **Is she** and **Her name is** changes to **is her name** in the question. Have students read the examples aloud.
- Elicit other examples of questions and answers with the verb *be* from the conversations on page 7.
- Alternatively, give answers with the verb *be* to elicit the questions. **Yes, I'm from Riyadh.** (Are you from Riyadh?) **My name is Miss/Mr. _____.** (What is your name?) **No, I'm not a new student.** (Are you a new student?) **I'm fine, thanks.** (How are you?) **His name is Omar.** (What is his name?) **He's from Abha.** (Where is he from?)

B

- Students work individually to write the questions in the chart.
- Check answers by calling on students to write the questions on the board.
- Then, put students in pairs to ask and answer the questions. They should write their partner's response in

- Call on two or three pairs to ask and answer the questions for the class.

Answers

1. What's your name?
2. Are you a new student?
3. Is this your first day at this school?
4. Where are you from?
5. Who is your English teacher?

C

- Brainstorm with the class two or three things that are often part of a similar conversation and write them on the board.
- Have students work in pairs to write their conversations.
- Remind them that they can use expressions from pages 7 and 8.
- Have students work with another pair and read each other's conversations.

10 Project

- Have students work in groups to write lists of formal and informal greetings. Have them submit the writing portion of this project to you.
- If possible, bring some old magazines to class as a source of photos. Or, have students draw their own pictures to illustrate the greetings.

Workbook

Assign page 190 for additional vocabulary and writing practice.

11 Form, Meaning and Function

School Supplies

- Gather a collection of school supplies like those in the pictures. You may wish to include other supplies such as glue, a pencil sharpener, markers, etc. Explain to students that **school supplies** are things that we use in the classroom.
- Elicit the names of the school supplies from the students. Write them on the board. Provide the names for any items they do not know.

A

- Have students work individually to complete the exercise.
- Check answers by calling out the numbers in random order and having students say what each item is.

Answers

1. pen
2. books
3. pencil
4. paints
5. scissors
6. notebook
7. crayon
8. eraser

B

- Ask students what they use each school supply for. Hold up each item and elicit from students what they do with it. For example, hold up a book to elicit *read*. Say: **We read books.** Then, hold up a pen to elicit *write*. Say: **We write with a pen.**
- Explain that the preposition **with** is used when the item is used a tool.
- Have students complete the exercise individually.
- Check answers by calling on students to make sentences with the school supply and the verb. **We read books, We erase with an eraser,** etc.

Answers

- | | |
|------|--------|
| 1. b | 4. e |
| 2. f | 5. c/a |
| 3. d | 6. a |

C

- Have students complete the exercise individually.
- Check answers by calling on students to read the sentences aloud.
- Ask students if they can make more sentences with school supplies and verbs. For example: **We erase with an eraser, We paint with paints, We stick things together with glue, We write on the board with markers, We sharpen pencils with a pencil sharpener,** etc.

Answers

1. read
2. cut
3. write
4. write
5. color

11 Form, Meaning and Function



A. Write the correct word below each photo.

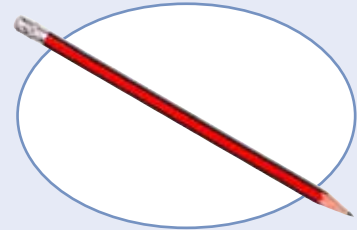
eraser books pen scissors notebook pencil crayon paints



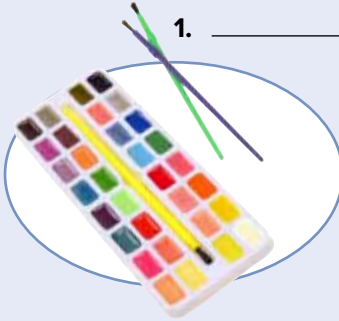
1. _____



2. _____



3. _____

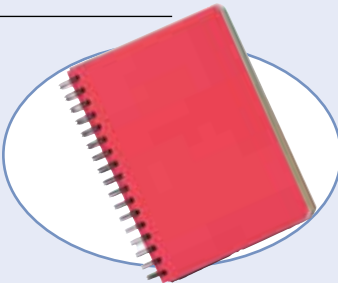


4. _____

School Supplies



5. _____



6. _____



7. _____



8. _____

B. Match the school supplies with the correct verb.

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

C. Write the correct verb from exercise B.

1. We _____ books.
2. We _____ with scissors.
3. We _____ with a pen or pencil.
4. We _____ in our notebooks.
5. We _____ with crayons.

school



2 What Day Is Today?

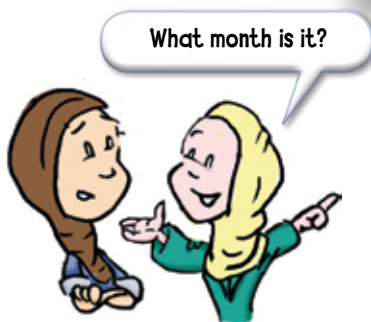
1 Listen and Discuss

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

Days of the Week











Months of the Year



Numbers

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

Unit Goals


-  **Vocabulary**
 Days of the week
 Months of the year
 Numbers 1 to 1,000
 (cardinal and ordinal numbers)
-  **Listening**
 Listen to conversations for specific information
-  **Functions**
 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
-  **Pronunciation**
 Stressed syllables
-  **Reading**
 How Old Are They?
-  **Writing**
 Complete a form with personal information
-  **Grammar**
 Possessive Adjectives: *our, your, their*
 Question Words: *What, When, How old*
 Prepositions: *in, on* with Dates
-  **Project**
 Write about animal life spans



Warm Up

Ask students: **What month is it?** Or, use important days for Saudi Arabia. Show students a calendar. Say to students: **My favorite month is (month).** Ask three or four students. **What is your favorite month?**




1 Listen and Discuss

Days of the Week

-  **CD1, T8** Play the audio and point to the days of the week as the speaker says each one. Then play the audio again and have students repeat or speak along with the recording.

-  Repeat the days again and check students' pronunciation. Focus on the word **Wednesday**. Point out that the spelling and pronunciation are different. It sounds like /wensday/.
-  Ask two or three students: **What's your favorite day of the week?** Then have students ask each other the question and answer.






Months of the Year

-  **CD1, T8** Repeat the procedure above for the months of the year. Play the audio and then ask students about their favorite months.
-  Ask: **What day is today? What month is it?** Write the day and the month on the board. **Note:** This can now be a routine to begin every class.
-  Say two days or months in order. Have students say the next day or month. For example, you say: **Monday, Tuesday,...** Students say: **Wednesday.**

Language Builder



Point out that in English, days of the week and months of the year always start with capital letters.

Numbers

-  Ask students: **What numbers do you know in English?** Then start counting from one and encourage students to join you. If possible, count to ten or higher to find out how much students know.
-  **CD1, T8** Play the audio for the numbers 1 to 10 as students read along. Then play the audio again and have students repeat or speak along with the recording.
-  Repeat this procedure for the numbers 11 to 24. Then write random numbers on the board and have students say the numbers. They should say the cardinal number and the ordinal number, for example: **one – first, two – second.**
-  **CD1, T8** Play the audio for the rest of the numbers. Have students repeat or speak along with the recording.
-  Explain the counting system for the twenties, thirties, etc. Then have the class count from 1 to 100 by going around the room with each student saying a number in sequence.

2 What Day Is Today?

Age

- Focus students' attention on the picture at the top of the page. Explain that the woman on the left is asking the lady with the baby stroller the name and age of the baby. The woman in the center is asking the twin boys their names and their age.
-  **CD1, T8** Play the audio for the first part of the conversation. Ask students to point to the person who is talking as they listen.
-  **CD1, T8** Play the audio again. Have students repeat or speak along with the recording.
- Point to the baby stroller in the picture and ask: **How old is he?** (He's six months old.) **What is his name?** (His name is Jamal.)
- Repeat this procedure with the second conversation. After students listen, point to the twins and ask: **How old are they?** (They're seven.) **What are their names?** (Their names are Ali and Adel.)

Quick Check

- Refer students to the Quick Check. For **A**, have them circle the ages in the conversations above.
- For **B**, have students work individually to read the sentences and answer *yes* or *no*. Then have them compare answers with a partner.
- Check answers by asking volunteers to read the sentences aloud and answer *yes* or *no*.

Answers

A

six months old, seven

B

- yes
- no
- no
- yes

Language Builder

Go over the meanings of the plural possessive adjectives in the **FYI** box. Have students find examples on page 11. Further explanation and practice of plural possessive adjectives will be presented in the grammar section of the Teacher's Guide on page 12.




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2 Pair Work

- Follow this procedure for each Pair Work conversation.
-  **CD1, T9** Play the audio and ask students to repeat or speak along with the recording.
- Model the questions and answers with a volunteer, using your own information.
- Put students in pairs to practice conversations **A** and **B** and in groups of three for conversation **C**. Point out that students use their own information for conversations **B** and **C**.
- Go around the class as students are working and help as needed.

Workbook

Assign pages 191–192 for practice with vocabulary for days of the week, months of the year, and cardinal and ordinal numbers.



Teaching Tip

When introducing new language (words, phrases, or forms), try to give students an opportunity to see and hear the language several times before you ask them to produce it.



Additional Activity

Play Tic Tac Toe with days and months. Draw a Tic Tac Toe grid on the board with three squares across and three squares down. In each square, write a clue, such as *1st day of the week*, *3rd month of the year*, etc. Divide students into two teams: X and O. One team starts and chooses a square. They must give a sentence with the correct day or month. (*The first month is January*.) If the sentence is correct, erase the clue and write an X or O in the space. The first team to get three in a row wins.



The English words for the days of the week have interesting origins. *Sunday* is the day of the sun. *Monday* is the day of the moon. The other days are related to ancient mythology. For example, *Saturday* is the day of Saturn, and *Thursday* is the day of Thor.

Age



Quick Check ✓

A. Vocabulary. Circle the ages in the conversations.

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

1. _____ Jamal is six months old.
2. _____ The boys are ten years old.
3. _____ The baby's name is Abdullah.
4. _____ 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 even, or day, to show who the noun belongs to.





Our vacation is in May.

Your vacation is in May, too.



Their vacation is in June.

2 Pair Work





A. Ask and **answer**.

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

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

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

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

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

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 _____ month of the year.
2. July is the _____ month of the year.
3. September is the _____ month of the year.
4. March is the _____ month of the year.
5. August is the _____ month of the year.
6. May is the _____ month of the year.

B. Write the dates in full.

Note: The month comes first.

 1/22 January twenty-second

1. 4/13 _____

2. 2/28 _____

3. 6/17 _____

4. 10/9 _____

5. 7/4 _____

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

A: When is ...?

B: It is on ...

National Day	Date



3 Grammar

FYI (Possessive Adjectives: *our, your, their*)

- Write the subject pronouns **I, he, and she** on the board. Elicit the possessive adjective for each pronoun (my, his, her) and write it next to the pronoun.
- Then write the pronouns **we, you, and they** on the board. Focus students' attention on the **FYI** box on page 11. Elicit the possessive adjectives for these pronouns. (our, your, their) Write them on the board as well.
- Find a student whose vacation is in the same month. Then say to the class: **Our vacation is in (month).** Then find two students with vacations in the same month. Look at them and say: **Your vacation is in (month).** Finally turn to the rest of the class and say: **Their vacation is in (month).**

Question Words: *What, When, How old*

- Have volunteers read the questions and the answers. Ask: **Which question word asks about time: When, What, or How old?** (When) **Which asks about age?** (How old)
- Explain that *date* refers to the number of the day.

Language Builder

Explain that in English, people use ordinal numbers for dates when speaking. For example: *September fourth*, NOT *September four*.

Prepositions: *In, On with Dates*

- Go over the explanation of **in** and **on** with the class. Have volunteers read the example sentences in the chart.
- Write random months and days on the board. Point to them and have volunteers read the words adding **in** or **on**. For example, write **March** and elicit: **in March**. Write **Sunday** and elicit: **on Sunday**. Remind students that we use **on** before a month when it is followed by the

date, for example: *on June 15th*.

A

- Have a volunteer read the directions and the example. Students work individually to complete the sentences with the correct ordinal number.
- Check answers. Write the sentences on the board and have volunteers come up to write the correct answers.

Answers

- first
- seventh
- ninth
- third
- eighth
- fifth

B

- Go over the directions and the example. Remind students that in American English, the month comes before the date. For example, this means that 5/4 is *May 4th*, NOT *April 5th*.
- Have students work in pairs to complete the exercise.
- Have volunteers write the answers on the board.

Answers

- April thirteenth
- February twenty-eighth
- June seventeenth
- October ninth
- July fourth

C

- Have students work in pairs. They should try to find the dates of important national days in Saudi Arabia.

Answers

Answers will vary.

Language Builder

Point out that in American English, the month comes before the date. We say *It's July seventh*, NOT *It's seven July*.

2 What Day Is Today?

Language Builder

Point out that the word *their* and the contraction *they're* sound the same.


D


- Go over the directions with the class. Have students read the first conversation silently without filling it in. Elicit the words that go in the blanks. (*How old, They're, She's*)
- Have two students read the conversation aloud.
- Put students in pairs to complete the conversations.
- Check answers by having volunteer pairs read the conversations aloud.

Answers

- | | |
|---------------------|-------------|
| 1. A: How old | 3. A: their |
| B: They're/They are | B: 're/are |
| B: She's/She is | |
| 2. A: What | 4. A: When |
| B: 's/is, 's/is | B: in |
| A: are | A: What |
| B: 're/are | A: My, on |

4 Listening

 **CD1, T10** Play the audio. Have students listen to the first conversation. Elicit the words that go in the blanks (Monday, June first) and have students write them in the chart. Play the rest of the recording. Tell students to listen but not write.

 **CD1, T10** Play the audio again for students to listen and write their answers. Then play the audio a third time and go over the answers with the class.

Answers

Conversation 1: Monday / June first

Conversation 2: Friday / January fourteenth

Conversation 3: Friday / June tenth

Audioscript

Conversation 1

- | | |
|-------------------------|-------------------|
| A: When is our meeting? | B: On June first. |
| A: What day is it? | B: It's a Monday. |

Conversation 2

- | | |
|--------------------------------|---------------------|
| A: When will you go for Umrah? | B: On January 14th. |
| A: Is it a Friday? | B: Yes, it is. |

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Conversation 3

- | | |
|------------------------------|------------------------------|
| A: What's the date today? | B: It's Friday, June tenth. |
| A: It's my sister's wedding! | B: Oh! Wow! Congratulations! |
| A: Thanks. | |

5 Pronunciation

 **CD1, T11** Play the audio as students listen and read along. Then play the audio again for students to repeat or speak along with the recording.

- Put students in pairs to practice reading the words to each other with the correct stress.

6 About You

A

- Have students work individually to complete the form and then compare with a partner.
- If necessary, write an example of a full name on the board, labeling the first, middle, and last names.

B

- Put students in pairs or small groups to ask and answer the questions.
- When students have finished, ask one person from each group to report one or two answers to the class.

Workbook

Assign page 193 for practice with the grammar of the unit and vocabulary for dates and ages.



Teaching Tip

When teaching stress for pronunciation, it sometimes helps to clap your hands or tap a desk as you say the words. Clap or tap softly on the unstressed syllables and loudly on the stressed syllable. Get students to join in.

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

1. **A:** _____ are John and George?

B: _____ 15.

A: What about Sarah?

B: _____ 16.

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

B: My name _____ Lisa,
and she _____ Sandra .

A: How old _____ you?

B: We _____ 14.

3. **A:** They're nice girls.

What are _____ names?

B: Pam and Vicky.

They _____ in my English class.

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

B: It's _____ March.

A: _____ date?

B: March 11th.

A: _____ final test is _____ the
11th too!

4 Listening

Listen to the three conversations. Complete the chart.

	Day	Date
Conversation 1		
Conversation 2		
Conversation 3		

5 Pronunciation

Listen to the stress on the words. Then practice.

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.

1. How old is your best friend?

2. What is your best friend's name?

3. How old is your pet?

4. What's your pet's name?

Information Form

First name: _____

Middle name(s): _____

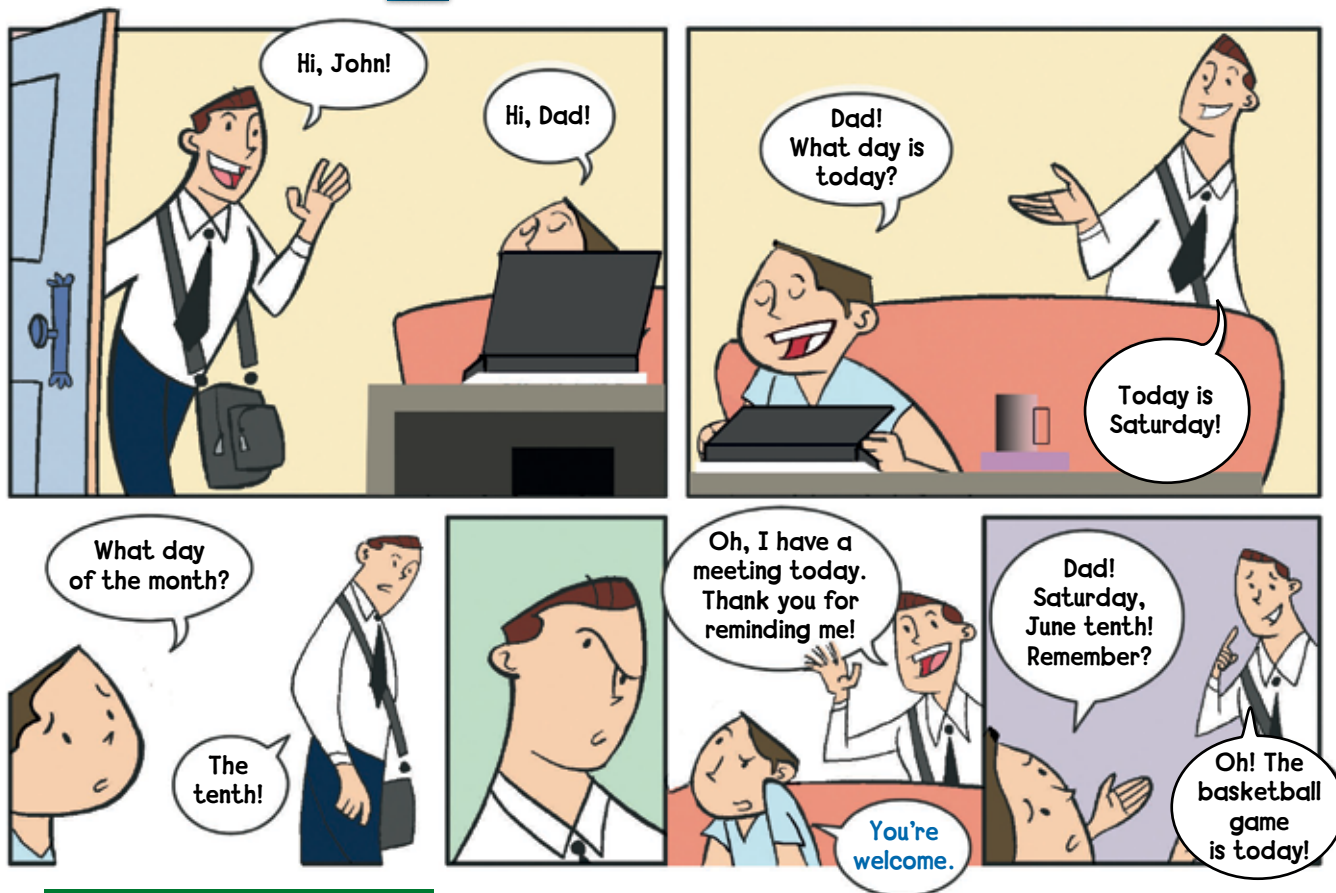
Last name: _____

Age: _____

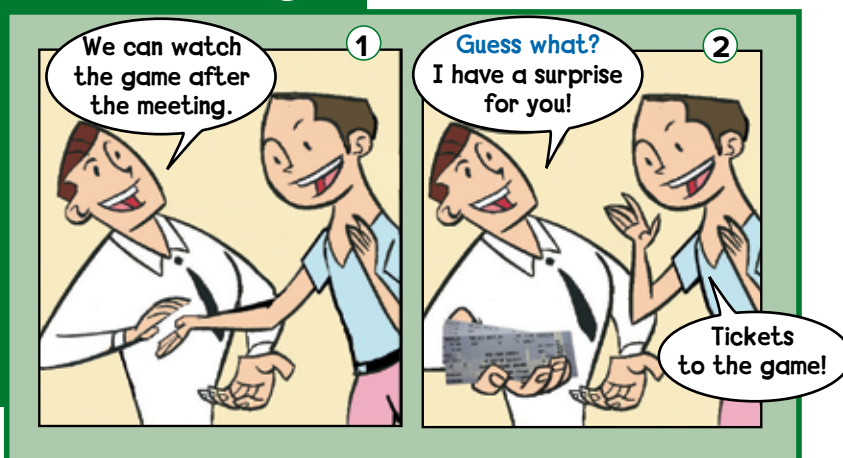
Birth date: _____

2 What Day Is Today?

7 Conversation



Your Ending



Real Talk

Guess what? = when we tell someone something that will surprise them

You're welcome. = a polite reply to "Thank you"

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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.

7 Conversation

- Have students look at the comic strip. Ask: **Who are the people in the picture?** Elicit that they're father and son.
- Point out that the words *remember* and *forget* are opposites. Explain that *remind* means to tell someone to remember.
-  **CD1, T12** Have students listen to the audio twice with their books closed. Then have them listen with their books open. (Don't play the two possible endings at this time.)
- Ask students: **What do you think? Does John's dad remember?** Elicit students' guesses in answer to this question. (yes or no). Then ask: **What does John's dad forget?** (the basketball game)

Your Ending

- Focus students' attention on the two endings.
-  **CD1, T12** Play the audio of the two different endings. Students listen and read along.
- Have students choose the ending they like best. Ask: **Who likes ending number 1 (2)? Raise your hand.** Write the number of votes for each ending on the board. Make it clear that there is no right or wrong answer to this.

Real Talk

- Direct students' attention to the Real Talk box. Read the explanations with the class.
- Act out **You're welcome** with a student. Ask the student to do something, like lend you a pencil. Then say: **Thank you.** The student responds: **You're welcome.**

About the Conversation

- Ask volunteers to read the questions aloud and answer them. Do this activity with the whole class.

Answers

1. Saturday
2. June
3. June tenth
4. The basketball game is today./The meeting is today.


Your Turn

- Put students in pairs to role-play the conversation. Each pair should use the ending they like best.
- As far as possible, have students change information such as the characters, the date, and the events of the day.
- Ask two or three pairs to present their conversations to the class. Encourage them to be expressive and to look at each other when they are speaking.



8 Reading

- Ask students to look quickly at the pictures and the chart headings. Ask the **Before Reading** question: **What do you think the reading is about?** Elicit students' ideas but do not confirm whether they are right or wrong at this point.
- Have students look at the photos. Write the names of the animals on the board. Say an animal and have students point to the picture in the book.
- Have students read the text and the charts silently. Ask: **What does adolescent mean?** Elicit or explain that an adolescent is a teenager. Explain that **life span** is the number of years an animal can live.

 **CD1, T13** Play the audio and have students read along as they listen.

READING STRATEGY Scanning

- Tell students that it is sometimes possible to look at a text quickly to find a specific fact. They don't need to read the whole article.
- Tell students that you're going to ask some questions about the animals in the article. Sample questions include: **What is the life span of a horse? Which animal has a life span of 123 years? What kind of animal is Marla? How old is Ollie?**
- As soon as they find the answer, students should raise their hand. Tell them not to shout out the answer. When four or five students have raised their hands, elicit the answer.

After Reading

- Put students in pairs to ask and answer the questions. Have them scan to find the answers.
- Go over the answers with the class. Call on different students to read the questions and answers aloud.

Answers

- 5 years old
- Marla is old for a turtle. She's 95 (ninety-five).
- 1 year old
- 15 years old



Teaching Tip

When doing exercises, call on students at random. This helps all students to pay attention all the time.



Additional Activity

Play Concentration with word pairs. Make several sets of cards with these word pairs on them. Write one word on each card.

cat / mouse	old / young
today / tomorrow	husband / wife
twenty-one / twenty-first	remember / forget
mom / dad	teacher / student
Monday / Tuesday	September / October

In small groups, students mix up the 20 cards and lay them out face down. The first student turns over two cards and says the words. If the cards make a pair, he or she keeps the cards. If not, turn the cards over again and leave them in the same place. Then it's the next person's turn. The student who has the most cards at the end wins the game.



Project: How Old Are You?

Have students work in groups to figure out how old they are in months, days, and hours. Tell them not to forget the extra day in Leap Year, once every four years



- A French woman named Jean Calment holds the record for the longest documented human life span. She was 122.4 years old when she died in 1997.
- The oldest cat ever recorded was named Spike. He was from Britain and lived to be 31. He was 140 in human years.

8 Reading

Before Reading

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

How Old Are They?

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



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



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



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

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

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



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?

2 What Day Is Today?

9 Writing

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

- | | |
|------------------------------|---------------------------|
| 1. _____ is your first name? | a. _____ Chicago. |
| 2. _____ do you spell that? | b. _____ Watkins. |
| 3. _____ old are you? | c. _____ Robert. |
| 4. _____ are you from? | d. _____ I'm 13. |
| 5. _____ is your birth date? | e. _____ W-A-T-K-I-N-S. |
| 6. _____ is your last name? | f. _____ 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.

- _____
- _____
- _____
- _____
- _____

Information Form

First name:

Last name:

City:

Age:

Birth date:

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

10 Project

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



9 Writing

A

- Focus students' attention on the question words. Ask:
Which question word asks about time? (When) **Which question word asks about place?** (Where) **Which question word do we use to learn a person's name?** (What) **Which question word asks about the way to do something?** (How)
- Have students complete the exercise individually.
- Check answers by calling on pairs of students to read aloud the questions and answers.

Answers

- What (c)
- How (e)
- How (d)
- Where (a)
- When (f)
- What (b)

Writing Corner

- Go over the information about capital letters.
- Have volunteers read the examples aloud.
- Ask: **Which other words have capital letters?** (the first word in a sentence, titles such as Miss, Mr., Mrs.)

B

- Go over the directions.
- Have students write the questions and compare answers with a partner.
- Students individually complete the information form.
- Read the questions and call on volunteers to answer with full sentences.

Answers

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

C

- Have students prepare two more information forms.
- Put students in groups of three. They take turns asking the questions and completing the forms with their classmates' information.

- Call on a few students to report about their classmates. Students should respond with sentences: **His/Her first name is _____.** **His/Her last name is _____.** **He/She is from _____.** **He/She is _____ years old.** **His/Her birth date is _____.**
- Occasionally interrupt students and ask: **How do you spell that?** to elicit the spelling of names or cities.

10 Project

- For homework, ask students to find out the life span of other animals, insects, or plants and say how old they are in human years.
- In class, have students work in small groups and make a chart with the names of the animals, insects, and plants that they have researched. Students can illustrate their charts with photos or drawings.
- Collect and review the charts as a writing assessment.

Workbook

Assign page 194 for additional vocabulary and writing practice.

11 Form, Meaning and Function

Classroom English

- Focus students' attention on the classroom instructions and the pictures. Have volunteers read an instruction and act it out.
- Call out the instructions and have students act them out. For variety, change some of the instructions. For example, say: **Open the door, Put away your books, Take out your notebooks, Write your name on the board,** etc.
- Say: **Let's open our books.** Open your book along with the students to show that you are included too. Say: **Now, let's do exercise A.**

Language Builder

Explain that instructions are in the imperative. The imperative is formed with the infinitive of the verb without *to*. The negative imperative is formed with *Do not* or *Don't* before the verb. Another form of the imperative is formed with *Let's* when the speaker is included. Point out that it is more polite to use *please* with instructions. For example: *Please don't talk.*

Answers

1. Good morning. Let's start.
2. Please sit down.
3. Open your books.
4. Look at page eighteen.
5. Read the conversation.

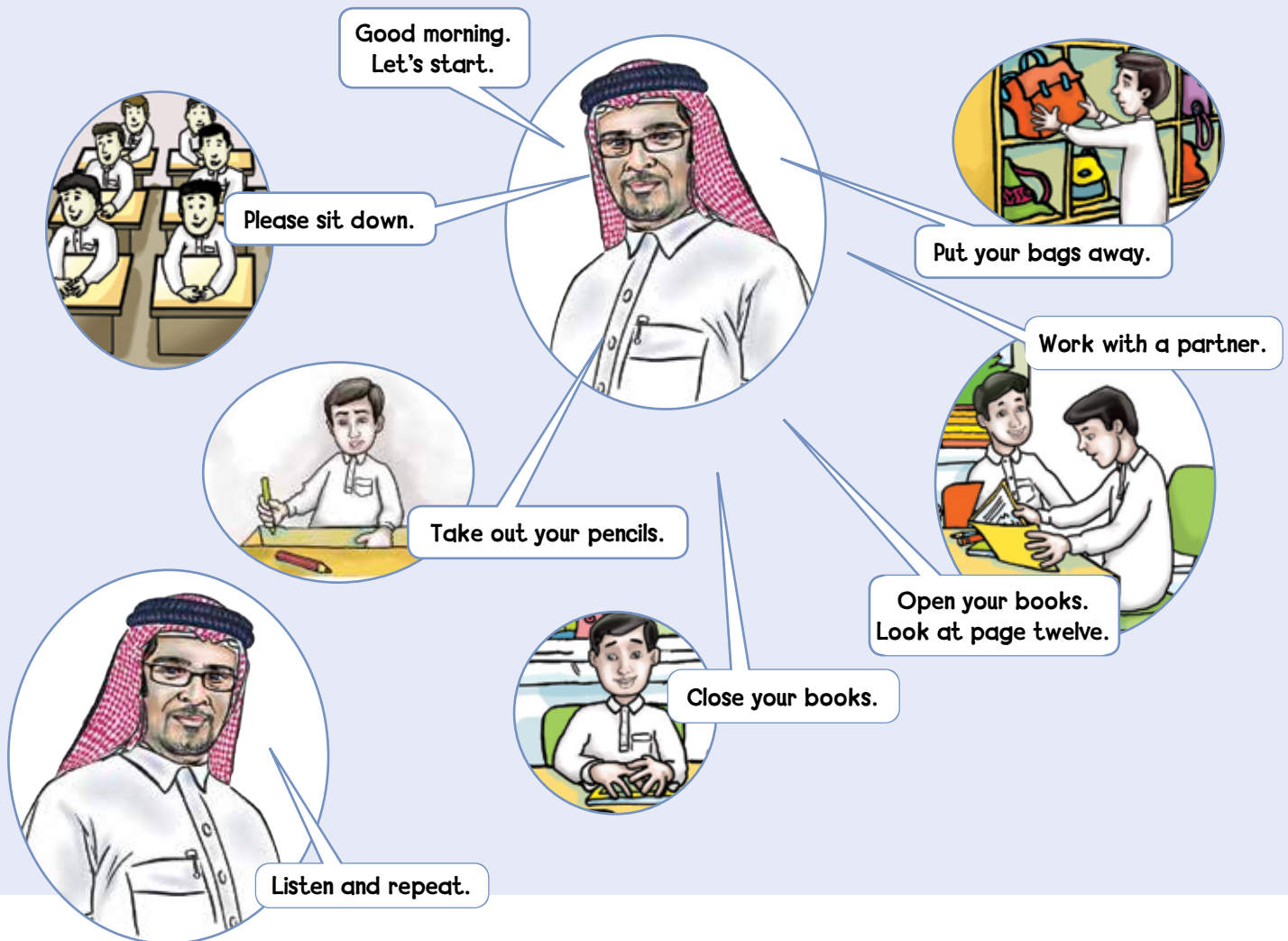
- A**
- Read the directions and check that students understand what to do.
 - Model the exercise with the class. Say: **Please close your books.** Students should follow the instruction. Say: **Please open your books to page 17.** Students should follow the instruction. Then say: **Now close your books.** Students should not follow the instruction because you didn't say *please*.
 - Put students in pairs. They take turns giving and following instructions when their partner says *please*.

- B**
- Read the directions or ask a student to read them aloud. Ask: **Which instruction comes first?** (Good morning. Let's start.)
 - Have students complete the exercise and compare answers with a partner. Then check answers as a class.

11 Form, Meaning and Function



Classroom English



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

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

Look at page eighteen.

1. _____

Please sit down.

2. _____

Read the conversation.

3. _____

Good morning. Let's start.

4. _____

Open your books.

5. _____

3 What's That?

1 Listen and Discuss

Which words on these pages do you already know?



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



What's this?
And what are those?

It's a radio.

They're calculators.



Unit Goals

- | | |
|---|--|
| <ul style="list-style-type: none"> Vocabulary
Common objects Functions
Give commands and instructions
Ask for identification of things Grammar
Demonstrative Pronouns: <i>this/that/these/those</i>
Imperatives
Indefinite and Definite Articles: <i>a/an/the</i> | <ul style="list-style-type: none"> Listening
Listen for specific details Pronunciation
Voiced <i>th</i> and unvoiced <i>th</i> Reading
Museum of Science Writing
Write about things in a museum Project
Make a brochure for a museum |
|---|--|

Warm Up

Walk around and identify common items in the classroom. Say, for example: **That's a window. These are chairs. This is a pencil.** After students are familiar with several items, point to an item and ask a question. For example: **Is this a pencil?** Students answer with *yes* or *no*. (This activity is not to teach the demonstrative pronouns, but just to get students used to hearing them.)

1 Listen and Discuss

- Give students a minute or two to look at the pictures on this page and read the words. Ask the question: **Which words do you already know?** Ask students which words are the same or similar in their language.

Language Builder

Point out that it's common for things related to technology, such as *television* or *telephone*, to have similar names in several languages.



- Ask: **Are these objects old or new?** (old) **Where are they?** (in a museum)
- CD1, T14** Play the audio of the guide Tom and the list of objects on this page. Students listen and point to each object as they hear the word.
- CD1, T14** Play the audio again. Students listen and repeat or speak along with the recording.
- Focus students' attention on the students at the bottom of the page. Ask: **What are they looking at?** (the radio and the calculators)
- CD1, T14** Play the audio of the students' conversation. Students listen and repeat or speak along with the recording.
- Write the questions **What's this?** and **What are those?** on the board. Explain that the word *this* is singular and it refers to something close by. The word *those* is plural and it refers to things that are farther away.
- Using the conversation as a model, point to a few objects on the page and ask the questions: **What's this?** and **What are those?** Students answer: **It's a _____.** or **They're _____.**
- Put students in pairs and have them continue asking and answering questions about the things in the museum.



- Early telephones had no dials, and of course, no key pads. All calls went through the operator. In the U.S., some people were still using phones like this as recently as 1978.
- Most computer keyboards still use a key system based on that of typewriters. It's called QWERTY after the order of the keys in the top line. The first typewriters had keys in alphabetical order. But this allowed people to type too fast and the keys would get stuck. So they changed the order to make people type more slowly.

Language Builder

Explain these vocabulary items:


souvenir = something people buy to remember their visit to a place

toy = something children play with (Point out that the stuffed lion in the picture is one kind of toy.)

check out = an informal expression that means *look at* (It usually means that the person likes what they see.)

The Museum Gift Shop

- Give students a minute to look at the pictures and the words on this page. Ask which words they already know.
- In case they are interested, let students know that the original painting by Van Gogh shown on this page is titled *Bedroom at Arles*.

 **CD1, T14** Play the audio for students to listen and repeat the words or speak along with the recording.

Quick Check

- A**
- Put students in pairs and have them list the things that they have. (Of course they would have more modern versions of these items!)
 - Ask a few pairs to read their lists for the class.

Answers

Answers will vary.

- B**
- Have students work individually or in pairs to complete the exercise.
 - Check answers by calling on students to read a sentence and answer *yes* or *no*.

Answers


1. no
2. yes
3. yes
4. no



Language Builder

Go over the information in the **FYI** box. Explain that the word *a* or *an* means “one.” For this reason, we use *a/an* with singular words, not with plural words. Point out the example **It's a radio** on page 18. Further explanation and practice of the indefinite articles will be presented in the grammar section of the Teacher's Guide on page 20.

2 Pair Work

- Write the words **that** and **these** on the board next to **this** and **those**. Elicit that *that* is singular and *these* is plural. Explain that we use *that* to talk about an object that is far away from us. We use *these* to talk about more than one object that is close by. There is a complete explanation and more practice of this in the grammar section on page 20.
-  **CD1, T15** Play the audio for students to listen and repeat or speak along with the recording.
- Read the conversation with a volunteer. Use different objects. Point out that students can say *I don't know* if they don't know what something is.
- Put students in pairs to practice the conversation. They should use objects from both pages of this presentation. They can also ask about objects in the classroom around them.

Workbook

Assign page 195 for practice with vocabulary for common objects and *a/an*.



Teaching Tip

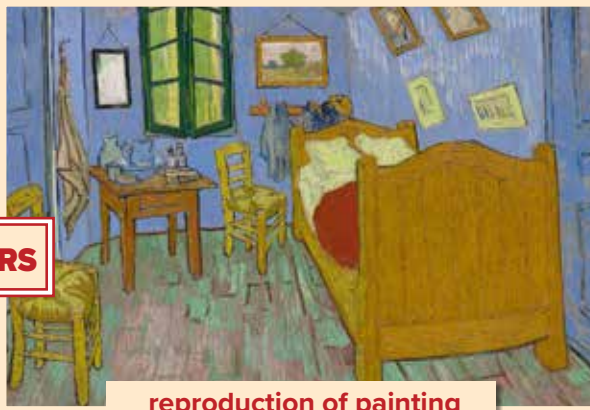
Encourage students to use English to ask questions in the classroom. Teach them simple questions, such as **How do you say ____ in English?** Then when a student asks the question in their first language, you can pretend you don't understand.



Additional Activity

Play a memory game. One student starts by saying **I'm at the museum and I see a bicycle** (or other object). The next student says: **I'm at the museum and I see a bicycle and a telephone**. The game continues with each student repeating all of the previous objects in order and adding one more. If a student can't name all the objects, either start the game over or go to the next student.

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?

B. Comprehension. Answer **yes** or **no**.
Tom says:

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

2 Pair Work



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

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

FYI

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

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

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

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

3 What's That?

3 Grammar



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.



1.



2.



3.



4.



5.



6.



3 Grammar

FYI (Indefinite Articles: a/an)

- Write the words **a radio** and **an airplane** on the board and say them. Show students how it's easier to say *an airplane* with the /n/ sound in *an*.
- Focus students' attention on the **FYI** box about indefinite articles on page 19. Explain that these letters are vowels. Other letters are called consonants.
- Go over the explanation. Then practice other examples with common objects. For example: *a pencil, an eraser, a nose, an eye, a banana, an apple*, etc.

Language Builder

Explain that *that's* is a contraction for *that is*. There is no contraction for *this is*.

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

- Focus students' attention on the picture. Explain that the man uses **this** to refer to the sculpture because it is close to him. He uses **that** for the water fountain because it is far away from him. Call on students to read the examples with **this** and **that**.
- Point out that for plural nouns we use **these** for objects that are close and **those** for objects that are far away. Call on students to read the examples with **these** and **those**.
- Give students a few more examples using classroom objects. For example, pick up a pencil and say: **This is a pencil**. Then point to something across the room and say: **That's a _____**. Hold up some books and say: **These are books**. Then point to some desks and say: **Those are desks**.

Imperatives

- Read the explanation of the imperatives with the class. Explain that an affirmative imperative begins with the verb. A negative imperative begins with **Don't** (*Do not*) + verb.
- Act out the imperatives **Sit down** and **Don't sit down** with one or two volunteers. Show how using the word **Please** makes the command more polite.
- Go over the information and examples with imperatives

A

- Model the activity with a volunteer. Read the questions and answers in the two examples.
- Put students in pairs to do the exercise. They should take turns asking and answering the questions. Walk around to check that they are using the demonstrative pronouns correctly.
- Check answers by having different pairs read the conversations aloud.

Language Builder

Point out that the answer to the question *What's this?* usually begins *It's a/an...*, (NOT *This is...*). Answers to the questions *What are these?* or *What are those?* begin with *They're...*

Answers

- 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.

Language Builder

Explain that for English speakers, it's important to use the word *please* when asking people to do things. Ask students if this is the same or different in their language and culture.

3 What's That?

B

- Read the directions and model the conversation with a student. Point out that the word *bike* is a short form of *bicycle*.
- Model the activity by starting to draw a picture of one of the objects on these pages (for example, a bike) on the board. With only a small piece of the picture completed, ask: **What's this?** Students guess by saying **It's a _____**. If the guess is incorrect, say: **No, it's not a _____**. Continue to draw until students guess correctly. Then say: **Yes, that's right. It's a _____**.
- Put students in pairs to continue the activity. Tell them not to worry if they aren't great artists. That's part of the fun of the game.
- To conclude the activity, ask for volunteers to show some of their finished pictures to the class. The class guesses what the objects are.

C

- Have students work individually to match the imperatives with the signs.
- Check answers by calling on students to read the imperatives that go with the signs.



Answers

1. b 2. c 3. d 4. a

4 About You

- Model the activity by telling students about a few things that are on your desk or in your bag.
- Put students in pairs to continue the activity. Partners take turns asking and answering the question: **What's in your _____?**
- Conclude by asking a few students to report about their partners. Ask: **What's in/on (name's) _____?**

5 Listening

- Ask a volunteer to read the directions aloud. Then ask students what objects they see in the pictures. (clock, sculpture, painting, old airplane, tote bag, toy airplane, stuffed animals, watch)
-  **CD1, T16** Play the audio while students just listen.
-  **CD1, T16** Play the audio again for students to circle the things Mark and Andy see.
- Check answers by asking volunteers to name the objects they circled.

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Answers

The following items should be circled: sculpture, painting, (old) airplane, tote bag, stuffed animals, and watch.

Audioscript

1. Don't touch that sculpture!
2. Check out this beautiful watch.
3. That's an old airplane.
4. This is a big tote bag.
5. These stuffed animal toys are cute.
6. Buy this painting. It's really nice.

6 Pronunciation

- Write the words **think** and **this** on the board and model the pronunciation. Show students how the tongue comes between the top and bottom teeth when they say the *th* sound. Tell them they should feel a tickle or vibration on their tongues when they say *this*.
-  **CD1, T17** Play the audio for students to listen, and then play it again for them to repeat or speak along with the recording.

Workbook

Assign pages 196–197 for practice with the grammar of the unit.



Teaching Tip

Use a variety of ways to check answers, such as calling on individual students, asking for volunteers, having students write answers on the board, and so on. This helps keep the class interesting.



Additional Activity

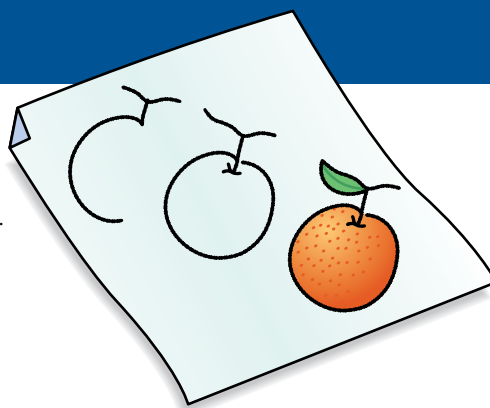
Practice the two *th* sounds by saying a few *th*- words at random. Have students raise one finger if they hear the voiced sound (with a vibration) and two fingers if they hear the unvoiced sound. Continue by having students say the words for their classmates to guess the sound.



How heavy is your backpack? Studies in the U.S. have shown that teenagers often carry more than 15 percent of their weight in their school backpacks. This can lead to back problems. It is recommended that you only carry what you need for the day in your backpack and nothing extra.

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

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



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

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



1. ____



2. ____



3. ____



4. ____

4 About You

1. What's in your backpack or bag? 2. What's on your desk?

5 Listening

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



6 Pronunciation

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



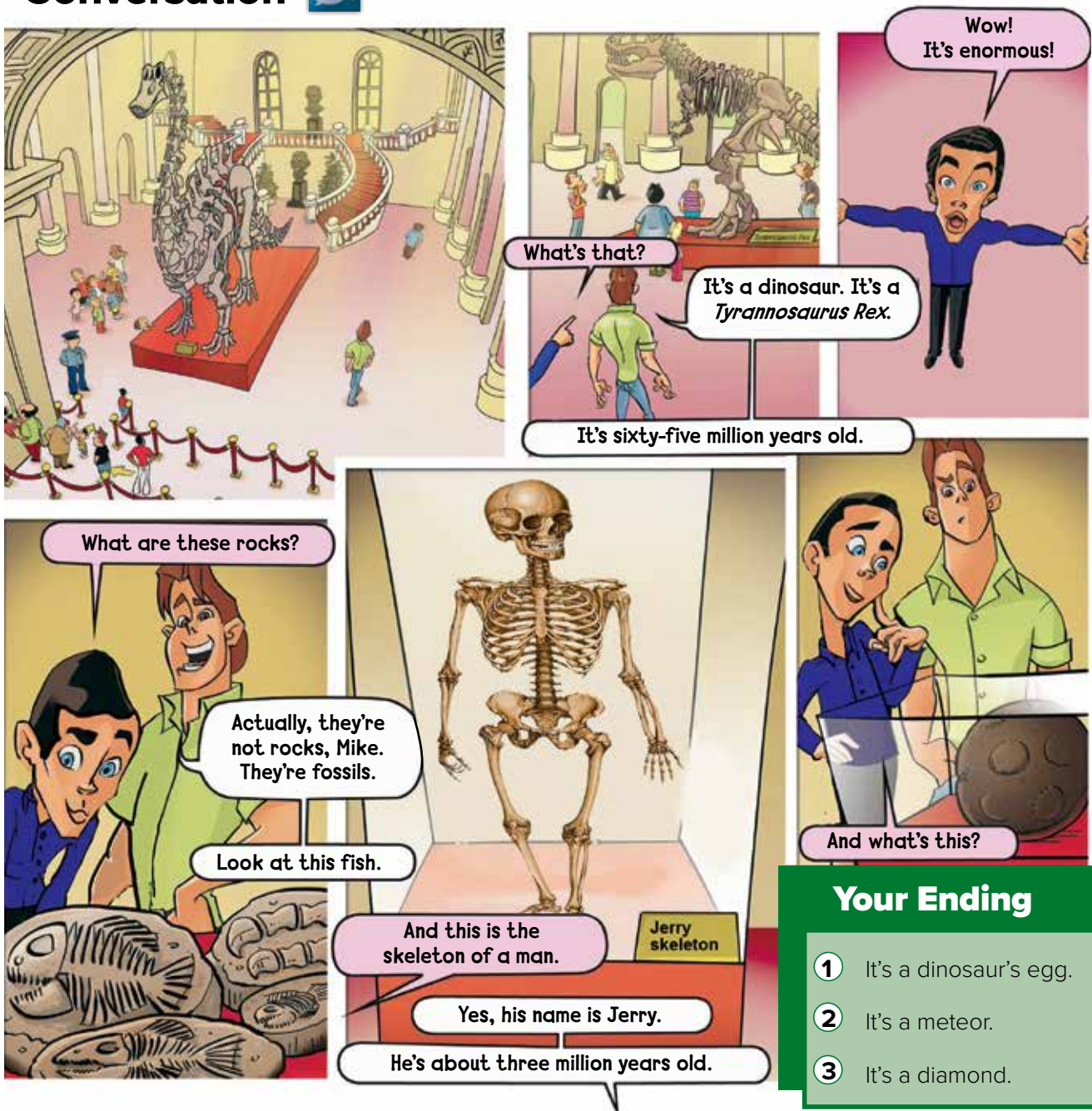
1

think
tenth
thanks

2

this/that
these/those
they

7 Conversation



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

Your Turn

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

7 Conversation

- Have students look at the comic strip. Ask: **Where are the people?** (They're in a museum.)
- Write these words on the board: **dinosaur, skeleton, rocks, fossils, fish**. Ask students to find these items in the pictures.
- 🔊 **CD1, T18** Have students listen to the audio twice with their books closed.
- 🔊 **CD1, T18** Ask students to open their books. Play the audio again and have students follow along with the text and the pictures. Don't play the three possible endings at this time.
- Ask: **What's the name of the dinosaur?** (Tyrannosaurus Rex) **How old is it?** (65 million years old)

Your Ending

- Ask students to look at the last picture in the comic strip. Ask what they think the object is. Elicit ideas other than those given.
- 🔊 **CD1, T18** Play the audio for the three endings.
- If necessary, explain the words in the Your Ending choices. A *meteor* is a large rock that falls to earth from space. A *diamond* is a valuable stone that people often use in rings and other kinds of jewelry. (If possible, bring illustrations of these items to class.)
- Ask students which ending they agree with. Find out which ending the majority of the class agrees with.

About the Conversation

- Have students work individually to answer the statements with *yes* or *no*.
- Check answers by calling on individual students to read the statements and their answers. Have them correct the statements they marked *no*.

Answers

1. no (It's enormous.)
2. yes
3. no (The skeleton's name is Jerry. Mike is one of the men in the story.)
4. yes



Your Turn

- Have students role-play the conversation with a partner. They choose one of the endings in the box and use it in their conversation.
- Tell students to first brainstorm a list of objects found in museums that they could include in their role plays. If students are having trouble with this vocabulary, brainstorm items as a class and write them on the board.
- Ask two or three pairs to act out the conversation for the class. If possible, set up an area at the front of the classroom where they can walk around and pretend to look at the different things in the museum.



- The dinosaur, *Tyrannosaurus Rex*, was about 12 meters long and 5-7 meters tall. It weighed between 4 and 6 tons, and could eat up to 250 kilograms of meat in one bite!
- Dinosaurs were hatched from eggs. However, no one has ever found a *Tyrannosaurus Rex* egg.

8 Reading

- To activate students' prior knowledge and introduce the reading, ask the **Before Reading** question: **What kinds of things do you see in museums?** List students' ideas on the board, but don't confirm or deny answers.

READING STRATEGY Titles and subtitles

- Make sure students understand that this is a brochure for a museum. Focus students' attention on the titles and subtitles in the brochure. Ask: **What kinds of things do you think you can see in this museum? Can you see a film in this museum?**



CD1, T19 Play the audio. Ask students to read along as they listen, looking to see if any of their ideas on the board are mentioned in the brochure.

- Review the ideas on the board and check the items mentioned in the brochure.

After Reading

- Have students work in pairs to complete the sentences with words from the brochure.
- Check answers by asking volunteers to read their completed sentences and show where they found the information in the brochure.

Answers

- science and technology
- human heart
- Leonardo da Vinci
- Greece

Discussion

- Read the first question with the class. Elicit answers from two or three students.
- Put students in small groups to continue asking and answering the questions. Go around the room as students are working and offer help as needed.
- When groups are finished discussing, ask a volunteer from each group to report on their answers.



Teaching Tip

Help students understand that they don't need to understand every word in a reading. They only need to understand enough to do the exercises. Explain that this is often the way people read in real life. They just look for the information they need.



Additional Activity

Play a scrambled word game. In pairs, students look for 10 new words from this unit and write them on a piece of paper scrambling the letters, for example: *nsiraduo* for *dinosaur*. They exchange lists with another pair and unscramble the other pair's words. Finally, pairs check their answers together.



Project: Museum Exhibit

Have students work in groups to plan an exhibit for the classroom. The exhibit can focus on one kind of thing (for example, clocks and watches) or on a variety of objects (for example, common objects in schools). Have students find or draw pictures of the objects and make a poster for the exhibit. They label the objects and put up the poster for the class to look at. Students then tour the different "exhibits" in the classroom.



- On average, the heart beats 72 times a minute, 100,000 times a day, and about 2.5 billion times during a lifetime. Every day, the heart sends about 7,500 liters of blood through 96,000 kilometers of blood vessels.
- Women's hearts beat faster than men's. The average heartbeat of men is 70 times per minute, whereas for women it is 78.
- Leonardo da Vinci (1452 -1519) was an artist, inventor, and scientist who was born near Florence, Italy. He kept journals and filled thousands of pages with his ideas and observations of the world. His drawings included inventions of flying machines, a parachute, a helicopter, an armored car, hydraulic pumps, calculators, and a movable bridge. His journals were never published, and very few of his designs were ever constructed because the technology did not exist.



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8 Reading

Before Reading

What kinds of things do you see in museums?

Museum of Science

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



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



- See the first spacecraft to go around the moon!



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

Special Attractions

Now Open!

LEONARDO DA VINCI exhibit

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



Omnimax 3-D Theater Greece

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

Museum of Science



After Reading

Complete the sentences.

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



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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?

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: _____	
Object	Description

Writing Corner

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

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

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

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

10 Project

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

9 Writing

A

- Ask students about a museum they know and some of the objects they can see there. If you have visited a museum as a class, discuss the objects and ask students to describe the ones they like best. Provide a model, for example: ***I like the modern paintings at the National Gallery. They are beautiful.***
- Go over the directions with the class. Tell students they will use their notes to write about a museum they have visited.
- Have students complete the chart individually. Then put students in pairs to compare charts.

Writing Corner

- Go over the information in 1 and 2 about articles with the class. Explain that *a* or *an* is used to introduce something or someone for the first time. *The* is used when mentioning the thing or person for the second time. Give examples with objects in the room. For example: ***This is a classroom. The classroom is big. That is an eraser. The eraser is pink.***
- Have a student read aloud the examples in 1 and 2. Then call on different students to make similar sentences with objects in the room.
- Go over the information in 3 and 4 about plural nouns and articles. Explain that the article *a* or *an* is not used with plural nouns because it means “one.” *The* is used when mentioning the things or people for the second time. Give examples with objects in the room. For example: ***These are books. The books are new. Those are desks. The desks are old.***
- Have a student read aloud the examples in 3 and 4. Then call on different students to make similar sentences with objects in the room.

B

- Have volunteers read parts of the model paragraph aloud. Ask questions about the paragraph. For example: ***What is the name of the museum? Who is Hameed? Where is the meteorite from? Which skeleton is strange? How old is the skeleton of the elephant? Is it big?***
- As a class, discuss the objects and the words that describe them.
- Have students underline the instructions. Ask them to identify the grammar in the instructions (imperative). Check answers as a class.

Answers

Objects: 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

Instructions: Follow me; Please, don't touch it; Please, don't take photographs.

C

- Tell students they are going to be a museum guide. They will write a paragraph about their favorite objects in a museum using their notes from the chart in exercise **A**.
- Choose two or three volunteers to share their notes from the chart in exercise **A**. Ask them to describe one of their favorite objects in the museum.
- Have students write their paragraphs using the text in exercise **B** as a model.
- Ask a few volunteers to read their paragraphs aloud.

10 Project

- Have students work in groups to make their brochure. They can use the Reading as a model.
- Collect the written brochures to review as a writing assessment. Give students the opportunity to correct any mistakes.
- Put students' brochures up on the wall of the classroom. Have students walk around the room and look at the brochures of the other groups.

Workbook

Assign page 198 for additional vocabulary, grammar, and writing practice.

11 Form, Meaning and Function

The Definite Article: *the*

- Go over the information in the chart with the class. Focus students' attention on how *the* refers to specific objects or people, but it is not used when referring to plural nouns in general. Call on students to read the examples aloud. Provide more examples to show when the article is used and omitted. For example: **Students read books.** (*the* is omitted because the sentence refers to any/all students and books in general)
The books we have are in English. (specific books in our class) **Museums have objects.** (general)
The objects in the National Museum are interesting. (specific objects in a specific museum)
- Read the other examples in the chart with the class. Elicit more examples of the names of rivers, seas, deserts, mountain ranges, and monuments.
- Point out the note at the bottom of the chart. Read the examples with the class. Elicit further examples by asking: **What day is it today? What time do you eat breakfast? What do you do on weekdays? Where do you go after school?** Students respond with sentences.

A

- Go over the directions. Tell students to draw a line in the blank if the article is not necessary.
- Model the first sentence as an example with the class. Then have students work individually to complete the exercise.
- Check answers by calling on students to read the sentences.

Answers

- 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

- Read the directions.
- Put students in pairs to complete the exercise.
- Check answers by calling on students to read the sentences.

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Answers

- That is a airplane. The 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.
- The exhibits at the National Museum are very interesting.
- Look at the picture on page 22. The people are at a/the museum.

11 Form, Meaning and Function



The Definite Article: *the*

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

the student **the** students

Use *the* for specific objects or people that were introduced before or that are known.
Do not use *the* with plural nouns when talking in general.

He is a tourist. **The** tourist is in New York.
Where are **the** students? They're at **the** art museum.

Teachers work at schools.



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

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

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

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

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

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

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

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

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

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



4 Around the World

1 Listen and Discuss

What place is in the photo?
Who are the people in the pictures?



This is Dan Ramirez in Times Square, with people from all around the world.

Hello. Are you a tourist?


No, I'm not. I'm here on business.


And where are you from?

I'm from Shanghai, China.

Unit Goals

- | | |
|---|---|
| <p>Vocabulary
Countries and nationalities
Email and addresses</p> <p>Functions
Talk about countries and nationalities
Ask for information with <i>yes/no</i> questions
Give basic personal information</p> <p>Grammar
Verb: <i>be</i>—negative, <i>yes/no</i> questions, short answers
Question Word: <i>Where</i>
Prepositions: <i>from, in, on</i>
<i>Can/Will</i> for requests and offers</p> | <p>Listening
Listen for specific information—telephone numbers, emails, and addresses</p> <p>Pronunciation
Telephone numbers, emails, addresses</p> <p>Reading
Lapland: The Land of the Midnight Sun</p> <p>Writing
Write a class directory</p> <p>Project
Make an information poster about your country</p> |
|---|---|

 **CD1, T20** Play the audio for the conversations on pages 26 and 27 and have students point to each speaker as they listen.

 **CD1, T20** Play the audio again. Students listen and repeat or speak along with the recording.

- Explain or elicit the meaning of any new words. Some words that may be new include:
viewers = the people who are watching the television program
tourist = someone traveling on vacation
on business = refers to someone traveling for work
- Put students in pairs and have each pair choose one conversation to practice. Then have different pairs act out each conversation for the class.

Warm Up



Play a game with students. Give clues about three or four different countries and have students name the country. For example, say: ***It's in South America. It's a big country. The people speak Portuguese. What's the country?*** Students answer: ***It's Brazil.*** If possible, have students find the countries on a world map.

1 Listen and Discuss

- Draw students' attention to the photo on this page. Ask: ***Where is this?*** (It's New York City.) Find out if anyone in the class has ever been to New York.
- Have students look at the pictures for the conversations on pages 26 and 27. Ask: ***Who's Dan Ramirez?*** Elicit that he's a reporter from a television station. He's talking to people in Times Square in New York City. Explain that Times Square is a popular tourist destination. There are a lot of stores and restaurants there.



