

# GO UP

3



Pupil's Book

## SCOPE AND SEQUENCE

Units/ Topic	Subject matter	
<b>Starter unit</b>	<b>Out doors</b>	
<b>Unit 1 Back to school</b>	<b>Structure</b>	Do you have....? / What's your.....? How do you...?
	<b>Language</b>	Ruler - board - book - pen - bag - rubber - pencil - phone number - spell - classmate - introduce - people - phonics: /b/ or /p/
	<b>Consolidation</b>	Practising the language
	<b>Functions</b>	Do you have....? / What's your.....? How do you...?
<b>Unit 2 Inside the school</b>	<b>Structure</b>	Am, is, are + (v+ing)
	<b>Language</b>	School rooms - school activities - school subjects - library - art room - classroom - toilet - lab - playground - phonics: /d/ or /t/
	<b>Consolidation</b>	Practising the language
	<b>Functions</b>	Asking for information using : where & what
<b>Unit 3 Describing People</b>	<b>Structure</b>	I, we, they, you have got.... /He, she it has got.....
	<b>Language</b>	Parts of the body: face - ear - mouth - hand - hair - eye - nose - arm- foot - leg - a tooth - teeth - a foot - feet - fat - short - long - tall - green- brown - blue - thin - black - phonics: /g/ or /k/
	<b>Consolidation</b>	Practising the language
	<b>Functions</b>	Asking about possessions using: Have you got...? Has he got...?
<b>Unit 4 Clothes</b>	<b>Structure</b>	This is / These are / present continuous / present simple
	<b>Language</b>	Clothes for boys and girls: scarf - hat - shirt - skirt - short - socks - shoes glasses - jacket - trousers - blouse - dress - baggy - big - small - tight - phonics review: /b/, /p/, /d/, /t/, /g/, /k/
	<b>Consolidation</b>	Practising the language
	<b>Functions</b>	Asking about things using: What is this? What are these?
<b>Spot on grammar</b>		

Units/ Topic	Subject matter	
<b>Unit 5</b> <b>My</b> <b>Family</b>	<b>Structure</b>	Possessive adjectives: my, his, her, its, your, our. their
	<b>Language</b>	Family members: grandfather - uncle - brother - sister - father - mother - aunt - cousin - phonics: /f/ or /v/
	<b>Consolidation</b>	Practising the language
	<b>Functions</b>	Exchanging introducing people
<b>Unit 6</b> <b>My house</b>	<b>Structure</b>	Am, is, are + (v+ing) / There is / there are Prepositions of place: in - on - under - next to
	<b>Language</b>	Rooms and furniture: chest of drawers - armchair - bookcase - sofa - table - dressing table - lamp - shower - phonics: /s/ or /z/
	<b>Consolidation</b>	Practising the language
	<b>Functions</b>	Asking about places using: Where....?
<b>Unit 7</b> <b>Colours</b> <b>&amp;</b> <b>numbers</b>	<b>Structure</b>	Present continuous: am, is, are + (v+ing)
	<b>Language</b>	Numbers(1-100) colours: purple - yellow - green - blue - black - white - brown - red - orange - phonics: /m/ or /n/
	<b>Consolidation</b>	Practising the language
	<b>Functions</b>	Asking about colours and numbers.
<b>Unit 8</b> <b>Food</b>	<b>Structure</b>	Singular and plural, present simple, Do you .....?
	<b>Language</b>	Food: (vegetables and fruit) want - phonics review: /f/, /v/, /s/, /z/, /m/ or /n/
	<b>Consolidation</b>	Practising the language
	<b>Functions</b>	Asking about likes and dislikes using: Do you like...?
<b>Spot on grammar</b>		
<b>Enrichment</b>	Reading and Language Practice 1&2	



# Outdoors !

1. Look and read, talk with your friend.



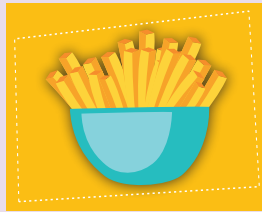
A: What would you like to have ?

B: I'd like some orange juice. , please .

