



Kurdistan Regional Government  
Council of Ministers  
Ministry of Education

# Sunrise

## Teacher's Book 2



Property of Ministry  
of Education  
**NOT FOR RESALE**

# Map of the book

	Topic	Main language	Letters and words
Unit 1	Introducing yourself	Hello! I'm ... What's your name? My name's ...	Lower case letters a–z
Unit 2	Introducing others Greetings	This is ... S/he's my friend. How are you? I'm fine, thanks.	Lower case letters a–z Alphabet exemplars from Sunrise 1
Unit 3 and Revision 1	Asking about objects Counting	What's this? It's a/an ... What are these? They're ...s. Numbers 1–10	Aa Bb ant Aveen banana Lower case letters a–z
Unit 4	Showing possession	I have a/an ...	Cc Dd cap car doll dog
Unit 5	Asking about objects	What's that? It's a/an ...	Ee Ff elephant flower frog
Unit 6 and Revision 2	Asking about objects	What are those? They're ...s.	Gg Hh goat gate hat
Unit 7	Asking about actions Giving commands Reading and writing words	What are you doing? I'm ...ing. Open/Close the ... Come here. j – a – m jam	Ii Jj insect jam jug
Unit 8	Asking about actions Counting Reading and writing words	What are you doing? We're ...ing. Numbers 11–16	Kk Ll king kitten Karwan Kitty Kurdistan leg Laura
Unit 9 and Revision 3	Asking about objects Reading and writing words	Is it a/an ...? Yes, it is. No, it isn't. p – e – n pen	Mm Nn monkey nose neck

# Map of the book

	Topic	Main language	Letters and words
Unit 10	Counting Numbers 17–20 Reading and writing words	How many ...s are there? There are ... ..s.	Oo Pp olive parrot pot
Unit 11	Giving commands Reading and writing words	Take your ...s. quiet! quickly! s – i – t sit	Qq Rr quickly! quiet! ruler
Unit 12 and Revision 4	Asking about objects Showing possession Talking about colours Reading and writing words	What is it? It's a/an ... It has ... It's black/white/ brown/grey	Ss Tt spider Sam top
Unit 13	Showing movement Reading and writing words	up and down t – o – p top	Uu Vv up van
Unit 14	Showing possession Reading and writing words	S/he has a/an ...	Ww Xx watch fox ch chair
Unit 15 and Revision 5	Asking about colours Reading and writing words	What colour is it? It's pink/purple. Is it ...? Yes./No. j – u – g jug	Yy Zz yo-yo zip sh shirt
Unit 16	Saying letter names Reading and writing words	Aa–Mm A is for apple.	Capital and lower case letters Aa–Mm
Unit 17	Saying letter names Spelling children's names Reading and writing words	Nn–Zz P is for parrot. S – a – m Sam	Capital and lower case letters Nn–Zz
Unit 18 and Revision 6	Asking about everyday actions Greetings Reading and writing words	What are you doing? I'm combing my hair/ cleaning my teeth/ washing my face. Good night. Sleep well.	

پیشه کی:

سەن رايىس ۲ دووھەم پەرتووکی سەرنج راکیشی کۆرسی زمانی ئینگلیزیە بۆ قۇناغی سەرتایی. بەتایبەتی بۆ ئەومندالانە نووسراوە کە بۆ یەکەم جار فێری زمانی ئینگلیزی دەبن. دواوە دوای سەن رايىس ۱ دیت و بەردەوامە لە:

- یارمەتیدانی مندالان لە پراکتیزەکردنی نووسینی پیتەکانی ئەلف و بی و گوتنی دەنگەکان.
- دەرفەتییەکانی پراکتیزەکانی نووسین بۆ مندالان لە چەپەو بە راست.
- ناساندنی وشە و زمانی نوێ بە بەکارهێنانی وێنە و ھەمەڕەنگ و وێنە فیلم کارتۆن کە یارمەتی مندالان دەدەن لە مانای زمانە نوێیە کە بگەن.
- رێ دان بە قوتاییان کە بەشداربەن لە وانەکاندا بە بەشداربوون لە گۆرانیەکان و یاریەکاندا بۆ ئەوەی پراکتیزەى زمانە نوێیە کە بگەن.
- داوینکردنی چالاکی "خۆش و بە چێژ" کە مندالان چێژی لێ ببینن و لە ھەمان کاتدا یارمەتی فێربوونیان دەدات.
- جەختکردنە سەر گوێگرتن بە بەکارهێنانی دایەلۆگی کورت کە مندالان گوێی لێ دەگرن.
- جەختکردنە سەر گفتوگۆکردن بە پێدانی پراکتیزیکی زۆر بە مندالان لە بەکارهێنانی زمانی نوێدا.
- یارمەتیدانی مندالان کە لە وشەى سادەى ناو پۆل و رێنمایەکانی ناو پۆل تێبگەن و بەکاربێھێنن ئەویش لە رێگەى دایەلۆگەکانەو.

جگە لەوێش، سەن رايىس ۲:

- پیتە کاپیتەلەکان دەناسینی و نیشانی مندالانی دەدات کە چۆن دروستیان بکەن و لە چ کاتێکدا بە کاریان بھێنن.
- یارمەتی مندالان دەدات کە وشەى سادەى ئینگلیزی بنوسن و بخویننەو.
- یارمەتی مندالان دەدات سەبارەت بەو کردارانە پرسیار و گفتوگۆ بکەن.
- ناساندنی پتری پرسیار و ولام بۆ ئەوەی رێ بەدات بە مندالان کە سەبارەت بە : شت، رەنگ، کردار، ژمارەى ھەمەجۆر قسە بکەن و سلاو لەیەکتری بکەن.

سەن رايىس ۲ پەرتووکی قوتایی، پەرتووکی چالاکی، پەرتووکی مامۆستا، سى دی دەنگ و فلاش کارتی تێدایە. ھەموو ئەم شتانە لەیەکەى کە فێرکردندا بەکار دەھێنرێن.

سەن رايىس ۲ پێکھاتووە لە ۱۸ یەکەى سى وانەیی و ۶ یەکەى پێداچوونەوێ تر، ئەمە بابەتی ۲۴ ھەفتەى فێرکردن داویندەکات کە دەکرێت بە دوو ھەرزەو.

ھەریە کە یەك:

- وانەى کە دایەلۆگی تێدایە.
- وانەى کە ناساندنی پیت، وشە و دەنگە نوێکانی تێدایە.
- گۆرانیەك یان یاریەك وەك چالاکییە کە پراکتیزەکردنی ھەیە.



سەن رايىس ۲ بەردەوام دەيىت ئە ئاشناكردن و دروستكردنى ئارەزوو سەبارەت بە زمانى ئىنگىلىزى بۇ مىندالان، ھەرۈھە تواناي خويىشەنە و نووسىنىشىيان لە زمانى خوياندا بەردە و پىشەو دەبات، ئەمە دەكات بە:

- ناساندنى شتى نوئ لە زمانى ئىنگىلىزىدا بە شىۋەيەكى لەسەرخۇ و وردە وردە.
- دايىنكردنى پىداچونەو بەردەوامى ئەو شتەنى كە پىشتەر فىريان بوو لە پەرتووكى ۱ دا.
- رى دان بە قوتايان كە ئىنگىلىزى بە كاربەيتن بۇ گفتوگۇكردن لە گەل كەسانى تردا.
- ھەمەجۆركردنى بابەتى وانە كە بۇ ئەو بە سەرنج راكيش يىت.
- ناساندنى بابەتتە كە بە ئەوان ئاشنا يىت.
- ناساندنى فىلم كارتونى سەرنج راكيش.
- سەرقالەكردنى قوتايەكان بە يارى و گۆرانىەكانەو بۇ ئەو بە فىربوون پى تام و چىژ بكات.
- دايىنكردنى چالاكىەك كە قوتايان بە ئاسانى بتوانن ئەنجامى بدەن.

كاتىك سەن رايىس ۲ فېردەكرىت مامۇستاكەن دەيىت:

- لە نزيكەو پەيرەو رىنمايەكانى پەرتووكى مامۇستا بگەن بۇ ئەو بە دلىيان لە فىركردنى بابەتى نوئى فىركردن و پىلانى وانەكەيان بە باشى دابريژن.
- ئەو پىداويستى و ھۆكارانە بە كاربەيتن كە لە ھەريەك لە وانەكاندا پىشنياركرائە بۇ نمونە: فلاش كارتەكان، شتەكانى ناو پۆل. ھەتا بتوانرىت رىنمايە ساكارەكانى ناو پۆل بە ئىنگىلىزى بلىن.
- ھەتا بتوانرىت زمانىك بە كاربەيتن كە پىشتەر فىرى بووين. بۇ نمونە: سلاو كردن، پرسىار و ولامەكان.
- ھانى قوتايان بدەن كە ئىنگىلىزى بە كاربەيتن ئەويش لە رىگەي دايىنكردنى كەش و ھەوايەكى خۇش لە ناو پۆلدا.
- رى بدەن بە قوتايان كە بە جووت كارىكەن بۇ پراكىتيزەكردنى زمانە نوئىەكە لەو شويئانەدا كە لە پەرتووكى مامۇستادا پىشنياركرائە.
- كاتىك قوتايى زمانەكە بە دروستى بە كاردەھيىت دەست خۇشى و ئافەرىنى لى بكات.
- لە راستكردنەو بە ھەلەكاندا بە رىگايەكى جوان و ھاندەرانە يارمەتيان بدات.
- لە شويئىكدا كە پىويست يىت زمانى كوردى بە كار بھيىت بۇ ئەو بە دلىايىت لەو قوتايەكان لەو داواكارىانە دەگەن كە داوايان لىدەكرىت بىكەن. ھەتا بتوانرىت يارمەتيان بدريت بۇ ئەو بە ئىنگىلىزىيە پىشتەر فىرى بوون بە كارى بھيىن.

# Glossary of terms

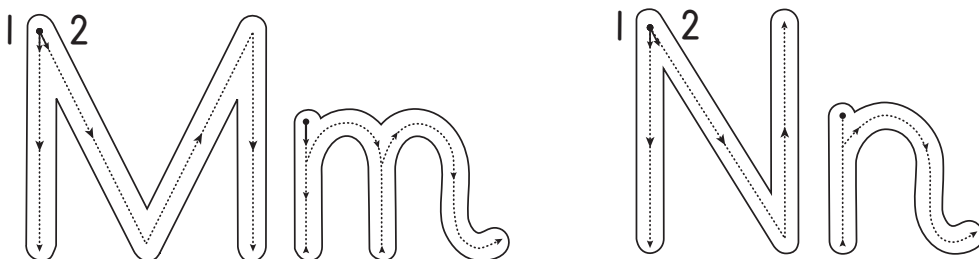
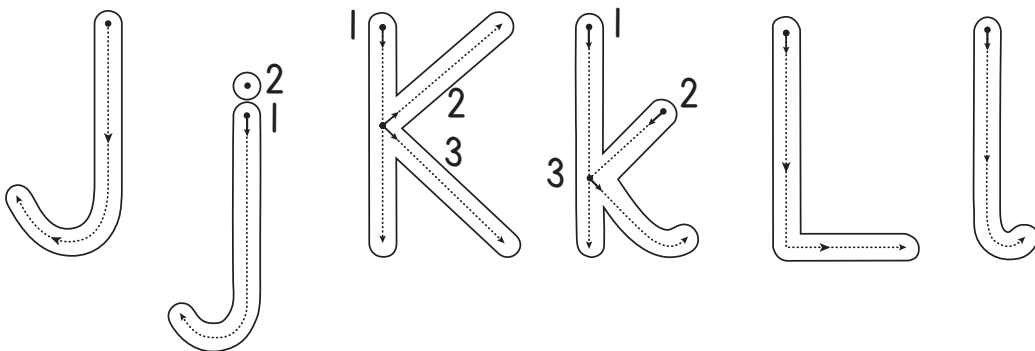
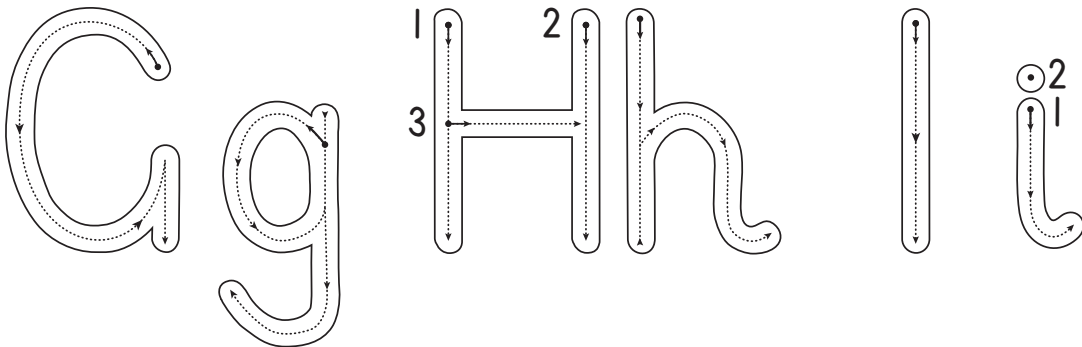
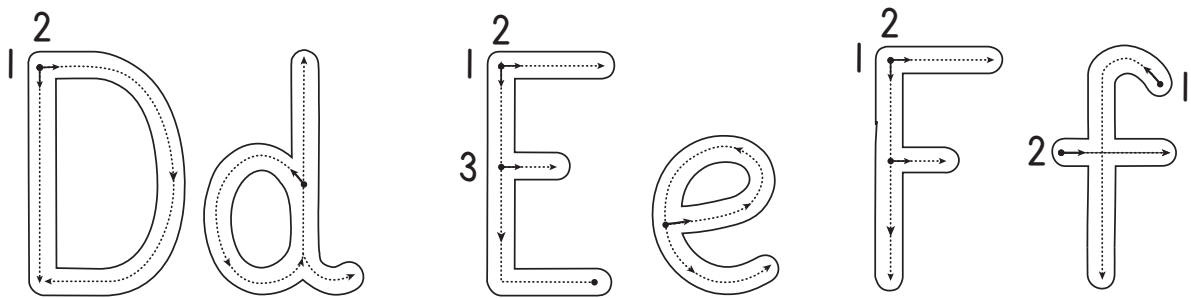
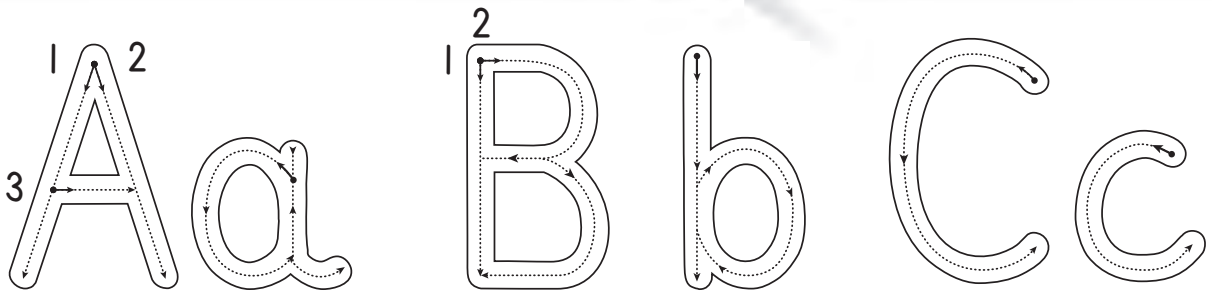
فدرههنگی ئه و دهسته واژانه ی له ناو په پرتووکه کهدا به کارهیتراون:

ریکخراو به پیی ئه لف و بی	alphabetical order /ˌælfəbetɪk(ə)l 'ɔːdə/
وهك پۆل	as a class /ˌæz ə 'klaːs/
پرسیار بکه	ask /ɑːsk/
هه ره سه کی	at random /ət 'rændəm/
سندوق	box /bɒks/
پیستی کاپیتله	capital letter /ˌkæpɪtl 'letə/
سی دی	CD /ˌsiː 'diː/
سکرپتی سی دی	CD script /ˌsiː 'diː skript/
کاراکتەر	character /'kærəktə/
بپشکنه	check /tʃek/
قوتایهك هه لپۆیه	choose a pupil /tʃuːz ə 'pjuːp(ə)l/
بازنه	circle /'sɜːk(ə)l/
رهنگ	colour /'kʌlə/
پیننوسی رهنگا و رهنگ	coloured pencils /ˌkʌləd 'pens(ə)lz/
فهرمان بده	command /kə'mɑːnd/
کۆپی	copy /kɒpi/
دروست (راست)	correct /kə'rekt/
بیژمیره	count /kaʊnt/
دایه لوگ	dialogue /'daɪələʒ/
پۆله که دابهش که به جوت جوت	divide the class into pairs /dɪˌvaɪd ðə 'klaːs ɪntuː 'peəz/
وینه بکیشه	draw /drɔː/
له هه وادا وینه بکیشه	draw in the air /drɔː ɪn ðiː 'eə/
هانی بده	encourage /ɪn'kʌrɪdʒ/
راقی بکه	explain /ɪk'spleɪn/
سەر ئی تینکدان	faint /feɪnt/
فلاش کارت	flashcard /'flæʃkɑːd/
په یهروی هه مان ریره بکه	follow the same procedure /fɒləʊ ðə ,seɪm prə'siːdʒə/
یاری	game /geɪm/
نیشارهت	gesture /'dʒestʃə/
پیتی بده	give /gɪv/
به ده وری پۆله کهدا برۆ	go round the class /gəʊ raʊnd ðə 'klaːs/
گوینگره	hear /hɪə/
رایگره	hold up /həʊld 'ʌp/
ئه گهر پیتویست پیت	if necessary /ɪf 'nesəs(ə)ri/
به هه ر شتوازیك پیت	in any order /ɪn ,eni 'ɔːdə/
به هه مان شتواز	in the same order /ɪn ðə ,seɪm 'ɔːdə/
تا که مندان	individual children /ˌɪndɪvɪdʒʊəl 'tʃɪldrən/
به ته نیا	individually /ˌɪndɪvɪdʒʊəli/
سهره تا	initial /ɪnɪʃ(ə)l/

# Glossary of terms

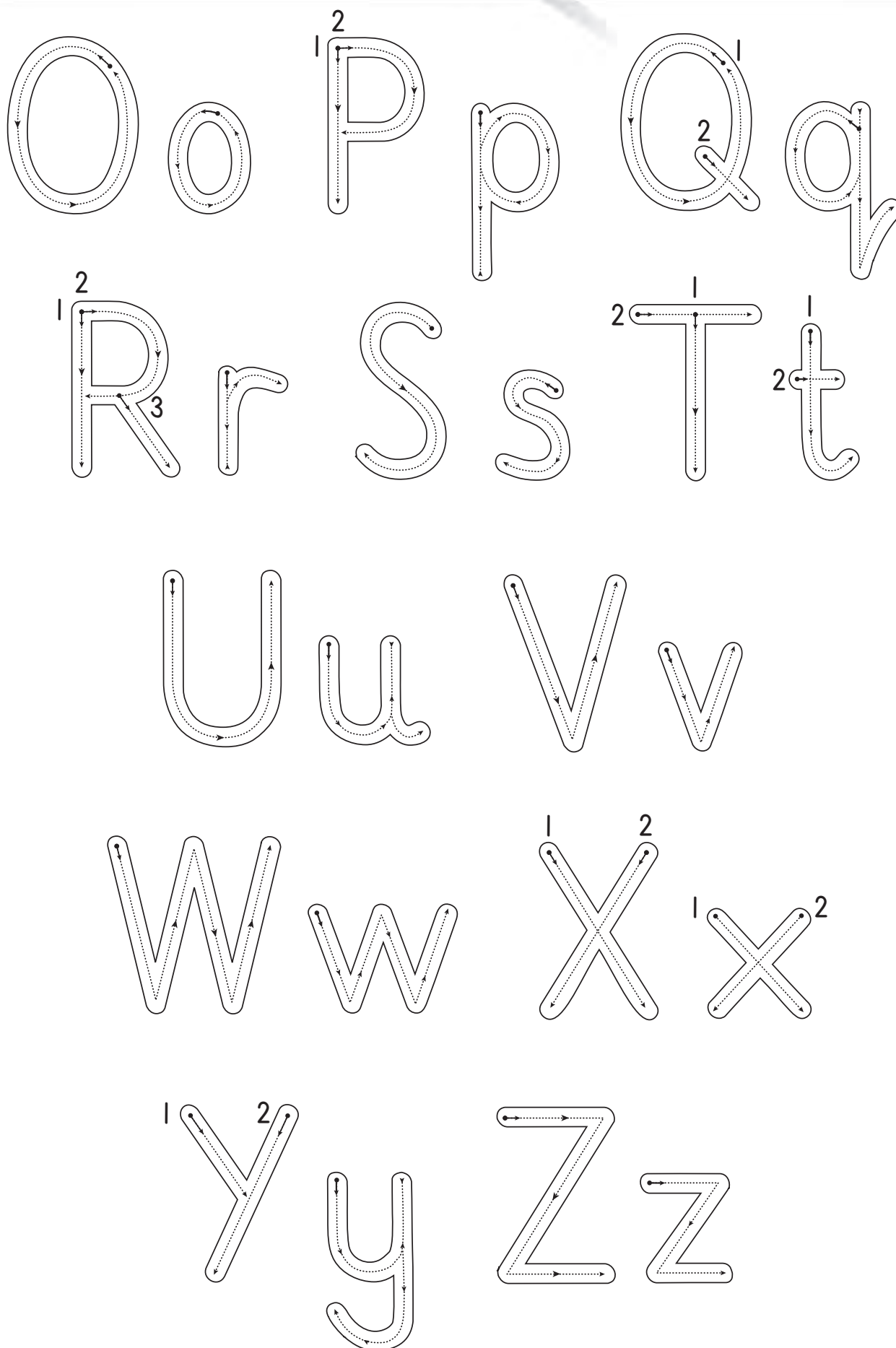
پیت	letter /'letə/
ناوی پیت	letter name /'letə ,neɪm/
دەنگی پیت	letter sound /'letə ,saʊnd/
هێل	line /laɪn/
سەیری بکە	look at /'lʊk ,æt/
پیتی بچولک / پیتی سمول	lower case letter/small letter /,ləʊə ,keɪs 'letə/; /smɔ:l 'letə/
بەیدەگی بگەیدە	match /mætʃ/
مۆسیقا	music /mju:zɪk/
تێبینی بنووسە	note down /,nəʊt 'daʊn/
ژمارە	number /'nʌmbə/
شت	object /ɒbdʒekt/
پەرە	page /peɪdʒ/
سی دی یە کە راگرە	pause the CD /,pɔ:z ðə ,si:'di:/
وێنە	picture /'pɪktʃə/
یاری بکە	play /pleɪ/
پەنجهی بۆ راکێشە	point to /'pɔɪnt ,tu:/
جی بەجێکردن	practice /'præktɪs/
جی بەجیی بکە	practise /'præktɪs/
پیشکەشکردن	presentation /,prez(ə)n 'teɪf(ə)n/
دەستیان بەرزیکەنەوه	put their hands up /,pʊt ðə 'hændz ʌp/
پرسیار	question /'kwɛstʃ(ə)n/
دوو بارە ی بکەرەوه	repeat /rɪ'pi:t/
چەند جارێک	several times /,sevrəl 'tɪmz/
شێوە	shape /ʃeɪp/
نمایش	show /ʃəʊ/
گۆرانی بێ	sing /sɪŋ/
دەنگ	sound /saʊnd/
سی دی یە کە بوەستێنە	stop the CD /,stɒp ðə ,si:'di:/
یەک لە دوای یەک بیکە	take it in turns /,teɪk ɪt ɪn 'tɜ:nz/
بێ	tell /tel/
بە دوایدا بێ	trace /treɪs/
هەلبەست	verse /vɜ:s/
وشە	word /wɜ:d/
بە جووتە کار بکەن / لە گەڵ هەروێستدا کار بکە	work in pairs/work with a partner /, wɜ:k ɪn 'peəz/; /, wɜ:k wɪð ə 'pɑ:tnə/
لەسەر بۆردەکە بنووسە	write on the board /,raɪt ɒn ðə 'bɔ:d/

# Letter formation





# Letter formation



# Unit 2

## Unit 2 Lesson 1

**Aims:** introducing other people; greeting other people; recognising and writing numbers 1–5

**New language:** *This is ... (name). She's my friend. He's my friend. How are you? I'm fine, thanks.*

**Revised language:** *Hello! Numbers: one, two, three, four, five*

**You need:** Student's Book p7; Activity Book p5; CD tracks 5–7; pictures from Unit 1 Lesson 3 or flashcards from Book 1

### Box 4: Giving simple instructions in English

The children have learned instructions in English, e.g. *come here, sit down, listen, look, stand up, wave your hands, sing.*

- 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.

### Starter

- Say *Hello! What's your name?* to several children as they enter the classroom.
- Children answer *My name's ...*
- Hold up either a flashcard of exemplars from Book 1 or a picture on page 6 (Unit 1, Lesson 3 of the Student's Book).
- Ask individual children *What's this?*
- Children answer *It's a/an ...*

### Look and listen

- Hold up your Student's Book.
- Say *Open your books.*
- Check that children have opened their Student's Books.

- Tell children to turn to page 7.
- Point to the four pictures.
- Ask children questions about the pictures in Kurdish, e.g. *Where are the children? Who do you think these people are?*
- Point to the children in the pictures and ask *Who's this?*
- Children answer, e.g. *It's Laura.*
- Hold up your book.
- Point to the pictures in the order: top left, top right, bottom left and bottom right.
- Tell children that this is the order of the pictures in the story.
- Tell them they are going to listen to the story on the CD.
- Tell them to point to the correct picture as they listen to the CD.
- Say *Listen.* Play CD track 5.

### CD script:

(picture 1)

*Karwan: Hello, Mummy and Daddy. This is Sam. He's my friend.*

*Daddy: Hello, Sam. How are you?*

*Sam: I'm fine, thanks.*

(picture 2)

*Karwan: This is Laura. She's my friend.*

*Mummy: Hello, Laura.*

*Laura: Hello.*

(picture 3)

*Karwan: And this is ... Oh no! Kitty! Come back!*

(picture 4)

*Kitty: Miaow!*

*Karwan: Mummy, this is Kitty!*

- Play the CD again.
- Tell children to point to the correct picture.
- Go round the class to check they are pointing to the correct picture as they listen.
- Ask children in Kurdish who the two older people in the pictures are. (*Karwan's mother and father*)
- Ask children in Kurdish what they think Karwan is saying to his parents. (*He is introducing his friends to them.*)

# Unit 2

## Listen and sing

- Tell children that they are going to sing a song to greet each other.
- Tell them to listen to the CD.
- Play CD track 6.

### CD script:

*How are you?*

*How are you?*

*How are you?*

*I'm fine, thank you.*

*How are you?*

*I'm fine, thank you.*

- Play the CD again.
- Tell children to sing with the CD.
- Play the song several times and tell children to sing.
- Say *How are you?*
- Help a child to reply *I'm fine, thank you.*
- Do this with several children.
- Tell children to work with a partner and to greet each other this way.
- Go round the class to help them to say the greetings correctly.

## Activity Book

### Trace and write

- Hold up your Activity Book.
- Say *Open your books.*
- Go round to check that children have opened their Activity Books.
- Tell them to turn to page 5.
- Point to the numbers 1 to 5 across the top of the page.
- Point to each number and say its name, e.g. point to 1 and say *one*, etc.
- Tell children to hold up their books.
- Point to the number 1 and say *one*.
- Tell children to hold up their books and to point to the number 1 and say *one*.
- Do the same with the other numbers.

- Check that children are pointing to the correct numbers as they say them.
- Ask one child to hold up his/her book.
- Tell him/her to point to each number in the book.
- Tell him/her to say the number, e.g. *one, two, three, four, five.*
- Do the same with several other children.
- Let children point to the numbers and say their names as a class.
- Stand with your back to the class. Form a big number 1 in the air with your finger.
- Tell children to form the number in the air in the same way.
- Point to the row of number 1s in the book.
- Tell children to trace the first number with their finger.
- Go round to check that they are tracing it correctly.
- Tell children to trace the next three number 1s with their pencil.
- Then tell children to copy the number 1 several times along the two lines.
- Go round to check that they are writing the number correctly and that the bottom of the number is on the line.
- Do the same for the other numbers.
- Ask children to point to the numbers at the top of the page again and say their names.

### Listen and write

- Point to the pictures at the bottom of the page.
- Tell children to look at the character in the pictures.
- Hold up your book.
- Point to individual characters and ask *Who's this?*
- Children answer, e.g. *It's Laura.*
- Tell children that they are going to listen to the CD.
- Point to the small box by each character in the

# Unit 2

picture.

- Explain that they will hear a number and the name of a character.
- They should find the character mentioned and write the number in the box by that character.
- Tell children to take their pencils and listen to the CD.
- Say *Listen*.
- Play CD track 7.
- Pause it after each character to give children time to write the number in the correct box.

## CD script:

one – *This is Laura.* (pause)

two – *And this is Sam.* (pause)

three – *This is Aveen.* (pause)

four – *And this is Kitty.* (pause)

five – *This is Karwan.* (pause)

- After each number and character has been mentioned, go round the class to check that children have written the correct number by the correct character in the picture.

## Unit 2 Lesson 2

**Aims:** introducing other people; greeting other people; recognising names of objects already learnt; asking the names of objects

**Language used:** *This is ... (name). She's/He's my friend. How are you? I'm fine, thank you. What's this? It's a/an ...*

**You need:** Student's Book p8; Activity Book p6; CD tracks 8–10

## Starter

- Greet children *Hello!* as they enter the classroom.
- Ask several children *How are you?* as they enter.
- Help them to answer *I'm fine, thank you.*

## Listen and say

- Hold up your Student's Book.
- Say *Open your books.* Check children are opening their Student's Books.
- Tell children to turn to page 8.
- Point to the picture of the four children.
- Say *Look.*
- Ask children in Kurdish what they think the children are doing (*introducing each other*).
- Tell them to listen to the CD to see if they are correct.
- Play CD track 8.

## CD script:

*This is Karwan.*

*He's my friend.*

*This is Laura.*

*She's my friend.*

- Play the CD again.
- Pause it after each line and tell children to repeat what they hear.
- Do this several times.
- Ask three children (both boys and girls) to come to the front of the class.
- Tell one child to introduce another child to the third child in the same way as on the CD.
- Tell them to use their own names, e.g. *This is Jamal. He's my friend. This is Shireen. She's my friend.*
- Do the same with several more groups of three children.
- Divide the class into groups of three.
- Tell them to introduce one another in the same way.

## Look and say

- Tell children to look at the picture at the bottom of page 8.
- Tell children they are going to play a game in the same way.
- Ask eight to ten children to come to the front of the class.



# Unit 2

- Say *Come here, please*, (name) to each one.
- Tell them to stand in a circle.
- Ask one child to begin.
- Tell her/him to introduce the child on her/his right to the child on her/his left.
- The child says e.g. *This is Nazdar. She's my friend* or *This is Nooriddin. He's my friend*.
- Tell the child on the right to greet the child on the left *How are you?*
- The child on the left replies *I'm fine, thank you*.
- The child on the left then introduces the first child to the child on his/her left.
- The two children greet each other.
- The game continues in this way until all the children have introduced someone and greeted someone.
- Choose another eight to ten children to come to the front of the class to do the same.

## Activity Book

### Listen and circle

- Hold up your Activity Book.
- Say *Open your books*.
- Check that children have opened their Activity Books.
- Tell them to turn to page 6.
- Point to the small pictures at the top of the page.
- For each one ask *What's this?*
- Children answer *It's a/an ...*
- Point to the numbers down the side of the page.
- Ask individual children to say the numbers.
- Explain that children will listen to the CD.
- They will hear a number and then the name of an object, e.g. *one – What's this? It's an orange*.
- They circle with their pencil the object that is mentioned for each number.
- Say *Listen*.

- Play CD track 9.
- Pause the CD after each number to allow children to circle the correct object.

### CD script:

*one – What's this? It's an orange. (pause)*

*two – What's this? It's a tiger. (pause)*

*three – What's this? It's a rabbit. (pause)*

*four – What's this? It's an umbrella. (pause)*

- Go round the class to check that children are circling the correct object.
- Play the CD again and pause it after each number.
- Ask children *What's this?*
- Children answer, e.g. *It's an orange*.
- Tell children to hold up their books.
- Check that they have circled the correct object.
- Help those children who have circled the wrong object.
- Do this for each number.

### Listen, say and draw

- Point to the dotted outlines of the four objects at the bottom of the page.
- Tell children that they will hear a question for each object on the CD.
- Tell them to answer the question themselves.
- Play CD track 10.
- Pause the CD after the first question to allow the pupils to answer.
- When they have answered, play the next part of the track.
- Children will hear the answer.
- Tell them to repeat the answer.
- Tell them to trace over the picture outline with their pencil.
- Repeat this for the other three objects.
- When children have traced the outline of all four objects ask them *What's this?* for each object.
- Children answer *It's a/an ...*

# Unit 2

## CD script:

one What's this? (pause)

It's an egg. (pause)

two What's this? (pause)

It's a queen. (pause)

three What's this? (pause)

It's a sock. (pause)

four What's this? (pause)

It's an apple. (pause)

- Tell children to work with a partner to ask what each object is.
- Children point to an object and ask *What's this?*
- Their partner answers *It's a/an ...*

## Unit 2 Lesson 3

**Aims:** matching letters with objects beginning with those letters; joining letters of the alphabet in alphabetical order to form a picture

**Language used:** letter sounds; names of objects from Book 1

**You need:** flashcards of pictures of objects from Book 1; 26 small cards, each with a letter of the alphabet on it; Student's Book p9; Activity Book p7

### Box 5: Alphabetical order

The English alphabet has 26 letters. When we say the alphabet, we say the letters in the following order:

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll  
Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx  
Yy Zz

## Starter

- Ask three children to come to the front of the class.
- Tell one of the children to introduce another child to the third one, e.g. *This is Bahat. He's my friend.*

- These children greet each other: *How are you? I'm fine, thank you.*
- Do the same with several other groups of three children.

## Play

- Hold up your Student's Book.
- Say *Open your books.*
- Tell children to turn to page 9.
- Point to the picture. Say *Look.*
- Ask children in Kurdish what the child is holding.
- Ask what is on each card.
- Ask what is on the cards on the table.
- Tell children they are going to play a game in the same way, using letters and pictures of objects.
- Put flashcards of pictures of objects from Book 1 in random order on your table.
- Invite a child to come to the front of the class.
- Ask the child to choose one of the letter cards.
- The child says the letter sound of the letter on the card, e.g. *f f f*.
- Tell the child to choose the picture of the object that begins with that letter.
- The child chooses the picture of a fig.
- The child says the word *fig*.
- Invite other children to the front of the class in the same way.
- Tell them to choose a letter card and then find the picture of the object that begins with that letter.
- They say the letter sound and the name of the object.

# Unit 2

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## Activity Book

### Join and draw

- Hold up your Activity Book.
- Say *Open your books*.
- Tell children to open their books at Unit 1 Lesson 2 on page 3.
- Point to each letter of the alphabet.
- Say the letter sound for each letter, e.g. *a a a*.
- Tell children to repeat it after you.
- Do this in alphabetical order.
- Explain to children that we say the letters of the alphabet in the order they are written on the page.
- Children say the letters of the alphabet in alphabetical order several times.
- Tell children to turn to page 7.
- Point to the dotted outline with the letters of the alphabet in it.
- Tell children to join the letters of the alphabet in alphabetical order with their pencils, e.g. *a, b, c, d*, etc.
- Tell them that they can look at Unit 1 Lesson 2 on page 3 to help them to join the letters in the correct order.
- When they have finished drawing, ask them what they can see in the picture. (*Kitty*)
- Ask *Who's this?*
- Children answer *It's Kitty*.

# Unit 3

## Unit 3 Lesson 1

**Aims:** asking about objects (both singular and plural objects); counting from 1–10; learning new words beginning with *a* and *b*

**New language:** *What are these? They're ...s.; ant, banana, plural s*

**Revised language:** *What's this? It's a/an ...; numbers 1–10; apple, bag*

**You need:** flashcards of pictures of objects from Book 1; Student's Book p10; Activity Book p8; CD tracks 11–13

### Box 6: *a* and *an*

When we are talking about an object:

- we use *an* before a word that begins with a vowel (*a, e, i, o* and *u*)  
e.g. *an apple, an egg, an insect, an orange, an umbrella*
- we use *a* before a word that begins with any other letter of the alphabet  
e.g. *a cat, a vase, a frog*

### Starter

- Greet children as they enter the classroom.
- Use *Hello!* or *How are you?*
- Children answer either *Hello!* or *Fine, thank you.*
- Hold up a picture flashcard.
- Ask *What's this?*
- Children answer *It's a/an ...*
- Ask a child to the front of the class.
- Tell him/her to hold up a flashcard.
- Tell him/her to ask the class *What's this?*
- The class or individual children answer *It's a/an ...*
- Do the same with several more children.

### Look and listen

- Hold up your Student's Book.
- Say *Open your books*. Tell children to turn to page 10.
- Point to the four pictures.
- Ask children in Kurdish what they can see in the picture.
- Ask them questions in Kurdish such as *What are the children doing? Who is in the picture? What's this?* etc.
- Tell them they are going to listen to a story on the CD.
- Point first of all to the top left picture, then the top right picture, then the bottom left picture and finally the bottom right picture.
- Tell children that they should follow this order of pictures as they listen to the story.
- Say *Listen*. Play CD track 11.