Chart for Countries and Nationalities

- Focus students' attention on the chart. Ask: **Is your/our country in the chart?** If it is, have students point to it. If it isn't, have them write it in at the bottom of the chart under "Others."
-  **CD1, T20** Play the audio as students listen and read along.
-  **CD1, T20** Play the audio again for students to listen and repeat the words or speak along with the recording.
- Have students look at the conversations on these pages again. Ask: **Where are John and Paul from?** (England) **What's their nationality?** (English) **Where's Tom Lennon from?** (Australia) **What's his nationality?** (Australian)

Quick Check

- A** Put students in pairs and have them circle the country and nationality names in the chart that they use often. Then they write down other countries that they talk about often.
- Go around the room and help students write the names of other countries, nationalities, and capitals that they choose.
- Ask a few pairs to read their lists for the class. Write the new countries, nationalities, and capitals on the board. If possible, have students find the countries on a world map.

Answers

Answers will vary.

- B** Have students work individually or in pairs to complete the exercise.
- Check answers by calling on students to read a sentence and answer *yes* or *no*. Have them correct the false sentences.

Answers

- yes
- no (Tom is Australian.)
- yes
- no (He's on business.)

2 Pair Work

A



CD1, T21 Play the audio for the conversations.

You may choose to let students listen to all three conversations at once, or play one conversation at a time and then model it. Students listen and repeat or speak along with the recording.

- Model the first conversation with a volunteer. Use a different name.
- Put students in pairs to practice the conversations. They should use different names and nationalities. They can use the names in the other conversations on the page or names of people they know who are from different countries.
- Have a different pair act out each conversation for the class. Encourage students to use different names and nationalities.

B

- Have students practice asking and answering the questions about themselves with true information. They can walk around the room, asking and answering the questions with as many classmates as possible.

Workbook

Assign page 199 for practice with vocabulary for countries and nationalities.



Teaching Tip

Look for opportunities to review and reinforce language presented in previous units. For example, this unit reviews affirmative sentences with *be* (He's from Australia. I'm here on business.) and possessive adjectives (our viewers, his nationality).



Additional Activity

Play a trivia game with countries, nationalities, and capitals. Put students in teams. Each team writes 10 questions, such as **What's the capital of France?** or **I'm from France. What's my nationality?** Then teams ask each other their questions. Teams get one point for each correct answer.



Some countries have different names in their own language from the ones used in English or in other languages. For example, Spain is *España* in Spanish. Germany is *Deutschland* in German, but *Alemania* in Spanish.



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**.

- _____ Dan is in New York.
- _____ Tom isn't Australian.
- _____ The English tourists aren't from London.
- _____ The man from China is on vacation.

2 Pair Work

A. Ask and answer.

1. Is Dan from New York?

Yes, he is. / No, he isn't.

2. Where is Tom from?

He's from Australia.

3. What's his nationality?

He's Chinese.

B. Ask and answer about yourself.

- Where are you from?
- What's your nationality?
- What's the capital of your country?

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	
	he	
Is	she	from Saudi Arabia?
	it	
Are	we	
	they	

Short Answers (+)

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

Short Answers (-)

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

Question Word: *Where*

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

Prepositions: *from, in, on*

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

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

1. **A:** _____ they Russian?

B: No, they _____.

A: What _____ their nationality?

B: They _____ Polish.

2. **A:** _____ are you from?

B: We _____ from Mexico.

A: _____ you on vacation?

B: Yes, we _____.

3. **A:** _____ your friend Japanese?

B: No, he _____.

A: Where _____ he from?

B: He _____ from Vietnam.

4. **A:** _____ from Jordan?

B: Yes, I am.

A: _____ it hot there?

B: Yes, it _____.

B. Agree or disagree with the following information.

💡 The official language in Brazil is Spanish.

1. The capital of China is Beijing.

2. The capital of Korea is Manila.

3. Manchester and Liverpool are in Spain.

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

5. The primary language in Mexico is Spanish.

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

3 Grammar

Verb be: Negative

- Focus students' attention on the chart. Read the examples with the class. Ask: **What's the contraction for is not?** (isn't) **What's the contraction for are not?** (aren't) Point out that the apostrophe replaces the omitted letter **o**.
- Give students a few more examples using countries, nationalities, or capitals. For example, say: **Paris isn't the capital of Spain**, or **I'm not from (country)**. Elicit more examples from volunteers.

Verb be: Questions and Short Answers

- Write this affirmative sentence on the board: **He's from China**. Under it write the question: **Is he from China?** Show students how **He is** changes to **Is he** in the question. Then write the short answers: **Yes, he is.** and **No, he isn't.**
- Read the other examples in the chart with the class.

Language Builder

Explain that affirmative short answers never use contractions. For example, we can't say *Yes, he's*.

Question Word: Where

- Show students that questions with *Where* and other question words use the same inversion of subject and verb as the *yes/no* questions.

Prepositions: from, in, on

- Have volunteers read the example sentences aloud.

A

- Model the first conversation with a volunteer.
- Put students in pairs to do the exercise. They should take turns playing the A and B roles in the conversations. Go around to check that they are using the correct forms of *be*.
- Check answers by having different pairs read the conversations aloud.



Answers

1. **A:** Are
B: aren't
A: 's/is
B: 're/are
2. **A:** Where
B: 're/are
A: Are
B: are
3. **A:** Is
B: isn't
A: is
B: 's/is
4. **A:** Are you
A: Is
B: is

B

- Read the directions and the example with the class. Focus their attention on how to disagree. (*No, it isn't.*) Then say a correct sentence: **London is the capital of England**. Students should agree by using the short answer form **Yes, it is.**
- Put students in pairs to continue the activity. Tell them that if they aren't sure of an answer they can guess or say **I don't know.**
- Have each pair work with another pair and compare answers.
- Check answers with the class by calling on pairs to read a sentence and their response.

Answers

1. Yes, it is.
2. No, it isn't. The capital of Korea is Seoul.
3. No, they aren't. Manchester and Liverpool are in England.
4. Yes, they are.
5. Yes, it is.

4 Pronunciation

A

- Explain that students are going to learn how to say telephone numbers, email addresses, and street addresses. Focus students' attention on the **FYI** box with the words used for the email symbols. Give an example of an email address.



CD1, T22 Play the audio for students to listen and then play it again for them to repeat or speak along with the recording.

B

- Model the first conversation with a student. For modeling purposes, use the conversation as it is on the page.
- Put students in pairs to continue the activity. They should first practice the conversations with the information given, and then substitute the underlined parts with real information. If students do not want to share their real information, tell them it's OK to use pretend information.
- Point out that for conversation 3, students should use the information in the personal profiles on the right. They should take turns playing the A and B roles and role-play the conversation three times for the three different names in the profiles on the right.
- Check answers by having different pairs act out the conversations with the class.

Answers

Answers will vary.

Language Builder

When saying three-digit addresses, we usually say the first number and then the second two numbers together. For 319, say: *three-nineteen*. Four-digit addresses are said two by two. For 1856, say: *eighteen fifty-six*.

5 Listening

- Tell students they are going to hear different phone numbers, email addresses, and street addresses. They should read the choices and circle the one they hear.



CD1, T23 Play the audio for students to listen.

CD1, T24 Play the audio again for students to circle the answers.

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- Check answers by asking volunteers to say which number, email, or address they circled.

Answers

- b
- b
- b
- b
- a
- a



Audioscript

- 202
- 16 Green Street
- (718) 342-7568
- ned@star.com
- 80 Park Lane
- country code 13

Workbook

Assign pages 200–201 for practice with the grammar of the unit.



Teaching Tip

When students are working in pairs or groups, don't make too many corrections at that time. Correct only things that are necessary for students to do the activity successfully. Make notes about common problems and go over them with the whole class after the activity is over.



Additional Activity

Have students practice writing information from a telephone call. Use conversations 1 and 2 from Pronunciation **B**. Have two students come to the front of the room and sit in two chairs placed back to back so they can't see each other. They pretend they are talking on the telephone. Student A asks the questions and Student B answers. Student A has to write down the information. If Student A doesn't understand something, he or she should say: **Please repeat that**. To make this activity more realistic you could give Student A a form to fill out, as if they were working in an office.



- The telephone was invented by Alexander Graham Bell. When Bell died on August 4, 1922, millions of phones were silent. The Bell Telephone System in the U.S. and Canada stopped service for one minute in his honor.
- Street addresses are written differently in different countries. In the U.S., the building number precedes the street name. In most of Europe and South America the street name comes first.

4 Pronunciation



FYI

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

With email addresses: @ = at

. = dot

_ = underscore

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

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

1. **A:** What's your telephone number?

B: It's 474-6893.

A: What's the area code?

B: It's 305.

A: What's the country code?

B: It's 1.

2. **A:** What's your address?

B: It's 219 King Street.

A: What's your email address?

B: It's mike_jones@worldnet.com.

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

B: It's _____.

A: What's his/her address?

B: It's _____.

A

TELEPHONE & ADDRESS

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



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)

4. a. nat@star.com

b. ned@star.com

2. a. 60 Green Street

b. 16 Green Street

5. a. 80 Park Lane

b. 18 Park Lane

3. a. (781) 342-7568

b. (718) 342-7568

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?

Your Turn

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


7 About You



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

6 Conversation

- Have students look quickly at the comic strip. Ask: **Where are the people going?** (to the airport) **What are their names?** (Mahmoud and Hussain)

 **CD1, T24** Have students listen to the audio twice with their books closed. Then have them open their books and listen as they follow along with the text and the pictures. Don't play the three possible endings at this time.

- Ask: **What is the shuttle?** Elicit that it's a bus because Mahmoud says, "Here's our bus." Explain that a *shuttle* is a form of transportation that travels back and forth between two points. It can be a bus, train, or airplane.


Real Talk

- Draw students' attention to the Real Talk box at the top of the page. Have them find the expressions **Excuse me** and **How about you?** in the conversation. Ask students to describe other situations in which they might say **Excuse me**.

Language Builder

Students may be familiar with *Excuse me* as an expression used to say you're sorry, for example, if you accidentally bump into someone. Explain that getting attention is also a common use of the expression. In this case, it doesn't mean "I'm sorry."

Your Ending

-  **CD1, T24** Play the three possible endings to the conversation.
- Ask students to choose which ending they think is the most likely.
- Vote to find out how many students chose each ending and write the results on the board.
- Ask volunteers to explain why they chose each ending.

About the Conversation

- Have students work in pairs and take turns asking and answering the questions.
- Check answers by calling on pairs to read a question and an answer.

Answers

- He's from Egypt.
- Yes, he is.
- No, he isn't. He's on vacation.
- He's Saudi.

Your Turn

- Have students role-play the conversation with a partner. They choose one of the endings to use in the conversation.
- Once students are comfortable role-playing the conversation, ask them to substitute different names and countries for Hussain and Mahmoud.
- Ask two or three pairs to act out the conversation for the class. If possible, place two chairs in front of the class as the seats on the shuttle bus. Students can act out getting on and off the bus.

7 About You

- Put students in small groups to ask and answer the questions. Assign one student in the group the role of reporter. That student's job is to report some of the information from the group conversation to the class.
- As students are speaking, walk around and monitor. Check that they are speaking English and help them as needed.
- Ask the reporter from each group to tell the class two or three interesting things about the people in their group.




- There are between 189 and 194 different countries in the world. It's hard to establish an exact number because it keeps changing.
- In Europe there are 230 different languages spoken, but in the small country of Papua New Guinea, there are 832.
- English is an official language in 52 countries. This is more than any other language.

8 Reading

- Ask the **Before Reading** question. Give students only a few seconds to look quickly at the pictures and map before they answer.

READING STRATEGY Using prior knowledge

- Focus students' attention on the picture of the northern lights (Aurora Borealis). Ask a few questions, such as **What do you know about this phenomenon? Where can you see this?**
-  **CD1, T25** Play the audio. Ask students to read along as they listen.
- Ask students if they were surprised by what they learned in the reading. If possible, have them find Finland and the Arctic Circle on a world map. Have them find the reindeer in the picture.

After Reading

- Focus students' attention on the chart. Tell them that they're going to complete the chart with information from the article. Ask: **Who is telling us about the midnight sun?** (Hannun) Put students in pairs to fill in the chart.
- Check answers by asking volunteers to read their answers and show where they found the information in the article.
- Ask: **When is the darkest time of the year?** (December 21st) **Is there sunlight in November?** (No, there isn't.)

Answers

Name of person: Hannun
Region: Lapland

Country: Finland
Famous town: Rovaniemi

Teaching Tip

When calling on students in class, try to make sure that you call on all of the students roughly the same number of times in order to give everyone a chance to speak (and a reason to pay attention).

Additional Activity

It's an international world! Have students work in groups to list famous people or things from different countries. For example, within the category of cars, they may list that *Mercedes-Benz* is German, *Fiat* is Italian, *Peugeot* is French, etc. Other categories they might use are foods, clothing brands, furniture, etc. Share the lists with the whole class.

Project: Trivia Game

Have students work in small groups to write 8 to 10 multiple choice questions about different countries. They write each question on a small card. For example:

What is the capital of Spain?

- a. Rome b. Barcelona c. Madrid

Collect all the questions and mix them up. Divide the class into two teams and play a trivia game using the questions. The team which answers the most questions correctly wins.



- The midnight sun or polar day is a natural phenomenon that occurs in summer months near the Arctic Circle when the sun does not fall below the horizon. It is common in northern regions of countries such as Canada, Greenland, Finland, Iceland, Norway, Sweden, and the U.S.A. (Alaska). One fourth of Finland lies north of the Arctic Circle and in some places the sun does not set for 60 days during the summer.
- Polar night is the opposite phenomenon that occurs in winter when the sun stays below the horizon. In northern Finland, it can last for up to 51 days.



8 Reading

Before Reading

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



Lapland:

The Land of the Midnight Sun

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



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

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

After Reading

Complete the chart.

Name of person	
Region	
Country	
Famous town	

9 Writing

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

- | | |
|------------------------------------|--|
| 1. What is your name? | My name is _____ (your name) _____ . |
| 2. What is your home address? | My address is 25674 Pine Street. |
| 3. What is your telephone number? | My telephone number is (321) 867-4950. |
| 4. What is your cell phone number? | My cell phone number is 797-300-4953. |
| 5. What is your email address? | My email address is a.friend@mail.sa . |

Writing Corner

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

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

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

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



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

10 Project

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

9 Writing

A

- Go over the information in the **Writing Corner** with the class.
- Have a student ask you the first question. Answer by filling in your name. Put students in pairs. Have them take turns asking and answering the questions.
- As students are working, go around the room and check that they are saying the telephone numbers and email address correctly.

Writing Corner

- Read the information in 1. Have two volunteers write their addresses on the board. Make sure they use capital letters for the street name.
- Read through the information in 2. Practice reading the example aloud as a class. Write two or three phone numbers on the board. Call on students to read them aloud.
- Have two students read aloud the example email addresses. Write two or three more email addresses on the board. Ask volunteers to read them aloud to the class. Remind students that some email addresses have an underscore in the name.

B

- Have students work individually to complete the information form in their books. Then tell them to prepare two more information forms in their notebooks.
- Put students in groups of three and have them take turns asking for their classmates' information.
- As groups are working, walk around the room and make sure students are asking for verification of the information.
- When the forms are completed, have students exchange forms to verify each other's information is written correctly.

C

- Have students write their name, home address, telephone number, cell phone number, and email address on a piece of paper and give it to you.
- Compile the information into a directory or create a committee of students to do it. Review the directory before making copies or posting it. Make sure that it is OK with your students to distribute their personal information beforehand.

10 Project

- For homework, tell students to look for information about their country. Have them find pictures of the cities or places of interest.
- Students bring the information to class. In groups they make a poster about their country. They can illustrate the poster with the pictures they found or drawings they create themselves.
- Collect and view the posters as a writing assessment. Give groups the opportunity to correct any mistakes.
- Put students' posters up on the wall for everyone to see.

Workbook

Assign page 202 for practice with writing personal information, including completing forms.

11 Form, Meaning and Function

Requests and Offers: *Can/Will*

Requests

- Focus students' attention on the first part of the chart. Have individual students read the requests and others read the agreements and refusals.
- Explain that these requests are questions. In questions, the modal verbs *Can* and *Will* come before the subject.

Offers

- Focus students' attention on the next part of the chart. Call on individual students to read the offers and have others read the acceptances and refusals.
- Explain that it is considered polite to say *No, thank you* or the less formal *No, thanks* when refusing an offer. Another possibility is *No, that's all right/OK*.
- Have two volunteers role-play the conversation in the picture. Ask: **What does the teacher say when the boy opens the window?** (Thank you.) **Then what does the boy say?** (You're welcome.)

A

- Have one student read the example and another student read the polite requests. Point out that the example is imperative and the polite request is a question. Ask: **What other word in the request is polite?** (please) **Where else can please go in the sentence?** (Before the verb: *Can you please help me?*)
- Have students complete the activity on their own and then check answers in pairs.
- Check answers as a class by calling on volunteers to read their requests aloud.

Answers

1. Can/Will you please give me an eraser?
2. Can/Will you close the door, please?
3. Can/Will you please be my partner?
4. Can/Will you open your books, please?
5. Can/Will you please repeat that?

B

- Put students in pairs to practice making requests and offers. Remind them to respond differently each time.
- As students are working, walk around the class to make sure they are using polite expressions such as *please*, *thank you*, *you're welcome*.
- Ask two or three pairs to present their requests and offers to the class. Encourage them to agree with enthusiasm or refuse with regret.



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.

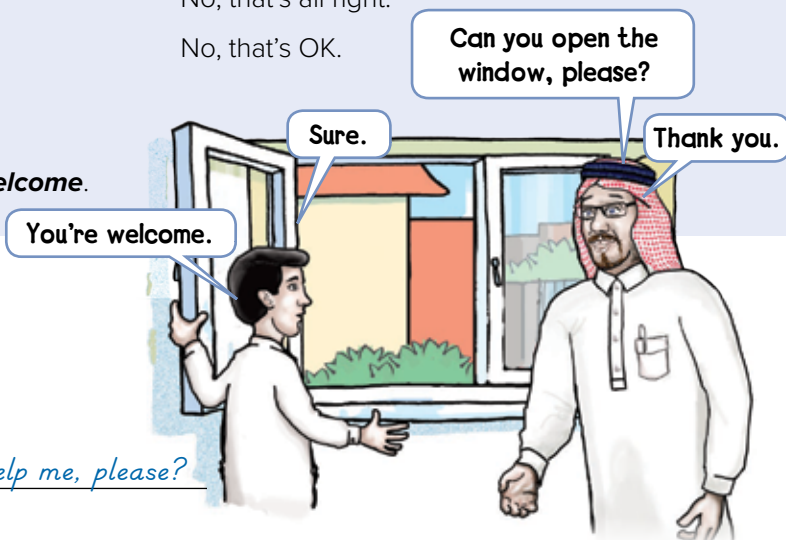
Refuse

No thanks.

No, that's all right.

No, that's OK.

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



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

Help me.

🔑 *Can you help me, please? / Will you help me, please?*

1. Give me your email address.

2. Write your telephone number.

3. Tell me the country code for Saudi Arabia.

4. Spell your name.

5. Repeat that.



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

Remember to be polite.

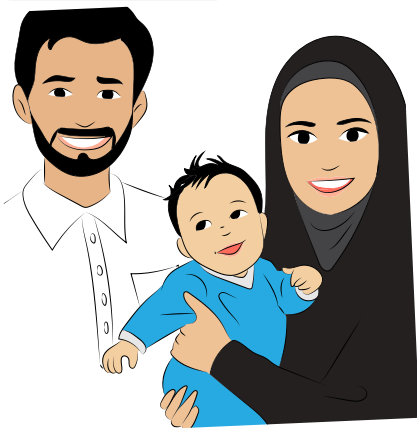
5 Families, Families

1 Listen and Discuss

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

Families Around the Kingdom of Saudi Arabia

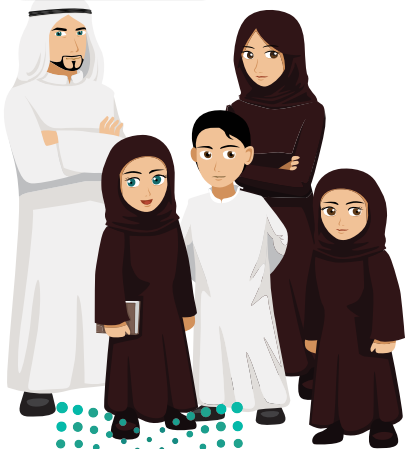
1 Dammam



Ali with his wife Noura and their baby son Hussain

▲ Hussain is an only child.

3 Jeddah



Hameed with his wife Sabah and their children

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2 Riyadh



Grandfather Ibrahim and Grandmother Fatima with children and grandchildren

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

4 Abha











Omar with his wife Refaa and their teenage son Faisal

▲ Faisal doesn't have any brothers and sisters.



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

Unit Goals

- | | |
|--|---|
| <p> Vocabulary
Family members</p> <p> Functions
Identify family members
Describe families</p> <p> Grammar
Verb: <i>have</i>—
affirmative, negative,
questions, short answers
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</p> | <p> Listening
Listen for specific
information about
a family</p> <p> Pronunciation
<i>Do you...?</i></p> <p> Reading
Family Values and
Society</p> <p> Writing
Write about an
imaginary family</p> <p> Project
Write about the Saudi
royal family</p> |
|--|---|


Warm Up


Draw some stick figures on the board to represent your family. Introduce them to the class. For example, say:
This is my mother. Her name is _____. I have one sister/brother. Her/His name is _____.



Ask students three or four quick questions about the names of people in their families. For example, ask:
What's your mother's name? Students reply with the name only.

1 Listen and Discuss

- Have students look at the photos and captions on pages 34 and 35. Ask: ***Which family is a big family?*** (Ibrahim's family) ***Which family has three children?*** (Hameed's family)
- Discuss the introductory questions with the class. Have students point to the family that is most similar to theirs. Bring a map of Saudi Arabia to class if one is not available. Help students identify where the four cities are on the map, as well as their own city/town.

 **CD1, T26** Play the audio for items 1 to 4 on page 34. Have students point to each picture as they listen.

 **CD1, T26** Play the audio again. Students listen and repeat or speak along with the recording.

- Draw a simple family tree on the board to illustrate the family vocabulary. Show three generations: grandparents, parents, and children. Leave this on the board to refer to as needed throughout the lesson. Ask questions about the people in the pictures on this page. For example, ask: ***Who is Hussain's father?*** (Ali) ***Who is Faisal's mother?*** (Refaa) ***Who is Ibrahim's wife?*** (Fatima)
- Point to the family in picture 4. Ask: ***Where are Omar and Refaa from?*** (Abha) Put students in pairs. Have them continue asking and answering questions about where the families in the pictures are from. Call on a few students to say where the families are from.
- Focus students' attention on the photos of Ahmed and his family on page 35. Refer to the family tree you drew on the board to show the relationships.
-  **CD1, T26** Play the audio about Ahmed's family. Have students point to each picture as they listen.
-  **CD1, T26** Play the audio again. Students listen and repeat or speak along with the recording.
- Ask students about the relationships among the people in the pictures. For example, ask: ***Who is Farah's mother?*** (Mona) ***Who is Ali's grandmother?*** (Asma) If you think students are ready, put them in pairs to continue asking and answering about the pictures.
- Note:** Possessive forms will be presented and practiced in the Grammar in this unit. If necessary, give a brief explanation of the **'s** and tell students they will see it again later in more detail.

Language Builder

In American English, there are two ways to pronounce the word *aunt*: /ant/, rhyming with *can't*; and /ahnt/, rhyming with *taunt*. The second pronunciation is more often heard in the northeastern part of the United States, but both pronunciations are correct.

Quick Check

A

- Write on the board: **My father's mother is my _____**. Elicit the word **grandmother** to write in the blank. Refer to the family tree on the board to give students a visual representation if necessary.
- Ask a volunteer to read the first question. Refer students to the family tree and to the pictures of Hameed and Mona on this page. Write on the board: **My uncle's wife is my _____**. Elicit: **aunt**.
- Put students in pairs to complete the exercise.

Answers

- my aunt
- my grandfather
- my uncle
- my cousin

B

- Have students ask and answer the questions in pairs.
- Have each pair write one new question about a person on this page.
- Check answers by calling on pairs to ask and answer questions. Then call on several pairs to ask the new question they have written for the class to answer.

Answers

- 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



CD1, T27 Play the audio for the conversations. Students listen and repeat or speak along with the recording.

- Model the first conversation with a volunteer. Have the student ask the question. Answer with your own information. Then ask the student the question. The student replies with his or her own information.
- Put students in pairs to practice the two conversations. They should use their own information.
- Have pairs act out the conversations for the class.

Workbook

Assign page 203 for practice with vocabulary for family members.



Teaching Tip

When dealing with family topics, be aware that there may be sensitive areas for students, for example, if a parent or sibling has died, or if there is some other family problem. In these cases, help students to feel comfortable participating in the lesson without having to talk about personal matters.



Additional Activity

Men or Women? In groups, students draw a three-column chart on a piece of paper with the heads, **Men, Women, Men and Women**. Under each head they write the appropriate family words, according to whether the word refers to a man, a woman, or either. If students need help getting started, elicit all of the family words students know and write them on the board first.



Globally, the average family has 3 children. The size of the family in the U.S. has decreased over the years. In 1800, families had an average of 7 children. In 1900, the number was 3.5 and in 2008, it fell to 2.1 children per family.



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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?

2 Pair Work



Ask and **answer** about yourself.

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

3 Grammar

Verb: *have*

Affirmative (+)

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

Negative (-)

I	don't	
You		
He/She	doesn't	have 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.

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

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

2. My brother has a cat. That's my _____ cat.

3. The girls have a brother. That's the _____ brother.

4. Mrs. Smith has a daughter. That's _____ baby.

5. My grandfather has a sister. She is my _____ sister.

6. The boys have an uncle. That is the _____ uncle.



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

Does Brian have a sister?

3 Grammar

Verb: *have*

- Focus students' attention on the affirmative chart. Read the examples with the class. Ask: **Which form is different?** (the third person form—he/she **has**) For negative forms, point out the use of **don't** and **doesn't + have** (not **has**). Draw students' attention to the **FYI** box with the contractions.
- Have students find examples of negative sentences on page 34. (*Faisal doesn't have any brothers and sisters.*)
- Write this sentence on the board: **They have a sister.** Under it write the question form: **Do they have a sister?** Point out that the subject goes between **Do** or **Does** and the main verb. As in negative forms, questions always use **have**, not **has**, after the auxiliary.
- Review the short answers. Explain that it isn't necessary to use the verb **have** in the short answer, just **do** or **does**. It is incorrect to say: *No, I don't have.* or *Yes, I do have.*

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

- Explain that we use **any** in questions and negative statements. **A lot of** or **lots of** means a large number of something.

Language Builder

Explain that in English it is incorrect to use two negative words together. This helps explain the use of *any* in negative sentences. English speakers say *I don't have any brothers* NOT *I don't have no brothers*. This error is called a "double negative."

Possessives: 's

- Explain that the **'s** in the possessive form is not a contraction. Write these sentences on the board:
Tom's a student.
Tom's book is on the desk.
Show students that in the first sentence, **Tom's** is a contraction for **Tom is**. In the second sentence, **Tom's** is a possessive form.
- Point out that the singular possessive is **'s**. For plural words like **cousins**, the apostrophe comes after the **s**.
- Have students find examples of possessive forms on page 35.

Question Words: *How many, Who*

- Explain that we use **How many** to ask about the number of people or things. Point out the difference between questions with **have**, which use **do**, and questions with **be**. **Be** questions don't use **do** or **does**.

A

- Read the directions and go over the example with the class.
- Have students work individually to complete the exercise.
- Check answers by having students write their completed sentences on the board.
- Follow up by collecting a few objects from some of the students. Then hold each one up and ask, for example: **Is this Ali's pen?** (making sure that it is not Ali's pen). Then students answer: **No, it's (name's) pen.**

Answers

1. brother's
2. girls'
3. Mrs. Smith's
4. grandfather's
5. boys'

B

- Review the rules for question formation. Write this example sentence on the board: **Brian has a sister.** Elicit the question: **Does Brian have a sister?** Then elicit the short answer: **Yes, he does.**
- Have students work in pairs. They take turns asking questions with the sentences in **A** and answering with short answers.
- Check answers by having different pairs ask and answer the questions for the class.

Answers

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



- Focus students' attention on the chart and read the directions aloud. Show them how to form questions to ask their classmates. For example, for numbers 1 and 2, they ask: **Do you have any brothers? How many brothers do you have?** For number 3, the question is: **Are you an only child?** And for number 4, the question is: **Do you come from a big family?**
- Have students walk around the room asking and answering the questions with as many of their classmates as they can. Set a time limit for the activity and have everyone stop and sit down when the time is up.
- Ask volunteers to report the information they wrote in their chart to the class.



- Have students first read the conversation without trying to fill in the blanks. Then do Maha's first statement with the class as an example. Elicit that the word that goes in the blank is **have**.
- Put students in pairs to complete the conversation.
- Check answers by asking a volunteer pair to read the conversation for the class.

Answers


Maha: have
Fatima: don't
Maha: have, has, has
Fatima: Do

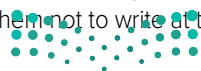


- Have students role-play the conversation in **D** with a partner. Have them change the conversation to fit their own information.
- Ask two or three pairs to act out their conversations for the class.

4 Listening

- Explain to students that they will listen to Sarah Brown talk about her family. Focus their attention on the chart. Tell them that they will listen to find out how many brothers, sisters, etc., Sarah has.

 **CD1, T28** Play the audio for students to just listen. Tell them not to write at this time.



CD1, T28 Play the audio again for students to complete the chart.



CD1, T28 Then play the audio a third time, pausing as needed for students to check their answers.

Answers

three brothers; two sisters; seven uncles; seven aunts; twenty-one cousins



Audioscript

My name is Sarah Brown. I'm from a big family. I have three brothers and two sisters. My mother is from a big family too. She has four brothers and three sisters. My father is from a small family. He doesn't have any brothers and sisters. He's an only child. All of my mother's brothers and sisters are married. So I have seven uncles, and seven aunts. And I have twenty-one cousins. This is great. We have big family dinners, and we have lots of fun.

5 Pronunciation

- Focus students' attention on the sentences with **Do you...?**



CD1, T29 Play the audio for students to listen. Then play it again for them to repeat or speak along with the recording.

Workbook

Assign pages 204–205 for practice with the grammar of the unit and an additional reading.



Teaching Tip

Set strict time limits for group activities and stop at the stated time. This helps students focus on the activity and keeps the class moving at a good pace.



Additional Activity

Write the word GRANDPARENTS on the board. Ask students how many words of three or more letters they can make with the letters of that word.



People often celebrate their families by having family reunions. The biggest family reunion, according to the *Guinness Book of Records*, took place in 1998 when 2,300 members of the Busse family attended a reunion in their home state of Illinois, U.S.A.

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

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

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

Maha: Do you _____ any brothers and sisters?

Fatima: No, I _____. I come from a small family. I'm an only child. How about you?

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

Fatima: _____ you have many cousins?

Maha: Oh, yeah. Lots.



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

4 Listening

Listen. Complete the chart about Sarah's family.

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

5 Pronunciation



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

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

Do you have a brother?

Do you have any cousins?

6 Conversation

Sabah: Tell me about your family.

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

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

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

Sabah: So, you're an aunt.

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

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

Badria: Do you miss having a brother or sister?

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



About the Conversation

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

Your Turn

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

This is _____.

His/Her name is _____.

He/She is _____ years old.

Real Talk

I've got = I have

Not really. = No. Not very much.


7 About You

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

6 Conversation

- Before reading, ask students to quickly scan the conversation to find answers to these questions:

Who comes from a big family? (Badria) **What is the opposite of married?** (single)

-  **CD1, T30** Have students listen to the audio twice with their books closed. Then have them listen with their books open as they follow along with the text.
- Ask: **Who is your brother or sister's son?** (my nephew) **Who is your brother or sister's daughter?** (my niece)

Real Talk

- Draw students' attention to the Real Talk box. Have them find the expressions **I've got** and **Not really** in the conversation.

Language Builder

Explain that in American English, it is common to use the expression *I've got* in affirmative sentences, but it is not usually used in questions (*Have you got a pen?*) or negative statements (*I haven't got a pen*). These uses are more common in British English.

About the Conversation

- Have students work in pairs and take turns asking and answering the questions.
- Check answers by calling on pairs to read a question and answer it.

Answers

1. She has four sisters. She doesn't have any brothers.
2. Three of her sisters are single.
3. Yes, she is. She has a niece and a nephew.
4. She's an only child.
5. No, she doesn't.

Your Turn

- Ask students to bring some photos of a family to the next class.
- During the next class, put students in pairs and have them show their photos and describe the family members and draw a family tree. Have them use the model sentences in the book to get started.
- If there are students who do not have photographs, tell them to draw a picture of a family so that they may participate in the activity. Remind students of the family tree you drew on the board during the first lesson of the unit.
- As an optional activity, put students in pairs and have them draw an imaginary family tree. (If they are not comfortable with drawing, they can write only names.) Have the other student try to guess the relation between the family members. Have students write sentences about their partner's imaginary family. (Omar is Ali's father, Mona is Omar's wife, etc.). After several minutes, have students report to the class about their partner's family tree.


7 About You

- Put students in small groups to ask and answer the questions. Assign one student the role of "note taker" for the group. Students might want to figure out things like how many brothers and sisters or cousins the group has among all its members.
- As students are speaking, walk around the classroom and monitor. Check that the groups are speaking English and offer help as needed.
- Ask each group to tell the class two or three interesting things about the families of their group members.



8 Reading

- Focus students' attention on the pictures. Ask the **Before Reading** questions and have students share ideas in pairs or as a class.

 **CD1, T31** Play the audio and have students read along as they listen.

READING STRATEGY Paired reading

- Put students in pairs. Have them read through the text together, taking turns to read out loud and help each other with pronunciation.
- Ask each student to underline any unknown words and then compare these with their partner. Have them try to work out the meanings from the context. Reassure them that the meaning of any unknown words will become clear during the exercises.

After Reading

- Ask the students to share any unknown words. Write these on the board. Tell students that the next exercises will help them to figure out the meanings of unknown words.
- Put students in groups or pairs and have them work on the questions. Go over the answers as a class.
- Ask follow-up comprehension and scanning questions, such as: **How many themes does the vision have?** (3) and **What does every family want?** (a home)

Answers

1. Families care for their children and for the future of the country.
2. Saudi Arabia gives families: support for their children; assistance for their children's education; help to buy homes; help to feel safe.
3.
 1. assets
 2. vision
 3. themes
 4. protect
 5. provides
 6. support / assists

Discussion

- Have students ask and answer the questions in groups. Ask them to agree or disagree politely with other people's opinions and give reasons why.
- Ask volunteers to report their answers to the class.



Teaching Tip

When students work in pairs or groups, insist that every student participate in some way. If possible, assign tasks of varying difficulty to students with different language abilities.



Additional Activity

Play a guessing game. Write one family word each on a set of index cards, for example, brother, aunt, son, etc. Students stand up, choose a card, and describe the word. For example: **He is my mother's son.** The other students guess the person. (brother)

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

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

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



Discussion

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

5 Families, Families

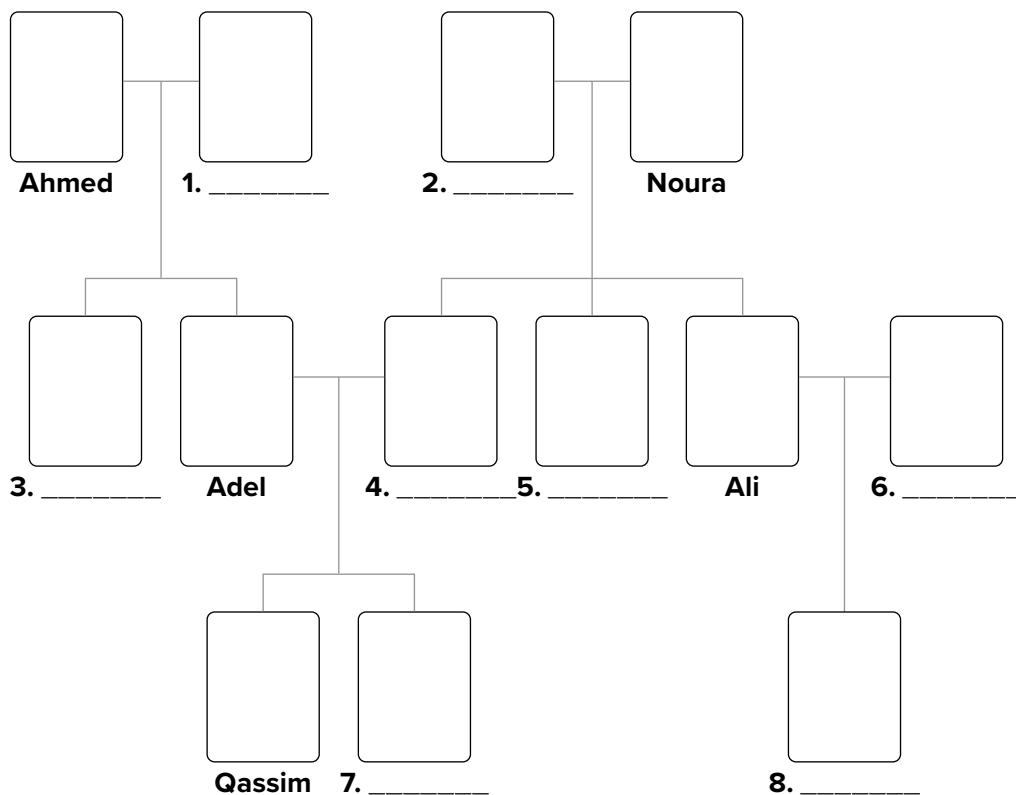
9 Project

Write about the Saudi royal family.

10 Writing

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.

9 Project

- Students work in small groups. First, they list the information they need for the report. For example: **Who are the family members? What are their names?**
- For homework, students look for information about the Saudi royal family. They bring the information to class and write the report as a group.
- Call on a few groups to present their reports to the class.
- Assess the written portion of this project.



Project: Trivia Game

Have students work in groups to make a trivia game about royal (or other famous) families. Give each group about 20 blank cards. Students write a question and three answer choices on each. For example:

Who is the queen of Great Britain?

a. Sophia b. Elizabeth II c. Margaret

Then play the game. Each group is a team and asks their questions for other groups to answer. Teams get one point for each correct answer.



The longest reigning royal in European history was Louis XIV of France. He ruled for 72 years and 110 days.

The longest currently reigning royal is Queen Elizabeth II of the UK, who has been queen since 1952.

10 Writing

- A**
- Focus students' attention on the diagram of the family tree. Say: **This is Qassim's family. Where is Qassim?** Have students point to Qassim in the family tree. Read aloud the next sentence of the text. Ask: **Who are Qassim's parents?** (Adel and Sahar) **Where are they in the family tree?** Have students locate Adel in the family tree and elicit from students where to write Sahar. (4)
 - Have students work in pairs to complete the family tree.
 - Check answers by asking questions about the family and elicit the number for each name. For example: **Who is Qassim's sister?** (Amina) **Where is she in the family tree?** (7), etc.

Answers

- | | | | |
|-----------|-----------|---------|-----------|
| 1. Farah | 3. Majida | 5. Fahd | 7. Amina |
| 2. Hameed | 4. Sahar | 6. Maha | 8. Faisal |

Writing Corner

- Go over the information about apostrophes in 1. Point out the placement of the apostrophe in each example. Explain that the apostrophe comes after the s on regular plural nouns. Write these sentences on the board, but omit the apostrophes: **This is the boy's book. These are the boys' books.** Ask a volunteer to come to the board and write the apostrophe in each sentence.
- Ask students to read aloud the examples in 2. Explain that the apostrophe in these sentences shows contraction, where two words are joined by omitting letters. Elicit other examples of contractions from students.
- Ask students to identify which apostrophes in the text show possession and which are contractions.

Language Builder

When one thing belongs to two or more people, 's is placed after the last person in the list. For example: *Hameed and Noura's children*. The possessive for irregular plural nouns is formed as follows: *men's, women's, children's*. It is sometimes possible to have two possessives in a row. For example: *Ahmed's father's car is red*. For singular nouns and names that end in s, there are two accepted forms: *class's* or *class'*; *James's* or *James'*.

- B**
- Tell students they are going to make a family tree and write a paragraph like the one in exercise A. You might want to assign this for homework.
 - Have students work individually to create their imaginary family tree accompanied by a short paragraph. Encourage them to illustrate their family tree with drawings or photos from magazines.
 - Have students present their paragraphs and family trees to a small group or to the whole class.

Workbook

Assign page 206 for additional vocabulary and writing practice.

11 Form, Meaning and Function

Regular and Irregular Plural Nouns

Regular Plural Nouns

- Go over the examples and the spelling rules for making regular plural nouns. If there is time, tell students to close their books. Write a variety of singular nouns from the chart on the board. Have students write the plural forms in their notebooks. Check answers by having students come to the board and write the plural form next to each noun.

Irregular Plural Nouns

- Go over the list of irregular plural nouns with the class. You may wish to add more irregular plural nouns to the list: *mouse/mice, louse/lice, goose/geese, ox/oxen* and *sheep/sheep, deer/deer, fish/fish, series/series, means/means, species/species*.

A

- Tell students to look back at the pictures of the two families at the bottom of page 34.
- Have students work individually to complete the sentences and then compare answers with a partner.
- Check answers as a class by calling on different students to read the sentences.

Answers

- men / husbands
- women / wives
- parents / daughters / children / people
- brothers / sisters
- families / cities

B

- Review the plural forms of *this* and *that* with students. Hold up one book and say: **This book**. Then hold up three books to elicit **These books**. Place one book at a distance. Point to it and say: **That book**. Then place three books at a distance. Point to them to elicit **Those books**.
- Have students complete the exercise individually and then compare answers with a partner.
- Check answers as a class by calling on different students to read the phrases.

Answers

- those men
- these teeth
- these keys
- those houses
- these watches
- those addresses
- those trees
- these shelves
- those countries
- these cameras

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

B. Write the plural.

- that man those men
- this tooth _____
- this key _____
- that house _____
- this watch _____




- that address _____
- that tree _____
- this shelf _____
- that country _____
- this camera _____

EXPANSION Units 1–5

1 Language Review



A. Write the words in the correct columns.

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

B. Complete the questions. Use **What**, **When**, **Where**, **Who**, or **How**.
Then write answers. Use your own information.

- _____ is your nationality? I _____.
- _____ are your friends from? My friends _____.
- _____ old is your partner? He/She _____.
- _____ is your best friend? His/Her name _____.
- _____ is your friend's email? My friend's email _____.
- _____ is this in your backpack? It _____.
- _____ 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.

Unit Goals

Language Review

Reading

Win a Free Trip to the Caribbean!

Writing

Write about your country

Chant Along

Orders, Orders Everywhere

Project

Prepare a set of school rules

1 Language Review

A

- This exercise reviews vocabulary from Units 1–5. In particular, refer students to Unit 3 for the museum items and Unit 2 for the pets and animals.
- Ask a volunteer to read the directions aloud. Have students look at the example item, *modern*. Then do one more item as an example with the whole class. Ask: **Which column does the word painting go in?** (Museum Items)
- Put students in pairs to complete the activity. If there are words they can't remember, they should look back to the units and find the words.
- Write the three column heads on the board. Ask volunteers to come up and write one word each in the correct column.

Answers

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

B

- This exercise reviews the use of question words, and asking for and answering about personal information. Refer students to Unit 2 Grammar to review the questions.
- Read the directions and do the first item with the class as an example.

- Have students work individually to complete the rest of the questions and answers.

- Put students in pairs to practice asking and answering the questions.
- Check answers by having different pairs read a question and answer.

Answers

The question words are given below.

The answers to the questions will vary.

- What
- Where
- How
- Who
- What
- What
- What
- Who

C

- This exercise reviews common social expressions.
- Put students in pairs and have them take turns reading a question or statement for their partner to choose the correct response.
- Check answers by having pairs read the questions or statements and responses.

Answers

- Not bad.
- Goodbye.
- Good evening.
- You're welcome.
- Yes, it is.

D

- This exercise reviews several language points from Units 1 to 5, such as the language of introductions, questions and answers with the verb *be*, and demonstrative pronouns.
- Have students first read the conversation without stopping to fill in the blanks. Ask: **Who are the people in the picture?** (Omar's family) **Who is Frank Lawson?** (their guide) Elicit that the family is probably on vacation and that they are meeting a tour guide of some kind.
- Look at the first two lines with the whole class. Ask students to guess the words that go in the blanks. (Are, I am)
- Put students in pairs to complete the conversation.
- Check answers by having one pair act out the conversation for the class.

Answers

- A: Are
B: I am
A: —
B: to meet, is, are
A: are
B: name is
A: How old

E

- This exercise reviews imperatives. Refer students to Unit 3 Grammar. Remind them that imperatives use the base form of the verb, and that we use **Don't** in front of the verb for negative imperatives. Elicit some commands from students for common classroom activities, for example: **Open your books. Don't talk. Please close the door.**
- Put students in groups of three to write six commands. Then combine each group with another one and have them give each other the commands.

F

- This game gives students an opportunity to review vocabulary from Units 1 to 5.
- Collect items from students as described in the directions and put them in an empty bag. If possible, add a few items of your own to the collection.
- Have one student come to the front of the room and put on the blindfold. He or she takes one item out of the bag and guesses what it is: **Is it a (name)?** The class answers: **Yes, it is.** or **No, it isn't.** After the student guesses, another student takes a turn. (This game can also be played in small groups if the class is large.) If students prefer not to be blindfolded, they can simply close their eyes.

Workbook

Assign pages 207–208 for review of grammar and vocabulary presented in Units 1–5.



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

A: _____ you Omar?

B: Yes, _____.

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

B: Nice _____ you, Frank.
This _____ my family. Those _____
my children over there.

A: What _____ their names?

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

A: _____ are they?

B: Adel is five, and Mona is eight.

A: Nice family!

B: Thank you.

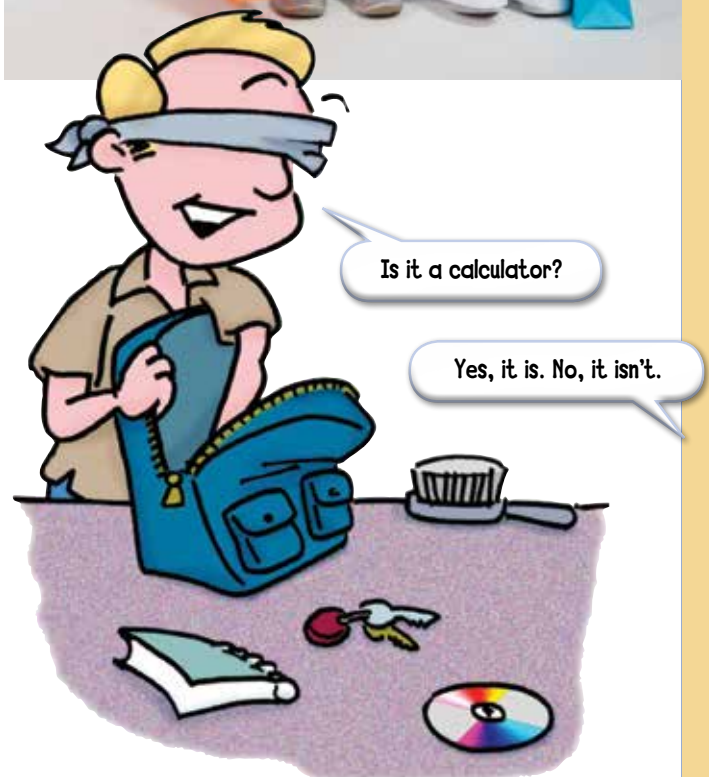
E. Work in groups of three. Write down six commands. Give the commands to another group. They follow the commands.

Go to the window.

F. Guess what it is.

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

3. The class says if the student is right or wrong.



2 Reading

Before Reading

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

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



Win a Free Trip to the Caribbean!

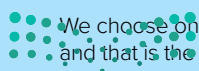
This is a special contest from Caribbean Cruises. Mark all the correct answers, and win a free trip on one of our ships! You can win a trip from Miami to the Dominican Republic.

- 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 _____
 Address _____
 Age _____
 Telephone _____
 Email _____

2 Reading

- Focus students' attention on the photos and ask them to describe what they see in each. Ask them what they know about the Dominican Republic. Make notes of their ideas on the board. Don't confirm or deny any answers at this time. This reviews the reading strategy of activating prior knowledge before reading.
- 🔊 **CD1, T32** Play the audio twice. The first time students listen with their books closed. Then they listen again and read along in their books.
- Have students work individually to complete the questionnaire and fill in their information on the form. Then have them compare answers with a partner.
- As students are working, walk around the room to check that they are writing their personal information correctly in English. If there are any common mistakes, note them down to discuss with the whole class after they have finished the activity.
- Review the ideas elicited from students on the board. Does the ad mention any of these things?
- Have students check their answers by looking at the answers at the bottom of the page.
- Take a class tally to see how many people got all five questions right, four questions right, three questions right, etc. Ask the students who did well how they knew the answers.

Culture Notes

Dominican Republic

The Dominican Republic shares the island of Hispaniola with the French-speaking country of Haiti. The island lies to the east of Jamaica and Cuba and to the west of Puerto Rico. At one time the main industry on the island was sugar. Now the main industry is tourism. The island has many beautiful beaches, especially along the northern coast.

Contests

Explain to students that in the United States, many people enjoy entering contests. The prizes are often vacations or money. Many contests are sponsored by companies that want to promote their products, and they offer the products as the prizes.



After Reading

- Have students work individually to write *yes* or *no* for each statement. Ask students to rewrite the incorrect sentences to be correct.
- Check answers as a class by calling on volunteers to read their answers aloud.

Answers

1. yes
2. no (Caribbean Cruises is a cruise line.)
3. no (The contest is about the Dominican Republic.)
4. yes

3 Writing

A

- Have students first read the paragraph without trying to fill in the blanks. Then ask the class what word they think goes in the first blank. Do the first sentence together as an example.
- Have students work in pairs or individually to complete the paragraph. Then they compare answers with a partner or with another pair.

Answers

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

- Tell students that they are going to write a similar paragraph about their own country.
- Read the first question with the class and elicit answers. Have them fill in the space on the note page to the right of the questions. Explain that taking notes is a good way to prepare to write.
- Put students in groups to ask and answer the other questions and complete their notes. Walk around and answer questions about vocabulary. Write useful words that come up on the board for the whole class to learn.
- Have students use their notes to write a paragraph about their country.
- As a follow-up, have students read their paragraphs aloud to a partner. Each partner should listen carefully to the other and ask questions if they don't understand.



After Reading

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

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

3 Writing

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

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

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

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

My country is _____.

It is near _____.

The capital is _____.

The official language is _____.

A famous place is _____.

A popular sport is _____.

My country is famous for _____.

4 Chant Along 

Orders, Orders Everywhere

**Chorus**

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

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

Chorus

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

Chorus

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

Chorus

4 Chant Along

- Tell students that they are going to listen to a chant called *Orders, Orders, Everywhere*. Ask: **Who gives you orders every day?** Students will probably answer with people like parents, teachers, and even classmates. Ask: **What orders do they give you?** Make notes of their answers on the board.
- Focus students' attention on the text of the chant and have them scan the chant to see if any of the orders you wrote on the board are in the chant. (Remind them of the scanning skill for reading.)
- If they don't know it already, teach students the question: **What does ____ mean?** Have them use this question to ask about any words or expressions in the chant that they don't understand. Use the pictures to help explain some of the expressions. For example, show them the broom to explain **Sweep the floor**. Ask students to match the pictures with the chant. For example, ask: **Why is there a picture of a backpack/traffic light/clock/broom, etc.?**
- 🔊 **CD1, T33** Play the audio twice. Students listen and read along in their books.
- 🔊 **CD1, T33** Play the audio again. Pause the chant periodically for students to say the next line. Call on students to either respond chorally or individually.
- 🔊 **CD1, T33** Play the audio a final time. Have students chant along with the recording.
- You might have students perform the chant, either chanting, or saying the words. One way to do this would be to have small groups read the verses and then have the whole class come in with the chorus. Encourage students to get into the rhythm of the chant.

Teaching Tip

Chanting is a great way for students to get more comfortable with English. The rhythm of the chant helps them learn the rhythm of the language and improves their pronunciation. Create an atmosphere in the class where students will feel comfortable doing things they might not normally do, such as chanting and acting out things.



Vocabulary

A

- Have students read the words and phrases in the two columns by themselves. Then they look at the chant for similar expressions.
- Point out that the complete expressions in this exercise are similar to the orders in the chant, but are not always exactly the same. For example, the chant says **Find a partner**. In the exercise, it says **Work with a partner**.
- Have students work individually to match the parts of the sentences.

Answers

- c
- e
- a
- b
- d

B

- Ask students to look at the chant and find an order for something they do before school. (The orders in the first verse of the chant are things they would do before school). Have them fill in one in the **Before School** column.
- Have students work in pairs to complete the other columns. They can use the ideas in the chant as well as their own ideas.
- Walk around the room as students are working and check that they are writing commands. (Not every line in the chant is an order.)
- Write the three heads—**Before School**, **Classroom**, and **After School**—on the board and ask volunteers to come up and write their answers in the appropriate column. Go over the lists with the class, making corrections as necessary.

Answers

Answers will vary. Sample answers:

Before School

- Get up.
- Say hello.
- Brush your teeth.
- Hurry.

Classroom

- Please come in.
- Close the door.
- Stop your talking.
- Open your books.

After School

- Do your homework.
- Clean your room.
- Sweep the floor.
- Get off the phone.

Comprehension

- Have students work individually to write *yes* or *no*, referring back to the chant as necessary for the information.
- Have them write the correct information for the *no* answers.

Answers

- no (The chanter is not happy.)
- no (The chanter is not a child anymore.)
- yes
- yes
- no (The chanter's transportation is a bus.)
- no (The chanter doesn't like orders.)

Writing

- Have students write down the orders that they don't like at home and in class and compare them with a partner.
- Then ask a few pairs to report their answers to the class. Write these on the board. Find out how many students have similar answers. Ask why they don't like these orders.

5 Project

- Have a short brainstorming session with the whole class about school rules that they would like to have.
- Put students in groups to continue the activity. If possible, have them write the group's rules with markers on a large sheet of paper.
- Post each group's rules on the wall and have students walk around and read them.
- Assess each group's list of rules as a writing assignment.
- Discuss the rules with the class. Which rules do they agree with? Which rules do they disagree with? If possible, create one list of school rules on the board that the whole class agrees with.

Vocabulary

A. Match the two parts of the sentences.

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



B. Write four orders or commands for each situation.

Before School

1. _____
2. _____
3. _____
4. _____

Classroom

1. _____
2. _____
3. _____
4. _____

After School

1. _____
2. _____
3. _____
4. _____

Comprehension

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

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

Writing

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

At Home

1. _____
2. _____

In Class

1. _____
2. _____

5 Project



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Don't give homework.

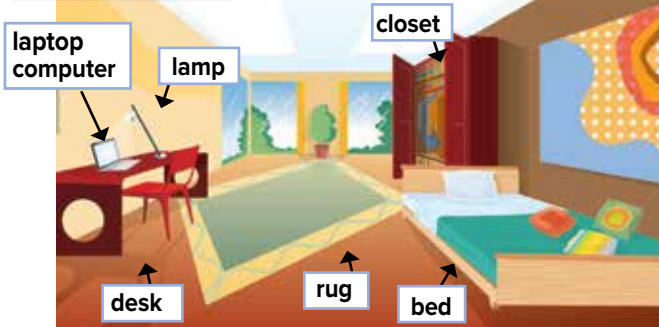
Cell phones are OK.

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?

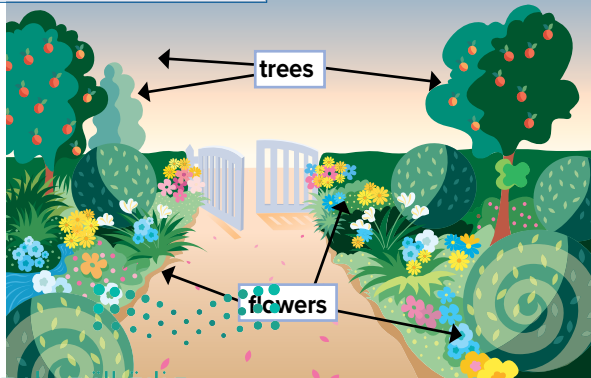
Bedroom



Bathroom

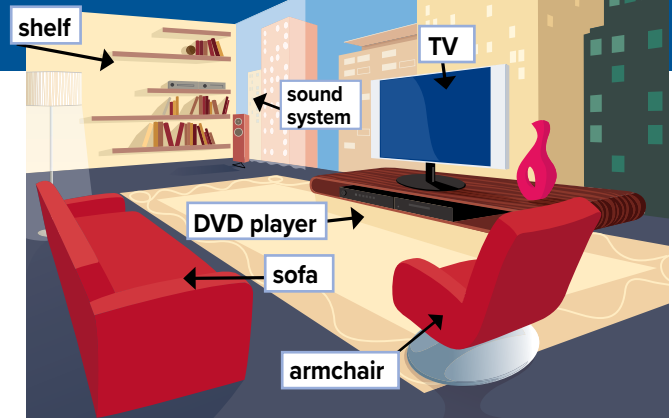


Garden/Yard



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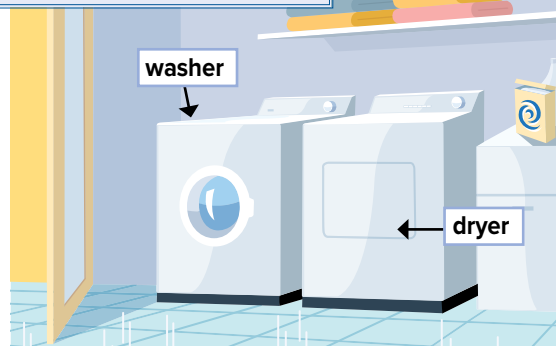
Living Room



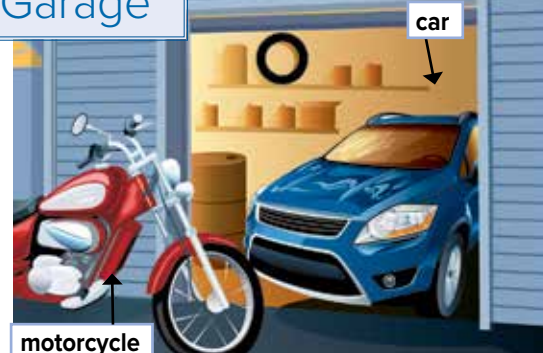
Dining Room and Kitchen



Laundry Room



Garage





Unit Goals

- | | |
|--|---|
| <p>Vocabulary
Rooms of the house
Furniture
Prepositions of place</p> | <p>Listening
Listen for specific information to perform a task</p> |
| <p>Functions
Talk about rooms in a house and objects in the rooms
Describe the location of objects
Describe houses</p> | <p>Pronunciation
Yes/No question intonation</p> |
| <p>Grammar
<i>There is/There are</i>—affirmative, negative, yes/no questions, short answers
Prepositions: <i>in, in front of, behind, on, under</i>
Conjunctions: <i>and, but, or</i></p> | <p>Reading
Unusual Houses</p> <p>Writing
Describe your home</p> <p>Project
Make a poster about a dream house</p> |

Warm Up

Ask students questions about things in the classroom using *Is there...* and *Are there...* For example, ask: **Are there any windows in the classroom? Is there a pencil on your desk?** Students answer with just *yes* or *no*.

