

Super GOAL

超越目标

Manuel dos Santos



STUDENT
BOOK

2

中国对外翻译出版公司

Manuel dos Santos

Super Goal 2, Student Book

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Scope and Sequence

| UNIT TITLE | FUNCTIONS | GRAMMAR |
|---|--|---|
| 1 ARE YOU HERE ON VACATION? Pages 2-5 | Greet people Take one's leave Introduce people Ask for and give one's personal information Expressing thanks Apologize | Verb <i>be</i> in the present tense—affirmatives, negatives, questions, short answers <i>Wh-</i> questions: <i>Who, What, Where, When</i> |
| 2 LIGHTS, CAMERA, ACTION! Pages 6-11 | Give commands Express approval and disapproval Tell about present ongoing activities Use fillers to delay answering | Present progressive tense: affirmatives, questions, short answers Imperative: affirmatives, negatives |
| 3 I WANT TO BE A MANAGER Pages 12-17 | Ask and give facts about professions Talk about one's goals | Simple present tense: affirmatives, negatives, <i>Wh-</i> questions Professions and verbs/Noun suffixes: <i>-er, -ist, -or</i> <i>Want + to be</i> |
| 4 FAVORITE PASTIMES Pages 18-23 | Describe daily activities and routines Ask about and tell how often one does activities Talk about one's abilities Describe hobbies | Questions with <i>How often</i> and expressions of frequency (simple present tense) Adverbs of frequency: <i>always, often, never, usually, sometimes</i> <i>Go + verb + -ing</i> <i>Can</i> and <i>know how to</i> |
| 5 IS THERE ANY PIZZA? Pages 28-33 | Order from a menu State preferences Make an offer Accept or reject an offer Excuse oneself for misunderstanding Clarify after being misunderstood | Count/Noncount nouns Expressions of quantity: <i>some/any</i> <i>Would like</i> Partitives |
| 6 WAS THE GAME EXCITING? Pages 34-39 | Ask and answer about past activities Describe past activities Express opinions Express regret | Simple past tense of <i>be</i> , <i>yes/no</i> questions, short answers Simple past tense, <i>Wh-</i> questions, affirmative and negative answers Simple past tense: <i>yes/no</i> questions, short answers Simple past tense: irregular pasts |
| 7 I'M WORRIED BECAUSE ... Pages 40-45 | Express emotions Make suggestions Give reasons | <i>There was/There were</i> <i>Why/Because</i> Adverb: <i>ago</i> Verbs: irregular past forms Prepositions: <i>inside/outside, out, into</i> Pronouns: <i>no one, nothing</i> |
| 8 WHAT'S WRONG Pages 46-51 | Make suggestions Ask/Tell about one's health Use words for parts of the body and ailments in context | <i>Why don't/doesn't ... ?</i> Clauses with <i>when</i> |

LISTENING AND PRONUNCIATION

Listen: Listen for specific information in a conversation about a hotel stay
Pronunciation: Rising intonation in questions with *be*; falling intonation in *Wh*- questions

Listening: Make inferences to identify speakers given a pictured situation
Pronunciation: /i/ and /t/

Listening: Listening for specific details in a description of a person's career plans
Pronunciation: want to /wanna/

Listening: Listening for specific details in descriptions of free-time activities
Pronunciation: reduced form of *do* + *you* /dəyə/

Listening: Listen for specific information
Pronunciation: /ey/ vs. /ε/

Listening: Listen to reviews for overall meaning
Pronunciation: simple past tense endings /t/, /d/, and /ɪd/

Listening: Listen for specific information in witnesses' reports
Pronunciation: /h/

Listening: Listen to descriptions of illnesses
Pronunciation: Consonant blends /sk/, /sl/, /sm/, /sn/, /sp/, /st/, /str/, /sw/

READING AND WRITING

Read a form

Read a story about activities at an Academy Awards ceremony
Spelling: ride + -ing = riding; sound /i/ written *e*, *ea*, or *ee*
Label a storyboard for a "movie" (Project)

Read an article with people's opinions about their jobs
Write about one's career goals

Read a newspaper article about unusual hobbies
Write about one's hobby

Read about restaurants in the United States
Write a menu (Project)

Read about King Tutankhamen's tomb
Write a list of entertainment events (Project)

Read and take a quiz
Write survey responses (Project)

Read an article about colds

LEARNING STRATEGIES AND SKILLS*

Use pictures to understand a situation

Use pictures to help understand vocabulary
Understand the requirements of a task before listening
Write about what you know well
Use background knowledge to understand a new reading
Understand the use of quotation marks in English to indicate speakers' words*

