

# Sunrise

**Teacher's Book**

**1**

**Hilary Thompson**

# Map of the book

	Topic	Main language	Letters
Unit 1	Saying hello	Hello.	
Unit 2	Simple classroom language	Come here. Listen. Look.	
Unit 3 and Revision 1	Simple instructions	Sit down. Stand up.	
Unit 4	Saying thank you	Thank you.	a – apple
Unit 5	Asking about objects	What’s this?	b – bag
Unit 6 and Revision 2	Saying hello and goodbye	Hello. Goodbye. No.	c – cat
Unit 7	Introducing yourself	I’m ...	d – duck
Unit 8	Counting (1)	one, two, three	e – egg
Unit 9 and Revision 3	Counting (2)	four, five	f – fig

## Map of the book

	Topic	Main language	Letters
Unit 10	Asking and answering	What's this? It's a ...	g – girl h – hen
Unit 11	Saying thank you	Thank you.	i – ice cream j – juice
Unit 12 and Revision 4	Agreeing with someone	Yes.	k – kite l – lion m – mouse
Unit 13	Using plurals with numbers	one, two, three, four, five	n – nut o – orange
Unit 14	Talking about colours	red, green, yellow, blue	p – pen q – queen
Unit 15 and Revision 5	Congratulating someone	Well done!	r – rabbit s – sock t – tiger
Unit 16	Counting (3)	six, seven	u – umbrella v – vase
Unit 17	Counting (4)	eight, nine, ten	w – window x – box
Unit 18 and Revision 6	Saying goodbye	Goodbye.	y – yogurt z – zebra

**سەن رايىس**  
**پەرتووك 1 بۇ مامۇستايان**

**پېشەكى**

سەن رايىس 1 يەكەم پەرتووكى سەرنج راكتىشى زامانى ئىنگىلىزىيە بۇ قۇناغى سەرەتايى ،بۇ ئۇ مىندالانە نووسراوھ كە يەكەم جارى فېرى زامانى ئىنگىلىزى دەپن.

سەن رايىس 1:

- رېگا بە قوتابيان دەدات فېرى سلاو كىردى سادە ساكار بېن بە زامانى ئىنگىلىزى و بەكارى بېئىن.
- ناساندنى زامانى نوئ بە بەكار ھىنانى وئىنە رەنگاۋ رەنگ و كەسايەتى كارتۆنى كە يارمەتى قوتابيان دەدات لە ماناى زامانە نوئىيەكە تېيگەن.
- رېگا بە قوتابيان دەدات بەشدارى لە وانەكاندا بىكەن و ئەوئىش بە بەشدارى كىردىن لە گۇرانى و يارىەكان كە پراكتىزەردىنكى زامانە نوئىيەكە يە.
- گرنگى دانىكى زۆر بە گوى گرتن و قسە كىردن بە ھۆى بەكار ھىنانى دايەلۇگى كورت كە قوتابيان گوى دەگىرن و دووبارەى دەكەنەوھ.
- يارمەتى قوتابيان دەدات بۇ تىگەيشتن و بەكار ھىنانى زامانى سادەى پۇل ھەروھە رېنمايەكانى پۇل كە بە دايەلۇگ پېشكەش دەكرىن.
- ناساندنى ئەلف و بىي زامانى ئىنگىلىزى بە ھىمنى و لەسەرخۆيى بە بەكار ھىنانى وشەى نوئ كە بە پېتەجىاۋازەكانى ئەلف و بىي دەست پى دەكات.
- يارمەتى قوتابيان دەدات كە فېرى دەنگەكان بېن كە بە پېتە جىاۋازەكان دروست دەپن.
- تۋانا بە قوتابيان دەبەخشىت كە دەنگەكانى ئەلف و بىي بناسنەوھ ھەروھە پېشانىيان بدات كە چۆن دەنووسرىن.
- پراكتىزە كىردن لە نووسىنى پېتەكانى ئەلف و بىي.
- قوتابيان پراكتىزەى نووسىن لە چەپەوھ بۇ راست دەكەن.

سەن رايىس 1 پەرتووكى قوتابيان ، پەرتووكى چالاكىەكان ، پەرتووكى مامۇستايان ، سى دى دەنگ و فلاش كاردى ھەيە. ھەموو ئۇ پېداۋىستىيانە لە ھەر يەكەيەكى وانەووتنەوھ بە كار دەھىتېرىن.

- پەرتووكى قوتابيان بابەت و پېشەكىەكى دىارى كراۋ بۇ زامانى ئىنگىلىزى تىايە.
- پەرتووكى چالاكىەكان پالېشتى پەرتووكى قوتابيان دەكات و چالاكىەكانى ناسىنەوھى پېتەكان دەستەبەر دەكات ھەروھە پراكتىزە كىردى نووسىن لە چەپەوھ بۇ راست رېك دەخات.
- پەرتووكى مامۇستايان رېنمايەكان بە دوورو درېژى دابىن دەكات بە زامانىكى سادە لە وتنەوھى ھەر وانەيەك ھەروھە يارمەتى مامۇستايانىش دەدات لە روون كىردنەوھى رېگاكانى وانە وتنەوھو زاراۋەكان بە زامانى كوردى.
- سى دى دەنگ دايەلۇگ و دەنگ و گۇرانى پېشكەش بە قوتابيان دەكات بە رېگايەكى بەكار ھىنانى ئاسان.
- فلاش كارد يارمەتى قوتابيان دەدات بۇ ناسىنەوھى پېتە نوئىيەكان و وشەكان كە لە پەرتووكى قوتابيان و چالاكىەكان بە كارھىنراۋن.

پەرتووكى سەن رايىس 1 لە 18 يەكەى سى وانەيى پېك دىت لە گەل 6 بەشى زىادە بۇ پېداچوونەوھ. ئەم بابەتانە 24 ھەفتەى دەۋىت كە ئەمەش بە سەر دوو كۇرس دابەش دەكرىت. ھەر بەشېك ئەمانەى ھەيە:

- وانەى دايەلۇگ
- پېشەكىەك بۇ دەنگ و پېتەكان
- چالاكى گۇرانى و پراكتىزەكرىدن

لە وانەى دايەلۇگ مىندالەكان:

- سەيرى وئىنەكان لە پەرتووكى قوتابيان دەكەن.

- گوی له سی دی دهگرن و ئاماژه کردن بۆ ئه ویتانه که گویان لیوه گرتووه.
- دووباره گوی گرتنهوه له سی دی و دووباره کردنهوهی ئه و شتهی که گویان لی بووه.
- نوواندنی دایه لوگه که به گروپی بچوک له پێشهوهی پۆله که یاخوود دووباره کردنهوهی دایه لوگه که هه موویان به یه که وه.

له پێشه کهش کردنی وانهی دهنگ و پیته کان , قوتابیان ده بیته:

- گوی له دهنگه نوێیه کان له سه ر سی دی بگرن و ههروه ها گوی گرتن له و وشانهی که به م دهنگانه ده ست پی ده کات.
- ئاماژه کردن به وینه کان پیته نوێیه کان و وشه کان له په رتووی قوتابیاندا.
- گوی گرتنهوه له سی دی و ههروه ها دووباره کردنهوهی وشه نوێیه کان.
- به کار هینانی فلاش کاردی پیت و وشه نوێیه کان.
- نه جام دانی چالاکی له په رتووی چالاکیه کان بۆ دابین کردنی پراکتیزه کردنی زیاتر له ناسینه وهی وشه نوێیه کان.

له وانهی پراکتیزه کردنی چالاکیه کان گۆرانی گوتن, مندالان ده بیته ئه مانه ی خواره وه بکه ن:

- گوی له گۆرانی یان له سه روود له سه ر سی دی بگرن.
- ئاماژه کردن به وینه کان له په رتووی قوتابیان له کاتی که دووباره گوی له گۆرانی ده گرن
- دووباره گوی گرتنهوه له سی دی له گه ل گۆرانیه که گۆرانی بلینه وه , نه جام دانی چالاکی نه گه ر پێویست بیته.
- گۆرانی گوتن به بی سی دی.
- یاری کردن به به کار هینانی ئه و وشه نوێیه ی که فێربوون له دوو وانه که ی پێشوو دا.

په رتووی سه ن رایسی 1 دارێژراوه بۆ ئه وهی زمانی ئینگلیزی سه رنج راکیش و به سوود بیته بۆ مندالان ههروه ها بۆ ئه وانهش که له به هره ی نووسین و خوێندنه وه له زمانی خۆیان پێشکه وتوون. ئه مهش ده کریت به هۆی:

- ناساندنی زاراوه ی نوێ به زمانی ئینگلیزی به هتواشی ههنگاو به ههنگاو.
- رێگا به قوتابیان بدریت بۆ به کار هینانی زمانی ئینگلیزی له کاتی په یوهندی کردن له گه ل که سانی تر.
- گۆرانکاری کردن و هه مه رهنگ کردن ناوه رۆکی وانه که بۆ ئه وهی سه رنجیان رابکێشیت.
- ناساندنی ئه و ناوه رۆکه ی که بۆیان گونجا وه.
- ناساندنی که سایه تیه کارتۆنیه کان سه رنج راکیش.
- چاودێری چالاکیه کان یاری و گۆرانیه کان بکریت بۆ ئه وهی فێربوونه که وا لێ بکریت که سوود به خش بیته.
- دابین کردن ئه و چالاکیه ی که قوتابیان به ئاسانی ده توانن نه جامی بده ن.
- پێداچوونه وه به به رده وامی بۆ ئه و زاراوانه ی که فێربوون.

که په رتووی سه ن رایسی 1 ده خوێنریت, مامۆستایان پی ویسته:

- رێگا به قوتابیان بده ن بۆ کار کردن به جووت بۆ پراکتیزه کردنی به کار هینانی زمانه نوێیه که که له په رتووی مامۆستایان پێشنیار کراوه.
- قوتابیان هاندیرین بۆ به کار هینانی زمانی ئینگلیزی ئه ویش به دابین کردن بارودۆخیکی هاوڕێیه له پۆلدا.
- سوپاس و ده ست خۆشی کردن له قوتابی له کاتی به کار هینانی زمانه که به راستی.
- هاوکاری کردن قوتابیان به نه رمی و هاندانیا ن بۆ راست کردنه وهی هه له کانیا ن.
- به کار هینانی زمانی کوردی له و کاتانه ی که پێویسته بۆ دنیا بوون له وهی که قوتابیان تیگه یشتوون له و شته ی که تۆ داوایان لی ده که ی به لام ههنگاو به ههنگاو رێنمایی ساده پیشان بده به زمانی ئینگلیزی وه تا له توانات هه بیته ئینگلیزی به کار به یته.

# Glossary of terms

## Glossary of terms

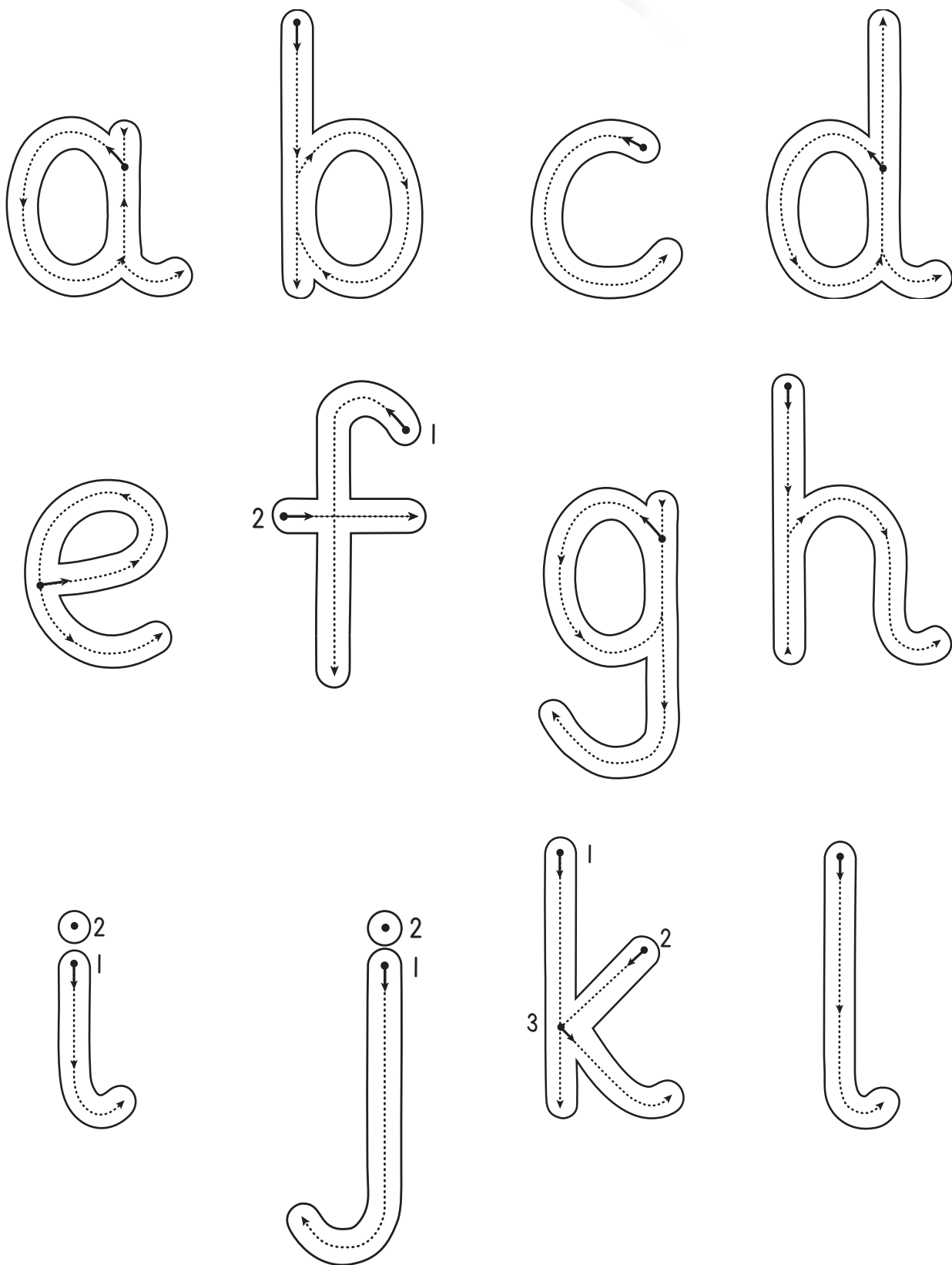
act	ههلس و كهوت كردن
arrange the pupils	رێكخستنی قوتابیان
ask	پرسیار كردن
at random	به هه ره مه کی
box	صندوق
CD	سی دی
character	خاسلەت (ئەكتەر)
check	تەماشایەك كردن (گەران به دواى)
choose a pupil	قوتابیهك ههلبژێره
circle	بازنه
colour	رهنگ
colours	رهنگهكان
command	فهريمان
copy	كۆپى
correct	راست كردنهوه
count	ژماردن
demonstrate	روون كردنهوه
dialogue	گفتوگۆ
divide the class into pairs	دابەش كردنى پۆل به سه‌ر جیوت
draw in the air	نووسین له سه‌ر هوا ( وێنه كێشان له سه‌ر هوا)
draw	وێنه ده كێشیت
elicit	لێ به ده ست ده هیئى
encourage	هان دان
explain	روون كردنهوه
flashcard	فلاش كارد
game	یاری
gesture	خه ملاندن
give	پێدان
go round the class	سوران به ده وری پۆل
hear	گوێی لێ ده بیٔ
hold up	ساز دان
in any order	به هه ر جۆریك
in chorus	به كۆرس
individually	به تەنیا (تاك تاك)
letter	پیت
line	هێل
look at	سه‌یر كردن
match	پێش برکى
music	مۆسیقا
number	ژماره
object	مه‌به‌ست (شت)

# Glossary of terms

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page	لاپه‌ره
pattern	نموونه (رسته)
picture	وێنه
play	یاری کردن
point to	ئاماژە دەکات
practice	پراکتیزه کردن
presentation	نمایش کردن
puppet	بوکه‌له
put their hands up	ده‌سته‌کانیان به‌رز بکه‌نه‌وه
question	پرسیار
repeat	دوو‌بارە کردنه‌وه
role play	رۆل بینین
several times	چه‌ندین جار
shape	شێوه
show	پیشان دان
sing	گۆرانی
sound	ده‌نگ
stop the CD	سی دی‌یه‌که رایگره (بوه‌ستینه)
take it in turns	نۆره به نۆره
tapescript	شریتی نووسین
tell	پێ گوتن
trace	که‌م برێکی
verse	شعر
word	وشه
work in pairs	کار کردن به جووت
write on the board	نووسین له‌سه‌ر ته‌خته ره‌ش

# Letter formation





# Letter formation



# Unit I

## Unit I Lesson I

**Aims:** recognising and saying *hello*; practising pencil control; practising writing from left to right

**New language:** *hello*

**You need:** a paper hand puppet of Foxy (see Box 1); Student's Book p4; CD tracks 1–2; Activity Book p2

**Note:** In every lesson, the activities in the Student's Book come first, followed by the Activity Book.

### Starter

- Say *hello* to children when you enter the classroom.
- Point to yourself and say your name.
- Say *hello* to some children and greet some children in Kurdish.
- Point to the puppet and say *Foxy*.
- Foxy says *hello* to the children.
- Encourage the children to reply *hello*.
- Walk round the classroom with Foxy.
- Foxy says *hello* to some children.
- Encourage children to reply *hello*.

### Look and listen

- Tell children in Kurdish to open the Student's Book at page 4.
- Ask children in Kurdish to name objects they can see in the pictures, e.g. girl, fox.
- Hold up the book and point to Naza and Foxy.
- Say *Naza* and *Foxy*.
- Tell children to say *Naza* and *Foxy* and point to them in the pictures.
- Tell children that they are going to hear a story.
- Point to the picture at the top left of the page, then to the picture at the top right.
- Point then to the picture at the bottom left, then to the picture at the bottom right.

- Explain to children in Kurdish that they should always follow the pictures in this order.
- Play CD track 1. Children listen.
- Point to the correct picture as you listen. You will hear a sound on the recording which tells you when to move to the next picture.
- Tell children in Kurdish to put their finger at the bottom of the correct picture as they listen.

### CD script:

(picture 1)

*Naza:* *Hello.*

(picture 2)

*Naza:* *Hello?*

(picture 3)

*Foxy:* *Hello Naza!*

(picture 4)

*Naza:* *Hello Foxy.*

- Play the CD again.

### Listen and clap

- Play CD track 2 and tell children to clap and say *hello* with the CD.

### Practice

- Ask individual children to hold the puppet of Foxy and to say *hello* to the class.
- Tell the class to say *hello Foxy*.
- Ask a child to come to the front of the class.
- Shake their hand and say *hello (name)*.
- Do this with several more children.
- Ask a child to greet another child *hello (name)*.
- Ask other children to do this.

### Activity Book

#### Match and circle

- Tell children that in Kurdish you write from right to left. Write a Kurdish word on the board.
- Tell them that in English you write from left to right. Write an English word on the board.
- Tell them that they will practise how to write from left to right.

# Unit I

- Show children how to hold their pencils correctly (see Box 2).
- Tell children to open their Activity Books at page 2.
- Ask them in Kurdish to say what is in the pictures.
- Tell them to trace a line with their fingers from the object on the left of the page to the same object on the right of the page and to circle the object with their fingers.
- Check that they are doing this correctly.
- Tell them to draw lines with their pencils from the object on the left to the same object on the right.
- Tell them to circle the object on the right that matches the object on the left.

## Box 1: Make a paper hand puppet of Foxy

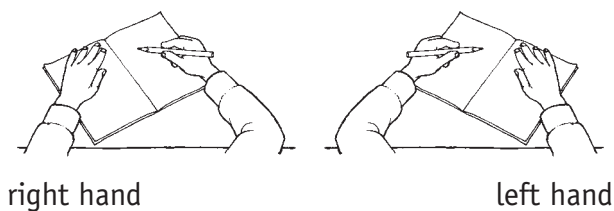
You need: a stick, paper, pens or pencils, glue

Draw the shape of Foxy's head twice on the paper. Cut out the shapes.

Draw Foxy's face on the paper shapes, on different sides. Glue the two paper shapes together. Leave space for the stick.

Push the top of the stick between the two paper shapes.

## Box 2: Hold your pencil correctly



## Unit I Lesson 2

**Aims:** playing a game using *hello*; practising pencil control; practising writing from left to right

**Language used:** *hello*

**You need:** a soft ball or bean bag; Student's Book p5; Activity Book p3

## Starter

- Say *hello* to the class.
- Tell children to reply *hello*.
- Tell children to say *hello* loudly.
- Tell them to whisper *hello*.
- Tell them to say *hello* with their mouths without making a sound.
- Tell them to sing *hello*.

## Play

- Tell children to open their Student's Book at page 5.
- Point to the picture and ask them to say in Kurdish what they see in the picture, e.g. boys, girls.
- Tell the class that they are going to play a game.
- Say *hello (name)* to one child.
- Wave to the child.
- Do the same to other children.
- Tell a child to come to the front of the class.
- Tell them to say *hello (name)* to another child and to wave to them.
- Do the same with other children.
- Tell children to play the game sitting down.
- Ask one child to say *hello (name)* to a second child and to wave.
- The second child then says *hello (name)* to a third child in the class and waves.
- The third child then says *hello (name)* to a fourth child and waves.
- The game continues like this.
- Tell the class that they are going to play the game in another way.
- Ask eight or ten children to come to the front of the class.
- Give one child a soft ball or a bean bag.
- Tell the child to throw it to another child and say *hello hello (name)*.
- Tell the child who now has the ball to reply *hello*.
- This child throws the ball to another child

# Unit I

and says *hello hello (name)* and the game continues.

- Tell the children to sit down.
- Ask another group to play the game at the front of the class.

## Activity Book

### Trace

- Tell children to open their Activity Books at page 3.
- Ask the children in Kurdish to say what is in the pictures, e.g. Foxy, a boy, a girl, an apple, a cake, an ice cream.
- Point to the picture of Foxy and say *Foxy*.
- Point to the picture of the apple on the right of the page.
- Tell children that Foxy wants to eat the apple.
- Tell children to trace a line with their finger from Foxy to the apple.
- Tell children to hold their pencils correctly.
- Check that they are all doing this.
- Show children how to sit in a good position for writing.
- Check that they are all doing this.
- Tell children to trace a line with their pencil from Foxy to the apple.
- Point to the picture of a boy and say *Azad*.
- Point to the picture of the cake and tell children that Azad wants to eat the cake.
- Tell them to trace a line with their finger from Azad to the cake.
- Tell children to trace a line with their pencil from Azad to the cake.
- Point to the girl and say *Rose*.
- Point to the picture of the ice cream and tell children that Rose wants to eat the ice cream.
- Tell them to trace a line with their finger from Rose to the ice cream.
- Tell children to trace a line with their pencil from Rose to the ice cream.
- Point to the picture of the second boy and say *Max*.
- Point to the picture of the apple and tell children that Max wants to eat the apple.
- Tell them to trace a line with their finger from Max to the apple.
- Tell children to trace a line with their pencil from Max to the apple.
- Point to the picture of the second girl and say *Naza*.
- Point to the picture of the cake and tell children that Naza wants to eat the cake.
- Tell them to trace a line with their finger from Naza to the cake.
- Tell children to trace a line with their pencil from Naza to the cake.

## Unit I Lesson 3

**Aims:** singing a song to practise *hello*; practising pencil control; practising writing from left to right

**Language used:** *hello*

**You need:** Foxy puppet; Student's Book p6; CD track 3; Activity Book p4

### Starter

- Say *hello* to the class.
- Encourage children to reply *hello*.
- Hold up Foxy puppet.
- Foxy says *hello*.
- Encourage children to reply *hello Foxy*.
- Foxy says *hello (name)*.
- Encourage the child to reply *hello Foxy*.
- Do the same with other children.

### Listen and sing

- Tell children to open their Student's Book at page 6.
- Point to the picture and ask them to say in Kurdish what they see in the picture, e.g. Foxy, boys, girls.

# Unit I

- Ask children in Kurdish what the children in the picture are doing, e.g. singing.
- Ask children in Kurdish what Foxy is doing, e.g. waving his arms, smiling.
- Tell children that they are going to sing a song.
- Tell children to listen.
- Play the song on the CD (track 3).

