

McGraw-Hill/Contemporary

***SUPER***

# **GOAL**



Manuel dos Santos

**Split Edition 3 Part B**

# ***SUPER*** **GOAL**

**SPLIT  
EDITION**

**3**

**PART B**

**Manuel dos Santos**

Boston Burr Ridge, IL Dubuque, IA Madison, WI New York San Francisco St. Louis  
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# Scope and Sequence

## UNIT TITLE

## FUNCTIONS

## GRAMMAR

### 7 HAVEN'T WE MET?

Pages SB2-9  
WB1-6

Confirm information  
Describe one's abilities  
Use conversation openers and endings  
Ask for something to be repeated

Tag questions  
*Can/be able to*

### 8 DO IT RIGHT!

Pages SB10-17  
WB7-12

Give advice  
Express obligation  
Say how people do things

Modal auxiliaries: *must/mustn't, should/shouldn't*  
*Want/would like* + object  
pronoun + infinitive  
Adverbs of manner

### 9 ALL KINDS OF PEOPLE

Pages SB18-25  
WB13-18

Speculate about what may/might happen  
Describe people's personalities and character  
Talk about past events that are ongoing or interrupted

Relative pronouns: *who, that, which*  
Past progressive tense with *when* and *while*  
Modal auxiliary: *may/might*

Expansion 1 SB26-29  
Review WB19-20

### 10 WHO USED MY TOOTHPASTE?

Pages SB30-37  
WB21-26

Express routine obligations  
Describe problems

Past perfect with *already, yet*  
Verb + gerund  
Indirect object pronouns  
Two-word verbs

### 11 MAKING CHOICES

Pages SB38-45  
WB27-32

Express cause and effect  
Express preferences  
Make choices  
Express a problem

Conditional of cause and effect  
*I'd rather*  
Clauses of time with *until*

### 12 CULTURE SHOCK

Pages SB46-53  
WB33-38

Give advice  
Describe customs of different cultures

Verb + infinitive  
Verb + noun/pronoun + infinitive  
*It* + infinitive  
Expressions of advice  
The subject: *you*

Expansion 2 SB54-57, Review WB39-40  
Vocabulary SB58-61

## LISTENING AND PRONUNCIATION

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

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

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

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

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

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

## READING AND WRITING

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

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)

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

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

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)

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

## LEARNING STRATEGIES AND SKILLS\*

Set a purpose before reading

Use background knowledge to help understand an unfamiliar situation

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

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

State reasons to support arguments and opinions

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

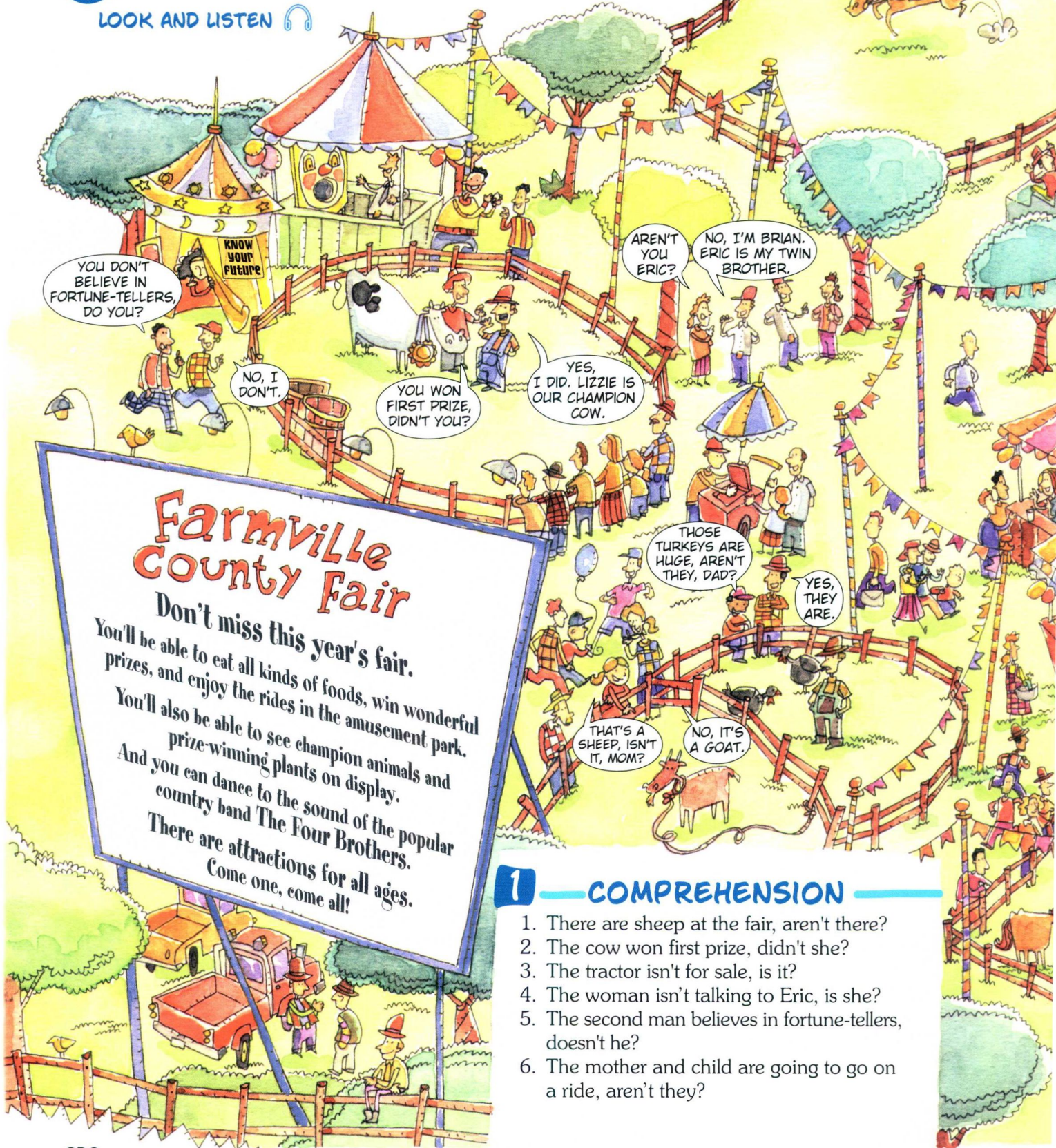
\* The strategies and skills in this column are in the Student Book.  
For additional ones to present, see the Unit Goals in the Teacher's Manual.





