# **SUPER**

# GOAI 3

# **MANUEL DOS SANTOS**



### SuperGoal 3 Student Book

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# Scope and Sequence

	Unit Title	Functions	Grammar
1	Are You Here on Vacation? Pages 2–9	Greet people / Say goodbye Introduce yourself and others Ask for and give personal information Express thanks / Apologize Ask for and give directions	Simple present of the verb <i>be</i> Information questions: <i>how, what, when, where, who, why</i> Prepositions of place
2	What Are They Making? Pages 10–17	Express approval and disapproval Talk about present ongoing activities	Present progressive Imperative for commands and instructions Prepositions of place
3	Who's Who Pages 18-25	Describe professions Talk about professional goals	Simple present tense  Wh- questions in the simple present  Verb want + infinitive  Relative pronouns: who, that, which
4	Favorite Pastimes Pages 26–33	Describe daily activities and routines Ask about and tell how often you do activities Talk about abilities Describe hobbies	Questions with how often Frequency expressions: once a week, etc. Adverbs of frequency: always, often, etc. Know how to Gerunds and infinitives after verbs
	EXPANSION Units 1-4 Pages 34-39	Language Review Reading: Let the Games Beg Chant Along: Just Another D	
5	Is There Any Ice Cream? Pages 40–47	Talk about foods Order from a menu Express preferences with <i>would like</i>	Count/Noncount nouns Expressions of quantity: some/any Partitives Too/Enough
6	What Was It Like? Pages 48–55	Ask and answer about past activities Describe past activities Express an opinion	Simple past tense: <i>be</i> Simple past tense: regular / irregular verbs Intensifiers with adjectives
7	What Happened? Pages 56–63	Retell an event Express feelings Give reasons with <i>why</i> and <i>because</i> Show agreement with <i>so</i> and <i>neither</i>	There was/There were Adverb: ago Pronouns: someone, no one, nothing, anything Conjunctions: because, so
8	What's Wrong? Pages 64-71	Ask and talk about health Name parts of the body Talk about illnesses and their symptoms Make suggestions and give advice	Should/Shouldn't Clauses with when Subject/object pronouns and possessive adjectives/pronouns
	EXPANSION Units 5—8 Pages 72—77	Language Review Reading: Foods: Truths and L Writing: Write about a health	

Listening	Pronunciation	Reading	Writing
Listen for specific information about a hotel stay	Intonation of <i>yes/no</i> and wh- questions	The Place to Stay	Create a hotel registration form and complete it with personal information Present information about youth hostels in your country (Project)
Listen and make inferences to identify speakers	/i/ and /ɪ/	E-Learning Is Easy!	Describe how the Internet is a useful tool for students Write a script for a how-to video (Project)
Listen for specific information about a profession and career goals	Reduction of want to	My Kind of Job	Write about your dream job Write about people's occupations (Project)
Listen for specific information about free-time activities	Reduction of <i>do you</i>	Sky High!	Write about your hobby or pastime Write about an unusual hobby or pastime (Project)

**Writing:** Write about a typical day in a person's life **Project:** Write verses about a typical day in your life

Listen for specific information from a meal order	Plural endings /s/, /z/, /əz/	Globalization of Foods	Write a recipe Write a typical menu from your country (Project)
Listen for specific information from radio reviews	Past tense endings /t/, /d/, / rd/	Art of the Pen: Arabic Calligraphy	Write about an interesting museum, performance, or sports event that you attended Make a brochure about an event in your town (Project)
Listen for specific information about an accident	The / <b>h</b> / sound	So You Want to Be Cool	Write a witness report about an accident Take a survey about what makes your friends happy, sad, etc. (Project)
Listen to match illnesses with pictures of people	Consonant blends with s	Atchoo! Is It a Cold or the Flu?	Write about what you should do when you have the flu Present home remedies for common illnesses (Project)

**Project:** Research healthful diets **Chant Along:** The (Right) Answer

# 1 Are You Here on Vacation?







## **Quick Check** ✓

- **A. Vocabulary.** Find and write down the greetings and farewells.
- **B.** Comprehension. Who are they? Say and spell their names to a partner.
  - 1. He's from India.
  - 2. His nickname is Pancho.
  - **3.** He's checking into the hotel.
  - **4.** His friend is introducing him to Joe Slater.
  - **5.** He's from Saudi Arabia.

# 2 Pair Work



- A. Imagine you just arrived at the writers festival.
  - 1. Greet someone you know.
  - 2. Introduce yourself to someone.
  - 3. Introduce a friend to someone.
  - 4. Say goodbye to someone.
- B. Work with another pair. Introduce your partner to them.
- **C.** Choose one of the conversations and continue it. Present it to the class.

# 3 Grammar 👊



### Simple Present of the Verb Be

Use the simple present of the verb be to talk about situations and events that exist in the present or that are always true.

**'m** on vacation. Riyadh is in Saudi Arabia.

Yes-No Questions (?)	Short Answers (+)	Short Answers (–)
<b>Are</b> you here on vacation?	Yes, I <b>am</b> .	No, I'm not.
<b>Is</b> Ahmed happy in his new job?	Yes, he <b>is</b> .	No, he <b>isn't</b> .
<b>Is</b> it very cold in your country?	Yes, it <b>is</b> .	No, it <b>isn't</b> .
<b>Is</b> the museum open on Sundays?	Yes, it <b>is</b> .	No, it <b>isn't</b> .
<b>Are</b> you here for the festival?	Yes, we are.	No, we aren't.
<b>Are</b> they from Egypt?	Yes, they <b>are</b> .	No, they aren't.

### Information Questions: How, What, When, Where, Who, Why

**How's** it going? (How + is) Fine, thanks. **What's** your last name? (What + is) It's Al Zahrani. When's the festival? (When + is) It's in February. **Where's** your friend from? (Where + is) He's from Jeddah. **Who's** that tall man? (Who + is) That's my uncle. **Why's** he here? (Why + is) He's here for the festival.

**A.** Complete the conversation. Use the correct form of the verb **be** or short answers with **be**.

You can use contractions. Then practice with a partner.

A:	you here on vacation?	
	No, I here for the writers festival.	
A:	It sounds like fun. So, whatyour job?	
B:	Ia novelist, and my friend	_ a poet.
	We here for the festival.	
	you here for the festival, too?	
A:	No, here on vacation.	
	I here with my friend, too.	
	He there near the reception desk.	
B:	he the tall man in the red shirt?	
A:	Yes, Let me introduce you to him.	
Inte	erview a classmate. Ask for this personal information.	

- B.
  - 1. name
  - 2. spelling of first and last names
  - 3. age and date of birth

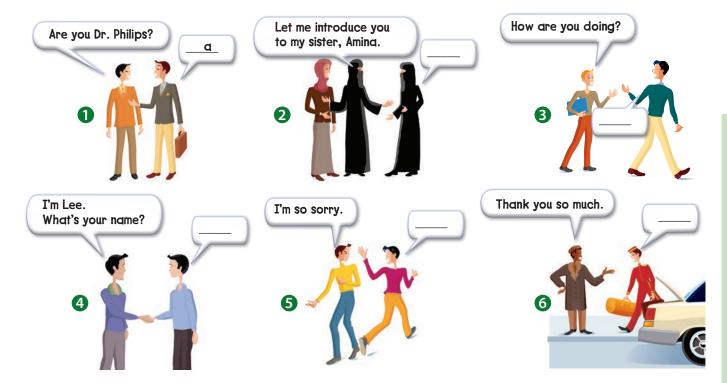
- 4. nationality
- **5.** address
- 6. telephone number



- 7. email address
- 8. occupation

**C.** Match the responses to the situations. Then practice the conversations with a partner.

- a. No, I'm Luke Robbins.
  - **b.** That's all right.
  - **c.** Nice to meet you.
- **d.** Fine, thanks.
- e. You're welcome.
- f. William. But my friends call me Bill.



# 4 Listening



Listen to Mr. Wilson's conversation with a hotel bellhop. Complete the information about him.

Nationality	
Room—floor	
<b>Number</b> of days at hotel	
Purpose of visit	

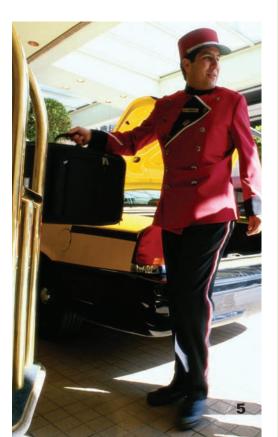
# 5 Pronunciation



Listen. Note the rising and the falling intonation. Then practice.

Are you a student? Are they from Jordan? Is he on vacation?

What's her name? Where is she from? Who are they?



# 6 Conversation





Here you are. = an expression used when you give something to someone

Have a nice stay. = an expression used to wish someone a good time in a

**Desk clerk:** Can I help you?

Ibrahim: Yes, please. I have a reservation.

My name's Ibrahim Ghazali.

**Desk clerk**: Are you here for the conference?

Ibrahim: No, I'm here on vacation with my family.

**Desk clerk:** How do you spell your last name?

Ibrahim: G-H-A-Z-A-L-I.

**Desk clerk:** Yes, Mr. Ghazali. How long are

you staying with us?

Ibrahim: Four days.

**Desk clerk:** Please fill in this form. May I have

your credit card, please?

Ibrahim: Here you are.

**Desk clerk:** Thank you. Room seven-oh-five.

Here's your key card. Have a nice stay.

Ibrahim: Thank you. Oh, excuse me.

Where can I find out about city tours?

**Desk clerk:** With the concierge. He's at the desk to

the right.

### **About the Conversation**

- 1. What's Ibrahim's last name?
- 2. Is Ibrahim at the hotel on business?
- **3.** How is he paying for the hotel?
- **4.** How long is he staying in the hotel?
- 5. What's his room number?

### **Your Turn**

Imagine you are checking into a hotel and talking to the desk clerk. Role-play the conversation with a partner. Then change roles.

## 7 About You 📓



Role-play with a partner. Imagine you are on a trip. Answer the questions for an immigration officer.

- 1. What's the purpose of your trip?
- 2. How long are you staying?
- **3.** What's your address in this country?
- **4.** Do you have any family here?
- **5.** What's their address?





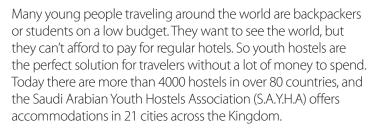
# 8 Reading



### **Before Reading**

What do you know about youth hostels? What do you know about S.A.Y.H.A.?

# The Place to Stay



The accommodations in hostels are inexpensive because guests usually share rooms and bathrooms. Most hostels have a laundry room, telephones, Internet connection, and a restaurant. Some hostels also offer cooking facilities, such as a kitchen with pots and dishes. Youth hostels are usually in interesting places where young people can learn about the local monuments, history, and culture. Some hostels are even inside old historic buildings, castles, and on boats.

Hostels are definitely the place for socializing. The guests, who are from different cities or countries, have the opportunity to meet other young people and share experiences. Many hostels organize tours and fun activities. For example, S.A.Y.H.A. holds sports and painting competitions, and there are also prizes for the best community projects. So when traveling, youth hostels are the best place to stay and make new friends.

### **After Reading**

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

- **1.** \_\_\_\_\_ Young tourists are usually rich.
- **2.** \_\_\_\_ The rooms in youth hostels are usually cheap.
- 3. \_\_\_\_\_ You can't cook in any youth hostels.
- **4.** \_\_\_\_ Hostels are good places for meeting people.

### **Discussion**

Where do you stay when you travel? Describe the places where you stay.





### Are You Here on Vacation?



# 9 Writing



**A.** Check  $(\checkmark)$  the phrase that is more polite.

1.		a.	Can	l he	lр	you,	sir?
----	--	----	-----	------	----	------	------

- **2.**  $\square$  **a.** I want to make a reservation.
- **3.**  $\square$  **a.** Tell me where the restaurant is.
- **4.** □ **a.** May I have your credit card?
- **5.**  $\square$  **a.** Say that again.

	h.	What	do	VOL	want?
$\Box$	ν.	vviiat	ao	you	vvarit:

- ☐ **b.** I would like to make a reservation.
- □ **b.** Excuse me. Where is the restaurant?
- ☐ **b.** Give me your credit card.
- □ **b.** Could you repeat that, please?

### **Writing Corner**

In formal situations, such as at a hotel, use polite language to make requests.

- 1. Would like is a polite form of want.
  - I want to make a reservation.
- I'd like to make a reservation.
- Do you want breakfast?
- Would you like breakfast?
- 2. Use Can / Could / May to politely ask a question.
  - Spell your last name.
- **Could** you spell your last name?
- Give me your passport.
- May I see your passport, please?
- B. Read the questions. Decide what information is being asked for and write it in the chart.

Question	Information
1. What is your name, please?	
2. Could you spell your last name?	
<b>3.</b> What is your address and telephone number?	
4. What day are you arriving?	arrival date
5. How long (many days) are you staying?	length of stay
<b>6.</b> How many guests is the room for?	
7. May I have your passport, please?	
8. How are you paying for the room?	

C. Create a hotel or hostel registration form. Use ideas from the chart, and add any other information you think is important. Give your hotel a name and design a logo. Then, with a partner, practice asking for information to fill in your registration form.

# 10 Project



Find out about youth hostels in your country. Present the information to the class.



# 11 Form, Meaning and Function



### Prepositions of Place: across from, between, next to, on, near, far from



The park is across from the school.



The bank is **between** the post office and the restaurant.



The pharmacy is **next to** the bookstore.



The bus stop is **on** the corner.



The museum is **near** the hotel.

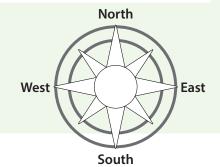


The airport is **far from** town.

### **Asking for and Giving Directions**

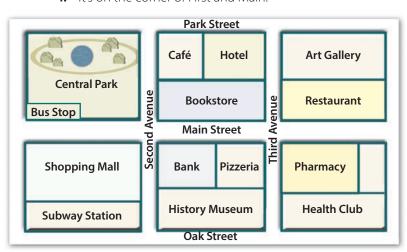
Can you tell me where [the nearest bank] is? Excuse me. Where is [the Art Museum]? Is this the right way to [the subway station]? How can I get to the [post office]?

Turn right onto Park Avenue. Turn left at the next corner. Go straight ahead for two blocks. Go east on Second Street.



- **A.** Match the guestions with the answers.
  - 1. \_\_\_\_\_ Is there a restaurant in the mall?
  - **2.** \_\_\_\_\_ Is the airport near the city?
  - **3.** \_\_\_\_\_ Excuse me. Where's the bus stop?
  - **4.** \_\_\_\_\_ Is the university north of here?
  - **5.** \_\_\_\_\_ Is this right the way to the hotel?
  - **6.** \_\_\_\_\_ Is the post office next to the park?

- a. Yes. Go straight ahead for one more block.
- **b.** No. It's between the bank and the health club.
- **c.** No, it isn't. It's to the south.
- **d.** Yes, there is. It's across from the bookstore.
- e. No, it isn't. It's far from the city.
- **f.** It's on the corner of First and Main.
- **B.** Work with a partner. Describe the location of places on the map. Use across from, between, next to, on, near, and far from.
- C. Work with a partner. Student A is a hotel guest: ask for directions to places on the map. Student B is a hotel concierge: give directions. Then change roles.



# 2 What Are They Making?



### 1 Listen and Discuss 🕢



What do you think the TV film is about? What is happening?



### Quick Check &

- **A. Vocabulary.** Find words to express approval and disapproval.
- **B.** Comprehension. Match the parts of the sentences.
  - 1. The actor at the food stand \_\_\_\_
  - **2.** The director \_\_\_\_
  - **3.** The man near the pond \_\_\_\_
  - **4.** The man on the wall \_\_\_\_
  - **5.** The old man

- a. is running away.
- **b.** is shouting for help.
- **c.** is talking to the actors.
- **d.** is feeding the fish.
- e. isn't enjoying the soup.



# 2 Pair Work 🔀



- A. Ask and answer about the people in the TV studio.
  - What is the <u>cook</u> doing?
  - He's making soup.
  - Is <u>Lee feeding the fish</u>?
  - Yes, he is.

- **B.** This story takes place in the past, many years ago. With a partner, find things that are wrong in the picture.
  - What's wrong in the picture?
  - Well, the old man is holding a cell phone.

# 3 Grammar 1



### **Present Progressive**

Use the present progressive for actions happening now.

### **Information Questions (?)**

	am		
Vhat	are	you	doing now?
	is	he	
		she	
	are	we	
	are	they	

### Affirmative (+)

l'm	
You <b>'re</b>	working.
He <b>'s</b>	
She <b>'s</b>	
We're	
They're	

### Negative (-)

'm not	
You <b>aren't</b>	working
He isn't	
She isn't	
We <b>aren't</b>	
They aren't	

### Yes-No Questions (?)

Am	
Are	you
Is	he
	she
Are	we
	thev

**Short Answers (+)** 

Yes,

	am.
you	are.
he	is.
she	
we	are.
they	

Short Answers (-)

No,

l'm	not.
you	aren't.
he	isn't.
she	
we	aren't.
they	

We don't usually use the progressive with verbs like the following: like, love, want, see, smell, taste, hear.

I **like** martial arts films.

I don't hear anything.

We can also use the present progressive for some actions in the future.

**A:** What are you doing **tomorrow**?

reading?

**B:** I'm going to the park.

A.	Complete the conversation. Use the present progressive or simple
	present form of the verbs in parentheses.

Adel: Excuse me. What \_\_\_\_\_\_ (1. happen)? Greg: They \_\_\_\_\_\_ (2. make) a TV series.

**Adel:** What kind of series is it?

**Greq:** It's a detective story.

Adel: Oh, I \_\_\_\_\_\_(3. love) detective stories.

**Greg:** Eric McGuire is the director. That's him over there.

He \_\_\_\_\_\_(4. talk) to Brad Novak, the actor.