### CD script:

(picture 1)

*Laura: Oh look! Figs and oranges.*

*Aveen: Yes, lovely!*

(picture 2)

*Kitty: What's this?*

*Aveen: It's a banana.*

(picture 3)

*Aveen: Hello! Five apples and ten bananas, please.*

*Thank you.*

(picture 4)

*Kitty: Oh look! What are these?*

*Aveen: They're ants. One ant, two ants, three, four, five, six, seven, eight ants!*

- Play the CD again.
- Tell children to point to the pictures as they listen to the story.
- Hold up your own book and point so that they can all follow.



# Unit 3

## Box 7: Singular and plural nouns

A noun is *singular* when there is just one object, e.g. *an apple, a bag, a tiger*.

We use *a* or *an* before a *singular* noun to show that there is just one object.

A noun is *plural* when there is more than one object, e.g. *pens, apples, lions*.

We add the letter *s* at the end of a plural noun to show there is more than one object.

We do not use *a* or *an* before a plural noun.

## Listen, point and say

- Point to the pictures at the bottom of the page.
- For pictures 1 and 2 ask *What's this?*
- Help children to answer *It's a/an ...*
- Point to pictures 3 and 4.
- Say *Look*.
- Ask *What are these?* Help children to answer *They're ...s*.
- Explain to children that if there is just one object we ask *What's this?* and answer *It's a/an ...*
- Explain that if there is more than one object, e.g. three ants, two bananas, we ask *What are these?* and answer *They're ...s*.
- Point out that if there is more than one object we put an *s* sound on the end of the word, e.g. *ants*.
- Say *ants* and tell children to repeat it.
- Say *bananas* and tell children to repeat it.
- Tell children that they are going to listen to some questions and answers on the CD.
- Point to the numbers by each picture.
- Ask children to point to the numbers and count 1–4.
- Tell them to listen to the number and question and answer for each picture.
- Children repeat the answer for each question.
- Do this several times.

- Play CD track 12.

## CD script:

*one What's this? It's an ant. (pause)*

*two What's this? It's a banana. (pause)*

*three What are these? They're ants. (pause)*

*four What are these? They're bananas. (pause)*

- Point to one of the pictures.
- Ask children a question, either *What is this?* or *What are these?*
- Children answer either *It's a/an ...* or *They're ...s*.
- Ask individual children to point to a picture and ask a question.
- Other children answer.

## Activity Book

### Count and write

- Hold up your Activity Book.
- Say *Open your books*. Tell children to turn to page 8.
- Point to the pictures across the top of the page.
- For each picture ask children either *What are these?* or *What's this?*
- Children answer either *They're ...s* or *It's a/an ...*
- Point to the small boxes by each picture.
- Explain to children that they should count the number of objects in each picture. They should then write the number of objects in the small box, e.g. 5.
- Point to the first picture. Say *Look*.
- Ask children to count the number of objects, e.g. *one, two*.
- Tell them to write the number 2 in the box.
- Tell them to say the number and then the object, e.g. *two bananas*.
- Tell children to work with a partner.
- For each of the other pictures they should take it in turns to count the number of objects.

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- They should then write the number of objects in the box.
- They should then point to each picture and say the number and the object, e.g. *five figs*.
- Go round the class to help them. Correct them if necessary.
- Tell children that they are going to correct the exercise.
- For each picture ask a child to count the number of objects, e.g. *one, two, three ...*
- Ask another child to write the number of objects on the blackboard.
- Children can check their own answers.
- They can correct their answers if they are wrong.
- Finish the activity by pointing to each picture and asking the class to say the number and the object, e.g. *two bananas, four ants*.

## Listen and circle

- Point to the small pictures at the bottom of the page.
- Point to one of the pictures and ask either *What's this?* or *What are these?*
- Children answer either *It's a/an ...* or *They're ...s*.
- Point to the numbers down the side of the page.
- Ask a child to point to the numbers and count from 1 to 5.
- Explain that children should listen to the CD.
- They will hear a number and the name of some object(s).
- For each number they should circle the object that they hear.
- Say *Listen*.
- Play CD track 13.
- Pause it after each number to allow children time to circle the object(s).

### CD script:

*one – What are these? They're bananas.*

*two – What's this? It's a rabbit.*

*three – What are these? They're girls.*

*four – What are these? They're nuts.*

*five – What's this? It's an umbrella.*

- Go round the class to check that children are circling the correct pictures.
- Play the CD again so that children can check their answers.
- Correct the children's answers.
- Say, e.g. *one – What are these?* or *two – What's this?*
- For each number, ask a child to answer, e.g. *They're bananas* or *It's a rabbit*.
- Children check their own answers.
- They can change their answers if necessary.

## Unit 3 Lesson 2

**Aims:** recognising capital letters for *A* and *B*; counting 1–10; tracing and writing lower case and capital *Aa* and *Bb*; writing lower case initial letters in names of objects; writing capital letter on name of person; asking about objects

**Language used:** *What are these? They're ...; count, numbers 1–10, ant(s), apple(s), Aven, banana(s), bag(s), nuts, eggs, oranges, figs*

**You need:** some piles of objects that children already know, e.g. *nuts, oranges, figs*; picture flashcards of ant and banana; Book 1 flashcards for apple and bag; flashcards of capital and lower case *Aa* and *Bb*; Student's Book p11; Activity Book p9

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## Box 8: Capital letters and small (lower case) letters

In this unit children are learning how to write and when to use **capital** letters.

In this book we talk about **capital** letters, e.g. *A, B, C, D, E*, etc.

We also talk about **small** letters (the letters children have learnt so far in this book and in Book 1). Sometimes we call these small letters **lower case** letters.

**Small** letters and **lower case** letters are the same thing, e.g. *a, b, c, d, e*, etc.

## Starter

- Ask some children *What's your name?* as they come in the classroom.
- Children reply *My name's ...*
- When they have told you, say *Hello, ...(name).*
- Ask two children to come to the front of the class.
- Ask the first one to ask the other child *What's your name?*
- The second child answers *My name's ...(name).*
- Tell the first child to say *Hello, ...(name).*
- Do the same with several more pairs of children.

## Look, point and say

- Hold up your Student's Book.
- Say *Open your books*. Tell children to turn to page 11.
- Point to the capital and small letter *Aa*.
- Say the letter sound *a a a*. Tell children to repeat it.
- Tell children that both capital *A* and lower case *a* have the same sound.
- Remind children that each letter of the alphabet is written in two ways.
- We use the small letters (lower case letters) for objects, e.g. *apple, egg*.

- We use a capital letter to begin the names of people and places, e.g. *Karwan, Dohuk*.
- Hold up the flashcards of capital and lower case *Aa*. Children say the letter sound for them.
- Stand with your back to the class and form capital *A* in the air with your right hand.
- For letter formation see pages 8-9 of the Teacher's Book.
- Tell children to form capital *A* in the same way.
- Then form lower case (small) *a* in the air with your right hand.
- Tell children to form lower case (small) *a* in the same way.
- Tell children to trace the forms of both capital and lower case (small) *Aa* with their fingers.
- Point to the picture of an ant and ask *What's this?*
- Children answer *It's an ant*.
- Hold up the flashcard for *ant*. Say the word *ant*.
- Tell children to repeat it several times.
- Point to the picture of an apple and ask *What's this?* Children answer *It's an apple*.
- Explain that if a word begins with *a* we say *It's an ...*
- Point to the picture of one ant and say *one ant*. Tell children to repeat this.
- Point to the picture of two ants and say *two ants*. Tell children to repeat this.
- Remind them that we make an *s* sound after the word if there is more than one object.
- Point to the picture of Aven and say *Aven*.
- Tell children to repeat this.
- Point to the capital *A* at the beginning of *Aven*. Remind them that we use a capital letter to begin the name of a person.
- Ask all children in the class whose names begin with *A* to come to the front of the class.
- Write their names on the board in English, beginning with a capital *A*.
- Tell them to write their name on the outside of

# Unit 3

their exercise book.

- Follow the same procedure for the letter *Bb*:
  - Point to the capital and small letter *Bb*.
  - Say the letter sound *b b b* and tell children to repeat it.
  - Hold up letter flashcards for *Bb* and tell children to say the sound.
  - Children write capital and lower case *Bb* in the air after you.
  - Children trace capital and lower case *Bb* in the book with their fingers.
  - Show flashcard of the banana and ask what it is.
  - Children repeat the word *banana* several times.
  - Do the same with the word for *bag*.
  - Remind them that there is an *s* sound for a plural word.
  - Help children whose names begin with *B* to write their names in English.

## Ask, say and count

- Tell children to look at the picture at the bottom of page 11.
- For each group of objects ask *What are these?*
- Children reply *They're ...s*, e.g. *They're nuts*.
- Put some groups of objects that children already know the names of on the table, e.g. a pile of nuts, some apples, some figs, etc.
- Ask two children to come to the front of the class.
- Say *Come here, please*, (name) to each of them.
- Tell one of them to point to one of the piles of objects.
- Tell her/him to ask *What are these?*
- Tell the other child to answer *They're ...s*.
- They continue taking it in turns to ask and answer questions in the same way.
- Ask several other pairs of children to come to the front and ask and answer questions in the same way.

## Activity Book

### Box 9: The position of capital and lower case letters on the line

We write all capital letters on the line, e.g.

A B C D E

Lower case letters are different:

- We write some lower case letters on the line, e.g. *a, c, o, m*, etc.
- Some lower case letters have 'tails' below the line, e.g. *g, j, p, q* and *y*.
- Different lower case letters begin at different levels above the line. For example, *b, d, f, h, k* and *l* begin at a higher point than the letter *t*.

Look at the following framework to check where each letter is written on the line. Then make sure you teach these positions to your children when you are teaching them to write the letters.

a b c d e f

g h i j k l m

n o p q r s t

u v w x y z



# Unit 3

## Trace and write

- Hold up your Activity Book.
- Say *Open your books*. Tell children to turn to page 9.
- Point to the big capital and lower case *Aa*.
- Tell children to trace with their finger round the capital and lower case *Aa*.
- Point to the line with capital *A*.
- Tell pupils to trace with their finger round the capital *A*.
- Tell them to trace over the two faint capital letters with their pencils.
- Then tell them to complete the line by copying the capital *A* twice themselves.
- Go round the class to check they are copying the letter well.
- Point to the capital and lower case *Aa*.
- Tell children to trace the first *Aa* with their fingers.
- Tell them to trace over the faint *Aa* with their pencils.
- Then tell them to complete the line by copying the capital and lower case *Aa* themselves.
- Go round the class to check they are writing the letter well.
- Point to the pictures of the apple and the ant.
- Tell children to point to them and say the letter sound *a a a*.
- Point to the words *ant* and *apple* and *Aveen*.
- Tell them to write lower case *a* to complete the words *\_nt* and *\_pple*.
- Then tell them to complete the name *Aveen* by adding a capital *A*.
- Follow the same procedure for the letter *Bb*.
- As you leave the class say *Goodbye, children*.

## Unit 3 Lesson 3

**Aims:** singing a song to practise counting and saying the letter sound *s* at the end of plural words; practising writing the numbers 6–10; practising writing the letter *s* on the end of plural nouns

**Language used:** numbers 6–10, *banana(s)*, *fig(s)*, *apple(s)*, *orange(s)*

**You need:** some objects (single and more than one) that children already know, e.g. nuts, figs, an apple, a toy rabbit, etc.; Student's Book p12; Activity Book p10; CD track 14

## Starter

- Put some single objects and some piles of objects that children already know on your table.
- Ask a child to come to the front of the class.
- Say *Come here, please* (name).
- Point to a single object and ask *What's this?*
- Children reply *It's a/an ...*
- Point to a pile of objects and ask *What are these?*
- Children reply *They're ...s*.
- Ask another child to come to the front of the class.
- Tell the first child to point to either one object or a group of objects.
- Tell him/her to ask either *What's this?* or *What are these?*
- The other child replies either *It's a/an ...* or *They're ...s*.
- Ask several other pairs of children to come to the front to do the same.

# Unit 3

## Listen, sing and point

### Box 10: 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 OR one half can sing the song and the other half can do the actions.

- Hold up your Student's Book.
- Say *Open your books*.
- Check that children are opening the correct book.
- Tell them to turn to page 12.
- Point to the picture and to the piles of fruit.
- Ask children *What are these?*
- Children reply *They're ...s*.
- Write the numbers 1–10 on the board.
- Point to each number and tell children to count with you, e.g. *one, two, three ...*
- Tell children that they are going to learn a song.
- Tell them to listen to the song on the CD. Say *Listen*.
- Play CD track 14.

### CD script:

*One banana, two bananas,  
Three bananas, four.*

*Five bananas, six bananas,  
Seven bananas ... more!*

*One fig, two figs,  
Three figs, four.*

*Five figs, six figs,  
Seven figs ... more!*

*One apple, two apples,  
Three apples, four.*

*Five apples, six apples,  
Seven apples ... more!*

*One orange, two oranges,  
Three oranges, four.*

*Five oranges, six oranges,  
Seven oranges ... more!*

- Play the CD again. Tell children to sing the song with the CD.
- Pause the CD after every line.
- Tell children to sing each line after they have listened to it.
- Play the CD again.
- This time tell children to sing along with the song as they listen to the CD.
- Tell them to point to the correct fruit in the picture as they sing each verse.
- Play the CD several times more and let children sing and point.
- Sing the song again.
- This time tell the girls to sing the first and third verses.
- Tell the boys to sing the second and fourth verses.

## Activity Book

### Trace and write

- Tell children to turn to page 10 in their Activity Book.
- Point to the numbers across the top of the page. Say *Look*.
- Ask children to point to each of the numbers and say the name of the number, e.g. *six, seven, eight ...*
- Point to the number 6 at the side of the page.
- Tell children to trace the shape of the number with their finger.
- Tell children to trace over the next three faint numbers with their pencil.
- Then tell them to copy the number 6 on the line several times themselves.
- Do the same for the other four numbers.

### Count, match and circle

- Point to the small pictures below.
- Point to the three pictures in the first line.
- Ask *What are these?* Children answer *They're oranges*.

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- Do the same for the objects in the other two lines.
- Point to the numbers down the left-hand side of the page. Say *Look*.
- Tell children to point to each number and say its name, e.g. *seven, ten*.
- Explain that children should look at the numbers on the left-hand side of each line and then count the number of objects in each of the three pictures in the line.
- Children circle the picture that has the same number of objects as the number on the left-hand side.
- Tell children to work with a partner and to count the objects together.
- Go round to check that they are counting correctly and circling the correct picture.

## Revision 1

**Aims:** matching letters to objects that begin with them; saying letter sounds; counting 1–10; asking about objects (singular and plural)

**Language used:** letter sounds for all letters of the alphabet; words for objects learnt in Book 1; *ant(s), banana(s)*; numbers 1–10; *What are these?*  
*They're ...s*

**You need:** ten objects, e.g. ten nuts or ten eggs; dice for each group for game in Student's Book p13; small piece of paper for each child; Student's Book p13; Activity Book pp11–12, CD tracks 15–16

## Starter

- Greet children *Hello, ... (name)* as they enter the classroom.
- Put the pile of objects, e.g. ten nuts or ten oranges, on your table.
- Ask a child to come to the front of the class.

- Say *Come here, please (name)*.
- Ask her/him to count the objects on your table, e.g. *one, two, three, four ...*
- Do the same with several other children.

### Box 11: The importance of fun in the classroom

In this book there are many songs and games. They create a relaxed atmosphere in the classroom and allow children to have fun as they are learning. They are very important because:

- children are using the language they have learned in a natural way
- they motivate the children to enjoy their English learning
- children learn more quickly in a relaxed atmosphere when they are having fun
- they provide children with a variety of activities to keep them interested
- they allow children to use their energy for useful activities

## Play

- Hold up your Student's Book.
- Say *Open your books*. Tell children to turn to page 13.
- Point to the picture. Ask children in Kurdish what they can see in the picture.
- Point to the letters on the stones.
- For several of the letters, point and ask *What's this?*
- Children say the letter sound.
- Divide the class into groups of four or five. Give each group a dice.
- Tell them to put one Student's Book open on page 13 in the middle of the desk so that they can all see it.
- Give each child a small piece of paper.
- Children colour their piece of paper a different colour from the rest of their group (or write their own mark on the paper).

# Revision 1

- Explain that one of the group members throws the dice and moves along the stones in the river for the number of dots on the dice.
- He/She looks at the letter on the stone and says the letter sound and then a word that begins with that sound, e.g. *h* – *hen*.
- If the child does not say the letter sound and the word, they remain where they were before throwing the dice.
- Group members take it in turns to throw the dice.
- The winner is the first child to reach the finish.
- Go round the class to help them to play the game correctly.
- Check that they are saying the letter sounds and the words correctly.
- Point to the letters *Aa* and *Bb* at the bottom of the page.
- Ask individual children to say the letter sounds for the letters.

## Activity Book

### Count and write

- Tell children to turn to page 11 in their Activity Book.
- Point to the picture. Ask children in Kurdish what they can see in the picture.
- Point to one of the children and ask *Who's this?*
- Children answer, e.g. *It's Sam*.
- Do this for all the children and Kitty.
- Point to the piles of food.
- Say *Look*.
- Ask several children *What are these?* Children answer *They're ...s*.
- Point to a group of objects and say *Count*. Ask individual children to count them.
- Do this for several groups of objects.
- Ask two children to come to the front of the class.

- Tell the first one to point to a group of objects in the picture and to ask *What are these?*
- Tell the second child to answer *They're ...s*.
- Tell the first child to say to the second child *Count*.
- The second child then counts the number of objects in the group, e.g. *one, two, three ...*
- Point to the small boxes in the picture by each group of objects.
- Tell children that they should write the number of objects in the small box by the group.
- Do the same with several pairs of children.
- Divide the class into pairs. Tell pairs to do the activity in the same way.
- Go round the class to help the children and to check that they are counting correctly and writing the correct number in each of the boxes.

### Listen and circle

- Tell children to turn to page 12.
- Point to the numbers down the left-hand side of the page.
- Ask individual children to say the numbers in the correct order, e.g. *one, two, three ...*
- Point to a picture of just one object.
- Ask children *What's this?*
- Children answer *It's a/an ...*
- Point to a picture of more than one object.
- Ask children *What are these?*
- Children answer *They're ...s*.
- Tell children that they are going to listen to the CD.
- For each number they should circle the object that they hear.
- Say *Listen*.
- Play CD track 15.
- Pause the CD after each number to allow children time to circle the pictures.



# Revision 1

## CD script:

one      *What are these? They're apples.*  
          (pause)  
two      *What's this? It's a banana.*  
          (pause)  
three    *What's this? It's an ant. (pause)*  
four     *What are these? They're nuts. (pause)*  
five     *What are these? They're rabbits.*  
          (pause)  
six      *What's this? It's a zebra. (pause)*  
seven    *What's this? It's an egg. (pause)*  
eight    *What are these? They're pens. (pause)*

- Play the CD again to allow children to check their answers.
- Finally play the CD and pause it after each number.
- Ask children to show you the picture they have circled.
- Correct them if necessary.

## Listen, match and write

- Tell children to look at the pictures at the bottom of the page.
- For each child in the picture and Kitty, ask children *Who's this?*
- Children answer, e.g. *It's Karwan.*
- Tell children they are going to listen to the CD.
- They will hear a number and the name of a character.
- They should write the number they hear in the small box by the character they hear.
- Play CD track 16.
- Pause the CD after each number to allow children time to write the number by the correct character.

## CD script:

one      *Hello, I'm Karwan. (pause)*  
two      *What's your name?*  
          *My name's Laura. (pause)*  
three    *I'm Sam. Hello! (pause)*  
four     *What's your name?*  
          *My name's Aveen. (pause)*  
five     *Who's this?*  
          *It's Kitty! (pause)*

- Play the CD again.
- Pause it after each number and check that children have written the correct number by the correct character.

# Unit 4

## Unit 4 Lesson 1

**Aims:** talking about things that belong to you; learning new words that begin with *c* and *d*

**New language:** *I have a ...; car, cap, doll, dog*

**Revised language:** *Hello! yes, no; Come here; numbers 1–10*

**You need:** Student's Book p14; Activity Book p13; CD tracks 17–19

### Box 12: Making full use of the Student's Book

Each unit in the Student's Book contains many colourful pictures. These pictures show the main characters of the book and many objects children have already learned. They also show different numbers of objects and different colours.

It is important to make full use of these pictures to give children as much practice in speaking English as possible. You can do this by:

- talking about what is in the picture in Kurdish to make sure children understand what is happening in the picture before they listen to the dialogue on the CD
- asking about objects they have learned (*What's this? It's a/an ...*)
- asking about characters in the book (*Who's this? It's Sam.*)
- asking children to count the objects (*one, two, three ...*)
- asking about colours (*What colour is it? It's blue.*)

### Starter

- Greet children *Hello* as they enter the classroom.
- Ask ten children to come to the front of the class.

- Ask them each to count a number from 1 to 10.
- The first child says *one*, the second child *two* and so on up to *ten*.
- Ask another ten children to come to the front of the class and do the same.

### Look and listen

- Hold up your Student's Book.
- Say *Open your books*.
- Check that children have all opened their Student's Book and not their Activity Book.
- Tell them to turn to page 14.
- Point to the four pictures.
- Ask children in Kurdish what they can see in the pictures.
- Tell them to listen to the story on the CD.
- Point to the top left-hand picture, then the top right-hand picture, then the bottom left-hand picture and finally the bottom right-hand picture.
- Tell children that they should look at the pictures in this order as they listen to the story.
- Play CD track 17.

### CD script:

(picture 1)

*Laura and Aveen: Hello, Karwan. Hello, Sam.*

*Karwan and Sam: Hello, girls.*

(picture 2)

*Laura: Look. I have a doll.*

*Karwan: Oh yes! And I have a car.*

(picture 3)

*Sam: Hello, Kitty!*

*Kitty: Hello, Sam. I have a cap!*

(picture 4)

*Sam: Oh no! A dog!*

*Children: Come here, Kitty!*

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

# Unit 4

## Listen, point and say

- Tell children to look at the pictures at the bottom of the page.
- For each picture ask *What's this?*
- Children answer *It's a ...*
- Tell children to listen to the CD.
- They should listen, then point to the picture of the object mentioned, then repeat the sentence they hear.
- Say *Listen*.
- Play CD track 18.
- Pause it after each sentence to give children time to repeat the sentence.

### CD script:

*I have a duck. (pause)*

*I have a car. (pause)*

*I have a dog. (pause)*

*I have a cap. (pause)*

*I have a doll. (pause)*

*I have a cat. (pause)*

## Activity Book

### Listen and match

- Tell children to open their Activity Books at page 13.
- Point to the picture of the children at the top of the page.
- Say *Look*.
- Point to the numbers beside each character.
- Ask children to point to a character and then say the number.
- Point to the pictures of the objects below the characters.
- Ask *What's this?* for each picture.
- Children answer, e.g. *It's a car*.
- Tell children to listen to the CD.
- Tell them they will hear a number and then an object.
- They should draw a line between the number and the object mentioned.

- Play CD track 19.
- Pause it after each number to allow children time to draw a line.

### CD script:

one

*Karwan: I have a car. (pause)*

two

*Laura: I have a doll. (pause)*

three

*Sam: I have a dog. (pause)*

four

*Aveen: I have a bag. (pause)*

five

*Kitty: And I have a cap! (pause)*

- Go round the class to check that children are drawing lines between the correct characters and objects.

## Match and circle

- Tell children to look at the rows of small pictures at the bottom of the page.
- Point to several of the pictures and ask *What's this?*
- Children answer *It's a/an ...*
- Tell children to look at the letters down the left-hand side of the page.
- Ask them to say the letter sound for the letters *a, b, c, d*.
- Explain that for each row, children should look at the letter on the left and then circle the object(s) in the row that begin with that letter.
- Go round to help them and to correct where necessary.
- Ask individual children to say a letter on the left-hand side and then say the word(s) in the row that begin with that letter.
- Do this for all the letters and rows.

# Unit 4

## Unit 4 Lesson 2

**Aims:** talking about things that belong to you; recognising capital letters *C* and *D*; tracing and writing capital and lower case *Cc* and *Dd*; writing lower case *c* and *d* as the initial letter of words beginning with *c* and *d*; writing lower case letters in objects that begin with those letters; writing capital *C* and *D*; recognising words that begin with *a*, *b*, *c* and *d*

**Language used:** *I have a/an ... and a/an ...; car, cap, cat, doll, dog, duck*

**You need:** flashcards for ant, banana, car, cap, doll and dog; flashcards for capital and lower case *Cc* and *Dd*; various objects that children have already learnt, e.g. apple, bag, banana, toy car; Student's Book p15; Activity Book p14

### Starter

- Greet children *Hello* as they enter the classroom.
- Ask several children *What's your name?*
- Children reply *My name's ... (name).*
- Hold up a flashcard of a new object children have learnt.
- Ask *What's this?*
- Children reply *It's a/an ...*
- Do this with all the flashcards for the new *a*, *b*, *c* and *d* words learnt in this book so far.

### Look, point and say

- Hold up your Student's Book.
- Say *Open your books*. Tell children to turn to page 15.
- Point to the capital and lower case *Cc*.
- Say the letter sound *c c c*. Tell children to say the sound after you.
- Explain that both the capital *C* and the lower

case *c* have the same sound.

- Explain that they are the same letter. We use lower case *c* for ordinary words but we use capital *C* to begin the names of people and places.
- Hold up the flashcards for capital and lower case *Cc*. Children say the letter sound for *C* and *c*.
- Stand with your back to the class. Form capital *C* in the air with your right hand.
- Tell children to form it in the air in the same way.
- Form lower case *c* in the air with your right hand.
- Tell children to form it in the air in the same way.
- Explain that both capital and lower case *Cc* are formed in the same way. Lower case *c* is smaller than capital *C*.
- Point to capital and lower case *Cc* in the book.
- Tell children to trace round the letters with their fingers.
- Ask several children to write the capital and lower case letters *Cc* on the board.
- Point to the picture of a car.
- Ask children *What's this?* Children reply *It's a car*.
- Hold up the picture flashcard of a car. Say *car*. Tell children to repeat *car*.
- Do the same for the pictures of the cap and cat.
- Say the letter sound *c c c* and then the words *car*, *cap* and *cat*. Tell children to repeat.
- Tell all children whose names begin with *C* to come to the front of the class.
- Write their names on the board, beginning with a capital *C*.
- Tell them to write their name on the outside of their exercise book.
- Follow the same procedure for the letter *Dd*:
  - Point to the capital and lower case *Dd*.
  - Say the letter sound *d d d* and tell children to repeat it.

# Unit 4

- Hold up the flashcard of capital and lower case *Dd* and tell children to say the sound.
- Children write capital and lower case *Dd* in the air after you.
- Children trace round the letters *Dd* in the book with their fingers.
- Several children write the capital and lower case letters *Dd* on the board.
- Point to the picture of a doll and ask children what it is.
- Do the same with the flashcard of the doll and tell children to repeat *doll*.
- Do the same for the pictures of the *dog* and *duck*.
- Help children whose names begin with *D* to write their name in English.

## Play and say

- Point to the picture at the bottom of the page.
- Point to the objects in the picture.
- Ask children *What's this?* Children answer *It's a/an ...*
- Put some objects on your table, e.g. a doll, a toy car, a banana, etc.
- Tell children they are going to play a game.
- Invite five or six children to the front of the class.
- Tell one child to pick up an object and to say, e.g. *I have an apple*.
- Tell the child to give the object to another child.
- Tell the second child to hold the first object and to pick up another.
- Help the second child to say, e.g. *I have an apple and a car*.
- The second child then gives the first two objects to a third child.
- The third child picks up a third object.
- Help the third child to say, e.g. *I have an apple and a car and a doll*.
- The game continues in this way until all the children have made a sentence.
- Do the same with several other groups of five or six children.

## Activity Book

### Trace and write

- Hold up your Activity Book.
- Say *Open your books*.
- Tell children to turn to page 14.
- Point to the big capital and lower case *Cc*.
- Tell children to trace with their finger round the capital and lower case *Cc*.
- Point to the line with capital *C*.
- Tell children to trace with their finger round the capital *C*.
- Tell them to trace over the two faint capital letters with their pencils.
- Then tell them to complete the line by copying the capital *C* several times themselves.
- Go round to check they are writing capital *C* correctly.
- Point to the line with capital and lower case *Cc*.
- Tell children to trace over the two letters with their fingers.
- Tell them to trace over the faint *Cc* with their pencils.
- Then tell them to complete the line by copying the capital and lower case *Cc* twice themselves.
- Go round to check they are copying lower case *c* correctly.
- Point to the pictures of the car, cap and cat. Point to the words *car*, *cap* and *cat*.
- Tell them to write lower case *c* to complete the words *\_ar*, *\_ap* and *\_at*.
- Follow the same procedure for the letter *Dd*.



# Unit 4

## Unit 4 Lesson 3

**Aims:** singing a song to practise using *I have a/an ...*; counting 1–6; practising saying the new words *car, cap, doll* and *dog*; listening and matching words heard with pictures of objects

**Language used:** *I have a/an ...; car, cap, doll, dog, pen, hen, orange, banana, apple, egg; numbers 1–6*

**You need:** Student's Book p16; Activity Book p15; flashcards for *car, cap, doll, dog, pen, hen*; CD tracks 20–21

### Starter

- Greet children *Hello* as they enter the classroom.
- Hold up one of the flashcards.
- Say *Look*.
- Ask *What's this?*
- Children reply *It's a/an ...*
- Do this with all the flashcards.

### Listen, sing and point

- Hold up your Student's Book.
- Say *Open your books*. Tell children to turn to page 16.
- Point to the picture of the juggler.
- Ask children in Kurdish who the man is and what he does (*he throws many objects, usually balls, in the air at the same time and catches them*). Ask them if they have ever seen a juggler.
- Tell children they are going to sing a song about the juggler and the objects he is throwing in the air.
- Tell children to look at the picture and listen to the CD.
- Tell them to point to the objects they hear mentioned in the song.

- Play CD track 20.

#### CD script:

*One, two, three.*

*One, two, three.*

*I have a car and a cap and a pen.*

*Four, five, six.*

*Four, five, six.*

*I have a doll and a dog and a hen.*

- Play the CD again, pausing the song after each line. Tell children to sing each line in the pause.
- Tell them to point to the objects they hear as they sing.
- Play the CD again. This time tell children to sing along with the song on the CD.
- Do this several times.
- Ask individual children to sing the song by themselves.
- Remind children of the song learned in Unit 2 Lesson 1 (see TB page 17). If necessary write it on the board.
- Tell children they are going to sing it again.
- Play CD track 6.
- Pause the CD after each line. Tell children to sing each line in the pause.
- Play the CD again. Tell children to sing the song along with the CD.
- Play the CD again.
- Tell children to turn to their partner. As they sing the song, they should shake hands with their partner.

### Activity Book

#### Listen and tick

- Tell children to open their Activity Books at page 15.
- Point to the picture of the juggler and Kitty.
- Point to Kitty.
- Ask *Who's this?* Children answer *It's Kitty*.
- For each of the objects ask *What's this?*
- Children answer *It's a/an ...*

# Unit 4

- Point to the numbers by Kitty and the juggler.
- Ask children to say the numbers.
- Explain that they are going to listen to the juggler and Kitty speaking.
- When they hear number 1 on the CD, the juggler is talking.
- When they hear number 2 on the CD, Kitty is talking.
- Then point to the small boxes by each of the objects in the picture.
- When they hear an object mentioned, they should write a tick in the box by the object.
- Play CD track 21.
- Pause the CD after each line to allow children time to tick the boxes.

## CD script:

*one* (juggler's voice)  
*I have a car.* (pause)  
*I have a pen.* (pause)  
*I have an orange.* (pause)  
*I have a doll* (pause)  
*and I have a cap.* (pause)

*two* (Kitty's voice)  
*I have a banana* (pause)  
*and a dog.* (pause)  
*I have an apple.* (pause)  
*I have an ... egg. Oh no!* (pause)

- Go round to check that children are ticking the correct objects.
- At the end of the lesson say *Goodbye children*.
- Help children to answer *Goodbye ...*(your name).

# Unit 5

## Unit 5 Lesson 1

**Aims:** asking about objects that are near to the speaker; asking about objects that are some distance away from the speaker; learning new words beginning with *e* and *f*

**New language:** *What's that? It's a/an ...*

**Revised language:** *What's this? It's a/an ...;*  
colours: *red, yellow, blue, green;* lion, zebra, banana;  
*Listen!*

**You need:** various objects that children have already learnt, some single objects, other groups of objects, e.g. a banana, two eggs, three nuts, an orange, etc.; Student's Book p17; Activity Book p16; CD tracks 22–25; coloured pencils

### Starter

- Greet children *Hello*, (name) as they enter the classroom.
- Hold up a single object, e.g. an apple, and ask children *What's this?*
- Children reply *It's an apple.*
- Hold up more than one of the same object, e.g. two eggs, and ask *What are these?*
- Children answer *They're eggs.*
- Do the same for other single objects and groups of the same object.

### Look and listen

- Tell children to turn to page 17 in their Student's Books.
- Point to the four pictures. Say *Look*.
- Ask children in Kurdish what they can see in the pictures.
- Point to the lion and ask *What is this?*
- Children answer *It's a lion.*
- Tell them they are going to listen to a story on

the CD.

- Point first of all to the top left picture, then the top right picture, then the bottom left picture and finally the bottom right picture.
- Tell children that they should follow this order of pictures as they listen to the story.
- Play CD track 22.

### CD script:

(picture 1)

Kitty: *What's this, Laura?*

Laura: *Red and yellow and blue flowers.*

(picture 2)

Aveen: *Ah, what's this? Oh, it's a green frog.*

(picture 3)

(Laura points to the elephant)

Laura: *What's that?*

Aveen: *Listen! What's that? (elephant trumpets)*

(picture 4)

(elephant turns round)

Aveen: *Oh, it's an elephant.*

Kitty: *Miaaooow!*

- Play the CD again.
- Tell children to point to the pictures as they listen to the story.
- Hold up your own book and point so that they can all follow the story.

### Listen, point and say

- Point to the picture at the bottom of the page.
- Tell children they are going to listen to the CD.
- They should point to the object they hear mentioned on the CD.
- They should also repeat the sentence for each object.
- Say *Listen*. Play CD track 23.
- Pause after each question and answer to allow children time to point to the correct object in the picture and to repeat the answer.
- Explain to children that we use *What's this?* when the object is very close to us or when we are touching it.

# Unit 5

- Explain that we use *What's that?* when the object is a distance away from us.
- Tell children that if they hear *What's this?* on the CD, they should touch the picture with their finger.
- Tell them that if they hear *What's that?* on the CD, they should point to the picture from a short distance away.

## CD script:

Kitty: *What's this? It's a frog.*  
*What's that? It's an elephant.*  
*What's that? It's a fig.*  
*What's that? It's an egg.*  
*What's this? It's a flower.*

- Go round the class to check that children are pointing in the correct way to show the difference between *this* and *that*, and that they are pointing to the correct picture.

## Activity Book

### Listen and write

- Tell children to open their Activity Book at page 16.
- Point to the picture at the top of the page.
- Point to the objects and animals and ask *What's this?*
- Children answer, e.g. *It's a lion.*
- Tell children they are going to listen to Kitty asking Laura some questions.
- Laura will answer.
- Children should listen to the number and the animal mentioned in each question.
- They should write the number they hear in the small box by the animal mentioned.
- Say *Listen*. Play CD track 24.
- Pause the CD after every question to allow children time to write the numbers in the small boxes by the objects and animals.

## CD script:

one  
Kitty *What's this?*  
Laura *It's an elephant.* (pause)

two  
Kitty *What's this?*  
Laura *It's a frog.* (pause)  
three  
Kitty *What's that?*  
Laura *It's a lion.* (pause)  
four  
Kitty *And what's this?*  
Laura *It's a flower, Kitty.* (pause)  
five  
Kitty *What's that, Laura?*  
Laura *It's a zebra.* (pause)

- Play the CD again so that children can check their answers.
- Go round the class to check that children are writing the correct numbers by the correct objects and animals.

## Trace, listen and colour

- Tell children to look at the dotted outlines of pictures at the bottom of the page.
- Tell children to trace the outlines of the drawings with their pencils.
- For each one, ask children *What's this?*
- Children answer, e.g. *It's a car.*
- Tell children that they are going to colour the pictures.
- Tell them to take their coloured pencils.
- Tell them they are going to listen to the CD.
- For each picture they will hear a colour.
- They should colour the picture the colour they hear.
- Play CD track 25.
- Pause the CD after each line to allow children time to colour the pictures.

## CD script:

*a blue car* (pause for colouring)  
*a green frog* (pause)  
*a red flower* (pause)  
*a yellow banana* (pause)

- Go round the class to check that children are using the correct colours for each picture.

