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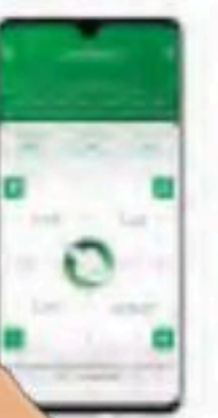
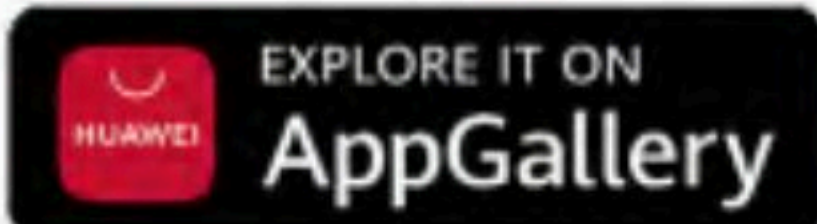
# منهجي

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موقع منهجي منصة تعليمية توفر كل ما يحتاجه المعلم  
والطالب من حلول الكتب الدراسية وشرح للدروس  
بأسلوب مبسط لكافة المراحل التعليمية وتوازيع  
المناهج وتحاضير وملخصات ونماذج اختبارات وأوراق  
عمل جاهزة للطباعة والتحميل بشكل مجاني

حمل تطبيق منهجي ليصلك كل جديد





**SUPER**

# GOAL 1

**MANUEL DOS SANTOS**



وزارة التعليم

Ministry of Education

2023 - 1445



## SuperGoal 1 Student Book

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# Scope and Sequence

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



| Listening   | Pronunciation                           | Reading                               | Writing   |
|---|---|---------------------------------------|---|
| Listen to conversations for specific information  | Sentence intonation                     | A New Student!                        | Write a conversation<br>Make and illustrate a list of greetings (Project)   |
| Listen to conversations for specific information  | Stressed syllables                      | How Old Are They?                     | Complete a form with personal information<br>Write about animal life spans (Project)  |
| Listen for specific details   | Voiced <i>th</i> and unvoiced <i>th</i> | Museum of Science                     | Write about things in a museum<br>Make a brochure for a museum (Project)  |
| Listen for specific information—telephone numbers, emails, and addresses                        | Telephone numbers, emails, addresses    | Lapland: The Land of the Midnight Sun | Write your name, address, telephone numbers, and email for a class directory<br>Make an information poster about your country (Project) |
| Listen for specific information about a family  | <i>Do you...?</i>                       | Family Values and Society             | Write about an imaginary family<br>Write about the Saudi royal family (Project)   |
| <b>Chant Along:</b> Orders, Orders, Everywhere<br><b>Project:</b> Prepare a set of school rules |   |                                       |   |
| Listen for specific information to perform a task   | <i>Yes/no</i> question intonation       | Unusual Houses                        | Describe your home<br>Make a poster about a dream house (Project)   |
| Listen to follow directions   | Syllable stress                         | Famous Neighborhoods                  | Write a postcard about your neighborhood<br>Make a brochure for your neighborhood (Project)   |
| Listen for specific details about ongoing activities  | The <i>-ing</i> ending                  | Teenagers' Favorite Place             | Write about ongoing activities of family and friends<br>Write about a popular teenage hangout (Project)                                 |





# Scope and Sequence

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



| Listening  | Pronunciation                                  | Reading                             | Writing   |
|--|--|-------------------------------------|---|
| Listen for specific details about jobs   | Third-person singular verb endings /s/ and /z/ | Follow Your Dream                   | Write about your dream job<br>Make a list of good and bad jobs (Project)                                |
| Listen for specific details about people   | Third-person singular verb ending -es          | School Clubs                        | Write a description of a person you know<br>Make an advertisement for a school club (Project)           |
| Listen for specific details about daily activities   | Linking—Does he and Does she                   | Schooldays: School Around the World | Write an email about a typical day at school<br>Write about school routines around the world (Project)  |
| <b>Language Review</b><br><b>Reading:</b> English Everywhere<br><b>Chant Along:</b> The English Class<br><b>Project:</b> Language survey |  |                                     |   |
| Listen for specific information from a radio ad  | <i>Can and can't</i>                           | Places to visit in Saudi Arabia     | Write a postcard from a resort in your country<br>Design a brochure for a vacation resort (Project)     |
| Listen for specific details about clothing and colors  | <i>Going to</i>                                | The Iguassu Falls                   | Write a description of people's clothing<br>Do a class survey on shopping advice (Project)              |
| Listen for specific details from invitations   | Nonstressed object pronouns                    | Eid Celebrations                    | Write about a holiday celebration in your country<br>Present a celebration in another country (Project) |
| Listen for specific details from a biography   | <i>Was and were</i>                            | A Real Giant                        | Write about a celebrity<br>Write an interview with a famous person (Project)                            |
| Listen for specific details about a past event   | Past tense endings—<br><i>/t/, /d/, /ɪd/</i>   | Favorite Foods—Around the World     | Write a recipe for your favorite food<br>Present a regional dish in your country (Project)              |



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



# 12 What Can You Do There?

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## 1 Listen and Discuss

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



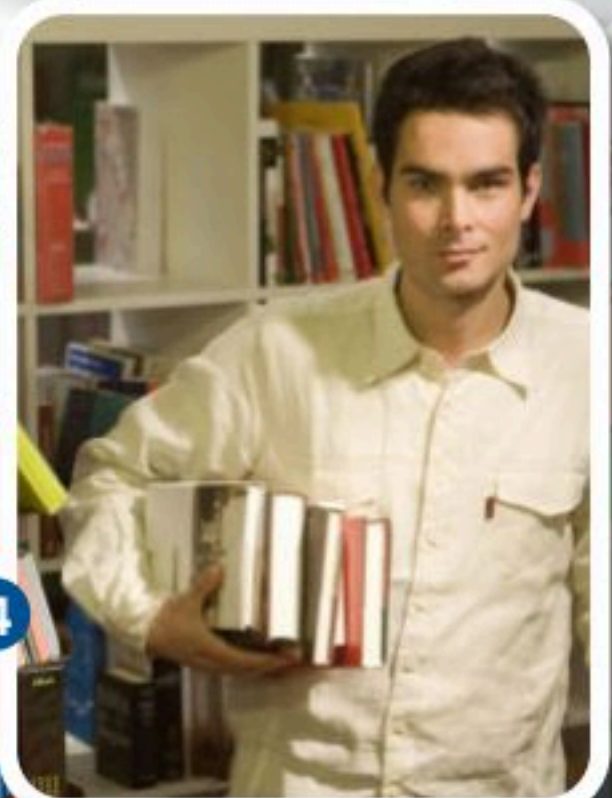
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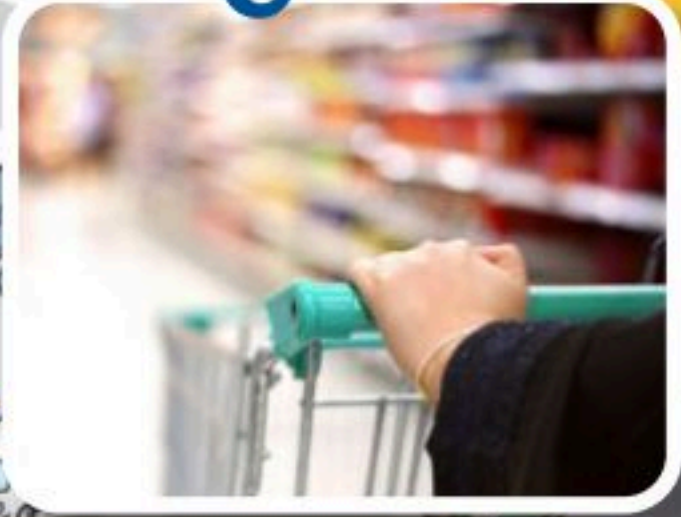
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5



6



### Quick Check

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

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


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







## 2 Pair Work

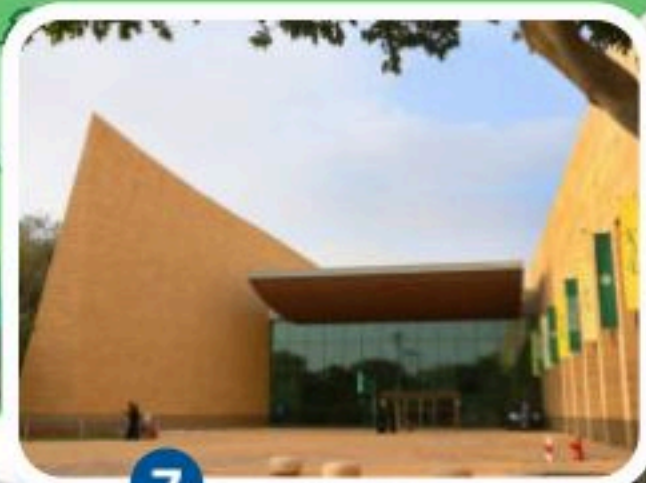


A. Ask and answer about places.

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

B. Ask and answer about yourself.

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



7



8



9



10



11



12



# 12 What Can You Do There?

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## 3 Grammar

### Modal: *can*

Use *can* to express ability or possibility.

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

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

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

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



#### Affirmative (+)

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

#### Negative (-)

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

#### Questions (?)

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

#### Short Answers (+)

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

#### Short Answers (-)

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

**FYI** can't = cannot

### Verb: *like* + Infinitive

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

#### Affirmative (+)

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

#### Negative (-)

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

#### Questions (?)

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

#### Short Answers (+)

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

#### Short Answers (-)

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

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

1. Ahmed \_\_\_\_\_ (come) tonight. He's finishing an assignment.

2. \_\_\_\_\_ Luke \_\_\_\_\_ (drive) them to the mall in his car?

3. We \_\_\_\_\_ (meet) tomorrow afternoon. I'm going to the dentist.

4. Mr. Sawyer \_\_\_\_\_ (see) you now. I'm afraid he's very busy.

5. You \_\_\_\_\_ (speak) in the library, but you \_\_\_\_\_ (read).

6. \_\_\_\_\_ (stay) very long. His friends are waiting for him.

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

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

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



play / basketball



drive / bus



1 make / sandwich



2 ride / bike



3 ride / motorcycle



4 use / laptop



5 ice-skate

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

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

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

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

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

## 4 Listening

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

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

## 5 Pronunciation

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

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



# 12 What Can You Do There?

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## 6 Conversation

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



### Real Talk

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

### About the Conversation

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

### Your Turn

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

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

## 7 About You

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

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## 8 Reading

### Before Reading

Look at the title and the headings.

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

## Places to visit in Saudi Arabia



### Saudi Arabia's future

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

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

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

### Environmental tourism

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

### Family beach holidays

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

### Cultural tourism

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

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

### After Reading

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

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

3. Which place do you like best? Why?

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

4. Underline all the examples of present progressive in the text. Why do they use present progressive here?



## 12 What Can You Do There?



### 9 Writing

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

Reply Reply to all Forward Delete

To: maha@supergoal.com  
From: badria@supergoal.com  
Subject: Vacation

Dear Maha,

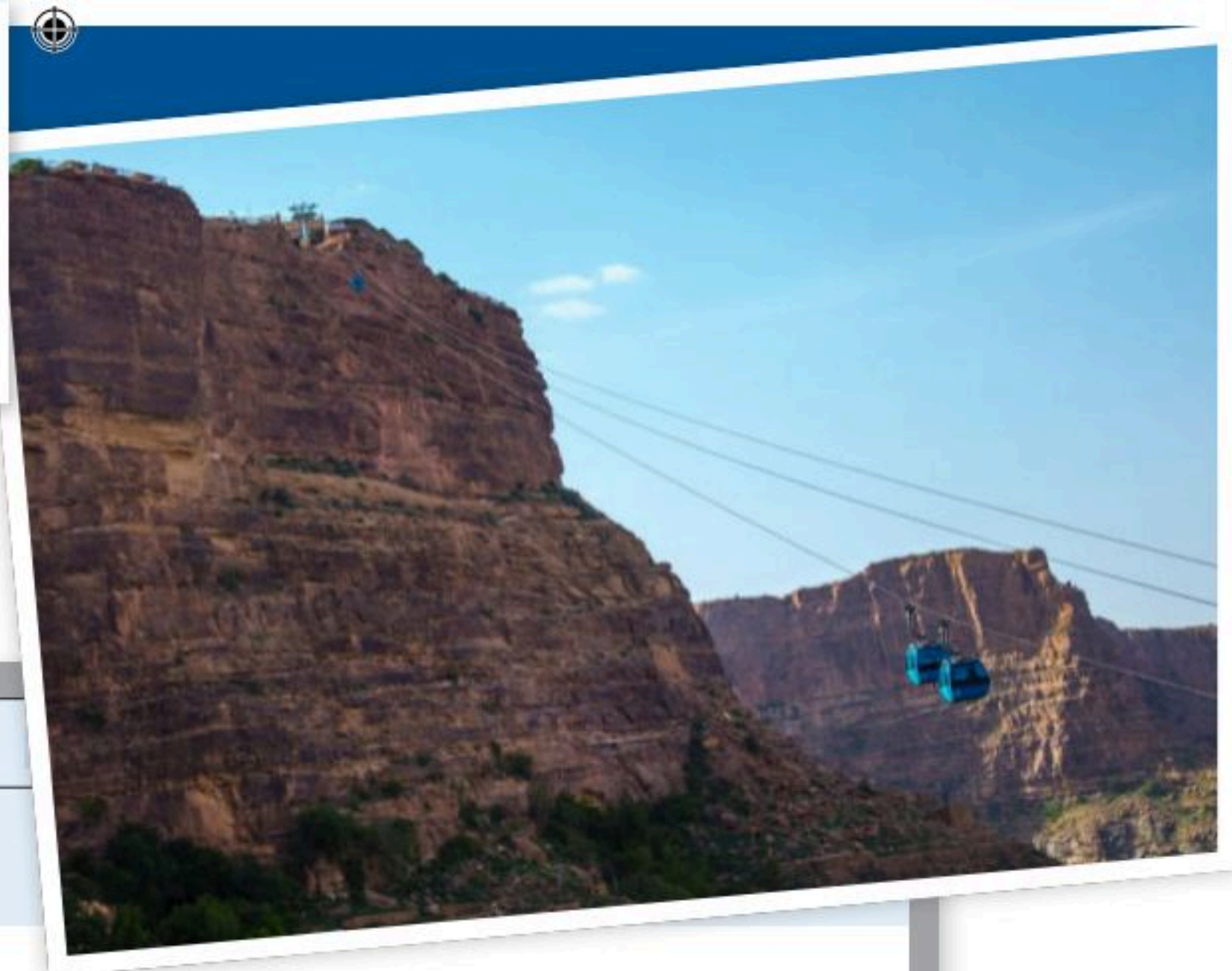
My family and I are having a fantastic winter vacation in Abha! There are so many activities to do. You can go rock-climbing in the mountains, take a boat on the Abha Dam lake and even ride a cable-car!

Today we are visiting the Shadda Palace Museum and the Abha Great Mosque.

Tomorrow we are going to the Asir National Park and we are going hiking in the forest there.

You can enjoy nature here and you can also buy great souvenirs.

See you soon,  
Badria



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

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

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

### 10 Project

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

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# 11 Form, Meaning and Function

## Gerunds after Verbs

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

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

He enjoys **skateboarding** in the park.

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

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



## Infinitives after Verbs

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

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

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

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

|      |        |            |
|------|--------|------------|
| hate | love   | want       |
| like | prefer | would like |



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

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

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

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

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

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



# 13 What Are You Going To Wear There?

## 1 Listen and Discuss

What kind of clothes do you like to wear?





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

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



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

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

### Quick Check ✓

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

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

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

### Colors

blue

light blue

green

dark green

red

pink

purple

orange

yellow

brown

beige


black

gray

white


## 2 Pair Work

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


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


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


 What clothes do I need for Jeddah in July?

 You need light clothes. The weather is very hot.

 What are you going to do next weekend?

 I'm going to go shopping.

 What color are your boots?

 They're brown.



# 13 What Are You Going To Wear There?



## 3 Grammar

### Future: *be + going to*

#### Affirmative (+)

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

(I + am)  
(you + are)  
(he + is)  
(she + is)  
(we + are)  
(they + are)

#### Negative (-)

|      |        |          |             |
|------|--------|----------|-------------|
| I'm  | not    | going to | wear jeans. |
| You  | aren't |          |             |
| He   | isn't  |          |             |
| She  |        |          |             |
| We   | aren't |          |             |
| They |        |          |             |

#### Questions (?)

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

#### Short Answers (+)

|      |         |      |
|------|---------|------|
| Yes, | I       | am.  |
|      | he/she  | is.  |
|      | we/they | are. |

#### Short Answers (-)

|     |         |         |
|-----|---------|---------|
| No, | I'm     | not.    |
|     | he/she  | isn't.  |
|     | we/they | aren't. |

### Time Expressions for the Future: *tomorrow, next week, next month*

- Q:** What **are** you **going to wear** to school **tomorrow**?      **A:** I'm going to wear my uniform.  
**Q:** **Is** she **going to go shopping** for clothes **next week**?      **A:** Yes, she is.

#### A. Unscramble the sentences.

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

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#### B. Work in a group. Ask and answer.

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

1. at home
2. to school
3. to a football game
4. to the beach
5. in cold weather
6. in hot weather

7. Your idea: \_\_\_\_\_







C. Work with a partner. Ask and answer.

A: Where is Hussain going to go on vacation?

B: He's going to go to Jeddah.

A: What's he going to take?

B: He's going to take light clothes.



1 Tom and Sam / Moscow



2 Bob / Mexico



3 Mel / Tahiti



4 George and Joe / the Andes

## 4 Listening

What are Adnan and Mark going to buy? Listen and complete the chart.  
Write all the colors you hear each person say.

|          | Clothes | Colors | Style |
|----------|---------|--------|-------|
| 1. Adnan |         |        |       |
| 2. Mark  |         |        |       |

## 5 Pronunciation

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

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

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



# 13 What Are You Going To Wear There?

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## 6 Conversation



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

**Andy:** Warm clothes, very warm clothes. You know, a heavy coat, a scarf, gloves ... I'm going to pack all my sweaters and warm socks.

**Brian:** Don't forget your sunglasses!

**Josh:** He's not going to need sunglasses. He isn't going to the beach.

**Andy:** Actually, Brian is right. I'm going to **put them on** when I'm out in the snow!

**Josh:** You, out in the cold? You must be joking ...

### Real Talk

put on = wear

### About the Conversation

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

### Your Turn

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

## 7 About You

1. What kind of clothes do you like wearing? Casual or formal?
2. What's your favorite color for clothes?
3. Do you like shopping for clothes? Why? Why not?
4. What clothes do you need to buy?
5. Where do you shop for clothes?
6. Are clothes expensive in your country?
7. What are you going to wear to school tomorrow?
8. Do you think clothes tell a lot about your personality?



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## 8 Reading

### Before Reading

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

# The Iguassu Falls

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

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

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



### Transportation:

There are buses to the falls at the Iguassu Park.

### Towns:

The town of Foz do Iguassu is near the falls. It's a big town, and it's very busy with people from many places around the world.

### Other Attractions:

- Makuku boat ride on the Iguassu River to the falls. Very exciting!
- Helicopter ride over the falls. Great fun!
- Itaipu Dam (hydroelectric dam).
- Walk on the Brazilian side for a great view.

### After Reading

1. Where are the Iguassu Falls?
2. What is near the falls?
3. What attractions do the Iguassu Falls have?
4. How do the people go to the falls?
5. What do visitors wear at the falls?





# 13 What Are You Going To Wear There?



## 9 Writing

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

A: What is the boy wearing in picture A?

B: He's wearing...

A: Where is he going?

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



### Writing Corner

1. When there are 2 or 3 adjectives in front of a noun, they usually go in this order:

|         |      |     |       |       |        |          |
|---------|------|-----|-------|-------|--------|----------|
| opinion | size | age | shape | color | origin | material |
|---------|------|-----|-------|-------|--------|----------|

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

These are **comfortable brown leather** shoes.

She has **small round gold** earrings.

He's wearing an **expensive Italian** suit.

B. Use two or three adjectives to describe the boy's clothes. Write them in a notebook. Then compare with a partner.

 *comfortable old yellow sneakers*

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

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

## 10 Project

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

Advertising       Salespeople       Fashion magazines  
 Store websites       Family and friends       Other

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# 11 Form, Meaning and Function

## The Future with the Present Progressive

We often use the present progressive for definite arrangements in the future. It is also correct to use *be + going to*, but English speakers usually use the present progressive when the arrangements are certain. Compare:

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

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

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



## Time Expressions for the Future

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

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

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

 *He is calling his friends this evening to invite them to the graduation party.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9.  \_\_\_\_\_
10. \_\_\_\_\_



# 14 Let's Celebrate

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## 1 Listen and Discuss

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

# National Day



### Saudi Arabia ▲

September 23<sup>rd</sup>

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



### ▲ Oman November 18<sup>th</sup>

There are official celebrations, parades, and fireworks.

