

Go Up ³

Student's Book

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SCOPE AND SEQUENCE

Units/ Topic	Subject matter	
Unit 1 Welcome back	Structure	Present simple / Present continuous
	Language	astronomer, diver, referee, judge, van driver, headmistress, furniture designer, architect.
	Consolidation	A passage about “ fire fighting”
	Functions	Free communication
Unit 2 Earth	Structure	Past simple / Present perfect (1)
	Language	natural disasters, volcano, tornado, hurricane, landslide, tidal wave, earthquake, professor
	Consolidation	A passage about “The Earth”
	Functions	Free communication
Unit 3 Scouting	Structure	going to / will
	Language	Scouting, boy scout, girl scout, go camping, go hiking, do community service, first aid, survive in the outdoors, leather work
	Consolidation	A passage about “scouting”
	Functions	Free communication
Unit 4 Olympic Games	Structure	little / few
	Language	Olympic games, athlete, fitness, championship, competition, come second, sports equipment, golf
	Consolidation	A passage about “Olympic Games”
	Functions	Free communication
Unit 5 Energy	Structure	Present perfect (just)
	Language	electricity, wind farm, concrete base, turbine, generator, blade
	Consolidation	A passage about “Energy”.
	Functions	Free communication
Unit 6 Everyday life	Structure	have to / must
	Language	entertainment, welcoming, seeing off, congratulating, funeral, quarreling, custom
	Consolidation	A passage about “Festivals around the world”
	Functions	Free communication
Unit 7 Africa	Structure	Tag questions
	Language	climate change, mine, natural resources ,open forests , deserts, droughts, famines
	Consolidation	A passage about “Africa”
	Functions	Free communication
Unit 8 Around the world	Structure	will / shall
	Language	wedding and festival, couple, wedding ring, wedding reception , wedding cake, honeymoon, gifts
	Consolidation	A passage about “Marriage ceremonies”
	Functions	Free communication

Units/ Topic	Subject matter	
Unit 9 Leather Goods	Structure	Zero conditional, Uncountable nouns
	Language	leather ,wallet, purse, sandals, belt, skin, tanning, dying
	Consolidation	A passage about “How to make shoes”
	Functions	Free communication
Unit 10 Human Brain	Structure	Reported speech
	Language	yawning, brain, blind, patient, skull, memory, deaf, sight, examine
	Consolidation	Passage about "The most important gift”
	Functions	Free communication
Unit 11 Environment	Structure	First conditional
	Language	wildlife, shark, cheetah, tiger, prey, rhino, eagle, hawk, blue whale, extinct
	Consolidation	A passage about "Animals in danger”
	Functions	Free communication
Unit 12 What a small village!	Structure	Past perfect
	Language	satellites, computer lab, weather satellite, communication satellite, fax, navigation, signal
	Consolidation	A passage about “Artificial satellites”
	Functions	Free communication
Unit 13 Ancient and Modern buildings	Structure	Passive voice.
	Language	The Great Pyramid, ancient, design, block, bury, tomb, mummies, royal, spirits
	Consolidation	A passage about “The Great Pyramid”
	Functions	Free communication
Unit 14 Modern Technology	Structure	Reported questions.
	Language	e-pal, internet, email, download, upload, connect, log onto, surf, global, attach
	Consolidation	A passage about “Communicating with friends”
	Functions	Free communication
Unit 15 What a damage!	Structure	Conditionals 2
	Language	theft, pickpocket, illegal, law, honesty, shop lifting, robbery, investigate, detective, report
	Consolidation	A passage about “ The adventure of the Copper Beeches”.
	Functions	Free communication
Unit 16 Learning languages	Structure	Modals
	Language	skill, fluency, develop, command, learn ,educate, teach, practice, speak, language
	Consolidation	A passage about “Enhance your Learning with English Tutor online”
	Functions	Free communication

UNIT 1

Lesson 1

Welcome back

1. Listen and write, then listen and repeat. 🎧

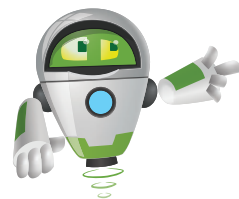
- 1- scuba diver 2- referee 3- judge 4- driver 5- astronomer
6- headmistress 7- furniture designer 8- architect



2. Listen, read and repeat. 🎧

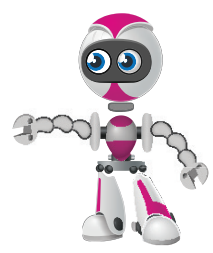
What does he do?

