

Sunrise

5

Teacher's Book



Kurdistan Regional Government
Council of Ministers
Ministry of Education

حکومتی هه‌ریمی کوردستان – عێراق

وهزارهتی په‌روه‌رده – به‌ریوه‌به‌رایه‌تی گشتی پرۆگرام و چاپه‌مه‌نیه‌کان

ئهم په‌رتووکه موێکی وهزارهتی (په‌روه‌رده)ی حکومتی 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	Review of level 4 language	Review of level 4 vocabulary	Review of pronunciation and spelling from level 4
Unit 2	Review	Review of level 4 language	Review of level 4 vocabulary	Review of pronunciation and spelling from level 4
Unit 3	Countries	Questions with <i>Where ... from?</i> <i>Where are you from?</i> <i>I'm from England.</i>	<i>England, Lebanon, Iraq, Germany, Sweden, Australia, India, the United States</i>	Words with <i>ar</i>
Unit 4	Possessions	Possessive 's <i>The teachers's bag is blue.</i>	<i>CD player, calculator, ball, racket, skateboard, camera</i>	Words with <i>ea</i>
Unit 5	Competitions	Questions with <i>Who is ...?</i> <i>Who's first? Who's second? Who's third?</i>	<i>first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth</i>	Words with <i>er</i>
Revision 1 (units 3–5)				
Unit 6	Months and birthdays	Questions with <i>When is ...?/ Dates</i> <i>When's your birthday?</i> <i>It's on 13th January.</i>	<i>January, February, March, April, May, June, July, August, September, October, November, December</i>	Words with <i>ir</i>
Unit 7	The time	Present simple questions: <i>Where do you .../What time do you ...?</i> <i>Where do you live?</i> <i>What time do you get up?</i>	<i>quarter to twelve, half past two, quarter past four, twenty past six, twenty-five to seven</i>	Words with <i>oo</i>
Unit 8	Places in the town	Present simple questions: <i>Where does he ...?/What time does he ...?</i> <i>Where does he live?</i> <i>What time does he get up?</i>	<i>road, street, crossroads, roundabout, traffic lights, car park</i>	Words with <i>or</i>
Revision 2 (units 6–8)				
Unit 9	Giving directions	Asking for and giving directions <i>Excuse me, where's the ...?</i> <i>Go straight on/Turn left/ Turn right.</i> <i>It's on the left/right.</i>	<i>turn left, turn right, go straight on, cross the road, walk two blocks, it's on the right</i>	Words with <i>ur</i>

Map of the book

	Topic	Main language	Vocabulary	Pronunciation and spelling
Unit 10	The weather	Talking about the weather <i>What's the weather like?</i> <i>It's warm and sunny.</i>	<i>cold, warm, hot, sunny, cloudy, wet, windy</i>	Words with <i>ay</i>
Unit 11	Houses	Past simple to be, affirmative: I was .../He was ... <i>I was in the kitchen.</i> <i>He was in the living room.</i>	<i>bedroom, bathroom, kitchen, living room, garden, hall, garage</i>	Words with <i>y</i> and <i>ey</i>
Revision 3 (units 9–11)				
Unit 12	The country	Past simple to be affirmative: You were .../They were ... <i>You were at school.</i> <i>They were at home.</i> <i>We were in the park.</i>	<i>mountain, river, lake, hill, trees, bridge, forest</i>	Words with <i>ee</i>
Unit 13	The beach	Past simple to be negative: I/He wasn't .../You/We/They weren't ... <i>I/He wasn't in the supermarket.</i> <i>You/We/They weren't in the shop.</i>	<i>path, beach, sea, rocks, cliff, fence</i>	Words with double letters
Unit 14	Rescue	Past simple to be questions: Were you ...?/Was he ...? <i>Were you at home?</i> <i>Was he at school?</i>	<i>helicopter, paramedic, ambulance, pilot, lifeboat, wave</i>	Words with <i>ai</i> and <i>air</i>
Revision 4 (units 12–14)				
Unit 15	Shops	Past simple to be questions: Where were you ...?/Where was he ...? <i>Where were you this afternoon?/at quarter past five?</i> <i>Where was he at half past six?</i>	<i>supermarket, pharmacy, shoe shop, general store, clothes shop, bookshop, bakery, gift shop</i>	Words with <i>a...e</i>
Unit 16	Verbs	Object pronouns <i>He is talking to you/him/her/them.</i> <i>He is buying it/them.</i>	<i>sell, buy, organise, help, give, open, close</i>	Words with <i>i...e</i>
Unit 17	Food	I'd like a <i>Would you like a pizza?</i> <i>Yes, please. No, thank you.</i> <i>I'd like a cheese and tomato sandwich.</i>	<i>egg, lettuce, onion, tomato, chicken, cucumber</i>	Words with <i>o...e</i> and <i>u...e</i>
Revision 5 (units 15–17)				
Unit 18	Review all units	Review: all language from Sunrise 5	Review: all vocabulary from Sunrise 5	Review: all pronunciation and spelling from this level

Sunrise 5

پەرتووكى مامۇستا

پىشەكى:

Sunrise 5: پىنجەم پەرتووكى سەرنىچ پاكىشى كۆرسى زىمانى ئىنگىلىزىيە بۇ قۇناغى سەرتايى. بەرھەمى پىلان و گىفتوگىزى
چى و چاودىزى ووردى پۇلەكانى قوتابخانەكانە. Sunrise 5 بەرھەمەن شىۋەى Sunrise 3, 4 ھەلدەستىت بە:

- ناساندنى وشە و رىزىمانى نوى.
- دايىنكىردنى چالاكى "خۇش و بە چىژ" بۇ مىندالان بۇ پراكتىزەكردى ئەو ئىنگىلىزىيەى فىرى بوون.
- ھاندانى مىندالان بۇ ئەوھى بەشدارىن لە چالاكىيەكانى ناو پۇل وەك گۇرانى و يارىيەكان و ئەنجامدانى كاركردى بە جووت.
- دايىنكىردنى پراكتىزەكردى بۇ ھەرچوار تواناكانى فىرىبوونى زىمان- گوى گرتىن ، خوئىندەوھ ، نووسىن و ئاخاوتىن.
- جەختكردە سەر چەندىن لايەنى رىنووس و چۈنەتەى خوئىندەوھ.

لەگەل ئەوانەشدا Sunrise 5 ئەم تايىبەتمەندىيەنى خوارەوھى ھەيە:

- بەكارھىنانى پۇستەر بۇ وتەوھى وشەكان لە جىياتى پۇستكارىد.
- فۇتۇ ستورى سەرنىچراكىش بۇ وتەوھى بابەتە نوئىيەكانى رىزىمان.
- دەقى كورت و درىژى خوئىندەوھ بۇ ئەوھى پەرە بە تواناى خوئىندەوھى مىندالان بدات.
- لاپەرەكانى *Let's talk about...* باس لە كۆمەلىك بابەت دەكات ، كەييارمەتى قوتابىيان دەدات بۇ پەرەدان بە تواناى قسەكردىن و ئاخاوتىن.

لەكاتىكدا Sunrise 5 بەكاردەھىتەن ، مىندالان :

- زىاتىر وشەى ئىنگىلىزى دەزانى.
- زىاتىر رىزىمان بەكاردەھىتەن.
- دەتوان دەقى كورت بە زىمانى ئىنگىلىزى بنووسىن.
- دەقى كورتى زىمانى ئىنگىلىزى بخوئىندەوھ و لە بارەيەوھ بدوئىن.
- گوى بگرن لە زىمانى ئىنگىلىزى و تىبگەن لەوھى گويىيان لىي دەبىت.
- دەتوان ئاخاوتىن ئەنجام بدەن بە زىمانى ئىنگىلىزى.
- دەتوان وشەكان بەپراستى بنووسىن و بلىن.

