

# 1 What Do You Do?

## 1 Listen and Discuss

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

**Name:** Adnan

**Age:** 14

**Interests:** technology,  
gadgets,  
high-tech design

Adnan wants to become a  
high-tech designer.

**Name:** Majid

**Age:** 14

**Interests:** sports,  
video games,  
tennis

Majid wants to become a  
famous tennis player.

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

**Majid:** Yes, very much.

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

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

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

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

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



## Quick Check

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



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

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



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

## 2 Pair Work

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

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

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

-  What do you do?
-  I'm a \_\_\_\_\_. I \_\_\_\_\_.

# 1 What Do You Do?

## 3 Grammar

### Simple Present Tense

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

#### Affirmative (+)

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

#### Third Person Endings

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



### Questions with *What*

**What** do you do?

**What** do they do?

**What** does he do?

**What** does she do?

**What** do you want to be?

I want to be a doctor.

**FYI**

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

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

1. **A:** What does your uncle do?

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

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

**B:** He's a salesperson. He works in a store.  
He sells shoes.

2. **A:** What do you do?

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

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

**B:** They're football players.  
They play for a famous football team.

3. **A:** What does your father do?

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

**A:** How about your brother?

**B:** He works for a magazine.

4. **A:** What do you want to be?

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

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



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

B. Work with a partner.  
Ask and answer.

A: What does Jim do?  
B: He's a cyclist. He cycles for the national cycling team.



1 Hameed / cook / work / restaurant



2 Mike / waiter / work / restaurant



3 Ibrahim / cameraman / film / news



4 Mr. Smith / bus driver / drive / bus



5 Fahd / carpenter / make / furniture



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

## 4 Listening



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

Name	Job	Place of Work
1. Omar		
2. Lee		
3. David		
4. Robert		

## 5 Pronunciation



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

/s/

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

/z/

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



# 1 What Do You Do?

## 6 Conversation



So, what do you do, Adel?

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

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

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

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

but I'm also  
interested in art  
and design.

### Your Ending

What does Adel say to Steve?

1



How about architecture?

2



Work as a website designer.

3



How about a job in advertising?

### About the Conversation

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

### Your Turn

Ask your classmates what jobs their fathers or brothers do.

A: What does your brother/father do?

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

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

## 7 About You



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

## 8 Reading

### Before Reading

What do you think Omar Hamdan wants to be?

# Follow Your *Dream*

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

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

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

### After Reading

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



1. Omar lives in Tabuk, Saudi Arabia.
2. He plays football for his school.
3. He's a good player. / He's a striker.
4. He wants to be a professional football player.
5. He is going to a football school.
6. His parents support him, but they want him to go to a

### Discussion

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

# 1 What Do You Do?

## 9 Writing

A. Read about Khalid's dream job. Answer the questions.

People always ask me, "What do you want to be when you grow up?" I tell them that I want to be a teacher. Then they ask me, "Why?" Well, my parents are teachers and they are very happy with their jobs. My father teaches math at a college, and my mother teaches at a primary school. But I want to be a science teacher at a high school. I'm really interested in chemistry and physics, and I like to do experiments. I like to help my younger brothers with their homework, so I think I can be a good teacher. When I explain things to them, they usually understand. A teacher's job is important because education is important. It's a difficult job sometimes, but it's rewarding when students learn from you.



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

1. become an adult
2. His parents are teachers and they are happy with their jobs.
3. He wants to teach science because he's interested in chemistry and physics, and he likes to do experiments.
4. Answers will vary.
5. satisfying; pleasing

### Writing Corner

1. Use *because* to explain why. Use *so* to explain a result.  
I want to be a pilot **because** I'm interested in planes.  
I'm interested in planes, **so** I want to be a pilot.
2. Use *and* to connect similar ideas. Use *but* to connect contrasting ideas.  
I really like chemistry **and** physics, **but** I don't like history.

B. Write notes about your dream job in the chart.

My dream job	
Why I like this job	1.
	2.
	3.
Why I think I can do this job	
One thing I don't like about it	

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

## 10 Project

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

# 11 Form, Meaning and Function



## Why / Because

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

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

**Why** is he taking a nap?

**Because** he's tired.

**Why** do you want to stay home?

**Because** it's cold and rainy.

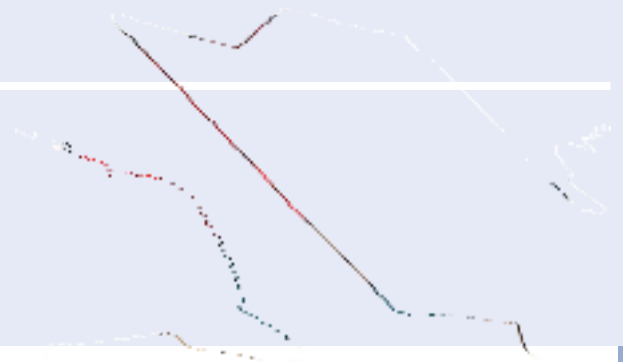
## Because / So

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

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

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

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



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

architect chef doctor flight attendant mechanic teacher



Why does he want to be an architect?

Because he likes to design houses.

1. Why does he want to be a mechanic?

Because he's interested in cars.

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

Because I like to travel and meet people.

3. Why does she want to be a teacher?

Because she likes to work with children.

4. Why does he want to be a chef?

Because he likes to cook.

5. Why do you want to be a doctor?

Because I want to help sick people.

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

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

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

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

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

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

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

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

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

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



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

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

Name	Job	Reason



# 2 What's School Like?

## 1 Listen and Discuss



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

Adjectives: interesting fun boring difficult challenging easy

### Subjects



What's your favorite subject, Carl?

History. It's interesting.  
Do you like history?

No, I don't. There are too  
many names and dates.

Who are your friends in school?

Well, there's Ben.

What does Ben look like?

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

**FYI**

We say PE for Physical Education.





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

◀ The boy with glasses is Lee. He's an exchange student from China. He's nice and very smart.

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

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

## Quick Check ✓

### A. Vocabulary. Match the words.




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

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





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

## 2 Pair Work

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

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

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

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

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

**FYI**

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

He's/She's thin.

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

He's/She's friendly.

## 2 What's School Like?

### 3 Grammar

#### Simple Present Tense: Statements and Questions

##### Affirmative (+)

I	speaks	English.
You		
He	speaks	
She		
We	speaks	
They		

##### Negative (-)

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

##### Questions (?)

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

##### Short Answers (+)

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

##### Short Answers (-)

No,	I we they	<b>don't.</b>
	he she	<b>doesn't.</b>

**FYI**

Some verbs that end in *y* change to *-ies*: study – **studies**

Verbs that end in *ch* and *sh*, add *-es*: teach – **teaches**, brush – **brushes**

#### Adjectives

In English, adjectives go before nouns or after the verb *be*.

Uncle Peter has a **long** beard.

History is **interesting**.

1. No, he doesn't. He takes French.
2. Yes, he does.
3. No, he doesn't. He teaches math.
4. Yes, they do.
5. He has science last on Tuesday.
6. He has French three times a week.
7. He has English, math, and science every day.
8. He teaches history.

A. Answer the questions about Ahmed's schedule.

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

		Sunday	Monday	Tuesday	Wednesday	Thursday
First Period	English Mr. Smith	✓	✓	✓	✓	✓
Second Period	History Mr. Al-Halawi		✓		✓	
Third Period	Math Mr. Dobbs	✓	✓	✓	✓	✓
Fourth Period	French Mr. Morris	✓		✓		✓
Fifth Period	Science Mr. Fat'hi, Mr. Al-Jahawi	✓	✓	✓	✓	✓

Mr. Smith

Mr. Al-Halawi

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

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

(1) teaches English. He has (2) short black hair and blue eyes. He gives a lot of homework.

Mr. Al-Halawi is the history teacher. He's (3) tall, and he has (4) brown hair. Mr. Dobbs teaches math.

He always (5) wears a jacket and tie, and he's a very good teacher. Mr. Fat'hi and Mr. Al-Jahawi

(6) teach science. Mr. Fat'hi has short (7) black hair. Mr. Al-Jahawi is short, and he has (8) short

brown hair. They are very strict. French is my favorite subject, and Mr. Morris is our teacher. He has

(9) short brown hair and blue eyes, and he's a lot of fun. We (10) speak French in class, and I send emails to my friends in Canada in French.

Mr. Morris

Mr. Dobbs

Mr. Fat'hi

Mr. Al-Jahawi

## 4 Listening



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

**Ted**

1. \_\_\_\_\_ Ted has black hair.
2. \_\_\_\_\_ Ted has long hair.
3. \_\_\_\_\_ Ted is tall.
4. \_\_\_\_\_ Ted is carrying a laptop.

**Seth**

1. \_\_\_\_\_ Seth has brown hair.
2. \_\_\_\_\_ Seth wears glasses.
3. \_\_\_\_\_ Seth is short.
4. \_\_\_\_\_ Seth always carries a camera.

