

IPS D O G

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.

Top 6 Keys to Being a Successful Teacher

First: Sense of Humor

A sense of humor can help you become a successful teacher. Your sense of humor can relieve tense classroom situations before they become disruptions

A sense of humor will also make class more enjoyable for your students and possibly make students look forward to attending and paying attention

Most importantly, a sense of humor will allow you to see the joy in life and make you a happier person as you progress through this sometimes stressful career!!!

Second: Positive Attitude

A positive attitude is a great asset in life. You will be thrown many curve balls in life and especially in the teaching profession.

A positive attitude will help you cope with these in the best way

For example:

You may find out the first day of school that you are teaching Algebra 2 instead of Algebra 1.

This would not be an ideal situation, but a Teacher with the right attitude would try to focus on getting through the first day without negatively impacting the students

Third: High Expectations

An effective teacher must have high expectations. You should strive to raise the bar for your students.

If you expect less effort you will receive less effort. You should work on an attitude that says that you know students can achieve to your level of expectations, thereby giving them a sense of confidence too.

This is not to say that you should create unrealistic expectations. However, your expectations will be one of the key factors in helping students learn and achieve

Fourth: Consistency

In order to create a positive learning environment your students should know what to expect from you each day. You need to be consistent.

This will create a safe learning environment for the students and they will be more likely to succeed. It is amazing that students can adapt to teachers throughout the day that range from strict to easy. However, they will dislike an environment in which the rules are constantly changing.

Fifth: Fairness

Many people confuse fairness and consistency . A consistent teacher is the same person from day to day . A fair teacher treats students equally in the same situation.

For example:

Students complain of unfairness when teachers treat one gender or group of students differently. It would be terribly unfair to go easier on the football players in a class than on the cheerleaders. Students pick up on this so quickly, so be careful of being labelled unfair.

Sixth: Flexibility

One of the tenets of teaching should be that everything is in a constant state of change. Interruptions and disruptions are the norm and very few days are typical.

Therefore, a flexible attitude is important not only for your stress level but also for your students who expect you to be in charge and take control of any situation.

Units/ Topic	Subject matter	
Unit 5 Doing Sports	Structure	Present continuous (2) He, she is + ing. Can.....? (revised)
	Language	sports, football, basketball, volleyball, handball, tennis, swimming, karate, club, ride, horse, bike.
	Consolidation	Club membership card. Revising the use of “can/ can’t”)
	Functions	What is / are....doing? Can....do / go / ride....? Yes,..../ No,....
Unit 6 Food	Structure	Present simple (I,you) (Do you like....?) I like / I don’t like. Indefinite articles “a” and “an”.
	Language	soup, fish, meat, salad, bread, cheese, milk, tea, apple, banana, cola, juice, water, rice, drink, eat.
	Consolidation	Food at home. meals.
	Functions	What do you like for...? Do you like? Yes, / No,
Unit 7 Time	Structure	It’s(time). What’s the time?
	Language	Days of the week, clock, watch, day, week, morning, afternoon, evening,..
	Consolidation	Revising activities and places with the days of the week. Telling the time using digital and analogue clocks. Time difference in different cities around the world.
	Functions	What’s the time? It’s....
Unit 8 Weather	Structure	What’s the weather like? Using “should” and “shouldn’t”.
	Language	windy, cloudy, sunny, rainy, snowy, cold, hot, sunglasses, coat, jacket, country, stay at home.
	Consolidation	Talking about weather using days of the week. Weather conditions in different places.
	Functions	What’s the weather like? It’s.... You should / shouldn’t +
Enrichment	Reading and Language Practice 1&2	

Unit 1
Lesson 1

Farm animals

Language focus

Vocabulary	Grammar
camel, goat, rabbit, dog, cow, cat, sheep, duck, donkey, horse	There's There are bigger than

1. Look, listen and say.

2. Match and put the letter.

1- rabbit (.....)	(a)	(b)
2- sheep (.....)	(c)	(d)
3- duck (.....)	(e)	(f)
4- cow (.....)	(g)	(h)
5- camel (.....)		
6- dog (.....)		
7- goat (.....)		
8- cat (.....)		

