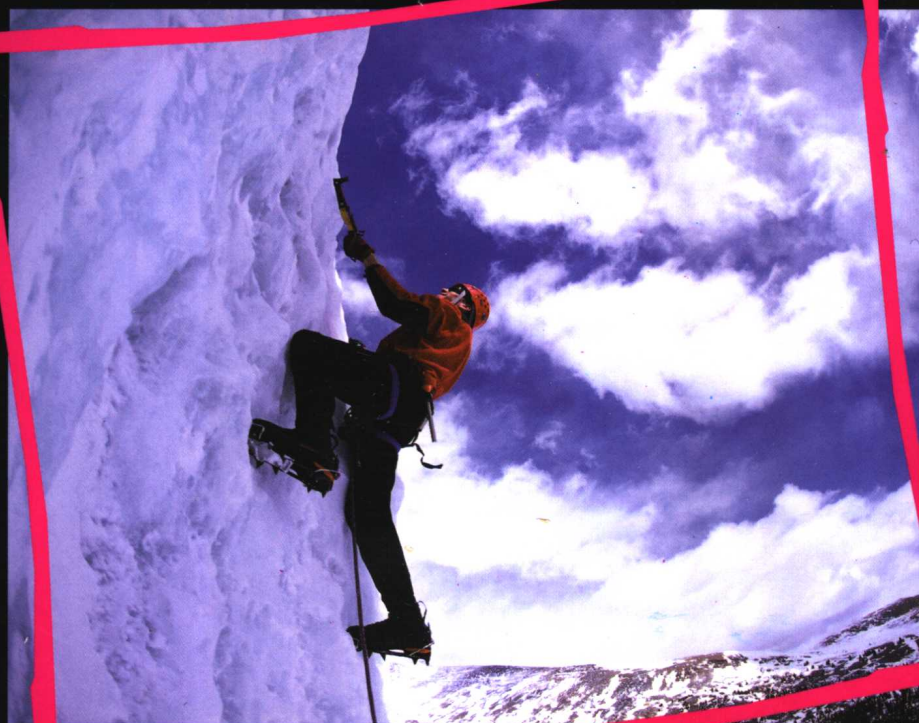


Super GOAL

超越目标

Manuel dos Santos



STUDENT
BOOK

3

中国对外翻译出版公司

Manuel dos Santos

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Scope and Sequence

UNIT TITLE

FUNCTIONS

GRAMMAR

① LIFESTYLES

Pages 2-9

Talk about habitual actions
Talk about frequency of actions
Talk about lifestyles
Talk about habits and routines

Simple present tense for habitual actions
Adverbs/expressions of frequency
Expressions of quantity:
a great deal, a lot
Questions with *How much, How many*
Do vs. make

② LIFE STORIES

Pages 10-17

Talk about past actions
Contrast the past and the present
Relate family background information
Express obligation
Report what people said

Simple past tense:
questions, short answers
Was born/married
Irregular past tense of verbs
Used to
Had to
Reported speech: verb *say*

③ ARRIVALS AND DEPARTURES

Pages 18-25

Talk about ongoing actions
Talk about plans and future actions
Explain purposes and reasons
Express good wishes, greetings, and leave takings
Make offers and requests and accept or reject them

Present progressive tense for present and future meaning
Future with *going to* and *will*
Infinitive of purpose
Modal auxiliary: *may*

④ WHAT'S THE RECIPE?

Pages 30-37

Talk about foods, buying foods, and planning meals
Describe quantities
Give and use directions
Put events in sequence
Make suggestions

Expressions of quantity: *a few, a little, a lot of, much, many, enough*
Sequence words:
first, then, after that, finally
Clauses with *before* and *after*
Any

⑤ DO YOU KNOW WHERE IT IS?

Pages 38-45

Describe features of places
Ask for and give directions to places
Make comparisons
Ask for information

Comparative and superlative forms of adjectives: *-er/-est; more/most; less/least*
Indirect questions with *Do you know . . . ?* and *Can you tell me . . . ?*
Indefinite pronouns + infinitives or adjectives
Prepositions: *through, over, above/below*

⑥ SINCE WHEN?

