

تم تحميل وعرض المادة من

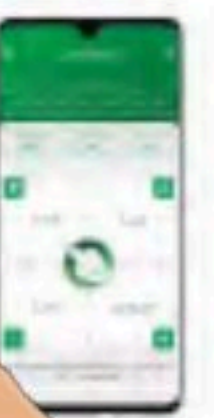
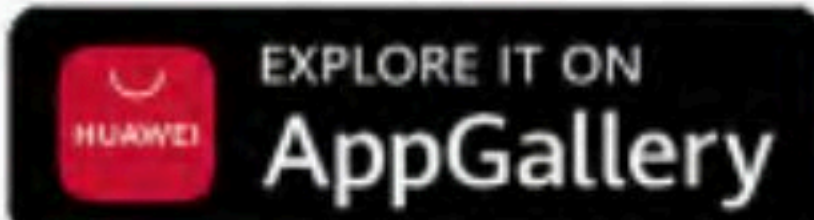
# منهجي

mnhaji.com



موقع منهجي منصة تعليمية توفر كل ما يحتاجه المعلم  
والطالب من حلول الكتب الدراسية وشرح للدروس  
بأسلوب مبسط لكافة المراحل التعليمية وتوزيع  
المناهج وتحضير وملخصات ونماذج اختبارات وأوراق  
عمل جاهزة للطباعة والتحميل بشكل مجاني

حمل تطبيق منهجي ليصلك كل جديد



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](http://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                       | 42  |
| 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                     | 148 |
|        | Vocabulary                                | 156 |
|        | Self Reflections                          | 166 |
|        | Irregular Verbs                           | 182 |
|        | Audio Track List                          | 183 |



# Scope and Sequence

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



# Scope and Sequence

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



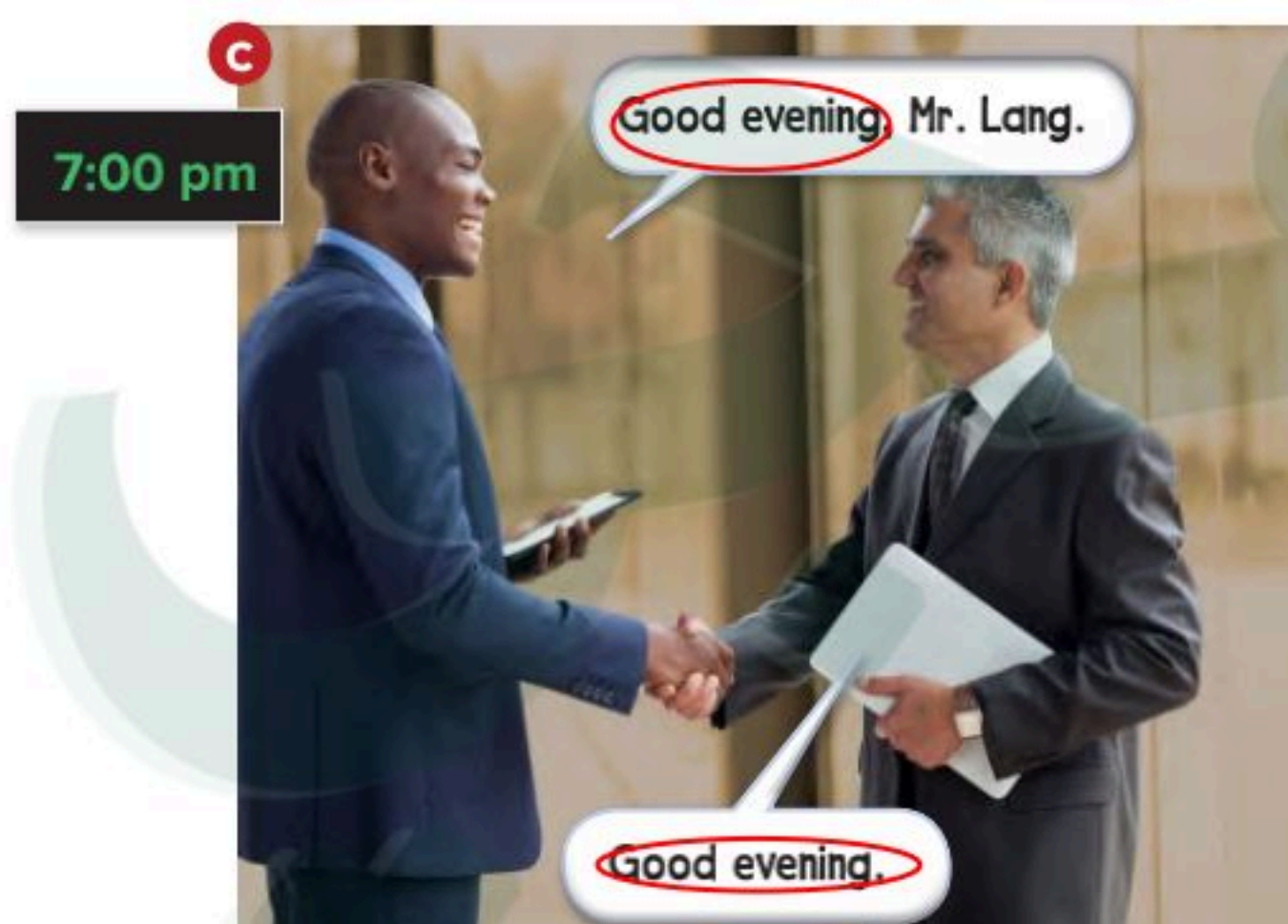
**Writing:** A funny or unexpected event  
**Chant Along:** My Dream Vacation

# 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**.

1. no Mr. Porter is George's father.
2. no Danny's greeting to Alex is "Good morning."
3. yes Michael's friends call him Mike.
4. no 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, Ali. How are you?
- Fine, thanks. And you?
- I'm OK. / I'm fine.

**B.** Introduce yourself to a new partner.

- Hi. I'm Bander. What's your name?
- My name's Abdul Aziz. My friends call me Aziz.
- Nice to meet you.

**C.** Introduce your friend to a classmate.

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

\*FYI: For Your Information

### 3 Grammar

#### Verb: **be**

##### Singular

|        |       |                     |
|--------|-------|---------------------|
| I'm    | John. | (I + <b>am</b> )    |
| You're | Sue.  | (you + <b>are</b> ) |
| He's   | Bill. | (he + <b>is</b> )   |
| She's  | Mary. | (she + <b>is</b> )  |

##### Plural

|         |          |                      |
|---------|----------|----------------------|
| We're   |          | (we + <b>are</b> )   |
| You're  | friends. | (you + <b>are</b> )  |
| They're |          | (they + <b>are</b> ) |

#### FYI

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 **is** the principal.
- I **'m** a student.
- Matt and Ben **are** classmates.
- Is** Rana Atwan a teacher?
- You **are** my best friend.
- Mr. and Mrs. Johnson **are** married.

#### B. Complete the sentences with possessive adjectives.

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

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

- A:** What's **his** name?  
**B:** His name **is** Luke.
- A:** Mom, this is Refaa, and this is Asma.  
They **are** my friends.  
**B:** Nice to meet **you**.
- A:** What's **her** name?  
**B:** Her name is Debbie. She **is** my neighbor.
- A:** Welcome to English class. **my** name is Mrs. Nadia.  
**B:** Hello, Mrs. Nadia. **I'm** Yasmine.



My name is .١  
Nice to meet.٢  
you  
See you later .٣  
Good evening .٤  
How are you.٥  
Good morning .٦

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

1



2



3



4



5



6



## 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.) **Mrs. Mona**

**B:** Yes.

**A:** I'm **Nice to meet you Rinad**

**B:** Nice **to meet you**

**A:** Nice \_\_\_\_\_, too. **Saudi Arabia**

**A:** Welcome to **So, is this**

**B:** Thank you.

**A:** **No** your first time here?

**B:** Yes. / No.



## 8 Reading

### Before Reading

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

How are you?

Nice to meet you

# 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) How're you today  
**Omar:** Fine, thanks. (2) How is it going?  
**Ali:** Great! Omar, (3) this is Ahmed. He is a new student.  
**Omar:** Hi, Ahmed. I'm Omar.  
**Ahmed:** (4) Nice to meet you, Omar.  
**Omar:** Nice to meet you, too.  
**Ali:** (5) How're you today, Ahmed?  
**Ahmed:** (6) Great. It's a great school!  
**Omar:** (7) So, is this your first day here?  
**Ahmed:** Yes, it's my first day at school.  
**Omar:** (8) Are you from Riyadh?  
**Ahmed:** No, I am from Abha.  
**Omar:** (9) welcome to Riyadh, Ahmed.  
**Ahmed:** Thank you, Omar.  
**Omar:** (10) See you tomorrow Nice to meet you, Ahmed.  
**Ahmed:** Nice to meet you, Omar.  
**Ali:** Bye. (11) Take you

### After Reading

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

1. no Ali is a new student.
2. no Ali and Ahmed are in Jeddah.
3. yes Ahmed is from Abha.



## 9 Writing

**A.** Match the phrase with the correct response.

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



## project 10

### Formal Greetings

1- Hello

2- Good morning.



3- Good afternoon.

4- How are you doing?



5- Nice to meet you



6- Good to see you

7- It's an honor to meet you



### Informal Greeting

1- Hey!

## 2- What's up?



3- Hi!

#### 4- What's going on?

5- How is everything?

6- Long time to see you

**B.** Write questions for the question.

r to ask and answer

| Question                                         | Answer                                |
|--------------------------------------------------|---------------------------------------|
| 1. <b>What's your name?</b>                      | My name is Farah.                     |
| 2. <b>Are you a new student?</b>                 | Yes, I'm a new student.               |
| 3. <b>Is this your first day at this school?</b> | No. It's my third day at this school. |
| 4. <b>Where are you from?</b>                    | I'm from Dammam.                      |
| 5. <b>Who is your English teacher?</b>           | Miss Ann                              |

**A:** Hi, my name is A', what's your name?

**B:** Hello. A. my name is B

**C.** Work with a partner. Write a conversation to welcome a visitor. Use the questions and expressions from page 7 and from the audio.

**A: Hi, my name is A', what's your name**

**B: Hello,A. my name is B**

**A: Are you a new student**

**B: Yes, today is my fifth day here**

**A: welcome to the class,B. where are you from**

**B: I'm from Dammam**

**A: Welcome to Abha. nice to meet you**

**B: Thanks, nice to meet you, too**

## 10 Project

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.

