

IPS D O G

TEACHER'S BOOK

4



AI SAWLATIA

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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 activities 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 learned, 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 atically involve pair and go-up work.

“Go-up” lesson plans don't follow one particular teaching methodology. instead , avariety of different successful mathodologies are employed to provide exciting, stimulating lesson.

Go-up Approach:

Some children may be good listeners, other 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 weakness.

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

Types of Learning

Interactive Learning:

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

Learner-centered Learning:

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

Cooperative Learning:

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

Content-based Learning:

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

Task-based Learning

This concept equates the idea of a “learning task” to a language Learning technique in itself. This could be a problem solving activity or a project, but the task has a clear objective, appropriate content, a working/application procedure, and a set range of outcomes

SCOPE AND SEQUENCE

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

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

Unit 1
Lesson 1

Time

Language focus

Vocabulary
Talking about daily routines.
Talking about day time.
Quarter.
Half.

Grammar
present simple.
He
She + v. + s
It
phonics: /sh/ , /ch/

1. Listen, read and repeat.

I get up at six o'clock.

I have my breakfast at half past six.

I go to school at seven o'clock.

I have my lunch at three o'clock.

I do my homework at five o'clock.

I watch TV at eight o'clock.

I go to bed at ten o'clock.

2. Let's sing.

Tick Tock , Tick Tock
This is a clock
What's the time?
It's five o'clock
What's the time?
It's six o'clock
Tick Tock , Tick Tock
This is a clock

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

- Take about daily routine and day time activites .
- Take about time and activites.
- Use the present simple tense with "I"
- Sing a song about the clock.

Teaching aids:

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

Review:

- Review greetings with pupils.
- Ask pupils some simple questions.
- Review numbers from one to twelve.
- Review meals with pupils.

Warm-up:

- Greet pupils as it is the first day of the year.
- Introduce yourself to the pupils.
- Ask pupils to introduce themselves.
- Ask pupils about the time they have meals.
- How many meals do you have a day?
- What are these meals?
- When do you have breakfast?
- What do you do at five o'clock?

Skills:

Listening, speaking, reading, writing.

Functions:

- Talking about daily routine.
- Talking about day time activities.
- Singing a song.

New vocabulary:

Get up - have breakfast - go school lunch - do home work - watch TV - go to bed.

New structure:

- The present simple tense.
- I go to school at seven o'clock.
- I have my lunch at thre o'clock.
- What is the time? -It's three o'clock.

Presentatrion Pupil's Book page 4

- Start the lesson:

(1)Listen, read and repeat:

- Before you introduce the lesson , ask pupils about the time using "What's the time?" Encouge pupils to answer using "It's.....o'clock".
- Write the question and the answer on the board. Encourage pupils towork in pairs, one asks and the other answers.
- When pupils master asking and answering about the whole clock, introduce "half" and "quarter" as parts of time.
- Write the question "What is the time?" on the board again and tell pupils how to form answers using "half" or "quarter" write answer on the board, get pupils look, read and repeat.
- When pupils can say time using different ways, ask them about things which they can do at specific time during the day.
- Ask pupils about what they can do using "When do you get up?" Encourage pupils to answer using complete form and make complete sentence.
- Let pupils think of different day time activities and daily routine.
- Write daily routine and daytime activities on the board and ask pupils to practice asking and answering about them .
- When pupils can ask and answer about daily routine and daytime activities properly, ask pupils to open their pupils book to page(4).
- Tell pupils that they are going to listen, read and repeat about different daily routine and day time activities.
- play the CD, get pupils listen, read, follow in their books and repeat.
- Use flashcards or poster to introduce new vocabulary.
- Hold up aflash card or a poster and get pupils say a complete sentence about the picture.
- Encourage pupils to from as many sentences as they can in order to use the language in communication.
- Divide the class into seven groups, give each group a picture thn ask them to write as many sentences as possible about this picture.
- Play the CD, get pupils listen , read and repeat.
- After listening , choose individual pupils to stand up , read the sentences and other pupils repeat.
- Check pupils understanding by asking them different questions about each picture.
- Let pupils change their pictures and make more sentences
- Involve as many pupils as possible in this activity.