**Adel:** Who is that tall guy over there?

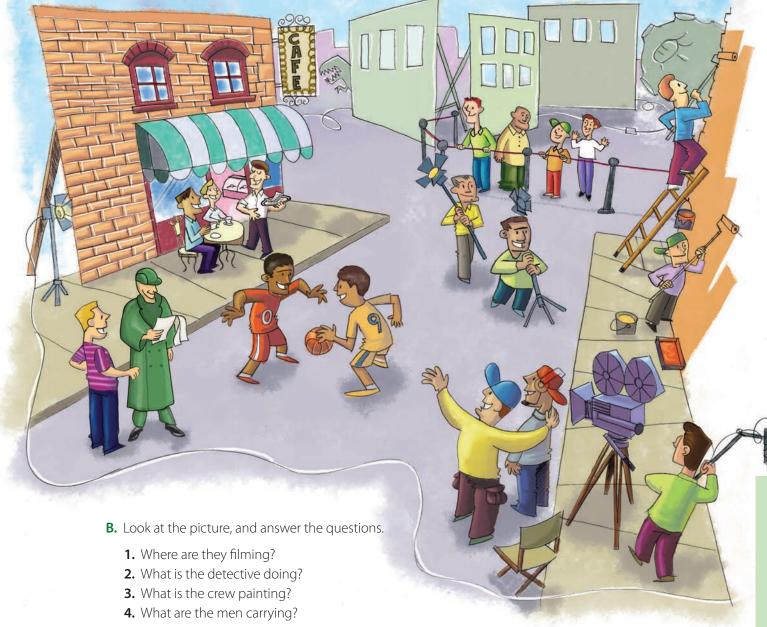
He \_\_\_\_\_\_ (**5.** wear) a raincoat.

**Greg:** Oh, that's Adam Scott. He usually \_\_\_\_\_\_ (6. play) a smart detective. In this scene, he \_\_\_\_\_\_(7. hear)

an explosion and goes to investigate.

Adel: Oh, look. They \_\_\_\_\_\_(8. start) to film.





- 5. What game are the people on the street playing?
- **6.** Who is the director talking to?
- **7.** What are the men in the café doing?
- 8. What is the waiter doing?

# 4 Listening



Look at the picture above again. Listen and match with the person. Write the correct sentence numbers.

one of the	people	watching
------------	--------	----------

\_\_\_\_ one of the basketball players to the other

\_\_\_\_ the director to the cameraman

\_\_\_\_ one of the painters to the other

\_\_\_\_ the actor playing the detective

the waiter to a customer in the café

# 5 Pronunciation



Listen. Note the difference in the two sounds. Then practice.

/i/ he sleep eat r**ea**d

He likes to sleep on the beach.

/I/ it this listen sit

This is Bill's car.



The sound /i/ is often spelled with **e**, **ea**, or **ee**. The sound /I/ is usually spelled with i.

### What Are They Making?



# 6 Conversation



Reporter: So, Jet, how's the new project going?

**Jet Chang**: It's going very well. Tell me about it. Reporter:

**Jet Chang**: Well, it's a documentary series about

martial arts. We're filming the studio scenes here in Hong Kong and the rest

in locations all over Asia.

Reporter: Are you using a stuntman for the

martial arts scenes?

**Jet Chang**: No, I'm doing the stunts all by myself.

Reporter: Are the stunts dangerous?

**Jet Chang**: Not at all. I'm trained in karate. But without proper

training, people shouldn't try the stunts.

Reporter: Are there any fight scenes?

**Jet Chang**: No. Today, karate is not about fighting like you see

in films. It's about physical strength and balance.

Reporter: Are you planning a lot of episodes? **Jet Chang**: Yes, if this first episode is a success.



1. What kind of project is Jet working on?

**2.** Where are they filming the documentary?

**3.** Is Jet using a stuntman?

**4.** What does Jet say about karate today?

5. Are they planning a lot of episodes?

### **Your Turn**

Role-play with a partner. Imagine you are a reporter interviewing Jet Chang. Then change roles.

# 7 About You 🛭



- 1. What martial arts do you know about?
- 2. Do you think they're good sports? Why?
- 3. Do you watch documentaries?
- **4.** What kind of documentaries do you like? Why?
- **5.** Do they make documentaries your country? What are they about?
- **6.** Do you ever watch documentaries or videos online to learn more about something?



### **Real Talk**

So = a way to start a new topic in a conversation all by myself = with no one else's help Not at all. = a strong "no" answer





# 8 Reading



### **Before Reading**

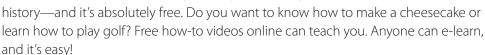
What do you know about web videos and e-learning?

# E-Learning Is Easy!

You see a young executive in a public place staring into his laptop and you think: "Oh, poor guy, he's working so hard." But, in fact, perhaps he's

looking at Facebook or Skype. Perhaps he's chatting online with friends or watching a video from his family who live far away. The Internet makes it easy to communicate. Lots of people share photos and videos with their family and friends. Webcams also make it possible for others to see you when you are talking online.

But web videos and webcams are much more than that. They are becoming popular tools for e-learning. Many teachers today show web videos in their classrooms. What better way to help students understand geography or science. And there are thousands of video clips to choose from—you can see active volcanoes, the latest developments in technology, or learn more about global warming. For some students and teachers, the Web is their classroom. More and more students are taking online lessons. Some language students, for example, learn on their own from websites, and others connect with their teacher online with the help of a webcam. There are also online schools like the Khan Academy with over 3000 video lessons in math, science, economics, and







### **After Reading**

Answer yes or no.

- 1. \_\_\_\_ Teachers usually use webcams in the classroom.
- **2.** \_\_\_\_ More and more people are learning online.
- **3.** \_\_\_\_\_ You need to pay to use video websites.
- **4.** \_\_\_\_ You can probably learn how to fix a bike on the Web.

### **Discussion**

Do your teachers ever show videos in the classroom to help you learn? Do you ever use online videos to learn how to do things?

## What Are They Making?



# Writing |



- A. Match each idea on the left with the supporting detail or example. Note how the words in bold help connect the idea to the example.
  - **1.** Many teachers today show web videos in their classrooms.
  - More and more students are taking online lessons.
  - The Internet is a valuable tool that makes learning interactive and entertaining.
  - There are thousands of resources available online.
  - It is fast and easy to find up-to-date information on almost any topic.
  - The Internet is like a global database of information.

- **a.** Students, **especially** children, have fun learning through online activities and games.
- **b.** For instance, you can watch the news in French, read an article in Arabic, or listen to a lesson in Spanish.
- c. Students do not have to spend hours in a library **because** they have an electronic library at home or school.
- d. What better way to help students understand subjects such as geography or science.
- e. Some language students, for example, learn on their own from websites, and others connect with their teacher online with the help of a webcam.
- **f.** Students can make use of references like online dictionaries, thesauruses, and encyclopedias.

### **Writing Corner**

- 1. Connect ideas to supporting details and examples with linking words and phrases: such as, like, for example, for instance, especially, and because.
- B. How is the Internet useful for students? Write your ideas in the chart. Then, think of details or examples and write them next to each idea.

Ideas	Details or Examples

C. Describe how the Internet is a useful tool for students. Use your notes from the chart in exercise B and other ideas from this unit.

# 10 Project 🚨



With a few of your classmates, write a script for a short how-to video. Perform the scene for the class, or record it and show the video to the class.



# 11 Form, Meaning and Function



### **Imperatives**

Use the imperative for commands and ins	tructions.
Say <i>please</i> to be polite.	

Affirmative (+) Negative (–)

Sit down. / Please sit down. Don't sit down. / Please don't sit down.

Also use the imperative to give advice.

**Try** the pizza. It's excellent. **Don't have** the soup. It tastes terrible.

### Prepositions: inside, outside, in front of, behind, away, over, under



The mouse is **inside** the box. The cat is **outside** the box.



The mouse is **in front of** the cat. The cat is **behind** the mouse. The mouse is running away.



The cat is **over** the mouse. The mouse is **under** the cat.

A.	Write the negative imperative.		
	<ul><li>2. Why are you feeding the fish?</li><li>3. Why are you running away?</li><li>4. Help! He's breaking my ladder.</li></ul>		
В.	Write the correct prepositions.		
	1. The cameraman is filming the scene. He's stan	nding the camera.	
	2. The thieves are getting	in a fast car.	
	3. They are filming the talk show live	the television studio.	
	4. They are making a documentary about dolph	iins water.	
	5. In this scene, the stuntman is jumping	a wall.	
	<b>6.</b> The actors are ready to perform	the camera.	
	7. They are filming the scenes	on location in the desert.	

C. Work in a group to prepare a scene for a detective film. Choose a director, a cameraman, and two or three actors. The director will use the imperative and prepositions to give instructions.

# 3 Who's Who



### Listen and Discuss 🕢



Do you know people who have the following jobs? Discuss what you like or don't like about each occupation.



**■ Hussain Saleh** is a salesperson. He works in a furniture store, and he thinks the job is boring. So Hussain is studying business management in college at night. He





**Oscar Gutierrez** is a travel agent. He works in a travel agency. Oscar organizes tours. His job is very exciting. He travels to many exotic places for his job. Oscar wants to have his own business one day.

# Quick Check &

- **A. Vocabulary.** Name the job.
  - 1. helps customers on the phone \_\_\_\_\_
  - 2. arranges trips \_\_\_\_\_
  - **3.** takes care of sick people \_\_\_\_\_
  - **4.** sells things to customers \_\_\_\_\_
- **B.** Comprehension. Which people like their jobs? Which people want to change their jobs?



Judy Simpson Registered Nurse

Florence Nightingale Clinic 347 Oxford Street Sydney, Australia Telephone: 9631 0972

Email: jsimpson@hotmail.net.au



▲ Judy Simpson is a nurse, and she's studying to be a child psychologist. She likes to help young children with their problems. Judy works long hours in the hospital, and she doesn't have a lot of free time.

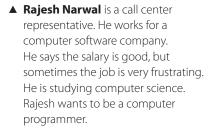




### TeleWorld

Rajesh Narwal Customer Service

Trade Center Building, 17th Floor Sankey Road, Bangalore, India Telephone: 2521-6973 Email: customerservice@teleworld.com.in







CREATIVE SOLUTIONS

Lee Yung Graphic Designer

253-54, Changchung-dong Seoul, Korea 100-392 Telephone: 82-2-275-6784 Email: leeyung@creative.com.kr





### CONSTRUMAX

### **Yousef Qassim**

Civil Engineer

P.O. Box 3925 Riyadh, Saudi Arabia 18411 Telephone: 966-1-774-7874

Email: yousefgassim@construmax.com.sa

Yousef Qassim is an engineer. He works for a construction company. The company builds roads and bridges. Yousef is a good executive, and he hopes to be the president of the company one day.

## 2 Pair Work 🔀



- A. Ask and answer about the people's jobs.
  - What does <u>Lee Yung</u> do?
  - He's a graphic designer.
  - Where does he work?
  - He works in an advertising firm.
- **B.** Ask and answer about the people's goals.
  - What does <u>Judy</u> want to be?
  - She wants to be a child psychologist. She likes to help children.

- C. Imagine you are one of the people. Ask and answer questions.
  - What do you do?
  - I'm an engineer. I work for Construmax. We build roads and bridges.

# Lesson Link

# 3 Grammar 👊

### **Simple Present Tense**

Use the simple present to talk about things that are true in general or that happen all the time.

### Affirmative (+)

1	
You	aule
We	work
They	
He	work <u>s</u>
She	

### Negative (-)

	• •		
1			
You	d o 10/4		
We	don't	work	in a hospital.
They			
Не	doesn't		
She			

There is an *s* ending on verbs for the third person singular (for *he, she, it*). Add -es for verbs that end in *s, x, ch,* or *sh: dresses, fixes, teaches, washes.* 

### Wh-Questions in the Simple Present

in a hospital.

Q: Where does he/she work?Q: Where do you/they work?Q: What do you do?A: I/They work in a hospital.A: I/They work in a hospital.

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

### **Professions and Verbs**

The names of many jobs are like the verbs.

a teacher—teaches a driver—drives a player—plays a translator—translates

a designer—designs a writer—writes

### Noun Endings: -er, -ist, -or

Many names for people's jobs have these endings.

-er: driver, photographer, reporter, waiter -ist: receptionist, scientist, dentist, journalist

-or: actor, director, doctor, translator

### **Verb Want + Infinitive**

Q: What do you want to be?A: I want to be an engineer.Q: What does he want to be?A: He wants to be a pilot.

**A.** Complete the sentences with the simple present tense of an appropriate verb. Also fill in the subject pronoun.

Fadwa is a teacher. <u>She</u> <u>teaches</u> in an elementary school.

1. My uncle is a writer. \_\_\_\_\_ history books.

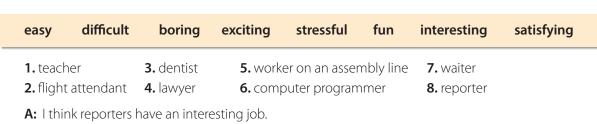
**2.** Omar and Ali are engineers. \_\_\_\_\_ for a construction company.

**3.** Adnan is a bus driver. \_\_\_\_\_ a bus for the city.

**4.** Fahd is a salesperson. \_\_\_\_\_ computers.

**5.** Hameed is a journalist. \_\_\_\_\_ for the city newspaper.

<ul> <li>2? He works part-time in a residue.</li> <li>3? He lives at home with his</li> <li>4? He wants to be a compute.</li> <li>5? He goes to school during</li> <li>C. Complete the conversations with appropriate verbs in the simple present tense. Then practice with a partner.</li> <li>1. A: What do your uncles?</li> <li>P: They're scientists They?</li> </ul>	s parents. ter programmer.
<ul> <li>4? He wants to be a compute</li> <li>5? He goes to school during</li> <li>C. Complete the conversations with appropriate verbs in the simple present tense. Then practice with a partner.</li> <li>1. A: What do your uncles?</li> </ul>	ter programmer.
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<ul><li>C. Complete the conversations with appropriate verbs in the simple present tense. Then practice with a partner.</li><li>1. A: What do your uncles?</li></ul>	g the day.
the simple present tense. Then practice with a partner.  1. A: What do your uncles?	
B: They're scientists. They in a laboratory.  A: That's exciting.	
<ul><li>2. A: Where does your brother?</li><li>B: He works in a bank. He's a teller, but he to be a manager.</li></ul>	
<ul><li>3. A: My brother for the United Nations.</li><li>B: Really. What does he do?</li></ul>	
<b>A:</b> He's a translator. He five languages.	



**B:** Yes, but their job is very stressful. They have a lot of deadlines.

# 4 Listening



Raymond wants to be a lawyer. What does he say? Answer **yes** or **no**.

- **1.** \_\_\_\_ The job is interesting and exciting.
- **2.** \_\_\_\_ A person doesn't need to be smart.
- **3.** \_\_\_\_ The job is stressful.

- **4.** \_\_\_\_ Raymond is a good speaker.
- **5.** \_\_\_\_ He wants to be a lawyer for the money.

**6.** \_\_\_\_\_ Raymond's grandfather was a lawyer.

# 5 Pronunciation



Listen to the pronunciation of want + to. Then practice.

I want to be a pilot. I don't want to be a doctor. What do you want to be? Do you want to be a teacher?





## 6 Conversation



**Ross:** What does your father do, David?

**David:** My dad's a pilot. He flies those huge

airplanes. You know, the ones that can carry

over five hundred passengers.

**Ross:** Wow! That's cool.

**David:** Yeah. I want to be a pilot just like my dad.

What about your father? What does he do?

**Ross:** He's a writer. He writes for a sports magazine.

**David:** Do you want to be a writer, too?

**Ross:** No. I want to be a chemistry teacher.

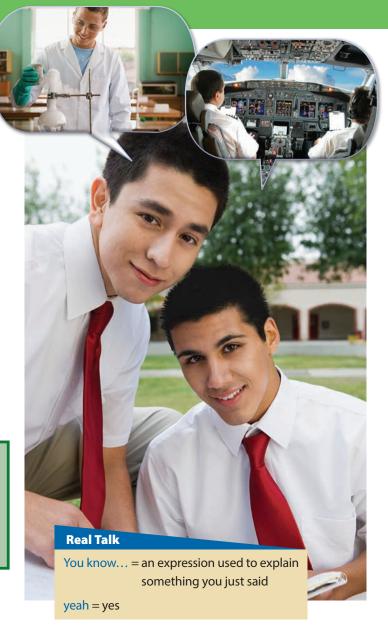
I love doing experiments, and I like teaching

kids.

### **Your Ending**

What is David's response?

- 1) Yeah, but teachers' salaries are low.
- (2) Those students can make you crazy.
- (3) The good side is that you get lots of vacations.
- (4) Your idea:



### **About the Conversation**

- **1.** What does David's father do?
- 2. What does David want to be?
- 3. What does Ross's dad do?
- **4.** What does Ross want to be? Why?

### **Your Turn**

Discuss in groups. Where do the members of your family work? What do they do? What do they think about their jobs?

# 7 About You



- 1. What do you think are interesting jobs? What's interesting about them?
- 2. What do you think are bad jobs? What's bad about them?
- 3. What do you want to be in the future? Why?



# 8 Reading

# ng 🚆

### **Before Reading**

Look at the title and subtitles. What kind of jobs do you think the two people have?



### Aboard a

### CKUISE SHIP

Martin Michaels has a university degree in public relations, and now he is a social director on a cruise ship. He visits many scenic ports and meets lots of fascinating people. Martin is a highly motivated, energetic, outgoing, and friendly person. On the ship, Martin works seven days a week, eight to fourteen hours a day. His job is to provide social activities for passengers. He is also responsible for ensuring that passengers have a positive view of the cruise line and its services. He helps to organize all kinds of events, such as sports activities and excursions at the ports they visit. Martin likes to work with the public, but one negative thing about the job is that crew members do not have any free time for themselves.



### **After Reading**

- 1. List the good and bad things about Martin's job.
- 2. Describe Guy's job.

# The World of Design and Comfort

Guy Legrand is a furniture designer. He creates comfortable modern furniture for a famous brand, and he plans the production and marketing of his creations. Guy specializes in living room and dining room furniture. He sketches his ideas, designs chairs and tables, selects materials and fabrics, supervises the making of the furniture, and arranges showings of his collections for buyers. He needs to be up to date with the latest trends, so he reads interior design magazines and attends trade shows. But he also uses his own imagination and his sense of style and fun for his designs. Sometimes he designs furniture for popular restaurants and hotels to get publicity for his brand.





