

# Super GOAL

## 超越目标

Manuel dos Santos



STUDENT  
BOOK

1

中国对外翻译出版公司

Manuel dos Santos

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# Scope and Sequence

## UNIT TITLE

## FUNCTIONS

## GRAMMAR

### 1 GOOD MORNING!

Pages 2-5

Greet people  
Take one's leave  
Identify oneself  
Introduce oneself and others

Verb: *be*—*I am, you are, he is, she is*  
Personal pronouns: *I, you, he, she*  
Possessive adjectives: *my, your, his, her*  
Contractions: *I'm, you're, he's, she's*  
Question word: *What?*

### 2 WHEN IS YOUR BIRTHDAY?

Pages 6-9

Talk about one's age and birthday  
Use numbers 1 to 20 in context  
Use the days and the months in context  
Apologize

Verb: *be*—*we are, you are, they are*  
Personal pronouns: *we, you, they*  
Possessive adjectives: *our, your, their*  
Question words: *What, When, How old*  
Conjunction: *and*

### 3 WHAT'S THIS?

Pages 10-15

Give commands and instructions  
Make requests  
Ask for identification of things

Indefinite article: *a/an*  
Definite article: *the*  
Pronouns: *this/that, these/those*  
Plural nouns  
Imperatives

### 4 WHERE ARE YOU FROM?

Pages 16-21

Give information about one's country of origin  
Ask for information with *yes/no* questions  
Give basic personal information  
Use numbers 21 to 100 in context

Verb: *be*—negatives, *yes/no* questions, short answers  
Question word: *Where*  
Prepositions: *from* (nationality), *in* (place)

### 5 WHO'S IN YOUR FAMILY?

Pages 26-31

Identify family members  
Describe family members  
Identify possessions

Verb: *have*—affirmatives, negatives, questions, short answers  
Possessive: *'s*  
Question words: *How many, Who*  
Demonstrative adjectives: *this/that, these/those*  
Preposition: *with*

### 6 IS THERE A GARDEN?

Pages 32-37

Describe places  
Describe the location of objects  
Talk about one's house  
Talk about preferences

*There is/There are:*  
affirmative and negative statements, *yes/no* questions  
Prepositions of place: *behind, in, in front of, on, under*  
Conjunction: *but*

### 7 WHERE'S THE MALL?

Pages 38-43

Ask for and give directions  
Describe location  
Get someone's attention  
Express lack of knowledge of something

Prepositions of place: *across from, between, far from, next to, near, on*  
Imperatives: directions

### 8 WHAT ARE YOU DOING?

Pages 44-49

Talk about present ongoing activities

Present progressive tense  
Question with: *What*  
Prepositions of place: *at, in, on*  
Irregular plurals

## LISTENING AND PRONUNCIATION

Listening: listen to identify a context  
Pronunciation: the alphabet

Listening: listen for specific information—ages, birthdays  
Pronunciation: stress of one-, two-, three-syllable words

Listening: listen for specific details  
Pronunciation: plural endings /s/ and /z/

Listening: listen for specific information—numbers and e-mail addresses  
Pronunciation: numbers 21 to 100

Listening: listen for specific information—numbers  
Pronunciation: the /ð/ in *father*

Listening: listen for specific information about locations to perform a task  
Pronunciation: intonation of *yes/no* questions

Listening: listen to and follow directions  
Pronunciation: stress in multisyllable words

Listening: listen to a telephone conversation for specific information  
Pronunciation: *ing* ending

## READING AND WRITING

Read the alphabet

Read a cartoon story about a birthday

Read an ad  
Label gift items  
(Project)

Read a personal profile  
Write a group directory  
(Project)

Read a puzzle about a family  
Write one's family tree  
(Project)

Read a humorous story  
Label a dream house  
(Project)

Read tourist information for a place  
Write about one's city/town  
(Project)

Read descriptions of pictures  
Write about ongoing activities outside the classroom

## LEARNING STRATEGIES AND SKILLS\*

Use pictures to make predictions about a situation  
Make mental images while listening

Use pictures to predict the language of a situation  
Use body language to infer meaning

Use one's first language to understand words  
Use a dictionary to find the meaning of words  
Understand a task before listening  
Fill a role on a project

Understand words in context  
Use pictures to predict the content of a reading  
Alphabetize