## 5 Pronunciation



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

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

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

## 2 What's School Like?

### 6 Conversation

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

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

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

**Faris:** They're OK. But I don't like the math teacher. He's very strict, and he gives a lot of tests. How about you?

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



### Your Ending

What does Jim say about Mr. Huston?

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

#### Real Talk

cool = great

### About the Conversation

1. What's Faris's favorite subject? Why?
2. Does Jim like history? Why?
3. Does Faris like the math teacher? Why not?
4. Who is Jim's favorite teacher?

1. Faris's favorite subject is science. Faris loves the experiments.
2. Yes, he does. He thinks it's fascinating.
3. No, he doesn't. The teacher is very strict, and he gives a lot of tests.
4. His favorite teacher is Mr. Huston, the English teacher.

### 7 About You

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

### Your Turn

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

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

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

**A:** Why?

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

Name	Subject	Why?



## 8 Reading

### Before Reading

What clubs does your school have?

### What is the goal of a school club?

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

## School Clubs



### Come and check it out!

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

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

[Archaeology Club](#): Students learn how to excavate archaeological findings. Club members organize expeditions in the desert every spring.

[Poetry Club](#): Students learn and recite traditional and modern poetry. They write poetry and organize poetry readings.

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

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

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

### After Reading

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

1. word processing [computer club](#)
2. acting [drama club](#)
3. visit archaeological sites [archaeology club](#)
4. present poetry [poetry club](#)
5. play for the school team [football club](#)
6. use chemicals [science club](#)

## 2 What's School Like?

### 9 Writing

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

Eyes/Hair	
Height/Build	
Character	
Interests	

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

1. What does he look like?

  d     e  

2. What is he like?

  a     f  

3. What does he like?

  b     c  

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

#### Writing Corner

- Every sentence has a subject and a verb.
- When a sentence has one subject and two verbs connected with *and*, it is not necessary to repeat the subject.

Fahd is athletic and plays football.      He is tall and has brown eyes.

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

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

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

Appearance: brown eyes; curly black hair; quite tall; medium build; nice smile

Character: a lot of fun; makes his friends laugh; cheerful and friendly; active student

Interests: languages: English, French; writing; runs the "Young Writers" club

### 10 Project

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

# 11 Form, Meaning and Function



## Intensifiers

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

Ali is **very** tall.

Ali is an **extremely** active student.

Science is **pretty** interesting.

Science is a **really** interesting subject.

Faisal is **quite** short.

Faisal is **quite** an intelligent student.

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

## Adjectives with -ed

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

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



excited



bored



tired



interested (in)



annoyed



worried



frightened



confused

### A. Circle the correct adjectives.

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

- excited
- tired
- confusing
- bored / interesting
- worried
- annoyed
- frightening
- boring / fascinating

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



Football / very / exciting / sport

Football is a very exciting sport.

1. Math / quite / difficult / subject

Math is quite a difficult subject.

2. Maha / really / talented / artist

Maha is a really talented artist.

3. Fahd / extremely / athletic / student

Fahd is an extremely athletic student.

4. History / pretty / interesting / subject

History is a pretty interesting subject.

5. Mr. Parks / quite / strict / teacher

Mr. Parks is quite a strict teacher.

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

# 3 What Time Do You Get Up?

## 1 Listen and Discuss



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

Every Day  
Around the World

5:30 am

Jeddah, KSA



Amal is waking up. She usually gets up early in the morning.

7:30 am

Mexico City, Mexico



Alex is working. He usually serves breakfast in the morning.

9:30 am

New York, USA



Jeff and Rick always take the train to work. Traffic is bad in the morning, so they never drive to work.

11:30 am

Rio de Janeiro, Brazil



Celso is at school. He sometimes plays football during PE.

2:30 pm

London, England



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

3:30 pm

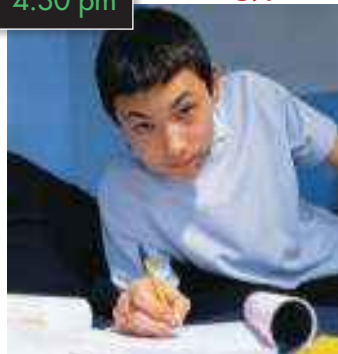
Madrid, Spain



Fernando is at work. He always checks his email after lunch.

4:30 pm

Cairo, Egypt



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

7:30 pm

Lahore, Pakistan



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

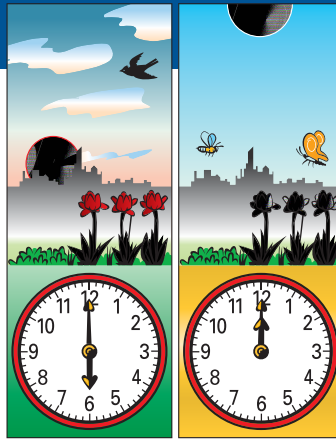
11:30 pm

Tokyo, Japan

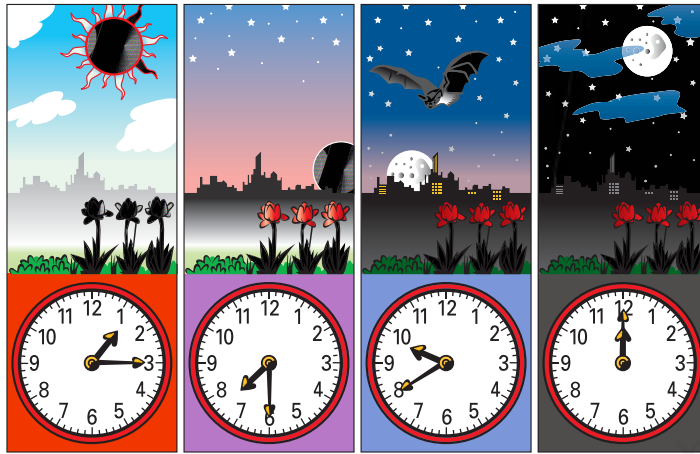


Takeshi is going back home. He is a lawyer and he usually works late.





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



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



## Quick Check



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

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



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

## 2 Pair Work

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

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

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

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

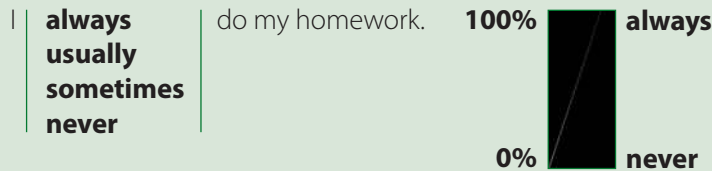


# 3 What Time Do You Get Up?

## 3 Grammar

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

What do you usually do after school?



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



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



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




**Then** he watches TV.

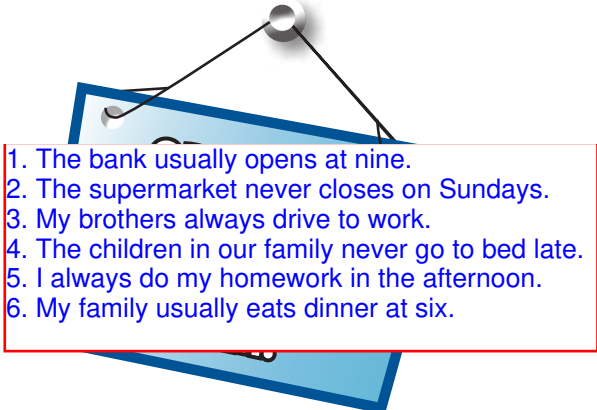
### Prepositions: *at, in, on* in Time Expressions

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

#### A. Unscramble the sentences.

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

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

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

Derek

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

💡 usually / weekends

Derek usually visits his grandfather on weekends.



1 Fatimah  
always / the evening



2 Tariq  
sometimes / the morning

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



3 Adam  
never / weekends



4 Abdullah  
usually / Saturdays



5 Khalid  
always / after school



6 Ali and his friends  
sometimes / the evening

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

## 4 Listening

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

1. \_\_\_ Jeff usually exercises before breakfast.
2. \_\_\_ He rides the bus to school.
3. \_\_\_ He does his homework after practice.
4. \_\_\_ Jeff plays tennis on weekends.
5. \_\_\_ He never meets his friends on weeknights.



## 5 Pronunciation

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

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

### 3 What Time Do You Get Up?

## 6 Conversation

**Fahd:** Hi, Ryan. Where are you going?

**Ryan:** To the gym. I usually work out for about an hour in the afternoon. *Where are you off to?*

**Fahd:** To martial arts class.

**Ryan:** That's *awesome!* What are you learning?

**Fahd:** Well, right now, I'm learning some difficult karate moves. But sometimes we do special exercises to learn how to concentrate. Come along some time.



### Your Ending

What does Ryan answer?

- ① No way!
- ② I can't do karate at all.
- ③ Do they teach taekwondo?

- 1. He usually works out for about an hour.
- 2. He has a karate lesson. / He has a martial arts class.
- 3. He's learning some difficult karate moves.

### About the Conversation

- 1. What does Ryan usually do in the afternoons?
- 2. What kind of lesson does Fahd have?
- 3. What is he learning now?

