

**SUPER**

# GOAL 2

**MANUEL DOS SANTOS**



وزارة التعليم

Ministry of Education

2023 - 1445



## 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 <i>be</i> Information questions: <i>how, what, when, where, who, why</i> Prepositions of place
2	What Are They Making? Pages 10–17	Express approval and disapproval Talk about present ongoing activities	Present progressive Imperative for commands and instructions Prepositions of place
3	Who's Who Pages 18–25	Describe professions Talk about professional goals	Simple present tense <i>Wh-</i> questions in the simple present Verb <i>want</i> + infinitive Relative pronouns: <i>who, that, which</i>
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 <i>how often</i> Frequency expressions: <i>once a week, etc.</i> Adverbs of frequency: <i>always, often, etc.</i> <i>Know how to</i> Gerunds and infinitives after verbs
5	Is There Any Ice Cream? Pages 34–41	Talk about foods Order from a menu Express preferences with <i>would like</i>	Count/Noncount nouns Expressions of quantity: <i>some/any</i> Partitives <i>Too/Enough</i>
EXPANSION Units 1–5 Pages 42–49		<b>Language Review</b> <b>Reading:</b> Let the Games Begin <b>Reading:</b> Foods: Truths and Lies <b>Writing:</b> 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: <i>be</i> Simple past tense: regular / irregular verbs Intensifiers with adjectives
7	What Happened? Pages 58–65	Retell an event Express feelings Give reasons with <i>why</i> and <i>because</i> Show agreement with <i>so</i> and <i>neither</i>	<i>There was/There were</i> Adverb: <i>ago</i> Pronouns: <i>someone, no one, nothing, anything</i> Conjunctions: <i>because, so</i>
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	<i>Should/Shouldn't</i> Clauses with <i>when</i> Subject/object pronouns and possessive adjectives/pronouns

Listening	Pronunciation	Reading	Writing
Listen for specific information about a hotel stay	Intonation of <i>yes/no</i> and <i>wh</i> -questions	The Place to Stay	Create a hotel registration form and complete it with personal information 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 <i>want to</i>	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 <i>do you</i>	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)
<p><b>Project:</b> Research a healthful diet  <b>Chant Along:</b> Just Another Day  <b>Writing:</b> Write about a typical day in a person's life  <b>Project:</b> Write verses about a typical day in your life</p>			
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)

# 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	<i>Should, why don't/doesn't...?</i> , and <i>let's</i> for suggestions <i>Go + verb + -ing</i> <i>Have to/Had to</i> and <i>Don't/Didn't have to</i> <i>Must/Mustn't</i> 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: <i>whose</i> Pronoun: <i>one/ones</i> Quantitative: <i>too</i> Modal verbs: <i>can, may, could, might</i>
11	There's No Comparison Pages 90–97	Make comparisons State opinions Talk about interesting facts	Comparative and superlative forms of adjectives <i>So...that/Such...that</i>
<b>EXPANSION</b> Units 6–11 Pages 98–105		<b>Language Review</b> <b>Reading:</b> 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 <i>be going to</i> 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 <i>will</i> Information questions Conditional with present and future forms Functions with <i>will</i>
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 <i>will</i>	<i>Can, could, will, would</i> <i>I'll, Let me</i> <i>Want + object noun/pronoun + infinitive</i> <i>Tell and ask + object noun/pronoun + infinitive</i>
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 + <i>when</i> Adverbs of degree <i>Could</i> and <i>was/were able to</i>
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
<b>EXPANSION</b> Units 12–16 Pages 146–153		<b>Language Review</b> <b>Reading:</b> Success! <b>Project:</b> Research a role model	

Listening	Pronunciation	Reading	Writing
Listen to phone conversations for excuses	Reduction of <i>have + to</i>	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 <i>er</i> 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	<i>/æ/</i> and <i>/ɒ/</i>	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 <i>/l/</i> 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 <i>could you</i> and <i>would you</i>	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 <i>/v/</i> sound in <i>have</i>	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

# 1 Are You Here on Vacation?

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## 1 Listen and Discuss

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

Are you here for the festival?

How do you spell your last name?

Yes, I am. My name is Jean Fournier.

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

It's good to see you, Colin.

How are you?

Fine, thanks. How about you?

Excuse me. Where's the restaurant?

Behind the elevators, on your right.

**INTERNATIONAL WRITERS FESTIVAL**

WELCOME ALL PARTICIPANTS!



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

Nice to meet you, Lee.

Nice to meet you, too.

Good night.  
See you tomorrow.

Bye. Take care.

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

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

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

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

## Quick Check ✓

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

## 2 Pair Work

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

# 1 Are You Here on Vacation?



## 3 Grammar

### Simple Present of the Verb *Be*

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

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

#### Yes-No Questions (?)

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

#### Short Answers (+)

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

#### Short Answers (-)

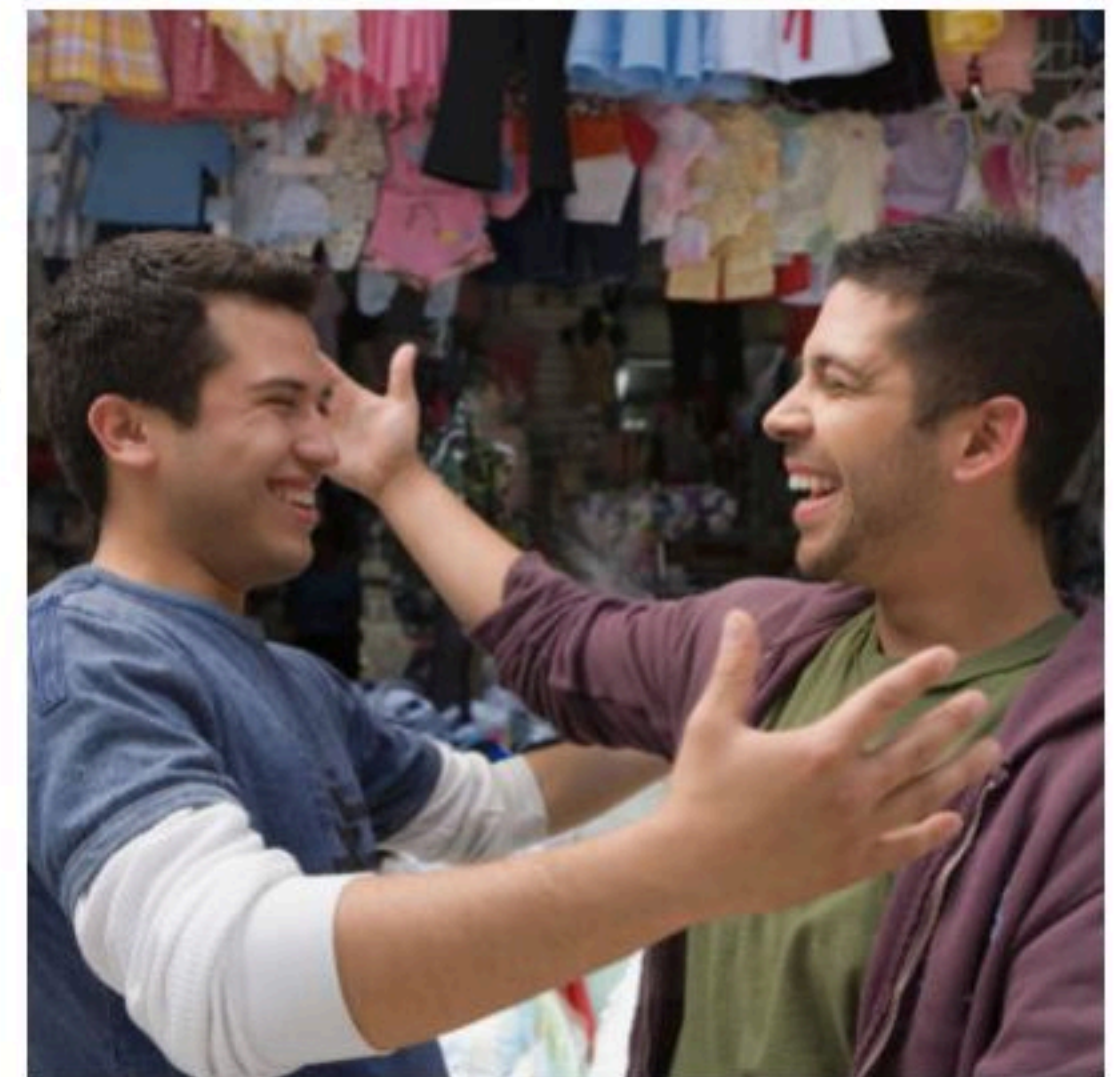
No, I'm **not**.  
No, he **isn't**.  
No, it **isn't**.  
No, it **isn't**.  
No, we **aren't**.  
No, they **aren't**.

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

**How'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.



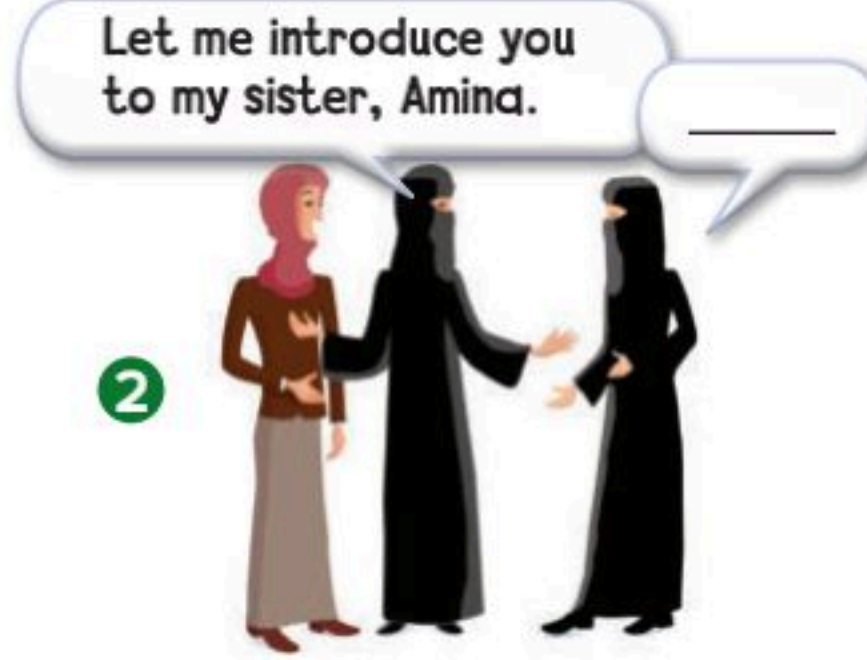
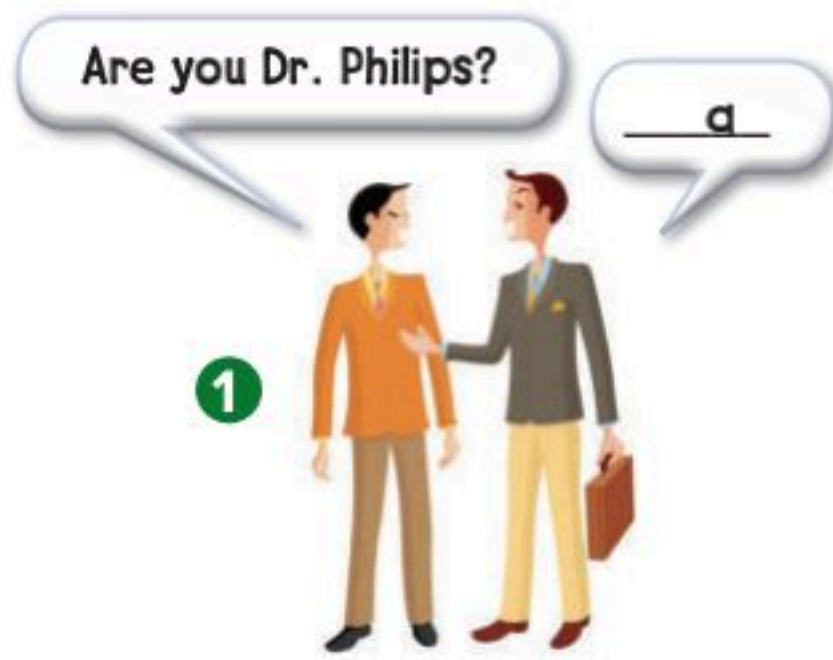
**B.** Interview a classmate. Ask for this personal information.

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



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

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



## 4 Listening

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

Nationality	
Room—floor	
Number of days at hotel	
Purpose of visit	

## 5 Pronunciation

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



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

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



# 1 Are You Here on Vacation?

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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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# 1 Are You Here on Vacation?



## 9 Writing

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

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

### Writing Corner

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

1. *Would like* is a polite form of *want*.

I want to make a reservation. → I'd like to make a reservation.

Do you want breakfast? → Would you like breakfast?

2. Use *Can / Could / May* to politely ask a question.

Spell your last name. → Could you spell your last name?

Give me your passport. → May I see your passport, please?



B. Read the questions. Decide what information is being asked for and write it in the chart.

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

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

## 10 Project

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

# 11 Form, Meaning and Function

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



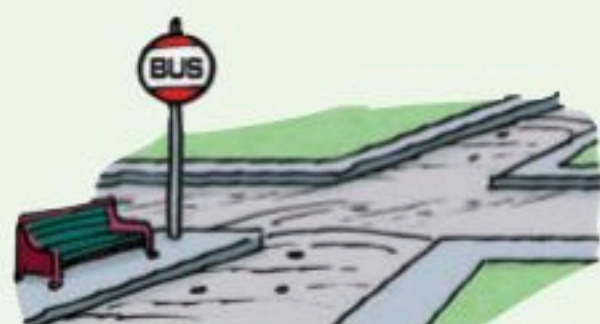
The park is **across from** the school.



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



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



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



The museum is **near** the hotel.

