

PE DS O G

TEACHER'S BOOK



**SARA TOM
PETER SMITH**

An introduction

Dear Teacher,

This is an introductory message for you to keep in mind and heart because all what I'm going to say will take your hand, step by step, towards an active, effective, motivated and co-operative class which you hope to reach. This can't be possible expect when you follow and apply new strategies, techniques and methods.

The change moment doesn't come to you from outside or as a gift but it needs hard work because it comes from within, from yourself. So, You should be convinced that you should change yourself, techniques or methods to break the routine and boredom during the lesson. A good and effective teacher is the one who knows how to gain pupils, accompany them inside and outside classroom.

So, time of change has come ,because we live in an age in which knowledge and devices change rapidly, so it will not be acceptable to stand in the same place without taking the almost benefit from the available knowledge and trying to apply them in our class .

Nowadays all developed countries in the world are trying to create or invent new, effective techniques and methods which suit all pupils in spite of their individual differences.

Dear teacher, be ready and try these methods in your class from time to time, because knowledge isn't enough to create an effective class, but you should apply this knowledge and methods in your class .

About Go up series

Course description :

"Go-up" is a six levels communicative course intended for primary school pupils studying English for the first time. It is designed specifically for children studying as a foreign language and don't generally hear English spoken outside the classroom.

The syllabus offers pupils opportunities to practise each new language item in a variety of contexts. The aim of the series is to develop pupils' speaking, listening, reading and writing skills through activities that reward their curiosity and appeal to their sense of fun.

"Go up" has been designed to be completed in one school year. It is based on well-organised, multidimensional syllabus which focuses equally on grammar, vocabulary, language function, lively topic and communicative skills. The language is introduced in an attractive way suited to the children's age, cognitive development and experience. It is then systematically practised throughout the unit, while speaking, listening, reading and writing skills are developed in an integrated way through a variety of communicative active activities. Language is embedded in communicative activities and tasks so that learners easily and quickly learn the new language as they take part in the activities. The methodology of this course is straightforward and clear and will be familiar to both teachers and learners. In the first part of the lesson vocabulary or grammar is presented through a reading text. After this, there is controlled practice stage. This leads on to free production of the new language and recycling of language from previous lessons .

In this course, there are:

- Communicative tasks which enables learners to use the language in meaningful situations.
- Opportunities for the learners to "notice" the language and how it works.
- Focus on reading and practising grammar rules in each unit .
- There are activities to suit different learning styles and intelligences.

B) The components of the course:

(1) Pupil's Book

The beautiful full-color, illustrations, and a clear, simple design. The illustrations draw pupils into the pages to explore and experience the language, enhancing pupil interest and motivation.

The book consists of eight (8) main unit plus two additional units (9-10) at the end of the book.

These units based on a structural and communicative syllabus , covering topics that engage children of this age. These units introduce and practise the new language.

The material also makes extensive use of texts that contain information about real life and real events that are related to their life and their learning in other subjects. All units cover the four skills: listening , speaking , reading and writing- and practise many key sub-skills such as reading for the main ideas of the text or listening to identify the purpose of an oral text.

Each unit is designed to be sub-divided into five(5) lessons. All the five lessons in the Pupil's Book lessons have tasks in the workbook that follows up with further tasks designed to practise the language introduced in the Pupil's Book. At the beginning of each unit, there is a box that summaries the aims of the unit, the skills, structures and functions introduced and /or practised.

Each unit ends with a Round-up lesson the pupils are encouraged to work individually or in pairs. This activity can be done as a whole class activity. It is designed to be flexible.

There are various focuses in this lesson such as looking at how words are formed. There are various types of a ctivities in this section, ranging from ways of storing words to learning about suffixes. The activities are designed to encourage pupils to think for themselves. The activities are also designed to help build self-study skills, an important aspect of learning English effectively. They are also meant to be fun.

The Pupil's Book is designed as the following:

- After every three lessons, there is a lesson “**English in use**” to revise and recycle what previously taught to give the pupils the opportunity to connect and consolidate what is previously taught to what they are going to learn.

- After every unit, there is a “**Grammar and vocabulary**” check which is called “**Test yourself**” to let the pupils take their breath and stop to revise what is previously presented to them.

- Each unit is opened with “**Listen and repeat**” activity to give the learners a chance to practise language in a real situation and within a context.

- There is a value with in each unit, the teacher should do his best to represent it carefully and properly to achieve the aim of the unit.

(2) The workbook

It is designed to be used a long with the Pupil's Book to consolidate the material presented and to guide children through the stages of development.

The workbook can be used in class to follow up the Pupil's Book lesson. It should mainly be used for homework if the pupils are aware of what to do.

Pupils should understand the purpose of the exercises and tasks. The workbook gives them an opportunity to use what they have learnt and to feel a sense of achievement and progress.

The workbook is intended to accompany the Pupil's book, reinforcing the language and grammatical structures learnt. The the exercises are designed to give the pupils practice in the new language introduced in the pupil's book, and to provide further listening, speaking, reading and writing practice. The workbook contains tasks and a ctivities that pupils will find interesting and enjoyable.

The workbook has these general aims:

- Free practice and guided writing , for example :words and whole sentences. letters and e-mails.
- Read a variety of texts.
- Practise and reinforce vocabulary and word families.
- Practise and reinforce grammatical structures .

(3) The teacher's book

It is divided into three sections:-

- 1-Introduction.
- 2-Step by step lesson teaching notes.
- 3-Sample exams at the back of the book.

The second section provides step by step lesson plans for introducing , practising , and reviewing the language presented in the Pupil's Book. The lesson plans also provide tasks for individual, pair, and group work.

The notes for each lesson are always in the same format and include these components:-

- Warm-up

Every lesson begins with a short session of a ctivities which aim to achieve one or more of the following:-

- Further practice of the language from the previous lesson.
- Recycling of language learnt in the previous lesson.
- Revision of previously learnt language for a task later in the lesson.