# 9 Writing 🚺



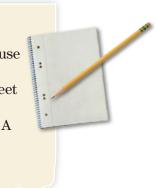
A. What do you want to be? Write the job in the chart below. Make a list of good things and bad things about the job. Use your notes to tell a partner about the job and compare ideas. Remember to write key words only when you make notes.

Job:		
Good things	Bad things	

### **Writing Corner**

- 1. Use and to connect words and ideas which are similar. Guy specializes in living room and dining room furniture.
- 2. Use but to connect contrasting ideas. Martin likes working on ships, but he doesn't like working every day of the week.
- 3. Use because to give a reason for something. Martin's job is very exciting **because** he travels all over the world.
- B. Read the text. What does this person want to be? Underline the words or phrases that describe the good things about the job. Circle the words or phrases that describe the bad things.

I enjoy asking questions and I love writing stories. I want to be a newspaper journalist. Writing for a newspaper is a good job because it is fun and very exciting. Journalists often need to travel to new places to discover stories. They see a lot of the world and they meet new people every day. The bad side is that this job can be very stressful and difficult because journalists have a lot of deadlines. A person needs to be very smart to be a journalist, but I think it is a very interesting and satisfying job.



C. Write about your dream job. Say what you want to be. Write about the good things and the bad things. Use your notes from the chart and words and phrases from this unit. Use the connectors: and, but, because.

# 10 Project



Interview three people in different occupations outside of class. Have them explain what they do and say what they like and don't like about their jobs. Report your findings to the class.



# 11 Form, Meaning and Function



### Relative Pronouns: Who, That, Which

Relative clauses add information about a noun in the main clause.

Use the relative pronoun who or that for people.

Use the relative pronoun that or which for things and animals.

The waiter is serving the customers. He is friendly.

The waiter **who/that** is serving the customers is friendly. (relative clause)

My uncle works in a factory. The factory makes cars.

6. I don't want a job that is \_

My uncle works in a factory **that/which** makes cars. (relative clause)

A.	Write what each person does. Use <b>who</b> or <b>that</b> and your own ideas.					
•	civil engineer A civil engineer is someone who designs roads and bridges.					
	<b>1.</b> nurse					
	<b>2.</b> pilot					
	3. travel agent					
	<b>4.</b> waiter					
	5. journalist					
	<b>6.</b> graphic designer					
	7. translator					
	<b>8.</b> lawyer					
	$\sim$					
В.	Complete the sentences with <b>who</b> or <b>which</b> .					
	1. The neighbor lives downstairs is a chef.					
	2. Is English a language is easy to learn?					
	3. Would you like a job has a large salary?					
	4. My brother works in a store sells furniture.					
	5. The salesperson helped me was very friendly.					
	6. The actor is playing the lead role is very funny.					
	7. He works for a construction company builds roads and bridges.					
	8. The graphic designer made this advertisement is very creative.					
C.	Complete the sentences with your own ideas.					
	1. I like people who are					
	2. I don't like people that are					
	3. I like books which are					
	<b>4.</b> I don't like books that are					
	5. I want a job which is					

# 4 Favorite Pastimes



# Listen and Discuss **②**



Which of the following pastimes are popular in your country?

# Teens' Leisure Preferences

What do teens usually do in their free time? Here are some answers.



▲ They hang out with friends. They just meet and talk.



▲ They travel and meet people.

They have a hobby. For example, they cook, paint, read, or make things.





▲ They eat in food courts or restaurants.

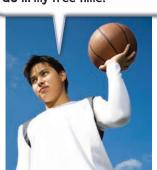


◆ They play video games or board games.



How often do you play basketball, Ali?

I usually practice three times a week. It's my favorite thing to do in my free time.



What's your favorite pastime, Josh?



I like to play hockey. I know how to ice-skate very well. I usually go to the rink on weekends



### **What Teens Do Online**

(Percentage of U.S. Internet users, ages 12–17)

Send or read emails		
Go to sites about TV shows, celebrities, or sports stars	84%	
Play online games	81%	
Get news or information about current events		
Send or receive text messages using a cell phone		
Buy things online, such as books, clothing, or gadgets		
Look for health, dieting, or physical fitness information		
Look for advice on personal problems		

Source: Pew Internet & American Life Project

### **Quick Check** ✓

- **A. Vocabulary.** Tick (✓) the activities you often do. Compare your answers with a partner.
- **B.** Comprehension. Answer *yes* or *no*.
  - 1. \_\_\_\_\_ Ali often works out.
  - **2.** \_\_\_\_\_ Josh knows how to ice-skate.
  - **3.** \_\_\_\_\_ Teens seldom buy things online.
  - **4.** \_\_\_\_\_ Most teens are not interested in reading about current events.

# 2 Pair Work 🔀



- **A.** Ask and **answer** about teens' pastimes.
  - Do most teens send emails?
  - Yes, 89 percent of teens send emails.
  - How often do teens eat out?
  - They eat out frequently.

- B. Ask and answer about yourself.
  - What do you do in your free time?
  - I like to paint. It's very relaxing.
  - How often do you cook?
  - I don't know how to cook.



# 3 Grammar 👊

### **Ouestions with How often?**

Frequency Expressions: once a week, etc.

**How often** do you work out?

I work out every day / once a week / twice a week / three times a week.

### Adverbs of Frequency: always, often, never, usually, sometimes, seldom

**Q:** What does she **usually** do on Thursdays?

**Q:** What do you **sometimes** do at night?

**A:** She **usually** goes shopping.

A: I sometimes go out.

Adverbs of frequency usually come after the verb be or before other verbs.

However, you can say **Sometimes** I go out or I **sometimes** go out.

### **Know How To**

I **know how to** ski. (= I can ski.)

I don't know how to ski. (= I can't ski.)

**A.** Look at the chart of Sabah's activities. Make sentences, and compare with a partner.

 $\frac{1}{2}$  Sabah always takes a shower in the morning. / She takes a shower every day.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
take a shower	/	~	~	~	~	/	~
make the bed						~	~
do homework	/	~	~	~	~		
cook dinner		~		~			
draw and paint	~		~		~		~
watch TV					~		~
take French classes	/		/		/		

- **B.** Ask and answer questions about Sabah.
  - **1.** How often does she take a shower?
  - 2. When does she make her bed?
  - 3. What language does she study?
  - **4.** When does she take these classes?
  - **5.** How often does she do her homework?
- **6.** What hobby does she have?
- 7. How many times a week does she do it?
- **8.** What does she never do on the weekend?
- 9. Does she watch TV during the week?
- 10. Does she know how to cook?
- **C.** Write about your usual activities. Then compare with your classmates.

<b>Every Day</b>	Three Times a Week	Twice a Week	Once a Week	Never



- **A:** What's your favorite pastime?
- **B:** Text messaging.
- A: How often do you do it?
- **B:** I do it all the time.











# 4 Listening 🔊



Listen to what Qassim and Fatima like to do in their free time. Answer **yes** or **no**.

### **Qassim**

- **1.** \_\_\_\_ He goes indoor climbing every day.
- **2.** \_\_\_\_ He knows how to climb very well.
- **3.** \_\_\_\_ Qassim never climbs mountains.

### **Fatima**

- 1. \_\_\_\_ Fatima usually cooks with Noura.
- 2. \_\_\_\_ She can cook well.
- **3.** \_\_\_\_\_ Fatima's friends think that cooking is a creative hobby.

# 5 Pronunciation



Listen to the reduction of **do** + **you**. Then practice.

Do you exercise? When **do you** exercise? **Do you** play tennis? Where do you play? **Do you** know how to cook? What **do you** cook?

### **Favorite Pastimes**

# 6 Conversation <a>Q</a>



Jason: What do you usually do in your

free time?

**Rick:** I have an unusual hobby. I fly planes. **Jason:** That sounds exciting. How often do

you do it?

Rick: I normally do it on the weekend.

I really like to do aerobatics.

Jason: You mean, you perform stunts and

stuff like that?

Rick: Yeah.

**Jason:** Wow! But isn't it dangerous?

**Rick:** No, not at all. It's really very safe.

You should come along to the flying club sometime.

**Jason:** Sure. I'd love to go up in the air

with you.

Rick: Up in the air? I fly model airplanes. **Jason:** Oh, I see. That is an unusual hobby.



### **Real Talk**

You mean, + statement = a way to confirm you understand correctly stuff like that = that kind of thing

You should come along...sometime = a way to make an invitation

I see = I understand

### **About the Conversation**

- 1. What's Rick's pastime?
- 2. How often does he do it?
- **3.** Does he perform stunts?
- **4.** What does he invite Jason to do?
- **5.** What does Jason think Rick's hobby is at first?

### **Your Turn**

Do a group survey.

- 1. Ask your classmates about their free-time activities.
- 2. Which activity comes first on your list?
- **3.** Which activities are the most popular? List the activities in order of preference.

# 7 About You 📓



- A. Talk about your favorite pastime.
  - 1. How often do you do it?
  - 2. Where do you do it?

B. Talk about your skills.

I know how to use a computer.



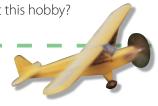
# 8 Reading



### **Before Reading**

Look at the photos. What do you know about this hobby?

# **Sky HIGH!**



Aeromodeling is an exciting hobby. It attracts people of all ages. They all have one common interest—the love of flying small-sized airplanes. Most people no longer fly the old elasticpropelled planes. They no longer fly planes that are attached to two cables and that fly in circles around them. Nowadays, with the advances in technology, the big thing is radio-controlled airplanes. These models fly like real aircraft and are an

aeromodeler's ultimate dream. People control the movement of the planes through radio signals. Aeromodels can even perform aerobatics in the sky!

Radio-controlled airplanes come in all shapes and sizes: from the Mini Flyer-plane with a wingspan of 9 inches (23 centimeters), to the huge passenger jet models with a 29 ½-foot (9-meter) wingspan. The price of the airplanes varies from \$30 to several thousand dollars. There are different methods of propulsion, or ways to power the planes. These range from electric motors to expensive jet turbines.

Jet-powered models are sophisticated aircraft. Their engines sound like those of full-size jet planes. These jet models can travel at speeds of 236 miles (380 kilometers) per hour—that's more than the top speed of a Formula 1 race car. Jet models always attract large crowds at aeromodeling competitions. At these competitions, fliers usually do a series of actions with their planes, including launchings, landings, and doing maneuvers in the air.

Aeromodeling is a popular hobby all over the world. In the United States, for example, the Academy of Model Aeronautics has more than 170,000 members in 250 model airplane clubs. The organization advertises the great things about aeromodeling as a sport.

### **After Reading**

Complete the chart with the information on aeromodels from the article.

Kinds of Aeromodels	Sizes	Prices	Kinds of Engines	Speeds
elastic-propelled				



### Favorite Pastimes



# 9 Writing



**A.** Write notes in the chart about your hobby or pastime.

What's your hobby?	
What equipment do you need?	
How often / how long do you do it?	
Where do you do it?	
Who do you do it with?	
Why do you like it?	

### **Writing Corner**

1. Use the gerund (-ing form) as a subject or noun. **Playing football** is a lot of fun. **Painting** is a relaxing hobby.

2. Use the gerund (-ing form) as an object with the following verbs and phrases: enjoy, feel like, like, love, prefer, and spend (time).

Do you like **playing** sports? Or do you prefer **watching** TV? He spends his free time working out at the gym.

- 3. The verbs like, love, and prefer can also go with the infinitive. She likes **to cook** in her free time. She prefers to make ethnic foods.
- B. Read the text about Noura's hobby. Circle the gerund where it is a subject. Underline the gerund where it is an object of the verb.

Painting is my hobby. I enjoy drawing and painting pictures in my free time. I just need some paper, my paints and brushes, and my imagination. I don't have much free time, so I usually paint on weekends. I often spend two or three hours creating a picture. I paint in my room or in the garden because I like painting flowers and trees. I usually feel like painting alone, but sometimes my friend and I paint together. She's a good artist, and she teaches me things. I love painting because it's a relaxing and creative pastime.

C. Write about your hobby or pastime. Use your notes from the chart and ideas from this unit.

# 10 Project



Research an unusual hobby or pastime. Present it to the class. The class votes on the most unusual hobby or pastime.



## 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.

I recommend **playing** basketball as a hobby.

He enjoys **skateboarding** in the park.

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

feel like can't stand love spend time

dislike hate prefer suggest

enjoy like recommend



### **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:

would like hate like prefer

would love hope love want



A. Write the gerund or infinitive of the verb in parenth	neses.
----------------------------------------------------------	--------

( <b>2.</b> be) a profess	sional football player	(1. practice) because I'd like rone day. My team trains twice a week, and ork out) at the gym twice a week. We usually
	eammates and I love	e( <b>4.</b> win), but we can't
	_	t) with my friends. On Saturdays, we like
(9. go) to the mall. We like (11. buy) t (12. shop), we expressed to the mall. We like (12. shop).	( <b>10</b> . look) things like magazine	) in the stores, and sometimes we es or clothes. When we don't feel like

- **B.** Write about your likes and dislikes. Use gerunds and infinitives.
  - **1.** | like \_\_\_\_\_
  - **2.** I'd love \_\_\_\_\_

  - **5.** I dislike \_\_\_\_\_
  - **6.** I can't stand \_\_\_\_\_\_
  - 7. I spend my free time \_\_\_\_\_\_
  - 8. I recommend \_\_\_\_\_

## **EXPANSION** Units 1-4

## Language Review 🗾



- A. Write what the people in the jobs do.
- A teacher <u>teaches</u>.
  - **1.** A driver \_\_\_\_\_\_.
  - **2.** A translator \_\_\_\_\_\_.
  - **3.** A manager \_\_\_\_\_\_.
  - **4.** A writer \_\_\_\_\_\_.
- **5.** A student \_\_\_\_\_\_.
- **6.** A salesperson .
- **7.** A reporter \_\_\_\_\_\_.
- **8.** A nurse \_\_\_\_\_\_.
- **B.** Rewrite the sentences. Change *can* or *can't* to *know how to* or *don't know how to*.
- I can swim very well.
- I can't swim at all.
  - 1. I can speak Spanish.
  - 2. That student can't type.
  - 3. Refaa can make her own clothes.
  - 4. Farah can cook delicious Indian food.
  - 5. Most of my friends can't play chess.
- I know how to swim very well. I don't know how to swim at all.

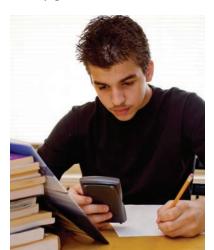
- **C.** Look at the picture, and answer the questions.



- Is the police officer wearing jeans?
  - **1.** Is the young man buying a burger?
  - **2.** Are the man and woman taking a bus?
  - **3.** Is the boy riding a bike?
  - **4.** Is the tourist reading a book?

No, he isn't. He's wearing a uniform.

	_		
D.	Comp	plete the conversation. Then practice with a partner.	
	Fahd:	: What (1. be) your favorite pastime?	
		Board games, I guess. I (2. have) lots of them. But Scrabble is my favorite you (3. know) how to (4. play) it?	
	Fahd:	: No, I don't.	/- 755
	Tom:	Well, it (5. be) easy. I can (6. teach) you some time.	-
	Fahd:	I (7. prefer) something up-to-date, like video games. I think video games (8. be) good for your mental health, and they (9. be) a good way to get rid of stress.	
	Tom:	Yeah, but some people (10. become) addict They (11. play) for many hours at one time.	red to video games.
	Fahd:	Well, I (12. know) people that play Scrabble Sometimes my friend Mike (13. start) a gam and he (14. not finish) until dinner time.	
E.	Make	questions for the answers.	
	1.		?
		at's Adnan. He's our neighbor.	_
			_?
	,	brother's a computer programmer.	
			_?
		iha wakes up early every day.	2
		sually study in the evening, after school.	_!
		sually study in the evening, after school.	2
	No	, I can't cook. But I know some really good restaurants.	





## **EXPANSION Units 1-4**

## 2 Reading



## **Before Reading**

Look at the photos. What do you think is happening?



## LET THE GAMES BEGIN

Ask teenagers around the world how they love to spend their free time, and chances are they'll say video games. But no country can compare to South Korea for love of video games!

You walk around the COEX mall in Seoul on the weekend, and you look around. Teenagers are hanging out, people are shopping, families are eating in food courts, children are having fun... It's just like any other mall. And then you hear screams that are coming from the end of a corridor in the huge building. You walk in, and what do you see? Hundreds of young people are waving signs and chanting slogans. They are the fans of some of the nation's most famous sports stars, such as Lim-Yo-Hwan, Choi Yeon-Sung, and Suh-Ji-Houn. Their sport is something you don't normally find in the West. They are professional video gamers. People admire them for their skill in the science-fiction strategy game *StarCraft*. Next to these players is a panel of commentators and dozens of reporters. The players are not competing today. They are here for selection for a coming tournament.



There are two full-time video game television networks in Korea, and competitive gaming is one of the top televised sports. Thousands of fans attend the *StarCraft* tournament finals in stadiums.

But public video game areas aren't just for top players. South Korea has more than 20,000 public PC gaming rooms, or "bangs," which attract more than a million people a day. Video games are exciting and offer some real opportunities to solve problems and use strategic and critical thinking skills. Some parents actually encourage their children to play such video games as a way to relax, as an escape from academic pressure, and as a fun way to use brainpower.







## **After Reading**

- A. Match the words with the meanings.
  - **1.** screams
- a. to tell someone it's a good idea to do something
- **2.** \_\_\_\_ tournament **b.** group of TV stations
- **3.** \_\_\_\_ network
- **c.** stress
- **4.** \_\_\_\_ encourage **d.** shouting
- **5.** \_\_\_\_ pressure
- e. competition among a group of people
- B. Answer the questions about the article.
  - 1. What are people doing in the mall on the weekend?
  - 2. What can you hear in a part of the mall?
  - **3.** What are the fans doing?
  - **4.** Who are the sports stars?
  - **5.** What sport do they play?
  - **6.** Are they playing today?
  - 7. Where are the tournament finals?
  - **8.** What is a "bang"?
  - 9. What do some parents in South Korea think about video games?

### **Discussion**

- 1. Discuss the good and bad things about video games.
- 2. Do you think video games are good or bad? Explain why.