Extra activity:

- Pupil(A): Hello.
- Pupil(B): Hello.
- Pupil(A): What's your name?
- Pupil(B): My name's Ali?
- Pupil(A): What is the time?
- Pupil(B): It's half past one.
- Pupil(A): What do you do at six o'clock.

UNIT 1 lesson 1

Pupil(B): I get up six o'clock.
 Pupil(A): When do you go to school?
 Pupil(B): I go to school at seven o'clock.
 Pupil(A): When do you watch TV?
 Pupil(B): I watch TV at eight o'clock.

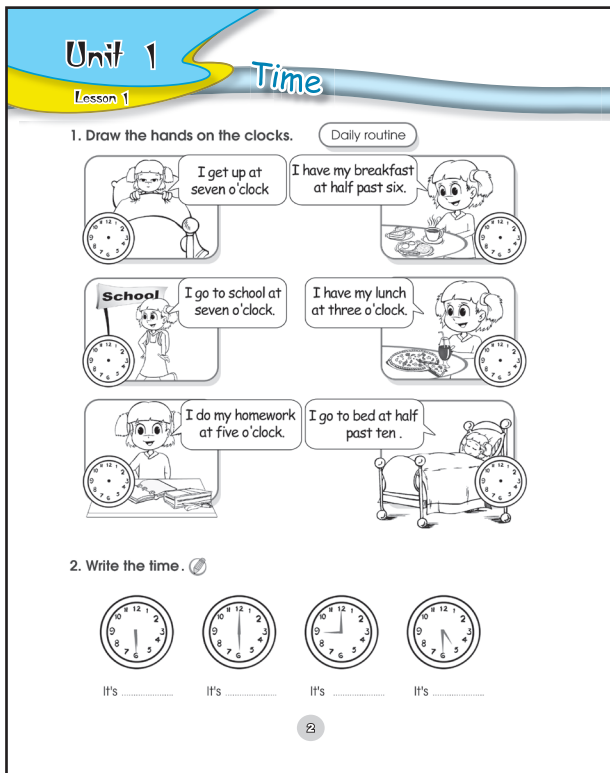
(2)Let's sing:

- Tell pupils that , in this activity , they are going to sing asong about the time and the clock.
- Read the song line by line to let pupils be familiar with the song and words.
- When pupils become familiar with the words of the song , read the song in normal speed , get pupils look , read and repeat.
- Play the CD, let pupils listen to the song, let them read and repeat the song for several times.

Tape script.

Tick tack , Tick tack
 This is a clock
 What's the time?
 It's five o'clock
 Tick tack , Tick tack.
 This is a clock

Work book Lesson (1) page (2)



(1)Draw the hands on the clock:

- Ask pupils to open their workbook to page :2
- Tell pupils that , in this activity , they are going to look at pictures , read sentences and draw the hands on the clock.
- Read the sentences with pupils.
- Write some sentences on the board , got pupils repeat and make new sentences.

- Give pupils time to look at pictures, read the sentences and draw the hands of a clock after reading the sentences describing the activity and the time .
- When pupils finish , ask individual pupils to stand up and read the sentences.
- you can ask pupils questions about the activity and the time.
- check answers write pupils.

Answers

7 - 6:30 - 7 - 3 - 5 - 6:10

(2)Write the time:

- Ask pupils to look at the clocks, say the time and write a sentence under each clock describing the time.
- Give pupils time to look at the clocks and write sentences .
- When pupils finish, as individual pupils to stand up and read the sentences.
- Check answers with pupils.

Answers

1-It's half past six. 2-It's six o'clock.
 3-It's nine o'clock. 4-It's half past five.

Check understanding:

- Match questions with answers.
- Complete sentences with words from a list.
- Say some sentences about their daily activities.
- Write sentences under each clock.
- Rearrange words to make meaningful sentences/ questions.

End the lesson:

- Ask pupils to write six sentences describing their daily routine and different activities.
- Ask pupils to draw some different clocks and write a sentence under each picture telling the time .