# Unit 5

## Unit 5 Lesson 2

**Aims:** recognising capital letters for *E* and *F*; tracing and writing lower case and capital *Ee* and *Ff*; writing lower case initial letters on names of objects; asking about objects that are some distance away; singing a song; matching letters to missing initial letters of objects and names of people

**Language used:** *elephant, egg, flower, frog, fig, doll, car, ant, Aveen; What's that? It's a ...; Listen!*

**You need:** flashcards for capital and lower case *Ee* and *Ff*; picture flashcards for elephant, flower and frog; Book 1 flashcards for egg and fig; various objects children have already learnt, e.g. toy animals, orange, banana, etc.; Student's Book p18; Activity Book p17; CD tracks 26–27

### Starter

- Greet children *Hello, ... (name)* as they enter the classroom.
- Ask several children *How are you?*
- Children answer *I'm fine, thank you.*
- Put the objects you have brought on your table.
- Stand a small distance from the table and point to one of the objects.
- Ask *What's that?*
- Children answer *It's a/an ...*
- Do this with all the objects.
- Remind children that we use *What's that?* when we are some distance from an object.
- Remind them that if we are very close to an object or touching it we use *What's this?*

### Look, point and say

- Hold up your Student's Book.
- Say *Open your books.* Tell children to turn to

page 18.

- Point to the capital and lower case *Ee*. Say *Look.*
- Say the letter sound *e e e*. Tell children to repeat it.
- Tell children that both capital *E* and lower case *e* have the same sound.
- Hold up the flashcards for capital and lower case *Ee*.
- Children say the letter sound for *E* and *e*.
- Remind children that each letter of the alphabet is written in two ways.
- Ask them in Kurdish what we use capital letters for.
- Children reply that we use them for names of people and places.
- Stand with your back to the class and form capital *E* in the air with your right hand.
- Tell children to form capital *E* in the same way.
- Then form lower case (small) *e* in the air with your right hand. Tell children to form lower case *e* in the same way.
- Tell children to look again at the capital and lower case *Ee* on page 18.
- Tell them to trace the forms of both capital and lower case *Ee* with their fingers.
- Point to the picture of the elephant and ask *What's this?*
- Children answer *It's an elephant.*
- Hold up the picture flashcard of an elephant. Say *elephant.*
- Tell children to repeat *elephant* several times.
- Point to the picture of an egg and ask *What's this?*
- Children answer *It's an egg.*
- Hold up the picture flashcard for *egg*. Say *egg.*
- Children repeat *egg* several times.
- Explain that if a word begins with *a* or *e* we say *It's an ...*, e.g. *It's an egg, It's an apple, It's an elephant. It's an ant.*
- Point to the word *elephant* below the picture.



# Unit 5

- Tell children to trace with their fingers the first letter of the word.
- Do the same with the word *egg*.
- Follow the same procedure with capital and lower case *Ff* and for the words *flower*, *frog* and *fig*.
- Then ask a child to come to the front of the class.
- Write a letter, either *E*, *e*, *F* or *f* with your finger on their back.
- Tell them to say the letter sound for the letter you have written.
- Do this with several other children.
- Tell children to work with a partner.
- Tell them to take it in turns to write one of the letters, either capital or lower case, with their finger on their partner's back.
- Their partner says the letter sound for the letter they have written.
- Ask children whose name begins with *E* to come to the front of the class.
- Write their names on the board, beginning with a capital *E*.
- Do the same with children whose names begin with *F*.
- Tell them to write their name on the outside of their exercise book.

## Listen, point and say

- Tell children to look at the animals in the picture.
- Point to each animal and ask *What's this?*
- Children answer, e.g. *It's a hen*.
- Ask children what noise each of the animals in the picture makes.
- Children make appropriate animal noises, e.g. *quack quack*, *miaow*.
- Tell children that they are going to listen to the noises the animals make on the CD.
- Explain to children that noises they hear on the CD are the noises we use in English for the animal sounds.

- Tell them that they should listen to each animal noise.
- They should then say which animal makes that noise, e.g. *It's a lion*.
- They should then make the animal noise themselves.
- Say *Listen*. Play CD track 26.
- Pause the CD after each animal noise to allow children to answer the question and make the animal noise.

### CD script:

(lion roars)

*Listen! What's that?* (pause)

*It's a lion.*

(elephant trumpets)

*What's that?* (pause)

*It's an elephant.*

(duck quacks)

*What's that?* (pause)

*It's a duck.*

(hen clucks)

*What's that?* (pause)

*It's a hen.*

(cat miaows)

*Listen! What's that?* (pause)

*It's a cat.*

- Play the CD several times and let children make the noises for each animal.
- Tell children they are going to sing a song about animals.
- Tell them that the song is about a farmer called Mam Zorab and the animals he has on the farm.
- Play CD track 27 and tell children to listen.

### CD script:

*Mam Zorab has a farm,*

*e i e i o.*

*And on his farm he has some hens,*

*e i e i o.*

*With a cluck, cluck here,*

*And a cluck, cluck there.*

*Here a cluck, there a cluck,*

*Everywhere a cluck, cluck.*

*Mam Zorab has a farm,*

# Unit 5

*e i e i o.*

*Mam Zorab has a farm,*

*e i e i o.*

*And on his farm he has some ducks,*

*e i e i o.*

*With a quack, quack here,*

*And a quack, quack there.*

*Here a quack, there a quack,*

*Everywhere a quack quack.*

*Mam Zorab has a farm,*

*e i e i o.*

- Play the CD again, pausing after each line.
- Let children sing each line.
- Do this several times.
- Play the CD again.
- Tell children to sing along with the CD.

## Activity Book

### Trace and write

- Hold up your Activity Book.
- Say *Open your books*. Tell children to turn to page 17.
- Point to the capital and lower case *Ee*.
- Tell children to trace with their finger round the capital and lower case *Ee*.
- Point to the line with capital *E*.
- Tell pupils to trace with their finger round the first capital *E*.
- Tell them to trace over the two faint capital letters with their pencils.
- Then tell them to complete the line by copying the capital *E* several times themselves.
- Go round to check children are writing the letter correctly.
- Check that it is the correct size.
- Point to the line with capital and lower case *Ee*.
- Tell children to trace the first *Ee* with their fingers.
- Tell them to trace over the faint *Ee* with their pencils.

- Then tell them to complete the line by copying the capital and lower case *Ee* twice themselves.
- Go round to check that they are writing the letters correctly.
- Point to the pictures of the elephant and the egg.
- Tell children to point to them and say the letter sound *e e e*.
- Point to the words *elephant* and *egg*.
- Tell them to write lower case *e* to complete the words *\_lephant* and *\_gg*.
- Follow the same procedure for the letter *Ff*.

### Match and join

- Point to the small pictures at the bottom of the page.
- For each one (except the picture of Aveen) ask *What's this?*
- Children answer *It's a/an ...*
- Point to the picture of Aveen and ask *Who's this?*
- Children answer *It's Aveen*.
- Point to the letters at the bottom of the page.
- Tell children to say the letter sounds for each one.
- Explain that children should match the letter to the word beginning with that sound.
- Point to the capital letter *A*. Ask children when we use capital letters.
- Children reply that we use them with the names of people and places.
- Go round the class to help children.
- Correct where necessary.
- Make sure that children join the capital *A* to the picture of Aveen.

# Unit 5

## Unit 5 Lesson 3

**Aims:** singing a song to practise words for animals; counting and writing numbers; writing s on the end of plural words; matching letters to pictures of animals whose names begin with those letters

**Language used:** *zoo, lion, elephant, tiger, frog, mouse, duck, zebra, cat, dog; What's this? It's a ...*

**You need:** Student's Book p19; Activity Book p18; CD track 28

### Starter

- Greet children *Hello, ...*(name) as they enter the classroom.
- Ask several of them *How are you?*
- Children reply *I'm fine, thank you.*
- Hold up your Student's Book.
- Tell children to open it at Unit 5 Lesson 2 on page 18.
- Tell them to look at the pictures of animals at the bottom of the page.
- For each animal ask an individual child *What's this?*
- The child replies, e.g. *It's a lion.*
- Tell the child to make the noise for that animal.

### Listen and sing

- Tell children to turn to page 19.
- Point to the picture of animals.
- For each animal, ask *What's this?*
- Children reply *It's a/an ...*
- Tell children that they are going to sing a song about animals.
- Play CD track 28.

#### CD script:

*Come to the zoo,  
Come to the zoo.  
See the lion*

*And the elephant  
And the tiger, too.*

*Come to the zoo,  
Come to the zoo.  
See the frog  
And the mouse  
And the duck, too.*

*Come to the zoo,  
Come to the zoo.  
See the zebra  
And the tiger  
And the lion, too.*

- Play the CD again and pause it after each line. Tell children to sing each line.
- Do this several times.
- Play the CD again. Tell children to sing along with the CD.
- Do this several times.
- Tell children to point to the animals in the picture as they sing about them.

### Activity Book

#### Count and write

- Tell children to open their Activity Books at page 18.
- Point to the picture at the top of the page. Say *Look.*
- For each type of animal ask *What are these?*
- Children answer, e.g. *They're elephants.*
- Point to the boxes at the bottom of the page, each containing an animal.
- For each one, ask *What's this?*
- Children answer, e.g. *It's an elephant.*
- Remind children that we ask *What are these?* and answer *They're ...s* when there is more than one object.
- We ask *What's this?* and answer *It's a/an ...* when there is only one object.
- Explain that for each animal in the box at the bottom, children should count how many of that animal there are in the picture at the top.
- For example, for the box with an elephant,

# Unit 5

they count two elephants in the picture at the top of the page.

- Point to the words with the blank spaces below each box.
- Tell children to write the number of each animal that they find in the top picture.
- For example, below the box with the elephant they would write the number 2.
- Tell them that if there is more than one elephant they should write an *s* at the end of the word for elephant, e.g. *elephants*.
- Tell children to work with a partner to count and write the numbers in front of the words for the animal.
- Go round the class to help them.
- Correct them if necessary.

**Answers:** 2 elephants; 7 tigers; 5 lions; 1 mouse (no *s* because there is only one mouse); 6 zebras

## Find and write

- Tell children to look at the small pictures of animals at the bottom of the page.
- Point to each of the animals and ask *What's this?*
- Children answer *It's a/an ...*
- Point to the letters and for each one ask children to say its letter sound.
- Children say the letter sounds.
- Point to the words without the initial letter under the pictures of each animal.
- Tell children to say the word for the animal.
- Tell them to find the letter that has the same letter sound as the first letter of the word for the animal, e.g. *l l l – lion*.
- Tell them to write in the missing first letter for each animal.
- Go round the class to help them and to correct their answers.

# Unit 6

## Unit 6 Lesson 1

**Aims:** asking about more than one object that is some distance away from you; counting from 1 to 8; learning new words beginning with *g* and *h*

**New language:** *What are those? They're ...s; hat, goat, gate*

**Revised language:** *What are these? They're ...s; hen, duck, rabbit, girl, dog; numbers 1–8; Hello! How are you? I'm fine, thank you. Look! yes, no*

**You need:** flashcards from Book 1 for hen, duck and rabbit; flashcard for dog; Student's Book p20; Activity Book p19; CD tracks 29–31

### Box 13: *this, that, these, those*

- We use *this, that, these* and *those* when we are pointing to objects and talking about them.
- We use *this* when we are very near to one object or when we are touching it, e.g. *What's this? It's an apple.*
- We use *these* when we are very near to more than one object or when we are touching them, e.g. *What are these? They're eggs.*
- We use *that* when we are pointing to one object that is some distance away from us, e.g. *What's that? It's a lion.*
- We use *those* when we are pointing to more than one object some distance away from us, e.g. *What are those? They're tigers.*

### Starter

- Greet children *Hello, ... (name)* as they enter the classroom.
- Tell children to greet you in the same way.

- Hold up a flashcard of an animal children have learnt and ask *What's this?*
- Children answer, e.g. *It's a rabbit.*
- Do this for all the flashcards mentioned above.

### Look and listen

- Hold up your Student's Book.
- Say *Open your books*. Tell children to turn to page 20.
- Point to the four pictures.
- Ask children in Kurdish what they can see in the pictures.
- Tell them that they are going to listen to a story on the CD.
- Point first of all to the top left picture, then the top right picture, then the bottom left picture and finally the bottom right picture.
- Tell children that they should follow this order of pictures as they listen to the story.
- Say *Listen*. Play CD track 29.

### CD script:

(picture 1)

*Children: Hello, Mam Zorab. How are you?*

*Farmer: Hello, children. I'm fine, thank you. Your hat is lovely, Laura.*

*Laura: Thank you, Mam Zorab.*

(picture 2)

*Kitty: What are these?*

*Aveen: They're hens. Look, ducks and rabbits, too.*

*Sam: And look! One, two, three, four, five, six, seven, eight! What are those?*

(picture 3)

*Farmer: They're goats. Open the gate, Sam. Four goats.*

*Sam: Oh, yes!*

(picture 4)

*Laura: Oh no! My hat!*

*Karwan: Look at the goat and your hat, Laura!*

- Play the CD again.
- Tell children to point to the pictures as they listen to the story.
- Hold up your own book and point so that they can all follow.



# Unit 6

## Listen, point and say

- Tell children to look at the picture at the bottom of the page.
- Point to Kitty and ask *Who's this?*
- Children answer *It's Kitty.*
- Ask children in Kurdish what Kitty is doing.
- Ask what else they can see in the picture.
- Point to the hens and hats.
- Tell children that they are near to Kitty.
- Point to the gates and the goats.
- Tell children that they are far away from Kitty.
- Tell children that they are going to listen to the CD.
- Tell them that they will hear Kitty asking questions.
- They will also hear the answers to Kitty's questions.
- Play CD track 30.
- Pause the CD after the question and answer to allow children time to point to the animals mentioned and to repeat the answer.
- Tell children that as they point, if they hear the question *What are these?* they should touch the picture.
- Tell them that if they hear the question *What are those?* they should point at the objects mentioned a few centimetres above the page.

### CD script:

Kitty    *What are these?*    *They're hens.*  
            (pause for pointing and repeating)  
            *What are those?*    *They're gates.*  
            (pause)  
            *What are those?*    *They're goats.*  
            (pause)  
            *What are these?*    *They're hats.*  
            (pause)

- Go round the class to help children.
- Check that they are repeating correctly and that they are pointing to the correct objects.

## Activity Book

### Listen and join

- Tell children to open their Activity Books at page 19.
- Point to the picture.
- Ask children in Kurdish who and what they can see in the picture.
- Tell them that they are going to listen to the CD and hear Laura, Kitty and Sam asking questions about the groups of animals in the picture.
- Point to the numbers by the children and Kitty.
- Explain that these are the numbers of the questions.
- Tell children that they should listen to the number and to the group of animals mentioned.
- They should then draw a line between the number they hear and the group of animals they hear.
- Ask if the goats, ducks and hens are near to Kitty or far away from her.
- Children answer that they are near to her.
- Ask if the dogs and the rabbits are near or far away from Sam and Laura.
- Children answer that they are far away from them.
- Play CD track 31.
- Pause the CD after each question and answer to allow children time to draw a line between the number mentioned and the group of animals mentioned.

### CD script:

one  
Laura    *What are these?* *They're goats.* (pause)  
two  
Kitty    *What are these?* *They're ducks.* (pause)  
three  
Kitty    *What are these?* *They're hens.* (pause)  
four  
Sam    *What are those?* *They're dogs.* (pause)  
five  
Sam    *What are those?* *They're rabbits.* (pause)

# Unit 6

- Go round to help children.
- Check that they are drawing the lines between the correct numbers and the correct group of animals.

## Ask and answer

- Tell children to work with a partner.
- Explain that they are going to ask each other questions about the groups of animals in the picture.
- If they touch the animals in the picture they should ask *What are these?*
- If they point to the animals several centimetres above the book they should ask *What are those?*
- Their partner should answer *They're ...s*.
- Go round the class to help them.
- Correct them where necessary.
- At the end of the lesson say *Goodbye children*.
- Children answer *Goodbye ... (your name)*.

## Unit 6 Lesson 2

**Aims:** recognising capital letters *G* and *H*; tracing and writing capital and lower case *Gg* and *Hh*; writing lower case initial letters on names of objects; asking about groups of several objects that are some distance away from you; matching capital and lower case letters for the same letter

**Language used:** *gate, goat, girl, hat, hen; What are those? They're ...s*

**You need:** flashcards for capital and lower case *Gg* and *Hh*; picture flashcards for goat, gate and hat; Book 1 flashcards for girl and hen; Student's Book p21; Activity Book p20; CD track 32

## Starter

- Ask some children *What's your name?* as they come into the classroom.
- Children answer *My name's ...*
- When they have told you their name, ask *How are you, ... (name)?*
- Children answer *I'm fine, thank you*.

## Look, point and say

- Hold up your Student's Book.
- Say *Open your books*. Tell children to turn to page 21.
- Point to the capital and lower case *Gg*.
- Say *Look*.
- Say the letter sound *g g g*. Tell children to repeat it.
- Tell children that both capital *G* and lower case *g* have the same sound.
- Hold up the flashcards for capital and lower case *Gg*.
- Children repeat the letter sound for *G* and *g*.
- Stand with your back to the class and form capital *G* in the air with your right hand.
- Tell children to form capital *G* in the same way.
- Then form lower case *g* in the air with your right hand.
- Tell children to form lower case *g* in the same way.
- Tell children to look again at the capital and lower case *Gg* in their books.
- Tell them to trace round both capital and lower case *Gg* with their fingers.
- Ask individual children to write capital and lower case *Gg* on the board.
- Point to the picture of a gate and ask *What's this?*
- Children answer *It's a gate*.
- Hold up the picture flashcard for *gate*. Say *gate*.
- Tell them to repeat the word *gate* several times.

# Unit 6

- Do the same with the pictures of *goat* and *girl*.
- Ask all children whose name begins with *G* to come to the front of the class.
- Write their names on the board, beginning with capital *G*.
- Tell them to write their name on the outside of their exercise book.
- Follow the same procedure for capital and lower case *Hh* and for the words *hat* and *hen*.

## Look, listen and say

- Tell children to look at the picture at the bottom of the page.
- Explain that they are going to listen to the CD.
- The number they hear is the number of the objects in the picture.
- They will hear the child in the picture asking questions about the objects in that picture.
- There will then be a pause.
- Children will try to guess the answer and say it, e.g. *They're hens*.
- They will then hear the correct answer.
- They repeat the correct answer.
- Say *Listen*. Play CD track 32.
- Pause after each question and after each answer to allow children time to answer and to repeat the correct answer.

### CD script:

*one*

*What are these? They're ... (pause)*

*They're hens. (pause)*

*two*

*What are these? They're ... (pause)*

*They're bananas. (pause)*

*three*

*What are those? They're ... (pause)*

*They're umbrellas. (pause)*

*four*

*What are those? They're ... (pause)*

*They're zebras. (pause)*

- Go round the class to listen to the children's answers.
- Make sure each child is trying to guess and that

they are at least repeating the correct answers.

## Activity Book

### Trace and write

- Tell children to turn to page 20 in their Activity Books.
- Point to the big capital and lower case *Gg*.
- Tell children to trace with their finger round the capital and lower case *Gg*.
- Point to the line with capital *G*.
- Tell pupils to trace with their finger round the capital *G*.
- Tell them to trace over the two faint capital letters with their pencils.
- Then tell them to complete the line by copying the capital *G* several times themselves.
- Go round to check that they are writing the letter correctly.
- Point to the line with capital and lower case *Gg*.
- Tell children to trace the first *Gg* with their fingers.
- Then tell them to trace over the faint *Gg* with their pencils.
- Then tell them to complete the line by copying the capital and lower case *Gg* twice themselves.
- Go round to check that they are copying the letters correctly.
- Point to the pictures of the goat and the gate.
- Tell children to point to them and say the letter sound *g g g*.
- Point to the words *goat* and *gate*.
- Tell children to write lower case *g* to complete the words *\_oat* and *\_ate*.
- Follow the same procedure for the letter *Hh*.

# Unit 6

## Match

- Point to the capital letters outside the circle at the bottom of the page.
- Point to each one. Ask children to say the letter sound for each capital letter.
- Point to the lower case letters inside the circle.
- For each one, ask children to say the letter sound.
- Tell children to draw a line between the capital and the lower case letter with the same sound.
- Go round the class to check that they are doing this correctly.

## Unit 6 Lesson 3

**Aims:** singing a song and pointing at objects in a picture to practise the difference between the questions *What are these?* and *What are those?*; listening and circling the appropriate group of objects; following alphabetical order to draw pictures; practising alphabetical order of the lower case letters *a–h* and capital letters *A–H*

**Language used:** *What are these? They're ...s; What are those? They're ...s; cat, hat, pen, hen, apple, fig, banana, goat, duck, dog, frog; Look!*

**You need:** various groups of objects children have already learnt, e.g. nuts, eggs, oranges, apples, etc; Student's Book p22; Activity Book p21; CD tracks 33–34

## Starter

- Greet children *Hello!* or *How are you, ... (name)?* as they enter the classroom.
- Children reply either *Hello!* or *I'm fine, thank you.*
- Place some groups of objects near to you and

some on several desks some distance away from you.

- Touch some objects near to you and ask *What are these?*
- Children answer, e.g. *They're apples.*
- Point to a group of objects some distance from you and ask *What are those?*
- Children answer, e.g. *They're nuts.*
- Invite two children to the front of the class to ask and answer questions in the same way.

## Listen, sing and point

- Tell children to turn to page 22 in their Student's Books.
- Point to the picture.
- Point to various groups of objects in the picture and ask *What are these?*
- Children answer *They're ...s.*
- Tell children that they are going to sing a song.
- Tell them to point to the groups of objects mentioned in the song.
- If they hear the question *What are these?* they touch the objects that are mentioned.
- If they hear the question *What are those?* they point to the objects that are mentioned from several centimetres above the page.
- Play CD track 33.

### CD script:

*What are these?*

*What are these?*

*They're cats.*

*They're cats.*

*And what are these?*

*They're hats.*

*What are those?*

*What are those?*

*They're pens.*

*They're pens.*

*And what are those?*

*They're hens.*

# Unit 6/Revision 2

- Play the CD again, pausing after each line.
- Children sing each line.
- Do this several times so that children learn the lines.
- Play the CD again.
- Tell children to sing the whole song along with the CD.
- Do this several times.

## Activity Book

### Listen and circle

- Hold up your Activity Book.
- Say *Open your books*. Tell children to turn to page 21.
- Point to the picture.
- Point to Sam and ask *Who's this?* Children answer *It's Sam*.
- Do the same for Karwan.
- Ask children in Kurdish what they can see in the picture.
- Ask them what the boys are doing and what they are holding or pointing to.
- Tell them to listen to the CD.
- They are going to hear several groups of objects mentioned.
- They circle each group of objects as it is mentioned.
- Play CD track 34.

#### CD script:

Sam: Look Karwan, these are apples. (pause)  
And these are figs (pause)  
And these are bananas. (pause)

Karwan: Yes, Sam.  
Look! What are those? They're goats.  
(pause)  
What are those? They're hens. (pause)  
What are those? They're ducks. (pause)

- Go round to check that children are circling the correct group of objects/animals.

### Join and trace

- Tell children to look at the dotted outlines at

the bottom of the page.

- Point to the letters in the outlines.
- Tell children to join the letters *a-h* and *A-H* to draw the pictures.
- Explain that they should do this in alphabetical order.
- Ask individual children to say the letter sounds from *Aa-Hh* in alphabetical order.
- If they are having some trouble doing this, tell them to look at Unit 1 Lesson 2 in the Activity Book on page 3 to check the correct alphabetical order.
- Go round the class to check that children are joining the letters correctly.
- When they have finished, hold up your book.
- Point to the first picture and ask *What's this?*
- Children reply *It's a dog*.
- Tell children to say the initial letter sound for the word and also the word, *d d d – dog*.
- Do the same for the second picture. (*f f f – frog*)

## Revision 2

**Aims:** revising use of *I have a/an ...; What are these? They're ...s; What are those? They're ...s; What's this? It's a/an ...; What's that? It's a/an ...*; new words learnt so far in Book 2; lower case and capital letters *Aa-Hh*; colours *red, yellow, blue, green*

**Language used:** *What are these? They're ...s; What are those? They're ...s; What's this? It's a/an ...; What's that? It's a/an ...; I have a/an ...; orange, pen, banana, car, egg, duck, bag, flower, dog, fig, goat, kite, umbrella, cap, doll, frog, hat, gate*



# Revision 2

**You need:** single objects and groups of objects that children have already learnt, e.g. pens, flowers, bags; coloured pencils; Student's Book p23; Activity Book pp22–23; CD tracks 35–36

## Starter

- Ask the first child to enter the classroom to stand by the door.
- Tell her/him to greet everyone who enters the classroom *Hello!*
- Hold up an object. Say *I have a/an ...*
- Invite a child to the front of the class.
- Say *Come here, please, (name).*
- Tell him/her to pick up an object and to say *I have a/an ...*
- Make sure that they use *an* before objects which begin with the letters *a, e, i, o* or *u*.
- Do this with several more children.

## Point, ask and say

- Hold up your Student's Book.
- Say *Open your books*. Tell children to turn to page 23.
- Point to the picture.
- Point to some objects in the picture and ask *What are these?*
- Children answer *They're ...s*.
- Put some groups of objects near you and some a distance from you.
- Touch the objects near you and ask children *What are these?*
- Children answer *They're ...s*.
- Point to the objects some distance from you and ask *What are those?*
- Children answer *They're ...s*.
- Remind children that if the objects are near to you or you are touching them, you ask *What are these?*
- Remind them that if the objects are some

distance from you, you point to them and ask *What are those?*

- Ask two children to come to the front of the class.
- Say *Come here, please, (name)* to each of them.
- Tell one of them to stand near to a group of objects.
- Tell her/him to either point to them or touch them and ask the other child *What are these?*
- The other child answers *They're ...s*.
- Tell the other child to point to a group of objects some distance away and ask *What are those?*
- The first child answers *They're ...s*.
- Do this with several other pairs of children.
- Point to the letters *Aa–Hh* at the bottom of the page.
- Tell children to say the letter sounds for the eight letters, e.g. *a, b, c*, etc.

## Activity Book

### Listen and write

- Tell children to open their Activity Books at page 22.
- Point to the picture at the top of the page.
- Point to the objects. Say *Look*.
- If it is a single object, ask *What's this?*
- Children answer *It's a/an ...*
- If it is a group of the same object, ask *What are these?*
- Children answer *They're ...s*.
- Tell children they are going to listen to the CD.
- Point to the letters by each object/group of objects.
- Explain that the first letter of the word is missing.
- Children listen to the CD, find the object/group of objects mentioned.
- They write in the first letter of the word for each one.

# Revision 2

- Play CD track 35.
- Pause the CD after each number to allow children to find the object(s) and to write in the missing letter.

## CD script:

one

Kitty What are these, Aveen?

Aveen They're dogs. (pause)

two

Kitty What are those?

Aveen They're figs. (pause)

three

Kitty What's that?

Aveen It's a goat. (pause)

four

Kitty And what are those?

Aveen They're kites. (pause)

five

Kitty What's that?

Aveen It's a car. (pause)

six

Kitty What's this?

Aveen It's a flower. (pause)

- Go round the class to help children to write the correct letters by the correct object(s).
- Play the CD again.
- Pause it after every number.
- Ask children to write the missing letter for each object/group of objects on the board.
- Other children check their answers.

## Listen and colour

- Hold up a blue pencil.
- Tell children to say the colour. Children say *blue*.
- Do the same with red, green and yellow pencils.
- Point to the picture at the bottom of the page.
- Point to Mam Zorab.
- Ask *Who's this?* Children answer *It's Mam Zorab*.
- Point to the objects in the picture and ask *What's this?*

- Children answer *It's a/an ...*
- Tell children they are going to listen to the CD.
- They will hear the name of one of the objects and a colour.
- They colour that object in the colour mentioned.
- Tell them to take their coloured pencils.
- Say *Listen*. Play CD track 36.
- Pause the CD after every object and colour to allow children time to colour the object mentioned in the colour mentioned.

## CD script:

*I have a car. It is blue. (pause)*

*I have an umbrella. It is green. (pause)*

*I have a bag. It is red. (pause)*

*I have a duck. It is yellow. (pause)*

- Go round the class to check that children are colouring the correct objects in the correct colours.

## Find and write

- Tell children to turn to page 23 in their Activity Books.
- Point to the objects in the pictures and ask *What's this?*
- Children answer *It's a/an ...*
- Point to the lower case letters at the bottom of the page.
- Tell children to point to each letter and say its letter sound.
- Tell children to look at the first picture.
- Ask *What's this?* Children answer, *It's an ant*.
- Ask them to find the letter that begins the word *ant*.
- Tell them to write the letter three times on the line below the picture.
- Tell children to do the same for the other pictures and letters.
- Tell them that there is sometimes more than one picture for each letter.
- Go round the class to help them.
- Correct them where necessary.

# Unit 7

## Unit 7 Lesson 1

**Aims:** asking about actions; giving commands; saying letter sounds to make simple words; joining letters to make words; matching words with pictures

**New language:** *What are you doing?*  
*I'm playing/I'm reading;*  
commands: *close your ...,*  
*open the ...; insect, jug, jam,*  
*book, lovely, let's eat, quickly;*  
*Mummy, Daddy*

**Revised language:** *very good! well done!*  
*nut, fig, juice, yogurt, ice*  
*cream, box*

**You need:** flashcards of some objects from Book 1: nut, fig, juice, yogurt, ice cream, box; Student's Book p24; Activity Book p24; CD tracks 37–39

### Box 14: Letter sounds

Each letter has a sound.

The sound we make when we say the letter helps us to read words.

For example, the sound for *h*, the sound for *e* and the sound for *n* help us to read the word *hen*. (*h – e – n, hen*)

Children will learn to say letter sounds to help them to read many simple words in this book.

### Starter

- Greet children *Hello, how are you?* as they enter the classroom.
- Children reply *I'm fine, thank you.*
- Hold up a flashcard for one of the words from Book 1 above.
- Ask *What's this?* Children answer *It's a/an ...*
- Ask a child to the front of the class.
- Tell them to hold up one of the flashcards and ask the question.

- The child asks *What's this?* Children answer *It's a/an ...*

### Look and listen

- Hold up your Student's Book.
- Say *Open your books*. Tell children to turn to page 24.
- Point to the four pictures.
- Ask children in Kurdish where the children and their parents are. Ask them what they are doing. Ask them what they can see in the picture.
- Tell them that they are going to listen to a story on the CD.
- Point to the pictures in the correct order: top left, top right, bottom left and bottom right.
- Tell children to point at the pictures as they listen to the story.
- Play CD track 37.

### CD script:

(picture 1)

*Daddy: Aveen, what are you doing?*

*Aveen: I'm playing, Daddy.*

*Daddy: What are you doing, Karwan?*

*Karwan: I'm reading a book. Look, Daddy,*  
*j – a – m, jam, c – a – t, cat.*

*Daddy: Very good, Karwan! Well done!*

*Kitty: Miaow!*

(picture 2)

*Mummy: Close your book, Karwan. Let's eat!*  
*Open the box, Aveen.*

*Aveen: Oh, Mummy! Nuts, figs, yogurt, a jug of*  
*juice, ice cream, jam! Lovely!*

(picture 3)

*Mummy: Come here, children. Let's eat!*

*Aveen: Oh no! Insects!*

(picture 4)

*Mummy: Aveen, close the box! Quickly!*

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

# Unit 7

## Box 15: The Present Continuous tense

In this unit we introduce the **Present Continuous tense** to show **actions that are happening**, e.g.

*What are you doing?*

*I'm playing.*

*I'm reading.*

We use this tense to talk about actions that are happening **at the moment the speaker is speaking**.

## Listen, point and say

- Point to the pictures at the bottom of the page.
- Tell children they are going to listen to the CD.
- They listen and point to the picture showing the command they hear.
- Play CD track 38.
- Pause after each command to allow children time to point and to say the command themselves.

### CD script:

*Open the box. (pause)*

*Come here. (pause)*

*Close the book. (pause)*

*Close the box. (pause)*

- Play the CD again and pause it after each command.
- Ask individual children to hold up their books.
- Tell them to point to the correct picture.

## Activity Book

### Listen and match

- Tell children to open their Activity Books at page 24.
- Point to the pictures at the top of the page.
- For each picture, ask individual children to try to say the correct command.
- Children answer, e.g. *Open the box, close the box, etc.*

- Point to the small boxes under each picture.
- Explain that children are going to hear numbers and commands on the CD.
- They write the number they hear in the small box under the picture showing the command they hear.
- Play CD track 39.
- Pause the CD after each number and command to allow children time to write in the correct number in the small boxes.

### CD script:

*one Close your book, Karwan. (pause)*

*two Open the box, please. (pause)*

*three Close the box, Aveen. (pause)*

*four Open your book, please. (pause)*

- Go round the class to check children are writing the correct number under the correct picture.

## Join

### Box 16: Beginning to read simple words in English

In this book, children begin to learn how to read simple words that they already know.

All the words they will learn to read have three letters: a consonant, a vowel and another consonant, e.g. *hen, cat, fig*.

Children first of all say the *letter sound* for all the letters in the word, e.g. *h – a – t*.

They then join all the letter sounds together to make the word, e.g. *hat*.

- Point to the picture of the bag and the hat on the right-hand side of the page.
- For each one ask children *What's this?* Children answer *It's a bag. /It's a hat.*
- Point to the three columns of letters: *h* and *b* on the left, *a* in the middle and *g* and *t* on the right.
- Tell children to say the letter sound for each letter, e.g. *h h h*.

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- Tell them that they are going to join the letters, one from each column, to make a word.
- Say *h – a – t* and then say the word *hat*. Tell children to repeat after you.
- Tell them to point to the letters as they say the letter sounds.
- Then tell children to point to the picture of the word they have just said, i.e. the hat.
- Point to the picture of the bag.
- Say *b – a – g* and then say the word *bag*. Tell children to repeat after you.
- Ask a child to hold up his/her book.
- Tell him/her to point to the letters that make up the word *bag*.
- Tell her/him to say the letter sound for each letter as she/he points to it.
- Do this with several individual children.
- Do the same for the pictures of the hat and the bag, using individual children.
- Point to the line drawn between the *b*, the *a* and the *g* for the word *bag*.
- Tell children to take their pencils and to draw a line between the letters that make up the word *hat*, e.g. they draw a line from *h* to *a* to *t*.
- Tell them to join the line to the correct picture.
- Go round the class to help them to do this correctly.
- Point to the two pictures at the bottom of the page.
- For each one ask children *What's this?* Children answer *It's a cap./It's a cat*.
- Point to the letters in the three columns.
- Tell them to draw lines between the letters, as they did for *bag* and *hat*, for the words *cap* and *cat*.
- Go round to check that they are doing this correctly.
- Ask an individual child to hold up his/her book.

- Point to the picture of a cap.
- Tell him/her to point to the letters that make up the word.
- For each letter they should say the letter sound, *c – a – p*.
- They should then say the complete word, e.g. *cap*.
- They point to the picture of the cap.
- Do the same with another child for the word *cat*.

## Unit 7 Lesson 2

**Aims:** recognising capital letters for *I* and *J*; tracing and writing lower case and capital *Ii* and *Jj*; writing lower case letters on names of objects; joining letters to make words

**Language used:** *insect, jam, jug, juice, cat, cap, bag, hat*

**You need:** a box and a book; flashcards for capital and lower case *Ii* and *Jj*; picture flashcards of insect, jam, jug; Book 1 flashcards for juice; word flashcards for *cat, cap, bag, hat*; Student's Book p25; Activity Book p25; CD track 40

### Starter

- Greet children *Hello, ... (name)* as they enter the classroom.
- Put the box and the book on your table.
- Invite a child to come to the front of the class.
- Say *Open the box*. Child opens the box.
- Say *Close the box*. Child closes the box.
- Ask another child to come to the front of the class.
- Say *Open the book*. Child opens the book.



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- Say *Close the book*. Child closes the book.
- Do the same with several other children.

## Look, point and say

- Hold up your Student's Book.
- Say *Open your books*. Tell children to turn to page 25.
- Point to the capital and small letter *Ii*.
- Say the letter sound *i i i*. Tell children to repeat it.
- Tell children that both capital *I* and lower case *i* have the same sound.
- Hold up the flashcard for capital and lower case *Ii*.
- Children say the letter sound for *I* and *i*.
- Ask children why we use capital letters. Children reply that we use them to begin names of people and places.
- Stand with your back to the class and form capital *I* in the air with your right hand.
- Tell children to form capital *I* in the same way.
- Then form lower case (small) *i* in the air with your right hand.
- Tell children to form lower case *i* in the same way.
- Tell children to look again at the capital and lower case *Ii* on page 25.
- Tell them to trace the forms of both capital and lower case *Ii* with their fingers.
- Ask individual children to write capital and lower case *Ii* on the board.
- Point to one of the insects in the picture and ask *What's this?*
- Children answer *It's an insect*.
- Hold up the picture flashcard of an insect. Say *insect*.
- Tell them to repeat the word *insect* several times.
- Explain that if a word begins with *i* we say *It's an ...*
- Ask all children in the class whose names begin with *I* to come to the front of the class.

- Write their names on the board in English, beginning with the capital *I*.
- Tell them to write their name on the outside of their exercise book.
- Follow the same procedure for capital and lower case *Jj* and for the words *jam*, *jug* and *juice*.

## Listen and point

- Point to the pictures across the page. Say *Look*.
- Tell children that they are going to make the letter sounds for each letter to make the word. Then they are going to say the word.
- Point to the first picture. Say *jam*.
- Tell children to read the letter sounds, *j – a – m*.
- Tell them to say the word *jam*.
- Do the same for the other pictures, letters and words.
- Tell children they are going to listen to the CD.
- Tell them that they will hear the letter sounds of three letters and then the word.
- They point to the picture of the word they have heard.
- Say *Listen*. Play CD track 40.
- Pause the CD after each word to allow children time to point to the correct picture.

