

# 9 What Do You Do?



## 1 Listen and Discuss

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

The illustration shows a modern technology store. In the background, a man is working at a counter with several laptops. On the wall, there are four posters: 'Camera' with a camera, 'VIDEO GAME' with two game controllers, 'Smartphone' with a smartphone, and 'LAPTOP' with a laptop. In the foreground, two boys are talking. Adnan, on the right, is wearing a brown shirt and a bag. Majid, on the left, is wearing a blue hoodie. Between them is a counter with an MP3 player, a cell phone, and a video game console with a controller. To the right, there is a printer on a stand. Two callout boxes provide information about the boys.

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

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

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

**Majid:** Yes, very much.

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

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

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

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

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



### Quick Check ✓

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

1. plays tennis **Tennis player**
2. works in a hospital **Doctor**
3. teaches at a school **Teacher**
4. designs new gadgets **Designer**

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

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

## 2 Pair Work

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

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

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

- What do you do?
- I'm a **doctor** **work in a hospital**



### 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** do you want to be?

I want to be a doctor.

**What** does he do?

**What** does she do?

**FYI**

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

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

- A:** What **Does** your uncle **do**?

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

**A:** What **Does** your cousin do?

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

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

**A:** What **Do** your friends **do**?

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

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

**A:** How about your brother?

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

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



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

\*FYI: For Your Information

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



1 Hameed / chef /  
work / restaurant

**A:** What does Ali do?  
**B:** He's a cyclist. He works in the local cycling club.



2 Mike / waiter /  
work / restaurant

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.



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/

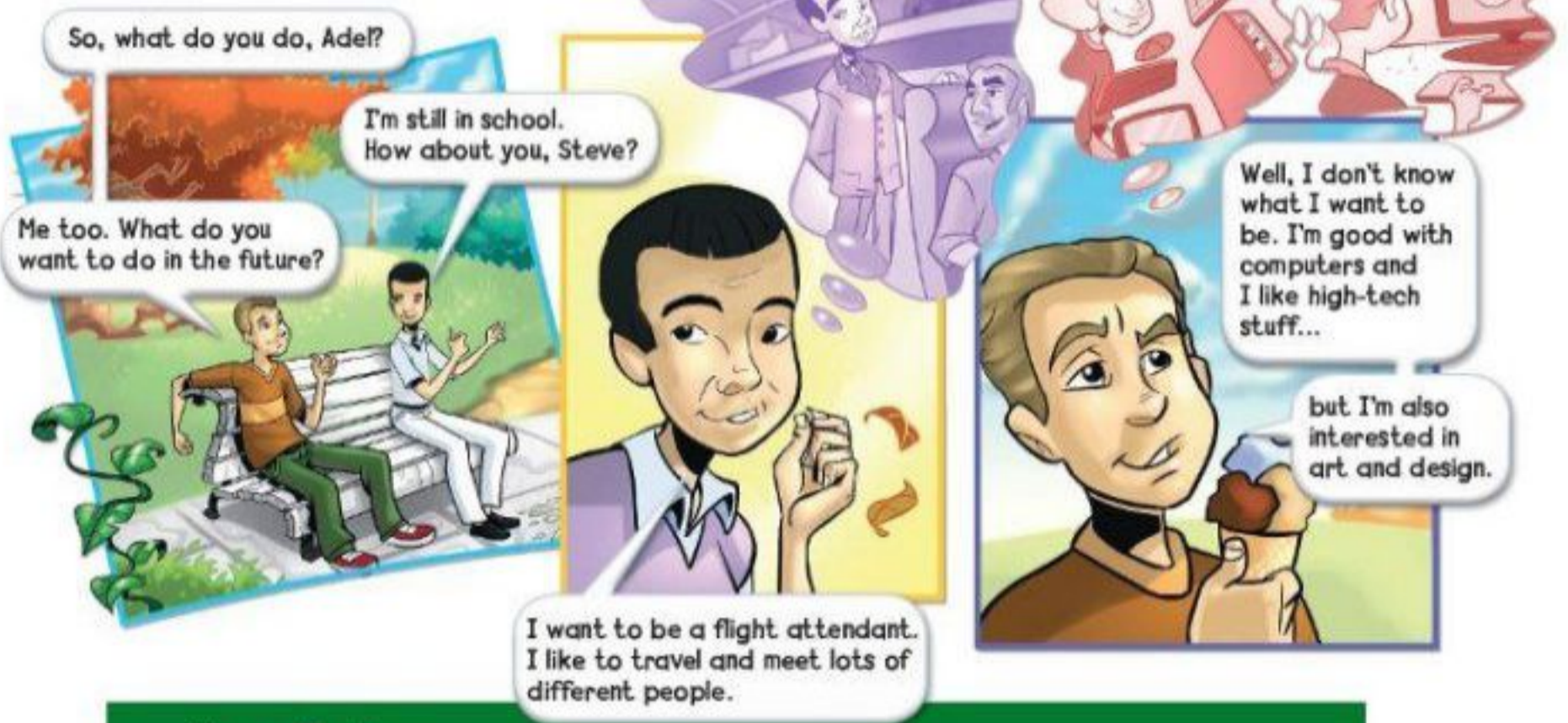
Mr. Penn **writes** for a magazine.  
Mr. Chang **works** in a bank.  
Pierre **cooks** in a restaurant.

/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:** **My father is a doctor , he works in a clinic**

## 7 About You

وزارة التعليم  
Ministry of Education  
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What do you want to be in the future? Discuss in a group. Say why.

**I want to be a doctor to help poor people**

- 1) They are students
- 2) He want to be a flight attendant
- 3) Yes , its fun
- 4) He is good with computers



## 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? **He lives in tabuk**
2. Who does he play for? **He is in the school football team**
3. What kind of player is he? **He is a football player**
4. What does he want to be? **He want to be a professional football player**
5. Where is he going in the summer? **He's going to the Al Watani football school**
6. What do Omar's parents think of his plans?

**They say football is ok but not many people become professional players and professional football players have a very short career.**

### 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 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? **Grow older**
2. Why does Khalid want to be a teacher? **Because their parents are teachers and they are happy with their jobs.**
3. What does Khalid want to teach? **Science teacher, he is interested in chemistry and physics.**
4. Why do you think he says "it's a difficult job sometimes"? **It's a difficult job sometimes.**
5. What do you think "rewarding" means? **Worth**

### 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	<b>I want to be a doctor</b>
Why I like this job	<b>1. because I like helping poor sick people</b>
	<b>2. because I like doing good</b>
	<b>3.</b>
Why I think I can do this job	<b>Because its my dream since I was young</b>
One thing I don't like about it	<b>Studying medicine is very expensive</b>

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

## 10 Project

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

# 11 Form, Meaning and Function

## Why / Because

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

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

## Because / So

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

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



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

architect chef doctor flight attendant mechanic teacher

*Why does he want to be an architect?*

- 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?**

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**.

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

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

*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
Sara	Doctor	Because she like to help sick people

# 10 What's School Like?

رابطه المدرسين الرقميين



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## 1 Listen and Discuss

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

Adjectives: interesting fun boring difficult challenging easy

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.



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. <u>B</u> active      | a. difficult   |
| 2. <u>C</u> interesting | b. athletic    |
| 3. <u>D</u> smart       | c. not boring  |
| 4. <u>A</u> hard        | d. intelligent |

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

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

## 2 Pair Work

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

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

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

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

### C. Describe two classmates.

What do they look like? What are they like?

### FYI

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

He's/She's thin.

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

He's/She's friendly.





### 3 Grammar

#### Simple Present Tense: Statements and Questions

##### Affirmative (+)

I	spea <u>k</u>	English.
You		
He	spea <u>ks</u>	
She		
We	spea <u>k</u>	
They		

##### Negative (-)

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

##### Questions (?)

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

##### Short Answers (+)

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

##### Short Answers (-)

No,	I	<b>don't.</b>
	we	
	they	
	he	<b>doesn't.</b>
	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? **No**
- Does he have French on Sunday? **Yes**
- Does Mr. Dobbs teach history? **No**
- Do Mr. Fat'hi and Mr. Al-Jahawi teach science? **Yes**
- What subject does Ahmed have last on Tuesday? **Science**
- What subject does he have three times a week? **French**
- What subjects does he have every day? **English math and science .**
- What does Mr. Al-Halawi teach? **History**

		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	✓	✓	✓	✓	✓

Mr. Smith

Mr. Al-Halawi

Mr. Al-Jahawi

Mr. Morris

Mr. Dobbs

Mr. Fat'hi

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

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

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

## 4 Listening

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

**Ted**

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

**Seth**

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

## 5 Pronunciation

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

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

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



## 6 Conversation

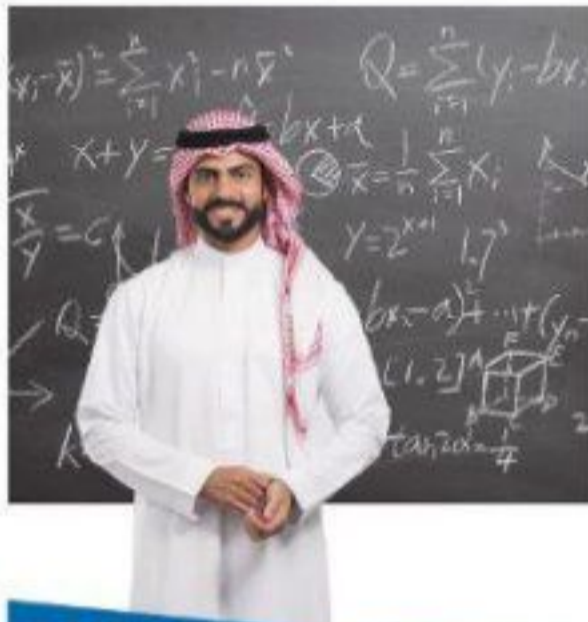
**Hashim:** What's your favorite subject?

