

ENGLISH LANGUAGE  
INTERMEDIATE STAGE  
SECOND INTERMEDIATE GRADE  
FIRST SEMESTER

اللغة الإنجليزية  
المرحلة المتوسطة  
الصف الثاني المتوسط  
الفصل الدراسي الأول

# SUPER GOAL<sup>3</sup>

KSA Edition



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STUDENT'S BOOK  
AND  
WORKBOOK

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**SUPER**

# **GOAL 3**

**MANUEL DOS SANTOS**

## SuperGoal 3 Student Book

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# Scope and Sequence

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

| Listening                                                           | Pronunciation                                        | Reading             | Writing                                                                                                                                         |
|---------------------------------------------------------------------|------------------------------------------------------|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Listen for specific information about a hotel stay                  | Intonation of <i>yes/no</i> and <i>wh-</i> questions | The Place to Stay   | Create a hotel registration form and complete it with personal information<br>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<br>Write a script for a how-to video (Project)                                          |
| Listen for specific information about a profession and career goals | Reduction of <i>want to</i>                          | My Kind of Job      | Write about your dream job<br>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<br>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<br>Write a typical menu from your country (Project)                                                                         |
| Listen for specific information from radio reviews | Past tense endings /t/, /d/, /ɪd/ | Art of the Pen: Arabic Calligraphy | Write about an interesting museum, performance, or sports event that you attended<br>Make a brochure about an event in your town (Project) |
| Listen for specific information about an accident  | The /h/ sound                     | So You Want to Be Cool             | Write a witness report about an accident<br>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<br>Present home remedies for common illnesses (Project)                               |

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

# 1 Are You Here on Vacation?

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## 1 Listen and Discuss



What kinds of international festivals do you know about? Where do they take place?

Are you here for the festival?

Yes, I am. My name is Jean Fournier.

How do you spell your last name?

F-O-U-R-N-I-E-R.

Excuse me. Where's the restaurant?

Behind the elevators, on your right.

It's good to see you Colin.

Fine, thanks. How about you?

How are you?

INTERNATIONAL  
WRITERS FESTIVAL

WELCOME  
ALL  
PARTICIPANTS!



Lee, I'd like to introduce you to Joe Slater.

Nice to meet you, Lee.

Nice to meet you, too.

Good night.  
See you tomorrow.

Bye. Take care.

My name is Robert Atkinson,  
but everyone calls me Bob.

Hi, Bob. I'm Francisco Ramirez.  
But my nickname is Pancho.

I'm Faris. I'm from Saudi Arabia.  
Where are you from, Ketan?

Well, I was born in Mumbai,  
but I was raised in New Delhi  
and I still live there.

## 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.

# 1 Are You Here on Vacation?

## 3 Grammar



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### 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.

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

#### Yes-No Questions (?)

**Are** you here on vacation?  
**Is** Ahmed happy in his new job?  
**Is** it very cold in your country?  
**Is** the museum open on Sundays?  
**Are** you here for the festival?  
**Are** they from Egypt?

#### Short Answers (+)

Yes, I **am**.  
Yes, he **is**.  
Yes, it **is**.  
Yes, it **is**.  
Yes, we **are**.  
Yes, they **are**.

#### Short Answers (–)

No, I'm **not**.  
No, he **isn't**.  
No, it **isn't**.  
No, it **isn't**.  
No, we **aren't**.  
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?  
**B:** No, I \_\_\_\_\_ here for the writers festival.  
**A:** It sounds like fun. So, what \_\_\_\_\_ your job?  
**B:** I \_\_\_\_\_ a novelist, and my friend \_\_\_\_\_ a poet.  
We \_\_\_\_\_ here for the festival.  
\_\_\_\_\_ you here for the festival, too?  
**A:** No, \_\_\_\_\_. I \_\_\_\_\_ 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.

- B.** Interview a classmate. Ask for this personal information.

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

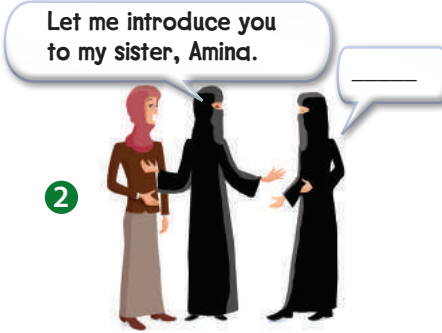
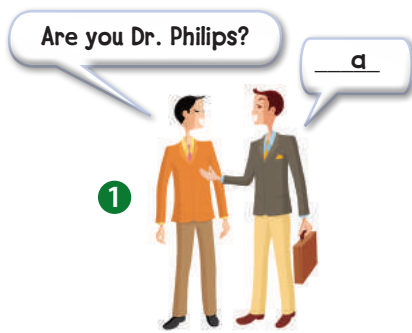




C. Match the responses to the situations. Then practice the conversations with a partner.

- 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              |  |
| Number 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?



# 1 Are You Here on Vacation?

## 6 Conversation

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### Real Talk

**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 place

**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

Many young people traveling around the world are backpackers or students on a low budget. They want to see the world, but they can't afford to pay for regular hotels. So youth hostels are the perfect solution for travelers without a lot of money to spend. Today there are more than 4000 hostels in over 80 countries, and the Saudi Arabian Youth Hostels Association (S.A.Y.H.A) offers accommodations in 21 cities across the Kingdom.

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.



# 1 Are You Here on Vacation?

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## 9 Writing

A. Check (✓) the phrase that is more polite.

- |                                                                 |                                                                 |
|-----------------------------------------------------------------|-----------------------------------------------------------------|
| 1. <input type="checkbox"/> a. Can I help you, sir?             | <input type="checkbox"/> b. What do you want?                   |
| 2. <input type="checkbox"/> a. I want to make a reservation.    | <input type="checkbox"/> b. I would like to make a reservation. |
| 3. <input type="checkbox"/> a. Tell me where the restaurant is. | <input type="checkbox"/> b. Excuse me. Where is the restaurant? |
| 4. <input type="checkbox"/> a. May I have your credit card?     | <input type="checkbox"/> b. Give me your credit card.           |
| 5. <input type="checkbox"/> a. Say that again.                  | <input type="checkbox"/> 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?            |                |
| 3. 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 |
| 6. 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*



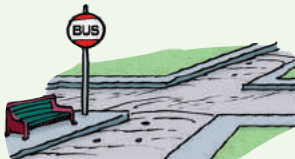
The park is **across from** the school.



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.

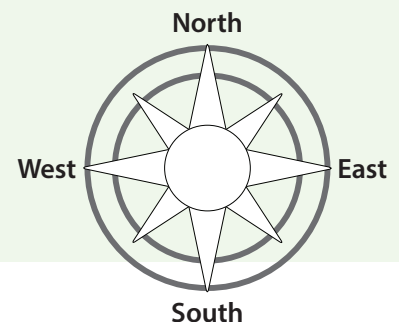


The airport is **far from** town.

## 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.



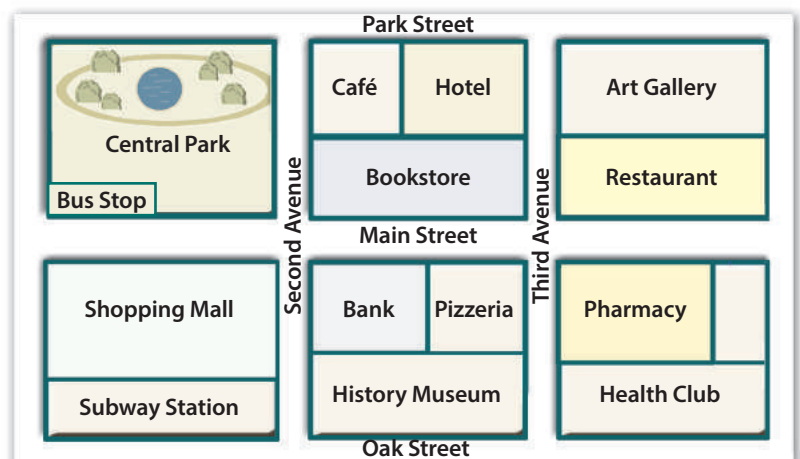
### A. Match the questions with the answers.

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?

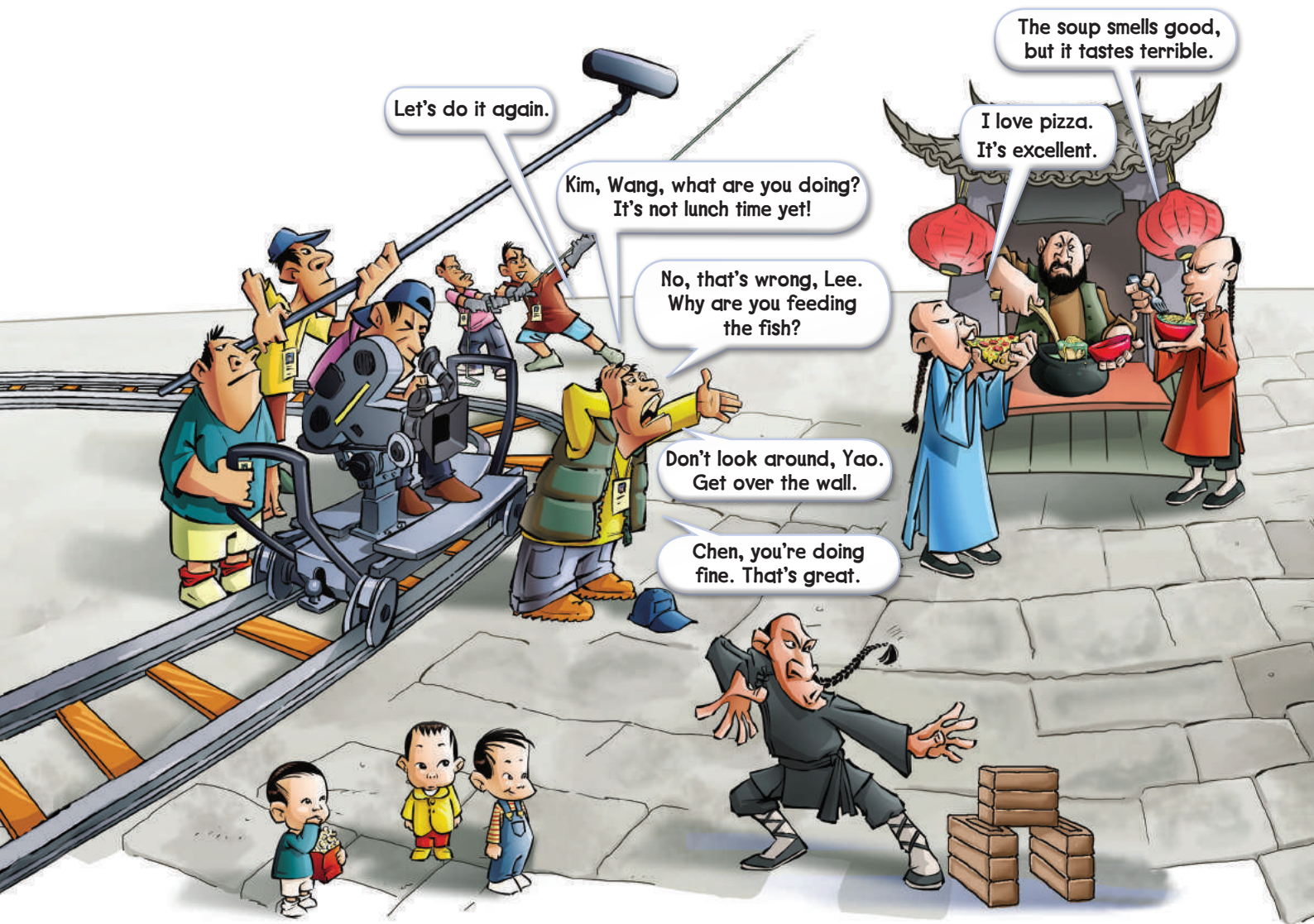
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## 1 Listen and Discuss

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 ____ | a. is running away.          |
| 2. The director ____                | b. is shouting for help.     |
| 3. The man near the pond ____       | c. is talking to the actors. |
| 4. The man on the wall ____         | d. is feeding the fish.      |
| 5. The old man ____                 | e. isn't enjoying the soup.  |





## 2 Pair Work

A. Ask and answer about the people in the TV studio.

What is the cook doing?

He's making soup.

Is Lee feeding the fish?

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.

## 2 What Are They Making?

### 3 Grammar



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#### Present Progressive

Use the present progressive for actions happening now.

