

SUPER

GOAL 1

MANUEL DOS SANTOS



وزارة التعليم

Ministry of Education

2023 - 1445



SuperGoal 1 Student Book

SuperGoal Series Copyright © 2009 by McGraw-Hill Education

Adaptation Copyright © 2024 by McGraw-Hill Education (UK) Limited

Published by arrangement with McGraw Hill LLC

ALL RIGHTS RESERVED. NO PART OF THIS BOOK MAY BE REPRODUCED OR TRANSMITTED IN ANY FORM OR BY ANY MEANS, ELECTRONIC OR MECHANICAL, INCLUDING PHOTOCOPYING, RECORDING OR BY INFORMATION STORAGE AND RETRIEVAL SYSTEMS, WITHOUT PERMISSION IN WRITING FROM MCGRAW HILL.

ISBN: 9781398928466

Publisher: Jorge Rodríguez Hernández

Editorial director: Anita Raducanu

Development editors: Ana Laura Martínez Vázquez, Janet Battiste

Art direction: Heloisa Yara Tiburtius

Interior design and production: Page2, LLC

Cover design: Page2, LLC

Photo coordinator: Kevin Sharpe

Photo Credits: The Photo Credits section for this book on pages 260-261 is considered an extension of the copyright page.

© 2024. Exclusive rights by McGraw-Hill Education (UK) Limited for manufacture and export. This book cannot be re-exported from the country to which it is sold by McGraw-Hill Education (UK) Limited.



www.mheducation.com

وزارة التعليم

Ministry of Education

2023 - 1445

Contents

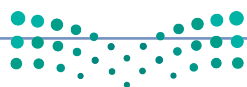
| | | Scope and Sequence | iv |
|--------|------|---|------------------------------|
| Term 1 | Unit | 1 Good Morning! | 2 |
| | Unit | 2 What Day Is Today? | 10 |
| | Unit | 3 What's That? | 18 |
| | Unit | 4 Around the World | 26 |
| | Unit | 5 Families, Families | 34 |
| | | | EXPANSION Units 1–5 |
| Term 2 | Unit | 6 Is There a View? | 48 |
| | Unit | 7 Where Do You Live? | 56 |
| | Unit | 8 What Are You Doing? | 64 |
| | Unit | 9 What Do You Do? | 72 |
| | Unit | 10 What's School Like? | 80 |
| | Unit | 11 What Time Do You Get Up? | 88 |
| | | EXPANSION Units 6–11 | 96 |
| Term 3 | Unit | 12 What Can You Do There? | 108 |
| | Unit | 13 What Are You Going to Wear There? | 116 |
| | Unit | 14 Let's Celebrate | 124 |
| | Unit | 15 Then and Now | 132 |
| | Unit | 16 What Did You Do Last Week? | 140 |
| | | | EXPANSION Units 12–16 |
| | | Vocabulary | 156 |
| | | Self Reflections | 166 |
| | | Irregular Verbs | 182 |
| | | Audio Track List | 183 |



Scope and Sequence

| | Unit Title | Functions | Grammar |
|---|---|--|--|
| 1 | Good Morning! Pages 2–9 | Greet people / Say goodbye Introduce yourself and others Talk about school supplies | Verb: <i>be</i> Possessive adjectives: <i>my, your, his, her</i> |
| 2 | What Day Is Today? Pages 10–17 | Use days of the week and months Use the numbers 1 to 1,000 in context Use ordinal numbers Talk about your age Follow and give classroom instructions | Possessive adjectives: <i>our, your, their</i> Question words: <i>what, when, how old</i> Prepositions: <i>in, on</i> with dates |
| 3 | What's That? Pages 18–25 | Give commands and instructions Ask for identification of things | Demonstrative pronouns: <i>this/that/ these/those</i> Imperatives Indefinite and definite articles: <i>a/an, the</i> |
| 4 | Around the World Pages 26–33 | Talk about countries and nationalities Ask for information with <i>yes/no</i> questions Give basic personal information | Verb: <i>be</i> Question word: <i>where</i> Prepositions: <i>from, in, on</i> <i>Can/will</i> for requests and offers |
| 5 | Families, Families Pages 34–41 | Identify family members Describe families | Verb: <i>have</i> Quantity expressions: <i>any, a lot of/lots of</i> Possessives: <i>'s</i> Question words: <i>how many, who</i> Regular and irregular plural nouns |
| EXPANSION Units 1–5 Pages 42–47 | | Language Review Reading: Win a Free Trip to the Caribbean! Writing: Write about your country | |
| 6 | Is There a View? Pages 48–55 | Talk about rooms in a house and objects in the rooms Describe the location of objects Describe houses | <i>There is/there are</i> Prepositions: <i>in, in front of, behind, on, under</i> Conjunctions: <i>and, but, or</i> |
| 7 | Where Do You Live? Pages 56–63 | Name places in a city Describe location Ask for and give directions | Verb: <i>live</i> + preposition Prepositions of place: <i>across from, between, next to, on, near, far from</i> Imperatives for a command, instruction or advice Comparative and superlative adjectives |
| 8 | What Are You Doing? Pages 64–71 | Talk about what people are doing | Present progressive tense Questions with <i>what</i> + present progressive <i>Would like</i> and <i>would like to</i> |

| Listening | Pronunciation | Reading | Writing |
|---|---|---------------------------------------|---|
| Listen to conversations for specific information | Sentence intonation | A New Student! | Write a conversation Make and illustrate a list of greetings (Project) |
| Listen to conversations for specific information | Stressed syllables | How Old Are They? | Complete a form with personal information Write about animal life spans (Project) |
| Listen for specific details | Voiced <i>th</i> and unvoiced <i>th</i> | Museum of Science | Write about things in a museum Make a brochure for a museum (Project) |
| Listen for specific information—telephone numbers, emails, and addresses | Telephone numbers, emails, addresses | Lapland: The Land of the Midnight Sun | Write your name, address, telephone numbers, and email for a class directory Make an information poster about your country (Project) |
| Listen for specific information about a family | <i>Do you...?</i> | Family Values and Society | Write about an imaginary family Write about the Saudi royal family (Project) |
| Chant Along: Orders, Orders, Everywhere Project: Prepare a set of school rules | | | |
| Listen for specific information to perform a task | <i>Yes/no</i> question intonation | Unusual Houses | Describe your home Make a poster about a dream house (Project) |
| Listen to follow directions | Syllable stress | Famous Neighborhoods | Write a postcard about your neighborhood Make a brochure for your neighborhood (Project) |
| Listen for specific details about ongoing activities | The <i>-ing</i> ending | Teenagers' Favorite Place | Write about ongoing activities of family and friends Write about a popular teenage hangout (Project) |



Scope and Sequence

| | Unit Title | Functions | Grammar |
|---|---|--|---|
| 9 | What Do You Do? Pages 72–79 | Ask and answer questions about jobs Describe job activities Ask and answer with <i>why/because</i> | Simple present tense Questions with <i>what</i> Conjunctions: <i>so/because</i> |
| 10 | What’s School Like? Pages 80–87 | Talk about school subjects Describe people’s physical traits Describe people’s personality Discuss likes and dislikes | Simple present tense Adjectives (position) Intensifiers: <i>very, quite, really</i> , etc. Adjectives with <i>-ed</i> and <i>-ing</i> |
| 11 | What Time Do You Get Up? Pages 88–95 | Describe daily activities and routines Express time | Adverbs of frequency: <i>always, usually, sometimes, never</i> Time expressions: <i>before, after, then, every day</i> Prepositions: <i>at, in, on</i> in time expressions Simple present versus present progressive |
| EXPANSION Units 6–11 Pages 96–107 | | Language Review Reading: Email Pals Writing: Write an email about family and activities About You Chant Along: My Neighborhood! | |
| 12 | What Can You Do There? Pages 108–115 | Talk about places and activities Express ability Express likes and dislikes | Modal: <i>can</i> Verb: <i>like</i> + infinitive Gerunds and infinitives after verbs |
| 13 | What Are You Going to Wear There? Pages 116–123 | Talk about clothing and colors Express future plans Make suggestions | Future: <i>be + going to</i> Time expressions for the future: <i>tomorrow, next week, next month</i> , etc. Present progressive: future arrangements and time expressions |
| 14 | Let’s Celebrate Pages 124–131 | Talk about national holidays and celebrations Express wants and needs Make suggestions and invitations | Object pronouns <i>Need/want/like</i> + infinitive <i>Let’s + verb</i> Modals: <i>must/mustn’t/should/shouldn’t</i> |
| 15 | Then and Now Pages 132–139 | Talk about the past Describe places and people in the past | Simple past tense: <i>be</i> <i>To be born</i> <i>There was/there were</i> |
| 16 | What Did You Do Last Week? Pages 140–147 | Talk about past activities | Simple past tense Regular past tense verbs Irregular past tense verbs Time expressions for the past: <i>yesterday, last night, last week, last month</i> Simple present versus simple past |
| EXPANSION Units 12–16 Pages 148–155 | | Language Review Reading: My Favorite Hangout Place | |

| Listening | Pronunciation | Reading | Writing |
|--|--|-------------------------------------|---|
| Listen for specific details about jobs | Third-person singular verb endings /s/ and /z/ | Follow Your Dream | Write about your dream job Make a list of good and bad jobs (Project) |
| Listen for specific details about people | Third-person singular verb ending -es | School Clubs | Write a description of a person you know Make an advertisement for a school club (Project) |
| Listen for specific details about daily activities | Linking—Does he and Does she | Schooldays: School Around the World | Write an email about a typical day at school Write about school routines around the world (Project) |
| Language Review Reading: English Everywhere Chant Along: The English Class Project: Language survey | | | |
| Listen for specific information from a radio ad | <i>Can and can't</i> | Places to visit in Saudi Arabia | Write a postcard from a resort in your country Design a brochure for a vacation resort (Project) |
| Listen for specific details about clothing and colors | <i>Going to</i> | The Iguassu Falls | Write a description of people's clothing Do a class survey on shopping advice (Project) |
| Listen for specific details from invitations | Nonstressed object pronouns | Eid Celebrations | Write about a holiday celebration in your country Present a celebration in another country (Project) |
| Listen for specific details from a biography | <i>Was and were</i> | A Real Giant | Write about a celebrity Write an interview with a famous person (Project) |
| Listen for specific details about a past event | Past tense endings— /t/, /d/, /ɪd/ | Favorite Foods—Around the World | Write a recipe for your favorite food Present a regional dish in your country (Project) |



Writing: A funny or unexpected event
Chant Along: My Dream Vacation

1 Good Morning!



1 Listen and Discuss

Greetings



Saying Goodbye



Introductions



Quick Check ✓

A. Vocabulary. Circle all the “hello” greetings in the conversations.

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

- _____ Mr. Porter is George’s father.
- _____ Danny’s greeting to Alex is “Good morning.”
- _____ Michael’s friends call him Mike.
- _____ Hanan and Asma are friends.




FYI

Use titles with last names or with first name + last name: Ms. Jones or Ms. Karen Jones. In greetings, use titles with last names only. You say, “Hello, Ms. Jones.”




| | | Married | Single |
|--------------|------|---------|--------|
| Man | Mr. | ✓ | ✓ |
| Woman | Mrs. | ✓ | |
| | Miss | | ✓ |
| | Ms. | ✓ | ✓ |

2 Pair Work

A. Start a conversation with a partner.

-  Hi, _____. How are you?
-  Fine, _____. And you?
-  I’m OK. / I’m fine.

B. Introduce yourself to a new partner.

-  Hi, I’m _____. What’s your name?
-  My name’s _____. My friends call me _____.
-  Nice to meet you.

C. Introduce your friend to a classmate.

- A:** _____, this is my friend, _____.
 _____, this is my classmate, _____.
- B:** Nice to meet you.
- C:** Nice to meet you, too.



3 Grammar

Verb: **be**

Singular

I'm John. (I + **am**)
You're Sue. (you + **are**)
He's Bill. (he + **is**)
She's Mary. (she + **is**)

Plural

We're (we + **are**)
You're friends. (you + **are**)
They're (they + **are**)



The short forms with apostrophes (') are contractions.

Possessive Adjectives: **my, your, his, her**

Singular

My name is Fatima.
Is **your** name Mona?

His name is John.
His name is George.



A. Complete the sentences. Use the correct form of the verb **be**.

- Mr. Albadri _____ the principal.
- I _____ a student.
- Matt and Ben _____ classmates.
- _____ Rana Atwan a teacher?
- You _____ my best friend.
- Mr. and Mrs. Johnson _____ married.

B. Complete the sentences with possessive adjectives.

- He's a teacher. _____ name is Mr. Farhat.
- I'm a student. _____ name is Aisha.
- He's the director. _____ name is Mr. Hariri.
- This is Henry. _____ last name is Parker.

C. Complete the conversations. Then practice with a partner.

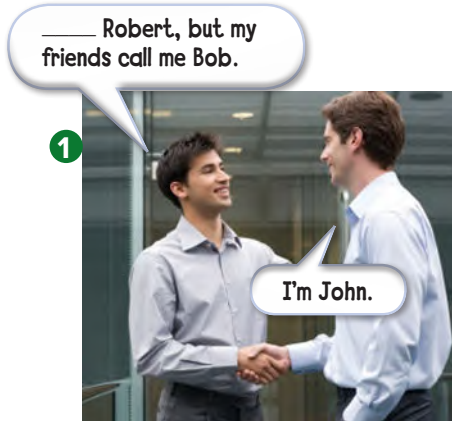
- A:** What's _____ name?
B: His name _____ Luke.
- A:** Mom, this is Refaa, and this is Asma.
They _____ my friends.
- A:** What's _____ name?
B: Her name is Debbie. She _____ my neighbor.
- A:** Welcome to English class. _____ name is Mrs. Nadia.
B: Hello, Mrs. Nadia. _____ Yasmine.

D. Complete the conversations. Use the phrases in the box.

How are you
See you later

Good morning
My name is

Nice to meet you
Good evening



4 Pronunciation

Listen to the intonation. Then practice.

What's your name?

How are you?

How's it going?

5 Listening

Listen. Mark the correct response.

- a. ___ Not bad.

b. ___ Thank you.
- a. ___ My name is Brad.

b. ___ Goodbye.
- a. ___ Nice to meet you.

b. ___ I'm OK.
- a. ___ Good morning, Miss Jones.

b. ___ Hi. How are you?
- a. ___ Goodbye.

b. ___ Fine, thanks.
- a. ___ Nice to meet you.

b. ___ Take care.

6 About You

- How do you spell your first name?
- How do you spell your last name?
- What do your friends call you?
- What's your best friend's name?
- What's your dad's name?
- What's your brother's name?
- What's your teacher's name?
- How are you today?



7 Conversation



Carlos: Are you Rick Morgan?

Rick: Yes.

Carlos: Hi. I'm Carlos Rodriguez. I'm from your company.

Rick: Nice to meet you, Carlos.

Carlos: Nice to meet you, too. Welcome to Spain.

Rick: Thank you.

Carlos: So, is this your first time here?

Rick: Yes. I'm very excited.

Carlos: All our colleagues are at the restaurant, and a big meal is ready for you.

Rick: Great. I'm starving. The food on planes is terrible.

Your Turn

You are meeting a stranger at the airport. Make up a conversation with a classmate.

A: Are you (Mr. / Mrs. / Dr.) _____?

B: Yes.

A: I'm _____.

B: Nice _____.

A: Nice _____, too.

A: Welcome to _____.

B: Thank you.

A: _____ your first time here?

B: Yes. / No.





8 Reading

Before Reading

What do you say when you meet someone for the first time?

A New Student!

Listen to the conversation and then practice in pairs.

- Ali:** Hi. My name's Ali. What's your name?
Ahmed: Nice to meet you, Ali. My name's Ahmed.
Ali: Are you a new student?
Ahmed: Yes, today is my first day here.
Ali: Welcome to the class, Ahmed. Where are you from?
Ahmed: I'm from Abha.
Ali: Welcome to Riyadh.
Ahmed: Thank you. It's a wonderful place.

Expressions:


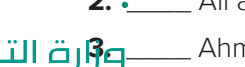

- Take care.
 How are you today?
 Are you from ...
 How is it going?
 See you tomorrow.
 Great!
- So, is this ...
 This is ...
 Welcome ...
 Nice to meet you ...
 How are you ...

Use expressions from the box above to complete the dialog.

- Omar:** Hi, Ali!
Ali: Good morning, Omar. (1) _____?
Omar: Fine, thanks. (2) _____?
Ali: Great! Omar, (3) _____ Ahmed. He is a new student.
Omar: Hi, Ahmed. I'm Omar.
Ahmed: (4) _____, Omar.
Omar: Nice to meet you, too.
Ali: (5) _____ today, Ahmed?
Ahmed: (6) _____. It's a great school!
Omar: (7) _____ your first day here?
Ahmed: Yes, it's my first day at school.
Omar: (8) _____ Riyadh?
Ahmed: No, I am from Abha.
Omar: (9) _____ to Riyadh, Ahmed.
Ahmed: Thank you, Omar.
Omar: (10) _____. Nice to meet you, Ahmed.
Ahmed: Nice to meet you, Omar.
Ali: Bye. (11) _____.

After Reading

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

1.  Ali is a new student.
2.  Ali and Ahmed are in Jeddah.
3.  Ahmed is from Abha.



9 Writing

A. Match the phrase with the correct response.

- | | |
|-------------------------------------|----------------------------------|
| 1. ____ Where are you from? | a. See you later. |
| 2. ____ Hello. My name is Mona. | b. Yes, it's my third day here. |
| 3. ____ What's your teacher's name? | c. Thanks. You're friendly here. |
| 4. ____ Are you a new student? | d. Her name is Miss Refaa. |
| 5. ____ Goodbye. | e. I'm from Dammam. |
| 6. ____ Welcome to our class. | f. Nice to meet you. I'm Farah. |



Writing Corner

- Sentences begin with a capital letter and end with a period.
She is a new student. **Her name is Farah.**
- There is a question mark at the end of a question.
Is she a new student? **What is her name?**
- For questions with the verb *be*, the subject and the verb change places.
Question **Answer**
Where is Farah from? **Farah is from Dammam.**
Are you a new student? **Yes. I'm a new student.**

B. Write questions for the answers in the chart. Then, work with a partner to ask and answer the questions. Write your partner's answers below the examples.

| Question | Answer |
|----------|---------------------------------------|
| 1. | My name is Farah. |
| 2. | Yes, I'm a new student. |
| 3. | No. It's my third day at this school. |
| 4. | I'm from Dammam. |
| 5. | Miss Amal is my English teacher. |

C. Work with a partner. Write a conversation to welcome a new student to your school. Use questions and expressions from page 7 and from the activities above.



Make a list of formal and informal greetings in English. Draw a picture or find a photo for each one.

11 Form, Meaning and Function

A. Write the correct word below each photo.

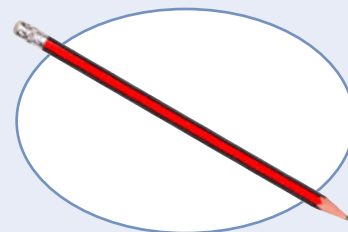
eraser books pen scissors notebook pencil crayon paints



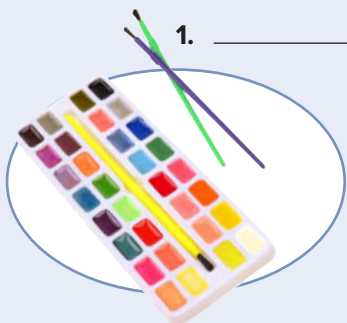
1. _____



2. _____



3. _____



4. _____

School Supplies



5. _____



6. _____



7. _____



8. _____

B. Match the school supplies with the correct verb.

- | | |
|-------------|----------|
| 1. books | a. color |
| 2. eraser | b. read |
| 3. pencil | c. paint |
| 4. scissors | d. write |
| 5. paints | e. cut |
| 6. crayon | f. erase |

school



C. Write the correct verb from exercise B.

1. We _____ books.
2. We _____ with scissors.
3. We _____ with a pen or pencil.
4. We _____ in our notebooks.
5. We _____ with crayons.

2 What Day Is Today?



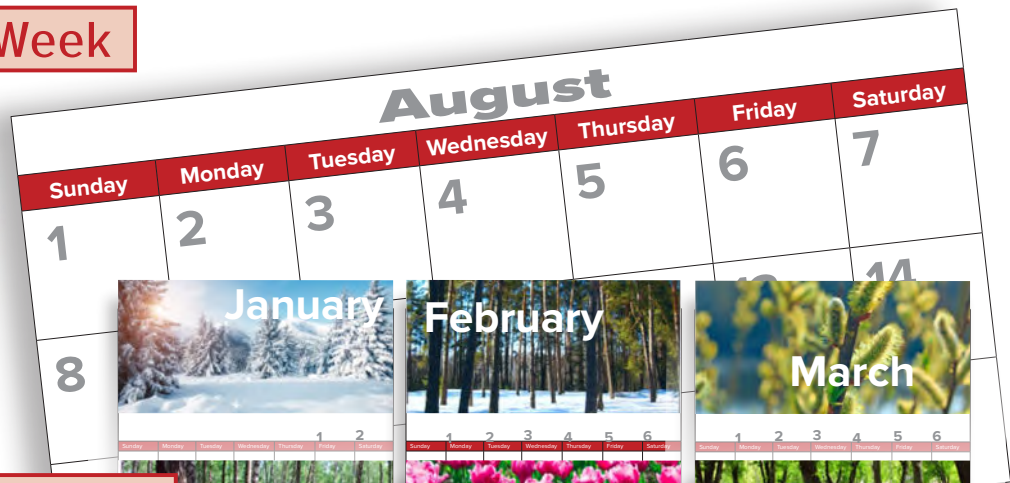
1 Listen and Discuss

What's your favorite day of the week?
What's your favorite month of the year?

Days of the Week



What day is today?



