

PE DU OS

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 achievment 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

Units/ Topic	Subject matter	
Unit 5 At the airport	Structure	Past simple (regular + irregular)
	Language	Timetable, arrivals hall, suitcase, air hostess, security, stay, really, funfair, spend, along, banks of the Nile.
	Consolidation	A letter
	Functions	Welcome, I missed you,goodbye, Here'sfor you.
Unit 6 At the circus	Structure	Present and Past abilities (can / could)
	Language	Dancer, musician, juggler, clown, play tricks, do juggling, rider, show, wild, cages, acrobats, stunts, wire, laugh.
	Consolidation	A passage about "The circus".
	Functions	When you were young, Could you....? Can you?
Unit 7 Homes	Structure	Present Simple passive.
	Language	Villa, skyscraper, roof, balcony, chimney, brick, wood, concrete, straw, clay, cottage, block of flats, duplex, floor, lift, stairs.
	Consolidation	A passage about "Kinds of houses".
	Functions	What ismade of? It's made of
Unit 8 Holidays	Structure	Future Simple
	Language	Mountain, countryside, seaside, museum, hiking, sunbathing, monuments, relaxing, sail, shore, castle, sand.
	Consolidation	A passage about "At the beach".
	Functions	Where will you go? What will you do?
Enrichment	Reading and Language Practice 1&2	

UNIT 1 lesson 1

Unit 1

Time and countries

Lesson 1

Word bank

<p>Target Vocabulary</p> <p>Countries → Egypt - Saudi Arabia - England France - Japan - Mexico</p> <p>Nationalities → Egyptian - British - French Japanese - Mexican</p> <p>Continents → Africa - Asia - Europe - North America - South America Australia</p>	<p>Main Vocabulary</p> <p>o'clock - quarter - half - past to - what time - PM - A.M</p>
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1. Listen, repeat and point.

2. Listen and complete the sentences.

- It's twelve o'clock in London.
- It's in Egypt.
- It's in Mexico.
- It's in Saudi Arabia.

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

- talk about time in different countries.
- introduce nationalities.
- respond to listening skills.
- complete sentences using nationalities in a list.

Teaching aids:

Flash cards, board, pupils book page:4, workbook page:2, CD, realia

Review:

- Introduce yourself to the pupils .
- Revise verb to be with pupils .
- Revise name of the countries they know.

Warm- up:

- Introduce the title of the unit.
- Ask pupils questions about time and countries.
- Where are you from?
- Where do you live?
- Do you live in Cairo?
- What are people from China?

Skills:

Listening, speaking, reading, writing

Functions:

- Talking about time in different countries.
- Talking about countries and nationalities.
- Responding to a listening activity.

New vocabulary:

Time, country, nationality, continent, Africa, Asia Europe, North America, south America, Australia, o'clock, quarter, half, past, to

New structure: Telling time

- It's ten o'clock
- It's half past three
- I live in Egypt. I'm Egyptian.
- people from China are Chinese.
- It's quarter past two
- It's quarter to three