##### Information Questions (?)

|      |     |      |            |
|------|-----|------|------------|
| What | am  | I    | doing now? |
|      | are | you  |            |
|      | is  | he   |            |
|      |     | she  |            |
|      | are | we   |            |
|      | are | they |            |

##### Affirmative (+)

|         |          |
|---------|----------|
| I'm     | working. |
| You're  |          |
| He's    |          |
| She's   |          |
| We're   |          |
| They're |          |

##### Negative (-)

|             |          |
|-------------|----------|
| I'm not     | working. |
| You aren't  |          |
| He isn't    |          |
| She isn't   |          |
| We aren't   |          |
| They aren't |          |

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

|     |      |          |
|-----|------|----------|
| Am  | I    | reading? |
| Are | you  |          |
| Is  | he   |          |
|     | she  |          |
| Are | we   |          |
|     | they |          |

##### Short Answers (+)

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

##### Short Answers (-)

|     |      |         |
|-----|------|---------|
| No, | I'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**?

**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?

**Greg:** 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?

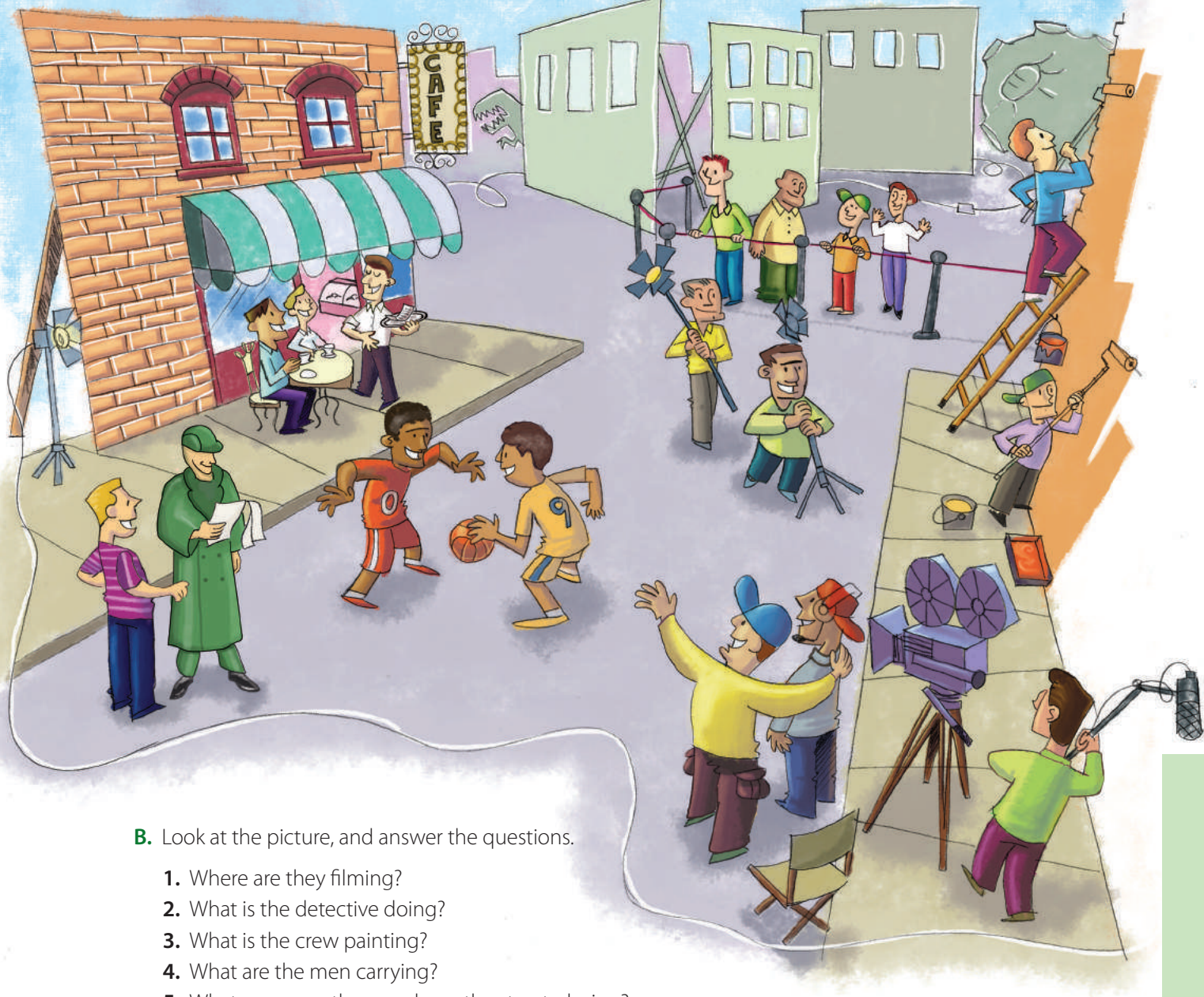
He \_\_\_\_\_ (5. wear) a raincoat.

**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.







B. Look at the picture, and answer the questions.

1. Where are they filming?
2. What is the detective doing?
3. What is the crew painting?
4. What are the men carrying?
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      eat      read      sleep

He likes to **sleep** on the beach.

/ɪ/      it      this      listen      sit

This **is** Bill's car.

**FYI**

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

## 2 What Are They Making?

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### 6 Conversation



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

**Jet Chang:** It's going very well.

**Reporter:** Tell me about it.

**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.



#### 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

#### About the Conversation

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?







## 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 history—and it's absolutely free. Do you want to know how to make a cheesecake or learn how to play golf? Free how-to videos online can teach you. Anyone can e-learn, and it's easy!



### 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?

## 2 What Are They Making?

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### 9 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.
  2. \_\_\_\_\_ More and more students are taking online lessons.
  3. \_\_\_\_\_ The Internet is a valuable tool that makes learning interactive and entertaining.
  4. \_\_\_\_\_ There are thousands of resources available online.
  5. \_\_\_\_\_ It is fast and easy to find up-to-date information on almost any topic.
  6. \_\_\_\_\_ 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 instructions.  
Say *please* to be polite.

### Affirmative (+)

**Sit** down. / Please **sit** down.

Also use the imperative to give advice.

**Try** the pizza. It's excellent.

### Negative (-)

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

**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.

1. It's not lunch time yet!
2. Why are you feeding the fish?
3. Why are you running away?
4. Help! He's breaking my ladder.
5. No! You're doing that wrong.

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### B. Write the correct prepositions.

1. The cameraman is filming the scene. He's standing \_\_\_\_\_ 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 dolphins \_\_\_\_\_ water.
5. In this scene, the stuntman is jumping \_\_\_\_\_ a wall.
6. 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

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## 1 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 wants to be a marketing manager.

BEST VALUE FURNITURE

**Hussain Saleh**  
*Sales Representative*

Medina Road, Kilo 12  
Jeddah 23421  
Telephone: 966-2-516-9354  
Email: h\_saleh@bestvalue.com



▶ **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.



*Global Travel*

**Oscar Gutierrez**  
*Travel Agent*

Princesa 53, 12th Floor  
Madrid 28008  
Telephone (1) 91 54 1830  
Email: oscar@global.com.es



### 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?



**TeleWorld**  
Rajesh Narwal  
Customer Service



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

▲ **Rajesh Narwal** is a call center representative. He works for a computer software company. He says the salary is good, but sometimes the job is very frustrating. He is studying computer science. Rajesh wants to be a computer programmer.



CREATIVE SOLUTIONS

Lee Yung  
Graphic Designer

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

▲ **Lee Yung** is a graphic designer. He works for an advertising firm. Lee produces advertisements and designs Web pages. He thinks his job is very stressful. He has a lot of deadlines. He needs to complete designs in a short time.



**CONSTRUMAX**

**Yousef Qassim**  
Civil Engineer

P.O. Box 3925  
Riyadh, Saudi Arabia 18411  
Telephone: 966-1-774-7874  
Email: yousefqassim@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 Lee Yung 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 Judy 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.



## Simple Present Tense

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

### Affirmative (+)

|      |              |                |
|------|--------------|----------------|
| I    |              |                |
| You  | <b>work</b>  | in a hospital. |
| We   |              |                |
| They |              |                |
| He   | <b>works</b> |                |
| She  |              |                |

### Negative (-)

|      |                |             |                |
|------|----------------|-------------|----------------|
| I    |                |             |                |
| You  | <b>don't</b>   | <b>work</b> | in a hospital. |
| We   |                |             |                |
| They |                |             |                |
| He   | <b>doesn't</b> |             |                |
| 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

**Q:** Where does he/she work?    **Q:** Where do you/they work?    **Q:** What do you do?

**A:** He/She works in a hospital.    **A:** I/They work in a hospital.    **A:** I'm a salesperson.

*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. She teaches in an elementary school.

- My uncle is a writer. \_\_\_\_\_ history books.
- Omar and Ali are engineers. \_\_\_\_\_ for a construction company.
- Adnan is a bus driver. \_\_\_\_\_ a bus for the city.
- Fahd is a salesperson. \_\_\_\_\_ computers.
- Hameed is a journalist. \_\_\_\_\_ for the city newspaper.



B. Write questions for the answers. Use *Wh-* questions.

1. \_\_\_\_\_? Fahad is a waiter.
2. \_\_\_\_\_? He works part-time in a restaurant.
3. \_\_\_\_\_? He lives at home with his parents.
4. \_\_\_\_\_? He wants to be a computer programmer.
5. \_\_\_\_\_? He goes to school during the day.

C. Complete the conversations with appropriate verbs in 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.
2. **A:** Where does your brother \_\_\_\_\_?  
**B:** He works in a bank. He's a teller, but he \_\_\_\_\_ to be a manager.
3. **A:** My brother \_\_\_\_\_ for the United Nations.  
**B:** Really. What does he do?  
**A:** He's a translator. He \_\_\_\_\_ five languages.



D. Choose an adjective for each of these jobs. Use the words in the box or your own ideas. Then compare with a partner. Do you agree or disagree about the jobs?

easy      difficult      boring      exciting      stressful      fun      interesting      satisfying

1. teacher      3. dentist      5. worker on an assembly line      7. waiter
2. flight attendant      4. lawyer      6. computer programmer      8. reporter

- A:** I think reporters have an interesting job.  
**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?



### 3 Who's Who

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## 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.

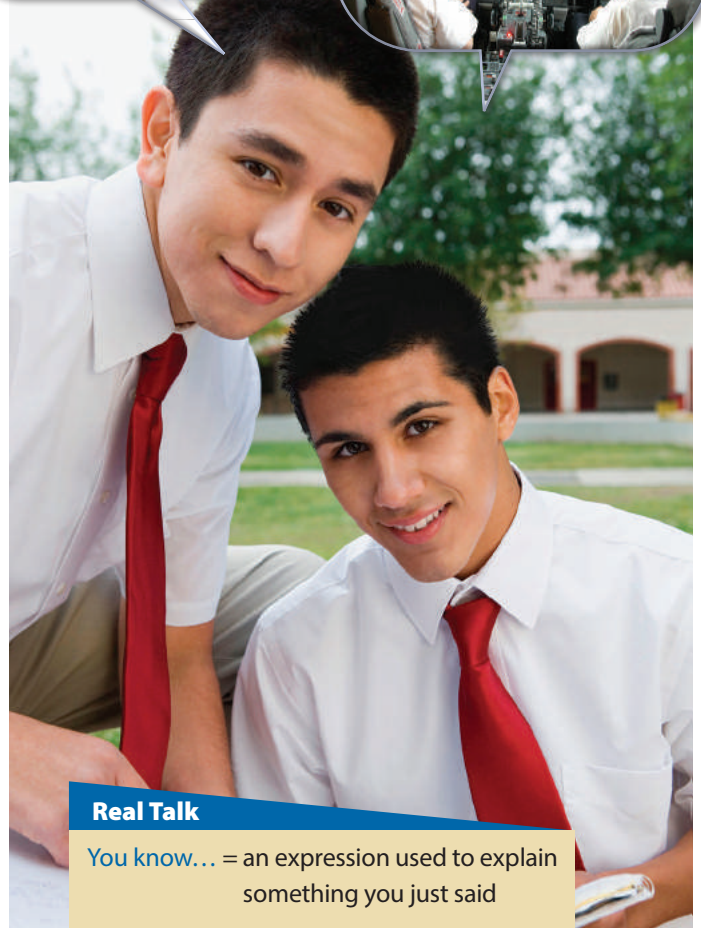
**Ross:** Wow! That's cool.

