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عمل جاهزة للطباعة والتحميل بشكل مجاني

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**SUPER**

# **GOAL 2**

**MANUEL DOS SANTOS**



**وزارة التعليم**

Ministry of Education

2023 - 1445



## SuperGoal 2 Student Book

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# Scope and Sequence

	Unit Title	Functions	Grammar
1	Are You Here on Vacation? Pages 2–9	Greet people / Say goodbye Introduce yourself and others Ask for and give personal information Express thanks / Apologize Ask for and give directions	Simple present of the verb <i>be</i> Information questions: <i>how, what, when, where, who, why</i> Prepositions of place
2	What Are They Making? Pages 10–17	Express approval and disapproval Talk about present ongoing activities	Present progressive Imperative for commands and instructions Prepositions of place
3	Who's Who Pages 18–25	Describe professions Talk about professional goals	Simple present tense <i>Wh-</i> questions in the simple present Verb <i>want</i> + infinitive Relative pronouns: <i>who, that, which</i>
4	Favorite Pastimes Pages 26–33	Describe daily activities and routines Ask about and tell how often you do activities Talk about abilities Describe hobbies	Questions with <i>how often</i> Frequency expressions: <i>once a week, etc.</i> Adverbs of frequency: <i>always, often, etc.</i> <i>Know how to</i> Gerunds and infinitives after verbs
5	Is There Any Ice Cream? Pages 34–41	Talk about foods Order from a menu Express preferences with <i>would like</i>	Count/Noncount nouns Expressions of quantity: <i>some/any</i> Partitives <i>Too/Enough</i>
EXPANSION Units 1–5 Pages 42–49		<b>Language Review</b> <b>Reading:</b> Let the Games Begin <b>Reading:</b> Foods: Truths and Lies <b>Writing:</b> Write about a healthy/unhealthy food	
6	What Was It Like? Pages 50–57	Ask and answer about past activities Describe past activities Express an opinion	Simple past tense: <i>be</i> Simple past tense: regular / irregular verbs Intensifiers with adjectives
7	What Happened? Pages 58–65	Retell an event Express feelings Give reasons with <i>why</i> and <i>because</i> Show agreement with <i>so</i> and <i>neither</i>	<i>There was/There were</i> Adverb: <i>ago</i> Pronouns: <i>someone, no one, nothing, anything</i> Conjunctions: <i>because, so</i>
8	What's Wrong? Pages 66–73	Ask and talk about health Name parts of the body Talk about illnesses and their symptoms Make suggestions and give advice	<i>Should/Shouldn't</i> Clauses with <i>when</i> Subject/object pronouns and possessive adjectives/pronouns

Listening	Pronunciation	Reading	Writing
Listen for specific information about a hotel stay	Intonation of <i>yes/no</i> and <i>wh</i> -questions	The Place to Stay	Create a hotel registration form and complete it with personal information Present information about youth hostels in your country (Project)
Listen and make inferences to identify speakers	/i/ and /ɪ/	E-Learning Is Easy!	Describe how the Internet is a useful tool for students Write a script for a how-to video (Project)
Listen for specific information about a profession and career goals	Reduction of <i>want to</i>	Jobs and Employment in Saudi Arabia	Write about your dream job Write about people's occupations (Project)
Listen for specific information about free-time activities	Reduction of <i>do you</i>	Sky High!	Write about your hobby or pastime Write about an unusual hobby or pastime (Project)
Listen for specific information from a meal order	Plural endings /s/, /z/, /əz/	Globalization of Foods	Write a recipe Write a typical menu from your country (Project)
<p><b>Project:</b> Research a healthful diet  <b>Chant Along:</b> Just Another Day  <b>Writing:</b> Write about a typical day in a person's life  <b>Project:</b> Write verses about a typical day in your life</p>			
Listen for specific information from radio reviews	Past tense endings /t/, /d/, /ɪd/	Art of the Pen: Arabic Calligraphy	Write about an interesting museum, performance, or sports event that you attended Make a brochure about an event in your town (Project)
Listen for specific information about an accident	The /h/ sound	So You Want to Be Cool	Write a witness report about an accident Take a survey about what makes your friends happy, sad, etc. (Project)
Listen to match illnesses with pictures of people	Consonant blends with s	Atchoo! Is It a Cold or the Flu?	Write about what you should do when you have the flu Present home remedies for common illnesses (Project)

# Scope and Sequence

	Unit Title	Functions	Grammar
<b>9</b>	<b>Let's Go Out</b> Pages 74–81	Talk about free-time activities and chores Make suggestions Express obligation Make excuses	<i>Should, why don't/doesn't...?</i> , and <i>let's</i> for suggestions <i>Go + verb + -ing</i> <i>Have to/Had to</i> and <i>Don't/Didn't have to</i> <i>Must/Mustn't</i> for obligation and prohibition
<b>10</b>	<b>It's a Bargain!</b> Pages 82–89	Talk about shopping Identify possessions Express preferences	Possessive adjectives and pronouns Question word: <i>whose</i> Pronoun: <i>one/ones</i> Quantitative: <i>too</i> Modal verbs: <i>can, may, could, might</i>
<b>11</b>	<b>There's No Comparison</b> Pages 90–97	Make comparisons State opinions Talk about interesting facts	Comparative and superlative forms of adjectives <i>So...that/Such...that</i>
<b>EXPANSION</b> Units 6–11 Pages 98–105		<b>Language Review</b> <b>Reading:</b> Paris: The City of Light	
<b>12</b>	<b>It's Going to Be Fun!</b> Pages 106–113	Ask about and describe vacations Plan a vacation	Future with <i>be going to</i> Information questions Position of adjectives Adverbs of manner
<b>13</b>	<b>What's the Weather Like?</b> Pages 114–121	Talk about the weather Talk about seasons Talk about future activities Make predictions	Future with <i>will</i> Information questions Conditional with present and future forms Functions with <i>will</i>
<b>14</b>	<b>Could You Do Me a Favor?</b> Pages 122–129	Make and respond to requests Make and respond to offers Give and take phone messages Expressions with <i>will</i>	<i>Can, could, will, would</i> <i>I'll, Let me</i> <i>Want + object noun/pronoun + infinitive</i> <i>Tell and ask + object noun/pronoun + infinitive</i>
<b>15</b>	<b>Today's News</b> Pages 130–137	Talk about the news Ask and answer questions about past ongoing activities Tell narrative stories in the past	Past progressive Past progressive + <i>when</i> Adverbs of degree <i>Could</i> and <i>was/were able to</i>
<b>16</b>	<b>Have You Ever...?</b> Pages 138–145	Talk about activities you have and haven't done	Present perfect Present perfect versus simple past Review of present tenses and simple past
<b>EXPANSION</b> Units 12–16 Pages 146–153		<b>Language Review</b> <b>Reading:</b> Success! <b>Project:</b> Research a role model	

Listening	Pronunciation	Reading	Writing
Listen to phone conversations for excuses	Reduction of <i>have + to</i>	Someone Has to Do It!	Write about how parents and teenagers feel about homework Take a survey on common excuses (Project)
Listen to complete information in an ad	Linking adjacent sounds	The Best Place to Shop—and Be!	Compare shopping in a store and shopping online Write and design a department store advertisement (Project)
Listen for specific details from a tour guide	The <i>er</i> sound	Vision 2030 Kingdom of Saudi Arabia: Building a Brighter Future for All	Write about something from a book of records Present an ancient monument in your country (Project)

**Project:** Research tourist sites in your country

**Chant Along:** The (Right) Answer

Listen to vacation plans for specific information	<i>/æ/</i> and <i>/ɒ/</i>	The Stones of Al-Ula	Write an email describing a place you know or would like to visit Present a picnic plan (Project)
Listen for specific information from a weather report	The <i>/l/</i> sound	Can Weather Affect People's Moods?	Write about how the weather affects you Present the weather in a place you would like to visit (Project)
Listen for general understanding of phone messages	Reduction of <i>could you</i> and <i>would you</i>	Dear Daughter	Write a note to ask for a favor Write about common favors (Project)
Listen to conversations for general understanding	Word stress	Age Means Nothing	Write a summary of a news story Present an unusual news event (Project)
Listen for specific information about travel experiences	The <i>/v/</i> sound in <i>have</i>	Ships of the Desert	Write about someone who has had an exciting life Present an extreme sport or activity (Project)

**Chant Along:** Travel the World Over

**Writing:** Write about a place where you want to travel

**Project:** Write a verse about world travel

**Chant Along:** I Never Found Gold Until I Got Back Home



What did you do on the weekend?

I went to the Science Museum.

What was it like?

It was amazing!

## OLD AND NEW TECHNOLOGY



### NAVIGATION

Learn how navigators traveled the oceans



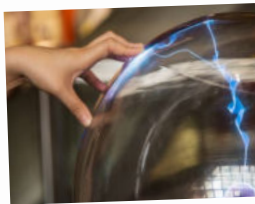
### TRANSPORTATION

Visit our vintage car and plane collection



### AERONAUTICS

See an original space shuttle



### ELECTRICITY

Discover how electric currents work



### ROBOTICS

Shake hands with a moving robot



### PLANETARIUM

Explore space with astronauts





## Quick Check ✓





- A. Vocabulary.** Mark the exhibits that have student discounts.
- B. Comprehension.** Answer the questions about the museums.
1. Where can you see dinosaurs?
  2. Where can you learn about calligraphy?
  3. Where did one of the boys go on the weekend?
  4. What was the Science Museum like?

## 2 Pair Work

### A. Ask and answer.

-  What kind of museum do you prefer?
-  I like history museums best.

### B. Ask and answer about recent events you attended.

-  What did you do last Saturday?
-  I went to the Sports Museum.
-  How was it?
-  It was interesting. I really liked the football exhibit.



# 6 What Was It Like?



## 3 Grammar

### Simple Past Tense: *be*

I  
He | **was** | at home.  
She

We  
You | **were** | at home.  
They

#### Information Questions (?)

How **was** the museum tour?  
How **was** the guide?  
What **were** the exhibits like?

#### Yes-No Questions (?)

**Was** the game exciting?  
**Were** the players good?

#### Affirmative (+)

It **was** good.  
He/She **was** great.  
They **were** very good.

#### Short Answers (+)

Yes, it **was**.  
Yes, they **were**.

#### Negative (-)

It **wasn't** good.  
He/She **wasn't** great.  
They **weren't** very good.

#### Short Answers (-)

No, it **wasn't**.  
No, they **weren't**.

### Simple Past Tense: Regular and Irregular Verbs

#### Information Questions (?)

What **did** you **do** last weekend?  
Where **did** they **go** on Thursday?

#### Yes-No Questions (?)

**Did** you/he/they **like** the museum?

#### Affirmative (+)

I **stayed** home.  
They **went** to the beach.

#### Short Answers (+)

Yes, I/he/they **did**.

#### Negative (-)

I **didn't stay** home.  
They **didn't go** to the beach.

#### Short Answers (-)

No, I/he/they **didn't**.

Regular past tense verbs end in *-ed* in the affirmative. Most English verbs are regular.

#### Irregular Past Forms

buy— <b>bought</b>	eat— <b>ate</b>	go— <b>went</b>	meet— <b>met</b>	swim— <b>swam</b>
come— <b>came</b>	feel— <b>felt</b>	have— <b>had</b>	ride— <b>rode</b>	take— <b>took</b>
do— <b>did</b>	fly— <b>flew</b>	know— <b>knew</b>	see— <b>saw</b>	win— <b>won</b>
drink— <b>drank</b>	get— <b>got</b>	leave— <b>left</b>	sleep— <b>slept</b>	write— <b>wrote</b>
drive— <b>drove</b>	give— <b>gave</b>	make— <b>made</b>	spend— <b>spent</b>	

**Note:** See the list of irregular verbs on page 180.

**A.** Complete the conversations. Use the past tense of **be**. Then practice with a partner.

- A:** Where \_\_\_\_\_ the football game?  
**B:** It \_\_\_\_\_ at King Fahd Stadium.  
**A:** Which team won?  
**B:** Saudi Arabia. They really \_\_\_\_\_ much better.

- A:** Where \_\_\_\_\_ you on Thursday night?  
**B:** I \_\_\_\_\_ at a restaurant.  
**A:** What \_\_\_\_\_ the food like?  
**B:** It \_\_\_\_\_ Indian. It \_\_\_\_\_ delicious.

- A:** How \_\_\_\_\_ the exhibit?  
**B:** It \_\_\_\_\_ very interesting. But the lines to get in \_\_\_\_\_ very long.





**B.** Complete the conversation. Use the past tense of the verbs in parentheses. Then practice with a partner.

**Fahd:** What \_\_\_\_\_ you \_\_\_\_\_ (1. do) yesterday?

**Imad:** I \_\_\_\_\_ (2. watch) the football game between the KSA and Belgium from 1994.

**Fahd:** \_\_\_\_\_ (3. be) there many people in the stadium that day?

**Imad:** Yes. It \_\_\_\_\_ (4. be) very crowded.

**Fahd:** \_\_\_\_\_ Saudi Arabia \_\_\_\_\_ (5. play) well?

**Imad:** Yes, the team \_\_\_\_\_ (6. play) a fantastic game.

**Fahd:** \_\_\_\_\_ they \_\_\_\_\_ (7. win) the game?

**Imad:** Yes. They \_\_\_\_\_ (8. win) by one goal!

**C.** Complete the paragraph. Use the past tense of the verbs in parentheses.

Last night the first episode of the series *Back to the Past* \_\_\_\_\_ (1. be) on Channel 5. It's an interesting science fiction series about a scientist, Professor Sparks, and his fantastic time machine. He \_\_\_\_\_ (2. want) to travel to the future, but something \_\_\_\_\_ (3. happen), and he \_\_\_\_\_ (4. go) back to the age of the dinosaurs. At first, the professor \_\_\_\_\_ (5. be) very excited. It \_\_\_\_\_ (6. be) an opportunity for him to study the Jurassic Period. Then Sparks \_\_\_\_\_ (7. see) that he \_\_\_\_\_ (8. not have) any food. He \_\_\_\_\_ (9. not know) how to hunt, to fish, or to make a fire.

But he \_\_\_\_\_ (10. have) a Swiss Army knife, a box of matches, and... his brains. What \_\_\_\_\_ he \_\_\_\_\_ (11. do)? What do you think?

## 4 Listening

Listen to the radio reviews. Are they good (+) or bad (-)? Mark the correct column.

Did the reporter like...	Good (+)	Bad (-)
1. the football game?		
2. the restaurant?		
3. the modern art exhibit?		
4. the new shopping mall?		

## 5 Pronunciation

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



/t/

liked

missed

watched

/d/

played

happened

jogged

/ɪd/

visited

needed

invited



# 6 What Was It Like?



## 6 Conversation

- Majid:** Where were you last night? I called you several times and left messages on your voice mail.
- Walid:** I was at home studying, and my cell phone was turned off.
- Majid:** **That's too bad.** I had invitations for the opening of *Vesuvius*, the new Italian pizzeria.
- Walid:** **You did?** Oh, I heard about it. What was it like?
- Majid:** Fantastic! The place is really awesome. It was like the inside of a volcano. The walls and the floor were red, and the lights made them look like they were red hot lava. The service was great. There were over 25 pizzas on the menu, and the Red Hot Volcano special was **out of this world!**
- Walid:** I'm so sorry I missed it. Maybe we can go next weekend.
- Majid:** Yeah, you can invite me anytime!



### Real Talk

- That's too bad.** = an expression to show you're sorry about what the speaker said
- You did?** = a short question, used here to express surprise
- out of this world** = an expression used to say that something is very good

### About the Conversation

1. Where was Walid?
2. Why didn't he get Majid's messages?
3. Why did Majid call him?
4. What was the restaurant like?
5. What was the service like?
6. Does Majid want to go back?

### Your Turn

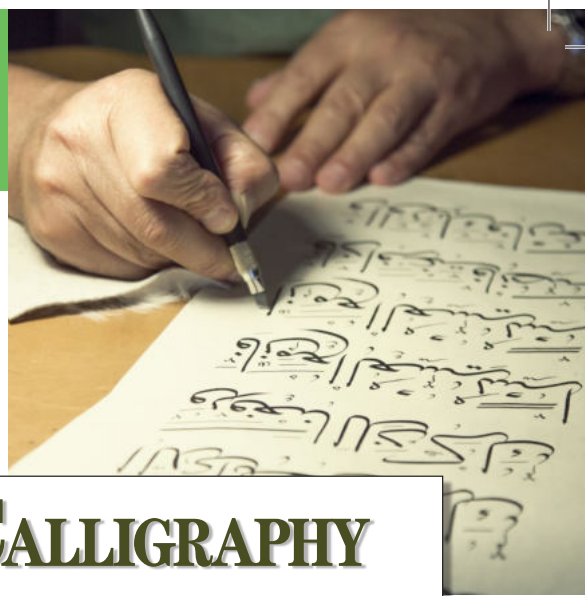
Find out from your classmates what they did on the weekend.

Find someone who...	Name
stayed at home	
studied a lot	
cooked a meal	
played a sport	
went to a museum	
went to the mall	

## 7 About You

1. Did you ever go to an interesting museum? What was it like?
2. Did you ever go to a sports game? What was it like?
3. Did you ever see an interesting film on TV? What was it about?
4. Did you ever eat at a nice restaurant? What was it like?
5. What events are going on in your town this weekend?





## 8 Reading

### Before Reading

What do you know about calligraphy? Can you write calligraphy?

# ART OF THE PEN: ARABIC CALLIGRAPHY



This summer, the Islamic Heritage Museum is proud to present a special exhibit called *Art of the Pen: Arabic Calligraphy*. Admire the beautiful art of Arabic calligraphy and Holy Qur'anic verse. Learn about the history of calligraphy and its development.

### Calligraphy and the Holy Qur'an

The word *calligraphy* means "beautiful writing." Arabic calligraphy has beautiful lines and shapes. But the true beauty of calligraphy is that it is used to write the holy words of the Qur'an. That is how and why the art of Arabic calligraphy started.

The first Arabic system of writing (script) was very simple. Then, with the spread of Islam, there was a need for a more expressive form of writing to communicate Allah's words in the Holy Qur'an.

It was important to have a clear script that all the people of Islam could easily read and understand.

### Styles

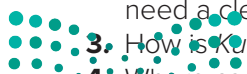
Today, there are six main styles of Arabic calligraphy. One of the oldest styles is *Kufic* script. It has straight, geometric letters that make it easy to cut into wood or stone. This is the script calligraphers used to write the first copies of the Holy Qur'an.

The other main styles are cursive and have connecting letters. *Thuluth* is a long and elegant script that is often used to write the headings of *surahs*, Holy Qur'anic chapters. It is also the script of the Saudi Arabian flag. *Naskh* and *Ruq'ah* are popular scripts that are common in printing and handwriting. They are generally smaller and easier to read and write. *Farsi* or *Ta'liq*, which means "hanging," is an old script that is sometimes used in literature. *Diwani* is a very decorative style that is often seen on greeting cards.



### After Reading

1. What is so beautiful about calligraphy?
2. Why did the Prophet Mohammed, peace be upon him, need a clear system of writing?
3. How is *Kufic* script different from cursive scripts?
4. Where can you see examples of *Thuluth* script?



### Discussion

Do you know about historic examples of calligraphy? Tell about them.

## 6 What Was It Like?



### 9 Writing

- A. Think about a museum, performance, or sports event that you attended. Try to remember as many sensory details as you can. Write notes in the chart.

Sights	Sounds	Smells/Tastes	Touch/Feelings

#### Writing Corner

1. A narrative story usually describes the events in the order that they happened. It describes what the writer feels and senses, so the reader can imagine being there.
2. Use time words to show sequence: *when, as, while, before, and after*. If a time word begins the sentence, there is a comma after the time clause.
3. An exclamation point (!) shows strong feelings, like the writer is shouting.
4. Use quotation marks (“ ”) around the exact words that a person says.

