

# Sunrise

## Teacher's Book 3



Kurdistan Regional Government  
Council of Ministers  
Ministry of Education

حکومەتی هەرێمی کوردستان – عێراق  
وەزارەتی پەرۆردە - بەرێوەبەراییەتی گشتی پرۆگرام و چاپەمەنییەکان

ئەم پەرتووکی مۆلکی وەزارەتی ( پەرۆردە )ی حکومەتی هەرێمی کوردستانە ، فرۆشتنی لە بازار  
قەدەغەییەو دژ بە یاسایە .

**Nick Beare**

# Map of the book

	Topic	Main language	Vocabulary	Pronunciation and spelling
Unit 1	Review	<b>Review of level 2</b> Alphabet, verb <i>to be</i> , verb <i>to have</i> , greetings	Review of level 2: colours, possessions, numbers	Review of letters <i>a–m</i>
Unit 2	Review	<b>Review of level 2</b> Present continuous	Review of level 2: verbs, animals, numbers, activities	Review of letters <i>n–z</i>
Unit 3	Jobs	<b>Verb to be: affirmative</b> <i>I'm/You're/He's a doctor.</i> <i>We're/They're firefighters.</i>	<i>doctor, nurse,</i> <i>teacher, policeman,</i> <i>chef, firefighter</i>	<i>/ɒ/</i> <i>doctor, orange, box,</i> <i>yoghurt, doll, top</i>
Unit 4	Happy or sad?	<b>Verb to be: negative</b> <b>Verb to be + adjective</b> <i>He's happy/He isn't sad.</i>	<i>tall, short, happy,</i> <i>sad, old, young, big,</i> <i>small</i>	<i>/ʌ/</i> <i>jug, up, duck, nut,</i> <i>umbrella, young</i>
Unit 5	Transport?	<b>Verb to be</b> <b>Inverted questions</b> <i>Is it big/small?</i> <i>Yes, it is./No, it isn't.</i>	<i>boat, car, bus,</i> <i>plane, van, train</i>	<i>/eɪ/</i> <i>train, plane, gate,</i> <i>grey, they</i>
Revision 1 (units 3–5)				
Unit 6	School things	<b>There is .../There are ...</b> <i>There is a pen.</i> <i>There are twenty-two pencils.</i>	<i>pen, pencil, eraser,</i> <i>ruler, notebook,</i> <i>crayon</i> Numbers 20–30	<i>/ʊ/</i> <i>notebook,</i> <i>look, goodbye,</i> <i>goodnight</i>
Unit 7	Furniture	<b>Where...? questions</b> <b>Prepositions</b> <i>Where is the pencil?</i> <i>It's in/on/under the box.</i>	<i>chair, table, sofa,</i> <i>desk, lamp, bed</i>	<i>/e/</i> <i>desk, bed, pen,</i> <i>pencil, leg, insect</i>
Unit 8	Animals	<b>Verb to have: affirmative</b> <i>I/You/We/They have a cat.</i> <i>He/She/It has a horse.</i>	<i>cow, horse, sheep,</i> <i>goat, cat, dog</i>	<i>/i:/</i> <i>teacher, policeman,</i> <i>queen, three, sheep,</i> <i>green</i>
Revision 2 (units 6–8)				
Unit 9	Activities at home	<b>Present continuous affirmative: He/She/It</b> <i>He's reading.</i> <i>She's talking.</i> <i>It's eating.</i>	<i>read, talk, look,</i> <i>write, eat, drink</i>	<i>/ɪ/</i> <i>reading, talking,</i> <i>looking, writing,</i> <i>eating, drinking</i>

	Topic	Main language	Vocabulary	Pronunciation and spelling
Unit 10	Activities outside	<b>Present continuous negative: He/She/It</b> <i>He isn't running.</i>	<i>run, jump, walk, ride a horse, listen, sing</i>	/aɪ/ <i>write, firefighter, kite, tiger, ride</i>
Unit 11	Food	<b>Present continuous negative: They</b> <i>They're eating sandwiches. They aren't drinking water.</i>	<i>biscuits, kebabs, pizza, chips, ice cream, sandwiches</i>	/tʃ/ <i>chips, chair, teacher</i> /ʃ/ <i>sheep, shirt, she</i>
Revision 3 (units 9-11)				
Unit 12	Parts of the body	<b>Present continuous questions: Is he/she/it ...</b> <i>Is he reading a book? Yes, he is./No, he isn't.</i>	<i>hand, arm, leg, foot, head, neck</i>	double letters: <i>foot, feet, happy, egg, apple, rabbit, umbrella</i>
Unit 13	Drinks	<b>Present continuous questions: Are you/Are they...?</b> <i>Are they drinking tea? Yes, they are./No, they aren't.</i>	<i>milk, tea, coffee, water, lemonade, orange juice</i>	/ɪ/ <i>listen, milk, big, fig, zip, window</i>
Unit 14	Clothes	<b>Present continuous questions: What is/are...? Are they ...?</b> <i>What are you doing? What is he wearing? Are they wearing...?</i>	<i>shirt, trousers, T-shirt, shoes, skirt, trainers</i>	/ʃ/ <i>shirt, shoes, sheep</i> /sk/ <i>desk, skirt, ask</i>
Revision 4 (units 12–14)				
Unit 15	My family	<b>Possessive adjectives: my/your/our</b> <i>This is our house.</i>	<i>mother, father, sister, brother, grandmother, grandfather, aunt, uncle</i>	/ə/ <i>mother, father, doctor, listen, sofa, kitten</i>
Unit 16	Possessions	<b>Possessive adjectives: his/her/their</b> <i>His watch is big.</i>	<i>watch, bag, bicycle, CD, magazine, mobile phone</i>	/æ/ <i>bag, magazine, kebab, sandwich, cat, van</i>
Unit 17	Talking about days	<b>What day? and What time? questions</b> <i>What day is it? It's Tuesday. What time is it? It's six o'clock.</i>	<i>Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday</i>	/θ/ <i>Thursday, three, thirteen, thank you</i> /ð/ <i>this, that, these, those</i>
Revision 5 (units 15–17)				
Unit 18	Review all units	Review: all language from Sunrise 3	Review: all vocabulary from Sunrise 3	Review: all pronunciation and spelling from Sunrise 3

### سەن رايىز 3 پەرتوۋكى مامۇستا

#### پېشەكى:

سەن رايىز 3: سىيەم پەرتوۋكى سەرنىچ پراكتىشى كۆرسى زىمانى ئىنگىلىزىيە بۇ قۇناغى سەرەتايى. بە تايىبەتى بۇ ئەوقۇتايىانە نووسراۋە كە فېرى زىمانى ئىنگىلىزى دەپن. دوابەدۋاى سەن رايىز 2 دىت و بەردەوامە لە:

- يارمەتيدانى مندالان لە پراكتىزەكردنى نووسىنى پىتەكانى ئەلف وبى و گوتنى دەنگەكان.
- دەرەتەپىدنى پراكتىزەكانى نووسىن بۇ مندالان لە چەپەۋە بۇ راست.
- ناساندنى وشە و زىمانى نوئى بە بەكارهينانى ويئەنى ھەمەپرەنگ و ويئەنى كارتۇنى كە يارمەتى قۇتايىان دەدەن لە ماناى زىمانە نوئىيەكە بگەن.
- ريدان بە قۇتايىان كە بەشداربىن لە وانەكاندا بە بەشداربوون لە گۇرانيەكان و يارىەكاندا بۇ ئەۋەى پراكتىزەى زىمانە نوئىيەكە بگەن.
- دابىنكردنى چالاكى "خۇش و بە چىژ" كە مندالان چىژى لى بىينن و لە ھەمان كاتدا يارمەتى فېربوونيان دەدات.
- جەختكردنە سەر گۇگرتن بە بەكارهينانى دايەلۇگى كورت كە مندالان گۇيى لى دەگرن.
- جەختكردنە سەر گۇگرتوگۇكردن بە پىدنى پراكتىزىكى زۇر بە مندالان لە بەكارهينانى زىمانى نوئىدا.
- يارمەتيدانى مندالان كە لە وشەى سادەى ناو پۇل و رىنمايەكانى ناو پۇل تىبگەن و بەكارى بھينن ئەۋىش لە رىگەى دايەلۇگەكانەۋە.

#### جگە لەۋەش سەن رايىز 3 :

- پىتە كاپىتەلەكان (گەۋرەكان) دەناسىنىت و نىشانى قۇتايىانى دەدات كە چۇن دروستيان بگەن و لە چ كاتىكدا بەكارىان بھينن.
- يارمەتى مندالان دەدات كە وشەى سادەى ئىنگىلىزى بنووسن و بخوئىننەۋە.
- يارمەتى مندالان دەدات سەبارەت بەۋ كردارنە پرسىيار و گۇگرتوگۇ بگەن.
- ناساندنى پترى پرسىيار و ۋەلام بۇ ئەۋەى رى بادت بە مندالان كە سەبارەت بە : شت،رەنگ،كردار،ژمارەى ھەمەجۇر قسە بگەن و سلاۋ لەيەكترى بگەن.

سەن رايىز 3 : پەرتوۋكى قۇتايى،پەرتوۋكى چالاكى،پەرتوۋكى مامۇستا،سى دى دەنگ و فلاش كارتى تىدايە. ھەموو ئەم شتائە لەيەكەيەكى فېركردندا بەكاردەھىنرئىن.

سەن رايىز 3 : پىكەتۋە لە 38 يەكەى سى وانەيى و 6 يەكەى پىداچوونەۋەى تر.ئەمە بابەتى 34 ھەفتەى فېركردن دابىندەكات كە دىكرىت بە دوو كۇرس:

#### ھەر يەكەيەك:

- وانەيەكى دايەلۇگى تىدايە.
- وانەيەكى ناساندنى پىت، وشە و دەنگە نوئىيەكانى تىدايە.
- گۇرانيەك يان يارىەك ۋەك چالاكىيەكى پراكتىزەكردنى ھەيە.

**سەن ۳ : بەردەوام دەيىت لە ئاشناکردن و دروستکردنى ئارەزوو سەبارەت بە زمانى ئىنگىلىزى بۇ مەلۇمات، ھەروەھا تواناي خويىندەنەو و نووسىنىشىيان لە زمانى خوياندا بەرەو پيشەو دەبات. ئەمە دەكات بە:**

- ناساندنى شتى نوئ لەزمانى ئىنگىلىزىدا بە شيوھەكى لەسەرخو و ھەنگاو بە ھەنگاو.
- دابىنکردنى پيداچونەوھى بەردەوامى ئەو شتەنى كە پيشتر فيريان بوو لە پەرتووكى سەن ۲ دا.
- ريدان بە قوتابيان كە ئىنگىلىزى بەكاربەينن بۇ گفتوگوگۆردن لە گەل كەسانى تردا.
- ھەمەجوگۆردنى بابەتى وانەكە بۇ ئەوھى سەرنج پاكيش بىت.
- ناساندنى بابەتيك كە بە ئەوان ئاشنا بىت.
- ناساندنى ويەنى كارتۆنى سەرنج پاكيش.
- سەرقالگۆردنى قوتابىيەكان بە يارى و گۆرانىيەكانەو بۇ ئەوھى فيريون پەر تام و چيژ بكات.
- دابىنکردنى چالاكيەك كە قوتابيان بە ناسانى بتوانن ئەنجامى بەدن.

**كەپەرتووكى سەن ۳ دەخويندرييت، لەسەر مامۇستايان پيوستە:**

- لە نزىكەو پەيرەوھى رينمايىيەكانى پەرتووكى مامۇستا بكن بۇ ئەوھى دلىيان لە فيركردنى بابەتى نوئى فيركردن و پلانى وانەكەيان بە باشى دابريژن.
- ئەو پيداويستى و ھۆكارانە بەكاربەينن كە لە ھەريەك لە وانەكاندا پيشنياركراره بۇ نموونە: فلاش كارتەكان، شتەكانى ناو پۆل. ھەتا بتوانرييت رينمايىيە ساكارەكانى ناو پۆل بە ئىنگىلىزى بليين.
- ھەتا بتوانرييت زمانىك بەكاربەينرييت كە پيشتر فيرى بووين. بۇ نموونە: سلاو كردن، پرسىار و وەلامەكان.
- ھانى قوتابيان بەدن كە ئىنگىلىزى بەكاربەينن ئەويش لە ريگەى دابىنکردنى كەش و ھەوايەكى ھاپرييانە لە ناو پۆلدا.
- رى بەدن بە قوتابيان كە بە جووت كاريكەن بۇ پراكتيزەكردنى زمانە نوئىيەكە لەو شويئانەدا كە لە پەرتووكى مامۇستادا پيشنياركراره.
- كاتيک قوتابى زمانەكە بە دروستى بەكاردەھينيت دەست خوشى و نافەرينى ئى بكات.
- لە راستكردنەوھى ھەلەكاندا بە ريگايەكى جوان و ھاندەرانە يارمەتيان بدات.
- لە شويئىكدا كە پيوست بىت زمانى كوردى بەكار بھينيت بۇ ئەوھى دلىيان لەوھى قوتابىيەكان لەو داواكارىانە دەگەن كە داوايان ليدهكرييت. ھەتا بتوانرييت يارمەتيان بدرييت بۇ ئەوھى ئەو ئىنگىليزىيەى پيشتر فيرى بوون بەكارى بھينن.

# Glossary of terms

فەرھەنگی ئەو دەستەواژانەدی لە ناو پەرتووکی کەدا بە کارھێنراون:

ریکخراو بە پێی ئەلف و بی	alphabetical order /ˌælfəˈbetɪk(ə)l ˈɔːdə/
وەک پۆل	as a class /ˌæz ə ˈklaːs/
پرسیار بکە	ask /ɑːsk/
ھەر ھەمەکی	at random /ət ˈrændəm/
سندوق	box /bɒks/
پیتی کاپیتەل	capital letter /ˌkæpɪtl ˈletə/
سی دی	CD /ˌsiːˈdiː/
سکریپتی سی دی	CD script /ˌsiːˈdiː skɪpt/
کاراکتەر	character /ˈkærəktə/
بێشکنە	check /tʃek/
قوتابیەک ھەلبژێرە	choose a pupil /tʃuːz ə pjuːp(ə)l/
بازنە	circle /ˈsɜːk(ə)l/
رەنگ	colour /ˈklʌə/
پینووسی رەنگا و رەنگ	coloured pencils /ˈkʌləd ˈpens(ə)lz/
فەرمان بەدە	command /kəˈmɑːnd/
کۆپی	copy /kɒpi/
دروست (راست)	correct /kəˈrekt/
بێژمێرە	count /kaʊnt/
دایەلوگ	dialogue /ˈdaɪələɡ/
پۆلەکە دابەش کە بە جووت جووت	divide the class into pairs /dɪˈvaɪd ðə ˈklaːs ɪntuː ˈpeəz/
وێنە بکێشە	draw /drɔː/
لە ھەوا دا وێنە بکێشە	draw in the air /drɔː ɪn ðiː ˈeə/
ھانی بەدە	encourage /ɪnˈkʌrɪdʒ/
راڤەیی بکە	explain /ɪkˈspleɪn/
سەر ئی تێگدان	feint /feɪnt/
فلاش کارت	flashcard /flæʃkɑːd/
پەڕەوی ھەمان رێرەو بکە	follow the same procedure /ˌfɒləʊ ðə ˌseɪm prəˈsiːdʒə/
یاری	game /geɪm/
نیشاندەت	gesture /ˈdʒestʃə/
پێی بەدە	give /ɡɪv/
بەدەوێی پۆلەکەدا بڕۆ	go round the class /ˌɡəʊ raʊnd ðə ˈklaːs/
گۆییگرە	hear /hɪə/
رایبگرە	hold up /ˌhəʊld ˈʌp/
ئەگەر پێویست بێت	if necessary /ɪf ˈnesəs(ə)ri/
بە ھەر شتێزێک بێت	in any order /ɪn ˌeni ˈɔːdə/
بە ھەمان شتێواز	in the same order /ɪn ðə ˌseɪm ˈɔːdə/
تاکە مەندال	individual children /ˌɪndɪˈvɪdʒʊəl ˈtʃɪldrən/
بە تەنیا	individually /ˌɪndɪˈvɪdʒʊəli/ /ˌɪndɪˈvɪdʒʊəli/
سەرەتا	initial /ɪnɪʃ(ə)l/ /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 ,əet/
پیتی بچووک / پیتی سەوول	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 یەکە راگرە	pause the CD /,pɔ:z ðə ,si:'di:/
وێنە	picture /'pɪktʃə/
یاری بکە	play /pleɪ/
پەنجە ی بۆ راکێشە	point to /,pɔɪnt ,tu:/
جی بەجێکردن	practice /'præktɪs/
جی بەجیی بکە	practise /'præktɪs/
پیشکەشکردن	presentation /,prez(ə)n'teɪʃ(ə)n/
دەستیان بەرزیکەنەوه	put their hands up /,put ðeə 'hændz ʌp/
پرسیار	question /'kwɛstʃ(ə)n/
دوو بارە ی بکەرەوه	repeat /rɪ'pi:t/
چەند جارێک	several times /,sevrəl 'taɪmz/
شێوە	shape /ʃeɪp/
نمایش	show /ʃəʊ/
گۆرانی بێ	sing /sɪŋ/
دەنگ	sound /saʊnd/
سی دی یەکە 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/



# Activity Book

**Aims:** review letters of the alphabet; review writing letters of the alphabet; review colours and numbers 1–20; learn the names of the children in Sunrise 3

**New language:** none

**Revised language:** colours, numbers 1–20

**You need:** Activity Book p2–5; flashcards for Sirwa, Nabaz, Emma, Jack and Lucky

## Starter – greetings

- Welcome the children to your class. Say *My name's ...*
- Choose a child and ask him/her *What's your name?* (*My name's ...*).
- Repeat with other children.
- Choose a child and say *Good morning* (or *Good afternoon*) and add the child's name.
- Help the child to reply *Good morning* (or *Good afternoon*) and add your name.
- Choose a pair of children to greet each other with *Good morning* or *Good afternoon*.
- Repeat with other children.

## 1 Say in order. Write.

- Point to the pictures of Sirwa, Emma and Emma's rabbit, Lucky. Show the children the picture stories in the Student's Book with Sirwa, Emma and Lucky. Say the names and write them on the board. Tell children in Kurdish that Nabaz and Sirwa are brother and sister. Tell them that Jack and Emma are also brother and sister.
- Put the flashcards of Sirwa, Emma and Lucky on the board.

- Point to the letters. Ask *What's the first letter of the alphabet?* (*A*).
- Say *Show me letter A*. The children point to the letter in their books.
- Call two children to the front. Stand one on the left side of the board. Show him/her how to write capital letter *A* on the board.
- Stand the other child on the right side of the board. Show him/her how to write lower case letter *a* on the board.
- Say *What is the next letter?* (*B*).
- The two children at the front write *B* and *b*.
- Go through the alphabet. The two children at the front write the capital letters and lower case letters on the board.
- The children copy the letters in their books.

## 2 Write the words. Colour.

- Point to the picture of Nabaz. Say his name and write it on the board. Show the children the picture stories in the Student's Book with Nabaz.
- Put the flashcard of Nabaz on the board, next to the other flashcards. Point to them one by one. The children say the names.
- Use the colour flashcards from Levels 1 and 2 to revise the colours. Show the flashcards to the children. They say the words chorally and individually.
- The children copy the colour words in their books.
- Explain the key to the children. The children colour the picture.
- Ask *What is the secret message in the picture?* (*Hello*).



# Activity Book

## 3 Write the numbers.

### Copy the words.

- Point to the picture of Jack. Say his name and write it on the board. Show the children the picture stories in the Student's Book with Jack.
- Put the flashcard of Jack on the board next to the other flashcards. Point to them one by one. The children say the names.
- Point to the first picture. Ask *How many apples? (One)*.
- Show the children how to write the number (1) in the box.
- Repeat with the other pictures.
- The children copy the words in their books.

**Answers:** 1 2 3 4 5 6 7 8 9 10

## 4 Say these numbers.

- Point to each of the numbers. The children say the numbers chorally and individually.
- Say *Close your books*. Help the children to say the numbers chorally, in the correct order.

## 5 Read the numbers in order.

- Point to the first number (*fifteen*). Choose a child to read it.
- Repeat with the other numbers, asking other children to say them.
- The children say the numbers chorally, in the correct order.

### Teacher talking time

As teachers, we need to:

- give instructions
- correct the children
- encourage the children

Sometimes we talk a lot when we do these things.

The problem is, when we talk, the children aren't talking.

The children need to use English as much as possible.

So, we should talk as little as possible.

And we should encourage our children to talk as much as possible!

# Unit 1

## Unit 1 Lesson 1

**Aims:** reviewing vocabulary from Level 2;  
reviewing questions with *What is it? Is it a ..? and What colour is it?*

**New language:** none

**Revised language:** Level 2 vocabulary; *What is it? It's a car. Is it a car? Yes, it is./No, it isn't. What colour is it? It's blue.*

**You need:** Student's Book p4; Activity Book p6; CD track 01; flashcards from Level 2 (optional)

### Starter – a number game

- Write numbers 1–10 on the board (1, 2, 3, etc).
- Call two children up to the front. Say one of the numbers, for example, *Six*.
- The first child to point to the correct number on the board is the winner.
- Repeat with other pairs of children.

### 1 Point, ask and say.

Note: If you have Sunrise Level 2 flashcards, you can use them in this activity.

- Point to the picture of the ant. The children say the word chorally.
- Point to six more pictures. The children say the words chorally.
- Choose a child to point to a picture. Choose another child to say the word.
- The children say the word chorally.
- Repeat until the children have said all the words.
- Point to one of the pictures. Ask *What is it?* The children say the word chorally.
- Choose a child to point and ask the question (*What is it?*).
- Choose another child to answer.
- Repeat with other children and other pictures.

- In pairs, the children practise asking and answering questions.

### Short forms and long forms

We use a lot of short forms in English, e.g. we say *He isn't sad* instead of *He is not sad*.

Short forms are much more common in everyday English.

Short forms always have apostrophes (').

In Sunrise 3, the children usually write the short form.

However, they should see the long form too. It helps them to understand the meaning.

In the cartoon stories, there are suggestions for writing short forms and long forms on the board.

### 2 Play a game.

- Read the dialogue to the children.
- Choose one of the red pictures. Don't say which object it is.
- Say *I'm thinking of a picture. Ask me a question.*
- The children ask, eg, *What colour is it?* Say *It's red.*
- Encourage the children to ask *Is it a ...?* questions.
- Answer *Yes, it is* or *No, it isn't* as appropriate.
- Repeat with other colours and other objects.
- Ask a child to choose an object. A different child asks questions to guess the object.
- Repeat with other pairs of children.
- In pairs, the children choose objects and ask and answer questions about them.

### Activity Book

#### 1 Listen and colour.

- Point to each of the pictures and ask *What is it?* or *What are they?* (*They're ducks, It's a frog, etc.*)

# Unit 1

- Play CD track 01. Pause after the first phrase (a brown gate).

## CD script:

*a brown gate [pause]*

*two yellow ducks [pause]*

*a green frog [pause]*

*two red hats [pause]*

*a blue jug [pause]*

*two orange flowers [pause]*

- Ask *What is it? (A gate). What colour is it? (Brown). Say Yes, it's a brown gate.*
- The children say the word chorally and individually.
- The children colour the gate.
- Repeat with the other phrases on the CD.

**Answers:** yellow ducks green frog red hats  
orange flowers brown gate blue jug

## 2 Ask and answer.

- Read the example questions and answers to the children.
- Point to the picture of the gate in Activity 1. Ask *What is it? (It's a gate.)*
- Point to the picture of the ducks in Activity 1. Ask *What are they? (They're ducks.)*
- Choose a child to point and ask a question about the pictures in Activity 1. A different child answers.
- Repeat with other children and other questions.
- In pairs, the children practise asking and answering questions.

## 3 Write.

- Write the first word (*ant*) on the board. As you write, remind children *Start at the top of the letter.*
- The children write the first word (*ant*) in their books.
- Call children to the front to write the other words on the board.
- The children write the words in their books in class or for homework.

# Unit 1 Lesson 2

**Aims:** reviewing grammar from Level 2

**New language:** none

**Revised language:** Level 2 vocabulary; *My name's .../He's ...; I have a .../He has a ...*

**You need:** Student's Book p5; Activity Book p7; CD tracks 02–03

## Starter – a drawing game

- Start to draw an elephant on the board. Ask *What is it?*
- Encourage the children to guess as you draw (*It's an elephant*).
- Repeat with other vocabulary items from Lesson 1.

## 1 Read, listen and say.

- Point to Sirwa and Nabaz in the pictures. Ask *Who is this?* The children say the names.
- Talk with the children about each picture in Kurdish. Ask questions such as *What is Nabaz doing? What is Sirwa doing? What are they good at?*
- Play CD track 02 while the children listen. The children listen and point to each picture.

## CD script:

*Sirwa: Hello! My name's Sirwa.*

*He's Nabaz.*

*He has a pen.*

*I have a yo-yo.*

*Nabaz: Wow!*

- Play the track again. Encourage the children to follow the speech bubbles with their reading fingers.
- Play the track again. Pause after every sentence and say *Repeat*.
- Children repeat the sentences chorally.

# Unit 1

- Choose a child to read the first speech bubble. Choose other children to read the other speech bubbles.
- Say *Read in pairs.*
- Children read aloud taking turns picture by picture.
- Choose two children to act out the story in front of the class.

## 2 Choose objects. Point and say.

- Point to the objects in the first picture. Ask *What is it?* about each one.
- Repeat with the other two pictures.
- Point to the first picture again. Explain in Kurdish that these things belong to the children (*For You*).
- Point to the second picture. Explain in Kurdish that these things belong to the girl.
- Point to the third picture. Explain in Kurdish that these things belong to the boy.
- Read the speech bubbles to the children. Say *The boy* and point to a child.
- Help the child to say a sentence about the boy, e.g. *He has an umbrella.*
- Say *The girl* and point to another child. Help the child to say a sentence about the girl, e.g. *She has a dog.*
- Say *You* and point to another child. Help the child to say a sentence about himself/herself, e.g. *I have a banana.*
- Repeat with other children.
- In pairs, the children practice saying sentences with *I have ...*, *He has ...* and *She has*.

## Activity Book

### 1 Listen and number.

- Point to the first picture. Help the children to make a sentence with *He has ...* (*He has a parrot*).
- Repeat with the other pictures.

- Play CD track 03. Pause after the first question and answer.
- Ask *Which picture is it?* The children point to the correct picture.
- Show the children how to write the number 1 in the box next to the picture.

#### CD script:

*He has a watch.*

*He has a parrot.*

*She has a cat.*

*She has a watch.*

*He has a cat.*

*She has a parrot.*

- Repeat with the other questions and answers.

**Answers:** 2 1 6 5 4 3

### 2 Choose and write.

- Write *has* and *have* on the board.
- Write *I \_\_\_\_ a parrot* on the board.
- Point to the gap. Ask *Which word goes here?* (*have*).
- Call a child to the front. The child completes the sentence on the board.
- The children copy in their books.
- Repeat with the other sentences.
- The children read the sentences chorally.

**Answers:** 1 have 2 have 3 has 4 has

### 3 Write.

- Write the first word (*gate*) on the board. As you write, remind the children *Start at the top of the letter*. Point out that letter *e* is an exception: we start in the middle of the letter.
- The children write the first word (*gate*) in their books.
- Call children to the front to write the other words on the board.
- The children write the words in their books in class or for homework.

# Unit 1

## Unit 1 Lesson 3

**Aims:** reviewing the alphabet; spelling

**New language:** none

**Revised language:** letter names

**You need:** Student's Book p6; Activity Book p8; CD tracks 04–06

### Starter – *I have a ...*

- Show the class your pen. Say to the class *Show me your pens.*
- The children show their pens.
- Say *I have a blue pen.* Help a child to say a sentence about his/her pen, e.g. *I have a red pen.*
- Repeat with other children.

### 1 Listen, point and sing.

- Review the alphabet with the children. Point to the letters in the picture. Use the names of the letters – don't use the sounds of the letters.
- Choose a child to say the first three letters (A, B, C). Choose another child to say the next three letters (D, E, F).
- Continue to the end of the alphabet.
- Play CD track 04. The children listen and follow with their reading fingers.

#### CD script:

A, B, C, D and E,  
Sing the alphabet with me,  
F, G, H, I, J, K,  
Sing the alphabet today!  
L, M, N, O and P,  
Sing the song and be happy!  
Q, R, S, T and U,  
You can sing the alphabet too!  
It's so easy, here's the end,  
V, W, X, Y and Z.

- Play the song again. The children listen and read the words silently.

- Play the song again. This time, pause after each line. Children repeat.
- Play the song one more time, without stopping. Encourage the class to sing along.

### 2 Listen and repeat. Practise with B–K.

- Say *A-ant* to the children. The children repeat chorally.
- Say *B*. The children say a word beginning with B, for example, *banana*.
- Repeat for all the letters up to K.

### 3 Spell.

- Read the dialogue to the children.
- Say *Spell car*. The children spell the word. Make sure they use the names of the letters, not the sounds (c–a–r).
- Repeat with other short words (*dog, jug, frog*, etc). Use words beginning with letters A–K. Write the words on the board.
- Repeat with longer words (*banana, elephant, insect*, etc). Use words beginning with letters A–K. Write the words on the board.
- Point to the words on the board. Choose a child to give an instruction (*Spell ...*).
- Choose another child to spell the word.
- Repeat with other children and other words.
- In pairs, the children practise saying and spelling words.