# HAVEN'T WE MET?

LOOK AND LISTEN 



## Farmville County Fair

Don't miss this year's fair.

You'll be able to eat all kinds of foods, win wonderful prizes, and enjoy the rides in the amusement park.

You'll also be able to see champion animals and prize-winning plants on display.

And you can dance to the sound of the popular country band The Four Brothers.

There are attractions for all ages.

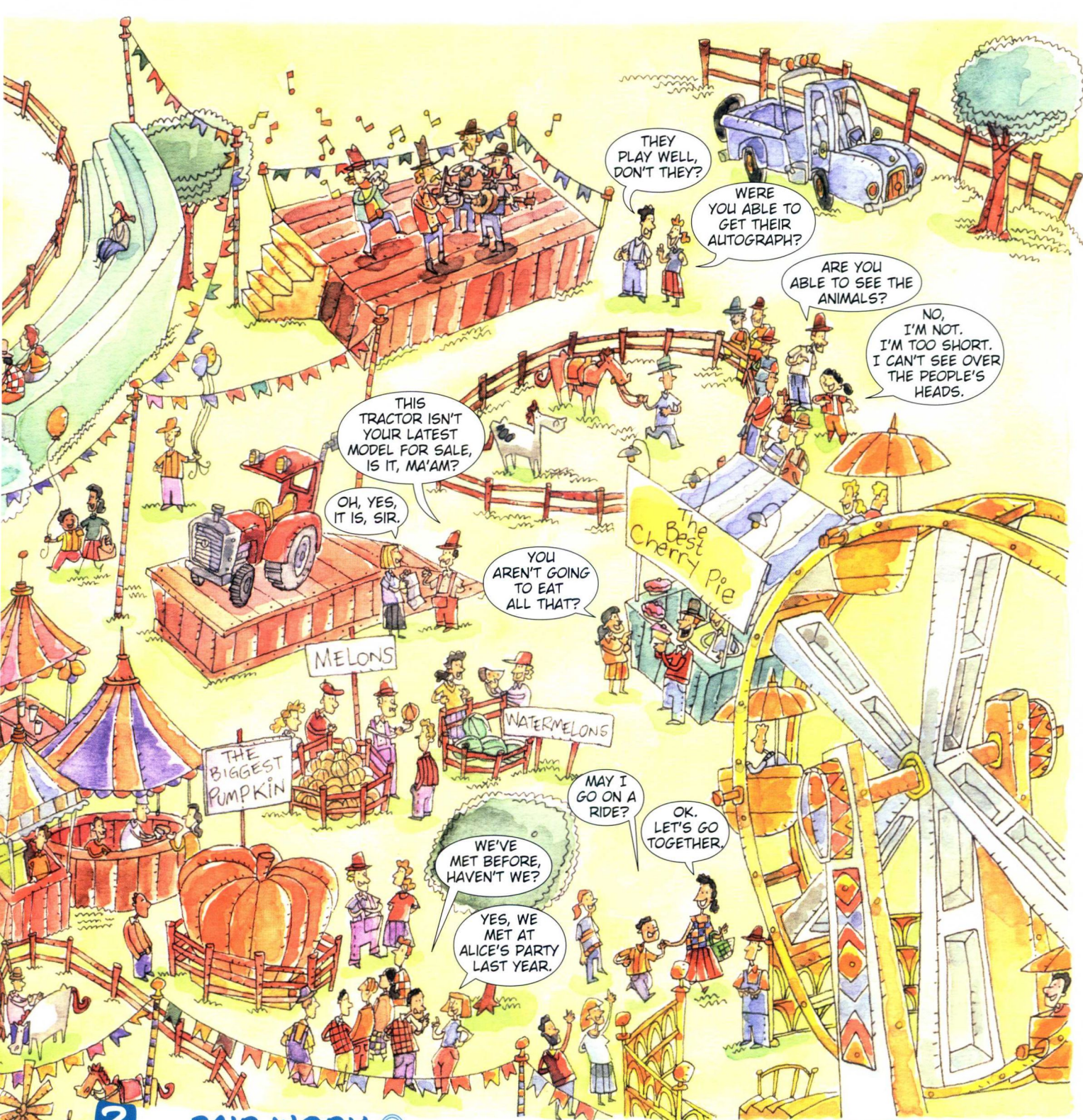
Come one, come all!