- B. Read about Faisal’s experience at a horse race. Learn the meaning of the words in the box. Then, complete the paragraph with the words.

nervous crowd thundered shook silent paraded excited cheered

Last month, I went to a horse race for the first time. Before the race, my father and I walked by the stables to see the horses. While the jockeys (1) \_\_\_\_\_ past us, one of the horses jumped up on its back legs. The horse, named Prince, was very (2) \_\_\_\_\_, but the jockey looked confident. I said to my father, “That’s the winner!” Then we pushed through the noisy (3) \_\_\_\_\_ to find a place near the track. The horses were ready to start, and suddenly the crowd was (4) \_\_\_\_\_. “They’re off,” shouted the announcer. The horses (5) \_\_\_\_\_ past us, and it felt like the ground (6) \_\_\_\_\_. They disappeared around the track, so I looked in my binoculars. Prince was in front by a neck! I started to jump because I was so (7) \_\_\_\_\_. As they crossed the finish line, the crowd (8) \_\_\_\_\_. Prince was the winner by two lengths!



- C. Write about an interesting museum, performance, or sports event that you attended. Use your notes from the chart to describe what you sensed and how you felt.

### 10 Project

Check on the events in your town. Choose one, and make a brochure about it. Present your brochure to the class.

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2023 56:45

# 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.

It's a **very** interesting exhibit.      Everyone was **pretty** excited.  
It's a **really** interesting exhibit.      Everyone was **extremely** excited.  
It's **quite** an interesting exhibit.      Everyone was **quite** excited.

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

## Intensifiers with Strong Adjectives

Strong adjectives are words like:

enormous; huge = very big	tiny = very small
brilliant = very clever	certain = very sure
excellent; wonderful; great = very good	awful; terrible = very bad
fantastic; amazing; awesome = very good	delicious = very tasty

We do not use *very* with strong adjectives. We can use adverbs like *absolutely*, *completely*, *totally*, *really*, *pretty*, and *quite*.

The cake is very tasty.      The cake is **absolutely** delicious.  
Are you really sure?      Are you **totally/quite** certain?



**A.** Circle the correct word(s). In some cases, both words are correct.

The new pizzeria is (1. extremely / completely) popular. It's a (2. really / very) great place to spend the evening with friends. The decoration is (3. pretty / completely) awesome. The walls and the floor are (4. totally / quite) red, and the lights make it look like you're inside a volcano. The waiters are (5. absolutely / extremely) friendly, and the service is (6. very / quite) fast. There's a (7. quite / really) huge selection of pizzas on the menu, and the prices are (8. very / quite) reasonable. The Red Hot special is (9. absolutely / totally) delicious. So, invite your friends. It's (10. absolutely / very) fantastic!

**B.** Rewrite the sentences with different intensifiers and adjectives.

1. The exhibit was very good. We had a really good time.

\_\_\_\_\_

2. The exhibit was very bad. We had a very bad time.

\_\_\_\_\_

3. The food was very bad, and the service was very bad.

\_\_\_\_\_

4. The pizza was very good, and the service was very good.

\_\_\_\_\_

5. That's a very good idea. It's very clever.

\_\_\_\_\_



# 7 What Happened?

رابط الدرس الرقمي



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## 1 Listen and Discuss

1. Look at the photos. What do you think happened?
2. What causes traffic accidents in your country?

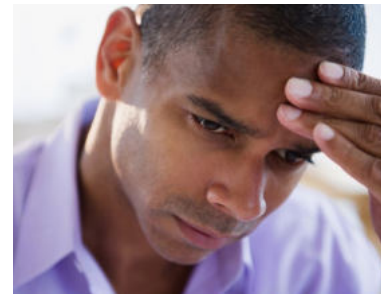
# The Scene of the Accident

The accident happened 10 minutes ago.



### Witness 1 ▶

I'm relieved that no one was hurt.



### SUV driver ▶

I was sleepy, and I didn't see the car coming.



### ▲ Witness 2

The car driver was on his cell phone. He didn't see the stop sign.

### ▲ Car driver

I saw nothing. I'm really worried because I don't have any car insurance.

### ▶ Passenger

I'm always nervous when I ride with him.



### ◀ Police officer

I'm not surprised. This is the third accident here this week. Someone needs to put a traffic light at this intersection.

**Case Number:** ACC 05/04/12/3462  
**Incident:** Motor Vehicle Accident  
**Reporting Officer:** Officer James Smith



### Police Report

There was another accident at the corner of Lake and Willow. The accident happened around 3:15 P.M. An SUV crashed into a car. Fortunately, there were no injuries.

It was the car driver's fault because he didn't stop at the stop sign. He was talking on his cell phone.

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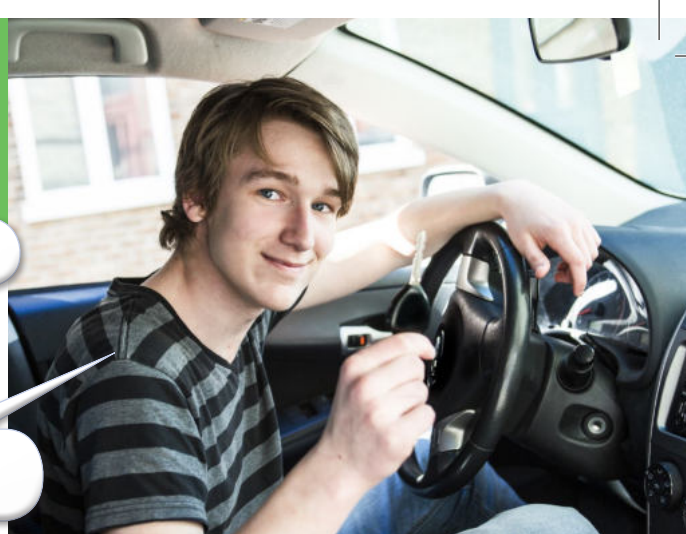
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Why are you so happy?

# Feelings

Because I just got my driver's license.



happy



sad



tired



sleepy



angry



worried



nervous



scared

## Quick Check ✓

**A. Vocabulary.** Match the words with the meaning.





- |                     |                                     |
|---------------------|-------------------------------------|
| 1. ___ witness      | a. hurt from an accident            |
| 2. ___ insurance    | b. where two roads cross            |
| 3. ___ intersection | c. payment for costs of an accident |
| 4. ___ injury       | d. someone who saw an event         |

**B. Comprehension.** Answer the questions. Use the information from the police officer and in the police report.



1. When did the accident happen?
2. Did the car stop at the stop sign?
3. Were there any injuries?
4. Was it the SUV driver's fault?
5. How many accidents happened at this corner this week?

## 2 Pair Work

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

-  Why was the witness relieved?
-  Because no one was hurt.
-  What happened?
-  An SUV hit a car.

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

-  When were you last worried?
-  About a month ago. I lost my cell phone.

# 7 What Happened?



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## 3 Grammar

### There Was / There Were

#### Singular

**There was** an accident. (+)  
**There wasn't** a traffic light. (-)

#### Plural

**There were** three accidents this week. (+)  
**There weren't** many cars in the street. (-)

### Why / Because

**Q: Why** are you worried?  
**A: Because** I have a test tomorrow.

**Q: Why** did the driver start to shout?  
**A: Because** he was angry.

### Adverb: Ago

They saw Ahmed in his office 10 minutes **ago**.

### Pronouns: Someone, No One, Nothing, Anything

**Someone** helped the driver get out of the car. Did you hear **anything**?  
Fortunately, **no one** was hurt in the accident. I didn't hear **anything**. I was asleep.  
And **nothing** was wrong with the car.

- A. Work with a partner. Ask and answer.
- A: Why are the fans happy?
- B: Because their team won the game.



fans / happy



1. boys / worried



2. Nawal / angry



3. parents / sad



4. officer / surprised



B. Complete the report. Use the past tense of the verbs in parentheses.

**PD** Witness Report

I \_\_\_\_\_ (1. be) across the road, and I \_\_\_\_\_ (2. see) what happened. The young man in the car \_\_\_\_\_ (3. not see) that \_\_\_\_\_ (4. there be) a stop sign on the corner because he was on his cell phone. He was surprised when the truck \_\_\_\_\_ (5. hit) him. His car \_\_\_\_\_ (6. crash) into a newsstand. Fortunately, \_\_\_\_\_ (7. there not be) many people in the street at the time. Mr. Raffi, the owner of the newsstand, was nervous and upset, but he \_\_\_\_\_ (8. not be) hurt. Two weeks ago, \_\_\_\_\_ (9. there be) another accident in the same place between a motorcycle and a taxi.

Signature: *Ryan McNeal*

C. Write your answers. Use **ago**. Then share answers with a partner.

- 💡 When did you last read a good book? *I last read a good book two weeks ago on vacation.*
- When did you last see a good exhibit? \_\_\_\_\_
  - When did you first use a computer? \_\_\_\_\_
  - When did you last eat a delicious meal? \_\_\_\_\_
  - When did you last go shopping? \_\_\_\_\_

D. Complete the sentences. Use **someone, no one, nothing,** or **anything**.

- I was there, but I didn't see \_\_\_\_\_.
- \_\_\_\_\_ can say that I didn't try. I worked hard.
- Can \_\_\_\_\_ please help me?!
- Why are you angry? I did \_\_\_\_\_ wrong.
- I'm surprised \_\_\_\_\_ heard the loud crash.
- The children are bored because there's \_\_\_\_\_ to do here.

## 4 Listening

Answer **yes** or **no** about the accident.

**Harry Skinner**

- \_\_\_\_\_ The light was green for the truck.
- \_\_\_\_\_ The truck hit the bus.
- \_\_\_\_\_ No one was injured.
- \_\_\_\_\_ In the end, everyone was OK.

**Jill Black**

- \_\_\_\_\_ The light was green for the truck.
- \_\_\_\_\_ The truck hit the bus.
- \_\_\_\_\_ No one was injured.
- \_\_\_\_\_ In the end, Jill is worried.

## 5 Pronunciation

Listen to the **h** sound. Then practice.

- I'm **h**appy for you.
- Are you **h**urt?
- Is **h**e hungry?

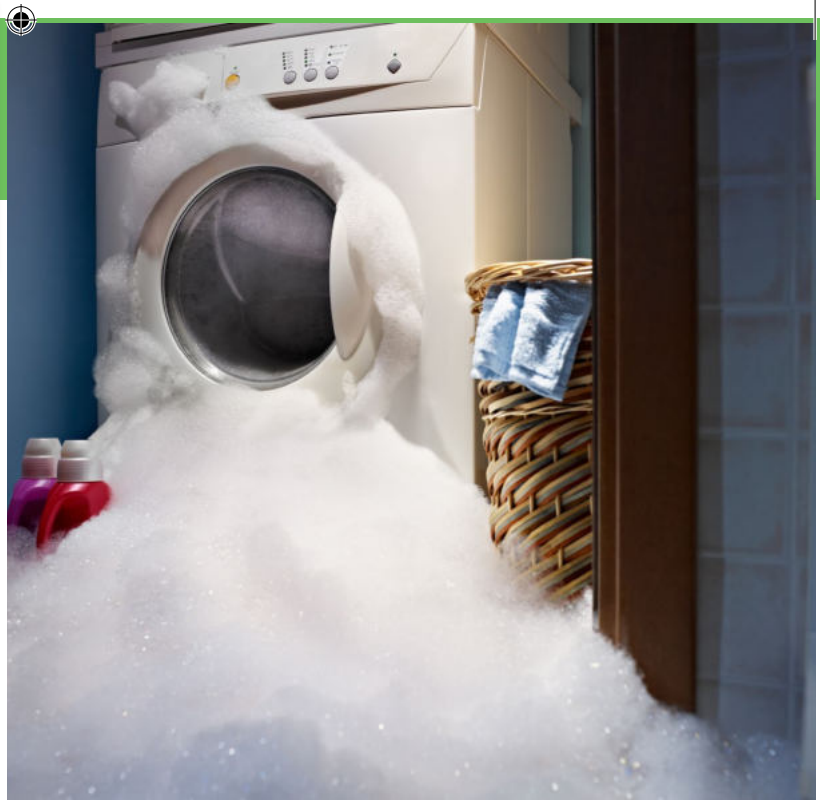


## 7 What Happened?



### 6 Conversation

- Daughter:** Mom, can I talk to you?  
**Mother:** I'm busy right now.  
**Daughter:** **It'll only take a minute.**  
**Mother:** OK. **What's up?**  
**Daughter:** Well, I have some good news and some bad news. Which one do you want to hear first?  
**Mother:** Give me the good news.  
**Daughter:** I got an A on my history report.  
**Mother:** That's great. And what's the bad news?  
**Daughter:** Now don't be angry, Mom. **Don't lose your cool**, please. **The thing is**, I broke the washing machine. There's soap and water everywhere!  
**Mother:** You did what?



### Your Ending

What is the daughter's reply?

- 1 Don't worry. I'll clean up the mess.
- 2 It wasn't my fault.
- 3 You need a new one, don't you?
- 4 Your idea: \_\_\_\_\_

### Real Talk

**It'll only take a minute.** = It's going to be very quick.

**What's up?** = What's happening?

**Don't lose your cool** = Don't get angry

**The thing is** = The problem is

### About the Conversation

1. What does the daughter want?
2. Why can't her mom talk to her?
3. What is the good news?
4. What is the bad news?

### Your Turn

Role-play with a partner. Give bad news to a friend. You borrowed his/her bike, camera, video game, etc., and something happened to it. Then change roles.

### 7 About You

1. Were you ever in an accident? Or do you know anyone who was in an accident?
2. How long ago was it?
3. What happened? Was anyone hurt?
4. How did you or the person you know feel after?

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## 8 Reading

### Before Reading

What does it mean to be “cool”? Discuss with a partner what things you can do to be cool.

## So You Want to Be **COOL**

**Are you worried about your clothes?**

**Are you nervous because you have to speak in front of the class?**

**Are you sad because someone said something bad about you?**

**Are you unhappy because you don't have many friends?**

**Teenage Express magazine offers some ideas on how to be cool.**



- Think of your good qualities. List them. You're going to find that you have a lot of them!
- Take care of your appearance and your clothes. Keep your hair clean and well-groomed. Your clothes don't have to be expensive. They just have to look nice. Sometimes a comfortable, classic look is better than the latest extreme style.
- Compliment people and smile a lot. Meet new people and be friendly to them. Don't be shy. If you want to meet someone, go ahead and introduce yourself. People usually like an outgoing person.
- Be very nice to everyone. But if someone bothers you, defend yourself and say what you think. Never let anyone bring you down. Stand up for yourself.
- Ignore negative things people say about you. Be confident in who you are.
- Be yourself at all times, because trying to be someone else is not good. Being cool doesn't mean being someone you are not.
- Being cool does not mean being silly or stupid. So study hard and be smart. Learn useful information about a lot of topics. Your friends are going to respect and admire you for that.
- Be proud of your qualities and who you are. Remember, being cool is mostly a matter of attitude.

### After Reading

Answer **yes** or **no**. Being cool means:

1. \_\_\_\_\_ not worrying about what others think of you.
2. \_\_\_\_\_ wearing the latest fashion in clothes.
3. \_\_\_\_\_ being friendly and sociable.
4. \_\_\_\_\_ not saying what you think.
5. \_\_\_\_\_ not studying and not doing well in school.

### Discussion

Which of the above things did you do in the past to be cool? What happened?



## 7 What Happened?



### 9 Writing

- A. Think about an accident that you saw or heard about. Draw a diagram like the one below on a piece of paper. Use your diagram to write notes about the accident.



#### Writing Corner

1. A witness report describes the events of an incident in the order they happened. It answers the five W's (who, what, where, when, why) and explains how the incident happened.
2. Use connecting words such as: *and*, *but*, *because*, *so*, and *when*.  
I was in the park **when** the accident happened. There was ice on the road, **so** the driver lost control **and** hit a tree.

- B. Read the witness report. Does it answer who, what, where, when, why, and how?

I was in my living room when I saw smoke outside. I was worried, so I went out onto the balcony to have a look. I saw my neighbor, Mr. Dooley, in his yard. The smoke was from his barbecue. He waved to me, and I went back into the house to watch the six o'clock news. A few minutes later, I heard a loud explosion. This time I ran outside because I was really scared. There was a lot of smoke, and I couldn't see anything. Then I heard a cry for help. "Over here! I'm stuck in the fence. The gas tank caught fire, and the explosion threw me across the yard." Mr. Dooley was quite upset, but fortunately he wasn't badly hurt.



- C. Write your own witness report about an accident you saw or heard about. Use your notes from the diagram and ideas from this unit.

### 10 Project

Take a survey. Ask your classmates or friends what things make them happy, sad, scared, nervous, etc. Which things come at the top of the list?

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# 11 Form, Meaning and Function

## Because versus So

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

Most accidents happen **because** people don't pay attention. He didn't see the stop sign, **so** he caused an accident.

## So and Neither

*So...* and *Neither* both show agreement with the speaker.

*So...* shows agreement with an affirmative statement.

*Neither...* shows agreement with a negative statement.

**A:** I'm a careful driver.

**B:** **So** am I.

**A:** I'm not tired right now.

**B:** **Neither** am I.

**A:** I have some good news.

**B:** **So** do I.

**A:** I never lose my cool.

**B:** **Neither** do I.

**A:** I just heard a crash.

**B:** **So** did I.

**A:** I didn't watch the news last night.

**B:** **Neither** did I.

### A. Complete the sentences with **so** or **because**.

- The driver was sleepy, \_\_\_\_\_ he didn't see the stop sign.
- Sam called the emergency services \_\_\_\_\_ there was an accident.
- "I was scared \_\_\_\_\_ he was driving too fast," said the witness.
- He doesn't have car insurance, \_\_\_\_\_ he is extremely worried.
- She wasn't injured in the crash \_\_\_\_\_ she was wearing a seat belt.
- There were many accidents, \_\_\_\_\_ they put traffic lights at the intersection.

### B. Show agreement with the statements. Use **so** or **neither**.

- I don't have a driver's license. \_\_\_\_\_
- There's nothing to do. I'm bored. \_\_\_\_\_
- I always wear a seat belt in the car. \_\_\_\_\_
- I got injured in an accident. \_\_\_\_\_
- I'm not nervous about the test. \_\_\_\_\_
- I didn't see anything. \_\_\_\_\_

### C. Join the sentences with **so** and **because**.

- He was injured in the crash. He was taken to the hospital.
- The passenger wasn't wearing a seat belt. She hit her head.
- No one was hurt. I'm extremely relieved.
- Ahmed fell off his bike. He was riding too fast.





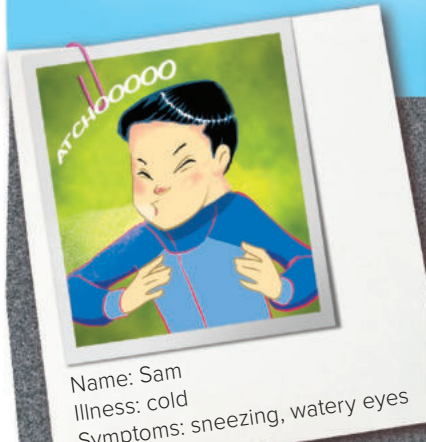
# 8 What's Wrong?



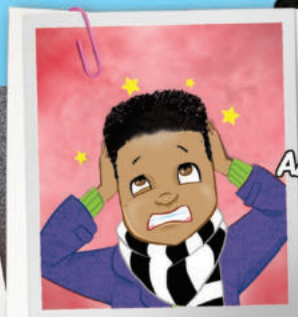
## 1 Listen and Discuss

1. What are the most common illnesses you know about?
2. What do you think happened to the boys on their school trip to the zoo? What happened to the girls on their school trip to the museum?