Presentation

Pupils book

page:4

Start the lesson

(1) Listen, repeat and point

- Before you start the lesson, tell pupils that they are going to know about time, countries, continents and nationalities.
- Ask pupils some pre-listening questions for example:
 - Where do you live? -Do you live in Tanta?
 - What's the time now? -Where is Egypt?
- let pupils look, read think and repeat.
- Divide the board into three sections, the first for countries, the second is for nationalities, and the third is for continents.
- let pupils say as many countries as they can, then ask them to say the continents of the world.
- Write the main continents of the world on the board, let pupils look, read and repeat.
- Write some countries and the nationalities of people who live these countries in a table. Let pupils look, read and repeat, then ask pupils some questions about countries and nationalities.
- Involve as many pupils as possible in this activity.
- When pupils become familiar with countries and nationalities, encourage them to think of other countries and try to say the nationalities.
- Ask pupils about the time in these countries. Let pupils think, guess and make complete sentences.
- let pupils work in pairs asking and answering about countries, nationalities and time.
- Involve as many pupils as possible.
- Ask pupils to open their pupils book to page:4
- Encourage pupils to look at the picture of map and ask them about some pictures.
- Ask pupils about countries mentioned in the map, let them pay attention to time mentioned (written) beside each country.
- Encourage pupils to make sentences using country nationality.
- Encourage pupils to make as many sentences as possible. Pupils may use this form to make sentences "people from China are Chinese. People from Egypt are Egyptian.
- Write this form and some examples on the board, let pupils look, read and repeat then make similar sentences .
- let pupils work in pairs making similar sentences .
- choose some pupils to stand up and read their sentences.
- When pupils become familiar with these sentences about countries and nationalities, ask them about time.
- Draw a clock on the board, let pupils read different time for different countries.
- let pupils use "a.m" for "morning" and "p.m" for "afternoon" to indicate different time in different countries.
- play the CD, get pupils listen, point and repeat.
- play the CD again, pause after each sentence, get pupils listen carefully then repeat sentences for several times.
- you can say the sentences then pupils point to the picture in their books.
- Number the picture, then pupils make sentences or say the country and pupils say the nationality and read the time in

UNIT 1 lesson 1

this country on the map.

- Repeat this activity with as many pupils as possible until pupils become familiar with this kind of sentences.
- Involve as many pupils as possible in this activity.

Tape script

- 1-listen, repeat and point.
- 1-I live in Egypt. I'm Egyptian.
- 2-I live in Saudi Arabia- I'm Saudi Arabian.
- 3-I live in England. I'm British.
- 4-I live in France. I'm French .
- 5-I live in Japan. I'm Japanese.
- 6-I live in Mexico. I'm Mexican.
- (o'clock, quarter, half, past)
- *It's six o'clock a.m in Mexico.
- *It's one p.m in France.
- *It's twelve p.m in England.
- *It's two p.m in Egypt.
- *It's three p.m in Saudi Arabic.

(2) Listen and complete the sentences

- Tell pupils that, in this activity, they are going to listen to sentences about time, they have to listen carefully to sentences then complete the missing parts.
- Review how to say "Time" with pupils until they become familiar with time and clock.
- Encourage pupils to make simple sentences about "Time" using "It's.....o'clock in Egypt" "It's half past..... in France" "It's quarter to/ past.....in Mexico".
- Write some sentences on the board, let pupils look, read and repeat then think of similar sentences.
- When pupils become familiar with sentences, tell them that they are going to listen to sentences and they have to complete these sentences with suitable time.
- play the CD, get pupils listen and complete the sentences.
- play the CD again, let pupils listen again and check their answers.
- Give pupils time to read the sentences and write the missing parts.
- Go around the class to check what pupils are doing and to give them help when necessary.
- When they finish, choose in dividual pupils to stand up and read complete sentences.
- check answers with pupils.

Tape script

- 1-It's twelve in London . 2-It's two in Egypt.
- 3-It's six in Mexico.
- 4-It three o'clock in Saudi Arabia.

Answers

2-two oc'clock 3-six o'clock 4-three o'clock

Extra activity

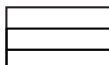
- Pupil(A): Hello.
- Pupil(B): Hello.
- Pupil(A): How are you?
- Pupil(B): I'm fine, thanks.
- Pupil(A): Where are you from?
- Pupil(B): I'm from Egypt.
- Pupil(A): What is your nationality?
- Pupil(B): I'M Egyptian.
- Pupil(A): What's the time in Egypt?
- Pupil(B): It's two o'clock.
- Pupil(A): What's this?
- Pupil(B): It's a map.
- Pupil(A): What is this country called?
- Pupil(B): It's Saudi Arabia.
- Pupil(A): What are people from Saudi Arabia?
- Pupil(B): They are Saudi Arabian.
- Pupil(A): What's the time in Saudi Arabia?
- Pupil(B): It's three o'clock.
- Pupil(A): Thank you. Good bye.
- Pupil(B): Good bye.

