

# Sunrise

## 4

### Teacher's Book



Kurdistan Regional Government  
Council of Ministers  
Ministry of Education

حکومتی هه‌ریمی کوردستان – عێراق  
وه‌زاره‌تی په‌روه‌رده – به‌ریوه‌به‌رایه‌تی گشتی پرۆگرام و چاپه‌مه‌نیه‌کان

نهم پهرتووکه موئکی وه‌زاره‌تی ( په‌روه‌رده )ی حکومه‌تی هه‌ریمی کوردستانه ، فرۆشتنی له بازار  
قه‌ده‌غه‌یه‌و دژ به یاسایه .

**Nick Beare**

# Map of the book

	Topic	Main language	Vocabulary	Pronunciation and spelling
Unit 1	Review	<b>Review of level 3</b> verb <i>to be</i> , verb <i>to have</i>	Review of level 3 vocabulary	Review of pronunciation and spelling from level 3
Unit 2	Review	<b>Review of level 3</b> Present continuous	Review of level 3 vocabulary	Review of pronunciation and spelling from level 3
Unit 3	The time	<b>it's + the time</b> <i>What time is it? It's five fifteen. It's five thirty, It's five forty-five.</i>	<i>twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred, twenty-two, thirty-three, forty-five, etc.</i>	<i>forty, horse, short, your, four, tall</i>
Unit 4	People	<b>I/You/He/She/It/We/They</b> <i>This is my mother. She has brown hair. Her eyes are blue. She's 35.</i>	<i>head, hair, ears, eyes, mouth, nose</i>	<i>mouth, mouse, house, our, cow, flower</i>
Unit 5	Suggestions	<b>Let's + verb</b> <i>I'm thirsty. Let's have a drink. That's a good idea!</i>	<i>happy, sad, hungry, thirsty, tired, bored</i>	<i>thirsty, thirty, girl, nurse, Kurdistan, purple</i>
Revision 1 (units 3–5)				
Unit 6	Abilities (1)	<b>Can (affirmative and negative)</b> <i>I can ... I can't ...</i>	<i>swim, play football, play basketball, play the guitar, make a card, fly</i>	<i>car, guitar, arm, father, aunt</i>
Unit 7	Abilities (2)	<b>Can ...? questions</b> <i>Can you speak Kurdish? Yes, I can / No, I can't.</i>	<i>speak English, speak Kurdish, use a computer, cook, dance, draw</i>	<i>hair, chair, their, where, there, wear, they're</i>
Unit 8	Daily life (1)	<b>Present simple affirmative: I</b> <i>I get up at seven o'clock.</i>	<i>get up, have breakfast, go to school, go home, have lunch, have dinner, go to bed</i>	<i>fig, four, fish, fifty, five, elephant</i>
Revision 2 (units 6–8)				
Unit 9	Daily life (2)	<b>Present simple affirmative: He/She/It</b> <i>He lives in a flat.</i>	<i>live in a house, live in a flat, learn English, play with my friends, watch television, play computer games</i>	<i>do, to, two, doing, you, school</i>

# Map of the book

	Topic	Main language	Vocabulary	Pronunciation and spelling
Unit 10	Likes and dislikes (1)	<b>Present simple negative: I</b> <i>I don't like cheese.</i>	<i>cheese, fish, yogurt, honey, jam, ice cream</i>	<i>cheese, friends, vase, Thursday, rulers, zebra</i>
Unit 11	Likes and dislikes (2)	<b>Present simple negative: He/She/It</b> <i>He doesn't like lemons.</i>	<i>lemons, grapes, figs, apples, oranges, bananas</i>	<i>oranges, juice, jam, jug, jump, sandwiches</i>
Revision 3 (units 9-11)				
Unit 12	Daily routines	<b>Present simple: They ... affirmative and negative</b> <i>They get up / They don't get up at seven o'clock.</i>	<i>sleep, get up early, get up late, make your bed, tidy your room, go to the bazaar</i>	<i>home, sofa, goat, old, nose, yo-yo</i>
Unit 13	Animals	<b>Present simple questions: Do you ...?</b> <i>Do you like tigers? Yes, I do / No, I don't.</i>	<i>tiger, elephant, monkey, lion, snake, panda</i>	<i>different pronunciation of the letter a: car, train, bag, etc</i>
Unit 14	Places (1)	<b>Present simple questions: Does he ...?</b> <i>Does he work in a school? Yes, he does / No, he doesn't.</i>	<i>school, park, hospital, shopping mall, restaurant, market, house</i>	<i>different pronunciation of the letter e: desk, tree, mother, etc</i>
Revision 4 (units 12-14)				
Unit 15	Possessions	<b>Present simple questions: Do they ...?</b> <i>Do they have a bicycle? Yes, they do / No, they don't.</i>	<i>cap, jacket, scarf, gloves, sweater, umbrella</i>	<i>different pronunciation of the letter i: big, write, shirt, etc</i>
Unit 16	The day	<b>Present simple with time expressions</b> <i>He goes to the market in the morning.</i>	<i>in the morning, in the afternoon, in the evening, at night, on Monday, at six o'clock</i>	<i>different pronunciation of the letter o: box, you, nose, etc</i>
Unit 17	Places (2)	<b>Prepositions of place</b> <i>The market is next to the park.</i>	<i>next to, near, behind, between, in front of, a long way from</i>	<i>different pronunciation of the letter u: duck, house, your, etc</i>
Revision 5 (units 15-17)				
Unit 18	Review all units	Review: all language from Sunrise 4	Review: all vocabulary from Sunrise 4	

## سەن رايىز 4 پەرتوۋكى مامۇستا

### پېشەكى:

سەن رايىز 4: چوارەم پەرتوۋكى سەرنج پاكىشى كۆرسى زىمانى ئىنگىلىزىيە بۇ قۇناغى سەرەتايى. بە تايىبەتى بۇ ئەوقۇتايانە نووسراۋە كە فېرى زىمانى ئىنگىلىزى دەپن. دوابەدۋاى سەن رايىز 3 دىت و بەردەوامە لە:

- ناساندنى وشە و زىمانى نوئى بە بەكارهينانى ويئەى ھەمەپەنگ و ويئەى كارتونى كە يارمەتى قۇتايان دەدەن لە ماناى زىمانە نوئىيەكە بەگەن.
- ريدان بە قۇتايان كە بەشداريەن لە وانەكاندا بە بەشداريەن لە گۇرانىەكان و يارىەكاندا بۇ ئەۋەى پراكتىزەى زىمانە نوئىيەكە بەگەن.
- دايىنكردىنى چالاكى "خۇش و بە چيژ" كە مندالان چيژى ئى بىين و لە ھەمان كاتدا يارمەتى فېرىبونيان دەدات.
- جەختكردەن سەر گوئىكرتەن بە بەكارهينانى دايەلۇگى كورت كە مندالان گوئى ئى دەگرن.
- جەختكردەن سەر گەفتوگۇكردن بە پيدانى پراكتىزىكى زۇر بە مندالان لە بەكارهينانى زىمانى نوئىدا.

### جگە لەۋەش سەن رايىز 4 يارمەتى مندالان دەدات :

- بۇ بەكارهينانى ناۋى پىتەكانى ئەلف و بىيى زىمانى ئىنگىلىزى.
- بۇ نووسىنى دەقى كورتى ئىنگىلىزى.
- بۇ خويئەنەۋەى دەقى كورتى ئىنگىلىزى و باسكردن لە بارەيانەۋە.
- بۇ باسكردنى ئەۋكارەى خۇيان (يان خەلكى تر) ئەنجامى دەدەن. ھەرۋەھا بۇ دەرىپىنى ئەۋ كارانەى رۇژانە ئەنجامى دەدەن لەگەل دەرىپىنى ئەۋ شتانەى ھەزىيان لىيەتى.
- بۇ پىرسىياركردن و ولامدانەۋە دەرىبارەى چالاكى، شت و را دەرىپىن.
- بۇ گرنكى دان بە رىنووس و شيۋەى وتنى وشەكان.

سەن رايىز 4: پەرتوۋكى قۇتايى، پەرتوۋكى چالاكى، پەرتوۋكى مامۇستا، سى دى دەنگ و فلاش كارتى تىدايە. ھەموو ئەم شتانە لەيەكەيكى فېركردندا بەكاردەھىنرئىن.

سەن رايىز 4: پىكەتۋە لە 17 يەكەى سى وانەى و ھەر يەكەيكەيش بىرتىيە لە 4 وانە. ھەرۋەھا لەگەل 5 وانەى پىداچونەۋەى تر. ئەمە بابەتى 34 ھەفتەى فېركردن دايىندەكات كە دەكرىت بە دوو كۇرس:

يەكەى يەكەم و دوۋەم پىداچونەۋەى بۇ بابەتەكانى رىزىمان و وشەكانى Sunrise 3.

يەكەكانى دوۋەم تا ھەقە پىك دىن لە:

- لاپەرەى وشەكان كە پىك دىت لە شەش وشەى نوئى لەگەل چالاكى جى بەجىكردن.
- لاپەرەى چىرۇكى كارتونى تايىبەت بە زىمانى نوئى لەگەل چالاكى جى بەجىكردن.
- لاپەرەى پراكتىزىكردن بۇ جى بەجىكردى رىنووس و دەنگەكان و گۇرانى و چالاكى خويئەنەۋە.

يەكەى 18 يەكەى پىداچونەۋەى و پىكدىت لە 4 لاپەرە.

سەن ۳ايز 4 : بەردەوام دەيىت لە ئاشناکردن و دروستکردنى ئارەزوو سەبارەت بە زمانى ئىنگىلىزى بۇ مىندالان، ھەروەھا تواناي خويىندەنەو و نووسىنىشىيان لە زمانى خوياندا بەرەو پيشەو دەبات. ئەمە دەكات بە:

- ناساندنى شتى نوئ لەزمانى ئىنگىلىزىدا بە شيۆەيەكى لەسەرخۆ و ھەنگاو بە ھەنگاو.
- دابىنکردنى پيداچونەو بەردەوامى ئەو شتانەى كە پيشتر فيريان بوو لە پەرتووكى سەن ۳ايز 3 دا.
- ريدان بە قوتابيان كە ئىنگىلىزى بەكاربەين بەگفتوگۆکردن لە گەل كەسانى تردا.
- ھەمەجۆركردنى بابەتى وانەكە بۇ ئەو سەرنج پاكيش بىت.
- ناساندنى بابەتيك كە بە ئەوان ئاشنا بىت.
- ناساندنى ويىنەى كارتۆنى سەرنج پاكيش.
- سەرقالىکردنى قوتابىيەكان بە يارى و گۆرانىيەكانەو بۇ ئەو فيريون پرتام و چيژ بكات.
- دابىنکردنى چالاكيەك كە قوتابيان بە ناسانى بتوانن ئەنجامى بدەن.

كەپەرتووكى سەن ۳ايز 4 دەخويندريت، لەسەر مامۇستايان پيوستە:

- لە نزيكەو پەپرەوى لە رينمايەكانى پەرتووكى مامۇستا بكەن بۇ ئەو دلىيان لە فيركردنى بابەتى نوئى فيركردن و پلانى وانەكەيان بە باشى دابريژن.
- ئەو پيداويستى و ھۆكارانە بەكاربەين كە لە ھەريەك لە وانەكاندا پيشنياركاراوە بۇ نموونە: فلاش كارتەكان، شتەكانى ناو پۆل. ھەتا بتوانريت رينمايە ساكارەكانى ناو پۆل بە ئىنگىلىزى بليين.
- ھەتا بتوانريت زمانىك بەكاربەينريت كە پيشتر فيرى بووبن. بۇ نموونە: سلاو كردن، پرسىيار و وەلامەكان.
- ھانى قوتابيان بدەن كە ئىنگىلىزى بەكاربەين ئەويش لە پيگەى دابىنکردنى كەش و ھەوايەكى ھاوپييانە لە ناو پۆلدا.
- رى بدەن بە قوتابيان كە بە جوت كاربەن بۇ پراكتيزەکردنى زمانە نوئيەكە لەو شويانەدا كە لە پەرتووكى مامۇستادا پيشنياركاراوە.
- كاتيک قوتابى زمانەكە بە دروستى بەكاردەهييت دەست خۆشى و ئافەرينى ئى بكات.
- لە راستکردنەو ھەلەكاندا بە ريگايەكى جوان و ھاندەرانە يارمەتيان بدات.
- لە شوييىكدا كە پيوست بىت زمانى كوردى بەكار بھينييت بۇ ئەو دلىيان لەو قوتابىيەكان لەو داواكارىانە دەگەن كە داوايان ليدەكريت. ھەتا بتوانريت يارمەتيان بدريت بۇ ئەو ئەو ئىنگىلىزيەى پيشتر فيرى بوون بەكارى بھينن.

# Glossary of terms

English	کوردی
as a class	وهك پۆل
ask	پرسیار بکه
at random	هه‌په‌مه‌کی
box	سندوق
capital letter	پیتی کاپیتەڵ (گەورە)
CD	سی دی
CD script	سکرێپت (نووسین)ی سەر سی دی
character	کاراکتەر، کەسایەتی
check	تەماشاکردن (گەڕان بەدوایدا)
choose a pupil	قوتابیەك هەلبژێرە
circle	بازنە
colour	رەنگ
coloured pencil	پینووسی رەنگا ورەنگ
command	فەرمان بدە
copy	کۆپی ، لەبەرگرتنەوه
correct	درۆست (راست)
count	بژمێرە
dialogue	دایەلۆگ (گفتوگۆ)
divide the class into pairs	پۆلەكە دابەش کە بە جووت جووت
draw	وێنە بکێشە
draw in the air	لە هەوا دا وێنە بکێشە
encourage	هانی بدە
explain	رافەشی بکه ، شی بکه‌وه
feint	سەر ئۆتێگدان
flashcard	فلاش کارت
follow the same procedure	پەیره‌وی هەمان رێڕەو بکه
game	یاری
gesture	ئیشارەت
give	پیتی بدە
go round the class	بە دەوری پۆلەكە دا بسوڕێوه
hear	گۆنێگرە
hold up	رابێگرە
if necessary	ئەگەر پێویست بێت
in any order	بە هەر شێوازیك بێت
in the same order	بە هەمان شێواز
individual children	تاکە منداڵ
individually	بە تەنیا / بە تاک تاک

# Glossary of terms

## English کوردی

initial	سەرەتا
letter	پیت
letter name	ناوی پیت
letter sound	دەنگی پیت
line	هێل
look at	سەیری بکە
lower case letter / small letter	پیتی بچوک / پیتی سەوول
match	بە یەکێکی بگەیەنە
music	مۆسیقا
note down	تێبینی بنووسە
number	ژمارە
object	شت
page	پەڕە
pause the CD	سی دی یەکە راگرە
picture	وێنە
play	یاری بکە
point to	پەنجەیی بۆ راکێشە
practice	جێ بەجێکردن
practise	جێ بەجێی بکە
presentation	پێشکەشکردن
put their hands up	دەستیان بەرزیکەنەوه
question	پرسیار
repeat	دوو یارەکی بکەرەوه
several time	چەند جارێک
shape	شێوە
show	نمایش
sing	گۆرانی بڵێ
sound	دەنگ
stop the CD	سی دی یەکە بۆستێنە
take it in turn	یەک لە دوا یەک بیکە
tell	بڵێ
trace	بە دوایدا بڕێ
verse	هەلبەست، شعر
word	وشە
work in pair	بە جووتە کار بکەن
work with a partner	لە گەڵ ھاوکارەکە تدا کار بکە
write on the board	لەسەر بۆردەکە بنووسە

# Activity Book

**Aims:** reviewing the alphabet and basic grammar and vocabulary from Levels 1-3

**New language:** none

**Revised language:** the alphabet; numbers 1–20; colours; school supplies; basic grammar from Level 3

**You need:** Activity Book pp 2-5;

## 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 the 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*, and add the name of the child they are talking to.
- Repeat with other children.

## 1 Say the alphabet.

### Write the letters.

- Point to the picture of Soma. Write her name on the board. Explain that she is in the Student's Book stories.
- Read Soma's speech bubble to the children.
- Read the letters of the alphabet to the children. Use the names of the letters, not the sounds.
- Choose children to say three letters of the alphabet each, like this:  
Child 1: a, b, c; Child 2: d, e, f; Child 3: g, h, i.
- The children copy the letters in the spaces next to each letter.

## 2 Say the sounds of the letters.

### Say words.

- Go through the alphabet again, saying the sound of each letter.
- Read the speech bubbles to the children.
- Say another sound, for example, /b/. Help the children to say a letter beginning with that sound.
- Repeat with other letters.
- In pairs, all the children take turns to say alphabet sounds and words beginning with those sounds.

## 3 Write the capital letters.

- Point to the picture of Shivan. Write his name on the board. Explain that he is in the Student's Book stories.
- Read Shivan's speech bubble to the children.
- Choose children to read one set of letters each.
- The children copy the capital letters on the answer lines.
- Help the children to recall when we use capital letters: at the beginning of sentences, and with names, for example, Shivan.

## 4 Write the colour words.

### Colour the alphabet boxes.

- Read the colour words to the children. Use the colour flashcards from Sunrise 1 and 2 to review the colours.
- The children copy the colour words on to the answer lines.
- The children colour each set of letters.



# Activity Book

## 5 Say colours or numbers. Say letters.

- Read the first two speech bubbles (*purple/ MNO*) to the children.
- Show the children that the purple box has the letters MNO in it.
- Say other colours (*yellow, blue, etc*). The children find the box with that colour and say the letters (*PQR, WX, etc*).
- Read the second two speech bubbles (*four/ JKL*) to the children.
- Show the children that box number 4 has the letters JKL in it.
- Say other numbers from 1 to 10 (*3, 7, etc*). The children find the box with that number and say the letters (*GHI, ST, etc*).
- In pairs, children take turns to say colours or numbers, and the corresponding letters.

## 6 Count and write.

- Point to the picture of all the objects. Ask *What can you see?* (*notebooks, erasers, etc*).
- Read the list of words to the children. Show the children that there are ten notebooks in the picture.
- Ask *How many pencils?* (*eleven*). The children write *eleven* on the answer line.
- Repeat with the other objects.

**Answers:** 3 twenty-one erasers 4 sixteen pens  
5 twelve rulers 6 sixteen CDs  
7 thirteen mobile phones  
8 fourteen watches

## 7 Read and colour.

- Read the first sentence (*The notebooks are blue*) to the children.
- The children colour the notebooks blue.
- Continue with the rest of the text.
- Ask *What word can you see?* (*Wow!*) Ask *When do we say Wow?* (*When we like something very much*).
- Help children to say *Wow!* in an enthusiastic way.

## 8 Write.

- Before you start this activity, make sure that the children can spell their names using English letters.
- Point to the picture of Ben. Write his name on the board. Explain that he is also in the Student's Book stories.
- Read Ben's speech bubble to the children. Choose children to reply, for example, *My name's Karwan*.
- The children write their name on the answer line in their books.
- Choose children and practise the conversation with them.

## 9 Write. Ask and answer.

- Point to the picture of Polly. Write her name on the board. Explain that she is also in the Student's Book stories.
- Read the first speech bubble. Ask *What word goes on the line?* (*your*).
- The children complete the line with *your*.
- Continue with the rest of the dialogue.
- Choose children and practise the dialogue with them, using their own names.

**Answers:** your, My, your

## 10 Match the short forms and long forms.

- Read the example to the children (*What's her name?/What is her name?*) Remind the children that we use contractions when we speak.
- Read number 2 to the children. The children find the long form (*Her name is Soma*).
- The children join 2 to e.
- Continue with the other sentences.
- Choose children to read the pairs of short forms and long forms aloud to the class.

**Answers:** 1c 2e 3a 4f 5d 6b

# Activity Book

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## Quick tips for great teaching

### Pairwork

Pairwork is the only way to make sure that all the children get enough practice speaking English.

You can start pairwork with one pair of children at the front of the class, then continue with all the children talking in pairs at their desks at the same time.

### Using Kurdish in class

Wherever possible, use English when you speak to children. Help them to use English when they speak to you, too.

You can use Kurdish for quick explanations, checking instructions, etc, but remember that this doesn't help the children to speak English.

**The children will only improve their spoken English when they speak it.**

### Enthusiasm

A good teacher needs many special qualities; one of the most important is enthusiasm.

Children learn better when they enjoy the class. If they see that you enjoy the class, they are more likely to enjoy the class themselves.

Make your English class a place where you and the children are happy to be!

# Unit 1

## Unit 1 Lesson 1

**Aims:** reviewing vocabulary from Level 3;  
reviewing grammar from Level 3

**New language:** none

**Revised language:** Level 3 vocabulary

**You need:** Student's Book p4; Activity Book  
p6;

### A quick look at Lesson 1

Lesson 1 of each unit in Level 4 focuses on vocabulary.

In Units 1 and 2, Lesson 1 revises the vocabulary of Level 3.

In Units 3-17, Lesson 1 presents and practises new vocabulary:

- there are usually six new words in each unit.
- in Exercise 1, the children say the new words chorally and individually.
- 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.

In Unit 18, Lesson 1 (and Lesson 3) revise all the new vocabulary from Level 4.

### 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 Say the groups of letters. Say the alphabet.

- Point to each group of letters (*abc, def, etc*). Say the letters. Use the names of the letters. Don't use the sounds of the letters.
- Choose children to say the groups of letters.
- Choose children to say the complete alphabet.
- In pairs, all the children practise saying the complete alphabet.

### 2 Point and say letters. Say words.

- Point to each of the pictures (*desk, ice cream, eraser, etc*). Help the children to say the words (*desk, ice cream, eraser, etc*).
- Point to letter *a*. Say *a*. Point to the picture of the arm. Say *arm*.
- Point to letter *b*. Say *b*. Point to the picture of the boat. The children say *boat*.
- Point to letter *c*. Say *c*. The children say *chair*.
- Repeat with the rest of the letters.
- Choose children to point to and say letters. Choose other children to find the pictures and say the words.
- In pairs, all the children practise saying letters, and the words starting with those letters.

### Activity Book

#### 1 Write *a, e, i, o* or *u*. Match.

- Point to each of the pictures. Ask *What is it?* (*an arm, a boat, etc*).
- Copy number 1 (*h\_\_nd*) on to the board. Ask *What is the missing letter?* (*a*).
- Call a child to the front to add the missing letter.
- The children complete the word in their books.
- Point to the pictures. Ask *Which picture is it?*
- The children draw a line from *hand* to the picture of the hand.
- Repeat with the other words.

# Unit 1

**Answers:** 1 hand 2 ice cream 3 desk 4 eraser  
5 foot 6 boat 7 chair 8 milk 9 arm  
10 goat 11 juice 12 kebab 13 lamp

## 2 Spell and say.

- Read the speech bubbles to the children.
- Spell other words from Activity 1, for example, *d-e-s-k*. Choose children to say the word (*desk*).
- In pairs, all the children practise spelling and saying words.

## 3 Write.

- Write the first word (*doctor*) on the board. Remind the children that some letters have 'tails' that go below the line: *grandmother*, *crayon*.
- The children write the word in their books.
- Call children to the front to write the other words.
- The children write the words in their books in class or for homework.

## Unit 1 Lesson 2

**Aims:** reviewing vocabulary from Level 3;  
reviewing grammar from Level 3

**New language:** none

**Revised language:** Level 3 vocabulary; Level 3 grammar

**You need:** Student's Book p5; Activity Book p7; CD tracks 1–2

### A quick look at Lesson 2

Lesson 2 of each unit in Level 4 focuses on grammar.

In Units 1 and 2, Lesson 2 revises the grammar from Level 3.

In Units 3–17, Lesson 2 presents and practises new grammar.

- In Exercise 1, the children see the new grammar in a cartoon story.
- In Exercise 2, the children practise the new grammar.
- In Units 1, 2, 3, 5, 7, 9, 11, 13, 15 and 17 the practice activity is a dialogue.
- In Units 4, 6, 8, 10, 12, 14 and 16 the practice activity is a chant.

In Unit 18, Lesson 2 (and Lesson 4) revise the grammar from Level 4.

## Starter – a drawing game

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

## 1 Listen and read. Say.

- Point to Shivan, Polly and Ben in the pictures. Ask *Who is this?* about each character. The children say the names.
- Write the names on the board.
- Talk with the children about each picture in Kurdish. Ask questions such as *What are Ben and Polly doing?*, *What is Soma doing?* and *Is Soma singing?*
- Play CD track 1 while the children listen and follow in their books.

# Unit 1

## CD script:

Polly: Hello! My name is Polly.

Polly: His name is Ben. He's my brother.

Shivan: Hi! I'm Shivan. I have a sister.

Shivan: She has a guitar. Her name is Soma.

- 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.
- On the board, write *I am* and *I'm*. Write *He is* and *He's*, and *She is* and *She's*.
- Help the children to make sentences about themselves and other children in the class with the words on the board, e.g. *I'm 9. He's Karwan*, etc.
- Help the children to make sentences about themselves and other children in the class with these words, e.g. *I have a blue bag. She has a red pencil*, etc.
- 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, listen and say.

- Point to the boy. Ask *Who is it? (Ben)*.
- Give the children a minute to read the dialogue silently to themselves.
- Play CD track 2 while the children listen and follow in their books.

## CD script:

Girl: What's your name?

Ben: My name's Ben.

Girl: What's your surname?

Ben: Clark.

Girl: How old are you?

Ben: I'm nine.

Girl: Are you happy?

Ben: Yes, I am.

- Write *name* and *surname* on the board. Explain the difference in Kurdish.
- Ask children *What's your name?* and *What's your surname?*
- Play CD track 2 again while the children listen and follow in their books.
- Choose pairs of children; one child is Ben, the other child asks the questions.
- Repeat with other pairs of children and other characters: Shivan Salar, Soma Salar and Polly Clark.
- In pairs, all the children practise the dialogue, using all the characters.

### Cultural point 1: Name, first name and surname

Imagine you are talking to a boy. His name is Tom Tyler.

You ask:	He answers:
What is your name?	<i>Tom</i> or <i>Tom Tyler</i>

What is your first name?	<i>Tom</i>
What is your surname?	<i>Tyler.</i>

In Sunrise 4, we use name and surname.

## Activity Book

### 1 Say ten differences.

- Point to the two pictures. Read the speech bubbles to the children.
- Say *Can you see more differences?* Help the children to find the differences and to talk about them.

**Answers:** 1 In Picture A, she has a cap. 2 In Picture B, she has bag. 3 In Picture A, she is happy. 4 In Picture B, she is sad. 5 In Picture A, she has a small ball. 6 In Picture B, she has a big ball. 7 In Picture A, he is a policeman. 8 In Picture B, he is a firefighter. 9 In Picture A, he is wearing a cap. 10 In Picture B, he is wearing a helmet.

# Unit 1

## 2 Write.

- Point to the picture. Ask *What can you see?* (*three chairs, two tables, etc.*).
- Copy number 1 (*There \_\_\_\_ a lamp*) on to the board. Point to the answer line. Ask *What do we write here?* (*is*).
- Call a child to the front to complete the sentence on the board.
- The children complete the sentence in their books.
- Repeat with the other sentences.

**Answers:** 1 is 2 are 3 is 4 is/under 6 Where are .../They are

## 3 Write.

- Write the first question (*Are you happy?*) on the board. Remind the children about:
  - the question mark (?) at the end of the question;
  - the commas (,) after *Yes* and *No* in short answers;
  - the apostrophe (') in *I'm*;
- The children write the question in their books.
- The children complete the activity in class or for homework.

## Unit 1 Lesson 3

**Aims:** review of Level 3

**New language:** none

**Revised language:** Level 3 vocabulary; Level 3 grammar

**You need:** Student's Book p6; Activity Book p8; CD tracks 3–4

### A quick look at Lesson 3

Lesson 3 of each unit focuses on three areas:

- 1 spelling/pronunciation
- 2 grammar/vocabulary practice
- 3 reading

### Activity 1 — Spelling/Pronunciation

Units 1 and 2 revise the spelling/pronunciation of Level 3.

Units 3–12 introduce new spelling/pronunciation points.

- Units 13–17 review all the spelling/pronunciation points of Levels 3 and 4:
- Unit 13 – different sounds of *a*
- Unit 14 – different sounds of *e*
- Unit 15 – different sounds of *i*
- Unit 16 – different sounds of *o*
- Unit 17 – different sounds of *u*

### Activity 2 — Grammar/vocabulary practice

Units 1 and 2 revise the grammar of Level 3.