Classify vocabulary according to subject  
Take notes while listening\*  
Use logic to solve a puzzle  
Plan an oral presentation

Look for expected words in a reading  
Take notes while listening  
Use pictures to make inferences about a reading\*  
Make a plan before beginning a project

Repeat information to check comprehension\*  
Use context clues to guess word meaning\*  
Organize information into paragraphs

Listen on the telephone for intonation  
Match descriptions to pictures  
Brainstorm\*

UNIT TITLE	FUNCTIONS	GRAMMAR
<b>9 WHAT DO YOU DO?</b>  Pages 54-59	Ask and answer questions about jobs Introduce oneself, giving one's occupation Describe job activities Make suggestions	Simple present tense (affirmative) Questions with: <i>What</i>
<b>10 WHAT DOES HE LOOK LIKE?</b>  Pages 60-65	Describe physical characteristics of people Talk about school, teachers, and friends Discuss likes and dislikes	Simple present tense: affirmatives, negatives, <i>yes/no</i> questions, short answers Adjectives (order and position of)
<b>11 WHAT TIME DO YOU GET UP?</b>  Pages 66-71	Describe daily activities and routines Express time	Adverbs of frequency: <i>always, usually, sometimes, never</i> Simple present tense: <i>Wh-</i> questions Simple present vs. present progressive Time expressions: <i>before, after, then, every day, at, in, on</i>
<b>12 CAN YOU SWIM?</b>  Pages 72-77	Express ability Express likes and dislikes	Modal: <i>can</i> (ability)—affirmatives, negatives, questions, short answers Verb: <i>like</i> + infinitive
<b>13 I'M GOING TO WEAR MY JEANS</b>  Pages 82-87	Express future plans Talk about clothing and colors Make compliments Make, accept, reject suggestions	Future with <i>going to</i> : affirmative, negative Questions with: <i>What</i> Time expressions for the future: <i>tomorrow, next week, next month</i>
<b>14 LET'S CELEBRATE</b>  Pages 88-93	Express needs and wants Make invitations and suggestions Use ordinal numbers	Object pronouns <i>Need to</i> + verb <i>Want to</i> + verb Prepositions of time: <i>in, on</i> <i>Let's</i>
<b>15 SHE WAS SMART</b>  Pages 94-99	Talk about the past Describe people (in the past) Describe where people were Make excuses	Simple past tense verb <i>to be</i> : <i>was, were</i> —affirmative, negative, questions, short answers Irregular past tense verbs: <i>have, go</i>
<b>16 DID YOU HAVE FUN?</b>  Pages 100-105	Talk about past activities Expressing likes and dislikes	Simple past tense: affirmatives, negatives, <i>yes/no</i> questions, short answers Irregular verbs: <i>come, do, drink, eat, make, see, take, write</i> Time expressions for the past: <i>last night, last month, yesterday</i>

## LISTENING AND PRONUNCIATION

Listening: listen for key words to make inferences about jobs

Pronunciation: third person singular present tense endings /s/ and /z/

Listening: listen to descriptions of people for specific information

Pronunciation: third person singular present tense endings /s/, /z/, /ɪz/

Listening: listen to determine time relationships

Pronunciation: intonation in *wh*-questions

Listening: listen for specific information in a radio ad

Pronunciation: /kən/ and /kæn/

Listening: listen to description of plans for specific information

Pronunciation: going to /gəʊnə/

Listening: listen to voice mail invitations for specific information

Pronunciation: pronounce ordinal numbers

Listening: listen for specific information in a biography

Pronunciation: /əɪ/

Listening: listen to verify statements

Pronunciation: /t/, /d/, and /ɪd/ endings of simple past tense verbs

## READING AND WRITING

Read a story about a conflict  
Label a job collage (Project)

Read newspaper interviews  
Write a description of a classmate  
Write descriptions of people (Project)

Read newspaper articles  
Write an article for a school newspaper (Project)

Read ads for vacation places  
Write a brochure for a vacation place (Project)

Read about the history of a popular item of clothing  
Write a script for a fashion show (Project)

Read about a holiday celebrated worldwide  
Complete a paragraph about a holiday  
Write about a favorite holiday (Project)

Read from about people's past and their careers

Read about a fictional hero  
Write a presentation (Project)

