SUPER GOAL 2

TEACHER'S GUIDE

MANUEL DOS SANTOS

McGraw Hill Education

SuperGoal 2 Teacher's Guide

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Scope and Sequence

	Unit Title	Functions	Grammar
1	What Do You Do? **Pages 2–9**	Ask and answer questions about jobs Describe job activities Ask and answer with *why / because*	Simple present tense Questions with *what* Conjunctions: *so / because*
2	What's School Like? **Pages 10–17**	Talk about school subjects Describe people's physical traits Describe people's personality Discuss likes and dislikes	Simple present tense Adjectives (position) Intensifiers: *very, quite, really*, etc. Adjectives with *-ed* and *-ing*
3	What Time Do You Get Up? **Pages 18–25**	Describe daily activities and routines Express time	Adverbs of frequency: *always*, *usually*, *sometimes*, *never* Time expressions: *before*, *after*, *then*, *every day* Prepositions: *at*, *in*, *on* in time expressions Simple present versus present progressive
4	What Can You Do There? **Pages 26–33**	Talk about places and activities Express ability Express likes and dislikes	Modal: *can / can't* Verb: *like* + infinitive Gerunds and infinitives after verbs
	EXPANSION Units 1–4 **Pages 34–39**	**Language Review** **Reading:** English Everywhere	
5	What Are You Going to Wear There? **Pages 40–47**	Talk about clothing and colors Express future plans Make suggestions	Future: *be + going to* Time expressions for the future: *tomorrow*, *next week*, *next month*, *on Tuesday morning*, etc. Present progressive: future arrangements
6	Let's Celebrate **Pages 48–55**	Talk about national holidays and celebrations Express wants and needs Make suggestions and invitations	Object pronouns *Need / want / like* + infinitive *Let's* + verb Modals: *must / mustn't / should / shouldn't*
7	Then and Now **Pages 56–63**	Talk about the past Describe places and people in the past	Simple past tense: *be* *To be born* *There was / there were*
8	What Did You Do Last Week? **Pages 64–71**	Talk about past activities	Simple past tense Regular past tense verbs Irregular past tense verbs Time expressions for the past: *yesterday*, *last night*, *last week*, *last month* Simple present versus simple past
	EXPANSION Units 5–8 **Pages 72–77**	**Language Review** **Reading:** My Favorite Hangout Place	

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

Philosophy of the Program

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

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

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

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

Organization of Materials

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

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

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

The Components

Student Book

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

Teacher's Guide

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

These unit-by-unit teaching notes include:

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

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

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

Workbook

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

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

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

Audio Program

The audio program for each level includes the following material:

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

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

Testing Program

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

IWB Software & Student e-book

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

Online Learning Center

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

Student Book Units

Each unit follows a regular pattern:

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

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

Presentation

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

Quick Check

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

Pair Work

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

Grammar

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

Listening

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

Pronunciation

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

Conversation

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

Your Turn

Your Turn is a role-play activity in which students are encouraged to act out dialogues related to the Conversation. They use personal information or take on made-up roles. Sometimes the Your Turn activity is in the format of a class survey. This activity allows students to use the language of the unit in simulated everyday conversations.

About You

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

Reading

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

Writing

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

Project

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

Form, Meaning and Function

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

Student Book Expansion Units

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

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

Teacher's Guide Units

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

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

- **Unit Goals**
  The Unit Goals are clearly listed at the beginning of every unit in the Teacher's Guide. These include goals for Vocabulary, Functions, Grammar, Listening, Pronunciation, Reading, Writing, and Project.
- **Warm Up**
  Each unit begins with a Warm Up that introduces students to the topic and/or reviews language studied in previous units.
- **Teaching Notes**
  Step-by-step teaching notes are provided for all presentations and activities.
- **Language Builder**
  This feature consists of explanations of any potentially confusing aspects of grammar or vocabulary.
- **Teaching Tips**
  This feature offers practical tips, insights, and recommendations based on the observations of experienced teaching professionals.
- **Additional Activities**
  These optional activities may serve as a useful way to extend a topic that students have enjoyed. They may also be useful in mixed-ability classes as activities to give to students who finish a certain task early.
- **Project**
  An additional Project is included near the end of each unit.
- **Fun Facts**
  The Fun Facts offer interesting trivia or general knowledge information related to the unit content. Use these when appropriate. You may want to have students find out more about a given topic.
- **Answers**
  The answers to all Student Book activities are provided.
- **Workbook Reference**
  Cross references to Workbook activities help in lesson planning.
- **Audioscript**
  The Audioscript is provided for each unit's Listening activity. (The audio for all other sections is reproduced directly from the Student Book page and, therefore, not repeated in the Audioscript.)

Guidelines for Presenting Materials

Presentation

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

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

Vocabulary

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

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

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

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

Grammar

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

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

Listening

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

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

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

Conversation

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

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

Reading

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

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

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

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

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

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

Writing

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

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

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

Projects

The following are some practical guidelines for the Projects.

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

Form, Meaning and Function

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

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

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

Chants

Using chants in the classroom will enrich learning in an entertaining way, motivate students, and generate enthusiasm. Activities to learn vocabulary and practice the four skills are included with each chant. When presenting the chants, you can follow the same presentation steps as with the Reading sections, whereby you activate students' prior knowledge about

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

General Teaching Suggestions

English in the Classroom

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

Differentiating and Individualizing

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

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

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

Pair Work

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

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

Cooperative Learning

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

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

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

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

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

Reading Strategies

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

Grammar and Vocabulary Review

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

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

Monitoring Students and Correcting Errors

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

In terms of error correction, it is recommended that you don't interrupt students to make corrections. Instead, make a list of major mistakes or misunderstandings, and reteach once the pair or group activity is completed. It is important to realize that errors are a natural part of the learning process and that students may recognize errors when doing grammar activities but produce them while speaking.

Give priority to errors that interfere with understanding. Less important errors can be ignored, at least while you are focusing on major errors. Another technique is to tell students that you will correct only errors of a specific type or a particular grammar point in a forthcoming activity.

Ongoing, Informal Assessment

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

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

Self Reflection

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

1 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.

Unit Goals

Vocabulary
Jobs
Job activities

Functions
Ask and answer questions about jobs
Describe job activities
Ask and answer with *why / because*

Grammar
Simple Present Tense—affirmative, third person endings
Questions with *What*
Conjunctions: *So / Because*

Listening
Listen for specific details about jobs

Pronunciation
Third person singular verb endings /s/ and /z/

Reading
Follow Your Dream

Writing
Write about your dream job

Project
Make a list of good and bad jobs

Warm Up

Bring pictures of people doing different jobs to class. Put them up on the board or around the classroom. (If possible, some of the jobs should be the same as those presented in this unit, but others can be different.) Elicit ideas and tell students about the pictures. Invent names for the people if necessary. For example, say: ***This is Peter. He's a chef. He works in a restaurant.*** Write the job titles on the board. Continue by asking *yes/no* questions about the pictures. For example, point to the picture of Peter the chef and ask: ***Does he work in a school?*** (no)

1 Listen and Discuss

- Give students a minute or two to look at the pictures on pages 2 and 3. Have them talk about where the two boys are and why. Ask them to name electronic gadgets in the picture and suggest jobs that such gadgets are used for, e.g. teacher, reporter, lawyer. Write the jobs on the board.
- Have students look at page 3 and try to guess who the men are and what they do.
- Point to the posters on the wall and the racket that Majid is holding. Ask the students to talk about jobs that are related to the posters and the racket. They should ask about words they don't know with the question: ***What is a _____?***

Language Builder

Explain that many job titles consist of a verb + *-er*. For example: *teacher, reporter, waiter, designer,* and *driver.* Another common ending for job titles is *-ist* as in *dentist, journalist,* and *stylist.*

Language Builder

Explain that in English some of the older words for jobs are being replaced. For example, the word salesperson is replacing salesman. Some more words that are replacing older words are: police officer, flight attendant, and mail carrier.

- Discuss the introductory question on page 2: Look at the information about the boys. ***What do they want to be?***

CD1, T2 Play the audio of the information on page 2 and have students comment on what the boys want to become. Elicit more ideas about future jobs from students.

CD1, T2 Play the audio again. Students listen and repeat or speak along with the recording.

- Focus students' attention on the conversation on page 3. Ask: ***Is Majid's father a cook?*** (No, he isn't. He's a doctor.) ***Is Adnan's father a lawyer?*** (No, he isn't. He's a mechanic.) ***Why do people think he's a lawyer?*** (Because he always carries a briefcase)
- Put students in pairs to practice the conversation. They should take turns reading the roles of Majid and Adnan.

Quick Check

A

- Ask a volunteer to read the directions and the first item. Elicit that the correct response is ***tennis player.***
- Have students work in pairs to do the rest of the exercise. One student reads the description and the other says the job.
- Have students continue with the jobs that they know the words for. For example: ***designs clothes*** (fashion designer), ***takes photos*** (photographer), ***sells clothes*** (salesperson).

Answers

1. tennis player **3.** teacher
2. nurse / doctor **4.** high-tech designer

B

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

Answers

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

2 Pair Work

CD1, T3 Play the audio for conversations **A** and **B**. Students listen and repeat or speak along with the recording.

A

- Model conversation **A** with a volunteer. Substitute a different person and a different job for the underlined words.
- Put students in pairs to practice conversation **A**. They should take turns asking and answering the questions, using different people and jobs from pages 2 and 3.
- Ask two or three pairs to act out their conversations for the class.

B

- Model conversation **B** with a volunteer. Have the student ask you the question. Answer with one of the jobs discussed in the lesson.
- Have students work with a new partner and practice conversation **B**. They should take turns asking and answering. They can first use information from the lesson and then use real information if they can.

Workbook

Assign page 89 for practice with vocabulary for jobs and job activities.

Teaching Tip

Relate classes to the students' own lives as much as possible. For example, in this unit if there are certain jobs that are relevant to their community or their families, teach the names of those occupations, even if they aren't in the book.

Additional Activity

Have students make up conversations using the names of people they know and the names of famous people. Help students with vocabulary as needed. For example:

A: What does your father do?

B: He's a teacher. He teaches math.

Students should write any new words they learn in this activity in their vocabulary notebooks.

Adnan: So you want to become a tennis player?
Majid: Yes, very much.
Adnan: And what does your father do?
Majid: He's a doctor, but he likes to cook. He makes the best sandwiches! What about you? What do you want to be?
Adnan: I want to be a designer. You know, I want to design gadgets, computers, and things.
Majid: And what about your father? What does he do?
Adnan: He's a mechanic. But he always carries a briefcase, and people think he's a lawyer!

Quick Check ✔

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

1. plays tennis
2. works in a hospital
3. teaches at a school
4. designs new gadgets

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

1. ___ Majid wants to be a teacher.
2. ___ Adnan wants to be a designer.
3. ___ Majid designs games.
4. ___ Adnan is interested in technology.

2 Pair Work

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

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

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

What do you do?
I'm a _____. I _____.

3 Grammar

Simple Present Tense

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

Affirmative (+)

I You	work	
He She	work**s**	for an airline.
We They	work	

Third Person Endings

cook	–	cook**s**
write	–	write**s**
take	–	take**s**
make	–	make**s**
cut	–	cut**s**
play	–	play**s**

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 _____ your uncle _____?
   B: He's a bus driver.
   A: What _____ your cousin do?
   B: He's a salesperson. He works in a store.
   He _____ shoes.
2. **A:** What _____ you _____?
   B: I'm a reporter. I _____ for a newspaper.
   A: What _____ your friends _____?
   B: They're football players.
   They _____ for a famous football team.
3. **A:** What _____ your father _____?
   B: My father is a doctor. He _____ in a clinic.
   A: How about your brother?
   B: He _____ for a magazine.
4. **A:** What do you _____ _____ _____?
   B: I want to be a teacher. What about you?
   A: I _____ _____ _____ a chef and work in an elegant restaurant.

3 Grammar

Simple Present Tense

- Read the explanation in the chart with the class. Give a few examples of things that you do every day: ***I work every day. I cook dinner every evening.*** Compare this with the present progressive for ***now***. Say: ***I'm teaching now***.
- Give students a minute to look at the verb chart. Ask: ***What's different about the verb ending for* he *and* she?** (the ***-s*** ending)
- Take this opportunity to review the verb ***have*** and its forms. Point out that the third person forms are also different for this verb (*have/has*).

Questions with *What*

- Review questions with ***have***. Write this question on the board: ***How many cousins* do you have?**
- Have students read the questions in the chart. Point to the question with ***have*** on the board and ask: ***Are these questions with* what *the same or different?*** Elicit that the pattern is the same: Question word + *do/does* + subject + main verb? Point out that the main verb is always in the base form in the question.

FYI

- Draw students' attention to the **FYI** box. Explain that the question ***What do you do?*** usually asks about a person's job. It doesn't ask about what the person is doing at that moment. That question is ***What are you doing?***

Language Builder

Point out that we answer the questions *What do you do?* and *What does he/she do?* with a sentence with *be,* not *do* or *does*. For example:

A: What does your father *do?*
B: He *is* a chef.
A: What do you *do?*
B: I *am* a teacher.

- Continue practicing questions with ***What***. Write these questions on the board: ***What's your name? What's his/her name? What do you do? What are you doing? What does he/she do?*** Then say answers to these questions and have students say the correct question. For example:

You: My name's _____.
Class: What's your name?

You: I'm writing on the board.
Class: What are you doing?

A

- Read the directions and do the first question in number 1 with the whole class. Elicit that the answer is ***What* does *your uncle* do?** Remind students that it will help them to read the whole conversation first without writing to understand what information they are to fill in the blanks.
- Put students in pairs to do the exercise. They should take turns asking and answering the questions. Go around the room to check for any common problems or mistakes. Review these with the whole class later.
- Check answers by having different pairs act out the conversations for the class.

Answers

1. **A:** does, do
   B: —
   A: does
   B: sells
2. **A:** do, do
   B: write
   A: do, do
   B: play
3. **A:** does, do
   B: works
   A: —
   B: works
4. **A:** want to be
   B: —
   A: want to be

B

- Model the example with a volunteer. Ask students to look at the other pictures. Elicit what the people are doing in each.
- Put students in pairs to complete the activity, taking turns playing the A and B roles.
- Check answers by having pairs act out the conversations for the class.

Answers

Answers will vary. Sample answers:

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

4 Listening

- Ask a volunteer to read the directions. Have students look at the chart and the names.

CD1, T4 Play the audio for students to listen.

CD1, T4 Play the audio again for students to write their answers. Play it again for them to check answers.

- Check answers by drawing the chart on the board and asking volunteers to write in the answers.

Answers

1.	Omar	chef	restaurant
2.	Lee	salesperson	store
3.	David	teacher	school
4.	Robert	doctor	hospital

Audioscript

1. Omar: It's very hot in the kitchen, but we're very busy and I don't notice it. I prepare meals for customers. The restaurant is excellent. I work all week, except Fridays. The restaurant is closed on Fridays. I work a lot, but I love my job. I like to cook.

2. Lee: I work at the store every day. I check all the products, put price tags on them, and make sure everything is in the right place. The customers ask for me when I am not here. They say I'm very good. I like selling things. It is fun, and I meet lots of people.

3. David: My job starts early in the morning. I have to be at school before the children come and leave after they go home. In the evening I check homework and prepare for the next day. Many people don't understand why I work so long every day. But I really like my job, and I want to be prepared with new ideas and activities for my students.

4. Robert: I work with people all the time. Sometimes, I don't go home at all when it's very busy. My friends don't understand why I enjoy my job. They don't know how it feels to help a sick or injured person. It is not easy to be in the hospital for 24 hours or more without a break, but it's part of the job.

5 Pronunciation

- Write the words ***writes*** and ***sells*** on the board and model the pronunciation. Exaggerate the ***/z/*** sound in ***sells***. Tell students it's like the sound a bee makes and write the word ***buzz*** on the board. Compare ***buzz*** and ***bus*** for a more dramatic contrast in the sounds.

CD1, T5 Play the audio for students to listen. Play it again for them to repeat or speak along with the recording.

Workbook

Assign pages 90-91 for practice with the simple present tense.

Teaching Tip

Students often find it difficult to hear and say the final ***-s*** sound on verbs. Provide plenty of opportunities for practice, but don't worry if students don't get this right away.

Additional Activity

Practice /s/ and /z/ by saying third person singular verbs at random. Have students raise one finger if they hear /s/ and two fingers if they hear /z/. Then let students say words for their classmates to guess.

B. Work with a partner. Ask and answer.

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.

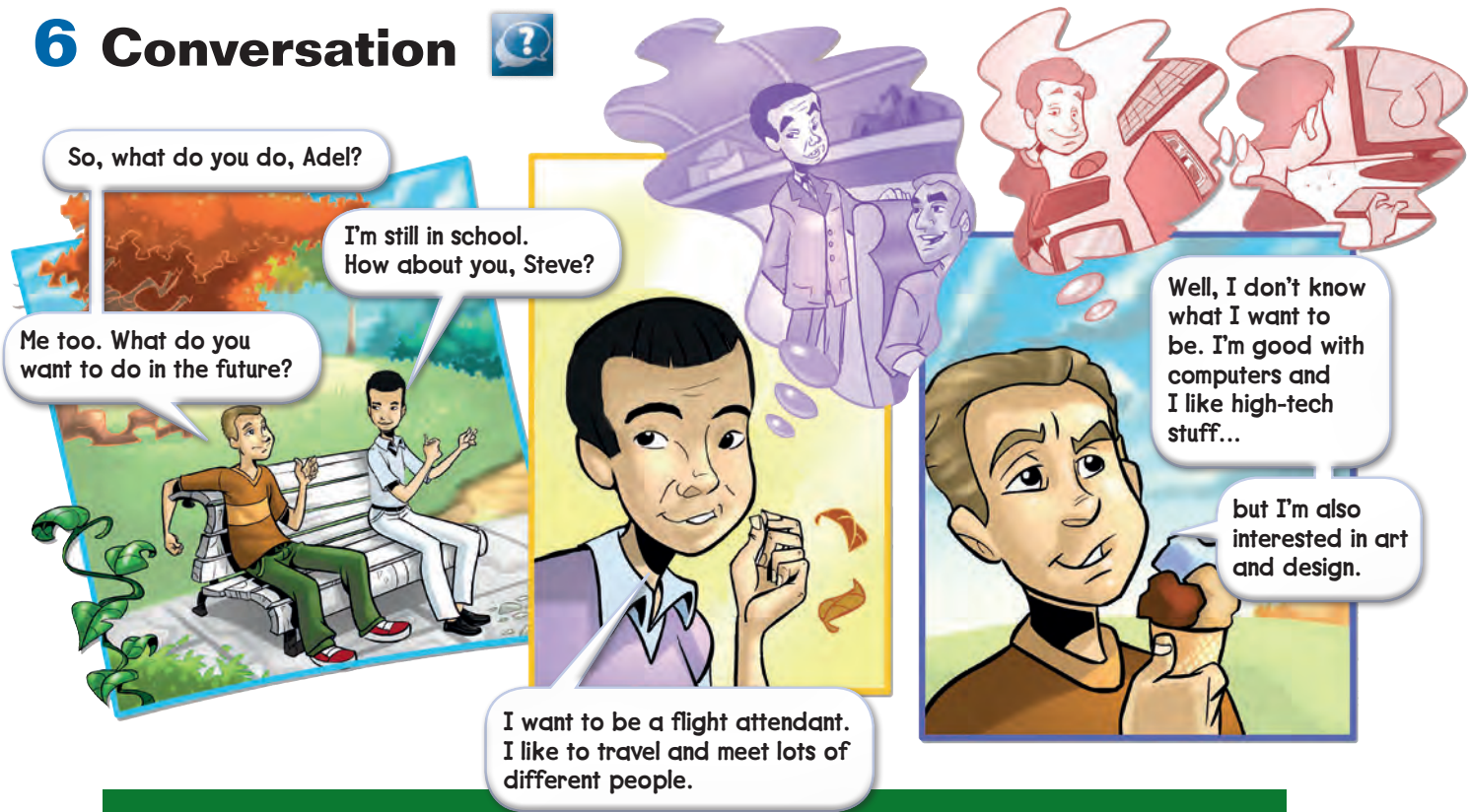
Name	Job	Place of Work
1. Omar		
2. Lee		
3. David		
4. Robert		

5 Pronunciation

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

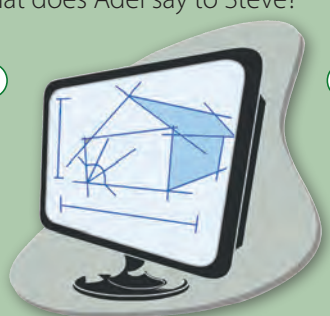
/s/	/z/
Mr. Penn **writes** for a magazine.	John **sells** cameras in a store.
Mr. Chang **works** in a bank.	My father **drives** a bus.
Pierre **cooks** in a restaurant.	My brother **plays** volleyball.

6 Conversation



Your Ending

What does Adel say to Steve?



1 How about architecture?

2 Work as a website designer.

3 How about a job in advertising?

About the Conversation

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

Your Turn

Ask your classmates what jobs their fathers or brothers do.

A: What does your brother/father do?

B: _____

7 About You

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

6 Conversation

- Have students scan the cartoon strip. Ask: ***Where are the people?*** (They're at the park.) ***What are their names?*** (Steve and Adel)
- **CD1, T6** With their books closed, have students listen to the audio, including the three possible endings, twice.
- **CD1, T6** Play the audio again. Ask students to open their books and follow along with the text and the pictures.
- Go over any new vocabulary. Ask: ***Where does a flight attendant work?*** (on an airplane) ***What does an architect do?*** (designs houses and other buildings) Elicit the meaning of *advertising* by showing students examples of ads in a magazine or newspaper.

Your Ending

- Focus students' attention on the three endings. Ask: ***What does Adel say to Steve?*** Have students raise their hands to vote for the ending they prefer. Count up the votes for each ending and write them on the board to see which ending most of the students preferred.
- Put students in pairs to practice the conversation with the ending they like best. Ask two or three pairs to act out the conversation for the class. Put two chairs at the front of the class as the bench in the park.

About the Conversation

- Have students work in small groups to ask and answer the questions.
- Go around the class as students are talking. Check that they are speaking in English, and help them if they are not.
- Check answers by calling on volunteers. As a student answers, ask the class: ***Do you agree?***

Answers

Answers will vary. Sample answers:

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

Your Turn

- Have students stand up and walk around the room asking each other the questions ***What does your brother do?*** and ***What does your father do?*** Tell them to make notes of their classmates' answers.
- Give students a time limit for this activity and stop exactly when the time is up. (Two or three minutes might be a sufficient amount of time.)
- As students are asking and answering the questions, go around and help with vocabulary as needed. Write any new words that come up on the board for the whole class to learn.
- Ask a few students to report on their classmates' answers. **Note:** There is always a possibility that sharing personal information may be sensitive for some students. Make sure that you indicate that all the jobs are equally valuable and interesting.

7 About You

- Put students in small groups to discuss the question.
- As students are speaking, go around and help with vocabulary as needed. Write new words on the board. Encourage students to try to say why they are interested in certain jobs.
- Ask a few students to report on their group's answers. Have students write new words in their vocabulary notebooks.

8 Reading

- Have students look at the picture and ask them the **Before Reading** question: ***What do you think Omar Hamdan wants to be?*** (a football player)

READING STRATEGY Scanning

- Have students close their books. Write two questions on the board: ***Where does Omar live? What's his favorite football team?***
- Tell students they are going to find the answers in the reading as quickly as they can. When they find the answers, they write them down and raise their hands to show that they have finished.
- Tell students to open their books and start scanning. When a few students have raised their hands, stop the activity and ask for their answers.

CD1, T7 Play the audio twice. First students listen with their books closed. Then they listen and read along.

After Reading

- Ask a volunteer to read the first question. Then the volunteer calls on another student for the answer.
- Ask the class if they agree with the answer and why or why not. The student who answered then asks the next question, and so on.

Answers

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 university.

Discussion

- Discuss the questions with the whole class. First ask for a show of hands on how many students agree with Omar's parents and how many disagree.
- Then call on students randomly to explain their opinions and answer the other questions.
- To ensure students are active listeners, ask students to summarize a classmate's answer and agree or disagree. Make sure that everyone gets a chance to speak.

Teaching Tip

Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.

Additional Activity

What do I do? Tell students that you are thinking of a job and they have to guess what it is. They ask *yes/no* questions, such as: ***Do you work in a restaurant? Do you design houses?*** If students can't guess after 10 questions, tell them the job. Continue with a student thinking of a job.

Project: Job Collage

Have students work in groups to create a job collage. A collage is a collection of pictures arranged artistically to make one picture or piece of art. Bring old magazines to class to cut up for pictures. Each group presents their collage to the class and says something about the jobs they included.

fun facts

In October 2014, Martin Ødegaard of Norway became the youngest player to ever play in a UEFA European Championship qualifying match at the age of 15. In January 2015, at the age of 16, he signed with Real Madrid in Spain to play for their reserve team, Real Madrid Castilla.

8 Reading

Before Reading

What do you think Omar Hamdan wants to be?

Follow Your *Dream*

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

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

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

After Reading

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

Discussion

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

9 Writing

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

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

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

Writing Corner

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

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

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

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

10 Project

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

9 Writing

A

- Have students read the text quietly on their own. Check comprehension by asking questions. For example: ***What is Khalid's dream job? Why does he want to be a teacher? What does he want to teach?***
- Have students work individually to answer the questions and then compare answers with a partner.
- Go over the answers as a class.

Answers

Answers will vary. Sample answers:

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

Writing Corner

- Go over the information in 1. Explain that *because* shows a cause or reason; it answers the question *Why?* *So* shows a result or consequence. Have a volunteer read the examples.
- Then have students find examples of *so* and *because* in the model paragraph. Examples include: *I like to help my younger brothers with their homework,* ***so*** *I think I can be a good teacher. A teacher's job is important* ***because*** *education is important.* Write the following sentence starters on the board and elicit the endings with *because* and *so* respectively.
  I think I can be a good teacher _____.
  Education is important, _____.
- Explain that *and* connects similar words and ideas. Have students look at the paragraph in **A** and find examples. Examples include: *my parents are teachers* ***and*** *they are happy…; My father teaches math at college,* ***and*** *my mother…; chemistry* ***and*** *physics,* ***and*** *I like…* Elicit what ideas are similar in each sentence.
- Explain that *but* is used to show two contrasting ideas. Have students look at the paragraph in **A** and find examples. Examples include: ***But*** *I want to be…; It's a difficult job sometimes,* ***but*** *it's rewarding…* Elicit what ideas are contrasting.

B

- Brainstorm ideas for dream jobs and write a few on the board. Elicit the good and bad things about the jobs.
- Have students decide on a dream job. Then have them complete the chart with notes about the job. Aspects they might consider are: their interests, the hours, the pay, job satisfaction, their skills, etc. They should also include at least one negative aspect about the job. Tell them that they will use their notes to write a paragraph.

C

- Have students write their paragraph using their notes from the chart. Remind them to connect ideas with *and, but, because,* and *so*.
- In class, have students read and discuss their finished paragraphs with a partner.

10 Project

- Brainstorm a few ideas with the class about what makes a job "good" or "bad."
- Have students work in groups to make a chart of "Good Jobs" and "Bad Jobs." Have them include pictures of the jobs, if possible.
- Collect the lists as a writing assessment.
- Hang students' lists up around the classroom, so they can walk around and compare them.

Workbook

Assign page 92 for an additional reading, and writing practice.

11 Form, Meaning and Function

Why / Because

- Go over the information in the chart and have volunteers read the questions and answers.
- Summarize the meaning of *Why* and *Because* in the following way:
  Why? = For what reason?
  Because… = For the reason that…
- Point out that the questions in the simple present are formed with *do* and *does*. Write the following questions on the board and elicit possible answers with *because*.
  Why do you want to be a doctor?
  Why does she want to be a teacher?
  Why do you learn English?
  Why does he like his job?

Because / So

- Explain that *because* refers to a reason and answers the question *Why? So* refers to a result or consequence. Illustrate the difference by writing the following sentences on the board.
  He is a good student because he studies a lot.
  (result) ← (reason)
  He studies a lot, so he is a good student.
  (reason) → (result)
- Write sentence starters such as the following on the board, and call on a volunteer to complete each sentence with *because* or *so*.
  Bring an umbrella _____ it's raining.
  My uncle is a baker, _____ he gets up early.
  I like science _____ it is an interesting subject.
  Omar loves football, _____ he plays on a team.

A

- Go over the example with the class. Ask: ***Who designs houses?*** (an architect) Point to the word in the box. Tell students that they will use the words in the box to write questions.
- Have students work individually to complete the exercise.
- Check answers by having pairs of students read the questions and answers.

Answers

1. Why does he want to be a mechanic?
2. Why do you want to be a flight attendant?
3. Why does she want to be a teacher?
4. Why does he want to be a chef?
5. Why do you want to be a doctor?

B

- Have students work individually to complete the sentences.
- Go over the answers by having students read the completed sentences.

Answers

1. so
2. because
3. because
4. so
5. because
6. so
7. because
8. because

C

- Read the directions. Explain that they are going to interview four classmates and write their answers in the chart. Then they are going to tell the class about the jobs their classmates want to do and why. Have a volunteer read the example.
- Elicit the questions they will ask and write them on the board. For example: ***What do you want to be? Why do you want to be a _____?***
- Put students in groups of five. They take turns asking each other the questions to complete their chart. Move around the room as students are working and help as needed.
- Have groups report to the class about the jobs their classmates want to do.

11 Form, Meaning and Function

Why / Because

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

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

Because / So

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

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

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

architect	chef	doctor	flight attendant	mechanic	teacher

Why does he want to be an architect?	Because he likes to design houses.
1. _____	Because he's interested in cars.
2. _____	Because I like to travel and meet people.
3. _____	Because she likes to work with children.
4. _____	Because he likes to cook.
5. _____	Because I want to help sick people.

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

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

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

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

Name	Job	Reason

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

FYI We say PE for Physical Education.

Unit Goals

Vocabulary
School subjects
Adjectives to describe people

Functions
Talk about school subjects
Describe people's physical traits
Describe people's personality
Discuss likes and dislikes

Grammar
Simple Present Tense: Statements and Questions—affirmative, negative, questions, short answers
Adjectives
Intensifiers: *very, quite, really*, etc.
Adjectives with *-ed* and *-ing*

Listening
Listen for specific details about people

Pronunciation
Third person singular verb ending *-es*

Reading
School Clubs

Writing
Write a description of a person you know

Project
Make an advertisement for a school club

Warm Up

Ask students about the teachers in their school and the subjects that they teach. For example, ask: ***Who teaches science?*** Students name the teachers.

Describe a few students in the class. For example, say: ***Mark has short brown hair. He has brown eyes***. Then make this into a game. Ask students to name the person you describe. For example: ***Who has brown hair, blue eyes, and wears glasses?***

1 Listen and Discuss

- Give students a minute or two to look at the pictures and conversations on this page.
- Ask: ***What is Carl doing?*** (He's studying.) Then ask several students to name one subject Carl studies at school by looking at the books around him.

Language Builder

In American English, most school subjects do not have capital letters, for example: *math, science,* and *history.* Languages, such as *French* and *Spanish,* are an exception.

CD1, T8 Play the first part of the audio including the adjectives, the conversation, and the list of subjects. As students listen to the list of subjects, have them point to the books in the picture.

CD1, T8 Play the audio again. Students listen and repeat or speak along with the recording.

- Focus students' attention on the list of adjectives. Explain that *boring* is the opposite of *interesting. Difficult* is the opposite of *easy. Challenging* is similar to *difficult.* If a subject is *fun,* you like it very much. It's almost like a game.
- Read the directions at the top of the page. Have students make a list of the school subjects and write an adjective from the box that describes how they feel about it next to each. Then put students in small groups to compare their lists. They might say, for example: ***I think math is challenging***. Ask several students to report their ideas to the class.
- Draw students' attention to the conversation at the bottom of the page. Elicit that the question ***What does Ben look like?*** asks for a description of Ben's physical appearance. (Remind them of the Warm Up activity.)

CD1, T8 Play the audio of the conversation between the two boys. Have students point to each speaker as they listen.

CD1, T8 Play the audio of the conversation again for students to repeat or speak along with the recording.

Language Builder

Explain that the words *challenging* and *difficult* have slightly different meanings. *Challenging* is a more positive word. It means that you have to work hard, but that it is also exciting and interesting. *Difficult* simply means that something is hard to do.