Pages 46-53

Express actions that have happened recently
Express actions that began in the past and continue into the present
Describe how people and situations have changed

Present perfect: affirmatives, negatives, questions, short answers, with *for* and *since*, with *ever, never, just, recently*, and *lately*
Irregular past participles
Pronouns: *each other, one another, someone, anyone, everyone*, and *no one*

LISTENING AND PRONUNCIATION

Listen: listen to descriptions of lifestyles for specific information
Pronunciation: /ɔ/

Listening: listen to a biography to put events in chronological order
Pronunciation: *used to*

Listening: listen to a conversation between travelers for specific information
Pronunciation: sounds for the letter a: /æ/, /ey/, and /ə/

Listening: listen to a conversation in a supermarket for specific information
Pronunciation: /f/, /tʃ/, and /dʒ/

Listening: listen to a news story about recycling for specific information
Pronunciation: intonation for *Wh-* questions and indirect questions

Listening: listen to a conversation to figure out relationships and for specific information
Pronunciation: contraction of *how + have*, *where + have*, and *what + have*

READING AND WRITING

Read about Internet addiction
Write about favorite activities and pastimes

Read a biography
Write an autobiography
Write a biography (Project)

Read a friendly letter
Write a letter to a friend
Write a script for a TV travel show (Project)

Read about foods indigenous to the Americas
Read recipes
Write a recipe
Plan a meal (Project)

Read a travelog about Barcelona
Write about a neighborhood or town
Write ratings for a town or city (Project)

Read about the history of special effects in moviemaking
Write about treasured possessions
Research an invention and how it changed lives (Project)

LEARNING STRATEGIES AND SKILLS*

Relate one's personal experience to a reading

Look for time order cues in biographical material
List events in chronological order as a writing strategy

Listen for overall meaning
Brainstorm and organize topics

Use models for writing assignments

Look for a writer's main argument and support for the opinion

Listen for the overall situation
Find definitions of words in the context of a reading
Brainstorm ideas before writing

UNIT TITLE	FUNCTIONS	GRAMMAR
7 HAVEN'T WE MET? Pages 58-65	Confirm information Describe one's abilities Use conversation openers and endings Ask for something to be repeated	Tag questions <i>Can/be able to</i>
8 DO IT RIGHT! Pages 66-73	Give advice Express obligation Say how people do things	Modal auxiliaries: <i>must/mustn't, should/shouldn't</i> <i>Want/would like + object</i> <i>pronoun + infinitive</i> Adverbs of manner
9 ALL KINDS OF PEOPLE Pages 74-81	Speculate about what <i>may/might</i> happen Describe people's personalities and character Talk about past events that are ongoing or interrupted	Relative pronouns: <i>who, that, which</i> Past progressive tense with <i>when</i> and <i>while</i> Modal auxiliary: <i>may/might</i>
10 WHO USED MY TOOTHPASTE? Pages 86-93	Express routine obligations Describe problems	Past perfect with <i>already, yet</i> Verb + gerund Indirect object pronouns Two-word verbs
11 MAKING CHOICES Pages 94-101	Express cause and effect Express preferences Make choices Express a problem	Conditional of cause and effect <i>I'd rather</i> Clauses of time with <i>until</i>
12 CULTURE SHOCK Pages 102-109	Give advice Describe customs of different cultures	Verb + infinitive Verb + noun/pronoun + infinitive <i>It + infinitive</i> Expressions of advice The subject: <i>you</i>

LISTENING AND PRONUNCIATION

Listening: listen to an interview for specific information
Pronunciation: rising intonation in tag questions to confirm information

READING AND WRITING

Read about coincidences
Write about a chance meeting
Write a radio report about an exhibit or fair (Project)

LEARNING STRATEGIES AND SKILLS*

Set a purpose before reading

Listening: listen to a conversation about driving for specific information
Pronunciation: vowel sound /ə/ in *should* and *must*

Read about driving on different sides of the road
Write about a driving experience
Write a brochure offering advice about how to prevent car accidents (Project)

Use background knowledge to help understand an unfamiliar situation

Listening: listen to make inferences about who is speaking and match speakers to their pictures
Pronunciation: syllable stress in adjectives

Read about people who made a difference
Write about neighbors
Research and write about someone who has helped others (Project)

Study new vocabulary in context sentences
Create context sentences for new vocabulary
Look for similarities in examples

Listening: listen to a conversation for specific information
Pronunciation: sounds of vowels followed by r: /ɛr/, /ɔr/, /ɪr/, /ər/

Read about a new trend in living accommodations
Write about living at home with family (Project)

Make predictions about the main idea of a reading from the title 5 subtitle, and first and last paragraphs
Study a writer's opinion about a topic and analyze the support for the opinion
Compare and contrast results of an interview

Listening: listen to a radio interview for points of view
Pronunciation: common consonant clusters in initial position

Read about how to make life decisions
Write positive and negative lists to help in making choices
Write a letter to support one side of an issue (Project)

State reasons to support arguments and opinions

Listening: listen to a conversation for advice and for specific information
Pronunciation: /r/, /l/, /b/, /v/

Read about customs in various countries
Write about cultural differences
Write tips for travelers in one's country (Project)

Analyze pronunciation problems
Compare information in a reading with information one already knows

* The strategies and skills in this column are in the Student Book.
For additional ones to present, see the Unit Goals in the Teacher's Manual.