Units 3–17 practise the new grammar of the unit.

Unit 18 revises all the new grammar/vocabulary of Level 4.

### Activity 3 — Reading or Song

Units 1, 3, 5, 7, 9, 11, 13, 15 and 17 have a song for further grammar/vocabulary practice.

Units 2, 4, 6, 8, 10, 12, 14 and 16 have a reading text to help the children develop reading skills.

## 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.* Write the sentence on the board. Emphasize that with *I* we use *have*.
- Help a child to say a sentence about his/her pen, e.g. *I have a red pen.*
- Repeat with other children.



# Unit 1

## 1 Listen. Say words with the same sound.

- Explain that the children are going to listen to different sounds in English.
- Say *Listen to these words.*
- Play CD track 3 with the books closed.

### CD script:

*box*

*nut*

*train*

*notebook*

*desk*

*teacher*

*reading*

*write*

- Play the track again. The children repeat each word chorally.
- Say *Open your books on page 6.*
- Point to each of the words. Say each word and emphasize the vowel sounds in red like this:  
*box... box... o... o... box.*
- Play the track again. The children listen, read and repeat each word.
- Write these words on the board, in random order:  
*doll, doctor, jug, young, plane, grey, look, goodbye*
- Emphasize the sounds of the bold letters. The children say the words chorally.
- Write *box* on the board. Focus on the /ɒ/ sound. Ask the children to find the words on the board with this sound (*doll, doctor*). Write these words on the board, next to *box*.
- The children say the words chorally.
- Write *nut* on the board. Focus on the /ʌ/ sound. Ask the children to find the words on the board with this sound (*jug, young*). Write these words on the board, next to *nut*.
- The children say the words chorally.

- Write *train* on the board. Focus on the /eɪ/ sound. Ask the children to find the words on the board with this sound (*plane, grey*). Write these words on the board, next to *train*.
- The children say the words chorally.
- Write *notebook* on the board. Focus on the /u/ sound. Ask the children to find the words on the board with this sound (*look, goodbye*). Write these words on the board, next to *notebook*.
- The children say the words chorally.
- This is a good point to break the activity. You could have a short TPR activity before you continue.

### Get moving!

Children can get restless when they have to sit at their desks for long periods.

You can add variety between activities by giving the children a chance to move. Give them simple instructions to follow:

*Stand up.*

*Point to the teacher.*

*Point to the window.*

*Touch your leg.*

*Touch your arm.*

*Say Hello.*

Then the children sit down again. They feel refreshed and they have more energy to continue with the next activity.

Unit 1, Lesson 3, Activity 1 is a long activity because there are many vowel sounds to revise. It's a good idea to break it halfway and give the children a chance to move.

This is also true for Unit 2, Lesson 3, Activity 1.

- Write these words on the board, in random order:  
*bed, pen, policeman, three, writing, eating, nice, tiger*
- Emphasize the sounds of the bold letters. The children say the words chorally.

# Unit 1

- Write *desk* on the board. Focus on the /e/ sound. Ask the children to find the words on the board with this sound (*bed, pen*). Write these words on the board, next to *desk*.
- The children say the words chorally.
- Write *teacher* on the board. Focus on the /i:/ sound. Ask the children to find the words on the board with this sound (*policeman, three*). Write these words on the board, next to *teacher*.
- The children say the words chorally.
- Write *reading* on the board. Focus on the /ŋ/ sound. Ask the children to find the words on the board with this sound (*writing, eating*). Write these words on the board, next to *reading*.
- The children say the words chorally.
- Write *write* on the board. Focus on the /aɪ/ sound. Ask the children to find the words on the board with this sound (*nice, tiger*). Write these words on the board, next to *write*.
- The children say the words chorally.

## 2 Say.

- Point to the objects in the picture (*ice cream, bicycles, bags, pens, apple, books, biscuit*). Ask *What is it?* about each object.
- Read the first speech bubble (*He has an ice cream.*) Ask children to repeat, then point to the picture of the ice cream.
- Point to the second speech bubble (*She ...*). Help the children to complete it with a suitable ending, for example, *She has a biscuit.*
- Repeat with the third speech bubble (*They...*).
- Write the three sentences on the board. Emphasize that with *I* and *they* we use *have*, and with *he* and *she* we use *has*.
- Say *He, She* or *They* and help the children to make more sentences.

## 3 Listen, read, sing and point.

- Read the song to the children. Make sure they understand new words and expressions such as *all the things* and *around you*.
- Play CD track 4. The children listen.

### CD script:

*Point at all the things around you,  
Say It's big and say It's small.  
Say It's old and say It's new.  
Say It's red and say It's blue.*

- 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 children to sing along.
- Point to different objects around the classroom and describe them, for example, *It's big. It's green*, etc.
- Help the children to point at objects and describe them.

## Activity Book

### 1 Listen and write.

- Point to each of the pictures. Ask *What is it?* (*a train, a desk*, etc).
- Write the words on the board.
- Emphasize the different vowels and sounds.
- Erase the words.
- Read the teacher's script. Pause after the first word (*Train. Train*).



# Unit 1

## Teacher's script:

*One. Train. Train.*

*Two. Desk. Desk.*

*Three. Box. Box.*

*Four. Teacher. Teacher.*

*Five. Notebook. Notebook.*

*Six. Nut. Nut.*

*One. Train.*

*Two. Desk.*

*Three. Box.*

*Four. Teacher.*

*Five. Notebook.*

*Six. Nut.*

- Call a child to the front to write the word on the board.
- The children copy the word in their books.
- Repeat with the other words.
- The children read the words chorally.

**Answers:** 1 train 2 desk 3 box 4 teacher  
5 notebook 6 nut

## 2 Match.

- Point to each of the toys in the picture. Ask *What is it? (a boat, a train, etc).*
- Read the first question. Ask *What is the answer? (No, it isn't).*
- Show the children how to draw a line from number 1 to d.
- Repeat with the other questions.

**Answers:** 1d 2c 3a 4f 5b 6e

## 3 Write.

- Write the first sentence (*I have a ruler*) on the board. Remind the children about capital letters at the beginning of a sentence and full stops at the end of a sentence.
- The children write the sentence in their books.
- The children complete the activity in class or for homework.

# Unit 2

## Unit 2 Lesson 1

**Aims:** reviewing Level 3 vocabulary; reviewing Level 3 grammar

**New language:** none

**Revised language:** Level 3 vocabulary

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

### Different ways of doing dictations

Dictation is one of the most useful classroom techniques:

- it's a good way to review vocabulary
- it helps the children develop listening skills
- it helps the children develop reading skills
- it's a good indicator of the children's general progress in English

Here are some ways of doing dictations:

- say about six words: the children listen and write
- spell about six words letter-by-letter: the children listen and write
- say sets of three words: the children listen and write the words in the same order
- say short sentences: the children listen and write the complete sentence
- write pairs of similar sounding words on the board (*cat/hat, fifteen/fifty, where/hair*, etc). Say one of each pair: the children listen and write.

### Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 6.
- 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 Point and say letters.

#### Say words.

- Point to each of the pictures. Ask *What is it?* about each one (*queen, trousers, box*, etc).
- Point to the letter *n*. Say *n*. Point to the picture of the nurse. Say *nurse*.
- Point to the letter *o*. Say *o*. Point to the picture of the orange. Say *orange*.
- Point to the letter *p*. Say *p*. The children say *pencil*.
- Repeat with the rest of the letters.
- Choose children to point to and say letters. Choose other children to find the pictures and say the words.
- In pairs, all the children practise saying letters, and words starting with those letters.

### 2 Say and spell.

- Read the speech bubbles to the children.
- Say *Spell yellow*. Help the children to spell *yellow*. (*y-e-l-l-o-w*).
- Repeat with other words from Activity 1 (*queen, trousers, zebra*, etc).
- Choose pairs of children to say words and spell them.
- In pairs, all the children practise saying words and spelling them.

### Activity Book

#### 1 Match to make words.

##### Match with the pictures.

- Point to each of the pictures. Ask *What is it?* (*a watch, a ruler*, etc).
- Point to numbers 1, 2 and 3. Show the children the word *watch*.
- Ask *Which picture is it?* The children find the picture.
- Repeat with the other words.

# Unit 2

**Answers:** 1 watch 2 ruler 3 nurse 4 pencil  
5 zebra 6 old 7 uncle 8 box 9 queen  
10 sing 11 van 12 trousers

## 2 Point, say and spell.

- Read the speech bubbles to the children.
- Point to another picture from Activity 1, for example, the box. Say *box*.
- Choose a child to spell the word (*b-o-x*).
- Choose children to point and say, and other children to spell.
- In pairs, all the children practise pointing, saying and spelling.

## 3 Write.

- Write the first word (*water*) on the board. Point out the different ways that the letter *a* is pronounced in *water*, *policeman*, *sandwiches*, *trainers* and *orange juice*. (The first *a* in *magazine* is like the *a* in *sandwiches*; the second *a* is like the *a* in *policeman*.)
- The children write the word in their books.
- The children complete the activity in class or for homework.

## Unit 2 Lesson 2

**Aims:** reviewing grammar from Level 3

**New language:** none

**Revised language:** Level 3 vocabulary; Level 3 grammar

**You need:** Student's Book p8; Activity Book p10; CD tracks 5–6

### Starter – a drawing game

- Start to draw a watch on the board. Ask *What is it?*
- Encourage the children to guess as you draw (*It's a watch*).
- The first child to guess correctly is the winner.

- Repeat with other vocabulary items from Lesson 1.

## 1 Listen and read. Say.

- Point to Shivan, Soma, Polly and Ben in the pictures. Ask *Who is this?* about each character. The children say the names.
- Write the names on the board.
- Talk with the children about each picture in Kurdish. Ask questions such as *What is Ben doing in picture 2?* *What is Shivan doing in picture 3?* and *What is Shivan making?*
- Play CD track 5 while the children listen and follow in their books.

### CD script:

Soma: *This is our town.*

Polly: *Is Ben looking at computers?*

Soma: *Yes, he is.*

Polly: *Are they playing?*

Soma: *Yes, they are.*

Polly: *What are you doing?*

Shivan: *I'm making paper toys!*

- 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.
- On the board, write *I am reading. I'm reading. He is reading. He's reading.*
- Help the children to make sentences about themselves and other children in the class with the words on the board, e.g. *I'm talking to the teacher. He's looking at his book.*
- On the board, write *Are you reading? Yes, I am. No, I'm not* and *Is he reading? Yes, he is. No, he isn't.*
- Remind the children that we make these questions by changing the order of the words.
- Ask the children questions such as *Are you eating?* and *Is he writing?* Help the children to answer correctly.

# Unit 2

- 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, listen and say.

- Point to the boy and girl. Ask *What are they doing?* Make sure the children understand that they are talking to each other on the phone.
- Give the children a minute to read the dialogue silently to themselves.
- Play CD track 6 while the children listen and read in their books.

### CD script:

Boy: *Hello! How are you?*

Girl: *I'm fine, thanks.*

Boy: *That's good.*

Girl: *What are you doing?*

Boy: *I'm watching TV.*

Girl: *Oh! That's funny! Me too!*

- Play CD track 6 again while the children listen and read in their books. Pause after each speech bubble. The children repeat chorally.
- Choose pairs of children to practise the conversation.
- In pairs, all the children practise the conversation.

### Teacher talk

Generally, we want to reduce Teacher Talking Time as much as possible – we want *the children* to talk, not the teacher.

However, what the teacher says can be a useful source of English for the children. In Sunrise Teacher's Book 4, we suggest asking questions such as *What do we write here?* so that the children get used to hearing questions with *do*.

## Activity Book

### 1 Write.

- Point to the calendar. Ask *What day is it?* (*It's Tuesday*).
- Point to the clock. Ask *What time is it?* (*It's three o'clock*).
- Copy number 1 on to the board. Point to the answer lines. Ask *What do we write here?* (*day/ It's*).
- Call a child to the front to complete the question and answer.
- The children complete the question and answer in their books.
- Repeat with number 2.

**Answers:** 1 day, It's 2 time, o'clock

### 2 Choose and circle.

- Point to the picture of the boy and girl. Point to each of their possessions. Ask *What is it?* (*a bicycle, a watch, etc*).
- Read number 1. Ask *Which is the correct word?* (*His*).
- The children circle *His* in their books.
- Repeat with the other questions.

**Answers:** 1 His 2 Her 3 Your 4 Our

### 3 Write.

- Write the first sentence (*It's Saturday*) on the board. Remind the children about using capital letters for days of the week (*Saturday, Thursday, etc*).
- The children write the sentence in their books.
- The children complete the activity in class or for homework.

# Unit 2

## Unit 2 Lesson 3

**Aims:** review of Level 3; reading

**New language:** none

**Revised language:** Level 3 vocabulary; Level 3 grammar

**You need:** Student's Book p9; Activity Book p11; CD track 7

### 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 and other objects (*bags, notebooks, etc.*).

### 1 Listen. Say words with the same sound.

- Explain that the children are going to listen to different sounds in English.
- Say *Listen to these words.*
- Play CD track 7 with the books closed.

#### CD script:

*big*  
*bag*  
*mother*  
*chips*  
*shirt*  
*desk*  
*three*  
*this*

- Play the track again. The children repeat each word chorally.
- Say *Open your books on page 9.*

- Point to each of the words. Say each word and emphasize the vowel sounds in red like this: *big... big... i... i... big.*
- Play the track again. The children listen, read and repeat each word.
- Write these words on the board, in random order:  
**milk**, window, cat, van, sofa, listen, **chair**, teacher
- Emphasize the sounds of the bold letters. The children say the words chorally.
- Write *big* on the board. Focus on the /ɪ/ sound. Ask the children to find the words on the board with this sound (*milk, window*). Write these words on the board, next to *big*.
- The children say the words chorally.
- Write *bag* on the board. Focus on the /æ/ sound. Ask the children to find the words on the board with this sound (*cat, van*). Write these words on the board, next to *bag*.
- The children say the words chorally.
- Write *mother* on the board. Focus on the /ə/ sound. Ask the children to find the words on the board with this sound (*sofa, listen*). Write these words on the board, next to *mother*.
- The children say the words chorally.
- Write *chips* on the board. Focus on the /tʃ/ sound. Ask the children to find the words on the board with this sound (*chair, teacher*). Write these words on the board, next to *chips*.
- The children say the words chorally.
- As in Unit 1 Lesson 3, this is a good point to break the activity. You could have a short TPR activity before you continue.
- Write these words on the board, in random order:  
**sheep, she, skirt, ask, thirteen, Thursday, that, these**
- Emphasize the sounds of the bold letters. The children say the words chorally.



# Unit 2

- Write *shirt* on the board. Focus on the /ʃ/ sound. Ask the children to find the words on the board with this sound (*sheep, she*). Write these words on the board, next to *shirt*.
- The children say the words chorally.
- Write *desk* on the board. Focus on the /sk/ sound. Ask the children to find the words on the board with this sound (*skirt, ask*). Write these words on the board, next to *desk*.
- The children say the words chorally.
- Write *three* on the board. Focus on the /ə/ sound. Ask the children to find the words on the board with this sound (*thirteen, Thursday*). Write these words on the board, next to *three*.
- The children say the words chorally.
- Write *this* on the board. Focus on the /ð/ sound. Ask the children to find the words on the board with this sound (*that, these*). Write these words on the board, next to *this*.
- The children say the words chorally.

## 2 Ask and answer questions. Use the words in the box.

- Point to each of the animals. Ask *What is it?* (*a goat, a rabbit*) or *What are they?* (*cats, cows*).
- Read the example question and answer to the children.
- Ask the children other questions, for example, *Is the rabbit drinking?* (*No, it isn't*) and *Are the cats sleeping?* (*Yes, they are*).
- Emphasize that we use *is* with one person, animal, etc, and we use *are* for more than one person, animal, etc.
- Choose children to ask questions. Choose other children to answer them.
- In pairs, all the children practise asking and answering the questions.

### Reading in Level 4

The more reading practice the children have, the faster they learn to read.

Sunrise Student's Book 4 introduces short texts for the children to read. The children can read these texts chorally. You can also ask individual children to read the texts to the class.

If possible, allow a minute or two for silent reading; the children read the text silently to themselves, using their reading finger.

After reading, the children answer the questions about the text.

You can also take advantage of all the additional reading opportunities in Sunrise 4. For example, after children complete sentences in the Activity Book, they can read the sentences chorally.

## 3 Read. Match the names with the people.

- Point to the picture. Ask *Where is it?* (*in a street*).
- Read the text to the children.
- Choose children to read one or two sentences each.
- Read the first name in the list (*Mr Clark*). Point to the picture. Ask *Which one is Mr Clark?* The children identify Mr Clark.
- Make sure the children understand why this is Mr Clark – read the sentence in the text (*Mr Clark is taking a photo*).
- Repeat with the other names.

## Activity Book

### 1 Listen and write.

- Point to each of the pictures. Ask *What is it?* (*a desk, a shirt, etc*).
- Write the words on the board.
- Emphasize the different vowels and sounds.
- Erase the words.

# Unit 2

- Read the teacher's script. Pause after the first word (*Desk. Desk*).

## Teacher's script:

*One. Desk. Desk.*

*Two. Shirt. Shirt.*

*Three. Chips. Chips.*

*Four. Three. Three.*

*Five. Bag. Bag.*

*Six. Milk. Milk.*

*One. Desk.*

*Two. Shirt.*

*Three. Chips.*

*Four. Three.*

*Five. Bag.*

*Six. Milk.*

- Call a child to the front to write the word on the board.
- The children copy the word in their books.
- Repeat with the other words.
- The children read the words chorally.

**Answers:** 1 desk 2 shirt 3 chips 4 three 5 bag  
6 milk

## 2 Write.

- Point to the picture. Ask questions about it, for example *What is the boy doing?* (*He's singing*) and *What are the cows doing?* (*They're sleeping*).
- Copy number 1 on the board. Point to the answer line. Ask *What do we write here?* (*is*).
- Call a child to the front to complete the sentence.
- The children complete the sentence in their books.
- Repeat with the other sentences.

**Answers:** 1 is 2 are 3 Is/is 4 she/isn't  
5 Are/aren't

## 3 Write.

- Write the first question (*Are you singing?*) on the board.
- Remind the children that *I* is always written as a capital letter.
- The children write the question in their books.
- The children complete the activity in class or for homework.

# Unit 3

## Unit 3 Lesson 1

**Aims:** presenting numbers 20 to 100, saying and writing these words

**New language:** *twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred*

**Revised language:** numbers 1 to 10

**You need:** Student's Book p10; Activity Book p12; CD tracks 8–9; flashcards for numbers 20 to 100

### Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 9.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (*b-i-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 for numbers 20 to 100 on the board.
- Ask (in Kurdish) *What are these numbers?*
- Help the children to say the numbers they know in English.
- Point to the first flashcard (*twenty*). Model the word *twenty ... twenty*.
- The children repeat the word *twenty* chorally and individually.
- Repeat with the other flashcards.
- Say *Open your books on page 10*.
- Play CD track 8. The children listen and point to the vocabulary pictures.

### CD script:

*twenty  
thirty  
forty  
fifty  
sixty  
seventy  
eighty  
ninety  
one hundred*

- 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 a number. The second child says the number.
- Repeat with other children.
- In pairs, all the children point at the pictures in their Student's Books and say the words.

### What is the extra reading practice for?

Each presentation of new vocabulary (in Lesson 1 of Units 3–17) contains Extra Reading Practice.

The purpose of this section is to help the children learn to *sound out* the letters of each word.

For each word, the teacher points to the letters one by one as he/she makes the sound of the letter in that word.

By practising *sounding out* the children learn how letters combine to make words. They can use this skill when they find unfamiliar words in reading texts.

### 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 the sound for it.



# Unit 3

- 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 Listen and point. Then point and say.

- Write the numbers (26, 39, 47, etc) on the board.
- Point to each number and say it. Make sure the children understand how to say numbers like these.
- Point out the hyphen (-) in *fifty-three*.
- Choose children to point to the numbers and say them.
- Play CD track 9. The children listen and point to the numbers in their books as they hear them.

### CD script:

*fifty-three, forty-seven, ninety-one, eighty-two, seventy-four, thirty-nine, sixty-five, twenty-six*

- Point to numbers on the board. Choose children to say the numbers.
- In pairs, all the children take turns to point to the numbers in their books and say them.
- Write other numbers on the board, for example, 29, 31, 44, 58, 67, 72, 83, 99.
- Choose children to say the words. The children repeat the words chorally.

## Activity Book

### 1 Match.

- Choose children to read the numbers in the left column to the class.
- Choose children to say the numbers in the right column to the class.
- Show the children that *twenty-three* is joined to the number 23.
- The children match *eighty-four* with the number 84 (e) and draw a line to it.

- Repeat with the other numbers.

**Answers:** 1c 2e 3f 4a 5b 6d

## 2 Say in the correct order.

### Write in the correct order.

- Choose children to say one number each from the box.
- Say the lowest number (25) to the children. Write it on the board.
- Ask *What is the next number?* (32). Write it on the board, next to 25.
- Repeat with the other numbers.
- Point to the number words. Read the first three words (*twenty-five, thirty-two, thirty-eight*) to the children.
- Ask the children *What is the next number?* (*forty-eight*) Point to the numbers on the board if necessary.
- Call a child up to the front to write the number. Emphasize the hyphen (-).
- The children write the number on the answer line.
- Repeat with the other numbers.

**Answers:** forty-eight, sixty-two, seventy-one

## 3 Write.

- Write the first number (*twenty-two*) on the board. Remind the children about the hyphen (-).
- The children write the number (*twenty-two*) in their books.
- The children write the words in their books in class or for homework.

# Unit 3

## Unit 3 Lesson 2

**Aims:** presenting and practising *What time is it? It's five ten, five twenty, etc.*

**New language:** *What time is it? It's five ten, five twenty, five twenty-five, five forty, five forty-five, etc; It's time to ...; delicious*

**Revised language:** none

**You need:** Student's Book p11; Activity Book p13; CD tracks 10–11

### Starter – a numbers game

- Write ten numbers from 20 to 100 on the board, e.g. 35, 64, 28, etc.
- Call two children up to the front. Say one of the numbers, e.g. *thirty-five*.
- The first child to point to the correct number on the board is the winner.
- Repeat with other pairs of children.

### 1 Listen and read. Say.

- Point to Shivan, Polly and Ben in the pictures. Ask *Who is this?* about each character. The children say the names.
- Talk with the children about each picture in Kurdish. Ask questions such as *Where are they in picture 1? Where are they in picture 4? What are they doing in picture 4?* and *Is Polly happy in picture 4?*
- Play CD track 10 while the children listen and follow in their books.

#### CD script:

Ben: *What time is it?*

Shivan: *It's one thirty.*

Shivan: *It's time to have lunch!*

Polly: *Kurdish food is delicious!*

- Play the track again. Encourage the children to follow the speech bubbles with their reading fingers.

- Ask the children to guess the meaning of *delicious*. Focus on the spelling and pronunciation of *delicious*.
- Play the track again. Pause after every sentence and say *Repeat*. Children repeat the sentences chorally.
- Write *It's one thirty* on the board. Draw a watch showing 1.30.
- Draw a watch showing 2.00. Help the children to say *It's two o'clock* and write it on the board.
- Draw a watch showing 2.30. Help the children to say *It's two thirty* and write it on the board.
- Repeat with other times, such as 4.15, 5.30 and 6.45.
- 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, listen and say.

- Give the children a minute to read the dialogue silently to themselves.
- Play CD track 11 while the children listen and read.

#### CD script:

Girl: *What time is it?*

Boy: *It's ten thirty.*

Girl: *It's time to have our English class.*

Boy: *Great!*

- Show the children the other clocks. Read the times and the activities to the children.
- Choose a child and practise the dialogue with him/her:
  - The child starts the dialogue with *What time is it?*
  - You reply with another time, for example, *It's one-fifteen.*
  - Help the child to say the correct reply (*It's time to have lunch*).

# Unit 3

- Repeat with other children and other times.
- In pairs, all the children practise the dialogue, using the different times and activities.

## Activity Book

### 1 Complete the clocks and watches.

- Draw a blank clock face on the board.
- Choose a child to read sentence number 1.
- Call a child to the front to add the time to the clock face (7.20).
- The children add the time to the clocks in their books.
- Repeat with the other times.

**Answers:** 1 7.20 2 8.45 3 12.25 4 11.30  
5 10.35 6 4.50

### 2 Write.

- Show the children the clock in number 1.  
*Ask What time is it? (It's one ten).*
- Call a child to the front to write the answer on the board.
- The children copy the sentence in their books.
- Repeat with the other sentences.

**Answers:** 1 one ten 2 nine fifty-five  
3 six fifteen 4 one twenty-five  
5 twelve twenty 6 two thirty-five

### 3 Write.

- Write the first question (*What time is it?*) on the board. Remind the children about using a question mark at the end of a question.
- The children write the question in their books.
- The children complete the activity in class or for homework.

## Unit 3 Lesson 3

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

**New language:** none

**Revised language:** *What time is it? It's five fifteen.*

**You need:** Student's Book p12; Activity Book p14; CD tracks 12–13

### Using flashcards (1)

We use flashcards for presenting vocabulary in Lesson 1 of Units 3–17.

We can also use flashcards for revising vocabulary at any time. Here are a few ways of using a set of flashcards for revision:

- put six flashcards on the board. The children say the words chorally. Turn the flashcards over. The children try to remember which each flashcard is.
- show six flashcards. The children say the words chorally. Take out one flashcard. Show the other five flashcards. The children try to remember which one is missing.
- cover a flashcard with a sheet of paper. Slowly pull down the sheet; as the children begin to see the picture, they try to guess what the flashcard is.

### Starter – a numbers game

- Write ten number words from 1 to 100 on the board, e.g. *eight, sixteen, thirty-two*, etc.
- Call two children up to the front. Say one of the numbers, e.g. *sixteen*.
- The first child to point to the correct word on the board is the winner.
- Repeat with other pairs of children.

# Unit 3

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

- Say *Listen to these words.*
- Play CD track 12 with the books closed.

### CD script:

forty  
horse  
short  
your  
four  
tall

- 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 *forty* on the board. Emphasize the *or* with a different colour or by underlining it.
- Point to the *or*.
- Model the /ɔ:/ sound and the word *forty* like this: /ɔ:/ ... *forty*.
- The children point to the *or* in the word *forty*. They say the sound and the word chorally.
- Repeat with the other words. Make sure the children understand that different letters can make the same /ɔ:/ sound (*ou* in *your* and *four*, *a* in *ball*).

## 2 Point and say the times.

- Point to the first clock. Read the speech bubble.
- Point to the second clock. Ask *What time is it?* Help the children to answer (*It's ten thirty*).
- Choose children to point and say the times.
- In pairs, all the children practise pointing and saying the times.

## 3 Listen and sing.

- Read the song to the children. Make sure they understand new words and expressions such as *We aren't late*.
- Play CD track 13. The children listen.

### CD script:

*What time is it?*  
*It's eight thirty. Oh no!*  
*Hurry, hurry, hurry,*  
*It's time to go!*  
*What time is it?*  
*It's nine o'clock. Great!*  
*We're at school now,*  
*We aren't late!*

- 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 children to sing along.

## Values

- Read the Values sign (*Don't be late!*). In Kurdish, ask questions such as:  
*Why is it important to be on time?*  
*What sort of things are we often late for?*  
*How can we make sure we're always on time?*

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book page 12 on the board.
- Emphasize the /ɔ:/ sound and the word sounds.
- Read the teacher's script. Pause after the first word (*Forty. Forty*).
- Call a child to the front to write the word on the board.
- The children copy the word in their books.
- Repeat with the other words.
- The children read the words chorally.

# Unit 3

## Teacher's script:

One. Forty. Forty.  
Two. Horse. Horse.  
Three. Short. Short.  
Four. Your. Your.  
Five. Four. Four.  
Six. Tall. Tall.  
One. Forty.  
Two. Horse.  
Three. Short.  
Four. Your.  
Five. Four.  
Six. Tall.