Self assessment :

A large rectangular area with horizontal dotted lines for writing.

Lesson 2

1. Listen, read and sing.

Act out the song

A. This is the way I wash my face
wash my face, early in the morning.

B. This is the way I wash my hands
wash my hands, early in the morning.

C. This is the way I brush my teeth
brush my teeth, early in the morning.

D. This is the way I comb my hair
comb my hair, early in the morning.

2. Tell the time in different ways:

1

2

3

4

5

- 1- It's half past nine = 9:30 = It's nine thirty.
- 2- It's eleven o'clock = 11:00 = It's eleven.
- 3- It's quarter past twelve = 12:15 = It's twelve fifteen.
- 4- It's quarter to three = 2:45 = It's two forty-five.
- 5- It's half past four = 4:30 = It's four thirty.

3- Ask and answer:

What do you do at weekends?

I go to the club and visit my friends.

What does your brother do?

He goes to the club and visits his friends.

5

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

- Sing a song about every day activities.
- Tell the time in different ways.
- Ask and answer questions.

Teaching aids:

Flash cards, board, Pupil's Book page 5, workbook page 3, realia, CD.

Review:

- Match questions write answers.
- Rearrange words to match meaningful sentences.
- Look at the clock and say the time.
- Draw the hands of the clock.

Warm-up:

- Ask pupils about favourite things.
- What's your favourite song?
- What's your favourite singer?
- What do you do in the morning?
- What does he do at 8 o'clock?

Skills:

Listening, speaking, reading, writing.

Function:

- Singing a song about daily routine and different activities.
- Asking and answering different questions.
- Telling the times using different ways.

New vocabulary:

Wash - face - hands - brush - tooth.
Teeth - comb - hair - half - quarter.
Visit - friends - club.

New structure: (The present simple tense)

- I wash my face . I brush my teeth.
- What do you do at weekends?
- What does your brother do?
- I go to the club and visit my friends.
- He goes to the club and visits his friends.

Presentatirion

Pupil's Book

page 5

- Start the lesson:

(1)listen , read and sing:

- Before you start the lesson ask pupils about every day activities.
- Encourage them to say what they do before going to school.
- Mime the verbs and let pupils think of the word . for example , you can put your hands on your face and mime the verb "wash" . When pupils say "Wash my face", tell them that "This is the way I wash my face".

-Repeat this line with the pupils , let them act - out the action verb while saying the sentence.

-Repeat the same thing with "B - C - D" lines , let pupils mime the verb then say the sentence.

-When pupils becom familiar with the verbs and song words, let them listen to the song.

-Play the CD, let pupils listen to the song first, then let them listening to the song for several time, divide the class into group. Ask each group to say two lines and mime one action verb.

-After that let all the groups sing the whole song together.

-You can act . out or mine the action verb and pupils say the word or use flashcards while singing the song.

the sentences.

(3)Ask and answer:

-Ask pupils aabout what they do at weekends. Encourage pupil to take about daily routine and different activities they always do at weekends.

-When pupils take about their daily routine, let them ask their friends about their routine and the activities they at week ends.

-Write two questions in the present simple tense on the board, one with singular nouns /pronouns and use "Does" in the question, the other plural nouns/ pronouns and use "Do" in the question.

-Let pupil pay attention to the questions and their answers.

-when pupils pay attention to the answers and we put "s" at the end of the verb with singular nouns / pronouns and we don't put "s" with plural nouns / pronouns , ask two pupils to stand up and practice asking and answering about different activities.

Tape script :

- A.This is the way I wash my face, wash my face, early in the morning.
- B.This is the way I wash my hands, wash my hands, early in the morning .
- C.This is the way I brush my teeth, brush my teath, early in the morning.
- D.This is the way I comb my hair, comb my hair, early in the morning.

(2)Tell the time in different ways:

-Draw some clocks with different time on the board.

-Ask pupils about the time using "What is the time?" or "What time is it !".

-Encourage pupils to answer this question with their ordinary way.

-When pupils practice telling the time , tell them that we have two different ways to tell the time, the ordinary one which we call

Lesson 3

1. Ask and answer.

What time do you get up?