Give reasons for choices
Use a chart to organize and remember information*
Brainstorm and list ideas before writing*

Use the native language to understand new words
Listening: listen for expected words—frequency expressions, free-time activities
Use cues (pictures, title, familiar words) to activate background knowledge*

Use pictures to predict the language of a situation
Categorize words to remember meaning
Scan for information*
Use body language to understand and reinforce meaning

Looking at pictures and verbs to predict content of a text
Listen for key words
Find key words and use context clues to get their meaning*

Classify words
Listen to compare information
Use context to understand words*
Use words and body language to express meaning

Look for expected words
Listen to make inferences
Give reasons for choices
Give, accept, reject advice
Identify the topic of a reading*

| UNIT TITLE | FUNCTIONS | GRAMMAR |
|---|--|---|
| 9 LET'S GO OUT Pages 56-61 | Make suggestions Make excuses Express obligation | <i>Should and Let's</i> <i>Have to</i> |
| 10 IT'S A BARGAIN! Pages 62-67 | Talk about shopping Make suggestions Express preferences Ask for directions Identify one's possessions | Possessive pronouns and adjectives Pronoun: <i>one/ones</i> Question words: <i>Which one/ones, Whose</i> Question word: <i>How much</i> Quantitative: <i>Too</i> <i>Can/Can't</i> to express possibility |
| 11 IT'S GOING TO BE FUN Pages 68-73 | Talk about vacations Plan a vacation Ask about and describe vacations | Future with <i>going to</i> : affirmatives, negatives, questions, short answers Information questions with <i>Who, What, Which, When, Where, How, and How long (for)</i> Position of adjectives |
| 12 THE BIGGEST AND THE BEST Pages 74-79 | Make comparisons State opinions Make suggestions | The comparative of adjectives The superlative of adjectives |
| 13 WHAT'S THE WEATHER LIKE? Pages 84-89 | Talk about the weather Talk about seasons Talk about future activities Make predictions | Future tense with <i>will</i> : affirmatives, negatives, <i>yes/no</i> questions, and short answers Question with <i>what</i> Subject <i>it</i> |
| 14 COULD YOU DO ME A FAVOR? Pages 90-95 | Making requests Making offers Accepting and refusing offers Giving and taking phone messages | <i>Can, could, will, and would</i> for requests <i>I'll and Let me</i> for making offers Indirect objects <i>A few and a little</i> <i>Tell and ask + pronouns and infinitive</i> |
| 15 WHAT WERE THEY DOING WHEN...? Pages 96-101 | Talk about ongoing past activities Tell narrative stories | Past progressive tense: affirmatives, negatives, <i>yes/no</i> questions <i>When</i> with the past progressive tense Pronouns: <i>... thing, ... body, and ... one</i> |
| 16 HAVE YOU EVER...? Pages 102-107 | Talk about activities one has and hasn't done | Present perfect tense: affirmatives, negatives, <i>yes/no</i> questions, short answers Present perfect tense versus simple past tense |

LISTENING AND PRONUNCIATION

READING AND WRITING

LEARNING STRATEGIES AND SKILLS*

| | | |
|---|---|--|
| Listening: Listen to phone conversations for excuses Pronunciation: reduction of <i>have to</i> /hæftə/ | Read about excuses Write excuses (Project) | Find patterns in a conversation Understand the task before listening Be aware of reductions when listening* Read for information stated in different ways Make a study schedule* |
| Listening: Listen for specific words in a radio ad (dictation) Pronunciation: Linked sounds | Read about people's shopping habits Write about one's shopping habits Write a store sale ad (Project) | Look for expected words Listen for specific types of words Read for general understanding Relate one's personal experience to a reading* Find support for answers |
| Listening: Listen to vacation plans for specific information Pronunciation: /æ/ and /ɑ/ | Read a person's plans for a vacation in Bali Write a postcard | Predict words for a topic Understand the task before listening Become familiar with spelling rules in English* Understand words in context |
| Listening: Listen for specific information in a radio program Pronunciation: /ər/ as in comparative adjectives with -er | Read about the world's tallest trees, the sequoias Write facts about one's school, town, and country (Project) | Use pictures to predict vocabulary Take notes while listening* Prepare to read by learning new information beforehand Brainstorming |
| Listening: Listen for specific information in a weather report Pronunciation: /l/ as in 'll | Read a weather chart Read about the effects of weather on people's emotions | Use clues to determine the verb tense in a reading Scan for information Look for examples in a reading that support a general idea* |
| Listening: Listen to telephone messages for overall meaning Pronunciation: Reductions of <i>could you</i> and <i>would you</i> /cədyə/ and /wədyə/ | Read notes and letters with requests Write a note to request information | Use pictures to make inferences about a reading Listen for the overall situation Learn about conversational formulas in English (telephone language)* |
| Listening: Listen to recounts of people's activities and make inferences about the situations Pronunciation: Word stress | Write about an unusual personal experience Write a summary of a newspaper story (Project) | Use clues to determine the verb tense in a reading Use pictures to make predictions about a situation Make inferences about the overall situation while listening Look for answers to the basic Wh- questions when reading* |
| Listening: Listen for specific information in conversations Pronunciation: /v/ as in have and 've | Read a TV news report Write about an unusual experience (Project) | Use clues to determine the verb tense in a reading Use key words to help complete an activity Keep a journal to write about one's experiences* Make inferences about the meaning of words |