The "warm-up" is also a chance for teachers to check on progress of the whole class and of individuals. warm-up gives children a chance to co-operate with each other.

- Presentation:

Suggestions for preparing children for the first activity in their Pupil's book are given after every warm-up.

the purpose of this is to focus children on the language they are going to use. Children are then able to respond to the Pupil's Book activities more readily, and need less explanation to do the task.

- Pupil's Book activities

There are usually activities on each page and often the first of these leads into the second. The teaching notes suggest how to take the class through the activities so that the children are actively involved in learning. In particular there are suggestions for pre-listening tasks before all recorded from hearing or listening to the language.

- Workbook activities:

These exercises require little teacher explanation but give plenty of practice in writing skills, vocabulary practice and reading tasks. some exercises could be set or finished for homework.

- Extra- activities:

There will be extra activities for children who finish the activities quickly or need more practice on the activity to master it. Extra, activities aim to give pupils chance to measure their progress and let them involved with in the activity by these extra . activities.

- Self assessment:

It gives the teacher the chance to stop and think about his /her lesson after his/ her introduction. At the end of each lesson, the teacher should sit and think about the way he/she presented his/his/her lesson. The progress of the pupils, the ways of representing the difficult or points which pupils didn't interact with it.

- **course philosophy:**

“Go-up” series emphasizes student-centered learning, as it creates opportunities for pupils to produce language in a manner resembling “real-life” communication. For this purpose, practice and review activities in “Go-up” system typically involve pair and go-up work.

“Go-up” lesson plans don’t follow one particular teaching methodology. Instead, a variety of different successful methodologies are employed to provide exciting, stimulating lessons.

Go-up Approach:

Some children may be good listeners, others may speak well or be imaginative. “Go-up” helps you to get to know your pupils. It helps you to recognize their natural aptitudes and the things they respond to most positively, as well as their weaknesses.

Children are given plenty of opportunities to become involved in tasks that activate different senses, encouraging them to work to their own particular strengths.

Types of Learning

Interactive Learning:

This concept goes right to the heart of communication itself, stressing the dual roles of “receiver” and “sender” in any communicative situation. Interaction creates the “negotiation between interlocutors” which in turn produces meaning (semantics). The concept of interactive Learning necessarily entails that there will be a lot of pair and group work in the classroom, as well as genuine language input from the “real world” for meaningful communication.

Learner-centered Learning:

This kind of instruction involves the giving over of some “power” in the language Learning process to the learners themselves. It also strives to allow for personal creativity and input from the students, as well as taking into account their Learning needs and objectives.

Cooperative Learning:

This concept stresses the “team” like nature of the classroom and emphasizes cooperation as opposed to competition. Students share information and help, and achieve their Learning goals as a group.

Content-based Learning:

This kind of Learning joins language Learning to content/subject matter and engages them both concurrently. Language is seen as a tool or medium for acquiring knowledge about other things, instantly proving its usefulness. An important factor in this kind of Learning is that the content itself determines what language items need to be mastered, not the other way around. When students study math or science using English as the medium, they are more intrinsically motivated to learn more of the language.

Task-based Learning

This concept equates the idea of a “learning task” to a language Learning technique in itself.

This could be a problem solving activity or a project, but the task has a clear objective, appropriate content, a working/application procedure, and a set range of outcomes

SCOPE AND SEQUENCE

Units/ Topic	Subject matter	
Unit 1 Time	Structure	Present simple. he, she, It + v. + s
	Language	Talking about daily routine. Talking about daytime. phonics: /sh/ or /ch/
	Consolidation	Practising the language
	Functions	Asking about daily routines
Unit 2 Hobbies	Structure	Like + v + ing
	Language	Likes and dislikes , describing people's hobbies, days of the week
	Consolidation	Practising the language
	Functions	Asking about likes and dislikes using: Do you like..? phonics: /s/ or /th/
Unit 3 Seasons	Structure	Imperative (take off / put on)
	Language	Weather vocabulary, months, seasons, snowy - sunny - rainy - foggy - stormy - windy - cloudy, winter - spring - summer - autumn
	Consolidation	Practising the language
	Functions	Asking about weather using: What is the weather like? phonics: /z/ or /th/
Unit 4 Animals	Structure	Can / can't , present simple
	Language	Animals' habitats, kinds of animals - phonics: /sh/, /ch/, /s/, /th/, /z/, /th/
	Consolidation	Practising the language
	Functions	Asking about things using: What is this? What are these?

Units/ Topic	Subject matter	
Unit 5 Fun	Structure	Present continuous, negative imperative .
	Language	Names of rides, verbs of movement, roundabout - slide - roller coaster - swing - bumper cars - phonics: /g/ = /g/ or /j/ = /dʒ/
	Consolidation	Practising the language
	Functions	Don't + inf .(Giving instructions)
Unit 6 Sports	Structure	Can / mustn't, do you like?
	Language	Names of games, sports teams, verbs of playing games. phonics: c = /k/ or c = /s/
	Consolidation	Practising the language
	Functions	Asking about places using: Where....?
Unit 7 Jobs	Structure	Present simple, he, she, it + v. +s, whose.... ?
	Language	Places in the town, jobs and places, work tools and instruments. phonics: /g/ = /g/ or /g/ = /dʒ/
	Consolidation	Practising the language
	Functions	Asking about jobs and places using: What's your father's job? Where?
Unit 8 My town	Structure	Prepositions, next to - behind - between - by car - in car - by plane - on a plane
	Language	Place in the town, means of transport phonics review: g = /g/, /j/ = /dʒ/, c = /k/, c = /s/, g = /dʒ/
	Consolidation	Practising the language
	Functions	Asking about places: Where is the bank?
Units 9 &10	Reading and Language Practice 1&2	

Start the lesson:

(1) Listen, repeat and point.