**Answers:** 1 forty 2 horse 3 short 4 your  
5 four 6 tall

## 2 Write. Add the times to the clocks.

- Copy number 1 on to the board. Point to the answer lines. Ask *What do we write here? (time/it)*.
- Call a child to the front to complete the question.
- Draw a blank clock face on the board.
- Read sentence 2 to the class.
- Ask a child to the front to complete the clock face on the board.
- The children complete the question and clock face in their books.
- Repeat with sentences 3 and 4.

**Answers:** 1 time, it 3 What, is 4 It's

## 3 Write.

- Write the first sentence (*What time is it?*) on the board. Remind the children about the dot on the *i* in *time*, *is* and *it*.
- The children write the sentence in their books.
- The children complete the activity in class or for homework.

## My Big Extra Writing Page

**Aims:** to develop writing skills

**New language:** none

**Revised language:** days of the week; times;  
*What time is it? What day is it?*

**You need:** Activity Book p15

### Learning to write in Level 4

In the Level 4 Activity Book there are many exercise types to help the children write in English.

**Fill-in activities:** these concentrate on writing one or two words to complete sentences.

**Writing strip:** the children copy the new vocabulary, or example sentences with the new grammar.

**Writing with models:** Units 3–18 have *My Big Extra Writing Page*. The sequence of activities on these pages is:

- The children read an example text.
- The children complete the gapfills in a similar text.
- The children write their own text. They use the first two texts as models for their own text.

**Revision units:** The children also use model texts in each of the five Revision Units.

## 1 Read.

- Point to the calendar. Ask *What day is it? (It's Saturday)*.
- Point to the clock. Ask *What time is it? (It's four fifteen)*.
- Read the dialogue to the children.

# Unit 3

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- Choose two children to read the dialogue together.
- Repeat with other pairs of children.

## 2 Write.

- Point to the calendar. Ask *What day is it?* (*It's Friday*).
- Point to the clock. Ask *What time is it?* (*It's seven thirty-five*).
- Copy the speech bubbles, with blank lines, on to the board.
- Call children up to the front to complete the dialogue.
- The children complete the dialogue in their books.

**Answers:** day, It's, time, It's, Thank

## 3 It's your turn!

- Ask *What day is it?* and *What time is it?* The children say the day and the time.
- Write the answers on the board, for example, *It's Monday, It's eleven thirty.*
- Draw the speech bubbles on the board.
- Call children up to the front to complete one speech bubble each.
- The children complete the speech bubbles in their books.
- Choose pairs of children to read the dialogue to the class.

**Example answer:** What day is it?  
It's Monday.  
What time is it?  
It's eleven thirty.  
Thank you.



# Unit 4

## Unit 4 Lesson 1

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

**New language:** *head, hair, eyes, mouth, nose, ears*

**Revised language:** *Touch your ...*

**You need:** Student's Book p13; Activity Book p16; CD tracks 14–16; flashcards for parts of the face

### Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 12.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (*f-o-r-t-y*).
- The children write the word.
- Repeat with the other words.
- The children read the words again chorally.

### Using flashcards (2)

An important stage of new vocabulary practice is working in pairs, with one child pointing at pictures, and the other saying the words.

When just two children are doing this, at the front of the class, they can point at the flashcards on the board.

However, when all the children are doing this in pairs at their desks, they won't know which flashcard their partner is pointing at.

In this case, they can point at the pictures in their Student's Books.

Alternatively, the teacher can place the flashcards in different spots around the classroom: this makes it easy for each child to see which flashcard his/her partner is pointing at.

### 1 Listen and say.

- Put the flashcards for the parts of the face on the board.
- Ask (in Kurdish) *How do we say these parts of the face in English?*
- Help the children to say the words they know in English.
- Point to the first flashcard (*head*). Model the word *head ... head*.
- The children repeat the word *head* chorally and individually.
- Repeat with the other flashcards.
- Say *Open your books on page 13*.
- Play CD track 14. The children listen and point to the vocabulary pictures.

### CD script:

*head*  
*hair*  
*eyes*  
*mouth*  
*nose*  
*ears*

- Play the track again. The children repeat the words chorally.
- Point to your head, or use the flashcard. The children say the word *head* chorally and individually.
- Repeat with your *hair, eyes, mouth, nose* and *ears*, or with the flashcards.
- Call two children to the front. The first child points to a part of his/her face. The second child says the words.
- Repeat with other children.
- In pairs, all the children point at the pictures in their Student's Books and say 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 the sound for it.

# Unit 4

- 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 Listen and do.

- Read each of the sentences to the children.
- Show the children that the girl is following the instructions.
- Play CD track 15. Pause after each line. Make sure the children are following the instructions.

### CD script:

*Girl: One. Touch your nose, touch your hair, touch your ears.  
Two. Touch your eyes, touch your mouth, touch your hair.  
Three. Touch your head, touch your ears, touch your mouth.  
Four. Touch your hair, touch your nose, touch your ears.*

## Activity Book

### Cultural point 2: Potato Men

In this lesson, the children practise parts of the face with pictures of a potato man and a potato woman.

Potato men are popular toys in many countries: they consist of a set of different plastic eyes, ears, mouths, noses, hair, glasses, hands and feet, all with sharp points. Children stick these into big potatoes to make comical human figures.

Note that *hair* is an uncountable noun, so we say: His hair **is** brown.

but

His eyes **are** blue.

## 1 Listen and number.

- Show the children the potato man. Point to each of his features and ask *What is it?* or *What are they?* (*His eyes, his nose, etc.*).

- Repeat with the potato woman.
- Point to the features again: the children say the words (*His eyes, her mouth, etc.*)
- Play CD track 16. Pause after the first word (*head*). Show that the potato man's head has 1 in the box.
- Play the next word (*hair*). The children write 2 next to the potato woman's hair.
- Repeat with the other words.

### CD script:

*One. Head.*

*Two: Hair.*

*Three: Eyes.*

*Four: Mouth.*

*Five: Ears.*

*Six: Nose.*

**Answers:** Man: 1, 3, 6 Woman: 2, 5, 4

## 2 Match.

- Point to the picture of the potato man's head. Show the children number 1. Read the sentence (*It's his head*) to the children.
- Show the children how to match the shape of the head (and shoes) with the potato man.
- Repeat with the picture of the potato woman's hair. Show the children how to join number 4 to *a (hair)*.
- Help the children to read the sentence *It's her hair*.
- Repeat with the other pictures.

**Answers:** 1b 2e 3d 4a 5f 6c

## 3 Write.

- Write the first word (*head*) on the board.
- The children write the word in their books.
- The children complete the activity in class or for homework.



# Unit 4

## Unit 4 Lesson 2

**Aims:** presenting and practising talking about appearance

**New language:** *His hair is black. His eyes are green.*

**Revised language:** parts of the face; verb *to be*

**You need:** Student's Book p14; Activity Book p17; CD tracks 17–18; flashcards for parts of the face

### Starter – instructions

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

### 1 Listen and read. Say.

- Point to Shivan and Polly in the pictures. Ask *Who is this?* about each character. The children say the names.
- Talk with the children about each picture in Kurdish. Ask questions such as *Where are they? What is Shivan making? What materials is he using?* and *Do you like his paper toys?*
- Play CD track 17 while the children listen and follow in their books.

#### CD script:

*Polly: Shivan is making paper toys.*

*Shivan: Her hair is black. Her eyes are brown.*

*Shivan: His hair is brown. His eyes are green.*

*Shivan: Their hair is fair. Their eyes are blue.*

- 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 *Her hair is black. Her eyes are brown* on the board. Point to the paper toy in picture 2. Show that it has black hair and brown eyes.
- Repeat with *His hair is brown. His eyes are green*, and the toy in picture 3.
- Repeat with *Their hair is fair. Their eyes are blue*, and the toys in picture 4.
- 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 Read, listen and say.

- Point to the people in the picture. Ask questions such as *What colour are her eyes?* and *What colour is his hair?*
- Give the children a minute to read the chant silently to themselves.
- Read the chant to the children.
- Play CD track 18. The children listen and follow with their reading finger.

#### CD script:

*My hair is brown,*

*My eyes are brown, too,*

*His hair is black*

*And his eyes are blue.*

*Black, brown, green, blue,*

*Red, white and grey, too.*

*We're all different and it's fun!*

- 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.

# Unit 4

## Values

- Read the values sign (*Everyone is special!*) to the children. In Kurdish, ask questions such as:  
*What different types of people can we see in Kurdistan/in Europe/in Asia, etc?*  
*Is it good to judge people by their appearance?*  
*Why is everyone special?*

## Activity Book

### 1 Read and colour.

- Point to the children on the left.
- Read the sentences to the children.
- Point to the boy on the left and ask *What colour is his hair? (brown)*.
- Show the children how to colour the boy's hair brown. The children colour the boy's hair in their books.
- Repeat with the girl's hair (black) and their eyes (green).
- Repeat with the girl and boy on the right.

**Answers:** on the left: boy: brown hair, green eyes, girl: black hair, green eyes.  
on the right: boy: brown hair, blue eyes, girl: fair hair, blue eyes.

### 2 Choose and write.

- Read the words in the box to the children.
- Read the first sentence to the children. Ask *What do we write here? (is)*.
- The children write the word in their books.
- Repeat with the rest of the text.

**Answers:** is, He's, His, are, This, She's, black.  
Her

### 3 Write.

- Write the first sentence on the board (*Her hair is brown*). Remind the children of the way that *ai* is pronounced in the word *hair*.
- The children write the sentence in their books.
- The children complete the activity in class or for homework.

## Unit 4 Lesson 3

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

**New language:** *He has black hair/They have green eyes.*

**Revised language:** parts of the face; *His hair is black/His eyes are green.*

**You need:** Student's Book p15; Activity Book p18; CD track 19

## 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 point and say.

- Say *Listen* to these words.
- Play CD track 19 with the books closed.

### CD script:

mouth  
mouse  
house  
our  
cow  
flower

- 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 *mouth* on the board. Emphasize the *ou* with a different colour or by underlining it.
- Point to the *ou*.
- Model the /aʊ/ sound and the word *mouth* like this: /aʊ/ ... *mouth*.

# Unit 4

- The children point to the *ou* in the word *mouth*. They say the sound and the word chorally.
- Repeat with the other words. Make sure the children understand that *ow* can also make the same /au/ sound (as in *cow* and *flower*).

## 2 Point and say.

- Point to the picture of the man on the left. Read the two speech bubbles about him (*His hair is grey./He has grey hair*).
- Make sure the children understand that these sentences mean the same.
- Point to the picture of the girls. Say *Their eyes are green*. Help the children to say the sentence with *have* (*They have green eyes*).
- Repeat with other features (*His eyes are brown/Her hair is brown*, etc).

## 3 Read. Match the names with the pictures.

- Read the speech bubble. Point to the picture. Make sure the children understand that these are characters from the game.
- Read the description of each character.
- Choose a child to read the first description. Ask *Which picture is it?*
- Make sure the children understand why the description fits this picture.
- Repeat with the other descriptions.

**Answers:** (clockwise from left): Mr Good, Mr Funny, Mr Happy

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book page 15 on the board.
- Emphasize the /au/ sound and the word sounds.
- Read the teacher's script. Pause after the first word (*Mouth. Mouth*).

- Call a child to the front to write the word on the board.
- The children copy the word in their books.
- Repeat with the other words.
- The children read the words chorally.

#### Teacher's script:

One. Mouth. Mouth.  
Two. Mouse. Mouse.  
Three. House. House.  
Four. Our. Our.  
Five. Cow. Cow.  
Six. Flower. Flower.  
One. Mouth.  
Two. Mouse.  
Three. House.  
Four. Our.  
Five. Cow.  
Six. Flower.

**Answers:** 1 mouth 2 mouse 3 house 4 our  
5 cow 6 flower

### 2 Write.

- Read the sentences with *is* and *has* in number 1 to the children.
- Make sure the children understand that we can use *is* or *has* to describe appearance.
- Point to pictures of Ben, Polly, Soma and Shivan in the Student's Book. Say pairs of sentences with *is* and *has* such as *Her hair is fair/She has fair hair*.
- Read number 2 to the children and help them to complete it.
- Repeat with the other sentences.

**Answers:** 1 has 2 She, green 3 have  
4 We have 5 They have

### 3 Write.

- Write the first sentence on the board (*He has black hair*). Show the children that the *a* in *has* and *black* is pronounced the same way.
- The children write the sentence in their books.
- The children complete the activity in class or for homework.

# Unit 4

## My Big Extra Writing Page

**Aims:** to develop writing skills

**New language:** none

**Revised language:** numbers; parts of the face; colours; *His hair is .../He has ...*

**You need:** Activity Book p19

### 1 Read.

- Read the text to the children.
- Choose children to read one sentence each to the class.
- Repeat with other children.

### 2 Write.

- Copy the text, with blank lines, on to the board.
- Call children up to the front to complete the text.
- The children complete the dialogue in their books.

**Answers:** This, She's, Her, is, She

### 3 It's your turn!

- Ask the children to suggest people they can write about (mother, father, brother, sister, friend, etc).
- The children write about a person. They use the texts in activities 1 and 2 as a model.
- The children draw a picture of the person in the frame.
- Choose children to read their text to the class.

**Example answer:** This is my mother. She's 40.  
Her hair is black. She has brown eyes.

# Unit 5

## Unit 5 Lesson 1

**Aims:** presenting new adjectives for describing moods and feelings; saying and writing these words

**New language:** *happy, sad, hungry, thirsty, tired, bored*

**Revised language:** *Are you ...? Yes, I am./No, I'm not.*

**You need:** Student's Book p16; Activity Book p20; CD track 20; flashcards for moods and feelings

### Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 15.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (*m-o-u-t-h*).
- The children write the word.
- Repeat with the other words.
- The children read the words again chorally.

### 1 Listen and say.

- Put the adjective flashcards on the board.
- Point to each of the flashcards and say (in Kurdish) *How do we say this?*
- Help the children to say the words they know in English.
- Point to the first flashcard (*happy*). Model the word *happy ... happy*.
- The children repeat the word *happy* chorally and individually.
- Repeat with the other flashcards.
- Say *Open your books on page 16*.
- Play CD track 20. The children listen and point to the vocabulary pictures.

### CD script:

*happy  
sad  
hungry  
thirsty  
tired  
bored*

- 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 flashcards. The second child says the words.
- Repeat with other children.
- In pairs, all the children point to the pictures in their Student's Books and say 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 the sound for it.
- 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 Act.

- Read the dialogue to the children.
- Act out one of the new vocabulary words (*happy, sad, hungry, etc*). Help the children to guess (*Are you thirsty? etc*).
- Repeat with the other new vocabulary words.
- Choose children to act and other children to guess.
- In pairs, all the children act and guess the new vocabulary words.

# Unit 5

## Activity Book

### 1 Write *a, e, i, o, or u*. Match with the pictures.

- Point to each of the pictures. Help the children to say the correct adjectives (*happy, sad*, etc).
- Point to the first word and ask What is it? (*happy*). Call a child to the front to write the word on the board.
- The children complete the word in their books.
- Repeat with the other words.
- Help the children to match the words with the pictures.

**Answers:** 1 happy 2 sad 3 bored 4 thirsty  
5 hungry 6 tired. The order of pictures is: thirsty, tired, happy, bored, sad, hungry.

### 2 Choose and write.

- Read the words in the box to the children.
- Copy sentence number 1 on to the board, with the answer line.
- Point to the answer line. Ask *What do we write here?* (*They're*).
- Call a child to the front to complete the sentence on the board.
- The children complete the sentence in their books.
- Repeat with the other sentences.

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

### 3 Write.

- Write the first word (*happy*) on the board. Remind the children of the way *y* is pronounced at the end of *happy*.
- Ask the children to find two other words with the same pronunciation of *y* (*hungry, thirsty*).
- The children write the word in their books.
- The children complete the activity in class or for homework.

## Unit 5 Lesson 2

**Aims:** presenting and practising making suggestions

**New language:** *Let's ...*

**Revised language:** *I'm happy/sad/hungry/thirsty/tired/bored*

**You need:** Student's Book p17; Activity Book p21; CD tracks 21–22; flashcards for moods and feelings

### Starter – an acting game

- Show the children flashcards for adjectives from Lesson 1 at random. The children say the words chorally and individually.
- Do a mime gesture for each of the adjectives. The children say the words chorally.
- Choose children to do mime gestures. Choose other children to guess the adjective.

### 1 Listen and read. Say.

- Point to Shivan and Ben in the pictures. Ask *Who is this?* about each character. The children say the names.
- Talk with the children about each picture in Kurdish. Ask questions such as *Where are they? What are they doing? How does Ben feel in picture 3? and How does Ben feel in picture 4?*
- Play CD track 21 while the children listen and follow in their books.

#### CD script:

Ben: *I'm tired.*

Shivan: *Let's have a rest.*

Ben: *That's a good idea!*

Ben: *I'm happy! Kurdistan is great!*

- 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 5

- Mime the action of being tired and say *I'm tired*. Help the children to reply *Let's have a rest*.
- Write *Let's have a rest* on the board. Make sure the children understand that we use *Let's* to make suggestions.
- 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.

## Short forms and long forms

Children are already familiar with short forms and long forms from Level 3.

*He is eight. He's eight.*

*He is not nine. He isn't nine.*

In Level 4 the children see these new short forms:

- **Let's** have a sandwich.
- I **don't** like cheese.
- He **doesn't** like grapes.

There are long forms for these short forms:

- **Let us** have a sandwich.
- I **do not** like cheese.
- He **does not** like grapes.

However, the children don't practise these long forms in Level 4 as they are very uncommon in everyday English.

## 2 Read, listen and say.

- Give the children a minute to read the dialogue silently to themselves.
- Read the words in the left column to the children.
- Read the solution for each problem in the right column.
- Play CD track 22 while the children listen and read.
- Start a new dialogue. Say *I'm hungry*.

- Help the children to say *Let's eat a sandwich*.
- Reply *That's a good idea*.
- Repeat with the other words.
- Choose pairs of children to practise the dialogue.
- In pairs, all the children practise the dialogue.

## CD script:

Boy: *I'm tired.*

Girl: *Let's have a rest.*

Boy: *That's a good idea!*

## Activity Book

### 1 Match.

- Read the sentences to the children.
- Read number 1 again (*Let's read a book*) and show the children how it goes with picture c.
- Ask a child to read number 2 (*Let's listen to music*) and ask *Which picture does it go with? (f)*.
- The children write the answer in their books.
- Repeat with the other sentences.

**Answers:** 1c 2f 3a 4d 5e 6b

### 2 Choose and write.

- Read the words in the box to the children.
- Copy the first two sentences (*I'm sad/Let's \_\_\_\_\_ a song*) on to the board.
- Point to the answer line. Ask *What do we write here? (sing)*.
- Call a child to the front to write the word on the answer line.
- The children complete the sentences in their books.
- Repeat with the other sentences.

**Answers:** 1 sing 2 I'm 3 pizzas 4 tired 5 Let's

# Unit 5

## 3 Write.

- Write the first sentence (*I'm thirsty*) on the board. Remind the children about the apostrophes in *I'm* and in *Let's*.
- The children write the sentence in their books.
- The children complete the activity in class or for homework.

## Unit 5 Lesson 3

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

**New language:** none

**Revised language:** *Let's ...*

**You need:** Student's Book p18; Activity Book p22; CD tracks 23–24

### Starter – a chant

- Help the children to recall the chant from Unit 4, Lesson 2.
- Write the chant on the board.
- The whole class says the chant chorally, reading from the board.

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

- Say *Listen to these words*.
- Play CD track 23 with books closed.

#### CD script:

*thirsty*  
*thirty*  
*girl*  
*nurse*  
*Kurdistan*  
*purple*

- 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 *thirsty* on the board. Emphasize the *ir* with a different colour or by underlining it.
- Point to the *ir*.
- Model the /ɜ:/ sound and the word *thirsty* like this: /ɜ:/ ... *thirsty*.
- The children point to the *ir* in the word *thirsty*. They say the sound and the word chorally.
- Repeat with the other words. Make sure the children understand that *ur* can also make the same /ɜ:/ sound (as in *nurse*, *Kurdistan* and *purple*).

### 2 Say.

- Point to each of the pictures (*biscuits*, *tea*, etc). Ask *What is it?*
- Read the speech bubbles to the children.
- Point to the picture of tea and say *Let's drink tea!*
- Help the children to reply *That's a good idea!*
- Choose children to make suggestions with *Let's ....* Choose other children to reply.
- In pairs, all the children practise making suggestions and replying.

### 3 Listen, read and sing.

- Read the song to the children. Make sure they understand new words and expressions such as *have a good day* and *help our dads*.
- Play CD track 24. The children listen.

#### CD script:

*Let's be happy,*  
*Let's run and play,*  
*Let's ride our bikes,*  
*Let's have a good day!*  
*Let's help our dads,*  
*Let's help our mums,*  
*Let's be friends,*  
*Let's have fun!*

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



# Unit 5

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

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book page 18 on the board.
- Emphasize the /ɜ:/ sound and the word sounds.
- Read the teacher's script. Pause after the first word (*Thirsty. Thirsty*).

#### Teacher's script:

One. *Thirsty. Thirsty.*

Two. *Thirty. Thirty.*

Three. *Girl. Girl.*

Four. *Nurse. Nurse.*

Five. *Kurdistan. Kurdistan.*

Six. *Purple. Purple.*

One. *Thirsty.*

Two. *Thirty.*

Three. *Girl.*

Four. *Nurse.*

Five. *Kurdistan.*

Six. *Purple.*

- Call a child to the front to write the word on the board.
- The children copy the word in their books.
- Repeat with the other words.
- The children read the words chorally.

**Answers:** 1 thirsty 2 thirty 3 girl 4 nurse  
5 Kurdistan 6 purple

### 2 Choose and write.

- Read the words in the box to the children.
- Copy the first sentence (*We're \_\_\_\_*) on to the board.
- Point to the answer line. Ask *What do we write here? (hungry)*.
- Call a child to the front to write the word on the answer line.

- The children complete the sentence in their books.
- Repeat with the other sentences.
- Choose pairs of children to read the sentences.

**Answers:** 1 hungry 2 eat 3 I'm 4 Let's 5 sad

### 3 Write.

- Write the first sentence (*We're tired*) on the board. Remind the children about the apostrophes in *We're* and in *Let's*.
- The children write the sentence in their books.
- The children complete the activity in class or for homework.

## My Big Extra Writing Page

**Aims:** to develop writing skills

**New language:** none

**Revised language:** adjectives of feeling;  
*I'm ...; Let's ...*

**You need:** Activity Book p23

### 1 Read.

- Read the conversation to the children.
- Choose two children to read the dialogue to the class.
- Repeat with other pairs of children.

### 2 Write.

- Copy the speech bubbles, with blank lines, on to the board.
- Call children up to the front to complete the speech bubbles.
- The children complete the dialogue in their books.

# Unit 5/Revision 1

**Answers:** I'm, Let's, good

## 3 It's your turn!

- Ask the children to say adjectives they can write about (*sad, hungry, thirsty, tired, bored*).
- Help the children to make suggestions for each adjective (*sad – Let's sing a song, hungry – Let's eat kebabs*, etc).
- The children complete the speech bubbles in their books.
- Choose pairs of children to read their dialogues to the class.

**Example answers:** I'm bored./Let's play a game./That's a good idea.  
I'm tired./Let's have a rest./That's a good idea.

## 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 pp24-25; CD tracks 25-26; number cards or paper

## 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 chorally and individually.
- Look at the story pages. Point out the new grammar such as *What time is it? She has brown hair* and *Let's have a sandwich*.
- Help the children to recall the songs and chants from the units.

## 1 Make number cards. Play a game.

- Arrange the children in groups of three or four.
- Show the children how to make number cards. Alternatively, give each group one set of number cards.
- Read the rules of the game to the children.
- Demonstrate the game with two children:
  - Take turns to take a number card.
  - Move the number of spaces.
  - Write the word on the board.
  - When one of the children can make a sentence with his/her words, write the sentence on the board.
  - Give that child a point.
- The children play the game in their groups.

## 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, the children can check their progress.
- Ask in Kurdish *How many units have we done?* (5).
- Show the children how to colour in squares 1-5.
- 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 write the times on the clocks.

- Play CD track 25. Pause after the first question and answer (*What time is it? It's seven twenty*).
- Show the children how to write the time in clock number 1.
- Play the rest of CD track 25. The children listen and write the times.

# Revision 1

## CD script:

*One: What time is it? It's seven twenty.*

*Two: What time is it? It's two thirty.*

*Three: What time is it? It's five forty-five.*

*Four: What time is it? It's eleven fifteen.*

*Five: What time is it? It's nine twenty-five.*

*Six: What time is it? It's three fifty.*

- Point to clock number 1. Ask What time is it?
- Choose a child to answer (It's seven twenty).
- Repeat with other clocks and other children.
- In pairs, all the children practise asking and answering questions.

**Answers:** 1 7.20 2 2.30 3 5.45 4 11.15  
5 9.25 6 3.50

## 2 Make two conversations.

- Read the sentences in the box to the children.
- Read the first speech bubble in number 1 to the children.
- Ask *What is next? (Let's drink water).*
- The children complete the next speech bubble in their books.
- Continue with the rest of number 1, and number 2.
- Choose a child and practise the dialogues with him/her.
- In pairs, all the children practise the two dialogues.

**Answers:** 1 I'm thirsty. Let's drink water. That's a good idea. 2 I'm hungry. Let's eat an apple. That's a good idea.

## 3 Listen and number.

- Write these words on the board: *black hair, fair hair, small, big, nose, eyes, mouth.*
- Point to picture a. Say *Describe the boy.*
- Help the children to describe the boy (*black hair, big eyes, small nose, small mouth*).
- Repeat with the other pictures.
- Play CD track 26. Pause after the first description (*He has a small mouth. His nose is small, and his eyes are small.*)

- Ask *Which one is it? (c)*
- Show the children that number 1 has been written in box c.
- Continue with the rest of the track.

## CD script:

*One: He has a small mouth. His nose is small, and his eyes are small.*

*Two: She has fair hair. She has a small nose. Her eyes are big.*

*Three: He has black hair. His eyes are big.*

*Four: She has black hair. Her eyes are small.*

*Five: He has a big nose. His eyes are small.*

*Six: She has a big mouth. Her eyes are big.*

**Answers:** a3 b5 c1 d2 e6 f4

## 4 Copy.

- Choose children to read a sentence each from the text.
- The children copy the text on the answer lines.

## 5 Write.

- Show the children the picture.
- Help the children to complete the text about the picture.

**Answer:** This is my friend. Her name's Amy.  
She's nine. Her hair is brown. She has blue eyes.

# Unit 6

## Unit 6 Lesson 1

**Aims:** presenting new verbs (1); saying and writing these words

**New language:** *swim, play football, play basketball, play the guitar, make a card, fly*

**Revised language:** *You're ...ing! That's right.*

**You need:** Student's Book p20; Activity Book p26; CD track 27; flashcards for verbs (1)

### Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 18.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (*t-h-i-r-s-t-y*).
- The children write the word.
- Repeat with the other words.
- The children read the words again chorally.

### 1 Listen and say.

- Put the verbs (1) flashcards on the board.
- Point to each of the flashcards and say (in Kurdish) *How do we say these words?*
- Help the children to say the verbs they know in English.
- Point to the first flashcard (*swim*). Model the word *swim ... swim*.
- The children repeat the word *swim* chorally and individually.
- Repeat with the other flashcards.
- Say *Open your books on page 20*.
- Play CD track 27. The children listen and point to the vocabulary pictures.

### CD script:

*swim*  
*play football*  
*play basketball*  
*play the guitar*  
*make a card*  
*fly*

- 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 swim, pretending to play football, etc.
- Do the mime gesture for *swim*. The children say *swim*.
- Repeat with the other mime gestures.
- Choose children to do a mime gesture. Choose other children to say the words.
- In pairs, all 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 the sound for it.
- 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 Act and guess.

- Read the speech bubbles to the children. Show the children that the boy is pretending to play football.
- Do the action for pretending to swim. Help the children to say *You're swimming*.
- Repeat with other activities from the new vocabulary set.
- Choose children to act. Choose other children to guess.

# Unit 6

- In pairs, all the children act and guess.

## Activity Book

### 1 Match.

- Read the first sentence (*He's playing football*) to the children.
- Show the children that this sentence goes with picture c.
- Read number 2 to the children (*He's swimming*) and ask *Which picture is it?* (b)
- The children write the answer on the answer line.
- Repeat with the other sentences.