- Give students a minute or two to look at the picture and the text on page 11. Ask a few questions about the picture. For example: ***Who has blond hair?*** (Ben) ***Who wears glasses?*** (Lee) ***Who has brown hair?*** (Matt)

CD1, T8 Play the audio of the descriptions of Ben, Saeed, Matt, and Lee. Students point to each person as they listen.

CD1, T8 Play the audio again for students to repeat or speak along with the recording.

- Have students ask you about any words they don't know. They should use the question form: ***What does _____ mean?*** Explain that in an exchange student program, a student goes to live in a different country for a period of time, usually a year. They live with a host family and learn a new language and culture.

Quick Check

A

- Have students work individually to match the adjectives with their meanings. Tell them to find the word in the presentation first, and then try to guess the meaning.
- Check answers by calling on students to read the word and its match.

Answers

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

B

- Have students work individually or in pairs to complete the exercise.
- Check answers by calling on students to read a sentence and then answer *yes* or *no*. Explain that *short* is the opposite of *long* when describing hair. Use a picture or a student in class to illustrate *curly* hair. The opposite of *curly* is *straight*.

Answers

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

2 Pair Work

CD1, T9 Play the audio for conversations **A** and **B**. Students listen and repeat or speak along with the recording.

- Read conversation **A** with a volunteer. Change the underlined words to a different school subject and other adjectives to describe it.
- Put students in pairs to practice conversations **A** and **B**. They should practice each conversation twice, changing roles each time.
- Have a few pairs act out the conversations.
- Read the directions for **C** aloud. Focus students' attention on the **FYI** box. Make sure that students see the difference in the question when asking about someone's personality or physical appearance.
- Have students work in groups to practice describing their classmates. Each student should describe two group members. As students are working, walk around the classroom to monitor and help as needed.

Workbook

Assign page 93 for practice with vocabulary for school subjects and adjectives to describe people and things.

Teaching Tip

Asking questions is usually more difficult than answering them. In Pair Work activities, students practice asking questions. Look for more opportunities for students to ask each other questions, especially to ask for real information.

Additional Activity

Have students work in pairs to see how many opposite adjectives they can list in three minutes. They can use adjectives from this unit or previous lessons, for example: *young/old.* Ask: ***Which pair has the longest list?*** Check by having that pair write their list on the board and read it aloud. Then have other pairs add other opposites they came up with that are not on the list on the board.

fun facts

- Only 1 or 2 percent of the world's population has red hair. It is most common in northern and western European countries where 2 to 6 percent of the people are redheads.
- Blonds have more hair than other people. Redheads have an average of 90,000 hairs on theirs heads. Brown and black-haired people have about 100,000, and blonds have the most with 120,000 hairs.

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

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

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

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

Quick Check ✓

A. Vocabulary. Match the words.

1. ___ active	**a.** difficult
2. ___ interesting	**b.** athletic
3. ___ smart	**c.** not boring
4. ___ hard	**d.** intelligent

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

1. ___ Carl's favorite subject is history.
2. ___ Ben plays on the volleyball team.
3. ___ Saeed runs the computer club.
4. ___ Matt has curly blond hair.
5. ___ Lee wears glasses.

2 Pair Work

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

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

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

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

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

FYI

What does he/she look like? = *physical appearance*	He's/She's thin.
What's he/she like? = *personality*	He's/She's friendly.

3 Grammar

Simple Present Tense: Statements and Questions

Affirmative (+)

I You	speak	English.
He She	speak**s**	
We They	speak	

Negative (–)

I You	**don't**	speak English.
He She	**doesn't**	
We They	**don't**	

Questions (?)

Do	you we they	speak English.
Does	he she	

Short Answers (+)

Yes,	I we they	**do.**
	he she	**does.**

Short Answers (–)

No,	I we they	**don't.**
	he she	**doesn't.**

FYI

Some verbs that end in *y* change to *-ies*: stud**ies**

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

Adjectives

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

Uncle Peter has a **long** beard. History is **interesting**.

A. Answer the questions about Ahmed's schedule.

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	✓	✓	✓	✓	✓

3 Grammar

Simple Present Tense: Statements and Questions

- Have students look at the charts for the statements and questions. Point out that these forms are the same as the forms for the verb *have*. The only difference is that *have* is an irregular verb with the third person singular form *has*.
- Ask students to tell you about people they know who speak different languages. Start off by saying: ***My friend (name) speaks (language)***. Use the discussion to model affirmative and negative statements, questions, and short answers. Write one or two examples of each on the board.

FYI

- Draw students' attention to the **FYI** box. Write the words ***watch, touch***, and ***play*** on the board. Ask: ***What's the third person singular form of these words?*** (watches, touches, plays) Point out that the rule for the *y* ending doesn't apply when there's a vowel before the *y* as in ***play***.
- Write ***do*** and ***go*** on the board and elicit the forms ***does*** and ***goes***. Students should note that these words are pronounced differently even though they look similar.

Adjectives

- Read the explanation of adjective placement and example sentences aloud. Ask students: ***Is this the same or different in your language?***
- Elicit more examples by having students describe people they know outside class. For example: ***My brother has blue eyes. My friend's hair is long.***

Language Builder

Point out the use of the articles *a/an* in most phrases with singular nouns. For example: *History is an interesting subject*. Tell students that they do not use *a/an* with the word *hair* when it refers to the *hair* on one's head. For example: *He has red hair* (NOT a ***red hair***).

Explain that color words come after other words such as *short, big, new,* etc. For example: *She has short red hair. He has big blue eyes. He's wearing a new black coat.*

A

- Have students look at Ahmed's schedule. Make sure that they understand how to read it. Tell students that Ahmed is a student in high school.
- Model the first question and answer with a volunteer. Ask the question ***Does Ahmed take Spanish?*** and elicit the short answer. (No, he doesn't.) Then elicit the correct information. (He takes French.)
- Put students in pairs to ask and answer the questions. Tell them that when the answer is *no*, they should add the correct information.
- Check answers by calling on pairs to read the questions aloud and answer them.

Answers

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

- To extend this activity, you could have students work with their partners to write four more questions about Ahmed's schedule—two *yes/no* questions and two questions with *What*. Then have each pair ask and answer their questions with another pair, or have them ask the whole class their questions.

B

- Draw students' attention to the picture of Ahmed's teachers. Ask a volunteer to read the directions aloud.
- Give students a couple of minutes to read the whole paragraph. Tell them not to worry about filling in the blanks at this point.
- Read the first two sentences aloud. Elicit that the word in the first blank should be ***teaches***.

Answers

1. teaches	**6.** teach
2. short black	**7.** black
3. tall	**8.** short
4. brown	**9.** short brown
5. wears	**10.** speak

4 Listening

- Ask a volunteer to read the directions. Have students read the sentences to prepare them for the listening. This will help them know what to listen for.
- **CD1, T10** Play the audio for students to just listen. Tell them not to write at this time.
- **CD1, T10** Play the audio again for students to write *yes* or *no* for each sentence. Pause the recording briefly after Ted's description to give students time to finish writing. Then continue with Seth.
- Check answers by playing the audio again and pausing at the appropriate moments to elicit the correct answers. For example, play the first sentence of Ted. Then pause and ask: ***Does Ted have black hair?*** (no) ***Is his hair long?*** (no)

Answers

Ted		**Seth**	
1. no	**3.** yes	**1.** no	**3.** no
2. no	**4.** yes	**2.** yes	**4.** yes

Audioscript

Ted: I'm Ted. I have short brown hair and brown eyes. I think I'm tall. Oh, I always carry my laptop with me on my trips. I like to play games. I'm about the same age as you. You can't miss me.

Seth: I'm Seth. I have blond hair and blue eyes. And you know I wear glasses. I'm not very tall, but I'm not short. I'm medium height. I'm fifteen years old, but I look about eighteen, I think. I always carry a digital camera with me on trips. I take a lot of photos. You'll recognize me easily.

5 Pronunciation

- Write the words ***teach*** and ***teaches*** on the board. Then write them again like this: ***teach, tea–ches***. Show students that adding ***-es*** adds another syllable.
- Write ***speaks*** on the board and say the word. Ask: ***How many syllables are there in* speaks?** (one)
- **CD1, T11** Play the audio for students to listen. Then play it again for them to repeat or speak along with the recording.
- Call on students to read the sentences aloud.

Workbook

Assign pages 94–95 for practice with the present tense and using adjectives to describe people.

Teaching Tip

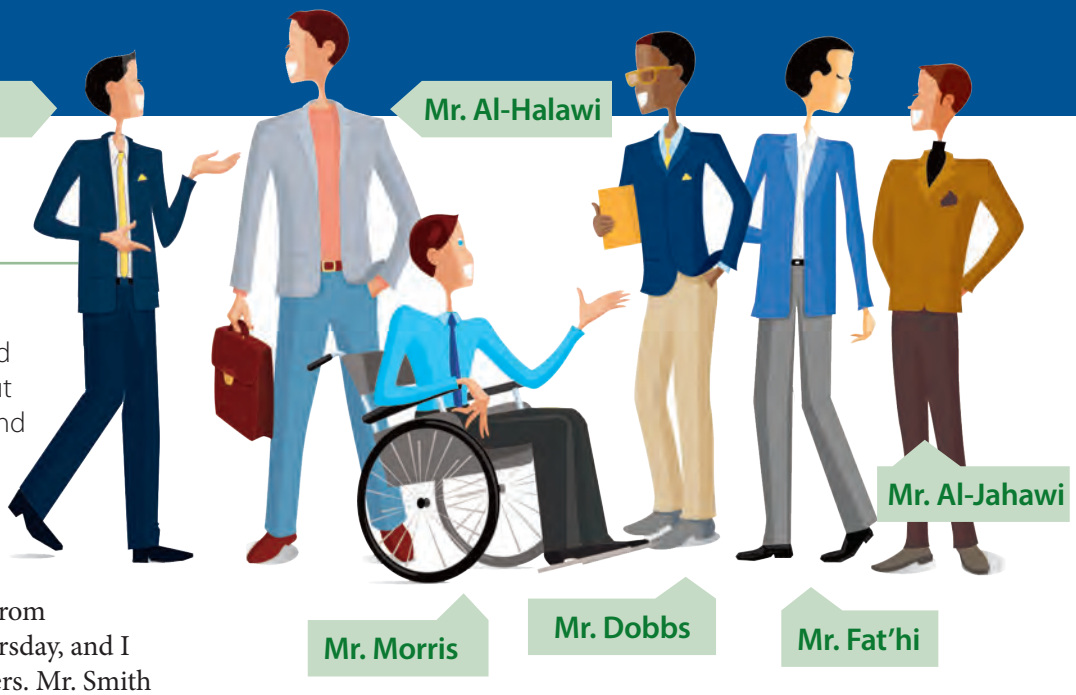
When you ask a student to help model an exercise, it's a good idea to choose one of the more able students. The model will be clearer and it avoids embarrassing a student who is not able to model the activity correctly.

Additional Activity

Say several third person singular verbs at random. Mix words that have one syllable and two syllables. Students raise one finger if they hear a word with one syllable, and two fingers for words with two syllables.

fun facts

In most U.S. states attending school is compulsory to age 17. But, it is also possible for parents to homeschool their children, or teach them at home. In 2011, over 2 million children were homeschooled in the U.S., which accounted for about 3.8 percent of the school-age population.



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

I have classes from Sunday to Thursday, and I have six teachers. Mr. Smith (1) _____ English. He has (2) _____ _____ hair and blue eyes. He gives a lot of homework. Mr. Al-Halawi is the history teacher. He's (3) _____ , and he has (4) _____ hair. Mr. Dobbs teaches math. He always (5) _____ a jacket and tie, and he's a very good teacher. Mr. Fat'hi and Mr. Al-Jahawi (6) _____ science. Mr. Fat'hi has short (7) _____ hair. Mr. Al-Jahawi is short, and he has (8) _____ brown hair. They are very strict. French is my favorite subject, and Mr. Morris is our teacher. He has (9) _____ _____ hair and blue eyes, and he's a lot of fun. We (10) _____ French in class, and I send emails to my friends in Canada in French.

4 Listening

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

Ted

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.

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?

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?

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?

6 Conversation

- Have students look at the photos. Ask: ***What are the students in the pictures doing?*** (playing football, hanging out, doing an experiment) Ask: ***Do you do any of these activities at school or after school?***

CD1, T12 Have students listen to the audio twice with their books closed. Then have them listen with their books open as they follow along with the text.

CD1, T12 Play the audio again for students to repeat or speak along with the recording.

- Elicit the meaning of *strict* by asking ***Are any of your teachers strict? What does a strict teacher do?*** Students might respond with things like ***give lots of homework, not let students talk in class***, etc. Ask students if they know another word similar to *fascinating*. (interesting) Explain that *fascinating* means very interesting.
- Ask students what they think Jim says at the end of the conversation and why.

Your Ending

CD1, T12 Play the audio again for students to listen to the three possible endings.

- Put students in pairs to discuss and choose the ending that they like best.
- Have them practice reading the conversation with the ending that they prefer. Ask a few pairs to act out the conversation for the class.

About the Conversation

- Put students in pairs to ask and answer the questions.
- Check answers by calling on pairs to read the questions aloud and answer them.

Answers

1. Faris's favorite subject is science. Faris loves the experiments.
2. Yes, he does. He thinks it's fascinating.
3. 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.

Your Turn

- Have students work in small groups to ask and answer questions about their favorite subjects. Each student should complete the chart about their group members.
- Then have them compare answers with another group. Have each larger group make a report to the class about the students' favorite subjects. Write a list of subjects on the board and record the number of students that like each one. Find out if there is one subject that most students like more than the other subjects.
- As a variation, this activity could also be done as a class. Ask students to recreate the chart from the book in their notebooks, leaving enough rows for all of the students in the class. Tell students to walk around the room, interviewing their classmates and filling in their chart. Set a time limit for this activity to keep students on task.

7 About You

- Arrange students in small groups to discuss the questions.
- As a follow-up, call on volunteers to answer the questions aloud. Expand the discussion by asking additional questions about each. For example:
  1. How many hours do you spend doing homework each week? Is homework a good thing or a bad thing?
  2. How many different subjects do you take? Is your schedule the same every day or is it different? What do/don't you like about your schedule?
  3. Are you and your best friend in the same classes? Do you like the same subjects?

8 Reading

- To prepare students for the reading, ask the **Before Reading** question: ***What clubs does your school have?*** Elicit the names of clubs and write them on the board.

READING STRATEGY Predicting

- Focus students' attention on the title and subtitles in the article. Ask: ***What clubs will you read about?*** Students should answer with the clubs listed in the reading.
- **CD1, T13** Play the audio twice. The first time, students listen with their books closed. The second time, they open their books and read along as they listen.
- Have students close their books. Tell them that you are going to ask them to tell you one thing that they remember about each club. Say the name of a club and then call on a student to say something he or she remembers. If this is difficult, have them read once more before you continue the activity.

After Reading

- Have students work individually to write the clubs.
- Check answers by asking volunteers to read the activities and the names of the clubs aloud.

Answers

1. computer club
2. drama club
3. archaeology club
4. poetry club
5. football club
6. science club

Teaching Tip

Look for ways to have more "student-talk" in the class and less "teacher-talk." For example, when possible, have students read directions and ask questions. Have students respond to other students' questions, rather than you.

Additional Activity

Play the coffee pot game. Students think of an activity verb, such as *read, eat, watch, walk,* etc. The other students try to guess the verb. They ask *yes/no* questions using the word "coffee pot" in place of the verb. For example, they can ask: ***Do you coffee pot in the morning? Are you coffee potting now?*** When a student wants to guess the verb, he or she says: ***Is the verb _____?***

Project: A Survey

Have students do a survey about after-school activities. They can talk to classmates and also to family and friends outside class. The survey might include these questions: ***What after-school activities do you do? Are after-school activities a good idea? Why?***

Students bring their information to class and work in groups to prepare a report to present to the class.

fun facts

One of the most popular after-school clubs in many schools is chess. Studies have shown that chess is not only fun, but also helps improve students' reading and math scores and problem solving skills.

8 Reading

Before Reading

What clubs does your school have?

What is the goal of a school club?

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

School Clubs

Come and check it out!

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

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

Archaeology Club: Students learn how to excavate archaeological findings. Club members organize expeditions in the desert every spring.

Poetry Club: Students learn and recite traditional and modern poetry. They write poetry and organize poetry readings.

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

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

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

After Reading

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

1. word processing _____
2. acting _____
3. visit archaeological sites _____
4. present poetry _____
5. play for the school team _____
6. use chemicals _____

9 Writing

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

Eyes/Hair	
Height/Build	
Character	
Interests	

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

1. What does he look like?

____ ____

2. What is he like?

____ ____

3. What does he like?

____ ____

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

Writing Corner

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

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

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

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

10 Project

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

9 Writing

A

- Read the directions. Then have students write notes in the chart about themselves.
- Put students in pairs. They take turns describing themselves to their partner.
- Have a few volunteers describe themselves or their partner to the class.

B

- Write the three questions on the board and elicit what information each one asks for.
  What does he look like? (appearance)
  What is he like? (character)
  What does he like? (interests)
- Have students complete the exercise individually.
- Go over the answers by asking the question and having students answer with the two matching sentences.

Answers

1. d, e
2. a, f
3. b, c

Writing Corner

- Go over the information and have students read aloud the examples.
- Write the following sentences on the board. Have students come to the board and cross off the subject (after *and*) that is not necessary.
  He has brown eyes and he wears glasses.
  He is an active student and he plays football.
  We write and we read poems in the poetry club.
  She is cheerful and she smiles a lot.

C

- Have volunteers read parts of the text aloud.
- Put students in pairs to ask and answer the questions about Ali. Remind them of the information that each questions asks for.
- Call on different students to answer the questions.

Answers

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

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

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

D

- Have students think of a person they know well. Tell them to make a chart like the one in exercise **A** and complete it with information to describe the person.
- Have students work individually to write their description.
- Have volunteers read their descriptions for the class.

10 Project

- As a class, brainstorm some clubs that schools can have in addition to the ones in the article. Write them on the board.
- Put students in groups to choose a club and write an advertisement for the club. They should include the time and place for club meetings, what the club does, and requirements for joining. Have them draw pictures to illustrate their advertisements.
- Have students submit their written ads for assessment.

Workbook

Assign page 96 for an additional reading, and writing practice.

11 Form, Meaning and Function

Intensifiers

- Read the explanation about intensifiers with the class. Explain that intensifiers are adverbs that emphasize adjectives (and other adverbs). Have students read aloud the examples.
- Point to the **Note** in the chart. Write the following sentence starters on the board and elicit the syntax with *quite a*:
  The test is quite difficult.
  It is quite**_____**. (a difficult test)
  The lesson is quite interesting.
  It is **_____.** (quite an interesting lesson)
  That boy is quite tall.
  He is **_____.** (quite a tall boy)

Adjectives with *-ed*

- Focus students' attention on the pictures. Explain that adjectives with *-ed* often describe how a person feels or reacts to something. Explain the meaning of any new vocabulary, if necessary.
- Ask students questions about the people in the pictures. For example: ***Why is she excited? Why is she frightened? Why is he confused?*** Write the *-ed* adjective on the board. Elicit various answers from the students and write notes on the board next to the adjectives. For example:
  excited – *graduation, amusement park*
  frightened – *snake, spider, storm*
  confused – *about math*
- Tell them that adjectives with *-ing* describe the person or thing that causes the reaction. Point to the answers on the board and say, for example: ***Graduation is exciting. The snake is frightening. Math is confusing.*** Elicit other examples with *-ing* adjectives from the students.

Language Builder

Explain that *pretty* and *quite* are often used to give moderate emphasis. Compare for example: *John is very tall* and *Robert is quite tall*. In this case, John is probably taller than Robert. *Extremely* and *really* are used for strong emphasis. For example: *Bill is extremely tall.* In this case, Bill is probably much taller than John and Robert.

A

- Do the first item as an example with the class. Elicit whether the word in parentheses describes how people feel or what causes the reaction. (how they feel)
- Have students complete the exercise individually.
- Check answers as a class.

Answers

1. excited
2. tired
3. confusing
4. bored / interesting
5. worried
6. annoyed
7. frightening
8. boring / fascinating

B

- Have a student read the example sentence. Point out that the verb *is* and the article *a* were added to complete the sentence. Remind them about the placement of the article with *quite*.
- Have students complete the sentences individually and then check answers with a partner.
- Go over the answers with the class.

Answers

1. Math is quite a difficult subject.
2. Maha is a really talented artist.
3. Fahd is an extremely athletic student.
4. History is a pretty interesting subject.
5. Mr. Parks is quite a strict teacher.

C

- Go over the directions. Explain that they will describe subjects and friends using adjectives and adverbs from the unit. Provide a couple examples such as: ***I think math is an extremely difficult subject. Ahmed is a really intelligent student.***
- Put students in pairs to talk about subjects and friends. As they are working, move around the room and help as needed.

11 Form, Meaning and Function

Intensifiers

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

Ali is **very** tall.
Science is **pretty** interesting.
Faisal is **quite** short.

Ali is an **extremely** active student.
Science is a **really** interesting subject.
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.

A. Circle the correct adjectives.

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

B. Use the words to write sentences.

Football / very / exciting / sport — *Football is a very exciting sport.*

1. Math / quite / difficult / subject _____
2. Maha / really / talented / artist _____
3. Fahd / extremely / athletic / student _____
4. History / pretty / interesting / subject _____
5. Mr. Parks / quite / strict / teacher _____

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***.

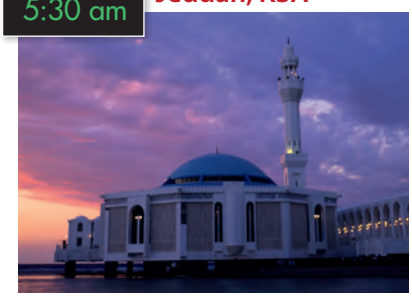
3 What Time Do You Get Up?

1 Listen and Discuss

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

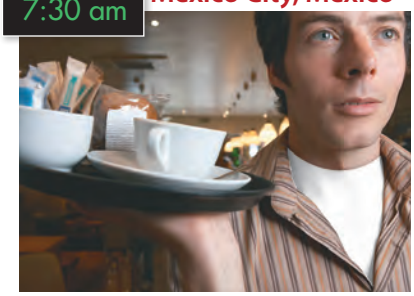
Every Day Around the World

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.

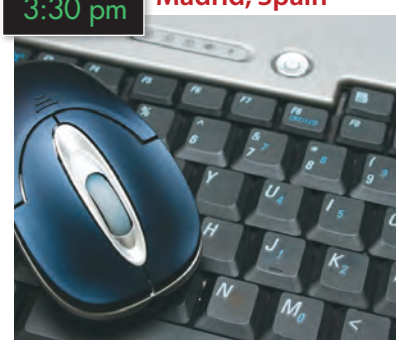
11:30 am **Rio de Janeiro, Brazil**

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

2:30 pm **London, England**

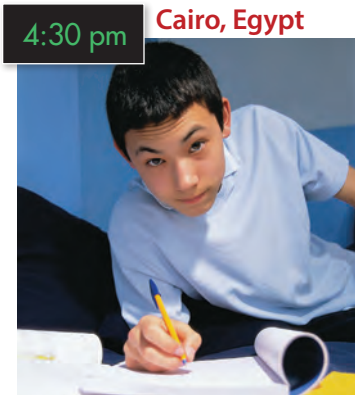
Bob is riding home from work. He usually goes to work by bike.

3:30 pm **Madrid, Spain**



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

4:30 pm **Cairo, Egypt**

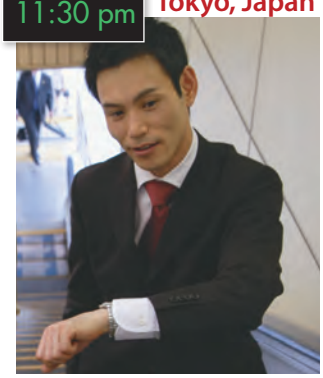


Ali is doing his homework. He usually studies before dinner.

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.

Unit Goals

Vocabulary
Everyday activities
Adverbs of frequency
Time expressions
Schools

Functions
Describe daily activities and routines
Express time

Grammar
Adverbs of Frequency: *always, usually, sometimes, never*
Time Expressions: *before, after, then, every day*
Prepositions: *at, in, on* in Time Expressions
Simple Present versus Present Progressive

Listening
Listen for specific details about daily activities

Pronunciation
Linking: *Does he* and *Does she*

Reading
Schooldays: School Around the World

Writing
Write an email about a typical day at school

Project
Write about school routines around the world

Warm Up

Say five sentences that describe everyday activities. For example: ***I get up at six o'clock every day. I eat breakfast at seven. I go to school at eight. I go home at four. I go to bed at ten***. Act out the sentences as you say them. Then say the sentences in random order. Have students say the time. For example:

You: I go to school.
Class: At eight.
You: I get up.
Class: At six.

1 Listen and Discuss

- Give students a minute or two to look at the pictures and text on page 18. Quickly go over the words and expressions that refer to time. Draw a vertical line on the board labeling the top 100% and the bottom 0%. Arrange the words ***always, usually, sometimes,*** and ***never*** in order along the line, from top to bottom. Tell students that these words answer the question *How often?* Point out the words that are opposites: *before/after* and *early/late*. (Students will practice these words more in the Grammar on page 20.)

CD1, T14 Play the audio of the text on page 18. Students point to the pictures as they listen.

CD1, T14 Play the audio again. Students listen and repeat or speak along with the recording.

- Ask the introductory question at the top of the page: ***Which activities are the same or different in your country at these times?*** List the activities from this page on the board: ***get up***, ***have dinner***, ***go to work***, etc. Elicit the time people in their country usually do each thing and write it next to the activity. Have students talk about the differences.
- Point out that some sentences are about things people do every day and others are about what they're doing at the moment. Elicit examples of each. Students should respond with sentences in the simple present for everyday activities and sentences in the present progressive for things happening at the moment. For example: ***Jeff and Rick always take the train to work.*** (simple present) ***Amal is waking up.*** (present progressive)
- **Note:** Remind students that PE is an abbreviation for physical education, or gym class.

Language Builder

Explain that the expressions *drive/go to work* and *go to school* do not use the article *the* in front of *work* or *school*. You might also want to present the expression *go home*, which uses neither *to* nor the article *the*.

- Focus students' attention on the photos and the clocks at the top of the page. Review the words *morning, afternoon, evening,* and *night.*
- **CD1, T14** Play the audio. Have students listen and point to the clocks as they hear the times.
- **CD1, T14** Play the audio again for students to repeat the words or speak along with the recording.
- Point to your watch or a clock in the classroom and ask: ***What time is it?*** Elicit the correct time. Then, by using a toy clock with movable hands or drawing a few clock faces on the board with different times, have students say more times.

Language Builder

Show students that there are other ways of saying times.

1:10 = ten (minutes) after/past one
1:15 = (a) quarter after/past one
1:30 = half past one
1:40 = twenty (minutes) to two
1:45 = (a) quarter to two

Quick Check

A

- Ask students to work individually to list the activities they do every day in order.
- When finished, students can compare their lists with a partner to see how they are the same or different.
- Ask a few pairs to read their lists aloud for the class.

Answers

Answers will vary.

B

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

Answers

1. yes	**5.** no
2. no	**6.** yes
3. yes	**7.** no
4. yes	**8.** no

2 Pair Work

- **CD1, T15** Play the audio of conversations **A** and **B** for students to listen and repeat or speak along with the recording.
- Read conversation **A** with a volunteer. Ask the question using a different person and activity from the pictures on page 18. For example: ***What time does Celso have PE?*** Have the student respond with the time. (Celso has PE at eleven thirty.)
- Put students in pairs to practice conversations **A** and **B**. They should take turns asking and answering, and should repeat each conversation several times. For conversation **A**, they substitute different people and activities from the pictures. For conversation **B**, they substitute real information about their activities and what time they do them.
- Ask a few pairs to act out their conversations for the class.

Workbook

Assign page 97 for practice with describing everyday activities.

Teaching Tip

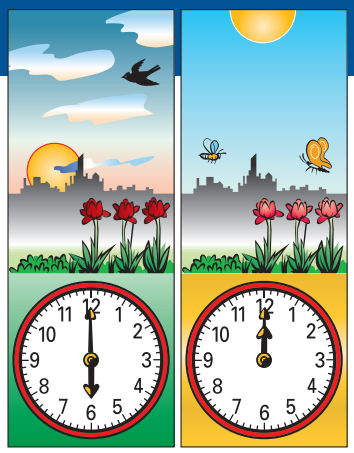
Silence can be good. It's natural to get nervous if students are taking what seems like a long time to answer a question. But silence usually means they're thinking and that's a good thing. Don't be afraid to wait a reasonable amount of time before you say something to help them.

Additional Activity

Have students find pictures in magazines of people doing everyday activities like those on page 18. Then they make up sentences about the people. For example: ***She usually makes dinner in the evening. He usually checks his email in the morning.***

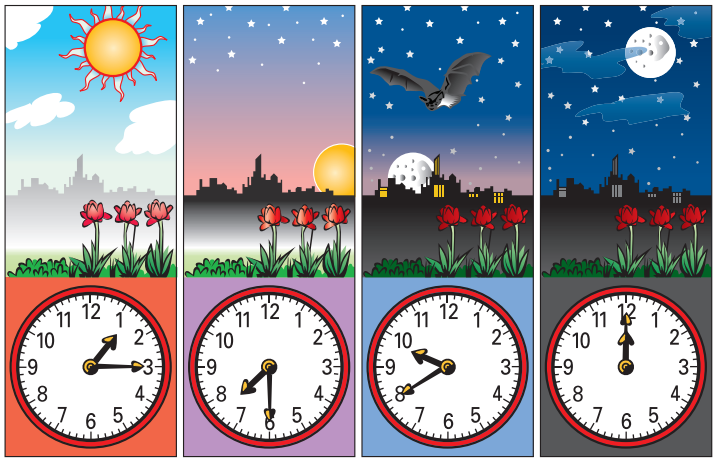
fun facts

According to research done by the *Oxford English Dictionary*, the word *time* is the most frequently used noun in English. This seems to confirm that for English speakers, time is very important!



It's six o'clock in the morning. It's 6:00 A.M.

It's noon. It's 12:00 (noon).



It's one fifteen in the afternoon. It's 1:15 P.M.

It's seven thirty in the evening. It's 7:30 P.M.

It's nine forty at night. It's 9:40 P.M.

It's midnight. It's 12:00 (at night).

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***.

1. ___ Amal usually gets up early.
2. ___ Alex is having breakfast.
3. ___ Jeff and Rick never drive to work.
4. ___ Celso plays football at school.
5. ___ Bob goes to work by bus.
6. ___ Fernando reads his email in the office.
7. ___ Ali usually studies after dinner.
8. ___ Takeshi usually goes home early.

2 Pair Work

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

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

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

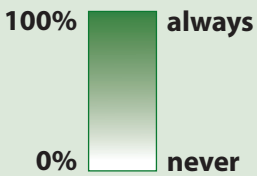
What do you usually do after dinner?
I usually watch TV.

3 Grammar

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

What do you usually do after school?

I | **always** / **usually** / **sometimes** / **never** | do my homework.



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

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

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

Then he watches TV.

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

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

A. Unscramble the sentences.

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

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

3 Grammar

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

- Focus students' attention on the diagram for the frequency adverbs. Point out the position of the frequency adverb in the example question and answer. (It goes before the verb.)

Language Builder

Explain that frequency adverbs generally go before the verb, except with the verb *be*. In sentences with *be* as the main verb, the frequency adverb goes after the verb. For example: *He's usually late for school.*

The adverb *sometimes* can also go at the beginning of the sentence: *Sometimes I get up at 5:30 A.M.*

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

- Check that students understand the meaning of ***before*** and ***after.*** Ask: ***What do you usually do before this class? What do you usually do after this class?*** Point out that the word ***Then*** indicates that one event comes after another: ***First he gets up. Then he eats breakfast. Then*** is often the first word in a new sentence.

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

- Review the use of ***in*** and ***on*** with months and days of the week. For example, say: ***I go to the supermarket _____ Saturday***, indicating that you want students to tell you the missing word, ***on***. (One way to do this is to draw a blank in the air.) Then say: ***School starts _____ September*** to elicit the use of ***in*** with the month.
- Have students look at the chart. Point out that we use ***at*** (NOT *at the*) with times and ***in the*** with the words ***morning, afternoon,*** and ***evening***. However, we say ***at night*** (NOT *in the night*).
- Have several students tell the class what time they get up in the morning and what time they get home in the afternoon or evening.

Language Builder

Point out to students the uses of *get* in this unit. It's used in the expression *get up* (which means get out of bed) and in *get home* or *get to school* where it means to arrive at a place.