Sunrise 5 پىكىدەت لە: پەرتووكى قوتابى، پەرتووكى چالاكى، پەرتووكى مامۇستا، سى دى دەنگ و پۇستكارىد.

ھەموو ئەم شتائە بە يەكەوھ لەيەكەيەكى فىركردندا بەكاردەھىتەن.

Sunrise 5: پىكھاتوھ لە 18 يەكە:

- يەكەى يەكەم و يەكەى دووھم پىداچونەوھىە بۇ وشە و بابەتەكانى رىزىمانى Sunrise 4.
- يەكەكانى سىيەم تا حەقدە وشە و بابەتى نوئى رىزىمان پىشكەش دەكەن.
- يەكەى 18 يەكەى پىداچونەوھىە ، بۇ وشە و بابەتە نوئىيەكانى رىزىمانى Sunrise 5.
- ھەرودھا لە Sunrise 5 دا چەند لاپەرەيەكى پىداچونەوھىە ھەيە: لەدواى يەكەى 5 ، يەكەى 8، يەكەى 11، يەكەى 14 و يەكەى 17. ئەم لاپەرەنە بۇ پىداچونەوھى وشە و رىزىمانى نوئى (سى يەكەى) پىش خويانن.
- بە شىۋەيەكى گشتى ئەمانە بابەتى 34 ھەفتەى فىركردن دايىندەكەن كە دەكرىن بە دوو كۆرسەوھ.

پەرتوۋىكى چالاكى Sunrise 5 ھاۋتەرىبى پەرتوۋىكى قوتابىيە. سەرچەم وشەى نوئى و بابەتى نوئى رىزمان لە رىيەۋە پراكتىزە دەكرىت. ھەررەھا لە پەرتوۋىكى چالاكىدا ھەندىك لاپەرە دىارىكراون بۇ گەشەدان بە تواناى نووسىنى مىدالان.

لاپەرەكانى پىداچوونەۋە لە پەرتوۋىكى چالاكى Sunrise 5 دا لە شىۋەى تاقىكردنەۋەكانى ۋەرزى و كۇتايى سال دارىژراۋن.

كۇرسى فېربوونى زمانى ئىنگلىزى Sunrise ئەم تايەتمەندىانەى ھەيە:

- ناساندنى زمانى نوئى (وشە و رىزمان) بە شىۋەيەكى لەسەرخۇ و ھەنگاۋ بە ھەنگاۋ.
- پىداچوونەۋەى بەردەۋامى وشە و رىزمان كە پىشتەر قوتابى فېريان بوۋە.
- بەكارھىنانى شىۋازى كاركردى بەجووت بۇ ئەۋەى پراكتىزى زمانى ئىنگلىزى بكن.
- ھەمەجوكردىن بابەتەكان بۇ ئەۋەى ۋانەكە سەرنچ راكىش بىت.
- ژمارەيەكى زۇر گۇرانى و يارى بۇ ئەۋەى فېربوون پرتام و چىژبكات.
- پەيرەۋكردىن رىبازى ھەنگاۋ بە ھەنگاۋ بۇ ئەۋەى قوتابىيان بتوانن چالاكىەكانى ھەريەكەيەك ،ياخود چالاكىەكانى تەۋاۋى كۇرسەكە سەركەۋتوانە ئەنجام بدەن.

بۇ ئەۋەى فېربوونى زمانى ئىنگلىزى كارىگەرىبىت كاتىك كۇرسى Sunrise بەكاردەھىنن ، لەسەرمامۇستايان پىۋىستە:

- كەشىكى زىندو و خۇش لەناۋ يۇلدا بۇ قوتابىيەكان دروست بكن.
- ھانى مىدالان بدەن بۇ فېربوونى زمانى ئىنگلىزى.
- ئەۋەندەى دەكرىت زمانى ئىنگلىزى بەكاربەھىنن.
- تەنھا ئەۋكاتەى پىۋىستە زمانى كوردى بەكاربەھىنن.
- پەرتوۋىكى مامۇستا بەكاربەھىنن لە پىش و تەۋەى ھەر ۋانەيەكدا و پلانى ۋانەكەيان بەباشى نامادەبكن.
- ھەموو ئەۋ پىداۋىستى و ھۆكارانە بەكاربەھىنن كە لە ھەريەك لە ۋانەكاندا پىشنىاركراون.
- رىگەدان بە قوتابىيان كە بە جووت كارىكەن بۇ پراكتىزەكردىن زمانە نوئىيەكە لەۋ شىۋانەى پەرتوۋىكى مامۇستا پىشنىارى كردە.
- يارمەتى مىدالان بدەن بە راستكردنەۋەى ھەلەكانىيان بە رىگەيەكى جوان و ھاندەرانە ،نەۋەكو بەرپىگەيەكى رەق و روخىنەر.

فېربوونى زمانى ئىنگلىزى دەكرىت ئەزمونىكى خۇش و بەچىژىت بۇ ھەريەك لە مامۇستا و قوتابىيان. چەند قوتابىيان چىژ لە پۇلەكەيان ۋەرىگرن ، و چەند پراكتىزى زمانەكە بكن، ئەۋەندە خىراتر و كارىگەرتىر فېرى زمانەكە دەبن.

مامۇستايانى ئازىن،كاتىكى خۇش بەسەر بەرن لەگەل و تەۋەى كۇرسى فېربوونى زمانى ئىنگلىزى Sunrise.

Glossary of terms

English	کوردی	English	کوردی
act / act out	نواندن / رۆل بپێنه	full stop	خالی کۆتایی
adjective	ناوەلنار	game	بازی
answer	ولام، ولام بدەرەوه	gesture	ئیشارەت
answer line	هێلی ولام	give	پێی بدە
apostrophe	ئەپۆستروفی (فاریزەیی بەرز)	go round the class	بە دەوری پۆلەکەدا هاتوچۆ بکە
ask	پرسیار بکە	grammar	رێژمان
at random	هەڕەمەکی	grammar table	خشتەی رێژمان
board	تەختە	group	کۆمەڵ، تاقم
box	سندوق	hear	بیبستە، ببیستە
call	بانگی بکە	help	یارمەتیدان، یارمەتی بدە
category	چۆر	highlight	دەرخستە، دەری بخە
capital letter	پیتی گەورە (کاپیتال)	if necessary	ئەگەر پێویست بێت
CD	سی دی	in the same order	بە هەمان شیواز
CD script	سکرێپت (دەقی نووسراوی ناو سی دی)	individual children	تاکە منداڵ
CD track 25	پارچە (تراکی 25)	individually	بە تەنیا، بە تاک تاک
character	کاراکتەر، کەسایەتی	instruction	رێنمایی
check	تەماشاکردن، بگەڕێ بە دوایدا	letter	پیت
chorally	بە کۆمەڵ	letter name	ناوی پیت
choose a child	منداڵێک هەڵبژێرە	letter sound	دەنگی پیت
circle	بازنە، بازنە کێشان	line	هێڵ
circulate round the class	بە دەوری پۆلەکەدا بسوڕێو	listen	گۆی بگرە
colour	رەنگ	long form	شیوەی درێژ (تەواو)
comma	کۆما	look at	سەیری بکە
complete	تەواوبکە	lower case letter / small letter	پیتی بچوک، پیتی سەمۆڵ
conversation	قەسەکردن، ئاخاوتن	make sure	دڵنیابە
copy	لەبەرگرتنەوە، لەبەری بگرەوه	match	بەپەکی بگەیەنە
correct	دروست، راستی بکەرەوه	model	نمونه
count	بژمێرە	new	نۆی، تازە
demonstration	پێشاندان	note	تێبینی
dialogue	دایەلۆگ (گفتوگۆ)	object	شت، بەرکار
divide the class into pairs	پۆلەکە دابەش بکە بە جووت جووت	page	لاپەرە
draw	وێنە بکێشە	play the CD	(سی دی)یەکە ئیش پێیکە
encourage	هانی بدە	partner	هاوبەش
erase	سڕینەوە، بیسپەرەوه	pause the CD	(سی دی) یەکە راگرە
explain	رافەیی بکە، شی بکەرەوه	picture	وێنە
explanation	روونکردنەوە	play	بازی بکە
flashcard	فلاش کارت	point to	پەنجەیی بۆ راکێشە
fluent	پاراو، رهوان	pairwork	کاری بە جووت
focus on	گرنگی بدە بە	poster	پۆستەر
follow	پەپەرەوهی بکە	practice	جی بەجیکردن