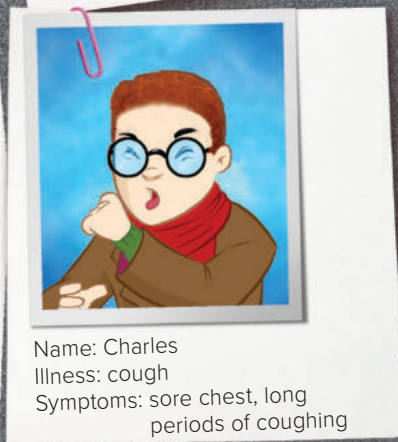
### Bad THE SCHOOL TRIP



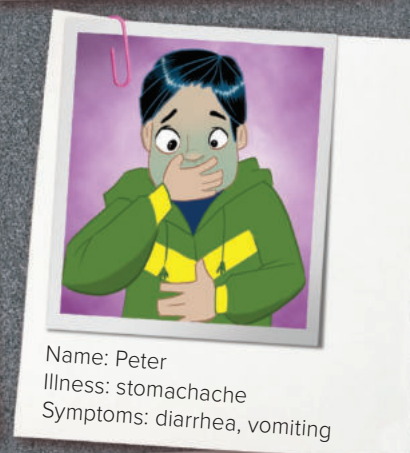
Name: Sam  
Illness: cold  
Symptoms: sneezing, watery eyes



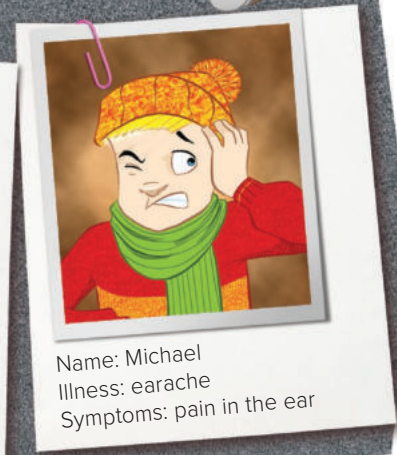
Name: George  
Illness: headache  
Symptoms: head hurts



Name: Charles  
Illness: cough  
Symptoms: sore chest, long periods of coughing



Name: Peter  
Illness: stomachache  
Symptoms: diarrhea, vomiting



Name: Michael  
Illness: earache  
Symptoms: pain in the ear



Name: Sarah  
Illness: flu  
Symptoms: fever, runny nose



Name: Maria  
Illness: sore throat  
Symptoms: pain in the throat



Name: Sonia  
Illness: toothache  
Symptoms: tooth aches



**FYI**

A normal body temperature is 98.6°F (37.0°C).

### Quick Check ✓

**A. Vocabulary.** Relate body parts to illnesses.






💡 *nose—runny nose, cold, sneezing*

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

1. \_\_\_\_\_ Sarah has a high temperature.
2. \_\_\_\_\_ Maria's throat is sore.
3. \_\_\_\_\_ Peter's stomach hurts.
4. \_\_\_\_\_ The patient at the doctor's office doesn't have a fever.
5. \_\_\_\_\_ The doctor says the patient should stay at home.

## 2 Pair Work

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

-  What's the matter? / What's wrong?
-  I have a stomachache.
-  You should take some medicine.
-  What do you do when you have a cold?
-  I usually take some aspirin.



## 3 Grammar

### Should/Shouldn't

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

**Q:** What **should** I do about my bad grades?

**A:** You **should** study more.

**Q:** What **should** I do when I have a stomachache?

**A:** You **shouldn't** eat so much.

### Clauses with When

**Q:** What do you do **when** you have a cold?

**A:** I usually take some aspirin.

**Q:** What did you do **when** you had the flu?

**A:** I stayed in bed.

**A.** Work with a partner. Ask and answer the questions with *How do you feel when...?* Use the words in the box.

**A:** How do you feel when you lose something?

**B:** I feel angry and nervous.

afraid	excited	happy	nervous	sleepy	tired
angry	fine/OK	hot	relaxed	strong	weak
bad	glad	hungry	sad	terrible	wonderful
bored	great	ill	sick	thirsty	worried

How do you feel when...?

1. you exercise?

2. you eat a lot?

3. you see or hear bad news on TV?

4. you are not prepared for a test?

5. you have nothing to do?

6. you need to go to the dentist?

7. you see a sad film on TV?

8. you don't sleep well?

9. you do well on a test?

10. you need to make an excuse?

11. you travel by plane?

12. you need to say goodbye to a friend?

**B.** Now tell your partner what you do in the situations in exercise **A**.

When I lose something, I look and look for it.

When I exercise, I usually drink a lot of water.

**C.** Work with a partner. Ask and answer questions. Use the adjectives in the box in exercise **A**.

**A:** I'm really angry.

**B:** Why?

**A:** Because I lost my keys.



D. Match the problem with the advice. Then practice with a partner.

**A:** I have a temperature.

**B:** You should take some medicine.

**Problem**

1. \_\_\_ I have a headache.
2. \_\_\_ We're very tired.
3. \_\_\_ Mariam has a stomachache.
4. \_\_\_ Ahmed has a toothache.
5. \_\_\_ The children have sore throats.
6. \_\_\_ Faisal is afraid of shots.

**Advice**

- a. You should take a rest.
- b. He should go to the dentist.
- c. He should take some pills instead.
- d. You should take some aspirin.
- e. She shouldn't eat anything right now.
- f. They should drink warm liquids.

## 4 Listening

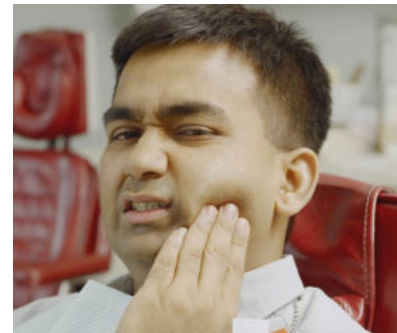
Listen to what is wrong with the person. Write the number next to the correct photo. Write the name of the illness next to the number.



a. \_\_\_\_\_



b. \_\_\_\_\_



c. \_\_\_\_\_



d.  1- backache \_\_\_\_\_



e. \_\_\_\_\_

## 5 Pronunciation

Listen to the initial consonant blends with **s**. Then practice.

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sneeze

stomach

swallow

sleepy

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## 6 Conversation



**Omar:** Hi, Bud. What's the matter? You don't look well.

**Bud:** Man, I feel terrible. I have a stomachache, and I feel like vomiting.

**Omar:** You should see a doctor.

**Bud:** **I just did.** He gave me a prescription for some medicine and said I should have only tea, toast, rice, **and things like that** for a while. It's probably something I ate.

**Omar:** What did you eat?

**Bud:** **Nothing much.** I ate dinner at an all-you-can-eat buffet. I had seafood, then I had steak, and for dessert, I had pudding followed by ice cream and chocolate fudge cake, and...

Oh, the thought of food makes me sick!

**Omar:** That's a shame! I wanted to invite you to go out for dinner.

### Real Talk

- I just did.** = I did that a short time ago.
- and things like that** = and similar things (a way to give examples without naming lots of things)
- Nothing much.** = Not a great amount.

### About the Conversation

1. How does Bud feel?
2. What's wrong with him?
3. What advice did the doctor give him?
4. What did Omar want to do?

### Your Turn

Your partner is sick. Ask what is wrong. Give some advice on what to do.

## 7 About You

1. Are you usually a healthy person?
2. When were you last ill?
3. What was the matter with you?

4. What did you do for the problem?
5. What do you do to keep healthy?



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## 8 Reading

### Before Reading

What do you know about the common cold and the flu?

# Atchoo! Is It a Cold or the Flu?

When your nose is blocked, your eyes are watery, your throat is sore, you are coughing and sneezing constantly, and you are shivering, then you have influenza, or the flu. Or is it just a common cold? The symptoms of both a cold and the flu are very similar, and very often the two illnesses are confused.

People get both illnesses in more or less the same way. A person sneezing or coughing transmits the infection through the air. Sometimes people with the virus wipe their noses or eyes with their fingers, and then touch objects around them, such as a doorknob, a telephone, a keyboard, or any other everyday object. Other people come into contact with these items with viruses on them, and pick up the viruses that way.

Colds usually last for five to seven days and are caused by viruses. The body's own defense mechanisms need to fight the viruses. Unfortunately, there are more than 80 different constantly mutating rhinoviruses. So vaccination against colds is impossible. Medicines provide temporary relief from symptoms, but they cannot cure the cold.

The flu has the same symptoms as the traditional cold. Additional symptoms are a high fever and severe muscle aches and pains. The effects of the flu can also be far more serious. It can cause pneumonia and kill its victims. In the past, the flu killed more people than any other viral disease. For example, 20 million people of all ages died in the 1919 flu epidemic. It actually affected younger people more than old because their bodies didn't have defenses against the virus. Nowadays, there are vaccines for the flu that protect from some viruses. Unfortunately, new viruses appear all the time.



### After Reading

1. Write three things that are the same about colds and the flu.
2. How is the flu different from colds?



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## 9 Writing

A. Read about heat exhaustion. Have a class discussion. What are the symptoms? Are there any other symptoms? Do you agree with the advice? Do you have any other advice?

Do you feel dizzy and weak? Are you sweating a lot? Do your muscles ache? Do you feel like vomiting? When you spend too many hours in the hot sun, you can suffer from heat exhaustion. For relief, follow this advice.

- You should get out of the sun. Find a cool or air-conditioned place.
- Take a cool shower or bath. You can also spray cool water on your skin.
- You should drink plenty of water, but don't drink quickly. You should drink small amounts slowly.
- You should rest. Lie down and put your feet up. This prevents shock or fainting.
- If the symptoms continue, you should see a doctor.



### Writing Corner

1. Bullet points (•) help make a list clear and simple to read. For example, when there is a list of ingredients in a recipe or a list of symptoms for an illness.
2. When there is a list of instructions or steps to follow in a certain order, it is better to use numbers, and not bullet points.
3. With short phrases or words, do not use punctuation after each bullet point. When there is a complete sentence or sentences, use the correct punctuation.

B. What are some common symptoms of the flu? Write them in the chart. How can you relieve the symptoms? Write notes in the advice column.

Symptom	Advice
•	
•	
•	
•	

C. What should you do when you have the flu? Write about it. Use your notes from the chart and other ideas from this unit. Use bullet points for the symptoms or the advice.



Research home remedies for common illnesses. Present your remedies to the class and discuss them.

# 11 Form, Meaning and Function

Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	its
they	them	their	theirs
you	you	your	yours
we	us	our	ours



## Subject + Verb + Object

**Subject Pronouns** take the place of the subject in a sentence. They come before the verb.

Tom likes football. **He** likes football.

**Object Pronouns** take the place of the object in a sentence. They come after the verb.

Tom likes *football*. He likes **it**.

**Possessive Adjectives** show who owns something. They go before a noun.

Tom's favorite sport is football. **His** favorite sport is football.

**Possessive Pronouns** show ownership. They take the place of a noun.

It's not *Tom's football*. It's *my football*. It's not **his**. It's **mine**.

**A.** Replace the underlined words in the conversation with the correct pronouns or possessive adjectives.

**Sam:** AAA... Atchoo!

**Dan:** Sam, what's wrong with (1) Sam?

**Sam:** I think I caught a virus on the school trip. Everyone in my class caught (2) the virus. Charles had a cough. (3) Charles sat next to (4) Sam on the bus, so perhaps I caught (5) the virus from (6) Charles. It was cold at the zoo, and Mr. Parker told (7) my classmates and I to put on (8) my classmates' and my jackets. (9) Mr. Parker said that (10) my classmates and I should stay warm. Well, I didn't listen to (11) Mr. Parker. I didn't wear (12) my jacket and some of my friends didn't wear (13) my friends' jackets. Maybe that made (14) the virus worse.

**Dan:** (15) Sam should see a doctor.

**Sam:** I did. (16) The doctor gave (17) Sam a prescription for some medicine.

(18) The doctor said I should take (19) the medicine three times

a day. (20) The medicine tastes terrible!





# 9 Let's Go Out



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## 1 Listen and Discuss

1. Which of the free-time activities and chores are most common in your country? Add others.
2. Which fun activities and chores do you do most often?



3 go for a drive

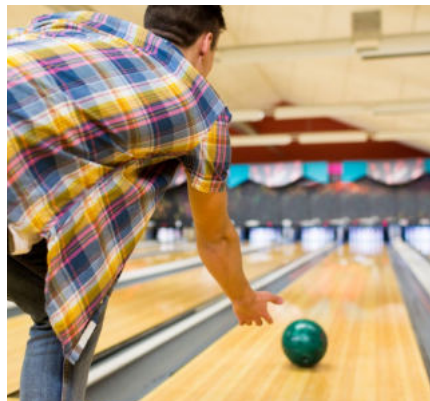
## Free-Time Activities

Things you do for fun

1 go shopping



2 go bowling



4 go swimming



Your ideas: \_\_\_\_\_

## CHORES

Things you have to do around the house (obligations)

1 clean your room



4 dust



6

take out the garbage



2 mow the lawn



3 do the laundry



5 wash the dishes



Your ideas: \_\_\_\_\_

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**Ali:** What should we do this evening?  
**Badr:** Why don't we hang out at the mall?  
**Ali:** Good idea!

**Mike:** Come on, Josh. Let's go for a ride.  
**Josh:** I can't. I have to clean my room.  
**Mike:** Why don't you do it later?

### Quick Check ✓






**A. Vocabulary.** What free-time activities and chores do you usually do? Mark them. Compare your answers with a partner.

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





1. \_\_\_ Badr wants to stay home this evening.
2. \_\_\_ Ali thinks it's a good idea to hang out at the mall.
3. \_\_\_ Josh has to do chores at home.
4. \_\_\_ Josh accepts the offer.
5. \_\_\_ Mike offers to help Josh.

## 2 Pair Work

**A. Make** and **respond to** suggestions.

-  What should we do on the weekend?
-  Let's go for a drive along the ocean.
-  OK. Good idea.
-  What do you want to do tonight?
-  Why don't we stay home and watch a film on TV?

**B. Ask** and **answer** about obligations.

-  What do you have to do today?
-  I have to do the laundry.
-  Let's go to the mall.
-  I can't. I have to babysit.







## 3 Grammar

### Should, Why Don't/Doesn't...?, and Let's for Suggestions

Use *should* to ask for and give suggestions.

**A:** What **should** we do tonight?

**B:** I don't care.

**A:** What color sweater **should** I buy?

**B:** You **should** buy the green one.

You can also use *Why don't/doesn't...?* and *Let's* to make suggestions.

**A:** I'm cold.

**B:** **Why don't** you put on a sweater?

**A:** She's tired.

**B:** **Why doesn't** she take a rest?

**A:** **Let's** go out for dinner.

**B:** Yeah. Good idea.

**A:** **Why don't** we order a pizza?

**B:** No. **Let's** eat out instead.

To accept suggestions, you can say: *OK; That's a good idea; Sure; All right; or That sounds good.*

To politely refuse suggestions, you can apologize, say thank you, or suggest something else: *Sorry, I can't; Thanks, but maybe another time; or Let's... instead.*

### Go + Verb + -ing

Go + verb + *-ing* is used for many free-time activities: *go cycling, go hiking, go skiing, go surfing, go horseback riding, etc.*

He **goes swimming** three times a week, and he sometimes **goes hiking** on the weekend.

### Have to/Had to

Use *have to/had to* to express obligation.

**A:** Let's go to the mall.

**B:** I can't. I **have to** do my homework.

**A:** Why didn't you do your homework?

**B:** I **had to** visit a relative in hospital.

**A.** Work with a partner. Take turns. Make suggestions about things to do and then respond. Use the pictures and also use your own ideas.

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

**B:** No. Let's go bowling instead. OR  
Why don't we go bowling?

**A:** What should we do?

**B:** Let's play tennis. OR  
Why don't we play tennis?

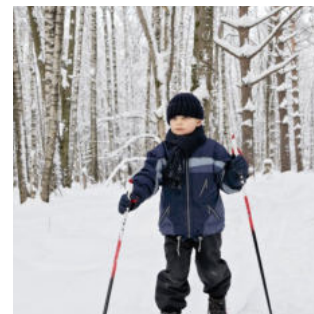
go to the amusement park



go horseback riding



go skiing



B. Complete the sentences with excuses. Use the reasons in the pictures.



- 💡 Omar can't play tennis today because he has to study for a test.
1. Amal is going to be a little late because \_\_\_\_\_.
  2. Noura can't go shopping right now because \_\_\_\_\_.
  3. Brian can't go out this afternoon because \_\_\_\_\_.
  4. Adnan isn't going to football practice because \_\_\_\_\_.
  5. Matt can't help them now because \_\_\_\_\_.

C. Plan your "To-Do" list for the week.  
Compare with a partner.

💡 Sunday I have to study English.



## 4 Listening

Saeed is inviting friends to go out. Listen to the invitations. Match the excuses.

- |               |   |
|---------------|---|
| 1. ___ Imad   | a. has to babysit                         |
| 2. ___ Khalid | b. has to clean his bedroom               |
| 3. ___ Jabir  | c. has to visit his uncle in the hospital |
| 4. ___ Majid  | d. has to study for a test                |

## 5 Pronunciation

Listen to the reduction of **have + to**. Then practice.

What do you **have to** do today?

**have to** clean my room.

Do you **have to** stay home tonight?

Yes. We **have to** do a lot of homework.





## 6 Conversation



### About the Conversation

1. What does Fahd want to do?
2. Why doesn't Yahya want to go?

### Your Turn

Invite a friend to go out. Make suggestions. Agree on a meeting place.

### Your Ending

What excuse does Yahya give?

- 1 The problem is, my brother can't ride a bike.
- 2 We won't have fun if my little brother is around.
- 3 I can't **let down** my parents.
- 4 Your idea: \_\_\_\_\_

### Real Talk

- come on** = used to encourage someone to do something
- let down** = disappoint someone

## 7 About You

1. What things do you have to do today?
2. What things did you have to do yesterday?
3. What things do you usually have to do?





## 8 Reading

### Before Reading

What kinds of chores do you do at home?  
Who decides the chores you do?



# Someone Has to Do It!

Parents often complain that they always have to tell their teenage children to do their chores. Parents think their kids are irresponsible. On the other hand, teens feel **their** parents are always nagging and complaining.

A major problem is that parents think that teens need to do the chores on **their** schedule, while the teens think, "Why do I have to do it now, when I can do it later?" **This** usually leads to unnecessary conflict between teens and their parents.

The general questions parents usually ask about chores are the following: Should teens have them? Should teens and parents agree on a list of chores together? Should teens have freedom to decide when to do **them**?

One mother says, "My daughter and I make a list of chores each week. That way **she** can organize her time for schoolwork, housework, and free time, too." Another

parent only gives his son pocket money after he has done all his chores around the house. **He** says, "No chores, no money. It makes teens responsible for earning their money, rather than just simply giving **them** an allowance." Some teenagers complain, "My friends don't have to do chores, so why should I?"

Normally parents expect their teenage sons and daughters to help around the house. But parents and teens have to agree on the kind of chores and when the teens have to do them. One mom's son wants to do his chores *after* he goes out with **his** friends, but then he's usually too tired. Another mother only lets **her** daughter see her friends *after* she finishes all the housework. But housework never ends! So what's the solution?

Teens and parents have to reach a compromise. There has to be common sense on both sides, don't you think?

