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1 Are You Here on Vacation?

1 Listen and Discuss



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





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. **Ketan**
2. His nickname is Pancho. **Francisco Ramirez**
3. He's checking into the hotel. **Jean Fournier**
4. His friend is introducing him to Joe Slater. **Lee**
5. He's from Saudi Arabia. **Faris**

A: Greetings: Hi.

Farewells: Good night. / See you tomorrow. / Bye. / Take care

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.

- 2: Pair work
 1- Hello Mazen. How are you?
 2- I'm Ali Salem.
 3- I'd like to introduce you to Mohammed.
 4- See you soon. Goodbye.

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 Sundays?

Are you here for the festival?

Are they from Egypt?

Short Answers (+)

Yes, I **am**.

Yes, he **is**.

Yes, it **is**.

Yes, it **is**.

Yes, we **are**.

Yes, they **are**.

Short Answers (-)

No, I'm **not**.

No, he **isn't**.

No, it **isn't**.

No, it **isn't**.

No, we **aren't**.

No, they **aren't**.

The answer:

B.

1. What's your name?
2. How do you spell your first/last name?
3. How old are you?
4. What's your nationality?
5. What's your address?
6. What's your telephone number?
7. What's your email address?
8. What's your occupation?

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

How's it going? (How + is)

Fine, thanks.

What's your last name? (What + is)

It's Al Zahrani.

When's the festival? (When + is)

It's in February.

Where's your friend from? (Where + is)

He's from Jeddah.

Who's that tall man? (Who + is)

That's my uncle.

Why's he here? (Why + is)

He's here for the festival.

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

You can use contractions. Then practice with a partner.

A: Are you here on vacation?

B: No, I am ('m) here for the writers festival.

A: It sounds like fun. So, what is ('s) your job?

B: I am ('m) a novelist, and my friend is ('s) a poet.

We are ('re) here for the festival.

Are you here for the festival, too?

A: No, I'm not. I am ('m) here on vacation.

I am ('m) here with my friend, too.

He is ('s) there near the reception desk.

B: Is he the tall man in the red shirt?

A: Yes, he is. 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

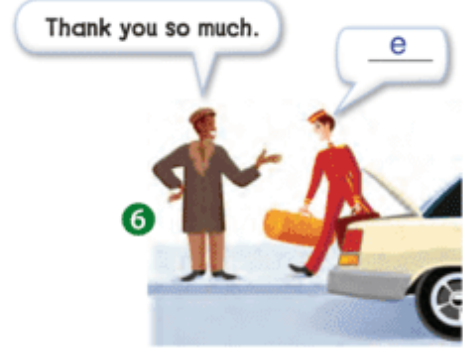
7. email address

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	British
Room—floor	905—9th floor
Number of days at hotel	1
Purpose of visit	a meeting

5 Pronunciation

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

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

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



1 Are You Here on Vacation?

6 Conversation



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.

1. His last name is Ghazali.
2. No, he isn't. He's on vacation.
3. He is paying by credit card.
4. He is staying for four days.
5. His room number is 705.

About the Conversation

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

Your Turn

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

7 About You

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

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



8 Reading

Before Reading

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

The Place to Stay



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

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

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



After Reading

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

1. no Young tourists are usually rich.
2. yes The rooms in youth hostels are usually cheap.
3. no You can't cook in any youth hostels.
4. yes Hostels are good places for meeting people.

Discussion

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

1 Are You Here on Vacation?

9 Writing

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

- | | |
|--|--|
| 1. <input checked="" 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 checked="" type="checkbox"/> b. I would like to make a reservation. |
| 3. <input type="checkbox"/> a. Tell me where the restaurant is. | <input checked="" type="checkbox"/> b. Excuse me. Where is the restaurant? |
| 4. <input checked="" 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 checked="" 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?	first and last name/name of guest
2. Could you spell your last name?	
3. What is your address and telephone number?	address and telephone number
4. What day are you arriving?	arrival date
5. How long (many days) are you staying?	length of stay
6. How many guests is the room for?	number of guests
7. May I have your passport, please?	passport/identification
8. How are you paying for the room?	method of payment (credit card/cash)

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*



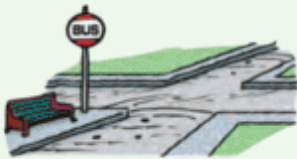
The park is **across from** the school.



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.

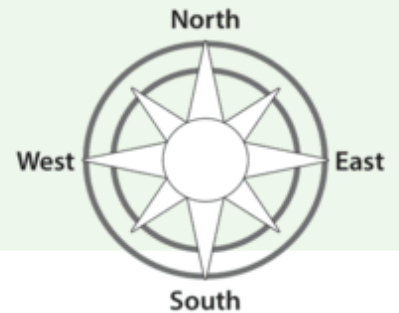


The airport is **far from** town.

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.

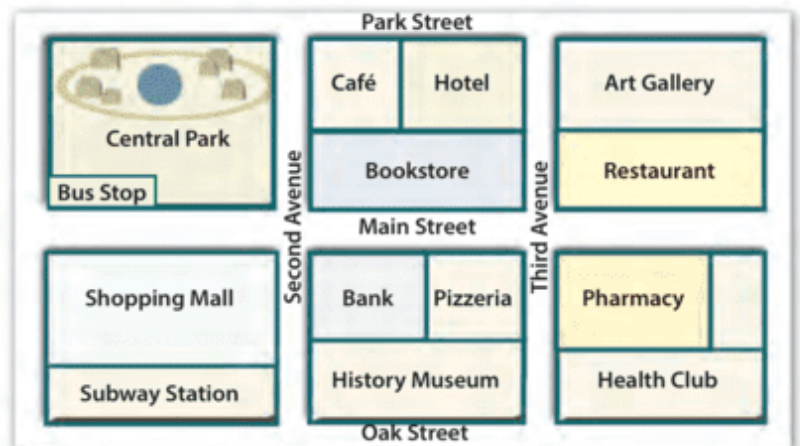


- A. Match the questions with the answers.
- d Is there a restaurant in the mall?
 - e Is the airport near the city?
 - f Excuse me. Where's the bus stop?
 - c Is the university north of here?
 - a Is this right the way to the hotel?
 - b Is the post office next to the park?

- Yes. Go straight ahead for one more block.
- No. It's between the bank and the health club.
- No, it isn't. It's to the south.
- Yes, there is. It's across from the bookstore.
- No, it isn't. It's far from the city.
- 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.