Glossary of terms

English	کوردی	English	کوردی
practise	جی به جی بکە	show	پیشان بده
presentation	پیشکەشکردن	sing	گۆرانی بۆ
pronoun	جێناو	sound	دەنگ
punctuation	خالپەندی	speech bubble	بۆکسی ئاخواوتن
question	پرسیار	speak	قسە بکە
question mark	نیشانەی پرسیار	spell	خوێنە کردن، خوێنە بکە
read	بیخوێنە	standard	پێوەر (ستاندارد)
read aloud	بە دەنگی بەرز بیخوێنە	take turns	ڕۆڵ وەرگرە
read silently	بە بێدەنگی بیخوێنە	Teacher's script	نووسراوی مامۆستا
reading finger	پەنجەی خوێندنە	tell	بیگیڕە
repeat	دوو پارە ی بکەرە	text	دەق
reply	ولام بەدەرە	the rest of	ئەوەی ماوە
revise	پێیدا بچۆرە	underline	هێڵ بە ژێردا هێنان
revision	پێداچوونە	underlined	هێڵ بە ژێردا هاتوو
say	بۆ	verb	کار، فرمان
section	بەش	vocabulary	وشەکان
sentence	رستە	write	بنوسە
sets	دەستە	word	وشە
shape	شیوە	working in pairs	کارکردن بە جووت
short form	شیوەی کورتکراوە		

General Overview

Sunrise Level 5

Sunrise Student's Book 5 has 18 units.

Units 1 and 2 revise the vocabulary and grammar of Level 4.

Units 3–17 introduce new grammar and vocabulary.

Unit 18 revises the new grammar and vocabulary of Level 5.

Units 1 and 2 are three pages each.

Units 3–17 are six pages each.

Unit 18 is seven pages.

There are five revision pages: after Unit 5, Unit 8, Unit 11, Unit 14 and Unit 17.

The Activity Book follows the pattern of the Student's Book. There is one page of activities for each lesson in the Student's Book.

There are also two pages of revision activities for each revision page in the Student's Book.

Pairwork in Sunrise 5

There are many opportunities for real pairwork in Sunrise Level 5. By real pairwork, we mean all the children working in pairs, asking each other questions and answering them, all at the same time.

Pairwork is the only way for the children to get enough practice of using English. It helps the children to build confidence, to be more fluent, and to understand how the language works. Remember: two children talking in English at the front of the class is not pairwork.

Pairwork is all the children working in pairs together, at the same time.

For more information, see the Teaching Tips on:

Setting up pairwork (page 16).

Monitoring pairwork (page 22).

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 demonstrating it, 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 the 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!

Activity Book

Aims: reviewing the alphabet and basic grammar and vocabulary from Levels 1–4

New language: none

Revised language: the alphabet, numbers 1–100; verb to be affirmative, negative and question forms; present simple affirmative, negative and question forms; punctuation

You need: Activity Book pp2–5; CD tracks 2–3

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 letters. Listen and circle the letters. Make a word and write it in the box.

- Point to number 1. The children say the letters chorally and individually.
- Repeat with the other sets of letters.
- Play CD track 2. The children listen and circle the letters they hear.

CD script:

1G 2H 3E 4S 5I 6L 7N

- Show the children the message (*Enjoy your ____ class!*).
- Say *Make a word with the letters your circled.*

- Help the children to make the word *English* from the letters they circled.
- The children write *English* in the message.

2 Listen and write the letters. Make words.

- Tell the children they are going to hear letters. They should write the letters on the answer lines.
- Play CD track 3 while the children listen and write.

CD script:

1 R A E D

2 W T I R E

3 L T I S T E N

4 S A E P K

- Check the letters in number 1 (*R, A, E, D*). Help the children to make a word from the letters (*read*).
- Repeat with the other sets of letters.

Answers: 1 R A E D (read)
2 W T I R E (write)
3 L T I S E N (listen)
4 S A E P K (speak)

3 Play a number game.

- Read the speech bubbles to the children.
- Play the game with the children. Say one of the numbers. The children point to the number and show you.
- Divide the class into pairs using the standard one, two ... one, two ... gesture.
- Choose one pair of children. The children take turns to say a number and point to it.
- Give the pairwork instruction (*Say and point, Say and point, etc*). Start the whole class working in pairs.

4 Write. Use the words in the box.

- Read the words in the box to the children.

Activity Book

- Help the children to work out where each word goes.
- The children complete the grammar table with the words.
- Choose children to read parts of the grammar table to the class.

Answers: I, You/We/They, He/She/It;
I, You/We/They, He, She/It;
you, he/she/it, they;
I, he/she/it, we/they

5 Write *like* or *likes*.

- Point to the first row. Ask *Like* or *likes*? (*like*).
- The children write the word on the answer line.
- Repeat with the other parts of the grammar table.
- Choose children to read parts of the grammar table to the class.

Answers: like, likes, like, like

6 Write *do*, *does*, *don't* or *doesn't*.

- Point to the top two tables. Ask *What are the missing words?* (*Do, do, don't*).
- The children write the words on the answer lines.
- Repeat with the other parts of the grammar table.
- Choose children to read parts of the grammar table to the class.

Answers: Do, do, don't Does, does, doesn't

7 Write the short forms and the long forms.

- Read the example long form and short form to the children.
- Read number 2 to the children. Ask *What is the short form?* (*They aren't happy*).
- The children write the sentence on the answer line.

- Repeat with the other short forms and long forms.

Answers: 1 I'm not sad. 2 They aren't happy.
3 He can't swim. 4 He is not at home.
5 I do not speak Kurdish. 6 She does not live in a flat.

8 Trace the sentences. Add capital letters and punctuation.

- Copy the example sentence, without punctuation, onto the board.
- Add the punctuation, as in the example. Remind the children about capital letters, apostrophes and full stops.
- Write number 2 on the board, without punctuation.
- Call a child to the front to add the punctuation.
- The children add the punctuation to the sentences in their books.
- Repeat with the other sentences.

Answers: 1 My brother doesn't like milk.
2 Your mother isn't at home.
3 We can't swim. 4 They don't tidy their rooms. 5 Can you play the guitar? 6 His father doesn't like pizza.

Unit 1

Unit 1 Lesson 1

Aims: reviewing vocabulary from Level 4

New language: none

Revised language: Level 4 vocabulary

You need: Student's Book p4; Activity Book p6; CD track 4

A quick look at Lesson 1

Lesson 1 in Sunrise 5 is the vocabulary presentation lesson.

In Units 1 and 2, Lesson 1 revises the vocabulary of Level 4.

In Units 3–17, there are four exercises:

In Exercise 1, the teacher uses the poster to present new vocabulary.

In Exercise 2, the children practice the new vocabulary.

In Exercise 3, the children also practise the new vocabulary.

In Exercise 4, the children revise previously-seen vocabulary. This is usually vocabulary from an earlier level of Sunrise.

In Unit 18, there are two pages which revise the vocabulary of Level 5.