## Writing

Write about your favorite game. Answer one or more of these questions:

- 1. How do you play it? What are the rules?
- 2. What do you like about it?
- 3. How often do you play it? Are you good at the game?
- **4.** What special skills do you need to play the game?

## 3 Chant Along 🧱





I wake up in the morning, And I crawl out of bed. I don't feel like movin'— Got a whole day ahead. I grab a cup of coffee And make myself a bite. My head is aching— Didn't sleep all night.



It's just another working day. Nothing in this job to look forward to. I want to get away— Get away from this strife I got to do something, Something good with my life.

The boss calls me in: "You're not doing your share. You don't fit in, And you don't seem to care. Get your act together. I've had enough. Just one more chance Or you'll be laid off."

## Chorus

It's six o'clock, And it's time to go home Shut the laptop down And hang up the phone. I rush to the station And stand on the train. Tomorrow at eight I'll be back again.









## Vocabulary

- A. Match the words with the meanings.
  - **1.** \_\_\_\_ grab **a.** a part that rightly belongs to a person
  - **2.** \_\_\_\_ ache **b.** difficulty
  - 3. \_\_\_\_ look forward to c. hurry
  - **4.** \_\_\_\_\_ strife **d.** feel a pain
  - **5.** \_\_\_\_ share e. take into your hand quickly and firmly
  - **6.** \_\_\_\_ rush f. think about something in the future with pleasure
- B. Circle the correct meaning of each expression.
  - 1. crawl out of bed (get up slowly / walk on your hands and knees)
  - 2. make myself a bite (bite yourself / make a snack for yourself)
  - (your clothes don't fit / you aren't part of the team) 3. you don't fit in
  - (wear more formal clothes / do a better job) **4.** get your act together
  - 5. you'll be laid off (you'll lose your job / you'll be moved to a different job)

## Comprehension

Answer the questions.

- **1.** How does the man feel in the morning?
- **2.** Is he looking forward to his day?
- 3. Does he eat breakfast?
- **4.** Why is his head aching?

- 5. What does his boss complain about?
- **6.** What time does he finish work?
- 7. What kind of day does he usually have?
- 8. What does he want to do with his life?

### Discussion

- 1. Why do you think the man didn't sleep all night?
- 2. Why does the man want to change his job?
- 3. Do you think it's a good idea for the man to change jobs? Why or why not?

## 4 Writing



In your own words, write about a typical day in the life of the man from the chant.

## 5 Project 🍱



Think about what you do every day. Write two or three verses like the chant about a typical day in your life. Include a chorus.

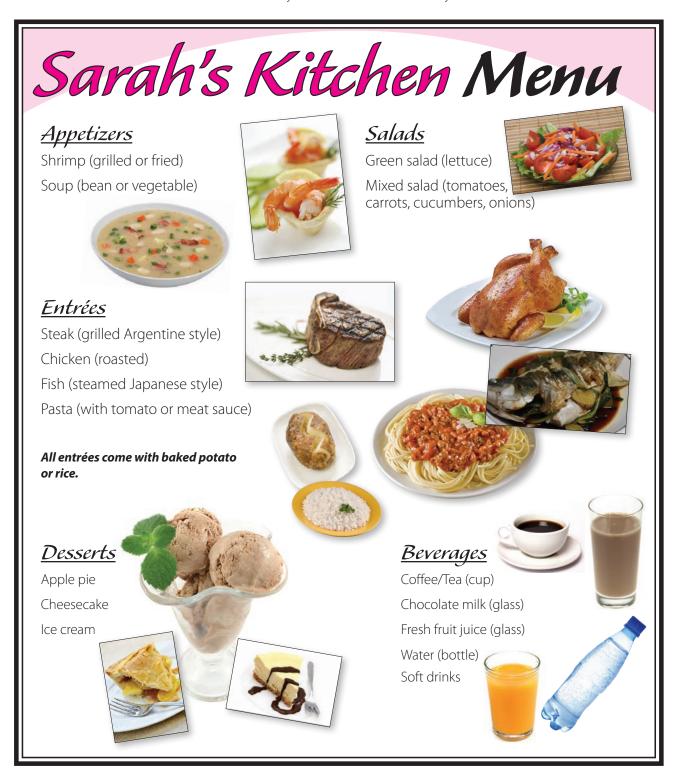
# 5 Is There Any Ice Cream?



## Listen and Discuss



Look at the menu. Which of these foods do you like? Which foods don't you like?









Worker: May I take your order?

**Customer:** I'd like the chicken sandwich.

Worker: For here or to go? **Customer:** To go, please.



Waiter: Would you like some dessert? **Customer:** Yes, please. Do you have any

cheesecake?

Waiter: Sorry, sir. We don't have any today.

How about a piece of apple pie?

## Quick Check &

A. Vocabulary. Put food words on the menu into the following categories:

meat, seafood, vegetables, fruits, dessert.

- **B. Comprehension.** Answer about the menu and photos.
  - 1. What's the name of the restaurant on the menu?
  - **2.** Is there any ethnic food on the menu? What?
  - 3. Do any dishes come with French fries?
  - **4.** What take-out food does the man want?
  - **5.** Does the restaurant have any cheesecake?





## 2 Pair Work 🔀



- A. Ask and answer about the menu.
  - Is there any pie?
  - Yes, there's some apple pie.
  - Are there any chocolate cookies?
  - No, there aren't any.
- B. Order food from the menu.
  - What would you like?
  - I'd like <u>a salad</u> please.
  - And to drink?
  - Some water, please.
- **C.** Offer something to eat or drink.
  - Would you like some coffee?
  - Yes, please. / No, thank you.

## **3** Grammar



### **Count/Noncount Nouns**

Count nouns name things that you can count: one carrot, two carrots, etc. They have singular and plural forms.

**Singular Count Nouns Plural Count Nouns** a burger two burgers an egg three eggs

Noncount nouns name things that you can't count: rice, tea. They don't use a/an. They don't have plural forms. Some nouns can be count or noncount: a salad or some salad; a soup or some soup.

## **Expressions of Quantity: Some / Any**

Use some in affirmative statements.

Use any in negative statements and in questions.

Use some/any with noncount nouns and with plural nouns.

Affirmative (+) Negative (-) Questions (?) There is **some** juice. There isn't **any** juice. Is there **any** juice? There are **some** fries. There aren't **any** fries. Are there **any** fries?

Sometimes some is used in questions for offers.

How about **some** coffee? Do you want **some** pizza?

### **Would Like**

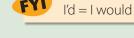
Use would like for preferences.

**Q:** What would you like? Q: Would you like some mustard on it?

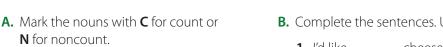
**A:** I'd like a steak sandwich. A: Yes, please. / No, thank you.

### **Partitives**

We say: a bottle **of** juice, a cup **of** coffee, a glass **of** water, a piece **of** cake.







**6.** \_\_\_\_ vegetables **1.** \_\_\_\_ ice cream 7. \_\_\_\_ sandwiches **2.** \_\_\_\_ potatoes **8.** \_\_\_\_ juice **3.** \_\_\_\_\_ eggs

**4.** \_\_\_\_ cheese 9. \_\_\_\_ tomatoes

**5.** \_\_\_\_ chocolate

<b>B.</b>	Complete	the	sentences.	Use <b>a</b>	or <b>s</b> (	ome.
-----------	----------	-----	------------	--------------	---------------	------

1.	I'd like	cheese sandw	ich and	soft drinl
2.	Would you like	Frenc	h fries with y	our steak?
3.	I want	burger with _	onio	ns.
4.	Can I have	chicken ar	nd	green salad?
5.	I'd like	piece of chees	ecake for de	ssert.
5.	I'd like	eggs and	cup of a	coffee.
7.	How about	turkey sa	ndwiches fo	r lunch?
3.	I'm thirsty. May	l have	glass of wat	er?

C. Complete the conversation. Use some, any, order, and would *like*. You can use the words more than once. Then practice with a partner.

**Omar:** Is this Gino's Italian restaurant?

**Tony:** Yes, it is. This is Tony speaking. How can I help you?

Omar: I want to (1.) \_\_\_\_\_ some food for delivery.

**Tony:** What (2.) \_\_\_\_\_ you \_\_\_\_?

**Omar:** I'd like (3.) minestrone soup

and the lasagna bolognese. Do you

have (4.) \_\_\_\_\_ apple juice?

**Tony:** Sorry, we don't have (5.) \_\_\_\_\_ juice.

Would you like (6.) \_\_\_\_\_ coffee?

**Omar:** Yes, please. Two cups of hot coffee.

**Tony:** Anything else?

Omar: Yes. Don't forget to include (7.)

garlic bread. It's so delicious!

**D.** With a partner, practice ordering a meal that you would like. Use the conversation in exercise **C** as a model.







## 4 Listening 🔊



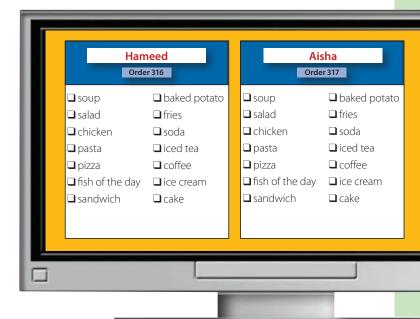
Listen and mark what Hameed and Aisha order for lunch.

## 5 Pronunciation



Listen to the pronunciation of the plural endings. Then practice.

/s/	/z/	/əz/
drink <b>s</b>	egg <b>s</b>	juic <b>es</b>
dessert <b>s</b>	vegetable <b>s</b>	sandwich <b>es</b>
cup <b>s</b>	frie <b>s</b>	dish <b>es</b>



## Is There Any Ice Cream?

## 6 Conversation 🚇



**Server:** Are you ready to order?

Brandon: Yes, please. I'd like to start with an

appetizer. Do you have any calamari?

I'm afraid we don't have any, but we have Server:

some great grilled shrimp.

**Brandon:** How big are they? **Server:** Oh, they're giant, sir. Brandon: OK. I'll have them.

**Server:** And what would you like for your entrée? **Brandon:** Let me see. I'll have the steak. What does it

come with?

**Server:** It comes with a baked potato or a salad.

**Brandon:** The salad, please.

**Server:** How do you want your steak?

Brandon: Medium rare. **Server:** Anything to drink?

**Brandon:** Some water. No ice, please.

Server: Here are your shrimp, sir. Enjoy!

### **Real Talk**

Let me see. = I want to think. This is a way to

have more time to answer.

I'll have... = I want, when ordering food

## **Your Ending**



What's Brandon's response?

Menu

- (1) These are your large shrimp?
- (2) If these are giant shrimp, imagine the small ones!
- 3 How big is my steak?
- **4**) Your idea:

## **About the Conversation**

- 1. What does Brandon want as an appetizer?
- 2. What does he order as a main dish?
- 3. What does he want with his steak?
- 4. What would he like to drink?
- **5.** Does he ask for any dessert?

### **Your Turn**

Role-play ordering food in a restaurant. Order an appetizer, a main dish, and a dessert. Take turns being the server and the customer.

## 7 About You 🔀



- 1. Do you like to eat out?
- **2.** What kind of ethnic restaurants are there in your town?
- 3. Do you like to try different kinds of foods?
- **4.** What foods do you like best?
- **5.** What are the most popular foods in your country?



## 8 Reading



## **Before Reading**

What do you know about international foods? Discuss in a group.

# **Globalization** of Foods

International fast-food chains are becoming more and more popular everywhere! You can have burgers, sandwiches, pizza, ice cream, coffee, and soft drinks in restaurants in the Americas, Europe, and Asia. In general, pizza in New York tastes more or less like a pizza in Italy or Hong Kong. However, there are some changes in the food according to the tastes and culture of the different countries. For example, in Japan, you can get a shrimp burger at McDonald's, and in KSA, the McArabia sandwich with chicken or beef is very popular.

Some famous brands had difficulty when they

first entered certain countries. For example, in Peru, the most popular soft drink was and still is Inca Kola. Coca Cola couldn't compete against Inca Kola, so they bought the factory. Now they produce Coca Cola and Inca Kola.

In China, people usually drink tea, but coffee is becoming more and more popular. There are over 300 Starbucks coffee shops in the country.

In the past, most ethnic foods were just local. Nowadays with globalization, ethnic foods are also becoming popular everywhere. Pizza is originally from Italy, but today there are about 69,000 pizzerias in the U.S., and the number is growing. Asian food is found in food courts everywhere. And one of the most popular Middle Eastern foods around the world is shawarma, which is sometimes also called doner.



## **After Reading**

- **1.** What are some foods you can have in restaurants all over the world?
- 2. Is pizza similar in Italy and New York?
- **3.** What is the most popular soft drink in Peru?
- **4.** Is Starbucks successful in China?
- **5.** What is another name for shawarma?

### **Discussion**

You are going to have dinner in a good restaurant with a group of students in your class. Discuss what to eat.



## 9 Writing



A. In groups of three, 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. Put the directions for the recipe in the correct order. Number the steps 1–8.

## Cheese and Mushroom Omelet **Ingredients:** 2 large eggs salt and pepper 3-4 sliced mushrooms 1 tablespoon butter 1/4 cup grated cheese **Directions:** \_ Next, pour the eggs into the frying pan with the mushrooms. \_\_\_ Add a little salt and pepper, and mix the eggs with a fork. \_\_ Finally, slide the omelet onto a plate. \_\_\_\_ When the eggs start to cook, sprinkle the cheese on top. \_\_\_ First, break the eggs into a mixing bowl. \_\_ Melt the butter, and fry the mushrooms until golden brown. \_\_\_\_ Then, fold the omelet in half. \_\_\_\_ After that, put the butter in a frying pan.

C. Write a recipe for a dish that you know how to make. Make a list of ingredients. Use the imperative to write the directions. Use sequence words and time words such as: first, next, then, after that, finally, when and until.

## 10 Project



Make a typical menu from your country. Include food for breakfast, lunch, and dinner.



## 11 Form, Meaning and Function



### Too and Enough

Too can be placed before adjectives.

I don't like the soup. It's **too** salty.

Too much can be placed before noncount nouns and too many before count nouns.

I don't like the soup. There's **too much** *salt* in it.

I don't like the soup. There are **too many** carrots in it.

Enough can be placed after adjectives.

Don't add more salt. The soup is salty **enough**.

*Enough* can be placed before count and noncount nouns.

We have **enough** eggs, but we don't have **enough** sugar.

A phrase with too or enough can be followed by an infinitive phrase.

The soup is **too** hot *to eat*.

I have **enough** vegetables to make a salad.



A.	Co	implete the sentences with <b>too</b> or <b>enough</b> .	
	1.	I don't have time to cook dinner.	
	2.	This restaurant is crowded. Let's eat somewhere else.	
	3.	There were many sandwiches, but not	salad.
	4.	No more, thank you. That's rice for me.	
	5.	It's hot in here. Can we turn on the air conditioner?	
	6.	These shoes are big, and those shoes aren't big	<del>,</del>
В.	Со	omplete the sentences with <b>too much, too many</b> , or <b>not enough</b> .	
	1.	There are people in this restaurant. We can't find a table.	
	2.	There are desserts to choose from. I want to try them all!	
	3.	sugar and sweets aren't good for you.	
	4.	I can't eat all this. There's pasta on my plate.	
	5.	I have work to do and free time to rela	X.
	6.	He's still hungry. There was food.	
c.	Со	omplete the sentences with an infinitive phrase.	
	1.	It's too late	
	2.	There isn't enough time	
	3.	Do we have enough eggs	?
	4.	He's too young	
	5.	I'm too tired	
	6.	Are you too busy	?

# 6 What Was It Like?



## 1 Listen and Discuss 🕢



Here is a list of museum exhibits in a city. Which ones interest you? Why?

## THE "WHAT'S ON?" MUSEUM GUIDE

Pick the dates you would like to see the exhibit. Search for tickets by date range (MM-DD-YYYY).

Search

Start Over

- ABOUT US
- EXHIBITS
- , GALLERIES
- MUSEUMS
- , SIGHTS
- , Tours

### **MUSEUM OF CONTEMPORARY ART**

### THE WORLD OF MIRÓ

Temporary exhibit of works by the Spanish artist

May 3 - July 29 10 A.M. - 6 P.M. **Closed Saturdays** Tickets: \$5 Students free



### **ISLAMIC HERITAGE MUSEUM**

## ART OF THE PEN: ARABIC CALLIGRAPHY

Admire the beautiful art of Arabic calligraphy and Holy Qur'anic verse

June 1 – August 15 Closed Sundays Special discount for school groups



### **MUSEUM OF NATURAL HISTORY**

### THE JURASSIC EXPERIENCE

JOURNEY THROUGH TIME AND COME FACE-TO-FACE WITH A GIANT Tyrannosaurus Rex

Hours Open daily 10 A.M. - 5 P.M. Admission \$6, \$8, \$11



### MUSEUM OF SCIENCE AND TECHNOLOGY

## THE SKY'S NOT THE LIMIT

Discover technology: past — present — future Go on a safari through space

Museum 9 A.M. to 7 P.M. Planetarium shows 6 р.м. and 7 р.м. Schools only 11 A.M.



What did you do on the weekend, Mike?

> I went to the Science Museum.

What was it like?

It was amazing!

# OLD AND NEW TECHNOLOGY



**NAVIGATION** Learn how navigators traveled the oceans



**TRANSPORTATION** Visit our vintage car and plane collection







**PLANETARIUM** Explore space with astronauts



**ELECTRICITY** Discover how electric currents work



**ROBOTICS** Shake hands with a moving robot

## Quick Check **☑**

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

## 2 Pair Work 🔀



- A. Ask and answer.
  - What kind of museum do you prefer?
  - I like history museums best.
- **B.** Ask and answer about recent events you attended.
  - What did you do <u>last Saturday</u>?
  - I went to the Sports Museum.
  - How was it?
  - It was interesting. I really liked the football exhibit.

## 3 Grammar 👊



### Simple Past Tense: be

We He at home. You at home. was were She They

### **Information Questions (?)**

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

### Yes-No Questions (?)

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

### Affirmative (+)

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

### Short Answers (+)

Yes, it was. Yes, they were.