### CD script:

*j – a – m jam*  
*c – a – p cap*  
*h – a – t hat*  
*c – a – t cat*  
*b – a – g bag*

- Go round the class to check that pupils are pointing to the correct picture.
- Play the CD again.
- Finally, point to each picture.
- Ask individual children to say the letter sounds for the three letters.
- Children then read the word.
- Hold up the word flashcard for *jam*.

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- Ask individual children to read the word.
- Do the same with the word flashcards for *cat*, *cap*, *bag* and *hat*.

## Activity Book

### Trace and write

- Tell children to open their Activity Books on page 25.
- Point to the big capital *I* and lower case *i*.
- Tell children to trace with their finger over the capital and lower case *Ii*.
- Point to the line with capital *I*.
- Tell children to trace with their finger over the capital *I*.
- Tell them to trace over the two faint capital letters with their pencils.
- Then tell them to complete the line by copying the capital *I* several times themselves.
- Go round to help them to form the letter correctly.
- Point to the capital and lower case *Ii*.
- Tell children to trace the first *Ii* with their fingers.
- Tell them to trace the faint letters with their pencils.
- Tell them to complete the line by copying the capital and lower case *Ii* several times themselves.
- Go round to check they are writing the letters correctly.
- Point to the pictures of the insect.
- Tell children to point to the picture of the insect and say the letter sound *i i i*.
- Point to the word *insect*.
- Tell them to write lower case *i* to complete the word *\_nsect*.
- Follow the same procedure for the letter *Jj*.

## Unit 7 Lesson 3

**Aims:** matching words and pictures of objects; playing a game to practise using and obeying commands; matching and joining letters with words that begin with those letters; tracing and writing five words containing the vowel *a*

**Language used:** *bag, hat, cat, cap, jam; open the box, close the box, open the book, close the book, Kitty says ...; juice, ice cream, jug, insect*

**You need:** picture flashcards of *jam, bag, hat, cat* and *cap*; word flashcards of these five words; a book, a box; Student's Book p26; Activity Book p26

### Starter

- Greet children *Hello, how are you?* as they enter the classroom.
- Children answer *I'm fine, thank you.*
- Hold up the picture flashcards for *bag, hat, jam, cap* and *cat*.
- For each flashcard, ask children *What's this?* Children answer *It's a ...*
- Ask a child to come to the front of the class.
- Say *Come here, please, (name).*
- Tell him/her to hold up a flashcard and to ask *What's this?*
- Children answer *It's a ...*
- Do this with several other children.

### Match and read

- Hold up your Student's Book.
- Say *Open your books*. Tell children to turn to page 26.
- Point to the picture.
- Point to the words written on the blackboard.
- Ask individual children to read the words.

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- They first say the letter sounds for each letter in the word.
- They then say the complete word.
- Point to the pictures beneath the words.
- For each one, ask children *What's this?* Children answer *It's a ...*
- Point to the child drawing a line between the word and the picture.
- Write the five words on the board (or put the word flashcards for the words on the board or on your table).
- Place the picture flashcards for the words beneath the words on the board (or put them on your table below the word flashcards), but not in the same order.
- Ask two children to come to the front of the class.
- Tell one child to point to (or hold up a flashcard of) a word.
- Tell the second child to read the word, first of all saying the letter sounds and then the whole word.
- If the words and the flashcards are on the board, tell the second child to draw a line between the picture flashcard and the word.
- If the word and picture flashcards are on the table, tell the second child to hold up the word flashcard and read it and then to hold up the correct picture flashcard for the word.
- Do this with several more pairs of children until all the words and picture cards have been matched.
- Hold up the word flashcards one by one and ask individual children to read the words without saying the letter sounds.
- Do the same with the whole class.

## Play

- Point to the picture at the bottom of the page.
- Say *Look*. Ask children in Kurdish to tell you what is happening in the picture.
- Give the children some commands, e.g. *open the book, close the book, open the box, close*

*the box, stand up, sit down.*

- Children obey the commands.
- Tell children that they are going to play a game. The game is called *Kitty says*.
- Explain that you are going to give them commands.
- If you say the words *Kitty says* before the command, the children obey the command.
- If you do not say the words *Kitty says* before the command, the children do not obey the command.
- If children obey the command when you do not say *Kitty says*, they play no further part in the game. They sit with their arms folded.
- The winner of the game is the child who is the last one still playing the game.
- Play the game with the whole class.
- When you have played the game several times, ask a child to come to the front of the class.
- Tell the child to give commands, sometimes saying *Kitty says* before the command and sometimes just giving the command.
- Do this with several individual children.

## Activity Book

### Match and join

- Hold up your Activity Book.
- Say *Open your books*. Tell children to turn to page 26.
- Point to the small pictures at the top of the page.
- Tell children to say the word for each of the pictures, e.g. *juice, jam, yogurt, etc.*
- Point to the capital and lower case *Ii* and *Jj* in the middle of the pictures.
- Point to the capital and lower case *Ii*.
- Tell children to say the letter sound, *i i i*.
- Ask individual children to hold up their books.
- Tell them to point to pictures of objects that begin with this sound.

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- Children point to the picture of the insect.
- Do the same for the capital and lower case *Jj*.
- Tell children to join the *Jj* to the pictures of objects that begin with the letter sound *j*.
- Tell them to join the *Ii* to the pictures of objects that begin with the letter sound *i*.
- Go round the class to help them and to correct them where necessary.
- When they have finished, point to the pictures of the yogurt, the ant and the zebra.
- Ask them if these objects begin with the letters *i* or *j*.
- Ask children to tell you what letter sound these words begin with.

## Box 17: Beginning to write words in English

In this unit, children begin to write English words. They have already had practice in writing all the lower case letters of the alphabet. They can now combine letters to make words. They follow these stages to help them to write words:

- trace the individual letters of the word that is written in faint letters on the line
- combine the letters to make the word

When they have written the word, they can say the letter sound of each letter of the word to help them to read the word, e.g. *h – a – t, hat*.

**Note:** When we write words in English, we write the letters **from left to right**. We leave a space on the line after each word to show where each new word begins, e.g.

jam hat cat

picture and word.

- Tell children to trace over the first word with their finger.
- Then tell them to trace over the faint words with their pencil.
- Finally, for each word, tell them to complete the line by copying and writing the words themselves.
- Go round the class to help them to write the words correctly.
- Check that they are forming the letters of the words correctly.
- Ask individual children to read the words on each line, e.g. *cat*.
- Then ask the whole class to read all the words.

## Trace and write

- Point to the pictures down the left-hand side of the page at the bottom of the page.
- Point to the word by each picture.
- Ask individual children to read the words by each picture.
- Point to the lines of the words written by each

# Unit 8

## Unit 8 Lesson 1

**Aims:** asking about actions; counting from 11–16; learning new words beginning with *k* and *l*

**New language:** *What are you doing? We're playing. We're dancing. We're falling; king, kitten, leg, brother, sister; numbers 11–16*

**Revised language:** *What are you doing? I'm playing. I'm reading; This is ... (name). She's my friend; Hello! queen, kite; numbers 1–10*

**You need:** a box, a book; Student's Book p27; Activity Book p27; CD tracks 41–44

### Box 18: *I and we*

When one person is doing an action that person says *I*, e.g. *I am reading*.

When more than one person is doing an action, they say *we*, e.g. *We are reading*.

### Starter

- Greet children *Hello, how are you?* as they enter the classroom.
- Put the box and the book on your table.
- Give individual children commands, e.g. *Jamil, stand up, please. Nazdar, open the book, please*. Children obey commands.
- Ask a child to come to the front of the class.
- Tell her/him to give a command to a child in the class.
- The child names another child and gives a command.
- The named child obeys the command.
- Do the same with several other children.

### Look and listen

- Hold up your Student's Book.

- Say *Open your books*. Tell children to turn to page 27.
- Point to the four pictures. Ask children in Kurdish what they can see in the pictures.
- Ask them what they think the kittens are doing in the different pictures.
- Ask a child to hold up their book so that all the children can see it.
- Tell them to point to the pictures to show the order that they should listen to the story (top left, top right, bottom left, bottom right).
- Say *Listen*. Play CD track 41.

### CD script:

(picture 1)

*Kitty: Hello, Laura. These are my brothers and sisters. They're kittens.  
(to kittens) This is Laura. She's my friend.*

*Kittens: Hello, Laura.*

(picture 2)

*Laura: Hello, kittens. What are you doing?*

*Kittens: Miaow. We're playing.*

*Boy kittens: We're kings.*

*Girl kittens: And we're queens.*

(picture 3)

*Kittens: Look, Laura and Kitty! We're dancing!*

*One kitten: Oh no! I'm falling!*

(picture 4)

*Laura: Four kittens, two kings, two queens and ... one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen ... sixteen legs!*

- Play the CD again.
- Tell children to point to the pictures as they listen to the story.
- Go round to check they are pointing to the correct picture.

### Listen and point

- Tell children to look at the pictures at the bottom of the page.
- Ask them in Kurdish what the kittens are doing in all the pictures.



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- Tell them they are going to listen to the CD.
- They will hear an action.
- They then point to the picture that shows that action.
- Play CD track 42.

## CD script:

*We're dancing.* (pause)

*We're falling.* (pause)

*We're playing.* (pause)

- Play the CD again.
- Tell children to hold up their books and point to the correct picture as they listen to the CD.
- Check that children are pointing to the correct picture.

## Listen, do and say

- Say *We're playing* and tell children to do the action.
- Point to the picture above for the action *playing*.
- Say *playing*. Tell children to repeat *playing*.
- Say *We're dancing* and tell children to do the action.
- Point to the picture above for the action *dancing*.
- Say *dancing*. Tell children to repeat *dancing*.
- Say *We're falling* and tell children to do the action (or pretend to fall!)
- Point to the picture above for the action *falling*.
- Say *falling*. Tell children to repeat *falling*.
- Tell children that they will listen to the CD.
- This time they will hear a number then a question and an answer.
- They then do the action that they hear and repeat the answer.
- Play CD track 43, pausing after each answer for children to do the action and repeat the answer.

## CD script:

*one*

*What are you doing?*

*We're playing.* (pause) *two*

*What are you doing?*

*We're dancing.* (pause)

*three*

*What are you doing?*

*We're falling.* (pause)

- Play the CD again.
- This time, before each number, name two children, e.g. *Kawa and Tara*.
- Those two children listen to the CD, do the action and repeat the answer, e.g. *We're playing*.
- Do the same with the other two numbers.

## Activity Book

### Listen and tick

- Ask a child to come to the front of the class.
- Say *Come here, please*, (name).
- Tell him/her to dance.
- Ask *What are you doing?* Help child to answer *I'm dancing*.
- Do the same with the other actions of playing and falling.
- Ask two or three children to come to the front of the class.
- Tell them to dance.
- Ask *What are you doing?*
- Help them to answer *We're dancing*.
- Do the same with the other actions of playing and falling.
- Say *I'm playing* and *We're playing*.
- Ask the class what the difference is.
- When do we use *I'm playing*?
- When do we use *We're playing*?
- Help them to answer that we say *I'm playing* if there is just one person.
- Help them to answer that we say *We're playing* if there is more than one person.
- Hold up your Activity Book.
- Say *Open your books*. Tell children to turn to

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page 27.

- Point to the pictures on the first line.
- Ask children how many kittens there are in the first picture. (*one*)
- Ask them to imagine what the kittens are saying in the pictures.
- Ask them whether they should say *I'm dancing* or *We're dancing*.
- Help them to say that they should say *I'm dancing*.
- Ask children how many kittens there are in the second picture. (*more than one kitten*)
- Ask them whether they should say *I'm dancing* or *We're dancing*.
- Help them to say that they should say *We're dancing*.
- Do the same for the two pictures on each row.
- Tell them that they are going to listen to the CD.
- Point to the small boxes next to each picture.
- Point to the numbers down the side of the page.
- Ask individual children to point to the numbers from top to bottom and count, *one, two, three, four*.
- Explain that they will hear a number and then a sentence.
- They listen to the number and the sentence and look at the two pictures opposite the number.
- They write a tick in the small box by the picture that they hear.
- Play CD track 44. Pause the CD after each number to allow children time to tick the correct box.

## CD script:

*one* Look, I'm dancing. (pause)  
*two* What are you doing? We're playing.  
(pause)  
*three* Oh no, we're falling down. (pause)  
*four* What are you doing? I'm reading.  
(pause)

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

## Count and circle

- Point to the four pictures at the bottom of the page.
- Point to the first picture.
- Ask *What are these?* Children answer *They're legs*.
- Do the same for the other three pictures.
- Point to the first picture again.
- Name a child and say *Count*. The child counts, *one, two, three ...*, etc.
- Point to the three numbers under the first picture.
- Ask a child to say the three numbers.
- Ask the child which number is the number of legs in the picture.
- The child answers *twelve legs*.
- Do the same for the other three pictures.
- Tell children to take their pencils.
- Tell them to count the objects in each picture.
- They then circle the correct number below.
- Go round the class to check their answers.
- Correct them where necessary.

**Answers:** twelve (12) legs; four (4) queens; nine (9) kittens; seven (7) kites

# Unit 8

## Unit 8 Lesson 2

**Aims:** recognising capital letters for *K* and *L*; counting 11–16; recognising the numbers 11–16; tracing and writing lower case and capital *Kk* and *Ll*; writing lower case initial letters on names of objects; writing capital letters on names of people and places

**Language used:** numbers 11–16: *eleven, twelve, thirteen, fourteen, fifteen, sixteen*; *king, kitten, kite, Karwan, Kitty, Kurdistan, leg, lion, Laura*

**You need:** sixteen of the same object, e.g. 16 nuts, 16 pens; flashcards for capital and lower case *Ll* and *Kk*; picture flashcards for king, kitten, leg; Book 1 picture flashcards for kite and lion; Student's Book p28; Activity Book p28; CD track 45

### Box 19: Writing numbers over 10 in English

- When you read and write words in Kurdish you start on the right and move to the left.
- When you read and write words in English you start on the left and move to the right.
- When you write numbers in Kurdish, you start on the right and move to the left.
- When you write numbers over 10 in English, you start on the left and move to the right.

e.g. For the number 14, you write the number 1 before the number 4.

### Starter

- Greet children *Hello, ... (name)* as they enter the classroom.
- Children answer *Hello, ... (your name)*.

- Hold up the sixteen objects you have brought to the class, e.g. 16 nuts.
- Say *Count*. Put the objects on your table one by one and count *one, two, three ...* up to 16.
- Tell children to count with you, *one, two, three, etc.*
- Do this several times, using different groups of 16 objects, e.g. pens, books.
- Ask a child to come to the front of the class.
- Say *Come here, please, (name)*.
- Point to a pile of 16 objects and say *Count*.
- Help the child to count from *one* to *sixteen*.
- Do the same with several other children.

### Look, point and say

- Hold up your Student's Book.
- Say *Open your books*.
- Tell children to turn to page 28.
- Point to the capital and small letter *Kk*.
- Say the letter sound *k k k*.
- Tell children to repeat it.
- Tell children that both capital *K* and lower case *k* have the same sound.
- Hold up the flashcard for capital and lower case *Kk*.
- Children say the letter sound for *K* and *k*.
- Stand with your back to the class and form capital *K* in the air with your right hand.
- Tell children to form capital *K* in the same way.
- Then form lower case (small) *k* in the air with your right hand.
- Tell children to form lower case *k* in the same way.
- Tell children to look again at the capital and lower case *Kk* on page 28.
- Tell them to trace both capital and lower case *Kk* with their fingers.
- Ask several children to come to the front of the class and write both capital and lower case *Kk* on the board.

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- Check that they are forming the letters correctly.
- Point to the picture of the king and ask *Who's this?* Children answer *He's a king.*
- Hold up the picture flashcard of a king. Say *king.*
- Tell children to say the word *king* several times.
- Do the same with the pictures of the kitten and the kite.
- Explain that a *kitten* is a baby cat; *Kitty* is a name.
- Point to the picture of Karwan and say *Karwan.* Tell children to repeat this.
- Point to the capital *K* at the beginning of the name *Karwan.*
- Remind them that we use a capital letter to begin the name of a person.
- Point to the picture of the person in Kurdish dress. Say *Kurdistan.*
- Tell children to repeat this several times.
- Point to the capital *K* at the beginning of the name *Kurdistan.*
- Remind them that we use a capital letter to begin the name of a place.
- Ask all children in the class whose names begin with *K* to come to the front of the class.
- Write their names on the board in English, beginning with a capital *K.*
- Tell them to write their name on the outside of their exercise book.
- Follow the same procedure for capital and lower case *Ll* and for the words *leg, lion* and *Laura.*

## Listen, point and say

- Tell children to look at the numbers and the words for the numbers at the bottom of the page.
- Point to each one and say the number, e.g. *eleven.*
- Ask a child to write each number on the board and to say its number.

- Point to each number in turn and say *Count.*
- Count from *11* to *16.* Tell children to repeat each number after you.
- Ask individual children to count from *11* to *16.*
- Tell children that they are going to listen to the CD.
- Play CD track 45. Pause the CD after each number so that children can point to the correct number and say it.
- Say *Listen.*

### CD script:

*eleven, twelve, thirteen, fourteen, fifteen, sixteen*  
*twelve*  
*sixteen*  
*eleven*  
*thirteen*  
*fifteen*  
*fourteen*

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

## Activity Book

### Trace and write

- Hold up your Activity Book.
- Say *Open your books.* Tell children to turn to page 28.
- Point to the big capital and lower case *Kk.*
- Tell children to trace with their finger round the capital and lower case *K.*
- Point to the line with capital *K.*
- Tell pupils to trace with their finger round the first capital *K.*
- Tell them to trace over the two faint capital letters with their pencils.
- Then tell them to complete the line by copying the capital *K* several times themselves.
- Go round to check that they are copying the letter correctly.
- Point to the line with capital and lower case *Kk.*

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- Tell children to trace the first *Kk* with their fingers.
- Tell them to trace over the feint *Kk* with their pencils.
- Then tell them to complete the line by copying the capital and lower case *Kk* twice themselves.
- Go round to help them to copy the letters correctly.
- Point to the pictures of the king, the kitten and the kite.
- Tell children to point to them and say the letter sound *k k k*.
- Point to the words *king* and *kitten* and *kite*.
- Tell them to write lower case *k* to complete the words *\_ing*, *\_itten* and *\_ite*.
- Then point to the pictures of Kitty, Karwan and Kurdistan.
- Tell them to complete the names by adding a capital *K*.
- Follow the same procedure for the letter *Ll*.

## Unit 8 Lesson 3

**Aims:** counting from 1–16; playing a number game to practise recognising numbers and writing them; tracing and writing the numbers 11–16; matching numbers and words; reading simple words with the vowel *a*

**Language used:** numbers 1–16; words *cat*, *hat*, *cap*, *jam* and *bag*

**You need:** word flashcards for the words *cat*, *hat*, *cap*, *jam* and *bag*; Student's Book p29; Activity Book p29; CD track 46

### Starter

- Greet children *Hello, how are you?* as they enter the classroom.
- Children answer *I'm fine, thank you*.

- Write the numbers 1 to 10 on the board.
- Ask individual children to read the numbers.
- Count from 1 to 10 round the class.

### Count and play

- Point to the picture at the top of page 29.
- Say *Look*. Tell children that the children in the picture are playing a counting game.
- Ask children in Kurdish what the various children in the picture are doing.
- Tell children they are going to count from 1–16 round the class in the same way.
- Point to the first child in the front row of the class.
- Say *Stand up*. The child stands up.
- Say *Count one*. The child counts *one*.
- Say *Clap*. The child claps.
- Say *Sit down*. The child sits down.
- Do the same with the next child for the number 2.
- Tell children to repeat all these actions for each number.
- Tell them to count all the other numbers from 1–16 in this way.
- Then begin again with number 1. Count to 16 again.
- Children do the actions as they say a number: stand up, say the number, clap, sit down.

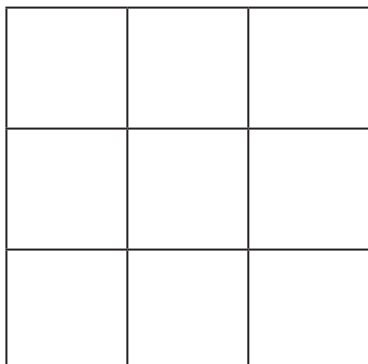
### Play

- Point to the picture of Kitty and the children sitting round the table.
- Tell children that they are playing a game.
- Point to the piece of paper with numbers on it that Aveen has written.
- Point to the numbers that Aveen has crossed out.
- Tell children that they are going to play the game themselves.
- The name of the game is *Bingo*!



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- Draw a 3 square by 3 square framework on the blackboard, like this:



- Tell children to copy this into their exercise books.
- Go round to make sure they are doing this correctly and making nine squares.
- Tell children to write nine different numbers between 1 and 16 in the squares.
- They write one number in each square.
- Each square has a different number.
- Call out any number between 1 and 16, e.g. *nine*.
- If children have written that number in their framework, they cross it out.
- Call out other numbers. Note down the numbers you call so that you can check them later.
- Children cross out the numbers if they have written them in their squares.
- The winner of the game is the first child to cross out all the nine numbers she/he has written down.
- When that child has crossed out all the numbers in their squares, they shout *Bingo!*
- Check that the child has crossed out numbers that you have called out.
- Play the game again several times.
- Tell children to draw nine new squares each time.
- Tell them to write different numbers between 1 and 16.

## Activity Book

### Trace and write

- Tell children to open their Activity Books at page 29.
- Point to the numbers down the left side of the page.
- Ask individual children to point to the numbers from top to bottom and say them.
- Point to the row of numbers opposite the number eleven.
- Tell children to trace the first number *11* on the line with their fingers.
- Tell them to trace the faint numbers on the line with their pencils.
- Then tell them to complete the line by writing the numbers themselves.
- Do the same with the other five rows of numbers.
- Go round to check that children are writing the numbers well.
- Check that they are forming them correctly.

### Listen, join and write

- Hold up the word flashcard for *bag*.
- Ask a child to read the word.
- Ask the class to read the word.
- Do the same for the other four word flashcards for *hat*, *car*, *cat* and *cap*.
- Point to the numbers around the circle.
- Ask an individual child to point to the numbers and say them.
- Then point to the words in the centre of the circle.
- Ask individual children to point to a word and read it.
- Tell children that they are going to listen to the CD.
- They will hear a number and a word.
- They should draw a line between the number they hear and the word they hear.
- Play CD track 46.

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- Pause the CD after each number and word to allow children time to join the two by drawing a line.

**CD script:**

*Thirteen caps, (pause)*

*fifteen hats (pause)*

*and eleven cars. (pause)*

*Look, twelve cats! (pause)*

*Look, fourteen bags! (pause)*

- Go round the class to check that children have joined the numbers and words correctly.
- Point to the line next to each word.
- Tell children to work with a partner.
- They should read a word to each other.
- They should then write the word on the line next to the word.
- Go round the class to make sure they are writing the words correctly.

# Unit 9

## Unit 9 Lesson 1

**Aims:** asking about objects; asking about actions; learning new words beginning with *m* and *n*; answering yes or no to questions

**New language:** *Is it a/an ... ? No, it isn't, Yes, it is; monkey, nose, neck; I'm drawing; What are you drawing?*

**Revised language:** *What's that? It's a/an ...; What are you doing? I'm ... ing; yes, no; girl, tiger, zebra, cat, mouse, rabbit*

**You need:** picture flashcards of animals children already know; Student's Book p30; Activity Book p30; CD tracks 47–49

### Box 20: Asking questions in English

When you are teaching English you need to ask the children questions to make sure that they understand the new language they have learned and that they can produce the answers well. You must make sure that you ask questions **correctly**.

Here are the questions that you will meet in this book:

#### Asking about objects:

- *What's this?/ What's that?* (Answer: *It's a/an ...*)
- *What are these?/What are those?* (Answer: *They're ...s*)
- *Is it a ...?* (Answer: *Yes, it is./No, it isn't. It's a ...*)
- *What is it?* (Answer: *It's a/an ...*)

#### Asking about and greeting people:

- *Who's this?* (Answer: *It's ...*)
- *What's your name?* (Answer: *My name's ...*)
- *How are you?* (Answer: *I'm fine, thanks.*)

#### Asking about actions:

- *What are you doing?* (Answer: *I'm ...ing, We're ...ing, e.g. playing, writing*)

#### Asking about numbers:

- *How many ...s are there?* (Answer: *There is one pen./There are twelve pens.*)

#### Asking about colours:

- *What colour is it?* (Answer: *It's red/blue/green, etc.*)

### Starter

- Greet children *Hello!* as they enter the classroom.
- Ask several children *What's your name?* Children answer *My name's ...* (name).
- Hold up a flashcard of an animal.
- Ask children *What's this?* Children answer *It's a/an ...*
- Do this for all the animal flashcards.
- Ask a child to come to the front of the class.
- Say *Come here, please*, (name).
- Tell him/her to hold up a flashcard and to ask *What's this?* Other children answer *It's a/an ...*

### Look and listen

- Hold up your Student's Book.
- Say *Open your books*. Tell children to turn to page 30.
- Point to the four pictures. Ask children in Kurdish what they can see in the pictures.
- Ask them questions about objects they know in the picture, *What's this?*
- Children answer questions.
- Tell them they are going to listen to a story on the CD.
- Remind children of the order of the pictures for the story (top left, top right, bottom left, bottom right).
- Tell children to point to the pictures as they listen to the CD.

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- Play CD track 47.

## CD script:

(picture 1)

Karwan: *Hello, Sam. What are you doing?*

Sam: *I'm drawing.*

Karwan: *What are you drawing? What's that?*  
*Ah, a nose.*

Sam: *Yes, it's a nose.*

(picture 2)

Karwan: *Is it a girl?*

Sam: *No, it's a monkey.*

Karwan: *Oh, yes!*

(picture 3)

Sam: *What's that, Karwan? Oh, look, a neck.*  
*Is it a tiger?*

(picture 4)

Karwan: *No, it's a zebra.*

Sam: *Oh, yes.*

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

## Listen and say

- Point to the pictures at the bottom of the page.
- For each animal in the pictures ask *What's this?*
- Children answer *It's a ...*
- Help children to answer *It's a monkey.*
- Tell them to repeat the word *monkey* several times.
- Tell children that for each picture they will hear the number of the picture.
- They will also hear a question and an answer.
- They point to the animal they hear in the answer.
- They repeat the answer.
- Play CD track 48.
- Pause the CD after each question and answer to allow children time to point and repeat the answer.

## CD script:

one – *Is it a tiger? No, it isn't. It's a zebra.*

(pause)

two – *Is it a tiger? Yes, it is.* (pause)

three – *Is it a cat? No, it isn't. It's a monkey.*

(pause)

four – *Is it a cat? Yes, it is.* (pause)

- Play the CD again.
- Check that children are pointing to the correct picture.
- Check that they are repeating the answers correctly.
- Correct their pronunciation if necessary.

## Activity Book

### Listen and circle

- Hold up your Activity Book.
- Say *Open your books*. Go round to check that children are opening the correct book.
- Tell them to turn to page 30.
- Point to the animals/objects in the pictures at the top of the page.
- For each one ask *What's this?* Children answer *It's a/an ...*
- Point to the words *yes* and *no* below the pictures.
- Point to *yes*.
- Point to each letter of the word.
- Tell children to say the letter sound for each letter.
- Tell children to read the word.
- Do the same for *no*.
- Tell children that they are going to hear a question and an answer.
- If the answer is *yes*, they should circle the word *yes* below the animal/object mentioned.
- If the answer is *no*, they should circle the word *no* below the animal/object mentioned.
- Play CD track 49. Pause it after each question to allow children time to circle the correct answer.

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## CD script:

one – *Is it a monkey?* (pause) *Yes.*

two – *Is it a neck?* (pause) *No.*

three – *Is it a rabbit?* (pause) *No.*

four – *Is it a neck?* (pause) *Yes.*

five – *Is it a tiger?* (pause) *Yes.*

six – *Is it a tiger?* (pause) *No.*

- Play the CD again so that children can check their answers.
- Go round the class to check their answers.
- Correct them where necessary.

## Trace and write

- Say the word *yes*.
- Tell children to repeat it several times.
- Do the same for the word *no*.
- Point to the line with *yes* and the line with *no* at the bottom of the page.
- Point to the line with *yes*. Tell children to trace round the first word *yes* with their finger.
- Tell them to trace over the faint words with their pencils.
- Tell them to complete the line by writing the word themselves.
- Do the same for the line with *no*.
- Go round to check that children are writing the words correctly.
- Check that the words are in the correct position on the line.

## Unit 9 Lesson 2

**Aims:** recognising capital letters for *M* and *N*; tracing and writing lower case and capital *Mm* and *Nn*; writing lower case initial letters on names of objects; recognising simple words containing the vowel *e*; reading and writing these words

**Language used:** *monkey, mouse, nose, neck, nut; leg, ten*

**You need:** flashcards of capital *M* and *N*; picture flashcards of monkey and nose; Book 1 flashcards of mouse and nut; word flashcards of *leg, ten*; Student's Book p31; Activity Book p31; CD track 50

## Starter

- Greet children *How are you?* as they enter the classroom.
- Children answer *I'm fine, thank you.*
- Hold up the picture flashcard of a mouse.
- Ask children *Is it a monkey?*
- Help children to answer *No, it's a mouse.*
- Hold up the picture flashcard of a nose.
- Ask children *Is it a nose?*
- Help children to answer *Yes, it's a nose.*
- Do this with several other flashcards, practising both *yes* and *no*.

## Look, point and say

- Hold up your Student's Book.
- Say *Open your books*. Tell children to turn to page 31.
- Point to the capital and small letter *Mm*.
- Say *Look*.
- Say the letter sound *m m m*. Tell children to repeat it.
- Tell children that both capital *M* and lower case *m* have the same sound.
- Hold up the flashcard of the capital and lower case *Mm*.
- Children say the letter sound for *M* and *m*.
- Stand with your back to the class and form capital *M* in the air with your right hand.
- Tell children to form capital *M* in the same way.
- Then form lower case *m* in the air with your right hand.
- Tell children to form lower case *m* in the same way.



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- Tell children to look again at the capital and lower case *Mm* on page 31.
- Tell them to trace the forms of both capital and lower case *Mm* with their fingers.
- Ask several children to write both capital and lower case *Mm* on the board.
- Point to the picture of the monkey and ask *What's this?*
- Help children to say *It's a monkey.*
- Hold up the picture flashcard for monkey. Say *monkey.*
- Tell children to repeat *monkey* several times.
- Do the same for the mouse.
- Ask all children whose names begin with *M* to come to the front of the class.
- Write their names on the board in English, beginning with a capital *M*.
- Tell them to write their name on the outside of their exercise book.
- Follow the same procedure for capital and lower case *Nn* and for the words *nose, neck* and *nut.*
- Write capital and lower case letters for *Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm* and *Nn* across the top of the board.
- Say a letter sound, e.g. *h h h.*
- Ask a child to point to the correct letter on the board.
- Ask the child to write the capital and small letters for that sound on the board.
- The child writes *Hh.*
- Do the same with the other letters.

## Listen, point and say

- Point to the pictures at the bottom of page 31.
- For each one, ask children to say the word.
- Children say *pen, leg, ten, hen.*
- Point to the letters and words below the pictures.
- Ask individual children to say the letter sound for the three letters below the first picture.

Then tell them to read the word.

- Explain that when we are reading a word, we put the letter sound for each letter together to make the sound of the word.
- Do the same for the letters and words beneath the other pictures.
- Tell children they are going to listen to the CD.
- They will hear three letter sounds and then a word.
- They point to the word and then repeat the letter sounds and the word on the CD.
- Say *Listen.* Play CD track 50.
- Pause after each word to allow children time to point and repeat.

### CD script:

*p – e – n, pen* (pause)

*l – e – g, leg* (pause)

*t – e – n, ten* (pause)

*h – e – n, hen* (pause)

- Go round the class to check that children are saying the letter sounds and words correctly.

## Activity Book

### Trace and write

- Tell children to turn to page 31 in their Activity Books.
- Point to the big capital and lower case *Mm.*
- Tell children to trace with their finger round the capital and lower case *Mm.*
- Point to the line with capital *M.* Tell them to trace with their finger round the first capital *M.*
- Tell them to trace over the feint capital *M* with their pencils.
- Then tell them to complete the line by copying the capital *M* themselves.
- Go round the class to check they are copying the letter well.
- Point to the line with capital and lower case *M.*
- Tell children to trace the first *Mm* with their finger.

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- Tell them to trace over the faint *Mm* with their pencils.
- Point to the pictures of the monkey and the mouse.
- Tell children to point to them and say the letter sound *m m m*.
- Point to the words *monkey* and *mouse*.
- Tell them to write lower case *m* to complete the words *\_onkey* and *\_ouse*.
- Follow the same procedure for the letter *Nn*.

## Trace and write

- Hold up the word flashcard for the word *leg*. Tell children to read the word *leg*.
- Do the same for the other word flashcard for *ten*.
- Tell children to look at the pictures down the left side at the bottom of the page.
- For each one, tell children to say the word of the object they see in the picture, e.g. *leg*.
- Point to the picture of a leg and then point to the line with the word *leg*.
- Ask a child to say the object he/she can see in the picture.
- Then tell him/her to say the letter sounds of the three letters in the word, *l – e – g*.
- Tell him/her to read the complete word *leg*.
- Tell children to trace with their finger the three letters of the first word *leg*.
- Tell them to trace with their pencil the three faint words *leg*.
- Then tell them to write the word *leg* several times themselves to complete the line.
- Go round to check that they are writing the word correctly.
- Follow the same procedure for the other picture and line of words.

## Unit 9 Lesson 3

**Aims:** asking about an object; answering in the affirmative or the negative to a question; tracing and writing words containing the vowel *e*; matching words and pictures

**Language used:** *Is it a/an ...? Yes. No, it's a/an ...; pen, hen, ten, leg; cat, kite, vase, girl, sock, nose, monkey*

**You need:** flashcards for capital and lower case letters *Aa–Mm*; word flashcards for the words *pen, hen, ten* and *leg*; Student's Book p32; Activity Book p32

## Starter

- Greet children *Hello, ...* (name) as they enter the classroom.
- Children answer *Hello, ...* (your name).
- Place the flashcards for capital and lower case letters *Aa–Mm* on your table.
- Invite a child to come to the front. Tell her/him to hold up the card.
- Tell children to say the letter sound of the letter on the flashcard.
- Do this with all the flashcards.
- Invite another child to hold up a flashcard.
- Tell another child to write the letter on the card on the board.
- Check that they are forming the letter well.
- Do this for several of the letters.

## Play

- Hold up your Student's Book.
- Say *Open your books*. Tell them to turn to page 32.
- Point to the picture of the two boys.
- For the two characters in the picture, point and ask *Who's this?*

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- Children answer, e.g. *It's Karwan*.
- Ask them in Kurdish what they think the two boys are doing.
- Tell them that they are playing a game.
- Explain that Karwan is drawing a picture and Sam is looking at the picture.
- He is trying to guess what Karwan is drawing.
- Point to the objects round the edge of the page.
- For each one ask children *Is it a /an ...?*
- Children answer either *Yes* or *No, it's a/an ...*
- Make sure you ask some questions that are correct so that children can answer *Yes*.
- Make sure you ask some questions that are wrong so that children can answer *No, it's a/an ...*
- Tell children that they are going to play the game like Sam and Karwan.
- Ask two children to come to the front of the class.
- Tell them to bring their exercise books and their pencils.
- Tell one child to draw a picture.
- She/He can choose one of the pictures to copy or they can draw a picture of another word that they have already learnt in English.
- The other child tries to guess what the picture is.
- She/He asks *Is it a/an ...?* The first child answers either *Yes* or *No, it's a/an ...*
- Do this with several more pairs of pupils.
- Then divide the class into pairs.
- Tell them to play the game in the same way. Go round the class to help them.
- Make sure they are asking and answering the questions correctly.

## Activity Book

### Trace and match

- Tell children to open their Activity Book at page 32.

- Hold up the word flashcard for *pen*. Ask a child to read the word.
- Do the same with the flashcards for *ten*, *hen* and *leg*.
- Point to the pictures on the right-hand side at the top of the page.
- For each one, ask children to say the word of the object in the picture, e.g. *hen*, *leg*, etc.
- Divide the class into pairs.
- Tell children to trace over the faint words on the left-hand side of the page.
- They should then join the word they have traced to its picture on the right-hand side of the page by drawing a line.
- When they have finished tracing the words and drawing lines between the words and pictures, tell children to take it in turns with their partner to point to a word and spell it, using letter sounds.
- They say the word and point to the picture.
- Go round the class to help them. Correct them where necessary.

### Match and write

- Point to the pictures and words at the bottom of the page. Say *Look*.
- For each picture tell children to say the word, e.g. *leg*, *ten*, etc.
- Point to the lists of words under each picture.
- Hold up your book and point to a list of words. Tell children to read the list.
- Point to the space below the picture.
- Tell children to look at each picture.
- They find the word for the object in that picture in the list under the picture.
- They then write the word in the space below the picture.
- Do one picture and word with the whole class as an example.
- Then tell children to do the other numbers themselves.
- Go round the class to help children.