Note that these expressions don't use the word *the* before *school* or *home,* and there's no *to* before *home.*

A

- This may be a new type of activity for some students. To make sure they understand it, do the example with the class. Write the words for the example sentence on cards and tape the cards on the board in the same order as they are in the book. With books closed, have students tell you how to rearrange the words to put them in the correct order. Follow students' instructions exactly even if they're wrong. Just indicate that something isn't correct and have them work it out until they get the correct order.
- Have students work individually to unscramble the other sentences. If they don't notice on their own, show them that the capitalized words can give them a clue as to which is the first word in the sentence.
- Check answers by asking different students to come to the board and write their sentences. Then ask the class if the sentences are in the correct order or not. Have students make corrections as needed.

Answers

Answers will vary. Sample answers:

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

B

- Focus students' attention on the photos. Ask: ***What is Derek doing in the picture on the right?*** (He's visiting his grandfather.) Elicit the correct sentence from the class and write it on the board: ***Derek usually visits his grandfather on weekends.*** Point out the position of the frequency adverb. Have students work individually to write the other sentences.
- Check answers by having volunteers come to the board to write the sentences.

Answers

Answers will vary. Sample answers:

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

C

- Students should first work individually to write their sentences. Then they can share them with a partner.
- To conclude the activity, have a few pairs read their sentences for the whole class.

4 Listening

- Ask a volunteer to read the directions aloud. Give students a minute to read the sentences silently. Explain that a *typical day* refers to the activities someone usually does every day. The word *weeknights* refers to the evenings of school days. *Weekend* means the days when there is no school.

CD1, T16 Play the audio for students to listen. Tell them not to write at this time.

CD1, T16 Play the audio again for students to check the things Jeff does on a typical day.

- Check answers by asking volunteers to read the sentences they checked.

Answers

Numbers 1, 3, and 5 should be checked.

Audioscript

My name is Jeffrey Archer, but my friends call me Jeff. I'm a student and an athlete. I play basketball. It's ten o'clock at night and I'm busy doing my homework. You know, my life isn't easy. I usually get up at six-thirty and exercise for about half an hour. Then I have a light breakfast and walk to school. After school, I usually have basketball practice. I get home around seven thirty every night. I have dinner and do my homework. I only get a chance to hang out with my friends on weekends.

5 Pronunciation

CD1, T17 Play the audio for students to listen, and then play it again for them to repeat or speak along with the recording.

Workbook

Assign pages 98–99 for practice with the grammar of the unit.

Teaching Tip

There are different strategies for putting students in pairs. Sometimes it's a good idea to pair a more able student with a less able student. For other activities it may be better to pair students of similar ability.

Additional Activity

Compile a number of sentences with frequency adverbs. (You can write them or use sentences from this unit.) Write the sentences on cards, one word for each card.

Divide students into groups with the same number of students as there are words in a sentence. Each student in a group takes one card from the sentence. Then students stand up and move around until they are standing in a line holding the cards in the correct order to make the sentence.

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

usually / weekends
Derek usually visits his grandfather on weekends.

1 Fatimah
always / the evening

2 Tariq
sometimes / the morning

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?

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?

Real Talk

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

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?

6 Conversation

- Have students look at the photo. Ask: ***Who are the people?*** (They're friends.) ***What are they doing?*** (talking, meeting in the street, driving)
- Elicit ideas about what time of day it is and where the boys are going.

CD1, T18 Ask students to close their books. Play the audio of the conversation twice.

CD1, T18 Then have students open their books and follow along with the text as they listen for a third time.

Your Ending

- Look at the three possible endings together. Explain that adding *at all* to the end of the sentence *I can't do karate* makes it more extreme. It means that Ryan can't do any karate or is very bad at it. Ask: ***Which ending do you prefer?*** Elicit answers from several students.
- Put students in pairs to read the conversation with the ending they prefer. Then have them switch roles and read it again.

Real Talk

- Draw students' attention to the Real Talk box. Explain that these are all informal expressions that they can use with their friends and classmates. They probably wouldn't use them with a teacher or other adult. Elicit situations in which students might use these words. For example, say: ***I heard there is going to be a good film on television tonight.*** Elicit the response: ***Awesome!***

About the Conversation

- Ask a volunteer to read the first question aloud. Then have the volunteer call on another student in the class for the answer.
- Ask the class if they agree with the answer, and why or why not. The student who answered then asks the next question. Continue until students have answered all the questions.

Answers

Answers will vary. Sample answers:

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

Your Turn

- Have students look at the first item in the chart or write it on the board. Ask students how they can make a question using these words to ask a classmate. Elicit the question: ***Do you usually go to bed after eleven o'clock?***
- Have students stand up and walk around the classroom asking and answering questions based on the chart. When they find someone who answers *yes,* they write that person's name in the chart.
- As students are doing this, walk around the room and help as needed. Set a strict time limit for the activity (about 5 or 6 minutes) and stop as soon as the time is up.
- Ask several students to report their information to the class. In reporting, they will use the third person. For example: ***Mona usually goes to bed after eleven.***

7 About You

- Arrange students in small groups to ask and answer the questions. Assign one student the role of leader. That student should make sure that everyone in the group gets a chance to ask and answer questions.
- Have one student from each group report some of the group's answers to the class. How many different kinds of lessons and weekend activities do students in the class participate in? Which ones do they like the best?

8 Reading

- Discuss the **Before Reading** questions. If your school has a newspaper or web page, ask what kind of articles and information it contains.
- Focus students' attention on the titles and subtitles. Ask: ***What countries are you going to read about?*** (Saudi Arabia and Ecuador)

CD1, T19 Play the audio twice. The first time, students listen with their books closed. Then they open their books and follow along with the text.

READING STRATEGY Using context

- Have students read the paragraph about schools in Saudi Arabia again silently. Write the word ***assembly*** on the board. Under it, write these choices: a) ***a large classroom***; b) ***a national song***; c) ***a meeting of all the students***. Ask: ***What do you think assembly means?*** Elicit that it is *a meeting of all the students*. Ask students to point to the part of the reading that tells them this.
- Have students underline other new words in the paragraph and try to guess their meanings from the context. For example, *optional, tutoring*, and *generator* may be new words.

After Reading

- Have students work individually to underline activities in the two paragraphs that are different from their school.
- Put students in pairs to compare answers. Then have pairs report the differences to the class. Finally, ask: ***What things are the same?***

fun facts

Indonesia has one of the longest school years of any country in the world—44 weeks. The U.S. school year has 36 weeks. Portugal and Italy have even shorter school years of only 34 weeks.

Teaching Tip

Try to put writing activities into a realistic context— writing for the school newspaper, writing an email to a real friend or classmate, etc. Then have students deliver what they've written to another person to read. They will take the writing task more seriously.

Additional Activity

Have students work with a partner to write four or five questions about the paragraphs in the Reading. For example: ***What time does Ahmed arrive at school?*** Then they work with another pair to ask and answer each other's questions.

Project: The Ideal Day

Working in groups, have students plan the ideal school day. How many hours would they spend in classes? How long would the classes be? What time would they arrive at school? When would they go home? What subjects would they take? Encourage them to use their imaginations and think of all parts of the school day.

Have students create a schedule for this ideal day. Post the schedules for all to see.

8 Reading

Before Reading

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

Schooldays:

School Around the World

Ahmed
Jeddah, Saudi Arabia

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

José
Amazon Rain Forest, Ecuador

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

After Reading

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

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.

9 Writing

A

- Ask students if they have a pen pal. Explain that a pen pal is a friend with whom you exchange letters or emails. This friend usually lives in another city or country.
- Have different students read aloud the paragraphs of the email. To check comprehension, ask questions about the email. For example: ***How does Kaito go to school?*** (by bus) ***What time does school begin?*** (at 8:30) ***How many classes does he have each day?*** (six) ***What time does school end?*** (3:30) ***Does Kaito do any after-school activities?*** (baseball, English club)
- Ask students similar questions about themselves and their school. Then put students in pairs to compare and contrast their school to school in Japan.
- Have volunteers share their ideas with the class.

Writing Corner

- Go over the prepositions and call on students to read aloud the examples.
- Ask students questions to elicit answers with *by*, *to*, or *in*. For example: ***How do you go to school? Where do you go on the weekend? Where do you eat lunch? Where do you study?***

B

- Tell students that they are going to write an email to a pen pal about their school. First, they will write notes to organize their paragraphs.
- Have students make a similar chart in their notebook and complete it with notes about their school routine. Then have them compare their notes with a partner.

C

- Have students write their email. They can address the email to an imaginary pen pal or to a real pen pal if they have one.
- Point out that they should also include an opening and closing similar to Kaito's email.
- Ask volunteers to share their writing with the class.

10 Project

- Brainstorm ways that students can research school routines in other countries. In addition to the Internet, students might have friends or family who live in other countries, or have pen pals in other countries.
- Put students in groups to organize the research. Each group member should have a task, such as looking something up on the Internet or writing to a friend in another country. Set a date for finishing the research.
- When the research is finished, students meet and decide how to write and present their report. Set a day for students to present their reports.
- Collect the written reports for assessment.

Workbook

Assign page 100 for an additional reading, writing practice.

11 Form, Meaning and Function

Simple Present versus Present Progressive

- Present to the class when the simple present and the present progressive are used. Point out that the progressive is used mainly for two reasons— to express that something is happening right now, or that something happening now is temporary.
- Have volunteers read the examples aloud.
- Provide more examples. Write these sentences on the board:
  The sun* shines *most days. Today it* isn't shining. *It's cloudy.
  He* talks *quietly. He* is talking *to his friend now.
  He usually* walks *to school. Today he* is taking *the bus.
- Walk to the door of the classroom. Say: ***I* close *the door every day when I leave***. Then, demonstrate closing the door as you say: ***I* am closing *the door now.***
- Present the verbs that aren't used in the progressive form. Explain that these verbs are all nonaction verbs and so we don't need to use the progressive.
- Give students two minutes to write sentences about themselves or other people, using the simple present or present progressive. Have students read their sentences to the class.

A

- Model the first item with the class. Point out the time expression *at the moment*. Elicit that the answer should be present progressive. (b)
- Have students work individually to complete the exercise.
- Call on students to read aloud the completed sentences.

Answers

1. b
2. a
3. c
4. a
5. c
6. b
7. a
8. a
9. c
10. b

B

- Have students work individually to complete the sentences.
- Have them check their answers with a partner by taking turns reading the sentences aloud. Then call on volunteers to read for the class.

Answers

1. Do you check
2. are riding
3. don't understand
4. are going
5. works out
6. do you usually wake up
7. Are you reading
8. brushes
9. isn't coming
10. is taking

11 Form, Meaning and Function

Simple Present versus Present Progressive

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

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

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

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

A. Choose the correct verb for each sentence.

1. Nawal _____ her homework at the moment.
   a. does **b.** is doing **c.** do
2. _____ to come to the mall with us?
   a. Do you want **b.** Want you **c.** Are you wanting
3. The scientists _____ the cause of the problem.
   a. aren't knowing **b.** not know **c.** don't know
4. Look! The children _____ in the lake.
   a. are swimming **b.** swim **c.** are swim
5. The moon _____ around the Earth.
   a. is going **b.** go **c.** goes
6. Abdullah sometimes _____ his bike to school.
   a. is riding **b.** rides **c.** ride
7. Jasem has a part-time job, but he _____ today.
   a. isn't working **b.** works not **c.** aren't working
8. _____ in your country in the winter?
   a. Does it snow **b.** Snows **c.** Is it snowing
9. Please be quiet. The baby _____ right now.
   a. is sleep **b.** sleeps **c.** is sleeping
10. 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.

1. _____ your email every day? (you/check)
2. Look at them! They _____ horses on the beach. (ride)
3. I _____ this exercise. Can you explain it again? (not/understand)
4. We _____ to the park. Would you like to come with us? (go)
5. Majid usually _____ at the gym three times a week. (work out)
6. What time _____ in the morning? (you/usually/wake up)
7. _____ the newspaper? Can I have a look at it, please? (you/read)
8. Fatimah always _____ her teeth after dinner. (brush)
9. Khalid has football after school, so he _____ home early. (not/come)
10. My father's car is at the mechanic's, so he _____ 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?

Quick Check

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

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

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

Unit Goals

Vocabulary
Activities at different places

Functions
Talk about places and activities
Express ability
Express likes and dislikes

Grammar
Modal: *can*—affirmative, negative, questions, short answers
Verb: *like* + Infinitive
Gerunds and Infinitives after Verbs

Listening
Listen for specific information from a radio ad

Pronunciation
Can and *can't*

Reading
Beachside Resort

Writing
Write a postcard from a resort in your country

Project
Design a brochure for a vacation resort

Warm Up

Tell students a few things that you can do. For example: ***I can use a computer. I can cook.*** Act these activities out as you speak. Then ask questions: ***Can you use a computer? Can you cook?*** Students answer *yes* or *no*. Ask students where they need to be to cook. (the kitchen) Then ask them where they need to be to use a computer. (accept different answers, e.g. in my room, at the libray, at the office)

1 Listen and Discuss

- With books closed, tell students that they are going to hear about places in a town and what people can do there. Ask: ***What can people do at the mall?*** Elicit answers and write them on the board. For example: ***shop, meet friends, go to a restaurant, buy a smartphone,*** etc. If students don't know a word in English, they should ask: ***How do you say _____ in English?***
- Have students open their books and look at the picture of the town on pages 26 and 27. Have them name the places they can find. Then ask them to look at the pictures and say what people can do at each place. Accept different answers from students. List the students' answers on the board.

CD1, T20 Play the audio. Have students listen and point to places and activities as they listen.

CD1, T20 Play the audio again. Students listen and compare the places and activities on the audio with the list on the board. Ask students to speak along with the recording as they hear each sentence. Then discuss their answers in class.

Language Builder

Remind them that in English we use the word/pronoun *you* to refer to people or somebody in general. For example, when we say: *You can borrow books at the library,* we don't only mean *you* as a person but also other people; anybody that uses the library.

Quick Check

A

- Tell the students to look at the picture and mark their favorite places. Ask them to mark up to 3 places.
- Have students move around the classroom and compare places and the reasons they like them with their classmates. Ask them to try and find other students who like the same places.

Answers

Answers will vary.

B

- Have students work individually or in pairs to complete the exercise.
- Check answers by calling on students to read a sentence and name the place where one can do the activity. Have the rest of the class listen and agree or disagree with each answer.

Answers

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

Language Builder

Point out that there are several compound words on the town map. In compound words, two words are put together as one word. Supermarket is a compound word. Have students find two more. (bookstore, airport)

2 Pair Work

- Focus students' attention on the conversations in **A** and **B**. Explain quickly that we make questions with *can* by putting *can* at the start of the sentence. Point out the short answers *Yes, you can* and *No, you can't*. Students will see a complete explanation with more practice in the Grammar on page 28.

CD1, T21 Play the audio of the conversations. Have students repeat or read along with the recording.

- Put students in pairs to read conversation **A**. Ask if there are other things that people can't do at a museum. For example: ***You can't ride a bicycle at the museum.*** Have them practice the conversation a few more times with different activities.
- Model conversation **B** with a volunteer. Ask the questions, substituting the underlined words with different activities from the picture. Tell the volunteer to respond with true information.
- Students practice conversation **B** in pairs. They should repeat the conversation several times with different activities, and take turns asking and answering the questions.
- Ask a few pairs to act out their conversations for the class.
- Have students look at the pictures and talk about what other people in the picture are doing. Use this opportunity to review vocabulary from other units. For example: ***The boy with black hair is reading. The chef is cooking.*** Ask students to come up with as many new sentences as they can. Elicit and write them on the board.

Workbook

Assign page 101 for practice with vocabulary for activities and expressing likes and dislikes.

Teaching Tip

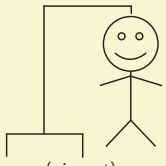
Encourage students to add additional information when they answer questions with short answers. For example, in Pair Work **B**, when students answer *Yes, I can* or *No, I can't,* they can add another sentence. For example:

A: Can you play tennis?

B: Yes, I can. It's a great game.

Additional Activity

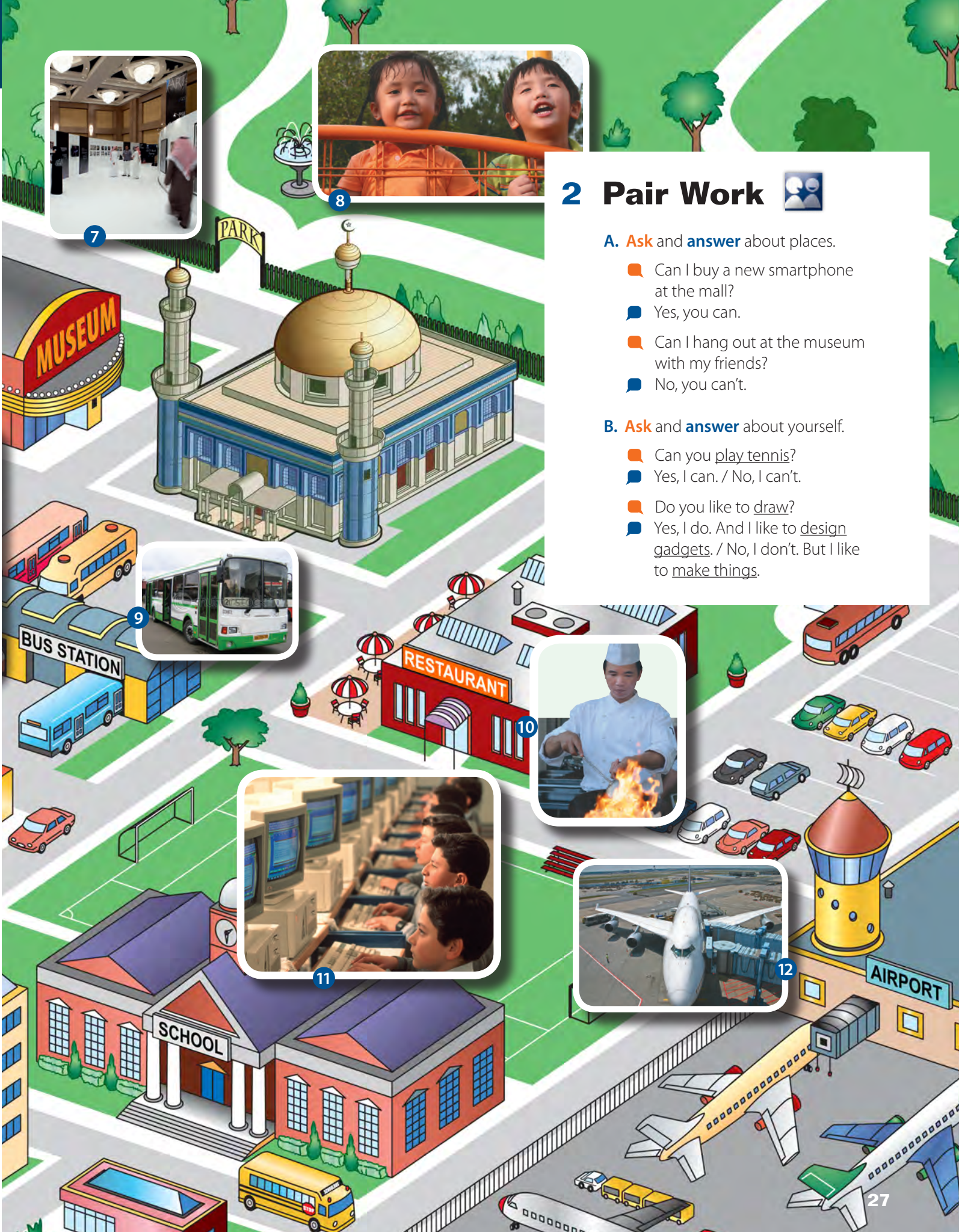
Play Hangman with the new words from pages 26 and 27. Draw the hangman on the board as a model. You can decide on the number of parts it should have.



Then draw blanks on the board for one of the beach activities, for example, _ _ _ _ _ _ _ (airport) Students guess letters. If the letter is in the word, write it in the blank. If it isn't, draw one part of the hangman. When students think they know the word, they can guess. If the guess is correct the student wins. If it isn't, add another piece of the hangman and continue the game. The object is for students to guess the word before you finish the hangman.

fun facts

Americans have an average of 14 vacation days each year. This number is lower than in many other countries. In France, for example, people have an average of 37 vacation days. In Saudi Arabia, people have an average of 30 vacation days each year.



2 Pair Work

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

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

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

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

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 / It / We / They **can** speak English.

Negative (–)

I / You / He / She / It / We / They **can't** rollerblade.

Questions (?)

Can I / you / he / she / it / we / they read?

Short Answers (+)

Yes, I / you / he / she / it / we / they **can**.

Short Answers (–)

No, I / you / he / she / it / we / they **can't**.

FYI can't = cannot

Verb: *like* + Infinitive

FYI An infinitive is *to* + verb.

Affirmative (+)

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

Negative (–)

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

Questions (?)

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

Short Answers (+)

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

Short Answers (–)

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

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

1. Ahmed _____ _____ (come) tonight. He's finishing an assignment.
2. _____ Luke _____ (drive) them to the mall in his car?
3. We _____ _____ (meet) tomorrow afternoon. I'm going to the dentist.
4. Mr. Sawyer _____ _____ (see) you now. I'm afraid he's very busy.
5. You _____ _____ (speak) in the library, but you _____ _____ (read).
6. Imad _____ _____ (stay) very long. His friends are waiting for him.

3 Grammar

Modal: *can*

- Read the explanations of *can* for ability and possibility with the class. Write a sentence on the board about something you can do. For example: ***I can use a laptop.*** Explain that this means that you have the ability to use a laptop. Then write: ***I can't use my laptop today. The screen is damaged.*** Explain that this means that it isn't possible to use your laptop today because it doesn't have a screen and you can't see anything.
- Have students look at the charts for the affirmative, negative, and question forms. Ask: ***Are these forms the same for all subjects or are they different?*** (the same)
- Ask a few students to say two sentences, one with something they can do and the other with something they can't do. For example: ***I can ride a horse. I can't drive.*** After a few students have given examples, ask questions about what they said and have students answer with short answers. ***Can your friend draw?*** (Yes, he/she can.) ***Can he/she rollerblade?*** (No, he/she can't.)
- Focus students' attention on the **FYI** box. Point out that there are two *n*'s in ***cannot*** but only one in ***can't***. Explain that the form ***cannot*** is almost never used in conversation. It is more commonly used in writing.

Verb: *like* + Infinitive

- Have students look at the charts with the forms of ***like*** + ***to*** + verb. Point out that the forms for sentences, questions, and answers are the same as those they have already studied. The only difference is the use of the verb with ***to***. (See the definition of an infinitive in the **FYI** box.)
- Write this sentence on the board with blanks: ***I like to _____, but I don't like to _____.*** Ask a few students to complete the sentence about themselves. Then ask questions about students in the class and have their classmates answer with short answers. For example: ***Does Ahmed like to skateboard? Do Fatimah and Sabah like to watch TV?***

A

- Ask a volunteer to read the directions. Do the first sentence with the class as an example. Elicit that the correct answer is ***can't come*** because the second sentence gives the reason that Ahmed can't come. (He's finishing an assignment.) Students have to read both sentences to know whether the answer is ***can*** or ***can't***.
- Have students work individually to complete the exercise. Then have them compare answers with a partner.
- Check answers by calling on students to read their sentences.

Answers

1. can't come
2. Can, drive
3. can't meet
4. can't see
5. can't speak, can read
6. can't stay

B

- Read the directions and ask volunteers to model the example conversations. Explain that students have to look at the pictures to know whether the person can or can't do the activity.
- Put students in pairs to do the exercise. They should take turns asking and answering.

Answers

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.

C

- Have students work with a different partner to ask and answer questions about the activities in **B**.
- Students work individually to write the activities in order of preference. Then they compare their lists with their partner.

D

- Have students stand up and walk around the classroom asking questions with ***Can you…?***
- Join students as they are doing this, asking and answering the same questions. At the same time, monitor students' conversations and note any problems to discuss later.
- Ask volunteers to report their findings to the class.

4 Listening

- Ask a volunteer to read the directions aloud. Give students a minute to read the sentences silently.

CD1, T22 Play the audio for students to just listen. Tell them not to write at this time.

CD1, T22 Play the audio again for students to write *yes* or *no*.

Answers

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

Audioscript

Come to the New Town Mall. Be one of the first visitors to enter and get an amazing welcome gift. It's near the hotel and there is free parking. So park your car, put your rollerblades in a locker at the entrance, and step right in.

You can shop and meet your friends. You can just sit and relax at The Falcons, our roof top café, or walk around and admire the wonderful new stores. Shopping can be a real pleasure here.

You will find all the books and magazines you ever wanted in our new, fully computerized bookstore. And, of course, there is a fully equipped, state-of-the-art gym with an indoor pool. If all this makes you hungry, try one of our fabulous restaurants. You can do all this and much more.

Visit our website at www.newtownmall.com.

5 Pronunciation

CD1, T23 Play the audio twice for students to listen.

- Point out the difference in the vowel sounds of ***can*** and ***can't***. In questions and affirmative sentences ***can*** has a reduced vowel sound (/*cən*/) because it is unstressed. The negative ***can't*** is pronounced /*cænt*/. In short answers, ***can*** is pronounced /*cæn*/.

CD1, T23 Play the audio again for students to repeat or speak along with the recording.

Workbook

Assign pages 102–103 for practice with the grammar of the unit.

Teaching Tip

When setting up an activity for the class, make sure that students understand what they have to do *before* they start. When you have to stop to explain and then start again, it can waste time and cause confusion.

Additional Activity

Practice the pronunciation of *can* and *can't* by saying random sentences. For example: *He can't drive. They can take driving lessons.* Have students raise one finger if they hear the word *can*, two if they hear *can't*. Continue with students saying sentences for their classmates to guess.

B. Work with a partner. Ask and answer.

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

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

play / basketball

drive / bus

1 make / sandwich

2 ride / bike

3 ride / motorcycle

4 use / 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.

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?

6 Conversation

- Have students look at the photos. Ask: ***What sport are they talking about?*** (tennis)
- **CD 1, T24** Tell students to close their books. Play the audio twice for students to just listen.
- **CD 1, T24** Then have them open their books and follow along with the text as they listen for a third time.
- Ask: ***What do Ali and Imad want to do?*** (play a tennis match) ***Do they want to play on a weekday?*** (No. They want to play on the weekend.)

Real Talk

- Draw students' attention to the Real Talk box. Give examples of other situations where you might use these questions. For example, model a conversation with a student where you try to arrange a breakfast meeting. Suggest a time that is too early to meet, for example, 5 a.m. The student should respond with: ***Are you crazy?***

About the Conversation

- Put students in pairs to ask and answer the questions.
- Check answers by calling on volunteers to answer the questions. Have students support their answers by reading the line from the conversation that has the information. Ask why Imad can't play on Thursday. (He's busy.)

Answers

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.

Your Turn

- Explain that students are going to invite their partner to go somewhere. An outing is simply any activity where you go out with friends to do something fun.
- Model the conversation with a volunteer. Begin by saying the first line suggesting an activity. Note that after the student says *I can't* in line 4, he or she should give a reason.
- Put students in pairs to role-play the conversation. Have them practice the conversation until they can do it without reading it. Go around the room as students are working and help as needed.
- Ask a few pairs to come to the front of the room and act out their conversations for the class. Have them do this without the book. Tell students to make the conversation sound as real as possible.

7 About You

- Use the questions to have a discussion about sports and games with the whole class. Have students ask the questions, calling on classmates to answer. Encourage students to give additional information when they answer.
- Try to get students to carry on the discussion with as little help from you as possible. Tell them that if one of their classmates is very quiet, they should ask the person a question to help him or her participate.
- Conclude the activity by determining which sports and games are the most popular with the whole class. Which are the most popular to play and which are the most popular to watch?

fun facts

Football is the most popular sport in the world. According to one source, more than 240 million people around the world play football. However, in the U.S., American football is the most popular sport. Football is also popular in Saudi Arabia. Boys begin to play at a very young age, and many of them dream of becoming famous football players.

8 Reading

READING STRATEGY Asking questions

- With books closed, tell students they are going to read a website about a place called Beachside Resort. Then have each student write one or two questions they would like to ask about the resort.
- Ask a few students to read their questions aloud.
- **CD1, T25** Play the audio twice. The first time, students listen with their books closed. The second time, they read along as they listen. Tell them to listen for the answers to their questions.
- Ask: ***Did the website answer your questions?*** Elicit answers from several students and discuss.

After Reading

- Have students work individually to circle the things they can do at the Beachside Resort.
- Check answers by asking volunteers to read the activities they circled and tell where they found the information on the website.
- Give students an opportunity to ask about new words on the website. If possible, help them guess the meaning of the words from context.

Answers

The following should be circled: snorkeling, eat seafood, cook your own meals, go for walks, and go fishing.

Teaching Tip

Make English the language of the classroom. Students should feel that they are working and functioning in English during class time. If they are constantly switching between English and their first language, students will never "tune in" to English.

Additional Activity

Play a memory game. Students write on a slip of paper one thing they *can* do and one thing they *can't* do. Then they read their sentences aloud to the class. Ask for volunteers to say as many things about their classmates as they can remember. For example: ***Hameed can ride a horse, but he can't ride a bike.*** Who remembers the most?

Project: Free Time Activities

Tell students to choose a sport or activity that they like to do in their free time (e.g. football, drawing, etc.), and research more information about it. How do you do it? Where can you do it? Where are good places to visit if you want to do this activity? Students prepare a report and present it to the class.

fun facts

- The longest beach in the world is Praia di Cassino in southern Brazil. It is 240 kilometers long.
- Bunaken National Marine Park in Indonesia is one of the best places to snorkel in the world. The park is 97% water and has more than 2,500 species of fish.

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.

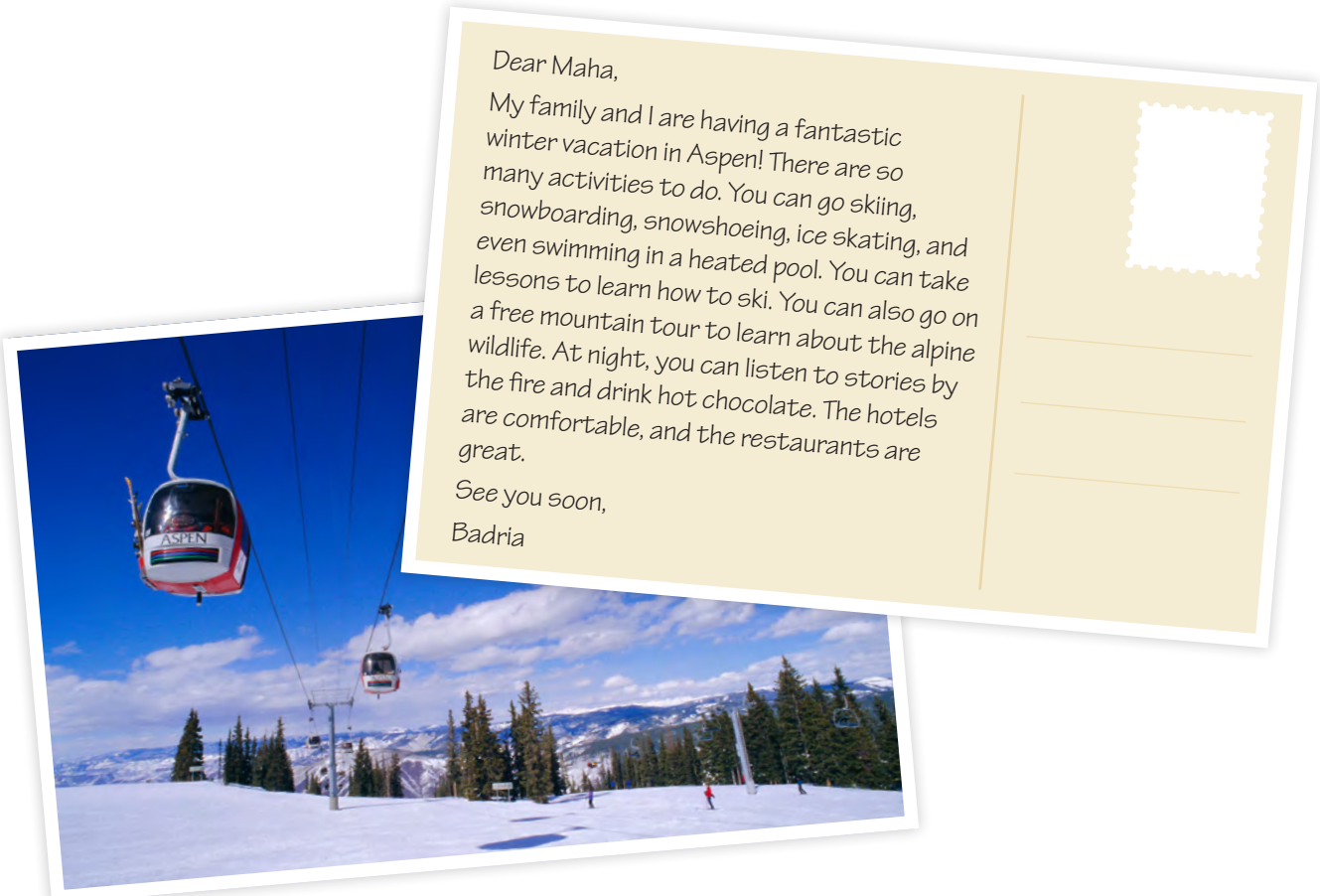
After Reading

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

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.