1

## COMPREHENSION

1. There are sheep at the fair, aren't there?
2. The cow won first prize, didn't she?
3. The tractor isn't for sale, is it?
4. The woman isn't talking to Eric, is she?
5. The second man believes in fortune-tellers, doesn't he?
6. The mother and child are going to go on a ride, aren't they?





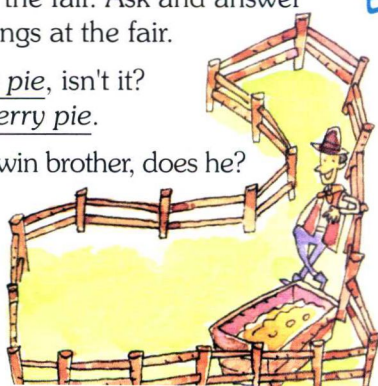
## 2 PAIR WORK

**A** Imagine you are at the fair. Ask and answer questions about things at the fair.

- That's a strawberry pie, isn't it?
- No, it isn't. It's a cherry pie.
- Eric doesn't have a twin brother, does he?
- Yes, he does.

**B** Imagine you are at the fair. Ask and answer about things you've done at the fair.

- You've been on a ride, haven't you?
- Yes, I have./No, I haven't.
- You were able to win a prize, weren't you?
- Yes, I was./No, I wasn't.
- You didn't go to the fortune-teller, did you?
- Of course not.





### 3 GRAMMAR

#### Tag questions

Use tag questions to check information.

##### Affirmative (+) (negative tag)

(You think the answer is yes.)

Your name **is** Ralph, **isn't it**?

You're a truck driver, **aren't you**?

You **were** at last year's fair, **weren't you**?

You **live** in Cornville, **don't you**?

You **worked** in Nashville, **didn't you**?

You've **won** several prizes, **haven't you**?

You're **going to** go on a ride, **aren't you**?

##### Negative (-) (affirmative tag)

(You think the answer is no.)

That **isn't** Mabel, **is it**?

He **isn't** her husband, **is he**?

They **weren't** at the dance, **were they**?

She **doesn't have** a little boy, **does she**?

He **didn't play** in a band, **did he**?

They **haven't lived** here long, **have they**?

They **aren't going to** go home, **are they**?

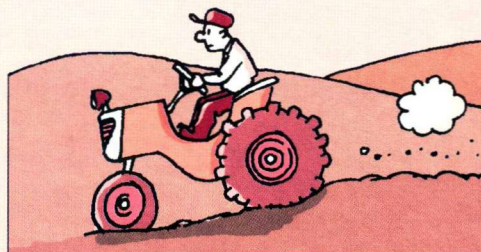
#### Negative questions

Negative questions may also be used to check information, to suggest an action, or to express surprise.

Isn't Bob coming with us?

Aren't you going to say hello?

Hasn't he finished the work yet?



#### Can/be able to

Use **can** and **be able to** to express ability.

**Can** you ride a horse?

I'm **able to** drive a tractor.

For future ability and for past ability, **be able to** is often used instead of the forms of **can**.

I'll **be able to** come on Saturday.

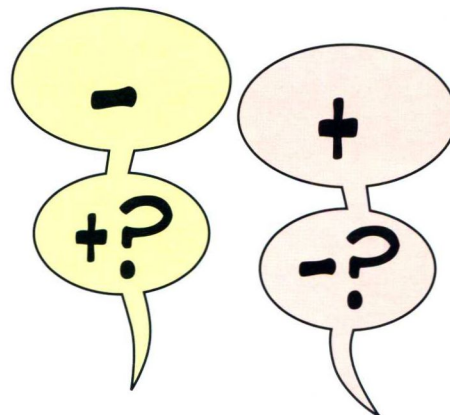
I **won't be able to** come on Sunday.

I **was able to** finish the work.

I **wasn't able to** drive that tractor.

**A** Check information. Complete the tag questions.

1. You didn't try the pie, \_\_\_\_\_?
2. We've met before, \_\_\_\_\_?
3. She isn't your youngest daughter, \_\_\_\_\_?
4. You're able to drive a tractor, \_\_\_\_\_?
5. He didn't eat all that turkey, \_\_\_\_\_?
6. Those sheep belong to Farmer Joe, \_\_\_\_\_?
7. Mr. Roots had the biggest pumpkin in the fair, \_\_\_\_\_?
8. Your cows have won several prizes, \_\_\_\_\_?