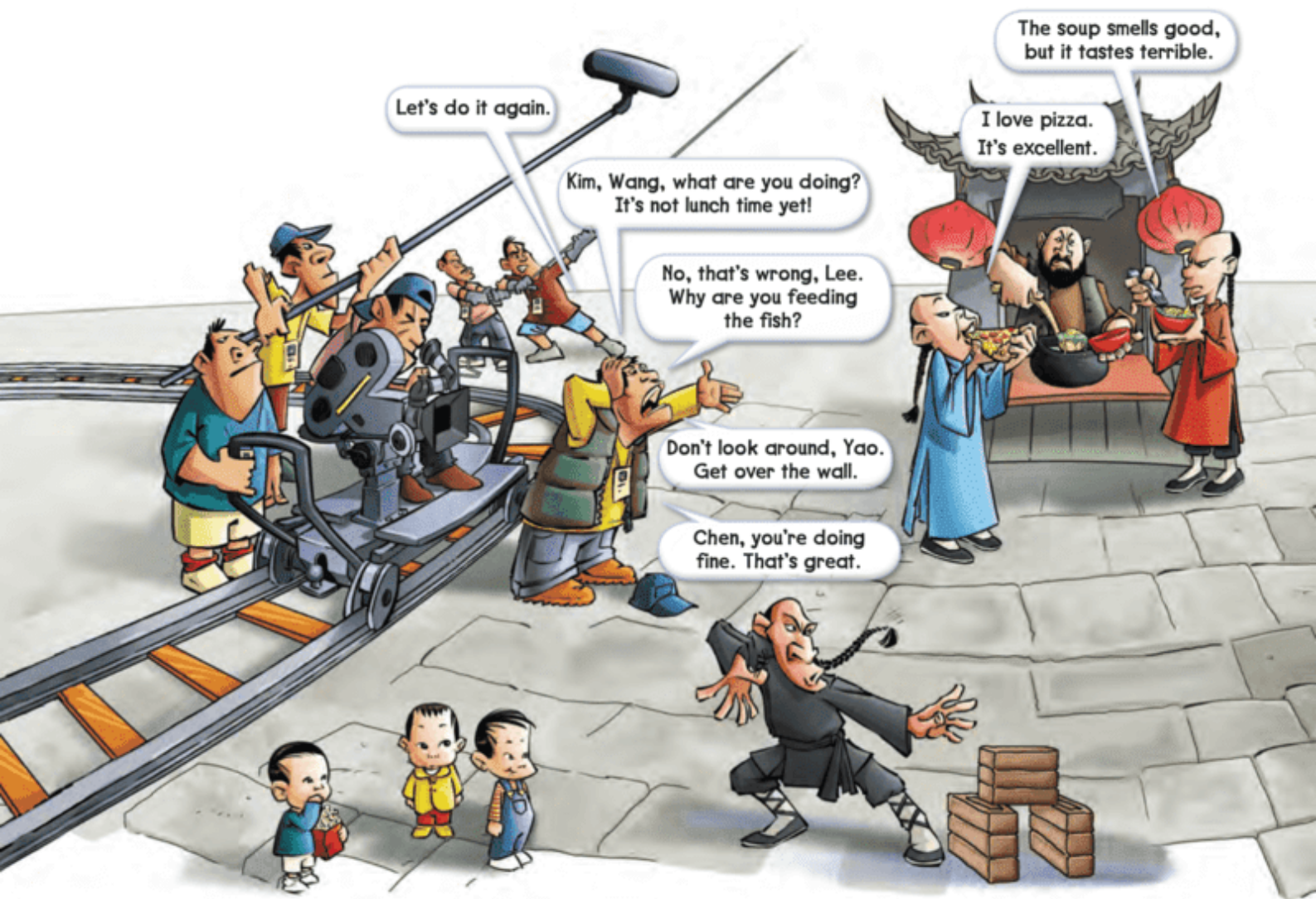
Student's answer



2 What Are They Making?

1 Listen and Discuss

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



Let's do it again.

Kim, Wang, what are you doing?
It's not lunch time yet!

No, that's wrong, Lee.
Why are you feeding
the fish?

Don't look around, Yao.
Get over the wall.

Chen, you're doing
fine. That's great.

The soup smells good,
but it tastes terrible.

I love pizza.
It's excellent.

A (Approval): That's great. / you're doing fine. / It's excellent / I love
(Disapproval): No, that's wrong / but it tastes terrible. / What
are you doing?

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



2 Pair Work



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

-  What is the cook doing?
-  He's making soup.
-  Is Lee feeding the fish?
-  Yes, he is.

B :

1. The old man is holding a cell phone.
2. The man on the wall is wearing sneakers.
3. The actor at the food stand is eating soup with a fork.
4. One of the actors is wearing boxing gloves.
5. The man is using a laptop.
6. The kids are wearing modern, western clothes.
7. There is a package of fish food lying next to the fish pond

B. This story takes place in the past, many years ago. With a partner, find things that are wrong in the picture.

-  What's wrong in the picture?
-  Well, the old man is holding a cell phone.

2 What Are They Making?

3 Grammar

Present Progressive

Use the present progressive for actions happening now.

Information Questions (?)

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

Affirmative (+)

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

Negative (-)

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

Yes-No Questions (?)

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

Short Answers (+)

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

Short Answers (-)

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

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

I **like** martial arts films.

I **don't hear** anything.

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

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

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

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

Adel: Excuse me. What **'s happening** _____ (1. happen)?

Greg: They **'re making** _____ (2. make) a TV series.

Adel: What kind of series is it?

Greg: It's a detective story.

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

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

He **'s talking** _____ (4. talk) to Brad Novak, the actor.

Adel: Who is that tall guy over there?

He **'s wearing** _____ (5. wear) a raincoat.

Greg: Oh, that's Adam Scott. He usually **plays** _____ (6. play) a smart detective. In this scene, he **hears** _____ (7. hear) an explosion and goes to investigate.

Adel: Oh, look. They **'re starting** _____ (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?

1. They are filming at an outdoor TV studio.
2. He is reading a script.
3. They are painting the building.
4. They are carrying lights.
5. They are playing basketball.
6. He is talking to the camera operator.
7. They are drinking coffee.
8. He is talking to the customers.

4 Listening

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

- 4 one of the people watching
- 5 one of the basketball players to the other
- 2 the director to the cameraman
- 6 one of the painters to the other
- 1 the actor playing the detective
- 3 the waiter to a customer in the café

5 Pronunciation

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

/i/ he eat read sleep

He likes to sleep on the beach.

/ɪ/ it this listen sit

This is Bill's car.

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

2 What Are They Making?

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?

1. He's working on a documentary series about martial arts.
2. They are filming the documentary in the studio in Hong Kong and in locations all over Asia.
3. No, he isn't.
4. Karate isn't about fighting. It's about physical strength and balance.
5. Yes, they are, if the first episode is a success.

Your Turn

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

7 About You

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



8 Reading

Before Reading

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

E-Learning Is Easy!

You see a young executive in a public place staring into his laptop and you think: "Oh, poor guy, he's working so hard." But, in fact, perhaps he's looking at Facebook or Skype. Perhaps he's chatting online with friends or watching a video from his family who live far away. The Internet makes it easy to communicate. Lots of people share photos and videos with their family and friends. Webcams also make it possible for others to see you when you are talking online.

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

After Reading

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

1. no Teachers usually use webcams in the classroom.
2. yes More and more people are learning online.
3. no You need to pay to use video websites.
4. yes You can probably learn how to fix a bike on the Web.

 Videos ▾ Search

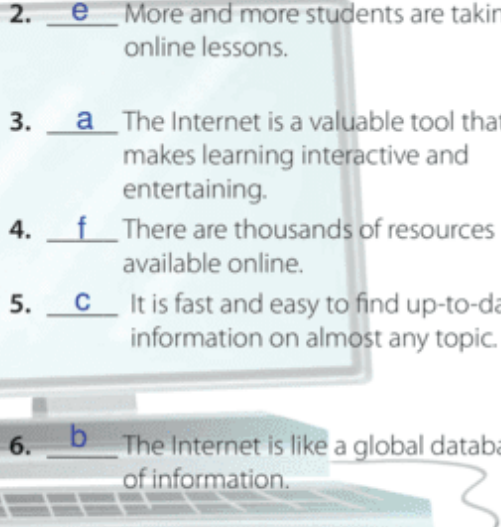
Discussion

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.

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

Writing Corner

1. Connect ideas to supporting details and examples with linking words and phrases: *such as, like, for example, for instance, especially, and because.*

B. How is the Internet useful for students? Write your ideas in the chart. Then, think of details or examples and write them next to each idea.

Ideas	Details or Examples

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

10 Project

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

11 Form, Meaning and Function



Imperatives

Use the imperative for commands and instructions.

Say *please* to be polite.

Affirmative (+)

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

Also use the imperative to give advice.

Try the pizza. It's excellent.

Negative (-)

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

Don't have the soup. It tastes terrible.

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



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



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



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

A. Write the negative imperative.

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

Don't eat lunch.

Don't feed the fish.

Don't run away.

Don't break my ladder.

Don't do that.

B. Write the correct prepositions.

1. The cameraman is filming the scene. He's standing behind the camera.
2. The thieves are getting away in a fast car.
3. They are filming the talk show live inside the television studio.
4. They are making a documentary about dolphins under water.
5. In this scene, the stuntman is jumping over a wall.
6. The actors are ready to perform in front of the camera.
7. They are filming the scenes outside 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



1 Listen and Discuss

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



◀ **Hussain Saleh** is a salesperson. He works in a furniture store, and he thinks the job is boring. So Hussain is studying business management in college at night. He wants to be a marketing manager.

Judy Simpson
Registered Nurse



Florence Nightingale Clinic
347 Oxford Street
Sydney, Australia
Telephone: 9631 0972
Email: jsimpson@hotmail.net.au

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

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.


- helps customers on the phone call center representative
- arranges trips travel agent
- takes care of sick people nurse
- sells things to customers salesperson

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

These people like their jobs: Yousef Qassim and Oscar Gutierrez.
These people want to change their jobs: Judy Simpson, Hussain Saleh, Rajesh Narwal, and Lee Yung.