### After Reading

Write two lists: (1) What parents think about teens' chores and (2) What teens think about their chores.

### Discussion

In your opinion, how can teens and parents reach a compromise about chores?



## 9 Writing

A. Look back at the **Reading** on page 79. What do the bold-faced pronouns or possessive adjectives refer to?

- |                              |                             |
|------------------------------|-----------------------------|
| 1. It (in the title) _____   | 6. she (paragraph 4) _____  |
| 2. their (paragraph 1) _____ | 7. He (paragraph 4) _____   |
| 3. their (paragraph 2) _____ | 8. them (paragraph 4) _____ |
| 4. This (paragraph 2) _____  | 9. his (paragraph 5) _____  |
| 5. them (paragraph 3) _____  | 10. her (paragraph 5) _____ |

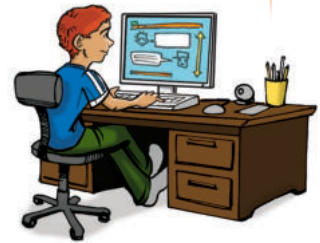
### Writing Corner

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

- Pronouns and possessive adjectives link ideas in sentences.  
Most teenagers don't want to do chores when **their** parents expect **them** to.
- Pronouns help avoid repeating the same word or words.  
One mother lets **her daughter** see **her** friends after **she** finishes the housework.
- Demonstrative pronouns like *this* and *that* can refer to one word or a whole idea.  
Some teenagers refuse to do their chores. **This** can often lead to conflict.

B. Complete the paragraph with suitable pronouns or possessive adjectives.

Parents often complain that (1) \_\_\_\_\_ teenage children spend too much time on the Internet. (2) \_\_\_\_\_ think that (3) \_\_\_\_\_ children should do other activities such as reading books, playing a sport, or doing homework. On the other hand, teenagers feel that (4) \_\_\_\_\_ parents don't realize the importance of the Internet. For many teenagers, the Internet is a way to socialize and stay in touch with (5) \_\_\_\_\_ friends. (6) \_\_\_\_\_ also use (7) \_\_\_\_\_ to do research for school assignments. Besides that, teenagers surf the Internet to learn about things that interest (8) \_\_\_\_\_ and to learn more about the world in general.

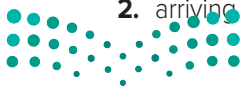


C. Write about how parents and teenagers feel about homework. Remember to use pronouns and possessive adjectives to link sentences.

## 10 Project

Work in a group. Find out from your classmates the most common excuses for:

- |                         |                             |
|-------------------------|-----------------------------|
| 1. being late to school | 3. not doing their chores   |
| 2. arriving home late   | 4. not doing their homework |



# 11 Form, Meaning and Function

## Must/Mustn't

The form of the modal verb *must* is the same for all subjects. It is followed by the base form of the main verb without *to*.

We use *must* to express obligation and necessity.

We **must** follow the rules. He **must** stop at the traffic lights.

We use *mustn't* to express that something is forbidden or not allowed.

You **mustn't** talk during the test. They **mustn't** park on the sidewalk.

## Have To/Don't Have To

The form of *have to* changes to agree with the subject. It can also be used in the past tense as *had to*. It is followed by the base form of the main verb.

We use *have to* to express obligation and necessity.

They **have to** wear uniforms at school. She **has to** do her chores. I **had to** clean my room.  
Do we **have to** be there early? Does he **have to** go now? Did you **have to** work late?

We use *don't have to* to say there is NO obligation; it isn't necessary. The past form is *didn't have to*.

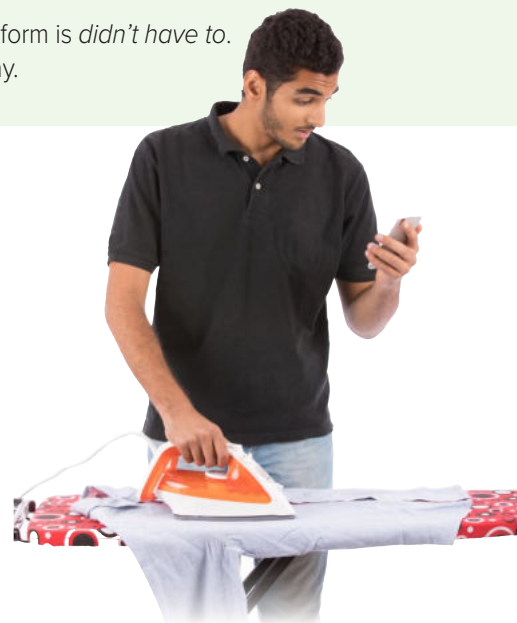
You **don't have to** iron the socks. He **didn't have to** work yesterday.

### A. Complete the sentences with *has to*, *must*, or *mustn't*.

- Omar \_\_\_\_\_ do his chores.
- He \_\_\_\_\_ hang out with his friends now.
- He \_\_\_\_\_ clean up the kitchen.
- He \_\_\_\_\_ wash the dishes.
- He \_\_\_\_\_ clean the floor.
- He \_\_\_\_\_ take out the garbage.
- He \_\_\_\_\_ talk on the phone now.
- He \_\_\_\_\_ be lazy and irresponsible.

### B. Complete the sentences with the correct form of *must* or *have to*.

- Look how long the grass is! We really \_\_\_\_\_ mow the lawn.
- Noura \_\_\_\_\_ finish her assignment because it is due tomorrow.
- We \_\_\_\_\_ go to school yesterday. It was Saturday.
- You \_\_\_\_\_ cross the street when the light is red.
- I \_\_\_\_\_ babysit, so I didn't hang out with my friends yesterday.
- What time \_\_\_\_\_ we \_\_\_\_\_ leave for the airport? Our flight's at 10 a.m.
- Children \_\_\_\_\_ eat a healthy breakfast every morning.
- Mother \_\_\_\_\_ cook tonight because we're going out for dinner.
- How long \_\_\_\_\_ you \_\_\_\_\_ wait for the bus this morning?
- We \_\_\_\_\_ forget to take our camera with us on vacation.





# 10 It's a Bargain!



## 1 Listen and Discuss

Where do you like to shop? Why? What do you look for when you shop: price, brand, or service?





Excuse me. Where can I find sheets and pillowcases?

In the Home Department, on the fourth floor.

Whose backpack is that?

Oh, it's mine. Thank you!

OUTERWEAR  
• SWEATSHIRTS  
• SWEATPANTS  
• WINDBREAKERS  
• RAINCOATS  
CASUAL WEAR

You should keep it with you at all times.

How do I look in this windbreaker?

It's too big for you.

## Quick Check

**A. Vocabulary.** Where can you find these items in the department store?

1. a blender and a microwave
2. perfume
3. sheets and pillows
4. a man's suit

**B. Comprehension.** Answer about the people and the store.

1. Which pair of earrings does the girl prefer?
2. Whose bag is on the floor?
3. Where can the young man find sheets?
4. What's wrong with the windbreaker?









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## 2 Pair Work

**Ask** and **answer** about the store.

-  Where can I buy a wallet?
-  In accessories. Wallets are on sale now.
-  Which boots do you like?
-  The black ones.
-  Excuse me? Where is the women's department?
-  Take the escalator. It's on the second floor.
-  Are these sunglasses yours?
-  Yes, they're mine.



## 3 Grammar

### Possessive Adjectives

It's	my	backpack.
	your	
	his	
	her	
	our	
	their	

### Possessive Pronouns

It's	mine.
	yours.
	his.
	hers.
	ours.
	theirs.

### Question Word: *Whose*

**Q:** *Whose* backpack is this?  
**A:** It's mine. It belongs to me.

**Q:** *Whose* glasses are these?  
**A:** They're hers. They belong to that lady.

### Pronoun: *One/Ones*

**Q:** Which coat do you like?  
**A:** The green **one**.

**Q:** Which boots do you prefer?  
**A:** The leather **ones**.

### Quantitative: *Too*

This jacket is **too** small for me, and the shoes are **too** big.

**A.** Ask and answer.

**A:** Is this Ali's windbreaker?  
**B:** Yes, it's his.



**B.** Now ask and answer questions with *whose* for the items in exercise **A**.

**A:** Whose windbreaker is this?  
**B:** It's Ali's.





C. Complete the conversation. Choose the correct words.

**Mom:** Are these (1. **your / yours**) socks?

**Faris:** They aren't (2. **my / mine**).  
I think they're Ali's.  
They're (3. **his / him**) size.

**Mom:** Are these (4. **your / yours**)?

**Ali:** No, (5. **my / mine**) socks don't  
have holes. I think they're Fahd's.

**Mom:** Fahd, are these (6. **your / yours**) socks?

**Fahd:** Let me see. Yes, they smell like (7. **my / mine**).



## 4 Listening

Listen. Fill in the missing information in the ad.

# Milford's SALE

Open from \_\_\_\_\_ A.M. to \_\_\_\_\_ P.M.

**Weekend Only**

All major credit cards accepted.

<p><b>WOOL</b></p> <p>_____ :</p> <p style="text-align: center; background-color: yellow; border-radius: 50%; padding: 5px;"><b>\$29.99</b></p>	<p>_____ % discount on all</p> <p style="text-align: center;"><b>RAINCOATS</b></p> 	<p style="text-align: center;"><b>MEN'S DEPARTMENT</b></p> <p>Clearance Sale on _____</p> <p style="text-align: center;">from <b>\$12</b></p>	<p style="text-align: center;"><b>WOMEN'S SHOES</b></p> <p>Buy one pair, and get _____ % off a second pair.</p> <p style="text-align: center; background-color: yellow; border-radius: 50%; padding: 5px;"><b>\$45.50</b></p> 
<p style="text-align: center;"><b>SCARVES</b></p> <p>Buy _____, and get _____.</p> 	<p style="text-align: center;"><b>PERSONAL COMPUTERS</b></p> <p>_____ % discount on Primus 230</p> 	<p style="text-align: center;"><b>PERFUME AND MAKEUP</b></p> <p>Special _____ with all purchases</p> 	<p style="text-align: center;"><b>JEWELRY</b></p> <p>FREE pair of _____ with purchase of a necklace and a ring.</p> 

## 5 Pronunciation

Certain sounds are often linked between words. This means they are pronounced together.

Listen and practice.



The hats are on sale.

The shoes are too small.

The child is in the toy department.

The belt is on sale.





## 6 Conversation



- Interviewer:** I'm from *Teenage Express* magazine. We're doing a survey of teenage shopping habits. **Do you mind answering** a few questions?
- Faisal:** **Not at all.** What do you want to know?
- Interviewer:** Do you shop online?
- Faisal:** No, I never shop online.
- Interviewer:** Why not?
- Faisal:** I don't trust the security features on the Internet.
- Interviewer:** What about your friends?
- Faisal:** Very few shop online or make payments via the computer.
- Interviewer:** And do you like to buy designer clothes?
- Faisal:** **Not really.** I like clothes that aren't too expensive and that are comfortable.
- Interviewer:** And in general, what do you spend most of your money on?
- Faisal:** I spend my money mostly on food, video games, and... electronic **stuff**.

### About the Conversation

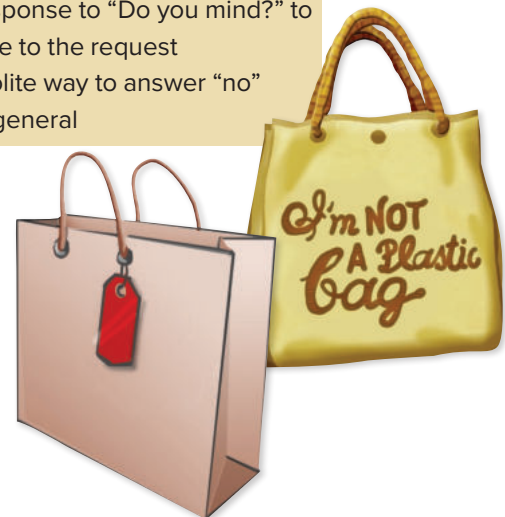
1. What is the interviewer doing in the mall?
2. What does he want to know?
3. Why doesn't Faisal shop online?
4. What does he spend his money on?

### Your Turn

Do a similar survey about the shopping habits of your classmates. What do they spend their money on?

### Real Talk

- Do you mind + verb + -ing** = a polite request
- Not at all.** = a response to "Do you mind?" to agree to the request
- Not really.** = a polite way to answer "no"
- stuff** = things in general



## 7 About You

1. Do you shop online? Why or why not?
2. What do you buy online?
3. Do you like to go shopping?
4. Where do you usually shop?

5. What are popular places for shopping?
6. What things do you spend your money on?
7. How much money do you spend each week?
8. What is the most expensive thing you have ever bought?

## 8 Reading

### Before Reading

Look at the photos below. What do you think people can buy in these places?

# The Best Place to Shop—and Be!

In an age where you can buy almost anything on the Internet, thousands of people all over the world still prefer to do their shopping in traditional places. In general, shoppers look for bargains, and the best prices are usually found in street markets. Many markets around the world have a similar lively atmosphere and sell nearly anything you can imagine from jewelry and clothes, fresh produce, spices, and fish, to carpets, electronics, and livestock.

Riyadh has some of the world's most beautiful modern shopping malls, with designer boutiques and brand names. But if you're looking for real bargains, you'll head for some of the traditional *souqs* in town. *Haraj\** is a secondhand market just east of the city. Impress your friends and dress in Chanel and Armani for a fraction of the price, or get that new kitchen appliance you've been dreaming of. Many of the so-called "used" items aren't used at all—just don't tell anyone where you bought it.

Al-Bat'ha District is home to many traditional markets. Whether you are looking for electronics and watches, jewelry, perfume, furniture, car accessories, bicycles, or food—they sell it all at often ridiculous prices. For more traditional goods, antiques, and souvenirs check out Al-Thumairi near the Al-Masmak Fort. This

is particularly popular with tourists. And nearby is the Al-Deira market where everything is worth its weight in gold, literally. Looking for a camel? They come in all shapes, colors, and sizes at Souq Al-Jimal.

Visitors go to the local *souqs* for more than just shopping. You can see and meet an amazing mixture of people from around the world. Many feel that the cultural experience is the main attraction of these markets.



**FYI\*** *Haraj* is a large market where people buy and sell both new and used items, such as furniture, carpets, computers, electronics, car parts, clothing, and toys.

### After Reading

1. What is similar about street markets around the world?
2. Does *Haraj* only sell used items?
3. Which 3 words or phrases in the text mean low cost or inexpensive?
4. What is the most interesting attraction of traditional markets?



## 9 Writing

A. Read the text. What are the advantages of shopping online?



Personally, I can't stand shopping in department stores or malls. They're too crowded, and it takes too long to find what you want. You buy something and then a week later, you see it on sale.

I prefer to do my shopping online. It's convenient, quick, and easy. When you know what you want, it takes just a few minutes to compare prices. A lot of e-stores guarantee the lowest price, and they also make exchanges or refund your money when you are not satisfied with a product. Many people think e-shopping isn't safe, but that's not true. You need to choose well-known and secure websites. And you don't have to use a credit card because there are other ways to pay without giving personal information.

I usually buy electronic stuff, accessories for my bike, and sports clothes. I am never disappointed with the things I buy. Only once, I exchanged a bicycle helmet because it was too small. But that wasn't a problem. I think that I save money this way, because I only buy what I want. I don't spend money on things that I don't need.

### Writing Corner

- In informal writing, the subject *you* can refer to any person or people in general.  
**You** can save time when **you** shop online, but **you** can't see the product in person.  
 When **you** shop in a store, **you** can try clothes on before **you** buy them.

B. Complete the chart with notes about the advantages and disadvantages of shopping in a store and shopping online. What do you prefer? Why?

	Advantages	Disadvantages
Shopping in a store		
Shopping online		
My preference / Why		

C. Compare shopping in a store and shopping online. Write about the advantages and disadvantages of each. Say what you prefer. Use your notes from the chart and ideas from this unit.

## 10 Project

In a group, brainstorm ideas for a department store advertisement to attract teenagers. Write and design the advertisement. Display it in class.

# 11 Form, Meaning and Function

## Can/May/Could

We use the modal verbs *can*, *may*, and *could* to ask for permission. We use *can* and *may* to give permission and *can't* and *may not* to refuse.

**FYI** *May/Could* are more formal

### Ask for Permission

**Can** I have another cookie?

**May** I use your computer?

**Could** we come with you?

### Give Permission

Yes, you **can**.

Yes, you **may**.

### Refuse

No, you **can't**.

No, you **may not**.

We also use *can* and *could* to make requests and offers.

**Could** you bring me some water?

We **can** gift wrap that for you.

## May/Might

We use *may* and *might* to show possibility or uncertainty.

We **may** go shopping this evening.

She **might** not come to class today.

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

- |  |   |
|--|---|
| 1. _____ Can I try these shoes on?           | a. Sure. Is this one big enough?              |
| 2. _____ May I pay by check?                 | b. Good idea. How about Chinese?              |
| 3. _____ Can you lend me some money?         | c. Sorry, we only take cash and credit cards. |
| 4. _____ May I have a bigger bag, please?    | d. Certainly. Do you like this color?         |
| 5. _____ Could I see that gold necklace?     | e. Yes. What size do you take?                |
| 6. _____ Can we eat lunch in the food court? | f. That depends. How much?                    |
| 7. _____ Could you wrap this? It's a gift.   | g. Of course. May I see your student card?    |
| 8. _____ Could I have a student discount?    | h. This one, with the diamond?                |

### B. Complete the conversation with **can**, **can't**, **could**, **may**, or **might**. Then practice the conversation with a partner.

**A:** (1) \_\_\_\_\_ I return this jacket, please? There's a hole in the sleeve.

**B:** We (2) \_\_\_\_\_ fix it for you.

**A:** No, thank you. (3) \_\_\_\_\_ I just have my money back?

**B:** I'm sorry. We (4) \_\_\_\_\_ give refunds, but you (5) \_\_\_\_\_ choose another item from the store. I (6) \_\_\_\_\_ show you some of our new jackets.

**A:** All right.

**B:** These two jackets are the same price...

**A:** No, no. It's for my son's graduation. He (7) \_\_\_\_\_ not like the color of this one. And that one (8) \_\_\_\_\_ be too big.

**B:** How about this one? It's a bit more expensive...

**A:** No, thank you. On second thought, (9) \_\_\_\_\_ you please fix the one I have?

**B:** Certainly. We'll have the jacket ready for you tomorrow morning. And I (10) \_\_\_\_\_ give you a ten percent discount the next time you shop here.





# 11 There's No Comparison

رابط الدرس الرقمي



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## 1 Listen and Discuss

Look at the headings and the photos.  
What do you know about the topics?

## Amazing Facts

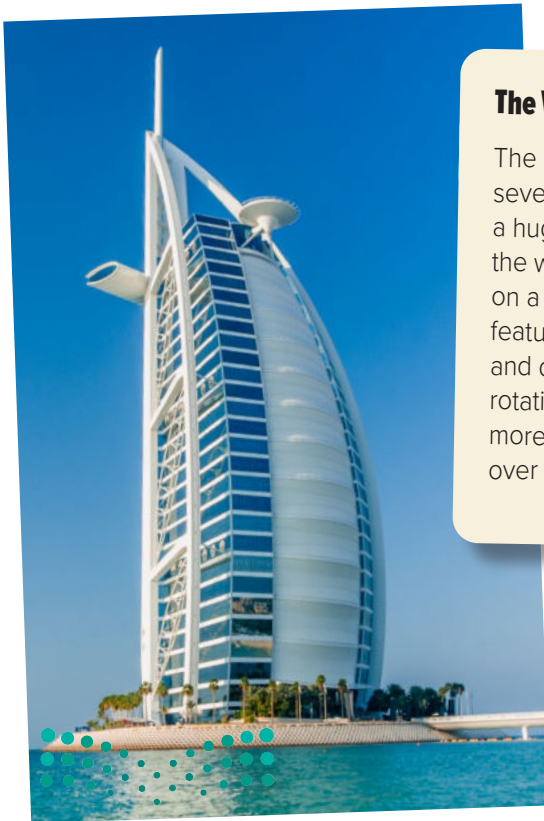
### The World's Most Popular Sport

Football is the most popular international team sport. It is much more popular than American football, basketball, or baseball. FIFA (Fédération Internationale de Football Association), the worldwide football organization, has approximately 7.1 million teams in 301,000 clubs, with 265 million players around the globe. It has more members than the United Nations. The World Cup is one of the most spectacular sporting events in the world. Every four years, over a billion people follow the month-long competition between the top 32 football-playing nations on TV.