Work book Lesson (1) page (2)


Unit 1
Time and countries

Lesson 1

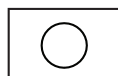
1. Colour and write the name of the country. Solve the puzzle.



.....



.....



.....

Egypt = 1, 2, 3
 Saudi Arabia = 4, 2
 Japan = 2, 1

green = 4 red = 1
 white = 2 black = 3

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

British – French – Chinese – Spanish – Japanese – Italian – Egyptian – Mexican

1. People from China are
2. People from Egypt are
3. People from Japan are
4. People from Britain are
5. People from Mexico are
6. People from France are
7. People from Spain are
8. People from Italy are

2

(1) Colour and write the name of the country. Solve the puzzle

- Ask pupils to open their workbook to page:2
- Tell pupils that, in this activity, they have to colour flags for different countries then write the names of these countries under their flags for different countries then write the names of these countries

UNIT 1 lesson 1

Self assessment :

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

Self assessment :

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

Lesson 2

1. Talk about the time in your friends' countries.

2. Ask and answer in the same way.

Where do you come from?

I come from Japan.

What's your nationality?

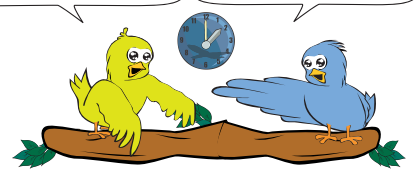
I'm Japanese.

Where is Egypt ?

Egypt is in Africa.

What is Egypt famous for?

It is famous for the pyramids.



3. English in use (people around you).

Country	Its people
1. My father wants to travel to Egypt.	He wants to meet Egyptians.
2. My uncle
3. My friend
4. My brother
5. My cousin
6.
7.

Aims: at the end this lesson, pupils will be able to:
 -Ask about different countries and about time in these countries.
 -Use English to talk about family member.
 -Write the time in two ways.

Teaching aids:
 Flash cards, board, pupil's book page:5, workbook page:3, posters, clock , realia

Review:
 -Match questions with answers.
 -Complete sentences with words from a list.
 -Complete sentences with your own words.
 -Rearrange words to make meaningful sentences.
 -Choose the correct answer.
 -Circle the odd word out.

Warm-up:
 Ask pupils different questions about countries, nationalities and time.
 -Where are you from?
 -What's your nationality?
 -Where is Egypt?
 -What is Egypt famous for?
 -What time is it in France?

Skills:
 speaking, reading, writing

Functions:
 -Talking about countries and nationalities.
 -Writing the time in two ways.

New vocabulary:
 country, nationality, continent, famous for, pyramids, come from, travel, meet

New structure: ask questions in the present simple
 -Where do you come from? - I'm from Japan.

-What's your nationality? -I'm Japanese .
 -Where is Egypt? -Egypt is in Africa.
 -What is Egypt famous for? -It's famous for the pyramids.

Presentation **Pupil's Book** **page:5**
Start the lesson:

-Before you start the lesson, revise countries, nationalities time with pupils.
 -Write some sentences on the board to refresh pupil's memories and let them be familiar with today's lesson.
 -let pupils make similar sentences.

(1)Talk about the time in your friends countries:

-Tell pupils that, in this activity, they are going to talk about the time in their friends countries.
 -Draw some clock on the board with different time.
 -let pupils look at the clocks then make sentences about this clocks.
 -Involve as many pupils as possible in this activity.
 -When pupils become familiar with telling and talking about the time, let them try to make questions about time for example "What's the time?" "When do you go to school?"
 -When pupils become familiar with these questions, let pupils work in pairs, one asks and the other answers.
 -Encourage pupils to think of as many questions as possible.

(2)Ask and answer in the same way:

-Tell pupils that, in this activity, they are going to read questions with answers then have to act out the questions and answers in a dialogue.
 -Read questions and answers with pupils many times until they become familiar with questions and answers.
 -Write questions and answers on the board, get pupils look, read and repeat.