### Negative (-)

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

### Short Answers (-)

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

### Simple Past Tense: Regular and Irregular Verbs

### Information Questions (?)

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

### **Yes-No Questions (?)**

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

### Affirmative (+)

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

### Short Answers (+)

Yes, I/he/they did.

### Negative (-)

I didn't stay home.

They **didn't go** to the beach.

### Short Answers (-)

No, I/he/they didn't.

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

### **Irregular Past Forms**

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

Note: See the list of irregular verbs on page 83.

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

1.	A:	Where	the foot	ball gar	ne?
	B:	It	at Prince Stac	dium.	
	A:	Which tear	m won?		
	B:	The Falcon	s. They really _		_ much better.
2.	A:	Where	you on <sup>·</sup>	Thursda	y night?
	B:	l	at a restauran	t.	
	A:	What	the food	like?	
	B:	lt	Indian. It	de	elicious.

<b>3. A:</b> How	the	exhibit?
------------------	-----	----------

**B:** It \_\_\_\_\_ very interesting. But the lines very long. to get in



'	Complete the conversation. Use the past tense of the verbs in parentheses. Then practice with a partner.					
Fahd:	Where _	you	J	_ (1. go) yesterday?		
Imad:	I	_ (2. go) to	the Falco	ns' football game.		
Fahd:		(3. be) the	re many p	people?		
Imad:	Yes. It	(4. b	e) very cr	owded.		
Fahd:		the Falcon	S	_ (5. play) well?		
Imad:	Yes, the t	eam	(6. pla	ay) a fantastic game		
Fahd:		they	(7. wi	n) the game?		
Imad:	Yes. They	′(	8. win) by	two goals!		



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

Last night the first episode of the series Back to the Pas	st (1. be) on Channel 5. It's an interesting
science fiction series about a scientist, Professor Spark	s, and his fantastic time machine. He
(2. want) to travel to the future, but somethi	ing (3. happen), and he (4. go)
back to the age of the dinosaurs. At first, the professor	r(5. be) very excited. It(6. be)
an opportunity for him to study the Jurassic Period. Th	
(8. not have) any food. He (9. not k	know) how to hunt, to fish, or to make a fire.
But he (10. have) a Swiss Army knife, a box c	of matches, and his brains. What
he (11. do)? What do you think?	

## 4 Listening 🔊



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

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

## 5 Pronunciation



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

/t/	/d/	/1d/
liked	played	visited
missed	happened	needed
watched	jogged	invited

## 6 Conversation <a>Q</a>

Majid: Where were you last night? I called you several

times and left messages on your voice mail.

Walid: I was at home studying, and my cell phone was

turned off.

Majid: That's too bad. I had invitations for the opening of

Vesuvius, the new Italian pizzeria.

You did? Oh, I heard about it. What was it like? Walid:

Majid: Fantastic! The place is really awesome. It was like the

> inside of a volcano. The walls and the floor were red, and the lights made them look like they were red hot lava. The service was great. There were over 25 pizzas on the menu, and the Red Hot Volcano special was

out of this world!

Walid: I'm so sorry I missed it. Maybe we can go next

weekend.

Majid: Yeah, you can invite me anytime!



### **Real Talk**

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

## **About the Conversation**

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

### **Your Turn**

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

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

## 7 About You 📓



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



## 8 Reading



## **Before Reading**

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



## ART OF THE PEN: ARABIC CALLIGRAPHY



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

### Calligraphy and the Holy Qur'an

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

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

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

### **Styles**

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

The other main styles are cursive and have connecting letters. Thuluth is a long and elegant script that is often used to write the headings of surahs, Holy Qur'anic chapters. It is also the script of the Saudi Arabian flag. Naskh and Rug'ah are

popular scripts that are common in printing and handwriting. They are generally smaller and easier to read and write. Farsi or Ta'lig, which means "hanging," is an old script from Persia that is sometimes used in literature. Diwani is a very decorative style from the Ottoman Empire that is often seen on greeting cards.



## **After Reading**

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

### Discussion

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



## 9 Writing 🚺



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

Sights	Sounds	Smells/Tastes	Touch/Feelings

### **Writing Corner**

- 1. A narrative story usually describes the events in the order that they happened. It describes what the writer feels and senses, so the reader can imagine being there.
- 2. Use time words to show sequence: when, as, while, before, and after. If a time word begins the sentence, there is a comma after the time clause.
- 3. An exclamation point (!) shows strong feelings, like the writer is shouting.
- 4. Use quotation marks ("") around the exact words that a person says.
- B. Read about Faisal's experience at a horse race. Learn the meaning of the words in the box. Then, complete the paragraph with the words.

nervous	crowd	thundered	shook	silent	paraded	excited	cheered
---------	-------	-----------	-------	--------	---------	---------	---------

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

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

## 10 Project



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



## 11 Form, Meaning and Function



### **Intensifiers**

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

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

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

### **Intensifiers with Strong Adjectives**

Strong adjectives are words like:

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

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

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



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

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

- B. Rewrite the sentences with different intensifiers and adjectives.
  - 1. The exhibit was very good. We had a really good time.
  - 2. The exhibit was very bad. We had a very bad time.
  - **3.** The food was very bad, and the service was very bad.
  - **4.** The pizza was very good, and the service was very good.
  - **5.** That's a very good idea. It's very clever.

# 7 What Happened?



## **Listen and Discuss**



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

# The Scene of the

The accident happened 10 minutes ago.



Witness 1 ▶ I'm relieved that no

one was hurt.



▲ Car driver

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



▲ Witness 2 The car driver was on his cell phone. He didn't see the stop sign.

Passenger ▶ I'm always nervous when I ride with him.

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



**◄** Police officer

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



Case Number: ACC 05/04/12/3462 Incident: Motor Vehicle Accident Reporting Officer: Officer Arjan Nahal

## **Police Report**

There was another accident at the corner of Lake and Willow.

The accident happened around 3:15 P.M. An SUV crashed into a car. Fortunately, there were no injuries.

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



Why are you so happy?

# Feelings

Because I just got my driver's license.





happy



sad



tired



sleepy



angry



worried



nervous



scared

## Quick Check ✓

- **A. Vocabulary.** Match the words with the meaning.
  - **1.** \_\_\_\_ witness
- **a.** hurt from an accident
- 2. \_\_\_ insurance
- **b.** where two roads cross
- **3.** \_\_\_\_ intersection **c.** payment for costs of an accident
- **4.** injury
- **d.** someone who saw an event
- **B. Comprehension.** Answer the questions. Use the information from the police officer and in the police report.
  - 1. When did the accident happen?
  - 2. Did the car stop at the stop sign?
  - **3.** Were there any injuries?
  - **4.** Was it the SUV driver's fault?
  - **5.** How many accidents happened at this corner this week?

## 2 Pair Work 🔀



- A. Ask and answer about the accident.
  - Why was the witness relieved?
  - Because no one was hurt.
  - What happened?
  - An SUV hit a car.
- B. Ask and answer about yourself.
  - When were you last worried?
  - About a month ago. I lost my cell phone.

# Lesson Link

## **3** Grammar

## Grammar w

### There Was / There Were

**Singular** 

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

**Plural** 

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

### Why/Because

**Q:** Why are you worried?

**A: Because** I have a test tomorrow.

**Q: Why** did the driver start to shout?

**A:** Because he was angry.

### Adverb: Ago

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

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

**Someone** helped the driver get out of the car. Fortunately, **no one** was hurt in the accident. And **nothing** was wrong with the car.

Did you hear **anything**? I didn't hear **anything**. I was asleep.

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



fans / happy



1. boys / worried



2. Nawal / angry



**3.** parents / sad



4. officer / surprised

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

ast read a good book two weeks ago on vacation.
e, nothing, or anything.
<ul><li>5. I'm surprised heard the loud crash.</li><li>6. The children are bored because there's to do here.</li></ul>
Jill Black
<b>1.</b> The light was green for the truck.
<b>2.</b> The truck hit the bus.
<b>3.</b> No one was injured. <b>4.</b> In the end, Jill is worried.



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

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

## What Happened?

## **6** Conversation



**Daughter:** Mom, can I talk to you? **Mother:** I'm busy right now. Daughter: It'll only take a minute.

Mother: OK. What's up?

Daughter: Well, I have some good news and

some bad news. Which one do you

want to hear first?

**Mother:** Give me the good news.

Daughter: I got an A on my history report. Mother: That's great. And what's the bad

news?

**Daughter:** Now don't be angry, Mom. Don't

lose your cool, please. The thing is, I broke the washing machine. There's

soap and water everywhere!

You did what? Mother:



**Real Talk** 

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

What's up? = What's happening?

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

The thing is = The problem is

## **Your Ending**

What is the daughter's reply?

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

## **About the Conversation**

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

### **Your Turn**

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

## 7 About You 🔀



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



## 8 Reading



## **Before Reading**

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

## So You Want to Be Co

Are you worried about your clothes?

Are you nervous because you have to speak in front of the class? Are you sad because someone said something bad about you? Are you unhappy because you don't have many friends? Teenage Express magazine offers some ideas on how to be cool.

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

## **After Reading**

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

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

## Discussion

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



## Writing 🚺



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



### **Writing Corner**

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

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



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

## 10 Project



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



## 11 Form, Meaning and Function



### Because versus So

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

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

### So and Neither

So... and Neither both show agreement with the speaker. So... shows agreement with an affirmative statement. *Neither...* shows agreement with a negative statement.

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

B: So am L

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

**B: So** do l.

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

B: So did I.

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

**B:** Neither am L

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

**B:** Neither do l.

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

**B:** Neither did I.

A. C	omplete	the	sentences	with	so	or	because.
------	---------	-----	-----------	------	----	----	----------

	1 2 '	1 9
2.	Sam called the emergency service	ces there was an accident.
3.	"I was scared	he was driving too fast," said the witness.
4.	He doesn't have car insurance, _	he is extremely worried.
5.	She wasn't injured in the crash _	she was wearing a seat belt.
6.	There were many accidents,	they put traffic lights at the intersection.

- **B.** Show agreement with the statements. Use **so** or **neither**.
  - 1. I don't have a driver's license. 2. There's nothing to do. I'm bored.

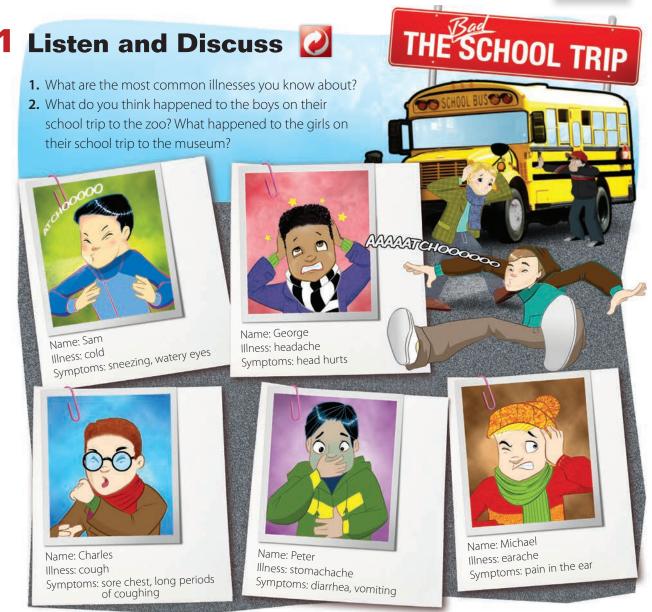
1. The driver was sleepy, \_\_\_\_\_\_ he didn't see the stop sign.

- 3. I always wear a seat belt in the car.
- **4.** I got injured in an accident.
- **5.** I'm not nervous about the test.
- **6.** I didn't see anything.
- C. Join the sentences with **so** and **because**.
  - 1. He was injured in the crash. He was taken to hospital.
  - 2. The passenger wasn't wearing a seat belt. She hit her head.
  - 3. No one was hurt. I'm extremely relieved.
  - 4. Ahmed fell off his bike. He was riding too fast.
  - **5.** The driver didn't stop at the traffic light. The accident was his fault.



# 8 What's Wrong?









## Quick Check ✓

- A. Vocabulary. Relate body parts to illnesses.
- nose—runny nose, cold, sneezing
- **B.** Comprehension. Answer *yes* or *no*.
  - **1.** \_\_\_\_\_ Sarah has a high temperature.
  - **2.** \_\_\_\_ Maria's throat is sore.
  - **3.** \_\_\_\_\_ Peter's stomach hurts.
  - **4.** \_\_\_\_\_ The patient at the doctor's office doesn't have a fever.
  - **5.** \_\_\_\_\_ The doctor says the patient should stay at home.

## 2 Pair Work 🔀



### Ask and answer.

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

# Lesson Link

## 3 Grammar \[



### Should/Shouldn't

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

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

A: You should study more.

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

A: You shouldn't eat so much.

### Clauses with When

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

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

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

**A:** I stayed in bed.

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

A: How do you feel when you lose something?

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

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

How do you feel when...?

- 1. you exercise?
- 2. you eat a lot?
- **3.** you see or hear bad news on TV?
- **4.** you are not prepared for a test?
- **5.** you have nothing to do?
- **6.** you need to go to the dentist?

- 7. you see a sad film on TV?
- 8. you don't sleep well?
- 9. you do well on a test?
- **10.** you need to make an excuse?
- 11. you travel by plane?
- **12.** you need to say goodbye to a friend?

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

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

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

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

- A: I'm really angry.
- **B:** Why?
- A: Because I lost my keys.

- **D.** Match the problem with the advice. Then practice with a partner.
  - A: I have a temperature.
  - **B:** You should take some medicine.

### **Problem**

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

### Advice

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

## 4 Listening



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







b.







d. 1-backache

## 5 Pronunciation



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

**sn**eeze

**st**omach

**sw**allow

**sl**eepy



## 6 Conversation







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

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

feel like vomiting.

Omar: You should see a doctor.

Bud: I just did. He gave me a prescription for some

> medicine and said I should have only tea, toast, rice, and things like that for a while. It's

probably something I ate.

**Omar:** What did you eat?

Bud: Nothing much. I ate dinner at an all-you-can-

eat buffet. I had seafood, then I had steak, and for dessert, I had pudding followed by ice cream and chocolate fudge cake, and... Oh, the thought of food makes me sick!

**Omar:** That's a shame! I wanted to invite you to go

out for dinner.

### **Real Talk**

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

### **About the Conversation**

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

### **Your Turn**

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

## 7 About You 🔀



- **1.** Are you usually a healthy person?
- 2. When were you last ill?
- 3. What was the matter with you?
- **4.** What did you do for the problem?
- **5.** What do you do to keep healthy?



## 8 Reading



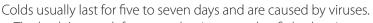
#### **Before Reading**

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

## Atchoo! Is It a Cold or the Flu?

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

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



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

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

### **After Reading**

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







## Writing 🚺



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

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

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



#### **Writing Corner**

- 1. Bullet points (•) help make a list clear and simple to read. For example, when there is list of ingredients in a recipe or a list of symptoms for an illness.
- 2. When there is a list of instructions or steps to follow in a certain order, it is better to use numbers, and not bullet points.
- 3. With short phrases or words, do not use punctuation after each bullet point. When there is a complete sentence or sentences, use the correct punctuation.
- B. What are some common symptoms of the flu? Write them in the chart. How can you relieve the symptoms? Write notes in the advice column.

Symptom	Advice
•	
•	
•	
•	

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

## 10 Project



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



## 11 Form, Meaning and Function



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



#### Subject + Verb + Object

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

Tom likes football. He likes football.

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

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

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

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

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

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

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

Sam: AAA... Atchoo!

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

**Sam:** I think I caught a virus on the school trip. Everyone in my class caught (2) the virus. Charles had a cough.

(3) Charles sat next to (4) Sam on the bus, so perhaps I caught (5) the virus from (6) Charles. It was cold at the zoo, and Mr. Parker told (7) my classmates and I to put on (8) my classmates' and my jackets.

(9) Mr. Parker said that (10) my classmates and I should stay warm. Well, I didn't listen to (11) Mr. Parker. I didn't wear (12) my jacket and some of my friends didn't wear (13) my friends' jackets. Maybe that made (14) the virus worse.

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

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

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

a day. (20) The medicine tastes terrible!



## EXPANSION Units 5-8

## 1 Language Review **V**

B.



Write complete sentences.		
	1. Who was your first-grade teacher?	
	<b>2.</b> Who were your best friends in primary school?	
	<b>3.</b> What was the first book you read?	
	<b>4.</b> When was the last time you ate in a restaurant? What did you eat?	
	5. How long ago did you have a haircut?	
	6 What did you have for breakfast vesterday?	

6.	Wł	nat did you have for breakfast yesterday?
		,
Co	mp	lete the conversations.
1.	A:	Why don't you have chicken?
	B:	No, thank you. I eat meat. I'm a vegetarian.
2.	A:	How about seafood? The shrimp here are very nice.
	B:	I can't eat seafood. I get red spots on my body I eat shrimp.
3.	A:	you like some dessert?
	B:	Yes, good idea. Do you have fruit?

- A: No, we don't have \_\_\_\_\_ a piece of chocolate cake? **B:** I'm on a diet. I'm trying to \_\_\_\_\_ weight. C. Write answers. Use your own ideas.
- 1. Why are you so angry? **2.** Why are you surprised? **3.** Why are you relieved?
  - **4.** Why are you sad? **5.** Why are you worried?
  - **6.** Why do you feel bored?