What is he doing?



He is an astronomer.

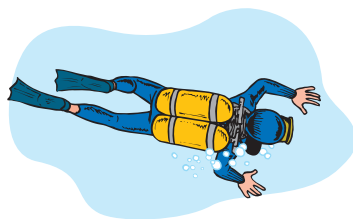
He is looking at the sky.



3. Talk about their jobs.



He is a



He



He

1. Listen, read and answer. 🎧

Reem and Saleh came back home on the first day of the school year.

Father: Welcome back to school!

Reem: It gives me great pleasure to go back to school.

Saleh: Me too. The school is my way to my goal.

Father: Goal! Which goal?

Saleh: I want to be a great astronomer. I want to explore the sky with my telescope.

Reem: I know that you are fair, so I think it's better to be a judge.

Saleh: I like being fair, so when my friends play football, I like refereeing the football match.

Father: I want you to be an architect to design more buildings and large cities for our country.

Reem: I want you to build many schools. I want to work as a headmistress to educate all girls.

Saleh: I like all the school subjects. I like my teacher of art best; he is a furniture designer.

Father: We'll see if you can achieve your goals.

A) Find words / phrases in the dialogue that mean.....

- 1- A person who designs buildings and large cities.
- 2- A place that astronomers use a telescope to look at.
- 3- A person who should be fair in his work.

B) Act dialogues, replacing the words in italics.

A: It gives me great pleasure to *go back to school*.
B: Me, too.

A: I hope to be *an architect*.
B: Great!

A: I'm a great *football player*.
B: We'll see.

C) What about you?

What do you want to be?
How can you serve your country?

- Read the passage and then answer the questions.

A dangerous and important job

Having a job is very important for everyone. Most people like their jobs even if they are dangerous. In doing some jobs, some people risk their lives to save the lives of others. Have you ever imagined to willingly run into a flaming building? Would you risk injuries from broken glass, falling objects, and explosions to save lives and property? This is exactly what a fire fighter does.



Fire fighters battle fires that break out in homes, factories, office buildings, boats, forests, and many other places. Fire fighters are always ready for many other emergencies, too. They help victims of accidents of trains, cars, aeroplanes, ...etc.. They rescue people when earthquakes, floods, or violent storms hit. Fire fighters risk their lives to make our world a safer place.

FIRE DEPARTMENTS

Most fire fighters are members of fire departments. In big cities, fire departments have many fire stations all over the place. Fire fighters in the stations are always ready for fire alarms and other emergencies. For fire fighters in cities, fighting fires is a full time job. Before they are accepted in the fire department, they are taught the skills needed for fighting fires and responding to other emergencies. Many smaller cities and villages have volunteers who fight fires without pay. When an alarm sounds, volunteer fire fighters rush to the fire station from their homes, farms, and jobs. Volunteer fire fighters get basic training to help them battle fires safely and effectively.

STOPPING FIRES BEFORE THEY START

Fire fighters don't just sit around the fire station and wait until a fire breaks out. Fire fighters begin to fight fires long before they start. Fire prevention is the most important part of a fire fighter's job. The best way to stop a fire is not to start one in the first place. Fire fighters go into buildings to solve safety problems.. They carry out fire prevention programs to educate people about fire dangers. They teach people what to do when a fire breaks out.

HOW DO FIRE FIGHTERS KNOW THERE IS A FIRE?