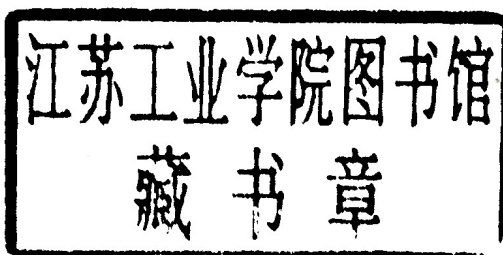
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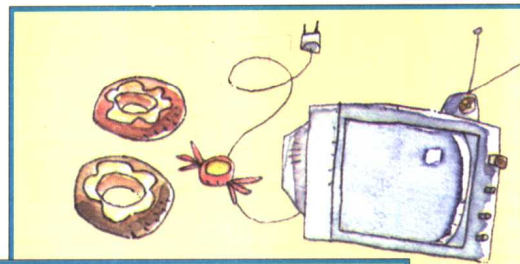
**STUDENT
BOOK 3**

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LIFESTYLES

LOOK AND LISTEN 



HOW MUCH OF AN ADDICT ARE YOU?
Which of the people do you relate to? Are you like any of the people?

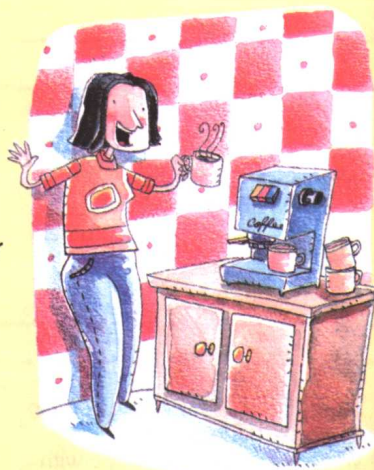
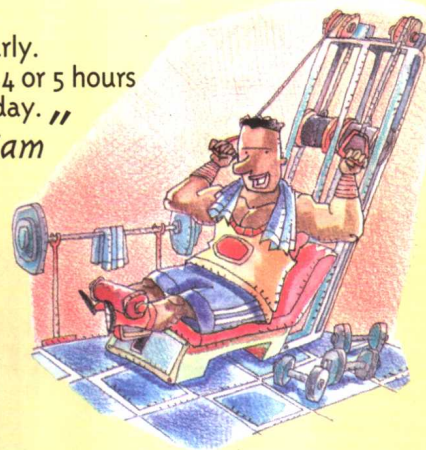


"I hate haircuts. I seldom get a haircut. So when I get one, my hair is really short. My hair gets really long before my next haircut."

Harry

"I do exercise regularly. Sometimes I spend 4 or 5 hours on exercise in one day."

Sam



"I hardly ever drink soda. I normally drink coffee. I sometimes drink eight cups a day."

Rose



"I have a bar of chocolate once in a while. I can't eat a lot of chocolate, because it makes me fat."

Kim



"I have a TV in my living room, a TV in my dining room, a TV in my kitchen, a TV in my bedroom. I even have one in the bathroom."

John



"I spend a lot of time shopping, but I don't spend a great deal of money. I mostly do window shopping."

Jenny

SURVEY

Find out about your habits and routines.
Write your answers.

How many—
hours do you watch TV a day? _____
hours do you sleep a day? _____

How long/How much time—
do you talk on the phone a day? _____
do you spend on the Internet? _____

How often—
do you exercise? _____
do you go to a hairdresser? _____

How much—
chocolate and sweets do you eat? _____
money do you spend on clothes? _____

SOME TIPS:

TV: Do you regularly watch more
than twenty-five hours a week?
Then you're a couch potato.

Sleep: Do you sleep more than ten hours a day?
Then you're really lazy.

Exercise: Do you exercise more than two hours
a day five days a week?
Then you're an exercise freak.

Shopping: Do you go shopping every day?
Then you're a shop-o-holic.