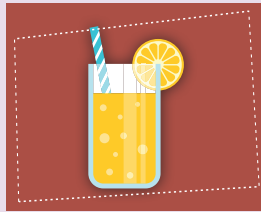
**1. Listen and repeat .**



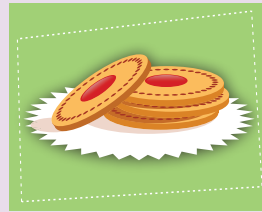
lemonade



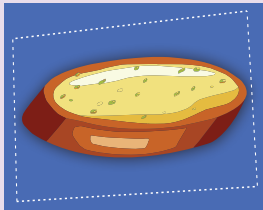
french fries



orange juice



biscuits



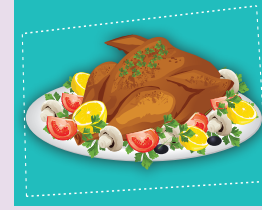
garlic bread



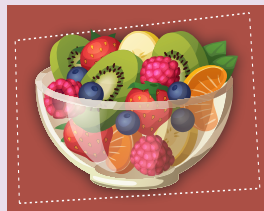
rice



cheese omelets



roast chicken



fruit salad



vegetables

Starters	Main Course	Desserts

**2. Ask and answer .**



# Remember

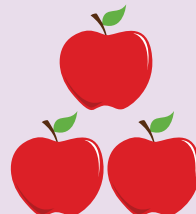
# Grammar

## ( countable and uncountable )

### 1. Look, read and learn .



There is little juice.



There are few apples.

### 2. Ask and answer .



How many eggs  
are there ?



There are four  
eggs.

How much milk is  
there?



There is a lot of milk  
in the bottle.

How many oranges  
are there ?



There are many  
oranges.

### 3. Talk with your friend .

How much sugar  
do you want ?

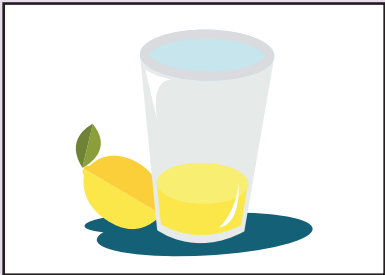
I want little sugar,  
please.



**Grammar in use**

**1. Complete the sentences using quantifiers from the box .**

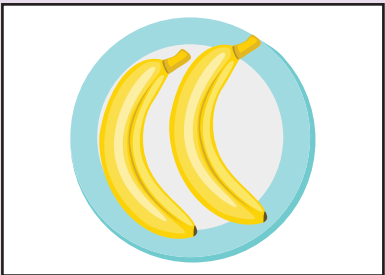
**many**      ≠      **few**  
**much**      ≠      **little**



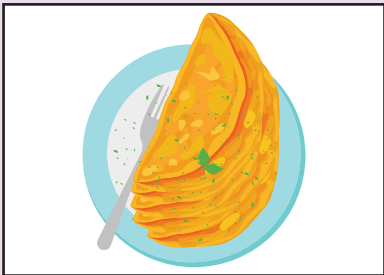
There is ..... of lemonade.



There are ..... glasses.



There are ..... bananas.



There is ..... omelette.

**Talk about yourself .**

- 1- There ..... sandwiches in my lunchbox.
- 2- I want ..... sugar. I don't like it sweet .
- 3- There are ..... pupils in my class.
- 4- There is .....in my cup, I drank most of it.
- 5- There are ..... animals in the zoo.

## Red Riding Hood

### 1. Before reading.

Where did Red Riding Hood live?

Why was she going to her grandmother?



Red Riding Hood was a little beautiful girl. She lived in the forest with her father who was a woodcutter, and her mother. One morning her mother asked her to go to her grandmother to give her a cake and a bottle of fruit juice. Her mother told her not to talk to anyone on the way.

Red Riding Hood put on her red cloak with a hood and set off through the forest. The forest was beautiful and Red Riding Hood forgot her mother's words. A wolf came along the path.

He said " Good morning my dear. Where are you going today?"

" Oh Good morning" answered Red Riding Hood politely. "I'm going to my grandmother's house". "You are a kind girl," said the wolf in a very friendly voice. The wolf told Red Riding Hood that there were lovely yellow flowers nearby and told her to pick some for her grandmother. Red Riding Hood was happy and thanked the wolf. She went to the flowers to pick some. At last, Red Riding Hood came to her grandmother's house. She knocked on the door and went in.

The windows were shut down, so it was too dark inside. At first, Red Riding Hood could see nothing, then she saw her grandmother sitting up in her bed. She had her big white nightcap on her head but she looked very strange.

Red Riding Hood asked her grandmother about her enormous ears, eyes and nose, she said see, listen and smell you very well. Red Riding Hood asked her grandmother about her big, shiny, white teeth,

" I can eat you with these big shiny, white teeth" roared her grandmother. It was the wolf. " Help" screamed Red Riding Hood.

Suddenly, her father came with his sharp, heavy axe. At once, the wolf disappeared. In the cupboard, they found the grandmother.