-Introduce questions and answers one by one to let pupils know what is meant by every questions.
 -let pupils practise asking and answering in pairs.
 -Go around the class to check what pupils are doing and to give them help when necessary.
 -When pupils finish practicing asking and answering question in pairs, choose pairs to come to the front of the class and act out the questions and answers in a kind of dialogue.
 -Involve as many pairs as possible in this activity.
 -pupils can think of other question to add to the dialogue if they find more time.

(3)English in use (people around you)

-Tell pupils that, in this activity, they are going to use the language in context.
 -Tell pupils that are going to write sentences about their family member to express country and nationality.
 -Read the first given sentences as an example.
 -Give pupils time to read the sentences again and try to complete the sentences individually or in groups.
 -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 sentences.
 -Accept all possible sentences as answers will vary.
 -Involve as many pupils as possible in this activity.
 -Check answers with pupils.

Answers

Answers will vary.

Answers

- 1-My father wants to travel to Egypt. He wants to meet Egyptians.
- 2-My uncle want to travel to France. He wants to meet the Franch.
- 3-My friend wants to travel to Japan. He wants meet the Japanese.
- 4-My brother wants to travel to Britain. He wants to meet the British.
- 5-My cousin wants to travel to Mexico. Red wants to meet the Mexican.
- 6-My teacher wants to travel to china. He wants to meet the Chinese.
- 7-My mother wants to travel to Spain. She wants to meet the Spanish.

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 come from?
- pupil(B): I come from Egypt.
- pupil(A): What's your nationality?
- pupil(B): I'm Egyptian.
- pupil(A): Where is Egypt?
- pupil(B): It is in Africa.
- pupil(A): What is Egypt famous for?
- pupil(B): It's famous for the pyramids.
- pupil(A): What time is it in Egypt?
- pupil(B): It's half past one.
- pupil(A): Where does your want to travel?
- pupil(B): He want to travel to Spain.
- pupil(A): Why does he want to go there?
- pupil(B): He wants to travel to Spain because he wants to meet the Spain.

1. Write the time in two ways.



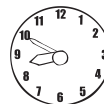
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(1)Write the time in two ways:

- Ask pupils to open their workbook to page:3
- Tell pupils that, in this activity, they are going to look at clock with different time and they have to write the time in two different ways under the clock. For example, "It's half past seven" "It's seven thirty".
- Draw other pictures, get pupils, look then think of the time in two different ways.
- When pupils become familiar with writing the time in two different ways, let them write time under each picture in the same way.
- Do the first one with pupils as a model.
- Give pupils time to look at the clocks and write the time in two different ways individually.
- Go around the class to check to check what pupils are doing and to give them help if necessary.
- When they finish, choose individual pupils to stand up and read their sentences.
- Check answers with pupils.

Answers

- 1-It's seven o'clock. / It's seven.
- 2-It's twenty to seven. / It's six forty.
- 3-It's half past seven. / It's seven thirty.
- 4-It's ten to nine. / It's eight fifty.
- 5-It's quarter past seven. / It's fifteen seven.
- 6-It's twenty to ten. / It's nine forty.
- 7-It's twenty past eleven. / It's eleven twenty.
- 8-It's five past three. / It's three thirty.