9 Writing

A

- You may wish to show the class photos or short videos of the winter sports mentioned in the postcard.
- Have volunteers read parts of the postcard aloud. Go over any new vocabulary.
- Ask students if they, or someone they know, have ever tried any of the activities mentioned in the postcard. Have them share their experience with the class.

Culture Note

Aspen, Colorado

Aspen is a popular winter resort located in the Rocky Mountains of Colorado, U.S.A. The original town of Aspen was founded as a silver mining camp in the 1880's. A decade later, the silver market collapsed and the population steadily declined. Aspen was revived again in the mid-20th century when the nearby mountain was developed into a ski resort.

B

- As a class, brainstorm some popular resorts or vacation places in the students' country. Have each student choose one place and do research on it.
- Students then write notes in the chart. Tell them that they will use their notes to write a postcard from the resort.
- Put students in small groups. Have them use their notes to tell the group members about the resort.

C

- Have students write a postcard using their notes from the chart. If they wish, they can include a photo or a drawing.
- Have volunteers read their postcard to the class. Then have classmates ask questions about the resort.

10 Project

- Have students work in groups to make a brochure for a vacation resort, either real or imaginary. They can use the Reading as a model of the type of information to include. They can also use their notes from chart in **B**. Encourage them to illustrate the brochure or to include photos.
- Students submit the brochures as a writing assessment. Give groups the opportunity to correct any mistakes.
- Hang the finished brochures up on the walls of the classroom. Have students walk around the room and look at the brochures of the other groups. Then take a class vote on which resort most students would like to visit.

Workbook

Assign page 104 for additional reading, and writing practice.

11 Form, Meaning and Function

Gerunds after Verbs

- Have students read the explanation and the examples at the top of the chart. Introduce the list of verbs that are often followed by a gerund and go over the meaning of any verbs that may be new.
- Practice by writing the following sentence starters on the board and calling on several students to complete them with gerunds.
  I dislike _____.
  I can't stand _____.
  I feel like _____.
  I often spend time _____.
- Point out that activities and sports, such as *painting* and *swimming*, often use the *-ing* form as a noun. Ask: ***What other activities or sports use the* -ing *form?*** Elicit examples, such as *cooking*, *reading*, *ice skating*, *cycling*, *climbing*, *running*, and *skiing*.

Infinitives after Verbs

- Explain that infinitives can also be used as nouns. Have students read the explanation and examples in the chart.
- Write the following sentences starters on the board and call on students to complete them.
  I would like to _____.
  I prefer to _____.
  I hate to _____.
- Point out that some verbs can be followed by either an infinitive or a gerund. The meaning of sentences with these verbs is almost the same. We can say, for example, *I love reading books* or *I love to read books*. (One slight difference is that the person is more likely to use the gerund at the moment of doing the activity.)
- **Note:** Students may find it overwhelming to think that they have to memorize these lists of verbs. Explain that as they hear and practice sentences with gerunds or infinitives, they will naturally begin to get accustomed to them and develop a sense of which form to use.

Language Builder

Point out that with the verb *prefer*, we often use the structure prefer *X to Y*. For example: *I prefer reading to watching TV. I prefer chocolate ice cream to vanilla.*

A

- Do the first sentence with the class as an example. Elicit the correct verb form. In this case both the gerund and infinitive are correct. Tell them that for some answers both verb forms are possible.
- Have students work individually to complete the exercise. Then they compare answers with a partner.
- Go over the answers by calling on students to read sentences from the text.

Answers

1. going / to go
2. doing
3. fishing
4. snorkeling / to snorkel
5. to try
6. sailing
7. sitting / to sit
8. walking / to walk
9. eating / to eat
10. hiking / to hike
11. to relax
12. reading

B

- Have students work individually to complete the sentences with their likes and dislikes. Tell them to include details with their answers. For example: *I enjoy playing football in the park with my friends.*
- Put students in small groups to compare their likes and dislikes. Have them find out how many students in the group have similar answers. Ask one member of each group to report the similarities to the class.
- Have several students read their answers for the class.

Answers

Answers will vary. Sample answers:

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

11 Form, Meaning and Function

Gerunds after Verbs

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

They spend their free time **playing** basketball.
He enjoys **skateboarding** in the park.

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

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

Infinitives after Verbs

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

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

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

hate	love	want
like	prefer	would like

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

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

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

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

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

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

EXPANSION Units 1–4

1 Language Review

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

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

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

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

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

Unit Goals

- **Language Review**
- **Reading** English Everywhere
- **Writing** Write what signs mean; Find signs in English
- **Chant Along** *The English Class*
- **Project** Language Survey

1 Language Review

A

- This exercise reviews vocabulary for jobs from Unit 1 and grammar from Unit 4—questions with ***like*** + infinitive.
- Focus students' attention on the photos of the jobs. Say the words and have students repeat.
- Have students read the questionnaire. Connect the pictures to the questionnaire by asking questions. For example: ***Who likes to write stories?*** (the writer) ***Who likes to work with animals?*** (the veterinarian) ***What does the artist like to do?*** (draw)
- Have students work individually to complete the questionnaire about themselves.

Answers

Answers will vary.

B

- Put students in small groups to discuss their answers and talk about jobs. Students can say things like, ***Carpenter is a good job for Ibrahim. He likes to work outdoors and make things.*** They can use the jobs in the photos and other jobs they know.
- To follow up, call on students to talk about which jobs would be good for one of their group members and why.

Answers

Answers will vary.

C

- This exercise reviews vocabulary for everyday activities and the grammar, questions, and answers about time from Unit 3. Have students review the time expressions on page 19 and the Grammar on page 20. Remind students of the use of the prepositions ***at*** (with the time and *night*), ***in*** (with *the morning, the afternoon, the evening*), and ***on*** (with days of the week).
- Students work individually to complete the first column in the schedule with their information.
- Then, have students stand up and walk around the room interviewing their classmates about their schedules. For each item, they ask: ***What time do you usually _____?*** Set a time limit for the activity of about 10 minutes.
- Ask volunteers to answer the question: ***Whose schedule is like yours?*** For example, students might answer: ***Adnan's schedule is like my schedule. We both get up at _____, and we leave for school at _____.***
- **Option:** Students could also do this activity working in groups of four, exchanging information about the times each group member does each activity.

Answers

Answers will vary.

D

- This exercise reviews questions and answers with the modal ***can*** from Unit 4 and vocabulary for activities.
- Have students review the Grammar on page 28. Review questions by writing a sentence with ***can*** on the board. For example: ***Asma can draw.*** Then write the question underneath, showing with arrows how the word ***can*** moves to the front. (Can Asma draw?) Note that a common student error when learning ***can*** is to use the auxiliary ***do/does***, and form the question: *Do you can draw?*
- Give students a minute to look at the pictures. Demonstrate words that are new or get a student to demonstrate.
- Have students stand up and walk around the room asking and answering questions. They ask the question: ***Can you _____?*** Classmates respond: ***Yes, I can*** or ***No, I can't***.
- Call on students to report on what their classmates can and can't do. For example: ***Fahd can't take photographs, but he can repair a car.***

Answers

Answers will vary.

E

- This exercise reviews the frequency adverbs from Unit 3. Have students look at the chart on page 20. Then with books closed, ask several students to tell you things that they ***always***, ***usually***, ***sometimes***, and ***never*** do.
- Tell students to open their books. Ask a volunteer to read the directions and the example. Have students work individually to write the sentences.
- Ask a few students to write one of their sentences on the board.
- As an extension, have students repeat the task, this time writing one sentence with each of the frequency adverbs. They can use activities in the chart or other activities of their choosing. Have them add more information to the sentences. For example: ***I always tell jokes when I hang out with friends. I never play chess with Adel.***
- Ask several students to read their sentences aloud.

Answers

Answers will vary.

F

- This exercise reviews affirmative and negative sentences with ***can***. With books closed, ask several volunteers to tell you things that they ***can*** and ***can't*** do. They can make sentences with ***but***. For example: ***I can _____, but I can't _____***. Then have them change the subject and talk about their friends and other people they know. For example: ***My brother can make great sandwiches, but he can't make pizza***.
- Tell students to open their books. Ask a volunteer to read the directions and the example. Students work individually to write their sentences.
- Have several students write their sentences on the board.

Answers

Answers will vary.

Workbook

Assign pages 105–106 for review of grammar and vocabulary presented in Units 1–4.

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

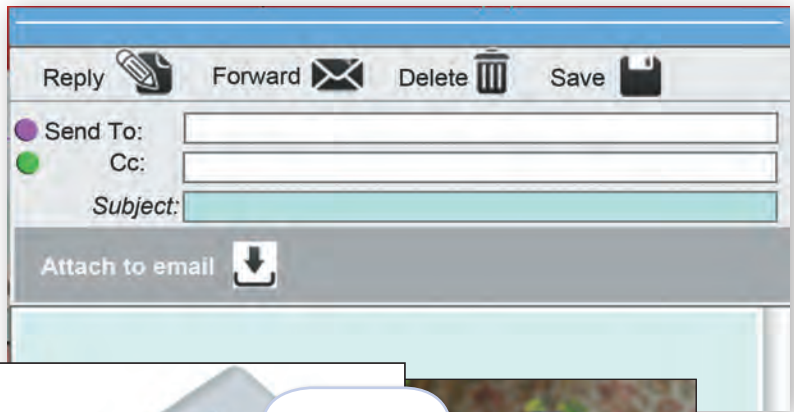
2 Reading

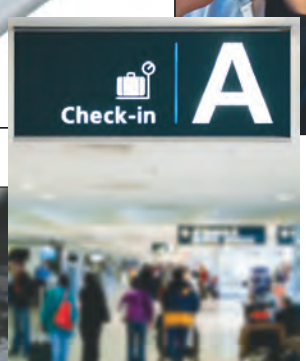
Before Reading

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."

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!

2 Reading

- Discuss the **Before Reading** questions. Have students look at the pictures on the page and name the things they see. Then ask them if they use the same English words when they speak Arabic. Put them in pairs and have them help each other as they try to decide. Ask them to think of more English words that they use when speaking Arabic and make a list. Have them compare their lists and choose the words that they use most of the time.
- Explain to them that a lot of words, such as computer, smartphone, email, and T-shirt have become international. Tell them that people from different countries use these words all the time.
- Ask students to think about activities and things that expose them to English on a day to day basis, e.g. TV shows, computer jargon, product labels and instructions, etc. Have them collect examples to bring to class in their next lesson.

CD1, T26 Play the audio twice. The first time, students listen with their books closed and try to identify the things that they have already suggested. Then they listen again and read along in their books.

- Review the notes on the board. Did students think of all the examples mentioned in the audio?
- Write these expressions on the board and have students find them in the text. Then elicit or explain the meaning of each.

  come across = find something
  jargon = terminology
  abbreviations = a shortened form of a written word or phrase

After Reading

A

- Have students work individually to answer the questions. They can refer back to the text if they like.
- Check answers by calling on students to read the sentences and say *yes* or *no*. Have students say why they think the answer is yes or no. If students make a mistake, don't correct it immediately. Let students discover it by asking them to check in the text.

Answers

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

B

- Put students in pairs to answer the questions.
- Check answers by calling on pairs to ask and answer the questions for the class.

Answers

Answers will vary. Sample answers:

1. Words and phrases that we use to talk about computers
   Examples: window, mouse, click, drag, website, Internet
2. Food: burger, chips
   Clothes: jeans, T-shirt (additional examples will vary)
3. When they 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)

Discussion

- Discuss the questions with the whole class. Ask several students to respond to each question. Elicit different opinions. When students disagree, have them direct their comments to each other and not to you.

Writing

- Have students look at the pictures on the page. Ask them where they have seen some of the signs.
- Have students work in small groups to write what each sign means.
- As students are working, monitor and help as needed. Call on volunteers from each group to present their answers.
- Have groups brainstorm, think about signs in English, and draw them. Have groups present their signs to the class.
- **Option:** You may want to organize this as a research task and have students use the Internet or other sources to find signs in English and present them to the class.

Language Builder

Explain that in signs we use the shortest form possible to warn people or to ask them to do or not to do something, e.g. *Don't walk*, *Push*, etc. When we speak to people, however, we normally avoid such forms or combine them with words and expressions, such as *Please* or *It's not a good idea* (to walk on the grass), or *I don't think we should go in*, etc.

After Reading

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

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

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

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.

bag ▼

◄ 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.

hat ▲

3 Chant Along

- Tell students that they are going to hear a chant called *The English Class*. Ask students: ***What do you have to do in your English class? What are you allowed to do? What are some of the things you like to do? What are some of the things you dislike? What does the teacher tell you to do?***

CD1, T27 Play the audio once. Students listen with their books closed. Have students listen for the answer to this question: ***What words do you hear about computers?*** (CDROM, DVD, video game, mouse, pad, screen, stick, keyboard, email, site)

CD1, T27 Play the audio again. Ask students to listen and number the verses in the correct order. Play the audio a second time, and have students check their answers. Call on volunteers to report in class.

- Ask students to find rhyming words in the chant. (do/you, be/me, bat/hat, plane/train, chair/pear)

CD1, T27 Play the audio again for students to chant along with the recording. You might have students chant or say the chant as a poem. One way to do this would be to have different groups chant or say each verse. Encourage students to get into the rhythm of the chant.

Vocabulary

A

- Ask a volunteer to read the directions aloud.
- Put students in pairs to complete the exercise. Have them refer back to the chant to guess the meanings of the words from context. They should not use a dictionary.
- Then call on students to read the words and their meanings.

Answers

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

B

- Ask a volunteer to read the directions aloud.
- Put students in pairs to complete the exercise.
- Then call on students to read the words in the categories.

Answers

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

Language Builder

Explain that words can belong to different categories and that when we group them together, we can remember them. Tell students that the same word can be associated with various uses or topics and belong to more than one category. For example, the word mouse is associated with technology, but it is also an animal. If there is a computer in class, we can also put it in the classroom category, and so on.

Comprehension

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

Answers

1. no (A square has 4 sides.)
2. yes
3. no (We put a pad under the mouse.)
4. yes
5. yes

4 Project

- Have a volunteer read the instructions aloud. Explain to students that they need to make notes for a few days while they are at school, shopping, at home, watching a TV film, etc.
- Have students organize their findings into a chart. Ask them to compare charts in pairs.
- Discuss their findings in class. What's the most popular/frequent word or phrase?
- This project could be expanded by having students interview friends and family who are not in the class. Students could also research more widely, e.g. listen to the news, check publications, etc.

Teaching Tip

Although activities where students are all speaking to one another can be very noisy, it is constructive to have many students speaking English at one time. Ask students to speak softly, but do not interrupt the flow of the activity.

Vocabulary

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

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

B. Put the words into the correct groups.

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

Classroom	Transportation	Technology

Comprehension

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

1. ___ A circle has 4 sides.
2. ___ When you spell your name, you need to say each letter separately.
3. ___ We put a pad under the keyboard.
4. ___ We click with the mouse.
5. ___ There are sites on the Internet.

4 Project

1. Keep a record of what you do in English each day. Think about what you hear, read, and see.
2. Compare with a partner.
3. 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?

Unit Goals

Vocabulary
Clothes
Colors
Future time expressions

Functions
Talk about clothing and colors
Express future plans
Make suggestions

Grammar
Future:
be + going to—affirmative, negative, questions, short answers
Time Expressions for the Future:
tomorrow, next week, next month, etc.
Present Progressive: Future Arrangements

Listening
Listen for specific details about clothing and colors

Pronunciation
Going to

Reading
Clothes and Travel

Writing
Write a description of people's clothing

Project
Do a class survey on shopping advice

Warm Up

Show students photos of three or more people dressed in different clothes and/or colors. Ask them questions like these: ***Who's wearing a blue T-shirt? Who's wearing jeans?*** Students answer with the person's name or position, e.g. the boy in the 1st picture.

1 Listen and Discuss

- With books closed, tell students that they are going to hear words for different kinds of clothing. Ask: ***What words do you think you will hear?*** Elicit responses and write the words on the board.

CD1, T28 Play the audio for the clothing items. Students listen and point to each item of clothing as they hear the word.

- Review the list on the board. Which words that students guessed are on this page? What other clothing words did students know? Have them write the words that are not in the book in their vocabulary notebooks.

CD1, T28 Play the audio again. Students listen and repeat or speak along with the recording.

- Say the vocabulary words for clothing items in random order. Have students point to each item of clothing as they hear the word. Then point at the clothing items in the book and have students say the words.
- Ask the introductory question: ***What kind of clothes do you like to wear?*** Discuss answers with the whole class. Ask students if they like any of the clothes in the picture. Start off by saying what you like or don't like. For example: ***I like the black coat. I don't like the brown boots.***
- Focus students' attention on the conversations at the top of page 41.

Language Builder

Explain that the words *jeans, shorts,* and *pants* are always plural in form (even though they might be considered one piece of clothing) and they use a plural verb. For example: *His jeans are blue.*

We often use the expression "a pair of" to talk about these clothing items. For example: *He wants a new pair of jeans.* The words *shoes* and *socks* are usually used in the plural as well, but can be singular: *He's wearing one blue sock and one black sock!*

CD1, T28 Play the audio for the conversations. Students point to each speaker as they listen to the conversations.

CD1, T28 Play the audio again for students to repeat or speak along with the recording.

- Ask: ***Where's Steve going?*** (to Rio de Janeiro) ***Where are Nawal and Sabah going?*** (Nawal and Sabah are going to a wedding.) Elicit that a *wedding* is a ceremony in which people get married. Usually guests are formally dressed at weddings.

- Focus students' attention on the color chart.
- **CD1, T28** Play the audio for the color chart. Have students listen and point to each color they hear.
- **CD1, T28** Play the audio for the colors again and have students listen and speak along with the recording.
- Quiz students briefly on the colors by pointing to objects or items in the classroom and asking: ***What color is this?***
- Work with students on the pronunciation of the colors if necessary.

Quick Check

A

- Have students work individually to list the clothing and colors they are wearing.
- Have them compare lists with a partner and check their partner's list. Is it correct?

Answers

Answers will vary.

B

- Have students work individually or in pairs to complete the exercise.
- Check answers by calling on students to read a sentence and then answer *yes* or *no*. Ask students to change the sentences that are incorrect to be correct.

Answers

1. no (Steve is going to Rio de Janeiro on vacation.)
2. yes
3. no (Nawal is going to a wedding next weekend.)
4. no (Sabah is going to buy a formal dress.)

2 Pair Work

- Focus students' attention on the conversations. Explain briefly that we use *be* + *going to* + verb to talk about future plans.
- **CD1, T29** Play the audio for the four Pair Work conversations. Have students repeat or speak along with the recording.
- Model the first conversation with a volunteer. Ask the question using a different place and/or season. For example: ***What clothes do I need to buy for Cairo in the summer?***
- Put students in pairs to practice the conversations. They should take turns asking and answering. Ask a few pairs to act out their conversations for the class.

Workbook

Assign page 107 for practice with clothing vocabulary.

Teaching Tip

Give students opportunities to show you what they already know about a topic, as you did by having them list clothing words *before* they looked at the presentation in the book. This gives you a better idea of what students need and helps build their confidence.

Additional Activity

Play *I see something blue.* Tell students that you see something of a certain color in the classroom. As you say it, make sure you are not looking directly at the object. Students try to guess the object. The first student to guess then looks for another object and says: ***I see something (color)***.

fun facts

Nowadays, some people think of pink as a color for girls, and blue as a color for boys. But it hasn't always been this way. Blue for boys and pink for girls became the norm in the 1940s and 50s. No one knows why. Each color has a different meaning in different cultures. What might be a color of happiness in one country could be seen as a color of sadness in another. Think about the meaning of some colors in your country.

Quick Check

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

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

1. ___ Steve is going to Rio de Janeiro for work.
2. ___ He's going to need casual clothes.
3. ___ Nawal is going to get married next weekend.
4. ___ 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.

3 Grammar

Future: *be* + *going to*

Affirmative (+)

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

Questions (?)

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

Short Answers (+)

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

Short Answers (–)

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

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

Q: What **are** you **going to wear** to school **tomorrow**?
A: I'm going to wear my uniform.

Q: **Is** she **going to go shopping** for clothes **next week**?
A: Yes, she is.

A. Unscramble the sentences.

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

B. Work in a group. Ask and answer.

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

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

3 Grammar

Future: *be + going to*

- Focus students' attention on the chart of the verb forms. Point out that they are already familiar with the forms of the verb ***be***.
- Ask a few students to tell the class something that they *are* going to do tomorrow and something they *aren't* going to do. After a few students have given examples, ask questions about what they said and have students answer with short answers. For example: ***Is Amal going to go shopping tomorrow?*** (Yes, she is.) ***Is she going to buy shoes?*** (No, she isn't.)

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

- Read the time expressions and the examples with the class. Point out that we don't use ***the*** before the word ***next*** when saying ***next week*** or ***next month***.
- Tell students about things you are going to do next week and next month. Then have students tell the person next to them one thing they're going to do next week and another thing they're going to do next month.

Language Builder

Explain that we use the future with *be going to* to talk about definite plans for the future. If you say that you are going to do something, that means that you will definitely do it.

A

- Write the words for the first sentence on the board just as they are in the book. Then have students tell you how to rearrange the words to put them in the correct order. Ask: ***What's the first word?*** and so on. Follow students' instructions even if they make a mistake. Then help them find the mistake and fix it.
- Have students work individually to complete the exercise. Then have them compare answers with a partner.
- Check answers by calling on students to read their sentences aloud.

Answers

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

B

- Draw students' attention to the picture. Review the clothing words and colors by asking students to name the clothing items in the closet and to say what color they are.
- Ask two volunteers to read the example conversation. Ask other students in the class what they or people they know wear on a plane. Do they agree or disagree with the example?
- Put students in small groups to continue talking about what they usually wear for each situation.
- As students are talking, go around the room and monitor the conversations. Help as needed and make notes of any vocabulary they need to learn. Then go over these points later with the whole class.

Answers

Answers will vary.

C

- Give students a minute to look at the pictures. Ask what they know about these places. For example: ***Where are they? Is the weather there hot or cold now? Do people there wear formal or casual clothes? What can you do there?***
- Model the conversation with a volunteer. Have the student ask the questions for you to answer. Explain to students that they should repeat the conversation, substituting the people and places from the pictures. Do number 1 as a class as well. Ask students to give you advice for your answers. For example, say: ***Moscow is often cold. What should I bring?***
- Put students in pairs to continue practicing the conversations.
- Have pairs role-play their conversations for the class.

Answers

Answers will vary.

4 Listening

- Tell students that they're going to listen to two people talking about buying clothes.

CD1, T30 Play the audio for students to listen. Tell them not to write at this time.

- Ask: ***Where is Adnan going to go?*** (to Sweden) ***Why is Mark buying clothes?*** (for an interview)

CD1, T30 Play the audio again for students to complete the chart. Pause the recording as necessary to give them time to write.

Answers

	Clothes	Colors	Style
1. Adnan	coat, boots	blue or black, brown	casual
2. Mark	suit, shirt, tie	dark gray or dark blue, white or blue	formal

Audioscript

Adnan: I'm going to go shopping this afternoon. My brother and I are going to fly to Sweden on the weekend, and I need some warm clothes. I need a coat, and maybe a pair of boots. There are a lot of new leather boots out now. I'm going to buy a brown pair. I'm not sure about the coat. Maybe blue or black; I'll see.

Mark: I'm going to go to the mall. I have a job interview and I need a new suit, a white or blue shirt, and a plain tie. I'm going to buy a dark gray or dark blue suit. The clothes I have are too casual for an interview. I need something more formal.

5 Pronunciation

CD1, T31 Play the audio twice for students to listen.

CD1, T31 Play the audio again for students to repeat or speak along with the recording.

Language Builder

Point out that the pronunciation of *going to* may change depending on whether a situation is formal or casual. In formal situations, speakers pronounce the two words more clearly. In informal speech, *going to* sounds more like "gonna."

Workbook

Assign pages 108–109 for practice with the grammar of the unit.

Teaching Tip

Help students build on what they already know. For example, when presenting a new verb form, point out how it is similar to other forms they've learned before. This makes learning less challenging and also helps students use logic to predict grammar.

Additional Activity

Dictate a few sentences with *going to* for the students to write. Say each sentence only once and say it very quickly. Pronounce *going to* as "gonna." For example: ***We're going to go to Indonesia for vacation. We're going to take _____ and _____.***

fun facts

The world's most expensive wedding dress cost $12 million. It is covered in diamonds and was made by jeweler Martin Katz and dress designer Renee Strauss. It was displayed in an exhibit at a bridal show on Rodeo Drive in Los Angeles. No one has ever worn it at a real wedding.

C. Work with a partner. Ask and answer.

A: Where is 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.

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

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

6 Conversation

Brian: What clothes are you going to take to Norway?
Andy: Warm clothes, very warm clothes. You know, a heavy coat, a scarf, gloves … I'm going to pack all my sweaters and warm socks.
Brian: Don't forget your sunglasses!
Josh: He's not going to need sunglasses. He isn't going to the beach.
Andy: Actually, Brian is right. I'm going to put them on when I'm out in the snow!
Josh: You, out in the cold? You must be joking …

Real Talk

put on = wear

About the Conversation

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

Your Turn

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

7 About You

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

6 Conversation

- Have students look at the picture. Ask students to describe the picture and elicit ideas about what activities people can do there. Have students say what kind of clothes people wear there when they go out. Call on different students to report their ideas in class. Write their ideas on the board.

CD1, T32 Play they audio as students listen with their books closed.

- Have students help each other with words they don't remember.

CD1, T32 Then have them open their books and follow the conversation as they listen for a second time.

Real Talk

- Draw students' attention to the Real Talk box. Explain that *put on* refers to the act of dressing yourself.

About the Conversation

- Ask and answer the questions with the whole class. Ask a student to read a question and then have that student call on a classmate for the answer. Encourage students to ask the class more questions about the people in the conversation.

Answers

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

Your Turn

- Put students in pairs to talk about what clothes they are going to advise the visitor to bring to Riyadh.
- Ask several pairs to report their ideas to the class. Whose idea is the best?

7 About You

- Arrange students in small groups to discuss the questions. Assign one student the role of leader. It's that student's job to make sure that everyone gets a chance to ask and answer questions. The leader should also make sure that the group is only speaking in English.
- Ask students from each group to report some of their answers to the class. Do all of the groups agree or are some of their answers different? Discuss the differences.
- Discuss question 8 with the whole class. If students answer *yes,* have them explain why.

fun facts

- Travelers no longer need to worry about how cold it gets at their destination. They can buy a jacket that has a built-in heating system. It responds to the body's temperature, so you never need to put on an extra sweater. It "only" costs $750.
- A sportswear company has developed a sneaker that keeps track of how many miles the wearer runs or walks. It sends the information to a portable device.

8 Reading

READING STRATEGY Predicting

- Have students look at the title and the photos. Ask: ***What is the reading about?*** (waterfalls) Ask for more details. For example, have them look at the picture at the bottom right. Ask: ***Where are the people?*** (On a bridge over the waterfalls.) ***What are they doing there?*** (They're visiting/watching the waterfalls.) ***What are they wearing? Why?*** (They're wearing waterproof jackets/raincoats/coats with hoods to keep dry and rubber boots/waterproof shoes.) ***What is the reading going to say about this?*** Elicit possible answers to this question but don't confirm or deny answers at this point.
- Have students read quickly through the article. Tell them not to worry about words they don't know. They should focus on what they can understand. Encourage them to use the photos and try to guess meaning from context.

CD1, T33 Play the audio twice. The first time, students listen with their books closed and compare their answers to what they hear. Have students confirm or modify their answers to the questions before reading. The second time, they read along as they listen.

After Reading

- Have students work in pairs or individually to read the questions and answer them. As they work, tell them to underline the sentences in the reading that give them the answers.
- Check answers by asking volunteers to read the questions and their answers. Ask students to read a sentence from the reading to support their answers. Have the rest of the class listen and agree or disagree. Ask students who disagree to report their own answers to the class and check.

Answers

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.

Teaching Tip

Encourage students to use their English as much as they can outside the classroom. Tell them that they don't need to speak perfectly. They should just do the best they can. People will usually try to understand and help them. From time to time have students report on their experiences when they speak to someone in English outside of class.

Additional Activity

Play an alphabet travel game. One student begins by saying: ***Next summer I'm going to take a vacation, and I'm going to go to Amsterdam***. Then the next student repeats the same sentence but names a city or country that begins with *B*. Each student has to use the next letter of the alphabet. If a student can't think of a city or country with the next letter, he or she is out of the game.

Project: Clothing Advice

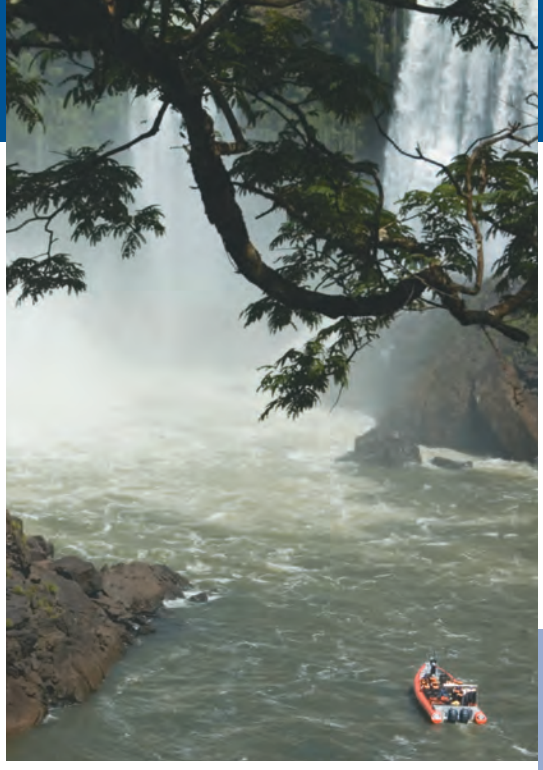
Have students work in groups to write a brochure containing clothing advice for visitors to their country. Is the weather hot or cold? How do people dress at restaurants? Do the men wear suits? Have students display their completed brochures in the classroom for other groups to see.

8 Reading

Before Reading

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

The Iguassu Falls



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

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

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

Transportation:

There are buses to the falls at the Iguassu Park.

Towns:

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

Other Attractions:

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

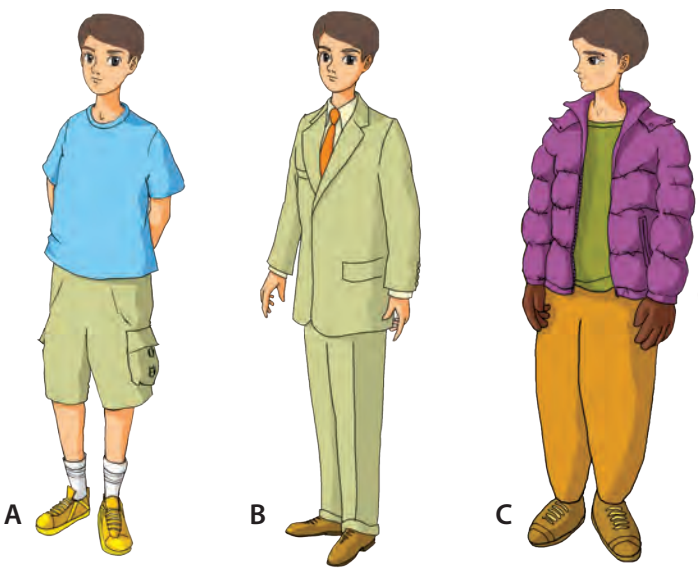
After Reading

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

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?
A: Where is he going?
B: He's wearing…
B: I think he's going to…



Writing Corner

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

opinion	size	age	shape	color	origin	material

He has a nice new silk tie.
She has small round gold earrings.
These are comfortable brown leather shoes.
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

9 Writing

A

- Go over the directions and model the example with a student. Ask the questions and have the student answer.
- Put students in pairs. They take turns asking and answering about each of the pictures.
- Have volunteer pairs share their conversations with the class.