* Many of these learning strategies and skills are taught in the Student Book: these have an asterisk. Others are key strategies and skills explicitly taught and emphasized in the Teacher's Edition.

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Manuel dos Santos

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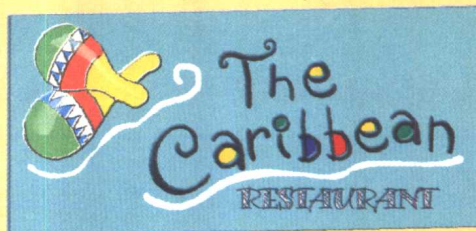
STUDENT
BOOK 2

中国对外翻译出版公司

ARE YOU HERE ON VACATION?

LOOK AND LISTEN





1 — COMPREHENSION —

1. What is Ms. Postman's first name?
2. Is Mr. Brown at the hotel for the festival?
3. What is Bill's last name?
4. What is Antonio's last name?
5. Is Larry Susan's friend?
6. Where is Ted from?
7. Who is John?

2 — PAIR WORK —

- A** Greet your partner.
- Good morning.
 - Hello./Hi.
- B** Introduce your partner to another student in the class.
- Hi, Martin. This is my friend Lisa.
 - Nice to meet you.
 - Nice to meet you, too.
- C** Take leave of your partner.
- Goodbye.
 - See you later.
- D** Create other conversations for the people in the picture. Present to the class.
- Are you here on vacation, Larry?
 - Yes, I am.
 - Where are you from?
 - I'm from Scotland.

3 GRAMMAR

Verb *be* in the present

Affirmative (+)

| | |
|---------|--------------|
| I'm | (I + am) |
| You're | (you + are) |
| He's | (he + is) |
| She's | (she + is) |
| We're | (we + are) |
| They're | (they + are) |

on vacation.

Negative (-)

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

on vacation.

Question (?)

| | | |
|-----|------|--------------|
| Are | you | |
| Is | he | |
| | she | on vacation? |
| Are | you | |
| | they | |

Short answer (+)

| | |
|------|------|
| I | am. |
| he | is. |
| she | |
| we | are. |
| they | |

Yes,

Short answer (-)

| | | | | |
|------|---------|----|---------|------|
| I'm | not. | | I'm | |
| he | isn't. | | he's | |
| she | | or | she's | not. |
| we | aren't. | | we're | |
| they | | | they're | |

No,

No,

Wh- questions: *Who, What, Where, When*

Who are you?

I'm Jack Robinson.

What's your name?

My name's Jack.

Where are you from?

I'm from the United States.

When is the festival?

It's in May.

Who?

What?

When?

Where?

A Complete the conversations. Use the correct form of the verb **be**. Then practice with a partner.

1. A: _____ Mr. Parker on vacation?

2. A: Who _____ that?

B: No, he _____. He _____ on business.

B: That _____ Sandra.

A: How about his wife and daughter?

A: Where _____ she from?

B: They _____ here for the festival.

B: She _____ from Dallas.

B Work with a partner. Ask and answer.

1. What/first name?

4. Where/from?

2. What/last name?

5. What/address?

3. When/birthday?

6. What/telephone number?

4 PRONUNCIATION

Listen and practice. Note the rising and falling intonation.

| | |
|----------------------|--------------------|
| Are you a student? | What's her name? |
| Are they from Chile? | Where is she from? |
| Is he on vacation? | Who are they? |

5 — CONVERSATION

Monica: My name is Monica Sandoval.
I have a reservation.
Receptionist: Are you here for the convention?
Monica: No, I'm here on vacation.
Receptionist: How do you spell your last name?
Monica: S-a-n-d-o-v-a-l.
Receptionist: Yes, Ms. Sandoval.
Please fill in this form.
Your credit card, please.
Thank you. Room three-oh-nine.
Have a nice stay.