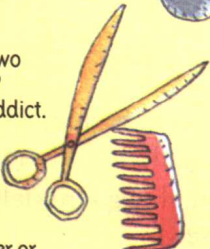
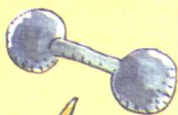
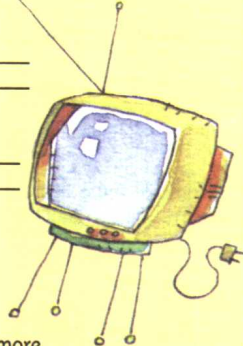
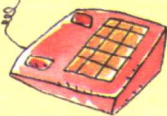
Telephone use: Do you spend more than two
hours a day on the phone?
Then you're a telephone addict.

Internet use: Do you spend more than forty
hours on the Internet a week?
Then you're an Internet addict.

Hairdresser: Do you go to the hairdresser or
beauty salon more than twice a week?
Then you're a beauty freak.

Chocolate: Do you eat chocolate every day?
Then you're a choc-o-holic.

Spending money: Do you spend most of your money on clothes?
Then you're not spending your money carefully.



1 COMPREHENSION

Answer the questions about the people in the magazine article.

1. How often does Harry get a haircut?
2. Does Rose drink a lot of soda?
3. How many TVs does John have?
4. How often does Kim have chocolate?
5. How much time does Sam spend on exercise?
6. How much time does Jenny spend shopping?

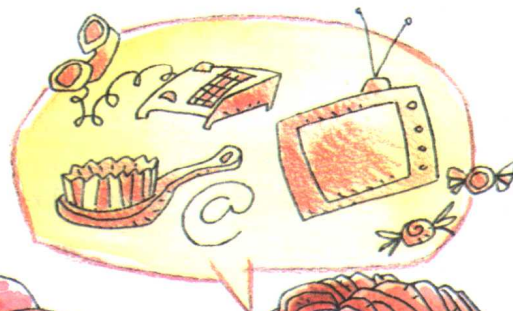
2 PAIR WORK

A Ask and answer. Use the survey questions.

- How often do you watch TV?
- I seldom watch TV.
- How much time do you spend on the Internet?
- I surf the Internet two hours a day.
- How often do you go shopping?
- I go shopping once in a while.

B Write and compare.

- What three activities do you do very often?
 - What three activities do you hardly ever do?
- Write your answers.
Then compare your list with your partner's.
Are any activities the same?



Simple present tense for habitual actions

Do you usually watch TV?
Does he/she

I rarely watch TV.
He/She watches TV now and again.

Adverbs/expressions of frequency

100% of the time	always, all the time
50%—99%	usually, generally, normally, frequently, often, regularly
20%—49 %	sometimes, occasionally
1%—19%	once in a while, now and again, hardly ever, seldom, rarely
0%	never



Adverbs of frequency usually come before the verb. However, they come after the verb *be*. Expressions such as ***all the time, now and again, once in a while*** usually come at the end of the sentence.

Expressions of quantity: **a great deal, a lot**

How much do you spend on clothes? I don't spend **a great deal** of money on clothes.
How much time do you spend on the telephone? I spend **a lot of** time.

Questions with **How much, How many**

Count

How many times do you stay up late?

How many pieces of chocolate do you eat?

Noncount

How much time do you spend in the bath?

How much chocolate do you eat?

Do vs. make

I **do** the dishes regularly. *but* I **make** my bed every day.

Do	do the cooking, do (one's) homework, do the housework, do the laundry, do the shopping, do the windows
Make	make (one's) bed, make a meal, make a mistake, make money, make (a) noise, make a promise

A

Look at the activities on pages 2 to 5. How often do you do them? Write sentences. Compare sentences in small groups.

Example: I always make my bed.

always	
generally	
frequently	
occasionally	
seldom	
never	

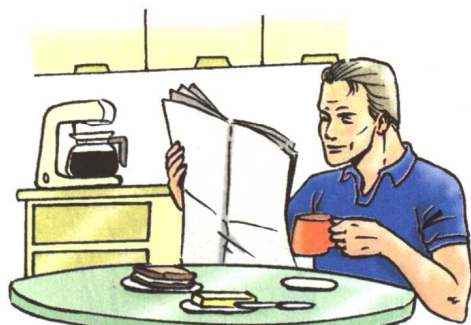
- B** Work with a partner.
Ask and answer questions about people's habits and routines.

A: What does Debbie normally do in her free time?

B: She usually plays the piano.