### ◀ United Arab Emirates December 2<sup>nd</sup>

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



### ▲ Kuwait February 25<sup>th</sup> and 26<sup>th</sup>

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







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

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

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

## Quick Check

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







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

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



1. \_\_\_ People in Saudi Arabia cover everything in green.
2. \_\_\_ In the UAE, people only decorate their homes.
3. \_\_\_ There are parades in every country.
4. \_\_\_ Kuwaitis celebrate their Liberation Day.

## 2 Pair Work

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

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

**B. Talk about invitations.**

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





## 3 Grammar

### Object Pronouns

#### Singular

Subject Pronouns      Object Pronouns

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

#### Plural

Subject Pronouns      Object Pronouns

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

### Need / Want / Like + Infinitive

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

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

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

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

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

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

#### FYI

Use *need* + infinitive to talk about necessity.

### Let's + Verb

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

**Let's send** greeting cards.

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

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

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

1. He wants to invite Jack. He's going to call \_\_\_\_\_.
2. Sandra is her best friend. She's going to visit \_\_\_\_\_.
3. I want to meet my neighbors. I don't know \_\_\_\_\_.
4. We want to come to your graduation. Don't forget \_\_\_\_\_.
5. I'm going to be at home tonight. Please call \_\_\_\_\_.
6. Please listen. I'm talking to \_\_\_\_\_.

**B.** Unscramble the sentences.

1. my / to call / need / I / friends
2. the house / likes / to decorate / Mariam
3. snacks / to buy / you / Do / need / ?
4. like / laptop / He / to share / doesn't / his
5. don't / an invitation / need / We / to send

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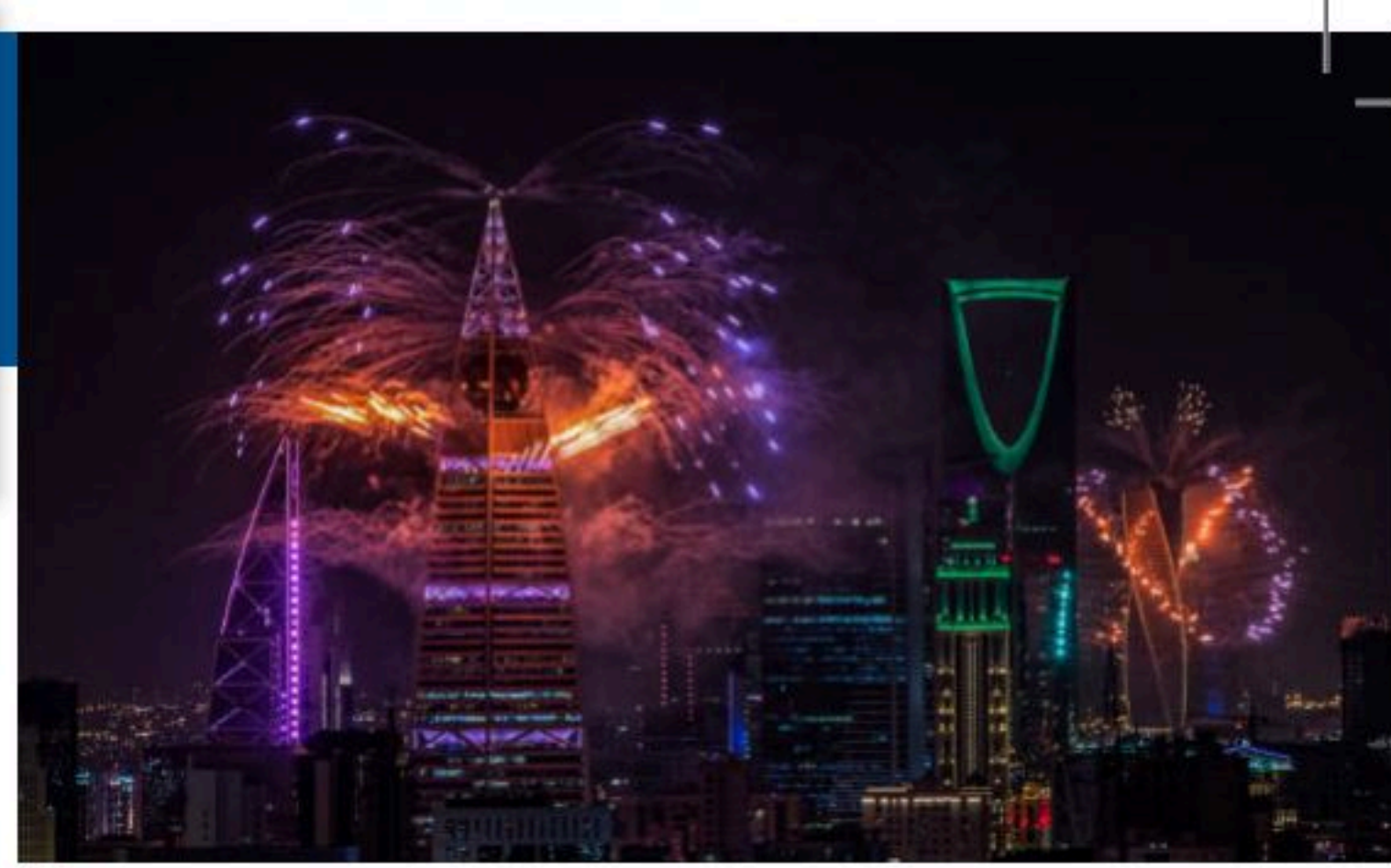
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6. want / you / to / a graduation party / Do / to come / ?





C. Work with a partner. Ask and answer.

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

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

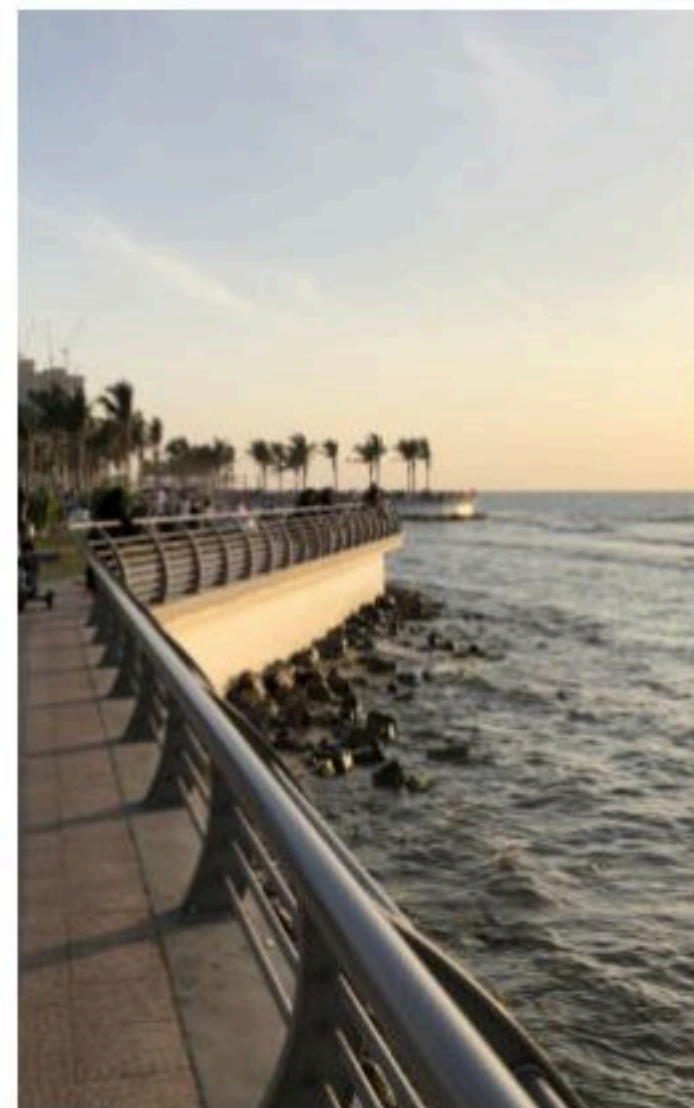
1 you / during the holiday



2 Badr and his family / Eid Al-Fitr



3 you / Eid Al-Fitr



4 your family / vacation



5 you / graduation day

## 4 Listening

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

|                     | Day | Time | Place |
|---------------------|-----|------|-------|
| 1. Eid Al-Fitr      |     |      |       |
| 2. Eid Al-Adha      |     |      |       |
| 3. Graduation party |     |      |       |

## 5 Pronunciation

Object pronouns do not usually have a strong stress in normal speech. They are said quickly. Listen to the pronunciation of **him**, **her**, and **them**. Then practice.

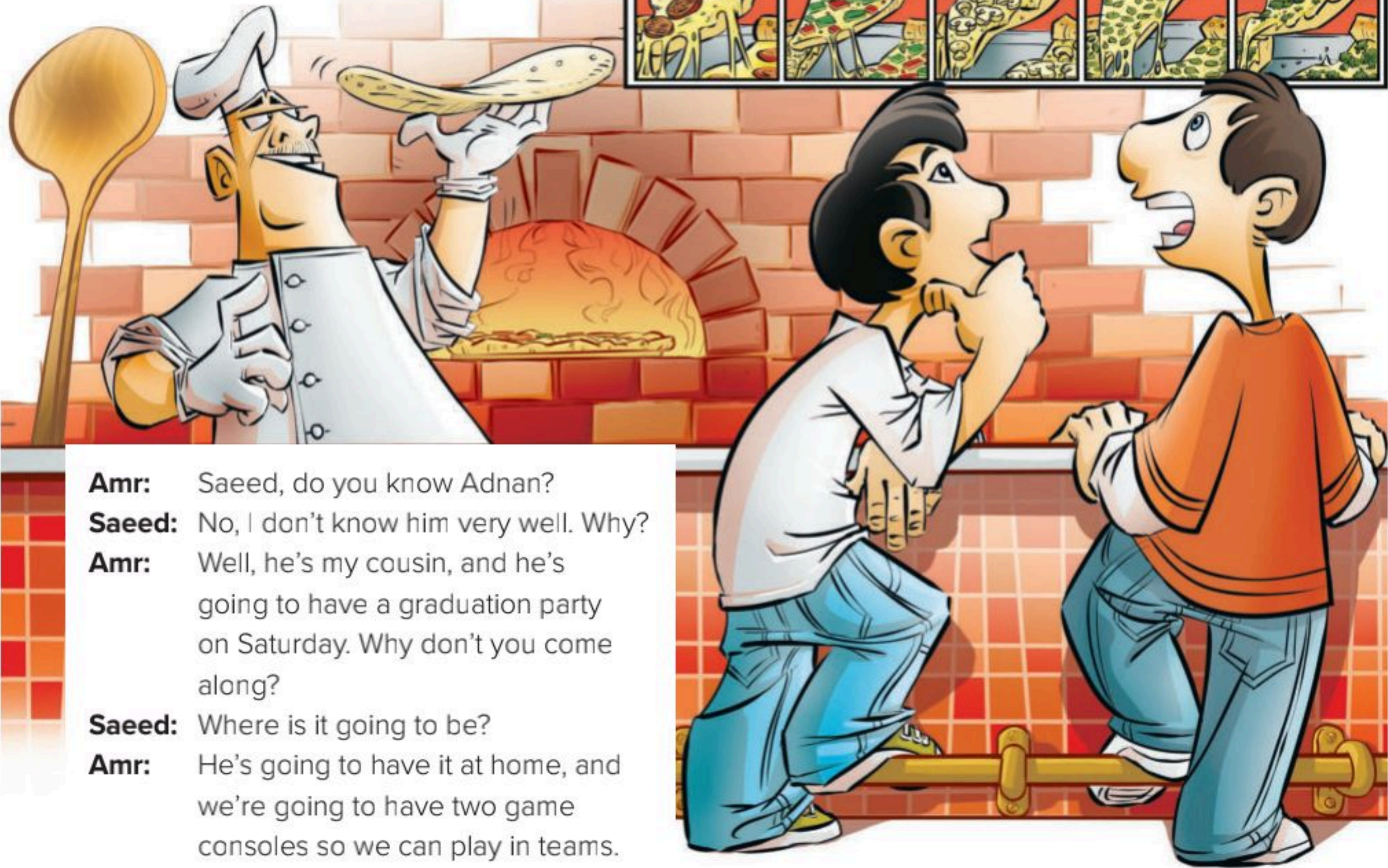
Does he know **him** well?  
Does she call **her** often?  
Do you ever see **them**?

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





## 6 Conversation



**Amr:** Saeed, do you know Adnan?  
**Saeed:** No, I don't know him very well. Why?  
**Amr:** Well, he's my cousin, and he's going to have a graduation party on Saturday. Why don't you come along?  
**Saeed:** Where is it going to be?  
**Amr:** He's going to have it at home, and we're going to have two game consoles so we can play in teams. Oh, yes, there's also going to be lots of pizza.

### Your Ending

What does Saeed say?

- 1 Sounds like fun. Tell me how to get there.
- 2 I don't have an invitation. Too bad.
- 3 Sounds great! Can we go together?

### About the Conversation

1. Does Saeed know Adnan well?
2. Where is the graduation party going to be? When?
3. What are they going to have there?

### Your Turn

Invite a friend to a graduation party.

**A:** Do you \_\_\_\_\_ to come to a graduation party?

**B:** Great. When \_\_\_\_\_?

**A:** It's on \_\_\_\_\_.

**B:** OK. And where \_\_\_\_\_?

**A:** It's at \_\_\_\_\_ around \_\_\_\_\_ P.M.

## 7 About You



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





## 8 Reading

### Before Reading

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



# Eid Celebrations



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

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

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

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




### After Reading

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

1. \_\_\_\_\_ Children offer money to adults.
2. \_\_\_\_\_ People show generosity and kindness to others.
3. \_\_\_\_\_ People have a light breakfast before the prayer on Eid Al-Fitr.
4. \_\_\_\_\_ In celebration of Eid Al-Adha, families sacrifice an animal and give some of it to those in need.

### Discussion

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





## 9 Writing

- A.** Find 22 words in the word search that are related to celebrations (12 words across and 10 words down). Shade them with a pencil. Write the remaining letters to find a hidden message.

|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| T | R | A | D | I | T | I | O | N | A | L | L |
| F | U | N | P | L | E | N | G | A | G | T | I |
| A | M | E | A | L | S | V | O | T | I | S | B |
| M | S | C | R | E | L | I | A | I | F | H | E |
| I | D | L | A | M | B | T | T | O | T | A | R |
| L | E | E | D | A | T | E | S | N | S | R | A |
| Y | C | C | E | L | E | B | R | A | T | E | T |
| H | O | L | I | D | A | Y | F | L | A | G | I |
| P | R | F | I | R | E | W | O | R | K | S | O |
| R | A | G | R | A | D | U | A | T | I | O | N |
| A | T | B | R | A | M | A | D | A | N | R | A |
| Y | E | I | D | A | L | F | I | T | R | T | E |





- B.** Read the invitation to a graduation party. Work with a partner. Ask and answer questions with: **who, what, where, when,** and **why.**

**A:** Who is the graduation party for?

**B:** The graduation party is for Ahmed.

*Please join us to celebrate  
the graduation of  
**Ahmed Al-Faisal**  
Saturday, May 15th at 6:00 pm*





*Oasis Restaurant  
Makkah Road*

- C.** Decide which holiday celebration you are going to write about in exercise **D.** Design an invitation to invite your friends to the celebration.
- D.** Write about a holiday celebration in your country. Include: the date, the clothing, the food, and special events or traditional practices. Use vocabulary from the word search and ideas from this unit.



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



# 11 Form, Meaning and Function

## **Must / Mustn't and Should / Shouldn't**

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

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

We **must** follow the rules.

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

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

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

**FYI** mustn't = must not

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

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

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


We **should** donate to the poor.

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

**FYI** shouldn't = should not

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

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

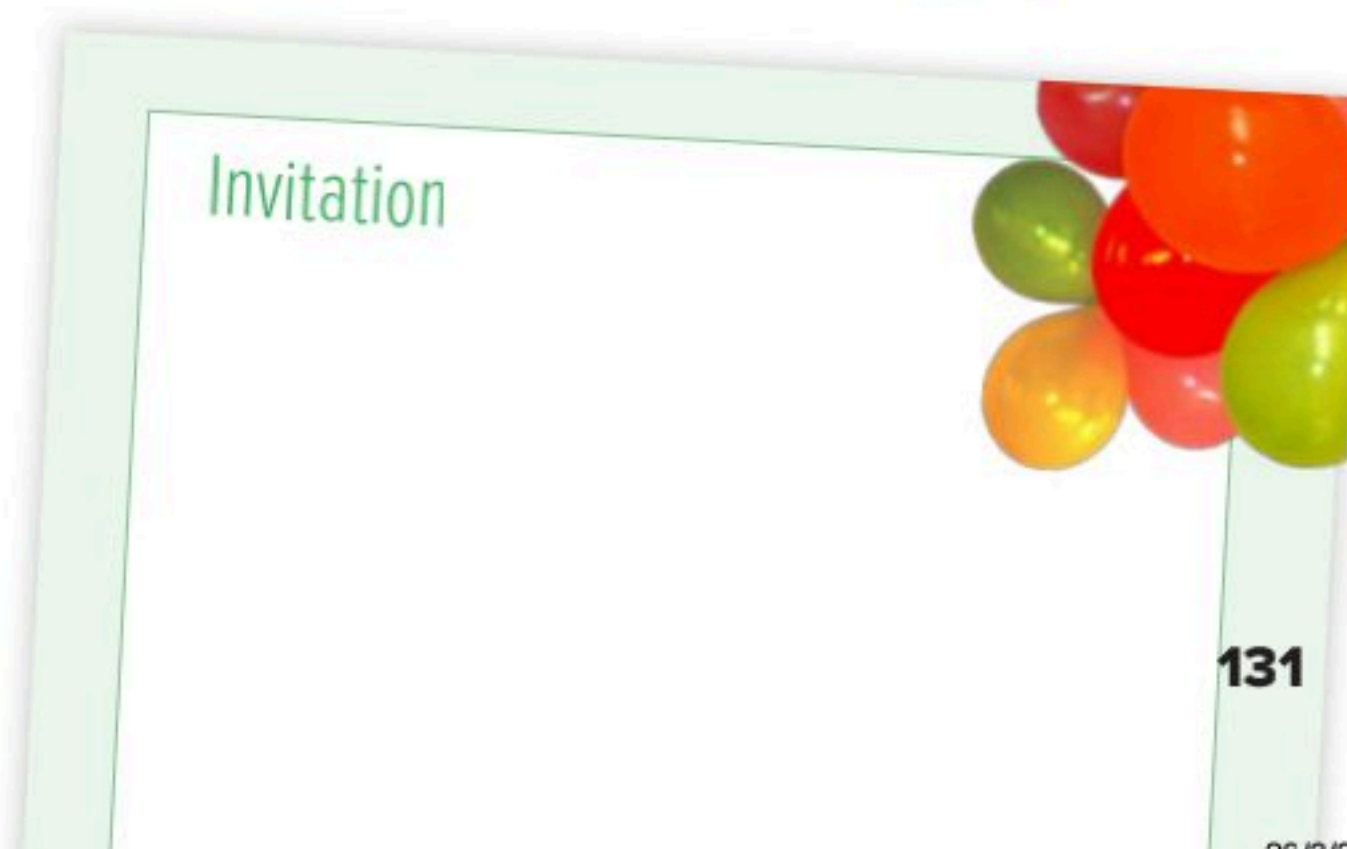
-  Be kind to your neighbors. We must be kind to our neighbors \_\_\_\_\_.
- Do your homework tonight. I \_\_\_\_\_.
  - Don't be late for class. You \_\_\_\_\_.
  - Ask the teacher for help. She \_\_\_\_\_.
  - Don't sit on the desks. Students \_\_\_\_\_.
  - Share your toys. The children \_\_\_\_\_.
  - Don't eat snacks before dinner. He \_\_\_\_\_.
  - Send the invitations today. We \_\_\_\_\_.
  - Don't use fireworks indoors. You \_\_\_\_\_.