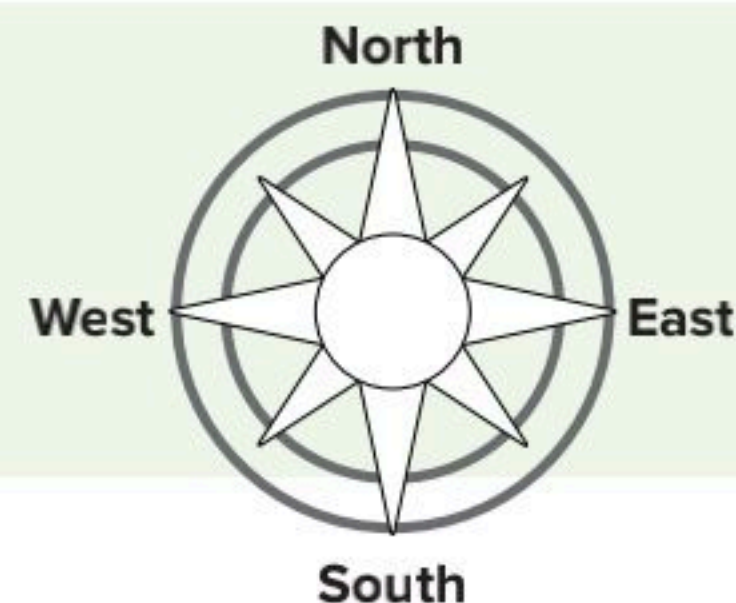


The airport is **far from** town.

## Asking for and Giving Directions

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

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



A. Match the questions with the answers.

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

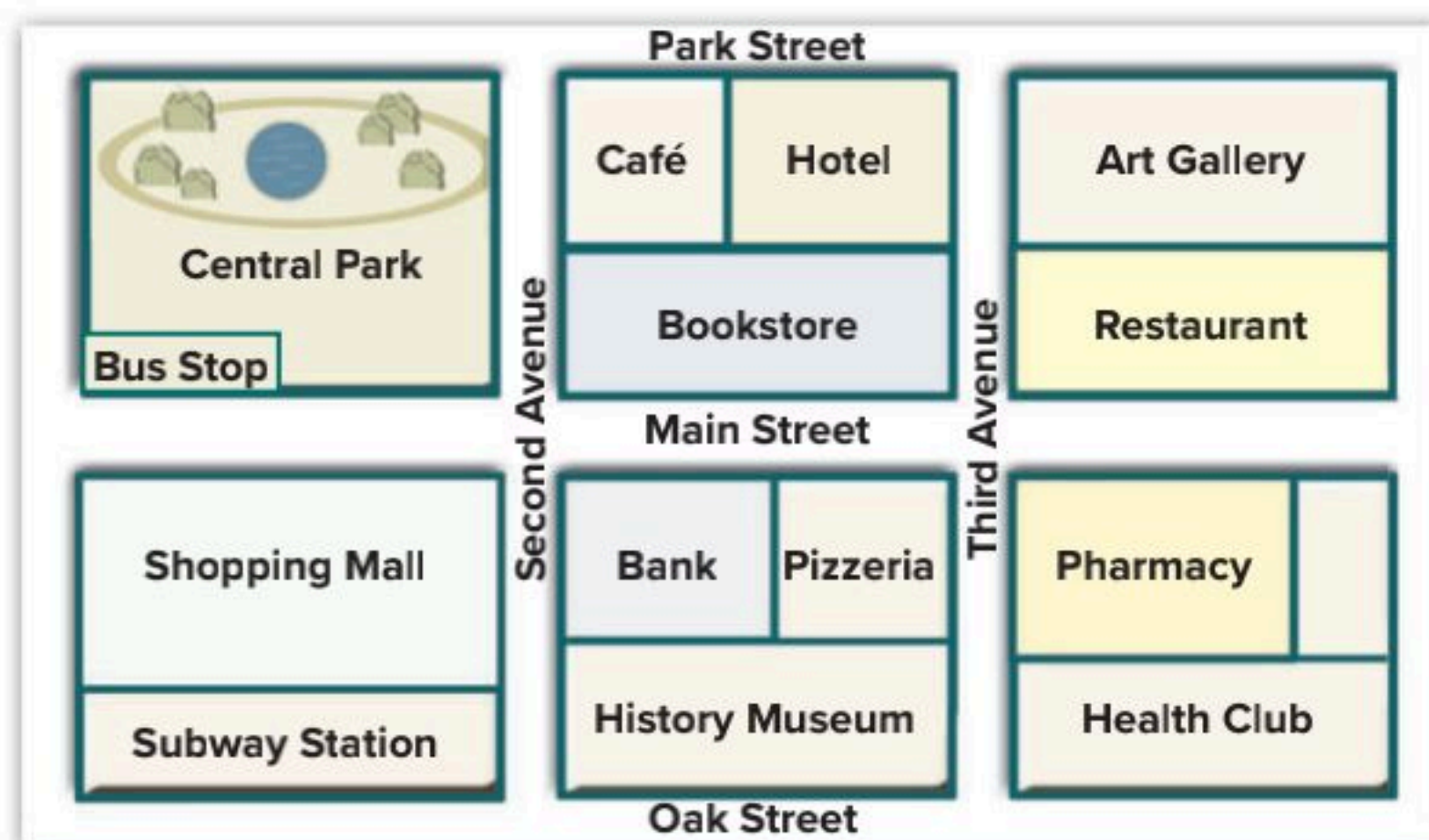
- a. Yes. Go straight ahead for one more block.
- b. No. It's between the bank and the health club.
- c. No, it isn't. It's to the south.
- d. Yes, there is. It's across from the bookstore.
- e. No, it isn't. It's far from the city.
- f. It's on the corner of First and Main.

B. Work with a partner. Describe the location of places on the map. Use **across from, between, next to, on, near,** and **far from.**

C. Work with a partner. Student A is a hotel guest: ask for directions to places on the map.

Student B is a hotel concierge: give directions.

Then change roles.



# 2 What Are They Making?

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## 1 Listen and Discuss

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



### Quick Check

**A. Vocabulary.** Find words to express approval and disapproval.

**B. Comprehension.** Match the parts of the sentences.

- |                                     |                              |
|-------------------------------------|------------------------------|
| 1. The actor at the food stand ____ | a. is running away.          |
| 2. The director ____                | b. is shouting for help.     |
| 3. The man near the pond ____       | c. is talking to the actors. |
| 4. The man on the wall ____         | d. is feeding the fish.      |
| 5. The old man ____                 | e. isn't enjoying the soup.  |

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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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## 2 What Are They Making?



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### 3 Grammar

#### Present Progressive

Use the present progressive for actions happening now.

##### Information Questions (?)

What	<b>am</b>	I	<b>doing</b> now?
	<b>are</b>	you	
	<b>is</b>	he she	
	<b>are</b>	we	
	<b>are</b>	they	

##### Affirmative (+)

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

##### Negative (-)

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

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

<b>Am</b>	I	<b>reading?</b>
<b>Are</b>	you	
<b>Is</b>	he she	
<b>Are</b>	we	
<b>Are</b>	they	

##### Short Answers (+)

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

##### Short Answers (-)

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

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

I **like** martial arts films. I **don't hear** anything.

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

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

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

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

**Adel:** Excuse me. What \_\_\_\_\_ (1. happen)?

**Greg:** They \_\_\_\_\_ (2. make) a TV series.

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

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

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

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

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

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

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

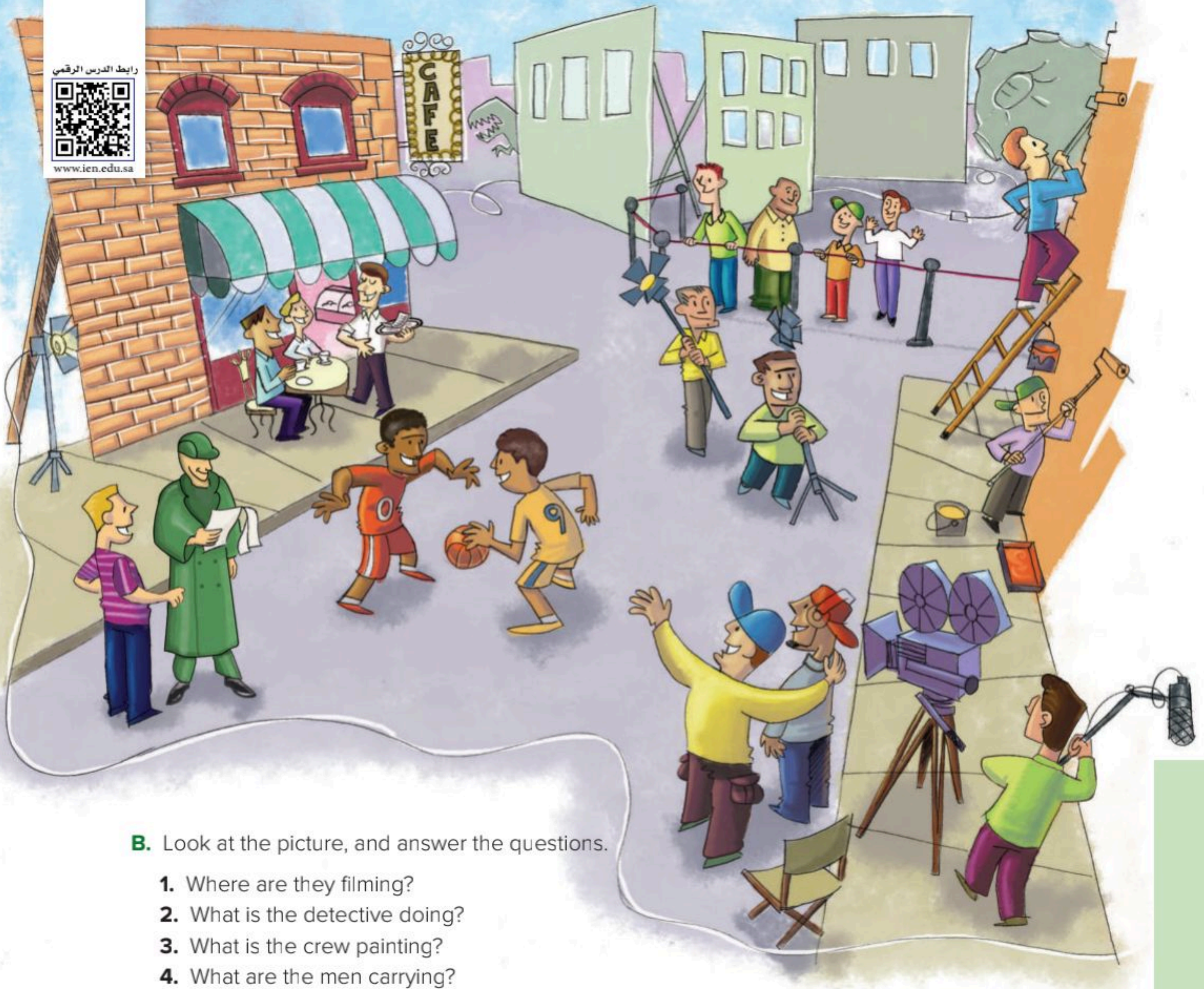
**Greg:** Oh, that's Adam Scott. He usually \_\_\_\_\_ (6. play)

a smart detective. In this scene, he \_\_\_\_\_ (7. hear)

an explosion and goes to investigate.

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





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

1. Where are they filming?
2. What is the detective doing?
3. What is the crew painting?
4. What are the men carrying?
5. What game are the people on the street playing?
6. Who is the director talking to?
7. What are the men in the café doing?
8. What is the waiter doing?

## 4 Listening

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

- \_\_\_\_\_ one of the people watching
- \_\_\_\_\_ one of the basketball players to the other
- \_\_\_\_\_ the director to the cameraman
- \_\_\_\_\_ one of the painters to the other
- \_\_\_\_\_ the actor playing the detective
- \_\_\_\_\_ the waiter to a customer in the café

## 5 Pronunciation

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

/i/      he      eat      read      sleep

He likes to sleep on the beach.

/I/      it      this      listen      sit

This is Bill's car.