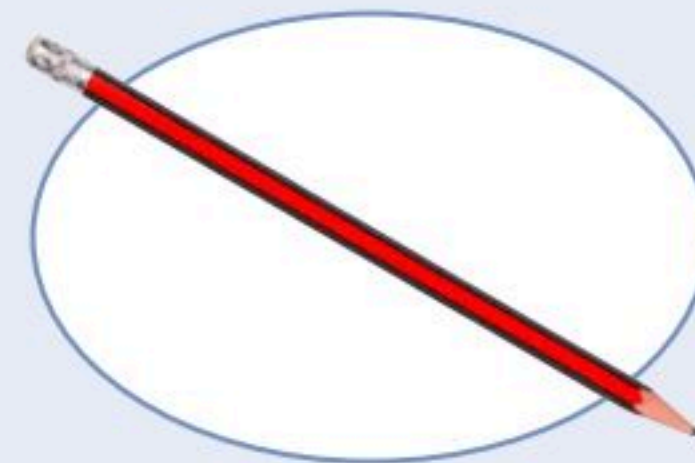
eraser books pen scissors notebook pencil crayon paints



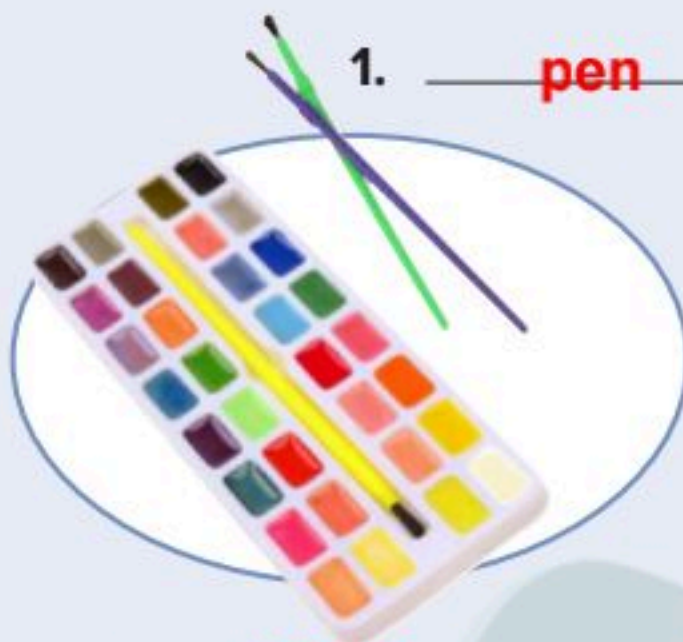
1. pen



2. books



3. pencil



4. paints



5. \_\_\_\_\_



6. notebook



7. crayon



8. eraser

School Supplies

B. Match the school supplies with the correct verb.

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

C. Write the correct verb from exercise B.

- We read books.
- We cut with scissors.
- We write with a pen or pencil.
- We write in our notebooks.
- We color with crayons.

school



# 2 What Day Is Today?



www.ien.edu.sa

## 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. yes Jamal is six months old.
2. no The boys are ten years old.
3. no The baby's name is Abdullah.
4. yes 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.

## 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 **Monday**

**C. Ask** and **answer** in groups of three.

-  How old are you?
-  I'm **thirteen** (years old).
-  How old is **Manar**?
-  He / She's **twelve**

### 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?

What day is your final test?

When is your final test?

When do they have English classes?

When is our vacation?

**On** Mondays.

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

Our final test is **in** September.

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

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 first month of the year.

2. July is the seventh month of the year.

3. September is the ninth month of the year.
4. March is the third month of the year.

5. August is the eighth month of the year.

6. May is the fifth month of the year.

B. Write the dates in full.

**Note:** The month comes first.

1/22 January twenty-second

1. 4/13 April thirteenth

2. 2/28 February twenty - eighth

3. 6/17 June seventeenth

4. 10/9 October ninth

5. 7/4 July fourth

C. Work in pairs to ask each other the dates of important national days in Saudi Arabia.

A: When is ...? **National day**

B: It is on ... **١١ / ٢٨**

| National Day | Date |
|--------------|------|
|              |      |
|              |      |
|              |      |



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

1. A: **How old** are John and George?

B: **They're** 15.

A: What about Sarah?

B: **she's** 16.

2. A: **What** are your names?

B: My name **is** Lisa,  
and she **is** Sandra.

A: How old **are** you?

B: We **are** 14.

3. A: They're nice girls.

What are **their** names?

B: Pam and Vicky.

They **are** in my English class.

4. A: **When** is your final test?

B: It's **in** March.

A: **what** date?

B: March 11th.

A: **My** final test is **on** the  
11th too!

## 4 Listening

Listen to the three conversations. Complete the chart.

|                | Day           | Date                      |
|----------------|---------------|---------------------------|
| Conversation 1 | <b>Monday</b> | <b>June first</b>         |
| Conversation 2 | <b>Friday</b> | <b>January fourteenth</b> |
| Conversation 3 | <b>Friday</b> | <b>June tenth</b>         |