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

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



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



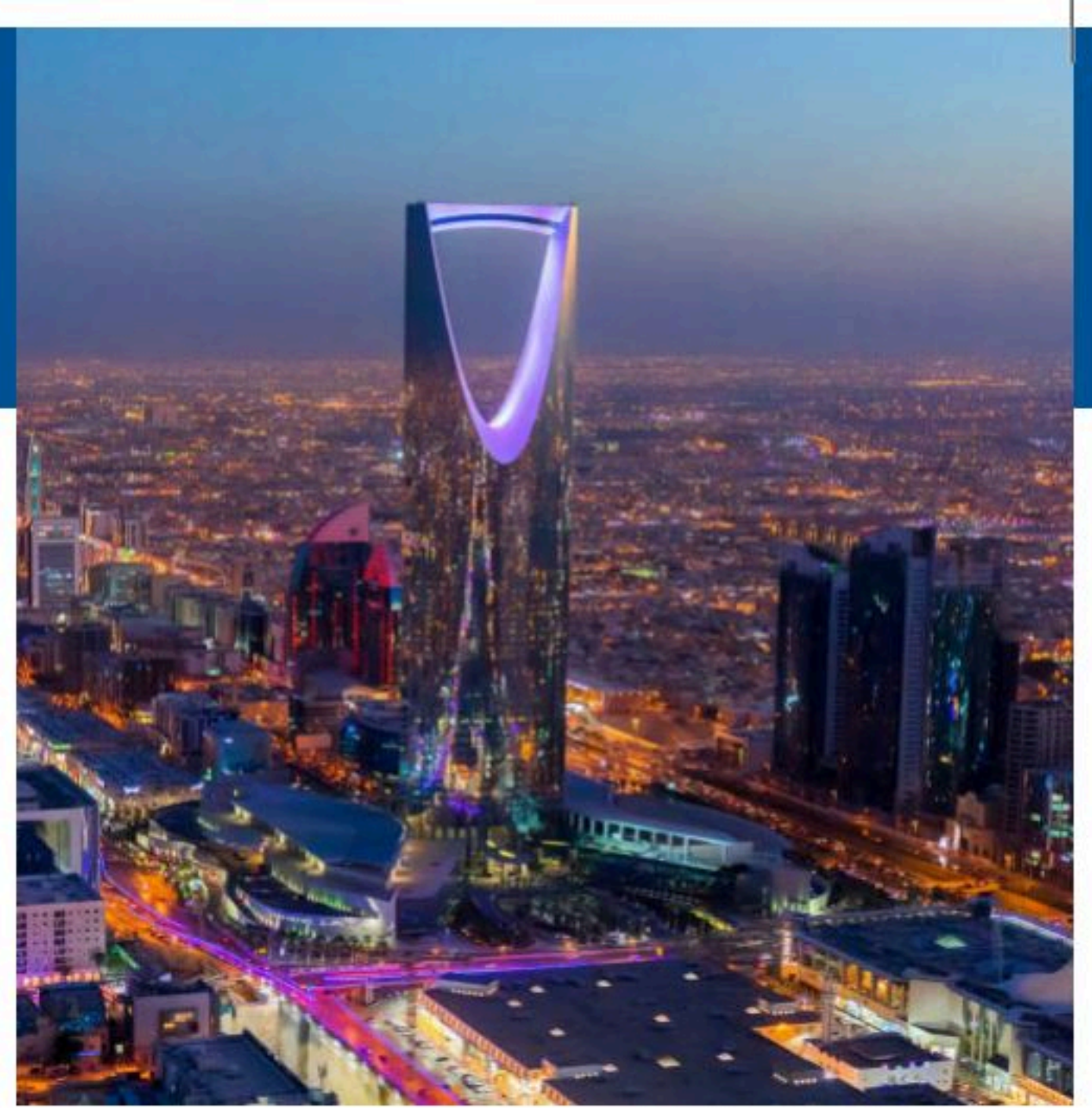


# 15 Then and Now



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## 1 Listen and Discuss



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

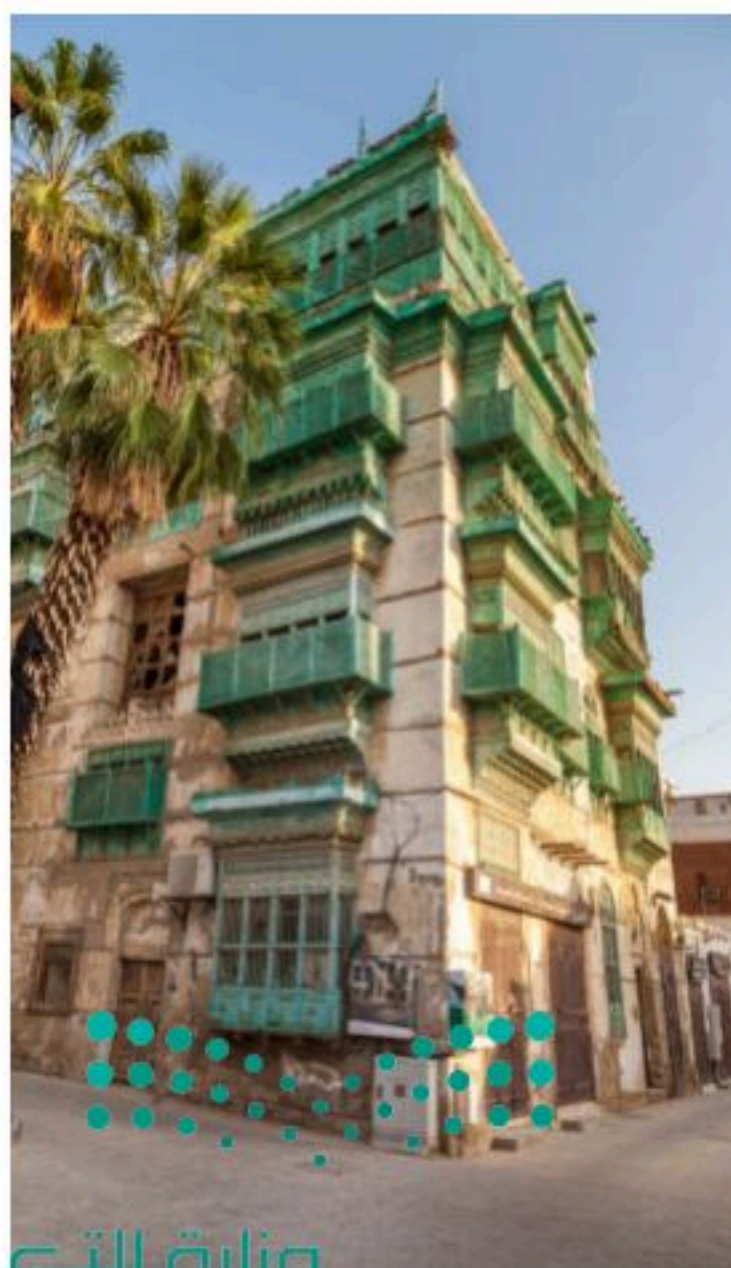
## Riyadh and Jeddah *Then and Now*



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

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

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



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

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



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# Majed Ahmed Abdullah

## *Then and Now*

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

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

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



### Quick Check





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

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



- \_\_\_\_\_ The walls of the old city of Riyadh were made of concrete.
- \_\_\_\_\_ Most of the buildings in Balad had two stories.
- \_\_\_\_\_ More than 7 million people live in Riyadh.
- \_\_\_\_\_ The Al-Masmak fort is in ruins.
- \_\_\_\_\_ Majed was a member of the Saudi national team.

## 2 Pair Work

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

-  What was the population in old Riyadh?
-  It was about 14,000 people.
-  Was Majed in Jeddah when he was a teenager?
-  No, he wasn't. He was in Riyadh.

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

-  Where were you born?
-  I was born in \_\_\_\_\_.





## 3 Grammar

### Simple Past Tense: *be*

#### Affirmative (+)

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

#### Negative (-)

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

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

#### Questions (?)

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

#### Short Answers (+)

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

#### Short Answers (-)

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

### To be born

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

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

- A:** \_\_\_\_\_ your father born in the States?  
**B:** No, he \_\_\_\_\_. He \_\_\_\_\_ born in Europe.  
**A:** Where in Europe \_\_\_\_\_ he born?  
**B:** He \_\_\_\_\_ born in Poland.
- A:** What \_\_\_\_\_ your father's first job?  
**B:** He and his brother \_\_\_\_\_ waiters.  
**A:** How old \_\_\_\_\_ they?  
**B:** They \_\_\_\_\_ very old—17 and 15.
- A:** How \_\_\_\_\_ the graduation party?  
**B:** It \_\_\_\_\_ great.  
**A:** Who \_\_\_\_\_ there?  
**B:** All our friends \_\_\_\_\_ there.
- A:** What \_\_\_\_\_ Oscar like?  
**B:** He \_\_\_\_\_ very smart.  
**A:** \_\_\_\_\_ his grades good?  
**B:** No, they \_\_\_\_\_.
- A:** \_\_\_\_\_ you late for school?  
**B:** Yes, I \_\_\_\_\_.  
**A:** Why?  
**B:** The bus \_\_\_\_\_ late.
- A:** \_\_\_\_\_ the hotel comfortable?  
**B:** Yes, it \_\_\_\_\_ OK.  
**A:** What \_\_\_\_\_ the weather like?  
**B:** It \_\_\_\_\_ terrible.





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

**A:** How was your vacation?

**B:** It was great. OR It was boring.

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

**Positive (+)**

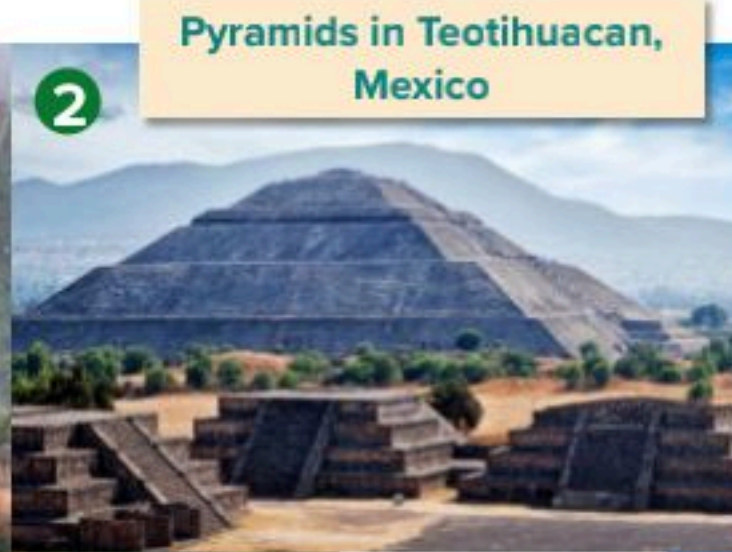
great  
OK  
interesting  
awesome  
beautiful

**Negative (-)**

bad  
terrible  
boring  
uncomfortable  
crowded



**Great Wall, China**



**Pyramids in Teotihuacan, Mexico**



**Sugar Loaf in Rio de Janeiro, Brazil**

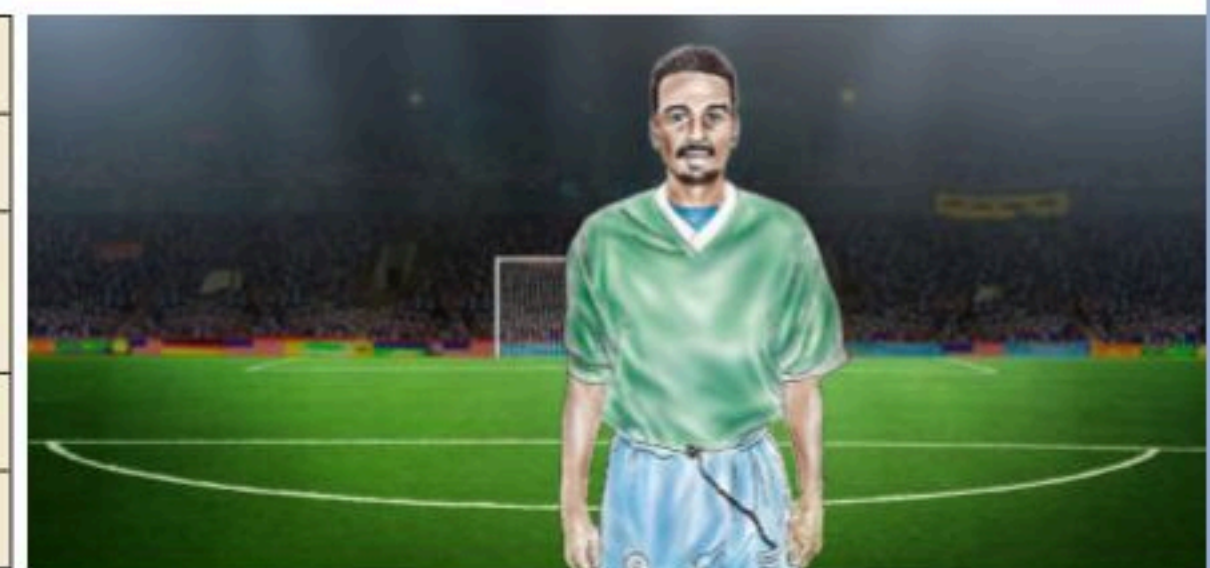


**Coliseum in Rome, Italy**

## 4 Listening

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

|   |  |
|---|--|
| 1. Nickname                             |  |
| 2. Schools                              |  |
| 3. Football experience before Al-Nasser |  |
| 4. National records                     |  |
| 5. National Team                        |  |



## 5 Pronunciation

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

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

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





## 6 Conversation



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

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

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

**Leo:** Not very often. How about you?

**Neil:** From time to time. Remember Keith Anderson? He was always the winner of school competitions. He is a management consultant now.

**Leo:** Really? What about Derek Adams? He was really smart.

**Neil:** Yes, he was. Now he's a successful businessman, and . . . my boss.

**Leo:** *You're kidding!*

### Real Talk

*How are things?* = How are you?  
*You're kidding!* = You're joking!

### About the Conversation

1. Were Leo and Neil in the same class? What grade?
2. Does Leo see his old classmates often?
3. What was Keith Anderson like?
4. What does Derek Adams do now?

## 7 About You

1. Were your grades good in elementary school?
2. What was your favorite subject?
3. What was your favorite after-school activity?
4. Who was your favorite teacher?
5. Who was your best friend?
6. Where is he/she now? What is he/she doing?





## 8 Reading

### Before Reading

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

# A REAL GIANT

1 In China, his nickname is “Little Giant.” In the West, they call **him** the “Great Wall.” Yao Ming is 7 feet 6 inches (2.29 meters) tall. He was born on September 12, 1980, in Shanghai, China. His parents were both

5 tall. Their beds were extra long, and **their** clothes and shoes were in special large sizes. His dad was a successful basketball player.

Yao wasn't interested in basketball as a child. He was tall but very thin, and he wasn't very strong.

10 Yao's parents were very encouraging, and by the age of 12, he was serious about basketball. **His** progress at Shanghai's sports academy was excellent. Soon he was on his local youth team. Yao's big chance to play for the Chinese national team was in 1999

15 in the Asian Cup. By 2002, **he** was a member of the Houston Rockets, one of the top professional teams in the U.S. At the opening ceremony of the Olympic Games in Beijing in 2008, he was the flag carrier for the entire Chinese team and a member of the

20 basketball team.

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



### After Reading

1. Where was Yao Ming born?
2. Were his parents short?
3. When was Yao first serious about basketball?
4. What was the name of his team in the U.S.?
5. What was his role in the Olympic Games of 2008 in Beijing?
6. Does he have fans only in his home country?





## 9 Writing

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

- |                         |                        |
|-------------------------|------------------------|
| 1. him (line 2) _____   | 4. he (line 15) _____  |
| 2. their (line 5) _____ | 5. his (line 21) _____ |
| 3. His (line 11) _____  | 6. He (line 22) _____  |

### Writing Corner

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

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

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



Khaled Al-Eid is a famous Saudi horseman. He is a member of the Saudi Equestrian Team and travels around the world to compete in show-jumping events.

Khaled was born on January 2, 1969. His family has a long tradition of horse riding, and they own stables with Arabian horses near Riyadh. He was ten years old when he first learned to ride with his father. Khaled was a very talented young rider. He was successful in some racing

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

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

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

C. Write about a celebrity in your country.

## 10 Project

Work in pairs. Choose a famous person. Find information about the person. Create an interview—one of you is the famous person and the other is the interviewer. Present your interview to the class.



# 11 Form, Meaning and Function

## There Was / There Were

### Singular

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

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

### Plural

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

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

**FYI**

wasn't = was not

weren't = were not

### Questions (?)

**Was there** a restaurant?

**Were there** any stores?

### Short Answer (+)

Yes, **there was**.

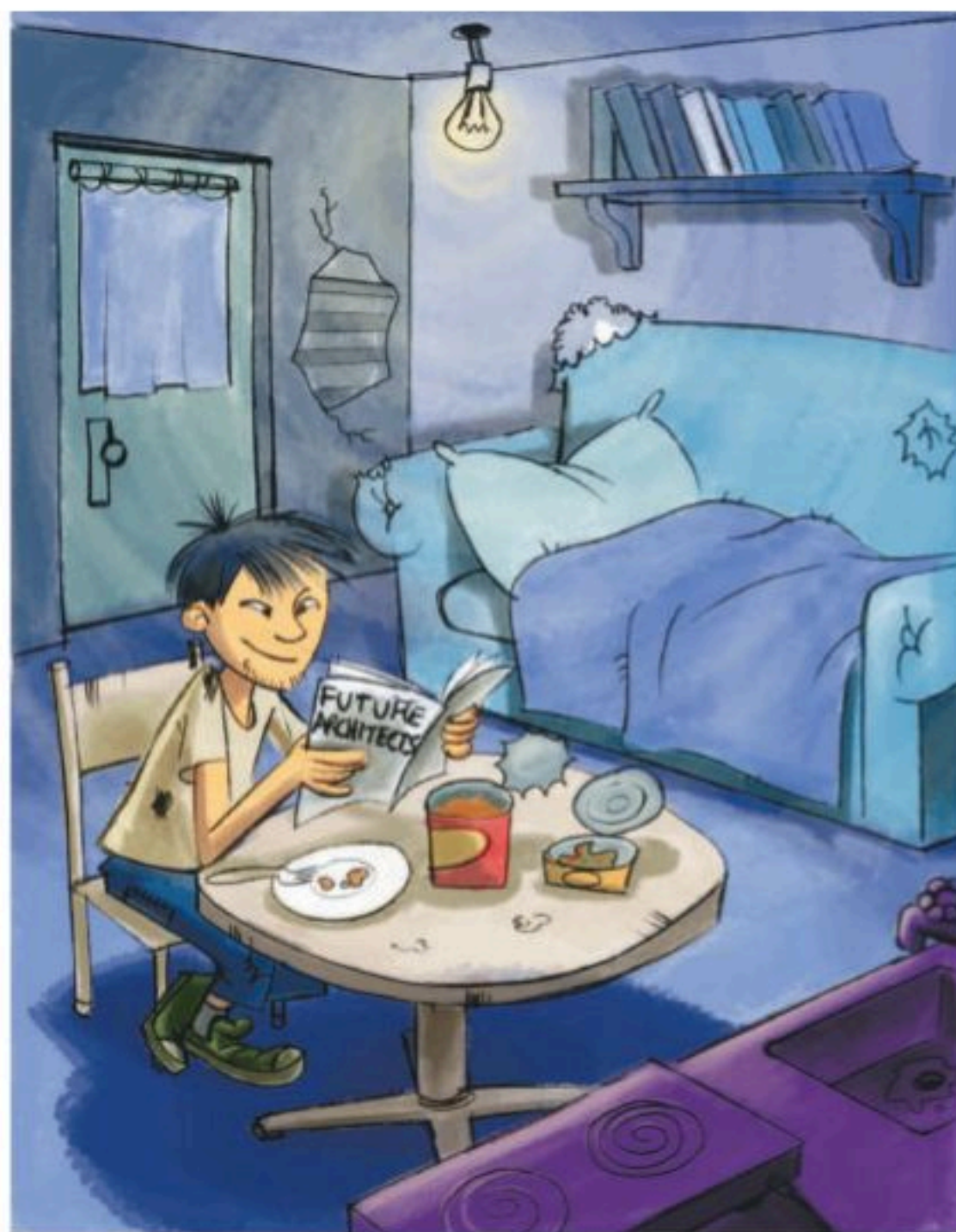
Yes, **there were**.