Months of the Year

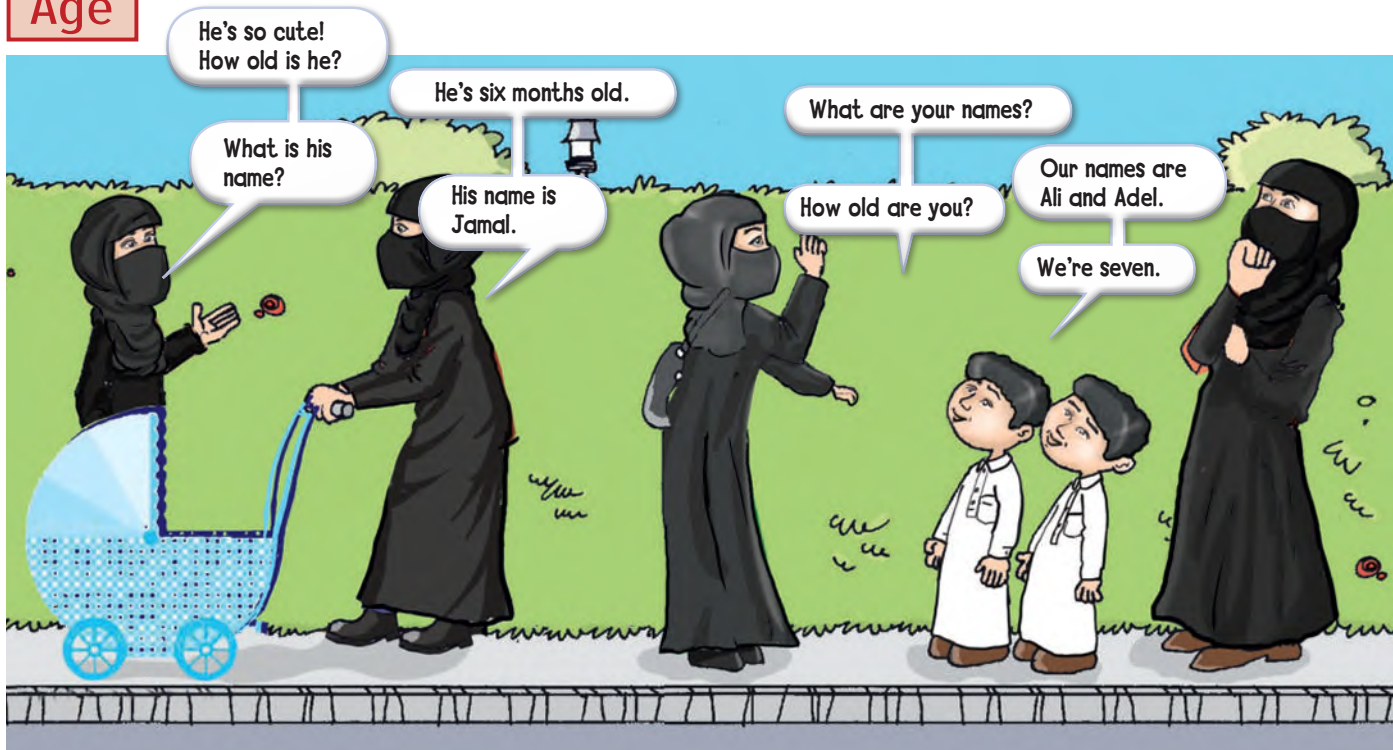
What month is it?



Numbers

| | | | | | |
|------------------|-----------------------|--------------------|------------------------|---------------------------|-------------------------------|
| 1 one | 1st first | 9 nine | 9th ninth | 17 seventeen | 17th seventeenth |
| 2 two | 2nd second | 10 ten | 10th tenth | 18 eighteen | 18th eighteenth |
| 3 three | 3rd third | 11 eleven | 11th eleventh | 19 nineteen | 19th nineteenth |
| 4 four | 4th fourth | 12 twelve | 12th twelfth | 20 twenty | 20th twentieth |
| 5 five | 5th fifth | 13 thirteen | 13th thirteenth | 21 twenty-one | 21st twenty-first |
| 6 six | 6th sixth | 14 fourteen | 14th fourteenth | 22 twenty-two | 22nd twenty-second |
| 7 seven | 7th seventh | 15 fifteen | 15th fifteenth | 23 twenty-three | 23rd twenty-third |
| 8 eight | 8th eighth | 16 sixteen | 16th sixteenth | 24 twenty-four | 24th twenty-fourth |
| 30 thirty | 30th thirtieth | 60 sixty | 60th sixtieth | 90 ninety | 90th ninetieth |
| 40 forty | 40th fortieth | 70 seventy | 70th seventieth | 100 one hundred | 100th one hundredth |
| 50 fifty | 50th fiftieth | 80 eighty | 80th eightieth | 1,000 one thousand | 1,000th one thousandth |

Age



Quick Check ✓

A. Vocabulary. Circle the ages in the conversations.

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

1. _____ Jamal is six months old.
2. _____ The boys are ten years old.
3. _____ The baby's name is Abdullah.
4. _____ Their names are Ali and Adel.

FYI

The plural (more than one) possessive adjectives are:

Our = belongs to us

Your = belongs to you (many people)

Their = belongs to them

Use a possessive adjective before a noun, such as an event or day, to show who the noun belongs to.

Our vacation is in May.

Your vacation is in May, too.

Their vacation is in June.





وزارة التعليم

Ministry of Education



2023 - 1445

2 Pair Work





A. Ask and answer.

-  What day is today?
-  Today is Saturday.
-  What month is it?
-  It's April.

B. Ask and answer with your information.

-  When is your final test?
-  It's on _____.

C. Ask and answer in groups of three.

-  How old are you?
-  I'm _____ (years old).
-  How old is _____?
-  He / She's _____.

2 What Day Is Today?



3 Grammar

Question Words: *What, When, How old*

Use **What** to find information about specific days, dates and times.

What is the date tomorrow? It's January 20th. (it's = it + is)

What day is your visit to the museum? Our visit is on Thursday.

Use **When** to find general or specific information about days, weeks, months and seasons.

When is your vacation? Our vacation is in May.

When are their football matches? Their matches are in the winter.

Use **How old** to ask the age of a person or an object.

How old are you? I'm fifteen.

How old is the building? It is 150 years old.

Prepositions: *In, On* with Dates

Use different prepositions when talking about months and seasons compared to days. Use *in* with months, seasons and years. Use *on* with dates and days of the week. Use *on* to talk about things you do regularly (every week or month).

Remember to use *what* to ask questions about times and days, and *when* for months and seasons.

What day do you play football?

On Mondays.

What day is your final test?

Our final test is **on** September 21st.

When is your final test?

Our final test is **in** September.

When do they have English classes?

Their English classes are **on** Monday and Wednesday.

When is our vacation?

Our vacation is **in** the winter.

A. Complete the sentences. Use number words.

 December is the twelfth month of the year.

1. January is the _____ month of the year.

4. March is the _____ month of the year.

2. July is the _____ month of the year.


5. August is the _____ month of the year.

3. September is the _____ month of the year.

6. May is the _____ month of the year.

B. Write the dates in full.

Note: The month comes first.

 1/22 January twenty-second

1. 4/13 _____

2. 2/28 _____

3. 6/17 _____

4. 10/9 _____

5. 7/4 _____

C. Work in pairs to ask each other the dates of important public holidays in Saudi Arabia.

A: When is ...?

B: It is on ...

| Public Holiday | Date |
|----------------|------|
| | |
| | |
| | |



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

1. **A:** _____ are John and George?
B: _____ 15.
A: What about Sarah?
B: _____ 16.
2. **A:** _____ are your names?
B: My name _____ Lisa,
and she _____ Sandra .
A: How old _____ you?
B: We _____ 14.
3. **A:** They're nice girls.
What are _____ names?
B: Pam and Vicky.
They _____ in my English class.
4. **A:** _____ is your final test?
B: It's _____ March.
A: _____ date?
B: March 11th.
A: _____ final test is _____ the
11th too!

4 Listening

Listen to the three conversations. Complete the chart.

| | Day | Date |
|----------------|-----|------|
| Conversation 1 | | |
| Conversation 2 | | |
| Conversation 3 | | |

5 Pronunciation

Listen to the stress on the words. Then practice.

May **Mom** **August** **Sunday** September October
June **Dad** **April** **teacher** December tomorrow

6 About You

- A. Complete the form. Write the information about yourself.
- B. Answer the questions.
- How old is your best friend?
 - What is your best friend's name?
 - How old is your pet?
 - What's your pet's name?

Information Form

First name: _____

Middle name(s): _____

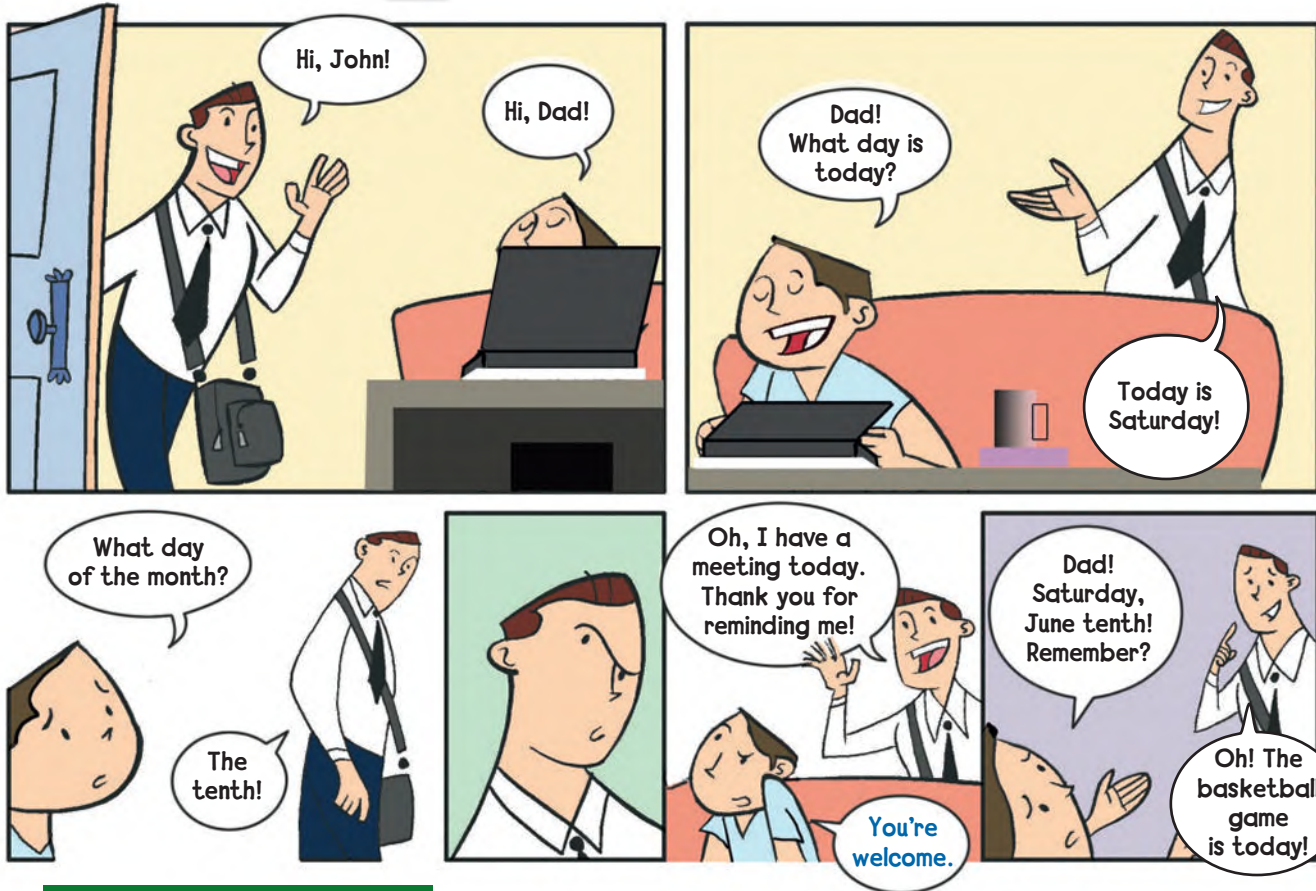
Last name: _____

Age: _____

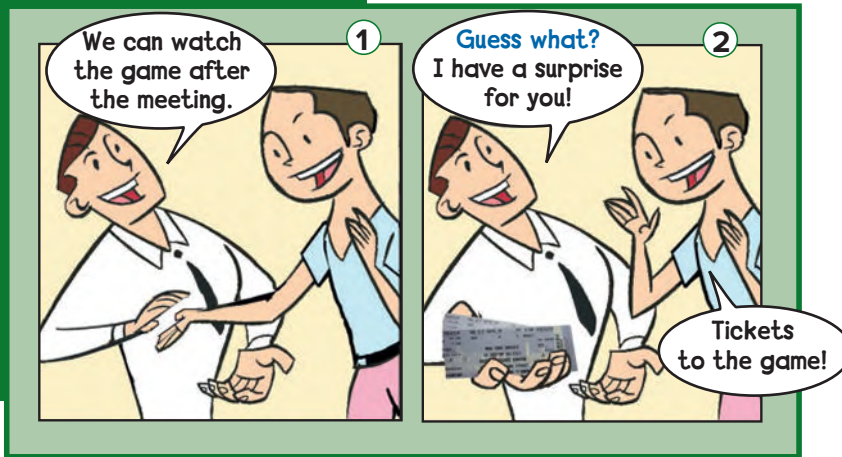
Birth date: _____



7 Conversation



Your Ending



Real Talk

Guess what? = when we tell someone something that will surprise them
You're welcome. = a polite reply to "Thank you"

About the Conversation

1. What day of the week is it?
2. What month?
3. What's the date?
4. What is today?

Your Turn

Role-play the conversation with a partner. Use the ending you like.



8 Reading

Before Reading

Look at the pictures and the charts.
What do you think the reading is about?

How Old Are They?

Flipper is a dolphin, and he is 5 years old. That is young for a dolphin. It is the age of an 18-year-old person. Flipper is a baby in human years, but he's a teen in dolphin years.



Cleo the cat is one year old. In human years, she's a 15-year-old adolescent.



Ollie the elephant is four years old, and he's only a baby. Samson, his father, is 30. That's still young for an elephant.

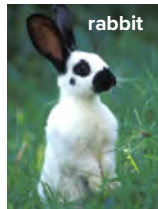


Marla is old—even for a turtle. She's 95.



| Animal | Life Span | Animal | Life Span |
|----------|-----------|--------|-----------|
| turtle | 123 years | horse | 33 years |
| parrot | 80 years | rabbit | 9 years |
| elephant | 70 years | mouse | 4 years |

| Animal | Age | Human Years |
|--------|----------|-------------|
| cat | 1 year | 15 years |
| | 5 years | 36 years |
| | 15 years | 74 years |



How old are you?

After Reading

1. How old is Flipper?
2. Is Marla young or old for a turtle? How old is she?
3. How old is Cleo the cat?
4. How old is Cleo in human years?

2 What Day Is Today?



9 Writing

A. Write the question word: **When, Where, What, How**. Match each question with the answer.

- | | |
|------------------------------|---------------------------|
| 1. _____ is your first name? | a. _____ Chicago. |
| 2. _____ do you spell that? | b. _____ Watkins. |
| 3. _____ old are you? | c. _____ Robert. |
| 4. _____ are you from? | d. _____ I'm 13. |
| 5. _____ is your birth date? | e. _____ W-A-T-K-I-N-S. |
| 6. _____ is your last name? | f. _____ June 17th, 2002. |



Writing Corner

- Names begin with a capital letter.
His name is **Saeed Al-Hassan**.
- The names of countries and cities begin with a capital letter.
I'm from **Riyadh, Saudi Arabia**.
- Months and days of the week begin with a capital letter.
Today is **Wednesday, October 16th**.

B. Look at the information form. Look again at the questions in exercise A. Write the question for each piece of information. Complete the form with your information.

- _____
- _____
- _____
- _____
- _____

| Information Form | |
|------------------|-------|
| First name: | |
| Last name: | |
| City: | |
| Age: | |
| Birth date: | |

C. Make two more information forms. Then, use the questions to interview two classmates and complete the forms with their information. Remember to ask for spelling.

10 Project

Do research and find out the life span of other animals, insects, or plants and say how old they are in human years.



وزارة التعليم

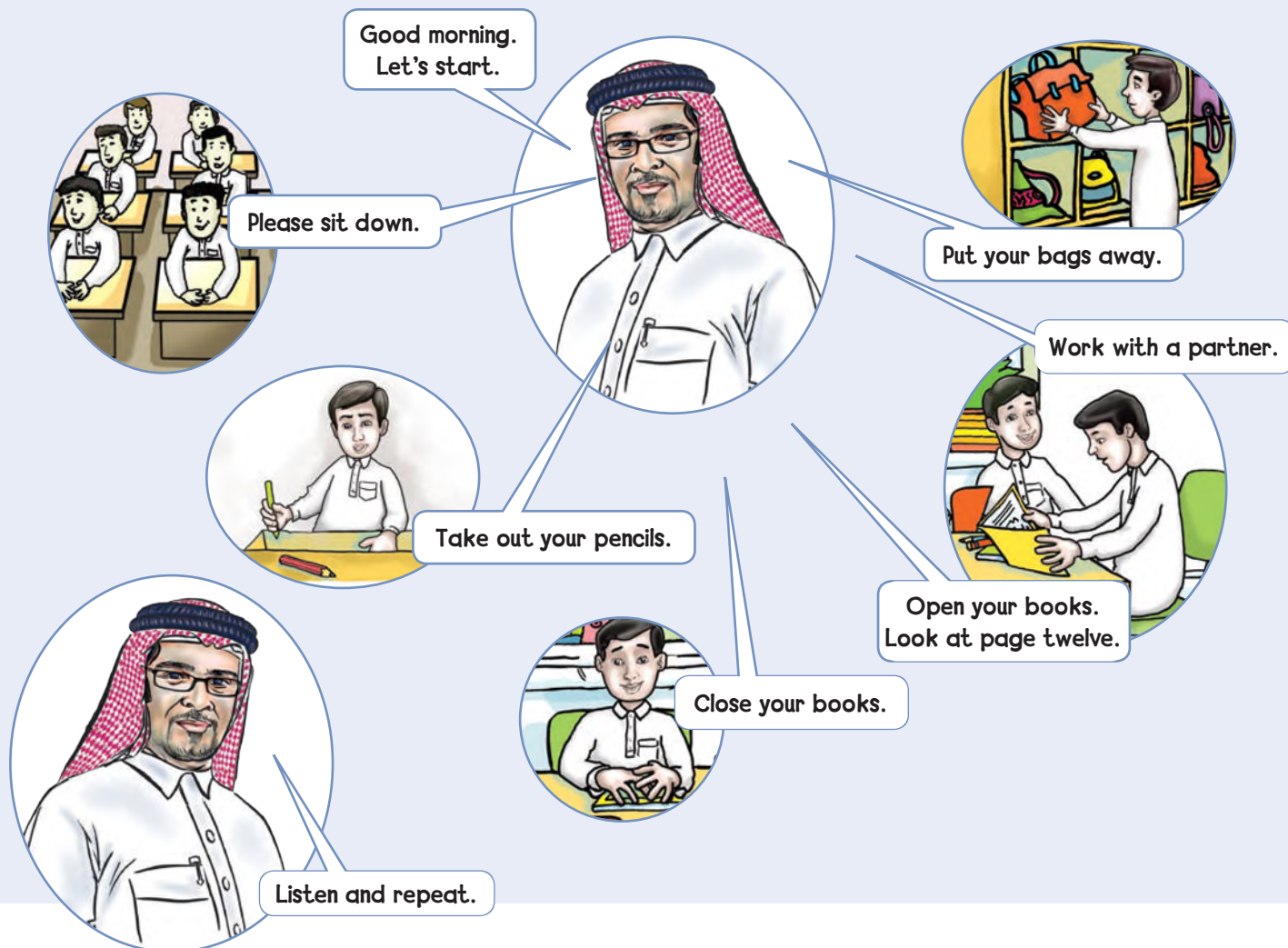
Ministry of Education

2023 16445



11 Form, Meaning and Function

Classroom English



Good morning.
Let's start.

Please sit down.

Put your bags away.

Work with a partner.

Open your books.
Look at page twelve.

Close your books.

Take out your pencils.

Listen and repeat.

A. Work with a partner. Read the instructions to your partner. Your partner only follows the instructions when you say "please." Then change roles.

B. Write the teacher's instructions in the correct order.

Look at page eighteen.

1. _____

Please sit down.

2. _____

Read the conversation.

3. _____

Good morning. Let's start.

4. _____

Open your books.

5. _____

3 What's That?

رابطه المدرس الرقمي



www.ien.edu.sa



airplane

1 Listen and Discuss



Which words on these pages do you already know?

Welcome to the museum. My name's Tom. I'm your guide. Follow me. Please don't touch anything. And no photographs.



bicycle



camera



car



telephone



typewriter



headphones



washing machine



calculators



television

What's this?

It's a radio.

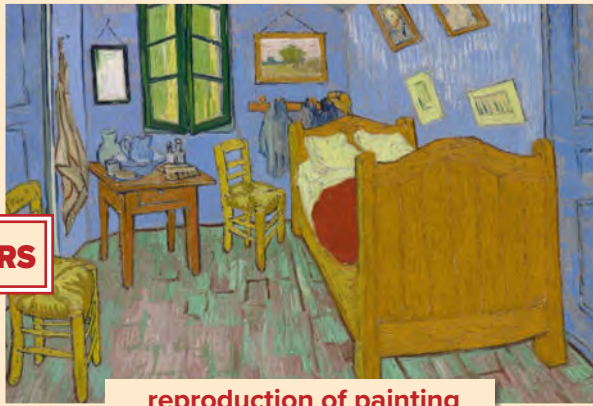
And what are those?

They're calculators.



radio

POSTERS



reproduction of painting by Vincent Van Gogh

Buy a souvenir at the
MUSEUM GIFT SHOP

Check out those sculptures.



sculptures

lamp



watches



key chains

tote bags

toys

Quick Check ✓

- A. Vocabulary.** What things in the pictures do you have?
- B. Comprehension.** Answer **yes** or **no**.
Tom says:
- _____ Welcome to school.
 - _____ Follow me.
 - _____ Don't take photographs.
 - _____ Look at those paintings.

2 Pair Work

Ask and **answer** about the items in the museum.

- What's that?
- I think it's a bicycle. / I don't know.
- What are these?
- They're key chains.

FYI

The indefinite articles *a/an* come before singular nouns.
Use *a* before words that begin with a consonant sound: **a** radio, **a** calculator, **a** painting.
Use *an* before words that begin with a vowel sound: **an** airplane, **an** English class.

وزارة التعليم The vowels are **a, e, i, o, u**.

3 What's That?



3 Grammar

This is a famous modern sculpture.
That is a water fountain.



Demonstrative Pronouns: *this / that / these / those*

Use a demonstrative pronoun in the place of a noun to point to objects.

Use *this/these* for things near you.

Use *that/those* for things far from you.

| | near | far |
|----------|-------|-------|
| Singular | This | That |
| Plural | These | Those |

This school is near to my house.
I want to buy **this** goldfish.

That park is far away from my house.
Look at **that** bird in the sky!

These chairs in my class are red.
I don't like **these** flowers in my room.

Those chairs in the other class are blue.
I like **those** trees in the park.

Imperatives

Use the imperative to give a command, or an order, and instructions.

Say *please* to be polite.

Affirmative (+)

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

Come in. / Please **come** in.

Also use the imperative to give advice.