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

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

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

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



### Your Ending

What does Hashim say about Mr. Huston?

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

#### Real Talk

cool = great

### About the Conversation

1. What's Faris's favorite subject? Why?
2. Does Hashim like history? Why?
3. Does Faris like the math teacher? Why?
4. Who is Hashim's favorite teacher?

## 7 About You

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

### Your Turn

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

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

**B:** **Math**

**A:** Why?

**B:** **Because its fun**

Name	Subject	Why?
Sara	Math	fun
Ahmad	history	fascinating

- 1) Science , he thinks its cool
- 2) yes , its fascinating
- 3) Yes , he explains things clearly and also makes math fun .
- 4) Mr Huston



### 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.

## 8 Reading

### Before Reading

What clubs does your school have?

### 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            | <b>Poetry club</b>      |
| 2. acting                     | <b>Drama club</b>       |
| 3. visit archaeological sites | <b>Archaeology club</b> |
| 4. present poetry             | <b>Poetry club</b>      |
| 5. play for the school team   | <b>Football club</b>    |
| 6. use chemicals              | <b>Science club</b>     |





## 9 Writing

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

Eyes/Hair	<b>Brown eyes / long black hair</b>
Height/Build	<b>Medium build</b>
Character	<b>Shy and friendly</b>
Interests	<b>Languages: English and Turkish</b>

- 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?

  E     D  

2. What is he like?

  A     f  

3. What does he like?

  B     c  

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

### Writing Corner

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

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

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



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

## 10 Project

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



# 11 Form, Meaning and Function

## Intensifiers

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

Ali is **very** tall.

Ali is an **extremely** active student.

Science is **pretty** interesting.

Science is a **really** interesting subject.

Faisal is **quite** short.

Faisal is **quite** an intelligent student.

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

## Adjectives with -ed

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

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



excited



bored



tired



interested (in)



annoyed



worried



frightened



confused

### A. Circle the correct adjectives.

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

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

 Football / very / exciting / sport

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

*Football is a very exciting sport.*

**Math is a quite difficult subject**

**Maha is really a talented artist**

**Fahed is an extremely athletic student**

**History is pretty interesting subject**

**Mr parks is quite strict teacher**

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

# 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



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

7:30 P.M. Lahore, Pakistan



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

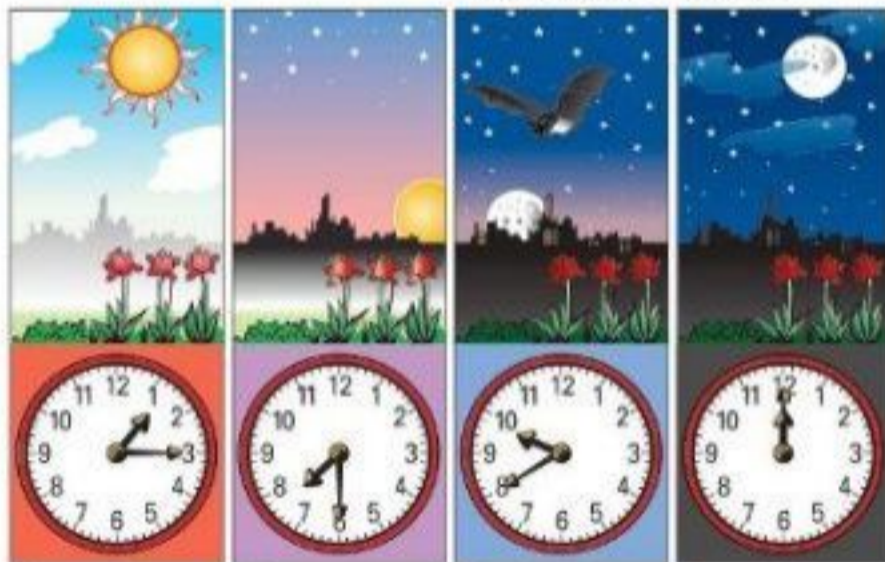
11:30 P.M. Tokyo, Japan



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



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



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

What time is it?



It's four o'clock.

## Quick Check

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

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

- Yes Amal usually gets up early.
- No Alex is having breakfast.
- Yes Jeff and Rick never drive to work.
- Yes Celso plays football at school.
- No Bob goes to work by bus.
- Yes Fernando reads his email in the office.
- No Ali usually studies after dinner.
- No Takeshi usually goes home early.

## 2 Pair Work

**A. Ask** and **answer** about the people on page 18.

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

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

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



### 3 Grammar

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

What do you usually do after school?



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



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



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




**Then** he watches TV.

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

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

#### A. Unscramble the sentences.

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

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



## The 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

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 All and his friends  
sometimes / the evening

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

## 4 Listening

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

- Jeff usually exercises before breakfast.
- He rides the bus to school.
- He does his homework after practice.
- Jeff plays tennis on weekends.
- He never meets his friends on weeknights.



## 5 Pronunciation

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

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



## 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	<b>Mona</b>
takes a shower or bath at night	<b>Hla</b>
does homework late in the evening	<b>Maha</b>
never watches TV after dinner	<b>Mai</b>
sometimes walks to school	<b>Sarah</b>
takes karate lessons	<b>fatima</b>

### Real Talk

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



## 7 About You

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





## 8 Reading

### Before Reading

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

# Schooldays:

## School Around the World



### Ahmed Jeddah, Saudi Arabia

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



### José Amazon Rain Forest, Ecuador

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



### After Reading


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





## 9 Writing

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



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

Hi Saeed,

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

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

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

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

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

Your friend,  
 Kaito

### Writing Corner

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

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

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

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

## 10 Project

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

From: Saeed\_Mashary@mail.ksa

Subject: middle school in Saudi Arabia

Hi kaito, How are you? Today, I want to tell you about middle school in Saudi Arabia. I usually get up at 6:45. I put on my school uniform, prepare my school bag, and eat breakfast with my family. Then, I go to school by bus. Our school day begins at 7:45. Before classes, we stand in lines then we go to our classes.

We have seven classes a day, four in the morning and three in the afternoon. We study subjects like Arabic, English, Islamic studies, math, science, social studies, computer science, and art. Each class is 45 minutes long, with a 5-minute break between classes. We have a break at 11:00. We bring lunch from home or buy it from the canteen, and we always eat in our school yard. School ends at 2:00 pm. We have many clubs after school. I'm in the Computer Club. When we have a school club, we returned home at 3:00.

Write back soon.

Your friend, Saeed

# 11 Form, Meaning and Function

## Simple Present versus Present Progressive

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

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

**PERMANENT**                      **TEMPORARY**

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

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

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

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

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

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



# 12 What Can You Do There?



## 1 Listen and Discuss

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



Hotel

1



Mall

2



GYM

3



BOOKSTORE

4



BANK

5



SUPERMARKET

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







Museum







Park

## 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.



BUS STATION



RESTAURANT



SCHOOL



Airport



## 3 Grammar

### Modal: *can*

Use *can* to express ability or possibility.

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

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

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

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



#### Affirmative (+)

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

#### Negative (-)

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

#### Questions (?)

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

#### Short Answers (+)

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

#### Short Answers (-)

	I	
	you	
	he	
No,	she	<b>can't.</b>
	it	
	we	
	they	

**FYI** can't = cannot

### Verb: *like* + Infinitive

**FYI** An infinitive is *to* + verb.

#### Affirmative (+)

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

#### Negative (-)

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

#### Questions (?)

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

#### Short Answers (+)

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

#### Short Answers (-)

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

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

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



## Follow the answer on the next page

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

يسأل الطالب زملاؤه عن النشاطات التي يمكنهم أو لا يمكنهم فعلها

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

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

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

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

A: Can you drive?

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

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

## 4 Listening

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

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

## 5 Pronunciation

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

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

**B:**

1-

**A- Can Fred make a sandwich?**

**B- Yes, he can.**

2-

**A- Can Fred ride a bike?**

**B- Yes, he can.**

3-

**A- Can Fred ride a motorcycle?**

**B- No, he can't.**

4-

**A- Can Fred use a laptop?**

**B- Yes, he can.**

5-

**A-Can Fred ice-skate?**

**B-No, he can't.**



## 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? **Yes, he can.**
2. Can Imad play on Thursday afternoon?
3. When can he play? What time?
4. What does Ali think about the time?

2- No, he can't.

3- He can play on Thursday morning at eight o'clock

4- He thinks that 8 a.m is too early.

### Your Turn

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

**A:** Let's **play football.**

**B:** Good idea. When?

**A:** **Monday afternoon.**

**B:** I can't. I **am busy**

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

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

الاجابة تعتمد على الطالب هذا مثال للحل

## 7 About You

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



## 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.

\* 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.