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

#### Real Talk

*You know...* = an expression used to explain something you just said

*yeah* = yes

### 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



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### Before Reading

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

## My Kind of Job

### Aboard a

## CRUISE 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

- Use **and** to connect words and ideas which are similar.  
Guy specializes in living room **and** dining room furniture.
- Use **but** to connect contrasting ideas.  
Martin likes working on ships, **but** he doesn't like working every day of the week.
- 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.

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

**A.** Write what each person does. Use **who** or **that** and your own ideas.

-  civil engineer A civil engineer is someone who designs roads and bridges.
1. nurse \_\_\_\_\_
  2. pilot \_\_\_\_\_
  3. travel agent \_\_\_\_\_
  4. waiter \_\_\_\_\_
  5. journalist \_\_\_\_\_
  6. graphic designer \_\_\_\_\_
  7. translator \_\_\_\_\_
  8. lawyer \_\_\_\_\_

**B.** Complete the sentences with **who** or **which**.

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 \_\_\_\_\_.
4. I don't like books that are \_\_\_\_\_.
5. I want a job which is \_\_\_\_\_.
6. I don't want a job that is \_\_\_\_\_.

# 4 Favorite Pastimes

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## 1 Listen and Discuss

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.

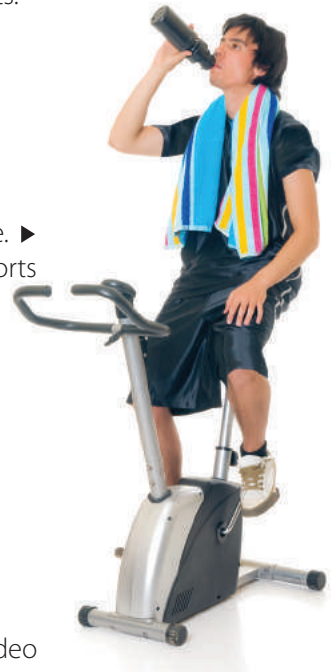


◀ They play video  
games or board  
games.



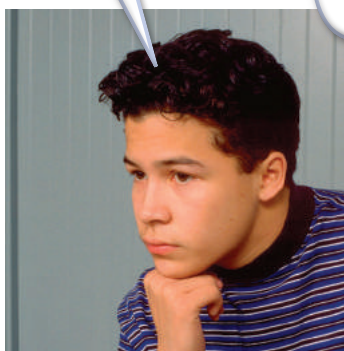
▲ They eat in  
food courts or  
restaurants.

They exercise. ►  
They play sports  
or work out.





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                                       | 89% |
| Go to sites about TV shows, celebrities, or sports stars  | 84% |
| Play online games                                         | 81% |
| Get news or information about current events              | 76% |
| Send or receive text messages using a cell phone          | 68% |
| Buy things online, such as books, clothing, or gadgets    | 43% |
| Look for health, dieting, or physical fitness information | 31% |
| Look for advice on personal problems                      | 22% |

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**.

- \_\_\_\_\_ Ali often works out.
- \_\_\_\_\_ Josh knows how to ice-skate.
- \_\_\_\_\_ Teens seldom buy things online.
- \_\_\_\_\_ 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.



### Questions with *How often*?

**How often** do you work out?

### Frequency Expressions: *once a week, etc.*

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?

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

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

**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 ***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.

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.

- How often does she take a shower?
- When does she make her bed?
- What language does she study?
- When does she take these classes?
- How often does she do her homework?
- What hobby does she have?
- How many times a week does she do it?
- What does she never do on the weekend?
- Does she watch TV during the week?
- Does she know how to cook?

**C.** Write about your usual activities. Then compare with your classmates.

| Every Day | Three Times a Week | Twice a Week | Once a Week | Never |
|-----------|--------------------|--------------|-------------|-------|
|           |                    |              |             |       |
|           |                    |              |             |       |

D. Ask your classmates how they spend their free time.

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?

**Do you** play tennis?

**Do you** know how to cook?

When **do you** exercise?

Where **do you** play?

What **do you** cook?



## 4 Favorite Pastimes

### 6 Conversation

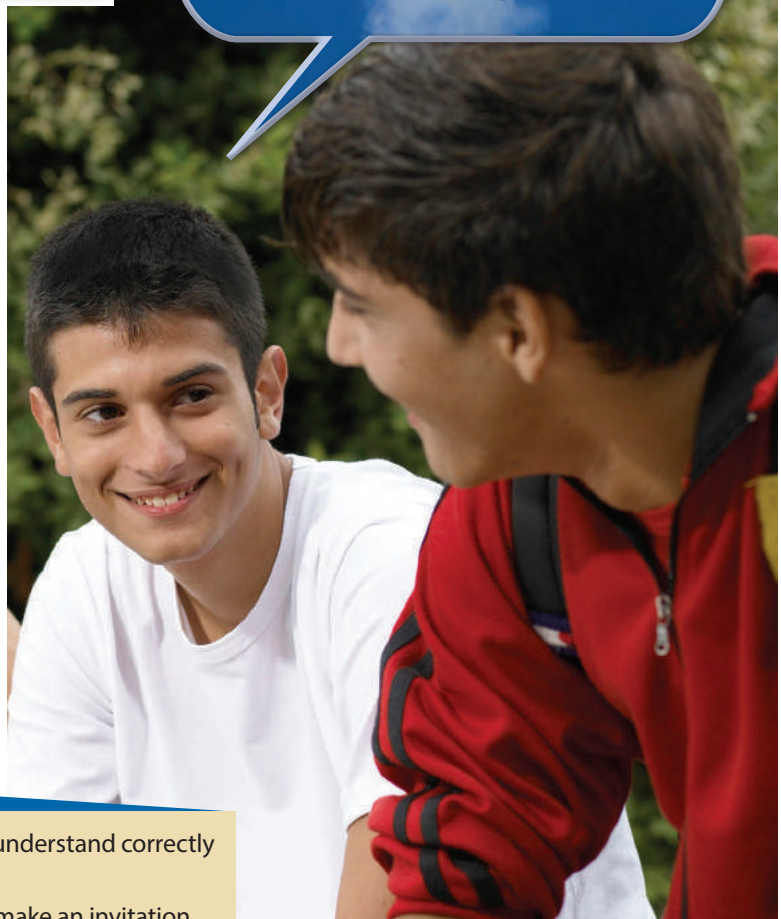


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- Jason:** What do you usually do in your free time?
- Rick:** I have an unusual hobby. I fly planes.
- Jason:** That sounds exciting. How often do you do it?
- Rick:** I normally do it on the weekend. I really like to do aerobatics.
- Jason:** *You 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.

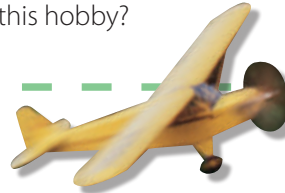


## 8 Reading

### Before Reading

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

# Sky HIGH!

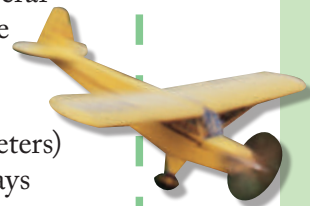


Aeromodeling is an exciting hobby. It attracts people of all ages. They all have one common interest—the love of flying small-sized airplanes. Most people no longer fly the old elastic-propelled planes. They no longer fly planes that are attached to two cables and that fly in circles around them. Nowadays, 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   |       |        |                  |        |

## 4 Favorite Pastimes

### 9 Writing



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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.

**Painting** is a relaxing hobby.

**Playing football** is a lot of fun.

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:

|             |           |           |            |
|-------------|-----------|-----------|------------|
| can't stand | feel like | 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:

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



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

My favorite pastime is football. I spend a lot of time \_\_\_\_\_ (1. practice) because I'd like \_\_\_\_\_ (2. be) a professional football player one day. My team trains twice a week, and our coach also recommends \_\_\_\_\_ (3. work out) at the gym twice a week. We usually play matches on the weekends. My teammates and I love \_\_\_\_\_ (4. win), but we can't stand \_\_\_\_\_ (5. lose). We hope \_\_\_\_\_ (6. win) the cup this year.

In my free time, I enjoy \_\_\_\_\_ (7. hang out) with my friends. On Saturdays, we like \_\_\_\_\_ (8. ride) our bikes in the park. When it's raining, we prefer \_\_\_\_\_ (9. go) to the mall. We like \_\_\_\_\_ (10. look) in the stores, and sometimes we want \_\_\_\_\_ (11. buy) things like magazines or clothes. When we don't feel like \_\_\_\_\_ (12. shop), we eat lunch in the food court.

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

- I like \_\_\_\_\_
- I'd love \_\_\_\_\_
- I enjoy \_\_\_\_\_
- I prefer \_\_\_\_\_
- I dislike \_\_\_\_\_
- I can't stand \_\_\_\_\_
- I spend my free time \_\_\_\_\_
- I recommend \_\_\_\_\_

# EXPANSION Units 1-4

## 1 Language Review

A. Write what the people in the jobs do.

💡 A teacher teaches.

- |                        |                         |
|------------------------|-------------------------|
| 1. A driver _____.     | 5. A student _____.     |
| 2. A translator _____. | 6. A salesperson _____. |
| 3. A manager _____.    | 7. A reporter _____.    |
| 4. A writer _____.     | 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 know how to swim very well.

💡 I can't swim at all. I don't know how to 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.  | _____ |

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



💡 Is the police officer wearing jeans? No, he isn't. He's wearing a uniform.

- |                                         |       |
|-----------------------------------------|-------|
| 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?       | _____ |
| 5. Is the businessman sending an email? | _____ |

**D.** Complete the conversation. Then practice with a partner.

**Fahd:** What \_\_\_\_\_ (1. be) your favorite pastime?

**Tom:** 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.

**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) addicted to video games. They \_\_\_\_\_ (11. play) for many hours at one time.

**Fahd:** Well, I \_\_\_\_\_ (12. know) people that play Scrabble for an entire afternoon. Sometimes my friend Mike \_\_\_\_\_ (13. start) a game with friends after lunch, and he \_\_\_\_\_ (14. not finish) until dinner time.

**E.** Make questions for the answers.

1. \_\_\_\_\_?  
That's Adnan. He's our neighbor.
2. \_\_\_\_\_?  
My brother's a computer programmer.
3. \_\_\_\_\_?  
Maha wakes up early every day.
4. \_\_\_\_\_?  
I usually study in the evening, after school.
5. \_\_\_\_\_?  
No, I can't cook. But I know some really good restaurants.





## 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

## Just Another Day



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.

### Chorus



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.

### Chorus





## 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)                 |
| 3. you don't fit in      | (your clothes don't fit / you aren't part of the team)      |
| 4. get your act together | (wear more formal clothes / do a better job)                |
| 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? | 5. What does his boss complain about?     |
| 2. Is he looking forward to his day?     | 6. What time does he finish work?         |
| 3. Does he eat breakfast?                | 7. What kind of day does he usually have? |
| 4. Why is his head aching?               | 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?

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## 1 Listen and Discuss

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

### *Sarah's Kitchen Menu*

#### Appetizers

Shrimp (grilled or fried)

Soup (bean or vegetable)



#### Salads

Green salad (lettuce)

Mixed salad (tomatoes, carrots, cucumbers, onions)



#### Entrées

Steak (grilled Argentine style)

Chicken (roasted)

Fish (steamed Japanese style)

Pasta (with tomato or meat sauce)



**All entrées come with baked potato or rice.**



#### Desserts

Apple pie

Cheesecake

Ice cream



#### Beverages

Coffee/Tea (cup)

Chocolate milk (glass)

Fresh fruit juice (glass)

Water (bottle)

Soft drinks





1

**Worker:** May I take your order?

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

**Worker:** For here or to go?

**Customer:** To go, please.



2

**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 a salad please.
- And to drink?
- Some water, please.

**C.** Offer something to eat or drink.

- Would you like some coffee?
- Yes, please. / No, thank you.

## 5 Is There Any Ice Cream?

### 3 Grammar



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#### 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

a burger

an egg

##### Plural Count Nouns

two burgers

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 (+)

There is **some** juice.

There are **some** fries.

##### Negative (-)

There isn't **any** juice.

There aren't **any** fries.

##### Questions (?)

Is there **any** juice?

Are there **any** fries?

Sometimes *some* is used in questions for offers.

Do you want **some** pizza?

How about **some** coffee?

#### Would Like

Use *would like* for preferences.