## 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.

**she is twelve**

**Rinad**

**years 2**

1. How old is your best friend?

2. What is your best friend's name?

3. How old is your pet?

4. What's your pet's name?

**Nim - nim**

### Information Form

First name: **Thamer**

Middle name(s): **Rashed**

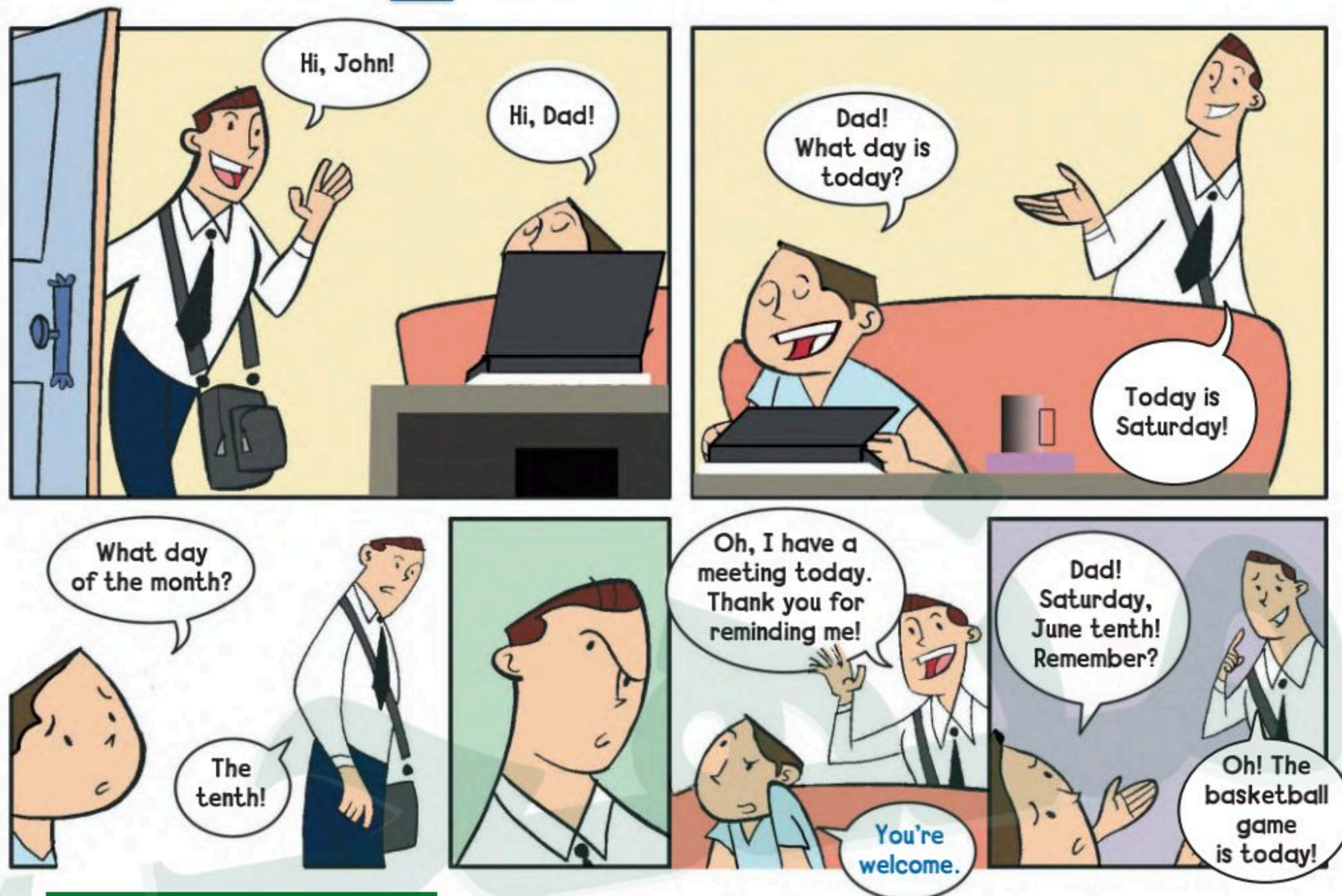
Last name: **Al-Osayme**

Age: **thirteen**

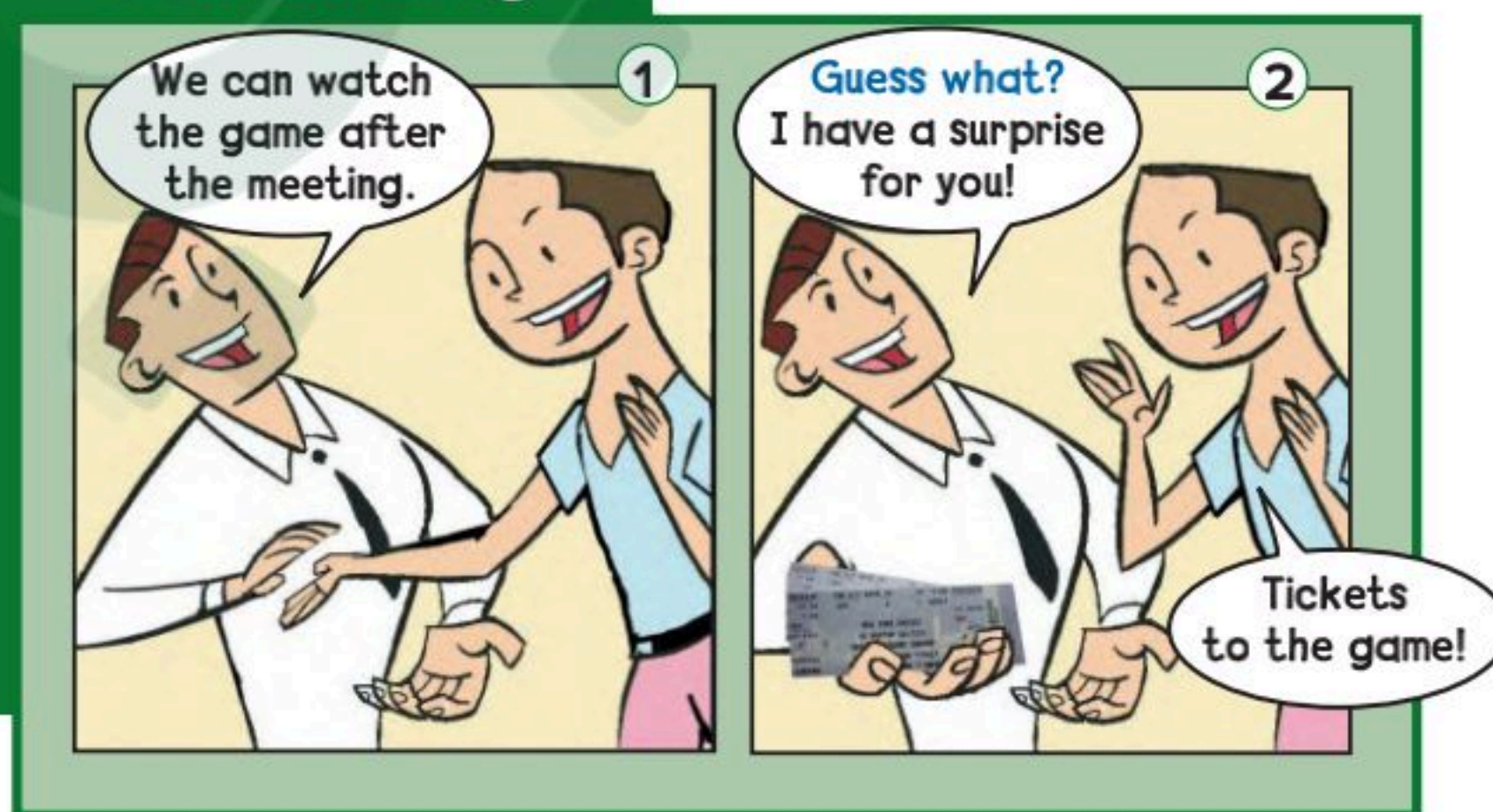
Birth date: **2/3/2001**

## 2 What Day Is Today?

### 7 Conversation



#### Your Ending



A: Hi, B  
B: Hi, A  
A: What day is today  
B: Today is Thursday  
A: What day of the month  
B: The fifth  
A: oh, I have an appointment with the doctor Thank you for reminding me  
B: You're welcome  
B: Thursday, April fifth! Remember  
A: oh, the football match is today

#### 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.

Saturday

June

June tenth

The basketball game is today / The meeting is today

## 8 Reading

### Before Reading

Look at the pictures and the charts.

What do you think the reading is about?

**It is about the length age of animals**

# 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?

**five years old**  
**Marla is old for a turtle. She's**  
**(ninety-five**  
**one year old**  
**fifteen years old**

## 9 Writing

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

- |                                    |                              |
|------------------------------------|------------------------------|
| 1. <u>What</u> is your first name? | a. <u>4</u> Chicago.         |
| 2. <u>How</u> do you spell that?   | b. <u>6</u> Watkins.         |
| 3. <u>How</u> old are you?         | c. <u>1</u> Robert.          |
| 4. <u>Where</u> are you from?      | d. <u>3</u> I'm 13.          |
| 5. <u>When</u> is your birth date? | e. <u>2</u> W-A-T-K-I-N-S.   |
| 6. <u>What</u> is your last name?  | f. <u>5</u> 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.

- What is your first name
- What is your last name
- Where are you from
- How old are you
- When is your birth date

**Information Form**

First name: Thamer

Last name: Al- Osaymi

City: Riyadh

Age: Thirteen

Birth date: January 17th, 2010

C. Make a project: **How long do lions live-lion lifespan**

Lifespan of an animal is the average number of years between its birth and death. Lions even being the top predators faces a lot of threats in the wild and live a shorter life in the wild than in captivity. Here we have gathered complete information on How Long Do Lions Live which will give you an overview of the Lion Lifespan both in captivity and in the wild. You are going to learn the average lifespan of lion, life expectancy, lifespan in wild captivity, lifespan of male and female lion, the oldest lion ever and many other interesting facts about Lion lifespan

## 10 Project

Do research on lions or plants

**How long do lions live**  
 Lions live for a maximum age of 16 years in the wild  
 They live longer in captivity as compared to the wild  
 In the wild, they are prone to natural threats, diseases, and food  
 A lion starts to become weaker and then die at the age of 10 to 15 years in the wild  
 Lions live for up to 20 years in captivity  
 The average lifespan of a lion in the wild is up to 13 years  
 The average lifespan of female lions (lionesses) is longer than male lions  
 In the wild, the life expectancy of a lion is 10 to 16 years  
 While in captivity, their life expectancy is up to 20 years. However, they can live there for a maximum age of 25 to 26 years.  
 However, they can live there for a maximum age of 25 to 26 years  
 Female lions naturally live longer than male lions

# 11 Form, Meaning and Function

## Classroom English



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.

Please sit down.

Read the conversation.

Good morning. Let's start.

Open your books.

1. **Good morning .let's start**
2. **please sit down**
3. **Open your books**
4. **look at page eighteen**
5. **Read the conversation**

# 3 What's That?



## 1 Listen and Discuss

Which words on these pages do you already know?

**airplane - camera - car - bicycle - telephone - headphones - radio**



bicycle

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



camera



car

airplane



telephone



typewriter



headphones



washing machine



calculators



television

What's this?

And what are those?

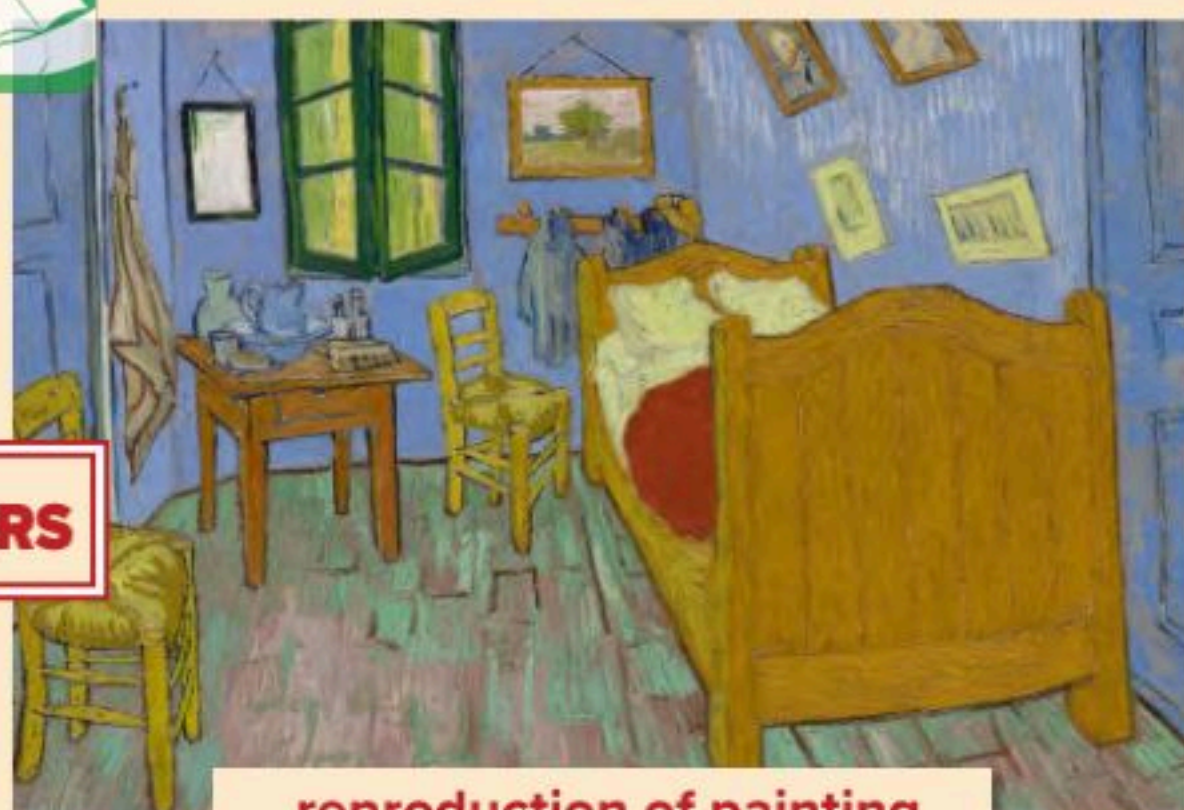
It's a radio.

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?

**I have a lamp, a watch and toys**

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

Tom says:

1. **no** Welcome to school.
2. **yes** Follow me.
3. **yes** Don't take photographs.
4. **no** Look at those paintings.