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

\*FYI: For Your Information

## 2 What Are They Making?



### 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?





## 8 Reading

### Before Reading

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

## E-Learning Is Easy!

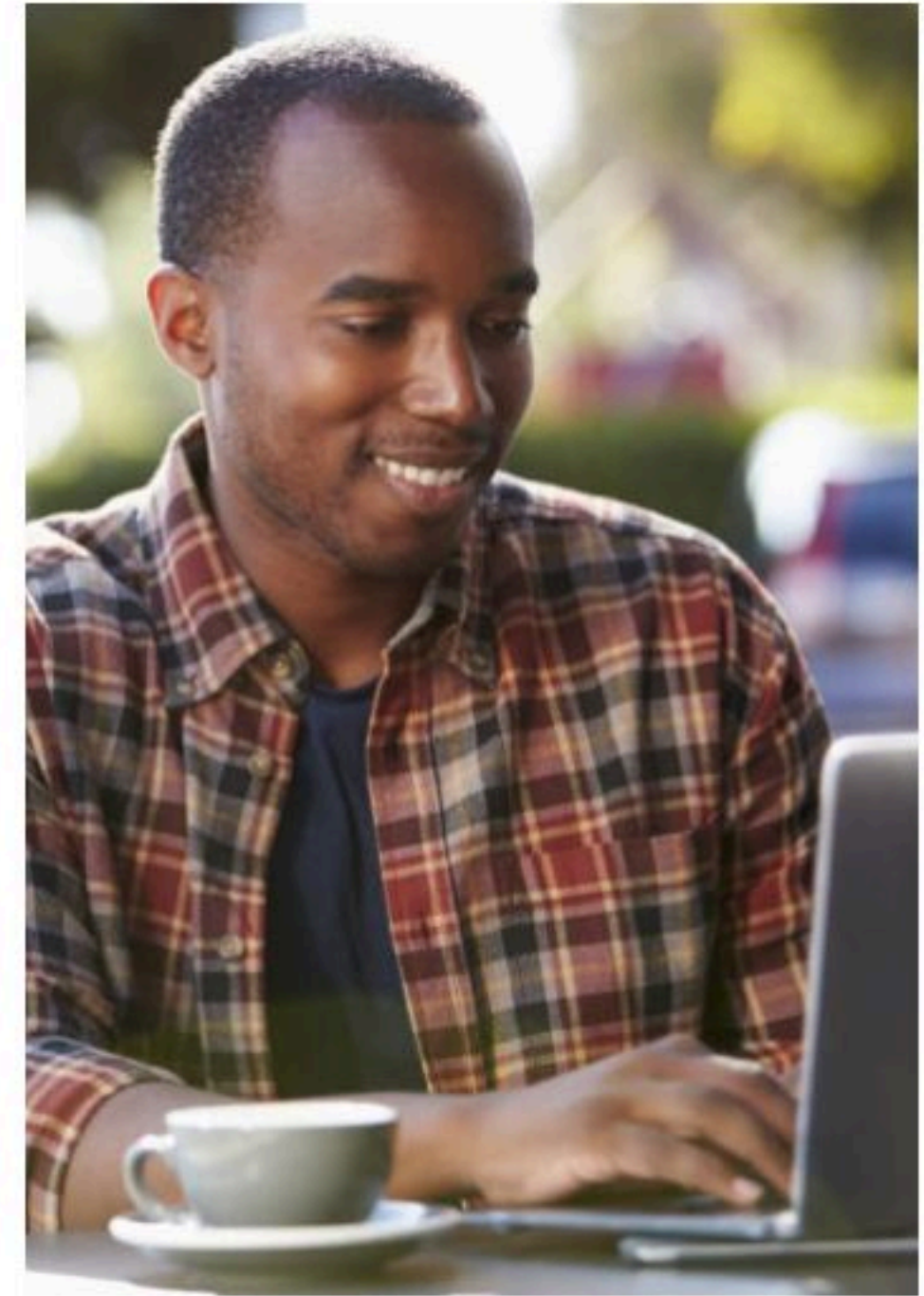
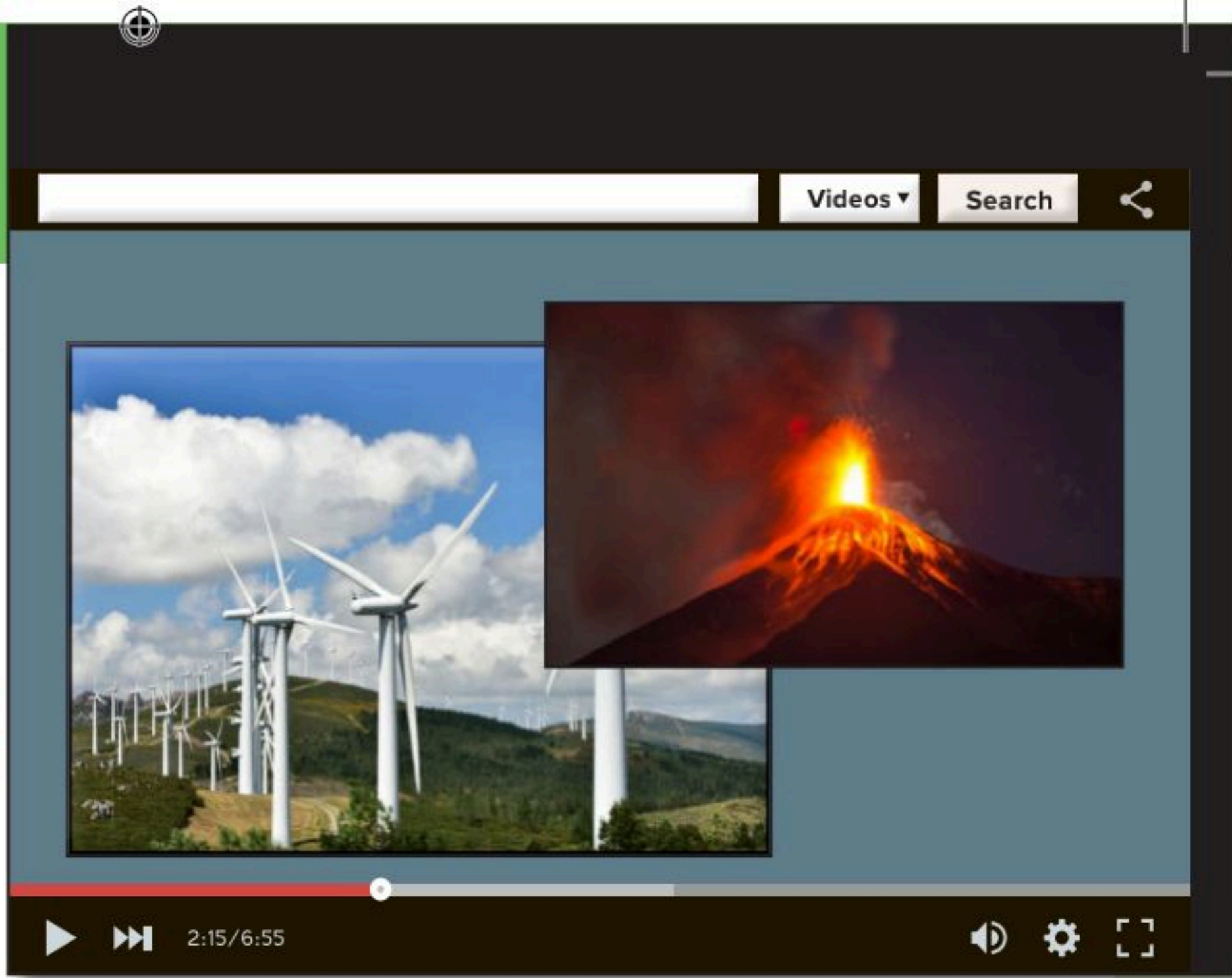
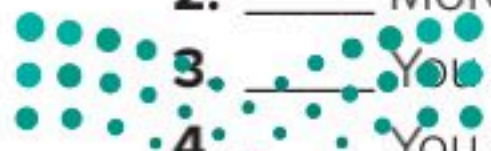
You see a young executive in a public place staring into his laptop and you think: "Oh, poor guy, he's working so hard." But, in fact, perhaps he's looking at Facebook or Skype. Perhaps he's chatting online with friends or watching a video from his family who lives far away. The Internet makes it easy 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

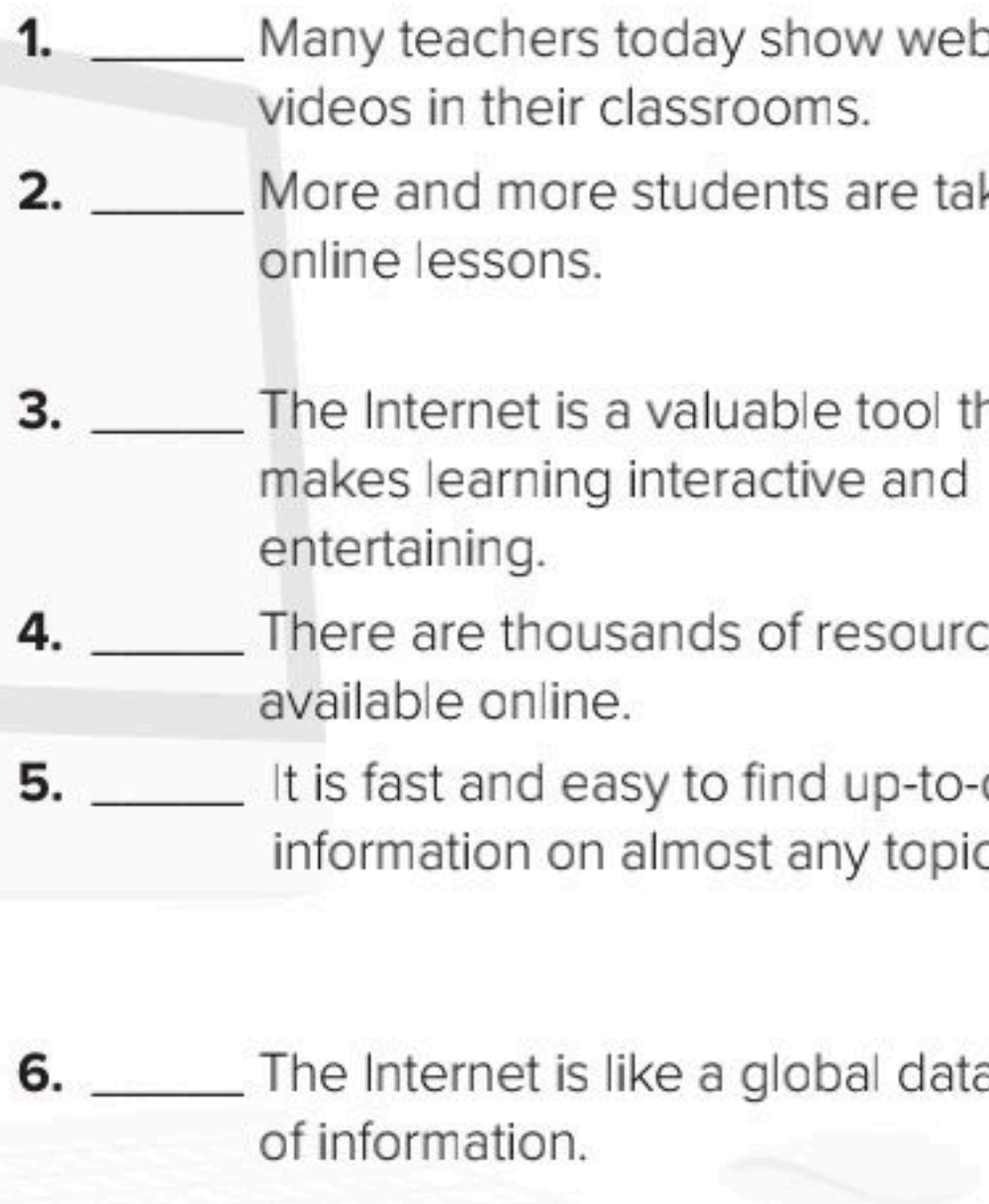
Do your teachers ever show videos in the classroom to help you learn? Do you ever use online videos to learn how to do things?

## 2 What Are They Making?



### 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.

- 
- \_\_\_\_\_ Many teachers today show web videos in their classrooms.
  - \_\_\_\_\_ More and more students are taking online lessons.
  - \_\_\_\_\_ The Internet is a valuable tool that makes learning interactive and entertaining.
  - \_\_\_\_\_ There are thousands of resources available online.
  - \_\_\_\_\_ It is fast and easy to find up-to-date information on almost any topic.
  - \_\_\_\_\_ The Internet is like a global database of information.
- Students, **especially** children, have fun learning through online activities and games.
  - For instance**, you can watch the news in French, read an article in Arabic, or listen to a lesson in Spanish.
  - Students do not have to spend hours in a library **because** they have an electronic library at home or school.
  - What better way to help students understand subjects **such as** geography or science.
  - Some language students, **for example**, learn on their own from websites, and others connect with their teacher online with the help of a webcam.
  - Students can make use of references **like** online dictionaries, thesauruses, and encyclopedias.

#### Writing Corner


- 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 (+)

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

Also use the imperative to give advice.

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

### Negative (-)

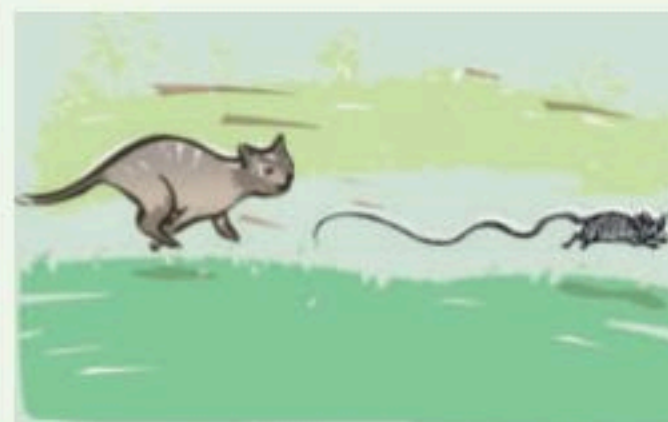
**Don't sit** down. / Please **don't sit** down.

**Don't have** the soup. It tastes terrible.

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



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



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



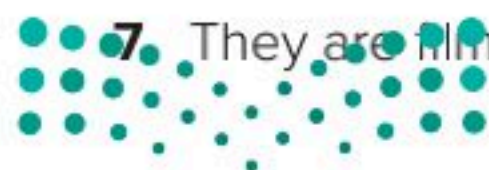
The cat is **over** the mouse.  
The mouse is **under** the cat.

### A. Write the negative imperative.

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

### B. Write the correct prepositions.

1. The cameraman is filming the scene. He's standing \_\_\_\_\_ the camera.
2. The thieves are getting \_\_\_\_\_ in a fast car.
3. They are filming the talk show live \_\_\_\_\_ the television studio.
4. They are making a documentary about dolphins \_\_\_\_\_ water.
5. In this scene, the stuntman is jumping \_\_\_\_\_ a wall.
6. The actors are ready to perform \_\_\_\_\_ the camera.
7. They are filming the scenes \_\_\_\_\_ on location in the desert.



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

# 3 Who's Who

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## 1 Listen and Discuss

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



◀ **Hussain Saleh** is a salesperson. He works in a furniture store, 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.

BEST VALUE FURNITURE

**Hussain Saleh**  
*Sales Representative*

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



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



*Global Travel*

**Oscar Gutierrez**  
*Travel Agent*

Princesa 53, 12th Floor  
Madrid 28008  
Telephone (1) 9154 1830  
Email: oscar@global.com.es



### Quick Check ✓

A. **Vocabulary.** Name the job.

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

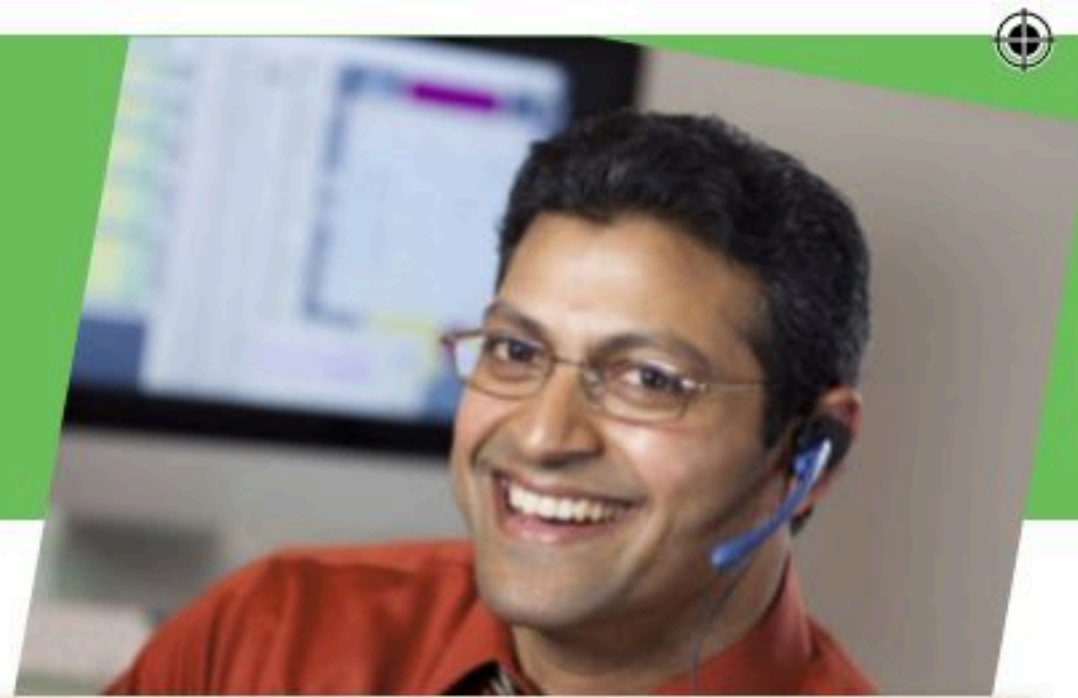
B. **Comprehension.** Which people like their jobs?  
Which people want to change their jobs?