**Q:** What **would** you **like**?

**A:** I'd **like** a steak sandwich.

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

**A:** Yes, please. / No, thank you.

**FYI**

I'd = I would

#### Partitives

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



**A.** Mark the nouns with **C** for count or **N** for noncount.

1. \_\_\_\_ ice cream
2. \_\_\_\_ potatoes
3. \_\_\_\_ eggs
4. \_\_\_\_ cheese
5. \_\_\_\_ chocolate
6. \_\_\_\_ vegetables
7. \_\_\_\_ sandwiches
8. \_\_\_\_ juice
9. \_\_\_\_ tomatoes

**B.** Complete the sentences. Use **a** or **some**.

1. I'd like \_\_\_\_ cheese sandwich and \_\_\_\_ soft drink.
2. Would you like \_\_\_\_ French fries with your steak?
3. I want \_\_\_\_ burger with \_\_\_\_ onions.
4. Can I have \_\_\_\_ chicken and \_\_\_\_ green salad?
5. I'd like \_\_\_\_ piece of cheesecake for dessert.
6. I'd like \_\_\_\_ eggs and \_\_\_\_ cup of coffee.
7. How about \_\_\_\_ turkey sandwiches for lunch?
8. I'm thirsty. May I have \_\_\_\_ glass of water?



- 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 \_\_\_\_\_?

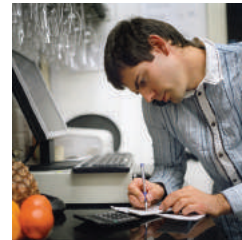
**Omar:** I'd like (3.) \_\_\_\_\_ minestrone soup and the lasagna bolognese. Do you have (4.) \_\_\_\_\_ apple juice?

**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/

drinks

desserts

cups

/z/

eggs

vegetables

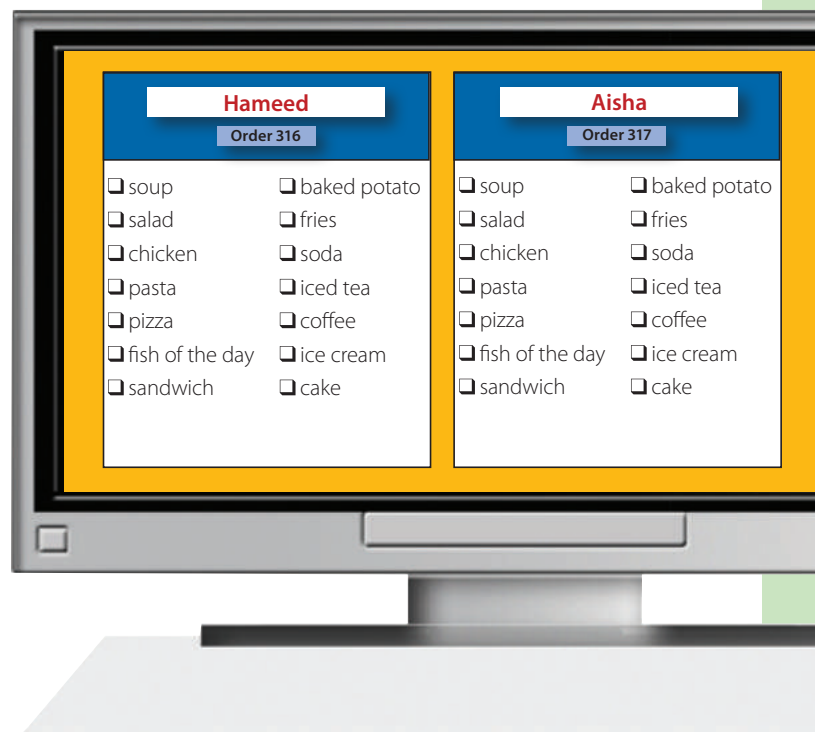
fries

/əz/

juices

sandwiches

dishes



## 5 Is There Any Ice Cream?

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## 6 Conversation



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

**Brandon:** Yes, please. I'd like to start with an appetizer. Do you have any calamari?

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

- 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



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### 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.



## 5 Is There Any Ice Cream?

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### 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  
¼ 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**.

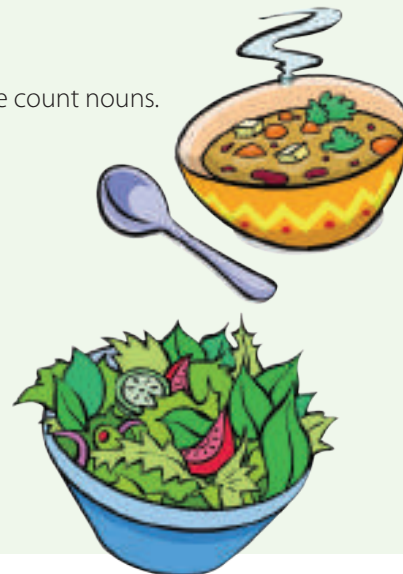
*Enough* can be placed before count and noncount nouns.

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. Complete the sentences with **too** or **enough**.

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 \_\_\_\_\_.

### B. Complete the sentences with **too much**, **too many**, or **not enough**.

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 relax.
6. He's still hungry. There was \_\_\_\_\_ food.

### C. Complete 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?

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## 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
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- › SIGHTS
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#### 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



#### 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



#### 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  
Hours: 9 A.M. – 6 P.M.  
Closed Sundays  
Special discount  
for school groups



#### 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 P.M. and 7 P.M.  
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!



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### NAVIGATION

Learn how navigators traveled the oceans



### TRANSPORTATION

Visit our vintage car and plane collection



### AERONAUTICS

See an original space shuttle



### ELECTRICITY

Discover how electric currents work



### ROBOTICS

Shake hands with a moving robot



### PLANETARIUM

Explore space with astronauts

## Quick Check ☒

**A. Vocabulary.** Mark the exhibits that have student discounts.

**B. Comprehension.** Answer the questions about the museums.

1. Where can you see dinosaurs?
2. Where can you learn about calligraphy?
3. Where did 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 last Saturday?
-  I went to the Sports Museum.
-  How was it?
-  It was interesting. I really liked the football exhibit.

## 3 Grammar



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Simple Past Tense: *be*

I  
He **was** at home.  
She

We  
You **were** at home.  
They

## Information Questions (?)

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

## Yes-No Questions (?)

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

## Affirmative (+)

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

## Short Answers (+)

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

## Negative (-)

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

## Short Answers (-)

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

## Simple Past Tense: Regular and Irregular Verbs

## Information Questions (?)

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

## Yes-No Questions (?)

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

## Affirmative (+)

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

## Short Answers (+)

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

## Negative (-)

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

## Short Answers (-)

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

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

## Irregular Past Forms

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

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

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

- A:** Where \_\_\_\_\_ the football game?  
**B:** It \_\_\_\_\_ at Prince Stadium.  
**A:** Which team won?  
**B:** The Falcons. They really \_\_\_\_\_ much better.
- A:** Where \_\_\_\_\_ you on Thursday night?  
**B:** I \_\_\_\_\_ at a restaurant.  
**A:** What \_\_\_\_\_ the food like?  
**B:** It \_\_\_\_\_ Indian. It \_\_\_\_\_ delicious.

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



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

**Fahd:** Where \_\_\_\_\_ you \_\_\_\_\_ (1. go) yesterday?

**Imad:** I \_\_\_\_\_ (2. go) to the Falcons' football game.

**Fahd:** \_\_\_\_\_ (3. be) there many people?

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

**Fahd:** \_\_\_\_\_ the Falcons \_\_\_\_\_ (5. play) well?

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

**Fahd:** \_\_\_\_\_ they \_\_\_\_\_ (7. win) 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 Past* \_\_\_\_\_ (1. be) on Channel 5. It's an interesting science fiction series about a scientist, Professor Sparks, and his fantastic time machine. He \_\_\_\_\_ (2. want) to travel to the future, but something \_\_\_\_\_ (3. happen), and he \_\_\_\_\_ (4. go) back to the age of the dinosaurs. At first, the professor \_\_\_\_\_ (5. be) very excited. It \_\_\_\_\_ (6. be) an opportunity for him to study the Jurassic Period. Then Sparks \_\_\_\_\_ (7. see) that he \_\_\_\_\_ (8. not have) any food. He \_\_\_\_\_ (9. not know) how to hunt, to fish, or to make a fire. But he \_\_\_\_\_ (10. have) a Swiss Army knife, a box of matches, and... his brains. What \_\_\_\_\_ he \_\_\_\_\_ (11. do)? What do you think?

## 4 Listening

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

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

## 5 Pronunciation

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

| /t/     | /d/      | /ɪd/    |
|---------|----------|---------|
| liked   | played   | visited |
| missed  | happened | needed  |
| watched | jogged   | invited |



## 6 What Was It Like?

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### 6 Conversation



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

#### Real Talk

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



### About the Conversation

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

### Your Turn

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

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

## 7 About You



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

## 8 Reading

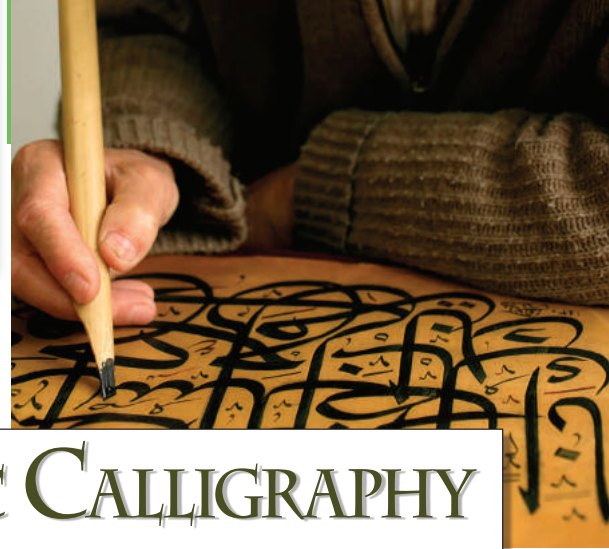
### Before Reading

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

رابط الدرس الرقمي



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# ART OF THE PEN: ARABIC CALLIGRAPHY



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

### Calligraphy and the Holy Qur'an

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

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

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

### Styles

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

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

## 6 What Was It Like?

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## 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 <b>very</b> interesting exhibit.   | Everyone was <b>pretty</b> excited.    |
| It's a <b>really</b> interesting exhibit. | Everyone was <b>extremely</b> excited. |
| It's <b>quite</b> an interesting exhibit. | Everyone was <b>quite</b> 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 <b>absolutely</b> delicious. |
| Are you really sure?    | Are you <b>totally/quite</b> 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?

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## 1 Listen and Discuss

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

# The Scene of the Accident

The accident happened 10 minutes ago.



### Witness 1 ►

I'm relieved that no one was hurt.



### ▲ Witness 2

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



### ▲ Car driver

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



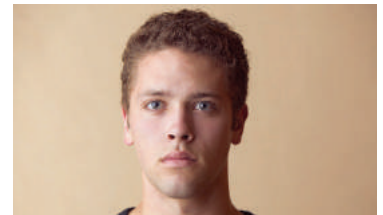
### SUV driver ►

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



### Passenger ►

I'm always nervous when I ride with him.



### ◀ Police officer

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



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

# Feelings

Why are you so happy?

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.

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

## 2 Pair Work

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

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

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

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

# 7 What Happened?

## 3 Grammar



رايخد الدرس الرقمي



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### ***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.

### **Witness Report**

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

Signature: *Ryan McNeal*

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

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

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

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

## 4 **Listening**

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

### **Harry Skinner**

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

### **Jill Black**

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

## 5 **Pronunciation**

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

I'm **h**appy for you.

Are you **h**urt?

Is **h**e **h**ungry?



## 7 What Happened?

### 6 Conversation



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**Daughter:** Mom, can I talk to you?

**Mother:** I'm busy right now.

**Daughter:** *It'll only take a minute.*

**Mother:** OK. *What's up?*

**Daughter:** Well, I have some good news and some bad news. Which one do you want to hear first?

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

**Daughter:** I got an A on my history report.

**Mother:** That's great. And what's the bad news?

**Daughter:** Now don't be angry, Mom. *Don't lose your cool*, please. *The thing is*, I broke the washing machine. There's soap and water everywhere!

**Mother:** You did what?



#### Your Ending

What is the daughter's reply?