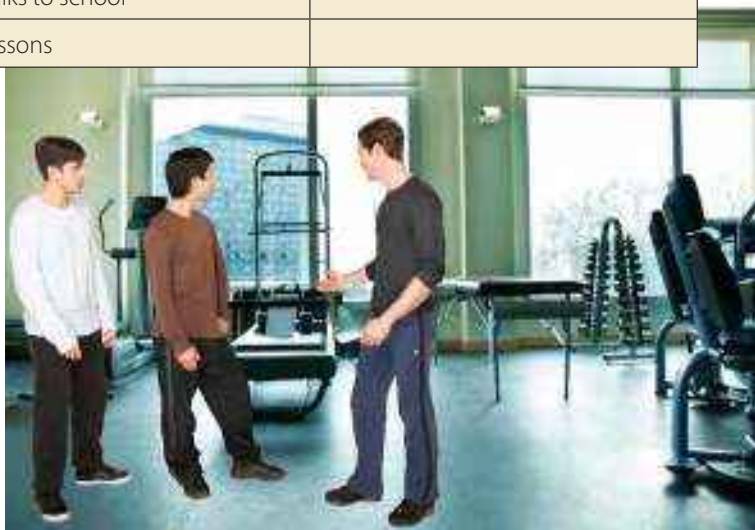
### Your Turn

Find someone in your class who does each of the activities.

Find Someone Who...	Name
usually goes to bed after eleven o'clock	
takes a shower or bath at night	
does homework late in the evening	
never watches TV after dinner	
sometimes walks to school	
takes karate lessons	

## 7 About You

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





## 8 Reading

### Before Reading

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

# Schooldays:

## School Around the World



**Ahmed**  
**Jeddah, Saudi Arabia**

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



**José**  
**Amazon Rain Forest, Ecuador**

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



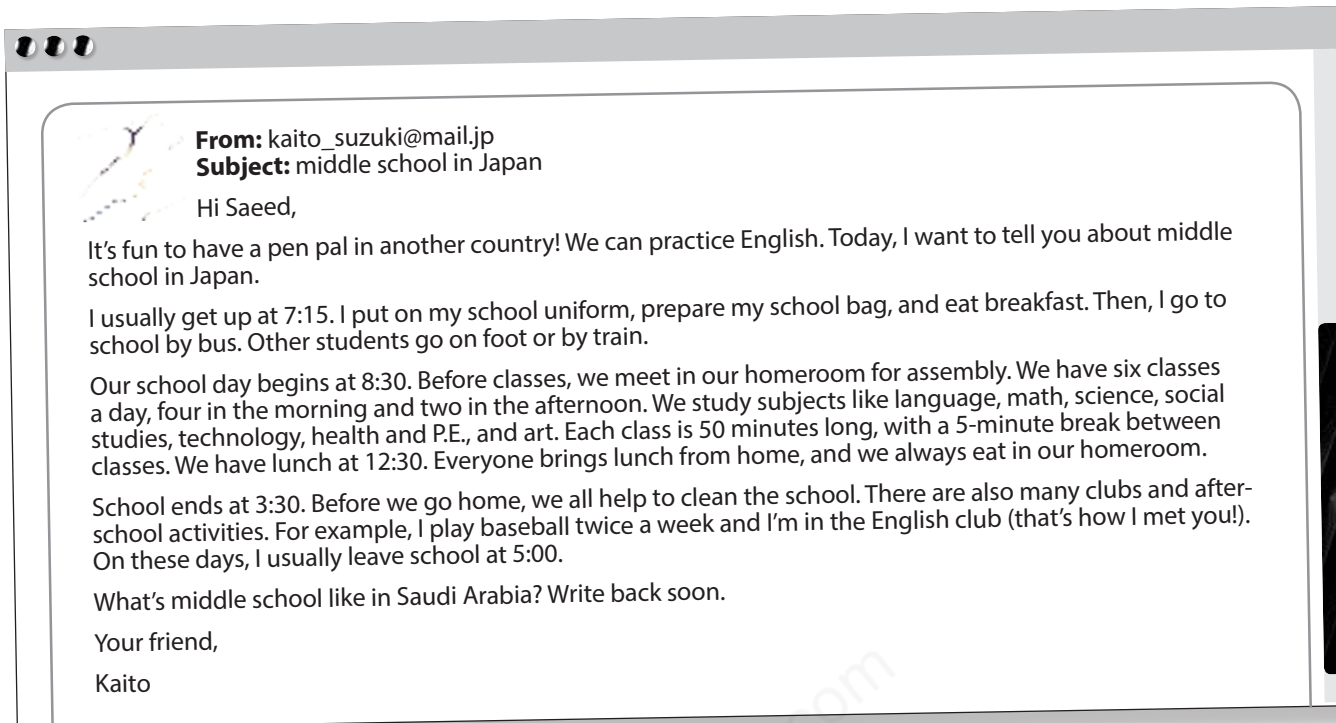
### After Reading

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

### 3 What Time Do You Get Up?

## 9 Writing

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



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

Hi Saeed,

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

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

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

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

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

Your friend,  
Kaito

### Writing Corner

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

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

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

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

## 10 Project

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



# 11 Form, Meaning and Function



## Simple Present versus Present Progressive

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

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

**PERMANENT**                      **TEMPORARY**

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

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

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

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

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

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



# 4 What Can You Do There?

## 1 Listen and Discuss

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



2



1



3



4



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.

1. 2 mall
2. 4 bookstore
3. 1 hotel
4. 5 bank
5. 9 bus station
6. 12 airport





7







8





## 2 Pair Work



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

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

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

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



9



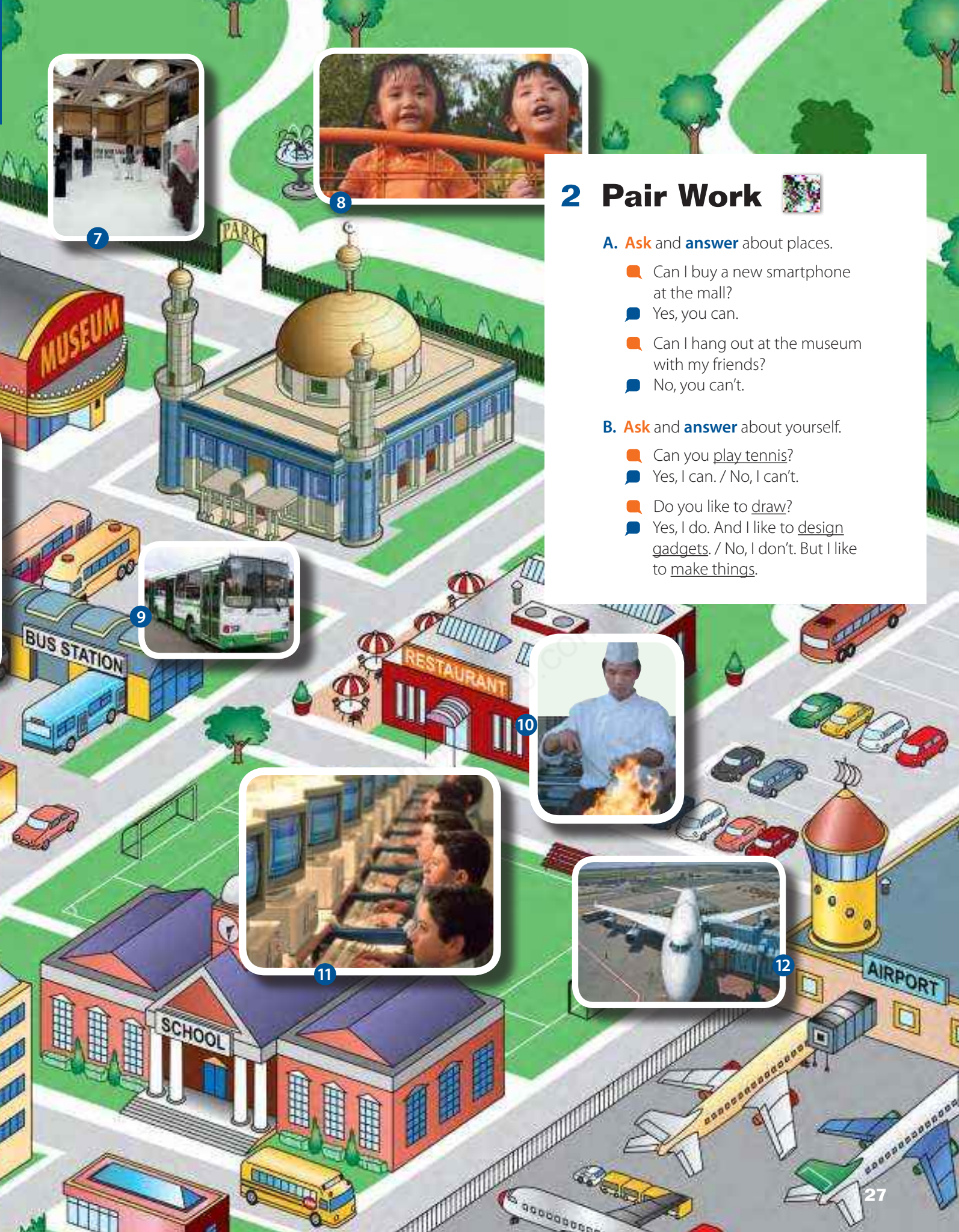
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11



12



## 4 What Can You Do There?

### 3 Grammar

#### Modal: *can*

Use *can* to express ability or possibility.