Buy those posters. They're nice.

Go out. The weather is good.

Negative (-)

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

Don't come in. / Please **don't come** in.

Don't buy that painting. It's strange.

Don't go out. It is very hot today!

A. Work with a partner. Ask and answer. Use *this/that* or *these/those*.

A: What's this?

B: It's a pencil.



A: What are those?

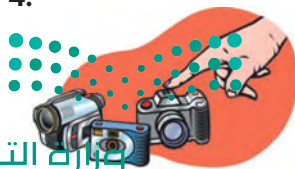
B: They're keys.



2.



4.

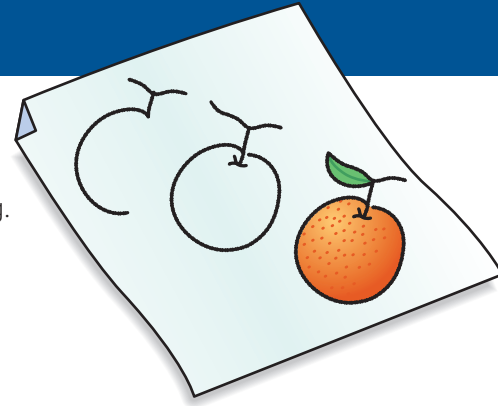


5.



6.





B. Start to draw an object.
Ask a partner to guess what you are drawing.

- A:** What's this?
B: It's a bike.
A: No, it's not a bike.
B: It's an orange.
A: Yes, that's right.

C. Match the imperatives with the pictures. Write the letters in the blanks.

- a.** Pay here. **b.** Don't take photographs. **c.** Don't use cell phones. **d.** Don't touch.



1. _____



2. _____



3. _____



4. _____

4 About You

1. What's in your backpack or bag? 2. What's on your desk?

5 Listening

Mark and Andy are on a tour of the museum. Listen. Circle the things they see.



6 Pronunciation

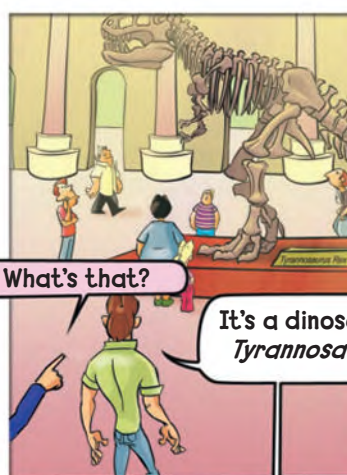
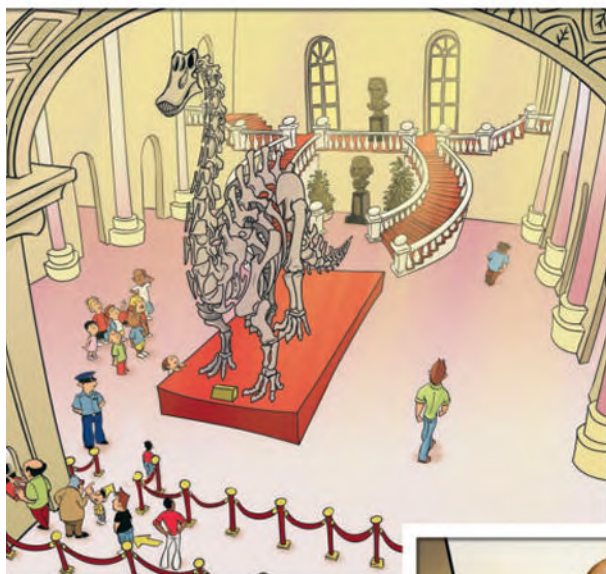
There are two ways to pronounce **th**. Listen. Then practice.



2
this/th
these/those
they



7 Conversation



What's that?

It's a dinosaur. It's a *Tyrannosaurus Rex*.



Wow!
It's enormous!

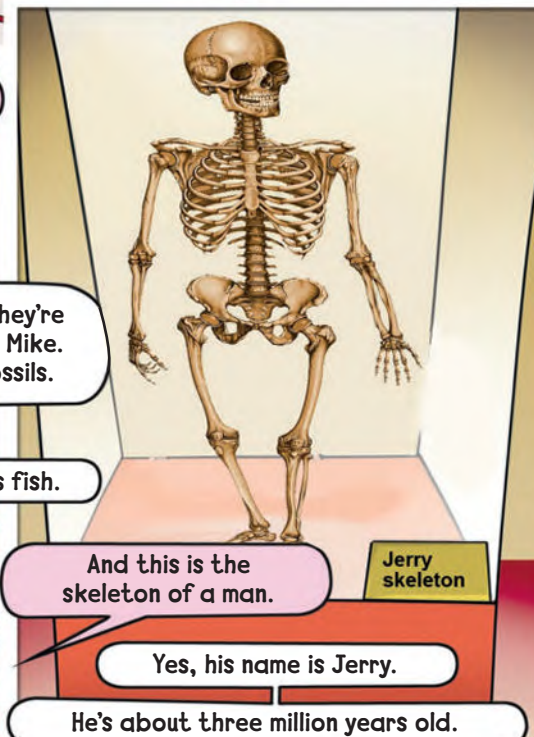
It's sixty-five million years old.



What are these rocks?

Actually, they're not rocks, Mike. They're fossils.

Look at this fish.



And this is the skeleton of a man.

Jerry skeleton

Yes, his name is Jerry.

He's about three million years old.



And what's this?

Your Ending

- 1 It's a dinosaur's egg.
- 2 It's a meteor.
- 3 It's a diamond.

About the Conversation

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

1. ___ The skeleton of the dinosaur is small.
2. ___ The "rocks" are really fossils.
3. ___ The skeleton's name is Mike.
4. ___ The skeleton of the man is three million years old.

Your Turn

Role-play the conversation with a partner. Take your partner around the museum. Try to use different items from the ones in the conversation.



8 Reading

Before Reading

What kinds of things do you see in museums?

Museum of Science

The museum has a lot of things from the world of science and technology. See over 800 exhibits and over 2,000 interactive units.



- Walk through the six-meter model of a human heart.



- See the first spacecraft to go around the moon!



- Go inside a German submarine from World War II, 1944.

Special Attractions

Now Open!

LEONARDO DA VINCI exhibit

Discover the inventions of the famous painter—a man truly before his time!



Omnimax 3-D Theater Greece

See the film, and take a journey back in time to the birthplace of Western civilization.

Museum of Science



After Reading

Complete the sentences.

1. The museum has things from the world of _____.
2. The six-meter model is of a _____.
3. The inventions are by _____.
4. The film is about _____.

Discussion

1. Are there museums in your town?
2. What's the most famous museum in your country? What is in it?
3. What's your favorite museum? What section?



9 Writing

- A. What is a museum you know? What are your favorite objects in the museum? Write notes in the chart. Describe the age, size, or where the objects are from. You can use words like: **old, new, modern, big, small, nice, strange, or interesting.**

| Museum: _____ | |
|---------------|-------------|
| Object | Description |
| | |
| | |
| | |

Writing Corner

- Use the indefinite article *a* or *an* to introduce a singular noun for the first time.
The museum has **a** dinosaur skeleton.
- Use the definite article *the* to talk about a noun for the second time.
The dinosaur skeleton is enormous.
- Add *s* to most plural nouns. Do not use the article *a* or *an* with plural nouns.
The museum has many fossils.
- Use the definite article *the* to talk about plural nouns for the second time.
The fossils are about 200 million years old.

- B. Read the text. What objects are in the museum? What words describe the objects? Underline the guide's instructions.

Welcome to the National Museum. My name's Hameed. I'm your guide. This exhibit is interesting. Follow me. This is a meteorite. The meteorite is from a crater in the desert. Please, don't touch it. These are dinosaur skeletons. They're big. This skeleton is strange. It isn't a fish. It's a dinosaur from the sea. That's an enormous skeleton of an elephant. The skeleton is about 12 million years old. Please, don't take photographs.

- C. Be a museum guide. Write about your favorite objects in a museum. Use your notes from the chart in A and ideas from this unit. Describe the objects and give instructions to the visitors.



Make a brochure for a museum and label the objects in it. Use drawings or photos from the Internet or magazines.

Ministry of Education

2023 24:45

11 Form, Meaning and Function

The Definite Article: *the*

The definite article *the* comes before singular and plural nouns.

the student **the** students

Use *the* for specific objects or people that were introduced before or that are known. Do not use *the* with plural nouns when talking in general.

He is a tourist. **The** tourist is in New York.

Where are **the** students? They're at **the** art museum.

Teachers work at schools.



Use *the* for objects that are one of a kind.

the Earth **the** sun **the** moon
the stars **the** sky **the** sea

Use *the* with the names of oceans, seas, rivers, mountain ranges, deserts, groups of states, and monuments.

the Red Sea **the** Amazon **the** Eiffel Tower **the** National Museum
the Arabian Desert **the** Alps **the** United States **the** Pacific Ocean

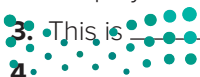
Do not use *the* with proper names, possessive adjectives, months, days of the week, meals, games, sports, or with the words *home*, *school*, *work*, *business*, and *vacation* when used for their purpose.

Fahd is my brother. He is in Dubai on business. Let's play tennis after lunch.

A. Write the definite article *the* where necessary.

- _____ Riyadh is _____ capital of _____ Saudi Arabia.
- Look in _____ sky! You can see _____ moon and _____ stars.
- What is _____ population of _____ Saudi Arabia?
- _____ Pyramids are in _____ Egypt. _____ Nile is in _____ Egypt, too.
- _____ Spanish is _____ official language of _____ Mexico.

B. Write the article *a*, *an*, or *the* where necessary.

- That is _____ airplane. _____ airplane is in _____ sky.
- We play _____ football in _____ park on _____ Saturdays.
-  This is _____ my father. He is at _____ work. He is _____ teacher.
- _____ exhibits at _____ National Museum are very interesting.
- Look at _____ picture on _____ page 22. _____ people are at _____ museum.



4 Around the World

رابط الدرس الرقمي



www.ien.edu.sa

1 Listen and Discuss

What place is in the photo?
Who are the people in the pictures?





| Country | Nationality | Capital |
|----------------|-------------|------------------|
| Brazil | Brazilian | Brasilia |
| Canada | Canadian | Ottawa |
| Egypt | Egyptian | Cairo |
| Jordan | Jordanian | Amman |
| Russia | Russian | Moscow |
| Syria | Syrian | Damascus |
| England | English | London |
| Spain | Spanish | Madrid |
| Mexico | Mexican | Mexico City |
| United States | American | Washington, D.C. |
| Venezuela | Venezuelan | Caracas |
| Saudi Arabia | Saudi | Riyadh |
| Oman | Omani | Muscat |
| China | Chinese | Beijing |
| France | French | Paris |
| Others: | | |
| | | |
| | | |

Quick Check ✓

A. Vocabulary. What country and nationality names do you use often? Circle them. Add any others to the chart.

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

- _____ Dan is in New York.
- _____ Tom isn't Australian.
- _____ The English tourists aren't from London.
- _____ The man from China is on vacation.

2 Pair Work

A. Ask and **answer**.

- Is Dan from New York?
Yes, he is. / No, he isn't.

- Where is Tom from?
He's from Australia.

- What's his nationality?
He's Chinese.

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

- Where are you from?
- What's your nationality?
- What's the capital of your country?



3 Grammar

Verb: be

Negative (-)

| | | |
|-----|---------------|---------------|
| I'm | not | (am not) |
| You | aren't | (are not) |
| He | | from the U.S. |
| She | isn't | (is not) |
| It | | |

FYI

isn't = is not, aren't = are not

| | | |
|------|---------------|---------------|
| We | | |
| You | aren't | from the U.S. |
| They | | |

Questions (?)

| | | |
|------------|------|--------------------|
| Are | you | |
| | he | |
| Is | she | from Saudi Arabia? |
| | it | |
| Are | we | |
| | they | |

Short Answers (+)

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

Short Answers (-)

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

Question Word: *Where*

| | | | |
|--------------|-----|-----------|-------|
| Where | are | you/they | from? |
| | is | he/she/it | |

Prepositions: *from, in, on*

| | |
|-------------------------------|--------------------------------------|
| Sally is from England. | Mr. Omar is here on business. |
| Rome is in Italy. | Pat is on vacation. |

A. Complete the conversations. Then practice with a partner.

- | | |
|--|---|
| 1. A: _____ they Russian? B: No, they _____. A: What _____ their nationality? B: They _____ Polish. | 3. A: _____ your friend Japanese? B: No, he _____. A: Where _____ he from? B: He _____ from Vietnam. |
| 2. A: _____ are you from? B: We _____ from Mexico. A: _____ you on vacation? B: Yes, we _____. | 4. A: _____ from Jordan? B: Yes, I am. A: _____ it hot there? B: Yes, it _____. |

B. Agree or disagree with the following information.

 The official language in Brazil is Spanish.

1. The capital of China is Beijing.

2. The capital of Korea is Manila.

3. Manchester and Liverpool are in Spain.

4. The official languages in Canada are English and French.

5. The primary language in Mexico is Spanish.

No, it isn't. It's Portuguese.



4 Pronunciation

A. Listen and repeat.

| Telephone Numbers | Emails | Addresses |
|--------------------------|---------------------------------------|---|
| 754-9730 603-861-5278 | bwilson@web.com lia_byrd@spark.com | 297 Birch Street 1560 Riverside Avenue |

FYI

With telephone numbers and addresses, we often say “oh” for zero.

With email addresses: @ = at
 . = dot
 _ = underscore

B. Work with a partner. Ask and answer. Use your own information and the information on the right.

- A: What’s your telephone number?
 B: It’s 474-6893.
 A: What’s the area code?
 B: It’s 305.
 A: What’s the country code?
 B: It’s 1.
- A: What’s your address?
 B: It’s 219 King Street.
 A: What’s your email address?
 B: It’s mike_jones@worldnet.com.
- A: What’s his/her telephone number?
 B: It’s _____.
 A: What’s his/her address?
 B: It’s _____.

A TELEPHONE & ADDRESS

Name: *Olivia Anderson* Home: _____
 Home Address: *2147 Emerson Avenue* Mark: *(908) 543-6948*
Jersey City, NJ E-mail: *oli@sat.com*
 Mobile: _____

Charles Chen
 56 Maple Road
 Vancouver, Canada
 (604) 943-2805
 c_chen@spark.com

Contacts

Linda Chapman
 897 Willow Drive
 Los Angeles, CA
 Cell phone: (213) 548-7691
 Email: linda@web.com

5 Listening

Listen. Mark the correct answer.

- a. (212) 4. a. nat@star.com
 b. (202) b. ned@star.com
- a. 60 Green Street 5. a. 80 Park Lane
 b. 16 Green Street b. 18 Park Lane
- a. (781) 342-7568 6. a. country code 13
 b. (718) 342-7568 b. country code 30

International Telephone Codes

| Country | Country Code |
|--------------|--------------|
| Australia | 61 |
| China | 86 |
| Egypt | 20 |
| Germany | 49 |
| India | 91 |
| Mexico | 52 |
| Saudi Arabia | 966 |
| Spain | 34 |
| U.S.A. | 1 |



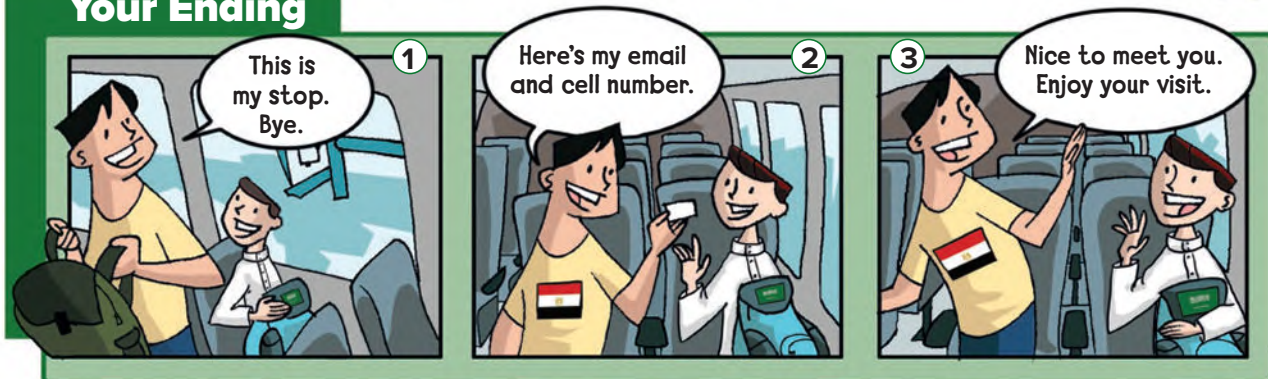
6 Conversation

Real Talk

Excuse me. = an expression to get someone's attention
How about you? = a way to ask someone the same question



Your Ending



About the Conversation

1. Where is Mahmoud from?
2. Is he a student?
3. Is Hussain on business?
4. What's his nationality?

Your Turn

Role-play conversations like the one above. Use different countries.

7 About You

1. Where are you from?
2. What's your nationality?
3. What's your first language?
4. What's your address / email address?
5. What's your telephone number?
6. What countries are your friends from?



8 Reading

Before Reading

Look at the pictures and the map.
What do you think the reading is about?



Lapland:

The Land of the Midnight Sun

My name is Hannun, and I'm from Lapland. Lapland is a region in Finland near the Arctic Circle. It's very cold, and from December to January, it's dark most of the time. I live here with my family and my reindeer.



The main city of Lapland is Rovaniemi. It's a famous town in the north of Finland. In the Arctic, people see beautiful skies. The darkest time of the year is on December 21st. There is no sunlight from October. The sun comes out again on March 21st. The Arctic has light all day for the whole summer. This is called the midnight sun.

After Reading

Complete the chart.

| | |
|----------------|--|
| Name of person | |
| Region | |
| Country | |
| Famous town | |



9 Writing

A. Read the information in the **Writing Corner** with your teacher. Then, work with a partner to ask and answer the questions with the information given.

- | | |
|------------------------------------|--|
| 1. What is your name? | My name is _____ (your name) _____ . |
| 2. What is your home address? | My address is 25674 Pine Street. |
| 3. What is your telephone number? | My telephone number is (321) 867-4950. |
| 4. What is your cell phone number? | My cell phone number is 797-300-4953. |
| 5. What is your email address? | My email address is a.friend@mail.sa . |

Writing Corner

- Street names begin with a capital letter.
His address is 194 **T**ower **R**oad.
- Put the area code for a telephone number in parentheses. Put a dash after three numbers.
Say each number one at a time. For the number 0, we say *zero* or *oh*.
(555) 920-1433 Say: five, five, five, nine, two, oh, one, four, three, three.
- Email addresses usually don't have capital letters. After the name, we say *at* and write the symbol @. After the server we say *dot* and write a period.
myname@server.com Say: my name at server dot com.
b.smith@mail.ca Say: B dot Smith at mail dot C A.

B. Complete the student information form with your information. Make two more information forms. Ask two classmates questions and complete the forms with their information.

Check that the information is correct. Repeat the information to your classmate or ask: "Can you repeat that, please?"

| Student Information | |
|---------------------|-------|
| Name: | _____ |
| Address: | _____ |
| Telephone: | _____ |
| Cell phone: | _____ |
| Email: | _____ |



C. Make a new student information form for your teacher with: your name, home address, telephone number, cell phone number, and email address. Your teacher can make a class directory.



In a group, make a poster with the following information about your country: capital, population, language(s), main cities, and places of interest.

وزارة التعليم
Ministry of Education

2023 32:445

11 Form, Meaning and Function

Requests and Offers: *Can / Will*

Use *can* or *will* for requests.

Request

Will you help me?

Will you be my partner?

Can you open the window?

Can you give me a pencil?

Agree

Sure.

Of course.

OK.

No problem.

Refuse

Sorry. I'm busy.

Sorry. I can't.

Use *can* or *will* for offers.

Offer

I **can** help you.

I **will** be your partner.

I **will** open the window.

I **can** give you a pencil.

Accept

Thank you.

All right.

OK.

Thanks.

Refuse

No thanks.

No, that's all right.

No, that's OK.

Be polite. Say **please**, **thank you**, and **you're welcome**.



A. Write polite requests with **can** and **will**.

Help me.

 *Can you help me, please? / Will you help me, please?*

1. Give me your email address.

2. Write your telephone number.

3. Tell me the country code for Saudi Arabia.

4. Spell your name.

5. Repeat that.



B. Practice the requests and offers with a partner. Your partner agrees, accepts, or refuses. Then change roles. Remember to be polite.

5 Families, Families

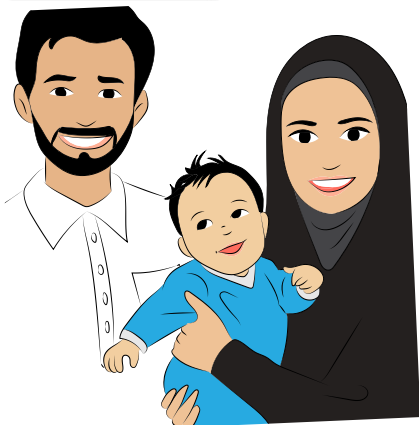


1 Listen and Discuss

1. Do people in your country usually have big or small families?
2. Which family in the pictures is most like yours?
3. Where are the cities? Mark them on the map. Mark your city/town, too.

Families Around the Kingdom of Saudi Arabia

1 Dammam



Ali with his wife Noura and their baby son Hussain

▲ Hussain is an only child.

2 Riyadh



Grandfather Ibrahim and Grandmother Fatima with children and grandchildren

▶ Grandfather Ibrahim has a big family, with many uncles, aunts, and cousins.



3 Jeddah



Hameed with his wife Sabah and their children

◀ Hameed and Sabah are the parents of three children—Majid, Mariam, and Badria.

4 Abha



Omar with his wife Refaa and their teenage son Faisal

▲ Faisal doesn't have any brothers and sisters.

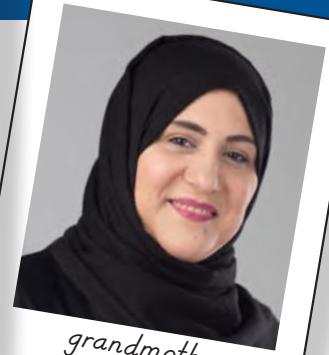


Ahmed

And this is Ahmed's family.



grandfather
husband



grandmother
wife

▲ Adel and Asma are Ahmed's grandparents. Adel is Asma's husband. Asma is Adel's wife.



uncle
son



aunt

▲ Hameed is Ahmed's uncle. Mona is Ahmed's aunt. Hameed is Adel and Asma's son. Hameed and Mona are married.



son
cousin



daughter
cousin

▲ Ali and Farah are Hameed and Mona's son and daughter. They are Ahmed's cousins.