Starter – tell me about yourself

- Ask simple social questions to children *What's your name? How are you? How old are you?*
- Help the children to say suitable answers, including *I'm fine, thanks.*
- Choose children to ask one of the questions to other children in the class.
- Help the other children to reply.

1 Point and say. Spell.

- Point to each of the pictures. Ask *What is it?* (*eyes, mouth, happy, sad, cheese, etc.*)
- Point to the picture of a jacket. Read the speech bubble (*That's a jacket. J-A-C-K-E-T.*) to the children.

- Point to another object, for example, the cheese. Say *That's cheese. C-H-E-E-S-E.*
- Repeat with other pictures. Remember that with lemons and grapes we say *Those* (*Those are lemons. Those are grapes.*).
- Ask children to point, say and spell.

2 Play a number game.

- Show that the boy in the picture is showing four fingers, then five.
- Read the speech bubbles. Show that four, then five is forty-five.
- Show three fingers. The children say *Three.*
- Show seven fingers. The children say *Seven.*
- The children join the numbers (*Thirty-seven!*).
- Repeat with other combinations of numbers.

3 Choose a word set. Point or act.

- Help the children to identify the word sets in Exercise 1 (*parts of the face, adjectives, food, fruit, animals, places, clothes, prepositions*). Use Kurdish if necessary.
- For each category, help the children to remember words from Level 4. (For example, parts of the face – *eyes, ears, mouth, nose, hair, head*).
- Choose one of the word sets, for example, *clothes*. Point to, for example, your shoes. Help the children to guess the word *shoes*.
- Repeat with other word sets and other words. Use pointing or acting to elicit the words.

Activity Book

1 Choose two more words for each group.

- Read the words and phrases in the box to the children.
- Read number 1 (*lemons, figs*). Say *Find two more words for the vocabulary set (apples, oranges).*

Unit 1

- The children write the words on the answer lines.
- The children write words for the rest of the groups.

Answers: 1 apples, oranges 2 eyes, ears
3 tired, bored 4 yogurt, pizza 5 tiger, monkey
6 school, shopping mall
7 gloves, scarf 8 in front of, next to

2 Read the lists in Exercise 1 again. Listen, and write the missing word.

- Choose children to read each of the groups of words in Exercise 1
- Play CD track 4, number 1. Ask *Which word is missing? (apples)*.
- Show the children the word *apples* on the answer line.
- Repeat with the other groups of words. The children write the missing words on the answer lines.

CD script:

1 lemons, figs, oranges
2 head, hair, ears
3 thirsty, tired, bored
4 honey, yogurt, pizza
5 panda, elephant, tiger
6 hospital, market, shopping mall
7 jacket, scarf, gloves
8 between, next to, in front of

Answers: 1 apples 2 eyes 3 hungry 4 jam
5 monkey 6 school 7 sweater
8 behind

3 Write.

- The children write the words for the vocabulary items.

Answers: lemons, grapes, figs, apples, oranges, bananas

Unit 1 Lesson 2

Aims: reviewing grammar from Level 4

New language: *bedroom*

Revised language: *to be* affirmative, negative, question forms; *there is ... /there are ...*

You need: Student's Book p5; Activity Book p7; CD tracks 5–6

A quick look at Lesson 2

Lesson 2 in Sunrise 5 is the grammar presentation lesson.

In Units 1 and 2, Lesson 2 revises the grammar of Level 4.

In Units 3–17, there are three exercises in this lesson:

- In Exercise 1, the children listen to and read the new grammar in the photostory.
- In Exercise 2, the children practise the new grammar.
- Exercise 3 is the *All about me* section. The children write in their notebooks about themselves, their families, their friends, their houses, etc, using the new grammar.

In Unit 18, there are five pages which revise the grammar of Level 5.

Starter – tell me about your classmates

- Ask simple social questions to children *What's his/her name? How are you? How old is he/she?* Point to other children as you ask these questions.
- Help the children to say suitable answers, including *His name's ..., He's ..., Her name's ..., She's ...*
- Choose children to ask one of the questions to other children in the class. Make sure the children point to another child when they are asking.
- Help the other children to reply.

Unit 1

1 Read, listen and say.

- Explain in Kurdish that the children are going to see a story. It's about two Kurdish children visiting England.
- Write the names of the Kurdish children on the board: *Aras* and *Darya*.
- Explain that they are visiting the Duncan family. Write the names of the Duncan family on the board: *Mr Duncan*, *Mrs Duncan*, *Oliver* and *Ruby*.
- Point to Aras, Darya, Oliver, Ruby, Mr Duncan and Mrs Duncan in the pictures. Ask *Who is this?* about each character. The children say the names.
- Talk with the children about each picture. Ask questions such as *Where are they in Picture 1?* (*At the airport*) and *Where are they in Picture 3?* (*At the Duncan family's house*).
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 5 while the children listen and follow in their books.
- 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.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children to read the photostory to the class.
- Give the pairwork instruction (*Read in pairs*). Start the whole class working in pairs.
- When the children have finished, choose two children to read the story in front of the class.

2 Listen, read and say.

- Show the picture to the children. Ask *Where is she?* (*At home*).
- Read the chant to the children. Ask *Where is the street?* (*In a nice, pretty town*), *Where is the special house?* (*In the beautiful street*) and *Who is in the house?* (*My family and me*).

- Play CD track 6. The children listen and read.
- Make sure the children understand the meaning of *There's a ...*
- Play the track again. Pause after each line. The children say each line chorally.
- Read the chant again. The children read the chant chorally with you.

3 In your notebook, write about your bedroom.

- Read the heading *My bedroom* to the children. Ask the children how to say *My bedroom* in Kurdish.
- Read the example sentences (*There is a bed. There isn't a television*) to the children. Focus on *There is ...* and *There isn't ...*
- Write other furniture words on the board – *chair, table, desk, lamp*, etc.
- Help the children to say sentences about their bedrooms, for example, *There is a chair. There isn't a table*.
- Call two children up to the front of the class to write their sentences on the board.
- Say *Write three sentences in your notebooks*.
- The children write three sentences in their notebooks, for example, *There is a lamp*.
- While the children are writing, circulate round the class and help the children to correct their mistakes.
- Choose children to stand up and read their sentences to the class.

Activity Book

1 Write about Hollow Street. Use the words in the box.

- Point to the places in the picture. Ask *What is it?* (*restaurant, school, market*, etc).
- Read the words and phrases in the box to the children. Use hand gestures to check they understand the meaning of each one.
- Read the first sentence. Ask *What's the missing word?* (*behind*).

Unit 1

- The children write the word on the answer line.
- The children complete the rest of the sentences.
- Choose children to read the sentences to the class.

Answers: 1 behind 2 next to 3 in front of
4 a long way from 5 between 6 near

2 Write question and answers.

- Show the children the picture.
- Read number 1 to the children. Ask *What's the missing word? (can)*.
- The children write the word on the answer line.
- The children complete the rest of the sentences.
- Choose children to read the sentences to the class.

Answers: 1 can 2 can't 3 Can, she can
4 Can, she can't

3 Write.

- Help the children to make a question and answer from the cues.
- The children write the question and answer.

Answers: Can you play the guitar? Yes, I can.

Unit 1 Lesson 3

Aims: reviewing Level 4 spelling and pronunciation; reading skills (guessing meaning, intensive reading)

New language: *beach, summer, winter, sea*

Revised language: Level 4 vocabulary; Level 4 grammar

You need: Student's Book p6; Activity Book p8; CD tracks 7–8

A quick look at Lesson 3

In Units 1–17, Lesson 3 is the spelling and reading page.

In Exercise 1, the children focus on the sounds and spelling of English.

In half of the units, Exercises 2 and 3 are a large reading text and questions.

In the other units, Exercise 2 is a shorter reading text. Exercise 3 is a song.