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

*Possibility:* You **can play** golf at the resort.  
I **can't play** football today. I'm studying for a test.



#### 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

##### 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**.

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

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

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



B. Work with a partner. Ask and answer.

A: Can Fred play basketball?

B: Yes, he can.

A: Can Fred drive a bus?

B: No, he can't.

1. A: Can Fred make a sandwich?

B: Yes, he can.

2. A: Can Fred ride a bike?

B: Yes, he can.

3. A: Can Fred ride a motorcycle?

B: No, he can't.

4. A: Can Fred use a computer?

B: Yes, he can.

5. A: Can Fred ice-skate?

B: No, he can't.

play / basketball

drive / bus



1 make / sandwich 2 ride / bike

3 ride / motorcycle 4 use / computer

5 ice-skate

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

1. Which activities can you do? Which can't you do?

2. Which activities do you like to do? Write them in order of preference.

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

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

A: Can you drive?

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

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

## 4 Listening



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

1. \_\_\_\_\_ The mall is located near the hospital.

2. \_\_\_\_\_ You can shop and meet your friends.

3. \_\_\_\_\_ You can go mountain climbing.

4. \_\_\_\_\_ You can't rollerblade.

5. \_\_\_\_\_ The Falcons is the name of a computer store.

## 5 Pronunciation



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

Can you ride a bike?

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

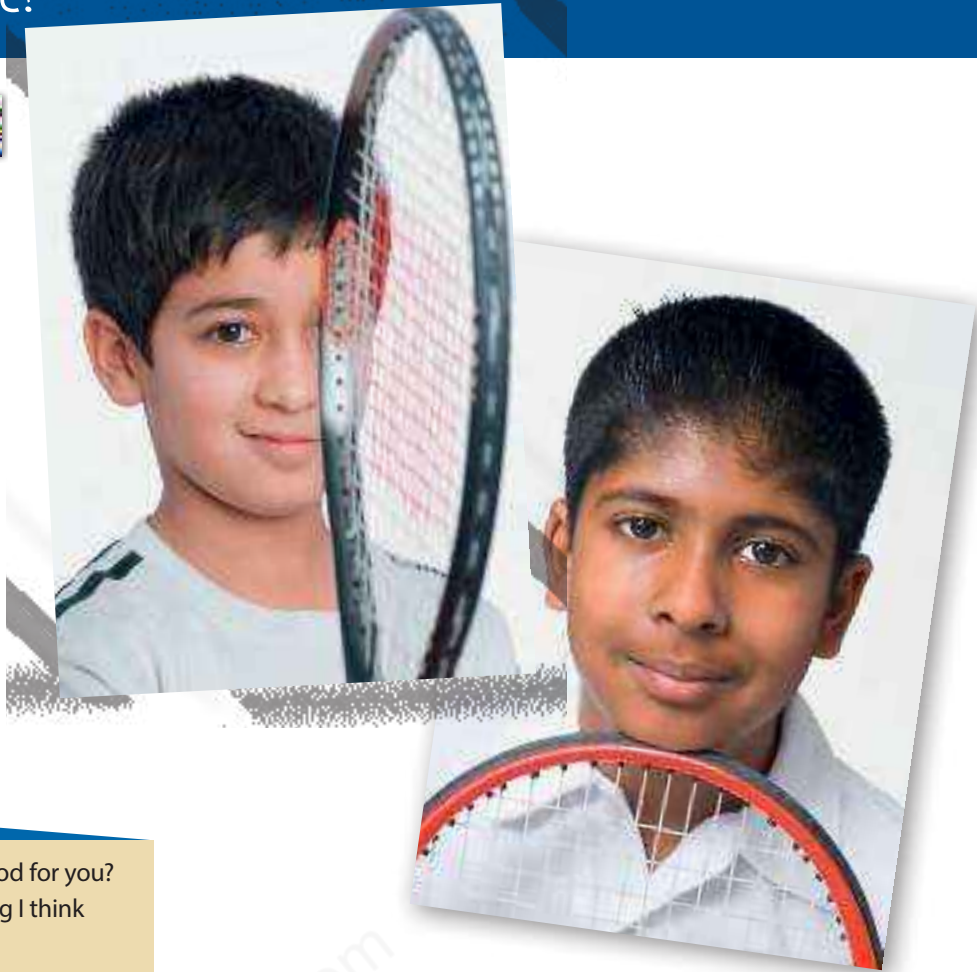


## 4 What Can You Do There?

### 6 Conversation



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



#### Real Talk

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

### About the Conversation

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

### Your Turn

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

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

### 7 About You



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

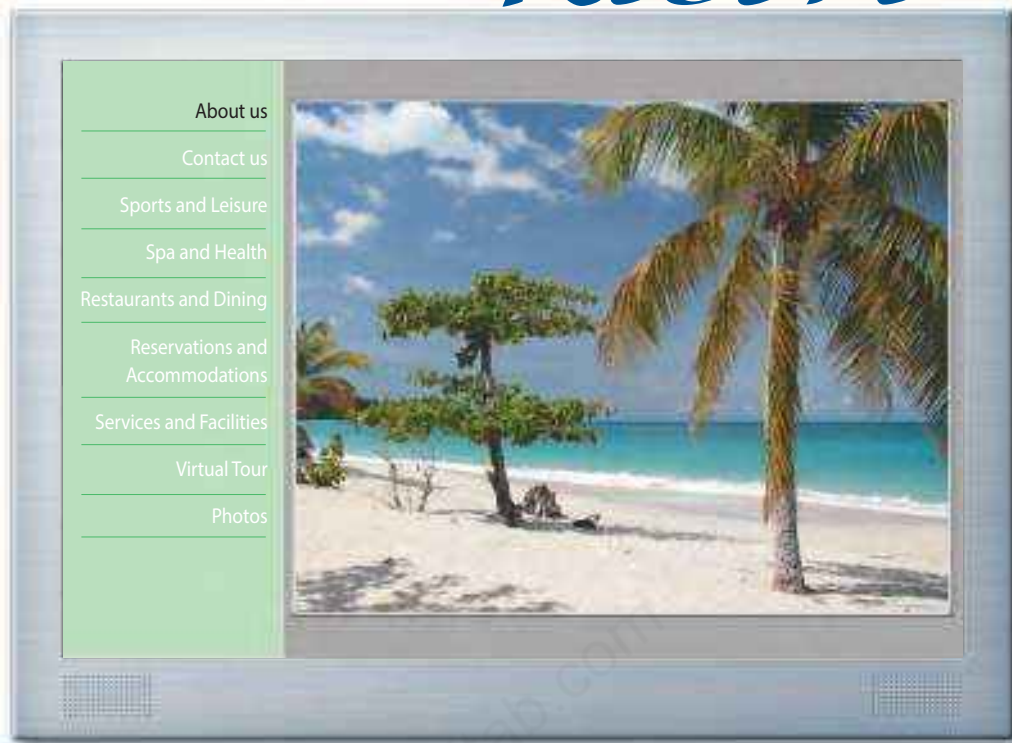
1. Yes, he can.
2. No, he can't.
3. He can play on Saturday morning. He can play at eight.
4. He thinks that eight o'clock is too early.

## 8 Reading

### Before Reading

What kind of information does the website have?

# Beachside Resort



### Accommodations

At Beachside, you can stay in comfortable apartments or villas.

- You can have your own apartment with a bedroom, living room, fully equipped kitchen, and bathroom (there is a Jacuzzi in the luxury suites). All have an ocean view.
- You can enjoy privacy in our one-, two-, or three-bedroom villas containing a kitchen, dining room, and balcony. All are ocean front, with beautiful views.

### Activities

Beachside is between a nature preserve and the ocean.

You can do the following activities:

- Ecological walks, hiking
- Sailing, fishing, diving, and snorkeling (There are boats for rent.)
- Walking along trails with scenic views

### Restaurants

You can choose from several restaurants at the resort:

- The Fisherman's: Delicious fish and seafood dishes, right on the beach
- My Place: Home cooking of traditional local dishes
- The Gourmet: It specializes in French cuisine and offers an international menu.

