



وزارة التعليم  
Ministry of Education  
2022 - 1444

**SUPER**

# GOAL 2

**MANUEL DOS SANTOS**



# 1 Are You Here on Vacation?

رابطہ القدر سے الرقیمی

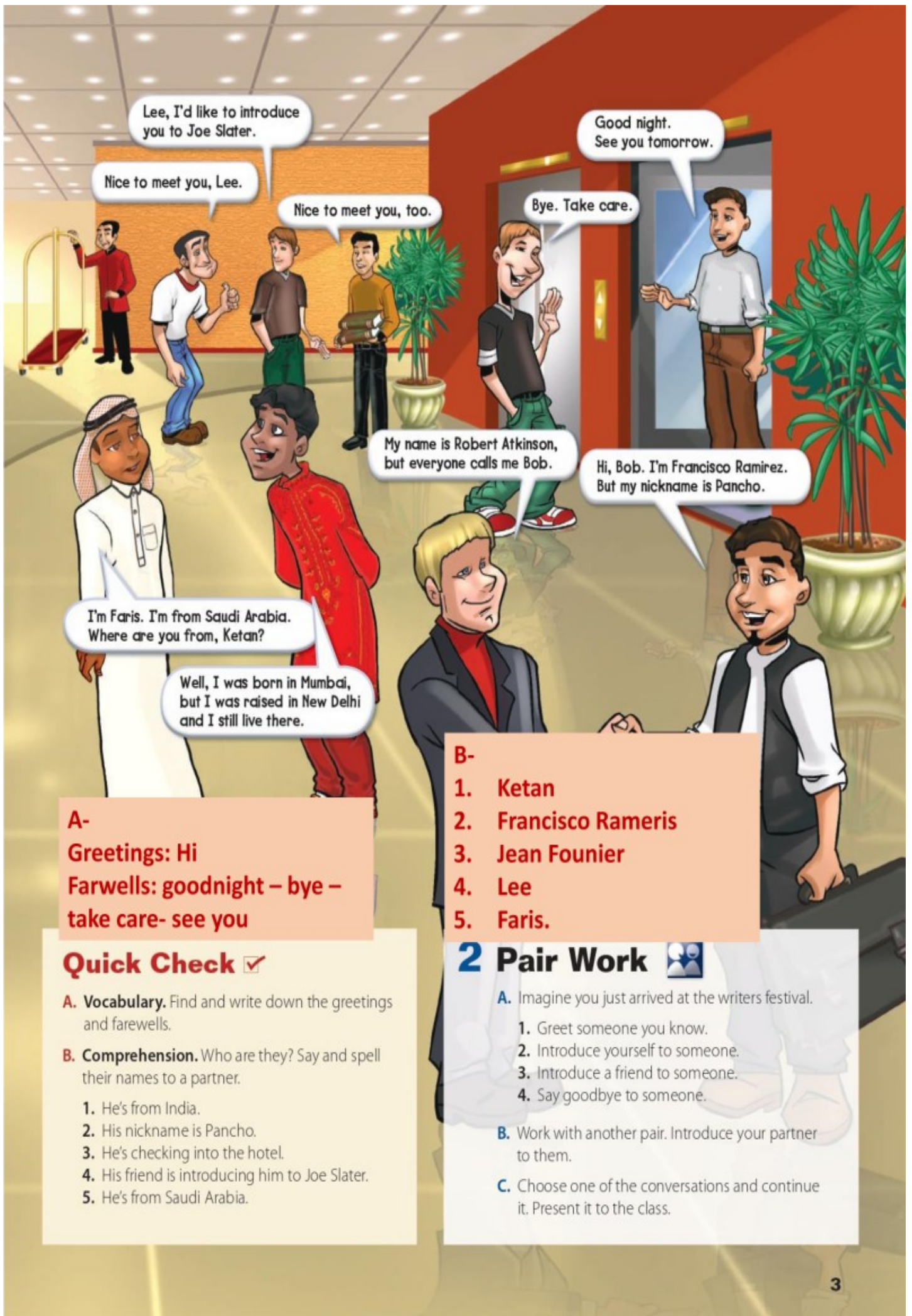


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## 1 Listen and Discuss

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





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

Nice to meet you, Lee.

Nice to meet you, too.

Bye. Take care.

Good night. See you tomorrow.

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

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

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

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

**A-**

**Greetings: Hi**

**Farwells: goodnight – bye – take care- see you**

### Quick Check

**A. Vocabulary.** Find and write down the greetings and farewells.

**B. Comprehension.** Who are they? Say and spell their names to a partner.

1. He's from India.
2. His nickname is Pancho.
3. He's checking into the hotel.
4. His friend is introducing him to Joe Slater.
5. He's from Saudi Arabia.