### Environmental tourism

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

### Family beach holidays

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

### Cultural tourism

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

### After Reading

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

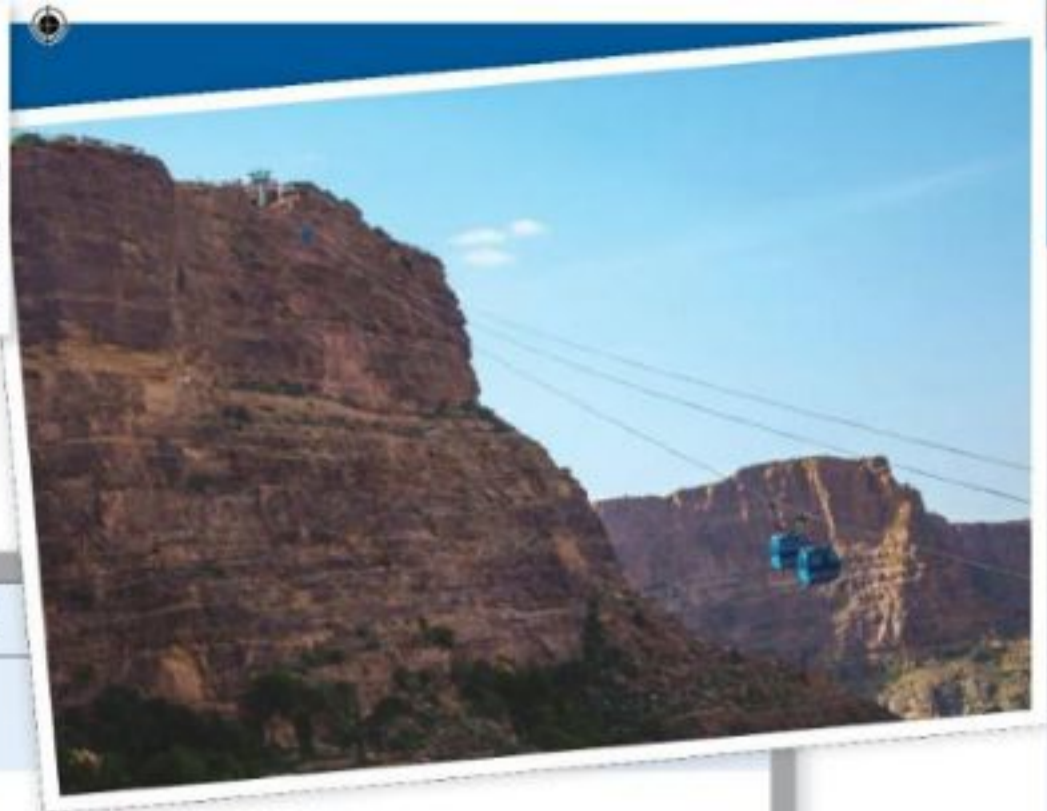
Place	Activities
Al-Baha	walk in the mountains
Al-Uquair	<b>Have a Picnic with the family</b> الاجابة تعتمد على الطالب هذا مثال للحل
Al-Ula	<b>See traditional art</b>

3. Which place do you like best? Why? **Al-Uquair because there is a beach.**

- Share your ideas with a partner and support your opinion.

4. Underline all the examples of present progressive in the text. Why do they use present progressive here? **They used present progressive to show that those actions in progress or unfinished or plans for near future.**

## 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	Jeddah	الاجابة تعتمد على الطالب هذا مثال للحل
Type of resort (cultural, environmental, holiday)	Holiday	
Activities	Swim in sea / Jeddah city tour / Jeddah desert safari	
What you like about the place	People are very kind	

Follow the answer on the next page

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

### 10 Project



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

**C:**

الاجابة تعتمد علي الطالب هذا مثال للحل

Dear Ali,

My family and I are having a fantastic winter vacation in Jeddah! There are so many activities to do. You can go swimming in the sea, go on tour around the city and go to Jeddah desert safari. Today we are visiting Al Rahma Mosque and King Fahd's Fountain. Tomorrow we are going to Red Sea Mall and Gabel Street Souq. The people here are very friendly and kind.

See you soon.

Sami

# 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 **to go** (1. go) to Beachside Resort on vacation every summer. We always stay in a comfortable apartment with a beautiful view.

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

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

### B. Write about your likes and dislikes. Use gerunds and infinitives. **الاجابة تعتمد علي الطالب هذا مثال للحل**

1. I like **to play football everyday** \_\_\_\_\_
2. I would like **to try new things.** \_\_\_\_\_
3. I enjoy **watching TV with my father.** \_\_\_\_\_
4. I prefer **to help my mother** \_\_\_\_\_
5. I dislike **going to the mall** \_\_\_\_\_
6. I can't stand **dancing** \_\_\_\_\_
7. I spend my free time **cleaning my room** \_\_\_\_\_



# EXPANSION Units 9–12

## 1 Language Review

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

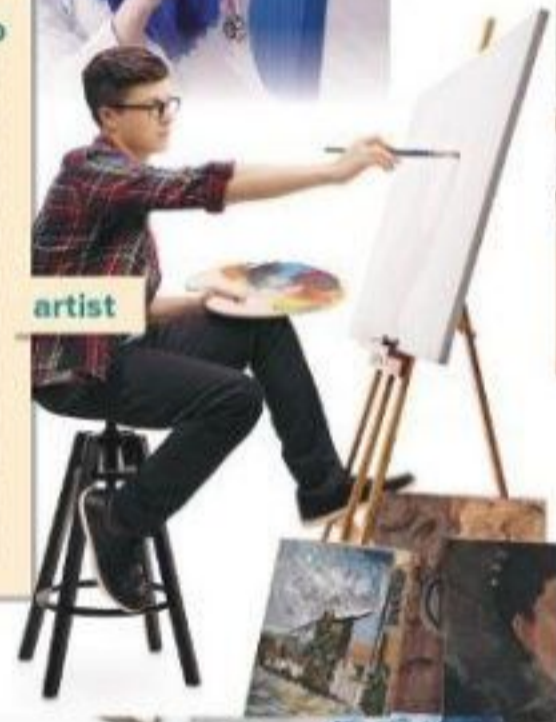
Do you like to . . . ?	Yes	No
1. be with people	<input type="checkbox"/>	<input type="checkbox"/>
2. work with computers	<input type="checkbox"/>	<input type="checkbox"/>
3. work outdoors	<input type="checkbox"/>	<input type="checkbox"/>
4. make things	<input type="checkbox"/>	<input type="checkbox"/>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



doctor



website designer



artist



writer



carpenter



veterinarian

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

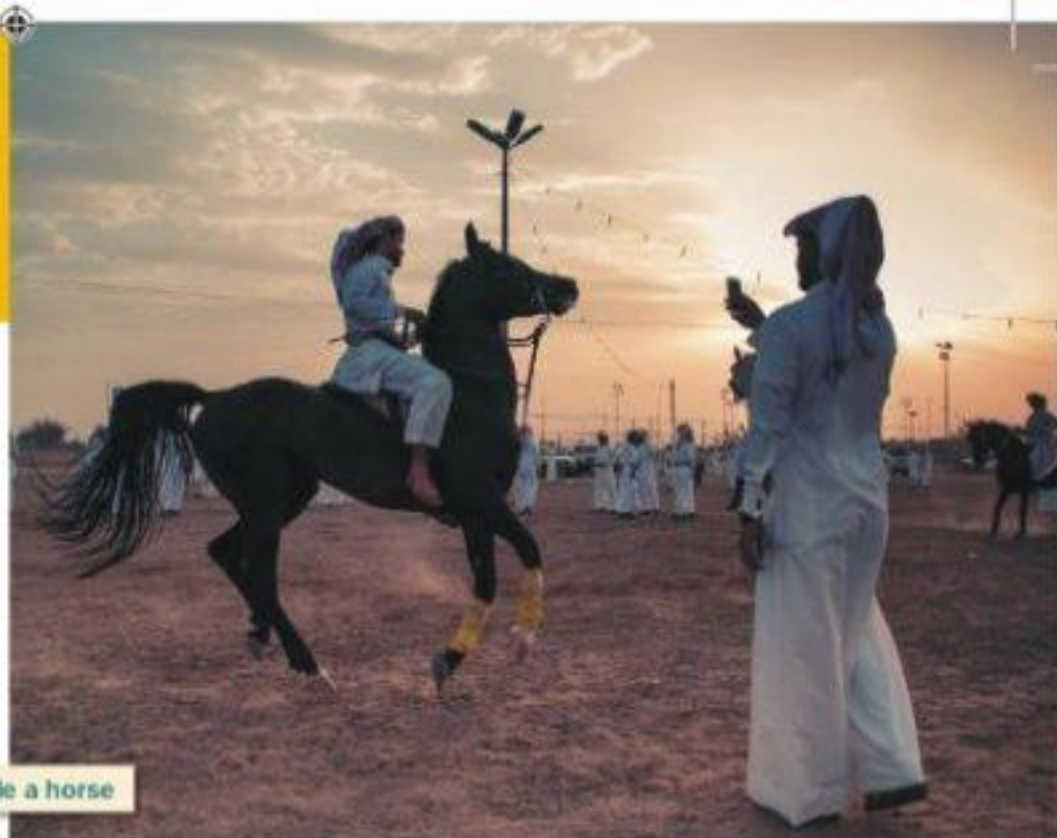
C. Write your schedule.  
 Then interview classmates.  
 Whose schedule is most like yours?