## LEARNING STRATEGIES AND SKILLS\*

Categorize words to remember vocabulary  
Listen for key words\*  
Express opinions to resolve a conflict

Classify words  
Use the first paragraph to tell what a reading is about\*  
Organize ideas for a writing project

Look for expected words—time expressions  
Skim an article for general meaning\*  
Support an opinion  
Get information—interview (Project)

Keep a vocabulary notebook\*  
Find support for answers

Give reasons for choices  
Use the title to activate background knowledge about a topic and personal interest in it\*

Use a chart to record information\*  
Make corrections in paragraph writing

Find patterns in written material  
Compare and contrast  
Scan for information\*  
Conduct an interview (Project)

Use familiar words to understand unfamiliar words\*  
Take notes to organize information  
Make inferences about the meaning of words

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

# Contents

SCOPE AND SEQUENCE	iv
① GOOD MORNING!	2
② WHEN IS YOUR BIRTHDAY?	6
③ WHAT'S THIS?	10
④ WHERE ARE YOU FROM?	16
EXPANSION 1	22
⑤ WHO'S IN YOUR FAMILY?	26
⑥ IS THERE A GARDEN?	32
⑦ WHERE'S THE MALL?	38
⑧ WHAT ARE YOU DOING?	44
EXPANSION 2	50
⑨ WHAT DO YOU DO?	54
⑩ WHAT DOES HE LOOK LIKE?	60
⑪ WHAT TIME DO YOU GET UP?	66
⑫ CAN YOU SWIM?	72
EXPANSION 3	78
⑬ I'M GOING TO WEAR MY JEANS	82
⑭ LET'S CELEBRATE	88
⑮ SHE WAS SMART	94
⑯ DID YOU HAVE FUN?	100
EXPANSION 4	106
VOCABULARY	110