**B-**

1. Ketan
2. Francisco Rameris
3. Jean Founier
4. Lee
5. Faris.

## 2 Pair Work

**A.** Imagine you just arrived at the writers festival.

1. Greet someone you know.
2. Introduce yourself to someone.
3. Introduce a friend to someone.
4. Say goodbye to someone.

**B.** Work with another pair. Introduce your partner to them.

**C.** Choose one of the conversations and continue it. Present it to the class.

# 1 Are You Here on Vacation?

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2023 1445 **3 Grammar**



## Simple Present of the Verb *Be*

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

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

### Yes-No Questions (?)

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

### Short Answers (+)

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

### Short Answers (-)

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

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

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

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

You can use contractions. Then practice with a partner.

- A: **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** a novelist, and my friend **is** a poet.  
We **are/'re** here for the festival.  
**Are** you here for the festival, too?  
A: No, **am not**. I **am** here on vacation.  
I **am** here with my friend, too.  
He **is** 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

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

**B-**

- 1. what's your name?**
- 2. How do you spell your first 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?**

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.

1. "Are you Dr. Phillips?" a

2. "Let me introduce you to my sister, Amina." c

3. "How are you doing?" d

4. "I'm Lee. What's your name?" f

5. "I'm so sorry." b

6. "Thank you so much." e

## 4 Listening

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

|                         |                             |
|-------------------------|-----------------------------|
| Nationality             | <b>English</b>              |
| Room—floor              | <b>905 - 9<sup>th</sup></b> |
| Number of days at hotel | <b>1 day</b>                |
| Purpose of visit        | <b>for a meeting</b>        |

## 5 Pronunciation

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

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

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



# 1 Are You Here on Vacation?

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## 6 Conversation



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### Real Talk

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

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

- Desk clerk:** Can I help you?  
**Ibrahim:** Yes, please. I have a reservation. My name's Ibrahim Ghazali.  
**Desk clerk:** Are you here for the conference?  
**Ibrahim:** No, I'm here on vacation with my family.  
**Desk clerk:** How do you spell your last name?  
**Ibrahim:** G-H-A-Z-A-L-I.  
**Desk clerk:** Yes, Mr. Ghazali. How long are you staying with us?  
**Ibrahim:** Four days.  
**Desk clerk:** Please fill in this form. May I have your credit card, please?  
**Ibrahim:** Here you are.  
**Desk clerk:** Thank you. Room seven-oh-five. Here's your key card. Have a nice stay.  
**Ibrahim:** Thank you. Oh, excuse me. Where can I find out about city tours?  
**Desk clerk:** With the concierge. He's at the desk to the right.

### About the Conversation

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

### Your Turn

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

### About the conversation

1. Ghazali
2. No, he isn't
3. By the credit card
4. For four days
5. 705

## 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?

- 7
1. I'm here on vacation
2. For 7 days
3. Grand Hotel – New York
4. Yes, I have
5. 23 First Street, New York



### 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?                 | <b>name</b>                      |
| 2. Could you spell your last name?            |                                  |
| 3. What is your address and telephone number? | <b>address- telephone number</b> |
| 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?           | <b>Number of guests</b>          |
| 7. May I have your passport, please?          | <b>passport</b>                  |
| 8. How are you paying for the room?           | <b>Method of payment</b>         |

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

## 10 Project

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



# 11 Form, Meaning and Function



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



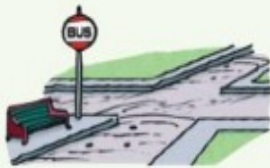
The park is **across from** the school.



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



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



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



The museum is **near** the hotel.

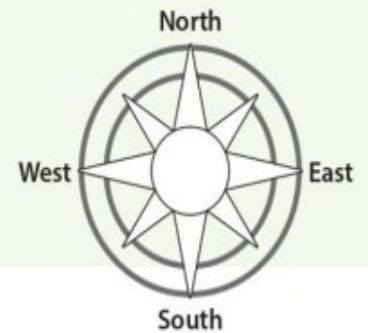


The airport is **far from** town.

## Asking for and Giving Directions

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

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



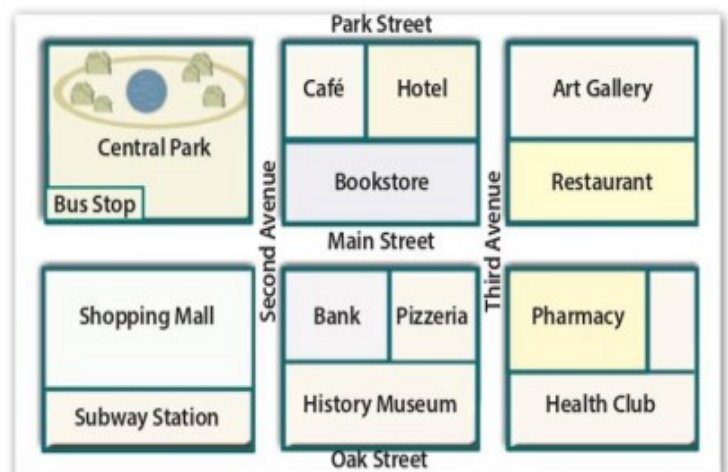
### A. Match the questions with the answers.