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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.



## 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	<b>work</b>	in a hospital.	
We			
They			
He	<b>works</b>		
She			

#### Negative (-)

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

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

### Wh- Questions in the Simple Present

- |                                       |                                      |                              |
|---------------------------------------|--------------------------------------|------------------------------|
| <b>Q:</b> Where does he/she work?     | <b>Q:</b> Where do you/they work?    | <b>Q:</b> What do you do?    |
| <b>A:</b> He/She works in a hospital. | <b>A:</b> I/They work in a hospital. | <b>A:</b> 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

- |  |  |
|--|--|
| <b>Q:</b> What do you <b>want to be</b> ?  | <b>Q:</b> What does he <b>want to be</b> ? |
| <b>A:</b> I <b>want to be</b> an engineer. | <b>A:</b> He <b>wants to be</b> 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.

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

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

**C.** Complete the conversations with appropriate verbs in the simple present tense. Then practice with a partner.

1. **A:** What do your uncles \_\_\_\_\_?  
**B:** They're scientists. They \_\_\_\_\_ in a laboratory.  
**A:** That's exciting.
2. **A:** Where does your brother \_\_\_\_\_?  
**B:** He works in a bank. He's a teller, but he \_\_\_\_\_ to be a manager.
3. **A:** My brother \_\_\_\_\_ for the United Nations.  
**B:** Really. What does he do?  
**A:** He's a translator. He \_\_\_\_\_ five languages.



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

easy    difficult    boring    exciting    stressful    fun    interesting    satisfying

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

- A:** I think reporters have an interesting job.  
**B:** Yes, but their job is very stressful. They have a lot of deadlines.

## 4 Listening

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

1. \_\_\_\_ The job is interesting and exciting.
2. \_\_\_\_ A person doesn't need to be smart.
3. \_\_\_\_ The job is stressful.
4. \_\_\_\_ Raymond is a good speaker.
5. \_\_\_\_ He wants to be a lawyer for the money.
6. \_\_\_\_ Raymond's grandfather was a lawyer.

## 5 Pronunciation

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

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I **want to** be a pilot.  
I don't **want to** be a doctor.

What do you **want to** be?  
Do you **want to** be a teacher?



### 3 Who's Who

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## 6 Conversation

- Ross:** What does your father do, David?
- David:** My dad's a pilot. He flies those huge airplanes. *You know*, the ones that can carry over five hundred passengers.
- Ross:** Wow! That's cool.
- David:** *Yeah*. I want to be a pilot just like my dad. What about your father? What does he do?
- Ross:** He's a writer. He writes for a sports magazine.
- David:** Do you want to be a writer, too?
- Ross:** No. I want to be a chemistry teacher. I love doing experiments, and I like teaching kids.



### Your Ending

What is David's response?

- 1 Yeah, 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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## 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.

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%.

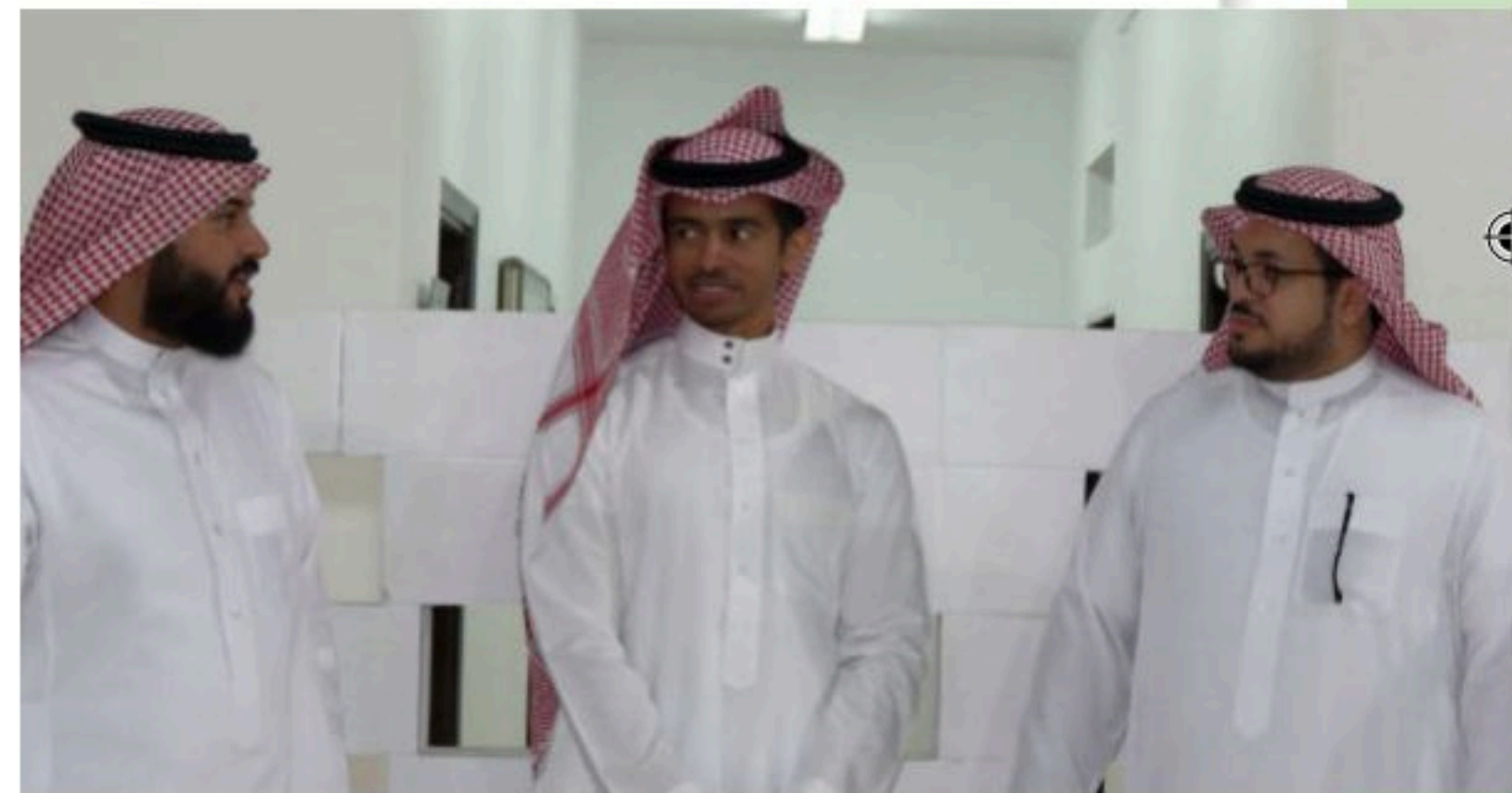
### A vision for the future

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.



\* 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.

### After Reading

- List 3 things that Saudi Arabia does to support the economy.
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- What percentage of people in Saudi Arabia are under the age of 25?
- What kind of culture is the country building?
- 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?



## 9 Writing

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

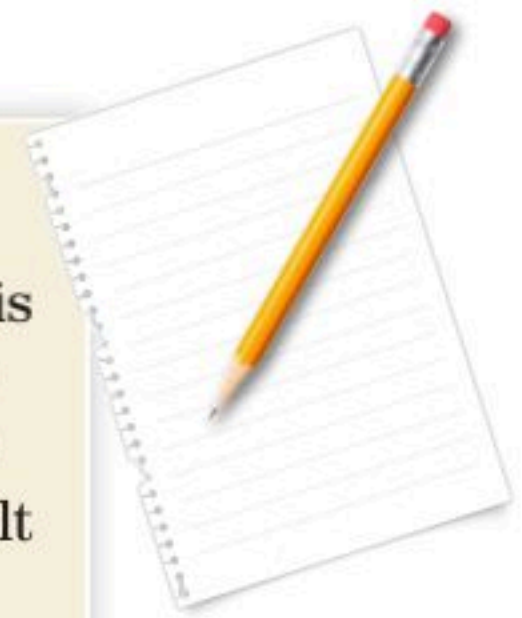
Job: _____	
Good things	Bad things

### Writing Corner

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

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

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

# 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.
- nurse \_\_\_\_\_
  - pilot \_\_\_\_\_
  - travel agent \_\_\_\_\_
  - waiter \_\_\_\_\_
  - journalist \_\_\_\_\_
  - graphic designer \_\_\_\_\_
  - translator \_\_\_\_\_
  - lawyer \_\_\_\_\_

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

- The neighbor \_\_\_\_\_ lives downstairs is a chef.
- Is English a language \_\_\_\_\_ is easy to learn?
- Would you like a job \_\_\_\_\_ has a large salary?
- My brother works in a store \_\_\_\_\_ sells furniture.
- The salesperson \_\_\_\_\_ helped me was very friendly.
- The actor \_\_\_\_\_ is playing the lead role is very funny.
- He works for a construction company \_\_\_\_\_ builds roads and bridges.
- The graphic designer \_\_\_\_\_ made this advertisement is very creative.



**C.** Complete the sentences with your own ideas.

- I like people who are \_\_\_\_\_.
- I don't like people that are \_\_\_\_\_.
- I like books which are \_\_\_\_\_.
- I don't like books that are \_\_\_\_\_.
- I want a job which is \_\_\_\_\_.
- I don't want a job that is \_\_\_\_\_.

# 4 Favorite Pastimes

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## 1 Listen and Discuss

Which of the following pastimes are popular in your country?

# 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.

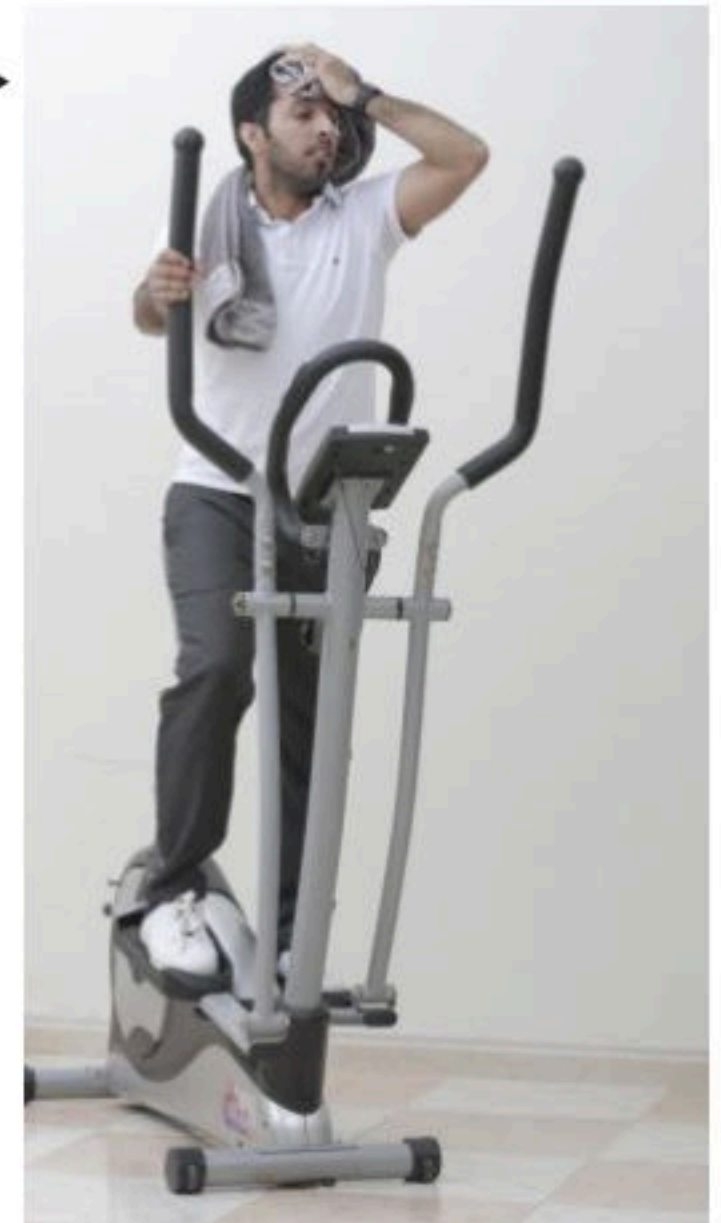


▲ They eat in food courts or restaurants.

They exercise. ►  
They play sports  
or work out.