3. Give one word for.

- 1- A farm animal that gives us milk and meat . (.....)
- 2- An animal that lives in the desert . (.....)
- 3- A farm animal that gives us wool . (.....)
- 4- A farm animal we can ride to the field . (.....)
- 5- An animal that can bark . (.....)

- Aims:** At the end of this lesson, pupils will be to .
- Talk about different kinds of animals.
 - Match word with pictures.
 - Give the meaning of a word in a sentence.

Teaching aids:

flashcards, board, Pupil's Book page 4-5, work book page 2, CD.

Warm-up: introduce yourself to the pupils to break the ice.

- Greet them in English and ask about their names.
- Tell them that you are happy with them and wish them all good luck.
- Introduce the title of the unit .

-Ask pupils about animals they see on the farm.

Skills: listening, speaking, reading, writing.

function: Talking about animals.

- Matching words with pictures.

New vocabulary: sheep, horse, cow, camel, cat, dog, donkey, goat, rabbit.

New structure: This is This is a dog.
This is a goat.

Presentation Pupil's Book page 4

-Start the lesson:

(1) Look, listen and say:

- Hold up a flash card or a picture of a sheep and say many times "Sheep", pupils listen and repeat the word several times.
- Repeat the same procedures with the other words.
- When pupils can say the words ask and answer about animals. E.g. "What is this?" pupils look and say "It's a goat"

- let two pupils stand up, one asks and the other answer.
 - Involve as many pairs as possible.
 - Ask pupils to open their Pupil's Book to page (4)
 - Ask them about animals they can see in the picture.
 - Let pupils practise saying the names of animals In English .
 - Ask a pupil to stand up and read, others repeat.
 - Play the CD or read aloud, let pupils look, listen and repeat after the voice.
- Extra activity:**
- Play a word game: divide the class into groups. tell pupils that they are going to see the picture of animal they should pay attention and say the word correctly. the group who says the word correctly wins.

Make adialogue:

pupil(A): Hello.
pupil(B): Hello.
pupil(A): What is this animal?
pupil(B): It's a donkey.
pupil(A): Is it a goat?
pupil(B): No, it isn't.
pupil(A): Where can you see it?
pupil(B): I see it on the farm.

Presentation Pupil's Book page 5

2-Match:

- Tell pupils to open their pupils book to page (5).
- Read the word aloud , look at the pictures and match the words to the pictures.
- Do the first one as a model.
- Give pupils time to do the activity individually .
- Go around the class to give pupils help if necessary.
- Check answer with pupils .

-Start the lesson:

(1) Look, listen and repeat:

- Review the animals words with pupils.
- Ask pupils "What is there on a farm?"
- Encourage pupils to answer using "There is a....."
- Let pupils repeat the question and the answer .
- Elicit as many answers as the pupils could say
- Ask pupils to open their Pupil's Book to page (6), look at the picture and the structure "There is" "There are.....(s)" according to the number of animals in the picture.
- Encourage pupils to participate.
- Play the CD or read aloud, pupils look at the picture, listen then repeat.

Extra activity:

- Hold a picture of a "dog". encourage pupils to say a "dog" then say a "dog" then say "There is a dog" .
- Hold a picture of two dogs, pupils say "Two dogs" then "There are two dogs".
- Repeat the activity with other animals.

(2) look and write

- Tell pupils to look the picture again to do this activity.
- They look at the picture and count animals to complete this activity.
- Tell them to write the number beside each animal then complete sentence.
- Give pupils time to look and write the words.