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

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

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

### C. Work with a partner. Student A is a hotel guest: ask for directions to places on the map. Student B is a hotel concierge: give directions. Then change roles.



**B-**

- **The Bank is across from the Bookstore.**
- **The café is next to the hotel**
- **The Art Gallery is far from the Subway Station**
- **The pharmacy is near the History Museum**
- **The History Museum is between the Subway Station and the Health club**

**C -**

**A- Can you tell me where the shopping mall is:**

**B - Go straight ahead to the Main Street. Turn right at the bookstore and go down the Main Street. The shopping mall is on your left.**

# 2 What Are They Making?

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## 1 Listen and Discuss

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

**It's about ancient times in China**

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: you are doing fine – that's great – it's excellent – the soup smells good**  
**Disapproval: what are you doing? – that's wrong – it tastes terrible**

### 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.  |



- B-**
- The writer is working on a laptop
  - The man on the wall is wearing trainers

## 2 Pair Work

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

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

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

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

## 2 What Are They Making?

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### 3 Grammar

#### Present Progressive

Use the present progressive for actions happening now.

##### Information Questions (?)

|      |     |           |            |
|------|-----|-----------|------------|
| What | am  | I         | doing now? |
|      | are | you       |            |
|      | is  | he<br>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<br>she |          |
| Are | we        |          |
|     | they      |          |

##### Short Answers (+)

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

##### Short Answers (-)

|     |           |         |
|-----|-----------|---------|
| No, | I'm       | not.    |
|     | you       | aren't. |
|     | he<br>she | isn't.  |
|     | we        | aren't. |
|     | they      |         |

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

I **like** martial arts films.

I **don't hear** anything.

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

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

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

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

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

Greg: They **'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.

**'s happening**





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?

B-

1. They are filming in a studio
2. He is reading a script
3. They are painting a wall
4. They are carrying lights
5. They are playing basketball
6. He is talking to the cameraman
7. They are drinking coffee
8. He's talking to the costumers

## 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?

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### 6 Conversation

- Reporter:** So, Jet, how's the new project going?  
**Jet Chang:** It's going very well.  
**Reporter:** Tell me about it.  
**Jet Chang:** Well, it's a documentary series about martial arts. We're filming the studio scenes here in Hong Kong and the rest in locations all over Asia.  
**Reporter:** Are you using a stuntman for the martial arts scenes?  
**Jet Chang:** No, I'm doing the stunts all by myself.  
**Reporter:** Are the stunts dangerous?  
**Jet Chang:** Not at all. I'm trained in karate. But without proper training, people shouldn't try the stunts.  
**Reporter:** Are there any fight scenes?  
**Jet Chang:** No. Today, karate is not about fighting like you see in films. It's about physical strength and balance.  
**Reporter:** Are you planning a lot of episodes?  
**Jet Chang:** Yes, if this first episode is a success.



#### Real Talk

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

#### About the Conversation

1. What kind of project is Jet working on?
2. Where are they filming the documentary?
3. Is Jet using a stuntman?
4. What does Jet say about karate today?
5. Are they planning a lot of episodes?