- Before you start the lesson, ask pupils about buildings they can see on their way to school.
- Encourage pupils to say as many words as possible.
- Write all words that pupils say on the board.
- Encourage pupils to participate and say all words they know even if in Arabic.
- When pupils say places in Arabic, write it in English on board and get pupils look, read and repeat.
- Use cards to introduce new words and place in the street. Get pupils look, read and repeat.
- When pupils be come familiar with buildings, ask them some questions about means of transport. for example: **"How do you go to school?"**
- Encourage pupils to make complete sentences saying **"I go to school by bus"**

- Ask about different place using different means of transport.
- Involve as pupils as possible in this activity.
- Ask pupils to open their pupils book to page (4), let pupils say what they can see in the big picture.
- Elicit as many words as pupils can say.
- let pupils describe their own street and buildings they see if they are similar.
- Tell pupils that, in this activity, they are going to listen to some buildings which they see in their streetsand some means of transport they and many other people use daily to go to different places.

- Play the CD, get pupils look, read, point and repeat.
- you can hang a poster on the board and get pupils to look at the poster try to describe it.
- Read words randomly and get pupils to point to different buildings and means of transport in their in their books.
- You can point to means of transport or buildings in the poster and get pupils look and say the name of the building or means of transport.
- Involve as many pupils as possible in this activity.
- When pupils become familiar with words, ask them to make simple sentences using these words. For example: **"This is a hospital. I go to haospital by car"**
- Encourage pupils to say or make as many sentences as possible.

(2) Listen and complete sentences:

- Tell pupils that, in this activity, they are going to listen to sentences, look at these sentences in their books and complete the sentences with words they hear.
- Play the CD, pause after each sentence, get pupils listen then complete the sentences.
- Give pupils time to do this activity individually.
- Play the CD agin to let pupils listen, read and check their sentences.
- When they finish, ask individual pupils to stand up and read complete sentences.
- check answers with pupils.

Unit 1
Lesson 1

My street

Word bank

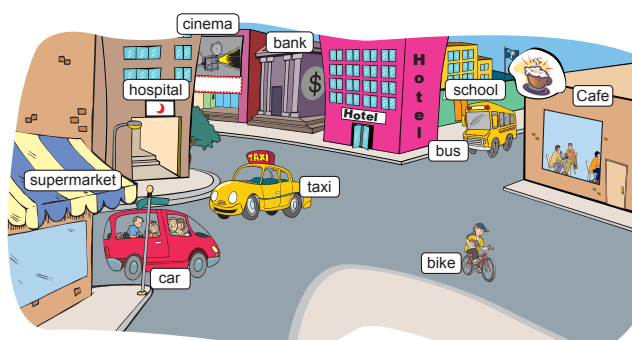
Target Vocabulary

bank - hospital - cinema - café
hotel - railway station
school - supermarket

Main Vocabulary

bike - car
taxi - bus

1. Listen, repeat and point.



2. Listen and complete the sentences.

1. I go to by bus.
2. They go to the market by
3. When I go to the station, I usually go by
4. My father goes to the bank by

Aims: at the end of this lesson, pupils will be able to:

- talk about main buildings in their street (**bank – cinema – hospital – railway – hotel – school – supermarket**)
- take a bout means of transport (**bike – car – taxi – bus – train – plane**)
- complete sentences with their own words.

Teaching aids:

Flash cards, board, Pupil's Book page:4, workbook page:2, CD, realia, posters.

Warm up:

- Congratulate pupils to the new year.
- Introduce yourself to them.
- Introduce the title of the unit.
- Ask them a bout things or buildings they see in the street while they are coming to school.
- How do you come to school?
- How does your father go to the bank?
- What is this building called?

Skills: listening, speaking, reading, writing.

Functions:

- Talking about places and means of transport.
- Rearranging letters to make words.
- Completing sentences with own words

New vocabulary:

street, bank, hospital, cinema, supermarket, school, bus, bike, taxi, market, station.

New structure: The present simple tense:

- I go to school by bus.
- My father goes to the bank by car.

UNIT 1 lesson 1

Tape script

- 1-I go to school by bus.
- 2-They go to the market by car.
- 3-When I go to the railway station, I usually go by taxi.
- 4-My father goes to the bank by car.

Answers

1-school 2-car 3-railway-taxi 4-car

Extra activity

- Pupil(A): Hello.
 Pupil(B): Hello.
 Pupil(A): How are you?
 Pupil(B): I'm fine, thank you.
 Pupil(A): Where do you live?
 Pupil(B): I live in Cairo.
 Pupil(A): What can you see in the street?
 Pupil(B): I can see a hospital, a supermarket and cinema.
 Pupil(A): How do you go to school?
 Pupil(B): I go to school by bus.
 Pupil(A): How does your father go to the bank?
 Pupil(B): He goes to the bank by car.
 Pupil(A): Thank you, Good bye.
 Pupil(B): Good bye.

(1) Look at the pictures and find the words.

- Ask pupils to open their workbook to page (2).
- Tell pupils that, in this activity, they are going to look at pictures about places they see in the street, look at scrambled words, then they have to arrange the letters in order to make words.
- Do the one with pupils as an example.
- Give pupils time to look at the picture and make words individually.
- Go around class to check what pupils are doing and to give them help where necessary.
- When they finish, ask individual pupils stand up, say the word then spell it.
- Check answers with pupils.

Answers

1-cinema	2-hospital	3-bank
4-hotel	5-school	6-cafe

(2) Complete the sentences with the words in the box.

- Tell pupils that, in this activity, they are going to read words in a box then complete sentences with these words in order to make complete meaningful sentences.
- Read words in the list with pupils to let pupils know the meaning of these words if necessary.
- let pupils look, read and repeat.
- When pupils become familiar with words, ask pupils to use these words to complete sentences with these words.
- Give pupils time to read and complete the sentences individually.
- When pupils finish, choose individual pupils stand up and read complete sentences.
- check answers with pupils.