## CD script:

*Hello, hello,*

*Let's sing hello, hello.*

*Hello, hello,*

*Let's sing hello, hello.*

- Play the song again.
- Tell children to sing the song as the CD plays.
- Divide the class into two.
- Tell half the class to sing the song with the CD and the second half to listen.
- Tell the second half to sing and the first half to listen.
- Tell the whole class to sing the song together.

## Activity Book

### Trace

- Tell children to open their Activity Book at page 4.
- Point to the first row of flowers.
- Hold up your book.
- Point to the first flower.
- Trace along the dotted line with your finger, from top to bottom.
- Tell children to trace along the dotted line with their finger in their own books.
- Tell children to trace along all the dotted lines in the other three flowers in the row with their fingers.
- Tell them to trace along the dotted lines of all the flowers in the top row with a pencil.
- Go round the class to check that they are holding their pencils correctly and sitting in a good position to write.

- Hold up your book.
- Point to the second row of flowers.
- Trace over the dotted lines in the flowers with your finger, from top to bottom.
- Tell children to do the same.
- Tell children to trace along the dotted lines in all the flowers with their pencils.

### Trace

- Point to the picture of Foxy's head.
- Point to the different parts of the head, e.g. ears, nose and ask children to tell the class what they are called in Kurdish.
- Point to the first pencil at the back of Foxy's head in the picture and to the dotted line over his ears to his nose.
- Hold up your book.
- Trace along the dotted line with your finger, from left to right.
- Tell children to trace along the dotted line with their finger.
- Tell pupils to take their pencil.
- Check that they are holding the pencil correctly and that they are sitting correctly.
- Tell children to trace along the dotted line with their pencils starting at the pencil in the picture.
- Go round to check that children are doing this correctly.
- Point to the other pencil and the other dotted line under Foxy's chin in the picture.
- Hold up your book and trace along the dotted line with your finger.
- Tell children to trace along the dotted line with their finger.
- Tell children to start at the picture of the second pencil and to trace along the dotted line with their pencils.
- Go round the class to check they are doing this well.

# Unit 2

## Unit 2 Lesson 1

**Aims:** recognising and saying new words in a simple story; practising pencil control; practising writing from left to right

**New language:** *come here, listen, Look! It's Foxy.*

**You need:** Foxy puppet; Student's Book p7; CD tracks 4–5; Activity Book p5

### Starter

- Say *hello (name)* as children come into the classroom.
- Tell them to reply *hello*.
- Use the Foxy puppet and greet individual children *hello (name)*.
- Tell children to reply *hello Foxy*.

### Look and listen

- Tell children to open their Student's Book at page 7.
- Tell them to look at the pictures and to tell the class, in Kurdish, what they see, e.g. girl, boy, Foxy.
- Ask them to tell the class what the girl and the boy are doing, e.g. waving, listening.
- Tell children to listen.
- Play the CD (track 4).
- Hold up your book.
- Point to the correct picture in the Student's Book as you listen to the CD.

#### CD script:

(picture 1)

Naza: *Hello Azad.*

Azad: *Hello Naza.*

(picture 2)

Naza: *Come here, Azad.*

(picture 3)

Naza: *Listen!*

(picture 4)

Azad: *Look! It's Foxy.*

- Play the CD again.
- Tell children to point to the pictures in their books as they listen.
- Do this several times.

### Listen and clap

- Play the CD (track 5).
- Tell children to say the word and clap with the clapping on the CD.

### Activity Book

#### Match and circle

- Tell children to open their Activity Book at page 5.
- Point to the objects on the left of the page.
- Ask children to say in Kurdish what they are.
- Point to the objects on the right of the page.
- Ask children to point to the object on the right which is the same as the object on the left.
- Tell them to say what it is, e.g. dress on the left and dress on the right.
- Do this for all the six objects on the left.
- Hold up your book.
- Trace a line with your finger between the dress on the left and the dress on the right.
- Tell children to do the same in their books.
- Tell children to take their pencil.
- Check that they are holding their pencil correctly and sitting correctly.
- Tell children to trace a line between the two dresses with their pencil.
- With your finger trace a circle round the dress on the right-hand side of the page.
- Tell children to do the same.
- Tell them to draw a circle round the dress with their pencil.
- Tell children to draw a line from the trousers on the left to the trousers on the right.
- Tell them to draw a circle with their pencil round the trousers on the right.



## Unit 2

- Go round the class to check that they are doing this correctly.
- Tell children to do the same for the other four objects:
  - draw a line from the object on the left to the same object on the right
  - circle the same object on the right.

### Box 3: Speaking in English and speaking in Kurdish in the classroom

In the Teacher's Book:

- *say* means say the word(s) in English, e.g. **Say** hello
- *tell* or *ask* means speak in Kurdish to the children, e.g. **Tell** children to draw a line.  
**Ask** children to come to the front of the class.

## Unit 2 Lesson 2

**Aims:** using actions in a game; practising pencil control; practising writing from left to right

**Language used:** *Come here, Listen, Look*

**You need:** Foxy puppet; Student's Book p8; CD tracks 4–5; Activity Book p6

### Starter

- Tell children to open their Student's Book at page 7.
- Tell children to listen.
- Play the track 4 of the CD (the story from Unit 2 Lesson 1).
- Tell children to point to the correct pictures as they listen.
- Play track 5 of the CD and tell children to say the word and clap.

### Play

- Tell children to open their Student's Book at page 8.

- Point to the first picture of a child beckoning with one hand.
- Beckon with one hand yourself and say *Come here*.
- Say *Come here (name)* and tell the child to come to you.
- Tell the child to sit down again.
- Do the same with several more children.
- Beckon with one hand again and say *Come here*.
- Tell children to beckon with one hand when you say *Come here*.
- Point to the second picture of a child cupping a hand behind one ear (to mean *Listen*).
- Cup your hand behind your ear in the same way and say *Listen*.
- Tell children to cup a hand behind their ears when you say *Listen*.
- Point to the third picture of a child pointing and looking with wide eyes (to mean *Look*).
- Point and look with wide eyes yourself and say *Look*.
- Tell children to point and look with wide eyes when you say *Look*.
- Say these actions several times and tell children to do them.
- Tell children they are going to play a game using these actions.
- Tell them that Foxy is going to say the words and that they must make the correct gesture.
- Foxy says the actions at random, e.g. *Listen, Come here, Look, Come here*.
- Check that the children are making the correct gesture for each action, e.g. cupping a hand behind their ear, beckoning with one hand or pointing and looking with wide eyes.
- Point to the children who make the wrong gesture.
- Tell them to sit with their arms crossed.
- Continue the game.
- The child who is the last in the game is the winner.

# Unit 2

## Activity Book

### Draw

- Tell children to open their Activity Book at page 6.
- Point to the wavy lines and tell children that these are six rivers.
- Point to the objects in the rivers, e.g. fish, boat, duck, whale, canoe and swimmer.
- Ask children to say the words for these objects in Kurdish.
- Hold up your book and trace a line along the first river with your finger to join the three fishes.
- Tell children to trace a line along the first river with their finger to join the three fishes.
- Tell children to take their pencil.
- Go round the class to check that they are holding their pencils correctly and that they are sitting correctly.
- Tell children to trace a line along the first river with their pencil to join the three fishes.
- Go round the class to check that children are tracing the line correctly.
- Hold up your book and trace a line with your finger along the second river to join the boats.
- Tell children to trace a line with their finger along the second river to join the boats.
- Tell children to take their pencil.
- Tell them to trace a line along the second river to join the three boats.
- Do the same for the other four rivers:
  - trace the line with your finger yourself to join the objects
  - tell children to trace a line with their finger to join the objects
  - tell children to trace a line with their pencil to join the objects.

### Box 4: Giving simple instructions in English

The children have learned instructions in English, e.g. *come here, listen, look*.

- Make sure that you use these instructions in your classroom *in English* every day.
- It will help the children to feel that they are learning English.
- It will help them to feel that they can understand English.

## Unit 2 Lesson 3

**Aims:** saying a song using actions; practising pencil control; practising tracing lines from top to bottom of the page

**Language used:** *Look, Listen, Say hello, hello*

**You need:** Student's Book p9; CD track 6; Activity Book p7

### Starter

- Greet children as they come into the class. Say *hello (name)*.
- Tell them to reply *hello (name)*.
- Say *Come here* and beckon with your finger.
- Say *Come here* and tell children to beckon with their finger.
- Say *Listen* and cup one hand behind your ear.
- Say *Listen* and tell children to cup their hand behind their ear.
- Say *Look* and point and open your eyes wide.
- Say *Look* and tell children to point and open their eyes wide.
- Say these commands at random and tell children to do the gestures.

### Listen and say

- Tell children to open their Student's Book at page 9.



## Unit 2

- Point to the picture.
- Say *look*.
- Point to the characters in the picture. Ask children to tell you who the characters are, e.g. Foxy, Naza and Azad.
- Ask what the characters are doing in the top row. Teach the word 'clap'.
- Tell children that they are going to listen to a song.
- Cup your hand behind your ear and say *Listen*.
- Play the CD (track 6).
- Children listen.

### CD script:

*Look, listen,*

*Look, listen,*

*Look, listen and say hello.*

*Hello Naza, hello Azad, hello Foxy.*

- Play the CD again.
- Pause the CD after every line.
- Children listen and repeat every line.
- Children listen and repeat again.
- Play the whole song again.
- Children join in and say the song with the CD.
- Children join in and say the song with the CD again.
- Children try to say the song without the CD.
- Say the song again but add claps:  
*Look!* (clap clap) *Listen!* (clap clap)  
*Look!* (clap clap) *Listen!* (clap clap)  
*Look, listen and say hello.*  
*Hello Naza, hello Azad, hello Foxy.*
- Tell children to say this again with you and clap.
- Divide the class into two.
- Tell half the class to say and to clap.
- Tell the other half of the class to say and do the actions, e.g. cupping a hand behind their ear, pointing and opening their eyes wide and shaking hands.
- Change the groups and repeat this.
- Ask six children to come to the front of the class.

- Tell them to say the song again, but this time to stamp their feet instead of clapping their hands.
- Ask another group of six children to come to the front and to say and do the actions.
- Ask another group of six children to come to the front and to say and clap.
- Tell the three groups to say the song at the same time. One group stamps, another group does the actions and the other group claps.

## Activity Book

### Trace

- Tell children to open their Activity Book at page 7.
- Point to the first picture of a kite.
- Hold up your book and trace along all the lines with your finger from the top to the bottom of the kite.
- Tell children to trace along all the lines with their finger from the top to the bottom of the kite.
- Tell children to take their pencils and to sit correctly.
- Check that they are holding their pencils correctly and sitting correctly.
- Tell them to trace along all the lines on the first kite with their pencil from the top of the kite to the bottom.
- Point to the second kite.
- Hold up your book and trace along all the wavy lines with your finger from the top of the kite to the bottom.
- Tell children to trace along all the wavy lines with their finger from the top of the kite to the bottom.
- Tell children to trace along all the wavy lines on the second kite with their pencil from the top of the kite to the bottom.

# Unit 3

## Unit 3 Lesson 1

**Aims:** recognising and using actions; practising pencil control; practising writing from left to right and drawing circles

**New language:** *sit down, very good (name), hello, look*

**You need:** Student's Book p10; CD tracks 7–8; Activity Book p8

### Starter

- Tell the class that they are going to say the song again.
- Divide the class into three groups.
- One group says the song and claps.
- Another group says the song and stamps.
- The other group says the song and does the actions.

### Look and listen

- Tell children to open their Student's Book at page 10.
- Point to the pictures and say *look*.
- Tell pupils to point to the characters in the pictures.
- Tell them to say the names of the characters, e.g. Foxy, Azad, Naza.
- Tell children to look at the pictures.
- Say *listen*. Play the CD (track 7).

#### CD script:

(picture 1)

Foxy: *Hello Naza, hello Azad.*

Naza/Azad: *Hello Foxy.*

(picture 2)

Foxy: *Sit down, Azad. Sit down, Naza.*

(picture 3)

Foxy: *Look!*

(picture 4)

Naza: *Very good, Foxy.*

- Hold up your book and point to the pictures as you listen.

- Play the CD again.
- Tell children to point to the pictures as they listen.
- Play the CD several times.

### Listen and clap

- Play the CD (track 8).
- Tell children to say the words and clap with the clapping on the CD.

### Activity Book

#### Match and circle

- Tell children to open their Activity Book at page 8.
- Point to the pictures on the left, e.g. apple, boy sitting, cat curled up, girl reading, duck walking, kite.
- Ask children to tell you what these pictures are in Kurdish.
- Point to the apple on the left and the four pictures on the right (pear, pineapple, apple and grapes).
- Ask children to point to the picture on the right which is the same as the picture on the left.
- Children point to the apple.
- Hold up your book.
- Trace a line with your finger from the apple on the left to the apple on the right.
- Tell children to trace a line with their finger from the apple on the left to the apple on the right.
- With your finger trace a circle round the apple on the right.
- Tell children to trace a circle round the apple with their finger.
- Tell children to take their pencils.
- Go round the class to check that children are holding their pencils correctly and sitting correctly to write.
- Tell children to trace a line with their pencil from the apple on the left to the apple on the right and then to trace a circle round the apple on the right.

## Unit 3

- Go round the class to check that children are tracing a line to the apple on the right and not to the other fruit.
- Check that children are tracing the circle round the apple and not the other fruits.
- Hold up your book.
- Point to the boy sitting on the left.
- Trace a line with your finger from the boy sitting on the left to the picture of the boy sitting on the right.
- Tell children to trace a line with their finger from the boy sitting on the left.
- With your finger trace a circle round the boy sitting on the right.
- Tell children to trace a circle round the boy sitting on the right.
- Tell children to trace a line with their pencil from the boy sitting on the left to the boy sitting on the right.
- Tell them to trace a circle round the boy sitting on the right.
- Check that they are tracing a line to the boy sitting on the right and not to the boy standing or the boy kicking a ball or to the boy catching a ball.
- Check also that they are tracing a circle round the boy sitting on the right and not the other boys.
- Do the same for the other four pictures.

## Unit 3 Lesson 2

**Aims:** playing a game to recognise and use actions; practising pencil control; practising writing from left to right

**Language used:** *sit down, stand up*

**You need:** Foxy puppet; Student's Book p11; Activity Book p9

### Starter

- Say *hello* to children as they enter the classroom.

- Encourage them to reply *hello*.
- Hold up the Foxy puppet.
- Say *Foxy says sit down*.
- Gesture for children to sit down.

### Play

- Tell children to open their Student's Book at page 11.
- Point to the first picture.
- Say *look*.
- Ask children to tell the class in Kurdish what the children in the picture are doing.
- Point to the second picture.
- Ask children to tell the class in Kurdish what the children in the picture are doing.
- Say *stand up* and gesture to children to stand up.
- Say *sit down* and gesture to children to sit down.
- Say these two actions several times and gesture to children to do them.
- Hold up Foxy.
- Say *Foxy says stand up*.
- Gesture to children to stand up.
- Foxy says *Foxy says sit down*.
- Gesture to children to sit down.
- Tell children they are going to play a game.
- Tell them that you are going to say actions.
- If you say *Foxy says stand up* or *Foxy says sit down*, children must do the actions.
- If you just say *stand up* or *sit down* children must *not* do the actions.
- Tell children that if they stand up or sit down when Foxy has not told them to do so, they are out of the game and do not continue to play.
- Tell children that if they are out of the game, they should cross their arms and sit quietly. The winner is the last child left in the game.
- Tell children to move their chairs so that they can stand up easily.

# Unit 3

- Begin the game.
- Say *listen*.
- Play the game several times.

## Activity Book

### Trace

- Tell children to open their Activity Books at page 9.
- Say *look*.
- Point to the picture of the mouse and then to the picture of the cheese.
- Tell children that the mouse wants the cheese.
- Trace with your finger along the line from the mouse to the cheese.
- Move your finger up and down to follow the line.
- Tell children to trace with their finger along the line from the mouse to the cheese.
- Tell children to take their pencils.
- Go round to check they are holding their pencils correctly and sitting correctly.
- Tell children to trace with their pencil along the line from the mouse to the cheese, beginning at the picture of the pencil in the book.
- Point to the picture of the frog and the picture of the pond.
- Tell children that the frog wants to go to the pond.
- Point to the picture of the bird and the picture of the nest.
- Tell children that the bird wants to go to the nest.
- Point to the picture of the rabbit and the picture of the hole.
- Tell children that the rabbit wants to go in the hole.
- For each of the other pictures on the left (frog, bird and rabbit), tell children to:
  - trace along the line with their finger beginning at the picture of the pencil.
  - trace along the line with their pencil

beginning at the picture of the pencil.

- Go round the class to check that children are doing this correctly.

### Trace

- Point to the pictures of the grasshopper and the grass.
- Tell children that the grasshopper wants to go to the grass.
- Point to the pictures of the bee and the flower.
- Tell children that the bee wants to go to the flower.
- Point to the picture of the kitten and the ball of wool.
- Tell children that the kitten wants to play with the ball of wool.
- Point to the pictures of the frog and the rock in the pond.
- Tell children that the frog wants to go to the rock in the pond.
- Tell children that for each pair of pictures they should:
  - trace along the line with their finger beginning at the picture of the pencil
  - trace along the line with their pencil beginning at the picture of the pencil.
- Go round the class to check that they are doing this correctly.

## Unit 3 Lesson 3

**Aims:** singing a song to practise actions; recognising and saying actions from pictures; practising pencil control; practising writing from left to right

**Language used:** *stand up, sit down, hello, sing*

**You need:** Foxy puppet; Student's Book p12; CD tracks 9–10; Activity Book p10

# Unit 3

## Starter

- Hold up the Foxy puppet.
- Say *Foxy says hello* to children as they enter the classroom.
- Encourage children to reply to Foxy.
- Say *Foxy says sit down*.
- Gesture to children to sit down.
- Say *Foxy says stand up*.
- Gesture to children to stand up.
- Say *Foxy says sit down*.
- Gesture to children to sit down.

## Listen, play and sing

- Tell children to open their Student's Book at page 12.
- Point to the picture.
- Say *look*.
- Ask them to tell the class in Kurdish what the children are doing.
- Tell children they are going to sing a song. Introduce the word 'sing'.
- Cup your hand to your ear and say *Listen*.
- Play the CD (track 9).

### CD script:

*Stand up,  
Sit down,  
Hello, hello.*

*Stand up,  
Sit down,  
Hello!*

*Stand up,  
Sit down,  
Hello, hello.*

*Stand up,  
Sit down,  
Hello!*

- Tell children that as they sing they should do the actions in the song, e.g. stand up, sit down, wave or shake hands for *hello*.
- Say *stand up* and tell children to do the action.

- Say *sit down* and tell children to do the action.
- Say *hello* and tell children to wave or shake hands.
- Play the CD again and pause it after each line.
- Tell children to sing each line.
- Play the CD again and tell children to sing the song all the way through.
- Play the CD again.
- Tell children to sing the song and do the actions at the same time.

## Activity Book

## Listen, point and say

- Tell children to open their Activity Book at page 10.
- Point to the pictures and say *look*.
- Tell them that they are going to hear an action.
- Tell them to point to the correct picture.
- Cup your hand to your ear and say *listen*.
- Play the CD (track 10).
- Go round the class to make sure children are pointing to the correct picture.
- Hold up your book and point to the first picture.
- Ask a child to say the action for that picture, e.g. *stand up*.
- Do the same with the other pictures.
- Ask two children to come to the front of the class.
- Tell one child to say an action, e.g. *listen, clap, say hello, sit down, stand up, look*.
- Tell the child to point to the correct picture.
- Do this with several pairs of children.

### CD script:

*stand up  
sit down  
say hello  
clap  
listen  
look*

# Unit 3

## Trace

- Point to the wavy lines at the bottom of the page.
- Say *look*.
- Hold up your book.
- Trace along the line with the boat from the dot with your finger.
- Tell children to trace along the line with the boat from the dot with their finger.
- Tell children to take their pencils.
- Go round the class to check that they are holding their pencils correctly and sitting correctly to write.
- Tell children to trace along the line with the boat with their pencils, starting at the dot.
- Tell children to trace along the other lines (with the fish, the whale and the ship) with their fingers.
- Tell them to trace along the lines with their pencils.
- Go round the class to check that they are doing this correctly.

## Revision 1

**Aims:** revising actions children have learned; playing games to reinforce the actions; listening and pointing to the pictures of actions; practising pencil control; practising writing from left to right

**Language used:** *listen, look, say hello, sit down, stand up, clap, sing, come here*

**You need:** Student's Book p13; CD tracks 11–12; Activity Book p11; small piece of paper for each child, big enough to hide one of the pictures; nine small squares of paper for each pair of children

## Listen and say

- Tell children to open their Student's Book at page 13.
- Point to the nine pictures on the page.
- Say *look*.
- Tell them that they will hear the actions on the CD.
- Tell them to point to the pictures from left to right and from the top row to the middle row and then to the bottom row.
- Tell them to repeat what they hear for each picture.
- Say *listen*.
- Play the CD (track 11).

### CD script:

*listen – look – say hello*

*sit down – listen – stand up*

*clap – sing – come here*

- Check that children are pointing to the correct pictures and repeating the words.
- Play the CD again several times and tell children to point and repeat.
- Tell children to listen carefully and to remember which line each action is on.
- Divide the class into pairs of children.
- Tell children that they are going to play a game in pairs.
- Hold up your book and take a small piece of paper.
- Cover one of the small pictures on the page with the piece of paper.
- Tell children that they should say the action that you have covered, e.g. *sing*.
- Give each child a small piece of paper.
- Tell children to play the game in pairs.
- Check that they are saying the actions correctly, e.g. *look, sit down*, etc.

## Play

- Tell children that they are going to play the same game, but this time do the activity for the picture that is covered.



# Unit 3

- Hold up your book and take a small piece of paper.
- Cover one of the small pictures on the page with a small piece of paper.
- Tell children that this time, instead of *saying* the action that you have covered, they should *do* the action.
- Tell children to work in pairs.
- They should take it in turns to cover a picture with a small piece of paper.
- The other child should do the action in the picture that is covered.
- Go round the class to check that children are playing the game correctly.

## Listen

- Listen to the CD for Units 1, 2 and 3 (tracks 1, 4 and 7) and play the games again with the children.
- This will help children to know the actions well.

## Sing

- Sing the song from Unit 3, Lesson 3 again with the children.
- Tell them to sing and do the actions.

## Activity Book

### Listen and point

- Tell children to open their Activity Book at page 11.
- Tell them to look at the pictures.
- Cup your hand behind your ear.
- Say *listen*.
- Play the CD (track 12).
- Tell children to point to the correct picture for each action.

#### CD script:

*say hello*  
*look*  
*clap*  
*sit down*  
*stand up*  
*listen*

## Trace

- Tell children to look at the wheel at the bottom of the page.
- Tell them to start at the pencil and to trace with their finger round and round to the middle of the wheel.
- Tell children to trace this with their pencil.
- Check that they are tracing between the lines.
- Point to the four flags and tell children to start at the pencil on each flag and to trace the pattern with their finger.
- Tell them to start at the pencil on each flag and to trace the pattern with their pencil.
- Go round to check they are doing this correctly and that they are holding their pencil correctly.

# Unit 4

## Unit 4 Lesson 1

**Aims:** recognising, saying and matching the letter *a*; introducing the word *apple* in a simple story; matching words and pictures; practising pencil control

**New language:** *an apple, oh yes, thank you*

**You need:** Foxy puppet; Student's Book p14; CD tracks 13–14; Activity Book p12

### Starter

- Hold the Foxy puppet.
- Foxy greets children as they enter the classroom, *hello (name)*.
- Say *Foxy says sit down*.
- Children sit down.
- Say *Foxy says clap*.
- Children clap.

### Look and listen

- Tell children to open their Student's Book at page 14.
- Point to the pictures.
- Say *look*.
- Tell them that they are going to listen to the story.
- Say *listen*.
- Play the CD (track 13).

#### CD script:

(picture 1)

Foxy: *Hello Max.*

Max: *Hello Foxy.*

(picture 2)

Foxy: *Look, Max ...*

(picture 3)

Foxy: *... an apple.*

(picture 4)

Max: *Oh yes! An apple! Thank you, Foxy.*

- Play the CD again and tell children to point to the correct picture.
- Check that they are pointing to the correct picture.

### Listen and clap

- Play CD track 14.
- Tell children to clap with the clapping on the CD.