Quick Check ✓

A. Vocabulary. Answer with words for family members.





1. Who's your uncle's wife?
2. Who's your mother's father?
3. Who's your father's brother?
4. Who's your aunt's daughter?

B. Comprehension. Answer the questions about Ahmed's family.

1. How many children does Hameed have?
2. Who is Adel's wife?
3. How many brothers does Farah have?
4. Who is Mona's husband?

2 Pair Work

Ask and **answer** about yourself.

1.  Do you have any brothers and sisters?
 Yes, I have one brother and two sisters.
OR
No, I don't. / No. I'm an only child.
2.  What are the names of your family members?
 My brother's name is _____.
OR
My brothers' names are _____.



3 Grammar

Verb: *have*

Affirmative (+)

| | | |
|--------|-------------|-----------|
| I | have | a sister. |
| You | | |
| He/She | has | |
| We | | |
| You | have | |
| They | | |

Negative (-)

| | | |
|--------|----------------|-------------|
| I | don't | a sister. |
| You | | |
| He/She | doesn't | have |
| We | | |
| You | don't | |
| They | | |

FYI don't = do not
doesn't = does not

Questions (?)

| | | | |
|-------------|-------------|-------------|-----------|
| Do | you/we/they | have | a sister? |
| Does | he/she | | |

Short Answers (+)

| | | |
|------|-----------|--------------|
| Yes, | I/we/they | do. |
| | he/she | does. |

Short Answers (-)

| | | |
|-----|-----------|-----------------|
| No, | I/we/they | don't. |
| | he/she | doesn't. |

Quantity Expressions: *any, a lot of/lots of*

- Q:** Do you have **any** brothers and sisters? **A:** No, I don't have **any** brothers and sisters.
Q: Do you have **any** cousins? **A:** Yes, I have **a lot of (lots of)** cousins.

Possessives: 's

Michael has a sister. That's **Michael's** sister.

My cousins have a cat. That's **my cousins'** cat.

Question Words: *How many, Who*

- Q: How many** cousins do you have? **A:** I have a lot of cousins.
Q: Who are these children? **A:** They're my cousins.



A. Complete the sentences with possessives ending in **'s** or **s'**. Use the underlined words.

 Brian has a sister. She is Brian's sister.

1. My brother has a cat. That's my _____ cat.
2. The girls have a brother. That's the _____ brother.
3. Mrs. Smith has a daughter. That's _____ baby.
4. My grandfather has a sister. She is my _____ sister.
5. The boys have an uncle. That is the _____ uncle.

B. Ask questions for exercise **A**.

Does Brian have a sister?

C. Ask your classmates about their families. Write their names.

| Find someone who... | Name |
|----------------------------|------|
| 1. has only one brother | |
| 2. has two brothers | |
| 3. is an only child | |
| 4. comes from a big family | |

D. Complete the conversation. Use **do**, **don't**, **have**, or **has**.

Maha: Do you _____ any brothers and sisters?

Fatima: No, I _____. I come from a small family. I'm an only child. How about you?

Maha: I come from a big family. I _____ two brothers and three sisters. My father _____ three sisters, and my mother _____ three brothers and a sister.

Fatima: _____ you have many cousins?

Maha: Oh, yeah. Lots.



E. Role-play the conversation in exercise D with a partner.

4 Listening

Listen. Complete the chart about Sarah's family.

| How many? | She has... |
|-----------|------------|
| brothers | |
| sisters | |
| uncles | |
| aunts | |
| cousins | |

5 Pronunciation

Listen to the pronunciation of **Do you...?**
Notice how the words are pronounced together quickly. Then practice.

Do you have a brother?

Do you have any cousins?

5 Families, Families



6 Conversation

Sabah: Tell me about your family.

Badria: Well, I come from a big family. I have four sisters, no brothers.

Sabah: Five girls in your family! Wow! Are any of your sisters married?

Badria: Yes, one is married, and the others are all single. I've got a little nephew and a little niece.

Sabah: So, you're an aunt.

Badria: Yeah. I'm an aunt! How about you?

Sabah: I'm an only child, but I have lots of cousins.

Badria: Do you miss having a brother or sister?

Sabah: Not really. I have the house all to myself!



About the Conversation

1. How many brothers and sisters does Badria have?
2. How many are not married?
3. Is Badria an aunt?
4. How about Sabah?
5. Does she miss having a brother or sister?

Your Turn

Bring a photo of a family or draw an imaginary family. Describe the family members to a partner or a group.

This is _____.

His/Her name is _____.

He/She is _____ years old.

Real Talk

I've got = I have

Not really. = No. Not very much.

7 About You

1. Do you have a big or small family?
2. How many brothers and sisters do you have?
3. How many uncles and aunts do you have?
4. How many cousins do you have?
5. How old are your brothers and sisters?
6. Who is your favorite uncle/aunt/cousin?
7. Do you have any nephews and nieces?





www.ien.edu.sa

8 Reading

Before Reading

- What makes a good family?
- What are the things that every family needs?

Family Values and Society



Saudi Arabia has many assets. To build a good future, we have a vision for the country. This vision has three themes. One of these themes is a good society. Families are very important in society. They protect society and they care for the children. A very important part of our country is Islamic values. Islam helps families stay together. Saudi Arabia provides families with support for their children. It assists parents with their children's education. Families care for their children and for the future of the country.

Every family wants a home. Saudi Arabia also helps its families to buy homes and feel safe.

* 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. What do families do for their children?
2. What things and services does Saudi Arabia give to families?
3. Find words in the text that mean the same as:

| | |
|----------------------------------|--|
| 1. benefits/advantages | |
| 2. dream/aim | |
| 3. topics | |
| 4. defend | |
| 5. gives | |
| 6. help (2 words) 1 noun, 1 verb | |

Discussion

- Why is family important?
- What do you do, to be a good member of your family?

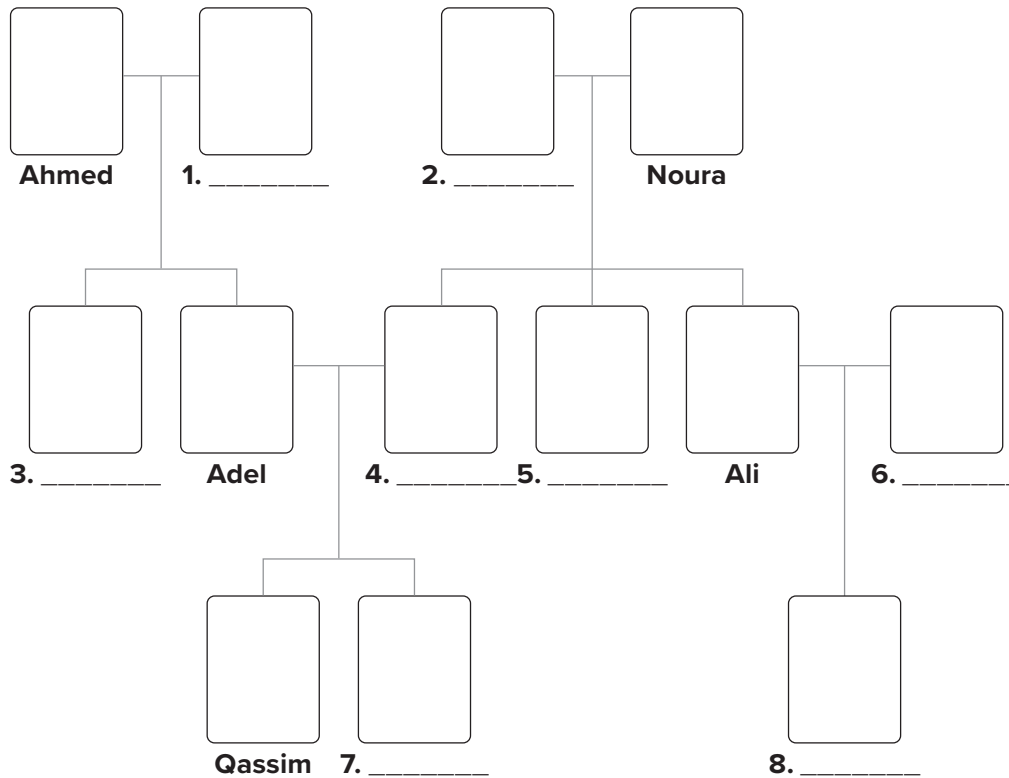




9 Writing

A. Read the text and write the names in the family tree. Draw faces for the people or use photos.

This is Qassim's family. His parents' names are Adel and Sahar. He has one sister. Her name's Amina. His father's parents are Ahmed and Farah. They have two children: Adel and Majida. Aunt Majida isn't married. Qassim's other grandparents are Hameed and Noura. Their children's names are Sahar, Fahd, and Ali. Uncle Ali is married. His wife's name is Maha. They have one child. He's Qassim's cousin, Faisal.



Writing Corner

- Use an apostrophe + s ('s) to show possession after names and singular nouns and an apostrophe (') for regular plural nouns.
 - This is Ahmed's book.
 - My brothers' names are Fahd and Ali.
- Use an apostrophe (') for contractions.
 - He's my brother.
 - I don't have a sister.
 - We're cousins.
 - He doesn't have a brother.

B. Create an imaginary family tree. Give names to the family members. Write a paragraph about the family.

10 Project

Create the family tree of the Saudi royal family. Write the names of the family members and use their photos. Write a paragraph about the Saudi royal family.

11 Form, Meaning and Function

Regular and Irregular Plural Nouns

Regular Plural Nouns

To make a noun plural, add -s at the end of the word.

book books bike bikes

For nouns that end in *s*, *ss*, *sh*, *ch*, and *x*, add -es.

Some nouns that end in *o* also have -es in plural.

box boxes glass glasses match matches
 bus buses dish dishes tomato tomatoes

FYI radio radios

For nouns that end in a consonant and *y*, change the -*y* to -*ies*.

baby babies family families city cities

But when the noun ends in a vowel and *y*, add -s.

boy boys day days key keys

Some nouns that end in *f* or *fe*, change to -*ves* in the plural.

knife knives half halves leaf leaves

FYI roof roofs

Irregular Plural Nouns

man men child children woman women
 foot feet tooth teeth person people

A. Look at the families on page 34. Write the plural of the word in parentheses.

- Hameed and Omar are _____ (man). They are _____ (husband).
- Sabah and Refaa are _____ (woman). They are _____ (wife).
- Hameed and Sabah are _____ (parent). They have two _____ (daughter) and one son. They have three _____ (child). Their family has five _____ (person).
- Faisal is an only child. He doesn't have any _____ (brother) and _____ (sister).
- The two _____ (family) live in different _____ (city).

B. Write the plural.




- that man those men
- this tooth _____
- this key _____
- that house _____
- this watch _____
- that address _____
- that tree _____
- this shelf _____
- that country _____
- this camera _____

EXPANSION Units 1–5

1 Language Review



A. Write the words in the correct columns.

| modern | rabbit | meteor | cat | enormous |
|---|--|---|----------|----------|
| painting | skeleton | parrot | famous | mouse |
| turtle | hot | fossil | dinosaur | big |
|  |  |  | | |
| Museum Items | Pets/Animals | Words to Describe | | |
| | | 📍 <i>modern</i> | | |
| | | | | |
| | | | | |
| | | | | |

B. Complete the questions. Use **What, When, Where, Who,** or **How.**

Then write answers. Use your own information.

- _____ is your nationality? I _____.
- _____ are your friends from? My friends _____.
- _____ old is your partner? He/She _____.
- _____ is your best friend? His/Her name _____.
- _____ is your friend's email? My friend's email _____.
- _____ is this in your backpack? It _____.
- _____ is your pet's name? My _____.
- _____ is going on a trip? We _____.

C. Circle the correct response for each question or statement.

Question/Statement

- How's it going?
- See you tomorrow.
- Good evening, Mrs. White.
- Thank you.
- Is this your first time here?

Response

- Not bad. / I'm going home.
 Goodbye. / How are you?
 Good night. / Good evening.
 Take care. / You're welcome.
 No, it's my last. / Yes, it is.

D. Complete the conversation between a tour guide and a family of tourists.

A: _____ you Omar?

B: Yes, _____.

A: I'm Frank Lawson. I'm your guide.

B: Nice _____ you, Frank.
This _____ my family. Those _____ my children over there.

A: What _____ their names?

B: The boy's name is Adel, and the girl's _____ Mona.

A: _____ are they?

B: Adel is five, and Mona is eight.

A: Nice family!

B: Thank you.

E. Work in groups of three. Write down six commands. Give the commands to another group. They follow the commands.

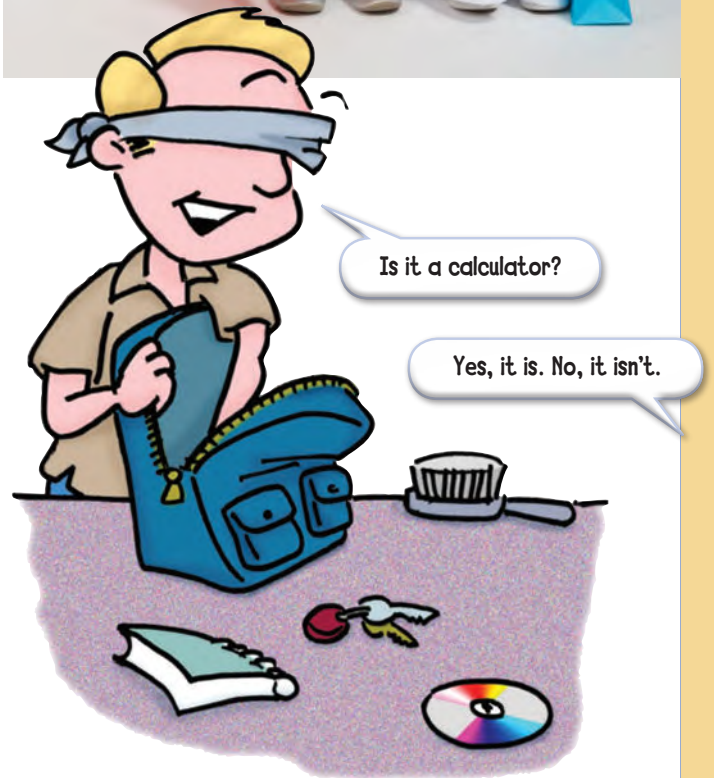
Go to the window.

F. Guess what it is.

1. Give some items to your teacher. Example: pencil, pen, keys, hairbrush, cell phone, etc. Your teacher puts the items into a bag or backpack.

2. One student puts on a blindfold. The student chooses an item, feels it, and says what it is.

3. The class says if the student is right or wrong.



2 Reading

Before Reading

Look at the photos. What do you know about the Dominican Republic?

Read the ad, and complete the questionnaire. Then complete the form.



Win a Free Trip to the Caribbean!

This is a special contest from Caribbean Cruises. Mark all the correct answers, and win a free trip on one of our ships! You can win a trip from Miami to the Dominican Republic.

1. The capital of the Dominican Republic is
 Santiago.
 Santo Domingo.
 San Juan.
2. Football | is the national sport.
 Baseball
 Surfing
3. English | is the official language.
 French
 Spanish
4. The Dominican Republic is located on the island of
 Puerto Rico.
 Jamaica.
 Hispaniola.
5. The principal industry is
 coconuts.
 tourism.
 pineapples.



Complete this form and send it to:

Win-a-Trip Contest
P.O. Box 247
Miami, FL 33156

We choose one entry at random,
 and that is the winner.

Name _____
 Address _____
 Age _____
 Telephone _____
 Email _____

After Reading

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

- _____ The prize for the winner is a free trip.
- _____ Caribbean Cruises is an airline.
- _____ The contest is about essay writing.
- _____ You need to complete your personal information.

3 Writing

- A.** Complete the paragraph about the Dominican Republic.
Use the information on the contest form to help you.

The Dominican Republic _____ on the island of Hispaniola. Also on the island is Haiti. The island is in the _____ Sea. The _____ of the Dominican Republic is Santo Domingo, and _____ is the official language. The beaches at Punta Cana and Puerto Plata _____ famous. The country is a favorite destination for _____.

- B.** Write about your country.
Use the questions to help you write.

1. Where is your country?
What countries is it near?
2. What is the capital of your country?
3. What is the official language(s)?
4. What is a famous place in your country?
5. What sports are popular in your country?
6. What is the principal industry?



وزارة التعليم

Ministry of Education

2023 - 1445

My country is _____.

It is near _____.

The capital is _____.

The official language is _____.

A famous place is _____.

A popular sport is _____.

My country is famous for _____.

4 Chant Along 



Orders, Orders Everywhere



Chorus

Orders, orders,
All around.
Give me a break—
Leave me alone.
Do this, do that,
And what for?
I'm not a kid
Anymore.

Please come in
And close the door.
Put your backpacks
On the floor.
Stop your talking.
Open your books.
Find a partner.
Work in groups.

Chorus

Get up, get up,
Say hello,
Brush your teeth,
It's time to go.
Hurry, hurry,
You'll be late.
The bus is here—
It can't wait.

Make your bed,
Clean your room,
Sweep the floor,
Use the broom.
What's that noise?
Stop it now.
Do your homework.
Get off the phone.

Chorus

Chorus



Vocabulary

A. Match the two parts of the sentences.

- | | |
|------------------------|---------------|
| 1. Please _____ | a. a partner. |
| 2. Get off _____ | b. the door. |
| 3. Work with _____ | c. come in. |
| 4. Close _____ | d. to sweep. |
| 5. Use the broom _____ | e. the phone. |



B. Write four orders or commands for each situation.

Before School

1. _____
2. _____
3. _____
4. _____

Classroom

1. _____
2. _____
3. _____
4. _____

After School

1. _____
2. _____
3. _____
4. _____

Comprehension

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

- | | |
|----------------------------------|--|
| 1. _____ The chanter is happy. | 4. _____ The chanter is a student. |
| 2. _____ The chanter is a child. | 5. _____ The chanter's transportation is a bike. |
| 3. _____ The bus isn't late. | 6. _____ The chanter likes orders. |

Writing

Write two orders that you don't like at home and two that you don't like in class. Compare with a partner.

At Home

1. _____
2. _____

In Class

1. _____
2. _____

5 Project

Work in a group. Prepare a set of school rules that students would like.

وزارة التعليم

Ministry of Education

2023 - 1445

Don't give homework.

Cell phones are OK.

6 Is There a View?

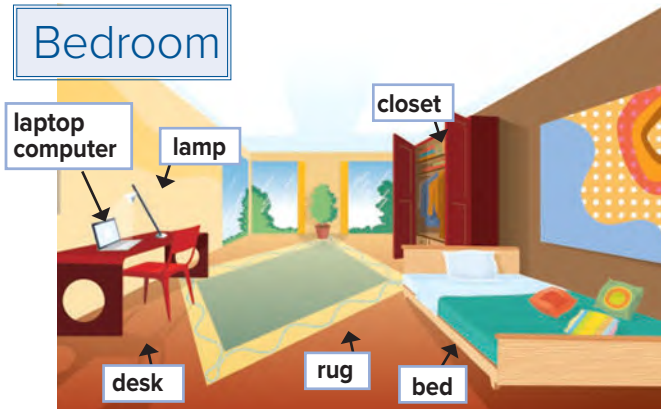


www.iem.edu.sa

1 Listen and Discuss

Look at the rooms in this house. What is the same in your home? What is different?

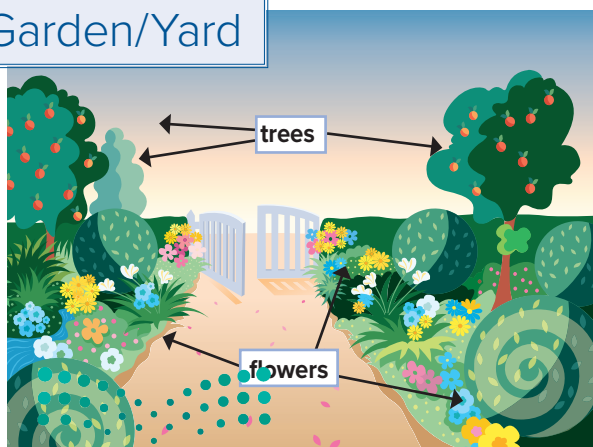
Bedroom



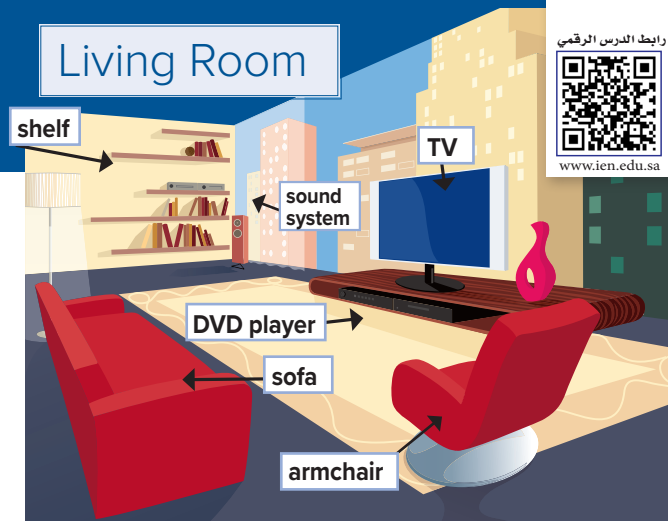
Bathroom



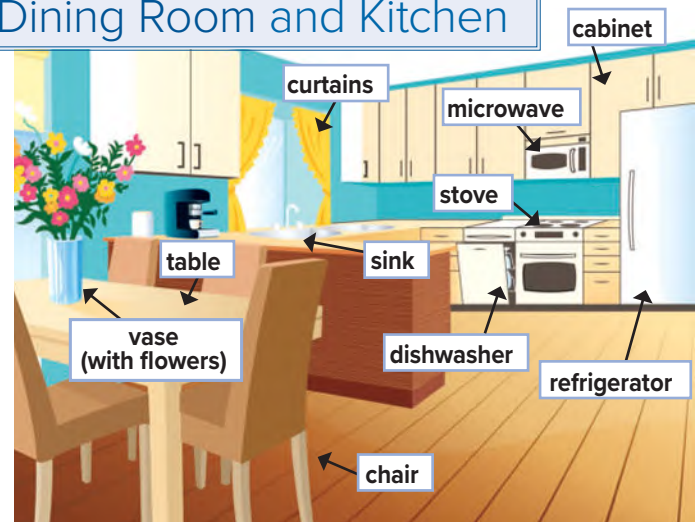
Garden/Yard



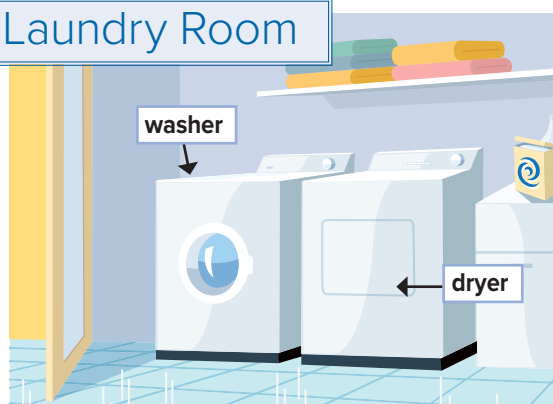
Living Room



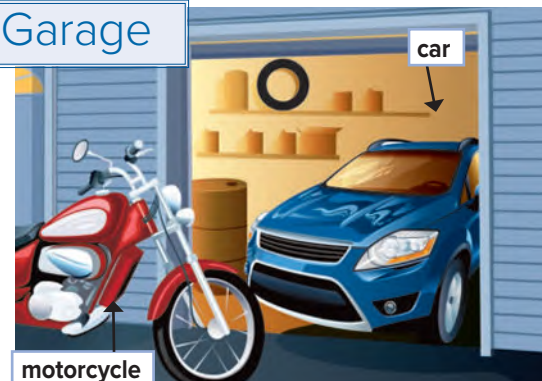
Dining Room and Kitchen



Laundry Room



Garage



Vocabulary

3 What's That?

VOCABULARY

Nouns

| | | | |
|----------------|------------|--------------|-----------------|
| airplane | fossil | painting | telephone |
| bicycle / bike | gift shop | pencil | television |
| calculator | guide | photograph | tote bag |
| camera | headphones | poster | toy |
| car | key | radio | typewriter |
| diamond | key chain | reproduction | washing machine |
| dinosaur | lamp | sculpture | watch |
| egg | meteor | skeleton | |
| fish | museum | souvenir | |

Verbs

buy
check out
follow
touch

Adjectives

enormous
famous
nice

Pronouns

this / that
these / those

EXPRESSIONS

Ask for the name of something

What's this/that?
What are these/those?