### The World's Most Expensive Hotel

The Burj Al Arab Hotel in Dubai is the world's most famous seven-star hotel. The hotel is an architectural wonder. It looks like a huge sail. Its height is 1,053 feet (321 meters), making it one of the world's tallest hotels. The Burj Al Arab (Arabian Tower) is built on a human-made island. It is the world's most luxurious hotel. It features marble and glass from Italy, 24-karat-gold-plated faucets and doorknobs, mirrors that turn into TV screens in the bathrooms, rotating beds, and all the latest technology. The cheapest suite is more than \$1,500 per night, and the most expensive suite can cost over \$25,000.



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### The Great White: The World's Most Dangerous Fish

The great white shark is one of the oldest living species on Earth—it existed 350 million years ago. It is the largest and the most dangerous predatory fish, and it is the most feared by humans. Great white sharks can grow up to 20 feet (6 meters) long and weigh up to 4,400 pounds (2,000 kilograms). They have about 3,000 teeth arranged in several rows. When the front teeth break or fall out, these teeth are replaced by others from the next row. Sharks' hearing is very sensitive, and they can hear their prey many miles away. They can also detect one part per million of blood in seawater.




### Did you know?

- Tokyo is bigger than Shanghai and Mexico City. It is the world's biggest city with the most people.
- The banana is the most popular fruit in the world.
- Diamonds are the world's hardest elements and the most expensive precious stones.
- The Arabian Oryx is one of the most endangered species in the Arabian Peninsula. It was extinct in the wild in the 1970s, but it was saved by zoos and reintroduced to its habitat.
- The Peregrine Falcon is the fastest moving creature on Earth. It can dive at speeds of up to 200 miles (320 kilometers) per hour!

### Quick Check

**A. Vocabulary.** Underline the adjectives used to compare in the readings.





 most dangerous                      oldest

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

1. \_\_\_ The tallest hotel in the world is in Tokyo.
2. \_\_\_ Baseball is the most popular team sport in the world.
3. \_\_\_ Bananas are more popular than mangoes.
4. \_\_\_ Diamonds are cheaper than most precious stones.
5. \_\_\_ Mexico City is the biggest city in the world.

## 2 Pair Work

**Ask** and **answer** questions about the information on these pages.

-  Which is the world's most dangerous fish?
-  It's the great white shark.
-  Is Mexico City bigger than Tokyo?
-  No, it isn't. It's smaller.

# 11 There's No Comparison



## 3 Grammar

### Comparative and Superlative Forms of Adjectives

#### The Comparative

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

Imad is **tall**. Ahmed is **taller** than Imad.

Imad is **intelligent**. Ahmed is **more intelligent** than Imad.

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

#### The Superlative

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

Ahmed is **the tallest** boy in the class. He is also **the smartest**.

Ahmed is **the most intelligent** boy in the class. He is also **the most athletic**.

#### Formation

Use *-er* or *-est* for one-syllable adjectives and adjectives that end in *y*; for example, happy–**happier**–**happiest**.

Use *more* or *most* for longer adjectives.

#### Spelling Rules:

Most adjectives: old–**older**–**oldest**

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

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

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

Some adjectives have irregular comparative and superlative forms.

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

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

- Jeddah is \_\_\_\_\_ (interesting) place I know.
- Gold is \_\_\_\_\_ (heavy) and \_\_\_\_\_ (expensive) than mercury.
- I think that blue jacket looks \_\_\_\_\_ (good) on you than the red one.
- Summer is \_\_\_\_\_ (warm) and \_\_\_\_\_ (dry) time of the year.
- The clock tower of the Abraj Al-Bait Towers in Makkah is one of \_\_\_\_\_ (tall) buildings in the world.
- My room is \_\_\_\_\_ (quiet) room in the house. I can't hear any noise.
- The Taj Mahal in India is one of \_\_\_\_\_ (beautiful) buildings in the world.
- The Sahara Desert in Africa is much \_\_\_\_\_ (big) than the Arabian Desert.

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

**A:** The Panama Canal is older than the Eiffel Tower. (new)

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

- The Amazon is longer than the Nile. (short)
- Bananas are cheaper than apples. (expensive)
- Steel is much harder than diamonds. (soft)
- China is larger than Canada. (small)
- Plane travel is more dangerous than car travel. (safe)
- Horses are stronger than elephants. (weak)



▲ diamonds



▲ steel





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C. Work with a partner. Ask and answer. Give your opinion.

A: Which is smarter?

B: I think a dolphin is smarter than a chicken.

smart



1. fast



2. difficult



3. dangerous



4. exciting



5. popular



6. easy

D. Work with a partner. Give your ideas or opinions on the topics in exercise C. Use superlatives.

I think cheetahs are the fastest animals on land.

## 4 Listening

Listen to the guide giving interesting facts about diamonds on a tour of a diamond mine. Answer **yes** or **no**.

1. \_\_\_ Diamonds are formed deep down in the Earth.
2. \_\_\_ You can't break a diamond with a hammer.
3. \_\_\_ The world's largest diamond was found in Britain.
4. \_\_\_ The Great Star of Africa weighs over 530 karats.

## 5 Pronunciation

Listen. Note the **er** sound at the end of the words. Then practice.

better

faster

hotter

stronger

Summer is better than winter.

Is a cheetah faster than a horse?



▲ Cullinan Diamond Mine, South Africa



# 11 There's No Comparison

رابط الدرس الرقمي



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## 6 Conversation

- Ali:** So, ... *What's new?*
- Badr:** I bought myself a computer.
- Ali:** What kind?
- Badr:** A laptop. Laptops are friendlier to use and are cheaper than other computers.
- Ali:** Does it have Internet?
- Badr:** Not yet. I'm going to install that next week.
- Ali:** I don't like laptops. I prefer desktops. Desktops are easier to use, especially if you have to write and print a lot. Laptops... you have to recharge them all the time, and their screen is much smaller.
- Badr:** I don't agree. Laptops are the best. You can surf the Net, send emails, and study anywhere. You don't have to wait until you get home.
- Ali:** Well, I still think desktops are much more convenient than laptops.
- Badr:** Yeah, but you can't take one with you.



### Real Talk

**What's new?** = Tell me about what happened to you recently.

## About the Conversation

1. What does Badr say about laptops?
2. Why does Ali prefer desktops?
3. Why doesn't Ali like laptops?
4. Why does Badr think laptops are the best?

## Your Turn

Work in a group. Choose a high-tech device or a sport. Argue for and against it with another group.

## 7 About You

1. What kind of computer do you prefer? Why?
2. Who is the youngest / oldest student in your class?
3. Who do you think is the smartest / best student?
4. Which is the hottest / coldest city in your country?
5. Which is the most famous city in your country?
6. Who is the best football player in your country?
7. Where can you eat the best food in your town?
8. What things are better or worse in your neighborhood now than five years ago?





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# رؤية VISION 2030 المملكة العربية السعودية KINGDOM OF SAUDI ARABIA

## 8 Reading

### Before Reading

Imagine the Kingdom of Saudi Arabia in 2030. Read the text and find out about positive changes for society in health care and education, culture and entertainment, business and job opportunities, and more.



### Vision 2030 Kingdom of Saudi Arabia: Building a Brighter Future for All

The Kingdom of Saudi Arabia has a great amount of natural resources, such as oil, gold, phosphate, uranium, and other valuable minerals. But

more importantly, it is blessed with the strength, potential, and ambition of its people. The children of the Kingdom's family-oriented, Islamic society will be the force of the future.

Families will receive all the support they need to raise their children according to Islamic values and help them develop their abilities. There will be more libraries, galleries, and museums in different areas. Cultural events and activities will be organized to educate and provide entertainment. Health care and education will be available to all citizens making their lives happier and more secure.

A healthy economy will offer opportunities to large and small businesses. Quality services and facilities will attract investors from different countries. A renewed business environment will provide professional opportunities to all citizens. A high quality educational system that meets the needs of the job market will provide Saudi professionals with the necessary knowledge and skills.

The Kingdom's strategic position will make it an international trade and transportation center. It will become the hub that will connect Africa, Asia, and Europe.

Telecommunications and information technology will be developed in and around cities. This will make it easier for people to communicate across the globe and access information.

Government services will support the growth and development of private and non-profit organizations and help them to operate successfully.



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

### After Reading

1. Name some of the natural resources of Saudi Arabia.
2. What kind of society does the Kingdom have?
3. What types of social services, e.g. health care, education, and events will be available?
4. Describe the renewed business environment in 2030.
5. How will people benefit from technological development?
6. What will attract investors from other countries?

# 11 There's No Comparison

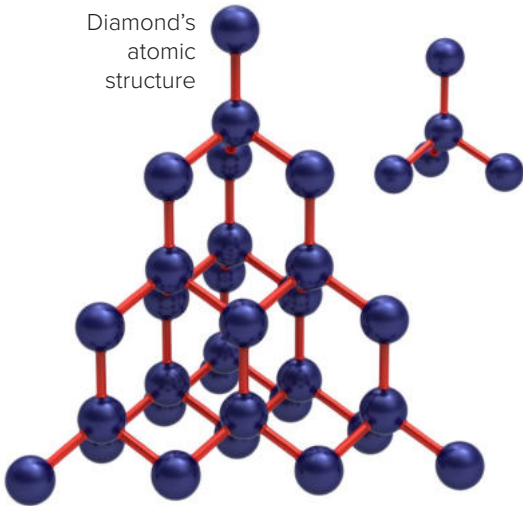


## 9 Writing

- A. Read the information in the **Writing Corner** with your teacher. Then, write the correct passive form (present or past) of the verbs in parentheses to complete the text.

Diamonds are the hardest natural substance on Earth. They \_\_\_\_\_ (1. make) entirely of carbon. Graphite, which \_\_\_\_\_ (2. use) to make pencils, is another material that \_\_\_\_\_ (3. make) entirely of carbon, but it is one of the softest substances. The difference is the molecular structure that \_\_\_\_\_ (4. form) by the bonds between the carbon atoms.

Diamond's atomic structure



Diamonds \_\_\_\_\_ (5. form) under high temperature and pressure deep within Earth's crust. The process can take from one to three billion years. Then the diamonds \_\_\_\_\_ (6. push) gradually to the surface by volcanic activity.

The Cullinan is the world's largest diamond. It \_\_\_\_\_ (7. find) in South Africa in 1905. It weighed 3,106.75 karats (621.35 grams). It \_\_\_\_\_ (8. cut) into 9 large gemstones. The largest of the cut diamonds \_\_\_\_\_ (9. call) the Great Star of Africa and weighs 530.2 karats. The Lesser Star of Africa is 317.4 karats. These diamonds belong to the British Crown, and they are part of one of the world's biggest collections of jewels.

Today, there is a man-made substance that is even harder than diamonds—the nanodiamond or diamond nanorods. The nanodiamond \_\_\_\_\_ (10. produce) by the compression of graphite. It is the hardest substance known to man.

### Writing Corner

Use the passive to emphasize the action and not who or what does it.

1. To make the passive, use the verb *be* and a past participle.\*

**Simple present:** Diamonds **are made** entirely of carbon.

**Simple past:** The Cullinan diamond **was found** in Africa.

2. Use *by* to show the agent (the person or thing that does the action).

Diamonds are pushed to the surface **by** volcanic activity.

The pencil was invented **by** an Italian couple named Bernacotti.

\* See page 180 for a list of irregular verbs and past participles.

- B. Write about a place, a person, a thing, or an animal from a book of records. Say why it is the biggest, the best, the most wonderful, etc. Use the passive where possible.



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Do research on an ancient monument in your country. Present your research to the class.

# 11 Form, Meaning and Function

## So...That/Such...That

So and *such* make the meaning of an adjective or adverb stronger.  
*So...that* and *such...that* are used to show cause and effect.

so + adjective/adverb + *that*

He is **so** fast **that** he won the race.  
He ran **so** quickly **that** he won the race.

so + *many* + plural count noun + *that*

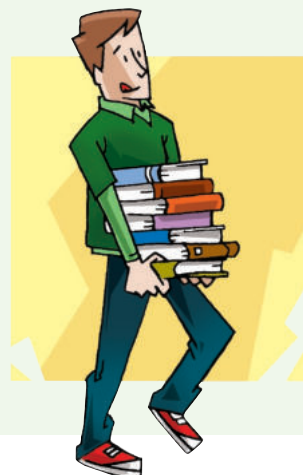
He has **so many** books **that** he can hardly carry them.

so + *much* + noncount noun + *that*

I have **so much** homework **that** I can't go out tonight.

*such* + adjective + noun + *that*

It was **such** a difficult test **that** none of the students did well.  
Ali is **such** a smart boy **that** he has the best grades in school.



### A. Complete the sentences with **so** or **such**.

1. Diamonds are \_\_\_\_\_ hard that you can't break them with a hammer.
2. Sharks have \_\_\_\_\_ sensitive hearing that they can hear their prey miles away.
3. It is \_\_\_\_\_ a luxurious hotel that the cheapest suite is \$1,000 per night.
4. He came into the room \_\_\_\_\_ quietly that no one heard him.
5. The leather shoes were \_\_\_\_\_ a bargain that she bought three pairs.
6. Ahmed was \_\_\_\_\_ hungry that he ate three burgers and two sides of fries.

### B. Complete the sentences with **so many** or **so much**.

1. Our neighbors made \_\_\_\_\_ noise that I couldn't sleep last night.
2. There was \_\_\_\_\_ traffic on the road that we arrived late.
3. I have \_\_\_\_\_ books that they don't all fit in my bookcase.
4. He spends \_\_\_\_\_ time working that he rarely sees his friends.
5. There are \_\_\_\_\_ species of animals that it's impossible to count them all.

### C. Combine the sentences with **so...that** or **such...that**.

1. The children were tired after their school trip. They fell asleep on the bus.

2. It was a beautiful day. We decided to go for a drive in the countryside.

3. There were many people in the supermarket. We had to wait in line for half an hour.

4. The World Cup is a popular sporting event. Over a billion viewers watch it on TV.

5. The Arabian Oryx was an endangered species. It was extinct in the wild.



# EXPANSION Units 6–11

## 1 Language Review

A. How good is your memory? Answer the following questions about your past. Write complete sentences.

1. Who was your first-grade teacher? \_\_\_\_\_
2. Who were your best friends in primary school? \_\_\_\_\_
3. What was the first book you read? \_\_\_\_\_
4. When was the last time you ate in a restaurant? What did you eat? \_\_\_\_\_
5. How long ago did you have a haircut? \_\_\_\_\_
6. What did you have for breakfast yesterday? \_\_\_\_\_

B. Write what is wrong with the people in the pictures. Then write what they should or shouldn't do. Follow the example.



 Yahya / dentist



1. Mona / rest



2. the children / junk food




3. Farah / hot tea



4. Ali and Imad / medicine



5. Ahmed / go swimming

 Yahya has a toothache. He should go to the dentist.

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



C. Write answers. Use your own ideas.

1. Why are you so angry?

\_\_\_\_\_

2. Why are you surprised?

\_\_\_\_\_

3. Why are you relieved?

\_\_\_\_\_

4. Why are you sad?

\_\_\_\_\_

5. Why are you worried?

\_\_\_\_\_

6. Why do you feel bored?

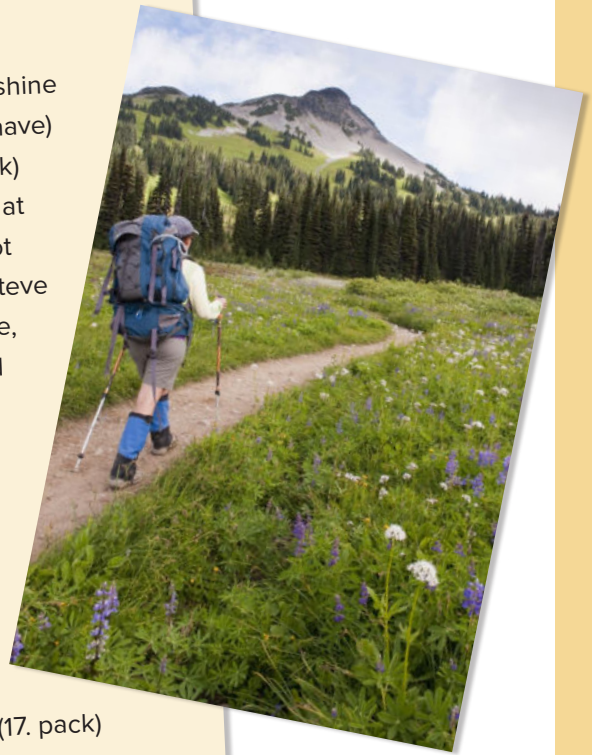
\_\_\_\_\_

D. Complete the field trip report. Use the past tense of the verbs in parentheses.

## FIELD TRIP REPORT

*Timothy Brown, PE Teacher, Lakeside School*

The junior class \_\_\_\_\_ (1. go) on a field trip to Camp Sunshine during the spring vacation. Unfortunately, we \_\_\_\_\_ (2. have) lots of problems on the trip. First, the bus \_\_\_\_\_ (3. break) down. When we finally \_\_\_\_\_ (4. arrive) at the camp late at night, we \_\_\_\_\_ (5. find) that the cabins \_\_\_\_\_ (6. not have) any heating. We \_\_\_\_\_ (7. be) cold all night, and Steve \_\_\_\_\_ (8. wake up) with a cold. That morning on our hike, Chuck \_\_\_\_\_ (9. eat) some wild berries in the forest and \_\_\_\_\_ (10. get) a stomachache. He \_\_\_\_\_ (11. take) some medicine, but he \_\_\_\_\_ (12. not feel) well after that. On the second day, Dan \_\_\_\_\_ (13. hurt) his knee playing football, and Mitch and Peter \_\_\_\_\_ (14. catch) Steve's cold. On the third day, Hussain \_\_\_\_\_ (15. feel) bad because of a terrible toothache. I \_\_\_\_\_ (16. give) aspirin to all of them. I'm a PE teacher, not a doctor. What do you do when everyone is sick on a trip? We \_\_\_\_\_ (17. pack) our bags and \_\_\_\_\_ (18. come) back home.