D. Write what is wrong with the people in the pictures. Then write what they should or shouldn't do. Follow the example. Yahya / dentist 1. Mona / rest 2. the children / junk food 3. Farah / hot tea **4.** Ali and Imad / medicine 5. Ahmed / go swimming Yahya has a toothache. He should go to the dentist. **E.** Complete the field trip report. Use the past tense of the verbs in parentheses. FIELD TRIP REPORT
Timothy Brown, PE Teacher, Lakeside School The junior class \_\_\_\_\_(1. go) on a field trip to Camp Sunshine during the spring vacation. Unfortunately, we \_\_\_\_\_(2. have) lots of problems on the trip. First, the bus \_\_\_\_\_(3. break) down. When we finally \_\_\_\_\_ (4. arrive) at the camp late at night, we \_\_\_\_\_(5. find) that the cabins \_\_\_\_(6. not have) any heating. We \_\_\_\_\_(7. be) cold all night, and Steve \_\_\_\_\_(8. wake up) with a cold. That morning on our hike, Chuck \_(9. eat) some wild berries in the forest and \_\_\_\_(10. get) a stomachache. He \_\_\_\_\_(11. take) some medicine, but he \_\_\_\_\_(12. not feel) well after that. On the second day, Dan \_\_\_\_\_(13. hurt) his knee playing football, and Mitch and Peter \_\_\_\_\_(14. catch) Steve's cold. On the third day, Hussain \_\_\_\_\_(15. feel) bad because of a terrible toothache. I \_\_\_\_\_(16. give) aspirin to all of them. I'm a PE teacher,

not a doctor. What do you do when everyone is sick on a trip? We \_\_\_\_\_

(17. pack) our bags and \_\_\_\_\_(18. come) back home.

## 2 Reading



#### **Before Reading**

Look at the name of the food in the title of each section. What do you know about each food? Is it healthful or not?

## Foods:TRUTHS AND LIES

Every day, new discoveries about food help change ideas that people had about certain items. Some food villains of the past are perfectly acceptable in today's diets.



## 6









#### - Margarine

Margarine was introduced officially in the United States in 1950 as a substitute for butter. However, margarine contained transfats,\* which were worse than the saturated fat in butter. Nowadays, makers of margarine take out transfats, and some brands include ingredients that help to protect the heart.

#### Eggs

Eggs can be a problem for people with high cholesterol, especially if the eggs are fried. For healthy people, eggs are a good source of protein and are good for the heart and brain. However, you shouldn't eat a lot of eggs.

#### - Chocolate

People long associated chocolate with obesity, high cholesterol, and acne, because it contains sugar and saturated fats. Recent studies show that dark chocolate protects the heart, because it reduces the bad cholesterol and helps to lower blood pressure. Some nutritionists recommend one square from a bar a day.

#### Sandwiches

People said: "A sandwich isn't a substitute for a good meal." But some sandwiches can be a good healthy choice. One example is turkey or smoked salmon, with cheese, tomato, avocado, and lettuce on whole wheat bread, especially if you have the sandwich together with a glass of fresh orange juice.

#### Oils

Oils often have saturated fat, and generally they aren't good for you. However, olive oil is an exception. Olive oil increases the "good" cholesterol and helps to eliminate the "bad" cholesterol. In ancient times, people used olive oil as medicine

#### Milk

Milk and other dairy products such as cheese and yogurt are considered the perfect foods for young and old. They provide the body with necessary calcium. Unfortunately, a large portion of the world's population cannot drink milk because they cannot tolerate the lactose in cow's milk. They need to find calcium in other sources.

\*Transfats result when liquid oils are made into solid fats. They are like saturated fat and raise the "bad" cholesterol level. Transfats can be found in cookies, snacks, margarines, and other processed foods.

#### **After Reading**

- 1. What was the problem with eating margarine?
- **2.** Why are eggs good for you?
- **3.** How does chocolate help protect the heart?
- **4.** How much chocolate should you eat a day?
- **5.** Why is olive oil good for you?
- **6.** Why can't many people drink milk?

#### **Discussion**

- 1. What is your opinion about the foods mentioned in the text?
- **2.** What is your favorite food or drink?
- **3.** Are young people in your country worried about eating healthy?
- **4.** What do young people usually eat?
- **5.** Is fast food popular in your country?
- **6.** What do you think are the good and bad things about fast food?

## 3 Writing



Write about a food that you think is good or bad for your health. Defend your point of view.





## **5** Chant Along 🧱



## The (Right) **Answer**



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

### Chorus

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

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

### Chorus

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

## Chorus



#### Vocabulary

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

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

Positive (+)	Negative (–)

- B. Find two positive expressions and two negative expressions in the chant. Write them in the blanks.
- (+) to ease your pain
- (–) to feel blue
- **1.** (+) \_\_\_\_\_
- **-** ( )
- **3.** (-) \_\_\_\_
- .

#### Comprehension

- **A.** Answer the questions.
  - 1. How is the boy feeling?
  - 2. What can his friend do to help him?
  - **3.** Do you think the friend has the right answers?
- B. Write two sentences that show that the friend is trying to help.

<u> </u>	I've got the right answers for you.	

#### Discussion

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



#### **VOCABULARY**

#### **Nouns**

address age credit card date of birth elevator email address festival first name form hotel

key card last name nationality nickname occupation participant reception desk reservation spelling telephone number

#### Verbs

check into pay (for) fill in spell greet stay (in) introduce

#### **EXPRESSIONS**

#### **Conversation openers**

Excuse me. How about you? How are you? How are you doing? It's good to see you.

#### Saying goodbye

Bye. Good night. See you tomorrow. Take care.

#### Introductions

I'd like to introduce you to ...
Let me introduce you to ...
My name is ...
My nickname's ...
Nice to meet you (too).

## Giving personal information

How do you spell your (last) name? I'm from . . . I was born in . . . I was raised in . . .

#### **Expressing thanks**

Thank you so much. You're welcome.

**Real Talk** 

Have a nice stay.

#### **Apologizing**

I'm so sorry. That's all right.

Here you are.

#### Asking for directions/ information

Where are you from?
Where can I find out about . . . ?
Where's . . . ?

#### Offering

Can I help you?

#### **Idioms**

on business on vacation

## 2 What Are They Making?

#### **VOCABULARY**

#### **Nouns**

actor balance cameraman crew detective director documentary episode ladder

location

martial arts scene script studio stunt stuntman TV series

#### Verbs

break come back feed film look around

run away smell (good) taste (bad)

#### **EXPRESSIONS**

#### **Expressions of approval**

Excellent. That's great. You're doing fine.

#### **Expression of disapproval**

No, that's wrong.

#### **Real Talk**

all by myself Not at all. So

## 3 Who's Who

#### **VOCABULARY**

#### Nouns

advertisement bridge business management call center representative college company computer programmer computer science customer service deadline design engineer free time graphic designer marketing manager nurse pilot president psychologist salary salesperson sales representative tour travel agent

waiter

#### Nouns— Work places

advertising firm
call center
computer software
company
construction company
furniture store
hospital
travel agency

#### Verbs

design organize produce

#### **Adjectives**

boring
crazy
difficult
easy
exciting
exotic
frustrating
fun
interesting
part-time
satisfying
stressful

#### **EXPRESSIONS**

#### **Expressions of surprise/approval**

That's cool. (slang) Wow!

executive

#### Asking about someone's occupation

What do you do?

#### **Real Talk**

yeah You know . . .

## 4 Favorite Pastimes

#### **VOCABULARY**

#### Nouns

board game current events dieting food court hobby indoor climbing leisure pastime physical fitness preference text message video game

#### Verbs

climb meet
cook paint
draw play (a sport)
exercise practice
go online receive
hang out send
know how to work out

#### **Adjectives**

dangerous popular relaxing safe unusual

## Adverbs of frequency

always never often seldom sometimes usually

#### **EXPRESSIONS**

#### **Talk about ability**

(I) know how to . . . (I) don't know how to . . .

#### **Real Talk**

I see stuff like that You mean, . . .

You must come along . . . sometime.

### EXPANSION Units 1–4

#### **VOCABULARY**

#### **Nouns**

brainpower screams
corridor share
escape sign
network slogan
opportunity strife
pressure tournament

#### **Verbs**

ache encourage
admire grab
attend hang up
attract rush
compete wake up
crawl out of (bed) wave

shrimp

soup

steak

tea

tomato

turkey

water

vegetable

soft drink

take-out food

#### **EXPRESSIONS**

#### **Idioms**

do one's share fit in

look forward to make oneself a bite

get one's act together

### **5** Is There Any Ice Cream?

#### **VOCABULARY**

#### Nouns—Foods and drinks

cucumber appetizer apple pie dessert bean entrée fish beverage carrot fruit cheesecake ice cream chicken juice chocolate lettuce coffee meat cookie menu

er milk
onion
order
pasta
potato
rice
salad
sandwich
sauce
seafood

#### Containers/ Partitives

a bottle of a cup of a glass of a piece of

#### **Verbs**

drink order

#### Adjectives

baked fresh fried giant grilled roasted steamed

#### **EXPRESSIONS**

#### **Ordering food**

Anything to drink?
Are you ready to order?
Do you have any ...?
For here or to go?
How about ...?
I'd like ...
May I take your order?
Sorry, we don't have any.
Would you like ...?

Yes, please./No, thank you.

#### Wishing someone enjoyment

Enjoy!

#### **Real Talk**

I'll have . . . Let me see.

## 6 What Was It Like?

#### **VOCABULARY**

#### **Nouns**

admission heritage artist history astronaut message calligraphy museum collection navigator dinosaur planetarium discount safari exhibit sight experience space shuttle technology gallery ticket guide

#### Nouns— Kinds of technology

aeronautics astronomy electricity navigation robotics transportation

#### **Verbs**

admire
call
discover
explore
invite
journey
miss (something)
prefer
shake (hands)
turn off
win

#### **Adjectives**

amazing
awesome
closed
contemporary
daily
delicious
fantastic
free
natural
original
temporary
vintage

#### **EXPRESSIONS**

#### **Expressions for asking for an opinion**

How was it? What was it like?

#### **Expression of regret**

I'm so sorry (I missed it).

#### **Real Talk**

out of this world That's too bad. You did?

## **7** What Happened?

#### **VOCABULARY**

#### Nouns

accident motor vehicle corner passenger driver police officer driver's license scene fault stop sign SUV injury insurance traffic light washing machine intersection mess witness

#### **Verbs**

break cause crash happen hit put ride

#### **Adjectives**

angry sad busy scared happy sleepy hurt surprised injured tired nervous worried relieved

#### **Adverb**

ago fortunately

#### **Pronouns**

anything no one nothing someone

#### **EXPRESSIONS**

#### **Request for a conversation**

Can I talk to you?

#### **Expression for telling about a problem**

I have some good news and some bad news.

#### **Real Talk**

Don't lose your cool. It'll only take a minute. The thing is . . . What's up?

## 8 What's Wrong?

#### **VOCABULARY**

#### **Nouns**

aspirin illness liquid medicine pain patient prescription symptom

#### Nouns—Illnesses

cold
cough
diarrhea
earache
fever
flu
headache
high temperature
sore throat
stomachache
toothache

#### Nouns—Parts of the body

arm neck back nose shoulder chest ear stomach throat eve foot, feet (pl.) tooth, teeth (pl.) hand head knee leg

#### **Verbs**

ache cough drink hurt rest sneeze vomit

#### **Adjectives**

awful common runny (nose) sick sore (throat) watery (eyes)

#### **EXPRESSIONS**

#### **Expressions for asking about a problem**

What's the matter? What's wrong (with me)?

#### **Expression of sympathy**

That's a shame.

mouth

#### **Real Talk**

... and things like that I just did. Nothing much.

### EXPANSION Units 5–8

#### **VOCABULARY**

#### **Nouns**

acne heart brain ingredient brand margarine butter obesity calcium olive oil cholesterol protein dairy product substitute exception villain fat yogurt

#### **Verbs**

associate eliminate protect recommend reduce tolerate

#### **EXPRESSIONS**

#### **Idioms**

a helping hand cheer (someone) up ease one's pain feel blue in times of trouble

## 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
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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## **SUPER**

# GOAI 3

## WORKBOOK

## **MANUEL DOS SANTOS**



#### SuperGoal 3 Workbook

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A Complete the conversations in the hotel. Use the words in the box or use your own ideas.

I'm William. But my nickname's Bill. Great. How about you?

You're welcome. Bye. Take care.



1.



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



Thank you.



2.

I'm Edson. Everyone calls me Eddie.



4.

B You are on vacation. Fill out the information for your hotel.



Last Name: \_\_\_\_\_

First Name: \_\_\_\_\_

Street Address: \_\_\_\_\_ Country: \_\_\_\_\_

Zip Code: \_\_\_\_\_\_ Telephone Number: \_\_\_\_\_

Email Address:

Read the conversation. Complete the sentences with a form of the verb **be**. You can use contractions. Use negative forms when you see (**not**).

Mr. Akina: Hello. My name (1)\_\_\_\_\_ Mr. Akina.

What **(2)**\_\_\_\_\_ wrong?

Hello, Mr. Akina. My suitcases (3) (not) here. John:

Mr. Akina: What color (4)\_\_\_\_\_ they?

John: They **(5)** black.

**Mr. Akina: (6)**\_\_\_\_\_\_ they big?

One **(7)**\_\_\_\_\_\_ big. The other one John:

(8)\_\_\_\_\_ (not) big.

Mr. Akina: (9) that your suitcase?

No, it **(10)**\_\_\_\_\_(not). John:

Mr. Akina: (11) you here on vacation?

John: Yes, I **(12)**\_\_\_\_\_.

Mr. Akina: Where (13)\_\_\_\_\_\_ you from?

(14) \_\_\_\_\_ from Los Angeles. John:

Mr. Akina: Well, there (15) \_\_\_\_\_ three more flights from

Los Angeles today.

(16) my suitcases on a different flight? John:

Mr. Akina: I don't know. What (17)\_\_\_\_\_ the name of your hotel?



(19)\_\_\_\_\_ that near Mr. Akina:

the airport?

No, it **(20)**\_\_\_\_\_ (not). John:

It **(21)** on the

EXIT

600

other side of the island.

Mr. Akina: I can call you when we find your

suitcases.

But I need them now! John:

Mr. Akina: l (22)\_\_\_\_\_sorry. That

(23)\_\_\_\_\_ all I can do. They simply (24)\_\_\_\_

(not) here right now.

John: OK. Thanks, Mr. Akina.

D	Make each statement a <b>yes/no</b> question. Then give a short answer.
1	Mahmoud isn't in the kitchen.
	Q: <u>Is Mahmoud in the kitchen?</u>
	A: No, he isn't.
	1. Aisha and Fadwa are at the mall.  Q:
	A:
	2. The hotel is on the beach.
	Q:
	A:
	3. They're not on vacation.
	Q: A:
	4. The restaurant is in the hotel.
	Q:
	A:
	5. I'm on the phone with my friend.
	Q:
	A:
Ε	Write complete questions. Then answer the questions for yourself.
1	where / you from?
	q: Where are you from?
	A: I'm from Riyadh.
	1. where / your father from?
	Q: A:
	2. what / favorite vacation place?
	Q: A:
	A:  3. how old / you?
	<b>,</b>
	Q: A:
	<b>4.</b> who / your English teacher?
	Q:
	A:
	Q:
	A:
	6. when / your vacation?
	Q: A:

Desk clerk:	Hello. Welcome to the beautiful Beach Resort Hotel.	How are you today
You:	(1)	
Desk clerk:	Fine. Thank you. Do you have a reservation?	
You:	Yes, I do. My name (2)	
Desk clerk:	How do you spell your last name?	
You:	(3)	
Desk clerk:	Are you here on vacation?	
You:	(4)	
Desk clerk:	That's great. I have your reservation here. Are you he	ere for the weekend
You:	(5)	
Desk clerk:	I need your email address, please.	
You:	(6)	
Desk clerk:	,	
You:	Where <b>(7)</b>	
Desk clerk:	It's next to the elevator.	
You:	When <b>(8)</b>	
Desk clerk:	6:00 a.m.	
You:	Thank you for your help.	
Desk clerk:	You're welcome. And enjoy your stay with us.	The second secon

### **G** WRITING

You want to make reservations at the Beach Resort Hotel. You are on their website. Complete the form to make your reservations.

#### **Beach Resort Hotel Online Reservation Form**

Last Name:	
First Name:	
Date of Birth:	
Arrival Date:	
Number of Days:	
Number of Rooms:	
Credit Card Number:	
Email Address:	

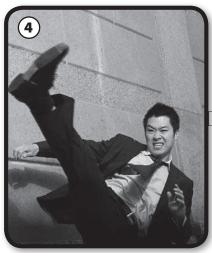
## 2 What Are They Making?

A Look at the pictures. Match the two parts of the sentences.











- **1.** The camera operator \_\_\_\_
- 2. The director \_\_\_\_
- **3.** The film editor \_\_\_\_
- **4.** The actors \_\_\_\_
- **5.** The stuntman \_\_\_\_

- a. is cutting the film scene.
- **b.** is telling the actors what to do.
- **c.** are doing a martial arts scene.
- **d.** is holding the camera.
- e. is standing on the plane.

## 2 What Are They Making?

B Write the questions and answers. There may be more than one answer.

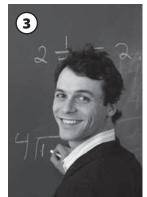




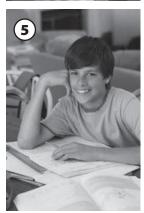


1	where /	they	/	go
---	---------	------	---	----

- **Q**: Where are they going?
- A: They're going to class.
- 1. what / they / do
  - Q: \_\_\_\_\_
  - A:
- 2. what/he/do
  - Q: \_\_\_\_\_
  - A:
- 3. who / write / on the board
  - Q: \_\_\_\_\_
  - A: \_\_\_\_\_
- **4.** where / you / go
  - 0:
  - Δ.
- 5. what / he / do
  - Q: \_\_\_\_\_
  - Δ.







What are the actors doing? Use short answers. For **no** answers, write correct statements.



1	Is the	sheriff	eating	a	pizza?
---	--------	---------	--------	---	--------

No, he isn't. He's eating a burger.

- **1.** Is the cowboy reading a book?
- 2. Are the men wearing hats?
- **3.** Is the mayor taking an apple?
- **4.** Is the deputy eating?
- **5.** Is the deputy standing?
- **6.** Is the director walking to the table?
- **7.** Is the mayor wearing jeans?

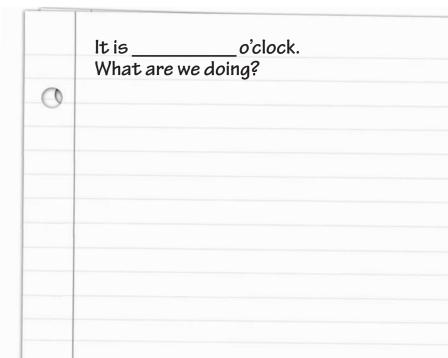
## **2** What Are They Making?