In Unit 18, Lesson 3 does not have a spelling focus.

Starter – word chain

- Open your Student's Book on page 4.
- Close your eyes and choose a picture from Exercise 1 at random with your finger.
- Say the word for the picture, for example, *sad*.
- Write *SAD* on the board. Circle the last letter.
- Say *Think of a word that begins with D*. Help the children to say a suitable word, for example, *dog*.
- Write *dog* on the board, like this:
S A D
D O G
- Say *Think of a word that begins with G*. Help the children to say a suitable word, for example, *green*.
- Add *green* in the same way. Continue adding words to the chain.

1 Listen. Say words with the same sound.

- Point to each of the words. Say the word.
- Play CD track 7. Focus on the sound of the letter(s) in red.

Unit 1

- Help the children to remember other words with that sound, for example,
doctor – orange, box, yogurt, doll, top
duck – jug, up, duck, nut, umbrella, young
train – plane, gate, grey, they
look – book, goodbye, notebook
desk – pen, bed, pencil, leg, insect
teacher – policeman, queen, three, sheep, green
reading – talking, swimming, writing, eating, drinking
- Write two or three words for each sound on the board.
- The children say the words chorally and individually.

2 Read about Poole. Guess the meaning of the underlined words. The pictures will help you.

- Show the pictures and the text to the children.
- Say *Show me your reading finger.*
- Read the text to the children. The children follow with their reading fingers.
- Say *Read the text silently. Use your reading fingers.*
- The children read the text silently. Make sure they are using their reading fingers.
- Point to the first underlined word. Ask *How do you say beach in Kurdish?* If the children need help, point to the picture of the beach.
- Repeat with *summer* – to help the children, show the top line of pictures.
- Repeat with *sea* – to help the children, show the picture of the sea.
- Repeat with *winter* – to help the children, show the bottom line of pictures.
- Ask *Does anyone have any questions?* Answer a limited number of questions (four or five) about the text.
- Say *Listen, read and repeat.* Read the text one sentence at a time. The children repeat each sentence chorally.

- Say *Now let's read together.* Read the text to the children. The children read aloud at the same time as you.

3 Read and write Yes or No.

- Say *Now let's look at the sentences.*
- Read the first sentence to the children. Say *Yes or no?* (Yes).
- Repeat with the other sentences.

Answers: 1 Yes 2 No 3 Yes 4 Yes 5 No

Activity Book

1 Listen and write.

- Point to Picture 1. Say *The doctor is near the desk.*
- Point to Picture 2. Say *The teacher is reading.*
- Point to Picture 3. Say *Look at the duck.*
- Say the words *doctor, near, desk, teacher, reading, look, duck.* After each word, say *Spell it.*
- Write the words on the board as the children spell them.
- Erase the words. Play CD track 8. Pause after each sentence.

CD script:

1 *The doctor is near the desk.*

2 *The teacher is reading.*

3 *Look at the duck.*

- The children listen and write each sentence.
- Play CD track 8 again. The children check their sentences.
- Call individual children to the front to write the sentences on the board.

Answers: See the CD script.

2 Write.

- Read sentence 1 and point to the picture. Say *What word is missing?* (has).
- The children write the word on the answer line.

Unit 1

- The children complete the rest of the sentences.
- Choose children to read the sentences to the class.

Answers: 1 has, are, She 2 This, His, He
3 These, have, Their, They

3 Write.

- Help the children to make a question and answer from the cues.
- The children write the question and answer.

Answers: Can you swim? No, I can't.

Setting up pairwork

Set up the activity with confidence.

Be clear, but use the minimum of words.

Don't explain too much, just ask a pair of children to demonstrate.

Use a standard gesture and phrase to arrange the class in pairs – for example, go round the class saying *one, two* to each pair of children.

Use a standard gesture and phrase to start the pairwork. The phrase should reflect what each pair is going to do, for example, *Ask and answer*. Point to one child when you say *Ask*, point to the other when you say *Answer*.

Suitable phrases for other activities are:

Say and spell (when one child says a word and the other child spells it).

Say and say (when one child says a sentence and the other child says another sentence).

In some pairwork activities, the instruction is just for one child at a time. For example:

Point and say (when one child points to a picture and says a sentence about it).

Choose and say (when one child chooses, for example, a family member, and says a sentence about him or her).

In these cases, point to one child and say the instruction, then to the other child and say the instruction.

Use a standard gesture, for example, lifting both your arms, to start the whole class working in pairs.

Unit 2

Unit 2 Lesson 1

Aims: reviewing Level 4 vocabulary and grammar

New language: none

Revised language: Level 3 vocabulary; *can* and *do* question forms

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

Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 6 Exercise 1 (*doctor, duck, train, etc.*).
- Write the words on the board. The children read the words chorally.
- Erase the words. Say the words slowly. The children listen and write them in their notebooks.
- Repeat the words. The children check what they have written.
- Call children to the front to write one word each on the board. The other children check their words.
- The children read the words chorally and individually.

1 Point and say. Spell.

- Point to each of the pictures. Ask *What is it?* (*swim, make a card, speak English, cook, etc.*).
- Point to the picture of *speak English*. Read the speech bubble (*Speak English. S-P-E-A-K E-N-G-L-I-S-H*) to the children.
- Point to another picture, for example, *go to school*. Say *Go to school. G-O T-O S-C-H-O-O-L*.
- Repeat with other pictures.
- Ask children to point, say and spell.

2 Choose an activity. Act and say.

- Choose one of the activities in Exercise 1, for example, *watch television*.

- Act out the activity. The children say the activity (*watch television*).
- Repeat with other activities.
- Ask children to act out activities from Exercise 1. Ask other children to say the activity.

3 Ask and answer questions.

- Read the first set of speech bubbles (*Can you cook? Yes, I can*) to the children.
- Help the children to ask other questions with *Can you ...?*, for example, *Can you swim? Can you ride a bicycle?*
- Choose other children to answer the questions.
- Read the second set of speech bubbles (*Do you watch television in the morning? No, I don't*).
- Read the time expressions in the box to the children (*in the morning, etc.*).
- Help the children to ask other questions with *Do you ...?* They can use the activities in Exercise 1 and the time expressions in the box, for example, *Do you go to school on Friday? Do you tidy your room on Monday?*
- Choose other children to answer the questions.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. The children take turns to ask a question and answer it, for example, *Do you get up at six o'clock? No, I don't. Can you cook? No, I can't.*
- Give the pairwork instruction (*Question and answer, Question and answer, etc.*). Start the whole class working in pairs.

Activity Book

1 Choose words.

- Read the words in the box to the children.
- Read number 1 (*make*). Ask *Which words in the box go with make? (your bed, a card)*.
- The children write the words on the answer lines.
- The children complete the rest of the answer lines.

Unit 2

Answers: 1 make a card/your bed 2 play basketball/computer games/with my friends 3 live in a house/a flat 4 get up early/late 5 have breakfast/lunch/dinner 6 speak Kurdish/English 7 go to school/home/to the bazaar/to bed

2 Write sentences about yourself.

- Read number 1 to the children. Choose a child and say *Complete the sentence*.
- The child completes the sentence with a suitable verb.
- Repeat with the other sentences. Use different children.
- Individually, the children complete the sentences with information about themselves.
- Choose children to read the sentences to the class.

Example answers: 1 I can speak Kurdish.
2 I can't play basketball.
3 I go to school in the morning. 4 I play with my friends in the afternoon.
5 I watch TV in the evening.
6 I have dinner at night.
7 I don't go to the bazaar on Friday.

3 Write.

- Read the heading *My favourite activities*. Help the children to say *My favourite activities* in Kurdish.
- Choose a child. Ask *What are your favourite activities?*
- Help the child to name three favourite activities.
- Repeat with other children.
- The children write their favourite activities on the answer lines.