When an alarm sounds at a fire station, it tells the fire fighters where the fire is. Most



fire alarms are red boxes with switches people can pull. But most fires are reported by ordinary people using telephones. Fire fighters rush to the fire, taking the equipment they will need. More fire fighters will be called to a fire at a school or a large building than to a small house.

WHAT EQUIPMENT DO FIRE FIGHTERS USE?

Have you ever seen a fire engine rushing to a fire? A fire engine isn't just a ride for the fire fighters. Fire engines bring water, pumps, ladders, hoses, and other equipment to a fire. They also bring chemicals such as carbon dioxide that help put out fires. The first important thing to fighting fires is to have plenty of water around the place. Fire engines carry their own tanks of water so fire fighters can attack a fire at once. But a fire engine's tanks can quickly run dry. For this reason, every big city should have a water supply system for fighting fires.

A) Answer the following questions.

1. What other things than fighting fires can fire fighters do?
2. What is the most important thing to have in order to fight fires?
3. Why should every big city have a water supply system?

B) Choose the correct answer.

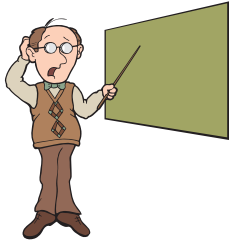
1. More fire fighters will be called to a fire if it is in
 - a) a big building with a lot of people.
 - b) a big building with no people.
 - c) a small building with no one in it.
2. A is a person who does a service without having money for it.
 - a) fire fighter
 - b) hose
 - c) volunteer
3. Fire fighters begin to fight fires they start.
 - a) long after
 - b) long before
 - c) short before

C) Discussion.

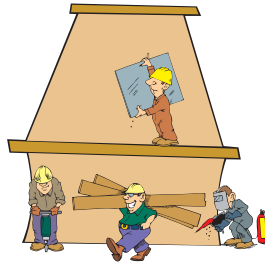
1. What kind of job do you like?
2. Is it a safe or dangerous job?
3. Why do you like it?

Present continuous / Present Simple

1. What is happening in the pictures?



He is explaining the lesson.



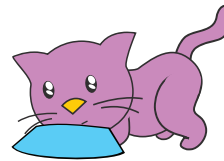
They are



Shecooking.



They are



It drinking.

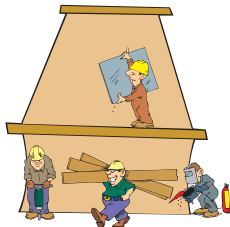
Rule We use the present continuous for temporary actions.

e.g. The teacher is explaining the lesson now.

2. What do they do in the pictures?



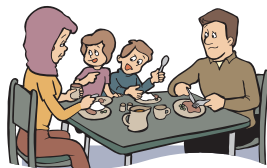
He teaches English.



They usually



He often



They every day.



She every morning.

Rule We use the present simple for states and routines.

e.g. The teacher always explains the lesson.

Master writing

In verbs of one-syllable which contain a short vowel in the middle, we double the last consonant before we add an "ing".



Reem is hugging her doll.



Saleh is patting his cat.

3. Complete the table

verb	+	ing
stop
drum
chat
plan
pat
wag
wrap
hum

4. Write the correct form of the verb:

1- Ahmed is (drum) very loudly.

.....

2- Look! He is (pat) a lion.

.....

3- The boys are (hum) in the bath.

.....

4- My dad is (wrap) my birthday present.

.....

5- Reem is (chat) with her friends.

.....

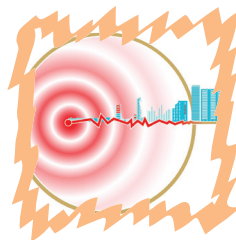
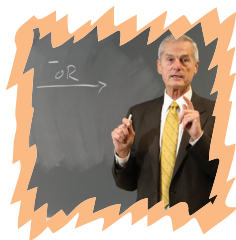
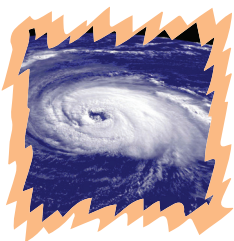
UNIT 2

Lesson 1

Earth!