#### CD script:

*a a a*

*apple*

- Say the sound *a a a*.
- Tell children to say *apple*.
- Say *apple*.
- Tell children to say *a a a*.
- Divide the class in two.
- Tell half the class to say *a a a*.
- Tell the other half of the class to say *apple*.
- Divide the class into pairs of children.
- Tell each pair to take it in turns to say *a a a* and *apple*.
- Go round the class to listen and check they are doing this correctly.
- If the children are saying the sounds and words correctly, say *very good*.

### Activity Book

#### Listen and point

- Tell children to open their Activity Book at page 12.
- Point to the four pictures.
- Explain that the pictures are not in the correct order to tell the story.
- Tell children that they are going to listen to the words from the pictures.
- Tell them to point to the correct picture when they hear the words.
- Play CD track 13 again.
- Pause the CD after the first words.
- Tell children to point to the correct picture and hold up their books to show you.
- Check that they are pointing to the correct picture.
- Do this for all the words on the CD.



# Unit 4

## Match and circle

- Point to the three pictures on the left at the bottom of the page.
- Tell children that they should find the same picture for each one on the right, e.g. apple ... apple, bicycle ... bicycle, etc.
- Tell them to trace a circle with their pencil round the object on the right that is the same as the object on the left.
- Go round the class to check that they are doing this correctly.

### Box 5: Working in pairs

When children work in pairs, they practise speaking more.

Tell children to turn round to face their partner.

You do not need to move desks and chairs.

## Unit 4 Lesson 2

**Aims:** practising tracing the shape of the letter *a*; practising writing the letter by itself and then in the word *apple*

**Language used:** letter *a*, *apple*

**You need:** sand tray (optional); small stones (optional); Student's Book p15; CD track 14; Activity Book p13; flashcard for apple, letter *a*

## Starter

- Play the clap activity from lesson 1 on the CD (track 14).
- Tell children to clap as they say the letter sound *a a a*.
- Tell them to clap as they say the word *apple*.
- Do this several times with them.
- Hold up the flashcard for the letter *a*.
- Say *a a a*.
- Tell children to repeat this several times.

- Hold up the flashcard for apple.
- Say *apple*.
- Tell children to repeat this several times.

## Look and point

- Tell children to open their Student's Book at page 15.
- Point to the big letter *a*.
- Hold up your book.
- Trace the letter with your finger.
- Look at the letter formation pages 8 and 9 of the Teacher's Book to see how to form each letter correctly. For the letter *a*, begin at the dot and follow the arrows as shown on page 8 of the Teacher's Book.
- Do this several times.
- Tell children to begin at the correct place and to trace the letter with a finger in the direction you have demonstrated.
- Tell children to trace with their finger inside the two outside lines.
- Go round the class to check that they are tracing the letter correctly.
- Tell children to point to the letter and to say the sound *a a a*.
- Point to the picture of an apple and say *apple*.
- Tell children to repeat *apple* after you.
- Tell children to trace with their finger round the letter *a* in the word *apple*.
- Check that they are beginning to trace at the correct place in the letter.
- Check that they are tracing in the correct direction.

## Play and say

- Stand with your back to the pupils.
- Hold your right hand in the air.
- Trace a big letter *a* in the air with your finger.
- Do this several times.
- Say *stand up*.
- Tell children to trace the letter *a* in the air.
- Check that they are beginning at the correct

# Unit 4

place and tracing in the correct direction.

- Tell children to trace the letter again.
- Tell them to say *a a a* as they do this.
- Say *sit down*.
- Say *come here (name)* to two children.
- Tell one child to trace the letter *a* on the other child's back with their finger.
- Divide the class into pairs.
- Tell children to practise writing *a* with their finger on their friend's back in their pairs.
- If you have a tray of sand, ask several children to draw the letter *a* in the sand.
- If you have some small stones, ask several children to form the letter *a* with the stones.
- Check that they are beginning to form the letter at the correct place and that they are putting the stones in the correct direction.

## Activity Book

### Trace

- Tell children to open their Activity Book at page 13.
- Point to the large letter *a*.
- Tell children to trace the letter with their pencils.
- Point to the first letter *a* on the first line.
- Tell children to trace the letter with their finger.
- Tell children to trace the other letters with their pencils.
- Go round to check they are doing this correctly.

### Trace

- Point to the picture of the apple.
- Point to the word *apple* and explain to children that this is the English word for *apple*.
- Tell them to trace with their pencil round the letter *a* in the words.
- Tell them not to trace the other letters. (Although children do not know the other letters yet, it is good for them to see the letter *a* in a word.)

- Go round to check that they are doing this correctly.

### Trace

- Point to the letter *a* in the pictures of the apples on the trees.
- Tell children to trace the letter *a* in each apple with their pencil.

## Unit 4 Lesson 3

**Aims:** playing a game to practise the word *apple*; practising pencil control; practising writing from left to right

**New language:** *Look, an apple. Oh yes, an apple.*

**You need:** an apple (or the apple flashcard); some apples to share with the children (if possible); Student's Book p16; Activity Book p14

### Starter

- Say *hello (name)* to children.
- Encourage them to reply *hello (name)*.
- Ask two children to come to the front of the class.
- Tell them to draw the letter *a* on each other's back with their finger.
- Ask several children to write the letter *a* on the board.

### Play

- Tell children to open their Student's Book at page 16.
- Point to the picture and ask children to tell the class in Kurdish what the children in the picture are passing round their circle.
- Tell children that they are going to play a game in the same way.
- If possible, make a circle with eight or ten chairs at the front of the class and ask ten

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children to come to sit on the chairs.

- If it is not possible to move chairs, tell eight or ten children to stand in a circle at the front of the class.
- Give one of the children an apple (or the flashcard of an apple).
- Tell children to pass the apple round in a circle.
- Tell them that when you clap your hands they stop passing the apple.
- The child holding the apple stands up and says *Look, an apple.*
- The group reply *Oh yes, an apple.*
- The child holding the apple sits down and passes the apple in the other direction and the game continues.
- After a few rounds of the game say *Stand up.*
- Divide the children into pairs.
- Tell them to write the letter *a* on each other's back with their finger.
- Tell them to write the letter *a* in the air with their fingers and say *a a a.*
- Play the game with one or two more groups of eight or ten children.
- If you have some apples, cut them up into quarters.
- Share them with the children.

## Activity Book

### Trace

- Tell children to open their Activity Book at page 14.
- Point to the pictures of the bicycle, the skateboard and the two cars on the left and to the patterns along the page.
- Explain that the patterns are roads.
- Hold up your book and beginning at the dot, trace along the first 'road' with your finger.
- Tell children to begin at the pencil and to trace a line with their finger along the first pattern to show where the bicycle will travel.
- Do this with the other patterns to show where

the skateboard and cars will go.

- Tell children to take their pencil.
- Check that they are holding it correctly and sitting correctly.
- Tell them to trace a line with their pencil along the pattern for the bicycle.
- Tell them to do the same with the other patterns.
- Check that they are doing this correctly.

### Trace

- Point to the picture of the snail.
- Hold up your book.
- Trace inside the two outside lines with your finger, beginning at the pencil, until you reach the middle of the snail.
- Tell children to do the same in their books.
- Check that they are tracing between the two outside lines.
- Tell children to take their pencils.
- Check they are holding them correctly and sitting correctly.
- Tell them to trace between the two outside lines with their pencil beginning at the pencil and ending at the middle of the snail.
- Check that they are doing this correctly.

### Sing

- Sing the song from Unit 3 Lesson 3 to end the lesson well.
- Play the CD (track 9) and tell children to sing along with the song and to do the actions.

#### Box 6: Playing a game in a circle

When you play a game in a circle, tell children to come to the front of the class or to go outside to play the game. Children should have plenty of room to play the game safely.

# Unit 5

## Unit 5 Lesson 1

**Aims:** recognising, saying and writing the letter *b*; introducing the word *bag* in a simple story; practising pencil control

**New language:** the letter *b*, *bag*, *What's this?*  
*It's a ...*

**You need:** apple (or flashcard of apple);  
Student's Book p17; CD tracks  
15–16; Activity Book p15

### Starter

- Greet the children *hello*.
- Children reply *hello (name)*.
- Hold up the apple (or the flashcard of the apple).
- Say *apple*.
- Tell children to say *apple*.
- Write the letter *a* on the board and say *a a a*.
- Tell children to say the sound *a a a*.

### Look and listen

- Tell children to open their Student's Book at page 17.
- Point to the four pictures and ask them to tell the class in Kurdish what they can see in the pictures, e.g. *bag*, *Foxy*, *Naza*, *Rose*.
- Point to picture 1.
- Cup your hand behind your ear and say *listen*.
- Play the CD (track 15).
- Hold up your book and point to the pictures as you listen.
- Tell children to point to the pictures as they listen.

#### CD script:

(picture 1)

*Naza: What's this, Rose?*

(picture 2)

*Rose: It's a bag.*

(picture 3)

*Naza: Listen, Rose. Look ...*

(picture 4)

*Rose: It's Foxy!*

*Foxy: Hello!*

- Play the CD again.
- Tell children to listen and point to the pictures again.
- Check that they are pointing to the correct picture.

### Listen and clap

- Tell children to clap with the clapping on the CD.
- Play the CD (track 16).

#### CD script:

*b b b*

*bag*

- Say the sound *b b b*.
- Tell children to say *bag*.
- Say *bag*.
- Tell children to say the sound *b b b*.
- Divide the class into two.
- Tell half of the class to say the sound *b b b*.
- Tell the other half of the class to say *bag*.
- Divide the class into pairs.
- Tell children to take it in turns in their pairs to say the sound *b b b* and the word *bag*.
- Go round the class to check that they are doing this well.

### Activity Book

#### Match and circle

- Tell children to open their Activity Book at page 15.
- Point to the objects on the left.
- Ask children to tell the class in Kurdish what these objects are.
- Point to the objects on the right.
- Tell children that for each object on the left they must choose the object on the right that is the same.
- Hold up your book.
- Say *look*.

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- Point to the cup on the left.
- Ask a child to hold up their book and to point to the object on the right that is the same, i.e. cup.
- Trace a circle with your finger round the cup on the right.
- Tell children to trace a circle with their finger round the cup on the right.
- Tell children to take their pencils.
- Check that they are sitting correctly and holding their pencils correctly.
- Tell children to trace with their pencil round the cup on the right.
- Tell children to match and circle the other objects in the same way.
- Go round the class to check they are doing this correctly.

## Unit 5 Lesson 2

**Aims:** practising tracing the shape of the letter *b*; practising writing the letter by itself and then in the word *bag*; recognising the letter, *a* or *b*, that the object begins with

**Language used:** letter *b*; *bag* ✓

**You need:** flashcard for bag, letter *b*; Student's Book p18; Activity Book p16

### Starter

- Hold up the flashcard showing the letter *b*.
- Say the sound *b b b* and tell children to repeat this several times.
- Hold up the flashcard showing the picture of *bag*.
- Say *bag* and tell children to repeat the word several times.
- Say *come here (name)* to a child.
- Tell the child to hold up the flashcard showing the letter *b*.
- Tell the class to say the sound *b b b*.
- Ask another child to hold up the flashcard showing *bag*.
- Tell the class to say the word *bag*.
- Do this with several more children.

### Look and point

- Tell children to open their Student's Book at page 18.
- Say *look*.
- Point to the big letter *b*.
- Hold up your book.
- Trace the letter with your finger. Form it as shown on p8 of the Teacher's Book beginning at the dot and following the arrows.
- Do this several times.
- Tell children to trace inside the two outside lines with their finger.
- Go round the class to check that they are tracing correctly.
- Tell children to point to the letter and say the sound *b b b*.
- Point to the picture of the bag and say the word *bag*.
- Tell children to say *bag* after you.
- Tell children to trace with their finger round the letter *b* in *bag*.

### Play and say

- Say *come here (name)* to two children.
- Tell one child to trace the letter *b* with their finger on the other child's back.
- Ask the second child which letter the first child has traced.
- The second child answers *b*.
- Tell the same child to trace the letter *a* with their finger on the other child's back.
- Ask the second child which letter the first child has traced.
- The second child answers *a*.
- Tell them that they are going to play a game.
- Tell one child to write either *a* or *b* on the other child's back with their finger.

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- The other child says the sound of the letter, either *a* or *b*.
- Divide the class into pairs.
- Tell children to take it in turns with their friend to play the game.
- Go round to check that they are playing the game and answering correctly.

## Activity Book

### Trace

- Tell children to open their Activity Book at page 16.
- Say *look*.
- Point to the large letter *b*.
- Tell children to trace the letter with their pencils.
- Point to the first letter *b* on the first line and tell children to trace with their finger.
- Tell children to trace the other letters with their pencils.
- Go round to check they are tracing correctly.

### Trace

- Point to the picture of the bag.
- Point to the word *bag* and say that this is the English word for *bag*.
- Tell them to trace with their pencil round the letter *b* in the words.
- Tell them not to trace the other letters.
- Go round to check that they are tracing correctly.

### Tick

- Point to the pictures of an apple and a bag.
- Tell children to say either *apple* or *bag* for each picture.
- Say the sound *a a a* and tell children to repeat.
- Say *apple* and tell children to repeat.
- Say the sound *b b b* and tell children to repeat.
- Say *bag* and tell children to repeat.
- Tell children that *apple* begins with the letter *a* and *bag* begins with the letter *b*.
- Tell them to tick the letter that the object in

the picture begins with.

- Show them the example tick and write a tick on the board. Teach the word tick.
- Go round to check they are doing this correctly.

#### Box 7: The importance of learning *sounds* of letters and not *names* of letters.

In this book, we are teaching the *sounds* of the letters of the alphabet to the children.

Next year, they will begin to read and write words in English.

Teaching the *sounds* of the letters will make it easy for children to learn to read and write next year.

They will learn the *names* of the letters later.

## Unit 5 Lesson 3

**Aims:** singing a song to revise actions; practising pencil control; practising writing from left to right

**Language used:** *stand up, sit down, wave your hands*

**You need:** Foxy puppet; Student's Book p19; CD track 17; Activity Book p17

### Starter

- Hold up the Foxy puppet.
- Say *Foxy says hello*.
- Children reply *hello*.
- Say *Foxy says stand up*.
- Children stand up.
- Say *Foxy says sit down*.
- Children sit down.
- Say *Foxy says wave your hands*.
- Tell children to wave their hands and demonstrate how to do the action.



# Unit 5

## Listen and sing

- Tell children to open their Student's Book at page 19.
- Point to the picture. Say *look*.
- Ask them to tell the class in Kurdish what the children and Foxy are doing.
- Tell students that they are going to sing a song and do actions like the picture.
- Cup your hand behind your ear and say *listen*.
- Play the CD (track 17).

### CD script:

*Stand up.*

*Sit down*

*And wave your hands.*

*Stand up.*

*Sit down.*

*Stand up.*

*Sit down*

*And wave your hands.*

*Stand up.*

*Sit down.*

- Foxy sings the song and the children listen.
- Play the CD again.
- Tell children to sing with the CD and to do the actions they hear.
- Help them to do the actions correctly.
- Repeat the song.
- Tell children to sing and do the actions.
- Divide the class into two.
- Tell half the class to sing and the other half to do the actions.
- Then let the second half of the class sing and the other half do the actions.
- Sing the song with the whole class doing the actions.

## Activity Book

### Trace

- Tell children to open their Activity Book at page 17.
- Point to the pictures of a cat and ask the

children to say what it is in Kurdish.

- Hold up your book and point to the first cat.
- Trace a line with your finger along the dotted line beginning on top of the cat's head and continuing to the cat's chin.
- Tell children to do the same with their finger.
- Tell children to take their pencils and to hold them correctly.
- Tell them to trace the line with their pencils.
- Tell them to begin at the cat's nose and to trace its mouth with a pencil.
- Tell children to trace the other cats, first with a finger and then with a pencil.
- Go round to help them.

### Trace

- Point to the pictures on the left at the bottom of the page, e.g. the bee and the plane.
- Tell children that the bee wants to go to its hive.
- Tell them that the plane wants to fly in the sky.
- Hold up your book.
- Trace along the first line with your finger from left to right.
- Tell children to trace along the line from the bee to the hive with their finger.
- Tell them to trace along the line with their pencil.
- Go round to check they are tracing well.
- Tell children to do the same with the other lines, beginning from the left.

#### Box 8: Dividing the class into two halves

When children sing a song, it is a good idea to divide the class into two halves. Half the class can sing one verse and then the other half can sing another verse. One half can sing the song and the other half can do the actions.

# Unit 6

## Unit 6 Lesson 1

**Aims:** recognising and saying the letter *c*; introducing the word *cat* in a simple story; recognising and saying the word *cat*; matching pictures to look for detail; listening and recognising words

**New language:** *a cat, It's a cat, No! Goodbye*

**You need:** flashcard for apple, letter *a*; flashcard for bag, letter *b*; Student's Book p20; CD tracks 18–20; Activity Book p18

### Starter

- Say *hello* to children.
- Children reply *hello*.
- Tell a child to come to the front and hold up the flashcard for *a*.
- Children say the sound *a a a*.
- Tell a child to hold up the flashcard for *b*.
- Children say the sound *b b b*.
- Tell a child to hold up the flashcard for bag.
- Children say *bag*.
- Tell a child to hold up the flashcard for apple.
- Children say *apple*.

### Look and listen

- Tell children to open their Student's Book at page 20.
- Tell them to look at the pictures.
- Ask them to tell the class in Kurdish what they can see in the pictures.
- Tell them they are going to listen to a story about the pictures.
- Say *listen*.
- Play the CD (track 18).
- Hold up your book as you listen and point to the pictures.

**CD script:**  
(picture 1)

*Azad: Hello Max.*  
(picture 2)

*Azad: Listen.*

*Max: Look, Azad. It's a cat.*  
(picture 3)

*Azad: Hello Foxy.*

*Foxy: A cat! Come here.*  
(picture 4)

*Azad: Foxy! No!*

*Max: Goodbye cat.*

- Play the CD again.
- Tell children to point to the correct pictures as they listen.

### Listen and clap

- Play CD track 19.
- Tell children to clap with the clapping on the CD.

#### CD script:

*c c c*

*cat*

*a a a*

*apple*

- Say the sound *c c c*.
- Children say *cat*.
- Say *cat*.
- Children say the sound *c c c*.
- Say the sound *a a a*.
- Children say *apple*.
- Say *apple*.
- Children say the sound *a a a*.

### Activity Book

#### Match and circle

- Tell children to open their Activity Book at page 18.
- Point to the pictures on the left.
- Ask children to tell the class what these objects are in Kurdish.
- Tell children to choose the picture on the right that is the same as the picture on the left.
- Point to the rabbit on the left.



# Unit 6

- Ask children to point to the rabbit on the right that is the same.
- Hold up your book.
- Circle the correct picture of a rabbit with your finger.
- Tell children to take their pencils and circle the correct picture.
- Tell children to do the same for the other pictures.
- Go round the class to help children to do this correctly.

## Listen and tick

- Tell children to look at the pairs of pictures at the bottom of the page.
- Tell them that they are going to listen to a sentence telling them which picture to tick in each pair, e.g. *It's an apple.*
- They point to the object they hear and tick the box with their finger.
- Play the CD (track 20).
- Say *listen.*
- Children tick the picture of the object they hear.

### CD script:

*It's an apple.*

*It's a cat.*

*It's a bag.*

## Unit 6 Lesson 2

**Aims:** practising tracing the shape of the letter *c*; practising writing the letter by itself and then in the word *cat*; further practice in writing the letter *a* in the word *apple*; playing a game to recognise the letters *a*, *b* and *c* and the words *apple*, *bag* and *cat* that begin with the letters

**Language used:** letters *a*, *b* and *c*; *apple*, *bag*, *cat*

**You need:** flashcards of apple, bag and cat; flashcard of letter *c*; Student's Book p21; Activity Book p19

## Starter

- Greet the children *hello*.
- Children greet you *hello (name)*.
- Put the three flashcards for apple, bag and cat on your table.
- Ask a child to come to the front of the class.
- Say a word, e.g. *bag*.
- Tell the child to choose the correct flashcard on your table.
- The child holds up the flashcard and says, e.g. *bag*.
- Do the same with several more children.

## Look and point

- Tell children to open their Student's Book at page 21.
- Hold up the flashcard of the letter *c* and say the sound *c c c*.
- Tell children to say the sound *c c c*.
- Point to the big letter *c* in the book.
- Hold up your book.
- Trace the letter with your finger. Form it as shown on page 8 of the Teacher's Book. Begin at the dot and follow the arrows.
- Tell children to trace the letter *c* with their finger in the same way.
- Tell them to trace inside the two outside lines in the letter.
- Tell children to point to the letter *c* and to say the sound *c c c*.
- Point to the picture of a cat and say *cat*.
- Tell children to repeat *cat* after you several times.

## Play and say

- Tell children that they are going to play a game.
- Say *come here (name)* to two children.
- Tell one of them to write a letter, *a*, *b* or *c* – either on the other child's back or their hand with their finger, or on the board.
- The other child says either the sound or the

# Unit 6

word that begins with that letter.

- If the first child writes *b*, for example, the second child says either the sound *b* or *bag*.
- If the second child says the sound or the word correctly, the first child says *yes*.
- If the second child does not say the sound or word correctly, the first child says *no*.
- Divide the class into pairs.
- Tell children to take it in turns to write and say sounds or words in their pairs.
- Go round to check they are playing the game correctly.

## Activity Book

### Trace

- Tell children to open their Activity Book at page 19.
- Say *look*.
- Point to the large letter *c* and tell children to trace the letter with their pencils.
- Point to the first letter *c* on the first line and tell children to trace with their finger.
- Tell children to trace the other letters with their pencil.
- Tell them to do the same with the other rows of letters.
- Go round to check they are doing this correctly.

### Trace

- Point to the picture of the cat and to the word *cat*.
- Tell them that this is the English word for *cat*.
- Tell them to trace with their pencil round the letter *c* in the words.
- Tell them not to trace the other letters in the word.
- Point to the picture of the apple and to the word *apple*.
- Tell them to trace round the letter *a* in the word *apple* but not the other letters.
- Check that they are forming the letter well.

## Circle and say

- Tell children to look at the picture of a bag and the letter *b* on the left at the bottom.
- Tell them to say the sound *b b b*.
- Tell them to look at the letters on the same row and to circle the first letter *b* in the row.
- Hold up your book.
- Point to the first letter *b* in the first row and circle it with your finger.
- Do the same for the other letter *b* in the row.
- Tell children to point to the letter *b* in the row, say the sound *b* and then circle the letter.
- Go round to check they are doing this correctly.
- Tell children to do the same for the letter *a* and the letter *c*.
- Go round the class to help them.

### Box 9: Using flashcards

- It is very important to use flashcards of letters and pictures.
- Flashcards let children see the shape of letters and pictures of new words.
- Flashcards make it easy for children to remember new letters and words.

## Unit 6 Lesson 3

**Aims:** singing a song to practise *hello* and *goodbye*; playing a game to practise recognising and saying *apple*, *bag* and *cat*; matching letters to pictures

**Language used:** *hello*, *goodbye*, *apple*, *bag*, *cat*, the letters *a*, *b* and *c*

**You need:** flashcards of apple, bag, cat; Student's Book p22; CD tracks 21–22; Activity Book p20

### Starter

- Say *hello* to the children.

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- Children reply *hello (name)*.
- Put the three flashcards of apple, bag and cat on your table.
- Say the sound *a a a* and tell a child to write the letter on the board.
- Tell another child to choose the correct flashcard for the letter *a*.
- Do the same with the other two letters, *b* and *c*.

## Listen and sing

- Tell children to open their Student's Book at page 22.
- Point to the picture.
- Say *look*.
- Ask the children what the children in the picture are doing.
- Tell children they are going to learn a song.
- Cup a hand behind your ear and say *listen*.
- Play the CD (track 21).

### CD script:

*Hello, goodbye.*

*Hello, goodbye.*

*Hello, hello, goodbye.*

*Hello, goodbye.*

*Hello, goodbye.*

*Hello, hello, goodbye.*

- Play the CD again.
- Pause the CD after every line.
- Tell children to sing every line.
- Play the CD again and tell children to sing the song.
- Say *come here (name)* to eight or ten children.
- Tell them to stand in two lines, facing each other.
- Tell them that when they sing *hello*, the two lines go towards each other.
- Children shake hands with the child opposite.
- Tell them that when they sing *goodbye*, they move back and wave goodbye to the child opposite.
- Let several groups of eight or ten children sing the song and do the actions.