**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.

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

**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.

**What's that?**

**I think it's a poster**

**What are these?**

**They're sculptures**



### 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.



**A:** What are those

**B:** They're paintings

**A:** What's this

**B:** It's a sculpture

**A:** What's that

**B:** It's an airplane

**A:** What are these

**B:** They're cameras

**A:** What's that

**B:** It's a bicycle

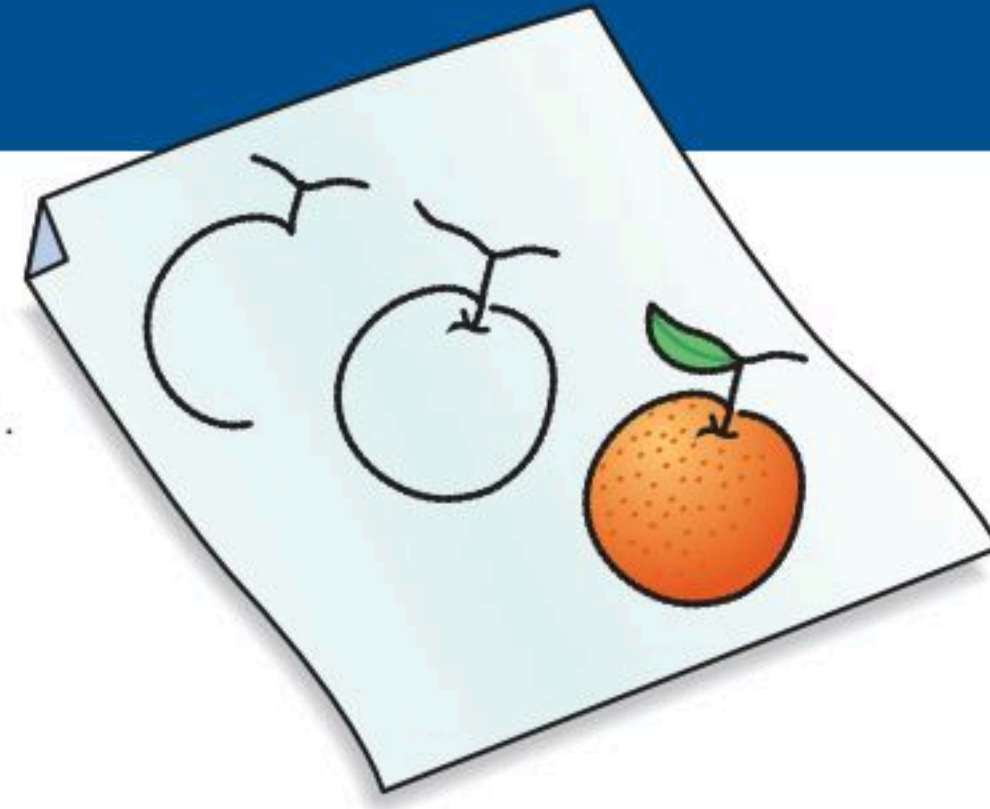
**A:** What are these

**B:** They're headphones



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. b



2. c



3. d



4. a

## 4 About You

1. What's in your backpack or bag?

**Books, notebooks, pens, pencils and a calculator**

2. What's on your desk?

**My English book, a notebook and a pen**

## 5 Listening

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



## 6 Pronunciation

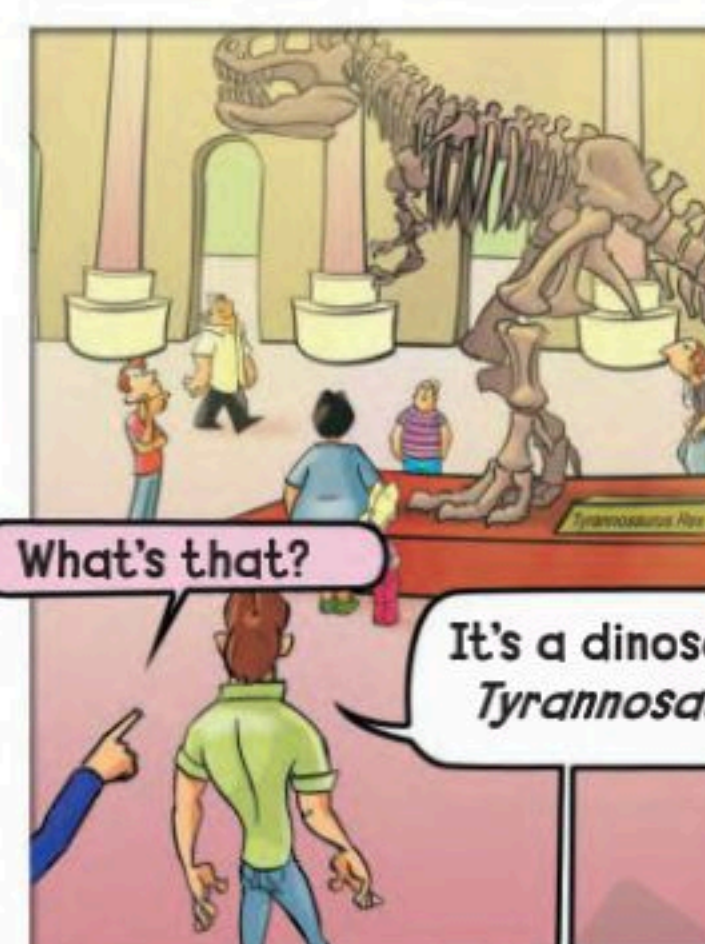
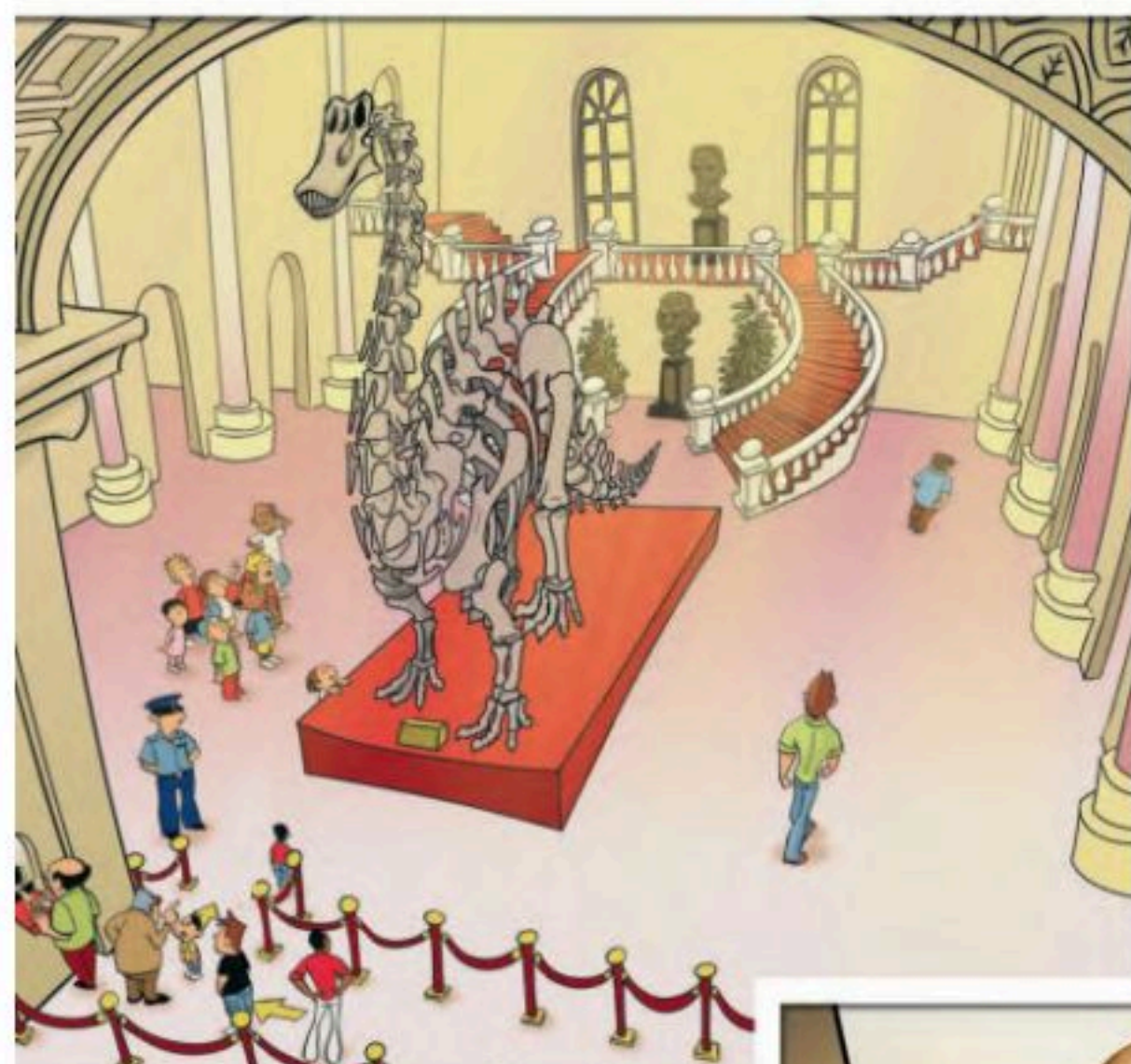
There are two ways to pronounce **th**. Listen. Then practice.

**1**  
**think**  
**tenth**  
**thanks**

**2**  
**this/that**  
**these/those**  
**they**



## 7 Conversation



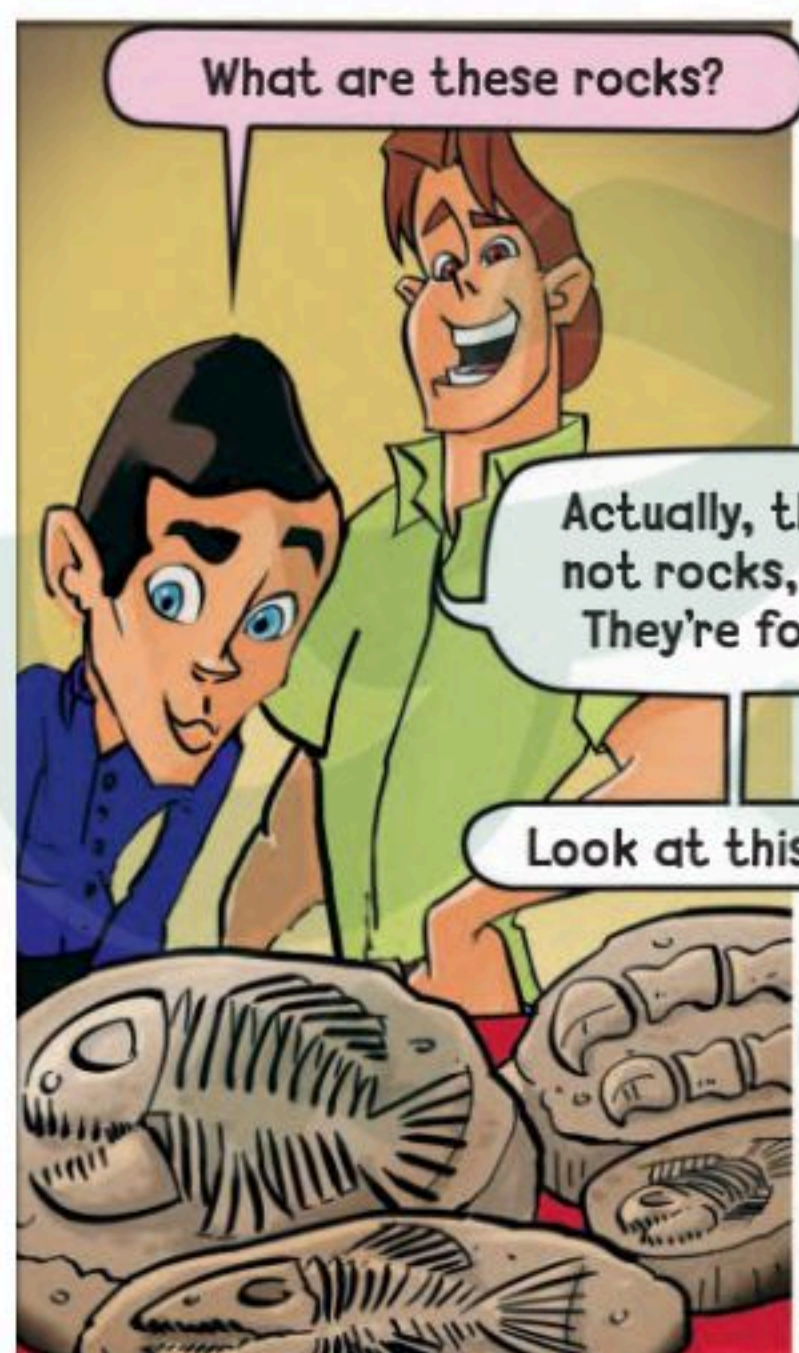
What's that?

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

It's sixty-five million years old.