1. Listen and write ,then listen and repeat. 🎧

- 1- volcano 2- tornado 3- hurricane 4- land slide
5- tidal wave 6- earthquake 7- professor



2. Listen, read and repeat. 🎧

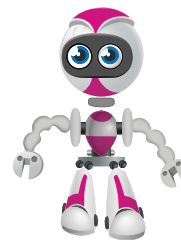
What's a volcano?

What should we do in a volcano?



A mountain that throws out hot rocks.

Leave the area at once.



3. Talk about natural disasters.



It's



It's



It's

1. Listen, read and answer. 🎧

Reem and Saleh met Professor Jack who talks about natural disasters.

Prof.: Have you ever been in a hurricane?

Saleh: No, never. What's a hurricane?

Prof.: It's a big storm of very strong winds and rains.

Reem: Is it more dangerous than an earthquake?

Prof.: Of course not. The earthquake happens when the ground shakes and buildings fall down.

Saleh: So, what should we do during an earthquake?

Prof.: We should stay outdoors.

Reem: Is an earthquake like a landslide?

Prof.: No, a landslide happens when part of a hill slides down after heavy rain.

Saleh: What should we do if there is a landslide?

Prof.: There's nothing that you can do. A landslide carries away buildings, bridges, trees and everything.

Reem: May our Allah protect the earth. What about the sea?

Prof.: There are tidal waves which are high waves that travel fast across the sea.

Saleh: What should I do if a tidal wave is coming?

Prof.: You should get away from the sea and shelter behind a strong building.

Reem: We plea to our Allah to have mercy on us.

A) Find words / phrases in the dialogue that mean.....

- 1- When the ground shakes and buildings fall down.
- 2- When part of a hill slides down after heavy rain.
- 3- A high wave that travels fast across the sea.
- 4- Something to protect us in case of a natural disaster.

B) Act dialogues, replacing the words in Italics.

A: Have you ever been in *a hurricane*?

B: No, never.

A: What should we do in *an earthquake*?

B: We should *stay outdoors*.

A: What is the most dangerous natural disaster?

B: *A landslide*.

C) What about you?

- What should you do in an earthquake?
- How can you help people who have problems?

- Read the passage and then answer the questions.

The Earth

The Earth is the third planet from the planets that go around the sun. It is almost the only planet that has life.

HOW DOES EARTH MOVE IN SPACE?

Earth spins like a top on its axis. Earth's axis is an imaginary line that goes through Earth from the North Pole to the South Pole. Earth's axis is slightly tipped, like a spinning top leaning to one side. Earth travels around the sun at about 67,000 miles per hour (about 107,000 kilo metres per hour). One year is one trip around the sun. Earth travels around the sun in a slightly oval shape. This oval shape causes Earth's distance from the sun to change during the year.

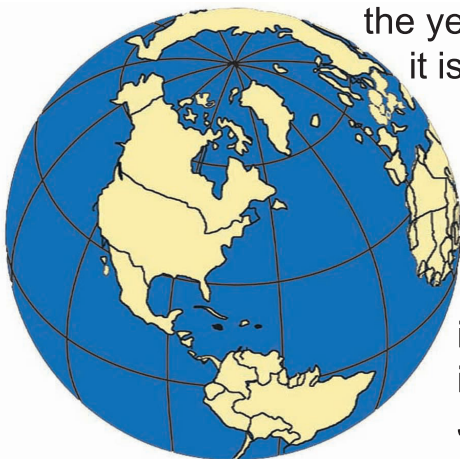


WHAT MAKES DAY AND NIGHT?

The sun seems to rise in the morning, cross the sky during the day, and set at night. However, the sun does not actually move around Earth. Earth's turning on its axis makes it look as if the sun is moving. Earth makes a complete turn on its axis every 24 hours. As Earth turns, half of the planet faces the sun, and the other half faces away. It is daytime on the half facing the sun. It is night on the half facing away from the sun.