What time do you have breakfast?

What time do you go to school?


I get up at five o'clock.

I have breakfast at half past six.


I go to school at seven o'clock.




2. Listen and read.




Reem eats breakfast.




She watches TV.



She brushes her teeth.



She goes to bed.



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

- Ask and answer questions in the present simple tense.
- Give sentences in the present simple tense with the third person singular.
- Write more sentences about the time.

Teaching aids:

Flash card, board, Pupil's Book page 6, workbook page (4), realia, CD.

Review:

- Match questions with answers.
- Rearrange words to make meaningful sentences / questions.
- Complete sentences with words from a list.
- Complete sentences with your own words.
- Tell the time using two different ways.

Warm-up:

-Ask some questions about daily activities.

- What do you do in the morning?
- What does Ali do at seven o'clock.
- Ask some questions about time.
- What time do you get up?
- What time do you have breakfast?
- What time do you go to school?

Skills:

listening, speaking, reading, writing.

Functions:

- Asking and answering questions.
- Talking about Reem's daily routine.
- Telling the time.

New vocabulary:

get up - have breakfast - go to school - watch TV - brush teeth - go to bed - what time - do homework.

New structure: "The present simple tense"

- Reem eats breakfast. - she watches TV.
- What time do you get up? - I get up at six o'clock.
- What time does your brother go to the club?
- He goes to the club at four o'clock.

Presentation

Pupil's Book

page 6

-Start the lesson:

(1)Ask and answer:

- Review daily routine and different activities with pupils.
- Ask pupils some questions about their daily routine and different activities.
- Review different ways of telling the time with pupils.
- Ask pupils about the time of doing different activities and daily routine using "What time do you.....?".
- Write the question on the board, get pupils read the question and make sentence to describe what they do at certain time of the day.
- When pupils become familiar with the question and its answer, practice asking and answering questions with pupils as a model.
- Ask pupils to work in pairs, one asks questions about daily routine, and the other answers.
- Involve as many pupils as possible in this activity.
- Ask pupils to open their pupils book to page (6).
- Let them read the questions and answers.
- When pupils become familiar with questions, let them ask and answer each other.

Extra activity:

- Pupil(A): what time do you get up?**
- Pupil(B): I get up at seven o'clock.**
- pupil(A): what time do you have breakfast?**
- Pupil(B): I have breakfast at half past seven.**
- pupil(A): What time do you go to school?**
- Pupil(B): I go to school at eight o'clock.**
- Pupil(A): What time do you watch TV?**
- Pupil(B): I watch TV at five o'clock.**
- Pupil(A): What time do you go to bed?**
- Pupil(B): I go to bed at nine o'clock.**

(2)listen and read:

- Let pupils look at pictures.
- Ask then what they can see in pictures.
- Encourage pupils to say as many sentences as they can.
- when they finish saying what they can see in pictures, ask them to make sentences about Reem. For example, In the first picture, Reem eats breakfast.
- When they finish describing daily routine and activities, ask them to say the activity and the time. For example, Reem eats breakfast at seven o'clock. Reem watches TV at four o'clock.
- Play the CD, get pupils listen and read the sentence under each picture.
- After listening, choose individual pupils to stand up and read the sentences.
- you can ask some questions about Reem to check pupils understanding.

UNIT 1 lesson 3

Extra activity:

Pupil(A): what does Reem do at seven o'clock?

Pupil(B): she eats breakfast.

pupil(A): what time does Reem eat breakfast?

Pupil(B): she eats breakfast at seven o'clock.

pupil(A): What does she do at four o'clock?

Pupil(B): she watches TV.

Pupil(A): What time does she watch TV?

Pupil(B): she watch TV at four o'clock.

Pupil(A): What does she do at half past nine?

Pupil(B): she brushes her teeth.

pupil(A): What time does she brush her teeth?

pupil(B): she brushes her teeth at half past nine.

pupil(A): What does she do ten o'clock?

pupil(B): she goes to bed.

pupil(A): What time does she go to bed?

pupil(B): she goes to bed at ten o'clock.