Answers

Answers will vary. Sample answers:

A: What is the boy wearing in picture A?
B: He's wearing a 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

- Go over the order of adjectives with the class. Have volunteers read the example sentences.
- Write the following groups of adjectives to describe an object in random order and call on students to say them in the correct order. For example, write: ***blue wool large sweater*** to elicit *large blue wool sweater*.
  beautiful big brown eyes
  old brown wooden table
  big round Mexican hat
  comfortable old black leather boots
  delicious dark Belgian chocolate

B

- Read the directions and the example. Elicit one or two more descriptions of the boy's clothes from students. Tell them that they can "invent" adjectives for opinion, age, origin, and material.
- Have students write their descriptions individually and then compare them with a partner.
- Call on students to read their descriptions to the class.

Answers

Answers will vary. Sample answers:

Picture A: light blue cotton T-shirt; casual beige shorts; comfortable old yellow sneakers

Picture B: expensive beige silk suit; bright orange silk tie; new brown leather shoes

Picture C: warm purple padded jacket; brown wool gloves; casual green wool sweater; comfortable light brown pants; brown leather hiking boots

C

- In preparation for this activity, collect a variety of photos (from magazines or flyers) with people wearing different clothing. **Note:** there should be enough photos to distribute three to each student.
- Have students individually write a description of the clothing for each of their three photos.
- Then put students in groups of three or four. Have them place all of the photos on a desk where everyone in the group can see them. They take turns reading their descriptions until one person in the group indicates the correct photo. This person is awarded a point.
- Students continue reading all of their descriptions. In the end, they tally up the points to see who the "winner" is.

10 Project

- Have students work in groups to discuss where they get their shopping advice. Who or what helps them decide what clothes to buy?
- Students present the results of their group survey to the class. Use the results to create a bar graph that shows the results for the whole class.
- As an individual writing assignment, ask students to prepare a written report about whose shopping advice they take and submit it.

Workbook

Assign page 110 for writing practice.

11 Form, Meaning and Function

The Future with the Present Progressive

- Review the present progressive used for an action that is happening now. Have students say things that they are doing right now. Model a few possibilities. For example: ***I'm standing in front of the room. I'm speaking English.***
- Go over the examples in the chart for the present progressive used for definite arrangements in the future. Point out that it is also correct to use *be + going to* to express future plans, but usually these plans are not definite.
- Have students say three definite plans they have for some time in the future. For example: *after class*, *tomorrow*, and *on the weekend.*

Time Expressions for the Future

- Explain that when we use the present progressive to express definite arrangements in the future, we usually use future time expressions.
- Write the following examples on the board:
  I'm watching a film on TV this evening.
  I'm leaving tomorrow morning.
  We're visiting friends on Saturday afternoon.
  Elicit further examples from students.

A

- Focus students' attention on the daily planner. Explain that these are all the things that Qassim has arranged to do before his graduation party on Thursday evening. Answer any questions about new vocabulary.
- Point out that "today" is Sunday. Have students look at Qassim's schedule for Sunday. Ask: ***What is he doing this evening?*** Have a volunteer read the example. Ask: ***What is he doing tonight?*** Elicit: *He is booking the restaurant tonight.*
- Have students continue to write sentences on their own. Then they compare answers with a partner.
- Call on students to read their sentences.

Answers

Answers will vary. Sample answers:

1. He is booking the restaurant tonight.
2. He is taking his suit to the dry cleaner tomorrow afternoon.
3. He is buying shoes tomorrow evening.
4. He is ordering a cake from the bakery on Tuesday morning.
5. He is writing a speech on Tuesday evening.
6. He is picking up his suit from the dry cleaner on Wednesday morning.
7. He is washing his car on Wednesday afternoon.
8. He is meeting his brother at the airport on Wednesday night (at 8:30 pm).
9. He is attending the graduation ceremony on Thursday afternoon (at 2 pm).
10. His guests are arriving at the restaurant on Thursday evening (at 6 pm).

B

- Put students in pairs to discuss their future arrangements. Remind them to use future time expressions and the present progressive.
- Have volunteers report about the arrangements of their partner.

11 Form, Meaning and Function

The Future with the Present Progressive

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

What **are** you **doing**? (now)	What **are** you **doing** tomorrow? (future) What **are** you **going to do** tomorrow? (future)
He **is wearing** a suit. (now)	He **is wearing** a suit to the graduation. (future) He **is going to wear** a suit to the graduation. (future)

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

Time Expressions for the Future

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.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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 23rd
Cities and towns are covered in green.
People fly flags and celebrate in the streets.

▲ **United Arab Emirates**
December 2nd
UAE countries celebrate the Federation of the Emirates. People decorate the streets, buildings, and homes with bright lights.

▲ **Turkey**
April 23rd
Turkey celebrates National Independence and Children's Day with parades and student performances.

◀ **Oman**
November 18th
There are official celebrations, parades, and fireworks.

▲ **Kuwait**
February 25th and 26th
People in Kuwait celebrate their National and Liberation Day with fireworks and special events. Families and friends get together to share meals.

Unit Goals

Vocabulary
National holidays and celebrations

Functions
Talk about holidays and celebrations
Express wants and needs
Make suggestions and invitations

Grammar
Object Pronouns
Need / Want / Like + Infinitive
Let's + Verb
Modals: *Must / Mustn't / Should / Shouldn't*

Listening
Listen for specific details from invitations

Pronunciation
Nonstressed object pronouns

Reading
Eid Celebrations

Writing
Write about a holiday celebration in your country

Project
Present a celebration in another country

Warm Up

If possible, bring a large calendar to class. Have a short discussion about some of the national holidays in the students' country. For example, say: ***Eid Al-Fitr is in (month)***. Elicit other holidays and the month they're celebrated in from students. Write the holidays on the board. Point to a holiday and ask students what they do to celebrate that holiday. Ask: ***Do you eat special foods? Do you give gifts?***

1 Listen and Discuss

- Give students a minute or two to look at the pictures and text on this page. Ask: ***How do you celebrate National Day in your country / family?***
- Introduce a few of the new words. Explain that in a *parade,* people dress up in special costumes or uniforms and march down the street. On National Day, people often celebrate in the streets, send special cards, or attend performances and presentations. Ask students if they do any of these things in their country.

CD1, T34 Play the audio for the National Day of each country on this page. Students point to each country as they listen to the description.

CD1, T34 Play the audio again. Students listen and repeat or speak along with the recording.

- Ask students: ***Where is everything covered in green?*** (Saudi Arabia) ***Where do people fly flags?*** (everywhere) ***Where do people decorate streets and buildings with bright lights?*** (UAE) ***Where do people celebrate with parades?*** (Oman, Turkey) ***Where do people watch fireworks?*** (Oman, Kuwait)
- Tell students that the answers are based on what is mentioned in the texts. Ask them if they know more about any of the countries.
- Focus students' attention on the picture and conversation at the top of page 49. Ask: ***Where are the people?*** (in a car) ***What are the children doing?*** (waving the Saudi flag) ***What do you think they are celebrating?*** (Saudi National Day)

CD1, T34 Play the audio for the conversation.

CD1, T34 Play the audio again for students to repeat or speak along with the recording.

- Students practice the conversation in pairs. Ask students if they send greeting cards to their friends and family on National Day or any other holiday. Do they buy cards or do they make them themselves?
- **Option:** Put students in groups to design a greeting card or poster for National Day.

Quick Check

A

- Remind students that they should use the question: ***What does _____ mean?*** if there are words that they cannot understand in the texts. Have students read the sentences in **A**, and try to think of a word before they look in the texts on page 48. Then they search for the word used in the text.
- Students work individually to complete the activity, and then compare answers with a partner.

Answers

1. celebrate
2. decorate
3. parades
4. fireworks
5. share
6. Independence

B

- Have students work individually or in pairs to complete the exercise.
- Check answers by calling on students to read a sentence and answer *yes* or *no*. When the answer is *no*, have them give correct information.

Answers

1. yes
2. no (They decorate streets, buildings, and homes.)
3. yes
4. yes (National and Liberation Day)

2 Pair Work

A

CD1, T35 Play the audio for the conversations in **A**. Students repeat or speak along with the recording.

- Ask: ***What is the national holiday in your country? What do you do on this day?*** Remind students that they saw the expression *national anthem* in Unit 3. When people show the flag, this is often referred to as *flying the flag*.
- Students practice the conversations in pairs, taking turns asking and answering. Have them repeat the conversations replacing the underlined words with different information, activities, and holidays. Ask a few pairs to act out their conversations for the class.

B

CD1, T35 Play the audio for the conversation in **B**. Students repeat or speak along with the recording.

- Explain briefly that *them* is an object pronoun. The subject form is *they*. Write the words *he* and *she* on the board. Elicit the object forms *him* and *her*.
- Model the conversation with a volunteer. Use a different person and holiday.

Workbook

Assign page 111 for practice with vocabulary for holidays and celebrations, and *want, need,* and *like*.

Teaching Tip

Encourage students to learn new words on their own, outside of class. From time to time ask: ***What are your new words today?*** Students share with the class, and their classmates can add the words to their vocabulary notebooks.

Additional Activity

Play Tic Tac Toe with new words from this unit. Draw the grid on the board with three squares across and three squares down. Write a word in each square. Divide the class into two teams: **X** and **O**. The first team chooses a word and makes a sentence with the word. If it's correct, the team gets an **X** or an **O**.

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

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

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

Quick Check

A. Vocabulary. Fill in the blanks with words from page 48.

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

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

1. ___ People in Saudi Arabia fly the flag and cover everything in green.
2. ___ In the UAE, people only decorate their homes.
3. ___ There are parades in most countries.
4. ___ Kuwaitis celebrate their Liberation Day.

2 Pair Work

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

When is the national holiday in your country?
Saudi National Day is on September 23rd.
What do people usually do on that day?
They fly the flag and celebrate.

What are you going to do on Saudi National Day?
I'm going to the open-air activities.

B. Talk about invitations.

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

3 Grammar

Object Pronouns

Singular

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

Plural

Subject Pronouns	*Object Pronouns*	
we	**us**	They know **us**.
you	**you**	They know **you**.
they	**them**	We know **them**.

Need / Want / Like + Infinitive

Q: What do we **need to buy** for the celebration?
Q: Do you **want to invite** your friend?
Q: Do you **like to watch** parades?

A: We **need to buy** some snacks.
A: Yes. I **want to invite** him/her.
A: Yes. I **like to watch** them.

FYI Use *need* + infinitive to talk about necessity.

Let's + Verb

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

Let's send greeting cards.

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

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

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

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

B. Unscramble the sentences.

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

3 Grammar

Object Pronouns

- Explain that object pronouns are usually used after verbs or prepositions. Write the subject pronouns ***I, you, she, he, we, they*** on the board. Then have students look at the chart and tell you the object pronoun for each.
- Ask: ***Which object pronoun is the same as the possessive adjective?*** (her) ***Which object pronoun is the same as the subject pronoun?*** (you)
- Explain that the pronoun ***it*** is also the same in the subject and object forms. For example: ***It's a turkey. We're going to buy it***.
- Practice by saying sentences for students to change the names to pronouns. For example:

  You: I know Imad.
  Student: You know him.
  You: I know Sabah.
  Student: You know her.
  You: I know Faisal and Ali.
  Student: You know them.

Need / Want / Like + Infinitive

- Remind students that they studied sentences with ***like*** + infinitive in Unit 4. Now they are going to practice two more verbs that are often followed by an infinitive—***need*** and ***want***.
- Ask: ***What do you usually like to do after class? What do you want to do after class today? What do you need to do after class?*** Elicit answers from several students. Point out the **FYI** box. Explain that ***need to*** expresses a necessity (something that must be done).

Let's + Verb

Language Builder

Explain that saying you *like to do* something is a general statement. When you say that you *want to do* something, it means that you want to do it at a specific time. For example, compare *I like to eat pizza* with *I want to eat pizza for lunch.*

- Ask a volunteer to read the explanation and examples in the chart.
- Ask students: ***What do you want to do now?*** Elicit suggestions with ***Let's***. For example: ***Let's have a conversation. Let's play a game***.
- Have students turn back to page 49 and find examples of the grammar in the conversation at the top of the page. (*Let's* get some cards. / I *like to* send greeting cards.)

A

Language Builder

Point out that the verbs *need, want,* and *like* are all followed by *to* + verb, the infinitive form. *Let's* is followed by the base form of the verb, without *to.*

- Ask a volunteer to read the directions and the example. Do the first item with the whole class to make sure students understand what they have to do.
- Have students work individually to complete the sentences. Then call on students to read their sentences aloud.

Answers

1. him	**3.** them	**5.** me
2. her	**4.** us	**6.** you

B

- Write the words for the first sentence on the board as they are in the book. Then have students tell you how to put the words in order. Ask: ***What's the first word?*** Follow students' instructions even if they make a mistake. Then help them find the mistake and fix it.
- Have students work individually to complete the exercise, and then compare answers with a partner. Check answers by calling on students to read their sentences aloud.

Answers

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

C

- Ask: ***What are the people doing in the pictures?*** Elicit a few of the activities. (having a meal, watching fireworks, graduating, etc.)
- Model the example conversation with a volunteer. Then put students in pairs to continue practicing.
- Have pairs present their conversations.

Answers

Answers will vary. Sample answers:

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

- Tell students they're going to listen to answering machine messages about invitations. Have them read the chart to see what they need to listen for.

CD1, T36 Play the audio for students to just listen. Tell them not to write at this time.

CD1, T36 Play the audio again for students to complete the chart. Pause the recording as necessary to give them time to write.

CD1, T36 Play the audio again for students to check their answers. Pause after each section and ask a volunteer to read the answers.

- Ask a few more questions about the listening. For example: ***Who's coming to dinner on Eid?*** (Grandma and Grandpa) ***Where are Nawal's cousins from?*** (the US) ***Why are Fahd and his father going at 7:00?*** (to check everything)

Answers

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

Audioscript

1. Amr, this is your brother. We're driving to our parents' house on Tuesday. The whole family is going to be there to celebrate Eid. I'll pick you up around 11:00 in the morning. Our grandparents are coming with us. We need to pick them up on the way.
2. Nawal, we're going to celebrate Eid Al-Adha at the farm with the whole family. Our cousins from the US are going to be there too. We are going to leave on Wednesday afternoon, at 3:00. Our father is going to drive us there. Mother and Aunt Naziha are already there.
3. Hi, Bob. This is Fahd. I'm going to have a graduation party next Thursday, at the Lebanese restaurant near the mall. My father and I are going to be there at 7:00 to check everything. The party is going to begin at 8:00 P.M. Please tell your brother.

5 Pronunciation

CD1, T37 Play the audio twice for students to listen. Play it a third time for students to repeat or speak along with the recording.

Workbook

Assign pages 112–113 for practice with the grammar of the unit.

Teaching Tip

When doing listening activities, it's important that students know beforehand what they are going to listen for. This is true for most real-life listening as well.

Additional Activity

Dictate a few sentences with the object pronouns *him, her,* and *them* for students to write. Say each sentence only once and very quickly. Students write what they can and then compare with a partner. Then say the sentence again more slowly.

C. Work with a partner. Ask and answer.

A: What do you want to do during the holiday?
B: I want to spend some time with my friends.

1 you / during the holiday

2 Badr and his family / Eid Al-Fitr

3 you / Eid Al-Fitr

4 your family / vacation

5 you / graduation day

4 Listening

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

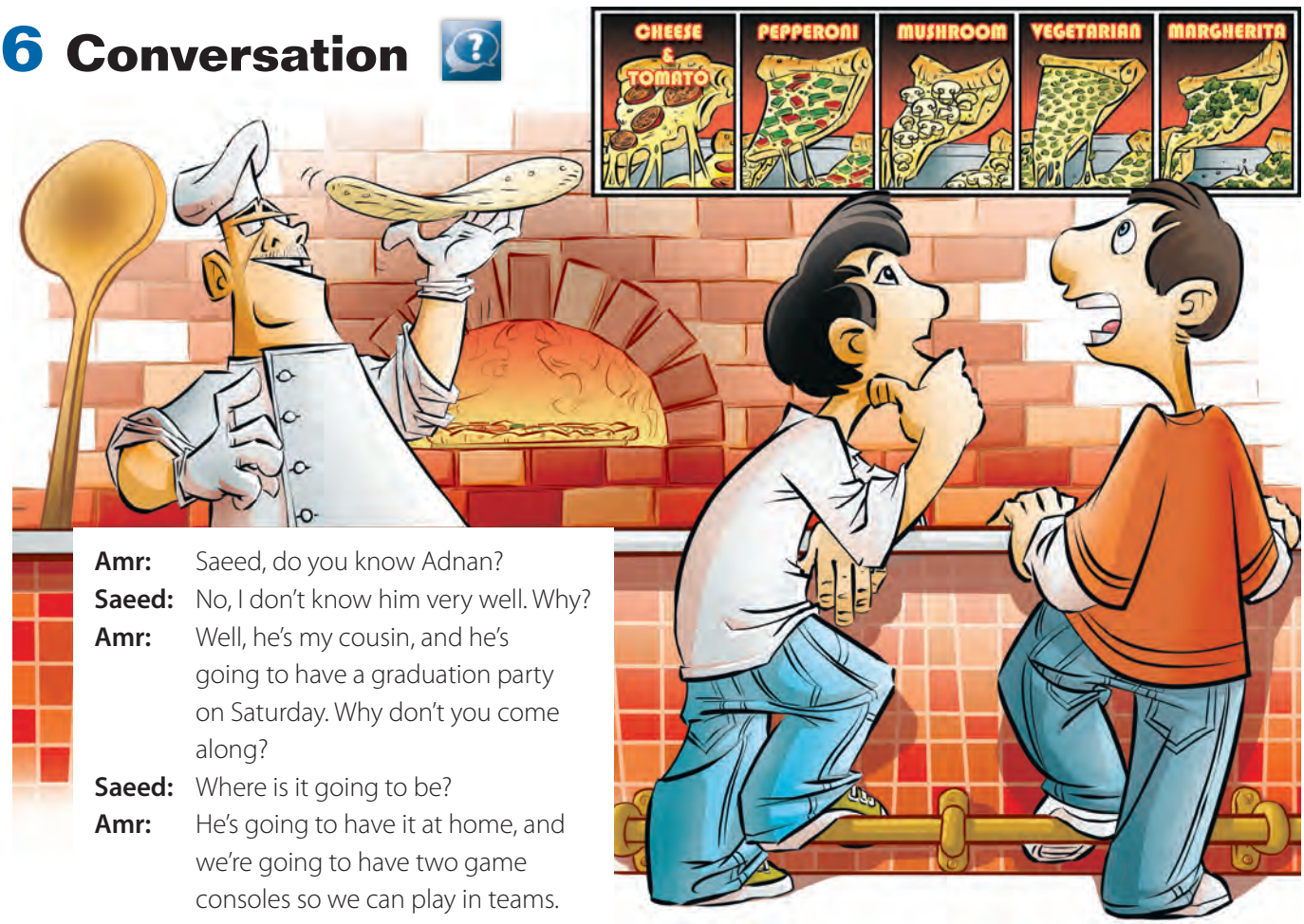
	Day	Time	Place
1. Eid Al-Fitr			
2. Eid Al-Adha			
3. Graduation party			

5 Pronunciation

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

Does he know **him** well? — He knows **him** very well.
Does she call **her** often? — She calls **her** every day.
Do you ever see **them**? — I see **them** often.

6 Conversation



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

Your Ending

What does Saeed say?

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

About the Conversation

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

Your Turn

Invite a friend to a graduation party.

A: Do you _____ to come to a graduation party?
B: Great. When _____ _____?
A: It's on _____.
B: OK. And where _____ _____?
A: It's at _____ around _____ P.M.

7 About You

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

6 Conversation

- Have students scan the picture and the conversation. Ask: ***Where are the people?*** (They're at a restaurant/ pizza parlor.) ***What are they talking about?*** (a graduation party)

CD1, T38 Have students listen to the audio twice with their books closed, including the three possible endings.

- Ask comprehension questions about what the students heard. Ask for details about the invitation. For example: ***Who is the graduation party for?*** (Amr's cousin, Adnan) ***When is the graduation party?*** (on Saturday) ***Where is it going to be?*** (at his home)

CD1, T38 Then ask students to open their books. Play the audio again for students to repeat or speak along with the recording.

- Ask: ***What are they going to do at the graduation party?*** (They're going to play games in teams.) ***What are they going to eat?*** (They're going to eat pizza.) Have students talk about graduation parties. Encourage them to say what they know about them, where people usually have them, what they do, what they eat, etc.

Your Ending

- Focus students' attention on the three endings. Ask: ***What do you think Saeed says?*** Have students raise their hands to vote for the ending they prefer. Tally the votes to find out which ending most of the class prefers.
- Arrange students in pairs to practice role-playing the conversation with the ending they like best. Ask two or three pairs to act out the conversation for the class.

About the Conversation

- Have students work in pairs to ask and answer the questions.
- Check answers by calling on students. Ask them to support their answers with a line from the conversation or invitation.

Answers

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 Turn

- Model the conversation with a volunteer. Take the **A** role so that you can provide the graduation party information.
- Put students in pairs to practice the conversation. Have them take turns playing the **A** and **B** roles and try to do it without looking at the book.
- Ask several pairs to act out their conversation for the class. Have them do it without their books.

7 About You

- Put students in small groups to discuss the questions. Assign one student the role of leader. It's that student's job to make sure that everyone gets a chance to ask and answer questions. The leader should also make sure that the group only talks in English.
- Ask students from each group to report some of their answers to the class. Discuss the answers. What are some of the different ways students are going to celebrate their graduation? Do some students prefer big graduation parties? Do others prefer small graduation parties or no graduation party at all? How about the holidays? Is there a class favorite?

8 Reading

- With the students' books closed, ask the **Before Reading** question. Write their ideas on the board.

READING STRATEGY Jigsaw reading

- Have students count off around the classroom with the numbers 1, 2, and 3. (Each student is a 1, a 2, or a 3.) Tell all the 1's that they will read the first paragraph of the reading. The 2's will read the second paragraph, and the 3's will read the third paragraph. Give students time to read their paragraphs silently. (Tell them not to read the other paragraphs.)
- Then put students in groups of three, so that each group has students with the numbers 1, 2, and 3. Students report to the group about the paragraph they read. For example, Student 1 tells the others about Eid Al-Fitr—morning events and family celebrations. Student 2 talks about acts of generosity and kindness during Eid, and Student 3 talks about Eid Al-Adha.

CD1, T39 Play the audio of the whole reading. Students read along as they listen.

- Ask students to find words and expressions with these meanings in the reading: *by a large number of people* (widely); *the spirit of giving or sharing freely* (generosity); *give (away) in order to help* (donate).

After Reading

- Students work individually to read the sentences and write *yes* or *no*. Tell them to underline the sentences that give them the answers.
- Check answers by asking volunteers to read the sentences, say *yes* or *no*, and read a sentence from the reading to support their answers. If the answer is *no*, have them give the correct information.

Answers

1. no (Adults offer money to children.)
2. yes
3. yes
4. yes

Discussion

- Put students in pairs to discuss a common holiday.
- Students discuss and compare how their families celebrate the holiday.

Teaching Tip

Individual class presentations are good experience for students, but can be boring for the class when there are too many. To avoid this, schedule presentations on different days rather than all on one day, or have students present to a group. Also, give the other students a task while they are listening. For example: *Write two questions to ask the presenter*.

Additional Activity

Play Categories. Make a chart with five columns and six rows. Write a category in the top line of each column. For example: *rooms in a house; objects in a house; school subjects; clothing*. Put students in groups and give each group one copy of the chart. The first group to write five words in each category wins.

Project: Celebrate!

Have students work in groups to plan an end-of-term / end-of-year celebration. What special activities are there going to be? What special foods are people going to eat? When is it going to be? Have students present their plans to the class.

fun facts

Chocolates have become an international delicacy. They are very popular in Saudi Arabia and a lot of them are sold during Eid Al-Fitr to people who want to offer them as gifts to friends and relatives.

8 Reading

Before Reading

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

Eid Celebrations

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

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

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

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

After Reading

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

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

Discussion

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

9 Writing

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

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

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

A: Who is the graduation party for?

B: The graduation party is for Ahmed.

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

Oasis Restaurant
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.

9 Writing

A

- Go over the directions with the class. Elicit the word in the top row (TRADITIONAL) and have students lightly shade in the letters with a pencil. Elicit a word in the first column (FAMILY) and have them shade in the letters. Tell students that all of the words are from this unit. When they have found all of the words, the remaining letters, i.e. the ones that have not been shaded in, contain a message.
- Have students work with a partner to complete the activity.
- Ask students which words they found and elicit a definition for each word as a review of vocabulary.
- Ask students if they were able to find the hidden message.

Answers

The numbers in parentheses refer to the horizontal row or vertical column where each word is found.

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

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

Remaining letters: LET'S CELEBRATE

B

- Ask students if they have ever been invited to a graduation party or another celebration. Ask: ***What was the celebration for? Who was it for? Where and when was it?***
- Focus student's attention on the invitation. Ask: ***What information is on the invitation?*** (name of graduate, date and time, place)
- Have students work with a partner. They take turns asking and answering questions about the invitation.
- Have a pair of volunteers say their conversation aloud for the class.

C

- Brainstorm ideas about holiday celebrations in the students' country and write them on the board. Tell students they are going to make an invitation to invite their friends to the celebration.
- Have students design their invitations and exchange them with a friend in class. Have the friend accept or decline the invitation. If they decline, they should give a reason why they can't attend.
- Collect the invitations and display them in the class together with the writing assignments.

D

- Have students choose a holiday celebration and work individually to write a paragraph about it. Answer any questions about vocabulary if needed.
- Ask a few students to read their paragraphs to the class. Display the students' work in the class with the invitations.

10 Project

- Have students create individual reports and presentations. Before they begin, discuss ways they can find information. For example, they can talk to someone from another country, look at books, or use the Internet.
- Have students present to the whole class or to a group, depending on class size. Assess both the written and spoken portions of this project.

Workbook

Assign page 114 for additional reading, and writing practice.

11 Form, Meaning and Function

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

- Explain that both *must* and *should* are modal auxiliaries. The form is the same for all persons (I, you, he, she, it, we, they, etc.). After the modal we use the main verb in its base form (without *to*).
- *Must* expresses obligation, or something that is necessary and very important to do. There is no choice. *Must not* (or *mustn't*) means that something is prohibited; it is not allowed. There is no choice.
- Have students read aloud the examples in the chart. Then elicit classroom rules with *must* and *mustn't* from the students.
- *Should/Shouldn't* is used to give advice or make a suggestion that might be important, but it gives the listener the choice to take the advice or not. In questions, the speaker is asking for advice. Have students read aloud the examples in the chart. Then elicit study advice with *should* and *shouldn't* from the students.
- Option: Divide the class in two. Have one half of the students write a poster of classroom rules with *must* and *mustn't*. The other half writes a poster of study advice with *should* and *shouldn't*. Display the posters in the classroom.

Language Builder

In American English, *have/has to* is used more often than *must* to express obligation or necessity. For example: *We have to follow the rules*. However, *don't/doesn't have to* means that something is not necessary. For example: *We don't have to go to school on Saturdays*.

A

- Go over the example with the class.
- Have students write the sentences individually.
- Check answers by having students read the completed sentences.

Answers

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

B

- Model the first item with the class. Point to the picture and say: ***Yahya's tooth hurts. What should he do?*** Elicit: *He should see a dentist*.
- Have students work individually to complete the sentences. Then they check answers with a partner.
- Go over the answers by calling on students to read the completed sentences.

Answers

1. should see
2. shouldn't eat
3. shouldn't go
4. should ask
5. should we leave
6. shouldn't use
7. should decorate
8. should I bring

C

- Go over the directions. Explain that students are going to plan an end-of-the-year celebration for their class. Elicit a few ideas from the students by asking: ***When should we have the celebration? Where should we have it? Should we have decorations?***
- Put students in groups of four to make plans for a class celebration. Remind them to use *should, shouldn't, must*, and *mustn't*. Have them record their ideas. Move around the room as groups are working and offer help if needed.
- Have a few groups tell the class about their celebration plans.
- If a celebration is possible at the end of the year, save their ideas and use some of them to organize an end-of-the-year party for the class.

11 Form, Meaning and Function

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

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

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

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

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

FYI mustn't = must not

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

Who **should** I invite to the celebration?
We **should** donate to the poor.

They **shouldn't** eat junk food.
She **shouldn't** spend all her money.

FYI shouldn't = should not

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

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

Be kind to your neighbors. — We must be kind to our neighbors.

1. Do your homework tonight. — I _____.
2. Don't be late for class. — You _____.
3. Ask the teacher for help. — She _____.
4. Don't sit on the desks. — Students _____.
5. Share your toys. — The children _____.
6. Don't eat snacks before dinner. — He _____.
7. Send the invitations today. — We _____.
8. Don't use fireworks indoors. — You _____.

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

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

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

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.

Unit Goals

Vocabulary
Life events, places

Functions
Talk about the past
Describe places and people in the past

Grammar
Simple Past Tense: *be*—affirmative, negative, questions, short answers
To be born
There was / There were

Listening
Listen for specific details from a biography

Pronunciation
Was and *were*

Reading
A Real Giant

Writing
Write about a celebrity

Project
Write an interview with a famous person

Warm Up

Start the class by telling students about an old historic city. Use the past tense of *be*. For example: ***Ad-Dir'iyah was the first capital of the Saud Dynasty. There were many palaces there. Salwa Palace was the largest palace.*** Ask volunteers for more information about the historic city or other historic cities. Ask what these places are like today.

1 Listen and Discuss

- Have students look quickly at the pictures on page 56. Elicit the names of the cities from the students and write them on the board. Point to the names on the board and ask: ***Which of these places do you know well? What do you know about them?*** With books closed, have students say what they know about each city. Write their ideas under each city on the board.
- Ask: ***What does celebrity mean?*** Elicit that a celebrity is a famous person. Have students look at the picture on page 57, read the title, and say what they know about the person. Ask them if he is a celebrity.

CD1, T40 Play the audio. Students listen with their books closed.

CD1, T40 Tell students to open their books. Play the audio again for students to listen and read along in the book.

- Review the notes on the board. Were any of these things mentioned in the descriptions of the cities in the book?
- Have students read the description of each city again, silently. Then have each student choose two words that they don't know and that they think might be important. Have students tell you the words and write them on the board. If two students choose the same word, put a tick by the word to show how many thought it was an important word. Have the students do the same with the text about Majed Ahmed Abdullah and choose one word that they don't know or are not sure about.
- Discuss the words with the class. Ask if anyone knows any of the words. If possible, elicit the meaning by looking at the context. If no one knows the word and context doesn't help, explain the word or have students look it up in a dictionary.
- Focus students' attention on the text about Majed Ahmed Abdullah. Explain that we use the expression *I was born* to talk about the time or place of birth. *I was raised in (place)* means that the person grew up in that place. Tell students where you were born and raised as an example.
- Ask: ***Where was Majed Ahmed Abdullah born?*** (Jeddah) ***Where was he raised?*** (Riyadh)

Quick Check

A

- Have students work individually to mark the information about the buildings, materials, and size of each city. They can highlight the text or write a list in their notebooks.
- Put students in pairs to compare answers. Ask a few volunteers to share their answers with the class.

Answers

Answers will vary.

B

- Have students work individually to read the sentences and complete the exercise.
- Check answers by calling on students to read a sentence and answer *yes* or *no*. When the answer is *no*, have them give correct information.

Answers

1. no (The walls of the old city of Riyadh were made of mud bricks.)
2. no (Most of the buildings in Balad had 3 to 5 stories.)
3. yes
4. no (The Al-Masmak fort is in better condition.)
5. yes

2 Pair Work

A

CD1, T41 Play the audio for the conversations in **A**. Have students repeat or speak along with the recording.

- Explain briefly that *was* and *were* are the past forms of *be*. There will be more information and practice with past forms on the Grammar page.
- Model the first conversation with a volunteer. Use different information from the text. For example:
  You: What was the area of old Riyadh?
  Student: It was about one square kilometer.
- Put students in pairs to practice the conversations. They should take turns asking and answering. Have them repeat the conversations two or three times, asking about different information each time.

B

CD1, T41 Play the audio for the conversation in **B**. Have students repeat or speak along with the recording.

- Model the conversation with a student. First, have the student ask you the question. Answer truthfully. Then switch roles with the student and model again.
- Have students practice conversation **B** using their own information.