1 Listen and Discuss

- Give students a few minutes to look at the pictures on this page and read the words. Ask: **Which words did you already know?**
-  **CD2, T2** Play the audio for the rooms, furniture, and objects on this page. Students listen and point to each room and object as they hear the word.
-  **CD2, T2** Play the audio again. Students listen and repeat or speak along with the recording.





- Ask some questions about the pictures with *Is there...* and *Are there...* For example, ask: **Is there a car in the garage?** (yes) **Is there a TV in the bathroom?** (no) **Are there flowers in the garden?** (yes) **Are there curtains in the bedroom?** (no)
- Ask students if most homes in their country have the same rooms and furniture. (Be careful about asking students about their own homes, as this might become competitive.)

Language Builder

Point out that the plural of *shelf* is *shelves*. In the U.S., people generally use the word *yard* to refer to the area outside the house. They use the words *front yard* and *backyard* to talk about those specific parts of the yard. *Garden* refers to a specific part of the yard with flowers or, perhaps, fruits and vegetables.

Jim's House/Omar's Apartment

- Have students look at the pictures. Ask: **Which do you like more, the house or the apartment? Do either of these homes look similar to homes in your country?**
-  **CD2, T2** Play the audio twice. The first time, have students cover the text and listen, looking only at the pictures. Then they listen again and read along with the recording.
- Explain the new vocabulary. Point to the two floors of the house to explain *upstairs* and *downstairs*. Ask students to find the *balcony* in Omar's apartment. Elicit that a *view* is what you see from a certain place.
-  **CD2, T2** Play the audio again. Students listen and read along with the recording.
- Ask a few questions with *have* about the house and the apartment. Students answer with short answers. For example, ask: **Does Omar's apartment have three bedrooms?** (No, it doesn't.) **Does Jim's house have two bathrooms upstairs?** (Yes, it does.)

6 Is There a View?

Quick Check

A

- Have students look at the pictures on page 48 and circle the things they have in their houses or apartments.
- Arrange students in pairs to compare the items that they circled. Tell them to take turns saying the items they circled aloud.

Answers

Answers will vary.

B

- Have students work individually or in pairs to complete the exercise.
- Check answers by calling on students to read a sentence and answer yes or no.

Answers

1. yes
2. no
3. yes
4. no
5. no

2 Pair Work

A

- Write the following sentence on the board: **There is a TV in the bedroom.** Show students how to form the question by moving **is** in front of **there**. (This will be explained and practiced in more detail in the Grammar on page 50.)

CD2, T3

Play the audio for the first conversation. Have students listen and repeat or speak along with the recording.

- Read conversation **A** with a volunteer. Substitute the underlined words with different objects and rooms.
- Put students in pairs to practice the conversations.

B

CD2, T3

Play the audio for conversation **B**. Students listen and repeat or speak along with the recording.

- Tell students to practice asking and answering about Jim's home and Omar's home, using the pictures and text on page 49.

- Model another example with a student if necessary. For example, ask: **Are there two bathrooms in Omar's apartment?**

C

- Ask students to switch partners to practice the last conversation. Tell them that they will ask and answer questions about their own homes. Tell them to ask each other about the items that they circled in the picture for Quick Check **A**.

CD2, T3

Play the audio for the last conversation as a model. Students listen and repeat or speak along with the recording.

Workbook

Assign page 209 for practice with vocabulary for rooms in a house, objects in the rooms, and prepositions of location.



Teaching Tip

When learning vocabulary for objects, students should try to make a direct mental link between the word in English and the object, without translating the word. They can practice at home by looking at objects and thinking the English words, for example, *sofa* or *chair*.



Additional Activity

Have students find pictures of houses and rooms in magazines and bring them to class. Then put students in small groups to describe their pictures to their classmates.



King Louis XIV of France loved staying in bed. In fact, he often held court in the royal bedroom. It is said that he owned 413 beds. He liked beds that were large and very comfortable.



Jim's House

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

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


2 Pair Work

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

 Is there a TV in the bedroom?


 No, there isn't.

 Are there curtains in the kitchen?


 Yes, there are.


B. Ask and **answer** about Jim's and 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.

6 Is There a View?

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. _____
_____ a nice bed.

B: Is there a sofa?

A: No, _____. But _____
_____ chairs and a table.

B: Is there a bathroom?

A: Yes, _____. It's upstairs.

B: Is there a TV?

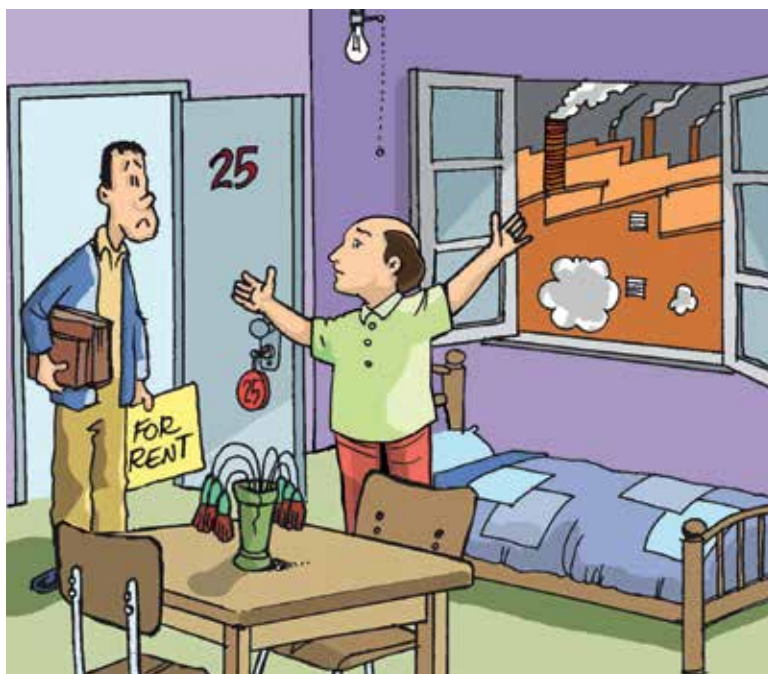
A: No, _____. This is a
_____ room for a student.

B. Role-play the conversation in exercise A

With a partner.

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3 Grammar

Language Builder

Explain that *there's* is a contraction for *there is*. There is no contraction for *there are*.

There is/There are

- Ask volunteers to read the example sentences in the chart aloud.
- Explain that in sentences with **There**, the subject comes after the verb **be**. If the subject is singular, we say **There is**. If it's plural, we say **There are**. For example, the subject **table**, in the example sentence, is singular.
- Students should notice that short answers are formed in the same way as other short answers with **be**.

Prepositions: in front of, behind, on, under

- Have students read the sentences and look at the pictures. Note that the prepositions tell where the cat and mouse are.
- Give more examples using classroom objects. Arrange things on and around your desk. Then, for example, say: **My chair is behind the desk. My pencil is on the book. I am in front of the board.**
- Bring photos of houses and rooms from magazines to class. Put the photos on the board and have students write sentences describing the photos. Remind them to use **There is/There are** and prepositions (**in front of, behind, next to**, etc.) After several minutes, have students read their sentences to the class. The other students find which rooms or house they are describing. You can start by doing an example. Say: **There are three pictures on the wall.** The students find the room you are describing.

A

- Have students first read the conversation without trying to fill in the blanks. Explain that this is a conversation between a landlord and a man who is looking for an apartment to rent. Working with the whole class, elicit that the words **There is** go in the blanks in the first sentence.
- Have students work in pairs to complete the conversation and read it together.

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Language Builder

Explain that when there is a list of things after *There is* or *There are* the verb agrees with the first item in the list, for example: *There are chairs and a table* but *There is a table and chairs*.

Answers

- A:** There is
B: —
A: there isn't, there are
B: —
A: there is
B: —
A: there isn't

B

- Have students role-play the conversation with a partner. Tell them to use different vocabulary items and ask for the things they would want in a room.
- Have two or three pairs act out the conversation. Encourage them to be very expressive. The student should act a little sad and depressed because the room is terrible. The landlord acts as if the room is wonderful.



- Focus students' attention on the diagrams of the two apartments and the list of sentences above. Have them find the two bathrooms in Adel's apartment and the one bathroom in Ali's.
- Have students work individually to write more sentences about the two apartments. Point out that they can write sentences with **have** or with **There is/There are**. Sentences can be affirmative or negative.
- Put students in pairs to read their sentences to each other.
- To conclude the activity, ask volunteers to read one of their sentences aloud.

Answers

Answers will vary. Sample answers:

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.

4 Listening

- Make sure that students have pencils or markers to draw with before they begin.
- If students are not comfortable with drawing, tell them that they can write the names for the objects in the appropriate place.
- 🔊 **CD2, T4** Play the audio once for students to listen. Tell them not to draw or write at this time.
- 🔊 **CD2, T4** Play the audio two or three more times as students draw the answers. Suggest that they first take notes about the objects and then go back and draw them in.
- Check answers by drawing a rough sketch of the room on the board and asking students to come and show where they put each object.



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Audioscript

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

1. There's a vase with flowers on the dining room table.
2. There's a rug in front of the sofa.
3. The magazines are under the small, round table in the center of the living room.
4. There's a lamp behind the armchair.
5. The sound system is on the shelf.
6. There's a painting on the wall.

5 Pronunciation

- Model the first question for the class. As you say the question use your hand to show the intonation. Move your hand across and then up as you say **garage**.



CD2, T5 Play the audio for students to listen and then play it again for them to repeat or speak along with the recording.

- Put students in pairs. Have them ask and answer the questions referring to the picture in the Listening exercise. Check that they are using rising intonation in the questions.

Workbook

Assign pages 210–211 for practice with *there is/there are*.



Teaching Tip

Use the pictures in the Student Book to help students review and develop vocabulary. Do this for all pictures, including pictures on the grammar pages.



Additional Activity

Play a Twenty Questions game. Have students look at the pictures of the rooms on page 48. One student thinks of an object he or she sees in the pictures. The other students ask *yes/no* questions to guess the object, for example: **Is it in the bedroom?** (**No, it isn't**) **Is it...?**



Bill Gates, the founder of Microsoft®, has an amazing house in Washington, U.S.A. It has only 7 bedrooms, but there are 24 bathrooms and 6 kitchens. There's also a library, a film screen, and a huge swimming pool with an underwater sound system. It also contains advanced electronic features like revolving art.

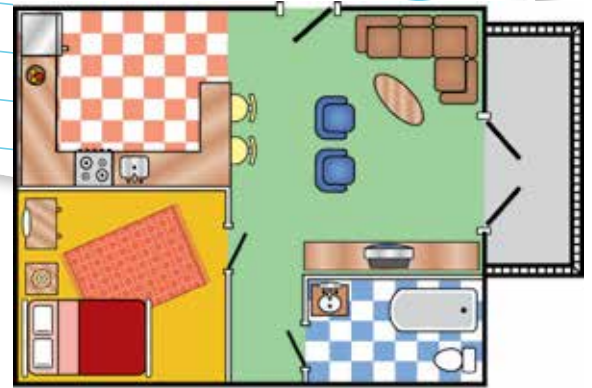
- C. Compare Ali's and Adel's apartments.
Share your sentences with a partner.

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

Adel's apartment



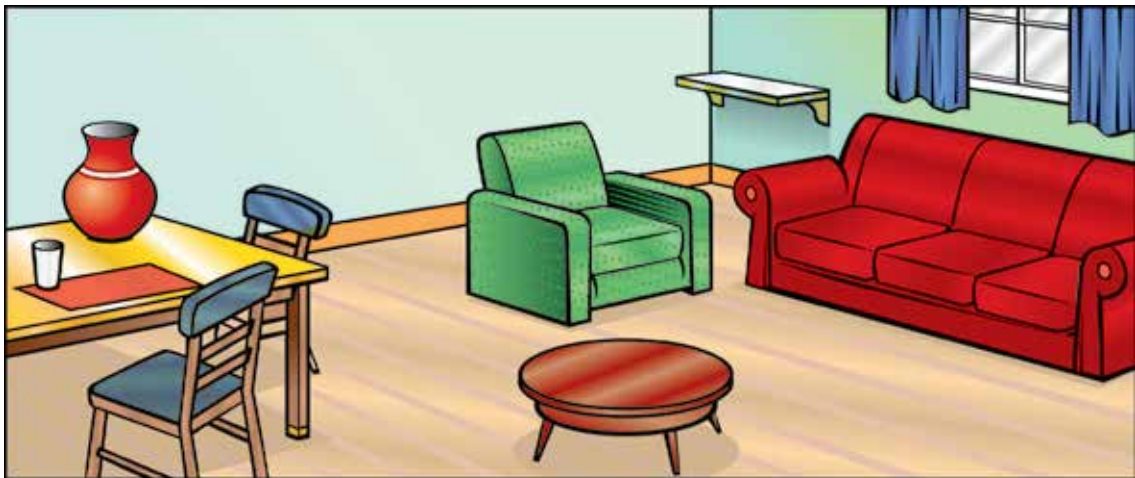
Ali's apartment



4 Listening



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



5 Pronunciation



Listen to the rising intonation. Then practice.

Is there a garage?

Are there flowers?

Is there a microwave?

Are there curtains?

Is there a cat on the sofa?

Are there pictures on the wall?

6 Is There a View?

6 Conversation



John: What's your home like?

Tom: It isn't big. There are only two bedrooms: one for my parents, and one for my brother and me.

John: And what's your favorite room?

Tom: The bedroom. It has my computer. How about you?

John: My favorite room is the living room.

Tom: Why?



Your Ending



① Because it has a huge high-definition TV.



② Because there's a nice view.



③ Because there's a great sound system.

About the Conversation

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

Your Turn

A. Tell a partner about your home.

It's _____.

It has _____.

There is / are _____.

B. Discuss your favorite room.

My favorite room is _____.

There is / are _____.

It has _____.

7 About You

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

- Have students look at the photo. Ask: **What room is this?** (a bedroom) **What furniture is in the room?** (a bed, a desk, a computer, two lamps, etc.)
- 🔊 **CD2, T6** Have students listen to the audio twice with their books closed.
- 🔊 **CD2, T6** Play the audio a third time. Have students open their books and follow along with the text and the pictures.

Your Ending

- Focus students' attention on the three endings.
- 🔊 **CD2, T6** Play the audio for the endings as students listen and read along.
- Put students in pairs to role-play the conversation. Each pair chooses an ending for their conversation.
- Have two or three pairs act out the conversation for the class, each with a different ending.
- After pairs have acted out the conversations, ask them to explain why they chose their ending and why they didn't choose the other endings.

About the Conversation

- Put students in pairs to ask and answer the questions.
- Check answers by calling on pairs to read the questions and answers aloud. Ask classmates if they agree or disagree with the answer given.

Answers

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

Your Turn

- Model the activity in **A** by telling students something about your home. Use the sentence starters on the page. For example, say: **It's small. It has a living room. There is a big balcony with a nice view of the city.**
- Put students in pairs to talk about their homes and favorite rooms.
- Ask a few volunteers to report about their partner's home and favorite room.

7 About You

- Put students in small groups to ask and answer the questions. Circulate and offer vocabulary help as needed. If there are words that will be useful for the whole class, write them on the board.
- Ask a spokesperson from each group to report about their group's answers. Find out what is the most unusual thing under a student's bed.



8 Reading

- Focus students' attention on the pictures. Ask the **Before Reading** question: *What's unusual about these two houses?* Point out that the "house" in the Amsterdam picture is actually the orange boat in the foreground.
- Ask: *What is a cave?* Elicit that it's like an underground room or group of rooms. If possible, give examples of caves the students may know of.
- 🔊 **CD2, T7** Play the audio twice. The first time students listen with their books closed. The second time, they listen and follow along in the book.

READING STRATEGY Jigsaw reading

- Use the two paragraphs for a jigsaw reading exercise. Students work in pairs and each student reads one paragraph. Then each student tells his partner two things he or she learned in the paragraph.
- **Note:** There may be a number of unfamiliar words in these paragraphs. Encourage students to focus on what they *can* understand. Emphasize that they don't have to understand every word.

After Reading

- Have students work in pairs to ask and answer the questions. Explain that "modern facilities" means things like electricity and running water.
- Check answers by asking volunteers to answer the questions.

Answers

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

Discussion

- Brainstorm with the class a few ideas about unusual houses in the students' town or country. Write their ideas on the board. Students continue the discussion in small groups.



Teaching Tip

Encourage students to notice cognates and to use their knowledge of their own language to give them clues to the meaning of words in English.



Additional Activity

Have students do the project activity again on their own, designing their own personal dream house.



Project: Design an Unusual House

Have an "Unusual House" contest. Students work in groups to design the most unusual house they can think of. They post their designs and the class votes on the winner.



A 14-year-old Finnish boy designed a very unusual house. The outside is covered with a special material that can change color. The owner of the house can press a button and change the color of the house whenever he wants to.

8 Reading

Before Reading

What's unusual about these two houses?

Unusual Houses

Some people have very unusual houses.



Cave house
Granada, Spain



Houseboat
Amsterdam, Netherlands

Cave Houses

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

Houseboats

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

After Reading

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

Discussion

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

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	
Living Room	
Bedroom(s)	
Bathroom	
Other:	
Other:	

Writing Corner

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

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

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

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



10 Project

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

9 Writing

A

- Go over the directions with the class. Ask different students to describe a room in their house and the things in it. Then ask students to think about their favorite room. Call on volunteers to describe their favorite room and to explain why.
- Draw students' attention to the chart. Tell them that later they will use their notes to write about their home.
- Have students complete the chart individually. As they are working, go around the room and offer help as needed.

Writing Corner

- Go over the information about the conjunction *and* in 1. Ask students to read aloud the examples. Then call on students to describe the things in different rooms of their home.
- Look at the information in 2 and have students read aloud the example. Explain that unlike *and*, the conjunction *but* is used to show two contrasting ideas.
- Have students read aloud the examples in 3. Elicit further sentences from students with ***in my bedroom, in the kitchen, in the living room, on the wall, on the balcony.***

B

- Have volunteers read parts of the model paragraph aloud. Ask questions about the paragraph. For example: ***Where is the apartment? What floor is it on? Is it big? How many bedrooms are there? What furniture is in the kitchen? What is the writer's favorite room? Why?***
- Have students circle the adjectives.
- Check answers as a class by calling on students to say which adjectives they circled and what each adjective describes.

Answers

Adjectives:

modern, (not) big, comfortable [apartment];
 favorite [room];
 large [windows];
 pretty [flowers];
 best [thing];
 great [view]

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C

- Have students work individually to write a paragraph about their home using their notes from the chart. Remind them to connect their ideas with conjunctions.
- Collect the paragraphs and redistribute them to other students. Have students read the paragraph they have received and write one question for the writer. For example: ***Is there a garage in your house?*** Students then return the paragraph and the writer answers the question.

10 Project

- Have students work in groups to talk about and design a group dream house. Tell them to draw a diagram like those at the top of page 51 to show the rooms in the house.
- Have each student write his or her own paragraph about a dream home to submit.
- Have students hang their dream houses on the wall. Which dream home does the class like best?

Workbook

Assign page 212 for an additional reading, and writing practice.

11 Form, Meaning and Function

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

- Review the information in the chart about the conjunctions *and* and *but* with the class. Have students read aloud the examples.
- Ask students to find examples with *and* and *but* in the paragraph on page 54.
- Explain that the conjunction *or* shows a choice between two things. Illustrate examples using *or* with the class. For example, ask: ***Do you write with a pencil or a pen? Is basketball a sport or a game? Are you tall or short?***

A

- Draw students' attention to the kitchen in picture A. Call on two or three volunteers to describe the things in it.
- Have students work individually to write sentences. Then put students in small groups to compare answers.
- Call on students to read their sentences to the class.

Answers

Answers will vary. Sample answers:

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

B

- Focus students' attention on the kitchen in picture B. Have two or three students describe the things in it. Ask: ***Are the kitchens in A and B the same? What is different in picture B?*** Read the example. Then call on volunteers to answer.
- Have students work individually to write sentences. Then put students in small groups to compare answers.
- Call on students to read their sentences to the class.

Answers

Answers will vary. Sample answers:

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 to the stove.



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C

- Go over the directions with the class. Model the activity by having a student ask you the question in the example. Then tell the student to secretly choose a kitchen. Ask a question using *or*, for example: ***Is the floor green, or is it brown?*** The student responds and you guess which picture it is.
- Put students in pairs to take turns asking and answering questions about the kitchens.
- Go around the room as students are working and offer help as needed.

11 Form, Meaning and Function



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

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

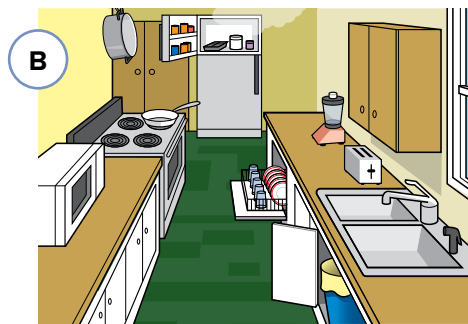
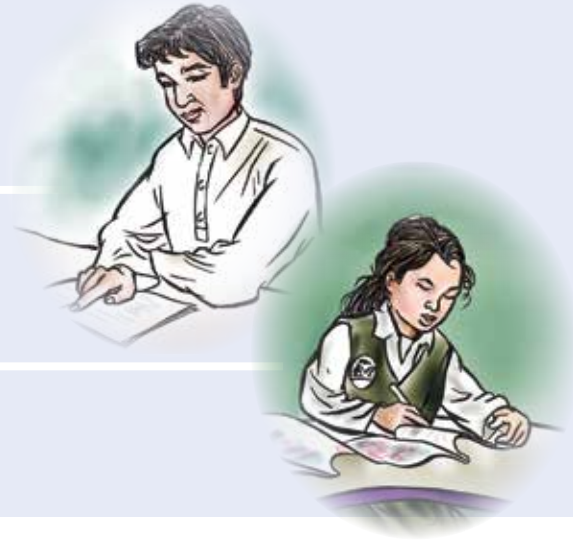
There is a sofa, an armchair, **and** a table in the living room.
We read **and** write in class.

Use **but** to connect contrasting ideas.

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

Use **or** when there is a choice.

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



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

1. *There is* _____
2. _____
3. _____

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

- 💡 *There is a microwave, but it isn't above the stove.*
1. _____
 2. _____
 3. _____

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

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

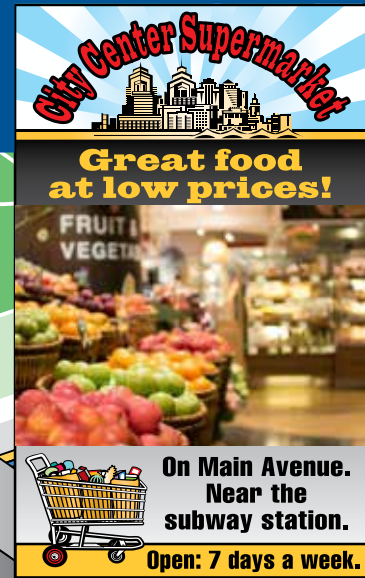
B: It's on the counter.

A: It's picture B!

7 Where Do You Live?

1 Listen and Discuss

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



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.





Unit Goals



- | | |
|--|--|
| <p>Vocabulary
Places in the neighborhood
Prepositions of place</p> | <p>Listening
Listen to follow directions</p> |
| <p>Functions
Name places in a city
Describe location
Ask for and give directions</p> | <p>Pronunciation
Syllable stress</p> |
| <p>Grammar
Verb: <i>live</i> + Preposition
Prepositions of Place:
<i>across from, between, next to, on, near, far from</i>
Comparative and Superlative Adjectives</p> | <p>Reading
Famous Neighborhoods</p> |
| | <p>Writing
Write a postcard about your neighborhood</p> |
| | <p>Project
Make a brochure for your neighborhood</p> |

Warm Up

Write the word **neighborhood** on the board. Explain that it refers to a specific area in a city or town. Explain that the school's neighborhood is the surrounding area. Talk about the neighborhood around the school with students. Ask if the neighborhood has a name. Ask questions with *Is there* and *Are there*. For example, ask: ***Is there a park near here? Are there any good restaurants in the neighborhood?*** Write a few words for places that you ask about on the board, for example: ***park, restaurant, supermarket***, etc.

1 Listen and Discuss

- Give students a minute to look at the map. Tell them to read the places and street names. Are any of the places you wrote on the board on the map?
-  **CD2, T8** Play the audio of the twelve place names and the ads. Students listen and point to each place or ad as they hear it.
-  **CD2, T8** Play the audio again. Students listen and repeat or speak along with the recording.

- Discuss the introductory questions at the top of page 56 with the class. Students talk about the neighborhoods where they live. For example, ask: ***Is there a subway station in your neighborhood/town?***
- Focus students' attention on the photo of the two people talking.
-  **CD2, T8** Play the audio of the conversation. As students listen, have them point to the person who is speaking.
-  **CD2, T8** Play the audio again. Students listen and repeat or speak along with the recording.
- Put students in pairs to practice the conversation. Have them read the conversation twice, changing roles each time.
- Ask: ***Do the young men live in the same apartment building?*** (yes) ***Where does the new neighbor want to go?*** (to a convenience store) ***Does the boy like the neighborhood?*** (Yes, he does. He says it's "great.")
- Ask a few questions with the prepositions *across from, near, next to*, and *on* to prepare for the Quick Check. (There will be a complete presentation and more practice on the Grammar page.) For example, ask: ***What's near the post office?*** (Gino's) ***What's next to the subway station?*** (City Center Supermarket) ***Is the post office across from the subway station?*** (yes) ***Is the convenience store on Main Ave.?*** (no)

Language Builder

Point out the abbreviations for street names used on the map.

St. = Street
Ave. = Avenue
E. = East
W. = West

7 Where Do You Live?

Quick Check

A

- Have students work individually to write the names of the places.
- Then have students compare answers with a partner.
- Check answers by reading the descriptions and calling on students to name the places.

Answers

1. a restaurant (Gino's)
2. the park
3. the mall
4. the health club
5. the bookstore (Andy's Bookstore)

B

- Have students work individually or in pairs to complete the exercise.
- Check answers by calling on students to read a sentence and then answer *yes* or *no*.

Answers

1. no
2. yes
3. yes
4. yes

2 Pair Work



CD2, T9 Play the audio for students to listen and repeat or speak along with the recording.

- Read conversation 1 with a volunteer. Substitute different street names from the map.
- Put students in pairs to practice conversations 1 and 2. They should repeat each conversation two or three times, changing roles and using different places and locations from the map.
- Have a few pairs act out their conversations for the class.

Workbook

Assign page 213 for practice with vocabulary for places and for giving directions.



Teaching Tip

Introduce additional words and expressions that will make the lesson more interesting and useful. For example, if there are places in the students' neighborhoods that are not on the map, such as a library or a gas station, teach these words as well.



Additional Activity

Write a sentence on the board describing a location of a place in the picture on pages 56 and 57. For example, write: **The convenience store is on Sixth Ave.** Then have students close their books. In groups students write five more sentences without looking at the picture. Then they open their books to see if their sentences were correct or not. Have a few volunteers write their sentences on the board.




- No one knows exactly when the first maps were made. However, the Babylonians knew the art of surveying and made accurate maps sometime between 3000 and 2000 B.C.E.
- There is an amazingly accurate map of Central America and the Caribbean made in 1514. It shows the islands of Cuba, Jamaica, Hispaniola, and Puerto Rico along with many of the smaller islands.
- Now with computer programs it is possible to look at an accurate map of almost any city in the world in seconds. In some cases, you can even have a "street view" and take a virtual walk down the street.



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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.





- _____ a place to eat
- _____ a place to take a walk
- _____ a place with many stores
- _____ a place to exercise
- _____ a place to buy a book

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

- _____ Gino's restaurant is on Maple Avenue.
- _____ Andy's Bookstore is between the bank and the pharmacy.
- _____ The health club is near the park.
- _____ The supermarket is near the subway station.

2 Pair Work

Ask and **answer**.

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

3 Grammar

Verb: *live* + Preposition

Where do you live?

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

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

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

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



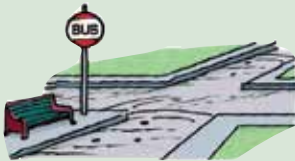
The park is **across from** the school.



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



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



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



The museum is **near** the hotel.



The airport is **far from** town.

Imperatives for Directions



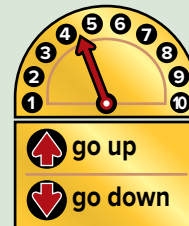
Turn left.



Turn right.



Go straight.



Go up. Go down.

A. Match the questions with the answers.

1. ____ Is there a restaurant in the mall?

a. My apartment's on the second floor.

2. ____ Is the airport far from the city?

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

3. ____ Where's the convenience store?

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

4. ____ Is the bank open on Friday?

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

5. ____ Where do you live?

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

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

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

3 Grammar

Verb: *live* + Preposition

- Explain that after the verb **live**, we use **in** + city, but **on** + a street name or floor number. Read the examples in the chart together.

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

- Focus students' attention on the pictures. Ask volunteers to read the sentence under each picture.
- Give students more examples of the prepositions using classroom objects or the students' positions in the room. For example, say: **Adel sits between Ali and Omar. Ahmed's desk is far from the board.**
- Point out some of the details students often forget. We say **next to** (with the word **to**) but **near**, (NOT *near to*). Two of the two-word prepositions use **from**: **across from** and **far from**.

Language Builder

Explain more details about the use of prepositions of location.

in the airport = inside the building

at the airport = in the vicinity of the airport, either in the buildings or just outside, for example in the parking lot

on the corner = a location that is a permanent situation
(For example: *The bus stop is on the corner.*)

at the corner = a location that is a temporary situation
(For example: *The bus is at the corner now.*)

Imperatives for Directions

- Have students look at the signs. Read the captions with the class. Ask if they ever see signs that look like this and where. Elicit examples. If students don't understand the last sign, explain that it is a sign on an elevator.
- To check understanding of the imperatives, you might ask students to stand up and give them the commands. For example: **Turn right.** Check to make sure that they respond correctly.

A

- Read the directions and the first sentence with the class. Elicit that the match for the first item is **d** because the answer to a question that begins with **Is there...** should be **Yes, there is** or **No, there isn't**. If necessary, explain that this exercise is *not* related to the picture on pages 56 and 57.
- Put students in pairs to do the exercise. They should take turns asking the questions and matching them with the answers.
- Check answers by calling on different pairs to read their matches.

Answers

1. d
2. e
3. f
4. c
5. a
6. b

7 Where Do You Live?

B

- Focus students' attention on the picture. Ask them what places they see in the picture.
- Read the directions and number 1 with the class. Elicit that the pharmacy is **next to** the bookstore.
- Have students complete the exercise individually.
- Check answers by asking volunteers to read their completed sentences aloud.

Language Builder

Point out that we can also describe the location of the English School by saying that it is *over* or *above* the supermarket.

Answers

1. next to
2. across from
3. near/in front of
4. between
5. next to
6. on, on

4 Listening

- Focus students' attention on the map. Ask: **What places are already on the map?**
- Read the directions with the class and tell students they have to write the places they hear on the map.
- 🔊 **CD2, T10** Play the audio for students to listen. Tell them not to write at this time.
- 🔊 **CD2, T10** Play the audio again for students to write the places. Then play it a third time for them to check their answers.
- Check answers by drawing a quick sketch of the map on the board. Ask volunteers to come up and write the places on the map.

Audioscript

1. **A:** Excuse me. Where's the English school?
B: Go straight. Turn left. It's across from the supermarket.
2. **A:** Is there a café near here?
B: Yes, there is. Go straight. It's on the corner on your right. It's next to the bookstore.

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3. **A:** Where is the subway stop?

B: Go straight. Turn right at the corner. Then walk a block. It's between the pharmacy and the restaurant.

4. **A:** Where is the convenience store?

B: Go straight. Turn right at the corner. It's on your right. It's next to the bank.

5 Pronunciation



CD2, T11 Play the audio for students to listen and then play it again for them to repeat or speak along with the recording.

- Model the words again for students, clapping your hands or tapping out the rhythm on a desk. Clap or tap strongly on the stressed syllable.

Workbook

Assign pages 214–215 for practice with the grammar of the unit and an additional reading.



Teaching Tip

Have students keep either a separate notebook or section of a notebook for a "personal dictionary." Then when you introduce new words that are not in the book, they write them in their personal dictionaries. Encourage them to use pictures and examples to illustrate the words when possible, rather than translations.



Additional Activity

Have students work in pairs to draw a map of an interesting neighborhood in their city or town. They should draw in places of interest on the map such as stores, restaurants, etc. Then they work with another pair and describe the neighborhood using prepositions.



- According to a recent study, more people get lost in London than anywhere else in the world. The top four cities for getting lost were found to be 1. London; 2. Paris; 3. Hong Kong; and 4. Beijing.
- One in four people say that they depend completely on online maps or mobile satellite navigation to find their way while driving.



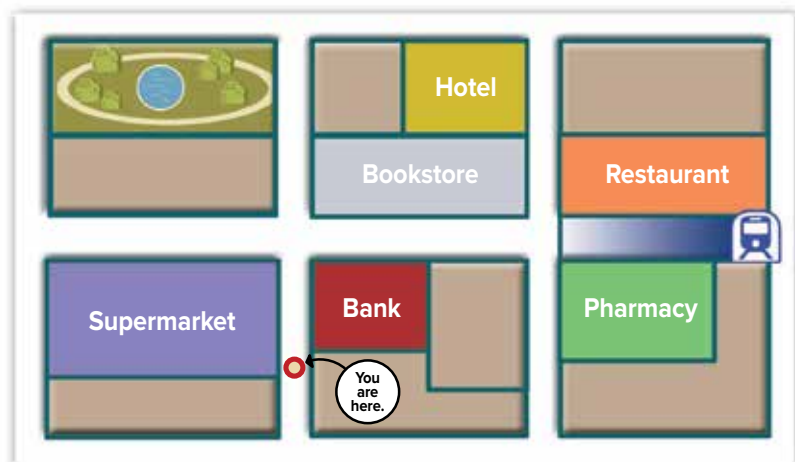
B. Look at the picture. Complete the sentences with the correct prepositions.

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



4 Listening

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

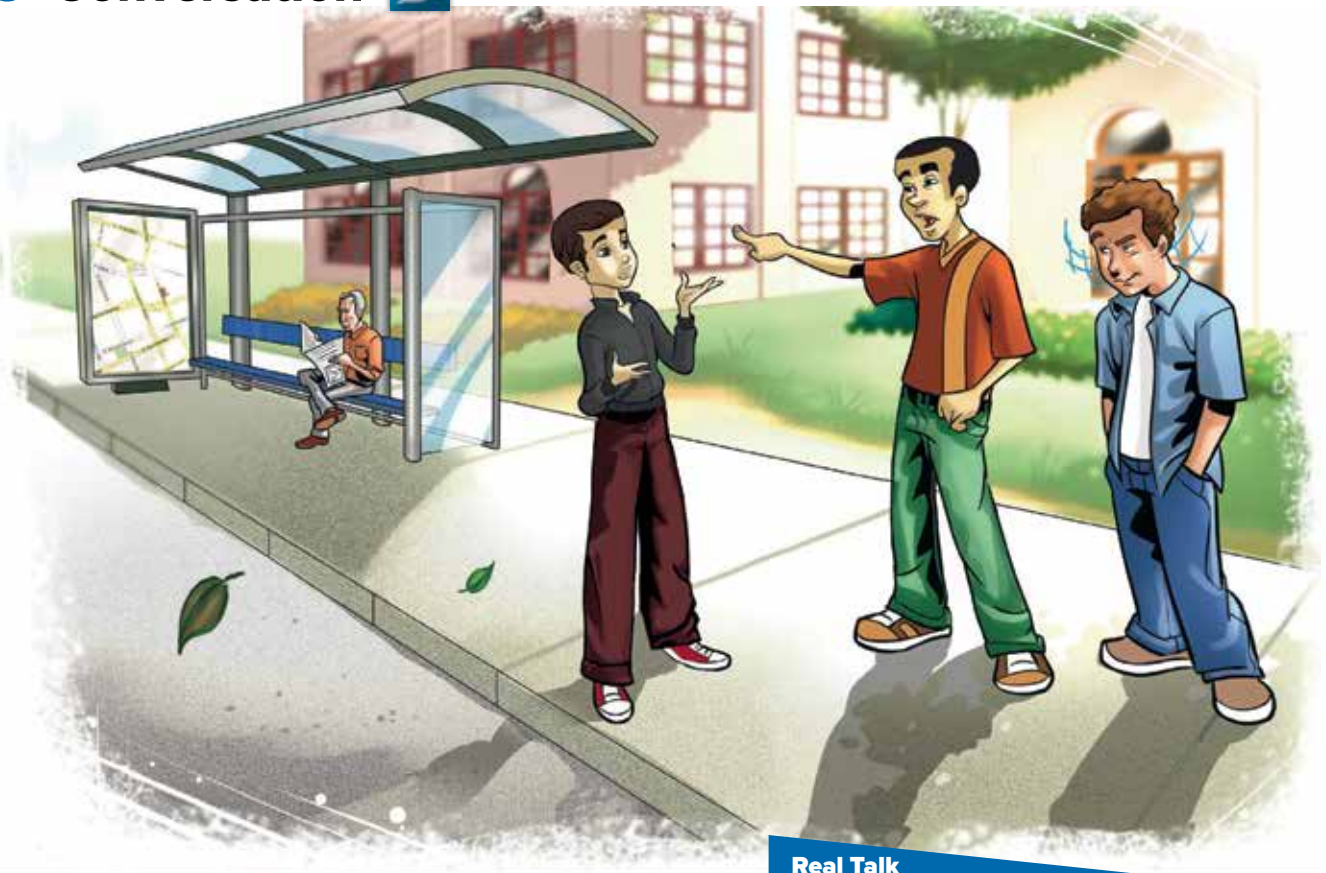


5 Pronunciation

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

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

6 Conversation



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

Real Talk

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

About the Conversation

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



Your Turn

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

7 About You

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

6 Conversation

- Have students cover the conversation and look at the picture. Ask: **Where are the people?** (They're near a bus stop.) **What do you think the boy is asking?** Elicit that he's probably asking for directions to a place.
-  **CD2, T12** Have students listen to the audio twice with their books closed.
-  **CD2, T12** Play the audio a final time. Ask students to open their books and follow along with the text.

Real Talk

- Draw students' attention to the Real Talk box. Explain that **to miss** something means not to see it. So if Tom **can't miss it**, that means that he'll be sure to see it. Explain that people say **Trust me** when they are very sure about something.
- Arrange students in threes to practice the conversation. Have them practice it twice, switching roles.

About the Conversation

- Have students work in pairs to ask and answer the questions.
- Check answers by calling on pairs to read their questions and answers aloud.

Answers

- 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.

Your Turn

- Give students a few minutes to look for expressions for asking for and giving directions in this unit. Elicit and write them on the board.

Questions:

Is there a _____ near here?

How do I get to _____?

Directions:

Turn right/left.

Go straight (ahead).

Go up/down.

Go to the corner.

Take the _____.


- Model a conversation with a volunteer. Ask: **How do I get to your house from _____?** Elicit the directions from the student. If students don't feel comfortable giving directions to their house, tell them it is OK to choose a different location, for example, the school.
- Put students in pairs to practice. They should take turns asking for and giving the directions to their home or another location.
- Ask two or three pairs to act out their conversations for the class. Ask the class if the directions are accurate and easy to follow.

7 About You

- Model the activity by telling students a little bit about your neighborhood.
- Put students in pairs to continue the activity. Partners can take turns asking and answering the questions.
- Conclude by asking a few students to report to the class about their partners' neighborhoods.

8 Reading

- Focus students' attention on the title and the pictures. Ask the **Before Reading** question. Make notes of students' replies on the board, but don't confirm or deny answers at this time.

 **CD2, T13** Play the audio twice. The first time, students listen with their books closed. The second time, they listen and read along, looking to see if anything on the board is mentioned in the articles.

- Review the notes on the board and check the items that were mentioned in the articles.

READING STRATEGY Choral reading

- Focus students' attention on the first three sentences of each article. Tell them that they are going to read the sentences aloud together as a class. Half of the students are going to read John's part and the other half are going to read Francisco's lines.
- First, read the first three sentences of John's article and have John's group read along with you. Then have them read it together without you. Repeat this with Francisco's group and Francisco's article.

After Reading

A

- Have students work individually to check the things that both neighborhoods have.

Answers

museum, park, restaurants

B

- Ask volunteers if their neighborhoods have any of the same things that Brooklyn or Coyoacan has.
- Put students in pairs to continue comparing their neighborhoods with Brooklyn and Coyoacan.
- Go around the room and help students as needed.
- Ask volunteers to report on the answers they discussed in their groups.

Culture Notes

Coyoacan

Coyoacan is a borough in the Federal District of Mexico City with a population of about 620,000 (2010). Villa Coyoacan or the historic center is one of the oldest neighborhoods in Mexico City, with narrow cobblestone streets, plazas, green spaces, and colonial mansions. It is a popular destination for weekend visitors.

Brooklyn

Brooklyn, located on Long Island, is the most populated borough in New York City with about 2.6 million people (2013). It is home to a wide variety of ethnic neighborhoods. The famous Brooklyn Bridge connects Brooklyn and Manhattan.



Teaching Tip

Choral reading builds confidence and fluency in speaking. Students feel secure reading with a group and they don't have to worry about what to say next.



Additional Activity

Use the map on pages 56 and 57 to practice giving directions. One student gives directions, and the others follow on the map. Then the student asks: **Where are you?** The students answer to check if they followed the directions correctly.



Project: Design a Neighborhood

Have students design a neighborhood where they would like to live. In groups, students brainstorm what they want in the neighborhood. Then they draw a detailed map, naming the streets and showing the location of buildings.



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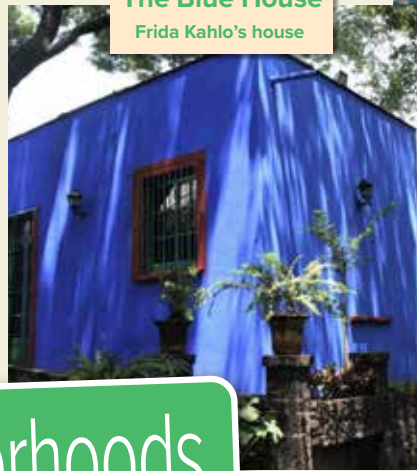
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8 Reading

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



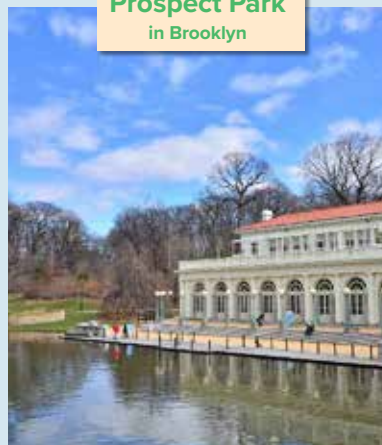
▲
My name is Francisco, and I live in Coyoacan. Coyoacan is a historic neighborhood of Mexico City. It has a busy cultural life. There are theaters, art galleries, and museums. Coyoacan has beautiful squares and houses. The house of the famous Mexican painter Frida Kahlo is here. It's called the Blue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

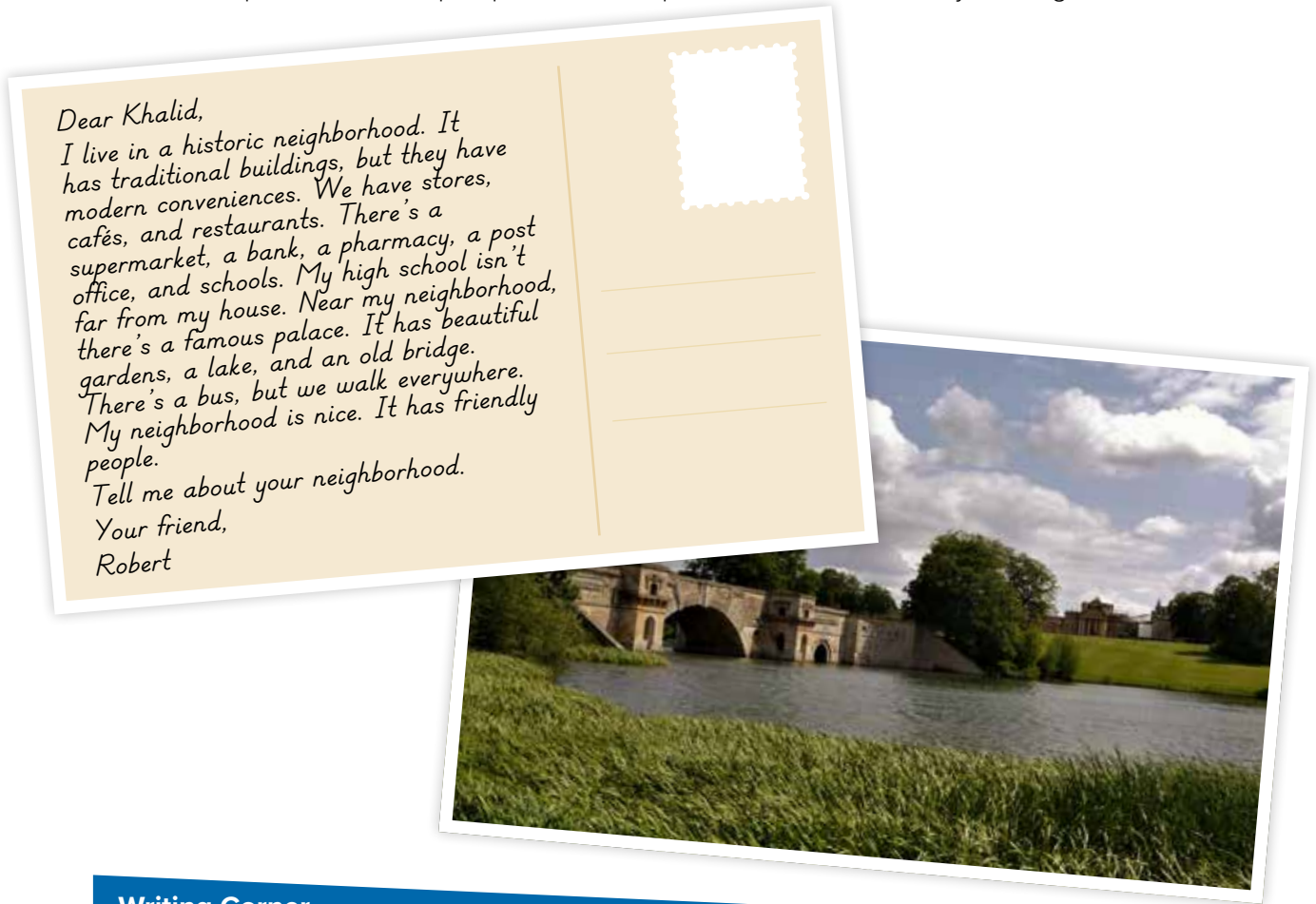
_____ museum _____ park _____ bridge _____ pizzeria _____ restaurants _____ lake

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.



Writing Corner

1. Use personal pronouns in place of nouns or people.

I live in a nice neighborhood. **It** has friendly people.

(It = neighborhood)

The houses aren't modern. **They** are traditional.

(They = houses)

My neighbors are nice people. **They** are friendly.

(They = my neighbors)

My neighbors and I are friendly. **We** always say "hello."

(We = my neighbors and I)

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

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

10 Project

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

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9 Writing

A

- Explain that a pen pal is a friend who lives in another city or country and someone who you exchange letters or emails with. Ask students if they have a pen pal. If so, what kinds of things do they write in their letters?
- Have volunteers read parts of the model postcard aloud. Explain any new vocabulary such as *palace* and *bridge* by pointing to the picture on the postcard. Ask questions about the neighborhood. For example: **What are the buildings like?** (traditional) **Is the school near Robert's house?** (yes) **What does the palace have?** (gardens, a lake, a bridge) **Do people walk or take the bus?** (walk) **What are the people like?** (friendly)
- Have students circle the places that are similar in their neighborhood. Ask volunteers which words they circled.

Writing Corner

- Explain that personal pronouns help to connect ideas in a paragraph. They replace the names of nouns (people and things) so that the writer/speaker doesn't repeat the same words over and over.
- Call on different students to read aloud the examples. Have students find two examples of personal pronouns in the postcard and identify what each pronoun refers to.

B

- Read the instructions. Tell students to write the personal pronouns in their notebook and next to them the things or people they replace.
- Have students compare answers with a partner. Check answers as a class.

Answers

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



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C

- Tell students they're going to write a postcard about their neighborhood. They should use the example in exercise **A** as a model as well as ideas from the Reading.
- Go over different greetings and closings for informal letters with the class. Greetings: *Dear Sara, Hi Tom, Hello Ali*. Closings: *Bye for now, Your friend, Best wishes, Take care*.
- Students then write their postcards individually. Encourage them to illustrate their postcard with a drawing or a photo from a magazine.
- Ask volunteers to read their postcards aloud.

10 Project

- Put students in groups. They work together to make a brochure about their neighborhood, listing stores, restaurants, services, parks, etc.
- Have students draw or find pictures to illustrate the brochure. Students pass the finished brochures around the class for everyone to see.
- Collect the brochures to assess the written portion of this project.

Workbook

Assign page 216 for practice with drawing and labeling a map, and writing practice.

11 Form, Meaning and Function

Comparative and Superlative Forms of Adjectives

The Comparative

- Choose volunteers to read the sentences in the first part of the chart. Ask how the form of the adjective changes in the sentences on the right. Then elicit why *-er* and *more* have been added to the adjectives. (The speaker is comparing two things.)
- Ask: **Why do we add -er to tall but add more before convenient?** Elicit that we add *-er* to most one-syllable adjectives when we make them comparative, and use *more* with most three-syllable adjectives. Ask: **What word do we often use with comparative adjectives?** (than)

The Superlative

- Choose volunteers to read the sentences in the next part of the chart. Have students identify the adjectives in the sentences. Ask: **How many buildings are in a city, two or more than two?** Elicit why *-est* and *most* have been added to the adjectives. (The speaker is comparing more than two things.)
- Ask: **Why do we add -est to tall but add most before convenient?** Elicit that we add *-est* to most one-syllable adjectives when we make them superlative, and use *most* with most three-syllable adjectives. Ask: **What word do we usually use before superlative adjectives?** (the)
- To make sure students understand the difference between the comparative and superlative, ask: **Why do we use taller in the sentence about the hotel and office buildings but the tallest in the sentence about the hotel and buildings in the city? What is the difference between the comparative and the superlative?** Elicit that with the comparative we compare two people, two places, or two things; with the superlative we compare three or more items in a group or in the entire world.
- Finally, try to elicit as much as possible about the spelling rules and irregular comparative and superlative adjectives before directing students' attention to the last part of the chart.

A

- Ask a student to read aloud the first item and elicit the superlative form of the given adjective. Then have students do the rest of the exercise alone or in pairs.
- Check answers by having individual students read the sentences aloud.

Answers

- the best
- better
- more popular
- the hottest / (the) driest
- the worst
- the quietest
- bigger
- more beautiful

B

- Have two students read the example aloud. Then ask a student to read aloud the first item and elicit the response **No, it isn't. It's shorter.**
- Put students in pairs to do the exercise. Partners take turns reading the statements and responding.
- Check answers by calling on different pairs to read the exchanges aloud.

Answers

- 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. It's worse.
- No, they aren't. They're dirtier.

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

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



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

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

1. The Amazon is longer than the Nile. (short)

2. Buses are faster than trains. (slow)

3. The city is quieter than the town. (noisy)

4. China is bigger than Canada. (small)

5. Roma's pizza is better than Gino's. (bad)

6. Cities are cleaner than towns. (dirty)

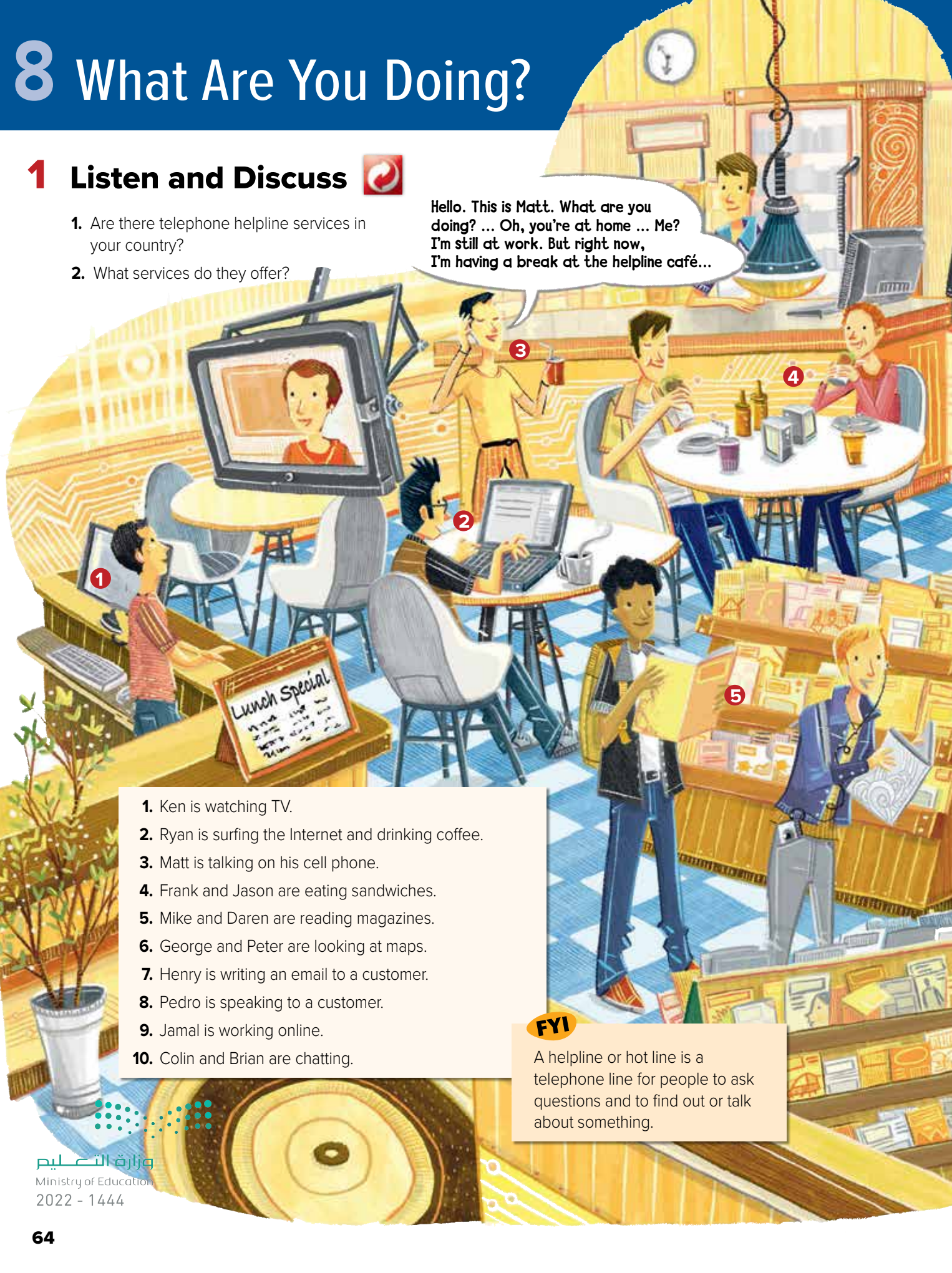


8 What Are You Doing?

1 Listen and Discuss

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

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

- 
- The illustration depicts a busy helpline café. In the foreground, a man (Ken) sits at a desk watching TV. Next to him, another man (Ryan) is at a desk with a laptop, drinking coffee. A man (Matt) stands talking on a cell phone. In the background, two men (Frank and Jason) sit at a table eating sandwiches. Two other men (Mike and Daren) stand looking at a large display of magazines. A man (George) and a woman (Peter) are looking at maps. A man (Henry) is at a desk writing an email. A man (Pedro) is at a desk speaking to a customer. A man (Jamal) is at a desk working online. Two men (Colin and Brian) are standing and chatting. A sign on the desk says 'Lunch Special'.
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.

Unit Goals

- | | |
|---|--|
| <ul style="list-style-type: none"> Vocabulary
Everyday activities Functions
Talk about what people are doing Grammar
Present
Progressive Tense
—affirmative, negative, questions, short answers
Questions with <i>What + Present Progressive</i>
<i>Would Like</i> and <i>Would Like To</i> | <ul style="list-style-type: none"> Listening
Listen for specific details about ongoing activities Pronunciation
-ing ending Reading
Teenagers' Favorite Place Writing
Write about ongoing activities of family and friends Project
Write about a popular teenage hangout |
|---|--|

Warm Up

Bring in magazine or newspaper pictures of people doing things. You can also use pictures of people in previous units. Hold them up for the class, point to the people, and say what they are doing. For example: **He's sitting in a restaurant. He's playing football. He's talking on a cell phone.** Continue with other pictures. Then ask questions for students to answer *yes* or *no* about what the people are doing.



1 Listen and Discuss

- Give students a minute or two to look at the pictures. Ask: **What are the people doing?** Elicit that some people are having a break (eating, drinking, reading magazines, etc.) in a café and others are working (on computers/telephones).
- Draw students' attention to the **FYI** note. Read the note with students. Discuss the introductory questions at the top of the page with the class. Elicit the names of telephone helpline services and what they offer. (computer advice, visitor information, transport schedules, telephone directories, etc.)

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- Have students look at the list of sentences. Say: **Find the verb in each sentence.** Ask: **What is different about the verbs in these sentences?** (the -ing ending) Explain that this form tells us that the action is happening now.
-  **CD2, T14** Play the audio of the sentences and the conversation. Have students point to the pictures of people doing each activity as they hear the sentence. **Note:** The numbers of the sentences match the numbers of the pictures.
-  **CD2, T14** Play the audio again. Students listen and repeat or speak along with the recording.
- Have students read the sentences and conversation again and underline the verbs that end in -ing. Point out the expression *having a break* in the conversation. Elicit that it means stop working for a short time to rest, get a drink, or have something to eat.
- Put students in pairs. Have them take turns reading the sentences and then read the conversation.
- Point to people in the picture and ask: **What's he doing?** or **What are they doing?** Ask volunteers to answer.

Language Builder

Explain some of the computer terms on pages 64 and 65.

work online = connected to the Internet

surf the Internet = explore different sites on the Internet, usually not looking for anything specific

write an email = communicate with someone by typing and sending a letter on a computer

8 What Are You Doing?

Quick Check

A

- Students should work with a partner to make a list of all the things they see in the office/café.
- When they are finished, ask a few pairs to read their lists for the class. You might want to create a master list on the board of all the different things the class can come up with.