ABOUT THE CONVERSATION

1. What is Monica's last name?
2. Is Monica at the hotel for the convention?
3. How is she paying for the hotel?
4. What's her room number?



6 — YOUR TURN

Work with a partner.
Role-play the following situation:
Imagine you are checking into a hotel.

7 — LISTENING

Listen to Monica's conversation with the bellhop.
Complete the information about her.

Nationality

Room — floor

Number of days

Purpose of visit

8 — PROJECT

- Look for forms in English. Look in magazines or on the Internet.
- Make a list of the kinds of information on them.



LIGHTS, CAMERA, ACTION!

LOOK AND LISTEN 

"Cut.

Stop the action.
What's happening? This is terrible.
What are you all doing?
Don't all talk at the same time.
Let's check your actions."



My wife is arriving.
She's getting off
the stagecoach.

①



I'm carrying
her suitcase.
It's really heavy.

②



I'm getting
off the coach.
My husband is
waiting for me.

③



1 — COMPREHENSION

Match the sentence parts.

- | | |
|-------------------------------|--------------------------------|
| 1. ____ The coach | a. are chasing a thief. |
| 2. ____ The sheriff | b. is crossing the road. |
| 3. ____ The two men on horses | c. is arriving now. |
| 4. ____ The husband | d. is carrying a big suitcase. |
| 5. ____ The woman | e. is taking a thief to jail. |
| 6. ____ The driver | f. is waiting for his wife. |



CACTUS CITY

We're chasing a thief. He's riding the sheriff's horse!

5

I'm taking a thief to jail.

6

Jake is sleeping, and I'm reading the newspaper.

7

I'm crossing the street.

4

Cast of Characters

1. Husband (near the stagecoach)
2. Wife (on the stagecoach)
3. Stagecoach driver
4. Woman on the street
5. Men on horseback
6. Sheriff
7. Men on the porch

2 PAIR WORK

A Ask and answer about the people on the movie set.

- What is the wife doing?
- She's getting off the coach.
- Is the driver carrying a suitcase?
- Yes, he is.
- Are the two men on horseback chasing the thief?
- Yes, they are.

B Work in a group. Imagine you are the film director. Tell the actors what to do. Express approval or disapproval.

Example:

Get on the horse.

(+) That's very good. Excellent!

(-) That's terrible. Do it again!

GRAMMAR

Present progressive tense

Question with *what*

| | | | |
|------|-----|-----------|------------|
| What | are | you | doing now? |
| | is | he she | |

Affirmative (+)

| | |
|---------|-----------------|
| I'm | making a movie. |
| They're | |
| He's | |
| She's | |

Negative (-)

| | |
|-------------|-----------|
| I'm not | studying. |
| They aren't | |
| He isn't | |
| She isn't | |

Question (?)

| | | |
|-----|------|-----------------|
| Am | I | making a movie? |
| Are | you | |
| | he | |
| Is | she | |
| Are | we | |
| | you | |
| | they | |

SPELLING

Short answer (+)

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

Short answer (-)

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

SPELLING

ride + ing = riding

Imperatives

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

Affirmative (+)

Get off the horse./Please get off.