## Activity Book

### Match

- Tell children to open their Activity Book at page 20.
- Hold up your book.
- Say *look*.
- Point to the four letters on the left and the four pictures on the right.
- Tell children to match each letter with the picture that begins with that letter.
- Point to the line between *a* and the picture of the apple.
- Say the sound *a a a*.
- Tell children to repeat.
- Then say *apple*.
- Tell children to repeat.
- Do another example with them.
- Point to *c* and tell children to find the picture that begins with *c*.
- Children point to the picture of a cat.
- Tell children to draw a line between the letter *c* and the cat.
- Tell children to draw lines between the other two letters and the pictures that begin with those letters.
- Go round and help if necessary by saying the sound, e.g. *c c c* and asking children to say the word of the object in the picture, e.g. *cat*.

### Listen and circle

- Hold up your Activity Book.
- Say *look*.
- Point to the nine pictures at the bottom of the page.
- For each picture ask a child to tell you what is in the picture, e.g. bag, cat, apple.
- Tell children that they will hear a word, e.g. *bag* and that they circle the picture of the object they hear.
- Tell children to look at the first row of three pictures.

# Unit 6

- Cup your hand behind your ear and say *listen*.
- Play CD track 22. Pause after the first word.
- Children circle the picture of the word they hear.
- Tell children to hold up their books.
- Tell them to point to the word they have circled.
- Go round to check that they have circled the correct picture.
- Do the same for the other two rows of pictures.

## CD script:

*cat*

*apple*

*bag*

## Revision 2

**Aims:** revising the names of the characters and objects learned in units so far; recognising letters learned so far; listening and matching characters and objects

**Language used:** *look, an apple, a bag, a cat, hello, letters a, b and c, yes, no*

**You need:** Foxy puppet; flashcards for apple, bag and cat; Student's Book p23; CD tracks 23–24; Activity Book p21

## Starter

- Hold up the Foxy puppet.
- Say *Foxy says hello*.
- Children reply *hello*.
- Hold up flashcard of *bag*.
- Say *Foxy says bag*.
- Children repeat *bag*.
- Hold up flashcard of *apple*.
- Say *Foxy says apple*.
- Children repeat *apple*.
- Do the same for the cat flashcard.

## Listen, point and say

- Tell children to open their Student's Book at page 23.
- Hold up your book.
- Point to the picture and say *look*.
- Cup your hand behind your ear and say *listen*.
- Play the CD (track 23).

## CD script:

*Voice: Look – Rose, Azad, Naza.*

*Look – an apple, a bag.*

*Look – a cat.*

*Naza: Hello cat.*

- Tell children to point to the objects in the picture as they listen.
- Repeat the objects again slowly.
- Children listen.
- Tell a child to repeat the objects in the correct order.
- If they say, e.g. *bag* instead of *apple*, say *No*.
- If they are right, say *Yes*.
- Divide the class into pairs.
- Tell children to repeat the words and point to them together in pairs.
- Tell them to say *yes* if their partner is right and *no* if they are wrong.

## Activity Book

### Match and circle

- Tell pupils to open their Activity Book at page 21.
- Point to the letters on the left and to the rows of letters on the right.
- Point to the first letter on the left.
- Tell children to say the sound *a a a*.
- Tell children to point to each letter *a* in the row on the right.
- Go round to check they are pointing to the correct letters.
- Tell children to circle each letter *a* in the row on the right.

# Unit 6

- Do the same for the other letters and rows of letters.
- Go round to check they are circling the correct letters.

## Listen and match

- Tell children to look at the five characters on the left.
- Ask them to point to the pictures and say the names of each character, e.g. Foxy, Azad, Max, Naza, Rose.
- Tell them they will hear a name, e.g. Azad and then an object, e.g. *cat*.
- Tell them to draw a line between the name and the object they hear.
- Play CD track 24. Pause each time for children to draw a line.

### CD script:

*Foxy – bag*

*Azad – cat*

*Max – apple*

*Naza – apple*

*Rose – bag*

- Go round the class to check they are drawing lines to the correct objects.

### Box 10: Repeating words and phrases

In this book, the *Starter* section of each lesson revises the letters, numbers and words children have learnt.

There are also six *Revision* sections in the book that revise letters, numbers and words.

**Revising letters, numbers and words helps us to remember them!**

# Unit 7

## Unit 7 Lesson 1

**Aims:** introducing yourself: *I'm ...*;  
recognising and saying the letter *d*;  
introducing the word *duck* in a short  
story; listening and matching pictures

**New language:** *I'm Rose, a duck*

**You need:** flashcards of letters *a, b, c* and *d*,  
duck, bag; flashcards of Rose, Max,  
Azad and Foxy; Student's Book p24;  
CD tracks 25–27; Activity Book p22

### Starter

- Greet children *hello*.
- Children reply *hello (name)*.
- Hold up the flashcard for *a*.
- Children say the sound *a a a*.
- Do the same with the flashcards for *b* and *c*.

### Look and listen

- Tell children to open their Student's Book at page 24.
- Hold up your book and point to the pictures.
- Teach the word *duck*.
- Tell children that they are going to listen to the story.
- Point to the first picture and say *listen*.
- Play the CD (track 25).
- Point to the pictures and tell children to point in the same way.

#### CD script:

(picture 1)

Rose: *Hello Max.*

Max: *Hello Rose.*

(picture 2)

Rose: *Hello cat. I'm Rose.*

(picture 3)

Max: *What's this, Rose? A cat?*

(picture 4)

Rose: *No. It's a duck!*

- Play the CD again and tell children to point to the correct picture.

### Listen and clap

- Play CD track 26.
- Tell children to clap with the clapping on the CD.

#### CD script:

*d d d*

*duck*

*b b b*

*bag*

- Say the sound *d d d*.
- Tell children to say *duck*.
- Say *duck*.
- Tell children to say the sound *d d d*.
- Say the sound *b b b*.
- Tell children to say *bag*.
- Say *bag*.
- Tell children to say the sound *b b b*.

### Activity Book

#### Listen and point

- Tell children to open their Activity Book at page 22.
- Hold up your book and point to the pictures.
- Say *look*.
- Explain that this is the same story as in the Student's Book but that the pictures are not in the same order.
- Say *listen*.
- Play CD track 25 again.
- Tell them to point to the correct picture in the book.
- Tell children to hold up their books for each set of words to show you that they are pointing to the correct picture.
- Do this for all the words on the CD and all the pictures.

#### Listen and tick

- Point to the pictures of the four characters.
- Point to each picture and tell children to say the name of the character, e.g. *Rose, Max, Azad, Foxy*.

# Unit 7

- Draw a tick on the board.
- Ask several children to write ticks on the board.
- Say *listen*.
- Play the CD (track 27).
- Tell children to write a tick in the box of the correct picture.

## CD script:

*I'm Rose.*

*I'm Max.*

*I'm Azad.*

*I'm Foxy.*

- Go round to check that children are ticking the correct box.
- Hold up flashcards of the four characters.
- Tell children to say the name of the character they see, e.g. *Azad, Rose*.
- Put the four flashcards on your table.
- Say, e.g. *Who's Max?*
- Ask a child to find the correct flashcard and hold it up.

## Unit 7 Lesson 2

**Aims:** practising tracing the shape of the letter *d*; practising writing the letter by itself and then in the word *duck*; practising introducing yourself: *I'm Azad*

**Language used:** letter *d*, *duck*, *I'm* ...

**You need:** flashcards of letter *d* and *duck*; Student's Book p25; Activity Book p23

## Starter

- Say *hello*.
- Children reply *hello (name)*.
- Hold up the flashcard of the letter *d*.
- Children say the sound *d d d*.
- Hold up the flashcard of *duck*.
- Children say *duck*.

## Look and point

- Tell children to open their Student's Book at page 25.
- Point to the big letter *d*.
- Hold up your book.
- Trace the letter with a finger. Form it as shown on page 8 of the Teacher's Book. Begin at the dot and follow the arrows.
- Do this several times.
- Tell children that they should trace inside the two outside lines.
- Go round the class to check that they are doing this correctly.
- Tell children to point to the letter and to say the sound *d d d*.
- Point to the picture of the duck and say *duck*.
- Tell children to repeat *duck* after you.
- Tell children to trace with their finger round the letter *d* in the word *duck*.
- Check that they are beginning to trace at the correct place in the letter.
- Check that they are tracing in the correct direction (following the arrows in the letter *d* on page 8).

## Play and say

- Hold up your book.
- Point to the picture of the children and say *look*.
- Explain that the children are introducing themselves.
- Point to Azad in the picture.
- Say *I'm Azad*.
- The words in Azad's speech bubble are not for children to read. They are to show which character is speaking in the picture.
- Say *come here (name)* to three or four of the children.
- Tell them they are going to introduce themselves to each other.
- Tell one of them to shake the hand of one of the other children and to say *I'm (name)*.



# Unit 7

- Tell the other children to do the same.
- Divide the class into pairs.
- Tell children to shake hands with their partner and to say *I'm (name)*.
- Go round the class to check they are doing this correctly.

## Activity Book

### Trace

- Tell children to open their Activity Book at page 23.
- Hold up your book.
- Say *look* and point to the big letter *d*.
- Tell children to trace the letter with their finger.
- Tell children to take their pencils and to hold them correctly.
- Point to the rows of the letter *d*.
- Tell them to trace the first letter *d* with their finger.
- Tell them to trace the other letters in the rows with their pencil.
- Go round to check that they are tracing the letters in the right direction.

### Trace

- Point to the picture of a duck.
- Say *duck* and tell children to repeat it.
- Point to the word *duck* and explain to children that this is the English word for *duck*.
- Tell them to trace with their pencil round the letter *d* in the words.
- Tell them not to trace the other letters in the word.
- Go round the class to check children are doing this correctly.

### Tick

- Point to the picture of the bag and to the three letters beside it.
- Tell children to tick the letter that the word *bag* begins with.

- If necessary, say *bag* and encourage children to say the sound *b b b*.
- Children write a tick in the box opposite the letter *b*.
- Do the same for the other pictures and letters, e.g. *duck* – *d*, *apple* – *a*, *cat* – *c*.
- Go round to check that children are writing a tick in the correct box.

#### Box 11: Different ways of learning letters

We can learn to write new letters by

- tracing them in the air
- tracing them with our finger
- tracing them with a pencil
- tracing them on a friend's back
- tracing them in the sand.

## Unit 7 Lesson 3

**Aims:** singing a song to practise the words *duck* and *cat*, *I'm a cat* and *I'm Foxy*; learning the words for the sounds a duck and a cat make in English; practising matching letters visually; practising writing the letters *a*, *b*, *c* and *d*

**Language used:** *I'm a cat*, *I'm a duck*, *I'm Foxy*, *quack*, *miaow*

**You need:** flashcards of characters: Rose, Azad, Naza, Max; Student's Book p26; CD track 28; Activity Book p24

### Starter

- Say *hello*.
- Children reply *hello (name)*.
- Hold up the flashcard of one of the characters, e.g. Azad.
- Say *I'm Azad*.
- Do the same with other character flashcards.
- Put the flashcards on your table.



# Unit 7

- Ask a child to come to the front and to choose a flashcard.
- Child holds up a flashcard and says *I'm ...*
- Do the same with several other children.

## Listen, say and play

- Tell children to open their Student's Book at page 26.
- Tell them to look at the picture and the words of the song.
- Explain that *quack* is the word for the sound that a duck makes.
- Tell them to say *quack quack quack*.
- Explain that *miaow* is the word for the sound that a cat makes.
- Tell them to say *miaow miaow miaow*.
- Tell them that they are going to say the song.
- Play the CD (track 28).

### CD script:

*Listen, listen.*

*Quack, quack, quack.*

*I'm a duck.*

*Listen, listen.*

*Miaow, miaow, miaow.*

*I'm a cat.*

- Tell children to say the words with the CD.
- Tell children to try to say the song without the CD.
- Tell children that they are going to play a game.
- Tell them that they say the song and stop when you clap.
- Point to one child.
- If the song finishes on *quack*, the child says *I'm a duck*.
- If the song finishes on *miaow*, the child says *I'm a cat*.
- Say the song and play the game.
- Ask ten children to come to the front of the class.
- Play the game by singing and stopping the song by clapping in the same way.

## Activity Book

### Match and circle

- Tell children to open their Activity Book at page 24.
- Point to the letters on the left and to the rows of letters on the right.
- Tell children that they should find letters in the rows that are the same as the letters on the left.
- When they find the same letters they should draw a circle round them.
- Hold up your book and point to the letter *a* on the left.
- Point to each letter in the row on the right.
- If the letter is the same as the letter on the left, children say *yes* and you circle the letter with your finger.
- If the letter is not the same as the letter on the left, children say *no* and you do not circle the letter.
- Tell children to take their pencils and to circle the letters that are the same.
- Go round to check that they are doing this correctly.

### Trace

- Point to the letters and the guidelines.
- Point to *a* and *c*.
- Tell children that these letters begin in the same way but that *a* continues with an extra stroke.
- Point to *b* and *d*.
- Tell children that these letters have down strokes that go above the guidelines.
- Tell children that the letters *b* and *d* look similar but that *d* begins like *a*.
- Tell children to trace the rows of letters with their pencils.
- Go round to check that they are writing the letters correctly.

# Unit 8

## Unit 8 Lesson 1

**Aims:** counting *one, two, three*; introducing the word *egg* in a simple story; listening and saying the letter *e*; matching numbers and pictures

**New language:** *one, two, three, egg*, letter *e*

**You need:** Student's Book p27; CD tracks 29–31; Activity Book p25

### Starter

- Ask a child to say *hello (name)* to other children in the class.
- Other children reply *hello (name)*.
- Tell children to say the song from the last lesson.

### Look and listen

- Tell children to open their Student's Book at page 27.
- Hold up your book.
- Point to the pictures and say *look*.
- Ask them to tell the class what they can see in the pictures. Teach the words *egg* and *eggs*.
- Tell them they are going to listen to a story.
- Say *listen*.
- Play the CD (track 29).

#### CD script:

(picture 1)

Max: *Look! Eggs.*

Foxy: *One egg ...*

(picture 2)

Max: *One, two.*

Foxy: *Two eggs.*

(picture 3)

Max: *One, two, three.*

Foxy: *Three eggs ...*

(picture 4)

Max: *Oh no! Two eggs.*

- Hold up your book and point to the first picture.
- Tell children to follow the story as they listen

to the CD and to point to the correct picture.

- Play the CD again.
- Check that they are pointing to the correct picture as they listen.

### Listen and clap

- Play CD track 30.
- Tell children to clap with the clapping on the CD.

#### CD script:

*e e e*

*egg*

*a a a*

*apple*

- Say the sound *e e e*.
- Children say *egg*.
- Say *egg*.
- Children say the sound *e e e*.
- Say the sound *a a a*.
- Children say *apple*.
- Say *apple*.
- Children say the sound *a a a*.

### Activity Book

#### Listen and point

- Tell children to open their Activity Book at page 25.
- Hold up your book.
- Point to the pictures and say *look*.
- Ask children to tell the class what the pictures show.
- Cup your hand behind your ear and say *listen*.
- Play the CD (track 31).
- As you listen, point to the correct picture in your book.

#### CD script:

*one, two, three*

*three, two, one*

- Tell children to listen to the CD again.
- Tell them to point to the correct pictures in their book.

# Unit 8

- Go round to check that they are pointing to the correct pictures.

## Count

- Point to the three pictures and the three numbers.
- Say *one egg, two eggs, three eggs*.
- Tell children to count with you in the same way.

## Unit 8 Lesson 2

**Aims:** practising tracing the shape of the letter *e*; practising writing the letter by itself and then in the word *egg*; practising counting *one, two, three*; matching pictures with their initial letter

**Language used:** *egg, one, two, three*, letter *e*

**You need:** several small stones; Student's Book p28; Activity Book p26

## Starter

- Say *hello* to the children.
- Children reply *hello (name)*.
- Tell three children to come to the front of the class.
- Count *one, two, three* and point to the children.
- Tell children to count *one, two, three* and point to the children.

## Look and point

- Tell children to open their Student's Book at page 28.
- Hold up your book.
- Say *look* and point to the big letter *e*.
- Hold up your book and trace the letter with your finger. Form it as shown on page 8 of the Teacher's Book. Begin at the dot and follow the arrows.
- Tell children to trace within the outside lines.

- Go round the class to check that they are doing the tracing well.
- Stand with your back to the class and trace the letter *e* in the air with your right hand.
- Say *stand up*.
- Tell children to trace the letter in the same way.
- Say *sit down*.
- Tell children to point to the big letter *e* in their book.
- Tell them to say the sound *e e e*.
- Point to the picture of an egg and say *egg*.
- Tell children to repeat the word *egg* after you.
- Tell children to trace with their finger round the letter *e* in the word *egg*.
- Check that they are beginning to trace at the correct place in the letter.
- Check that they are tracing in the correct direction.

## Play and say

- Point to the picture of the children counting on their fingers.
- Say *one, two, three*.
- Tell children to repeat *one, two, three*.
- Point to the picture of the child jumping from one circle to the other.
- Point to the numbers 1, 2 and 3 in the circles.
- Say *one, two, three* and tell children to repeat.
- Say *come here (name)* to a child.
- Give the child three small stones.
- Tell them to count the stones: *one, two, three*.
- Do this with several more children.
- Say *come here (name)* to another child.
- Tell them to stand with their back to the class.
- Tell them to trace a letter (*a, b, c, d* or *e*) in the air.
- The other children say the letter that the child is writing in the air, e.g. *b, e ...*
- Do this with several more children.

# Unit 8

## Activity Book

### Trace

- Tell children to open their Activity Book at page 26.
- Point to the letter *e* and tell children to trace the letter with their pencil.
- Point to the first letter *e* on the first line and tell children to trace with their finger.
- Tell children to trace the other letters with their pencil.
- Go round to check that they are tracing correctly.

### Trace

- Point to the picture of the egg.
- Point to the word *egg* and explain to children that this is the English word for *egg*.
- Tell them to trace with their pencil round the letter *e* in the words.
- Tell them not to trace the other letters.
- Go round to check that they are tracing correctly.

### Circle

- Point to the picture of the cat and tell children to say the word.
- Children say *cat*.
- Tell children to hold up their books.
- Tell them to point to the first letter in the row of letters that begins the word *cat*.
- Check they are pointing correctly.
- Tell them to point to other letters in the row.
- Tell them to say the sound *c c c*.
- Do the same with the other two pictures.
- Tell children to circle the correct letters in each row.
- Go round to check that they are circling the letters correctly.

### Box 12: Preparing children for reading and writing English

In this book we are preparing children to read and write English by

- practising drawing patterns from left to right
- practising writing rows of letters from left to right
- drawing lines from left to right
- showing new letters in words.

## Unit 8 Lesson 3

**Aims:** singing a song to practise counting *one, two, three*; recognising numbers and matching with numbers of objects; recognising initial letters in words

**Language used:** *one, two, three, you, me*

**You need:** Student's Book p29; CD track 32; Activity Book p27

### Starter

- Say *hello (name)* to several children.
- Children reply *hello (name)*.
- Hold up one finger and say *one*.
- Hold up two fingers and say *two*.
- Hold up three fingers and say *three*.
- Say *one, two, three*.
- Tell children to repeat.
- Say *come here (name)* to a child.
- Tell the child to hold up one, two and three fingers and count in the same way.
- Tell children to say *one, two, three*.
- Say *very good*.

### Listen and sing

- Tell children to open their Student's Book at page 29.
- Hold up your book.

# Unit 8

- Say *look* and point to the picture.
- Point to the children by the pond and count *one, two*.
- Tell children to point and repeat.
- Point to the ducks on the pond and count *one, two, three*.
- Tell children to point and repeat.
- Tell children they are going to sing a song.
- Say *listen* and play the CD (track 32).

## CD script:

*One, two, three,  
Come to me.*

*One, two, three,  
One, two, three.*

*One, two, three,  
Come to me.*

*One ... two ... three.*

- Play the CD again and tell children to sing with the CD.
- Tell children to try to sing the song without listening to the CD.
- Hold up your hand.
- First of all hold up just one finger, then two and then three.
- Tell children to do the same.
- Tell children that they are going to sing the song again.
- Tell them that instead of singing the first line they will hold up one, two and then three fingers.
- They will then sing the song from the second line.
- Then tell the children that they are going to sing the song again.
  - This time they will miss out line one and line three.
  - Instead of singing these lines, they will hold up one, two and then three fingers.
  - They will then sing the song and miss out all the counting lines in the first verse.
- They will then sing the song and miss out all the counting lines, holding up their fingers instead of singing.

## Activity Book

### Match

- Tell children to open their Activity Book at page 27.
- Hold up your book.
- Point to the numbers on the left.
- Tell children to say each number, i.e. *two, one, two, three*.
- Point to the dots on the right.
- Tell them to find the drawing on the right that has the same number of dots as the number on the left.
- Point to the number 2 on the left.
- Ask children to count the dots in the pictures on the right.
- They match the number with the picture that has the same number of dots.
- Do the same with the other numbers and pictures of dots.

### Match and say

- Point to the letters at the bottom of the page.
- For each letter, pupils say the letter sound, e.g. *a, b, c, d, e*.
- Point to the pictures and tell children to say the word for the object in each picture.
- Point to the letter *a*.
- Tell children to hold up their books and point to the object that begins with *a*.
- Children point to the picture of an apple.
- Do the same with the other letters and pictures.

# Unit 9

## Unit 9 Lesson 1

**Aims:** introducing the word *fig* and the numbers *four* and *five* in a simple story; recognising and saying the numbers *one, two, three, four* and *five*; counting using numbers from *one* to *five*

**New language:** *fig, four, five*

**You need:** flashcards of numbers 1, 2, 3, 4, 5; Student's Book p30; CD tracks 32–35; Activity Book p28

### Starter

- Greet children *hello*.
- Children reply *hello (name)*.
- Tell children that they are going to sing the song they learned in the last lesson.
- Say *listen*.
- Play the CD (track 32).
- Say *sing*.
- Tell children to sing the song without the CD.

### Look and listen

- Tell children to open their Student's Book at page 30.
- Hold up your book.
- Say *fig* and point to the picture of the fig.
- Ask children to tell the class the Kurdish word for *fig*.
- Tell children that they are going to listen to the story in the pictures.
- Say *listen*.
- Play the CD (track 33).
- As you listen, point to the pictures.

#### CD script:

(picture 1)

Rose: *What's this, Naza?*

(picture 2)

Naza: *It's a fig.*

(picture 3)

Rose: *Two figs!*

(picture 4)

Naza: *One, two, three, four, five figs!*

Rose: *Thank you.*

- Play the CD again.
- Tell children to listen and to point to the correct pictures in their books.
- Go round to check that they are pointing to the correct picture.

### Listen and clap

- Play CD track 34.
- Tell children to clap with the clapping on the CD.

#### CD script:

*f f f*

*fig*

*d d d*

*duck*

- Say the sound *f f f*.
- Tell children to say *fig*.
- Say *fig*.
- Tell children to say the sound *f f f*.
- Ask individual children to say the sound *f* or the word *fig*.
- Say the sound *d d d*.
- Tell children to say *duck*.
- Say *duck*.
- Tell children to say the sound *d d d*.
- Ask individual children to say the sound *d* or the word *duck*.

### Activity Book

#### Listen and say

- Tell children to open their Activity Book at page 28.
- Hold up your book.
- Say *look* and point to the dots and the numbers.
- Cup your hand behind your ear and say *listen*.
- Play the CD (track 35).



# Unit 9

## CD script:

*One, two, three, four, five,  
One, two, three, four, five.*

- Tell children to count with the CD.
- Do this several times.
- Tell children to try to count without listening to the CD.
- Hold up the flashcards for 1, 2, 3, 4 and 5.
- Tell children to count with the flashcards.

## Count and say

- Point to the pictures at the bottom of the page.
- Hold up your book.
- Count the objects in each picture.
- Tell children to count with you.
- Ask children to point to the pictures and to count by themselves.
- Ask individual children to count the objects in the pictures.

## Unit 9 Lesson 2

**Aims:** practising tracing the shape of the letter *f*; practising writing the letter *f* by itself and then in the word *fig*; recognising initial letters of words

**Language used:** *fig, apple, bag, duck, egg, letter f*

**You need:** flashcards for apple, bag, cat, duck, egg, fig; Student's Book p31; Activity Book p29

## Starter

- Greet children *hello*.
- Children reply *hello (name)*.
- Hold up a flashcard of an apple.
- Say *What's this?*
- Encourage children to answer *It's an apple*.
- Do the same for the other flashcards.