Polite command

Please...

4 Around the World

VOCABULARY

Nouns

| | |
|-------------|------------------|
| address | language |
| area code | nationality |
| avenue | people |
| bus | street |
| capital | telephone number |
| cell number | tourist |
| country | viewer |
| email | world |
| home | |

Nouns—Countries

| | |
|-------------------------|---------------|
| Australia | Mexico |
| Brazil | Oman |
| Canada | Russia |
| China | Spain |
| Egypt | Syria |
| England | United States |
| France | Venezuela |
| Jordan | |
| Kingdom of Saudi Arabia | |

Adjectives—Nationality

| | |
|------------|------------|
| American | Mexican |
| Australian | Omani |
| Brazilian | Russian |
| Canadian | Saudi |
| Chinese | Spanish |
| Egyptian | Syrian |
| English | Venezuelan |
| French | |
| Jordanian | |

Verbs

believe
say

Adjectives

hot
official

Prepositions

around in
from on

EXPRESSIONS

Idioms

on business
on vacation

Ask for information

Where are you from?

Real Talk

Excuse me.
How about you?

وزارة التعليم

Ministry of Education

2023 - 1445

Vocabulary

5 Families, Families

VOCABULARY

Nouns

| | |
|----------------------------------|-------------|
| aunt | grandparent |
| baby | husband |
| brother | nephew |
| child / <i>plural</i> : children | niece |
| cousin | parent |
| daughter | sister |
| family | son |
| grandchildren | uncle |
| grandfather | wife |
| grandmother | |

Verbs

come from
have
miss

Adjectives

big
many
married
only
single
small

EXPRESSIONS

Quantity expressions

a lot of
any
lots

Real Talk

I've got . . .
Not really.

EXPANSION Units 1–5

VOCABULARY

Nouns

| | |
|-------------|---------------|
| ad | kid |
| backpack | order |
| broom | pineapple |
| coconut | prize |
| contest | questionnaire |
| destination | ship |
| door | sport |
| floor | tourism |
| form | trip |
| industry | winner |
| island | |

Verbs

brush
clean
close
come in
do
find
get up
hurry
use
wait
walk
work

Phrases with verbs

brush (one's) teeth
do (one's) homework
get off the phone
give (someone) a break
sweep the floor

Adjectives

late
national
popular
principal

EXPRESSIONS

Idioms

give me a break
leave me alone
What for?

Vocabulary

6 Is There a View?

VOCABULARY

Nouns

apartment
balcony
flower
garden
house
laundry
motorcycle
tree
view
yard

Nouns—Rooms of the house

bathroom
bedroom
dining room
garage
kitchen
laundry room
living room

Nouns—Furniture and things in a room

| | | |
|------------|--------------|--------|
| armchair | DVD player | sink |
| bathtub | lamp | sofa |
| bed | laptop | sound |
| cabinet | computer | system |
| chair | microwave | stove |
| closet | mirror | table |
| curtains | refrigerator | toilet |
| desk | rug | TV |
| dishwasher | shelf | vase |
| dryer | shower | washer |

Adjectives

| | |
|-------------|--------|
| beautiful | huge |
| comfortable | pretty |
| great | small |

Adverbs

downstairs
upstairs

Prepositions

| | |
|-------------|-------|
| behind | on |
| in | under |
| in front of | |

EXPRESSIONS

Ask for and give a description

Is/Are there...?
There is (There's)/There are ...
What's ... like?

Ask for and give a reason

Why?
Because ...

7 Where Do You Live?

VOCABULARY

Nouns

| | |
|--------------|---------------|
| block | pasta |
| corner | pizza |
| floor | price |
| food | sauna |
| gym | swimming pool |
| neighborhood | town |

Nouns—Places in the neighborhood

| | |
|--------------------|----------------|
| airport | mall |
| apartment building | park |
| bank | pharmacy |
| bookstore | post office |
| bus stop | restaurant |
| convenience store | subway station |
| gym | supermarket |
| health club | |

Verbs

get off
go
live
take
turn

Adjectives

closed
low
new
open

Prepositions

across from
between
far from
near
next to
on
on the corner of ... and ...

EXPRESSIONS

Give directions

Go down.
Go up.
Go straight (ahead).
Go to the corner.
Turn left.
Turn right.

Ask for directions

How do I get to ... ?

Give a strong yes answer

Of course.

Real Talk

Trust me.
You can't miss it.

Vocabulary

8 What Are You Doing?

VOCABULARY

Nouns

action film helpline service
actor homework
advantage magazine
comedy mail
food court sandwich
generation science fiction
hangout text message

Verbs

call read
chat see
come send
deliver speak
do study
drink surf (the Internet)
eat talk
hang out wait for
help watch
listen to wear
look at work (online)
play write

Adjectives

action
busy

Adverb

right now

EXPRESSIONS

Expression of location

at work

Make a suggestion

Let's (go).

Accept a suggestion

Good idea!

Real Talk

check out
What's up?

9 What Do You Do?

VOCABULARY

Nouns

advertising future
airline gadget
architecture job
art and design newspaper
clinic

Nouns—Occupations/jobs

bus driver mechanic
cameraman reporter
carpenter salesperson
chef teacher
doctor waiter
flight attendant website designer
lawyer

Verbs

cook
cut
design
drive
make
meet
sell
travel

Adjectives

interested (in)
professional

EXPRESSIONS

Idiom

I'm good with . . .

Ask about someone's job

What do you do?



Vocabulary

10 What's School Like?

VOCABULARY

Nouns

archaeology
basketball
club
drama
exchange student
expedition
glasses
poetry
schedule
subject
team
volleyball

School Subjects

art
computer science
English
geography
health
history
math
physical education (PE)
science

Adjectives

active friendly
athletic fun
boring hard
challenging intelligent
difficult interesting
easy smart
fascinating strict

Verbs

act
brush
excavate
run
teach
wear

Adjectives to describe people's looks

black (hair) long (hair)
blond (hair) short (hair)
blue (eyes) tall
brown (hair, eyes) thin

EXPRESSIONS

Ask about people's appearance

What does he/she look like?

Real Talk

cool

Ask about people's personality

What's he/she like?

11 What Time Do You Get Up?

VOCABULARY

Nouns

activity
breakfast
dinner
karate
lunch
martial arts
traffic
weekday
weekend
weeknight

Verbs

concentrate
get up
learn
wake up
work out

Phrases with verbs

brush one's teeth
check email
go to bed
play football
ride home
take a bath
take a shower

Adjectives

bad
different
late
same

Adverbs

early
late

Frequency adverbs

always
never
sometimes
usually

Time words

after
before
then

EXPRESSIONS

Time expressions

A.M. in the evening
at night in the morning
at (six) o'clock o'clock
every day on weekdays
in the afternoon P.M.

Ask for the time

What time is it?

Real Talk

awesome
No way!
Where are you off to?

Vocabulary

EXPANSION Units 6–11

VOCABULARY

Nouns

| | |
|---------------|------------------|
| artist | mailman |
| cable TV | nurse |
| carpenter | pet |
| chess | problem |
| circle | rectangle |
| hangout place | screen |
| hobby | source |
| holiday | square |
| interests | subject |
| jargon | subtitle |
| joke | veterinarian |
| keyboard | website designer |
| label | writer |

Verbs

| | |
|----------|--------|
| click | repair |
| collect | repeat |
| complain | reply |
| drag | sew |
| draw | smile |
| hear | solve |
| laugh | spell |
| leave | |

Phrases with verbs

come across
hang out
pick up
search for

Adjectives

busy
enormous
local
quiet

Adverb

loud

EXPRESSIONS

Idiom

tell jokes

Meeting and greeting people

How are you?
How do you do?
Nice to meet you.

12 What Can You Do There?

VOCABULARY

Nouns

beach
free time
match
ocean
resort

Nouns—Places in a town

| | |
|-------------|-------------|
| airport | hotel |
| bank | mall |
| bookstore | museum |
| bus station | park |
| gym | restaurant |
| hospital | supermarket |

Verbs

buy
can
draw
fly
hang out
like
shop
sleep

Verbs—Sports

| | |
|-------------|--------------|
| climb | ride a bike |
| dive | ride a horse |
| fish | rollerblade |
| hike | sail |
| ice-skate | snorkel |
| play golf | swim |
| play tennis | |

EXPRESSIONS

Accept a suggestion

Sure.

Real Talk

Are you crazy?
When's good for you?



Vocabulary

13 What Are You Going To Wear There?

VOCABULARY

Nouns

attraction
graduation
style
transportation
waterfall
weather
wedding

Nouns—Clothes

| | | | |
|--------|----------|----------|---------|
| abaya | jacket | shirt | socks |
| blouse | jeans | shoes | suit |
| boots | pants | shomagh | sweater |
| coat | raincoat | shorts | thobe |
| dress | sandals | skirt | tie |
| gloves | scarf | sneakers | T-shirt |

Verbs

get married
go shopping
need
wear

Adjectives

casual (clothes)
cold
formal (clothes)
light (clothes)
warm (clothes)

Adjectives—Colors

| | |
|--------------|--------------|
| beige | light (blue) |
| black | orange |
| blue | pink |
| brown | purple |
| dark (green) | red |
| gray | white |
| green | yellow |

Time expressions for the future

next month
next week
tomorrow

EXPRESSIONS

Ask about color

What color are your boots?

Real Talk

put on

14 Let's Celebrate

VOCABULARY

Nouns

| | |
|-------------|--------------|
| card | holiday |
| celebration | independence |
| federation | invitation |
| fireworks | neighbor |
| flag | parade |
| generosity | snack |
| gift | |

Nouns—Holidays

Eid Al-Adha
Eid Al-Fitr
Independence Day
Liberation Day
National Day

Verbs

celebrate
cover
decorate
donate
exchange
get together
invite
know
offer
sacrifice
send
share
show

Adjectives

bright
traditional
wonderful

Pronouns

her
him
me
them
us
you

Adverb

well

EXPRESSIONS

Make or agree to a suggestion

Let's...

Expressions to show interest

Sounds like fun.
Sounds great!
That's a wonderful idea.

Expression of regret

Too bad.

Vocabulary

15 Then and Now

VOCABULARY

Nouns

area
balcony
boss
businessman
celebrity
football striker
member
management
consultant

pedestrian
population
shelter
skyscraper
story
tournament
vendor

Phrases with verbs

be in good condition
be in ruins
hold a record
score a goal

Adjectives

attractive
modern
narrow
successful

Adjectives for opinions

awesome
bad
beautiful
boring
crowded
great
interesting
OK
terrible
uncomfortable

Verb

protect

EXPRESSIONS

Ask for information

Where were you born?

Time expression

from time to time

Real Talk

How are things?
You're kidding!

16 What Did You Do Last Week?

VOCABULARY

Nouns

accident
assignment
beach volleyball
console
guest

race
rice
snack
topping

Verbs

impress
melt
stay

Phrases with verbs

clean out
go out
have a great time
search for
spend time
stay home

Adjectives

common
demanding
ethnic
expensive
spicy

Time expressions

last month
last night
last weekend
yesterday

EXPRESSIONS

Ask for information on past activities

What did you do yesterday/last week, etc.?

Conversation filler

Um . . .

Expression of interest in the speaker's comment

Really?

Vocabulary

EXPANSION Units 12–16

VOCABULARY

Nouns

amusement park hangout place
aquarium ice rink
breeze sign
dream suitcase
facility video arcade
fault worry
golf course

Verbs

decide
forget
lie
pack

Adjectives

free
unexpected

EXPRESSIONS

Idioms

on my mind

Describe means of transportation

by bus
by car
by train



Unit 1 Self Reflection

| Things that I liked about Unit 1: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Things that I found easy in Unit 1: | Things that I found difficult in Unit 1: |
|-------------------------------------|--|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Unit 1 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|--------------------------|---------------------------|---------------------------------|
| greet people | | | |
| say goodbye | | | |
| introduce myself and others | | | |
| use the verb <i>be</i> | | | |
| use the possessive <i>adjectives my, your, his, her</i> | | | |
| talk about school supplies | | | |

| My five favorite new words from Unit 1: | If you're still not sure about something from Unit 1: |
|---|---|
| _____ | <ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help |
| _____ | |
| _____ | |

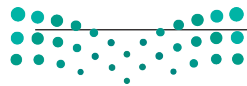


Unit 2 Self Reflection

| Things that I liked about Unit 2: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Things that I found easy in Unit 2: | Things that I found difficult in Unit 2: |
|-------------------------------------|--|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Unit 2 Checklist | I can do this very well. | I can do this quite well. | I need to study/practice more. |
|--|--------------------------|---------------------------|--------------------------------|
| use the days of the week and the months of the year in context | | | |
| use the numbers 1 to 1,000 in context | | | |
| use ordinal numbers | | | |
| talk about my age | | | |
| use the possessive adjectives <i>our, your, their</i> | | | |
| use the question words <i>what, when, and how old</i> | | | |
| use the prepositions <i>in</i> and <i>on</i> with dates | | | |
| follow and give classroom instructions | | | |

| My five favorite new words from Unit 2: | If you're still not sure about something from Unit 2: |
|--|---|
| _____  _____ _____ | <ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help |

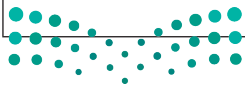
Unit 3 Self Reflection

| Things that I liked about Unit 3: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Things that I found easy in Unit 3: | Things that I found difficult in Unit 3: |
|-------------------------------------|--|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Unit 3 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|--|--------------------------|---------------------------|---------------------------------|
| give commands and instructions | | | |
| ask for identification of things | | | |
| use the demonstrative pronouns <i>this/that</i> and <i>these/those</i> | | | |
| use imperatives | | | |
| use the indefinite articles <i>a/an</i> | | | |
| use the definite article <i>the</i> | | | |

| My five favorite new words from Unit 3: | If you're still not sure about something from Unit 3: |
|---|---|
| _____ | <ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help |
| _____ | |
| _____ | |



Unit 4 Self Reflection

| Things that I liked about Unit 4: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Things that I found easy in Unit 4: | Things that I found difficult in Unit 4: |
|-------------------------------------|--|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Unit 4 Checklist | I can do this very well. | I can do this quite well. | I need to study/practice more. |
|---|--------------------------|---------------------------|--------------------------------|
| talk about countries and nationalities | | | |
| ask for information with <i>yes/no</i> questions | | | |
| give basic personal information | | | |
| use the verb <i>be</i> in the negative and in questions and short answers | | | |
| use the question word <i>when</i> | | | |
| use the prepositions <i>from, in, and on</i> | | | |
| use <i>can/will</i> for requests and offers | | | |

| My five favorite new words from Unit 4: | If you're still not sure about something from Unit 4: |
|---|---|
| _____ | <ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help |
| _____ | |
| _____ | |

Unit 5 Self Reflection

| Things that I liked about Unit 5: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Things that I found easy in Unit 5: | Things that I found difficult in Unit 5: |
|-------------------------------------|--|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Unit 5 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|--------------------------|---------------------------|---------------------------------|
| identify family members | | | |
| describe families | | | |
| use the verb <i>have</i> in the affirmative and negative and in questions and short answers | | | |
| use the quantity expressions <i>any</i> and <i>a lot of/lots of</i> | | | |
| talk about possession with 's | | | |
| use the question words <i>how many</i> and <i>who</i> | | | |
| use regular and irregular plural nouns | | | |

| My five favorite new words from Unit 5: | If you're still not sure about something from Unit 5: |
|---|---|
| _____ | <ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help |
| _____ | |
| _____ | |

Unit 6 Self Reflection

| Things that I liked about Unit 6: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Things that I found easy in Unit 6: | Things that I found difficult in Unit 6: |
|-------------------------------------|--|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Unit 6 Checklist | I can do this very well. | I can do this quite well. | I need to study/practice more. |
|--|--------------------------|---------------------------|--------------------------------|
| talk about rooms in a house and objects in the rooms | | | |
| describe the location of objects | | | |
| describe houses | | | |
| use <i>there is/there are</i> in the affirmative and negative and in questions and short answers | | | |
| use the prepositions <i>in, in front of, behind, on, and under</i> | | | |
| use the conjunctions <i>and, but, and or</i> | | | |


| My five favorite new words from Unit 6: | If you're still not sure about something from Unit 6: |
|---|---|
| _____ | <ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help |
| _____ | |
| _____ | |
| _____ | |
| _____ | |

Unit 7 Self Reflection

| Things that I liked about Unit 7: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Things that I found easy in Unit 7: | Things that I found difficult in Unit 7: |
|-------------------------------------|--|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Unit 7 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|--|--------------------------|---------------------------|---------------------------------|
| name places in a city | | | |
| describe location | | | |
| describe houses | | | |
| ask for and give directions | | | |
| use the verb <i>live</i> + preposition | | | |
| use the prepositions of place <i>across from</i> , <i>between</i> , <i>next to</i> , <i>on</i> , <i>near</i> , and <i>far from</i> | | | |
| use imperatives for directions | | | |
| use comparative and superlative adjectives | | | |

| My five favorite new words from Unit 7: | If you're still not sure about something from Unit 7: |
|--|---|
|  _____ _____ _____ | <ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help |

Unit 8 Self Reflection

| Things that I liked about Unit 8: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Things that I found easy in Unit 8: | Things that I found difficult in Unit 8: |
|-------------------------------------|--|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Unit 8 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|--|--------------------------|---------------------------|---------------------------------|
| talk about what people are doing | | | |
| use the present progressive tense in the affirmative and negative and in questions and short answers | | | |
| ask questions with <i>what</i> + present progressive | | | |
| use <i>would like</i> and <i>would like to</i> | | | |

| My five favorite new words from Unit 8: | If you're still not sure about something from Unit 8: |
|---|---|
| _____ | <ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help |
| _____ | |
| _____ | |



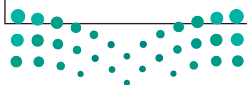
Unit 9 Self Reflection

| Things that I liked about Unit 9: | Things that I didn't like very much: |
|-----------------------------------|--------------------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Things that I found easy in Unit 9: | Things that I found difficult in Unit 9: |
|-------------------------------------|--|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Unit 9 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|--------------------------|---------------------------|---------------------------------|
| ask and answer questions about jobs | | | |
| describe job activities | | | |
| ask and answer questions with <i>why</i> and <i>because</i> | | | |
| use the simple present tense in the affirmative | | | |
| ask questions with <i>what</i> in the simple present tense | | | |
| use the conjunctions <i>so</i> and <i>because</i> | | | |

| My five favorite new words from Unit 9: | If you're still not sure about something from Unit 9: |
|---|---|
| _____ | <ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help |
| _____ | |
| _____ | |




Unit 10 Self Reflection

| Things that I liked about Unit 10: | Things that I didn't like very much: |
|------------------------------------|--------------------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Things that I found easy in Unit 10: | Things that I found difficult in Unit 10: |
|--------------------------------------|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Unit 10 Checklist | I can do this very well. | I can do this quite well. | I need to study/practice more. |
|---|--------------------------|---------------------------|--------------------------------|
| talk about school subjects | | | |
| describe people's physical traits | | | |
| describe people's personality | | | |
| discuss likes and dislikes | | | |
| use the simple present tense in the affirmative and negative and in questions and short answers | | | |
| use adjectives and put them in the correct position | | | |
| use the intensifiers <i>very, quite, really, etc.</i> | | | |
| use adjectives with <i>-ed</i> and <i>-ing</i> | | | |

| My five favorite new words from Unit 10: | If you're still not sure about something from Unit 10: |
|--|---|
|  _____ _____ _____ | <ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help |

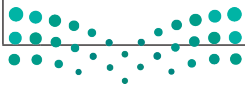
Unit 11 Self Reflection

| Things that I liked about Unit 11: | Things that I didn't like very much: |
|------------------------------------|--------------------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Things that I found easy in Unit 11: | Things that I found difficult in Unit 11: |
|--------------------------------------|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Unit 11 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|--------------------------|---------------------------|---------------------------------|
| describe daily activities and routines | | | |
| express time | | | |
| use the adverbs of frequency <i>always, usually, sometimes, and never</i> | | | |
| use the time expressions <i>before, after, then, and every day</i> | | | |
| use the prepositions <i>at, in, and on</i> in time expressions | | | |
| use the simple present versus the present progressive | | | |

| My five favorite new words from Unit 11: | If you're still not sure about something from Unit 11: |
|--|---|
| _____ | <ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help |
| _____ | |
| _____ | |



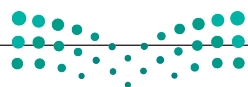
Unit 12 Self Reflection

| Things that I liked about Unit 12: | Things that I didn't like very much: |
|------------------------------------|--------------------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Things that I found easy in Unit 12: | Things that I found difficult in Unit 12: |
|--------------------------------------|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Unit 12 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|--------------------------|---------------------------|---------------------------------|
| talk about places and activities | | | |
| express ability | | | |
| express likes and dislikes | | | |
| use the modal <i>can</i> in the affirmative and negative and in questions and short answers | | | |
| use the verb <i>like</i> + infinitive | | | |
| use gerunds and infinitives after verbs | | | |

| My five favorite new words from Unit 12: | If you're still not sure about something from Unit 12: |
|--|---|
| _____ | <ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help |
| _____ | |
| _____ | |