**B** Work in groups of four. Write down five facts about your group members that you think are correct. Then check the information with them.

A: You play the guitar, don't you?  
B: Yes, I do./No, I don't.

A: You were born in Peru, weren't you?  
B: Yes, I was./No, I wasn't.

**C** Work with a partner.  
Ask and answer about the pictures.

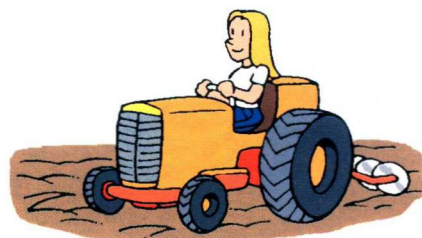
A: Were you able to fix the car?  
B: No, I wasn't.



1. Charlie



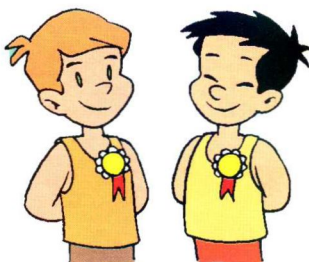
3. the players



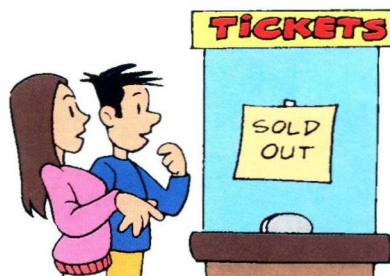
5. Monica



2. Joe



4. the children



6. you

**D** Write negative questions in the following situations.  
Compare your answers with a partner and continue the conversations.

Example: You've just bought a ticket for a ride in the amusement park.  
Your friend is still trying to decide about the ride.

You: Aren't you going to buy a ticket for the ride?

1. You recognize an old school friend at a fair. The friend doesn't recognize you.
2. A friend is eating popcorn at the fair and is not offering you any.
3. You just won a prize in a game at the fair. You want your friend to play the game, too.
4. The woman took a pumpkin pie and forgot to pay for it.
5. Classes start at eight o'clock. It's eight thirty in the morning, and your brother is still in bed.



## 4 — GRAMMAR TALK

How good is your general knowledge?

Choose facts about famous people or events and check the information with a partner.

A: Napoleon was born in Corsica, wasn't he?

B: Yes, he was.

A: The Olympic Games started in Rome, didn't they?

B: No, they didn't. They started in Greece.



## 5 — LISTENING

Listen to the interview and complete the chart.

	Won a prize for . . .	The prize was . . .	What he/she is going to do with the prize
Mrs. Hubbard			
Mr. Fritz			

## 6 — PRONUNCIATION

Listen and practice. Note the rising tone in the tag questions to confirm intonation.

You're Susan's sister, aren't you?

That isn't your car, is it?

We haven't met before, have we?

We were here yesterday, weren't we?

## 7 — CHAT TIME

1. Have you ever been to a county fair or any kind of fair?
2. What do you like/dislike about fairs?
3. What kind of food do you find at fairs?
4. What kind of competitions do fairs have?
5. Have you ever been to an amusement park?