### Short Answer (-)

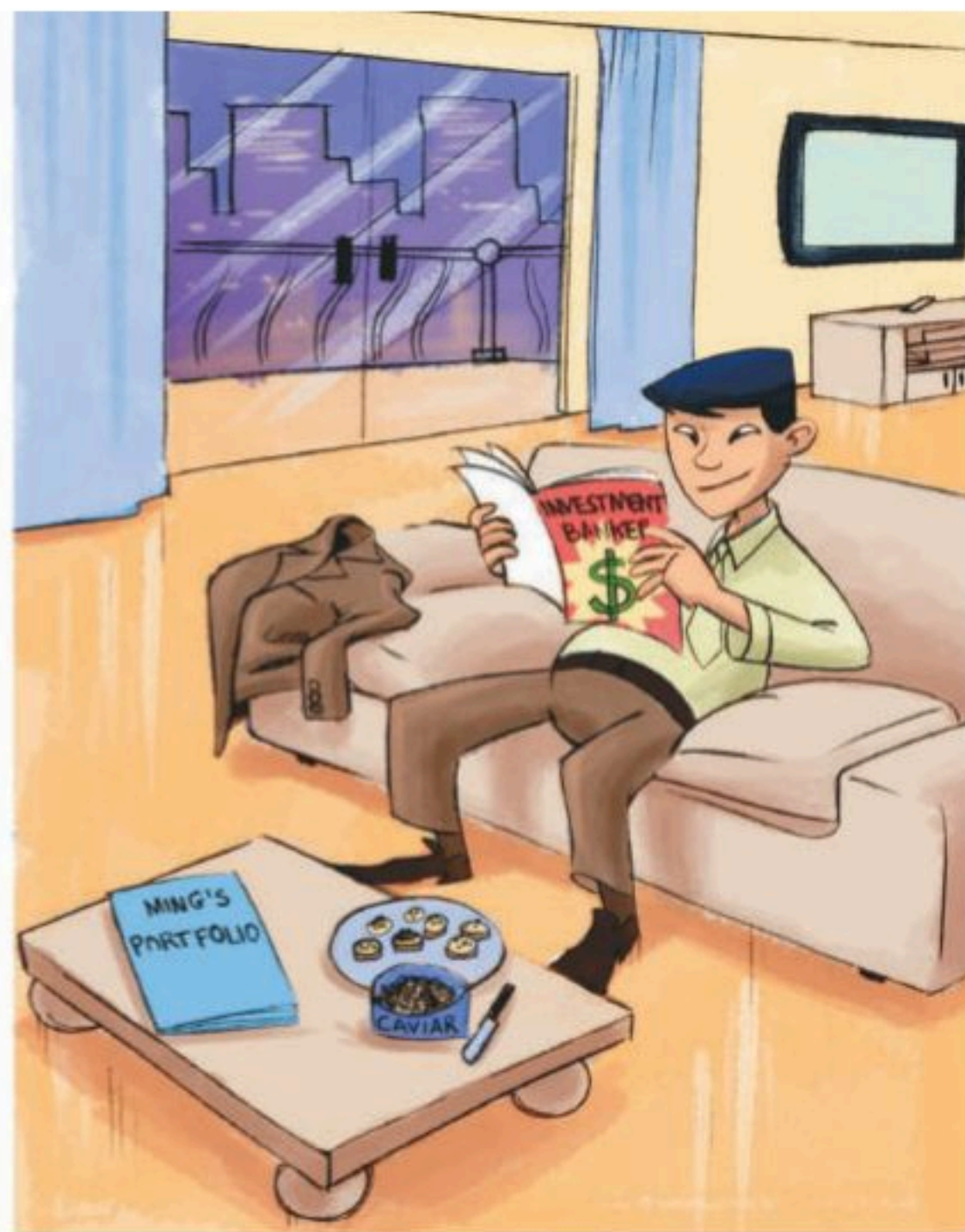
No, **there wasn't**.

No, **there weren't**.

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



Lee's apartment then



Lee's apartment now

1. \_\_\_\_\_ only one room.
2. \_\_\_\_\_ any other rooms.
3. \_\_\_\_\_ an old sofa.
4. \_\_\_\_\_ holes in the sofa.
5. \_\_\_\_\_ a comfortable bed.

6. \_\_\_\_\_ a balcony.
7. \_\_\_\_\_ any windows.
8. \_\_\_\_\_ some books on a shelf.
9. \_\_\_\_\_ a light on the ceiling.
10. \_\_\_\_\_ a television.

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

**A:** Was there a sofa?

**B:** Yes, there was.

**B:** Were there any windows?

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

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# 16 What Did You Do Last Week?



## 1 Listen and Discuss

Did you do any of the things that Omar, Ahmed, Saeed, and Imad did last week?



**Omar**

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



**Ahmed**

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



### Quick Check

**A. Vocabulary.** Read the explanations. Write a word from the descriptions.

1. a competition with cars \_\_\_\_\_
2. equipment for video games \_\_\_\_\_
3. a high-tech phone \_\_\_\_\_
4. looking for \_\_\_\_\_

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

1. \_\_\_ Omar stayed at home on Saturday.
2. \_\_\_ Ahmed was pleased with his presentation.
3. \_\_\_ Saeed and his brothers drove to the museum.
4. \_\_\_ Imad needed to finish his assignment for school.





## Saeed

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





## Imad

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







## 2 Pair Work

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

-  Did Saeed go to school on Thursday afternoon?
-  No, he didn't. He went to the art museum.

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

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

 Did Imad stay home on Saturday?

 Yes, he did.



# 16 What Did You Do Last Week?



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## 3 Grammar

### Simple Past Tense

#### Affirmative (+)

|        |               |            |
|--------|---------------|------------|
| I      |               |            |
| You    |               |            |
| He/She | <b>worked</b> | yesterday. |
| We     |               |            |
| They   |               |            |

#### Negative (-)

|        |                    |            |
|--------|--------------------|------------|
| I      |                    |            |
| You    |                    |            |
| He/She | <b>didn't work</b> | yesterday. |
| We     |                    |            |
| They   |                    |            |

**FYI** didn't = did not

#### Questions (?)

|            |              |             |            |
|------------|--------------|-------------|------------|
| <b>Did</b> | I/you/he/she | <b>work</b> | yesterday? |
|            | we/they      |             |            |

#### Short Answers (+)

|      |              |             |
|------|--------------|-------------|
| Yes, | I/you/he/she | <b>did.</b> |
|      | we/they      |             |

#### Short Answers (-)

|     |              |                |
|-----|--------------|----------------|
| No, | I/you/he/she | <b>didn't.</b> |
|     | we/they      |                |

### Regular Past Tense Verbs

Add **-ed** to most verbs:

work + **ed** = worked

For verbs ending in **e**, add **-d**:

live + **d** = lived

For verbs ending in consonant + **y**, use **-ied**:

study = studied

### Irregular Past Tense Verbs

Many verbs in English have irregular past tense forms. See the irregular verb list on page 182.

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

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

What did you do **last night**?

I **went** out.

**A.** It was very cold last weekend, and there was snow. Which activities do you think Steve did? Which activities didn't he do? Use the list of things. Add your own ideas.

**💡** *He went skiing. He didn't go swimming.*

do the laundry

watch TV

take a walk

work outside in the garden

go to the mall

talk on the phone

go to the football game

eat a snack

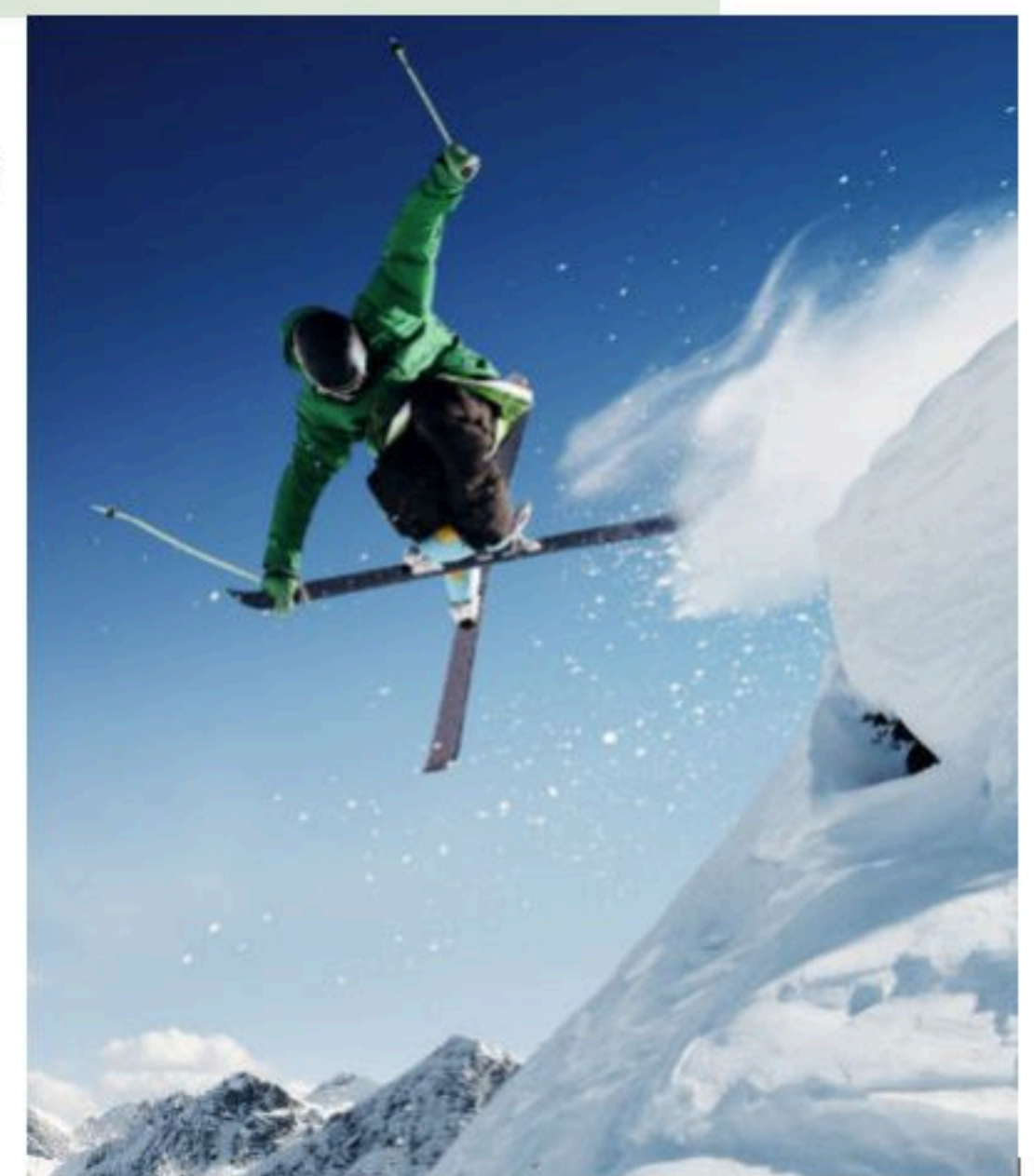
read a book

drink hot chocolate

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

💡 you / on vacation



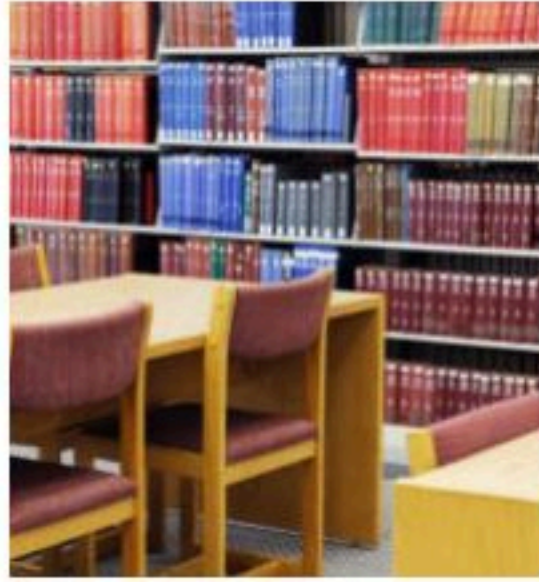
1 Badr and his brothers / last night



2 your family / last weekend



3 the boys / last Thursday



4 Saud / last night



5 Keith and his family / in the summer



6 Huda / before dinner

## 4 Listening

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

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



## 5 Pronunciation

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



/t/ liked

worked

washed

Paul **worked** in the morning.

/d/ played

studied

cleaned

Alan **studied** French.

/ɪd/ wanted

needed

visited

We **needed** some help.

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# 16 What Did You Do Last Week?

## 6 Conversation

**Sam:** What did you do last week?  
**Amr:** Nothing special. How about you?  
**Sam:** I went out with a new friend from work, Dave Robbins.  
**Amr:** Really? What's he like?  
**Sam:** He's very interesting but very demanding!  
**Amr:** Where did you go?  
**Sam:** Well, I wanted to impress him, so I took him to an expensive Indian restaurant.  
**Amr:** Was the food good?  
**Sam:** It was great. Um, the problem was he didn't like the spicy food.  
**Amr:** Didn't you know?  
**Sam:** No, he said he ate all kinds of foods. But at the Indian restaurant, he only had the rice!



### About the Conversation

1. Who did Sam go out with?
2. What was he like?
3. Where did Sam take Dave?
4. What was the food like?
5. Did Dave like the food?
6. What did he eat?

### Your Turn

Ask your classmates about their activities last week.

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

## 7 About You

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

1. Did you drink water with your dinner last night?
2. What did you eat for breakfast yesterday?
3. Who was the last person you talked to on the phone?
4. What was the last email you received?
5. When did you write an email to a friend? Who did you write to last?
6. When was the last time you visited relatives?





## 8 Reading

kabsa  
Saudi food



### Before Reading

Do you like different kinds of ethnic dishes like sushi, pizza, and curry? Which do you like best?

# Favorite Foods— Around the World

Many of the favorite foods and snacks in the world were accidents. For example, a favorite snack in the U.S. is chocolate chip cookies. In 1930, Mrs. Wakefield wanted to make cookies for her guests, but she didn't have the baking chocolate that she usually used. She used regular chocolate, but it didn't melt. It stayed in small pieces or chips. Her guests loved them, and chocolate chip cookies became popular everywhere.

Flat bread with different toppings was common in many cultures, but it became famous in Naples, Italy when they added tomatoes and cheese. At first, it was a meal for the poor, but in the 1800s it became popular with kings and queens. Today, pizza is popular all around the world.

kebabs  
Middle Eastern food



chocolate chip cookies  
American snack



sushi  
Japanese food



pizza  
Italian food



### After Reading

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

### Discussion

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





## 9 Writing

- A. Work in small groups. Talk about your favorite foods. Find a dish that everyone in the group likes. Discuss the ingredients and how to prepare the dish.

### Writing Corner

- Use sequence words to show the order things happen: *first, next, then, after that, finally*.  
To boil an egg, **first** boil the water in a pot. **Next**, put the egg into the water. **Then**, wait 3-5 minutes. **After that**, remove the egg from the water. **Finally**, serve the egg.
- Use time words such as *when* and *until*.  
Fry the onion in oil **until** it is golden brown.  
**When** the water boils, put the spaghetti in the pot.

- B. Read the recipe for pancakes. Complete the directions with time and sequence words: **first, next, then, after that, finally, when, and until**. Use each word once (sometimes more than one answer is possible).

### Pancakes

#### Ingredients

- 1 cup flour
- 2 tablespoons sugar
- 2 teaspoons baking powder
- ½ teaspoon salt
- 1 egg, beaten
- 1 cup milk
- 2 tablespoons vegetable oil



#### Directions

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

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

## 10 Project

Prepare a presentation on a regional dish in your country.

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# 11 Form, Meaning and Function

## Simple Present versus Simple Past

Use the simple present to talk about permanent actions like habits or routines. We often use adverbs of frequency such as: *always, usually, often, rarely, never*.

Ali **phones** his family... every day / every Friday / every week  
**Does** Ali **phone** his family...? on Monday(s) / on the weekend  
 Ali **doesn't phone** his family... once a week / three times a month

Use the simple past to talk about actions that were completed in the past. We often use time expressions such as: *yesterday, last night, two years ago*.

Ali **phoned** his family... yesterday  
**Did** Ali **phone** his family...? last week / last Friday / last month  
 Ali **didn't phone** his family... two days ago / a week ago

**Note:** We can also use adverbs of frequency with the simple past.



**A.** Match the phrases to make sentences. Use each phrase on the right only once.

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| 1. ___ Sabah finished                | a. because it's boring.              |
| 2. ___ Sabah always finishes         | b. vacation to Malaysia last summer. |
| 3. ___ My family and I go on         | c. her assignment last Monday.       |
| 4. ___ My family and I went on       | d. have for breakfast?               |
| 5. ___ I don't like this art exhibit | e. her assignments on time.          |
| 6. ___ I didn't like the art exhibit | f. have for breakfast this morning?  |
| 7. ___ What did you                  | g. because it was boring.            |
| 8. ___ What do you usually           | h. vacation twice a year.            |

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

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




# EXPANSION Units 12–16

## 1 Language Review

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

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

What should your class do to celebrate graduation?

 *We should watch fireworks.*

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

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

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

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

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

What should Fahd and his friends do at the beach?

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

What can you do at the mall?

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

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

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

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

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

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



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

Look at the signs and write what they mean.

