

IPS

TEACHER'S BOOK

1



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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.

part one

An active class is a hope that needs much work. “ if we teach our pupils as we were taught yesterday, we deprive them from their future”.

(1) Classroom language

In order to motivate your learners to be motivated and take part in the learning process and during the lesson, inside and outside school, you need to repeat some English phrases again. In classroom, you will need to greet the pupils, give instructions and give praise. Also, try to use gestures to clarify meaning. Try to keep track of the English phrases that you use in class and reuse them as much as possible.

(2) Classroom management

Managing the classroom from the first day is very important to let the pupils know the way of the teacher to control the class. Some teachers say that thinking a bout classroom management is a “waste of time” but we should keep in mind that all teacher’s time is the pupils.

Time is a very important element in the learning process, because the pupils learn a foreign language not their mother tongue language. So the teacher must think a bout how to make the learning process easy to be understood and at the same time to be attractive.

(a) The board

How can I keep the pupils attention when I use the board?

- 1-Don’t give the pupils your back when using the board.
- 2-The teacher should keep an eye-contact on the class.
- 3-The teacher should read what he is writing on the board.

(B) Planning the board

- 1-The tittle of the unit, lesson and the exercise number should be written at the top in the middle.
- 2-The date should he written at the top of the board.
- 3-The teacher should list questions together and leave places for answers.
- 4-The teacher should make the board clear by listing words together in one place.
- 5-Don’t write too much on the board, write only important items.
- 6-Arrange the board to make the pupils easy follow you.

(c) Pair work

It is an activity done by two pupils (a pupil and a partner) such as asking and answirling questions. This can be done by pupils who sit beside each other. Every one should choose his / her role and concentrate.

-Open pair work

It allows you to keep tight control on the class when the children are making a dialogue with one of the pupils, call children an opposite sides of the classroom to ask and answer the questions in the dialogue..

For example

Teacher: Ali , Ask Ahmed a question

Ali: What’s your father’s job ?

Ahmed: He is a doctor.

-Closed pair work

Use closed pair work when you are confident that the children can cope with a dialogue or ask

and answer activity by themselves. Be clear about how you divide the class into pairs. Give an instruction such as “Now work with your partner” that will indicate to the children that they are to work in their pairs. Although it is easier for children always to work with the same partner, consider how they can be given opportunities to work with different partners and whether or not it is appropriate in different circumstances for faster children to work with slower pupils, or for children of similar abilities to work together.

As children work, always monitor them by walking around the class and listen to their conversation. This will give you an accurate picture on how well they are progressing and whether or not they need additional help with pronunciation or the formation of specific structures.

d) Group work

-Steps of group work:

- 1- Divide the class into fours and ask the pupils to look at the picture.
- 2-After a short time, tell pupils that they will ask and answer questions in groups.
- 3-Demonstrate the activity with a good group. Pupil (a) asks a question and pupil (b) answers, then pupil (c) asks a question and pupil (d) answers.
- 4-Check that every one knows what they must do. They might tell the teacher in Arabic.
- 5- When pupils start, walk a round the class, listen and check that the pupils are doing the activity and they aren't chatting.
- 6-Stop the activity when most pupils finish.
- 7-Follow up the group work with a few different examples from different groups.
- 8-You may want to summarize the activity or comment on the pupils' work in the activity.

e) The role of the teacher

In an interactive class room, the teacher has many roles:

- 1-Instructor:** the teacher has to introduce the language to be learnt, give instructions to pupils and decide what language and activities need to be practised.
- 2-Manager:** he has to organize the class in order to fulfill the different activity requirements, some times this may mean putting children in pairs or groups.
- 3-Advisor:** when the children are working in pairs or groups, the teacher has to move from group to group helping individual pupils with unknown words, difficulties which help them understand the activity or correct mistakes.
- 4-Personal tutor:** the teacher needs to identify individual pupils' areas of difficulties and find ways for helping them.