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

#### Real Talk

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

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

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

*The thing is* = The problem is

#### About the Conversation

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

#### Your Turn

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

### 7 About You



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



## 8 Reading

### Before Reading

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

## So You Want to Be COOL

**Are you worried about your clothes?**

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

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

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

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

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



### After Reading

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

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

### Discussion

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

## 7 What Happened?

### 9 Writing



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- 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 I.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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





# 8 What's Wrong?

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## 1 Listen and Discuss



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

### Bad THE SCHOOL TRIP



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



Name: George  
Illness: headache  
Symptoms: head hurts



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



Name: Peter  
Illness: stomachache  
Symptoms: diarrhea, vomiting



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



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



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



Name: Sonia  
Illness: toothache  
Symptoms: tooth aches



**FYI**

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

## Quick Check ✓

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

💡 **nose**—runny nose, cold, sneezing

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

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

## 2 Pair Work

**Ask and answer.**

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

## 3 Grammar



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**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.



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



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



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



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



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

## 5 Pronunciation

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

sneeze

stomach

swallow

sleepy





## 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.

Colds usually last for five to seven days and are caused by viruses.

The body's own defense mechanisms need to fight the viruses.

Unfortunately, there are more than 80 different constantly mutating rhinoviruses. So vaccination against colds is impossible. Medicines provide temporary relief from symptoms, but they cannot cure the cold.

The flu has the same symptoms as the traditional cold.

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

Unfortunately, new viruses appear all the time.



### After Reading

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



## 8 What's Wrong?

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## 9 Writing



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

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

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



### Writing Corner

1. Bullet points (•) help make a list clear and simple to read. For example, when there is 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

**A.** How good is your memory? Answer the following questions about your past.

Write complete sentences.

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

**B.** Complete 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 \_\_\_\_\_. \_\_\_\_\_ about 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.

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

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.



### Margarine

Margarine was introduced officially in the United States in 1950 as a substitute for butter. However, margarine contained trans fats,\* which were worse than the saturated fat in butter. Nowadays, makers of margarine take out trans fats, 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.

\*Trans fats result when liquid oils are made into solid fats. They are like saturated fat and raise the "bad" cholesterol level. Trans fats 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.

## 4 Project

Research healthful diets.  
Which foods are considered  
healthful and unhealthful  
for young people?





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

## Comprehension

A. Answer the questions.

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

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

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

## Discussion

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



## 1 Are You Here on Vacation?

### VOCABULARY

#### Nouns

|               |               |             |                  |
|---------------|---------------|-------------|------------------|
| address       | email address | key card    | participant      |
| age           | festival      | last name   | reception desk   |
| credit card   | first name    | nationality | reservation      |
| date of birth | form          | nickname    | spelling         |
| elevator      | hotel         | occupation  | 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.

#### Apologizing

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

#### Asking for directions/ information

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

#### Offering

Can I help you?

#### Real Talk

Have a nice stay.      Here you are.

#### Idioms

on business  
on vacation

## 2 What Are They Making?

### VOCABULARY

#### Nouns

|           |             |              |           |
|-----------|-------------|--------------|-----------|
| actor     | director    | martial arts | stuntman  |
| balance   | documentary | scene        | TV series |
| cameraman | episode     | script       |           |
| crew      | ladder      | studio       |           |
| detective | location    | stunt        |           |

#### Verbs

|             |              |
|-------------|--------------|
| break       | run away     |
| come back   | smell (good) |
| feed        | taste (bad)  |
| film        |              |
| look around |              |

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

##### Asking about someone's occupation

What do you do?

##### Real Talk

yeah  
You know . . .

### 4 Favorite Pastimes

#### VOCABULARY

##### Nouns

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

### EXPRESSIONS

#### Idioms

do one's share      look forward to  
fit in      make oneself a bite  
get one's act together

## 5 Is There Any Ice Cream?

### VOCABULARY

#### Nouns—Foods and drinks

|            |           |          |               |
|------------|-----------|----------|---------------|
| appetizer  | cucumber  | milk     | shrimp        |
| apple pie  | dessert   | onion    | soft drink    |
| bean       | entrée    | order    | soup          |
| beverage   | fish      | pasta    | steak         |
| carrot     | fruit     | potato   | take-out food |
| cheesecake | ice cream | rice     | tea           |
| chicken    | juice     | salad    | tomato        |
| chocolate  | lettuce   | sandwich | turkey        |
| coffee     | meat      | sauce    | vegetable     |
| cookie     | menu      | seafood  | water         |

#### Containers/ Partitives

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

#### Adjectives

baked  
fresh  
fried  
giant  
grilled  
roasted  
steamed

#### Verbs

drink  
order

### 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 |
| gallery     | technology    |
| guide       | ticket        |

#### 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       |
| injury           | SUV             |
| insurance        | traffic light   |
| intersection     | washing machine |
| 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  
chest                   shoulder  
ear                      stomach  
eye                      throat  
foot, feet (*pl.*)      tooth, teeth (*pl.*)  
hand  
head  
knee  
leg  
mouth

#### 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.

#### 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**

# **GOAL 3**

**WORKBOOK**

**MANUEL DOS SANTOS**

## SuperGoal 3 Workbook

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# 1 Are You Here on Vacation?

**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.

Hello. How are you?



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

Thank you.



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

See you tomorrow!



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

I'm Edson.  
Everyone calls me Eddie.



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

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

PLAZA  
HOTEL

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

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

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

City/State: \_\_\_\_\_ Country: \_\_\_\_\_

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

Email Address: \_\_\_\_\_

# 1 Are You Here on Vacation?

**C** 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?

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

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

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

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

**John:** One (7)\_\_\_\_\_ big. The other one  
(8)\_\_\_\_\_ (not) big.

**Mr. Akina:** (9)\_\_\_\_\_ that your suitcase?

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

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

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

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

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

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

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

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

**John:** It (18)\_\_\_\_\_ the Royal Hawaiian.



**Mr. Akina:** (19)\_\_\_\_\_ that near  
the airport?

**John:** No, it (20)\_\_\_\_\_ (not).  
It (21)\_\_\_\_\_ on the  
other side of the island.

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

**John:** But I need them now!

**Mr. Akina:** I (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 **yes/no** question. Then give a short answer.



**Mahmoud isn't in the kitchen.**

Q: Is Mahmoud in the kitchen?

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: \_\_\_\_\_

**E** Write complete questions. Then answer the questions for yourself.



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

3. how old / you?

Q: \_\_\_\_\_

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

4. who / your English teacher?

Q: \_\_\_\_\_

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

5. why / your brother at home and not at school?

Q: \_\_\_\_\_

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

6. when / your vacation?

Q: \_\_\_\_\_

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



# 1 Are You Here on Vacation?

**F** Complete the conversation with your information.

**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 here for the weekend?

**You:** (5) \_\_\_\_\_

**Desk clerk:** I need your email address, please.

**You:** (6) \_\_\_\_\_

**Desk clerk:** Thank you.

**You:** Where (7) \_\_\_\_\_?

**Desk clerk:** It's next to the elevator.

**You:** When (8) \_\_\_\_\_?

**Desk clerk:** 6:00 A.M.

**You:** Thank you for your help.

**Desk clerk:** You're welcome. And enjoy your stay with us.



## **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: \_\_\_\_\_

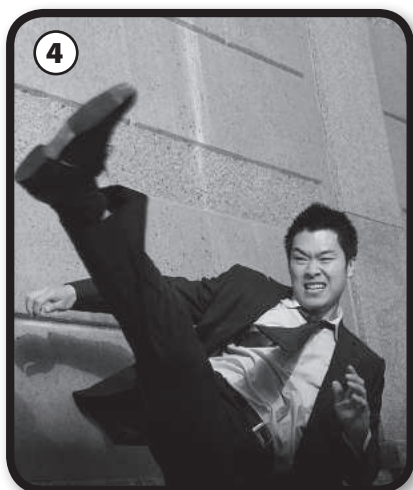
Number of Rooms: \_\_\_\_\_

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.



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

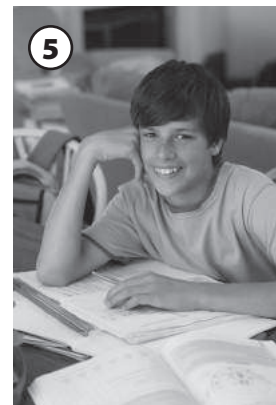
Q: \_\_\_\_\_

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

5. what / he / do

Q: \_\_\_\_\_

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



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



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

2. **Incorrect:** The pizza is smelling good.

**Correct:** \_\_\_\_\_

3. **Incorrect:** 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?

It is \_\_\_\_\_ o'clock.  
What are we doing?

# 3 Who's Who

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

travel agent  
salesperson

marketing manager  
graphic designer

dentist  
engineer



**What does he do?**

**Where does he work?**

He's a marketing manager.

He works in an advertising firm.

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?

### 3 Who's Who

**B** Write two questions for each answer. Use **Wh-** questions.



**Q:** *Who works in a bank?*

**Q:** *Where does Khalid work?*

**A:** Khalid works in a bank.

**1. Q:** \_\_\_\_\_

**Q:** \_\_\_\_\_

**A:** Walid is a journalist at the newspaper.

**2. Q:** \_\_\_\_\_

**Q:** \_\_\_\_\_

**A:** Rasheed is an executive in an advertising firm.

**3. Q:** \_\_\_\_\_

**Q:** \_\_\_\_\_

**A:** Tariq and Adnan take the bus to school in the morning.

**4. Q:** \_\_\_\_\_

**Q:** \_\_\_\_\_

**A:** Ali plays football in the park after school on Thursdays.

**5. Q:** \_\_\_\_\_

**Q:** \_\_\_\_\_

**A:** They speak English at home.

**C** Complete the conversations.

**1. Asma:** What does your father do?

**Maha:** 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?

**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.

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



 The doctor walks to work \_\_\_\_\_.

1. The artists \_\_\_\_\_.

2. The chef \_\_\_\_\_.

3. The photographer \_\_\_\_\_.

4. The mechanics \_\_\_\_\_.

5. The businessmen \_\_\_\_\_.



### 3 Who's Who

**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:** I (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:** I (8)\_\_\_\_\_ 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!



### **F** 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

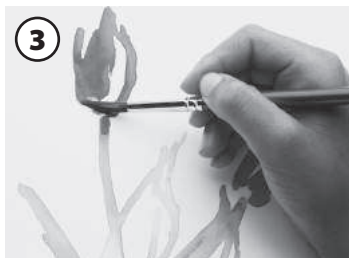
# 4 Favorite Pastimes

**A** 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?

\_\_\_\_\_

## 4 Favorite Pastimes

**B** Write sentences with **know how to**.



**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.

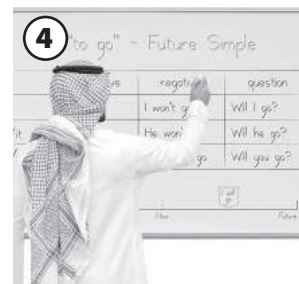
\_\_\_\_\_

4. He's an English teacher.

\_\_\_\_\_

5. He's a photographer.

\_\_\_\_\_



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

speak English  
play volleyball

cook  
paint

ride a bike  
use a computer

Things I Know How to Do

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

Things I Don't Know How to Do

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

- D** 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 |
|--------------------|--------|--------|---------|-----------|----------|--------|----------|
| speaking English   | ✓      | ✓      | ✓       | ✓         | ✓        | ✓      | ✓        |
| playing football   | ✓      | ✓      | ✓       | ✓         | ✓        | ✓      | ✓        |
| visiting relatives |        |        |         |           |          | ✓      | ✓        |
| reading the Qur'an | ✓      | ✓      | ✓       | ✓         | ✓        | ✓      | ✓        |
| cleaning 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:** I visit relatives (5)\_\_\_\_\_.

**Ibrahim:** (6)\_\_\_\_\_ do you play football?

**Ali:** I play football (7)\_\_\_\_\_.

**Ibrahim:** (8)\_\_\_\_\_?

**Ali:** I clean my room (9)\_\_\_\_\_.

- E** Rewrite each sentence. Put the adverb of frequency in the correct place.



**(usually) I drink a lot of coffee.**

I usually drink a lot of coffee.

1. (often) 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?

\_\_\_\_\_



4 Favorite Pastimes

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 **T** for **True** or **F** for **False**.

1. \_\_\_\_\_ Fahd goes to school five times a week.

2. \_\_\_\_\_ Fahd works out twice a week.

3. \_\_\_\_\_ Fahd and his friends seldom eat lunch in the food court when they're at the mall.
4. \_\_\_\_\_ Qassim often sends Fahd emails.

5. \_\_\_\_\_ Fahd never hangs out with Qassim.

G WRITING

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.

