

# PE DS OG

## ***TEACHER'S BOOK***



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## 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" systematically 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.

## Motivating students

Some students seem naturally enthusiastic about learning, but many need their instructors to stimulate them: “Effective learning in the classroom depends on the teacher’s ability.

Many factors affect student’s motivation to work and to learn : interest in the subject matter, its usefulness, general desire to achieve, self-confidence as well as patience .

To encourage students to become self-motivated independent learners, instructors can do the following:

### General strategies

Make use of students’ existing needs. Students learn best when incentives for learning in a classroom satisfy their own motives for enrolling in the course. Some of the needs your students may bring to the classroom are the need to learn something in order to complete a task or an activity, the need to seek new experiences, the need to perfect skills, the need to overcome challenges, the need to succeed , the need to interact with other people. Satisfying such needs is rewarding in itself, and such rewards increase learning more effectively than do grades.

Make students active participants in learning. Students learn by doing, making, writing, designing, creating, solving. ‘t tell students something when you can ask them. Encourage students to suggest solutions to a problem or to guess the results of an experiment. Use small group work. Ask students to analyze what makes their classes more or less “motivating.” Ask students to make a list of specific aspects that influences his or her level of motivation

### Incorporating Instructional Behaviors That Motivate Students

Hold high realistic expectations for your students. Research has shown that a teacher’s expectations have a powerful effect on a student’s performance. If you act as though you expect your students to be motivated, hardworking, and interested in the course, they are more likely to be so. Help students set achievable goals for themselves. Encourage students to focus on their continued improvement, not just on their grade on any one test . Help students to work on their weaknesses.

Tell students what they need to do to succeed in your course. Reassure students that they can do well in your course, and tell them exactly what they must do to succeed.

Strengthen students’ self-motivation. Avoid messages that reinforce your power as an instructor.

Avoid creating intense competition among students. Competition produces anxiety, which can interfere with learning. Reduce students’ tendencies to compare themselves to one another.

Be enthusiastic about your subject. An instructor’s enthusiasm is an important factor in student motivation. If you become bored , students will be bored too.

## Structuring the Course to Motivate Students

Work from students' strengths and interests. Find out why students are enrolled in your course. Then try to devise examples that relate the course content to students' interests and experiences. When possible, let students have some say in choosing what will be .If possible let students decide to select which topics to explore in greater depth.

Increase the difficulty of the material as the semester progresses. Give students opportunities to succeed at the beginning of the semester. Once students feel they can succeed, you can gradually increase the difficulty level.

Vary your teaching methods. Variety reawakens students' involvement in the course and their motivation. Break the routine by using a variety of teaching activities and methods

De-emphasizing Grades. Emphasize mastery and learning rather than grades.

Researchers recommend de-emphasizing grading by eliminating systems of credit points; they also advise against trying to use grades to control nonacademic behavior .

Design tests that encourage the kind of learning you **want students to achieve.**

Many students will learn whatever is necessary to get the grades they desire. So make use of this point. Avoid using grades as threats. The threat of low grades may prompt some students to work hard, but other students may resort to excuses for late work, and other behavior.

## Motivating Students by Responding to Their Work

Give students feedback as quickly as possible. Give students some indication of how well they have done and how to improve. Rewards can be as simple as saying a student's response was good.Reward success. Both positive and negative comments influence motivation, but research indicates that students are more affected by positive feedback and success

Introduce students to the good work done by their peers. Share the ideas, knowledge, and accomplishments of individual students with the class as a whole.

Be specific when giving negative feedback. Negative feedback is very powerful and can lead to a negative class atmosphere. Whenever you identify a student's weakness, make it clear that your comments relate to a particular task or performance, not to the student as a person.

Avoid demeaning comments. Many students in your class may be anxious about their performance and abilities. Be sensitive to how you phrase your comments

Avoid giving in to students' excuse for "the answer" to homework problems. When you simply give struggling students the solution, you rob them of the chance to think for themselves. Use a more productive approach .Ask the students for one possible approach to the problem.

# SCOPE AND SEQUENCE

Units/ Topic	Subject matter	
<b>Unit 1</b> <b>Back to school</b>	Structure	Do you have....? / What's your.....? How do you...?
	Language	Ruler - board - book - pen - bag - rubber - pencil - phone number - spell - classmate - introduce - people - phonics: /b/ or /p/
	Consolidation	Practising the language
	Functions	Do you have....? / What's your.....? How do you...?
<b>Unit 2</b> <b>Inside the school</b>	Structure	Am, is, are + (v+ing)
	Language	School rooms - school activities - school subjects - library - art room - classroom - toilet - lab - playground - phonics: /d/ or /t/
	Consolidation	Practising the language
	Functions	Asking for information using : where & what
<b>Unit 3</b> <b>Describing People</b>	Structure	I, we, they, you have got.... /He, she it has got.....
	Language	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/
	Consolidation	Practising the language
	Functions	Asking about possessions using: Have you got...? Has he got...?
<b>Unit 4</b> <b>Clothes</b>	Structure	This is / These are / present continuous / present simple
	Language	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/
	Consolidation	Practising the language
	Functions	Asking about things using: What is this? What are these?