Example answers: reading, playing computer games, playing with my friends

Unit 2 Lesson 2

Aims: review Level 4 grammar

New language: none

Revised language: *can* affirmative, negative and questions forms;
present simple affirmative, negative and question forms

You need: Student's Book p8; Activity Book p10; CD tracks 9–10

Starter – find me something

- With the children, write the words for colours on the board (*blue, red, green*, etc).
- Choose a colour, for example, blue. Say *Find me something blue*.
- The children point to or name blue objects.
- Repeat with the other colours.

1 Read, listen and say.

- Help the children to remember the names of the characters in the story.
- Point to Aras, Darya, Oliver and Ruby in the pictures. Ask *Who is this?* about each character. The children say the names.
- Talk with the children about each picture. Ask questions such as *Where are they?* (*At the Duncan family's house*) and *What are they doing?* (*They're listening to music*).
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 9 while the children listen and follow in their books.
- 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.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.

Unit 2

- Choose one pair of children to read the photostory to the class.
- Give the pairwork instruction (*Read in pairs*). Start the whole class working in pairs.
- When the children have finished, choose two children to read the story in front of the class.

2 Listen, read and say.

- Show the speech bubbles to the children. Play CD track 10.
- Ask the children to suggest other family members (*brother, sister, aunt, uncle, etc.*). Write the list on the board.
- Help the children to ask other questions with *like* and other activities, for example, *Does your sister like apples? Can your brother swim?*
- Choose other children to answer the questions.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. The children take turns to ask a question and answer it, for example, *Does your grandfather get up early?*
- Give the pairwork instruction (*Question and answer, Question and answer, etc.*). Start the whole class working in pairs.

3 In your notebook, write about yourself. Use *can, can't, like* and *don't like*.

- Read the heading *About me* to the children. Ask the children how to say *About me* in Kurdish.
- Read the example sentences (*I can't swim. I like apples*) to the children.
- Help the children to say sentences with *I can/can't* and *I like/don't like*. For example, *I can cook. I don't like cheese.*
- Call two children up to the front of the class to write their sentences on the board.
- Say *Write three sentences in your notebooks.*
- The children write three sentences in their notebooks, for example, *I can speak English.*

- While the children are writing, circulate round the class and help the children to correct their mistakes.
- Choose children to stand up and read their sentences to the class.

Activity Book

1 Write about the living room. Use *There is, There isn't* and *There are*.

- Point to the furniture in the picture. Ask *What is it?* (*chair, table, lamp, etc.*).
- Read the example answer to the children. Show the children that there are six chairs in the picture.
- Read number 2 to the children. Ask *What are the missing words?* (*There are*).
- The children write the words on the answer line.
- The children complete the rest of the sentences.
- Choose children to read the sentences to the class.

Answers: 1 There are 2 There are 3 There are
4 There is 5 There is 6 There isn't

2 Write questions and answers.

- Read number 1 to the children. Read the example question and answer.
- Read number 2 to the children. Help the children to say the question and answer (*Are Mrs Duncan and Ruby writing? No, they aren't*).
- The children write the words on the answer lines.
- The children complete the rest of the questions and answers.
- Choose children to read the questions and answers to the class.

Unit 2

Answers: 1 What is Mr Duncan doing? He's watching television. 2 Are Mrs Duncan and Ruby writing? No, they aren't. 3 Is Oliver watching television? No, he isn't. 4 What are Mrs Duncan and Ruby doing? They're reading.

3 Write.

- Help the children to make a question and answer from the cues.
- The children write the question and answer.

Answers: What are you doing? I'm reading a book.

Unit 2 Lesson 3

Aims: reviewing Level 4 spelling and pronunciation; general reading

New language: *beach, summer, winter, sea, I like them all.*

Revised language: Level 4 vocabulary; Level 4 grammar

You need: Student's Book p9; Activity Book p11; CD tracks 11–13

Starter – word chain

- Open your Student's Book on page 7.
- Close your eyes and choose a picture from Exercise 1 at random with your finger.
- Say the word for the picture, for example, *get up*.
- Write *GET UP* on the board. Circle the last letter (*P*).
- Say *Think of a word that begins with P*. Help the children to say a suitable word, for example, *purple*.
- Write *purple* on the board, like this:
G E T U P
P U R P L E
- Say *Think of a word that begins with E*. Help the children to say a suitable word, for example, *elephant*.

- Add *elephant* in the same way. Continue adding words to the chain.

1 Listen. Say words with the same sound.

- Point to each of the words. Say the word.
- Play CD track 11. Focus on the sound of the letter(s) in orange.
- Help the children to remember other words with that sound, for example:
write – *firefighter, kite, tiger, ride*
chips – *chair, teacher, cheese, watch*
shirt – *sheep, she, fish*
big – *listen, milk, fig, zip, window*
skirt – *desk, ask*
sofa – *mother, father, doctor, listen, kitten*
bag – *magazine, kebab, sandwich, cat, van*
three – *Thursday, thirteen, thank you*
this – *that, these, those*
- Write two or three words for each sound on the board.
- The children say the words chorally and individually.

2 Read the e-mail. Then close your book and talk about the Duncan family.

- Make sure the children understand that this is an e-mail from Darya to her friend Ann.
- Explain that Ann is English. She lives in Kurdistan.
- Read the text to the children.
- Read the text again. Explain unfamiliar vocabulary and phrases to the children, for example, *surname*.
- The children read the text silently, using their reading finger.
- Read the text to the children one sentence at a time. The children repeat each sentence chorally.
- Read the text to the children. The children read aloud at the same time as you.

Unit 2

- Say *Close your books*. Ask the children questions about the text. Suitable questions are:
How old is Mr Duncan? *He's 37.*
Where do the Duncan family live? *In Poole.*
How old is Ruby? *She's 12.*
Is Oliver 12? *No, he isn't.*
Is Darya happy? *Yes, she is.*

3 Listen, read and sing.

- Read the song to the children. Make sure they understand new words and phrases, such as *I like them all*.
- Say *Close your books*. Play CD track 12. The children listen.
- Say *Open your books on page 9*. Play the song again. The children listen and read the song silently.
- Play the song again. Pause after each line. The children listen and repeat.
- Play the song again, without pauses. Encourage the children to sing along.

Values

- Read the Values sign (*Enjoy your world!*) to the children. In Kurdish, ask questions such as:
What things make you happy?
Is it good to have a positive attitude?
How can you help people with a negative attitude?

Activity Book

1 Listen and write.

- Point to Picture 1. Say *The chips are in the bag*.
- Point to Picture 2. Say *This shirt is big*.
- Point to Picture 3. Say *She has three skirts*.
- Say these words: *chips, bag, this, shirt, big, three, skirts*. After each word, say *Spell it*.
- Write the words on the board as the children spell them.
- Erase the words. Play CD track 13. Pause after each sentence.

CD script:

- 1 *The chips are in the bag.*
- 2 *This shirt is big.*
- 3 *She has three skirts.*

- The children listen and write each sentence.
- Play CD track 13 again. The children check their sentences.
- Call individual children to the front to write the sentences on the board.

Answers: See the CD script.

2 Write. Use the verbs in the boxes.

- Read number 1 to the children. Read the verbs in the box. Say *What are the missing words? (isn't reading)*.
- The children write the words on the answer line.
- The children complete the rest of the sentences.
- Choose children to read the sentences to the class.

Answers: 1 isn't reading 2 is watching
3 aren't playing 4 are making
5 am not drawing 6 am talking

3 Write.

- Help the children to make a question and answer from the cues.
- The children write the question and answer.

Answers: What is your brother doing? He's eating a sandwich.

Unit 2

Monitoring pairwork

When the children are working in pairs, don't interrupt the children too much.