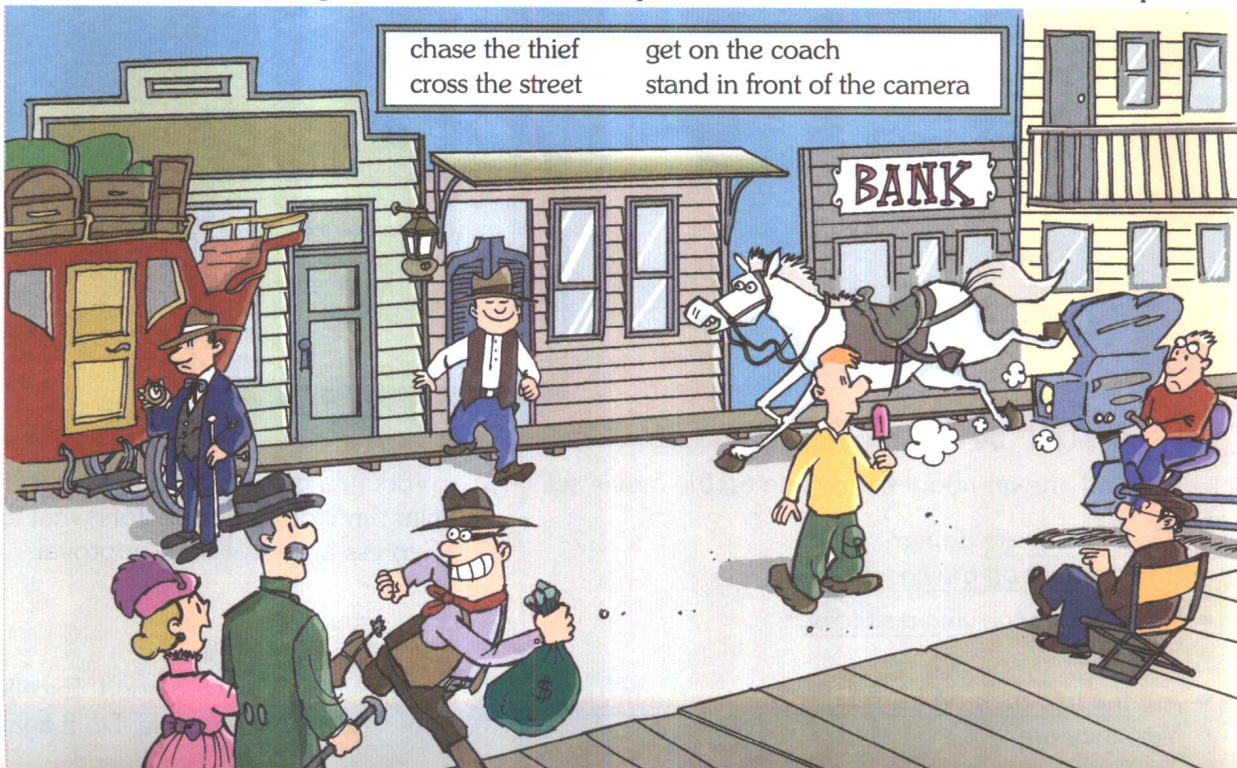
Negative (-)

Don't get on the horse./Please don't get on.

FYI

The verbs **like, love, want** are generally not used in the progressive tense.

A Write affirmative or negative commands for the picture. Use the words in the box for help.



- B** Look at the picture and tell what is happening. Write six sentences. Use the Word Bank for help. Compare with a partner.



- C** Now answer questions about the picture.

1. What are the police officers doing?
2. Is the jogger running from the police?
3. Where is the girl on the bike riding?
4. What are the waiters carrying?
5. What is the boy on the skateboard wearing?
6. What is happening at the hot-dog stand?
7. How many dogs is the boy walking?
8. What are the people in the café doing?

4 LISTENING

Look at the picture above again. Listen and match with the person.

LEARNING

Read an activity completely.
Make sure you understand it,
and then do it.

- ___ The woman at the flower stand
- ___ The boy with the dogs
- ___ The customer near the waiter

- ___ The jogger
- ___ The thieves in the car
- ___ The girl on the bike

5 PRONUNCIATION

Listen and practice. Note the sounds. Listen for the difference.

| /i/ | /ɪ/ | |
|-------|--------|--------------------------------------|
| eat | it | Bill is <u>sitting</u> . |
| read | this | Bill is on the beach with me. |
| sleep | listen | Bill is <u>listening</u> to the sea. |

SPELLING

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

6 — CONVERSATION



Reporter: So, Shirley, how is the new movie going?

Shirley: It's going very well.

Reporter: Tell me about it.

Shirley: Well, it's called *Cactus City*, and it's a western. We're filming here in L.A. and in Mexico.

Reporter: What are you doing now?

Shirley: Actually, I'm waiting for the next scene. This is Ramon, my hairdresser. He's fixing my hair.

And Lena is helping me with my lines.

Reporter: What's it like working with Matt Cameron, your costar?

Shirley: It's great. Matt is a wonderful actor. That's him over there. He's getting on the horse.

Reporter: Is it true that you and Matt are dating?

Shirley: Well, er, we're just good friends.

ABOUT THE CONVERSATION

1. Is Shirley happy with the movie?
2. What is the name of the movie?
3. What kind of movie is it?
4. Where are they making the movie?
5. Who is acting with Shirley in the movie?
6. What's he like?
7. Do you think that Matt and Shirley are dating?

7 — YOUR TURN

Role-play with a partner. Imagine you are a reporter. Interview Ms. Shirley Malone. Use the following cues:

1. How/movie/go?
2. What/name of the movie?
3. What/do/now?
4. Who/act/in the movie with you?

Your idea: _____?

CHAT CORNER

1. Do you like westerns?
2. Name a western movie.
3. Who is your favorite movie star?