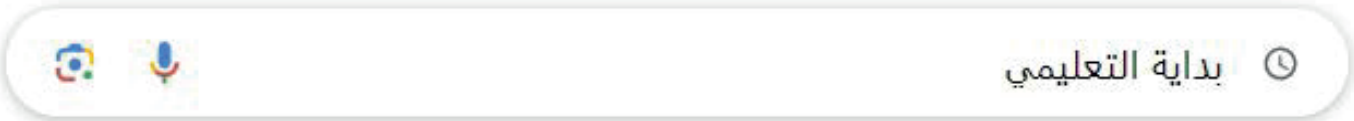
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SUPER GOAL 2

MANUEL DOS SANTOS

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SuperGoal 2 Student Book

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Scope and Sequence

	Unit Title	Functions	Grammar
1	Are You Here on Vacation? **Pages 2–9**	Greet people / Say goodbye Introduce yourself and others Ask for and give personal information Express thanks / Apologize Ask for and give directions	Simple present of the verb *be* Information questions: *how, what, when, where, who, why* Prepositions of place
2	What Are They Making? **Pages 10–17**	Express approval and disapproval Talk about present ongoing activities	Present progressive Imperative for commands and instructions Prepositions of place
3	Who's Who **Pages 18–25**	Describe professions Talk about professional goals	Simple present tense *Wh-* questions in the simple present Verb *want* + infinitive Relative pronouns: *who, that, which*
4	Favorite Pastimes **Pages 26–33**	Describe daily activities and routines Ask about and tell how often you do activities Talk about abilities Describe hobbies	Questions with *how often* Frequency expressions: *once a week*, etc. Adverbs of frequency: *always, often,* etc. *Know how to* Gerunds and infinitives after verbs
5	Is There Any Ice Cream? **Pages 34–41**	Talk about foods Order from a menu Express preferences with *would like*	Count/Noncount nouns Expressions of quantity: *some/any* Partitives *Too/Enough*
	EXPANSION Units 1–5 **Pages 42–49**	**Language Review** **Reading:** Let the Games Begin **Reading:** Foods: Truths and Lies **Writing:** Write about a healthy/unhealthy food	
6	What Was It Like? **Pages 50–57**	Ask and answer about past activities Describe past activities Express an opinion	Simple past tense: *be* Simple past tense: regular / irregular verbs Intensifiers with adjectives
7	What Happened? **Pages 58–65**	Retell an event Express feelings Give reasons with *why* and *because* Show agreement with *so* and *neither*	*There was/There were* Adverb: *ago* Pronouns: *someone, no one, nothing, anything* Conjunctions: *because, so*
8	What's Wrong? **Pages 66–73**	Ask and talk about health Name parts of the body Talk about illnesses and their symptoms Make suggestions and give advice	*Should/Shouldn't* Clauses with *when* Subject/object pronouns and possessive adjectives/pronouns

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Listening	Pronunciation	Reading	Writing
Listen for specific information about a hotel stay	Intonation of *yes/no* and *wh-* questions	The Place to Stay	Create a hotel registration form and complete it with personal information Present information about youth hostels in your country (Project)
Listen and make inferences to identify speakers	/i/ and /ɪ/	E-Learning Is Easy!	Describe how the Internet is a useful tool for students Write a script for a how-to video (Project)
Listen for specific information about a profession and career goals	Reduction of *want to*	Jobs and Employment in Saudi Arabia	Write about your dream job Write about people's occupations (Project)
Listen for specific information about free-time activities	Reduction of *do you*	Sky High!	Write about your hobby or pastime Write about an unusual hobby or pastime (Project)
Listen for specific information from a meal order	Plural endings /s/, /z/, /əz/	Globalization of Foods	Write a recipe Write a typical menu from your country (Project)
Project: Research a healthful diet **Chant Along:** Just Another Day **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 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 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 Take a survey about what makes your friends happy, sad, etc. (Project)
Listen to match illnesses with pictures of people	Consonant blends with *s*	Atchoo! Is It a Cold or the Flu?	Write about what you should do when you have the flu Present home remedies for common illnesses (Project)

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Scope and Sequence

	Unit Title	Functions	Grammar
9	Let's Go Out **Pages 74–81**	Talk about free-time activities and chores Make suggestions Express obligation Make excuses	*Should, why don't/doesn't…?,* and *let's* for suggestions *Go* + verb + *-ing* *Have to/Had to* and *Don't/Didn't have to* *Must/Mustn't* for obligation and prohibition
10	It's a Bargain! **Pages 82–89**	Talk about shopping Identify possessions Express preferences	Possessive adjectives and pronouns Question word: *whose* Pronoun: *one/ones* Quantitative: *too* Modal verbs: *can, may, could, might*
11	There's No Comparison **Pages 90–97**	Make comparisons State opinions Talk about interesting facts	Comparative and superlative forms of adjectives *So…that/Such…that*
	EXPANSION Units 6–11 **Pages 98–105**	**Language Review** **Reading:** Paris: The City of Light	
12	It's Going to Be Fun! **Pages 106–113**	Ask about and describe vacations Plan a vacation	Future with *be going to* Information questions Position of adjectives Adverbs of manner
13	What's the Weather Like? **Pages 114–121**	Talk about the weather Talk about seasons Talk about future activities Make predictions	Future with *will* Information questions Conditional with present and future forms Functions with *will*
14	Could You Do Me a Favor? **Pages 122–129**	Make and respond to requests Make and respond to offers Give and take phone messages Expressions with *will*	*Can, could, will, would* *I'll, Let me* *Want* + object noun/pronoun + infinitive *Tell* and *ask* + object noun/pronoun + infinitive
15	Today's News **Pages 130–137**	Talk about the news Ask and answer questions about past ongoing activities Tell narrative stories in the past	Past progressive Past progressive + *when* Adverbs of degree *Could* and *was/were able to*
16	Have You Ever…? **Pages 138–145**	Talk about activities you have and haven't done	Present perfect Present perfect versus simple past Review of present tenses and simple past
	EXPANSION Units 12–16 **Pages 146–153**	**Language Review** **Reading:** Success! **Project:** Research a role model	

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Listening	Pronunciation	Reading	Writing
Listen to phone conversations for excuses	Reduction of *have + to*	Someone Has to Do It!	Write about how parents and teenagers feel about homework Take a survey on common excuses (Project)
Listen to complete information in an ad	Linking adjacent sounds	The Best Place to Shop—and Be!	Compare shopping in a store and shopping online Write and design a department store advertisement (Project)
Listen for specific details from a tour guide	The *er* sound	Vision 2030 Kingdom of Saudi Arabia: Building a Brighter Future for All	Write about something from a book of records Present an ancient monument in your country (Project)
Project: Research tourist sites in your country **Chant Along:** The (Right) Answer			
Listen to vacation plans for specific information	/æ/ and /ɒ/	The Stones of Al-Ula	Write an email describing a place you know or would like to visit Present a picnic plan (Project)
Listen for specific information from a weather report	The /l/ sound	Can Weather Affect People's Moods?	Write about how the weather affects you Present the weather in a place you would like to visit (Project)
Listen for general understanding of phone messages	Reduction of *could you* and *would you*	Dear Daughter	Write a note to ask for a favor Write about common favors (Project)
Listen to conversations for general understanding	Word stress	Age Means Nothing	Write a summary of a news story Present an unusual news event (Project)
Listen for specific information about travel experiences	The /v/ sound in *have*	Ships of the Desert	Write about someone who has had an exciting life Present an extreme sport or activity (Project)
Chant Along: Travel the World Over **Writing:** Write about a place where you want to travel **Project:** Write a verse about world travel **Chant Along:** I Never Found Gold Until I Got Back Home			

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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?