### After Reading

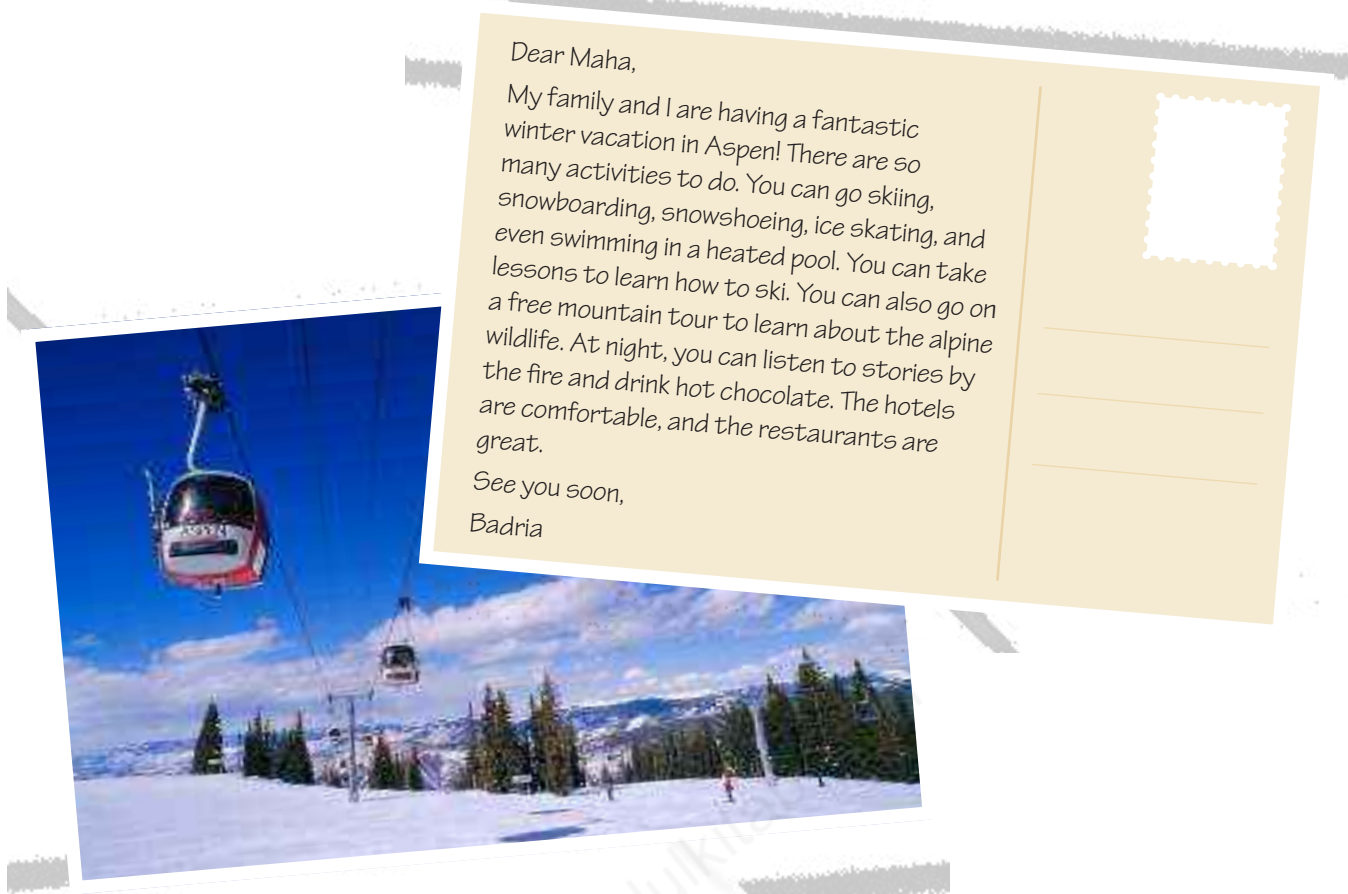
Circle the things you can do at Beachside.

- |                        |
|------------------------|
| 1. snorkeling          |
| 2. horseback riding    |
| 3. eat seafood         |
| 4. cook your own meals |
| 5. play tennis         |
| 6. shop                |
| 7. go for walks        |
| 8. go fishing          |
| 9. ride a bike         |

## 4 What Can You Do There?

### 9 Writing

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



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

Location	
Accommodations	
Activities	
Restaurants	

- C. Imagine that you are at a resort in your country. Write a postcard to a friend and say what you can do there. 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.

# 11 Form, Meaning and Function



## Gerunds after Verbs

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

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

He enjoys **skateboarding** in the park.

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

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



## Infinitives after Verbs

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

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

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

hate	love	want
like	prefer	would like



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

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

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

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

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

1. I like I like playing video games.
2. I would like I would like to buy a new laptop.
3. I enjoy I enjoy swimming in the summer.
4. I prefer I prefer to hang out with my friends.
5. I dislike I dislike watching TV.
6. I can't stand I can't stand cooking.
7. I spend my free time I spend my free time reading books.



# EXPANSION Units 1-4

## 1 Language Review

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

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

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

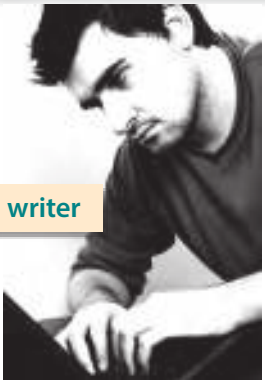
C. Write your schedule.  
 Then interview classmates.  
 Whose schedule is most like yours?



doctor



website designer



writer



artist



carpenter



veterinarian

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

Student's answer

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



repair a car



play basketball



draw

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



ride a horse

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

💡 I never drive a car.

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

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

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

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



rollerblade

## 2 Reading

### Before Reading

First, look at the pictures and name the objects.

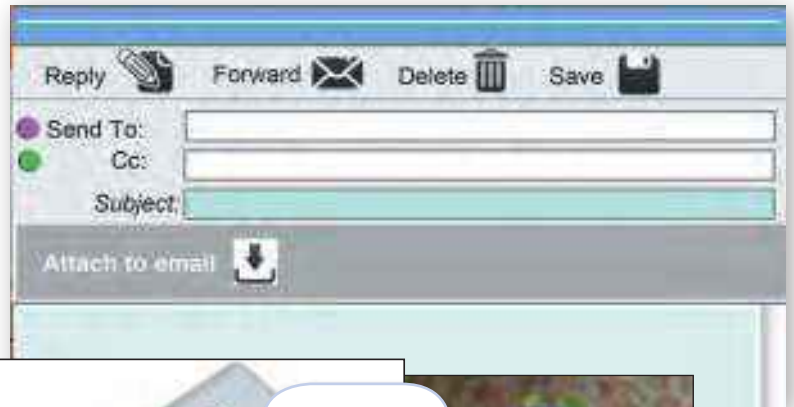
Do you use the same words when you speak Arabic?

# English Everywhere



Do you come across English in your everyday life? Some teachers and students complain that they don't use any English outside the classroom. Think about it: we read, hear, and use English all the time. For example:

- Words for food like burger or chips.
- Computer jargon that is also used in general English, such as window, mouse, click, drag, etc.
- Words for clothes like jeans or T-shirt.
- Short greetings or abbreviations like "Hello" or "OK."



mouse



Think of all the video games, social networks, websites, and other material on the Internet. When students search for information, they look up sources in English. Most of the films and programs on cable TV are available in English. Finally, any time you walk into a mall or a supermarket and pick up different products, check the label or the instructions. Most of the information is in English. English is everywhere, outside the classroom!

## After Reading

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

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


B. Answer the questions. 

1. What is computer jargon? Find examples in the text.
2. What are some English words for food and clothes that different speakers use?
3. When do students hear, read, or speak English?

## Discussion

1. What other English words do you use in your country?
2. What Arabic words do English speakers use?
3. Do you read the subtitles when you watch films? Why? Why not?
4. How do you feel about using English in games or on the Internet? Why?
5. Why is it important to know how to speak English? Give examples.

## Writing

1. Look at the signs and write what they mean.  
 Go out this way.
2. Find and draw more signs in English, and present them to the class.

# Signs



1. Words and phrases that we use to talk about computers  
Examples: window, mouse, click, drag, website, Internet
2. Food: burger, chips  
Clothes: jeans, T-shirt (additional examples will vary)
3. When they watch DVDs, when they play video games, when they use the Internet, when they watch films and programs on cable TV, when they go shopping and read labels or instructions, etc. (let students add more ideas)





## 3 Chant Along

Number the verses in the correct order.

# The English Class

It's a book. It's a pen.  
It's a pencil and crayon.  
It's a ball. It's a bat.  
It's a bag and a hat.  
It's a circle, a square,  
A rectangle, a line.  
Find a partner,  
And smile.

It's a car. It's a plane.  
It's a bus and a train.  
It's a table, a chair.  
It's an apple, a pear.  
A CDROM, an MP3,  
A video game, a DVD.  
What's this?  
What's that?



book ▲

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



◀ pear

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



bag ▼



hat ▲

## Vocabulary

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

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

B. Put the words into the correct groups.

bus	DVD	CDROM	book	mouse	keyboard
car	train	video game	pen	email	motorcycle
paper	plane	bike	pencil	partner	chair



Classroom	Transportation	Technology
pen	bus	DVD
book	car	CDROM
pencil	train	mouse
paper	plane	keyboard
chair	bike	email
partner	motorcycle	video game

## Comprehension

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

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

## 4 Project



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

# 5 What Are You Going To Wear There?

## 1 Listen and Discuss

What kind of clothes do you like to wear?