Unit 13 Self Reflection

| Things that I liked about Unit 13: | Things that I didn't like very much: |
|------------------------------------|--------------------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Things that I found easy in Unit 13: | Things that I found difficult in Unit 13: |
|--------------------------------------|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Unit 13 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|--------------------------|---------------------------|---------------------------------|
| talk about clothing and colors | | | |
| express future plans | | | |
| make suggestions | | | |
| use the future construction <i>be + going to</i> in the affirmative and negative and in questions and short answers | | | |
| use the time expressions for the future <i>tomorrow, next week</i> , and time expressions <i>tonight, etc.</i> | | | |
| express future arrangements with present progressive | | | |

| My five favorite new words from Unit 13: | If you're still not sure about something from Unit 13: |
|--|---|
| _____ | <ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help |
| _____ | |
| _____ | |
| _____ | |
| _____ | |

Unit 14 Self Reflection

| Things that I liked about Unit 14: | Things that I didn't like very much: |
|------------------------------------|--------------------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Things that I found easy in Unit 14: | Things that I found difficult in Unit 14: |
|--------------------------------------|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Unit 14 Checklist | I can do this very well. | I can do this quite well. | I need to study/practice more. |
|--|--------------------------|---------------------------|--------------------------------|
| talk about national holidays and celebrations | | | |
| express wants and needs | | | |
| make suggestions and invitations | | | |
| use object pronouns | | | |
| use <i>need / want / like</i> + infinitive | | | |
| use <i>let's</i> + infinitive | | | |
| use the modals <i>must / mustn't</i> and <i>should / shouldn't</i> | | | |

| My five favorite new words from Unit 14: | If you're still not sure about something from Unit 14: |
|--|---|
| _____ | <ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help |
| _____ | |
| _____ | |
| _____ | |
| _____ | |

Unit 15 Self Reflection

| Things that I liked about Unit 15: | Things that I didn't like very much: |
|------------------------------------|--------------------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Things that I found easy in Unit 15: | Things that I found difficult in Unit 15: |
|--------------------------------------|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Unit 15 Checklist | I can do this very well. | I can do this quite well. | I need to study/ practice more. |
|---|--------------------------|---------------------------|---------------------------------|
| talk about the past | | | |
| describe places and people in the past | | | |
| use the simple past tense of <i>be</i> in the affirmative and negative and in questions and short answers | | | |
| use the expression <i>to be born</i> | | | |
| use <i>there was / there were</i> | | | |

| My five favorite new words from Unit 15: | If you're still not sure about something from Unit 15: |
|--|---|
| _____ | <ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help |
| _____ | |
| _____ | |

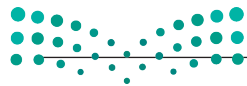


Unit 16 Self Reflection

| Things that I liked about Unit 16: | Things that I didn't like very much: |
|------------------------------------|--------------------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Things that I found easy in Unit 16: | Things that I found difficult in Unit 16: |
|--------------------------------------|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

| Unit 16 Checklist | I can do this very well. | I can do this quite well. | I need to study/practice more. |
|---|--------------------------|---------------------------|--------------------------------|
| talk about past activities | | | |
| use the simple past tense in the affirmative and negative and in questions and short answers | | | |
| use regular past tense verbs | | | |
| use irregular past tense verbs | | | |
| use the time expressions for the past <i>yesterday, last night, last week, and last month</i> | | | |
| use the simple present versus the simple past | | | |

| My five favorite new words from Unit 16: | If you're still not sure about something from Unit 16: |
|---|---|
| _____ _____  | <ul style="list-style-type: none"> • read through the unit again • listen to the audio material • study the grammar and functions from the unit again • ask your teacher for help |

Irregular Verbs

| Base Form | Simple Past |
|------------|-------------|
| be | was/were |
| become | became |
| buy | bought |
| come | came |
| cut | cut |
| do | did |
| draw | drew |
| drink | drank |
| drive | drove |
| eat | ate |
| fight | fought |
| find | found |
| get (up) | got (up) |
| give | gave |
| go | went |
| hang | hung |
| have | had |
| hear | heard |
| know | knew |
| leave | left |
| lend | lent |
| make | made |
| mean | meant |
| meet | met |
| read | read |
| ride | rode |
| run | ran |
| say | said |
| see | saw |
| sell | sold |
| send | sent |
| sing | sang |
| sit | sat |
| sleep | slept |
| speak | spoke |
| spend | spent |
| sweep | swept |
| swim | swam |
| take | took |
| teach | taught |
| think | thought |
| understand | understood |
| wake (up) | woke (up) |
| wear | wore |
| write | wrote |



SUPERGOAL 1 Audio Track List

CD1

| Track | Unit | Student Book Section |
|-------|-----------|----------------------|
| 2 | Unit 1 | 1 Listen and Discuss |
| 3 | Unit 1 | 2 Pair Work |
| 4 | Unit 1 | 4 Pronunciation |
| 5 | Unit 1 | 5 Listening |
| 6 | Unit 1 | 7 Conversation |
| 7 | Unit 1 | 8 Reading |
| 8 | Unit 2 | 1 Listen and Discuss |
| 9 | Unit 2 | 2 Pair Work |
| 10 | Unit 2 | 4 Listening |
| 11 | Unit 2 | 5 Pronunciation |
| 12 | Unit 2 | 7 Conversation |
| 13 | Unit 2 | 8 Reading |
| 14 | Unit 3 | 1 Listen and Discuss |
| 15 | Unit 3 | 2 Pair Work |
| 16 | Unit 3 | 5 Listening |
| 17 | Unit 3 | 6 Pronunciation |
| 18 | Unit 3 | 7 Conversation |
| 19 | Unit 3 | 8 Reading |
| 20 | Unit 4 | 1 Listen and Discuss |
| 21 | Unit 4 | 2 Pair Work |
| 22 | Unit 4 | 4 Pronunciation |
| 23 | Unit 4 | 5 Listening |
| 24 | Unit 4 | 6 Conversation |
| 25 | Unit 4 | 8 Reading |
| 26 | Unit 5 | 1 Listen and Discuss |
| 27 | Unit 5 | 2 Pair Work |
| 28 | Unit 5 | 4 Listening |
| 29 | Unit 5 | 5 Pronunciation |
| 30 | Unit 5 | 6 Conversation |
| 31 | Unit 5 | 8 Reading |
| 32 | EXPANSION | 2 Reading |
| 33 | Units 1–5 | 4 Chant Along |

CD2

| Track | Unit | Student Book Section |
|-------|--------|----------------------|
| 2 | Unit 6 | 1 Listen and Discuss |
| 3 | Unit 6 | 2 Pair Work |
| 4 | Unit 6 | 4 Listening |
| 5 | Unit 6 | 5 Pronunciation |
| 6 | Unit 6 | 6 Conversation |
| 7 | Unit 6 | 8 Reading |
| 8 | Unit 7 | 1 Listen and Discuss |
| 9 | Unit 7 | 2 Pair Work |
| 10 | Unit 7 | 4 Listening |
| 11 | Unit 7 | 5 Pronunciation |
| 12 | Unit 7 | 6 Conversation |
| 13 | Unit 7 | 8 Reading |
| 14 | Unit 8 | 1 Listen and Discuss |
| 15 | Unit 8 | 2 Pair Work |
| 16 | Unit 8 | 4 Listening |
| 17 | Unit 8 | 5 Pronunciation |
| 18 | Unit 8 | 6 Conversation |
| 19 | Unit 8 | 8 Reading |

| | | |
|----|------------|----------------------|
| 20 | Unit 9 | 1 Listen and Discuss |
| 21 | Unit 9 | 2 Pair Work |
| 22 | Unit 9 | 4 Listening |
| 23 | Unit 9 | 5 Pronunciation |
| 24 | Unit 9 | 6 Conversation |
| 25 | Unit 9 | 8 Reading |
| 26 | Unit 10 | 1 Listen and Discuss |
| 27 | Unit 10 | 2 Pair Work |
| 28 | Unit 10 | 4 Listening |
| 29 | Unit 10 | 5 Pronunciation |
| 30 | Unit 10 | 6 Conversation |
| 31 | Unit 10 | 8 Reading |
| 32 | Unit 11 | 1 Listen and Discuss |
| 33 | Unit 11 | 2 Pair Work |
| 34 | Unit 11 | 4 Listening |
| 35 | Unit 11 | 5 Pronunciation |
| 36 | Unit 11 | 6 Conversation |
| 37 | Unit 11 | 8 Reading |
| 38 | | 2 Reading |
| 39 | EXPANSION | 5 Chant Along |
| 40 | Units 6–11 | 7 Reading |
| 41 | | 8 Chant Along |

CD3

| Track | Unit | Student Book Section |
|-------|-------------|----------------------|
| 2 | Unit 12 | 1 Listen and Discuss |
| 3 | Unit 12 | 2 Pair Work |
| 4 | Unit 12 | 4 Listening |
| 5 | Unit 12 | 5 Pronunciation |
| 6 | Unit 12 | 6 Conversation |
| 7 | Unit 12 | 8 Reading |
| 8 | Unit 13 | 1 Listen and Discuss |
| 9 | Unit 13 | 2 Pair Work |
| 10 | Unit 13 | 4 Listening |
| 11 | Unit 13 | 5 Pronunciation |
| 12 | Unit 13 | 6 Conversation |
| 13 | Unit 13 | 8 Reading |
| 14 | Unit 14 | 1 Listen and Discuss |
| 15 | Unit 14 | 2 Pair Work |
| 16 | Unit 14 | 4 Listening |
| 17 | Unit 14 | 5 Pronunciation |
| 18 | Unit 14 | 6 Conversation |
| 19 | Unit 14 | 8 Reading |
| 20 | Unit 15 | 1 Listen and Discuss |
| 21 | Unit 15 | 2 Pair Work |
| 22 | Unit 15 | 4 Listening |
| 23 | Unit 15 | 5 Pronunciation |
| 24 | Unit 15 | 6 Conversation |
| 25 | Unit 15 | 8 Reading |
| 26 | Unit 16 | 1 Listen and Discuss |
| 27 | Unit 16 | 2 Pair Work |
| 28 | Unit 16 | 4 Listening |
| 29 | Unit 16 | 5 Pronunciation |
| 30 | Unit 16 | 6 Conversation |
| 31 | Unit 16 | 8 Reading |
| 32 | EXPANSION | 2 Reading |
| 33 | Units 12–16 | 4 Chant Along |

SuperGoal 1 Workbook

SuperGoal Series Copyright © 2009 by McGraw-Hill Education

Adaptation Copyright © 2024 by McGraw-Hill Education (UK) Limited

Published by arrangement with McGraw Hill LLC

ALL RIGHTS RESERVED. NO PART OF THIS BOOK MAY BE REPRODUCED OR TRANSMITTED IN ANY FORM OR BY ANY MEANS, ELECTRONIC OR MECHANICAL, INCLUDING PHOTOCOPYING, RECORDING OR BY INFORMATION STORAGE AND RETRIEVAL SYSTEMS, WITHOUT PERMISSION IN WRITING FROM MCGRAW HILL.

ISBN: 9781398928466

Contributing Writer: Kevin Sharpe

Publisher: Jorge Rodríguez Hernández

Editorial director: Anita Raducanu

Art direction: Heloisa Yara Tiburtius

Interior design and production: Page2, LLC

Cover design: Page2, LLC

Photo coordinator: Kevin Sharpe

Photo Credits: The Photo Credits section for this book on page 261 is considered an extension of the copyright page.

© 2024. Exclusive rights by McGraw-Hill Education (UK) Limited for manufacture and export. This book cannot be re-exported from the country to which it is sold by McGraw-Hill Education (UK) Limited.



www.mheducation.com

وزارة التعليم

Ministry of Education

2023 - 1445

SUPER

GOAL 1

WORKBOOK

MANUEL DOS SANTOS



وزارة التعليم

Ministry of Education

2023 - 1445



Contents

| | | | | |
|--------|------|-----------|-----------------------------------|------------|
| Term 1 | Unit | 1 | Good Morning! | 187 |
| | Unit | 2 | What Day Is Today? | 191 |
| | Unit | 3 | What's That? | 195 |
| | Unit | 4 | Around the World | 199 |
| | Unit | 5 | Families, Families | 203 |
| | | | EXPANSION Units 1–5 | 207 |
| Term 2 | Unit | 6 | Is There a View? | 209 |
| | Unit | 7 | Where Do You Live? | 213 |
| | Unit | 8 | What Are You Doing? | 217 |
| | Unit | 9 | What Do You Do? | 221 |
| | Unit | 10 | What's School Like? | 225 |
| | Unit | 11 | What Time Do You Get Up? | 229 |
| | | | EXPANSION Units 6-11 | 233 |
| Term 3 | Unit | 12 | What Can You Do There? | 237 |
| | Unit | 13 | What Are You Going to Wear There? | 241 |
| | Unit | 14 | Let's Celebrate | 245 |
| | Unit | 15 | Then and Now | 249 |
| | Unit | 16 | What Did You Do Last Week? | 253 |
| | | | EXPANSION Units 12-16 | 257 |



وزارة التعليم

Ministry of Education

2023 - 1445

1 Good Morning!

Term 1

A Write the correct expression in each picture.

Good night.

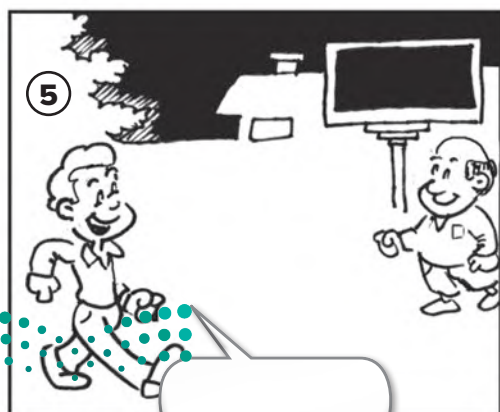
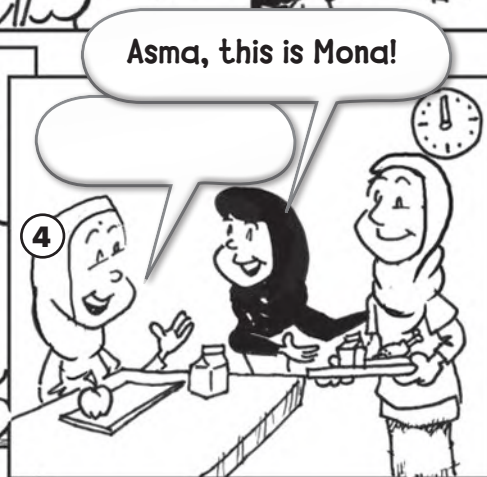
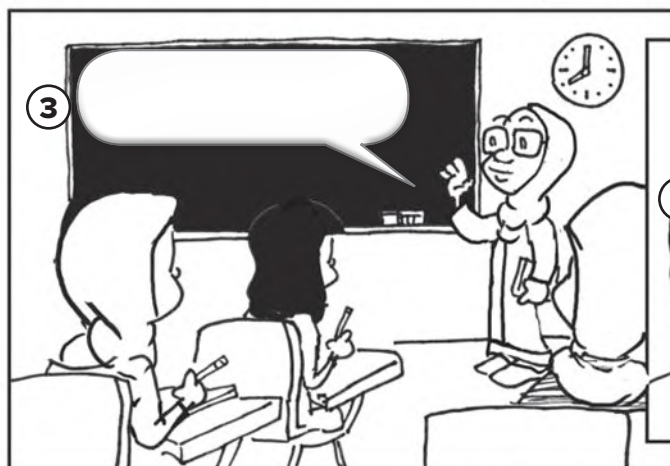
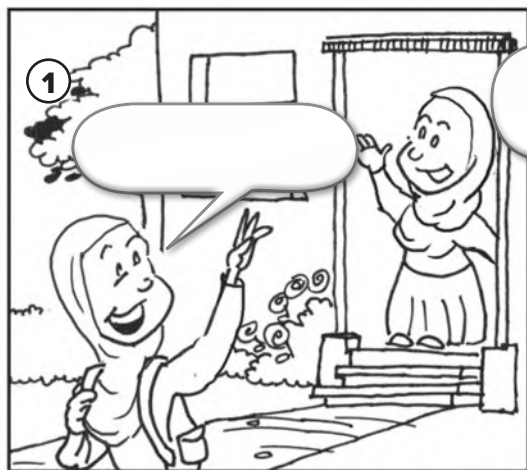
Good morning.

Goodbye.

Good evening.

Nice to meet you.

Hi. How are you?



1 Good Morning!

B Complete the sentences. Use the correct form of the verb **be**.

💡 Mrs. Rivera is Anita's mom.

1. Omar _____ a student.
2. You _____ a teacher.
3. This _____ Jennifer. But her friends call her Jenny.
4. Mr. Bond _____ a good teacher.
5. Asma and Mona _____ best friends.
6. We _____ students.
7. He _____ Ahmed.
8. **A:** How _____ you?
B: I _____ fine, thanks.

C Complete the sentences. Use contractions with **be**.

💡 This is my friend, Saeed. He's a student.

1. This is my first day here. _____ your new classmate.
2. This is my friend. _____ a student.
3. This is Mr. Lee. _____ the principal.
4. My name is Paul. _____ a student.
5. This is Mr. White and Mr. Cole. _____ teachers.
6. Our names are Adel and Fahd. _____ best friends.
7. You are my friend. _____ my best friend!

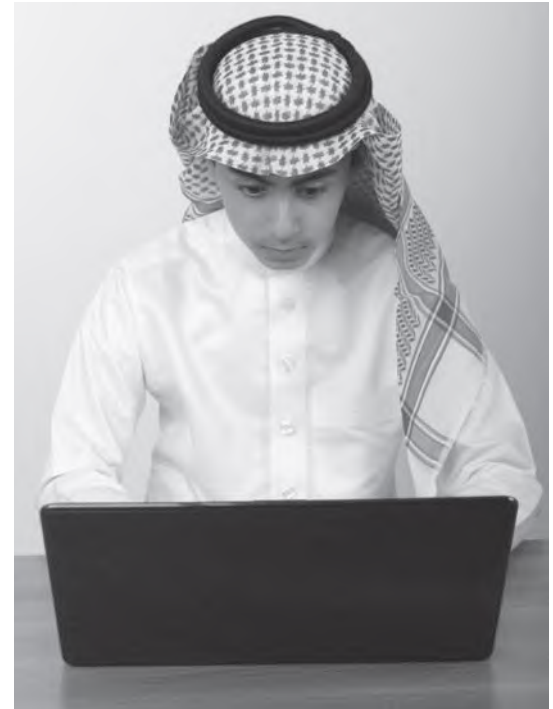
8. Saeed and Alex are friends. _____ classmates, too.



D Complete the sentences. Use possessive adjectives.

⚡ He's a student. His name is Saud.

1. This is my sister. _____ name is Amira.
2. This is the teacher. _____ name is Mr. Ahmed.
3. I'm a student. _____ name is Alan.
4. Daniel is a student. _____ friends call him Dan.
5. Hi. My name's Yuko. What's _____ name?
6. This is my mother. _____ name is Kate.
7. Good morning, class! I'm your English teacher.
_____ name is Ms. Fatimah.
8. **A:** What's _____ name?
B: My name's Yasmin.



E Complete the sentences. Use a form of the verb **be** or **my, your, his, her**.

Hello! My name **(1)** _____ Manuel. But **(2)** _____ friends call me Manolo.

I **(3)** _____ a student. This is **(4)** _____ friend Andrew. **(5)** _____ friends call

him Andy. He **(6)** _____ a student, too. Timmy **(7)** _____ my classmate.

(8) _____ friends call him Tiny. Tiny means "small." What's **(9)** _____ name?

1 Good Morning!

F Unscramble the words. Write the letters in the boxes.
Find the secret word!

1. olshoc

2. detnust

3. lpsel

4. etem

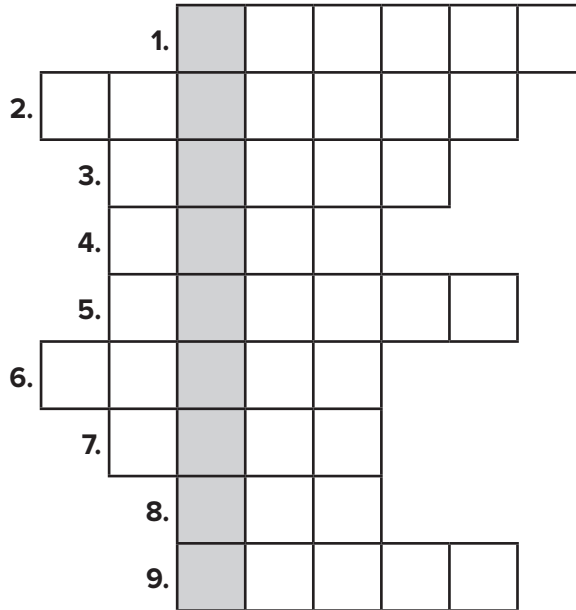
5. drenif

6. gnhit

7. uyor

8. rea

9. eralt



The secret word is: _____

G WRITING

Look at the picture. Write a conversation.

Paul: _____, _____ Paul Wilson.

John: _____, Paul. _____ John.

This is _____ friend, Samuel.

But _____ friends call him _____.

Paul: _____, Sam.

Sam: _____.

Paul: Mr. Lee and Mr. Grant _____

the teachers.

_____, Mr. Lee!

Mr. Lee: _____, Paul! _____?

Paul: _____, thanks.



2 What Day Is Today?

A Write the days of the week in the correct order.

💡 Sunday _____

B Write the months in the correct order on the calendar below.

| CALENDAR | | | |
|--------------------|--------------------|--------------------|--------------------|
| <i>J</i> [Grid] | <i>F</i> [Grid] | <i>M</i> [Grid] | <i>A</i> [Grid] |
| <i>M</i> [Grid] | <i>J</i> [Grid] | <i>J</i> [Grid] | <i>A</i> [Grid] |
| <i>S</i> [Grid] | <i>O</i> [Grid] | <i>N</i> [Grid] | <i>D</i> [Grid] |

C Write the numbers in words. Then write the answer.

💡 $8 + 16 = ?$ Eight plus sixteen equals twenty-four.

1. $13 + 33 = ?$ _____

2. $21 + 15 = ?$ _____

3. $43 + 57 = ?$ _____

4. $76 + 4 = ?$ _____

5. $11 + 18 = ?$ _____


2 What Day Is Today?

D Fill in the numbers.