FREE-TIME ACTIVITIES

Weekends

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Weekdays

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Vacations

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My Free Time

# EXPANSION Units 1 – 4

**A** Use the words to write an affirmative and a negative sentence about each photo.



**Ahmed / work / in an office**

**Ahmed / work / in a restaurant**

Ahmed works in an office.

Ahmed doesn't work in a restaurant.



**1. Patrick / take / the bus to school**

**Patrick / ride / his bike to school**

\_\_\_\_\_

\_\_\_\_\_



**2. they / eat / in a restaurant on Thursdays**

**they / eat / at home on Thursdays**

\_\_\_\_\_

\_\_\_\_\_



**3. Jamal / play / basketball**

**Jamal / play / volleyball**

\_\_\_\_\_

\_\_\_\_\_



**4. Matt and Alex / play / video games after school**

**Matt and Alex / play / football after school**

\_\_\_\_\_

\_\_\_\_\_



**5. Edward / exercise / at the gym**

**Edward / exercise / at home**

\_\_\_\_\_

\_\_\_\_\_

**B** Rewrite the sentences. Replace the frequency expressions with these adverbs of frequency: *seldom*, *often*, *sometimes*, and *usually*.

**1. Khalid studies three times a week in the library.**

\_\_\_\_\_

**2. Nawal doesn't walk to school every day.**

\_\_\_\_\_

**3. My friend cleans his room once a year.**

\_\_\_\_\_

**4. Hanan practices English with her friends almost every day.**

\_\_\_\_\_

# EXPANSION Units 1 – 4

**C** Finish the conversation. Write questions. Use **who**, **what**, **where**, and **when**.

**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!

**Tim:** Let's have lunch together.

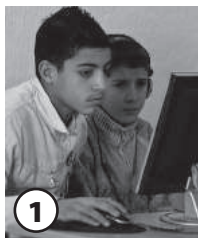
**Josh:** Let's eat at Joe's Grill. They have great food.

**Tim:** Good idea! (5) \_\_\_\_\_

**Josh:** Let's eat at one o'clock.

**Tim:** OK.

**D** Write a question and an answer for each picture.



**cook**

**Q:** Is he cooking?

**A:** Yes, he is.

**1. eat**

**Q:** \_\_\_\_\_

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

**2. talk on the phone**

**Q:** \_\_\_\_\_

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

**3. play basketball**

**Q:** \_\_\_\_\_

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

# 5 Is There Any Ice Cream?

**A** Unscramble the food words.



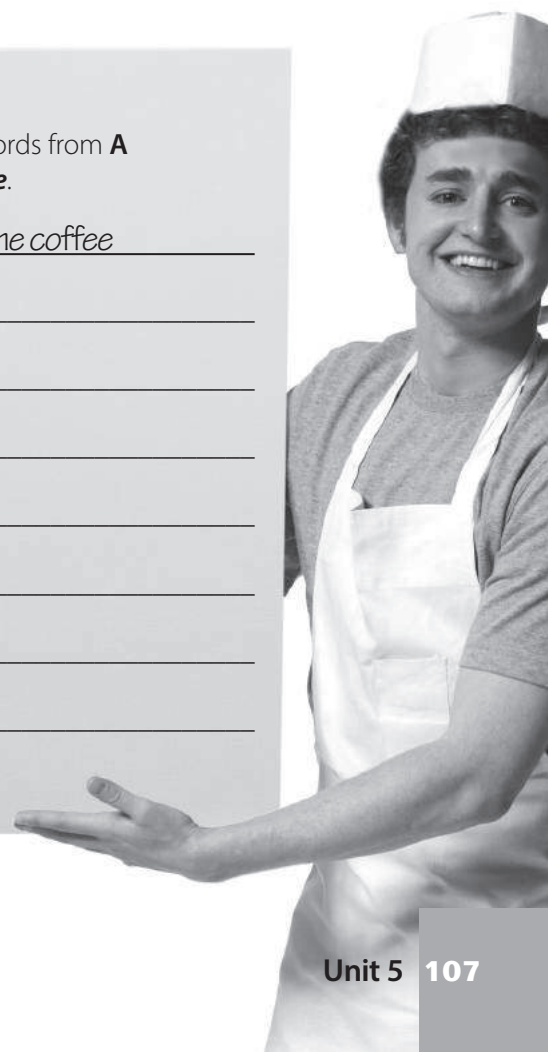
- ① eeffoc
- ② crie
- ③ optato
- ④ uijce
- ⑤ whscanid
- ⑥ klim
- ⑦ ctraro
- ⑧ tapsa



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

**B** Rewrite the words from **A** with **a** or **some**.

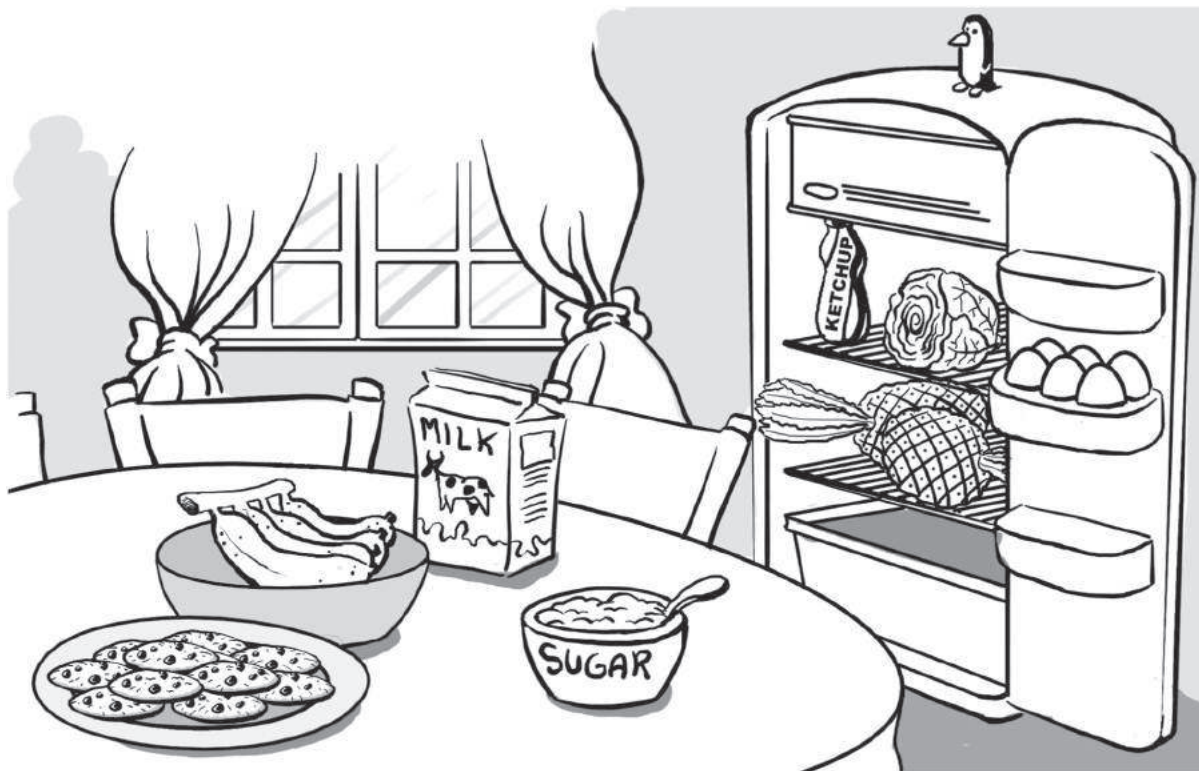
- 1. \_\_\_\_\_ *some coffee*
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_





## 5 Is There Any Ice Cream?

**C** Write about the foods.



💡 juice

Q: Is there any juice?

A: No, there isn't any juice.

1. pasta

Q: \_\_\_\_\_

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

2. eggs

Q: \_\_\_\_\_

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

3. ice cream

Q: \_\_\_\_\_

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

4. milk

Q: \_\_\_\_\_

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

💡 pineapple

Q: Are there any pineapples?

A: Yes, there are some pineapples.

5. ketchup

Q: \_\_\_\_\_

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

6. steaks

Q: \_\_\_\_\_

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

7. cookies

Q: \_\_\_\_\_

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

8. soft drinks

Q: \_\_\_\_\_

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

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

And a glass of milk.

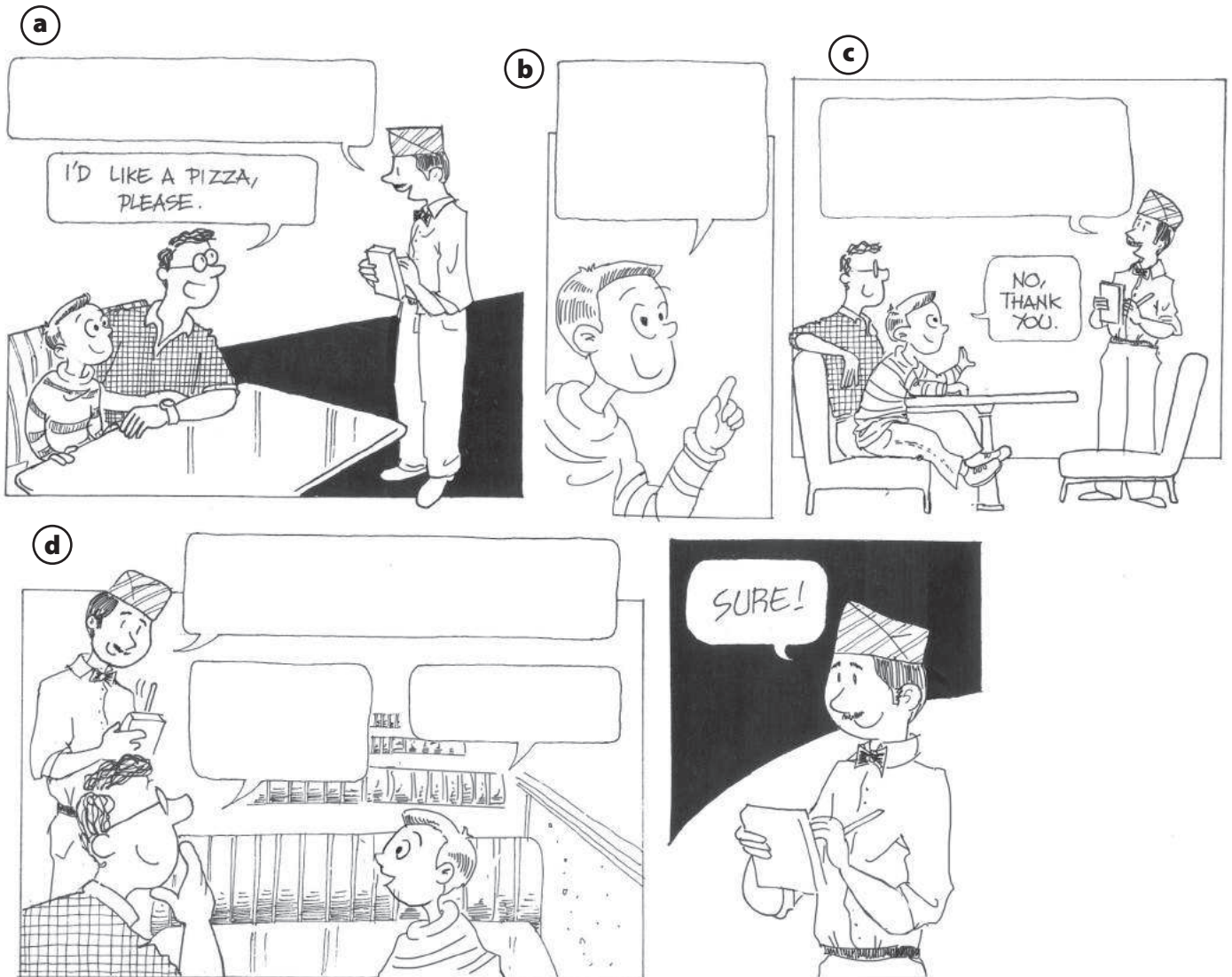
What would you like?

And I'd like a turkey sandwich.

I'd like some orange juice.

Would you like a beverage?

Would you like some fries with your sandwich?