## Look and point

- Tell children to open their Student's Book at page 31.
- Hold up your book.
- Say look and point to the big letter *f*.
- Hold up your book and trace the letter with a finger. Form it as shown on page 8 of the Teacher's Book. Begin at the dot and follow the arrows.
- Tell children to trace the letter with their finger.
- Tell children to trace inside the two outside lines.
- Go round the class to check they are tracing the letter correctly.
- Say *stand up*.
- Tell children to trace the letter *f* in the air with their right hand.
- Say *sit down*.
- Tell children to point to the letter and say the sound *fff*.
- Point to the picture of a fig and say *fig*.
- Tell children to repeat *fig* after you.
- Tell children to trace with their finger round the letter *f* in the word *fig*.
- Check that they begin to trace at the correct place in the letter.
- Check that they are tracing in the correct direction and sequence.

## Play and say

- Point to the picture at the bottom of the page.
- Tell children that the child in the picture is a magician.
- Ask children to explain in Kurdish what a magician is.
- Hold up your book.
- Say *look* and point to one of the objects under the cloth.
- Say *What's this?*
- Help children to answer, e.g. *It's a cat, It's an egg*.



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- Do this for all the objects in the picture.
- Put the flashcards for *apple, bag, cat, duck, egg* and *fig* on your table.
- Ask two children to come to the front of the class.
- Tell one to hold up a flashcard and ask *What's this?*
- Tell the other child to answer *It's a ...*
- Do this with several pairs of children.

## Activity Book

### Trace

- Tell children to open their Activity Book at page 29.
- Hold up your book.
- Say *look* and point to the large letter *f*.
- Tell children to trace the letter with their finger.
- Point to the first letter *f* on the first line.
- Tell children to trace with their finger.
- Tell children to take their pencils.
- Check that they are holding the pencils correctly and sitting correctly for writing.
- Tell them to trace the other letters with their pencils.
- Go round to check they are writing the letters correctly.

### Trace

- Point to the picture of the fig.
- Point to the word *fig* and explain that this is the English word for *fig*.
- Tell them to say *fig*.
- Tell them to trace the letter *f* in the words.
- Tell them not to trace the other letters in the words.
- Go round to check that they are tracing correctly.

### Circle

- Point to the pictures at the bottom of the page.

- Tell children to say the word for each picture, e.g. *egg, duck*.
- Tell children to say the letter sound for each word in the pictures, e.g. *e e e; d d d*.
- Tell them to look at the picture of the apple and the letters under the picture.
- Point to the letter *a* and the circle round it.
- Tell them to look at the other pictures and letters.
- Tell them to circle the letter each word begins with.
- Go round the class to check that they are circling the correct letters.  
(Answers: *b, d, e*)

## Unit 9 Lesson 3

**Aims:** singing a song to practise counting *one, two, three, four, five*; playing a game to practise the numbers; matching the same number of different objects; matching initial letters with their words

**Language used:** *one, two, three, four, five, apple, bag, cat, duck, egg, fig*

**You need:** flashcards of the numbers 1–5; flashcards of apple, bag, cat, duck, egg, fig; a piece of chalk; Student's Book p32; CD track 36; Activity Book p30

### Starter

- Greet individual children *hello (name)*.
- Children reply *hello (name)*.
- Hold up flashcards of numbers in a random order, e.g. 4, 1, 5, 3, 2.
- Ask children to say the word for the number, e.g. *four, one ...*
- Say *come here (name)* to two children.
- Tell one to hold up a flashcard.
- Tell the other to say the number on the flashcard, e.g. *four*.

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- Do this with several pairs of children.

## Listen and sing

- Tell children to open their Student's Book at page 32.
- Hold up your book.
- Say *look* and point to the picture and to the numbers in the circles.
- Point to a circle.
- Ask an individual child to say the number in the circle, e.g. *five*.
- Do this for all the circles and numbers.
- Tell children that they are going to sing a song about numbers.
- Say *listen*.
- Play the CD (track 36).

### CD script:

*One, two, three, four, five,  
Let's count, let's count and sing.*

*One, two, three, four, five,  
Let's sing this song again.*

- Play the CD again.
- Tell children to sing with the CD.
- Sing the song several times with the CD.
- Tell children to try to sing the song without the CD.
- If possible, draw five circles (like the circles in the picture) on the classroom floor with chalk.
- If this is not possible, take children outside and draw the circles in the playground or with a stick in the sand.
- Ask individual children to jump in the circles from one to five.
- Tell them to say *one, two, three, four, five* as they jump into each circle.

## Activity Book

### Match

- Tell children to open their Activity Book at page 30.
- Hold up your book.

- Point to the dots, spots and stars.
- Tell children to count with you, e.g. *one, two; one, two, three, four*.
- Divide the class into pairs.
- Tell children to take it in turns in their pair to count the stars, dots and spots.
- Go round the class to check that they are counting correctly.
- Point to the number two and then to the circled stars, the circled spots and then the circled dots.
- Say *one, two* for each.
- Explain that there is a line between the three circles.
- Tell children to start at the number 1.
- Tell them to find one star, one spot and one dot and to circle them.
- Tell them to draw a line between the three circles.
- Tell children to do the same for the numbers 3, 4 and 5.
- Go round the class to check that they are circling the stars, spots and dots correctly and that they are joining them correctly with lines.

## Point and say

- Hold up a flashcard of, e.g. apple, bag, cat, duck, egg or fig.
- For each flashcard tell children to say the word, e.g. *cat, egg*.
- For each flashcard tell children to say the sound of the letter, e.g. *c c c, e e e*.
- Point to the letters and pictures at the bottom of the page.
- Point to the line between the letter *a* and the word *apple*.
- Tell children to trace lines with their pencils between the letters and the words that begin with each letter.
- Go round the class to check that they are joining the correct letters to the correct pictures.

# Unit 9

## Revision 3

**Aims:** playing a game to revise the names of the four characters, the six objects learned so far and the five numbers learned so far; finding and counting objects; singing a song they have learned

**Language used:** *apple, bag, cat, duck, egg, fig; Rose, Azad, Naza, Max; one, two, three, four, five; What's this?*

**You need:** flashcards of Azad, Naza, Max and Rose; flashcards of apple, bag, cat, duck, egg, fig; flashcards of numbers 1, 2, 3, 4, 5; several dice, small pebbles or beans to use as counters for the game; Student's Book p33; Activity Book p31

### Starter

- Greet children *hello*.
- Children reply *hello (name)*.
- Put the flashcards of the four characters, the six objects and the five numbers on your table.
- Say *come here (name)* to a child.
- Tell the child to hold up a flashcard.
- Children say either the name of the character or the object or the number on the flashcard, e.g. *one, Azad, fig*.
- Do this with different children until all the flashcards have been shown.

### Foxy's Game – Play and say

- Tell children to open their Student's Book on page 33.
- Hold up your book.
- Point to the board for Foxy's Game with the different pictures on it.
- Point to each picture on the board.
- Tell children to say the word for each picture, e.g. *apple, three, Naza ...*

- Tell them they are going to play a game.
- Say *come here (name)* to a group of four or five children.
- Tell the first child to throw the dice.
- Tell the child to say the number on the dice, e.g. *five*.
- Tell the child to take their counter from start and to move it e.g. five places along the board.
- Tell the other children in the group to ask *What's this?*
- Tell the child to say the name of the number, character or object on the square they land on, e.g. *five*.
- Tell the next child to throw the dice and to play the game in the same way.
- Tell all children in the group to play the game like this.
- Continue the game with the first child again.
- If a child lands on a square with an arrow, they should move their counter to the square at the end of the arrow (either backwards or forwards).
- The child to win the game is the first one to reach the end.
- Children begin the game again.
- (Tell children to use 1 instead of the number 6 on the dice.)
- Divide the class into groups of four or five.
- Hand out dice and counters (small pebbles or beans) to each group.
- Tell children to use the board in a Student's Book to play the game.
- Go round the class to help children to play the game correctly.

### Activity Book

#### Find and tick

- Tell children to open their Activity Book at page 31.
- Hold up your book.

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- Say *look* and point to the picture.
- Point to an object in the picture.
- Ask children *What's this?*
- Children reply, e.g. *It's a fig.*
- Do this for all the other objects children have learned.
- Tell children to find, e.g. eggs, and to count them, *one, two, three, four.*
- Do this for all the objects.
- Tell children to look at the letters, *a, b, c, d, e* and *f* and the boxes beside them.
- Hold up your book.
- Point to the letter *a* and the five boxes beside it.
- Tell children to say the sound *a a a.*
- Ask them what word begins with *a.*
- Children reply *apple.*
- Tell them to count the boxes.
- Children count *one, two, three, four, five.*
- Tell them to find five apples in the picture.
- Tell them to point to each apple and say the sound *a.*
- Tell them to write a tick in a box for each apple they find until they find all five apples.
- Do the same with the other letters and objects.
- Go round the class to check children are pointing to the objects, saying the sound and then writing a tick in a box for each object.

### Sing

- Choose one of the songs from Units 7 to 9.
- Play the song on the CD.
- Tell children to sing the song as they listen.
- Then tell children to try to sing the song without the CD.

# Unit 10

## Unit 10 Lesson 1

**Aims:** introducing the words *girl* and *hen* in a simple story; recognising and saying the words *girl* and *hen*; recognising and saying the letters *g* and *h*; matching the numerals 1–5 to pictures of dots; saying numbers

**New language:** *girl, hen, letters g and h, good*

**You need:** flashcards of apple, bag, cat, duck, egg, fig; flashcards for numbers 1–5; Student's Book p34; CD tracks 37–38; Activity Book p32

### Starter

- Greet the children *hello*.
- Children reply *hello (name)*.
- Hold up a flashcard and say *look*.
- Ask children *What's this?*
- Help them to reply *It's a ...*
- Do this for the flashcards of all the objects children have learned.

### Look and listen

- Tell children to open their Student's Book at page 34.
- Hold up your book.
- Say *look* and point to the pictures.
- Point to the girl and the hen.
- Ask children what they are in Kurdish.
- Tell them they are going to listen to a story.
- Say *listen*.
- Play the CD (track 37).

#### CD script:

(picture 1)

*Azad:* Look. A girl.

*Foxy:* Hello.

(picture 2)

*Azad:* It's Naza.

*Naza:* Hello.

(picture 3)

*Foxy:* What's this?  
(picture 4)

*Naza:* It's a hen.

*Foxy:* A hen. Good!

- Hold up your book.
- Point to the pictures as you listen.
- Play the CD again.
- Tell children to point to the correct picture as they listen.
- Go round the class to check they are pointing to the correct pictures.

### Listen and clap

- Play CD track 38.
- Tell children to clap with the clapping on the CD.

#### CD script:

*g g g*

*girl*

*h h h*

*hen*

- Say the sound *g g g*.
- Tell children to say *girl*.
- Say *girl*.
- Tell children to say the sound *g g g*.
- Say the sound *h h h*.
- Tell children to say *hen*.
- Say *hen*.
- Tell children to say the sound *h h h*.

### Activity Book

#### Point and say

- Tell children to open their Activity Book at page 32.
- Hold up your book.
- Say *look* and point to the picture of a hen.
- Ask *What's this?*
- Children reply *It's a hen*.
- Do this for all the pictures.
- Divide the class into pairs.
- Tell children to take it in turns to ask *What's*

# Unit 10

*this?* and to answer *It's a ...*

- Go round the class to check that they are naming the objects correctly.

## Match and say

- Point to the numbers at the bottom of the page.
- Tell children to point and count *one, two, three, four, five*.
- Point to the pictures of dots.
- Tell children to point and count, e.g. *one, two, three, four, five*.
- Point to the line between the number *one* and the picture of one dot.
- Tell children to join the other numbers to the correct pictures.
- Go round the class to check they are joining the numbers to the pictures correctly.

## Unit 10 Lesson 2

**Aims:** practising tracing the shape of the letters *g* and *h*; practising writing the letters by themselves and then in the words *girl* and *hen*; practising saying the letters they have learned so far; matching initial letters to pictures of objects

**New language:** *girl, hen*, letters *a, b, c, d, e, f, g, h*

**You need:** flashcards of apple, bag, cat, duck, egg, fig, girl, hen; flashcards of letters *a, b, c, d, e, f, g, h*; Student's Book p35; Activity Book p33

## Starter

- Ask a child to greet other children in the class *hello (name)*.
- Other children reply *hello (name)*.
- Hold up flashcards of objects.
- Ask *What's this?*

- Children reply *It's a ...*
- Hold up the flashcards of letters.
- Children say the sound of the letter, e.g. *b b b*.

## Look and point

- Tell children to open their Student's Book at page 35.
- Hold up your book.
- Say *look* and point to the big letter *g*.
- Trace the letter with a finger. Form it as shown on page 8 of the Teacher's Book. Begin at the dot and follow the arrows.
- Tell children to trace the letter with their finger.
- Tell children to trace inside the two outside lines.
- Do the same for the letter *h*.
- Point to the picture of the girl and say *girl*.
- Tell children to repeat the word *girl* after you.
- Tell children to trace with their finger round the letter *g* in the word *girl*.
- Check that they are tracing it correctly and in the correct direction.
- Do the same for the letter *h*.

## Play and say

- Point to the picture of the children and the flashcards on the table.
- Put the letter flashcards on the table.
- Hold up a flashcard, e.g. *g*.
- Tell children to say the word for that letter, e.g. *girl*.
- Do the same with the other letter flashcards.
- Say *come here (name)* to two children.
- Tell one child to pick up a letter flashcard.
- Tell the other child to say the word that begins with that letter, e.g. *egg*.
- Tell them to take it in turns to pick up the flashcards and say the words.
- Do this with several other pairs of children.

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## Activity Book

### Trace

- Tell children to open their Activity Book at page 33.
- Point to the large letter *g* and tell children to trace the letter with their pencils.
- Point to the first letter *g* on the line.
- Hold up your book and trace the letter *g*.
- Tell children that the 'tail' of the *g* goes under the line.
- Tell them to trace the other letters with their pencils.
- Go round to check that they are tracing the tail of the *g* under the line.
- Point to the picture of the girl.
- Point to the word *girl* and tell them that this is the English word for *girl*.
- Tell them trace with their pencil round the letter *g* in the words.
- Go round to check that they are writing the letter correctly.
- Do the same for the letter *h*.

### Match and circle

- Point to the pictures on the left of the page and the letters on the right.
- Tell children to say the word for each picture, e.g. *girl*, *hen*, *fig*.
- Point to the picture of the girl.
- Tell children to say the sound *g g g*.
- Tell them to find the letter *g* on the right and to circle it.
- Tell them to do this for each letter *g* they find.
- Do the same with the other pictures and letters.
- Go round the class to check children are circling the correct letters.

### Box 13: Writing letters in the correct position

In English it is very important to write letters in the correct position on the line.

We write some letters on the line, e.g. *a*, *c*, *e*.

We write some letters above the line and on the line, e.g. *b*, *d*, *f*, *h*.

We write some letters on the line and under the line, e.g. *g*.

a b c d e f g h

## Unit 10 Lesson 3

**Aims:** singing a song to teach *come here*; matching numerals to pictures of objects to practise counting

**Language used:** *come here*; numbers 1–5

**You need:** flashcards of four children: Naza, Azad, Rose and Max; Student's Book p36; CD track 39; Activity Book p34

### Starter

- Greet individual children *hello (name)*.
- Children reply *hello (name)*.
- Put the flashcards on your table.
- Hold up a flashcard of one of the characters, showing the picture.
- Children say the character's name, e.g. *Naza*.
- Do this for all the characters.
- Say *come here (name)* to a child.
- Tell the child to hold up a flashcard.
- Children say the name of the character on the flashcard.

### Listen and sing

- Tell children to open their Student's Book at page 36.



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- Hold up your book.
- Say *look* and point to one of the characters.
- Children say the name of the character.
- Do this for all the characters.
- Divide the class into pairs.
- Tell children to point to a character in the picture and to say the character's name.
- Go round to check they are naming the characters correctly.
- Tell children they are going to sing a song about the characters.
- Say *listen* and play the CD (track 39).

## CD script:

*Come, come, come.*

*Come here and sing a song.*

*Naza, Azad, Naza, Azad,*

*Come here and sing a song.*

*Come, come, come.*

*Come here and sing a song.*

*Rose, Max, Rose, Max,*

*Come here and sing a song.*

- Play the CD again.
- Tell children to sing the song with the CD.
- Tell children to try to sing the song without the CD.
- Say *come here (name)* to two children.
- Tell them to say their names.
- Sing the song again, but use the names of the two children, e.g. *(name) and (name), (name) and (name), Come here and sing a song.*
- Tell the children at the front of the class to sing the song.
- This time they choose the names of two more children.
- Those two children come to the front of the class.
- The four children at the front of the class sing the song again.
- The song continues until there are about ten children at the front of the class.

- Point to the group of children at the front of the classroom.
- Tell the class to count the girls: *one, two, three ...*

## Activity Book

### Circle and match

- Tell children to open their Activity Book at page 34.
- Hold up your book.
- Say *look* and point to the picture of the three girls.
- Tell children to count the girls: *one, two, three.*
- Do the same for the other pictures.
- Point to the numbers at the bottom of the page.
- Tell children to point to each number and to say its name, e.g. *one, two, three ...*
- Point to the line between the number 3 and the picture of the three girls.
- Point to the number 3 and tell children to count *one, two, three.*
- Point to the picture and tell children to count the girls: *one, two, three.*
- Explain that they should match the numbers at the bottom of the page with the same number of objects in the pictures.
- Point to the number 1.
- Tell children to find a picture with one object in it.
- Children point to the picture of one bag.
- Tell children to draw a line between the number 1 and the picture of the bag.
- Tell children to do the same with the other numbers and the other pictures.
- Tell them that there is sometimes more than one picture with the same number of objects.
- Go round the class to check they are joining the numbers and pictures correctly.

# Unit II

## Unit II Lesson I

**Aims:** recognising and saying the letters *i* and *j*; introducing the words *ice cream* and *juice* in a simple story; practising giving and taking and saying *thank you*; listening and matching words; matching words to their initial letters

**New language:** *ice cream, juice*

**You need:** flashcards of objects learned so far: apple, bag, cat, duck, egg, fig, girl, hen; Student's Book p37; CD tracks 40–42; Activity Book p35

### Starter

- Ask a child to greet children in the class *hello (name)*.
- Children reply *hello (name)*.
- Hold up one of the flashcards.
- Tell children to say the word for the object in the flashcard, e.g. *egg*.
- Do the same with all the flashcards.

### Look and listen

- Tell children to open their Student's Book at page 37.
- Hold up your book.
- Point to the pictures of the ice cream and the juice and say *look*.
- Ask children to say what these objects are in Kurdish.
- Tell children they are going to listen to the story in the pictures.
- Cup your hand behind your ear, say *listen* and play the CD (track 40).
- As you listen, hold up your book and point to the pictures.

#### CD script:

(picture 1)

*Max:* Hello Foxy. Ice cream or juice?

*Foxy:* Ice cream, please.

(picture 2)

*Foxy:* Two ice creams, please.

(picture 3)

*Foxy:* Thank you, Max!

(picture 4)

*Foxy:* Goodbye Max.

*Max:* Foxy!

- Listen to the CD again.
- Tell children to point to the correct picture as they listen.
- Go round the class to check that they are pointing to the correct picture.

### Listen and clap

- Play CD track 41.
- Tell children to clap with the clapping on the CD.

#### CD script:

*i i i*

*ice cream*

*j j j*

*juice*

- Say the sound *i i i* (the same sound as on the CD, see note below).
- Children say *ice cream*.
- Say *ice cream*.
- Children say the sound *i i i*.
- Say *ice cream*.
- Say the sound *j j j*.
- Children say *juice*.
- Say *juice*.
- Children say the sound *j j j*.

**Note:** There are two sounds for the letter *i* in English: /i/ as in *insect* and /ai/ as in *ice cream*. The sound for the letter *i* in *ice cream* is made up of two sounds /a/ and /i/ – /ai/. We are using the word *ice cream* in this book because it is a word that interests children. Other words that begin with the /i/ sound (e.g. *insect, ink*) are not so interesting for children to learn at this stage of English.

# Unit II

## Activity Book

### Listen and tick

- Tell children to open their Activity Book at page 35.
- Hold up your book.
- Say *look* and point to the four pictures.
- Tell children to listen and to tick the correct picture.
- Say *listen* and play CD track 42.

### CD script:

*Hello. No. Thank you. Goodbye.*

- Children listen and tick the correct picture.
- Go round to check they are ticking the correct pictures.

### Match

- Point to the letters and the pictures below them.
- Point to the line between the letter *c* and the picture of the cat.
- Tell children to draw lines between the letters and the pictures of objects that begin with the letters, e.g. *d* and *duck*.
- Go round to check children are matching the letters and pictures correctly.

## Unit II Lesson 2

**Aims:** practising tracing the shape of the letters *i* and *j*; practising writing the letter by itself and then in the words *ice cream* and *juice*; matching initial letters to words

**Language used:** *ice cream, juice*, letters *a, b, c, d, e, f, g, h, i, j*

**You need:** flashcards of objects learned so far: apple, bag, cat, duck, egg, fig, girl, hen, ice cream, juice; Student's Book p38; Activity Book p36

## Starter

- Greet children *hello*.
- Children reply *hello (name)*.
- Say *stand up*.
- Stand with your back to the class.
- Draw the letter *a* in the air.
- Tell children to do the same.
- Do the same for all the letters children have learned so far (a–h).

## Look and point

- Tell children to open their Student's Book at page 38.
- Hold up your book.
- Say *look* and point to the big letter *i*.
- Stand with your back to the class.
- Trace the letter *i* in the air with your right hand.
- Say *stand up*.
- Tell them to trace the letter *i* in the air with their right hand.
- Say *sit down*.
- Hold up your book.
- Trace the letter with a finger. Form it as shown on page 8 of the Teacher's Book. Begin at the dot and follow the arrows.
- Tell children to trace the letter with their finger.
- Tell children that they should trace inside the two outside lines.
- Go round to check they are forming the letter properly.
- Point to the picture of an ice cream and say *ice cream*.
- Tell children to say *ice cream* after you.
- Do the same with the letter *j* and the word *juice*.

## Play and say

- Say *look* and point to the picture.
- Tell them that the two children in the picture are playing a game.
- Tell them that they are also going to play a

# Unit II

game.

- Hold up one of the flashcards of the objects learned so far.
- Tell children to say the word, e.g. *egg*.
- Do the same for all the flashcards for words they have learned.
- Choose four of the flashcards and show them to the children, e.g. *bag, duck, fig, juice*.
- Say *come here (name)* to a child.
- Take one of the flashcards and hide it behind your back without the child seeing.
- Say to the child *What's this?*
- Tell the child to guess what the flashcard is and say, e.g. *It's a ...*
- Do the same using other children and using all the four flashcards.
- Say *come here (name)* to two children.
- Tell them to play the game in the same way.

## Activity Book

### Trace

- Tell children to open their Activity Book at page 36.
- Hold up your book.
- Point to the large letter *i* and tell children to trace the letter with their pencils.
- Point to the first letter *i* on the first line and tell children to trace with their finger.
- Tell children to trace the other letters with their pencils.
- Go round to check that they are forming the letters correctly.
- Point to the picture of the ice cream and explain to children that this is the English word for *ice cream*.
- Tell them to trace round the letter *i* in the words with their pencil.
- Tell them not to trace the other letters.
- Go round to check that they are forming the letter correctly.
- Do the same for the letter *j* and the word *juice*.

### Match

- Point to the letters and pictures at the bottom of the page.
- Point to the line between the letter *a* and the picture of the apple.
- Say the sound *a a a*.
- Tell children to say *apple*.
- Tell them that the word *apple* begins with the sound *a*.
- Tell them to join the other letters and pictures with lines in the same way.
- Go round the class to check that they are drawing the lines between the correct letters and pictures.
- At the end of the lesson say *goodbye*.
- Children reply *goodbye (name)*.

#### Box 14: The importance of playing games

In this book the children play many games.

Children enjoy playing games.

If you enjoy something, you remember it.

Playing games helps them to practise the new words they are learning.