TeleWorld
Rajesh Narwal
Customer Service



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

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




CREATIVE SOLUTIONS

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



CONSTRUMAX

Yousef Qassim
Civil Engineer





P.O. Box 3925
Riyadh, Saudi Arabia 18411
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Email: yousefqassim@construmax.com.sa





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

2 Pair Work

A. **Ask** and **answer** about the people's jobs.



-  What does Lee Yung do?
-  He's a graphic designer.
-  Where does he work?
-  He works in an advertising firm.

B. **Ask** and **answer** about the people's goals.

-  What does Judy want to be?
-  She wants to be a child psychologist. She likes to help children.

C. Imagine you are one of the people.

Ask and **answer** questions.

-  What do you do?
-  I'm an engineer. I work for Construmax. We build roads and bridges.

3 Who's Who

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	work	in a hospital.	
We			
They			
He	works		
She			

Negative (-)

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

There is an *s* ending on verbs for the third person singular (for *he, she, it*).

Add *-es* for verbs that end in *s, x, ch, or sh*: *dresses, fixes, teaches, washes*.

Wh- Questions in the Simple Present

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

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

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

Professions and Verbs

The names of many jobs are like the verbs.

a teacher—teaches a driver—drives
a player—plays a translator—translates
a designer—designs a writer—writes

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

Many names for people's jobs have these endings.

-er: driver, photographer, reporter, waiter
-ist: receptionist, scientist, dentist, journalist
-or: actor, director, doctor, translator

Verb *Want* + Infinitive

Q: What do you **want to be**?

A: I **want to be** an engineer.

Q: What does he **want to be**?

A: He **wants to be** a pilot.

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

 Fadwa is a teacher. She teaches in an elementary school.

1. My uncle is a writer. He writes history books.

2. Omar and Ali are engineers. They work for a construction company.

3. Adnan is a bus driver. He drives a bus for the city.

4. Fahd is a salesperson. He sells computers.

5. Hameed is a journalist. He writes for the city newspaper.

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

1. What does Fahad do? Fahad is a waiter.
2. Where does he work? He works part-time in a restaurant.
3. Where does he live? He lives at home with his parents.
4. What does he want to be? He wants to be a computer programmer.
5. What does he do during the day? 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 do?
B: They're scientists. They work in a laboratory.
A: That's exciting.
2. **A:** Where does your brother work?
B: He works in a bank. He's a teller, but he wants to be a manager.
3. **A:** My brother works for the United Nations.
B: Really. What does he do?
A: He's a translator. He speaks five languages.



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

easy difficult boring exciting stressful fun interesting satisfying

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

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

A: I think teachers have a difficult job.

B: I agree. But their job is satisfying because they help a lot of students.

4 Listening



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

1. **yes** The job is interesting and exciting.
2. **no** A person doesn't need to be smart.
3. **yes** The job is stressful.
4. **yes** Raymond is a good speaker.
5. **no** He wants to be a lawyer for the money.
6. **yes** Raymond's grandfather was a lawyer.

5 Pronunciation



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

I **want to** be a pilot.

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

What do you **want to** be?

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



3 Who's Who

6 Conversation

Ross: What does your father do, David?

David: My dad's a pilot. He flies those huge airplanes. *You know*, the ones that can carry over five hundred passengers.

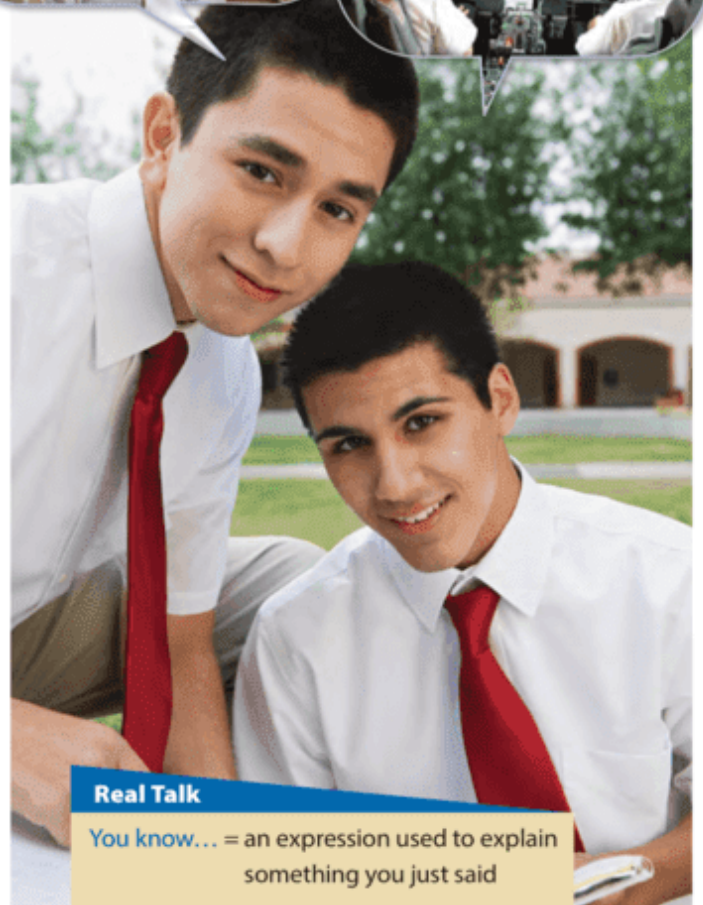
Ross: Wow! That's cool.

David: *Yeah*. I want to be a pilot just like my dad. What about your father? What does he do?

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

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

Ross: No. I want to be a chemistry teacher. I love doing experiments, and I like teaching kids.



Your Ending

What is David's response?

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

Real Talk

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

yeah = yes

About the Conversation

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

Your Turn

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

7 About You

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

About the conversation

1. He's a pilot.
2. He wants to be a pilot.
3. He's a writer.
4. He wants to be a chemistry teacher. He loves doing experiments, and he likes teaching kids.

8 Reading

Before Reading

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

My Kind of Job

Aboard a

CRUISE SHIP

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



2- He creates comfortable modern furniture for a famous brand, and plans production and marketing. He sketches his ideas, designs chairs and tables, selects materials and fabrics, supervises the making of the furniture, and arranges showings of his collections for buyers.

After Reading

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

The World of

Design and Comfort

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



1. The good things: He visits many scenic ports and meets lots of fascinating people. Martin likes to work with the public.
The bad things: He works seven days a week, eight to fourteen hours a day. He doesn't have any free time for himself.



3 Who's Who

9 Writing

Student's answer

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

Job: _____	
Good things	Bad things

Writing Corner

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

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

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



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

Answer B

Good things: fun, very exciting, travel to new places, see a lot of the world, meet new people, interesting, satisfying

Bad things: very stressful, difficult, a lot of deadlines

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 A nurse is someone who/that takes care of sick people.
 - pilot A pilot is someone who/that flies airplanes.
 - travel agent A travel agent is someone who/that organizes tours.
 - waiter A waiter is someone who/that serves food in a restaurant.
 - journalist A journalist is someone who/that writes for a newspaper.
 - graphic designer A graphic designer is someone who/that makes advertisements.
 - translator A translator is someone who/that speaks many languages.
 - lawyer A lawyer is someone who/that works in court.

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

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



C. Complete the sentences with your own ideas.

- I like people who are I like people who are polite and friendly.
- I don't like people that are I don't like people that are impolite.
- I like books which are I like books which are exciting.
- I don't like books that are I don't like books that are boring.
- I want a job which is I want a job which is satisfying.
- I don't want a job that is I don't want a job that is stressful.

4 Favorite Pastimes

1 Listen and Discuss

Which of the following pastimes are popular in your country?

Teens' Leisure Preferences

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



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



▲ They travel and meet people.



◀ They play video games or board games.

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

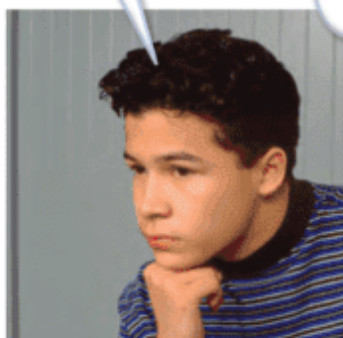


▲ They eat in food courts or restaurants.



▶ They exercise.
▶ They play sports or work out.

How often do you play basketball, Ali?