We want the children to practise speaking English. If we interrupt them too much, they will become self-conscious and discouraged.

You need to circulate round the class during pairwork. You need to make sure that:

- the children are working properly.
- they are using English.
- they are taking turns to speak.

Unit 3

Unit 3 Lesson 1

Aims: presenting words for countries; saying and writing these words

New language: *England, Lebanon, Iraq, Germany, Sweden, Australia, India, the United States*

Revised language: colours; *What colour is ...?*

You need: Student's Book pp10–11; Activity Book p12; CD track 14; Unit 3 poster

Using the poster

There is a poster for Lesson 1 of Units 3–17.

The poster shows the new vocabulary for each unit.

Each poster has a picture at the top, with the new vocabulary words underneath.

The Teacher's Book contains suggestions for using the poster to present new vocabulary.

The Teacher's Book also suggests reusing the poster to revise the vocabulary as a starter for Lesson 2 of Units 3–17.

Cultural point 1: The United Kingdom and England

There are four countries in the United Kingdom: England, Wales, Scotland and Northern Ireland.

Often when people talk about England, they mean the United Kingdom.

Many people from Wales, Scotland and Northern Ireland don't like it when people call them English!

Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 9 Exercise 1 (*write, chips, shirt, etc.*).
- Write the words on the board. The children read the words chorally.

- Erase the words. Say the words slowly. The children listen and write them in their notebooks.
- Repeat the words. The children check what they have written.
- Call children to the front to write one word each on the board. The other children check their words.
- The children read the words chorally and individually.

1 Listen and say.

- Put the Unit 3 poster on the board. Talk with the children about the picture. Use Kurdish if necessary.
- Say *Open your books on page 10.*
- Play CD track 14. The children listen and point to the objects in the book.

CD script:

England

Sweden

Germany

The United States

India

Lebanon

Iraq

Australia

- Point to the first country (*England*) on the poster. Model the word *England ... England.*
- The children repeat the word chorally and individually.
- Repeat with the other countries on the poster.
- Write the words on the board. The children read the words chorally and individually.

2 Point, ask and answer.

- Read the speech bubbles to the children. Repeat the question (*What country is it?*) pointing to Germany. Help the children to answer *It's Germany.*
- Point to other countries. Ask the question and help the children to answer.

Unit 3

- Call two children to the front of the class. One child points to a country and asks the question. The other child answers the question.
- Repeat with other children and other countries.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. The children point, ask and answer questions about the countries.
- Give the pairwork instruction (*Question and answer, Question and answer*, etc). Start the whole class working in pairs.

3 Say and spell.

- Read the speech bubbles to the children.
- Choose a child and say, for example, *Spell India*. Help the child to spell India.
- Repeat with other children and other countries.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. The children take turns to say a country and to spell it.
- Give the pairwork instruction (*Say and spell, Say and spell*, etc). Start the whole class working in pairs.

4 Ask and answer questions about the map.

- Read the speech bubbles to the children.
- Point to the United States and say *What colour is the United States?* Help the children to answer (*It's yellow*).
- Repeat with other countries.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. The children take turns to ask a *What colour ...?* question and to answer it.
- Give the pairwork instruction (*Question and answer, Question and answer*, etc). Start the whole class working in pairs.

Activity Book

1 Find seven countries in the wordsquare.

- Show the wordsquare to the children.
- Point to the first row. Say *Can you see a country?* (*Lebanon*).
- Say *Find all the countries*.
- The children circle the countries in the wordsquare.

Answers: Lebanon, Iraq, England, Germany, Sweden, India, Australia

2 Match to make names of countries.

- Point to number 1. Say *What goes with Swed?* (*en*).
- Show the children how to draw a line from *Swed* to *en*.
- The children match the rest of the letters to make countries.

Answers: 1 Sweden 2 Australia 3 England
4 Germany 5 Lebanon 6 The United States 7 Iraq 8 India

3 Write.

- The children write the names of the countries on the poster.

Listening skills in Sunrise 5

Sunrise Level 5 has many opportunities to develop listening skills – in the photostory, in the spelling and pronunciation section, in the vocabulary presentation and in the pairwork activities.

What the teacher says is also an important source of English. Avoid using Kurdish as much as possible. Use English as much as you can to help the children develop their listening skills.

Unit 3

Unit 3 Lesson 2

Aims: presenting and practising *Where are you from? I'm from ...*

New language: *Where are you from? I'm from ...*

Revised language: countries

You need: Student's Book pp12–13; Activity Book p13; CD tracks 15–16; Unit 3 poster

Starter – poster game: letters

- Put the Unit 3 poster on the board.
- Point to each of the words. Say the words. The children repeat the words chorally and individually.
- Point to each of the countries. The children say the names chorally and individually.
- Choose a country. Say the letters in the country name, one at a time. For example, *There's an e. There's an a. There are two ns.*
- As soon as the children guess the name (*England*), they say it.
- Repeat with other countries.

1 Read, listen and say.

- Point to Matt, Grace, Aras, Oliver and Mr Duncan 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?* and *What are they doing?*
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 15 while the children listen and follow in their books.
- 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 *Where are you from?* on the board.
- Write on the board:
I'm from Kurdistan.
We're from Kurdistan.
- Underline *from* in the questions and answers.
- The children read the questions and answers on the board chorally.
- Ask a child *Where are you from?* Help the child to answer correctly.
- Repeat with other children.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children to read the photostory to the class.
- Give the pairwork instruction (*Read in pairs*). Start the whole class working in pairs.
- When the children have finished, choose two children to read the story in front of the class.

2 Listen, read and say.

- Show the picture to the children. Ask *What can you see?* (*A map of the world, people from different countries, etc*).
- Read the chant to the children. Ask *What countries are they from?* (*India and Australia*).
- Play CD track 16. The children listen and read.
- Remind the children about *Where is he from?* *He's from ...*
- Remind the children about the questions with *you, she* and *they*.
- Play track 16 again. Pause after each line. The children say each line chorally.
- Read the chant again. The children read the chant chorally with you.

3 In your notebook, write questions and answers about family and friends.

- Read the heading *Places* to the children. Ask the children how to say *Places* in Kurdish.

Unit 3

- Read the example questions and answers to the children. Focus on the use of *She* and *He* in the answers.
- Write other family words on the board – *your father, your aunt, your uncle*, etc.
- Help the children to say questions and answers with other family members, for example, *Where is your uncle from? He's from Duhok*.
- Call two children up to the front of the class to write their questions and answers on the board.
- Say *Write three questions and answers in your notebooks*.
- The children write three questions and answers in their notebooks, for example, *Where is your uncle from? He's from Turkey*.
- While the children are writing, circulate round the class and help the children to correct their mistakes.
- Choose children to stand up and read their questions and answers to the class.

Activity Book

1 Match the questions and answers.

- Read the answers in the speech bubbles to the children.
- Read question number 1 (*Where are you from?*).
- Ask *What's the answer?* (d).
- The children match the rest of the questions and answers.

Answers: 1 d 2 c 3 b 4 a

2 Write *Where ... from?* questions and answers.

- Read the example question and answer in number 1. Show that the question uses *you*.
- Show the children number 2. Help them to make a question with *They* (*Where are they from?*).

- Show the children how the question *Where are they from?* goes with the answer *They're from Lebanon*.
- The children write the rest of the questions and answers.

Answers: 1 Where are you from? 2 Where are they from? 3 Where is she from? 4 Where is he from? 5 They're from Sweden. 6 She's from Australia.

3 Write.

- Help the children to make a question and answer from the cues.
- The children write the question and answer.

Answers: Where are you from? I'm from Kurdistan.