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

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



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

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

## Quick Check

- A. Vocabulary.** List the clothes you are wearing today. Also give the colors.
- B. Comprehension.** Answer *yes* or *no*.
- no Steve is going to Rio de Janeiro for work.
  - yes He's going to need casual clothes.
  - no Nawal is going to get married next weekend.
  - no Sabah is going to buy an abaya.

## Colors

blue

light blue

green

dark green

red

pink

purple

orange

yellow

brown

beige









black

gray

white

## 2 Pair Work

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

-  What clothes do I need to buy for Abha in the winter?
-  You need warm clothes. It's cold in Abha.
-  What clothes do I need for Turkey 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.

# 5 What Are You Going To Wear There?

## 3 Grammar

### Future: *be + going to*

#### Affirmative (+)

I'm	<b>going to</b>	wear jeans.	(I + am)
You're			(you + are)
He's			(he + is)
She's			(she + is)
We're			(we + are)
They're		(they + are)	

#### Negative (-)

I'm	<b>not</b>	<b>going to</b>	wear jeans.
You	<b>aren't</b>		
He	<b>isn't</b>		
She			
We	<b>aren't</b>		
They			

#### Questions (?)

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

#### Short Answers (+)

Yes,	I	<b>am.</b>
	he/she	<b>is.</b>
	we/they	<b>are.</b>

#### Short Answers (-)

No,	I'm	<b>not.</b>
	he/she	<b>isn't.</b>
	we/they	<b>aren't.</b>

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

**Q:** What **are** you **going to wear** to school **tomorrow**?

**A:** I'm going to wear my uniform.

**Q:** **Is** she **going to go shopping** for clothes **next week**?

**A:** Yes, she is.

#### A. Unscramble the sentences.

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

She is going to buy a new dress.

They are going to wear jeans to the park.

I'm going to shop for a new pair of sneakers.

He is going to wear sandals to the beach.

We are going to buy a tie for Dad.

You are going to need a suit for work.

#### 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 Bob going to go on vacation?

B: He's going to go to Mexico.

A: What's he going to take?

B: He's going to take shorts and T-shirts.



Bob / Mexico



1 Tom and Sam / Moscow



2 Hussain / Saudi Arabia



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?

I'm **going to** meet my friends.

What are you **going to** wear?

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



## 5 What Are You Going To Wear There?

### 6 Conversation



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

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

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

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

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

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

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

#### 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?



## 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?



1. The Iguassu Falls are on the border of Brazil and Argentina.
2. The town of Foz do Iguassu is near the falls.
3. An exciting boat ride on the Iguassu River, a helicopter ride over the falls, the Itaipu Dam (hydroelectric dam), a walk with a great view of the falls.
4. People go to the falls by bus.
5. Visitors wear waterproof jackets or raincoats with hoods and rubber boots or waterproof shoes.

## 5 What Are You Going To Wear There?

### 9 Writing

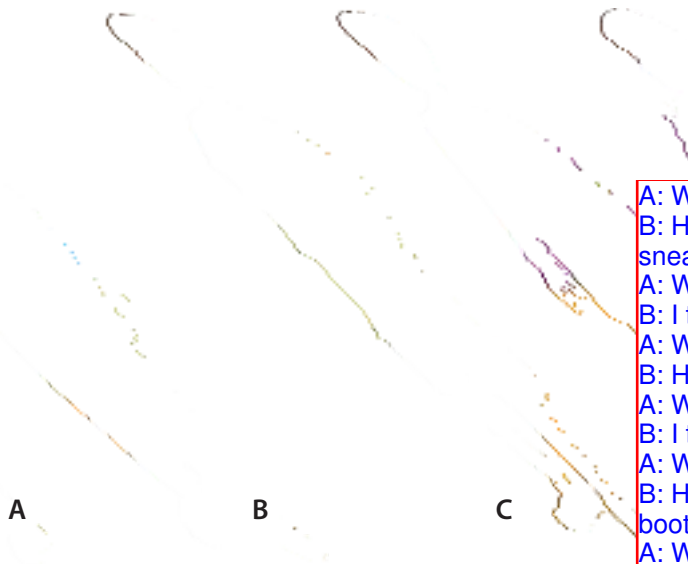
A. With a partner, ask and answer questions about the boy's clothes and where he is going.

A: What is the boy wearing in picture A?

B: He's wearing...

A: Where is he going?

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



A: What is the boy wearing in picture A?  
 B: He's wearing a T-shirt, shorts, socks, and sneakers.  
 A: Where is he going?  
 B: I think he's going to the beach.  
 A: What is the boy wearing in picture B?  
 B: He's wearing a suit, a tie, and shoes.  
 A: Where is he going?  
 B: I think he's going to a graduation dinner.  
 A: What is the boy wearing in picture C?  
 B: He's wearing a jacket (coat), a sweater, pants, boots, and gloves.  
 A: Where is he going?  
 B: I think he's going to the mountains.

#### Writing Corner

1. When there are 2 or 3 adjectives 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



# 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 <b>are</b> you <b>doing</b> ? (now)	What <b>are</b> you <b>doing</b> tomorrow? (future)
	What <b>are</b> you <b>going to do</b> tomorrow? (future)
He <b>is wearing</b> a suit. (now)	He <b>is wearing</b> a suit to the graduation. (future)
	He <b>is going to wear</b> a suit to the graduation. (future)

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

## Time Expressions for the Future

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

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

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

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

**B.** Work with a partner. Talk about definite arrangements that you have in the future. Use the present progressive.

# 6 Let's Celebrate



## 1 Listen and Discuss

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

# National Day



### ▲ Saudi Arabia

September 23<sup>rd</sup>

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



### ▲ 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.



### ▲ Turkey

April 23<sup>rd</sup>

Turkey celebrates National Independence and Children's Day with parades and student performances.

### ◀ Oman

November 18<sup>th</sup>

There are official celebrations, parades, and fireworks.



### ▲ Kuwait

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

People in Kuwait celebrate their National and Liberation Day 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 48.







1. People celebrate in the streets.
2. People decorate their homes with bright lights.
3. There are parades in most countries on National Day.
4. You can watch the fireworks in the sky at night.
5. Families and friends get together to share meals.
6. On April 23<sup>rd</sup>, people in Turkey celebrate their National Independence and Children's Day.

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



1. yes People in Saudi Arabia fly the flag and cover everything in green.
2. no In the UAE, people only decorate their homes.
3. yes There are parades in most countries.
4. no 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	<b>me</b>	He knows <b>me</b> .
you	<b>you</b>	I know <b>you</b> .
he	<b>him</b>	I know <b>him</b> .
she	<b>her</b>	I know <b>her</b> .

#### Plural

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

### Need / Want / Like + Infinitive

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

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

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

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

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

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

#### FYI

Use *need* + infinitive to talk about necessity.

### Let's + Verb

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

**Let's send** greeting cards.

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

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

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

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

**B.** Unscramble the sentences.

- |  |   |
|--|---|
| 1. my / to call / need / I / friends                       | <u>I need to call my friends.</u>                 |
| 2. the house / likes / to decorate / Mariam                | <u>Mariam likes to decorate the house.</u>        |
| 3. snacks / to buy / you / Do / need / ?                   | <u>Do you need to buy snacks?</u>                 |
| 4. like / laptop / He / to share / doesn't / his           | <u>He doesn't like to share his laptop.</u>       |
| 5. don't / an invitation / need / We / to send             | <u>We don't need to send an invitation.</u>       |
| 6. want / you / to / a graduation party / Do / to come / ? | <u>Do you want to come to a graduation party?</u> |

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.

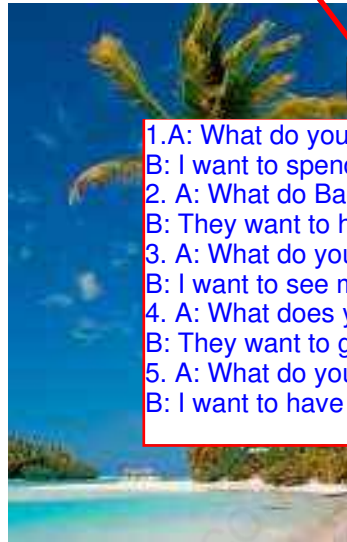


1 you / during the holiday

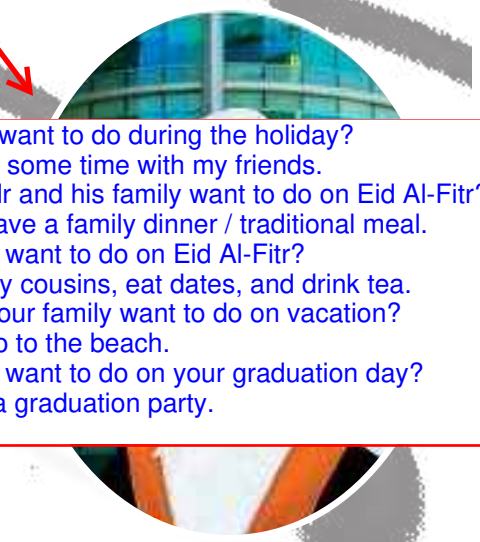
2 Badr and his family / Eid Al-Fitr



3 you / Eid Al-Fitr



4 your family / vacation



5 you / graduation day

1. A: What do you want to do during the holiday?  
 B: I want to spend some time with my friends.  
 2. A: What do Badr and his family want to do on Eid Al-Fitr?  
 B: They want to have a family dinner / traditional meal.  
 3. A: What do you want to do on Eid Al-Fitr?  
 B: I want to see my cousins, eat dates, and drink tea.  
 4. A: What does your family want to do on vacation?  
 B: They want to go to the beach.  
 5. A: What do you want to do on your graduation day?  
 B: I want to have a graduation party.