Answers

Answers will vary. Sample answers:

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

B


- Have students work individually or in pairs to complete the exercise.
- Check answers by calling on students to read a sentence and then answer *yes* or *no*.

Answers

1. yes
2. no
3. no
4. yes
5. no

2 Pair Work

A

 **CD2, T15** Play the audio for the two conversations. Students listen and repeat or speak along with the recording.

- Model the first conversation with a volunteer. Substitute a different person and a different activity from the picture into the conversation.
- Put students in pairs to practice the conversations. They should take turns asking and answering the questions, using different people and activities.
- Ask two or three pairs to act out their conversations for the class.



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B

- Have students work with a different partner to role-play a phone conversation. One partner should pretend he or she is in the café, explaining what the people in the helpline office are doing. The other student should ask questions. Use the conversation on page 64 as a model. Have pairs switch roles to practice speaking.
- Ask two or three pairs to act out their conversation for the class. Set up two chairs back to back in front of the class. Have students pretend they are talking on the phone and can't see their partner.

Workbook

Assign pages 217–218 for practice using the present progressive to describe what people are doing.



Teaching Tip

When a student makes a mistake answering a question, don't correct it immediately. Use a look or a gesture to indicate the answer isn't correct. Then give the student a chance to correct it himself. If he or she is having a problem, say to another student:

Can you help (name)? This helps students become more independent learners.

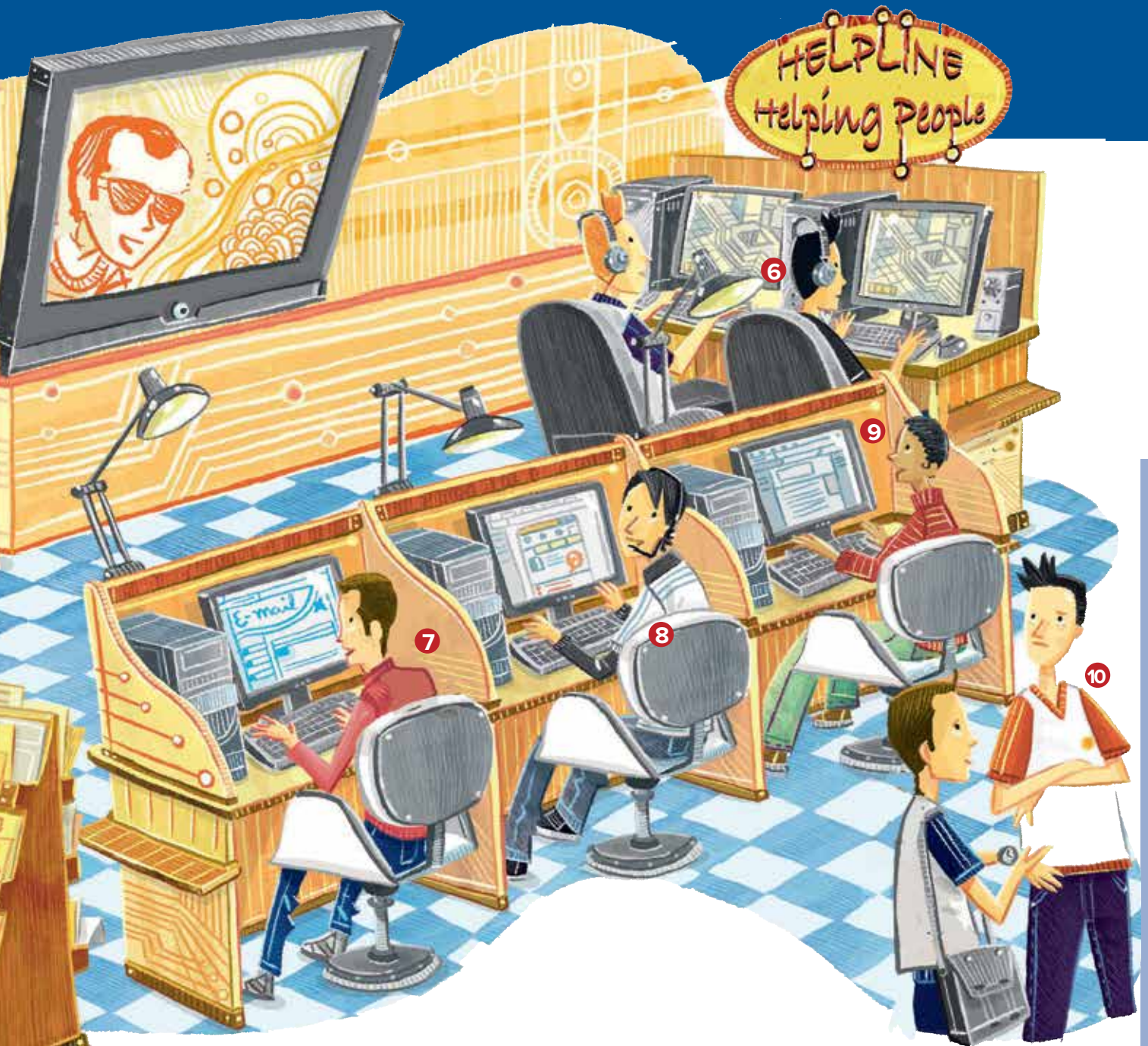


Additional Activity

Bring, or have students bring, magazine pictures to class that show people doing different things. Arrange students in groups and give them a stack of pictures. Students take turns describing their pictures to the group. For example, they may say sentences like the following: *This man is sitting in a chair. The man is driving a car.*



- As of 2012, the top five countries where the most people use the Internet were: 1. Iceland (96% of the population); 2. Norway (95%); 3. Sweden (94%); 4. Netherlands (93%); and 5. Luxembourg (92%).
- Although only 42% of people in China use the Internet, they have the world's largest number of Internet users per country, with over 568,000,000 users. There are over 254,000,000 Internet users in the U.S., which accounts for 81% of the population.



Quick Check ✓

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

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

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

2 Pair Work

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

What is Ryan doing?

He's drinking a cup of coffee.

What are Frank and Jason doing?

They're eating sandwiches.

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

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

Negative (-)

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

Questions (?)

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

Short Answers (+)

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

Short Answers (-)

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

Questions with *What* + Present Progressive

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

A. Complete the conversations. You can use contractions.

- A:** _____ you studying now?

B: No, _____. I'm playing video games.

_____ you studying?

A: Yes. I'm _____ for the English test.
- A:** _____ the children playing?

B: No, they _____. They _____ TV.

A: Are you watching TV, too?

B: No, I _____. It's a kids' film.

- A:** Who _____ Ali calling?

B: He _____ his brother.

- A:** _____ he coming here?

B: Yes, he _____.



3 Grammar

Present Progressive Tense

- Give students a couple of minutes to study the verb charts for the present progressive. Point out that the present progressive always uses a form of **be**. The pattern is **subject + be + verb + -ing**.
- Students should note that the question and answer forms are also similar.

Language Builder

Point out that for all subjects except *I*, there are two ways to form the negative contraction.

I am not	I'm not	(none)
you are not	you're not	you aren't
he/she is not	he's/she's not	he/she isn't
it is not	it's not	it isn't
we are not	we're not	we aren't
they are not	they're not	they aren't

- Check understanding of the present progressive by directing students' attention to the sentences on page 64. Write on the board: **Matt is talking on the phone. He isn't ____**. Ask a volunteer to complete the second sentence with something Matt is not doing, for example, **eating a sandwich**. Have students make similar affirmative/negative pairs using some of the other sentences. Then ask **yes/no** questions about the picture. Students answer with short answers. For example, ask: **Is Henry writing an email to a customer?** (Yes, he is.)

Questions with What + Present Progressive

- Have students read the chart. Point out the order of the words in the question:
What + be + subject + verb-ing
- Elicit examples of other questions from volunteers and write them on the board.



Language Builder

Explain the spelling rules for adding **-ing** to a verb.

For verbs ending in **e**, drop the final **e**:

have + **-ing** = having

For one-syllable verbs ending in one vowel and one consonant, double the final consonant:

sit + **-ing** = sitting

A

- Read the directions and the first line of conversation 1 with the class. Ask: **What word completes the question?** (Are) Tell students to read the conversations first without trying to fill in the blanks. This will help them understand what the conversations are about.
- Put students in pairs to complete and then practice the conversations. They should take turns playing the roles of A and B. Go around to check that they are using the verb **be** when necessary.
- Check answers by having different pairs read their completed conversations aloud.

Answers

1. **A:** Are
B: I'm not, Are
A: studying
2. **A:** Are
B: aren't, 're watching
A: —
B: 'm not
3. **A:** 's/is
B: 's calling
A: Is
B: is

8 What Are You Doing?

B

- Look at the picture. Read the directions and model the example with a volunteer.
- Put students in pairs to continue the activity. Tell them that if they aren't sure of an answer they should guess.
- Check answers by asking pairs to ask and answer the questions aloud.


Answers


Answers will vary. Possible answers:

2. **A:** What's Mr. Taylor doing?
B: He's waiting in the reception area.
3. **A:** What's Ron doing?
B: He's listening to his cell phone.
4. **A:** What's Robert doing?
B: He's reading the newspaper.
5. **A:** What are Greg and Sam doing?
B: They're drinking coffee.
6. **A:** What's Toshiro doing?
B: He's talking on the phone.
7. **A:** What's Carlos doing?
B: He's working online.
8. **A:** What's Mr. Parker doing?
B: He's working in his office.

4 Listening

- Ask a volunteer to read the directions aloud. Have students look at the chart. Tell them they should listen to hear what these people are doing.

 **CD2, T16** Play the audio for students to listen. Tell them not to write at this time.

 **CD2, T16** Play the audio again for students to write their answers. Play it again for them to check answers.

- Check answers by drawing the chart on the board. Have volunteers come up and fill in their answers.

Answers


Tom	He's finishing high school.
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.

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Audioscript

- A:** Is this Tom? This is Jerry Wilson speaking.
- B:** Hi, Jerry. How are things? Where are you? Are you still at college?
- A:** Yes, but I'm in town for a few days.
- B:** How are you doing?
- A:** I'm OK. How's your family? What's everyone doing?
- B:** Well, we're all fine. My father is still working in the bank. My mom is a happy grandmother. She's watching Carol's baby a lot these days. Carol's married, you know. She's working at a hospital. She has a little girl.
- A:** That's great. How about your brother?
- B:** Frank's at college. He's studying computers.
- A:** Frank at college? That's wonderful. And what are you doing?
- B:** I'm finishing high school this year.
- A:** No, I mean, what are you doing now?
- B:** Nothing special.
- A:** How about a pizza?
- B:** Good idea.

5 Pronunciation

 **CD2, T17** Play the audio for students to listen, and then play it again for them to repeat or speak along with the recording.

Workbook

Assign page 219 for practice with asking and answering questions using the present progressive.



Teaching Tip

Sometimes there is more than one possible answer to a question. Accept any correct answer, even if it is not the response you were thinking of.



Additional Activity

Play charades. Write activities from the unit on slips of paper. Give one slip to a pair of students and have them act out the activity for the class. Ask the class: **What are they doing?** The class guesses the activity, saying: **They're (verb + -ing).** (Doing this in pairs will give students more confidence.)



A study done in the U.S. found that the average 21-year-old has spent 5,000 hours playing video games; has exchanged 250,000 emails, instant messages, and text messages; and has spent 10,000 hours on a cell phone.

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

A: What's Jake doing?

B: He's delivering mail.

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



4 Listening

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

Tom	<i>He's finishing high school.</i>
Father	
Mother	
Sister—Carol	
Brother—Frank	



5 Pronunciation

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

What are you **doing**?

I'm **waiting** for you.

What is he **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?

Your Turn

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



comedy

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?



science fiction



documentary



action

6 Conversation

- Have students cover the conversation and look at the photos. Ask: **What is the boy doing?** (He's talking on the phone.) **What is the name of the city?** (Seattle)
- 🔊 **CD2, T18** Have students listen to the audio twice with their books closed.
- 🔊 **CD2, T18** Play the audio a third time. Have students open their books and follow along with the conversation.
- Ask: **Where is Logan going?** (Seattle) **Does Danny like Seattle?** (Yes, he does.)

Real Talk

- Draw students' attention to the Real Talk box. Explain that **What's up?** and **check out** are informal expressions. They can use these expressions with their friends, but probably not with their teachers. Elicit situations when the students might use these phrases. For example, they might say **What's up?** to a friend as a greeting.

Your Ending

- Focus students' attention on the three endings. Ask a few students which ending they prefer and why.
- Put students in pairs to practice the conversation. Each pair chooses the ending they like best. Make sure they switch roles.

About the Conversation

- Have students work in pairs to ask and answer the questions.
- Check answers by calling on pairs to read the questions and their answers aloud.

Answers

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

Your Turn

- Have students role-play the conversation with a different partner. They should change the destination, the person they are going to visit, and the transportation they are going to use. They can repeat the conversation and use different endings.
- Have two or three pairs act out their new conversations for the class.

7 About You

- Focus students' attention on the pictures at the bottom of the page. Elicit examples of each kind of film from films that are currently popular. For example, ask: **What is a science fiction movie that you like? Is there a science fiction movie playing on TV this week?**
- Put students in small groups to ask and answer the questions. Assign one student in each group the role of reporter.
- Go around the room as students are talking and help as needed.
- Write the four kinds of films on the board. Ask the reporter from each group to say which kinds of films are their group's favorites. For example: **One person in our group likes science fiction. Comedy films are the favorite kind of film for two people.** Record the votes on the board. Which kind of film is the class favorite?



8 Reading

READING STRATEGY Using pictures

- Tell students that they can prepare for a reading by looking at the pictures and figuring out what is happening. We often do this when we read newspaper and magazine articles.
- Ask the **Before Reading** question. Have students cover the article and look at the photos. Then they say what they think is happening using *-ing* verbs, for example: **shopping, buying, talking, walking, looking, hanging out.** Write the verbs on the board. Ask: **Where do you think the people are?** (at a shopping mall)
- 🔊 **CD2, T19** Play the audio. Ask students to read along as they listen, looking to see if any of the verbs on the board are used in the reading.
- Ask: **What do the teenagers in the reading do in malls?** Elicit answers from different students based on the reading. (eat, drink, talk, shop, chat, hang out, socialize, etc.)

After Reading

- Have students work in small groups to ask and answer the questions.
- Discuss the answers with the whole class. Do students in the class usually “hang out” at malls? Why or why not?

Answers

Answers will vary. Sample answers:

1. Because teenagers' favorite place to meet friends and socialize is the mall.
2. Answers will vary.
3. Malls are safe, and they're comfortable in all kinds of weather.



One of the world's oldest shopping malls is the Galleria Vittorio Emanuele II in Milan, Italy. It was built between 1865 and 1877.



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Teaching Tip

When students are working in pairs or groups, they should speak English as much as possible. Walk around and monitor students as they work. If they are speaking their first language, suggest ways they can say the same thing in English.



Additional Activity

Activity 1: Play a guessing game. Write sentences with the present progressive on slips of paper. For example: **The man is riding a motorcycle. Three students are sitting in a chair. An old man is waiting for a bus.** The sentences should use words that students know.

Activity 2: Arrange the class in teams. Give a sentence to a student from Team A. The student draws the action of the sentence on the board for teammates to guess. The student can't talk, only draw. If Team A can't guess, Team B guesses. Teams get points for correctly guessing the sentences.



Project: Fun Activities

Have students bring photos to class that show them doing different things with their friends and family. If students do not have photos, they can draw the activities that they'd like to share. They describe the photos for the class and say what they're doing.

8 Reading

Before Reading

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



Teenagers'



Favorite Place



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

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

After Reading

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

8 What Are You Doing?

9 Writing

A. Put the words in order to make sentences.

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

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

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

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

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

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

Writing Corner

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

My name is Hussain. **I** am doing my homework. (I = Hussain/me)

Amal is a teacher. **She** is teaching her class. (She = Amal)

My brother is a student. **He** is studying. (He = my brother)

My friends are at the mall. **They** are shopping. (They = my friends)

This is my friend. **We** are walking to school. (We = my friend and I)

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

A: Where is Sabah?

B: She's in her room.

A: What's she doing?

B: She's doing her homework.

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



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

10 Project

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

9 Writing

A

- Read the directions and do the first item with the class as an example. Point out that the capitalized word begins the sentence.
- Have students work individually to complete the exercise and then compare answers with a partner.
- Check answers as a class by calling on students to read a completed sentence.

Answers

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

Writing Corner

- Explain that personal pronouns help to connect ideas in a paragraph. They replace the names of nouns (people and things) so that the writer/speaker doesn't repeat the same words over and over.
- Call on students to read aloud the examples. Have students find examples of personal pronouns in the paragraph in exercise **B** and identify who each pronoun refers to.

B

- Have students read the paragraph quietly to themselves. Then have two volunteers read the example.
- Put students in pairs to complete the activity. They take turns asking and answering questions. When they have finished, call on different pairs to ask and answer about a particular member of the family.

Answers

- A:** Where are her parents?
B: They're at the supermarket.
A: What are they doing?
B: They're shopping.

A: Where is her grandfather?

B: He's in the backyard.

A: What's he doing?

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

A: Where is Ali (her brother)?

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

A: What's he doing?

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

A: Where is her baby brother?

B: He's in the kitchen.

A: What's he doing?

B: He's playing with his toys.

A: Where is her grandmother?

B: She's in the kitchen.

A: What's she doing?

B: She's cooking.

C

- Have students work individually to write their sentences before comparing them with a partner.
- Ask a few volunteers to write one of their sentences on the board.
- As an extension, have students imagine they are at home and writing an email to a friend describing what the other members of their family are doing.

10 Project

- Working in pairs, students choose a place where teenagers like to hang out in their town. They can take photos or draw pictures of the place and the activities people do there.
- Have students write sentences describing each picture, saying what the people are doing. Each pair presents a report to the class.
- Ask students to submit their sentences as a writing assignment.

Workbook

Assign page 220 for additional practice with ongoing activities and writing practice.

11 Form, Meaning and Function

Would like

- Explain that *would like* means *want*, but it is considered more polite. *Would like* is commonly used in both formal situations and in everyday conversation. *Would like* is a modal expression; therefore its form is the same for all subjects.
- Go over the first item in the chart and call on students to read the examples. Point out that 'd is the contraction of *would*. For further practice, ask: **What would you like for lunch? Would you like pizza? What would you like on your pizza?**
- Go over the remaining items in the chart. Call on pairs to read the example questions and answers. Explain that *would like* can express what someone wants in the present or in the future. Ask: **What would you like to do now? What would you like to do this weekend? Where would you like to go on vacation? When would you like to eat lunch?**

Language Builder

Point out that in casual speech *would you* is often pronounced as "wouldja." Write sentences on the board: **What would you like to do? Would you like to hang out at the mall? What would you like for lunch? Would you like pizza?** Model the pronunciation with "wouldja" and have students repeat after you.

- A**
- Have students complete the exercise individually. Then put students in pairs to practice the conversation.
 - Check answers by having a volunteer pair read the conversation aloud.

Answers

1. would you like to
2. I'd like to
3. I'd like to
4. would you like to
5. I'd like to
6. Would you like to

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B

- Focus students' attention on the pictures. Explain that they will take turns ordering lunch from the food and drinks in the pictures. Model the conversation with a volunteer.
- Put students in pairs to practice the role-play. Then they should change roles so that each student has a chance to order lunch.
- Ask two or three pairs to role-play their conversation for the class.

Answers

Answers will vary. Sample answers:

- A:** What would you like to eat?
B: I'd like a burger, please.
A: Would you like fries?
B: No, thank you.
A: Would you like a drink?
B: Yes, I'd like orange juice.
A: OK. Thank you.

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.

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.

What would you like?



FYI

I'd = I would

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

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



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

9 What Do You Do?

1 Listen and Discuss

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



Name: Adnan

Age: 14

Interests: technology,
gadgets,
high-tech design

Adnan wants to become a
high-tech designer.

Name: Majid

Age: 14

Interests: sports,
video games,
tennis

Majid wants to become a
famous tennis player.

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Unit Goals

- | | |
|---|---|
| <p>Vocabulary
Jobs
Job activities</p> | <p>Listening
Listen for specific details about jobs</p> |
| <p>Functions
Ask and answer questions about jobs
Describe job activities
Ask and answer with <i>why / because</i></p> | <p>Pronunciation
Third person singular verb endings /s/ and /z/</p> |
| <p>Grammar
Simple Present Tense—affirmative, third person endings
Questions with <i>What</i>
Conjunctions: <i>So / Because</i></p> | <p>Reading
Follow Your Dream</p> <p>Writing
Write about your dream job</p> <p>Project
Make a list of good and bad jobs</p> |

Warm Up

Bring pictures of people doing different jobs to class. Put them up on the board or around the classroom. (If possible, some of the jobs should be the same as those presented in this unit, but others can be different.) Elicit ideas and tell students about the pictures. Invent names for the people if necessary. For example, say: **This is Peter. He's a chef. He works in a restaurant.** Write the job titles on the board. Continue by asking yes/no questions about the pictures. For example, point to the picture of Peter the chef and ask: **Does he work in a school?** (no)

1 Listen and Discuss

- Give students a minute or two to look at the pictures on pages 72 and 73. Have them talk about where the two boys are and why. Ask them to name electronic gadgets in the picture and suggest jobs that such gadgets are used for, e.g. teacher, reporter, lawyer. Write the jobs on the board.

Have students look at page 73 and try to guess who the men are and what they do.

- Point to the posters on the wall and the racket that Majid is holding. Ask the students to talk about jobs that are related to the posters and the racket. They should ask about words they don't know with the question:



What is a _____?

Language Builder

Explain that many job titles consist of a verb + -er. For example: *teacher, reporter, waiter, designer, and driver.* Another common ending for job titles is -ist as in *dentist, journalist, and stylist.*

Language Builder

Explain that in English some of the older words for jobs are being replaced. For example, the word *salesperson* is replacing *salesman*. Some more words that are replacing older words are: *police officer, flight attendant, and mail carrier.*

- Discuss the introductory question on page 72: Look at the information about the boys. **What do they want to be?**
-  **CD2, T20** Play the audio of the information on page 2 and have students comment on what the boys want to become. Elicit more ideas about future jobs from students.
-  **CD2, T20** Play the audio again. Students listen and repeat or speak along with the recording.
- Focus students' attention on the conversation on page 73. Ask: **Is Majid's father a cook?** (No, he isn't. He's a doctor.) **Is Adnan's father a lawyer?** (No, he isn't. He's a mechanic.) **Why do people think he's a lawyer?** (Because he always carries a briefcase)
- Put students in pairs to practice the conversation. They should take turns reading the roles of Majid and Adnan.

9 What Do You Do?

Quick Check

A

- Ask a volunteer to read the directions and the first item. Elicit that the correct response is **tennis player**.
- Have students work in pairs to do the rest of the exercise. One student reads the description and the other says the job.
- Have students continue with the jobs that they know the words for. For example: **designs clothes** (fashion designer), **takes photos** (photographer), **sells clothes** (salesperson).

Answers

1. tennis player
2. nurse/doctor
3. teacher
4. high-tech designer

B

- Have students work individually or in pairs to complete the exercise.
- Check answers by calling on students to read a sentence and then answer *yes* or *no*.

Answers

1. no
2. yes
3. no
4. yes

2 Pair Work



CD2, T21 Play the audio for conversations **A** and **B**. Students listen and repeat or speak along with the recording.

A

- Model conversation **A** with a volunteer. Substitute a different person and a different job for the underlined words.
- Put students in pairs to practice conversation **A**. They should take turns asking and answering the questions, using different people and jobs from pages 72 and 73.
- Ask two or three pairs to act out their conversations for the class.

B

- Model conversation **B** with a volunteer. Have the student ask you the question. Answer with one of the jobs discussed in the lesson.
- Have students work with a new partner and practice conversation **B**. They should take turns asking and answering. They can first use information from the lesson and then use real information if they can.

Workbook

Assign page 221 for practice with vocabulary for jobs and job activities.



Teaching Tip

Relate classes to the students' own lives as much as possible. For example, in this unit if there are certain jobs that are relevant to their community or their families, teach the names of those occupations, even if they aren't in the book.



Additional Activity

Have students make up conversations using the names of people they know and the names of famous people. Help students with vocabulary as needed. For example:

A: What does your father do?

B: He's a teacher. He teaches math.

Students should write any new words they learn in this activity in their vocabulary notebooks.



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Adnan: So you want to become a tennis player?

Majid: Yes, very much.

Adnan: And what does your father do?

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

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

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

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



Quick Check ✓

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



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

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



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

2 Pair Work

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

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

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

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

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	for an airline.
You		
He	works	
She		
We	work	
They		

Third Person Endings

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



Questions with *What*

What do you do?

What do they do?

What does he do?

What does she do?

What do you want to be?

I want to be a doctor.

FYI*

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

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

- A:** What _____ your uncle _____?

B: He's a bus driver.

A: What _____ your cousin do?

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

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

A: What _____ your friends _____?

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

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

A: How about your brother?

B: He _____ for a magazine.
- A:** What do you _____ _____ _____?

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

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



3 Grammar

Simple Present Tense

- Read the explanation in the chart with the class. Give a few examples of things that you do every day: ***I work every day. I cook dinner every evening.*** Compare this with the present progressive for ***now***. Say: ***I'm teaching now.***
- Give students a minute to look at the verb chart. Ask: ***What's different about the verb ending for he and she?*** (the **-s** ending)
- Take this opportunity to review the verb **have** and its forms. Point out that the third person forms are also different for this verb (*have/has*).

Questions with What

- Review questions with **have**. Write this question on the board: ***How many cousins do you have?***
- Have students read the questions in the chart. Point to the question with **have** on the board and ask: ***Are these questions with what the same or different?*** Elicit that the pattern is the same: Question word + *do/does* + subject + main verb? Point out that the main verb is always in the base form in the question.

FYI

- Draw students' attention to the **FYI** box. Explain that the question ***What do you do?*** usually asks about a person's job. It doesn't ask about what the person is doing at that moment. That question is ***What are you doing?***

Language Builder

Point out that we answer the questions *What do you do?* and *What does he/she do?* with a sentence with *be*, not *do* or *does*. For example:

A: What does your father do?

B: He *is* a chef.

A: What do you do?

B: I *am* a teacher.

- Continue practicing questions with **What**. Write these questions on the board: ***What's your name? What's his/her name? What do you do? What are you doing? What does he/she do?*** Then say answers to these questions and have students say the correct question. For example:

You: My name's _____.

Class: What's your name?

You: I'm writing on the board.

Class: What are you doing?

A

- Read the directions and do the first question in number 1 with the whole class. Elicit that the answer is ***What does your uncle do?*** Remind students that it will help them to read the whole conversation first without writing to understand what information they are to fill in the blanks.
- Put students in pairs to do the exercise. They should take turns asking and answering the questions. Go around the room to check for any common problems or mistakes. Review these with the whole class later.
- Check answers by having different pairs act out the conversations for the class.

Answers

- A:** does, do
B: —
A: does
B: sells
- A:** do, do
B: write
A: do, do
B: play
- A:** does, do
B: works
A: —
B: works
- A:** want to be
B: —
A: want to be



9 What Do You Do?

B



- Model the example with a volunteer. Ask students to look at the other pictures. Elicit what the people are doing in each.
- Put students in pairs to complete the activity, taking turns playing the A and B roles.
- Check answers by having pairs act out the conversations for the class.

Answers

Answers will vary. Sample answers:

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

4 Listening

- Ask a volunteer to read the directions. Have students look at the chart and the names.
-  **CD2, T22** Play the audio for students to listen.
-  **CD2, T22** Play the audio again for students to write their answers. Play it again for them to check answers.
- Check answers by drawing the chart on the board and asking volunteers to write in the answers.

Answers

- | | | |
|-----------|-------------|------------|
| 1. Omar | chef | restaurant |
| 2. Lee | salesperson | store |
| 3. David | teacher | school |
| 4. Robert | doctor | hospital |

Audioscript

1. **Omar:** It's very hot in the kitchen, but we're very busy and I don't notice it. I prepare meals for customers. The restaurant is excellent. I work all week except Fridays. The restaurant is closed on Fridays. I work a lot, but I love my job. I like to cook.


2. **Lee:** I work at the store every day. I check all the products, put price tags on them, and make sure everything is in the right place. The customers ask for me when I am not here. They say I'm very good. I like selling things. It is fun, and I meet lots of people.

3. **David:** My job starts early in the morning. I have to be at school before the children come and leave after they go home. In the evening I check homework and prepare for the next day. Many people don't understand why I work so long every day. But I really like my job, and I want to be prepared with new ideas and activities for my students.

4. **Robert:** I work with people all the time. Sometimes, I don't go home at all when it's very busy. My friends don't understand why I enjoy my job. They don't know how it feels to help a sick or injured person. It is not easy to be in the hospital for 24 hours or more without a break, but it's part of the job.

5 Pronunciation

- Write the words **writes** and **sells** on the board and model the pronunciation. Exaggerate the /z/ sound in **sells**. Tell students it's like the sound a bee makes and write the word **buzz** on the board. Compare **buzz** and **bus** for a more dramatic contrast in the sounds.

 **CD2, T23** Play the audio for students to listen. Play it again for them to repeat or speak along with the recording.

Workbook

Assign pages 222–223 for practice with the simple present tense.



Teaching Tip

Students often find it difficult to hear and say the final **-s** sound on verbs. Provide plenty of opportunities for practice, but don't worry if students don't get this right away.



Additional Activity

Practice /s/ and /z/ by saying third person singular verbs at random. Have students raise one finger if they hear /s/ and two fingers if they hear /z/. Then let students say words for their classmates to guess.

B. Work with a partner.
Ask and answer.



1 Hameed / chef /
work / restaurant

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



2 Mike / waiter /
work / restaurant



3 Ibrahim / cameraman /
film / news



4 Mr. Smith /
bus driver /
drive / bus



5 Fahd / carpenter / make
/ furniture



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

4 Listening

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

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

5 Pronunciation

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

 /s/

Mr. Penn **writes** for a magazine.

Mr. Chang **works** in a bank.

Pierre **cooks** in a restaurant.

/z/

John **sells** cameras in a store.

My father **drives** a bus.

My brother **plays** volleyball.

6 Conversation



So, what do you do, Adel?

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

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

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

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

but I'm also interested in art and design.

Your Ending

What does Adel say to Steve?

1



How about architecture?

2



Work as a website designer.

3



How about a job in advertising?

About the Conversation

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

Your Turn

Ask your classmates what jobs their fathers or brothers do.

A: What does your brother/father do?

B: _____

7 About You



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

6 Conversation

- Have students scan the cartoon strip. Ask: **Where are the people?** (They're at the park.) **What are their names?** (Steve and Adel)
- 🔊 **CD2, T24** With their books closed, have students listen to the audio, including the three possible endings, twice.
- 🔊 **CD2, T24** Play the audio again. Ask students to open their books and follow along with the text and the pictures.
- Go over any new vocabulary. Ask: **Where does a flight attendant work?** (on an airplane) **What does an architect do?** (designs houses and other buildings) Elicit the meaning of *advertising* by showing students examples of ads in a magazine or newspaper.

Your Ending

- Focus students' attention on the three endings. Ask: **What does Adel say to Steve?** Have students raise their hands to vote for the ending they prefer. Count up the votes for each ending and write them on the board to see which ending most of the students preferred.
- Put students in pairs to practice the conversation with the ending they like best. Ask two or three pairs to act out the conversation for the class. Put two chairs at the front of the class as the bench in the park.

About the Conversation

- Have students work in small groups to ask and answer the questions.
- Go around the class as students are talking. Check that they are speaking in English, and help them if they are not.
- Check answers by calling on volunteers. As a student answers, ask the class: **Do you agree?**

Answers

Answers will vary. Sample answers:

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



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Your Turn

- Have students stand up and walk around the room asking each other the questions **What does your brother do?** and **What does your father do?** Tell them to make notes of their classmates' answers.
- Give students a time limit for this activity and stop exactly when the time is up. (Two or three minutes might be a sufficient amount of time.)
- As students are asking and answering the questions, go around and help with vocabulary as needed. Write any new words that come up on the board for the whole class to learn.
- Ask a few students to report on their classmates' answers. **Note:** There is always a possibility that sharing personal information may be sensitive for some students. Make sure that you indicate that all the jobs are equally valuable and interesting.

7 About You


- Put students in small groups to discuss the question.
- As students are speaking, go around and help with vocabulary as needed. Write new words on the board. Encourage students to try to say why they are interested in certain jobs.
- Ask a few students to report on their group's answers. Have students write new words in their vocabulary notebooks.

8 Reading

- Have students look at the picture and ask them the **Before Reading** question: **What do you think Omar Hamdan wants to be?** (a football player)

READING STRATEGY Scanning

- Have students close their books. Write two questions on the board: **Where does Omar live? What's his favorite football team?**
- Tell students they are going to find the answers in the reading as quickly as they can. When they find the answers, they write them down and raise their hands to show that they have finished.
- Tell students to open their books and start scanning. When a few students have raised their hands, stop the activity and ask for their answers.

 **CD2, T25** Play the audio twice. First students listen with their books closed. Then they listen and read along.

After Reading

- Ask a volunteer to read the first question. Then the volunteer calls on another student for the answer.
- Ask the class if they agree with the answer and why or why not. The student who answered then asks the next question, and so on.

Answers

- 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

- Discuss the questions with the whole class. First ask for a show of hands on how many students agree with Omar's parents and how many disagree.
- Then call on students randomly to explain their opinions and answer the other questions.
- To ensure students are active listeners, ask students to summarize a classmate's answer and agree or disagree. Make sure that everyone gets a chance to speak.

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Teaching Tip

Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.



Additional Activity

What do I do? Tell students that you are thinking of a job and they have to guess what it is. They ask yes/no questions, such as: **Do you work in a restaurant? Do you design houses?** If students can't guess after 10 questions, tell them the job. Continue with a student thinking of a job.



Project: Job Collage

Have students work in groups to create a job collage. A collage is a collection of pictures arranged artistically to make one picture or piece of art. Bring old magazines to class to cut up for pictures. Each group presents their collage to the class and says something about the jobs they included.



In October 2014, Martin Ødegaard of Norway became the youngest player to ever play in a UEFA European Championship qualifying match at the age of 15. In January 2015, at the age of 16, he signed with Real Madrid in Spain to play for their reserve team, Real Madrid Castilla.

8 Reading

Before Reading

What do you think Omar Hamdan wants to be?

Follow Your *Dream*

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

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

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



After Reading

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

Discussion

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

9 What Do You Do?

9 Writing

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

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



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

Writing Corner

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

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

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

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

10 Project

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

9 Writing

A

- Have students read the text quietly on their own. Check comprehension by asking questions. For example:
What is Khalid's dream job? Why does he want to be a teacher? What does he want to teach?
- Have students work individually to answer the questions and then compare answers with a partner.
- Go over the answers as a class.

Answers

Answers will vary. Sample answers:

1. become an adult
2. His parents are teachers and they are happy with their jobs.
3. He wants to teach science because he's interested in chemistry and physics, and he likes to do experiments.
4. Answers will vary.
5. satisfying; pleasing

Writing Corner

- Go over the information in 1. Explain that *because* shows a cause or reason; it answers the question *Why?* *So* shows a result or consequence. Have a volunteer read the examples.
- Then have students find examples of *so* and *because* in the model paragraph. Examples include: *I like to help my younger brothers with their homework, so I think I can be a good teacher. A teacher's job is important because education is important.* Write the following sentence starters on the board and elicit the endings with *because* and *so* respectively.
I think I can be a good teacher _____.
Education is important, _____.
- Explain that *and* connects similar words and ideas. Have students look at the paragraph in **A** and find examples. Examples include: *my parents are teachers and they are happy...; My father teaches math at college, and my mother...; chemistry and physics, and I like...* Elicit what ideas are similar in each sentence.
- Explain that *but* is used to show two contrasting ideas. Have students look at the paragraph in **A** and find examples. Examples include: ***But I want to be...***; *It's a difficult job sometimes, but it's rewarding...* Elicit what ideas are contrasting.

B

- Brainstorm ideas for dream jobs and write a few on the board. Elicit the good and bad things about the jobs.
- Have students decide on a dream job. Then have them complete the chart with notes about the job. Aspects they might consider are: their interests, the hours, the pay, job satisfaction, their skills, etc. They should also include at least one negative aspect about the job. Tell them that they will use their notes to write a paragraph.

C

- Have students write their paragraph using their notes from the chart. Remind them to connect ideas with *and*, *but*, *because*, and *so*.
- In class, have students read and discuss their finished paragraphs with a partner.

10 Project

- Brainstorm a few ideas with the class about what makes a job "good" or "bad."
- Have students work in groups to make a chart of "Good Jobs" and "Bad Jobs." Have them include pictures of the jobs, if possible.
- Collect the lists as a writing assessment.
- Hang students' lists up around the classroom, so they can walk around and compare them.

Workbook

Assign page 224 for an additional reading and writing practice.

11 Form, Meaning and Function

Why / Because

- Go over the information in the chart and have volunteers read the questions and answers.
- Summarize the meaning of *Why* and *Because* in the following way:
Why? = For what reason?
Because... = For the reason that...
- Point out that the questions in the simple present are formed with *do* and *does*. Write the following questions on the board and elicit possible answers with *because*.
Why do you want to be a doctor?
Why does she want to be a teacher?
Why do you learn English?
Why does he like his job?

Because / So

- Explain that *because* refers to a reason and answers the question *Why*? *So* refers to a result or consequence. Illustrate the difference by writing the following sentences on the board.
He is a good student because he studies a lot.
 (result) ← (reason)
He studies a lot, so he is a good student.
 (reason) → (result)
- Write sentence starters such as the following on the board, and call on a volunteer to complete each sentence with *because* or *so*.
Bring an umbrella _____ it's raining.
My uncle is a baker, _____ he gets up early.
I like science _____ it is an interesting subject.
Omar loves football, _____ he plays on a team.

A

- Go over the example with the class. Ask: **Who designs houses?** (an architect) Point to the word in the box. Tell students that they will use the words in the box to write questions.
- Have students work individually to complete the exercise.
- Check answers by having pairs of students read the questions and answers.

Answers

- Why does he want to be a mechanic?
- Why do you want to be a flight attendant?
- Why does she want to be a teacher?
- Why does he want to be a chef?
- Why do you want to be a doctor?

B

- Have students work individually to complete the sentences.
- Go over the answers by having students read the completed sentences.

Answers

- so
- because
- because
- so
- because
- so
- because
- because

C

- Read the directions. Explain that they are going to interview four classmates and write their answers in the chart. Then they are going to tell the class about the jobs their classmates want to do and why. Have a volunteer read the example.
- Elicit the questions they will ask and write them on the board. For example: **What do you want to be? Why do you want to be a _____?**
- Put students in groups of five. They take turns asking each other the questions to complete their chart. Move around the room as students are working and help as needed.
- Have groups report to the class about the jobs their classmates want to do.

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?

1. _____
2. _____
3. _____
4. _____
5. _____

Because he likes to design houses.

Because he's interested in cars.

Because I like to travel and meet people.

Because she likes to work with children.

Because he likes to cook.

Because I want to help sick people.

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

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



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

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

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

Name	Job	Reason

10 What's School Like?

1 Listen and Discuss

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

Adjectives: interesting fun boring difficult challenging easy

Subjects

ENGLISH

SCIENCE

COMPUTER
SCIENCE

HISTORY

HEALTH

PHYSICAL
EDUCATION

GEOGRAPHY

MATH

ART

What's your favorite subject, Carl?

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

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

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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Unit Goals

- Vocabulary**
 School subjects
 Adjectives to describe people
- Functions**
 Talk about school subjects
 Describe people's physical traits
 Describe people's personality
 Discuss likes and dislikes
- Grammar**
 Simple Present Tense:
 Statements and Questions—affirmative, negative, questions, short answers
 Adjectives
 Intensifiers: *very, quite, really*, etc.
 Adjectives with *-ed* and *-ing*
- Listening**
 Listen for specific details about people
- Pronunciation**
 Third person singular verb ending *-es*
- Reading**
 School Clubs
- Writing**
 Write a description of a person you know
- Project**
 Make an advertisement for a school club

Warm Up

Ask students about the teachers in their school and the subjects that they teach. For example, ask: **Who teaches science?** Students name the teachers.





Describe a few students in the class. For example, say: **Mark has short brown hair. He has brown eyes.** Then make this into a game. Ask students to name the person you describe. For example: **Who has brown hair, blue eyes, and wears glasses?**

1 Listen and Discuss

- Give students a minute or two to look at the pictures and conversations on this page.
- Ask: **What is Carl doing?** (He's studying.) Then ask students to name one subject Carl studies at school by looking at the books around him.

Language Builder


In American English, most school subjects do not have capital letters, for example: *math, science, and history*. Languages, such as *French* and *Spanish*, are an exception.


-  **CD2, T26** Play the first part of the audio including the adjectives, the conversation, and the list of subjects. As students listen to the list of subjects, have them point to the books in the picture.
-  **CD2, T26** Play the audio again. Students listen and repeat or speak along with the recording.
- Focus students' attention on the list of adjectives. Explain that *boring* is the opposite of *interesting*. *Difficult* is the opposite of *easy*. *Challenging* is similar to *difficult*. If a subject is *fun*, you like it very much. It's almost like a game.
- Read the directions at the top of the page. Have students make a list of the school subjects and write an adjective from the box that describes how they feel about it next to each. Then put students in small groups to compare their lists. They might say, for example: **I think math is challenging.** Ask several students to report their ideas to the class.
- Draw students' attention to the conversation at the bottom of the page. Elicit that the question **What does Ben look like?** asks for a description of Ben's physical appearance. (Remind them of the Warm Up activity.)
-  **CD2, T26** Play the audio of the conversation between the two boys. Have students point to each speaker as they listen.
-  **CD2, T26** Play the audio of the conversation again for students to repeat or speak along with the recording.

Language Builder

Explain that the words *challenging* and *difficult* have slightly different meanings. *Challenging* is a more positive word. It means that you have to work hard, but that it is also exciting and interesting. *Difficult* simply means that something is hard to do.

- Give students a minute or two to look at the picture and the text on page 81. Ask a few questions about the picture. For example: **Who has blond hair?** (Ben) **Who wears glasses?** (Lee) **Who has brown hair?** (Matt)

 **CD2, T26** Play the audio of the descriptions of Ben, Saeed, Matt, and Lee. Students point to each person as they listen.

 **CD2, T26** Play the audio again for students to repeat or speak along with the recording.

- Have students ask you about any words they don't know. They should use the question form: **What does _____ mean?** Explain that in an exchange student program, a student goes to live in a different country for a period of time, usually a year. They live with a host family and learn a new language and culture.

Quick Check

A

- Have students work individually to match the adjectives with their meanings. Tell them to find the word in the presentation first, and then try to guess the meaning.
- Check answers by calling on students to read the word and its match.

Answers

1. b 3. d
2. c 4. a

B


- Have students work individually or in pairs to complete the exercise.
- Check answers by calling on students to read a sentence and then answer *yes* or *no*. Explain that *short* is the opposite of *long* when describing hair. Use a picture or a student in class to illustrate *curly* hair. The opposite of *curly* is *straight*.

Answers

1. yes 4. no
2. no 5. yes
3. no



2 Pair Work

 **CD2, T27** Play the audio for conversations **A** and **B**. Students listen and repeat or speak along with the recording.

- Read conversation **A** with a volunteer. Change the underlined words to a different school subject and other adjectives to describe it.
- Put students in pairs to practice conversations **A** and **B**. They should practice each conversation twice, changing roles each time.
- Have a few pairs act out the conversations.
- Read the directions for **C** aloud. Focus students' attention on the **FYI** box. Make sure that students see the difference in the question when asking about someone's personality or physical appearance.
- Have students work in groups to practice describing their classmates. Each student should describe two group members. As students are working, walk around the classroom to monitor and help as needed.

Workbook

Assign page 225 for practice with vocabulary for school subjects and adjectives to describe people and things.



Teaching Tip

Asking questions is usually more difficult than answering them. In Pair Work activities, students practice asking questions. Look for more opportunities for students to ask each other questions, especially to ask for real information.



Additional Activity

Have students work in pairs to see how many opposite adjectives they can list in three minutes. They can use adjectives from this unit or previous lessons, for example: *young/old*. Ask: **Which pair has the longest list?** Check by having that pair write their list on the board and read it aloud. Then have other pairs add other opposites they came up with that are not on the list on the board.



- Only 1 or 2 percent of the world's population has red hair. It is most common in northern and western European countries where 2 to 6 percent of the people are redheads.
- Blondes have more hair than other people. Redheads have an average of 90,000 hairs on their heads. Brown and black-haired people have about 100,000, and blonds have the most with 120,000 hairs.



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

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

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

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

Quick Check ☒

A. Vocabulary. Match the words.




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

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





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

2 Pair Work

A. Ask and answer about school subjects.

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

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

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

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



FYI

What does he/she look like? = *physical appearance*
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	spea	English.
You		
He	speaks	
She		
We	spea	
They		

Negative (-)

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

Questions (?)

Do	you	speak English.
	we	
	they	
Does	he	
	she	

Short Answers (+)

Yes,	I	do.
	we	
	they	
	he	does.
	she	

Short Answers (-)

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

FYI

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

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

Adjectives

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

Uncle Peter has a **long** beard.

History is **interesting**.

A. Answer the questions about Ahmed's schedule.

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

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

3 Grammar

Simple Present Tense: Statements and Questions

- Have students look at the charts for the statements and questions. Point out that these forms are the same as the forms for the verb *have*. The only difference is that *have* is an irregular verb with the third person singular form *has*.
- Ask students to tell you about people they know who speak different languages. Start off by saying: **My friend (name) speaks (language)**. Use the discussion to model affirmative and negative statements, questions, and short answers. Write one or two examples of each on the board.

FYI

- Draw students' attention to the **FYI** box. Write the words **watch**, **touch**, and **play** on the board. Ask: **What's the third person singular form of these words?** (watches, touches, plays)
- Point out that the rule for the y ending doesn't apply when there's a vowel before the y as in **play**.
- Write **do** and **go** on the board and elicit the forms **does** and **goes**. Students should note that these words are pronounced differently even though they look similar.

Adjectives

- Read the explanation of adjective placement and example sentences aloud. Ask students: **Is this the same or different in your language?**
- Elicit more examples by having students describe people they know outside class. For example: **My brother has blue eyes. My friend's hair is long.**

Language Builder

Point out the use of the articles *a/an* in most phrases with singular nouns. For example: *History is an interesting subject*. Tell students that they do not use *a/an* with the word *hair* when it refers to the *hair* on one's head. For example: *He has red hair* (NOT a **red hair**).

Explain that color words come after other words such as *short*, *big*, *new*, etc. For example: *She has short red hair. He has big blue eyes. He's wearing a new black coat.*

A

- Have students look at Ahmed's schedule. Make sure that they understand how to read it. Tell students that Ahmed is a student in high school.
- Model the first question and answer with a volunteer. Ask the question **Does Ahmed take Spanish?** and elicit the short answer. (No, he doesn't.) Then elicit the correct information. (He takes French.)
- Put students in pairs to ask and answer the questions. Tell them that when the answer is *no*, they should add the correct information.
- Check answers by calling on pairs to read the questions aloud and answer them.

Answers

1. No, he doesn't. He takes French.
 2. Yes, he does.
 3. No, he doesn't. He teaches math.
 4. Yes, they do.
 5. He has science last on Tuesday.
 6. He has French three times a week.
 7. He has English, math, and science every day.
 8. He teaches history.
- To extend this activity, you could have students work with their partners to write four more questions about Ahmed's schedule—two *yes/no* questions and two questions with *What*. Then have each pair ask and answer their questions with another pair, or have them ask the whole class their questions.



B

- Draw students' attention to the picture of Ahmed's teachers. Ask a volunteer to read the directions aloud.
- Give students a couple of minutes to read the whole paragraph. Tell them not to worry about filling in the blanks at this point.
- Read the first two sentences aloud. Elicit that the word in the first blank should be **teaches**.

Answers

- | | |
|----------------|----------------|
| 1. teaches | 6. teach |
| 2. short black | 7. black |
| 3. tall | 8. short |
| 4. brown | 9. short brown |
| 5. wears | 10. speak |

4 Listening

- Ask a volunteer to read the directions. Have students read the sentences to prepare them for the listening. This will help them know what to listen for.
- 🔊 **CD2, T28** Play the audio for students to just listen. Tell them not to write at this time.
- 🔊 **CD2, T28** Play the audio again for students to write *yes* or *no* for each sentence. Pause the recording briefly after Ted's description to give students time to finish writing. Then continue with Seth.
- Check answers by playing the audio again and pausing at the appropriate moments to elicit the correct answers. For example, play the first sentence of Ted. Then pause and ask: **Does Ted have black hair?** (no) **Is his hair long?** (no)

Answers

- | Ted | | Seth | |
|-------|--------|--------|--------|
| 1. no | 3. yes | 1. no | 3. no |
| 2. no | 4. yes | 2. yes | 4. yes |

🔊 Audioscript

Ted: I'm Ted. I have short brown hair and brown eyes. I think I'm tall. Oh, I always carry my laptop with me on my trips. I like to play games. I'm about the same age as you. You can't miss me.

Seth: I'm Seth. I have blond hair and blue eyes. And you know I wear glasses. I'm not very tall, but I'm not short. I'm medium height. I'm fifteen years old, but I look about eighteen, I think. I always carry a digital camera with me on trips. I take a lot of photos. You'll recognize me easily.

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5 Pronunciation

- Write the words **teach** and **teaches** on the board. Then write them again like this: **teach, tea-ches**. Show students that adding **-es** adds another syllable.
- Write **speaks** on the board and say the word. Ask: **How many syllables are there in speaks?** (one)
- 🔊 **CD2, T29** Play the audio for students to listen. Then play it again for them to repeat or speak along with the recording.
- Call on students to read the sentences aloud.

Workbook

Assign pages 226–227 for practice with the present tense and using adjectives to describe people.



Teaching Tip

When you ask a student to help model an exercise, it's a good idea to choose one of the more able students. The model will be clearer and it avoids embarrassing a student who is not able to model the activity correctly.



Additional Activity

Say several third person singular verbs at random. Mix words that have one syllable and two syllables. Students raise one finger if they hear a word with one syllable, and two fingers for words with two syllables.

fun facts

In most U.S. states attending school is compulsory to age 17. But, it is also possible for parents to homeschool their children, or teach them at home. In 2020, an estimated 4.5 million children were homeschooled in the U.S., which accounted for about 8 percent of the school-age population.

Mr. Smith

Mr. Al-Halawi

Mr. Al-Jahawi

Mr. Morris

Mr. Dobbs

Mr. Fat'hi

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

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

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

4 Listening

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

Ted

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

Seth

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

5 Pronunciation

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

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

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

10 What's School Like?

6 Conversation

Hashim: What's your favorite subject?

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

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

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

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



Real Talk

cool = great

About the Conversation

1. What's Faris's favorite subject? Why?
2. Does Hashim like history? Why?
3. Does Faris like the math teacher? Why?
4. Who is Hashim's favorite teacher?

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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Your Ending

What does Hashim say about Mr. Huston?

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

Your Turn

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

A: What's your favorite subject?



B: _____

A: Why?


B: _____

Name	Subject	Why?

6 Conversation

- Have students look at the photos. Ask: **What are the people in the pictures doing?** (hanging out, teaching math/a class, taking an art class/painting) Ask: **What do you enjoy about school? Which class is your favorite?**
-  **CD2, T30** Have students listen to the audio twice with their books closed. Then have them listen with their books open as they follow along with the text.
-  **CD2, T30** Play the audio again for students to repeat or speak along with the recording.
- Elicit the meaning of *strict* by asking **Are any of your teachers strict? What does a strict teacher do?** Students might respond with things like **give lots of homework, not let students talk in class**, etc. Ask students if they know another word similar to *fascinating*. (interesting) Explain that *fascinating* means very interesting.
- Ask students what they think Hashim says at the end of the conversation and why.

Your Ending

-  **CD2, T30** Play the audio again for students to listen to the three possible endings.
- Put students in pairs to discuss and choose the ending that they like best.
- Have them practice reading the conversation with the ending that they prefer. Ask a few pairs to act out the conversation for the class.

About the Conversation

- Put students in pairs to ask and answer the questions.
- Check answers by calling on pairs to read the questions aloud and answer them.

Answers

1. Faris's favorite subject is science. Faris loves the experiments.
2. Yes, he does. He thinks it's fascinating.
3. Yes, he does. The teacher explains things clearly and also makes math fun.
4. His favorite teacher is Mr. Huston, the English teacher.



Your Turn

- Have students work in small groups to ask and answer questions about their favorite subjects. Each student should complete the chart about their group members.
- Then have them compare answers with another group. Have each larger group make a report to the class about the students' favorite subjects. Write a list of subjects on the board and record the number of students that like each one. Find out if there is one subject that most students like more than the other subjects.
- As a variation, this activity could also be done as a class. Ask students to recreate the chart from the book in their notebooks, leaving enough rows for all of the students in the class. Tell students to walk around the room, interviewing their classmates and filling in their chart. Set a time limit for this activity to keep students on task.


7 About You

- Arrange students in small groups to discuss the questions.
- As a follow-up, call on volunteers to answer the questions aloud. Expand the discussion by asking additional questions about each. For example:
 1. How many hours do you spend doing homework each week? Is homework a good thing or a bad thing?
 2. How many different subjects do you take? Is your schedule the same every day or is it different? What do/don't you like about your schedule?
 3. Are you and your best friend in the same classes? Do you like the same subjects?

8 Reading

- To prepare students for the reading, ask the **Before Reading** question: **What clubs does your school have?** Elicit the names of clubs and write them on the board.

READING STRATEGY Predicting

- Focus students' attention on the title and subtitles in the article. Ask: **What clubs will you read about?** Students should answer with the clubs listed in the reading.
-  **CD2, T31** Play the audio twice. The first time, students listen with their books closed. The second time, they open their books and read along as they listen.
- Have students close their books. Tell them that you are going to ask them to tell you one thing that they remember about each club. Say the name of a club and then call on a student to say something he or she remembers. If this is difficult, have them read once more before you continue the activity.

After Reading

- Have students work individually to write the clubs.
- Check answers by asking volunteers to read the activities and the names of the clubs aloud.

Answers

- | | |
|---------------------|------------------|
| 1. computer club | 4. poetry club |
| 2. drama club | 5. football club |
| 3. archaeology club | 6. science club |



Teaching Tip

Look for ways to have more "student-talk" in the class and less "teacher-talk." For example, when possible, have students read directions and ask questions. Have students respond to other students' questions, rather than you.



Additional Activity

Play the coffee pot game. Students think of an activity verb, such as *read, eat, watch, walk*, etc. The other students try to guess the verb. They ask *yes/no* questions using the word "coffee pot" in place of the verb. For example, they can ask:

Do you coffee pot in the morning? Are you coffee potting now? When a student wants to guess the verb, he or she says: **Is the verb _____?**



Project: A Survey

Have students do a survey about after-school activities. They can talk to classmates and also to family and friends outside class. The survey might include these questions: **What after-school activities do you do? Are after-school activities a good idea? Why?**

Students bring their information to class and work in groups to prepare a report to present to the class.



One of the most popular after-school clubs in many schools is chess. Studies have shown that chess is not only fun, but also helps improve students' reading and math scores and problem solving skills.



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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 _____



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	
Height/Build	
Character	
Interests	

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

1. What does he look like?

2. What is he like?

3. What does he like?

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

Writing Corner

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

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

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



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

10 Project

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

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9 Writing

A

- Read the directions. Then have students write notes in the chart about themselves.
- Put students in pairs. They take turns describing themselves to their partner.
- Have a few volunteers describe themselves or their partner to the class.

B

- Write the three questions on the board and elicit what information each one asks for.
What does he look like? (appearance)
What is he like? (character)
What does he like? (interests)
- Have students complete the exercise individually.
- Go over the answers by asking the question and having students answer with the two matching sentences.

Answers

1. d, e
2. a, f
3. b, c

Writing Corner

- Go over the information and have students read aloud the examples.
- Write the following sentences on the board. Have students come to the board and cross off the subject (after *and*) that is not necessary.
He has brown eyes and he wears glasses.
He is an active student and he plays football.
We write and we read poems in the poetry club.
She is cheerful and she smiles a lot.

C

- Have volunteers read parts of the text aloud.
- Put students in pairs to ask and answer the questions about Ali. Remind them of the information that each question asks for.
- Call on different students to answer the questions.

Answers

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

- Have students think of a person they know well. Tell them to make a chart like the one in exercise **A** and complete it with information to describe the person.
- Have students work individually to write their description.
- Have volunteers read their descriptions for the class.

10 Project

- As a class, brainstorm some clubs that schools can have in addition to the ones in the article. Write them on the board.
- Put students in groups to choose a club and write an advertisement for the club. They should include the time and place for club meetings, what the club does, and requirements for joining. Have them draw pictures to illustrate their advertisements.
- Have students submit their written ads for assessment.

Workbook

Assign page 228 for an additional reading and writing practice.



11 Form, Meaning and Function

Intensifiers

- Read the explanation about intensifiers with the class. Explain that intensifiers are adverbs that emphasize adjectives (and other adverbs). Have students read aloud the examples.
- Point to the **Note** in the chart. Write the following sentence starters on the board and elicit the syntax with *quite a*:
The test is quite difficult.
It is quite _____. (a difficult test)
The lesson is quite interesting.
It is _____. (quite an interesting lesson)
That boy is quite tall.
He is _____. (quite a tall boy)

Adjectives with -ed

- Focus students' attention on the pictures. Explain that adjectives with *-ed* often describe how a person feels or reacts to something. Explain the meaning of any new vocabulary, if necessary.
- Ask students questions about the people in the pictures. For example: **Why is she excited? Why is she frightened? Why is he confused?** Write the *-ed* adjective on the board. Elicit various answers from the students and write notes on the board next to the adjectives. For example:
excited – graduation, amusement park
frightened – snake, spider, storm
confused – about math
- Tell them that adjectives with *-ing* describe the person or thing that causes the reaction. Point to the answers on the board and say, for example: **Graduation is exciting. The snake is frightening. Math is confusing.** Elicit other examples with *-ing* adjectives from the students.

Language Builder

Explain that *pretty* and *quite* are often used to give moderate emphasis. Compare for example: *John is very tall* and *Robert is quite tall*. In this case, John is probably taller than Robert. *Extremely* and *really* are used for strong emphasis. For example: *Bill is extremely tall*. In this case, Bill is probably much taller than John and Robert.

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A

- Do the first item as an example with the class. Elicit whether the word in parentheses describes how people feel or what causes the reaction. (how they feel)
- Have students complete the exercise individually.
- Check answers as a class.

Answers

- excited
- tired
- confusing
- bored / interesting
- worried
- annoyed
- frightening
- boring / fascinating

B

- Have a student read the example sentence. Point out that the verb *is* and the article *a* were added to complete the sentence. Remind them about the placement of the article with *quite*.
- Have students complete the sentences individually and then check answers with a partner.
- Go over the answers with the class.

Answers

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

C

- Go over the directions. Explain that they will describe subjects and friends using adjectives and adverbs from the unit. Provide a couple examples such as: **I think math is an extremely difficult subject. Ahmed is a really intelligent student.**
- Put students in pairs to talk about subjects and friends. As they are working, move around the room and help as needed.