## Unit II Lesson 3

**Aims:** recognising objects and saying words they have learned; playing a game to practise saying these words; listening to and matching numbers and words; matching numbers and dots

**Language used:** *apple, bag, cat, duck, egg, fig, girl, hen, ice cream, juice, numbers 1–5*

**You need:** flashcards of all the words learned so far; Student's Book p39; CD track 43; Activity Book p37

# Unit II

## Starter

- Greet children *hello*.
- Children reply *hello (name)*.
- Put the flashcards on your table.
- Say *come here (name)* to a child.
- Tell the child to take one of the flashcards and hold it up.
- Children say the word for the object on the flashcard, e.g. *duck*.
- Do this for all the flashcards.

## Play

- Tell children to open their Student's Book at page 39.
- Hold up your book.
- Say *look* and point to the picture of the children holding the flashcards.
- Tell children that they are going to play a game.
- Take two flashcards and hold them so that the class can see the pictures.
- Begin to say: *Fig, apple, Fig, apple, fig, apple ...*
- Tell children to say it with you.
- When you reach the end of the song hold up one of the flashcards, e.g. *bag*.
- Children complete the song by saying the word *bag*: *Fig, apple, Fig, apple, fig, apple ... bag*.
- Tell children to repeat the song again.
- This time hold up your other flashcard, e.g. *girl*.
- Children complete the song by saying the word *girl*: *Fig, apple, Fig, apple, fig, apple ... girl*.
- Say *come here (name)* to five children.
- Give each child two flashcards in any order, e.g. *duck* and *girl*, *egg* and *fig*.
- Tell them to stand in a line facing the class.
- Tell them to hold the flashcards in their hands so that the class can see them.
- Begin the song again.
- At the end of the song the first child holds up their first flashcard, e.g. *duck*.

- Children complete the song by saying the word *duck*. *Fig, apple, Fig, apple, fig, apple ... duck*.
- Continue the song in this way.
- Each time children reach the end of the song, the next child in the row at the front of the class holds up their next flashcard.
- Continue until all the flashcards have been used up.
- Choose ten more children to come to the front of the class.
- Begin the song again.

## Activity Book

### Listen and circle

- Tell children to open their Activity Book at page 37.
- Hold up your book.
- Say *look* and point to the three rows of pictures.
- Tell them they are going to listen to the CD and circle the corresponding picture.
- For example, if they hear *two ice creams* they circle the picture of two ice creams.
- Say *listen*.
- Play the CD (track 43).

### CD script:

*Four ice creams*

*Three girls*

*Five ducks*

- Go round to check that children are circling the correct pictures.

### Match

- Point to the numbers and to the pictures of dots.
- Tell children to match the numbers to the number of dots in the pictures.
- Point to the line from the number 1 to the picture of one dot.
- Tell them to join the numbers to the correct number of dots in the same way.
- Go round to check they are matching the correct numbers and pictures.

# Unit 12

## Unit 12 Lesson 1

**Aims:** recognising and saying the letters *k*, *l* and *m*; introducing the words *kite*, *lion* and *mouse* in a simple story; listening and matching numbers and words; tracing patterns to practise pencil control and writing from left to right

**New language:** *kite*, *lion*, *mouse*, letters *k*, *l*, *m*

**You need:** Student's Book p40; CD tracks 44–46; Activity Book p38

### Starter

- Greet several children individually *hello (name)*.
- Children reply *hello (name)*.
- Say *I'm (name)*.
- Tell children to introduce themselves in the same way, *I'm (name)*.
- Do this with several children.
- Divide the class into pairs.
- Tell children to introduce themselves to their partner in the same way.
- Go round to check they are introducing themselves correctly.

### Look and listen

- Tell children to open their Student's Book at page 40.
- Hold up your book.
- Say *look* and point to the pictures.
- Tell them they are going to listen to the story.
- Say *listen* and play the CD (track 44).
- Hold your book up and point to the pictures as you listen.

#### CD script:

(picture 1)

Mouse: *Hello, I'm Mouse.*

Foxy: *Hello, Mouse. I'm Foxy.*

(picture 2)

Foxy: *Look, Mouse. A kite.*

(picture 3)

Mouse: *Yes, a kite.*

(picture 4)

Foxy: *And a lion!*

Mouse: *Eeek!*

- Play the CD again and tell children to point to the correct picture.
- Check that children are pointing to the correct picture.

### Listen and clap

- Play CD track 45.
- Tell children to clap with the clapping on the CD.
- Tell them to repeat the sounds and words they hear.

#### CD script:

*m m m*

*mouse*

*k k k*

*kite*

*l l l*

*lion*

### Activity Book

#### Listen and match

- Tell children to open their Activity Book at page 38.
- Hold up your book.
- Say *look* and point to the pictures and the numbers below them.
- Say *listen* and tell them to join the picture and the number they hear with a line.
- Play the CD (track 46).

#### CD script:

*ice cream – three*

*hen – one*

*duck – five*

*bag – two*

*juice – four*

- Go round to check that they are joining the correct picture to the correct number.



# Unit 12

## Trace

- Point to the pictures and patterns at the bottom of the page.
- Point to the picture of the frog and the picture of the pond in the first line.
- Ask children to show you how a frog moves (*it jumps*).
- Tell them that the frog wants to jump to the pond.
- Tell them to trace along the patterns with their finger.
- Tell them to take their pencil.
- Check they are holding it correctly and sitting in the correct position for writing.
- Tell them to trace along the line from the frog to the pond with their pencil.
- Go round to check they are doing this correctly.
- Do the same with the patterns from the grasshopper to the grass, from the bird to the nest and from the mouse to the cheese.

## Unit 12 Lesson 2

**Aims:** practising tracing the shapes of the letters *k, l, m*; practising writing the letter by itself and then in the words *kite, lion* and *mouse*

**Language used:** letters *k, l, m, kite, lion, mouse*

**You need:** Student's Book p41; Activity Book p39

## Starter

- Greet children *hello*.
- Children reply *hello (name)*.
- Stand with your back to the class.
- Trace the letter *a* in the air with your right hand.
- Say *stand up* and tell children to trace the letter.
- Do this for all the letters children have learned

so far.

- Say *come here (name)* to two children.
- Tell one child to trace a letter on the back of the other child with their finger.
- Tell the other child to say the letter sound, e.g. *h*.
- Divide the class into pairs.
- Tell children to take it in turns to trace letters on their friend's back with their finger and to say the letter sound.
- Go round to check that children are tracing and guessing correctly.

## Look and point

- Tell children to open their Student's Book at page 41.
- Hold up your book.
- Say *look* and point to the big letter *k*.
- Trace the letter with your finger. Form it as on page 8 of the Teacher's Book. Begin at the dot and follow the arrows.
- Stand with your back to the class.
- Trace the letter *k* in the air with your right hand.
- Tell children to trace the letter in the air.
- Tell children to trace the letter *k* in their books with their finger.
- Tell children to trace inside the two outside lines.
- Go round the class to check that they are tracing the letter correctly.
- Point to the picture of the kite and say *kite*.
- Tell children to repeat *kite* after you.
- Tell children to trace with their finger round the letter *k* in the word *kite*.
- Check that they are forming the letter correctly.
- Do the same for the other two letters and words, *l* and *lion* and *m* and *mouse*.
- Tell children that they have learned how to write half the alphabet in English.
- Point to the letters *a–m* at the bottom of the page.



# Unit 12

- Point to each letter and say the sound, e.g. *c c c*.
- Ask individual children to point to the letters and say the sounds.

## Activity Book

### Trace

- Tell children to open their Activity Book at page 39.
- Hold up your book.
- Say *look* and point to the big letter *k*.
- Tell children to trace the letter with their pencil.
- Point to the lines of the letter *k*.
- Tell children to trace the letters with their pencil.
- Go round to make sure they are tracing the letters correctly.
- Do the same for the letters *l* and *m*.
- For each of these two letters, children
  - trace the big letter with their pencil
  - trace the letter on the lines.

### Trace

- Point to the picture of the kite.
- Explain that this is the English word for *kite*.
- Tell them to trace with their pencil round the letter *k* in the words.
- Tell them not to trace the other letters.
- Go round to check that they are tracing the letter correctly.
- Do the same for the letter *l* and the word *lion* and the letter *m* and the word *mouse*.
- For each of these letters and words, children
  - trace round the first letter in the words
  - do not trace the other letters.
- At the end of the lesson say *goodbye*.
- Children reply *goodbye (name)*.

### Box 15: Letters that begin above the line and end on the line

These English letters begin above the line and end on the line.

b f h k l

## Unit 12 Lesson 3

**Aims:** singing a song to practise new words children have learned; matching initial letters with words

**Language used:** all letters and words children have learned

**You need:** Student's Book p42; CD track 47; Activity Book p40

### Starter

- Greet children *hello*.
- Children reply *hello (name)*.
- Say *come here (name)* to a child.
- Tell them to stand with their back to the class.
- Tell them to trace a letter in the air with their right hand.
- Tell children to say the sound of the letter, e.g. *d d d*.
- Ask children to say the word beginning with the sound *d*, e.g. *duck*.
- Do this with several different children tracing different letters in the air.

### Listen and sing

- Tell children to open their Student's Book at page 42.
- Hold up your book.
- Say *look* and point to the pictures.
- Ask children to say the names of the objects in the picture, e.g. *bag*.
- Tell children they are going to sing a song.

# Unit 12

- Say *listen*.
- Play the CD (track 47).

## CD script:

*What's this? It's a kite.*

*What's this? It's a cat.*

*What's this? It's a bag.*

*What's this? It's a hen.*

*A kite, a cat, a bag, a hen.*

*What's this? It's a lion ... oh no!*

- Play the song again.
- Tell children to join in and sing with the CD.

## Activity Book

### Match

- Tell children to open their Activity Book at page 40.
- Hold up your book.
- Say *look* and point to the pictures.
- For each picture, ask children *What's this?*
- Children answer *It's a ...*
- Point to each letter.
- Children say the sound of the letter, e.g. *m m m*.
- Tell children to draw a line from each letter to the picture of the object that begins with the letter, e.g. *l – lion, g – girl*.
- Go round the class to check that they are joining the pictures to the correct letters.
- Ask individual children to hold up their books and point to a line they have drawn.
- Tell them to say the sound of the letter, e.g. *h*.
- Tell them to say the name of the object in the picture that begins with that letter, e.g. *hen*.
- Do this for all the letters and pictures.
- At the end of the lesson say *goodbye*.
- Children say *goodbye (name)*.

## Revision 4

**Aims:** revising all the words and letters learned so far

**Language used:** all words and letters learned so far

**You need:** flashcards of objects learned so far; Student's Book p43; Activity Book p41

### Starter

- Say *come here (name)* to a child.
- Tell them to greet individual children in the class *hello (name)*.
- Put the flashcards on your table.
- Say *come here (name)* to another child.
- Tell them to hold up a flashcard.
- Tell them to ask *What's this?*
- Children reply *It's a ...*
- Do this with different children for all the flashcards.

### Clap and say

- Tell children to open their Student's Book at page 43.
- Write the letter *c* on the board.
- Clap and say the sound *c c c*.
- Hold up the book.
- Say *look* and point to a letter in the book.
- Children clap and say the sound of the letter, e.g. *f f f*.
- Tell children to repeat the sound.
- Draw a cat and a fig and a duck on the board (or hold up flashcards for these words).
- Point to each.
- Ask children to put up their hands for the picture that matches the sound, e.g. *fig*.
- Do this for several more letters and sounds.
- Tell children that they are going to play a game.

# Unit 12

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- Say *look* and point to the pictures in the boxes in the book.
- Hold up a flashcard of an object.
- Tell children to point to the correct picture in their book.
- Do this for several more flashcards.
- Say *come here (name)* to another child.
- Give the child one of the flashcards.
- Ask them to say the word of the object on the flashcard.
- The children point to the picture of the object in their books.
- Do this with several other children.

## Activity Book

### Point and say

- Tell children to open their Activity Book on page 41.
- Hold up your book.
- Say *look*.
- Point to the picture.
- Point to an object in the picture.
- Tell children to say the name of the object, e.g. *fig*.
- Do this for all the objects in the picture.
- Say *come here (name)* to a child.
- Tell them to hold their book up so the children can see.
- Tell them to point to an object in the picture.
- Tell children to say the name of the object.
- Divide the class into pairs.
- Tell children to take it in turns in their pairs to point to an object and to say the word for the object.
- Go round the class to check that children are pointing to and saying the words correctly.

# Unit 13

## Unit 13 Lesson 1

**Aims:** recognising and saying the letters *n* and *o*; introducing the words *nut* and *orange* in a simple story; listening and matching words and picture; matching numbers and pictures

**New language:** *nut, orange*, letters *n* and *o*

**You need:** Student's Book p44; CD tracks 48–49; Activity Book p42

### Starter

- Greet children individually *hello (name)*.
- Children reply *hello (name)*.
- Tell children to open their Student's Book at page 41.
- Hold up your book.
- Say *look* and point to the letters of the alphabet at the bottom of the page.
- Point to each letter and say its sound, e.g. *e*.
- Tell children to point to the letters in their books.
- Tell them to repeat the sounds after you.
- Say the sounds of the letters one after the other from *a* to *m*, e.g. *a, b, c, d ...*
- Tell children to say the sounds of the letters.
- Ask individual children to say the sounds of the letters from *a* to *m*.

### Look and listen

- Tell children to turn to page 44 in their Student's Book.
- Hold up your book.
- Point to the pictures and say *look*.
- Point to an object or animal in the pictures that children already know.
- Ask *What's this?*
- Children answer *It's a ...*
- Tell children that they are going to listen to a story.
- Play the CD (track 48).

- Hold up your book and point to the pictures as you listen.

### CD script:

(picture 1)

*Hen: Hello, Mouse.*

*Mouse: Hello, Hen. Look! An orange.*

(picture 2)

*Hen: What's this?*

*Mouse: It's a nut. Look ...*

(picture 3)

*Mouse: One, two, three, four, five nuts.*

*Hen: Very good!*

(picture 4)

*Hen: Goodbye, Mouse. Goodbye.*

*Mouse: Goodbye ...*

- Play the CD again and tell children to point to the pictures.
- Play the CD several more times.
- Go round to check that children are pointing to the correct picture.

### Listen and clap

- Play CD track 49.
- Tell children to clap with the clapping on the CD.
- Tell them to repeat the sounds and words they hear.

### CD script:

*o o o*

*orange*

*n n n*

*nut*

- Tell children to point to the letters and pictures as they listen and repeat.

### Activity Book

#### Listen and point

- Tell children to open their Activity Book at page 42.
- Say *look* and point to the pictures.
- Explain that they are the same pictures as in the Student's Book, but they are not in the correct order.

# Unit 13

- Tell children that they will listen to the story.
- Tell them to point to the correct picture as they listen.
- Say *listen*.
- Play CD track 48 again.
- Go round the class to check that children are pointing to the correct picture.
- Play the CD again.
- Tell children to hold up their books.
- Tell them to point to the correct picture.
- Check that all children are pointing to the correct picture.

## Match and say

- Point to the numbers and the dots at the bottom of the page.
- Hold up your book.
- Say *look* and point to the numbers.
- Ask children to say them after you.
- Tell children to count the dots.
- Tell them to draw a line between each number and the correct number of dots.

## Unit 13 Lesson 2

**Aims:** practising tracing the shapes of the letters *n* and *o*; practising writing the letters by themselves and in the words *nut* and *orange*; playing a game to practise saying the words *nut* and *orange*; practising saying the sounds of the letters *m*, *n*, *o* in the alphabet; recognising the shapes of the letters *n* and *o*

**Language used:** *nut*, *orange*, letters *a* to *o*

**You need:** a nut; an orange; flashcards of *nut* and *orange* and letters *n* and *o*; Student's Book p45; Activity Book p43

## Starter

- Say *come here (name)* to a child.
- Tell them to greet individual children *hello (name)*.
- Individual children reply *hello (name)*.
- Hold up the picture of the nut.
- Tell children to clap and say *nut*.
- Hold up the flashcard of the letter *n*.
- Tell children to clap and say the sound *n n n*.
- Hold up the flashcard of the orange.
- Tell children to clap and say *orange*.
- Hold up the flashcard of the letter *o*.
- Tell children to clap and say the sound *o o o*.
- Repeat this several times, changing the order of the flashcards.

## Look and point

- Tell children to open their Student's Book at page 45.
- Say *look* and point to the big letter *n*.
- Hold up your book and trace the letter with your finger. Form it as shown on page 9 of the Teacher's Book. Begin at the dots and follow the arrow.
- Do this several times.
- Tell children to trace the letter with their finger.
- Stand with your back to the class.
- Trace the letter in the air with your right hand.
- Tell children to stand up.
- Tell them to trace the letter in the air with their right hand.
- Point to the picture of a nut.
- Tell children to repeat *nut* after you.
- Tell children to trace the letter *n* in the word *nut* with their finger.
- Write the letter on the board.
- Say *come here (name)* to a child.
- Tell them to write the letter *n* on the board.
- Do the same with the letter *o*.

# Unit 13

## Play and say

- Point to the picture of the children playing a game.
- Tell children that they are also going to play a game.
- Say *come here (name)* to six children.
- Tell them to stand in a circle.
- Give a nut to one child and an orange to the child standing next to him/her.
- Practise passing the nut from one child to another.
- As they pass it, each child says *nut*.
- Do the same with the orange.
- Tell children to pass the nut in an anticlockwise direction.
- At the same time, tell children to pass the orange in a clockwise direction.
- Tell children to say *nut* when they are holding the nut.
- Tell them to say *orange* when they are holding the orange.
- Children pass the nut and the orange at the same time.
- Repeat the game with another six children.
- Point to the letters of the alphabet at the bottom of the page.
- Say the sound of each letter, *a, b, c ...*
- Tell children to repeat the sounds after you.
- Ask individual children to say all the sounds of the letters by themselves.

## Activity Book

### Trace

- Tell children to open their Activity Book at page 43.
- Hold up your book.
- Say *look* and point to the large letter *n*.
- Tell children to trace the letter with their pencil.
- Point to the rows of the letter *n*.

- Tell children to trace the letters with their pencil.
- Go round to check they are forming the letter correctly.
- Point to the word *nut* and explain that this is the English word for *nut*.
- Tell children to trace the letter *n* in the words with their pencil.
- Tell them not to trace the other letters in the word.
- Go round to check that they are tracing the letters correctly.
- Do the same for the letter *o*.

### Circle

- Tell children to look at the letters *n* and *o* on the left of the page.
- Point to the rows of letters beside these letters.
- Tell children to say the sounds of the letters *n* and *o*.
- Tell children to say the sounds of the letters in the rows, e.g. *o, a, e ...*
- Point to the letter *o* on the left.
- Tell children to find each letter *o* in the row on the right and circle them.
- Tell them to do the same with the letter *n*.
- Go round the class to check that they are circling the correct letters.

# Unit 13

## Unit 13 Lesson 3

**Aims:** singing a song to practise the new words and words already learned and numbers 1–5; listening and recognising words; counting numbers of objects

**Language used:** words already learned, numbers 1–5

**You need:** fifteen small pebbles or beans; Student's Book p46; CD tracks 50–51; Activity Book p44

### Starter

- Greet children *hello*.
- Children reply *hello (name)*.
- Put the pebbles or beans in piles of one, two, three, four and five on your table.
- Say *look*.
- Hold up the piles of pebbles one by one.
- Count the pebbles in each pile, e.g. *one, two ...*
- Say *come here (name)* to a child.
- Tell them to pick up the first pile and count the pebbles: *one*.
- Tell them to pick up the second pile and count the pebbles: *one, two*.
- Tell them to do the same for the other piles of pebbles.
- Do the same with other children.

### Listen and sing

- Tell children to open their Student's Book at page 46.
- Hold up your book.
- Say *look* and point to the picture on the page.
- Point to objects in the picture that pupils know.
- Tell pupils to say the words for these objects, e.g. *apple, nut, orange, fig*.
- Point to the characters in the picture.
- Tell children to say their names, e.g. *Naza,*

*Azad, Max, Rose, Foxy.*

- Tell children they are going to sing a song.
- Say *listen*.
- Play the CD (track 50).

### CD script:

*Apples and oranges,*

*Nuts and figs.*

*One, two, three, four, five.*

*Look at the apples*

*One, two, three, four, five.*

*Look at the oranges*

*One, two, three, four, five.*

*Look at the nuts*

*One, two, three, four, five.*

*Look at the figs*

*One, two, three, four, five.*

*One, two, three, four, five.*

- Play the song again and tell children to sing along with the song.
- Tell them to point to the objects in the picture as they sing.
- Repeat this several times.
- Ask the children to sing the song without the CD.

### Activity Book

#### Listen and tick

- Tell children to open their Activity Book at page 44.
- Hold up your book.
- Say *look* and point to the pictures.
- Tell children to say the word for each picture, e.g. *nut, hen ...*
- Tell children that they are going to listen to words.
- Tell them to tick the box next to the picture of the word they hear.
- Say *listen*.
- Play the CD (track 51).



# Unit 13

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- Go round the class to check that children are ticking the correct picture.

## CD script:

*fig*

*mouse*

*ice cream*

## Point and say

- Tell children to look at the pictures at the bottom of the page.
- Hold up your book.
- Point to the figs in the picture.
- Tell children to say the word, e.g. *fig*.
- Tell them to count the number of figs, e.g. *one, two*.
- Do the same with the other pictures, first of all saying the word and then counting.
- Divide the class into pairs.
- Tell children to take it in turns to point and to say the word and count.
- Go round the class to check that they are saying the correct word.
- Check that they are counting correctly.

# Unit 14

## Unit 14 Lesson 1

**Aims:** introducing the letters *p* and *q* and the words *pen* and *queen* in a simple story; introducing the colours *red*, *green*, *blue* and *yellow*; matching numbers and pictures; matching letters and pictures

**New language:** *pen*, *queen*, *red*, *green*, *blue*, *yellow*, letters *p* and *q*

**You need:** objects that the children have already learned to show the colours *red*, *green*, *blue* and *yellow*, e.g. a blue bag, a red pen; pieces of paper coloured red, green, blue, yellow; Student's Book p47; CD tracks 52–54; Activity Book p45

### Starter

- Greet the children *hello*.
- Children reply *hello (name)*.
- Tell children to open their Student's Book at page 45.
- Point to the letters of the alphabet at the bottom of the page.
- Tell children to say the sounds of the letters all together, *a, b, c, d ...*
- Ask individual children to say the sounds of all the letters by themselves.

### Look and listen

- Tell children to turn to page 47 in their Student's Book.
- Hold up your book.
- Tell them to look at the pictures.
- Say *look* and point to objects and characters the children already know.
- Children say the words or the names of the characters, e.g. *bag*, *Max*.
- Tell them that they are going to listen to the story.
- Hold up the book and say *listen*.

- Play the CD (track 52).
- Point to the pictures as you listen to the CD.

### CD script:

(picture 1)

Foxy: *Four pens!*

(picture 2)

Max: *Red, green.*

(picture 3)

Foxy: *Blue, yellow.*

Max: *It's a girl.*

(picture 4)

Foxy: *No, Max. It's a queen!*

- Play the CD again.
- Tell children to point to the pictures as they listen.
- Do this several times.
- Hold up the red-coloured object. Say *red*.
- Tell children to repeat *red*.
- Hold up the red piece of paper and say *red*.
- Tell children to repeat *red*.
- Introduce the other colours, *green*, *blue* and *yellow* in the same way, using coloured objects and pieces of coloured paper.
- Hold up pieces of coloured paper again.
- Tell children to tell you the Kurdish word for each colour.
- Then tell them to say the English words for each colour again.

### Listen and clap

- Play CD track 53.
- Tell children to clap with the clapping on the CD.
- Tell them to repeat the sounds and the words on the CD.
- Tell them to point to the pictures as they listen and repeat.

### CD script:

*p p p*

*pen*

*qu qu qu*

*queen*

# Unit 14

## Activity Book

### Listen and match

- Tell children to open their Activity Book at page 45.
- Hold up your book.
- Say *look* and point to the numbers on the left.
- Tell children to say the numbers, *one, two ...*
- Point to the pictures on the right.
- Tell children to say the words for each object, e.g. *pen, queen, fig ...*
- Point to the line from number 1 to the picture of the queen.
- Say *listen*.
- Tell them to draw lines from the number they hear to the object they hear.
- Play the CD (track 54).
- Go round the class to check that children are drawing lines from the correct number to the correct picture.