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>Enrichment</b>	Reading and Language Practice 1&2	







**Aims:** At the end of this lesson the pupils will be able to:

- Introduce people (**This is.....**).
- Ask and answer about first \ last name
- Ask and answer about address.

**Teaching aids:**

Flash cards, board, CD, Pupil's Book page (5), Work book page (3), realia.

**Review:**

- Rearrange letters to make a word.
- Rearrange words to make a meaningful sentences \ questions.
- Complete sentences with words.
- Complete a dialogue with words from a list.

**Warm up:**

- Pupils introduce their classmates.
- Ask and answer about first last name.

**"What's your first/last name?"**

- Ask and answer about address

**"What's your address?"**

**Skills:** listening, speaking, reading and writing.

**Function:**

- Asking and answering about address.
- Introduction other people.
- Giving personal information.

**New vocabulary:**

Firs - last - name - address - street - bag - rubber - notebook - desk - computer.

**New structure:**

-This is..... This is Saleh.

- What's your first name? - My first name is Saleh.

- What's your last name? - My last name is Ali.

- What's your address? - It's 15 Ramsis street.

**Presentation Pupil's Book page (5)**

**Start the lesson:**

**1. Listen and read:**

- Start the lesson by greeting pupils saying "**Good morning**".
- Encourage pupils to greet you with the same greeting then greet their classmates.

- Introduce yourself saying that "**I'm Mr Ali**".

- Choose a pupil to come to the front of the class, point to him/her and say "**This is Ali/Sarah**".

- Write the greeting and the sentence on the board, ask pupils to look and repeat.

- Encourage pupils to point to their classmates and introduce him/her using "**This is + a name**".

- When pupils become familiar with this structure and can introduce each other, ask them to open their pupil's book to page "**5**".

- Let pupil's listen and repeat.

- In pairs, pupil's are asked to read aloud.

**2. Practice in pairs:**

- Introduce yourself again to pupils by saying your name and your family name "**Good morning. I'm Mt. Ahmed Ali**". Tell them that my first name is "Ahmed" and my last name is "**Ali**".

- Write the sentence on the board. Make stress on the word "**First**" and the word "**Last**". You can use your hand gestures too.

- Encourage pupil's to do the same.

- When pupils say the sentence correctly. Ask them questions saying "**What your first name?**" "**What's your last name?**"

- Write the questions on the board let pupil's look and repeat.

- let pupils work in pairs, one asks and the other answers.

- After that tell pupils that "**I live in Cairo , My address is 15 Ramsis street, Cairo.**" Encourage pupils to read the sentences and make similar about themselves.

- When pupils master making sentences about themselves, ask questions such as:

**"Where do you live?" "What's your address?"**

- Write both questions on the board, get pupil's look, listen and repeat.

- Practise asking and answering with some pupils until they become familiar with the questions.

- Let pupils look at the exercise on page (5) read the questions and answer again.

- Pupils work in pairs, one asks and the other answers.

**Extra activity**

**Pupil(A): Good morning.**

**Pupil(B): Good Morning.**

**Pupil(A): What's your name?**

**Pupil(B): I'm Ahmed Ali.**

**Pupil(A): What's your first name?**

**Pupil(B): My first name's Ahmed**

**Pupil(A): How do you spell your name?**

**Pupil(B): A-H-M-E-D**

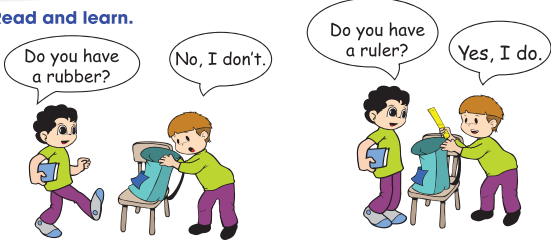
**Pupil(A): What's your last name?**



# UNIT 1 lesson 3

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.

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

- Make sentences beginning with (**I have / he has**).
- Ask and answer questions beginning with "**Do you have.....?**" "**Does he have.....?**"
- Answer questions using "**Yes**", "**No**".

**Teaching aids:**

Flash cards, board, realia, pupil's book page (6), workbook page (4).

**Review:**

- Match questions with answers.
- Answer questions about (**name-age-address-phone number**).
- Rearrange words to make meaningful sentences/questions.

**Warm up:**

- Ask and answer questions about (**name-age-address-phone number**).
- What's your name?
- How old are you?
- What's your address?
- What's your phone number?
- Ask about school things using "**Do you have.....?**".