💡 *Go out this way.*



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



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



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



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



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



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



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





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

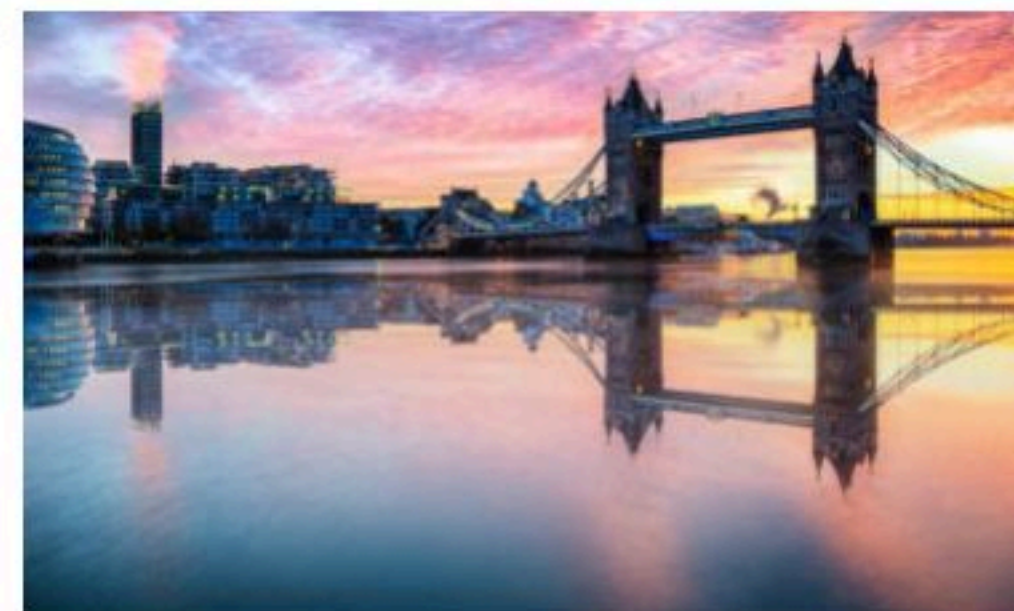
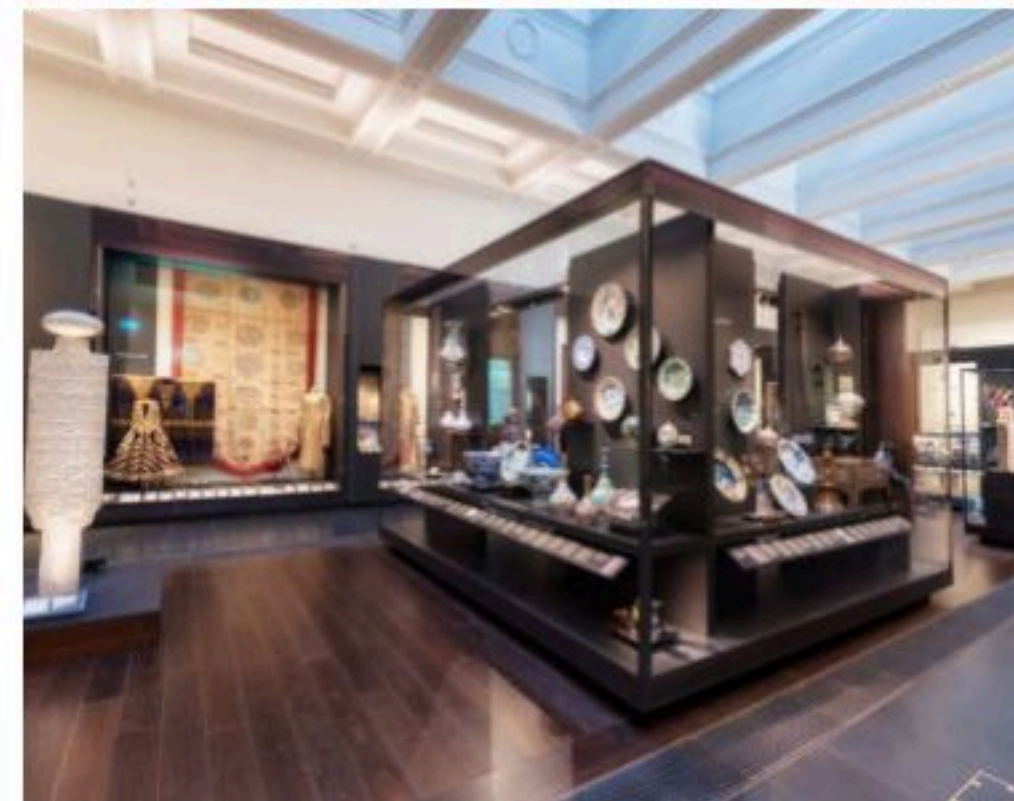
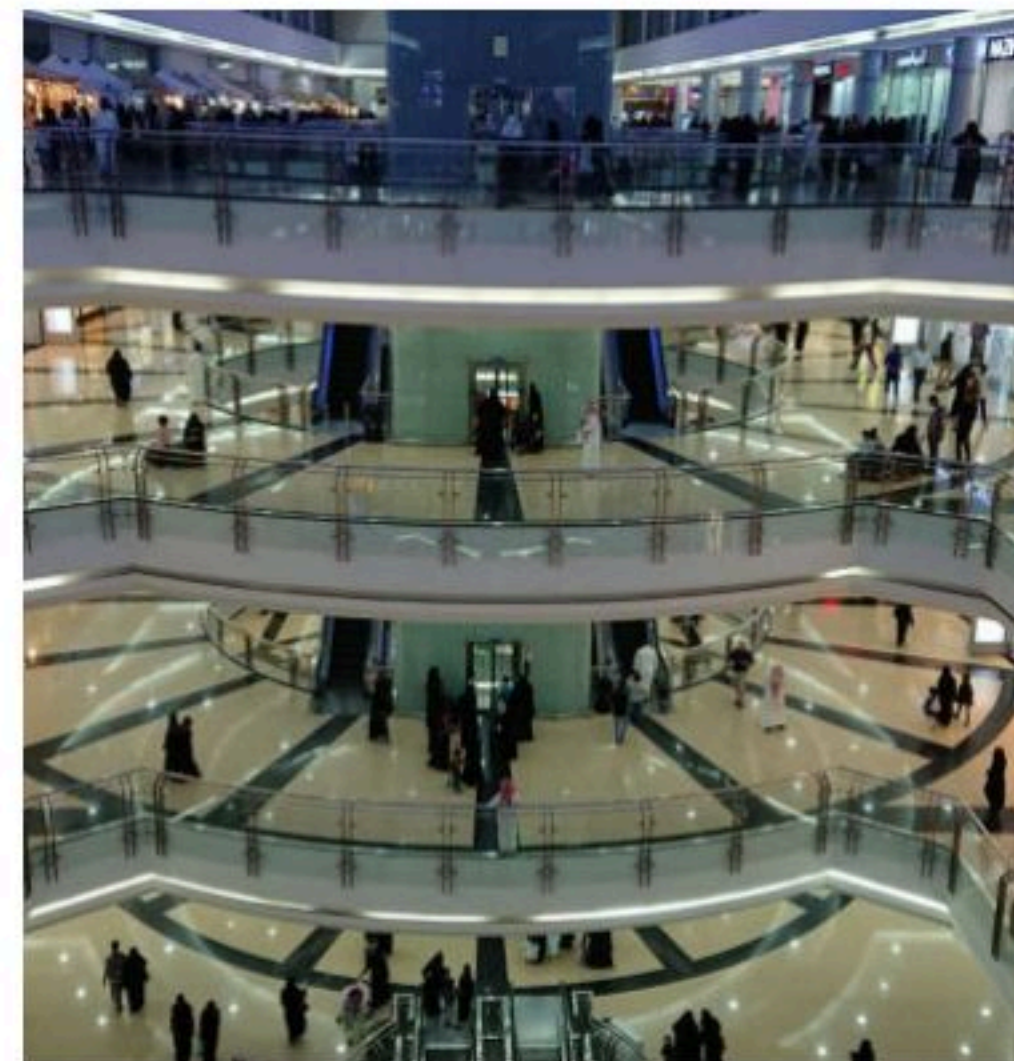
- A:** Where \_\_\_\_\_ you yesterday?  
**B:** I \_\_\_\_\_ at school.  
**A:** No, you \_\_\_\_\_. You \_\_\_\_\_ at the mall.
- A:** Badr \_\_\_\_\_ the best student in the class.  
**B:** No, he \_\_\_\_\_. Adel \_\_\_\_\_.
- A:** How long \_\_\_\_\_ the trip to the zoo?  
**B:** It \_\_\_\_\_ two hours.  
**A:** What \_\_\_\_\_ the parrots like?  
**B:** They \_\_\_\_\_ fabulous! They're my favorite birds.
- A:** How \_\_\_\_\_ everything at the restaurant?  
**B:** Well, the food \_\_\_\_\_ delicious, but the service \_\_\_\_\_ very slow.

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

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



**Greg:** \_\_\_\_\_  
**Imad:** It was wonderful.  
**Greg:** \_\_\_\_\_  
**Imad:** My parents and my brother.  
**Greg:** \_\_\_\_\_  
**Imad:** We visited all the sights, and we went to the British Museum.  
**Greg:** \_\_\_\_\_  
**Imad:** It was awesome.  
**Greg:** \_\_\_\_\_  
**Imad:** Oh, yeah. We had a great time.  
**Greg:** \_\_\_\_\_  
**Imad:** I didn't take any. I lost my smartphone and forgot my camera.





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

**Last week**

| Day | What You Did | What Your Partner Did |
|-----|--------------|-----------------------|
|     |              |                       |
|     |              |                       |
|     |              |                       |
|     |              |                       |
|     |              |                       |
|     |              |                       |
|     |              |                       |
|     |              |                       |

- A:** What did you do on Saturday?  
**B:** I hung out with my friends. How about you?

**Next week**

| Day | What You Are Going to Do | What Your Partner Is Going to Do |
|-----|--------------------------|----------------------------------|
|     |                          |                                  |
|     |                          |                                  |
|     |                          |                                  |
|     |                          |                                  |
|     |                          |                                  |
|     |                          |                                  |
|     |                          |                                  |
|     |                          |                                  |

- A:** What are you going to do on Monday?  
**B:** I'm going to study English and history.

**H.** How much can you remember? Write your answers. Compare with a partner.

1. What did you wear yesterday? \_\_\_\_\_
2. What time did you go to bed last night? \_\_\_\_\_
3. What did you eat for lunch yesterday? \_\_\_\_\_
4. Who was the first person you talked to on the phone today? \_\_\_\_\_
5. What was the last thing you bought at the mall? \_\_\_\_\_
6. What was the last film you saw on TV? \_\_\_\_\_

**I.** Now tell another classmate about your partner's answers.



## 2 Reading

### Before Reading

What is your favorite place in your town? Why?

# My Favorite Hangout Place

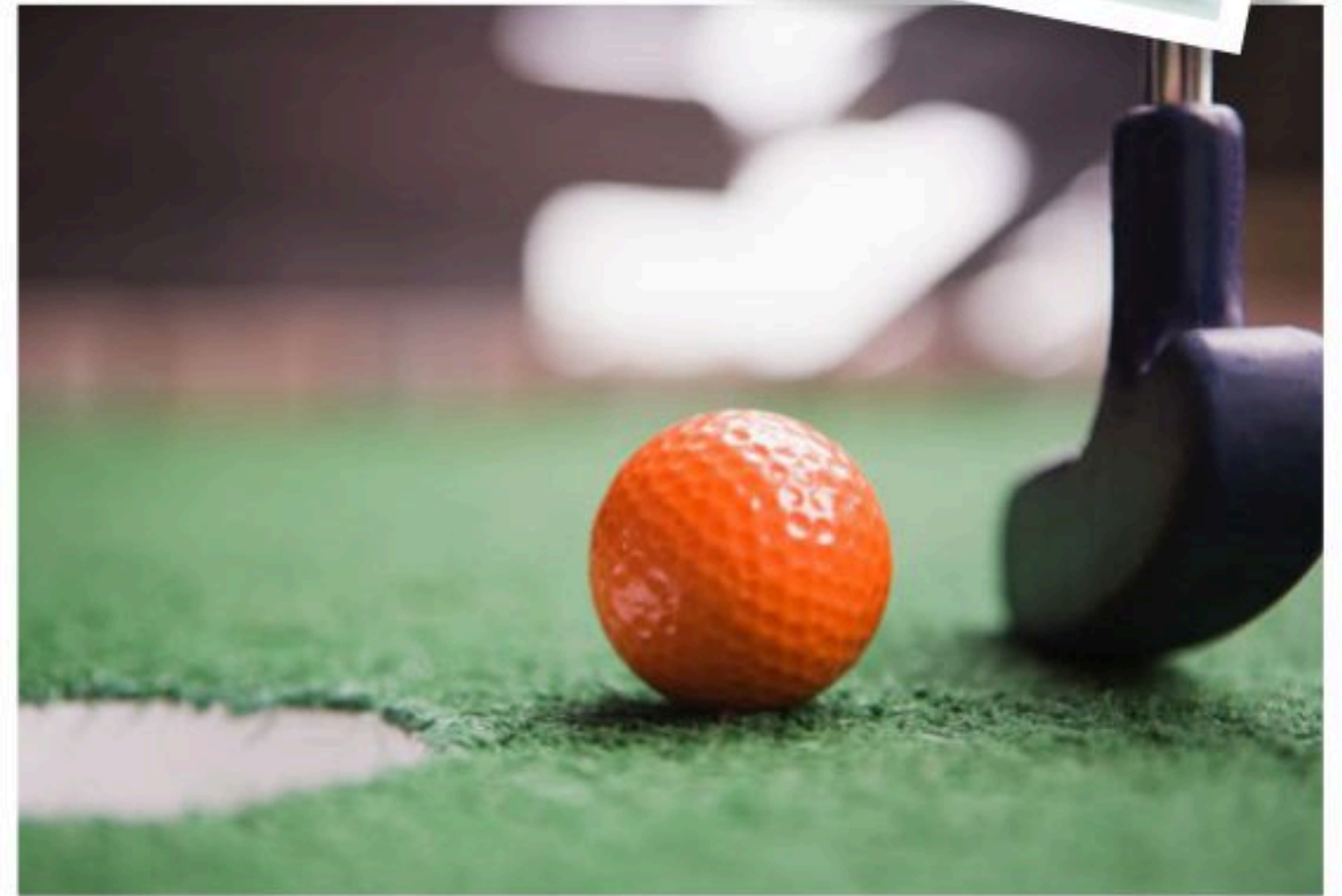
My name is Walter Tan. I'm from Alberta, Canada. My favorite **hangout place** is the West Edmonton Mall. The mall is one of the largest in the world, and it's a tourist attraction. There are 800 stores, a hotel, and 110 restaurants. It has an amusement park with 47 different rides, a swimming pool with a sand beach, an ice rink, an aquarium, and a miniature golf course. But my favorite place is the video arcade.

I was there with friends last weekend. We walked around to see if there were any new games before we started playing. We spent the whole afternoon there before we decided it was time to get something to eat.

I wanted to try vegetarian food, but my friends wanted to go to a new Italian restaurant. I like different kinds of food and many Italian dishes don't have meat, so I agreed. We walked in, but there were no tables. It was really crowded. So we decided to go to the Chinese restaurant near the arcade, but it was closed. They all looked at me as if it was my fault. Anyway, we went to the food court. They got sandwiches or noodles and I got salad, so everyone was happy.

### Real Talk

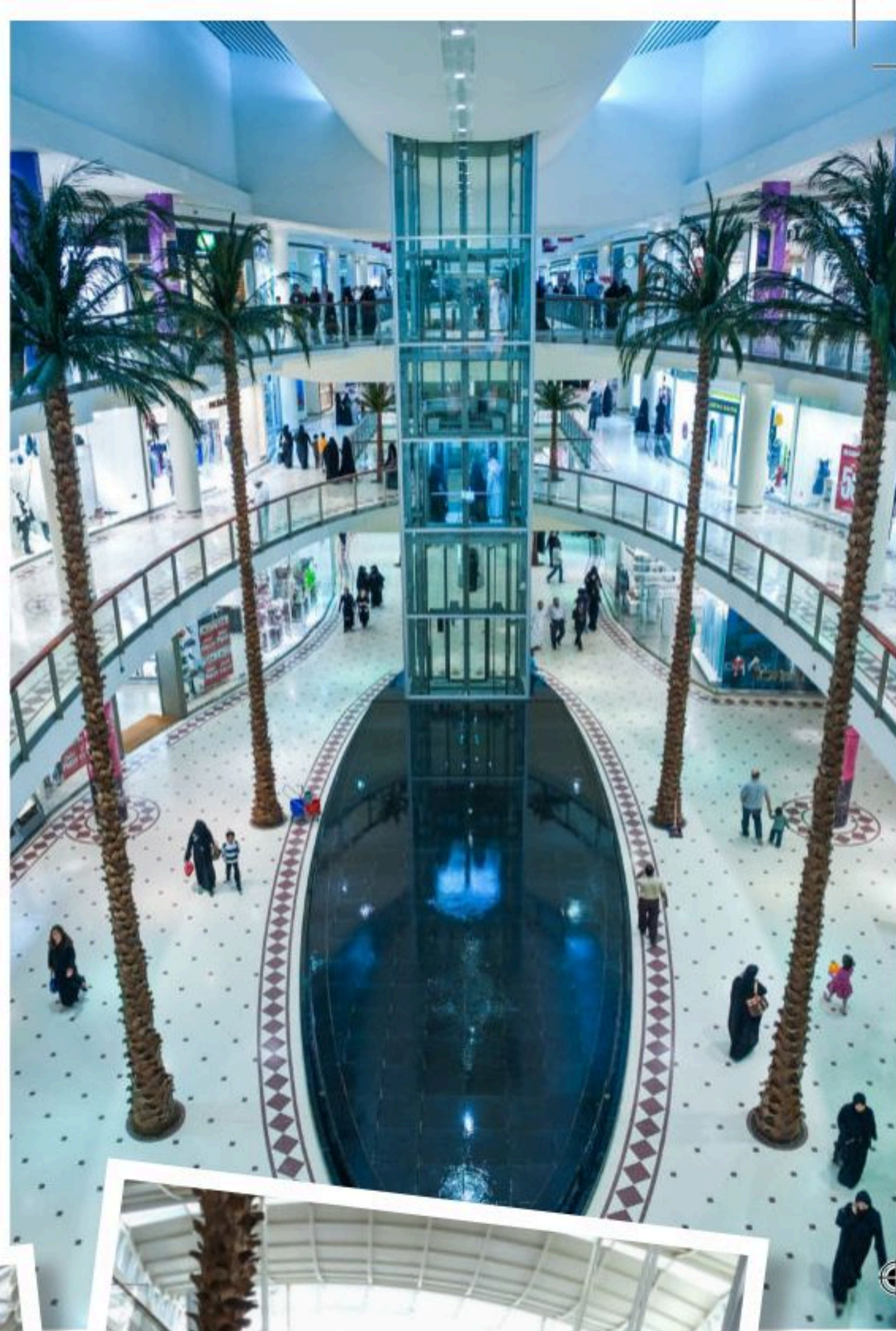
**hangout place** = a place you like to spend time at






## After Reading

- A.** Compare your favorite place to Walter's favorite place. What do you think?
- B.** Read the text and answer the questions.
1. Where is Walter from?
  2. What is the name of his favorite hangout place?
  3. How large is the mall? What kinds of shops, services, and other facilities does it have?
  4. What is Walter's favorite place in the mall?
  5. What did Walter and his friends do last weekend?
  6. What did they want to eat? What did they finally eat?
- C.** Tell your partner what happened to Walter and his friends when they tried to get something to eat.



## 3 Writing

-  Think about a time when something funny or unexpected happened to you and your friends. Write a story about it, and read it to the class.

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# 4 Chant Along

Number the verses in the correct order.

## My Dream

# Vacation

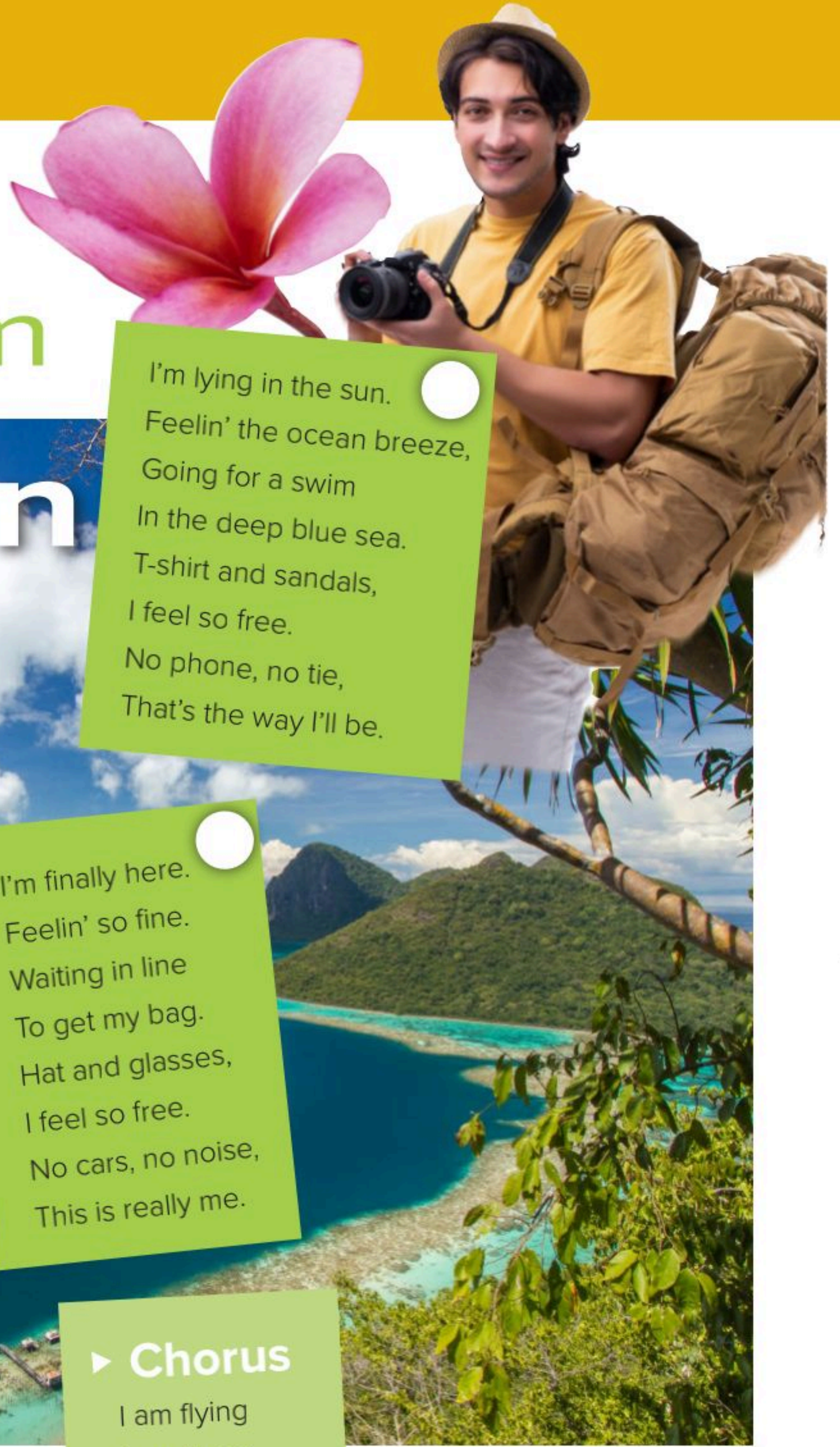
My bag is packed.  
 I've got my ticket.  
 I'm not coming back  
 For a long, long time.  
 Forget all my worries.  
 Leave my cares behind.  
 Have lots of fun, that's the  
 First thing on my mind.

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

I'm finally here.  
 Feelin' so fine.  
 Waiting in line  
 To get my bag.  
 Hat and glasses,  
 I feel so free.  
 No cars, no noise,  
 This is really me.

### ► Chorus

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







## Vocabulary

Match the words from the chant with their meanings.