#### Your Turn

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

### 7 About You

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

#### About the conversation

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







### Before Reading

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

## E-Learning Is Easy!

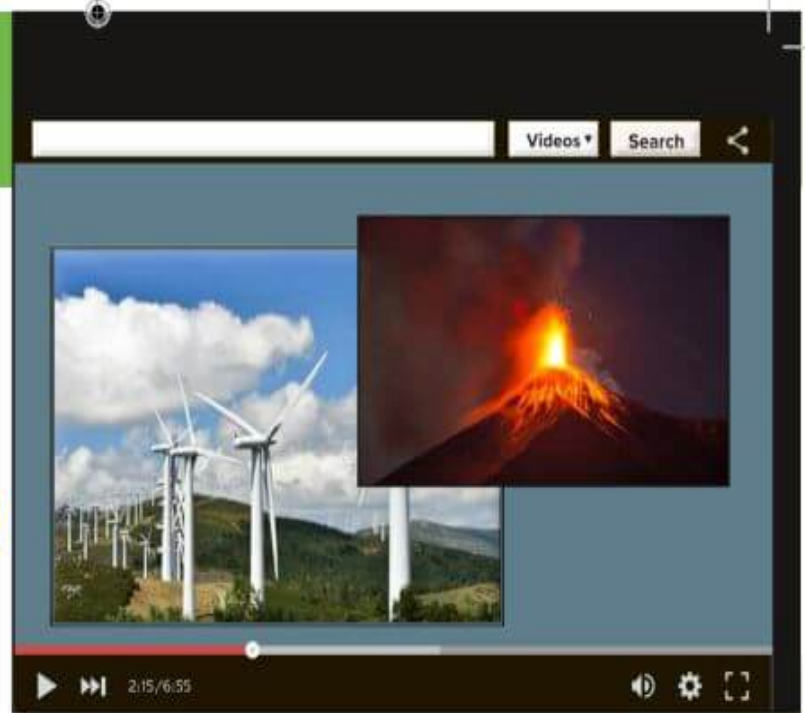
You see a young executive in a public place staring into his laptop and you think: "Oh, poor guy, he's working so hard." But, in fact, perhaps he's looking at Facebook or Skype. Perhaps he's chatting online with friends or watching a video from his family who lives far away. The Internet makes it easy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

But web videos and webcams are much more than that. They are becoming popular tools for e-learning. Many teachers today show web videos in their classrooms. What better way to help students understand geography or science. And there are thousands of video clips to choose from—you can see active volcanoes, the latest developments in technology, or learn more about global warming. For some students and teachers, the Web is their classroom. More and more students are taking online lessons. Some language students, for example, learn on their own from websites, and others connect with their teacher online with the help of a webcam. There are also online schools like the Khan Academy with over 3,000 video lessons in math, science, economics, and history—and it's absolutely free. Do you want to know how to make a cheesecake or learn how to play golf? Free how-to videos online can teach you. Anyone can e-learn, and it's easy!

### After Reading

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

1. **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.



### Discussion

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

## 2 What Are They Making?

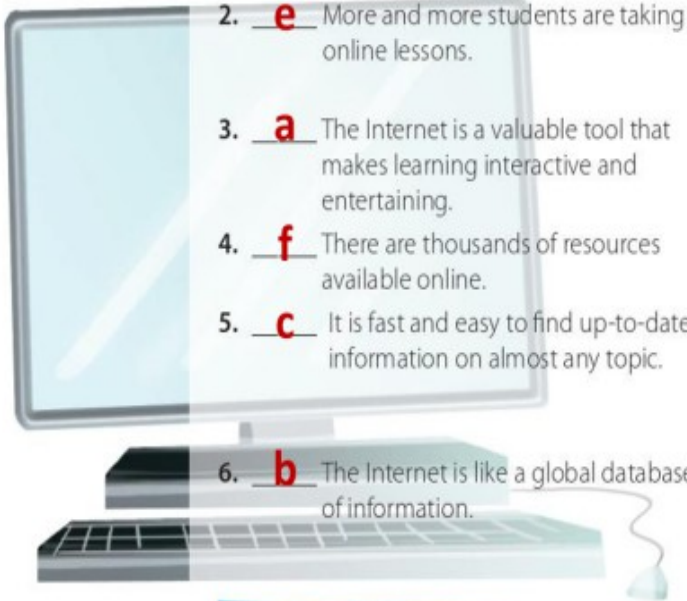
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### 9 Writing

A. Match each idea on the left with the supporting detail or example. Note how the words in bold help connect the idea to the example.



1. **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  |
|---|--|
| The internet is a valuable tool which makes learning entertaining | Students, especially children, have fun learning through online activities |
| Students can take lessons online                                  | For example, Some language students learn on their own from websites       |
| Students don't have to go to libraries                            | Because they have an electronic library online                             |

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.

**C- The internet is a valuable tool which makes learning entertaining. Students, especially children, have fun learning through online activities. Students can also take lessons online. For example, Some language students learn on their own from websites. Students don't have to go to libraries because they have an electronic library online.**



# 11 Form, Meaning and Function



## Imperatives

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

### Affirmative (+)

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

### Negative (-)

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

Also use the imperative to give advice.

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

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

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



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



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



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

### A. Write the negative imperative.

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

**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

2022 - 1444



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## 1 Listen and Discuss

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



◀ **Hussain Saleh** is a salesperson. He works in a furniture store, but he would like to develop his abilities. So Hussain is studying business management in college at night. He wants to be a marketing manager.