SCOPE AND SEQUENCE

Units/ Topic	Subject matter	
Unit 1 Hello	Structure	Verb to “be” with “I” and “you” in affirmative, negative and questions.
	Language	Hello, goodbye, fine, name.
	Consolidation	Meeting foreign people letters: A,B,C,D,E numbers 1,2,3,4,5 Variety of exercises.
	Functions	How are you? I’m fine. What’s your name? I’m
Unit 2 My bag	Structure	This is/ Is this.....? It is / isn’t
	Language	Bag / book / crayon / pencil / rubber / ruler / pen / pencil case.
	Consolidation	Numbers from 6 to 10. Variety of exercises. - A game
	Functions	What is? It’s..... It’s ...(adj + noun).....
Unit 3 What colour?	Structure	Is it? Yes, it is. / No, it isn’t.
	Language	Colour, flag, red, yellow, blue, black, brown, white, grey, pink, orange.
	Consolidation	Variety of exercises. Mixing colours.
	Functions	What colour.....? It’s
Unit 4 How old are you?	Structure	Subject pronouns (He, She) with verb “to be” in affirmative, negative and questions.
	Language	Age, young, old, year, child, man, woman. Numbers (20 – 100)
	Consolidation	Variety of exercises. Identity card.
	Functions	How old? I’m / He’s/

Units/ Topic	Subject matter	
Unit 5 Toys	Structure	There is/ There are How many.....? Singular / plural.
	Language	Toy, ball , doll, car, kite, plane, bike, toy shop.
	Consolidation	Revising numbers. A toy game. A song.
	Functions	How manyare there? There are
Unit 6 Family	Structure	I've got That is / This is(Demonstrative pronouns) Is that? Is this? (revised)
	Language	Family, father, mother, sister, brother, uncle, aunt , grandfather, grandmother.
	Consolidation	Revising singular, plural. How many? (revised) Meeting foreign people.
	Functions	This is.....(introducing people)
Unit 7 Home	Structure	There is / There isn't. Who is in?
	Language	Living room, bedroom, bathroom, dining room, kitchen, sleep, cook, eat, wash, watch.
	Consolidation	Guessing where things are using "Is it.....?" /It isn't.....
	Functions	Where's? Who's in?
Unit 8 Furniture	Structure	Prepositions of place (in, on, under, between, next to....)
	Language	Bed, chair, table, wardrobe, sofa, window, door, cupboard.
	Consolidation	Guessing where things are using prepositions of place.
	Functions	Where's? It's
Enrichment	Reading and Language Practice 1& 2	

Unit 1
Lesson 1

Hello

Language focus

Vocabulary	How are you ?	Grammar
Hello ! Goodbye.	I'm fine, thank you.	Are you? Yes, I'm No, I'm not
I am = I'm A. B. C. D. E 1. 2. 3. 4. 5	I'm/ I'm not	

1. Listen and repeat.

Hello!
I am Reem.

Hello!
I am Saleh.

How are you?

I'm fine.

Goodbye!

Goodbye!

I'm Honey.

I'm Funny.

Note I am = I'm

4

2. Circle.

Hello!
Goodbye!

Hello!
Goodbye!

I'm Reem.
I'm Saleh.

I'm Reem.
I'm Saleh.

I'm Funny.
I'm Honey.

I'm Funny.
I'm Honey.

5

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

- Say "Hello" to each other when they meet each other.
- Say "Good bye" when they are taking a leave.
- Practise asking and answering about health.
- Tell classmates' names.

Teaching aids:

- Flash cards for new words, board, Pupil's Book.
- Workbook.
- C D /cassette player.
- Miming and gestures.
- Role playing

New vocabulary:

Hello , Fine , goodbye

New structure:

- Hello !
- I'm +name.
- How are you?
- I'm fine.
- Goodbye.

Functions: Greetings

Skills:

Reading , listening , speaking , and writing.