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

## Comprehension

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

- |   |  |
|---|--|
| 1. ____ The man is dreaming about his vacation. | 5. ____ He's coming home soon.             |
| 2. ____ He's going by plane.                    | 6. ____ Fun is the last thing on his mind. |
| 3. ____ He doesn't have a ticket.               | 7. ____ He usually wears a tie to work.    |
| 4. ____ His clothes are in his suitcase.        | 8. ____ He's going to a beach.             |

## Discussion

1. What are some of the things that the person is happy to get away from?
2. Do you feel the same when you go on vacation? Why? Why not?
3. Where do you want to go for your dream vacation? Describe the place.



# Vocabulary

## EXPANSION Units 6–11

### VOCABULARY

#### Nouns

|               |                  |
|---------------|------------------|
| artist        | mailman          |
| cable TV      | nurse            |
| carpenter     | pet              |
| chess         | problem          |
| circle        | rectangle        |
| hangout place | screen           |
| hobby         | source           |
| holiday       | square           |
| interests     | subject          |
| jargon        | subtitle         |
| joke          | veterinarian     |
| keyboard      | website designer |
| label         | writer           |

#### Verbs

|          |        |
|----------|--------|
| click    | repair |
| collect  | repeat |
| complain | reply  |
| drag     | sew    |
| draw     | smile  |
| hear     | solve  |
| laugh    | spell  |
| leave    |        |

#### Phrases with verbs

come across  
hang out  
pick up  
search for

#### Adjectives

busy  
enormous  
local  
quiet

#### Adverb

loud

### EXPRESSIONS

#### Idiom

tell jokes

#### Meeting and greeting people

How are you?  
How do you do?  
Nice to meet you.

## 12 What Can You Do There?

### VOCABULARY

#### Nouns

beach  
free time  
match  
ocean  
resort

#### Nouns—Places in a town

|             |             |
|-------------|-------------|
| airport     | hotel       |
| bank        | mall        |
| bookstore   | museum      |
| bus station | park        |
| gym         | restaurant  |
| hospital    | supermarket |

#### Verbs

buy  
can  
draw  
fly  
hang out  
like  
shop  
sleep

#### Verbs—Sports

|             |              |
|-------------|--------------|
| climb       | ride a bike  |
| dive        | ride a horse |
| fish        | rollerblade  |
| hike        | sail         |
| ice-skate   | snorkel      |
| play golf   | swim         |
| play tennis |              |

### EXPRESSIONS

#### Accept a suggestion

Sure.

#### Real Talk

Are you crazy?  
When's good for you?





## 13 What Are You Going To Wear There?

### VOCABULARY

#### Nouns

attraction  
graduation  
style  
transportation  
waterfall  
weather  
wedding

#### Nouns—Clothes

|        |          |          |         |
|--------|----------|----------|---------|
| abaya  | jacket   | shirt    | socks   |
| blouse | jeans    | shoes    | suit    |
| boots  | pants    | shomagh  | sweater |
| coat   | raincoat | shorts   | thobe   |
| dress  | sandals  | skirt    | tie     |
| gloves | scarf    | sneakers | T-shirt |

#### Verbs

get married  
go shopping  
need  
wear

#### Adjectives

casual (clothes)  
cold  
formal (clothes)  
light (clothes)  
warm (clothes)

#### Adjectives—Colors

|              |              |
|--------------|--------------|
| beige        | light (blue) |
| black        | orange       |
| blue         | pink         |
| brown        | purple       |
| dark (green) | red          |
| gray         | white        |
| green        | yellow       |

#### Time expressions for the future

next month  
next week  
tomorrow

### EXPRESSIONS

#### Ask about color

What color are your boots?

#### Real Talk

put on

## 14 Let's Celebrate

### VOCABULARY

#### Nouns

|             |              |
|-------------|--------------|
| card        | holiday      |
| celebration | independence |
| federation  | invitation   |
| fireworks   | neighbor     |
| flag        | parade       |
| generosity  | snack        |
| gift        |              |

#### Nouns—Holidays

Eid Al-Adha  
Eid Al-Fitr  
Independence Day  
Liberation Day  
National Day

#### Verbs

celebrate  
cover  
decorate  
donate  
exchange  
get together  
invite  
know  
offer  
sacrifice  
send  
share  
show

#### Adjectives

bright  
traditional  
wonderful

#### Pronouns

her  
him  
me  
them  
us  
you

#### Adverb

well

### EXPRESSIONS

#### Make or agree to a suggestion

Let's...

#### Expressions to show interest

Sounds like fun.  
Sounds great!  
That's a wonderful idea.

#### Expression of regret

Too bad.



# Vocabulary

## 15 Then and Now

### VOCABULARY

#### Nouns

area  
balcony  
boss  
businessman  
celebrity  
football striker  
member  
management  
consultant

pedestrian  
population  
shelter  
skyscraper  
story  
tournament  
vendor

#### Phrases with verbs

be in good condition  
be in ruins  
hold a record  
score a goal

#### Verb

protect

#### Adjectives

attractive  
modern  
narrow  
successful

#### Adjectives for opinions

awesome  
bad  
beautiful  
boring  
crowded  
great  
interesting  
OK  
terrible  
uncomfortable

### EXPRESSIONS

#### Ask for information

Where were you born?

#### Time expression

from time to time

#### Real Talk

How are things?  
You're kidding!

## 16 What Did You Do Last Week?

### VOCABULARY

#### Nouns

accident  
assignment  
beach volleyball  
console  
guest

race  
rice  
snack  
topping

#### Verbs

impress  
melt  
stay

#### Phrases with verbs

clean out  
go out  
have a great time  
search for  
spend time  
stay home

#### Adjectives

common  
demanding  
ethnic  
expensive  
spicy

#### Time expressions

last month  
last night  
last weekend  
yesterday

### EXPRESSIONS

#### Ask for information on past activities

What did you do yesterday/last week, etc.?

#### Conversation filler

Um ...

#### Expression of interest in the speaker's comment

Really?



## EXPANSION Units 12–16

### VOCABULARY

#### Nouns

amusement park    hangout place  
aquarium            ice rink  
breeze                sign  
dream                 suitcase  
facility                video arcade  
fault                  worry  
golf course

#### Verbs

decide  
forget  
lie  
pack

#### Adjectives

free  
unexpected

### EXPRESSIONS

#### Idioms

on my mind

#### Describe means of transportation

by bus  
by car  
by train





## Unit 12 Self Reflection

| Things that I liked about Unit 12: | Things that I didn't like very much: |
|------------------------------------|--------------------------------------|
| _____                              | _____                                |
| _____                              | _____                                |
| _____                              | _____                                |

| Things that I found easy in Unit 12: | Things that I found difficult in Unit 12: |
|--------------------------------------|---|
| _____                                | _____                                     |
| _____                                | _____                                     |
| _____                                | _____                                     |

| Unit 12 Checklist   | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|--------------------------|---------------------------|---------------------------------|
| talk about places and activities  |                          |                           |                                 |
| express ability   |                          |                           |                                 |
| express likes and dislikes  |                          |                           |                                 |
| use the modal <i>can</i> in the affirmative and negative and in questions and short answers |                          |                           |                                 |
| use the verb <i>like</i> + infinitive   |                          |                           |                                 |
| use gerunds and infinitives after verbs   |                          |                           |                                 |

| My five favorite new words from Unit 12: | If you're still not sure about something from Unit 12:  |
|--|---|
| _____                                    | <ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul> |
| _____                                    |   |
| _____                                    |   |





# Unit 13 Self Reflection

| Things that I liked about Unit 13: | Things that I didn't like very much: |
|------------------------------------|--------------------------------------|
| _____                              | _____                                |
| _____                              | _____                                |
| _____                              | _____                                |

| Things that I found easy in Unit 13: | Things that I found difficult in Unit 13: |
|--------------------------------------|---|
| _____                                | _____                                     |
| _____                                | _____                                     |
| _____                                | _____                                     |

| Unit 13 Checklist   | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|--------------------------|---------------------------|---------------------------------|
| talk about clothing and colors  |                          |                           |                                 |
| express future plans  |                          |                           |                                 |
| make suggestions  |                          |                           |                                 |
| use the future construction <i>be + going to</i> in the affirmative and negative and in questions and short answers |                          |                           |                                 |
| use the time expressions for the future <i>tomorrow, next week</i> , and time expressions <i>tonight, etc.</i>      |                          |                           |                                 |
| express future arrangements with present progressive  |                          |                           |                                 |

| My five favorite new words from Unit 13: | If you're still not sure about something from Unit 13:  |
|--|---|
| _____                                    | <ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul> |
| _____                                    |   |
| _____                                    |   |



# Unit 14 Self Reflection

| Things that I liked about Unit 14: | Things that I didn't like very much: |
|------------------------------------|--------------------------------------|
| _____                              | _____                                |
| _____                              | _____                                |
| _____                              | _____                                |

| Things that I found easy in Unit 14: | Things that I found difficult in Unit 14: |
|--------------------------------------|---|
| _____                                | _____                                     |
| _____                                | _____                                     |
| _____                                | _____                                     |

| Unit 14 Checklist  | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|--|--------------------------|---------------------------|---------------------------------|
| talk about national holidays and celebrations                      |                          |                           |                                 |
| express wants and needs  |                          |                           |                                 |
| make suggestions and invitations                                   |                          |                           |                                 |
| use object pronouns  |                          |                           |                                 |
| use <i>need / want / like</i> + infinitive                         |                          |                           |                                 |
| use <i>let's</i> + infinitive                                      |                          |                           |                                 |
| use the modals <i>must / mustn't</i> and <i>should / shouldn't</i> |                          |                           |                                 |

| My five favorite new words from Unit 14: | If you're still not sure about something from Unit 14:  |
|--|---|
| _____                                    | <ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul> |
| _____                                    |   |
| _____                                    |   |



# Unit 15 Self Reflection

| Things that I liked about Unit 15: | Things that I didn't like very much: |
|------------------------------------|--------------------------------------|
| _____                              | _____                                |
| _____                              | _____                                |
| _____                              | _____                                |

| Things that I found easy in Unit 15: | Things that I found difficult in Unit 15: |
|--------------------------------------|---|
| _____                                | _____                                     |
| _____                                | _____                                     |
| _____                                | _____                                     |

| Unit 15 Checklist   | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|--------------------------|---------------------------|---------------------------------|
| talk about the past   |                          |                           |                                 |
| describe places and people in the past  |                          |                           |                                 |
| use the simple past tense of <i>be</i> in the affirmative and negative and in questions and short answers |                          |                           |                                 |
| use the expression <i>to be born</i>  |                          |                           |                                 |
| use <i>there was / there were</i>   |                          |                           |                                 |

| My five favorite new words from Unit 15: | If you're still not sure about something from Unit 15:  |
|--|---|
| _____                                    | <ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul> |
| _____                                    |   |
| _____                                    |   |






## Unit 16 Self Reflection

| Things that I liked about Unit 16: | Things that I didn't like very much: |
|------------------------------------|--------------------------------------|
| _____                              | _____                                |
| _____                              | _____                                |
| _____                              | _____                                |

| Things that I found easy in Unit 16: | Things that I found difficult in Unit 16: |
|--------------------------------------|---|
| _____                                | _____                                     |
| _____                                | _____                                     |
| _____                                | _____                                     |

| Unit 16 Checklist   | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|--------------------------|---------------------------|---------------------------------|
| talk about past activities  |                          |                           |                                 |
| use the simple past tense in the affirmative and negative and in questions and short answers  |                          |                           |                                 |
| use regular past tense verbs  |                          |                           |                                 |
| use irregular past tense verbs  |                          |                           |                                 |
| use the time expressions for the past <i>yesterday, last night, last week, and last month</i> |                          |                           |                                 |
| use the simple present versus the simple past   |                          |                           |                                 |

| My five favorite new words from Unit 16:  | If you're still not sure about something from Unit 16:  |
|---|---|
| _____<br>_____<br> _____ | <ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul> |



# Irregular Verbs

| Base Form  | Simple Past |
|------------|-------------|
| be         | was/were    |
| become     | became      |
| buy        | bought      |
| come       | came        |
| cut        | cut         |
| do         | did         |
| draw       | drew        |
| drink      | drank       |
| drive      | drove       |
| eat        | ate         |
| fight      | fought      |
| find       | found       |
| get (up)   | got (up)    |
| give       | gave        |
| go         | went        |
| hang       | hung        |
| have       | had         |
| hear       | heard       |
| know       | knew        |
| leave      | left        |
| lend       | lent        |
| make       | made        |
| mean       | meant       |
| meet       | met         |
| read       | read        |
| ride       | rode        |
| run        | ran         |
| say        | said        |
| see        | saw         |
| sell       | sold        |
| send       | sent        |
| sing       | sang        |
| sit        | sat         |
| sleep      | slept       |
| speak      | spoke       |
| spend      | spent       |
| sweep      | swept       |
| swim       | swam        |
| take       | took        |
| teach      | taught      |
| think      | thought     |
| understand | understood  |
| wake (up)  | woke (up)   |
| wear       | wore        |
| write      | wrote       |





# SUPERGOAL 1 Audio Track List

## CD1

| Track | Unit      | Student Book Section |
|-------|-----------|----------------------|
| 2     | Unit 1    | 1 Listen and Discuss |
| 3     | Unit 1    | 2 Pair Work          |
| 4     | Unit 1    | 4 Pronunciation      |
| 5     | Unit 1    | 5 Listening          |
| 6     | Unit 1    | 7 Conversation       |
| 7     | Unit 1    | 8 Reading            |
| 8     | Unit 2    | 1 Listen and Discuss |
| 9     | Unit 2    | 2 Pair Work          |
| 10    | Unit 2    | 4 Listening          |
| 11    | Unit 2    | 5 Pronunciation      |
| 12    | Unit 2    | 7 Conversation       |
| 13    | Unit 2    | 8 Reading            |
| 14    | Unit 3    | 1 Listen and Discuss |
| 15    | Unit 3    | 2 Pair Work          |
| 16    | Unit 3    | 5 Listening          |
| 17    | Unit 3    | 6 Pronunciation      |
| 18    | Unit 3    | 7 Conversation       |
| 19    | Unit 3    | 8 Reading            |
| 20    | Unit 4    | 1 Listen and Discuss |
| 21    | Unit 4    | 2 Pair Work          |
| 22    | Unit 4    | 4 Pronunciation      |
| 23    | Unit 4    | 5 Listening          |
| 24    | Unit 4    | 6 Conversation       |
| 25    | Unit 4    | 8 Reading            |
| 26    | Unit 5    | 1 Listen and Discuss |
| 27    | Unit 5    | 2 Pair Work          |
| 28    | Unit 5    | 4 Listening          |
| 29    | Unit 5    | 5 Pronunciation      |
| 30    | Unit 5    | 6 Conversation       |
| 31    | Unit 5    | 8 Reading            |
| 32    | EXPANSION | 2 Reading            |
| 33    | Units 1–5 | 4 Chant Along        |

## CD2

| Track | Unit   | Student Book Section |
|-------|--------|----------------------|
| 2     | Unit 6 | 1 Listen and Discuss |
| 3     | Unit 6 | 2 Pair Work          |
| 4     | Unit 6 | 4 Listening          |
| 5     | Unit 6 | 5 Pronunciation      |
| 6     | Unit 6 | 6 Conversation       |
| 7     | Unit 6 | 8 Reading            |
| 8     | Unit 7 | 1 Listen and Discuss |
| 9     | Unit 7 | 2 Pair Work          |
| 10    | Unit 7 | 4 Listening          |
| 11    | Unit 7 | 5 Pronunciation      |
| 12    | Unit 7 | 6 Conversation       |
| 13    | Unit 7 | 8 Reading            |
| 14    | Unit 8 | 1 Listen and Discuss |
| 15    | Unit 8 | 2 Pair Work          |
| 16    | Unit 8 | 4 Listening          |
| 17    | Unit 8 | 5 Pronunciation      |
| 18    | Unit 8 | 6 Conversation       |
| 19    | Unit 8 | 8 Reading            |

|    |            |                      |
|----|------------|----------------------|
| 20 | Unit 9     | 1 Listen and Discuss |
| 21 | Unit 9     | 2 Pair Work          |
| 22 | Unit 9     | 4 Listening          |
| 23 | Unit 9     | 5 Pronunciation      |
| 24 | Unit 9     | 6 Conversation       |
| 25 | Unit 9     | 8 Reading            |
| 26 | Unit 10    | 1 Listen and Discuss |
| 27 | Unit 10    | 2 Pair Work          |
| 28 | Unit 10    | 4 Listening          |
| 29 | Unit 10    | 5 Pronunciation      |
| 30 | Unit 10    | 6 Conversation       |
| 31 | Unit 10    | 8 Reading            |
| 32 | Unit 11    | 1 Listen and Discuss |
| 33 | Unit 11    | 2 Pair Work          |
| 34 | Unit 11    | 4 Listening          |
| 35 | Unit 11    | 5 Pronunciation      |
| 36 | Unit 11    | 6 Conversation       |
| 37 | Unit 11    | 8 Reading            |
| 38 |            | 2 Reading            |
| 39 | EXPANSION  | 5 Chant Along        |
| 40 | Units 6–11 | 7 Reading            |
| 41 |            | 8 Chant Along        |

## CD3

| Track | Unit        | Student Book Section |
|-------|-------------|----------------------|
| 2     | Unit 12     | 1 Listen and Discuss |
| 3     | Unit 12     | 2 Pair Work          |
| 4     | Unit 12     | 4 Listening          |
| 5     | Unit 12     | 5 Pronunciation      |
| 6     | Unit 12     | 6 Conversation       |
| 7     | Unit 12     | 8 Reading            |
| 8     | Unit 13     | 1 Listen and Discuss |
| 9     | Unit 13     | 2 Pair Work          |
| 10    | Unit 13     | 4 Listening          |
| 11    | Unit 13     | 5 Pronunciation      |
| 12    | Unit 13     | 6 Conversation       |
| 13    | Unit 13     | 8 Reading            |
| 14    | Unit 14     | 1 Listen and Discuss |
| 15    | Unit 14     | 2 Pair Work          |
| 16    | Unit 14     | 4 Listening          |
| 17    | Unit 14     | 5 Pronunciation      |
| 18    | Unit 14     | 6 Conversation       |
| 19    | Unit 14     | 8 Reading            |
| 20    | Unit 15     | 1 Listen and Discuss |
| 21    | Unit 15     | 2 Pair Work          |
| 22    | Unit 15     | 4 Listening          |
| 23    | Unit 15     | 5 Pronunciation      |
| 24    | Unit 15     | 6 Conversation       |
| 25    | Unit 15     | 8 Reading            |
| 26    | Unit 16     | 1 Listen and Discuss |
| 27    | Unit 16     | 2 Pair Work          |
| 28    | Unit 16     | 4 Listening          |
| 29    | Unit 16     | 5 Pronunciation      |
| 30    | Unit 16     | 6 Conversation       |
| 31    | Unit 16     | 8 Reading            |
| 32    | EXPANSION   | 2 Reading            |
| 33    | Units 12–16 | 4 Chant Along        |



## SuperGoal 1 Workbook

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Ministry of Education

2023 - 1445



SUPER

# GOAL 1

WORKBOOK

**MANUEL DOS SANTOS**



وزارة التعليم

Ministry of Education

2023 - 1445

**Mc  
Graw  
Hill**



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# 12 What Can You Do There?

Term 3

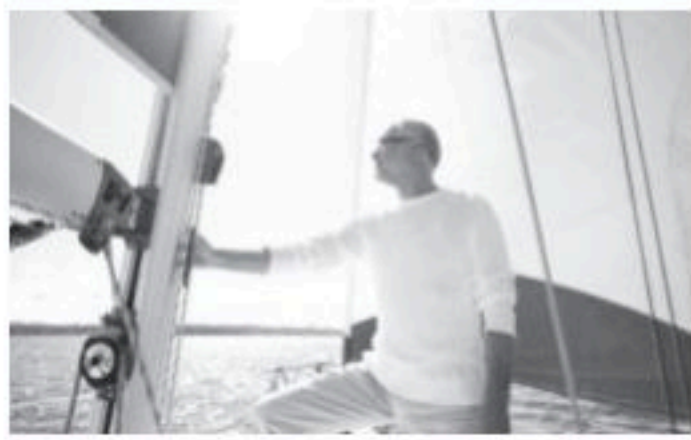
**A** Complete the sentences.