Answers

1-hospital	2-hotel	3-bank	4-railway station
5-supermarket			6-school

Check understanding:

- Match words with pictures.
- Supply the missing letters in these words.
- Write words under pictures.
- Rearrange words to make meaningful sentences.
- Complete sentences with words from a list.
- Complete sentences with your own words.

End the lesson:

- Ask pupils to make a list of things or things or buildings they usually see in their streets.
- Encourage pupils to make sentences uses these buildings and means of transport.

Self assessment :

.....

.....

.....

.....

.....


Work book Lesson (1) page (2)

Unit1


Lesson 1

My Street


1. Look at the pictures and find the words.




anecim




olpshtia




akbn



thole



coolsh



ecfa

2. Complete the sentences with the words in the box.

railway station - supermarket - school-
 hospital - bank - hotel

1. People go towhen they are ill.
2. When you are in another country, you can stay in a.....
3. We can get money from the.....
4. He can catch the train from the.....
5. You can buy sweets and chocolates at the.....
6. Pupils go toto learn.

Lesson 2

1. Talk about the places and how you go to them.

2. Ask and answer in the same way.

How does your father usually go to work?

How do you usually go to school?

He usually goes to work in a small car.

By bike.

3. English in use (people around you).

Places	Means of transport
1. My father goes to	
2. My uncle	
3. My friend	
4. My brother	
5. My cousin	
6.	
7.	

railway station, café, van, train, bus, bike, cinema, father, uncle, brother, cousin, place, transport.

New structure: The present simple tense.

- How does your father usually go to work?
- He usually goes to work in a car.
- How do you usually go to school?
- I usually go to school by bus.

Presentation **Pupil's Book** **Page:5**

Start the lesson:

(1)Talk about the places and how to go to them.

-Before you start the lesson, revise some place some places and means of transport from the previous lesson with pupils if necessary.

-Write words on the board, get pupils look read and repeat.

-Ask pupils to make simple sentences using these words.

-let pupils work in pairs, one says the place and the other says how we go there using means of transport. for example a pupils say "school" and the other pupils says "I go to school by bus".

-Involve as many pairs as possible.

(2)Ask and answer in the same way.

-Ask pupils to open their pupils book to page:5

-Tell pupils that, in this activity, they are going to practise asking and answering questions a bout places and means of transport.

-Tell pupils that we use "How" to ask questions about means of transport.

-Write questions a bout means of transport on the board using "How do you usually go to school?".

-Write the questions, get pupils look, read and repeat.

-Encourage pupils to answer using "I go to school by bike" write the answer under the questions, get pupils look, read and repeat the question and its answer.

-Tell pupils that we put "Do" in questions in the present simple tense when the subject is plural, but we put "Does" in questions in the present simple tense when the subject is singular.

-write another question and its answer with singular nouns or pronouns. for example : "How does your father go to his work?" - "He usually goes to his work in a car".

-Get pupils look, read and repeat.

-When pupils become familiar with the way of making questions and answers, let pupils work in pairs, one asks the question and the other reads the answer.

-Encourage pupils to work in pairs, ask and answer about other buildings and how can we go there.

-Go around the class to check what pupils are doing and to give them help when necessary.

-Involve as many pairs as possible in this activity.

-Involve as many pairs as possible in this activity.

(3)English in use (people around you)

-Tell pupils that the aim of this activity is to give pupils a suitable opportunity to practise language inside and outside the classroom.

-Tell pupils that the aim of this activity is to let them use the previously introduced information about places and means of transport.

-Tell pupils that, in this activity; they are going to read and complete sentences with their own words.

-Give pupils time to look at the main two boxes "Places" and means of transport, they have to make complete meaningful sentences using "places" and "Means of transport"

-Do the first one with pupils as an example.

Aims: at the end of this lesson, pupils will be able to:

-introduce places and some means of transport.

-ask about means of transport.

-Write words under pictures.

-use a table to make meaningful sentences.

Teaching aids:

Flash cards, board, pupils book page:5, workbook page:3,realia, posters.

Review:

-Match words with pictures.

-Rearrange letters to make words.

-Write wwords under pictures.

-Rearrange words to make meaningful sentences.

-Complete sentences with words from a list.

-Complete sentences with your own words.

Warm-up:

-Ask pupils different questions about places and means of transport.

-What is this place called?

-What is your father's job?

-How does he go to work?

-Does he go by taxi?

Skills: speaking, reading, writing

Functions:

-Talking about place and how to go to them.

-Asking and answering questions.

-Writing words under pictures.

New vocabulary:

UNIT 1 lesson 2

- Give pupils time to do this activity individually.
 - Go around the class to check what pupils are doing and to give them help when necessary.
 - Check answers with pupils.
- Answers will vary.

Suggested Answers

- 1-My father goes to work by car.
- 2-My uncle goes to the hospital by taxi.
- 3-My friend goes to school by bus.
- 4-My brothers goes to bank by car.
- 5-My cousin goes to Tanta by Train.
- 6-My mother goes to the supermarket by taxi.
- 7-My grandfather goes to the café by taxi.

Extra activity

- pupil(A): Hello.
 pupil(B): Hello.
 pupil(A): What's your name?
 pupil(B): my name's Saleh.
 pupil(A): How old are you?
 pupil(B): I'm ten years old.
 pupil(A): Do you go to school?
 pupil(B): yes, I do.
 pupil(A): How do you go to school?
 pupil(B): I go to school by bus.
 pupil(A): What's your father's job?
 pupil(B): He is a doctor.
 pupil(A): Where does he work?
 pupil(B): He works in a hospital.
 pupil(A): How does he usually go to work?
 pupil(B): He goes to his work by car.

(1) Label the pictures using the words in the box.