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

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



repair a car



ride a horse

can ski _____	can draw _____	is good at sports _____	can repair a car _____	is a good high-tech designer _____
can play basketball _____	can ride a horse _____	can play chess _____	is a good actor _____	can drive _____
is good at math _____	can ice-skate _____	can write stories _____	can rollerblade _____	is a good teacher _____
can present well _____	can stand on his/her hands _____	can take photographs _____	can use computer software _____	can sew _____
is good at science _____	can ride a motorcycle _____	can cook _____	can speak two languages _____	can tell jokes _____



play basketball



draw

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

† *I never drive a car.*

1. **I usually use a computer** \_\_\_\_\_
2. **I sometimes play tennis** \_\_\_\_\_
3. **I always read stories** \_\_\_\_\_
4. **I never drive a car** \_\_\_\_\_

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

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

1. **I can read books at school** \_\_\_\_\_
2. **I can use a computer at school** \_\_\_\_\_
3. **I can't play tennis at school** \_\_\_\_\_
4. **I can't play chess at school** \_\_\_\_\_
5. **I can't Rollerblade at school** \_\_\_\_\_




rollerblade

## 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? الاجابة تعتمد على الطالب هذا مثال للحل

 *We should watch fireworks.*

- We should buy sandals.**
- We should hang out on the ocean.**
- 

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

- We should wear formal clothes.**
- We shouldn't wear casual clothes.**

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

- Fahd should wear casual clothes.**
- Fahd shouldn't wear formal clothes**

What should Fahd and his friends do at the beach?

- They should play volleyball.**
- They should hang out on the beach**


What can you do at the mall?

- I can buy clothes.**
- I can go shopping.**

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

- They must learn new things.**
- They mustn't touch the things at the museum.**

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.*

- I can do my homework at school.**
- I can decorate the classroom.**
- I can't wear T-shirt at my school.**
- I can't play volleyball at my school.**
- I can't shout at my school.**

الاجابة  
cation

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. **Don't walk** \_\_\_\_\_  
**across the street** \_\_\_\_\_



4. **Don't throw the** \_\_\_\_\_  
**garbage on the** \_\_\_\_\_  
**ground.** \_\_\_\_\_



2. **Don't enter this** \_\_\_\_\_  
**road with your** \_\_\_\_\_  
**car.** \_\_\_\_\_



5. **Push the door** \_\_\_\_\_  
**to open it.** \_\_\_\_\_



3. **Stop your car.** \_\_\_\_\_  
\_\_\_\_\_

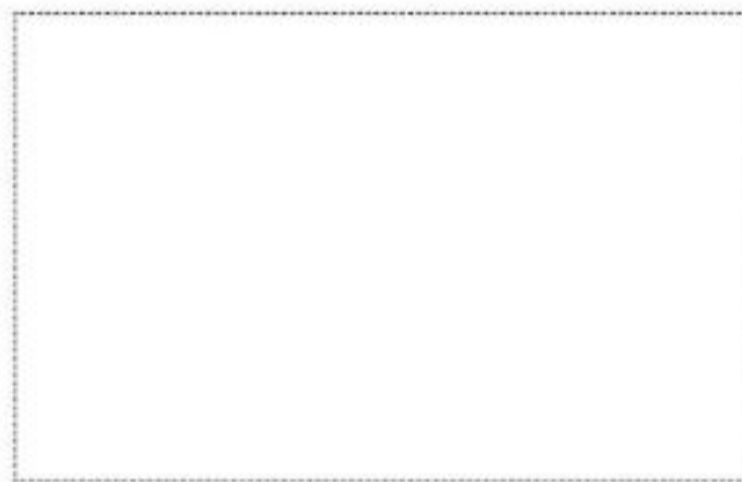


6. **Pull the door** \_\_\_\_\_  
**to open it.** \_\_\_\_\_



أوجد المزيد من الإشارات باللغة الإنجليزية وقدمها في الفصل

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



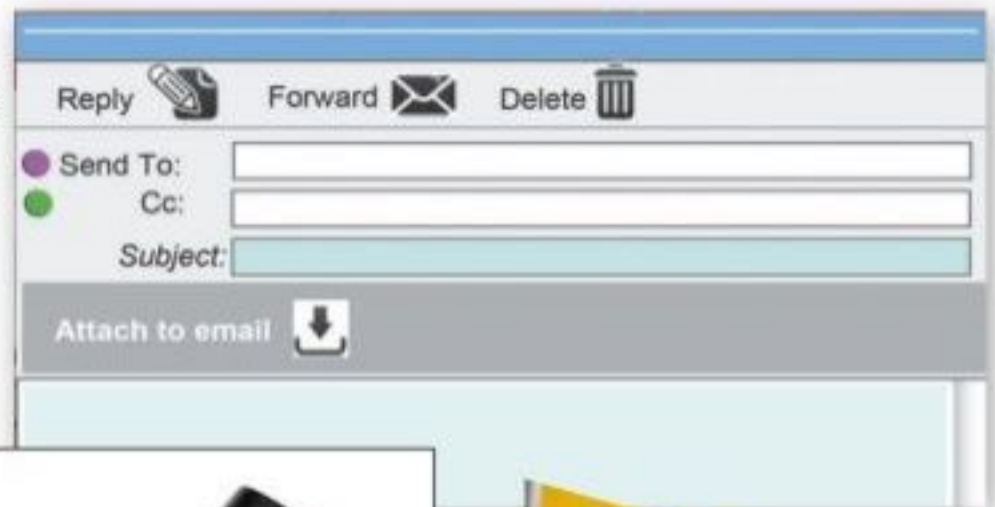
# 7 Reading

## 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!

## After Reading

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

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



Hello.

B. Answer the questions.

1. What is computer jargon? Find examples in the text.
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 ▲

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



◀ pear



bag ▼



hat ▲

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

## Vocabulary

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

- |                            |  |
|----------------------------|--|
| 1. "Repeat after me"       | a. <b>3</b> when we meet someone for the first time. |
| 2. We say "How are you?"   | b. <b>5</b> to move on the screen and click.         |
| 3. We say "How do you do?" | c. <b>1</b> is something the teacher says.           |
| 4. We reply                | d. <b>2</b> when we meet a friend.                   |
| 5. We use the mouse        | e. <b>4</b> 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
<b>Pen</b>	<b>bus</b>	<b>DVD</b>
<b>Book</b>	<b>car</b>	<b>Cdrom</b>
<b>Pencil</b>	<b>Train</b>	<b>Mouse</b>
<b>Paper</b>	<b>Plane</b>	<b>Keyboard</b>
<b>Chair</b>	<b>Pike</b>	<b>Email</b>
<b>partner</b>	<b>Motorcycle</b>	<b>Video game</b>

## Comprehension

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

- No** A circle has 4 sides.
- Yes** When you spell your name, you need to say each letter separately.
- No** We put a pad under the keyboard.
- Yes** We click with the mouse.
- Yes** There are sites on the Internet.

## 4 Project

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

# 13 What Are You Going To Wear There?

## 1 Listen and Discuss

What kind of clothes do you like to wear?



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

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



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

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

### Quick Check ✓

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

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

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

### Colors

blue

light blue

green

dark green

red

pink

purple

orange

yellow

brown

beige


black

gray

white

## 2 Pair Work

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


 What clothes do I need to buy for Abha in the winter?

 You need warm clothes. It's cold in Abha.


 What clothes do I need for Jeddah in July?

 You need light clothes. The weather is very hot.

 What are you going to do next weekend?

 I'm going to go shopping.

 What color are your boots?

 They're brown.



## 3 Grammar

### Future: *be + going to*

#### Affirmative (+)

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

#### Negative (-)

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

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

#### Follow the answer on the next page

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



الاجابة تعتمد علي الطالب هذا مثال للحل

**B:**

1-

**A: What do you usually wear at home?**

**B: I usually wear pajamas.**

2-

**A: What do you usually wear to school?**

**B: I usually wear a thobe.**

3-

**A: What do you usually wear to a football game?**

**B: I usually wear a jersey and shorts.**

4-

**A: What do you usually wear to the beach?**

**B: I usually wear sandals.**

5-

**A: What do you usually wear in cold weather?**

**B: I usually wear a Jacket and scarf.**

6-

**A: What do you usually wear in hot weather?**

**B: I usually wear a shirt and hat.**

Follow the answer on the next page



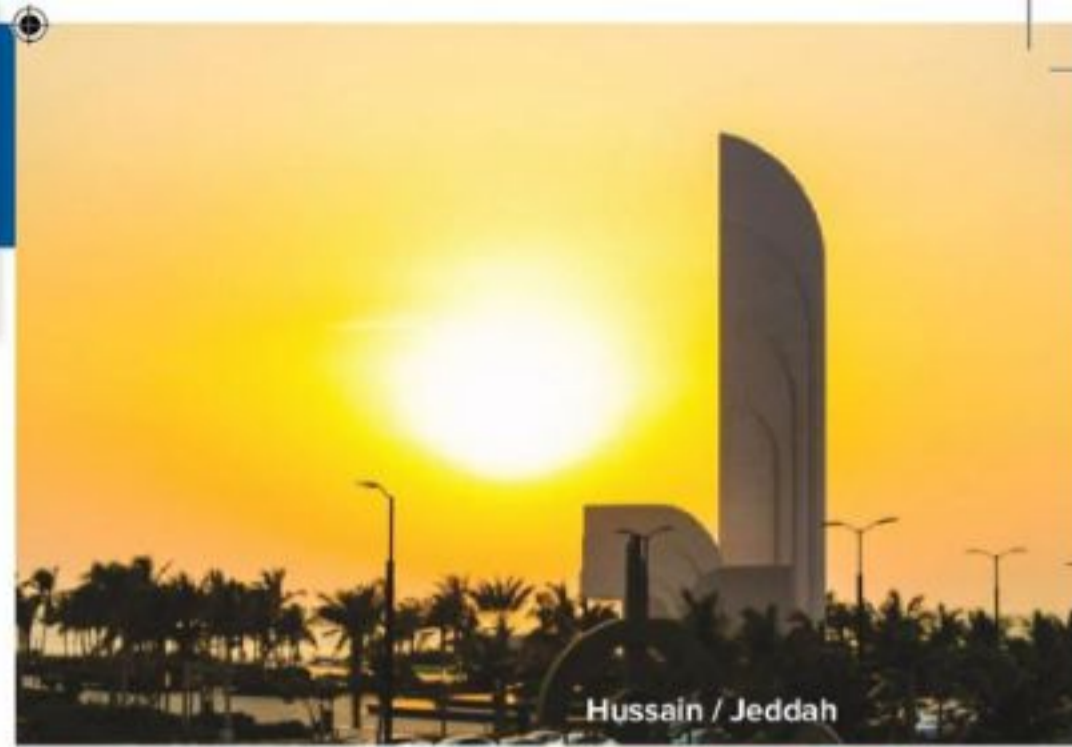
C. Work with a partner. Ask and answer.