# Super GOAL

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藏书章

STUDENT  
BOOK 1

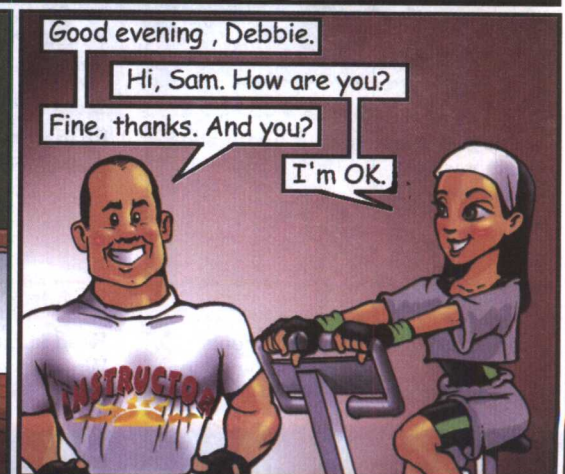
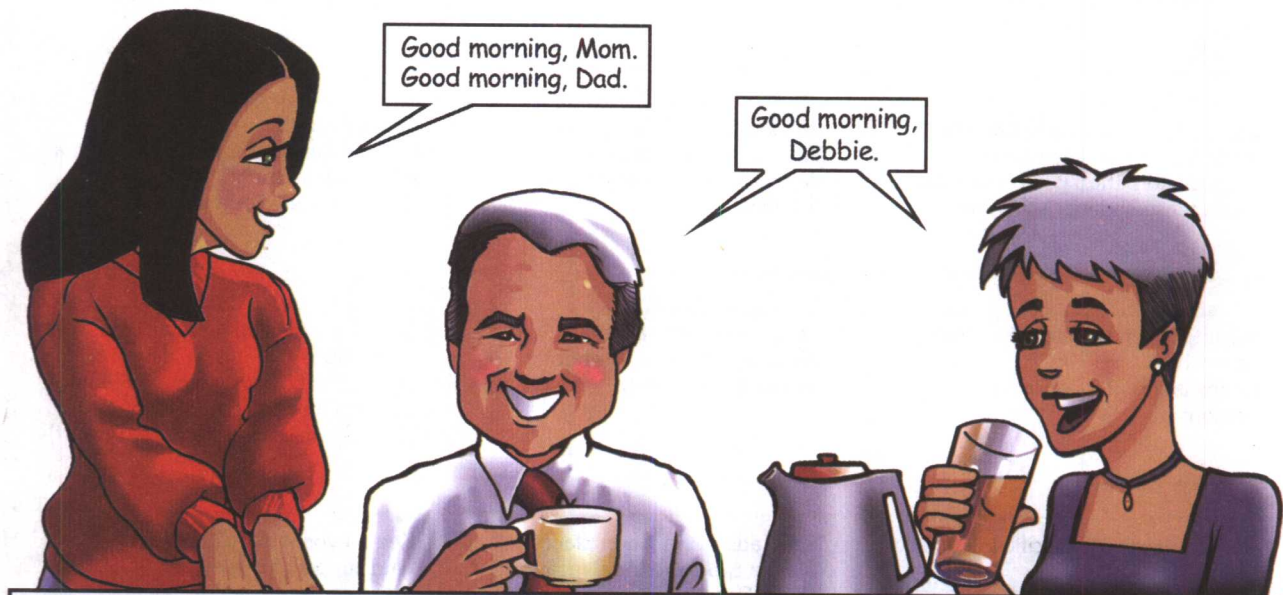
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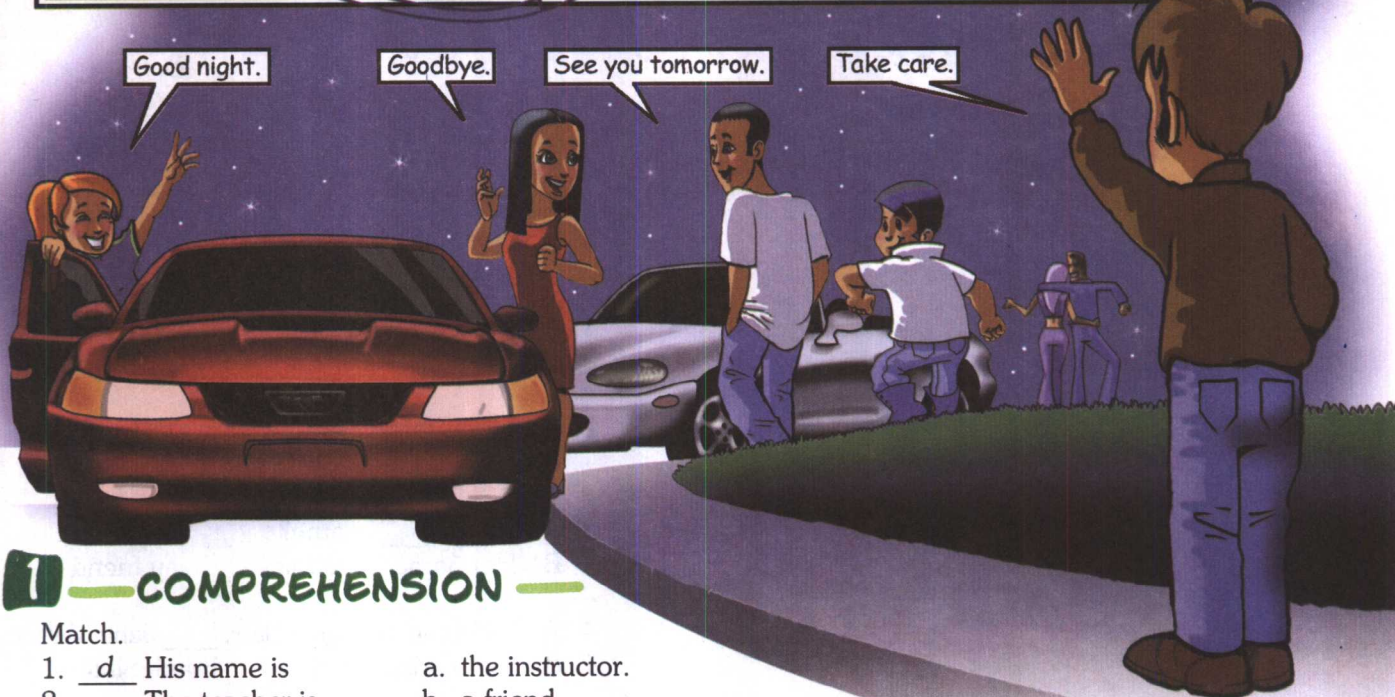


# GOOD MORNING!

LOOK AND LISTEN 







## 1 COMPREHENSION

Match.