Answers

1-plays 2-reads 3-go 4-gets 5-eat 6-do
7-does.

(2)Read and write the time:

-Tell pupils that, in this activity, they are going to read sentences , look at pictures then write the time.

-Encourage pupils to look at the clocks and write the time in two different ways.

-Do the first one with pupils as a model.

-Give pupils time to look at the clocks and write a complete sentences telling the time.

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

-check answer with pupils.

Answers

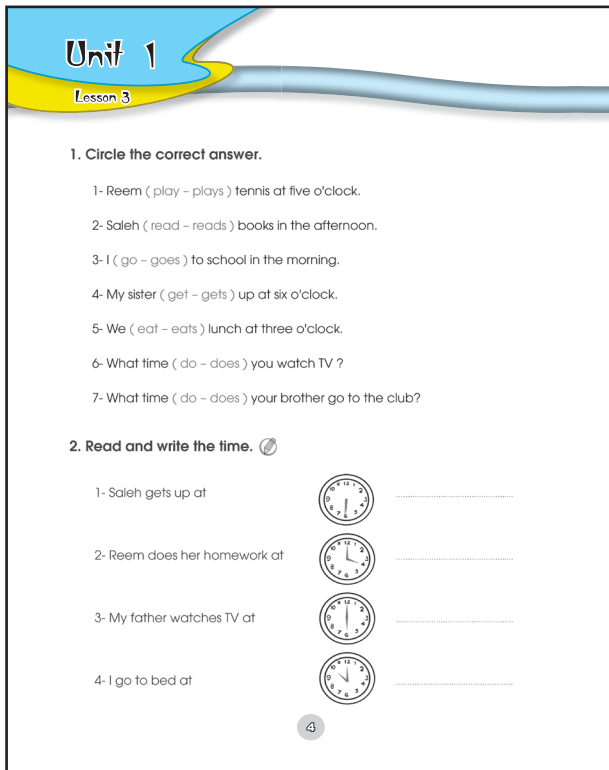
1-It's half past six . / It's six thirty.

2-It's four o'clock.

3-It's six o'clock.

4-It's ten o'clock.

Work book Lesson (3) page (4)



(1)Circle the answer:

- Ask pupils to open their workbook to page 4.
- Tell pupils that they are going to read sentence and circle the correct verb, which goes with the subject.
- Tell pupils that we put (s) at the end of the verb with singular nouns / pronouns in the present simple tense, and we don't put(s) at the end of the verb with plural nouns / pronouns.
- Give pupils time to read the sentences and circle the correct verb.
- Go around the class to check pupils answers and give them help when necessary.
- When pupils finish, ask individual pupils to stand up and read complete sentences after circling the correct verb.
- Check answers with pupils.

Check understanding:

- Ask and answer questions.
- Match questions to their answers.
- Complete sentences with words from a list.
- Circle the correct answer.
- Write sentences telling the time.

End the lesson:

-Ask pupils to ask their parents about their daily routine and different activities they do during the day. let them write questions and answers.

Self assessment :

A large rectangular area with horizontal dotted lines for writing.

Lesson 4

1. Look and say.

Who	When	What
Funny	five o'clock	get up
Saleh	seven o'clock	go to school
Reem	four o'clock	do homework

What does Reem do at four o'clock?
Who goes to school at seven o'clock?
When does funny get up?

She does her homework.
Saleh goes to school at seven o'clock.
Funny gets up at five o'clock.

2. Finish the sentences from the box.

doing - get - does - go

- 1- What time Saleh get up?
- 2- Saleh is his homework.
- 3- What time does Reem to school?
- 4- I usually up at six o'clock.

Note: The present simple tense:

Positive	Questions	Negative
I, You, We, They (eat)	Do I, you, we, they (eat)?	I, You, We, They (don't eat)
He, She, It (eats)	Does he, she, it (eat)?	He, She, It (doesn't eat)

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

- Ask questions about daily routine using “**who – when – what**”
- Finish sentences with words from a list.
- Practise using the present simple tense.