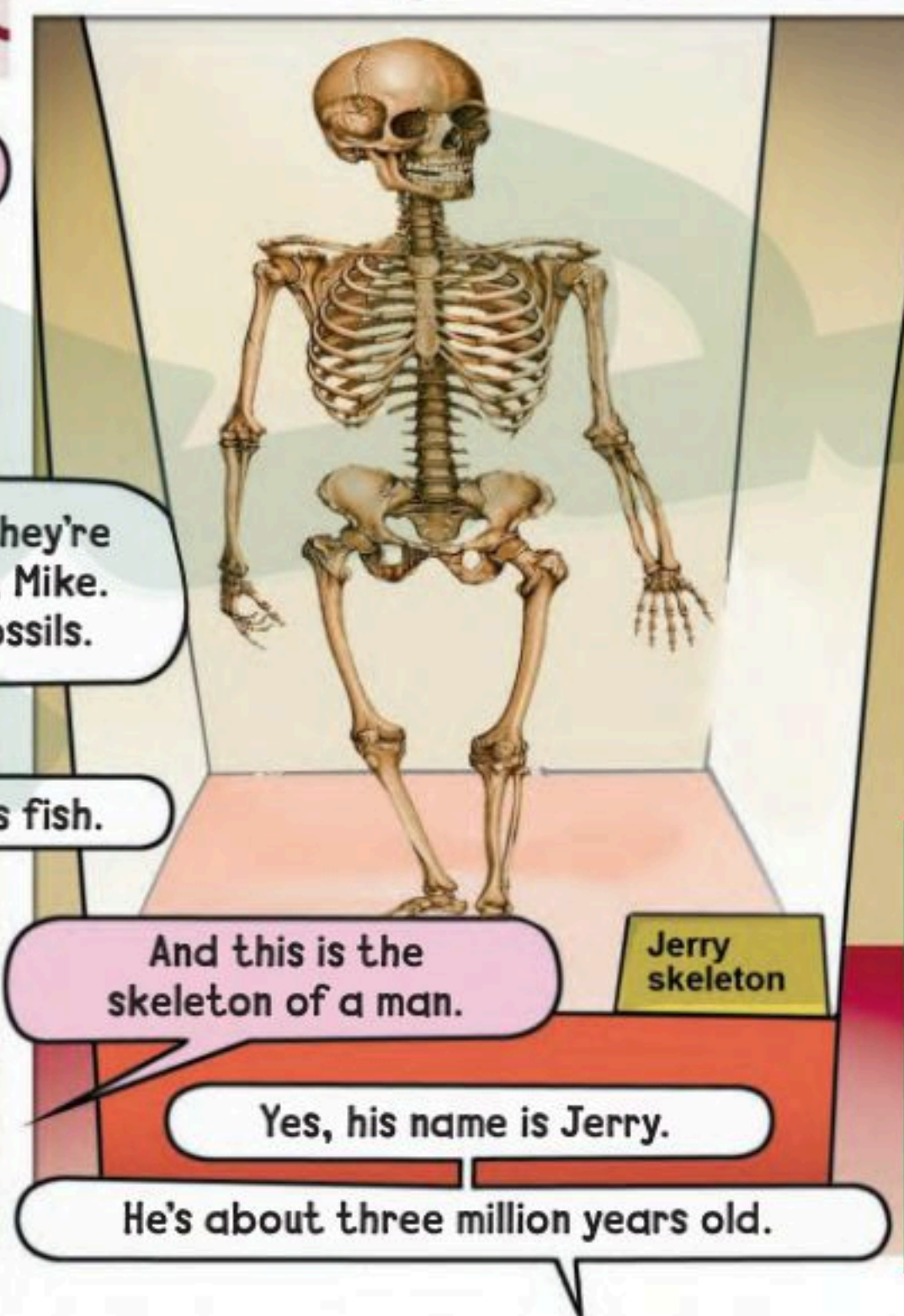
Wow!  
It's enormous!



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. **no** The skeleton of the dinosaur is small.
2. **yes** The "rocks" are really fossils.
3. **no** The skeleton's name is Mike.
4. **yes** 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

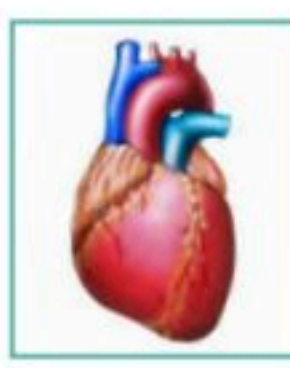
Islamic art, drawings, historical things, ...etc

### 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

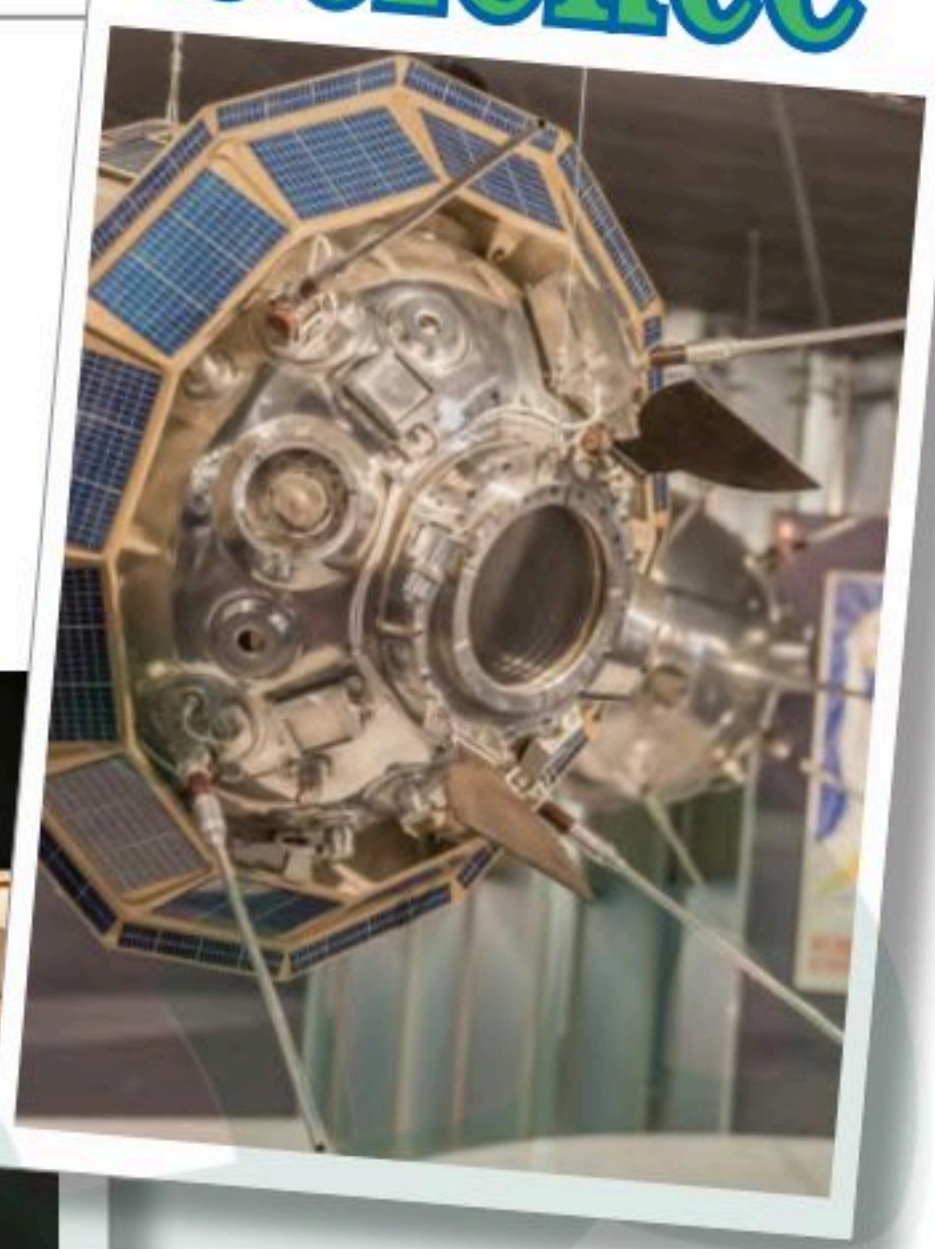
Discover the inventions of the famous painter—a man truly before his time!



#### 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.

science and technology

1. The museum has things from the world of \_\_\_\_\_.
2. The six-meter model is of a **human heart**.
3. The inventions are by **Leonardo da Vinci**.
4. The film is about **Greece**.

### 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?

**Yes, There are**  
**Dar Al madinah, National museum of Saudi Arabia, Sharif museum**  
**National museum, rock and arts 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: <u>Louver museum</u> |                                                                                         |
|------------------------------|-----------------------------------------------------------------------------------------|
| Object                       | Description                                                                             |
| <b>Mona Lisa</b>             | <b>The best known, the most visited, and the most parodied work of art in the world</b> |
| <b>Egyptian antiquities</b>  | <b>Artifacts and overviews Egyptian life spanning</b>                                   |
| <b>Islamic art</b>           | <b>Islamic decorative arts</b>                                                          |

### Writing Corner

1. Use the indefinite article *a* or *an* to introduce a singular noun for the first time.

**Object: meteorite, dinosaur skeletons**

**Words to describe objects: interesting, from a crater in the desert, big, strange, isn't a fish, from the sea, enormous, of an elephant, about 12 million years old**

**Instruction: Follow me, please, don't touch it, please, don't take photographs**

- 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.*

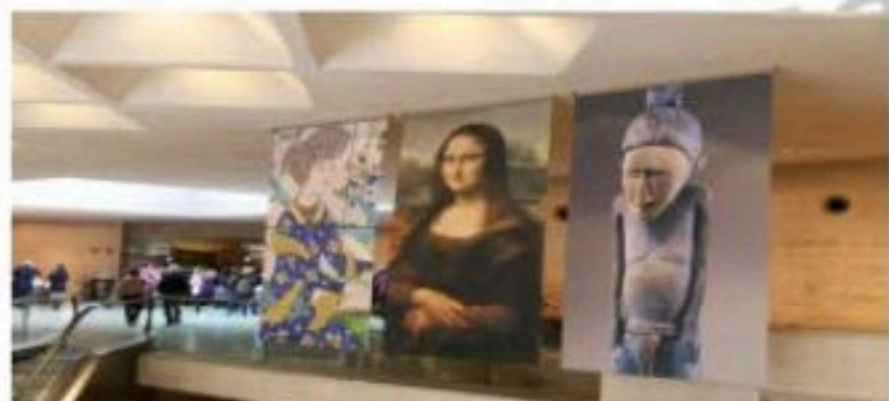
- C. Be a museum guide. Write about your favorite objects in a museum. Use your notes from the chart in A and ideas from this unit. Describe the objects and give instructions to the visitors.

## 10 Project

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



Louver museum building



Mona Lisa



Group sculpture



statue of the sphinx in the Egyptian hall of the louver museum.



wooden statue

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.

1. \_\_\_\_\_ Riyadh is **the** capital of \_\_\_\_\_ Saudi Arabia.
2. Look in **the** sky! You can see **the** moon and **the** stars.
3. What is **the** population of \_\_\_\_\_ Saudi Arabia?
4. **the** Pyramids are in \_\_\_\_\_ Egypt. **the** Nile is in \_\_\_\_\_ Egypt, too.
5. \_\_\_\_\_ Spanish is **the** official language of \_\_\_\_\_ Mexico.

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

1. That is **an** airplane. **An** airplane is in **the** sky.
2. We play \_\_\_\_\_ football in **the** park on \_\_\_\_\_ Saturdays.
3. This is \_\_\_\_\_ my father. He is at \_\_\_\_\_ work. He is **a** teacher.
4. **An** exhibits at **the** National Museum are very interesting.
5. Look at **the** picture on **the** page 22. **the** people are at **the** museum.



# 4 Around the World



## 1 Listen and Discuss

What place is in the photo?

Who are the people in the pictures?

This is Dan Ramirez in Times Square, with people from all around the world.