- |                              |                    |
|------------------------------|--------------------|
| 1. <u>d</u> His name is      | a. the instructor. |
| 2. <u>   </u> The teacher is | b. a friend.       |
| 3. <u>   </u> Sam is         | c. Ms. Wilson.     |
| 4. <u>   </u> Paul is        | d. Mr. Stephens.   |

## 2 PAIR WORK

**A** Greet a partner.

- Good morning, Sam.
- Good morning, Debbie.
- Good afternoon, Ms. Wilson.
- Good afternoon, Paul.

**B** Start a conversation with a partner.

- Hi, Sam. How are you?
- Fine, thanks. And you?
- I'm OK./fine.

**C** Introduce yourself to a partner.

- Hi, I'm                     . What's your name?
- My name is                     .
- Nice to meet you.



### 3 GRAMMAR

**Verb: be**

**Singular**

I	am	John.
You	are	Sue.
He	is	Bill.
She	is	Mary.

**Contractions**

I + am	=	I'm
You + are	=	You're
He + is	=	He's
She + is	=	She's

**Personal pronouns: I, you, he, she**



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

My name is John.  
Your name is Sue.  
His name is Bill.  
Her name is Mary.

**Question word: What**

What's (what + is) your name?

**A** Complete with pronouns.

1. I 'm a teacher.
2. \_\_\_\_\_ 're my friend.
3. \_\_\_\_\_ 's Paul.
4. \_\_\_\_\_ 's Mrs. Stephens.

**B** Complete with possessives.

1. He's a teacher. His name is Mr. Jones.
2. I'm a student. \_\_\_\_\_ name is Margaret.
3. She's the instructor. \_\_\_\_\_ name is Ms. White.
4. I'm Richard. What's \_\_\_\_\_ name?

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

1. A: What's his name?  
B: His name is Tom.
2. A: Mom, this is Sam. \_\_\_\_\_ my instructor.  
B: Nice to meet you, Sam.
3. A: What's \_\_\_\_\_ name?  
B: Her name is Debbie. \_\_\_\_\_ my friend.
4. A: Welcome to English class. \_\_\_\_\_ Janet Wilson.  
B: Hello, Ms. Wilson. \_\_\_\_\_ Frank Slater.

**D** Complete the conversations. Use **How are you**, **Good morning**, **Nice to meet you**, **Take care**.



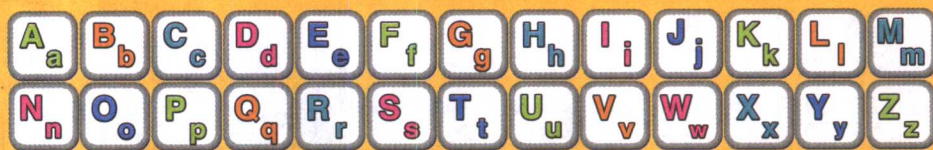


## 4 — PRONUNCIATION

Listen and practice.

Work in a group.  
Say your name.  
Then spell it.

### THE ALPHABET



## 5 — CONVERSATION

Mike: Hi. I'm Mike Jones.  
Carol: Hello, Mike. I'm Carol Sanchez.  
This is my friend, Fred.  
Mike: Nice to meet you.  
Fred: Nice to meet you, too.  
Welcome to California.  
Mike: Thank you.



## 6 — YOUR TURN

Practice with two classmates. Make introductions.

- Hi, I'm \_\_\_\_\_.
- Hello, \_\_\_\_\_. I'm \_\_\_\_\_.
- This is my friend \_\_\_\_\_.
- Nice to meet you.
- Nice to \_\_\_\_\_ you, too.
- Welcome to \_\_\_\_\_.
- Thank you.

## 7 — LISTENING


Listen. Mark the correct response.