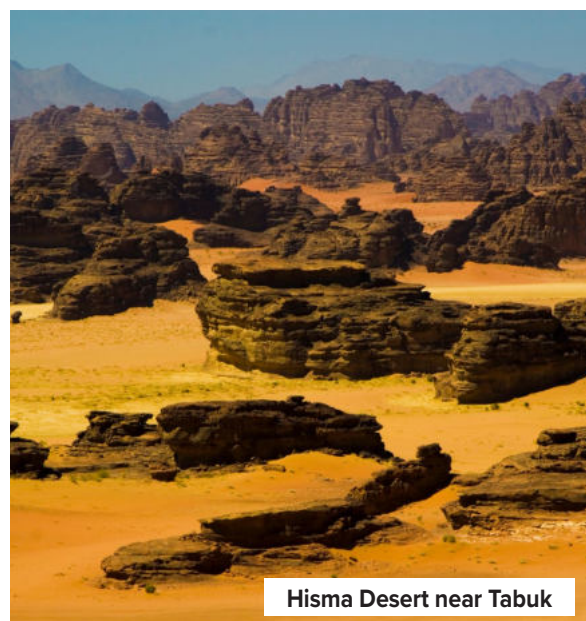


# EXPANSION Units 6–11

E. Use the information in the chart to answer the questions about the three cities. Write complete sentences.

	Dammam	Najran	Tabuk
Population	1,253,000 inhabitants	410,300 inhabitants	657,000 inhabitants
Location	coastal port	mountain oasis	hills, desert plains
Summer temperature	24–43° Celsius	27–39° Celsius	26–40° Celsius
Winter temperature	10–21° Celsius	10–24° Celsius	4–17° Celsius
History	20th century	4,000 B.C.E.	1,500 B.C.E.
Main industries	oil, shipping	agriculture (fruit)	agriculture, military
Universities	four	one	two
Cultural interest	museums, heritage village, public library	palace, museum, archaeological sites, traditional market	archaeological sites, historic mosque, castle
Recreation	large parks, beaches, water sports, sports centers, shopping	parks, sports centers, bowling alley	nature parks, hiking, camping, sand skiing, camel riding

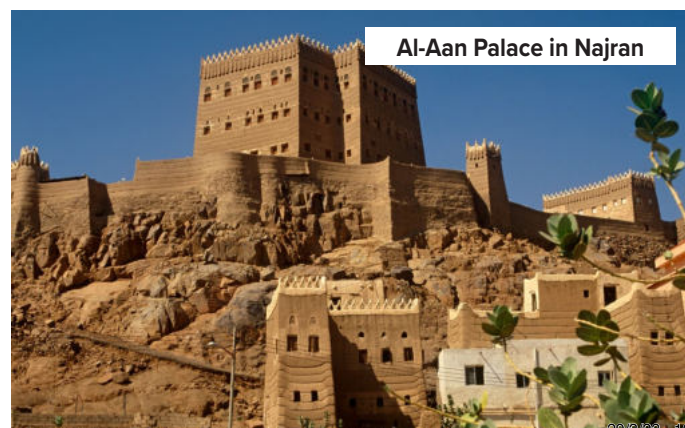
- Which city has the hottest summer weather?  
\_\_\_\_\_
- Which city is cooler in the winter, Najran or Tabuk?  
\_\_\_\_\_
- Which city do you think is the noisiest?  
\_\_\_\_\_
- Which city has the most ancient history?  
\_\_\_\_\_
- Which city do you think offers better paying jobs?  
\_\_\_\_\_
- Which city probably has fewer college students?  
\_\_\_\_\_
- Which do you think is the most interesting town? Why?  
\_\_\_\_\_
- Which do you think is the nicest town to live in? Why?  
\_\_\_\_\_



Hisma Desert near Tabuk



Corniche in Dammam



Al-Aan Palace in Najran

- F. Adnan is on vacation in New York City. Complete his postcard to a friend with the correct verbs.

New York, August 20

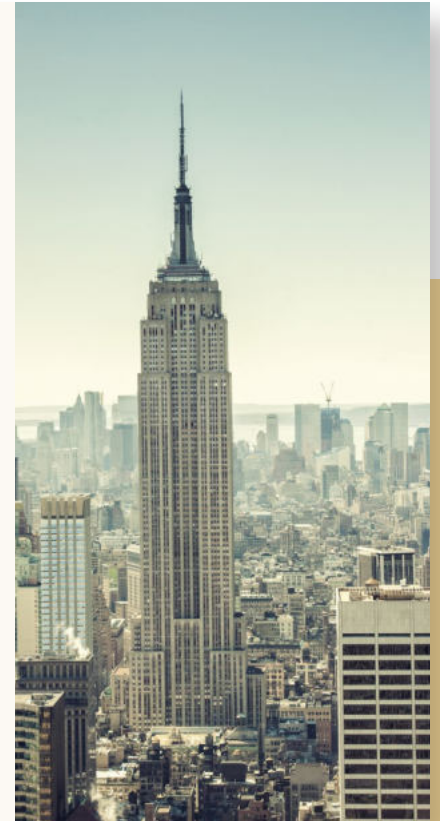
Dear Tariq,

I'm (1) \_\_\_\_\_ this postcard in English because I (2) \_\_\_\_\_ to practice the language. New York City is a wonderful city, but it's really hot in August. There (3) \_\_\_\_\_ thousands of tourists here from all over the place. You always (4) \_\_\_\_\_ lots of people on the streets.

Yesterday I (5) \_\_\_\_\_ to the Statue of Liberty. It's very impressive. Tonight I (6) \_\_\_\_\_ to see the lights in Times Square. Tomorrow the other students in the group and I (7) \_\_\_\_\_ to visit the Empire State Building. Some people planned to (8) \_\_\_\_\_ up the 1,860 steps to the top (like in the Eiffel Tower), but you (9) \_\_\_\_\_ do that anymore. You (10) \_\_\_\_\_ to take the elevator.

I'm (11) \_\_\_\_\_ a great time. Wish you were here!

Your friend,  
Adnan



- G. Complete the conversations with the correct possessive pronouns.

- |  |  |
|--|--|
| 1. <b>A:</b> Whose shoes are these?<br>Are they Dad's?<br><b>B:</b> Yes, they're _____.                    | 3. <b>A:</b> Don't eat that! It isn't _____.<br><b>B:</b> Oh, yes it is. It's _____.<br>Mom gave it to me. |
| 2. <b>A:</b> Is that Mariam's perfume?<br><b>B:</b> No, that isn't _____.<br>Her perfume is in the drawer. | 4. <b>A:</b> Is this your house?<br><b>B:</b> Yes, it's _____.<br>My wife and I bought it last year.       |

- H. Give excuses for the following. Use **have to**. Use your own ideas.

💡 I couldn't come to the park because I had to babysit my little brother.

1. He can't come to the football game because \_\_\_\_\_.

2. I was late to class this morning because \_\_\_\_\_.

3. I didn't do my homework because \_\_\_\_\_.

4. She's not going shopping because \_\_\_\_\_.

5. I didn't call you back because \_\_\_\_\_.

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## 2 Reading

### Before Reading

Look at the photos and discuss what you know about the places.

# Paris

### Things to do in Paris

## The City of Light

### Eiffel Tower ▶

The Eiffel Tower is one of the world's most popular and well-known sites. It is named after its architect, Gustave Eiffel, and was built in 1889 for the Universal Exposition. The tower is 1,062 feet (324 meters) high and offers fantastic views of the city. Very often, visitors have to wait in line to take the elevator to the observation deck. But the wait is worth it. At night, the tower itself becomes a beautifully illuminated sculpture. The Eiffel Tower is the most-visited building in the world. It welcomes around 7 million visitors per year.



### ◀ The Louvre

The Louvre was originally a royal palace. In 1516, Leonardo da Vinci came to France as a painter for the Royal Court, and brought with him the painting of Mona Lisa. The king acquired it, and it became part of the royal collection. Today the painting stands in the Louvre in a climate-controlled enclosure behind bulletproof glass. In the 1600s, the Louvre was a palace that contained art and rich decorations, and it only opened as a museum in 1793. The renovation of the museum in 1981 made it even more beautiful, and a pyramid was built as an entrance. Today, the Louvre is the world's largest museum and possesses the world's largest and richest collection of art and antiques from around the world.

## Arc de Triomphe and the Champs Elysées

The Arc de Triomphe is a magnificent site at the end of the Champs Elysées, and one of the most famous monuments of Paris. Napoleon I ordered the construction of the monument in 1806 to celebrate his conquests. He got the idea from the triumphal arches of the emperors in ancient Rome. The Arc de Triomphe is a landmark in Paris because of its size and beauty.

From the Arc de Triomphe, you can enjoy a walk along the Champs Elysées. There are many shops, restaurants, and cafés along this boulevard. Be sure you stop off at a crêpe stand on one of the side streets. The chocolate crêpes are absolutely wonderful!



## Seine River Tours

Boat tours along the Seine run throughout the day and evening. Many include lunch or dinner. The boats depart from the Pont de l'Alma (on the Right Bank) or from the foot of the Eiffel Tower (on the Left Bank). You can see many attractions on the trip, such as the Île de la Cité in the middle of the river as well as some of Paris's famous bridges.

## After Reading

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

1. \_\_\_\_\_ Leonardo da Vinci brought a painting with him to France.
2. \_\_\_\_\_ The Louvre Museum is famous for its views of Paris.
3. \_\_\_\_\_ The Eiffel Tower is the most popular tourist sight in the world.
4. \_\_\_\_\_ The Arc de Triomphe is famous because it has Napoleon's tomb.
5. \_\_\_\_\_ The Île de la Cité is an island in the middle of the Seine River.

## Discussion

1. You and a friend are going on vacation to Paris. Discuss what you're going to do there. Tell the class about it.
2. Compare Paris to other cities you know. Which city is best to visit? Why?



مبادرة التعليم Search some tourist sites in your country and make a presentation to the class.

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4 Chant Along



# The (Right) Answer



What do you do when you feel lonely?  
What do you do when you feel blue?  
Just come around and listen to me.  
I've got the right answers for you.

**Chorus**  
A little bit of hope is what you need—  
A little bit of fun and lots of care,  
A friendly person you can talk to,  
A helping hand when no one's there.

What should you do in times of trouble?  
What should you do when you are sad?  
Why don't you bring me all your worries?  
I'm sure that things can't be so bad.

**Chorus**

What can I do to make you happy?  
What can I do to ease your pain?  
What can I do to cheer you up,  
And see you smiling once again?



**Chorus**



## Vocabulary

A. Put the following words into one of the two categories.

lonely, blue, fun, hope, care, friendly, trouble, sad, worries, bad, happy, pain, smiling

Positive (+)	Negative (-)

B. Find two positive expressions and two negative expressions in the chant. Write them in the blanks.

💡 (+) *to ease your pain*                      (-) *to feel blue*

1. (+) \_\_\_\_\_
2. (+) \_\_\_\_\_
3. (-) \_\_\_\_\_
4. (-) \_\_\_\_\_

## Comprehension

A. Answer the questions.

1. How is the boy feeling?
2. What can his friend do to help him?
3. Do you think the friend has the right answers?

B. Write two sentences that show that the friend is trying to help.

💡 *I've got the right answers for you.*  
\_\_\_\_\_  
\_\_\_\_\_

## Discussion

1. What do you do when you feel sad?
2. Who do you normally discuss your problems with?
3. Who can you ask for advice?
4. What kind of advice do you give your friends?
5. Think of another title for the chant.



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SUPER

# GOAL 2

WORKBOOK

**MANUEL DOS SANTOS**



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**Mc  
Graw  
Hill**

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# 6 What Was It Like?

Term 2

**A** Read the clues. Answer the question. Use the words in the box.

**museum   mall   stadium   ticket   exhibit   guide**

1. It's a place.

There are lots of people.

People can buy or eat things here.

What is it? \_\_\_\_\_

2. It's a place.

There are seats for people to sit in.

People come here to watch a football game.

What is it? \_\_\_\_\_

3. It's a place.

There are things to see here.

People can see historical things here and learn about the past.

What is it? \_\_\_\_\_

4. It's a thing.

It has lots of information in it.

It tells what's happening around town.

What is it? \_\_\_\_\_

5. It has a collection of things.

It has interesting things to look at.

People see and learn things.

What is it? \_\_\_\_\_

6. It's a thing.

It's paper.

People buy it to see an exhibit or event.

What is it? \_\_\_\_\_



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Unit 6 209

## 6 What Was It Like?

**B** Imad wants to know about the football game Faisal went to last night. Write Imad's questions and Faisal's answers. Use information questions, the simple past tense of **be**, and the words in the box.

stadium    ~~football game~~    referee    fabulous    crowded    fair



**Imad:** *How was the football game?* \_\_\_\_\_

**Faisal:** \_\_\_\_\_

**Imad:** \_\_\_\_\_

**Faisal:** \_\_\_\_\_

**Imad:** \_\_\_\_\_

**Faisal:** \_\_\_\_\_

**C** Asma went to a food festival last weekend. Farah had to study and didn't go. Write a conversation between Asma and Farah. Use **yes/no** questions and short answers, the past tense of **be**, and the words in the parentheses.

**Asma:** The food festival was awesome! There were all kinds of ethnic food.

**Farah:** (Mexican cuisine / good) \_\_\_\_\_

**Asma:** Yes, \_\_\_\_\_

**Farah:** (Japanese cuisine / popular) \_\_\_\_\_

**Asma:** No, \_\_\_\_\_

**Farah:** (desserts / delicious) \_\_\_\_\_

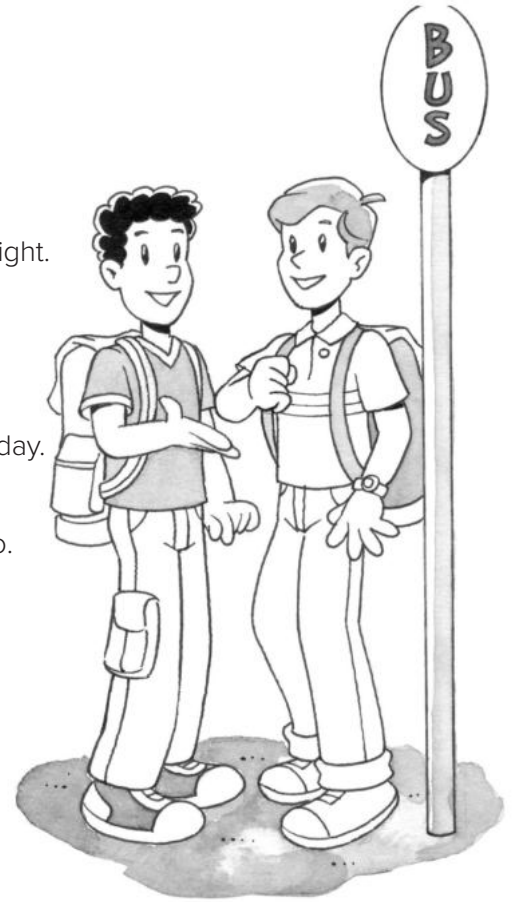
**Asma:** Yes, \_\_\_\_\_





**D** Complete the conversation. Use the simple past tense. The questions will help you write your answers.

**John:** What do you want to do this weekend?  
**Steve:** Do you want to go to the museum?  
**John:** No, I **(1)** \_\_\_\_\_ to the museum last weekend.  
**Steve:** Do you want to hang out at the mall?  
**John:** No, I **(2)** \_\_\_\_\_ at the mall last Thursday.  
**Steve:** Do you want to watch a football game?  
**John:** No, I **(3)** \_\_\_\_\_ a football game on Monday night.  
**Steve:** Do you want to invite Greg over and play video games?  
**John:** No, I **(4)** \_\_\_\_\_ Greg over last week.  
**Steve:** Do you want to take our bikes to the park?  
**John:** No, I **(5)** \_\_\_\_\_ my bike to the park last Saturday.  
**Steve:** Do you want to have a snack at Joe's Café?  
**John:** No, I **(6)** \_\_\_\_\_ a snack at Joe's two days ago.  
**Steve:** Do you want to play tennis in the park?  
**John:** No, I just **(7)** \_\_\_\_\_ tennis.  
**Steve:** Do you want to stay home?  
**John:** No, I **(8)** \_\_\_\_\_ home last night.  
**Steve:** Well, what do you want to do?  
**John:** I don't care. It's up to you.



**E** Write information questions for John's answers. Use the simple past tense.

1. *Where did he go last weekend?* \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

## 6 What Was It Like?

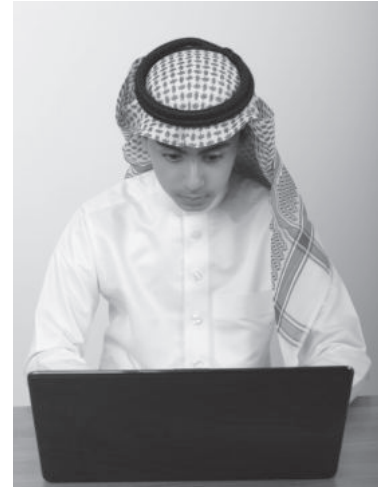
### F READING

Read the story.

I'm Ahmed from Riyadh. Last summer, my older brother and I went to Sudan. My brother works for a charity that gives healthful food and school supplies to children there. They do fantastic work, but not many people know about it.

His charity asked me to make a website for them so people could read about their work and help by giving money. I spent eight weeks in Sudan altogether. For the first two weeks, I traveled to different villages to learn about the charity. I was excited to help my brother and became proud of his work. Then, I went back to the capital city, Khartoum, and I designed and tested the new website. It was a success! Lots more people are giving money now to help the Sudanese children.

It was an amazing experience. I met a lot of new people and lived in a different culture. After I went back to Saudi Arabia, my parents said I could do the same work from home. So, I discovered two other charities and designed websites for them. I love the work. Now I know what I want to do after college.



#### Number the events in the correct order.

- \_\_\_\_\_ Ahmed traveled to villages in Sudan.
- \_\_\_\_\_ A charity asked Ahmed to design their website.
- \_\_\_\_\_ His parents said he could help other charities.
- \_\_\_\_\_ He designed websites for two other charities.
- \_\_\_\_\_ Ahmed went back to Saudi Arabia.
- \_\_\_\_\_ People started giving more money.
- \_\_\_\_\_ Ahmed made the new website.

### G WRITING

Write about an exhibit you saw at a museum or an event you went to. Where did you go? What did you see? Who did you go with? What did you do? What was it like?

*An Exhibit/Event I Went To*



# 7 What Happened?

**A** Complete the sentence for each photo. Use the words in the box.

happy

tired

angry

surprised

worried

scared



1. Alexander was \_\_\_\_\_ because his dad gave him a car for graduation.



2. Amanda's mother was \_\_\_\_\_ because Amanda didn't clean up her room.



3. Faisal is \_\_\_\_\_ because he has a new car.



4. Alberto is \_\_\_\_\_ because he has a big test tomorrow.



5. Malcolm and Jimmy are \_\_\_\_\_ because they are riding a roller coaster.



6. Omar is always \_\_\_\_\_ because he stays up too late at night.

# 7 What Happened?

**B** Complete each sentence. Use **no one**, **nothing**, **someone**, or **anything**.

1. I didn't eat \_\_\_\_\_ for dinner because I had a very big lunch.
2. I went to see my grandparents the other night, but they were out shopping.  
\_\_\_\_\_ was home.
3. I forgot to go to the supermarket. There was \_\_\_\_\_ in the refrigerator.
4. \_\_\_\_\_ was at the bus stop this morning, so I wasn't there alone.

**C** Match the question to the answer.

- |                                   |   |
|-----------------------------------|---|
| 1. _____ Why were the boys upset? | a. Because someone broke his car window.  |
| 2. _____ Why is Khalid angry?     | b. Because I can't sleep.                 |
| 3. _____ Why is Asma sad?         | c. Because I won the competition.         |
| 4. _____ Why was Badr surprised?  | d. Because they lost the football match.  |
| 5. _____ Why are you tired?       | e. Because he passed his math test.       |
| 6. _____ Why are you happy?       | f. Because she lost her favorite sweater. |

**D** Answer the questions. Use the past tense and the adverb **ago**.



**When were you angry?**

*I was angry two days ago.*

**Why were you angry?**

*I was angry because I broke my laptop.*

1. When were you surprised?

\_\_\_\_\_

Why were you surprised?

\_\_\_\_\_

2. When were you nervous?

\_\_\_\_\_

Why were you nervous?