Debbie/usually/free time



1. Mr. Nelson /generally/
at breakfast



3. Tom and Sue/occasionally/
in the evening



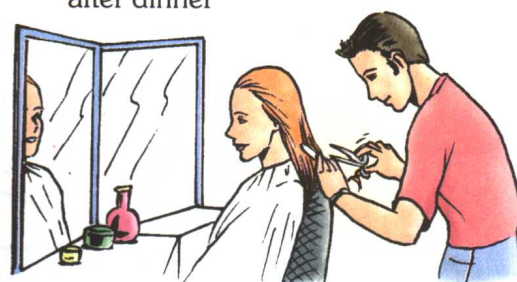
5. Jack/never/
after dinner



2. the Garcias/often/
on the weekend



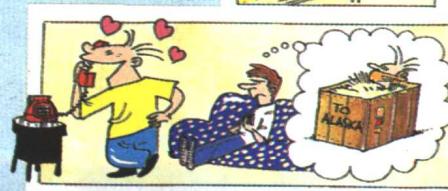
4. Mary/sometimes/
in the evening



6. you/usually/
when your hair is long

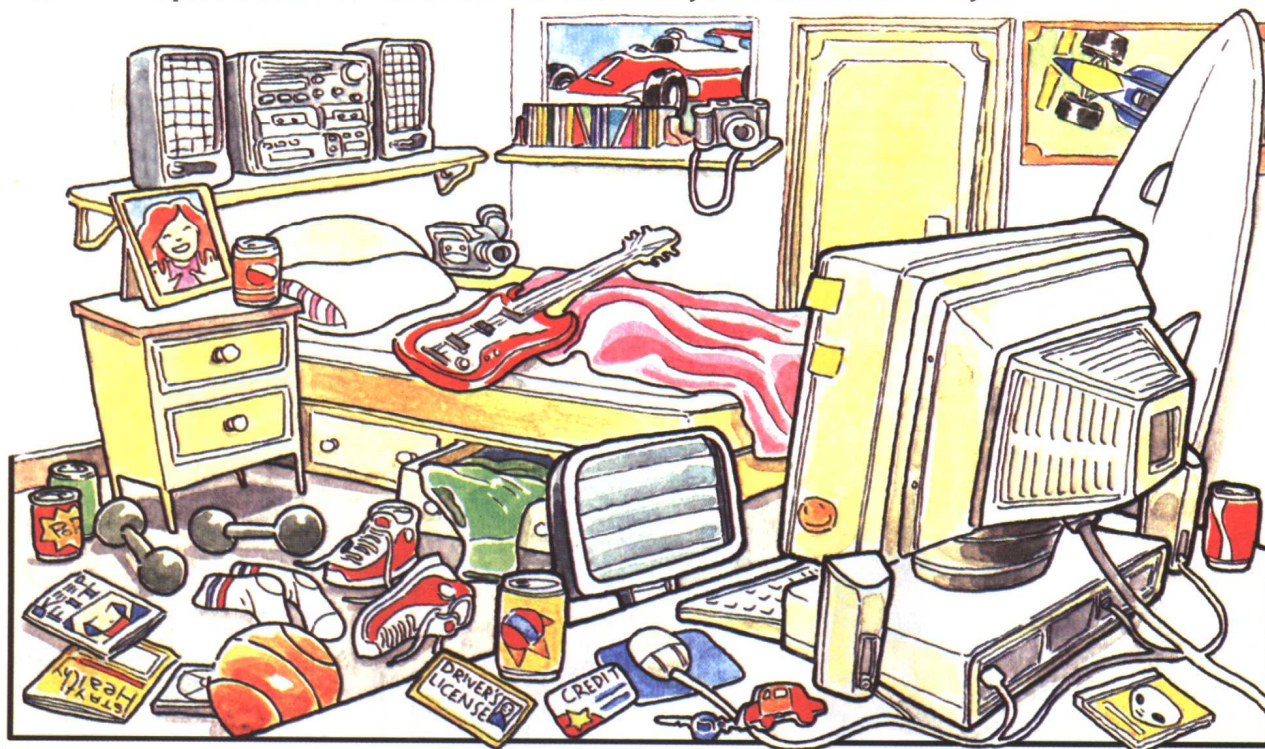
- C** Complete the story. Use the correct form of **make** or **do**.