WHY ARE THERE SEASONS?

Earth has seasons because of the tilt of its axis. For part of the year, the top half of Earth is tipped toward the sun. During another part of the year, the bottom half of Earth is tipped toward the sun. When it is summer in the half that is tipped toward the sun, it is winter in the half tipped away. When it is summer in the northern half, it is winter in the southern half. During spring and autumn the two halves are not tipped toward or away from the sun. The equator is an imaginary line around Earth's middle. The farther you are from the equator, the colder it is. In Alaska, far from the equator, the average temperature in January can be more than 60 degrees colder than it is in July.



WHY IS THERE LIFE ON EARTH ?

Earth has just the right conditions for life. It is not too hot or too cold. Earth has lots of liquid water and an atmosphere (gases) that can support life. The first kinds of life may have appeared on Earth 3.8 billion (3,800,000,000) years ago. Several times during Earth's history, almost all life went extinct, or disappeared. Each time, some life forms survived. The survivors spread all over the planet. Dinosaurs appeared about 230 million years ago. Dinosaurs went extinct about 65 million years ago. Scientists believe that modern humans appeared about 130,000 years ago.

HOW DID EARTH FORM ?

Scientists think that Earth and the rest of the solar system formed from a spinning cloud of gas and dust. Gravity pulled most of the gas and dust together to form the sun. Some leftover gas and dust formed Earth and the other planets. Scientists think that Earth and the moon formed about 4.6 billion years ago

A) Answer the following questions.

1. Why is Alaska very cold ?
2. What does the Earth look like ?
3. Which season is it on the top part of the Earth when it is tipped towards the sun?

B) Choose the correct answer.

1. Scientists think that Earth and the moon formed about years ago
a) 4.6 billion. b) 130,000. c) 3.8 billion.
2. When it is autumn in the South, it isin the North.
a) summer b) winter c) autumn
3. Dinosaurs about 230 million years ago.
a) went extinct b) disappeared c) appeared

C) Discussion

1. Is the weather different greatly from a season to another in your country?
2. What kinds of clothes do people wear in different seasons in your country?
3. Are there special activities that people do in the different seasons?

Past Simple / Present Perfect

1. Look at the pictures and write what **happened**:

bought - closed - cleaned - ~~wrote~~ - ate



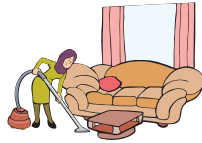
I *.....wrote.....* the lesson.



I *.....* a nice doll!



I *.....* my breakfast.



I *.....* the house.



I *.....* the windows.

Rule We use the past simple for:
an action that started and finished completely in a period of time in the past.

e.g. The teacher **explained** the lesson **last Monday**.

2. Look at the pictures and write what **has just happened**:

bought - closed - cleaned - ~~written~~ - eaten



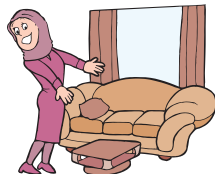
I *.....have written.....* the lesson.



I *.....* a nice doll.



I *.....* my breakfast.



I *.....* the house.



I *.....* the windows.

Rule We use "just" with the present perfect for an action that has just finished.

e.g. I've **just written** the lesson.

Master writing

In verbs which end with a magic 'e' (verbs which end with a long vowel + consonant).

e.g. We drop the 'e' before we add a suffix which begins with a vowel (ed – ing).

skate + ing = skating

close + ed = closed



Saleh is **skating** on the ice.



Reem **closed** the door.

3. Complete the table

verb	+	ed	+	ing
like		.....		.....
.....		refused		.....
.....		.....		diving
use		.....		.....
.....		baked		.....
.....		.....		operating

4. Write the correct form of the verb:

- 1- Suzy (dive) under the water now.
.....
- 2- Saleh (use) my mobile yesterday.
.....
- 3- My mother (bake) a nice cake a week ago.
.....
- 4- Look! Ali (skate) on the ice.
.....
- 5- I (refuse) to give him money yesterday.
.....