## Activity Book

### 1 Listen and write.

- Say *Listen*. Play CD track 05. Pause after the first word (A–N–T).
- Say *Write the word*. The children write the word in their books.
- Call a child to the front. The child writes the word on the board.
- Play the next word. Repeat the process, then repeat with the other words.

# Unit 1

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## CD script:

One. A-N-T

Two. C-A-R

Three. D-O-L-L

Four. G-A-T-E

Five. F-L-O-W-E-R

Six. B-A-N-A-N-A

**Answers:** 1 ant 2 car 3 doll 4 gate 5 flower  
6 banana

## 2 Play a spelling game.

- Read the dialogue to the children. Emphasize the use of *please*.
- Choose a child to give an instruction. Make sure he/she uses *please*.
- Choose another child to spell the word.
- The children practise the dialogue as before, using *please*.

## 3 Write.

- Write the first word (*insect*) on the board. As you write, remind the children *Remember the dot on the letter i*. Write the dot after you write the letter.
- The children write the first word (*insect*) in their books.
- Call children to the front to write the other words on the board.
- The children write the words in their books in class or for homework.



# Unit 2

## Unit 2 Lesson 1

**Aims:** review Level 2 vocabulary; review *There is a .../There are ...; How many ... are there?*

**New language:** none

**Revised language:** *There's a fox. There are ten bananas; How many bananas are there?*

**You need:** Student's Book p7; Activity Book p9; CD tracks 07–08; flashcards for Level 2 (optional)

### Starter – a number game

- Write numbers 11–20 on the board (11, 12, 13, etc).
- Call two children up to the front. Say one of the numbers, e.g. *sixteen*.
- The first child to point to the correct number on the board is the winner.
- Repeat with other pairs of children.

### 1 Listen, point and say.

Note: If you have Sunrise Level 2 flashcards, you can use them in this activity.

- Point to each of the pictures. Ask *What is it?* The children say the words.
- Play CD track 06.

#### CD script:

Boy: *S.*

Girl: *Spider*

Boy: *Well done!*

- Say *L*. The children say the word (*leg*).
- Repeat with other letters. Note: there isn't a word beginning with *x* in this activity but *fox* contains the *x*.
- Choose a child to say a letter. Choose other children to say the word.
- Repeat with other children and other letters.

- In pairs, the children practise saying letters and words.

### 2 Count and write. Ask and answer.

- Ask *What can you see in the picture?* (*goats, a fox, parrots, bananas, cats, spiders*). Write the words on the board.
- Ask *How many parrots are there?* (*Eight*). Write the number next to the word on the board.
- Repeat with the other items in the picture.
- Choose a child to ask a question with *How many ... are there?* Choose another child to answer.
- Repeat with other children.
- In pairs, the children practise asking and answering questions.

**Answers:** eight parrots two goats one fox  
three cats ten bananas seven spiders

### Activity Book

#### 1 Listen and colour.

- Point to each of the pictures and ask *What is it?* or *What are they?* (*They're olives, It's a parrot, etc*).
- Play CD track 07. Pause after the first phrase (*two blue vans*).
- Ask *What are they?* (*Vans*). Ask *What colour are they?* (*Blue*). Say *Yes, they're blue vans*.
- The children colour the vans.

#### CD script:

*A red parrot.*

*Three yellow rulers.*

*A brown fox.*

*Three green olives.*

*Two grey monkeys.*

- Repeat with the other phrases on the CD.

**Answers:** green olives red parrot yellow rulers  
brown fox grey monkeys



# Unit 2

## 2 Say the numbers. Ask and answer.

- Point to the numbers on the boxes. The children say the numbers.
- Point to the things in the boxes. Ask *What are they?* (*parrots, monkeys, etc.*).
- Read the question and answer.
- Choose a child to ask a question with *How many ... are there?* Choose another child to answer.
- Repeat with other children.
- In pairs, the children practise asking and answering questions.

**Answers:** four monkeys five parrots six watches  
seven cars eight vans nine rulers  
ten olives

## 3 Write.

- Write the first word (*leg*) on the board. As you write, remind the children *The tail of letter g goes under the line.*
- The children write the first word (*leg*) in their books.
- Call children to the front to write the other words on the board.
- The children write the words in their books in class or for homework.

## Unit 2 Lesson 2

**Aims:** review grammar from Level 2; review asking about names, asking about what people are doing

**New language:** none

**Revised language:** *What's your name?; What are you doing? I'm playing.*

**You need:** Student's Book p8; Activity Book p10; CD tracks 09–10

## Starter – a drawing game

- Start to draw a fox on the board. Ask *What is it?*
- Encourage the children to guess as you draw (*It's a fox*).
- The first child to guess correctly is the winner.
- Repeat with other vocabulary items from Lesson 1.

## 1 Read, listen and say.

- Point to Sirwa, Jack and Emma in the pictures. Ask *Who is this?* The children say the names.
- Talk with the children about each picture in Kurdish. Ask questions such as *Who is Sirwa talking to? Where is Emma?* and *What is Emma doing?*
- Play CD track 08 while the children listen. The children listen and point to each picture.

### CD script:

Sirwa: *What's your name?*

Jack: *My name's Jack.*

Sirwa: *What's your name?*

Emma: *My name's Emma.*

Sirwa: *What are you doing?*

Emma: *I'm playing with my rabbit.*

- Play the track again. Encourage the children to follow the speech bubbles with their reading fingers.
- Play the track again. Pause after every sentence and say *Repeat*.
- Children repeat the sentences chorally.
- Choose a child to read the first picture. Choose other children to read the other pictures.
- Say *Read in pairs*.
- Children read aloud taking turns picture by picture.
- Choose three children to act out the story in front of the class.

# Unit 2

## What are chants for?

There are chants in Lesson 2 of Units 2, 4, 6, 8, 10, 12, 14, 16 and 18.

The chants focus on the new grammar point of the lesson.

They give the children a chance to practise the new grammar.

They help the children to remember the new grammar.

The chants are re-used in the starter activity in Lesson 3 of most units.

## 2 Listen, read and say.

- Read the chant to the children.
- Ask the children to say some lines in Kurdish.
- Play CD track 09. The children listen and follow with their reading fingers.

### CD script:

*What are you doing?*

*I'm washing my face.*

*Splash, splash, splash, splash,*

*Look at me! It's great!*

*What are you doing?*

*I'm cleaning my teeth.*

*Up, down, up, down,*

*My teeth are very clean!*

- Play the chant again. Pause after each line.
- The children repeat the line chorally. Help them to follow the rhythm of the chant.
- Play the chant again. The children chant the lines at the same time.
- The children say the chant again, without the CD.

## Values

- Read the Values sign (*Clean your teeth after every meal*) to the children. In Kurdish, ask them questions such as:
  - Why is it important to clean your teeth?
  - What is the correct way to clean your teeth?

- What happens if we don't clean our teeth?
- Which foods are good for our teeth?
- Which foods aren't good for our teeth?

## Activity Book

### 1 Choose and write.

- Write *My, you* and *your* on the board.
- Write *What's \_\_\_ name?* on the board.
- Point to the gap. Ask *Which word goes here? (your).*
- Call a child to the front. The child completes the sentence on the board.
- The children copy in their books.
- Repeat with the other sentences.
- The children read the sentences chorally.

**Answers:** 1 your 2 My 3 you

### 2 Write.

- Point to a child. Ask *What's your name? (My name's ...).*
- Ask *What are you doing? (I'm reading).*
- Repeat with other children.
- Show the children how to complete the sentences with their names and *I'm*.

**Answers:** (child's name) *I'm*

### 3 Write.

- Write the first word (*fox*) on the board. As you write, remind the children *Write the letters on the line.*
- The children write the first word (*fox*) in their books.
- Call children to the front to write the other words on the board.
- The children write the words in their books in class or for homework.

# Unit 2

## Unit 2 Lesson 3

**Aims:** review letters L–Z; review *this, that, these, those*

**New language:** none

**Revised language:** *What's this/that? It's a ...; What are these/those? They're ...*

**You need:** Student's Book p9; Activity Book p11; CD tracks 11–12

### Starter – He/She has a ...

- Show the class your ruler. Say to the class *Show me your rulers.*
- The children show their rulers.
- Point to a child and say, e.g. *He/She has a red ruler.*
- Repeat with other children.
- Choose a child. Help the child to point and say a sentence about a classmate, e.g. *He/She has a green ruler.*
- Repeat with other children.

### 1 Listen and repeat. Practise with L–Z.

- The children read the letters of the alphabet chorally.
- The children read sets of three letters, e.g. *o, p, q*, individually.
- Say *V-van* to the children. The children repeat chorally.
- Say *O*. The children say a word beginning with *O*, e.g. *olive*.
- Repeat for all the letters from *L* to *Z*.

### 2 Point, ask and answer.

- Read the questions and answers to the children.
- Emphasize that *this* and *these* are for things which are nearby.
- Emphasize that *that* and *those* are for things which are further away.
- Emphasize that *this* and *that* are for one thing.
- Emphasize that *these* and *those* are for more than one thing.
- Draw a flower and a bunch of flowers on the board.
- Ask *What's this/that/these/those?* Point to the picture in your Student's Book for *this* and *these*. Point to the pictures on the board for *that* and *these*.
- The children answer *It's a flower* or *They're flowers*.
- Choose a child to point and ask a question. Choose another child to answer.
- Repeat with other children.

### 3 Play a game.

- Read the example to the children and explain that the second letter must follow the first, alphabetically.
- Choose a child and say *L*. The child replies with the next letter in the alphabet (*M*).
- Repeat with other children and other letters.
- The children play the game in pairs.

## Activity Book

### 1 Listen and write.

- Say *Listen*. Play CD track 10. Pause after the first word (*T–O–P*).
- Say *Write the word*. The children write the word in their books.
- Call a child to the front. The child writes the word on the board.

# Unit 2

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- The children say the word chorally and individually.
- Repeat with the other words.

## CD script:

One. T-O-P

Two. F-O-X

Three. Q-U-I-E-T

Four. W-A-T-C-H

Five. O-L-I-V-E

Six. M-O-N-K-E-Y

**Answers:** 1 top 2 fox 3 quiet 4 watch 5 olive  
6 monkey

## 2 Play a spelling game.

- Read the dialogue to the children, remembering to spell the word V-A-N.
- Choose a child to spell a word letter by letter.
- Choose another child to say the word.
- Repeat with other children and other words.
- In pairs, the children practise spelling words and saying them.

## 3 Write.

- Write the first word (*spider*) on the board. As you write, remind the children *The tail of letter p goes under the line.*
- The children write the first word (*spider*) in their books.
- Call children to the front to write the other words on the board.
- The children write the words in their books in class or for homework.

# Unit 3

## Unit 3 Lesson 1

**Aims:** introducing words for jobs; saying and writing the words

**New language:** *doctor, nurse, teacher, policeman, chef, firefighter*

**Revised language:** *He's .../She's ...; alphabet*

**You need:** Student's Book p10; Activity Book p12; CD tracks 13–14; flashcards for professions, alphabet flashcards

### Starter – the alphabet

- Show the children the alphabet flashcards one by one, in order.
- The children say the letters chorally.
- Show the flashcard for letter M. Ask *What is the next letter?* (N).
- The children say the next letter chorally.
- Repeat with flashcards for other letters.

#### Vocabulary pages

In Lesson 1 of Units 3–17 the children see six new words.

In Exercise 1, the children say the words chorally and individually.

Use this stage to help the children with pronunciation.

In Exercise 2, the children practise the new words with a game.

In the Activity Book, the children have reading and writing practice of the new words.

At the end of the class, or for homework, the children write the new words in the Writing Strip.

### 1 Listen and say.

- Put the professions flashcards on the board.
- Ask (in Kurdish) *What are these professions in Kurdish?*

- Ask (in Kurdish) *Do you know any of these professions in English?*
- Help the children to say the words they know in English.
- Point to the first flashcard (*doctor*). Model the word *doctor ... doctor*.
- The children repeat the word *doctor* chorally and individually.
- Repeat with the other flashcards.
- Say *Open your books on page 10*.
- Play CD track 11. The children listen and point to the vocabulary pictures.

#### CD script:

*doctor  
nurse  
teacher  
policeman  
chef  
firefighter*

- Play the track again. The children repeat the words chorally.
- Point to a flashcard. The children say the word chorally and individually.
- Repeat with the other flashcards.
- Call two children to the front. The first child points to the vocabulary pictures. The second child says the words.
- Repeat with other children.
- In pairs, the children practise pointing and saying the words.

### Extra reading practice

- Put the flashcards on the board. Write the word next to each one.
- Say the first word slowly. Point to each of the letters as you say them.
- Point to the word again, letter by letter. The children read the word on the board as you point to it.
- Repeat with the other words.

# Unit 3

## 2 Play a game.

- Put flashcards of the professions on the board.
- Say *Look. Guess. Who am I?*
- Mime stirring soup in a large pot.
- Children guess (*A chef!*).
- Choose a child to come to the front.
- The child mimes one of the professions. The other children guess.
- Repeat with other children and other professions.

## Activity Book

### 1 Point, match and say.

- Point to picture A. Children say the job (*policeman*).
- Show the children how to draw a line from the word to the picture.
- Repeat with the other pictures.
- Point to picture A again. The children read the job (*policeman*) using their reading fingers.
- Arrange the children in pairs. One child points to a picture, the other reads the word using his/her reading finger.
- The children take turns to point to and read the words.

**Answers:** 1D 2B 3F 4C 5A 6E

### 2 Listen and number.

- Point to each of the pictures. The children say the words (*teacher, firefighter, etc*).
- Play CD track 12. Pause after the first sentence.
- Ask *What job is it? (policeman)*. Note: The children may try to say sentences with *He's ...* or *She's ....* If they do, make sure they use *a*, e.g. *He's a policeman*.
- Show the children how to write the number 1 next to the policeman.

#### CD script:

*One. He's a policeman.*

*Two. She's a teacher.*

*Three. He's a chef.*

*Four. She's a nurse.*

*Five. He's a firefighter.*

*Six. She's a doctor.*

- Repeat with the rest of the sentences. The children number the pictures.

**Answers:** 2 (teacher) 5 (firefighter) 4 (nurse)  
1 (policeman) 6 (doctor) 3 (chef)

### 3 Write.

- Write the first word (*nurse*) on the board. As you write, remind the children, *Start at the top of the letter*. Point out that letter *e* is an exception: we start in the middle of the letter.
- The children write the first word (*nurse*) in their books.
- Call children to the front to write the other words on the board.
- The children write the words in their books in class or for homework.

## Unit 3 Lesson 2

**Aims:** introducing and practising *be* with jobs.

**New language:** *I'm a ..., You're a ..., He's a ..., She's a ..., We're ..., They're ... (the children have seen some of this language in previous levels)*

**Revised language:** *doctor, nurse, teacher, policeman, chef, firefighter*

**You need:** Student's Book p11; Activity Book p13; CD track 15; flashcards for professions, alphabet flashcards, six sheets of paper

### Starter – vocabulary review

- Show the children flashcards for professions at random. The children say the words chorally and individually.



# Unit 3

- Show children sets of three professions flashcards, one by one. The children say the words individually in the correct order.

## Story pages

In Lesson 2 of Units 3–17 the children see a cartoon story.

In the story, the children see a new grammar point.

In Exercise 1, the children say the new grammar point chorally and individually.

In Exercise 2, the children practise the new grammar point with a chant or a speaking activity.

In the Activity Book, the children have reading and writing practice of the new grammar point.

At the end of the class, or for homework, the children write an example of the new grammar point in the writing strip.

## 1 Read, listen and say.

- Point to Jack and Emma in the pictures. Ask *Who is this?* The children say the names.
- Talk with the children about each picture in Kurdish. Ask questions such as *What are they doing?* (*They're dressing up*). *What are the boys dressing up as?* *What are the girls dressing up as?* and *What happens?*
- Play CD track 13 while the children listen and follow in their books.

### CD script:

Emma: *I'm a nurse. You're a doctor.*

Emma: *He's a chef!*

Emma: *They're firefighters! Wow.*

Boy 1: *Hello. We're firefighters.*

Boy 2: *Sorry!*

- Play the track again. Encourage the children to follow the speech bubbles with their reading fingers.
- Play the track again. Pause after every sentence and say *Repeat*. Children repeat the sentences chorally.

- Write *I'm a nurse* and *I am a nurse* on the board. Explain that *I'm* is the short form of *I am*.
- Repeat with *You're/You are*, *He's/He is*, *She's/She is*, *We're/We are* and *They're/They are*.
- Choose a child to read the first picture. Choose other children to read the other pictures.
- Say *Read in pairs*. Children read aloud taking turns picture by picture.
- Choose five children to act out the story in front of the class.

## 2 Choose, write and say.

- Write the names of the professions (*doctor, firefighter, nurse, teacher, policeman, chef*) on individual sheets of paper.
- Point to each word. The children read them chorally.
- Show the word *doctor*. Explain in Kurdish that all the children are doctors.
- Guide the children to say *I'm a doctor*, chorally and individually.
- Call a child to the front. Give him/her the word *chef*.
- Guide the children to point at the chef and say, *You're a chef*.
- Call a second child to the front. Give him/her the word *policeman*.
- Guide the children to point at the policeman and say, *He's a policeman* or *She's a policeman*.
- Repeat with other professions.
- Make sure the children emphasize *I'm ...*, *You're ...* and *He's .../She's ...*

### Physical actions help children to learn

When they are saying *I'm ...* encourage them to point to themselves.

When they are saying *You're ...* encourage them to point to the person and look at him/her.

When they are saying *He's ...* or *She's ...* encourage them to point to the person, but look at another person.



# Unit 3

## Activity Book

### 1 Choose the correct speech bubble.

- Help a child to read the two sentences next to picture 1.
- Ask *Which is correct? (I'm a doctor).*
- Show the children how to circle the answer.
- Repeat with the other pictures.
- The children read the answers chorally.

**Answers:** 1 I'm a doctor. 2 He's a firefighter.  
3 They're teachers.

### 2 Choose and write.

- Read the answer words (*a, teacher, She's, They're*) to the children.
- The children read the words chorally. Encourage them to use their reading fingers.
- Read the beginning of number 1, *I'm a ...*
- The children say the missing word (*teacher*).
- The children write the word in their books.
- Repeat with the other sentences.

**Answers:** 1 teacher 2 They're 3 a 4 She's

### 3 Write.

- Write the first sentence (*I'm a doctor*) on the board.
- Remind the children how to write the apostrophe (').
- The children write the first sentence in their books.
- Call a child to the front to write the second sentence on the board.
- The children write the second sentence in their books in class or for homework.

## Unit 3 Lesson 3

**Aims:** focus on spelling and pronunciation;  
focus on punctuation; singing a song

**New language:** *Wow! That's cool!*

**Revised language:** *doctor, nurse, teacher,  
policeman, chef, firefighter;  
verb be with professions*

**You need:** Student's Book p12; Activity Book  
p14; CD tracks 16–19

### Starter – What's your job?

- Give one child the *doctor* flashcard. Help the child to say *I'm a doctor* and point to himself/herself.
- Repeat with other children and other professions flashcards.
- Give a child the *doctor* flashcard. Help another child to point to him/her and say *You're a doctor*.
- Repeat with other pairs of children and other professions flashcards.

### Lesson 3

In Lesson 3 of Units 3–17, the children do a variety of activities.

In Exercise 1, they learn how to spell different sounds in English.

In Exercises 2 and 3, they practise the vocabulary and grammar of the unit.

In the Activity Book, there are spelling and practice activities.

At the end of the class, or for homework, the children write an example of the new grammar point in the writing strip.

### 1 Listen and repeat. Then circle and say.

- Say Listen to these words.
- Play CD track 14 with the books closed.

# Unit 3

## CD script:

doctor  
orange  
box  
yoghurt  
doll  
top

- Play the track again. The children repeat each word chorally.
- Say *Open your books on page 12. Listen and repeat.*
- Play the track again. The children listen, read and repeat each word.
- Write *doctor* on the board. Emphasize the first *o* with a different colour or by underlining it.
- Point to the first *o*.
- Model the /ɒ/ sound and the word *doctor* like this: /ɒ/ ... *doctor*.
- The children say the sound and the word chorally.
- The children circle the first *o* in the word in their books.
- Repeat with the other words.

## 2 Add punctuation.

- Write the first sentence on the board. Emphasize the punctuation features (*capital S, apostrophe, full stop*).
- Remind the children of the punctuation words (*capital letter, apostrophe, full stop*).
- Call children to the front to write over the punctuation features on the board.
- The children write over the punctuation features in their books.
- Repeat with the other sentences.

## 3 Listen and sing.

- Point to each of the children in the picture. Ask *What is he/she? (a doctor, a firefighter, etc).*
- Read the words of the song to the children. Make sure they understand new words and expressions such as *hospital, great, Wow!* and *cool*.

- Play CD track 15. The children listen and point.

## CD script:

*You're a policeman and he's a chef,  
I'm a doctor in a hospital. Great!  
She's a teacher! She's in a school!  
And they're firefighters! Wow! That's cool!*

- Play the song again. The children listen and read the song silently.
- Play the song again. Pause after each line. The children listen and repeat.
- Play the song again, without pauses. Encourage the class to sing along.

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book Exercise 1 on the board again.
- Emphasize the /ɒ/ sound and the word sounds again.
- Add the gaps as in the Activity Book (*d\_ \_tor, \_ \_ange*, etc).
- Read the teacher's script. Pause after the first word (*doctor, doctor*).

## Teacher's script:

*One. Doctor. Doctor.  
Two. Orange. Orange.  
Three. Box. Box.  
Four. Yoghurt. Yoghurt.  
Five. Doll. Doll.  
Six. Top. Top.  
One. Doctor.  
Two. Orange.  
Three. Box.  
Four. Yoghurt.  
Five. Doll.  
Six. Top.*

- Call a child to the front to complete the word on the board.
- The children copy the missing letters in their books.
- Repeat with the other words.

# Unit 3

- The children read the words chorally.  
Encourage them to use their reading fingers.

**Answers:** 1 doctor 2 orange 3 box 4 yoghurt  
5 doll 6 top

- Call a child to the front to write the second sentence on the board.
- The children write the second sentence in their books in class or for homework.

## 2 Match. Listen and check.

- Write *I'm a chef* on the board. Circle *I'm*.
- Write *I am a chef* on the board. Circle *I am*.
- Explain in Kurdish about short forms and long forms. Use hand gestures for *short* and *long* to make sure the children understand.
- Read the sentences in the second column (*You are a doctor/She is a nurse*, etc) to the class.
- Read *I'm a chef*. Ask (in Kurdish) *What is the long form?*
- The children say the answer *c*. Show the children how to draw a line from sentence 1 to *c*.
- Repeat with the other sentences.
- Play CD track 16. Pause after the first pair (*I'm a chef. I am a chef*).
- The children repeat the short form and long form chorally.

### CD script:

One. *I'm a chef. I am a chef.*

Two. *You're a doctor. You are a doctor.*

Three. *She's a nurse. She is a nurse.*

Four. *We're firefighters. We are firefighters.*

Five. *They're teachers. They are teachers.*

- Repeat with the other pairs of sentences.

**Answers:** 1c 2a 3b 4d 5e

## 3 Write.

- Write the first sentence (*You're a nurse*) on the board. Remind the children how to write the apostrophe (*'*).
- The children write the first sentence in their books.

# Unit 4

## Unit 4 Lesson 1

**Aims:** presenting new words for describing people and animals; saying and writing the words

**New language:** *tall, short, old, young, happy, sad, big, small*

**Revised language:** *He's .../She's .../It's ...*

**You need:** Student's Book p13; Activity Book p15; CD track 20; flashcards for adjectives

### Dictation

Lesson 1 in most of the units has a dictation as the starter activity.

Dictation helps the children in several ways:

- they learn the connection between letters and sounds
- they practise writing letters
- they practise the names of the letters
- they improve their spelling

Dictation is an essential part of learning to write.

Dictations are quick and easy to do in class.

They help you to check that the children are making progress.

### Starter – dictation

- Choose three words from the spelling/pronunciation words on Student's Book page 12. For example, *box, doll, top*.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (b-o-x).
- The children write the word.
- Repeat with the other words.
- The children read the words again chorally.

### 1 Listen and say.

- Put the flashcards on the board.
- Point to the *tall* flashcard and say (in Kurdish) *Look. He is tall.*
- Point to the other flashcards. Guide the children to say the correct adjective (in Kurdish) for each flashcard.
- Point to the first flashcard (*tall*). Model the word *tall ... tall.*
- The children repeat the word *tall* chorally and individually.
- Repeat with the other flashcards.
- Say *Open your books on page 13.*
- Play CD track 17. The children listen and point to the vocabulary pictures.

### CD script:

*tall*  
*short*  
*old*  
*young*  
*happy*  
*sad*  
*big*  
*small*

- Play the track again. The children repeat the words chorally.
- Point to a flashcard. The children say the word chorally and individually. Repeat with the other flashcards.
- With the children, work out mime gestures for each word. For example, hold your hand up high for *tall*, pretend to walk with a stick for *old*, etc.
- Do the gestures one by one. The children say the words chorally.
- Do sequences of two or three gestures. The children say the words chorally, in the correct order.
- Choose children to make a gesture. Choose other children to say the word.
- In pairs, the children practise making gestures and saying the words.

# Unit 4

## Pair work

Many of the activities in Sunrise Level 3 end with pair work. Why?

When one child is speaking in a class, only one child is practising English.

With pair work, all the children are practising English.

The more the children practise, the quicker they learn.

So, the more you use pair work, the quicker your children learn.

Please use pair work as much as possible!

## 2 Say and point.

- Read the example to the children.
- Point to the picture of the boy. Say *He's tall*. Emphasize *He's*, then repeat and emphasize *tall*.
- Say *She's tall*. Emphasize *She's*, then repeat and emphasize *tall*.
- Ask *Which picture is it?* (B).
- Repeat with other sentences:  
*He's young.* (A)  
*She's young.* (B)  
*She's old.* (C)  
*She's short.* (C)  
*He's old.* (D)  
*He's short.* (D)  
*It's small.* (E)  
*It's big.* (E)
- The children identify the correct pictures.
- Choose children to describe a picture, and other children to point and say the letter.
- The children practise saying sentences and pointing in pairs.

## Activity Book

### 1 Read the code and write the words.

- Explain the code to the children like this:  
*Number 1 is s, number 2 is a, etc.*

- Show the children the first word, old. Point to the letters in the code and explain: *Number 5 is o, number 3 is l and number 8 is d*.
- Help the children to work out the second word (*tall*).
- In pairs, the children work out the other words.

**Answers:** old tall sad happy young

### 2 Join the opposites.

- Read the first word to the children. Use the mime gesture for *old*, then do the mime gesture for *young*.
- Show the children how to draw a line from *old* to *young*.
- Repeat with the other adjectives.
- Practise the adjective pairs with the children. Say and mime *old*. Say *and ...* and mime *young*. The children say *young*.
- Repeat with the other pairs.

**Answers:** 1b 2c 3a

## Helping the children to write

In Sunrise 3, the children start to write complete sentences.

On nearly every page of the Activity Book there is a writing strip.

The writing strip is at the bottom of the page.

In Lesson 1 of each unit, the children practise writing new vocabulary in the writing strip.

In Lesson 2 of each unit, the children practise writing new grammar in the writing strip.

They can do these activities in class or at home for homework.

Always check how your children are writing in the writing strips. This way, you can see if the children are making progress. You can also correct their mistakes.

# Unit 4

## 3 Write.

- Write the first word (*happy*) on the board. As you write, remind the children *The tails of letters p and y go under the line.*
- The children write the word in their books.
- Call children to the front to write the other words on the board.
- The children write the words in their books in class or for homework.

## Unit 4 Lesson 2

**Aims:** presenting and practising negative forms of the verb *be* with adjectives.

**New language:** *I'm not sad./You aren't sad./He isn't sad./We aren't sad./They aren't sad.*

**Revised language:** *tall, short, old, young, big, small*

**You need:** Student's Book p14; Activity Book p16; CD tracks 21–22; flashcards for adjectives

## Starter – vocabulary review

- Show the children the adjective flashcards at random. The children say the words chorally and individually.
- Show children sets of three adjective flashcards, one by one. The children say the words individually in the correct order.

## 1 Read, listen and say.

- Point to Jack, Emma and Nabaz in the pictures. Ask *Who is this?* The children say the names.
- Talk with the children about each picture in Kurdish. Ask questions such as *Is Nabaz sad? Is his picture small? Is his picture big?*
- Play CD track 18 while the children listen. The children listen and point to each picture.

## CD script:

Emma: *Look at Nabaz. He isn't happy.*

Jack: *Nabaz! You're sad! What's the matter?*

Nabaz: *I'm not sad. I'm happy!*

Nabaz: *Look!*

Jack: *Wow! That's very big!*

- Play the track again. Encourage the children to follow the speech bubbles with their reading fingers.
- Play the track again. Pause after every sentence and say *Repeat*. Children repeat the sentence chorally.
- Write *He's happy* and *He isn't happy* on the board. Explain that *He's* is the short form of *He is*. Explain that *He isn't* is the short form of *He is not*.
- Repeat with *I'm happy* and *I'm not happy*.
- The children say the sentences chorally and individually.
- Choose a child to read the first picture. Choose other children to read the other pictures.
- Say *Read in pairs*. Children read aloud taking turns picture by picture.
- Choose three children to act out the story in front of the class.