## 8 — CONVERSATION

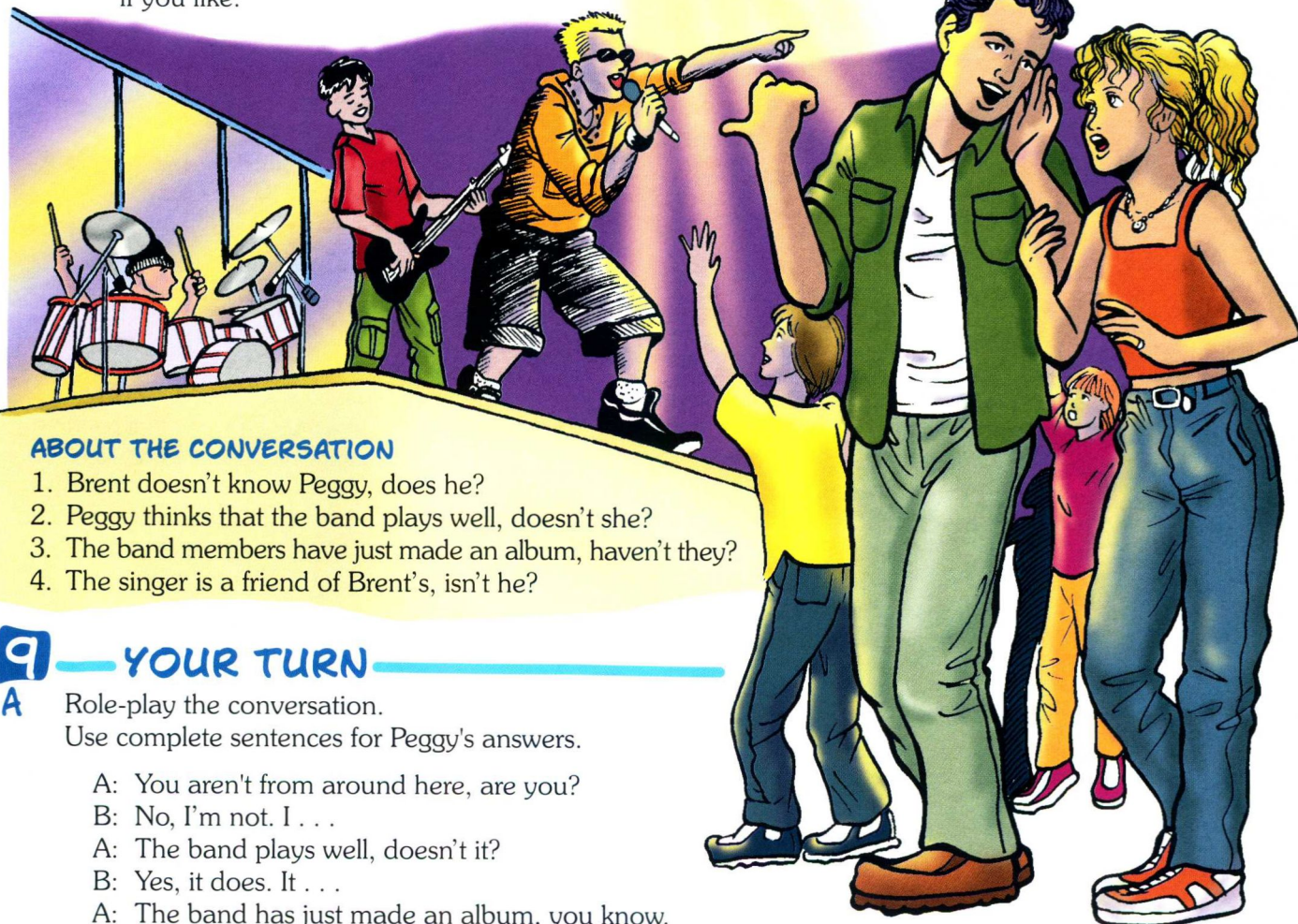
### LET'S BE FRIENDS!

Brent: Hi, my name's Brent.  
 Peggy: Hi, I'm Peggy.  
 Brent: You aren't from around here, are you?  
 Peggy: No. I'm not.  
 Brent: Great song, isn't it?  
 Peggy: Pardon? I didn't hear you.  
 Brent: The band plays well, doesn't it?  
 Peggy: Yes.  
 Brent: The band's just made an album, you know.  
 Peggy: Has it?  
 Brent: Yes. The singer is a friend of mine.  
 Peggy: Really?  
 Brent: Yeah. I'll be able to get you their autograph if you like.

### YOUR ENDING

What does Peggy answer? Make a choice.

- ① Great. When can we get the autograph?
- ② Thanks for the offer.  
Oh, here comes my boyfriend.  
Nice talking to you.
- ③ It's nice of you, but I don't care about autographs.
- ④ Your idea: \_\_\_\_\_.



### ABOUT THE CONVERSATION

1. Brent doesn't know Peggy, does he?
2. Peggy thinks that the band plays well, doesn't she?
3. The band members have just made an album, haven't they?
4. The singer is a friend of Brent's, isn't he?

## 9 — YOUR TURN

**A** Role-play the conversation.  
 Use complete sentences for Peggy's answers.

A: You aren't from around here, are you?  
 B: No, I'm not. I . . .  
 A: The band plays well, doesn't it?  
 B: Yes, it does. It . . .  
 A: The band has just made an album, you know.  
 B: Has it? I . . .

**B** You see someone in the mall. You aren't sure if it's an old friend.  
 Start a conversation and check the information.



## 10 — READING

### BEFORE READING

What do you know about twins? Have you ever met any?

### READING

It is a good idea to set a purpose before you read. It helps you get information you want. Look for the coincidences—surprising sets of events—in this reading.



## YOU LOOK JUST LIKE ME!

"Hi, Eddy. We're going to be in math class together again this semester, aren't we?"  
"Sorry. I'm not Eddy."

"Nice to see you again, Bobby."  
"Sorry. I don't know you."  
"You're Bobby, aren't you?"  
"No, I am not. I'm Eddy."

This is the story of an amazing coincidence. Three brothers—triplets—met for the first time at the age of nineteen.

Bobby Shafran started Sullivan Community College in New York. The previous semester Eddy Galland was a student there. The two teens looked exactly alike. Another student learned that both boys were adopted, and he realized that the boys were probably brothers. That student introduced Bobby to Eddy. The two boys found out that they were in fact twins, born at the same time. An adoption agency had sent the boys to two different families. The families didn't know that their baby boys had brothers. But even more amazing was this. After the story was in the newspapers, another boy, named David Kellman, realized that he was their brother too—also born at the same time. So the twins became triplets!