Workbook

Assign page 115 for practice with *was* and *were*.

Teaching Tip

Encourage students to use an English-only dictionary rather than a bilingual dictionary in class. There are many good dictionaries for students. This will help them start to think more in English.

Additional Activity

Have students work in pairs to write two more *yes* or *no* sentences about the cities like the ones in Quick Check **B**. Then have volunteers read their sentences aloud for their classmates to answer.

Majed Ahmed Abdullah

Then and Now

Majed Ahmed Abdullah is 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. _____ The walls of the old city of Riyadh were made of concrete.
2. _____ Most of the buildings in Balad had two stories.
3. _____ More than 5 million people live in Riyadh.
4. _____ The Al-Masmak fort is in ruins.
5. _____ 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*

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

Affirmative (+)

I He She It	**was**	famous.
We You They	**were**	

Negative (–)

I He She It	**wasn't**	famous.
We You They	**weren't**	

Questions (?)

Was	I he she it	famous?
Were	we you they	

Short Answers (+)

Yes,	I he she it	**was.**
	we you they	**were.**

Short Answers (–)

No,	I he she it	**wasn't.**
	we you they	**weren't.**

To be born

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

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

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

3 Grammar

Simple Past Tense: *be*

- Give students a minute to study the chart. Have students compare these forms with the simple present tense of ***be***. Point out that questions are formed in the same way, by moving the verb to the front of the sentence.
- Draw students' attention to the **FYI** box with the contractions ***wasn't*** and ***weren't***. Model the pronunciation of these words and have students repeat after you.
- Write yesterday's date and two or three times on the board. For example: ***8 A.M., 4 P.M.,*** and ***8 P.M.*** Tell students where you were or weren't at those times. For example: ***At four o'clock I wasn't at home. I was at school.*** Ask a few volunteers to say where they were or weren't yesterday at those times. Then ask questions based on their statements. Students answer with short answers. For example:
  You: Was Farah at home at four o'clock?
  Student: Yes, she was. / No, she wasn't.

To be born

- Ask two volunteers to read the example conversations.
- Point out the third person forms: ***Where was he/she born?***

Language Builder

Explain that *be born* is also used in questions with *When*. For example: *When were you born?* People usually answer with the year of birth. *I was born in 1992*. Or, *I was born on September 15, 1992*.

A

- Ask a volunteer to read the directions. Look at the first line of number one with the whole class. Elicit that the word that goes in the blank is ***Was.*** (Remind students to write this with a capital letter since it's the first word in the question.) Remind students that it is helpful to read the complete conversation through first before trying to fill in the blanks. This will help them understand what the conversation is about.
- Have students work in pairs to complete the conversations. After they complete each conversation, they should practice saying it.
- Check answers by calling on different pairs to read the completed conversations aloud.

Answers

1. **A:** Was
   B: wasn't, was
   A: was
   B: was
2. **A:** was
   B: were
   A: were
   B: weren't
3. **A:** was
   B: was
   A: was
   B: were
4. **A:** was
   B: was
   A: Were
   B: weren't
5. **A:** Were
   B: was
   A: —
   B: was
6. **A:** Was
   B: was
   A: was
   B: was

B

- Read the directions and model the example with a volunteer. Model it twice, once about a great vacation, and once about a boring vacation. Explain the phrase *That's too bad.* It means that you are sorry about something. Ask students what they know about the places in the pictures.
- Go over the list of adjectives and make sure students understand all of them.
- Model the first item with a volunteer:
  Student: How was your vacation in China?
  You: It was _____.
- Put students in pairs to practice the rest of the conversations. Monitor to check that they are using the past forms of *be* correctly.
- Check answers by having pairs act out the conversations for the class.

4 Listening

- Tell students they're going to listen to a description of the life of Majed Ahmed Abdullah. Elicit any information students may already know about him and write notes on the board.
- Tell students to read the chart so they know what information they need to listen for.

CD1, T42 Play the audio for students to listen. Tell them not to write at this time.

- Review the notes on the board. Were any of these talked about on the recording?

CD1, T42 Play the audio again for students to complete the chart. Tell students that they should listen for key words like *nickname* in order to get the information they need.

CD1, T42 Play the audio a third time for students to listen and check their answers. Pause the recording after the information for each point is given.

Answers

1. Arabian Pelé
2. Al-Jazaeria Elementary School, Al-Motawasta Al-Thania High School
3. goalkeeper for his school and neighborhood team, formed a team with his friends when he was in high school
4. two
5. Under 17 National Team in 1977, Senior National Team in 1978 for 16 years

Audioscript

Majed Ahmed Abdullah, nicknamed Arabian Pelé, is the best football striker in the history of Saudi Arabia. He was born in Jeddah on November 1, 1959. His father was a football manager, so Majed grew up in a home where football was the main topic of interest.

As a young student at Al-Jazaeria Elementary School he used to watch the older kids play football all the time, learning as much as possible. A couple of years later, he started playing for his school and neighborhood team as a goalkeeper. Then, one day, when the team striker was absent, Majed replaced him and led his team to a surprising 3-1 victory. That was the beginning of his career as a young footballer.

Majed was a student at the Al-Motawasta Al-Thania High School, when he and his friends formed a team that participated in a tournament and won. Soon after, Majed joined the Al-Nasser football club, and played for youth teams from 1975 to 1977.

He joined the Under 17 National Team of Saudi Arabia in 1977, and went on to score 7 goals in 3 matches in the Tabriz Championship. He became a member of the Senior National Team in 1978, and participated in all the major games for 16 years. The total number of goals that Majed scored during his career reaches the record number of 549 goals.

Majed won Premier League trophies for his team and titles such as, Top Scorer, Arabian Player of the Century, and more. He holds two national records.

5 Pronunciation

CD1, T43 Play the audio twice for students to listen. Play it a third time for students to repeat or speak along with the recording.

- Point out that the final sound in *was* is /z/, not /s/.
- Put students in pairs to practice reading the sentences to each other.

Workbook

Assign page 116 for practice with the grammar of the unit.

Teaching Tip

Before students listen, help them to identify key words to listen for. These will help them locate the information they need.

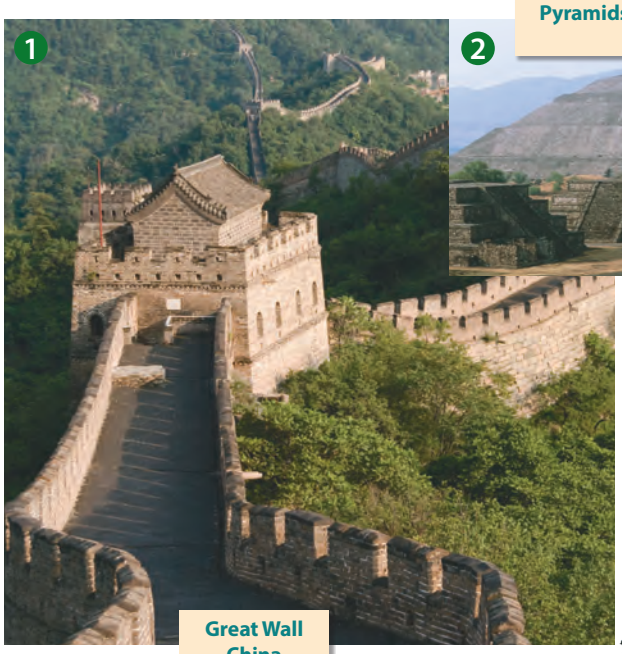
Additional Activity

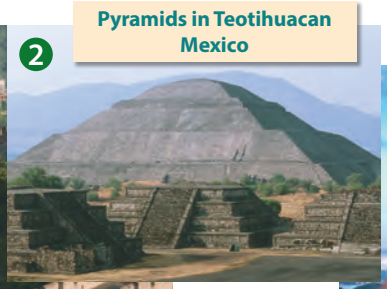
Play a game with *was* and *were.* Ask a volunteer to leave the classroom for a few minutes. While the student is outside, make some changes in the room. For example, move your chair or desk. When the student returns, he or she has to find the changes and say what changed. For example: ***The desk was in the corner. Now it's in front of the window.***

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

A: How was your vacation?
B: It was great. OR It was boring.
A: That's good! OR That's too bad!

Positive (+)	Negative (–)
great	bad
OK	terrible
interesting	boring
awesome	uncomfortable
beautiful	crowded


1 Great Wall China


2 Pyramids in Teotihuacan Mexico

3 Sugar Loaf in Rio de Janeiro Brazil

4 Coliseum in Rome Italy

4 Listening

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

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

5 Pronunciation

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

You **were** late for class. Where **were** you?
Sorry I **was** late. I **was** in the library.

6 Conversation

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

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

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

Leo: Not very often. How about you?

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

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

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

Leo: You're kidding!

Real Talk

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

About the Conversation

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

Your Turn

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

7 About You

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

6 Conversation

- Have students look at the picture. What do they think the relationship is between these two people? Ask: ***Are they friends? Co-workers? Are they meeting for the first time?***
- **CD1, T44** Have students listen to the audio twice with their books closed. Then have them open their books and read along as they listen.
- Ask: ***Were Neil and Leo meeting for the first time?*** (No, they weren't. They were classmates in ninth grade.) ***Were they happy to see each other?*** Elicit students' opinions and ask why.

Real Talk

- Have students look at the Real Talk box. Explain that these are informal expressions, but they can be used in almost any situation.
- Elicit situations in which students might use these phrases. For example, they can almost always say ***How are things?*** instead of ***How are you?*** when greeting someone. To elicit the phrase ***You're kidding!*** from students, say something surprising. For example: ***I just won an award!***
- Put students in pairs to read the conversation. Ask one or two pairs to act out the conversation for the class.

About the Conversation

- Students can answer the questions either individually or in pairs.
- Check answers by having one student read the question and call on another student to answer it. Ask students to support their answers with a line from the conversation.

Answers

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.

Your Turn

- Put students in pairs to create their own conversation, using the conversation on this page as a model. They role-play a situation in which they are meeting an old school friend. They ask and answer about classmates, friends, and teachers they both knew in the past.
- As students are working, walk around and help as needed. Students can write notes to help them remember what to say, but they shouldn't write the whole conversation down.
- Ask two or three pairs to act out their conversations for the class. Tell them to be expressive and make the conversation seem as real as possible.

7 About You

- Have students ask and answer the questions in pairs. Encourage them to discuss each question further and exchange as much information as they can.
- Ask a few students to report their answers to the class.
- Ask students if they remember a lot of their friends and teachers from elementary school. Do they see them very often? Were any of the students in the class in the same class in elementary school? Discuss.

8 Reading

- Have students cover the text and look at the picture. Ask the **Before Reading** questions.

READING STRATEGY Chronology of events

- Explain to students that a biography of a person's life is usually ordered by time. Write these events from Yao Ming's life on the board. Have students copy the list in their notebooks. As they read and listen, they number the events in the correct order.

  ___ plays for the Houston Rockets (5)
  _1_ born in Shanghai
  ___ plays on the Chinese national team (4)
  ___ goes to Shanghai's sports academy (2)
  ___ plays in the Olympics (6)
  ___ plays on youth sports team (3)

- **CD1, T45** Play the audio of the reading twice. The first time students listen with their books closed. The second time they read along and number the events in order.
- Have students read the article again silently and check their answers.

After Reading

- Have students work in small groups to ask and answer the questions.
- Check answers by calling on volunteers. Have them read the sentences where they found the answers.

Answers

1. Shanghai, China
2. No, they were tall.
3. By the age of twelve.
4. The Houston Rockets
5. He likes to go home to China and enjoy his mom's cooking.

fun facts

- During his career with the Houston Rockets, Yao scored an average of 19 points per game and made an average of 9.2 rebounds per game. He took part in 486 regular season games for Houston, playing an average of 32.5 minutes per game.
- Yao Ming retired from basketball in 2011 because of injuries to his foot and ankle.

Teaching Tip

Have a regular Show and Tell time in class, for example, during the first 10 minutes of class every Wednesday. At that time, students have an opportunity to share a story or bring something to class to talk about.

Additional Activity

Play a word game. Say a word, for example: ***basketball***. A student then has to say a word that begins with the last letter of the word, for example, ***long***. The next student says a word that begins with ***g***, the last letter of ***long***, and so on. If a student can't think of a word, he or she is out of the game.

Project: Write a Bio

Have students write a bio about themselves. It should begin with ***I was born in*** _____ and tell about important events in their lives. Students share their bios either in a class exhibit or by reading them aloud with a small group.

fun facts

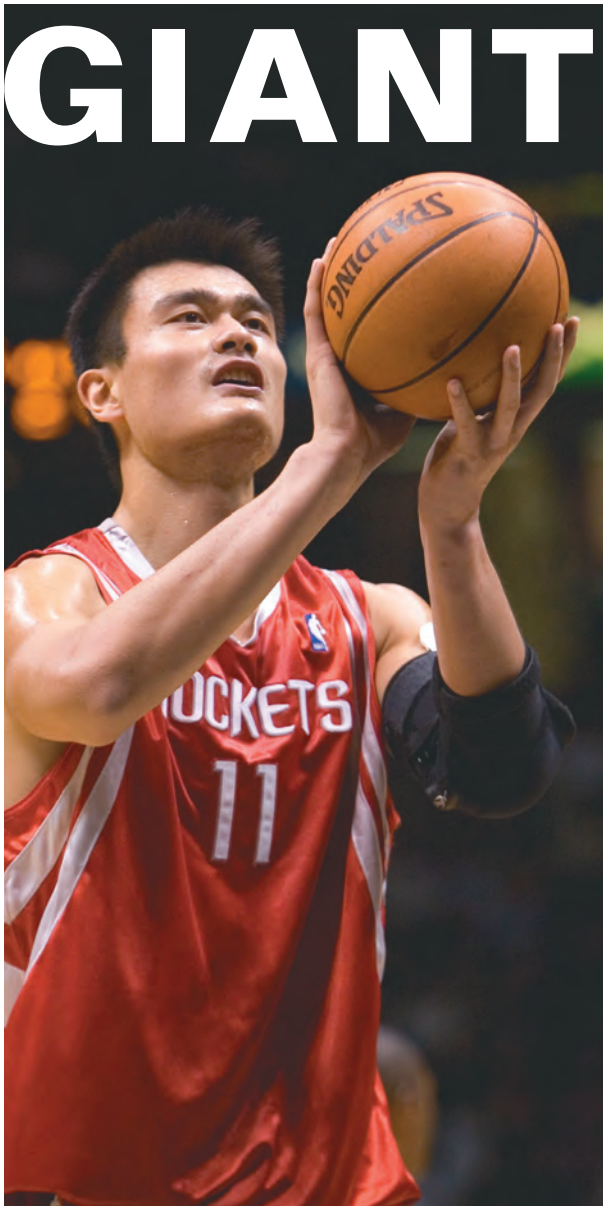
- The tallest person to play professional basketball in the U.S. was Manute Bol, a player from Sudan. He was 2.31 meters tall.
- Robert Wadlow (1918-1940) was the tallest person in history with a height of 2.72 meters.
- The tallest living person is Sultan Kosen, from Turkey, with a height of 2.51 meters.

8 Reading

Before Reading

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

A REAL GIANT



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

After Reading

1. Where was Yao Ming born?
2. Were his parents short?
3. When was Yao first serious about basketball?
4. What was the name of his team in the U.S.?
5. What does he like to do in his free time?

9 Writing

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

1. him (line 2) _____
2. their (line 6) _____
3. His (line 11) _____
4. he (line 15) _____
5. his (line 21) _____
6. He (line 25) _____

Writing Corner

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

1. **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.
2. **Pronouns help avoid repeating the same word or words.**
   Basketball is popular because it is fun. It is a team sport, and it is easy to learn.

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

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

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

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

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

C. Write about a celebrity in your country.

10 Project

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

9 Writing

A

- Have students look back at the article on page 61. Tell them that they should look for the boldfaced pronouns and adjectives. They will have to read the sentences around the word to determine what or who the word in bold refers to.
- Do the first one as an example. Have students locate the word ***him*** and read the sentences before and after. Ask a volunteer to say who ***him*** (Yao Ming) refers to and where the reference is in the paragraph.
- Have students work individually to complete the exercise. Then have them compare answers with a partner.
- Check answers as a class by calling on students to answer and point to where the reference is in the text.

Answers

1. Yao Ming	**3.** Yao Ming's	**5.** Yao Ming's
2. his parents'	**4.** Yao Ming	**6.** Yao Ming

Writing Corner

- Go over the material about using pronouns and possessive adjectives to link sentences. Have a student read aloud the first example. Point out that the pronouns and possessive adjective replace the underlined word.
- Read the example in 2 without pronouns: ***Basketball is popular because basketball is fun. Basketball is a team sport, and basketball is easy to learn.*** Explain that this is too repetitive. Then have a volunteer read the example. Point out that in the example it is important to first mention *basketball* before using pronouns. If the sentence started with *It*, the reader would not know what the activity was.

B

- Ask students if they know who Khaled Al-Eid is. Elicit what they know about him and/or the Saudi Equestrian Team.
- Have volunteers read aloud parts of the text. Have students follow along as their classmates are reading and circle the pronouns and possessive adjectives. Answer any questions about new vocabulary.
- Give students a few minutes to look back at the text and find who or what each pronoun or possessive adjective refers to.
- Go over the answers as a class.

Answers

Paragraph 1: He = Khaled

Paragraph 2: His/his = Khaled's; they = his family; He/he = Khaled

Paragraph 3: His = Khaled's; they = Khaled and his horse; their = Khaled and his horse's

Culture Note

The Saudi Equestrian Team

At the 2012 Olympic Games in London, the Saudi Equestrian Team of HRH Prince Abdullah Al Saud, Abdullah Al Sharbatly, Ramzy Al Duhami, and Kamal Bahamdan won the bronze medal in team jumping. At the 2014 Asian Games in South Korea, the team took home a silver medal, and Abdullah Al Sharbatly won an individual gold.

C

- Brainstorm ideas about celebrities in the students' country. If students don't know the English words they need to describe the person, have them ask: *How do you say _____ in English?* Write the words on the board.
- Have students work individually to write a paragraph about the celebrity they choose.
- Put students in groups to read each other's paragraphs.
- Option: As an expansion, have each group create a celebrity magazine with articles and pictures of their celebrities.

10 Project

- Brainstorm with students where they can find out information about the famous person they've chosen.
- Have pairs write out the interview questions and answers and practice them. Possible questions include: *Where were you born? What was the title of your first book?* Tell pairs that they will submit their written interviews after presenting.
- If possible, have students dress up for their roles and prepare an area in front of the class to be a "TV studio" for the presentations.

Workbook

Assign pages 117-118 for additional reading, and writing practice.

11 Form, Meaning and Function

There Was / There Were

- Have volunteers read aloud the four sentences in the chart. Ask: ***Do* there was *and* there were *refer to now or the past?*** (the past)
- Remind students that the key meaning of *there was/ there were* is to describe the existence or truth of a past event or situation. Make clear the difference between the use of *there was/there were* to talk about past situations, and the use of other verbs in the simple past to describe completed actions.
- Ask: ***What is the difference between* there was *and* there were?** (*There was/wasn't* is used with singular nouns and noncount nouns. *There were/weren't* is used with plural nouns.)
- Place items in different places in the room; for example, pencils on a desk, book(s) on your chair, a backpack on the floor, and so on. Tell students to study the items. Then remove them. Ask students to describe where the items were, using *There was/There were*. For example: ***There were three books on your chair.***

A

- Focus students' attention on the pictures. Read the directions. Explain that they will complete the sentences to describe Lee's past apartment in comparison with the one he has now.
- Have students work individually to complete the sentences.
- To check answers, call on students to read their completed sentences aloud.

Answers

1. There was
2. There weren't
3. There was
4. There were
5. There wasn't
6. There wasn't
7. There weren't
8. There were
9. There was
10. There wasn't

B

- Go over the directions and have two volunteers read the examples. Explain that they will compare Lee's old apartment with his new one, but that the questions should focus on his old apartment.
- Put students in pairs to take turns asking and answering questions with *Was there…?* and *Were there…?*
- Move around the room as pairs are working and help as needed.

11 Form, Meaning and Function

There Was / There Were

Singular
There was an old castle. (+)
There wasn't a shopping mall. (–)

Plural
There were many traditional houses. (+)
There weren't any modern skyscrapers. (–)

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

Questions (?)
Was there a restaurant?
Were there any stores?

Short Answer (+)
Yes, **there was**.
Yes, **there were**.

Short Answer (–)
No, **there wasn't**.
No, **there weren't**.

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

Lee's apartment then

Lee's apartment now

1. _____ only one room.
2. _____ any other rooms.
3. _____ an old sofa.
4. _____ holes in the sofa.
5. _____ a comfortable bed.
6. _____ a balcony.
7. _____ any windows.
8. _____ some books on a shelf.
9. _____ a light on the ceiling.
10. _____ a television.

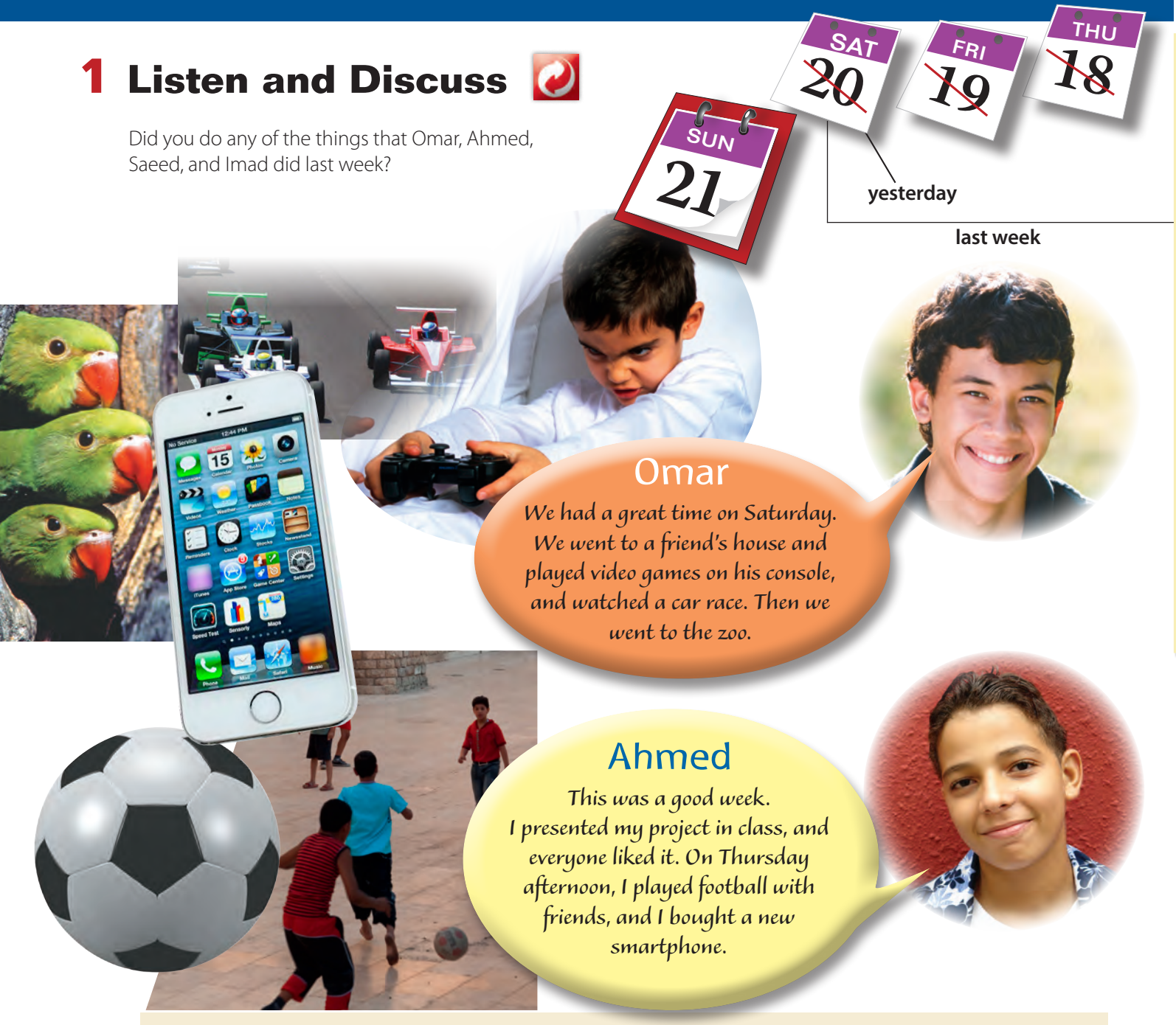
B. Work with a partner. Take turns asking and answering questions about Lee's old apartment. Use ***Was there…?*** and ***Were there…?***

A: Was there a sofa?
B: 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?



Quick Check

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

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

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

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

Unit Goals

Vocabulary
Leisure activities
Entertainment
Chores

Functions
Talk about past activities

Grammar
Simple Past Tense: affirmative, negative, questions, short answers
Regular Past Tense Verbs
Irregular Past Tense Verbs
Time Expressions for the Past: *yesterday, last night, last week, last month*
Simple Present versus Simple Past

Listening
Listen for specific details about a past event

Pronunciation
Past tense endings—/t/, /d/, /ɪd/

Reading
Favorite Foods—Around the World

Writing
Write a recipe for your favorite food

Project
Present a regional dish in your country

Warm Up

Start the class by telling students a few things that you did last week. (Students should have their books closed.) Then ask: ***What did you do last week?*** Elicit answers from volunteers. Don't insist on use of the simple past at this point. When a student uses an incorrect form, for example, *I go to the museum*, reply conversationally with something like ***That's interesting. What did you see when you went to the museum?*** Make note of students' activities on the board using the simple past. Explain briefly that we use these forms to talk about activities in the past.

1 Listen and Discuss

- Give students a minute or two to look at the pictures and text on pages 64 and 65. Ask: ***What places and activities do you see in the pictures?*** Elicit answers from several volunteers. (a car race, a beach, watching TV, visiting a museum, taking photos, a closet, a ball, a book / reading, playing video games, parrots / visiting the zoo, a cell phone / speaking with friends, playing football, beach volleyball)
- Ask: ***Did you do any of these things last week?*** As students answer, review the notes on the board. Check the things students did that are the same as the activities in the pictures.

CD1, T46 Play the audio for Omar, Ahmed, Saeed, and Imad. Students point to each speaker as they listen.

CD1, T46 Play the audio again. Students listen and repeat or speak along with the recording.

- Ask: ***Who went to the zoo?*** (Omar) ***Who went to the beach?*** (Saeed) ***Who went to an art museum?*** (Saeed) ***Who cleaned his closet?*** (Imad)
- Point out the expressions *yesterday* and *last week*. Show that if today is Sunday, *yesterday* was Saturday. Saturday, Friday, Thursday, Wednesday, Tuesday, and Monday were *last week*.

Quick Check

A

- Put students in pairs to read the definitions and find the words in the conversations on pages 64 and 65.
- Check answers by calling on students to read the definitions and the words.

Language Builder

Remind students that they learned the word *high-tech* in Unit1. Explain that *high-tech* is a common expression that means high technology.

Answers

1. car race
2. console
3. smartphone
4. searching

B

- Have students work individually or in pairs to complete the exercise.
- Check answers by calling on students to read a sentence and answer *yes* or *no*. When the answer is *no*, have them give the correct information.

Answers

1. no (He went to a friend's house.)
2. yes
3. no (They drove to the beach.)
4. yes

2 Pair Work

A

- Focus students' attention on the conversations in **A**. Explain that *Did* is the auxiliary or helping verb we use for questions and negatives in the past. There will be more information about and practice with past forms on the Grammar page.

CD1, T47 Play the audio for the conversations in **A**. Have students repeat or speak along with the recording.

- Model the conversation with a volunteer. Use a different person and activity. For example:
  You: Did Omar go the beach on the weekend?
  Student: No, he didn't. He went to a friend's house and played video games.
- Put students in pairs to practice the conversation. They should take turns asking and answering. Have them repeat the conversation two or three times, asking about different people and activities each time.

B

CD1, T47 Play the audio for the conversations in **B**. Have students repeat or speak along with the recording.

- Model the conversations with two students. Have the students ask you the questions. Answer truthfully about your activities.
- Have students practice the conversation using their own information. Encourage students to ask each other questions about their activities and give additional details.

Workbook

Assign page 119 for practice with past activities.

Teaching Tip

Encourage students to ask questions when they don't understand something. Teach them a few more advanced expressions for saying they don't understand. For example:

I'm sorry. I didn't understand. Did you say _____?
Or, ***Would you repeat that, please?***

Additional Activity

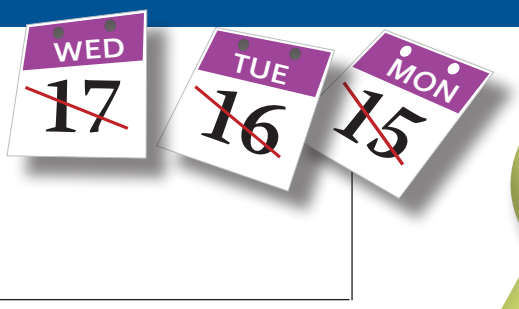
Play Password with words on these pages. Write down vocabulary words on cards or slips of paper. Divide the class into two teams. Have one student come to the front of the room. Give the student a card with a word on it, for example, *closet*. The student has to make his or her team guess the word *closet* by giving them one-word clues. For example:

Student: clothes
Team: jeans
Student: clean
Team: closet

The student can give four clues. If the team can't guess the word, the other team can guess. The team that guesses correctly gets a point.

fun facts

- In the U.S., the most popular form of car racing is NASCAR. In fact, NASCAR is the second most popular sport in the U.S. after American football. Most races are held on an oval track, not on real roads. Cars can reach speeds of over 200 miles (322 kilometers) an hour.
- Another kind of car racing is called Formula One. (See the picture on page 64.) Some Formula One races are "road races." This means that they take place on real roads or streets. Some say that this makes the races more difficult because drivers have to turn both left and right.



Saeed

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

Imad

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

2 Pair Work

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

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

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

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

3 Grammar

Simple Past Tense

Affirmative (+)

I You He/She We They	**worked**	yesterday.

Negative (–)

I You He/She We They	**didn't work**	yesterday.

FYI didn't = did not

Questions (?)

Did	I/you/he/she we/they	**work**	yesterday?

Short Answers (+)

Yes,	I/you/he/she we/they	**did.**

Short Answers (–)

No,	I/you/he/she we/they	**didn't.**

Regular Past Tense Verbs

Add ***–ed*** to most verbs:	work + **ed** = work**ed**
For verbs ending in ***e,*** add ***–d***:	live + **d** = live**d**
For verbs ending in consonant + ***y,*** use ***–ied***:	study = stud**ied**

Irregular Past Tense Verbs

Many verbs in English have irregular past tense forms. See the irregular verb list on page 83.

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

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

What did you do **last night**? I **went** out.

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

He went skiing. He didn't go swimming.

do the laundry	watch 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

3 Grammar

Simple Past Tense

- Give students a minute to study the chart. Ask: ***Do we use* do *and* does *for past tense questions and answers?*** (No, we use *did*.) ***What form of the verb do we use after* did *or* didn't*—work or worked?*** (work) Point out that in the past tense we use the same form of the verb for all persons.
- Remind students of the question formula ***(auxiliary verb + subject + main verb)*** and show them how past tense questions follow the same formula. Draw students' attention to the **FYI** box with the contraction ***didn't***.
- Ask a few volunteers to say something they did yesterday and something they didn't do. Then ask questions based on their statements. Students answer with short answers. For example:
  You: Did Khalid watch TV yesterday?
  Student: Yes, he did. / No, he didn't.

Regular Past Tense Verbs

- Read the rules for forming the past tense of regular verbs with the class. Ask students where they have seen the rule about words ending in consonant + *y* before. Elicit that it's the same as the rule for adding *s* in the third person singular for the simple present. For example: ***study + s = studies***.

Irregular Past Tense Verbs

- Read the list of irregular present and past forms aloud and have students repeat after you. Ask if there are any irregular verbs in the students' language. Point out that almost all languages have irregular verbs.
- Ask: ***Which verb looks the same in the present and the past?*** (read) ***Does it sound the same?*** (no) ***Which verbs change the vowel from* i *in the present to* a *in the past?*** (drink–drank, give–gave, swim–swam)

Language Builder

Tell students that they should look for patterns as they study irregular verbs, such as the vowel change from *i* to *a*, or verbs that are the same in the present and the past. Putting verbs in groups with similar patterns will make it easier to remember them.

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

- Remind students that expressions with the word ***last***, such as ***last month*** and ***last week***, do not use the word ***the***.