## Reading finger

Children learn to read more quickly if they use their *reading finger*.

When they are reading, they should point with their finger under the words.

They should follow the letters as they read them.

This helps them to concentrate.

It also helps them to make the connection between letters and sounds.

## 2 Listen, read and say.

- Read the chant to the children.
- Ask the children to say some lines in Kurdish.
- Play CD track 19. The children listen and read with their reading fingers.



# Unit 4

## CD script:

*I'm happy, you're happy.*

*He's happy, too!*

*We're happy, they're happy,*

*Yes, that's good!*

*I'm not sad, you aren't sad,*

*He isn't sad today.*

*We aren't sad, they aren't sad,*

*It's happy time! Hooray!*

- Point out *You aren't*, *We aren't* and *They aren't* in the second verse.
- Play the chant again. Pause after each line.
- The children repeat the line chorally. Help them to follow the rhythm of the chant.
- Play the chant again. The children chant the lines at the same time.
- The children say the chant again, without the CD.

## Values

- Read the Values sign (*Be happy!*) to the children. In Kurdish, ask them questions such as:
- What makes you happy?
- How can we help people to be happy?
- What can we do if a friend is sad?
- What can we do if we are sad?

## Activity Book

### 1 Circle the correct speech bubbles.

- Read the speech bubbles to the children.
- The children read the first speech bubble (*I'm tall*) chorally and using their reading fingers.
- Ask *Is he tall?* (*Yes*).
- Show the children how to circle the speech bubble.
- Repeat with the other speech bubbles. The children circle the correct speech bubbles.
- The children read the correct speech bubbles chorally.

**Answers:** I'm tall. I'm not old.

### 2 Choose and write.

- Point to the first picture. Say *tall* and help the children to say a sentence with *He's ...* or *He isn't ...*
- The children write the answer in their books.
- Repeat with the other sentences.

**Answers:** 1 He's 2 He isn't 3 She isn't 4 She's  
5 They're 6 They aren't

### 3 Write.

- Write the first sentence (*I'm not sad*) on the board. Remind the children about how to write the apostrophe (').
- The children write the first sentence in their books.
- Call a child to the front to write the other sentence on the board.
- The children write the other sentence in their books in class or for homework.

## Unit 4 Lesson 3

**Aims:** focus on spelling and pronunciation;  
focus on punctuation, speaking

**New language:** none

**Revised language:** *isn't/aren't* with *happy*,  
*sad*, *old*, *young*, *big*, *small*

**You need:** Student's Book p15; Activity Book  
p17; CD tracks 23–24

### Starter – a chant

- Help the children to recall the chant from Lesson 2.
- Write the chant on the board.
- The whole class says the chant chorally, reading from the board.



# Unit 4

## 1 Listen and repeat. Then circle and say.

- Say *Listen to these words.*
- Play CD track 20 with books closed.

### CD script:

*jug*  
*up*  
*duck*  
*nut*  
*umbrella*  
*young*

- Play the track again. The children repeat each word chorally.
- Say *Open your books on page 15.* Listen and repeat.
- Play the track again. The children listen, read and repeat each word.
- Write *jug* on the board. Emphasize the *u* with a different colour or by underlining it.
- Point to the *u*. Model the /ʌ/ sound and the word *jug* like this: /ʌ/ ... *jug*.
- The children say the sound and the word chorally.
- The children circle the first *u* in the word in their books.
- Repeat with the other words. With *young*, make sure the children understand that we use *ou*, but the sound is still the same.

## 2 Add punctuation.

- Write the first sentence on the board. Emphasize the punctuation features (*capital Y, apostrophe, full stop*).
- Remind the children of the words we use for punctuation (*capital letter, apostrophe, full stop*).
- Call children to the front to write over the punctuation features on the board.
- The children write over the punctuation features in their books.
- Repeat with the other sentences.

## 3 Follow the lines. Say.

- Read the first word (*I*) to the children. Show them how to follow the line.
- The children read the word at the end of the line (*young*).
- Say *I ... young*. Help the children to say a sentence (*I am young*).
- Repeat with the other words.
- Say a number, e.g. 4. The children say the corresponding sentence (*She is short*).
- Repeat with other numbers.
- Choose a child to say a number. Choose another child to make the sentence.
- In pairs, the children say numbers from 1 to 6 and say sentences.

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book page 15 on the board.
- Emphasize the /ʌ/ sound and the word sounds.
- Add the gaps as in the Activity Book (*j\_ \_ , \_ \_ , \_ \_ck*, etc)
- Read the teacher's script. Pause after the first word (*jug, jug*).
- Call a child to the front to complete the word on the board.
- The children copy the missing letters in their books.

### Teacher's script:

*One. Jug. Jug.*  
*Two. Up. Up.*  
*Three. Duck. Duck.*  
*Four. Nut. Nut.*  
*Five. Umbrella. Umbrella.*  
*Six. Young. Young.*  
*One. Jug.*  
*Two. Up.*  
*Three. Duck.*  
*Four. Nut.*  
*Five. Umbrella.*  
*Six. Young.*

# Unit 4

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- Repeat with the other words.
- The children read the words chorally.

**Answers:** 1 jug 2 up 3 duck 4 nut 5 umbrella  
6 young

## 2 Choose and write.

- Read the words at the top to the children (*isn't, We're, sad, etc.*).
- Read the first sentence. Write it on the board.
- Ask *What's the opposite of happy?* (*sad*).
- Read the beginning of the matching sentence (*I'm not ...*) to the children. Help the children to choose the correct word (*sad*).
- Complete the sentence on the board.
- The children say the sentence chorally.
- Make sure they understand that *I'm happy* and *I'm not sad* have the same meaning.
- Repeat with the other sentences.
- The children practise reading the pairs of sentences chorally and individually.

**Answers:** 1 sad 2 aren't 3 isn't 4 It 5 We're  
6 They're

## 3 Write.

- Write the first sentence (*You aren't short*) on the board. Remind the children about how to write the apostrophe (*'*).
- The children write the first sentence in their books.
- Call a child to the front to write the other sentence on the board.
- The children write the other sentence in their books in class or for homework.

# Unit 5

## Unit 5 Lesson 1

**Aims:** presenting new words for transport; saying and writing the words

**New language:** *boat, car, bus, plane, van, train*

**Revised language:** *It's big/small/old.*

**You need:** Student's Book p16; Activity Book p18; CD track 25; flashcards for transport; flashcard for *old, big, small*

### Starter – dictation

- Choose three words from the spelling/pronunciation words on Student's Book p15. For example, *jug, duck, nut*.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (j-u-g).
- The children write the word.
- Repeat with the other words.
- The children read the words again chorally.

#### Chorally and individually

These words are connected with presenting new language and reading.

Choral reading is when the whole class reads a word or sentence together.

Individual reading is when one child reads a word or sentence.

When we present new vocabulary or grammar, we ask the children to say the words chorally and individually.

Doing activities chorally:

- helps the children become confident
- means that all the children can practise
- creates a lively atmosphere in class

Doing activities individually:

- means you can concentrate on pronunciation

- is good for confident children
- can be stressful for less confident children

### 1 Listen and say.

- Put the flashcards on the board.
- Point to the *boat* flashcard and say *What is this?* Help the children to say the word if they know it in English.
- Model the word *boat ... boat*.
- The children repeat the word *boat* chorally and individually.
- Repeat with the other flashcards.
- Say *Open your books on page 16*.
- Play CD track 21. The children listen and point to the vocabulary pictures.

#### CD script:

*boat*

*car*

*bus*

*plane*

*van*

*train*

- Play the track again. The children repeat the words chorally.
- Point to a flashcard. The children say the word chorally and individually.
- Repeat with the other flashcards.
- Point to sequences of three or four cards. The children say the words chorally, in the correct order.
- Choose children to point to sequences of three or four cards. Choose other children to say the words.
- In pairs, the children practise saying sequences and repeating them.

### Extra reading practice

- Put the flashcards on the board. Write the word next to each one.
- Say the first word slowly. Point to each of the letters as you say them.

# Unit 5

- Point to the word again, letter by letter. The children read the word on the board as you point to it.
- Repeat with the other words.

## 2 Say and point.

- Use the vocabulary flashcards to review *old*, *big* and *small*. (Note: We don't use *young* with objects; we use *new*, e.g. *a new car*.)
- Point to the pictures and read the example sentences.
- Help the children to make other sentences about the bus (*The bus is old/The bus isn't small*).
- Help the children to make other sentences about the car (*The car is small/The car isn't big*).
- Encourage children to make sentences about the flashcards. For example, show the *train* flashcard and help them to say *The train is big. The train isn't small. The train isn't old*.

## Activity Book

### 1 Find six words.

- Show the children the word *train* in the first line of the wordsearch.
- Show the children how to circle the word *train* in the wordsearch.
- Point to the second line and say *Find a word here*.
- The children find the second word (*bus*) and circle it.
- Repeat with the other lines.

**Answers:** train bus car plane van boat

### 2 Count and write.

- Copy the numbers and gaps (*one \_\_\_\_ , two \_\_\_\_ , etc*) on the board.
- Point to the train in the picture and ask *What is this? (a train)*.
- Ask *How many? (one)*.

- Point to the word *one* on the board. Ask *What word goes here? (train)*.
- Write *one train*.
- Repeat with other objects in the picture.

**Answers:** 1 one train 2 two buses  
3 three planes 4 four vans  
5 five boats 6 six cars

### 3 Write.

- Write the first word (*bus*) on the board. As you write, remind the children *Start at the top of the letter*.
- The children write the first word (*bus*) in their books.
- Call children to the front to write the other words on the board.
- The children write the words in their books in class or for homework.

## Unit 5 Lesson 2

**Aims:** presenting and practising question forms of the verb *be* with adjectives.

**New language:** *Is it small? Yes, it is./No, it isn't; Are they big? Yes, they are./No, they aren't.*

**Revised language:** *tall, short, old, young, big, small, plane, train*

**You need:** Student's Book p17; Activity Book p19; CD tracks 26–28; transport flashcards

### Starter – vocabulary review

- Show the children the transport flashcards at random. The children say the words chorally and individually.
- Show children sets of three transport flashcards, one by one. The children say the words individually in the correct order.

# Unit 5

## 1 Read, listen and say.

- Point to Nabaz, Sirwa, Jack and Emma in the pictures. Ask *Who is this?* The children say the names.
- Talk with the children about each picture in Kurdish. Ask questions such as *Where are they?* *What is behind the blanket?* and *What is on the train?*
- Play CD track 22 while the children listen and point to each picture.

### CD script:

Sirwa: *Is it small?*

Jack: *No, it isn't.*

Nabaz: *Is it big?*

Jack: *Yes, it is.*

Emma: *Is it nice?*

Jack: *Yes, it is.*

Sirwa: *What is it?*

Jack: *It's a train!*

- Make sure children understand the meaning of *nice*.
- Play the track again. Encourage the children to follow the speech bubbles with their reading fingers.
- Play the track again. Pause after every sentence and say *Repeat*. Children repeat the sentence chorally.
- Write *It is big* and *Is it big?* on the board. Show the children how we make the question by changing the order.
- Repeat with *It is nice* and *Is it nice?*
- Write the answers *Yes, it is* and *No, it isn't*, on the board.
- The children say the questions and answers chorally and individually.
- Choose a child to read the first picture. Choose other children to read the other pictures.
- Say *Read in pairs*.
- Children read aloud taking turns picture by picture.
- Choose four children to act out the story in front of the class.

### Using Kurdish in class

The aim of every class is to encourage the children to use English.

When you speak in Kurdish, the children speak in Kurdish.

When you speak in English, the children speak in English.

It's OK to speak in Kurdish when you have complicated points to explain.

But, if the children can understand in English, use English!

## 2 Listen and point.

- Point to the picture of the planes. Ask *Are they old?* (No) and *Are they big?* (Yes).
- Repeat with the picture of the trains. Ask *Are they old?* (Yes) and *Are they big?* (No).
- Play CD track 23, pausing after the first question and answer. Ask *Which picture is it?* The children point to the planes and say *the planes*.
- Play the rest of the track, repeating with the other questions and answers.

### CD script:

*Are they big?*

*Yes, they are.*

*Are they old?*

*No, they aren't.*

*Are they small?*

*Yes, they are.*

*Are they big?*

*No, they aren't.*

*Are they old?*

*Yes, they are.*

- Point to the planes. Model the question *Are they big?*
- The children repeat the question chorally and individually.
- Model the answer *Yes, they are*.
- The children repeat the answer chorally and individually.

# Unit 5

- Repeat with the picture of the trains. (*Are they big? No, they aren't.*)

**Answers:** 1A 2A 3B 4B 5B

## Activity Book

### 1 Choose and write.

- Ask *What are they?* (*Boats*).
- Write *Yes, they are* and *No, they aren't* on the board.
- Read the first sentence to the children. The children choose the correct answer (*No, they aren't*).
- The children repeat the question and answer chorally and individually.
- The children write the answer in their books.
- Repeat with the other questions.

**Answers:** 1 No, they aren't. 2 Yes, they are.  
3 No, they aren't.

### 2 Listen and write A or B.

- Point to picture A and ask *Is she tall?* (*No, she isn't*).
- Ask *Is she short?* (*Yes, she is*), *Is she old?* (*Yes, she is*) and *Is she young?* (*No, she isn't*).
- Repeat with questions about picture B.
- Play CD track 24. Pause after the first question and answer.
- Ask *Which picture is it?* (*B*).
- Show the children how to write letter B on the answer line.

#### CD script:

*Is she short? No, she isn't.*

*Is she young? No, she isn't.*

*Is she tall? Yes, she is.*

*Is she old? Yes, she is.*

- Repeat with the other questions and answers.

**Answers:** 1B 2A 3B 4A

### 3 Write.

- Write the first question (*Is he tall?*) on the board. Show the children how to write the question mark (?).
- The children write the first question in their books.
- Call a child to the front to write the other sentence on the board.
- The children write the other sentence in their books in class or for homework.

## Unit 5 Lesson 3

**Aims:** focus on spelling and pronunciation; asking about ages; singing a song

**New language:** *How old are you? I'm nine.*

**Revised language:** *Is it ... ? Are they ... ?*

**You need:** Student's Book p18; Activity Book p20; CD tracks 29–32

### Starter – a guessing game

- Start to draw a plane on the board.
- Encourage the children to guess, e.g. *Is it a boat?*
- Answer *Yes, it is* or *No, it isn't*.
- Continue drawing until the children guess.
- Repeat with other objects.

#### Helping the children to read

In Sunrise 3, the children are reading full sentences, stories, chants and songs.

Learning to read takes time and a lot of practice.

Use choral reading to make sure that the children get as much practice as possible.

Make sure the children are using their reading fingers when they read. This helps them to concentrate.



# Unit 5

## 1 Listen and repeat. Then circle and say.

- Say *Listen to these words.*
- Make sure children's books are closed. Play CD track 25.

### CD script:

*train*  
*plane*  
*gate*  
*grey*  
*they*

- Play the track again. The children repeat each word chorally.
- Say *Open your books on page 18. Listen and repeat.*
- Play the track again. The children listen, read and repeat each word.
- Write *train* on the board. Emphasize the *ai* with a different colour or by underlining it.
- Point to the *ai*.
- Model the /ei/ sound and the word *train* like this: /ei/ ... *train*.
- The children say the sound and the word chorally.
- The children circle the *ai* in the word in their books.
- Repeat with the other words. Make sure the children understand that different letters make the same sound (*ai* in *train*, *a...e* in *plane* and *gate*, and *ey* in *grey* and *they*).

## 2 Listen and read. Then write numbers.

- Read the question and answer to the children. Translate into Kurdish if necessary.
- Play CD track 26. Pause after the first question and answer.
- Ask *How old is he? (Nine).*
- Show the children how to write the number in the space as in the example.

### CD script:

*Emma: How old are you, Nabaz?*

*Nabaz: I'm nine.*

*Emma: Sirwa, how old are you?*

*Sirwa: I'm eight.*

*Sirwa: Jack, how old are you?*

*Jack: I'm ten.*

*Sirwa: How old are you, Emma?*

*Emma: I'm nine.*

- Repeat with the other conversations.
- Model the question *How old are you?*
- The children repeat the question chorally and individually.
- Ask individuals *How old are you?*
- Choose children to ask the question. Choose other children to answer it.

**Answers:** Jack: 10 Emma: 9 Sirwa: 8

## 3 Listen, read and sing.

- Read the first verse. Point to the picture and ask questions such as *Is it big? (No)* and *Is he happy in his house? (Yes).*
- Read the words of the song to the children. Make sure they understand new words and expressions such as *Look at this! It's a picture of ..., I want to say, every day.*
- Repeat with the second verse.
- Play CD track 27. The children listen and point.

### CD script:

*Look at this! It's a picture of my house.*

*Is it big? No, it isn't. But I want to say*

*I'm happy in my house every day.*

*Look at this! It's a picture of my friends.*

*Are they nice? Yes, they are. And I want to say*

*I'm happy with my friends every day.*

- Play the song again. The children listen and read the song silently.
- Play the song again. Pause after each line. The children listen and repeat after each line.
- Play the song again, without pauses. Encourage the class to sing along.



# Unit 5/Revision 1

## Values

- Read the Values sign (*Value your friends!*) to the children. In Kurdish, ask them questions such as:
- What do you do with your friends?
- How can you help your friends?
- How can your friends help you?

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book page 18 on the board.
- Emphasize the /eɪ/ sound and the word sounds.
- Add the gaps as in the Activity Book (*tr\_ \_ n*, *pl\_ \_ e*, etc).
- Read the teacher's script. Pause after the first word (*train, train*).
- Call a child to the front to complete the word on the board.
- The children copy the missing letters in their books.

#### Teacher's script:

One. Train. Train.  
Two. Plane. Plane.  
Three. Gate. Gate.  
Four. Grey. Grey.  
Five. They. They.  
One. Train.  
Two. Plane.  
Three. Gate.  
Four. Grey.  
Five. They.

- Repeat with the other words.
- The children read the words chorally.

**Answers:** 1 train 2 plane 3 gate 4 grey 5 they

### 2 Choose and write.

- Read the words at the top (*is, isn't*, etc) to the children.

- Write the questions and partial answers on the board.
- Read the first question. The children answer it (*No, they aren't*).
- Call a child to the front to complete the answer on the board.
- The children complete the answer in their books.
- Repeat with the other questions.

**Answers:** 1 aren't 2 are 3 is 4 isn't

### 3 Write.

- Write the question (*Are they young?*) on the board. Remind the children how to write the question mark (?).
- The children write the question in their books.
- Call a child to the front to write the answer on the board.
- The children write the answer in their books in class or for homework.

## Revision 1

**Aims:** revision of Units 3, 4 and 5

**New language:** none

**Revised language:** grammar and vocabulary from Units 3, 4 and 5

**You need:** Student's Book p19; Activity Book pp21–22; CD track 33

### Starter – looking at the units

- Show the children Units 3, 4 and 5 in the Student's Book.
- Look at the vocabulary pages. The children read the vocabulary words.
- Look at the story pages. Point out the new grammar such as *I'm a nurse. He isn't happy* and *Is it big?*
- Recall the songs and chants in the units.

# Revision 1

## 1 Play.

- Point to each of the pictures. Ask a question about each one, such *Is he a policeman? Is he tall?* and *Is he happy?* The children answer *Yes, he is* or *No, he isn't*.
- Read the dialogue to the children. After each answer, show the possible pictures. For example, after *Is he a doctor? Yes, he is* show pictures 3, 7 and 8.
- Make sure the children understand how to work out who it is.
- Choose one of the pictures. Don't tell the children which picture it is.
- Say *I'm thinking of one of the pictures. Ask me questions.*
- Help the children to ask questions such as *Is he a policeman? Is he sad?* etc.
- Answer *Yes, he is* or *No, he isn't*. Help the children to guess the correct picture.
- Repeat with another picture.
- Ask a child to choose a picture. The other children ask him/her questions about the picture. Help them to guess the correct picture.
- Repeat with other children and other pictures.
- In pairs, the children play the game.

## Your progress!

Note: It's best to do this section at the end of the lesson.

- Explain in Kurdish that at the end of every Revision, children can check their progress.
- Ask in Kurdish *How many units have we done?* (5).
- Show the children how to colour in squares 1 to 5.
- Talk with the children in Kurdish about what they have learnt in Units 1–5.
- Encourage them to be aware of their progress.

## Activity Book

### 1 Listen and match.

- Read the list of words to the children (*tall, short, ten, etc*).
- Play CD track 28. Pause after *She's eleven*.
- Ask *Who is it?* (Suzie). Ask *How old is she?* (Eleven).
- Show the children how to draw a line from eleven to the picture of Suzie.

#### CD script:

*Her name's Suzie. She's eleven.*

*Is she tall?*

*No, she isn't. She's short.*

*Is she happy?*

*Yes, she is.*

*What's his name?*

*His name's Alan.*

*How old is he?*

*He's ten.*

*Is he tall?*

*Yes, he is.*

*Is he happy?*

*No, he isn't. He's sad.*

- Play the rest of the descriptions. The children match the words to Suzie and Alan.

**Answers:** Suzie: eleven, short, happy  
Alan: ten, tall, sad

### 2 Match the questions and answers about Tom.

- Read the first question about Tom. Ask *What's the answer?* (His name's Tom).
- Show the children how to draw a line from 1 to d.
- Repeat with the other questions.

**Answers:** 1d 2a 3b 4c

- Point to the picture of Tina. Ask *What's her name?* (Her name's Tina).

# Revision 1

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- Help the children to ask other questions about Tina, such as *Is she tall? How old is she? Is she sad?*
- In pairs, the children ask and answer questions about Tina.

## 3 Match the sentences with the pictures.

- Point to each box. Ask *Is it old? Is it big?*
- Read the first sentence (*The box is small. It isn't old*). Ask *Which box is it?* The children point to the correct picture.
- Repeat with the other sentences.

**Answers:** 1B 2D 3C 4A

## 4 Copy.

- Read the sentences about Joe to the children.
- The children copy the sentences in their books.

## 5 Write about Linda.

- Point to the picture of Linda. Help the children to describe her.
- Write the sentences with gaps on the board.
- Call children up to the front. The children complete the sentences.
- The children complete the sentences in their books in class or for homework.

**Suggested answers:** Her name's Linda.  
She's fifteen.  
She isn't short/sad.  
She's happy.

# Unit 6

## Unit 6 Lesson 1

**Aims:** presenting new words for classroom objects; saying and writing the words; numbers 21–30

**New language:** *pen, pencil, eraser, notebook, crayon, ruler*

**Revised language:** numbers 1–20

**You need:** Student's Book p20; Activity Book p23; CD tracks 34–35; flashcards for classroom objects, number flashcards 1–20

### Starter – a numbers game

- Write the numbers 1–10 on the board.
- Choose two pupils to come to the front.
- Say one of the numbers, e.g. *seven*. The first child to point to the correct number is the winner.
- Repeat with other children and other numbers.
- Repeat with numbers 11–20 on the board.

### 1 Listen and say.

- Put the flashcards on the board.
- Point to the *pen* flashcard and say *What is this?* Help the children to say the word if they know it in English.
- Ask the children to show you their pens. Model the word *pen ... pen*.
- The children repeat the word *pen* chorally and individually.
- Repeat with the other flashcards.
- Say *Open your books on page 20*.
- Play CD track 29. The children listen and point at the vocabulary pictures.

#### CD script:

*pen*  
*pencil*  
*eraser*  
*ruler*

*notebook*  
*crayon*

- Play the track again. The children repeat the words chorally.
- Point to a flashcard. The children say the word chorally and individually.
- Repeat with the other flashcards.
- Show different combinations of objects. For example, show *a ruler, a crayon* and *a notebook*.
- Cover the objects. The children say the words.
- Repeat with other combinations of objects.

### 2 Count and say.

- Point to the note at the top of the picture (22 *twenty-two*, etc).
- Show the children how the numbers twenty to thirty are made up: *twenty and two is twenty-two. Twenty and nine is twenty-nine*, etc.
- Write numbers 20–30 on the board in figures (20, 21, 22, etc).
- The children say the numbers chorally and individually (*twenty, twenty-one, twenty-two*, etc).
- Show the children the box of twenty pencils and point out the two extra pencils on the desk.
- Ask *How many pencils?* Help the children to say *twenty-two pencils*.
- Repeat with the other items. The children say the phrases (*twenty-two pencils, twenty-five erasers*, etc) chorally and individually.

**Answers:** twenty-two pencils twenty-four erasers six crayons five rulers seven pens thirteen notebooks

### Activity Book

#### 1 Match.

- Read the words to the children.
- Children read the words chorally.

# Unit 6

- Read the first word again (*ruler*) and ask *Which picture is it? (B)*.
- Show the children how to draw a line from the word to the picture.
- Repeat with the other words.

**Answers:** 1B 2E 3A 4C 5D

## 2 Listen and colour.

- Point at objects in the picture and ask *What's this?*
- The children identify the objects (*ruler, pen, eraser, etc*).
- Play CD track 30. Pause after the first sentence.
- Ask the children to repeat the sentence.
- Say, *Colour the pen red*. The children colour the pen.

### CD script:

*The pen is red.*

*The ruler is blue.*

*The pencil is yellow.*

*The notebook is green.*

*The eraser is brown.*

- Repeat with the other sentences.
- Say *the pen*. Choose a child to make a sentence about the pen (*The pen is red*).
- Repeat with the other objects in the picture.

**Answers:** pen: red ruler: blue pencil: yellow  
notebook: green eraser: brown

## 3 Write.

- Write the first word (*ruler*) on the board. As you write, remind the children, *All the letters sit on the line*.
- The children write the first word (*ruler*) in their books.
- Call children to the front to write the other words on the board.
- The children write the words in their books in class or for homework.

## Unit 6 Lesson 2

**Aims:** presenting and practising *There is/There are ...*

**New language:** *There is a pen/There are twenty-five crayons.*

**Revised language:** *pen, pencil, crayon, spider, frog, colours*

**You need:** Student's Book p21; Activity Book p24; CD tracks 36–37; flashcards for classroom objects

## Starter – vocabulary review

- Show the children flashcards for classroom objects at random. The children say the words chorally and individually.
- Show children sets of three classroom objects flashcards, one by one. The children say the words individually in the correct order.

### Grammar

The cartoon stories introduce new grammar.

In the Teacher's Book instructions, there are suggestions about how to do this.

We suggest writing examples of the new grammar on the board.

We suggest showing the children how to make the sentences.

This helps the children to focus on the new grammar.

## 1 Read, listen and say.

- Point to Nabaz and Emma in the pictures. Ask *Who is this?* The children say the names.
- Talk with the children about each picture in Kurdish. Ask questions such as *What has Nabaz got? What is in the box?* and *How many crayons?*
- Play CD track 31. The children listen and point at each picture.

# Unit 6

## CD script:

Emma: *What's in your box, Nabaz?*

Nabaz: *There's a pen.*

Nabaz: *There are two pencils.*

Nabaz: *There are twenty-five crayons.*

- Play the track again. Encourage the children to follow the speech bubbles with their reading fingers.
- Play the track again. Pause after every sentence and say *Repeat*.
- Children repeat the sentences chorally.
- Write *There's a pen* and *There is a pen* on the board. Explain that *There's* is the short form of *There is*.
- Write *There are twenty-five crayons* on the board. Underline *is* and *are*. Explain that *There is ...* is used for one thing and *There are ...* is used for more than one thing.
- The children say the sentences chorally and individually.
- Choose a child to read the first picture. Choose other children to read the other pictures.
- Say *Read in pairs*.
- Choose two children to act out the story in front of the class.

## 2 Listen, read and say.

- Read the chant to the children.
- Ask questions such as *How many spiders?* (*There are lots of spiders*).
- Play CD track 32. The children listen and follow with their reading fingers.

## CD script:

*There's a spider in my bag!*

*It's blue and yellow and black!*

*There are lots of spiders in my house today.*

*Go away, spiders! Go away!*

*There are two frogs on my bed!*

*They're green and orange and red!*

*There are lots of frogs in my house today!*

*Go away, big frogs! Go away!*

- Play the chant again. Pause after each line.

- The children repeat the line chorally. Help them to follow the rhythm of the chant.
- Play the chant again. The children join in with the chant.
- The children say the chant again, without the CD.

## Activity Book

### 1 Match.

- Point to the picture. Ask *How many spiders?* Encourage the children to say complete answers, e.g. *There are two spiders*.
- Repeat with the other animals in the picture.
- Read the beginning of the first sentence (*There ...*).
- Choose a child to complete the sentence (*... is a fox*).
- Show the children how to draw a line from 1 to b.
- Repeat with the other sentences.
- The children read the complete sentences chorally.

**Answers:** 1b 2c 3d 4a

### 2 Choose and write about the picture in Exercise 1.

- Read the words at the top to the children (*are, is, a, four*).
- Write the first incomplete sentence on the board, including the gap.
- Point to the gap and ask the children *Which word goes here? (is)*.
- Choose a child to come to the front and complete the sentence on the board.
- The children complete the sentence in their books.
- Repeat with the other sentences.
- The children read the sentences chorally.