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



What's your favorite pastime, Josh?



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



What Teens Do Online

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

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

Source: Pew Internet & American Life Project

Quick Check





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

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





1. yes Ali often works out.
2. yes Josh knows how to ice-skate.
3. no Teens seldom buy things online.
4. no 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

Answers

A

1. Sabah always takes a shower in the morning. / She takes a shower every day.
2. She makes her bed on the weekend/on Friday(s) and Saturday (s)/twice a week.
3. She does homework five times a week.
4. She cooks dinner twice a week. She sometimes cooks dinner.
5. She draws and paints four times a week. / She often draws and paints.
6. She watches TV once a week/on Thursday(s). / She seldom watches TV.
7. She takes French classes three times a week/on Sunday(s), Tuesday(s), and Thursday(s).

B

1. She takes a shower every day.
2. She makes her bed on Friday(s) and Saturday(s)/on weekends.
3. She studies French.
4. She takes classes on Sunday(s), Tuesday(s), and Thursday(s).
5. She does her homework five times a week.
6. She draws and paints.
7. She does it four times a week.
8. She never does her homework, she never cooks dinner, she never watches TV, and she never takes French classes on the weekend.
9. Yes, she does.
10. Yes, she does.

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. no He goes indoor climbing every day.
2. yes He knows how to climb very well.
3. no Qassim never climbs mountains.

Fatima

1. yes Fatima usually cooks with Nura.
2. yes She can cook well.
3. no Fatima's friends think that cooking is a creative hobby.

5 Pronunciation

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

Do you exercise?

Do you play tennis?

Do you know how to cook?

When **do you** exercise?

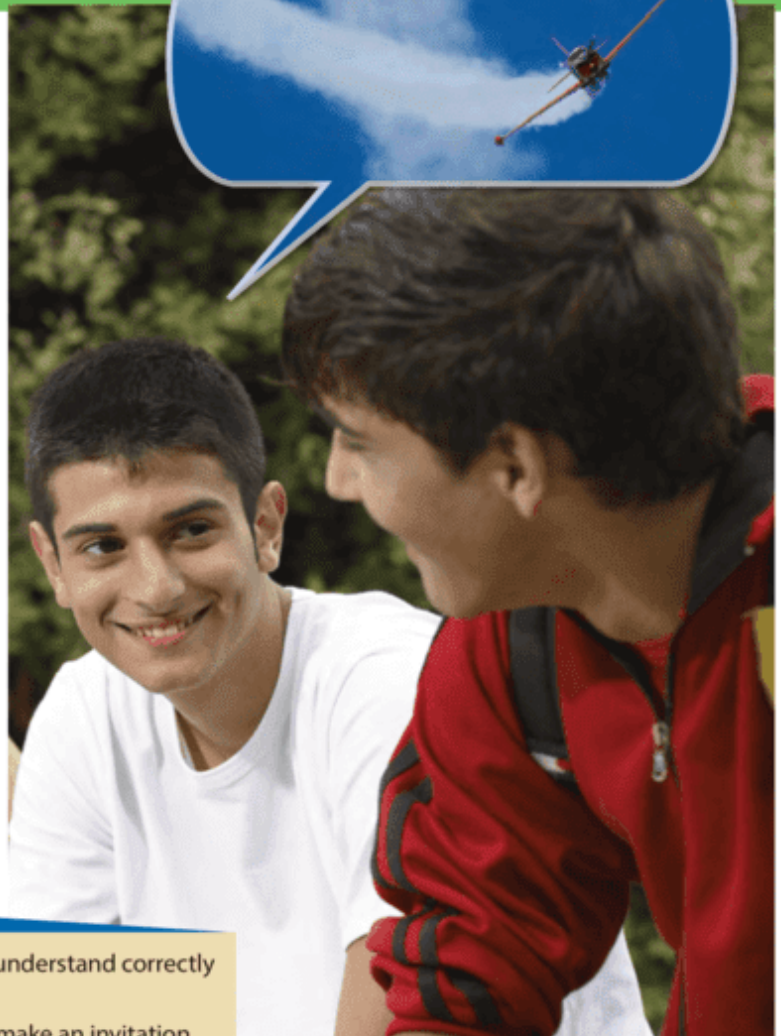
Where **do you** play?

What **do you** cook?

4 Favorite Pastimes

6 Conversation

- 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.
1. He flies model airplanes.
 2. He normally does it on the weekend.
 3. Yes, he does.
 4. He invites Jason to come along with him.
 5. He thinks Rick flies planes.
- B. Talk about your skills.

7 About You

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

I know how to use a computer.

8 Reading

Before Reading

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

Sky HIGH!



Aeromodeling is an exciting hobby. It attracts people of all ages. They all have one common interest—the love of flying small-sized airplanes. Most people no longer fly the old elastic-propelled planes. They no longer fly planes that are attached to two cables and that fly in circles around them. Nowadays, with the advances in technology, the big thing is radio-controlled airplanes. These models fly like real aircraft and are an aeromodeler's ultimate dream. People control the movement of the planes through radio signals. Aeromodels can even perform aerobatics in the sky!

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

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

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



After Reading

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

Kinds of Aeromodels	Sizes	Prices	Kinds of Engines	Speeds
elastic-propelled planes attached to cables, radio-controlled, jet-powered	23 cm to 9 m	\$30 to several thousand dollars	Electric motors to jet turbines	Up to 380 km per hour

4 Favorite Pastimes

9 Writing

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

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

Writing Corner

1. Use the gerund (-ing form) as a subject or noun.
Painting is a relaxing hobby. **Playing football** is a lot of fun.
2. Use the gerund (-ing form) as an object with the following verbs and phrases: *enjoy, feel like, like, love, prefer, and spend (time)*.
Do you like **playing** sports? Or do you prefer **watching** TV?
He spends his free time **working out** at the gym.
3. The verbs *like, love, and prefer* can also go with the infinitive.
She likes **to cook** in her free time. She prefers **to make** ethnic foods.

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

Gerund subject:
Painting
Gerund object:
enjoy drawing and painting, spend two or three hours creating, like painting, feel like painting, love painting

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 practicing (1. practice) because I'd like to be (2. be) a professional football player one day. My team trains twice a week, and our coach also recommends working out (3. work out) at the gym twice a week. We usually play matches on the weekends. My teammates and I love winning/to win (4. win), but we can't stand losing (5. lose). We hope to win (6. win) the cup this year.

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

B. Write about your likes and dislikes. Use gerunds and infinitives. **Student's answer**

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 _____

EXPANSION Units 1-4

1 Language Review

A. Write what the people in the jobs do.

📌 A teacher teaches.

1. A driver drives a car or a bus.
2. A translator translates texts into language.
3. A manager manages a store.
4. A writer writes books/articles.
5. A student studies in school or college.
6. A salesperson sells things to customers.
7. A reporter reports the news for TV/radio.
8. A nurse takes care of sick people.

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. I know how to speak Spanish.
2. That student can't type. That student doesn't know how to type.
3. Refaa can make her own clothes. Refaa knows how to make her own clothes.
4. Farah can cook delicious Indian food. Farah knows how to cook delicious Indian food.
5. Most of my friends can't play chess. Most of my friends don't know how to 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? No, he isn't. He's buying ice cream.
2. Are the man and woman taking a bus? No, they aren't. They're taking a taxi.
3. Is the boy riding a bike? No, he isn't. He's skateboarding.
4. Is the tourist reading a book? No, he isn't. He's looking at a map.
5. Is the businessman sending an email? No, he isn't. He's talking on the phone.



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

Fahd: What is (1. be) your favorite pastime?

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

Fahd: No, I don't.

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

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

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

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

E. Make questions for the answers.

1. Who's that? _____?
That's Adnan. He's our neighbor.
2. What does your brother do? _____?
My brother's a computer programmer.
3. What does Maha do every day? _____?
Maha wakes up early every day.
4. When do you study? _____?
I usually study in the evening, after school.
5. Do you know how to cook? _____?
No, I can't cook. But I know some really good restaurants.