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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.
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.

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3 Grammar

Simple Present of the Verb *Be*

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

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

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

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

How're* you doing? (How + are)	Fine, thanks.
What are your names?	My name is Saud, and his name is Ali.
When's* the festival? (When + is)	It's in February.
Where are you from?	I'm from Jeddah.
Who's that tall man? (Who + is)	That's my uncle.
Why're* you studying? (Why + are)	Because we have a test!

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

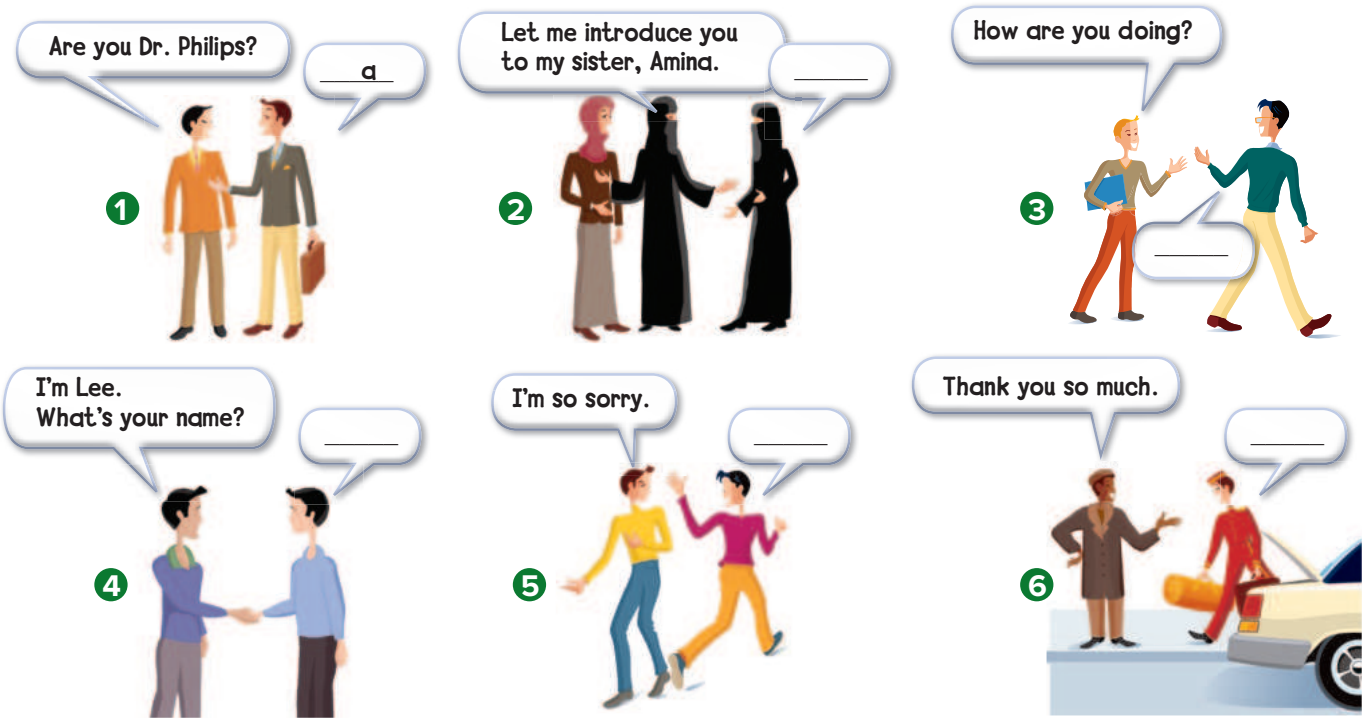
*These are informal and should be avoided in written form.

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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? ↘

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6 Conversation



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?

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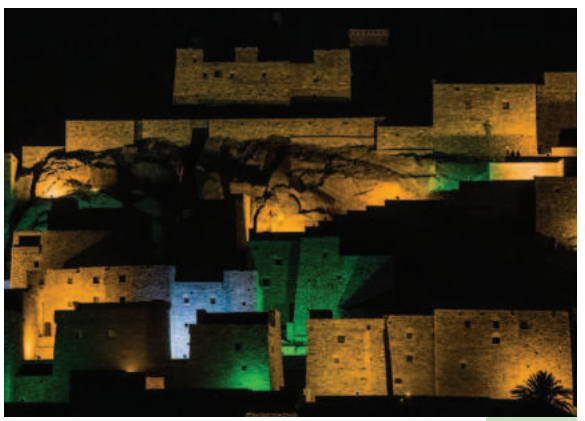
8 Reading



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 are allowed to cook in all youth hostels.
4. _____ Hostels are good places for meeting people.

Discussion

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

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9 Writing

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

1. ☐ **a.** Can I help you, sir?	☐ **b.** What do you want?
2. ☐ **a.** I want to make a reservation.	☐ **b.** I would like to make a reservation.
3. ☐ **a.** Tell me where the restaurant is.	☐ **b.** Excuse me. Where is the restaurant?
4. ☐ **a.** May I have your credit card?	☐ **b.** Give me your credit card.
5. ☐ **a.** Say that again.	☐ **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.

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11 Form, Meaning and Function

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



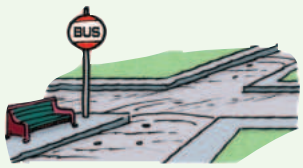
The park is **across from** the school.



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.

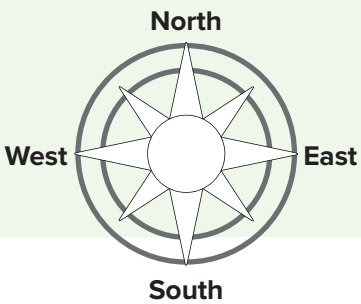


The airport is **far from** town.

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.



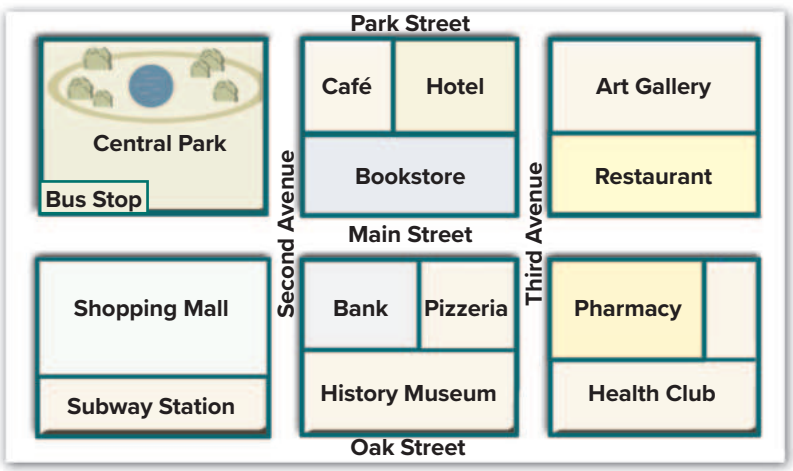
A. Match the questions with the answers.

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.