#### CD script:

*one – queen*

*two – girl*

*three – pen*

*four – duck*

*five – fig*

### Match

- Tell children to look at the letters and pictures in column one.
- Tell them to say the sounds of the letters, e.g. *h, i, j*.
- Tell them to say the words in each picture, e.g. *juice, kite ...*
- Say *h* and tell children to point to the picture of the object that begins with *h*.
- Tell them to draw a line from *h* to the picture of the *hen*.
- Tell them to draw lines in the same way for the other letters and pictures.
- Tell them to do the same with the letters and pictures in the second column.

- Go round to check they are drawing the lines correctly.

## Unit 14 Lesson 2

**Aims:** practising tracing the shape of the letters *p* and *q*; practising writing the letter by itself and then in the words *pen* and *queen*; matching pictures to letters

**Language used:** *pen, queen*, letters *p* and *q*; words and letters already used

**You need:** flashcards of letters *b, d, g, p, q*; flashcards of *bag, duck, girl, pen* and *queen*; Student's Book p48; Activity Book p46

### Starter

- Greet the children *hello*.
- Children reply *hello*.
- Say *stand up*.
- Children stand up.
- Say *sit down*.
- Children sit down.
- Say *clap your hands*.
- Children clap their hands.

### Look and point

- Tell children to open their Student's Book at page 48.
- Hold up your book.
- Say *look* and point to the big letter *p*.
- Trace the letter with your finger. Form it as on page 9 of the Teacher's Book. Begin at the dot and follow the arrows.
- Do this several times.
- Stand with your back to the class.
- Trace the letter *p* in the air with your right hand.
- Say *stand up*.
- Tell children to trace the letter *p* in the air with their right hand.

# Unit 14

- Say *sit down*.
- Tell children to trace the letter in the book with their finger.
- Tell children to trace inside the two outside lines.
- Go round to check that children are doing this correctly.
- Tell children to point to the letter and say the sound *p p p*.
- Point to the picture of a pen and say *pen*.
- Tell children to repeat *pen* after you.
- Tell children to trace with their finger round the letter *p* in the word *pen*.
- Check that they are tracing this correctly.
- Do the same for the letter *q*.

## Play and say

- Hold up your book.
- Say *look* and point to the picture of the children.
- Point to each flashcard in the picture.
- Ask individual children to say the letter sound or the word on the flashcard, e.g. *p*, *bag* ...
- Put the flashcards for *b*, *d*, *g*, *p* and *q* in random order on your table.
- Say *come here (name)* to a child.
- Tell the child to hold up a flashcard and say the sound of the letter, e.g. *d d d*.
- Tell children to say the word that begins with that letter, e.g. *duck*.
- Tell the child to say *yes* if the word is correct and *no* if it is not correct.
- Tell the child to turn over the flashcard to show the picture, e.g. *duck*.
- Tell the class to clap if they say the word correctly.
- Tell the child to do this for all the flashcards.
- Ask another child to do the same.
- Show children the five picture flashcards.
- Put them on the table.
- Turn over four picture cards and show them to

the children.

- Then point to the last picture card and ask the class *What's this?*
- Children answer *It's ...*
- Point to the letters of the alphabet at the bottom of the page.
- Tell children to say the letter sounds after you.

## Activity Book

### Trace

- Tell children to open their Activity Book at page 46.
- Hold up your book.
- Say *look* and point to the large letter *p*.
- Tell children to trace the letter with their pencil.
- Tell children to trace the rows of the letter *p* with their pencil.
- Point to the picture of the pen.
- Point to the word *pen* and explain that this is the English word for *pen*.
- Tell them to trace the letter *p* in the words.
- Tell them not to trace the other letters.
- Go round to check they are forming the letters correctly.
- Do the same with the letter *q* and the word *queen*.

### Circle

- Point to the pictures of objects on the left and to the rows of letters on the right.
- Tell children to say the word for each picture, e.g. *bag*, *pen*, *girl*, *queen*.
- Point to the picture of the bag and to the row of letters on the right.
- Tell children to find the letter that *bag* begins with and to circle it.
- Go round the class to check that children have circled each letter *b*.
- Do the same for the other pictures and rows of letters.

# Unit 14

## Unit 14 Lesson 3

**Aims:** singing a song to practise the colours *red, yellow, green* and *blue*, the numbers 1–5 and *thank you*; listening and colouring

**Language used:** *red, yellow, green, blue, thank you, one, two, three, four, five*

**You need:** pieces of paper coloured *red, green, yellow, blue*; Student's Book p49; CD tracks 55–56; Activity Book p47

### Starter

- Greet children *hello*.
- Children reply *hello (name)*.
- Hold up the red paper.
- Say *red*.
- Tell children to say *yes* if that is correct and *no* if it is not.
- Children say *yes*.
- Hold up the *yellow* paper.
- Say *blue*.
- Children say *no*.
- Say *come here (name)* to two children.
- Tell them to play the game in the same way.

### Listen and sing

- Tell children to open their Student's Book at page 49.
- Hold up your book.
- Say *look* and point to the picture.
- Point to the bubbles and ask children to tell you the word for *bubble* in Kurdish.
- Ask them to tell you what the children are doing.
- Point to one of the bubbles.
- Say a colour, e.g. *blue*.
- Tell children to say *yes* if that is correct and *no* if it is not.
- Do the same with the other bubbles.
- Tell children they are going to sing a song.

- Say *listen*.
- Play the CD (track 55).

### CD script:

*Red, yellow, green, blue,  
One, two, one, two.*

*Red, yellow, green, blue,  
Thank you, thank you.*

- Tell children to sing the song with the CD.
- Do this several times.
- Divide the class into two.
- Ask half the class to sing the song.
- Then ask the other half of the class to sing it.

### Activity Book

#### Listen and colour

- Tell children to open their Activity Book at page 47.
- Hold up your book.
- Say *look* and point to a picture of a kite.
- Say *What's this?*
- Children reply *It's a kite*.
- Point to the numbers linked to the kites.
- Tell children to say the numbers.
- Children say *four, one, three, two, five*.
- Say *listen*.
- Play the CD (track 56).
- Pause the CD after every line.
- Tell children to colour the kites according to their numbers.

### CD script:

*One: Red. Red? Yes.*

*Two: Green, green.*

*Three: Blue. Blue? Yes, blue.*

*Four: Yellow. Yellow? Yes, good. Yellow.*

*Five: Red. Yes, red.*

*Listen. One is red, two is green, three is blue,  
four is yellow and five is red.*

- Play the CD again.
- Go round to check that the children have coloured the kites correctly.

# Unit 14

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## Colour

- Tell children to look at the picture of the big kite.
- Point to the four parts of the kite.
- Say *one, two, three, four*.
- Tell children to take their coloured pencils.
- Tell children to colour each part of the kite in a different colour.

# Unit 15

## Unit 15 Lesson 1

**Aims:** introducing the letters *r*, *s* and *t* and the words *rabbit*, *sock* and *tiger* in a simple story; revision of letters and words already learned

**New language:** *rabbit*, *sock*, *tiger*, letters *r*, *s* and *t*

**You need:** different numbers of objects, e.g. one orange, two eggs, three apples, four figs, five pens; Student's Book p50; CD tracks 57–58; Activity Book p48

### Starter

- Greet children *hello*.
- Children reply *hello (name)*.
- Say *sit down*.
- Put the objects into piles.
- Say *come here, please (name)* to a child.
- Point to the eggs, and say *count*.
- The child counts the eggs, *one, two*.
- Say *very good*.
- Do the same with the other objects.

### Look and listen

- Tell children to open their Student's Book at page 50.
- Say *look* and point to the pictures.
- Point to one of the children in the picture.
- Ask *Who's this?*
- Children reply, e.g. *It's Max*.
- Do the same for all the characters.
- Tell children that they are going to listen to the story.
- Say *listen*.
- Play the CD (track 57).
- Hold up the book and point to the pictures.

#### CD script:

(picture 1)

Max: *Hello, hello. A sock!*

(picture 2)

Max: *Two socks!*

Rose: *Very good!*

(picture 3)

Max: *A ... rabbit!*

(picture 4)

Rose: *A tiger!*

- Play the CD again.
- Tell children to listen and point to the pictures.
- Check that they are pointing to the correct pictures.

### Listen and clap

- Play CD track 58.
- Tell children to clap with the clapping on the CD.

#### CD script:

*r r r*

*rabbit*

*s s s*

*sock*

*t t t*

*tiger*

- Tell children to point to the pictures as they say the sounds and words.

### Activity Book

#### Trace

- Tell children to open their Activity Book at page 48.
- Hold up your book.
- Say *look* and point to the rows of letters.
- Show children that some letters, e.g. *c* and *a* are written on the line.
- Some letters, e.g. *d* and *b* are written on the line and then have a 'tail' that goes above the line.
- Some letters, e.g. *g*, *q* and *p* have 'tails' that go below the line.
- Tell them to trace the letters carefully.



# Unit 15

## Match

- Point to the letters.
- Tell children to say the sound of each letter, e.g. *k*, *l*, *m* ...
- Point to the pictures.
- Tell children to say the word for each picture, e.g. *pen*, *lion* ...
- Tell children to say the sound of a letter.
- Tell them to match the word, e.g. *k* – *kite*, *l* – *lion*.
- Ask one child to say a letter sound and another to say the word.

## Unit 15 Lesson 2

**Aims:** practising tracing the shapes of the letters *r*, *s* and *t*; practising writing the letters by themselves and then in the words *rabbit*, *sock* and *tiger*; matching initial letters with words

**Language used:** *rabbit*, *sock*, *tiger*, letters *r*, *s*, *t*

**You need:** flashcards of the letters children have learned so far; Student's Book p51; Activity Book p49

## Starter

- Greet individual children *hello (name)*.
- Children reply *hello (name)*.
- Say *sit down*.
- Hold up the letter flashcards in alphabetical order.
- Tell children to say the sound of each letter, e.g. *a*, *b*, *c*, *d* ...
- Say *come here (name)* to twenty children.
- Give each of them a flashcard of a letter.
- Tell them to stand across the front of the classroom in alphabetical order.
- The children say the sounds of the letters, beginning with *a* and ending with *t*.

- Do this several times.
- Tell the class to say the sounds of the letters by themselves, e.g. *a*, *b*, *c* ...

## Look and point

- Tell children to open their Student's Book at page 51.
- Hold up your book.
- Say *look* and point to the big letter *r*.
- Hold up your book and trace the letter with your finger. Form it as shown on page 9 of the Teacher's Book. Begin at the dot and follow the arrows.
- Do this several times.
- Stand with your back to the class.
- Trace the letter *r* in the air with your right hand.
- Say *stand up*.
- Tell children to trace the letter in the air with their right hand.
- Say *sit down*.
- Tell children to trace the big letter *r* in their book with their finger.
- Tell them to trace inside the two outside lines.
- Tell them that the letter *r* begins with a down stroke and then comes back up.
- Go round to check they are tracing it correctly.
- Point to the picture of a rabbit and say *rabbit*.
- Tell children to repeat *rabbit* after you.
- Tell children to trace the letter *r* in *rabbit* with their finger.
- Do the same for the letters *s* and *t* and the words *sock* and *tiger*.
- Tell children that the letter *t* does not start as high as the letter *h*.
- Tell them that it is the only letter that starts here.
- Point to the letters of the alphabet at the bottom of the page.
- Tell children to say the sounds of the letters together.
- Ask individual children to say all the sounds themselves.

# Unit 15

## Activity Book

### Trace

- Tell children to open their Activity Book at page 49.
- Hold up your book.
- Say *look* and point to the large letter *r*.
- Tell children to trace the letter with their pencil.
- Point to the two lines of the letter *r*.
- Tell children to trace them with their pencil.
- Go round to check they are tracing correctly, beginning with a down stroke.
- Do the same with the letters *s* and *t*.

### Match

- Point to the letters on the left.
- Ask individual children to say the sound of the three letters.
- Point to the pictures.
- Ask children to say the words for the objects in the pictures, e.g. *rabbit*, *sock*.
- Say the sound *t*.
- Tell children to point to the picture of the object that begins with this sound.
- Children point to the picture of the tiger.
- Do the same with the other letters and pictures.
- Divide the class into pairs.
- Tell children to take it in turns to say the sound of the letter and to point to the picture.
- Go round to check they are doing this correctly.

#### Box 16: Writing the letter t

The letter *t* begins above the line, lower than other letters that begin above the line.

It is the only letter that begins here.

b d f h t k l

## Unit 15 Lesson 3

**Aims:** singing a song to practise the colours *red*, *green*, *yellow*, *blue*; matching letters with objects

**Language used:** *sock*, *blue*, *green*, *red*, *yellow*, letters already learned

**You need:** pieces of paper coloured *red*, *green*, *blue*, *yellow*; Student's Book p52; CD track 59; Activity Book p50

### Starter

- Greet children *hello*.
- Children reply *hello (name)*.
- Hold up one of the coloured papers, e.g. *green*.
- Tell children to say the colour, e.g. *green*.
- Do the same for the other coloured papers.
- Say *come here (name)* to a child.
- Tell them to hold up one of the coloured papers.
- Children say the colour, e.g. *blue*.
- Do this with several other children.

### Listen and sing

- Tell children to open their Student's Book at page 52.
- Hold up your book.
- Say *look* and point to the picture.
- Point to Foxy and say *Who's this?*
- Children say *It's Foxy*.
- Do the same for *Mouse*.
- Ask children to say what Foxy and Mouse are doing.
- Point to a sock.
- Say *What's this?*
- Children say *It's a sock*.
- Point to the pictures on the socks.
- For each one ask *What's this?*
- Children say *It's a ...*

# Unit 15

- Point to a sock.
- Ask children to say the colour of the sock.
- Children say, e.g. *yellow*.
- Tell children that they are going to sing a song.
- Say *listen*.
- Play the CD (track 59).

## CD script:

*Sing a sock song,  
A red sock, a green sock,  
Sing a sock song.*

*Sing a sock song,  
A yellow sock, a blue sock,  
Sing a sock song.*

- Play the CD again.
- Tell children to sing with the song.
- Do this several times.
- Ask children to try to sing the song without the CD.

## Activity Book

### Match

- Tell children to open their Activity Book at page 50.
- Hold up your book.
- Say *look* and point to the pictures of socks.
- Point to the socks with letters on them.
- Tell children to say the sound of each of the letters, e.g. *n*, *k* ...
- Point to the socks with pictures on them.
- Tell children to say the words of the objects in the pictures, e.g. *nut*, *kite* ...
- Tell children to point to a sock with a letter and say the sound, e.g. *m*.
- Tell them to point to the sock with the picture that begins with the sound, e.g. *mouse*.
- Do this for the other letters and pictures.
- Go round to check that children are pointing to the correct letters and pictures.
- Divide the class into pairs.

- Tell one child to point to a sock with a letter and say the sound of the letter.
- Tell the other child to point to the sock with the picture that begins with the sound.
- Go round to check they are saying the sounds correctly and pointing to the correct pictures.

## Revision 5

**Aims:** revising colours, numbers, words and letters learned so far

**Language used:** *red, green, yellow, blue*, numbers 1–5, letters *a–t*, words beginning with the letters *a–t*

**You need:** Foxy puppet; Student's Book p53; CD track 60; Activity Book p51

## Starter

- Ask a child to greet individual children *hello (name)*.
- Children reply *hello (name)*.
- Hold up the Foxy puppet.
- Say *Foxy says stand up*.
- Children stand up.
- Say *Foxy says sit down*.
- Children sit down.
- Say *Foxy says come here (name)* to a child.
- Tell the child to come to the front of the class.
- Give the child the Foxy puppet.
- The child holds up the puppet.
- They say, e.g. *foxy says stand up* or *sit down*.
- Children do what Foxy says.
- Do the same with several other children.

## Listen and say

- Tell children to open their Student's Book at page 53.
- Hold up your book.

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- Say *look* and point to the boxes and pictures on the page.
- Point to the picture of an object.
- Say *What's this?*
- Children say *It's a ...*
- Point to the pictures of gestures, e.g. *come here, stand up*.
- Tell children to say the words for the gesture, e.g. *sit down, look ...*
- Point to the different colours of the rows of boxes.
- Tell children to say the words for the colours, e.g. *red, blue ...*
- Point to the numbers in the boxes.
- Tell children to say the words for the numbers, e.g. *one, two ...*
- Explain that they will hear a colour and a number, e.g. *green – one*.
- Tell them to look at the green row and to box 1 on the row.
- Tell them to say *girl*.
- Say *yellow – two*.
- Tell children to point to the box 2 on the yellow row.
- Tell them to say *stand up*.
- Say *listen*.
- Play CD track 60.

## CD script:

*green – one – girl.*

*blue – three – mouse.*

*red – four – sock.*

*yellow – two – Stand up.*

*green – four – nut.*

*blue – two – Sit down.*

*red – three – queen.*

*yellow – one – kite.*

*blue – one – Listen.*

*green – two – juice.*

*yellow – three – ice cream.*

*red – one – Come here.*

*red – two – pen.*

*green – three – look.*

*yellow – four – fig.*

*blue – four – lion.*

- Play the CD section by section.
- Tell children to answer before the answer on the CD.
- Point to column four.
- Tell a child to say all the pictures in column four, e.g. *It's a sock, It's a lion ...*
- Do the same with the other columns.
- Divide the class into pairs.
- Tell children to take it in turns to say a colour and a number and to answer.
- Check they are doing this correctly.

## Activity Book

### Find, tick and colour

- Tell children to open their Activity Book at page 51.
- Hold up your book.
- Say *look* and point to the picture.
- Point to an object in the picture.
- Tell children to say the word for the object.
- Tell them to find the letter for the object at the bottom of the page.
- Tell them to tick the box by the letter.
- Tell them to colour the object.
- Tell them to do this for all the objects and letters.

# Unit 16

## Unit 16 Lesson 1

**Aims:** introducing the letters *u* and *v* and the words *umbrella* and *vase* in a simple story; tracing patterns to help with the formation of the letters *u* and *v*

**New language:** *umbrella*, *vase*, letters *u* and *v*

**You need:** Student's Book p54; CD tracks 61–62; Activity Book p52

### Starter

- Say *stand up (name)*.
- A child stands up.
- Say *hello (name)*.
- Child replies *hello (name)*.
- Say *sit down (name)*.
- Child sits down.
- Do the same with other children.

### Look and listen

- Tell children to open their Student's Book at page 54.
- Hold up your book.
- Say *look* and point to the pictures.
- Point to an object in a picture, e.g. a fig.
- Say *What's this?*
- Children say *It's a fig*.
- Do the same for other objects in the pictures.
- Tell children they are going to listen to the story.
- Say *listen* and play the CD (track 61).
- Hold up your book and point to the pictures as children listen.

#### CD script:

(picture 1)

Rose: *Oh, Foxy. Look!*

(picture 2)

Foxy: *An umbrella!*

Rose: *Thank you, Foxy.*

(picture 3)

Foxy: *One, two, three.*

(picture 4)

Rose: *Oh! A vase ...*

Foxy: *Oh, thank you.*

- Play the CD again.
- Tell children to point to the pictures as they listen.

### Listen and clap

- Play CD track 62.
- Tell children to clap with the clapping on the CD.

#### CD script:

*u u u*

*umbrella*

*v v v*

*vase*

- Tell children to point to the pictures as they clap and say them.

### Activity Book

#### Listen and point

- Tell children to open the Activity Book at page 52.
- Say *look* and point to the pictures.
- Tell children that the pictures are the same as in the Student's Book.
- Tell them that the pictures are not in the correct order.
- Say *listen*.
- Tell them to listen to the words and point to the correct picture.
- Play CD track 61 again.
- Check that they are pointing to the correct picture.

### Trace

- Tell children to look at the pictures and the patterns.
- Point to the pictures and ask children what the objects are in Kurdish.
- Explain that all these objects move up and down on the waves or in the wind.

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- Point to the ship.
- Tell them to trace the waves with their pencil.
- Tell them to follow the lines carefully.
- Go round to check they are tracing well.
- Do the same for the other pictures and patterns.

## Box 17: Vowels and consonants

There are five *vowels* in English: *a, e, i, o, u*.

All the other letters are called *consonants*.

We use *an* before a *vowel*, e.g. *What's this? It's an apple. It's an egg.*

We use *a* before a *consonant*, e.g. *What's this? It's a bag. It's a fig.*

## Unit 16 Lesson 2

**Aims:** practising tracing the shapes of the letters *u* and *v*; practising writing the letters by themselves and in the words *umbrella* and *vase*; revising the numbers 1–5 and introducing the new numbers 6 and 7

**Language used:** *umbrella, vase*, letters *u* and *v*; numbers 1–7

**You need:** flashcards of numbers 1–7; five small pebbles or beans; Student's Book p55; Activity Book p53

### Starter

- Greet children *hello*.
- Children reply *hello (name)*.
- Put five pebbles or beans on your table.
- Say *come here (name)* to a child.
- Tell the child to count the pebbles/beans, *one, two, three ...*
- Do the same with several other children.

### Look and point

- Tell children to open their Student's Book at page 55.
- Hold up your book.
- Say *look* and point to the big letter *u*.
- Trace the letter with your finger. Form it as shown on page 9 of the Teacher's Book. Begin at the dot and follow the arrows.
- Do this several times.
- Stand with your back to the class.
- Trace the letter *u* in the air with your right hand.
- Say *stand up*.
- Tell children to trace the letter *u* in the air with their right hand.
- Say *sit down*.
- Tell children to trace the big letter *u* in their book with their finger.
- Check that they are forming the letter correctly.
- Point to the picture of the umbrella and say *umbrella*.
- Tell children to repeat *umbrella*.
- Tell children to trace the letter *u* in the word *umbrella* with their finger.
- Check that they are tracing correctly.
- Do the same for the letter *v* and the word *vase*.

### Play and say

- Point to the picture of the children holding flashcards of the numbers 1–7.
- Tell children to say the numbers 1–5.
- Point to the number 6.
- Say *six*.
- Tell children to repeat *six*.
- Point to the number 7.
- Say *seven*.
- Tell children to repeat *seven*.
- Say *come here (name)* to seven children.
- Give each child a flashcard of a number, in



# Unit 16

random order.

- Tell them to arrange themselves in the correct order, e.g. one, two, three ...
- Tell each child to say their number with the whole class, e.g. *one, two, three* ...
- Tell children to arrange themselves from number 7 to number 1.
- Tell each child to say their number with the whole class, e.g. *seven, six, five* ...
- Point to the letters at the bottom of the page.
- Tell children to say the sounds of the letters.
- Write the letters *r, s, t, u, v* on the board.
- Divide the class into pairs.
- Tell them to write one of the letters with their finger on the other child's back.
- The other child says the letter the first child has written.

## Activity Book

### Trace

- Tell children to open their Activity Book at page 53.
- Hold up your book.
- Say *look* and point to the large letter *u*.
- Tell children to trace the letter with their pencil.
- Point to the two lines of the letter *u*.
- Tell children to trace the letters with their pencil.
- Check that they are tracing the letter correctly.
- Point to the picture of the umbrella.
- Say *umbrella*.
- Tell children to repeat *umbrella*.
- Point to the word *umbrella*.
- Tell children that this is the English word for *umbrella*.
- Tell them to trace the letter *u* in the three words with their pencil.
- Do the same for the letter *v* and the word *vase*.

### Match

- Tell children to look at the letters and pictures in the first column.
- Tell children to make the sound for the letter *n* and then to find the picture that begins with *n*, i.e. *n – nut*.
- Divide the children into pairs.
- Tell one child to say the sound of the letter and the other to say the word, e.g. *o – orange*, for all the letters and pictures in the first column.
- Go round to check they are making the sound and matching the pictures correctly.
- Tell them to do the same with the letters and pictures in the second column.

## Unit 16 Lesson 3

**Aims:** singing a song to practise the numbers 1–7; matching numbers and pictures; listening and circling the correct picture

**Language used:** *one, two, three, four, five, six, seven*; words children have already learned

**You need:** flashcards of apple, bag, cat, duck, egg and fig; Student's Book p56; CD tracks 63–64; Activity Book p54

### Starter

- Greet individual children *hello (name)*.
- Children reply *hello (name)*.
- Hold up one of the flashcards.
- Say *What's this?*
- Children answer *It's a ...* or *It's an ...*
- Do this for all the flashcards.
- Remind children to say *It's an egg* and *It's an apple*.
- Remind them to say *It's a ...* for *bag, cat, duck* and *fig*.
- Say *come here (name)* to two children.



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- Tell one of them to hold up a flashcard and to ask *What's this?*
- Tell the other to answer *It's a/an ...*
- Do this for all the flashcards.
- Do the same with other pairs of children.