2. After reading .

Answer the following questions.



- 1- Why was Red Riding Hood going to her grandmother?
- 2- What did she take to her grandmother?
- 3- Who met Red Riding Hood in the forest ?
- 4- Why did Red Riding Hood pick the flowers?
- 5- Why couldn't she see at first at her grandmother's house?
- 6- What did Riding Hood say about her grandmother's eyes, nose and ears?
- 7- Why did she scream?
- 8- Who came to save Red Riding Hood?
- 9- Where was the grandmother?
- 10- What do you think happened to the wolf?
- 11- What was Red Riding Hood father ?
- 12- What did her mother ask her to do ?
- 13- What did Red Riding Hood take with her?
- 14- Who came along the path?
- 15- What question did the wolf ask Red Riding Hood?



# Unit 1

## Lesson 1

# Back to school

### Language focus

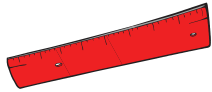
#### vocabulary

ruler - board - book - pen - chair - bag  
rubber - pencil - spell - number - phone.  
classmate - **introducing people.**

#### Grammar

Do you have ....?  
What's your ....?  
**phonics** /b/ or /p/

### 1. Look, listen and repeat.



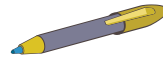
ruler



board



book



pen



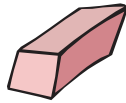
pencil



chair



bag



rubber



notebook



desk



computer



pencil sharpener



crayon



phone



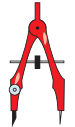
school



map



pencil case



compass

### 2. Look, listen and repeat.



I'm Saleh. I'm Ahmed.



How old are you?

I'm seven.



How do you spell your name?

A . H . M  
E . D



What's your phone number?

It's 27009912.