There are many famous stories of twins who met for the first time as adults. One of the best-known stories is that of Daphne Goodship and Barbara Herbert. They met for the first time at the age of thirty-nine. When they met, each was wearing a beige dress and a brown jacket. Blue was their favorite color. They both liked their coffee cold and black. Well, perhaps, that isn't very surprising, is it? But how about these similarities? They both met their future husbands at the age of sixteen at a dance. They both fell down some stairs at the age of fifteen, and later they had problems with weak ankles. And to scientists who studied them, they had similar personalities: they were talkative, and they laughed a lot. Because of this, they got their nickname—the "Giggle" twins.

Scientists like to study such cases of twins. They want to answer the classic question, "What's more important—heredity or environment?" Studies with twins like the "Giggle" twins seem to make a case for heredity, don't they? The twins grew up in different environments, but still the twins are very similar in many ways. But are all the similarities just coincidences? What do you think?



## AFTER READING

**A** Answer the questions about the reading.

1. How did Bobby and Eddy first meet?
2. What happened when one brother read the newspaper?
3. How were the "Giggle" twins similar?
4. Why were they called the "Giggle" twins?

**B** Match the following words in the reading with their definitions.

- |                  |  |
|------------------|--|
| 1. ____ amazing  | a. three brothers born at the same time      |
| 2. ____ adult    | b. raised by nonbiological parents           |
| 3. ____ adopted  | c. surprising                                |
| 4. ____ nickname | d. a short name people call you by           |
| 5. ____ heredity | e. a grownup person                          |
| 6. ____ triplets | f. characteristics you get from your parents |

**C** Role-play an interview with one of the twins.  
Work in small groups and take turns being "twins" and interviewers.  
Present your interviews to the class.



## DISCUSSION

1. What do you think that cases like the "Giggle" twins show?
2. What do you think is more important in people's personalities—heredity or environment?  
Can you give any examples? Think about your own family and people you know.

## 11 WRITING

Write about a strange coincidence or chance meeting. Here are some examples for ideas.

*A I have a big family, but I don't know them all.*

*One day I was walking down the street, when I . . .*

*B I was studying English on a summer course in London.*

*A young woman sat next to me on the bus, and we started a conversation. She mentioned where she was from . . .*

## 12 PROJECT

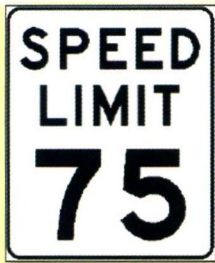
- Work in groups of four. Write a radio report about an exhibit or fair in your area.
- Visit the exhibit and/or interview people about the event.
- Present the report to class.





# DO IT RIGHT!

LOOK AND LISTEN 



I'd like you to study these signs carefully, and I want you to remember them and obey them.

You must learn and obey the rules of the road. And here's some advice about other drivers.

I want you to read the brochure completely.

## 1 — COMPREHENSION —

**A** What does the driving instructor want the students to do?

**B** Mark what aggressive drivers do.

1. \_\_\_\_\_ They ignore stoplights.
2. \_\_\_\_\_ They drive slowly.
3. \_\_\_\_\_ They don't use their horns.
4. \_\_\_\_\_ They shout at other drivers.
5. \_\_\_\_\_ They don't make hand gestures.
6. \_\_\_\_\_ They drive too closely to the car in front.





## AGGRESSIVE DRIVERS

Aggressive drivers are all around us. We have seen people become aggressive the minute they sit behind the wheel.

According to a recent AAA (American Automobile Association) survey, for four years in a row, aggressive driving has been one of the main causes of road accidents. The following description helps you understand and identify aggressive drivers.

### Who are they?

- These high-risk drivers show no level of concern for other motorists. They drive dangerously and recklessly.
- They go through stop signs and red lights. They speed. They tailgate, which means to drive too closely behind the car in front of them. They weave in and out of traffic, and they pass on the right. They make hand and facial gestures, scream and shout, blow their horns and flash their lights.

### When confronted by aggressive drivers:

- You should try to get out of their way.
- Don't challenge them, and speed up.
- You must always wear your seatbelt. It will hold you in your seat and will protect you in a crash.
- You must avoid eye contact with aggressive drivers at all times.
- You should ignore other drivers' gestures and shouldn't return them.
- You should report aggressive drivers to the authorities.

### Do you know any aggressive drivers?



## 2 PAIR WORK

A Ask and answer about the signs.

- What does that sign mean?
- You mustn't turn left.

B Give advice about driving.

- What's the first thing I should do?
- You should put on your seat belt.
- How fast should I drive?
- You should drive at the speed of traffic.
- You shouldn't drive too quickly or too slowly.





# 3

## GRAMMAR

### Modal auxiliary: **Must/mustn't**

Use **must** to talk about obligation.

You **must** stop at the traffic light.

You **mustn't** park on the sidewalk.



**Must** is stronger than **should**.

### Modal auxiliary: **Should/shouldn't**

Use **should** to give advice.