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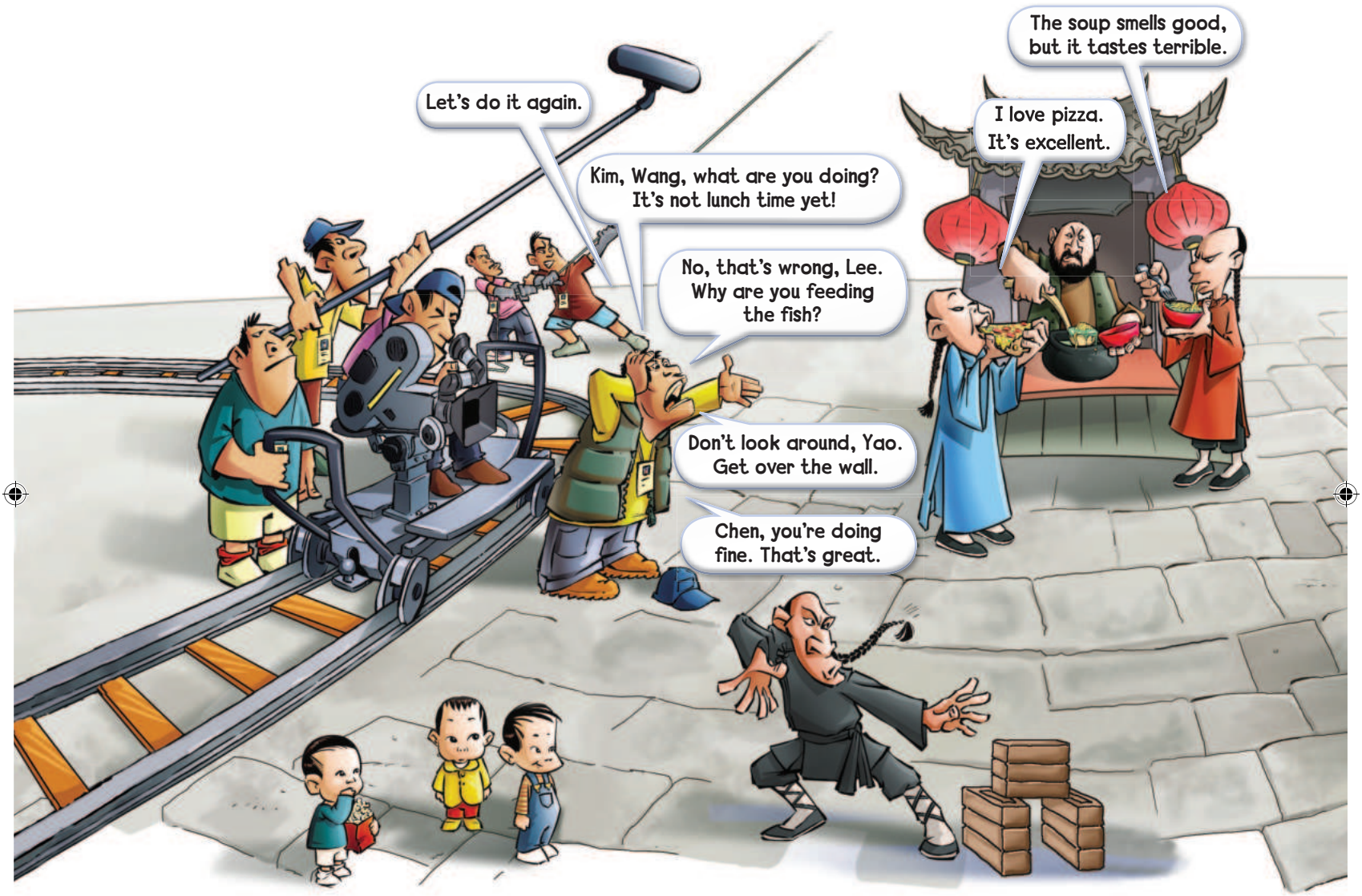
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2 What Are They Making?

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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.

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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.

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3 Grammar

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 / she	**is**.
	we / they	**are**.

Short Answers (–)

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

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.



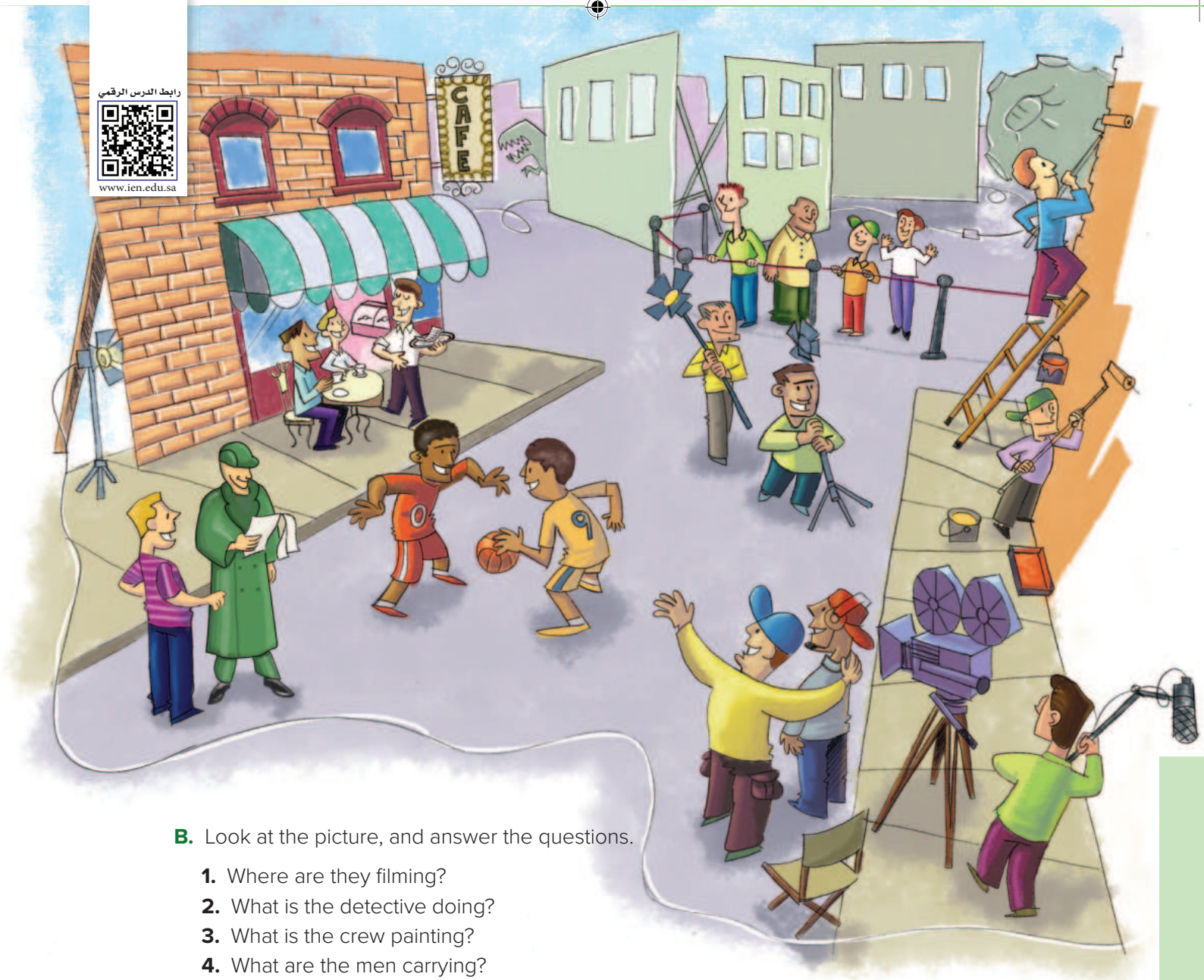
A. Complete the conversation. Use the present progressive or simple present form of the verbs in parentheses.

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.

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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/ h**e** **ea**t r**ea**d sl**ee**p

H**e** likes to sl**ee**p on the b**ea**ch.