11 Form, Meaning and Function

Intensifiers

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

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

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

Adjectives with -ed

Adjectives that end in *-ed* describe how a person feels or reacts.
 Adjectives that end in *-ing* describe what causes a feeling or reaction.



excited



bored



tired



interested (in)



annoyed



worried



frightened



confused

A. Circle the correct adjectives.

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

B. Use the words to write sentences.



Football / very / exciting / sport

Football is a very exciting sport.

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

11 What Time Do You Get Up?

1 Listen and Discuss

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

Every Day
Around the World

5:30 A.M.

Jeddah, KSA



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

7:30 A.M.

Mexico City, Mexico



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

9:30 A.M.

New York, USA



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

11:30 A.M.

Rio de Janeiro, Brazil



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

2:30 P.M.

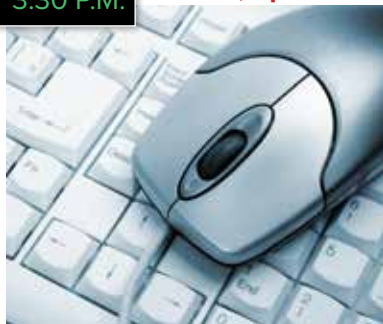
London, England



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

3:30 P.M.

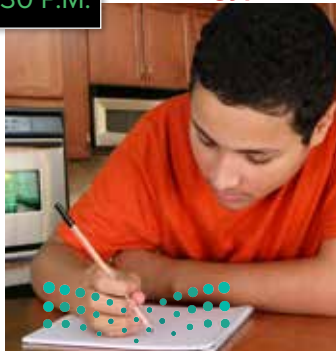
Madrid, Spain



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

4:30 P.M.

Cairo, Egypt



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

7:30 P.M.

Lahore, Pakistan



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

11:30 P.M.

Tokyo, Japan



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

Unit Goals

- | | |
|--|--|
| <p>Vocabulary
Everyday activities
Adverbs of frequency
Time expressions
Schools</p> | <p>Listening
Listen for specific details about daily activities</p> |
| <p>Functions
Describe daily activities and routines
Express time</p> | <p>Pronunciation
Linking: <i>Does he</i> and <i>Does she</i></p> |
| <p>Grammar
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</p> | <p>Reading
Schooldays: School Around the World</p> |
| | <p>Writing
Write an email about a typical day at school</p> |
| | <p>Project
Write about school routines around the world</p> |

Warm Up

Say five sentences that describe everyday activities. For example: ***I get up at six o'clock every day. I eat breakfast at seven. I go to school at eight. I go home at four. I go to bed at ten.*** Act out the sentences as you say them. Then say the sentences in random order. Have students say the time. For example:



You: I go to school.

Class: At eight.

You: I get up.

Class: At six.

1 Listen and Discuss



- Give students a minute or two to look at the pictures and text on page 88. Quickly go over the words and expressions that refer to time. Draw a vertical line on the board labeling the top 100% and the bottom 0%. Arrange the words ***always, usually, sometimes, and never*** in order along the line, from top to bottom. Tell students that these words answer the question *How often?* Point out the words that are opposites: *before/after* and *early/late*. (Students will practice these words more in the Grammar on page 90.)
-  **CD2, T32** Play the audio of the text on page 88. Students point to the pictures as they listen.
-  **CD2, T32** Play the audio again. Students listen and repeat or speak along with the recording.
- Ask the introductory question at the top of the page: ***Which activities are the same or different in your country at these times?*** List the activities from this page on the board: ***get up, have dinner, go to work,*** etc. Elicit the time people in their country usually do each thing and write it next to the activity. Have students talk about the differences.
- Point out that some sentences are about things people do every day and others are about what they're doing at the moment. Elicit examples of each. Students should respond with sentences in the simple present for everyday activities and sentences in the present progressive for things happening at the moment. For example: ***Jeff and Rick always take the train to work.*** (simple present) ***Amal is waking up.*** (present progressive)
- Note:** Remind students that PE is an abbreviation for physical education, or gym class.

Language Builder

Explain that the expressions *drive/go to work* and *go to school* do not use the article *the* in front of *work* or *school*. You might also want to present the expression *go home*, which uses neither *to* nor the article *the*.



11 What Time Do You Get Up?

- Focus students' attention on the photos and the clocks at the top of the page. Review the words *morning*, *afternoon*, *evening*, and *night*.
-  **CD2, T32** Play the audio. Have students listen and point to the clocks as they hear the times.
-  **CD2, T32** Play the audio again for students to repeat the words or speak along with the recording.
- Point to your watch or a clock in the classroom and ask: **What time is it?** Elicit the correct time. Then, by using a toy clock with movable hands or drawing a few clock faces on the board with different times, have students say more times.

Language Builder

Show students that there are other ways of saying times.

- 1:10 = ten (minutes) after/past one
- 1:15 = (a) quarter after/past one
- 1:30 = half past one
- 1:40 = twenty (minutes) to two
- 1:45 = (a) quarter to two

Quick Check

A

- Ask students to work individually to list the activities they do every day in order.
- When finished, students can compare their lists with a partner to see how they are the same or different.
- Ask a few pairs to read their lists aloud for the class.

Answers

Answers will vary.

B

- Have students work individually or in pairs to complete the exercise.
- Check answers by calling on students to read a sentence and then answer *yes* or *no*.

Answers

- 1. yes 5. no
- 2. no 6. yes
- 3. yes 7. no
- 4. yes 8. no

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2 Pair Work



CD2, T33 Play the audio of conversations **A** and **B** for students to listen and repeat or speak along with the recording.

- Read conversation **A** with a volunteer. Ask the question using a different person and activity from the pictures on page 88. For example: **What time does Celso have PE?** Have the student respond with the time. (Celso has PE at eleven thirty.)
- Put students in pairs to practice conversations **A** and **B**. They should take turns asking and answering, and should repeat each conversation several times. For conversation **A**, they substitute different people and activities from the pictures. For conversation **B**, they substitute real information about their activities and what time they do them.
- Ask a few pairs to act out their conversations for the class.

Workbook

Assign page 229 for practice with describing everyday activities.



Teaching Tip

Silence can be good. It's natural to get nervous if students are taking what seems like a long time to answer a question. But silence usually means they're thinking and that's a good thing. Don't be afraid to wait a reasonable amount of time before you say something to help them.

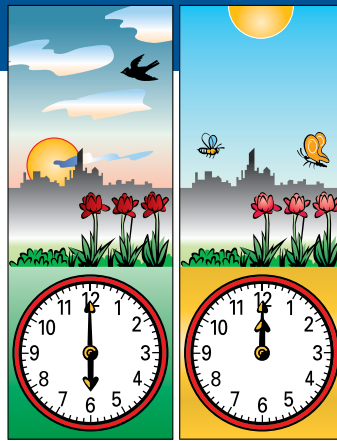


Additional Activity

Have students find pictures in magazines of people doing everyday activities like those on page 88. Then they make up sentences about the people. For example: **She usually makes dinner in the evening. He usually checks his email in the morning.**

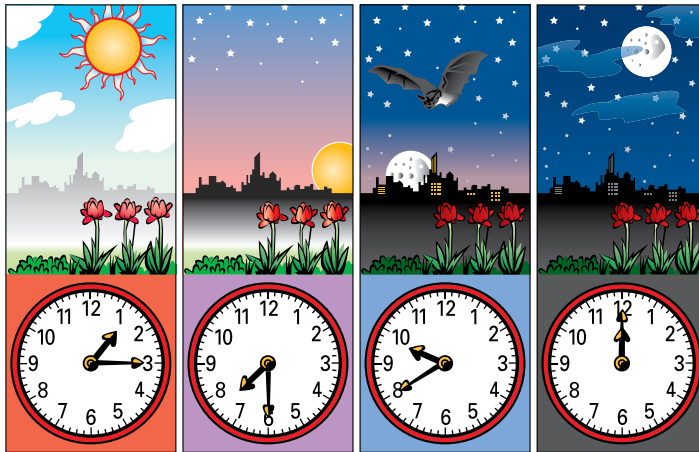


According to research done by the *Oxford English Dictionary*, the word *time* is the most frequently used noun in English. This seems to confirm that for English speakers, time is very important!



It's six o'clock
in the morning.
It's 6:00 A.M.

It's noon.
It's 12:00
(noon).



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

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

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

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

What time is it?



It's four o'clock.

Quick Check ✓

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

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

1. ___ Amal usually gets up early.
2. ___ Alex is having breakfast.
3. ___ Jeff and Rick never drive to work.
4. ___ Celso plays football at school.



5. ___ Bob goes to work by bus.
6. ___ Fernando reads his email in the office.
7. ___ Ali usually studies after dinner.
8. ___ 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.

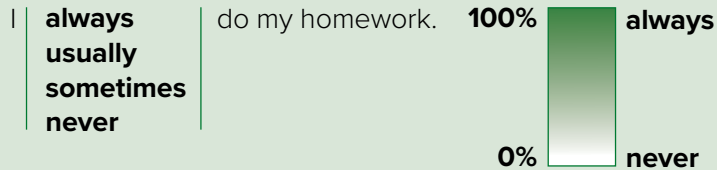
-  What do you usually do after dinner?
-  I usually watch TV.

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

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



3 Grammar

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

- Focus students' attention on the diagram for the frequency adverbs. Point out the position of the frequency adverb in the example question and answer. (It goes before the verb.)

Language Builder

Explain that frequency adverbs generally go before the verb, except with the verb *be*. In sentences with *be* as the main verb, the frequency adverb goes after the verb. For example: *He's usually late for school.*

The adverb *sometimes* can also go at the beginning of the sentence: *Sometimes I get up at 5:30 A.M.*

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

- Check that students understand the meaning of **before** and **after**. Ask: **What do you usually do before this class? What do you usually do after this class?** Point out that the word **Then** indicates that one event comes after another: **First he gets up. Then he eats breakfast. Then** is often the first word in a new sentence.

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

- Review the use of **in** and **on** with months and days of the week. For example, say: **I go to the supermarket _____ Saturday**, indicating that you want students to tell you the missing word, **on**. (One way to do this is to draw a blank in the air.) Then say: **School starts _____ September** to elicit the use of **in** with the month.
- Have students look at the chart. Point out that we use **at** (NOT *at the*) with times and **in the** with the words **morning, afternoon, and evening**. However, we say **at night** (NOT *in the night*).
- Have several students tell the class what time they get up in the morning and what time they get home in the afternoon or evening.



Language Builder

Point out to students the uses of *get* in this unit. It's used in the expression *get up* (which means get out of bed) and in *get home* or *get to school* where it means to arrive at a place.

Note that these expressions don't use the word *the* before *school* or *home*, and there's no *to* before *home*.

A

- This may be a new type of activity for some students. To make sure they understand it, do the example with the class. Write the words for the example sentence on cards and tape the cards on the board in the same order as they are in the book. With books closed, have students tell you how to rearrange the words to put them in the correct order. Follow students' instructions exactly even if they're wrong. Just indicate that something isn't correct and have them work it out until they get the correct order.
- Have students work individually to unscramble the other sentences. If they don't notice on their own, show them that the capitalized words can give them a clue as to which is the first word in the sentence.
- Check answers by asking different students to come to the board and write their sentences. Then ask the class if the sentences are in the correct order or not. Have students make corrections as needed.

Answers

Answers will vary. Sample answers:

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

11 What Time Do You Get Up?

B

- Focus students' attention on the photos. Ask: **What is Derek doing in the picture on the right?** (He's visiting his grandfather.) Elicit the correct sentence from the class and write it on the board: **Derek usually visits his grandfather on weekends.** Point out the position of the frequency adverb. Have students work individually to write the other sentences.
- Check answers by having volunteers come to the board to write the sentences.

Answers



Answers will vary. Sample answers:

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

C

- Students should first work individually to write their sentences. Then they can share them with a partner.
- To conclude the activity, have a few pairs read their sentences for the whole class.

4 Listening

- Ask a volunteer to read the directions aloud. Give students a minute to read the sentences silently. Explain that a *typical day* refers to the activities someone usually does every day. The word *weeknights* refers to the evenings of school days. *Weekend* means the days when there is no school.
-  **CD2, T34** Play the audio for students to listen. Tell them not to write at this time.
-  **CD2, T34** Play the audio again for students to check the things Jeff does on a typical day.
- Check answers by asking volunteers to read the sentences they checked.

Answers

Numbers 1, 3, and 5 should be checked.



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Audioscript

My name is Jeffrey Archer, but my friends call me Jeff. I'm a student and an athlete. I play basketball. It's ten o'clock at night and I'm busy doing my homework. You know, my life isn't easy. I usually get up at six-thirty and exercise for about half an hour. Then I have a light breakfast and walk to school. After school, I usually have basketball practice. I get home around seven thirty every night. I have dinner and do my homework. I only get a chance to hang out with my friends on weekends.

5 Pronunciation

-  **CD2, T35** Play the audio for students to listen, and then play it again for them to repeat or speak along with the recording.

Workbook

Assign pages 230–231 for practice with the grammar of the unit.



Teaching Tip

There are different strategies for putting students in pairs. Sometimes it's a good idea to pair a more able student with a less able student. For other activities it may be better to pair students of similar ability.



Additional Activity

Compile a number of sentences with frequency adverbs. (You can write them or use sentences from this unit.) Write the sentences on cards, one word for each card.

Divide students into groups with the same number of students as there are words in a sentence. Each student in a group takes one card from the sentence. Then students stand up and move around until they are standing in a line holding the cards in the correct order to make the sentence.

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

usually / weekends

Derek usually visits his grandfather on weekends.



1 Fatimah
always / the evening



2 Tariq
sometimes / the morning



Derek



3 Adam
never / weekends



4 Abdullah
usually / Saturdays



5 Khalid
always / after school



6 Ali and his friends
sometimes / the evening

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

4 Listening

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

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



5 Pronunciation

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

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2022 - 1444 **Does she** get up early? **Does he** exercise every day?

11 What Time Do You Get Up?

6 Conversation

Fahd: Hi, Ryan. Where are you going?

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

Fahd: To martial arts class.

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

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

Your Ending

What does Ryan answer?

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

About the Conversation

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

Your Turn

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

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

Real Talk

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

awesome = really great

No way! = Absolutely not!



7 About You

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



6 Conversation

- Have students look at the photo. Ask: **Who are Fahd and Ryan?** (They're friends.) **What are they doing?** (talking on the telephone)
- Elicit ideas about what time of day it is and where the boys are going.
- 🔊 **CD2, T36** Ask students to close their books. Play the audio of the conversation twice.
- 🔊 **CD2, T36** Then have students open their books and follow along with the text as they listen for a third time.

Your Ending

- Look at the three possible endings together. Explain that adding *at all* to the end of the sentence *I can't do karate* makes it more extreme. It means that Ryan can't do any karate or is very bad at it. Ask: **Which ending do you prefer?** Elicit answers from several students.
- Put students in pairs to read the conversation with the ending they prefer. Then have them switch roles and read it again.

Real Talk

- Draw students' attention to the Real Talk box. Explain that these are all informal expressions that they can use with their friends and classmates. They probably wouldn't use them with a teacher or other adult. Elicit situations in which students might use these words. For example, say: ***I heard there is going to be a good film on television tonight.*** Elicit the response: ***Awesome!***

About the Conversation

- Ask a volunteer to read the first question aloud. Then have the volunteer call on another student in the class for the answer.
- Ask the class if they agree with the answer, and why or why not. The student who answered then asks the next question. Continue until students have answered all the questions.

Answers

Answers will vary. Sample answers:

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

Your Turn

- Have students look at the first item in the chart or write it on the board. Ask students how they can make a question using these words to ask a classmate. Elicit the question: ***Do you usually go to bed after eleven o'clock?***
- Have students stand up and walk around the classroom asking and answering questions based on the chart. When they find someone who answers yes, they write that person's name in the chart.
- As students are doing this, walk around the room and help as needed. Set a strict time limit for the activity (about 5 or 6 minutes) and stop as soon as the time is up.
- Ask several students to report their information to the class. In reporting, they will use the third person. For example: ***Mona usually goes to bed after eleven.***


7 About You

- Arrange students in small groups to ask and answer the questions. Assign one student the role of leader. That student should make sure that everyone in the group gets a chance to ask and answer questions.
- Have one student from each group report some of the group's answers to the class. How many different kinds of lessons and weekend activities do students in the class participate in? Which ones do they like the best?



8 Reading

- Discuss the **Before Reading** questions. If your school has a newspaper or web page, ask what kind of articles and information it contains.
- Focus students' attention on the titles and subtitles. Ask: **What countries are you going to read about?** (Saudi Arabia and Ecuador)

 **CD2, T37** Play the audio twice. The first time, students listen with their books closed. Then they open their books and follow along with the text.

READING STRATEGY Using context

- Have students read the paragraph about schools in Saudi Arabia again silently. Write the word **assembly** on the board. Under it, write these choices: a) **a large classroom**; b) **a national song**; c) **a meeting of all the students**. Ask: **What do you think assembly means?** Elicit that it is *a meeting of all the students*. Ask students to point to the part of the reading that tells them this.
- Have students underline other new words in the paragraph and try to guess their meanings from the context. For example, *optional*, *tutoring*, and *generator* may be new words.

After Reading

- Have students work individually to underline activities in the two paragraphs that are different from their school.
- Put students in pairs to compare answers. Then have pairs report the differences to the class. Finally, ask: **What things are the same?**



Indonesia has one of the longest school years of any country in the world—44 weeks. The U.S. school year has 36 weeks. Portugal and Italy have even shorter school years of only 34 weeks.



Teaching Tip

Try to put writing activities into a realistic context— writing for the school newspaper, writing an email to a real friend or classmate, etc. Then have students deliver what they've written to another person to read. They will take the writing task more seriously.



Additional Activity

Have students work with a partner to write four or five questions about the paragraphs in the Reading. For example: **What time does Ahmed arrive at school?** Then they work with another pair to ask and answer each other's questions.



Project: The Ideal Day

Working in groups, have students plan the ideal school day. How many hours would they spend in classes? How long would the classes be? What time would they arrive at school? When would they go home? What subjects would they take? Encourage them to use their imaginations and think of all parts of the school day. Have students create a schedule for this ideal day. Post the schedules for all to see.



8 Reading

Before Reading

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

Schooldays:

School Around the World



Ahmed
Jeddah, Saudi Arabia

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



José
Amazon Rain Forest, Ecuador

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



After Reading





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

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

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

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

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

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

10 Project

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

9 Writing

A

- Ask students if they have a pen pal. Explain that a pen pal is a friend with whom you exchange letters or emails. This friend usually lives in another city or country.
- Have different students read aloud the paragraphs of the email. To check comprehension, ask questions about the email. For example: **How does Kaito go to school?** (by bus) **What time does school begin?** (at 8:30) **How many classes does he have each day?** (six) **What time does school end?** (3:30) **Does Kaito do any after-school activities?** (baseball, English club)
- Ask students similar questions about themselves and their school. Then put students in pairs to compare and contrast their school to school in Japan.
- Have volunteers share their ideas with the class.

Writing Corner

- Go over the prepositions and call on students to read aloud the examples.
- Ask students questions to elicit answers with *by*, *to*, or *in*. For example: **How do you go to school?** **Where do you go on the weekend?** **Where do you eat lunch?** **Where do you study?**

B

- Tell students that they are going to write an email to a pen pal about their school. First, they will write notes to organize their paragraphs.
- Have students make a similar chart in their notebook and complete it with notes about their school routine. Then have them compare their notes with a partner.

C

- Have students write their email. They can address the email to an imaginary pen pal or to a real pen pal if they have one.
- Point out that they should also include an opening and closing similar to Kaito's email.
- Ask volunteers to share their writing with the class.

10 Project

- Brainstorm ways that students can research school routines in other countries. In addition to the Internet, students might have friends or family who live in other countries, or have pen pals in other countries.
- Put students in groups to organize the research. Each group member should have a task, such as looking something up on the Internet or writing to a friend in another country. Set a date for finishing the research.
- When the research is finished, students meet and decide how to write and present their report. Set a day for students to present their reports.
- Collect the written reports for assessment.

Workbook

Assign page 232 for an additional reading and writing practice.



11 Form, Meaning and Function

Simple Present versus Present Progressive

- Present to the class when the simple present and the present progressive are used. Point out that the progressive is used mainly for two reasons— to express that something is happening right now, or that something happening now is temporary.
- Have volunteers read the examples aloud.
- Provide more examples. Write these sentences on the board:
The sun shines most days. Today it isn't shining. It's cloudy.
He talks quietly. He is talking to his friend now.
He usually walks to school. Today he is taking the bus.
- Walk to the door of the classroom. Say: ***I close the door every day when I leave.*** Then, demonstrate closing the door as you say: ***I am closing the door now.***
- Present the verbs that aren't used in the progressive form. Explain that these verbs are all nonaction verbs and so we don't need to use the progressive.
- Give students two minutes to write sentences about themselves or other people, using the simple present or present progressive. Have students read their sentences to the class.

A

- Model the first item with the class. Point out the time expression *at the moment*. Elicit that the answer should be present progressive. (b)
- Have students work individually to complete the exercise.
- Call on students to read aloud the completed sentences.

Answers

- | | |
|------|-------|
| 1. b | 6. b |
| 2. a | 7. a |
| 3. c | 8. a |
| 4. a | 9. c |
| 5. c | 10. b |



B

- Have students work individually to complete the sentences.
- Have them check their answers with a partner by taking turns reading the sentences aloud. Then call on volunteers to read for the class.

Answers

1. Do you check
2. are riding
3. don't understand
4. are going
5. works out
6. do you usually wake up
7. Are you reading
8. brushes
9. isn't coming
10. is taking

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.

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



EXPANSION Units 6–11

1 Language Review



A. Complete the conversations.

1. **A:** Where _____ you _____?

B: I live on Baker Street.

A: _____ it a good neighborhood?

B: Yes, I _____ everything.

I _____ very happy there.

2. **A:** What _____ your house like?

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

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

B. Write where the things are in your house.



flowers

There are flowers in the garden.

1. television

2. photos of the family

3. sofa

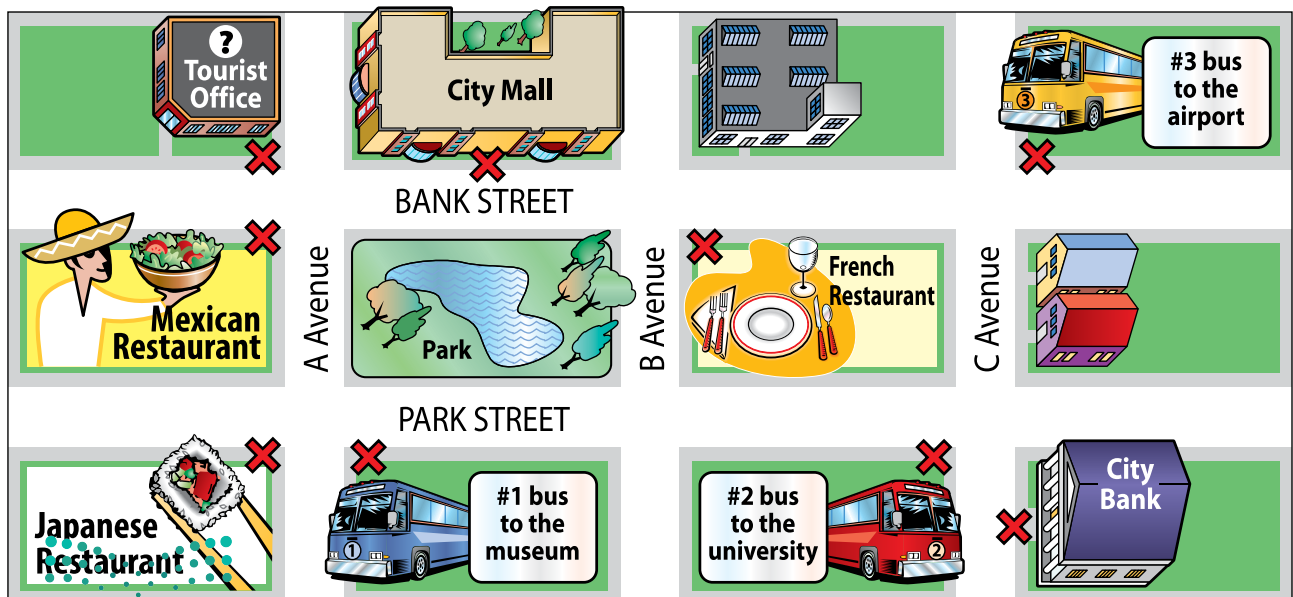
4. telephone

5. shelf

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

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

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



Unit Goals

Language Review

Reading

Email Pals
English Everywhere

Writing

Write an email about
family and activities

About You

Chant Along

My Neighborhood!
The English Class

Project

Language Survey

1 Language Review

A

- This exercise reviews vocabulary and grammar from Unit 6 and the question **Where do you live?** from Unit 7.
- Remind students that **There is** is used with singular subjects and **There are** is used with plural subjects. Say or write on the board two or three sentences about things in the class, leaving a blank for the verb. For example: **There ____ 20 desks in the classroom. There ____ one clock on the wall.** Have students tell you the words that go in the blanks. (are, is)
- Ask a volunteer to read the directions. Put students in pairs to complete the conversations.
- Check answers by having pairs read the conversations aloud.

Answers

- A:** do, live
B: —
A: Is
B: have, 'm/am
- A:** 's/is
B: 's/is, are, 's/is
A: is, 's/is, has

B

- This exercise reviews the use of **There is** and **There are** from Unit 6.
- Read the directions and the example with the class. Have students work individually to write sentences about their houses.

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- Put students in pairs and have them read their sentences to each other. Walk around the room monitoring the exercise to make sure that students are using **There is** and **There are** correctly. Tell them to ask you if they aren't sure.

Answers

Answers will vary.

C

- This exercise reviews vocabulary for locations in a neighborhood and giving directions from Unit 7.
- Have students look at the pictures and read the example. Review language for giving directions, such as: **turn __, go straight (ahead), go to the corner.** If necessary, have students review the prepositions on page 58.
- Model another example conversation with a student. Say: **I'm at the tourist office. Is there a bank near here?** Have the student give directions. (Possible answer: Go straight on Bank Street. Turn right on C Avenue. The bank is on the corner of Park Street and C Avenue.)
- Put students in pairs to practice giving directions. They should take turns asking and answering questions modeled after the example.
- To complete the activity, ask a few pairs to act out their conversations for the class.

Answers

Answers will vary.

- For additional practice give students directions to follow using the map. Don't tell them where they are going. Then ask: **Where are you?** For fun, you might make the directions more complex than necessary. For example, say: **You are in front of the bank. 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. Where are you?** (Japanese Restaurant)

D

- This exercise reviews the present progressive from Unit 8 and the vocabulary for rooms and objects in a house from Unit 6. It also provides more practice with **There is** and **There are**.
- Have students review the house vocabulary by looking at the pictures on pages 48 and 49. Remind them that the present progressive describes what people are doing “now,” at the moment of speaking. Review the grammar chart on page 66.
- Give students a minute to look at the pictures and read the examples. Elicit one more example from the class for each house. You could have the class name the people in the two pictures. This would make it easier to talk about what they are doing.
- Have students work in pairs to write their sentences. Give students a time limit to complete the activity.
- When the time period has elapsed, ask volunteers to come to the board and write two or three sentences for activities 1 and 2.
- For activity 3, ask one pair to read all of their sentences. As they do this, the other students should check their sentences that are the same. Then have other pairs read the sentences that are different. How many differences did the class find between the two pictures?

Answers

Answers will vary. Sample answers:

1. The sister in house A is studying.
2. The young child in house A is playing with a toy.
3. The woman in house A is watching TV.
4. The grandfather and grandson in the kitchen in house A are drinking water.
5. The teen boy in house B is having a rest in his bedroom.
6. The boy in the living room in house B is watching TV.
7. The grandmother in house B is cooking.
8. The father in house B is reading the newspaper in the living room.

2.

1. In house A, there are flowers on the table in the dining room.
2. In house A, there is a painting on the wall in the living room.
3. In house A, there is a mirror in the bedroom.
4. In house A, there is a car in the garage.
5. In house B, there is a shower in the bathroom.
6. In house B, there is a closet in the bedroom.
7. In house B, there is a TV in the living room.
8. In house B, there is a refrigerator in the kitchen.

3.

1. In house A, there is a bathtub in the bathroom. In house B, there is a shower in the bathroom.
2. In house A, there is a mirror in the bedroom. In house B, there is a poster in the bedroom.
3. In house A, there is a desk in the bedroom. In house B, there is a dresser in the bedroom.
4. In house B, there is a table and chairs in the kitchen. In house A, there is no table and chairs in the kitchen.
5. In house A, there is a baby. In house B, there is no baby.
6. In house A, there is a bike in the garage. In house B, there is no bike in the garage.
7. In house A, there is a vase with flowers on the table. In house B, there are books on the table.
8. In house A, there are shelves in the kitchen. In house B, there are no shelves in the kitchen.

Workbook

Assign pages 233–234 for review of grammar and vocabulary presented in Units 6–8.



D. Look at the picture and do the activities.

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

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

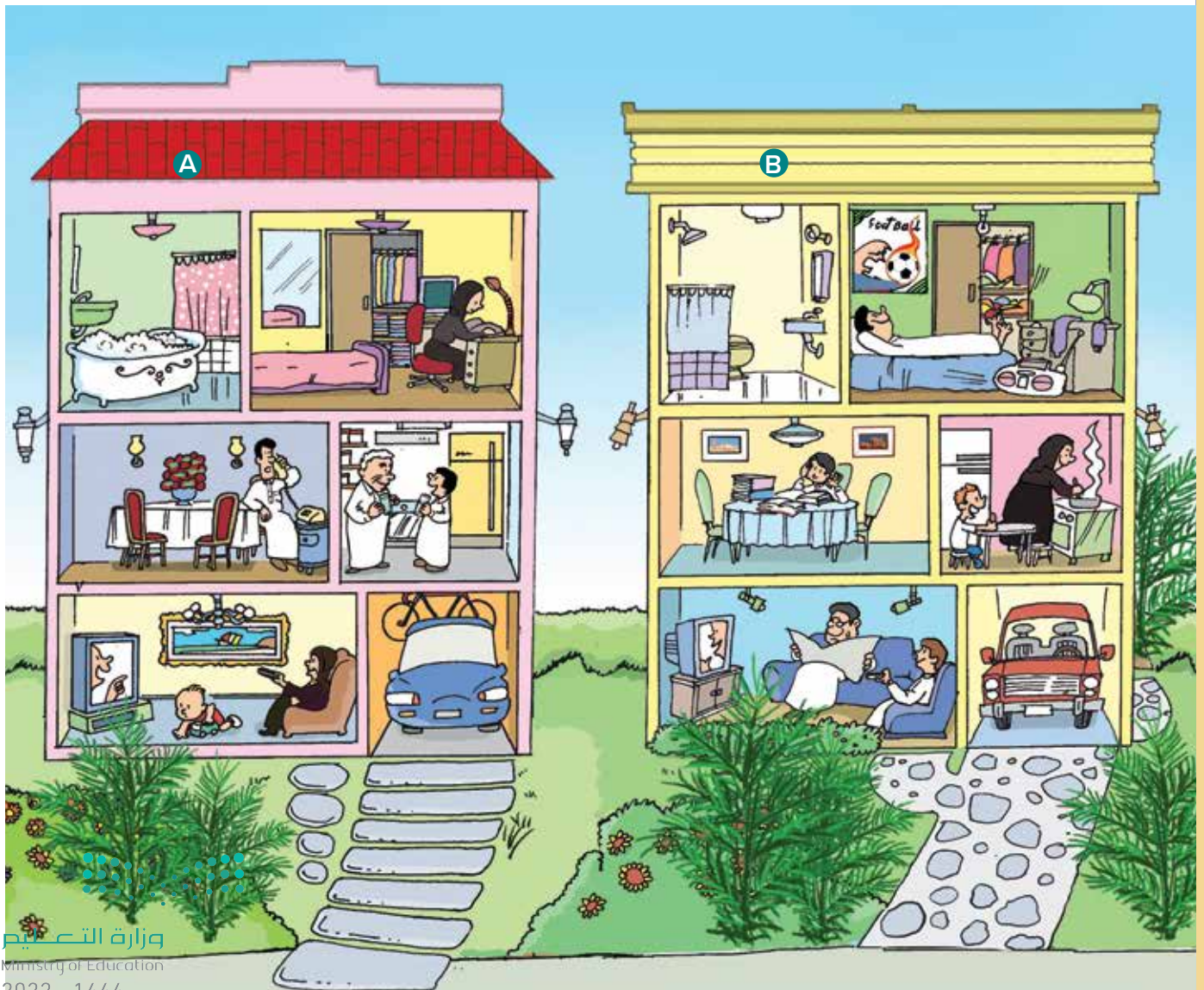
2. Work with a partner. What are some things in the houses? Write eight sentences.

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

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

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

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



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



2 Reading

- Discuss the **Before Reading** questions with the whole class. Ask the class if they send emails to friends.

Note: Teenagers' use of the Internet is a subject of concern in some communities. There is no need to raise this issue. However, if it does come up, it might be a good opportunity to advise students about safe use of the Internet.

- Tell students they're going to read an email. In the email a boy named Mark is introducing himself to Omar, a new online friend. Have them look at the pictures and ask: **What do you think Mark says in his email?** Make notes of students' ideas on the board. Don't confirm or deny answers at this time.



CD2, T38 Play the audio twice. The first time, students listen with their books closed.



CD2, T38 Ask students to open their books. Play the audio again so they can read along in their books as they listen again.

- Review the notes on the board. Check the items that Mark wrote about in the email.
- Have students ask about any vocabulary items they don't understand. Make sure they use the question **What does ____ mean?** Before answering yourself, ask other students if they know what the word means. Remind students that they saw the word *enormous* in Unit 3 describing the dinosaur Tyrannosaurus Rex.

Culture Note

In the U.S., cats and fish are popular pets. There are approximately 81,721,000 cats and 75,898,000 fish.



After Reading

- Have students work individually to write *yes* or *no* for each statement.
- Check answers. Have students read the sentence from the email that supports their answer. When the answer is *no*, have them give the correct information.

Answers

1. yes
2. no (She's studying to be a doctor.)
3. no (He lives in a house.)
4. no (His school is only a couple of blocks from his house.)
5. no (There's a big shopping mall near his house.)
6. yes

3 Writing

- Ask a student to read the directions aloud. Ask students for their ideas about who the friend is. Is it someone from another country? Is it someone in their community?
- Have students look at the chart and circle the items they want to write about. Tell them that 4 or 5 things are enough for one email.
- Have students work individually to write their emails. Then put students in small groups to read their emails aloud to each other. The group members should ask questions about things they don't understand.

Culture Note

West Edmonton Mall in Alberta, Canada is the largest mall in North America. It opened in 1981. It covers about 570,000 m² and has parking for over 20,000 vehicles. There are over 800 stores and services, and it features an amusement park, a water park, and an ice rink.

4 About You

- Assign each person in the class one question from the list. (In some cases two or more students will have the same question.) Then have students walk around the classroom, asking other students their question and answering the questions other students ask them.
- Set a strict time limit (about 5 minutes) for this, as it would take too long for every student to answer all of the questions.
- As students are doing this, monitor the conversations and help as needed.
- When the time is up, have students report on some of the answers their classmates gave them. Ask a few questions. For example: ***Does anyone have an unusual pet, hobby, or collection? Who plays a sport? Does anyone like documentaries?***
- Tell students to look at the pictures and describe what they see. Ask: ***Why are each of these pictures shown here?*** (They show different types of hobbies or collections: coins, stamps, and model cars.)

Culture Note

Explain that collecting is a popular hobby in the United States. Some popular collectors' items are coins, stamps, dolls, and baseball cards. Some people also like to collect antiques.



After Reading

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

1. _____ Mark's family is small.
2. _____ Mark's sister is studying to be a nurse.
3. _____ Mark lives in an apartment.
4. _____ His school is far from his house.
5. _____ The neighborhood doesn't have many stores.
6. _____ Mark plays football in his free time.

3 Writing



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

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

4 About You



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



5 Chant Along 

My Neighborhood!



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

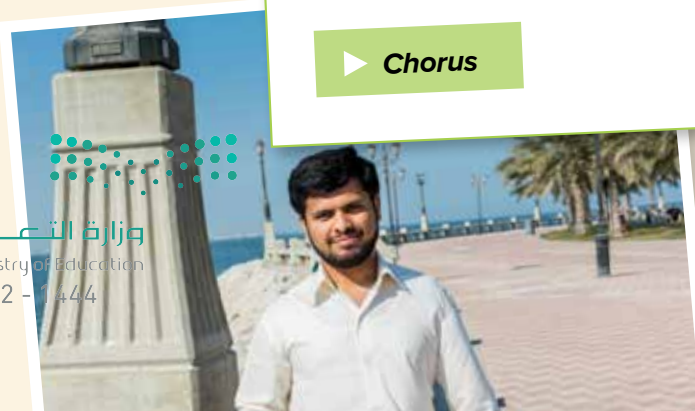
That is me walking down the street.
That is Ali getting on the bus.
That is my teacher running in the park.
That is my neighbor sitting on the bench.

► **Chorus**




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

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

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

► **Chorus**

5 Chant Along

- Tell students that they are going to listen to a chant called *My Neighborhood*. Ask: **What is a neighborhood?** (an area where people live)
-  **CD2, T39** Play the audio once. Students listen with their books closed. Have them note the words related to a neighborhood as they listen. Ask: **What words did you hear?** Write their answers on the board but don't confirm or deny responses at this time.
- Have students open their books and read the chant. Have them look at the pictures. Have students describe the things they see in the neighborhoods and what the people are doing in the pictures.
-  **CD2, T39** Play the audio again twice. Students listen and read along in their books.
-  **CD2, T39** Play the audio again. Have students chant along with the recording.
- You might have students perform the chant, either chanting it or saying it as poem. One way to do this would be to have small groups chant or read the verses and then have the whole class come in with the chorus. Encourage students to get into the rhythm of the chant.



Vocabulary

- Explain that students are going to look for words with these meanings in the chant. Do the first one as an example. Have them look for a word that means *making lots of noise*. (loud)
- Put students in pairs to complete the exercise. Then call on students to read the definitions and their answers.
- Tell students this riddle. The answer is one of the words in the chant. **You have one of these when you go to school. You don't have it when you go to bed. What is it?** (a backpack)

Answers

1. loud
2. bench
3. park
4. backpack
5. mailman
6. school
7. street

Comprehension

A

- Have students work individually to write yes or no, referring back to the chant as necessary for the information.
- Have them write the correct information for the no answers.

Answers

1. yes
2. no (He is delivering the mail.)
3. no (He is laughing.)
4. no (He is talking on the phone.)
5. no (He is running in the park.)
6. yes

B

- Read the directions and example with the class. Model another example with a volunteer. For example:
You: **What's the mailman doing?**
Student: **He's delivering letters.**
- Put students in pairs to continue asking and answering questions about the people in the chant.

Discussion

- If possible, bring or have students bring some photos or pictures of people doing different things from magazines to class the day you are going to have this discussion.
- Read the examples with the class. Model another example or two with a volunteer. For example: **What is the boy doing?** (He is looking in a bag.) Arrange students in small groups to ask and answer the questions. Point out that these questions are intended to encourage students to describe what the people in their photos are doing. Students ask questions and explain who the people are and what they are doing in each of their photos.
- To conclude this activity, have volunteers come to the front with their photos. Call on members of the class to ask questions about the photos for the volunteers to answer.



Vocabulary

Read the meanings. Write the words from the chant.

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

Comprehension

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

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

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

A: What's the teacher doing?

B: He's running in the park.

Discussion

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

A: Where is the boy sitting?

B: He is sitting in the middle.

A: Is the father driving?

B: No, the grandfather is driving.



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				

6 Language Review

A

- This exercise reviews vocabulary for jobs from Unit 9.
- Focus students' attention on the photos of the jobs. Say the words and have students repeat them.
- Have students read the questionnaire. Connect the pictures to the questionnaire by asking questions. For example: **Who likes to write stories?** (the writer) **Who likes to work with animals?** (the veterinarian) **What does the artist like to do?** (draw)
- Have students work individually to complete the questionnaire about themselves.

Answers

Answers will vary.

B

- Put students in small groups to discuss their answers and talk about jobs. Students can say things like, **Carpenter is a good job for Ibrahim. He likes to work outdoors and make things.** They can use the jobs in the photos and other jobs they know.
- To follow up, call on students to talk about which jobs would be good for one of their group members and why.

Answers

Answers will vary.

C

- This exercise reviews vocabulary for everyday activities and the grammar, questions, and answers about time from Unit 11. Have students review the time expressions in the Grammar on page 90. Remind students of the use of the prepositions **at** (with the time and *night*), **in** (with *the morning, the afternoon, the evening*), and **on** (with days of the week).
- Students work individually to complete the first column in the schedule with their information.
- Then, have students stand up and walk around the room interviewing their classmates about their schedules. For each item, they ask: **What time do you usually _____?** Set a time limit for the activity of about 10 minutes.
- Ask volunteers to answer the question: **Whose schedule is like yours?** For example, students might answer: **Adnan's schedule is like my schedule. We both get up at _____, and we leave for school at _____.**
- **Option:** Students could also do this activity working in groups of four, exchanging information about the times each group member does each activity.

Answers

Answers will vary.



D

- This exercise reviews questions and answers with the simple present from Unit 10 and vocabulary for activities.
- Have students review the Grammar on page 82. Write a question on the board. For example: **Do you play chess?** Then ask a student the question and write the answer on the board. For example: **Yes, I do./No, I don't.** Then write a statement on the board. For example: **Asma plays chess./Asma doesn't play chess.**
- Review questions and answers with the verb *Be*. Write a question on the board. For example: **Are you good at math?** Then ask a student the question and write the answer on the board. For example: **Yes, I am./No, I'm not.** Then write a statement on the board. For example: **Badria is good at math./Badria isn't good at math.**
- Give students a minute to look at the pictures. Demonstrate words that are new or get a student to demonstrate.
- Have students stand up and walk around the room asking and answering questions. They ask the questions: **Do you _____?** and **Are you good at _____?** Classmates respond.
- Call on students to report on what their classmates do and what they are good at. For example: **Fahd plays basketball, but he doesn't ride a horse.**

Answers

Answers will vary.

E

- This exercise reviews the frequency adverbs from Unit 11. Have students look at the chart on page 90. Then with books closed, ask several students to tell you things that they **always, usually, sometimes,** and **never** do.
- Tell students to open their books. Ask a volunteer to read the directions and the example. Have students work individually to write the sentences.
- Ask a few students to write one of their sentences on the board.
- As an extension, have students repeat the task, this time writing one sentence with each of the frequency adverbs. They can use activities in the chart or other activities of their choosing. Have them add more information to the sentences. For example: **I always tell jokes when I hang out with friends. I never play chess with Adel.**
- Ask several students to read their sentences aloud.

Answers

Answers will vary.

Workbook

Assign pages 235–236 for review of grammar and vocabulary presented in Units 9–11.

- 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.

1. _____

2. _____

3. _____

4. _____



rollerblade

7 Reading

Before Reading

First, look at the pictures and name the objects.

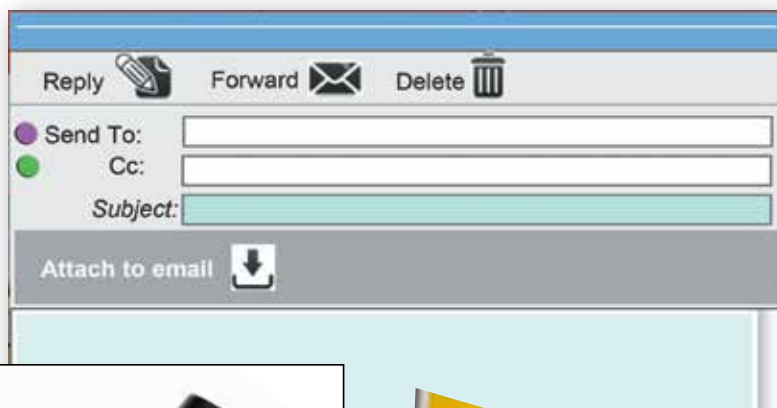
Do you use the same words when you speak Arabic?

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".



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!

7 Reading

- Discuss the **Before Reading** questions. Have students look at the pictures on the page and name the things they see. Then ask them if they use the same English words when they speak Arabic. Put them in pairs and have them help each other as they try to decide. Ask them to think of more English words that they use when speaking Arabic and make a list. Have them compare their lists and choose the words that they use most of the time.
- Explain to them that a lot of words, such as computer, smartphone, email, and T-shirt have become international. Tell them that people from different countries use these words all the time.
- Ask students to think about activities and things that expose them to English on a day to day basis, e.g. TV shows, computer jargon, product labels and instructions, etc. Have them collect examples to bring to class in their next lesson.



CD2, T40 Play the audio twice. The first time, students listen with their books closed and try to identify the things that they have already suggested. Then they listen again and read along in their books.

- Review the notes on the board. Did students think of all the examples mentioned in the audio?
- Write these expressions on the board and have students find them in the text. Then elicit or explain the meaning of each.

come across = find something

jargon = terminology

abbreviations = a shortened form of a written word or phrase



After Reading

A

- Have students work individually to answer the questions. They can refer back to the text if they like.
- Check answers by calling on students to read the sentences and say *yes* or *no*. Have students say why they think the answer is *yes* or *no*. If students make a mistake, don't correct it immediately. Let students discover it by asking them to check in the text.

Answers

1. no
2. yes
3. no
4. yes
5. no

B

- Put students in pairs to answer the questions.
- Check answers by calling on pairs to ask and answer the questions for the class.

Answers

Answers will vary. Sample answers:

1. Words and phrases that we use to talk about computers
Examples: window, mouse, click, drag, website, Internet
2. Food: burger, chips
Clothes: jeans, T-shirt (additional examples will vary)
3. When they play video games, when they use the Internet, when they watch films and programs on cable TV, when they go shopping and read labels or instructions, etc. (let students add more ideas)

Discussion

- Discuss the questions with the whole class. Ask several students to respond to each question. Elicit different opinions. When students disagree, have them direct their comments to each other and not to you.



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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.



Hello.

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.

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 ▲



◀ pear

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.

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.




bag ▼




hat ▲


8 Chant Along

- Tell students that they are going to hear a chant called *The English Class*. Ask students: **What do you have to do in your English class? What are you allowed to do? What are some of the things you like to do? What are some of the things you dislike? What does the teacher tell you to do?**

 **CD2, T41** Play the audio once. Students listen with their books closed. Have students listen for the answer to this question: **What words do you hear about computers?** (CDROM, DVD, video game, mouse, pad, screen, stick, keyboard, email, site)

 **CD2, T41** Play the audio again. Ask students to listen and number the verses in the correct order. Play the audio a second time, and have students check their answers. Call on volunteers to report in class.

- Ask students to find rhyming words in the chant. (do/you, be/me, bat/hat, plane/train, chair/pear)

 **CD2, T41** Play the audio again for students to chant along with the recording. You might have students chant or say the chant as a poem. One way to do this would be to have different groups chant or say each verse. Encourage students to get into the rhythm of the chant.



Vocabulary

A

- Ask a volunteer to read the directions aloud.
- Put students in pairs to complete the exercise. Have them refer back to the chant to guess the meanings of the words from context. They should not use a dictionary.
- Then call on students to read the words and their meanings.

Answers

- c
- d
- a
- e
- b

B

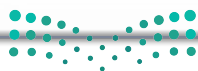
- Ask a volunteer to read the directions aloud.
- Put students in pairs to complete the exercise.
- Then call on students to read the words in the categories.

Answers

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

Language Builder

Explain that words can belong to different categories and that when we group them together, we can remember them. Tell students that the same word can be associated with various uses or topics and belong to more than one category. For example, the word mouse is associated with technology, but it is also an animal. If there is a computer in class, we can also put it in the classroom category, and so on.



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Comprehension

- Have students work individually to write *yes* or *no*, referring back to the chant as necessary for the information.
- Have them write the correct information for the *no* answers.

Answers

- no (A square has 4 sides.)
- yes
- no (We put a pad under the mouse.)
- yes
- yes

9 Project

- Have a volunteer read the instructions aloud. Explain to students that they need to make notes for a few days while they are at school, shopping, at home, watching a TV film, etc.
- Have students organize their findings into a chart. Ask them to compare charts in pairs.
- Discuss their findings in class. What's the most popular/frequent word or phrase?
- This project could be expanded by having students interview friends and family who are not in the class. Students could also research more widely, e.g. listen to the news, check publications, etc.



Teaching Tip

Although activities where students are all speaking to one another can be very noisy, it is constructive to have many students speaking English at one time. Ask students to speak softly, but do not interrupt the flow of the activity.

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?



2



1



4



5



3



6

Quick Check ✓

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

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

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

Unit Goals



- | | |
|--|--|
| <p>Vocabulary
Activities at different places</p> <p>Functions
Talk about places and activities
Express ability
Express likes and dislikes</p> <p>Grammar
Modal: <i>can</i>—affirmative, negative, questions, short answers
Verb: <i>like</i> + Infinitive
Gerunds and Infinitives after Verbs</p> | <p>Listening
Listen for specific information from a radio ad</p> <p>Pronunciation
<i>Can</i> and <i>can't</i></p> <p>Reading
Places to visit in Saudi Arabia</p> <p>Writing
Write an email from a resort in your country</p> <p>Project
Design a brochure for a vacation resort</p> |
|--|--|

Warm Up

Tell students a few things that you can do. For example: ***I can use a computer. I can cook.*** Act these activities out as you speak. Then ask questions: ***Can you use a computer? Can you cook?*** Students answer *yes* or *no*. Ask students where they need to be to cook. (the kitchen) Then ask them where they need to be to use a computer. (accept different answers, e.g. in my room, at the library, at the office)

1 Listen and Discuss

- With books closed, tell students that they are going to hear about places in a town and what people can do there. Ask: ***What can people do at the mall?*** Elicit answers and write them on the board. For example: ***shop, meet friends, go to a restaurant, buy a smartphone,*** etc. If students don't know a word in English, they should ask: ***How do you say _____ in English?***
- Have students open their books and look at the picture of the town on pages 108 and 109. Have them name the places they can find. Then ask them to look at the pictures and say what people can do at each place. Accept different answers from students. List the students' answers on the board.

-  **CD3, T2** Play the audio. Have students listen and point to places and activities as they listen.
-  **CD3, T2** Play the audio again. Students listen and compare the places and activities on the audio with the list on the board. Ask students to speak along with the recording as they hear each sentence. Then discuss their answers in class.

Language Builder

Remind them that in English we use the word/pronoun *you* to refer to people or somebody in general. For example, when we say: *You can borrow books at the library,* we don't only mean *you* as a person but also other people; anybody that uses the library.

Quick Check

A

- Tell the students to look at the picture and mark their favorite places. Ask them to mark up to 3 places.
- Have students move around the classroom and compare places and the reasons they like them with their classmates. Ask them to try and find other students who like the same places.

Answers

Answers will vary.

B

- Have students work individually or in pairs to complete the exercise.
- Check answers by calling on students to read a sentence and name the place where one can do the activity. Have the rest of the class listen and agree or disagree with each answer.


Answers

- | | |
|----------------|------------------|
| 1. 2 mall | 4. 5 bank |
| 2. 4 bookstore | 5. 9 bus station |
| 3. 1 hotel | 6. 12 airport |

Language Builder

Point out that there are several compound words on the town map. In compound words, two words are put together as one word. Supermarket is a compound word. Have students find two more. (bookstore, airport)

2 Pair Work

- Focus students' attention on the conversations in **A** and **B**. Explain quickly that we make questions with *can* by putting *can* at the start of the sentence. Point out the short answers *Yes, you can* and *No, you can't*. Students will see a complete explanation with more practice in the Grammar on page 110.
-  **CD3, T3** Play the audio of the conversations. Have students repeat or read along with the recording.
- Put students in pairs to read conversation **A**. Ask if there are other things that people can't do at a museum. For example: ***You can't ride a bicycle at the museum.*** Have them practice the conversation a few more times with different activities.
- Model conversation **B** with a volunteer. Ask the questions, substituting the underlined words with different activities from the picture. Tell the volunteer to respond with true information.
- Students practice conversation **B** in pairs. They should repeat the conversation several times with different activities, and take turns asking and answering the questions.
- Ask a few pairs to act out their conversations for the class.
- Have students look at the pictures and talk about what other people in the picture are doing. Use this opportunity to review vocabulary from other units. For example: ***The boy with black hair is using a computer.*** ***The chef is cooking.*** Ask students to come up with as many new sentences as they can. Elicit and write them on the board.

Workbook

Assign page 237 for practice with vocabulary for activities and expressing likes and dislikes.



Teaching Tip

Encourage students to add additional information when they answer questions with short answers. For example, in Pair Work **B**, when students answer *Yes, I can* or *No, I can't*, they can add another sentence. For example:

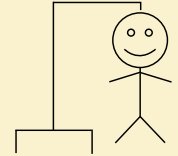
A: Can you play tennis?

B: Yes, I can. It's a great game.



Additional Activity

Play Hangman with the new words from pages 108–109. Draw the hangman on the board as a model. You can decide on the number of parts it should have.



Then draw blanks on the board for one of the beach activities, for example, _ _ _ _ _ (airport).

Students guess letters. If the letter is in the word, write it in the blank. If it isn't, draw one part of the hangman. When students think they know the word, they can guess. If the guess is correct the student wins. If it isn't, add another piece of the hangman and continue the game. The object is for students to guess the word before you finish the hangman.



Americans have an average of 14 vacation days each year. This number is lower than in many other countries. In France, for example, people have an average of 37 vacation days. In Saudi Arabia, people have an average of 30 vacation days each year.



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.



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 (?)

	I	
	you	
	he	
Can	she	read?
	it	
	we	
	they	

Short Answers (+)

	I	
	you	
	he	
Yes,	she	can.
	it	
	we	
	they	

Short Answers (-)

	I	
	you	
	he	
No,	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.

1. Ahmed _____ (come) tonight. He's finishing an assignment.

2. _____ Luke _____ (drive) them to the mall in his car?

3. We _____ (meet) tomorrow afternoon. I'm going to the dentist.

4. Mr. Sawyer _____ (see) you now. I'm afraid he's very busy.

5. You _____ (speak) in the library, but you _____ (read).

6. Imad _____ (stay) very long. His friends are waiting for him.

3 Grammar

Modal: *can*

- Read the explanations of *can* for ability and possibility with the class. Write a sentence on the board about something you can do. For example: ***I can use a laptop.*** Explain that this means that you have the ability to use a laptop. Then write: ***I can't use my laptop today. The screen is damaged.*** Explain that this means that it isn't possible to use your laptop today because it doesn't have a screen and you can't see anything.
- Have students look at the charts for the affirmative, negative, and question forms. Ask: ***Are these forms the same for all subjects or are they different?*** (the same)
- Ask a few students to say two sentences, one with something they can do and the other with something they can't do. For example: ***I can ride a horse. I can't drive.*** After a few students have given examples, ask questions about what they said and have students answer with short answers. ***Can your friend draw?*** (Yes, he/she can.) ***Can he/she rollerblade?*** (No, he/she can't.)
- Focus students' attention on the **FYI** box. Point out that there are two *n*'s in ***cannot*** but only one in ***can't***. Explain that the form ***cannot*** is almost never used in conversation. It is more commonly used in writing.

Verb: *like* + Infinitive

- Have students look at the charts with the forms of *like* + ***to*** + verb. Point out that the forms for sentences, questions, and answers are the same as those they have already studied. The only difference is the use of the verb with ***to***. (See the definition of an infinitive in the **FYI** box.)
- Write this sentence on the board with blanks: ***I like to _____, but I don't like to _____.*** Ask a few students to complete the sentence about themselves. Then ask questions about students in the class and have their classmates answer with short answers. For example: ***Does Ahmed like to skateboard? Do Fatimah and Sabah like to watch TV?***



A

- Ask a volunteer to read the directions. Do the first sentence with the class as an example. Elicit that the correct answer is ***can't come*** because the second sentence gives the reason that Ahmed can't come. (He's finishing an assignment.) Students have to read both sentences to know whether the answer is ***can*** or ***can't***.
- Have students work individually to complete the exercise. Then have them compare answers with a partner.
- Check answers by calling on students to read their sentences.

Answers

1. can't come
2. Can, drive
3. can't meet
4. can't see
5. can't speak, can read
6. can't stay

B

- Read the directions and ask volunteers to model the example conversations. Explain that students have to look at the pictures to know whether the person can or can't do the activity.
- Put students in pairs to do the exercise. They should take turns asking and answering.

Answers

- A:** Can Fred make a sandwich?
B: Yes, he can.
- A:** Can Fred ride a bike?
B: Yes, he can.
- A:** Can Fred ride a motorcycle?
B: No, he can't.
- A:** Can Fred use a computer?
B: Yes, he can.
- A:** Can Fred ice-skate?
B: No, he can't.



C

- Have students work with a different partner to ask and answer questions about the activities in **B**.
- Students work individually to write the activities in order of preference. Then they compare their lists with their partner.

D

- Have students stand up and walk around the classroom asking questions with **Can you...?**
- Join students as they are doing this, asking and answering the same questions. At the same time, monitor students' conversations and note any problems to discuss later.
- Ask volunteers to report their findings to the class.

4 Listening

- Ask a volunteer to read the directions aloud. Give students a minute to read the sentences silently.
-  **CD3 T4** Play the audio for students to just listen. Tell them not to write at this time.
-  **CD3 T4** Play the audio again for students to write yes or no.

Answers

- no
- yes
- no
- yes
- no

Audioscript


Come to the New Town Mall. Be one of the first visitors to enter and get an amazing welcome gift. It's near the hotel and there is free parking. So park your car, put your rollerblades in a locker at the entrance, and step right in.

You can shop and meet your friends. You can just sit and relax at The Falcons, our rooftop café, or walk around and admire the wonderful new stores. Shopping can be a real pleasure here.


You will find all the books and magazines you ever wanted in our new, fully computerized bookstore. And, of course, there is a fully equipped, state-of-the-art gym with an indoor pool. If all this makes you hungry, try one of our fabulous restaurants. You can do all this and much more.

Visit our website at www.newtownmall.com.

5 Pronunciation

-  **CD3, T5** Play the audio twice for students to listen.

- Point out the difference in the vowel sounds of **can** and **can't**. In questions and affirmative sentences **can** has a reduced vowel sound (/cən/) because it is unstressed. The negative **can't** is pronounced /cænt/. In short answers, **can** is pronounced /cæn/.

-  **CD3, T5** Play the audio again for students to repeat or speak along with the recording.

Workbook

Assign pages 238–239 for practice with the grammar of the unit.



Teaching Tip

When setting up an activity for the class, make sure that students understand what they have to do *before* they start. When you have to stop to explain and then start again, it can waste time and cause confusion.



Additional Activity

Practice the pronunciation of **can** and **can't** by saying random sentences. For example: *He can't drive. They can take driving lessons.* Have students raise one finger if they hear the word **can**, two if they hear **can't**. Continue with students saying sentences for their classmates to guess.