1. Ted likes to \_\_\_\_\_.



2. They like to \_\_\_\_\_.



3. Paul likes to \_\_\_\_\_.



4. Michael and Bob like to \_\_\_\_\_.



5. Jack likes to \_\_\_\_\_.



6. Ahmed and Robert like to \_\_\_\_\_.

**B** Which of the following activities do you like? Which don't you like?

- |                |                |                      |         |
|----------------|----------------|----------------------|---------|
| to go shopping | to watch films | to do homework       | to eat  |
| to read        | to ride a bike | to talk on the phone | to cook |

*I like to go shopping.* \_\_\_\_\_

*I don't like to watch films.* \_\_\_\_\_

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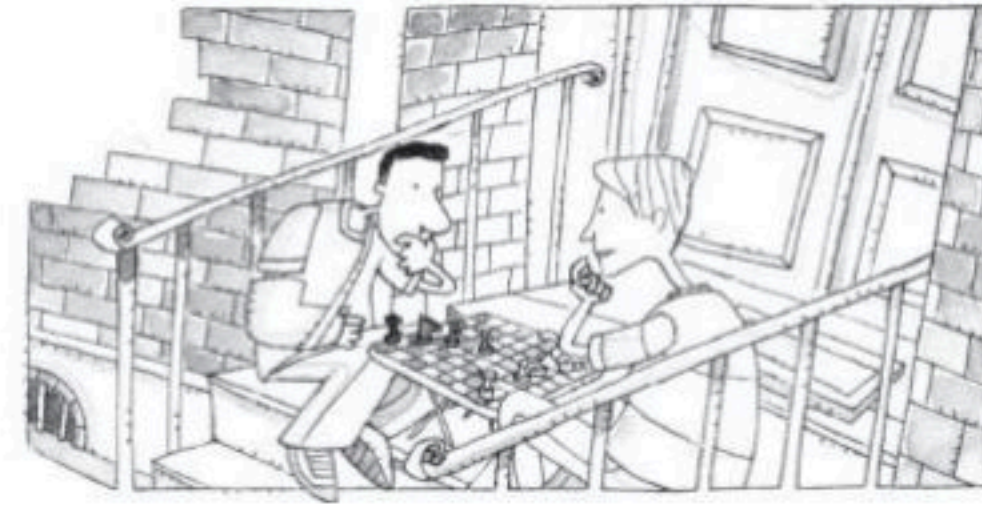
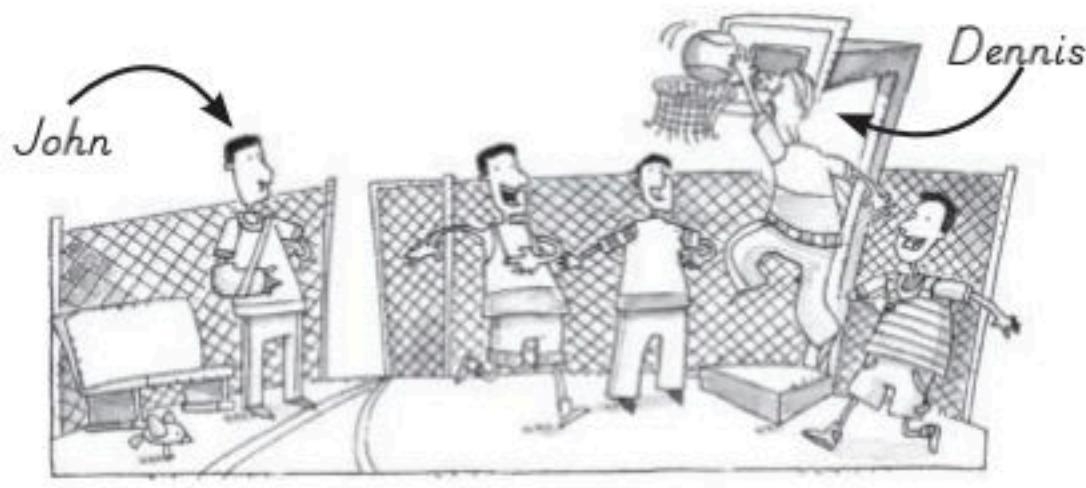




# 12 What Can You Do There?

**C** Write sentences about John and Dennis. Use **can** or **can't**.

Use the following verbs: **play basketball**, **play chess**, **ride a bike**, and **skateboard**.



**John**

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

**Dennis**

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

**John and Dennis** \_\_\_\_\_

**D** Complete the sentences. Use **likes to**, **like to**, **doesn't like to**, or **don't like to**. **No, thanks!**



1. John \_\_\_\_\_ ride horses.
2. Dennis \_\_\_\_\_ ride horses.
3. John \_\_\_\_\_ fish.
4. Dennis \_\_\_\_\_ fish.
5. Dennis and John \_\_\_\_\_ run.
6. They \_\_\_\_\_ swim.



**E** Which of the following activities can you do? Which can't you do?

|             |                      |                    |                    |
|-------------|----------------------|--------------------|--------------------|
| <b>draw</b> | <b>write stories</b> | <b>make things</b> | <b>ride a bike</b> |
| <b>swim</b> | <b>cook</b>          | <b>play golf</b>   | <b>skateboard</b>  |

💡 *I can swim.* \_\_\_\_\_ *I can't cook.* \_\_\_\_\_

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

**Your ideas:**

|       |       |
|-------|-------|
| _____ | _____ |
|-------|-------|

**F** Luke is writing a story for English class. Look at the photos. Complete the story.

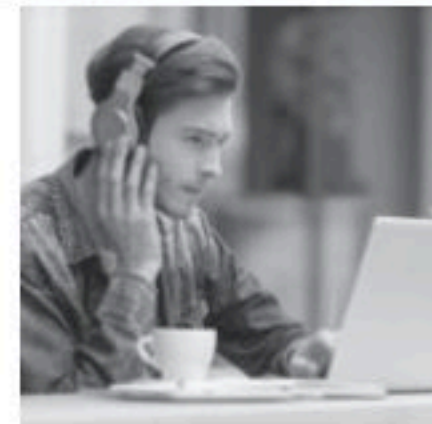
I have lots of friends. They (like) \_\_\_\_\_ to do different things.

My friends Patrick and Tony have cell phones. Patrick (like) \_\_\_\_\_ to talk on his cell phone. \_\_\_\_\_ Tony (like) \_\_\_\_\_

to talk on his cell phone? No, he \_\_\_\_\_. Tony (like) \_\_\_\_\_ to take photos with his cell phone! My

friend Ryan (like) \_\_\_\_\_ to surf. He lives in Hawaii and he (can) \_\_\_\_\_ every day of the year. Tom lives in my apartment building. We live in Arizona.

There aren't any beaches in Arizona. But Tom (like) \_\_\_\_\_ to surf every day of the year, too. How? He (can) \_\_\_\_\_ on the Internet!





# 12 What Can You Do There?

## G READING

### The Cousins

Badr lives in Jeddah. He likes sports. He plays basketball every day. He goes to basketball games at school and watches football games and other sports on TV. He likes to read and play computer games, but he doesn't like malls. He often walks along the sea with his older brother and likes to look at boats and sea birds.

Badr's cousin Imad lives in Riyadh. He likes to watch football games on TV, but he doesn't like to play football. He likes to play basketball. He also likes to watch films and go to malls. He often meets his friends at the mall near his house. They like to go shopping and spend time playing computer games. He doesn't often walk to places, but he likes to exercise in the gym.



Answer the questions.

1. Does Badr like sports?

---

2. Does Imad like to play football?

---

3. Do the cousins like to watch films?

---

4. What do you think that the cousins do when Imad goes to Jeddah?

---

5. How are the cousins the same? How are they different?

---

## H WRITING

Tell what you like and don't like to do.

1. What is your favorite activity?

2. Where do you do it?

3. When do you do it?

4. Who do you do it with?

5. What don't you like to do?

6. Why don't you like this activity?

### *What I Like and Don't Like To Do*

---



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---



# 13 What Are You Going To Wear There?


**A** What words complete the sentences?



1. In Saudi Arabia, all the women wear \_\_\_\_\_.
2. Saudi men wear \_\_\_\_\_.
3. A businessman usually wears a suit and a \_\_\_\_\_.
4. Basketball players wear \_\_\_\_\_.
5. In cold weather, you need a \_\_\_\_\_.
6. My brother never wears shoes without \_\_\_\_\_.
7. In the summer, Ali wears shorts and \_\_\_\_\_.
8. When it's very cold, Saeed wears \_\_\_\_\_.

\_\_\_\_\_ b \_\_\_\_\_ \_\_\_\_\_ s .  
 \_\_\_\_\_ h \_\_\_\_\_ \_\_\_\_\_ s .  
 \_\_\_\_\_ i \_\_\_\_\_ .  
 \_\_\_\_\_ n \_\_\_\_\_ k \_\_\_\_\_ \_\_\_\_\_ .  
c \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ .  
 \_\_\_\_\_ o \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ .  
 \_\_\_\_\_ a \_\_\_\_\_ d \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ .  
g \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ .

**B** Find and circle the word that does not belong.

 shirt

**jeans**

blouse

T-shirt

1. shorts      jeans

pants      shirt

2. skirt      blouse

tie      dress

3. coat      sunglasses

jacket      sweater

4. shirt      boots

sandals      shoes

5. dress      jeans

abaya      skirt

6. T-shirt      shirt

gloves      blouse



# 13 What Are You Going To Wear There?

**C** Look at the photos. Write an affirmative and a negative sentence for each pair of photos.



! **Mark** is going to wear jeans.

He isn't going to wear shorts.



1. **Amina and her mother** \_\_\_\_\_

\_\_\_\_\_



2. **Stephanie** \_\_\_\_\_

\_\_\_\_\_



3. **Adnan** \_\_\_\_\_

\_\_\_\_\_



4. **Steve** \_\_\_\_\_

\_\_\_\_\_



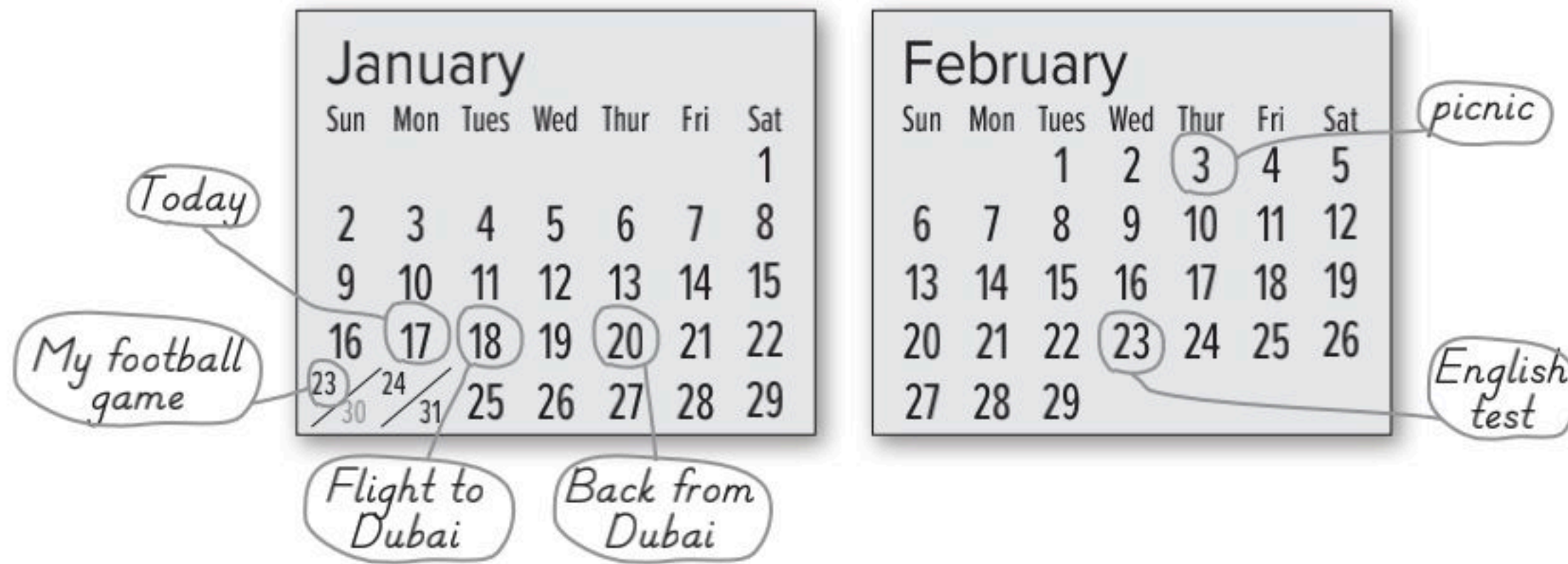
5. **Tom** \_\_\_\_\_

\_\_\_\_\_



# 13 What Are You Going To Wear There?

**D** This is Ashraf's calendar. Tell when he is doing each thing. Use **tomorrow**, **next week**, and **next month**.



**!** Ashraf is going to fly to Dubai tomorrow.

1. He's \_\_\_\_\_.
2. He's \_\_\_\_\_.
3. He's \_\_\_\_\_.

**E** What do you think Ashraf is going to wear to each event? Write your idea.

**!** flight to Dubai He's going to wear jeans, a shirt, and a jacket.

1. to his football game \_\_\_\_\_
2. on the picnic \_\_\_\_\_

**F** Complete the sentences. Use words from the box.

|    |       |     |    |       |    |    |    |
|----|-------|-----|----|-------|----|----|----|
| am | to go | are | be | going | 'm | 's | is |
|----|-------|-----|----|-------|----|----|----|

**!** A: Are you going to go to Dubai?

B: Yes, I am.

1. A: What \_\_\_\_\_ Adel going to wear?

B: He's \_\_\_\_\_ to wear jeans and a sweater.

2. A: Are you going \_\_\_\_\_ at 8:00?

B: No, I \_\_\_\_\_ not.

3. A: Is the test going to \_\_\_\_\_ on January 18<sup>th</sup>?

B: No, it \_\_\_\_\_ not.







# 14 Let's Celebrate



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

- A:** Tomorrow is September \_\_\_\_\_.  
**B:** That's right! It's \_\_\_\_\_.
- A:** When is \_\_\_\_\_?  
**B:** It's \_\_\_\_\_ the 10th day of the 12th Islamic month.
- A:** When is Eid Al-Fitr?  
**B:** It's on the \_\_\_\_\_.  
**A:** What day?  
**B:** The \_\_\_\_\_. It's on \_\_\_\_\_ this year.



**B** Amr and Fahd are giving a graduation party. Complete the conversation. Use **want** or **need**.

**Amr:** Let's have our graduation party at my house on Thursday night.

**Fahd:** OK. Do you \_\_\_\_\_ to invite all our friends?

**Amr:** Yes. We \_\_\_\_\_ to invite all of them.  
We don't \_\_\_\_\_ any of them to get upset.

**Fahd:** Are you going to make sandwiches and salads?

**Amr:** I \_\_\_\_\_ to make them,  
but I \_\_\_\_\_ to ask my mother first.

**Fahd:** I \_\_\_\_\_ to buy a new shirt for the party.  
Do you \_\_\_\_\_ to go to the mall  
this afternoon?

**Amr:** I can't. I \_\_\_\_\_ to study for a test.

**Fahd:** I \_\_\_\_\_ to study for a test too,  
but I \_\_\_\_\_ to go to the mall right now.

**Amr:** Well, let's go to the mall now and study for the  
test later.





# 14 Let's Celebrate

**C** Ashraf and Saeed are spending the afternoon together. They are planning to go to the mall. Fill in the blanks. Use **me, you, her, him, it, us, or them**.

**Saeed:** What are we going to do this afternoon?

**Ashraf:** Let's go to the King Saud University Library.

**Saeed:** How are we going to get there?

**Ashraf:** My father can drive \_\_\_\_\_ there.  
Let's ask \_\_\_\_\_.

**Saeed:** But your father is going to drive your mother to your aunt's house.

**Ashraf:** No, my older brother is going to drive \_\_\_\_\_.

**Saeed:** Okay, then. But I need to be home by 6:00 p.m.

**Ashraf:** No problem. We can drive \_\_\_\_\_ home.

**Saeed:** I just remembered. My brothers are going to be at the library.  
They can drive \_\_\_\_\_ home.

**Ashraf:** Great! Call and arrange to meet \_\_\_\_\_ there.

**Saeed:** Good idea! Let's do \_\_\_\_\_.



**D** Unscramble the sentences.

1. our cousins / us / country home / their / always / invite / to

\_\_\_\_\_

2. friends / invite / to / want / they / their

\_\_\_\_\_

3. they / go / for / need / to / shopping / food

\_\_\_\_\_

4. want / to / they / have / game console / a / graduation party / at / the

\_\_\_\_\_

5. buy / to / a / he / cell phone / wants / new

\_\_\_\_\_



**E** Look at the photos. Write a suggestion for each one.



💡 Let's watch TV right now.



3. Our history test is next week, but \_\_\_\_\_ for it now.



1. Look at Faisal and Badr!  
\_\_\_\_\_ video games with them.



4. I want to cook a special dish.  
\_\_\_\_\_ on the Internet for a recipe.



2. Get your racket.  
\_\_\_\_\_!



5. I really like your camera.  
\_\_\_\_\_ our photo with it.

**F** Write the dates. Use words.

💡 **Kuwait Liberation Day**

February twenty-sixth

1. National Day in Oman

\_\_\_\_\_

2. UAE National Day

\_\_\_\_\_

3. First day of school this year

\_\_\_\_\_

4. Last day of school

\_\_\_\_\_

5. Saudi Arabia's National Day

\_\_\_\_\_



## G READING

### National Holidays

Countries around the world have national holidays. Of course, the holidays are on different days. The ways people celebrate national holidays are sometimes the same.

In the United Arab Emirates, Federation Day is on December second. People decorate the streets with bright lights. On November eighteenth, people in Oman celebrate National Day with parades and fireworks. In Kuwait, National Day and Liberation Day are on February twenty-fifth and twenty-sixth. There are many special events and fireworks.

National Day in Saudi Arabia is on September twenty-third. Cities everywhere in the Kingdom have green and white decorations. People fly flags and celebrate in the streets. There are laser shows and lots of cultural events for families.



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

1. \_\_\_\_\_ Kuwait celebrates two national holidays on the same day.
2. \_\_\_\_\_ There are many events in Saudi Arabia on National Day.
3. \_\_\_\_\_ National Day in Saudi Arabia is celebrated on September 23<sup>rd</sup>.
4. \_\_\_\_\_ Countries around the world have national holidays on the same day.
5. \_\_\_\_\_ In many countries, people celebrate their national holidays in the streets.

## H WRITING

Write about how you want to celebrate your country's national holiday this year.

1. What is the national holiday?
2. Who celebrates it?
3. Where do you want to go to celebrate it?
4. What do you want to do on this day?
5. What special foods do you want to eat?
6. What do you need to do to prepare for the holiday?