Teaching aids:

Flash card, board, pupils book page :7 , realia

Review:

- Match questions to answers.
- Complete sentences with correct verbs.
- Correct the underlined verbs.
- Look at the clock and write the time in two different ways.

Warm-up:

- Ask questions about daily routine and activities done at certain time.
- What do you do at four o'clock?
- Who goes to school at seven o'clock?
- When do you get up?

Skills:

speaking , reading , writing.

Functions:

- Asking and answering questions.
- completing sentences with words from a list.

-Using the present simple tense (**positive - negative - questions**)

New vocabulary:

get up - go to school - what time eat - do homework - usually.

New structure: “The present simple tense”

(positive - negative - and questions)

-I / you / we / they eat breakfast at six o'clock.

positive

-He / she /it eats breakfast at six o'clock.

-Do I /you / we / they eat?

question

-Does he / she / it eat?

-I / you / we / they (don't eat)

Negative

-He / she / it (doesn't eat)

Presentation

Pupil's Book

page:7

-Start the lesson:

(1)look and say:

- Ask pupils to say sentences about their activities at certain time.
- Ask different pupils to take about their activities at certain time.
- write the name of the pupils , time , and the activity on the board.
- Ask pupils different questions using “**Who - when , and what**”.

For example:

1-Who goes to school at seven o'clock?

2-What does Ali do at four o'clock?

3-When does Ali get up?

- Encourage pupils to look at the board and make sentences.
- When pupils become familiar with questions and answers, ask pupils to open their pupils book to page (7).
- Let them look at the table them read the questions and their answers care fully.
- After reading the questions and their answers , ask pupils to do the some with other names in the box.
- Involve as many pupils as possible in this activity.

Extra activity:

Pupil(A): Who goes to school at seven o'clock?

Pupil(B): saleh goes to school at seven o'clock.

pupil(A):Who does her homework at four o'clock?

pupil(B): Reem does her homework at four o'clock.

pupil(A): When does funny get up?

pupil(B): Funny get up at five o'clock.

pupil(A): What does saleh do at seven o'clock?





pupil(B): He goes to school at seven at seven o'clock.





(2)Finish the sentences from the box:

- Tell pupils that they are going to read sentences and complete them with words from a box.
- Review the present simple tense (**positive - question - negative**)

Lesson 5

1. Listen and repeat / sh / or / ch /.














2. Circle each word that contains the sound /sh/ and underline each word that contains the sound /ch/.


- 1) ship - chess - shelf.
- 2) children - shampoo - cherries.
- 3) chef - sheep - shepherd.

3. Look at the pictures and write the missing parts.


 I wash my


 I my teeth.


 I comb hair.


 She homework.

8

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

- Look at the pictures and write the missing parts .
- Listen and repeat some words beginning with the sound / sh/ and the sound / ch/.
- Complete words with the sound /sh/ or the sound /ch/.

Teaching aids:

Flash card, board, Pupil's book page 8, workbook page 5, realia ,CD.

Review:

- Match questions with answers.
- Complete sentences with words from a list.
- Complete sentences with your own words.
- Rearrange words to make meaningful sentences.

Warm-up:

- Ask question about certain activities and certain times.
- What time do you play football ?
- What do you do at ten o'clock?
- What time does Ali watch TV?
- What does Mona do at nine o'clock?

Skills:

listening , speaking , reading , writing.

Functions:

- Completing sentences with their own words.

-Listening and repeating the sound /sh/ and sound /ch/.

New vocabulary:

shirt, fish, shower, shark, chair, child, chain, cheese.

New structure: "The present simple tense".

- I wash my face
- I brush my teeth.
- I comb my hair
- she does her homework.

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

- Start the lesson:-

(1)Look at the pictures and write the missing parts:

- Review daily routine and different activities with pupils .
- Review the present simple tense with pupils .
- Write sentences on the board.
- Ask pupils look at the board, read and repeat the sentences.
- When pupils become familiar with sentences, ask them to open their pupil's book to page (8).
- Ask pupils about what people are doing in the pictures.
- Encourage pupils to make complete sentences in the present simple tense.
- Tell pupils that they have to look at pictures and complete sentences their own words.
- Give pupils time to look at the pictures and write the missing parts in the sentences.
- When pupils finish , ask individual pupils to stand up and read complete sentences.
- Check answers with pupils.