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	coat \ pair of boots	blue or black \ brown	casual
2. Mark	suit \ shirt \ tie	dark grey or dark blue white or blue	formal

## 5 Pronunciation

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

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

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

**C:**

1-

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

**B: They're going to go to Moscow.**

**A: What're they going to take?**

**B: They're going to take warm clothes.**

2-

**A: Where is Bob going to go on vacation?**

**B: He's going to go to Mexico.**

**A: What's he going to take?**

**B: He's going to take light clothes.**

3-

**A: Where is Mel going to go on vacation?**

**B: She's going to go to Tahiti.**

**A: What's she going to take?**

**B: She's going to take light clothes.**

4-

**A: Where are George and Joe going to go on vacation?**

**B: They're going to go to the Andes.**

**A: What're they going to take?**

**B: They're going to take warm clothes**



## 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

### Follow the answer on the next page About the Conversation

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

### Follow the answer on the next page

## 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?

### Your Turn They should take light clothes.

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



**About the conversation:**

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

**7- About you:** الاجابة تعتمد علي الطالب هذا مثال للحل

1. I like to wear formal clothes.
2. My favorite color for clothes is white.
3. Yes, I do. Because it is fun.
4. I need to buy a new thobe.
5. I shop for clothes at malls.
6. Yes, they are expensive.
7. I'm going to wear a thobe and sandals.
8. Yes, they do.



## 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.

### Follow the answer on the next page 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?

**After Reading:**

- 1. The Iguassu Falls are on the border of Brazil and Argentina.**
- 2. The town of Foz do Iguassu.**
- 3. Makuku boat ride on the Iguassu River to the falls. Helicopter ride over the falls. Itaipu Dam (hydroelectric dam). Walk on the Brazilian side for great view.**
- 4. They go there by bus.**
- 5. Visitor wear waterproof jackets or raincoat with hoods, rubber boots or waterproof shoes.**

# 13 What Are You Going To Wear There?



## 9 Writing

Follow the answer on the next page

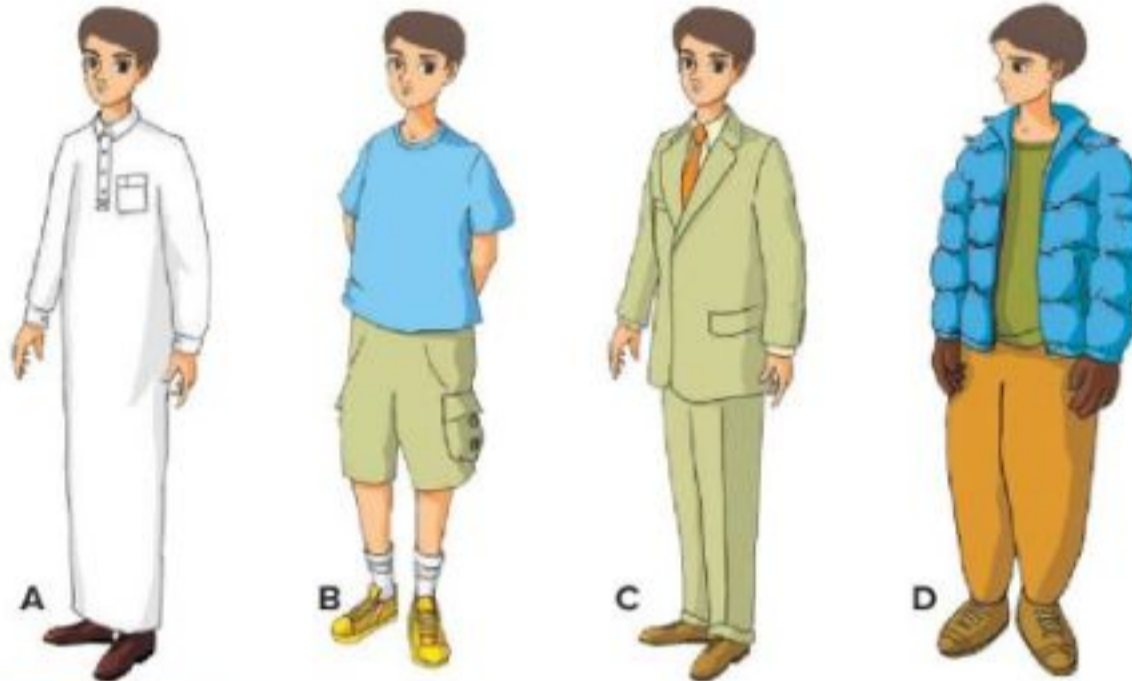
A. With a partner, ask and answer questions about the boy's clothes and where he is going.

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.

Follow the answer on the next page

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*

Follow the answer on the next page

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

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

## 10 Project

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

Advertising       Salespeople       Fashion magazines  
 Store websites       Family and friends       Other

**A:**

**A: What is the boy wearing in picture A?**

**B: He's wearing a thobe.**

**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 and socks.**

**A: Where is he going?**

**B: I think he's going to the park.**

**A: What is the boy wearing in picture C?**

**B: He's wearing a suits.**

**A: Where is he going?**

**B: I think he's going to a wedding.**

**A: What is the boy wearing in picture D?**

**B: He's wearing a t-shirt, jacket, gloves and warm pants.**

**A: Where is he going?**

**B: I think he's going to the mountains.**

**B-**

**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 blue padded jacket, brown wool gloves, casual green wool sweater, comfortable light brown pants, brown leather hiking boots.

**C-**



**Picture a:** she is wearing black scarf, black abaya and brown shoes.

**Picture b:** he is wearing orange and yellow T-shirt, blue jeans and dark blue shoes.

**Picture c:** he is wearing white thobe and black shoes.



# 14 Let's Celebrate

رابطه القوس الرقمي



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## 1 Listen and Discuss

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

# National Day



### Saudi Arabia ▲

September 23<sup>rd</sup>

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



### ▲ Oman

November 18<sup>th</sup>

There are official celebrations, parades, and fireworks.

### ◀ United Arab Emirates

December 2<sup>nd</sup>

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



### ▲ Kuwait

February 25<sup>th</sup> and 26<sup>th</sup>

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



**Amal:** Let's get some cards for the National Day.

**Sabah:** OK. That's a wonderful idea. We can send them to family and friends.

**Amal:** Yes. I like to send greeting cards to people I know.

### Quick Check ✓

**A. Vocabulary.** Fill in the blanks with words from page 124.







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

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



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

## 2 Pair Work

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

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

**B. Talk about invitations.**

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



## 3 Grammar

### Object Pronouns

#### Singular

Subject Pronouns	Object Pronouns	Example
I	<b>me</b>	He knows <b>me</b> .
you	<b>you</b>	I know <b>you</b> .
he	<b>him</b>	I know <b>him</b> .
she	<b>her</b>	I know <b>her</b> .

#### Plural

Subject Pronouns	Object Pronouns	Example
we	<b>us</b>	They know <b>us</b> .
you	<b>you</b>	They know <b>you</b> .
they	<b>them</b>	We know <b>them</b> .

### Need / Want / Like + Infinitive

**Q:** What do we **need to buy** for the celebration?

**A:** We **need to buy** some snacks.

**Q:** Do you **want to invite** your friend?

**A:** Yes. I **want to invite** him/her.

**Q:** Do you **like to watch** parades?

**A:** Yes. I **like to watch** them.

#### FYI

Use *need* + infinitive to talk about necessity.