**Skills:** speaking, reading, writing.

**Functions:** Asking and answering questions. Asking and answering questions.

**New vocabulary:** book - crayon - rubber - compass - phone - map - pencil case.

- Do you have.....?      Yes, I do.      No, I don't.
- Do you have a pen?      Yes, I do.      No, I don't.

- Does he have.....?      Yes, he does.      No he doesn't.
- Does he have a ruler?      Yes, he does.      No, he doesn't.

**Presentation**      **Pupil's Book**      **page (6)**

**Start the lesson:**

**1. Read and learn:**

- Start the lesson by holding a pen in your hand, tell pupil's that "**I have a pen**". Then hold a rubber, point to it and say "**I have a rubber**".
- Write the two sentences on the board, encourage pupils to make similar sentences about themselves and what they really have in their school bag.
- When pupils show progress in make sentences about things they have, write "**Yes, No**" question on the board. Begin the question with "**Do you have....?**".
- Write the question on the board and answer it with "**Yes, I do**" and "**No, I don't**".
- Let pupils look, read and repeat.
- Practice asking and answering with pupils. Ask pupils to work in pairs, one asks and the other answers.
- Ask pupils to open their pupil's book page (6).
- Let them read the simple dialogue between Ahmed and Saleh.
- Ask pupils to work in pairs and act out the dialogue.
- Involve as many pairs as possible.

**Extra activity**

- Pupil(A):** Hello.
- Pupil(B):** Hello.
- Pupil(A):** What is this?
- Pupil(B):** It's my school bag.
- Pupil(A):** What have you got?
- Pupil(B):** I have pencil, pen, ruler and a rubber.
- Pupil(A):** Do you have a compass?
- Pupil(B):** No, I don't
- Pupil(A):** Do you have a pencil?
- Pupil(B):** Yes, I do.

**1. Ask and answer:**

- Tell pupils that in this activity, they are going to practise asking and answering more questions using "**Do you have.....?**".
- Encourage pupils to work in pairs to make questions and answer.
- Tell pupils that we use "**Do I/they/we/you have.....?**" with plural pronouns or nouns.
- Write some questions on the board.
- Do the same thing with singular nouns or pronouns.
- Tell pupils that we use "**Does he/she/ it have.....?**".
- Write the question on the board and let pupils answer the question using "**Yes, he/she/it does**", "**No, she/he/it doesn't**".
- Let pupils try asking each other and answering the questions.
- Let pupil's review the rule table on page (6).
- After review the role, ask pupils to form more questions, let pupils work in pairs, one asks and the other answers.
- Involve as many pairs as possible in the activity.




Lesson 4

is - phone - my - your - have


**1. Finish the sentences from the box.**

- 1- What's your ..... number?
- 2- This ..... Saleh.
- 3- What's ..... name?
- 4- Do you ..... a ruler?


**2. Look at the pictures and write the missing parts.**




I have .....



I'm .....



My ..... is Ali.



This is my .....

**3. Write three things you have in your school bag.**

.....

7

- 1. Finish the sentences from the box:**
- Start the lesson by asking the pupils about their names, age, address phone number, first and last name.
  - Tell pupils that they can work in pairs asking and answering these questions.
  - Ask pupils that they are going to read words in a box then complete sentences with.
  - Give pupils time to read the words in the box and complete the sentences individually.
  - Do around to check and give help when necessary.
  - When pupils finish, choose individual pupils to stand up and read complete sentences.
- Check answers with pupils.

<b>Answers</b>
1. Phone 2. Is 3. Her 4. Have.

- 1. Look at the pictures and write the missing parts:**
- Tell pupils that they are going to look at some pictures, read un complete sentences, pupils have to complete these sentences individually.
  - Give pupils time to do this activity individually.
  - When pupils finish, choose individual pupils to stand up and read complete sentences.
- Check answers with pupils.

<b>Answers</b>
1. a bag 2. Seven 3. Name 4. house

- 1. Write three things you have in your school bag:**
- Let pupils think of all things they have in their school bag.
  - You can hold a bag and ask a pupil to come to the front of the class, pick up everything in the bag and say its name.
  - Let other pupils to do the same.
  - When pupils say all words they can see in the school bag, ask them to choose any three words and write them.
  - Choose individual pupils to stand up and read the words he wrote.
- Involve as many pupils as possible in this activity.

<b>Answers</b>
will vary

<b>Suggested Answers</b>
1. Book 2. Ruler 3. Rubber 4. Pencil

- Check understanding:**
- Complete sentences with words from a list.
  - Ask and answer questions.
  - Rearrange letters to make words.
  - Rearrange words to make meaningful sentences and questions.
  - Match words with pictures.