💡 thirty-first, thirty-second, thirty-third

- sixth, _____, eighth
- fourteenth, _____, sixteenth
- eleventh, _____, thirteenth
- fifty-fourth, _____, fifty-sixth
- twentieth, thirtieth, _____
- _____, seventieth, eightieth
- seventeenth, _____, nineteenth
- _____, sixty-third, sixty-fourth

E Write the following dates.

💡 9/27: September twenty-seventh

2/15: _____

5/5: _____

12/30: _____

6/11: _____

4/25: _____



F Match.

- _____ How old are Jim and Jack? a. I'm 19.
- _____ When is their graduation? b. It's Monday.
- _____ How old are you? c. They're Jim and Jack.
- _____ What day is today? d. Their graduation is today!
- _____ What are their names? e. They're 18.
- _____ What month is it? f. It's June.



وزارة التعليم

Ministry of Education

192 Unit 2

2023 - 1445

G Circle the correct possessive adjective.

! **Abdullah, congratulations! When is (their / (your)) graduation?**

1. Hello. My name is Sabah. What is (your / our) name?
2. They are eighteen years old. (Your / Their) graduation ceremony is today.
3. **A:** What are your names?
B: (Their / Our) names are Yahya and Adel.
4. The boys are ten years old. (Your / Their) final test is October 7.
5. Your clothes are so amazing! And (our / your) clothes are great, too.



H Circle the correct question words.

! **((What) / When) is your name?**

1. (How old / When) is his brother?
2. (When / What) day is today? It's Thursday!
3. It's May 15th. (What / When) is the final test?
4. (What / When) are their names?
5. (When / What) is the date tomorrow? It's April 7th.

I Write the correct word. Use *in* or *on*.

! _____ *on* _____ **January 1st**

- | | |
|--------------------|-----------------------|
| 1. _____ Saturdays | 5. _____ March |
| 2. _____ Thursdays | 6. _____ October 30th |
| 3. _____ April | 7. _____ Mondays |
| 4. _____ July 23rd | 8. _____ November |

2 What Day Is Today?

J Complete the crossword puzzle. Spell out the numbers.

Across

1 t w 2 e l f t h

1. 12th

3. 3rd

4. 19

7. 5th

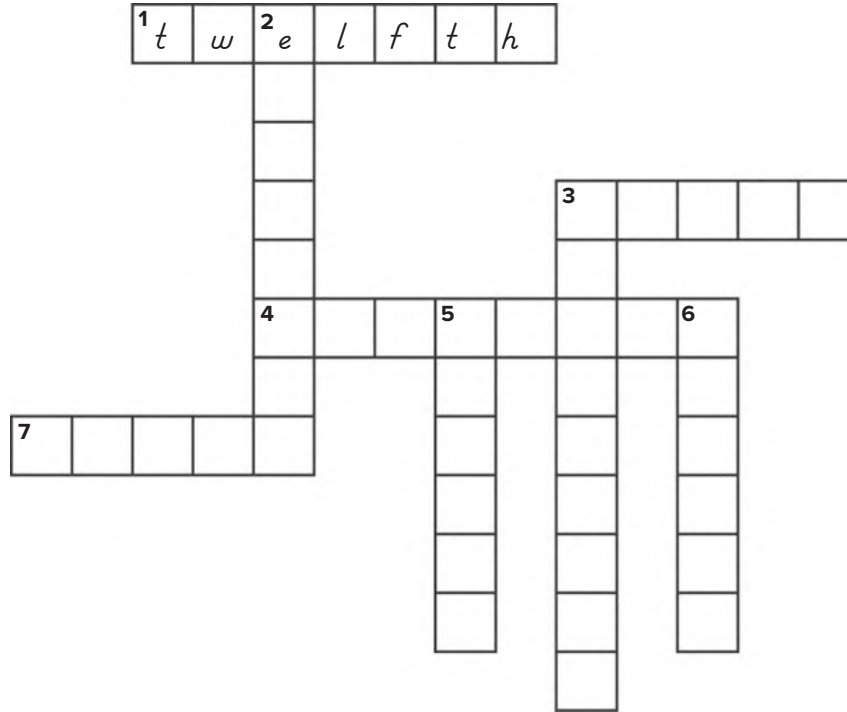
Down

2. 11th

3. 20th

5. 80

6. 90



K WRITING

Write about yourself.

My name is _____.

I am _____ years old.

My final test is in the _____ month
of the year. It's in _____.

_____ is my best friend.

He/She is _____ years old.

His/Her final test is on _____.



3 What's That?

A Write the name of each item.



laptop computer

①



⑥



②



⑦



③



⑧



④



⑨



⑤



⑩



B Write the items from **A** in the correct columns. Use **a** or **an** for each one.

| Travel | Electronics | Personal Items |
|--------|----------------------------|----------------|
| | 💡 <i>a laptop computer</i> | |
| | | |
| | | |
| | | |
| | | |

3 What's That?

C Change to the plural.

What's this?

What are these?

It's a sculpture.

They're sculptures.

1. What's that?

2. It's a calculator.

3. It's a pencil.

4. It's my key.

5. That's a car.

6. It's her painting.



D Write a polite affirmative (+) or negative (-) sentence for each picture.

close the door
stand up

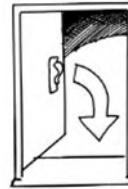
use cell phones
talk

open the window
take photographs

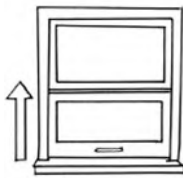


Please don't stand up.

3.



1.



4.



2.



5.



E Look at the photos. Complete the conversations. Use **this / these** for things near. Use **that / those** for things not near.



A: *What's this?*

B: *It's a watch.*



A: *What's that?*

B: *It's a calculator.*



1. A: _____

B: _____



4. A: _____

B: _____



2. A: _____

B: _____



5. A: _____

B: _____



3. A: _____



B: _____




6. A: _____

B: _____

3 What's That?

F Fill in the blanks with the correct singular or plural words.

| Singular | Plural |
|--|-------------------|
|  that car | <u>those cars</u> |
| 1. this telephone | _____ |
| 2. _____ | those pencils |
| 3. this watch | _____ |
| 4. _____ | those dinosaurs |
| 5. this radio | _____ |

G Look at the photos. What do you see? Write the words. Use **a** or **an**.




1. a man
an airplane

2. _____

3. _____

H WRITING

Buy some gifts for your family and friends. Make a list. Use **a** or **an**.

| Gift List | |
|---|---------|
| Gift | For...? |
|  a toy | Maha |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

4 Around the World

A Read the clues and complete the word for each country or nationality.

1. A person that is from Jordan. J _____
2. Paris is the capital of this country. F _____
3. Moscow is in this country. R _____
4. A person that is from the United States. A _____
5. Ottawa is the capital of this country. C _____
6. Beijing is in this country. C _____
7. A person from England is _____. E _____
8. Athens is in this country. G _____
9. Caracas is the capital of this country. V _____
10. Cairo is in this country. E _____

B Fill in each blank with the correct word from the box.

| | | | | | |
|-----------|-------|---------|-----------|----------|-------|
| Brazilian | Saudi | England | Australia | Egyptian | Omani |
|-----------|-------|---------|-----------|----------|-------|

1. I'm _____. I'm from the Kingdom of Saudi Arabia.
2. Ali isn't Syrian. He's _____. He lives in Muscat.
3. Saeed is on business in London. He's in _____ right now.
4. Karen is English, but she lives in Sydney, _____.
5. I'm from Brazil. My nationality is _____.
6. Aisha is from Egypt. She is _____.



وزارة التعليم

Ministry of Education

2023 - 1445

4 Around the World



C Complete the conversation. Fill in each blank with the correct form of the verb **be**. Circle the correct preposition.

Tom is (in/ on) Brazil. He meets Eduardo and Roberto.

Tom: Hi. My name _____ Tom. What's your name?

Eduardo: I' _____ Eduardo. This _____ my friend, Roberto.

Roberto: Hi, Tom. Where _____ you from?

Tom: I' _____ (in / from) the United States. I'm (on / in) vacation here in Brazil for the first time. _____ you Brazilian?

Roberto: No, we' _____ (on / from) Cuenca, but we live (in / on) Rio de Janeiro now.

Tom: _____ Cuenca in Colombia?

Eduardo: No, it _____. It' _____ (in / from) Ecuador.

D Answer the questions. Use short answers. For negative answers, write the correct information.

1. Is Eduardo from Brazil? _____

2. Is Roberto Eduardo's friend? _____

3. Is Tom on business? _____

4. Is Tom from Colombia? _____

5. Are Roberto and Eduardo Ecuadorian? _____

6. Is Cuenca in Ecuador? _____

7. Are they in the United States now? _____

8. Are Roberto and Eduardo on vacation? _____

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

E Tick the correct answer to each question.

1 Are you Saudi? Yes, he is.
 No, she's not. She's Vietnamese.
 Yes, I'm from Saudi Arabia.

2 Is Carol from Paris? Yes, she is.
 No, I'm not.
 It's in France.

3 Where are you from? Yes, I am.
 He's from Egypt.
 I'm from England.

4 What's your telephone number? It's 25 Main Street.
 It's emily.smith@worldnet.com.
 It's 389-555-0029.

5 Are you on vacation? Yes, we are.
 Yes, they are.
 I'm from Germany.

6 Is Seattle in California? No, it isn't. It's in Washington.
 Yes, you are.
 It's American.

F Complete the conversation. Choose from the words in the box.

are on bye they from vacation I'm where

Max: Excuse me. _____ these the bags for flight 128?

Agusto: Yes, _____ are.

Max: _____ are you from?

Agusto: _____ from Venezuela. How about you?

Max: I'm _____ Canada.

Agusto: Are you here _____ business?

Max: No, I'm not. I'm here on _____.

Agusto: Here's my bag. Goodbye! Enjoy your visit!

Max: _____!

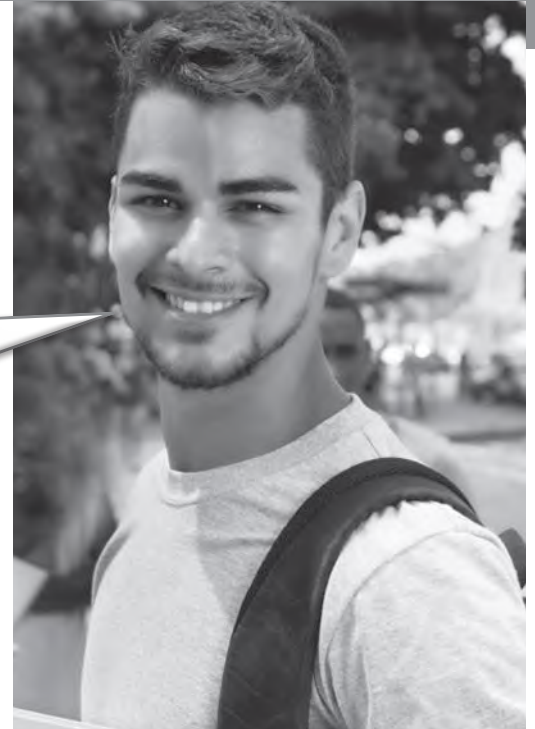


4 Around the World

G READING

Read the description of Carlos. Complete the form.

Hi. My name is Carlos Torres. I'm Chilean, but I live in the U.S. I live in Los Angeles, California. I am eighteen years old. My email address is carlos123@worldnet.com. My phone number is 310-555-9901.



School Information Form

Name: _____

Nationality: _____

Address—city, state (if appropriate), country:

Age: _____

Email address: _____

Phone number: _____

H WRITING

Complete the form with your information.

School Information Form

Name: _____

Nationality: _____

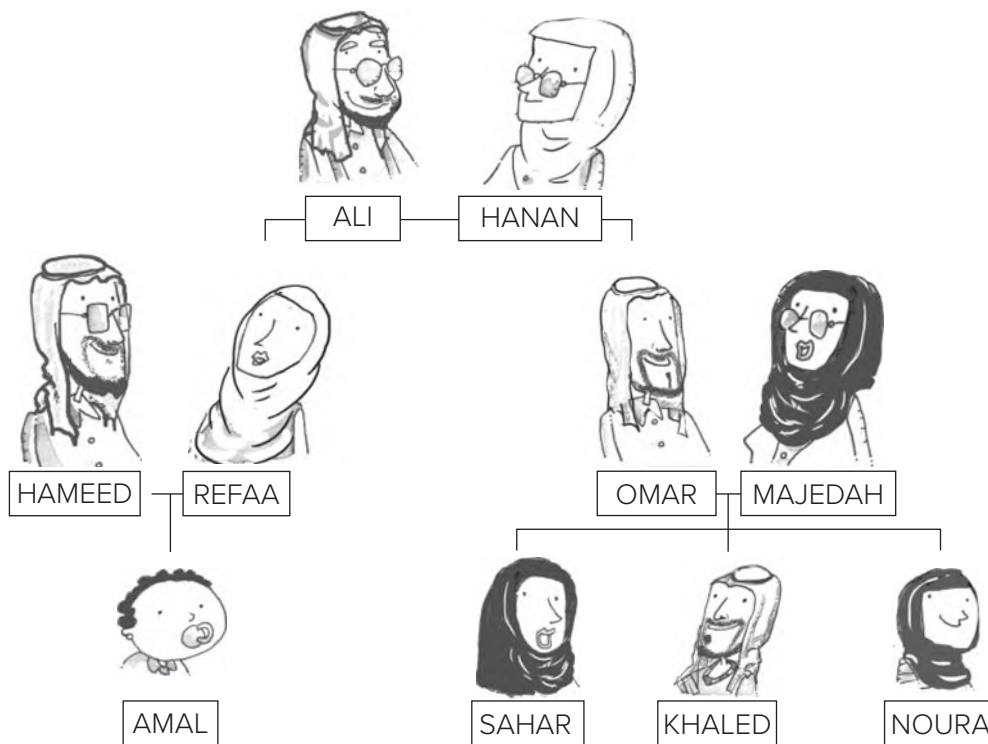
Address—city, state (if appropriate), country:

Age: _____

Email address: _____

Phone number: _____

5 Families, Families



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

1. _____ Sahar is Khaled's wife.
2. _____ Omar is Hanan's son.
3. _____ Refaa is Omar's sister.
4. _____ Ali is Noura's grandfather.

B Complete the sentences. Who is Khaled?

1. He's Majedah's _____.
2. He's Hanan's _____.
3. He's Sahar's _____.
4. He's Amal's _____.

C Who are you in your family? Look at exercises **A** and **B** for ideas.

💡 I'm Hussain's son/daughter _____.

1. I'm _____.

2. I'm _____.

3. I'm _____.

4. I'm _____.

5. I'm _____.

5 Families, Families

D Complete the sentences. Use **have**, **has**, **don't have**, or **doesn't have**. Use the information on page 36.

 Khaled has two sisters.


1. Omar and Majedah _____ three children.
2. Khaled _____ any brothers.
3. Noura _____ one sister.
4. Ali and Hanan _____ three children.

E Write the possessive.

 the son of Ali Ali's son


1. the aunt of Sahar _____
2. the father of the children _____
3. the mother of the girls _____
4. the bags of the aunts _____

F Answer the questions. Use **any**, **a lot of**, or **lots of**.

 Your aunt and uncle don't have any children.
Do you have any cousins? No, I don't have any cousins.

1. Your father has seven brothers.
Do you have any uncles? _____
2. Your grandmother and grandfather
have five daughters and one son.
Do you have any aunts? _____
3. You are an only child.
Do you have any sisters? _____
4. You have a big family.
Do you have any brothers and sisters? _____

G Here are the answers. What are the questions? Use **How many** or **Who**.

-  _____ ? Khaled doesn't have any brothers.
1. _____ ? Khaled has two sisters.
 2. _____ ? Khaled's mother is Majedah.
 3. _____ ? Khaled's aunt is Refaa.
 4. _____ ? Refaa and Hameed have one child.
 5. _____ ? Khaled's grandparents are Ali and Hanan.

H READING

Clerk: What's your name?

Child: Olivia.

Clerk: What's your last name?

Child: Parker.

Clerk: What's your father's name?

Child: Daddy.

Clerk: OK. What's your address?

Child: Main Street.

Clerk: What's your telephone number?

Child: I don't know.

Mother: There you are, Olivia! Thank you, Ms. ...?

Clerk: Ms. Jones. Please teach Olivia her address and telephone number.

Mother: Yes, Ms. Jones. Thank you.




Write **yes** or **no**.

1. _____ Olivia is the clerk's daughter.
2. _____ Olivia is Mrs. Parker's daughter.
3. _____ Olivia knows her address.
4. _____ Olivia knows her telephone number.
5. _____ Olivia says her father's name.




EXPANSION Units 1 – 5


A Complete the questions. Use **What**, **When**, **Where**, or **How old**. Then match each question to its correct answer.

-  Where _____ are you from? _____ g
- | | |
|------------------------------------|--------------------------------|
| 1. _____ is your graduation? _____ | a. My school is near my house. |
| 2. _____ day is today? _____ | b. He's twenty years old. |
| 3. _____ are you? _____ | c. My house is on Park Avenue. |
| 4. _____ is your house? _____ | d. I graduate in June. |
| 5. _____ month is it? _____ | e. It's September. |
| 6. _____ is your school? _____ | f. Today is Monday. |
| 7. _____ is your brother? _____ | g. I'm from the United States. |
| | h. I'm seventeen. |

B Write the negative.

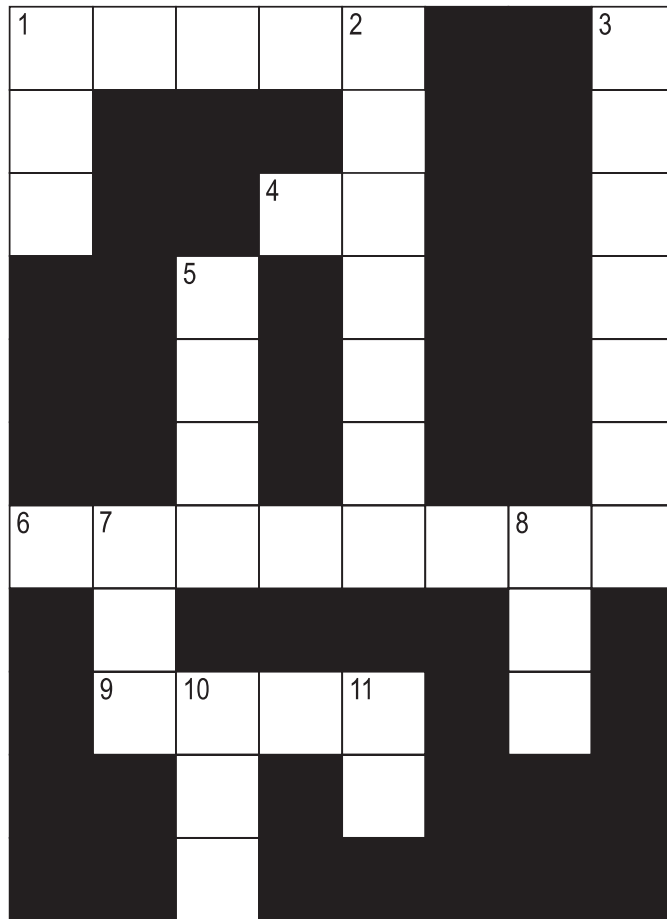
-  **Sit down.** Don't sit down.
- | | |
|---------------------------------|------------------------------|
| 1. Please close the door. _____ | 3. He is from Oman. _____ |
| 2. Today is Sunday. _____ | 4. They are sisters. _____ |
| | 5. I am ten years old. _____ |

C Change the statements to questions.

-  **Today is (Tuesday).** Is today Tuesday?
- | | |
|------------------------------|-------|
| 1. It's March 17th today. | _____ |
| 2. Sabah is 17 years old. | _____ |
| 3. You're from Syria. | _____ |
| 4. You're Jordanian. | _____ |
| 5. That's your pencil. | _____ |
| 6. Those are our posters. | _____ |
| 7. That's a famous painting. | _____ |

EXPANSION Units 1 – 5

D Complete the crossword puzzle. Use the clues on the right.



ACROSS

1. greeting
4. he, she, _____
6. day of the week
9. Sit _____.

DOWN

1. she/her, he/ _____
2. month
3. day of the week
5. _____ is your name?
7. You _____ I are friends.
8. We _____ students.
10. How _____ are you?
11. opposite of yes

E Write the correct form of the verb **be**.

Today **(1)** _____ Monday. It **(2)** _____ the first day of school. Mr. Clark and his students **(3)** _____ in class. There **(4)** _____ twenty students and twenty-one desks. One desk **(5)** _____ for Mr. Clark.

“How old **(6)** _____ you, Brandon?” asks Mr. Clark. Brandon **(7)** _____ sixteen years old. The students **(8)** _____ all 16 or 17 years old. Mr. Clark **(9)** _____ seventeen years old.

He **(10)** _____ thirty-five. It **(11)** _____ his first day at this school. “I **(12)** _____ your new teacher,” says Mr. Clark.