/ɪ/ **i**t th**i**s l**i**sten s**i**t

Th**i**s **i**s B**i**ll's car.

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

*FYI: For Your Information

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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 in your country? What are they about?
6. Do you ever watch documentaries or videos online to learn more about something?

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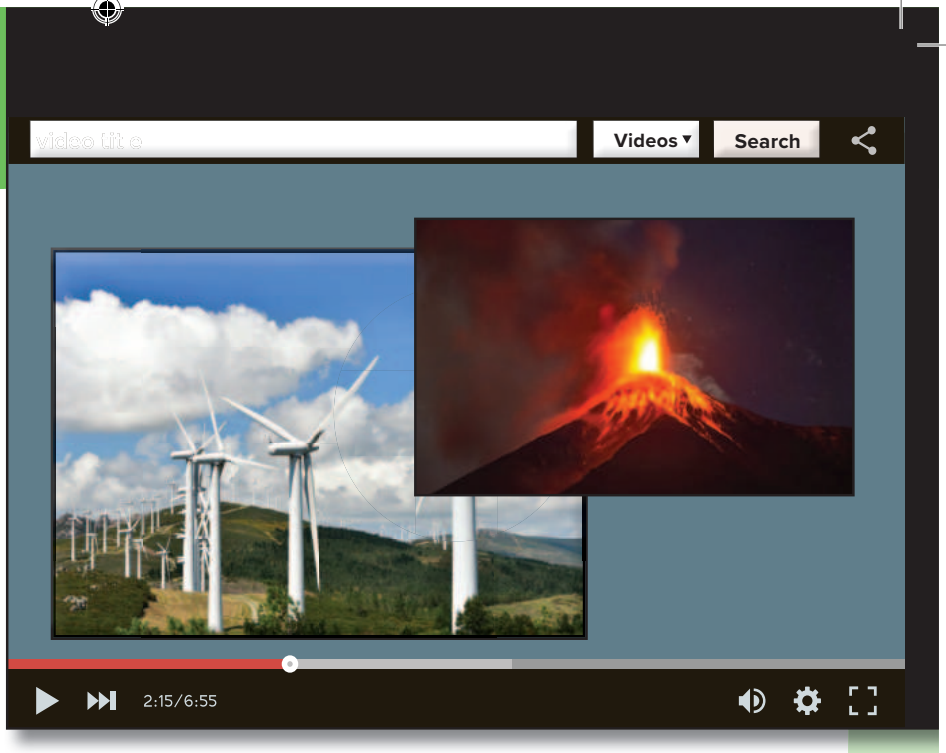
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8 Reading

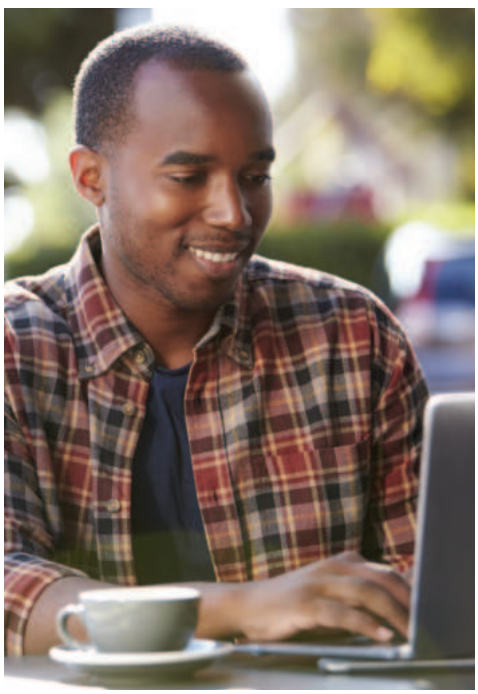
Before Reading

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 lives 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 3,000 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?

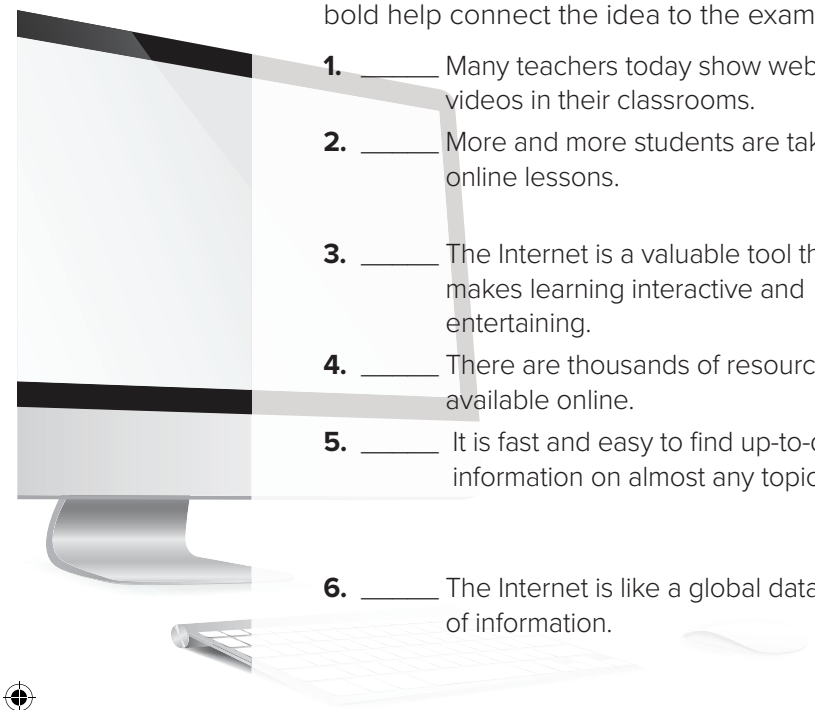
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9 Writing

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.

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11 Form, Meaning and Function

Imperatives

Use the imperative for commands and instructions.
Say *please* to be polite.

Affirmative (+)	Negative (–)
Sit down. / Please **sit** down.	**Don't sit** down. / Please **don't sit** down.

Also use the imperative to give advice.

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

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



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



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



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

A. Write the negative imperative.

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. _____

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.

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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, but he would like to develop his abilities. So Hussain is studying business management in college at night. He wants to be a marketing manager.





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



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

Quick Check

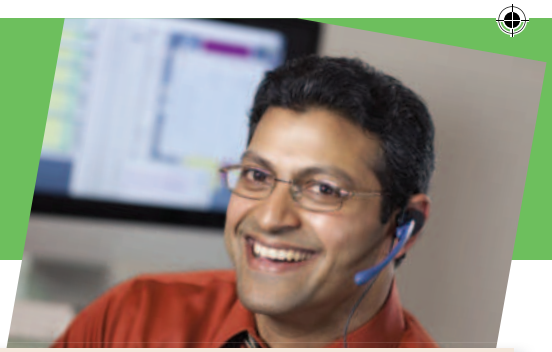
A. Vocabulary. Name the job.

1. Helps customers on the phone _____
2. Arranges trips _____
3. Takes care of sick people _____
4. Sells things to customers _____

B. Comprehension. Which people like their jobs? Which people want to change their jobs?

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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 he would like to learn more things. He is studying computer science. Rajesh wants to be a computer programmer.



CREATIVE SOLUTIONS

Lee Jinho
Graphic Designer

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

▲ **Lee Jinho** is a graphic designer. He works for an advertising firm. Lee produces advertisements and designs websites. 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 Jinho 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.

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3 Grammar

Simple Present Tense

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

Affirmative (+)

I You We They	**work**	in a hospital.
He She	**works**	

Negative (–)

I You We They	**don't**	**work**	in a hospital.
He She	**doesn't**		

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?
A: He/She works in a hospital.