- Aims:** At the end of this lesson the pupils will be able to:
- Finish sentences with word from a list.
  - Complete sentences with words on their own.
  - Talk about things pupils have in their school bag.

**Teaching aids:**

Flash cards, board, pupils book page 7, realia.

**Review:**

- Match the questions with answers.
- Complete sentences with words from a list.
- Write words under pictures.

**Warm up:**

- Ask questions about (name - phone number - address - age).
- Describe what they have in their school bag.

Skills: speaking, reading, writing.

**Functions:**

- Asking and answering questions.
- Completing sentences.
- Writing about what they have in school bag.

**New vocabulary:** Phone number - name - ruler - bag - house - rubber - pen - pencil.

**New structure:**

- What's your phone number?
- This is Soha.
- What's your name?
- Do you have a ruler?

# UNIT 1 lesson 4

## End the lesson:

- Ask pupils to draw pictures of things in their school bag and write the words under the pictures.
- Write sentences about things they have in their school bag, class, home.


## Self assessment :









## Self assessment :

A large rectangular box containing horizontal dotted lines for writing.

A large rectangular box containing horizontal dotted lines for writing.

# UNIT 1 lesson 5

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

 book	 pencil
 ball	 pen
 bell	 potato
 bag	 peach

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


- pan - boy - boat - cab.
- pen - bear - puppy - cap.

**3. Let's sing.**

**Teacher:** Hello children, hello children.  
Welcome back to school.

**Children:** Hello teacher, hello teacher.  
Happy to see you.

**Teacher:** Hello children, hello children.  
Welcome to grade 3.  
Hello children, hello children.



**Aims:** At the end of this lesson pupils will be able to:

- Listen and repeat words beginning with /b/ or /p/.
- Sing a song.
- Respond to listening activities.

Teaching aids: Flash cards, board, CD, realia, pupil's book page (8), work book pag3 (5).

**Review:**

- Match questions with answers.
- Complete sentences with words from a list.
- Write words under pictures.
- Rearrange words to make meaningful sentences/questions.

**Worm up:**

- Ask pupils to think of words that begin with /b/ or /p/.
- Exchange personal information.

**Skills:** listening, speaking, reading, writing.

**Function:**

- Showing the difference between the sounds /p/ and /b/.
- Singing a song.
- Completing words that contain the sounds /p/ or /b/.

**New vocabulary:** book - ball - bell - bag - pencil - pen - potato - peach.

**New structure:** Do you have.....? Yes, I do. No, I don't.  
Does he have.....? Yes, he does. No, he doesn't.

**Presentation** **Pupil's Book** **page (8)**

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

- Start the lesson by telling the pupils that the sound /b/ and the sound /p/ have different pronunciation.
- Tell pupils that although /p/ and /b/ are constants, we

pronounce both of them differently. The /p/ sound is unvoiced, meaning that only air passes through your mouth and /b/ is voiced meaning that you are making sound with your vocal cords. Both are stop constants.

- Use a piece of paper to show pupils how we can pronounce /p/ and /b/.

- Divide the board into two sections, let pupils think of words that begin with /p/ or /b/. Write words under their sounds.

- When pupils finish thinking of words, use flash cards to introduce vocabularies. Let pupils look, listen and repeat.

- When pupils can read the words correctly ask them to open their Pupil's Book to page (8).

- Tell pupils that they are going to listen to words that contain the sound /p/ only. Then other pupils read the words that contain the sound /b/ only.

- Play the CD let pupils listen to each word individually and repeat.

- After listening to the CD for several times, Choose two pupils to come to the front of the class, one reads the words that begin with /b/ and the other read the words that begin with /p/, other pupils repeat.

- Involve as many pairs as possible in this activity until you feel that pupils become familiar with the sounds.

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

- Let pupils listen to the CD again to answer this activity

- Tell pupils that they have to circle the words that contain the sound /b/ and underline the words that contain the sound /p/.

- Give pupils time to read the words and do what is needed individually or in small groups.

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

- When pupils finish, ask individual pupils to stand up and read the words that contains the sound /p/ only. Then other pupils read the words that contain sound /b/ only

- Let pupils listen and check their answers.

**3. Let's sing:**

- Tell pupils that they are going to sing a song for their teacher and for themselves as well. The song welcomes the teacher and the teacher welcomes his pupils.

- Read the song line by line, let pupils follow in their pupil's book and repeat.

- When you feel that pupils become familiar with the words of the song, sing the whole song and pupils listen and repeat.

- Make music for the song with your voice let pupils pay attention and feel fun with English.

Role play the song with some pupils, then let pupils act out the song with each other in the class.

**Tap script**

**Teacher:** Hello children, hello children.  
Welcome back to school.

**Children:** Hello teacher, hello teacher  
happy to see you.

**Teacher:** Hello children, hello children  
welcome to grade three.  
Hello children, hello children.