Photo Credits

iii (t)©Tatweer Co. for Educational Services; **2** (t)©MBI/Alamy Stock Photo, (tr)©Paul Bradbury/Glow Images, (c)©Hongqi Zhang/123RF, (cr)©HA Photos/Alamy Stock Photo, (bl)©Tatweer Co. for Educational Services, (br)©MBI/Alamy Stock Photo; **3** (t)©Dean Drobot/Shutterstock, (tr)©Image Source, All rights reserved; **5** (1)©Image Source/Getty Images, (2)©Gulfimages/Alamy Stock Photo, (3)©Tatweer Co. for Educational Services, (4)©marvent/Shutterstock, (5)©Tom Merton/Age Fotostock, (6)©Tatweer Co. for Educational Services; **9** (br)©GooDween123/Shutterstock, (1)©Aleksandr Bryliaev/Alamy Stock Photo, (2)©Amero/Shutterstock, (3)©MikeBraun/Shutterstock, (4)©photogal/Shutterstock, (5)©lynx/iconotec.com/Glow Images, (6)©Nattika/Shutterstock, (7)©McGraw-Hill Education, (8)© McGraw-Hill Education/Ken Cavanagh; **10** (t)©Creative Travel Projects/Shutterstock, (br)©peresanz/123RF, (bkgd) ©alexmak7/Shutterstock; **15** (1)©Rene Frederic/AGE Fotostock, (2)©LepasR/123RF, (3)©Four Oaks/Shutterstock, (4)©fominayaphoto/123RF, (5)©Lee Feldstein/Alamy Stock Photo, (6)©Dewald Kirstena/Shutterstock, (7)©Fotosearch RF/Glow Images, (8)©Judith Thomandl/ImageBroker/Superstock; **16** (br)©M. Shcherbyna/Shutterstock; **18** (1)©Rob Wilson/Shutterstock, (2)©Amy Johansson/Shutterstock, (3)©George Doyle/SuperStock, (4)©Ingram Publishing/Alamy, (5)©Ingram Publishing/Alamy Photo Stock, (6)©Comstock Images/Alamy, (7)©New Africa/Shutterstock, (8)©Margo Harrison/Shutterstock, (9)©Ungor/Shutterstock, (10)©titelio/Shutterstock, (11)©Shutterstock/James Steidl, (12)©Comstock Images/Alamy Images; **19** (1)©The Art Institute of Chicago, Helen Birch Bartlett Memorial Collection, (2)©Ayman alakhras/Shutterstock, (3)©Ingram Publishing/SuperStock, (4)©Nancy A Thiele/Shutterstock, (5)©IB Photography/Shutterstock, (6)©KrimKate/Shutterstock, (7)©Graphixmind.com/Shutterstock, (8)©Reven T.C. Wurman/Alamy; **21** (1)©George Doyle/SuperStock, (2)©Ayman alakhras/Shutterstock, (3)©The Metropolitan Museum of Art, New York, Gift of Dr. and Mrs. Franz H. Hirschland, 1957, (4)©Margo Harrison/Shutterstock, (5)©Nadia Korol/Shutterstock, (6)©Elena11/Shutterstock, (7)©BK666/Shutterstock, (8)©Sergej Razvodovskij/Shutterstock; **23** (1)©Andrea Danti/Shutterstock, (2)©KIM JIHYUN/Shutterstock, (3)©Aleks49/Shutterstock, (4)©Aleks49/Shutterstock, (5)©Romaans Drics/Shutterstock; **29** (1)©Sirichai Puangsuwan/Shutterstock, (2)©tovovan/Shutterstock; **31** (tr)©footageclips/Shutterstock, (bl)©Antony spencer/Vetta/Getty Images; **34** (t)©violet200/Shutterstock, (tr)©Yustus/Shutterstock, (tr)©b71/Shutterstock, (tr)©Ammar Rasheed/Shutterstock, (c)©Yustus/Shutterstock, (c)©b71/Shutterstock, (c)©Ammar Rasheed/Shutterstock, (bl)©Maquiladora/Shutterstock, (br)©Tarikdiz/Shutterstock, (tr)©Vladislav Ashikhmin/Alamy Stock Vector, (c)©Vladislav Ashikhmin/Alamy Stock Vector; **35** (1)©ZouZou/Shutterstock, (2)©ZouZou/Shutterstock, (3)©gulf eye/Shutterstock, (4)© Hi Brow Arabia/Alamy Stock Photo, (5)© Hi Brow Arabia/Alamy Stock Photo, (6)©Image Source, (7)© Hi Brow Arabia/Alamy Stock Photo; **36** (b)©Tatweer Co. for Educational Services; **37** (c)©Ahmad Ihsan/Shutterstock; **38** (tr)©Kdonmuang/Shutterstock; **39** (br)©Hi Brow Arabia/Alamy Stock Photo, (1)©Digital Archive Japan/Alamy Stock Photo, (2)©michaeljung/Shutterstock; **42** (1)©McGraw-Hill Education, (2)©ella1977/Shutterstock, (3)©CARACOLLA/Shutterstock; **43** (tr)©Ahmad Ihsan/Shutterstock; **44** (1)©Shutterstock/sakhorn, (2)©Gary Blakeley/Shutterstock, (3)©Pixtal/AGE Fotostock, (4)©M88/Shutterstock; **45** (tr)©rodho/Shutterstock, (br)©Shutterstock/89studio; **46** (1)©Dimedrol68/Shutterstock, (2)©Jim Barber/Shutterstock; **72** (t-c)©Es sarawuth/Shutterstock, (c)©Ksander/Shutterstock, (c)©Maxx-Studio/Shutterstock; **74** (br)©Cahaya Ilahi/Shutterstock; **75** (tr)©AJR_photo/Shutterstock, (1)©Kdonmuang/Shutterstock, (inset)©Pandapaw/Shutterstock, (2)©wavebreakmedia/Shutterstock, (3)©Tatweer Co. for Educational Services, (4)©Syda Productions/Shutterstock, (5)©saravutpics/Shutterstock, (6)©Elnur/Shutterstock; **77** (tr)©Tatweer Co. for Educational Services, (inset)©Ink Drop/Shutterstock; **84** (tr)©Tatweer Co. for Educational Services, (c)©gulf eye/Shutterstock, (cr)©Tatweer Co. for Educational Services, (inset)©ChristianChan/Shutterstock; **85** (l) ©Sushkova2/Shutterstock, (c)©Hyserb/Shutterstock, (r)©Ahmed Hamdy Hassan/Shutterstock, (bkgd) ©BK foto/Shutterstock; **86** (br)©Tatweer Co. for Educational Services; **87** (7)©AnggaR3ind/Shutterstock; **88** (l-r, t-b)©Kamarudheen Sallaapam/Shutterstock, (2)©Rido/Shutterstock, (3)©William Perugini/Shutterstock, (4)©muzsy/Shutterstock, (5)©Cristian Balate/Shutterstock, (6)©Elena Itsenko/Shutterstock, (7)©Rob Marmion/Shutterstock, (8)©Zurijeta/Shutterstock, (9)©metamorworks/Shutterstock; **89** (tr)©gulf eye/Shutterstock; **91** (tr)©VGstockstudio/Shutterstock, (br)©highwaystarz/123RF, (inset)©fotoinfot/Shutterstock, (1)©Zurijeta/Shutterstock, (2)©Littlekidmoment/Shutterstock, (3)©Lisa F. Young/Shutterstock, (4)©Image Source, (5)©Zurijeta/Shutterstock, (6)©wacomka/Shutterstock; **92** (tr)©Tatweer Co. for Educational Services, (br)©Paolo Bona/Shutterstock; **93** (tr)©Tatweer Co. for Educational Services, (c)©Tatweer Co. for Educational Services, (br)©Alina Zamogilynykh/Shutterstock; **98** (1)©Kris Timken/Blend Images LLC, (r)©Maciej Czekajewski/Shutterstock, (bkgd)©GLandStudio/Shutterstock; **99** (2)©GreenStockCreative/age fotostock; **100** (1)©HansMusa/Shutterstock, (2)© Hi Brow Arabia/Alamy Stock Photo, (3)©Art and Design KSA/Shutterstock, (4)©Andrew V Marcus/Shutterstock, (5)©Zaruba Ondrej/Shutterstock, (6)©Victor Jiang/Shutterstock, (7)©Curioso/Shutterstock; **101** (t)©Hi Brow Arabia/Alamy Stock Photo, (c)©Hi Brow Arabia/Alamy Stock Photo, (b)©Cultura Motion/Shutterstock; **102** (l-r, t-b)©Elnur/Shutterstock, (2)©Tatweer Co. for Educational Services, (3)©Ljupco Smokovski/Shutterstock, (4)©Kdonmuang/Shutterstock, (5)©4 PM production/Shutterstock, (6)©kurhan/Shutterstock; **103** (l-r, t-b)©Minerva Studio/Shutterstock, (2)©ammar-s-96/Shutterstock, (3)©Marshallik Mikhail/Shutterstock, (4)©Pressmaster/Shutterstock, (5)©FrankyLiu/Shutterstock; **104** (l-r, t-b)©saiko3p/Shutterstock, (3)©Luis Carlos Torres/Shutterstock, (4)©Mauvries/Shutterstock, (5)©Yes058/Shutterstock; **105** (2)©Tatweer Co. for Educational Services; **106** (tr)©Rayan Ghazanfar Khan/Shutterstock, (tr)©Fedor Selivanov/Shutterstock, (c)©heympatrick studio/Shutterstock, (cr)©Maks Narodenko/Shutterstock, (bl)©wikanda/Shutterstock; **107** (c)©Sandra van der Steen/Shutterstock, (c)©Rob Wilson/Shutterstock, (cr)©zentilia/Shutterstock; **108** (1)©tupaiterbang/Shutterstock, (2)©Friemann/Shutterstock, (3)©Tatweer Co. for Educational Services, (4)©PIXTAL/age fotostock, (5)©Syda Productions/Shutterstock, (6)©Brilliant-Tariq Al Nahdi/Shutterstock; **109** (7)©Crystal Eye Studio/Shutterstock, (8)©Magsi/Shutterstock, (9)©Cahaya Ilahi/Shutterstock, (10)©Ebtikar/Shutterstock, (11)©Sam Nord/Shutterstock, (12)©aapsky/Shutterstock; **111** (tc)©FS Stock/Shutterstock, (tr)©aprior/123RF, (1)©gowithstock/Shutterstock, (2)©Suradech Prapaiat/Shutterstock, (3)©phadventure/123RF, (4)©Rashevskiy Viacheslav/Shutterstock, (5)©monticello/Shutterstock; **112** (tr)©Guy Cowdry/Shutterstock; **113** (c)©Digital Archive Japan/Alamy Stock Photo; **114** (tr)©Ajmal Thaha/Shutterstock; **116** (l-r, t-b)©Mega Pixel/Shutterstock, (2)©studiovin/Shutterstock, (3)©artjazz/Shutterstock, (4)©Tatweer Co. for Educational Services, (5)©Volodymyr Krasnyuk/Shutterstock, (6)©EKramar/Shutterstock, (7)©glamour/Shutterstock, (8)©Natalia Dubynska/Shutterstock, (9)©KAVALIOVA IRYNA/Shutterstock, (10)©Tarzhanova/Shutterstock, (11)©Tarzhanova/Shutterstock, (12)©ravipat/Shutterstock, (13)©Demkat/Shutterstock, (14)©Ruth Black/Shutterstock; **119** (t)©Nesrudheen Mataloor/Shutterstock, (1)©Viacheslav Lopatin/Shutterstock, (2)©IR Stone/Shutterstock, (3)©Martin Valigursky/Shutterstock, (4)©kavran/Shutterstock; **120** (t)©Feel good studio/Shutterstock, (br)©Alaa AbuMadi/Shutterstock; **121** (tr)©Curioso.Photography/Shutterstock, (c)©Nido Huebl/Shutterstock; **124** (t)©Franck Robichon/EPA/Shutterstock, (tr)©Hussam Alduraywish/Shutterstock, (bl)©Mo Azizi/Shutterstock, (bc)©Lukas Bischoff Photograph/Shutterstock, (br)©Lukas Bischoff Photograph/Shutterstock; **125** (t)©FTiare/Shutterstock, (tr)©Ahmed Hamdy Hassan/Shutterstock; **127** (1)©alsanqer abdullah H/Shutterstock, (2)©Zurijeta/Shutterstock, (3)©Edpic104/Shutterstock, (4)©Moatasssem/Shutterstock, (5)©Tatweer Co. for Educational Services, (6)©JIANG HONGYAN/Shutterstock, (7)©ZouZou/Shutterstock; **129** (tr)©REEDI/Shutterstock, (c)©HansMusa/Shutterstock, (cr)©Crystal Eye Studio/Shutterstock; **132**

Photo Credits

(tr)©adznano3/Shutterstock, (cl)©Fedor Selivanov/Shutterstock, (bl)©Rahul D Silva/Shutterstock, (br)©Dema30/Shutterstock; **133** (tr)©Tatweer Co. for Educational Services; **135** (br)©Krivosheev Vitaly/Shutterstock, (l)©Yuri Yavnik/Shutterstock, (2)©Dmitry Rukhlenko/Shutterstock, (3)©f1photo/Shutterstock, (4)©Nicola Forenza/Shutterstock; **136** (tl)©fizkes/Shutterstock; **137** (cr)©nhumster/Shutterstock; **138** (cl)©Split Seconds/Alamy Stock Photo; **140** (l-r, t-b)©apple2499/Shutterstock, (2)©WDnet Creation/Shutterstock, (3)©Ev. Safronov/Shutterstock, (4)©Tatweer Co. for Educational Services, (5)©Zurijeta/Shutterstock, (6)©Nirat.pix/Shutterstock, (7)©Anna Om/Shutterstock; **141** (l-r, t-b)©Zurijeta/Shutterstock, (2)©BlueSkyImage/Shutterstock, (3)©PhilipYb Studio/Shutterstock, (4)©Andrew V Marcus/Shutterstock, (5)©Akugasahagy/Shutterstock, (6)©Veja/Shutterstock, (7)©YimJi WK/Shutterstock, (8)©Zurijeta/Shutterstock; **142** (br)©IM_photo/Shutterstock; **143** (tr)©icemanphotos/Shutterstock, (br)©BoJack/Shutterstock, (l)©Joeri Mostmans/Shutterstock, (2)©Catatan Bunda/Shutterstock, (3)©dinga/123RF, (4)©imagemax/123RF, (5)©NAN/Alamy Stock Photo, (6)©Michele Constantini/AGE Fotostock; **144** (tr)©Joshua Resnick/Shutterstock, (cr)©Alastair Wallace/Shutterstock; **145** (tr)©from my point of view/Shutterstock, (cr)©diplomedia/Shutterstock, (bl)©Tiger Images/Shutterstock, (bc)©Natalia Lisovskaya/Shutterstock, (br)©Jacek Chabraszewski/Shutterstock; **147** (tr)©Tatweer Co. for Educational Services; **149** (l-r, t-b)©wedninth/Shutterstock, (2)©Kaspri/Shutterstock, (3)©Christian Delbert/Shutterstock, (4)©absolut/Shutterstock, (5)©onair/Shutterstock, (6)©Trong Nguyen/Shutterstock, (9)©Anthony Shaw Photography/Shutterstock; **150** (bl)©Samot/Shutterstock, (t-b)©Crystal Eye Studio/Shutterstock, (2)©Feroze Edassery/Shutterstock, (3)©David Herraes Calzada/Shutterstock, (4)©Lukasz Pajor/Shutterstock; **152** (tr)©atiger/Shutterstock, (cr)©KarepaStock/Shutterstock, (bl)©Inti St Clair/Blend Images LLC, (br)© Image Source, all rights reserved.; **153** (tr)©Gimas/Shutterstock, (cl)©Sony Herdiana/Shutterstock, (cr)©Friemann/Shutterstock; **154** (tc)©WiPhotoHunter/Shutterstock, (tr)©Elnur/Shutterstock, (c)©Yusnizam Yusof/Shutterstock, (bl)©Day2505/Shutterstock, (br)©Lotus Images/Shutterstock; **155** (t-c)©Lyciz Mill/Shutterstock.

WB: 188 (t)©Zurijeta/Shutterstock; **189** (tr)©Tatweer Co. for Educational Services, (b)©Shutterstock; **193** (t)©Ebtikar/Shutterstock; **195** (t)©phive/Shutterstock, (l)©(c)©Comstock Images/Alamy, (2)©Alex Varlakov/Suptrooper/123RF, (3)©Ingram Publishing/SuperStock, (4)©Michael Bretherton/Alamy Stock Photo, (5)©Ken Karp/McGraw Hill, (6)©Scanrail/Shutterstock, (7)©Ingram Publishing/SuperStock, (8)©Stockbyte/Punchstock, (9)©Ingram Publishing/SuperStock, (10)©D. Hurst/Alamy; **196** (l)©danielfela/Shutterstock, (2)©Ingram Publishing/SuperStock, (3)©Rodrigo A Torres/Glow Images, (4)©mtr/Shutterstock, (5)©Shutterstock/Trimitrius, (6)©Ingram Publishing/SuperStock, (7)©Stockbyte/Alamy; **197** (tl)©El Greco/Shutterstock, (t-c)©Ingram Publishing/SuperStock, (tr)©Gabi Moisa/Shutterstock, (l)©ESB Basic/Shutterstock, (2)©New Africa/Shutterstock, (2)©Gabi Moisa/Shutterstock, (3)©Den Rozhnovsky/Shutterstock, (4)©Dmitrioo/Shutterstock, (5)©Lars Christensen/Shutterstock, (5)©Gabi Moisa/Shutterstock, (6)©VaLiza/Shutterstock; **198** (l)©McCarthy's PhotoWorks/Shutterstock, (2)©Sviridov Vitaly/Shutterstock, (3)©Paul Gibbings/Shutterstock; **199** (br)©James.Pintar/Shutterstock; **200** (l)©ImageFlow/Shutterstock, (2)©Digital Archive Japan/Alamy Stock Photo, (3)©Digital Archive Japan/Alamy Stock Photo; **201** (l)©Tatweer Co. for Educational Services, (2)©Margo Ki/Shutterstock; **202** (t)©Daniel M Ernst/Shutterstock; **212** (l)©Ruth Peterkin/Shutterstock, (2)©Olly/Shutterstock, (3)©gbautista87/Shutterstock, (4)©Tyler Olson/Shutterstock, (5)©CAN BALCIOGLU/Shutterstock; **213** (cl)©Kaewmanee jiangsihui/Shutterstock; **215** (t)©Chris Howey/Shutterstock; **217** (l)©Anna Om/Shutterstock, (2)©Tatweer Co. for Educational Services, (3)©Hero/CORBIS/Glow Images, (4)©Pressmaster/Shutterstock, (5)©carballo/Shutterstock; **218** (l)©Purestock/SuperStock, (2)©JGI/Jamie Grill/Getty Images, (3)©Purestock/Alamy Stock Photo, (4)©Robert Daly/Caia Image/Glow Images, (5)©Tatweer Co. for Educational Services, (6)©Paul Bradbury/Age Fotostock; **219** (l)©Pressmaster/Shutterstock, (2)©Photoroyalty/Shutterstock, (3)©Steve Prezant/Image Source, (4)©Tatweer Co. for Educational Services, (5)©Image Source, All rights reserved, (6)©Black Kings/Shutterstock; **221** (l-r, t-b)©Tatweer Co. for Educational Services, (2)©Tatweer Co. for Educational Services, (3)©Tatweer Co. for Educational Services, (4)©Tatweer Co. for Educational Services, (5)©Tatweer Co. for Educational Services, (6)©Tatweer Co. for Educational Services, (7)©Tatweer Co. for Educational Services, (8)©Tatweer Co. for Educational Services; **224** (tr)©MJTH/Shutterstock; **225** (tr)©Helder Almeida/Shutterstock, (cr)©Tatweer Co. for Educational Services; **230** (cr)©Little Pig Studio/Shutterstock, (l-r, t-b)©Roland Magnusson/Shutterstock, (2)©Gemenacom/Shutterstock, (3)©Elenamiv/Shutterstock, (4)©Gemenacom/Shutterstock, (5)©yaalan/Shutterstock; **234** (l)©Artisticco/Shutterstock, (2)©MANDY GODBEHEAR/Shutterstock, (3)©Minerva Studio/Shutterstock, (4)©Antonio Guillem/Shutterstock; **235** (br)©Leszek Glasner/Shutterstock, (l)©Tatweer Co. for Educational Services, (2)©Tatweer Co. for Educational Services, (3)©Tatweer Co. for Educational Services, (4)©Tatweer Co. for Educational Services; **237** (l)©OSTILL is Franck Camhi/Shutterstock, (2)©Andrey Bayda/Shutterstock, (3)©Syda Productions/Shutterstock, (4)©Gaudi-Lab/Shutterstock, (5)©Prostock-studio/Shutterstock, (6)©Galina Barskaya/Shutterstock; **239** (l-r, t-b)©SG SHOT/Shutterstock, (2)©ArtFamily/Shutterstock, (3)©EpicStockMedia/Shutterstock, (4)©G-Stock Studio/Shutterstock; **240** (tcr)©Tatweer Co. for Educational Services, (tr)©Tatweer Co. for Educational Services; **241** (tl)©PriceM/Shutterstock, (t-c)©gogoiso/Shutterstock, (tr)©Artem Avetisyan/Shutterstock; **242** (l-r, t-b)©siamionau pavel/Shutterstock, (2)©gogoiso/Shutterstock, (3)©Rahhal/Shutterstock, (4)©Michael Kraus/Shutterstock, (5)©Tatiana Popova/Shutterstock, (6)©Lyuba Alex/Shutterstock, (7)©EM Karuna/Shutterstock, (8)©Olga Popova/Shutterstock, (9)©Lisa F. Young/Shutterstock, (10)©Lifestyle Travel Photo/Shutterstock, (11)©George Mayer/Shutterstock, (12)©Dzha33/Shutterstock; **244** (t-b)©Anton Gvozdkov/Shutterstock, (2)©Flystock/Shutterstock, (3)©mikolajin/Shutterstock, (4)©BCFC/Shutterstock; **245** (tr)©Rawpixel.com/Shutterstock, (cr)©Brian A Jackson/Shutterstock, (br)©Serghei Starus/Shutterstock; **246** (tr)©Alex Brylov/Shutterstock; **247** (tl)©Dmitri Ma/Shutterstock, (inset)©Suradech Prapairat/Shutterstock, (l)©Den Rozhnovsky/Shutterstock, (2)©Ruslan Shevchenko/Shutterstock, (3)©Anna Om/Shutterstock, (4)©goodluz/Shutterstock, (5)©StudioSmart/Shutterstock; **248** (tr)©Millenius/Shutterstock; **249** (tr)©Volodymyr Dvornyk/Shutterstock, (cr)©OHishiappy/Shutterstock; **250** (bkgd)©eakkachai halang/Shutterstock, (l-r, t-b)©Ahmad Ihsan/Shutterstock, (2)©Tatweer Co. for Educational Services, (3)©chairij/Shutterstock, (4)©PhaiApirom/Shutterstock, (5)©ZouZou/Shutterstock, (6)©Alaa AbuMadi/Shutterstock, (7)©Littlekidmoment/Shutterstock, (8)©Zurijeta/Shutterstock, (9)©Tatweer Co. for Educational Services, (10)©Tatweer Co. for Educational Services; **251** (tr)©Ebtikar/Shutterstock; **253** (tr)©Guy Cowdry/Shutterstock; **254** (inset)©finwal89/Shutterstock, (l)©Rawpixel.com/Shutterstock, (2)©Elizaveta Galitckaia/Shutterstock, (3)©Willyam Bradberry/Shutterstock, (4)©foamfoto/Shutterstock, (5)©kozirsky/Shutterstock, (6)©REDPIXEL.PL/Shutterstock; **255** (l-r, tb)©LightField Studios/Shutterstock, (2)©Nejron Photo/Shutterstock, (3)©Shift Drive/Shutterstock; **256** (tr)©tenkl/Shutterstock; **258** (l)©Nanette Dreyer/Shutterstock, (2)©Alexander Image/Shutterstock, (3)©stockyimages/Shutterstock, (4)©Krakenimages.com/Shutterstock, (5)©Syda Productions/Shutterstock; **259** (cr)©Ebtikar/Shutterstock.

Cover (bl)©HansMusa/Shutterstock, (br)©Salem Alforaih/Shutterstock



وزارة التعليم

Ministry of Education

2023 - 1445