**Answers:** 1 is 2 are 3 four 4 a



# Unit 6

## 3 Write.

- Write the sentence (*There is a flower*) on the board. As you write, remind children *The tail of letter f goes below the line.*
- Call a child to the front to write the sentence on the board.
- The children write the sentence in their books in class or for homework.

## Unit 6 Lesson 3

**Aims:** focus on spelling and pronunciation; speaking

**New language:** none

**Revised language:** *There is .../There are ...;* classroom objects

**You need:** Student's Book p22; Activity Book p25, CD tracks 38–39

## Starter – a chant

- Help the children to recall the chant from Lesson 2.
- Write the chant on the board.
- The whole class says the chant chorally, reading from the board.

## 1 Listen and repeat. Then circle and say.

- Say *Listen to these words.*
- Play CD track 33 with books closed.

**CD script:**

*notebook*

*look*

*goodbye*

*goodnight*

- Play the track again. The children repeat each word chorally.

- Say *Open your books on page 22. Listen and repeat.*
- Play the track again. The children listen, read and repeat each word.
- Write *notebook* on the board. Emphasize the *oo* with a different colour or by underlining it.
- Point to the *oo*.
- Model the /ʊ/ sound and the word *notebook* like this: /ʊ/... *notebook*.
- The children say the sound and the word chorally.
- The children circle the *oo* in the word in their books.
- Repeat with the other words.

## 2 Follow the lines. Say.

- Point to the objects on the left. The children say the words chorally (*pencil, crayon, etc.*).
- Point to the numbers on the right. The children say them chorally (*one, eighteen, etc.*).
- Point to the pencil and say *Follow the line*. The children follow the line to the corresponding number.
- Ask *What number is it? (1)*. Help the children to say *There is a pencil*.
- Remind the children that we don't normally say *There is one pencil*.
- The children say the sentence chorally.
- Repeat with the other pictures.

**Answers:** There is a pencil.

There are eleven crayons.

There are fifteen notebooks.

There is an eraser.

There are twelve rulers.

There are eighteen pens.

## 3 Look at the picture in 2. Choose.

- Write the first sentence on the board.
- Choose a child to come to the board and circle the correct word (*are*).

# Unit 6

- The children circle the correct word in their books.
- Repeat with the other sentences.
- The children read the sentences chorally.

**Answers:** 1 are 2 is 3 are 4 is

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book page 22 on the board again.
- Emphasize the *oo* sound and the word sounds again.
- Add the gaps as in the Activity Book (*note\_ \_ \_ k, \_ \_ \_ k, etc*).
- Read the teacher's script. Pause after the first word (*notebook, notebook*).

#### Teacher's script:

*One. Notebook. Notebook.*

*Two. Look. Look.*

*Three. Goodbye. Goodbye.*

*Four. Goodnight. Goodnight.*

*One. Notebook.*

*Two. Look.*

*Three. Goodbye.*

*Four. Goodnight.*

- Call a child to the front to complete the first word on the board.
- The children copy the missing letters in their books.
- Repeat with the other words.
- The children read the words chorally.  
Encourage them to use their reading fingers.

**Answers:** 1 notebook 2 look 3 goodbye  
4 goodnight

### 2 Say five differences in Picture B.

- Point to the two pictures. Read the two example sentences.
- Write the sentences on the board.

- Show the children that there are *three* pens in picture A, and *four* pens in picture B.
- Show the children that there *isn't* a notebook in picture A, and there *is* a notebook in picture B.
- Explain that the children have to find more differences in picture B
- In pairs, the children look for differences.
- Choose children to say sentences about the differences. If the sentence is correct, the child comes to the front to write it.
- The children read all the sentences chorally.

**Answers:** There is a ruler.

There are four pens.

There is a notebook.

There are two erasers.

There are six pencils.

### 3 Write.

- Write the sentence (*There are seventeen flowers*) on the board. As you write, remind children *Start with a capital letter*.
- Call children to the front to write the sentence on the board.
- The children write the sentence in their books in class or for homework.

# Unit 7

## Unit 7 Lesson 1

**Aims:** presenting new words for furniture; saying and writing the words

**New language:** *chair, table, sofa, desk, lamp, bed*

**Revised language:** *It's ...*; numbers 1–6

**You need:** Student's Book p23; Activity Book p26; CD track 40; flashcards for furniture, number flashcards 1–6

### Starter – dictation

- Choose three words from the spelling/pronunciation words on Student's Book page 22. For example, *notebook, look, goodbye*.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (n–o–t–e–b–o–o–k).
- The children write the word.
- Repeat with the other words.
- The children read the words again chorally.

### 1 Listen and say.

- Put the furniture flashcards on the board.
- Point to the *chair* flashcard and say, *What is this?* Help the children to say the word if they know it in English.
- Model the word *chair ... chair*.
- The children repeat the word *chair* chorally and individually.
- Repeat with the other flashcards.
- Say *Open your books on page 23*.
- Play CD track 34. The children listen and point at the vocabulary pictures.

#### CD script:

*chair*  
*table*  
*sofa*  
*desk*

*lamp*  
*bed*

- Play the track again. The children repeat the words chorally.
- Point to a flashcard. The children say the word chorally and individually.
- Repeat with the other flashcards.
- Say a combination of three words, e.g. *chair, table, sofa*.
- Choose a child to repeat the words in the same order and point to the flashcards.
- Repeat with other children and other combinations of objects.
- In pairs, the children practise saying sequences and repeating the sequences.

### 2 Play a game.

- Point to the flashcard of the table. Ask *What colour is it? (blue)*.
- Repeat with the other flashcards.
- Read the conversation to the children.
- Start another conversation, e.g. *It's green*. The children identify the flashcard (*the lamp*). Say *That's right*.
- Choose a child to make a sentence. Choose another child to guess.
- Repeat with other pairs of children.
- The children play the game in pairs.

### Activity Book

#### 1 Find the words. Match with the pictures.

- Say *Open your books on page 26*.
- Point to each of the pictures. The children say the words (*sofa, bed, lamp, table, desk, chair*).
- Point to the word ribbon. Help the children to find the first word (*table*).
- Show the children how to circle *table*.
- In pairs, the children find the other words and circle them.
- Call children up to the front to write the words on the board.

# Unit 7

**Answers:** table (D) bed (B) chair (F) sofa (A)  
desk (E) lamp (C)

## 2 Count and match.

- Ask *What can you see in the picture?* (chairs, tables, sofas, lamps).
- Read the first word, *three*. Say *What does it go with?* (tables).
- Show the children how to draw a line from 1 to b.
- Repeat with the other numbers.
- Say *tables*. The children respond *three tables* chorally.
- Repeat with the other furniture words.

**Answers:** 1b 2a 3d 4c

## 3 Write.

- Write the first word (*sofa*) on the board. As you write, remind the children *All the letters sit on the line*.
- The children write the first word (*sofa*) in their books.
- Call children to the front to write the other words on the board.
- The children write the words in their books in class or for homework.

## Unit 7 Lesson 2

**Aims:** presenting and practising questions with *Where ...?* and sentences with *in/on/under*

**New language:** *Where is Lucky? He's in/on/under the bag.*

**Revised language:** *chair, table, sofa, desk, lamp, bed*

**You need:** Student's Book p24; Activity Book p27; CD track 41; flashcards for furniture; flashcard of Lucky

## Starter – vocabulary review

- Show the children flashcards for furniture at random. The children say the words chorally and individually.
- Show children sets of three furniture flashcards, one by one. The children say the words individually in the correct order.

## 1 Read, listen and say.

- Point to Nabaz, Sirwa, Jack and Emma in the pictures. Ask *Who is this?* The children say the names of the children and the rabbit (*Lucky*).
- Talk with the children about each picture in Kurdish. Ask questions such as *Where is the rabbit?* and *Is the rabbit under the chair?*
- Play CD track 35 while the children listen. The children listen and point at each picture.

### CD script:

Emma: *Where's Lucky?*

Jack: *He's on the chair!*

Jack: *He's under the desk.*

Sirwa: *He's in the box!*

Sirwa: *He's on the lamp!*

- Play the track again. Encourage the children to follow the speech bubbles with their reading fingers.
- Play the track again. Pause after every sentence and say *Repeat*.
- Children repeat the sentence chorally.
- Write *Where's Lucky?* and *Where is Lucky?* on the board. Explain that *Where's ...* is the short form of *Where is ...*
- Write *He's in the box*, *He's on the box* and *He's under the box* on the board.
- Underline *in*, *on* and *under*. Make sure the children understand the meaning of these words.
- The children say the sentences chorally and individually.
- Choose a child to read the first picture. Choose other children to read the other pictures.
- Say *Read in pairs*.

# Unit 7

- Children read aloud taking turns picture by picture.
- Choose four children to act out the story in front of the class.

## 2 Point, ask and answer.

- Draw a box on the board (or use a real box).
- Ask *What's this? (a box)*.
- Put the flashcard of Lucky on the top of the box. Say *He's on the box*.
- Write *on* on the board. Make sure the children understand the meaning of *on*.
- Repeat with Lucky *in* the box and *under* the box.
- Point to the first picture and ask *Where's Lucky?*
- The children answer *He's on the box*, chorally.
- Repeat with the other pictures.
- Choose a child to point to a picture and ask *Where's Lucky?*
- Choose another child to answer.
- The children practise asking and answering questions in pairs.

## Values

- Read the Values sign (*Be nice to animals!*) to the children. In Kurdish, ask questions such as:
- Do you have any animals at home?
- Do you have pets like dogs and cats?
- How can you be nice to animals?

## Activity Book

### 1 Read and draw.

- Point to the picture. Ask *What can you see? (a table and a box)*.
- Copy the picture on the board.
- Read the first sentence to the children. Show the children how to draw the mouse on the table.

- Choose children to read the sentences. Choose other children to come to the front and draw.
- The children draw in their books.
- Point to the pen on the board drawing. Ask *Where is the pen?*
- Choose a child to answer (*It's under the table*).
- Repeat with other children and other objects.
- Choose children to ask questions. Choose other children to answer them.
- The children practise the questions and answers in pairs.

### 2 Follow the lines. Choose and write.

- Read the three words at the top (*in, on, under*) to the children.
- Point to the picture. Ask *Where is the cat?*
- Show the children how to follow the line.
- The children answer the question (*The cat is under the desk*).
- Write the first sentence with the gap on the board.
- Call a child to the front to complete the sentence with *under*.
- The children complete the first sentence in their books.
- Repeat with the other sentences.
- Choose children to ask questions and other children to answer them.
- The children practise asking and answering the questions in pairs.

**Answers:** 1 under 2 on 3 in

### 3 Write.

- Write the sentence (*The book is on the desk*) on the board. As you write, remind the children *Write a full stop at the end*.
- Call children to the front to write the sentence on the board.
- The children write the sentence in their books in class or for homework.

# Unit 7

## Unit 7 Lesson 3

**Aims:** focus on spelling and pronunciation; speaking; singing a song

**New language:** none

**Revised language:** *Where is ...? It's in/on/under ...*

**You need:** Student's Book p25; Activity Book p27, CD tracks 42–44; an object (e.g. a toy or a classroom object)

### Starter – Where is it?

- Place the object in different parts of the classroom. Ask *Where is the (object)?*
- The children answer *It's in/on/under the ...*
- Choose children to ask the question. Choose other children to answer it.

### 1 Listen and repeat. Then circle and say.

- Say *Listen to these words.*
- Play CD track 36 with the books closed.

#### CD script:

desk  
bed  
pen  
pencil  
leg  
insect

- Play the track again. The children repeat each word chorally.
- Say *Open your books on page 25. Listen and repeat.*
- Play the track again. The children listen, read and repeat each word.
- Write *desk* on the board. Emphasize the *e* with a different colour or by underlining it.
- Point to the *e*. Model the /e/ sound and the word *desk*, like this: /e/ ... *desk*.

- The children say the sound and the word chorally.
- The children circle the *e* in the word in their books.
- Repeat with the other words.

### 2 Play a game.

- Point to the duck. Ask *What is this? (a duck).*
- Repeat with the other animals and objects.
- Read the example question and answer.
- Ask *Where's the flower? (It's in the hat).*
- Choose a child to ask a question and another child to answer it.
- Repeat with other children.
- The children practise the questions and answers in pairs.

### 3 Listen, read and sing.

- Point to the picture. Ask questions such as *Is Lucky at home? Is he at school? and Where is he?*
- Read the song to the pupils. Make sure they understand the new expression *I don't know*.
- Play CD track 37. The children listen.

#### CD script:

*Where's Lucky Rabbit?*  
*I don't know.*  
*Is he at home?*  
*No, no, no!*  
*Is he at school?*  
*Yes, yes, yes!*  
*Where's Lucky Rabbit?*  
*He's on my desk!*

- Play the song again. The children listen and read the words silently.
- Play the song again. Pause after each line. The children listen and repeat.
- Play the song again, without pauses. Encourage the class to sing along.



# Unit 7

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book Exercise 1 on the board again.
- Emphasize the /e/ sound and the word sounds again.
- Add the gaps as in the Activity Book ( \_ \_ sk, b \_ \_ , etc).
- Read the teacher's script. Pause after the first word (*desk, desk*).

#### Teacher's script:

One. Desk. Desk.

Two. Bed. Bed.

Three. Pen. Pen.

Four. Pencil. Pencil.

Five. Leg. Leg.

Six. Insect. Insect.

One. Desk.

Two. Bed.

Three. Pen.

Four. Pencil.

Five. Leg.

Six. Insect.

- Call a child to the front to complete the word on the board.
- The children copy the missing letters in their books.
- Repeat with the other words.
- The children read the words chorally. Encourage them to use their reading fingers.

**Answers:** 1 desk 2 bed 3 pen 4 pencil 5 leg  
6 insect

### 2 Find the toys. Match.

- Point to the animals and objects in the picture. Ask *What is this?* (a rabbit, a bed, etc).
- Read the answers to the children (*It's under the bed, It's under the chair, etc*).
- Read the first question. The children answer (*It's under the chair*).

- Show the children how to draw a line from 1 to b.
- The children draw the line in their books.
- Repeat with the other sentences.
- Point to the duck. Ask *Where is it?* Choose a child to answer.
- Choose a child to ask a question. Choose another child to answer it.
- Repeat with other children and other questions.
- The children practise the questions and answers in pairs.

**Answers:** 1b 2d 3c 4a

### 3 Write.

- Write the question (*Where's the cat?*) on the board. Remind the children how to write the question mark (?).
- The children write the question in their books.
- Call a child to the front to write the answer on the board.
- The children write the answer in their books in class or for homework.

# Unit 8

## Unit 8 Lesson 1

**Aims:** introducing new words for animals; presenting and practising the new words

**New language:** *cow, horse, sheep, goat, cat, dog*

**Revised language:** *It's a .../numbers 1–7*

**You need:** Student's Book p26; Activity Book p29; CD tracks 45–46; flashcards for animals

### Starter – dictation

- Choose three words from the spelling/pronunciation words on Student's Book page 25. For example, *desk, bed, pen*.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (d–e–s–k).
- The children write the word.
- Repeat with the other words.
- The children read the words again chorally.

### 1 Listen and say.

- Put the flashcards on the board.
- Point to the *cow* flashcard and say *What is this?* Help the children to say the word if they know it in English.
- Model the word *cow ... cow*.
- The children repeat the word *cow* chorally and individually.
- Repeat with the other flashcards.
- Say *Open your books on page 26*.
- Play CD track 38. The children listen and point to the vocabulary pictures.

#### CD script:

*cow*  
*horse*  
*sheep*  
*goat*

*cat*  
*dog*

- Play the track again. The children repeat the words chorally.
- Point to a flashcard. The children say the word chorally and individually.
- Repeat with the other flashcards.
- Say the noise a sheep makes (*baa ...*). Ask *What is it? (A sheep)*.
- Repeat with other noises for the other animals.
- Choose a child to make an animal noise. Choose another child to say the name of the animal.
- Repeat with other children.
- In pairs, the children practise saying animal noises and naming the animals.

### Extra reading practice

- Put the flashcards on the board. Write the word next to each one.
- Say the first word slowly. Point to each of the letters as you say them.
- Point to the word again, letter by letter. The children read the word on the board as you point to it.
- Repeat with the other words.

### 2 Play a game.

- Talk with the children (in Kurdish) about the picture. Ask questions such as *What is Nabaz doing? (He's drawing a picture)* and *What is Jack doing? (He's guessing what the picture is)*.
- Read the dialogue to the children.
- Start to draw an animal on the board. Encourage the children to guess what it is (*It's a cow, etc*).
- Call a child to the front to draw an animal. The other children guess what it is.
- In pairs, the children practise drawing animals and guessing.

# Unit 8

## Activity Book

### 1 Listen and circle.

- Read the first pair of animals (*cat, dog*) to the children.
- Ask *What noise does a cat make?* (*Miaow*). Ask the same question about dogs.
- Play CD track 39. Pause after the first sound.
- Ask *What animal is it?* (*a cat*). Show the children how to circle the word *cat*.

#### CD script:

One: miaow

Two: baa

Three: moo

Four: neigh

Five: bleat

Six: moo

- Repeat with the other sounds.

**Answers:** 1 cat 2 sheep 3 cow 4 horse 5 goat  
6 cow

### 2 Count and write.

- Copy the animal words and gaps on the board.
- Point to the picture. Say *What animals can you see?* (*horses, sheep, goats, dogs, cats, cows*).
- Ask *How many horses?* (*seven*).
- Call a child to the front to write *seven* in the gap.
- The children copy in their books.
- Repeat with the other animals.

**Answers:** 1 seven 2 six 3 three 4 four 5 five  
6 two

### 3 Write.

- Write the first word (*cat*) on the board. As you write, remind the children *With letter t, write the down line, then the across line.*
- The children write the first word (*cat*) in their books.
- Call children to the front to write the other words on the board.

- The children write the words in their books in class or for homework.

## Unit 8 Lesson 2

**Aims:** presenting and practising the verb *have/has*

**New language:** *I have .../You have .../  
He has .../They have ...*

**Revised language:** *cow, horse, sheep, goat,  
cat, dog*

**You need:** Student's Book p27; Activity Book p30; CD tracks 47–48; flashcards for animals

### Starter – vocabulary review

- Show the children flashcards for animals at random. The children say the words chorally and individually.
- Show children sets of three animal flashcards, one by one. The children say the words individually in the same order.

### 1 Read, listen and say.

- Point to Nabaz in the pictures. Ask *Who is this?*
- Point to the goats. Ask *What are these?*
- Talk with the children about each picture in Kurdish. Ask questions such as *Where is Nabaz? How many goats does he have? How many goats does his friend have?*
- Play CD track 40 while the children listen. The children listen and point to each picture.

#### CD script:

*Nabaz: I have a goat.*

*Nabaz: You have two goats.*

*Nabaz: He has three goats.*

*Nabaz: They have lots of goats.*

# Unit 8

- Play the track again. Encourage the children to follow the speech bubbles with their reading fingers.
- Play the track again. Pause after every sentence and say *Repeat*.
- Children repeat the sentence chorally.
- Write *I have a goat* and *He has a goat* and *They have a goat* on the board.
- Underline *have* and *has* in the sentences. Emphasize the connection between *I* and *have*, *They* and *have*, and *He* and *has*.
- The children say the sentences chorally and individually.
- Choose a child to read the first picture. Choose other children to read the other pictures.
- Say *Read in pairs*.
- Children read aloud taking turns picture by picture.
- Choose two children to act out the story in front of the class.

## 2 Listen, point and say.

- Point to each of the animals in the picture and ask *What is it? (a sheep, a cow, etc)*.
- Read the chant to the children.
- Play CD track 41. The children listen and follow with their reading fingers.

### CD script:

*I have a cat,  
You have a cow,  
He has a monkey and a mouse.  
She has a sheep,  
They have a horse,  
We have fun in my house!*

- Play the chant again. Pause after each line.
- The children repeat the line chorally. Help them to follow the rhythm of the chant.
- Play the chant again. The children chant the lines at the same time.
- The children say the chant again, without the CD.

- Emphasize the link between *I*, *You*, *We*, *They* and *have*.
- Emphasize the link between *He* and *She* and *has*.

## Activity Book

### 1 Match the sentences with the pictures.

- Read the sentences to children.
- Point to the first picture. Ask *What animal is it? (a goat)*.
- Ask *Which sentence is it? (I have a goat)*.
- Show the children how to draw a line from 1 to c.
- Repeat with the other pictures.

**Answers:** 1c 2d 3b 4a

### 2 Choose and write.

- Write *has* and *have* on the board.
- Write the sentences with the gaps on the board.
- Read the first sentence with the gap. Ask *Is it has or have? (has)*.
- Call a child to the front. The child completes the sentence.
- The children complete the sentence in their books.
- Repeat with the other sentences.
- The children read the sentences chorally.
- Emphasize that *he* and *she* go with *has*.
- Emphasize that *I*, *you*, *we* and *they* go with *have*.

**Answers:** 1 has 2 have 3 have 4 has

### 3 Write.

- Write the sentence (*I have a cat*) on the board. As you write, remind the children, *Leave a little space between the words*.
- Call children to the front to write the sentence on the board.

# Unit 8

- The children write the sentence in their books in class or for homework.

## Unit 8 Lesson 3

**Aims:** focus on spelling and pronunciation;  
focus on speaking

**New language:** none

**Revised language:** grammar and vocabulary  
from Units 6, 7 and 8

**You need:** Student's Book p28; Activity Book  
p31; CD tracks 49–50

### Starter – a chant

- Help the children to recall the chant from Lesson 2.
- Write the chant on the board.
- The whole class says the chant chorally, reading from the board.
- Emphasize that *he* and *she* go with *has*.
- Emphasize that *I, you, we* and *they* go with *have*.

### 1 Listen and repeat. Then circle and say.

- Say *Listen to these words*.
- Play CD track 42 with the books closed.

**CD script:**

*teacher*  
*policeman*  
*queen*  
*three*  
*sheep*  
*green*

- Play the track again. The children repeat each word chorally.
- Say *Open your books on page 28. Listen and repeat*.

- Play the track again. The children listen, read and repeat each word.
- Write *teacher* on the board. Emphasize the *ea* with a different colour or by underlining it.
- Point to the *ea*. Model the /i:/ sound and the word teacher like this: /i:/ ... *teacher*.
- The children say the sound and the word chorally.
- The children circle the *ea* in the word in their books.
- Repeat with the other words. Make sure the children understand that there are different ways of spelling the same sound (*i...e* and *ee*).

### 2 Add punctuation.

- Write the first sentence on the board. Emphasize the punctuation features (*capital S, full stop*).
- Remind the children of the punctuation words (*capital letter, full stop*).
- Call children to the front to write over the punctuation features on the board.
- The children write over the punctuation features in their books.
- Repeat with the other sentences.

### 3 Follow the lines and say.

- Read the first word (*I*) to the children. Show them how to follow the line.
- Point to the end of the line. Ask *What is it?* (*an orange*).
- Say *I ... an orange*. Help the children to say a sentence (*I have an orange*).
- Repeat with the other words.
- The children say the sentences chorally.
- Emphasize that *he* and *she* go with *has*.
- Emphasize that *I, you, we* and *they* go with *have*.

**Answers:** I have an orange. You have an umbrella. He has a box. She has a top. We have a doll. They have an apple.

# Unit 8/Revision 2

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book Exercise 1 on the board again.
- Emphasize the /i:/ sound and the word sounds again.
- Add the gaps as in the Activity Book (*t \_ \_ cher, pol \_ ceman*, etc).
- Read the teacher's script. Pause after the first word (*teacher, teacher*).

#### Teacher's script:

One. Teacher. Teacher.

Two. Policeman. Policeman.

Three. Queen. Queen.

Four. Three. Three.

Five. Sheep. Sheep.

Six. Green. Green.

One. Teacher.

Two. Policeman.

Three. Queen.

Four. Three.

Five. Sheep.

Six. Green.

- Call a child to the front to complete the word on the board.
- The children copy the missing letters in their books.
- Repeat with the other words.
- The children read the words chorally. Encourage them to use their reading fingers.

**Answers:** 1 teacher 2 policeman 3 queen  
4 three 5 sheep 6 green

### 2 Follow the lines. Write.

- Write *She has, He has* and *They have* on the board.
- Write the sentences with the gaps on the board.
- Follow the line from the boy to the three apples.
- Say *Make a sentence. He ...*

- The children say the sentence (*He has three apples*).
- Call a child to the front. The child completes the sentence on the board.
- Repeat with the other pictures.
- The children copy the sentences in their books.

**Answers:** 1 She has 2 They have 3 He has

### 3 Write.

- Write the sentence (*She has a goat*) on the board. As you write, remind the children *The tail of letter g goes under the line*.
- Call children to the front to write the sentence on the board.
- The children write the sentence in their books in class or for homework.

## Revision 2

**Aims:** revision of Units 6, 7 and 8

**New language:** none

**Revised language:** grammar and vocabulary from Units 6, 7 and 8

**You need:** Student's Book p29; Activity Book pp32–33; CD track 51; animal flashcards

### Starter – looking at the units

- Show the children Units 6, 7 and 8 in the Student's Book.
- Look at the vocabulary pages. The children read the vocabulary words.
- Look at the story pages. Point out the new grammar such as *There are two pencils. He's on the chair* and *I have a goat*.
- Recall the songs and chants from the units.



# Revision 2

## 1 Look, cover and say.

- Point to the furniture in the picture. Ask *What is it? (a desk, a bed, etc).*
- Point to the objects in the picture (*pens, pencils, crayons, notebooks, book, rulers, box, lamp, cat*). The children name the objects.
- Ask questions such as *How many pens are there? (two)* and *Where are the pens? (They're on the desk).*
- Say *Close your books.*
- Say *pens*. Help the children to say, *There are two pens.*
- Ask *Where are the pens?* Help the children to answer, *They're on the desk.*
- Say other words (*crayons, notebooks, etc*). Help the children to say sentences with *There is .../There are ...*, and to answer *Where ...?* questions.

## 2 Choose an animal. Play a game.

- Put all the flashcards for animals on the board.
- Take the flashcard for *cow*.
- Call two children to the front. Give one child the flashcard for *sheep*. Give one child the flashcard for *horse*.
- Say *I have a cow. You have a sheep. He/She has a horse*. Look and point appropriately as you speak.
- Call two more children to the front. Give them different animal flashcards. Say the sentences. Look and point appropriately.
- Call three children to the front. Help one of the children to say the sentences (*I have a ...*, *You have a ...*, and *He/She has a ...*).
- Repeat with other groups of three children and other combinations of animals.

## Your progress!

Note: It's best to do this section at the end of the lesson.

- Remind children in Kurdish that at the end of every Revision they can check their progress.

- Ask in Kurdish *How many units have we done? (8).*
- Show the children how to colour in the squares up to unit 8.
- Talk with the children in Kurdish about what they have learnt in Units 6–8.
- Encourage them to be aware of their progress.

## Activity Book

### 1 Listen and draw.

- Point to the furniture in the picture. Ask *What is it? (A desk, a chair).*
- Play CD track 43. Pause after *The pencils are on the desk.*
- The children draw three pencils on the desk.
- Repeat with the other sentences. The children complete the drawing.

#### CD script:

*There are three pencils. The pencils are on the desk.*

*There's a notebook. The notebook is under the chair.*

*He has a cat. Where is the cat? It's on the chair.*

*He has two dogs. Where are the dogs? They're under the desk.*

- Help the children to say sentences such as *There are three pencils.*

**Answers:** three pencils on the desk a notebook under the chair a cat on the chair two dogs under the desk

### 2 Match the questions and answers.

- Read the first question. Ask *What's the answer? (They're on the desk).*
- Show the children how to draw a line from 1 to b.
- Repeat with the other questions.
- Point to the second picture. Ask questions such as *How many ants are there? (two)* and *Where are the cats? (They're under the sofa).*

## Revision 2

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- Help the children to ask other questions about the picture.
- Choose other children to answer the questions.

**Answers:** 1b 2d 3c 4a

### 3 Read and write T (Tom) or L (Linda).

- Read the sentences about Tom and Linda.
- Read the first sentence to the children (*I have two sheep*). Ask *Who is it?* (*Tom*).
- Show the children how to write *T* next to number 1.
- Repeat with the other sentences.

**Answers:** 1T 2L 3L 4T

### 4 Copy.

- Read the sentences about the picture to the children.
- The children copy the sentences in their books.

### 5 Write about the picture.

- Point to the picture. Help the children to describe it (*There are two flowers*, etc).
- Write the sentences with gaps on the board.
- Call children up to the front. The children complete the sentences.
- The children complete the sentences in their books in class or for homework.

**Answers:** 1 flowers 2 a 3 Where  
4 on the chair

# Unit 9

## Unit 9 Lesson 1

**Aims:** presenting new verbs; saying and writing the words

**New language:** *read, talk, look, write, eat, drink*

**Revised language:** *book, name, apple, juice, friend, letters, picture*

**You need:** Student's Book p30; Activity Book p34; CD track 52; flashcards for verbs (1)

### Starter – dictation

- Choose three words from the spelling/pronunciation words on Student's Book page 28. For example, *three, sheep, queen*.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (t-h-r-e-e).
- The children write the word.
- Repeat with the other words.
- The children read the words again chorally.

### 1 Listen and say.

- Put the flashcards on the board.
- Point to the *read* flashcard. Help the children to say the word if they know it in English.
- Model the word *read ... read*.
- The children repeat the word *read* chorally and individually.
- Repeat with the other flashcards.
- Say *Open your books on page 30*.
- Play CD track 44. The children listen and point to the vocabulary pictures.