## 4 Listening

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

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

## 5 Pronunciation

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

Does he know **him** well?

He knows **him** very well.

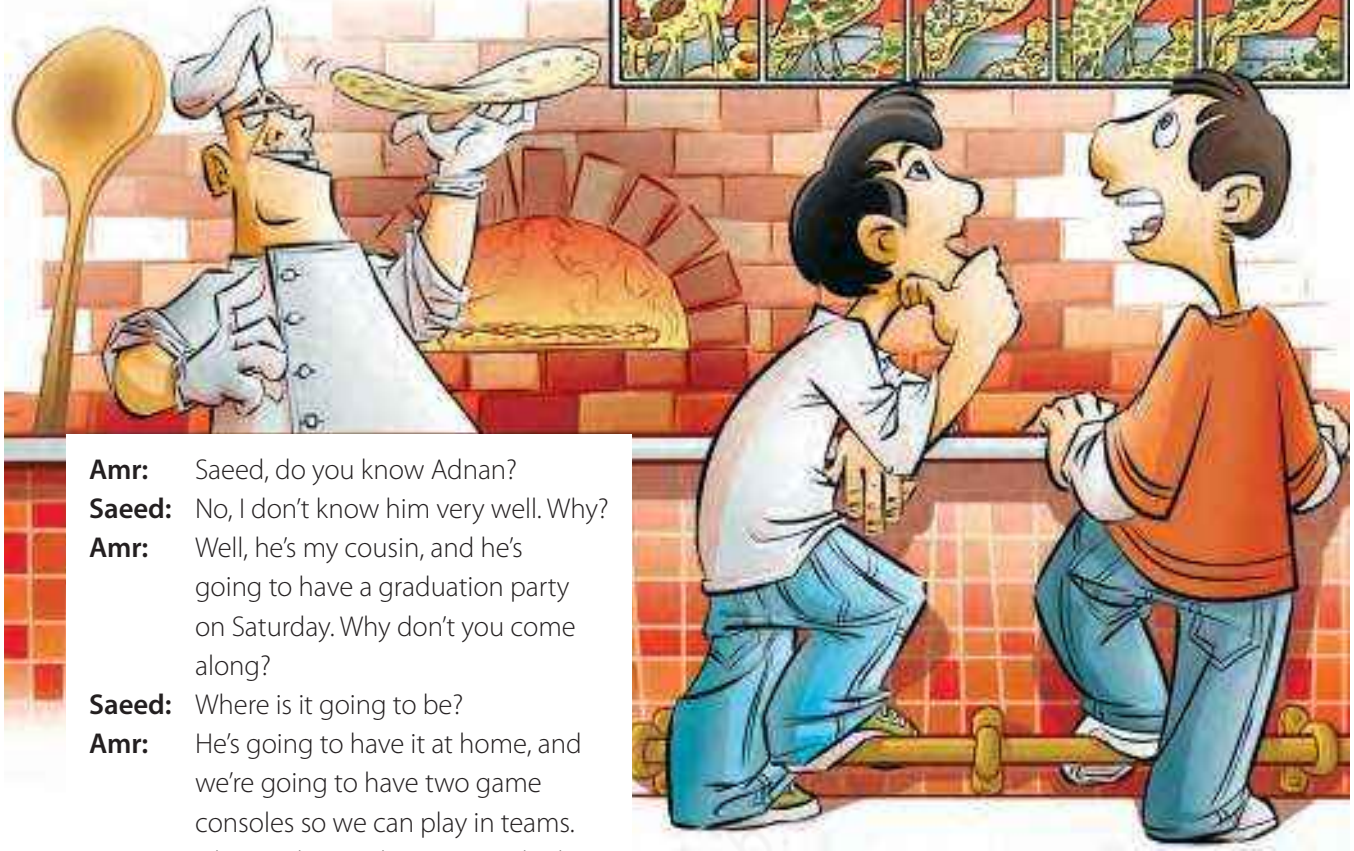
Does she call **her** often?

She calls **her** every day.

Do you ever see **them**?

I see **them** often.

## 6 Conversation



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

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

### 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

Student's answer

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**.

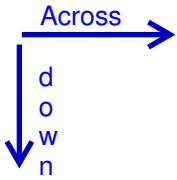
1. no Children offer money to adults.
2. yes People show generosity and kindness to others.
3. yes People have a light breakfast before the prayer on Eid Al-Fitr.
4. yes In celebration of Eid Al-Adha, families sacrifice an animal and give some of it to those in need.

### Discussion

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

## 9 Writing

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



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

Across:

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

Down:


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


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  
445 Main Street*

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

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

## 10 Project

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.

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.

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

**FYI**

mustn't = must not

**FYI**

shouldn't = should not

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

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

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

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

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





# 7 Then and Now

## 1 Listen and Discuss



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

## Riyadh and Jeddah

### Then and Now



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

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

Nowadays, Riyadh is home to a population of almost 5.5 million people and covers an area of more than 1,500 square kilometers. Modern building complexes and skyscrapers like the Kingdom Center, the Al-Faisaliya Center, and the Riyadh TV Tower are now attractions of the new city.



Balad, the old part of Jeddah, was a group of three- to five-story buildings, with beautiful wooden balconies. The roads were narrow to protect pedestrians from the sun during the hot months and offered shelter from strong winds. All the woodwork was beautifully carved and decorated. There were plazas and *souqs*, where vendors from different places showed their products. Present day Jeddah is an attractive, modern port city with tall buildings, beautiful homes, and a wide range of stores and hotels.



# Majed Ahmed Abdullah

## Then and Now

Majed Ahmed Abdullah is the best football striker 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 against the national team of Qatar in 1979; and another one when he scored 4 goals against India, during the 1984 Summer Olympics.



### Quick Check ✓





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

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



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

## 2 Pair Work

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

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

**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	<b>were</b>	famous.
We		
You		
They		

#### Negative (-)

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

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

#### Questions (?)

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

#### Short Answers (+)

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

#### Short Answers (-)

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

### To be born

**Q:** Where **were you born**?

**A:** I **was born** in Oman.

**Q:** Where **was he/she born**?

**A:** He/She **was born** in Kuwait.

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

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



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

A: How was your vacation?

B: It was great. OR It was boring.

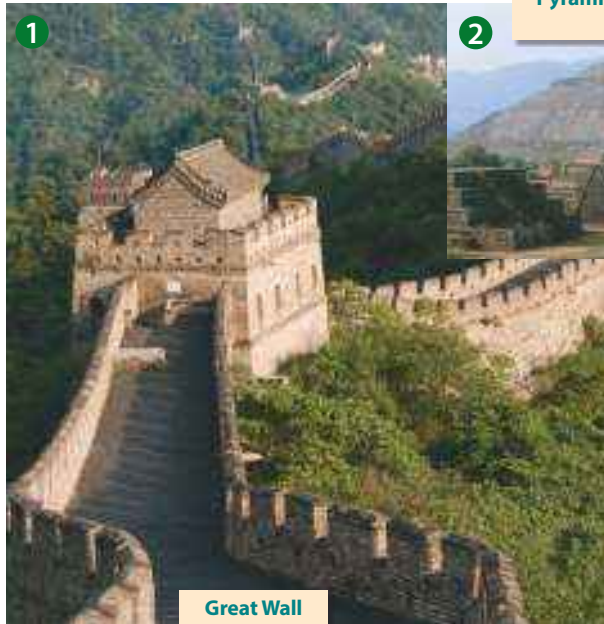
A: That's good! OR That's too bad!

**Positive (+)**

great  
OK  
interesting  
awesome  
beautiful

**Negative (-)**

bad  
terrible  
boring  
uncomfortable  
crowded



Great Wall  
China



Pyramids in Teotihuacan  
Mexico



Sugar Loaf in Rio de Janeiro  
Brazil



Coliseum in Rome  
Italy

## 4 Listening

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

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

## 5 Pronunciation

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

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

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

## 6 Conversation



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

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

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

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

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

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

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

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

### Real Talk

*How are things?* = How are you?

*You're kidding!* = You're joking!