UNIT 1 lesson 2

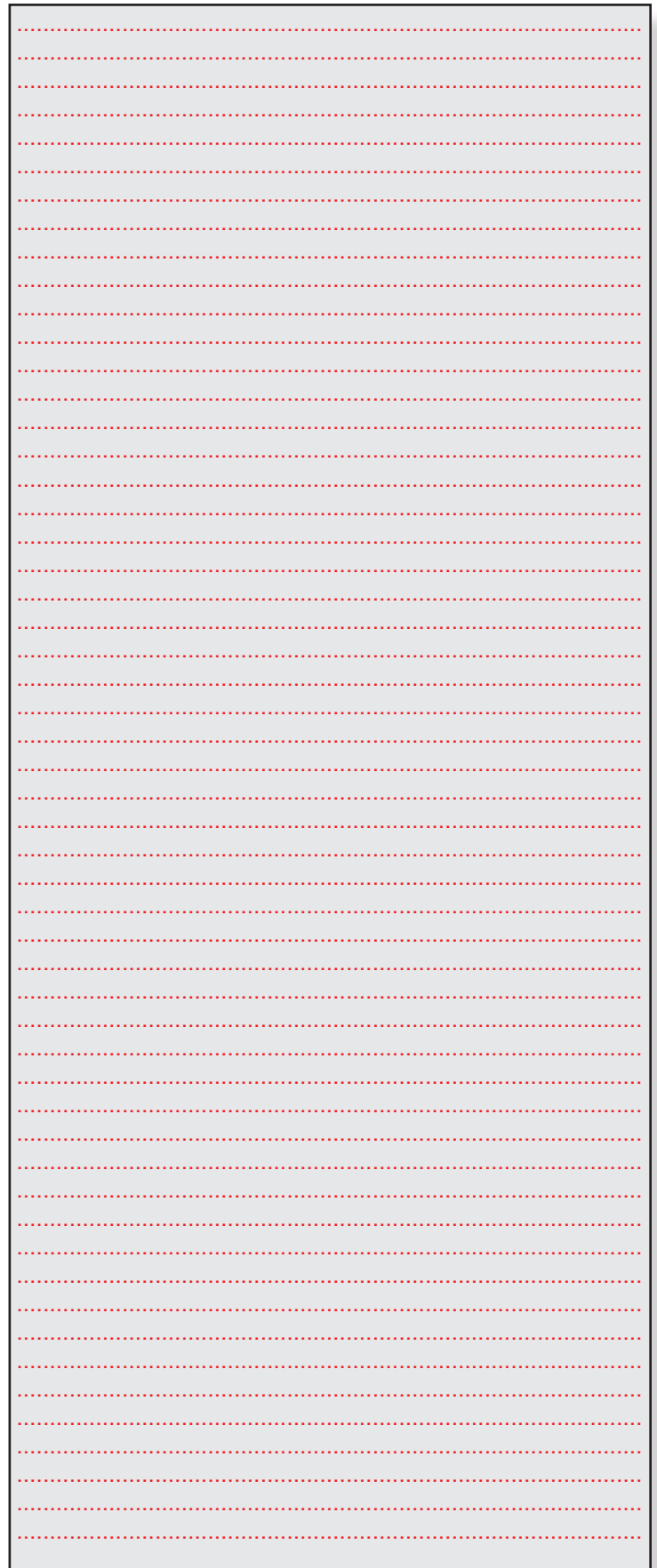
Check understanding:

- 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.
- Choose the correct words.
- Answer these questions.
- Circle the odd word out.

End the lesson:

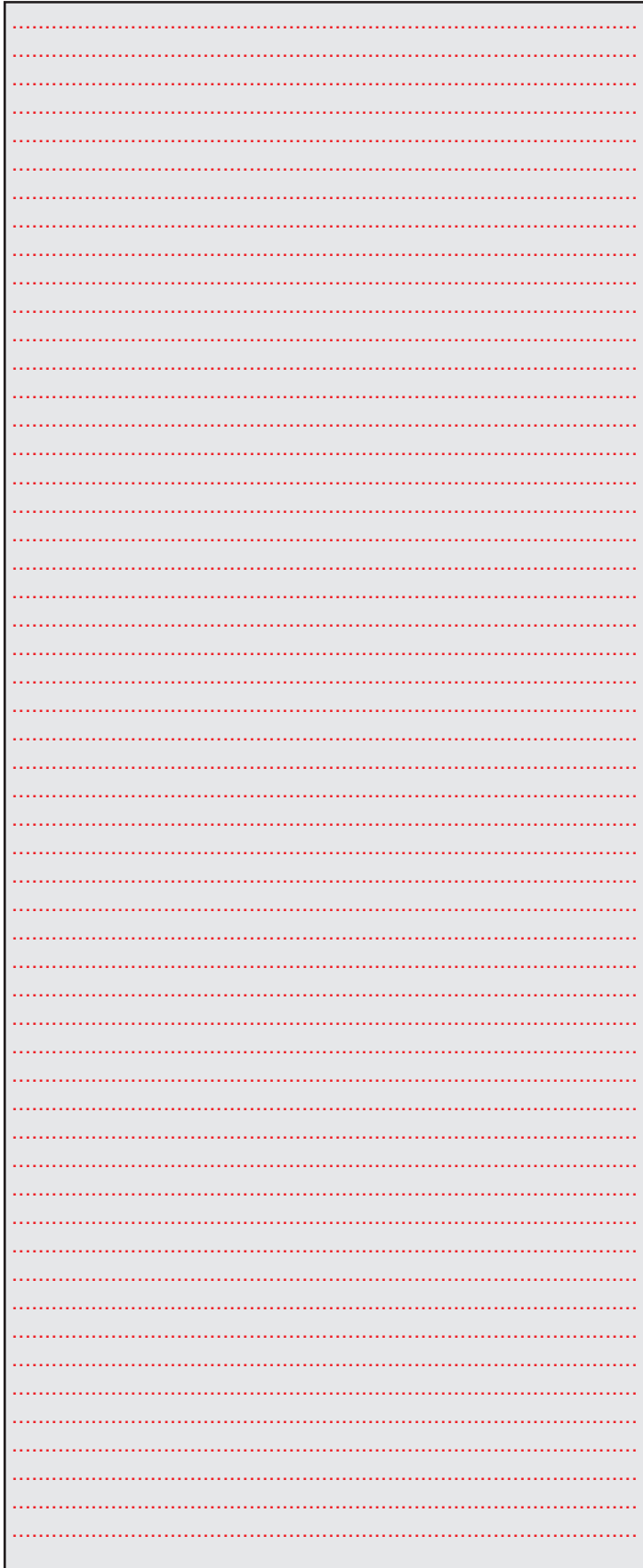
- Ask pupils to make a dialogue with their parents, family members and ask them questions about country, nationality and time.
- Ask pupils to write questions and answers in their notebooks.

Self assessment :