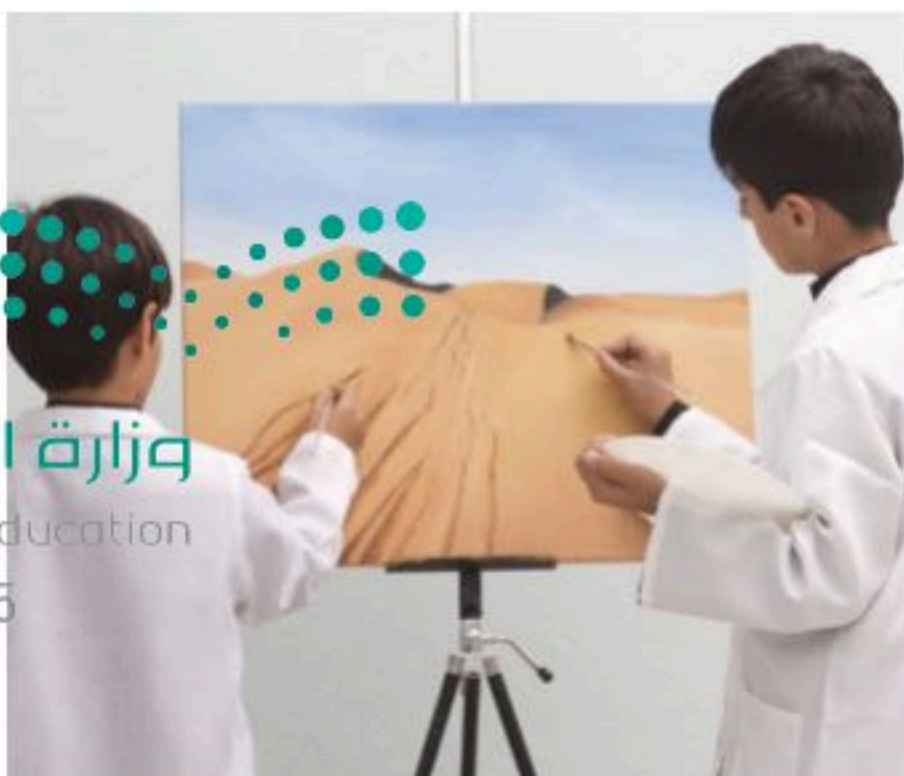


▲ They play video  
games or board  
games.



◀ 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%

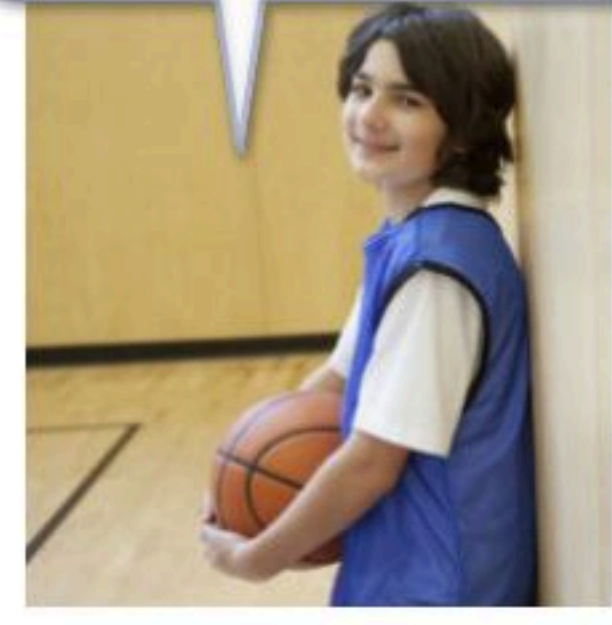
Sources: Saudi Youth in Numbers: A report for International Youth Day 2020 by the Statistical Analysis and Decision Support Center of the General Authority for Statistics, Kingdom of Saudi Arabia; and Households and Individuals' ICT Access and Usage Survey 2021.



How often do you play basketball, Ali?



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



What's your favorite pastime, Josh?



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



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**.

- \_\_\_\_\_ Ali often works out.
- \_\_\_\_\_ Josh knows how to ice-skate.
- \_\_\_\_\_ Teens seldom buy things online.
- \_\_\_\_\_ Most teens are not interested in reading about current events.

## 2 Pair Work

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

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

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

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

# 4 Favorite Pastimes



## 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.*

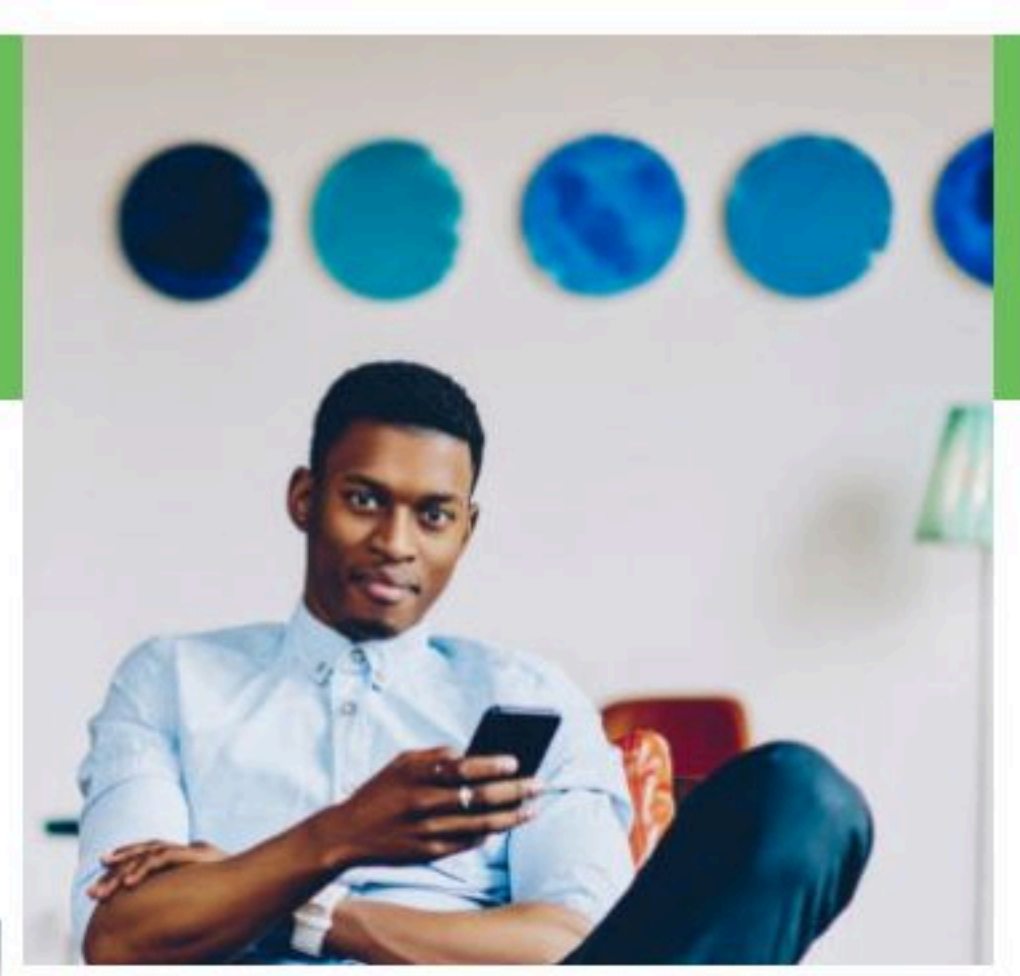
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
take a shower	✓	✓	✓	✓	✓	✓	✓
make the bed						✓	✓
do homework	✓	✓	✓	✓	✓		
cook dinner		✓		✓			
draw and paint	✓		✓		✓		✓
watch TV					✓		✓
take French classes	✓		✓		✓		

**B.** Ask and answer questions about Sabah.

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

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

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



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

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

**B:** Text messaging.

**A:** How often do you do it?

**B:** I do it all the time.



## 4 Listening

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

### Qassim

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

### Fatima

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

## 5 Pronunciation

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



Do you exercise?

Do you play tennis?

Do you know how to cook?

When **do you** exercise?

Where **do you** play?

What **do you** cook?

## 4 Favorite Pastimes

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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
<i>elastic-propelled</i>				





## 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

- Use the gerund (-ing form) as a subject or noun.  
**Painting** is a relaxing hobby.      **Playing football** is a lot of fun.
- 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.
- The verbs *like, love, and prefer* can also go with the infinitive.  
 She likes **to cook** in her free time.      She prefers **to make** ethnic foods.

B. Read the text about Noura's hobby. Circle the gerund where it is a subject. Underline the gerund where it is an object of the verb.

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



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

## 10 Project

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

# 11 Form, Meaning and Function

## Gerunds after Verbs

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

I recommend **playing** basketball as a hobby.  
He enjoys **skateboarding** in the park.

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

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



## Infinitives after Verbs

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

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

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

hate	like	prefer	would like
hope	love	want	would love



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

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

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

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

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 \_\_\_\_\_.

# 5 Is There Any Ice Cream?



## 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







1

**Worker:** May I take your order?  
**Customer:** I'd like the chicken sandwich.  
**Worker:** For here or to go?  
**Customer:** To go, please.



2

**Waiter:** Would you like some dessert?  
**Customer:** Yes, please. Do you have any cheesecake?  
**Waiter:** Sorry, sir. We don't have any today. How about a piece of apple pie?

### Quick Check ✓

- A. Vocabulary.** Put food words on the menu into the following categories:  
**meat, seafood, vegetables, fruits, dessert.**
- B. Comprehension.** Answer about the menu and photos.
1. What's the name of the restaurant on the menu?
  2. Is there any ethnic food on the menu? What?
  3. Do any dishes come with French fries?
  4. What take-out food does the man want?
  5. Does the restaurant have any cheesecake?



## 2 Pair Work

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

# 5 Is There Any Ice Cream?

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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

a burger  
an egg

#### Plural Count Nouns

two burgers  
three eggs

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

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

Use *some* in affirmative statements.

Use *any* in negative statements and in questions.

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

#### Affirmative (+)

There is **some** juice.  
There are **some** fries.

#### Negative (-)

There isn't **any** juice.  
There aren't **any** fries.

#### Questions (?)

Is there **any** juice?  
Are there **any** fries?

Sometimes *some* is used in questions for offers.

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

### Would Like

Use *would like* for preferences.

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

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

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

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

**FYI**

I'd = I would



### Partitives

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

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

- \_\_\_\_\_ ice cream
- \_\_\_\_\_ potatoes
- \_\_\_\_\_ eggs
- \_\_\_\_\_ cheese
- \_\_\_\_\_ chocolate
- \_\_\_\_\_ vegetables
- \_\_\_\_\_ sandwiches
- \_\_\_\_\_ juice



\_\_\_\_\_ tomatoes

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

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



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

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

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

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

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

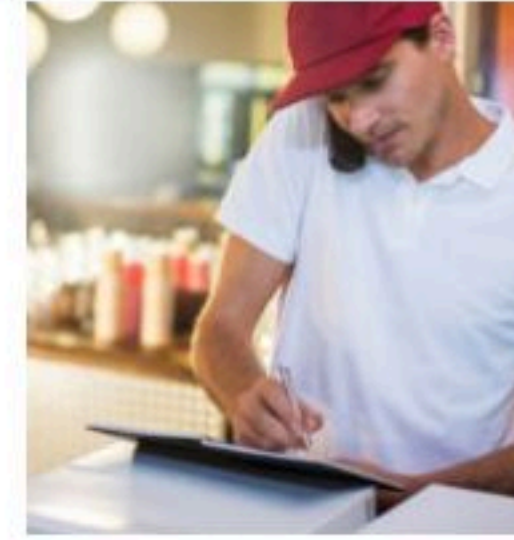
**Omar:** I'd like (3.) \_\_\_\_\_ minestrone soup and the lasagna bolognese. Do you have (4.) \_\_\_\_\_ apple juice?

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

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

**Tony:** Anything else?

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



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

## 4 Listening

Listen and mark what Hameed and Aisha order for lunch.

## 5 Pronunciation

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

/s/  
drinks  
desserts  
cups

/z/  
eggs  
vegetables  
fries

/əz/  
juices  
sandwiches  
dishes



## 5 Is There Any Ice Cream?



### 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

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.



most popular soft drink was and still is Inca Kola. Coca Cola couldn't compete against Inca Kola, so they

### After Reading

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

### Discussion

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

## 5 Is There Any Ice Cream?



### 9 Writing

- A. In groups of three, talk about your favorite foods. Find a dish that everyone in the group likes. Discuss the ingredients and how to prepare the dish.

#### Writing Corner

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

- B. Put the directions for the recipe in the correct order. Number the steps 1–8.

### Cheese and Mushroom Omelet

#### Ingredients:

- 2 large eggs
- salt and pepper
- 3-4 sliced mushrooms
- 1 tablespoon butter
- ¼ cup grated cheese



#### Directions:

- \_\_\_\_\_ Next, pour the eggs into the frying pan with the mushrooms.
- \_\_\_\_\_ Add a little salt and pepper, and mix the eggs with a fork.
- \_\_\_\_\_ Finally, slide the omelet onto a plate.
- \_\_\_\_\_ When the eggs start to cook, sprinkle the cheese on top.
- \_\_\_\_\_ First, break the eggs into a mixing bowl.
- \_\_\_\_\_ Melt the butter, and fry the mushrooms until golden brown.
- \_\_\_\_\_ Then, fold the omelet in half.
- \_\_\_\_\_ After that, put the butter in a frying pan.

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

### 10 Project



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

# 11 Form, Meaning and Function

## Too and Enough

Too can be placed before adjectives.

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

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

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

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

Enough can be placed after adjectives.

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

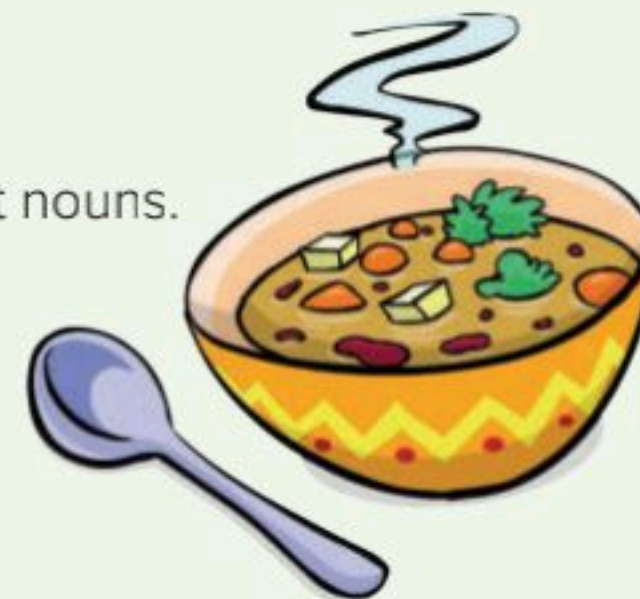
Enough can be placed before count and noncount nouns.

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

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

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

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



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

1. I don't have \_\_\_\_\_ time to cook dinner.
2. This restaurant is \_\_\_\_\_ crowded. Let's eat somewhere else.
3. There were \_\_\_\_\_ many sandwiches, but not \_\_\_\_\_ salad.
4. No more, thank you. That's \_\_\_\_\_ rice for me.
5. It's \_\_\_\_\_ hot in here. Can we turn on the air conditioner?
6. These shoes are \_\_\_\_\_ big, and those shoes aren't big \_\_\_\_\_.