#### CD script:

*read*  
*talk*  
*look*  
*write*

*eat*  
*drink*

- Play the track again. The children repeat the words chorally.
- Point to a flashcard. The children say the word chorally and individually.
- Repeat with the other flashcards.
- Work out a mime gesture for each of the verbs, e.g. pretending to read a book, pretending to talk to a friend, pretending to look through binoculars, etc.
- Do the mime gesture for *read*. The children say *read*.
- Repeat with the other mime gestures.
- Choose children to do a mime gesture. Choose other children to say the words.
- In pairs, the children practise doing mime gestures and saying the words.

### Extra reading practice

- Put the flashcards on the board. Write the word next to each one.
- Say the first word slowly. Point to each of the letters as you say them.
- Point to the word again, letter by letter. The children read the word on the board as you point to it.
- Repeat with the other words.

### 2 Read. Play a game.

- Put the flashcards of Jack and Lucky on the board.
- Write *Read a book* on the board. Say *Read a book*.
- The children pretend to read their books.
- Write *Look at Jack* on the board. Say *Look at Jack*.
- The children look at the flashcard of Jack on the board.
- Repeat with the other instructions (*Talk to Lucky, Write your name, Eat an apple, Drink a juice*). The children act out the instructions.

# Unit 9

- Choose a child to say an instruction. Choose another child to act it out.
- Repeat with other children and other instructions.
- The children practise in pairs, saying instructions and acting them out.
- Point to each of the instructions on the board. The children read them chorally.

## Activity Book

### 1 Join the letters. Match with the pictures.

- Point to each of the pictures. The children say the words (*talk, eat, drink*, etc) chorally.
- Write *re* on the board. The children complete the word (*ad*). Show the children how to draw a line from *re* to *ad*.
- Complete the word on the board (*read*).
- Show the children how to draw a line to the picture for *read*.
- Repeat with the other verbs.
- The children read the words on the board chorally and individually.

**Answers:** 1 read 2 talk 3 look 4 write 5 drink  
6 eat

### 2 Choose.

- Read the first two words in the box (*an apple, a book*) to the children.
- Read the first verb (*read*). Ask *What word does it go with?* (*a book*).
- Show the children how to circle *a book*.
- Write *read a book* on the board.
- Repeat with the other verbs.
- The children read the phrases on the board chorally and individually.

**Answers:** 1 read a book 2 talk to a friend  
3 look at a picture 4 write letters  
5 drink water 6 eat an apple

### 3 Write.

- Write the first word (*read*) on the board. As you write, remind the children, *Letter e starts in the middle*.
- The children write the first word (*read*) in their books.
- Call children to the front to write the other words on the board.
- The children write the words in their books in class or for homework.

## Unit 9 Lesson 2

**Aims:** presenting and practising *He's/She's/It's ...ing*

**New language:** *He/She/It is eating.*

**Revised language:** *read, talk, look, write, eat, drink*

**You need:** Student's Book p31; Activity Book p35; CD tracks 53–54; flashcards for verbs (1)

### Starter – vocabulary review

- Show the children flashcards for verbs at random. The children say the words chorally and individually.
- Do the mime gestures for the verbs from Lesson 1. The children say the words chorally.
- Write the words on the board. Write the *...ing* form next to each verb (*read: reading, talk: talking*, etc)
- Model the *...ing* forms. The children repeat the words chorally and individually.

### 1 Read, listen and say.

- Point to Nabaz, Emma and Jack in the pictures. Ask *Who is this?* The children say the names.
- Talk with the children about each picture in Kurdish. Ask questions such as *Where is Nabaz? What is the girl doing? What is the cow doing?*

# Unit 9

- Play CD track 45 while the children listen. The children listen and point to each picture.

## CD script:

Emma: *He's reading.*

Jack: *She's writing.*

Emma: *It's drinking.*

Jack: *It's eating the food!*

- Play the track again. Encourage the children to follow the speech bubbles with their reading fingers.
- Play the track again. Pause after every sentence and say *Repeat*.
- Children repeat the sentences chorally.
- Write *He's reading* and *He is reading* on the board. Explain that *He's reading* is the short form of *He is reading*.
- Do the same with *She's writing/She is writing* and *It's eating/It is eating*.
- Explain in Kurdish that we use ...*ing* when we are talking about what people are doing right now.
- Choose a child to read the first picture. Choose other children to read the other pictures.
- Say *Read in pairs*.
- Children read aloud taking turns picture by picture.
- Choose three children to act out the story in front of the class.

## 2 Read and point.

- Read the first sentence (*He's eating*) to the children.
- Ask *Who is it?* The children point to the picture of the boy eating.
- Repeat with the other sentences.
- Call a child to the front. Whisper *Read a book* to the child.
- The child pretends to read a book.
- Ask *What is he/she doing?* (*He's/She's reading a book*).
- The children say the sentence chorally and individually.

- Repeat with other children and other sentences.

## Activity Book

### 1 Listen and number.

- Point to the first picture. Ask *What is he doing?* (*He's drinking*).
- Repeat with the other pictures.
- Play CD track 46. Pause after the first sentence.
- Ask *Which picture is it?* The children point to the correct picture.
- Show the children how to write the number 1 in the box.

## CD script:

One. *She's drinking.*

Two. *He's eating.*

Three. *It's eating.*

Four. *She's eating.*

Five. *He's drinking.*

Six. *It's drinking.*

- Repeat with the other sentences on the track.
- Point to each of the pictures again. The children say the sentences chorally.

**Answers:** 5 1 6 4 2 3

### 2 Choose and write.

- Write *He's*, *She's* and *It's* on the board.
- Write \_\_\_\_ *reading* on the board.
- Point to the gap. Ask *Which word goes here?* (*She's*).
- Write *She's* in the gap. The children copy in their books.
- Repeat with the other sentences.
- The children read the sentences chorally.

**Answers:** 1 *She's* 2 *It's* 3 *He's*

### 3 Write.

- Write the sentence (*He's reading*) on the board. As you write, remind the children how to write the apostrophe (*'*).

# Unit 9

- Call children to the front to write the sentence on the board.
- The children write the sentence in their books in class or for homework.

## Unit 9 Lesson 3

**Aims:** focus on spelling and pronunciation; speaking; singing a song

**New language:** none

**Revised language:** *I'm/You're/He's/She's/We're/reading/talking/looking/writing/eating/drinking*

**You need:** Student's Book p32; Activity Book p36; CD tracks 55–58

### Starter – a chant

- Let the children choose a chant from Units 2, 4, 6 or 8.
- Write the chant on the board.
- The whole class says the chant chorally, reading from the board.

### 1 Listen and repeat. Then circle and say.

- Say *Listen to these words.*
- Play CD track 47 with the books closed.

**CD script:**

*reading*  
*talking*  
*looking*  
*writing*  
*eating*  
*drinking*

- Play the track again. The children repeat each word chorally.
- Say *Open your books on page 32. Listen and repeat.*

- Play the track again. The children listen, read and repeat each word.
- Write *reading* on the board. Emphasize the ...*ing* with a different colour or by underlining it.
- Point to the ...*ing*. Model the /ɪŋ/ sound and the word *reading* like this: /ɪŋ/ ... *reading*.
- The children say the sound and the word chorally.
- The children circle the *ing* in the word in their books.
- Repeat with the other words.

### 2 Listen and find.

- Point to the children in the picture. Say *What is he/she doing?* (*He's reading, She's drinking, etc.*)
- Play CD track 48. Pause after the first sentence (*I'm reading*).
- Ask *Who is it?* The children point to the correct child in the picture.

**CD script:**

*I'm reading.*  
*You're drinking a juice.*  
*He's talking to me.*  
*She's eating ice cream.*  
*He's looking at the cat.*

- Repeat with the other sentences.

### 3 Listen and sing.

- Read the song to the children. Make sure they understand new words and expressions such as *It's fun* and *sitting in the sun*.
- Remind the children that *I'm reading* is the short form of *I am reading*.
- Play CD track 49. The children listen.

**CD script:**

*I'm reading a book. It's fun, fun, fun.*  
*I'm sitting in the sun, sun, sun.*  
*She's eating ice cream. It's fun, fun, fun.*



# Unit 9

*She's sitting in the sun, sun, sun.  
I'm with my friends. It's fun, fun, fun.  
It's very nice in the sun, sun, sun.*

- Play the song again. The children listen and read the words silently.
- Play the song again. Pause after each line. The children listen and repeat.
- Play the song again, without pauses. Encourage the class to sing along.

## Values

- Read the Values sign (*Have fun with your friends!*) to the children. In Kurdish, ask them questions such as:
- What things do you do with your friends?
- Which activities do you most enjoy with your friends?

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book Exercise 1 on the board again.
- Emphasize the /ŋ/ sound and the word sounds again.
- Add the gaps as in the Activity Book (*rea\_ \_ \_ \_ , tal\_ \_ \_ \_ , etc*)
- Read the teacher's script. Pause after the first word (*reading, reading*).
- Call a child to the front to complete the word on the board.
- The children copy the missing letters in their books.

#### Teacher's script:

*One. Reading. Reading.  
Two. Talking. Talking.  
Three. Looking. Looking.  
Four. Writing. Writing.  
Five. Eating. Eating.  
Six. Drinking. Drinking.  
One. Reading.  
Two. Talking.*

*Three. Looking.  
Four. Writing.  
Five. Eating.  
Six. Drinking.*

- Repeat with the other words.
- The children read the words chorally. Encourage them to use their reading fingers.

**Answers:** 1 reading 2 talking 3 looking  
4 writing 5 eating 6 drinking

### 2 Choose and write.

- Write *She's* and *He's* on the board.
- Write *\_\_\_ reading* on the board.
- Point to the gap. Ask *Which word goes here?* (*She's*).
- Write *She's* in the gap. The children copy in their books.
- Repeat with the other sentences.
- The children read the sentences chorally.

**Answers:** 1 *She's* 2 *She's* 3 *He's*

### 3 Write.

- Write the sentence (*She's writing*) on the board. As you write, remind the children *The tail of letter g goes under the line*.
- Call children to the front to write the sentence on the board.
- The children write the sentence in their books in class or for homework.

# Unit 10

## Unit 10 Lesson 1

**Aims:** presenting new verbs; saying and writing the verbs

**New language:** *run, jump, walk, ride a horse, listen, sing*

**Revised language:** *He's/She's ...ing*

**You need:** Student's Book p33; Activity Book p37; CD tracks 59–60; flashcards for verbs (2)

### Starter – dictation

- Choose three words from the spelling/pronunciation words on Student's Book page 32. For example, *reading, talking, writing*.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (r–e–a–d–i–n–g).
- The children write the word.
- Repeat with the other words.
- The children read the words again chorally.

### 1 Listen and say.

- Put the flashcards on the board.
- Point to the *run* flashcard. Help the children to say the word if they know it in English.
- Model the word *run ... run*.
- The children repeat the word *run* chorally and individually.
- Repeat with the other flashcards.
- Say *Open your books on page 33*.
- Play CD track 50. The children listen and point to the vocabulary pictures.

#### CD script:

*run*  
*jump*  
*walk*  
*ride a horse*  
*listen*  
*sing*

- Play the track again. The children repeat the words chorally.
- Point to a flashcard. The children say the word chorally and individually.
- Repeat with the other flashcards.
- Work out a mime gesture for each of the verbs, e.g. pretending to run, jump, walk, etc.
- Do the mime gesture for *run*. The children say *run*.
- Repeat with the other mime gestures.
- Choose children to do a mime gesture. Choose other children to say the words.
- In pairs, the children practise doing mime gestures and saying the words.

### Extra reading practice

- Put the flashcards on the board. Write the word next to each one.
- Say the first word slowly. Point to each of the letters as you say them.
- Point to the word again, letter by letter. The children read the word on the board as you point to it.
- Repeat with the other words.

### 2 Play a game.

- Show the children the numbers 1–6 on each picture in Exercise 1.
- Read the dialogue to the children. Show the children that number four is the picture for *He's riding a horse*.
- Say *She's listening*. The children identify the picture (*number 5*).
- Repeat with other pictures and other sentences.
- Choose a child to say a sentence about one of the pictures. Choose another child to identify the picture.
- Repeat with other children and other pictures.
- The children practise in pairs, saying sentences and identifying pictures.

# Unit 10

## Activity Book

### 1 Count and find the words.

- Show the children the numbers on the grid (1, 5, 10, 15).
- Point to each of the spaces between the numbers. Help the children to say the numbers (2, 3, 4, etc).
- Point to the first set of numbers (12, 9, 6, 16). Show the children how to work out the letters for each number (j u m p).
- Help the children to work out the letters for the next set of numbers (5, 17, 15, 3).
- The children write the word in their books (ride).
- Repeat with the other sets of numbers.
- The children read the words chorally.

**Answers:** jump ride listen walk run sing

### 2 Listen and number.

- Point to the first picture. Ask *What is she doing?* (*She's walking*).
- Repeat with the other pictures.
- Play CD track 51. Pause after the first question and answer.
- Ask *Which picture is it?* The children point to the correct picture.
- Show the children how to write the number 1 in the box next to the picture.

#### CD script:

- One. What are you doing?  
I'm listening to music.
- Two. What are you doing?  
I'm running.
- Three. What are you doing?  
I'm singing.
- Four. What are you doing?  
I'm walking.
- Five. What are you doing?  
I'm riding a horse.
- Six. What are you doing?  
I'm jumping.

- Repeat with the other questions and answers.

**Answers:** 4 3 2 6 1 5

### 3 Write.

- Write the first word (*jump*) on the board. As you write, remind the children *The tails of letters j and p go under the line*.
- The children write the first word (*jump*) in their books.
- Call children to the front to write the other words on the board.
- The children write the words in their books in class or for homework.

## Unit 10 Lesson 2

**Aims:** presenting and practising *He isn't ... ing*

**New language:** *He isn't running.*

**Revised language:** *run, jump, walk, ride a horse, listen, sing*

**You need:** Student's Book p34; Activity Book p38, CD tracks 61–63; flashcards for verbs (2)

### Starter – vocabulary review

- Show the children flashcards for verbs at random. The children say the words chorally and individually.
- Do the mime gestures for the verbs from Lesson 1. The children say the words chorally.
- Write the words on the board. Write the ...*ing* form next to each verb (*run/running, jump/jumping*, etc).
- Underline the *nn* in *running*. Show the children that *ride* loses the *e* in *riding*.
- Model the ...*ing* forms. The children repeat the words chorally and individually.

### 1 Read, listen and say.

- Point to Nabaz and Emma in the pictures. Ask *Who is this?* The children say the names.

# Unit 10

- Talk with the children about each picture in Kurdish. Ask questions such as *Where are they?* and *What is Nabaz doing?*
- Play CD track 52 while the children listen. The children listen and point to each picture.

## CD script:

Emma: Look at Nabaz.

*He isn't running.*

*He isn't jumping.*

*He's listening to music.*

- Play the track again. Encourage the children to follow the speech bubbles with their reading fingers.
- Play the track again. Pause after every sentence and say *Repeat*.
- Children repeat the sentence chorally.
- Write *He isn't running* and *He is not running* on the board. Explain that *He isn't running* is the short form of *He is not running*.
- Choose a child to read the first picture. Choose other children to read the other pictures.
- Say *Read in pairs*.
- Children read aloud taking turns picture by picture.
- Choose two children to act out the story in front of the class.

## 2 Listen, point and say.

- Read the chant to the children.
- Read the first line again. Ask *Which picture is it?* The children point to the first picture.
- Repeat with the other pictures.
- Play CD track 53. The children listen and read with their reading fingers.

## CD script:

*He isn't running,*

*He isn't walking.*

*He's singing a happy song. Look!*

*She isn't talking,*

*She isn't riding,*

*She's reading a picture book!*

- Play the chant again. Pause after each line.

- The children repeat the line chorally. Help them to follow the rhythm of the chant.
- Play the chant again. The children chant the lines at the same time.
- The children say the chant again, without the CD.

## Activity Book

### 1 Listen and circle.

- Point to the first set of two pictures. Help the children to say a sentence for each picture (*She's singing/She isn't singing*).
- Repeat with the other pictures.
- Play CD track 54. Pause after the first sentence (*She isn't singing*).

## CD script:

One. *She isn't singing.*

Two. *He's walking.*

Three. *She isn't listening to music.*

Four. *He isn't jumping.*

Five. *She's running.*

Six. *He isn't riding a horse.*

- Ask *Which picture is it?* The children point to the crossed out picture of the girl singing.
- Show the children how to circle this picture.
- Repeat with the other sentences.
- Point to each of the circled pictures. The children say the sentences chorally and individually.

**Answers:** 1 picture 2 2 picture 1 3 picture 2  
4 picture 2 5 picture 1 6 picture 2

### 2 Choose and write.

- Write *He's*, *He isn't*, *She's*, and *She isn't* on the board.
- Write *\_\_\_ listening to music* on the board.
- Point to the gap. Ask *Which word goes here?* (*She's*).
- Write *She's* in the gap. The children copy in their books.
- Repeat with the other sentences.

# Unit 10

- The children read the sentences chorally.

**Answers:** 1 She's 2 She isn't 3 He's 4 He isn't

## 3 Write.

- Write the sentence (*He isn't jumping*) on the board. As you write, remind the children *The tails of letters j, p and g go under the line.*
- Call children to the front to write the sentence on the board.
- The children write the sentence in their books in class or for homework.

*kite*  
*tiger*  
*ride*

- Play the track again. The children repeat each word chorally.
- Say *Open your books on page 35. Listen and repeat.*
- Play the track again. The children listen, read and repeat each word.
- Write the word *write* on the board. Emphasize the *i* with a different colour or by underlining it.
- Point to the *i*. Model the /aɪ/ sound and the word *write* like this: /aɪ/ ... *write*.
- The children say the sound and the word chorally.
- The children circle the *i* in the word in their books.
- Repeat with the other words.

## Unit 10 Lesson 3

**Aims:** focus on spelling and pronunciation; speaking

**New language:** none

**Revised language:** *He's/She's/It's ...ing*

**You need:** Student's Book p35; Activity Book p39; CD tracks 64–65

## Starter – a chant

- Help the children to recall the chant from Lesson 2.
- Write the chant on the board.
- The whole class says the chant chorally, reading from the board.
- Emphasize that *He isn't* is the short form of *He is not*.
- Emphasize that *She isn't* is the short form of *She is not*.

## 1 Listen and repeat. Then circle and say.

- Say *Listen to these words.*
- Play CD track 55 with the books closed.

**CD script:**

*write*  
*firefighter*

## 2 Add punctuation.

- Write the first sentence on the board. Emphasize the punctuation features (*capital H, apostrophe, full stop*).
- Remind the children of the punctuation words (*capital letter, apostrophe, full stop*).
- Call children to the front to write over the punctuation features on the board.
- The children write over the punctuation features in their books.
- Repeat with the other sentences.

## 3 Point and say.

- Point to the picture of the rabbit. Read the two verbs (*run, jump*).
- Help the children to say sentences with the verbs (*It isn't running/It's jumping*).
- Repeat with the other pictures.
- Point to the pictures at random. The children say the two sentences chorally and individually.

# Unit 10

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book Exercise 1 on the board again.
- Emphasize the /aɪ/ sound and the word sounds again.
- Add the gaps as in the Activity Book (*wr \_ \_ e, f \_ \_ ef \_ \_ hter*, etc).
- Read the teacher's script. Pause after the first word (*write, write*).
- Call a child to the front to complete the word on the board.
- The children copy the missing letters in their books.

#### Teacher's script:

One. Write. Write.

Two. Firefighter. Firefighter.

Three. Kite. Kite.

Four. Tiger. Tiger.

Five. Ride. Ride.

One. Write.

Two. Firefighter.

Three. Kite.

Four. Tiger.

Five. Ride.

- Repeat with the other words.
- The children read the words chorally.  
Encourage them to use their reading fingers.

**Answers:** 1 write 2 firefighter 3 kite 4 tiger  
5 ride

### 2 Choose and write.

- Write *isn't, running, riding* and *She's* on the board.
- Write *She* \_\_\_\_ *running* on the board.
- Point to the gap. Ask *Which word goes here?* (*isn't*).
- Write *isn't* in the gap. The children copy in their books.

- Repeat with the other sentences.
- The children read the sentences chorally.

**Answers:** 1 isn't 2 running 3 riding 4 She's

### 3 Write.

- Write the sentence (*She isn't running*) on the board. As you write, remind the children *There are two n's in running*.
- Call children to the front to write the sentence on the board.
- The children write the sentence in their books in class or for homework.



# Unit 11

## Unit 11 Lesson 1

**Aims:** presenting new words for food; saying and writing the new words

**New language:** *biscuits, kebabs, pizza, chips, ice cream, sandwiches*

**Revised language:** none

**You need:** Student's Book p36; Activity Book p40; CD track 66; flashcards for food

### Starter – dictation

- Choose three words from the spelling/pronunciation words on Student's Book page 35. For example, *write, kite, tiger*.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (w-r-i-t-e).
- The children write the word.
- Repeat with the other words.
- The children read the words again chorally.

### 1 Listen and say.

- Put the flashcards on the board.
- Point to the *biscuits* flashcard and say *What are they?* Help the children to say the word if they know it in English.
- Model the word *biscuits ... biscuits*.
- The children repeat the word *biscuits* chorally and individually.
- Repeat with the other flashcards.
- Say *Open your books on page 36*.
- Play CD track 56. The children listen and point to the vocabulary pictures.

#### CD script:

*biscuits*  
*kebabs*  
*pizza*  
*chips*

*ice cream*  
*sandwiches*

- Play the track again. The children repeat the words chorally.
- Point to a flashcard. The children say the word chorally and individually.
- Repeat with the other flashcards.
- Point to sequences of three or four cards. The children say the words chorally, in the correct order.
- Choose children to say sequences of three or four cards. Choose other children to say the words.
- In pairs, the children practise saying sequences and repeating them.

### Extra reading practice

- Put the flashcards on the board. Write the word next to each one.
- Say the first word slowly. Point to each of the letters as you say them.
- Point to the word again, letter by letter. The children read the word on the board as you point to it.
- Repeat with the other words.

### 2 Play a game.

- Show the children the numbers 1–6 on each picture in Exercise 1.
- Read the dialogue to the children. Show the children that picture 2 is *kebabs* and picture 3 is *pizza*.
- Say 1 and 5. The children identify the pictures (*biscuits* and *ice cream*).
- Repeat with other combinations of pictures.
- Choose a child to say two numbers. Choose another child to identify the pictures.
- Repeat with other children and other pictures.
- The children practise in pairs, saying numbers and identifying pictures.

# Unit 11

## Activity Book

### 1 Follow the lines. Match the food with the boxes.

- Show the pictures to the children. Show that each man has a lunch box.
- Show the children how to follow the first line. The children read the word at the end (*ice cream*).
- Repeat with the other lines.
- Say *Number 1*. Help the children to make a sentence with *He has ...* (*He has ice cream*).
- Repeat with the other men.
- Say numbers at random. The children say what each man has in his lunch box chorally and individually.

**Answers:** 1 ice cream 2 kebabs 3 chips  
4 biscuits 5 sandwiches 6 pizzas

### 2 Write *a*, *e* or *i*.

- Write the letters *a*, *e* and *i* on the board.
- Write the first word, with the gap, (*ch \_ ps*) on the board.
- Point to the letters *a*, *e*, and *i*. Ask *Which letter?* (*i*).
- Call a child to the front to complete the word.
- The children complete the word in their books.
- Repeat with the other words.
- The children read the words chorally and individually.

**Answers:** 1 chips 2 ice cream 3 pizzas  
4 kebabs 5 sandwiches 6 biscuits

### 3 Write.

- Write the first word (*chips*) on the board. As you write, remind the children *All the letters sit on the line*.
- The children write the first word (*chips*) in their books.
- Call children to the front to write the other words on the board.

- The children write the words in their books in class or for homework.

## Unit 11 Lesson 2

**Aims:** presenting and practising *They are/aren't ...ing*.

**New language:** *They're sleeping/They aren't drinking water.*

**Revised language:** *Where are ...?*

**You need:** Student's Book p37; Activity Book p41; CD tracks 67–68; flashcards for food

### Starter – vocabulary review

- Show the children flashcards for food at random. The children say the words chorally and individually.
- Show children sets of three food flashcards, one by one. The children say the words individually in the same order.

### 1 Read, listen and say.

- Point to Sirwa in the pictures. Ask *Who is this?*
- Point to the rabbits. Ask *What are they?*
- Talk with the children about each picture in Kurdish. Ask questions such as *Where is Sirwa?* and *What are the rabbits doing?*
- Show children the new words *water*, *carrots* and *sleeping*. Make sure they understand the meanings.
- Play CD track 57 while the children listen. The children listen and point to each picture.

#### CD script:

Sirwa: *Where are the rabbits?*  
*They aren't eating carrots.*  
*They aren't drinking water.*  
*They're sleeping!*

# Unit 11

- Play the track again. Encourage the children to follow the speech bubbles with their reading fingers.
- Play the track again. Pause after every sentence and say *Repeat*.
- Children repeat the sentence chorally.
- Write *They're sleeping* and *They are sleeping* on the board. Explain that *They're sleeping* is the short form of *They are sleeping*.
- Write *They aren't sleeping* and *They are not sleeping* on the board. Explain that *They aren't sleeping* is the short form of *They are not sleeping*.
- Choose a child to read the first picture. Choose other children to read the other pictures.
- Say *Read in pairs*.
- Children read aloud taking turns picture by picture.
- Choose a child to act out the story in front of the class.

## 2 Say, guess and point.

- Point to the first picture. Ask *What are they doing?* (*They're sleeping*).
- Repeat with the other pictures.
- Read the example dialogue to the children.
- Say *They aren't sleeping. They aren't jumping. They aren't eating. What are they doing?*
- The children say *They're drinking*.
- Repeat with other combinations of three activities they *aren't* doing.
- The children write *x* next to the correct picture and reply with the activity they *are* doing.

## Activity Book

### 1 Listen and write X or ✓.

- Point to the first picture. Ask *What are they?* (*chips*).
- Repeat with the other pictures.
- Play CD track 58. Pause after the first sentence (*They aren't eating chips*).

- Ask *Are they eating chips?* (*No*). Show the children how to write *x* in the box.

#### CD script:

*One. They aren't eating chips.*

*Two. They're eating kebabs.*

*Three. They aren't eating biscuits.*

*Four. They aren't eating ice cream.*

*Five. They're eating pizza.*

*Six. They aren't eating sandwiches.*

- Repeat with the other pictures.

**Answers:** 1X 2✓ 3X 4X 5✓ 6X

### 2 Choose and write.

- Write *They're* and *They aren't* on the board.
- Write *\_\_\_ eating pizzas* on the board.
- Point to the gap. Ask *Which word goes here?* (*They're*).
- Call a child to the front. The child completes the sentence on the board.
- The children copy in their books.
- Repeat with the other sentences.
- The children read the sentences chorally.

**Answers:** 1 They're 2 They aren't 3 They aren't  
4 They're

### 3 Write.

- Write the sentence (*They're eating chips*) on the board. As you write, remind the children how to write the apostrophe (*'*).
- Call children to the front to write the sentence on the board.
- The children write the sentence in their books in class or for homework.

# Unit 11

## Unit 11 Lesson 3

**Aims:** focus on spelling and pronunciation; speaking; singing a song

**New language:** none

**Revised language:** *I'm/You're/He's/She's/It's/We're/They're ...ing*  
*I'm not/You aren't/He/She/It isn't/We aren't/They aren't ...ing*

**You need:** Student's Book p38; Activity Book p42; CD tracks 69–71

### Starter – a chant

- Let the children choose a chant from Units 2, 4, 6, 8 or 10.
- Write the chant on the board.
- The whole class says the chant chorally, reading from the board.

### 1 Listen and repeat. Then circle and say.

- Say *Listen to these words.*
- Play CD track 59 with the books closed.

#### CD script:

*chips*

*chair*

*teacher*

*sheep*

*shirt*

*she*

- Play the track again. The children repeat each word chorally.
- Say *Open your books on page 38.* Listen and repeat.
- Play the track again. The children listen, read and repeat each word.
- Write *chips* on the board. Emphasize the *ch* with a different colour or by underlining it.

- Point to the *ch*. Model the /tʃ/ sound and the word *chips* like this: /tʃ/ ... *chips*.
- The children say the sound and the word chorally.
- The children circle the *ch* in the word in their books.
- Repeat with *chair* and *teacher*.
- Write *sheep* on the board. Emphasize the *sh* with a different colour or by underlining it.
- Point to the *sh*. Model the /ʃ/ sound and the word *sheep* like this: /ʃ/ ... *sheep*.
- The children say the sound and the word chorally.
- The children circle the *sh* in the word in their books.
- Repeat with *shirt* and *she*.

### 2 Choose.

- Point to the first picture. Read the two possible sentences to the children (*They're eating pizza/They aren't eating pizza*).
- Ask *Which sentence is correct?* (*They aren't eating pizza*). Ask *What are they eating?* (*sandwiches*).
- Show the children how to circle *They aren't* in their books.
- Repeat with the other pictures.
- The children read the correct sentences chorally and individually.