**Judy Simpson**  
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*

Travel Agents

Princesa 53, 12th  
Madrid 28003or  
Telephone (1) 915-  
Email: oscar@global30  
71.es



### Quick Check ✓

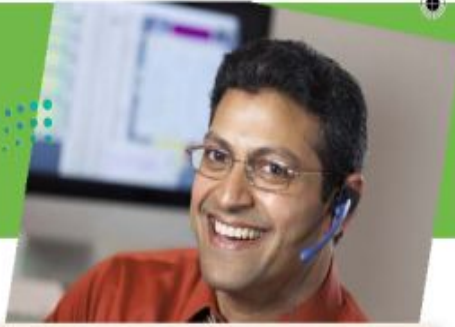
A. **Vocabulary.** Name the job.

1. helps customers on the phone call center representative
2. arranges trips travel agent
3. takes care of sick people nurse
4. sells things to customers salesperson

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

**B. Oscar and Yousef like their job**

**18 Judy, Hussain, Lee and Rajesh don't like their jobs**



- ▲ **Rajesh Narwal** is a call center representative. He works for a computer software company. He says the salary is good, but he would like to learn more things. He is studying computer science. Rajesh wants to be a computer programmer.



- ◀ **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.



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

## 2 Pair Work

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

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

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

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

C. Imagine you are one of the people.

**Ask** and **answer** questions.

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



## 3 Grammar



### Simple Present Tense

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

#### Affirmative (+)

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

#### Negative (-)

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

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

### Wh- Questions in the Simple Present

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

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

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

#### Professions and Verbs

The names of many jobs are like the verbs.

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

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

Many names for people's jobs have these endings.

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

### Verb *Want* + Infinitive

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

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

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

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

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

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

- My uncle is a writer. He writes history books.
- Omar and Ali are engineers. They work for a construction company.
- Adnan is a bus driver. He drives a bus for the city.
- Fahd is a salesperson. He sells computers.
- Hameed is a journalist. He works for the city newspaper.

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

1. **What does Fahd 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.
- 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          | 3. dentist | 5. worker on an assembly line | 7. waiter   |
| 2. flight attendant | 4. lawyer  | 6. computer programmer        | 8. reporter |

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

## 4 Listening

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

1. **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?



**D-**

**A: I think teachers have a difficult job**

**B: Yes, but their job is satisfying. They help students.**

**A: I think reporters have an interesting job**

**B:Yes, but their job is difficult and stressful. They some times work in hard conditions**



### 3 Who's Who

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Ministry of Education

2022-2023

## 6 Conversation



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

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

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

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

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

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

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



### Your Ending

What is David's response?

- 1 Yeah, teaching is an interesting job.
- 2 Those students can make you proud.
- 3 The good side is that you get lots of vacations.
- 4 Your idea: \_\_\_\_\_

### About the conversation:

1. He is a pilot
2. He wants to be a pilot just like his father
3. He's a writer.
4. He wants to be a chemistry teacher

### 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?

1. think the job of a pilot is really interesting because you can visit a lot of countries.
2. I think the job of a fireman is really bad. Because it's a dangerous job
3. I want to be a pilot



### Before Reading

Look at headings in the text.

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

## Jobs and Employment in Saudi Arabia



### The assets of Saudi Arabia

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

### A vision for the future

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

### A strong economy

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

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

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

### Employment goals for 2030

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



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

### After Reading

1. List 3 things that Saudi Arabia does to support the economy.
  - a. **improved the education system**
  - b. **assist new businesses**
  - c. **support young people in finding jobs**
2. What percentage of people in Saudi Arabia are under the age of 25? **50%**
3. What kind of culture is the country building?
4. Name one of Saudi Arabia's employment goals for 2030.

### Discussion

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

**3- a culture of determination and achieving goals**

**4- lower the rate of unemployment from 11.6% to 7**

**strong economy needs people to have good jobs**

### 3 Who's Who

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## 9 Writing

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

| Job: <u>doctor</u>        |                         |
|---------------------------|-------------------------|
| Good things               | Bad things              |
| <b>Good earnings</b>      | <b>tiring</b>           |
| <b>Helping ill people</b> | <b>stressful</b>        |
| <b>Satisfying</b>         | <b>Working at night</b> |

### 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.

### He wants to be a newspaper journalist

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



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

## 10 Project

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

C.

I dream of becoming a doctor. It's really a noble job. There are many good things about this job. It's really a profitable career. It's also satisfying, because you feel great when you treat an ill person. But, on the other hand, there are many bad things about it. It's very tiring. You have to work for long hours. And it's stressful, because sometimes you go through difficult situations.



# 11 Form, Meaning and Function



## Relative Pronouns: *Who, That, Which*

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

Use the relative pronoun *who* or *that* for people.

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

The waiter is serving the customers. He is friendly.