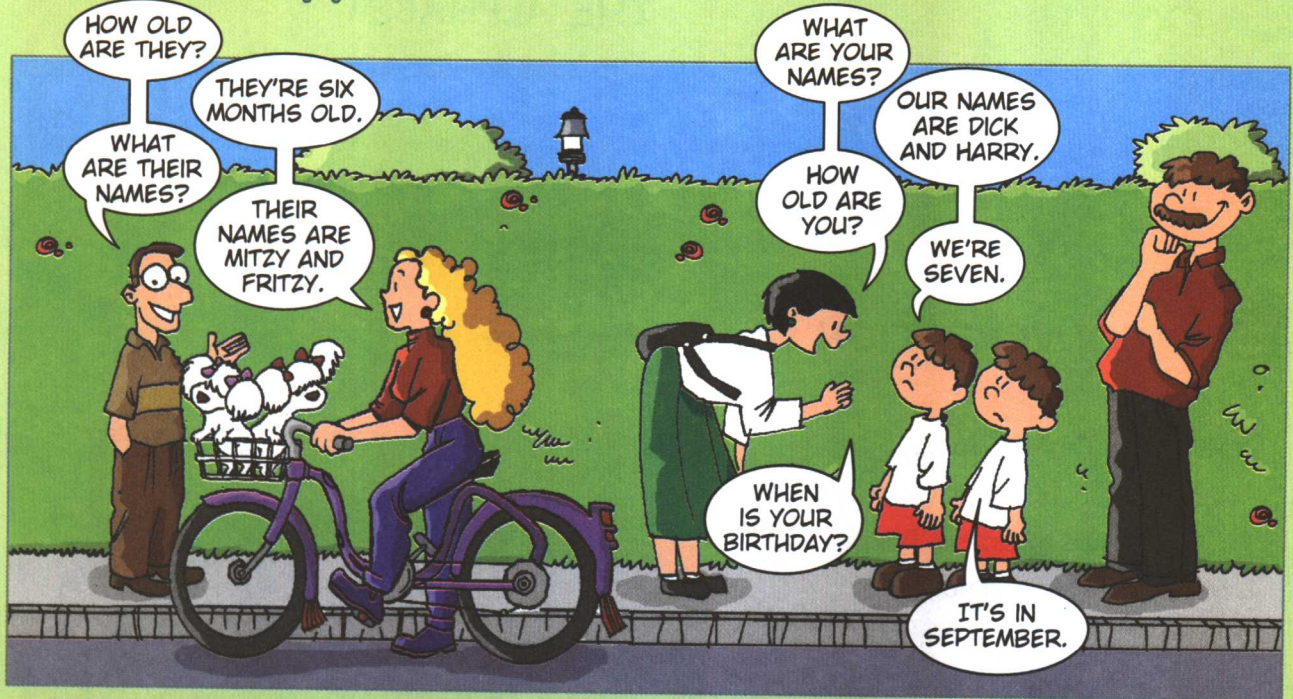
1. a. Bye.  
b. Thank you.
2. a. My name is Tom.  
b. Goodbye.
3. a. Nice to meet you.  
b. I'm OK.
4. a. Good morning, Miss Jones.  
b. Hi. How are you?
5. a. Goodbye.  
b. Fine, thanks.
6. a. Nice to meet you.  
b. Take care.



# 2

## WHEN IS YOUR BIRTHDAY?

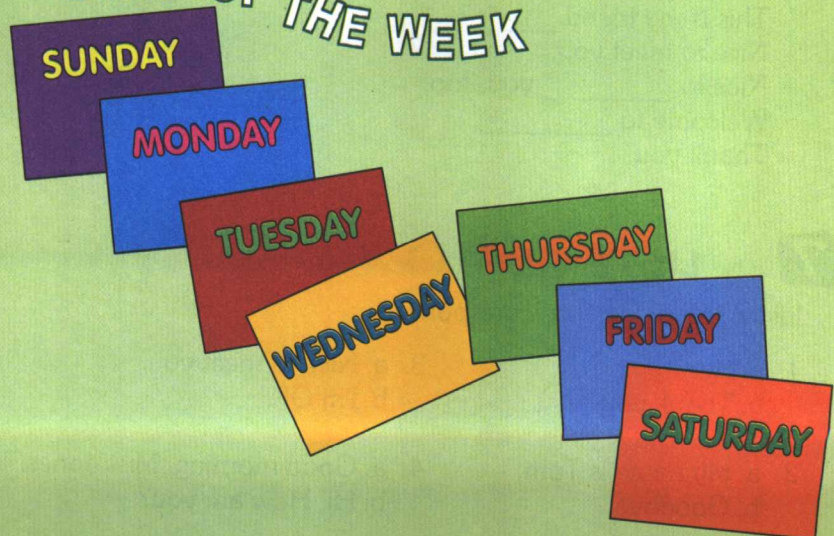
LOOK AND LISTEN 



### NUMBERS



### DAYS OF THE WEEK





# MONTHS



## 1 COMPREHENSION

Match.