- Ask pupils to open their workbook to page (3)
- Tell them that, in this activity, they are going to read words in a list, then they have to look at pictures and write words under these pictures.
- Do the first one with pupils as a model.
- Go around the class to check what pupils are doing and to give them help when necessary.
- When they finish, ask individual pupils to stand up and say the word that goes with the pictures and spell it.
- Check answers with pupils.

Answers

- 1-car 2-van 3-bike 4-car 5-taxi 8-train

(2) Look at the table and write sentences:

- Tell pupils that, in this activity they are going to make sentences according to a table.
- Encourage pupils to read the given example then try to imitate it.
- Give pupils time to read the given example and complete the sentences.
- Go around the class to check what pupils are doing and to give them help when necessary.
- When they finish, ask individual pupils to stand up and read complete sentences.
- Check answers with pupils.

Answers

- 1-Saleh goes to school by bus.
- 2-Reem goes to the club by bike.
- 3-We go to the cinema by car.
- 4-Mum goes to the supermarket by taxi.

Check understanding:

- Match questions with answers.
- Match (A) with (B) to make sentences.
- Complete sentences with words from a list.
- Complete sentences with your own words.
- Do as shown in the brackets.
- Write words under pictures.

End the lesson:

- Ask pupils to make as many sentences about places and means of transport as possible.
- Encourage pupils to ask their parents about how they go to their work. let pupils write questions and answers.

Self assessment :

.....

.....

.....

.....

.....

.....


Work book Lesson (2) page (3)


Unit 1


Lesson 2


1. Label the pictures using the words in the box.


taxi - car - van - train - bus - bike














2. Look at the table and write sentences.

Who	Where	How
Saleh	school	bus
Reem	the club	bike
We	the cinema	car
Mum	the supermarket	taxi

- 1- Saleh goes to school by bus.
- 2- Reem.....
- 3- We.....
- 4- Mum.....

Lesson 3

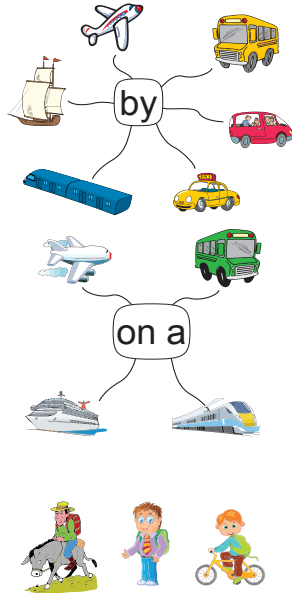
Prepositions **by** **on** **in**

1. Look at the pictures and learn.

I go to school **by** bus.
My father goes to work **by** car.
My uncle travels to Saudi Arabia **by** plane.

My brother goes to school **on** a green bus.
Sailors travel **on** a big ship.
We travel to Alex **on** a fast train.
Businessmen travel **on** a private plane.

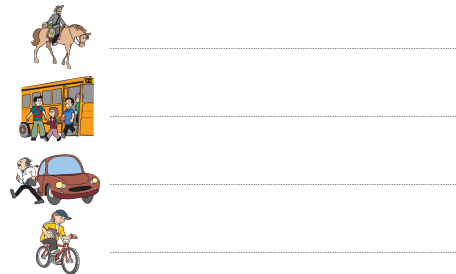
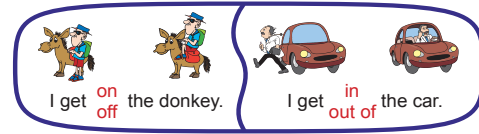
The farmer goes to the field **on** a donkey.
My friend goes to school **on** foot.
My cousin goes to school **on** a bike.



2. Look and write.

get on / off

get in / out of



Remember

- I go to school **by** car.
- I go to school **in** my dad's car/a taxi.
- I go to school **on** the bus/train/bike/horse.

- Aims:** at the end of this lesson, pupils will be able to:
- talk about means of transport and prepositions (**by – on – in**)
 - complete sentences with suitable prepositions.
 - look at pictures and choose the right word.

Teaching aids:

Flashcards, board, Pupil's Book page:6-7, workbook page:4.

Review:

- Match questions with answers.
- Do as shown in the brackets.
- Rearrange words to make meaningful sentences.
- Complete sentences with words from a list.
- Complete sentences with your own words.
- Write words under pictures.

Warm-up:

- ask questions about means of transport.
- How do you go to school?
- How does your father go to work?
- How does your uncle travel to Saudi Arabia.

Skills:

Functions:

- Talking about means of transport.
- Using prepositions with means of transport.

New vocabulary:

travel- fast train- businessman.
private plane- field- donkey- get on.
get off- go shopping- early- enjoy.

New structure:

- The present simple tense.
- Preposition (by- on- in) with means of transport.
- I go to school by bus.
- My brother goes to school on a green bus.
- My sister to school in my dad's car.

Presentation Pupil's Book page:6-7

Start the lesson:

(1)look at the pictures and learn.

- Before you start the lesson, revise all means of transport pupils know to refresh their memories.
- Write all the words on the board, then get pupils look, read and repeat.
- You can use cards to introduce or revise different means of transport.
- When you feel that pupils become familiar with words, ask them to make simple sentences using the words on the board.
- Write the sentences on the board to encourage other pupils to imitate the style and participate making similar sentences.
- Involve as many pupils as possible in this activity.
- Tell pupils that we use different prepositions in front of different means of transport. We use "**By**" in front of means of transport when there is no article in front of the word, for example "**By car**" "**By taxi.....etc**" we use "**On**". In front of all means of transport when they are preceded with an article except "**In a car**" and "**In a taxi**".
- Write some means of transport and get pupils know when to use means of transport and how we can put the correct prepositions in front of means of transport.
- Ask pupils to open their book to page:6
- let them look at the diagram at the left of the page.
- Tell them to open attention and to know about prepositions with means of transport.
- when pupils look at pictures, encourage them to read sentences in order to know these prepositions can be used in practice.
- Read the first table with pupils emphasizing on the use of the preposition "by" with means of transport.
- Encourage pupils to stand up and read sentences aloud.
- Do the with the other two tables paying attention to the use of different prepositions (**by- on- in**) in front of means of transport.
- When pupils finish, ask them to work in groups, draw three differ-

UNIT 1 lesson 3

ent pictures and we the preposition (by- on- in) in front of means of transport.