Hello. Are you a tourist?

No, I'm not. I'm here on business.

And where are you from?

I'm from Shanghai, China.



| 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**.

- no** Dan is in New York.
- yes** Tom isn't Australian.
- no** The English tourists aren't from London.
- yes** 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? **I'm from Saudi Arabia**
- What's your nationality? **I'm Saudi**
- What's the capital of your country?  
**Al-Riyadh**

## FYI

**Negative (-)**

We  
You **aren't** from the U.S.  
They

### Short Answers (–)

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

**Prepositions: *from, in, on***

Mr. Omar is here **on** business.  
Pat is **on** vacation.

**B:** Yes, it is.

**Yes, it is**



## 4 Pronunciation

A. Listen and repeat.

| Telephone Numbers        | Emails                                | Addresses                                 |
|--------------------------|---------------------------------------|-------------------------------------------|
| 754-9730<br>603-861-5278 | bwilson@web.com<br>lia_byrd@spark.com | 297 Birch Street<br>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.

1. 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.

2. A: What's your address?

B: It's 219 King Street.

A: What's your email address?

B: It's mike\_jones@worldnet.com.

3. A: What's his/her telephone number?

B: It's It's 823420.

A: What's his/her address?

B: It's It's 31 king street.

**A TELEPHONE & ADDRESS**

Name: Olivia Anderson Home: \_\_\_\_\_  
 Home Address: 2147 Emerson Avenue Work: (908) 543-6948  
Jersey City, NJ E-mail: oli@sat.com  
 Telephone: \_\_\_\_\_ 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.

1. a. (212)

✓ b. (202)

2. a. 60 Green Street

✓ b. 16 Green Street

3. a. (781) 342-7568

✓ b. (718) 342-7568

4. a. nat@star.com

✓ b. ned@star.com

5. a. 80 Park Lane

✓ b. 18 Park Lane

6. a. country code 13

✓ 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



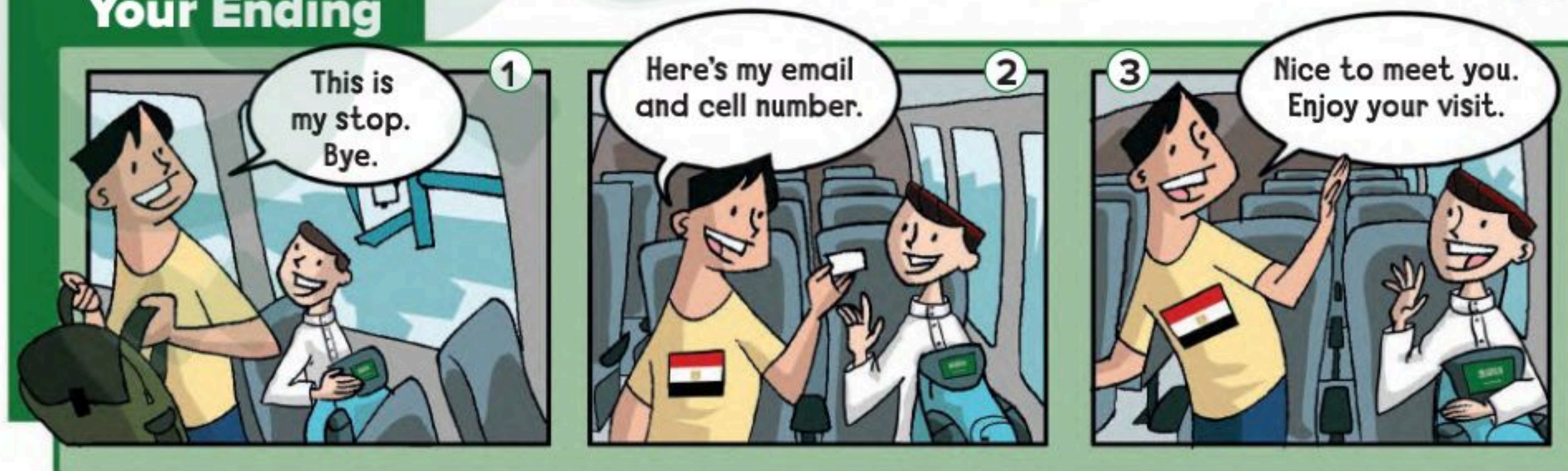
### Real Talk

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?

He's from Italy .1

Yes, he is .2

No, he isn't. He's on vacation .3

He's Canadian .4

## 7 About You



I'm from Saudi Arabia

1. Where are you from?
2. What's your nationality? **Saudi**
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?

**Arabic**



## 8 Reading

### Before Reading

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

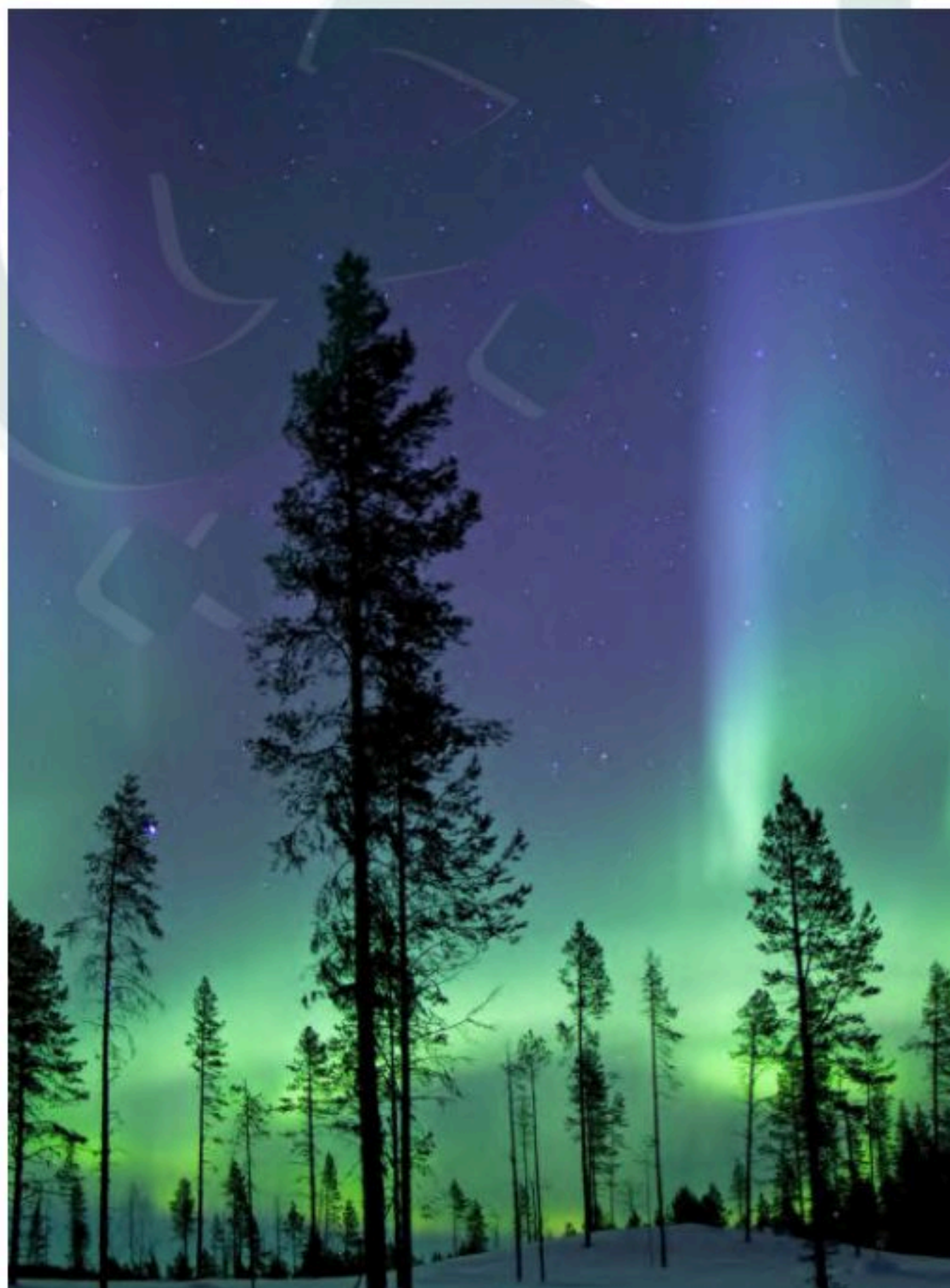
I think it is about Lapland next to Finland

# 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 | Hannun    |
| Region         | Lapland   |
| Country        | Finland   |
| Famous town    | Rovaniemi |

## The kingdom of Saudi Arabia

**Saudi Arabia**, officially the Kingdom of Saudi Arabia, is a country in Western Asia. It spans the vast majority of the Arabian Peninsula, with a land area of approximately 2,150,000 km<sup>2</sup>. Saudi Arabia is the largest country in the Middle East, and the second-largest country in the Arab world. Riyadh is the capital of Saudi Arabia. The official language of Saudi Arabia is Arabic. Population in Saudi Arabia is expected to reach 35,613,027

The main cities in Saudi Arabia are

**Riyadh:** Riyadh, which lies in the Central Region, is the capital city of Saudi Arabia and now rivals any modern city in the world in the splendor of its architecture. It is the largest city in Saudi Arabia, with a population of 6,506,700

**The Holy City of Makkah:** Mecca is Makkah area's capital city in the Hejaz area in Saudi Arabia. With a population of 1,919,900, Mecca gets visitors three times its population every year during the Haji pilgrimage. Mecca is also considered to be the place of birth for Muhammad and the location of Muhammad's first revelation of the Quran. In the Islamic religion, Mecca is the holiest city

**The Holy City of Madinah:** With a population of 1,271,800, Medina is the capital city of Saudi Arabia's Al-Madinah region. It is often referred as the "Radiant City" and is found in the Hejaz. Al-Masjid an-Nabawi has great religious significance because it is the burial place of Prophet Muhammad