When cousin Charlie arrived, my parents said to him: "Make yourself at home." And he is doing just that. I share my room with Charlie. In the evening, I usually _____ my homework in my room, but I can't with Charlie here. He always _____ a lot of noise. He plays video games or talks on the phone. Charlie rarely _____ any housework. He seldom _____ the dishes, and he never _____ his bed. I _____ all the cleaning, and I usually _____ supper. He hardly ever _____ the laundry. When he needs a clean shirt, he just opens my closet and takes one. When he _____ the shopping, he only buys junk food like potato chips and soda. I want my parents to _____ a promise to me: never to invite Charlie again!



4 — GRAMMAR TALK

Work with a partner. Look at Steve's room. What can you tell about his lifestyle?



5 — LISTENING

Listen to people's descriptions of their lifestyles. Mark *true* or *false*.

Gloria

1. ☐ Trains for a long time every day.
2. ☐ Is going to play in a championship next week.
3. ☐ Sees her friends often.
4. ☐ Has to wear her sponsors' brands.

Paul

1. ☐ Loves his job.
2. ☐ Rests for two days, and flies two days.
3. ☐ Goes for a massage frequently.
4. ☐ Can't go shopping because he spends too much money.

6 — PRONUNCIATION

Listen and practice. Note the /ɔ/ sound.

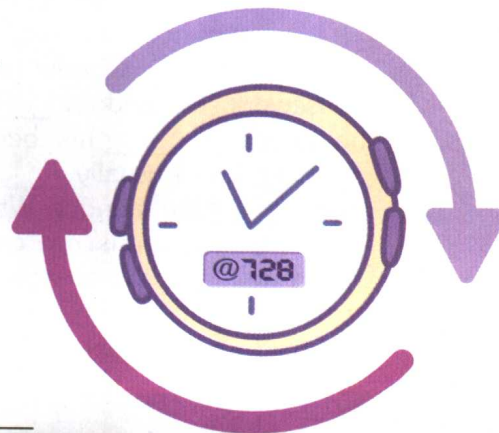
walk	always	long
talk	all the time	often

7 — CHAT TIME

Work in small groups. Talk about your pastimes and routines.

How much time do you spend

- with your family?
- with friends, girlfriend/boyfriend?
- eating breakfast, lunch, dinner?
- in the shower or bath?
- shopping?
- on the phone?
- Your idea: _____



8 — CONVERSATION

LIFE AT THE TOP

Mary: So, Jake, how often do you clean these windows?

Jake: This building, once a month. But I wash windows on many other buildings, too.

Mary: How long do you spend up here?

Jake: Sometimes I stay here for three or four hours at a time.

Mary: You're forty floors up.

Don't you worry about your safety?

Jake: I hardly ever worry about that.

I have my CD player. I usually listen to music.

Sometimes I talk to the people in the offices in sign language.

It's fun up here.

Mary: Are you ever scared?

Jake: No, never.

Mary: What about you, Mike?

Mike: I'm new at this, but . . .

YOUR ENDING

What do you think Mike answered?

Make a choice.

- ① I try not to look down.
- ② I'm not scared of heights.
- ③ I wear a safety cord all the time.
- ④ I do mountain climbing in my free time.
- ⑤ Your idea: _____