*The National Holiday in My Country*



# 15 Then and Now

**A** Complete the sentences. Use **was**, **wasn't**, **were**, and **weren't**.

1. Ali and Fahd \_\_\_\_\_ classmates at school.
2. Ali \_\_\_\_\_ good in science, and he still doesn't like it.
3. He and Fahd \_\_\_\_\_ in the same science class.
4. Fahd \_\_\_\_\_ a good student.
5. They weren't very good at sports, and so they \_\_\_\_\_ on the school sports teams.
6. They \_\_\_\_\_ always on the computer. Now Fahd and Ali have their own Internet café!

then



now



**B** Change the sentence from negative to affirmative.

1. Ali wasn't good in math in high school.  
\_\_\_\_\_
2. He wasn't usually late to class.  
\_\_\_\_\_
3. Fahd and Ali weren't in the same science class.  
\_\_\_\_\_
4. They weren't interested in computers.  
\_\_\_\_\_
5. They weren't classmates at school.  
\_\_\_\_\_



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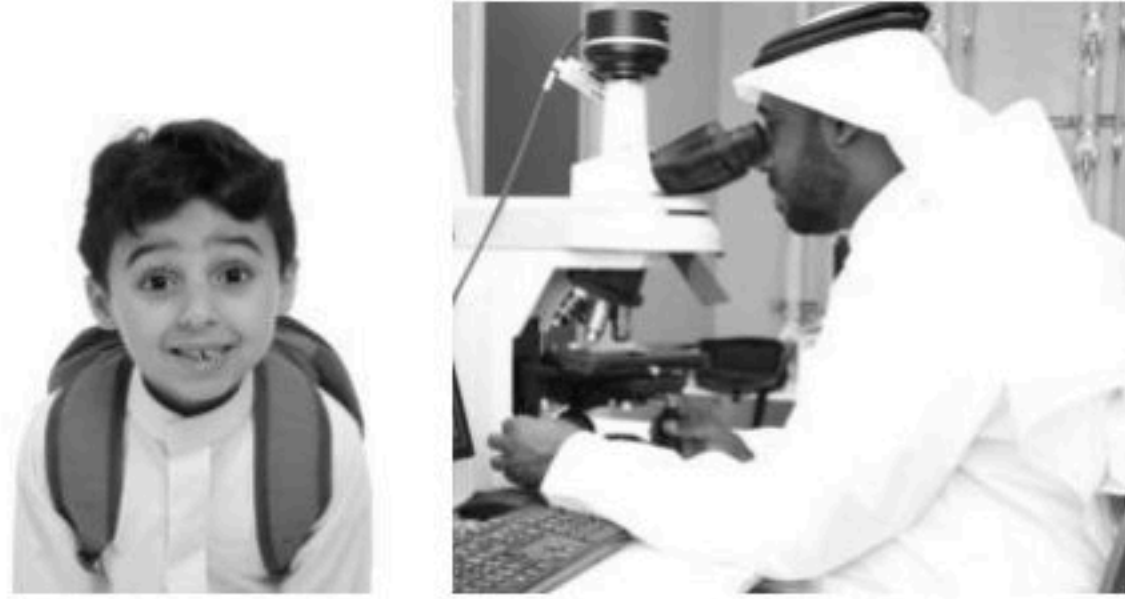
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# 15 Then and Now

**C** Complete the sentences.



**1.** Adnan was always a smart student.  
Now he is a scientist.



**2.** Abdullah and Ashraf \_\_\_\_\_ always good at sports. Now they \_\_\_\_\_ famous football players.



**1.** Adel \_\_\_\_\_ always on the phone.  
Today he \_\_\_\_\_ a successful reporter.



**3.** Badr and Khalid \_\_\_\_\_ good students.  
But today they \_\_\_\_\_ good doctors!

**D** Complete the conversations.

**1. A:** Where \_\_\_\_\_ you born?  
**B:** I \_\_\_\_\_ born in Riyadh.

**2. A:** Where \_\_\_\_\_ your brother born?  
**B:** He \_\_\_\_\_ born in the UAE.

**3. A:** Where \_\_\_\_\_ your cousins born?  
**B:** They \_\_\_\_\_ born in Canada.

**4. A:** Where \_\_\_\_\_ your grandfathers born?  
**B:** They \_\_\_\_\_ born in Oman, but they \_\_\_\_\_ raised in Saudi Arabia.





**E READING**

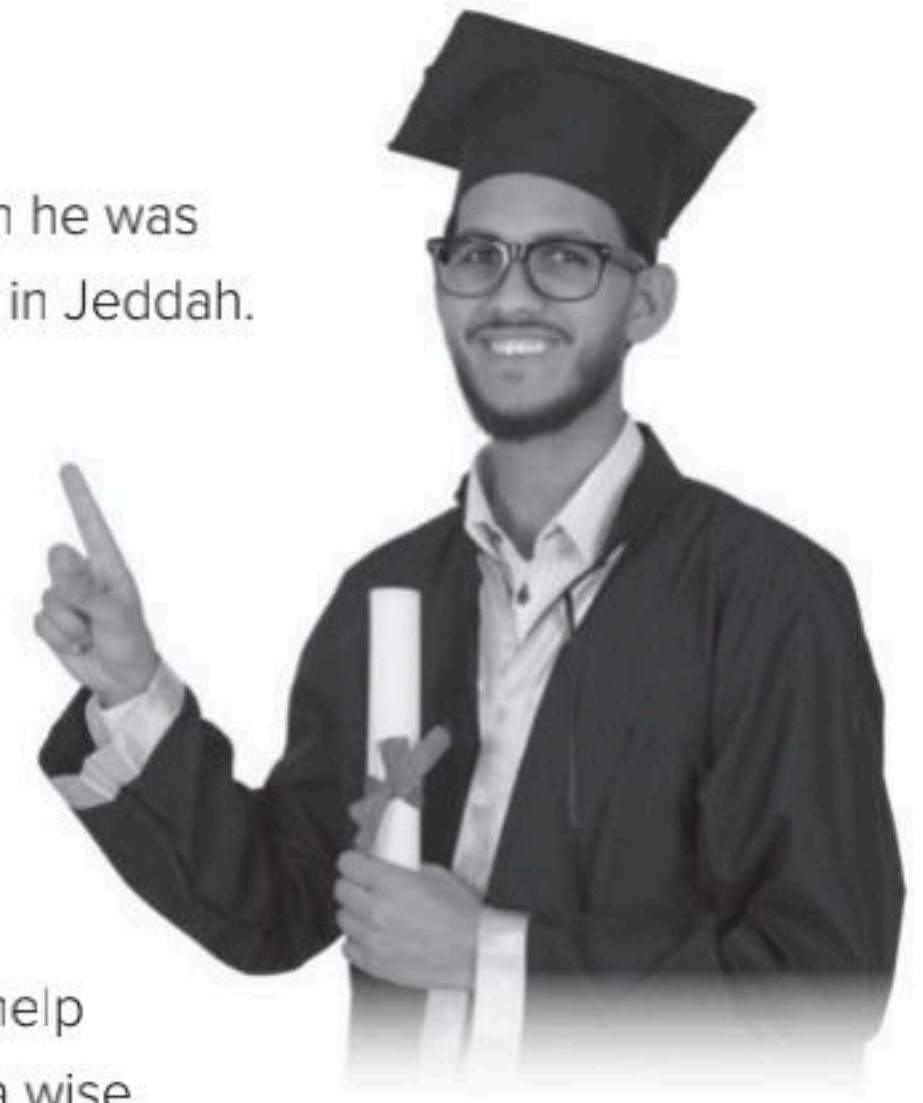
Omar was born in Tabuk. His family decided to move to Jeddah when he was young. His father was a doctor and he found a job in one of the hospitals in Jeddah.

Omar was a happy child. He was also a good student and made friends very quickly. When he was in high school, he became very interested in computer programming and especially artificial intelligence. He read books and articles and tried to learn as much as possible about it.

Omar knew that his father wanted him to become a doctor and he didn't want to disappoint him, so he decided to talk to him. He told his father what he had learned about artificial intelligence and asked him to help him study and specialize in this area instead of medicine. His father was a wise man. He wanted Omar to study medicine, but he saw that his son was genuinely interested and enthusiastic about artificial intelligence. He promised to do whatever he could to support him.

After graduation, Omar applied at some of the best universities in English-speaking countries. He was accepted by almost all of them. He had a hard time deciding which country and which university to go to. He finally decided to study in the U.S. He made Dean's list in his first year and graduated first in his class. He continued with his post-graduate studies, and he eventually became the leader of a research team after he got his PhD.

Sometimes when he thinks about his life, he can still see himself playing football with his friends in Jeddah. It all seems like a dream to him. For his parents and friends, however, it is a well-deserved and successful career.

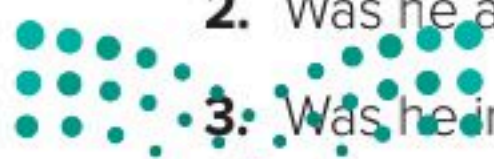


Answer **yes** or **no**.

1. \_\_\_\_\_ As a child, Omar was not very easy.
2. \_\_\_\_\_ As a teenager, Omar was interested in medicine.
3. \_\_\_\_\_ Artificial intelligence was Omar's favorite area of study.
4. \_\_\_\_\_ Omar applied to universities in the U.S.
5. \_\_\_\_\_ Omar became the leader of a research team.

Answer the questions. Use short answers.

1. Was Omar born in Jeddah? \_\_\_\_\_
2. Was he a good student at school? \_\_\_\_\_
3. Was he interested in studying medicine? \_\_\_\_\_
4. Were his parents in the U.S.? \_\_\_\_\_





## F WRITING

Describe yourself when you were a child and now.

Your picture here

This is me at age \_\_\_\_\_.

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Your picture here

This is me now.

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# 16 What Did You Do Last Week?

**A** Make a conversation between Imad and Majid. Number the sentences in the correct order.



  1   **Imad:** Did you have fun last Saturday?

\_\_\_ **Imad:** What did you see?

\_\_\_ **Imad:** What did you eat?

\_\_\_ **Imad:** What did you do in the morning?

\_\_\_ **Majid:** I played tennis in the morning,  
and then I visited my uncle.  
We watched a film together in the afternoon.

\_\_\_ **Majid:** We saw an old *Star Wars* film. It was great!  
Then we went out to a restaurant.

\_\_\_ **Majid:** We had pizza and soda.

\_\_\_ **Majid:** Yes, I did.



**B** Correct the sentences.



**Majid went out with Imad last Saturday.**

*Majid went out with his uncle last Saturday.*

1. Majid played football in the morning.

2. Majid and his uncle watched a TV show together.

3. Majid and his uncle ate at home.

4. They didn't see a *Star Wars* film.





# 16 What Did You Do Last Week?



1.



2.



3.



4.



5.



6.

**C** Look at the pictures. Tell what Omar did. Use the past tense of the verbs in the box.

drive go take go see eat play

1. Last Saturday, my brothers and I \_\_\_\_\_ to the beach.
2. There was a steady wind so we \_\_\_\_\_ sailing.
3. Suddenly, we \_\_\_\_\_ three dolphins playing near the boat. I \_\_\_\_\_ some great photos.
4. After sailing, we \_\_\_\_\_ to a restaurant.
5. We \_\_\_\_\_ five apples.
6. In the evening, we \_\_\_\_\_ video games at home.

**D** Answer these questions. Use short answers.



Did Omar go to the mall?

*No, he didn't.*

1. Did he take some pictures?
2. Did they drive to the beach?
3. Did they see penguins in the sea?
4. Did he eat sandwiches?
5. Did they stay home in the evening?

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**E** Change the sentences from negative to affirmative.

1. Qassim didn't surf last week.

\_\_\_\_\_

2. Amina didn't talk to her friend last night.

\_\_\_\_\_

3. Ahmed and Saeed didn't go to the football game.

\_\_\_\_\_

4. Adel didn't see his cousins last week.

\_\_\_\_\_

5. Sabah didn't get up early yesterday.

\_\_\_\_\_

**F** Write the simple past tense of the verbs. Then circle the words in the puzzle.

**Present Tense**

**Simple Past Tense**

go

\_\_\_\_\_

have

\_\_\_\_\_

do

\_\_\_\_\_

clean

\_\_\_\_\_

buy

\_\_\_\_\_

see

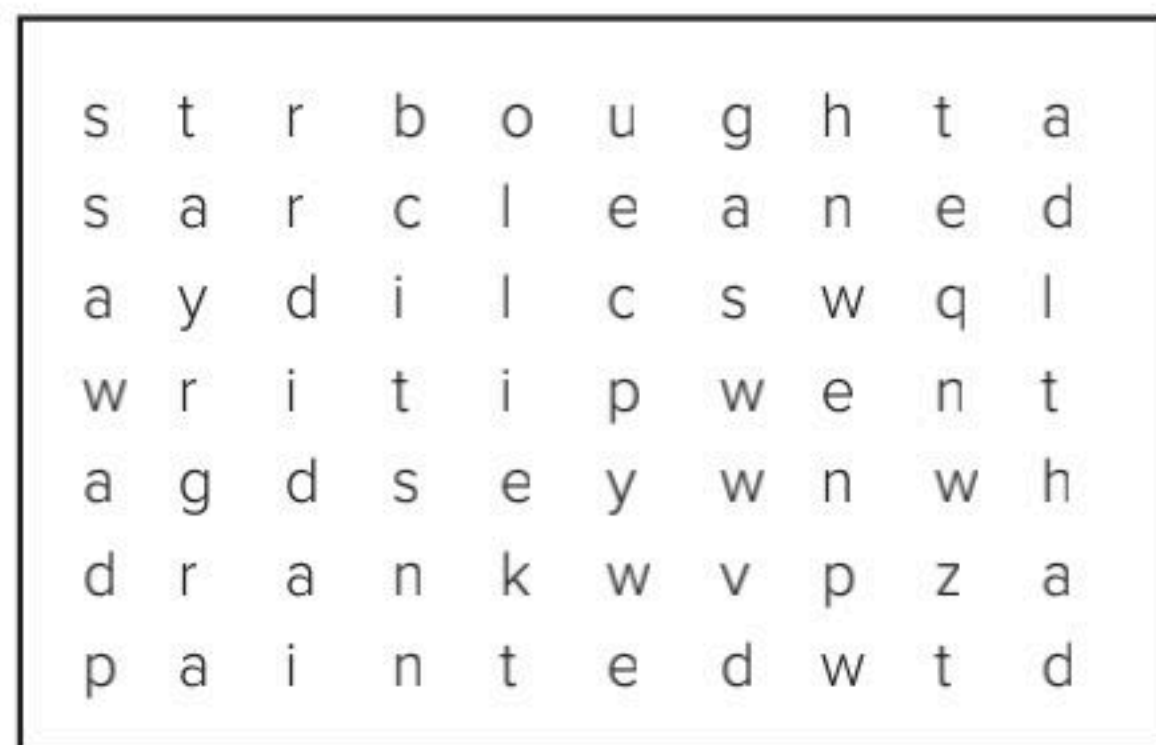
\_\_\_\_\_

paint

\_\_\_\_\_

drink

\_\_\_\_\_





## G READING

### The City of Petra

The city of Petra was established around the 6th century, as the capital city of the Nabataeans. It is now the symbol of Jordan, and it is a popular tourist attraction. Petra became a UNESCO World Heritage Site in 1985.

Petra, described as “a rose-red city half as old as time,” is famous for its unique rock cut architecture and its ancient irrigation system. It was included on the BBC list of “40 places you have to see,” encouraging more people to visit it.

Petra was like a natural fortress protected by the rocks around it. The city owed its prosperity and success to the ability of the Nabataeans to control the water supply from floods. The water was stored and sold to travelers and other towns.

Nowadays, the site of Petra is facing a number of threats. Water erosion, careless restoration of ancient structures, and an ever-increasing number of tourists cause damage and weaken structures. The Petra National Trust (PNT) is responsible for promoting the protection and preservation of this important site.



Answer **yes** and **no**.

1. \_\_\_\_\_ Petra became a World Heritage Site in 1958.
2. \_\_\_\_\_ The BBC considered Petra one of the most important places in the world.
3. \_\_\_\_\_ The city of Petra is a popular tourist attraction in Jordan.
4. \_\_\_\_\_ People there used to store and sell water in ancient times.
5. \_\_\_\_\_ Careless erosion is the main cause of damage in Petra.

## H WRITING

Write about your favorite place when you were a child.

1. What was it called?
2. Where was it? Describe it.
3. How old/new was it?
4. What did you do there?
5. Is it different now? Why?

*My Favorite Place*

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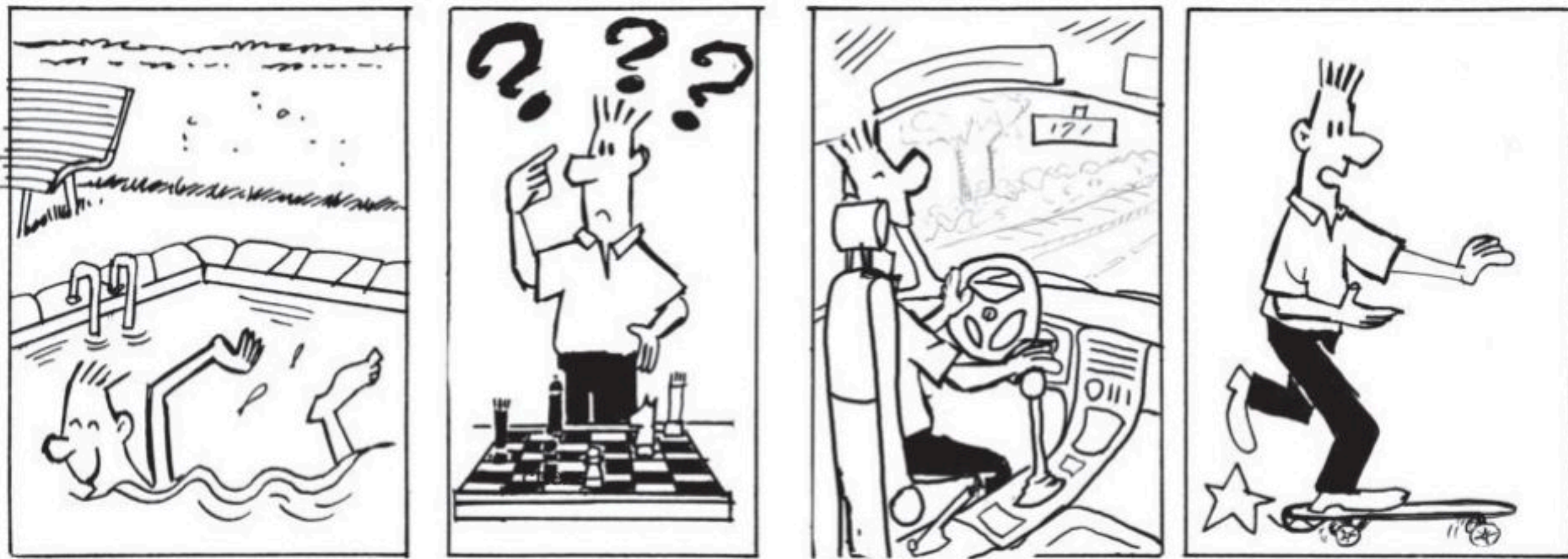
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# EXPANSION Units 12–16

**A** Write about Bill. What are two things he can do? What are two things he can't do?



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

**B** Now tell about you. Draw one thing you can do and one thing you can't do.

What are four things you can do?

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

What are four things you can't do?

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





# EXPANSION Units 12–16

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

1. Jim is going to the park. He is wearing a white \_\_\_\_\_, blue \_\_\_\_\_, and a pair of brown \_\_\_\_\_.



2. It is cold in New York City. Jeffrey is wearing a brown \_\_\_\_\_, a pair of light blue \_\_\_\_\_, and a striped \_\_\_\_\_.



3. Alex is going to the beach. He is wearing a striped \_\_\_\_\_ and a pair of \_\_\_\_\_.



4. It's raining, and Jack is walking to work. He is wearing a yellow \_\_\_\_\_.



5. Sam is going to a job interview. He is wearing a new \_\_\_\_\_.



**D** What is Faris going to wear? Write your ideas.



**to the gym**

*He's going to wear a T-shirt, shorts, and sneakers to the gym.*

1. to the beach \_\_\_\_\_
2. to school \_\_\_\_\_
3. to the wedding \_\_\_\_\_

**E** Complete the sentences. Choose from **me, you, him, her, it, us,** and **them.**

1. Noura wants a bottle of water. Give \_\_\_\_\_ to \_\_\_\_\_.
2. Don't call \_\_\_\_\_ tonight. I'm going to bed early.
3. We are hungry. Please give \_\_\_\_\_ some food.
4. Khalid and Ahmad like to get email. Write to \_\_\_\_\_ at khalimad@mail.com.
5. Ali likes graduation parties. Invite \_\_\_\_\_ to your party. I can send \_\_\_\_\_

وزارة التعليم email address.



# EXPANSION Units 12–16

**F** Mark was on vacation. Today he is telling his friend about his trip. Complete the conversation. Use the verbs **come**, **go**, and **have**. Use short answers.

**Mark:** I was in Washington, D.C., last weekend.

**Derek:** Did you \_\_\_\_\_ a good time?

**Mark:** Yes, I did. I \_\_\_\_\_ a wonderful time.

**Derek:** Where \_\_\_\_\_ you \_\_\_\_\_?

**Mark:** I \_\_\_\_\_ to the Capitol Building and the Air and Space Museum.

**Derek:** \_\_\_\_\_ you \_\_\_\_\_ to the White House?

**Mark:** No, I \_\_\_\_\_. I saw it from the street.

**Derek:** When \_\_\_\_\_ you \_\_\_\_\_ home?

**Mark:** I \_\_\_\_\_ home early Monday morning.

**G** Read the story. Then answer the questions.

## School in the United States

My name is Ahmed. I am from Saudi Arabia. I studied in the United States for a year. It was a great experience for me. I got up at seven o'clock every day, I ate a big breakfast, and then I took the school bus. The classes were interesting, and I learned a lot. My English wasn't very good at first, but the teachers and other students helped me. I usually had lunch in the cafeteria. The food was OK, but not great. After school, I played baseball. At first, I didn't play very well, but I learned quickly. In the end, I was one of the best players on the team. I can run fast.

1. How long was Ahmed in the United States?

\_\_\_\_\_

2. Did Ahmed always eat a big or small breakfast?

\_\_\_\_\_

3. What was his English like at first?

\_\_\_\_\_

4. Where did he usually have lunch?

\_\_\_\_\_





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