2 Reading

Before Reading

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



LET THE GAMES BEGIN

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

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



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

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



After Reading

A. Match the words with the meanings.

- | | |
|------------------------|---|
| 1. <u>d</u> screams | a. to tell someone it's a good idea to do something |
| 2. <u>e</u> tournament | b. group of TV stations |
| 3. <u>b</u> network | c. stress |
| 4. <u>a</u> encourage | d. shouting |
| 5. <u>c</u> 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? | 1. Teenagers are hanging out, people are shopping, families are eating in food courts, and children are having fun. |
| 2. What can you hear in a part of the mall? | 2. There are screams coming from a part of the mall where people are playing video games. |
| 3. What are the fans doing? | 3. They are waving signs and chanting slogans. |
| 4. Who are the sports stars? | 4. They are Lim-Yo-Hwan, Choi Yeon-Sung, and Suh-Ji-Houn. |
| 5. What sport do they play? | 5. They are professional video gamers. |
| 6. Are they playing today? | 6. No, they aren't. |
| 7. Where are the tournament finals? | 7. They are in stadiums. |
| 8. What is a "bang"? | 8. A "bang" is a public PC gaming room. |
| 9. What do some parents in South Korea think about video games? | 9. They encourage their children to play video games as a way to relax, as an escape from academic pressure, and as a fun way to use brainpower. |

Discussion

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

Writing


Student's answer

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

- How do you play it? What are the rules?
- What do you like about it?
- How often do you play it? Are you good at the game?
- What special skills do you need to play the game?


3 Chant Along 

Just Another Day




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

Chorus




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



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

Chorus



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

Chorus



Vocabulary

A. Match the words with the meanings.

- | | |
|-----------------------------|--|
| 1. <u>e</u> grab | a. a part that rightly belongs to a person |
| 2. <u>d</u> ache | b. difficulty |
| 3. <u>f</u> look forward to | c. hurry |
| 4. <u>b</u> strife | d. feel a pain |
| 5. <u>a</u> share | e. take into your hand quickly and firmly |
| 6. <u>c</u> 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?

1. He feels bad.
2. No, he isn't.
3. Yes, he does.
4. He didn't sleep all night.
5. He's not doing his share, he doesn't fit in, and he doesn't seem to care.
6. He finishes work at six o'clock.
7. He usually has a bad day.
8. He wants to get away and do something good with his life.

4 Writing

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

5 Project

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

5 Is There Any Ice Cream?

1 Listen and Discuss

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

Sarah's Kitchen Menu

Appetizers

- Shrimp (grilled or fried)
- Soup (bean or vegetable)



Salads

- Green salad (lettuce)
- Mixed salad (tomatoes, carrots, cucumbers, onions)



Entrées

- Steak (grilled Argentine style)
- Chicken (roasted)
- Fish (steamed Japanese style)
- Pasta (with tomato or meat sauce)



All entrées come with baked potato or rice.



Desserts

- Apple pie
- Cheesecake
- Ice cream



Beverages

- Coffee/Tea (cup)
- Chocolate milk (glass)
- Fresh fruit juice (glass)
- Water (bottle)
- Soft drinks





1

Worker: May I take your order?

Customer: I'd like the chicken sandwich.

Worker: For here or to go?

Customer: To go, please.

meat: steak, chicken / **seafood:** shrimp, fish
vegetables: carrots, cucumbers, lettuce,
 onions, potato, tomatoes / **fruits:** apple
dessert: apple pie, cheesecake, ice cream

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? **Sarah's Kitchen.**
2. Is there any ethnic food on the menu? What? **Yes, there is steak Argentine style and fish steamed Japanese style.**
3. Do any dishes come with French fries? **no.**
4. What take-out food does the man want? **a chicken sandwich.**
5. Does the restaurant have any cheesecake? **no.**



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?





2 Pair Work

A. Ask and answer about the menu.



-  Is there any pie?
-  Yes, there's some apple pie.
-  Are there any chocolate cookies?

 No, there aren't any.

B. Order food from the menu.

-  What would you like?
-  I'd like a salad please.
-  And to drink?
-  Some water, please.

C. Offer something to eat or drink.

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

5 Is There Any Ice Cream?

3 Grammar

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.

- N ice cream 6. C vegetables
- C potatoes 7. C sandwiches
- C eggs 8. N juice
- N cheese 9. C tomatoes
- N chocolate

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

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

Tony: What (2.) would you like?

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

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

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

Tony: Anything else?

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

Hameed: chicken, baked potato, soda, ice cream

Aisha: pizza, salad, iced tea

5 Pronunciation

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

/s/	/z/	/ɪz/
drinks	eggs	juices
desserts	vegetables	sandwiches
cups	fries	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 entrée?
- Brandon:** Let me see. I'll have the steak. What does it come with?
- Server:** It comes with a baked potato or a salad.
- Brandon:** The salad, please.
- Server:** How do you want your steak?
- Brandon:** Medium rare.
- Server:** Anything to drink?
- Brandon:** Some water. No ice, please.
- ...
- Server:** Here are your shrimp, sir. Enjoy!



Real Talk

Let me see. = I want to think. This is a way to have more time to answer.

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

Your Ending



What's Brandon's response?

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

About the Conversation

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

1. He wants some calamari.
2. He orders the steak.
3. He wants the salad.
4. He would like some water (with no ice).
5. No, he doesn't.

Your Turn

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

7 About You

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

8 Reading

Before Reading

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

Globalization of Foods

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

Some famous brands had difficulty when they first entered certain countries. For example, in Peru, the most popular soft drink was and still is Inca Kola. Coca

Cola couldn't compete against Inca Kola, so they bought the factory. Now they produce Coca Cola and Inca Kola.

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

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



After Reading

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

Discussion

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

1. burgers, sandwiches, pizza, ice cream, coffee, and soft drinks.
2. Yes, more or less.
3. Inca Kola
4. Yes, it is.
5. doner

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:

- 5 Next, pour the eggs into the frying pan with the mushrooms.
- 2 Add a little salt and pepper, and mix the eggs with a fork.
- 8 Finally, slide the omelet onto a plate.
- 6 When the eggs start to cook, sprinkle the cheese on top.
- 1 First, break the eggs into a mixing bowl.
- 4 Melt the butter, and fry the mushrooms until golden brown.
- 7 Then, fold the omelet in half.
- 3 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 **enough** time to cook dinner.
2. This restaurant is **too** crowded. Let's eat somewhere else.
3. There were **too** many sandwiches, but not **enough** salad.
4. No more, thank you. That's **enough** rice for me.
5. It's **too** hot in here. Can we turn on the air conditioner?
6. These shoes are **too** big, and those shoes aren't big **enough**.

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

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

C. Complete the sentences with an infinitive phrase.

1. It's too late **to call him on the phone**.
2. There isn't enough time **to finish the work**.
3. Do we have enough eggs **to make a cake**?
4. He's too young **to drive a car**.
5. I'm too tired **to go for a walk**.
6. Are you too busy **to help me with my homework**?

6 What Was It Like?

1 Listen and Discuss

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



The screenshot shows a web browser window with the title "THE 'WHAT'S ON?' MUSEUM GUIDE". Below the title, there is a search bar with the text "Pick the dates you would like to see the exhibit. Search for tickets by date range (MM-DD-YYYY)." and buttons for "Search" and "Start Over". On the left side, there is a navigation menu with the following items: ABOUT US, EXHIBITS, GALLERIES, MUSEUMS, SIGHTS, and TOURS. The main content area is divided into four exhibit cards:

- MUSEUM OF CONTEMPORARY ART**
THE WORLD OF MIRÓ
Temporary exhibit of works by the Spanish artist
May 3 – July 29
10 A.M. – 6 P.M.
Closed Saturdays
Tickets: \$5
Students free

- MUSEUM OF NATURAL HISTORY**
THE JURASSIC EXPERIENCE
JOURNEY THROUGH TIME AND COME FACE-TO-FACE WITH A GIANT TYRANNOSAURUS REX
Hours
Open daily
10 A.M. – 5 P.M.
Admission
\$6, \$8, \$11

- ISLAMIC HERITAGE MUSEUM**
ART OF THE PEN: ARABIC CALLIGRAPHY
Admire the beautiful art of Arabic calligraphy and Holy Qur'anic verse
June 1 – August 15
Hours: 9 A.M. – 6 P.M.
Closed Sundays
Special discount for school groups

- MUSEUM OF SCIENCE AND TECHNOLOGY**
THE SKY'S NOT THE LIMIT
Discover technology: past — present — future
Go on a safari through space
Museum
9 A.M. to 7 P.M.
Planetarium shows
6 P.M. and 7 P.M.
Schools only
11 A.M.