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- Then correct the exercise with the whole class.
- Say *one*. Ask a child to hold up his/her book and point to the picture.
- Tell them to say the word.
- Tell them to point to the word they have written below the picture.
- Tell them to spell the word using letter sounds.
- Do the same with the other pictures and words.
- Put the flashcards for the new words learnt in Units 7–9 on your table.
- Hold one of them up and ask *What's this?* Children answer *It's a/an ...*
- Do this for all the flashcards.
- Ask a child to come to the front of the class.
- Tell them to pick up one of the flashcards.
- Help them to say *I have a/an ...*
- Do the same for the other flashcards using other children.
- Children hold a flashcard and say *I have a/an ...*

## Revision 3

**Aims:** revising new words learnt in Units 7–9; revising capital and lower case letters *Aa–Nn*; asking questions about objects; giving and responding to commands; reading and writing short words containing the vowels *a* and *e*; matching words and pictures; practising answering *yes* and *no*

**Language used:** *What's this? It's a/an ...; I have a/an ...; Is it a/an ...? Yes. No; Open the ..., Close the ...; come here, goodbye, sit down, stand up; hat, pen, bag, ten, leg, cap, cat, jam, hen; elephant, monkey, nose, king*

**You need:** picture flashcards for insect, jug, king, kitten, leg, monkey, nose, neck; flashcards for capital and lower case *Aa–Nn*; word flashcards for *hat, pen, bag, ten, leg, cap, cat, jam, hen*; Student's Book p33; Activity Book pp33–34; CD tracks 51–52

## Starter

- Greet children *Hello, how are you?* as they enter the classroom.
- Children answer *I'm fine, thank you.*

## Play

- Tell children to open their Student's Books at page 33.
- Point to the picture at the top of the page.
- For each object in the picture, ask children *What's this?*
- Children answer *It's a/an ...*
- Bring several boxes or bags to class. Put several objects/toys in the bags.
- Close the bags/boxes and put them on the table.
- Open a bag/box.
- Pull an object a short way out of the bag/box.
- Ask children *Is it a/an ...?*
- Help children to answer either *Yes* or *No, it's a ...*
- Pull out the object completely to show the children.
- Ask again *Is it a ...?*
- Ask a child to answer.
- Continue the game in the same way.
- Play it several times more.
- Ask a child to come to the front of the class. Say *Open the box/bag.*
- Tell the child to pull an object a short way out of the bag/box.
- Tell him/her to ask *Is it a/an ...?*
- Children answer *Yes* or *No, it's a/an ...*

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- Tell him/her to pull the object all the way out of the box/bag.
- Tell him/her to ask again *Is it a/an ...?*
- Children answer.
- Say *Close the box/bag.*
- Continue the game using another child.

## Read

- Tell children to look at the pictures at the bottom of the page.
  - Point to each picture and ask *What's this?*
  - Children answer *It's a ...*
  - Point to the letters that make the words below each picture.
  - Ask individual children to point to a picture and to say the letter sounds and then read the word.
  - Do this for all the pictures and words.
  - Tell children to work with a partner.
  - Tell them to take it in turns to point to a picture and read the word below it.
  - Go round to check that children are doing this correctly.
  - Point to the letters *Aa–Nn*.
  - Tell children to point to each letter in order from *Aa* to *Nn*.
  - Tell them to say the letter sound for each letter.
  - Hold up one of the letter flashcards at random. Ask a child to say the letter sound for that letter.
  - Do the same for the other letter flashcards.
- Point to objects in the picture and ask *What's this?* Children answer *It's a/an ...*
  - Point to the words around the edge of the page.
  - Ask individual children to read the words.
  - Tell children to look at one of the words and to find the object for that word in the picture.
  - Tell them to join them by drawing a line between the word and the object.
  - Then tell them to trace over the word with their pencils.
  - Tell them to do this for all the words.
  - Go round to check that they are joining the correct words and pictures.

## Listen and match

- Point to the four pictures at the bottom of the page.
- Ask children in Kurdish what the children are doing in each picture.
- Tell children that they are going to hear a number and then a command or a word.
- Point to the small box by each picture.
- Tell children to listen to each number and command.
- They find the correct picture and write the number they hear in the small box by that picture.
- Say *Listen*. Play CD track 51.
- Pause the CD after each number and command to allow children time to write the number in the box.

### CD script:

*one – Come here, please. (pause)*  
*two – Goodbye, Mam Zorab. (pause)*  
*three – Sit down, please. (pause)*  
*four – Stand up, Laura. (pause)*

## Activity Book

### Find, match and trace

- Tell children to open their Activity Books at page 33.
- Point to the picture at the top of the page.
- Point to the characters in the picture and ask *Who's this?* Children answer *It's ...*
- Play the CD again so that children can check their answers.
- Go round to check that they have written the correct numbers by the pictures.



# Revision 3

## Circle and write

- Tell children to turn to page 34 in their Activity Book.
- Point to the four pictures and the words at the top of the page.
- Ask children to say the word for the object in each picture.
- Point to the words below each picture.
- Ask children to read the words.
- Tell children to look at each picture.
- Tell them to choose the correct word beneath the picture.
- Tell them to circle the word.
- Then tell them to write the word in the space below the picture.
- Go round to check that they have chosen the correct word.
- Check that they write the words correctly.

## Listen and circle

- Point to the four pictures at the bottom of the page.
- For each one ask *What's this?*
- Children answer *It's a/an ...*
- Point to the number by each picture.
- Ask a child to point to the numbers and count.
- Point to the words *yes* and *no* below each picture.
- Ask individual children to read the two words.
- Tell children they are going to hear the number of the picture and a question about each picture.
- Tell them to circle either *yes* or *no* to answer the question.
- Play CD track 52.
- Pause the CD after each question to allow children time to circle the answer.

## CD script:

*one – Is it a lion? (pause)*

*two – Is it a monkey? (pause)*

*three – Is it a leg? (pause)*

*four – Is it a king? (pause)*

- Play the CD again.
- Go round to check that children are circling the correct answers.
- At the end of the lesson say *Goodbye, children.*
- Children answer *Goodbye ... (your name).*

# Unit 10

## Unit 10 Lesson 1

**Aims:** counting 17–20; asking how many objects there are; recognising numbers 17–20; writing numbers 17–20; matching a number to the same number of objects

**New language:** *How many eggs are there? There are seventeen eggs.; numbers: seventeen, eighteen, nineteen, twenty; I'm counting; count the olives; olive, parrot, pot*

**Revised language:** *What are those? They're ...s; one, two, three; What are you doing? I'm ...ing; well done! Mummy; Look!; sock, ant, orange, banana, egg, flower, insect*

**You need:** flashcards for capital and lower case *Oo* and *Pp*; picture flashcards for olive, parrot and pot; Book 1 flashcards for orange and pen; Student's Book p34; Activity Book p35; CD tracks 53–55

### Starter

- Ask a child to stand by the classroom door.
- Tell them to greet other children *Hello* as they come in.
- Ask children to count from 1 to 16 round the class.
- One child stands up.
- He/She says the first number, *one*.
- He/She claps his/her hands.
- He/She sits down.
- The next child continues with the number *two*.
- The counting continues in this way from 1 to 16.

### Look and listen

- Hold up the Student's Book.
- Say *Open your books*. Tell children to turn to page 34.
- Point to the four pictures.
- Ask children in Kurdish what they can see in the pictures.
- Tell them they are going to listen to a story on the CD.
- Ask a child to hold up her/his book.
- Tell her/him to point to the order they will follow the pictures in (top left, top right, bottom left, bottom right).
- Tell children to point to the correct picture as they listen.
- Play CD track 53.

#### CD script:

(picture 1)

*Karwan: What are those, Mummy?*

*Mother: They're pots.*

*Karwan: One, two, three ...*

*Mother: What are you doing, Karwan?*

*Karwan: I'm counting the pots.*

(picture 2)

*Mother: How many olives are there? Count the olives.*

(picture 3)

*Karwan: ...fifteen, sixteen, seventeen, eighteen, nineteen, twenty.*

*There are twenty olives, Mummy.*

*Mummy: Well done, Karwan.*

(picture 4)

*Kitty: Look, a parrot and an olive.*

*Karwan: There are nineteen olives, Mummy.*

- Play the CD again.
- Go round to check that children are pointing to the correct picture.

### Listen, point and say

- Tell children to look at the three pictures at the bottom of the page.
- For each picture, say *Count*.

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- Ask an individual child to count the objects in the picture.
- Tell children that they will hear a question for each picture.
- Tell them to find the correct picture.
- Tell them to count the objects in the picture.
- They then listen to the answer to the question.
- They repeat the correct answer.
- Play CD track 54.
- Pause the CD after each question to allow children time to find the correct picture and to count the objects.
- Pause the CD after each answer to allow children time to repeat the correct answer.

## CD script:

*How many parrots are there? Count.* (pause for children to count)

*There are three parrots.* (pause for children to repeat)

*How many pots are there?* (pause)

*There are two pots.* (pause)

*How many olives are there?* (pause)

*There are four olives.* (pause)

- Play the CD again.
- Go round to listen to the children's answers.
- Help them where necessary.

## Activity Book

### Trace and write

- Hold up your Activity Book.
- Say *Open your books*. Tell children to turn to page 35.
- Point to the numbers down the left side of the top of the page.
- Point to each one and say the number. Tell children to repeat it.
- Point to the rows of numbers opposite the numbers on the left.
- Point to the row with 17.
- Tell children to trace round the first number 17 with their finger.

- Tell them to trace the four faint numbers with their pencils.
- Then tell them to complete the line by writing some numbers themselves.
- Go round to check they are writing the numbers correctly.
- Do the same for the other rows of numbers from 18 to 20.

## Listen and join

- Point to the pictures across the middle of the page.
- Point to the first one and ask *What are these?*
- Children answer *They're ...s*.
- Do the same for the other pictures.
- Point to the first picture again and ask a child *Count*.
- The child counts, *one, two, three, four ...*
- Ask the child *How many socks are there?*
- Help the child to answer *There are seventeen socks*.
- Do the same with other children for the other three pictures.
- Point to the four numbers below the pictures.
- Ask individual children to say the numbers.
- Ask the whole class to point to the numbers and say them.
- Tell children they will listen to the CD.
- They will hear a question and an answer about each picture.
- Children listen to the question and hear an object mentioned.
- They find the picture for that object.
- They listen to the answer to find the number of that object.
- They join the picture of the object mentioned to the number mentioned for that object by drawing a line between them.
- Play CD track 55.
- Pause the CD to allow children time to draw the line between the object and the number.

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## CD script:

*How many olives are there? There are eighteen olives. (pause)*

*How many socks are there? There are seventeen socks. (pause)*

*How many ants are there? Oh look! There are twenty ants. (pause)*

*And how many oranges? There are nineteen oranges. (pause)*

- Play the CD again.
- Go round to check that children are joining the correct numbers to the correct pictures.

## Count, say and write

- Point to the pictures across the bottom of the page.
- Point to the first picture.
- Name a child and say *Count*.
- The child counts the bananas, *one, two, three ... seventeen. Seventeen bananas.*
- Tell children to work with a partner.
- Tell them to take it in turns to point to a picture.
- They count the objects, then say the answer, e.g. *seventeen bananas*.
- They then write the number of objects in the space below each picture.

## Unit 10 Lesson 2

**Aims:** recognising capital letters *O* and *P*; tracing and writing lower case and capital *Oo* and *Pp*; writing lower case initial letters on names of objects; listening, matching and counting numbers 17–20; matching words and pictures that begin with *o* and *p*

**Language used:** *olive, orange, parrot, pot, pen; seventeen, eighteen, nineteen, twenty* and numbers for these

**You need:** various classroom objects, e.g. books, pens; flashcards for capital and lower case *Oo* and *Pp*; picture flashcards for *olive, parrot* and *pot*; Book 1 flashcards for *orange* and *pen*; Student's Book p35; Activity Book p36; CD track 56

## Starter

- Greet children *Hello, ... (name)*. Children answer *Hello, ... (your name)*.
- Hold up some objects in the classroom, e.g. five books.
- Ask *What are these?* Children answer *They're books*.
- Invite a child to the front of the class.
- Say *Come here, please, (name)*.
- Say *Count*. The child counts the books, *one, two, three, four, five. Five books*.
- Ask *How many books are there?*
- Help the child to answer *There are five books*.
- Put some objects at the other side of the classroom, e.g. ten pens.
- Point to the pens and ask *What are those?* Children answer *They're pens*.
- Tell a child to pick up the pens.
- Say *Count*. The child counts the pens, *one, two, etc.*
- Ask *How many pens are there?*

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- The child answers *There are ten pens.*
- Do the same with other numbers, using other children.

## Look, point and say

- Hold up your Student's Book.
- Say *Open your books.* Tell children to turn to page 35.
- Point to the capital and small letter *Oo*.
- Say the letter sound *o o o*. Tell children to repeat it.
- Tell children that both capital *O* and lower case *o* have the same sound.
- Hold up the flashcard of the capital and lower case *Oo*.
- Children say the letter sound for *O* and *o*.
- Stand with your back to the class and form capital *O* in the air with your right hand.
- Tell children to form capital *O* in the same way.
- Then form lower case *o* in the air with your right hand.
- Tell children that it is the same shape, but smaller than capital *O*.
- Tell children to form lower case *o* in the same way.
- Tell children to look again at the capital and lower case *Oo* on page 35.
- Tell them to trace the forms of both capital and lower case *Oo* with their fingers.
- Ask several children to write both capital and lower case *Oo* on the board.
- Point to the picture of the olive and ask *What's this?*
- Help children to answer *It's an olive.*
- Hold up the picture flashcard of the olive. Say *olive*.
- Tell children to repeat *olive* several times.
- Do the same for *orange*.
- Tell children that we say *It's an ...* when a word begins with the letter *o*.
- Ask which other letters we use *an* with.

- Children answer *a, e* and *i*.
- Ask all children whose names begin with *O* to come to the front of the class.
- Write their names on the board in English, beginning with capital *O*.
- Tell them to write their name on the outside of their exercise book.
- Follow the same procedure for capital and lower case *Pp* and for the words *parrot, pot* and *pen*.

## Listen, match and say

- Point to the numbers 17 to 20 and the words for these numbers.
- Point to each number. Ask children to say the word for this number.
- Do this for all the numbers.
- Tell children that they are going to hear the numbers on the CD.
- Tell them to point to the number they hear.
- They then say the number.
- Explain that the numbers will be in the correct order, 17, 18, 19, 20 at first.
- They will then hear the numbers in random order.
- Say *Listen*. Play CD track 56.
- Pause the CD to allow children time to point to the number and say it.

### CD script:

*seventeen* (pause)

*eighteen* (pause)

*nineteen* (pause)

*twenty* (pause)

*nineteen* (pause)

*seventeen* (pause)

*twenty* (pause)

*eighteen* (pause)

- Ask a child to come to the front of the class.
- Tell him/her to listen to the CD and to point and say the words they hear.
- Play the CD again.
- Do the same with several other children.



# Unit 10

## Activity Book

### Trace and write

- Tell children to turn to page 36 in their Activity Book.
- Point to the capital and lower case *Oo*.
- Tell children to trace with their finger round the capital and lower case *Oo*.
- Point to the line with capital *O*.
- Tell them to trace with their finger round the first capital *O*.
- Tell them to trace over the two faint capital *O*'s with their pencils.
- Then tell them to complete the line by copying the capital *O* twice themselves.
- Go round the class to check that they are copying the letter well.
- Point to the line with capital and lower case *Oo*.
- Tell children to trace the first *Oo* with their finger.
- Tell them to trace over the faint *Oo* with their pencils.
- Then tell them to complete the line by copying the capital and lower case *Oo* themselves.
- Go round the class to check they are writing the letters well.
- Point to the pictures of the olive and the orange.
- Tell children to point to them and say the letter sound *o o o*.
- Point to the words *olive* and *orange*.
- Tell them to write lower case *o* to complete the words *\_live* and *\_range*.
- Follow the same procedure for the letter *Pp*.
- Make sure that children write capital *P* on the line but that they write the tail of lower case *p* below the line.

## Unit 10 Lesson 3

**Aims:** counting objects from 1–20; joining numbers to form a picture; listening to CD and writing numbers 17–20; writing numbers and words containing the vowels *a* and *e*

**Language used:** numbers 1–20; *sock, orange, fig, ant; very good! Look!*  
plural words: *pens, cats, bags, legs*

**You need:** a ball; various picture flashcards for words learnt in Book 2; word flashcards for *pen, leg, bag, cat*; Student's Book p36; Activity Book p37; CD tracks 57–58

### Starter:

- Greet children *Hello, how are you?*
- Children answer *I'm fine, thank you.*
- Hold up a picture flashcard of a word children have learnt in Book 2.
- Ask *What's this?* Children answer *It's a/an ...*
- Ask a child to come to the front of the class.
- Say *Come here, please, (name).*
- Tell them to hold up a flashcard and to ask *What's this?*
- Children answer *It's a/an ...*
- Do the same with several other children.

### Listen and count

- Tell children to open their Student's Book on page 36.
- Point to the picture.
- Point to Kitty and ask *Who's this?* Children answer *It's Kitty.*
- Point to each group of objects in the picture and ask *What are these?*
- Children answer *They're ...s.*
- Ask *How many oranges are there?*

# Unit 10

- Name a child and say *Count*. The child counts, *one, two, three, four*, etc.
- Tell the child to say the number with the name of the objects, e.g. *eighteen oranges*.
- Remind children that we add an *s* sound to a word if there is more than one of the same object.
- Tell children they will hear some objects mentioned.
- Then they will hear counting on the CD.
- They point to the objects mentioned and count with the CD.
- Play CD track 57 for the counting of the oranges and socks.

## CD script:

*Eighteen oranges.*

*Count.*

*One, two, three, four,  
five, six, seven, eight,  
nine, ten, eleven, twelve,  
thirteen, fourteen, fifteen,  
sixteen, seventeen, eighteen.*

*Eighteen oranges.*

*Very good!*

*Twenty socks.*

*Count.*

*One, two, three, four,  
five, six, seven, eight,  
nine, ten, eleven, twelve,  
thirteen, fourteen, fifteen,  
sixteen, seventeen, eighteen,  
nineteen, twenty.*

*Twenty socks.*

*Very good!*

*Count the figs. (pause)*

*Count the ants. (pause)*

- Play the CD again for the counting of the oranges and socks.
- Go round the class to make sure all children are counting.
- Then play the words *Count the figs* on the CD.
- Tell children to point to the picture of the figs.
- Tell them to count them as a class.

- Do the same with the words *Count the ants* on the CD.
- Then point to a group of objects.
- Say, e.g. *Count the socks*.
- Ask a child to do this.
- Do the same with all the groups of objects in the picture, using individual children.

## Play

- Point to the picture at the bottom of the page.
- Ask children to count the children in the picture.
- Children count *one, two, three*, etc.
- Tell children that the children in the picture are playing a game.
- Invite eight or ten children to the front of the class.
- Say *Come here, please*, (name) for each child.
- Tell them to stand in a circle.
- Give the ball to one of the children.
- Tell that child to count *one*.
- Tell him/her to pass the ball to the next child.
- That child counts *two*.
- Tell them to continue passing the ball in this way.
- The child who has the ball says the next number.
- They count in this way from *one* to *twenty*.
- Do the same with several groups of children at the front of the class.
- You can vary the game by asking children to throw the ball to another child.
- The child catches the ball and says the next number.
- She/he then throws the ball to another child in the circle.
- That child says the next number and then throws the ball to another child.
- The game continues in this way.

# Unit 10

## Activity Book

### Join and draw

- Tell children to open their Activity Book at page 37.
- Point to the dotted picture containing the numbers 1 to 20.
- Point to Kitty and ask *Who's this?*
- Children answer *It's Kitty.*
- Tell children that Kitty is drawing a picture.
- Tell them to help her to draw the picture.
- They join the numbers in the correct order from 1 to 20 to draw the picture.
- Go round the class to help them.
- Make sure they are joining the numbers in the correct order.
- Ask children what they can see in the picture.

**Answer:** a parrot

### Listen and write

- Point to the numbers down the left side of the page.
- Ask a child to count the numbers 1–4.
- Hold up the word flashcard for *cat*. Ask a child to read the word.
- Point to the word *cats* on the page.
- Ask them to tell you the difference between the two words.
- Children tell you that the word in the book has an *s* on the end.
- Remind children that we add the letter *s* to a word when there is more than one of the same object.
- Do this for all the word flashcards and the words on the three other lines.
- Tell children that for each number down the left side of the page they will hear a number and the name of some objects.
- They should write the number by the word for the objects, e.g. 20 alongside the word *cats*.
- Play CD track 58.

- Pause it after every number to allow children time to write the correct number by the word.

#### CD script:

*one – Look! twenty cats! (pause)*

*two – And seventeen pens. (pause)*

*three – There are nineteen bags. (pause)*

*four – And eighteen legs! (pause)*

- Play the CD again.
- Go round to check that children are writing the correct numbers by the correct words.
- Point to the lines beside each word.
- Tell children to write the number and the word several times themselves on the line.
- Go round to check they are writing these correctly.

# Unit 11

## Unit 11 Lesson 1

**Aims:** giving and obeying classroom commands; listening to and recognising commands; learning new words with the letters *Qq* and *Rr*; matching capital and lower case letters for the same letter

**New language:** *open the window; close the window; take your pen; take your pencil; quiet! quickly! ruler; Good morning children, teacher*

**Revised language:** *please, open your books, close your books, stand up, sit down; Listen! Look! Goodbye!*

**You need:** Student's Book p37; Activity Book p38; CD tracks 59–61

### Starter

- Ask a child to stand by the door and greet children as they come in.
- Play a short game of *Kitty says* with children to practise the commands they already know, e.g. *Stand up, sit down, open your books, close your books*.
- Remind children that if they hear the words *Kitty says* before a command, they obey the command.
- If they do not hear the words *Kitty says* before a command, they do not obey the command.
- The last child still in the game is the winner.

### Look and listen

- Hold up your Student's Book.
- Say *Open your books*. Tell children to turn to page 37.
- Point to the four pictures.
- Ask children in Kurdish what they can see in the pictures.
- Tell them they are going to listen to a story.
- Ask a child to hold up her/his book.

- Tell her/him to point to the pictures in the order they will look at them as they listen to the story (top left, top right, bottom left, bottom right).
- Tell children to point to the pictures as they listen to the CD.
- Play CD2 track 01.

### CD script:

(picture 1)

Teacher: *Good morning, children.*

Children: *Good morning, teacher.*

Teacher: *Sit down, please.*

(picture 2)

Teacher: *Sam, open the window, please.*

*Open your books, children, please.*

Voice: *Open your books, children, please.*

Teacher: *Quiet, please! Listen!*

(picture 3)

Teacher: *Take your pens and rulers, please.*

Voice: *Take your pens and rulers, please.*

Kitty: *Oh, teacher, look! A parrot! (children gasp)*

(picture 4)

Teacher: *Oh, naughty parrot! Aven, close the window, please. Quickly!*

Kitty: *Goodbye, parrot!*

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

### Listen, point and do

- Point to the four pictures at the bottom of the page.
- Ask children in Kurdish what the children are doing in each picture.
- Tell children that they will hear some commands.
- They point to the correct picture.
- They then obey the command.
- For example, if they hear the command *Stand up*, they point to the picture of children standing up and then they stand up themselves.
- Play CD2 track 02.

# Unit 11

- Pause the CD after each command to allow children time to point to the picture and then do the action.

## CD script:

*Stand up.* (pause)

*Sit down.* (pause)

*Take your pens and rulers.* (pause)

*Open your books.* (pause)

*Stand up.* (pause)

*Sit down.* (pause)

- Play the CD several times again.
- Sometimes before listening to a command, name a child.
- When she/he hears the command, she/he does the action.
- The other children do not do the action.

## Activity Book

### Listen and write

- Hold up your Activity Book.
- Say *Open your books*. Tell children to turn to page 38.
- Point to the pictures at the top of the page.
- Ask children in Kurdish what the children in each picture are doing.
- Point to the small boxes under each picture.
- Explain that they are going to listen to a number and then a command.
- They find the picture that shows the command.
- They write the number they have heard in the small box below the picture.
- Play CD2 track 03.
- Pause after each number and command to allow children time to write the number in the box under the correct picture.

## CD script:

*one – Take your ruler.* (pause)

*two – Close the window.* (pause)

*three – Stand up.* (pause)

*four – Open your books.* (pause)

*five – Take your pen.* (pause)

*six – Sit down.* (pause)

- Play the CD again.

- Go round the class to check that children are writing the correct numbers by the correct picture.

## Join

- Point to the circle of capital letters. Say *Look*.
- Hold up your book.
- Point to one of the capital letters. Tell children to say the letter sound for that letter.
- Do the same for several other capital letters.
- Follow the same procedure for the lower case letters.
- Point to a capital letter. Ask a child to say the letter sound for that letter.
- Then tell them to find the lower case letter that has the same sound.
- The child points to the correct letter.
- Tell children to join the two letters, capital and lower case, by drawing a line between them.
- Tell children to join all capital and lower case letters with the same letter sound in the same way.
- Go round the class to check they are doing this correctly.



# Unit 11

## Unit 11 Lesson 2

**Aims:** recognising capital letters for *Q* and *R*; tracing and writing lower case and capital *Qq* and *Rr*; writing lower case initial letters on names of objects; recognising simple words containing the vowel *i*; reading these words

**Language used:** *quickly! quiet! queen, ruler, rabbit; fig, six, sit*

**You need:** flashcards of capital *Q* and *R*; picture flashcards of actions to show *Quickly!* and *Quiet!*; picture flashcard of ruler; Book 1 flashcards of queen and rabbit; word flashcards of *fig, sit* and *six*; Student's Book p38; Activity Book p39; CD track 62

### Starter

- Greet children *Hello* as they enter the classroom. Children answer *Hello*.
- Then ask several children *What's your name?* Children answer *My name's ...*
- Ask individual children to count from 1 to 20.

### Look, point and say

- Tell children to open their Student's Book at page 38.
- Point to the capital and lower case *Qq*.
- Say the letter sound *q q q*. Tell children to repeat it.
- Tell children that both capital *Q* and lower case *q* have the same sound.
- Hold up the flashcard of capital and lower case *Qq*.
- Children say the letter sound for *Q* and *q*.
- Stand with your back to the class and form capital *Q* in the air with your right hand. Tell children to form capital *Q* in the same way.
- Then form lower case *q* in the air with your

right hand. Tell children to form lower case *q* in the same way.

- Tell children to look again at the capital and lower case *Qq* on page 38.
- Tell them to trace the forms of both capital and lower case *Qq* with their fingers.
- Ask several children to write both capital and lower case *Qq* on the board.
- Point to the picture of the action *Quickly!* Say *Quickly!*
- Tell children to say *Quickly* several times.
- Hold up the picture flashcard for the action *Quickly!*
- Say *Quickly!* Children repeat this several times.
- Do the same for the picture flashcard of *Quiet!*
- Tell children to put their finger over their lips before they say it.
- Point to the picture of the queen and ask *What's this?*
- Children answer *It's a queen*.
- Hold up the flashcard of a queen.
- Tell children to say the word *queen* several times.
- Ask all children whose name begins with *Q* to come to the front of the class.
- Write their names on the board in English, beginning with the capital *Q*.
- Tell them to write their name on the outside of their exercise book.
- Follow the same procedure for capital and lower case *Rr* and for the words *ruler* and *rabbit*.
- Ask two children to come to the front of the class.
- Tell one to write a letter, either capital *Q* or *R* or lower case *q* or *r* with their finger on the other child's back.
- Ask the second child to say the letter sound for the letter the first child has written, e.g. *q q q*.
- Do this with several more children at the front of the class.

# Unit 11

- Then tell children to work with a partner and to take it in turns to do the same.

## Listen and read

- Point to the pictures across the page.
- For each picture tell children to say the word, e.g. *fig*, *six*, *sit*.
- Point to the letters and words under each picture.
- Tell children that they are going to read the words.
- Tell children to say the letter sounds of each letter to make the word.
- Then tell children to read the word.
- Tell children they are going to listen to the CD. They should listen and then repeat what they hear.
- Play CD2 track 04.
- Pause it after each word to allow children time to point to the picture and repeat the letter sounds and words.

### CD script:

*f – i – g    fig* (pause)  
*s – i – x    six* (pause)  
*s – i – t    sit* (pause)

- Play the CD again.
- Go round to listen that children are saying the letter sounds and reading the words correctly.

## Activity Book

### Trace and write

- Tell children to open their Activity Books at page 39.
- Point to the capital and lower case *Qq* at the top of the page.
- Tell children to trace with their finger round the capital and lower case *Qq*.
- Point to the line with capital *Q*.
- Tell them to trace with their finger round the first capital *Q*.

- Tell them to trace over the two faint capital letters with their pencils.
- Then tell them to complete the line by copying the capital *Q* twice themselves.
- Go round the class to check they are copying the letter well.
- Point to the line with capital and lower case *Qq*.
- Tell children to trace the first *Qq* with their finger.
- Tell them to trace over the faint *Qq* with their pencil.
- Then tell them to complete the line by copying the capital and lower case *Qq* themselves.
- Go round the class to check they are writing the letters well.
- Point to the picture of the queen.
- Tell children to say the letter sound *q q q*.
- Point to the words *queen*, *quickly* and *quiet*.
- Tell them to write lower case *q* to complete the words *\_ueen*, *\_uickly* and *\_uiet*.
- Follow the same procedure for the letter *Rr*.

## Unit 11 Lesson 3

**Aims:** singing a song to practise giving commands; doing actions whilst singing to show understanding of meaning of commands; reading, saying and writing simple words containing the vowels *a*, *e* or *i*; matching words that begin with letter sounds *q* and *r* to the letters *Qq* and *Rr*

**Language used:** *take your ruler, take your pen, wave your hands, stand up, sit down, be quiet, quickly; cap, fig, hen, sit, leg, six; rabbit, flower, cat, kite, king, mouse*

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**You need:** picture flashcards or objects for *bag* and *pen*; word flashcards for *cap*, *fig*, *hen*, *sit*, *leg*, *six*; Student's Book p39; Activity Book p40; CD track 63

## Starter

- Greet children *Good morning, children*. Children reply *Good morning, teacher*.
- Hold up either a bag or a picture flashcard of a bag.
- Ask children *What's this?* Children reply *It's a bag*.
- Ask a child to write the word *bag* on the board.
- Ask several more children to do the same.
- Hold up either a pen or a picture flashcard of a pen.
- Follow the same procedure as for the bag.

## Listen and sing

- Hold up your Student's Book.
- Say *Open your books*. Tell children to turn to page 39.
- Tell children to look at the picture at the top of the page.
- Point to the children in the picture. Say *Look*.
- For each one, ask children *Who's this?*
- Children answer, e.g. *It's Aven*.
- Point to objects in the picture and ask children *What's this?*
- Children answer *It's a/an ...*
- Point to the pictures at the bottom of the page.
- Ask children in Kurdish what the children in the pictures are doing.
- Ask them to give the appropriate command for each picture in English.
- Help them to say *Take your ruler, take your pen, wave your hands, stand up, sit down and be quiet*.
- Tell them to look at the pictures again. For

each one give them the command.

- Tell the children to obey the command, i.e. they wave their hands, they take their pen, etc.
- Tell them that they are going to sing a song with these commands. They sing the song and obey the actions for the commands.
- Play CD2 track 05.
- Tell children just to listen this time.

### CD script:

*Take your ruler,  
Take your pen  
And wave your hands.  
Stand up, sit down,  
Be quiet!  
Take your ruler,  
Take your pen  
And wave your hands.  
Stand up, quickly,  
Sit down again!*

- Play the CD again and pause it after each line.
- Tell children to repeat the line and do the action.
- Play the CD again several times until children know the words.
- Play the CD again but do not pause it.
- Children sing the song and do the actions.

## Activity Book

### Say and write

- Tell children to open their Activity Books at page 40.
- Point to the words across the top of the page.
- For each one, ask a child to spell it using the letter sounds.
- Then ask children to read each of the words.
- Hold up a word flashcard for one of the words at random.
- Ask a child to read the word on the flashcard.
- Hold up other word flashcards in the same way.

# Unit 11

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- Ask individual children to read them.
- Point to the six pictures below the words.
- For each picture, ask children to say the word, e.g. *cap*.
- Tell children to work with a partner.
- They take it in turns to point to a word.
- They spell the word using letter sounds.
- They then read the word.
- They then write the word under the correct picture.
- Go round the class to help them.
- Make sure they are writing the correct words under each picture.

## Match and join

- Point to the two letters *Qq* and *Rr* in the middle of the pictures.
- Tell children to say the letter sounds for these letters.
- Point to the pictures around the letters.
- For each picture ask a child to say the word, e.g. *quiet*, *rabbit*.
- For each word they say, ask the child to say the letter sound that word begins with.
- Tell children to join each letter with the pictures of objects beginning with that letter by drawing a line between them.
- Tell children there are some pictures of objects that do not begin with either of the letters.
- Go round the class to check they are joining the correct letters and pictures.

# Unit 12

## Unit 12 Lesson 1

**Aims:** asking about objects; showing possession; talking about colours; learning new words beginning with *s* and *t*

**New language:** *What is it? It's a/an ...; It has ... (number) legs; It's red and brown; I'm painting. What are you painting? spider, top; white, black, brown, grey; now*

**Revised language:** *What are you doing? I'm ...ing; What's that? It's a/an ...; red, blue, green, yellow; elephant, goat, frog, sock, car; very good!*

**You need:** picture flashcards of various objects learnt in this book; coloured pencils; Student's Book p40; Activity Book p41; CD tracks 64–67

### Starter

- Greet children *Good morning, children* as they enter the classroom.
- Children answer *Good morning, teacher*.
- Explain to children that this is how teachers greet children in the classroom in English.
- Hold up a picture flashcard at random and ask children *What's this?* Children answer *It's a/an ...*
- Ask a child to come to the front of the classroom. Say *Come here, please, (name)*.
- Tell her/him to hold up a flashcard and ask *What's this?*
- Children answer *It's a/an ...*
- Do the same with more children until all the flashcards have been used.

### Look and listen

- Tell children to turn to page 40 in their Student's Book.
- Point to the four pictures.

- Ask children in Kurdish what they can see in the pictures.
- Ask them questions in Kurdish about what is happening in the pictures.
- Tell them they are going to listen to a story on the CD.
- Tell children to point to the pictures as they listen. Say *Listen*.
- Play CD2 track 06.

### CD script:

(picture 1)

*Karwan: Hello, Sam. What are you doing?*

*Sam: Hello, Karwan. I'm painting.*

*Karwan: What are you painting?*

*Sam: I'm painting a top. Red, blue, green and white.*

*Karwan: It's lovely!*

(picture 2)

*Sam: Now I'm painting an elephant – a grey elephant and a brown goat.*

*Karwan: Very good, Sam!*

(picture 3)

*Sam: Oh, Karwan! What's that?*

*Karwan: It's black and it has eight legs. It's a spider!*

*Sam: Arrgh!*

(picture 4)

*Kitty: What is it, Karwan? It's red and blue and black and white and grey and brown and it has two legs!*

*Karwan: It's Sam!*

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

### Listen, point and say

- Point to the pictures across the bottom of the page.
- For each picture ask *What's this?* Children answer *It's a/an ...*
- Ask children to name the colour(s) of each object in the pictures.
- Children answer, e.g. *red and blue, black*.
- Tell children they are going to listen to the CD.



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- They will hear a question and then a description of an object.
- Finally they will hear the name of the object.
- They listen and point to the correct picture.
- They then repeat the question, the description and the answer for each question.
- Play CD2 track 07.

## CD script:

*What is it? It's red and blue. It's a top. (pause)*

*What is it? It's yellow and green. It's a sock. (pause)*

*What is it? It's black and it has eight legs. It's a spider. (pause)*

*What is it? It's yellow and black and it has four legs. It's a tiger. (pause)*

- Play the CD again.
- Go round to check that they are saying the questions, descriptions and answers correctly.

## Activity Book

### Listen and match

- Hold up your Activity Book.
- Say *Open your books*. Tell children to turn to page 41.
- Point to the four numbers down the left-hand side of the page.
- Ask a child to say the numbers. Tell the whole class to say them.
- Point to Sam and ask *Who's this?* Children answer *It's Sam*.
- Point to the pictures.
- Ask children *What is it?* for each picture. Help children to answer, e.g. *It's a frog*. (Note: We use the question *What is it?* when we are looking at something but we are not sure what it is.)
- Tell children that they are going to listen to the CD.
- They will hear a number and the name of an object.
- They draw a line between the number and the object to join them.

- Play CD2 track 08.
- Pause the CD to allow children time to join the number and the object.

## CD script:

*Karwan: One. What is it, Sam?*

*Sam: It's a goat. (pause)*

*Karwan: Two. What is it?*

*Sam: It's a spider. (pause)*

*Karwan: Three. What is it?*

*Sam: It's a frog. (pause)*

*Karwan: Four. What is it, Sam?*

*Sam: It's a top. (pause)*

- Play the CD again.
- Check that children are joining the correct numbers and pictures.

## Listen, trace and colour

- Point to the four dotted outlines at the bottom of the page.
- Point to the numbers next to the outlines.
- Explain that they are going to listen to the CD.
- They will hear a number and then the name of an object and a colour. They find the object mentioned.
- They then trace the outline.
- They then colour it in the colour mentioned.
- Explain that you will give them enough time to do this.
- Tell children to take their coloured pencils.
- Play CD2 track 09.
- Pause the CD for several minutes after each number.