Warm-up:

-In Arabic tell the pupils that English is a language like Arabic. It is an international language and learning it will help in our study, then tell them that any language is formed of vocabulary and structure.

- Greet the pupils saying "Hello".
- Encourage pupils to say "Hello".
- Introduce yourself to the pupils saying "I'm Mr.....".
- Encourage them to use the structure "I'm + their names".

presentation:

1-Listen and repeat

Pupils Book Page 4

- Tell the children that you are going to speak to them in English and if they don't understand every thing, they shouldn't worry. You will repeat things, and what they don't understand today they will understand in a later lesson. They need to listen carefully.
- Introduce yourself in English by pointing at yourself and saying your name, e.g. Hello, I'm Mr Ali. or, Hello, I'm Mrs Hala . Get them to repeat your name.
- Give out the Pupil's Book . Tell the class there is a lesson where children introduce themselves as you have just done.
- As soon as someone finds unit(1), lesson(1) (page4), Direct the whole class to the page and ask them to follow the words with their fingers as you play the cassette or read the sentences in activity (1). Check they know the names of the boy and the girl illustrated on the page.

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UNIT 1 lesson 1

Tapescript

Reem: Hello ! I am Reem.
 Saleh: Hello! I am Saleh.
 Saleh: How are you?
 Reem: I'm fine.
 Saleh : Good bye !
 Reem: Good bye !
 Honey: I'm Honey.
 Funy: I'm funny.

- Approach one of the children, point appropriately and say, e.g. **"I'm Mr Ali: What's your name?"** If he/she gives your name, in answer, look surprised, point at him/her, and ask: Are you Mr Ali? If this child is still confused, ask other children until you get the right answer. then smile, shake hands with the child and say Hello+ his/her name.
- Choose other children one by one , as above, encourage them to repeat **"Hello+ his/her"** name when you shake hands.
- Tell them when we meet other people we say **"Hello!"** when we leave them we say **"Good bye"** , when we meet someone we know we say **"How are you?"** and they reply saying, "I'm fine, thank you."
- In pairs.** pupils are to act as Reem and Saleh.
- Encourage individuals to take part in the following dialogue by approaching them with your hand outstretched , ready to shake hands , and saying:

Teacher: Hello, I'm Mr.....

Child: Hello, I'm.....

- Suggested extra activity:

The teacher may pick out some pupils and say:

Teacher: Hello ! I'm.....

pupil: Hello ! I'm

Teacher: How are you ?

pupil: I'm fine.

-(to be repeated with different pupils).

-The teacher may ask pupils to do the same activity in pairs.

2- Circle Pupil's Book page (5)

-pupils look at page 5.

-Read and circle the right answer.

-Encourage pupils to read both words.

-Encourage them to choose and circle the right word or sentence which matches the picture.

-Ask pupils to work in pairs or individually.

-Give them time to do the activity.

-Check answers with the pupils.

-praise them.

Answers

Goodbye / Hello / I'm Reem / I'm Saleh / I'm funny
 I'm Honey.

Unit 1






Hello

Lesson 1

1. Match.

Hello!	I'm fine.
I'm Reem.	Goodbye!
How are you?	Hello!
Goodbye!	I'm Saleh.

2. Match.

	Hello!	
	I'm Honey.	
	I'm fine.	
	Goodbye!	
	I'm Saleh.	

2

1-Match:

- Explain quickly what the pupils are going to do in this activity.
- Ask pupils to match the words or sentences individually.
- Give them time to think of and do this activity individually.
- Write the activity on the board and let pupils check their answers with you.
- Praise their correct answers.

Answers

Hello	→	Hello
I'm Reem	→	I'm saleh
How are you	→	I'm fine
Good bye!	→	Good bye!

Ending the lesson

- Ask pupils to greet one another using Hello +his/her name.
- Ask pupils to make a dialogue with a partner.
- Ask 8 pupils to role-play the dialogue.

Self assessment :

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