B. Work with a partner. Ask and answer.

A: Can Fred play basketball?

B: Yes, he can.

A: Can Fred drive a bus?

B: No, he can't.



play / basketball



drive / bus



① make / sandwich



② ride / bike



③ ride / motorcycle



④ use / laptop



⑤ ice-skate

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

1. Which activities can you do? Which can't you do?

2. Which activities do you like to do? Write them in order of preference.

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

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

A: Can you drive?

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

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

4 Listening

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

1. _____ The mall is located near the hospital.

2. _____ You can shop and meet your friends.

3. _____ You can go mountain climbing.

4. _____ You can't rollerblade.

5. _____ The Falcons is the name of a computer store.

5 Pronunciation

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

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

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 _____.
B: Good idea. When?
A: _____.
B: I can't. I _____.
A: How about _____.
B: That's _____.

7 About You



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

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6 Conversation

- Have students look at the photo. Ask: **What sport are they talking about?** (tennis)
-  **CD3, T6** Tell students to close their books. Play the audio twice for students to just listen.
-  **CD3, T6** Then have them open their books and follow along with the text as they listen for a third time.
- Ask: **What do Ali and Imad want to do?** (play a tennis match) **Do they want to play on a weekday?** (No. They want to play on the weekend.)

Real Talk

- Draw students' attention to the Real Talk box. Give examples of other situations where you might use these questions. For example, model a conversation with a student where you try to arrange a breakfast meeting. Suggest a time that is too early to meet, for example, 5 a.m. The student should respond with: **Are you crazy?**

About the Conversation

- Put students in pairs to ask and answer the questions.
- Check answers by calling on volunteers to answer the questions. Have students support their answers by reading the line from the conversation that has the information. Ask why Imad can't play on Thursday. (He's busy.)

Answers

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

Your Turn

- Explain that students are going to invite their partner to go somewhere. An outing is simply any activity where you go out with friends to do something fun.
- Model the conversation with a volunteer. Begin by saying the first line suggesting an activity. Note that after the student says *I can't* in line 4, he or she should give a reason.
- Put students in pairs to role-play the conversation. Have them practice the conversation until they can do it without reading it. Go around the room as students are working and help as needed.
- Ask a few pairs to come to the front of the room and act out their conversations for the class. Have them do this without the book. Tell students to make the conversation sound as real as possible.

7 About You

- Use the questions to have a discussion about sports and games with the whole class. Have students ask the questions, calling on classmates to answer. Encourage students to give additional information when they answer.
- Try to get students to carry on the discussion with as little help from you as possible. Tell them that if one of their classmates is very quiet, they should ask the person a question to help him or her participate.
- Conclude the activity by determining which sports and games are the most popular with the whole class. Which are the most popular to play and which are the most popular to watch?



Football is the most popular sport in the world. According to one source, more than 240 million people around the world play football. However, in the U.S., American football is the most popular sport. Football is also popular in Saudi Arabia. Boys begin to play at a very young age, and many of them dream of becoming famous football players.




8 Reading

Before Reading

- Write the title of the reading on the board. Have students share their thoughts on the places they have visited within Saudi Arabia and what was unique or special about them.
- Ask questions to elicit vocabulary relevant to the text, such as: **What activities did you do there? Are there museums or historical sites there? Did you enjoy the natural environment?** Write useful vocabulary on the board as the students respond to the questions.
- Draw students' attention to the headings of the text.
- Without reading the text, have students write down words, phrases and ideas connected with the title and the headings.

READING STRATEGY Scanning for specific information

- With books closed, tell students they are going to read about places to visit in Saudi Arabia. Tell students that as they listen and read, to look for any of the words and phrases that they had written down in the **Before Reading** section, and any words on the board that the class discussion in **Before Reading** elicited.
-  **CD3, T7** Play the audio and ask students to listen while reading.
- Read through the text as a class, calling on different students to read sections out loud, or put students in groups to read through the text together, taking turns. Monitor and check pronunciation. Remind students that they don't have to understand every word in order to understand the general meaning of the text.

After Reading

- In pairs or groups, have students compare their lists and ideas from the **Before Reading** section with the text. Did they find any of their ideas in the text? How were their ideas different from the themes and places in the text? Ask students to share ideas and ask questions to check comprehension and vocabulary, such as: **What does the word assets mean?** (benefits, good things, advantages); **What are some other words for vision?** (dream, plan, hope, imagination, idea); **What is Saudi Arabia doing to share its culture with citizens and visitors?** (building hotels, roads and museums, looking after the natural environment, building places where people can learn about the country's history and enjoy relaxing holidays); **What are the three types of tourism**

that the text focuses on? (environmental tourism, family beach holidays, cultural tourism)

- Have students look at the chart. Have them look again at each of the places mentioned in the text and make notes about the activities they can do in each place. In pairs, have students share their ideas with a partner. Encourage students to include their own ideas, not just those stated in the text. Ask questions such as: **What other activities do you think you could do at Al-Uqair that are not mentioned in the text?**
- Elicit phrases for expressing opinion and supporting points of view and write them on the board. In pairs have students share their ideas about which of the three places they like best and why. Monitor the conversations and highlight polite expression of opinion.
- Have students go through the text again individually and underline all examples of the present progressive. Ask them why it is used, rather than the present simple.

Answers

1–3.

Answers will vary.

4.

Paragraph 2 We are building many hotels...

Paragraph 4 We are building and planning places...

Paragraph 6 We are developing Al-Uqair...

Paragraph 7 At Al-Ula, we are making the...

Present progressive is used to show that these actions are not only happening now but are also plans for the near future.

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.

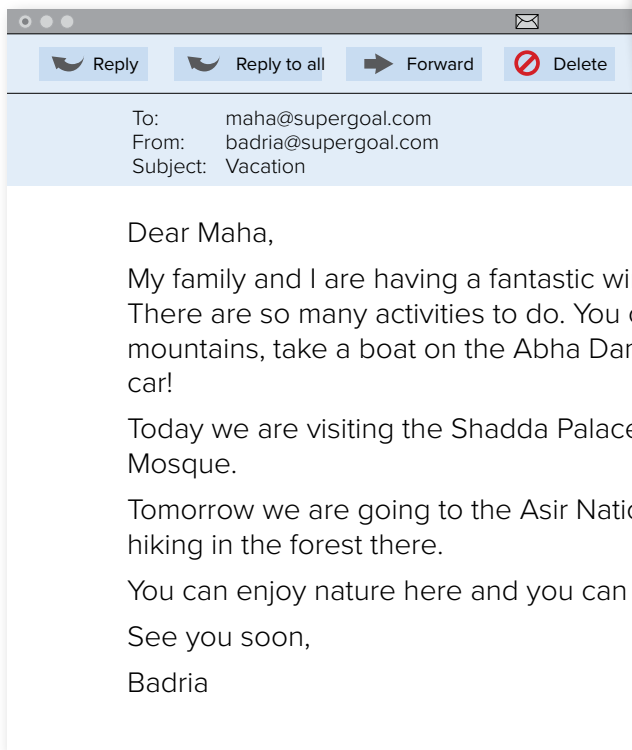
Place	Activities
Al-Baha	walk in the mountains
Al-Uquair	
Al-Ula	

- 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?



Reply Reply to all Forward Delete

To: maha@supergoal.com
From: badria@supergoal.com
Subject: Vacation

Dear Maha,

My family and I are having a fantastic winter vacation in Abha! There are so many activities to do. You can go rock-climbing in the mountains, take a boat on the Abha Dam lake and even ride a cable-car!

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

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

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

See you soon,
Badria



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

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

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

10 Project

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

9 Writing

A

- Draw students' attention to the picture. Have them describe what they see. Ask them if they have ever been to Abha or another area with mountains, forests, parks, lakes, etc. Have them share their experiences.
- Have volunteers read parts of the email aloud. Go over any new vocabulary.
- Draw attention to the style, content and organization of the email. Although it is an informal email between friends, it is still organized in a logical manner. It gives background information, descriptions, chronological narration, and opinion. Have students identify the following: words that show order/sequence; phrases which present facts; words and phrases that express opinion.

B

- As a class, brainstorm some popular resorts or vacation places in the students' country. Discuss why each place is popular and what activities people can do there. Have students think about adjectives to describe each place and the activities that can be done there. Ask them to express ideas and opinions about the place.
- Have each student choose one place and do research on it.
- Students then write notes in the chart. Tell them that they will use their notes to write an email from the resort.
- Put students in small groups. Have them use their notes to tell the group members about the resort.

C

- Have students write an email using their notes from the chart. If they wish, they can include a photo or a drawing.
- Have volunteers read their email to the class. Then have classmates ask questions about the resort.

10 Project

- Have students work in groups to make a brochure for a vacation resort, either real or imaginary. They can also use their notes from one of their charts in **B**. Encourage them to illustrate the brochure or to include photos.

- Students submit the brochures as a writing assessment. Give groups the opportunity to correct any mistakes.
- Hang the finished brochures up on the walls of the classroom. Have students walk around the room and look at the brochures of the other groups. Then take a class vote on which resort most students would like to visit.

Workbook

Assign page 240 for additional reading and writing practice.



Teaching Tip

Make English the language of the classroom. Students should feel that they are working and functioning in English during class time. If they are constantly switching between English and their first language, students will never "tune in" to English.



Additional Activity

Play a memory game. Without looking again at the reading, have students write on a slip of paper one thing that someone *can do* at one of the places mentioned in the text, and one thing you *can't do*. Have them use their imaginations to infer (e.g. at Al-Baha you can't go snorkeling, etc.). Then they read their sentences aloud to the class and see how many people remembered the most about the 3 different places. For example: *At Al-Ula you can visit historical sites, but you can't go walking in the mountains.* Who remembers the most?



Project: Free Time Activities

Tell students to choose a sport or activity that they like to do in their free time (e.g. football, drawing, etc.), and research more information about it. How do you do it? Where can you do it? Where are good places to visit if you want to do this activity? Students prepare a report and present it to the class.



- Some of the most popular overseas holiday destinations for Saudis include Malaysia, Oman, Qatar, Jordan, Sri Lanka, the U.K. and France.
- In the first 10 days that Saudi Arabia opened to tourism in 2019, more than 24,000 visitors applied for visas! The tourists arrived from a wide range of countries including the U.S., Malaysia, Singapore, China, South Korea, Kazakhstan and the U.K.

11 Form, Meaning and Function

Gerunds after Verbs

- Have students read the explanation and the examples at the top of the chart. Introduce the list of verbs that are often followed by a gerund and go over the meaning of any verbs that may be new.
- Practice by writing the following sentence starters on the board and calling on several students to complete them with gerunds.

I dislike _____.

I can't stand _____.

I feel like _____.

I often spend time _____.

- Point out that activities and sports, such as *painting* and *swimming*, often use the *-ing* form as a noun. Ask: **What other activities or sports use the -ing form?** Elicit examples, such as *cooking*, *reading*, *ice skating*, *cycling*, *climbing*, *running*, and *skiing*.

Infinitives after Verbs

- Explain that infinitives can also be used as nouns. Have students read the explanation and examples in the chart.
- Write the following sentences starters on the board and call on students to complete them.

I would like to _____.
I prefer to _____.
I hate to _____.
- Point out that some verbs can be followed by either an infinitive or a gerund. The meaning of sentences with these verbs is almost the same. We can say, for example, *I love reading books* or *I love to read books*. (One slight difference is that the person is more likely to use the gerund at the moment of doing the activity.)
- Note:** Students may find it overwhelming to think that they have to memorize these lists of verbs. Explain that as they hear and practice sentences with gerunds or infinitives, they will naturally begin to get accustomed to them and develop a sense of which form to use.

Language Builder

Point out that with the verb *prefer*, we often use the structure *prefer X to Y*. For example: *I prefer reading to watching TV. I prefer chocolate ice cream to vanilla.*

A

- Do the first sentence with the class as an example. Elicit the correct verb form. In this case both the gerund and infinitive are correct. Tell them that for some answers both verb forms are possible.
- Have students work individually to complete the exercise. Then they compare answers with a partner.
- Go over the answers by calling on students to read sentences from the text.

Answers

- | | |
|--------------------------|--------------------|
| 1. going/to go | 7. sitting/to sit |
| 2. doing | 8. walking/to walk |
| 3. fishing | 9. eating/to eat |
| 4. snorkeling/to snorkel | 10. hiking/to hike |
| 5. to try | 11. to relax |
| 6. sailing | 12. reading |

B

- Have students work individually to complete the sentences with their likes and dislikes. Tell them to include details with their answers. For example: *I enjoy playing football in the park with my friends.*
- Put students in small groups to compare their likes and dislikes. Have them find out how many students in the group have similar answers. Ask one member of each group to report the similarities to the class.
- Have several students read their answers for the class.

Answers

Answers will vary. Sample answers:

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



11 Form, Meaning and Function

Gerunds after Verbs

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

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

He enjoys **skateboarding** in the park.

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

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



Infinitives after Verbs

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

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

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

hate	love	want
like	prefer	would like



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

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

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

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

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

- I like _____.
- I would like _____.
- I enjoy _____.
- I prefer _____.
- I dislike _____.
- I can't stand _____.
- I spend my free time _____.

13 What Are You Going To Wear There?


1 Listen and Discuss

What kind of clothes do you like to wear?



Unit Goals

- | | |
|---|--|
| <p>Vocabulary
Clothes
Colors
Future time expressions</p> | <p>Listening
Listen for specific details about clothing and colors</p> |
| <p>Functions
Talk about clothing and colors
Express future plans
Make suggestions</p> | <p>Pronunciation
<i>Going to</i></p> |
| <p>Grammar
Future:
<i>be + going to</i>—affirmative, negative, questions, short answers
Time Expressions for the Future:
<i>tomorrow, next week, next month, etc.</i>
Present Progressive: Future Arrangements</p> | <p>Reading
Clothes and Travel</p> <p>Writing
Write a description of people's clothing</p> <p>Project
Do a class survey on shopping advice</p> |

-  **CD3, T8** Play the audio again. Students listen and repeat or speak along with the recording.
- Say the vocabulary words for clothing items in random order. Have students point to each item of clothing as they hear the word. Then point at the clothing items in the book and have students say the words.
 - Ask the introductory question: ***What kind of clothes do you like to wear?*** Discuss answers with the whole class. Ask students if they like any of the clothes in the picture. Start off by saying what you like or don't like. For example: ***I like the black coat. I don't like the brown boots.***
 - Focus students' attention on the conversations at the top of page 117.

Language Builder

Explain that the words *jeans*, *shorts*, and *pants* are always plural in form (even though they might be considered one piece of clothing) and they use a plural verb. For example: *His jeans are blue.*


We often use the expression "a pair of" to talk about these clothing items. For example: *He wants a new pair of jeans.* The words *shoes* and *socks* are usually used in the plural as well, but can be singular: *He's wearing one blue sock and one black sock!*

Warm Up

Show students photos of three or more people dressed in different clothes and/or colors. Ask them questions like these: ***Who's wearing a blue T-shirt? Who's wearing jeans?*** Students answer with the person's name or position, e.g. the boy in the 1st picture.

1 Listen and Discuss

- With books closed, tell students that they are going to hear words for different kinds of clothing. Ask: ***What words do you think you will hear?*** Elicit responses and write the words on the board.



 **CD3, T8** Play the audio for the clothing items. Students listen and point to each item of clothing as they hear the word.

- Review the list on the board. Which words that students guessed are on this page? What other clothing words did students know? Have them write the words that are not in the book in their vocabulary notebooks.



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-  **CD3, T8** Play the audio for the conversations. Students point to each speaker as they listen to the conversations.
-  **CD3, T8** Play the audio again for students to repeat or speak along with the recording.
- Ask: ***Where's Steve going?*** (to Rio de Janeiro) ***Where are Nawal and Sabah going?*** (Nawal and Sabah are going to a wedding.) Elicit that a *wedding* is a ceremony in which people get married. Usually guests are formally dressed at weddings.

13 What Are You Going To Wear There?

- Focus students' attention on the color chart.
-  **CD3, T8** Play the audio for the color chart. Have students listen and point to each color they hear.
-  **CD3, T8** Play the audio for the colors again and have students listen and speak along with the recording.
- Quiz students briefly on the colors by pointing to objects or items in the classroom and asking: **What color is this?**
- Work with students on the pronunciation of the colors if necessary.

Quick Check

A

- Have students work individually to list the clothing and colors they are wearing.
- Have them compare lists with a partner and check their partner's list. Is it correct?

Answers

Answers will vary.


B

- Have students work individually or in pairs to complete the exercise.
- Check answers by calling on students to read a sentence and then answer *yes* or *no*. Ask students to change the sentences that are incorrect to be correct.

Answers

1. no (Steve is going to Rio de Janeiro on vacation.)
2. yes
3. no (Nawal is going to a wedding next weekend.)
4. no (Sabah is going to buy a formal dress.)

2 Pair Work

- Focus students' attention on the conversations. Explain briefly that we use *be + going to + verb* to talk about future plans.
-  **CD3, T9** Play the audio for the four Pair Work conversations. Have students repeat or speak along with the recording.



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- Model the first conversation with a volunteer. Ask the question using a different place and/or season. For example: **What clothes do I need to buy for Cairo in the summer?**
- Put students in pairs to practice the conversations. They should take turns asking and answering. Ask a few pairs to act out their conversations for the class.

Workbook

Assign page 241 for practice with clothing vocabulary.



Teaching Tip

Give students opportunities to show you what they already know about a topic, as you did by having them list clothing words *before* they looked at the presentation in the book. This gives you a better idea of what students need and helps build their confidence.



Additional Activity

Play *I see something blue*. Tell students that you see something of a certain color in the classroom. As you say it, make sure you are not looking directly at the object. Students try to guess the object. The first student to guess then looks for another object and says: **I see something (color).**



Nowadays, some people think of pink as a color for girls, and blue as a color for boys. But it hasn't always been this way. Blue for boys and pink for girls became the norm in the 1940s and 50s. No one knows why. Each color has a different meaning in different cultures. What might be a color of happiness in one country could be seen as a color of sadness in another. Think about the meaning of some colors in your country.

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

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



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

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

Quick Check ✓

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

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

- ___ Steve is going to Rio de Janeiro for work.
- ___ He's going to need casual clothes.
- ___ Nawal is going to get married next weekend.
- ___ Sabah is going to buy an abaya.

Colors

blue

light blue

green

dark green

red

pink

purple

orange

yellow

brown

beige

black

gray

white

2 Pair Work

Ask and **answer**.

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

You need warm clothes. It's cold in Abha.

What clothes do I need for Jeddah in July?

You need light clothes. The weather is very hot.

What are you going to do next weekend?

I'm going to go shopping.

What color are your boots?

They're brown.

13 What Are You Going To Wear There?

3 Grammar

Future: *be + going to*

Affirmative (+)

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

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

Negative (-)

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

Questions (?)

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

Short Answers (+)

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

Short Answers (-)

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

Time Expressions for the Future: *tomorrow, next week, next month*

Q: What **are** you **going to wear** to school **tomorrow**?

A: I'm going to wear my uniform.

Q: Is she **going to go shopping** for clothes **next week**?

A: Yes, she is.

A. Unscramble the sentences.

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

B. Work in a group. Ask and answer.

A: What do you usually wear on a plane?

B: I usually wear a T-shirt and jeans.

1. at home
2. to school
3. to a football game
4. to the beach
5. in cold weather
6. in hot weather
7. Your idea



3 Grammar

Future: *be + going to*

- Focus students' attention on the chart of the verb forms. Point out that they are already familiar with the forms of the verb **be**.
- Ask a few students to tell the class something that they *are* going to do tomorrow and something they *aren't* going to do. After a few students have given examples, ask questions about what they said and have students answer with short answers. For example: **Is Amal going to go shopping tomorrow?** (Yes, she is.) **Is she going to buy shoes?** (No, she isn't.)

Time Expressions for the Future: *tomorrow, next week, next month*

- Read the time expressions and the examples with the class. Point out that we don't use **the** before the word **next** when saying **next week** or **next month**.
- Tell students about things you are going to do next week and next month. Then have students tell the person next to them one thing they're going to do next week and another thing they're going to do next month.

Language Builder

Explain that we use the future with *be going to* to talk about definite plans for the future. If you say that you are going to do something, that means that you will definitely do it.

A

- Write the words for the first sentence on the board just as they are in the book. Then have students tell you how to rearrange the words to put them in the correct order. Ask: **What's the first word?** and so on. Follow students' instructions even if they make a mistake. Then help them find the mistake and fix it.
- Have students work individually to complete the exercise. Then have them compare answers with a partner.
- Check answers by calling on students to read their sentences aloud.

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Answers

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

B

- Draw students' attention to the picture. Review the clothing words and colors by asking students to name the clothing items in the closet and to say what color they are.
- Ask two volunteers to read the example conversation. Ask other students in the class what they or people they know wear on a plane. Do they agree or disagree with the example?
- Put students in small groups to continue talking about what they usually wear for each situation.
- As students are talking, go around the room and monitor the conversations. Help as needed and make notes of any vocabulary they need to learn. Then go over these points later with the whole class.

Answers

Answers will vary.

13 What Are You Going To Wear There?



- Give students a minute to look at the pictures. Ask what they know about these places. For example: **Where are they? Is the weather there hot or cold now? Do people there wear formal or casual clothes? What can you do there?**
- Model the conversation with a volunteer. Have the student ask the questions for you to answer. Explain to students that they should repeat the conversation, substituting the people and places from the pictures. Do number 1 as a class as well. Ask students to give you advice for your answers. For example, say: **Moscow is often cold. What should I bring?**
- Put students in pairs to continue practicing the conversations.
- Have pairs role-play their conversations for the class.

Answers

Answers will vary.

4 Listening

- Tell students that they're going to listen to two people talking about buying clothes.
- **CD3, T10** Play the audio for students to listen. Tell them not to write at this time.
- Ask: **Where is Adnan going to go?** (to Sweden) **Why is Mark buying clothes?** (for an interview)
- **CD3, T10** Play the audio again for students to complete the chart. Pause the recording as necessary to give them time to write.

Answers

	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

Audioscript

Adnan: I'm going to go shopping this afternoon. My brother and I are going to fly to Sweden on the weekend, and I need some warm clothes. I need a coat, and maybe a pair of boots. There are a lot of new leather boots out now. I'm going to buy a brown pair. I'm not sure about the coat. Maybe blue or black; I'll see.

Mark: I'm going to go to the mall. I have a job interview and I need a new suit, a white or blue shirt, and a plain tie. I'm going to buy a dark gray or dark blue suit. The clothes I have are too casual for an interview. I need something more formal.

5 Pronunciation



CD3, T11 Play the audio twice for students to listen.



CD3, T11 Play the audio again for students to repeat or speak along with the recording.

Language Builder

Point out that the pronunciation of *going to* may change depending on whether a situation is formal or casual. In formal situations, speakers pronounce the two words more clearly. In informal speech, *going to* sounds more like "gonna."

Workbook

Assign pages 242–243 for practice with the grammar of the unit.



Teaching Tip

Help students build on what they already know. For example, when presenting a new verb form, point out how it is similar to other forms they've learned before. This makes learning less challenging and also helps students use logic to predict grammar.



Additional Activity

Dictate a few sentences with *going to* for the students to write. Say each sentence only once and say it very quickly. Pronounce *going to* as "gonna." For example: **We're going to go to Indonesia for vacation. We're going to take ____ and ____.**



The world's most expensive wedding dress cost \$12 million. It is covered in diamonds and was made by jeweler Martin Katz and dress designer Renee Strauss. It was displayed in an exhibit at a bridal show on Rodeo Drive in Los Angeles. No one has ever worn it at a real wedding.

C. Work with a partner. Ask and answer.

A: Where is Hussain going to go on vacation?

B: He's going to go to Jeddah.

A: What's he going to take?

B: He's going to take light clothes.



Hussain / Jeddah



1 Tom and Sam / Moscow



2 Bob / Mexico



3 Mel / Tahiti



4 George and Joe / the Andes

4 Listening



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

	Clothes	Colors	Style
1. Adnan			
2. Mark			

5 Pronunciation



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

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

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

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 ... I'm going to pack all my sweaters and warm socks.

Brian: Don't forget your sunglasses!

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

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

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

Real Talk

put on = wear

About the Conversation

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

Your Turn

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


7 About You

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




6 Conversation

- Have students look at the picture. Ask students to describe the picture and elicit ideas about what activities people can do there. Have students say what kind of clothes people wear there when they go out. Call on different students to report their ideas in class. Write their ideas on the board.

 **CD3, T12** Play the audio as students listen with their books closed.

- Have students help each other with words they don't remember.

 **CD3, T12** Then have them open their books and follow the conversation as they listen for a second time.

Real Talk

- Draw students' attention to the Real Talk box. Explain that *put on* refers to the act of dressing yourself.

About the Conversation

- Ask and answer the questions with the whole class. Ask a student to read a question and then have that student call on a classmate for the answer. Encourage students to ask the class more questions about the people in the conversation.

Answers

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

Your Turn

- Put students in pairs to talk about what clothes they are going to advise the visitor to bring to Riyadh.
- Ask several pairs to report their ideas to the class. Whose idea is the best?

7 About You

- Arrange students in small groups to discuss the questions. Assign one student the role of leader. It's that student's job to make sure that everyone gets a chance to ask and answer questions. The leader should also make sure that the group is only speaking in English.
- Ask students from each group to report some of their answers to the class. Do all of the groups agree or are some of their answers different? Discuss the differences.
- Discuss question 8 with the whole class. If students answer yes, have them explain why.




- Travelers no longer need to worry about how cold it gets at their destination. They can buy a jacket that has a built-in heating system. It responds to the body's temperature, so you never need to put on an extra sweater. It "only" costs \$750.
- A sportswear company has developed a sneaker that keeps track of how many miles the wearer runs or walks. It sends the information to a portable device.



8 Reading

READING STRATEGY Predicting

- Have students look at the title and the photos. Ask: **What is the reading about?** (waterfalls) Ask for more details. For example, have them look at the pictures. Ask: **What would you wear to visit waterfalls?** (answers will vary, but should include waterproof jackets, rubber boots, raincoats etc). **Why? Have you ever been to large waterfalls? What was it like? What is the reading going to say about this?** Elicit possible answers to this question but don't confirm or deny answers at this point.
 - Have students read quickly through the article. Tell them not to worry about words they don't know. They should focus on what they can understand. Encourage them to use the photos and try to guess meaning from context.
-  **CD3, T13** Play the audio twice. The first time, students listen with their books closed and compare their answers to what they hear. Have students confirm or modify their answers to the questions before reading. The second time, they read along as they listen.

After Reading

- Have students work in pairs or individually to read the questions and answer them. As they work, tell them to underline the sentences in the reading that give them the answers.
- Check answers by asking volunteers to read the questions and their answers. Ask students to read a sentence from the reading to support their answers. Have the rest of the class listen and agree or disagree. Ask students who disagree to report their own answers to the class and check.

Answers

- 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.



Teaching Tip

Encourage students to use their English as much as they can outside the classroom. Tell them that they don't need to speak perfectly. They should just do the best they can. People will usually try to understand and help them. From time to time have students report on their experiences when they speak to someone in English outside of class.



Additional Activity

Play an alphabet travel game. One student begins by saying: **Next summer I'm going to take a vacation, and I'm going to go to Amsterdam.** Then the next student repeats the same sentence but names a city or country that begins with *B*. Each student has to use the next letter of the alphabet. If a student can't think of a city or country with the next letter, he or she is out of the game.



Project: Clothing Advice

Have students work in groups to write a brochure containing clothing advice for visitors to their country. Is the weather hot or cold? How do people dress at restaurants? Do the men wear suits? Have students display their completed brochures in the classroom for other groups to see.

8 Reading

Before Reading

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

The Iguassu Falls

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

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

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



Transportation:

There are buses to the falls at the Iguassu Park.

Towns:

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

Other Attractions:

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

After Reading

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



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...



Writing Corner

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

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

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

These are **comfortable brown leather** shoes.

She has **small round gold** earrings.

He's wearing an **expensive Italian** suit.

B. Use two or three adjectives to describe the boy's clothes. Write them in a notebook. Then compare with a partner.

 *comfortable old yellow sneakers*

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

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

10 Project

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

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Advertising	_____	Salespeople	_____	Fashion magazines	_____
Store websites	_____	Family and friends	_____	Other	_____

9 Writing

A

- Go over the directions and model the example with a student. Ask the questions and have the student answer.
- Put students in pairs. They take turns asking and answering about each of the pictures.
- Have volunteer pairs share their conversations with the class.

Answers

Answers will vary. Sample answers:

A: What is the boy wearing in picture A?

B: He's wearing a thobe and shoes.

A: Where is he going?

B: I think he's going to school.

A: What is the boy wearing in picture B?

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 C?

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 D?

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

- Go over the order of adjectives with the class. Have volunteers read the example sentences.
- Write the following groups of adjectives to describe an object in random order and call on students to say them in the correct order. For example, write: **blue wool large sweater** to elicit *large blue wool sweater*.
beautiful big brown eyes
old brown wooden table
big round Mexican hat
comfortable old black leather boots
delicious dark Belgian chocolate

B

- Read the directions and the example. Elicit one or two more descriptions of the boy's clothes from students. Tell them that they can "invent" adjectives for opinion, age, origin, and material.

- Have students write their descriptions individually and then compare them with a partner.
- Call on students to read their descriptions to the class.

Answers

Answers will vary. Sample answers:

Picture A: clean long white cotton thobe; smart dark brown leather shoes

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

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

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

C

- In preparation for this activity, collect a variety of photos (from magazines or flyers) with people wearing different clothing. **Note:** there should be enough photos to distribute three to each student.
- Have students individually write a description of the clothing for each of their three photos.
- Then put students in groups of three or four. Have them place all of the photos on a desk where everyone in the group can see them. They take turns reading their descriptions until one person in the group indicates the correct photo. This person is awarded a point.
- Students continue reading all of their descriptions. In the end, they tally up the points to see who the "winner" is.

10 Project

- Have students work in groups to discuss where they get their shopping advice. Who or what helps them decide what clothes to buy?
- Students present the results of their group survey to the class. Use the results to create a bar graph that shows the results for the whole class.
- As an individual writing assignment, ask students to prepare a written report about whose shopping advice they take and submit it.

Workbook

Assign page 244 for writing practice.

11 Form, Meaning and Function

The Future with the Present Progressive

- Review the present progressive used for an action that is happening now. Have students say things that they are doing right now. Model a few possibilities. For example: ***I'm standing in front of the room. I'm speaking English.***
- Go over the examples in the chart for the present progressive used for definite arrangements in the future. Point out that it is also correct to use *be + going to* to express future plans, but usually these plans are not definite.
- Have students say three definite plans they have for some time in the future. For example: *after class*, *tomorrow*, and *on the weekend*.

Time Expressions for the Future

- Explain that when we use the present progressive to express definite arrangements in the future, we usually use future time expressions.
- Write the following examples on the board:
I'm watching a film on TV this evening.
I'm leaving tomorrow morning.
We're visiting friends on Saturday afternoon.
Elicit further examples from students.

A

- Focus students' attention on the daily planner. Explain that these are all the things that Qassim has arranged to do before his graduation party on Thursday evening. Answer any questions about new vocabulary.
- Point out that "today" is Sunday. Have students look at Qassim's schedule for Sunday. Ask: ***What is he doing this evening?*** Have a volunteer read the example. Ask: ***What is he doing tonight?*** Elicit: *He is booking the restaurant tonight.*
- Have students continue to write sentences on their own. Then they compare answers with a partner.
- Call on students to read their sentences.

Answers

Answers will vary. Sample answers:

- He is booking the restaurant tonight.
- He is taking his suit to the dry cleaner tomorrow afternoon.
- He is buying shoes tomorrow evening.
- He is ordering a cake from the bakery on Tuesday morning.
- He is writing a speech on Tuesday evening.
- He is picking up his suit from the dry cleaner on Wednesday morning.
- He is washing his car on Wednesday afternoon.
- He is meeting his brother at the airport on Wednesday night (at 8:30 pm).
- He is attending the graduation ceremony on Thursday afternoon (at 2 pm).
- His guests are arriving at the restaurant on Thursday evening (at 6 pm).

B

- Put students in pairs to discuss their future arrangements. Remind them to use future time expressions and the present progressive.
- Have volunteers report about the arrangements of their partner.





14 Let's Celebrate



1 Listen and Discuss

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

National Day



Saudi Arabia ▲

September 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.

Unit Goals

- | | |
|--|--|
| <p>Vocabulary
National holidays and celebrations</p> <p>Functions
Talk about holidays and celebrations
Express wants and needs
Make suggestions and invitations</p> <p>Grammar
Object Pronouns
Need/Want/
Like + Infinitive
Let's + Verb
Modals: Must/Mustn't/
Should/Shouldn't</p> | <p>Listening
Listen for specific details from invitations</p> <p>Pronunciation
Nonstressed object pronouns</p> <p>Reading
Eid Celebrations</p> <p>Writing
Write about a holiday celebration in your country</p> <p>Project
Present a celebration in another country</p> |
|--|--|

Warm Up

If possible, bring a large calendar to class. Have a short discussion about some of the national holidays in the students' country. For example, say: **Eid Al-Fitr is in (month)**. Elicit other holidays and the month they're celebrated in from students. Write the holidays on the board. Point to a holiday and ask students what they do to celebrate that holiday. Ask: **Do you eat special foods? Do you give gifts?**

1 Listen and Discuss

- Give students a minute or two to look at the pictures and text on this page. Ask: **How do you celebrate National Day in your country/family?**
- Introduce a few of the new words. Explain that in a *parade*, people dress up in special costumes or uniforms and march down the street. On National Day, people often celebrate in the streets, send special cards, or attend performances and presentations. Ask students if they do any of these things in their country.



CD3, T14 Play the audio for the National Day of each country on this page. Students point to each country as they listen to the description.

CD3, T14 Play the audio again. Students listen and repeat or speak along with the recording.

- Ask students: **Where is everything covered in green?** (Saudi Arabia) **Where do people fly flags?** (everywhere) **Where do people decorate streets and buildings with bright lights?** (UAE) **Where do people celebrate with parades?** (Oman) **Where do people watch fireworks?** (Oman, Kuwait)
- Tell students that the answers are based on what is mentioned in the texts. Ask them if they know more about any of the countries.
- Focus students' attention on the picture and conversation at the top of page 125. Ask: **Where are the people?** (in a car) **What are they doing?** (waving the Saudi flag) **What do you think they are celebrating?** (Saudi National Day)

CD3, T14 Play the audio for the conversation.

CD3, T14 Play the audio again for students to repeat or speak along with the recording.

- Students practice the conversation in pairs. Ask students if they send greeting cards to their friends and family on National Day or any other holiday. Do they buy cards or do they make them themselves?
- Option:** Put students in groups to design a greeting card or poster for National Day.

Quick Check

A

- Remind students that they should use the question: **What does _____ mean?** if there are words that they cannot understand in the texts. Have students read the sentences in **A**, and try to think of a word before they look in the texts on page 124. Then they search for the word used in the text.
- Students work individually to complete the activity, and then compare answers with a partner.

Answers

- celebrate
- decorate
- celebrations
- fireworks
- share
- flags

B

- Have students work individually or in pairs to complete the exercise.
- Check answers by calling on students to read a sentence and answer *yes* or *no*. When the answer is *no*, have them give correct information.

Answers

- yes
- no (They decorate streets, buildings, and homes.)
- no
- yes (National and Liberation Day)

2 Pair Work

A

- CD3, T15** Play the audio for the conversations in **A**. Students repeat or speak along with the recording.

- Ask: **What is the national holiday in your country? What do you do on this day?** Remind students that they saw the expression *national anthem* in Unit 11. When people show the flag, this is often referred to as *flying the flag*.
- Students practice the conversations in pairs, taking turns asking and answering. Have them repeat the conversations replacing the underlined words with different information, activities, and holidays. Ask a few pairs to act out their conversations for the class.

B

- CD3, T15** Play the audio for the conversation in **B**. Students repeat or speak along with the recording.
- Explain briefly that *them* is an object pronoun. The subject form is *they*. Write the words *he* and *she* on the board. Elicit the object forms *him* and *her*.
- Model the conversation with a volunteer. Use a different person and holiday.

Workbook

Assign page 245 for practice with vocabulary for holidays and celebrations, and *want*, *need*, and *like*.



Teaching Tip

Encourage students to learn new words on their own, outside of class. From time to time ask: **What are your new words today?** Students share with the class, and their classmates can add the words to their vocabulary notebooks.



Additional Activity

Play Tic Tac Toe with new words from this unit. Draw the grid on the board with three squares across and three squares down. Write a word in each square. Divide the class into two teams: **X** and **O**. The first team chooses a word and makes a sentence with the word. If it's correct, the team gets an **X** or an **O**.





Amal: Let's get some cards for the National Day.

Sabah: OK. That's a wonderful idea. We can send them to family and friends.

Amal: Yes. I like to send greeting cards to people I know.

Quick Check ✓

A. Vocabulary. Fill in the blanks with words from page 124.







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

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



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

2 Pair Work

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

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

B.  Talk about invitations.

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

3 Grammar

Object Pronouns

Singular

Subject Pronouns Object Pronouns

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

Plural

Subject Pronouns Object Pronouns

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

Need / Want / Like + Infinitive

Q: What do we **need to buy** for the celebration?

A: We **need to buy** some snacks.

Q: Do you **want to invite** your friend?

A: Yes. I **want to invite** him/her.

Q: Do you **like to watch** parades?

A: Yes. I **like to watch** them.

FYI

Use *need* + infinitive to talk about necessity.


Let's + Verb

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

Let's send greeting cards.

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

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

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

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

B. Unscramble the sentences.

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

3 Grammar

Object Pronouns

- Explain that object pronouns are usually used after verbs or prepositions. Write the subject pronouns **I, you, she, he, we, they** on the board. Then have students look at the chart and tell you the object pronoun for each.
- Ask: **Which object pronoun is the same as the possessive adjective?** (her) **Which object pronoun is the same as the subject pronoun?** (you)
- Explain that the pronoun **it** is also the same in the subject and object forms. For example: **It's a turkey. We're going to buy it.**
- Practice by saying sentences for students to change the names to pronouns. For example:

You: I know Imad.

Student: You know him.

You: I know Sabah.

Student: You know her.

You: I know Faisal and Ali.

Student: You know them.

Need/Want/Like + Infinitive

- Remind students that they studied sentences with **like** + infinitive in Unit 12. Now they are going to practice two more verbs that are often followed by an infinitive—**need** and **want**.
- Ask: **What do you usually like to do after class? What do you want to do after class today? What do you need to do after class?** Elicit answers from several students. Point out the **FYI** box. Explain that **need to** expresses a necessity (something that must be done).

Language Builder

Explain that saying you *like to do* something is a general statement. When you say that you *want to do* something, it means that you want to do it at a specific time. For example, compare *I like to eat pizza* with *I want to eat pizza for lunch*.

Let's + Verb

- Ask a volunteer to read the explanation and examples

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- Ask students: **What do you want to do now?** Elicit suggestions with **Let's**. For example: **Let's have a conversation. Let's play a game.**
- Have students turn back to page 125 and find examples of the grammar in the conversation at the top of the page. (*Let's get some cards. / I like to send greeting cards.*)

Language Builder

Point out that the verbs *need*, *want*, and *like* are all followed by **to + verb**, the infinitive form. *Let's* is followed by the base form of the verb, without **to**.

A

- Ask a volunteer to read the directions and the example. Do the first item with the whole class to make sure students understand what they have to do.
- Have students work individually to complete the sentences. Then call on students to read their sentences aloud.

Answers

- | | | |
|--------|---------|--------|
| 1. him | 3. them | 5. me |
| 2. her | 4. us | 6. you |

B

- Write the words for the first sentence on the board as they are in the book. Then have students tell you how to put the words in order. Ask: **What's the first word?** Follow students' instructions even if they make a mistake. Then help them find the mistake and fix it.
- Have students work individually to complete the exercise, and then compare answers with a partner. Check answers by calling on students to read their sentences aloud.

Answers

- 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?



- Ask: **What are the people doing in the pictures?** Elicit a few of the activities. (having a meal, watching fireworks, graduating, etc.)
- Model the example conversation with a volunteer. Then put students in pairs to continue practicing.
- Have pairs present their conversations.

Answers

Answers will vary. Sample answers:

- 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.

4 Listening

- Tell students they're going to listen to answering machine messages about invitations. Have them read the chart to see what they need to listen for.
- 🔊 **CD3, T16** Play the audio for students to just listen. Tell them not to write at this time.
- 🔊 **CD3, T16** Play the audio again for students to complete the chart. Pause the recording as necessary to give them time to write.
- 🔊 **CD3, T16** Play the audio again for students to check their answers. Pause after each section and ask a volunteer to read the answers.
- Ask a few more questions about the listening. For example: **Who's coming to dinner on Eid?** (Grandma and Grandpa) **Where are Nawal's cousins from?** (the U.S.) **Why are Fahd and his father going at 7:00?** (to check everything)

Answers

	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

🔊 Audioscript

- Amr, this is your brother. We're driving to our parents' house on Tuesday. The whole family is going to be there to celebrate Eid. I'll pick you up around 11:00 in the morning. Our grandparents are coming with us. We need to pick them up on the way.
- Nawal, we're going to celebrate Eid Al-Adha at the farm with the whole family. Our cousins from the US are going to be there too. We are going to leave on Wednesday afternoon, at 3:00. Our father is going to drive us there. Mother and Aunt Naziha are already there.
- Hi, Bob. This is Fahd. I'm going to have a graduation party next Thursday, at the Lebanese restaurant near the mall. My father and I are going to be there at 7:00 to check everything. The party is going to begin at 8:00 P.M. Please tell your brother.

5 Pronunciation

- 🔊 **CD3, T17** Play the audio twice for students to listen. Play it a third time for students to repeat or speak along with the recording.

Workbook

Assign pages 246–247 for practice with the grammar of the unit.



Teaching Tip

When doing listening activities, it's important that students know beforehand what they are going to listen for. This is true for most real-life listening as well.



Additional Activity

Dictate a few sentences with the object pronouns *him*, *her*, and *them* for students to write. Say each sentence only once and very quickly. Students write what they can and then compare with a partner. Then say the sentence again more slowly.



C. Work with a partner. Ask and answer.

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

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



1 you / during the holiday



2 Badr and his family / Eid Al-Fitr



3 you / Eid Al-Fitr



4 your family / vacation



5 you / graduation day

4 Listening

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

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

5 Pronunciation

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

Does he know **him** well?

He knows **him** very well.

Does she call **her** often?

She calls **her** every day.

Do you ever see **them**?

I see **them** often.

6 Conversation



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



Your Ending

What does Saeed say?

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

About the Conversation

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

Your Turn

Invite a friend to a graduation party.

A: Do you _____ to come to a graduation party?

B: Great. When _____?

A: It's on _____.

B: OK. And where _____?



A: It's at _____ around _____ P.M.

7 About You



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

6 Conversation

- Have students scan the picture and the conversation. Ask: **Where are the people?** (They're at a restaurant/ pizza parlor.) **What are they talking about?** (a graduation party)
-  **CD3, T18** Have students listen to the audio twice with their books closed, including the three possible endings.
- Ask comprehension questions about what the students heard. Ask for details about the invitation. For example: **Who is the graduation party for?** (Amr's cousin, Adnan) **When is the graduation party?** (on Saturday) **Where is it going to be?** (at his home)
-  **CD3, T18** Then ask students to open their books. Play the audio again for students to repeat or speak along with the recording.
- Ask: **What are they going to do at the graduation party?** (They're going to play games in teams.) **What are they going to eat?** (They're going to eat pizza.) Have students talk about graduation parties. Encourage them to say what they know about them, where people usually have them, what they do, what they eat, etc.

Your Ending

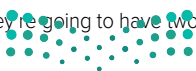
- Focus students' attention on the three endings. Ask: **What do you think Saeed says?** Have students raise their hands to vote for the ending they prefer. Tally the votes to find out which ending most of the class prefers.
- Arrange students in pairs to practice role-playing the conversation with the ending they like best. Ask two or three pairs to act out the conversation for the class.

About the Conversation

- Have students work in pairs to ask and answer the questions.
- Check answers by calling on students. Ask them to support their answers with a line from the conversation or invitation.

Answers

- 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.



Your Turn

- Model the conversation with a volunteer. Take the **A** role so that you can provide the graduation party information.
- Put students in pairs to practice the conversation. Have them take turns playing the **A** and **B** roles and try to do it without looking at the book.
- Ask several pairs to act out their conversation for the class. Have them do it without their books.


7 About You

- Put students in small groups to discuss the questions. Assign one student the role of leader. It's that student's job to make sure that everyone gets a chance to ask and answer questions. The leader should also make sure that the group only talks in English.
- Ask students from each group to report some of their answers to the class. Discuss the answers. What are some of the different ways students are going to celebrate their graduation? Do some students prefer big graduation parties? Do others prefer small graduation parties or no graduation party at all? How about the holidays? Is there a class favorite?

8 Reading

- With the students' books closed, ask the **Before Reading** question. Write their ideas on the board.

READING STRATEGY Jigsaw reading

- Have students count off around the classroom with the numbers 1, 2, and 3. (Each student is a 1, a 2, or a 3.) Tell all the 1's that they will read the first paragraph of the reading. The 2's will read the second paragraph, and the 3's will read the third paragraph. Give students time to read their paragraphs silently. (Tell them not to read the other paragraphs.)
 - Then put students in groups of three, so that each group has students with the numbers 1, 2, and 3. Students report to the group about the paragraph they read. For example, Student 1 tells the others about Eid Al-Fitr—morning events and family celebrations. Student 2 talks about acts of generosity and kindness during Eid, and Student 3 talks about Eid Al-Adha.
-  **CD3, T19** Play the audio of the whole reading. Students read along as they listen.
- Ask students to find words and expressions with these meanings in the reading: *by a large number of people* (widely); *the spirit of giving or sharing freely* (generosity); *give (away) in order to help* (donate).

After Reading

- Students work individually to read the sentences and write *yes* or *no*. Tell them to underline the sentences that give them the answers.
- Check answers by asking volunteers to read the sentences, say *yes* or *no*, and read a sentence from the reading to support their answers. If the answer is *no*, have them give the correct information.

Answers

- no (Adults offer money to children.)
- yes
- yes
- yes

Discussion

- Put students in pairs to discuss a common holiday.
- Students discuss and compare how their families celebrate the holiday.



Teaching Tip

Individual class presentations are good experience for students, but can be boring for the class when there are too many. To avoid this, schedule presentations on different days rather than all on one day, or have students present to a group. Also, give the other students a task while they are listening. For example: *Write two questions to ask the presenter.*



Additional Activity

Play Categories. Make a chart with five columns and six rows. Write a category in the top line of each column. For example: *rooms in a house; objects in a house; school subjects; clothing.* Put students in groups and give each group one copy of the chart. The first group to write five words in each category wins.



Project: Celebrate!

Have students work in groups to plan an end-of-term/end-of-year celebration. What special activities are there going to be? What special foods are people going to eat? When is it going to be? Have students present their plans to the class.



Chocolates have become an international delicacy. They are very popular in Saudi Arabia and a lot of them are sold during Eid Al-Fitr to people who want to offer them as gifts to friends and relatives.

8 Reading

Before Reading

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

Eid Celebrations



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

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

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

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



After Reading

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

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

Discussion

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

9 Writing

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

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



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

A: Who is the graduation party for?

B: The graduation party is for Ahmed.

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



*Oasis Restaurant
Makkah Road*

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

9 Writing

A

- Go over the directions with the class. Elicit the word in the top row (TRADITIONAL) and have students lightly shade in the letters with a pencil. Elicit a word in the first column (FAMILY) and have them shade in the letters. Tell students that all of the words are from this unit. When they have found all of the words, the remaining letters, i.e. the ones that have not been shaded in, contain a message.
- Have students work with a partner to complete the activity.
- Ask students which words they found and elicit a definition for each word as a review of vocabulary.
- Ask students if they were able to find the hidden message.

Answers

The numbers in parentheses refer to the horizontal row or vertical column where each word is found.

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

Down:

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

Remaining letters: LET'S CELEBRATE

B

- Ask students if they have ever been invited to a graduation party or another celebration. Ask: **What was the celebration for? Who was it for? Where and when was it?**
- Focus student's attention on the invitation. Ask: **What information is on the invitation?** (name of graduate, date and time, place)
- Have students work with a partner. They take turns asking and answering questions about the invitation.
- Have a pair of volunteers say their conversation aloud for the class.



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C

- Brainstorm ideas about holiday celebrations in the students' country and write them on the board. Tell students they are going to make an invitation to invite their friends to the celebration.
- Have students design their invitations and exchange them with a friend in class. Have the friend accept or decline the invitation. If they decline, they should give a reason why they can't attend.
- Collect the invitations and display them in the class together with the writing assignments.

D

- Have students choose a holiday celebration and work individually to write a paragraph about it. Answer any questions about vocabulary if needed.
- Ask a few students to read their paragraphs to the class. Display the students' work in the class with the invitations.

10 Project

- Have students create individual reports and presentations. Before they begin, discuss ways they can find information. For example, they can talk to someone from another country, look at books, or use the Internet.
- Have students present to the whole class or to a group, depending on class size. Assess both the written and spoken portions of this project.

Workbook

Assign page 248 for additional reading and writing practice.

11 Form, Meaning and Function

Must/Mustn't and Should/Shouldn't

- Explain that both *must* and *should* are modal auxiliaries. The form is the same for all persons (I, you, he, she, it, we, they, etc.). After the modal we use the main verb in its base form (without *to*).
- *Must* expresses obligation, or something that is necessary and very important to do. There is no choice. *Must not* (or *mustn't*) means that something is prohibited; it is not allowed. There is no choice.
- Have students read aloud the examples in the chart. Then elicit classroom rules with *must* and *mustn't* from the students.
- *Should/Shouldn't* is used to give advice or make a suggestion that might be important, but it gives the listener the choice to take the advice or not. In questions, the speaker is asking for advice. Have students read aloud the examples in the chart. Then elicit study advice with *should* and *shouldn't* from the students.
- Option: Divide the class in two. Have one half of the students write a poster of classroom rules with *must* and *mustn't*. The other half writes a poster of study advice with *should* and *shouldn't*. Display the posters in the classroom.

Language Builder

In American English, *have/has to* is used more often than *must* to express obligation or necessity. For example: *We have to follow the rules*. However, *don't/doesn't have to* means that something is not necessary. For example: *We don't have to go to school on Saturdays*.

A

- Go over the example with the class.
- Have students write the sentences individually.
- Check answers by having students read the completed sentences.



Answers

1. I must do my homework tonight.
2. You mustn't be late for class.
3. She must ask the teacher for help.
4. Students mustn't sit on the desks.
5. The children must share their toys.
6. He mustn't eat snacks before dinner.
7. We must send the invitations today.
8. You mustn't use fireworks indoors.

B

- Model the first item with the class. Point to the picture and say: ***Yahya's tooth hurts. What should he do?*** Elicit: *He should see a dentist.*
- Have students work individually to complete the sentences. Then they check answers with a partner.
- Go over the answers by calling on students to read the completed sentences.

Answers

1. should see
2. shouldn't eat
3. shouldn't go
4. should ask
5. should we leave
6. shouldn't use
7. should decorate
8. should I bring

C

- Go over the directions. Explain that students are going to plan an end-of-the-year celebration for their class. Elicit a few ideas from the students by asking: ***When should we have the celebration? Where should we have it? Should we have decorations?***
- Put students in groups of four to make plans for a class celebration. Remind them to use *should*, *shouldn't*, *must*, and *mustn't*. Have them record their ideas. Move around the room as groups are working and offer help if needed.
- Have a few groups tell the class about their celebration plans.
- If a celebration is possible at the end of the year, save their ideas and use some of them to organize an end-of-the-year party for the class.

11 Form, Meaning and Function



Must / Mustn't and Should / Shouldn't

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

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

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

FYI

mustn't = must not

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

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

FYI

shouldn't = should not

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

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

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

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

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



C. Work in groups of four. Plan an end-of-the-year celebration for your class. Think about: the date and time, the place, the food and drinks, invitations, guests, decorations, and activities.

Use **should**, **shouldn't**, **must**, and **mustn't**.

Invitation



15 Then and Now

1 Listen and Discuss

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

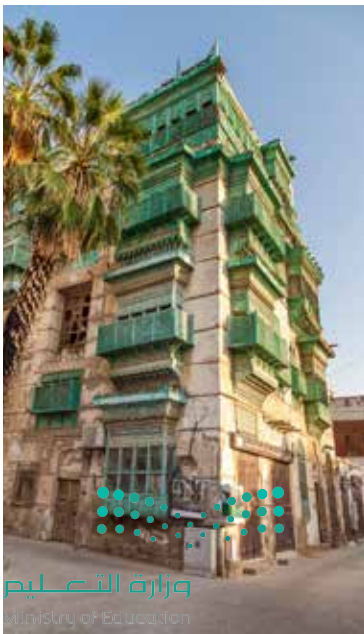
Riyadh and Jeddah *Then and Now*



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

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

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











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

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



Unit Goals



- | | |
|---|--|
| <p> Vocabulary
Life events, places</p> <p> Functions
Talk about the past
Describe places and people in the past</p> <p> Grammar
Simple Past Tense:
<i>be</i>—affirmative,
negative, questions,
short answers
<i>To be born</i>
<i>There was/There were</i></p> <p> Listening
Listen for specific details from a biography</p> | <p> Pronunciation
<i>Was and were</i></p> <p> Reading
A Real Giant</p> <p> Writing
Write about a celebrity</p> <p> Project
Write an interview with a famous person</p> |
|---|--|

Warm Up

Start the class by telling students about an old historic city. Use the past tense of *be*. For example: ***Ad-Dir'iyah was the first capital of the Saud Dynasty. There were many palaces there. Salwa Palace was the largest palace.*** Ask volunteers for more information about the historic city or other historic cities. Ask what these places are like today.

1 Listen and Discuss

- Have students look quickly at the pictures on page 132. Elicit the names of the cities from the students and write them on the board. Point to the names on the board and ask: ***Which of these places do you know well? What do you know about them?*** With books closed, have students say what they know about each city. Write their ideas under each city on the board.
- Ask: ***What does celebrity mean?*** Elicit that a celebrity is a famous person. Have students look at the picture on page 133, read the title, and say what they know about the person. Ask them if he is a celebrity.

-  **CD3, T20** Play the audio. Students listen with their books closed.
-  **CD3, T20** Tell students to open their books. Play the audio again for students to listen and read along in the book.
- Review the notes on the board. Were any of these things mentioned in the descriptions of the cities in the book?
- Have students read the description of each city again, silently. Then have each student choose two words that they don't know and that they think might be important. Have students tell you the words and write them on the board. If two students choose the same word, put a tick by the word to show how many thought it was an important word. Have the students do the same with the text about Majed Ahmed Abdullah and choose one word that they don't know or are not sure about.
- Discuss the words with the class. Ask if anyone knows any of the words. If possible, elicit the meaning by looking at the context. If no one knows the word and context doesn't help, explain the word or have students look it up in a dictionary.
- Focus students' attention on the text about Majed Ahmed Abdullah. Explain that we use the expression *I was born* to talk about the time or place of birth. *I was raised in (place)* means that the person grew up in that place. Tell students where you were born and raised as an example.
- Ask: ***Where was Majed Ahmed Abdullah born?*** (Jeddah) ***Where was he raised?*** (Riyadh)

Quick Check

A

- Have students work individually to mark the information about the buildings, materials, and size of each city. They can highlight the text or write a list in their notebooks.
- Put students in pairs to compare answers. Ask a few volunteers to share their answers with the class.

Answers

Answers will vary.

B

- Have students work individually to read the sentences and complete the exercise.
- Check answers by calling on students to read a sentence and answer *yes* or *no*. When the answer is *no*, have them give correct information.

Answers

1. no (The walls of the old city of Riyadh were made of mud bricks.)
2. no (Most of the buildings in Balad had 3 to 5 stories.)
3. yes
4. no (The Al-Masmak fort is in better condition.)
5. yes

2 Pair Work

A



CD3, T21 Play the audio for the conversations in **A**. Have students repeat or speak along with the recording.

- Explain briefly that *was* and *were* are the past forms of *be*. There will be more information and practice with past forms on the Grammar page.
- Model the first conversation with a volunteer. Use different information from the text. For example:
You: What was the area of old Riyadh?
Student: It was about one square kilometer.
- Put students in pairs to practice the conversations. They should take turns asking and answering. Have them repeat the conversations two or three times, asking about different information each time.

B



CD3, T21 Play the audio for the conversation in **B**. Have students repeat or speak along with the recording.

- Model the conversation with a student. First, have the student ask you the question. Answer truthfully. Then switch roles with the student and model again.
- Have students practice conversation **B** using their own information.

Workbook

Assign page 249 for practice with *was* and *were*.



Teaching Tip

Encourage students to use an English-only dictionary rather than a bilingual dictionary in class. There are many good dictionaries for students. This will help them start to think more in English.



Additional Activity

Have students work in pairs to write two more *yes* or *no* sentences about the cities like the ones in Quick Check **B**. Then have volunteers read their sentences aloud for their classmates to answer.

Majed Ahmed Abdullah

Then and Now

Majed Ahmed Abdullah is one of the best football strikers in the history of Saudi Arabia. He is also the all-time goal leader of the Saudi national team. He was born in Jeddah, but moved to Riyadh with his family when he was very young. Majed's father was a football manager.

Majed and his friends used to play for a club called Al-Nasser while he was still in high school. They were too young to join a football tournament, but their team was finally accepted after a 3-1 win in a game against an important Riyadh team.

Majed holds two national records: one when he scored 5 goals in an international game in 1979; and another one when he scored 4 goals during the 1984 Summer Olympics.



Quick Check

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

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

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

2 Pair Work

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

- What was the population in old Riyadh?
 It was about 14,000 people.

- Was Majed in Jeddah when he was a teenager?
 No, he wasn't. He was in Riyadh.

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

- Where were you born?
 I was born in _____.

3 Grammar



Simple Past Tense: be

Affirmative (+)

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

Short Answers (-)

	I	
	he	
No,	she	wasn't.
	it	
	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**.

- A:** _____ your father born in the States?
B: No, he _____. He _____ born in Europe.
A: Where in Europe _____ he born?
B: He _____ born in Poland.
- A:** What _____ your father's first job?
B: He and his brother _____ waiters.
A: How old _____ they?
B: They _____ very old—17 and 15.
- A:** How _____ the graduation party?
B: It _____ great.
A: Who _____ there?
B: All our friends _____ there.

- A:** What _____ Oscar like?
B: He _____ very smart.
A: _____ his grades good?
B: No, they _____.
- A:** _____ you late for school?
B: Yes, I _____.
A: Why?
B: The bus _____ late.
- A:** _____ the hotel comfortable?
B: Yes, it _____ OK.
A: What _____ the weather like?
B: It _____ terrible.