**Answers:** 1c 2b 3d 4e 5f 6a

### 2 Write a, e, i, o or u.

- Copy number 1 on the board. Ask *What activity is it?* (*play basketball*).
- Call a child to the front to complete the missing letters on the board.
- The children complete the words in their books.
- Repeat with the other words.

**Answers:** 1 play basketball 2 swim 3 make a card 4 play football 5 play the guitar

### 3 Write.

- Write the first word (*swim*) on the board. Remind the children about the pronunciation of *i* in *swim*. Ask the children to find another word with the same pronunciation of *i* (*guitar*).
- The children write the word in their books.
- The children complete the activity in class or for homework.

## Unit 6 Lesson 2

- **Aims:** presenting and practising *can* and *can't* to talk about abilities
- **New language:** *I can make music. I can't sing.*
- **Revised language:** verbs (1)
- **You need:** Student's Book p21; Activity Book p27; CD tracks 28–29; flashcards for verbs (1)

### Starter – an acting game

- Show the children flashcards for the verbs from Lesson 1 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.
- Choose children to do mime gestures. Choose other children to guess the verbs.

### 1 Listen and read. Say.

- Point to Soma, Polly and Ben in the pictures. Ask *Who is this?* about each character. The children say the names.
- Talk with the children about each picture in Kurdish. Ask questions such as *What is Soma doing in picture 1? What is Polly doing in picture 2?* and *Can Ben sing?*
- Play CD track 28 while the children listen and follow in their books.

#### CD script:

Soma: *I can play the guitar.*

Ben: *Polly can sing.*

Ben: *I can't sing.*

Ben: *But I can make music on my computer!*

Polly: *That's great, Ben!*

- 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 6

- Write *I can play the guitar* on the board. Underline *can* and make sure the children understand that we use *can* to talk about abilities. If necessary, say the sentence in Kurdish.
- Repeat with *Polly can sing*.
- Write *I can't sing* and *I cannot sing* on the board. Explain that *can't* is the short form of *cannot*.
- 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, listen and say.

- Point to the girls in the picture. Ask questions such as *Which girl is singing?* *Which girl is playing the guitar?* and *How can they help each other?*
- Give the children a minute to read the chant silently to themselves.
- Read the chant to the children.
- Play CD track 29. The children listen and follow with their reading finger.

### CD script:

*I can sing! La la la la!*  
*But I can't play the guitar,*  
*You can play the guitar. OK!*  
*We can sing a song today.*

- 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 (*Work and play together!*) to the children. In Kurdish, ask questions such as:  
*How can you help each other when you work?*  
*How can you help each other when you play?*  
*When was the last time you helped a friend?*

## Activity Book

### 1 Write *can* or *can't*.

- Read number 1 to the children. Show the children the boy's list with *make a card* and a ✓.
- Read number 2 to the children. Show them the X next to *swim*. Ask *Do we write can or can't? (can't)*.
- The children complete the sentence in their books.
- Repeat with the other sentences.

**Answers:** 1 can 2 can't 3 can't 4 can 5 can't 6 can't

### 2 Write about yourself. Use *I can* or *I can't*.

- Read the example sentence to the children.
- Read number 2 to the children. Choose a child to complete it with *I can* or *I can't*.
- The children complete the sentence as appropriate.
- Repeat with the other sentences.
- Choose children to read a sentence each to the class.

**Answers:** (Children's own answers)

### 3 Write.

- Write the first sentence (*She can swim*) on the board. Remind the children about the different pronunciation of *a* in *can* and *can't*.
- The children write the sentence in their books.
- The children complete the activity in class or for homework.



# Unit 6

## Unit 6 Lesson 3

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

**New language:** none

**Revised language:** *I can .../I can't ...*

**You need:** Student's Book p22; Activity Book p28; CD tracks 30

### 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 point and say.

- Say *Listen to these words.*
- Play CD track 30 with the books closed.

#### CD script:

*car*  
*guitar*  
*arm*  
*father*  
*aunt*

- 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 *car* on the board. Emphasize the *ar* with a different colour or by underlining it.
- Point to the *ar*.
- Model the /a:/ sound and the word *car* like this: /a:/ ... *car*.

- The children point to the *ar* in the word *car*. They say the sound and the word chorally.
- Repeat with the other words. Make sure the children understand that different letters can make the same sound (*a* in *father*, *au* in *aunt*).

### 2 Say.

- Read the words in the box (*swim, play football*, etc) to the children.
- Read the speech bubbles to the children.
- Say sentences about yourself, for example, *I can't play football.*
- Choose children and help them to say sentences about themselves.
- In pairs, all the children say sentences about themselves.

### 3 Read. Close your book and talk about the farm.

- Read the text to the children. Make sure the children understand that Shivan is talking about his grandfather's farm.
- Choose children to read one or two sentences each.
- Read the text chorally.
- Say *Close your books.*
- Help the children to talk about the farm. Say, for example, *Tell me about the horses.*
- Help the children to talk about the horses (*There are two horses. You can ride the horses.*)
- Repeat with the other animals on the farm.

### Activity Book

#### 1 Listen and write.

- Write the spelling words from Student's Book page 22 on the board.
- Emphasize the /a:/ sound and the word sounds.
- Read the teacher's script. Pause after the first word (*Car. Car*).

# Unit 6

## Teacher's script:

One. Car. Car.

Two. Guitar. Guitar.

Three. Arm. Arm.

Four. Father. Father.

Five. Aunt. Aunt.

One. Car.

Two. Guitar.

Three. Arm.

Four. Father.

Five. Aunt.

- Call a child to the front to write the word on the board.
- The children copy the word in their books.
- Repeat with the other words.
- The children read the words chorally.

**Answers:** 1 car 2 guitar 3 arm 4 father 5 aunt

## 2 Write.

- Show the picture in 1 to the children. Read the sentence (*He can play football*).
- Copy Number 2 (\_\_\_ *play football*) on to the board. Show the children the picture in 2.
- Ask *What do we write here?* (*She can*). Call a child to the front to complete the sentence on the board.
- The children complete the sentence in their books.
- Repeat with the other sentences.

**Answers:** 1 He can 2 She can 3 They can  
4 He can

## 3 Write.

- Write the first sentence (*We can play basketball*) on the board. Remind the children about the different pronunciation of *a* in *can* and *can't*.
- The children write the sentence in their books.
- The children complete the activity in class or for homework.

# My Big Extra Writing Page

**Aims:** to develop writing skills

**New language:** none

**Revised language:** family members; verbs; *he can ...; he can't ...*

**You need:** Activity Book p29

## 1 Read.

- Read the text to the children.
- Choose children to read one sentence each to the class.
- Repeat with other children.

## 2 Write.

- Copy the text, with blank lines, on to the board.
- Call children up to the front to complete the text.
- The children complete the dialogue in their books.

**Answers:** can, can't, can, the guitar, can't play the guitar

## 3 It's your turn!

- Ask the children to suggest people they can write about (*mother, father, brother, sister, friend, etc*).
- The children write about these people. They use the texts in 1 and 2 as a model.
- The children draw a picture of the people in the frame.
- Choose children to read their text to the class.

**Example answer:** My sister can swim. My brother can't swim. My sister and my brother can play football. They can't play the guitar.

# Unit 7

## Unit 7 Lesson 1

**Aims:** presenting new verbs (2); saying and writing these words

**New language:** *speak English, speak Kurdish, use a computer, cook, dance, draw*

**Revised language:** none

**You need:** Student's Book p23; Activity Book p30; CD tracks 31–32; flashcards for verbs (2)

### Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 22.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (*c-a-r*).
- The children write the word.
- Repeat with the other words.
- The children read the words again chorally.

### 1 Listen and say.

- Put the verbs (2) flashcards on the board.
- Point to each of the flashcards and say (in Kurdish) *How do we say these words?*
- Help the children to say the verbs they know in English.
- Point to the first flashcard (*speak English*). Model the words *speak English ... speak English*.
- The children repeat the words *speak English* chorally and individually.
- Repeat with the other flashcards.
- Say *Open your books on page 23*.
- Play CD track 31. The children listen and point to the vocabulary pictures.

### CD script:

*speak English*  
*speak Kurdish*  
*use a computer*  
*cook*  
*dance*  
*draw*

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

### Extra reading practice

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

### 2 Listen and do.

- Read the speech bubble under each picture. The children make the response to each verb (speaking English, speaking Kurdish, and pretending to use a computer).
- With the children, work out a response for the other verbs in the vocabulary set (*cook, dance, draw*).
- Play CD track 32. The children listen and respond to each verb.

# Unit 7

## CD script:

One. *Speak English, speak Kurdish, use a computer*

Two. *Cook, dance, draw*

Three. *Speak English, dance, use a computer*

Four. *Draw, cook, speak Kurdish*

- Say different combinations of the words. For example, *cook, dance, speak English*.
- The children respond in the same order.

## Activity Book

### 1 Write *a, e, i, o* or *u*.

- Copy number 1 on the board. Ask *What activity is it? (speak Kurdish)*.
- Call a child to the front to complete the missing letters on the board.
- The children complete the letters in their books.
- Repeat with the other words.

**Answers:** 1 speak Kurdish 2 speak English  
3 use a computer 4 cook 5 dance  
6 draw

### 2 Match. Make sentences about yourself.

- Copy the columns on the board.
- Make some example sentences about yourself, such as, *I can speak Kurdish*.
- Draw lines from *I can/I can't* to the corresponding activities.
- Erase the lines on the board.
- Call a child to the front. Help the child to draw lines and say sentences about himself/herself.
- Erase the lines and repeat with another child.
- The children draw lines in their books.
- Choose children to read their sentences to the class.

**Answers:** (Children's own answers)

## 3 Write.

- Write the first activity (*speak English*) on the board. Point out that the *E* of *English*, the *i* of *English* and the *i* of *Kurdish* have the same pronunciation.
- The children write the words in their books.
- The children complete the activity in class or for homework.

## Unit 7 Lesson 2

**Aims:** presenting and practising questions about abilities with *Can you ...?*

**New language:** *Can you ...? Yes, I can./No, I can't.*

**Revised language:** verbs (2)

**You need:** Student's Book p24; Activity Book p31; CD tracks 33–35; flashcards for verbs (2)

### Starter – an acting game

- Show the children flashcards for the verbs from Lesson 1 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.
- Choose children to do mime gestures. Choose other children to guess the verbs.

### 1 Listen and read. Say.

- Point to Soma and Polly in the pictures. Ask *Who is this?* about each character. The children say the names.
- Talk with the children about each picture in Kurdish. Ask questions such as *Where are they in picture 1? Can Polly speak Kurdish?* and *Why is Polly happy in picture 4?*
- Play CD track 33 while the children listen and follow in their books.

# Unit 7

## CD script:

Soma: *Can you speak Kurdish?*

Polly: *No, I can't.*

Polly: *Can you speak Kurdish?*

Soma: *Yes, I can.*

Soma: *I can teach you!*

Polly: *Thank you!*

- 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 *Can you speak Kurdish?* on the board. Next to it, write *You can speak Kurdish*. Show the children how we make the question by changing the order of *can* and *you*.
- Write the answers *Yes, I can* and *No, I can't* on the board. Make sure the children understand that *No, I can't* is the short form of *No, I cannot*.
- 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 Read, listen and say.

- Give the children a minute to read the dialogue silently to themselves.
- Play CD track 34. Ask the children *Can the boy sing?* (Yes), *Can the girl ride a bike?* (No) and *Is the boy going to help the girl?* (Yes).
- Show the children the two responses: *That's great!* when the answer is *Yes*, and *No problem! You can learn!* when the answer is *No*.
- Read the list of activities in the box to the children. Choose children and ask them *Can you ...?* questions with these verbs (*Can you swim? Can you play football?* etc).
- Help the children to reply, then make the appropriate response.

- Choose pairs of children to practise the conversation.
- In pairs the children practise asking, answering and responding to the answers.

## CD script:

Girl: *Can you sing?*

Boy: *Yes, I can.*

Girl: *That's great!*

Boy: *Can you ride a bike?*

Girl: *No, I can't.*

Boy: *No problem! You can learn!*

## Values

- Read the Values sign (*Learning is fun!*) to the children. In Kurdish, ask them questions such as:  
*What things do you enjoy doing in class?*  
*Do you enjoy learning new things?*  
*What new things have you learnt to do recently?*

## Activity Book

### 1 Listen and write X or ✓.

- Point to the picture in 1 and ask *What activity is it?* (*speak Kurdish*).
- Repeat with the other pictures.
- Play CD track 35. Pause after the first question and answer (*Can you speak Kurdish?/No, I can't.*).
- Show the children the X in 1.
- Play the second question and answer on the CD (*Can you speak English?/Yes, I can.*)
- Point to the answer line and ask *What do we write here?* (✓).
- The children write the answer in their books.
- Repeat with the other questions and answers on track 35.



# Unit 7

## CD script:

One: *Can you speak Kurdish?*  
*No, I can't.*

Two: *Can you speak English?*  
*Yes, I can.*

Three: *Can you use a computer?*  
*Yes, I can.*

Four: *Can you cook?*  
*No, I can't.*

Five: *Can you draw?*  
*Yes, I can.*

Six: *Can you dance?*  
*No, I can't.*

Answers: 1 X 2 ✓ 3 ✓ 4 X 5 ✓ 6 X

## 2 Read. Match the questions and answers.

- Read the girl's speech bubble to the children.
- Read the boy's speech bubble to the children.
- Read number 1 to the children. Ask *What is the answer?* (Yes, she can.)
- Show the children how to draw a line from number 1 to d.
- Repeat with the other questions.

Answers: 1d 2c 3a 4b

## 3 Write.

- Write the first question (*Can you speak Kurdish?*) on the board. Point out all the vowel sounds in the question (*a, ou, ea, ur, i*).
- The children write the question in their books.
- The children complete the activity in class or for homework.

## Unit 7 Lesson 3

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

**New language:** none

**Revised language:** verbs (1) and (2); *Can you ... ?/Yes, I can. No, I can't.*

**You need:** Student's Book p25; Activity Book p32; CD tracks 36–37

## Starter – a chant

- Let the children choose the chant from Lesson 2 in Unit 4 or Unit 6.
- Write the chant on the board.
- The whole class says the chant chorally, reading from the board.

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

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

## CD script:

*hair*  
*chair*  
*their*  
*where*  
*there*  
*wear*  
*they're*

- 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 *hair* on the board. Emphasize the *air* with a different colour or by underlining it.
- Point to the *air*.
- Model the /eə/ sound and the word *hair* like this: /eə/ ... *hair*.



# Unit 7

- The children point to the *air* in the word *hair*. They say the sound and the word chorally.
- Repeat with the other words. Make sure the children understand that different letters can make the same /eə/ sound (*air* in *their*, *ere* in *where* and *there*, *ear* in *wear*, *ey're* in *they're*).
- Make sure the children realize that *their*, *there* and *they're* are pronounced the same way. Similarly, *where* and *wear* are pronounced the same way.

## 2 Ask and answer.

- Read the speech bubbles to the children.
- Ask the children other questions; use other family members (*father*, *sister*, etc) and other abilities (*speak English*, *use a computer*, etc). For example:  
*Can your father use a computer?*  
*Can your sister speak English?*
- Help the children to reply.
- Choose children to ask *Can ...* questions. Choose other children to answer.
- In pairs, all the children practise asking and answering questions.

## 3 Listen and sing.

- Read the song to the children. Make sure they understand new words and expressions such as *I want to learn*, *We can learn when we play*, *We can learn new things every day*.
- Play CD track 37. The children listen.

### CD script:

*Can you sing?*  
*Yes, yes, yes.*  
*Yes, I can. It's fun!*  
*Can you dance?*  
*No, I can't.*  
*But I want to learn!*

*We can learn at school.*  
*We can learn when we play.*  
*We can learn new things every day.*

- 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 children to sing along.

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book page 25 on the board.
- Emphasize the /eə/ sound and the word sounds.
- Read the teacher's script. Pause after the first word (*Hair. Hair*)

#### Teacher's script:

*One. Hair. Hair.*  
*Two. Chair. Chair.*  
*Three. Their. Their.*  
*Four. Where. Where.*  
*Five. There. There.*  
*Six. They're. They're.*  
*One. Hair.*  
*Two. Chair.*  
*Three. Their.*  
*Four. Where.*  
*Five. There.*  
*Six. They're.*

- Call a child to the front to write the word on the board.
- The children copy the word in their books.
- Repeat with the other words.
- The children read the words chorally.

**Answers:** 1 hair 2 chair 3 their 4 Where  
5 There 6 They're

### 2 Write questions and answers.

- Copy the first line (\_\_\_\_ you draw?) on the board.
- Point to the answer line and ask *What do we write here?* (*Can*).

# Unit 7

- Call a child to the front to complete the question.
- The children complete the question in their books.
- Call a child to the front. Ask him/her the question on the board (*Can you draw?*).
- Write the child's answer (*Yes, I can* or *No, I can't*) on the board.
- Ask the question to other children in the class.
- The children write the answer in their books.
- Repeat with number 2.

**Answers:** 1 *Can/Yes, I can* or *No, I can't* 2 *Can, cook, Yes, I can* or *No, I can't*

## 3 Write.

- Write the first question (*Can they speak Kurdish?*) on the board. Point out all the vowel sounds in the question (*a, ey, ea, ur, i*).
- The children write the question in their books.
- The children complete the activity in class or for homework.

## 2 Write.

- Copy the speech bubbles, with blank lines, on to the board.
- Call children up to the front to complete the speech bubbles.
- The children complete the dialogue in their books.

**Answers:** *Can, can't, Can, play, can*

## 3 It's your turn!

- Ask the children to suggest abilities they can write about (*swim, draw, dance, etc*).
- The children complete the speech bubbles in their books.
- Choose pairs of children to read their dialogues to the class.

**Example answer:** *Can you use a computer? Yes, I can. Can you dance? No, I can't.*

## My Big Extra Writing Page

**Aim:** to develop writing skills

**New language:** none

**Revised language:** verbs; *Can you ...? Yes, I can./No, I can't.*

**You need:** Activity Book p33

## 1 Read.

- Read the conversation to the children.
- Choose two children to read the dialogue to the class.
- Repeat with other pairs of children.

# Unit 8

## Unit 8 Lesson 1

**Aims:** presenting new verbs (3); saying and writing these words

**New language:** *get up, have breakfast, go to school, go home, have lunch, have dinner, go to bed*

**Revised language:** times (7.15, 8.30, 10.45, etc)

**You need:** Student's Book p26; Activity Book p34; CD tracks 38–39; flashcards for verbs (3)

### Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 25.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (*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 verbs (3) flashcards on the board.
- Point to each of the flashcards and say (in Kurdish) *How do we say these words?*
- Help the children to say the verbs they know in English.
- Point to the first flashcard (*get up*). Model the words *get up ... get up*.
- The children repeat the words *get up* 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:

*get up  
have breakfast  
go to school  
go home  
have lunch  
have dinner  
go to bed*

- Play the track again. The children repeat the words chorally.
- Point to a flashcard. The children say the words chorally and individually.
- Repeat with the other flashcards.
- Draw three clocks on the board, showing seven o'clock, one thirty and nine o'clock.
- Draw signs saying *To school* and *Home*.
- Work out a mime gesture for each of the verbs, using the drawings on the board, e.g. pretending to get out of bed in the morning, pretending to eat and pointing to seven o'clock (for *have breakfast*), etc.
- Do the mime gesture for *get up*. The children say *get up*.
- Repeat with the other mime gestures.
- Choose children to do a mime gesture. Choose other children to say the words.
- In pairs, all the children practise doing mime gestures and saying the words.

### Extra reading practice

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

# Unit 8

## 2 Listen and match.

- Read the list of activities to the children.
- Choose children to read the times on the clocks to the class.
- Play CD track 39. Pause after the first sentence (*I get up at seven o'clock*). Show the children how to draw a line from *get up* to 7.00.
- The children draw the line in their books.
- Continue with the rest of track 39.

### CD script:

One. *I get up at seven o'clock.*

Two. *I have breakfast at seven twenty.*

Three. *I go to school at seven forty-five.*

Four. *I go home at twelve o'clock.*

Five. *I have lunch at one o'clock.*

Six. *I have dinner at eight fifteen.*

Seven. *I go to bed at ten o'clock.*

**Answers:** get up – 7.00, have breakfast – 7.20, go to school – 7.45, go home – 12.00, have lunch – 1.00, have dinner – 8.15, go to bed – 10.00

## Activity Book

### 1 Circle two endings for each verb.

- Read the first verb (*have*) with the first ending (*have breakfast*) and ask *Is that OK?* (Yes).
- Repeat with the other endings. Show the children how the two endings that make correct phrases are circled.
- Repeat with number 2. The children circle the two endings that make correct phrases.
- Repeat with the other verbs.

**Answers:** 1 have breakfast, have lunch 2 go to school, go home 3 have dinner, have breakfast 4 go to bed, go to school

### 2 Circle the activities.

- Show the children how the first activity (*go to school*) is circled on the word ribbon.
- Ask *What is the next activity?* (*have lunch*).

- Call a child to the front to write *have lunch* on the board.
- Show the children how to circle the activity on the word ribbon in their books.
- Repeat with the other activities.

**Answers:** go to school, have lunch, go to bed, have breakfast, get up, have dinner, go home

## 3 Write.

- Write the first phrase (*get up*) on the board. Remind the children about the pronunciation of *u* in *up*. Ask the children to find another word with the same pronunciation of *u* (*lunch*).
- The children write the words in their books.
- The children complete the activity in class or for homework.

## Unit 8 Lesson 2

**Aims:** presenting and practising daily routines with times

**New language:** *I get up at seven o'clock.*

**Revised language:** verbs (3); times

**You need:** Student's Book p27; Activity Book p35; CD tracks 40–41; flashcards for verbs (3)

### Starter – an acting game

- Show the children flashcards for the verbs from Lesson 1 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.
- Choose children to do mime gestures. Choose other children to guess the verbs.

### 1 Listen and read. Say.

- Point to Polly in the pictures. Ask *Who is this?* The children say the name.

# Unit 8

- Talk with the children about each picture in Kurdish. Ask questions such as *Where is Polly?* and *What is she doing?* (She's talking about her life at home).
- Play CD track 40 while the children listen and follow in their books.

## CD script:

Polly: *I get up at 7.30.*

Polly: *I go to school at 8.30.*

Polly: *I have a singing lesson at 3.15.*

Ben: *I go to the park at 3.15!*

- 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.
- Ask the children in Kurdish *Why does Ben go to the park at 3.15?* (Because he doesn't like Polly's singing.)
- On the board, write *I get up at 7.30*. Help children in the class to say what time they get up, for example, *I get up at 7.15*.
- Repeat with *go to school*, *have a singing lesson* and *go to bed*.
- 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, listen and say.

- Point to the girl in the picture. Ask questions such as *What is she holding?* *Why is she happy?* and *Does she eat healthy food?*
- Give the children a minute to read the chant silently to themselves.
- Read the chant to the children.
- Play CD track 41. The children listen and follow with their reading finger.

## CD script:

*I have breakfast every day,*

*I have lunch and dinner.*

*I eat lots of healthy food,*

*I want to be a winner!*

*Fruit and salad are healthy food!*

*Fruit and salad are good for you!*

- 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 (*Eat healthy food!*) to the children. In Kurdish, ask questions such as:  
*What types of food are healthy?*  
*What types of food are unhealthy?*  
*Do you eat healthy food?*

## Activity Book

### 1 Write.

- Copy number 1 (*I \_\_\_\_ lunch at two o'clock*), with the answer line, on the board.
- Point to the answer line and ask *What word goes here?* (*have*).
- Call a child to the front to complete the sentence.
- The children complete the sentence in their books.
- Repeat with the other sentences.

**Answers:** 1 have 2 I 3 go 4 at

### 2 Write about yourself.

- Read number 1 to the children and complete the sentence about yourself, for example, *I have breakfast at seven o'clock.*
- Choose other children to complete the sentence about themselves.

# Unit 8

- The children complete the sentence in their books.
- Repeat with the other sentences.
- Choose children to read one or more of their sentences to the class.

**Answers:** 1 I 2 have/... 3 go/... 4 have/...

## 3 Write.

- Write the first sentence (*I have lunch at two o'clock*) on the board. Remind the children about the apostrophe (') in *o'clock*.
- The children write the sentence in their books.
- The children complete the activity in class or for homework.

## Unit 8 Lesson 3

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

**New language:** none

**Revised language:** daily routines with times

**You need:** Student's Book p28; Activity Book p36; CD track 42

## 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 point and say.

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

### CD script:

*fig*  
*four*  
*fish*  
*fifty*  
*five*  
*elephant*

- 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 *fig* on the board. Emphasize the *f* with a different colour or by underlining it.
- Point to the *f*.
- Model the /f/ sound and the word *fig* like this: /f/ ... *fig*.
- The children point to the *f* in the word *fig*. They say the sound and the word chorally.
- Repeat with the other words. Make sure the children understand that *ph* also makes the same /f/ sound, as in *elephant*.

## 2 Say.

- Read the first speech bubble.
- Say a sentence about yourself with *I get up at ...*.
- Model sentences about yourself using the other pictures (*I go to school at ...*, *I go home at ...*, *I go to bed at ...*).
- Choose children to say sentences about themselves.

## 3 Read. Then say who it is.

- Read Polly's speech bubble. Make sure the children understand that these are Polly's friends.
- Read the friends' speech bubbles to the children.
- Choose children to read a friend's speech bubble each.



# Unit 8

- Read the speech bubble (*I go to bed at ten o'clock*). Ask *Who is it?* (*Tina*).
- Repeat with the other speech bubbles.

**Answers:** Tina, Kirsty, Lorna.

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book page 28 on the board.
- Emphasize the /f/ sound and the word sounds.
- Read the teacher's script. Pause after the first word (*Fig. Fig*).

#### Teacher's script:

One. *Fig. Fig.*

Two. *Four. Four.*

Three. *Fish. Fish.*

Four. *Fifty. Fifty.*

Five. *Five. Five.*

Six. *Elephant. Elephant.*

One. *Fig.*

Two. *Four.*

Three. *Fish.*

Four. *Fifty.*

Five. *Five.*

Six. *Elephant.*

- Call a child to the front to write the word on the board.
- The children copy the word in their books.
- Repeat with the other words.
- The children read the words chorally.

**Answers:** 1 fig 2 four 3 fish 4 fifty 5 five  
6 elephant

### 2 Write about yourself.

- Point to number 1.
- Say a sentence about yourself with *I get up ...*, e.g. *I get up at 7 o'clock*.
- Say sentences about yourself about the other pictures (*I go to school at...*, *I go to bed at ...*).
- Choose children to say sentences about themselves.

- Call children to the front to write their sentences on the board.
- The children write their sentences in their books.

**Answers:** (Children's own answers)

### 3 Write.

- Write the first sentence (*We get up at seven ten*) on the board. Point out that the pronunciation of the first *e* in *seven* is the same as in *ten*.
- The children write the sentence in their books.
- The children complete the activity in class or for homework.

## My Big Extra Writing Page

**Aim:** to develop writing skills

**New language:** none

**Revised language:** verbs; times; *I have breakfast at ...*

**You need:** Activity Book p37

### 1 Read.

- Read the speech bubble to the children.
- Choose children to read one sentence each to the class.
- Repeat with other children.

### 2 Write.

- Copy the speech bubble, with blank lines, on to the board.
- Call children up to the front to complete the text.
- The children complete the speech bubble in their books.

**Answers:** at, have, go

# Unit 8/Revision 2

## 3 It's your turn!

- The children write about their daily routine. They use the texts in 1 and 2 as a model.
- The children draw a picture of themselves in the frame.
- Choose children to read their text to the class.

**Example answer:** I get up at seven fifteen. I have breakfast at seven thirty. I go to school at seven fifty.

## 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 pp38-39; CD track 43

## 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 chorally and individually.
- Look at the story pages. Point out the new grammar such as *I can/can't ...*, *Can you ...?* and *I get up at seven o'clock*.
- Help the children to recall the songs and chants from the units.

## 1 Play.

- Point to the first picture (Katy). Say *I'm Katy. I get up at 7.00. I can play the guitar*.
- Repeat with the second picture (Joe). Say *I'm Joe. I get up at 7.30. I can sing*.