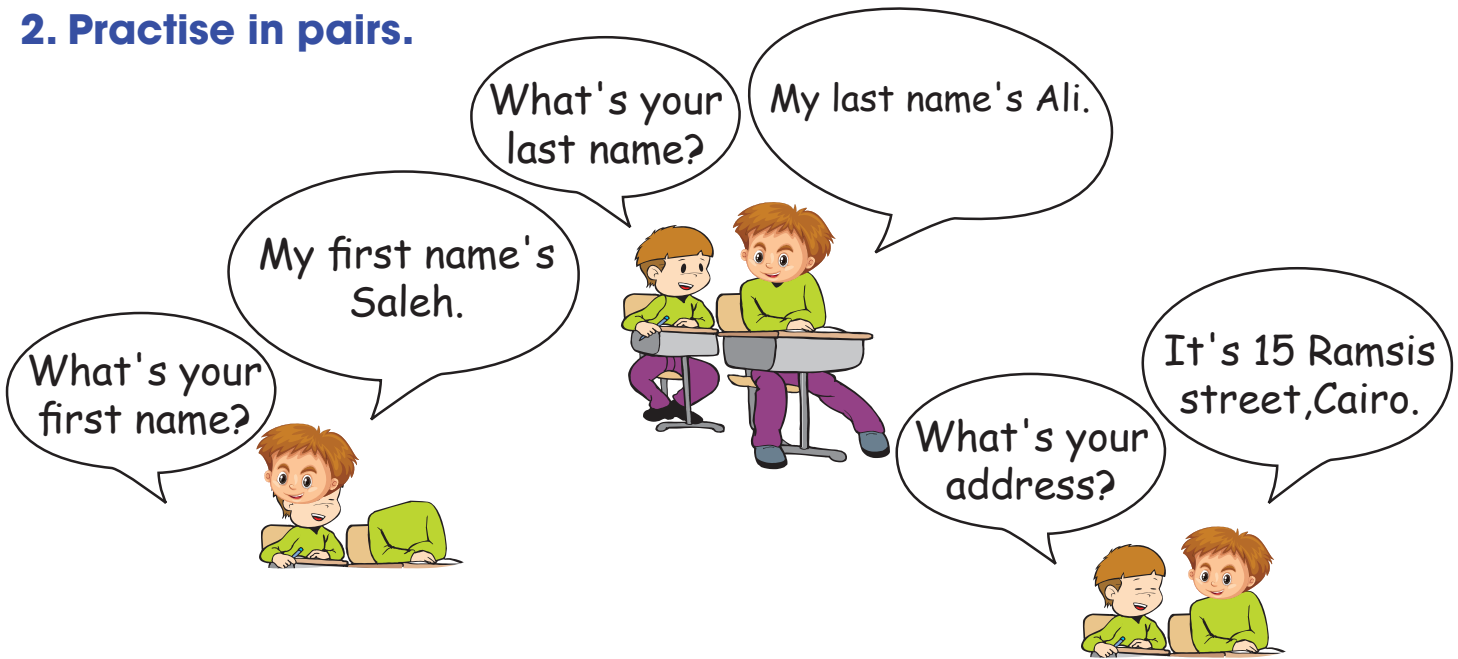


### 3. Ask your classmates: "What's your name?" "What's your phone number?"

1. Listen and read. 

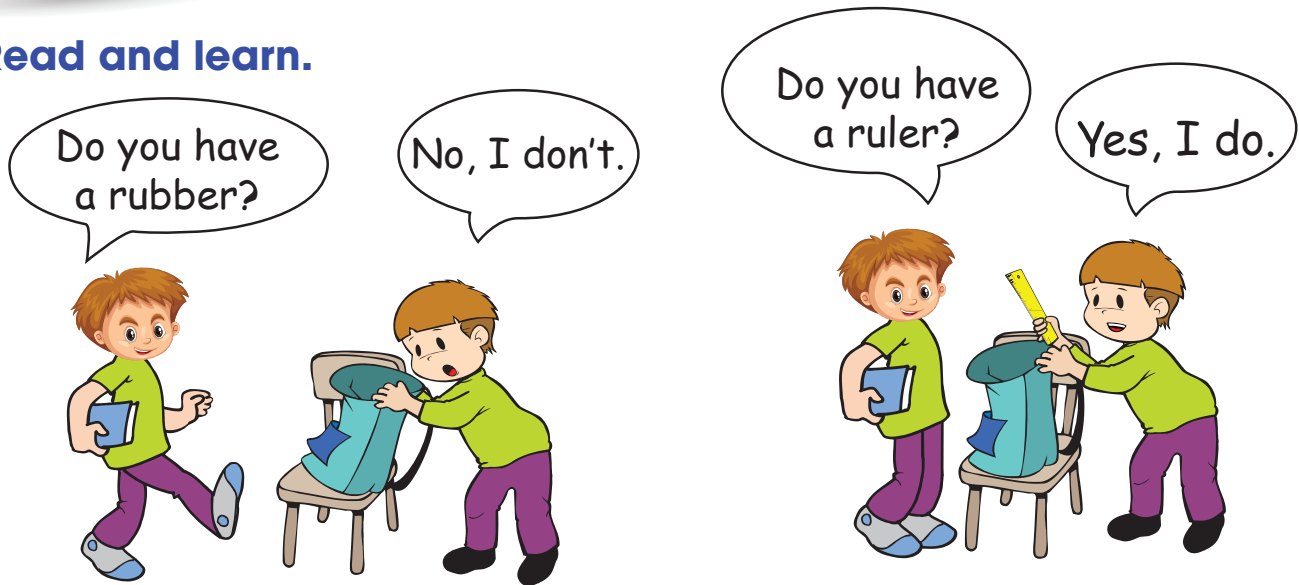


2. Practise in pairs.



# Lesson 3

## 1. Read and learn.



## 2. Ask and answer.

Do you have	Yes	No
a pencil ?	(.....)	(.....)
a ruler ?	(.....)	(.....)
a pen ?	(.....)	(.....)
a book ?	(.....)	(.....)
a crayon ?	(.....)	(.....)



### Note

Do + I / they / we / you / infinitive ?  
 Does + he / she / it / infinitive ?

Do you have a pen?

- Yes, I do.                      "or"                      No, I don't.

Does he have a pencil?

- Yes , he does.                      "or"                      No , he doesn't.



1. Look at the pictures and write the missing parts .



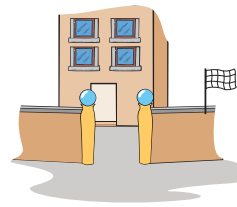
I have .....



I'm .....



My ..... is Ali.



This is my .....


2. Speaking .

Answer the questions .

How does he eat?





He ..... a burger.



What does he play?




He..... volleyball.



3 . Write as the example.

- 1- Saleh has three pens.
- 2- I.....
- 3- They.....

1. Listen and repeat / b / or / p /. 



2. Circle each word that contains the sound /b/ and underline each word that contains the sound /p/.

- 1) pan - boy- boat - cab.
- 2) pen - bear - puppy - cap.
- 3) book - pencil - bag - pin

3. Look at the pictures and write the missing parts from Ex. 1.



A ..... is in the .....



I can see a ..... and ..... on the table.



He has a .....



She eats ..... and .....