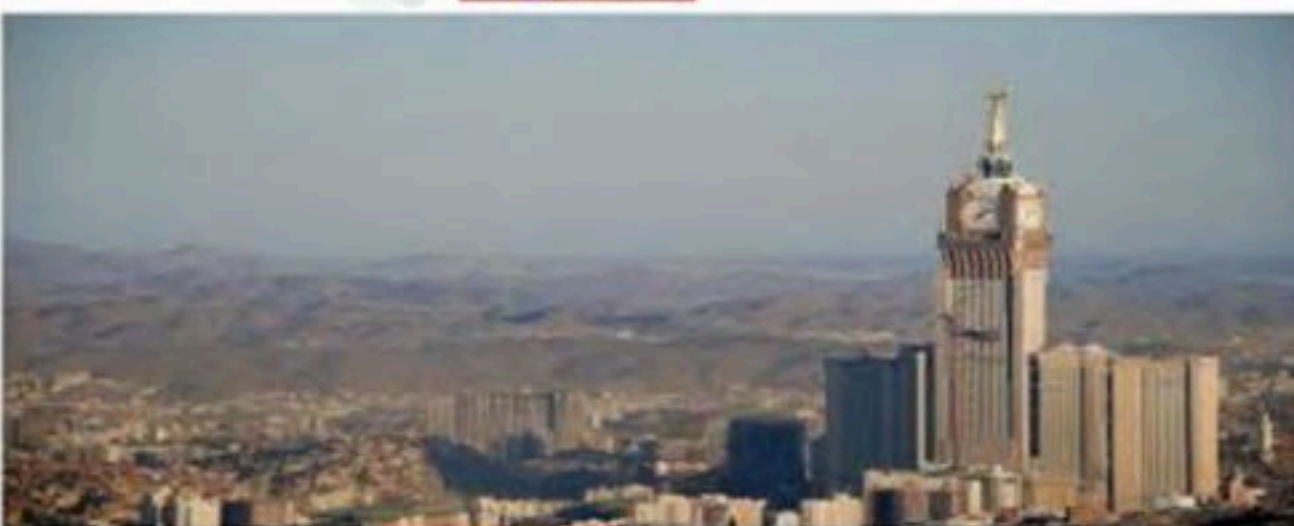
**Jeddah:** With a population of 3,976,400, Jeddah is the largest town in Makkah Province. It is also the second largest city in Saudi Arabia after Riyadh and the biggest seaport in the Red Sea



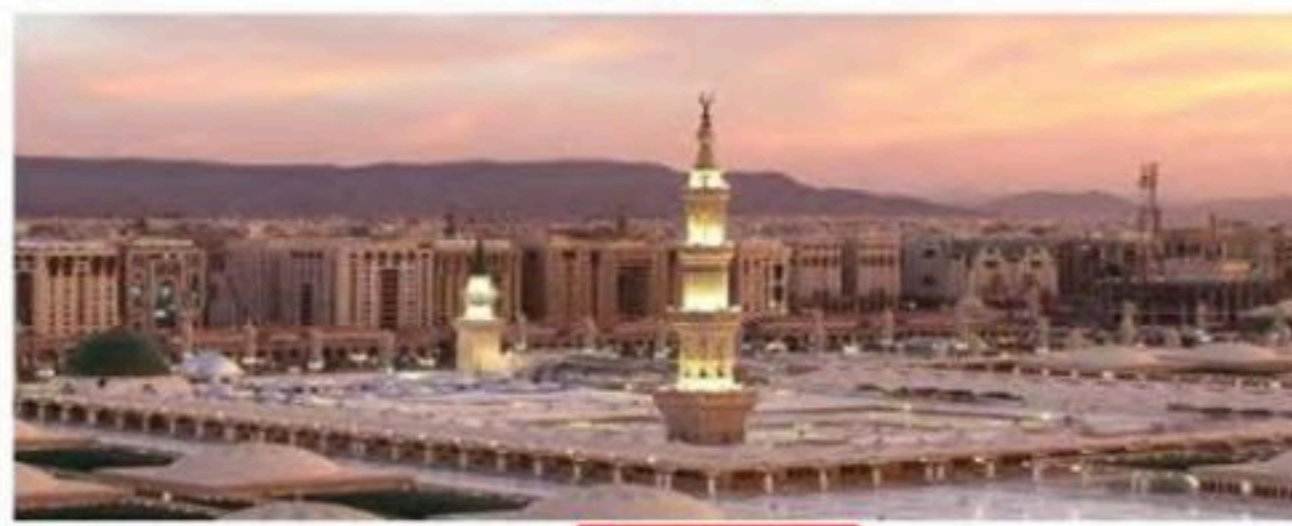
Riyadh



Jeddah



Makkah



Madinah

14/4/21 2:02 AM

## 10 Project

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

# 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**.

You're welcome.

Sure.

Can you open the window, please?

Thank you.

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.

Can / Will you please Give me your email address?

2. Write your telephone number.

Can / Will you please write your telephone number?

3. Tell me the country code for Saudi Arabia.

Can / Will you please tell me the country code for Saudi Arabia?

4. Spell your name.

Can / Will you spell your name, please?

5. Repeat that.

Can/ Will you please repeat that?

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

Can you please teach me?

Can / Will you please lend me your books?

Will you please come to my house?

# 5 Families, Families



رابط الدرس الرقمي  
www.iien.edu.sa

## 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.

### 3 Jeddah



Hameed with his wife Sabah and their children

### 2 Riyadh



Grandfather Ibrahim and Grandmother Fatima with children and grandchildren

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

### 4 Abha



Omar with his wife Refaa and their teenage son Faisal

▲ Faisal doesn't have any brothers and sisters.



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



Ahmed

And this is  
Ahmed's  
family.

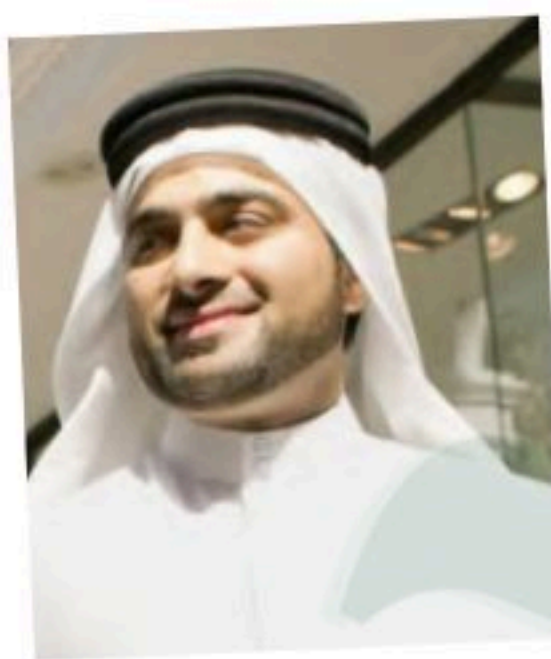


grandfather  
husband

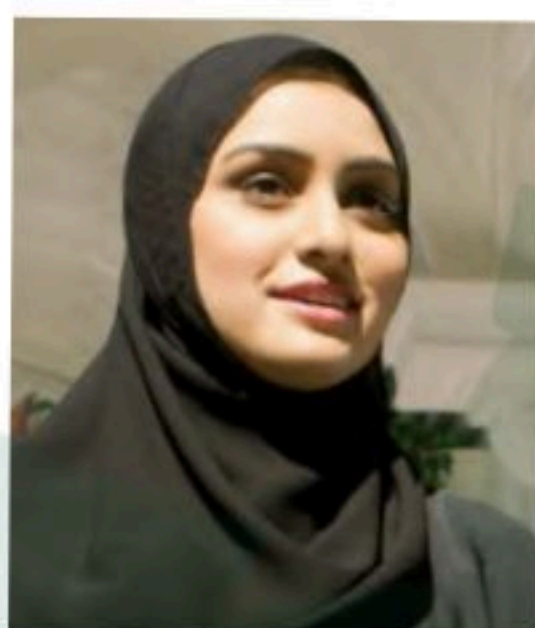


grandmother  
wife

▲ 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?

my aunt  
my grandfather  
my uncle  
my cousin

He has two children,  
a son and a daughter  
Adel's wife is Asma  
Farah has one  
brother  
Mona's husband is  
Hameed

## 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 Zeyad.  
OR  
My brothers' names are Al-Rajeh.



### 3 Grammar

#### Verb: have

##### Affirmative (+)

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

##### Negative (-)

|        |         |                |
|--------|---------|----------------|
| I      | don't   |                |
| You    |         |                |
| He/She | doesn't | have a sister. |
| 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?  
**Q:** Do you have **any** cousins?

- A:** No, I don't have **any** brothers and sisters.  
**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 **brother's** cat.

2. The girls have a brother. That's the **girls'** brother.

3. Mrs. Smith has a daughter. That's \_\_\_\_\_ baby. **Mrs. Smith's**

4. My grandfather has a sister. She is my \_\_\_\_\_ sister. **grandfather's**

5. The boys have an uncle. That is the **boys'** uncle.

**Does your brother have a cat/pet?**  
**Do the girls have a brother?**  
**Does Mrs. Smith have a daughter?**  
**Does your grandfather have a sister?**  
**Do the boys have an uncle?**

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

Does Brian have a sister?

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

| 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 **have** any brothers and sisters?

**Fatima:** No, I **don't**. I come from a small family. I'm an only child. How about you?

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

**Fatima:** **Do** 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  | <b>three</b>      |
| sisters   | <b>two</b>        |
| uncles    | <b>seven</b>      |
| aunts     | <b>seven</b>      |
| cousins   | <b>twenty-one</b> |

## 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?



## 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?

**She has four sisters. She doesn't have any brothers**

**Three of her sisters are single**

**Yes, she is. She has a niece and a nephew**

**She's an only child**

**No, she doesn't**

### Your Turn **يترك للطالب**

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 **يترك للطالب**

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?

## 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 They care for the children

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:

**Saudi Arabia provides families with support for their children. It assists parents with their children's education**

|                                  |                        |
|----------------------------------|------------------------|
| 1. benefits/advantages           | <b>assets</b>          |
| 2. dream/aim                     | <b>visions</b>         |
| 3. topics                        | <b>themes</b>          |
| 4. defend                        | <b>protect</b>         |
| 5. gives                         | <b>provides</b>        |
| 6. help (2 words) 1 noun, 1 verb | <b>support, assist</b> |

### Discussion Because they protect society

- Why is family important? **and care for their children**
- What do you do, to be a good member of your family?