## CD script:

*one – a red sock (pause)*

*two – a green frog (pause)*

*three – a black spider (pause)*

*four – a blue car (pause)*

- Go round the class as children are tracing and colouring.
- Check that they are colouring the correct object. Check that they are using the correct colour.

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- When they have finished, point to the object and ask *What's this?*
- Children answer, e.g. *It's a green frog.*
- Do this for all the pictures.

## Unit 12 Lesson 2

**Aims:** recognising capital and lower case letters for *Ss* and *Tt*; tracing and writing lower case and capital *Ss* and *Tt*; writing lower case initial letters on names of objects; writing capital letters on the names of people; playing a guessing game to describe animals; asking questions about an object

**Language used:** *spider, sock, top, tiger; What is it? It's a ...; Is it a/an ...? Yes. No.*

**You need:** various classroom objects of different colours; flashcards of capital *S* and *T*; picture flashcards of *spider* and *top*; Book 1 flashcards of *sock* and *tiger*; Student's Book p41; Activity Book p42; CD track 68

### Starter

- Greet children *Good morning, children.*
- Children answer *Good morning, teacher.*
- Hold up a classroom object that is one of the colours children have learnt, e.g. a red book, a black pen, a blue pencil, a brown bag.
- For each object ask children to say the colour and the name of the object, e.g. *a brown bag.*
- Do this with all the objects.

### Look, point and say

- Tell children to open their Student's Book at page 41.
- Point to the capital and lower case *Ss*. Say *Look.*

- Say the letter sound *s s s*. Tell children to repeat it.
- Tell children that both capital *S* and lower case *s* have the same sound.
- Hold up the flashcard of the capital and lower case *Ss*.
- Children say the letter sound for *S* and *s*.
- Stand with your back to the class and form capital *S* in the air with your right hand.
- Tell children to form capital *S* in the same way.
- Then form lower case *s* in the air with your right hand.
- Tell children to form lower case *s* in the same way.
- Tell children to look again at the capital and lower case *Ss* on page 41.
- Tell them to trace the forms of both capital and lower case *Ss* with their fingers.
- Ask several children to write both capital and lower case *Ss* on the board.
- Point to the picture of a spider and ask *What's this?*
- Help children to say *It's a spider.*
- Hold up the picture flashcard for spider. Say *spider.*
- Tell children to repeat *spider* several times.
- Do the same for the sock.
- Point to the picture of Sam.
- Ask *Who's this?* Children answer *It's Sam.*
- Point to the capital letter at the beginning of his name.
- Remind children that we use capital letters to begin the names of people.
- Ask all children whose names begin with *S* to come to the front of the class.
- Write their names on the board in English, beginning with the capital *S*.
- Tell them to write their name on the outside of their exercise book.
- Follow the same procedure for capital and lower case *Tt* and the words *top* and *tiger*.

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## Listen and say

- Point to the pictures of animals.
- For each one, ask *What's this?* Children answer *It's a/an ...*
- Tell children to say the colour for each animal, e.g. *a black and white zebra, a brown lion.*
- Tell them that they are going to listen to the CD.
- They will hear two children asking questions about the animals.
- They will hear the question *What is it?*
- Explain that we use this question instead of *What's this?* or *What's that?* when we are thinking of something and playing a guessing game about that object.
- Tell them that they will hear the other child on the CD answer.
- They should repeat what they hear.
- Play CD2 track 10.
- Pause it after each line to allow children time to repeat what they hear.

### CD script:

Child 1: *What is it? It's yellow and black and has four legs.* (pause)

Child 2: *Is it a zebra?* (pause)

Child 1: *No.* (pause)

Child 2: *Is it a tiger?* (pause)

Child 1: *Yes.* (pause)

- Say *Listen.* Play the CD again.
- Then ask two children to have the conversation on the CD without listening to it.
- Do the same with several more pairs of children.

## Play

- Tell children that they are going to play the guessing game themselves.
- Divide them into pairs.
- Tell them that one of them should look at the picture of the animals.
- They should think of one of the animals but

not tell the other child which one.

- They should then ask *What is it?* and describe the animal they are thinking of.
- The other child guesses which animal it is and asks *Is it a/an ...?*
- If they guess correctly, the first child says *yes.*
- If they do not guess correctly, they ask *Is it a/an ...?* again.
- The first child answers either *yes* or *no.*
- They continue until the second child has guessed correctly.
- They then change roles and the second child thinks of an animal and describes it.

## Activity Book

### Trace and write

- Tell children to turn to page 42 in their Activity Books.
- Point to the capital and lower case *Ss.*
- Tell children to trace with their finger round the capital and lower case *Ss.*
- Point to the line with capital *S.*
- Tell them to trace with their finger round the first capital *S.*
- Tell them to trace over the two faint capital letters with their pencils.
- Then tell them to complete the line by copying the capital *S* several times themselves.
- Go round the class to check they are copying the letter well.
- Point to the line with capital and lower case *Ss.*
- Tell children to trace the first *Ss* with their finger.
- Tell them to trace over the faint *Ss* with their pencils.
- Then tell them to complete the line by copying the capital and lower case *Ss* twice themselves.
- Go round the class to check they are writing the letters well.
- Point to the pictures of the spider and the

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sock.

- Tell children to point to them and say the letter sound *s s s*.
- Point to the words *spider* and *sock*.
- Tell them to write lower case *s* to complete the words *\_pider* and *\_ock*.
- Point to the picture of Sam.
- Tell them to write capital *S* to complete his name *\_am*.
- Follow the same procedure for the letter *Tt*.

## Unit 12 Lesson 3

**Aims:** singing a song to practise recognising and saying the names of colours; joining two similar pictures of an object; listening to the CD and colouring objects as instructed; matching words and pictures; writing words containing the vowel sounds *a*, *e* and *i*

**Language used:** *green, white, brown, blue, red, yellow, black, grey; fig, leg, jam, six, hat, hen; What are these? They're ...s; How many ...s are there? There are four bananas; Look!*

**You need:** coloured pencils; word flashcards for *fig, leg, jam, six, hat, hen*; word flashcards of some of the other simple words children have learnt; Student's Book p42; Activity Book p43; CD tracks 69–70

### Starter

- Greet children either *Hello, ... (name)* or *Good morning, ... (name)* as they enter the classroom.
- Children answer either *Hello, ... (your name)* or *Good morning, teacher*.
- Hold up a word flashcard of a word children

have already learnt.

- Ask a child to read the word on the flashcard.
- Do the same with other word flashcards.

### Listen and sing

- Tell children to open their Student's Book at page 42.
- Point to the picture.
- Point to the objects and tell children to say the colour for each one, e.g. *yellow, blue*.
- Ask children in Kurdish what they can see in the picture.
- Tell them they are going to sing a song about colours.
- As they sing, they point to the colours mentioned.
- Play CD2 track 11.

#### CD script:

*Let's paint a picture,  
A picture for you.  
Green and white,  
Brown and blue,  
Red and yellow too.  
Let's paint a picture,  
A picture for you.  
Let's paint a picture,  
A picture for you.  
Black and green,  
Grey and blue,  
Brown and yellow too.  
Let's paint a picture,  
A picture for you.*

- Pause the CD after each line. Tell children to sing each line.
- Play the CD again several times and pause after each line until children know the words.
- Tell children to point to the colours as they sing.
- Play the CD all the way through.
- Tell children to sing with the CD.
- Ask children to try to sing the song without the CD.

# Unit 12

## Activity Book

### Box 21: Colouring the pictures in the Activity Book

The Activity Book has many pictures. These pictures are in black and white. Sometimes we ask children to colour the pictures as part of an activity in the Activity Book.

We can also tell children to colour the pictures *after we have taught a lesson* in the Activity Book. They can do this at the end of the lesson as a reward if they finish the activity early or they can colour the pictures at home.

When children colour a picture:

- it helps them to control their pencils well
- they can practise naming the different colours (*What colour is it? It's ...*)
- it makes the Activity Book more attractive

## Listen and colour

- Tell children to open their Activity Book at page 43.
- Point to the drawings of the various objects.
- For each one, ask *What are these?*
- Children answer *They're ...s*.
- For each one, ask *How many ...s are there?*
- Children answer, e.g. *There are four bananas*.
- Tell children they are going to listen to the CD.
- They will hear the name of some objects and then a colour.
- They colour those objects the colour mentioned on the CD.
- Pause the CD after each one to allow children time to colour the objects.
- Play CD2 track 12.

### CD script:

*Colour the bananas yellow.* (pause)

*Colour the spiders black.* (pause)

*Colour the tops red and white.* (pause)

*Colour the goats grey.* (pause)

*Colour the frogs green.* (pause)

- Go round to check that children are colouring the correct objects in the correct colours.

## Match and write

- Point to the pictures across the bottom of the page.
- For each picture ask children to say the word for the object.
- Children say, e.g. *six, jam*, etc.
- Hold up the word flashcards for one of the objects in the pictures.
- Tell children to read the word on the flashcard.
- Do this several times for each in random order.
- Point to the words above the pictures.
- Again, point to a word at random.
- Ask a child to read the word.
- Point to the blank space below each picture.
- Tell children to write the correct word below each picture.
- Check that they are writing the correct word and that they are copying it correctly.



# Revision 4

## Revision 4

**Aims:** recognising and saying names of objects; counting 1–20; asking about objects; asking how many objects there are; asking and answering questions about actions; recognising numbers 1–20; recognising and saying the letter sounds for capital and lower case letters Aa–Tt; reading simple words containing the vowel sound *a*, *e* and *i*

**Language used:** *What is it? It's a/an ...; What are these? They're ...s; Is it a/an ...? Yes. No; numbers 1–20; How many ...s are there? There are ...; What are you doing? I'm ...ing; capital and lower case letters Aa–Tt; six, hen, cat, fig, jam, leg; rabbit, egg, ant, kitten, kite, car, sock, mouse, banana, ruler, gate, umbrella, bag, tiger, flower, olive, top, monkey, parrot, zebra, pen*

**You need:** coloured pencils; word flashcards for *six, hen, cat, fig, jam, leg*; Student's Book p43; Activity Book p44–45; CD tracks 71–72

### Starter

- Greet the children *Good morning, children.*
- Children answer *Good morning, teacher.*
- Ask children to count from 1 to 20 round the class.

### Find, count and write

- Tell children to open their Student's Books at page 43.
- Point to the picture at the top of the page.
- Point to various groups of objects and ask *What are these?*
- Children answer *They're ...s.*

- Point to the pictures in the boxes below the picture.
- For each one, ask *What's this?* Children answer *It's a/an ...*
- Point to the first picture in the box. Tell children to find this object in the big picture.
- Tell them to count the number of this object they find, e.g. *one, two, three kittens.*
- Tell children to work with a partner.
- They take it in turns to point to a picture and to count the number of that object in the big picture.
- Go round to help them and to correct them where necessary.
- When they have done this, tell them to continue working with their partner.
- Tell them to point to a box at the bottom of the picture and to ask *What is it?*
- Their partner answers *It's a/an ...*
- Tell them to ask their partner *Is it a/an ...?* for each picture.
- Their partner answers either *yes* or *no*.
- Go round to help them to ask and answer questions correctly.

### Read

- Point to the pictures across the bottom of the page.
- Tell children to say the word for each picture, e.g. *fig, jam, leg ...*
- Point to the letters below each picture.
- Ask a child to say the letter sound for each letter and then to say the word.
- Do this for each group of letters.
- Point to the capital and lower case letters Aa to Tt at the bottom of the page.
- Ask children to point to them in order and to say the letter sound for each letter.
- Do this several times.

# Revision 4

## Activity Book

### Listen and write

- Hold up your Activity Book.
- Say *Open your books*. Tell children to turn to page 44.
- Point to the pictures.
- For each one, ask *What's this?*
- Children answer *It's a/an ...*
- Tell children they are going to listen to the CD.
- They will hear a number and the name of an object.
- Point to the small box by each object.
- Explain that they find the object mentioned on the CD.
- They then write the number they have heard in the small box by the object mentioned.
- Play CD2 track 13.
- Pause it after each number and object to allow children time to write the number in the small box by the correct picture.

#### CD script:

*one – a sock (pause)*  
*two – a mouse (pause)*  
*three – a car (pause)*  
*four – a banana (pause)*  
*five – a ruler (pause)*  
*six – a gate (pause)*  
*seven – an umbrella (pause)*  
*eight – a bag (pause)*  
*nine – an ant (pause)*  
*ten – a tiger (pause)*  
*eleven – a rabbit (pause)*  
*twelve – a flower (pause)*  
*thirteen – a kite (pause)*  
*fourteen – an olive (pause)*  
*fifteen – a top (pause)*  
*sixteen – a hen (pause)*  
*seventeen – a monkey (pause)*  
*eighteen – a parrot (pause)*  
*nineteen – a zebra (pause)*  
*twenty – a pen (pause)*

- Go round to check that children have written

the correct number by the correct picture.

- Tell children to take their coloured pencils.
- Tell them they can colour the objects any colour they like.

### Listen and write

- Tell children to turn to page 45 in their Activity Books.
- Point to the picture at the top of the page.
- Point to the characters and ask them *Who's this?*
- Children answer *It's ... (name)*.
- Ask children in Kurdish what the characters in the picture are doing.
- Tell children they are going to listen to a CD.
- They will hear a number and then a question and an answer about an action that the characters in the picture are doing.
- Point to the small boxes by each action in the picture. Tell children to find the correct action.
- Tell them to write the number they hear in the small box by the action.
- Remind them that if only one person is doing the action they will hear *I'm ...ing*.
- Remind them that if more than one person is doing the action they will hear *We're ...ing*.
- Play CD2 track 14.
- Pause it after each question and answer to allow children time to write the number mentioned by the correct action.

#### CD script:

*Adult: one What are you doing, Laura?*  
*Laura: I'm counting, four, five, six. (pause)*  
*Adult: two What are you doing?*  
*Kitty and kittens: We're playing. (pause)*  
*Adult: three What are you doing?*  
*Sam and Karwan: We're reading. (pause)*  
*Adult: four What are you doing, Aveen?*  
*Aveen: I'm painting. (pause)*

- Go round the class to check that children are writing the correct number by the correct action in the picture.

# Revision 4

## Find and write

- Point to the row of numbers 1 to 20 across the page.
- Tell children to point to each number and count from 1 to 20.
- Point to the row of lower case letters *a* to *t* below the row of numbers.
- Tell them they are going to write words by changing numbers into letters.
- Explain that each number on the page has a letter below it, e.g. number 1 has the letter *a* below it, number 14 has the letter *n* below it, etc.
- Tell them to look at the numbers 2 1 7 and the word *bag*.
- Explain that number 2 has the letter *b* below it, number 1 has the letter *a* below it and number 7 has the letter *g* below it: *b – a – g* spells *bag*.
- Tell children to write the letters for each number in the other examples and then see what word they have spelt.
- Do another example with children to make sure they understand what to do. (*8 = h, 5 = e, 14 = n*. The word they have spelt is *h – e – n = hen*.)
- Go round the class to help children to write the letters for each set of numbers.

**Answers:** 19 9 20 = *s – i – t* = sit; 12 5 7 = *l – e – g* = leg; 3 1 16 = *c – a – p* = cap; 6 9 7 = *f – i – g* = fig; 16 5 14 = *p – e – n* = pen; 8 1 20 = *h – a – t* = hat

- When children have written all the words, say the three numbers and ask a child to say the word, e.g. 12 5 7 – *leg*.
- Tell children to work with a partner to point to a word they have written and read it.
- Go round to listen and to help them where necessary.

# Unit 13

## Unit 13 Lesson 1

**Aims:** showing movement; learning new words beginning with *u* and *v*

**New language:** *up, down, I'm jumping, van*

**Revised language:** *Look! yes, box, orange*

**You need:** Student's Book p44; Activity Book p46; CD tracks 73–75

### Starter

- Greet children *Good morning, children*. Children answer *Good morning, teacher*.
- Give the command *Stand up, children*. Children stand up.
- Say *Sit down*. Children sit down.
- Say *Come here, ... (name)*. Child obeys.
- Give the child a book.
- Say *Open the book*. Child obeys.
- Say *Close the book*. Say *Sit down*. Child closes the book and sits down.
- Ask two children to the front of the class.
- Tell one to give commands to the other.
- The other obeys.

### Look and listen

- Hold up your Student's Book.
- Say *Open your books*. Tell children to turn to page 44.
- Point to the four pictures.
- Ask children in Kurdish what they see in the pictures.
- Ask them questions in Kurdish about the pictures.
- Tell them they are going to listen to a story on the CD.
- Tell them to point to the correct picture as they listen.
- Play CD2 track 15.

### CD script:

(picture 1)

*Aveen: Oh look! I'm jumping.*

*Laura: Yes, up and down! Up and down!*

(picture 2)

*Aveen: Look at the van! Look at the box!*

*Laura: Yes, up and down! Up and down!*

(picture 3)

*Aveen: Look at the box. It's open.*

*Laura: And look at the oranges!*

*Kitty: I like oranges.*

(picture 4)

*Aveen: Look at Kitty!*

*Laura: Yes, up and down! Up and down!*

*Kitty: Up and down! Up and down!*

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

### Point and say

- Point to the line at the bottom of the page showing an orange bouncing.
- Point to the arrows showing the directions *up* and *down*.
- Tell children to trace along the line with their finger.
- Children say *up* when their finger is moving in an upward direction.
- They say *down* when their finger is moving in a downward direction.
- Do this first with the whole class.
- Then tell a child to hold up her/his book.
- Tell him/her to trace with a finger along the line and say *up* and *down* at the right times.

### Activity Book

#### Listen and circle

- Tell children to open their Activity Books at page 46.
- Point to the numbers 1 to 3 down the left side of the page.
- Ask a child to point to the numbers and count.
- Point to the three rows of pictures *one, two,*

# Unit 13

*three.*

- For each picture ask *What's this?*
- Children answer *It's a/an ...*
- Tell children that they are going to listen to the CD.
- For each row of pictures they will hear a number and an object mentioned.
- Children circle the object mentioned.
- Play CD2 track 16.
- Pause the CD after each number to allow children time to circle the objects.

## CD script:

*one Look! A van. Up and down, up and down. (pause)*  
*two Look at the box. Up and down, up and down. (pause)*  
*three An orange! Look, an orange! (pause)*

- Play the CD again.
- Make sure children are circling the correct objects.

## Listen and draw

- Point to the wavy line at the bottom of the page.
- Point to the numbers on the wavy line.
- Ask a child to point to each of the numbers and say them.
- Tell them to take their pencils.
- Tell them they are going to listen to the CD.
- They will hear a number and then a direction, either *up* or *down*.
- They draw a line from the number mentioned to the next number in the direction mentioned.
- For example, if they hear *one – up*, they draw a line from number 1 to number 2 in an upward direction.
- Play CD2 track 17.
- Pause the CD after each number to allow children time to draw a line.

## CD script:

*one – up (pause)*

100

*two – down (pause)*

*three – up (pause)*

*four – down (pause)*

*five – up (pause)*

*six – down (pause)*

- Go round to check children are drawing the line between the correct numbers and in the correct direction.

## Unit 13 Lesson 2

**Aims:** recognising capital letters for *U* and *V*; tracing and writing lower case and capital *Uu* and *Vv*; writing lower case initial letters on names of objects; recognising simple words containing the vowel *o*; reading these words

**Language used:** *up, umbrella, van, vase; dog, pot, top, box*

**You need:** flashcards of capital *U* and *V*; picture flashcards to show the direction *up* and the word *van*; Book 1 flashcards of *umbrella* and *vase*; word flashcards of *pot, dog, top, box*; other picture flashcards of objects learnt in the book so far; Student's Book p45; Activity Book p47; CD track 76

## Starter

- Greet children *Hello, ... (name)* as they enter the classroom.
- Children answer *Hello, ... (your name)*.
- Hold up a picture flashcard for an object learnt in the book so far.
- Ask children *What's this?* Children answer *It's a/an ...*
- Do this for several of the flashcards.
- Ask a child to come to the front of the class. Say *Come here, please, (name)*.
- Tell her/him to hold up a flashcard and ask the class *What's this?*



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- Children answer *It's a/an ...*

## Look, point and say

- Hold up your Student's Book. Say *Open your books*.
- Tell children to turn to page 45.
- Point to the capital and lower case letter *Uu*.
- Say the letter sound *u u u*.
- Tell children to repeat it.
- Tell children that both capital *U* and lower case *u* have the same sound.
- Hold up the flashcard of the capital and lower case *Uu*.
- Children say the letter sound for *U* and *u*.
- Stand with your back to the class and form capital *U* in the air with your right hand.
- Tell children to form capital *U* in the same way.
- Then form lower case *u* in the air with your right hand.
- Tell children to form lower case *u* in the same way.
- Tell children to look again at the capital and lower case *Uu* on page 45.
- Tell them to trace the forms of both capital and lower case *Uu* with their fingers
- Ask several children to write the letters on the board.
- Point to the picture showing the direction *up*. Say *up*.
- Hold up the flashcard for *up*.
- Say *up*. Tell children to repeat *up* several times.
- Point to the picture of an umbrella.
- Ask *What's this?* Children answer *It's an umbrella*.
- Hold up the flashcard for umbrella.
- Say *umbrella*. Tell children to repeat *umbrella* several times.
- Ask all children whose names begin with *U* to come to the front of the class.

- Write their names on the board in English, beginning with the capital *U*.
- Tell them to write their name on the outside of their exercise book.
- Follow the same procedure for capital and lower case *Vv* and the words *van* and *vase*.

## Listen and read

- Point to the pictures across the bottom of the page.
- For each one ask *What's this?* Children answer *It's a/an ...*
- Point to the letters and words below each picture.
- Ask individual children to read the letter sound of each letter. Then tell them to read the word.
- Tell them to do this for the letters and words below each picture.
- Tell children that they are going to listen to the CD.
- They should listen and then repeat the letter sounds and the word they hear.
- They should point to the correct picture as they repeat.
- Play CD2 track 18.
- Pause the CD after each word to allow children time to repeat the letter sounds and the word.

### CD script:

*p - o - t*    *pot* (pause)  
*d - o - g*    *dog* (pause)  
*t - o - p*    *top* (pause)  
*b - o - x*    *box* (pause)

## Activity Book

### Trace and write

- Tell children to turn to page 47 in their Activity Books.
- Point to the capital and lower case *Uu*.
- Tell children to trace with their finger round the capital and lower case *Uu*.
- Point to the line with capital *U*.

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- Tell them to trace with their finger round the first capital *U*.
- Tell them to trace over the two faint capital letters with their pencils.
- Then tell them to complete the line by copying the capital *U* several times themselves.
- Go round the class to check they are copying the letter well.
- Point to the line with capital and lower case *Uu*.
- Tell children to trace the first *Uu* with their finger.
- Tell them to trace over the faint *Uu* with their pencils.
- Then tell them to complete the line by copying the capital and lower case *Uu* themselves.
- Go round the class to check they are writing the letters well.
- Point to the picture of the umbrella.
- Tell children to point to it and say the letter sound *u u u*.
- Point to the words *up* and *umbrella*.
- Tell them to write lower case *u* to complete the words *\_p* and *\_mbrella*.
- Follow the same procedure for the letter *Vv*.

## Join and match

- Point to the pictures down the right side at the bottom of the page.
- Point to the letters at the bottom of the page.
- Children use a letter from the left column, the letter *o* in the middle column and a letter from the right column to form the words for the objects in the picture.
- For example, for the picture of a dog, children choose the *d* from the left column, the *o* from the middle column and the *g* from the right column to form the word *dog*.
- Children draw a line between these three letters and then a line to the picture of a dog.
- Make the correct word for the other pictures in the same way, e.g. *t - o - p*, *top*; *b - o - x*, *box*.

- Help children to do this if necessary.
- Check that they are drawing lines between the letters to make the words and then drawing a line to the picture.
- Children then say the letter sounds and the word for each word.

## Unit 13 Lesson 3

**Aims:** listening to and saying letter sounds to make simple words; writing simple words; singing a song to practise using words showing direction and commands; matching words and pictures of objects

**Language used:** *What are you writing? I'm writing/fig/cap/ten/six/top; stand up, sit down, hands up, hands down, thumbs up, thumbs down, turn round; top, box, pot, dog*

**You need:** word flashcards for *fig, cap, ten, six, top, box, pot, dog*; Student's Book p46; Activity Book p48; CD tracks 77–78

## Starter

- Greet children *Good morning, children*.
- Children answer *Good morning, teacher*.
- Draw an arrow pointing upwards and another arrow pointing downwards.
- Point to the upwards arrow and say *up*. Tell children to repeat *up*.
- Point to the downwards arrow and say *down*. Tell children to repeat *down*.

## Listen, write and read

- Tell children to open their Student's Book at page 46.
- Point to the picture at the top of the page.
- Point to the words written in the picture.
- Ask children to read these words.

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- Point to the small pictures above the picture.
- For each one tell children to say the correct word, e.g. *top*.
- Tell children they are going to listen to the CD.
- Tell them to listen to the questions and answers, the letter sounds and words on the CD. Tell them to repeat them.
- Play CD2 track 19.
- Pause the CD to allow children time to repeat.

## CD script:

Child 1: *What are you writing?* (pause)

Child 2: *I'm writing 'top'.* (pause)

Child 1: *t – o – p, top.* (pause)

Child 2: *What are you writing?* (pause)

Child 1: *I'm writing 'ten'.* (pause)

Child 2: *t – e – n, ten.* (pause)

- Go round to check that children are repeating correctly.
- Ask two children to come to the front of the class.
- Tell one to write one of the words from the picture on the board.
- Tell the second child to ask *What are you writing?*
- The first child answers *I'm writing ... (word)*.
- The second child then says the letter sounds for the word and then says the word, e.g. *f – i – g, fig*.
- Do the same with several other pairs of children.

## Listen and sing

- Point to the upwards arrow on the board again and say *up*. Tell children to repeat *up*.
- Then say *Stand up*. Children stand up.
- Say *Hands up*.
- Motion to children to put their hands up in the air.
- Say *thumbs up* and put your thumb up. Tell children to do the same.
- Point to the downwards arrow again and say *down*.

- Tell children to repeat *down*. Say *Sit down*.
- Children sit down. Say *Hands down*.
- Children put their hands down.
- Say *thumbs down*. (Note: We do not pronounce the letter *b* in the word *thumb*. We say it as *thum*.) Children put their thumbs down.
- Say *turn round and round*.
- Turn round and round yourself. Tell children to turn round and round.
- Tell children that they are going to listen to and sing a song using these actions.
- They sing the song and do the action they hear as they sing.
- Play CD2 track 20.

## CD script:

*Stand up*

*Sit down*

*Hands up*

*Hands down*

*Thumbs up*

*Thumbs down.*

*Stand up, stand up*

*Turn round and round*

*Sit down, sit down.*

*Hands up*

*Thumbs up*

*Stand up*

*Sit down.*

- Play the CD again.
- Pause it after each line so that children can learn the words and do the action.
- Play the CD several times in this way so that children can learn the song.
- Play the CD through without pausing.
- Tell children to sing with the CD and do the actions.
- Do this several times.
- Ask a group of children to come to the front of the class.
- Say *Come here, please*, (name) for each child.
- Tell them to try to sing the song themselves.

# Unit 13

## Activity Book

### Join and write

- Tell children to turn to page 48 in their Activity Books.
- Point to the picture of the magician.
- Ask children in Kurdish what they think the man is and what he is doing.
- Point to the objects coming out of the box.
- For each object ask *What's this?* Children answer *It's a/an ...*
- Point to the numbers in the picture.
- Ask a child to point to the numbers and say them.
- Point to the numbers down the side of the page.
- Point to the words below the picture.
- Ask children to read each word, e.g. *dog*.
- Tell children to join the number of the object with the correct word below the picture as in the example.
- Point to the number *1* and the word *box* and the line next to it.
- Point to the other blank lines by the other numbers.
- Tell them then to write the word several times on the line by the number of the object.
- For example, children join the number 2 in the picture with the word *top* and then write the word *top* several times along the blank line opposite number 2.
- Go round the class to help children.
- Make sure they are joining the correct numbers and objects.
- Check that they are writing the words correctly.
- At the end of the lesson say *Goodbye children*.
- Children answer *Goodbye ... (your name)*.

# Unit 14

## Unit 14 Lesson 1

**Aims:** showing possession; learning new words with *w* and *x*

**New language:** *She/Kitty has a/an ...; He/Foxy has a/an ...; chalk, fox, watch*

**Revised language:** *What's that? It's a/an ...; What are you doing? I'm ...ing; Look! Open the ...; Hello! My name's ...; Who's this?; I'm ...; I have a/an ...; box, window, flower, top, doll, car; please*

**You need:** picture flashcards of several objects already learnt in this book; Student's Book p47; Activity Book p49; CD tracks 79–81

### Starter

- Greet children *Hello!* as they enter the classroom.
- Ask several children *What's your name?* Children answer *My name's ...*(name).
- Hold up a picture flashcard and say *I have a/an ...*
- Ask a child to come to the front of the class.
- Tell him/her to hold up a picture flashcard and say *I have a/an ...*

### Look and listen

- Tell children to open their Student's Book on page 47.
- Point to the four pictures.
- Ask children in Kurdish what they can see in the four pictures.
- Point to Foxy and ask *Who's this?*
- Children answer *It's Foxy.*
- Tell them they are going to listen to a story on the CD.
- Tell them to follow the correct order of the pictures as they listen.

- Tell them to point to the pictures as they listen.
- Play CD2 track 21.

### CD script:

(picture 1)

*Laura: What's that?*

*Aveen: It's chalk.*

*Laura: What are you doing?*

*Aveen: I'm drawing. I'm drawing a fox.*

(picture 2)

(Foxy appears at the window, waving)

*Laura: Look, a fox! Who's this?*

*Aveen: Open the window quickly!*

(picture 3)

*Foxy: Hello. My name's Foxy.*

*Laura: My name's Laura.*

*Aveen: And I'm Aveen.*

(picture 4)

*Foxy: Look! I have a box.*

*Laura: Open the box, please.*

*Aveen: Look, he has a watch.*

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

### Listen, point and say

- Point to the picture at the bottom of the page.
- Point to each character and ask *Who's this?*
- Children answer *It's ...*
- Point to the objects each of them is holding and ask *What's this?*
- Children answer *It's a/an ...*
- Tell children they are going to listen to the CD.
- They listen and then point to the character or object they hear.
- They repeat what they hear.
- Say *Listen.*
- Play CD2 track 22.
- Pause the CD after each sentence to allow children time to point and repeat.

### CD script:

*This is Foxy. (pause)*

*Look, he has a watch. (pause)*



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*He has a top. (pause)*

*This is Kitty. (pause)*

*She has a flower. (pause)*

*She has a box. (pause)*

- Play the CD again.
- Go round to check that children are pointing to the correct picture.
- Check that they are repeating the sentences correctly.

## Activity Book

### Listen and number

- Tell the children to turn to page 49 in their Activity Books.
- Point to the four pictures at the top of the page.
- Explain that they are the same four pictures for the story they have just heard, but that the pictures are not in the correct order.
- Point to the small boxes at the bottom of each picture.
- Tell them that they are going to listen to the CD.
- They will hear the story for the four pictures in the correct order.
- For each picture of the story they will hear a number.
- They write the number in the small box by the correct picture.
- Play CD track 79 again.
- Pause the CD to allow children time to write the numbers in the correct boxes.
- Play the CD again so that children can check their answers.
- Go round to check that children are writing the numbers in the correct boxes.
- Play the CD again.
- Tell children to listen and to point to the correct pictures in the order 1, 2, 3, and 4.

### Listen and join

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

Say *Look*.

- Point to Foxy and Kitty.
- For each of them point and ask *Who's this?*
- Children answer *It's ...*
- For each of the objects on the right of the picture point and ask *What's this?*
- Children answer *It's a/an ...*
- Tell children that they are going to listen to the CD.
- They will hear the name of a character and an object.
- They join the character and the object by drawing a line between them.
- Tell them to join just the objects they hear.
- They will not hear all the objects.
- Play CD2 track 23.
- Pause the CD to allow children time to join the character mentioned with the object mentioned.

### CD script:

*Look at Kitty. She has a doll. (pause)*

*Look at Foxy. He has a box. (pause)*

*Kitty has a watch. (pause)*

*And Foxy has a car. (pause)*

- Play the CD again.
- Go round to check that children are joining the correct character to the correct objects.

# Unit 14

## Unit 14 Lesson 2

**Aims:** recognising capital letters for *W* and *X*; tracing and writing lower case and capital *Ww* and *Xx*; writing lower case initial and final letters on names of objects; making sentences about possession of objects

**Language used:** *watch, window, fox, box, chair, car, top*

**You need:** flashcards of capital *W* and *X*; picture flashcards of watch, chair and fox; Book 1 flashcards of window and box; Student's Book p48; Activity Book p50

### Box 22: The sounds *ch* and *sh*

All the letters in the English alphabet have a **letter sound**. You have already taught the children these letter sounds.

There are some other sounds in English that are made by combining two letters. These letters are said together to make a new sound. In this unit we are introduced to the sound made by saying *c* and *h* together (*ch*). In the next unit we will learn the sound made by saying *s* and *h* together (*sh*).

We will learn more sounds like this in Book 3.

### Starter

- Greet children *Good morning, children*.
  - Children answer *Good morning, teacher*.
  - Ask children to count from 1 to 20.
  - Ask individual children to stand up. Say *Stand up*.
  - Tell them to introduce themselves to the class.
  - Tell them to say either *Hello, I'm ...* or *Hello. My name's ...*
  - Ask two children to come to the front of the class.
  - Tell them to introduce themselves to each other.
  - Then tell the first child to ask *How are you?*
  - Tell the second child to answer *I'm fine, thank you*.
  - Invite several more pairs to the front of the class.
  - Tell them to introduce themselves to each other and then to greet each other.
- ### Look, point and say
- Tell children to open their Student's Book on page 48.
  - Point to the capital and small letter *Ww*.
  - Say the letter sound *w w w*. Tell children to repeat it.
  - Tell children that both capital *W* and lower case *w* have the same sound.
  - Hold up the flashcard of the capital and lower case *Ww*.
  - Children say the letter sound for *W* and *w*.
  - Stand with your back to the class and form capital *W* in the air with your right hand.
  - Tell children to form capital *W* in the same way.
  - Then form lower case *w* in the air with your right hand.
  - Tell children to form lower case *w* in the same way.
  - Tell children to look again at the capital and lower case *Ww* on page 48.
  - Tell them to trace the forms of both capital and lower case *Ww* with their fingers.
  - Ask several children to write both capital and lower case *Ww* on the board.
  - Point to the picture of the watch and ask *What's this?*
  - Help children to say *It's a watch. Say watch*.
  - Tell children to repeat *watch* several times.
  - Do the same for *window*.
  - Ask all children whose names begin with *W* to

# Unit 14

come to the front of the class.

- Write their names on the board in English, beginning with a capital *W*.
- Tell them to write their name on the outside of their exercise book.
- Follow the same procedure for capital and lower case *Xx* and for the words *box* and *fox*.
- Point to the letters *ch* next to the picture of the chair. Say *ch*.
- Tell children to repeat *ch* in the air several times.
- Stand with your back to the class and form the lower case letters *ch* in the air with your right hand. Tell children to do the same.
- Point to the picture of a chair and ask *What's this?* Help children to say *It's a chair*.
- Say *chair*. Tell children to repeat *chair* several times.
- Ask a child to come to the front of the class.
- Say *Come here, please, (name)*.
- Write a letter, either capital or lower case *Ww* or *Xx* or the letters *ch* on their back with your finger.
- Tell the child to say the letter sound for the letter you have written.
- Do this with several more children.
- Divide the class into pairs. Tell children to take turns to write a letter on their partner's back with their finger.
- Their partner then says the letter sound for that letter or pair of letters.

## Point and say

- Point to the picture at the bottom of the page. Say *Look*.
- For each character ask *Who's this?*
- Children answer *It's ... (name)*.
- For each of the objects ask *What's this?*
- Children answer *It's a/an ...*
- Hold up your book.
- Point to one of the characters, e.g. Karwan. Say *This is Karwan*.

- Trace along the line from Karwan to the object.
- Say *He has a watch*.
- Do the same for Aveen or Kitty. Say *This is ... She has a ...*
- Ask a child to come to the front of the class. Say *Come here, please, (name)*.
- Tell her/him to hold up her/his book and point to a character.
- Help them to say *This is ... (name)*.
- Then tell them to trace with their finger along the line from one of the characters to the object. Help them to say either *She has a ...* or *He has a ...*
- Divide the class into pairs.
- Tell children to take it in turns to point to a character, to introduce them *This is ...*
- They then trace along the line from the character to the object and say either *She has a ...* or *He has a ...*
- Go round the class to listen to them and to help them where necessary.

## Activity Book

- Hold up your Activity Book.
- Say *Open your books*. Tell children to turn to page 50.
- Point to the capital and lower case *Ww*.
- Tell children to trace with their finger round the capital and lower case *Ww*.
- Point to the line with capital *W*. Say *Look*.
- Tell them to trace with their finger round the first capital *W*.
- Tell them to trace over the faint capital *W* with their pencils.
- Then tell them to complete the line by copying the capital *W* themselves.
- Go round the class to check they are copying the letter well.
- Point to the line with capital and lower case *Ww*.
- Tell children to trace the first *Ww* with their

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finger.