### Let's + Verb

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

**Let's send** greeting cards.

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

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

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

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

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

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

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

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

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

**B.** Unscramble the sentences.

**1.** my / to call / need / I / friends

**2.** the house / likes / to decorate / Mariam

**3.** snacks / to buy / you / Do / need / ?

**4.** like / laptop / He / to share / doesn't / his

**5.** don't / an invitation / need / We / to send

**6.** want / you / to / a graduation party / Do / to come / ?

**I need to call my friends.**

**Mariam likes to decorate the house**

**Do you need to buy snacks?**

**He doesn't like to share his laptop.**

**We don't need to send an invitation.**

**Do you want to come to a graduation party?**

Follow the answer on the next page



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



4 your family / vacation



5 you / graduation day



3 you / Eid Al-Fitr

## 4 Listening

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

	Day	Time	Place
1. Eid Al-Fitr	<b>Tuesday</b>	<b>eleven o'clock</b>	<b>parents' house</b>
2. Eid Al-Adha	<b>Wednesday</b>	<b>three o'clock</b>	<b>family farm</b>
3. Graduation party	<b>Thursday</b>	<b>eight o'clock</b>	<b>Lebanese restaurant</b>

## 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?  
Does she call **her** often?  
Do you ever see **them**?

He knows **him** very well.  
She calls **her** every day.  
I see **them** often.

**C:**

1-

**A: What do you want to do during the holidays ?**

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

2-

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

**B: They want to spend some time together.**

3-

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

**B: I want to go shopping.**

4-

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

**B: They want to go to the beach.**

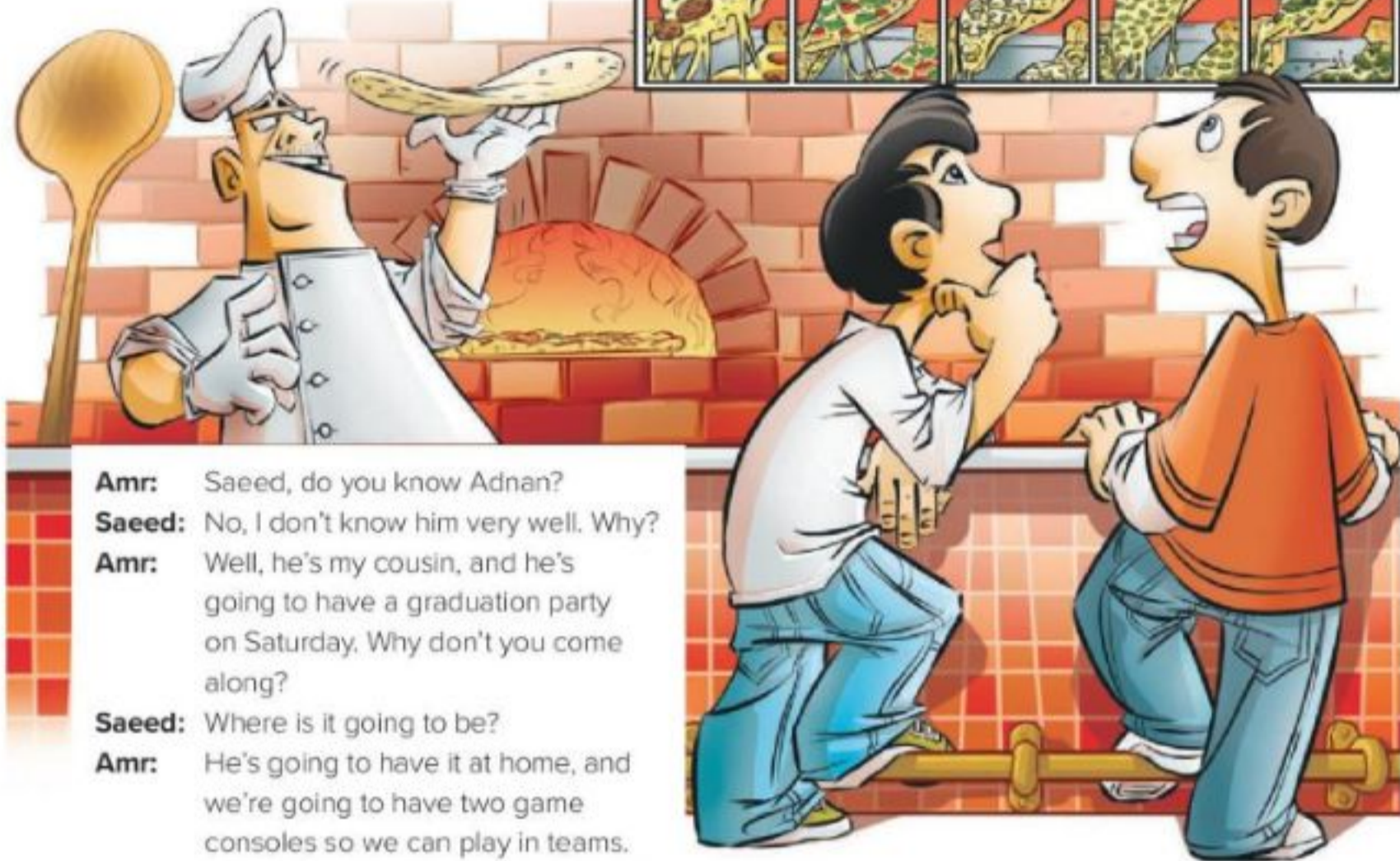
5-

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

**B: I want to have a graduation party.**



## 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?

### Your Turn

Invite a friend to a graduation party.

**A:** Do you **want** to come to a graduation party?

**B:** Great. When **is it going to be**?

**A:** It's on **Friday**.

**B:** OK. And where **is it going to be**?

**A:** It's at **home** around **9:00** P.M.

### About the Conversation

1. Does Saeed know Adnan well? **No, he doesn't.**
2. Where is the graduation party going to be?  
When?
3. What are they going to have there?

**2- It's going to be at Adnan home on Saturday.**  
**3- There are going to have two games consoles and a lot of pizza.**

### 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?

**1- They usually have a graduation party.**  
**2- I am going to have a graduation party**  
**3- My favorite holiday is Eid Al-Fitr**  
**4- usually celebrate in the streets**



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

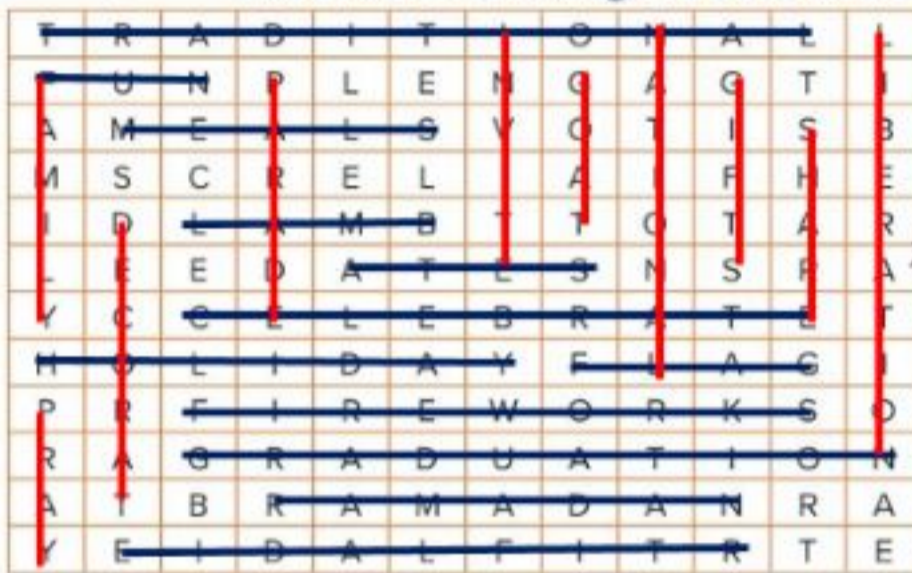
### Discussion

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



## 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. **The hidden message is Lets celebrate**





- 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. **Follow the answer on the next page**
- D. Write about a holiday celebration in your country. Include: the date, the clothing, the food, and special events or traditional practices. Use vocabulary from the word search and ideas from this unit.

**10:Project**  **Follow the answer on the next page**

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

**D:**

الاجابة تعتمد علي الطالب هذا مثال للحل

### The National Holiday in My Country

My country's national day is on September twenty-third. I celebrate it in the street with my family. We go out and celebrate. We usually eat traditional food at dinner that day. My brother and I go to the mall and buy flags and green clothes for the holiday.

**10-Project:**

الاجابة تعتمد علي الطالب هذا مثال للحل

### United Arab Emirates National Day

United Arab Emirates National Day is celebrated on 2 December each year. Grand celebrations are held across the country to mark the event. Fireworks, car rallies and dance shows are the most common activities. Over 57% of UAE residents anticipate seeing fireworks during the UAE National Day weekend. People will usually dress up in UAE national flag colors and decorate their homes, workplaces, cars and streets to celebrate the day. Palm trees are decorated with lights from the colors of the flag. Hotels and other public sites are decorated with flags and lights. Some UAE residents also organize some sporting challenge to celebrate it. [\[wikipedia\]](#)

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

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

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



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



# 15 Then and Now



## 1 Listen and Discuss

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

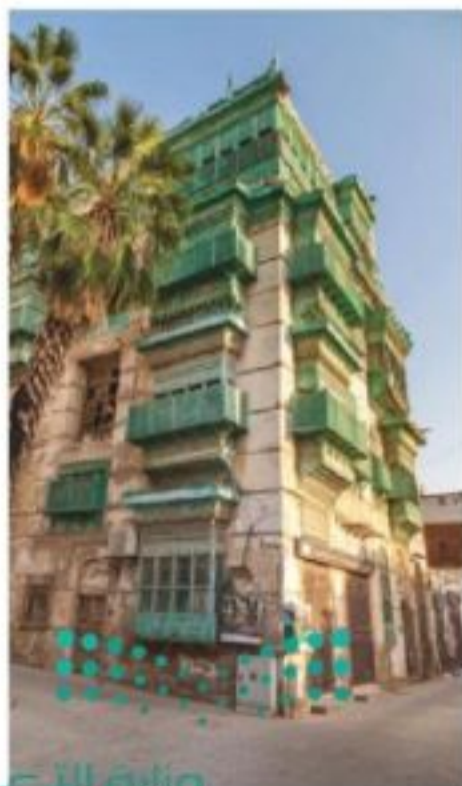
# Riyadh and Jeddah Then and Now



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

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

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



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

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



## Majed Ahmed Abdullah

### *Then and Now*

Majed Ahmed Abdullah is one of the best football strikers in the history of Saudi Arabia. He is also the all-time goal leader of the Saudi national team. He was born in Jeddah, but moved to Riyadh with his family when he was very young. Majed's father was a football manager.