D	Find the mistake in each sentence. Then rewrite each sentence correctly.					
	1. Incorrect:	I am wanting a new cell phone.				
	Correct:					
		The pizza is smelling good.				
	Correct:					
		I watch the news on television tonight after dinner.				
	Correct:					
	4. Incorrect:	I am seeing a bird in the tree.				
	Correct:					
	5. Incorrect:	That milk is tasting bad!				
	Correct:					
	6. Incorrect:	I go to the library after school tomorrow.				
	Correct:					
	7. Incorrect:	The director is hearing the actors in the studio.				
	Correct:					
	8. Incorrect:	Are you liking your martial arts teacher?				
	Correct:					

### **E** WRITING

Write about what people are doing now. Answer the questions.

- 1. What are you doing now?
- **2.** What are your classmates doing?
- **3.** What do you think your family members are doing?



## 3 Who's Who

A Look carefully at the photos of occupations. Answer the questions. Use the words in the box.

travel agent marketing manager dentist salesperson graphic designer engineer













## What does he do? Where does he work?

- **1.** What does he do? Where does he work?
- 2. What does he do?
  Where does he work?
- **3.** What does he do? Where does he work?
- **4.** What does he do? Who does he work for?
- **5.** What does he do? Where does he work?

<u>He's a marketing manager.</u>
He works in an advertising firm.
-

В	Write two questions for each answer. Use <i>Wh-</i> questions.						
1	Q: Who works in a bank?						
	Q: Where does Khalid work?						
			orks in a bank.				
	1.	Q:					
			l is a journalist at the newspaper.				
	2.	Q:					
		Q:					
		A: Rashe	eed is an executive in an advertising firm.				
	3.	Q:					
		Q:					
		A: Tariq	and Adnan take the bus to school in the morning.				
	4.	Q:					
		<b>A:</b> Ali plays football in the park after school on Thursdays.					
	5.						
		A: They	speak English at home.				
C	Со	mplete th	ne conversations.				
	1.	Asma:	What does your father do?				
			He's a teacher. He at the high school.				
	2.	Yahya:	What does your cousin do?				
		Faris:	He plays football. He's a professional football				
	3.	Farah:	What does Mariam do?				
	٠.	Noura:	She's a nurse. She at the hospital.				
	4.	Mona:	My brother's a				
		Hanan:	When does he write?				
		Mona:	He every morning.				
	5.	Faisal:	My brothers are engineers.				
		Yousef:	Really! My brother, too.				

Look at the picture. How do the people get to work? Complete the sentences.



1	The doctor	walks to work
Ţ	The doctor	walks to work

- **1.** The artists \_\_\_\_\_\_
- **2.** The chef \_\_\_\_\_\_\_
- **3.** The photographer \_\_\_\_\_\_\_.
- **4.** The mechanics \_\_\_\_\_\_
- 5. The businessmen \_\_\_\_\_

**E** Complete the conversation.

**Jason:** Do you know about the Career Exhibit? It's tomorrow.

**Bill:** Yes, I do. I'm going at 10 o'clock. When are you going?

**Jason:** I'm going at 11:30.

**Eric:** What do you want to be, Jason?

**Jason:** I (1) a graphic designer.

**Bill:** Where does a graphic designer work?

**Jason:** Well, for example, a graphic designer

(2)\_\_\_\_\_\_in an advertising firm.

\_\_\_

**Bill:** What **(3)**\_\_\_\_\_\_, Eric?

**Eric:** | **(4)**\_\_\_\_\_\_ a chef.

**Jason:** My uncle is a chef.

**Eric:** Where **(5)** \_\_\_\_\_\_?

**Jason:** He **(6)** in a restaurant in a big hotel.

**Eric:** Bill, **(7)** \_\_\_\_\_?

Bill: a travel agent.

**Jason:** That's a great idea. But what does a travel agent do?

Bill: A travel agent (9)\_\_\_\_\_

**Jason:** That's exciting!

#### **E** WRITING

Write about the jobs of two people in your family. Answer the questions.

- 1. What do they do?
- 2. Where do they work?
- **3.** When do they work?



My Family's Jobs

## 4 Favorite Pastimes

Look at the photos. Answer the questions. Use the words in the box.

usually / travel sometimes / paint often / hang out with friends usually / eat out

always / play always / work out













### What do they do on vacation?

They usually eat out.

- 1. What does Kyle do after school?
- 2. What do Brian and Josh do on the weekend?
- **3.** What does Kim do in her free time?
- **4.** What do they do on vacation in the winter?

\_\_\_\_\_ in the mountains.

**5.** What does Omar do on the weekend?

B Write sentences with *know how to*.









07		
Y	He's a	pilot.

He knows how to fly a plane.

- 1. He's a chef.
- **2.** He's an architect.
- **3.** They're golf players.
- **4.** He's an English teacher.
- **5.** He's a photographer.





Write sentences with *know how to*. Write about yourself. Use the words in the box or your own ideas.

speak English cook ride a bike play volleyball paint use a computer

Things I Know How to Do	Things I Don't Know How to Do			

Complete the questions and answers. Use *How often?* and these frequency expressions: *every day*, once a week, twice a week, three times a week.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
speak English	~	~	~	~	~	~	~
play football	~	~	~	~	~	/	~
visit relatives						/	~
read the Qur'an	~	~	~	~	~	~	~
clean my room						~	

Ibrahim:	How often do you read the Holy Qur'an?			
Ali:	I read the Holy Qur'an (1)			
Ibrahim:	(2)			
Ali:	I speak English (3)			
Ibrahim:	(4)			
Ali:	l visit relatives (5)			
Ibrahim:	(6) do you play football			
Ali:	I play football (7)			
Ibrahim:	(8)			
Ali:	I clean my room (9)			
(usually) I d	ch sentence. Put the adverb of frequency in the correct place.  drink a lot of coffee.  drink a lot of coffee.			
· ·	We eat at the food court in the mall.			
2. (always)	) Jamal is late for school.			
3. (never) They hang out with other people.				
4. (sometimes) What do you do after school?				
	Ali: Ibrahim: Ali: Ibrahim: Ali: Ibrahim: Ali: Ibrahim: Ali: Ibrahim: Ali: Ibrahim: Ali:  Rewrite ea (usually) I o Lusually a 1. (often) 2. (always 3. (never)			

#### **F** READING

Read the paragraph.

Fahd goes to school Sunday through Thursday. He works out three days a week on Monday, Wednesday, and Thursday. He stays healthy all year, and he's not sick a lot. He also hangs out with his friends after school and on weekends. They go to the mall every Thursday, and they usually eat lunch in the food court. He loves the pizza there. One time he got Indian food, but he didn't like it.



So now he just eats pizza. He and his friends like to chat online a lot, too. But he has to do his homework before he can go online. Some of his friends send him a lot of messages, but his friend Qassim only sends him one or two messages a week. Qassim doesn't have a lot of free time to go online. Qassim goes to swimming practice every afternoon, then he does his homework and goes to bed early. He can only go to the mall once or twice a month. But tomorrow, Qassim, Fahd, and their friends are going to hang out at the food court. They want to try the food at the new Indian restaurant!

Write <b>T</b> for <b>True</b> or <b>F</b> for <b>False</b> .	
<b>1.</b> Fahd goes to school five times a week.	<b>4.</b> Qassim often sends Fahd emails.
<b>2.</b> Fahd works out twice a week.	<b>5.</b> Fahd never hangs out with Qassim
<b>3.</b> Fahd and his friends seldom eat lunch in the food court when they're at the mall.	

### **G** WRITING

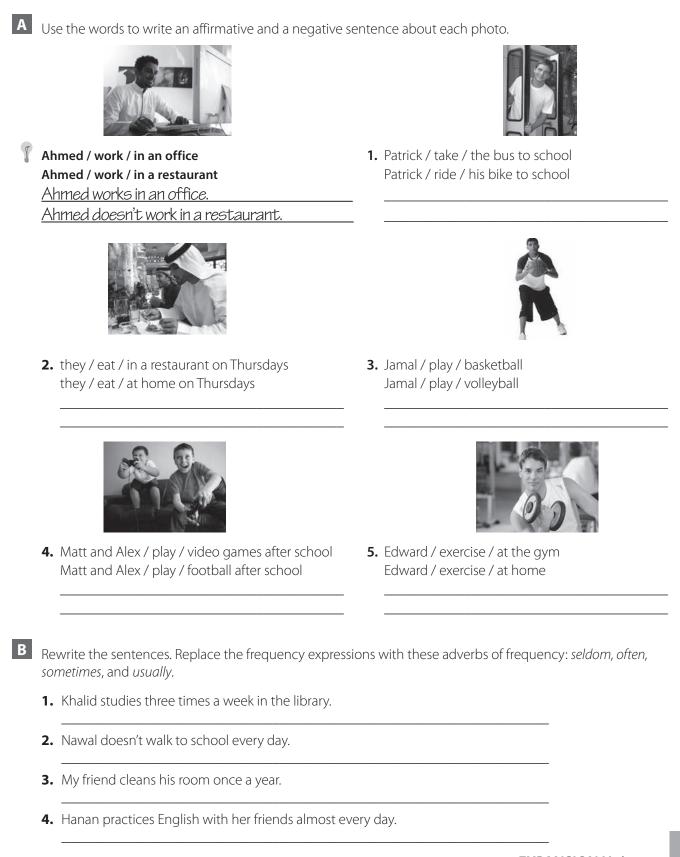
**FREE-TIME ACTIVITIES** 

List the activities you do in your free time. Then write a paragraph about how often you do the activities. Use frequency expressions and adverbs of frequency.

## Weekends Weekdays Vacations



## **EXPANSION** Units 1 – 4



## **EXPANSION** Units 1 – 4

C	Finish tl	he conversation. Write questions. Use <b>who</b> , <b>what</b> , <b>where</b> , and <b>when</b> .
	Tim:	Hi, Josh. This is my friend Ali.
	Josh:	Nice to meet you, Ali.
	Ali:	Nice to meet you, too.
	Josh:	(1)
	Ali:	I'm from Saudi Arabia.
	Josh:	(2)
	Ali:	I live in Boston.
	Josh:	(3)
	Ali:	I live with my uncle and his family.
	Josh:	Do you go to college in Boston?
	Ali:	Yes, I do.
	Josh:	(4)
	Ali:	I want to be an engineer.
	Josh:	Wow, that's great!
		Let's have lunch together.
		Let's eat at Joe's Grill. They have great food.
	Tim:	Good idea! <b>(5)</b>
	Josh:	Let's eat at one o'clock.
	Tim:	OK.
D	Write a	question and an answer for each picture.
Ţ		2. talk on the phone e cooking? Q: he is. A:
	<b>1.</b> eat <b>Q</b> : _	<b>3.</b> play basketball <b>Q:</b>
	A:	<b>A</b> :

# 5 Is There Any Ice Cream?

A Unscramble the food words.



- 1 eeffoc
- 2 crie
- 3 optato
- 4 uijce
- (5) whscanid
- 6 klim
- 7 ctraro
- 8 tapsa



	 	 	 	_
2				
3.	 	 		
4.		 		
6.	 	 		
7.	 	 		

В	Rewrite the words from <b>A</b> with <b>a</b> or <b>some</b> .
1.	some coffee
2.	
3.	
4.	
5.	
6.	
7.	
8.	Manager State of the State of t

C Write about the foods.

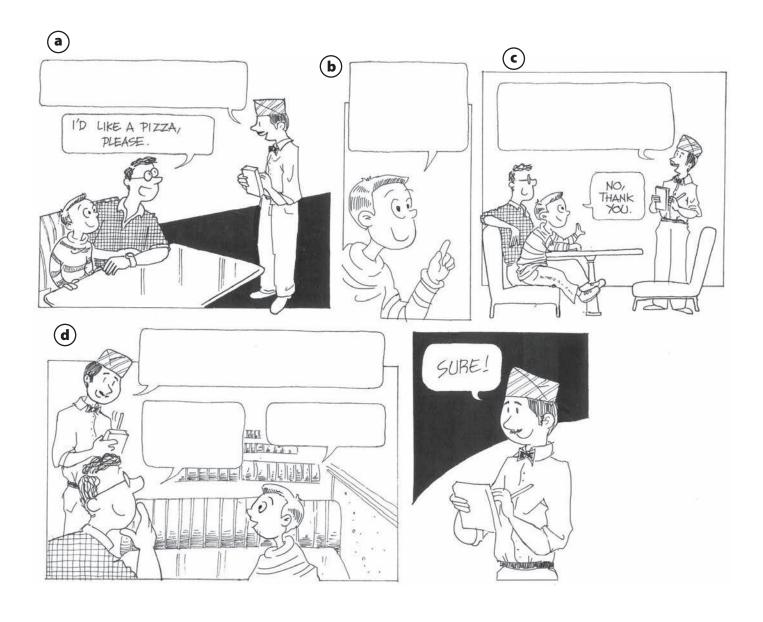


juice	¶ pineapple
<b>q</b> : <u>ls there any juice?</u>	<b>q</b> : Are there any pineapples?
A: No, there isn't any juice.	A: Yes, there are some pineapples.
1. pasta	5. ketchup
Q:	Q:
A:	A:
2. eggs	<b>6.</b> steaks
Q:	Q:
A:	A:
3. ice cream	7. cookies
Q:	Q:
A:	A:
4. milk	8. soft drinks
Q:	Q:
A:	A:

Write the sentences in the correct place to form a conversation.

And a glass of milk. I'd like some orange juice. What would you like? Would you like a beverage?

And I'd like a turkey sandwich. Would you like some fries with your sandwich?



#### **E** READING

Read the story.

Pizza is a popular food. It comes from Italy. The pizza capital of the world is Naples, Italy. The world's first pizza restaurant is still there. It goes back to 1830! The classic pizza of today goes back to the 1880s. Its creator was Raffaele Esposito. This pizza has the same colors as the Italian flag. The Italian flag is red, white, and green. Pizza has red tomatoes, white mozzarella cheese, and a green herb called basil.

There are many different kinds of pizza today. We can order chicken pizza, vegetable pizza, seafood pizza, pineapple pizza, potato pizza. Some pizzas are thick, and some pizzas are thin. Some pizzas have tomatoes, and some don't.

Most pizzas are round, but some aren't. There's just about any kind of pizza you want. People all over the world like to eat pizza. How about you? What kind of pizza do you eat?





Answer the questions.

1.	Where is the world's first pizza restaurant?
2.	What are the colors of the Italian flag?
3.	What part of the pizza is white?
4.	What kind of pizza do you like?
	•

#### **F** WRITING

Write about the food at a great restaurant in your town. What kind of restaurant is it? What kind of food is on the menu? What do you order at the restaurant?



## 6 What Was It Like?

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

museum mall stadium ticket exhibit guide	
------------------------------------------	--

1. It's a place.

There are lots of people.

People can buy or eat things here.

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

**2.** It's a place.

There are seats for people to sit in.

People come here to watch a football game.

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

**3.** It's a place.

There are things to see here.

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

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

**4.** It's a thing.

It has lots of information in it.

It tells what's happening around town.

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

**5.** It has a collection of things.

It has interesting things to look at.

People see and learn things.

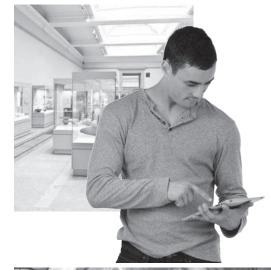
What is it? \_\_\_\_\_

**6.** It's a thing.

It's paper.

People buy it to see an exhibit or event.

What is it?







6

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

stadium <del>football game</del> referee fabulous crowded fair





1	Imad:	How was the football game?
	Faisal:	
	Imad:	
	Faisal:	

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

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

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

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

Farah: (Japanese cuisine / popular)

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

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

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





Comple	te the conversation. Use th	ne simple past tense. The questions will help you write your ansv	wers.
	•		
John:	,		B
Steve:			\\$/
John:	No, I <b>(2)</b>	_ at the mall last Thursday.	Y
Steve:	Do you want to watch a fo	ootball game?	5
John:	No, I <b>(3)</b>	_ a football game on Monday night.	9
Steve:	Do you want to invite Gre	eg over and play video games?	
John:	No, I <b>(4)</b>	_ Greg over last week.	4 \
Steve:	Do you want to take our k	oikes to the park?	
John:	No, I <b>(5)</b>	_ my bike to the park last Saturday.	X
Steve:	Do you want to have a sn	ack at Joe's Café?	1,5
John:	No, I <b>(6)</b>	_ a snack at Joe's two days ago.	7
Steve:	Do you want to play tenn	is in the park?	
John:	No, I just <b>(7)</b>	tennis.	//
Steve:	Do you want to stay home	e?	
John:	No, I <b>(8)</b>	_ home last night.	3
Steve:	Well, what do you want to	o do?	10
John:	I don't care. It's up to you.		
1. Whe 2 3 4 5	ere did he go last weeken	nd?	
6			
	John: Steve: John:	John: What do you want to do steve: Do you want to go to the John: No, I (1)	Steve: Do you want to go to the museum?  John: No, I (1) to the museum last weekend.  Steve: Do you want to hang out at the mall?  John: No, I (2) at the mall last Thursday.  Steve: Do you want to watch a football game?  John: No, I (3) a football game on Monday night.  Steve: Do you want to invite Greg over and play video games?  John: No, I (4) Greg over last week.  Steve: Do you want to take our bikes to the park?  John: No, I (5) my bike to the park last Saturday.  Steve: Do you want to have a snack at Joe's Café?  John: No, I (6) a snack at Joe's two days ago.  Steve: Do you want to play tennis in the park?  John: No, I just (7) tennis.  Steve: Do you want to stay home?  John: No, I (8) home last night.  Steve: Well, what do you want to do?

#### **F** READING

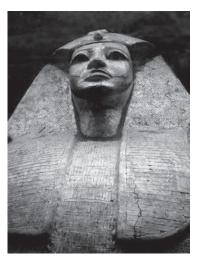
Read the story.

#### The Tombs of Egypt

What did the ancient Egyptians think about death? The tombs of ancient Egypt give us some of the answers.

Egyptians believed in life after death. So they prepared the body of the dead person very carefully for life in the next world. They wrapped the body in cotton cloth and used perfumes and oils. They made the bodies into mummies.