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

Q: What do you do?
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.

1. My uncle is a writer. _____ _____ history books.
2. Omar and Ali are engineers. _____ _____ for a construction company.
3. Adnan is a bus driver. _____ _____ a bus for the city.
4. Fahd is a salesperson. _____ _____ computers.
5. Hameed is a journalist. _____ _____ for the city newspaper.

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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
2. flight attendant
3. dentist
4. lawyer
5. worker on an assembly line
6. computer programmer
7. waiter
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?



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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, teaching is an interesting job.
2. Those students can make you proud.
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?

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رؤية VISION 2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

8 Reading

Before Reading

Look at headings in the text.

- What ideas do you think you will see in the text?
- List some words and phrases about the themes you expect to see in the text.

Jobs and Employment in Saudi Arabia



The assets of Saudi Arabia

Saudi Arabia has many assets. We have many advantages – our place, our society, our economy and our people. We will use these to build the best future for our country.

A vision for the future

Our vision is built around three themes: A good society, a strong economy and a determined nation.

A strong economy

A strong economy needs people to have good jobs and to work hard. We started a 'Job Creation Team' to help people find jobs. We assist new businesses that give people jobs and training. We improve technology and digital systems to support businesses and we give training and advice to people who are looking for jobs. We improved the education system to fit with the jobs that the economy needs.

Half of the people in Saudi Arabia are under the age of 25. This is a huge asset to our country and economy. We support young people in finding jobs they enjoy and that help the economy and society.

We build and support a culture of determination and achieving goals.

Employment goals for 2030

Among our goals by 2030: To lower the rate of unemployment from 11.6% to 7%. To increase women's participation in the workforce from 22% to 30%.



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

After Reading

1. List 3 things that Saudi Arabia does to support the economy.
   a. _____
   b. _____
   c. _____
2. What percentage of people in Saudi Arabia are under the age of 25?
3. What kind of culture is the country building?
4. Name one of Saudi Arabia's employment goals for 2030.

Discussion

- Is it more important to have a job you enjoy, or a job that pays a lot of money?
- How could you help someone who doesn't have a job?
- What job do you want to do? How will this help the economy and society of Saudi Arabia?

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9 Writing

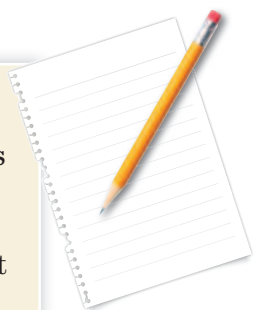
A. What do you want to be? Write the job in the chart below. Make a list of good things and bad things about the job. Use your notes to tell a partner about the job and compare ideas. Remember to write key words only when you make notes.

Job: _____	
Good things	**Bad things**

Writing Corner

1. Use *and* to connect words and ideas which are similar.
   Guy specializes in living room **and** dining room furniture.
2. Use *but* to connect contrasting ideas.
   Martin likes working on ships, **but** he doesn't like working every day of the week.
3. Use *because* to give a reason for something.
   Martin's job is very exciting **because** he travels all over the world.

B. Read the text. What does this person want to be? Underline the words or phrases that describe the good things about the job. Circle the words or phrases that describe the bad things.



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

C. Write about your dream job. Write about the good things and the bad things. Use your notes from the chart and words and phrases from this unit. Say why your job does something good for your country. 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.

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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 _____.

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4 Favorite Pastimes

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1 Listen and Discuss

Which of the following pastimes are popular in your country?

Young People's Leisure Preferences

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



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



▲ They eat in food courts or restaurants.

They exercise. ▶
They play sports or work out.





▲ They play video games or board games.



◀ They travel and meet people.

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



Read the chart of what Saudi youth do online. Do you use the Internet for the same things? What else do you use it for?

What Saudi Youth Do Online

(Percentage of young Saudi Internet users, ages 15-34)

Participate in social networks or professional networks through social media	94.5%
Play or download games, download films, pictures, or videos	90.7%
Download software and apps	84%
Make telephone calls via the Internet	57.7%
Send and receive emails	57.1%

Sources: Saudi Youth in Numbers: A report for International Youth Day 2020 by the Statistical Analysis and Decision Support Center of the General Authority for Statistics, Kingdom of Saudi Arabia; and Households and Individuals' ICT Access and Usage Survey 2021.

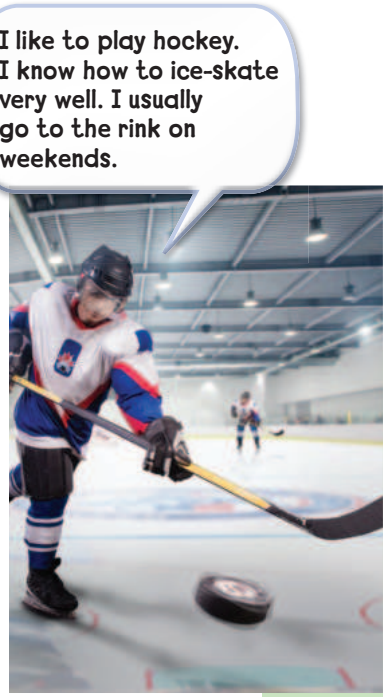
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Read the chart of what U.S. teens do online. Compare this chart to the one about young Saudi Internet users on page 26. What are the similarities? What are the differences?

What U.S. Teens Do Online

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

Send and receive emails	89%
Play online games	81%
Get news or information about current events	76%
Buy things online, such as books, clothing, or gadgets	43%
Look for information on health, diets, or physical fitness	31%

Source: Pew Internet & American Life Project

FYI

Teens means *teenagers* (people aged between 13-19). *Young people* and *Youth* refer to much wider age ranges which are often different depending on the country or culture.

Quick Check ☑

A. Vocabulary. Tick (✓) the activities you often do. Compare your answers with a partner.

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

1. _____ Ali often works out.
2. _____ Josh knows how to ice-skate.
3. _____ Teens seldom buy things online.
4. _____ Most teens are not interested in reading about current events.

2 Pair Work

A. Ask and **answer** about teens' pastimes.

- Do most teens send emails?
- Yes, 89 percent of teens send emails.
- How often do teens eat out?
- They eat out frequently.

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

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

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3 Grammar

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 *I* ***sometimes*** *go out*.

Know How To

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

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

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

Sabah always takes a shower in the morning. / She takes a shower every day.

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

B. Ask and answer questions about Sabah.

1. How often does she take a shower?
2. When does she make her bed?
3. What language does she study?
4. When does she take these classes?
5. How often does she do her homework?
6. What hobby does she have?
7. How many times a week does she do it?
8. What does she never do on the weekend?
9. Does she watch TV during the week?
10. Does she know how to cook?

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

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

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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?

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6 Conversation



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.

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8 Reading

Before Reading

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





Sky HIGH!

Aeromodelling 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 aeromodeller'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 1/2-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 aeromodelling competitions. At these competitions, fliers usually do a series of actions with their planes, including launchings, landings, and doing maneuvers in the air.

Aeromodelling 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 aeromodelling 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				

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9 Writing

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

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

Writing Corner

1. Use the gerund (*-ing* form) as a subject or noun.
   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.

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11 Form, Meaning and Function

Gerunds after Verbs

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

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.

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

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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)



Main Courses

Steak (grilled Argentine style)

Chicken (roasted)

Fish (steamed Japanese style)

Pasta (with tomato or meat sauce)











All main courses 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





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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.