Answers

1-cat 2-two goats 3-camel 4-three rabbits

(3) Look and say:

- Tell pupils that we use adjective to describe people, animals or things, but sometimes we find something when we compare between two things.
- Call out two pupils to come to the board. Introduce that, Ahmed is tall, but Ali is taller then Ahmed.
- Point to the pupils while reading the sentences.
- Give pupils adjectives and let them make comparisons.
- Tell pupils that when we want to compare between two things we use the adjective ended with(er) then followed by (than).
- Write two or three sentences on the board, read them and pupils repeat.
- Let pupils imitate the structure , then make similar sentences.
- Tell look at "Honey" and "Funny" and read the sentences in the two bubbles.
- use gestures while reading the two sentences to show the difference between "Big" and "Bigger" "Small" and "Smaller" "Tall" and "Taller".

(4) complete:

- After feeling that pupils have mastered the structure ask them to complete the two sentences.
- Give pupils time to finish the sentences .
- Choose individual pupils to stand up and read the sentences aloud.

Answers

1-than 2-than

Lesson 2

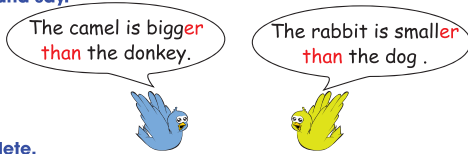
1. Look, listen and repeat.



2. Look and write.

There is a There are two s.
There is a There are three s.

3. Look and say.



4. Complete.

- The dog is slower the rabbit.
- The cow is taller the goat .

Note

Comparative : adj + er + than
e.g taller than / bigger than / smaller than

Aims: At the end of this lesson , pupils will be to.

- Talk about animals using "There is" "There are" .
- Complete sentences about animals.
- Compare between two things (comparative)

Teaching aids:

flash cards, board, Pupil's Book page 6, work book page 3, CD.

Review:

- Review some animal words.
- Match the words to the pictures
- Rearrange the letters to make words
- Write words under the pictures

Warm-up:

- Asking questions about animals beginning with (What is there?) (What are there.....?)
- Comparing between two things / persons

Skills : listening, speaking, reading, writing.

Function:

- Making sentences about animals .
- Comparing between two animals .
- Making comparative.

New vocabulary:

slow-----slower. tall-----taller
small-----smaller. farm.

New structure:

- There is..... -There is a cow.
- There are..... -There are four dogs.
- Comparative adjectives (adj +er+than).
- The camel is bigger than the donkey.

-Start the lesson:

1-Tick (True) the correct answer:

- Review the names of animals with pupils .
- Review the structure "There is a....." and "There are.....(s)".
- Encourage pupils to make sentences using this structure.
- Involve as many pupils as you can .
- When pupils master the structure, tell them to use the same structure with things around them in the classroom.
- Ask pupils to open their Pupil's Book to page (7).
- Tell them that they should read a sentence, look at the picture and decide if the sentence is "True" or "False".
- Give pupils time to read and put a tick .
- Ask individual pupils to stand up, read the sentence and say "True" or "False".
- Check answers with pupils.

Answers			
1-true	2-false	3-true	4-true

(2)Supply the missing letters:

- Tell pupils that they are going to look at pictures then supply the missing letters.
- Tell them that there is a word under each picture, there is a missing letter in this word.
- Pupils should complete the words and read them aloud.
- Give pupils chance to do this activity individually.
- Choose individual pupils to complete the word and read it aloud.





Answers
cat, fish, horse, cow, sheep, donkey.

Extra activity:







The teacher may write more words on the board with missing letters and ask pupils to supply them.

Lesson 3

1. Tick (✓) the correct answer.

1- There is a camel.		True False	() ()
2- There are goats.			() ()
3- There is a rabbit.			() ()
4- There are dogs.			() ()

2. Supply the missing letters.

		
ca.....t	du.....k	hor.....e
		
co.....	she.....p	don.....ey

Aims: At the end of this lesson, pupils will be to .