## Listen and sing

- Tell children to open their Student's Book at page 56.
- Say *look* and point to the picture.
- Point to Rose and say *Who's this?*
- Children say *It's Rose.*
- Point to the flowers.
- Say *count.*
- Children count the flowers, *one, two, three, four, five, six, seven.*
- Tell children they are going to sing a song.
- Say *listen.*
- Play the CD (track 63).

### CD script:

*One, two, three, four,*

*Let's count to four.*

*Five, six, seven,*

*Let's count to seven.*

*One, two, three, four, five, six, seven.*

- Play the CD again.
- Tell children to sing with the CD.
- Play the song several times.
- Tell children to sing the song without the CD.

## Activity Book

### Match and say

- Tell children to open their Activity Book at page 54.
- Hold up your book.
- Say *look* and point to the numbers.
- Say *count.*
- Children count *one, two, three, four, five, six, seven.*
- Point to the pictures.

- Say *count.*
- Children count the objects in each picture, e.g. *one, two, three ...*
- Say *one.*
- Tell children to hold up their books.
- Tell them to point to the picture with one object, *one apple.*
- Go round to check they are pointing to the correct picture.
- Do the same for the other numbers and pictures.
- Divide the class into pairs.
- Tell children to take it in turns to say a number and to point to a picture.
- Go round to check they are doing this correctly.

## Listen and circle

- Say *look.*
- Point to the numbers.
- Tell children that for each number there are two pictures.
- Say *one.*
- Tell children to look at the two pictures in number one.
- Say *listen.* Play the first part of the CD (track 64).
- Say *vase.*
- Tell children to circle the picture for the word they heard.
- Do the same for the other numbers.
- Go round to check that children are circling the correct picture.

### CD script:

*one – vase*

*two – mouse*

*three – tiger*

*four – juice*

*five – umbrella*

*six – sock*

# Unit 17

## Unit 17 Lesson 1

**Aims:** introducing the letters *w* and *x* and the words *window* and *box* and the numbers 8–10 in a simple story; practising tracing the letters *a, c, e, o, u, v*; matching numbers to objects

**New language:** *window, box*, letters *w* and *x*, *eight, nine, ten*

**You need:** flashcards for numbers 1–7; Student's Book p57; CD tracks 65–66; Activity Book p55

### Starter

- Greet children *hello*.
- Children reply *hello (name)*.
- Say *come here (name)* to seven children.
- Give a number flashcard (at random) to the seven children.
- Tell them to stand in the correct order, 1–7.
- Children say their number with the class, *one, two, three ...*

### Look and listen

- Tell children to open their Student's Book at page 57.
- Point to the pictures.
- Say *look, it's Rose*.
- Say *look, it's Naza*.
- Tell children they are going to listen to a story.
- Say *listen*.
- Play the CD (track 65).
- Hold up your book.
- Point to the pictures as you listen.

#### CD script:

(picture 1)

Rose: *Eight, nine, ten.*

Naza: *Thank you, Rose.*

(picture 2)

Rose: *Look, Naza. A box.*

(picture 3)

Naza: *Come here, Foxy!*  
(picture 4)

Foxy: *It's a window. Hello!*

- Play the CD again.
- Tell children to point to the pictures as they listen.

### Listen and clap

- Play CD track 66.
- Tell children to clap with the clapping on the CD.

#### CD script:

*w w w*

*window*

*x x x*

*box*

- Tell children to point to the pictures as they say them and clap.

**Note:** We are using the word *box* in this book to show the sound for the letter *x* /ks/. This is because there are no words in English that begin with the sound /ks/ that are suitable for children of this age.

### Activity Book

#### Trace

- Tell children to open their Activity Book at page 55.
- Hold up your book.
- Say *look* and point to the rows of letters.
- Tell children to say the sounds of the letters, i.e. *a, c, e, o, u, v*.
- Say *come here (name)* to a child.
- Say the sound *a* and tell the child to write the letter *a* on the board.
- Check that they are forming it correctly.
- Do the same for the other letters, using different children.
- Tell children to write the rows of letters with their pencil.
- Go round to check they are forming the letters correctly.

# Unit 17

## Trace

- Point to the word *apple*.
- Say *apple* and tell children to repeat.
- Tell children to trace the letter *a* in the word with their pencil.
- Do the same for the other words and letters.

## Match

- Point to the numbers.
- Tell children to say the numbers.
- Point to the pictures.
- Tell children to count the objects in the pictures.
- Say *six* and tell children to point to the picture with six objects.
- Do the same with the other numbers and pictures.

## Unit 17 Lesson 2

**Aims:** practising tracing the shapes of the letters *w* and *x*; practising writing the letters by themselves and in the words *window* and *box*

**Language used:** *window*, *box*, letters *w* and *x*, all letters learned so far

**You need:** a few small sticks (twigs or matchsticks); flashcards for girl, hen, ice cream, juice, kite and lion; Student's Book p58; Activity Book p56

## Starter

- Greet children *hello*.
- Children reply *hello (name)*.
- Hold up a flashcard of a girl.
- Say *What's this?*
- Children reply *It's a ...*
- Do the same for the other flashcards.
- Remind children to say *It's an ice cream*.

- Say *come here, please* and name a child to come to the front of the class.
- Tell the child to hold up a flashcard.
- Tell the child to say *What's this?*
- Other children answer *It's a/an ...*
- Do the same with several other children.

## Look and point

- Tell children to open their Student's Book at page 58.
- Point to the big letter *w*.
- Hold up your book.
- Trace the letter with your finger. Form it as shown on page 9 of the Teacher's Book. Begin at the dot and follow the arrow.
- Do this several times.
- Stand with your back to the class.
- Trace the letter *w* in the air with your right hand.
- Say *stand up*.
- Tell children to trace the letter *w* in the air with their right hand.
- Say *sit down*.
- Tell them to trace the big letter *w* in the book with their finger.
- Check that they are forming the letter correctly.
- Tell them to trace inside the two outside lines.
- Point to the picture of a window and say *window*.
- Tell children to repeat *window* after you.
- Tell children to trace with their finger round the letter *w* in the word *window*.
- Go round to check they are forming the letter correctly.
- Do the same for the letter *x*.
- Explain that there are very few words in English that begin with *x*.

# Unit 17

## Play and say

- Point to the picture.
- Point to the letter *w* in the picture.
- Tell children to say the sound.
- Do the same for the letter *x*.
- Point to the letters the children in the picture are making with sticks.
- Take four sticks and make the letter *w* on your table.
- Then take two sticks and make the letter *x*.
- Say *come here (name)* to two children.
- Tell one of the children to make the letter *w*.
- Tell the other child to make the letter *x*.
- Choose other pairs of children to do the same.
- Point to the letters of the alphabet at the bottom of the page.
- Tell children to say the sounds of the letters.

## Activity Book

### Trace

- Tell children to open their Activity Book at page 56.
- Hold up your book.
- Say *look* and point to the large letter *w*.
- Tell children to trace the letter with their pencil.
- Point to the two rows of the letter *w*.
- Tell children to trace the letters in the rows with their pencil.
- Go round to check they are forming the letters correctly.
- Point to the picture of the window.
- Point to the word *window* and explain that this is the English word for *window*.
- Tell them to trace the letter *w* in the words with their pencil.
- Tell them not to trace the other letters.
- Do the same for the letter *x* and the word *box*.

## Circle

- Say *look* and point to the letters *w* and *x* on the left.
- Point to the rows of different letters on the right.
- Tell children to say the sound *w w w*.
- Tell them to find the letter *w* in the row of different letters.
- Tell them to circle each *w* they find.
- Go round to check they are circling only the letter *w*.
- Do the same for the letter *x*.

## Unit 17 Lesson 3

**Aims:** practising the numbers 1–10 in a song; tracing patterns from pictures to letters

**Language used:** numbers 1–10, *mouse, fig, duck, rabbit, juice, hen*, letters *m, f, d, r, j, h*

**You need:** flashcards of letters and pictures for mouse, nut, orange, pen, queen, rabbit; Student's Book p59; CD track 67; Activity Book p57

## Starter

- Say *come here (name)* to a child.
- Tell them to greet individual children *hello (name)*.
- Children reply *hello (name)*.
- Hold up a flashcard.
- Say *What's this?*
- Children say *It's a ...*
- Do this for all the flashcards.
- Remind children to say *It's an orange*.
- Say *come here, please (name)*.
- Tell the child to hold up a flashcard.
- Tell them to say *What's this?*

# Unit 17

- Children answer *It's a/an ...*
- Tell the child to do this for all the flashcards.

## Listen and say

- Tell children to open their Student's Book at page 59.
- Hold up your book.
- Say *look* and point to an object in the picture.
- Say *What's this?*
- Children answer *It's a/an ...*
- Point to the umbrellas.
- Say *count*.
- Children count *one, two, three, four ...*
- Do this for several other objects.
- Tell children they are going to say a song.
- Say *listen*.
- Play the CD (track 67).

### CD script:

*Rabbit, pen, rabbit, pen,  
Let's count up to ten.*

*One, two, three, four, five, six, seven, eight, nine,  
ten!*

*Rabbit, pen, rabbit, pen,  
Let's count up to ten.*

- Play the CD again.
- Tell children to say and clap with the CD.
- Do this several times.
- Tell children to say the song without the CD.
- Tell the boys to say the verses.
- Tell the girls to count the numbers.

## Activity Book

### Find and trace

- Tell children to open their Activity Book at page 57.
- Say *look* and point to the pictures.
- For each picture say *What's this?*
- Children answer *It's a ...*
- Tell them we don't say *It's a juice*, we just say

*It's juice.*

- Point to the letters.
- Tell children to say the sounds of the letters, e.g. *r r r*.
- Point to the patterns.
- Begin at the picture of the *mouse*.
- Tell children to trace with their finger along the pattern line from the mouse to the letter *m*.
- Do the same with the patterns between the other pictures and letters.
- Go round to check that they are following the lines carefully.
- Tell them to trace the patterns from the pictures to the letters with their pencil.

# Unit 18

## Unit 18 Lesson 1

**Aims:** introducing the letters y and z and the words *yogurt* and *zebra* in a simple story; listening and matching words

**New language:** *yogurt*, *zebra*, letters y and z

**You need:** flashcards for sock, tiger, umbrella, vase, window, box; Student's Book p60; CD tracks 68–70; Activity Book p58

### Starter

- Greet children *hello*.
- Children reply *hello (name)*.
- Hold up a flashcard.
- Say *What's this?*
- Children say *It's a ...*
- Remind children to say *It's an umbrella*.
- Do this for all the flashcards.

### Look and listen

- Tell children to open their Student's Book at page 60.
- Tell them to look at the pictures.
- Point to Naza and say *Who's this?*
- Children say *It's Naza*.
- Do the same for Foxy.
- Tell them that they are going to listen to the story.
- Say *listen*.
- Play the CD (track 68).
- Hold up your book and point to the pictures as you listen.

#### CD script:

(picture 1)

Foxy: *Mmm, yogurt.*

(picture 2)

Naza: *Foxy, come here. Look! Two ducks.*

(picture 3)

Foxy: *Oh no! My yogurt!*

(picture 4)

Naza: *A zebra!*

- Play the CD again.
- Tell children to point to the pictures as they listen.

### Listen and clap

- Play CD track 69.
- Tell children to clap with the clapping on the CD.

#### CD script:

y y y

yogurt

z z z

zebra

- Tell children to point to the pictures as they clap and say them.

### Activity Book

#### Listen and tick

- Tell children to open their Activity Book at page 58.
- Hold up your book.
- Say *look* and point to the numbers on the left.
- Say *count*.
- Children count *one, two, three, four, five*.
- Hold up your book.
- Tell them to look at the pictures for number 1.
- Tell children that they are going to hear a word.
- Tell them to tick the picture of the word they hear.
- Tell them to do the same for the other numbers.
- Say *listen*. Play the CD (track 70).

#### CD script:

one – zebra

two – vase

three – umbrella

four – yogurt

five – window

# Unit 18

- Go round to check that children are ticking the correct words.

## Unit 18 Lesson 2

**Aims:** practising tracing the shapes of the letters *y* and *z*; practising writing the letters by themselves and in the words *yogurt* and *zebra*; saying all the letters in the alphabet; matching letters

**Language used:** *yogurt*, *zebra*, letters *y* and *z*, all the letters of the alphabet

**You need:** flashcards for all the letters of the alphabet; Student's Book p61; Activity Book p59

### Starter

- Say *come here (name)* to a child.
- Tell the child to greet the class *hello*.
- Children reply *hello (name)*.
- Hold up a flashcard of a letter children have already learned.
- Tell them to say the sound of the letter.
- Children say, e.g. *p p p*.
- Do this with several more flashcards of letters children have already learned.

### Look and point

- Tell children to open their Student's Book at page 61.
- Hold up your book.
- Say *look* and point to the big letter *y*.
- Trace the letter with your finger. Form it as shown on page 9 of the Teacher's Book. Begin at the dot and follow the arrows.
- Stand with your back to the class.
- Trace the letter *y* in the air with your right hand.
- Say *stand up*.

- Tell children to trace the letter *y* in the air with their right hand.
- Say *sit down*.
- Tell children to trace the big letter *y* in their book with their finger.
- Point to the picture of the yogurt.
- Say *yogurt*.
- Tell children to repeat *yogurt* after you.
- Tell children to trace round the *y* in the word *yogurt* with their finger.
- Go round to check they are tracing the letter correctly.
- Do the same for the letter *z* and the word *zebra*.

### Play and say

- Point to the letters of the alphabet at the bottom of the page.
- Tell children that they now know all the letters of the English alphabet.
- Take the letter flashcards.
- Say *come here (name)* to twenty-six pupils.
- Give each of them a letter flashcard.
- Arrange them across the front of the classroom in the order of the alphabet, *a, b, c ...*
- Tell children to say the sounds of all the letters, *a, b, c ...*
- Tell the child holding the letter *a* to say the sound of the letter, *a*.
- Tell the children to say the object for the letter, *apple*.
- Do the same for all the other letters.
- Tell children to close their eyes.
- Tell one of the children holding the letters to put their card down.
- Tell children to say which letter is missing.
- Tell the child to hold up their card again.
- Do the same for other cards.



# Unit 18

## Activity Book

### Trace

- Tell children to open their Activity Book at page 59.
- Hold up your book.
- Say *look* and point to the large letter *y*.
- Tell children to trace the letter with their pencil.
- Tell children to trace the letter *y* on the two rows with their pencil.
- Point to the word *yogurt*.
- Tell children that this is the English word for *yogurt*.
- Tell them to trace round the letter *y* in the words with their pencil.
- Go round to check they are doing this correctly.
- Do the same for the letter *z*.

### Circle

- Tell children to look at the letters on the left.
- Tell them to say the sounds, *y, z, g, u*.
- Point to the first row of letters on the right.
- Say the sound *y*.
- Tell them to point to the letter *y* in the row of letters.
- Tell them to circle each *y* they see.
- Go round to check they are circling the correct letters.
- Do the same for the three other letters.

#### Box 18: Letters that begin on the line and have a 'tail'

Some English letters begin on the line and then have a 'tail' that goes below the line.

g j p q y

## Unit 18 Lesson 3

**Aims:** singing a song to practise *goodbye*; practising tracing all the letters of the alphabet

**Language used:** *goodbye*, letters *a–z*

**You need:** flashcards for all letters and words of the alphabet; Student's Book p62; CD track 71; Activity Book p60

### Starter

- Greet the children *hello*.
- Children reply *hello (name)*.
- Greet individual children *hello (name)*.
- Individual children reply *hello (name)*.
- Hold up letter flashcards at random e.g. *d, t, o, p ...*
- Tell children to say the sound of each letter.
- Tell children to say the word beginning with each letter, e.g. *duck, tiger, orange ...*

### Listen and sing

- Tell children to open their Student's Book at page 62.
- Hold up your book.
- Say *look* and point to the picture.
- Ask children what the children in the picture are doing. (They are waving goodbye.)
- Tell children that they are going to sing a song.
- Say *listen*.
- Play the CD (track 71).

#### CD script:

*Goodbye, goodbye,  
Let's sing goodbye.  
Goodbye, goodbye.*

*Azad, Naza, goodbye,  
Wave goodbye.*

*Goodbye, goodbye  
Let's sing goodbye.*

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*Goodbye, goodbye.*

*Rose, Max, goodbye,  
Wave goodbye.*

*Foxy, goodbye!*

*Foxy, goodbye!*

- Play the CD again.
- Tell children to sing with the CD.
- Do this several times.
- Tell children to sing the song by themselves.

## Activity Book

### Trace

- Tell children to open their Activity Book at page 60.
- Hold up your book.
- Say *look* and point to the pictures of the balloons.
- Point to the letters in the balloons.
- Point to the letters in one balloon.
- Tell children to say the sounds of the letters in the balloon, e.g. *i*, *l*.
- Do the same for some other balloons.
- Point to the objects in the balloons.
- Tell children to say the words for the objects, e.g. *ice cream*, *lion*.
- Do this for several other balloons.
- Divide the class into pairs.
- Tell one child to point to the letters on a balloon and say the sounds of the letters.
- Tell the other child to point to the objects in the balloon and say the words.
- Go round to check they are making the correct sounds and saying the correct words.
- Tell children to trace the letters in the balloons with their pencil.
- Go round to check that they are tracing the letters correctly.
- Make sure they begin to trace the letters at the right place.
- Check that they make the strokes of the

letters in the right direction and in the correct sequence.

- At the end of the lesson, say *goodbye*.
- Children reply *goodbye (name)*.
- Say *goodbye (name)* to several of the children.
- Children reply *goodbye (name)*.

### Box 19: Letters that are written on the line

Some English letters are written on the line.

a c e i m n o r s u  
v w x z

## Revision 6

**Aims:** revising all the letters of the alphabet and the words beginning with these letters; tracing all the letters of the alphabet

**Language used:** letters *a–z*, words beginning with the letters

**You need:** flashcards for all letters and words already learned; Student's Book p63; CD track 71; Activity Book pp61–63

### Starter

- Say *hello*.
- Children reply *hello (name)*.
- Put the flashcards at random on your table with the letters facing up.
- Say *come here (name)* to a child.
- Tell the child to hold up a letter flashcard at random.
- Tell children to say the sound of the letter, e.g. *e*.
- Tell children to say the word beginning with that letter, e.g. *egg*.

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- Tell them to turn the flashcard over to see if they are correct.
- Do this for several flashcards.
- Tell another child to come to the front of the class to do the same.

## Point and say

- Tell children to open their Student's Book at page 63.
- Hold up your book.
- Say *look* and point to the pictures.
- Point to a letter, e.g. *g*.
- Tell children to say the sound of the letter.
- Tell children to find the object that begins with the letter, e.g. *girl*.
- Tell them to say the word beginning with that letter, e.g. *girl*.
- Do this for all the letters and objects.
- Divide the class into pairs.
- Tell one child to point to a letter and say the sound of the letter.
- Tell the other child to point to the object beginning with the letter and say the word.
- Go round to check that children are saying the letters and words correctly.
- Check that they are pointing to the correct objects.

## Activity Book

### Trace and say

- Tell children to open their Activity Book at page 61.
- Hold up your book.
- Say *look* and point to the pictures and the words by each picture.
- Tell children to trace the first letter in each word with their pencil.
- Go round to check that they are holding their pencils correctly.
- Check that they are sitting correctly for writing.

- Check that they are tracing the letters correctly.
- Tell children to trace all the initial letters.
- Say *come here (name)* to a child.
- Tell the child to hold up their book.
- Tell them to point to a picture and say the word for the picture.
- Do this with other children.
- Divide the class into pairs.
- Tell children to take it in turns to point to a picture and to say the word.
- Go round to check they are saying the words correctly.
- Check that they are saying the correct word for the picture.

## Roundup

- Tell children to look at pages 62 and 63 in the Activity Book.
- Hold up your book.
- Say *look* and point to a small picture in the border.
- Tell children to say the word for the object and the sound it begins with.
- Tell children to find the object in the main picture.
- Continue with several other objects.
- Point to a number, e.g. *6*.
- Tell children to say the number, e.g. *six*.
- Tell children to find objects for that number, e.g. there are six apples in the picture.
- Divide the class into pairs.
- One child points to a small picture or a number.
- The other child says the word or the number and finds it in the main picture.
- Go round to check they are doing this well.

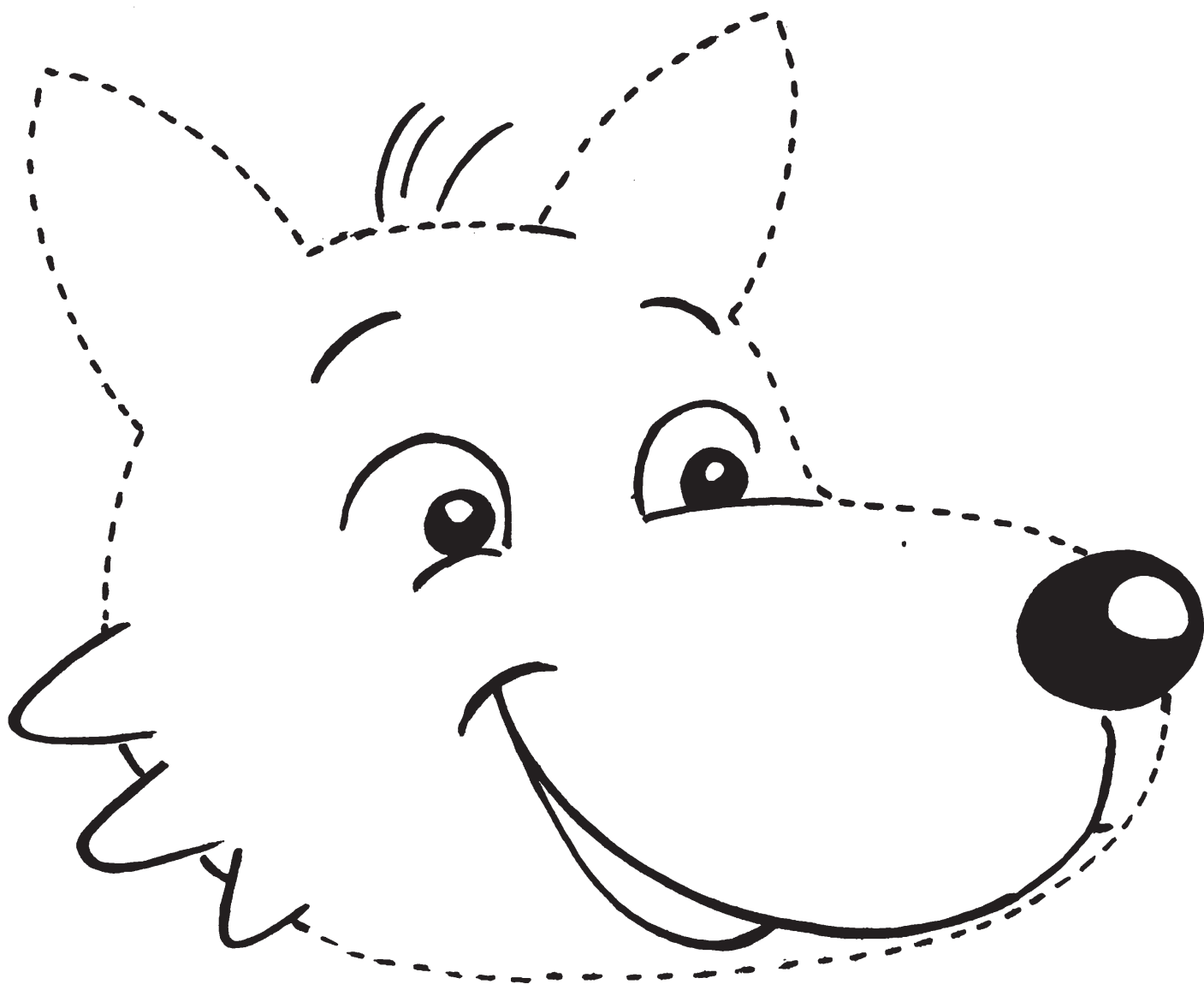
## Listen and sing

- Tell children that they are going to sing the *goodbye* song from last lesson.

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- Say *listen*.
- Play the CD (track 71).
- Tell children to sing the song with the CD.
- Tell them to try to sing the song without the CD.
- At the end of the lesson say *goodbye*.
- Children say *goodbye (name)*.
- Say *goodbye (name)* to individual children.
- Individual children reply *goodbye (name)*.



**For Teacher’s Notes**