1. \_\_\_\_ How old are Mitzy and Fritzzy?
2. \_\_\_\_ When is their birthday?
3. \_\_\_\_ What are their names?

- a. They're Dick and Harry.
- b. In September.
- c. They're six months old.

## 2 PAIR WORK

**A** Ask and answer.

- What day is today?
- Today is Sunday.

- What month is it?
- It's May.

**B** Ask and answer about yourself.

- It's my birthday today.
- Happy birthday.
- When is your birthday?
- It's in November.

- How old are you?
- I'm fourteen.
- How old are your friends?
- They're fifteen.



### 3 GRAMMAR

#### Verb: be

##### Plural

We are fifteen.  
You are fourteen.  
They are sixteen.

##### Contractions

We + are = We're  
You + are = You're  
They + are = They're

##### It + be

It's (it+is) Sunday.

#### Personal pronouns: we, you, they



#### Possessive adjectives: our, your, their

##### Plural

Our birthday is in May.  
Your birthday is in May, too.  
Their birthday is in May.

#### Question words: What, When, How old

What day is today? It's (it+is) Sunday.  
What month is it? It's (it+is) January.  
When is your birthday? It's (it+is) in July.  
How old are you? I'm sixteen.

#### Conjunction: and

Dick and Harry are seven.

Complete the conversations. Then practice with a partner.



- A: How old are Maisy and Daisy?  
B: one year old.  
A: How old is Munchie?  
B: She three.



- A: How old you?  
B: We twelve.  
A: How old are ??  
B: thirteen.  
A: What are names?  
B: names are Pam and Sue.

### 4 PRONUNCIATION

Listen and practice. Note the stress on words in English.

May	August	September
June	April	December
Mom	Sunday	instructor
Dad	teacher	tomorrow



## 5 CONVERSATION

### HAPPY BIRTHDAY

Good evening.

Hi, Dad.

What day is today?

Today is Friday.

What month?

May.

Friday, May 13.

**TODAY**

Dad, what day?

Your Mom. It's her birthday. Oh, no!

**YOUR ENDING**

Choose 1, 2, or 3.

1 I'm sorry.

2 Happy Birthday.

3 Happy Birthday.

## 6 YOUR TURN

Role-play the story with two classmates.

## 7 LISTENING


Listen. Complete the chart.

	Age	Month of birthday
1		
2		
3		



# 3

## WHAT'S THIS?

LOOK AND LISTEN 



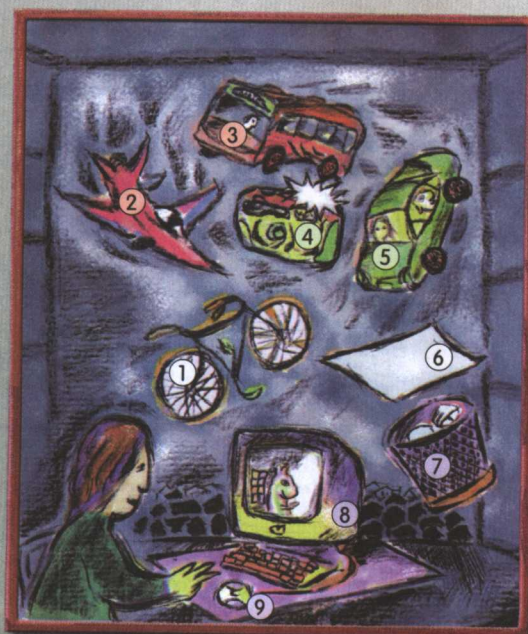
1. backpack
2. keys
3. radio
4. hamburgers
5. floor



1. orange
2. apple
3. pears
4. papaya
5. bananas



Welcome to the museum.  
My name is Fred.  
I'm your guide. Follow me.



1. bike
2. plane
3. bus
4. camera
5. car
6. piece of paper
7. waste basket
8. computer
9. mouse