Answers			
1-face	2-brush	3-my	4-does her

(2)listen and repeat /sh/ or /ch/:

- Divide the board into two sections, one for /sh/ sound and the other for /ch/ sound.
- Ask pupils to think of words which contain the sound /sh/ or the sound /ch/.
- Write word under their sounds.
- Use flash card or real things to introduce new vocabularies.
- Let pupils look at the flash cards and repeat the words.
- While you are presenting words, make strees on the sound /sh/ or the sound /ch/ to let pupils know the difference between both sounds and how to pronounce them.
- Ask pupils to look at their pupils book , page (8), exercise(2), let them look at the pictures and read the words.
- Tell pupils that they are going to listen to words that contain the sound /sh/ and the sound /ch/, they should listen carefully.
- Play the CD, get pupils listen, look and repeat.
- After listening to the words for several times, ask individual pupils to stand up and read the words.

Note

-How to pronounce the /sh/ sound /s/ (counsonant affricates)

The /sh/ sound is unvoiced the vocal cards do not vibrate during its productions , and is the counterpart to the voiced /Zh/ sound. To create the /sh/ sound, air is forced between awide groove in the center of the front of the togue and the back of the tooth ridge , the side of the blade of the tongue may touch the side teeth , The lips are kept slightly tense , and may protrude some what during the production of the sound.

This sound is a countinus consonant , meaning that it should be capable of being produced for seconds with even and smooth pronunciation for the entire duration.

-How to ponounce the /ch/ sound/tʃ/ (consonant affricates)

The /ch/ sound is unvoiced (the vocal cards do not vibrate during its production) , and is the counterpart to the voice j sound . To create the /ch/ sound , air is briefly prevented from leaving the vocal tract when when the tip of the togue against the back tooth ridge press against the upper side teeth . The sound is aspirated when the air is released with friction (similar to the friction of an /sh/ sound)

To create the /ch/ sound , air is briefly prevented from leaving the vocal tract when when the tip of the togue against the back tooth ridge press against the upper side teeth . The sound is aspirated when the air is released with friction (similar to the friction of an /sh/ sound)

(3)Circle each word that contains the sound /sh/ and underline each word that countains the sound /ch/:

- Tell pupils that in this activity they have to classify words according to their sounds.
- Read the words with pupils and let pupils repeat.
- Give pupils time to circle words that have the sound /sh/ and underline words that contain the sound /ch/.
- When pupils finish , ask individual pupils to stand up , read the word then say the sound which it countains.
- Check answers with pupils.

Answers

- 1-/sh/ : ship – shelf /ch/ : chess
- 2-/sh/ : shampoo /ch/ : children . cherries.
- 3-/sh/ : sheep . shepherd /ch/ : chef

Unit 1
Lesson 4

1. Listen and circle. 🎧

1- shirt	chair
2- fish	child
3- shower	chain
4- shark	cheese

2. Listen, look and write. 🎧

-- eetah	-- ampoo
-- ip	-- erries
-- ess	-- elf

5

(1)listen and circle:

- Ask pupils to open their workbook to page (5).
- Tell pupils that , in this activity , they are going to listen to a word that contains a certain sound. They should listen carefully and circle the word they listen to .
- Play the CD , let pupils listen to the word and circle it after choosing from the two given words.
- Give pupils time to listen and circle the words individually.
- When pupils finish , ask individual pupils to stand up , read the word and stress the sound it has .
- Check answers with pupils.

Answers

- 1-chair 2-child 3-shower 4-cheese

(2)listen, look and write:

- Tell pupils that , in this activity , they have to listen to some words, they should pay attention to the sound and write it.
- Play the CD, let pupils listen to the words and write the initial sound, /sh/ sound or /ch/ sound.
- Give pupils time to look at pictures , listen to the words then write the sound.
- When pupils finish , ask individual pupils to stand up say the word, then spell it making stress on the sound that the word contains.
- Check answers with pupils.