- Read the example conversation to the children. Make sure the children understand that the answers tell you which person it is.
- Point to the other pictures. Say *I get up at 7.00. Ask questions. Guess who I am*.
- Using Tom as an example, help the children to ask questions with *Can*, for example, *Can you dance?* (*No, I can't*) and *Can you draw?* (*Yes, I can*).
- Help the children to guess who you are.
- Repeat with other pictures.
- Choose pairs of children to play the game.
- In pairs, all 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?* (8).
- Show the children how to colour in squares 1–8.
- 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 Write *can* or *can't*.

- Write number 1 on the board.
- Show the children the first picture. Ask *Can he swim?* (*No*).
- Point to the blank line. Ask *What do we write here?* (*can't*).
- Call a child to the front to complete the sentence.
- The children complete the sentence in their books.
- Repeat with the other sentences.

**Answers:** 1 can't 2 can 3 can't 4 can 5 can't 6 can

# Revision 2

## 2 Complete the conversation.

- Copy the conversation on to the board.
- Point to the first speech bubble with a blank line (*Yes, I \_\_\_\_*). Ask *What do we write here? (can)*.
- Call a child to the front to complete the sentence.
- The children complete the sentence in their books.
- Continue with the other speech bubbles.

**Answers:** can, Can, can't, use, they

## 3 Listen and write the times.

- Ask the children to suggest suitable times for each activity. For example, *get up – 7.10, have breakfast – 7.30, go to school 8.00*, etc.
- Play CD track 43. Pause after the first sentence (*I get up at 7.10*).
- Show the children the example answer.
- Continue with the rest of the track. The children write the times for each activity.

### CD script:

*I get up at seven ten. I have breakfast at seven thirty. I go to school at eight o'clock. I go home at one fifteen. I have lunch at one thirty. I have dinner at seven thirty and I go to bed at ten fifteen.*

**Answers:** 1 7.10 2 7.30 3 8.00 4 1.15 5 1.30  
6 7.30 7 10.15

## 4 Copy.

- Choose children to read a sentence each from the text.
- The children copy the text on the answer lines.

## 5 Write.

- Show the children the picture.
- Help the children to complete the text about the picture.

**Answers:** can, speak, get up, go, at

# Unit 9

## Unit 9 Lesson 1

**Aims:** presenting new verbs (4); saying and writing the verbs

**New language:** *live in a house, live in a flat, learn English, play with my friends, watch television, play computer games*

**Revised language:** numbers 1-6

**You need:** Student's Book p30; Activity Book p40; CD track 44; flashcards for verbs (4)

### Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 28.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (*f-i-g*).
- The children write the word.
- Repeat with the other words.
- The children read the words again chorally.

### 1 Listen and say.

- Put the verbs (4) flashcards on the board.
- Point to each of the flashcards and say (in Kurdish) *How do we say these words?*
- Help the children to say the verbs they know in English.
- Point to the first flashcard (*live in a house*). Model the words *live in a house ... live in a house*.
- The children repeat the words *live in a house* 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:

*live in a house*

*live in a flat*

*learn English*

*play with my friends*

*watch television*

*play computer games*

- Play the track again. The children repeat the words chorally.
- Point to a flashcard. The children say the words chorally and individually.
- Repeat with the other flashcards.
- Draw a house and a block of flats on the board.
- Work out a mime gesture for each of the verbs, using the drawings on the board, e.g. pointing to yourself and then the picture of the house for *live in a house*, etc.
- Do the mime gesture for *live in a house*. The children say *live in a house*.
- Repeat with the other mime gestures.
- Choose children to do a mime gesture. Choose other children to say the words.
- In pairs, all the children practise doing mime gestures and saying the words.

### Extra reading practice

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

### 2 Say.

- Point to the number on each vocabulary card (1 – *live in a house*, 2 – *live in a flat*, etc.).
- Read the speech bubbles to the children. Make sure the children understand that the boy is saying the numbers of the vocabulary cards.

# Unit 9

- Say another sequence of numbers, for example, *six, three, four*. Choose a child to say the words (*play computer games, learn English, play with my friends*).
- Repeat with other children and other sequences.
- Choose pairs of children: one child says the numbers, the other says the words.
- In pairs, all the children practise saying numbers and words.

## Activity Book

### 1 Write *a, e, i, o* or *u*.

- Copy number 1 on the board. Ask *What is it?* (*watch television*).
- Call a child to the front to complete the missing letters.
- The children complete the missing letters in their books.
- Repeat with the other words.

**Answers:** 1 watch television 2 read a book  
3 live in a house 4 play computer games  
5 learn English 6 play with my friends

### 2 Circle two ending for each verb.

- Read the first verb (*live*) with the first ending (*in a house*) and ask *Is that OK?* (*Yes*).
- Repeat with the other endings. Show the children how to circle the two endings that make correct phrases.
- Repeat with number 2. The children circle the two endings that make correct phrases.
- Repeat with number 3.

**Answers:** 1 live in a house, live in a flat 2 learn Kurdish, learn English 3 read a book, read a magazine

### 3 Write.

- Write the first verb (*live in a house*) on the board. Remind the children about the pronunciation of *ou* in *house*.
- The children write the verb in their books.
- The children complete the activity in class or for homework.

## Unit 9 Lesson 2

**Aims:** presenting and practising the present simple with *He* and *She*

**New language:** *She lives in flat./He plays computer games.*

**Revised language:** verbs (4)

**You need:** Student's Book p31; Activity Book p41; CD tracks 45–47; flashcards for verbs (4)

### Starter – sets of three

- Show the children flashcards for the verbs from Lesson 1 at random. The children say the words chorally and individually.
- Show children sets of three of the flashcards, one by one. The children say the verbs individually in the same order.

# Unit 9

## The present simple: Part 1

In this lesson, the children see an important grammatical point: adding *-s* or *-es* to the verb with *he*, *she* and *it*:

*I live in a flat.*

*He lives in a flat.*

This is one of the most common sources of mistakes for children learning English, e.g. children write:

*I lives in a flat.*

or *He live in a flat.*

Be aware when your children make this mistake; correct them or help them to correct themselves.

Note that the children have already seen the irregular form *I have/He has* in Level 3.

- On the board, write *She lives in a flat*. Underline the *s* in *lives*.
- Write *I live in a flat* next to it. Emphasize that *I* does not have *-s* on the end of the verb.
- Repeat with *She reads books*.
- Repeat with *She watches television*. Point out that we add *-es* to *watch*. Point out the pronunciation.
- Repeat with *He plays computer games*. Make sure the children understand that we use *-s* (or *-es*) with *He* and *She*.
- 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.

## 1 Listen and read. Say.

- Point to Soma, Shivan and Polly in the pictures. Ask *Who is this?* about each character. The children say the names.
- Talk with the children about each picture in Kurdish. Ask questions such as *Where is Polly?* (*She's at Soma's flat*), *What is she doing?* (*She's making a video about Soma's life*) and *What do you think the video is for?* (*Perhaps she's going to show it to her friends at home*).
- Play CD track 45 while the children listen and follow in their books.

### CD script:

Polly: *This is my friend Soma.*

Polly: *She lives in a flat.*

Polly: *She reads books. She watches television.*

Shivan: *This is her brother, Shivan. He plays computer games.*

- 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.

## 2 Read, listen and say.

- Give the children a minute to read the dialogue silently to themselves.
- Play CD track 46 while the children listen and read.
- Read the verbs in the box to the children.
- Choose a child and start a conversation with him/her, for example, *Tell me about your brother*.
- Help the child to make a suitable reply, for example, *He has dinner at 8 o'clock*.
- Repeat with other children.
- Choose pairs of children; one child says a *Tell me ...* sentence, the other replies.
- In pairs, all the children practise talking about family routines.

### CD script:

Girl: *Tell me about your mother.*

Boy: *She gets up at seven o'clock.*

Girl: *My mother gets up at seven thirty.*



# Unit 9

## Activity Book

### 1 Listen and match.

- Choose a child to read the list of activities.
- Choose another child to read the times.
- Play CD track 47. Pause after the first sentence (*He gets up at 7.00*).
- Ask the children to repeat the sentence (*He gets up at 7.00*).
- Show the children how to draw a line from 1 to d.
- Repeat with the other sentences.

#### CD script:

*He gets up at seven o'clock. He has breakfast at eight o'clock. He goes to school at nine o'clock. He goes home at one o'clock. He has lunch at two o'clock. He has dinner at eight thirty. He goes to bed at ten o'clock.*

**Answers:** 1d 2f 3e 4g 5c 6a 7b

### 2 Write.

- Show the first picture to the children. Ask *What time is it?* (7 o'clock).
- Ask *What activity is it?* (have breakfast).
- Copy number 1 on to the board. Call a child to the front to complete it.
- The children complete the sentence in their books.
- Repeat with number 2 and number 3.

**Answers:** 1 She has breakfast at 7 o'clock.  
2 She goes to school at 7.45. 3 She goes to bed at 9.30.

### 3 Write.

- Write the first sentence (*He goes to school at 8.30*) on the board. Point out the spelling of *goes*.
- The children write the sentence in their books.
- The children complete the activity in class or for homework.

## Unit 9 Lesson 3

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

**New language:** none

**Revised language:** *He gets up at ....*

**You need:** Student's Book p32; Activity Book p42; CD tracks 48–49

### Starter – a chant

- Let the children choose a chant from Lesson 2 in Unit 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 point and say.

- Say *Listen to these words*.
- Play CD track 48 with the books closed.

#### CD script:

*do  
to  
two  
doing  
you  
school*

- 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 *do* on the board. Emphasize the *o* with a different colour or by underlining it.
- Point to the *o*.
- Model the /u:/ sound and the word *do* like this: /u:/ ... *do*.
- The children point to the *o* in the word *do*. They say the sound and the word chorally.

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- Repeat with the other words. Make sure the children understand that different letters can make the same /u:/ sound (*ou* in *you*, *oo* in *school*).

## 2 Say.

- Read the speech bubble to the children.
- Say a sentence about picture 1, using your friend. For example, *My friend gets up at seven thirty.*
- Model sentences about your friend using the other pictures. Emphasize the *-s/-es* on the verbs.
- Choose children to talk about their friends. Make sure the children say the correct form of the verb, with *-s/-es*.
- Point out the spelling of *goes* in *He goes to school at ....*
- In pairs, all the children tell each other about their friends.

## 3 Listen, read and sing.

- Read the song to the children. Make sure they understand new words and expressions such as *goes up in the sky* and *goes down in the sky*.
- Play CD track 49. The children listen.

### CD script:

*The sun goes up in the sky, sky, sky,  
We all see our friends and say Hi, Hi!*

*The sun goes down in the sky, sky, sky,  
We all go home! Goodbye! Goodbye!*

*The moon goes up in the sky, sky, sky,  
We all go to bed! Goodnight! Goodnight!*

- Play the song again. The children listen and read the words silently.
- Point out the spelling of *goes*.
- Point out that we use *-s/-es* with single objects, like *the sun* (*The sun goes up ...*).
- Point out that we use the simple form of the verb with *we* (*We go home*).
- Play the song again. Pause after each line. The children listen and repeat.

- Play the song again, without pauses. Encourage the children to sing along.

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book page 32 on the board.
- Emphasize the /u:/ sound and the word sounds.
- Read the teacher's script. Pause after the first word (*Do. Do*).

#### Teacher's script:

*One. Do. Do.*

*Two. To. To.*

*Three. Two. Two.*

*Four. Doing. Doing.*

*Five. You. You.*

*Six. School. School.*

*One. Do.*

*Two. To.*

*Three. Two.*

*Four. Doing.*

*Five. You.*

*Six. School.*

- Call a child to the front to write the word on the board.
- The children copy the word in their books.
- Repeat with the other words.
- The children read the words chorally.

**Answers:** 1 do 2 to 3 two 4 doing 5 you  
6 school

### 2 Write about people in your family.

- Read the first verb (*get up*) to the children. Make a suitable example sentence about a family member, for example, *My mother gets up at six thirty.*
- Choose children to say sentences with *gets up* about people in their families.
- The children complete the sentence in their books.

# Unit 9

- Repeat with the other sentences.
- Choose children to read one or more of their sentences to the class.

**Example answers:** 1 My mother gets up at six thirty. 2 My brother goes to school at eight o'clock. 3 My father has lunch at one thirty.

## 3 Write.

- Write the sentence (*He goes to school at eight fifteen*) on the board. Point out the spelling of *goes*.
- The children write the sentence in their books.

## 3 It's your turn!

- Ask the children to suggest people they can write about (*mother, father, brother, sister, friend, etc.*).
- The children write about a person. They use the texts in 1 and 2 as a model.
- The children draw a picture of the person in the frame.
- Choose children to read their text to the class.

**Example answer:** This is my friend. He lives in a flat. He plays the guitar. He plays football.

## My Big Extra Writing Page

**Aim:** to develop writing skills

**New language:** none

**Revised language:** verbs; *He plays computer games.*

**You need:** Activity Book p43

## 1 Read.

- Read the text to the children.
- Choose children to read one sentence each to the class.
- Repeat with other children.

## 2 Write.

- Copy the text, with blank lines, on to the board.
- Call children up to the front to complete the text.
- The children complete the dialogue in their books.

**Answers:** is, lives, She, with

# Unit 10

## Unit 10 Lesson 1

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

**New language:** *cheese, fish, honey, jam*

**Revised language:** *yogurt, ice cream; I like ..., He likes ..., She likes ...*

**You need:** Student's Book p33; Activity Book p44; CD track 50; flashcards for food

### Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 32.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (*d-o*).
- The children write the word.
- Repeat with the other words.
- The children read the words again chorally.

### 1 Listen and say.

- Put the food flashcards on the board.
- Point to each of the flashcards and say (in Kurdish) *How do we say these words?*
- Help the children to say the food words they know in English.
- Point to the first flashcard (*cheese*). Model the word *cheese ... cheese*.
- The children repeat the word *cheese* 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:

*cheese*

*fish*

*yogurt*

*honey*

*jam*

*ice cream*

- Play the track again. The children repeat the words chorally.
- Point to a flashcard. The children say the words chorally and individually.
- Repeat with the other flashcards.
- Call two children to the front. The first child points to the flashcards. The second child says the words.
- Repeat with other children.
- In pairs, all the children point at the pictures in their Student's Books and say 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 the sound for it.
- 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.

- Point to each of the pictures in Shivan's thought bubble. Ask *What is it?* about each item.
- Repeat with Soma's thought bubble.
- Read the speech bubbles to the children.
- Say other sentences about Shivan, Soma and yourself. For example, *He likes fish. She likes ice cream. I like honey.*
- Choose children and help them to make sentences about Shivan, Soma and themselves.

# Unit 10

## Activity Book

### 1 Match.

- Read the list of food words to the children.
- Show the children that *honey* goes with picture *e*.
- Read number 2 and ask *Which picture is it? (b)*.
- The children write *b* on the answer line.
- Repeat with the other words.

**Answers:** 1e 2b 3f 4d 5a 6c

### 2 Write *I like* or *She likes*.

- Read the boy's list (*honey, jam, cheese*).
- Say *He likes honey, jam and cheese*.
- Repeat with the girl's list.
- Read number 1 to the children. Make sure they understand that the boy is talking.
- Point to number 2 and ask *What do we write here? (She likes)*. Make sure the children understand that the boy is talking about the girl.
- The children write *She likes* on the answer line.
- Repeat with the other sentences.

**Answers:** 1 I like 2 She likes 3 She likes  
4 I like 5 I like 6 She likes

### 3 Write.

- Write the first word (*cheese*) on the board. Remind the children that *ee* in *cheese*, *ey* in *honey*, and *ea* in *ice cream* all have the same sound.
- The children write the word in their books.
- The children complete the activity in class or for homework.

## Unit 10 Lesson 2

**Aims:** presenting and practising the present simple negative *I don't ...*

**New language:** *I don't like fish.*

**Revised language:** *I like chips.*

**You need:** Student's Book p34; Activity Book p45; CD tracks 51–53; flashcards for food

### Starter – sets of three

- 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.

#### The present simple: Part 2

In this lesson, the children see the second important point about the present simple: making the negative with *don't*.

*I live in a flat.*

*I don't live in a house.*

It's very common for children learning English to make negatives incorrectly, e.g.

*I not live in a house.*

Be aware when your children make this mistake; correct them or help them to correct themselves.

### 1 Listen and read. Say.

- Point to Ben and Mrs Clark in the pictures. Ask *Who is this?* about each character. The children say the names.
- Talk with the children about each picture in Kurdish. Ask questions such as *Where is Ben? What time is it? Is he happy in picture 3? and Is he happy in picture 4?*
- Play CD track 51 while the children listen and follow in their books.

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## CD script:

Mrs Clark: *Lunch is ready!*

Ben: *Great! I'm hungry!*

Ben: *What's for lunch?*

Mrs Clark: *Fish.*

Ben: *Oh no! I don't like fish.*

Mrs Clark: *And chips.*

Ben: *Great! I love chips!*

- 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 don't like fish* on the board. Underline *don't*.
- Write *I like fish* next to it. Make sure the children understand that we use *don't* to make the sentence negative.
- 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 Read, listen and say.

- Point to each food item in the picture. Ask *What is it?*
- Give the children a minute to read the chant silently to themselves.
- Read the chant to the children.
- Play CD track 52. The children listen and follow with their reading finger.

## CD script:

*I like orange juice,*

*I don't like tea.*

*I'm thirsty! Can I have*

*Orange juice, please?*

*I like sandwiches,*

*I don't like fish.*

*I'm hungry! Please can I have*

*A sandwich and chips?*

- 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 draw lines.

- Point to each of the food pictures. Ask *What is it?*
- Point to the happy face and say *I like*.
- Point to the unhappy face and say *I don't like*.
- Play CD track 53. Pause after the first sentence (*I like honey*).
- Show the children the line from the happy face to the picture of honey.
- Play the rest of CD track 53. Pause after each *I like/I don't like*. The children draw lines from the correct faces to the food.
- Play the track again. The children check their answers.

## CD script:

*I like honey! I don't like fish, but I like ice cream.  
I don't like yogurt and I don't like cheese. I like jam.*

**Answers:** Happy face: honey, ice cream, jam.  
Unhappy face: fish, yogurt, cheese

### 2 Write *I like* or *I don't like*.

- Point to the picture of the boy. Explain in Kurdish that the boy is talking about the things he likes and the things he doesn't like.
- Point to each of the pictures. Ask *What is it?*
- Point to the happy face and say *I like*.
- Point to the unhappy face and say *I don't like*.
- Read number 1. Show the children that cheese is under the happy face.
- Read number 2. Ask *What goes in the space? (don't like)*.



# Unit 10

- The children complete the sentence in their books.
- Repeat with the other sentences.

**Answers:** 1 like 2 don't like 3 don't like 4 like  
5 don't like 6 like

## 3 Write.

- Write the first sentence (*I like jam*) on the board. Remind the children about the pronunciation of *i* in *like*.
- The children write the sentence in their books.
- The children complete the activity in class or for homework.

## Unit 10 Lesson 3

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

**New language:** none

**Revised language:** *I like .../I don't like ...*

**You need:** Student's Book p35; Activity Book p46; CD track 54

## 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 point and say.

- Say *Listen to these words*.
- Play CD track 54 with the books closed.

### CD script:

*friends*  
*rulers*  
*cheese*  
*vase*  
*Thursday*  
*zebra*

- 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 *friends* on the board. Emphasize the *s* with a different colour or by underlining it.
- Point to the *s*.
- Model the /z/ sound and the word *friends* like this: /z/ ... *friends*.
- The children point to the *s* in the word *friends*. They say the sound and the word chorally.
- Repeat with the other words. Make sure the children understand that different letters can make the same /z/ sound (*z* in *zebra*, *se* in *cheese*).

## 2 Choose and say.

- Read number 1, with both options.
- Choose a child to say the sentence that is correct for him/her.
- Repeat with other children.
- Repeat with the other sentences.

**Answers:** (Children's own answers)

## 3 Read. Match the pictures with the speech bubbles.

- Read Ben's speech bubble. Make sure the children understand that Ben is talking about his friends.
- Read the other speech bubbles to the children.
- Choose children to read a speech bubble each.

# Unit 10

- Point to picture a. Ask *Who is it? (Darren)*. Make sure the children understand how we know this (*Darren has a sister. He plays computer games at home*).
- Repeat with the other pictures.

**Answers:** a Darren b Tom c Matt

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book page 35 on the board.
- Emphasize the /z/ sound and the word sounds.
- Read the teacher's script. Pause after the first word (*Friends. Friends*).

#### Teacher's script:

One. *Friends. Friends.*

Two. *Rulers. Rulers.*

Three. *Cheese. Cheese.*

Four. *Vase. Vase.*

Five. *Thursday. Thursday.*

Six. *Zebra. Zebra.*

One. *Friends.*

Two. *Rulers.*

Three. *Cheese.*

Four. *Vase.*

Five. *Thursday.*

Six. *Zebra.*

- Call a child to the front to write the word on the board.
- The children copy the word in their books.
- Repeat with the other words.
- The children read the words chorally.

**Answers:** 1 friends 2 rulers 3 cheese 4 vase  
5 Thursday 6 zebra

### 2 Write in the correct order. Match each sentence with the boy or the girl.

- Read the words in number 1 to the children. Say *Make a sentence. (I like sandwiches)*.

- Ask *Is it the boy or the girl? (the girl)*.
- The children draw a line from 1 to the girl.
- Repeat with the other sentences. The children write the sentences on the lines. They match each sentence with the boy or the girl.

**Answers:** 1 I like sandwiches. (girl) 2 I don't like chips. (boy) 3 I don't like sandwiches. (boy) 4 I like chips. (girl)

### 3 Write.

- Write the first sentence (*I like football*) on the board. Point out the double letters to the children: *oo* in *football*, *ll* in *football* and *basketball*.
- The children write the sentence in their books.
- The children complete the activity in class or for homework.

## My Big Extra Writing Page

**Aim:** to develop writing skills

**New language:** none

**Revised language:** food; verbs; *I like ...;*  
*I don't like ...*

**You need:** Activity Book p47

### 1 Read.

- Read the speech bubble to the children.
- Choose children to read one sentence each to the class.
- Repeat with other children.

### 2 Write.

- Copy the speech bubble, with blank lines, on to the board.
- Call children up to the front to complete the text.

# Unit 10

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- The children complete the speech bubble in their books.

**Answers:** like, like, live, play

## 3 It's your turn!

- Ask the children to talk about themselves, using *I like ..../I don't like ..../I live in .../I don't play ...*
- The children write about themselves. They use the texts in 1 and 2 as a model.
- The children draw a picture of themselves in the frame.
- Choose children to read their text to the class.

**Example answer:** I like yogurt. I don't like cheese. I live in a house.  
I don't play the guitar.

# Unit 11

## Unit 11 Lesson 1

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

**New language:** *lemons, grapes, oranges*

**Revised language:** *figs, apples, bananas; I like ..., I don't like ...*

**You need:** Student's Book p36; Activity Book p48; CD track 55; flashcards for fruit

### Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 35.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (*f-r-i-e-n-d-s*).
- The children write the word.
- Repeat with the other words.
- The children read the words again chorally.

### 1 Listen and say.

- Put the fruit flashcards on the board.
- Point to each of the flashcards and say (in Kurdish) *How do we say these words?*
- Help the children to say the fruit words they know in English.
- Point to the first flashcard (*lemons*). Model the word *lemons ... lemons*.
- The children repeat the word *lemons* chorally and individually.
- Repeat with the other flashcards.
- Say *Open your books on page 36*.
- Play CD track 55. The children listen and point to the vocabulary pictures.

### CD script:

*lemons*

*grapes*

*figs*

*apples*

*oranges*

*bananas*

- Play the track again. The children repeat the words chorally.
- Point to a flashcard. The children say the words chorally and individually.
- Repeat with the other flashcards.
- Call two children to the front. The first child points to the flashcards. The second child says the words.
- Repeat with other children.
- In pairs, all the children point to the pictures in their Student's Books and say 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 the sound for it.
- 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 Point and say.

- Point to each of the pictures in Activity 1. Say *I like ...* or *I don't like ...* as appropriate.
- Choose a child to say sentences with *I like ...* and *I don't like ...* about the pictures.
- Repeat with other children.

### Activity Book

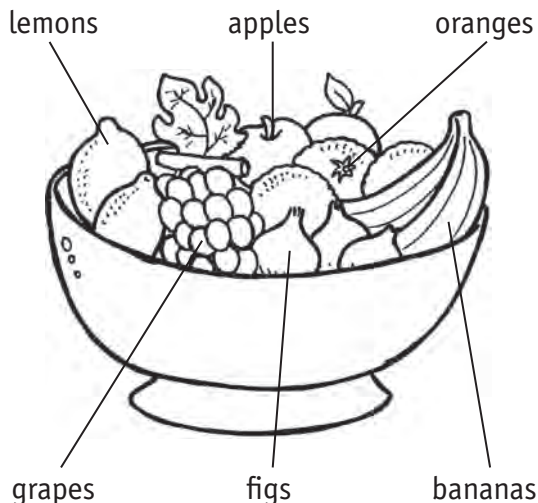
#### 1 Match.

- Point to the picture of the fruit bowl. Ask *What fruit can you see?* (*lemons, grapes, etc*).
- Read the first word (*figs*). Say *Where are the figs?* The children find the figs in the picture.

# Unit 11

- Show the children how to draw a line from *figs* to the figs in the picture.
- The children draw the line in their books.
- Repeat with the other words.

**Answers:**



## 2 Write.

- Point to the fruit on the boy's card. Ask *What fruit is it? (grapes, apples, bananas).*
- Repeat with the girl's card.
- Copy number 1 on to the board.
- Point to the blank line. Ask *What do we write here? (likes).*
- Call a child to the front to complete the sentence on the board.
- The children complete the sentence in their books.
- Repeat with the other sentences.

**Answers:** 1 likes 2 She 3 He 4 likes 5 like  
6 like

## 3 Write.

- Write the first word (*lemons*) on the board. Point out that *e* is only pronounced as an *e* sound in *lemons*. In the other words (*grapes, apples, oranges*) we don't hear an *e* sound.
- The children write the word in their books.
- The children complete the activity in class or for homework.

## Unit 11 Lesson 2

**Aims:** presenting and practising the present simple negative with *He/She doesn't ...*

**New language:** *He/She doesn't like computers.*

**Revised language:** *I like .... / I don't like ...*

**You need:** Student's Book p37; Activity Book p49; CD tracks 56–58; flashcards for fruit

## Starter – sets of three

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

### The present simple: Part 3

This lesson focuses on the third important point about the present simple: making the negative with *he, she* and *it* with *doesn't*.

*He lives in a flat.*

*He doesn't live in a house.*

There are several common errors which children learning English make:

~~*He not live in a flat.*~~

~~*He don't live in a flat.*~~

and the most common:

~~*He doesn't lives in a flat.*~~

Be aware when your children make these mistakes; correct them or help them to correct themselves.

# Unit 11

## 1 Listen and read. Say.

- Point to Ben and Shivan in the pictures. Ask *Who is this?* about each character. The children say the names.
- Talk with the children about each picture in Kurdish. Ask questions such as *Where are Ben and Shivan? What is Ben doing? Is Polly using the computer?* and *Is Ben using the computer?*
- Play CD track 56 while the children listen and follow in their books.

### CD script:

Ben: *This is our computer.*

Ben: *Polly doesn't like computers.*

Ben: *She doesn't use this computer.*

Ben: *I can use the computer all the time!*

Shivan: *That's 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 sentences chorally.
- On the board, write *She doesn't like computers*. Underline *doesn't*.
- Emphasize that *doesn't* makes the sentence negative. Point out that we use the simple form of the verb with *doesn't*; we don't add *s*. For example, we say *She doesn't like...*, not *She doesn't likes ...*.
- Repeat with *She doesn't use the computer*. Make sure the children understand that we are making the sentences negative.
- 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 Read and listen. Talk to your classmates.

- Give the children a minute to read the dialogue silently to themselves.
- Play CD track 57 while the children listen and read.
- Read the list of people to the children.
- Choose a child. Start a conversation with him/her, for example, *Tell me about your sister*.
- Help the child to make suitable replies.
- Repeat with other children.
- In pairs, all the children practise the conversation.