Majed and his friends used to play for a club called Al-Nasser while he was still in high school. They were too young to join a football tournament, but their team was finally accepted after a 3-1 win in a game against an important Riyadh team.

Majed holds two national records: one when he scored 5 goals in an international game in 1979; and another one when he scored 4 goals during the 1984 Summer Olympics.



### Quick Check ✓

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

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

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

## 2 Pair Work

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

- 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.

لجا

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

- Where were you born? **مثال**  
I was born in **Riyadh**.



## 3 Grammar

### Simple Past Tense: *be*

#### Affirmative (+)

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

#### Negative (-)

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

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

#### Questions (?)

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

#### Short Answers (+)

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

#### Short Answers (-)

No,	I	<b>wasn't.</b>
	he	
	she	
	it	<b>weren't.</b>
	we	
	you	
	they	

### To be born

- Q:** Where **were you born?**      **A:** I **was born** in Oman.  
**Q:** Where **was he/she born?**      **A:** He/She **was born** in Kuwait.

### A. Complete the conversations. Use *was/wasn't* or *were/weren't*.

- A:** **Was** your father born in the States?  
**B:** No, he **wasn't**. He **was** born in Europe.  
**A:** Where in Europe **was** he born?  
**B:** He **was** born in Poland.
- A:** What **was** your father's first job?  
**B:** He and his brother **were** waiters.  
**A:** How old **were** they?  
**B:** They **weren't** very old—17 and 15.
- A:** How **was** the graduation party?  
**B:** It **was** great.  
**A:** Who **was** there?  
**B:** All our friends **were** there.
- A:** What **was** Oscar like?  
**B:** He **was** very smart.  
**A:** **were** his grades good?  
**B:** No, they **weren't**.
- A:** **were** you late for school?  
**B:** Yes, I **was**.  
**A:** Why?  
**B:** The bus **was** late.
- A:** **Was** the hotel comfortable?  
**B:** Yes, it **was** OK.  
**A:** What **was** the weather like?  
**B:** It **was** terrible.



## Follow the answer on the next page

**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



## 4 Listening

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

1. Nickname	<b>Arabian Pele</b>
2. Schools	<b>Al-Jazaeria Elementary School Motawasta Al-Thania high school</b>
3. Football experience before Al-Nasser	<b>A goalkeeper for school football team as well as the neighborhood team. Majid and his neighbors formed a team and win the championship.</b>
4. National records	<b>He holds two national records.</b>
5. National Team	<b>He joined the under 17 national team in 1977 and joined senior national team in 1978 and played for 16 years.</b>

## 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.



**B:**

**1-**

**A: How was your vacation?**

**B: It was beautiful.**

**A: That's interesting.**

**2-**

**A: How was your vacation?**

**B: It was great.**

**A: That's awesome.**

**3-**

**A: How was your vacation?**

**B: It was uncomfortable.**

**A: That's terrible.**

**4-**

**A: How was your vacation?**

**B: It was crowded.**

**A: That's boring.**



## 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!

Follow the answer on the next page

### 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

الاجابة تعتمد علي الطالب هذا مثال للحل

1. Were your grades good in elementary school? **Yes, there were**
2. What was your favorite subject? **It was Math.**
3. What was your favorite after-school activity? **It was helping my mother**
4. Who was your favorite teacher? **It was Mrs. Nada**
5. Who was your best friend? **It was Sara.**
6. Where is he/she now? What is he/she doing? **She is studying at our school.**

هالة لتعليم

**About the conversation:**

1. Yes, there were in ninth grade.
2. No, he doesn't.
3. He was always the winner of school competitions.
4. He's a successful businessman and Neil's boss.



## 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 Follow the answer on the next page

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?

**After Reading:**

1. He was born in Shanghai, China.
2. No, There weren't. There were tall.
3. He was serious about basketball by the age of twelve.
4. It was the Houston Rockets.
5. He was the flag carrier for the entire Chinese team and a member of the basketball team.
6. No, he doesn't. He has fan everywhere!



## 9 Writing

A. Look back at the **Reading** on page 137. Who do the pronouns or adjectives refer to?

- |                   |                    |                  |                 |
|-------------------|--------------------|------------------|-----------------|
| 1. him (line 2)   | <u>Yao Ming</u>    | 4. he (line 15)  | <u>Yao Ming</u> |
| 2. their (line 5) | <u>his parents</u> | 5. his (line 21) | <u>Yao Ming</u> |
| 3. His (line 11)  | <u>Yao Ming</u>    | 6. He (line 22)  | <u>Yao Ming</u> |

### Writing Corner

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

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

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



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**  
Khaled was born on January 2, 1969. His family has a long tradition of horse riding, and they **His family** own stables with Arabian horses near Riyadh. He was ten years old when he first learned to **Khaled** ride with his father. Khaled was a very talented **Khaled** young rider. He was successful in some racing **Khaled** competitions, but he was more interested in show jumping. Khaled and his brother, Fahad, **Khaled** were members of the Kingdom's first international jumping team.

**Khaled and his horse**  
**Khaled and his horse**  
In 2000, Khaled was a competitor in the Olympic Games in Sydney, Australia. His horse, **Khaled** 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.

**Follow the answer on the next page**

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.

**C:**

### **Prince Sultan bin Salman Al Saud**

**Sultan bin Salman Al Saud ( born 27 June 1956) is a Saudi prince and former Royal Saudi Air Force pilot who flew aboard the American STS-51-G Space Shuttle mission as a payload specialist. He is the first member of a royal family to fly in space, the first Arab to fly in space , and the first Muslim to fly in space, as well (at 28 years old) the youngest person ever to fly on the Space Shuttle. On 2 December 2018, he was appointed as chairman of the Board of Directors of the Saudi Space Commission at the rank of minister. He is the eldest surviving son of King Salman. [Wikipedia]**

# 11 Form, Meaning and Function

## There Was / There Were

### Singular

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

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

### Plural

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

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

**FYI**

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

### Questions (?)

**Was there** a restaurant?

**Were there** any stores?

### Short Answer (+)

Yes, **there was**.

Yes, **there were**.

### Short Answer (-)

No, **there wasn't**.

No, **there weren't**.

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



Lee's apartment then



Lee's apartment now

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

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

**A:** Was there a sofa?

**B:** Yes, there was.

**B:** Were there any windows?

**A:** No, there weren't.

**B:**

**A: Were there any holes in the sofa?**

**B: Yes, there were.**

**A: Was there a comfortable bed?**

**B: No, there wasn't.**

**A: Was there a balcony?**

**B: No, there wasn't.**

**A: Were there any books on the shelf?**

**B: Yes, there were.**

**A: Was there a light on the ceiling?**

**B: Yes, there was.**

**A: Was there a television?**

**B: No, there wasn'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

**car race**  
**console**  
**smartphone**  
**searching**

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

1. **no** Omar stayed at home on Saturday.
2. **yes** Ahmed was pleased with his presentation.
3. **no** Saeed and his brothers drove to the museum.
4. **yes** Imad needed to finish his assignment for school.



## Saeed

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







## Imad

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







## 2 Pair Work

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

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

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

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



## 3 Grammar

### Simple Past Tense

#### Affirmative (+)

I  
You  
He/She **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	<b>bought</b>	drink	<b>drank</b>	get (up)	<b>got (up)</b>	have	<b>had</b>	sleep	<b>slept</b>
come	<b>came</b>	drive	<b>drove</b>	give	<b>gave</b>	read	<b>read</b>	swim	<b>swam</b>
do	<b>did</b>	eat	<b>ate</b>	go	<b>went</b>	see	<b>saw</b>	take	<b>took</b>

### Time Expressions for the Past: *yesterday, last night, last week, last month*

What did you do **last night**?

I **went** out.

### Follow the answer on the next page

**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

take a walk

go to the mall

go to the football game

read a book

watch TV

work outside in the garden

talk on the phone

eat a snack

drink hot chocolate



**A:**

**He watched TV. He didn't do the laundry.**

**He read a book. He didn't take a walk.**

**He ate a snack. He didn't go to the mall.**

**He talked on the phone. He didn't go to the football game.**

**He drank hot chocolate. He didn't work outside in the garden.**



### Follow the answer on the next page

- B.** Work with a partner.  
Ask and answer about what the people did.
- A:** What did you do on your vacation?  
**B:** I went to the beach.

💡 you / on vacation



1 Badr and his brothers / last night



2 your family / last weekend



3 the boys / last Thursday



4 Saud / last night



5 Keith and his family / in the summer



6 Huda / before dinner

### Follow the answer on the next page

## 4 Listening

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

- Who did Ken go out with?
- Where did they go?
- What did they talk about?
- When did they go out?
- Did Ken have a good time?