What did you do on the weekend, Mike?

I went to the Science Museum.

What was it like?

It was amazing!



OLD AND NEW TECHNOLOGY



NAVIGATION

Learn how navigators traveled the oceans



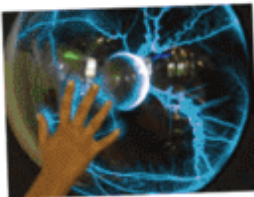
TRANSPORTATION

Visit our vintage car and plane collection



AERONAUTICS

See an original space shuttle



ELECTRICITY

Discover how electric currents work



ROBOTICS

Shake hands with a moving robot



PLANETARIUM

Explore space with astronauts

A- The World of Miró, Art of the Pen: Arabic Calligraphy, and perhaps the Natural History Museum

Quick Check

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

B. Comprehension. Answer the questions about the museums.

1. Where can you see dinosaurs?
2. Where can you learn about calligraphy?
3. Where did Mike go on the weekend?
4. What was the Science Museum like?

B

1. You can see dinosaurs at the Museum of Natural History.
2. You can learn about calligraphy at the Islamic Heritage Museum.
3. He went to the Science Museum.
4. It was amazing.

2 Pair Work

A. Ask and **answer**.

- What kind of museum do you prefer?
- I like history museums best.

B. Ask and **answer** about recent events you attended.

- What did you do last Saturday?
- I went to the Sports Museum.
- How was it?
- It was interesting. I really liked the football exhibit.

6 What Was It Like?

3 Grammar

Simple Past Tense: *be*

I
He | **was** | at home.
She

We
You | **were** | at home.
They

Information Questions (?)

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

Yes-No Questions (?)

Was the game exciting?
Were the players good?

Affirmative (+)

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

Short Answers (+)

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

Negative (-)

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

Short Answers (-)

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

Simple Past Tense: Regular and Irregular Verbs

Information Questions (?)

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

Yes-No Questions (?)

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

Affirmative (+)

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

Short Answers (+)

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

Negative (-)

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

Short Answers (-)

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

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

Irregular Past Forms

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

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

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

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

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





- B.** Complete the conversation. Use the past tense of the verbs in parentheses. Then practice with a partner.
- Fahd:** Where did you go (1. go) yesterday?
Imad: I went (2. go) to the Falcons' football game.
Fahd: Were (3. be) there many people?
Imad: Yes. It was (4. be) very crowded.
Fahd: Did the Falcons play (5. play) well?
Imad: Yes, the team played (6. play) a fantastic game.
Fahd: Did they win (7. win) the game?
Imad: Yes. They won (8. win) by two goals!

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

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

4 Listening

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

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

5 Pronunciation

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

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

6 What Was It Like?

6 Conversation

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

Real Talk

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



About the Conversation

1. Where was Walid?
 2. Why didn't he get Majid's messages?
 3. Why did Majid call him?
 4. What was the restaurant like?
 5. What was the service like?
 6. Does Majid want to go back?
1. He was at home studying. 2. His cell phone was turned off.
3. He had invitations for the opening of the new pizzeria.
4. It was fantastic. 5. It was great. 6. Yes, he does.

Your Turn

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

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

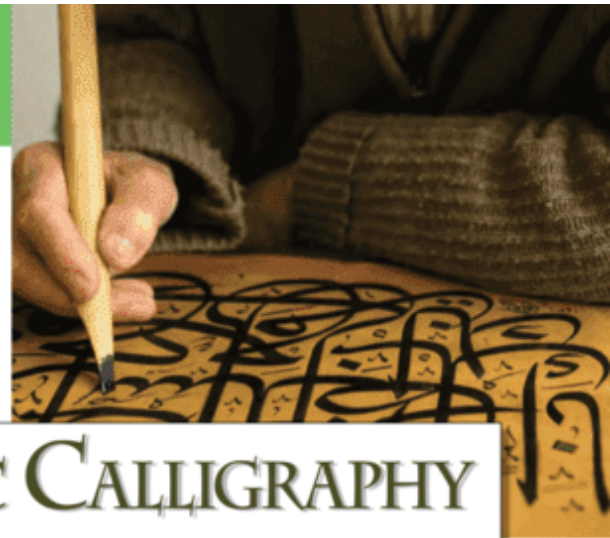
7 About You

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

8 Reading

Before Reading

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



ART OF THE PEN: ARABIC CALLIGRAPHY



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

Calligraphy and the Holy Qur'an

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

The first Arabic system of writing (script) was very simple. Then, with the spread of Islam, there was a need for a more expressive form of writing to communicate Allah's words in the Holy Qur'an. It was important to have a clear script that all the people of Islam could easily read and understand.

Styles

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

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



After Reading

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

Discussion

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

1. It is used to write the holy words of the Qur'an.
2. It was important to have a clear script that all the people of Islam could easily read and understand.
3. *Kufic* script has straight, geometric letters that are not connected.
4. *Thuluth* is often used to write the headings of *surahs*, and it is the script on the Saudi Arabian flag.

6 What Was It Like?

9 Writing

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

Sights	Sounds	Smells/Tastes	Touch/Feelings

Writing Corner

1. A narrative story usually describes the events in the order that they happened. It describes what the writer feels and senses, so the reader can imagine being there.
2. Use time words to show sequence: *when, as, while, before, and after*. If a time word begins the sentence, there is a comma after the time clause.
3. An exclamation point (!) shows strong feelings, like the writer is shouting.
4. Use quotation marks (" ") around the exact words that a person says.

- B. Read about Faisal's experience at a horse race. Learn the meaning of the words in the box. Then, complete the paragraph with the words.

nervous crowd thundered shook silent paraded excited cheered

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



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

10 Project

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

11 Form, Meaning and Function



Intensifiers

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

It's a **very** interesting exhibit.
It's a **really** interesting exhibit.
It's **quite** an interesting exhibit.

Everyone was **pretty** excited.
Everyone was **extremely** excited.
Everyone was **quite** excited.

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

Intensifiers with Strong Adjectives

Strong adjectives are words like:

enormous; huge = very big
brilliant = very clever
excellent; wonderful; great = very good
fantastic; amazing; awesome = very good

tiny = very small
certain = very sure
awful; terrible = very bad
delicious = very tasty

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

The cake is very tasty.
Are you really sure?

The cake is **absolutely** delicious.
Are you **totally/quite** certain?



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

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

B. Rewrite the sentences with different intensifiers and adjectives.

- The exhibit was very good. We had a really good time.
The exhibit was extremely interesting. We had a totally awesome time.
- The exhibit was very bad. We had a very bad time.
The exhibit was quite boring. We had a completely terrible time.
- The food was very bad, and the service was very bad.
The food was absolutely awful, and the service was quite slow
- The pizza was very good, and the service was very good.
The pizza was really delicious, and the service was extremely friendly.
- That's a very good idea. It's very clever.
That's a really great idea. It's absolutely brilliant.

7 What Happened?

1 Listen and Discuss

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

The Scene of the Accident

The accident happened 10 minutes ago.



Witness 1 ▶

I'm relieved that no one was hurt.



▲ Witness 2

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

▲ Car driver

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

SUV driver ▶

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



Passenger ▶

I'm always nervous when I ride with him.



◀ Police officer

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



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



Police Report

There was another accident at the corner of Lake and Willow. The accident happened around 3:15 P.M. An SUV crashed into a car. Fortunately, there were no injuries. It was the car driver's fault because he didn't stop at the stop sign. He was talking on his cell phone.

Feelings

Why are you so happy?

Because I just got my driver's license.



happy



sad



tired



sleepy



angry



worried



nervous



scared

Quick Check

A. Vocabulary. Match the words with the meaning.

- | | |
|--------------------------|-------------------------------------|
| 1. <u>d</u> witness | a. hurt from an accident |
| 2. <u>c</u> insurance | b. where two roads cross |
| 3. <u>b</u> intersection | c. payment for costs of an accident |
| 4. <u>a</u> injury | d. someone who saw an event |





B. Comprehension. Answer the questions. Use the information from the police officer and in the police report.

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



- It happened at around 3:15 in the afternoon.
- No, it didn't.
- No, there weren't.
- No, it wasn't.
- Three accidents happened this week.