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

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

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

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

- civil engineer A civil engineer is someone who designs roads and bridges.
- 1. nurse A nurse is someone who assists doctors in hospitals
- 2. pilot A pilot is someone who drives planes
- 3. travel agent A travel agent is someone who organizes tours
- 4. waiter A waiter is someone who serves customers in restaurants
- 5. journalist A journalist is someone who writes articles for a news agency
- 6. graphic designer A graphic designer is someone who designs pictures
- 7. translator A translator is someone who changes words into a different language
- 8. lawyer A lawyer is someone who speaks for people in court

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

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



C. Complete the sentences with your own ideas.

1. I like people who are **polite**
2. I don't like people that are **chatty**
3. I like books which are **interesting**
4. I don't like books that are **boring**
5. I want a job which is **satisfying**
6. I don't want a job that is **tiring**

# 4 Favorite Pastimes



2022 - 1444

## 1 Listen and Discuss

Which of the following pastimes are popular in your country?

# Young People's Leisure Preferences

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



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



▲ They eat in food courts or restaurants.

They exercise. ▶  
They play sports or work out.



▲ They play video games or board games.



◀ They travel and meet people.

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



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

### What Saudi Youth Do Online

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

|  |     |
|--|-----|
| Participate in social networks or professional networks through social media | 98% |
| Send and receive emails  | 58% |
| Make telephone calls via the internet  | 45% |
| Play or download games, download films, pictures, or videos                  | 37% |
| Download software and apps   | 32% |

Source: Saudi Youth in Numbers. A report for International Youth Day 2020 by the Statistical Analysis and Decision Support Center of the General Authority for Statistics, Kingdom of Saudi Arabia

How often do you play basketball, Ali?



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



What's your favorite pastime, Josh?



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



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

### What U.S. Teens Do Online

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

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

Source: Pew Internet & American Life Project

**FYI**

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

### Quick Check ✓





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

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





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?

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

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

**A:** I **sometimes** go out.

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

However, you can say ***Sometimes*** *I go out* or ***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            |
|---------------|--------------------|----------------|------------------|------------------|
| take a shower | Play football      | Go to the mall | Visit my         | Play basket ball |
| do homework   | Work out           | Go out with    | grandparents     | Play football    |
|               |                    | friends        | Go to the cinema |                  |



**A-**

- Sabah sometimes makes her bed. /She makes her bed twice a week.
- Sabah usually does her homework./ She does her homework on weekdays.
- Sabah sometimes cooks./ She cooks twice a week.
- Sabah often draws and paints. / She draws and paints four days a week
- Sabah seldom watches TV. / She watches TV twice a week.
- Sabah sometimes takes French classes./ She takes French classes three days a week.

**B-**

1. She takes a shower every day.
2. she makes her bed on Friday and Saturday.
3. She studies English.
4. She took these classes on Sunday, Tuesday and Thursday.
5. She does her homework five days a week.
6. She draws and paints
7. She does it four times a week.
8. She never does her homework 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

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

### Fatima

- yes** Fatima usually cooks with Noura.
- yes** She can cook well.
- 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?

When **do you** exercise?

**Do you** play tennis?

Where **do you** play?

**Do you** know how to cook?

What **do you** cook?

## 4 Favorite Pastimes

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2023-1446

### 6 Conversation



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- Jason:** What do you usually do in your free time?
- Rick:** I have an unusual hobby. I fly planes.
- Jason:** That sounds exciting. How often do you do it?
- Rick:** I normally do it on the weekend. I really like to do aerobatics.
- Jason:** You mean, you perform stunts and stuff like that?
- Rick:** Yeah.
- Jason:** Wow! But isn't it dangerous?
- Rick:** No, not at all. It's really very safe. You should come along to the flying club sometime.
- Jason:** Sure. I'd love to go up in the air with you.
- Rick:** Up in the air? I fly model airplanes.
- Jason:** Oh, I see. That is an unusual hobby.



#### Real Talk

**You mean, + statement** = a way to confirm you understand correctly

**stuff like that** = that kind of thing

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

**I see** = I understand

### About the Conversation

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

### Your Turn

Do a group survey.