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3 Grammar

Count/Noncount Nouns

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

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

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

Expressions of Quantity: *Some / Any*

Use *some* in affirmative statements.
Use *any* in negative statements and in questions.
Use *some/any* with noncount nouns and with plural nouns.

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

Sometimes *some* is used in questions for offers.
Do you want **some** pizza? How about **some** coffee?

Would Like

FYI I'd = I would

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.



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?

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

Omar: Is this Gino's Italian restaurant?

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

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

Tony: What (2.) _____ you _____?

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

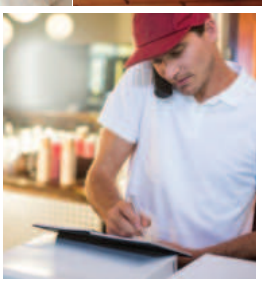


Tony: Sorry, we don't have (5.) _____ juice. Would you like (6.) _____ coffee?

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

Tony: Anything else?

Omar: Yes. Don't forget to include (7.) _____ garlic bread. It's so delicious!



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

4 Listening

Listen and mark what Hameed and Aisha order for lunch.



5 Pronunciation

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

/s/	/z/	/əz/
drink**s**	egg**s**	juic**es**
dessert**s**	vegetable**s**	sandwich**es**
cup**s**	frie**s**	dish**es**

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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 main dish?
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?

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8 Reading



Before Reading

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

Globalization of Foods

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



Some famous brands had difficulty when they first entered certain countries. For example, in Peru, the most popular soft drink was and still is Inca Kola. Coca Cola couldn't compete against Inca Kola, so they bought the factory. Now they produce Coca Cola and Inca Kola. In China, people usually drink tea, but coffee is becoming more and more popular. There are about 4,800 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 over 78,000 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.

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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.

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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 _____?

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EXPANSION Units 1–5

1 Language Review

A. Write what the people in the jobs do.

A teacher *teaches*.

1. A driver _____.
2. A translator _____.
3. A manager _____.
4. A writer _____.
5. A student _____.
6. A salesperson _____.
7. A reporter _____.
8. A nurse _____.

B. Rewrite the sentences. Change ***can*** or ***can't*** to ***know how to*** or ***don't know how to***.

I can swim very well. *I 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? _____

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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.



F. 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.

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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.

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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?

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3 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, margarine, and other processed foods.

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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?

4 Writing

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

5 Project

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



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6 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

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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?
2. Is he looking forward to his day?
3. Does he eat breakfast?
4. Why is his head aching?
5. What does his boss complain about?
6. What time does he finish work?
7. What kind of day does he usually have?
8. What does he want to do with his life?

Discussion

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

7 Writing

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

8 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.

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SUPER GOAL 2

WORKBOOK

MANUEL DOS SANTOS

Mc Graw Hill

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1 Are You Here on Vacation?

Term 1

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.	**You're welcome.**
Great. How about you?	**Bye. Take care.**



1. _____





2. _____



3. _____



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: _____

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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.

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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: _____

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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

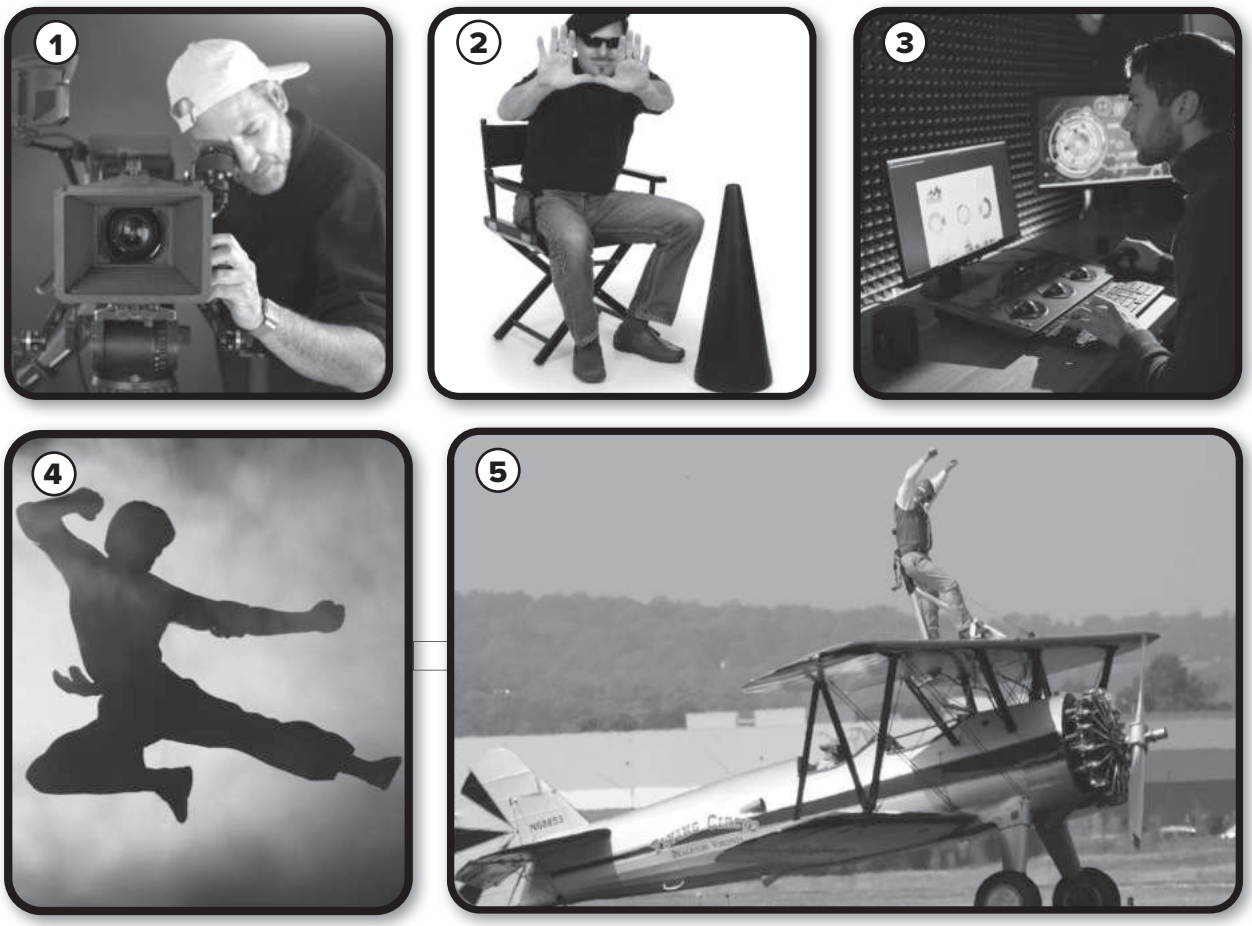
Last Name: _____
First Name: _____
Date of Birth: _____
Arrival Date: _____
Number of Days: _____
Number of Rooms: _____
Credit Card Number: _____
Email Address: _____

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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.