## 5 Is There Any Ice Cream?

### 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?

#### A Great 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.

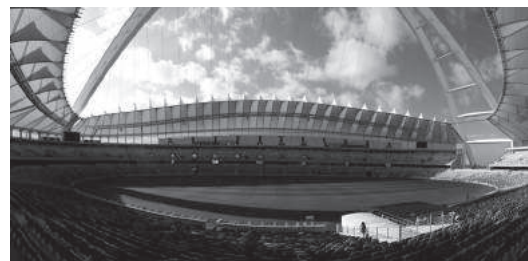
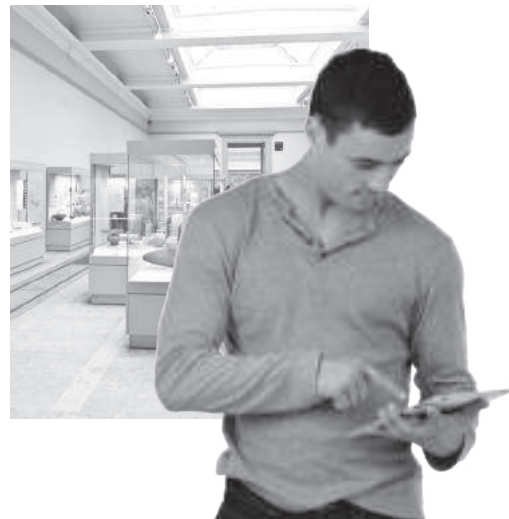
What is it? \_\_\_\_\_

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

It's paper.

People buy it to see an exhibit or event.

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





## 6 What Was It Like?

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

stadium    football game    referee    fabulous    crowded    fair



Imad: How was the football game?

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

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

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

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

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

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

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

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

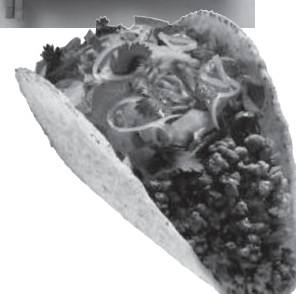
**Asma:** Yes, \_\_\_\_\_

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

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

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

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



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

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



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

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

## 6 What Was It Like?

### F READING

Read the story.

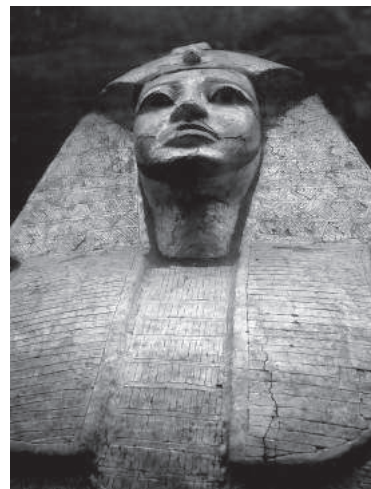
#### The Tombs of Egypt

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?

#### An Exhibit/Event I Went To

# 7 What Happened?

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

happy

tired

angry

surprised

worried

scared



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



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



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



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



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



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



## 7 What Happened?

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

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

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

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

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



**When were you angry?**

I was angry two days ago.

**Why were you angry?**

I was angry because I broke my laptop.

1. When were you surprised?

\_\_\_\_\_  
Why were you surprised?  
\_\_\_\_\_

2. When were you nervous?

\_\_\_\_\_  
Why were you nervous?  
\_\_\_\_\_

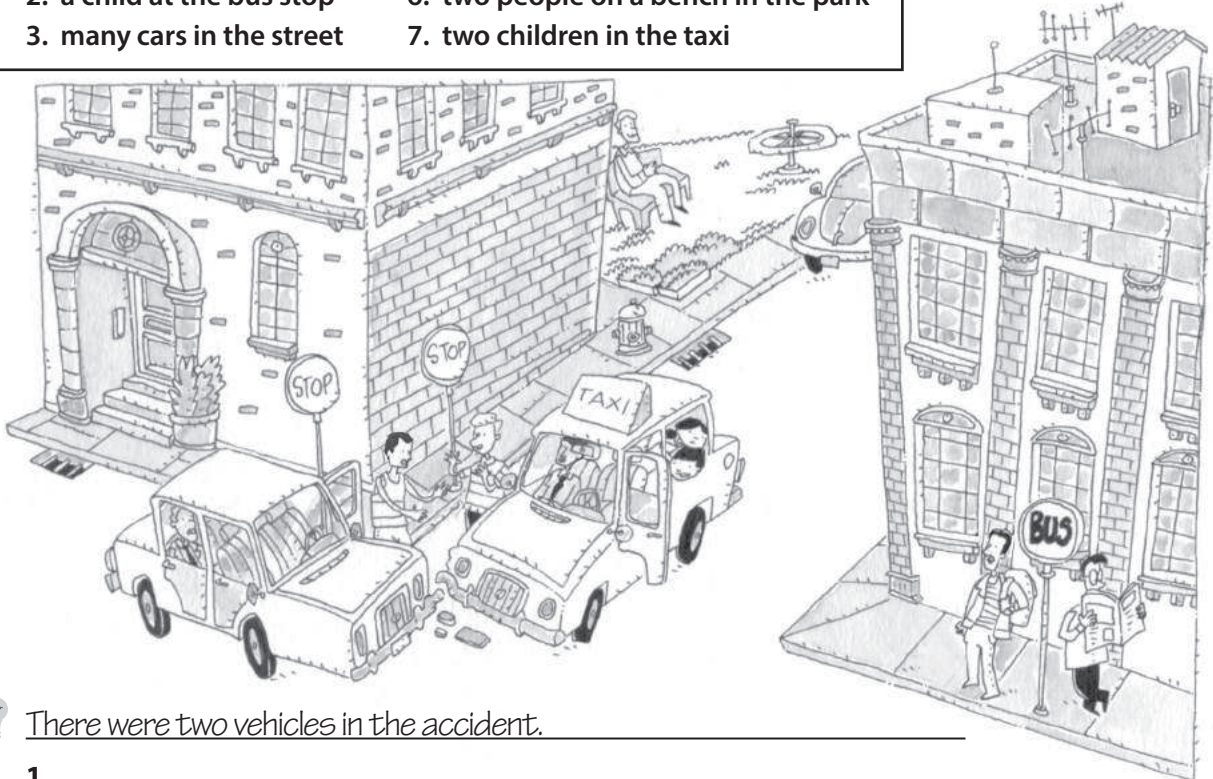
3. When were you tired?

\_\_\_\_\_  
Why were you tired?  
\_\_\_\_\_

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

💡 **two vehicles**

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



💡 There were two vehicles in the accident.

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

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

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## 7 What Happened?

### G READING

Complete the story. Use the simple past tense.

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

### H Now answer the questions about Faris's day.

1. When did Faris have a really bad day?

\_\_\_\_\_

2. Why didn't Faris get enough sleep?

\_\_\_\_\_

3. Why did the blue car's driver hit the red car?

\_\_\_\_\_

4. Why was Faris surprised?

\_\_\_\_\_

5. Why was Faris not happy and really tired when he arrived at school?

\_\_\_\_\_

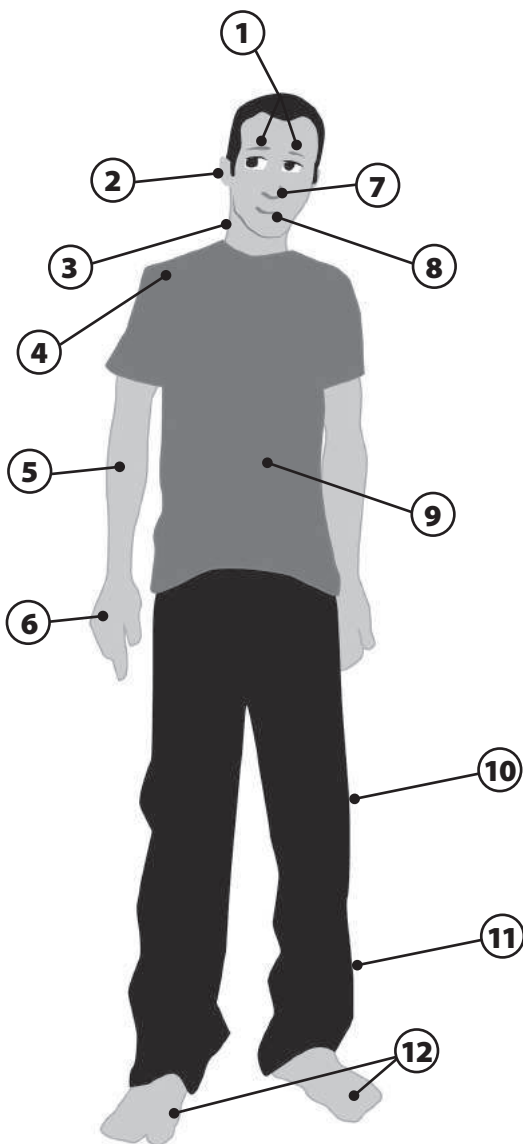
### I WRITING

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

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

# 8 What's Wrong?

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



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

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

9. \_\_\_\_\_

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

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

10. \_\_\_\_\_

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

7. \_\_\_\_\_

11. \_\_\_\_\_

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

8. \_\_\_\_\_

12. \_\_\_\_\_



## 8 What's Wrong?

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



**Yahya:** My tooth hurts. I have a toothache.

**Omar:** Where do you go when you have a toothache?

**Yahya:** When I have a toothache, I go to the dentist.



**1. Sam:** I'm sneezing and I have watery eyes! I have a \_\_\_\_\_.

**John:** What do you do when \_\_\_\_\_?

**Sam:** \_\_\_\_\_



**2. Majid:** My throat hurts. I have a \_\_\_\_\_.

**Adel:** What do you do when \_\_\_\_\_?

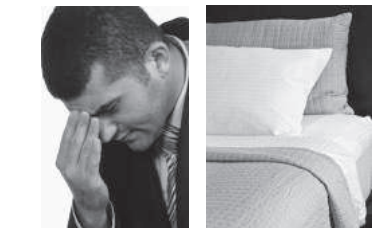
**Majid:** \_\_\_\_\_



**3. Adnan:** My head hurts. I have a \_\_\_\_\_.

**Fahad:** What do you do when \_\_\_\_\_?

**Adnan:** \_\_\_\_\_



**4. Jeff:** I have a \_\_\_\_\_.

**Robert:** How do you feel when \_\_\_\_\_?

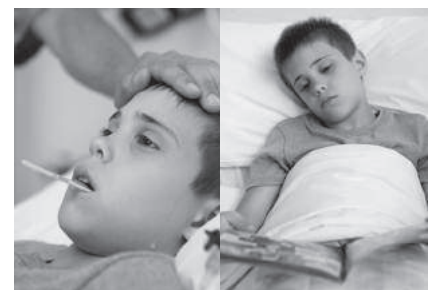
**Jeff:** \_\_\_\_\_



**5. Scott:** I think I have the \_\_\_\_\_.

**Andy:** How do you feel when \_\_\_\_\_?

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



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



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

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



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

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

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

## 8 What's Wrong?

### E READING

Read the story.

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



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

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

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

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

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

Answer the questions.

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

\_\_\_\_\_

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

3. What do you think happened at the lake?

\_\_\_\_\_

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

\_\_\_\_\_

### F WRITING

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

#### When I Was Sick

# EXPANSION Units 5 – 8

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

|                                                                                                  |                                                                                   |                                                                                   |                                                                                    |                                                                                     |
|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|                 |  |  |  |  |
|                 |  |  |  |  |
|  <b>Michael</b> | <b>1</b> <b>Mona</b>                                                              | <b>2</b> <b>Nasser</b>                                                            | <b>3</b> <b>Robert</b>                                                             | <b>4</b> <b>Dan</b>                                                                 |

- |                                                                                                                  |                       |
|------------------------------------------------------------------------------------------------------------------|-----------------------|
|  What would Michael like? _____ | <b>3.</b> _____       |
| He'd like some pasta. _____                                                                                      | _____                 |
| <b>1.</b> _____                                                                                                  | <b>4.</b> _____       |
| _____                                                                                                            | _____                 |
| <b>2.</b> _____                                                                                                  | <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 **(1)** \_\_\_\_\_ at the bus stop.
- Ali:** Who?
- Joe:** I don't know. It was a man in a suit, and he was alone. **(2)** \_\_\_\_\_ was with him at the bus stop.
- Ali:** What happened next?
- Joe:** The man ran down the sidewalk. Then suddenly a car crashed into the bus stop.
- Ali:** Wow! How was the car?
- Joe:** It was fine. **(3)** \_\_\_\_\_ was wrong with it.
- Ali:** Incredible! And the man at the bus stop? And the driver? How were they?
- Joe:** They were fine, too.
- Ali:** No broken bones?
- Joe:** No. They didn't break **(4)** \_\_\_\_\_.