- Talk about animals .
- Use "There is" and "There are.....".
- Supply missing letter about animals .
- Circle the correct word.

Teaching aids:

flash cards, board, Pupil's Book page 6, Workbook page 3, CD.

Review:

- Review the name of some animals.
- Ask pupils to make sentences using "There is" and "There are".
- Match words with pictures.

Warm-up:

- Ask pupils to name some animals they see on the farm.
- Make sentences using "There is" and "There are".

Skills: reading, writing.

Function:

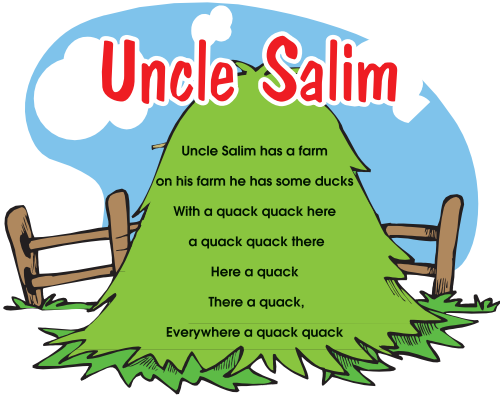
- Making sentences about animals.
- Match parts of a word to make one word.

New vocabulary: sheep, camel, dog, goat, rabbit.

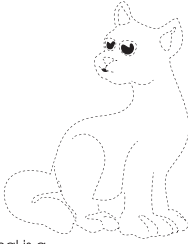
New structure: This is This is a camel.
This is a dogs.

Lesson 4 English in use

1. Sing the song. 🎧



2. Trace and write.



My favourite animal is a

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

- Have fun with songs.
- Match the sound to the animal.
- Write about their favourite animal.

Teaching aids:

Flash cards, board, Pupil's Book page 6, Workbook page 3, CD.

Review:

- Review the names of animals.
- Supply the missing letters.
- Write the word under each picture.

Warm-up:

- Asking pupils to make the sounds of some animals.
- Write some information about their favourite animal.

Skills: listening, speaking, reading, writing.

function: singing a song about "uncle salim's farm"

-writing about favourite animal.

New vocabulary: uncle, duck, animal.

New structure: Review "There is" and "There are".

Presentation Pupil's Book page 8

-Start the lesson:

(1)Sing the song:

-Tell pupils that they are going to listen to a song about





"Uncle Salim's farm"

- Read the song line by line and ask pupils to repeat.
 - When pupils repeat the song many times. Play the CD, let pupils listen and repeat.
 - Pupils can perform the song after listening to it many times.
 - Repeat the song with other animal and other sounds of animals
 - Arrange with the pupils some sounds of animals and sing along the song together.
- (2)Trace and write:**
- Pupils have to trace adotted cat then complete the sentence with the name of the picture "My favourite animal is a cat".
 - Encourage pupils to repeat the sentence and tell about their favourite animal.
 - Ask pupils about their favourite animal using "What is your favourite animal?". Encourage pupils to answer "My favourite animal is a sheep".
 - Repeat asking and different pupils answers.

Work book Lesson (4) page (5)

Unit 1 Lesson 4

1. Match and write.

1- Baa, baa	(a)	
.....		
2- Quack, quack	(b)	
.....		
3- Mew, mew	(c)	
.....		
4- Moo, moo	(d)	
.....		

2. Draw.

My favourite animal

(1)Match and Write:

- Ask pupils to open their work book to page(5).
- Tell pupils that in this activity, they are going to read the sound of on animal and they have to match the sound with the picture.
- Do the first one as a model.
- Give pupils time to do the activity individually or in groups.

UNIT 1 lesson 4

- When pupils finish, check answers with them.
- Choose individual pupils to stand up, read the work sound of the animal it with the animal picture then write the name of the animal under its sound.