**Answers:** 1 They aren't 2 We aren't 3 You're

### 3 Listen and sing.

- Point to the picture. Ask questions such as *What food can you see?* and *Do you like ice cream?*
- Read the song to the children. Make sure they understand new words and expressions such as *different things, but it's OK, We aren't saying 'Do things my way', and good friends.*
- Play CD track 60. The children listen.

# Unit 11

## CD script:

*I'm eating biscuits, you're eating chips,  
They're eating ice cream and sandwiches,  
We're eating different things but it's OK,  
We aren't saying, 'Do things my way',  
We're different and we're happy and we're good  
friends!*

- Play the song again. The children listen and read the song silently.
- Play the song again. Pause after each line. The children listen and repeat.
- Play the song again, without pauses. Encourage the class to sing along.

## Values

- Read the Values sign (*Accept differences!*) to the children. In Kurdish, ask them questions such as:
- In what ways are we different?
- In what ways are you different to your friends?
- Is it difficult to accept people who are different? Why/Why not?
- Why is it important to accept differences?

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book Exercise 1 on the board again.
- Emphasize the /tʃ/ and /ʃ/ sounds again.
- Add the gaps as in the Activity Book ( \_ \_ e, \_ \_ ips, etc).
- Read the teacher's script. Pause after the first word (*she, she*).
- Call a child to the front to complete the word on the board.
- The children copy the missing letters in their books.

## Teacher's script:

*One. She. She.  
Two. Chips. Chips.  
Three. Sheep. Sheep.  
Four. Shirt. Shirt.*

*Five. Chair. Chair.  
Six. Teacher. Teacher.  
One. She.  
Two. Chips.  
Three. Sheep.  
Four. Shirt.  
Five. Chair.  
Six. Teacher.*

- Repeat with the other words.
- The children read the words chorally. Encourage them to use their reading fingers.

**Answers:** 1 sh 2 ch 3 sh 4 sh 5 ch 6 ch

### 2 Say.

- Write *riding horses, running, drinking, eating* and *singing* on the board.
- Point to the picture. Read the example sentences on the board.
- Say *riding horses*. Help the children to say the sentence (*They're riding horses*).
- Repeat with the other words on the board.
- Choose a child to say one of the phrases on the board. Choose another child to say the sentence about the picture.
- Repeat with other children and other phrases.
- The children practise in pairs, saying phrases and sentences.

**Answers:** They're riding horses. They aren't running. They aren't drinking. They aren't eating. They're singing.

### 3 Write.

- Write the sentence (*They aren't eating pizzas*) on the board. As you write, remind the children *There are two z's in pizzas*.
- Call children to the front to write the sentence on the board.
- The children write the sentence in their books in class or for homework.



# Revision 3

## Revision 3

**Aims:** revision of Units 9, 10 and 11

**New language:** none

**Revised language:** grammar and vocabulary from Units 9, 10 and 11

**You need:** Student's Book p39; Activity Book pp43–44; CD track 72; numbers 1–6 on individual pieces of paper; six small pieces of paper for each child

### Starter – looking at the units

- Show the children units 9, 10 and 11 in the Student's Book.
- Look at the vocabulary pages. The children read the vocabulary words.
- Look at the story pages. Point out the new grammar such as *She's writing*, *He isn't running* and *They aren't eating*.
- Recall the songs and chants from the units.

### 1 Make number cards.

#### Play a game.

- Give each child six small pieces of paper.
- Show the children how to write numbers 1–6 on the pieces of paper.
- With your set, show the children how to play the game. Take a card and choose a word from the table in the Student's Book. Write the word on the board.
- Put the card back in the pile. Take another card and write the word on the board.
- Put the card back in the pile. Repeat until you can make a correct sentence, for example, *You aren't listening to music*.
- The children play the game in pairs.

### Your progress!

Note: It's best to do this section at the end of the lesson.

- Remind children in Kurdish that at the end of every Revision they can check their progress.
- Ask in Kurdish *How many units have we done?* (11).
- Show the children how to colour in squares up to Unit 11.
- Talk with the children in Kurdish about what they have learnt in Units 9–11.
- Encourage them to be aware of their progress.

## Activity Book

### 1 Listen and choose.

- Point to the first set of two pictures. Help the children to say a sentence for each picture (*He's running/He isn't running*).
- Repeat with the other pictures.
- Play CD track 61. Pause after the first sentence (*He isn't running*).
- Ask Which picture is it? The children point to the picture of the boy running, crossed out.
- Show the children how to circle this picture.

#### CD script:

One. *He isn't running.*

Two. *They're singing.*

Three. *She isn't writing.*

Four. *She's reading.*

Five. *They're drinking water.*

- Repeat with the other sentences.
- Point to each of the circled pictures. The children say the sentences chorally and individually.

**Answers:** 1 picture 2 2 picture 1 3 picture 2  
4 picture 1 5 picture 1

### 2 Match the sentences with the pictures.

- Read the first sentence. Ask *Which picture is it?* (Picture B).
- Show the children how to draw a line from 1 to B.
- Repeat with the other sentences.



# Revision 3

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- Read the dialogue to the children.
- Say *She's drinking*. The children find the picture (*Picture B*).
- Repeat with other sentences (*He's eating a sandwich, She's reading, etc*).

**Answers:** 1B 2A 3D 4C

## 3 Read. Circle the sentences that aren't true.

- Read the first sentence (*He's reading a book*). Ask *Is that true?* (*Yes*).
- Repeat with the other sentences. If a sentence *isn't* true, show the children how to circle it.

**Answers:** circled sentences: *She's listening to music. The cats are drinking.*

## 4 Copy.

- Read the sentences about the picture to the children.
- The children copy the sentences in their books.

## 5 Write about the picture.

- Point to the picture. Help the children to describe it (*He's writing, etc*).
- Write the sentences with gaps on the board.
- Call children up to the front. The children complete the sentences.
- The children complete the sentences in their books in class or for homework.

**Suggested answers:** 1 eating (or any other suitable verb) 2 writing/drinking 3 She's 4 They're (other answers are possible)

# Unit 12

## Unit 12 Lesson 1

**Aims:** presenting new words for parts of the body; saying and writing the words

**New language:** *hand, arm, leg, foot, head, neck*

**Revised language:** none

**You need:** Student's Book p40; Activity Book p45; CD tracks 73–74; flashcards for parts of the body

### Starter – dictation

- Choose three words from the spelling/pronunciation words on Student's Book page 38. For example, *chair, sheep, shirt*.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (c–h–a–i–r).
- The children write the word.
- Repeat with the other words.
- The children read the words again chorally.

### 1 Listen and say.

- Put the flashcards on the board.
- Point to the *hand* flashcard and say *What is this?* Help the children to say the word if they know it in English.
- Model the word *hand ... hand*.
- The children repeat the word *hand* chorally and individually.
- Repeat with the other flashcards.
- Say *Open your books on page 40*.
- Play CD track 62. The children listen and point to the vocabulary pictures.

**CD script:**

*hand*  
*arm*  
*leg*  
*foot*

*head*  
*neck*

- Play the track again. The children repeat the words chorally.
- Point to a flashcard. The children say the word chorally and individually.
- Repeat with the other flashcards.
- Call a child to the front. Point to his/her arm. The children say the word chorally.
- Repeat with the other words.
- Choose children to point to different parts of their body. Choose other children to say the words.
- In pairs, the children practise pointing and saying the words.

### Extra reading practice

- Put the flashcards on the board. Write the word next to each one.
- Say the first word slowly. Point to each of the letters as you say them.
- Point to the word again, letter by letter. The children read the word on the board as you point to it.
- Repeat with the other words.

### 2 Say and act.

- Read the sentence to the children. Point to the boy touching his head.
- Explain the meaning of *touch*.
- Say *Touch your hand*. The children touch their hands.
- Repeat with other instructions (*Touch your arm, Touch your leg, etc*). The children act out the instructions.
- Choose a child to give an instruction. Choose another child to act it out.
- Repeat with other children and other instructions.
- The children practise in pairs, giving instructions and acting them out.

# Unit 12

## Activity Book

### 1 Match.

- Point to the first picture. Ask *What is it?* (A hand).
- Show the children how to draw a line from the picture to number 3.
- Repeat with the other pictures.

**Answers:** 1 hand (3) 2 arm (1) 3 head (2)  
4 neck (5) 5 leg (6) 6 foot (4)

### 2 Listen and do.

- Read the example to the children.
- Play CD track 63. Pause after the first sentence (*Touch your hand*). The children act out the instruction.
- Repeat with the other instructions.

#### CD script:

*One. Touch your hand.*

*Two. Touch your leg.*

*Three. Touch your neck. Touch your foot.*

*Four. Touch your head. Touch your arm.*

*Five. Touch your head. Touch your leg.*

*Six. Touch your hand. Touch your foot. Touch your head.*

### 3 Write.

- Write the first word (*hand*) on the board. As you write, remind the children *All the letters sit on the line*.
- The children write the first word (*hand*) in their books.
- Call children to the front to write the other words on the board.
- The children write the words in their books in class or for homework.

## Unit 12 Lesson 2

**Aims:** presenting and practising *Is he ... ing?*

**New language:** *Is he reading? Yes, he is./No, he isn't.*

**Revised language:** *He's/He isn't ...ing/She's/She isn't ...ing*

**You need:** Student's Book p41; Activity Book p46; CD tracks 75–77; flashcards for parts of the body

### Starter – vocabulary view

- Show the children flashcards for parts of the body at random. The children say the words chorally and individually.
- Say sets of three instructions, e.g. *Touch your hand. Touch your neck. Touch your foot*. The children act out the instructions.
- Repeat with other combinations of instructions.

### 1 Read, listen and say.

- Point to Nabaz, Sirwa, Emma and Jack in the pictures. Ask *Who is this?* The children say the names.
- Talk with the children about each picture in Kurdish. Ask questions such as *Where are they? What is Nabaz doing? What is Jack doing?*
- Play CD track 64 while the children listen. The children listen and point to each picture.

#### CD script:

*Emma: Where's Jack? Is he washing his hands?*

*Sirwa: No, he isn't.*

*Emma: Is he reading a book?*

*Sirwa: No, he isn't.*

*Emma: He's playing the guitar and Nabaz is singing!*

*Sirwa: It's horrible!*

# Unit 12

- Show the children the phrases *washing his hands*, *playing the guitar* and *It's horrible*. Make sure they understand them.
- Play the track again. Encourage the children to follow the speech bubbles with their reading fingers.
- Play the track again. Pause after every sentence and say *Repeat*.
- Children repeat the sentence chorally.
- Write *He is washing his hands* and *Is he washing his hands?* on the board. Show the children how we change the order to make a question.
- Point out the answers *Yes, he is* and *No, he isn't*.
- Choose a child to read the first picture. Choose other children to read the other pictures.
- Say *Read in pairs*.
- Children read aloud taking turns picture by picture.
- Choose four children to act out the story in front of the class.

## 2 Listen, read and say.

- Read the chant to the children.
- Ask questions such as *Is Jack reading a book?* (*No, he isn't*).
- Play CD track 65. The children listen and follow with their reading fingers.

### CD script:

*Jack is at home,*

*He's in his room.*

*Is he reading a book?*

*No, he isn't. Look!*

*Is he playing the guitar?*

*Yes, he is! He's a star!*

- Point out the word order in the questions *Is he reading a book?* and *Is he playing the guitar?*
- Play the chant again. Pause after each line.
- The children repeat the line chorally. Help them to follow the rhythm of the chant.
- Play the chant again. The children chant the lines at the same time.

- The children say the chant again, without the CD.

## Activity Book

### 1 Listen and circle.

- Play CD track 66. Pause after the first question and the sound of the girl singing.

#### CD script:

*One. Is she singing? [fx: singing]*

*Two. Is he playing the guitar? [fx: violin]*

*Three. Is she riding a horse? [fx: horse's hooves]*

*Four. Is he eating? [fx: eating]*

*Five. Is he talking? [fx: sleeping]*

*Six. Is she walking? [fx: running]*

- Ask *Is she singing?* (*Yes*). Show the children how to circle the word *Yes* in their Activity Books.
- Repeat with the other questions.

**Answers:** 1 yes 2 no 3 yes 4 yes 5 no 6 no

### 2 Choose and write.

- Write *eating*, *Is*, *is* and *isn't* on the board.
- Write *Is she writing?* *No, she \_\_\_\_* on the board.
- Point to the gap. Ask *Which word goes here?* (*isn't*).
- Call a child to the front. The child completes the sentence on the board.
- The children copy in their books.
- Repeat with the other sentences.
- The children read the sentences chorally.

**Answers:** 1 isn't 2 Is 3 is 4 eating

### 3 Write.

- Write the question (*Is he reading?*) on the board. Remind children how to write the question mark (?).
- The children write the question in their books.
- Call a child to the front to write the answer on the board.
- The children write the answer in their books in class or for homework.

# Unit 12

## Unit 12 Lesson 3

**Aims:** focus on spelling and pronunciation; speaking

**New language:** none

**Revised language:** *Is he/she ...ing?*

**You need:** Student's Book p42; Activity Book p47; CD tracks 78–79

### Starter – a chant

- Help the children to recall the chant from Lesson 2.
- Write the chant on the board.
- The whole class says the chant chorally, reading from the board.
- Point out the word order of *he* and *is* in the questions.

### 1 Listen and repeat. Then circle and say.

- Say *Listen to these words.*
- Play CD track 67 with the books closed.

#### CD script:

*foot*  
*feet*  
*happy*  
*egg*  
*apple*  
*rabbit*  
*umbrella*

- Play the track again. The children repeat each word chorally.
- Say *Open your books on page 42. Listen and repeat.*
- Play the track again. The children listen, read and repeat each word.
- Explain that *feet* is the plural of *foot*, so we say *one foot* but *two feet*.

- Write *foot* on the board. Emphasize the double *oo* with a different colour or by underlining it.
- Point to the double *oo*. Model the word *foot ... foot*.
- The children say the word chorally.
- The children circle the *oo* in the word in their books.
- Repeat with the other words, focusing on the double letter in each word.

### 2 Add punctuation.

- Write the first sentence on the board. Emphasize the punctuation features (*capital I, question mark*).
- Remind the children of the punctuation words (*capital letter, apostrophe, full stop, question mark*).
- Call children to the front to write over the punctuation features on the board.
- The children write over the punctuation features in their books.
- Repeat with the other sentences.

### 3 Read and match.

- Point to the picture of the boy. Ask *What is he doing? (He's playing the guitar).*
- Repeat with the picture of the girl.
- Read the first question to the children. The children answer the question (*No, he isn't.*).
- Show the children how to draw a line from the question to *No, he isn't.*
- Repeat with the other questions.
- Divide the class into two groups, A and B. Group A reads the questions chorally. Group B reads the answers chorally.
- Repeat with the groups changing roles.

**Answers:** 1 No, he isn't. 2 Yes, he is.  
3 No, she isn't. 4 Yes, she is.

# Unit 12

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book Exercise 1 on the board again.
- Emphasize the word sounds again.
- Add the gaps as in the Activity Book (*f \_ \_ t*, *f \_ \_ t*, etc)
- Read the teacher's script. Pause after the first word (*foot*, *foot*).
- Call a child to the front to complete the word on the board.
- The children copy the missing letters in their books.

#### Teacher's script:

One. *Foot. Foot.*

Two. *Feet. Feet.*

Three. *Happy. Happy.*

Four. *Egg. Egg.*

Five. *Apple. Apple.*

Six. *Rabbit. Rabbit.*

One. *Foot.*

Two. *Feet.*

Three. *Happy.*

Four. *Egg.*

Five. *Apple.*

Six. *Rabbit.*

- Repeat with the other words.
- The children read the words chorally.  
Encourage them to use their reading fingers.

**Answers:** 1 foot 2 feet 3 happy 4 egg 5 apple  
6 rabbit

### 2 Write in the correct order.

- Point to the picture of the boy. Ask *What is he doing?* (*He's reading a book*).
- Repeat with the picture of the girl.
- Read the jumbled words in number 1 to the children. Write the question and the answer on the board.
- Read the jumbled words in number 2 to the children. Help the children to say the words in the correct order (*Is she singing?*).

- Call a child to the front. The child writes the question on the board.
- Call another child to the front. The child writes the answer on the board.
- The children copy the questions in their books.
- Repeat with the other questions.
- Divide the class into two groups, A and B. Group A reads the questions chorally. Group B reads the answers chorally.
- Repeat with the groups swapping roles.

**Answers:** 1 Is he reading? 2 Is she singing?  
3 Is he talking? 4 Is she eating?

### 3 Write.

- Write the question (*Is she reading a book?*) on the board. Remind the children how to write the question mark (?).
- The children write the question in their books.
- Call a child to the front to write the answer on the board.
- The children write the answer in their books in class, or for homework.



# Unit 13

## Unit 13 Lesson 1

**Aims:** presenting new words for drinks; saying and writing the words

**New language:** *milk, tea, coffee, lemonade, orange juice, water*

**Revised language:** none

**You need:** Student's Book p43; Activity Book p48; CD track 80; flashcards for drinks

*orange juice*  
*water*

### Starter – dictation

- Choose three words from the spelling/pronunciation words on Student's Book page 42. For example, *foot, happy, apple*.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (f-o-o-t).
- The children write the word.
- Repeat with the other words.
- The children read the words again chorally.

### 1 Listen and say.

- Put the flashcards on the board.
- Point to the *milk* flashcard and say *What is this?* Help the children to say the word if they know it in English.
- Model the word *milk ... milk*.
- The children repeat the word *milk* chorally and individually.
- Repeat with the other flashcards.
- Say *Open your books on page 43*.
- Play CD track 68. The children listen and point to the vocabulary pictures.

**CD script:**

*milk*  
*tea*  
*coffee*  
*lemonade*

- Play the track again. The children repeat the words chorally.
- Point to a flashcard. The children say the word chorally and individually.
- Repeat with the other flashcards.
- Write *m* on the board. Ask *What is it?* (*milk*).
- Repeat with other first letters.
- Call a child to the front. The child writes the first letter of a drink on the board.
- The other children guess the drink.
- Repeat with other children and other drinks.

### Extra reading practice

- Put the flashcards on the board. Write the word next to each one.
- Say the first word slowly. Point to each of the letters as you say them.
- Point to the word again, letter by letter. The children read the word on the board as you point to it.
- Repeat with the other words.

### 2 Play a game.

- Put the flashcards of the six drinks on the board.
- Point in turn to the flashcards for *tea, water* and *orange juice*.
- Read the dialogue to the children.
- Point to the flashcards for *milk, tea* and *lemonade*.
- The children say the words in the same order (*milk, tea, lemonade*).
- Repeat with other combinations of three flashcards.
- Call one child to the front to point to three flashcards. The other children say the words in the same order.
- Repeat with other children and other combinations of flashcards.

# Unit 13

## Activity Book

### 1 Find the missing letters in the pictures.

- Point to the first word. Ask *What is it?* (lemonade).
- Say *What letter is missing?* (l).
- Say *Find letter l in the pictures.* The children find the l on the bottle of lemonade.
- Repeat with the other words.

**Answers:** 1 l 2 w 3 o / j 4 t 5 c 6 m

### 2 Look at the pictures in Exercise 1. Match.

- Read the beginning of the first sentence to the children. The children find the rest of the sentence (*The lemonade is ... on the table*).
- Show the children how to draw a line from 1 to f.
- Repeat with the other sentences.
- The children read the sentences chorally and individually.

**Answers:** 1f 2e 3b 4a 5c 6d

### 3 Write.

- Write the first word (*coffee*) on the board. As you write, remind the children *There are two f's and two e's in coffee.*
- The children write the first word (*coffee*) in their books.
- Call children to the front to write the other words on the board.
- The children write the words in their books in class or for homework.

## Unit 13 Lesson 2

**Aims:** presenting and practising questions with *Are they ... ing?*

**New language:** *Are you running? Yes, I am/No, I'm not. Are they reading? Yes, they are./No, they aren't.*

**Revised language:** *running, walking, swimming, eating, drinking, riding, jumping*

**You need:** Student's Book p44; Activity Book p49; CD tracks 81–82; flashcards for drinks

### Starter – vocabulary review

- Show the children flashcards for drinks at random. The children say the words chorally and individually.
- Do a dictation of drinks words. Say the four short words (*milk, tea, coffee, water*) one by one. The children write the words in their notebooks. Repeat the words again for the children to check.
- Call children to the front to write the words on the board. In pairs, the children check their dictations.

### 1 Read, listen and say.

- Point to Nabaz, Sirwa, Emma and Jack in the pictures. Ask *Who is this?* The children say the names.
- Talk with the children about each picture in Kurdish. Ask questions such as *Where are they? What is Jack doing? What are Sirwa and Nabaz doing?*
- Play CD track 69 while the children listen. The children listen and point to each picture.

#### CD script:

Emma: *Are you looking at Nabaz and Sirwa?*

Jack: *Yes, I am. They're running!*

Emma: *Are they eating?*

Jack: *No, they aren't.*

# Unit 13

Emma: Are they drinking lemonade?

Jack: Yes, they are! They're drinking a lot of lemonade!

- Play the track again. Encourage the children to follow the speech bubbles with their reading fingers.
- Play the track again. Pause after every sentence and say *Repeat*.
- Children repeat the sentences chorally.
- Write *They are running* and *Are they running?* on the board. Show the children how we change the order to make a question.
- Point out the answers, *Yes, they are* and *No, they aren't*.
- Write *You are running* and *Are you running?* on the board. Show the children how we change the order to make a question.
- Write the possible answers, *Yes, I am* and *No, I'm not*.
- Choose a child to read the first picture. Choose other children to read the other pictures.
- Say *Read in pairs*.
- Children read aloud taking turns picture by picture.
- Choose four children to act out the story in front of the class.

## 2 Choose.

- Point to the first picture. Read the question and the two possible answers to the children (*Are they running? Yes, they are/No, they aren't*).
- Ask *Which answer is correct? (Yes, they are)*.
- Show the children how to circle *Yes, they are* in their books.
- Repeat with the other pictures.
- Divide the class into two groups, A and B. Group A reads the questions chorally. Group B reads the answers chorally.
- Repeat with the groups changing roles.

**Answers:** 1 Yes, they are. 2 No, they aren't.  
3 Yes, they are.

## Activity Book

### 1 Match.

- Read the first question to the children.
- The children find the correct answer (*Yes, I am*).
- Show the children how to draw a line from 1 to *Yes, I am*. The children draw the line in their books.
- Repeat with the other questions.
- Divide the class into two groups, A and B. Group A reads the questions chorally. Group B reads the answers chorally.
- Repeat with the groups changing roles.

**Answers:** 1 Yes, I am. 2 No, I'm not.  
3 Yes, they are. 4 No, they aren't.

### 2 Choose and write. Then listen and circle.

- Write *Are, milk, you* and *eating* on the board.
- Write *Are \_\_\_\_ reading?* on the board.
- Point to the gap. Ask *Which word goes here? (you)*.
- Call a child to the front. The child completes the sentence on the board.
- The children copy in their books.
- Repeat with the other sentences.
- Play CD track 70 to the children. Pause after the first question and answer.
- The children circle *Yes* in their books.

#### CD script:

One. Are you reading?  
Yes, I am.

Two. Are they eating pizza?  
No, they aren't.

Three. Are you riding a horse?  
No, I'm not.

Four. Are they drinking milk?  
Yes, they are.

- Repeat with the other questions and answers.

# Unit 13

**Answers:** 1 you/Yes 2 eating/No 3 Are/No  
4 milk/Yes

## 3 Write.

- Write the question (*Are they drinking water?*) on the board. Remind the children how to write the question mark (?).
- The children write the question in their books.
- Call a child to the front to write the answer on the board.
- The children write the answer in their books in class or for homework.

## Unit 13 Lesson 3

**Aims:** focus on spelling and pronunciation; speaking

**New language:** none

**Revised language:** *Are you/they ...ing?*

**You need:** Student's Book p45; Activity Book p50; CD tracks 83–85

## Starter – a chant

- Let the children choose a chant from Units 2, 4, 6, 8, 10 or 12.
- Write the chant on the board.
- The whole class says the chant chorally, reading from the board.

## 1 Listen and repeat. Then circle and say.

- Say *Listen to these words.*
- Play CD track 71 with the books closed.

**CD script:**

*listen*  
*milk*  
*big*  
*fig*  
*zip*  
*window*

- Play the track again. The children repeat each word chorally.
- Say *Open your books on page 45. Listen and repeat.*
- Play the track again. The children listen, read and repeat each word.
- Write *listen* on the board. Emphasize the *i* with a different colour or by underlining it.
- Point to the *i*. Model the /ɪ/ sound and the word *listen* like this: /ɪ/ ... *listen*.
- The children say the sound and the word chorally.
- The children circle the *i* in the word in their books.
- Repeat with the other words.

## 2 Point, ask and answer.

- Write these verbs on the board: *eat, run, sing, read* and *write*.
- Say *eat*. The children act out the instruction.
- Repeat with the other verbs.
- Point to a child. Ask *Are you reading?* The child answers *Yes, I am* or *No, I'm not*.
- Point to the picture. Ask *Are they talking?* Choose a child to answer (*No, they aren't*).
- Choose other children. Ask other *Are you ...?* questions and other *Are they ...?* questions. Use the verbs on the board.
- Choose other children to answer the questions.

## 3 Listen, read and sing.

- Point to the rabbits. Ask *What are they doing?* (*They're playing drums*).
- Read the song to the children. Make sure they understand words and phrases such as *crazy, grass, making music, fun* and *playing drums*.
- Play CD track 72. The children listen.

**CD script:**

*All the little rabbits are crazy today!*  
*Are they eating grass?*  
*No, they aren't. No way!*  
*Are they making music?*

# Unit 13

*Yes, they are! That's fun!*

*All the little rabbits are playing drums!*

- Play the song again. The children listen and read the words silently.
- Play the song again. Pause after each line.
- The children listen and repeat after each line.
- Play the song again, without pauses. Encourage the class to sing along.

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book Exercise 1 on the board again.
- Emphasize the /ɪ/ sound and the word sounds again.
- Add the gaps as in the Activity Book (*l \_ \_ ten, m \_ \_ k*, etc).
- Play CD track 85. Pause after the first word (*listen*).
- Call a child to the front to complete the word on the board.
- The children copy the missing letters in their books.

#### CD script:

*One. Listen. Listen.*

*Two. Milk. Milk.*

*Three. Big. Big.*

*Four. Fig. Fig.*

*Five. Zip. Zip.*

*Six. Window. Window.*

*One. Listen.*

*Two. Milk.*

*Three. Big.*

*Four. Fig.*

*Five. Zip.*

*Six. Window.*

- Repeat with the other words.
- The children read the words chorally. Encourage them to use their reading fingers.

**Answers:** 1 listen 2 milk 3 big 4 fig 5 zip  
6 window

### 2 Choose and write.

- Write *aren't, Are, I'm not* and *they* on the board.
- Write *Are you drinking milk? No, \_\_\_* on the board.
- Point to the gap. Ask *Which words go here? (I'm not)*.
- Call a child to the front. The child completes the sentence on the board.
- The children copy in their books.
- Repeat with the other questions and answers.
- Divide the class into two groups, A and B. Group A reads the questions chorally. Group B reads the answers chorally.
- Repeat with the groups changing roles.

**Answers:** 1 I'm not 2 Are 3 aren't 4 they

### 3 Write.

- Write the question (*Are they drinking water?*) on the board. Remind the children how to write the question mark (?).
- The children write the question in their books.
- Call a child to the front to write the answer on the board.
- The children write the answer in their books in class or for homework.



# Unit 14

## Unit 14 Lesson 1

**Aims:** presenting new words for clothes;  
saying and writing the words

**New language:** *shirt, trousers, T-shirt, shoes, skirt, trainers*

**Revised language:** *They are ...; colours; I'm wearing ...*

**You need:** Student's Book p46; Activity Book p51; CD track 86; flashcards for clothes

### Starter – a dictation

- Choose three words from the spelling/pronunciation words on Student's Book page 45. For example, *milk, big, window*.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (m-i-l-k).
- The children write the word.
- Repeat with the other words.
- The children read the words again chorally.

### 1 Listen and say.

- Put the flashcards on the board.
- Point to the *shirt* flashcard and say *What is this?* Help the children to say the word if they know it in English.
- Model the word *shirt ... shirt*.
- The children repeat the word *shirt* chorally and individually.
- Repeat with the other flashcards.
- Say *Open your books on page 46*.
- Play CD track 73. The children listen and point to the vocabulary pictures.

#### CD script:

*shirt*

*trousers*

*T-shirt*

*shoes*

*skirt*

*trainers*

- Play the track again. The children repeat the words chorally.
- Point to a flashcard. The children say the word chorally and individually.
- Repeat with the other flashcards.
- Point to sequences of three or four cards. The children say the words chorally, in the correct order.
- Choose children to say sequences of three or four cards. Choose other children to say the words.
- In pairs, the children practise saying sequences and repeating them.

### Extra reading practice

- Put the flashcards on the board. Write the word next to each one.
- Say the first word slowly. Point to each of the letters as you say them.
- Point to the word again, letter by letter. The children read the word on the board as you point to it.
- Repeat with the other words.

### 2 Play a game.

- Read the dialogue to the children.
- Say *It's yellow*. The children guess (*The skirt*).
- Write on the board *They're blue* and *It's yellow*. Ask children what the difference is. Briefly explain that some items of clothing are plural (*they're*) and others are singular (*it's*).
- Repeat with other colours and clothes.
- Choose a child to say a sentence about the clothes. Choose another child to guess.
- Repeat with other children and other clothes and colours.
- The children practise in pairs, saying sentences and guessing.