## 5 Pronunciation

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



/t/	liked	worked	washed
/d/	played	studied	cleaned
	wanted	needed	visited

Paul **worked** in the morning.  
Alan **studied** French.  
We **needed** some help.

**B:**

**1.**

**A: What did Badr and his brother do last night?**

**B: They played video games.**

**2-**

**A: What did your family do last weekend?**

**B: They went to the museum.**

**3-**

**A: What did the boys do last Thursday?**

**B: They played Tennis.**

**4-**

**A: What did Saud do last night?**

**B: He went to the library.**

**5-**

**A: What did Keith and his family do in the summer?**

**B: They went to an island.**

**6-**

**A: What did Huda do before dinner?**

**B: She did her homework.**

**4- listening:**

**1. He went out with James.**

**2. They went to Gourmet restaurant near the lake.**

**3. They talked about James's new car.**

**4. They went out on Thursday night.**

**5. No, he didn't.**



## 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 **Follow the answer on the next page**

Ask your classmates about their activities last week.

- A:** Did you get up late on Saturday?  
**B:** No, I didn't.

## 7 About You

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

1. Did you drink water with your dinner last night? **Yes, I did**
2. What did you eat for breakfast yesterday? **I ate three eggs.**
3. Who was the last person you talked to on the phone? **It was my mother.**
4. What was the last email you received? **It was from my friend Nada.**
5. When did you write an email to a friend? Who did you write to last? **I wrote an email to Nada last week**
6. When was the last time you visited relatives? **I visited my grandmother yesterday.**

### **About the Conversation**

- 1. He went out with new friend from work, Dave Robbins.**
- 2. He was very interesting but very demanding!**
- 3. He took him to an expensive Indian restaurant.**
- 4. It was great but Dave didn't like the spicy food.**
- 5. No, he didn't.**
- 6. He only had the rice!**



## 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.

kebabs  
Middle Eastern food



chocolate chip cookies  
American snack



sushi  
Japanese food



pizza  
Italian food



### After Reading

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

### Discussion

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

**Follow the answer on the next page**

**After Reading:**

1. It was Mrs. Wakefield.
2. because Mrs. Wakefield wanted to make cookies but ends up making chocolate chip cookies.
3. It became popular in Naples, Italy because they added tomatoes and cheese.
4. Pizza, sushi, kebabs and kabsa.
5. Kabsa.



## 9 Writing

Follow the answer on the next page

- 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

- 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.
- 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

- first** \_\_\_\_\_, beat the milk, egg, and oil in a bowl.
- Then** \_\_\_\_\_, mix the flour, sugar, baking powder, and salt in a large bowl.
- After that** \_\_\_\_\_ make a hole in the center of the flour mixture.
- Pour the milk and eggs into the flour, and beat **until** \_\_\_\_\_ the batter is smooth.
- Heat a frying pan. **Then** \_\_\_\_\_, pour a scoop of the batter into the pan.
- When** \_\_\_\_\_ the batter starts to bubble, flip the pancake. Brown the other side.
- Finally** \_\_\_\_\_, serve the pancakes hot with your favorite toppings.

Follow the answer on the next page

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

## 10 Project

Prepare a presentation on a regional dish in your country.

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## 9- WRITING. (C):

### Hummus Mashaushe recipe:

#### Ingredients:

- ❖ 1 1/2 cups dried chickpeas, soaked overnight; drained
- ❖ 1/2 cup tahini
- ❖ 3/4 cup olive oil, plus more
- ❖ 1/4 cup fresh lemon juice
- ❖ 2 tsp. ground cumin
- ❖ 2 cloves garlic, peeled
- ❖ 1 small red Thai chile, stemmed and seeded
- ❖ Kosher salt, to taste

#### Instructions:

**First**, bring chickpeas and 4 cups water to a boil in a 4-qt. saucepan. **Next**, reduce heat to medium-low and cook, covered, **until** chickpeas are very tender, 1-1 1/2 hours. Drain, reserving 1/2 cup cooking liquid; cool to room temperature. **Then**, transfer all but 3/4 cup chickpeas to a food processor with the tahini, oil, juice, cumin, garlic, chile, and salt; purée **until** smooth. **After that**, add reserved cooking liquid and continue to purée **until** airy in consistency, about 5 minutes. Transfer hummus to a serving dish. **Finally**, top with remaining whole chickpeas, drizzle with more oil, and sprinkle with salt.

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

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

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

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

- A: Where **were** you yesterday?  
 B: I **was** at school.  
 A: No, you **weren't**. You **were** at the mall.
- A: Badr **was** the best student in the class.  
 B: No, he **wasn't**. Adel **was**.
- A: How long **was** the trip to the zoo?  
 B: It **was** two hours.  
 A: What **were** the parrots like?  
 B: They **were** fabulous! They're my favorite birds.
- A: How **was** everything at the restaurant?  
 B: Well, the food **was** delicious, but the service **was** very slow.

F. Complete the conversation with the sentences from the box.

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



Greg: **How was your trip to London?**

Imad: It was wonderful.

Greg: **Who did you go with?**

Imad: My parents and my brother.

Greg: **What did you do there?**

Imad: We visited all the sights, and we went to the British Museum.

Greg: **What was it like?**

Imad: It was awesome.

Greg: **So, you had lots of fun?**

Imad: Oh, yeah. We had a great time.

Greg: **Show me your photos sometimes**

Imad: I didn't take any. I lost my smartphone and forgot my camera.



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

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Last week

Day	What You Did	What Your Partner Did
Sunday	I played football	He watched TV
Monday	I went to the park	He played video games
Tuesday	I studied for Math exam	He studied for Math exam
Wednesday	I helped my father	He went out with his friend
Thursday	I watched TV	He played tennis
Friday	I visited my grandmother	He read some books
Saturday	I did my homework	He did his homework

A: What did you do on Saturday?

B: I hung out with my friends. How about you?

الاجابة تعتمد علي الطالب هذا مثال للحل

Next week

Day	What You Are Going to Do	What Your Partner Is Going to Do
Sunday	I'm going to go shopping	He is going to watch TV
Monday	I'm going to read some books	He is going to visit his uncle
Tuesday	I'm going to go to the park	He is going to play video games
Wednesday	I'm going to play football	He is going to hung out with his friend
Thursday	I'm going to watch TV	He is going to go to the library
Friday	I'm going to visit my grandmother	He is going to study
Saturday	I'm going to do my homework	He is going to do his homework

A: What are you going to do on Monday?

B: I'm going to study English and history.

الاجابة تعتمد علي الطالب هذا مثال للحل

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?

I wore a dress and a hat.

I went to bed at 10 p.m

I ate kabsa.

It was my mother.

I bought a hat.

I saw.....

I. 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



**Follow the answer on the next page**

### After Reading

**A.** Compare your favorite place to Walter's favorite place. What do you think?

**Follow the answer on the next page**

**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?

**Follow the answer on the next page**

**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.

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**A:**

I believe my favorite place is more beautiful.

**B:**

1. He is from Alberta, Canada.

2. It is the West Edmonton Mall.

3. It is one of the largest malls in the world. It has 800 stores It has an amusement park with 47 different rides, a swimming pool with a sand beach, an ice rink, an aquarium, a miniature golf course and a video arcade.

4. It 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, but there were no tables. So they decided to go to the Chinese restaurant, but it was closed. Finally they went to the food court and Walter ate salad and his friends ate sandwiches or noodles.

**C:**

Walter wanted to try vegetarian food, but his friends wanted to go to a new Italian restaurant, but there were no tables. So they decided to go to the Chinese restaurant, but it was closed. Finally they went to the food court and Walter ate salad and his friends ate sandwiches or noodles.

**4 Chant Along** 

Number the verses in the correct order.

# My Dream

## Vacation

**3**  
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.

**2**  
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.

**1**  
I'm lying in the sun.  
Feelin' the ocean breeze,  
Going for a swim  
In the deep blue sea.  
T-shirt and sandals,  
I feel so free.  
No phone, no tie,  
That's the way I'll be.

### ► Chorus

I am flying  
I am flying  
To a place  
Across the sea.  
I am going  
I am going  
To a land  
Of fantasy.





## Vocabulary

Match the words from the chant with their meanings.

- |                       |                                       |
|-----------------------|---------------------------------------|
| 1. <u>c</u> dream     | a. return                             |
| 2. <u>e</u> worries   | b. light wind                         |
| 3. <u>a</u> come back | c. good plan for one's future         |
| 4. <u>b</u> breeze    | d. with no problems or things to do   |
| 5. <u>d</u> free      | e. problems                           |
| 6. <u>f</u> tie       | f. clothing you wear around your neck |

## Comprehension

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

- |   |   |
|---|---|
| 1. <b>yes</b> The man is dreaming about his vacation. | 5. <b>no</b> He's coming home soon.             |
| 2. <b>yes</b> He's going by plane.                    | 6. <b>no</b> Fun is the last thing on his mind. |
| 3. <b>no</b> He doesn't have a ticket.                | 7. <b>yes</b> He usually wears a tie to work.   |
| 4. <b>yes</b> His clothes are in his suitcase.        | 8. <b>yes</b> 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.

**1- Problems and worries**

**2- No, because I forget my problems and try to have fun.**

**3- I want to visit The Eiffel Tower. It's in Paris, France. It's around 300 meters tall and it's beautiful.**