\_\_\_\_\_

3. When were you tired?

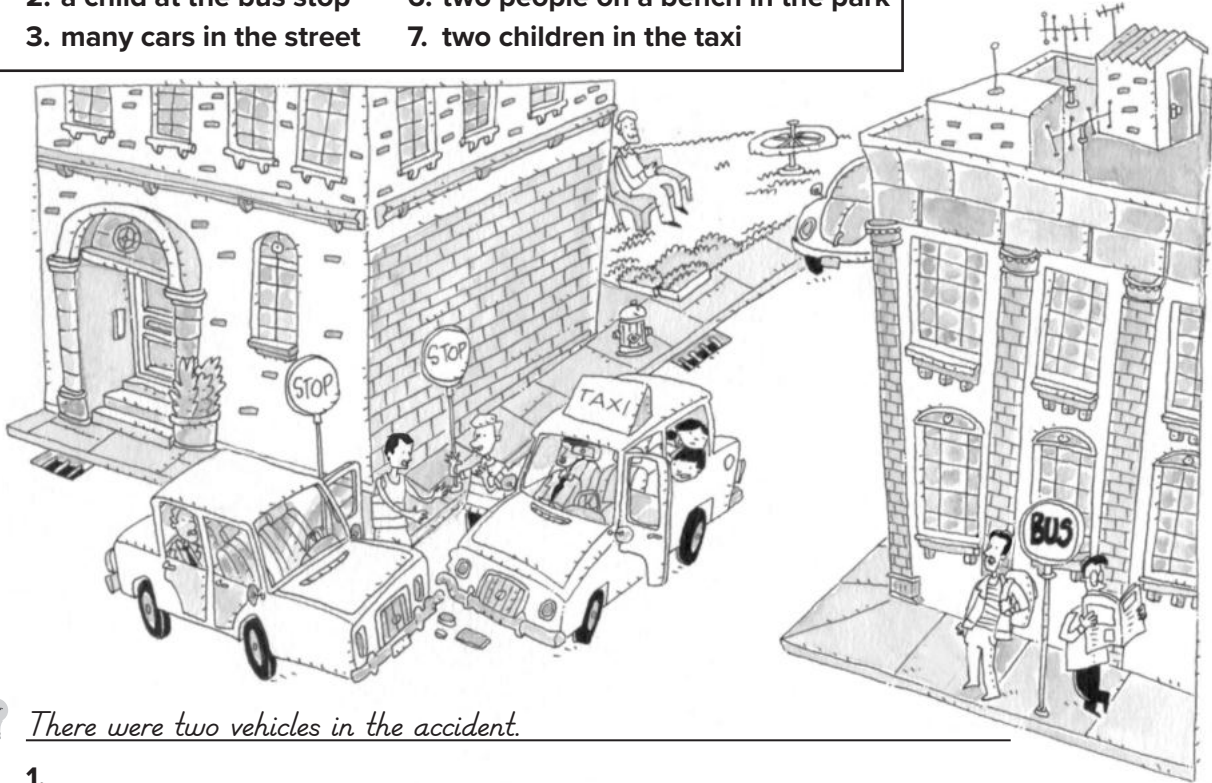


Why were you tired?



**E** You are a witness at this accident scene. Describe the scene. Use the information in the box. Use **there was/wasn't** or **there were/weren't**.

- |   |   |
|---|---|
| <p>💡 <b>two vehicles</b></p> <p>1. stop signs at the corner</p> <p>2. a child at the bus stop</p> <p>3. many cars in the street</p> | <p>4. a man in the back seat of the car</p> <p>5. two people at the bus stop</p> <p>6. two people on a bench in the park</p> <p>7. two children in the taxi</p> |
|---|---|



💡 *There were two vehicles in the accident.*

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

**F** Use the picture above. Write a police report.

\_\_\_\_\_

\_\_\_\_\_



# 7 What Happened?

## G READING

Complete the story. Use the simple past tense.

Faris (1) \_\_\_\_\_ (have) a really bad day two weeks ago. He (2) \_\_\_\_\_ (not get) enough sleep because he (3) \_\_\_\_\_ (study) until midnight. The next morning he (4) \_\_\_\_\_ (be) very tired. He (5) \_\_\_\_\_ (eat) breakfast and (6) \_\_\_\_\_ (walk) to the bus stop. On the way, Faris (7) \_\_\_\_\_ (see) an accident. The driver of a blue car (8) \_\_\_\_\_ (be) on his cell phone. He (9) \_\_\_\_\_ (hit) a red car because he (10) \_\_\_\_\_ (not stop) at the stop sign. It (11) \_\_\_\_\_ (be) terrible, and Faris (12) \_\_\_\_\_ (be) surprised because no one (13) \_\_\_\_\_ (be) hurt. The police (14) \_\_\_\_\_ (arrive). The officer (15) \_\_\_\_\_ (ask) Faris, (16) "\_\_\_\_\_ you \_\_\_\_\_ (see) anything?" Faris (17) \_\_\_\_\_ (have) to fill out a witness report about the accident. Faris finally (18) \_\_\_\_\_ (arrive) at the bus stop, but it (19) \_\_\_\_\_ (be) too late. He (20) \_\_\_\_\_ (miss) his bus so he (21) \_\_\_\_\_ (walk) to school. He (22) \_\_\_\_\_ (not be) happy because he (23) \_\_\_\_\_ (be) really tired. This (24) \_\_\_\_\_ (not be) a good way to start the day!

H Now answer the questions about Faris's day.

1. When did Faris have a really bad day?  
\_\_\_\_\_
2. Why didn't Faris get enough sleep?  
\_\_\_\_\_
3. Why did the blue car's driver hit the red car?  
\_\_\_\_\_
4. Why was Faris surprised?  
\_\_\_\_\_
5. Why was Faris not happy and really tired when he arrived at school?  
\_\_\_\_\_

## I WRITING

Write about a really good day or a really bad day that you had.

When was it? Why was it so good or so bad? What happened?



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Ministry of Education

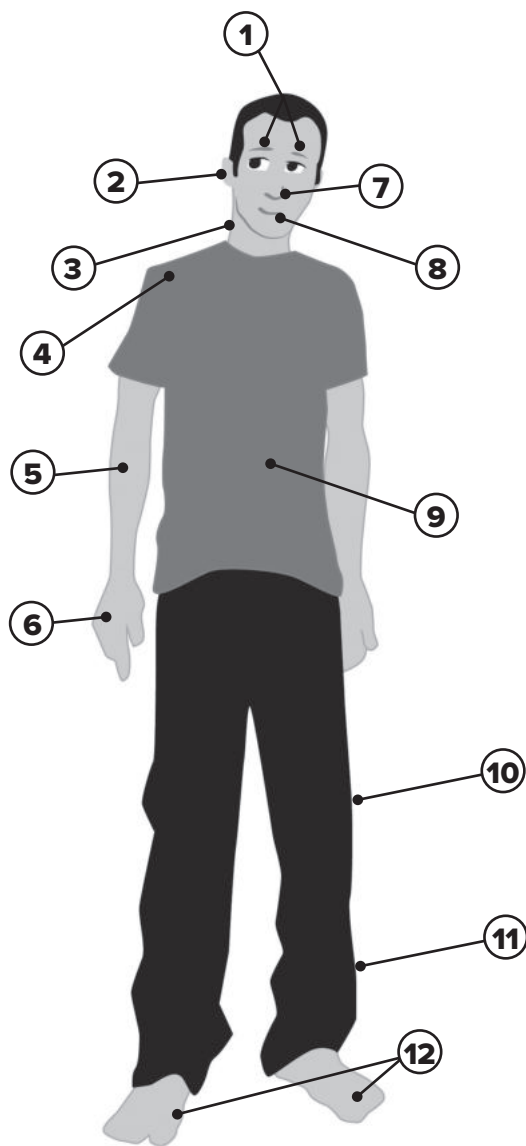
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My Really \_\_\_\_\_ Day

# 8 What's Wrong?

**A** Write the names of the body parts.



- |          |          |           |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____  |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |

# 8 What's Wrong?

**B** Look at the photos. Complete the conversations.

**Yahya:** My tooth hurts. I have a toothache.  
**Omar:** Where do you go when you have a toothache?  
**Yahya:** When I have a toothache, I go to the dentist.



**1. Sam:** I'm sneezing and I have watery eyes! I have a \_\_\_\_\_.  
**John:** What do you do when \_\_\_\_\_?  
**Sam:** \_\_\_\_\_



**2. Majid:** My throat hurts. I have a \_\_\_\_\_.  
**Adel:** What do you do when \_\_\_\_\_?  
**Majid:** \_\_\_\_\_



**3. Adnan:** My head hurts. I have a \_\_\_\_\_.  
**Fahad:** What do you do when \_\_\_\_\_?  
**Adnan:** \_\_\_\_\_



**4. Jeff:** I have a \_\_\_\_\_.  
**Robert:** How do you feel when \_\_\_\_\_?  
**Jeff:** \_\_\_\_\_



**5. Scott:** I think I have the \_\_\_\_\_.  
**Andy:** How do you feel when \_\_\_\_\_?



**Scott:** \_\_\_\_\_



**C** Complete the sentences. Use **should/shouldn't**.



1. I have an earache. I \_\_\_\_\_ (go) to the doctor.
2. Amal is sneezing a lot and has a runny nose. She \_\_\_\_\_ (not be) at school today.
3. Badria is always tired and very sleepy. She \_\_\_\_\_ (take) vitamins every day.
4. Hameed has the flu and a fever. He \_\_\_\_\_ (stay) in bed.
5. Look at your little brother. He's coughing on the food. He \_\_\_\_\_ (not do) that.  
He \_\_\_\_\_ (cover) his mouth with his hand when he coughs.

**D** Read the sentences. Answer the questions with your advice.



**I have a sore throat, and my friend wants to talk to me on the phone. What should I do?**

*You shouldn't talk to your friend on the phone now.*

1. My sister has a toothache. Her tooth hurts a lot, and she can't sleep. What should she do?  
\_\_\_\_\_
2. Fahd has a stomachache, and he has to meet his friends at a restaurant. What should he do?  
\_\_\_\_\_
3. I didn't study for tomorrow's history test. It's late now, and I feel sleepy. What should I do?  
\_\_\_\_\_
4. Fadwa doesn't have a stomachache anymore, and now she feels very hungry and thirsty. What should she do?  
\_\_\_\_\_



5. Ali and his brother have the flu, but their football match is this afternoon. What should they do?  
\_\_\_\_\_

# 8 What's Wrong?

## E READING

Read the story.

Ryan and Tim weren't excited about the camping trip. Their father said, "Pack extra clothes. It's cold



near the lake." The boys packed their own things. They packed a TV and an electric grill.

The first night at camp, the boys wanted to cook sausages on the grill. "You can't," said their father. "We don't have any electricity!" So they cooked the sausages over a fire. After dinner, the boys wanted to watch TV. Their father said, "Remember there's no electricity. You can't use the TV." The boys were bored, and they went to bed early.

The boys got up early in the morning. They were excited as they went for a walk to explore the lake. When the boys left, their father went back to sleep. He was happy.

When they got back to camp, their father asked, "What happened?" Tim said, "We fell in the lake."

Their father said, "Put on your dry clothes." But Ryan and Tim didn't pack any extra clothes. So they went home early.

When they got home, Ryan and Tim felt sick. They sneezed and they coughed. But they were glad to be home. They watched TV and they cooked sausages on the electric grill.

Answer the questions.

1. What did Ryan and Tim take on their camping trip? What didn't they take?

\_\_\_\_\_

2. Why didn't they watch TV? \_\_\_\_\_

3. What do you think happened at the lake?

\_\_\_\_\_

4. How did the boys feel when they got home?

\_\_\_\_\_

## F WRITING

Write about the last time you were sick. Where were you? How did you feel? What did you do? What advice do you have for a person who gets sick?



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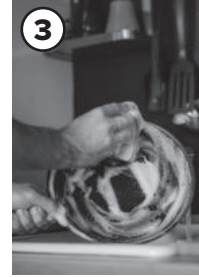
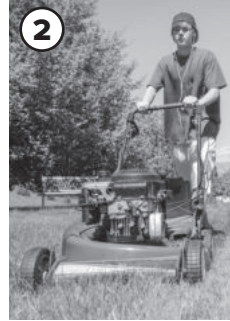
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2023 - 1445

*When I Was Sick*

# 9 Let's Go Out

**A** Look at the photos. Complete the sentences.



**Maha** goes shopping on Thursday afternoon.

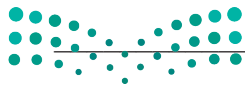
1. Jimmy \_\_\_\_\_ every day after school.
2. Robert \_\_\_\_\_ on Saturday morning.
3. Badria \_\_\_\_\_ after dinner.
4. Sam \_\_\_\_\_ on Thursday morning.
5. Dan and his friends \_\_\_\_\_ every weekend.
6. Omar \_\_\_\_\_ every day in the summer.
7. Amina \_\_\_\_\_ on Saturday morning.

**B** Write the activities from exercise **A** in the correct column.

## Free-Time Activities

## Chores

**go shopping**



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# 9 Let's Go Out

**C** Look at the photos. Complete the conversations. Use **Let's** and **should**.



**A:** What should we drink?

**B:** Let's have some soda.

**A:** We should drink some juice.

**1. A:** What should we eat?

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

**A:** \_\_\_\_\_



**2. A:** How should we go to the mall?

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

**A:** \_\_\_\_\_

**3. A:** Where should we go on vacation?

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

**A:** \_\_\_\_\_

**D** Complete the sentences. Use **go + verb + -ing**.

**1.** Ismail and his friends \_\_\_\_\_ (hike) every year for vacation.

**2.** Steve \_\_\_\_\_ (surf) two or three times a week.

**3.** Tariq and his brother \_\_\_\_\_ (bowl) at the mall on the weekend.

**4.** Ali \_\_\_\_\_ (swim) at the pool in his neighborhood.

**5.** My parents \_\_\_\_\_ (shop) at the new supermarket.

**6.** My brother \_\_\_\_\_ (horseback ride) on the weekend.

**7.** Mark \_\_\_\_\_ (ski) in Aspen in December.



**E** Complete the conversation. Use **Why don't** and **have to**.

**Fahd:** (1) \_\_\_\_\_ play tennis tomorrow night?

**Imad:** (2) \_\_\_\_\_ stay home tomorrow night.

**Fahd:** Why?

**Imad:** (3) \_\_\_\_\_ clean my room.

**Fahd:** (4) \_\_\_\_\_ clean it tonight?

**Imad:** I guess I can, but (5) \_\_\_\_\_  
mow the lawn tomorrow night, too.

**Fahd:** (6) \_\_\_\_\_ mow the lawn right  
after school, before we play tennis?

**Imad:** OK, but (7) \_\_\_\_\_ watch my brother  
tomorrow, too. So (8) \_\_\_\_\_ play  
tennis tonight?

**Fahd:** (9) \_\_\_\_\_ go to football practice.  
Then (10) \_\_\_\_\_ do my homework  
and study for a math test.

**Imad:** Then (11) \_\_\_\_\_ play tennis  
this weekend?

**Fahd:** That's a good idea! Let's do that.



**F** Make a list of activities Imad has to do. Make a list of activities Fahd has to do.

**Imad's Activities**

**Fahd's Activities**

💡 *He has to clean his room.* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# 9 Let's Go Out

**G** Do you like to clean your room? List reasons why you can't clean your room.



*I have to go to school.*

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

## **H** WRITING

Write about your morning before school. What do you have to do?

*I have to...*



# 10 It's a Bargain!

**A** Look at the photos and read the clues. Choose the right object.



1. We can wear these when it's sunny. \_\_\_\_\_
2. She can wear one on her finger. \_\_\_\_\_
3. She can wear these in her ears. \_\_\_\_\_
4. She can wear one on her neck. \_\_\_\_\_
5. He can wear this to the office. \_\_\_\_\_
6. He can wear one with his pants. \_\_\_\_\_
7. He can wear one to the gym. \_\_\_\_\_
8. You can wear one around your neck when it's cold. \_\_\_\_\_



**9** You can use one when it rains. \_\_\_\_\_

**10.** She can keep her wallet in it. \_\_\_\_\_

**B** Look at the photos. Complete the conversations.



**A:** Are those his sunglasses?

**B:** Yes, they're his. They belong to John.

**A:** OK. So they're not yours.

**B:** No. But I do have sunglasses that are similar.



1. **A:** Is that \_\_\_\_\_ new purse?

**B:** Yes, it's \_\_\_\_\_.

**A:** Farah's purse is black, too.

**B:** I know. I saw it. I really like \_\_\_\_\_, too.



2. **A:** Look at \_\_\_\_\_ new ring! It belonged to my grandmother.

**B:** So it was \_\_\_\_\_, and it's \_\_\_\_\_ now.

**A:** That's right. It's \_\_\_\_\_ now.

**B:** Well, \_\_\_\_\_ new ring is beautiful.



3. **A:** Eric, that can't be \_\_\_\_\_ tie. You don't have any ties!

**B:** Yes, I do! This is \_\_\_\_\_ tie.

**A:** Really? You can tell me. \_\_\_\_\_ tie is it?

**B:** It's \_\_\_\_\_! It belongs to me!



4. **A:** Look at this photo of me. I'm two years old.

**B:** \_\_\_\_\_ cowboy hat is that? Is it \_\_\_\_\_?

**A:** No, it's not \_\_\_\_\_. It's my brother's!

**B:** \_\_\_\_\_ hat looks great on you!



5. **A:** Wow! Look at Leo. He's wearing a new suit.

**B:** It's not \_\_\_\_\_.

**A:** \_\_\_\_\_ suit is it, then?

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

**A:** So it's \_\_\_\_\_ suit.

**B:** Yes. \_\_\_\_\_ suit doesn't fit anymore, and he



is going to his friend's graduation this evening!



**C** Read the story. Then complete the sentences. Use **one**, **ones**, and **too**.

Last week, Andy and Kevin went to the mall to find some bargains. They bought a lot of things. Kevin found some black hiking pants for \$10.00. Andy bought some brown hiking pants. His were more expensive. He paid \$15.00. Andy said, "Kevin, those pants are too small. Why are you buying them?" Kevin said, "These black hiking pants are a bargain." Andy bought a pair of sunglasses for \$50.00. Kevin found a pair too, but he didn't buy them. He said, "These sunglasses are cool, but they're \$25.00. That's just too expensive."



Then they both bought leather coats. Andy bought a black leather coat. He said, "Look at this coat! It's on sale for \$25.00."

Kevin said, "Wow! That's really cheap. And look at this brown one. It's only \$15.00." Kevin bought the brown leather coat. It was too big, but he still liked it because it was a bargain. "Let's use the money we saved to go out to dinner," said Kevin. "That's a great idea, but I don't want to spend all my money," answered Andy.

1. Kevin and Andy bought hiking pants. Kevin bought the black \_\_\_\_\_.  
Andy bought the brown \_\_\_\_\_.
2. Kevin paid \$10.00 for his pants, but they were \_\_\_\_\_ small for him.
3. Andy bought a pair of sunglasses. Kevin didn't buy any sunglasses because they were \_\_\_\_\_ expensive.
4. Andy and Kevin bought leather coats. Andy bought the black \_\_\_\_\_.  
Kevin bought the brown \_\_\_\_\_, and it was \_\_\_\_\_ big for him.



## D READING

Read the story.

Do you have an umbrella? Someone invented the umbrella about 4,000 years ago. People used umbrellas in Egypt, Assyria, Greece, and China in ancient times. Nowadays, we use our umbrellas for protection from the rain. However, people first used umbrellas for protection from the sun. People in China were the first ones to use their umbrellas for rain. They put wax on paper umbrellas.