You **should** drive at the speed limit.

You **shouldn't** eat when you're driving.

### **Want/would like + object pronoun + infinitive**

Use **want/would like + object pronoun + infinitive** to get/ask people to do something.

I want you to drive slowly.

I'd like him to come with me.

### **Adverbs of manner**

Adverbs of manner are normally formed by adding **-ly** to an adjective.

They express how something is done.

How did she drive?

She drove **slowly**.

How did he walk?

He walked **quickly**.

Note: Sometimes an adjective and an adverb have the same form:

She's a **fast** driver. She drives **fast**.

He's a **hard** worker. He works **hard**.

The adverb of **good** is **well**:

He's a **good** driver. He drives **well**.

**A** Work with a partner. Tell what the signs mean. Use **should/shouldn't** and **must/mustn't**.



Examples:

You must obey the speed limit.

You should drive under 50 miles an hour.

You mustn't go over 50 miles an hour.

You shouldn't drive over 50 miles an hour.





**B** Rewrite the sentences. Use adverbs of manner.

1. Ann is a careful driver.
2. Benjamin is an aggressive driver.
3. The special pilots fly in a dangerous way.
4. Peter and Jane are slow readers.
5. Millie is a really good singer.
6. Mr. Brooks is a quiet speaker.
7. Tom is a hard worker.
8. Monica and Pam are fast runners.

She drives carefully.

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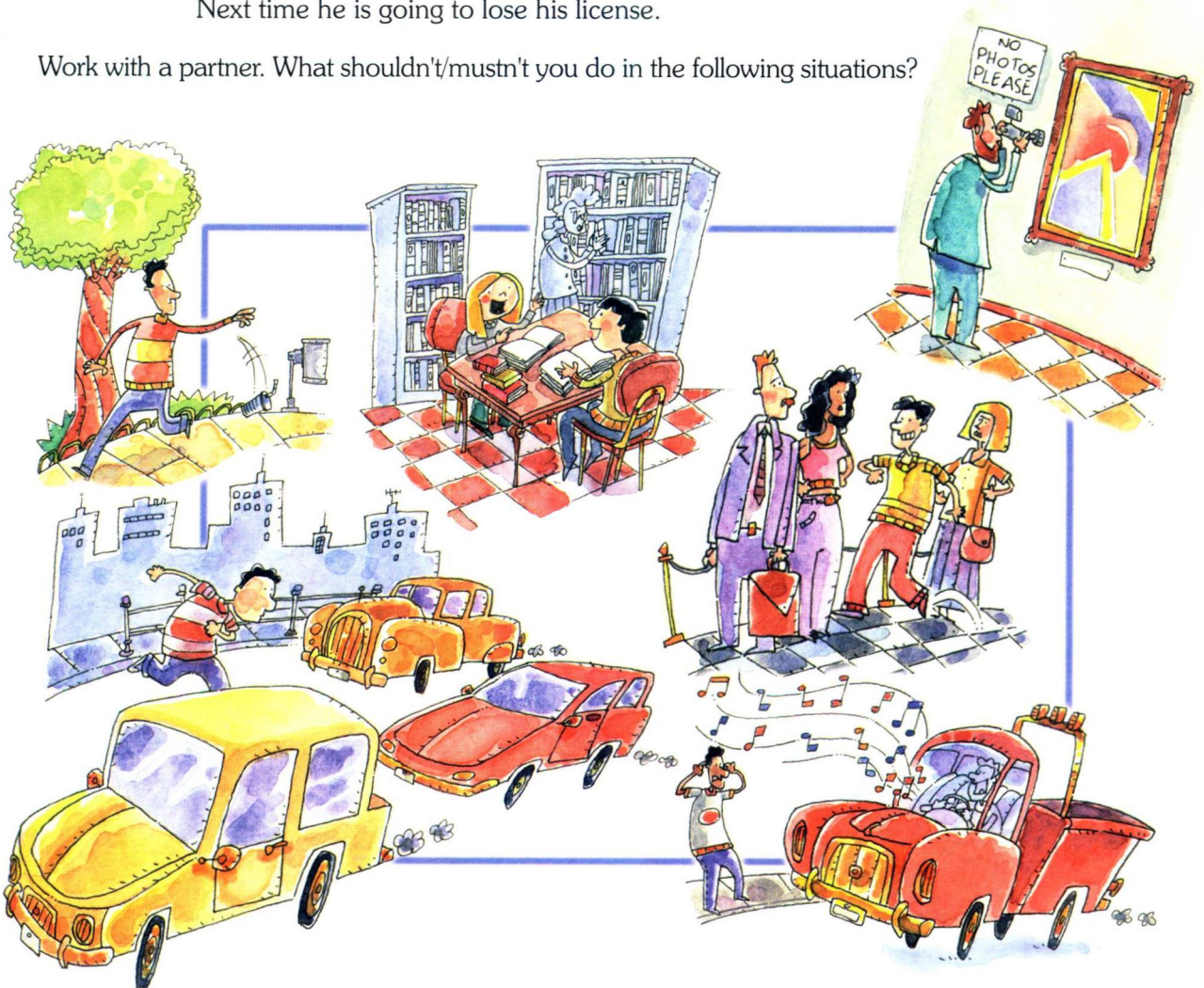
**C** Complete the conversation. Use adverbs. Then practice it with a partner.