### About the Conversation

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

### Your Turn

Role-play the conversation. Imagine you meet an old school friend. Discuss classmates, teachers, and events.

## 7 About You

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

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

## 8 Reading

### Before Reading

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

# A REAL GIANT

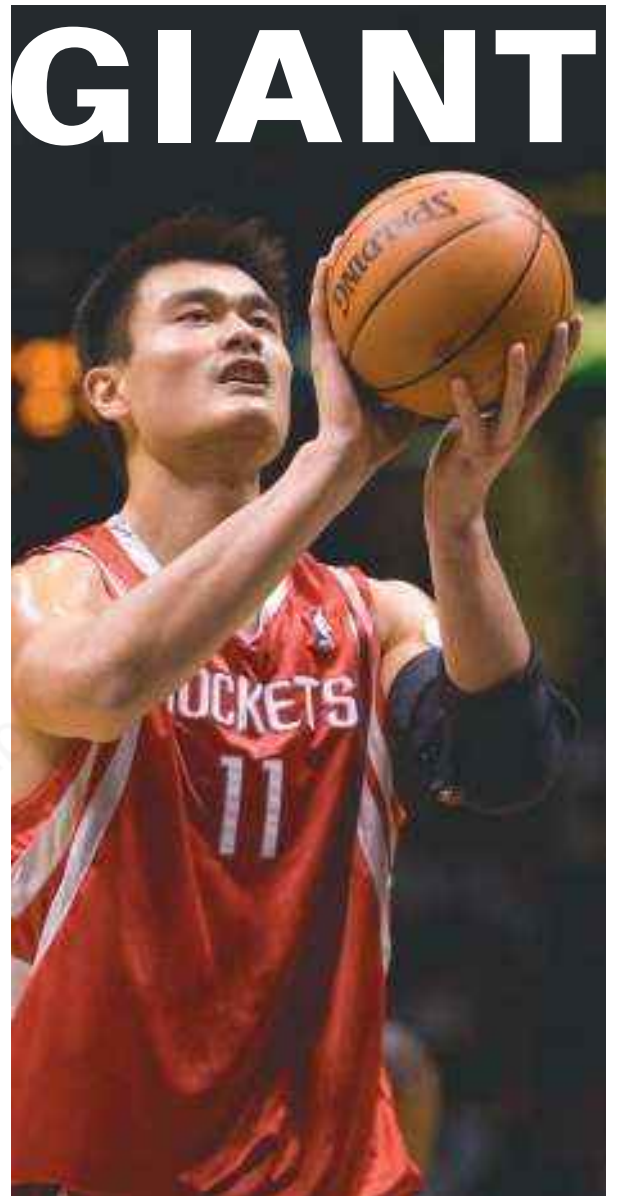
- 1 In China, his nickname is “Little Giant.” In the West, they call **him** the “Great Wall.” Yao Ming is 7 feet 6 inches (2.29 meters) tall. He was born on September 12, 1980, in Shanghai, China. His parents were both tall. Their beds were extra long, and **their** clothes and shoes were in special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

Yao Ming is a celebrity, and **his** smiling face appears in commercials around the world. He has fans everywhere. In his free time, Yao likes to go home to China and enjoy his mom’s cooking.

- 25 **He** says he misses hanging out with his friends at home and playing video games.



### After Reading

1. Where was Yao Ming born?
  1. Shanghai, China
2. Were his parents short?
  2. No, they were tall.
3. When was Yao first serious about basketball?
  3. By the age of twelve.
4. What was the name of his team in the U.S.?
  4. The Houston Rockets
5. What does he like to do in his free time?
  5. He likes to go home to China and enjoy his mom’s cooking.



## 9 Writing

A. Look back at the **Reading** on page 61. Who do the pronouns or adjectives refer to?

- |                   |                     |                  |                   |
|-------------------|---------------------|------------------|-------------------|
| 1. him (line 2)   | <u>Yao Ming</u>     | 4. he (line 15)  | <u>Yao Ming</u>   |
| 2. their (line 6) | <u>his parents'</u> | 5. his (line 21) | <u>Yao Ming's</u> |
| 3. His (line 11)  | <u>Yao Ming's</u>   | 6. He (line 25)  | <u>Yao Ming</u>   |

### Writing Corner

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

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

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



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

Khaled 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.

Paragraph 1: He = Khaled  
 Paragraph 2: His/his = Khaled's; they = his family; He/he = Khaled  
 Paragraph 3: His = Khaled's; they = Khaled and his horse; their = Khaled and his horse's

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

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

- A:** Was there a sofa? **B:** Yes, there was.  
**B:** Were there any windows? **A:** No, there weren't.

# 8 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 ✓

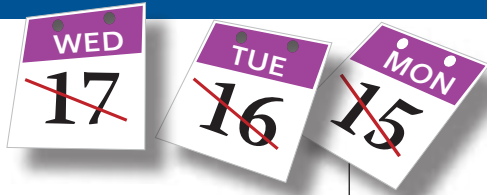
**A. Vocabulary.** Read the explanations. Write a word from the descriptions.

1. a competition with cars [car race](#)
2. equipment for video games [console](#)
3. a high-tech phone [smartphone](#)
4. looking for [searching](#)

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

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





## Saeed

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

Did you go out Imad?






## Imad

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





## 2 Pair Work



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

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

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

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

## 3 Grammar

### Simple Past Tense

#### Affirmative (+)

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

#### Negative (-)

I	<b>didn't work</b>	yesterday.
You		
He/She		
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 83.

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 DVDs
take a walk	work outside in the garden
go to the mall	talk on the phone
go to the baseball game	eat cookies
read a book	drink hot chocolate

Answers will vary. For some items, both answers are possible. Sample answers:  
 He did the laundry. / He didn't do the laundry.  
 He took a walk. / He didn't take a walk.  
 He went to the mall. / He didn't go to the mall.  
 He didn't go to the baseball game.  
 He read a book. / He didn't read a book.  
 He watched DVDs. / He didn't watch DVDs.  
 He didn't work outside in the garden.  
 He talked on the phone. / He didn't talk on the phone.  
 He ate cookies. / He didn't eat cookies.  
 He drank hot chocolate. / He didn't drink hot chocolate.

1. A: What did Badr and his brothers do last night?  
B: They watched television / TV.
2. A: What did your family do last weekend?  
B: We / They went to the museum.
3. A: What did the boys do last Thursday?  
B: They played tennis.
4. A: What did Ron do last night?  
B: He went to the library. / He read.
5. A: What did Keith and his family do in the summer?  
B: They went on a cruise / to an island.
6. A: What did Huda do before dinner?  
B: She did her homework.

- 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 Ron / 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 <b>worked</b> in the morning. |
| /d/  | played | studied | cleaned | Alan <b>studied</b> French.        |
| /ɪd/ | wanted | needed  | visited | We <b>needed</b> some help.        |



## 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.



1. He went out with a new friend, Dave Robbins.
2. He was interesting but demanding.
3. He took him to an Indian restaurant.
4. The food was great, but it was spicy.
5. No, he didn't.
6. He only ate rice.

## 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

### Before Reading

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

# Favorite Foods— Around the World



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

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

chocolate chip cookies  
**American snack**



sushi  
**Japanese food**



kebabs  
**Turkish 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?

1. Mrs. Wakefield made the first chocolate chip cookies.
2. Because they were created by mistake.
3. It became popular in Naples, Italy because they added tomatoes and cheese.
4. Student's answer.
5. Student's answer.

## 8 What Did You Do Last Week?

### 9 Writing

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

#### Writing Corner

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

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

### Pancakes

#### Ingredients

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



#### Directions

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

- C. Write a recipe for your favorite food. Make 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.



# 11 Form, Meaning and Function



## Simple Present versus Simple Past

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

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

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

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

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



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

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

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

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

# EXPANSION Units 5-8

## 1 Language Review



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

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

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

So, you had lots of fun?

What did you do there?

How was your trip to London?

What was it like?

Show me your photos some time.

Who did you go with?



Greg: How was your trip to London?

Imad: It was wonderful.

Greg: Who did you go with?

Imad: My parents and my brother.

Greg: What did you do there?

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

Greg: What was it like?

Imad: It was awesome.

Greg: So, you had lots of fun

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

Greg: Show me your photos some time.

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



C. 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.

D. 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 on TV? \_\_\_\_\_

E. 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 have a burger and fries, but my friends wanted to try a new Italian restaurant. I like different kinds of food. 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 and got some burgers and fries, and 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.

1. He's from Alberta, Canada.
2. His favorite hangout place is the West Edmonton Mall.
3. It's one of the largest malls in the world. It has 800 stores, a hotel, 110 restaurants, an amusement park, a swimming pool, an ice rink, an aquarium, a miniature golf course, and a video arcade.
4. His favorite place in the mall is the video arcade.
5. They went to the video arcade. Then they went to get something to eat.
6. Walter wanted to eat burgers and fries, but his friends wanted to try a new Italian restaurant. Then they wanted Chinese food, but the restaurant was closed. Finally, they ate burgers and fries.



## 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.