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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: _____

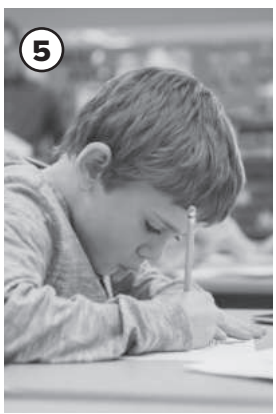
5. what / he / do

Q: _____

A: _____



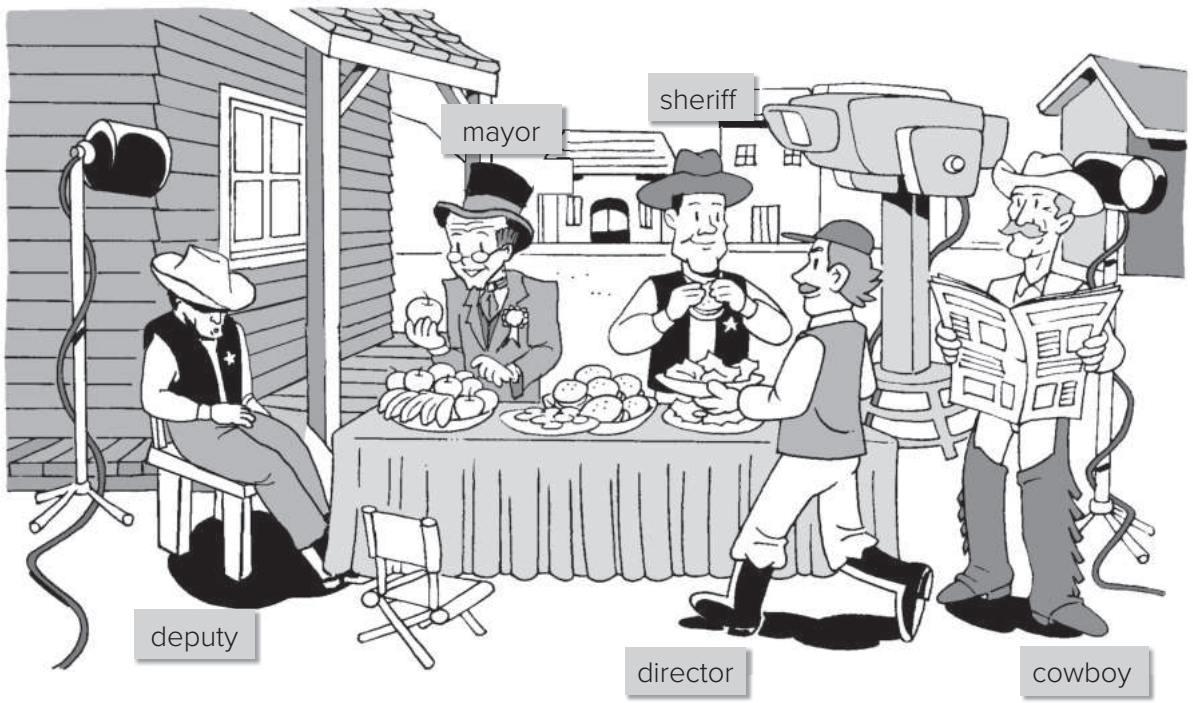




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C What are the actors doing? Use short answers. For ***no*** answers, write correct statements.



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?

_____

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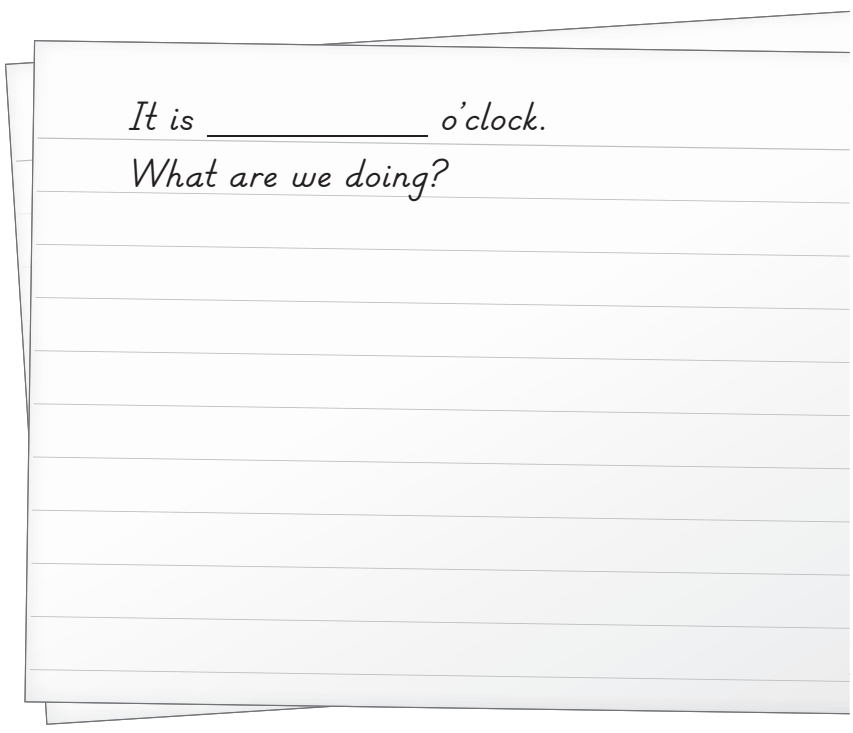
D Find the mistake in each sentence. Then rewrite each sentence correctly.

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?



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3 Who's Who

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

doctor	~~**marketing manager**~~	**dentist**
salesperson	**graphic designer**	**professor**












What does she do? *She's a marketing manager.*

Where does she work? *She works in an advertising firm.*

1. What does he do? _____

Where does he work? _____

2. What does she do? _____

Where does she work? _____

3. What does he do? _____

Where does he work? _____

4. What does she do? _____

Who does she work for? _____

5. What does he do? _____

Where does he work? _____

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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.

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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 _____.

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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

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4 Favorite Pastimes

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

usually / travel	**often / hang out with friends**	**always / play**
sometimes / paint	~~**usually / eat out**~~	**always / work out**













What do they do on vacation?

They usually eat out.

1. What does Fayez do after school?

_____

2. What do Brian and Jason 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?

_____

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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	**cook**	**ride a bike**
play volleyball	**paint**	**use a computer**

Things I Know How to Do

_____

_____

_____

_____

Things I Don't Know How to Do

_____

_____

_____

_____

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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
speak English	✓	✓	✓	✓	✓	✓	✓
play football	✓	✓	✓	✓	✓	✓	✓
visit relatives						✓	✓
read the Qur'an	✓	✓	✓	✓	✓	✓	✓
clean my room						✓	

Ibrahim: How often do you read the Holy Qur'an?

Ali: I read the Holy Qur'an **(1)**_____.

Ibrahim: **(2)**_____?

Ali: I speak English **(3)**_____.

Ibrahim: **(4)**_____?

Ali: 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?

_____

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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
_____	_____	_____
_____	_____	_____
_____	_____	_____



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5 Is There Any Ice Cream?



A Unscramble the food words.