ABOUT THE CONVERSATION

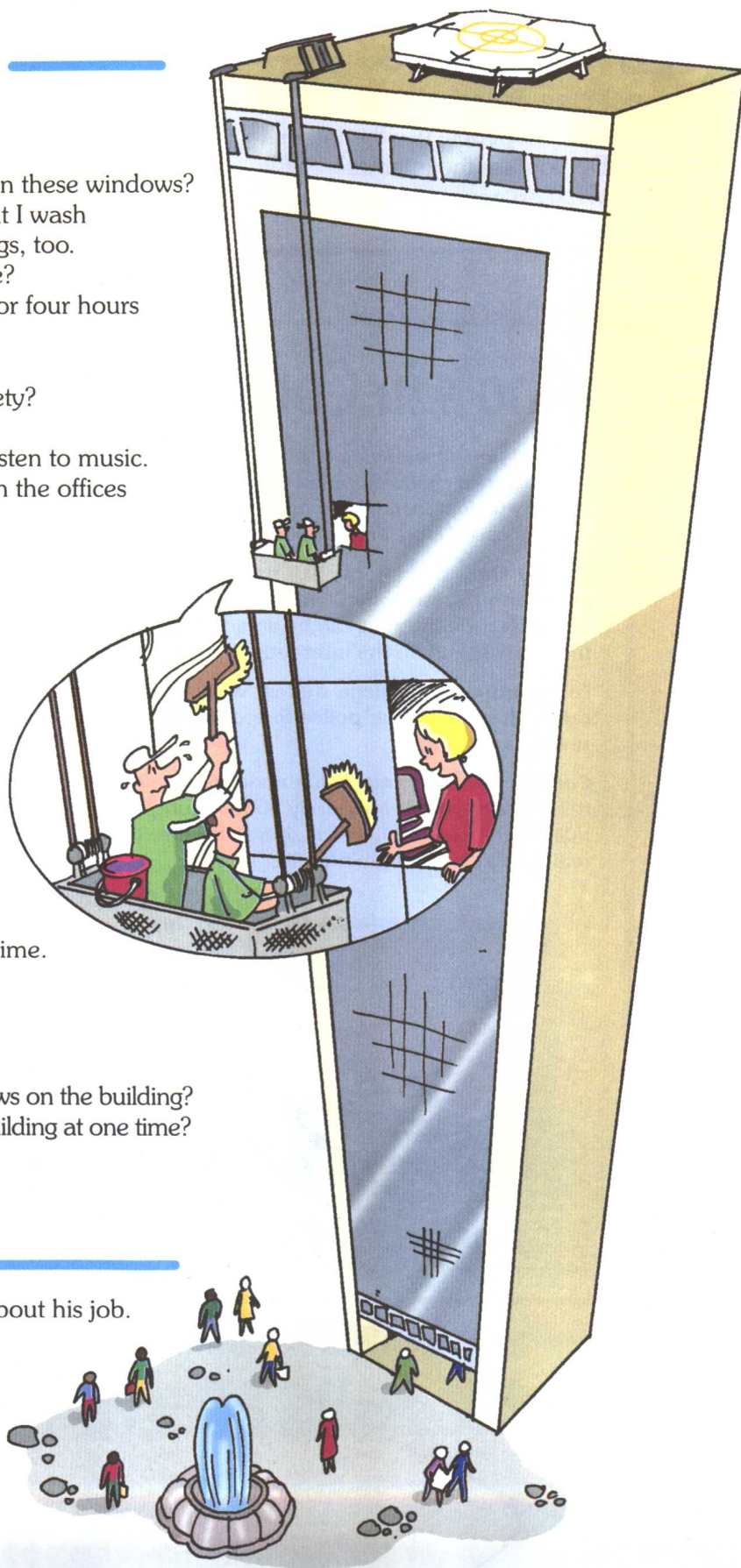
1. How often does Jake clean the windows on the building?
2. How long does he spend up on the building at one time?
3. Does Jake like his job?
4. Is he ever scared?

9 — YOUR TURN

A Role-play with a partner. Ask Jake about his job.
Use the following prompts:

1. How often/clean/windows?
2. How long/spend outside?
3. Do/like/your job?
4. Your idea: _____

B Now ask Mike about the job.
Present your role-play to the class.



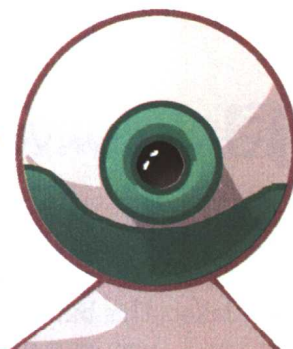
10 — READING

BEFORE READING

1. Why do people use the Internet?
2. Do you use the Internet?
What do you do on the Internet?

READING

Think how the information
in reading relates to you.
It will make reading more fun!



Who's in Control — The Internet or You?

"I sometimes get up at three or four in the morning and I surf the net."

"I often check my e-mail forty times a day."

"I seldom spend less than three hours during one session on the net."

"I spend more time in chat rooms than with my 'real-life' friends."

Do you know any people like these? They are part of a new addiction called Internet addiction. According to researchers, Internet addicts spend at least thirty to forty hours online every week. The use of the Internet can be an addiction like alcoholism or drug use. People lose control of the time they spend on the Internet.

For example, one college student was missing for several days. His friends were worried, and they called the police. The police found the student in the computer lab: he was surfing the net—for seven days straight.

Current studies estimate that about 6 to 10 percent of Internet users become addicted. And some researchers worry particularly about young people because the Internet is taking the place of the mall or the playing field for some of them. The teens spend more time in cyberspace than in the real world of friends and family.



Is "surfing the net" a hobby or an addiction for you? You may have a problem if you have these symptoms:

- You do not go to important family events or you do not do school projects because you like to spend hours on the Internet.
- You can't wait for your next online session.
- You're determined to spend a brief time online, but then you spend several hours.
- You go out with your friends less and less.