**I obey my parents and help them**



## 9 Project

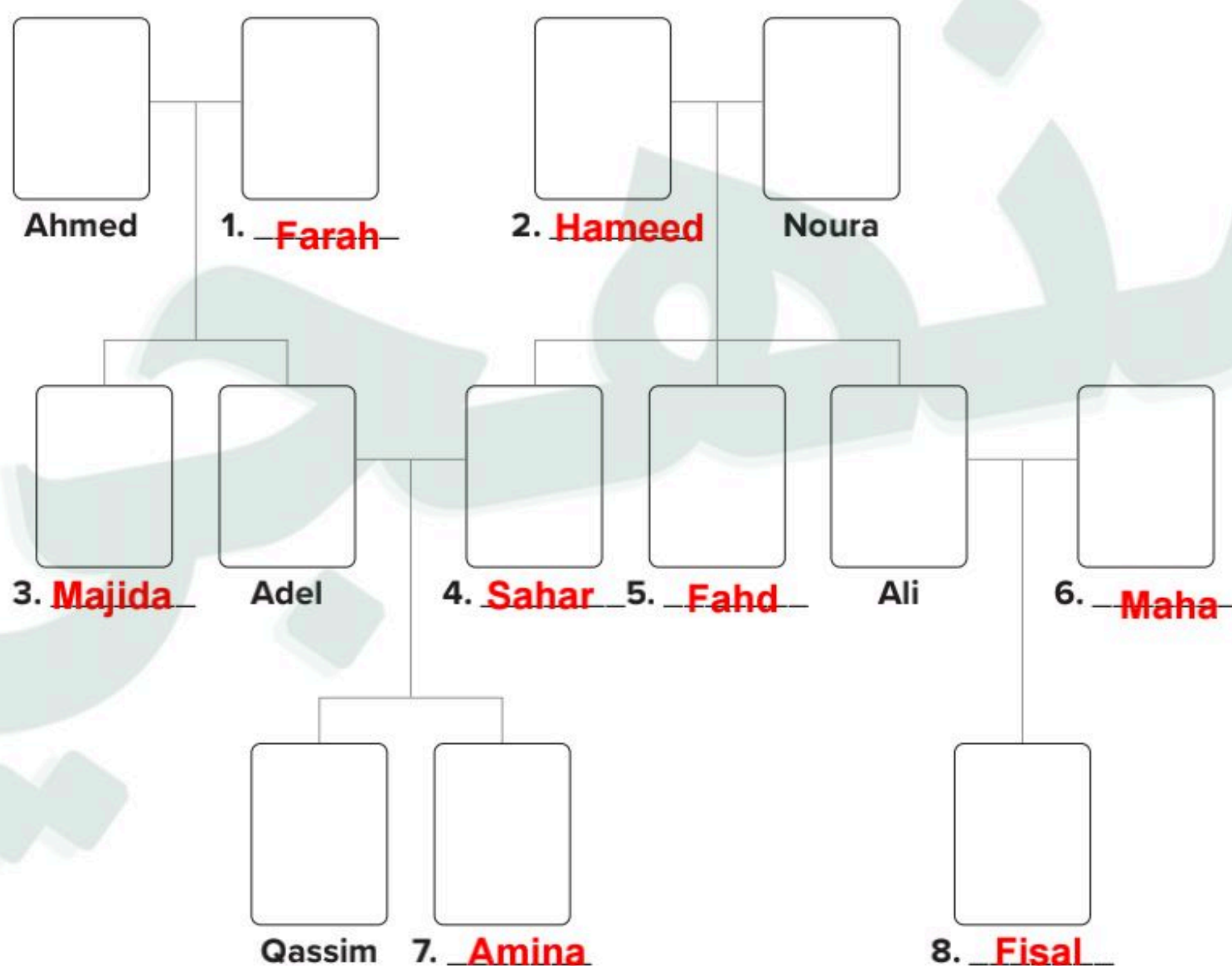
Write about the Saudi royal family

The house of Saudi is the ruling family of Saudi Arabia. It is composed of the descendants of Mohammed bin Saud, the founder of Emirate of Diriyah, known as the first Saudi state ( 1744 - 1818 ). The modern founder of Saudi Arabia is king Abdulaziz bin Abdulrahman. The most influential position of royal family is the king of Saudi Arabia. The family in total is estimated to comprise some 15000 members

## 10 Writing

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

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

1. 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.
2. 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.

# 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 men (man). They are husbands (husband).
- Sabah and Refaa are women (woman). They are wives (wife).
- Hameed and Sabah are parents (parent). They have two daughters (daughter) and one son. They have three children (child). Their family has five people (person).
- Faisal is an only child. He doesn't have any brothers (brother) and sisters (sister).
- The two families (family) live in different cities (city).

B. Write the plural.

- |               |                      |                 |                        |
|---------------|----------------------|-----------------|------------------------|
| 1. that man   | <u>those men</u>     | 6. that address | <u>those addresses</u> |
| 2. this tooth | <u>these teeth</u>   | 7. that tree    | <u>those trees</u>     |
| 3. this key   | <u>these keys</u>    | 8. this shelf   | <u>these shelves</u>   |
| 4. that house | <u>those houses</u>  | 9. that country | <u>those countries</u> |
| 5. this watch | <u>these watches</u> | 10. this camera | <u>these cameras</u>   |

# 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 |          |          |
| painting     | cat          | ! modern          |          |          |
| skeleton     | turtle       | famous            |          |          |
| meteor       | rabbit       | enormous          |          |          |
| dinosaur     | mouse        | hot               |          |          |
| fossil       | parrot       | big               |          |          |

B. Complete the questions. Use **What**, **When**, **Where**, **Who**, or **How**. Then write answers. Use your own information.

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

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

| Question/Statement               | Response                        |
|----------------------------------|---------------------------------|
| 1. How's it going?               | Not bad. / I'm going home.      |
| 2. See you tomorrow.             | Goodbye / How are you?          |
| 3. Good evening, Mrs. White.     | Good night. / Good evening.     |
| 4. Thank you.                    | Take care. / You're welcome.    |
| 5. Is this your first time here? | No, it's my last. / Yes, it is. |

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

A: **Are** you Omar?

B: Yes, **I am**.

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

B: Nice **to meet** you, Frank.  
This **is** my family. Those \_\_\_\_\_  
my children over there.

A: What **are** their names?

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

A: **How old** are they?

B: Adel is five, and Mona is eight.

A: Nice family!

B: Thank you.

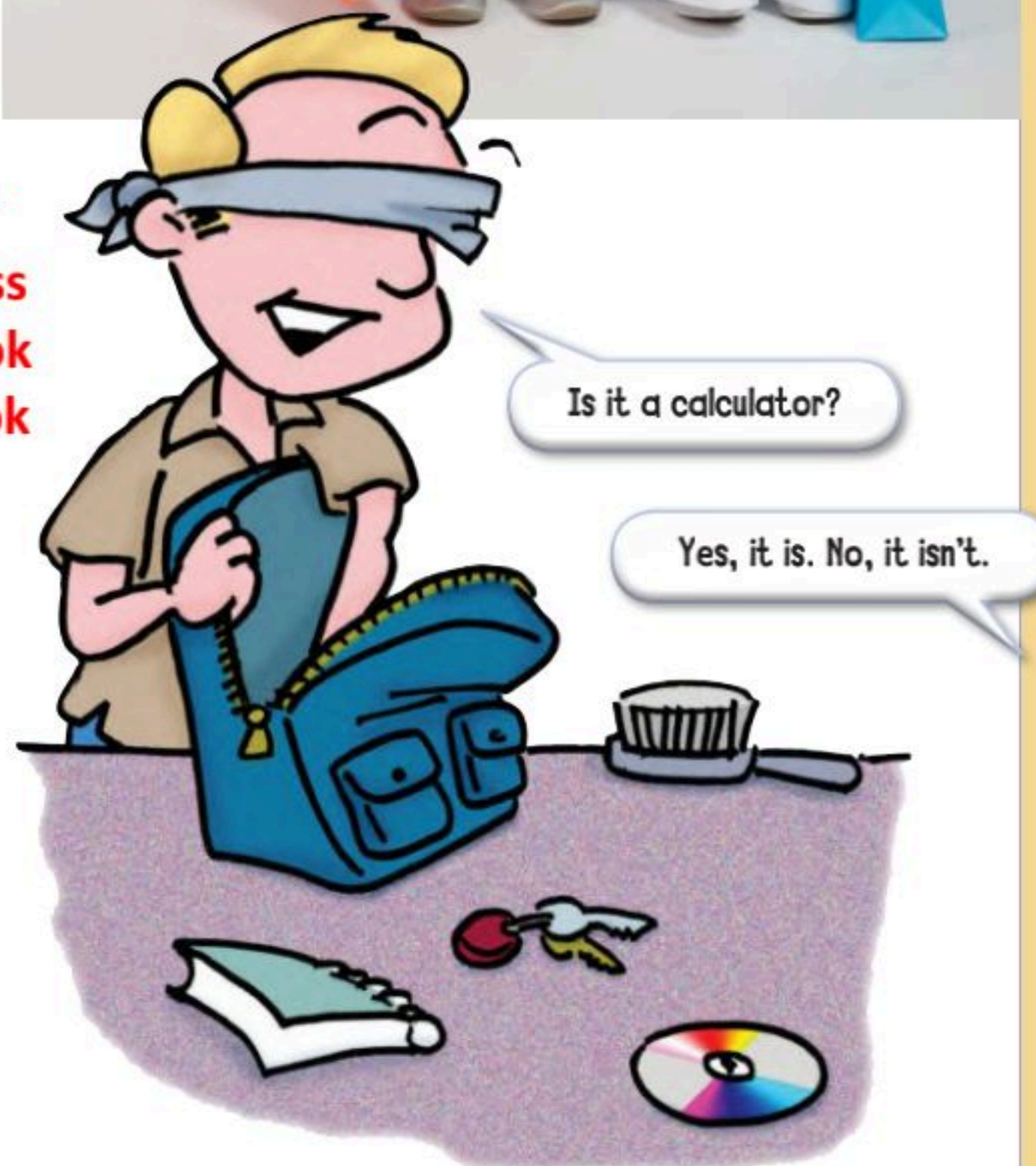
E. Work in groups of three. Write down six commands. Give the commands to another group. They follow the commands.

Go to the window.

**Open the door**  
**Go out the class**  
**Open your book**  
**Close your book**  
**Stand up**  
**Sit down**

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  
☐ Baseball  
☐ Surfing  
 is the national sport.

3. ☐ English  
☐ French  
☐ Spanish  
 is the official language.

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 Khalid Saleh Khalifa  
 Address Saudi Arabia - Riyadh — Next to Rajeh Restaurant  
 Age Thirteen  
 Telephone 654930  
 Email KalidSK@yahoo.com

Answers: 1. Santo Domingo 2. Baseball 3. Spanish 4. Hispaniola 5. tourism

## After Reading

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

1. **yes** The prize for the winner is a free trip.
2. **no** Caribbean Cruises is an airline.
3. **no** The contest is about essay writing.
4. **yes** 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 **is** on the island of Hispaniola. Also on the island is Haiti. The island is in the **Caribbean** Sea. The **capital** of the Dominican Republic is Santo Domingo, and **Spanish** is the official language. The beaches at Punta Cana and Puerto Plata **Are** famous. The country is a favorite destination for **tourists**.

- 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?

My country is **Saudi Arabia**.

It is near **Arabian Gulf, the Arabian Sea and the Red Sea**.

The capital is **Riyadh**.

The official language is **Arabic**.

A famous place is **Kaaba**.

A popular sport is **Football and Camel Racing**.

My country is famous for

**Kaaba, the Prophet's Mosque, the oil, Islamic monuments and landscapes**

## 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.

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.

### Chorus

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

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





## Vocabulary

A. Match the two parts of the sentences.

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

B. Write four orders or commands for each situation.

### Before School

1. Get up
2. Say hello
3. Brush your teeth
4. Hurry

### Classroom

1. Please come in
2. Close the door
3. Stop your talking
4. Open your books

### After School

1. Do your homework
2. Clean your room
3. Sweep the floor
4. Get off the phone

## Comprehension

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

- |                                      |                                                      |
|--------------------------------------|------------------------------------------------------|
| 1. <u>no</u> The chanter is happy.   | 4. <u>yes</u> The chanter is a student.              |
| 2. <u>no</u> The chanter is a child. | 5. <u>no</u> The chanter's transportation is a bike. |
| 3. <u>yes</u> The bus isn't late.    | 6. <u>no</u> 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.

*Don't give homework.*

*Cell phones are OK.*