Mrs. Randolph: Well, my son Pete drives \_\_\_\_\_ (reckless). He doesn't stop at stop signs, and he's usually over the speed limit. He's always in a hurry.

Mrs. Paget: My daughter Norma drives \_\_\_\_\_ (good), but she sometimes drives too \_\_\_\_\_ (fast). I'm afraid she's going to have an accident one of these days.

Mrs. Randolph: Well, Pete got a fine because he was driving too \_\_\_\_\_ (fast). He had to go to a special class for people who drive \_\_\_\_\_ (dangerous). But he still doesn't drive \_\_\_\_\_ (careful). Next time he is going to lose his license.

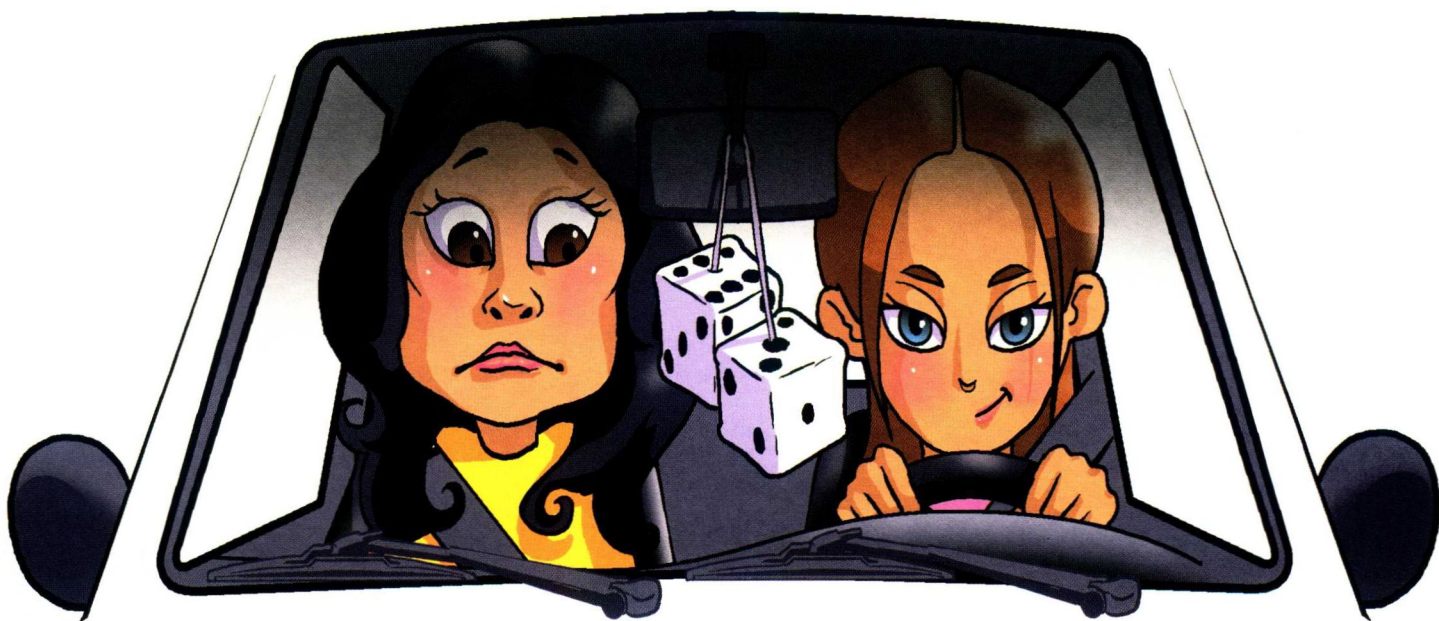
**D** Work with a partner. What shouldn't/mustn't you do in the following situations?





## 4 LISTENING

Listen. Samantha is having a driving lesson. Mark the things she does right and wrong.



1. start the car
2. change gears
3. observe the speed limit
4. park

Right

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---

Wrong

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LISTENING



Use your background knowledge of a situation to help you understand. For this listening, ask what actions do I expect a driver to do?

## 5 PRONUNCIATION

Listen and practice. Note the use of the vowel sound /ə/ in **should** and **must** when they are pronounced quickly.

You **should** obey the driving laws.  
You **shouldn't** pass on the right.

You **must** be sixteen years old to get a license.  
You **mustn't** go over the speed limit.

## 6 CHAT TIME

1. Can you drive? Do you have a driver's license?
2. Talk about your driving experiences.
3. What is the speed limit in your town/country?
4. Are there many accidents in your town/country?
5. Do you have parking problems in your town?
6. What kind of traffic problems do you have in your town?