# Unit 14

## Activity Book

### 1 Match.

- Read the first word (*shirt*). Ask *Where is it?* The children point to the shirt in the picture.
- Show the children how to draw a line from the word *shirt* to the picture.
- Repeat with the other pictures.
- The children read the words chorally and individually.

**Answers:** girl: skirt, T-shirt, shoes  
boy: shirt, trousers, trainers

### 2 Read and colour.

- Read the girl's speech bubble.
- Point to the picture of the girl in Exercise 1. Say *Colour the clothes*.
- The children colour the girl's clothes.
- Repeat with the boy's clothes.

**Answers:** girl: yellow shoes, brown skirt, green T-shirt;  
boy: grey trainers, red shirt, blue trousers

### 3 Write.

- Write the first word (*shirt*) on the board. As you write, remind the children *All the letters sit on the line*.
- The children write the first word (*shirt*) in their books.
- Call children to the front to write the other words on the board.
- The children write the words in their books in class or for homework.

## Unit 14 Lesson 2

**Aims:** presenting and practising questions with *What is he ...ing?*

**New language:** *What is he doing? He's ...; What are you wearing? I'm ...*

**Revised language:** *I'm wearing ...; clothes*

**You need:** Student's Book p47; Activity Book p52; CD tracks 87–90; flashcards for clothes

### Starter – vocabulary review

- Show the children flashcards for clothes at random. The children say the words chorally and individually.
- Show children sets of three clothes flashcards, one by one. The children say the words individually in the correct order.

### 1 Read, listen and say.

- Point to Nabaz, Sirwa, Emma and Jack in the pictures. Ask *Who is this?* The children say the names.
- Talk with the children about each picture in Kurdish. Ask questions such as *Where are they? Why can't they see Nabaz?*
- Play CD track 74 while the children listen. The children listen and point to each picture.

#### CD script:

*Emma: What is Nabaz wearing?*

*Sirwa: He's wearing trousers and a T-shirt.*

*Emma: What are you wearing, Nabaz?*

*Nabaz: I'm wearing a brown T-shirt.*

*Nabaz: Here I am!*

- Play the track again. Encourage the children to follow the speech bubbles with their reading fingers.
- Play the track again. Pause after every sentence and say *Repeat*.
- Children repeat the sentence chorally.

# Unit 14

- Write *What is he doing?* and *What are you wearing?* on the board. Show the children how we make questions with *What?*
- Choose a child to read the first picture. Choose other children to read the other pictures.
- Say *Read in pairs.*
- Children read aloud taking turns picture by picture.
- Choose three children to act out the story in front of the class.

## 2 Listen, read and say.

- Point to the first picture. Ask *What is he?* (*a chef*). Ask *What is he wearing?* (*a white hat*).
- Read the first verse of the chant to the children. Ask *Which picture is it?* (*the chef*).
- Repeat with the second verse.
- Play CD track 75. The children listen and follow with their reading fingers.

### CD script:

*What is he wearing?*

*He's wearing a big white hat.*

*He's a chef.*

*Yes, I'm sure of that!*

*What are they wearing?*

*They're wearing nice black caps.*

*They're policemen.*

*Yes, I'm sure of that!*

- Play the chant again. Pause after each line.
- The children repeat the line chorally. Help them to follow the rhythm of the chant.
- Play the chant again. The children chant the lines at the same time.
- The children say the chant again, without the CD.

## Values

- Read the Values sign (*Respect authority*) to the children. In Kurdish, ask them questions such as:
  - Who represents authority?
  - Why is it important to respect authority?

- Would you like to be a person with authority?
- What happens when we don't respect authority?

## Activity Book

### 1 Listen and colour.

- Point to the picture of the boy. The children name the clothes (*cap, shirt, trousers, shoes*).
- Repeat with the picture of the girl (*cap, T-shirt, skirt, shoes*).
- Say *Listen. Colour the clothes.*
- Play CD track 76. Pause after each question and answer. Give the children time to colour the clothes.

### CD script:

*What are they wearing?*

*They're wearing brown shoes and red caps.*

*What is he wearing?*

*He's wearing black trousers and a green shirt.*

*What is she wearing?*

*She's wearing a grey T-shirt and a blue skirt.*

- Choose a child. Say *Tell me about the boy*. The child says a sentence about the boy's clothes, e.g. *He's wearing black trousers*.
- Choose another child. Say *Tell me about the girl*. The child says a sentence about the girl's clothes, e.g. *She's wearing a blue skirt*.
- Continue with other children.

**Answers:** boy: black trousers, green shirt, brown shoes, red cap  
girl: grey T-shirt, blue skirt, brown shoes, red cap

### 2 Listen and number.

- Point to the first picture. Ask *What is she wearing?* (*She's wearing a cap*).
- Play CD track 77. Pause after the first question and answer.
- Ask *Which picture is it?* The children point to the correct picture.

# Unit 14

- Show the children how to write the number 1 in the box next to the picture.

## CD script:

- One. *What's he wearing?*  
*He's wearing a cap.*
- Two. *What's he doing?*  
*He's listening to music.*
- Three. *What are you doing?*  
*I'm singing.*
- Four. *What are they doing?*  
*They're singing.*
- Five. *What's she doing?*  
*She's reading a book.*
- Six. *What's she wearing?*  
*She's wearing a cap.*

- Repeat with the other questions and answers.

**Answers:** 6 4 1 5 3 2

## 3 Write.

- Write the question (*What is he wearing?*) on the board. Remind the children how to write the question mark (?).
- The children write the question in their books.
- Call a child to the front to write the answer on the board.
- The children write the answer in their books in class or for homework.

## Unit 14 Lesson 3

**Aims:** focus on spelling and pronunciation; speaking

**New language:** none

**Revised language:** *Is he/she wearing ...?/ What are they wearing?*

**You need:** Student's Book p48; Activity Book p53; CD tracks 91–92

## Starter – a chant

- Help the children to recall the chant from Lesson 2.
- Write the chant on the board.
- The whole class says the chant chorally, reading from the board.

## 1 Listen and repeat. Then circle and say.

- Say *Listen to these words.*
- Play CD track 78 with the books closed.

## CD script:

*shirt*  
*shoes*  
*sheep*  
*desk*  
*skirt*  
*ask*

- Play the track again. The children repeat each word chorally.
- Say *Open your books on page 48. Listen and repeat.*
- Play the track again. The children listen, read and repeat each word.
- Write *shirt* on the board. Emphasize the *sh* with a different colour or by underlining it.
- Point to the *sh*. Model the /ʃ/ sound and the word *shirt* like this: /ʃ/ ... *shirt*.
- The children say the sound and the word chorally.
- The children circle the *sh* in the word in their books.
- Repeat with *shoes* and *sheep*.
- Write *desk* on the board. Emphasize the *sk* with a different colour or by underlining it.
- Point to the *sk*. Model the /sk/ sound and the word *desk* like this: /sk/ ... *desk*.
- The children say the sound and the word chorally.

# Unit 14

- The children circle the *sk* in the word in their books.
- Repeat with *skirt* and *ask*.

## 2 Match.

- Point to the picture of the boy. Ask *What is he wearing?* (*He's wearing a cap*, etc).
- Repeat with the picture of the girl.
- Read the first question to the children. The children answer the question (*They're wearing trainers*).
- Show the children how to draw a line from the question to the answer, *They're wearing trainers*.
- Repeat with the other questions.
- Divide the class into two groups. Group A reads the questions chorally. Group B reads the answers chorally.
- Repeat with the groups changing roles.

**Answers:** 1 They're wearing trainers. 2 No, she isn't. 3 Yes, he is. 4 Yes, they are.

## 3 Ask and answer about the boy and girl in Activity 2.

- Read the question and answer to the children.
- Ask *Is he wearing green trousers?* (*Yes, he is*).
- Repeat with other questions using *he*, *she* or *they*.
- Choose a child to ask a question with *he*, *she* or *they*. Choose another to answer it.
- Repeat with other children and other questions.
- In pairs, the children practise asking and answering questions about the boy and girl.

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book Exercise 1 on the board again.
- Emphasize the /ʃ/ and /sk/ sounds again.

- Add the gaps as in the Activity Book (*\_ \_ irt*, *de\_ \_*, etc).
- Read the teacher's script. Pause after the first word (*shirt*).
- Call a child to the front to complete the word on the board.
- The children copy the missing letters in their books.

### Teacher's script:

One. *Shirt. Shirt.*  
Two. *Desk. Desk.*  
Three. *Shoes. Shoes.*  
Four. *Skirt. Skirt.*  
Five. *Ask. Ask.*  
Six. *Sheep. Sheep.*  
One. *Shirt.*  
Two. *Desk.*  
Three. *Shoes.*  
Four. *Skirt.*  
Five. *Ask.*  
Six. *Sheep.*

- Repeat with the other words.
- The children read the words chorally. Encourage them to use their reading fingers.

**Answers:** 1 shirt 2 desk 3 shoes 4 skirt 5 ask 6 sheep

### 2 Choose and write.

- Write *are*, *He's* and *drinking* on the board.
- Write *What is he eating?* *\_\_\_ eating kebabs* on the board.
- Point to the gap. Ask *Which word goes here?* (*He's*).
- Call a child to the front. The child completes the sentence on the board.
- The children copy in their books.
- Repeat with the other sentences.
- The children read the sentences chorally.

**Answers:** 1 He's 2 are 3 drinking

# Unit 14/Revision 4

## 3 Write.

- Write the question (*What are you eating?*) on the board. Remind the children how to write the question mark (?).
- The children write the question in their books.
- Call a child to the front to write the answer on the board.
- The children write the answer in their books in class or for homework.

## Revision 4

**Aims:** revision of units 12, 13 and 14

**New language:** none

**Revised language:** grammar and vocabulary from Units 12, 13 and 14

**You need:** Student's Book p49; Activity Book pp54-55; CD track 93

## Starter – looking at the units

- Show the children Units 12, 13 and 14 in the Student's Book.
- Look at the vocabulary pages. The children read the vocabulary words.
- Look at the story pages. Point out the new grammar such as *Is he washing his hands? Are they eating?* and *What are you wearing?*
- Recall the songs and chants in the units.

## 1 Write the questions and match the answers.

- Read the jumbled words in the first box to the children.
- Help the children to say a question with the words (*Is he reading a book?*)
- Call a child to the front. The child writes the question on the board.
- The children copy the question in their books.

- Repeat with the other sets of jumbled words.

**Answers:** 1 Is he reading a book?  
2 Are they jumping?  
3 What is he wearing?  
4 What is she wearing?  
5 What are they wearing?

## 2 Write the secret message!

- Read the first question from Exercise 1 (*Is he reading a book?*).
- Say *Find the answer (No, he isn't).*
- Show the children the letter at the end of the answer (*H*).
- Show the children how to write *H* in position 1.
- Repeat with the other questions from Exercise 1. The children write the letters from the answers next to the question number.
- The children read the secret message.

**Answers:** 1 No, he isn't. 2 Yes, they are.  
3 He's wearing brown shoes.  
4 She's wearing a yellow T-shirt.  
5 They're wearing blue trousers.  
The secret message is *Hello*.

## Your progress!

Note: It's best to do this section at the end of the lesson.

- Remind the children in Kurdish that at the end of every Revision they can check their progress.
- Ask in Kurdish *How many units have we done? (14).*
- Show the children how to colour in the squares up to Unit 14.
- Talk with the children in Kurdish about what they have learnt in Units 12–14.
- Encourage them to be aware of their progress.

# Revision 4

## Activity Book

### 1 Listen and choose the correct answer.

- Point to the picture in number 1. Play CD track 79. Pause after the first question (*Are they wearing T-shirts?*).
- Ask *What is the answer?* (*Yes, they are.*).
- Show the children how to circle the correct answer.

#### CD script:

One. *Are they wearing T-shirts?*

Two. *Is he eating a kebab?*

Three. *Is she eating a sandwich?*

Four. *Are you wearing a cap?*

Five. *Are they riding horses?*

- Repeat with the other questions.
- Ask the questions again. The children read the answers chorally.

**Answers:** 1 Yes, they are. 2 Yes, he is.  
3 No, she isn't. 4 No, I'm not.  
5 No, they aren't.

### 2 Match the questions and answers about Tom.

- Read the first question about Tom. Ask *What's the answer?* (*He's listening to music.*).
- Show the children how to draw a line from 1 to c.
- Repeat with the other questions.
- Point to the picture of Tina. Ask *What's her name?* (*Tina*).
- Help the children to ask other questions about Tina, such as *What is she doing?* *Is she wearing a skirt?* *Is she wearing trousers?*
- In pairs, the children ask and answer questions about Tom and Tina.

**Answers:** 1c 2a 3b

### 3 Read, draw and colour.

- Read the questions and answers to the children.
- Choose a child to read the first question and answer again.
- The children colour the skirt and T-shirt.
- Repeat with the other questions and answers.

### 4 Copy.

- Read the sentences to the children.
- The children copy the sentences in their books.

### 5 Write questions and answers about the picture.

- Point to the picture of the girl. Help the children to ask suitable questions about her (*What is she doing?* *Is she eating a pizza?*).
- Call children up to the front. The children write the questions on the board.
- Call other children up to the front. The children write the answers on the board.
- The children write the questions and answers in their books in class or for homework.

**Suggested answers:** What is she doing?  
She's listening to music.  
Is she eating a biscuit?  
No, she isn't.



# Unit 15

## Unit 15 Lesson 1

**Aims:** presenting new words for family; saying and writing the words

**New language:** *mother, father, sister, brother, grandmother, grandfather, aunt, uncle*

**Revised language:** ... *is tall/short/old/young*

**You need:** Student's Book p50; Activity Book p56; CD track 94; flashcards for family words

### Starter – a dictation

- Choose three words from the spelling/pronunciation words on Student's Book page 48. For example, *shoes, desk, ask*.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (s-h-o-e-s).
- The children write the word.
- Repeat with the other words.
- The children read the words again chorally.

### 1 Listen and say.

- Put the flashcards on the board.
- Point to the *mother* flashcard and say *What is this?* Help the children to say the word if they know it in English.
- Model the word *mother ... mother*.
- The children repeat the word *mother* chorally and individually.
- Repeat with the other flashcards.
- Say *Open your books on page 50*.
- Play CD track 80. The children listen and point to the vocabulary pictures.

#### CD script:

*mother*  
*father*  
*sister*  
*brother*

*grandmother*  
*grandfather*  
*aunt*  
*uncle*

- Play the track again. The children repeat the words chorally.
- Check (in Kurdish) that the children understand the meaning of all the words.
- Point to a flashcard. The children say the word chorally and individually.
- Repeat with the other flashcards.
- Point to sequences of three or four cards. The children say the words chorally, in the correct order.
- Choose children to say sequences of three or four cards. Choose other children to say the words.
- In pairs, the children practise saying sequences and repeating them.

### Extra reading practice

- Put the flashcards on the board. Write the word next to each one.
- Say the first word slowly. Point to each of the letters as you say them.
- Point to the word again, letter by letter. The children read the word on the board as you point to it.
- Repeat with the other words.

### 2 Choose and say.

- Read the family words in the box to the children.
- Read the adjectives in the box to the children.
- Read the dialogue to the children.
- Say *The brother*. Help the children to make a suitable sentence about the brother (*The brother is short* or *The brother is young*).
- Repeat with other family words.
- Choose a child to say a family word. Choose another child to say a sentence.
- Repeat with other children, other family words and other adjectives.

# Unit 15

- In pairs, the children practise saying words and sentences.

## Activity Book

### 1 Match.

- Read the first word (*mother*). Ask *Which picture is it?* The children point to the picture of the mother.
- Show the children how to draw a line from the word to the picture.
- Repeat with the other words.

**Answers:** top row (l-r): grandfather, grandmother  
middle row (l-r): father, mother, aunt, uncle  
bottom row (l-r): brother, sister

### 2 Write *a*, *e* or *o*.

- Write the letters *a*, *e* and *o* on the board.
- Write the first word, with the gaps (*m\_th\_r*) on the board.
- Point to the letters *a*, *e*, and *o*. Point to the gaps and ask *Which letters?* (*o* and *e*).
- Call a child to the front to complete the word.
- The children complete the word in their books.
- Repeat with the other words.
- The children read the words chorally and individually.

**Answers:** 1 mother 2 father 3 sister 4 brother  
5 grandfather 6 grandmother 7 aunt  
8 uncle

### 3 Write.

- Write the first word (*brother*) on the board. As you write, remind the children *Letter o is a circle*.
- The children write the first word (*brother*) in their books.
- Call children to the front to write the other words on the board.
- The children write the words in their books in class or for homework.

## Unit 15 Lesson 2

**Aims:** presenting and practising *my/your/our*

**New language:** *This is our/your/my house.*

**Revised language:** *This is .../That is ...*

**You need:** Student's Book p51; Activity Book p57; CD tracks 95–96; flashcards for family words

### Starter – vocabulary review

- Show the children flashcards for family words at random. The children say the words chorally and individually.
- Show children sets of three family flashcards, one by one. The children say the words individually in the same order.

### 1 Read, listen and say.

- Point to Nabaz, Sirwa and Emma in the pictures. Ask *Who is this?* The children say the names.
- Talk with the children about each picture in Kurdish. Ask questions such as *Where are they? What has Nabaz got in his room? What has Sirwa got in her room?*
- Play CD track 81 while the children listen. The children listen and point to each picture.

#### CD script:

*Sirwa and Nabaz:* *This is our house.*

*Nabaz:* *These are my pictures.*

*Emma:* *Where are your yo-yos, Sirwa?*

*Sirwa:* *They're in this room!*

- Play the track again. Encourage the children to follow the speech bubbles with their reading fingers.
- Play the track again. Pause after every sentence and say *Repeat*.
- Children repeat the sentence chorally.
- Make sure the children understand the meaning of *my*, *your* and *our*. Explain in Kurdish if necessary.

# Unit 15

- Choose a child to read the first picture. Choose other children to read the other pictures.
- Say *Read in pairs.*
- Children read aloud taking turns picture by picture.
- Choose three children to act out the story in front of the class.

## 2 Write *my, your or our.*

- Write *my, your* and *our* on the board.
- Show a pen and say *This is my pen.* Emphasize the word *my.*
- Point at the classroom and say *This is our classroom.* Emphasize the word *our.*
- Point at a child's book. Say *That's your book.* Emphasize the word *your.*
- The children show their pens. They say *This is my pen,* chorally.
- The children point at the classroom. They say *This is our classroom* chorally.
- The children point at your book on the table. They say *That is your book,* chorally.
- Read the first sentence to the children. Write it on the board.
- Point to the gap. Ask *What word is it? (my).*
- Call a child to the front. The child completes the sentence on the board.
- The children copy in their books.
- Repeat with the other sentences.

**Answers:** my your our

## Activity Book

### 1 Listen and number.

- Play CD track 82. Pause after the first sentence (*Your brother is big*).
- Ask *Which picture is it?* The children point to the correct picture.
- If necessary, explain in Kurdish why it is the correct picture.
- Show the children how to write number 1 in the box.

### CD script:

One. *Your brother is big.*  
Two. *Your grandmother is old.*  
Three. *Our teacher isn't old.*  
Four. *My brother is small.*  
Five. *Our school is new.*

- Repeat with the other sentences.

**Answers:** 3 1 5 4 2

## 2 Write about yourself and a friend.

- Read the beginning of the first sentence (*My notebook is*) to the children.
- Write the sentence on the board. Ask children to suggest words to complete it (*blue, new, big, etc*).
- Write the words next to the sentence beginning on the board.
- Repeat with the other sentences.
- The children complete the sentences in their books.
- Choose children to read their sentences to the class.

**Sample answers:** My notebook is big/new/blue.  
Your notebook is big/blue/new.  
Our classroom is big/new/old.

## 3 Write.

- Write the first sentence (*My pencil is blue*) on the board. Remind the children to start the sentences with a capital letter.
- The children write the question in their books.
- Call a child to the front to write the second sentence on the board.
- The children write the answer in their books in class or for homework.

# Unit 15

## Unit 15 Lesson 3

**Aims:** focus on spelling and pronunciation; speaking; singing a song

**New language:** none

**Revised language:** ... *is big*

**You need:** Student's Book p52; Activity Book p58; CD tracks 97–99

### Starter – a chant

- Let the children choose a chant from Units 2, 4, 6, 8, 10, 12 or 14.
- Write the chant on the board.
- The whole class says the chant chorally, reading from the board.

### 1 Listen and repeat. Then circle and say.

- Say *Listen to these words.*
- Play CD track 83 with the books closed.

**CD script:**

*mother*  
*father*  
*doctor*  
*listen*  
*sofa*  
*kitten*

- Play the track again. The children repeat each word chorally.
- Say *Open your books on page 52. Listen and repeat.*
- Play the track again. The children listen, read and repeat each word.
- Write *mother* on the board. Emphasize the *er* with a different colour or by underlining it.
- Point to the *er*. Model the /ə/ sound and the word *mother* like this: /ə/ ... *mother*.
- The children say the sound and the word chorally.

- Point out the different letters which have the /ə/ sound.
- The children circle the letters with the /ə/ sound in the word in their books.
- Repeat with the other words, pointing out the different letters which sound like /ə/.

### 2 Add punctuation.

- Write the first sentence on the board. Explain the meaning of *new*.
- Emphasize the punctuation features in each sentence (capital M, capital Y, capital O, apostrophes, full stops).
- Remind the children of the punctuation words (*capital letter, apostrophe, full stop*).
- Call children to the front to write over the punctuation features on the board.
- The children write over the punctuation features in their books.
- Repeat with the other sentences.

### 3 Listen and sing.

- Point to the people in the pictures. Ask *Who is this?* about each person (*the mother, the father, a sister, a brother*).
- Read the song to the children. Make sure they understand words such as *special, family* and *good*.
- Play CD track 84. The children listen.

**CD script:**

*My mother and my father,  
My brothers, my sisters and me,  
We're a very special family!*  
*Your mother and your father,  
Your brothers, your sisters and you,  
You're a very special family, too!*  
*Our mothers and our fathers,  
Our brothers and sisters, too,  
Families are special! Families are good!*

- Play the song again. The children listen and read the words silently.

# Unit 15

- Play the song again. Pause after each line.
- The children listen and repeat after each line.
- Play the song again, without pauses. Encourage the class to sing along.

## Values

- Read the Values sign (*Your family is special!*) to the children. In Kurdish, ask them questions such as:
  - Are all families the same?
  - In what ways are families different?
  - What is special about your family?

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book Exercise 1 on the board again.
- Emphasize the /ə/ sound and the word sounds again.
- Add the gaps as in the Activity Book (*moth\_ \_*, *fath\_ \_*, etc).
- Read the teacher's script. Pause after the first word (*mother, mother*).

#### Teacher's script:

One. Mother. Mother.

Two. Father. Father.

Three. Doctor. Doctor.

Four. Listen. Listen.

Five. Sofa. Sofa.

Six. Kitten. Kitten.

One. Mother.

Two. Father.

Three. Doctor.

Four. Listen.

Five. Sofa.

Six. Kitten.

- Call a child to the front to complete the word on the board.
- The children copy the missing letters in their books.
- Repeat with the other words.
- The children read the words chorally. Encourage them to use their reading fingers.

**Answers:** 1 mother 2 father 3 doctor 4 listen  
5 sofa 6 kitten

### 2 Choose and write.

- Write *Our, Your* and *My* on the board.
- Write *I have a notebook. \_\_\_ notebook is big,* on the board.
- Point to the gap. Ask *Which word goes here?* (*My*).
- Call a child to the front. The child completes the sentence on the board.
- Emphasize the link between *I* and *my*.
- The children copy in their books.
- Repeat with the other sentences. Emphasize the link between *you* and *your*, and *we* and *our*.
- The children read the sentences chorally.

**Answers:** 2 Your 3 Our 4 My

### 3 Write.

- Write the sentence (*Our house is small*) on the board. As you write, remind the children *There are two l's in small*.
- Call children to the front to write the sentence on the board.
- The children write the sentence in their books in class or for homework.



# Unit 16

## Unit 16 Lesson 1

**Aims:** presenting new words for objects; saying and writing the new words

**New language:** *watch, bag, bicycle, CD, magazine, mobile phone*

**Revised language:** *He's/He isn't .. ing/There is .../There are ...*

**You need:** Student's Book p53; Activity Book p59; CD track 100; flashcards for objects

### Starter – a dictation

- Choose three words from the spelling/pronunciation words on Student's Book page 52. For example, *mother, father, sofa*.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (m-o-t-h-e-r).
- The children write the word.
- Repeat with the other words.
- The children read the words again chorally.

### 1 Listen and say.

- Put the flashcards on the board.
- Point to the *watch* flashcard and say *What is this?* Help the children to say the word if they know it in English.
- Model the word (*watch ... watch*).
- The children repeat the word *watch* chorally and individually.
- Repeat with the other flashcards.
- Say *Open your books on page 53*.
- Play CD track 85. The children listen and point to the vocabulary pictures.

#### CD script:

*watch*

*bag*

*bicycle*

*CD*

*magazine*

*mobile phone*

- Play the track again. The children repeat the words chorally.
- Point to a flashcard. The children say the word chorally and individually.
- Repeat with the other flashcards.
- Point to sequences of three or four cards. The children say the words chorally, in the correct order.
- Choose children to say sequences of three or four cards. Choose other children to say the words.
- In pairs, the children practise saying sequences and repeating them.

### Extra reading practice

- Put the flashcards on the board. Write the word next to each one.
- Say the first word slowly. Point to each of the letters as you say them.
- Point to the word again, letter by letter. The children read the word on the board as you point to it.
- Repeat with the other words.

### 2 Match.

- Write these verbs on the board: *look, listen, ride, read, talk*.
- Point to the *watch* flashcard. Ask *Which word goes with watch?* Help the children by miming the action of looking.
- The children say *look*. Draw a line from *look* to the *watch* flashcard.
- Repeat with the other flashcards: *look + bag, ride + bicycle, listen + CD, read + magazine, talk + mobile phone*.
- Read the first sentence to the children (*He's looking at a ...*). Write the sentence on the board.
- Say *Complete the sentence (watch)*. Call a child to the front of the class. The child completes the sentence.



# Unit 16

- The children complete the sentence in their books.
- Repeat with the other sentences.
- Say *watch*. The children say *He's looking at a watch*, chorally and individually.
- Repeat with the other objects. The children say the sentences chorally and individually.

**Answers:** 1 watch 2 CD 3 bicycle 4 bag  
5 magazine 6 mobile phone

## Activity Book

### 1 Find the words. Match with the pictures.

- Point to each of the pictures. The children say the words (*bag*, *CD*, etc) chorally.
- Point to the first line of the wordsearch. Say *Find a word*.
- Give children time to find *bag*. Show the children how to circle the word. Show the children how to draw a line from the word to the picture.
- The children circle the rest of the words and match them with the pictures.

**Answers:** line 1: bag, watch  
line 2: bicycle  
line 3: CD, magazine  
line 4: mobile phone

### 2 Circle, true or false.

- Read the first sentence to the children.
- Ask the children to point to the bags. Ask *How many bags are there? (three)*.
- Read the sentence again. Show the children that *false* is circled.
- Repeat with the other sentences. The children circle *true* or *false*.

**Answers:** 1 false 2 false 3 true 4 true

### 3 Write.

- Write the first word (*bag*) on the board. As you write, remind the children *The tail of letter g goes under the line*.
- The children write the first word (*bag*) in their books.
- Call children to the front to write the other words on the board.
- The children write the words in their books in class or for homework.

## Unit 16 Lesson 2

**Aims:** presenting and practising *his*, *her*, *our* and *their*

**New language:** *His/Her/Their bicycle is big.*

**Revised language:** ... *is big/small/old; colours*

**You need:** Student's Book p54; Activity Book p60; CD tracks 101–102; flashcards for objects

### Starter – vocabulary review

- Show the children flashcards for objects at random. The children say the words chorally and individually.
- Say sentences about yourself and your family, e.g. *I have a watch. My brother has a bicycle.*
- Choose a child to say a sentence about himself/herself or his/her family. Help the child to make a suitable sentence

### 1 Read, listen and say.

- Point to Emma in the pictures. Ask *Who is this?* The children say her name.
- Talk with the children about each picture in Kurdish. Ask questions such as *Where are they? Is the girl's watch big? What is special about their bike?*
- Play CD track 86 while the children listen. The children listen and point to each picture.

# Unit 16

## CD script:

Emma: *Her watch is small.*

*His watch is big.*

*Their bicycle is very big!*

- Play the track again. Encourage the children to follow the speech bubbles with their reading fingers.
- Play the track again. Pause after every sentence and say *Repeat*.
- Children repeat the sentence chorally.
- Make sure the children understand the meaning of *his*, *her* and *their*. Explain in Kurdish if necessary.
- Choose a child to read the first picture. Choose other children to read the other pictures.
- Say *Read in pairs*.
- Children read aloud taking turns picture by picture.
- Choose a child to act out the story in front of the class.

## 2 Listen, read and say.

- Point to each of the pictures. Ask *What can you see?* about each picture.
- The children identify *the bike, the book, the dolls and the CDs*.
- Read the chant to the children.
- Play CD track 87. The children listen and follow with their reading fingers.