The Egyptians made special tombs for the mummies of their kings. They placed the mummies of kings in gold coffins. They put the coffins into a large tomb or sometimes a pyramid with strong walls. They wanted to hide and protect the kings' bodies.



Inside the kings' tombs, they put many beautiful and valuable objects. There were also everyday objects like games and combs. Sometimes they even put food in the tombs. In addition, there were pictures on the walls of tombs. Many showed everyday life in ancient Egypt. The tombs were often like a complete little world.

#### Write T for True or F for False.

- **1.** \_\_\_\_\_ The Egyptians didn't believe in life after death.
- 2. \_\_\_\_\_ They didn't make the bodies of kings into mummies.
- **3.** The pyramids held the coffins of kings.
- **4.** \_\_\_\_\_ The ancient Egyptians wanted to protect the kings' bodies.
- **5.** \_\_\_\_\_ The Egyptians put valuable objects into kings' tombs.
- **6.** \_\_\_\_\_ There were objects from everyday life inside the tombs.

### **G** WRITING

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



## 7 What Happened?

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

happy tired surprised worried scared angry



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



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



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



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



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



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

### What Happened?

<b>1.</b> I did	dn't eat	for dinne	er because I had a very big lunch.
	, , , ,		yht, but they were out shopping.
	wa		
			in the refrigera
4	wa	s at the bus stop	this morning, so I wasn't there alone.
Match	the question to the ansv	wer.	
1	Why were the boys (	upset? a.	Because someone broke his car windo
2	Why is Khalid angry?	b.	Because I can't sleep.
3	Why is Asma sad?	c.	Because I won the competition.
4	Why was Badr surpri	sed? <b>d.</b>	Because they lost the football match.
5	Why are you tired?	e.	Because he passed his math test.
Answe	Why are you happy? r the questions. Use the		Because she lost her favorite sweater. he adverb <b>ago</b> .
Answe When w	r the questions. Use the	past tense and t	he adverb <b>ago</b> .
Answe When	r the questions. Use the were you angry? angry two days ago.	past tense and t	he adverb <b>ago</b> .
Answe When v   was a Why w	r the questions. Use the were you angry? angry two days ago. ere you angry?	past tense and t	he adverb <b>ago</b> .
Answe When v   was a Why w	r the questions. Use the were you angry? angry two days ago.	past tense and t	he adverb <b>ago</b> .
Answe When w Was a Why w Was a	r the questions. Use the were you angry? angry two days ago. ere you angry?	past tense and t	he adverb <b>ago</b> .
When when when when when when when when w	r the questions. Use the were you angry? angry two days ago. ere you angry? angry because I broke	past tense and t	he adverb <b>ago</b> .
When we was a way was a way was a was a way wa	r the questions. Use the were you angry? angry two days ago. ere you angry? angry because I broke en were you surprised?	past tense and t	he adverb <b>ago</b> .
When we were was a way way way was a way way way way was a way way way way way way way way wa way way	r the questions. Use the were you angry? angry two days ago. ere you angry? angry because I broke en were you surprised? y were you surprised?	past tense and t	he adverb <b>ago</b> .
When we was a why we was a way	r the questions. Use the were you angry? angry two days ago. ere you angry? angry because I broke en were you surprised? y were you surprised? en were you nervous?	past tense and t	he adverb <b>ago</b> .

<ol> <li>two vehicles</li> <li>stop signs at the corner</li> <li>a child at the bus stop</li> <li>many cars in the street</li> </ol>	<ul><li>4. a man in the back seat of the car</li><li>5. two people at the bus stop</li><li>6. two people on a bench in the par</li><li>7. two children in the taxi</li></ul>	rk
There were two vehicles in	GOO	
1		
2		
3		
4		
5		
_		

### **G** READING

Complete the story. Use the simple past tense.

Faris <b>(1)</b>	(have) a really bad day two wee	eks ago. He <b>(2)</b> _	
(not get) enough sleep	because he <b>(3)</b>	(study) until mi	dnight. The next
morning he <b>(4)</b>	(be) very tired. He <b>(5)</b>		(eat) breakfast
and <b>(6)</b>	(walk) to the bus stop. On the w	vay, Faris <b>(7)</b>	
(see) an accident. The c	driver of a blue car (8)	(be) on hi	is cell phone. He
(9)	(hit) a red car because he (10)		_ (not stop) at the stop
sign. lt <b>(11)</b>	(be) terrible, and Faris <b>(12)</b> _		(be) surprised
because no one (13) _	(be) hurt. The poli	ce <b>(14)</b>	(arrive).
The officer (15)	(ask) Faris, <b>(16)</b> "	you	(see)
anything?" Faris (17)	(have) to fill out a v	witness report a	about the accident. Faris
finally <b>(18)</b>	(arrive) at the bus stop, but i	t <b>(19)</b>	(be) too late
He <b>(20)</b>	(miss) his bus so he <b>(21)</b>		(walk) to school. He
(22)	(not be) happy because he <b>(23)</b>		(be) really tired. This
(24)	(not be) a good way to start the da	ay!	

- H Now answer the questions about Faris's day.
  - **1.** When did Faris have a really bad day?
  - 2. Why didn't Faris get enough sleep?
  - **3.** Why did the blue car's driver hit the red car?
  - 4. Why was Faris surprised?
  - Willy Was rails surprised:
  - **5.** Why was Faris not happy and really tired when he arrived at school?

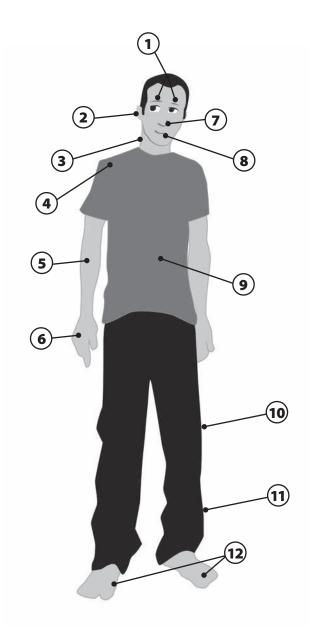
#### WRITING

Write about a really good day or a really bad day that you had. When was it? Why was it so good or so bad? What happened?

	My Really	Day	
y			

# 8 What's Wrong?

A Write the names of the body parts.



1	5	9
2	6	10
3	7	11
_		4.5

В	Look at the	photos. Complete the conversations.		<b>C</b>
1	Yahya:	My tooth hurts. I have a <u>toothache</u> .		
	Omar:	Where do you go when you have a toothache?		
	Yahya:	When I have a toothache, I go to the dentist.		A STATE
	1. Sam: John: Sam:	I'm sneezing and I have watery eyes! I have a What do you do when	?	
	2. Majid: Adel:	My throat hurts. I have a What do you do when		
	Majid:			
	3. Adnan:	My head hurts. I have a		(1)
	Fahad:	What do you do when	?	121
	Adnan:			
	<b>4.</b> Jeff:	I have a	·	
	Robert:	How do you feel when	?	13 61
	Jeff:			
	5. Scott:	I think I have the	·	100
	Andv:	How do you feel when	?	1

Scott:

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



,	1. I have an earache. I	(go) to	the doctor.	
;	<b>2.</b> Amal is sneezing a lot and ha	as a runny nose. She	(not b	pe) at school today
	<b>3.</b> Badria is always tired and ver	ry sleepy. She	(take) vitami	ns every day.
	<b>4.</b> Hameed has the flu and a fe	ver. He	(stay) in bed.	
	5. Look at your little brother. He	e's coughing on the food. F	le	(not do) that.
	He	(cover) his mouth with	his hand when he coughs.	
)	Read the sentences. Answer the	e questions with your advic	re.	
	I have a sore throat, and my frie You shouldn't talk to your fi			
,	<b>1.</b> My sister has a toothache. H	er tooth hurts a lot, and sh	e can't sleep. What should sh	ne do?
:	2. Fahd has a stomachache, an	d he has to meet his frienc	ls at a restaurant. What shou	ld he do?
:	<b>3.</b> I didn't study for tomorrow's	history test. It's late now, a	nd I feel sleepy. What should	dldo?
	<b>4.</b> Fadwa doesn't have a stoma What should she do?	chache anymore, and now	she feels very hungry and t	hirsty.
	<b>5.</b> Ali and his brother have the	flu, but their football matcl	n is this afternoon. What sho	uld they do?

#### **E** READING

Read the story.

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



boys packed their own things. They packed a TV and an electric grill.

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

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

When they got back to camp, their father asked, "What happened?" Tim said, "We fell in the lake." Their father said, "Put on your dry clothes." But Ryan and Tim didn't pack any extra clothes. So they went home early.

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

Answer the questions.

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

3. What do you think happened at the lake?

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

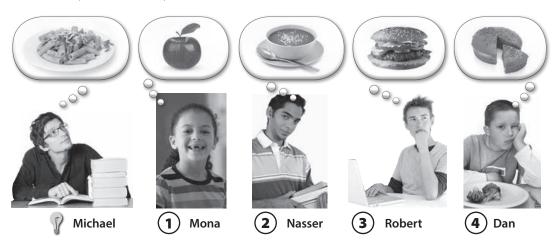
#### **F** WRITING

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

	When	I Was	Sick		
0					

## **EXPANSION** Units 5 – 8

Look at the photos. Write questions and answers with **would**. Use **a**, **an**, and **some**.



3
4.
<b>5.</b> (You)

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

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

## **EXPANSION** Units 5 – 8

С	Write r	new sentences. Use past tense verbs. Use the words in parentheses.					
1		atches television every day.					
	(last weekend) <u>She watched television last weekend.</u>						
		rides his bike to school every day.					
	(ye	sterday)					
	<b>2.</b> She	e is studying French this year.					
	(las	st year)					
		mother makes cookies every weekend.					
	ŕ	st weekend)					
		e gets up early every morning.					
	(ye	sterday)					
	<b>5.</b> The	ey take the bus to school this year.					
	(las	st year)					
D	Amina	er the questions.  has the flu. How does she feel?  eels sick.					
		ssain is winning his football match. How does he feel?					
	<b>2.</b> Mc	ona and Sahar didn't get much sleep. How do they feel?					
	<b>3.</b> Wa	alid lost his cell phone. How does he feel?					
	<b>4.</b> The	ere was an earthquake. How does Maha feel?					
	<b>5.</b> Sae	eed didn't eat breakfast or lunch. How does he feel?					

## Unit 1 Self Reflection

Things that I liked about Unit 1:	Things that I didn't like very much:				
This we should forward on a limit 1.	The instance	that I farmal diffic	uda in Hoia 1.		
Things that I found easy in Unit 1:	Inings	that I found diffic	uit in Unit 1:		
Unit 1 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.		
greet people and say goodbye					
introduce myself and others					
ask for and give personal information					
express thanks and apologize					
ask for and give directions					
use the simple present of the verb <i>be</i> in the affirmative and negative and in <i>yes/no</i> questions and short answers					
use the information questions how, what, when, where, who, and why					
use prepositions of place					
My five favorite new words from Unit 1:	If you're still not sure about something from Unit 1:				
	• read through the unit again				
		ne audio material			
	• study the from the (	grammar and func unit again	ctions		
	• ask your teacher for help				

## **Unit 2** Self Reflection

Things that I liked about Unit 2:	Things	that I didn't like v	ery much:
	1		
Things that I found easy in Unit 2:	Things	that I found diffic	ult in Unit 2:
	ı		
Unit 2 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
express approval and disapproval			
talk about present ongoing activities			
use the present progressive in the affirmative and negative and in information questions, yes/no questions, and short answers			
use the imperative for commands and instructions			
use prepositions of place			
My five favorite new words from Unit 2:	If you're s from Unit	till not sure about 2:	something
	• read throu	ugh the unit again	
	• listen to the audio material		
	• study the grammar and functions from the unit again		
	from the i	ınit again	

## **Unit 3** Self Reflection

Things that I liked about Unit 3:	Things	that I didn't like v	ery much:
Things that I found easy in Unit 3:	Things	that I found diffic	ult in Unit 3:
	-		
Unit 3 Checklist	l can do this very well.	I can do this quite well.	I need to study/ practice more.
describe professions			
talk about professional goals			
use the simple present in the affirmative and negative			
ask wh- questions in the simple present			
use the verb <i>want</i> + infinitive			
use the relative pronouns who, that, and which			
My five favorite new words from Unit 3:	If you're s from Unit	till not sure about 3:	something
	• read throu	ugh the unit again	
		ne audio material	
		grammar and func	tions
	from the unit again  • ask your teacher for help		

## Unit 4 Self Reflection

Things that I liked about Unit 4:	Things t	that I didn't like v	ery much:
Things that I found easy in Unit 4:	Things t	that I found diffic	ult in Unit 4:
	I can do this	I can do this	I need to study/
Unit 4 Checklist	very well.	quite well.	practice more.
describe daily activities and routines			
ask about and tell how often one does activities			
talk about abilities			
describe hobbies			
ask questions with how often			
use the frequency expressions <i>once a week,</i> etc.			
use the adverbs of frequency <i>always</i> , <i>often</i> , <i>never</i> , <i>usually</i> , <i>sometimes</i> , and <i>seldom</i>			
use the expression <i>know how to</i>			
use gerunds and infinitives after verbs			
My five favorite new words from Unit 4:	If you're st from Unit	ill not sure about 4:	tsomething
	• read throu	igh the unit again	
		ne audio material	
		grammar and func	tions
	from the u	init again eacher for help	
1	ask your to	acrici ioi licip	

### **Unit 5** Self Reflection

Things that I liked about Unit 5:	Things	that I didn't like v	ery much:
Things that I found easy in Unit 5:	Things	that I found diffic	ult in Unit 5:
Unit 5 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about foods			
order from a menu			
express preferences with would like			
use count and noncount nouns			
use the expressions of quantity some and any			
use partitives			
use too and enough			
My five favorite new words from Unit 5:	If you're s from Unit	till not sure about 5:	something
	• read throu	ugh the unit again	
		ne audio material	
	• study the from the u	grammar and func unit again	tions
		eacher for help	

## Unit 6 Self Reflection

Things that I liked about Unit 6:	Things	that I didn't like v	ery much:
	-		
Things that I found easy in Unit 6:	Things	that I found diffic	ult in Unit 6:
Unit 6 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
ask and answer questions about past activities			
describe past activities			
express an opinion			
use the simple past of <i>be</i> in the affirmative and			
negative and in information questions, <i>yes/no</i> questions, and short answers			
use the simple past of regular and irregular verbs in the			
affirmative and negative and in information questions, yes/no questions, and short answers			
use intensifiers with adjectives			
		till not sure about	something
My five favorite new words from Unit 6:	from Unit	6:	
	• read throu	ıgh the unit again	
	• listen to th	ne audio material	
		grammar and func	tions
	from the u	init again eacher for help	

## Unit 7 Self Reflection

Things that I liked about Unit 7:	Things	that I didn't like v	ery much:
Things that I found easy in Unit 7:	Things	that I found diffic	ult in Unit 7:
Unit 7 Checklist	I can do this very well.	l can do this quite well.	I need to study/ practice more.
retell an event			
express feelings			
give reasons with why and because			
show agreement with so and neither			
use there was/there were			
use the adverb ago			
use the pronouns someone, no one, nothing, and anything			
use the conjunctions because and so			
My five favorite new words from Unit 7:	If you're s from Unit	till not sure about 7:	something
	• read throu	ugh the unit again	
	• listen to the audio material		
	• study the from the (	grammar and func unit again	uons
	• ask your to	eacher for help	

## Unit 8 Self Reflection

Things that I liked about Unit 8:	Things	that I didn't like v	ery much:
Things that I found easy in Unit 8:	Things	that I found diffic	ult in Unit 8:
Unit 8 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
ask and talk about health			
name parts of the body			
talk about illnesses and their symptoms			
make suggestions and give advice			
use should/shouldn't			
use clauses with <i>when</i>			
use subject/object pronouns and possessive adjectives/ pronouns			
My five favorite new words from Unit 8:	If you're s from Unit	till not sure about 8:	something
	• read throu	ugh the unit again	
		ne audio material	
	• study the from the u	grammar and func unit again	tions
	• ask your to	eacher for help	

### SUPERGOAL 3 Audio Track List

CD1			
Track	Unit	Stu	udent Book Section
2	Unit 1	1	Listen and Discuss
3	Unit 1	4	Listening
4	Unit 1	5	Pronunciation
5	Unit 1	6	Conversation
6	Unit 1	8	Reading
7	Unit 2	1	Listen and Discuss Pair Work Listening Pronunciation Conversation Reading
8	Unit 2	2	
9	Unit 2	4	
10	Unit 2	5	
11	Unit 2	6	
12	Unit 2	8	
13	Unit 3	1	Listen and Discuss Pair Work Listening Pronunciation Conversation Reading
14	Unit 3	2	
15	Unit 3	4	
16	Unit 3	5	
17	Unit 3	6	
18	Unit 3	8	
19	Unit 4	1	Listen and Discuss Pair Work Listening Pronunciation Conversation Reading
20	Unit 4	2	
21	Unit 4	4	
22	Unit 4	5	
23	Unit 4	6	
24	Unit 4	8	
25	EXPANSION	2	Reading
26	Units 1–4		Chant Along
<b>CD2</b> 2 3 4 5 6	Unit 5	1	Listen and Discuss
	Unit 5	2	Pair Work
	Unit 5	4	Listening
	Unit 5	5	Pronunciation
	Unit 5	6	Conversation
7 8 9 10 11 12 13	Unit 5 Unit 6	8 1 2 4 5 6 8	Reading Listen and Discuss Pair Work Listening Pronunciation Conversation Reading
14 15 16 17 18	Unit 7 Unit 7 Unit 7 Unit 7 Unit 7 Unit 7	1 2 4 5 6 8	Listen and Discuss Pair Work Listening Pronunciation Conversation Reading
20	Unit 8	1	Listen and Discuss Pair Work Listening Pronunciation Conversation Reading
21	Unit 8	2	
22	Unit 8	4	
23	Unit 8	5	
24	Unit 8	6	
25	Unit 8	8	
26	EXPANSION	2	Reading
27	Units 5–8	5	Chant Along