2 Pair Work

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

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

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

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

7 What Happened?

3 Grammar

There Was / There Were

Singular

There was an accident. (+)

There wasn't a traffic light. (-)

Plural

There were three accidents this week. (+)

There weren't many cars in the street. (-)

Why / Because

Q: Why are you worried?

A: Because I have a test tomorrow.

Q: Why did the driver start to shout?

A: Because he was angry.

Adverb: Ago

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

Pronouns: Someone, No One, Nothing, Anything

Someone helped the driver get out of the car.

Fortunately, **no one** was hurt in the accident.

And **nothing** was wrong with the car.

Did you hear **anything**?

I didn't hear **anything**. I was asleep.

A. Work with a partner. Ask and answer.

A: Why are the fans happy?

B: Because their team won the game.



fans / happy



1. boys / worried

1. **A:** Why are the boys worried?

B: Because they broke the window.



2. Nawal / angry



3. parents / sad

2. **A:** Why is Nawal angry?

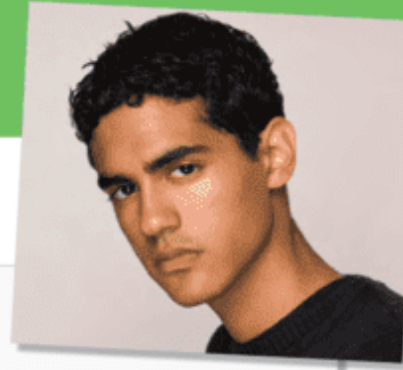
B: Because her sister ate her sandwich.



4. officer / surprised

4. **A:** Why is the officer surprised?

B: Because the boy isn't hurt.



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

PD Witness Report

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

Signature: *Ryan McNeal*

C. Write your answers. Use **ago**. Then share answers with a partner. **Student's answer**

- 💡 When did you last read a good book? I last read a good book two weeks ago on vacation.
- When did you last see a good exhibit? _____
 - When did you first use a computer? _____
 - When did you last eat a delicious meal? _____
 - When did you last go shopping? _____

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

- I was there, but I didn't see anything.
- No one can say that I didn't try. I worked hard.
- Can someone please help me?!
- Why are you angry? I did nothing wrong.
- I'm surprised no one heard the loud crash.
- The children are bored because there's nothing to do here.

4 Listening

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

Harry Skinner

- no The light was green for the truck.
- yes The truck hit the bus.
- yes No one was injured.
- yes In the end, everyone was OK.

Jill Black

- yes The light was green for the truck.
- yes The truck hit the bus.
- yes No one was injured.
- yes In the end, Jill is worried.

5 Pronunciation

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

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

7 What Happened?

6 Conversation

Daughter: Mom, can I talk to you?

Mother: I'm busy right now.

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

Mother: OK. *What's up?*

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

Mother: Give me the good news.

Daughter: I got an A on my history report.

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

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

Mother: You did what?



Your Ending

What is the daughter's reply?

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

Real Talk

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

What's up? = What's happening?

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

The thing is = The problem is

About the Conversation

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

Your Turn

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

1. She wants to talk to her mother.
2. She's busy.
3. The daughter got an A on her history report.
4. The daughter broke the washing machine.

7 About You

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

8 Reading

Before Reading

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

So You Want to Be **COOL**

Are you worried about your clothes?

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

Are you sad because someone said something bad about you?

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

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

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



After Reading

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

1. yes not worrying about what others think of you.
2. no wearing the latest fashion in clothes.
3. yes being friendly and sociable.
4. no not saying what you think.
5. no not studying and not doing well in school.

Discussion

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

7 What Happened?

9 Writing

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



Writing Corner

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

- B. Read the witness report. Does it answer who, what, where, when, why, and how?

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



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

Answer B

Who = Mr. Dooley; What = an explosion; Where = in Mr. Dooley's yard, When = around 6 o'clock; Why = the gas tank caught fire; How = the explosion threw him across the yard

10 Project

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

11 Form, Meaning and Function



Because versus So

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

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

So and Neither

So... and *Neither* both show agreement with the speaker.

So... shows agreement with an affirmative statement.

Neither... shows agreement with a negative statement.

A: I'm a careful driver.

B: **So** am I.

A: I have some good news.

B: **So** do I.

A: I just heard a crash.

B: **So** did I.

A: I'm not tired right now.

B: **Neither** am I.

A: I never lose my cool.

B: **Neither** do I.

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

B: **Neither** did I.

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

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

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

1. I don't have a driver's license. Neither do I.
2. There's nothing to do. I'm bored. So am I.
3. I always wear a seat belt in the car. So do I.
4. I got injured in an accident. So did I.
5. I'm not nervous about the test. Neither am I.
6. I didn't see anything. Neither did I.

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

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

1. He was injured in the crash, so he was taken to hospital.
2. The passenger wasn't wearing a seat belt, so she hit her head.
3. No one was hurt, so I'm extremely relieved.
4. Ahmed fell off his bike because he was riding too fast.
5. The driver didn't stop at the traffic light, so the accident was his fault.



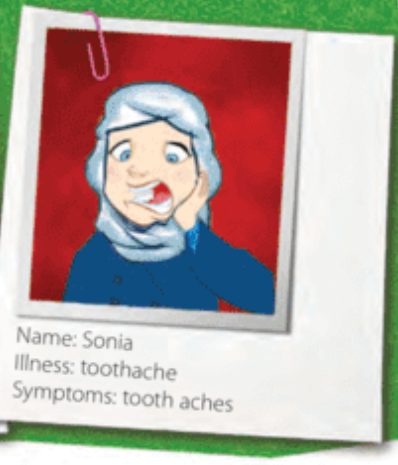
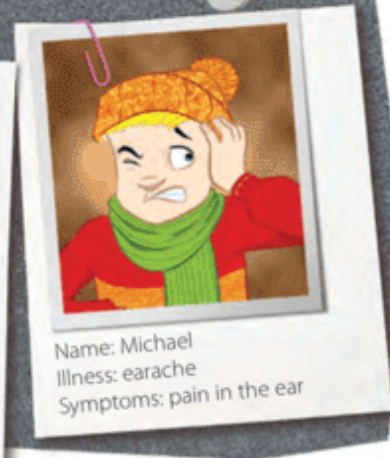
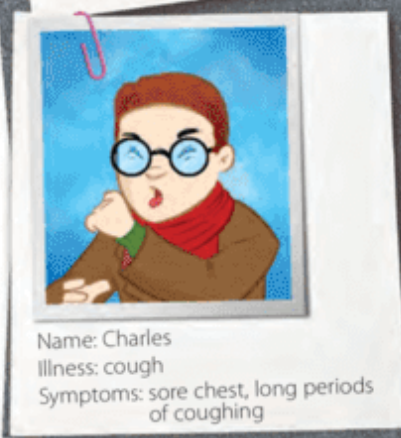
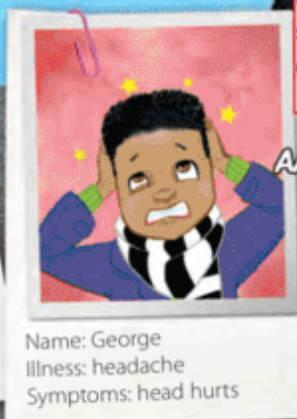
8 What's Wrong?

1 Listen and Discuss

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

Bad THE SCHOOL TRIP

1. head — headache, fever
eyes — watery eyes, cold
mouth — toothache
throat — sore throat
ear — earache
stomach — stomachache, diarrhea, vomiting
chest — cough





FYI

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

Quick Check

A. Vocabulary. Relate body parts to illnesses.

nose—runny nose, cold, sneezing

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

1. yes Sarah has a high temperature.
2. yes Maria's throat is sore.
3. yes Peter's stomach hurts.
4. no The patient at the doctor's office doesn't have a fever.
5. yes The doctor says the patient should stay at home.

2 Pair Work

Ask and answer.

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

8 What's Wrong?

3 Grammar

Should/Shouldn't

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

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

A: You **should** study more.

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

A: You **shouldn't** eat so much.

Clauses with *When*

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

A: I usually take some aspirin.

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

A: I stayed in bed.

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

A: How do you feel when you lose something?

B: I feel angry and nervous.

1. **A:** How do you feel when you exercise?

B: I feel great.

2. **A:** How do you feel when you eat a lot?

B: I feel sleepy.

3. **A:** How do you feel when you see or hear bad news on TV?

B: I feel afraid and worried.

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

How do you feel when...?