## CD script:

*We're sharing our toys, look, look, look!*

*We're sharing his bicycle and my book,*

*We're sharing her dolls and their CDs,*

*We're sharing our toys, my friends and me!*

- Play the chant again. Pause after each line.
- The children repeat the line chorally. Help them to follow the rhythm of the chant.
- Play the chant again. The children chant the lines at the same time.
- The children say the chant again, without the CD.

## Values

- Read the Values sign (*Share with your friends!*) to the children. In Kurdish, ask them questions such as:
  - What things can you share with your friends?
  - When was the last time you shared something with your friends?
  - Do you enjoy sharing?
  - Why is it important to share?

## Activity Book

### 1 Read and colour.

- Read the sentences to the children.
- Choose children to read a sentence each.
- Read the first sentence again (*His bag is red*).
- The children colour the boy's bag red.
- Repeat with the other sentences. The children colour the picture according to each sentence.
- The children read the sentences chorally and individually.

**Answers:** (check children's colouring is correct)

### 2 Write *His, Her or Their*.

- Write *His, Her and Their* on the board.
- Write *\_\_\_ watch is big* on the board.
- Point to the gap. Ask *Which word goes here?* (*His*).
- Call a child to the front. The child completes the sentence on the board.
- The children copy in their books.
- Repeat with the other sentences.
- The children read the sentences chorally and individually.

**Answers:** 1 His 2 Her 3 His 4 Her 5 Their

### 3 Write.

- Write the first sentence (*His bicycle is old*) on the board. Remind the children to finish the sentence with a full stop.

# Unit 16

- The children write the sentence in their books.
- Call a child to the front to write the second sentence on the board.
- The children write the sentence in their books in class or for homework.

## Unit 16 Lesson 3

**Aims:** focus on spelling and pronunciation; speaking

**New language:** none

**Revised language:** *his/her/their; He has/She has*

**You need:** Student's Book p55; Activity Book p61; CD tracks 103–104

### Starter – a chant

- Help the children to recall the chant from Lesson 2.
- Write the chant on the board.
- The whole class says the chant chorally, reading from the board.

### 1 Listen and repeat. Then circle and say.

- Say *Listen to these words.*
- Play CD track 88 with the books closed.

**CD script:**

*bag*

*magazine*

*kebab*

*sandwich*

*cat*

*van*

- Play the track again. The children repeat each word chorally.
- Say *Open your books on page 55. Listen and repeat.*

- Play the track again. The children listen, read and repeat each word.
- Write *bag* on the board. Emphasize the *a* with a different colour or by underlining it.
- Point to the *a*. Model the /æ/ sound and the word *bag* like this: /æ/ ... *bag*.
- The children say the sound and the word chorally.
- The children circle the *a* in the word in their books.
- Repeat with the other words.

### 2 Choose.

- Read the three possible sentences in number 1 (*His watch is yellow/Her watch is yellow/Their watch is yellow*) to the children.
- Ask *Which word is it? (Her)*. Show the children how to circle *Her* in their books.
- The children circle the word in their books.
- Repeat with the other sentences.
- The children read the correct sentences chorally and individually.

**Answers:** 1 Her 2 His 3 Their

### 3 Write.

- Read the first sentence in number 1 to the children. Write the second sentence, with the gap, on the board
- Point to the gap and ask *What word is it? (Her)*.
- Call a child to the front. The child completes the sentence.
- Emphasize the link between *She* and *Her*.
- Repeat with the other sentences. Emphasize the link between *He* and *His*, and *They* and *Their*.
- The children read the pairs of sentences chorally and individually.

**Answers:** 1 Her 2 Their 3 Her 4 His

# Unit 16

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book Exercise 1 on the board again.
- Emphasize the /æ/ sound and the word sounds again.
- Add the gaps as in the Activity Book (*b \_ \_ , m \_ \_ azine*, etc)
- Read the teacher's script. Pause after the first word (*bag, bag*).

#### Teacher's script:

One. Bag. Bag.

Two. Magazine. Magazine.

Three. Kebab. Kebab.

Four. Sandwich. Sandwich.

Five. Cat. Cat.

Six. Van. Van.

One. Bag.

Two. Magazine.

Three. Kebab.

Four. Sandwich.

Five. Cat.

Six. Van.

- Call a child to the front to complete the word on the board.
- The children copy the missing letters in their books.
- Repeat with the other words.
- The children read the words chorally. Encourage them to use their reading fingers.

**Answers:** 1 bag 2 magazine 3 kebab  
4 sandwich 5 cat 6 van

### 2 Choose and write.

- Write *Their, is, blue* and *cat* on the board.
- Write *Her \_\_\_\_ is nice* on the board.
- Point to the gap. Ask *Which word goes here?* (*cat*).
- Call a child to the front. The child completes the sentence on the board.
- The children copy in their books.

- Repeat with the other sentences.
- The children read the sentences chorally.

**Answers:** 1 cat 2 Their 3 blue 4 is

### 3 Write.

- Write the sentence (*Their house is old*) on the board. As you write, remind the children *With capital T, one line goes across, one line goes down*.
- Call children to the front to write the sentence on the board.
- The children write the sentence in their books in class or for homework.

# Unit 17

## Unit 17 Lesson 1

**Aims:** introducing days of the week

**New language:** *Saturday, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday*

**Revised language:** none

**You need:** Student's Book p56; Activity Book p62; CD track 105; flashcards for days of the week

### Starter – a dictation

- Choose three words from the spelling/pronunciation words on Student's Book page 55. For example, *bag, kebab, van*.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (b-a-g).
- The children write the word.
- Repeat with the other words.
- The children read the words again chorally.

### 1 Listen and say.

- Say in Kurdish *What are the days of the week?* The children say the days of the week in order. Put the flashcards on the board.
- Put the first flashcard on the board. Say the Kurdish word for *Saturday*.
- Model the English word *Saturday ... Saturday*.
- The children repeat the word *Saturday* chorally and individually.
- Repeat with the other days of the week.
- Say *Open your books on page 56*.
- Play CD track 89. The children listen and point to the vocabulary cards.

**CD script:**

*Saturday*  
*Sunday*  
*Monday*

*Tuesday*  
*Wednesday*  
*Thursday*  
*Friday*

- Play the track again. The children repeat the words chorally.
- Point to a flashcard. The children say the word chorally and individually.
- Repeat with the other flashcards.
- Choose children to say all of the days of the week in the correct order.
- In pairs, the children practise saying the days of the week in the correct order.

### Extra reading practice

- Put the flashcards on the board.
- Say the first word slowly. Point to each of the letters as you say them.
- Point to the word again, letter by letter. The children read the word on the flashcard as you point to it.
- Repeat with the other words.

### 2 Say the next seven days.

- Point to the *Wednesday* flashcard. Say *Wednesday, Thursday, Friday, Saturday, Sunday, Monday, Tuesday, Wednesday*.
- Point to another day. Help the children to say the next seven days.
- Choose a child. Say *Friday*. Help the child to say the next seven days of the week in order.
- Repeat with other children and other days.
- Choose a child. Say *Tell me a day of the week*. Choose another child to say the next seven days in order.
- Repeat with other children.
- The children practise in pairs, saying a day and then saying the next seven days in order.

# Unit 17

## Values

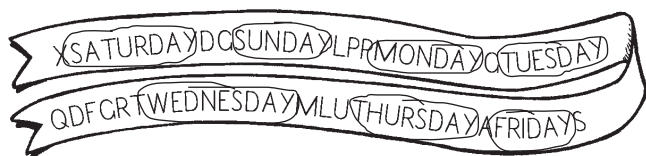
- Read the Values sign (*Enjoy your holiday on Friday!*) to the children. In Kurdish, ask them questions such as:
  - Why is Friday a special day?
  - What do you usually do on Friday?
  - What would your perfect Friday be like?
  - How can we make Friday more special?

## Activity Book

### 1 Circle the days of the week.

- Point to the first line of the word ribbon. Say *Can you find a day of the week here?*
- The children find *Saturday*.
- Show the children how to circle the word. The children circle the word in their books.
- Repeat with the other days of the week.

Answers:



### 2 Match.

- Read the beginning of the first word (*Sat*). Write the beginning on the board.
- Ask the children to complete the word (*Sat ... urday*).
- Call a child to the front. The child completes the word on the board.
- Show the children how to draw a line from *Sat* to *urday*.
- Repeat with the other words.

Answers: 1 Saturday 2 Sunday 3 Monday  
4 Tuesday 5 Wednesday 6 Thursday  
7 Friday

### 3 Write.

- Write the first word (*Saturday*) on the board. As you write, remind the children *All the letters sit on the line*.
- The children write the first word (*Saturday*) in their books.

- Call children to the front to write the other words on the board.
- The children write the words in their books in class or for homework.

## Unit 17 Lesson 2

**Aims:** presenting and practising *What day/ time is it?*

**New language:** *What day is it? It's Monday.*  
*What time is it? It's two o'clock.*

**Revised language:** none

**You need:** Student's Book p57; Activity Book p63; CD tracks 106–107

## Starter – vocabulary review

- Say *Say the days of the week*. The children say the days of the week chorally.
- Write the days on the board, with gaps, like this: *\_hu \_ \_ day*.
- The children guess which day is it (*Thursday*).
- Call a child to the front to complete the word.
- Repeat with other days.

### 1 Read, listen and say.

- Point to Nabaz and Sirwa. Ask *Who is this?* The children say the names.
- Talk with the children about each picture in Kurdish. Ask questions such as *Where are they? What is Sirwa doing?*
- Play CD track 90 while the children listen. The children listen and point to each picture.

**CD script:**

Sirwa: *What day is it?*

Nabaz: *It's Tuesday.*

Sirwa: *What time is it?*

Nabaz: *It's four o'clock.*



# Unit 17

**Sirwa:** Great! Lucky! It's time for your English class!

**Sirwa:** Look, Lucky! A carrot!

- Play the track again. Encourage the children to follow the speech bubbles with their reading fingers.
- Play the track again. Pause after every sentence and say *Repeat*.
- Children repeat the sentence chorally.
- Write *What day is it?* and *What time is it?* on the board. Make sure the children understand the meaning.
- Write *It's Tuesday* and *It's four o'clock* as answers to the questions. Point out how we use *o'clock* for the time.
- Choose a child to read the first picture. Choose other children to read the other pictures.
- Say *Read in pairs*.
- Children read aloud taking turns picture by picture.
- Choose two children to act out the story in front of the class.

## 2 Point, ask and say.

- Point to the first picture. Ask *What day is it?* (*Thursday*). Ask *What time is it?* (*It's three o'clock*).
- Repeat with the other pictures.
- Choose a child to point and ask the questions. Choose another child to answer the questions.
- Repeat with other children.
- In pairs, the children practise asking and answering questions about days and times.

## Activity Book

### 1 Listen and number.

- Point to the days of the week. The children read them chorally.
- Point to the clocks. The children say the times chorally.
- Play CD track 91. Pause after the first question and answer.

- Ask the children *Which is it?* The children point to the correct day.
- Show the children how to write the number 1 in the box.
- Repeat with the other questions and answers.

### CD script:

- One. What time is it?*  
*It's eleven o'clock.*
- Two. What day is it?*  
*It's Monday.*
- Three. What time is it?*  
*It's twelve o'clock.*
- Four. What day is it?*  
*It's Friday.*
- Five. What time is it?*  
*It's two o'clock.*
- Six. What day is it?*  
*It's Thursday.*

**Answers:** 1 11 o'clock 2 Monday 3 12 o'clock  
4 Friday 5 2 o'clock 6 Thursday

### 2 Choose and write.

- Write *What time, Wednesday, What day* and *five o'clock* on the board.
- Write *What day is it? It's \_\_\_\_* on the board.
- Point to the gap. Ask *Which word goes here?* (*Wednesday*).
- Call a child to the front. The child completes the sentence on the board.
- The children copy in their books.
- Repeat with the other questions and answers.
- The children read the questions and answers chorally.

**Answers:** 1 Wednesday/ five o'clock  
2 What day/What time

### 3 Write.

- Write the question (*What day is it?*) on the board. Remind the children how to write the question mark (?).
- The children write the question in their books.
- Call a child to the front to write the answer on the board.

# Unit 17

- The children write the answer in their books in class or for homework.

## Unit 17 Lesson 3

**Aims:** focus on spelling and pronunciation; speaking; singing a song

**New language:** none

**Revised language:** *What day/time is it?; days of the week; It's two o'clock*

**You need:** Student's Book p58; Activity Book p64; CD tracks 108–110

### Starter – a chant

- Let the children choose a chant from Units 2, 4, 6, 8, 10, 12, 14 or 16.
- Write the chant on the board.
- The whole class says the chant chorally, reading from the board.

### 1 Listen and repeat. Then circle and say.

- Say *Listen to these words.*
- Play CD track 92 with the books closed.

#### CD script:

Thursday  
three  
thirteen  
thank you  
this  
that  
these  
those

- Play the track again. The children repeat each word chorally.
- Say *Open your books on page 58. Listen and repeat.*
- Play the track again. The children listen, read and repeat each word.

- Write *Thursday* on the board. Emphasize the *th* with a different colour or by underlining it.
- Point to the *th*. Model the /θ/ sound and the word *Thursday* like this: /θ/... *Thursday*.
- The children say the sound and the word chorally.
- The children circle the *th* in the word in their books.
- Repeat with *three, thirteen, thank you*.
- Write *this* on the board. Emphasize the *th* with a different colour or by underlining it.
- Point to the *th*. Model the /ð/ sound. Emphasize that this is a different sound – it's 'heavier' than the *th* in *Thursday, three, thirteen* and *thank you*.
- Model the /ð/ sound and the word *this* like this: /ð/... *this*.
- The children say the sound and the word chorally.
- The children circle the *th* in the word in their books.
- Repeat with *this, that, these* and *those*.

### 2 Listen, read and sing.

- Read the song to the children. Make sure they understand new expressions such as *Let me see* and *OK*.
- Play CD track 93. The children listen.

#### CD script:

*What day is it? Let me see.  
It's Thursday today.  
What time is it? Let me see.  
It's three o'clock. OK?*

- Play the song again. The children listen and read the words silently.
- Play the song again. Pause after each line. The children listen and repeat.
- Play the song again, without pauses. Encourage the class to sing along.

# Unit 17/Revision 5

## 3 Complete and sing.

- Ask *What day is it?* The children say the day of the week.
- Show the children how to complete the song with the day of the week.
- Ask *What time is it?* Help the children to say the time to the nearest hour.
- Show the children how to complete the song with the time.
- Read the completed song to the children.
- The children read the song chorally.
- Encourage the children to sing the song with the current day and time.

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book Exercise 1 on the board again.
- Emphasize the two *th* sounds and the word sounds again.
- Add the gaps as in the Activity Book (*\_ \_ \_ r s d a y*, *\_ \_ \_ e e*, etc).
- Read the teacher's script. Pause after the first word (*Thursday, Thursday*).
- Call a child to the front to complete the word on the board.
- The children copy the missing letters in their books.
- Repeat with the other words.

#### Teacher's script:

One. *Thursday. Thursday.*

Two. *Three. Three.*

Three. *This. This.*

Four. *That. That.*

Five. *These. These.*

Six. *Those. Those.*

One. *Thursday.*

Two. *Three.*

Three. *This.*

Four. *That.*

Five. *These.*

Six. *Those.*

- The children read the words chorally. Encourage them to use their reading fingers.

**Answers:** 1 Thursday 2 three 3 this 4 that  
5 these 6 those

### 2 Choose and write.

- Write *time, It's, it* and *day* on the board.
- Write *What \_\_\_\_ is it? It's Wednesday* on the board.
- Point to the gap. Ask *Which word goes here? (day)*.
- Call a child to the front. The child completes the sentence on the board.
- The children copy in their books.
- Repeat with the other sentences.
- The children read the sentences chorally.

**Answers:** 1 day 2 time 3 It's 4 it

### 3 Write.

- Write the question (*What time is it?*) on the board. Remind the children how to write the question mark (?).
- The children write the question in their books.
- Call a child to the front to write the answer on the board.
- The children write the answer in their books in class or for homework.

## Revision 5

**Aims:** revision of Units 15, 16 and 17

**New language:** none

**Revised language:** grammar and vocabulary  
from Units 15, 16 and 17

**You need:** Student's Book p59; Activity Book  
pp65–66; CD track 111

# Revision 5

## Starter – looking at the units

- Show the children Units 15, 16 and 17 in the Student's Book.
- Look at the vocabulary pages. The children read the vocabulary words.
- Look at the story pages. Point out the new grammar such as *This is my house*, *Their bicycle is very big* and *What time is it?*
- Recall the songs and chants in the units.

## 1 Play. Ask questions to guess the person.

- Point to the first picture. Ask *What day is it?* (*It's Monday*). Ask *What time is it?* (*It's three o'clock*).
- Point to the girl on the left in the first picture. Ask *What colour are her trousers?* (*They're red*).
- Point to the girl on the right in the first picture. Ask *What colour are her trousers?* (*They're green*).
- Ask similar questions about the other pictures.
- Say *I'm thinking of one the girls*. Choose a girl, but don't tell the children.
- Read the example questions.
- Help the children to ask you questions about the time, the day and the girl's trousers. Answer appropriately.
- The children guess which girl you are thinking of.
- Ask a child to choose one of the girls on the page. The other children ask questions and try to guess the girl.
- In pairs, the children play the game.

## Your progress!

Note: It's best to do this section at the end of the lesson.

- Remind children in Kurdish that at the end of every Revision they can check their progress.
- Ask in Kurdish *How many units have we done?* (17).

- Show the children how to colour in the squares up to Unit 17.
- Talk with the children in Kurdish about what they have learnt in Units 15–17.
- Encourage them to be aware of their progress. Emphasize that they are nearly at the end of the course. Explain that the next unit is revision of the whole course.

## Activity Book

### 1 Listen and colour.

- Point to the objects and clothes in the pictures of Tom and Tina. Ask the children *What is this?* (*A T-shirt, his bag, her bag, etc*).
- Say *Listen for the colours*. Play CD track 94. The children choose the colours they need (*blue, green, red, brown, yellow*).

#### CD script:

Tom: *Hi! My name's Tom. My shoes are blue. My bag is green.*

Tina: *Hi! My name's Tina. My shoes are red. My bag is brown. Our caps are in the bag. They're yellow.*

- Play the track again. Pause after *My name is Tom*. Ask *Who is it?* (*Tom*).
- Play the next sentence. Ask *What colour are his shoes?* (*blue*). The children colour his shoes blue.
- Repeat with the other sentences. The children colour the clothes.

**Answers:** Tom: blue shoes, green bag  
Tina: red shoes, brown bag,  
two yellow caps in Tina's bag

### 2 Match the questions and answers.

- Read the first question (*What colour are his shoes?*). Ask *What's the answer?* (*They're blue*).
- Show the children how to draw a line from 1 to b.

# Revision 5

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- Repeat with the other questions.
- The children read the questions and answers chorally and individually.
- Help the children to ask questions about the second picture, such as *What colour is his T-shirt?* (*It's black*), *What colour are his trousers?* (*They're grey*) and *Where are their caps?* (*They're in his bag*).
- In pairs, the children ask and answer questions about the second picture.

**Answers:** 1b 2c 3e 4a 5d

## 3 Read and match.

- Read the sentences in 1 to the children. Ask *Which picture is it?* (2).
- The children point to the correct picture.
- Show the children how to write number 1 in the box.
- Repeat with the other sets of sentences.

**Answers:** 4 1 3 2

## 4 Copy.

- Read the questions and answers to the children.
- The children copy the sentences in their books.

# Unit 18

## Unit 18 Lesson 1

**Aims:** reviewing vocabulary from Level 3

**New language:** none

**Revised language:** Level 3 vocabulary

**You need:** Student's Book p60; Activity Book p67

### Starter – a dictation

- Choose three words from the spelling/pronunciation words on Student's Book page 58. For example, *Thursday, three, this*.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (T-h-u-r-s-d-a-y).
- The children write the word.
- Repeat with the other words.
- The children read the words again chorally.

### 1 Point and say.

- Point to the first row of pictures. The children say the words (*doctor, nurse, etc*).
- In pairs, the children try to remember the words for all the other pictures. They can check on the vocabulary pages of their Student's Books.
- Choose rows of pictures at random. The children say the words.

### 2 Say three more words.

- Read the dialogue to the children.
- Say *doctor*. The children say three more words from the professions category, for example, *firefighter, policeman, teacher*.
- Repeat with other groups of words.
- Choose a child to say a word. Choose another child to say three more words from the group.
- Repeat with other children and other words.
- In pairs, the children practise saying words.

## Activity Book

### 1 Play a word game.

- Read the dialogue to the children. Make sure they understand that the boy says two words, then only the *first sound* of the third word. The girl says the third word.
- Say *pen, pencil, e...* . The children guess the word (*eraser*).
- Say *cow, horse, sh...* . The children guess the word (*sheep*).
- Repeat with other sets of words from Student's Book Exercise 1.

### 2 Order and write.

- Read the jumbled words in 1. Say *Make a sentence (She's a doctor)*.
- Call a child to the front. The child writes the sentence on the board.
- The children copy the sentence in their books.
- Repeat with the other sets of jumbled words.

**Answers:** 1 She's a doctor. 2 Are they happy? No, they aren't. 3 There are six cats. 4 We have a car. 5 He's reading a book.

## Unit 18 Lesson 2

**Aims:** reviewing grammar from Level 3

**New language:** none

**Revised language:** Level 3 grammar

**You need:** Student's Book p61; Activity Book p68; CD tracks 112–113

### Starter – vocabulary review

- Put about 20 of the flashcards from Level 3 on the board.
- Describe one of the flashcards. For example, *It's green* or *It's big*.



# Unit 18

- The children guess the object.
- Repeat with other objects.

## 1 Read, listen and say.

- Point to Nabaz, Sirwa, Emma and Jack in the pictures. Ask *Who is this?* The children say the names.
- Talk with the children about each picture in Kurdish. Ask questions such as *Where are they?* *What is Emma doing?* *Why is Emma unhappy?*
- Play CD track 95 while the children listen. The children listen and point to each picture.

### CD script:

Emma: *I'm a teacher. You're students.*

Emma: *Is Lucky in the box?*

Nabaz: *No, he isn't.*

Jack: *Are you sad?*

Emma: *Yes, I am.*

Emma: *Where is Lucky?*

- Play the track again. Encourage the children to follow the speech bubbles with their reading fingers.
- Play the track again. Pause after every sentence and say *Repeat*.
- Children repeat the sentence chorally.
- Choose a child to read the first picture. Choose other children to read the other pictures.
- Say *Read in pairs*.
- Children read aloud taking turns picture by picture.
- Choose four children to act out the story in front of the class.

## 2 Listen, read and say.

- Point to the first picture. Ask *Where are they?* (*At school*). Ask *What can you see?* (*desks, children, etc*).
- Repeat with the second picture.
- Read the first verse of the chant to the children. Ask *Which picture is it?* (*The first picture*).
- Repeat with the second verse.

- Play CD track 96. The children listen and follow with their reading fingers.

### CD script:

*Where is she? Listen and guess.*

*There are lots of chairs and desks.*

*She's at school! Yes! Yes!*

*Where are they? Listen and guess.*

*There's a chair and there are beds.*

*They're at home! Yes! Yes!*

- Play the chant again. Pause after each line.
- The children repeat the line chorally. Help them to follow the rhythm of the chant.
- Play the chant again. The children chant the lines at the same time.
- The children say the chant again, without the CD.

## Activity Book

### 1 Choose and write.

- Write *Are, in, am, You're* and *isn't* on the board.
- Write *I'm a teacher. \_\_\_\_ students* on the board.
- Point to the gap. Ask *Which word goes here?* (*You're*).
- Call a child to the front. The child completes the sentence on the board.
- The children copy in their books.
- Repeat with the other sentences.
- The children read the sentences chorally.

**Answers:** 1 *You're* 2 *in/isn't* 3 *Are/am*

### 2 Write.

- Point to the picture. Read the first sentence.
- The children complete the second sentence (*They aren't*).
- The children complete the third sentence (*They're*).
- Call children to the front to write a sentence on the board.
- Repeat with the other pictures.

# Unit 18

**Answers:** 1 They aren't/They're 2 I'm not/sad  
3 isn't/under

## Unit 18 Lesson 3

**Aims:** reviewing vocabulary from Level 3

**New language:** none

**Revised language:** Level 3 vocabulary

**You need:** Student's Book p62; Activity Book p69

### Starter – a chant

- Help the children to recall the chant from Lesson 2.
- Write the chant on the board.
- The whole class says the chant chorally, reading from the board.

### 1 Point and say.

- Point to the first row of pictures. The children say the words (*biscuits, kebabs*, etc).
- In pairs, the children try to remember the words for all the other pictures. They can check on the vocabulary pages of their Student's Books.
- Choose rows of pictures at random. The children say the words.

### 2 Say three more words.

- Read the dialogue to the children.
- Say *shirt*. The children say three more words from the clothes category, for example, *trousers, shoes, skirt*.
- Say other words. The children say three more words for each.
- Choose a child to say a word. Choose another child to say three more words from the group.
- Repeat with other children and other words.
- In pairs, the children practise saying words.

## Activity Book

### 1 Play a word game. Use the words in Lesson 1.

- Read the dialogue to the children. Make sure they understand that the boy says two words, then only the *first sound* of the third word. The girl says the third word.
- Say *mother, father, si...* . The children guess the word (*sister*).
- Say *milk, water, le...* . The children guess the word (*lemonade*).
- Repeat with other sets of words.

### 2 Order and write.

- Read the jumbled words in 1. Say *Make a sentence (They aren't eating kebabs)*.
- Call a child to the front. The child writes the sentence on the board.
- The children copy the sentence in their books.
- Repeat with the other sets of jumbled words.

**Answers:** 1 They aren't eating kebabs.  
2 He isn't running.  
3 Is she walking? No, she isn't.  
4 What are they doing? They're reading books.  
5 This isn't my book. It's your book.

## Unit 18 Lesson 4

**Aims:** reviewing the grammar from Level 3

**New language:** none

**Revised language:** Level 3 grammar

**You need:** Student's Book p63; Activity Book pp70–71; CD tracks 114–115

### Starter – vocabulary review

- Put about 20 of the flashcards from Level 3 on the board. Use a different selection to Lesson 1 of this unit.

# Unit 18

- Describe one of the flashcards. For example, *He's tall* or *It's red*.
- The children guess the object.
- Repeat with other objects.

## 1 Read, listen and say.

- Point to Nabaz, Sirwa, Emma and Jack in the pictures. Ask *Who is this?* The children say the names.
- Talk with the children about each picture in Kurdish. Ask questions such as *What are they looking for?* and *Where is Lucky?*
- Play CD track 97 while the children listen. The children listen and point to each picture.

### CD script:

Jack: *Are you looking for Lucky?*

Nabaz: *Yes, I am.*

Emma: *Is he sleeping in the bed?*

Sirwa: *No, he isn't.*

Sirwa: *Lucky's in the school bag!*

Emma: *What time is it?*

Jack: *It's five o'clock. It's time for food.*

- Play the track again. Encourage the children to follow the speech bubbles with their reading fingers.
- Play the track again. Pause after every sentence and say *Repeat*.
- Children repeat the sentence chorally.
- Choose a child to read the first picture. Choose other children to read the other pictures.
- Say *Read in pairs*.
- Children read aloud taking turns picture by picture.
- Choose four children to act out the story in front of the class.

## 2 Listen, read and sing.

- Read the song to the children. Make sure they understand new expressions such as *Every day is good* and *on my own*.
- Play CD track 98. The children listen.

### CD script:

*Saturday, Sunday and Monday too,*

*Every day is good at school!*

*Tuesday's nice and Wednesday's fun*

*With my friends or on my own,*

*Then it's Thursday, then Friday,*

*Every day of the week is great.*

- Play the song again. The children listen and read the words silently.
- Play the song again. Pause after each line.
- The children listen and repeat after each line.
- Play the song again, without pauses. Encourage the class to sing along.

## Activity Book

### 1 Choose and write.

- Write *time, am, in, Are, Is, It's* and *isn't* on the board.
- Write *\_\_\_ you looking for Lucky?* on the board.
- Point to the gap. Ask *Which word goes here? (Are)*.
- Call a child to the front. The child completes the sentence on the board.
- The children copy in their books.
- Repeat with the other sentences.
- The children read the sentences chorally.

**Answers:** 1 Are/am 2 Is, isn't 3 in 4 time, It's

### 2 Write.

- Point to the picture. Read the question. The children complete the question (*What day*).
- The children complete the answer (*It's*).
- Call children to the front to write the question and answer on the board.
- Repeat with the other pictures.

**Answers:** 1 What day/It's 2 What/I'm  
3 Is/isn't/Our

# Unit 18

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## Colouring in

There are several different ways to use this page. You can use all of these at different times during the course.

- 1 You can use this page when you have extra time in a lesson. The children colour one part of the picture at the end of the lesson.
- 2 Alternatively, the children colour one part of the picture for homework.
- 3 You can also use this page for revision at the end of the course.

The children should use the same colours for some things in the picture, such as the children's clothes. For example, point to Emma and ask *What colour is her T-shirt? (red)*. The children colour the T-shirt. Repeat with the other clothes.

The children can choose the other colours, such as the flowers, the numbers and the animals. For example, point to the numbers and say *Colour the numbers. You can choose the colours*. The children colour the numbers. When they have finished, ask individual children questions such as *What colour is number 13?*