# EXPANSION Units 5 – 8

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



**She watches television every day.**

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

**1.** He rides his bike to school every day.

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

**2.** She is studying French this year.

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

**3.** My mother makes cookies every weekend.

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

**4.** She gets up early every morning.

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

**5.** They take the bus to school this year.

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

**D** Answer the questions.



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

*She feels sick.* \_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

# Unit 1 Self Reflection

| Things that I liked about Unit 1: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| _____                             | _____                                |
| _____                             | _____                                |
| _____                             | _____                                |

| Things that I found easy in Unit 1: | Things that I found difficult 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 <i>how, what, when, where, who, and why</i>                                                     |                          |                           |                                 |
| use prepositions of place                                                                                                     |                          |                           |                                 |

| My five favorite new words from Unit 1: | If you're still not sure about something from Unit 1:                                                                                                                                                                       |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| _____                                   | <ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul> |
| _____                                   |                                                                                                                                                                                                                             |
| _____                                   |                                                                                                                                                                                                                             |

## Unit 2 Self Reflection

| Things that I liked about Unit 2: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| _____                             | _____                                |
| _____                             | _____                                |
| _____                             | _____                                |

| Things that I found easy in Unit 2: | Things that I found difficult in Unit 2: |
|-------------------------------------|------------------------------------------|
| _____                               | _____                                    |
| _____                               | _____                                    |
| _____                               | _____                                    |

| 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, <i>yes/no</i> 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 still not sure about something from Unit 2:                                                                                                                                                                       |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| _____                                   | <ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul> |
| _____                                   |                                                                                                                                                                                                                             |
| _____                                   |                                                                                                                                                                                                                             |

## Unit 3 Self Reflection

| Things that I liked about Unit 3: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| _____                             | _____                                |
| _____                             | _____                                |
| _____                             | _____                                |

| Things that I found easy in Unit 3: | Things that I found difficult in Unit 3: |
|-------------------------------------|------------------------------------------|
| _____                               | _____                                    |
| _____                               | _____                                    |
| _____                               | _____                                    |

| Unit 3 Checklist                                                      | I 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 <i>wh</i> - questions in the simple present                       |                          |                           |                                 |
| use the verb <i>want</i> + infinitive                                 |                          |                           |                                 |
| use the relative pronouns <i>who</i> , <i>that</i> , and <i>which</i> |                          |                           |                                 |

| My five favorite new words from Unit 3: | If you're still not sure about something from Unit 3:                                                                                                                                                                       |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| _____                                   | <ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul> |
| _____                                   |                                                                                                                                                                                                                             |
| _____                                   |                                                                                                                                                                                                                             |



## Unit 4 Self Reflection

| Things that I liked about Unit 4: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| _____                             | _____                                |
| _____                             | _____                                |
| _____                             | _____                                |

| Things that I found easy in Unit 4: | Things that I found difficult in Unit 4: |
|-------------------------------------|------------------------------------------|
| _____                               | _____                                    |
| _____                               | _____                                    |
| _____                               | _____                                    |

| Unit 4 Checklist                                                                                 | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|--------------------------------------------------------------------------------------------------|--------------------------|---------------------------|---------------------------------|
| describe daily activities and routines                                                           |                          |                           |                                 |
| ask about and tell how often one does activities                                                 |                          |                           |                                 |
| talk about abilities                                                                             |                          |                           |                                 |
| describe hobbies                                                                                 |                          |                           |                                 |
| ask questions with <i>how often</i>                                                              |                          |                           |                                 |
| use the frequency expressions <i>once a week</i> , etc.                                          |                          |                           |                                 |
| use the adverbs of frequency <i>always, often, never, usually, 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 still not sure about something from Unit 4:                                                                                                                                                                       |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| _____                                   | <ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul> |
| _____                                   |                                                                                                                                                                                                                             |
| _____                                   |                                                                                                                                                                                                                             |

## Unit 5 Self Reflection

| Things that I liked about Unit 5: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| _____                             | _____                                |
| _____                             | _____                                |
| _____                             | _____                                |

| Things that I found easy in Unit 5: | Things that I found difficult 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 <i>would like</i>                 |                          |                           |                                 |
| use count and noncount nouns                               |                          |                           |                                 |
| use the expressions of quantity <i>some</i> and <i>any</i> |                          |                           |                                 |
| use partitives                                             |                          |                           |                                 |
| use <i>too</i> and <i>enough</i>                           |                          |                           |                                 |

| My five favorite new words from Unit 5: | If you're still not sure about something from Unit 5:                                                                                                                                                                       |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| _____                                   | <ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul> |
| _____                                   |                                                                                                                                                                                                                             |
| _____                                   |                                                                                                                                                                                                                             |

## Unit 6 Self Reflection

| Things that I liked about Unit 6: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| _____                             | _____                                |
| _____                             | _____                                |
| _____                             | _____                                |

| Things that I found easy in Unit 6: | Things that I found difficult 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, <i>yes/no</i> questions, and short answers |                          |                           |                                 |
| use intensifiers with adjectives                                                                                                                            |                          |                           |                                 |

| My five favorite new words from Unit 6: | If you're still not sure about something from Unit 6:                                                                                                                                                                       |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| _____                                   | <ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul> |
| _____                                   |                                                                                                                                                                                                                             |
| _____                                   |                                                                                                                                                                                                                             |

## Unit 7 Self Reflection

| Things that I liked about Unit 7: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| _____                             | _____                                |
| _____                             | _____                                |
| _____                             | _____                                |

| Things that I found easy in Unit 7: | Things that I found difficult in Unit 7: |
|-------------------------------------|------------------------------------------|
| _____                               | _____                                    |
| _____                               | _____                                    |
| _____                               | _____                                    |

| Unit 7 Checklist                                               | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|----------------------------------------------------------------|--------------------------|---------------------------|---------------------------------|
| 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>               |                          |                           |                                 |
| use <i>there was/there were</i>                                |                          |                           |                                 |
| use the adverb <i>ago</i>                                      |                          |                           |                                 |
| use the pronouns <i>someone, no one, nothing, and anything</i> |                          |                           |                                 |
| use the conjunctions <i>because</i> and <i>so</i>              |                          |                           |                                 |

| My five favorite new words from Unit 7: | If you're still not sure about something from Unit 7:                                                                                                                                                                       |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| _____                                   | <ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul> |
| _____                                   |                                                                                                                                                                                                                             |
| _____                                   |                                                                                                                                                                                                                             |



## Unit 8 Self Reflection

| Things that I liked about Unit 8: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| _____                             | _____                                |
| _____                             | _____                                |
| _____                             | _____                                |

| Things that I found easy in Unit 8: | Things that I found difficult 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 <i>should/shouldn't</i>                                     |                          |                           |                                 |
| 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 still not sure about something from Unit 8:                                                                                                                                                                       |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| _____                                   | <ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul> |
| _____                                   |                                                                                                                                                                                                                             |
| _____                                   |                                                                                                                                                                                                                             |

# SUPERGOAL 3 Audio Track List

## CD1

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

## CD2

|    |           |                             |
|----|-----------|-----------------------------|
| 2  | Unit 5    | <b>1</b> Listen and Discuss |
| 3  | Unit 5    | <b>2</b> Pair Work          |
| 4  | Unit 5    | <b>4</b> Listening          |
| 5  | Unit 5    | <b>5</b> Pronunciation      |
| 6  | Unit 5    | <b>6</b> Conversation       |
| 7  | Unit 5    | <b>8</b> Reading            |
| 8  | Unit 6    | <b>1</b> Listen and Discuss |
| 9  | Unit 6    | <b>2</b> Pair Work          |
| 10 | Unit 6    | <b>4</b> Listening          |
| 11 | Unit 6    | <b>5</b> Pronunciation      |
| 12 | Unit 6    | <b>6</b> Conversation       |
| 13 | Unit 6    | <b>8</b> Reading            |
| 14 | Unit 7    | <b>1</b> Listen and Discuss |
| 15 | Unit 7    | <b>2</b> Pair Work          |
| 16 | Unit 7    | <b>4</b> Listening          |
| 17 | Unit 7    | <b>5</b> Pronunciation      |
| 18 | Unit 7    | <b>6</b> Conversation       |
| 19 | Unit 7    | <b>8</b> Reading            |
| 20 | Unit 8    | <b>1</b> Listen and Discuss |
| 21 | Unit 8    | <b>2</b> Pair Work          |
| 22 | Unit 8    | <b>4</b> Listening          |
| 23 | Unit 8    | <b>5</b> Pronunciation      |
| 24 | Unit 8    | <b>6</b> Conversation       |
| 25 | Unit 8    | <b>8</b> Reading            |
| 26 | EXPANSION | <b>2</b> Reading            |
| 27 | Units 5–8 | <b>5</b> Chant Along        |



## الأنشطة الغير مقررة على مدارس تحفيظ القرآن الكريم

### The omitted activities for Qur'an memorization schools

Holy Qur'an Schools can omit the activities listed below to cater for the demands of their curriculum. Teachers may choose to use some of the activities in class or assign them as supplementary homework, should there be time/ if they so wish.

| Unit | Student's Book section | Pages | Workbook Section    | Pages   |
|------|------------------------|-------|---------------------|---------|
| 1    | Pair Work              | 3     |                     |         |
| 1    | Conversation           | 6     |                     |         |
| 1    | About You              | 6     |                     |         |
| 1    | Project                | 8     |                     |         |
| 1    |                        |       | Self Reflection     | 125     |
| 2    | Pair Work              | 11    |                     |         |
| 2    | Conversation           | 14    |                     |         |
| 2    | About You              | 14    |                     |         |
| 2    | Project                | 16    |                     |         |
| 2    |                        |       | Self Reflection     | 126     |
| 3    | Pair Work              | 19    |                     |         |
| 3    | Conversation           | 22    |                     |         |
| 3    | About You              | 22    |                     |         |
| 3    | Project                | 24    |                     |         |
| 3    |                        |       | Self Reflection     | 127     |
| 4    | Pair Work              | 27    |                     |         |
| 4    | Conversation           | 30    |                     |         |
| 4    | About You              | 30    |                     |         |
| 4    | Project                | 32    |                     |         |
| 4    |                        |       | Self Reflection     | 128     |
| 1-4  | Expansion Units 1-4    | 34-39 | Expansion Units 1-4 | 105-106 |
| 5    | Pair Work              | 41    |                     |         |
| 5    | Conversation           | 44    |                     |         |
| 5    | About You              | 44    |                     |         |
| 5    | Project                | 46    |                     |         |
| 5    |                        |       | Self Reflection     | 129     |
| 6    | Pair Work              | 49    |                     |         |
| 6    | Conversation           | 52    |                     |         |
| 6    | About You              | 52    |                     |         |
| 6    | Project                | 54    |                     |         |
| 6    |                        |       | Self Reflection     | 130     |
| 7    | Pair Work              | 57    |                     |         |
| 7    | Conversation           | 60    |                     |         |
| 7    | About You              | 60    |                     |         |
| 7    | Project                | 62    |                     |         |
| 7    |                        |       | Self Reflection     | 131     |
| 8    | Pair Work              | 65    |                     |         |
| 8    | Conversation           | 68    |                     |         |
| 8    | About You              | 68    |                     |         |
| 8    | Project                | 70    |                     |         |
| 8    |                        |       | Self Reflection     | 132     |
| 5-8  | Expansion Units 5-8    | 72-77 | Expansion Units 5-8 | 123-124 |

# SUPERGOAL 3

*SuperGoal* is a dynamic American English series for international communication designed for middle school students – grades 7-9. Books 1-6 integrate the four skills, present the grammar in context, and help students develop natural conversation. With eye-catching art and high-interest topics, *SuperGoal* is easy and enjoyable to teach and to learn from.

## Features

- Unit openers, enhanced by attractive and contemporary illustrations, help students make visual connections and retain the new language.
- Units are thematic and contain high-interest topics that relate to students' age and interests.
- A consistent unit format makes navigation clear and predictable.
- The Grammar section offers succinct explanations, followed by activities that reinforce the grammar points presented.
- Interactive Conversations allow students to choose or make up their own endings.
- Vocabulary development occurs throughout and everyday expressions are explained in the Real Talk feature.
- Sections on Pronunciation, Listening, and Writing are included in each unit.
- Readings and Projects at the end of each unit allow students to experience real world situations.
- Chants enable students to expand their language in a pleasant way.
- Learning strategies and critical thinking skills prepare students for success.
- Humor and cross-cultural information and values are present throughout the series.



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