1. you exercise?

2. you eat a lot?

3. you see or hear bad news on TV?

4. you are not prepared for a test?

5. you have nothing to do?

6. you need to go to the dentist?

7. you see a sad film on TV?

8. you don't sleep well?

9. you do well on a test?

10. you need to make an excuse?

11. you travel by plane?

12. you need to say goodbye to a friend?

- B.** Now tell your partner what you do in the situations in exercise **A.** **Student's answer**

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

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

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

A: I'm really angry.

B: Why?

A: Because I lost my keys.

D. Match the problem with the advice. Then practice with a partner.

A: I have a temperature.

B: You should take some medicine.

Problem

1. d I have a headache.
2. a We're very tired.
3. e Mariam has a stomachache.
4. b Ahmed has a toothache.
5. f The children have a sore throat.
6. c Faisal is afraid of shots.

Advice

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

4 Listening

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



a. 5 / cold



b. 2 / stomachache



c. 4 / toothache



d. 1 - backache



e. 3 / sore throat

5 Pronunciation

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

sneeze

stomach

swallow

sleepy

8 What's Wrong?

6 Conversation



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

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

Omar: You should see a doctor.

Bud: **I just did.** He gave me a prescription for some medicine and said I should have only tea, toast, rice, **and things like that** for a while. It's probably something I ate.

Omar: What did you eat?

Bud: **Nothing much.** I ate dinner at an all-you-can-eat buffet. I had seafood, then I had steak, and for dessert, I had pudding followed by ice cream and chocolate fudge cake, and... Oh, the thought of food makes me sick!

Omar: That's a shame! I wanted to invite you to go out for dinner.

Real Talk

I just did. = I did that a short time ago.

and things like that = and similar things (a way to give examples without naming lots of things)

Nothing much. = Not a great amount.

About the Conversation

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

Your Turn

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

1. He feels terrible.
2. He has a stomachache, and he feels like vomiting.
3. He should take some medicine and have only tea, toast, rice, and things like that for a while.
4. He wanted to invite Bud to go out for dinner.
4. What did you do for the problem?
5. What do you do to keep healthy?

Student's answer

7 About You

1. Are you usually a healthy person?
2. When were you last ill?
3. What was the matter with you?

8 Reading

Before Reading

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

Atchoo! Is It a Cold or the Flu?

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

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

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

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



After Reading

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

1- your nose is blocked; your eyes are watery; your throat is sore; you are coughing and sneezing constantly; you are shivering.
2- When people have the flu, they can have a high fever and severe muscle aches and pains. The flu can cause pneumonia and kill its victims. There are vaccines for the flu but not for colds.



8 What's Wrong?

9 Writing

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

A
Symptoms: dizzy,
weak, sweating,
muscles ache,
vomiting

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

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



Writing Corner

1. Bullet points (•) help make a list clear and simple to read. For example, when there is list of ingredients in a recipe or a list of symptoms for an illness.
2. When there is a list of instructions or steps to follow in a certain order, it is better to use numbers, and not bullet points.
3. With short phrases or words, do not use punctuation after each bullet point. When there is a complete sentence or sentences, use the correct punctuation.

- B. What are some common symptoms of the flu? Write them in the chart. How can you relieve the symptoms? Write notes in the advice column.

Symptom	Advice
• blocked nose	
• watery eyes	
• sore throat	
• coughing, sneezing, shivering	

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

10 Project

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

11 Form, Meaning and Function



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



Subject + Verb + Object

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

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

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

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

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

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

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

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

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

Sam: AAA... Atchoo!

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

Sam: I think I caught a virus on the school trip. Everyone in my class caught (2) the virus. Charles had a cough. (3) Charles sat next to (4) Sam on the bus, so perhaps I caught (5) the virus from (6) Charles. It was cold at the zoo, and Mr. Parker told (7) my classmates and I to put on (8) my classmates' and my jackets. (9) Mr. Parker said that (10) my classmates and I should stay warm. Well, I didn't listen to (11) Mr. Parker. I didn't wear (12) my jacket and some of my friends didn't wear (13) my friends' jackets. Maybe that made (14) the virus worse.

Dan: (15) Sam should see a doctor.

Sam: I did. (16) The doctor gave (17) Sam a prescription for some medicine. (18) The doctor said I should take (19) the medicine three times a day. (20) The medicine tastes terrible!



EXPANSION Units 5–8

1 Language Review

A. How good is your memory? Answer the following questions about your past. Write complete sentences. **Student's answer**

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

B. Complete the conversations.

1. **A:** Why don't you have some chicken?
B: No, thank you. I don't eat meat. I'm a vegetarian.
2. **A:** How about some seafood? The shrimp here are very nice.
B: I can't eat any seafood. I get red spots on my body when I eat shrimp.
3. **A:** Would you like some dessert?
B: Yes, good idea. Do you have any fruit?
A: No, we don't have any. How about a piece of chocolate cake?
B: I'm on a diet. I'm trying to lose weight.

C. Write answers. Use your own ideas. **Student's answer**

1. Why are you so angry?

2. Why are you surprised?

3. Why are you relieved?

4. Why are you sad?

5. Why are you worried?

6. Why do you feel bored?



D. Write what is wrong with the people in the pictures. Then write what they should or shouldn't do. Follow the example.



Yahya / dentist



1. Mona / rest



2. the children / junk food



3. Farah / hot tea



4. Ali and Imad / medicine



5. Ahmed / go swimming

- Yahya has a toothache. He should go to the dentist.
1. Mona has a headache. She should rest.
 2. The children have a stomachache. They shouldn't eat any junk food.
 3. Farah has a cold. She should drink some hot tea.
 4. Ali and Imad have a cough. They should take some medicine.
 5. Ahmed has an earache. He shouldn't go swimming.

E. Complete the field trip report. Use the past tense of the verbs in parentheses.



FIELD TRIP REPORT

Timothy Brown, PE Teacher, Lakeside School

The junior class went (1. go) on a field trip to Camp Sunshine during the spring vacation. Unfortunately, we had (2. have) lots of problems on the trip. First, the bus broke (3. break) down. When we finally arrived (4. arrive) at the camp late at night, we found (5. find) that the cabins didn't have (6. not have) any heating. We were (7. be) cold all night, and Steve woke up (8. wake up) with a cold. That morning on our hike, Chuck ate (9. eat) some wild berries in the forest and got (10. get) a stomachache. He took (11. take) some medicine, but he didn't feel (12. not feel) well after that. On the second day, Dan hurt (13. hurt) his knee playing football, and Mitch and Peter caught (14. catch) Steve's cold. On the third day, Hussain felt (15. feel) bad because of a terrible toothache. I gave (16. give) aspirin to all of them. I'm a PE teacher, not a doctor. What do you do when everyone is sick on a trip? We packed (17. pack) our bags and came (18. come) back home.

2 Reading

Before Reading

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

Foods: TRUTHS AND LIES

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



Margarine

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



Eggs

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



Chocolate

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



Sandwiches

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



Oils

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



Milk

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

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

After Reading

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

Discussion Student's answer

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?

1. It contained trans fats, which were worse than the saturated fat in butter.
2. They are a good source of protein.
3. It reduces the bad cholesterol and helps to lower blood pressure.
4. You should eat one square from a bar a day.
5. Olive oil increases the good cholesterol and helps to eliminate the bad cholesterol.
6. They cannot tolerate the lactose in cow's milk.

3 Writing

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

4 Project

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



5 Chant Along 

The (Right) Answer



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

Chorus

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

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

Chorus

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

Chorus



Vocabulary

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

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

Positive (+)	Negative (-)
fun, hope, care, friendly, happy, smiling	lonely, blue, trouble, sad, worries, bad, pain

B. Find two positive expressions and two negative expressions in the chant. Write them in the blanks.

💡 (+) to ease your pain (-) to feel blue

- (+) a little bit of fun
- (+) a little bit of hope
- (-) feel lonely
- (-) in times of trouble

Comprehension

A. Answer the questions.

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

1. He's feeling lonely and blue.

2. The friend has the right answers. He can give him a little bit of fun, a little bit of hope, lots of care, a friendly person to talk to, and a helping hand.

3. Yes, he does.

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

💡 I've got the right answers for you.

What can I do to make you happy?

What can I do to ease your pain?

What can I do to cheer you up and see you smiling once again?

Discussion

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