UNIT 1 lesson 5

Answers

1-cheetah	2-shampoo	3-ship
4-cherries	5-chess	6-shelf

Check understanding:

- Circle the odd word out.
- Complete sentences with your own words.
- Complete sentences with words from alist.
- Write words under pictures.
- Rearrange words to make meaning ful sentences.
- Match part (A) with part(B) to make complete sentences.

End the lesson:

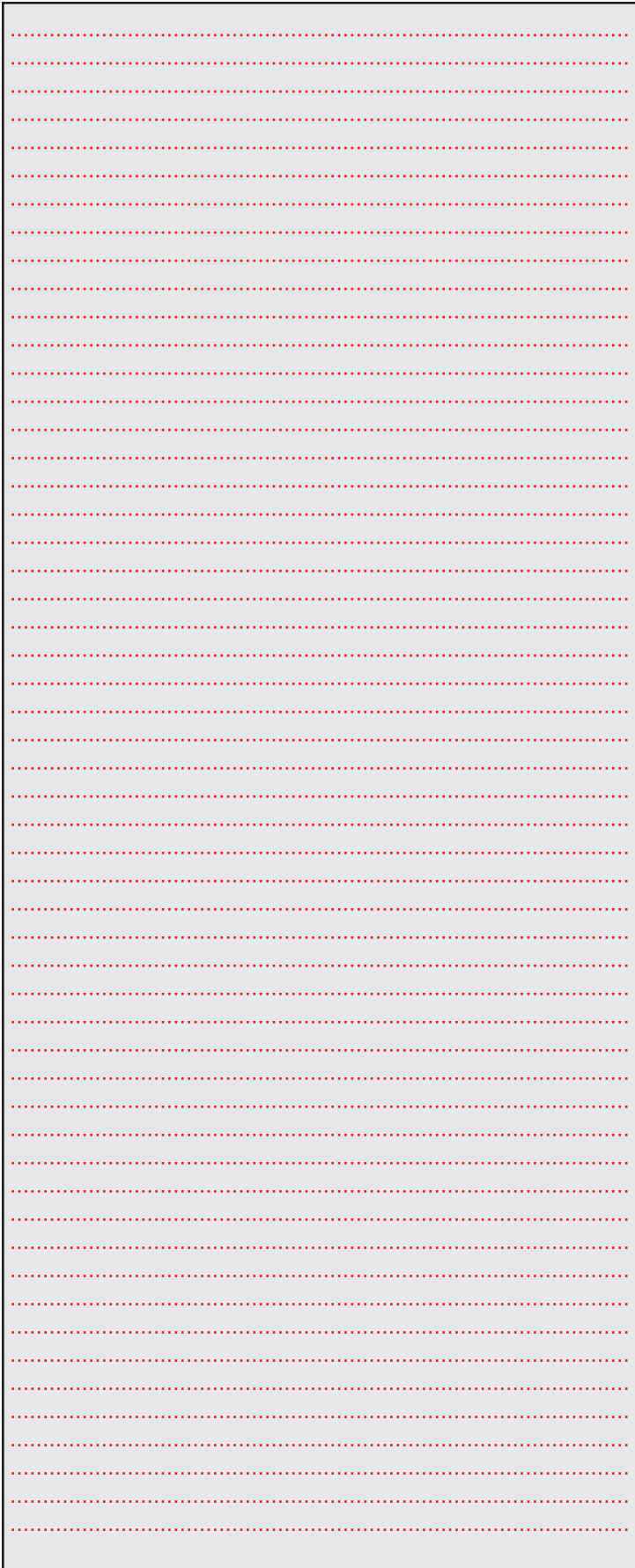
- Ask pupils to write more sentences about their daily routine and activities they always do at certain times.
- Draw pictures for words that contain /sh/ sound and /ch/ sound and write words under pictures.
- Ask pupils to search for more words that contain according to their sounds.

Self assessment :

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

UNIT 1 lesson 5

Self assessment :



Self assessment :