-Go around the class to check what pupils are doing and to give them help when necessary.

-When they finish, ask individual pupils to stand up and read the sentences which they wrote.

-Involve as many pupils as possible in this activity.

(2) Look and write:

-Tell pupils that, in this activity, they are going to know how to use different phrasal verbs to introduce opposite information.

-Write **get on X get off** and **get in X out of** on the board. Get pupils look, read and repeat.

-Write some examples on the board to tell pupils be familiar with opposites and how we can use them in sentences.

-Encourage pupils to think of more sentences using **“get on X get off”** and **“get in X get out of”**.

-Write their sentences on the board to motivate other pupils to take part and make their own sentences.

-When pupils become familiar with sentences, ask them to look at the other four pictures and write complete sentences.

-Let pupils read the example written at the top of the page to be their guide.

-Do the first one with pupils as a model.

-Give pupils time to look carefully at the pictures and write the sentences.

-Go around the class to check what pupils are doing and to give them help when necessary.

-when they finish, ask individual pupils stand up and read complete sentences.

-check answers with pupils.

Answers

1-He gets on the horse.

2-They get off the bus.

3-He gets out of the car.

4-He gets on the bike.

Extra activity

pupil(A): Hello.

pupil(B): Hello.

pupil(A): What's your father's job?

pupil(B): He is a farmer.

pupil(A): Where does he work?

pupil(B): He works in the field.

pupil(A): How does he go to the field?

pupil(B): He goes to the field on a donkey.

pupil(A): Where does your uncle work?

pupil(B): He works in Alex.

pupil(A): How does he travel to Alex?

pupil(B): He travels to Alex on a fast train.

pupil(A): Does your brother travel to Saudi Arabia ?

pupil(B): yes, he does.

pupil(A): How does he travel to Saudi Arabia?

pupil(B): He travels to Saudi Arabia by plane.

Work book Lesson (3) page (4)

Unit 1

Lesson 3

1. Circle the correct answer.

1- Reem (play – plays) tennis at five o'clock.

2- Saleh (read – reads) books in the afternoon.

3- I (go – goes) to school in the morning.

4- My sister (get – gets) up at six o'clock.

5- We (eat – eats) lunch at three o'clock.

6- What time (do – does) you watch TV ?

7- What time (do – does) your brother go to the club?

2. Read and write the time.

1- Saleh gets up at



2- Reem does her homework at



3- My father watches TV at



4- I go to bed at



4

(1) Complete with the words in the box.

-Ask pupils to open their workbook to page:4

-Tell pupils that, in this activity, they are going to read sentences and they have to complete these sentences with suitable prepositions.

-Review how to use prepositions (**by- on- in**) with different means of transport if necessary.

-Do the first one with pupils as a model.

-Ask pupils to read the sentences carefully and complete the sentences individually.

-When they finish, choose individual pupils to stand up and read complete sentences.

-Check answers with pupils.

Answers

1-by 2-in 3-on 4-on 5-by 6-on

(2) Look at the pictures and choose:

-Tell pupils that, in this activity, they are going to look at pictures, read sentences and they have to finish these sentences by choosing the suitable prepositions.

-Do the first one with pupils as an examples.

-Ask pupils to read the sentences carefully and try to choose the appropriate preposition individually.

-When they finish, choose individual pupils to stand up and read complete sentences.

-Check answers with pupils.

UNIT 1 lesson 3

Answers

1-off 2-on 3-out of 4-off

Check understanding:

- Complete sentences with suitable words from a list.
- Complete sentences with your own words.
- Rearrange words in order to make meaningful sentences.
- Supply the missing letters in these words.
- Look at pictures and write sentences describing them .
- Do as shown brackets.

End the lesson:

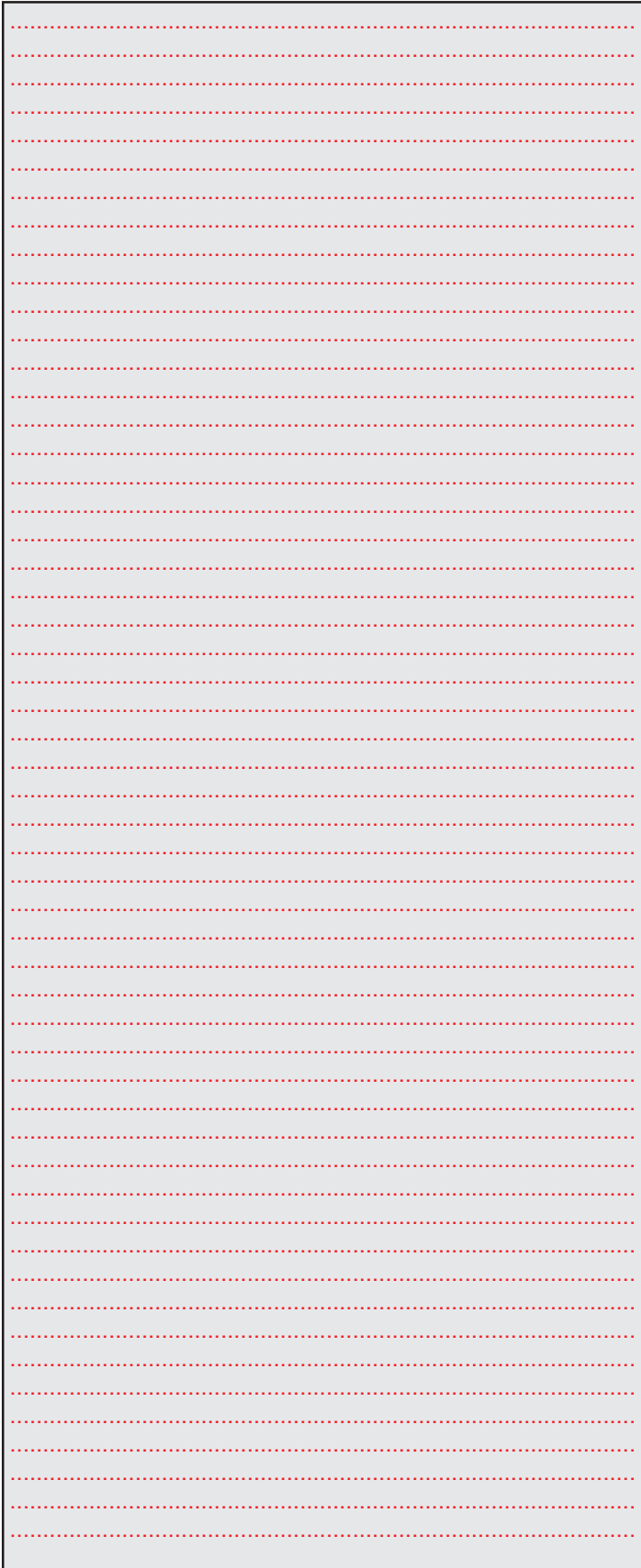
- Ask pupils to draw pictures for means of transport then write as many sentences as possible describing these means of transport using different prepositions (**by- on- in**).
- Let pupils write about their family and how they go to their work.