A

- Ask a volunteer to read aloud the directions and the example. Elicit another example from the class. Have another student read aloud the list of activities. Answer any questions about vocabulary.
- Have students work individually to write affirmative and negative sentences. Then have them compare answers with a partner. If they disagree about some sentences, tell them to explain their reasons.
- Call on students to read their sentences aloud.

Answers

Answers will vary. For some items, both answers are possible. Sample answers:

He did the laundry. / He didn't do the laundry.
He took a walk. / He didn't take a walk.
He went to the mall. / He didn't go to the mall.
He didn't go to the 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.

B

- Have students look at the pictures and read the example. Ask: ***What do you think the people are doing in the pictures?*** Accept any logical answers.
- Model the example with a volunteer. For example:
  You: What did you do on your vacation?
  Student: I went to the beach.
- Students practice the rest of the conversations in pairs. As pairs are working, monitor that they're using the past forms correctly.
- Check answers by having pairs act out their conversations for the class.

Answers

Answers will vary. Sample answers:

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: The went on a cruise / to an island.
6. **A:** What did Huda do before dinner?
   B: She did her homework.

4 Listening

- Tell students they're going to listen to two friends talking about an outing. Have students read the questions before listening.

CD1, T48 Play the audio for students to just listen.

CD1, T48 Play the audio again for students to answer the questions. Tell them to only write one or two words that will help them remember the answers.

- In pairs, students ask and answer the questions using their notes.

CD1, T48 Play the audio again for students to listen and check their answers.

Answers

1. He went out with James.
2. They went to *Gourmet's*, a restaurant near the lake.
3. They talked about James's new car.
4. They went out on Thursday night.
5. No, he didn't.

Audioscript

A: Ken, what did you do on Thursday night?
B: I went out with James.
A: What's he like?
B: He's boring. He talked all the time. He never stopped.
A: What did he talk about?
B: His new car.
A: Did you go to a nice restaurant?
B: Yes, we went to *Gourmet's*, you know, the restaurant near the lake.
A: What was the food like?
B: The food was great, but the company was terrible.

5 Pronunciation

CD1, T49 Play the audio twice for students to just listen. Play it a third time for students to repeat or speak along with the recording.

- Focus students' attention on the last group of words with the /ɪd/ ending. Explain that these words have an extra syllable in the past. Write the word ***wanted*** on the board like this: ***wan-ted***. Compare it with ***worked***. Write ***worked*** like this: ***/workt/*** to show that it has only one syllable.
- Students practice reading the words in pairs.

Workbook

Assign pages 120–121 for practice with the simple past tense.

Teaching Tip

When doing listening activities in class, have students sit up straight and lean slightly forward. An attentive posture will help them concentrate on what they're hearing.

Additional Activity

Arrange students in small groups. Give each group a list of verbs from *SuperGoal 2* in random order. Without looking at their books or a dictionary, students create two lists, one for regular verbs and another for irregular verbs. When finished, groups compare lists. If there are any words they are not sure of, have them check in a dictionary.

B. Work with a partner.
Ask and answer about what the people did.

A: What did you do on your vacation?
B: I went to the beach.

you / on vacation

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.

1. Who did Ken go out with?
2. Where did they go?
3. What did they talk about?
4. When did they go out?
5. Did Ken have a good time?

5 Pronunciation

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

/t/	liked	worked	washed	Paul **worked** in the morning.
/d/	played	studied	cleaned	Alan **studied** French.
/ɪd/	wanted	needed	visited	We **needed** some help.

6 Conversation

Sam: What did you do last week?

Amr: Nothing special. How about you?

Sam: I went out with a new friend from work, Dave Robbins.

Amr: Really? What's he like?

Sam: He's very interesting but very demanding!

Amr: Where did you go?

Sam: Well, I wanted to impress him, so I took him to an expensive Indian restaurant.

Amr: Was the food good?

Sam: It was great. Um, the problem was he didn't like the spicy food.

Amr: Didn't you know?

Sam: No, he said he ate all kinds of foods. But at the Indian restaurant, he only had the rice!

About the Conversation

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

Your Turn

Ask your classmates about their activities last week.

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

7 About You

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

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

6 Conversation

- Ask students to look at the pictures, but not read the conversation. Ask: ***What kind of food is in the picture?*** (Indian) ***What do you know about Indian food?*** Elicit that Indian food is sometimes hot or spicy. Write the word ***spicy*** on the board. Ask: ***What do you think the boys are talking about?*** Don't confirm or deny answers at this time.

CD1, T50 Play the audio twice with the students' books closed.

CD1, T50 Play the audio a third time for students to read along in their books as they listen.

- Ask: ***Is Dave Robbins an old friend of Sam's?*** (No, he is a new friend.) ***What kind of restaurant did they go to?*** (an Indian restaurant)
- Put students in pairs to practice the conversation. Tell them to be sure to switch roles.
- Ask one or two pairs to act out the conversation for the class.

About the Conversation

- Put students in pairs to ask and answer the questions.
- Check answers by having pairs report their answers to the class. Ask them to support their answers with a line from the conversation.

Answers

Answers will vary. Sample answers:

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.

Your Turn

- Ask a volunteer to read the directions aloud. Then have two students read the example.
- Model another conversation with a volunteer. Take the **A** role and ask a different *yes/no* question. For example: ***Did you watch a DVD last night?*** If the student says *yes*, ask: ***What did you watch?***
- Put students in pairs to practice the conversation, asking about their real activities last week. Have them take turns asking and answering the questions. Encourage them to extend the conversation by asking an additional question.
- Ask several pairs to report to the class what they talked about.

7 About You

- Put students in pairs to ask and answer the questions. Have each pair make a chart with the numbers of the questions. They should put a tick for questions they were able to answer and an "x" for those they can't remember. For example:

Q	Me	My Partner
1	✓	×
2	×	✓
3	✓	✓
4	✓	×
5	×	✓
6	✓	✓

- Have pairs compare charts with another pair. Which questions were difficult to remember? Which were easy?
- Discuss the answers with the whole class.

8 Reading

- With books closed, ask students if they like different kinds of ethnic dishes, like sushi, pizza, and curry. If so, which ones? Have students open their books and discuss the **Before Reading** questions.

READING STRATEGY Scanning

- Ask students to scan for the answers to these questions. Ask the question and tell students to raise their hands as soon as they find the answer. When three or four students have raised their hands, call on the first student to answer.
  1. ***What's a favorite snack in the U.S.?*** (chocolate chip cookies)
  2. ***Where did pizza become famous?*** (Naples, Italy)
  3. ***How old is pizza?*** (over one hundred years old)

CD1, T51 Play the audio. Students read along as they listen.

After Reading

- Give students a minute to look at the questions. Explain that they can find the answers by scanning the article for key words in the question.
- Ask a volunteer to read the first question aloud. Students scan the reading for the *chocolate chip cookies*. Then have a volunteer read the whole sentence and answer the question.
- Put students in pairs to ask the questions and scan to find the answers.
- Check answers by asking volunteers to read the questions and say the sentences in the article where they found the answers.

Answers

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. *Answers will vary.*
5. *Answers will vary.*

Discussion

- Explain that *ethnic cuisines* are foods in different cultures.
- Discuss the question with the whole class. Ask one or two students to give their opinions. Then ask other students: ***Do you agree?*** Have them respond to their classmates, not to you. Try to "lead" the conversation without being at the center of it.

Teaching Tip

When you grade a group or pair presentation, tell students that you will grade each person individually for their part. This will encourage everyone to participate and contribute.

Project: Create a Dish

Have students work in groups to create a new dish that combines all their favorite ingredients. What are the main ingredients? Are they easy to find? How is it prepared? How long does it take to prepare/cook? Is it easy or difficult to make? Have students draw or make a collage of their new dish and present it to the class.

Culture Note

Sushi is a traditional Japanese dish that consists of cooked rice and other ingredients such as seafood, vegetables, eggs, and seaweed. Contemporary sushi differs greatly from the original dish, where the fish was preserved in the rice and only the fish was eaten. With modern refrigeration, it is possible to preserve the fish, so the fish is often served raw.

Popular variations of sushi today contain salmon, tuna, prawn, and crab, often in the form of a sliced roll with rice that is held together with seaweed. Sushi is usually served with ginger, wasabi, and soy sauce.

8 Reading

Before Reading

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

Favorite Foods–Around the World

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

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

kebabs
Turkish food

chocolate chip cookies
American snack

sushi
Japanese food

pizza
Italian food

After Reading

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

Discussion

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

9 Writing

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

Writing Corner

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

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

Pancakes

Ingredients

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

Directions

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

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

10 Project

Prepare a presentation on a regional dish in your country.

9 Writing

A

- Put students in groups of three to talk about their favorite foods. Have them find a dish that everyone in the group likes and write down the ingredients and directions.
- Have one member from each group present the ingredients and the other members present the directions without saying what the dish is. Ask the rest of the class to guess what the dish is.

Writing Corner

- Read the example paragraph with sequence words. Explain that *next, then,* and *after that* are similar in meaning. Point out the use of a comma after each sequence word.
- Read the examples with *when* and *until*. Tell students that there is usually a comma after the time clause if it begins the sentence.

Language Builder

Explain that in writing, we use a comma after the sequence words and expressions that begin a sentence. The sequence word *then* can be written with or without a comma after it.

B

- Have students read through the ingredients and recipe directions and answer any questions they have about vocabulary. Tell them that for some of steps there is more than one answer, but they should use each word or phrase only once.
- Have them work individually to complete the exercise. Then they compare answers with a partner.
- Go over the answers with the class by having students read the steps.

Answers

1. First
2. Next / After that / Then
3. Next / After that / Then
4. until
5. Next / After that / Then
6. When
7. Finally

C

- Have students work individually to write the recipe for their favorite food. They can write the recipe from memory, consult a good cook, or look in a cookbook. Make sure that they do not copy a recipe in English.
- Remind them to use imperative in the directions, as well as time and sequence words.
- Have students share their recipes with the class.
- Compile the recipes to create a class cookbook or ask volunteers to make one.

10 Project

- Have students work in pairs to prepare their presentation. First, they should research regional dishes and choose one to focus on. They should try to find out: *How was the dish created? Where was it was first prepared? What are the ingredients? Where is it served today?*
- Tell students that you will collect their written material after their presentations.

Workbook

Assign page 122 for additional reading, and writing practice.

11 Form, Meaning and Function

Simple Present versus Simple Past

- Review the simple present with the class. Explain that we use the simple present to talk about things that are true in general, or actions that are permanent such as habits and routines. Adverbs and expressions of frequency are often used with the simple present.
- Have volunteers read the three examples by adding an expression on the right. Note that the expressions all refer to how often something happens.
- Call on students to say how often they do things. For example, ask:
  How often do you brush your teeth?
  When do we have English class?
  How often do you clean your room?
  What time do you usually get up?
- Remind students that the negative and question forms of the simple present are formed with the auxiliary *do/does*, with the exception of the verb *be*.
- Review the simple past and the time expressions for the past. Explain that we use the simple past to talk about actions that were completed or ended in the past.
- Have volunteers read the three examples by adding an expression on the right. Note that the expressions all refer to when something happened.
- Remind students that the negative and question forms of the simple past are formed with the auxiliary *did*, with the exception of the verb *be*. Elicit the past forms of *be*. (was/were)
- Say sentences in the simple present and have students respond with sentences in the simple past. For example:
  You: Ali rides his bike to school every day.
  Student: He rode his bike to school yesterday.
  You: I usually clean my room twice a week.
  Student: I cleaned my room two days ago.

A

- Read the directions and point out that students should use each phrase only once. Model the first two items with the class. Ask: ***What are two possible answers?*** (c, e) Say: ***Now look at number 2. Which is the only possible answer?*** (e)
- Have students work individually to match the phrases.
- Check answers by calling on students to read the completed sentences.

Answers

1. c
2. e
3. h
4. b
5. a
6. g
7. f
8. d

B

- Model the first item with the class. First, have students find the time phrases: *usually, last night*. Elicit the simple present for the first blank and the simple past for the second and third blanks.
- Remind students to refer to the list of irregular verbs on page 83 if necessary.
- Have students work individually to complete the sentences and then compare answers with a partner. Suggest that it is a good idea to underline the time words and phrases which help them to decide the correct tense.
- Have volunteers read the completed sentences for the class.

Answers

1. eats / went out / was
2. stay / didn't go out / cleaned out
3. was / didn't like / drinks
4. study / spent / don't know
5. plays / lost / won
6. went / rode / drives
7. don't speak / gave / said
8. Did you take / searched / leave

11 Form, Meaning and Function

Simple Present versus Simple Past

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

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

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

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

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

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

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

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

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

EXPANSION Units 5-8

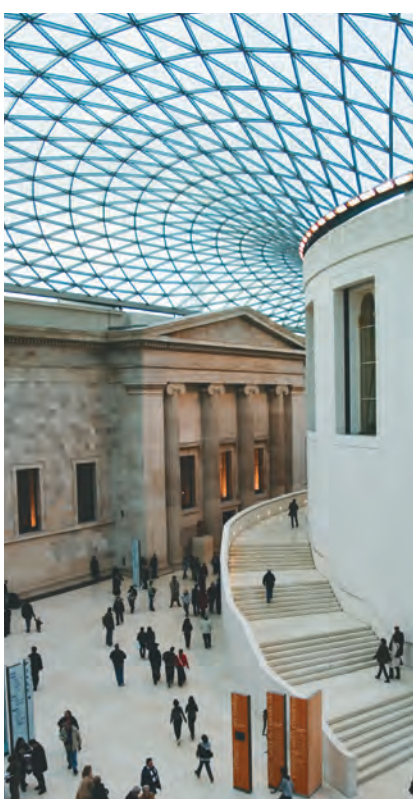
1 Language Review

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

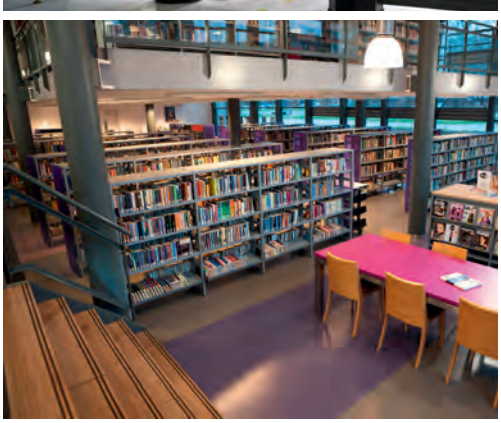
1. **A:** Where _____ you yesterday?
   B: I _____ at school.
   A: No, you _____. You _____ at the mall.
2. **A:** Mike _____ the best student in the class.
   B: No, he _____. Adel _____.
3. **A:** How long _____ the trip to the zoo?
   B: It _____ two hours.
   A: What _____ the parrots like?
   B: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

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

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



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



Unit Goals

- **Language Review**
- **Reading** My Favorite Hangout Place
- **Writing** Write what happened
- **Chant Along** *My Dream Vacation*

1 Language Review

A

- This exercise reviews the simple past of ***be***, which was presented in Unit 7. Refer students to the Grammar chart on page 58 for review as necessary.
- Review questions by writing three or four sentences with ***was/were*** on the board and asking students to change them to questions. For example: ***Fahad's grades were good.*** (Were Fahad's grades good?) ***Nura was late for school.*** (Was Nura late for school?) ***The trip was great.*** (How was the trip?) Then elicit possible short answers for each question.
- Have students look at the pictures on the right side of the page. Ask where the places in the pictures are. For example: ***Where is the first picture?*** (It's a large classroom.)
- Ask a volunteer to read the directions for the exercise. Then elicit the word that goes in the first blank as an example. (were)
- Put students in pairs to complete the conversations. Tell them that after completing each conversation, they should practice it.
- Check answers by calling on pairs to read the conversations for the class.

Answers

1. **A:** were
   B: was
   A: weren't, were
2. **A:** was
   B: wasn't, was
3. **A:** was
   B: was
   A: were
   B: were
4. **A:** was
   B: was, was

B

- This exercise reviews the past tense of ***be*** and other verbs from Unit 8.
- Have students review the Grammar on page 66. Remind students that to form the past of regular verbs, add ***-ed*** to the end of the verb. Irregular verbs have a variety of forms. Have students find examples of past regular and irregular verbs in exercise **B**. (Regular: visited; Irregular: had, went, forgot)
- Ask a volunteer to read the directions. Elicit the sentence that goes in the first blank as an example. (How was your trip to London?)
- Put students in pairs to complete the conversation. Check answers by asking one pair to read their conversation for the class.

Answers

Greg: How was your trip to London?
Imad: It was wonderful.
Greg: Who did you go with?
Imad: My parents and my brother.
Greg: What did you do there?
Imad: We visited all the sights, and we went to the British Museum.
Greg: What was it like?
Imad: It was awesome.
Greg: So, you had lots of fun.
Imad: Oh, yeah. We had a great time.
Greg: Show me your photos some time.
Imad: I didn't take any. I forgot my camera.

C

- This exercise continues the review of the simple past and then reviews the future with ***be going to*** from Unit 5.
- Focus students' attention on the chart for **Last week**. Have them fill in the days of the week in the first column. Then in the second column, have them write one sentence about something they did on each day.
- Put students in pairs to ask and answer questions about each day of the week using the information in the charts. At this stage, students should only ask and answer. Tell them not to write the answers.
- After students have finished asking and answering, have them write their partner's answers in the third column of the chart. If they can't remember what their partner said, they can ask again. For example: ***What did you do on Saturday?*** When they finish, have them check each other's sentences.
- Refer students to the Grammar chart for the future with ***be going to*** on page 42. Remind them that this future form always uses the verb ***be***. Elicit a few examples. For example, ask one student: ***(Mona), what are you going to do tomorrow?*** After she responds, ask another student: ***What's Mona going to do tomorrow?*** Or, ***Is Mona going to _____ tomorrow?*** Repeat this several times with different students. Ask about pairs of students to elicit plural forms.
- Have students fill in the chart for **Next week** as they did in the chart for **Last week**. Then have them follow the same procedure for asking, answering, and writing their partner's answers.

Answers

Answers will vary.

D

- This exercise continues the review of past forms.
- Have students work individually to write answers to the questions. If they don't remember, they can write: ***I don't remember***. Then have them compare answers with a partner.

Answers

Answers will vary.

E

- Have students work with a new partner to tell about the first partner's answers. They can ask and answer the questions using the third person forms. For example:

  A: What did _____ wear yesterday?

  B: He/She wore _____.

  If that person didn't remember something, they can answer: ***He/She forgot.***

Workbook

Assign pages 123–124 for review of grammar and vocabulary presented in Units 5–8.

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

2 Reading

- Ask the **Before Reading** question. Have students work in pairs or small groups discussing their favorite places. Call on volunteers from each pair or group to present their ideas in class. List their ideas on the board. Have students find out which are the most popular places by listening to each pair/group carefully and making notes.
- Have students cover the text and look at the pictures. Ask them to say which country the pictures are from. (Canada) Ask what kind of places are shown. (stores, amusement park, ice rink) Which place(s) can they find in their country? Which place(s) don't exist in their country? Elicit ideas and discuss in class.
- Have students look at the title and the Real Talk box. Ask: ***Do you have a favorite hangout place? Where is it? What kind of place do you think is the boy's favorite hangout place?*** Elicit ideas from students and write them on the board.

CD1, T52 Play the audio twice. The first time students listen with their books closed. The second time they read along and underline the places mentioned in the text. (West Edmonton Mall, stores, hotel, restaurants, an amusement park, a swimming pool with a sand beach, an ice rink, an aquarium, a miniature golf course, a video arcade, a Chinese restaurant)

CD1, T52 Play the audio again as students listen and read along.

Culture Note

West Edmonton Mall in Alberta, Canada is the largest shopping mall in North America. Since its opening in 1981, it held the world record for the world's largest mall until 2004. Today it is the tenth largest shopping mall in the world (2015).

The mall includes more than 800 stores and services, and parking for 20,000 vehicles. It employs over 24,000 people and welcomes over 32 million visitors per year, on average between 90,000 and 200,000 visitors per day.

After Reading

A

- Have students work with a partner to compare their favorite place to Walter's. What is similar? What is different?
- Ask students to share their opinions about Walter's favorite place with the class.

B

- Have students work in small groups to ask and answer the questions.
- Check answers by calling on volunteers. Have them read the sentences in the text where they found the answers.

Answers

Answers will vary. Sample answers:

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

C

- Have a volunteer read the instructions for **C** aloud in class. Put the students In pairs and have them tell each other what happened to Walter and his friends.

3 Writing

- Brainstorm ideas for funny stories with the class. As you do this, try to guide students toward stories that you think they can tell successfully using the language they know. Have them avoid stories that are very long or complicated.
- Have students write their stories either in class or for homework. If they write in class, monitor and help as needed.
- Put students in small groups to read their stories to each other. Have each group choose one story to read to the whole class.

After Reading

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

B. Read the text and answer the questions.

1. Where is Walter from?
2. What is the name of his favorite hangout place?
3. How large is the mall? What kinds of shops, services, and other facilities does it have?
4. What is Walter's favorite place in the mall?
5. What did Walter and his friends do last weekend?
6. What did they want to eat? What did they finally eat?

C. Tell your partner what happened to Walter and his friends when they tried to get something to eat.

3 Writing

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

4 Chant Along

Number the verses in the correct order.

My Dream Vacation

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

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

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

▸ Chorus

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

4 Chant Along

- With books closed, tell students that they are going to hear a chant called *My Dream Vacation*. Elicit ideas about what kind of vacation a dream vacation might be. Have them think about the place, the time of year, and activities.
- Ask students to look at the picture in the background and guess what kind of place the person is dreaming of. Have them look at the top picture, and say how the man has traveled. Ask: ***Did he take a boat or did he fly? How do you know?*** (He flew / took a plane because the picture shows an airport.)
- Tell students they're going to listen to part of the chant and write down as many words as they can. (Their books should still be closed.)

CD1, T53 Play the first verse of the chant. After students listen, have them write down as many words as they can from the verse. Tell them not to worry if they can't write many words, just what they can remember.

- Put students in small groups and have them compare what they wrote with other students.

CD1, T53 Play the first verse again (once or twice) and have students work in their groups to write more words of the verse.

- Have one group come up to the board and write as much as they can of the first verse. Then play the verse one last time and make any corrections needed.
- Ask: ***How is the person feeling?*** (happy and excited) ***How do you know? Which words tell you more about the way he feels?*** (forget all my worries, leave my cares behind, have lots of fun) ***What is the rest of the chant going to be about?*** (Remind students to think about the title of the chant.) Accept all answers at this time.
- Have students open their books and read the whole chant. Were their predictions correct?

CD1, T53 Play the audio of the whole chant for students to listen and read along. As they listen, have them number the verses in the correct order.

- Ask: ***Why does the chant have the title* My Dream Vacation?** (Because it describes the man's idea of a perfect vacation.)

CD1, T53 Play the audio again for students to chant along.

Vocabulary

- Have students work individually to match the words with their meanings, referring back to the chant as necessary. Make sure that they do not use a dictionary at this point.
- Check answers by calling on students to read aloud a word and its meaning.

Answers

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

Comprehension

- Have students work individually to write *yes* or *no*, referring back to the chant as necessary for the information. Have them write the correct information for the *no* answers.
- Check answers as a class by calling on students to answer.

Answers

1. yes
2. yes
3. no (He's got his ticket.)
4. yes
5. no (He's not coming back for a long, long time.)
6. no (Fun is the first thing on his mind.)
7. yes
8. yes *OR* no (He's going to a land of fantasy.)

Discussion

- Discuss questions 1 and 2 with the whole class. Elicit ideas from several students about how people feel when they go on vacation.
- In small groups, have students describe their dream vacations. Where do they want to go? How can they travel there? What can they do there? Who do they want to go with? How long do they want to stay? Call on different students from each group to share their descriptions with the class.

Teaching Tip

When leading discussions with the whole class, it can be challenging to get students to talk to each other and not always to you. It sometimes helps *not* to stand at the front of the room. Move around. Stand at the side of the room or sit down in a student desk at the back of the room. If students can't see you all the time, they'll look at each other more.

Vocabulary

Match the words from the chant with their meanings.

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

Comprehension

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

1. _____ The man is dreaming about his vacation.

2. _____ He's going by plane.

3. _____ He doesn't have a ticket.

4. _____ His clothes are in his suitcase.

5. _____ He's coming home soon.

6. _____ Fun is the last thing on his mind.

7. _____ He usually wears a tie to work.

8. _____ He's going to a beach.

Discussion

1. What are some of the things that the person is happy to get away from?

2. Do you feel the same when you go on vacation? Why? Why not?

3. Where do you want to go for your dream vacation? Describe the place.

1 What Do You Do?

VOCABULARY

Nouns
advertising
airline
architecture
art and design
clinic
future
gadget
job
newspaper
profession

Nouns—Occupations/jobs
bus driver
cameraman
carpenter
chef
cook
doctor
flight attendant
lawyer
mechanic
reporter
salesperson
teacher
waiter
website designer

Verbs
cook
cut
design
drive
make
meet
sell
travel

Adjectives
interested (in)
professional

EXPRESSIONS

Idiom
I'm good with . . .

Ask about someone's job
What do you do?

2 What's School Like?

VOCABULARY

Nouns
archaeology
basketball
club
drama
exchange student
expedition
glasses
poetry
schedule
subject
team
volleyball

School Subjects
art
computer science
English
geography
health
history
math
physical education (PE)
science

Adjectives
active
athletic
boring
challenging
difficult
easy
fascinating
friendly
fun
hard
intelligent
interesting
smart
strict

Verbs
act
brush
excavate
run
teach
wear

Adjectives to describe people's looks
black (hair)
blond (hair)
blue (eyes)
brown (hair, eyes)
long (hair)
short (hair)
tall
thin

EXPRESSIONS

Ask about people's appearance
What does he/she look like?

Ask about people's personality
What's he/she like?

RealTalk
cool

3 What Time Do You Get Up?

VOCABULARY

Nouns
activity
breakfast
dinner
karate
lunch
martial arts
traffic
weekday
weekend
weeknight

Verbs
concentrate
get up
learn
wake up
work out

Phrases with verbs
brush one's teeth
check email
go to bed
play football
ride home
take a bath
take a shower

Adjectives
bad
different
late
same

Adverbs
early
late

Frequency adverbs
always
never
sometimes
usually

Time words
after
before
then

EXPRESSIONS

Time expressions
A.M.
at night
at (six) o'clock
every day
in the afternoon
in the evening
in the morning
o'clock
on weekdays
P.M.

Ask for the time
What time is it?

Real Talk
awesome
No way!
Where are you off to?

4 What Can You Do There?

VOCABULARY

Nouns
beach
free time
match
ocean
resort

Nouns—Places in a town
airport
bank
bookstore
bus station
gym
hospital
hotel
mall
museum
park
restaurant
supermarket

Verbs
buy
can
draw
fly
hang out
like
shop
sleep

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

EXPRESSIONS

Accept a suggestion
Sure.

Real Talk
Are you crazy?
When's good for you?

EXPANSION Units 1–4

VOCABULARY

Nouns
artist
cable TV
carpenter
chess
circle
jargon
joke
keyboard
label
nurse
problem
rectangle
screen
source
square
subtitle
veterinarian
website designer
writer

Verbs
click
complain
drag
draw
hear
leave
repair
repeat
reply
sew
smile
solve
spell

Phrases with verbs
come across
look up
pick up
search for

EXPRESSIONS

Idiom
tell jokes

Meeting and greeting people
How are you?
How do you do?
Nice to meet you.

5 What Are You Going To Wear There?

VOCABULARY

Nouns
attraction
graduation
style
transportation
waterfall
weather
wedding

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

Verbs
get married
go shopping
need
wear

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

Adjectives—Colors
beige
black
blue
brown
dark (green)
gray
green
light (blue)
orange
pink
purple
red
white
yellow

Time expressions for the future
next month
next week
tomorrow

EXPRESSIONS

Ask about color
What color are your boots?

Real Talk
put on

6 Let's Celebrate

VOCABULARY

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

Nouns—Holidays
Eid Al-Adha
Eid Al-Fitr
Independence Day
Liberation Day
National Day

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

Adjectives
bright
traditional
wonderful

Adverb
well

Pronouns
her
him
me
them
us
you

EXPRESSIONS

Make or agree to a suggestion
Let's…

Expressions to show interest
Sounds like fun.
Sounds great!
That's a wonderful idea.

Expression of regret
Too bad.

7 Then and Now

VOCABULARY

Nouns
area
balcony
boss
businessman
celebrity
football striker
member
management consultant
pedestrian
population
shelter
skyscraper
story
tournament
vendor

Phrases with verbs
be in good condition
be in ruins
hold a record
score a goal

Verb
protect

Adjectives
attractive
modern
narrow
successful

Adjectives for opinions
awesome
bad
beautiful
boring
crowded
great
interesting
OK
terrible
uncomfortable

EXPRESSIONS

Ask for information
Where were you born?

Time expression
from time to time

Real Talk
How are things?
You're kidding!

8 What Did You Do Last Week?

VOCABULARY

Nouns
accident
assignment
beach volleyball
console
guest
race
rice
topping

Verbs
impress
melt
stay

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

Adjectives
common
demanding
ethnic
expensive
spicy

Time expressions
last month
last night
last weekend
yesterday

EXPRESSIONS

Ask for information on past activities
What did you do yesterday/last week, etc.?

Conversation filler
Um . . .

Expression of interest in the speaker's comment
Really?

EXPANSION Units 5–8

VOCABULARY

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

Verbs
decide
forget
lie
pack

Adjectives
free
unexpected

EXPRESSIONS

Idioms
on my mind

Describe means of transportation
by bus
by car
by train

Irregular Verbs

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

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Key to Phonetic Symbols

Vowels		Consonants	
Symbol	**Sample Word**	**Symbol**	**Sample Word**
/iy/	w**ee**k	/b/	**b**ike
/ɪ/	g**i**ft	/p/	**p**ool
/ɛ/	b**e**d	/g/	**g**ive
/æ/	b**a**d	/k/	**c**ar
/ɑ/	f**a**ther, b**o**x	/d/	**d**ay
/ə/	m**o**nth, b**u**s	/t/	**t**en
/ɔ/	sm**a**ll, d**oo**r	/z/	**z**ero
/u/	r**oo**m	/s/	**s**on
/ʊ/	b**oo**k	/ʃ/	**sh**oe
/eɪ/	n**a**me	/ʤ/	**j**ust, gara**g**e
/aɪ/	l**i**ne	/ʒ/	televi**s**ion
/ɔy/	b**oy**	/tʃ/	**ch**eck
/aʊ/	t**ow**n	/v/	**v**ery
/oʊ/	**o**ld	/f/	**f**ine
/ər/	f**ir**st	/w/	**w**ife
		/y/	**y**ard
		/h/	**h**ere
		/ð/	**th**is
		/θ/	**th**ousand
		/m/	**m**ap
		/n/	**n**ow
		/ŋ/	ri**ng**
		/l/	**l**eft
		/r/	**r**ight

Photocopiable 1

Exercise 1

1. What does Saeed do? He's a doctor.
2. What do Jim and Adel do? They're teachers.
3. What does Anthony do? He's a chef.
4. What do Carl and Ben do? They're reporters.
5. What does Mr. Phillips do? He's a teacher.

Exercise 2

1. reporter
2. flight attendant
3. website designer
4. chef
5. taxi driver
6. waiter
7. photographer / cameraman

Exercise 3

1. pilot
2. teacher
3. mechanic
4. salesperson

Photocopiable 2

Exercise 1

Answers will vary.

Exercise 2

Matt has a brother and a younger sister. He works for a company in the city. His brother and sister go to school near his office. So he drives them to school every morning. Their father is a pilot. He flies for an international airline. He likes his job, but he misses his family when he is away.

Exercise 3

1. get
2. organize
3. write
4. design
5. share
6. spend

Photocopiable 3

Exercise 1

1. Jack usually has breakfast early in the morning.
2. Jack always takes the bus to school.
3. He usually has classes until 3:00 P.M.
4. He often has / goes to / takes a karate class after school.
5. He always does his homework before dinner.
6. He often writes / checks / sends emails after dinner.
7. He never plays computer games on weeknights.

Exercise 2

1. Omar always brushes his teeth in the morning.
2. He usually takes the bus to school.
3. He plays football every afternoon.
4. He checks his email after dinner.
5. He usually has lunch at school.
6. He always goes to bed early on weeknights.
7. He sometimes calls his friend before dinner.

Exercise 3

Answers will vary.