Answers

1-sheep 2-duck 3-cat 4-cow

(2)Draw:

- Tell pupils that they draw a picture of their favourite animal.
- Give pupils time to finish drawing and colouring the animal.
- When they finish, ask them about their favourite animal and encourage them to say "My favourite animal is.....".
- Ask pupils to write this sentence under the picture they draw

"My favourite animal is....."

-Check understanding :

- Ask and answer about favourite animal.
- Say and initial the sound of animals.
- Make sentences about favourite animal.

Ending the lesson:

- Sing "Uncle salim's farm" song.
- Draw a picture of their favourite animal in their notebook or sketch and write "My favourite animal is" under the picture.

Self assessment :

A large rectangular area with a black border, containing numerous horizontal red dotted lines for writing.

-Start the lesson:

(1) Listen and tick (True) the number of animals:

-Let pupils open their Pupil's Book to page (9).

-Tell them that they are going to listen to numbers of animal so they should pay attention and listen carefully to tick the right number of animals.

-Play CD or read aloud the number of animals .

-Give pupils time to put a tick (True) individually.

-When you finish choose individual pupils to stand up and say the number he had chosen.

Tape script
1-two sheep 2-six cows 3-three goats
4-nine rabbits
Answers
2 , 6 , 3 , 9

(2) Read and tick(True) the correct answer:

-Tell pupils that they are going to read a short passage about animals on the form. they should pay attention to words and sentences.

-Read the passage and let pupils follow you in their books with their fingers.

-After finishing reading the passage, let pupils read the sentences blew and choose "True" or "False".

-Check answers with pupils.

Answers
1-false 2-ture 3-fulse 4-false

Test yourself

1. Listen and tick (✓) the number of animals.

1- sheep	①	②	③	<input type="checkbox"/>
2- cows	②	④	⑥	<input type="checkbox"/>
3- goats	①	③	⑤	<input type="checkbox"/>
4- rabbits	③	⑥	⑨	<input type="checkbox"/>

2. Read and tick (✓) the correct answer.

There are animals on our farm. There are two cows, two goats and six rabbits. There is a camel, a cat and a dog.

	True	False	
1- There are sheep on the farm.	()	()	<input type="checkbox"/>
2- There are six rabbits.	()	()	<input type="checkbox"/>
3- There are two small cats.	()	()	<input type="checkbox"/>
4- There are four goats.	()	()	<input type="checkbox"/>

Aims: At the end of this lesson, pupils will be to.

-Revise the previously introduced information in lesson(1-4).

-Respond to a listening activity.

-Answer and respond to a reading activity.

Teaching aids:

Pupil's Book page (9), Workbook page 6 CD, teacher's book.

Review:

-Review some animals.

-Ask and answer about animals .

-Match words with pictures.

Warm-up:

Tell pupils that this page is designed to check their understanding and what they have learnt during the unit.

Skills: listening, speaking, reading, writing.

Functions:

-Doing a listening activity.

-Doing a reading activity.

-Having good handwriting .

New vocabulary:

sheep, cow, goats, rabbits, uniform, violin, water.

New structure: There is.....

There is a cat.

There are.....

There are rabbits.

UNIT 1 lesson 5

Work book Lesson (5) page (6)

Self assessment :

Unit 1
Lesson 5

1. Trace.

Usama

uniform

Vivian

violin

Waleed

water

Handwriting practice area with 20 sets of horizontal lines (top solid, middle dashed, bottom solid) for writing practice.

(1)Trace:

- Pupils are asked to open their workbook to page (6), read the words and trace then.
- Tell pupils that, to have good hand writing, they have to know something about upper and lower cases.
- Give them time to trace the words. Then ask pupils to write these traced words for other two times on the same line.
- Give pupils directions to have good and neat hand writing.

Check understanding:

- Ask pupils to rearrange letters of words on the board.
- Write the name of the words under pictures.

Ending the lesson:

- Ask pupils to match words to pictures at home .
- Ask pupils to write short paragraph about animal he /she sees on the farm.