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

1. There are \_\_\_\_\_ people in this restaurant. We can't find a table.
2. There are \_\_\_\_\_ desserts to choose from. I want to try them all!
3. \_\_\_\_\_ sugar and \_\_\_\_\_ sweets aren't good for you.
4. I can't eat all this. There's \_\_\_\_\_ pasta on my plate.
5. I have \_\_\_\_\_ work to do and \_\_\_\_\_ free time to relax.
6. He's still hungry. There was \_\_\_\_\_ food.

### C. Complete the sentences with an infinitive phrase.

1. It's too late \_\_\_\_\_.
2. There isn't enough time \_\_\_\_\_.
3. Do we have enough eggs \_\_\_\_\_?
4. He's too young \_\_\_\_\_.
5. I'm too tired \_\_\_\_\_.
6. Are you too busy \_\_\_\_\_?

# EXPANSION Units 1–5

## 1 Language Review



A. Write what the people in the jobs do.

🔦 A teacher teaches.

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

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

🔦 I can swim very well. I know how to swim very well.

🔦 I can't swim at all. I don't know how to swim at all.

- |  |       |
|--|-------|
| 1. I can speak Spanish.                  | _____ |
| 2. That student can't type.              | _____ |
| 3. Refaa can make her own clothes.       | _____ |
| 4. Farah can cook delicious Indian food. | _____ |
| 5. Most of my friends can't play chess.  | _____ |

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



🔦 Is the police officer wearing jeans?

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

1. Is the young man buying a burger?

\_\_\_\_\_

2. Are the man and woman taking a bus?

\_\_\_\_\_

3. Is the boy riding a bike?

\_\_\_\_\_

4. Is the tourist reading a book?

\_\_\_\_\_

5. Is the businessman sending an email?

\_\_\_\_\_





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

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

**Tom:** Board games, I guess. I \_\_\_\_\_ (2. have) lots of them. But Scrabble is my favorite.  
\_\_\_\_\_ you \_\_\_\_\_ (3. know) how to \_\_\_\_\_ (4. play) it?

**Fahd:** No, I don't.

**Tom:** Well, it \_\_\_\_\_ (5. be) easy. I can \_\_\_\_\_ (6. teach) you some time.

**Fahd:** I \_\_\_\_\_ (7. prefer) something up-to-date, like video games. I think video games \_\_\_\_\_ (8. be) good for your mental health, and they \_\_\_\_\_ (9. be) a good way to get rid of stress.

**Tom:** Yeah, but some people \_\_\_\_\_ (10. become) addicted to video games. They \_\_\_\_\_ (11. play) for many hours at one time.

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

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

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



**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.



## 2 Reading

### Before Reading

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



# LET THE GAMES BEGIN

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

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



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

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



## After Reading

A. Match the words with the meanings.

- |                    |   |
|--------------------|---|
| 1. ____ screams    | a. to tell someone it's a good idea to do something |
| 2. ____ tournament | b. group of TV stations                             |
| 3. ____ network    | c. stress   |
| 4. ____ encourage  | d. shouting   |
| 5. ____ pressure   | e. competition among a group of people              |

B. Answer the questions about the article.

1. What are people doing in the mall on the weekend?
2. What can you hear in a part of the mall?
3. What are the fans doing?
4. Who are the sports stars?
5. What sport do they play?
6. Are they playing today?
7. Where are the tournament finals?
8. What is a "bang"?
9. What do some parents in South Korea think about video games?

## Discussion

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

## Writing

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

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

### 3 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.

## 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 unhealthy  
for young people?



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

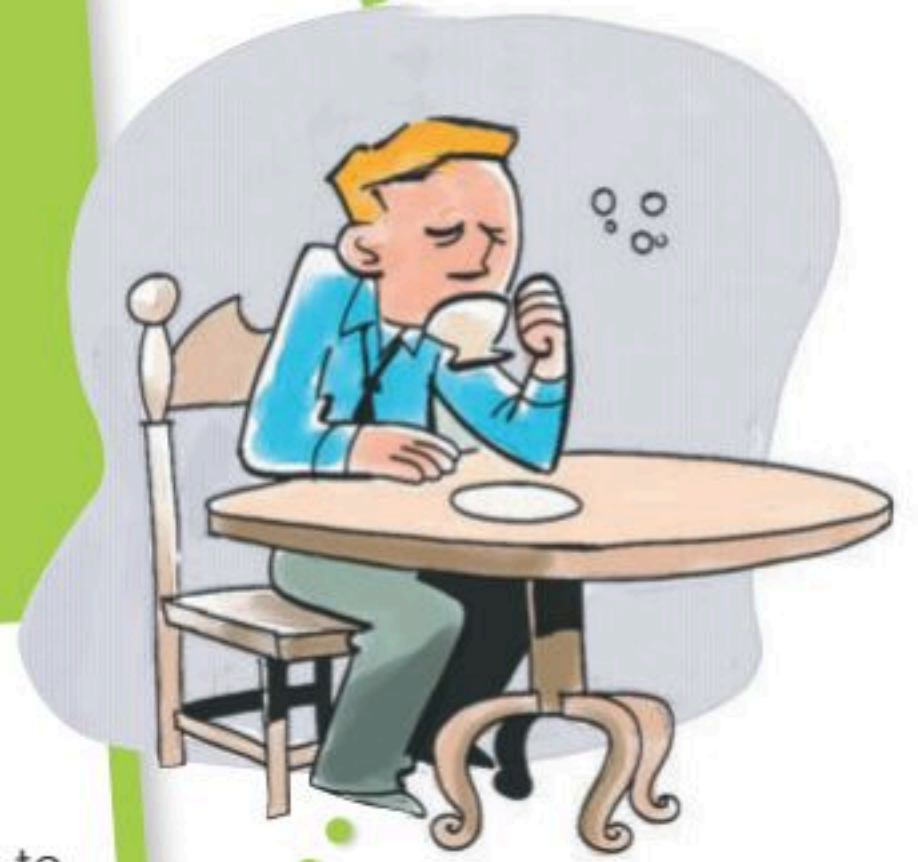
It's just another working day.  
Nothing in this job to look forward to.  
I want to get away—  
Get away from this strife  
I got to do something,  
Something good with my life.

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



## Vocabulary

A. Match the words with the meanings.

- |                         |  |
|-------------------------|--|
| 1. ____ grab            | a. a part that rightly belongs to a person           |
| 2. ____ ache            | b. difficulty  |
| 3. ____ look forward to | c. hurry   |
| 4. ____ strife          | d. feel a pain                                       |
| 5. ____ share           | e. take into your hand quickly and firmly            |
| 6. ____ rush            | f. think about something in the future with pleasure |

B. Circle the correct meaning of each expression.

- |                          |   |
|--------------------------|---|
| 1. crawl out of bed      | (get up slowly / walk on your hands and knees)              |
| 2. make myself a bite    | (bite yourself / make a snack for yourself)                 |
| 3. you don't fit in      | (your clothes don't fit / you aren't part of the team)      |
| 4. get your act together | (wear more formal clothes / do a better job)                |
| 5. you'll be laid off    | (you'll lose your job / you'll be moved to a different job) |

## Comprehension

Answer the questions.

- |  |   |
|--|---|
| 1. How does the man feel in the morning? | 5. What does his boss complain about?     |
| 2. Is he looking forward to his day?     | 6. What time does he finish work?         |
| 3. Does he eat breakfast?                | 7. What kind of day does he usually have? |
| 4. Why is his head aching?               | 8. What does he want to do with his life? |

## Discussion

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

## 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.



# Vocabulary

## 1 Are You Here on Vacation?

### VOCABULARY

#### Nouns

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

#### Verbs

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

### EXPRESSIONS

#### Conversation openers

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

#### Saying goodbye

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

#### Introductions

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

#### Giving personal information

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

#### Expressing thanks

Thank you so much.  
You're welcome.

#### Apologizing

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

#### Asking for directions/ information

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

#### Offering

Can I help you?

#### Real Talk

Have a nice stay.      Here you are.

#### Idioms

on business  
on vacation

## 2 What Are They Making?

### VOCABULARY

#### Nouns

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

#### Verbs

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

### EXPRESSIONS

#### Expressions of approval

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

#### Expression of disapproval

No, that's wrong.

#### Real Talk

all by myself  
Not at all.  
So



## 3 Who's Who

### VOCABULARY

#### Nouns

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

#### Nouns— Work places

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

#### Verbs

design  
organize  
produce

#### Adjectives

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

### EXPRESSIONS

#### Expressions of surprise/approval

That's cool. (*slang*)  
Wow!

#### Asking about someone's occupation

What do you do?

#### Real Talk

yeah  
You know . . .

## 4 Favorite Pastimes

### VOCABULARY

#### Nouns

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

#### Verbs

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

#### Adjectives

dangerous  
popular  
relaxing  
safe  
unusual

#### Adverbs of frequency

always  
never  
often  
seldom  
sometimes  
usually

### EXPRESSIONS

#### Talk about ability

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

#### Real Talk

I see  
stuff like that  
You mean, . . .  
You must come along . . . sometime.



# Vocabulary

## 5 Is There Any Ice Cream?

### VOCABULARY

#### Nouns—Foods and drinks

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

#### Containers/ Partitives

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

#### Adjectives

baked  
fresh  
fried  
giant  
grilled  
roasted  
steamed

#### Verbs

drink  
order

### EXPRESSIONS

#### Ordering food

Anything to drink?  
Are you ready to order?  
Do you have any . . . ?  
For here or to go?  
How about . . . ?  
I'd like . . .

May I take your order?  
Sorry, we don't have any.  
Would you like . . . ?  
Yes, please./No, thank you.

#### Wishing someone enjoyment

Enjoy!

#### Real Talk

I'll have . . .  
Let me see.

## EXPANSION Units 1–5

### VOCABULARY

#### Nouns

acne	dairy product	olive oil	strife
brain	escape	opportunity	substitute
brainpower	exception	pressure	tournament
brand	fat	protein	villain
butter	heart	screams	yogurt
calcium	ingredient	share	
cholesterol	margarine	sign	
corridor	obesity	slogan	

#### Verbs

ache  
admire  
associate  
attend  
attract  
compete  
crawl out of  
(bed)  
eliminate  
encourage

grab  
hang up  
protect  
recommend  
reduce  
rush  
tolerate  
wake up  
wave

### EXPRESSIONS

#### Idioms

do one's share  
fit in

look forward to  
make oneself a bite

get one's act together

وزارة التعليم

Ministry of Education


2023 15645

# Unit 1 Self Reflection

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

Things that I found easy in Unit 1:	Things that I found difficult in Unit 1:
_____	_____
_____	_____
_____	_____

Unit 1 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
greet people and say goodbye			
introduce myself and others			
ask for and give personal information			
express thanks and apologize			
ask for and give directions			
use the simple present of the verb <i>be</i> in the affirmative and negative and in <i>yes/no</i> questions and short answers			
use the information questions <i>how, what, when, where, who, and why</i>			
use prepositions of place			

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

## Unit 2 Self Reflection

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

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

Unit 2 Checklist	I can do this very well.	I can do this quite well.	I need to study/practice more.
express approval and disapproval			
talk about present ongoing activities			
use the present progressive in the affirmative and negative and in information questions, <i>yes/no</i> questions, and short answers			
use the imperative for commands and instructions			
use prepositions of place			

My five favorite new words from Unit 2:	If you're still not sure about something from Unit 2:
_____	<ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul>
_____	
_____	



## Unit 3 Self Reflection

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

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

Unit 3 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
describe professions			
talk about professional goals			
use the simple present in the affirmative and negative			
ask <i>wh</i> - questions in the simple present			
use the verb <i>want</i> + infinitive			
use the relative pronouns <i>who</i> , <i>that</i> , and <i>which</i>			

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




## Unit 4 Self Reflection

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

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

Unit 4 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
describe daily activities and routines			
ask about and tell how often one does activities			
talk about abilities			
describe hobbies			
ask questions with <i>how often</i>			
use the frequency expressions <i>once a week, etc.</i>			
use the adverbs of frequency <i>always, often, never, usually, sometimes, and seldom</i>			
use the expression <i>know how to</i>			
use gerunds and infinitives after verbs			

My five favorite new words from Unit 4:	If you're still not sure about something from Unit 4:
_____  _____ _____	<ul style="list-style-type: none"> <li>• read through the unit again</li> <li>• listen to the audio material</li> <li>• study the grammar and functions from the unit again</li> <li>• ask your teacher for help</li> </ul>

## Unit 5 Self Reflection

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

Things that I found easy in Unit 5:	Things that I found difficult in Unit 5:
_____	_____
_____	_____
_____	_____

Unit 5 Checklist	I can do this very well.	I can do this quite well.	I need to study/ practice more.
talk about foods			
order from a menu			
express preferences with <i>would like</i>			
use count and noncount nouns			
use the expressions of quantity <i>some</i> and <i>any</i>			
use partitives			
use <i>too</i> and <i>enough</i>			

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

# Irregular Verbs

Base Form	Simple Past	Past Participle
be	was / were	been
become	became	become
blow	blew	blown
buy	bought	bought
come	came	come
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fight	fought	fought
find	found	found
fly	flew	flown
get	got	gotten
give	gave	given
go	went	gone
hang	hung	hung
have	had	had
hear	heard	heard
hold	held	held
hurt	hurt	hurt
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
think	thought	thought
throw	threw	thrown
wake (up)	woke (up)	woken (up)
wear	wore	worn
win	won	won
write	wrote	written





# SUPERGOAL 2 Audio Track List

## CD1

Track	Unit	Student Book Section
2	Unit 1	1 Listen and Discuss
3	Unit 1	4 Listening
4	Unit 1	5 Pronunciation
5	Unit 1	6 Conversation
6	Unit 1	8 Reading
7	Unit 2	1 Listen and Discuss
8	Unit 2	2 Pair Work
9	Unit 2	4 Listening
10	Unit 2	5 Pronunciation
11	Unit 2	6 Conversation
12	Unit 2	8 Reading
13	Unit 3	1 Listen and Discuss
14	Unit 3	2 Pair Work
15	Unit 3	4 Listening
16	Unit 3	5 Pronunciation
17	Unit 3	6 Conversation
18	Unit 3	8 Reading
19	Unit 4	1 Listen and Discuss
20	Unit 4	2 Pair Work
21	Unit 4	4 Listening
22	Unit 4	5 Pronunciation
23	Unit 4	6 Conversation
24	Unit 4	8 Reading
25	Unit 5	1 Listen and Discuss
26	Unit 5	2 Pair Work
27	Unit 5	4 Listening
28	Unit 5	5 Pronunciation
29	Unit 5	6 Conversation
30	Unit 5	8 Reading
31	EXPANSION	2 Reading
32	Units 1–5	3 Reading
33		6 Chant Along

## CD2

2	Unit 6	1 Listen and Discuss
3	Unit 6	2 Pair Work
4	Unit 6	4 Listening
5	Unit 6	5 Pronunciation
6	Unit 6	6 Conversation
7	Unit 6	8 Reading
8	Unit 7	1 Listen and Discuss
9	Unit 7	2 Pair Work
10	Unit 7	4 Listening
11	Unit 7	5 Pronunciation
12	Unit 7	6 Conversation
13	Unit 7	8 Reading
14	Unit 8	1 Listen and Discuss
15	Unit 8	2 Pair Work
16	Unit 8	4 Listening
17	Unit 8	5 Pronunciation
18	Unit 8	6 Conversation
19	Unit 8	8 Reading

20	Unit 9	1 Listen and Discuss
21	Unit 9	2 Pair Work
22	Unit 9	4 Listening
23	Unit 9	5 Pronunciation
24	Unit 9	6 Conversation
25	Unit 9	8 Reading
26	Unit 10	1 Listen and Discuss
27	Unit 10	2 Pair Work
28	Unit 10	4 Listening
29	Unit 10	5 Pronunciation
30	Unit 10	6 Conversation
31	Unit 10	8 Reading
32	Unit 11	1 Listen and Discuss
33	Unit 11	2 Pair Work
34	Unit 11	4 Listening
35	Unit 11	5 Pronunciation
36	Unit 11	6 Conversation
37	Unit 11	8 Reading
38	EXPANSION	2 Reading
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## SuperGoal 2 Workbook

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Ministry of Education

2023 - 1445

SUPER

# GOAL 2

WORKBOOK

**MANUEL DOS SANTOS**



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Ministry of Education

2023 - 1445

**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.  
Great. How about you?

You're welcome.  
Bye. Take care.