### CD script:

Girl 1: *Tell me about your brother.*

Girl 2: *He doesn't like fish.*

Girl 1: *What about you?*

Girl 2: *I like fish.*

## Activity Book

### 1 Listen and circle.

- Point to each of the fruit pictures. Ask *What are they?* (*lemons, grapes, etc*).
- Show the children the happy faces and the unhappy faces next to the fruit.
- Play CD track 58. Pause after the second sentence (*She doesn't like lemons*).
- Show the children that the unhappy face has been circled.
- Play the next line of track 58 (*She likes grapes but she doesn't like figs*).
- Help the children to circle the happy face in 2.
- Point to number 3. Ask *Which face?* (*unhappy*).
- The children circle the unhappy face.
- Continue with the rest of track 58.

### CD script:

*This is my sister. She doesn't like lemons. She likes grapes but she doesn't like figs. She likes apples and she likes oranges. She doesn't like bananas.*



# Unit 11

Answers: 1 ☹ 2 ☺ 3 ☹ 4 ☺ 5 ☺ 6 ☹

## 2 Write *He* or *She* with *likes* or *doesn't like*.

- Point to the boy's card.
- Point to the happy face and say *He likes*.
- Help the children to say a sentence with *He likes*. (*He likes apples*.)
- Repeat with the unhappy face on the boy's card. (*He doesn't like grapes*.)
- Repeat with the girl's card. (*She likes figs*. *She doesn't like lemons*.)
- Copy number 1 on to the board. Ask *What do we write here?* (*He likes*).
- Call a child to the front to complete the sentence.
- The children complete the sentence in their books.
- Repeat with the other sentences.

Answers: 1 He likes 2 She likes 3 He doesn't like 4 He doesn't like 5 She doesn't like 6 She likes

## 3 Write.

- Write the first sentence (*He likes oranges*) on the board. Point out the apostrophe in *doesn't* in the second sentence.
- The children write the sentence in their books.
- The children complete the activity in class or for homework.

## Unit 11 Lesson 3

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

**New language:** none

**Revised language:** *He likes .../He doesn't like ...*

**You need:** Student's Book p38; Activity Book p50; CD tracks 59–60

## Starter – a chant

- Let the children choose a chant from Lesson 2 in Unit 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 point and say.

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

### CD script:

oranges  
juice  
jam  
jug  
jump  
sandwiches

- 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 *oranges* on the board. Emphasize the *g* with a different colour or by underlining it.
- Point to the *g*.
- Model the /dʒ/ sound and the word *oranges* like this: /dʒ/ ... *oranges*.
- The children point to the *g* in the word *oranges*. They say the sound and the word chorally.
- Repeat with the other words. Make sure the children understand that different letters can make the same /dʒ/ sound (*j* in *juice*, *jam*, *jug*, *jump*, *ch* in *sandwiches*).

# Unit 11

## 2 Choose and say.

- Read number 1 with both options, to the children.
- The children choose the correct option (*gets up*).
- Repeat with the other sentences.

**Answers:** 1 gets up 2 go to school 3 have lunch

## 3 Listen, read and sing.

- Read the song to the children. Make sure they understand new words and expressions such as *He sleeps all day, You're crazy!* and *Get up and play!*
- Play CD track 60. The children listen.

### CD script:

*Lazy Larry gets up late,  
He doesn't go to school.  
He doesn't sing, he doesn't have fun,  
He doesn't laugh, he doesn't run,  
He sits on the sofa, he sleeps all day.  
You're crazy, Lazy Larry! Get up and play!*

- 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 children to sing along.

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book page 38 on the board.
- Emphasize the /dʒ/ sound and the word sounds.
- Read the teacher's script. Pause after the first word (*Oranges. Oranges*).

### Teacher's script:

*One. Oranges. Oranges.  
Two. Juice. Juice.  
Three. Jam. Jam.  
Four. Jug. Jug.  
Five. Jump. Jump.  
Six. Sandwiches. Sandwiches.  
One. Oranges.  
Two. Juice.  
Three. Jam.  
Four. Jug.  
Five. Jump.  
Six. Sandwiches.*

- Call a child to the front to write the word on the board.
- The children copy the word in their books.
- Repeat with the other words.
- The children read the words chorally.

**Answers:** 1 oranges 2 juice 3 jam 4 jug  
5 jump 6 sandwiches

### 2 Choose and write.

- Read the words in the box to the children.
- Copy number 1 on to the board. Point to the picture. Ask *What time is it?* (7.30).
- Point to the blank line and ask *What do we write here?* (*gets*).
- Call a child to the front to complete the sentence.
- The children complete the sentence in their books.
- Repeat with the other sentences.

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

### 3 Write.

- Write the first sentence (*She gets up at 7 o'clock*) on the board. Point out the apostrophe in *o'clock*.
- The children write the sentence in their books.
- The children complete the activity in class or for homework.

# Unit 11/Revision 3

## My Big Extra Writing Page

**Aim:** to develop writing skills

**New language:** none

**Revised language:** *food; verbs; He likes ...; He doesn't like ...*

**You need:** Activity Book p51

### 1 Read.

- Read the speech bubble to the children.
- Choose children to read one sentence each to the class.
- Repeat with other children.

### 2 Write.

- Copy the speech bubble, with blank lines, on to the board.
- Call children up to the front to complete the text.
- The children complete the speech bubble in their books.

**Answers:** This, likes, doesn't, lives, play

### 3 It's your turn!

- Say *Tell me about your friends*. Help the children to say sentences about their friends, such as, *He likes cheese. She doesn't like pizza. He lives in a flat. She doesn't swim*, etc.
- The children write about a friend. They use the texts in 1 and 2 as a model.
- The children draw a picture of their friend in the frame.
- Choose children to read their text to the class.

**Example answer:** This is my friend. He likes grapes. He doesn't like apples. He lives in a flat. He doesn't play basketball.

## 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 pp52-53; CD track 61; word cards or paper

### 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 chorally and individually.
- Look at the story pages. Point out the new grammar such as *He lives in a flat, I don't like cheese*, and *He doesn't like lemons*.
- Help the children to recall the songs and chants from the units.

### 1 Make cards with these words.

- Arrange the children in groups of three or four.
- Show the children how to make the word cards. Alternatively, give each group one set of word cards.

### 2 Play the game.

- Read the rules of the game one by one.
- Demonstrate the game with two children:
  - Put the cards face down on the desk.
  - Choose six cards and show them to the children.
  - If you can make a sentence, write it on the board. Give yourself 1 point.
  - Put the cards back.
- The other children take turns to take six cards. If they can make a sentence, write it on the board and give the child one point.
- The children play the game in their groups.

# Revision 3

## 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 1–11.
- 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 Read and write.

- Read the speech bubble at the top to the children.
- Point to each boy. Ask *Who's he?* (Tom/Darren).
- Copy number 1 on to the board. Show the children the verb *live*.
- Point to the answer lines. Ask *What do we write here?* (*live, lives*).
- Call a child to the front to complete the sentences on the board.
- The children complete the sentences in their books.
- Repeat with the other sentences.

**Answers:** 1 live, lives 2 get up, gets up 3 go to school, goes to school 4 have lunch, has lunch

### 2 Listen and draw 😊 or ☹️.

- Point to each of the food pictures. Ask *What is it?* (*cheese, fish, etc.*).
- Play CD track 61. Pause after the first sentence (*I like cheese*).
- Show the children the happy face in number 1.
- Repeat with the second sentence (*I don't like fish*).
- Show the children the unhappy face in number 2.

- Play the rest of the track. The children draw happy or unhappy faces in each box.

### CD script:

*I like cheese. I don't like fish. I like oranges. I don't like bananas. I don't like lemons. I like ice cream.*

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

### 3 Read and write.

- Show the children the first picture. Ask *What time is it?* (10.00).
- Copy number 1 on to the board. Point to the answer line. Ask *What do we write here?* (*goes*).
- Call a child to the front to complete the sentence on the board.
- The children complete the sentence in their books.
- Repeat with the other sentences.

**Answers:** 1 goes 2 doesn't go 3 doesn't have 4 has 5 goes 6 doesn't go

### 4 Copy.

- Choose children to read a sentence each from the text.
- The children copy the text on the answer lines.

### 5 Write.

- Show the children the picture.
- Help the children to complete the text about the picture.

**Answer:** My name's Zoe. I like apples. I don't like bananas. This is my friend Chloe. She likes honey. She doesn't like yogurt.

# Unit 12

## Unit 12 Lesson 1

**Aims:** presenting new verbs (5); saying and writing the words

**New language:** *sleep, get up early, get up late, make your bed, tidy your room, go to the bazaar*

**Revised language:** *I...*

**You need:** Student's Book p40; Activity Book p54; CD track 62; flashcards for verbs (5)

### Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 38.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (*o-r-a-n-g-e-s*).
- The children write the word.
- Repeat with the other words.
- The children read the words again chorally.

#### Cultural point 4: *bazaar and market*

In Units 12 and 14, the children use the words *bazaar* and *market*.

A *market* is a collection of stands in the street or in a building selling food, clothes, shoes, phones, traditional crafts etc.

A *bazaar* is a special type of market that you find in the old, traditional centre of towns in Turkey, Kurdistan, North Africa and the Middle East. They are best known for the traditional crafts they sell.

### 1 Listen and say.

- Put the verbs (5) flashcards on the board.
- Point to each of the flashcards and say (in Kurdish) *How do we say these words?*
- Help the children to say the verbs they know in English.

- Point to the first flashcard (*sleep*). Model the word *sleep ... sleep*.
- The children repeat the word *sleep* 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:

*sleep*  
*get up early*  
*get up late*  
*make your bed*  
*tidy your room*  
*go to the bazaar*

- Play the track again. The children repeat the words chorally.
- Point to a flashcard. The children say the words chorally and individually.
- Repeat with the other flashcards.
- Draw two clocks showing 6.00 and 10.00.
- Using the clocks on the board, work out a mime gesture for each of the verbs, e.g. point to the 6.00 clock and pretend to get up for *get up early*.
- Do the mime gesture for *sleep*. The children say *sleep*.
- Repeat with the other mime gestures.
- Choose children to do a mime gesture. Choose other children to say the words.
- In pairs, all the children practise doing mime gestures and saying the words.

### Extra reading practice

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



# Unit 12

## 2 Say.

- Read the speech bubbles to the children.
- Say sentences about yourself. Use the verbs in the new vocabulary set. For example, *I don't go to the bazaar. I tidy my room.* Make sure the children use *my bed* and *my room* in their sentences. Explain the difference between *my* and *your* in Kurdish if necessary.
- Help the children to say sentences about themselves.

## Activity Book

### 1 Circle the activities.

- Show the children how the first activity (*get up early*) is circled on the word ribbon.
- Ask *What is the next activity?* (*make my bed*).
- Call a child to the front to write *make my bed* on the board.
- Show the children how to circle the activity on the word ribbon in their books.
- Repeat with the other activities.

**Answers:** get up early, make my bed, get up late, tidy my room, sleep, go to the bazaar

### 2 Write about Joe.

- Show the children the picture of the clock showing 6 o'clock.
- Read the example sentences 1 and 2.
- Show the children the picture of Joe making his bed.
- Help the children to complete sentences 3 and 4. Some children may want to say *He tidies his room* in number 4. Point out that the spelling is *tidies* not *tidys*.
- The children complete the sentences in their books.
- Repeat with the picture of Joe going to school, with sentences 5 and 6.

**Answers:** 1 gets up 2 doesn't get up 3 makes 4 doesn't tidy 5 goes 6 doesn't go

## 3 Write.

- Write the first word (*sleep*) on the board. Remind the children about the different pronunciations of the letter *e* in *sleep, early, get/bed*.
- The children write the words in their books.
- The children complete the activity in class or for homework.

## Unit 12 Lesson 2

**Aims:** presenting and practising the present simple affirmative and negative with *they*

**New language:** *They get up early./They don't get up late.*

**Revised language:** verbs (5); *Let's ...*

**You need:** Student's Book p41; Activity Book p55; CD tracks 63–65; flashcards for verbs (5)

## Starter – an acting game

- Show the children flashcards for the verbs from Lesson 1 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.
- Choose children to do mime gestures. Choose other children to guess the verb.

### 1 Listen and read. Say.

- Point to Soma, Shivan, Ben and Polly in the pictures. Ask *Who is this?* about each character. The children say the names.
- Talk with the children about each picture in Kurdish. Ask questions such as *Where are Polly and Ben?* (*They're asleep*), *Where are Soma and Shivan?* (*They're at Ben and Polly's house*) and *Where do Soma and Shivan want to go?* (*To the bazaar*).



# Unit 12

- Play CD track 63 while the children listen and follow in their books.

## CD script:

Narrator: *Soma and Shivan get up early.  
They make their beds.*

Narrator: *Ben and Polly don't get up early.*

Soma/Shivan: *Hello Polly! Hello Ben!*

Soma/Shivan: *Let's go to the bazaar with my mum!*

- 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.
- On the board, write *They get up early*.
- Now also write *They don't get up early*. Emphasize that we make the sentence negative with *don'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 five children to act out the story in front of the class.

## 2 Read, listen and say.

- Point to the pictures of the girls. Ask *What are they doing?* (*They're talking*).
- Give the children a minute to read the chant silently to themselves.
- Read the chant to the children.
- Play CD track 64. The children listen and follow with their reading finger.

## CD script:

*My big sisters don't go to bed late,  
My big sisters go to bed at nine,  
But they don't read, they don't sleep,  
They talk and they talk all night!*

- 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 picture of the boy and girl. Say *They are Patti and Paul. This is what they do on Saturday*.
- Play CD track 65 to the children. Pause after the first sentence (*On Saturday, we get up late*).
- Read number 1 to the children. Show the children that *get up* is circled.
- Play the rest of CD track 65. Help the children to circle the correct options in their books.

## CD script:

*On Saturday, we get up late. We make our beds but we don't tidy our rooms. We have breakfast, and then we go to the park.*

**Answers:** 1 get up 2 make 3 don't tidy 4 have

### 2 Write.

- Read the card to the children. Explain that this is what Patti and Paul do on Monday.
- Read number 1 to the children.
- Copy number 2 on the board. Ask *What do we write here?* (*go to bed*).
- Call a child to the front to complete the sentence.
- The children complete the sentence in their books.
- Repeat with the other sentences.

**Answers:** 1 don't go to bed 2 go to bed 3 don't play 4 play

### 3 Write.

- Write the first sentence (*They get up early*) on the board. Remind the children about the different pronunciation of *e* in *they*, *get* and *early*.

# Unit 12

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

## Unit 12 Lesson 3

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

**New language:** none

**Revised language:** *He/She gets up at ... , He/She doesn't get up at ... , They get up at ... , They don't get up at ...*

**You need:** Student's Book p42; Activity Book p56; CD track 66

### 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 point and say.

- Say *Listen to these words.*
- Play CD track 66 with the books closed.

**CD script:**

*sofa  
old  
yo-yo  
nose  
home  
goat*

- 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.

- Write *sofa* on the board. Emphasize the *o* with a different colour or by underlining it.
- Point to the *o*.
- Model the /əʊ/ sound and the word *sofa* like this: /əʊ/ ... *sofa*.
- The children point to the *o* in the word *sofa*. They say the sound and the word chorally.
- Repeat with the other words. Make sure the children understand that different letters can make the same /əʊ/ sound (*oa* in *goat*).

### 2 Choose and say.

- Read the first sentence, with both options, to the children. Point out the spelling of *tidies*.
- The children choose the correct option (*tidies*).
- Repeat with the other sentences.

**Answers:** 1 tidies 2 get up 3 get up 4 make

### 3 Read. Close your book. Talk about Sherin and Banaz.

- Read Soma's speech bubble. Make sure the children understand that Soma is talking about her friends.
- Read the text to the children.
- Choose children to read one or two sentences each.
- Read the text chorally.
- Say *Close your books.*
- Use activities as cues to help the children to talk about Sherin and Banaz. For example, say *get up late*. The children say *They don't get up late on Friday*.

### Activity Book

#### 1 Listen and write.

- Write the spelling words from Student's Book page 42 on the board.
- Emphasize the /əʊ/ sound and the word sounds.
- Read the teacher's script. Pause after the first word (*Sofa. Sofa*).

# Unit 12

## Teacher's script:

One. Sofa. Sofa

Two. Old. Old.

Three. Yo-yo. Yo-yo.

Four. Nose. Nose.

Five. Home. Home.

Six. Goat. Goat.

One. Sofa

Two. Old.

Three. Yo-yo.

Four. Nose.

Five. Home.

Six. Goat.

- Call a child to the front to write the word on the board.
- The children copy the word in their books.
- Repeat with the other words.
- The children read the words chorally.

**Answers:** 1 sofa 2 old 3 yo-yo 4 nose 5 home  
6 goat

## 2 Write.

- Read number 1 to the children.
- Copy number 2 on to the board. Ask *What do we write here?* (*They play*).
- Call a child to the front to complete the sentence on the board.
- The children complete the sentence in their books.
- Repeat with the other sentences.

**Answers:** 1 They don't play 2 They play 3 They like  
4 They don't like 5 They live  
6 They don't live

## 3 Write.

- Write the first sentence (*They make their beds*) on the board. Point out the different pronunciation of *e* in *They*, *their* and *beds*.
- The children write the sentence in their books.
- The children complete the activity in class or for homework.

## My Big Extra Writing Page

**Aim:** to develop writing skills

**New language:** none

**Revised language:** food; verbs; *They like ...;*  
*They don't like ...*

**You need:** Activity Book p57

### 1 Read.

- Read the speech bubble to the children.
- Choose children to read one sentence each to the class.
- Repeat with other children.

### 2 Write.

- Copy the speech bubble, with blank lines, on to the board.
- Call children up to the front to complete the sentences.
- The children complete the speech bubble in their books.

**Answers:** is, Her, get, late

### 3 It's your turn!

- Ask the children to suggest people they can write about (*two friends, a friend and his/her brother, a friend and his/her sister*).
- Help the children to say sentences about these people, for example, *His name is Nabaz. Her name is Aveen. They like apples. They don't play computer games.*
- The children write about the two people. They use the texts in 1 and 2 as a model.
- The children draw a picture of the two people in the frame.
- Choose children to read their text to the class.

**Example answer:** His name is Jack. Her name is Linda. They play football. They don't play basketball.

# Unit 13

## Unit 13 Lesson 1

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

**New language:** *elephant, snake, panda*

**Revised language:** *tiger, monkey, lion; I like ... , I don't like ...*

**You need:** Student's Book p43; Activity Book p58; CD tracks 67–68; flashcards for animals

### Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 42.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (*s-o-f-a*).
- The children write the word.
- Repeat with the other words.
- The children read the words again chorally.

### 1 Listen and say.

- Put the animal flashcards on the board.
- Point to each of the flashcards and say (in Kurdish) *How do we say these words?*
- Help the children to say the animals they know in English.
- Point to the first flashcard (*tiger*). Model the word *tiger ... tiger*.
- The children repeat the word *tiger* chorally and individually.
- Repeat with the other flashcards.
- Say *Open your books on page 43*.
- Play CD track 67. The children listen and point to the vocabulary pictures.

### CD script:

*tiger*  
*elephant*  
*monkey*  
*lion*  
*snake*  
*panda*

- Play the track again. The children repeat the words chorally.
- Point to a flashcard. The children say the words chorally and individually.
- Repeat with the other flashcards.
- Call two children to the front. The first child points to the flashcards. The second child says the words.
- Repeat with other children.
- In pairs, all the children point at the pictures in their Student's Books and say 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 the sound for it.
- 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 Point and say.

- Read the speech bubbles to the children.
- Point to each of the animals in the new vocabulary set.
- Say *I like ...* or *I don't like ...* about each one.
- Help the children to say their opinion about the animals.

## Activity Book

### 1 Match.

- Read number 1 (*elephant*) to the children.
- Ask *Which picture is the elephant? (b)*.
- The children write *b* in number 1.

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- Repeat with the other animal words.

**Answers:** 1b 2f 3a 4d 5e 6c

## 2 Listen and match.

- Point to each of the animals. Ask *What is it?* (*elephant, panda, etc.*).
- Play CD track 68. Pause after the first sentence (*He likes elephants*).
- Show the children the line which has been drawn from the boy to the elephant.
- Continue with the rest of track 00.

### CD script:

*He likes elephants. He likes pandas. She likes pandas, too. She likes tigers. He likes snakes. She likes monkeys, and she likes lions, too.*

**Answers:** boy - elephants, pandas, snakes;  
girl - pandas, tigers, monkeys, lions

## 3 Write.

- Write the first word (*tiger*) on the board. Focus on the pronunciation of *i* in *tiger* and *lion*.
- The children write the word in their books.
- The children complete the activity in class or for homework.

## Unit 13 Lesson 2

**Aims:** presenting and practising questions with *Do you like ...?*

**New language:** *Do you like tigers? Yes, I do./ No, I don't.*

**Revised language:** vocabulary for animals

**You need:** Student's Book p44; Activity Book p59; CD tracks 69–71; flashcards for animals

## Starter – a drawing game

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

### The present simple: Part 4

In this lesson, and in the following units, the focus is on the fourth important point about the present simple: making questions with *do* and *does*.

*Do you live in a flat?*

*Does he live in a flat?*

Common mistakes which the children make are:

~~*You live in a flat?*~~

~~*Do he live in a flat?*~~

~~*Does he lives in a flat?*~~

Be aware when your children make these mistakes; correct them or help them to correct themselves.

## 1 Listen and read. Say.

- Point to Shivan and Polly 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?* (*At the bazaar*), *What has Shivan got in his hand in picture 1?* (*A toy tiger*), and *Does Polly like snakes?* (*No*).
- Play CD track 69 while the children listen and follow in their books.

### CD script:

*Shivan: Do you like tigers?*

*Polly: Yes, I do.*

*Shivan: Do you like snakes?*

*Polly: No, I don't.*

- Play the track again. Encourage the children to follow the speech bubbles with their reading fingers.



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- Play the track again. Pause after every sentence and say *Repeat*. Children repeat the sentences chorally.
- Write *Do you like tigers?* on the board. Show the children how we put *do* first to make a question.
- Write the answer *Yes, I do*, next to the question. Show the children how we use *do* in the question and the answer.
- Write *Do you like snakes?* on the board. Emphasize that the question begins with *Do* and ends with a question mark (?).
- Write the answer *No, I don't*. Show the children how we use *do* in the question and *don't* in the answer.
- 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 Read, listen and say.

- Give the children a minute to read the dialogue silently to themselves.
- Play CD track 70 while the children listen and read.
- Point to different animals and ask *Do you like ...?* questions (*Do you like goats?* etc).
- Choose children to ask the questions. Choose other children to answer them.
- In pairs, all the children practise asking and answering questions.

### CD script:

Boy: *Do you like tigers?*

Girl: *Yes, I do. Do you like tigers?*

Boy: *No, I don't.*

## Activity Book

### 1 Listen and circle.

- Point to each of the animal pictures. Ask *What is it?* (*elephant, tiger, etc*).

- Show the children the happy faces and the unhappy faces next to the animals.
- Play CD track 71. Pause after the first question and answer (*Do you like elephants? Yes, I do*).
- Show the children that the happy face has been circled.
- Play the next question and answer (*Do you like tigers? No, I don't*).
- Show the children how to circle the unhappy face in 2.
- Continue with the rest of track 71.

### CD script:

Boy: *Do you like elephants?*

Girl: *Yes, I do.*

Boy: *Do you like tigers?*

Girl: *No, I don't.*

Boy: *Do you like monkeys?*

Girl: *No, I don't.*

Boy: *Do you like lions?*

Girl: *Yes, I do.*

Boy: *Do you like snakes?*

Girl: *No, I don't.*

Boy: *Do you like pandas?*

Girl: *Yes, I do.*

**Answers:** 1 ☺ 2 ☹ 3 ☹ 4 ☺ 5 ☹ 6 ☺

### 2 Choose and circle.

- Read the first speech bubble to the children.
- Ask *Which is correct?* (*like*).
- The children circle the correct option.
- Continue with the other speech bubbles.

**Answers:** 1 like 2 Yes 3 Do 4 I don't 5 Do

### 3 Write.

- Write the first sentence (*Do you like elephants?*) on the board. Point out that the vowel sounds in *do* and *you* are the same.
- The children write the sentence in their books.
- The children complete the activity in class or for homework.



# Unit 13

## Unit 13 Lesson 3

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

**New language:** none

**Revised language:** *Do you like ...? Yes, I do./ No, I don't.*

**You need:** Student's Book p45; Activity Book p60; CD tracks 72–73

### Starter – a chant

- Let the children choose a chant from Lesson 2 in Unit 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. Say words with the same sound.

- Write the letter *a* on the board.
- Explain that the children are going to listen to the different sounds of *a* in English.
- Say *Listen to these words.*
- Play CD track 72 with the books closed.

#### CD script:

*car*  
*train*  
*bag*  
*hair*

- Play the track again. The children repeat each word chorally.
- Say *Open your books on page 45.*
- Play the track again. The children listen, read and repeat each word.
- Write *car* on the board. Focus on the /a:/ sound. Ask the children to suggest words with this sound (*guitar, aunt*). Write these words on the board, next to *car*.
- The children say the words chorally.

- Write *train* on the board. Focus on the /eɪ/ sound. Ask the children to suggest words with this sound (*plane, play*). Write these words on the board, next to *train*.
- The children say the words chorally.
- Write *bag* on the board. Focus on the /æ/ sound. Ask the children to suggest words with this sound (*cat, van*). Write these words on the board, next to *bag*.
- The children say the words chorally.
- Write *hair* on the board. Focus on the /eə/ sound. Ask the children to suggest words with this sound (*chair*). Write these words on the board, next to *hair*.
- The children say the words chorally.

### 2 Ask and answer questions. Use the words in the box.

- Read the speech bubbles to the children.
- Read the list of activities in the box to the children.
- Ask a child a question using words from the list. For example, *Do you like elephants?*
- Help the children to reply *Yes, I do* or *No, I don't*.
- Choose children to ask questions. Choose other children to answer them.
- In pairs, all the children practise asking and answering questions.

### 3 Listen, read and sing.

- Read the song to the children. Make sure they understand new words and expressions such as *That isn't right, No way!* and *They're great!*
- Play CD track 73. The children listen.

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## CD script:

*Do you get up early?*

*Yes, I do. It's very nice.*

*Do you go to bed late?*

*No, I don't. That isn't right.*

*Do you sleep at school?*

*No, I don't. No way!*

*Do you like your classes?*

*Yes, I do. They're 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.
- Play the song again, without pauses. Encourage the children to sing along.

## Values

- Read the Values sign (*Enjoy your classes!*) to the children. In Kurdish, ask them questions such as:  
*Is it important to have a good attitude to your classes?*  
*Can you learn properly in class when you're tired?*  
*Can you learn properly in class when you're hungry?*

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book page 45 on the board.
- Emphasize the sounds /a:/, /eɪ/, /æ/, /eə/ and the word sounds.
- Read the teacher's script. Pause after the first set of words (*Car. Car. Guitar. Guitar*).
- Call a child to the front to write the word on the board.
- The children copy the word in their books.
- Repeat with the other words.
- The children read the words chorally.

## Teacher's script:

*One. Car. Car. Guitar. Guitar. Aunt. Aunt.*

*Two. Train. Train. Plane. Plane. Play. Play.*

*Three. Bag. Bag. Cat. Cat. Van. Van.*

*Four. Hair. Hair. Chair. Chair.*

**Answers:** 1 guitar, aunt 2 plane, play 3 cat, van 4 chair

### 2 Choose and write.

- Read the words in the box to the children.
- Copy number 1 on to the board. Point to the line. Ask *What do we write here? (you)*.
- Call a child to the front to complete number 1.
- The children complete number 1 in their books.
- Continue with the rest of the conversation.

**Answers:** 1 you 2 do 3 don't 4 play 5 Do 6 No

### 3 Write.

- Write the first sentence (*Do you like apples?*) on the board. Point out that the *o* in *Do* and the *ou* in *you* have the same pronunciation.
- The children write the sentence in their books.
- The children complete the activity in class or for homework.

## My Big Extra Writing Page

**Aim:** to develop writing skills

**New language:** none

**Revised language:** animals; *Do you like ...?*  
*Yes, I do./No, I don't.*

**You need:** Activity Book p61

### 1 Read.

- Read the conversation to the children.
- Choose two children to read the dialogue to

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the class.