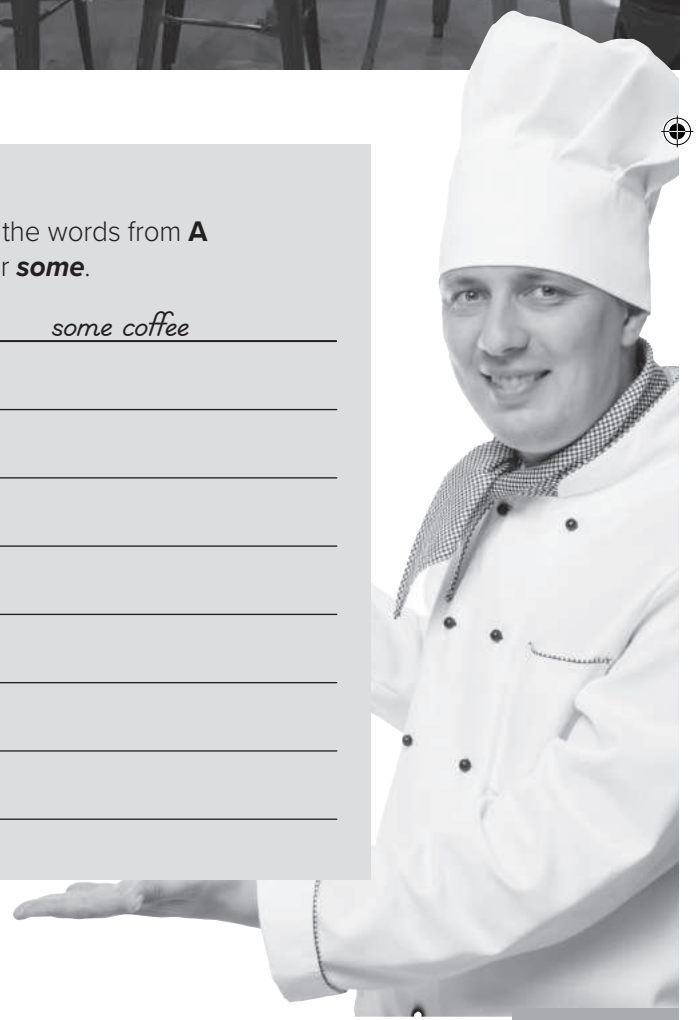


1. eeffoc
2. crie
3. optato
4. uijce
5. whscanid
6. klim
7. ctraro
8. tapsa

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. _____



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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: _____

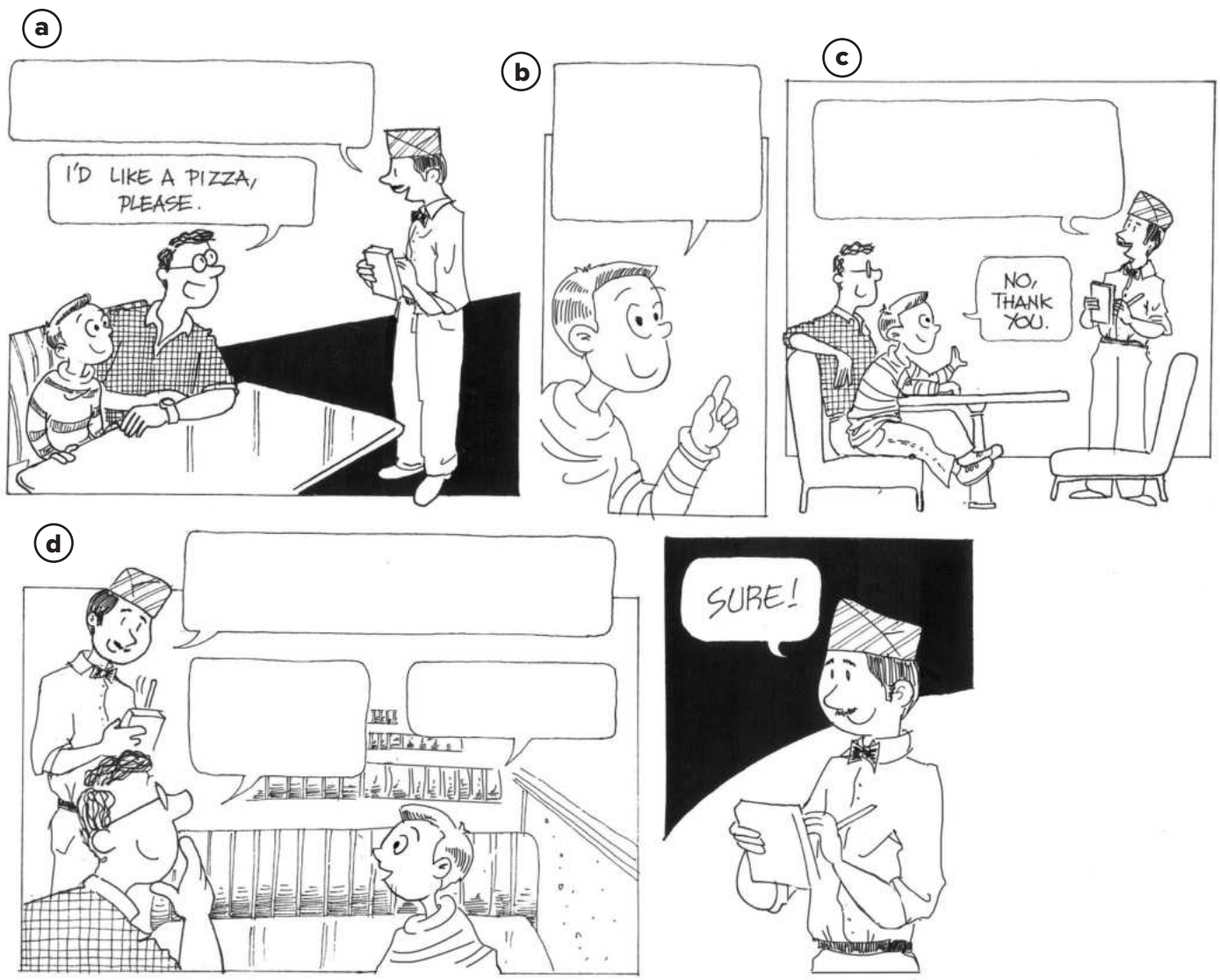
A: _____

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

And a glass of milk.	**I'd like some orange juice.**
What would you like?	**Would you like a beverage?**
And I'd like a turkey sandwich.	**Would you like some fries with your sandwich?**



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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

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EXPANSION Units 1 – 5

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. Hussein / exercise / at the gym
Hussein / exercise / at home

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EXPANSION Units 1 – 5

B Rewrite the sentences. Replace the frequency expressions with these adverbs of frequency: ***never, seldom, sometimes, often, usually,*** and ***always.***

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.

   _____

5. I don't ever forget to study and do my homework.

   _____

6. The children wake up at 7 o'clock in the morning every day.

   _____

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

Tim: Hi, Jim. This is my friend Ali.
Jim: Nice to meet you, Ali.
Ali: Nice to meet you, too.
Jim: **(1)** _____
Ali: I'm from Saudi Arabia.
Jim: **(2)** _____
Ali: I live in Boston.
Jim: **(3)** _____
Ali: I live with my uncle and his family.
Jim: Do you go to college in Boston?
Ali: Yes, I do.
Jim: **(4)** _____
Ali: I want to be an engineer.
Jim: Wow, that's great!
Tim: Let's have lunch together.
Jim: Let's eat at Joe's Grill. They have great food.
Tim: Good idea! **(5)** _____
Jim: Let's eat at one o'clock.
Tim: OK.

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EXPANSION Units 1 – 5

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: _____

E Complete the sentences with ***too, enough, too many,*** or ***too much.***

1. I'm sorry, but I don't have _____ time to help you right now.

2. It's difficult to study when there's _____ noise outside.

3. The television is _____ loud. Please turn it down.

4. Do we have _____ eggs to make an omelet?

5. There are _____ people on the bus. Let's wait for the next one.

6. You shouldn't eat _____ sugar. It's not good for you.

7. The tea is still _____ hot to drink. Wait until it cools down.

8. I can't close my suitcase because there are _____ things in it.

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EXPANSION Units 1 – 5

F Look at the photos. Write questions and answers with ***would***. Use ***a***, ***an***, and ***some***. Then write and draw what you would like.



Michael



1 **Mona**



2 **Nasser**

What would Michael like?

He'd like some pasta.

1. _____

_____

2. _____

_____



3 **Robert**



4 **Dan**

5 **You**

3. _____

_____

4. _____

_____

5. (You) _____

_____

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