What is the cure? There is counseling to help Internet addicts—even online. Some experts recommend that people set strict limits on their time for Internet use. You have to control it. The Internet shouldn't control you.

AFTER READING

- A** Answer the questions about the reading.
1. What is Internet addiction?
 2. What are some signs of Internet addiction?
 3. How can people cure Internet addiction?
 4. What are some positive things about the Internet?
What are some negative things?
- B** Which is the correct meaning of the underlined words?
Choose the right answer.

1. When you spend forty hours a week online, you have an Internet addiction.
 - a. bad habit that you cannot stop
 - b. ability to use the Internet well
 - c. loss of free time
2. People lose control of their Internet time.
 - a. don't know how much time they spend online
 - b. have no power to stop an activity
 - c. don't know how to measure time
3. Studies estimate that 10 percent of Internet users are addicts.
 - a. give a number that is totally accurate
 - b. give a number that is close to correct
4. What are symptoms of Internet addiction?
 - a. causes
 - b. medical reasons for
 - c. activities that show you have a problem

DISCUSSION

1. What do you think are the positives and negatives of the Internet?
2. Are any of your friends Internet addicts? What do they do?
3. What do you think is a good cure for an addiction?

11 WRITING

Write about your favorite activities and pastimes.

I love music. I can spend hours in a music store. I listen to many of the CDs available for listening. And I seldom buy just one CD. I usually buy two or three. I spend a lot of money on music. Then I...

12 PROJECT

- Work in groups. Do a class survey. Find out how long your classmates and friends spend on the following:

in front of the TV	on exercise
on video games	on homework
on the phone	on shopping
on chores	on the Internet
on listening to music	on reading
- Present your findings to the class. What was at the top of the list?



LIFE STORIES

LOOK AND LISTEN 

This is an article from the marriage section of a newspaper. It tells the story of a couple.



Pamela and Diego

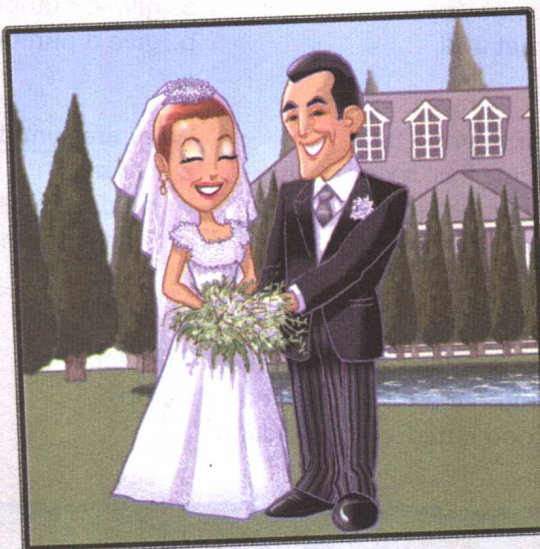
How did a girl from Texas meet someone from Argentina?

They met on a subway in Paris, of course! And the meeting wasn't during a vacation. Here's how it happened.

Pamela Grant grew up on a ranch near Dallas. Pamela loved to cook, and she used to make elegant meals for her friends. When she finished high school, she went to France and studied to be a chef.

Diego Fabri was born in Mendoza, Argentina. His family produced wine. After high school, Diego went to France and studied hotel management.

Diego noticed Pamela when she got on the subway train. She was talking to a friend, and she seemed very happy and energetic. Pamela



noticed Diego. He was handsome, and he seemed interesting.

Pamela said goodbye to her friend and got off. Diego had to get off at the same stop.

"Why is this man following me?"

she thought. "I'd like to invite her for a cup of coffee, but I don't have time now," he thought.

Pamela walked into an office. The man followed her in. "I'm here for a job interview," Pamela said. "Me too," said Diego.

It was love at first sight. Both Pamela and Diego got the jobs—in a new hotel on the island of Ibiza, Spain, and six months later they were married. The guests said it was a beautiful wedding.

1 COMPREHENSION

A Answer about Pamela and Diego.

1. Where were they born?
2. Where did they meet?
3. How did they meet?
4. What do they do?

B Complete the sentences with names.

1. _____ is Pamela's husband.
2. _____ is Pamela's niece.
3. _____ is Chris's aunt.
4. _____ is Diego's mother-in-law.
5. _____ and _____ are Pam's brothers-in-law.