Hello. How are you?



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

Thank you.



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

See you tomorrow!



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

I'm Edson.  
Everyone calls me Eddie.



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



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

PLAZA  
HOTEL



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

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

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

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

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

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

# 1 Are You Here on Vacation?

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

- Mr. Akina:** Hello. My name (1)\_\_\_\_\_ Mr. Akina.  
What (2)\_\_\_\_\_ wrong?
- John:** Hello, Mr. Akina. My suitcases (3)\_\_\_\_\_ (not) here.
- Mr. Akina:** What color (4)\_\_\_\_\_ they?
- John:** They (5)\_\_\_\_\_ black.
- Mr. Akina:** (6)\_\_\_\_\_ they big?
- John:** One (7)\_\_\_\_\_ big. The other one  
(8)\_\_\_\_\_ (not) big.
- Mr. Akina:** (9)\_\_\_\_\_ that your suitcase?
- John:** No, it (10)\_\_\_\_\_ (not).
- Mr. Akina:** (11)\_\_\_\_\_ you here on vacation?
- John:** Yes, I (12)\_\_\_\_\_.
- Mr. Akina:** Where (13)\_\_\_\_\_ you from?
- John:** I (14)\_\_\_\_\_ from Los Angeles.
- Mr. Akina:** Well, there (15)\_\_\_\_\_ three more flights from  
Los Angeles today.
- John:** (16)\_\_\_\_\_ my suitcases on a different flight?
- Mr. Akina:** I don't know. What (17)\_\_\_\_\_ the name of your hotel?
- John:** It (18)\_\_\_\_\_ the Royal Hawaiian.
- Mr. Akina:** (19)\_\_\_\_\_ that near the airport?



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

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

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

**Mr. Akina:** I (22)\_\_\_\_\_ sorry. That  
(23)\_\_\_\_\_ all I can do.  
They simply (24)\_\_\_\_\_  
(not) here right now.

**John:** OK. Thanks, Mr. Akina.

**D** Make each statement a **yes/no** question. Then give a short answer.

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

**Q:** *Is Mahmoud in the kitchen?*

**A:** *No, he isn't.*

1. Aisha and Fadwa are at the mall.

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

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

2. The hotel is on the beach.

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

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

3. They're not on vacation.

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

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

4. The restaurant is in the hotel.

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

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

5. I'm on the phone with my friend.

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

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

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

**where / you from?**

**Q:** *Where are you from?*

**A:** *I'm from Riyadh.*

1. where / your father from?

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

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

2. what / favorite vacation place?

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

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

3. how old / you?

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

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

4. who / your English teacher?

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

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

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

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

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

6. when / your vacation?

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

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

# 1 Are You Here on Vacation?

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

**Desk clerk:** Hello. Welcome to the beautiful Beach Resort Hotel. How are you today?

**You:** (1) \_\_\_\_\_

**Desk clerk:** Fine. Thank you. Do you have a reservation?

**You:** Yes, I do. My name (2) \_\_\_\_\_.

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

**You:** (3) \_\_\_\_\_

**Desk clerk:** Are you here on vacation?

**You:** (4) \_\_\_\_\_

**Desk clerk:** That's great. I have your reservation here. Are you here for the weekend?

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

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

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

**Desk clerk:** Thank you.

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

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

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

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

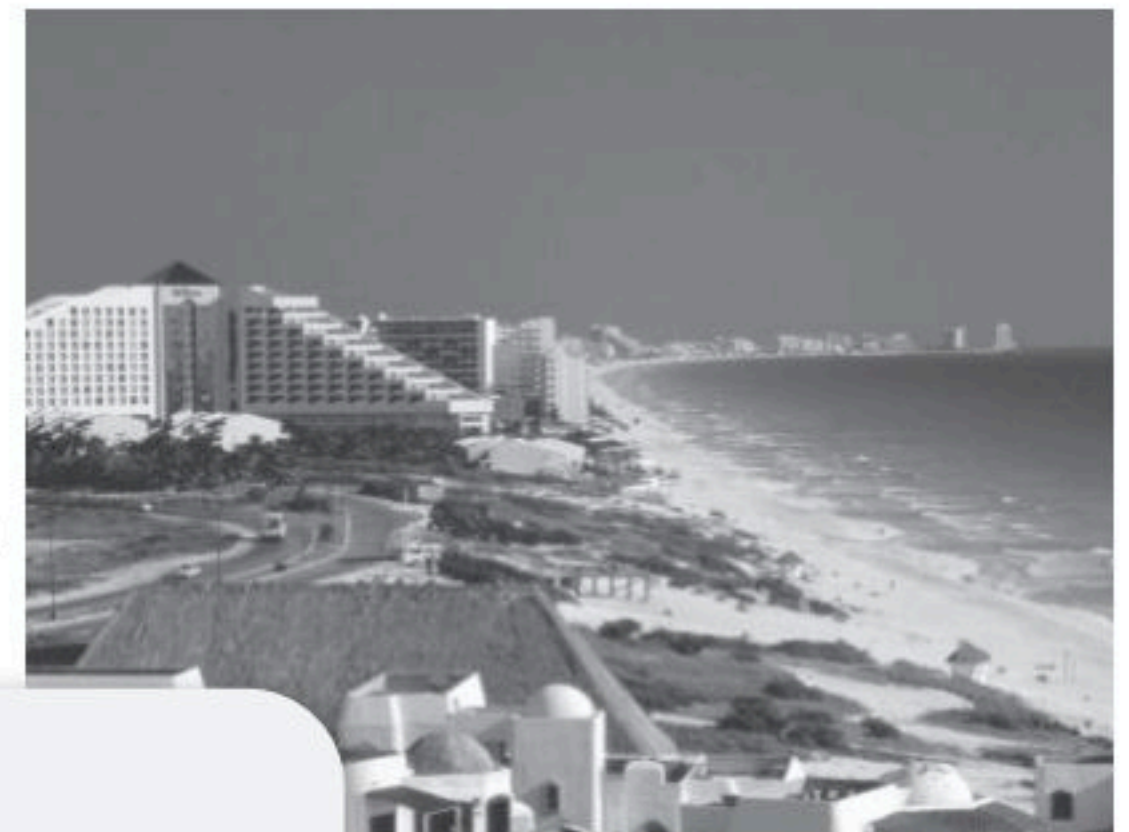
**You:** Thank you for your help.

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



## **G** WRITING

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



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

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

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

Date of Birth: \_\_\_\_\_

Arrival Date: \_\_\_\_\_

Number of Days: \_\_\_\_\_

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

••••• Credit Card Number: \_\_\_\_\_

••••• Email Address: \_\_\_\_\_



# 2 What Are They Making?

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



1. The camera operator \_\_\_\_

2. The director \_\_\_\_

3. The film editor \_\_\_\_

4. The actors \_\_\_\_

5. The stuntman \_\_\_\_

a. is cutting the film scene.

b. is telling the actors what to do.

c. are doing a martial arts scene.

d. is holding the camera.

e. is standing on the plane.



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## 2 What Are They Making?

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



 **where / they / go**

**Q:** *Where are they going?*

**A:** *They're going to class.*

1. what / they / do

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

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

2. what / he / do

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

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

3. who / write / on the board

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

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

4. where / you / go

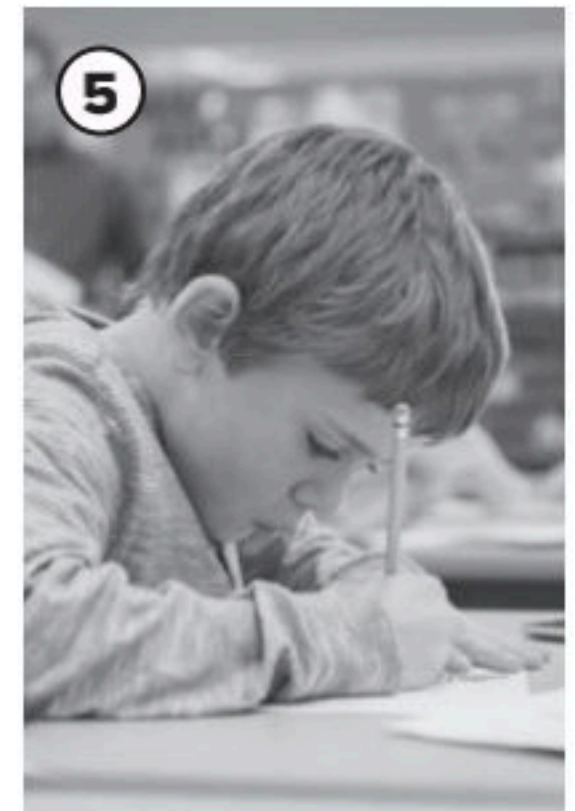
**Q:** \_\_\_\_\_

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

5. what / he / do

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

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



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



**Is the sheriff eating a pizza?**

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

1. Is the cowboy reading a book?

\_\_\_\_\_

2. Are the men wearing hats?

\_\_\_\_\_

3. Is the mayor taking an apple?

\_\_\_\_\_

4. Is the deputy eating?

\_\_\_\_\_

5. Is the deputy standing?

\_\_\_\_\_

6. Is the director walking to the table?

\_\_\_\_\_



7. Is the mayor wearing jeans?

\_\_\_\_\_

## 2 What Are They Making?

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

1. **Incorrect:** I am wanting a new cell phone.

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

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

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

3. **Incorrect:** I watch the news on television tonight after dinner.

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

4. **Incorrect:** I am seeing a bird in the tree.

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

5. **Incorrect:** That milk is tasting bad!

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

6. **Incorrect:** I go to the library after school tomorrow.

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

7. **Incorrect:** The director is hearing the actors in the studio.

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

8. **Incorrect:** Are you liking your martial arts teacher?

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

### **E** WRITING

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

1. What are you doing now?

2. What are your classmates doing?

3. What do you think your family  
members are doing?



*It is \_\_\_\_\_ o'clock.*

*What are we doing?*



# 3 Who's Who

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**C** Complete the conversations.

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

**Maha:** He's a teacher. He \_\_\_\_\_ at the high school.

2. **Yahya:** What does your cousin do?

**Faris:** He plays football. He's a professional football \_\_\_\_\_.

3. **Farah:** What does Mariam do?

**Noura:** She's a nurse. She \_\_\_\_\_ at the hospital.

4. **Mona:** My brother's a \_\_\_\_\_.

**Hanan:** When does he write?

**Mona:** He \_\_\_\_\_ every morning.

5. **Faisal:** My brothers are engineers.

**Yousef:** Really! My brother \_\_\_\_\_, too.

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



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

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

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

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

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

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







# 4 Favorite Pastimes

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

usually / travel  
sometimes / paint

often / hang out with friends  
~~usually~~ / eat out

always / play  
always / work out



**What do they do on vacation?**

*They usually eat out.*

1. What does Fayeze 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?

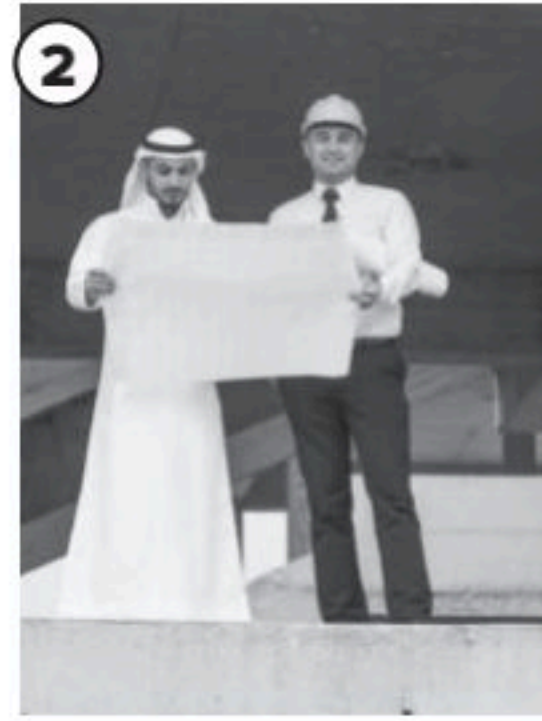
\_\_\_\_\_ in the mountains.