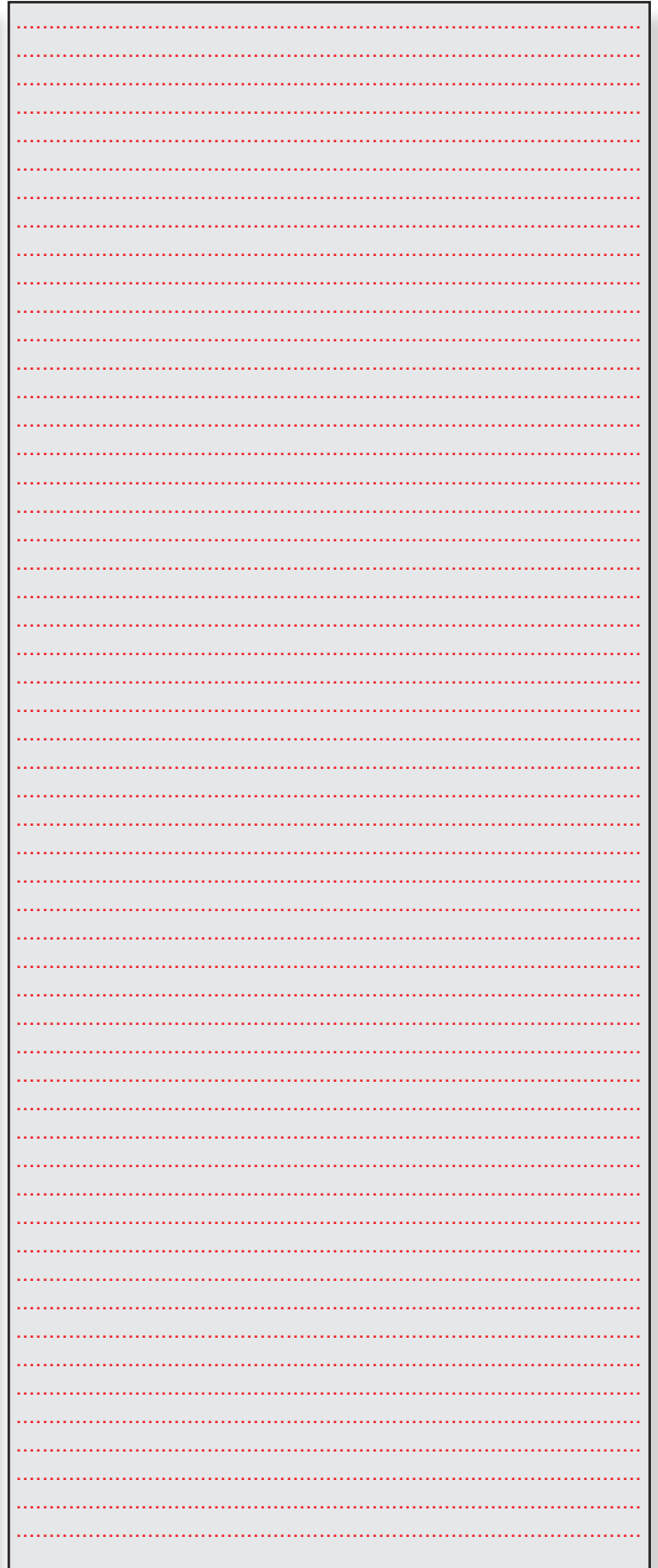


UNIT 1 lesson 2

Self assessment :



Self assessment :



UNIT 1 lesson 3

Lesson 3

Present simple

+ Prepositions of time

1. Look at the pictures and learn.

<p>Where does he come from? He comes from Saudi Arabia.</p>	<p>When does he go to school? He goes to school at 8 o'clock in the morning. He doesn't go to school on Friday.</p>
<p>What language does he speak? He speaks Arabic.</p>	<p>When does he go to bed? He goes to bed at 9 o'clock in the evening.</p>

2- Complete the dialogue with the words in the box .

Does	like	want	play	don't	never
Do	always	are	do	is	

Maged : Whereyou play volleyball, Bassam?

Bassam : I play at the gym with my friends .

Maged : Ayman play with you ?

Bassam : No, he playsvolley ball . He likes basketball . Do you to play ?

Maged : I know . I'm not very good at volleyball , but I want to a sport .

Bassam : well , there some other sports at the gym. You like gymnastics ?

Maged : I the gymnastics we do at school .

Bassam : Great , the gymnastics teacher at the gym our teacher at school .

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

- Introduce sentences and questions in the present simple tense.
- Make questions out of sentences in the present simple.
- Circle the correct word to make meaningful sentences.
- Talk about prepositions of time.

Teaching aids:

Flash cards, board, pupils book page:6, workbook page:4, realia, posters, drawings

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.
- Choose the correct word.
- Circle the odd one out.

Warm-up:

Ask different questions in the present simple.

- Where does he come from?
- Where do you come from?
- How do you go to school?
- When does he go to school?

Skills:

speaking, reading, writing

Functions:

- Asking and answering questions in the present simple.
- Completing the dialogue with words in the box.
- Making questions out of sentences .
- Choosing the correct word.

New vocabulary:

come from, school, morning, afternoon, evening, present, birthday, lesson, speak, gym, volleyball, basketball, gymnastics

New structure: The present simple tense

- *Where does he come from? –He comes from Egypt.
- *When does he go to bed? –He goes to bed at o'clock.
- *Does Ayman play with you? –yes, he does/ No, he doesn't.