Self assessment :

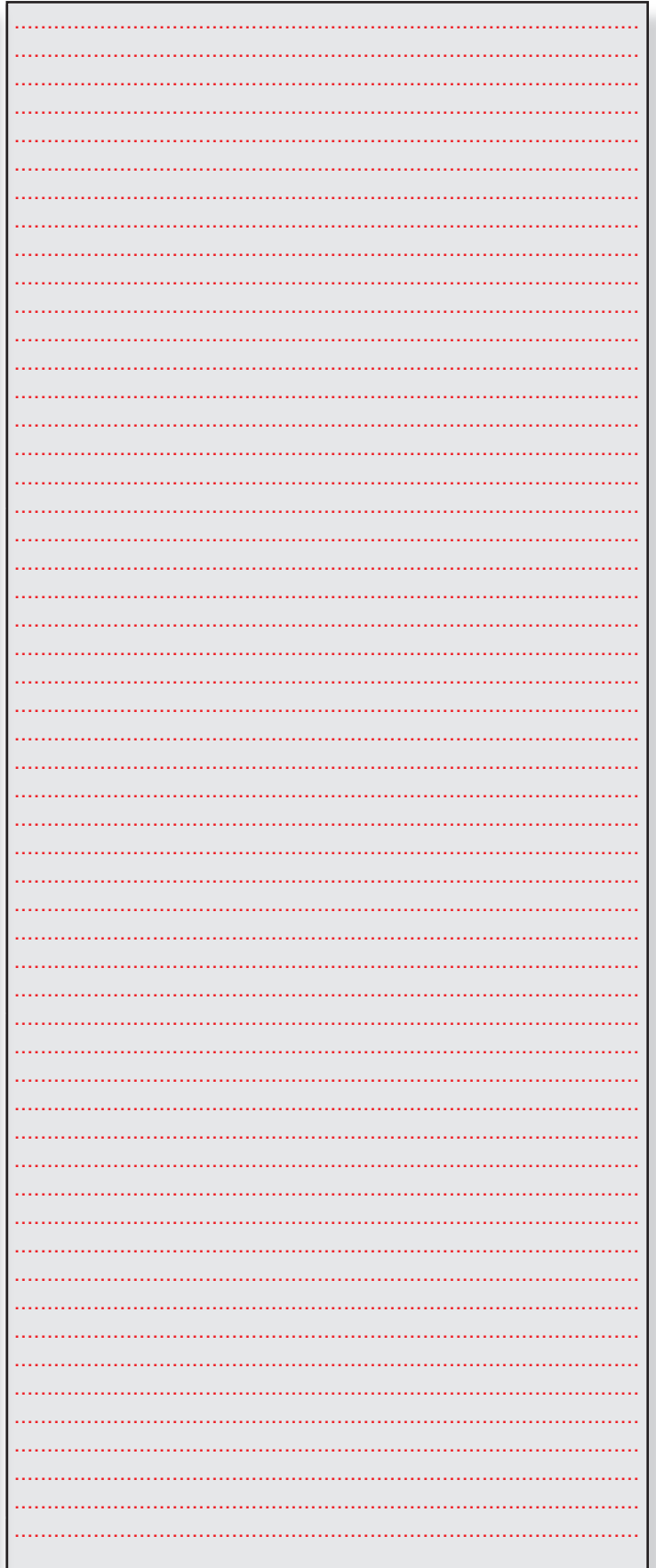
A large rectangular area with horizontal red dotted lines for writing.

UNIT 1 lesson 3

Self assessment :



Self assessment :



Lesson 4

Read and answer the questions.

How can you go from place to place?

People use different means of transport to move from a place to another. They use buses, cars and trains when they travel on land. They use ships and boats when they travel by sea. They use planes when they travel by air. Buses, trains and cars have got wheels but planes have got wheels and wings. Ships and boats haven't got any wheels or wings. When people travel far away, they prefer travelling by plane as it is fast and comfortable, but when they want to go to nearby places, they go by car or by bike.



A. Answer the following questions.

- 1- How do people go from a place to another by sea?
- 2- Why do people prefer travelling by plane?
- 3- Which means of transport have got wheels and wings?