- Repeat with other pairs of children.

## 2 Write.

- Copy the speech bubbles, with blank lines, on to the board.
- Call children up to the front to complete the speech bubbles.
- The children complete the dialogue in their books.

**Answers:** Do, don't, Do, like, do

## 3 It's your turn!

- Ask the children to suggest things they can write about (*sports, animals, food, etc*).
- Ask the children to suggest questions, for example, *Do you like football? Do you like grapes?* etc.
- The children complete the speech bubbles in their books.
- Choose pairs of children to read their dialogues to the class.

**Example answer:** Do you like cheese? No, I don't. Do you like yogurt? Yes, I do.

# Unit 14

## Unit 14 Lesson 1

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

**New language:** *school, park, hospital, shopping mall, restaurant, market, house*

**Revised language:** *How many ... are there?*  
*There are ...*

**You need:** Student's Book p46; Activity Book p62; CD track 74; flashcards for places

### Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 45.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (*c-a-r*).
- The children write the word.
- Repeat with the other words.
- The children read the words again chorally.

### 1 Listen and say.

- Put the place flashcards on the board.
- Point to each of the flashcards and say (in Kurdish) *How do we say these words?*
- Help the children to say the places they know in English.
- Point to the first flashcard (*school*). Model the word *school ... school*.
- The children repeat the word *school* chorally and individually.
- Repeat with the other flashcards.
- Say *Open your books on page 46*.
- Play CD track 74. The children listen and point to the vocabulary pictures.

### CD script:

*school*  
*park*  
*hospital*  
*shopping mall*  
*restaurant*  
*market*  
*house*

- Play the track again. The children repeat the words chorally.
- Point to a flashcard. The children say the words chorally and individually.
- Repeat with the other flashcards.
- Call two children to the front. The first child points to the flashcards. The second child says the words.
- Repeat with other children.
- In pairs, all the children point to the pictures in their Student's Books and say 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 the sound for it.
- 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 Ask and answer.

- Read the speech bubbles to the children.
- Ask other questions about the town. For example, *How many markets are there?* (*There are two*).
- Help the children to answer the questions. Note that the answer to *How many houses are there?* is *There aren't any*.
- Choose children to ask questions and other children to answer them.
- In pairs, all the children ask and answer questions.

# Unit 14

## Activity Book

### 1 Match.

- Read number 1 (*market*) to the children. Ask *Which picture is it? (f)*.
- The children write *f* on the answer line in their books.
- Repeat with the other words.

**Answers:** 1f 2b 3d 4g 5a 6e 7c

### 2 Choose and write.

- Point to each of the buildings on the map. Ask *What is it? (school, park, etc)*.
- Read the words in the box to the children.
- Copy number 1 on to the board. Ask *What do we write here? (three)*.
- Call a child to the front to complete the sentence.
- The children write *three* on the answer line in their books.
- Repeat with the other sentences.

**Answers:** 1 three 2 is 3 a 4 school 5 houses

### 3 Write.

- Write the first word (*school*) on the board. Focus on the different pronunciation of *oo* (*school*), *o* (*hospital*) and *ou* (*house*).
- The children write the word in their books.
- The children complete the activity in class or for homework.

## Unit 14 Lesson 2

**Aims:** presenting and practising present simple questions with *Does he ...?*

**New language:** *Does he work in a school? Yes, he does./No, he doesn't.*

**Revised language:** none

**You need:** Student's Book p47; Activity Book p63; CD tracks 75–76; flashcards for places

### Starter – sets of three

- Show the children flashcards for places from Lesson 1 at random. The children say the words chorally and individually.
- Show children sets of three place flashcards, one by one. The children say the words individually in the same order.

### 1 Listen and read. Say.

- Point to Soma, Ben and Mr Salar in the pictures. Ask *Who is this?* about each character. The children say the names.
- Talk with the children about each picture in Kurdish. Ask questions such as *Where are they? (In the town), Who is in the restaurant? (Mr Salar), and Is Mr Salar a chef? (Yes)*.
- Play CD track 75 while the children listen and follow in their books.

#### CD script:

Ben: *Does your father work in a school.*

Soma: *No, he doesn't. He's a chef.*

Ben: *Does he work in a restaurant?*

Soma: *Yes, he does. He works in this restaurant!*

Mr Salar: *Hello!*

- 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 14

- Write *He works in a restaurant*. Show the children that we add *-s* to the verb.
- Write *Does he work in a restaurant?* Emphasize that this is a question. We start with *Does* and we end it with a question mark (?). Emphasize we don't add *-s* to the verb.
- Write the answer *Yes, he does*. Point out that we use *does* in the question and in the answer.
- Repeat with *Does he work in a school?* Emphasize that we don't add *-s* to the verb.
- Write the answer *No, he doesn't* next to the question. Point out that we use *does* in the question and *doesn't* in the answer.
- 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.

## Cultural point 3: *Please* and *Thank you*

In this lesson, the children say a chant about a robot. The robot is rude because he doesn't say *please* or *thank you*.

The children will probably understand that it's important to say *thank you* when they are given something.

However, many children don't realize that, in English, it's also important to say *please* when they are making a request, e.g.

*Can I have a sandwich?* can sound a bit rude.

*Can I have a sandwich, please?* sounds very polite.

## 2 Read, listen and say.

- Point to the picture. Ask questions such as *Does the man like the robot? Does the robot look friendly?* etc.
- Give the children a minute to read the chant silently to themselves.
- Read the chant to the children.
- Play CD track 76. The children listen and follow with their reading finger.

### CD script:

*This is Ricky Robot*

*Look at him! He's new!*

*Does he speak English?*

*Yes, he does. That's good!*

*Does he say Please and Thank you?*

*No, he doesn't. That's not good.*

*He's clever but he's very, very rude.*

- 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 Match.

- Read the answers (a-e) to the children.
- Point to the picture next to number 1 (the chef).
- Read the question. Ask *What is the answer?* (e).
- The children draw a line from number 1 to e in their books.
- Repeat with the other questions.

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

### 2 Choose and write.

- Read the words in the box to the children.
- Copy number 1 on to the board. Ask *What do we write here?* (work).
- Call a child to complete the question on the board.
- The children complete the question in their books.
- Repeat with number 2.

**Answers:** 1 work 2 Does, she



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## 3 Write.

- Write the first question (*Does he work in a school?*) on the board. Focus on the pronunciation of *does* and *doesn't*.
- The children write the question in their books.
- The children complete the activity in class or for homework.

## Unit 14 Lesson 3

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

**New language:** none

**Revised language:** *Does he like ...? Yes, he does./No, he doesn't.*

**You need:** Student's Book p48; Activity Book p64; CD track 77

### 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. Say words with the same sound.

- Write the letter *e* on the board.
- Explain that the children are going to listen to the different sounds of *e* in English.
- Say *Listen to these words.*
- Play CD track 77 with books closed.

**CD script:**

*desk*

*tree*

*mother*

*they*

*where*

- Play the track again. The children repeat each word chorally.
- Say *Open your books on page 48.*
- Play the track again. The children listen, read and repeat each word.
- Write *desk* on the board. Focus on the /e/ sound. Ask the children to suggest words with this sound (*bed, pen*). Write these words on the board, next to *desk*.
- The children say the words chorally.
- Write *tree* on the board. Focus on the /i:/ sound. Ask the children to suggest words with this sound (*teacher, green*). Write these words on the board, next to *tree*.
- The children say the words chorally.
- Write *mother* on the board. Focus on the /ə/ sound. Ask the children to suggest words with this sound (*listen, kitten*). Write these words on the board, next to *mother*.
- The children say the words chorally.
- Write *they* on the board. Focus on the /eɪ/ sound. Ask the children to suggest words with this sound (*grey, eight*). Write these words on the board, next to *they*.
- The children say the words chorally.
- Write *where* on the board. Focus on the /eə/ sound. Ask the children to suggest words with this sound (*there, their*). Write these words on the board, next to *where*.
- The children say the words chorally.

### 2 Read. Ask and answer questions.

- Read the two speech bubbles to the children.
- Read the question and answer to the children.
- Ask other questions about the boy and the girl. For example, *Does he go to bed at ten o'clock?* (*Yes, he does*) and *Does she get up at nine o'clock?* (*No, she doesn't*).
- Choose children to ask questions. Choose other children to answer them.
- In pairs, all the children practise asking and answering questions.

# Unit 14

## 3 Read. Talk about Soma and Shivan.

- Read the conversation to the children.
- Choose children to read a speech bubble each.
- Read the last speech bubble to the children.
- Say *Close your books.*
- Help the children to talk about Soma and Shivan. Say cues such as *her brother, pizza*; the children say *Her brother likes pizzas.*

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book page 48 on the board.
- Emphasize the sounds /e/, /i:/, /ə/, /ei/, /eə/ and the word sounds.
- Read the teacher's script. Pause after the first set of words (*Desk. Desk. Bed. Bed*).

#### Teacher's script:

*One. Desk. Desk. Bed. Bed. Pen. Pen.*

*Two. Tree. Tree. Teacher. Teacher. Green. Green.*

*Three. Mother. Mother. Listen. Listen. Kitten. Kitten.*

*Four. They. They. Grey. Grey. Eight. Eight.*

*Five. Where. Where. There. There. Their. Their.*

- To make number 5 easier for the children, you can make a distinction between, for example, *There is a board in the classroom* and *Their desk is big*.
- Call a child to the front to write the word on the board.
- The children copy the word in their books.
- Repeat with the other words.
- The children read the words chorally.

**Answers:** 1 bed, pen 2 teacher, green 3 grey, eight 4 there, their

### 2 Write.

- Read the boy's speech bubble to the children.
- Copy number 1 on to the board. Ask *What do we write here?* (*he, No*).

- Call a child to the front to complete the question and answer on the board.
- The children complete the question and answer in their books.
- Repeat with the other questions and answers.

**Answers:** 1 he, No 2 does 3 Does, doesn't

### 3 Write.

- Write the first question (*Does she like yogurt?*) on the board. Remind the children about the pronunciation of *oe* and *s* in *does*.
- The children write the question in their books.
- The children complete the activity in class or for homework.

## My Big Extra Writing Page

**Aim:** to develop writing skills

**New language:** none

**Revised language:** family members; verbs;  
*Does your brother get up early? Yes, he does./No, he doesn't.*

**You need:** Activity Book p65

### 1 Read.

- Read the conversation to the children.
- Choose two children to read the dialogue to the class.
- Repeat with other pairs of children.

### 2 Write.

- Copy the speech bubbles, with blank lines, on to the board.
- Call children up to the front to complete the speech bubbles.
- The children complete the dialogue in their books.

# Unit 14/Revision 4

**Answers:** Does, does, Does, doesn't

## 3 It's your turn!

- Ask the children to suggest people they can write about (*brother, sister, friend, etc.*).
- Help the children say questions and answers about the people, for example, *Does your sister make her bed? Yes, she does.*
- The children complete the speech bubbles in their books.
- Choose children to read their dialogues to the class.

**Example answer:** Does your brother tidy his room? No, he doesn't. Does your brother make his bed? Yes, he does.

## 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 pp66-67; CD track 78, number cards or paper

## 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 chorally and individually.
- Look at the story pages. Point out the new grammar such as *They don't get up at seven o'clock, Do you like tigers?* and *Does he work in a school?*
- Help the children to recall the songs and chants from the units.

## 1 Make number cards. Play a game.

- Arrange the children in groups of three or four.
- Show the children how to make the number cards. Alternatively, give each group one set of number cards. (They can use the cards they made in Revision 1.)
- Read the words in Column A to the children.
- Read the words in Column B to the children. Make sure the children see that some words go together: *Do* with *Yes, I do* and *No, I don't*, *Does* with *Yes, he does* and *No, he doesn't*.
- Show the children how you can't make a question and answer with number 2 and number 3.
- Show the children how you can make a question and answer with number 6 and number 1.
- Read the rules of the game one by one.
- Demonstrate the game with two children:
  - Put the cards face down on the desk.
  - Take a card and read it to the children. Read the word in Column A.
  - Take another card and read it to the children. Read the answer in Column B.
  - If you can make a question and answer, write it on the board. Give yourself 1 point.
  - Put the cards back.
  - The other children take turns to take two cards. If they can make a question and answer, write them on the board and give the child one point.
- The children play the game in their groups.

## 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, the children can check their progress.
- Ask in Kurdish How many units have we done? (14).

# Revision 4

- Show the children how to colour in squares 1–14.
- Talk with the children in Kurdish about what they have learnt in Units 12–14.
- Encourage them to be aware of their progress.

## Activity Book

### 1 Listen and write the times.

- Point to the picture of the boys.
- Explain that they are Jim and Joe.
- Play CD track 78. Pause after the first sentence (*Jim and Joe get up at six twenty*).
- The children write the time in their books.
- Repeat with the rest of track 78.

#### CD script:

*Jim and Joe get up at six twenty. They have breakfast at seven o'clock. They go to school at seven thirty. They go home at twelve forty-five. They have lunch at one fifteen. They have dinner at eight o'clock. They go to bed at nine thirty.*

**Answers:** 1 6.20 2 7.00 3 7.30 4 12.45  
5 1.15 6 8.00 7 9.30

### 2 Match.

- Point to each of the animals. Ask *What is it?* (*a tiger, an elephant, etc*).
- Make sure the children see the happy face and the sad face.
- Read the first question and answer to the children.
- Read question number 2. Ask *What's the answer?* (*No, I don't*).
- The children draw a line from the question to *No, I don't*.
- Repeat with the rest of the sentences.

**Answers:** 1 Yes, I do. 2 No, I don't. 3 No, I don't. 4 Yes, I do. 5 Yes, I do. 6 No, I don't.

### 3 Write *do, don't, does or doesn't*.

- Copy speech bubbles 1 and 2 on to the board.
- Point to the blank line in 1. Ask *What do we write here?* (*Do*).
- Call a child to complete number 1.
- The children complete the question in their books.
- Repeat with the other questions and answers.

**Answers:** 1 Do 2 do 3 Does 4 doesn't 5 Do  
6 don't 7 Does 8 does

### 4 Copy.

- Choose children to read a sentence each from the text.
- The children copy the text on the answer lines.

### 5 Write.

- Show the children the picture.
- Help the children to complete the text about the picture.

**Answers:** likes, Do, don't, Does, like, does

# Unit 15

## Unit 15 Lesson 1

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

**New language:** *jacket, scarf, gloves, sweater*

**Revised language:** *cap, umbrella; Does he/  
she have a ...? Yes, he/she  
does. No, he/she doesn't.*

**You need:** Student's Book p50; Activity Book  
p68; CD track 79; flashcards for  
clothes

### Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 48.
- 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 clothes flashcards on the board.
- Point to each of the flashcards and say (in Kurdish) *How do we say these words?*
- Help the children to say the clothes they know in English.
- Point to the first flashcard (*cap*). Model the word *cap ... cap*.
- The children repeat the word *cap* chorally and individually.
- Repeat with the other flashcards.
- Say *Open your books on page 50*.
- Play CD track 79. The children listen and point to the vocabulary pictures.

### CD script:

*cap  
jacket  
scarf  
gloves  
sweater  
umbrella*

- Play the track again. The children repeat the words chorally.
- Point to a flashcard. The children say the words chorally and individually.
- Repeat with the other flashcards.
- Call two children to the front. The first child points to the flashcards. The second child says the words.
- Repeat with other children.
- In pairs, all the children point to the pictures in their Student's Books and say 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 the sound for it.
- 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 the questions. Choose the answers.

- Read the answers in the box to the children.
- Read the first question. Ask *What is the answer? (Yes, he does)*.
- Choose children to read the questions. Choose other children to say the answers.

**Answers:** Yes, he does. No, he doesn't. Yes, she does. No, she doesn't.



# Unit 15

## Activity Book

### 1 Match.

- Read the first word (*umbrella*) to the children.
- Ask *Which picture is it?* (e).
- The children write e on the answer line in their books.
- Repeat with the other words.

**Answers:** 1e 2b 3f 4d 5c 6a

### 2 Read and colour.

- Read the text to the children.
- Read the first two sentences again (*His scarf is yellow. Her scarf is red*).
- Point to the boy's scarf. Ask *What colour is it?* (*yellow*).
- The children colour the boy's scarf yellow in their books.
- Repeat with the girl's scarf.
- Continue with the rest of the text.

**Answers:** ensure children have coloured correctly, according to the text

### 3 Write.

- Write the first word (*cap*) on the board. Focus on the different pronunciations of the letter a in *cap*, *scarf*, *sweater*, *umbrella*. The a in *jacket* is pronounced in the same way as in *cap*.
- The children write the word in their books.
- The children complete the activity in class or for homework.

## Unit 15 Lesson 2

**Aims:** presenting and practising present simple questions with *Do they ...?*

**New language:** *Do they have a computer? Yes, they do./No, they don't.*

**Revised language:** none

**You need:** Student's Book p51; Activity Book p69; CD tracks 80–82; flashcards for clothes

### Starter – dictation

- Show the children flashcards for clothes at random. The children say the words chorally and individually.
- Do a dictation of clothes words. Say the words one by one. The children write the words in their books. Repeat the words again for the children to check.
- Call children to the front to write the words on the board. In pairs, all the children check their dictations.

### 1 Listen and read. Say.

- Point to Soma, Polly and Ben 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?* (*They're in Soma's school*), *What is Ben doing?* (*He's working on his computer*) and *What is the problem?* (*His computer isn't working*).
- Play CD track 80 while the children listen and follow in their books.

#### CD script:

Ben: Oh no! My computer isn't working!

Ben: Do the teachers have a computer?

Polly: No, they don't.

Ben: Do Soma and Shivan have a computer?

Polly: Yes, they do.

Soma: You can use our computer!



# Unit 15

- 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 *Do they have a computer?* Emphasize that this is a question. We start with *Do* and we end with a question mark (?).
- Write the answer *Yes, they do* next to the question. Point out that we use *do* in the question and in the answer.
- On the board, write *Do they have a television?* Point out again that it's a question.
- Write the answer *No, they don't*, next to the question. Show the children how we use *do* in the question and *don't* in the answer.
- 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, listen and say.

- Give the children a minute to read the dialogue silently to themselves.
- Play CD track 81 while the children listen and read.
- Point to each of the pictures. Ask *Which football club is it?*
- Help the children to describe the clothes. For example, *Hewler Football Club wear black shorts.*
- Read the questions and answers to the children.
- Choose children to ask questions. Choose other children to answer.
- In pairs, all the children practise asking and answering questions.

### CD script:

Boy 1: *Look! These people play for Hewler Football Club.*

*Do they wear black and yellow shirts?*

Boy 2: *Yes, they do.*

Boy 1: *Do they wear green shorts?*

Boy 2: *No, they don't.*

## Activity Book

### 1 Listen and write X or ✓ next to each object.

- Point to the picture of the boy and girl. Explain that the children are going to hear about their possessions.
- Point to each of the numbered pictures. Ask *What is it? (a television, a computer, etc).*
- Play CD track 82. Pause after the first sentence (*They have a television*).
- Show the children that there is a ✓ in the box next to the television.
- Play the next sentence (*They don't have a computer*). Point to the picture of the computer.
- Ask *What do we write here? (X)* The children write X in the box in their books.
- Continue with the rest of track 82.

### CD script:

*One. They have a television.*

*Two. They don't have a computer.*

*Three. They have gloves.*

*Four. Do they have scarves? No, they don't.*

*Five. Do they have umbrellas? Yes, they do.*

*Six. Do they have jackets? Yes, they do.*

*Seven. Do they have sweaters? No, they don't.*

**Answers:** 1 ✓ 2 X 3 ✓ 4 X 5 ✓ 6 ✓ 7 X

### 2 Choose and write.

- Read the words in the box to the children.
- Copy number 1 on to the board. Ask *What word goes here? (Does).*
- Call a child to the front to complete number 1.

# Unit 15

- The children complete number 1 in their books.
- Repeat with the other questions and answers.

**Answers:** 1 Does 2 doesn't 3 Do, do 4 don't

## 3 Write.

- Write the first question (*Do they have a bicycle?*) on the board. Focus on the different pronunciation of *o* in *do* and *don't*. Also focus on the spelling of *bicycle* and *television*.
- The children write the question in their books.
- The children complete the activity in class or for homework.

## Unit 15 Lesson 3

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

**New language:** none

**Revised language:** *Do they have ...? Yes, they do./No, they don't.*

**You need:** Student's Book p52; Activity Book p70; CD tracks 83–84

## Starter – a chant

- Let the children choose a chant from Lesson 2 in Unit 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. Say words with the same sound.

- Write the letter *i* on the board.
- Explain that the children are going to listen to the different sounds of *i* in English.
- Say *Listen to these words.*
- Play CD track 83 with the books closed.

## CD script:

*big*  
*write*  
*shirt*

- Play the track again. The children repeat each word chorally.
- Say *Open your books on page 52.*
- Play the track again. The children listen, read and repeat each word.
- Write *big* on the board. Focus on the /ɪ/ sound. Ask the children to suggest words with this sound (*milk, window*). Write these words on the board, next to *big*.
- The children say the words chorally.
- Write *write* on the board. Focus on the /aɪ/ sound. Ask the children to suggest words with this sound (*nice, ride*). Write these words on the board, next to *write*.
- The children say the words chorally.
- Write *shirt* on the board. Focus on the /ɜ:/ sound. Ask the children to suggest words with this sound (*thirty, skirt*). Write these words on the board, next to *shirt*.
- The children say the words chorally.

## 2 Ask and answer questions.

- Point to each of the objects. Ask *What is it?*
- Read the speech bubbles to the children.
- Ask other questions with *Does he have ...? Does she have ...?* and *Do they have ...?* to the children.
- Choose children to ask the questions. Choose other children to answer them.
- In pairs, all the children ask and answer questions.

## 3 Listen, read and sing.

- Read the song to the children. Make sure they understand new words and expressions such as *That isn't true!*
- Play CD track 84. The children listen.

# Unit 15

## CD script:

*Do monkeys like bananas?*

*Yes, they do. Yes, they do.*

*Monkeys like bananas and I like you!*

*Do monkeys like kebabs?*

*No, they don't. It isn't true.*

*Monkeys like bananas and I like you!*

- 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 children to sing along.

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book page 52 on the board.
- Emphasize the sounds /ɪ/, /aɪ/, /ɜ:/, and the word sounds.
- Read the teacher's script. Pause after the first word (*Big. Big. Milk. Milk.*).

#### Teacher's script:

*One. Big. Big. Milk. Milk. Window. Window.*

*Two. Write. Write. Nice. Nice. Ride. Ride.*

*Three. Shirt. Shirt. Thirty. Thirty. Skirt. Skirt.*

- Call a child to the front to write the word on the board.
- The children copy the word in their books.
- Repeat with the other words.
- The children read the words chorally.

**Answers:** 1 milk, window 2 nice, ride 3 thirty, skirt

### 2 Write.

- Point to each of the pictures. Explain them like this: *He's going to school. It's 8.15*, etc.
- Copy number 1 on to the board. Ask *What do we write here?* (*Does, does*).
- Call a child to the front to complete number 1.

- The children complete number 1 in their books.
- Repeat with the other questions and answers.

**Answers:** 1 Does, does 2 Does, doesn't 3 Do, do 4 Do, don't

### 3 Write.

- Write the first question (*Do they like cheese?*) on the board. Focus on the different pronunciation of *ee* in *cheese* and *ey* in *they*.
- The children write the question in their books.
- The children complete the activity in class or for homework.

## My Big Extra Writing Page

**Aim:** to develop writing skills

**New language:** none

**Revised language:** possessions; *Do they have ...? Yes, they do./No, they don't.*

**You need:** Activity Book p71

### 1 Read.

- Read the conversation to the children.
- Choose two children to read the dialogue to the class.
- Repeat with other pairs of children.

### 2 Write.

- Copy the speech bubbles, with blank lines, on to the board.
- Call children up to the front to complete the speech bubbles.
- The children complete the dialogue in their books.

**Answers:** Do, do, Do, don't

# Unit 15

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## 3 It's your turn!

- Ask the children to suggest people they can write about (*two friends, two brothers, two sisters, etc*).
- Help the children to suggest questions and answers they can use, for example, *Do they have a television?* and *Do they have bicycles?*
- The children complete the speech bubbles in their books.
- Choose pairs of children to read their dialogues to the class.

**Example answer:** Do they have bicycles? No, they don't. Do they have sweaters? Yes, they do.

# Unit 16

## Unit 16 Lesson 1

**Aims:** presenting new expressions for times of day; saying and writing these expressions

**New language:** *in the morning, in the afternoon, in the evening, at night, on Monday, at six o'clock*

**Revised language:** *I get up, I go to bed, etc; times; days of the week*

**You need:** Student's Book p53; Activity Book p72; CD track 85; flashcards for times of day

### Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 52.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (*b-i-g*).
- The children write the word.
- Repeat with the other words.
- The children read the words again chorally.

### 1 Listen and say.

- Put the times of day flashcards on the board.
- Point to each of the flashcards and say (in Kurdish) *How do we say these words?*
- Help the children to say the times of day they know in English.
- Point to the first flashcard (*in the morning*). Model the words *in the morning ... in the morning*.
- The children repeat the words *in the morning* 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:

*in the morning  
in the afternoon  
in the evening  
at night  
on Monday  
at six o'clock*

- Play the track again. The children repeat the words chorally.
- Point to a flashcard. The children say the words chorally and individually.
- Repeat with the other flashcards.
- Call two children to the front. The first child points to the flashcards. The second child says the words.
- Repeat with other children.
- In pairs, all the children point at the pictures in their Student's Books and say the words.

### Extra reading practice

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

### 2 Say sentences about yourself.

- Read the time expressions in the box to the children.
- Say sentences about yourself with the verbs on the left. For example, *I watch television in the evening*.
- Help children to say sentences about themselves.
- In pairs, all the children tell each other about themselves.

# Unit 16

## Activity Book

### 1 Match.

- Read the list of times (a-f) to the children.
- Say *In ... What goes with in (the morning, the afternoon, the evening)*.
- The children draw lines from *in* to *a, d* and *f*.
- Repeat with *on* and *at*.

**Answers:** in: a, d, f on: e at: b, c

### 2 Write the days of the week.

- Copy number 1 on to the board. Ask *What day is it? (Saturday)*.
- Call a child to the front to complete the missing letters.
- The children complete the missing letters in their books.
- Repeat with the other days of the week.

**Answers:** 1 Saturday 2 Sunday 3 Monday  
4 Tuesday 5 Wednesday 6 Thursday  
7 Friday

### 3 Write.

- Write the first time expression (*in the morning*) on the board. Focus on the different pronunciation of *i* in *in* and *night*. The pronunciation of *i* in *evening* and *six* is the same as *in*.
- The children write the time expression in their books.
- The children complete the activity in class or for homework.

## Unit 16 Lesson 2

**Aims:** presenting and practising the present simple with *We go ...* and *We don't go ...*

**New language:** *We go to school on Monday. We don't go to school on Saturday.*

**Revised language:** times of day

**You need:** Student's Book p54; Activity Book p73; CD tracks 86–88; flashcards for times of day

### Starter – times of day

- Show the children flashcards for times of day at random. The children say the words chorally and individually.
- Say sentences about yourself and your family, e.g. *I get up at 6 o'clock. My sister reads in the evening.*
- Choose a child to say a sentence about himself/herself or a member of his/her family. Help the child to make a suitable sentence.
- Repeat with other children.

### 1 Listen and read. Say.

- Point to Polly in the pictures. Ask *Who is this?* The children say the name.
- Talk with the children about each picture in Kurdish. Ask questions such *Where is Polly? (She's at Soma's school), What is Polly doing? (She talking about her life at home) and Does she go to school on Saturday? (No, she doesn't).*
- Play CD track 86 while the children listen and follow in their books.

#### CD script:

Polly: *We don't go to school on Saturday.*

Polly: *We do our homework.*

Polly: *We visit our friends in the afternoon.*

Polly: *We have lunch with my grandmother on Sunday. She cooks a lot of food!*



# Unit 16

- 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.
- On the board, write *We go to school on Monday*. Show the children that we don't use *-es* with *we*.
- On the board, write *We don't go to school on Saturday*. Show the children that we use *don't* with *we*.
- 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 Read, listen and say.