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

## 7 About You



A. Talk about your favorite pastime.

1. How often do you do it?
2. Where do you do it?

1. I play basketball. I do it three times a week
2. I do it at the club

1. He fly airplanes
2. He does it on the weekend
3. Yes, he does
4. He invites him to come along to the flying club with him
5. He thinks that Rick flies planes as a pilot



### Before Reading

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

# Sky HIGH!



Aeromodelling is an exciting hobby. It attracts people of all ages. They all have one common interest—the love of flying small-sized airplanes. Most people no longer fly the old elastic-propelled planes. They no longer fly planes that are attached to two cables and that fly in circles around them. Nowadays, with the advances in technology, the big thing is radio-controlled airplanes. These models fly like real aircraft and are an aeromodeller's ultimate dream. People control the movement of the planes through radio signals. Aeromodels can even perform aerobatics in the sky! Radio-controlled airplanes come in all shapes and sizes: from the Mini Flyer-plane with a wingspan of 9 inches (23 centimeters), to the huge passenger jet models with a 29 1/2-foot (9-meter) wingspan. The price of the airplanes varies from \$30 to several thousand dollars. There are different methods of propulsion, or ways to power the planes. These range from electric motors to expensive jet turbines. Jet-powered models are sophisticated aircraft. Their engines sound like those of full-size jet planes. These jet models can travel at speeds of 236 miles (380 kilometers) per hour—that's more than the top speed of a Formula 1 race car. Jet models always attract large crowds at aeromodelling competitions. At these competitions, fliers usually do a series of actions with their planes, including launchings, landings, and doing maneuvers in the air.



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

### After Reading

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

| Kinds of Aeromodels                                | Sizes      | Prices                       | Kinds of Engines        | Speeds                              |
|--|------------|------------------------------|-------------------------|-------------------------------------|
| elastic-propelled<br>Planes attached to two cables | from 23cm  | from 30 \$                   | From Electric motors to | 236 miles (380 kilometers) per hour |
| Radio- controlled airplanes                        | To 9 meter | To several thousands dollars | expensive jet turbines  |                                     |

## 4 Favorite Pastimes

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### 9 Writing

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

|                                    |   |
|------------------------------------|---|
| What's your hobby?                 | <b>I play basketball</b>                        |
| What equipment do you need?        | <b>A basketball and trainers</b>                |
| How often / how long do you do it? | <b>I play it three times a week for 3 hours</b> |
| Where do you do it?                | <b>I do it at the club</b>                      |
| Who do you do it with?             | <b>I do it with my friends</b>                  |
| Why do you like it?                | <b>Because it's my favourite sport</b>          |

#### Writing Corner

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

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

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



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

### 10 Project

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

**C –**

**Basketball is my hobby. I enjoy playing basketball in my free time. It's an interesting sport. I need just a basketball and trainers. I usually play it three times a week. I go with my friends to the club after school. It's really a fantastic sport. It makes me feel fit and healthy. I love basketball. It gives me a lot of joy**



# 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 **to win/winning** (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.

- I like **shopping**
- I'd love **to go to the beach**
- I enjoy **playing basketball**
- I prefer **going out with friends**
- I dislike **watching documentaries**
- I can't stand **losing**
- I spend my free time **reading**
- I recommend **doing exercises**

# 5 Is There Any Ice Cream?

2022 - 1444



## 1 Listen and Discuss

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

### Sarah's Kitchen Menu

**Appetizers**

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



**Salads**

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



**Main Courses**

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



*All main courses come with baked potato or rice.*

**Desserts**

- Apple pie
- Cheesecake
- Ice cream



**Beverages**

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







1

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



2

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

### Quick Check ✓

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



## 2 Pair Work

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

# 5 Is There Any Ice Cream?

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## 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

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

- N** ice cream
- C** potatoes
- C** eggs
- N** cheese
- N** chocolate
- C** vegetables
- C** sandwiches
- N** juice
- C** tomatoes

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

**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** 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.

## 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?

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### 6 Conversation



- Server:** Are you ready to order?
- Brandon:** Yes, please. I'd like to start with an appetizer. Do you have any calamari?
- Server:** I'm afraid we don't have any, but we have some great grilled shrimp.
- Brandon:** How big are they?
- Server:** Oh, they're giant, sir.
- Brandon:** OK. I'll have them.
- Server:** And what would you like for your main dish?
- Brandon:** Let me see. I'll have the steak. What does it come with?
- Server:** It comes with a baked potato or a salad.
- Brandon:** The salad, please.
- Server:** How do you want your steak?
- Brandon:** Medium rare.
- Server:** Anything to drink?
- Brandon:** Some water. No ice, please.
- Server:** ...
- Server:** Here are your shrimp, sir. Enjoy!



#### About the conversation

1. He wants some calamari
2. He orders a steak
3. He wants salad
4. He wants to drink water
5. No, he doesn't

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

#### 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

#### 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?

### 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?

#### Your Turn

- 7-
1. yes, I do
  2. Chinese and Italian restaurants
  3. Yes, I do
  4. In like chicken and fries
  5. Kabsa, Haris



### Before Reading

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

## Globalization of Foods

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

Some famous brands had difficulty when they first entered certain countries. For example, in Peru, the most popular soft drink was and still is Inca Kola. Coca Cola couldn't compete against Inca Kola, so they

bought the factory. Now they produce Coca Cola and Inca Kola. In China, people usually drink tea, but coffee is becoming more and more popular. There are about 4,800 Starbucks coffee shops in the country.