3 Grammar

Simple Past Tense: *be*

- Give students a minute to study the chart. Have students compare these forms with the simple present tense of **be**. Point out that questions are formed in the same way, by moving the verb to the front of the sentence.
- Draw students' attention to the **FYI** box with the contractions **wasn't** and **weren't**. Model the pronunciation of these words and have students repeat after you.
- Write yesterday's date and two or three times on the board. For example: **8 A.M., 4 P.M., and 8 P.M.** Tell students where you were or weren't at those times. For example: **At four o'clock I wasn't at home. I was at school.** Ask a few volunteers to say where they were or weren't yesterday at those times. Then ask questions based on their statements. Students answer with short answers. For example:
You: Was Farah at home at four o'clock?
Student: Yes, she was./No, she wasn't.

To be born

- Ask two volunteers to read the example conversations.
- Point out the third person forms: **Where was he/she born?**

Language Builder

Explain that *be born* is also used in questions with *When*. For example: *When were you born?* People usually answer with the year of birth. *I was born in 2002.* Or, *I was born on September 15, 2002.*

A

- Ask a volunteer to read the directions. Look at the first line of number one with the whole class. Elicit that the word that goes in the blank is **Was**. (Remind students to write this with a capital letter since it's the first word in the question.) Remind students that it is helpful to read the complete conversation through first before trying to fill in the blanks. This will help them understand what the conversation is about.
- Have students work in pairs to complete the conversations. After they complete each conversation, they should practice saying it.
- Check answers by calling on different pairs to read the completed conversations aloud.

Answers

- A:** Was
B: wasn't, was
A: was
B: was
- A:** was
B: were
A: were
B: weren't
- A:** was
B: was
A: was
B: were
- A:** was
B: was
A: Were
B: weren't
- A:** Were
B: was
A: —
B: was
- A:** Was
B: was
A: was
B: was



B

- Read the directions and model the example with a volunteer. Model it twice, once about a great vacation, and once about a boring vacation. Explain the phrase *That's too bad*. It means that you are sorry about something. Ask students what they know about the places in the pictures.
- Go over the list of adjectives and make sure students understand all of them.
- Model the first item with a volunteer:
Student: How was your vacation in China?
You: It was _____.
- Put students in pairs to practice the rest of the conversations. Monitor to check that they are using the past forms of *be* correctly.
- Check answers by having pairs act out the conversations for the class.

4 Listening

- Tell students they're going to listen to a description of the life of Majed Ahmed Abdullah. Elicit any information students may already know about him and write notes on the board.
- Tell students to read the chart so they know what information they need to listen for.



CD3, T22 Play the audio for students to listen. Tell them not to write at this time.

- Review the notes on the board. Were any of these talked about on the recording?



CD3, T22 Play the audio again for students to complete the chart. Tell students that they should listen for key words like *nickname* in order to get the information they need.



CD3, T22 Play the audio a third time for students to listen and check their answers. Pause the recording after the information for each point is given.

Answers

- 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

5. Under 17 National Team in 1977, Senior National Team in 1978 for 16 years
 Ministry of Education
 2022 - 1444



Audioscript

Majed Ahmed Abdullah, nicknamed Arabian Pelé, is the best football striker in the history of Saudi Arabia. He was born in Jeddah on November 1, 1959. His father was a football manager, so Majed grew up in a home where football was the main topic of interest.

As a young student at Al-Jazaeria Elementary School he used to watch the older kids play football all the time, learning as much as possible. A couple of years later, he started playing for his school and neighborhood team as a goalkeeper. Then, one day, when the team striker was absent, Majed replaced him and led his team to a surprising 3-1 victory. That was the beginning of his career as a young footballer.

Majed was a student at the Al-Motawasta Al-Thania High School, when he and his friends formed a team that participated in a tournament and won. Soon after, Majed joined the Al-Nasser football club, and played for youth teams from 1975 to 1977.

He joined the Under 17 National Team of Saudi Arabia in 1977, and went on to score 7 goals in 3 matches in the Tabriz Championship. He became a member of the Senior National Team in 1978, and participated in all the major games for 16 years. The total number of goals that Majed scored during his career reaches the record number of 549 goals.

Majed won Premier League trophies for his team and titles such as, Top Scorer, Arabian Player of the Century, and more. He holds two national records.

5 Pronunciation



CD3, T23 Play the audio twice for students to listen.

Play it a third time for students to repeat or speak along with the recording.

- Point out that the final sound in *was* is /z/, not /s/.
- Put students in pairs to practice reading the sentences to each other.

Workbook

Assign page 250 for practice with the grammar of the unit.



Teaching Tip

Before students listen, help them to identify key words to listen for. These will help them locate the information they need.



Additional Activity

Play a game with *was* and *were*. Ask a volunteer to leave the classroom for a few minutes. While the student is outside, make some changes in the room. For example, move your chair or desk. When the student returns, he or she has to find the changes and say what changed. For example: **The desk was in the corner. Now it's in front of the window.**

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



Great Wall,
China



Pyramids in Teotihuacan,
Mexico



Sugar Loaf in Rio de Janeiro,
Brazil



Coliseum in Rome,
Italy

4 Listening

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

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



5 Pronunciation

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

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

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

6 Conversation



- Neil:** Hi, Leo. Don't you remember me? Neil Roberts. I was in your class in ninth grade.
- Leo:** Oh, yeah. Sure, I remember you. *How are things?*
- Neil:** OK. Do you ever see any of our old classmates?
- Leo:** Not very often. How about you?
- Neil:** From time to time. Remember Keith Anderson? He was always the winner of school competitions. He is a management consultant now.
- Leo:** Really? What about Derek Adams? He was really smart.
- Neil:** Yes, he was. Now he's a successful businessman, and . . . my boss.
- Leo:** *You're kidding!*

Real Talk

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

About the Conversation

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

Your Turn


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

7 About You

1. Were your grades good in elementary school?
2. What was your favorite subject?
3. What was your favorite after-school activity?
4. Who was your favorite teacher?
5. Who was your best friend?
6. Where is he/she now? What is he/she doing?

6 Conversation

- Have students look at the picture. What do they think the relationship is between these two people? Ask: **Are they friends? Co-workers? Are they meeting for the first time?**

 **CD3, T24** Have students listen to the audio twice with their books closed. Then have them open their books and read along as they listen.

- Ask: **Were Neil and Leo meeting for the first time?** (No, they weren't. They were classmates in ninth grade.) **Were they happy to see each other?** Elicit students' opinions and ask why.

Real Talk

- Have students look at the Real Talk box. Explain that these are informal expressions, but they can be used in almost any situation.
- Elicit situations in which students might use these phrases. For example, they can almost always say **How are things?** instead of **How are you?** when greeting someone. To elicit the phrase **You're kidding!** from students, say something surprising. For example: **I just won an award!**
- Put students in pairs to read the conversation. Ask one or two pairs to act out the conversation for the class.

About the Conversation

- Students can answer the questions either individually or in pairs.
- Check answers by having one student read the question and call on another student to answer it. Ask students to support their answers with a line from the conversation.

Answers

- 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.

Your Turn

- Put students in pairs to create their own conversation, using the conversation on this page as a model. They role-play a situation in which they are meeting an old school friend. They ask and answer about classmates, friends, and teachers they both knew in the past.
- As students are working, walk around and help as needed. Students can write notes to help them remember what to say, but they shouldn't write the whole conversation down.
- Ask two or three pairs to act out their conversations for the class. Tell them to be expressive and make the conversation seem as real as possible.

7 About You

- Have students ask and answer the questions in pairs. Encourage them to discuss each question further and exchange as much information as they can.
- Ask a few students to report their answers to the class.
- Ask students if they remember a lot of their friends and teachers from elementary school. Do they see them very often? Were any of the students in the class in the same class in elementary school? Discuss.




8 Reading

- Have students cover the text and look at the picture. Ask the **Before Reading** questions.

READING STRATEGY Chronology of events

- Explain to students that a biography of a person's life is usually ordered by time. Write these events from Yao Ming's life on the board. Have students copy the list in their notebooks. As they read and listen, they number the events in the correct order.

- ___ plays for the Houston Rockets (5)
- 1 born in Shanghai
- ___ plays on the Chinese national team (4)
- ___ goes to Shanghai's sports academy (2)
- ___ plays in the Olympics (6)
- ___ plays on youth sports team (3)

-  **CD3, T25** Play the audio of the reading twice. The first time students listen with their books closed. The second time they read along and number the events in order.
- Have students read the article again silently and check their answers.

After Reading

- Have students work in small groups to ask and answer the questions.
- Check answers by calling on volunteers. Have them read the sentences where they found the answers.

Answers

- Shanghai, China
- No, they were tall.
- By the age of twelve.
- The Houston Rockets
- He was the flag carrier for the entire Chinese team and a member of the basketball team.
- No. He has fans everywhere..



Teaching Tip

Have a regular Show and Tell time in class, for example, during the first 10 minutes of class every Wednesday. At that time, students have an opportunity to share a story or bring something to class to talk about.



Additional Activity

Play a word game. Say a word, for example: **basketball**. A student then has to say a word that begins with the last letter of the word, for example, **long**. The next student says a word that begins with **g**, the last letter of **long**, and so on. If a student can't think of a word, he or she is out of the game.



Project: Write a Bio

Have students write a bio about themselves. It should begin with **I was born in** _____ and tell about important events in their lives. Students share their bios either in a class exhibit or by reading them aloud with a small group.



- The tallest person to play professional basketball in the U.S. is Sun Mingming, a player from China. He is 2.36 meters tall.
- Robert Wadlow (1918-1940) was the tallest person in history with a height of 2.72 meters.



- During his career with the Houston Rockets, Yao scored an average of 19 points per game and made an average of 9.2 rebounds per game. He took part in 486 regular season games for Houston, playing an average of 32.5 minutes per game.
- Yao Ming retired from basketball in 2011 because of his foot and ankle.

8 Reading

Before Reading

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

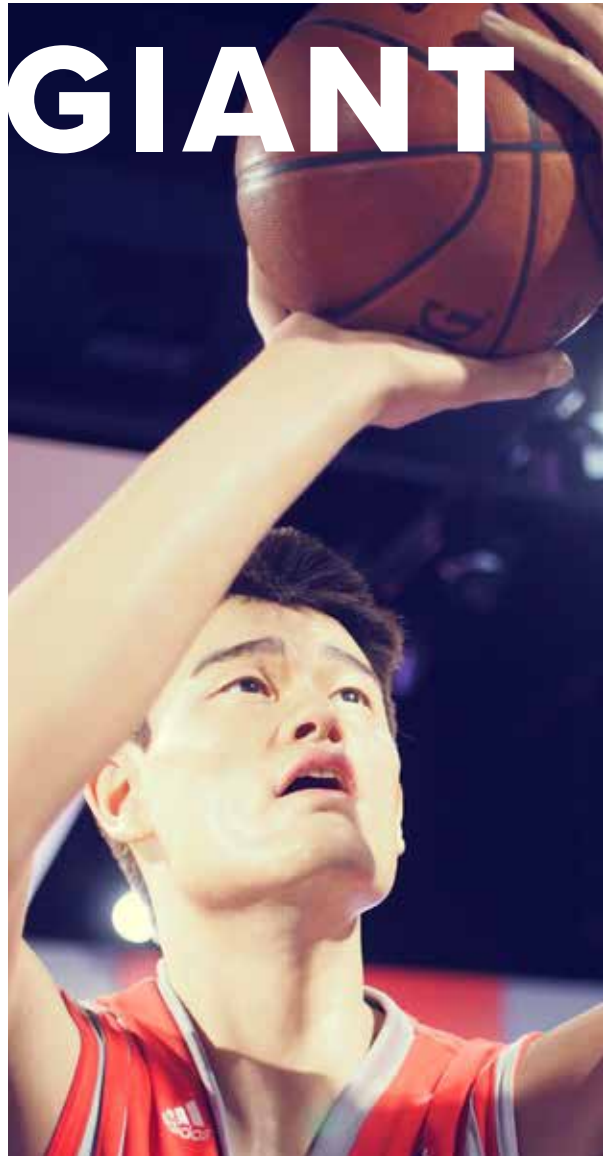
A REAL GIANT

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

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

10 Yao’s parents were very encouraging, and by the age of 12, he was serious about basketball. **His** progress at Shanghai’s sports academy was excellent. Soon he was on his local youth team. Yao’s big chance to play for the Chinese national team was in 1999
15 in the Asian Cup. By 2002, **he** was a member of the Houston Rockets, one of the top professional teams in the U.S. At the opening ceremony of the Olympic Games in Beijing in 2008, he was the flag carrier for the entire Chinese team and a member of the
20 basketball team.

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



After Reading

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

9 Writing

A. Look back at the **Reading** on page 137. Who do the pronouns or adjectives refer to?

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

Writing Corner

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

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

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



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

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

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

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

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

C. Write about a celebrity in your country.

10 Project

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

وزارة التعليم
Ministry of Education
2022 - 1444

9 Writing

A

- Have students look back at the article on page 137. Tell them that they should look for the boldfaced pronouns and adjectives. They will have to read the sentences around the word to determine what or who the word in bold refers to.
- Do the first one as an example. Have students locate the word **him** and read the sentences before and after. Ask a volunteer to say who **him** (Yao Ming) refers to and where the reference is in the paragraph.
- Have students work individually to complete the exercise. Then have them compare answers with a partner.
- Check answers as a class by calling on students to answer and point to where the reference is in the text.

Answers

- | | | |
|-----------------|---------------|---------------|
| 1. Yao Ming | 3. Yao Ming's | 5. Yao Ming's |
| 2. his parents' | 4. Yao Ming | 6. Yao Ming |

Writing Corner

- Go over the material about using pronouns and possessive adjectives to link sentences. Have a student read aloud the first example. Point out that the pronouns and possessive adjective replace the underlined word.
- Read the example in 2 without pronouns: **Basketball is popular because basketball is fun. Basketball is a team sport, and basketball is easy to learn.** Explain that this is too repetitive. Then have a volunteer read the example. Point out that in the example it is important to first mention *basketball* before using pronouns. If the sentence started with *It*, the reader would not know what the activity was.

B

- Ask students if they know who Khaled Al-Eid is. Elicit what they know about him and/or the Saudi Equestrian Team.
- Have volunteers read aloud parts of the text. Have students follow along as their classmates are reading and circle the pronouns and possessive adjectives. Answer any questions about new vocabulary.
- Give students a few minutes to look back at the text and find who or what each pronoun or possessive adjective refers to.

Go over the answers as a class.

Answers

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; their = Khaled and his horse's

Culture Note

The Saudi Equestrian Team

At the 2012 Olympic Games in London, the Saudi Equestrian Team of HRH Prince Abdullah Al Saud, Abdullah Al Sharbatly, Ramzy Al Duhami, and Kamal Bahamdan won the bronze medal in team jumping. At the 2014 Asian Games in South Korea, the team took home a silver medal, and Abdullah Al Sharbatly won an individual gold. At the 2018 Asian Games in Indonesia, the team took home a gold medal in team jumping, and Ramzy Al-Duhami won an individual bronze.

C

- Brainstorm ideas about celebrities in the students' country. If students don't know the English words they need to describe the person, have them ask: *How do you say _____ in English?* Write the words on the board.
- Have students work individually to write a paragraph about the celebrity they choose.
- Put students in groups to read each other's paragraphs.
- Option: As an expansion, have each group create a celebrity magazine with articles and pictures of their celebrities.

10 Project

- Brainstorm with students where they can find out information about the famous person they've chosen.
- Have pairs write out the interview questions and answers and practice them. Possible questions include: *Where were you born? What was the title of your first book?* Tell pairs that they will submit their written interviews after presenting.
- If possible, have students dress up for their roles and prepare an area in front of the class to be a "TV studio" for the presentations.

Workbook

Assign pages 251–252 for additional reading and writing practice.

11 Form, Meaning and Function

There Was/There Were

- Have volunteers read aloud the four sentences in the chart. Ask: **Do there was and there were refer to now or the past?** (the past)
- Remind students that the key meaning of *there was/there were* is to describe the existence or truth of a past event or situation. Make clear the difference between the use of *there was/there were* to talk about past situations, and the use of other verbs in the simple past to describe completed actions.
- Ask: **What is the difference between there was and there were?** (*There was/wasn't* is used with singular nouns and noncount nouns. *There were/weren't* is used with plural nouns.)
- Place items in different places in the room; for example, pencils on a desk, book(s) on your chair, a backpack on the floor, and so on. Tell students to study the items. Then remove them. Ask students to describe where the items were, using *There was/There were*. For example: ***There were three books on your chair.***

A

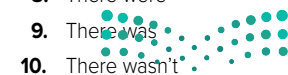
- Focus students' attention on the pictures. Read the directions. Explain that they will complete the sentences to describe Lee's past apartment in comparison with the one he has now.
- Have students work individually to complete the sentences.
- To check answers, call on students to read their completed sentences aloud.

Answers

1. There was
2. There weren't
3. There was
4. There were
5. There wasn't
6. There wasn't
7. There weren't
8. There were
9. There was
10. There wasn't

B

- Go over the directions and have two volunteers read the examples. Explain that they will compare Lee's old apartment with his new one, but that the questions should focus on his old apartment.
- Put students in pairs to take turns asking and answering questions with *Was there...?* and *Were there...?*
- Move around the room as pairs are working and help as needed.



11 Form, Meaning and Function



There Was / There Were

Singular

There was an old castle. (+)

There wasn't a shopping mall. (-)

Plural

There were many traditional houses. (+)

There weren't any modern skyscrapers. (-)

FYI

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

Questions (?)

Was there a restaurant?

Were there any stores?

Short Answer (+)

Yes, **there was**.

Yes, **there were**.

Short Answer (-)

No, **there wasn't**.

No, **there weren't**.

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



Lee's apartment then



Lee's apartment now

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

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

A: Was there a sofa?

B: Were there any windows?

B: Yes, there was.

A: No, there weren't.

16 What Did You Do Last Week?

1 Listen and Discuss

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



Omar

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



Ahmed

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



Quick Check

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

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

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

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

Unit Goals

Vocabulary

Leisure activities
Entertainment
Chores

Functions

Talk about
past activities

Grammar

Simple Past Tense:
affirmative, negative,
questions,
short answers
Regular Past Tense Verbs
Irregular Past Tense Verbs
Time Expressions for
the Past: *yesterday*,
last night, *last week*,
last month
Simple Present versus
Simple Past

Listening

Listen for specific
details about a past
event

Pronunciation

Past tense endings—
/t/, */d/*, */ɪd/*

Reading

Favorite Foods—Around
the World

Writing

Write a recipe for your
favorite food

Project

Present a regional dish
in your country

- Ask: **Did you do any of these things last week?**

As students answer, review the notes on the board. Check the things students did that are the same as the activities in the pictures.

- CD3, T26** Play the audio for Omar, Ahmed, Saeed, and Imad. Students point to each speaker as they listen.

- CD3, T26** Play the audio again. Students listen and repeat or speak along with the recording.

- Ask: **Who went to the zoo?** (Omar) **Who went to the beach?** (Saeed) **Who went to an art museum?** (Saeed) **Who cleaned his closet?** (Imad)

- Point out the expressions *yesterday* and *last week*. Show that if today is Sunday, *yesterday* was Saturday. Saturday, Friday, Thursday, Wednesday, Tuesday, and Monday were *last week*.

Quick Check

A

- Put students in pairs to read the definitions and find the words in the conversations on pages 140 and 141.
- Check answers by calling on students to read the definitions and the words.

Language Builder

Remind students that they learned the word *high-tech* in Unit 1. Explain that *high-tech* is a common expression that means high technology.

Warm Up

Start the class by telling students a few things that you did last week. (Students should have their books closed.) Then ask: **What did you do last week?** Elicit answers from volunteers. Don't insist on use of the simple past at this point. When a student uses an incorrect form, for example, *I go to the museum*, reply conversationally with something like **That's interesting. What did you see when you went to the museum?** Make note of students' activities on the board using the simple past. Explain briefly that we use these forms to talk about activities in the past.

1 Listen and Discuss

- Give students a minute or two to look at the pictures and text on pages 140 and 141. Ask: **What places and activities do you see in the pictures?** Elicit answers from several volunteers. (a car race, a beach, watching TV, visiting a museum, taking photos, a closet, a ball, a book, reading, playing video games, parrots / visiting the zoo, a cell phone / speaking with friends, playing football, beach volleyball)

Answers

- car race
- console
- smartphone
- searching

B


- Have students work individually or in pairs to complete the exercise.
- Check answers by calling on students to read a sentence and answer *yes* or *no*. When the answer is *no*, have them give the correct information.

Answers


- no (He went to a friend's house.)
- yes
- no (They drove to the beach.)
- yes

2 Pair Work

A

- Focus students' attention on the conversations in **A**. Explain that *Did* is the auxiliary or helping verb we use for questions and negatives in the past. There will be more information about and practice with past forms on the Grammar page.
-  **CD3, T27** Play the audio for the conversations in **A**. Have students repeat or speak along with the recording.
- Model the conversation with a volunteer. Use a different person and activity. For example:
You: Did Omar go the beach on the weekend?
Student: No, he didn't. He went to a friend's house and played video games.
- Put students in pairs to practice the conversation. They should take turns asking and answering. Have them repeat the conversation two or three times, asking about different people and activities each time.

B

-  **CD3, T27** Play the audio for the conversations in **B**. Have students repeat or speak along with the recording.
- Model the conversations with two students. Have the students ask you the questions. Answer truthfully about your activities.
- Have students practice the conversation using their own information. Encourage students to ask each other questions about their activities and give additional details.

Workbook

Assign page 253 for practice with past activities.



Teaching Tip

Encourage students to ask questions when they don't understand something. Teach them a few more advanced expressions for saying they don't understand. For example:

I'm sorry. I didn't understand. Did you say _____?

Or, ***Would you repeat that, please?***



Additional Activity

Play Password with words on these pages. Write down vocabulary words on cards or slips of paper. Divide the class into two teams. Have one student come to the front of the room. Give the student a card with a word on it, for example, *closet*. The student has to make his or her team guess the word *closet* by giving them one-word clues. For example:

Student: clothes

Team: jeans

Student: clean

Team: closet

The student can give four clues. If the team can't guess the word, the other team can guess. The team that guesses correctly gets a point.



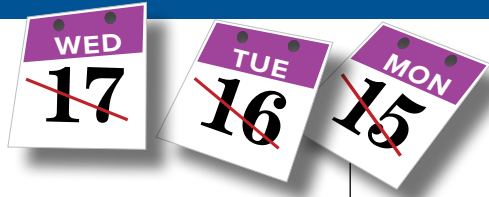
- In the U.S., the most popular form of car racing is NASCAR. In fact, NASCAR is the second most popular sport in the U.S. after American football. Most races are held on an oval track, not on real roads. Cars can reach speeds of over 200 miles (322 kilometers) an hour.
- Another kind of car racing is called Formula One. (See the picture on page 64.) Some Formula One races are "road races." This means that they take place on real roads or streets. Some say that this makes the races more difficult because drivers have to turn both left and right.



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Saeed

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



Imad

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



2 Pair Work

A. Ask and answer about the teens.

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

B. Ask and answer about yourself.

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

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 do you think Steve did? Which activities didn't he do? Use the list of things. Add your own ideas.

 He went skiing. He didn't go swimming.

do the laundry

watch TV

take a walk

work outside in the garden

go to the mall

talk on the phone

go to the football game

eat a snack

read a book

drink hot chocolate

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3 Grammar

Simple Past Tense

- Give students a minute to study the chart. Ask: **Do we use do and does for past tense questions and answers?** (No, we use *did*.) **What form of the verb do we use after did or didn't—work or worked?** (work) Point out that in the past tense we use the same form of the verb for all persons.
- Remind students of the question formula (**auxiliary verb + subject + main verb**) and show them how past tense questions follow the same formula. Draw students' attention to the **FYI** box with the contraction **didn't**.
- Ask a few volunteers to say something they did yesterday and something they didn't do. Then ask questions based on their statements. Students answer with short answers. For example:
You: Did Khalid watch TV yesterday?
Student: Yes, he did./No, he didn't.

Regular Past Tense Verbs

- Read the rules for forming the past tense of regular verbs with the class. Ask students where they have seen the rule about words ending in consonant + y before. Elicit that it's the same as the rule for adding s in the third person singular for the simple present. For example: **study + s = studies**.

Irregular Past Tense Verbs

- Read the list of irregular present and past forms aloud and have students repeat after you. Ask if there are any irregular verbs in the students' language. Point out that almost all languages have irregular verbs.
- Ask: **Which verb looks the same in the present and the past?** (read) **Does it sound the same?** (no) **Which verbs change the vowel from i in the present to a in the past?** (drink—drank, give—gave, swim—swam)

Language Builder

Tell students that they should look for patterns as they study irregular verbs, such as the vowel change from *i* to *a*, or verbs that are the same in the present and the past. Putting verbs in groups with similar patterns will make it easier to remember them.

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Time Expressions for the Past: *yesterday, last night, last week, last month*

- Remind students that expressions with the word **last**, such as **last month** and **last week**, do not use the word **the**.
- **A** Ask a volunteer to read aloud the directions and the example. Elicit another example from the class. Have another student read aloud the list of activities. Answer any questions about vocabulary.
- Have students work individually to write affirmative and negative sentences. Then have them compare answers with a partner. If they disagree about some sentences, tell them to explain their reasons.
- Call on students to read their sentences aloud.

Answers

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

Sample answers:

He did the laundry./He didn't do the laundry.

He took a walk./He didn't take a walk.

He went to the mall./He didn't go to the mall.

He didn't go to the football game.

He read a book./He didn't read a book.

He watched TV./He didn't watch TV.

He didn't work outside in the garden.

He talked on the phone./He didn't talk on the phone.

He ate a snack./He didn't eat a snack.

He drank hot chocolate./He didn't drink hot chocolate.

B




- Have students look at the pictures and read the example. Ask: **What do you think the people are doing in the pictures?** Accept any logical answers.
- Model the example with a volunteer. For example:
You: What did you do on your vacation?
Student: I went to the beach.
- Students practice the rest of the conversations in pairs. As pairs are working, monitor that they're using the past forms correctly.
- Check answers by having pairs act out their conversations for the class.

Answers

Answers will vary. Sample answers:

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

4 Listening

- Tell students they're going to listen to two friends talking about an outing. Have students read the questions before listening.
-  **CD3, T28** Play the audio for students to just listen.
-  **CD3, T28** Play the audio again for students to answer the questions. Tell them to only write one or two words that will help them remember the answers.
- In pairs, students ask and answer the questions using their notes.
-  **CD3, T28** Play the audio again for students to listen and check their answers.


Answers

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

Audioscript

- A:** Ken, what did you do on Thursday night?
B: I went out with James.
A: What's he like?
B: He's boring. He talked all the time. He never stopped.
A: What did he talk about?
B: His new car.
A: Did you go to a nice restaurant?
B: Yes, we went to *Gourmet's*, you know, the restaurant near the lake.
A: What was the food like?
B: The food was great, but the company was terrible.

5 Pronunciation

-  **CD3, T29** Play the audio twice for students to just listen. Play it a third time for students to repeat or speak along with the recording.
- Focus students' attention on the last group of words with the /Id/ ending. Explain that these words have an extra syllable in the past. Write the word **wanted** on the board like this: **wan-ted**. Compare it with **worked**. Write **worked** like this: **/workt/** to show that it has only one syllable.
- Students practice reading the words in pairs.

Workbook

Assign pages 254–255 for practice with the simple past tense.



Teaching Tip

When doing listening activities in class, have students sit up straight and lean slightly forward. An attentive posture will help them concentrate on what they're hearing.



Additional Activity

Arrange students in small groups. Give each group a list of verbs from *SuperGoal 1* in random order. Without looking at their books or a dictionary, students create two lists, one for regular verbs and another for irregular verbs. When finished, groups compare lists. If there are any words they are not sure of, have them check in a dictionary.

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



❶ Badr and his brothers / last night



❷ your family / last weekend



❸ the boys / last Thursday



❹ Saud / last night



❺ Keith and his family / in the summer



❻ Huda / before dinner

4 Listening

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

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



5 Pronunciation

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

/t/

liked

worked

washed

Paul **worked** in the morning.

/d/

played

studied

cleaned

Alan **studied** French.

/ɪd/

wanted

needed

visited

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.

Amr: Was the food good?

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

Amr: Didn't you know?

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



About the Conversation

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

Your Turn

Ask your classmates about their activities last week.

A: Did you get up late on Saturday?

B: No, I didn't.


7 About You


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

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

6 Conversation

- Ask students to look at the pictures, but not read the conversation. Ask: **What kind of food is in the picture?** (Indian) **What do you know about Indian food?** Elicit that Indian food is sometimes hot or spicy. Write the word **spicy** on the board. Ask: **What do you think the young men are talking about?** Don't confirm or deny answers at this time.

 **CD3, T30** Play the audio twice with the students' books closed.

 **CD3, T30** Play the audio a third time for students to read along in their books as they listen.

- Ask: **Is Dave Robbins an old friend of Sam's?** (No, he is a new friend.) **What kind of restaurant did they go to?** (an Indian restaurant)
- Put students in pairs to practice the conversation. Tell them to be sure to switch roles.
- Ask one or two pairs to act out the conversation for the class.

About the Conversation

- Put students in pairs to ask and answer the questions.
- Check answers by having pairs report their answers to the class. Ask them to support their answers with a line from the conversation.

Answers

Answers will vary. Sample answers:

- 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.

Your Turn

- Ask a volunteer to read the directions aloud. Then have two students read the example.
- Model another conversation with a volunteer. Take the **A** role and ask a different *yes/no* question. For example: **Did you watch TV last night?** If the student says yes, ask: **What did you watch?**



- Put students in pairs to practice the conversation, asking about their real activities last week. Have them take turns asking and answering the questions. Encourage them to extend the conversation by asking an additional question.
- Ask several pairs to report to the class what they talked about.

7 About You

- Put students in pairs to ask and answer the questions. Have each pair make a chart with the numbers of the questions. They should put a tick for questions they were able to answer and an "x" for those they can't remember. For example:

Q	Me	My Partner
1	✓	x
2	x	✓
3	✓	✓
4	✓	x
5	x	✓
6	✓	✓

- Have pairs compare charts with another pair. Which questions were difficult to remember? Which were easy?
- Discuss the answers with the whole class.

8 Reading

- With books closed, ask students if they like different kinds of ethnic dishes, like sushi, pizza, and kebabs. If so, which ones? Have students open their books and discuss the **Before Reading** questions.

READING STRATEGY Scanning

- Ask students to scan for the answers to these questions. Ask the question and tell students to raise their hands as soon as they find the answer. When three or four students have raised their hands, call on the first student to answer.

- What's a favorite snack in the U.S.?** (chocolate chip cookies)
- Where did pizza become famous?** (Naples, Italy)
- How old is pizza?** (over one hundred years old)



CD3, T31 Play the audio. Students read along as they listen.

After Reading

- Give students a minute to look at the questions. Explain that they can find the answers by scanning the article for key words in the question.
- Ask a volunteer to read the first question aloud. Students scan the reading for the *chocolate chip cookies*. Then have a volunteer read the whole sentence and answer the question.
- Put students in pairs to ask the questions and scan to find the answers.
- Check answers by asking volunteers to read the questions and say the sentences in the article where they found the answers.

Answers

- 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.
- Answers will vary.
- Answers will vary.

Discussion

- Explain that *ethnic cuisines* are foods in different cultures.



- Discuss the question with the whole class. Ask one or two students to give their opinions. Then ask other students: **Do you agree?** Have them respond to their classmates, not to you. Try to “lead” the conversation without being at the center of it.



Teaching Tip

When you grade a group or pair presentation, tell students that you will grade each person individually for their part. This will encourage everyone to participate and contribute.



Project: Create a Dish

Have students work in groups to create a new dish that combines all their favorite ingredients. What are the main ingredients? Are they easy to find? How is it prepared? How long does it take to prepare/cook? Is it easy or difficult to make? Have students draw or make a collage of their new dish and present it to the class.

Culture Note

Sushi is a traditional Japanese dish that consists of cooked rice and other ingredients such as seafood, vegetables, eggs, and seaweed. Contemporary sushi differs greatly from the original dish, where the fish was preserved in the rice and only the fish was eaten. With modern refrigeration, it is possible to preserve the fish, so the fish is often served raw.

Popular variations of sushi today contain salmon, tuna, prawn, and crab, often in the form of a sliced roll with rice that is held together with seaweed. Sushi is usually served with ginger, wasabi, and soy sauce.

8 Reading

kabsa
Saudi food

Before Reading

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

Favorite Foods— Around the World

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

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

chocolate chip cookies
American snack



sushi
Japanese food



kebabs
Middle Eastern food



pizza
Italian food



After Reading

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

Discussion

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

16 What Did You Do Last Week?

9 Writing

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

Writing Corner

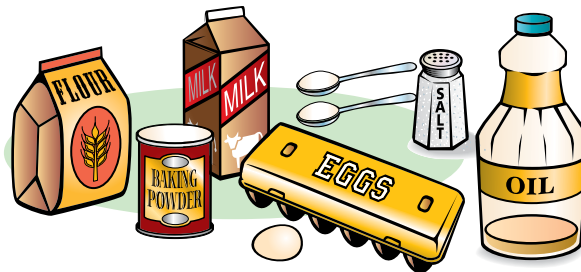
1. Use sequence words to show the order things happen: *first, next, then, after that, finally*.
To boil an egg, **first** boil the water in a pot. **Next**, put the egg into the water. **Then**, wait 3-5 minutes. **After that**, remove the egg from the water. **Finally**, serve the egg.
2. Use time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

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

Pancakes

Ingredients

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



Directions

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

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

10 Project

معدني Prepare a presentation on a regional dish in your country.

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9 Writing

A

- Put students in groups of three to talk about their favorite foods. Have them find a dish that everyone in the group likes and write down the ingredients and directions.
- Have one member from each group present the ingredients and the other members present the directions without saying what the dish is. Ask the rest of the class to guess what the dish is.

Writing Corner

- Read the example paragraph with sequence words. Explain that *next*, *then*, and *after that* are similar in meaning. Point out the use of a comma after each sequence word.
- Read the examples with *when* and *until*. Tell students that there is usually a comma after the time clause if it begins the sentence.

Language Builder

Explain that in writing, we use a comma after the sequence words and expressions that begin a sentence. The sequence word *then* can be written with or without a comma after it.

B

- Have students read through the ingredients and recipe directions and answer any questions they have about vocabulary. Tell them that for some of steps there is more than one answer, but they should use each word or phrase only once.
- Have them work individually to complete the exercise. Then they compare answers with a partner.
- Go over the answers with the class by having students read the steps.

Answers

- First
- Next/After that/Then
- Next/After that/Then
- until
- Next/After that/Then
- When
- Finally

C

- Have students work individually to write the recipe for their favorite food. They can write the recipe from memory, consult a good cook, or look in a cookbook. Make sure that they do not copy a recipe in English.
- Remind them to use imperative in the directions, as well as time and sequence words.
- Have students share their recipes with the class.
- Compile the recipes to create a class cookbook or ask volunteers to make one.

10 Project

- Have students work in pairs to prepare their presentation. First, they should research regional dishes and choose one to focus on. They should try to find out: *How was the dish created? Where was it first prepared? What are the ingredients? Where is it served today?*
- Tell students that you will collect their written material after their presentations.

Workbook

Assign page 256 for additional reading and writing practice.

11 Form, Meaning and Function

Simple Present versus Simple Past

- Review the simple present with the class. Explain that we use the simple present to talk about things that are true in general, or actions that are permanent such as habits and routines. Adverbs and expressions of frequency are often used with the simple present.
- Have volunteers read the three examples by adding an expression on the right. Note that the expressions all refer to how often something happens.
- Call on students to say how often they do things. For example, ask:
How often do you brush your teeth?
When do we have English class?
How often do you clean your room?
What time do you usually get up?
- Remind students that the negative and question forms of the simple present are formed with the auxiliary *do/does*, with the exception of the verb *be*.
- Review the simple past and the time expressions for the past. Explain that we use the simple past to talk about actions that were completed or ended in the past.
- Have volunteers read the three examples by adding an expression on the right. Note that the expressions all refer to when something happened.
- Remind students that the negative and question forms of the simple past are formed with the auxiliary *did*, with the exception of the verb *be*. Elicit the past forms of *be*. (was/were)
- Say sentences in the simple present and have students respond with sentences in the simple past. For example:
You: Ali rides his bike to school every day.
Student: He rode his bike to school yesterday.
You: I usually clean my room twice a week.
Student: I cleaned my room two days ago.

A

- Read the directions and point out that students should use each phrase only once. Model the first two items with the class. Ask: **What are two possible answers?** (c, e) Say: **Now look at number 2. Which is the only possible answer?** (e)
- Have students work individually to match the phrases.
- Check answers by calling on students to read the completed sentences.

Answers

- c
- e
- h
- b
- a
- g
- f
- d

B

- Model the first item with the class. First, have students find the time phrases: *usually, last night*. Elicit the simple present for the first blank and the simple past for the second and third blanks.
- Remind students to refer to the list of irregular verbs on page 182 if necessary.
- Have students work individually to complete the sentences and then compare answers with a partner. Suggest that it is a good idea to underline the time words and phrases which help them to decide the correct tense.
- Have volunteers read the completed sentences for the class.

Answers

- eats / went out / was
- stay / didn't go out / cleaned out
- was / didn't like / drinks
- study / spent / don't know
- plays / lost / won
- went / rode / drives
- don't speak / gave / said
- Did you take / searched / leave

11 Form, Meaning and Function



Simple Present versus Simple Past

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

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

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

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

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



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

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

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

- My family usually _____ (eat) dinner at home, but last night we _____ (go out) to an ethnic restaurant. The food _____ (be) quite spicy.
- I rarely _____ (stay) home on the weekend, but last Saturday I _____ (not/go out). I _____ (clean out) my closet.
- When she _____ (be) younger, my sister _____ (not/like) coffee. Now she _____ (drink) coffee every day.
- I always _____ (study). I _____ (spend) the weekend studying for the test, but now I _____ (not/know) any of the answers!
- Our team _____ (play) a football match once a week. Two weeks ago we _____ (lose), but last week we _____ (win).
- When my father _____ (go) to college, he often _____ (ride) his bike. Now he _____ (drive) to work every day.
- I usually _____ (not/speak) English outside of class, but yesterday I _____ (give) directions to some British tourists. They _____ (say) that my English was excellent!
- Ministry of Education
2022 - 1444
- _____ (you/take) my keys? I _____ (search) everywhere, but I can't find them. I always _____ (leave) them on my desk.

EXPANSION Units 12–16

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.

- _____
- _____
- _____

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

- _____
- _____

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

- _____
- _____

What should Fahd and his friends do at the beach?

- _____
- _____

What can you do at the mall?

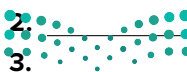
- _____
- _____

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

- _____
- _____

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.

- _____
-  _____
- _____

Unit Goals

Language Review

Reading
My Favorite
Hangout Place

Writing

A funny or unexpected
event

Chant Along

My Dream Vacation

- Have several students write their sentences on the board.

Answers

Answers will vary.

1 Language Review

A

- This exercise reviews affirmative and negative sentences with the modal verbs: **can**, **should**, and **must** from Units 12 and 14 and vocabulary from Units 12–14. With books closed, go over the use of the modal verbs. Ask students: **Which modal verb expresses ability and possibility?** (can) **Which modal verb is used for suggestions and advice?** (should) **Which modal verb is used for obligations and rules?** (must) Ask different students to make sentences using the affirmative and negative of each modal verb.
- Tell students to open their books. Ask a volunteer to read the directions and the example. Explain that the words in box are there to help them. They do not need to use all of the words. Students work individually to write their sentences.
- Have several students share their sentences with the class. With a show of hands, vote on the most popular answers for each question.

Answers

Answers will vary.

B

- This exercise reviews affirmative and negative sentences with **can** from Unit 12. With books closed, ask several volunteers to tell you things that they **can** and **can't** do at school. If necessary, elicit examples by asking questions, such as: **Can you learn English at your school? Can you play volleyball at your school? Can you use a cell phone at school? Can you talk when you're writing a test?**
- Tell students to open their books. Ask a volunteer to read the directions and the examples. Students work individually to write their sentences.

C

- Ask a volunteer to read the directions and the example. Have students look at the pictures on the page. Ask them where they have seen some of the signs.
- Have students work in small groups to write what each sign means.
- As students are working, monitor and help as needed. Call on volunteers from each group to present their answers.

Answers

Answers will vary. Sample answers:

1. You should not walk across the street now. / Don't walk across the street now.
2. You should not enter with your car on this road. / Do not enter with your car on this road.
3. You must stop your car here before you continue. / Stop your car here before you continue.
4. You should put the garbage in the bin. / You should not throw the garbage on the ground.
5. You must push the door to open it. / Push the door to open it.
6. You must pull the door to open it. / Pull the door to open it.

D

- Have groups brainstorm, think about signs in English, and draw them. Have groups present their signs to the class.
- **Option:** You may want to organize this as a research task and have students use the Internet or other sources to find signs in English and present them to the class.

Answers

Answers will vary.

Language Builder

Explain that in signs we use the shortest form possible to warn people or to ask them to do or not to do something, e.g. *Don't walk*, *Push*, etc. When we speak to people, however, we normally avoid such forms or combine them with words and expressions, such as *Please* or *It's not a good idea* (to walk on the grass), or *I don't think we should go in*, etc.

Workbook

Assign page 257 for review of grammar presented in Unit 12.



- 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. _____



2. _____



3. _____



4. _____



5. _____



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

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: _____

Imad: It was wonderful.

Greg: _____

Imad: My parents and my brother.

Greg: _____

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

Greg: _____

Imad: It was awesome.

Greg: _____

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

Greg: _____

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



E

- This exercise reviews the simple past of **be**, which was presented in Unit 15. Refer students to the Grammar chart on page 134 for review as necessary.
- Review questions by writing three or four sentences with **was/were** on the board and asking students to change them to questions. For example:
Fahad's grades were good. (Were Fahad's grades good?) **Noura was late for school.** (Was Noura late for school?) **The trip was great.** (How was the trip?)
Then elicit possible short answers for each question.
- Have students look at the pictures on the right side of the page. Ask where the places in the pictures are. For example: **Where is the first picture?** (It's a large classroom.)
- Ask a volunteer to read the directions for the exercise. Then elicit the word that goes in the first blank as an example. (were)
- Put students in pairs to complete the conversations. Tell them that after completing each conversation, they should practice it.
- Check answers by calling on pairs to read the conversations for the class.

Answers

1. **A:** were
B: was
A: weren't, were
2. **A:** was
B: wasn't, was
3. **A:** was
B: was
A: were
B: were
4. **A:** was
B: was, was

F

- This exercise reviews the past tense of **be** and other verbs from Unit 16.
- Have students review the Grammar on page 142. Remind students that to form the past of regular verbs, add **-ed** to the end of the verb. Irregular verbs have a variety of forms. Have students find examples of past regular and irregular verbs in exercise **B**. (Regular: visited; Irregular: had, went, forgot)
- Ask a volunteer to read the directions. Elicit the sentence that goes in the first blank as an example. (How was your trip to London?)
- Put students in pairs to complete the conversation. Check answers by asking one pair to read their conversation for the class.

Answers

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 sometime.

Imad: I didn't take any. I forgot my camera.



G

- This exercise continues the review of the simple past and then reviews the future with **be going to** from Unit 13.
- Focus students' attention on the chart for **Last week**. Have them fill in the days of the week in the first column. Then in the second column, have them write one sentence about something they did on each day.
- Put students in pairs to ask and answer questions about each day of the week using the information in the charts. At this stage, students should only ask and answer. Tell them not to write the answers.
- After students have finished asking and answering, have them write their partner's answers in the third column of the chart. If they can't remember what their partner said, they can ask again. For example: **What did you do on Saturday?** When they finish, have them check each other's sentences.
- Refer students to the Grammar chart for the future with **be going to** on page 118. Remind them that this future form always uses the verb **be**. Elicit a few examples. For example, ask one student: **(Mona), what are you going to do tomorrow?** After she responds, ask another student: **What's Mona going to do tomorrow?** Or, **Is Mona going to _____ tomorrow?** Repeat this several times with different students. Ask about pairs of students to elicit plural forms.
- Have students fill in the chart for **Next week** as they did in the chart for **Last week**. Then have them follow the same procedure for asking, answering, and writing their partner's answers.

Answers

Answers will vary.

H

- This exercise continues the review of past forms.
- Have students work individually to write answers to the questions. If they don't remember, they can write: **I don't remember.** Then have them compare answers with a partner.

Answers

Answers will vary.



I

- Have students work with a new partner to tell about the first partner's answers. They can ask and answer the questions using the third person forms. For example:
A: What did _____ wear yesterday?
B: He/She wore _____.
If that person didn't remember something, they can answer: **He/She forgot.**

Workbook

Assign pages 258–259 for review of grammar and vocabulary presented in Units 12–16.

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

Last week

Day	What You Did	What Your Partner Did

A: What did you do on Saturday?

B: I hung out with my friends. How about you?

Next week

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

A: What are you going to do on Monday?

B: I'm going to study English and history.

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

1. What did you wear yesterday?

2. What time did you go to bed last night?

3. What did you eat for lunch yesterday?

4. Who was the first person you talked to on the phone today?

5. What was the last thing you bought at the mall?

6. What was the last film you saw on TV?



Now tell another classmate about your partner's answers.

2 Reading

Before Reading

What is your favorite place in your town? Why?

My Favorite Hangout Place

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

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

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


Real Talk


hangout place = a place you like to spend time at



2 Reading

- Ask the **Before Reading** question. Have students work in pairs or small groups discussing their favorite places. Call on volunteers from each pair or group to present their ideas in class. List their ideas on the board. Have students find out which are the most popular places by listening to each pair/group carefully and making notes.
- Have students cover the text and look at the pictures. Ask them to describe each picture individually. Then ask them what kind of place (venue) could include all of these different activities. (a large mall). Ask them if large malls exist in their country and if so, what they contain (other than shops). Elicit ideas and discuss in class.
- Have students look at the title and the Real Talk box. Ask: ***Do you have a favorite hangout place? Where is it? What kind of place do you think is the boy's favorite hangout place?*** Elicit ideas from students and write them on the board.

 **CD3, T32** Play the audio twice. The first time students listen with their books closed. The second time they read along and underline the places mentioned in the text. (West Edmonton Mall, stores, hotel, restaurants, an amusement park, a swimming pool with a sand beach, an ice rink, an aquarium, a miniature golf course, a video arcade, a Chinese restaurant)

 **CD3, T32** Play the audio again as students listen and read along.

Culture Note

West Edmonton Mall in Alberta, Canada is the largest shopping mall in North America. Since its opening in 1981, it held the world record for the world's largest mall until 2004. Today it is the 23rd largest shopping mall in the world (2021).

The mall includes more than 800 stores and services, and parking for 20,000 vehicles. It employs over 24,000 people and welcomes over 32 million visitors per year, on average between 90,000 and 200,000 visitors per day.



After Reading

A

- Have students work with a partner to compare their favorite place to Walter's. What is similar? What is different?
- Ask students to share their opinions about Walter's favorite place with the class.

B

- Have students work in small groups to ask and answer the questions.
- Check answers by calling on volunteers. Have them read the sentences in the text where they found the answers.

Answers

Answers will vary. Sample answers:

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

C

- Have a volunteer read the instructions for **C** aloud in class. Put the students in pairs and have them tell each other what happened to Walter and his friends.

3 Writing

- Brainstorm ideas for funny stories with the class. As you do this, try to guide students toward stories that you think they can tell successfully using the language they know. Have them avoid stories that are very long or complicated.
- Have students write their stories either in class or for homework. If they write in class, monitor and help as needed.
- Put students in small groups to read their stories to each other. Have each group choose one story to read to the whole class.

After Reading

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



3 Writing

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

4 Chant Along

Number the verses in the correct order.

My Dream

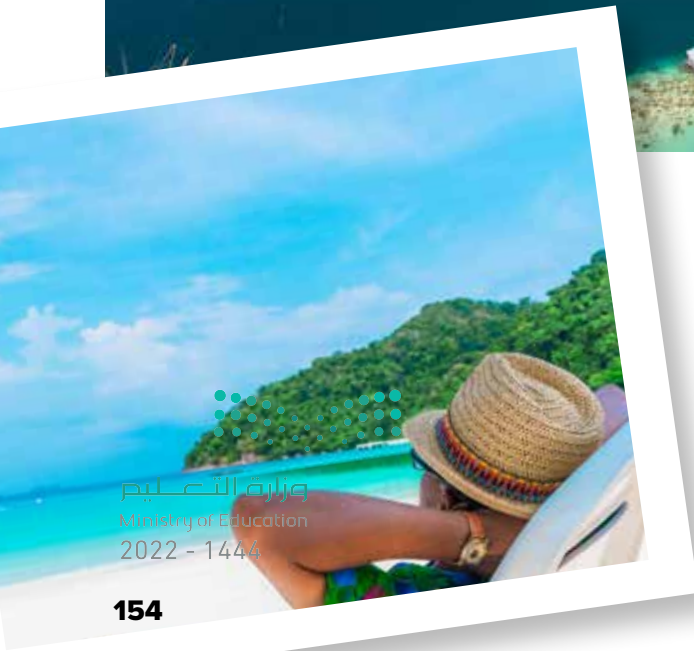
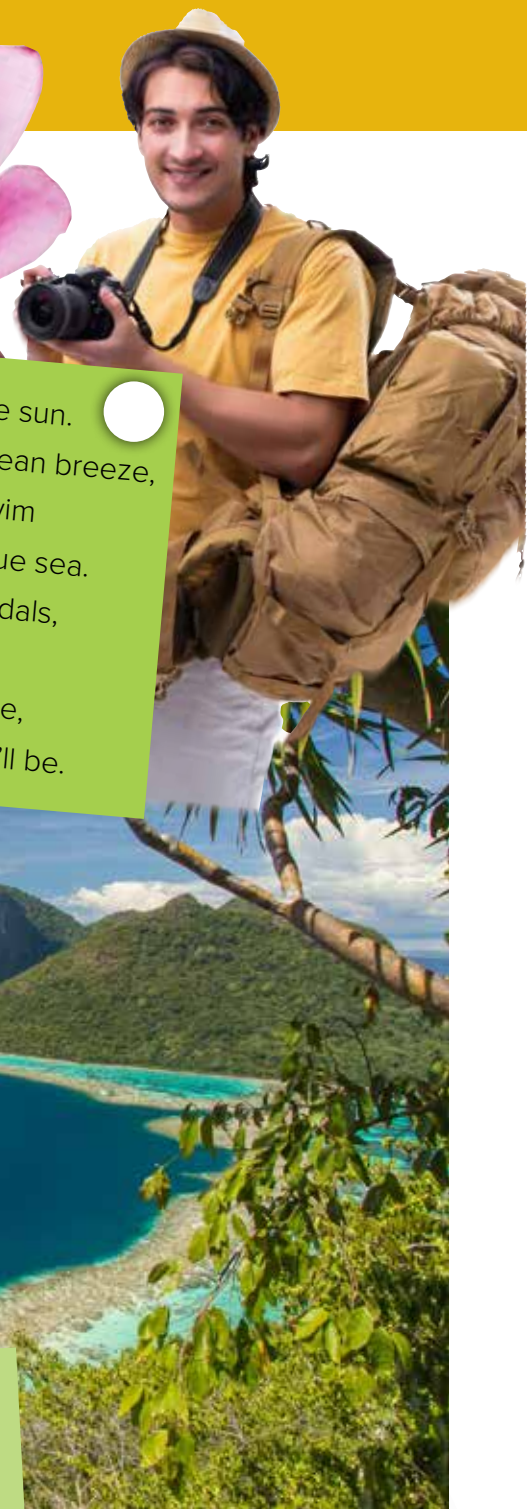
Vacation

My bag is packed.
I've got my ticket.
I'm not coming back
For a long, long time.
Forget all my worries.
Leave my cares behind.
Have lots of fun, that's the
First thing on my mind.

I'm 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.




4 Chant Along

- With books closed, tell students that they are going to hear a chant called *My Dream Vacation*. Elicit ideas about what kind of vacation a dream vacation might be. Have them think about the place, the time of year, and activities.
- Ask students to look at the picture in the background and guess what kind of place the person is dreaming of. Have them look at the top picture, and say how the man has traveled. Ask: **Did he take a boat or did he fly? How do you know?** (He flew/took a plane because the picture shows an airport.)
- Tell students they're going to listen to part of the chant and write down as many words as they can. (Their books should still be closed.)


 **CD3, T33** Play the first verse of the chant. After students listen, have them write down as many words as they can from the verse. Tell them not to worry if they can't write many words, just what they can remember.

- Put students in small groups and have them compare what they wrote with other students.


 **CD3, T33** Play the first verse again (once or twice) and have students work in their groups to write more words of the verse.

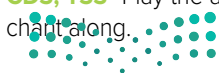
- Have one group come up to the board and write as much as they can of the first verse. Then play the verse one last time and make any corrections needed.
- Ask: **How is the person feeling?** (happy and excited) **How do you know? Which words tell you more about the way he feels?** (forget all my worries, leave my cares behind, have lots of fun) **What is the rest of the chant going to be about?** (Remind students to think about the title of the chant.) Accept all answers at this time.

- Have students open their books and read the whole chant. Were their predictions correct?

 **CD3, T33** Play the audio of the whole chant for students to listen and read along. As they listen, have them number the verses in the correct order.

- Ask: **Why does the chant have the title My Dream Vacation?** (Because it describes the man's idea of a perfect vacation.)

 **CD3, T33** Play the audio again for students to chant along.



Vocabulary

- Have students work individually to match the words with their meanings, referring back to the chant as necessary. Make sure that they do not use a dictionary at this point.
- Check answers by calling on students to read aloud a word and its meaning.

Answers

1. c
2. e
3. a
4. b
5. d
6. f

Comprehension

- Have students work individually to write *yes* or *no*, referring back to the chant as necessary for the information. Have them write the correct information for the *no* answers.
- Check answers as a class by calling on students to answer.

Answers

1. yes
2. yes
3. no (He's got his ticket.)
4. yes
5. no (He's not coming back for a long, long time.)
6. no (Fun is the first thing on his mind.)
7. yes
8. yes *OR* no (He's going to a land of fantasy.)

Discussion

- Discuss questions 1 and 2 with the whole class. Elicit ideas from several students about how people feel when they go on vacation.
- In small groups, have students describe their dream vacations. Where do they want to go? How can they travel there? What can they do there? Who do they want to go with? How long do they want to stay? Call on different students from each group to share their descriptions with the class.



Teaching Tip

When leading discussions with the whole class, it can be challenging to get students to talk to each other and not always to you. It sometimes helps *not* to stand at the front of the room. Move around. Stand at the side of the room or sit down in a student desk at the back of the room. If students can't see you all the time, they'll look at each other more.





Vocabulary

Match the words from the chant with their meanings.

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

Comprehension

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

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

Discussion

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

Vocabulary

1 Good Morning!

VOCABULARY

Nouns

best friend	first name	name
class	friend	principal
classmate	last name	student
family	man	teacher
father (dad)	mother (mom)	woman

Parts of the day

afternoon
evening
morning
night

Titles

Miss
Mr.
Mrs.
Ms.

Adjectives

big
married
single

EXPRESSIONS

Greetings

Good afternoon.
Good evening.
Good morning.
Hello.
Hi.
Welcome to . . .

Saying goodbye

Bye.
Goodbye.
Good night.
See you later.
Take care.

Introductions

How do you spell (name)?
I'm (name).
My friends call me (name).
My name's (name).
Nice to meet you.
Nice to meet you, too.
This is (name).

Ask/say how someone is

How are you?
How's it going?
I'm fine, thanks.
I'm OK.
Not bad.

Express thanks

Thanks.
Thank you.

Express regret

I'm sorry.

2 What Day Is Today?

VOCABULARY

Nouns

age
cat
date
middle name

Adjectives

cute
favorite
our
their
your

Days of the week

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Prepositions

in
on

Months of the year

January
February
March
April
May
June
July
August
September
October
November
December

Numbers

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

EXPRESSIONS

Ask for information

How old are you/they?
How old is/are 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	language
area code	nationality
avenue	people
bus	street
capital	telephone number
cell number	tourist
country	viewer
email	world
home	

Nouns—Countries

Australia	Mexico
Brazil	Oman
Canada	Russia
China	Spain
Egypt	Syria
England	United States
France	Venezuela
Jordan	
Kingdom of Saudi Arabia	

Adjectives—Nationality

American	Mexican
Australian	Omani
Brazilian	Russian
Canadian	Saudi
Chinese	Spanish
Egyptian	Syrian
English	Venezuelan
French	
Jordanian	

Verbs

believe
say

Adjectives

hot
official

Prepositions

around in
from 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	grandparent
baby	husband
brother	nephew
child / <i>plural</i> : children	niece
cousin	parent
daughter	sister
family	son
grandchildren	uncle
grandfather	wife
grandmother	

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	kid
backpack	order
broom	pineapple
coconut	prize
contest	questionnaire
destination	ship
door	sport
floor	tourism
form	trip
industry	winner
island	

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

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

Adjectives

beautiful	huge
comfortable	pretty
great	small

Adverbs

downstairs
upstairs

Prepositions

behind	on
in	under
in front of	

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

Nouns—Places in the neighborhood

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

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

Verbs

call read
chat see
come send
deliver speak
do study
drink surf (the Internet)
eat talk
hang out wait for
help watch
listen to wear
look at work (online)
play 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 future
airline gadget
architecture job
art and design newspaper
clinic

Nouns—Occupations/jobs

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

Verbs

cook
cut
design
drive
make
meet
sell
travel

Adjectives

interested (in)
professional

EXPRESSIONS

Idiom

I'm good with . . .

Ask about someone's job

What do you do?



10 What's School Like?

VOCABULARY

Nouns

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

School Subjects

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

Adjectives

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

Verbs

act
brush
excavate
run
teach
wear

Adjectives to describe people's looks

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

EXPRESSIONS

Ask about people's appearance

What does he/she look like?

Real Talk

cool

Ask about people's personality

What's he/she like?

11 What Time Do You Get Up?

VOCABULARY

Nouns

activity
breakfast
dinner
karate
lunch
martial arts
traffic
weekday
weekend
weeknight

Verbs

concentrate
get up
learn
wake up
work out

Phrases with verbs

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

Adjectives

bad
different
late
same

Adverbs

early
late

Frequency adverbs

always
never
sometimes
usually

Time words

after
before
then

EXPRESSIONS

Time expressions

A.M. in the evening
at night in the morning
at (six) o'clock o'clock
every day on weekdays
in the afternoon P.M.

Ask for the time

What time is it?

Real Talk

awesome
No way!
Where are you off to?

EXPANSION Units 6–11

VOCABULARY

Nouns

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

Verbs

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

Phrases with verbs

come across
hang out
pick up
search for

Adjectives

busy
enormous
local
quiet

Adverb

loud

EXPRESSIONS

Idiom

tell jokes

Meeting and greeting people

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

12 What Can You Do There?

VOCABULARY

Nouns

beach
free time
match
ocean
resort

Nouns—Places in a town

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

Verbs

buy
can
draw
fly
hang out
like
shop
sleep

Verbs—Sports

climb	ride a bike
dive	ride a horse
fish	rollerblade
hike	sail
ice-skate	snorkel
play golf	swim
play tennis	

EXPRESSIONS

Accept a suggestion

Sure.