Photocopiable 4

Exercise 1

1. They can eat there. OR
   They can have lunch or dinner there.
2. They can borrow / read books there.
3. They can catch / get / take a plane there. OR
   They can catch / get / take a flight there.
4. They can take / catch a bus there.
5. They can buy books or magazines there.
6. They can see exhibits / art there.
7. They can go shopping or meet friends there. OR
   They can hang out with friends there.
8. They can buy fruit and vegetables there. OR
   They can buy food there.

Exercise 2

1. Can Fred design websites? No, he can't.
2. Can he ride a horse? No, he can't.
3. Can he play football? Yes, he can.
4. Can he rollerblade? Yes, he can.
5. Can Lynn cook? Yes, she can.
6. Can she write stories? Yes, she can.
7. Can she take photographs? Yes, she can.
8. Can she rollerblade? No, she can't.

Exercise 3

Answers will vary.

Photocopiable 5

Exercise 1

Answers will vary.

Sample answers:

1. T-shirts, a hat, sunglasses, sandals, and shorts
2. a warm coat, boots, and a sweater
3. a warm coat, boots, sweaters, gloves, a scarf, and a hat
4. a formal dress and new shoes
5. T-shirts, pants, sunglasses, a hat, and shoes
6. a suit and a tie
7. pants, shirts, sweaters, a raincoat, and waterproof shoes

Exercise 2

1. He's going to play tennis.
2. They're going to go shopping. OR
   They're going to meet friends.
3. They're going to eat. OR
   They're going to have lunch / dinner.
4. She's going to sleep.
5. He's going to use it. OR
   He's going to check his email. OR
   He's going to play games.
6. They're going to play football.

Exercise 3

Answers will vary.

Photocopiable 6

Exercise 1

	cities	buildings	flags	National Day	parades	fireworks	events
decorate	✓	✓					
celebrate				✓			
watch					✓	✓	✓
organize					✓		✓
fly			✓				

Anwers will vary.
Sample answers:

1. People decorate buildings with flags and green lights.
2. They organize events to celebrate National Day.
3. They watch the fireworks and fly flags.

Exercise 2

1. Yes, he's going to invite him. OR
   No, he isn't going to invite him.
2. Yes, she knows her. OR
   No, she doesn't know her.
3. Yes, I want to watch it. OR
   No, I don't want to watch it.
4. Yes, I need to talk to him/her. OR
   No, I don't need to talk to him/her.
5. Yes, he's going to meet them. OR
   No, he isn't going to meet them.
6. Yes, I'm going to call him/her later. OR
   No, I'm not going to call him/her later.
7. Yes, I like it. OR
   No, I don't like it.
8. Yes, he's going to drive him to work. OR
   No, he isn't going to drive him to work.

Exercise 3

1. Adults offer money to children.
2. People show kindness and generosity to everyone.
3. On Eid Al-Adha, the family shares a meal with friends.
4. People often decorate their homes.
5. Families get together for a special meal.

Photocopiable 7

Exercise 1

1. were
2. were
3. were
4. was
5. wasn't
6. were
7. was
8. weren't

Exercise 2

Answers will vary.

Exercise 3

1. (c) population
2. (b) three-story building
3. (f) in ruins
4. (a) skyscraper
5. (d) in good condition
6. (e) tournament

Photocopiable 8

Exercise 1

1. went / bought / got
2. stayed / talked / watched / drank / ate
3. drove / met/ went/ had
4. got up / had / called / invited / had / needed

Exercise 2

1. Did Ryan and Jed go shopping last Saturday?
   Yes, they did.
2. Did Ryan buy a new laptop?
   No, he didn't.
3. Did Jed get a new laptop?
   Yes, he did.
4. Did Matt drive his brother to the mall this morning?
   Yes, he did.
5. Did Matt go back home?
   No, he didn't.
6. Did Matt and his friend have cake?
   Yes, they did.
7. Did Asma get up early on Saturday?
   No, she didn't.
8. Did Asma and her friend have a project?
   Yes, they did.

Exercise 2

1. ethnic dishes / cuisine
2. accident
3. chips
4. melt
5. topping

1 What Do You Do?

A

1. G / salesperson
2. H / reporter
3. A / high-tech designer
4. F / taxi driver
5. E / fashion designer
6. B / nurse OR doctor
7. D / teacher

Page 2

B

1. **A:** What does Adel do?
   B: he takes photos.
2. **A:** What does Imad do?
   B: He sells clothes.
3. **A:** What does Fred do?
   B: He cooks food.
4. **A:** What does Ray do?
   B: He's a waiter.
5. **A:** What do Fred and Ray do?
   B: They work in a restaurant.
6. **A:** What do Bruce and Ali do?
   B: They drive taxis.
7. **A:** What does Mike do?
   B: He sells magazines.

C

Yousef: Hi. I'm Yousef Hamda. I'm a doctor. I work in a hospital in Dubai.
Darren: That's a great job. I'm Darren Barton.
Yousef: What do you do?
Darren: I'm a lawyer. I help my clients in court. And my wife's a teacher. She's not here. She's at home.
Yousef: Do you know anyone here?
Darren: Yes, I do. Those are my friends, Saeed and Adel.
Yousef: What do they do?
Darren: They are designers. They work for a company in Qatar. Adel's brother is a chef. He works at a French restaurant in Dubai.
Yousef: That's interesting. My brother is a chef, too. He works at a restaurant in Jeddah.

D

1. **A:** does
   B: 's
2. **A:** do
   B:'re
3. **A:** do
   B: drives
4. **A:** does
   B: 's

E

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

F

Answers will vary. Sample answer:

My school is having a Career Day. A lot of professionals are coming to school on that day. A chef is coming. A reporter is coming. And a designer is coming. The chef works at Roma's Italian Restaurant. The reporter works at the TV station. And the designer works for a computer company. I want to talk to the chef. I want to talk to the reporter, too.

2 What's School Like?

A

Sean: Here's my new schedule.
Dave: Look! I have math class with you. It's my favorite class. It's fun. Do you like math?
Sean: No, I don't. It's not easy. It's really challenging and difficult.
Dave: What's your favorite class?
Sean: English is my favorite class.
Dave: I like English, too. It's not boring. It's very interesting.
Sean: And look! Mr. Simpkins is teaching the class.
Dave: He's a great teacher. He's smart and he's a lot of fun.

B

Ali: Who are your friends?
Fahd: Amr is wearing the striped shirt. He plays on the basketball team. He's very tall.
Ali: Who is the boy with the short brown hair?
Fahd: That's Adnan. He's in my computer club. He has lots of friends.
Ali: What's he like?
Fahd: He's smart and lots of fun.
Ali: And who is the boy with short black hair, in front of the window?
Fahd: His name is Imad. He's really athletic. And he's a tennis champion.

C

3 Ted: Does he play any sports?
5 Ted: Isn't Tom in our English class? What does he look like?
7 Ted: What's he like?
4 Ahmed: No, he doesn't. He's in the science club. But his brother, Tom, plays football.
8 Ahmed: He's smart and very nice. And he's good at English.
2 Ahmed: He's tall. He has short black hair. And he has brown eyes.
6 Ahmed: Yes, he is. He's tall, too. And he has curly black hair.

D

1. Do you study French?
2. Does Mr. Lee teach science?
3. She has long blond hair.
4. Faisal has a red backpack.
5. Imad has short black hair.
6. Omar has a new DVD player.
7. Don't you take chemistry?

E

1. Dean **2.** John

F

Answers will vary. Sample answers:
1. John is tall. He wears glasses. He has short black hair.
2. Dean is short. He has short blond hair. He plays tennis.
3. Clyve has short black hair. He isn't very tall.
4. Kevin is tall. He has curly hair. He has a backpack.
5. Larry has short curly hair. He has a bike.

G

Answers left to right:

Mr. Argano	Mr. Fletcher	Mr. Werner
Mr. Johnson	Mr. Collins	Mr. Marsh

H

Answers will vary. Sample answer:

Hi Colin,

School is fun. I'm taking math, English, history, computer science, physical education, and art. My favorite class is art. My teachers are Mr. Atkins, Mr. Jones, Mr. Besson, Mr. Carter, Mr. Suzuki, and Mr. Barajas. In school, I play on the football team. It's great! I'm also in the Drama Club and the Computer Club.

Majid

3 What Time Do You Get Up?

A

1. gets up
2. eats/has breakfast
3. drive home
4. do their homework/study
5. eat/have dinner
6. goes to bed

B

1. B: It's 6:25 P.M.
2. B: It's twelve o'clock.
3. B: It's nine o'clock at night. It's 9:00 P.M.

C

My brother always has breakfast <u>at</u> 7:00 A.M. <u>On</u> weekdays, after breakfast, he gets ready for work. He goes to work <u>at</u> 9:00 A.M. He drinks a lot of coffee <u>in</u> the morning at work. He does a lot of work before lunch. He eats lunch <u>at</u> 1:30 P.M. After lunch, he sometimes takes a walk and goes back to work until 5:00 P.M. He sometimes drinks tea <u>in</u> the afternoon. After work, he goes home. Then he has dinner. He usually watches TV <u>in</u> the evening. He always goes shopping <u>on</u> Thursday evening.

D

Answers will vary. Sample answers:
1. I never do homework with friends.
2. I always brush my teeth after breakfast.
3. I sometimes write emails to my family members.
4. I always study for tests at night.
5. I usually visit friends on Saturdays.

E

1. He always drives the taxi before his he sells cell phones at the store.
2. He usually plays tennis after his his job at the store.
3. He drives the taxi every day.
4. He drives the taxi on Tuesday. Then he works at the Internet café at ten o'clock.
5. He never sells cell phones on Tuesday.
6. Jamal never plays tennis at night.

F

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

G

Answers will vary. Sample answer:

Before I go to school, I get up. I always get up at 7:00 A.M. Then I take a shower and brush my teeth. I always eat breakfast at home. I eat breakfast at 7:30 A.M. Then I go to school.

After school, I usually go to the park. Sometimes I play video games with my friend.

I usually do my homework in the evening. Then I go to bed.

I see my friends every day. I watch TV every day, too.

4 What Can You Do There?

A

1. play football
2. play basketball
3. sail / go sailing
4. talk / hang out
5. exercise / work out
6. play volleyball

B

Answers will vary.

C

1. John can't play basketball.
2. John can't skateboard.
3. John can ride a bike.
1. Dennis can play basketball.
2. Dennis can skateboard.
3. Dennis can't ride a bike.

John and Dennis can play chess.

D

1. likes to
2. doesn't like to
3. likes to
4. doesn't like to
5. like to
6. don't like to

E

Answers will vary, but should follow the model.

F

I have lots of friends. They like to do different things. My friends Patrick and Tony have cell phones. Patrick likes to talk on his cell phone. Does Tony like to talk on his cell phone? No, he doesn't. Tony likes to take photos with his cell phone! My friend Ryan likes to surf. He lives in Hawaii and she can surf every day of the year. Tom lives in my apartment building. We live in Arizona. There aren't any beaches in Arizona. But Tom likes to surf every day of the year, too. How? He can surf on the Internet!

G

1. Yes. Badr likes sports.
2. No. Imad doesn't like to play football.
3. Imad likes to watch DVDs, but Badr doesn't.
4. They watch football and other sports on TV and play basketball. They play computer games.
5. They watch sports on TV. They like to play basketball and computer games. Imad likes malls, but Badr doesn't like them. Badr likes to read, but Imad likes to exercise in the gym. Badr often walks, but Imad doesn't often walk.

H

Answers will vary. Sample answer:

My favorite activity is surfing. I surf at the beach near my house. I like to surf every day. I like to surf with my two friends, Kevin and Josh.

I don't like to clean my room. Why do I need to clean it? It never stays clean!

EXPANSION Units 1-4

A

1. Mark is a website / high-tech designer.
2. Adnan is a photographer.
3. Adel and Bill are doctors.
4. Mr. Chang is a teacher.

B

1. He doesn't speak English.
2. Does Mr. Mitchell teach math?
3. Mr. Wang is tall.
4. Does he have short black hair?
5. Do you wear glasses?

C

7 OK. See you Thursday afternoon.
6 That's fine. I never work in the afternoon.
3 I usually like to play at 10:00 in the morning.
2 Sure. What time?
5 Then how about Thursday afternoon at 3:00?
4 That's not good for me. I always work on Thursday mornings.

D

1. He can swim.
2. He can't play chess.
3. He can drive.
4. He can't skateboard.

E

Answers will vary. Sample answers:

1. I can surf.
2. I can play tennis.
3. I can't swim.
4. I can't cook.

F

Answers will vary. Sample answers:

1. He never goes to a restaurant for lunch.
2. He usually gets up at 7:00 A.M., and he gets to work at 8:00.
3. He eats in a restaurant on Saturday.
4. He always drinks two cups of coffee.
5. He reads the newspaper and watches TV. Sometimes he visits friends.

5 What Are You Going to Wear There?

A

1. abayas
2. thobes
3. tie
4. sneakers
5. coat
6. socks
7. sandals
8. gloves

B

1. shirt
2. tie
3. sunglasses
4. shirt
5. jeans
6. gloves

C

1. Amina and her mother <u>are going to wear abayas</u>.
   <u>They're not going to wear coats</u>.
2. Stephanie <u>is going to wear shoes</u>.
   <u>She isn't going to wear boots</u>.
3. Adnan <u>is going to wear a suit and tie</u>.
   <u>He isn't going to wear jeans</u>.
4. Steve <u>is going to wear shoes</u>.
   <u>He isn't going to wear sandals</u>.
5. Tom <u>is going to wear a shirt and tie</u>.
   <u>He isn't going to wear a T-shirt</u>.

D

1. He's going to his football game next week.
2. He's going to go on a picnic next month.
3. He's going to take an English test next month.

E

Answers will vary. Sample answers:

1. He's going to wear a T-shirt, shorts, and sneakers.
2. He's going to wear a shirt, jeans, and boots.

F

1. 's OR is / going
2. to go / 'm OR am
3. be / 's OR is

G

Answers will vary. Sample answers:

1. He is going to wear a sweater, a jacket, and boots.
2. He is going to wear a T-shirt, jogging pants, and sneakers.
3. Jack is going to wear gray pants, a light blue shirt, and a blue jacket. Saeed is going to wear a brown suit, a white shirt, and a tie.

H

Answers will vary. Sample answer:

I'm going to go to classes on Sunday. I'm going to wear pants, a shirt, and sneakers. I'm going to work on Tuesday after school. I'm going to wear jeans and a white shirt. I'm going to wear sneakers, too. I'm going to a graduation party on Thursday afternoon. I'm going to wear black jeans, my red shirt, and black shoes.

6 Let's Celebrate

A

1. **A:** Tomorrow is September 23rd.
   B: That's right! It's National Day in Saudi Arabia.
2. **A:** When is Eid Al-Adha?
   B: It's on the tenth day of the 12th Islamic month.
3. **A:** When is Eid Al-Fitr?
   B: It's on the first day of the month of Shawwal.
   A: What day?
   B: *Answers will vary depending on the year.*

B

Amr: Let's have our graduation party at my house on Thursday night.
Fahd: OK. Do you want to invite all our friends?
Amr: Yes. We need to invite all of them. We don't want any of them to get upset.
Fahd: Are you going to make sandwiches and salads?
Amr: I want to make them, but I need to ask my mother first.
Fahd: I need to buy a new shirt for the party. Do you want to go to the mall this afternoon?
Amr: I can't. I need to study for a test.
Fahd: I need to study for a test too, but I want to go to the mall right now.
Amr: Well, let's go to the mall now and study for the test later.

C

Saeed: What are we going to do this afternoon?
Ashraf: Let's go to the mall.
Saeed: How are we going to get there?
Ashraf: My father can drive us there. Let's ask him.
Saeed: But your father is going to drive your mother to your aunt's house.
Ashraf: No, my older brother is going to drive her.
Saeed: Okay, then. But I need to be home by 6:00 P.M.
Ashraf: No problem. We can drive you home.
Saeed: I just remembered. My brothers are going to be at the mall. They can drive me home.
Ashraf: Great! Call and arrange to meet them there.
Saeed: Good idea! Let's do it.

D

1. Our cousins always invite us to their country home.
2. They want to invite their friends.
3. They need to go shopping for food.
4. They want to have a game console at the graduation party.
5. He wants to buy a new cell phone.

E

1. Let's play
2. Let's play tennis
3. let's study
4. Let's surf / search / look
5. Let's take

F

Answers will vary, but should follow the model.

G

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

H

Answers will vary. Sample answer:

Our National Day is on the 23rd of September. I want to celebrate it with my family and friends. I want to celebrate it in Riyadh with a lot of people. I want to fly our flag and go to performances and cultural events. I need to tell my older brothers, so we can be together.

7 Then and Now

A

1. were
2. wasn't
3. were
4. was
5. weren't
6. were

B

1. Ali was good in math in high school.
2. He was usually late to class.
3. Fahd and Ali were in the same science class.
4. They were interested in computers.
5. They were classmates at school.

C

1. was / is
2. were / are
3. weren't / are

D

1. **A:** were
   B: was
2. **A:** was
   B: was
3. **A:** were
   B: were
4. **A:** were
   B: were / were

E

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

1. No, he wasn't.
2. Yes, he was.
3. No, he wasn't.
4. No, they weren't.

F

Answers will vary. Sample answer:

This is me at age seven.

I was born in Canada, but I was raised in the U.S. I was a short kid, and I was always good at sports. I wasn't always a good student, but I was smart.

This is me now.

I'm still smart, and now I'm a good student. I have family and friends in Canada. I often speak to them, and we speak French. I'm still good at sports. I'm still short, but now I'm the captain of the basketball team at school!

8 What Did You Do Last Week?

A

5 **Imad:** What did you see?
7 **Imad:** What did you eat?
3 **Imad:** What did you do in the morning?
4 **Majid:** I played tennis in the morning, and then I visited my uncle. We watched a DVD together in the afternoon.
6 **Majid:** We saw an old *Star Wars* film. It was great! Then we went out to a restaurant.
8 **Majid:** We had pizza and soda.
2 **Majid:** Yes, I did.

B

1. Majid played tennis in the morning.
2. Majid and his uncle watched a DVD together.
3. Majid and his uncle went out to a restaurant.
4. They saw a *Star Wars* film.

C

1. drove
2. went
3. saw / took
4. went
5. ate
6. played

D

1. Yes, he did.
2. Yes, they did.
3. No, they didn't.
4. No, he didn't.
5. Yes, they did.

E

1. Qassim surfed last week.
2. Amina talked to her friend last night.
3. Ahmed and Saeed went to the football game.
4. Adel saw his cousins last week.
5. Sabah got up early yesterday.

F

went	did	bought	painted
had	cleaned	saw	drank

s	t	r	b	o	u	g	h	t	a
s	a	r	c	l	e	a	n	e	d
a	y	d	i	l	c	s	w	q	l
w	r	i	t	i	p	w	e	n	t
a	g	d	s	e	y	w	n	w	h
d	r	a	n	k	w	v	p	z	a
p	a	i	n	t	e	d	w	t	d

G

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

H

Answers will vary. Sample answer:

When I was young, my favorite place was my grandfather's garden. It was between tall buildings in the center of the city, but it was full of flowers and trees. Grandfather planted a tree for each child that was born in the family and watched them grow. When I went back many years later, the garden was no longer there. The plants were gone. There were just rocks and an old wooden chair in the middle of it; grandfather's chair.

EXPANSION Units 5-8

A

1. T-shirt / jeans / sneakers
2. coat / pants / sweater
3. shirt / shorts
4. raincoat
5. suit

B

Answers will vary. Sample answers:

1. He's going to wear a shirt and sandals to the beach.
2. He's going to wear jeans and a T-shirt to school.
3. He's going to wear a blue suit, a white shirt, and a tie to the wedding.

C

1. it / her
2. me
3. us
4. them
5. him / you

D

Mark: I was in Washington, D.C., last weekend.
Derek: Did you have a good time?
Mark: Yes, I did. I had a wonderful time.
Derek: Where did you go?
Mark: I went to the Capitol Building and the Air and Space Museum.
Derek: Did you go to the White House?
Mark: No, I didn't. I saw it from the street.
Derek: When did you come home?
Mark: I came home early Monday morning.

E

1. He was in the United States for a year.
2. He always ate a big breakfast.
3. His English wasn't good at first, but the teachers and other students helped him.
4. He usually had lunch in the cafeteria.

1 Photocopiable Activity

Exercise 1

Write questions and answers. Use ***do*** or ***does***.

1. Saeed / doctor
   What does Saeed do? He's a doctor.
2. Jim and Adel / teachers
   _____
3. Anthony / chef
   _____
4. Carl and Ben / reporters
   _____
5. Mr. Phillips / teacher
   _____

Exercise 2

Read and complete the sentences with the correct word.

1. Fred writes news articles for a newspaper. He's a ___reporter___ .
2. Jeff flies all the time and looks after plane passengers. He's a _____ .
3. Omar is interested in designing sites. He wants to become a _____ .
4. Fahd works for an expensive restaurant. He prepares dishes with his assistants. He is a _____ .
5. He spends all day working in his taxi. He is a _____ .
6. Sam works at a restaurant. He waits on tables. He is a _____ .
7. Brian works with Fred. He carries a camera and takes pictures. He's a _____ .

Exercise 3

Read about these people and write what they want to be.

1. Adnan's father is a lawyer and wants Adnan to become a lawyer too. But Adnan is interested in flying and all kinds of planes. He wants to spend his life flying.
   Adnan wants to be a _____ .
2. Sabah is a very good student. She likes to study and write. She also likes to work with young children. She helps her little sister with her homework every day.
   Sabah wants to be a _____ .
3. Jamal knows how to repair things, and he likes to work with his hands. He also likes cars, and reads lots of car magazines. He is interested in how cars work.
   Jamal wants to be a _____ .
4. Majid's uncle has a store with computers and electronic gadgets. Majid likes to help his uncle. He likes to talk to the people in the store and help them.
   Majid wants to be a _____ .

2 Photocopiable Activity

Exercise 1

Answer the questions about yourself.

1. How often do you go to school?

   _____

2. How many teachers do you have?

   _____

3. How many subjects do you have? List them.

   _____

4. What is your favorite subject? Why?

   _____

5. What is your least favorite subject? Why?

   _____

6. Do you write emails in English?

   _____

7. Does your friend drive a car?

   _____

Exercise 2

Fill in the blanks with the correct form of the verb in parentheses.

Matt _____ (have) a brother and a younger sister. He _____ (work) for a company in the city. His brother and sister _____ (go) to school near his office. So he _____ (drive) them to school every morning.

Their father is a pilot. He _____ (fly) for an international airline. He _____ (like) his job, but he _____ (miss) his family when he is away.

Exercise 3

Circle the right word.

1. Students ***get*** / ***give*** / ***make*** the chance to make new friends in school clubs.
2. Members of the science club ***order*** / ***learn*** / ***organize*** their own experiments.
3. Some students ***design*** / ***write*** / ***paint*** poems.
4. It's not easy to ***do*** / ***spend*** / ***design*** computer programs.
5. It's fun to be with people who ***share*** / ***present*** / ***make*** the same interests.
6. Members of the Drama Club ***spend*** / ***give*** / ***present*** many afternoons preparing school performances.

3 Photocopiable Activity

Exercise 1

Write about Jack with the words. Use a suitable verb.

1. usually / breakfast early in the morning
   Jack usually has breakfast early in the morning.
2. always / bus to school
   _____
3. usually / classes until 3:00
   _____
4. often / a karate class after school
   _____
5. always / his homework before dinner
   _____
6. often / emails after dinner
   _____
7. never / computer games on weeknights
   _____

Exercise 2

Fill in the blanks with the right form of the verbs on the list.

call have take brush check go play

1. Omar always ___brushes___ his teeth in the morning.
2. He usually _____ the bus to school.
3. He _____ football every afternoon.
4. He _____ his email after dinner.
5. He usually _____ lunch at school.
6. He always _____ to bed early on weeknights.
7. He sometimes _____ his friend before dinner.

Exercise 3

Answer the questions.

1. What do you do before dinner? _____
2. What do you do after dinner? _____
3. What do you do after school? _____
4. What does your friend do after school? _____
5. What does your friend do before dinner? _____

4 Photocopiable Activity

Exercise 1

Write what people can do at these places.

1. restaurant *They can eat there. OR They can have lunch or dinner there.*
2. library _____
3. airport _____
4. bus stop _____
5. bookstore _____
6. museum _____
7. mall _____
8. supermarket _____

Exercise 2

Write questions and answers.

	design web sites	ride a horse	play football	rollerblade
Fred	no	no	yes	yes

	cook	write stories	take photographs	rollerblade
Lynn	yes	yes	yes	no

1. *Can Fred design web sites?* *No, he can't.*
2. _____
3. _____
4. _____
5. *Can Lynn cook?* *Yes, she can.*
6. _____
7. _____
8. _____

Exercise 3

Answer the questions.

1. Can you speak English? _____
2. Can you rollerblade? _____
3. Can you play tennis? _____
4. Can you use computer software? _____
5. Can you draw? _____
6. Can your friend ride a horse? _____
7. Can your friend cook? _____
8. Can your friend ice-skate? _____
9. Can your friend swim? _____

5 Photocopiable Activity

Exercise 1

Write 3 things that they are going to need there.

1. Steve is going to travel to the Amazon. It's going to be hot. He is going to camp in the forest.
   He is going to need _____.
2. Nawal is going to visit her aunt in Abha this winter. It's going to be cold.
   She is going to need _____.
3. Bill is going to travel to Alaska. It's going to be very cold.
   He is going to need _____.
4. Naziha is going to a wedding.
   She is going to need _____.
5. Faisal is going to spend some time in the desert.
   He is going to need _____.
6. Adel is going to his cousin's wedding.
   He is going to need _____.
7. Mark's father is going to travel to Australia by boat.
   He is going to need _____.

Exercise 2

Write about their plans. What are they going to do?

1. Brian is wearing shorts and holding his tennis racket.
   _____
2. Omar and Badr are in the car. They're driving to the mall.
   _____
3. Fred and Jeff are going into the restaurant.
   _____
4. Fatima is saying good night to her family.
   _____
5. Jed is turning on his computer.
   _____
6. Ashraf and his friends are going to the football field.
   _____

Exercise 3

Answer the questions.

1. What are you going to take to school tomorrow?
2. What subjects are you going to have tomorrow?
3. When are you going to have a test?
4. What are you going to write about in your essay?

6 Photocopiable Activity

Exercise 1

Tick the words that match.

	cities	buildings	flags	National Day	parades	fireworks	events
decorate	✔	✔					
celebrate							
watch							
organize							
fly							

Choose 3 combinations of words, and write about what people do on Saudi National Day.

1. _____

2. _____

3. _____

Exercise 2

Answer the sentences using the right pronoun.

1. Is Tom going to invite Pete? *Yes, he's going to invite him. OR No, he isn't going to invite him.*

2. Does Aisha know Mariam? _____

3. Do you want to watch my new DVD? _____

4. Do you need to talk to the teacher? _____

5. Is he going to meet Fahd and Omar? _____

6. Are you going to call your friend later? _____

7. Do you like my new cell phone? _____

8. Is Ali going to drive Imad to work? _____

Exercise 3

Put the words in the correct order and write sentences.

1. offer / adults / money / children / to

_____

2. generosity / people / kindness / show / everyone / to / and

_____

3. on / the family / with friends / a meal / shares / Eid Al-Adha

_____

4. often / people / homes / their / decorate

_____

5. get together / families / a special / meal / for

_____

7 Photocopiable Activity

Exercise 1

Fill in the blanks with ***was***/***wasn't*** or ***were***/***weren't***.

Aisha and her family (1) ___*were*___ on vacation in Turkey last summer. They had rooms in a luxury hotel near the beach. The rooms (2) _____ very comfortable.

There (3) _____ 3 restaurants, tennis courts, a health club, and many other facilities. The view (4) _____ amazing, and it (5) _____ (not) very hot. The people in the hotel (6) _____ very polite and helpful.

It (7) _____ a wonderful vacation. They (8) _____ (not) happy to leave.

Exercise 2

Answer the questions.

1. Where were you born?

_____

2. Where were your parents born?

_____

3. Where were you yesterday morning?

_____

4. Who was with you on the bus or in the car to school?

_____

5. What time was it when you got to school?

_____

6. Where were your friends on the weekend?

_____

7. What was your day like?

_____

8. What was the weather like this morning?

_____

Exercise 3

Match the words and the definitions.

a. skyscraper b. three-story building c. population d. in good condition e. tournament f. in ruins

1. _____ the number of people who live in a city, town, or country
2. _____ a building with three floors
3. _____ an old damaged building that is down
4. _____ a very tall building in the center of the city
5. _____ an old building that looks as good as new
6. _____ a competition with a series of games until there is one winner

8 Photocopiable Activity

Exercise 1

Fill in the blanks with the right form of the verb.

1. Ryan and Jed (go) ___went___ shopping last Saturday. Ryan (buy) _____ a new T-shirt and jeans, and Jed (get) _____ a new laptop.
2. Carol and Aisha (stay) _____ home on Saturday. They (talk) _____ and (watch) _____ a new DVD. They (drink) _____ tea and (eat) _____ chocolate cake.
3. Matt (drive) _____ his brother to the mall. Then, he (meet) _____ a friend for coffee. They (go) _____ to a café and (have) _____ iced coffee and cake.
4. Asma (get up) _____ late on Saturday. She (have) _____ breakfast and (call) _____ her friend, Sabah. She (invite) _____ Sabah to come over for the day. They (have) _____ a project for school, and they (need) _____ to work together.

Exercise 2

Write questions and answers. Look at Exercise 1 before you answer.

1. Ryan and Jed / go shopping / last Saturday?
   Did Ryan and Jed go shopping last Saturday? _____ *Yes, they did.* _____
2. Ryan / buy / a new laptop?
   _____ _____
3. Jed / get / a new laptop?
   _____ _____
4. Matt / drive / his brother / to the mall?
   _____ _____
5. Matt / go / back home?
   _____ _____
6. Matt and his friend / have / cake?
   _____ _____
7. Asma / get up / early on Saturday?
   _____ _____
8. Asma and her friend / have a project?
   _____ _____

Exercise 3

Read the definitions and write the words. Look at the text on page 55.

1. typical dishes of a country, like sushi or pizza _____
2. something that happens by mistake _____
3. small, broken pieces of something, like chocolate or potatoes _____
4. turn to liquid, like ice cream does when it's hot _____
5. something tasty to put on top of food, like cheese or tomatoes _____

Audio Track List

CD1

Track	Unit	Student Book Section	
2	Unit 1	**1**	Listen and Discuss
3	Unit 1	**2**	Pair Work
4	Unit 1	**4**	Listening
5	Unit 1	**5**	Pronunciation
6	Unit 1	**6**	Conversation
7	Unit 1	**8**	Reading
8	Unit 2	**1**	Listen and Discuss
9	Unit 2	**2**	Pair Work
10	Unit 2	**4**	Listening
11	Unit 2	**5**	Pronunciation
12	Unit 2	**6**	Conversation
13	Unit 2	**8**	Reading
14	Unit 3	**1**	Listen and Discuss
15	Unit 3	**2**	Pair Work
16	Unit 3	**4**	Listening
17	Unit 3	**5**	Pronunciation
18	Unit 3	**6**	Conversation
19	Unit 3	**8**	Reading
20	Unit 4	**1**	Listen and Discuss
21	Unit 4	**2**	Pair Work
22	Unit 4	**4**	Listening
23	Unit 4	**5**	Pronunciation
24	Unit 4	**6**	Conversation
25	Unit 4	**8**	Reading
26	EXPANSION	**2**	Reading
27	Units 1–4	**3**	Chant Along
28	Unit 5	**1**	Listen and Discuss
29	Unit 5	**2**	Pair Work
30	Unit 5	**4**	Listening
31	Unit 5	**5**	Pronunciation
32	Unit 5	**6**	Conversation
33	Unit 5	**8**	Reading
34	Unit 6	**1**	Listen and Discuss
35	Unit 6	**2**	Pair Work
36	Unit 6	**4**	Listening
37	Unit 6	**5**	Pronunciation
38	Unit 6	**6**	Conversation
39	Unit 6	**8**	Reading
40	Unit 7	**1**	Listen and Discuss
41	Unit 7	**2**	Pair Work
42	Unit 7	**4**	Listening
43	Unit 7	**5**	Pronunciation
44	Unit 7	**6**	Conversation
45	Unit 7	**8**	Reading
46	Unit 8	**1**	Listen and Discuss
47	Unit 8	**2**	Pair Work
48	Unit 8	**4**	Listening
49	Unit 8	**5**	Pronunciation
50	Unit 8	**6**	Conversation
51	Unit 8	**8**	Reading
52	EXPANSION	**2**	Reading
53	Units 5–8	**4**	Chant Along