5. What does Omar do on the weekend?



# 4 Favorite Pastimes

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



**He's a pilot.**

*He knows how to fly a plane.*

1. He's a chef.

\_\_\_\_\_

2. He's an architect.

\_\_\_\_\_

3. They're golf players.

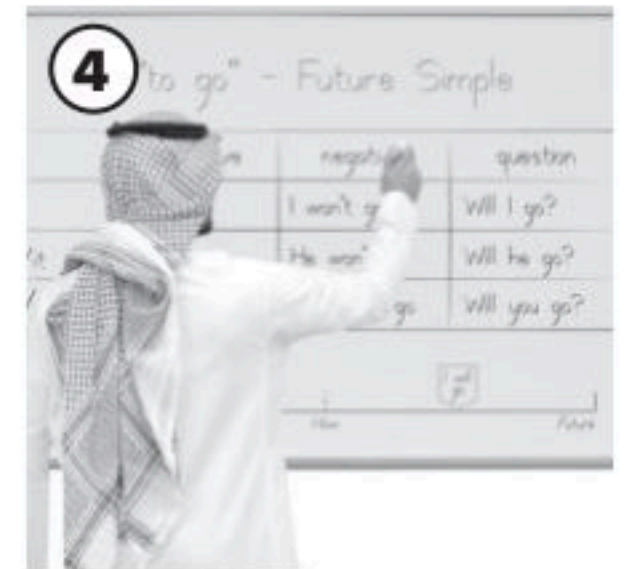
\_\_\_\_\_

4. He's an English teacher.

\_\_\_\_\_

5. He's a photographer.

\_\_\_\_\_



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

<p><b>speak English</b></p> <p><b>play volleyball</b></p>	<p><b>cook</b></p> <p><b>paint</b></p>	<p><b>ride a bike</b></p> <p><b>use a computer</b></p>
---	--	--

**Things I Know How to Do**

\_\_\_\_\_

\_\_\_\_\_



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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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?

## 4 Favorite Pastimes

### F READING

Read the paragraph.

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

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



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

1. \_\_\_\_\_ Fahd goes to school five times a week.
2. \_\_\_\_\_ Fahd works out twice a week.
3. \_\_\_\_\_ Fahd and his friends seldom eat lunch in the food court when they're at the mall.
4. \_\_\_\_\_ Qassim often sends Fahd emails.
5. \_\_\_\_\_ Fahd never hangs out with Qassim.

### G WRITING

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

#### FREE-TIME ACTIVITIES

**Weekends**

**Weekdays**

**Vacations**

_____	_____	_____
_____	_____	_____
_____	_____	_____

*My Free Time*



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# 5 Is There Any Ice Cream?

**A** Unscramble the food words.



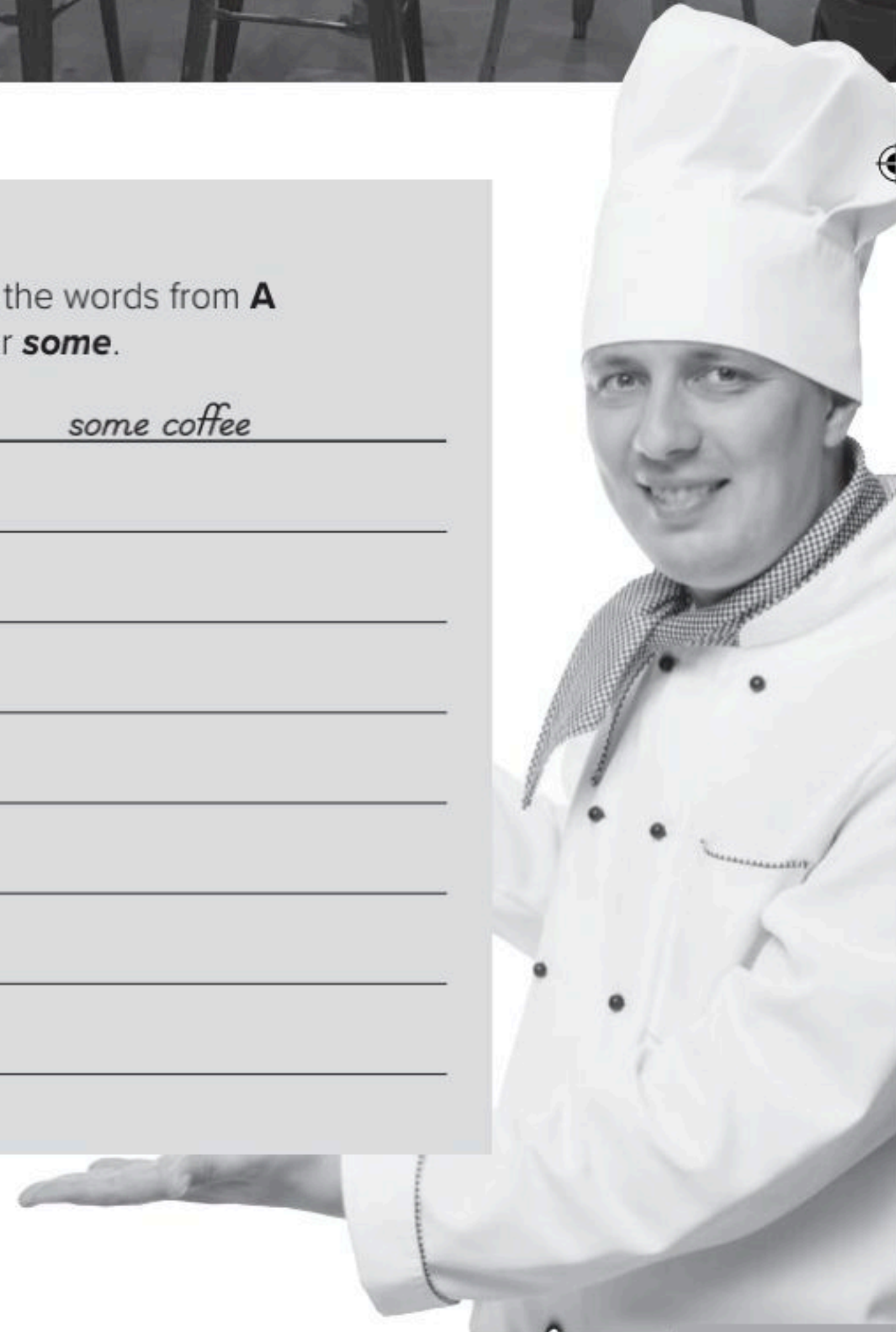
- ① eeffoc
- ② crie
- ③ optato
- ④ uijce
- ⑤ whscanid
- ⑥ klim
- ⑦ ctraro
- ⑧ tapsa



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. \_\_\_\_\_



# 5 Is There Any Ice Cream?

**C** Write about the foods.



**?** juice

**Q:** *Is there any juice?* \_\_\_\_\_

**A:** *No, there isn't any juice.* \_\_\_\_\_

1. pasta

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

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

2. eggs

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

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

3. ice cream

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

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

4. milk

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

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

**?** pineapple

**Q:** *Are there any pineapples?* \_\_\_\_\_

**A:** *Yes, there are some pineapples.* \_\_\_\_\_

5. ketchup

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

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

6. steaks

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

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

7. cookies

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

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

8. soft drinks

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

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

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

And a glass of milk.

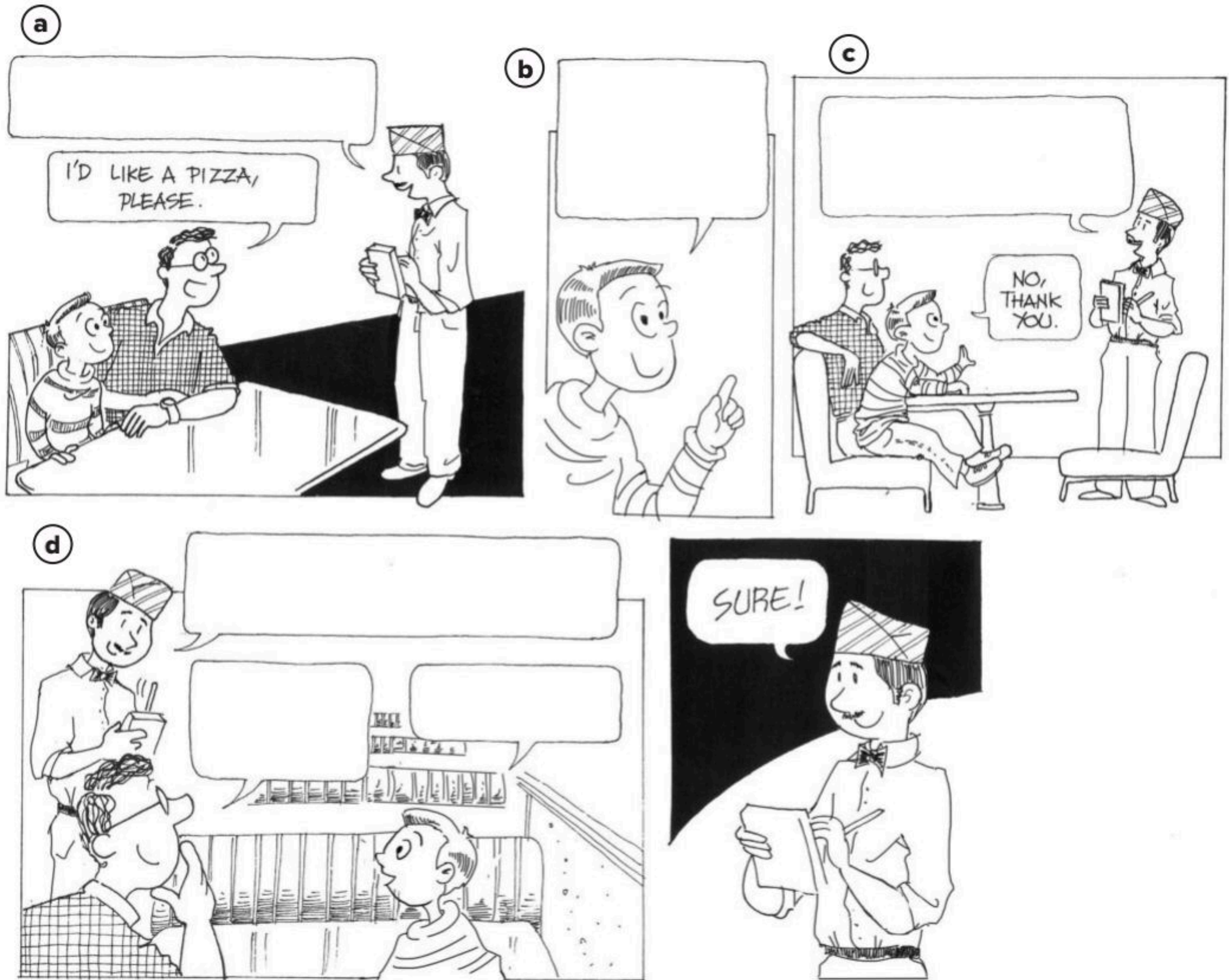
What would you like?

And I'd like a turkey sandwich.

I'd like some orange juice.

Would you like a beverage?

Would you like some fries with your sandwich?



# 5 Is There Any Ice Cream?

## E READING

Read the story.

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

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

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



Answer the questions.

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

## F WRITING

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

*A Great Restaurant*

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---

---

---

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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**

\_\_\_\_\_

\_\_\_\_\_

# 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.

# EXPANSION Units 1 – 5

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



**cook**

**Q:** *Is he cooking?* \_\_\_\_\_

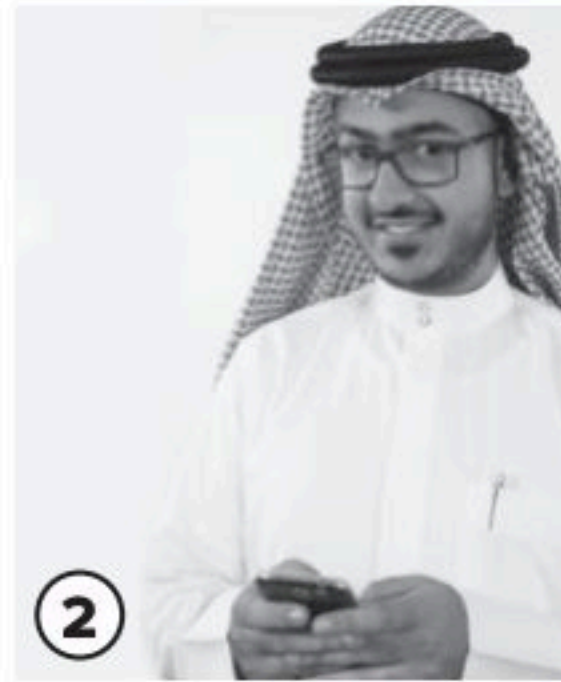
**A:** *Yes, he is.* \_\_\_\_\_



**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.



# 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. \_\_\_\_\_  
 \_\_\_\_\_

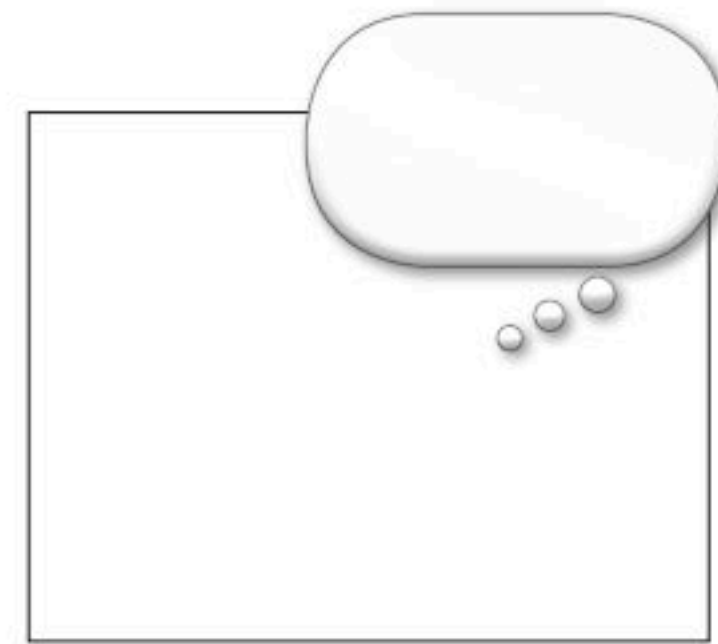
2. \_\_\_\_\_  
 \_\_\_\_\_



**3 Robert**



**4 Dan**



**5 You**

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

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

**5. (You)**

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