Real Talk

Are you crazy?
When's good for you?

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

Phrases with verbs

be in good condition
be in ruins
hold a record
score a goal

Adjectives

attractive
modern
narrow
successful

Adjectives for opinions

awesome
bad
beautiful
boring
crowded
great
interesting
OK
terrible
uncomfortable

Verb

protect

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	race
assignment	rice
beach volleyball	snack
console	topping
guest	

Verbs

impress
melt
stay

Phrases with verbs

clean out
go out
have a great time
search for
spend time
stay home

Adjectives

common
demanding
ethnic
expensive
spicy

Time expressions

last month
last night
last weekend
yesterday

EXPRESSIONS

Ask for information on past activities

What did you do yesterday/last week, etc.?

Conversation filler

Um . . .

Expression of interest in the speaker's comment

Really?

EXPANSION Units 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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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



Key to Phonetic Symbols

Vowels		Consonants	
Symbol	Sample Word	Symbol	Sample Word
/i:/	week	/b/	bike
/ɪ/	gift	/p/	pool
/ɛ/	bed	/g/	give
/æ/	bad	/k/	car
/ɑ/	father, box	/d/	day
/ə/	month, bus	/t/	ten
/ɔ/	small, door	/z/	zero
/u/	room	/s/	son
/ʊ/	book	/ʃ/	shoe
/eɪ/	name	/dʒ/	just, garage
/aɪ/	line	/ʒ/	television
/ɔɪ/	boy	/tʃ/	check
/aʊ/	town	/v/	very
/oʊ/	old	/f/	fine
/ər/	first	/w/	wife
		/y/	yard
		/h/	here
		/ð/	this
		/θ/	thousand
		/m/	map
		/n/	now
		/ŋ/	ring
		/l/	left
		/r/	right



Photocopiable Activities 1 Answer Key

Photocopiable 1

Exercise 1

1. We're in the school yard.
2. She's a good friend.
3. They're on the plane.
4. He's very excited about the trip.
5. He's a teacher.
6. She's our English teacher.
7. You're good students.

Exercise 2

1. your, My
2. my, her/my
3. my, his/my
4. my, His
5. My

Exercise 3

Pregr**food**dmer**evening**nnst**principal**klwclomeetldtrfu
wonderfulmtroew**classmate**mpcdol**afternoon**
 dmertksrgblsto**terrible**klrtmsno**teacher**mtrocdol**f**
excitedklwclomp**welcome**meretks**morning**rgblsto

Photocopiable 2

Exercise 1

1. F
2. T
3. T
4. F
5. F
6. T

Exercise 2

1. June eleventh
2. August ninth
3. October twelfth
4. April sixteenth
5. March seventeenth
6. February twenty-ninth
7. January twenty-eighth
8. May fifth
9. September seventh
10. December thirty-first
11. November second
12. July twenty-third

February twenty-ninth
 December thirty-first

Exercise 3

Answers will vary.



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 Ministry of Education
 2022 - 1444

Photocopiable 3

Exercise 1

Science museum	Museum gift shop
dinosaur skeleton	sculptures
dinosaur eggs	key chains
fossils	tote bags
washing machine	toys
calculators	posters
typewriter	photos
camera	lamp
airplane	watches
headphones	books

Exercise 2

1. these
2. This, these
3. This, this
4. These, those
5. That, these
6. Those, this
7. That, these

Exercise 3

1. What's this/that? It's a bicycle.
2. What are these/those? They're sculptures.
3. What's this/that? It's a lamp.
4. What are these/those? They're watches.
5. What are these/those? They're toys.
6. What are these/those? They're photographs.
7. What's this/that? It's a camera.
8. What's this/that? It's a poster.

Photocopiable 4

Exercise 1

1. Chinese
2. Brazilian
3. England
4. United States
5. Mexico City
6. Norwegian
7. French
8. Greece

Exercise 2

- | | |
|------|------|
| 1. g | 5. h |
| 2. e | 6. f |
| 3. b | 7. a |
| 4. d | 8. c |

Exercise 3

Answers will vary.

Photocopiable 5

Exercise 1

- | | |
|----------------|----------------|
| 1. mother | 5. aunt |
| 2. grandmother | 6. cousins |
| 3. nephew | 7. cousin |
| 4. niece | 8. grandfather |

Exercise 2

Answers will vary.

Exercise 3

- | | |
|---------|---------|
| 1. has | 5. has |
| 2. has | 6. have |
| 3. have | 7. have |
| 4. has | |

Photocopiable 6

Exercise 1

Answers may vary. Sample answers:

Dining Room	table, chairs, vase
Kitchen	refrigerator, stove, microwave, sink, dishwasher, curtains, shelf
Bathroom	bathtub, toilet, shower, mirror, shelf, sink
Bedroom	bed, closet, lamp, laptop, desk, rug, curtains, shelf
Garden/Yard	trees, flowers
Garage	car, motorcycle
Laundry Room	washer, dryer, shelf
Living Room	sofa, armchair, TV, sound system, shelf, DVD player, curtains, rug, lamp

Exercise 2

Answers will vary.

Exercise 3

Answers will vary.

Photocopiable 7

Exercise 1

- | | |
|--------------------|-----------------|
| 1. next to | 6. far from |
| 2. on, across from | 7. on |
| 3. on | 8. between |
| 4. next to | 9. far from |
| 5. near | 10. on, next to |

Exercise 2

- | | | |
|-------------|------------------|------------|
| 1. get | 4. Turn | 7. from |
| 2. bus stop | 5. block | 8. away |
| 3. Get off | 6. can't miss it | 9. welcome |

Exercise 3

Answers will vary.

Photocopiable 8

Exercise 1

- | | |
|--------------------------------|-----------------------------------|
| 1. eating | 5. talking/listening/
speaking |
| 2. sitting, watching | 6. writing/sending |
| 3. drinking/having,
reading | 7. working/shopping |
| 4. having | 8. talking/speaking |

Exercise 2

- Are you studying? Yes, I am.
- Is Aisha writing emails? No, she isn't.
- Are Jed and Jim working online? Yes, they are.
- Is she calling her sister? No, she isn't.
- Are we going shopping? Yes, we are.
- Is he talking to customers? Yes, he is.
- Are you waiting for your father? No, I'm not.
- Are they having coffee? Yes, they are.

Exercise 3

Answers may vary.

Sample answers:

1. He's studying for his exam./He's reading.
2. He's working./He's shopping.
3. She's cooking./She's eating.
4. He's sleeping./He's studying.
5. They're shopping.
6. They're watching TV.
7. He's working out.
8. We're eating./We're having dinner.
9. He's working.
10. He's waiting for a bus.

Photocopiable 9

Exercise 1

1. What does Saeed do? He's a doctor.
2. What do Jim and Adel do? They're teachers.
3. What does Anthony do? He's a chef.
4. What do Carl and Ben do? They're reporters.
5. What does Mr. Phillips do? He's a teacher.

Exercise 2

1. reporter
2. flight attendant
3. website designer
4. chef
5. taxi driver
6. waiter
7. photographer/cameraman

Exercise 3

1. pilot
2. teacher
3. mechanic
4. salesperson



Photocopiable 10

Exercise 1

Answers will vary.

Exercise 2

Matt has a brother and a younger sister. He works for a company in the city. His brother and sister go to school near his office. So he drives them to school every morning. Their father is a pilot. He flies for an international airline. He likes his job, but he misses his family when he is away.

Exercise 3

1. get
2. organize
3. write
4. design
5. share
6. spend

Photocopiable 11

Exercise 1

1. Jack usually has breakfast early in the morning.
2. Jack always takes the bus to school.
3. He usually has classes until 3:00 P.M.
4. He often has/goes to/takes a karate class after school.
5. He always does his homework before dinner.
6. He often writes/checks/sends emails after dinner.
7. He never plays computer games on weeknights.

Exercise 2

1. Omar always brushes his teeth in the morning.
2. He usually takes the bus to school.
3. He plays football every afternoon.
4. He checks his email after dinner.
5. He usually has lunch at school.
6. He always goes to bed early on weeknights.
7. He sometimes calls his friend before dinner.

Exercise 3

Answers will vary.

Photocopiable 12

Exercise 1

1. They can eat there. OR
They can have lunch or dinner there.
2. They can borrow/read books there.
3. They can catch/get/take a plane there. OR
They can catch/get/take a flight there.
4. They can take/catch a bus there.
5. They can buy books or magazines there.
6. They can see exhibits/art there.
7. They can go shopping or meet friends there. OR
They can hang out with friends there.
8. They can buy fruit and vegetables there. OR
They can buy food there.

Exercise 2

1. Can Fred design websites? No, he can't.
2. Can he ride a horse? No, he can't.
3. Can he play football? Yes, he can.
4. Can he rollerblade? Yes, he can.
5. Can Lynn cook? Yes, she can.
6. Can she write stories? Yes, she can.
7. Can she take photographs? Yes, she can.
8. Can she rollerblade? No, she can't.

Exercise 3

Answers will vary.

Photocopiable 14

Exercise 1

	cities	buildings	flags	National Day	parades	fireworks	events
decorate	✓	✓					
celebrate				✓			
watch					✓	✓	✓
organize					✓		✓
fly			✓				

Answers will vary.

Sample answers:

1. People decorate buildings with flags and green lights.
2. They organize events to celebrate National Day.
3. They watch the fireworks and fly flags.

Photocopiable 13

Exercise 1

Answers will vary.

Sample answers:

1. T-shirts, a hat, sunglasses, sandals, and shorts
2. a warm coat, boots, and a sweater
3. a warm coat, boots, sweaters, gloves, a scarf, and a hat
4. a formal dress and new shoes
5. T-shirts, pants, sunglasses, a hat, and shoes
6. a suit and a tie
7. pants, shirts, sweaters, a raincoat, and waterproof shoes

Exercise 2

1. He's going to play tennis.
2. They're going to go shopping. OR
They're going to meet friends.
3. They're going to eat. OR
They're going to have lunch/dinner.
4. She's going to sleep.
5. He's going to use it. OR
He's going to check his email. OR
He's going to play games.
6. They're going to play football.

Exercise 3

Answers will vary.

Exercise 2

1. Yes, he's going to invite him. OR
No, he isn't going to invite him.
2. Yes, she knows her. OR
No, she doesn't know her.
3. Yes, I want to play it. OR
No, I don't want to play it.
4. Yes, I need to talk to him/her. OR
No, I don't need to talk to him/her.
5. Yes, he's going to meet them. OR
No, he isn't going to meet them.
6. Yes, I'm going to call him/her later. OR
No, I'm not going to call him/her later.
7. Yes, I like it. OR
No, I don't like it.
8. Yes, he's going to drive him to work. OR
No, he isn't going to drive him to work.

Exercise 3

1. Adults offer money to children.
2. People show kindness and generosity to everyone.
3. On Eid Al-Adha, the family shares a meal with friends.
4. People often decorate their homes.
5. Families get together for a special meal.

Photocopiable 15

Exercise 1

- | | |
|---------|------------|
| 1. were | 5. wasn't |
| 2. were | 6. were |
| 3. were | 7. was |
| 4. was | 8. weren't |

Exercise 2

Answers will vary.

Exercise 3

1. (c) population
2. (b) three-story building
3. (f) in ruins
4. (a) skyscraper
5. (d) in good condition
6. (e) tournament

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Photocopiable 16

Exercise 1

1. went / bought / got
2. stayed / talked / watched / drank / ate
3. drove / met/ went/ had
4. got up / had / called / invited / had / needed

Exercise 2

1. Did Ryan and Jed go shopping last Saturday?
Yes, they did.
2. Did Ryan buy a new laptop?
No, he didn't.
3. Did Jed get a new laptop?
Yes, he did.
4. Did Matt drive his brother to the mall this morning?
Yes, he did.
5. Did Matt go back home?
No, he didn't.
6. Did Matt and his friend have cake?
Yes, they did.
7. Did Asma get up early on Saturday?
No, she didn't.
8. Did Asma and her friend have a project?
Yes, they did.

Exercise 2

1. ethnic dishes/cuisine
2. accident
3. chips
4. melt
5. topping

1 Good Morning!

A

1. Goodbye.
2. Hi. How are you?
3. Good morning.
4. Nice to meet you.
5. Good evening.
6. Good night.

B

1. is/'s
2. are/'re
3. is
4. is/'s
5. are
6. are/'re
7. is/'s
8. are, am/'m

C

1. I'm
2. He's/She's
3. He's
4. I'm
5. They're
6. We're
7. You're
8. They're

D

1. Her
2. His
3. My
4. His
5. your
6. Her
7. My
8. your

E

1. is/'s
2. my
3. am/'m
4. my
5. His
6. is/'s
7. is/'s
8. His
9. your

F

1. school
2. student
3. spell
4. meet
5. friend
6. night
7. your
8. are
9. later

Secret word: SuperGoal

G

Answers will vary. Sample answers:

Paul: Hi. I'm Paul Wilson.

John: Hello, Paul. I'm John. This is my friend, Samuel.
But his friends call him Sam.

Paul: Nice to meet you, Sam.

Sam: Nice to meet you, too.

Paul: Mr. Lee and Mr. Grant are the teachers.
Hello, Mr. Lee!

Mr. Lee: Good evening, Paul! How are you?

2 What Day Is Today?

A

- | | | |
|---------|-----------|----------|
| Monday | Wednesday | Friday |
| Tuesday | Thursday | Saturday |

B

- | | | | |
|----------|-------|-----------|----------|
| January | April | July | October |
| February | May | August | November |
| March | June | September | December |

C

1. Thirteen plus thirty-three equals forty-six.
2. Twenty-one plus fifteen equals thirty-six.
3. Forty-three plus fifty-seven equals one hundred.
4. Seventy-six plus four equals eighty.
5. Eleven plus eighteen equals twenty-nine.

D

1. seventh
2. fifteenth
3. twelfth
4. fifty-fifth
5. fortieth
6. sixtieth
7. eighteenth
8. sixty-second

E

- February fifteenth
May fifth
December thirtieth
June eleventh
April twenty-fifth

F

1. e
2. d
3. a
4. b
5. c
6. f

G

1. your
2. Their
3. Our
4. Their
5. our

H

1. How old
2. What
3. When
4. What
5. What

I

1. on
2. on
3. in
4. on
5. in
6. on
7. on
8. in



J

Across

1. twelfth
3. twentieth
4. nineteen
7. fifth

Down

2. eleventh
3. third
5. eighty
6. ninety

K

Answers will vary. Sample answer:

My name is Ali. I am sixteen years old. My final test is in the third month of the year. It's in March.

Omar is my best friend. He is seventeen years old.

His final test is on March fifteenth.

3 What's That?

A

- | | | | |
|-------------|---------------|--------------|---------------|
| 1. radio | 4. camera | 7. key chain | 9. calculator |
| 2. car | 5. watch | 8. bicycle | 10. toy |
| 3. airplane | 6. television | | |

B

Travel

a bicycle
an airplane
a car

Electronics

a laptop computer
a radio
a camera
a television
a calculator

Personal items

a watch
a key chain
a toy

C

- | | |
|-------------------------|---------------------------|
| 1. What are those? | 4. They're my keys. |
| 2. They're calculators. | 5. Those are cars. |
| 3. They're pencils. | 6. They're her paintings. |

D

1. Please open the window.
2. Please don't take photographs.
3. Please close the door.
4. Please don't use cell phones.
5. Please don't talk.



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E

1. **A:** What are these?/What is this?
B: They're keys./This is a keychain.
2. **A:** What are those?
B: They're headphones.
3. **A:** What's this?
B: It's a camera.
4. **A:** What are these?
B: They're eggs.
5. **A:** What's that?
B: It's an airplane.
6. **A:** What is this?
B: It's a ball.

F

Singular

1. this telephone
2. that pencil
3. this watch
4. that dinosaur
5. this radio

Plural

these telephones
those pencils
these watches
those dinosaurs
these radios

G

- | | | |
|----------|------------------------|--------------------|
| 1. a car | 2. a key
a keychain | 3. an egg
a toy |
|----------|------------------------|--------------------|

H

Answers will vary, but should follow the model.

4 Around the World

A

- | | | |
|--------------|------------|--------------|
| 1. Jordanian | 5. Canada | 8. Greece |
| 2. France | 6. China | 9. Venezuela |
| 3. Russia | 7. English | 10. Egypt |
| 4. American | | |

B

- | | | |
|----------|--------------|--------------|
| 1. Saudi | 3. England | 5. Brazilian |
| 2. Omani | 4. Australia | 6. Egyptian |

C

Tom: Hi. My name is Tom. What's your name?
Eduardo: I'm Eduardo. This is my friend, Roberto.
Roberto: Hi, Tom. Where are you from?

- Tom:** I'm from the United States. I'm on vacation here in Brazil for the first time. Are you Brazilian?
- Roberto:** No, we're from Cuenca, but we live in Rio de Janeiro now.
- Tom:** Is Cuenca in Colombia?
- Eduardo:** No, it isn't. It's in Ecuador.

D

- No, he isn't. He is from Ecuador.
- Yes, he is.
- No, he isn't. He's on vacation.
- No, he isn't. He's from the United States.
- Yes, they are.
- Yes, it is.
- No, they aren't. They are in Brazil now.
- No, they aren't. They live in Rio de Janeiro.

E

- Yes, I'm from Saudi Arabia.
- Yes, she is.
- I'm from England.
- It's 389-555-0029.
- Yes, we are.
- No, it isn't. It's in Washington.

F

- Max:** Excuse me. Are these the bags for flight 128?
- Agusto:** Yes, they are.
- Max:** Where are you from?
- Agusto:** I'm from Venezuela. How about you?
- Max:** I'm from Canada.
- Agusto:** Are you here on business?
- Max:** No, I'm not. I'm here on vacation.
- Agusto:** Here's my bag. Goodbye! Enjoy your visit!
- Max:** Bye!

G

- Name:** Carlos Torres
- Nationality:** Chilean
- Address:** Los Angeles, California, U.S.
- Age:** 18
- Email address:** carlos123@worldnet.com
- Phone number:** 310-555-9901

H

Answers will vary, but should follow the model of Exercise G.



5

Families, Families

A

- no
- yes
- yes
- yes

B

- son
- grandson
- brother
- cousin

C

Answers will vary. Sample answers:

- I'm Farah's sister.
- I'm Ahmed's cousin.
- I'm Fahd's daughter.
- I'm Aisha's aunt.
- I'm Ali's grandson.

D

- have
- doesn't have
- has
- don't have

E

- Sahar's aunt
- the children's father
- the girls' mother
- the aunts' bags

F

- Yes, I have a lot of/lots of uncles.
- Yes, I have a lot of/lots of aunts.
- No, I don't have any sisters.
- Yes, I have a lot of/lots of brothers and sisters.

G

- How many sisters does Khaled have?
- Who is Khaled's mother?
- Who is Khaled's aunt?
- How many children do Refaa and Hameed have?
- Who are Khaled's grandparents?

H

- no
- yes
- no
- no
- no

I

- grandmother
 - son
 - aunt
 - husband
 - uncle
 - parents
- Secret word: mother

J

Answers will vary. Sample answer:

My family is big. I have one brother and two sisters. My brother's name is Faisal. My sisters' names are Asma and Maha. Faisal is eight years old. Asma is twelve years old, and Maha is seventeen years old. Faisal is the baby in my family. My grandfathers' names are Ali and Abdullah. My grandmothers' names are Aisha and Noura. I have three aunts and four uncles. I have twelve cousins. I have a pet. It's a cat. My cat's name is Mindy.

EXPANSION Units 1–5

A

1. When — d
2. What — f
3. How old — h
4. Where — c
5. What — e
6. Where — a
7. How old — b

B

1. Please don't close the door.
2. Today isn't Sunday.
3. He isn't from Oman.
4. They aren't sisters.
5. I am not ten years old.

C

1. Is it March 17th today?
2. Is Sabah 17 years old?
3. Are you from Syria?
4. Are you Jordanian?
5. Is that my pencil?
6. Are those our posters?
7. Is that a famous painting?

D

Across

1. hello
4. it
6. Saturday
9. down

Down

1. his
2. October
3. Tuesday
5. What
7. and
8. are
10. old
11. no

E

1. is/'s
2. is/'s
3. are
4. are
5. is/'s
6. are
7. is/'s
8. are
9. is not/isn't
10. is/'s
11. is/'s
12. am/'m

6 Is There a View?

A

1. stove
2. rug
3. vase (with flowers)
4. lamp
5. chair
6. TV
7. mirror
8. sink
9. bed
10. closet

B

1. in
2. in
3. under
4. on
5. in front of
6. under
7. in
8. behind
9. on
10. on

C

Reporter: Is your house in California big?

John: Yes, there are 35 rooms.

Reporter: Thirty-five rooms? That's a big house!

John: Yes, there are 15 bedrooms, and there are 10 bathrooms. There are two kitchens. There is a kitchen upstairs, and there is a kitchen downstairs.

Reporter: Is there a balcony?

John: Yes, there are two balconies. There is one balcony in front of the house, and there is one balcony behind the house. There is a nice view from the front balcony.

Reporter: Are there famous paintings?

John: Yes, I have two paintings by Picasso.

Reporter: That's great. Is there a garden?

John: Yes, there is a large garden with flowers behind the house.

Reporter: What's your favorite room?

John: It's my bedroom. There are two phones, a laptop computer, and a huge high-definition TV in my bedroom. I watch myself on TV!

D

Answers will vary. Sample answers:

BEDROOM

There is a mirror in the bedroom.

There isn't a chair in the bedroom.

There is a rug in the bedroom.

LIVING ROOM

There is a TV in the living room.

There isn't a sofa in the living room.

There are paintings in the living room.

KITCHEN

There is a stove in the kitchen.

There isn't a chair in the kitchen.

There are curtains in the kitchen.

TWO MORE ITEMS

There is a desk in the bedroom.

There is a sink in the kitchen.

E

1. no 2. no 3. yes 4. no 5. yes

F

Answers will vary. Sample answer:

My dream bedroom is just right for me. There is a big bed.

There is a desk. There is a big TV with a DVD player. There

are lots of windows. There is a beautiful view. There is a big

closet in my bedroom. There is a sound system, too.

7 Where Do You Live?

A

1. mall 4. supermarket 6. restaurant
2. pharmacy 5. bank 7. bookstore
3. park

B

A: Excuse me. Is there a restaurant near here?

B: Yes, there's one across from the post office.

A: And where is the post office?

B: Go to the corner, and turn right.

A: Thank you.

B: You're welcome.

C

1. between 2. across from 3. next to



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D

Answers will vary. Sample answers:

- The subway station is far from the bookstore.
The subway station is on Main Avenue.
- The park is near the bank.
The park is on Park Avenue.
- The supermarket is far from the convenience store.
The supermarket is near the bookstore.

E

You: Go straight on Park Avenue to the next corner.

Turn right at the bank.

The museum is across from the bank.

It's between the convenience store and the subway station.

F

1. in 2. on 3. in 4. on 5. on

G

- Yes.
- No. There are over 200 stores in Penang.
- No. There are big hotels in the town.
- No. KOMTAR is the name of a shopping mall.
- No. There are many beautiful parks in Penang.

H

Answers will vary.

I

Answers will vary. Sample answer:

My city is very old. It is a small city. It is popular with tourists.

There are a lot of tourist attractions. There are a lot of

museums. There is a very famous restaurant. It is very

popular. There are 100 to 150 stores in my city. There is

not a shopping mall in the city. A lot of shops are on River

Street. There are very good restaurants in the city. Fazzino's

is a good Italian restaurant. There is an airport, but it is far from the city.

8 What Are You Doing?

A

1. is surfing, are studying
2. is listening
3. are eating
4. is not/isn't riding

B

1. What is Jamal doing?
He's reading a book.
2. What are they doing?
They're surfing the Internet.
3. What is Jim doing?
He's watching sports on TV.
4. What is Ahmed doing?
He's talking on his cell phone.
5. What are the boys doing?
They're playing video games.

C

1. No, he isn't.
2. Yes, he is.
3. No, they aren't.
4. Yes, they are.
5. Yes, he is.

D

1. What is Asma doing?
2. What are Omar and Qassim doing?
3. What are you doing?
4. What are you doing?

E

Pictures should reflect the content of the paragraph.

F

Answers will vary. Sample answer:

Hi Adel,

I'm sitting at the library with four friends. Jamal is doing research. Hussain is studying for the exams. Fahd is writing an essay. Faris is looking for a book.

What are you doing with your friends?

Bye for now,

Saeed



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9 What Do You Do?

A

1. G / salesperson
2. H / reporter
3. A / high-tech designer
4. F / taxi driver
5. E / fashion designer
6. B / nurse OR doctor
7. D / teacher

B

1. **A:** What does Adel do?
B: he takes photos.
2. **A:** What does Imad do?
B: He sells clothes.
3. **A:** What does Fred do?
B: He cooks food.
4. **A:** What does Ray do?
B: He's a waiter.
5. **A:** What do Fred and Ray do?
B: They work in a restaurant.
6. **A:** What do Bruce and Ali do?
B: They drive taxis.
7. **A:** What does Mike do?
B: He sells magazines.

C

Yousef: Hi. I'm Yousef Hamda. I'm a doctor. I work in a hospital in Dubai.

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

Yousef: What do you do?

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

Yousef: Do you know anyone here?

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

Yousef: What do they do?

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

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

D

1. **A:** does
B: 's
2. **A:** do
B: 're
3. **A:** do
B: drives
4. **A:** does
B: 's

E

1. yes
2. yes
3. no
4. no
5. no

F

Answers will vary. Sample answer:

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

10 What's School Like?

A

- Sean:** Here's my new schedule.
Dave: Look! I have math class with you. It's my favorite class. It's fun. Do you like math?
Sean: No, I don't. It's not easy. It's really challenging and difficult.
Dave: What's your favorite class?
Sean: English is my favorite class.
Dave: I like English, too. It's not boring. It's very interesting.
Sean: And look! Mr. Simpkins is teaching the class.
Dave: He's a great teacher. He's smart and he's a lot of fun.

B

- Ali:** Who are your friends?
Fahd: Amr is wearing the striped shirt. He plays on the basketball team. He's very tall.
Ali: Who is the boy with the short brown hair?
Fahd: That's Adnan. He's in my computer club. He has lots of friends.
Ali: What's he like?
Fahd: He's smart and lots of fun.
Ali: And who is the boy with short black hair, in front of the window?
Fahd: His name is Imad. He's really athletic. And he's a tennis champion.

C

- 3 **Ted:** Does he play any sports?
 5 **Ted:** Isn't Tom in our English class? What does he look like?
 7 **Ted:** What's he like?

- 4 **Ahmed:** No, he doesn't. He's in the science club. But his brother, Tom, plays football.
 8 **Ahmed:** He's smart and very nice. And he's good at English.
 2 **Ahmed:** He's tall. He has short black hair. And he has brown eyes.
 6 **Ahmed:** Yes, he is. He's tall, too. And he has curly black hair.

D

1. Do you study French?
2. Does Mr. Lee teach science?
3. She has long blond hair.
4. Faisal has a red backpack.
5. Imad has short black hair.
6. Omar has a new laptop.
7. Don't you take chemistry?

E

1. Dean
2. John

F

Answers will vary. Sample answers:

1. John is tall. He wears glasses. He has short black hair.
2. Dean is short. He has short blond hair. He plays tennis.
3. Clyve has short black hair. He isn't very tall.
4. Kevin is tall. He has curly hair. He has a backpack.
5. Larry has short curly hair. He has a bike.

G

Answers left to right:

Mr. Argano; Mr. Johnson; Mr. Fletcher; Mr. Collins;
 Mr. Werner; Mr. Marsh

H

Answers will vary. Sample answer:

Hi Colin,

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

Majid

11 What Time Do You Get Up?

A

1. gets up
2. eats/has breakfast
3. drive home
4. do their homework/study
5. eat/have dinner
6. goes to bed

B

1. **B:** It's 6:25 P.M.
2. **B:** It's twelve o'clock.
3. **B:** It's nine o'clock at night.
It's 9:00 P.M.

C

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

D

Answers will vary. Sample answers:

1. I never do homework with friends.
2. I always brush my teeth after breakfast.
3. I sometimes write emails to my family members.
4. I always study for tests at night.
5. I usually visit friends on Saturdays.

E

1. He always drives the taxi before he sells cell phones at the store.
2. He usually plays tennis after his job at the store.
3. He drives the taxi every day.
4. He drives the taxi on Tuesday. Then he works at the Internet café at ten o'clock.
5. He never sells cell phones on Tuesday.
6. Jamal never plays tennis at night.

F

1. no
2. yes
3. no
4. yes
5. no



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G

Answers will vary. Sample answer:

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

After school, I usually go to the park. Sometimes I play video games with my friend.

I usually do my homework in the evening. Then I go to bed.

I see my friends every day. I watch TV every day, too.

EXPANSION Units 6–11

A

1. Their names are Adnan and Aisha.
2. They have one aunt.
3. He has two brothers.
4. His name is Majid.
5. Their grandparents are Mariam and Hussain.

B

1. Is there
2. There is
3. There is
4. Are there

C

1. They're eating
2. He's surfing
3. He's talking
4. He's writing

D

1. on
2. next to
3. across from
4. between
5. on the corner of

E

1. Turn left on Main Street. The bookstore is next to the restaurant.
2. Turn right on Main Street. The bus stop is across from the post office.
3. Turn right on Main Street. Roberto's Restaurant is between the bookstore and the post office.

A

1. Hashim is a website/high-tech designer.
2. Ibrahim is a photographer.
3. Adel and Fadi are doctors.
4. Mr. Badr is a teacher.

B

1. He doesn't speak English.
2. Does Mr. Hussein teach math?
3. Mr. Wang is tall.
4. Does he have short black hair?
5. Do you wear glasses?

C

- 7 OK. See you Thursday afternoon.
- 6 That's fine. I never work in the afternoon.
- 3 I usually like to play at 10:00 in the morning.
- 2 Sure. What time?
- 5 Then how about Thursday afternoon at 3:00?
- 4 That's not good for me. I always work on Thursday mornings.

D

Answers will vary. Sample answers:

1. He never goes to a restaurant for lunch.
2. He usually gets up at 7:00 A.M., and he gets to work at 8:00.
3. He eats in a restaurant on Saturday.
4. He always drinks two cups of coffee.
5. He reads the newspaper and watches TV. Sometimes he visits friends.

E

Answers will vary.

12 What Can You Do There?

A

- | | |
|--------------------|----------------------|
| 1. play football | 4. talk/hang out |
| 2. play basketball | 5. exercise/work out |
| 3. sail/go sailing | 6. play volleyball |

B

Answers will vary.

C

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



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

John and Dennis can play chess.

D

- | | |
|--------------------|--------------------|
| 1. likes to | 4. doesn't like to |
| 2. doesn't like to | 5. like to |
| 3. likes to | 6. don't like to |

E

Answers will vary, but should follow the model.

F

I have lots of friends. They like to do different things. My friends Patrick and Tony have cell phones. Patrick likes to talk on his cell phone. Does Tony like to talk on his cell phone? No, he doesn't. Tony likes to take photos with his cell phone! My friend Ryan likes to surf. He lives in Hawaii and she can surf every day of the year. Tom lives in my apartment building. We live in Arizona. There aren't any beaches in Arizona. But Tom likes to surf every day of the year, too. How? He can surf on the Internet!

G

1. Yes. Badr likes sports.
2. No. Imad doesn't like to play football.
3. Imad likes to watch films, but Badr doesn't.
4. They watch football and other sports on TV and play basketball. They play computer games.
5. They watch sports on TV. They like to play basketball and computer games. Imad likes malls, but Badr doesn't like them. Badr likes to read, but Imad likes to exercise in the gym. Badr often walks, but Imad doesn't often walk.

H

Answers will vary. Sample answer:

My favorite activity is surfing. I surf at the beach near my house. I like to surf every day. I like to surf with my two friends, Kevin and Josh.

I don't like to clean my room. Why do I need to clean it? It never stays clean!

13 What Are You Going to Wear There?

A

- | | |
|-------------|------------|
| 1. abayas | 5. coat |
| 2. thobes | 6. socks |
| 3. tie | 7. sandals |
| 4. sneakers | 8. gloves |

B

- | | | |
|----------|---------------|-----------|
| 1. shirt | 3. sunglasses | 5. jeans |
| 2. tie | 4. shirt | 6. gloves |

C

- Amina and her mother are going to wear abayas.
They're not going to wear coats.
- Stephanie is going to wear shoes.
She isn't going to wear boots.
- Adnan is going to wear a suit and tie.
He isn't going to wear jeans.
- Steve is going to wear shoes.
He isn't going to wear sandals.
- Tom is going to wear a shirt and tie.
He isn't going to wear a T-shirt.

D

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

E

Answers will vary. Sample answers:

- He's going to wear a T-shirt, shorts, and sneakers.
- He's going to wear a shirt, jeans, and boots.

F

- 's OR is / going
- to go / 'm OR am
- be / 's OR is

G

Answers will vary. Sample answers:

- He is going to wear a sweater, a jacket, and boots.
- He is going to wear a T-shirt, jogging pants, and sneakers.
- Jack is going to wear gray pants, a light blue shirt, and a blue jacket. Saeed is going to wear a brown suit, a white shirt, and a tie.

H

Answers will vary. Sample answer:

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

14 Let's Celebrate

A

- A:** Tomorrow is September 23rd.
B: That's right! It's National Day in Saudi Arabia.
- A:** When is Eid Al-Adha?
B: It's on the tenth day of the 12th Islamic month.
- A:** When is Eid Al-Fitr?
B: It's on the first day of the month of Shawwal.
A: What day?
B: *Answers will vary depending on the year.*

B

- Amr:** Let's have our graduation party at my house on Thursday night.
- Fahd:** OK. Do you want to invite all our friends?
- Amr:** Yes. We need to invite all of them. We don't want any of them to get upset.
- Fahd:** Are you going to make sandwiches and salads?
- Amr:** I want to make them, but I need to ask my mother first.
- Fahd:** I need to buy a new shirt for the party. Do you want to go to the mall this afternoon?
- Amr:** I can't. I need to study for a test.
- Fahd:** I need to study for a test too, but I want to go to the mall right now.
- Amr:** Well, let's go to the mall now and study for the test later.



C

- Saeed:** What are we going to do this afternoon?
Ashraf: Let's go to the Prince Nora University Library.
Saeed: How are we going to get there?
Ashraf: My father can drive us there. Let's ask him.
Saeed: But your father is going to drive your mother to your aunt's house.
Ashraf: No, my older brother is going to drive her.
Saeed: Okay, then. But I need to be home by 6:00 P.M.
Ashraf: No problem. We can drive you home.
Saeed: I just remembered. My brothers are going to be at the library. They can drive me home.
Ashraf: Great! Call and arrange to meet them there.
Saeed: Good idea! Let's do it.

D

1. Our cousins always invite us to their country home.
2. They want to invite their friends.
3. They need to go shopping for food.
4. They want to have a game console at the graduation party.
5. He wants to buy a new cell phone.

E

1. Let's play
2. Let's play tennis
3. let's study
4. Let's surf/search/look
5. Let's take

F

Answers will vary, but should follow the model.

G

1. no
2. yes
3. yes
4. no
5. yes

H

Answers will vary. Sample answer:

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



15 Then and Now

A

1. were
2. wasn't
3. were
4. was
5. weren't
6. were

B

1. Ali was good in math in high school.
2. He was usually late to class.
3. Fahd and Ali were in the same science class.
4. They were interested in computers.
5. They were classmates at school.

C

1. was / is
2. were / are
3. weren't / are

D

1. **A:** were
B: was
2. **A:** was
B: was
3. **A:** were
B: were
4. **A:** were
B: were / were

E

1. no
2. no
3. yes
4. yes
5. yes

1. No, he wasn't.
2. Yes, he was.
3. No, he wasn't.
4. No, they weren't.

F

Answers will vary. Sample answer:

This is me at age seven.

I was born in Canada, but I was raised in the U.S. I was a short kid, and I was always good at sports. I wasn't always a good student, but I was smart.

This is me now.

I'm still smart, and now I'm a good student. I have family and friends in Canada. I often speak to them, and we speak French. I'm still good at sports. I'm still short, but now I'm the captain of the basketball team at school!

16 What Did You Do Last Week?

A

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

B

1. Majid played tennis in the morning.
2. Majid and his uncle watched a film together.
3. Majid and his uncle went out to a restaurant.
4. They saw a *Star Wars* film.

C

1. drove
2. went
3. saw / took
4. went
5. ate
6. played

D

1. Yes, he did.
2. Yes, they did.
3. No, they didn't.
4. No, he didn't.
5. Yes, they did.



E

1. Qassim surfed last week.
2. Amina talked to her friend last night.
3. Ahmed and Saeed went to the football game.
4. Adel saw his cousins last week.
5. Sabah got up early yesterday.

F

went	did	bought	painted
had	cleaned	saw	drank

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

G

1. no
2. yes
3. yes
4. yes
5. no

H

Answers will vary. Sample answer:

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

EXPANSION Units 12–16

A

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

B

Answers will vary.

C

- | | |
|-----------------------------|-------------|
| 1. shirt / jeans / sneakers | 4. raincoat |
| 2. jacket / pants / sweater | 5. suit |
| 3. T-shirt / shorts | |

D

Answers will vary. Sample answers:

1. He's going to wear a shirt and sandals to the beach.
2. He's going to wear jeans and a T-shirt to school.
3. He's going to wear a blue suit, a white shirt, and a tie to the wedding.

E

- | | | |
|-------------|---------|--------------|
| 1. it / her | 3. us | 5. him / you |
| 2. me | 4. them | |

F

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

Derek: Did you have a good time?

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

Derek: Where did you go?

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

Derek: Did you go to the White House?

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

Derek: When did you come home?

Mark: I came home early Monday morning.

G

1. He was in the United States for a year.
2. He always ate a big breakfast.
3. His English wasn't good at first, but the teachers and other students helped him.
4. He usually had lunch in the cafeteria.

1 Photocopiable Activity

Exercise 1

Rewrite the sentences using pronouns: **you, he, she, it, we, they** and contractions/short forms with apostrophes (').

1. **You and your friend** are in the school yard.

💡 *We're in the school yard.*

2. **Asma is** a good friend.

3. **Jim and Saeed are** on the plane.

4. **Adel is** very excited about the trip.

5. **Mr. Phillips is** a teacher.

6. **Mrs. Jennings is** our English teacher.

7. **You and Sabah are** good students.

Exercise 2

Fill in the blanks with possessive adjectives.

💡 1. Good morning class. I'm your new teacher. My name is Mr. Best.

2. This is _____ sister Hanan, and this is _____ friend Sue.

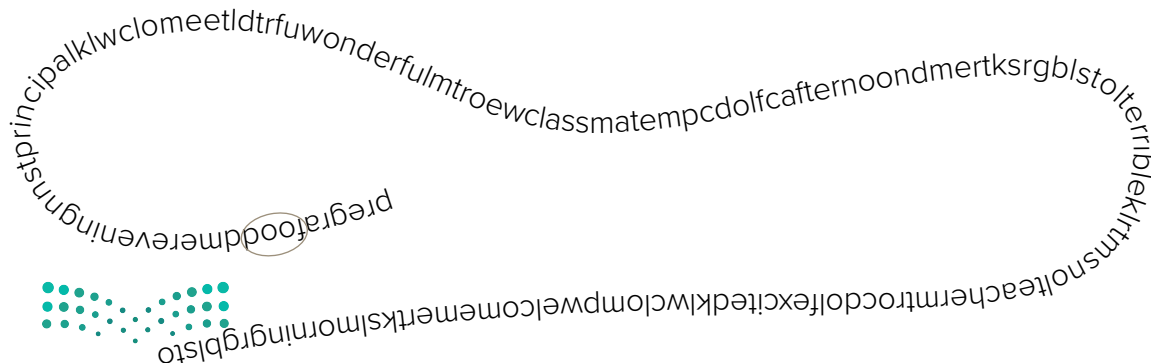
3. This is _____ brother Jim, and this is _____ friend Fahd.

4. That is _____ father in the red car. _____ name is Imad.

5. I'm Richard. _____ friends call me Rick.

Exercise 3

Find the 12 words in the spiral. The first one is done for you.



2 Photocopiable Activity

Exercise 1

Read and circle **T** for True or **F** for False.

1. We go to school on Friday. T / **F**
2. Wednesday is the day before Thursday. T / F
3. Saturday is the day after Friday. T / F
4. Sunday is the day after Monday. T / F
5. Tuesday is the day before Friday. T / F
6. We go to school on Monday. T / F

Exercise 2

Write the dates.

1. 11/6 June eleventh
2. 8/9 _____
3. 10/12 _____
4. 4/16 _____
5. 3/17 _____
6. 2/29 _____
7. 1/28 _____
8. 5/5 _____
9. 9/7 _____
10. 12/31 _____
11. 11/2 _____
12. 7/23 _____

Which of the dates only happens once in four years? _____

Which of the dates is the last day of the year? _____

Exercise 3

Answer the questions.

1. How old are you? _____
2. What day is today? _____
3. What's your best friend's name? _____
4. What's the date today? _____
5. How old is your best friend? _____



3 Photocopiable Activity

Exercise 1

Write what you can find at a science museum and what you can buy at the museum gift shop.

books dinosaur skeleton dinosaur eggs fossils sculptures key chains tote bags toys
posters washing machine calculators typewriter camera airplane headphones
photos lamp watches

Science museum	Museum gift shop
<i>dinosaur skeleton</i>	<i>sculptures</i>

Exercise 2

Circle the right word.

- Look at **this** / **these** sculptures. They're really cool.
- This** / **These** Is a very famous painting, and **this** / **these** are modern sculptures.
- This** / **These** is my brother Rick, and **this** / **these** is my brother Tom.
- This** / **These** are my books, and **that** / **those** are my brother's books.
- That** / **Those** is Aisha's desk, and **these** / **this** are Farah and Sabah's desks.
- That** / **Those** are Fahd's pencils, and **this** / **these** is Abdullah's pencil.
- That** / **Those** dinosaur is enormous, and **this** / **these** fossils are old.

Exercise 3

Ask and answer about items in the museum or the museum gift shop. Use **this/these** or **that/those**.

- bicycle *What's that? it's a bicycle. OR What's this? it's a bicycle.*
- sculptures *What are those? They're sculptures OR What are these? They're sculptures.*
- lamp _____
- watches _____
- toys _____
- photographs _____
- camera _____
- poster _____

4 Photocopiable Activity

Exercise 1

Choose the correct word.

1. A person who comes from China is **Chinean** / **Chinese**.
2. **Brazilese** / **Brazilian** coffee is well-known around the world.
3. London is the capital of **England** / **English**.
4. Dennis is American. He comes from the **Americas** / **United States**.
5. Miguel was born in **Mexico City** / **Mexican City**, but he lives in California.
6. **Norwegian** / **Norwegese** is the official language of Norway.
7. Pierre comes from France, but he lives in New York. He really likes **French** / **France** food.
8. Athens is the capital of **Greek** / **Greece**.

Exercise 2

Match questions and answers.

- | | |
|----------------------------------|---------------------------------|
| 1. Where are you from? | a. It's 0030. |
| 2. How old are you? | b. It's March 10th. |
| 3. What's the date? | c. saud@educate.com |
| 4. What's your nationality? | d. I'm Jordanian. |
| 5. What's your address? | e. I'm 19. |
| 6. What's your telephone number? | f. 320-2233456 |
| 7. What's the country code? | g. I'm from Brazil. |
| 8. What's your email address? | h. 46 Promenade Street, LA 3021 |

Exercise 3

Answer the questions.

1. What's your best friend's name?
2. How old is he/she?
3. Where is he/she from?
4. What's his/her address?
5. What's his/her telephone number?
6. What's his/her email address?
7. What's the country code?
8. What language does he/she speak?
9. What is his/her nationality?



5 Photocopiable Activity

Exercise 1

Fill in the missing words.

1. Your grandfather's daughter is your mother.
2. Your mother's mother is your _____.
3. Your brother's son is your _____.
4. Your sister's daughter is your _____.
5. Your father's sister is your _____.
6. Your uncle's sons are your _____.
7. Your uncle's daughter is your _____.
8. Your mother's father is your _____.

Exercise 2

Write about your family.

1. Do you come from a small or big family?

2. How many brothers do you have?

3. What are your brothers' names?

4. How many sisters do you have?

5. What are your sisters' names?

6. How many uncles and aunts do you have?

7. How many cousins do you have?

Exercise 3

Choose *have* or *has*.

1. Adel **has** / **have** three brothers and two sisters.
2. His brother **has** / **have** two sons.
3. My uncles **has** / **have** many children.
4. My mother **has** / **have** two sisters.
5. My father **has** / **have** two brothers and two sisters.
6. We **has** / **have** lots of posters.
7. John and Pete **has** / **have** a big family.

6 Photocopiable Activity

Exercise 1

Write the words in the right row. Some words can be in more than one row.

sofa refrigerator dryer trees ~~stove~~ washer sink dishwasher chairs lamp motorcycle
table bed curtains shower toilet bathtub flowers laptop cabinet rug desk
mirror car DVD player armchair shelf TV vase microwave closet sound system

⚡ Dining Room	<i>table</i>
⚡ Kitchen	<i>stove</i>
Bathroom	
Bedroom	
Garden/Yard	
Garage	
Laundry Room	
Living Room	

Exercise 2

Answer about your house or apartment.

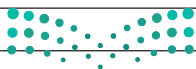
1. Do you live in a house or an apartment? _____
2. How many bedrooms are there? _____
3. Is there a garden or a balcony? _____
4. Is there a large kitchen? _____
5. Are there armchairs in the living room? _____
6. Is there a view from the living room? _____
7. Is there a dining room? _____
8. Are there chairs in the dining room? _____

Exercise 3

Describe/write about your room. Use some of these words to help you.

bed desk rug curtains shelf chair TV flowers books paintings posters

I have a _____ bedroom. In my bedroom, there is/are _____



7 Photocopiable Activity

Exercise 1

Look at the picture/map on pages 44 and 45 of your Student Book and complete the sentences with the right preposition. Use **across from**, **between**, **next to**, **on**, **near**, and **far from**.

1. Gino's Restaurant is next to the post office.
2. The pharmacy is _____ Central Ave., _____ the health club.
3. The mall is _____ E. 42nd St.
4. Andy's Bookstore is _____ the bank.
5. The health club is _____ the bank.
6. The convenience store is _____ the mall.
7. The subway station is _____ the corner of E. 42nd St. and Main Ave.
8. Andy's Bookstore is _____ the bank and the pharmacy.
9. The subway station is _____ the health club.
10. The City Center Supermarket is _____ Main Ave., _____ the subway station.

Exercise 2

Fill in the blanks with the correct word or phrase.

Get off welcome Turn ~~get~~ block bus stop from can't miss it away

- Mark:** Excuse me. How do I (1) get to the mall?
- Adnan:** Take the number 12 bus from the (2) _____, over there. (3) _____ at the health club. (4) _____ left on 1st St. There's a big parking lot on the left. The mall is right there on the next (5) _____. You (6) _____.
- Mark:** Is it far (7) _____ here?
- Adnan:** No, it's about 15 minutes (8) _____.
- Mark:** Thanks a lot.
- Adnan:** You're (9) _____.

Exercise 3

Answer the questions.

1. Where do you live? _____
2. Are there stores near your house? _____
3. Are there any restaurants near your house? _____
4. Is your house near the center of town? _____
5. Is your house far away from your school? _____
6. Is there a subway station near your school? _____
7. Where is your school? _____

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8 Photocopiable Activity

Exercise 1

Write what they're doing.

1. Ryan and Jed are eating sandwiches.
2. Carol and Aisha are _____ in the living room. They're _____ a DVD.
3. Matt is _____ coffee and _____ a book.
4. Bill is _____ a break.
5. Asma and Sabah are _____ to their teacher.
6. Frank is _____ an email to a customer.
7. John is at his bookstore. He's _____.
8. Gino is at his restaurant. He's _____ on the phone.

Exercise 2

Write questions and answers.

- | | | |
|--------------------------------|--------------------------|-------------------|
| 1. you / study | <u>Are you studying?</u> | Yes, <u>I am.</u> |
| 2. Aisha / write emails? | _____ | No, _____. |
| 3. Jed and Jim / work online? | _____ | Yes, _____. |
| 4. she / call her sister? | _____ | No, _____. |
| 5. we / go shopping? | _____ | Yes, _____. |
| 6. he / talk to customers? | _____ | Yes, _____. |
| 7. you / wait for your father? | _____ | No, _____. |
| 8. they / have coffee? | _____ | Yes, _____. |

Exercise 3

Write what the people are doing. Use **he**, **she**, **we**, and **they** with contractions. Write your own ideas.

- | | |
|---|--|
| 1. Fahd is in the library. | <u>He's studying for his exam. / He's reading.</u> |
| 2. Jamal is at the bookstore. | _____ |
| 3. Aisha is in the kitchen. | _____ |
| 4. Michael is in his room. | _____ |
| 5. Saeed and Tom are at the mall. | _____ |
| 6. Sabah and her sister are in the living room. | _____ |
| 7. Jim is at the health club. | _____ |
| 8. My family and I are at the restaurant. | _____ |
| 9. Carlos is at the office. | _____ |
| 10. Eric is at the bus stop. | _____ |



9 Photocopiable Activity

Exercise 1

Write questions and answers. Use **do** or **does**.

1. Saeed / doctor
💡 *What does Saeed do?* *He's a doctor.*
2. Jim and Adel / teachers

3. Anthony / chef

4. Carl and Ben / reporters

5. Mr. Phillips / teacher

Exercise 2

Read and complete the sentences with the correct word.

1. Fred writes news articles for a newspaper. He's a reporter.
2. Jeff flies all the time and looks after plane passengers. He's a _____.
3. Omar is interested in designing sites. He wants to become a _____.
4. Fahd works for an expensive restaurant. He prepares dishes with his assistants. He is a _____.
5. He spends all day working in his taxi. He is a _____.
6. Sam works at a restaurant. He waits on tables. He is a _____.
7. Brian works with Fred. He carries a camera and takes pictures. He's a _____.

Exercise 3

Read about these people and write what they want to be.

1. Adnan's father is a lawyer and wants Adnan to become a lawyer too. But Adnan is interested in flying and all kinds of planes. He wants to spend his life flying.
Adnan wants to be a _____.
2. Sabah is a very good student. She likes to study and write. She also likes to work with young children. She helps her little sister with her homework every day.
Sabah wants to be a _____.
3. Jamal knows how to repair things, and he likes to work with his hands. He also likes cars and reads lots of car magazines. He is interested in how cars work.
Jamal wants to be a _____.
4. Majid's uncle has a store with computers and electronic gadgets. Majid likes to help his uncle. He likes to talk to the people in the store and help them. Majid wants to be a _____.

10 Photocopiable Activity

Exercise 1

Answer the questions about yourself.

1. How often do you go to school?

2. How many teachers do you have?

3. How many subjects do you have? List them.

4. What is your favorite subject? Why?

5. What is your least favorite subject? Why?

6. Do you write emails in English?

7. Does your friend drive a car?

Exercise 2

Fill in the blanks with the correct form of the verb in parentheses.

Matt _____ (**have**) a brother and a younger sister. He _____ (**work**) for a company in the city. His brother and sister _____ (**go**) to school near his office. So he _____ (**drive**) them to school every morning.

Their father is a pilot. He _____ (**fly**) for an international airline. He _____ (**like**) his job, but he _____ (**miss**) his family when he is away.

Exercise 3

Circle the right word.

1. Students **get** / **give** / **make** the chance to make new friends in school clubs.
2. Members of the science club **order** / **learn** / **organize** their own experiments.
3. Some students **design** / **write** / **paint** poems.
4. It's not easy to **do** / **spend** / **design** computer programs.
5. It's fun to be with people who **share** / **present** / **make** the same interests.
6. Members of the Drama Club **spend** / **give** / **present** many afternoons preparing school performances.

11 Photocopiable Activity

Exercise 1

Write about Jack with the words. Use a suitable verb.

1. usually / breakfast early in the morning



Jack usually has breakfast early in the morning.

2. always / bus to school

3. usually / classes until 3:00

4. often / a karate class after school

5. always / his homework before dinner

6. often / emails after dinner

7. never / computer games on weeknights

Exercise 2

Fill in the blanks with the right form of the verbs on the list.

call have take ~~brush~~ check go play



1. Omar always brushes his teeth in the morning.

2. He usually _____ the bus to school.

3. He _____ football every afternoon.

4. He _____ his email after dinner.

5. He usually _____ lunch at school.

6. He always _____ to bed early on weeknights.

7. He sometimes _____ his friend before dinner.

Exercise 3

Answer the questions.

1. What do you do before dinner?

2. What do you do after dinner?

3. What do you do after school?

4. What does your friend do after school?

5. What does your friend do before dinner?



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12 Photocopiable Activity

Exercise 1

Write what people can do at these places.

1. restaurant *They can eat there. OR They can have lunch or dinner there.*
2. library _____
3. airport _____
4. bus stop _____
5. bookstore _____
6. museum _____
7. mall _____
8. supermarket _____

Exercise 2

Write questions and answers.

	design web sites	ride a horse	play football	rollerblade
Fred	no	no	yes	yes
	cook	write stories	take photographs	rollerblade
Lynn	yes	yes	yes	no

1. *Can Fred design web sites? No, he can't.*
2. _____
3. _____
4. _____
5. *Can Lynn cook? Yes, she can.*
6. _____
7. _____
8. _____

Exercise 3

Answer the questions.

1. Can you speak English? _____
2. Can you rollerblade? _____
3. Can you play tennis? _____
4. Can you use computer software? _____
5. Can you draw? _____
6. Can your friend ride a horse? _____
7. Can your friend cook? _____
8. Can your friend ice-skate? _____
9. Can your friend swim? _____

13 Photocopiable Activity

Exercise 1

Write 3 things that they are going to need there.

1. Steve is going to travel to the Amazon. It's going to be hot. He is going to camp in the forest.

He is going to need _____

2. Nawal is going to visit her aunt in Abha this winter. It's going to be cold.

She is going to need _____

3. Bill is going to travel to Alaska. It's going to be very cold.

He is going to need _____

4. Naziha is going to a wedding.

She is going to need _____

5. Faisal is going to spend some time in the desert.

He is going to need _____

6. Adel is going to his cousin's wedding.

He is going to need _____

7. Mark's father is going to travel to Australia by boat.

He is going to need _____

Exercise 2

Write about their plans. What are they going to do?

1. Brian is wearing shorts and holding his tennis racket.

2. Omar and Badr are in the car. They're driving to the mall.

3. Fred and Jeff are going into the restaurant.

4. Fatima is saying good night to her family.

5. Jed is turning on his computer.

6. Ashraf and his friends are going to the football field.

Exercise 3

Answer the questions.

1. What are you going to take to school tomorrow?

2. What subjects are you going to have tomorrow?

3. When are you going to have a test?

4. What are you going to write about in your essay?

14 Photocopiable Activity

Exercise 1

Tick the words that match.

	cities	buildings	flags	National Day	parades	fireworks	events
decorate	✓	✓					
celebrate							
watch							
organize							
fly							

Choose 3 combinations of words, and write about what people do on Saudi National Day.

- _____
- _____
- _____

Exercise 2

Answer the sentences using the right pronoun.

- Is Tom going to invite Pete? *Yes, he's going to invite him. OR No, he isn't going to invite him.*
- Does Aisha know Mariam? _____
- Do you want to play my new video game? _____
- Do you need to talk to the teacher? _____
- Is he going to meet Fahd and Omar? _____
- Are you going to call your friend later? _____
- Do you like my new cell phone? _____
- Is Ali going to drive Imad to work? _____

Exercise 3

Put the words in the correct order and write sentences.

- offer / adults / money / children / to

- generosity / people / kindness / show / everyone / to / and

- on / the family / with friends / a meal / shares / Eid Al-Adha

- often / people / homes / their / decorate

- get together / families / a special / meal / for

15 Photocopiable Activity

Exercise 1

Fill in the blanks with **was/wasn't** or **were/weren't**.

💡 Aisha and her family (1) were on vacation in Dubai last summer. They had rooms in a luxury hotel near the beach. The rooms (2) _____ very comfortable.

There (3) _____ 3 restaurants, tennis courts, a health club, and many other facilities. The view (4) _____ amazing, and it (5) _____ (not) very hot. The people in the hotel (6) _____ very polite and helpful.

It (7) _____ a wonderful vacation. They (8) _____ (not) happy to leave.

Exercise 2

Answer the questions.

1. Where were you born?

2. Where were your parents born?

3. Where were you yesterday morning?

4. Who was with you on the bus or in the car to school?

5. What time was it when you got to school?

6. Where were your friends on the weekend?

7. What was your day like?

8. What was the weather like this morning?

Exercise 3

Match the words and the definitions.


a. skyscraper b. three-story building c. population d. in good condition e. tournament f. in ruins

1. _____ the number of people who live in a city, town, or country

2. _____ a building with three floors

3.  _____ an old damaged building that is down

4. _____ a very tall building in the center of the city

5.  _____ an old building that looks as good as new

6. _____ a competition with a series of games until there is one winner

16 Photocopiable Activity

Exercise 1

Fill in the blanks with the right form of the verb.

1. Ryan and Jed (**go**) went shopping last Saturday. Ryan (**buy**) _____ a new T-shirt and jeans, and Jed (**get**) _____ a new laptop.
2. Carol and Aisha (**stay**) _____ home on Saturday. They (**talk**) _____ and (**watch**) _____ a new film. They (**drink**) _____ tea and (**eat**) _____ chocolate cake.
3. Matt (**drive**) _____ his brother to the mall. Then, he (**meet**) _____ a friend for coffee. They (**go**) _____ to a café and (**have**) _____ iced coffee and cake.
4. Asma (**get up**) _____ late on Saturday. She (**have**) _____ breakfast and (**call**) _____ her friend, Sabah. She (**invite**) _____ Sabah to come over for the day. They (**have**) _____ a project for school, and they (need) _____ to work together.

Exercise 2

Write questions and answers. Look at Exercise 1 before you answer.

1. Ryan and Jed / go shopping / last Saturday?
 Did Ryan and Jed go shopping last Saturday? Yes, they did.
2. Ryan / buy / a new laptop? _____
3. Jed / get / a new laptop? _____
4. Matt / drive / his brother / to the mall? _____
5. Matt / go / back home? _____
6. Matt and his friend / have / cake? _____
7. Asma / get up / early on Saturday? _____
8. Asma and her friend / have a project? _____

Exercise 3

Read the definitions and write the words. Look at the text on page 55.

1. typical dishes of a country, like sushi or pizza _____
2. something that happens by mistake _____
3. small, broken pieces of something, like chocolate or potatoes _____
4. turn to liquid, like ice cream does when it's hot _____
5. something tasty to put on top of food, like cheese or tomatoes _____

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
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11	Unit 2	5 Pronunciation
12	Unit 2	7 Conversation
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14	Unit 3	1 Listen and Discuss
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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
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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
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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