- Give the children a minute to read the chant silently to themselves.
- Read the chant to the children.
- Play CD track 87. The children listen and follow with their reading finger.

### CD script:

*I go to school in the morning,  
In the afternoon my friends play with me,  
My father comes home in the evening,  
At night he talks to Mum and drinks tea.  
We're busy, busy, busy, busy, busy,  
We're a very busy family!*

- 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 match.

- Read the list of activities (1-5) to the children.
- Read the time expressions (a-e) to the children.
- Play CD track 88. Pause after the first sentence (*He plays football in the afternoon*).
- Point to number 1. Ask *What do we write here? (b)*.
- The children write *b* on the answer line in their books.
- Repeat with the rest of track 88.

### CD script:

*He plays football in the afternoon. He plays computer games in the evening. He reads at night. He draws in the morning. He plays basketball on Tuesday.*

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

### 2 Write *in*, *on* or *at*.

- Write the three words *in*, *on* and *at* on the board.
- Copy number 1 on to the board. Ask *What do we write here? (at)*.
- Call a child to the front to complete number 1 on the board.
- The children complete number 1 in their books.
- Repeat with the other sentences.

**Answers:** 1 at 2 in 3 on 4 in

### 3 Write.

- Write the first sentence (*I go to school in the morning*) on the board. Remind the children that with *I* we use the simple form of the verb; with *he* and *she* we use the verb with *-s* or *-es*.
- The children write the sentence in their books.
- The children complete the activity in class or for homework.

# Unit 16

## Unit 16 Lesson 3

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

**New language:** none

**Revised language:** times of day; *Do they play ...? Yes, they do/No, they don't.*

**You need:** Student's Book p55; Activity Book p74; CD track 89

### 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. Say words with the same sound.

- Write the letter *o* on the board.
- Explain that the children are going to listen to the different sounds of *o* in English.
- Say *Listen to these words.*
- Play CD track 89 with the books closed.

#### CD script:

*box*

*you*

*nose*

*forty*

- Play the track again. The children repeat each word chorally.
- Say *Open your books on page 55.*
- Play the track again. The children listen, read and repeat each word.
- Write *box* on the board. Focus on the /ɒ/ sound. Ask the children to suggest words with this sound (*top, yogurt*). Write these words on the board, next to *box*.
- The children say the words chorally.

- Write *you* on the board. Focus on the /u:/ sound. Ask the children to suggest words with this sound (*two, do*). Write these words on the board, next to *you*.
- The children say the words chorally.
- Write *nose* on the board. Focus on the /əʊ/ sound. Ask the children to suggest words with this sound (*home, sofa*). Write these words on the board, next to *nose*.
- The children say the words chorally.
- Write *forty* on the board. Focus on the /ɔ:/ sound. Ask the children to suggest words with this sound (*horse, your*). Write these words on the board, next to *forty*.
- The children say the words chorally.

### 2 Ask and answer. Use the words in the box.

- Read the list of activities and times in the box to the children.
- Point to the pictures of the children. Point out that the first picture is *in the morning* and the second picture is *in the evening*.
- Read the speech bubbles to the children.
- Ask other questions about the children. For example, *Do they watch television in the morning? (No, they don't).*
- Choose children to ask questions. Choose other children to answer them.
- In pairs, all the children practise asking and answering questions.

### 3 Read. Make a picture!

- Read the texts to the children.
- Choose children to read a section each.
- The children can make one of Shivan's pictures in class.

# Unit 16

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book page 55 on the board.
- Emphasize the sounds /ɒ/, /u:/, /əʊ/, /ɔ:/, and the word sounds.
- Read the teacher's script. Pause after the first word (*Box. Box. Top. Top*).

#### Teacher's script:

*One. Box. Box. Top. Top. Yogurt. Yogurt.*

*Two. You. You. Two. Two. Do. Do.*

*Three. Nose. Nose. Home. Home. Sofa. Sofa.*

*Four. Forty. Forty. Horse. Horse. Your. Your.*

- Call a child to the front to write the word on the board.
- The children copy the word in their books.
- Repeat with the other words.
- The children read the words chorally.

**Answers:** 1 top, yogurt 2 two, do 3 home, sofa  
4 horse, your

### 2 Order and write.

- Read the words in number 1 to the children.  
Say *Make a sentence (They go to school in the morning)*.
- Call a child to the front to write the sentence on the board.
- The children write the sentence in their books.
- Repeat with the other jumbled words.

**Answers:** 1 They go to school in the morning.  
2 He plays computer games on Saturday. 3 We have dinner in the evening.

### 3 Write.

- Write the first sentence (*She listens to music in the evening*) on the board. Focus on the silent *t* in *listen*.
- The children write the sentence in their books.
- The children complete the activity in class or for homework.

## My Big Extra Writing Page

**Aim:** to develop writing skills

**New language:** none

**Revised language:** time expressions; *He plays computer games on ...*

**You need:** Activity Book p75

### 1 Read.

- Read the speech bubble to the children.
- Choose children to read one sentence each to the class.
- Repeat with other children.

### 2 Write.

- Copy the speech bubble, with blank lines, on to the board.
- Call children up to the front to complete the text.
- The children complete the speech bubble in their books.

**Answers:** my, reads, in, plays, on

### 3 It's your turn!

- Ask the children to suggest people they can write about (*a friend, a brother, a sister*, etc).
- Help the children to say sentences about the person, for example, *She goes to the market on Saturday. She plays in the park in the afternoon.*
- The children write about the person. They use the texts in 1 and 2 as a model.
- The children draw a picture of the person in the frame.
- Choose children to read their text to the class.

**Example answer:** This is my friend. He plays computer games in the morning. He reads books in the afternoon.

# Unit 17

## Unit 17 Lesson 1

**Aims:** presenting new prepositions of place; saying and writing the words

**New language:** *next to, near, behind, between, in front of, a long way from*

**Revised language:** *It is ....*

**You need:** Student's Book p56; Activity Book p76; CD track 90; flashcards for prepositions of place

### Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 55.
- 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 preposition flashcards on the board.
- Point to each of the flashcards and say (in Kurdish) *How do we say these words?*
- Help the children to say the prepositions they know in English.
- Point to the first flashcard (*next to*). Model the words *next to ... next to*.
- The children repeat the words *next to* chorally and individually.
- Repeat with the other flashcards.
- Say *Open your books on page 56*.
- Play CD track 90. The children listen and point to the vocabulary pictures.

### CD script:

*next to  
near  
behind  
between  
in front of  
a long way from*

- Play the track again. The children repeat the words chorally.
- Point to a flashcard. The children say the words chorally and individually.
- Repeat with the other flashcards.
- Call two children to the front. The first child points to the flashcards. The second child says the words.
- Repeat with other children.
- In pairs, all the children point to the pictures in their Student's Books and say the words.

### Extra reading practice

- Put the flashcards on the board. Write the word or phrase next to each one.
- Say the first word slowly. Point to each of the letters as you say the sound for it.
- 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 and say Yes or No.

- Read the first sentence (*The girl is between the flowers and the house*) to the children. Ask *Is that true?* (Yes).
- Choose a child to read the next sentence. Choose another child to say *Yes* or *No*.
- Continue with the other sentences.

**Answers:** 1 Yes 2 No 3 Yes 4 No 5 Yes 6 Yes

# Unit 17

## Activity Book

### 1 Match.

- Read number 1 to the children (*The cat is next to the tree*).
- Ask *Which picture is it?* (e).
- The children write e on the answer line.
- Repeat with the other sentences.

**Answers:** 1e 2b 3a 4f 5d 6c

### 2 Read and draw.

- Read the text to the children.
- Read the first two sentences again (*There's a chair, a cat and a ball. The cat is on the chair*).
- Point to the chair. Ask *Where is the cat?* (*It's on the chair*).
- The children draw the cat on the chair.
- Continue with the rest of the text.

**Answers:** check children's pictures

### 3 Write.

- Write the first preposition (*next to*) on the board. Focus on the different pronunciation of e in *next*, *near* and *between*. The e in *behind* is the same as the first e in *between*.
- The children write the preposition in their books.
- The children complete the activity in class or for homework.

## Unit 17 Lesson 2

**Aims:** presenting and practising how to describe locations with prepositions

**New language:** *My house is next to the park.*

**Revised language:** *next to, between, near, behind, in front of, a long way from*

**You need:** Student's Book p57; Activity Book p77; CD tracks 91–92; flashcards for prepositions of place

### Starter – prepositions

- Show the children flashcards for prepositions at random. The children say the words chorally and individually.
- Say sentences about yourself and your family, e.g. *There is a white gate in front of my house. My house is near the park.*
- Choose a child to say a sentence about himself/herself or his/her family. Help the child to make a suitable sentence.
- Repeat with other children.

### 1 Listen and read. Say.

- Point to Ben in the pictures. Ask *Who is this?* The children say the name.
- Talk with the children about each picture in Kurdish. Ask questions such as *Where is Ben?* (*He's at Soma's school*), *What is he doing?* (*He's talking about his town*), and *Is he friendly?* (*Yes, he is*).
- Play CD track 91 while the children listen and follow in their books.

#### CD script:

*Ben: My house is next to the park.*

*Ben: The park is between my house and the shopping mall.*

*Ben: My school is a long way from the house.*

*Ben: Come and visit us!*



# Unit 17

- 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 *My house is next to the park.* on the board. Draw a map with a road, and a house next to a park. Make sure the children understand the meaning of *next to*.
- Write *The park is between my house and the shopping mall.* Add the shopping mall to the map. Make sure the children understand the meaning of *between*.
- Add other places to the map, to show the meaning of *near*, *a long way from*, *in front of* and *behind*. Write sentences about each place.
- 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 Read, listen and say.

- Give the children a minute to read the dialogue silently to themselves.
- Play CD track 92 while the children listen and read.
- Ask about another place. For example, *Excuse me. Where's the hospital? (It's next to the house).*
- Help children to ask about other places. Help other children to answer.
- In pairs, all the children practise asking and answering.

### CD script:

Boy: *Excuse me. Where is the school?*

Girl: *It's next to the park.*

Boy: *Thank you.*

Girl: *You're welcome.*

## Activity Book

### 1 Look at the map. Choose and circle.

- Show the map to the children. Point to each of the buildings. Ask *What is it? (a hospital, a park, etc).*
- Read number 1 to the children. Ask *Which is the correct word? (next to).*
- The children circle *next to* in their books.
- Repeat with the other sentences.

**Answers:** 1 next to 2 behind 3 near 4 a long way from 5 in front of

### 2 Write.

- Copy number 1 on to the board. Ask *What do we write here? (is).*
- Call a child to the front to complete the question.
- The children complete the question in their books.
- Repeat with the other questions and answers.

**Answers:** 1 is 2 next to 3 Where 4 near

### 3 Write.

- Write the first question (*Where is your house?*) on the board. Focus on the silent *h* in *where* (and *what*, *who*, etc).
- The children write the question in their books.
- The children complete the activity in class or for homework.

## Unit 17 Lesson 3

- **Aims:** focus on spelling and pronunciation; speaking; reading
- **New language:** none
- **Revised language:** animals; prepositions of place
- **You need:** Student's Book p58; Activity Book p78; CD tracks 93–94



# Unit 17

## Starter – a chant

- Let the children choose a chant from Lesson 2 in Unit 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. Say words with the same sound.

- Write the letter *u* on the board.
- Explain that the children are going to listen to the different sounds of *u* in English.
- Say *Listen to these words*.
- Play CD track 93 with books closed.

### CD script:

*duck*  
*house*  
*your*  
*nurse*  
*ruler*

- Play the track again. The children repeat each word chorally.
- Say *Open your books on page 58*.
- Play the track again. The children listen, read and repeat each word.
- Write *duck* on the board. Focus on the /ʌ/ sound. Ask the children to suggest words with this sound (*jug, young*). Write these words on the board, next to *duck*.
- The children say the words chorally.
- Write *house* on the board. Focus on the /aʊ/ sound. Ask the children to suggest words with this sound (*mouth, flower*). Write these words on the board, next to *house*.
- The children say the words chorally.
- Write *your* on the board. Focus on the /ɔ:/ sound. Ask the children to suggest words with this sound (*four, you're*). Write these words on the board, next to *your*.
- The children say the words chorally.

- Write *nurse* on the board. Focus on the /ɜ:/ sound. Ask the children to suggest words with this sound (*Kurdistan, Thursday*). Write these words on the board, next to *nurse*.
- The children say the words chorally.
- Write *ruler* on the board. Focus on the /u:/ sound. Ask the children to suggest words with this sound (*you, Tuesday*). Write these words on the board, next to *ruler*.
- The children say the words chorally.

## 2 Ask and answer questions.

- Point to each of the animals and ask *What is it?*
- Help the children to describe the position of the animals, using *next to, between, in front of, behind*, etc. For example, *The lion is between the tiger and the monkey*.
- Read the speech bubbles to the children.
- Ask the children *Where is ...?* questions. For example, *Where is the panda?*
- Help the children to answer.
- Choose children to ask questions. Choose other children to answer the questions.
- In pairs, all the children practise asking and answering questions.

## 3 Listen, read and sing.

- Read the song to the children. Make sure they understand new words and expressions such as *fly over my town* and *Let's go in*.
- Play CD track 94. The children listen.

### CD script:

*Let's fly over my town!*  
*That's the hospital!*  
*It's behind the restaurant.*  
*It's near the shopping mall.*  
*Look! That's the park!*  
*It's next to my school.*  
*And look! That's my house!*  
*Let's go in! It's cool!*

# Unit 17

- 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 children to sing along.

## Values

- Read the Values sign (*Enjoy the place you live in!*) to the children. In Kurdish, ask them questions such as:  
*What is your favourite part of this town?*  
*How can we help to make this town a nice place to live in?*

## Activity Book

### 1 Listen and write.

- Write the spelling words from Student's Book page 58 on the board.
- Emphasize the sounds /ʌ/, /aʊ/, /ɔ:/, /ɜ:/, /u:/ and the word sounds.
- Read the teacher's script. Pause after the first word (*Duck. Duck. Jug. Jug.*)

#### Teacher's script:

*One. Duck. Duck. Jug. Jug. Young. Young.*

*Two. House. House. Mouth. Mouth. Flower. Flower.*

*Three. Your. Your. Four. Four. You're. You're.*

*Four. Nurse. Nurse. Kurdistan. Kurdistan. Thursday. Thursday.*

*Five. Ruler. Ruler. You. You. Tuesday. Tuesday.*

- Call a child to the front to write the word on the board.
- The children copy the word in their books.
- Repeat with the other words.
- The children read the words chorally.

**Answers:** 1 jug, young 2 mouth, flower 3 four, you're 4 Kurdistan, Thursday 5 you, Tuesday

### 2 Write.

- Point to each of the people in the picture. Ask *Who is it?* (*Ben, Polly, etc.*)

- Read number 1 to the children. Show them that Ben is next to Polly.
- Read number 2 to the children. Ask *What do we write here?* (*between*).
- The children complete the sentence in their books.
- Repeat with the other sentences.

**Answers:** 1 next to 2 between 3 behind 4 in front of 5 near

### 3 Write.

- Write the sentence on the board. Focus on the pronunciation of all the vowel sounds in the sentence.
- The children write the sentence in their books.

## My Big Extra Writing Page

**Aims:** to develop writing skills

**New language:** none

**Revised language:** places; prepositions of place; *Where is the ...? It's next to the ...*

**You need:** Activity Book p79

### 1 Read.

- Read the conversation to the children.
- Choose two children to read the dialogue to the class.
- Repeat with other pairs of children.

### 2 Write.

- Copy the speech bubbles, with blank lines, on to the board.
- Call children up to the front to complete the speech bubbles.
- The children complete the dialogue in their books.

# Unit 17/Revision 5

**Answers:** is, It's, Where, between

## 3 It's your turn!

- Ask the children to suggest places they can write about (*the school, the restaurant, the park, etc*).
- Help the children to say questions and answers about the places, for example, *Where is the school? It's near the shopping mall.*
- The children complete the speech bubbles in their books.
- Choose pairs of children to read their dialogues to the class.

**Example answer:** Where is the park? It's next to the school. Where is the shopping mall? It's near the hospital.

## 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 pp80-81; CD track 95; paper for children to make word cards

## 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 chorally and individually.
- Look at the story pages. Point out the new grammar such as *Do they have a bicycle?, He goes to the market in the morning, and The market is next to the park.*

## 1 Make cards like this. Play the game.

- Arrange the children in groups of three or four.
- Read the cards to the children. Show them that each question card has an answer card.
- Read one of the questions, for example, *Where is the market?*
- Read the answer card (*The market is behind the school*).
- Repeat with the other questions and answers.
- Show the children how to make the cards. Alternatively, give each group one set of cards.
- Read the rules of the game one by one.
- Demonstrate the game with two children:
  - Put the cards face down on the desk.
  - Choose two cards.
  - If the cards make a question and answer pair, keep them.
  - If the cards don't make a question and answer pair, put them back in the same place.
  - The other children take turns to take two cards. If the cards are a question and answer pair, they keep them. If not, they put them back in the same place.
  - The player with the most pairs at the end is the winner.
- The children play the game in their groups.

## 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 squares 1–17.
- Talk with the children in Kurdish about what they have learnt in Units 15–17.

# Revision 5

- 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 match.

- Read the list of times (a-e) to the children.
- Read the list of activities (1-5) to the children.
- Play CD track 95. Pause after the first sentence (*Natalie goes to the shopping mall in the morning*).
- Ask *When does she go to the shopping mall? (in the morning)*.
- The children join number 1 to b.
- Repeat with the rest of track 95.

#### CD script:

*Natalie goes to the shopping mall in the morning. Natalie runs in the park on Monday. Joe and Natalie go to the market in the afternoon. Joe and Natalie go home at two o'clock. Joe watches television in the evening.*

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

### 2 Write.

- Point to each of the animals. Ask *What is it? (a panda, a tiger, etc)*.
- Read number 1 to the children.
- Copy number 2 on to the board. Ask *What do we write here? (near)*.
- Call a child to come to the front to complete the sentence on the board.
- The children complete the sentence in their books.
- Repeat with the other sentences.

**Answers:** 1 next to 2 near 3 in front of  
4 behind 5 between 6 a long way from

### 3 Write.

- Point to the picture. Ask questions such as *Does he have a watch? (Yes)* and *Does he have a bicycle? (No)*.
- Read number 1 to the children.
- Copy number 2 on to the board. Ask *What are the missing words? (doesn't have)*.
- Call a child to come to the front to complete number 2.
- The children complete the sentence in their books.
- Repeat with the other sentences.

**Answers:** 1 has 2 doesn't have 3 have 4 Does, have, does 5 Do, have, don't

### 4 Copy.

- Choose children to read a sentence each from the text.
- The children copy the text on to the answer lines.

### 5 Write.

- Copy the first sentence on to the board.
- Point to the answer line. Ask *What do we write here? (goes)*.
- Call a child to the front to complete the sentence.
- The children complete the sentence in their books.
- Repeat with the other sentences.

**Answers:** goes, Does, doesn't, plays

# Unit 18

## Unit 18 Lesson 1

**Aims:** review of vocabulary from Level 4

**New language:** none

**Revised language:** Level 4 vocabulary

**You need:** Student's Book p60; Activity Book p82

### Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 58.
- Write the words on the board. The children read the words chorally.
- Erase the words. Spell the first word letter by letter (*d-u-c-k*).
- The children write the word.
- Repeat with the other words.
- The children read the words again chorally.

### 1 Point and say.

- Point to a picture. Ask *What is it?*
- Repeat with other pictures.
- Choose children to point and ask. Choose other children to answer.
- In pairs, all the children ask and answer about vocabulary.

### 2 Say three more words.

- Read the speech bubbles to the children.
- Say another word. Help the children to say three more words from the category.
- Choose children to say words. Choose other children to say three more words.
- In pairs, all the children practise the vocabulary.

## Activity Book

### 1 Play a word game.

- Read the conversation to the children.
- Choose another word group from Student's Book page 60. Say two words from it, for example *head, hair*.
- Choose children to say more words from that group (*eyes, ears, mouth, nose*) from memory.
- Repeat with other word groups. If the children can't remember, they can look quickly at Student's Book page 60.

### 2 Order and write.

- Read the first set of words in number 1 (*time, What, it, is?*) to the children. Say *Make a question (What time is it?)*.
- Call a child to the front to write the question on the board.
- The children write the question in their books.
- Continue with the other sets of jumbled words.

**Answers:** 1 What time is it? It's three twenty-five. 2 Let's play computer games. 3 I can speak English. He can't speak Kurdish. 4 Can you use a computer? Yes, I can. 5 I study English. He studies English.

## Unit 18 Lesson 2

**Aims:** review of vocabulary and grammar from Level 4

**New language:** none

**Revised language:** vocabulary and grammar from Level 4

**You need:** Student's Book p61; Activity Book p83; CD tracks 96–97; Level 4 flashcards



# Unit 18

## Starter – general review

- Put about 20 of the flashcards from Level 4 on the board.
- Describe one of the flashcards. For example *It's blue and red (cap)* or *You go to this place and learn (school)*.
- The children guess the object.
- Repeat with other objects.

## 1 Listen and read. Say.

- Talk with the children about each picture in Kurdish. Ask questions such as *Where are they going? What is Mr Clark doing? What do Soma and Shivan give Polly and Ben?*
- Play CD track 96 while the children listen and follow in their books.

### CD script:

Mr Clark: *Let's go.*

Ben: *I'm very sad.*

Polly: *Can we stay in Kurdistan?*

Mr Clark: *No, we can't.*

Polly: *Goodbye, Soma. Goodbye, Shivan.*

Soma: *These are for you.*

Polly: *They're beautiful! Thank you!*

- 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.
- Focus on the revised language in the story: *Let's, I'm sad, Can we ....* Make sure the children realize that they have seen all this grammar in the course.
- 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 Read, listen and say.

- Point to the picture. Ask *What are they doing? (They're saying goodbye)*.
- Give the children a minute to read the chant silently to themselves.
- Read the chant to the children.
- Play CD track 97. The children listen and follow with their reading finger.

### CD script:

*What time is it?*

*It's time to go.*

*Goodbye, my friends.*

*I can't stay. No!*

*I like this class,*

*I like this school,*

*But it's time to go home,*

*See you soon!*

- 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 Write.

- Read the words in the box to the children.
- Copy the speech bubbles from picture 1 on to the board.
- Point to the answer line. Ask *What do we write here? (Let's)*.
- Call a child to the front to complete the speech bubble.
- The children complete the speech bubble in their books.
- Repeat with the other pictures.

**Answers:** 1 Let's 2 Can, can't 3 These  
4 They're



# Unit 18

## 2 Write.

- Point to the first picture.
- Copy number 1 on to the board. Point to the answer line. Ask *What do we write here? (five fifteen)*.
- Call a child to the front to complete the sentence.
- The children complete the sentence in their books.
- Repeat with the other sentences.

**Answers:** 1 five fifteen 2 Let's 3 like 4 doesn't like

## Unit 18 Lesson 3

**Aims:** review of vocabulary from Level 4

**New language:** none

**Revised language:** vocabulary from Level 4

**You need:** Student's Book p62; Activity Book p84

### 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 a picture. Ask *What is it?*
- Repeat with other pictures.
- Choose children to point and ask. Choose other children to answer.
- In pairs, all the children ask and answer about vocabulary.

## 2 Say three more words.

- Read the speech bubbles to the children.
- Say another word. Help the children to say three more words from the category.
- Choose children to say words. Choose other children to say three more words.
- In pairs, all the children practise the vocabulary.

### Activity Book

### 1 Play a word game.

- Read the conversation to the children.
- Choose another word group from Student's Book page 63. Say two words from it, for example *school, park*.
- Choose children to say more words from that group (*house, hospital, shopping mall, etc*) from memory.
- Repeat with other word groups. If the children can't remember, they can look quickly at Student's Book page 62.

### 2 Order and write.

- Read the first set of words in number 1 (*lemons, like, don't, I*) to the children. Say *Make a sentence (I don't like lemons)*.
- Call a child to the front to write the sentence on the board.
- The children write the sentence in their books.
- Continue with the other sets of jumbled words.

**Answers:** 1 I don't like lemons. She doesn't like apples. They don't like grapes. 2 Do you like elephants? Yes, I do. 3 Does he like bananas? No, he doesn't. 4 She goes to school on Monday. 5 The school is next to the park.

# Unit 18

## Unit 18 Lesson 4

**Aims:** review of vocabulary and grammar from Level 4

**New language:** none

**Revised language:** vocabulary and grammar from Level 4

**You need:** Student's Book p63; Activity Book p85; CD tracks 98–99

### Starter – a chant

- Let the children choose a chant from Lesson 2 in Unit 4, 6, 8, 10, 12, 14, 16 or 18.
- Write the chant on the board.
- The whole class says the chant chorally, reading from the board.

### 1 Listen and read. Say.

- Talk with the children about each picture in Kurdish. Ask questions such as *Where is Polly now? (She's at home), Who is she writing an email to? (She's writing to her friends in Kurdistan), What is she writing about?*
- Play CD track 98 while the children listen and follow in their books.

**CD script:**

*Polly: My dress is beautiful.*

*Polly: I don't wear it at school. I wear it on Saturday.*

*Polly: Ben doesn't wear his suit at school. He wears it on Saturday.*

*Polly: Our friends like our Kurdish clothes!*

- 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.
- Focus on the revised language in the story: *I wear it/I don't wear it, He wears it/He doesn't wear it*. Make sure the children realize that they have seen all this grammar in the course.

- 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 sing.

- Give the children a minute to read the song silently to themselves.
- Read the song to the children. Make sure they understand new words and expressions such as *all around the world, they're all different, I like them all*.
- Play CD track 99. The children listen.

**CD script:**

*I have friends all around the world,*

*Lots of friends, boys and girls,*

*I talk with my friends, we play in the sun,*

*I share with my friends and we have fun.*

*Some friends are short,*

*Some friends are tall,*

*They're all different,*

*But I like them all!*

- 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 children to sing along.

### Activity Book

#### 1 Write.

- Read the words in the box to the children.
- Copy the speech bubbles from picture 2 on to the board.
- Point to the answer lines. Ask *What do we write here? (don't, wear)*.
- Call a child to the front to complete the speech bubble.

# Unit 18

- The children complete the speech bubble in their books.
- Repeat with the other pictures.

**Answers:** 2 don't, wear 3 doesn't, wears 4 like

## 2 Write.

- Point to the first picture.
- Copy number 1 on to the board. Point to the answer lines. Ask *What do we write here?* (*Do, go, do*).
- Call a child to the front to complete the sentences.
- The children complete the sentences in their books.
- Continue with number 2 and number 3.

**Answers:** 1 Do, go, do 2 Does, go, doesn't  
3 behind

## My Big Extra Writing Page

**Aim:** to develop writing skills

**New language:** none

**Revised language:** food; animals; verbs; *I like ...; I don't like ...; He likes ...; He doesn't like ...*

**You need:** Activity Book p86

## 1 Read.

- Read the speech bubble to the children.
- Choose children to read one sentence each to the class.
- Repeat with other children.

## 2 Write.

- Copy the speech bubble, with blank lines, on to the board.
- Call children up to the front to complete the text.

- The children complete the speech bubble in their books.

**Answers:** My, like, don't, is, She, lives, doesn't

## 3 It's your turn!

- Ask the children to suggest people they can write about (*a friend, a brother, a sister*, etc).
- Help the children to say sentences about themselves and the people they suggest, for example, *My name is .... I like oranges. I don't like lemons. This is .... He is my friend*, etc.
- The children write about themselves and the other person. They use the texts in 1 and 2 as a model.
- The children draw a picture of the other person in the frame.
- Choose children to read their text to the class.

**Example answer:** My name is Karwan. I like football. I don't like fish. This is Nabaz. He is my friend. He plays computer games. He doesn't play the guitar.

# Unit 18

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## Unit 18 Colouring in

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- 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 as in the cartoon story for some things in the picture, such as Ben, Polly, Soma and Shivan's clothes. For example, point to Ben and ask *What colour is his T-shirt? (red and white)*. The children colour the T-shirt. Repeat with the other clothes.
- The children can choose the other colours, such as the animals, the fruit, the numbers and the letters. 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 95?*