B. Choose the correct answer.

- 1- Bikes and planes have got
a) wings b) wheels c) trains
- 2- People can use when they go to places that are not far away.
a) planes b) trains c) bikes
- 3- You can use in seas.
a) trains b) ships c) cars

C. Answer the following questions about you.

- 1- How do you go to places in your country?
- 2- Which means of transport do you prefer? Why?
- 3- Which means of transport do you not like? Why?

Aims: at the end of this lesson, pupils will be able to:

- read and understand a reading passage.
- answer questions based on a passage.
- rewrite some sentences and complete a conversation.
- read and write about their favourite means of transport.

Teaching aids:

Flashcards, board, Pupil's Book page:8, workbook page:5.

Review:

- Match questions with answers.
- Rearrange words to make meaningful sentences.
- Complete sentences with words from a list.
- Complete sentences with your own words.
- Do as shown in the brackets.
- Circle the odd word out.

Warm-up: Ask questions about different means of transport.

- How do you go to school?
- How does a farmer go to field?
- Can you ride a horse?
- How can you travel to Saudi Arabia?

Skills: speaking, reading, writing.

Functions:

Reading a passage about means of transport.

New vocabulary:

people- different- travel- land- ship.
boat- plane- air- wheel- wings- for away.
prefer- comfortable- nearby.

New structure: The present simple tense.

-How do people go from a place to another by sea?

-Trains and cars have got wheels.

-Planes are fast and comfortable.

Presentation

Pupil's Book

page: 8

Start the lesson:

Read and answer the questions:

-Before you start the lesson, revise with pupils different means of transport.

-Let pupils revise means of transport they already know, but encourage pupils to think of other means of transports which aren't included in the previous lessons.

-Write all means of transport on the board, get pupils listen, look, read and repeat.

-When pupils become familiar with different means of transport, introduce the reading activity.

-Tell pupils that we use different means of transport to go from one place another. Also we are looking for means of transport which are fast and comfortable according to the distance.

-You can ask some pre-reading questions in order to introduce the reading activity. For example:

-How can you go from place to place?

-What do people use where they travel on land?

-Why do people prefer travelling by plane?

-How do people go to nearby places?

-Encourage pupils to answer these questions according to their own point of view.

-When pupils become motivated and want to know more information about different means of transport, ask them to open their Pupil's Book to page(8) and read the passage individually and silently.

-Ask pupils to concentrate on the main idea in the passage and not to translate word by word.

-Go around the class to check what pupils are doing and to give them help when necessary.

-When they finish, read the passage with pupils and let them follow in their book.

-When you finish reading the passage with pupils, ask them some post-reading question to check that pupils have understood information introduced in the reading passage correctly.

-When you feel that pupils have understood the reading passage, let them go to answer the questions under the passage.

-Encourage pupils to try reading and answering questions in pairs or individually.

-Give them time to do this activity.

-When they finish, choose pairs to stand up reads the question and the other reads the answer making complete sentences.

A)Answer the following questions:

UNIT 1 lesson 4

Answers

- 1-They use ships and boats.
- 2-people prefer travelling by plane because it is fast and comfortable.
- 3-Means of transport that have got wheels and wings are planes.

B)Choose the correct answer:

Answers

- 1- b (wheels) 2-c (bikes) 3- b (shipe)

c) Answer the following questions about you

- Tell pupils that, in this activity, they are going to read some questions and they have to respond these questions about themselves.
- Give pupils time to read questions and answer them individually.
- When pupils finish, choose individual pupils to read their answers.
- Involve as many pupils as possible in this activity because answers will vary and every pupils will have his reasons to say his answers.

Work book Lesson (4) page (5)

Unit 1

Lesson 4


1. Read, guess and match.


1. People use it to travel on land. It is very fast and it can carry a lot of people. It is very long and it has got many wheels.


2. People use it to travel by air. It is very fast and it can carry about one hundred people. It has got wheels and wings.


3. People use it to travel on land. It is quite fast and it can carry four or five persons. It has got wheels.

4. People use it to cross seas and oceans. It can carry a lot of people but it has not got wheels or wings. It is not very fast.

(a) 

(b) 

(c) 

(d) 

2. Write about your favourite means of transport. Answer the questions to help you.

1- What is it?

2- How can people use it?

3- Is it fast?

4- Has it got wheels and wings?

5- Why do you like it?

My favourite means of transport

.....



.....



.....

.....

.....

.....

(1)Read, guess and match:

- Ask pupils to open their pupil's book page:5
- Tell pupils that, in this activity, they are going to read sentences describing a vehicle, pupils have to read the sentences carefully, guess the vehicle then match it with a picture.
- Read the sentences in boxes with pupils and let them follow in their book then match.

- Give pupils time to do this activity individually.
- When they finish, choose individual pupils to stand up, read the sentences in the box then say which picture is suitable for the description.
- Check answers with pupils.

Answers

1-b 2-d 3-a 4-c

(2)Write about your favourite means of transport.

Answer the questions to help you.

- Tell pupils that, in this activity, they are going to write about their favourite means of transport.
- Ask them some questions about their favourite means of transport.
- Let pupils use their answers and make a paragraph pupils can answer questions which are on the left and complete the table which is on the right.
- Give pupils time to answer the questions and write the paragraph individually.
- Go around the class to check what pupils are doing and to give them help when necessary.
- When they finish, choose individual pupils to stand up and read their paragraphs.
- Involve as many pupils as possible in this activity.

Answers will vary.

suggested paragraph

-My favourite means of transport is the plane. people use it when they travel for away. it's very fast. It is fast and comfortable.

Check understanding:

- Ask and answer some questions.
- Match questions with answers.
- Complete sentences with words from a list.
- Complete sentences with your own words.
- Circle the odd word out.

End the lesson:

- Ask pupils to draw some pictures about means of transport and write as many sentences as possible describing them.
- Write a paragraph of five sentences about their favourite means of transport.

Self assessment :

.....

.....

.....

.....

.....

19