Presentation **Pupil's Book** **page:6**

Start the lesson:

(1)Look at the pictures and learn:

- Before you start the lesson, write some sentences on the board with different subjects or pronouns.
- Let pupils look, read and repeat then make similar sentences.
- Tell pupils that we add "s-es-ies" at the end of the verb with singular nouns or pronouns "He-she-it-Ali....." we don't add anything at the end of the verb with plural nouns or pronouns "I-you-we-they-Ahmed and Ali.....".
- Write more sentences on the board, let pupils look at the sentences and how we use the present simple tense.
- Read the sentences with pupils several times, let pupils the read repeat until they become familiar with the structure of sentences in the present simple tense.
- Ask pupils to make similar sentences with different subjects whether they are nouns or pronouns .
- After making some sentences, encourage pupils to change these on the board and change it in to .
- Write a sentences on the board and change it into question with pupils .For example, "What language "He come from Saudi Arabia" It can be changed like, "Where does he come from?" " He speaks Arabic" "What language does he speak?".
- Encourage pupils to think of other sentences and change them into questions.
- Involve as many pupils as possible in this activity.
- When pupils become familiar with questions and sentences ask them to open their pupils book to page:6.
- Tell pupils that, in this activity, they are going to read questions and answers then try to make similar questions and write their answers.
- Read the questions and answers with pupils, let pupils follow and read in their pupil's book.
- When you finish, choose pairs to stand up and try acting out the dialogue, one asks and the other answers.
- Ask pupils to think of other question to be added to the diaouge.
- Involve as many pairs as possible in this activity.

(2)Complete the dialogue with the words in the box:

- Tell pupils that, in this activity, they are going to read words in a

UNIT 1 lesson 3

list and they have to complete the sentences in a dialogue with these words.

- Read the words in the list with pupils.
- When pupils become familiar with words, let them read the sentences in the dialogue and try to finish them individually.
- Do the first one with pupils as a model.
- Give pupils time to do this activity individually or in pairs.
- Go around the class to check what pupils are doing and to give them help if necessary .
- When they finish, choose pairs to stand up and read the sentences together.
- let pupils follow and check their answers.
- Check answers with pupils.

Answers

1-do 2-always 3-Does 4-never-want
5-are-Do 5-do 6-is

Extra activity:

pupil(A): Hello.
pupil(B): Hello.
pupil(A): Where does he come from?
pupil(B): He comes from Saudi Arabia.
pupil(A): When does he go to school?
pupil(B): He goes to school at 8 o'clock in the morning.
pupil(A): Does he go to school on Friday?
pupil(B): No, he doesn't .
pupil(A): What language does he speak?
pupil(B): He speaks Arabic.
pupil(A): When does he go to bed?
pupil(B): He goes to bed at 9 o'clock in the evening.
pupil(A): Where do you play volleyball?
pupil(B): I always play at the gym with my friends.
pupil(A): Do you want to play basketball?
pupil(B): No, I don't . I never play basketball.
pupil(A): Thank you. Goodbye.
pupil(B): Goodbye.

Work book Lesson (3) page (4)

Unit 1

Lesson 3

1. Write questions.

- ?
He watches TV at six o'clock.
- ?
She comes from Japan.
- ?
I speak English.
- ?
I go to the club at 5 o'clock.
- ?
He is Italian.

2. Circle the correct answer.

- They go to the beach (in – on – at) summer.
- I go to school (in – on – at) seven o'clock.
- We go to the club (in – on – at) Fridays.
- Do you study your lessons (in – on – at) the afternoon?
- School in my country starts (in – on – at) September.
- I will buy him a present (in – on – at) his birthday.

4

(1)Write questions:

- 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 change these sentences into questions.
- Read sentences with pupils until they become familiar with the sentences.
- Do the first sentences with pupils.
- Give around time to do this activity individually or in groups.
- 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, read the sentences then change it into question.
- Check answers with pupils.

Answers

- 1-What does he do at six o'clock?
- 2-Where does she come from?
- 3-What language do you speak?
- 4-When do you go to the club?
- 5-What is his nationality?

(2)Circle the correct answer:

- Tell pupils that, in this activity, they are going to read sentences then complete them with suitable prepositions of time.