European women used umbrellas before European men used them. Jonas Hanway was the first man to carry one in England. He made umbrellas popular for men and women. Some people called the umbrella a Hanway because of him.

We make umbrellas from many different things. The first ones were made of wood and cloth. Now many are made of plastic or other synthetic materials. Today umbrellas are easy to carry. They fold up into a small package. The umbrella is a great invention. Don't forget yours the next time it rains.



Answer the questions.

1. What were the first umbrellas used for?  
\_\_\_\_\_
2. Who first used umbrellas for protection from the rain?  
\_\_\_\_\_
3. Who was the first man to use an umbrella in Europe?  
\_\_\_\_\_
4. What were the first umbrellas made of?  
\_\_\_\_\_
5. What are many umbrellas made of today?  
\_\_\_\_\_

## E WRITING

Where do you go shopping?  
What is your favorite store?  
What kind of store is it?  
What do they sell?  
What do you buy there?



*My Favorite Store*

# 11 There's No Comparison

**A** Read the sentences. List all the adjectives used to compare.

1. The black car is a luxury car, and the white car is a compact car. The luxury car is larger. It has four doors. The compact car is smaller and has only two doors. The luxury car is also more expensive, and it costs more to drive.
- 



2. Mount Everest is the world's tallest mountain. It is 8,848 meters tall. You can see it from several countries. Mount McKinley is the tallest mountain in the U.S. It is 6,194 meters tall and is in the state of Alaska. Mount Everest is taller than Mount McKinley, and it is one of the most dangerous mountains to climb.
- 



3. What is the most popular sport in the U.S.? That is a good question. Some people say American football is more popular. Others say baseball is more popular. The sport of baseball is older, but that doesn't mean it is more popular. Both American football and baseball have big crowds at their games, but many football games have a larger number of fans watching on TV.
- 



4. The Great Wall of China is the longest wall in the world. It is over 6,700 kilometers long. It was important to the history of China. It's amazing! The Great Wall is longer than the longest river in the world—the Nile River. The Nile River is 6,650 kilometers long. The Nile starts in Burundi and ends in Egypt on the coast of the Mediterranean Sea. The Nile is the most important source of water in Egypt. Both the Great Wall of China and the Nile River are famous.
- 



# 11 There's No Comparison

**B** Complete the chart. Fill in the adjective, the comparative adjective, or the superlative adjective.

Adjective	Comparative Adjective	Superlative Adjective
		the smartest
	more intelligent	
difficult		
easy		
		the longest
	shorter	
big		
		the smallest
dangerous		
pretty		
popular		
		the best
	worse	
		the most interesting

**C** Answer these questions.

1. Who is the tallest person in your family?

\_\_\_\_\_

2. Who is the youngest person in your family?

\_\_\_\_\_

3. How many people in your family are younger than you?

\_\_\_\_\_

4. What is the easiest subject in school for you?

\_\_\_\_\_

5. What is the most difficult subject for you?

\_\_\_\_\_

6. Is English easier for you than your other subjects?

\_\_\_\_\_



**D** Complete the story. Use comparative adjectives or superlative adjectives.

### What a Snowman!

A group of seventh graders at Telstar Middle School in Bethel, Maine, did something very unusual. They built one of the world's **(1)**\_\_\_\_\_ (tall) snowman. They made their snowman in February, 1999, and they named him Angas after the governor of the state of Maine.

Angas was 113 feet and 7 inches tall (35 meters). He was the **(2)**\_\_\_\_\_ (big) snowman ever. The students used 200,000 cubic feet (5,660 cubic meters) of snow for Angas. His arms were 10 feet (3 meters) long. His hat was twenty feet (6 meters) high. One student said, "I think that this is the **(3)**\_\_\_\_\_ (large) hat in the world! It's big enough for forty or fifty people!" Can you imagine a 120-foot-long (37-meter-long) scarf? Angas's scarf was **(4)**\_\_\_\_\_ (long) than a school bus! One student said, "This was the **(5)**\_\_\_\_\_ (good) and the **(6)**\_\_\_\_\_ (exciting) school project ever!"

The students held the record for many years. Since then, two more snowmen **(7)**\_\_\_\_\_ (tall) than Angas have been built. In 2008, Olympia, a snow-woman from Bethel, Maine measured 122 feet and 1 inch (37.21 meters) tall. Then in 2020, a snowman in Austria named Riesi smashed Olympia's record measuring nearly 125 feet (38.04 meters) tall.



**E** Read the story in exercise **D** again. Answer **yes** or **no**.

- \_\_\_\_\_ Angas was the name of a governor of Maine and of a snowman.
- \_\_\_\_\_ Children in New York made the biggest snowman in 1999.
- \_\_\_\_\_ The snowman had a hat and a scarf.
- \_\_\_\_\_ The snowman was part of a school project.
- \_\_\_\_\_ Children in Mexico built a snowman bigger than Angas.

**F** Complete the sentences with comparative and superlative forms. Use the adjectives in parentheses.

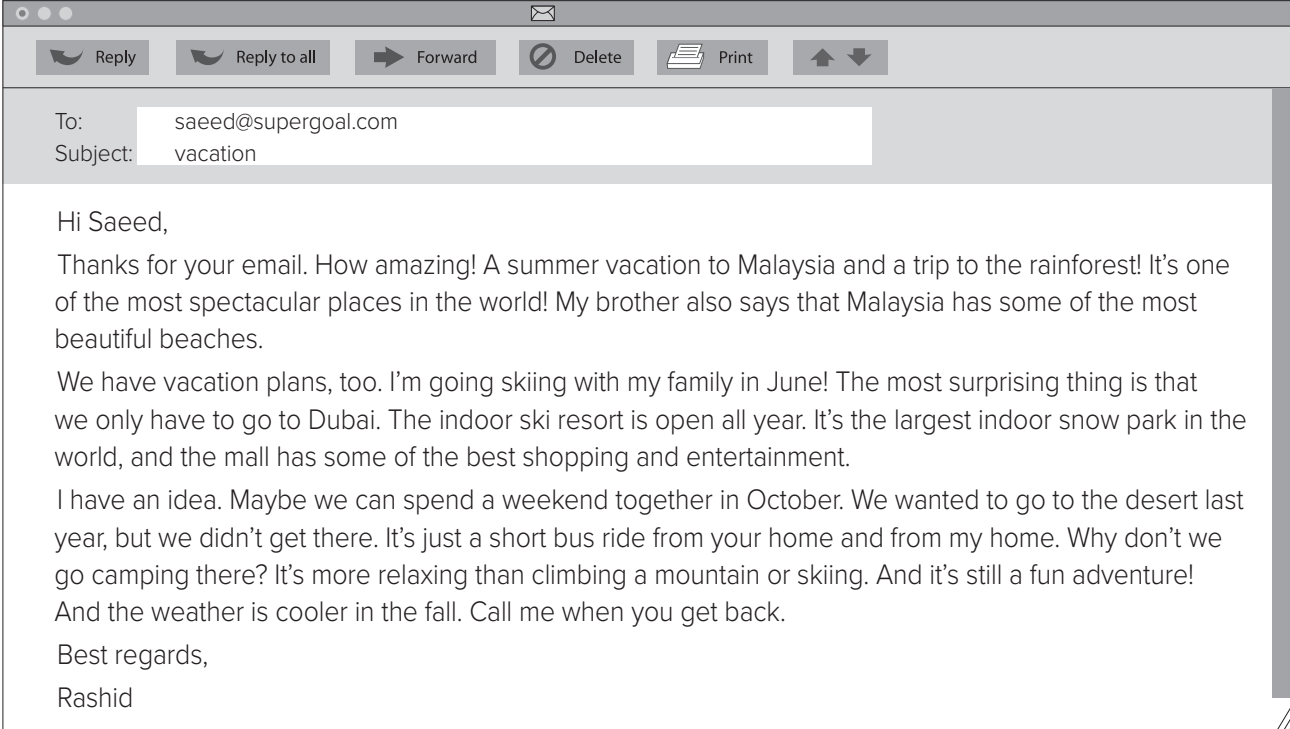
- (expensive) The \_\_\_\_\_ camera cost \$60,000. It is an old camera from 1901. That's a lot \_\_\_\_\_ than today's disposable digital cameras. These cost only \$10 to \$15.
- (successful) One of the \_\_\_\_\_ novels of all time is *A Tale of Two Cities* by Charles Dickens. It sold over 200 million copies. It is even \_\_\_\_\_ than Tolkien's *The Hobbit*.
- (rich) Many of the \_\_\_\_\_ people made their money in the computer industry. Bill Gates of Microsoft is \_\_\_\_\_ than any king or queen in the world.

- (big) The \_\_\_\_\_ burger was 6,000 pounds (2.74 tonnes). People in the state of Montana made it. That's \_\_\_\_\_ than some elephants.

# 11 There's No Comparison

## G READING

Read the email.



To: saeed@supergoal.com  
Subject: vacation

Hi Saeed,

Thanks for your email. How amazing! A summer vacation to Malaysia and a trip to the rainforest! It's one of the most spectacular places in the world! My brother also says that Malaysia has some of the most beautiful beaches.

We have vacation plans, too. I'm going skiing with my family in June! The most surprising thing is that we only have to go to Dubai. The indoor ski resort is open all year. It's the largest indoor snow park in the world, and the mall has some of the best shopping and entertainment.

I have an idea. Maybe we can spend a weekend together in October. We wanted to go to the desert last year, but we didn't get there. It's just a short bus ride from your home and from my home. Why don't we go camping there? It's more relaxing than climbing a mountain or skiing. And it's still a fun adventure! And the weather is cooler in the fall. Call me when you get back.

Best regards,  
Rashid

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

1. \_\_\_\_\_ Rashid is taking a vacation to Malaysia.
2. \_\_\_\_\_ Rashid's brother recommends the beaches in Malaysia.
3. \_\_\_\_\_ Rashid is going on a ski vacation in the summer.
4. \_\_\_\_\_ The ski resort is in a shopping mall.
5. \_\_\_\_\_ Rashid wants to go to the desert with Saeed in the summer.
6. \_\_\_\_\_ The desert is not far from Rashid's home.
7. \_\_\_\_\_ Rashid thinks that camping in the desert is an adventurous activity.

## H WRITING

Write about your last vacation. Where did you go? What did you do? Compare it to another vacation you took.



وزارة التعليم

Ministry of Education

232 Unit 11

2023 - 1445

*My Vacation*

# EXPANSION Units 6 – 11

**A** Complete the conversation with **was, wasn't, were, or weren't**.

- Sabah:** How **(1)** \_\_\_\_\_ your field trip to the archaeological museum?
- Fatima:** I enjoyed it very much. There **(2)** \_\_\_\_\_ so many interesting things to see.
- Sabah:** Like what? **(3)** \_\_\_\_\_ there any dinosaur bones?
- Fatima:** No, there **(4)** \_\_\_\_\_ anything like that. But there **(5)** \_\_\_\_\_ exhibits about ancient cities. My favorite exhibit showed how people lived in the past without the technology that we have today.
- Sabah:** Wow! That does sound interesting.
- Fatima:** How about you? How **(6)** \_\_\_\_\_ your afternoon at the mall?
- Sabah:** It **(7)** \_\_\_\_\_ very tiring.
- Fatima:** Did you find a dress for graduation?
- Sabah:** Well, I tried on a dress that I really liked, but it **(8)** \_\_\_\_\_ too big. The store didn't have one in a smaller size. And the shoes that I liked **(9)** \_\_\_\_\_ the right size either. They **(10)** \_\_\_\_\_ too small.
- Fatima:** Oh, no! What about graduation?
- Sabah:** My sister said that I can borrow one of her dresses, but I still have to find a pair of shoes.
- Fatima:** Why don't we go shopping together this weekend? I can help you find some shoes.
- Sabah:** Thanks. That's a great idea!

**B** Complete the conversation. Use **someone, no one, nothing, and anything**.

- Ali:** Did you see what happened?
- Joe:** Yes, I did. There was **(1)** \_\_\_\_\_ at the bus stop.
- Ali:** Who?
- Joe:** I don't know. It was a man in a suit, and he was alone. **(2)** \_\_\_\_\_ was with him at the bus stop.
- Ali:** What happened next?
- Joe:** The man ran down the sidewalk. Then suddenly a car crashed into the bus stop.
- Ali:** Wow! How was the car?
- Joe:** It was fine. **(3)** \_\_\_\_\_ was wrong with it.
- Ali:** Incredible! And the man at the bus stop? And the driver? How were they?
- Joe:** They were fine, too.
- Ali:** No broken bones?
- Joe:** No. They didn't break **(4)** \_\_\_\_\_.

# EXPANSION Units 6 – 11

**C** Write new sentences. Use past tense verbs. Use the words in parentheses.



**She watches television every day.**

**(last weekend)** *She watched television last weekend.*

1. He rides his bike to school every day.

(yesterday) \_\_\_\_\_

2. She is studying French this year.

(last year) \_\_\_\_\_

3. My mother makes cookies every weekend.

(last weekend) \_\_\_\_\_

4. She gets up early every morning.

(yesterday) \_\_\_\_\_

5. They take the bus to school this year.

(last year) \_\_\_\_\_

**D** Answer the questions.



**Amina has the flu. How does she feel?**

*She feels sick.*

1. Hussain is winning his football match. How does he feel?

\_\_\_\_\_

2. Mona and Sahar didn't get much sleep. How do they feel?

\_\_\_\_\_

3. Walid lost his cell phone. How does he feel?

\_\_\_\_\_

4. There was an earthquake. How does Maha feel?

\_\_\_\_\_

5. Saeed didn't eat breakfast or lunch. How does he feel?

\_\_\_\_\_



# EXPANSION Units 6 – 11

**E** Complete the conversation. Use **my, mine, your, yours,** and **ours**.

- Mom:** Whose is this? Is it **(1)** \_\_\_\_\_, Sahar?
- Sahar:** It's not **(2)** \_\_\_\_\_. I don't have a vest. I have a coat.
- Mom:** Is this yours, Amal?
- Amal:** No, it's not **(3)** \_\_\_\_\_ vest.  
**(4)** \_\_\_\_\_ is smaller.
- Mom:** Look, Fahd. Is this **(5)** \_\_\_\_\_?
- Fahd:** No, it's not **(6)** \_\_\_\_\_.
- Amal:** Isn't **(7)** \_\_\_\_\_ vest red, Fahd?
- Fahd:** Yes, it is.
- Amal, Fahd, and Sahar:** It's not **(8)** \_\_\_\_\_.
- Fahd:** Wait, Mom. That is **(9)** \_\_\_\_\_ vest.
- Mom:** Yes, you're right. It is my vest. Sorry!



**F** Read each question. Complete each sentence. Use **his, her,** and **hers**.

1. Was it Sahar's vest? No, it wasn't \_\_\_\_\_ vest.
2. Was it Fahd's vest? No, it wasn't \_\_\_\_\_.
3. Was it Mom's vest? Yes, it was \_\_\_\_\_.
4. Was it Amal's vest? No, it wasn't \_\_\_\_\_.

**G** Read the story. Answer the questions. Use **have to**.

It's Friday night. Ali and his sister Mona have to go to school tomorrow, and they still have to do some things before they go to sleep. They didn't do their homework. Ali forgot to clean his room. Mona didn't wash the dishes after dinner. Ali didn't make his lunch. Mona forgot to put her books in her backpack. They're very tired.

1. What do Ali and Mona both have to do tomorrow?

\_\_\_\_\_

2. What do Ali and Mona both have to do tonight?

\_\_\_\_\_

3. What does Mona have to do?



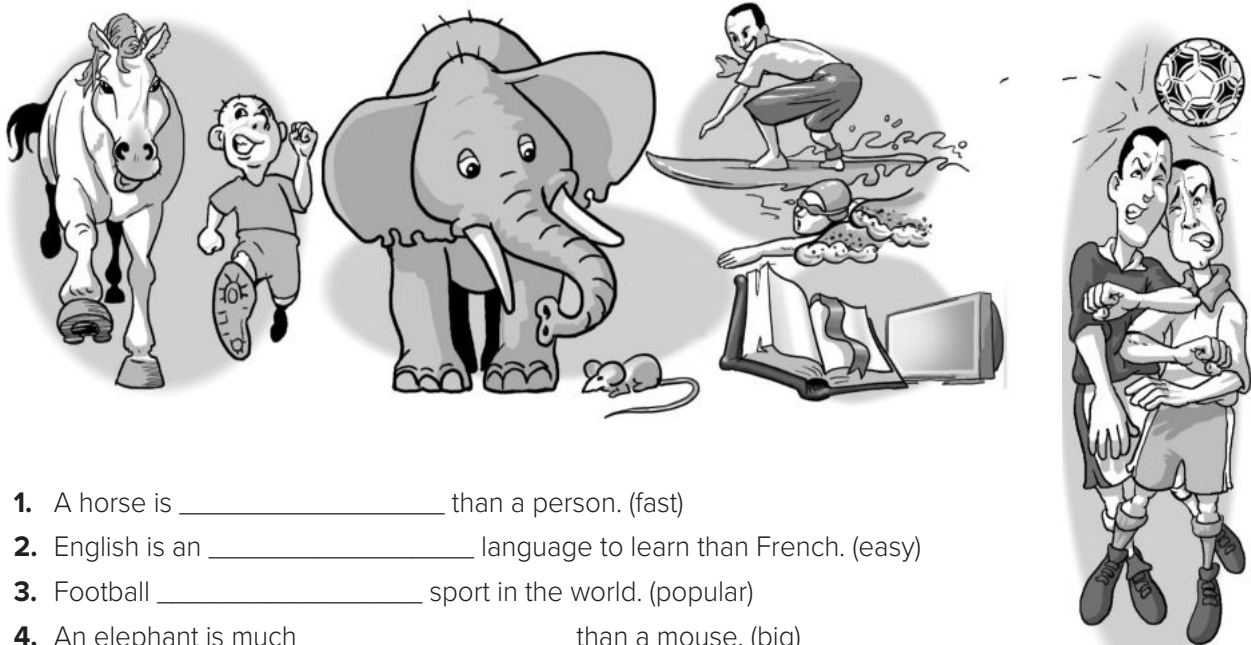
\_\_\_\_\_

4. What does Ali have to do?

\_\_\_\_\_

# EXPANSION Units 6 – 11

**H** Complete the sentences. Use comparative or superlative forms of the adjectives in parentheses.



1. A horse is \_\_\_\_\_ than a person. (fast)
2. English is an \_\_\_\_\_ language to learn than French. (easy)
3. Football \_\_\_\_\_ sport in the world. (popular)
4. An elephant is much \_\_\_\_\_ than a mouse. (big)
5. Elephants are \_\_\_\_\_ land animals on Earth. (heavy)
6. I think that surfing is \_\_\_\_\_ than swimming. (dangerous)
7. Badr thinks Sam's Pizzeria makes \_\_\_\_\_ pizza in town. (good)
8. Ali disagrees. He thinks Luigi's Pizzeria makes \_\_\_\_\_ pizza than Sam's. (good)
9. Badr and Ali agree that the service at Sam's Pizzeria is \_\_\_\_\_ than Luigi's. (bad)
10. I think that books are \_\_\_\_\_ than TV shows. (interesting)

**I** Answer the questions.

1. Which is the best restaurant in your town? \_\_\_\_\_  
\_\_\_\_\_
2. What is the most difficult subject in school for you? \_\_\_\_\_  
\_\_\_\_\_
3. Which is the oldest building in your town? \_\_\_\_\_  
\_\_\_\_\_
4. What are the three biggest cities in your country? \_\_\_\_\_  
\_\_\_\_\_
5. Which sports or hobbies are most popular with you and your friends? \_\_\_\_\_  
\_\_\_\_\_