- Tell them to trace over the faint *Ww* with their pencils.
- Then tell them to copy the capital and lower case *Ww* themselves.
- Go round the class to check they are writing the letters well.
- Point to the pictures of the watch and the window.
- Tell children to point to them and say the letter sound *w w w*.
- Point to the words *watch* and *window*.
- Tell them to write lower case *w* to complete the words *\_atch* and *\_indow*.
- Follow the same procedure for the letter *Xx*.
- Point to the letters *ch* and to the picture of a chair.
- Say *ch ch ch*.
- Tell children to repeat *ch ch ch*.
- Say *chair*. Tell children to repeat the word *chair* several times.
- Point to the line of the letters *ch*.
- Tell them to trace round the first *ch* with their finger.
- Then tell them to trace the faint letters with their pencil.
- Then tell them to complete the line by writing the letters *ch* by themselves several times.
- Tell them to write *ch* to complete the word *\_air*.

## Unit 14 Lesson 3

**Aims:** playing a game to practise introducing one another and talking about possessions; matching characters with objects; colouring objects; asking about objects; re-arranging letters to write and read simple words

**Language used:** *This is ... (name); She has a/an ...; He has a/an ...; orange, bag, banana, car, monkey, flower, kite, doll, watch, van, parrot, hat, top; pot, leg, fig, dog, jam; Look at ...; Here's ...; Look!*

**You need:** objects that children have already learnt, e.g. orange, bag, banana, toys of animals, etc; coloured pencils; word flashcards for *pot, leg, hat, fig, dog, jam*; Student's Book p49; Activity Book p51; CD track 82

### Starter

- Greet children *Hello!* as they enter the classroom. Children answer *Hello!*
- Place some objects near to you and some a distance from you.
- Point to a single object near you and ask *What's this?*
- Children answer *It's a/an ...*
- Point to a single object some distance from you and ask *What's that?*
- Point to several of the same object near you, e.g. several pens, and ask *What are these?* Children answer *They're pens*.
- Point to a group of the same object some distance from you and ask *What are those?*
- Children answer, e.g. *They're books* or *They're chairs*.
- Ask individual children to come to the front of the class.
- Help them to ask questions in the same way.

### Play

- Point to the picture on page 49.
- Point to the objects that the children in the picture are holding.
- Ask *What's this?* Children answer *It's a/an ...*

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- Ask 10 or 12 children to come to the front of the class.
- Say *Come here, please*, (name) for each one.
- Tell them to stand in a circle.
- Tell one child to stand in the middle of the circle.
- Give several objects to different children in the circle, e.g. a banana, an orange, a toy car.
- Tell children to pass the objects round the circle, from left to right.
- Clap your hands.
- Tell children to stop passing the objects.
- Tell the child in the middle to point to one of the children holding an object.
- The child in the middle then introduces the child holding the object, *This is ...*(name).
- She/he then says, e.g. *He has an orange* or *She has a car*.
- The child in the middle does the same for all the children in the circle who are holding objects.
- The child in the middle then goes into the circle.
- Choose another child from the circle to go into the middle of the circle.
- Continue the game in this way.
- Ask several groups of 10 to 12 children to come to the front of the class and to play the game in the same way.

## Activity Book

### Listen and draw

- Tell children to open their Activity Books at page 51.
- Point to the picture at the top of the page.
- Point to each of the characters in the picture and ask *Who's this?*
- Children answer, e.g. *It's Sam*.
- Point to the children's badges.
- For each badge, ask children to say the letter sound of the letter on the badge.

- Children say, e.g. *k k k*.
- Point to the objects in the treasure chest. For each one ask *What's this?*
- Children answer, e.g. *It's a monkey*.
- Tell children they are going to listen to the CD.
- Tell them to draw a line between the character they hear and the objects that are mentioned for that character.
- Say *Listen*. Play CD2 track 24.
- Pause the CD to allow children time to draw lines between the characters and the objects.

### CD script:

*Look at Karwan. He has a car and a monkey.*  
(pause)

*And Kitty has a flower and a kite.* (pause)

*Here's Aveen. She has a doll and a watch.*  
(pause)

*Oh look! Sam has a van and a parrot.* (pause)  
*And Laura has a hat and a top.* (pause)

- Play the CD again.
- Go round to check children are joining the correct characters and objects.
- Tell children to take their coloured pencils. Tell children to colour the picture as they wish.
- When children have coloured the picture, ask two children to come to the front of the class with their Activity Books.
- Tell the first one to point to an object in the picture and to ask *What's this?*
- Help the second child to answer, e.g. *It's a green car*.
- Do the same with several other pairs of children at the front of the class.
- Then tell children to work with a partner.
- Tell them to take it in turns to ask and answer questions in the same way.
- Go round to listen and to help where necessary.

### Find and write

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



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- For each picture ask children to say the word for the object, e.g. *pot*, *leg*.
- Hold up word flashcards for the objects in the pictures.
- Ask children to read the words on the flashcards, first of all as a class and then individually.
- Point to the jumbled words under the pictures.
- Tell them that they are the words for the objects in the pictures but that they have been written wrongly.
- Tell them to rearrange the letters to make the words for the pictures, e.g. *gif* = *fig*.
- Tell them to write the word under the correct picture when they have re-arranged them.

**Answers:** gif = fig; odg = dog; lge = leg; maj = jam; top = pot; tha = hat

- Go round to check that children are managing to rearrange the letters to make words.
- Check that they are writing the correct words under the correct pictures.
- At the end of the lesson say *Goodbye children*. Children answer *Goodbye ... (your name)*.

# Unit 15

## Unit 15 Lesson 1

**Aims:** asking what colour an object is; describing objects according to their colour; learning new words with y and z; matching objects with the letter sound they begin with

**New language:** *What colour is it? It's ...* (colour); *yo-yo, zip, shirt, new*

**Revised language:** *Hello! I have a ...; What's that? It's a ...; Look! up and down; it's very nice; I like ...; no; I'm sorry*

**You need:** word flashcards for words that contain the vowels *a, e, i* and *o*; Student's Book p50; Activity Book p52; CD tracks 83–85

### Starter

- Greet children *Good morning, children*. Children answer *Good morning, teacher*.
- Hold up a word flashcard and ask children to read the word.
- Do this for all the flashcards of words children have learnt to read so far.
- Put all the word flashcards on the table.
- Ask a child to come to the front of the class.
- Say *Come here, please, (name)*.
- Tell the child to choose several flashcards and to hold them up and read the word on them.
- Do this with several other children.

### Look and listen

- Tell children to open their Student's Book at page 50.
- Point to the four pictures. Say *Look*.
- Hold up your book.
- Point to the pictures in the order children should follow the story (top left, top right, bottom left, bottom right).

- Tell children to follow this order as they listen to the story on the CD.
- Play CD2 track 25.

### CD script:

(picture 1)

*Laura: Hello, Kitty.*

*Kitty: Hello, Laura.*

*Laura: I have a new bag.*

*Kitty: What colour is it?*

(picture 2)

*Laura: It's pink and purple.*

*Kitty: What's that?*

*Laura: It's a zip. Look: up and down, up and down.*

*Kitty: It's lovely, Laura.*

(picture 3)

*Sam: Hello, Laura and Kitty. I have a new shirt.*

*Laura: It's very nice, Sam.*

*Karwan: And I have a yo-yo.*

*Kitty: I like yo-yos. Lets play!*

(picture 4)

*Kitty: Oh, no!*

*Karwan: Oh, my lovely yo-yo!*

*Kitty: I'm sorry, Karwan!*

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

### Listen, point and say

- Tell children to look at the pictures at the bottom of the page.
- For each object, ask *What's this?* Help children answer *It's a ...*
- Tell children they are going to listen to the CD.
- They will hear questions about what colour the objects are.
- They will hear the answer to each question.
- They point to the correct picture and repeat the answer they hear.
- Say *Listen*. Play CD2 track 26.
- Pause the CD after each question and answer to allow children time to point to the correct picture and to repeat the answer.

# Unit 15

## CD script:

*I have a new bag. What colour is it? It's green and purple. (pause)*

*I have a new yo-yo. What colour is it? It's pink and red. (pause)*

*I have a new shirt. What colour is it? It's blue and white. (pause)*

- Play the CD again.
- Go round to check that children are pointing to the correct picture.
- Check that they are repeating the answers correctly.
- Point to the pictures again.
- For each picture ask *What colour is it?*
- Children answer, e.g. *It's blue and white.*

## Activity Book

### Listen and tick

- Tell children to open their Activity Books at page 52.
- Point to the numbers down the left-hand side at the top of the page.
- Hold up your book.
- Point to each number and say *Count*. Children count from 1 to 5.
- Point to the rows of pictures on the right-hand side of the page.
- Point to the first row.
- For each picture ask *What's this?* Children answer *It's a ...*
- Tell children that they are going to listen to the CD.
- Explain that for each number they will hear a word of an object.
- They look at the row of pictures to the right of the number.
- They write a tick in the small box next to the picture of the object they hear.
- Play CD2 track 27.
- Pause the CD after each number and sentence to allow children time to write a tick in the

box of the correct picture.

## CD script:

*one – Look, I have a new bag. (pause)*

*two – And I have a zip. (pause)*

*three – I have a new cap. (pause)*

*four – And a yo-yo. (pause)*

*five – And I have a new shirt. (pause)*

- Play the CD again.
- Go round to check that children are ticking the correct boxes.

## Circle and say

- Point to the letters down the left-hand side at the bottom of the page.
- Hold up your book.
- Point to each letter and tell children to say the letter sound for that letter.
- Children say, e.g. *y y y*.
- Point to the first row of pictures opposite the letter *y*.
- For each one ask children to say the name of the object, e.g. *yo-yo, zip*.
- Tell them to look at a letter on the left.
- They then look at the row of pictures opposite the letter.
- They circle any word in the row of pictures that begins with the letter sound of the letter.
- For example, if the letter on the left is *y*, children would circle the pictures of the yo-yo and the yogurt.
- They would not circle the pictures of the zip and the van because these two words do not begin with the letter sound *y*.
- Tell children to look at each letter on the left in turn and to circle the pictures of objects opposite the letters that begin with that letter sound.
- Go round the class to check that they are circling the correct words.

# Unit 15

## Unit 15 Lesson 2

**Aims:** recognising capital letters for Y and Z; recognising the sound made by the letters *sh*; tracing and writing lower case and capital Yy and Zz and *sh*; writing lower case initial letters and *sh* on names of objects; recognising simple words containing the vowel *u*; reading and writing these words.

**Language used:** *yo-yo, yogurt, zip, zebra, shirt; jug, nut*

**You need:** classroom objects in various colours that children have already learnt; flashcards of capital Y and Z; picture flashcards of yo-yo, shirt and zip; Book 1 flashcards of yogurt and zebra; word flashcards of *jug* and *nut*; Student's Book p51; Activity Book p53; CD track 86

### Starter

- Ask a child to stand at the classroom door.
- Tell her/him to greet the other children *Hello, ... (name) as they enter the classroom.*
- Hold up an object that children have learnt, e.g. pen, book, chair, bag, ruler, etc. and ask children *What colour is it?*
- Children answer, e.g. *It's red.*
- Do this with various different coloured objects.
- Ask a child to come to the front of the class.
- Tell him/her to hold up an object and to ask *What colour is it?*
- Children answer *It's ...*

### Look, point and say

- Tell children to turn to page 51 in their Student's Books.
- Point to the capital and lower case Yy.
- Say *Look.*
- Say the letter sound *y y y*. Tell children to repeat it.

- Tell children that both capital Y and lower case y have the same sound.
- Hold up the flashcard of the capital and lower case Yy.
- Children say the letter sound for Y and y.
- Stand with your back to the class and form capital Y in the air with your right hand.
- Tell children to form capital Y in the same way.
- Then form lower case y in the air with your right hand.
- Tell children to form lower case y in the same way.
- Tell children to look again at the capital and lower case Yy on page 51.
- Tell them to trace the forms of both capital and lower case Yy with their fingers.
- Ask several children to write both capital and lower case Yy on the board.
- Point to the picture of the yo-yo and ask *What's this?* Help children to say *It's a yo-yo.*
- Hold up the picture flashcard for yo-yo.
- Say *yo-yo*. Tell children to repeat *yo-yo* several times.
- Do the same for the yogurt.
- Ask all children whose names begin with Y to come to the front of the class.
- Write their names on the board in English, beginning with a capital Y.
- Tell them to write their name on the outside of their exercise book.
- Follow the same procedure for capital and lower case Zz and for the words *zip* and *zebra*.
- Point to the letters *sh*. Say the sound *sh*.
- Tell children to repeat the sound *sh* several times.
- Tell children to trace with their fingers round the letters *sh*.
- Point to the picture of the shirt and ask *What's this?*
- Help children to say *It's a shirt.*
- Say *shirt*. Tell children to repeat *shirt* several times.

# Unit 15

## Listen and read

- Point to the two pictures at the bottom of the page.
- Point to the first picture and ask *What's this?* Children answer *It's a jug.*
- Do the same for *nut*.
- Point to the letters and the word under each picture.
- Ask a child to say the letter sounds of the letters for the picture of a jug.
- Then tell the child to say the word *jug*.
- Do the same for the letters and word for the picture of a nut.
- Tell children they are going to listen to the CD.
- They will hear letter sounds and words.
- They should point to the correct letters and words and repeat them.
- Say *Listen*. Play CD2 track 28.
- Pause the CD to allow children time to repeat the letter sounds and words.

### CD script:

*j – u – g jug (pause)*

*n – u – t nut (pause)*

*nut, jug (pause)*

*jug, nut (pause)*

- Play the CD again.
- Check that children are saying the letter sounds and words correctly.
- Check that they are pointing to the correct letters and words.

## Activity Book

### Trace and write

- Tell children to open their Activity Books on page 53.
- Point to the capital and lower case *Yy*.
- Tell children to trace with their finger round the capital and lower case *Yy*.
- Point to the line with capital *Y*.

- Tell them to trace with their finger round the first capital *Y*.
- Tell them to trace over the two faint capital letters with their pencils.
- Then tell them to complete the line by copying the capital *Y* several times themselves.
- Go round the class to check they are copying the letter well.
- Point to the line of capital and lower case *Yy*.
- Tell children to trace the first *Yy* with their finger.
- Tell them to trace over the faint *Yy* with their pencils.
- Then tell them to complete the line by copying the capital and lower case *Yy* themselves.
- Go round the class to check they are writing the letters well.
- Point to the pictures of the yo-yo and the bowl of yogurt.
- Tell children to point to them and say the letter sound *y y y*.
- Point to the words *yo-yo* and *yogurt*.
- Tell them to write lower case *y* to complete the words *\_o-\_o* and *\_ogurt*.
- Follow the same procedure for the letter *Zz*.
- Point to the letters *sh*.
- Point to the picture of the shirt.
- Tell children to say *shirt* several times.
- Point to the row with *sh*.
- Tell children to trace over the first *sh* with their finger.
- Tell them to trace over the faint letters with their pencil.
- Then tell them to complete the row by writing the letters *sh* several times themselves.
- Tell them to write *sh* to complete the word *\_irt*.



# Unit 15

## Unit 15 Lesson 3

**Aims:** playing a game to practise asking questions about colours; listening to the names of colours and colouring objects in the colours mentioned

**Language used:** *I have a ... ; What colour is it? Is it ...?(colour); yes, no; numbers 1–4; red, pink, grey, blue, brown, black, grey, white, yellow, green, purple*

**You need:** coloured objects that children have learnt and in colours the children know; a bag, coloured pencils; Student's Book p52; Activity Book p54; CD tracks 87–88

### Starter

- Greet children *Good morning, children*. Children answer *Good morning, teacher*.
- Hold up a coloured object and ask *What is it?* Children answer *It's a/an ...*
- Ask *What colour is it?* Children answer, e.g. *It's pink*.
- Do the same with various other coloured objects.

### Listen and play

- Tell children to turn to page 52 in their Student's Books.
- Point to the picture of a magician.
- Point to the bag and ask *What's this?* Children answer *It's a bag*.
- Do the same with the ruler.
- Tell children they are going to play a game.
- Tell them they will listen to the CD to find out how the game is played.
- Tell them to repeat the question so that they can play the game themselves.
- Play CD2 track 29.

### CD script:

*Magician: Let's play.*

*I have a ruler. What colour is it?*

*Laura: Is it brown? (pause)*

*Magician: Yes.*

*I have a top. What colour is it?*

*Laura: Is it red? (pause)*

*Magician: No.*

*Kitty: Is it blue? (pause)*

*Magician: Yes.*

- Play the CD again.
- Check that children are asking the questions correctly.
- Tell children that they are going to play the game themselves.
- Put some objects in the bag without the children seeing what they are.
- Choose an object in the bag but do not pull it out.
- Say *I have a ... (object)*.
- Then say *What colour is it?*
- Ask individual children to guess what colour the object is by asking, e.g. *Is it yellow?*
- Answer either *yes* or *no*.
- If you answer *no* five times, take the object out of the bag.
- Answer the question yourself, e.g. *It is blue*.
- If a child guesses the answer correctly before you have said *no* five times, tell that child to come to the front of the class and to take over from you.
- Tell them to choose an object in the bag and play the game as you did.

### Activity Book

#### Listen and colour

- Point to the picture of the juggler. Point to the numbers on the juggler's clothes and on the balls.
- Ask a child to hold up his/her book.
- Tell him/her to point to the numbers and to count them.

# Unit 15/Revision 5

- Tell children they are going to listen to the CD.
- They will hear a number and the colour.
- They find the number in the picture and colour the item of clothing the number is in the colour they hear on the CD.
- They colour the ball with that number the same colour.
- Tell children to take their coloured pencils.
- Play CD2 track 30.
- Pause the CD to allow children time to colour the objects.
- Allow several minutes for this.

## CD script:

*Colour one purple.* (pause for colouring)

*Colour two pink.* (pause)

*Colour three grey.* (pause)

*Colour four blue.* (pause)

- Go round the class to check children are colouring the correct objects in the correct colour.

## Revision 5

**Aims:** revising asking about objects; talking about possession; talking about colours; counting from 1–20; reading and writing simple words containing all the vowels; revising capital and lower case letters of the alphabet; talking about actions

**Language used:** *What's this? It's a/an ...; I have a/an ...; numbers 1–20; colours: red, yellow, blue, green, black, white, grey, brown, pink, purple; the words: pot, jug, jam, sit, dog, nut, hat, leg, six, top; monkey, frog, banana, car, elephant; What are you doing? I'm drawing, reading, jumping, falling, counting, dancing; capital and lower case letters Aa–Zz*

**You need:** various coloured objects that children already know, in colours they know; word flashcards for *pot, jug, jam, sit, dog, nut*; action flashcards for the actions *I'm drawing, reading, dancing, jumping, counting*; Student's Book p53; Activity Book pp55–56; CD track 89

## Starter

- Greet children *Good morning, children*. Children answer *Good morning, teacher*.
- Hold up an object that the children know.
- Ask *What's this?* Children answer *It's a/an ...*
- Ask children *What colour is it?* Children answer *It's ... (colour)*.
- Do the same with various other objects.
- Then hold up an object and say *I have a/an ...*
- Do this for various different objects.
- Put the objects on your table.
- Ask a child to come to the front of the class. Say *Come here, please, (name)*.
- Tell him/her to choose an object and hold it up.
- Tell him/her to say *I have a/an ...*
- Do the same for various other objects, using different children.

## Play

- Tell children to open their Student's Book on page 53.
- Point to the picture at the top of the page.
- Tell them that the children are playing a game.
- Point to the car in the picture.
- Ask *What's this?* Children answer *It's a car*.
- Ask *What colour is it?* Children answer *It's red*.
- Tell children they are also going to play a game.
- Ask eight or ten children to come to the front of the class.
- Tell them to form a circle.

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- Give one of them a coloured object, e.g. a yellow banana, a red apple, a blue bag.
- Tell them to pass the coloured object round the circle.
- Clap your hands and tell children to stop passing the object.
- Tell the child who is holding the object to say *I have a/an ...*
- Then tell them to say *It is ...*(colour).
- Invite a child in the class (i.e. not playing the game) to talk about the child who has the object.
- Help them to say, for example: *She has a red apple* or *He has a blue bag*.
- Change the object, e.g. instead of the red apple, give the children in the circle a purple fig.
- Start the game again in the same way.
- After a while, ask another group of eight to ten children to come to the front of the class.

## Count and play

- Ask children to count together from 1 to 20.
- Ask another group of eight to ten children to come to the front of the class.
- Tell them they are going to play a counting game.
- Tell them to count from 1 to 20 round the group.
- Then tell them to count from 1 to 20 again, but this time, every fifth number, they do not say the number, but instead they say *Buzz*.
- For example, they count *one, two, three, four, Buzz! six, seven, eight, nine, Buzz! eleven ...*, etc.
- If a child makes a mistake in counting, he or she drops out of the circle.
- The winner is the child who is left after all the other children in the circle have made a mistake.

## Read

- Point to the pictures.

- For each picture ask a child to say the name of the object in the picture, e.g. *pot, jug*.
- Point to the letters under the pictures.
- Ask a child to say the letter sounds and then the word for the object in the picture.
- Hold up a word flashcard for one of the words.
- Ask a child to read it.
- Tell the other children to point to the picture of the object written on the card.
- Tell them to read the word as a class.
- Do the same for all the flashcards.
- Point to the letters of the alphabet at the bottom of the page.
- Tell children to say the letter sounds for the letters from Aa to Zz.
- Remind children that the sound for both capital and lower case letters is the same.
- Ask an individual child to say the letter sounds for the letters of the alphabet.
- Do the same with other children.
- Remind children that there are 26 letters in the English alphabet and now they know the sound that each letter makes.
- This will help them to read words.
- Tell them that we usually list the letters in the order that they appear at the bottom of this page, reading from left to right in each line.

## Activity Book

### Listen and write

- Tell children to open their Activity Books on page 55.
- Point to the pictures.
- For each picture, ask children to say the action the children in the pictures are doing, e.g. *drawing, reading*.
- Hold up the flashcards for the actions.
- Children say the word for the action on the flashcard.
- Point to the small box next to the picture.
- Tell children they are going to listen to the CD.

# Revision 5

- They will hear a number and an action for each picture.
- They listen to the number and the action.
- Then they write the number in the small box next to the picture which shows the action mentioned.
- Play CD2 track 31.
- Pause the CD after each number to allow children time to write the numbers by the correct pictures.

## CD script:

*one – I'm drawing. (pause)*

*two – And we're dancing. (pause)*

*three – What are you doing? I'm reading. (pause)*

*four – Oh help! I'm falling! (pause)*

*five – Hello! We're jumping. (pause)*

*six – And I'm counting. (pause)*

- Play the CD again to allow children to check their answers.
- Then play it again. Tell children to point to the correct picture as they listen.
- Pause the CD for each picture.
- Remind children that we say *I'm ...ing* when there is just one person speaking.
- Remind them that we say *We're ...ing* when more than one person is speaking.

## Circle and write

- Point to the pictures down the left side at the bottom of the page.
- For each one, ask children *What's this?* Children answer *It's a/an ...*
- Point to the rows of words on the right-hand side alongside the pictures.
- Tell children that for each picture they should circle the correct word on the row next to it.
- For example, for the picture of a jug, children should circle the word *jug*.
- They then write the word they have circled twice to complete the row.
- Go round to check they are circling the correct words and writing the words correctly.

## Circle and write

- Tell children to turn over the page in their Activity Book.
- Point to the letters (both capital and lower case) by each picture.
- Tell children to say the letter sounds for each letter.
- Remind children that we use a lower case letter if we are talking about an object.
- We use a capital letter to begin the name of a person or place.
- Point to the pictures.
- If the picture is an object, ask *What's this?* Children answer *It's a/an ...*
- If the picture is a person, ask *Who's this?* Children answer *It's ... (name)*
- Point to the blank spaces in the word below each picture.
- When children have answered the question for each picture, they decide whether to write a capital or a lower case letter in the blank space by the picture.
- They then circle the letter they have chosen and write it in the blank space.
- Go round the class to check that they are writing the correct form of the letter in each blank space.

**Answers:** Aveen monkey Kitty banana Sam  
top Laura frog car elephant

## Find and colour

- Point to the letters of the alphabet at the bottom of the page. Say *Look*.
- When children have filled in the blanks in the words in the previous exercise with the appropriate letters, tell them to find each letter they have filled in the words above in the alphabet below. Tell them they can colour the letters they have used, in any colour they like.
- Go round to check that they are colouring the correct letters, i.e. *A, m, K, b, S, t, L, f, c, e*.

# Unit 16

## Unit 16 Lesson 1

**Aims:** saying the names of letters of the alphabet Aa–Mm

**New language:** names of letters Aa–Mm, e.g. *E is for egg, I is for insect; I'm saying; the alphabet, the alphabet names; hurrah!*

**Revised language:** *What are you doing?; What's this? It's ...; very good!; doll, jam, flower, monkey, ant, leg, goat, car, banana, king, hat, elephant, insect*

**You need:** flashcards for letters of the alphabet; word flashcards for *hat, jug, fig, dog and hen*; picture flashcards for *apple, bag, cat, doll, egg, flower, girl, hen, insect, jam, leg, kitten, monkey*; Student's Book p54; Activity Book p57; CD tracks 90–92

### Box 23: Letter names

We already know that each letter has a letter *sound*.

Letter *sounds* help us to read words, e.g. *n – u – t, nut*.

Each letter also has a letter *name*.

We use letter *names* to show how we spell a word, e.g. *A is for apple, E is for egg*.

### Starter

- Greet children *Hello!* Children reply *Hello, ... (your name)*.
- Hold up the letter flashcards for the letters Aa to Mm.
- For each one ask children to say the letter sounds, e.g. *a a a, b b b ...*
- Tell children these are the sounds the letters make.

- These sounds help us to read words.
- Hold up one of the word flashcards.
- Ask a child to say the letter sounds for the letters in the word and then the word, e.g. *h – e – n, hen*.
- Do the same for the other word flashcards.
- Explain that there is another way of saying the letters.
- Each letter has a name. We use this name when we are spelling.
- In this lesson, we will learn the names of the letters.

### Look and listen

- Tell children to open their Student's Book on page 54.
- Point to the four pictures.
- Point to the alphabet bricks.
- Ask children in Kurdish what you think the children are doing with these bricks.
- Tell them that they are going to listen to the CD.
- Remind them of the order in which they follow the story on the CD (top left, top right, bottom left, bottom right).
- Tell children to point to the pictures as they listen to the story.
- Say *Listen*. Play CD2 track 32.

### CD script:

(picture 1)

Sam: *What are you doing, Aveen?*

Aveen: *I'm saying the alphabet.  
A is for apple, B is for bag,  
C is for cat, D is for doll  
and E is for egg.*

(picture 2)

Sam: *What's this?*

Aveen: *It's F. F is for flower.  
And G is for girl. H is for hen  
and I is for insect.*

Sam: *That's very good, Aveen!*

(picture 3)

Aveen: *Look, Kitty. J is for jam and L is for leg.*



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*Kitty: And K is for kitten. Miaow!*

*Aveen: Very good, Kitty. And M is for monkey.  
(picture 4)*

*All: A, B, C, D, E, F, G, H, I, J, K, L and M.  
Hurrah!*

- Play the CD again.
- Tell children to point to the letters on the alphabet bricks as they hear their names.

## Listen and sing

- Point to the letters *Aa* to *Mm* across the bottom of the page.
- Tell children they are going to learn the names of the letters (not the letter sounds) so that they can learn to spell words.
- We spell a word when we want to show what letters make a word (not when we are trying to read a word).
- Tell children to listen to the names of the letters on the CD.
- Tell them to sing the song.
- Play CD2 track 33.

### CD script:

*A and B and C and D*

*E and F and G*

*H and I and J*

*K and L and M*

*These are the names,*

*The alphabet names.*

*Let's sing the names again.*

- Pause the CD after each line to allow children to learn the song.
- Play the CD several times to allow children to do this.
- Then play the CD all the way through.
- Tell children to sing along with this.
- Play the CD several more times.
- Tell children to sing along.
- Ask a group of children to say the alphabet names from *Aa* to *Mm* by themselves.
- Then ask individual children to try to say the alphabet names from *Aa* to *Mm* by themselves.

## Activity Book

### Join and say

- Tell children to open their Activity Books at page 57.
- Point to the pictures in the middle of the letters.
- For each picture ask *What's this?* Children answer *It's a/an ...*
- Point to the letters round the pictures.
- Help children to tell you the name of each letter.
- Tell children to match the letters and the pictures that begin with those letters.
- For example, they match *j* and the picture of the pot of jam, *g* and the picture of the goat.
- Tell them to draw a line between each letter and the picture that begins with that letter.
- Go round to check that they are doing this correctly.
- Ask individual children to point to a letter and then the picture of the object that begins with that letter.
- Help them to say, e.g. *E is for egg*, using the letter name, not the letter sound.
- Do this for all the letters and pictures.

### Listen and circle

- Tell children to look at the numbers down the left-hand side at the bottom of the page.
- Ask a child to count the numbers.
- Point to the rows of pictures and letters alongside each number.
- Tell children to work with a partner.
- Tell them to take it in turns to point to a picture and to ask *What's this?*
- Their partner answers *It's a/an ...*
- Go round to listen to them and to help them where necessary.
- Tell children that they are going to listen to the CD.
- For each number they will hear a letter name

# Unit 16

and a word that begins with that letter, e.g. *F is for flower*.

- They look at the number on the left and at the row of pictures and letters on the right of the number and circle the picture of the object they hear, e.g. they circle the picture of the flower.
- Play CD2 track 34.
- Pause the CD after each number to allow children time to circle the correct words.

## CD script:

*one – F is for flower (pause)*

*two – and I is for insect (pause)*

*three – L is for leg (pause)*

*four – and K is for king (pause)*

- Play the CD again.
- Go round to check that they have circled the correct words.

## Unit 16 Lesson 2

**Aims:** tracing capital and lower case letters *Aa–Mm*; saying the letter names *Aa–Mm*; listening to a letter name and writing the appropriate letter; saying what words the letter names spell; matching words and pictures

**Language used:** *ant, banana, car, doll, elephant, frog, goat, hat, insect, jar of jam, king, leg, monkey; letters Aa–Mm; six, top, cap, pen, fig, nut*

**You need:** word flashcards for *six, top, cap, pen, fig, nut*; Student's Book p55; Activity Book p58

## Starter

- Ask several children to stand at the door and greet other children *Hello, ... (name)* as they enter.
- Children entering reply *Hello, ... (name)*.

- Ask children to say the letter names from *Aa* to *Mm*.

- Ask individual children to say them.

## Point and say

- Tell children to open their Student's Book at page 55.
- Point to the small pictures at the top of the page.
- Ask a child to come to the front of the class.
- Say *Come here, please, (name)*.
- Tell him/her to hold up their book.
- For each picture, tell her/him to ask *What's this?*
- Children answer *It's a/an ...*
- Point to the letters below the pictures.
- Stand with your back to the class and form the letters *A* and *a* in the air with your right hand.
- Tell children to form the letters in the same way.
- Do the same for the other letters *Bb* to *Mm*.
- Point to the letters again.
- Tell children to point to each picture and say the letter sound for the object in the picture, e.g. *a a a, ant, b b b, banana*.
- Do this for all the letters and pictures.

## Say and write

- Point to the picture. For each character in the picture, ask *Who's this?*
- Children answer *It's ... (name)*.
- Ask in Kurdish what the children in the picture are doing.
- Ask two children to come to the front of the class.
- Say *Come here, please, (name)* for both children.
- Tell the first one to say the name of a letter and then write the letter (capital and lower case) on the board.
- Tell the second child to say, e.g. *A is for apple*

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and ant, B is for bag and banana.

- Tell the two children to change places and to repeat this with another letter.
- Do this with several pairs of children.
- Then ask individual children to come to the front of the class.
- Tell them to say the name of a letter and then write it on the board.
- Individual children in the class then say, e.g. *J is for juice and jam.*
- Divide the class into pairs.
- Tell children to take their exercise books.
- Tell them to take it in turns to say a letter name and write the letter in their exercise books and to say, e.g. *F is for fig and flower.*
- Go round the class and help children where necessary.
- Make sure they are saying the letter names and not the letter sounds.

## Read

- Point to the pictures.
- For each picture, ask *What's this?*
- Individual children answer *It's a/an ...*
- Point to the words below the pictures.
- Ask children to read the words.
- Then ask individual children to read the words.
- Hold up the word flashcards for these words at random.
- Ask individual children to read the words.

## Activity Book

### Trace, write and say

- Tell children to open their Activity Books at page 58.
- Point to the pictures down the left-hand side of the page.
- Tell children to work in pairs.
- Tell them to take it in turns to point to a picture and to ask *What's this?*
- The partner answers *It's a/an ...*

- Go round to listen to the children.
- Make sure they use *an* before a word that begins with *a, e, i, o* or *u*.
- Point to the rows of letters opposite the pictures of the objects that begin with that letter.
- Point to the row with *Aa*.
- Tell children to trace with their finger round the first *Aa*.
- Tell them to trace with their pencil round the faint letters.
- Tell them to complete the line by writing *Aa* several times themselves.
- Ask a child to say the name of the letter.
- Tell the class to repeat the name.
- Then tell the class to say *A is for ant*.
- Follow the same procedure with the other letters.

## Unit 16 Lesson 3

**Aims:** practising the letter names of letters *Aa–Mm*; saying a letter name and then an object that begins with that letter name; joining lower case letters *a–m* to complete a picture; listening to letter names and writing them to form simple words; reading simple words

**Language used:** *ant, banana, car, duck, elephant, frog, goat, hat, insect, juice, king, lion and mouse; letters a–m; jug, cap, leg, pot, six, hat, fig*

**You need:** letter flashcards for *Aa–Mm*; word flashcards for *jug, cap, leg, pot, six, hat, fig, dog*; Student's Book p56; Activity Book p59; CD track 93

## Starter

- Greet children *Good morning, children*. Children

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answer *Good morning, teacher.*

- Hold up a letter flashcard and tell children to say the letter name for that letter.
- Do this for all the letters *Aa* to *Mm*.

## Play

- Point to the picture of the tree with the letters hanging from it on page 56.
- For each of the letters, tell children to say the letter name for that letter.
- Point to the objects at the bottom of the page.
- Point to several of the objects and ask *What's this?* Children answer *It's a/an ...*
- Ask two children to come to the front of the class with their Student's Books.
- Say *Come here, please, (name)* for each child.
- Tell them to hold up their books.
- Tell the first child to point to a letter and ask *What's this?*
- Help the second child to answer, e.g. *It's M.*
- Tell the second child to point to the object that begins with the letter *M* and say *M is for mouse.*
- The second child points to the picture of the mouse.
- Do the same with several more pairs of children.
- Tell children to work with a partner and to play the game in the same way.
- Go round the class to help children.

## Activity Book

### Join and draw

- Hold up your Activity Book.
- Say *Open your books.* Tell children to turn to page 59.
- Point to the dotted picture at the top of the page.
- Point to the letters *a* to *m*.
- Ask children to say the letter names for *a* to *m*

in the correct order.

- Do this several times.
- Tell children to join the letters in alphabetical order with their pencils.
- Go round the class to check they are joining the letters in the correct order.
- Ask children what they see in the picture (*a monkey*).
- Tell children to say *M is for monkey.*

## Listen and write

- Tell children to look at the pictures of objects at the bottom of the page.
- For each one, tell a child to point to the picture and ask *What's this?*
- Tell children to answer *It's a/an ...*
- Point to the words with blank spaces below the pictures.
- Tell children they are going to listen to the CD.
- They will hear a letter name and then the name of an object.
- They write the missing letter in the blank space in the word for the object.
- Play CD2 track 35.
- Pause the CD to allow children time to write the letters in the blank spaces in the words.

### CD script:

*J is for jug. (pause)*  
*C is for cap. (pause)*  
*L is for leg. (pause)*  
*P is for pot. (pause)*  
*S is for six. (pause)*  
*H is for hat. (pause)*  
*D is for dog. (pause)*  
*F is for fig. (pause)*

- Play the CD again so that children can check their answers.
- Go round to check that they have written the correct letters in the correct words.
- Ask individual children to read the words below the pictures.

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- At the end of the lesson say *Goodbye children*.
- Children answer *Goodbye ...*(your name).



# Unit 17

## Unit 17 Lesson 1

**Aims:** saying the names of letters of the alphabet *Nn–Zz*

**New language:** letter names for *Nn–Zz*; *We're learning*

**Revised language:** *nut, orange, parrot, queen, rabbit, spider, tiger, up, window, vase, yo-yo, zebra, zip, nose, fox, watch, quiet, olive, top, van, ruler, kite*

**You need:** letter flashcards for *Aa–Zz*; Student's Book p57; Activity Book p60; CD tracks 94–96

### Starter

- Greet children *Good morning, children*. Children answer *Good morning, teacher*.
- Hold up the flashcard for the letter *Aa*.
- Tell children to say the letter name of the letter.
- Do the same for the letters *Bb* to *Mm*.
- Hold up the letters at random. Children say the names of the letters.

### Look and listen

- Tell children to open their Student's Book at page 57.
- Point to the four pictures.
- Ask children in Kurdish what they can see in the pictures.
- Tell them they are going to learn the letter names for the other letters of the alphabet.
- Tell them to point to the correct picture as they listen to the CD.
- Play CD2 track 36.