In the past, most ethnic foods were just local. Nowadays with globalization, ethnic foods are also becoming popular everywhere. Pizza is originally from Italy, but today there are over 78,000 pizzerias in the U.S., and the number is growing. Asian food is found in food courts everywhere. And one of the most popular Middle Eastern foods around the world is shawarma, which is sometimes also called doner.



### After Reading

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

1. Burgers, sandwiches, pizza, ice cream, coffee and soft drinks
2. Yes, it is.
3. Inca Kola
4. Yes it is
5. Doner

## 5 Is There Any Ice Cream?

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### 9 Writing



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

#### Writing Corner

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

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

### Cheese and Mushroom Omelet

#### Ingredients:

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



#### Directions:

- 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 go to the mall** \_\_\_\_\_
2. There isn't enough time **to play before school** \_\_\_\_\_
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 tidy my room** \_\_\_\_\_
6. Are you too busy **to talk to me** \_\_\_\_\_?

## 1 Language Review

A. Write what the people in the jobs do.

 A teacher teaches.

1. A driver drives.

2. A translator translates.

3. A manager manages.

4. A writer writes.

5. A student studies.

6. A salesperson sells.


7. A reporter reports.

8. A nurse assess and monitor patients.

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.

He doesn't know how to type

3. Refaa can make her own clothes.

She knows how to make her own clothes

4. Farah can cook delicious Indian food.

She knows how to cook delicious Indian food

5. Most of my friends can't play chess.

They don't know how to play chess



 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 riding a skateboard

4. Is the tourist reading a book?

No, he isn't he's reading a newspaper

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.

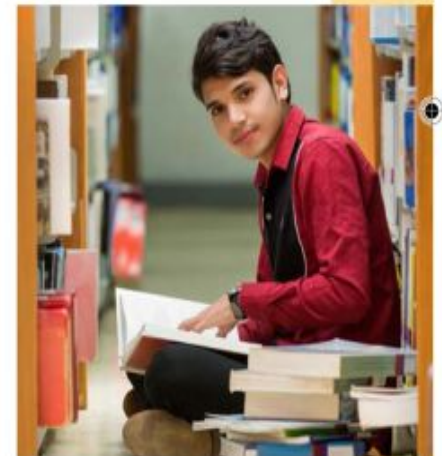
**Fahd:** Well, I know (12. know) people that play Scrabble for an entire afternoon. Sometimes my friend Mike starts (13. start) a game with friends after lunch, and he doesn't finish (14. not finish) until dinner time.



games  
good way

**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. **How often does Maha wake up early** \_\_\_\_\_? ?  
Maha wakes up early every day.
4. **When do you study** \_\_\_\_\_? ?  
I usually study in the evening, after school.
5. **Can you cook** \_\_\_\_\_? ?  
No, I can't cook. But I know some really good restaurants.



**F.** 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.



## EXPANSION Units 1–5

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### 2 Reading

#### Before Reading

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



# LET THE GAMES BEGIN

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

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



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

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



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

1. **They are hanging out, shopping, eating in food courts and children are having fun**
2. **You can hear screams**
3. **They are waving signs and chanting slogans.**
4. **They are Lim-Yo-Hwan, Choi Yeon-Sung and Suh - Ji - Houn .**
5. **They play video games**
6. **No, they aren't**
7. **In stadiums**
8. **It is a public PC gaming room**
9. **They encourage their children to play video games as a way to relax.**

## Discussion

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

## Writing

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

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

**My favourite game is football. I play it in a team of 11 players. You should put the football in the goal. I like running and scoring goals. I play it every day after school. I have to be fit and run quickly**

### Before Reading

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

# Foods: TRUTHS AND LIES

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



#### Margarine

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



#### Eggs

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



#### Chocolate

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



#### Sandwiches

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



#### Oils

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



#### Milk

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

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



### After Reading

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

### Discussion

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



## 4 Writing

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

## 5 Project

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





### 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 — The answer next page

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. **Because he's worried about his job**
2. **Because he has a bad job**
3. **Yes it is. He could find a better job**

## 7 Writing

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

## 8 Project

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

## Comprehension

1. He feels bad about his job
2. No, he isn't
3. No, he does
4. Because he didn't sleep all night
5. He is 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 tiring day
8. He wants to do something good with his life

4-

He wakes up in the morning, has a cup of coffee and breakfast. He goes to work at 8 o'clock. His boss always complains that he doesn't do his share and doesn't fit in. He says that if he doesn't become better he will lose his job. At six o'clock he goes back home. He goes to the station to get the train.