#### CD script:

(picture 1)

*Karwan and Sam: We're learning alphabet names!*

*Karwan: N is for nut and O is for*

*Sam:*

*orange.*

*Look at my kite! P is for parrot and Q is for queen.*

(picture 2)

*Laura:*

*R is for rabbit and S is for spider.*

*Kitty:*

*T is for tiger. Miaow. And U is for up! Help! Come back, Kitty!*

*Laura:*

(picture 3)

*Karwan:*

*W is for window. And V is for vase.*

*Laura:*

*X X X box. Y is for yo-yo.*

*Kitty:*

*Z is for zebra.*

(picture 4)

*All:*

*N, O, P, Q, R, S, T, U, V, W, X, Y and Z.*

*The alphabet names!*

*Kitty:*

*Oh no! I'm falling!*

- Play the CD again.
- Check that children are pointing to the correct picture.
- Play the CD again.
- Tell children to point to the correct capital letter in picture 4 as they listen.

### Listen and sing

- Point to the capital and lower case *Nn* to *Zz* across the bottom of the page.
- Point to a letter and say its letter name. Tell children to repeat the letter name.
- Do this for all the letters.
- Tell children they are going to listen to the letter names on the CD.
- Play CD2 track 37.

#### CD script:

*A and B and C and D*

*E and F and G*

*H and I and J*

*K and L and M*

*N and O and P and Q*

*R and S and T*

*U and V and W*

*X and Y and Z*

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*These are the names,  
The alphabet names.  
Let's sing the names again.*

- Play the CD again.
- Pause the CD after every line to allow children to learn each line.
- Do this several times until children know the lines.
- Play the CD again.
- Tell children to sing the whole song with the CD.

## Activity Book

### Listen, match and write

- Tell children to open their Activity Book on page 60.
- Point to the pictures.
- Tell children to say the word for each picture, e.g. *nose, olive, parrot*.
- Point to the small box at the bottom of each picture.
- Tell children they are going to listen to the CD.
- They will hear a letter name and an object.
- They find the picture for the object.
- They then write the capital and lower case letters for the letter name they hear in the small box of the picture.
- Play CD2 track 38.
- Pause the CD after each letter name and sentence to allow children time to write the letters in the box of the correct picture.

#### CD script:

*P is for parrot  
S is for spider  
Z is for zip  
U is for up  
N is for nose  
X is in fox  
W is for watch  
Q is for quiet  
O is for olive  
T is for top*

*V is for van  
R is for ruler  
Y is for yo-yo*

- Play the CD again so that children can check their answers.
- Go round to check that they are writing the letters correctly in the correct boxes.

## Unit 17 Lesson 2

**Aims:** tracing and writing capital and lower case letters *Nn–Zz*; saying letter names and letter sounds for these letters; writing children's names in English; reading simple words containing the vowels *a, e, i, o* and *u*

**Language used:** *nose, olive, parrot, quickly, ruler, spider, top, up, van, watch, fox, yo-yo, zip; jug, pot, ten, leg, hat, hen; What's this? It's S; O is for olive, etc.*

**You need:** letter flashcards for letters *Aa–Zz*; word flashcards for *jug, pot, ten, leg, hat, hen*; Student's Book p58; Activity Book p61; CD track 97

### Starter

- Greet children *Hello, ... (name)*. Children greet you *Hello, ... (your name)*.
- Hold up the letter flashcards at random.
- Tell children to say the letter name for each one.
- Then hold them up in alphabetical order.
- Tell children to say the letter names for the whole alphabet in order.

### Point and say

- Tell children to open their Student's Book at page 58.
- Point to the pictures at the top of the page. Say *Look*.

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- For each picture, ask children to say the name of the object.
- Children say, e.g. *nose, olive*, etc.
- Point to the capital and lower case *Nn* to *Zz* across the page.
- Point to the letter *Nn*.
- Stand with your back to the class. Form capital *N* in the air with your right hand.
- Tell children to do the same.
- Form lower case *n* in the air with your right hand.
- Tell children to form *n* in the same way.
- Point to *Nn* and ask children *What's this?* Help children to answer *It's N* (using the letter name).
- Say the letter name *N*. Tell children to say this.
- Say *N is for nose*. Tell children to repeat this.
- Then say the letter sound *n n n*. Tell children to repeat this.
- Say *n – u – t, nut*.
- Remind children that we use the letter name for spelling.
- Remind them that we use the letter sound to help us to read the word.
- Do the same for all the other letters *Oo* to *Zz*.
- Write a letter on the board, either capital or lower case.
- Ask children *What's this?* Children answer, e.g. *It's P*.
- Tell children to say the letter sound for *P*. Children say *p p p*.
- Invite several children to write their names in English on the board, copying from the name they wrote on their exercise book.
- Correct them if they make a mistake.
- Ask if some of the children have forgotten how to write their names in English.
- Write their names for them on a slip of paper.
- Tell children to take their exercise books.
- Tell them to take a new page.
- Tell them to write their names several times.
- Go round to check they are writing their names correctly.
- Make sure they begin their name with a capital letter.
- The other letters of the name are lower case.

## Write and say

- Point to the picture of the children writing their names on the blackboard.
- For each character ask *Who's this?* Children answer *It's ... (name)*.
- Point to the names and read them, e.g. *Sam, Aveen*, etc.
- Remind children that you have already shown them how to write their names in English.
- Ask if any of them can write them on the board.

## Read

- Tell children to look at the pictures at the bottom of the page.
- For each picture tell them to say the word.
- Then tell them to read the words under the pictures.
- For each word tell them to first of all say the letter sounds for each letter and then the word.
- Hold up word flashcards for the words at random.
- Ask individual children to read the words.

## Activity Book

### Say, trace and write

- Tell children to open their Activity Books on page 61.
- Point to the pictures down the left-hand side of the page.
- For each picture tell children to say the name of the object, e.g. *nose, olive, parrot*, etc.
- Point to the letter *Nn* opposite the word *nose*.
- Ask *What's this?* Children answer *It's N*.
- Point to the picture and then to the letter again.

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- Say *N is for nose*. Tell children to repeat.
- Then say *n n n nose*. Children repeat.
- Tell children to trace round the first *Nn* with their finger.
- Tell them to trace round the faint *Nn* with their pencils.
- Then tell them to complete the row by writing *Nn* several times themselves.
- Go round to check they are writing the letters correctly.
- Follow the same procedure for the other pictures and letters.

## Listen and write

- Point to the numbers and the blank spaces at the bottom of the page.
- Ask a child to point to the numbers and say them.
- Tell children they are going to listen to the CD.
- They will hear a number and then a letter name and a word beginning with that letter name.
- They write the letter they hear by the number they hear, e.g. 1 – *Oo*.
- They write both the capital and lower case letter for the letter name they hear.
- Play CD2 track 39.
- Pause the CD after each number and letter.

### CD script:

*one – O is for olive* (pause)  
*two – R is for ruler* (pause)  
*three – Y is for yo-yo* (pause)  
*four – V is for van* (pause)  
*five – P is for parrot* (pause)  
*six – T is for top* (pause)

- Play the CD again so that children can check their answers.
- Go round the class to check they have written the correct letters correctly.

## Unit 17 Lesson 3

**Aims:** singing a song to practise the letter names *Aa–Zz*; completing the names of characters with the correct capital letter; writing their own names in English; writing and reading simple words

**Language used:** letter names *Aa–Zz*; names of characters; *pen, nut, pot, six, hat*

**You need:** letter flashcards *Aa–Zz*; word flashcards for *pen, nut, pot, six, hat*; Student's Book p59; Activity Book p62; CD track 98

## Starter

- Greet children *Good morning, children*. Children answer *Good morning, teacher*.
- Hold up the letter flashcards one by one in alphabetical order.
- Tell children to say the letter name for each one.
- Write the alphabet (upper and lower case) letters on the board in the correct order.
- Ask children to say the letters of the alphabet in order.
- Ask a child to say the letters in order.
- For each letter say the letter sound, e.g. *a a a*.
- Tell children to repeat the letter sounds for each letter after you.

## Listen and sing

- Tell children to open their Student's Book at page 59.
- Point to the picture of the balls with alphabet letters rolling down the hill.
- Ask them in Kurdish what they can see in the picture.
- Point to the ball that Sam is holding.
- Ask *What's this?* Children answer *It's S*.

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- Do the same with the ball Laura is holding and the ball that is knocking Kitty over.
- Tell children they are going to listen to the CD.
- They are going to sing a song about the alphabet names.
- Play CD2 track 40.

## CD script:

*A, B, C, D, E, F, G,*

*H, I, J, K, L, M,*

*N, O, P, Q, R, S, T, U,*

*V, W, X, Y, Z.*

*These are the names,*

*The alphabet names,*

*Let's sing them all again!*

- Play the CD again, pausing after each line so that children can learn the words.
- Play the CD several times and tell children to sing along with the song.

## Activity Book

### Find and write

- Tell children to open their Activity Books at page 62.
- Point to the picture.
- Tell children that the children and Kitty are writing their names.
- Tell them the names are not yet complete.
- Point to the alphabet bricks of the capital letters.
- For each letter, ask children to say the letter name.
- Then tell children to complete the names of the characters by writing the correct capital letter at the beginning of their names.
- Go round to check they are writing the correct letters in the blank spaces.

### Write your name

- Tell children to look at the empty alphabet bricks in the middle of the page.
- Tell them that they should write their own name in English in these bricks, one letter in

each brick.

- Remind them that their name should begin with a capital letter.
- All the other letters should be lower case letters.
- Go round the class to make sure they are writing their names correctly.
- Ask individual children to hold up their books.
- Tell them to point to their name and say it.

### Find, write and read

- Point to the pictures at the bottom of the page.
- For each picture tell children to say the name of the object, e.g. *pen, nut*, etc.
- Point to the jumbled words below the pictures.
- Explain that the child who wrote these words could not spell.
- Tell them to help the child to write the words correctly.
- Tell them that for each word they put the letters in the correct order to write the words correctly.
- When they have found the correct word, they write the word correctly under the correct picture, e.g. the word *pen* under the picture of the pen.
- Go round to check that they are writing the words correctly.
- Check that they are writing the words under the correct pictures.
- When they have written the words, they read them.



# Unit 18

## Unit 18 Lesson 1

**Aims:** asking and talking about everyday activities; good night greetings; singing a song to practise talking about and doing everyday actions; letter names A–F

**New language:** *What are you doing? I'm ...ing. We're ...ing; combing my hair, cleaning my teeth, washing my face; It's time for bed; Good night; Sleep well!*

**Revised language:** *writing, reading; very good! Mummy, Daddy; thank you*

**You need:** action flashcards for *reading, writing, combing my hair, washing my face, cleaning my teeth*; Student's Book p60; Activity Book p63; CD tracks 99–101

### Starter

- Greet the class *Good morning, children.* Children answer *Good morning, teacher.*
- Ask a child to the front of the class. Say *Come here, please, (name).*
- Give the child a book and tell him/her to read.
- Ask the child *What are you doing?* Help the child to answer *I'm reading.*
- Hold up the action flashcard for *reading.* Say *reading.*
- Tell children to repeat *reading* several times.
- Ask another child to come to the front of the class.
- Tell the child to write his/her name on the board.
- Ask the child *What are you doing?* Help the child to answer *I'm writing.*
- Hold up the action flashcard for *writing.*
- Say *writing.* Tell children to repeat *writing* several times.
- Ask two children to come to the front of the class.

- Say *Come here, please, (name)* for both of them.
- Give them books and tell them to read.
- Ask them *What are you doing?* Help them to answer *We're reading.*
- Hold up the flashcard for *reading.* Children say *reading.*
- Ask another pair of children to come to the front of the class.
- Tell them to write their names on the board.
- Ask them *What are you doing?* Help them to answer *We're writing.*
- Hold up the action flashcard for *writing.* Children say *writing.*
- Remind children that we say *I'm ...ing* when there is just one of us.
- Remind them that we say *We're ...ing* when there is more than one of us.

### Look and listen

- Tell children to open their Student's Book at page 60.
- Point to the four pictures.
- Ask children in Kurdish what they can see in the pictures.
- Ask them in Kurdish what they think is happening in the pictures.
- Tell them they are going to listen to the story in the pictures on the CD.
- Remind them of the order they look at the pictures as they listen (top left, top right, bottom left, bottom right).
- Tell children to point to the correct picture as they listen.
- Play CD2 track 41.

### CD script:

(picture 1)

Mummy: *What are you doing, children?*

Aveen: *I'm writing.*

Karwan: *And I'm reading.*

Mummy: *Very good. Now it's time for bed.*

Children: *Yes, Mummy.*

(picture 2)

# Unit 18

Mummy: *What are you doing, Karwan?*

Karwan: *I'm combing my hair.*

Mummy: *And what are you doing, Aveen?*

Aveen: *I'm cleaning my teeth.*

(picture 3)

Mummy: *Oh look, here's Kitty.*

*What are you doing, Kitty?*

Kitty: *I'm washing my face.*

(picture 4)

Daddy: *Good night, Aveen.*

*Good night, Karwan and good night,*

*Kitty.*

*Sleep well.*

Children: *Thank you, Daddy. Good night!*

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

## Listen and sing

- Tell children they are going to sing a song on the CD.
- Tell them to do actions as they sing.
- Play CD2 track 42.

### CD script:

*I'm combing my hair,*

*I'm cleaning my teeth,*

*I'm washing my face,*

*Good night!*

*I'm combing my hair,*

*I'm cleaning my teeth,*

*I'm washing my face,*

*Good night!*

- Play the CD again.
- Pause it after each line so that children can learn the line and do the action.
- Play the CD several times in this way.
- Play the CD again all the way through.
- Children sing with the CD and do the actions as they sing.
- Ask a group of children to come to the front of the class.
- Tell them to sing the song and do the actions.

## Activity Book

### Listen and write

- Tell children to open their Activity Book on page 63.
- Point to the pictures on the page.
- Tell children that they are going to listen to the CD.
- They will hear a child or children saying what they are doing for each picture.
- They will hear a letter name and then a question and an answer.
- Point to the small boxes at the bottom of the pictures.
- Tell them to write the letter name of the action they hear in the small box of the picture showing that action.
- Play CD2 track 43.
- Pause the CD after each letter, question and answer to allow children time to write the correct letter by the correct picture.

### CD script:

*A – What are you doing? I'm cleaning my teeth. (pause)*

*B – And I'm washing my face. (pause)*

*C – Good night, Mummy. Good night. Sleep well. (pause)*

*D – What are you doing, children? We're reading, Daddy. (pause)*

*E – What are you doing? I'm writing. (pause)*

*F – I'm combing my hair, Mummy. (pause)*

- Play the CD again.
- Check that children are writing the correct letter by the correct picture.

# Unit 18

## Unit 18 Lesson 2

**Aims:** tracing the letters of the alphabet (capital and lower case) in the air; saying letter names and letter sounds for each letter; doing an action and saying the words for that action; reading simple words containing the vowel sounds *a, e, i, o* and *u*; writing capital and lower case letters of the alphabet; matching words and pictures; writing words

**Language used:** *What are you doing? I'm ... ing, We're ...ing; writing, combing my hair, cleaning my teeth, drawing, reading, washing my face; letters Aa-Zz; leg, cap, jug, fig, dog, sit, bag, hat*

**You need:** letter flashcards Aa-Zz; word flashcards for *leg, cap, jug, fig, dog, sit, bag, hat*; Student's Book p61; Activity Book p64; CD track 102

### Starter

- Greet children *Hello, ... (name)* as they enter the classroom.
- Children answer *Hello, ... (your name)*.
- Tell children to read their book. Tell them to say *We're reading*.
- Hold up the action flashcard for *reading*.
- Say *reading*. Children repeat *reading*.
- Ask an individual child to read a book. Tell her/him to say *I'm reading*.
- Invite a child to the front of the class.
- Tell him/her to dance. Help him/her to say *I'm dancing*.
- Invite several children to the front of the class.
- Say *Come here, please, (name)* to all of them.
- Tell them to dance. Help them to say *We're dancing*.

- Hold up the action flashcard for *dancing*.
- Say *dancing*. Children repeat *dancing*.
- Do the same with other actions, e.g. drawing, writing, jumping, etc.

### Point and say

- Tell children to open their Student's Book at page 61.
- Point to the letters of the alphabet at the top of the page.
- Point to each letter and tell children to say the letter name.
- Do this in alphabetical order.
- Stand with your back to the class.
- Trace each letter (capital and lower case for each letter) in the air with your right hand.
- Tell children to trace the letters in the air in the same way.
- For each letter, they say the letter name and then the letter sound as they trace it, e.g. (trace) *A* (letter name) *a a a* (letter sound).

### Listen, point and say

- Point to the pictures of the children doing different actions.
- Tell children they are going to listen to the CD.
- They will hear a number and then the question *What are you doing?*
- They point to the picture whose number they have heard.
- They do the action in the picture.
- They then hear the answer to the question.
- They repeat the answer, still doing the action.
- Play CD2 track 44.
- Pause the CD after each number and question to allow children time to point and do the action.
- Then play the answer for each question and pause the CD to allow children time to repeat the answer.

(Note: in the word *combing*, the letter *b* is not pronounced.)

# Unit 18

## CD script:

- one* What are you doing? (pause for pointing to picture and doing action in picture)  
*I'm writing.* (pause for repeating the answer)
- two* What are you doing? (pause)  
*I'm combing my hair.* (pause)
- three* What are you doing? (pause)  
*I'm cleaning my teeth.* (pause)
- four* What are you doing? (pause)  
*I'm drawing.* (pause)
- five* What are you doing? (pause)  
*I'm reading.* (pause)
- six* What are you doing? (pause)  
*I'm washing my face.* (pause)

- Play the CD again several times.
- Go round to check that children are pointing to the correct picture and doing the correct action.
- Then check that they are repeating the answer correctly.

## Read

- Point to the pictures at the bottom of the page.
- For each one, tell children to say the word, e.g. *sit, bag, dog*, etc.
- Point to the words below the pictures.
- Ask individual children to read the words.

## Activity Book

### Write

- Tell children to open their Activity Books at page 64.
- Point to the caterpillar at the top of the page.
- Point to the capital and lower case letters in each part of the caterpillar.
- Explain that the letters are in alphabetical order but that some letters (capital or lower case) are missing.
- They should write in the missing letters by themselves.

- For example, if there is a capital letter and then a blank, children should write the lower case letter in the blank.
- If there is a blank and then a lower case letter, children should write the capital letter in the blank.
- Go round to check that children are writing the letters correctly and that they are writing the correct letters in the correct place.

## Join, write and read

- Point to the pictures.
- For each picture ask a child to say the word.
- Then the whole class should repeat the correct word.
- Point to the words written on each side of the page.
- For each word, ask a child to point to the word and read it.
- Tell children to join the words to the correct picture by drawing a line between them.
- Point to the space under each picture.
- Tell children to write the word for that picture in the space.
- Go round to check that children are joining the pictures and words correctly and that they are writing the words correctly.

# Unit 18

## Unit 18 Lesson 3

**Aims:** singing a song and doing actions to practise saying the actions; listening to actions; matching actions heard with pictures; tracing pictures

**Language used:** *I'm jumping, I'm dancing, I'm painting, We're jumping; We're turning around, I'm cleaning my teeth, I'm writing, I'm playing, I'm combing my hair, I'm reading; up and down; one, two, three; parrot, queen; red, yellow, green*

**You need:** Student's Book p62; Activity Book p65; CD tracks 103–104

### Starter

- Greet children *Good morning, children*. Children answer *Good morning, teacher*.
- Ask children to the front of the class, either singly or in a group of two or more.
- Say *Come here, please*, (name) for each child.
- Tell them to do the following actions: *jumping, dancing, painting, cleaning their teeth, combing their hair, washing their face, writing, reading, drawing, playing, painting*.
- After they have done each action, hold up the action flashcard and say the action, e.g. *jumping*.
- Children repeat *jumping* several times.
- Tell them to say what they are doing as they do the action, e.g. *I'm drawing* or *We're dancing*.

### Listen, sing and do

- Tell children to open their Student's Book at page 62.
- Point to the pictures of the children and Kitty doing actions.
- For each action ask children to say the action, e.g. *jumping, dancing, painting*.

- Tell children they are going to sing a song on the CD.
- Tell them that as they sing, they do the action they hear.
- Play CD2 track 45.
- Tell children to find a space away from their desk so that they can jump without hurting themselves.

### CD script:

*I'm jumping, I'm jumping,  
Up and down, up and down.  
I'm jumping, I'm jumping,  
And turning around.  
I'm dancing, I'm dancing,  
One, two, three, one, two, three.  
I'm dancing, I'm dancing,  
Come and dance with me.  
I'm painting, I'm painting,  
A parrot and a queen,  
I'm painting, I'm painting,  
Red, yellow and green.  
We're jumping, we're jumping,  
Up and down, up and down.  
We're jumping, we're jumping  
And turning around.*

- Play the CD again.
- Pause it after each line to allow children time to learn the line and to do the actions.
- Do this several times until the children know the words.
- Play the CD all the way through.
- Children sing along with the song on the CD and do the actions as they sing.

### Activity Book

#### Listen and trace

- Tell children to open their Activity Books at page 65.
- Point to the pictures of the living room and the bathroom.
- Point to the dotted pictures of the children.
- Point to each dotted picture.



# Unit 18/Revision 6

- Tell children to say the action they see in the dotted pictures, e.g. *writing, playing*.
- Tell them they are going to listen to the CD.
- They will hear an action.
- They find the dotted picture of that action.
- They then trace round the dotted picture with their pencils to complete it.
- Play CD2 track 46.
- Pause the CD after each action to allow children time to trace round the picture with their pencils. Allow several minutes for each picture.

## CD script:

*I'm cleaning my teeth.* (pause)

*I'm writing.* (pause)

*I'm playing.* (pause)

*I'm combing my hair.* (pause)

*I'm reading.* (pause)

## Revision 6

**Aims:** revising numbers 1–20; revising colours; revising alphabet exemplars; saying letter sounds of letters and reading simple words

**Language used:** numbers 1–20; colours: *red, yellow, blue, green, brown, black, white, purple, grey, pink*; *ant, banana, car, doll, elephant, flower, goat, hat, insect, jam, king, leg, monkey, nose, olive, parrot, quiet, ruler, spider, top, up, van, watch, fox, yo-yo, zip, chair, shirt; jug, fox, pen, six, fig, pot, nut*

**You need:** classroom objects, e.g ruler, books, pens; coloured pencils; Student's Book p63; Activity Book pp66–71; CD tracks 105–109

## Starter

- Greet children *Good morning, children*. Children answer *Good morning, teacher*.
- Put a bag and several books near you.
- Put a ruler and several pens some distance from you.
- Point to the bag and ask *What's this?* Children answer *It's a bag*.
- Point to the books and ask *What are these?* Children answer *They're books*.
- Point to the ruler and ask *What's that?* Children answer *It's a ruler*.
- Point to the pens and ask *What are those?* Children answer *They're pens*.

## Listen, point and say

- Tell children to write the numbers 1–20 in their exercise books or on a piece of paper.
- Write the numbers on the board to help them.
- Go round to make sure they are writing the numbers correctly.
- Point to the numbers at the bottom of the page. Say *Look*.
- Ask children to say the numbers, pointing to each number as they say them.
- Ask individual children to point and say the numbers.
- Tell children to listen to the CD.
- Tell them that they will hear numbers.
- Explain that the numbers will not be in the correct order.
- Tell them to point to each number as they hear it and then say it.
- Play CD2 track 47.
- Pause the CD after each number to allow children time to point to the correct number.

## CD script:

*seventeen, nine, three, fifteen, one, six, ten, thirteen, eleven, nineteen, two, seven, eighteen, eight, twenty, four, twelve, fourteen, five, sixteen*

- Play the CD again.

# Revision 6

- Go round to check that children are pointing to the correct number.

## Box 24: Using adjectives with nouns

A **noun** is an object, e.g. *a shirt, a bag*. An **adjective** is a word that describes a noun, e.g. *a new shirt*. The word *new* describes the noun *shirt*. It tells us what the shirt is like – it is *new*.

Colours are **adjectives**. When we use a colour to describe an object, we use it *before* the object, e.g. *a white shirt, a green frog*, etc.

- Point to the pictures on page 63.
- For each one ask *What's this?*
- Children answer *It's a ...* (Note: do not ask this question for the words *up* and *quiet*. Simply ask them to say the words.)
- Point to the colours.
- For each colour ask *What colour is it?* Children answer, e.g. *It's yellow*.
- Tell children they are going to listen to the CD.
- They will hear a colour and then an object.
- They point to the colour mentioned and then to the object.
- Then they repeat what they heard on the CD, e.g. *a green olive*.
- Play CD2 track 48.
- Pause the CD after each phrase to allow children time to point and repeat.

### CD script:

*a green olive* (pause)  
*a blue parrot* (pause)  
*a black spider* (pause)  
*a pink doll* (pause)  
*a red hat* (pause)  
*a grey ant* (pause)  
*a yellow banana* (pause)  
*a red yo-yo* (pause)  
*a white shirt* (pause)  
*a blue top* (pause)

- Play the CD again.

- Go round to check children are pointing to the correct colours and pictures.
- Check also that they are repeating the phrases correctly.

## Activity Book

### Listen, join and colour

- Hold up your Activity Book.
- Say *Open your books*. Tell children to turn to page 66.
- Point to the pictures of groups of objects round the page.
- Hold up your book.
- Point to the group of ants. Say *Look*.
- Ask children *What are these?*
- Children answer *They're ants*.
- Do the same for pictures of other groups of objects.
- Point to the numbers in the middle of the page.
- Ask individual children to hold up their books.
- Tell them to point to one of the numbers and say it, e.g. *ten*.
- Then ask a child to point to all the numbers and say them.
- Tell children that they are going to listen to the CD.
- They will hear a number and then a group of objects.
- They draw a line between the number and the group of objects.
- They will then count the objects.
- They will then hear a colour.
- They will colour the objects mentioned in that colour.
- Say *Listen*. Play CD2 track 49.
- Pause the CD after each phrase to allow children time to draw a line between the number and the objects; to count the objects and to colour the objects.

# Revision 6

- Children can count either individually or as a class.
- Make sure you allow children enough time to do the activities well.

## CD script:

*ten oranges* (pause for drawing line)

*Count the oranges.* (pause for counting)

*Colour the oranges red.* (pause for colouring – several minutes)

*nineteen ants* (pause)

*Count the ants.* (pause)

*Colour the ants black.* (pause)

*two legs* (pause)

*Count the legs.* (pause)

*Colour the legs brown.* (pause)

*eleven bananas* (pause)

*Count the bananas.* (pause)

*Colour the bananas yellow.* (pause)

*eight eggs* (pause)

*Count the eggs.* (pause)

*Colour the eggs blue.* (pause)

*twenty olives* (pause)

*Count the olives.* (pause)

*Colour the olives green.* (pause)

- Go round in the pauses to check children are joining the correct numbers and objects and that they are colouring the objects in the correct colour.

## Write and read

- Point to the pictures of objects round the edge of page 67.
- For each one, tell children to say the word for the object in the picture, e.g. *jam*, *dog*.
- Point to the words with missing letters in the middle of the page.
- Write the five vowels on the board, *a*, *e*, *i*, *o* and *u*.
- Tell children to complete the words with the correct vowel.
- Go round the class to help them to complete the words correctly.
- Ask individual children, then the whole class to read the words.

- They point to the word and read.
- Tell children to match the words and pictures by drawing a line between them.
- Go round to check they are joining the correct words and pictures.

## Listen and write

- Point to the pictures.
- For each picture, ask children to say the action they can see in the picture, e.g. *reading*, *washing my face*.
- Point to the small box by each picture.
- Tell children they are going to listen to the CD.
- They will hear a number and a sentence showing an action.
- They write the number they hear in the small box next to the picture of the action mentioned.
- Play CD2 track 50.
- Pause the CD to allow children time to write the numbers in the boxes.

## CD script:

*one – I'm washing my face.* (pause)

*two – I'm combing my hair.* (pause)

*three – I'm reading.* (pause)

*four – I'm writing.* (pause)

- Play the CD again.
- Go round to check that children are writing the correct numbers next to the correct pictures.

## Find and write

- Ask children to count from 1 to 20 round the class.
- Say a number from 1 to 20. Ask a child to write the number on the board.
- Do this for several numbers.
- For numbers over 10, check that children are writing the numbers from left to right.
- Tell children to turn to page 68 in their Activity Book.
- Point to the picture of the children and Mam Zorab in the orchard.

# Revision 6

- Point to each character and ask *Who's this?* Children answer, e.g. *It's Aveen*.
- Point to the ladders.
- Point to the numbers that are shown on the ladders. Ask children to say the numbers.
- Explain that some of the numbers are missing.
- Point to the fruit on the trees and to the numbers on the fruit.
- Point to each number and ask children to say the number.
- Explain that these are the missing numbers from the ladders.
- Tell children to write the missing numbers in the correct places on the ladders.
- Go round the class to check they are writing the numbers in the correct places.
- Check that they are writing the numbers 10 to 20 from left to right.
- Tell children to point to the numbers on the ladders in order and to count, e.g. *one, two, three, etc.*

## Find and circle

- Point to the pictures at the bottom of the page.
- For each picture ask *What's this?* Children answer *It's a ...*
- Point to the grid below the pictures.
- Point to some of the letters and ask children to say the letter sound for the letter.
- Explain that the words for the objects in the picture are hidden in the letters in the grid.
- Help a child to write the word for the first picture on the board.
- Then tell the class to find that word hidden in the grid. Tell them to circle the word.
- Tell children to find the other missing words and circle them.
- Go round the class to help them and to check they are circling the words correctly.

### Answers:

row 1 – leg; row 2 – jug; row 3 – cap; row 4 – fox; row 5 – six

- Tell children to point to the circled words and read them.

## Match and write

- Tell children to turn to page 69 in their Activity Book.
- Point to the pictures.
- For each picture ask *What's this?* Children answer *It's a ...*
- Point to the letters below the pictures. Ask children to say the letter sound for each letter.
- Tell children to match each object in the pictures to the letter which begins the word of the object.
- Point to the letter *Pp* and ask children to say the letter sound.
- Then ask children to find the picture of the object that begins with that sound.
- Tell children to draw a line between the picture of the pen and the letters *Pp*.
- Tell children to do the same for the other pictures and letters.
- Tell children to write the word for each object beside the letter it begins with, e.g. *Pp pen*.
- Go round to help children to write the words correctly.
- Point to the letters *Pp* and the word *pen* and say *P is for pen*.
- Tell children to repeat this.
- Then help them to do the same for the other letters and words, e.g. *S is for six*.
- Tell children to work with a partner.
- Tell them to take it in turns to point to a letter and a word and say, e.g. *N is for nut*.
- Go round to help them to do this correctly.

## Write and play

- Tell children to look at the grid at the bottom of the page.
- Tell them to read the words from the box.
- Explain that they are going to write six of the words in the grid, one word to each square of the grid.

# Revision 6

- Tell children to copy any six words from the box.
- Tell them to do this by themselves and not to look at their partner's grid.
- They can choose any six words from the box.
- Tell them they are going to play a game.
- Explain that you are going to say some of the words, one by one.
- If a child has written one of the words you say, they tick the box in the grid containing the word.
- If a child has ticked all the words in her/his grid because you have said all the words that are in her/his grid, that child has won the game.
- The child calls out *Bingo!*
- Pause between every word you say to allow children time to tick their words.
- Write every word you call on the board.
- When a child calls *Bingo!* tell him/her to read all the words in his/her grid.
- Use the words you have written on the board to check that the child has ticked the correct words.
- If you want to play this game more than once, tell children to copy the six-square grid into their exercise books.
- They can then write different words from the box and play a new game.

## Pages 70 and 71

### Listen and colour

- Point to the picture on page 70.
- Point to the letters in the windows.
- For each letter tell children to say the letter name.
- Help them to say the names of the letters for the whole alphabet in this way.
- Point to the numbers on page 71.
- Ask a child to hold up her/his book.
- Ask them to point to the numbers and to

count from 1 to 20.

- Tell the whole class to count in this way.
- Tell children they are going to listen to the CD.
- They will hear some letter names.
- They will hear a colour.
- They colour the letter names mentioned in the colour mentioned.
- They will hear some numbers.
- They will hear a colour.
- They colour the squares with the numbers mentioned in the colour mentioned.
- Tell children to take their coloured pencils.
- Play CD2 track 51.
- Pause the CD to allow children time to colour the letters and numbers mentioned.

### CD script:

A B C

*Colour the letters pink.* (pause for colouring)

1 2 3

*Colour the numbers yellow.* (pause for colouring)

I J K

*Colour the letters grey.* (pause)

8 9 10

*Colour the numbers brown.* (pause)

O P Q

*Colour the letters blue.* (pause)

13 14 15

*Colour the numbers green.* (pause)

X Y Z

*Colour the letters red.* (pause)

18 19 20

*Colour the numbers black.* (pause)

### Ask, read and write

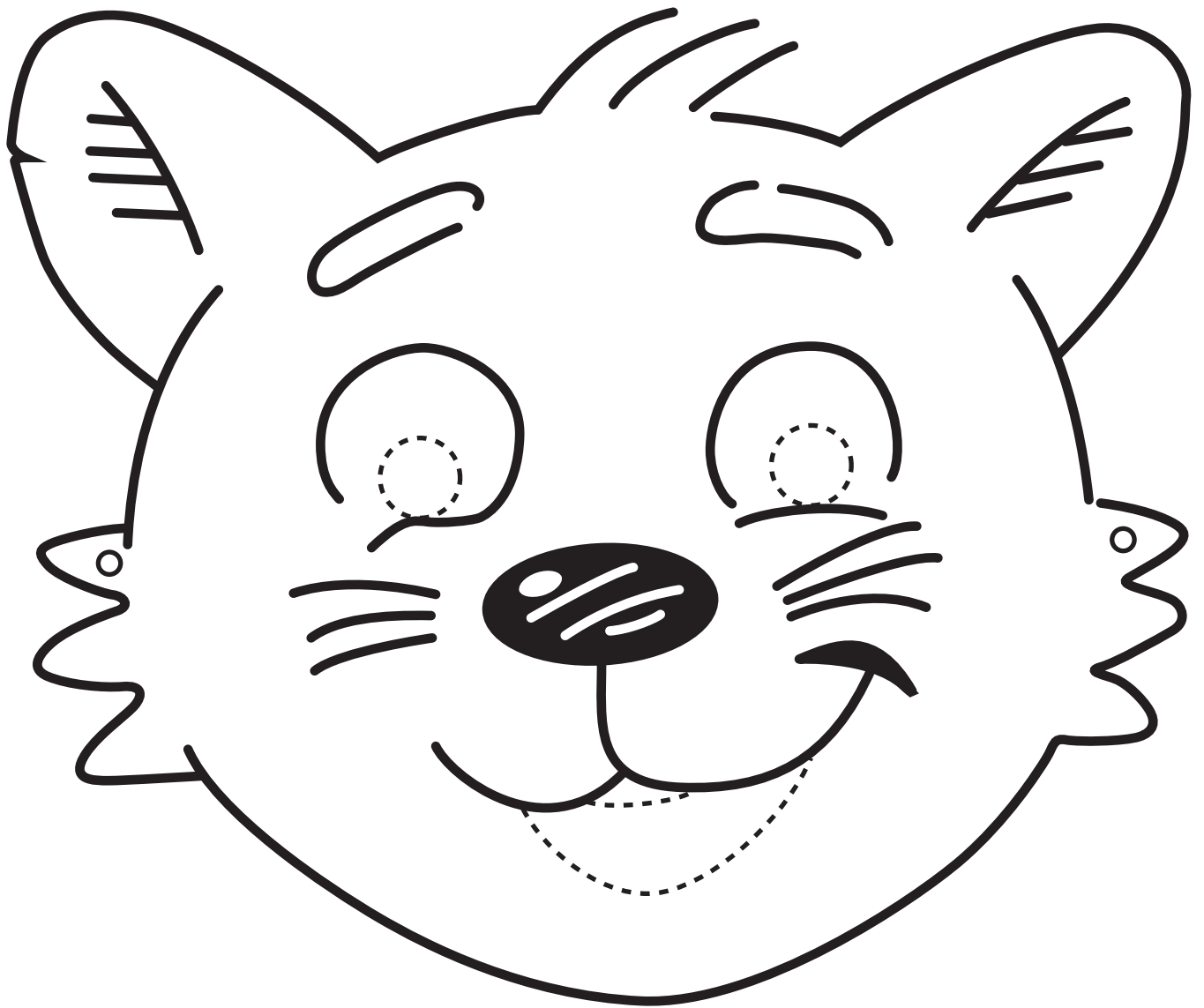
- Point to the cat in the picture on page 71.
- Ask two children to come to the front of the class.
- Say *Come here, please*, (name) to each child.
- Tell the first one to point to the cat and to ask *What's this?*
- Tell the other child to answer *It's a cat.*
- Tell both children to sit down again.



# Revision 6

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- Tell them to write the word *cat* in the space provided.
- Then tell them to take it in turns to read the word.
- Do the same for the hen, the nut, the fig and the dog.
- Divide the class into pairs.
- Tell them to ask each other the question *What's this?* for each object.
- They answer, then write the word for each object and then read the word.
- Go round the class to help children.
- Check they are writing and reading the words correctly.
- At the end of the lesson say *Goodbye children*.
- Children answer *Goodbye ... (your name)*.



## **For Teacher's Notes**