Unit 3 Lesson 3

Aims: focus on spelling and pronunciation; reading skills (intensive reading)

New language: *thousand, million, flag, tree, Andorra*

Revised language: general

You need: Student's Book p14; Activity Book p14; CD tracks 17–18

Starter – say three things.

- Write three topics on the board that the children have seen in the Student's Book. For example:
Poole
The Duncan family
Aras and Darya
- Point to one of the topics. Say *Say three things about this*. Help the children to say three things about the topic. For example, *Poole – It has a beach. There are cafés and restaurants. People swim in the sea.*
- Repeat with the other topics.

Unit 3

1 Listen to the sentences. Say.

- Say *Listen to these sentences.*
- Play CD track 17 with books closed.

CD script:

He plays the guitar in the bazaar.

Let's go to the park in a car.

I like that scarf in the market.

- Focus on the /ɑ:/ sound. Say *Listen for this sound.*
- Play the track again. The children repeat each sentence chorally.
- Say *Open your books on page 14.*
- Focus on the words with *ar* and the /ɑ:/ sound.
- Read the sentences to the children again. Emphasize the words with the /ɑ:/ sound.
- Play the track again. The children listen, read and repeat each sentence chorally.

2 Read about the countries.

Find the countries on the map.

- Show the map and the text to the children.
- Say *Show me your reading finger.*
- Read the text to the children. The children follow with their reading fingers.
- Say *Read the text silently. Use your reading fingers.*
- The children read the text silently. While they are reading, make sure they are using their reading fingers.
- Say *Where is the United States?* The children point to the United States on the map.
- Repeat with the other countries.
- Ask *Does anyone have any questions?* Answer a limited number of questions (four or five) about the text.
- Say *Listen, read and repeat.* Read the text one sentence at a time. The children repeat each sentence chorally.
- Say *Now let's read together.* Read the text to the children. The children read aloud at the same time as you.

3 Which country is it?

- Say *Now let's look at the questions.*
- Read the first sentence to the children. Ask *Which country is it? (Andorra).*
- Repeat with the other sentences.

Answers: 1 Andorra 2 the United States
3 Andorra 4 Iraq 5 Lebanon

Activity Book

1 Listen and write.

- Point to Picture 1. Say *I like your scarf.*
- Point to Picture 2. Say *The guitar is in the bazaar.*
- Point to Picture 3. Say *Let's go to the market.*
- Point to Picture 4. Say *My car is in the park.*
- Remind the children about words with *ar*. Ask the children to spell the *ar* words in the pictures (*scarf, guitar, bazaar, market, car, park*).
- Write the words on the board as the children spell them. Highlight *ar* in each word.
- Erase the words. Play CD track 18. Pause after each sentence.

CD script:

1 I like your scarf.

2 The guitar is in the bazaar.

3 Let's go to the market.

4 My car is in the park.

- The children listen and write each sentence.
- Play CD track 18 again. The children check their sentences.
- Call individual children to the front to write the sentences on the board.

Answers: See the CD script.

2 Follow the lines. Write the questions and answers.

- Show the children how to follow the lines to the countries.
- Follow the line from the boy in number 1. Ask *Which country is it? (England).*

Unit 3

- Help the children to complete the question and answer (*Where is he from? He's from England*).
- The children complete the rest of the questions and answers.

Answers: 1 Where is he from? He's from England. 2 Where is she from? She's from Australia. 3 Where are they from? They're from India. 4 Where are they from? They're from the United States.

3 Write.

- Help the children to make a question and answer from the cues.
- The children write the question and answer.

Answers: Where is your father from? He's from Germany.

Units 1 and 2 do not have a Lesson 4.

In Units 3–18, Lesson 4 is the skills development lesson.

In the Student's Book, it's the *Let's talk about ...* page. This page helps the children to develop their speaking skills.

In the Activity Book, it's the Writing page. This page helps the children to develop their writing skills.

Unit 3 Lesson 4

Aims: to practise talking about flags, countries, colours and populations

New language: *more than 1 billion*

Revised language: countries; colours; numbers

You need: Student's Book p15

Starter – guess the word

- Choose ten words from the vocabulary groups in the revised language for this class (*countries, colours, numbers*).

- Draw a line on the board. Add the first and last letter of a word. For example, for *England*, write *E_____D*.
- Ask *What is it? (England)*.
- If the children can't guess, add another letter.
- Repeat with the other words.

1 Talk about the countries and flags.

- Read the speech bubbles to the children.
- Write the two sentences from the speech bubbles on the board.
- Point to the flag of England. Show the number *51 million* under the flag. Explain in Kurdish that there are 51 million people in England.
- Point to each of the flags. Ask *How many people?* The children say the numbers (*31 million, 22 million, etc*).
- Point to the flag of the United States. Show the children that it is red, white and blue.
- Point to each of the flags. Ask *What colour is it?* The children say the colours of each flag (for example, *red, white, black and green*).
- Point to the sentences on the board again. Say *Tell me about Iraq*.
- Help the children to say *There are 31 million people in Iraq* and *The flag of Iraq is red, white, black and green*.
- Repeat with the other countries.
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. The children take turns to point to a flag and to describe the flag and the country, for example, *There are more than 1 billion people in India. The flag of India is red, white, green and blue*.
- Give the pairwork instruction (*Point and say, Point and say, etc*). Start the whole class working in pairs.

Unit 3

2 Ask and answer questions about countries.

- Read the speech bubbles to the children.
- Ask the children questions about the countries, for example,
How many people live in Iraq? (31 million)
What colour is the flag of Iraq? (It's red, white, black and green.)
- Help the children to answer correctly.
- Write the two questions on the board. Underline the beginnings of the two questions, like this:
How many people live in Iraq?
What colour is the flag of Iraq?
- Help the children to make questions with *How many people ...?* and *What colour is ...?* Help other children to answer the questions.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to ask questions and to answer them. For example, *How many people live in Lebanon?*
- Give the pairwork instruction (*Question and answer, Question and answer*, etc). Start the whole class working in pairs.

Writing skills in Sunrise 5

Level 5 continues with the writing pages that were introduced in Level 4.

The writing pages are in Lesson 4 in Units 3–18 of the Activity Book. On each page there's a different theme to write about – famous singers, your school, your friends, etc.

There are two activities on each writing page.

Exercise 1 has a reading text about the theme, for example, about a famous singer. The children read the text and answer the questions.

Exercise 2 has information about the theme, for example, about another famous singer. The children write this information in a paragraph. They can use the text in Exercise 1 as a model.

Unit 3 Writing Page

Aims: to develop writing skills

New language: none

Revised language: general

You need: Activity Book p15

1 Read about Zakaria. Answer the questions.

- Read the text about Zakaria to the children. The children follow with their reading fingers.
- Read question number 1 to the children (*Is he Kurdish?*).
- Help the children to answer correctly (*Yes, he is*).
- The children answer the rest of the questions.

Answers: 1 Yes, he is. 2 No, he doesn't.
3 It's black. 4 They're brown.
5 Yes, he does.

2 Read about Leila Fariqi. Write a paragraph about her.

- Read the information about Leila Fariqi to the children.
- Help the children to say the first sentence of the paragraph (*Leila Fariqi is a singer*).
- The children write the rest of the paragraph. They can use the text about Zakaria as a model.
- Ask individual children to read their paragraphs to the class.

Example answer: Leila Fariqi is a singer. She is Kurdish. She sings Kurdish songs. She writes songs and she plays the guitar. Her hair is brown and her eyes are brown. She lives in Sweden.

Unit 4

Unit 4 Lesson 1

Aims: presenting new words for possessions; saying and writing these words

New language: *skateboard, camera, ball, CD player, calculator, racket, camera*

Revised language: *ruler, mobile phone, pen, bag, bicycle; How many ... are there? Is there a ...? Is it a ...? Where are the ...?*

You need: Student's Book pp 16–17; Activity Book p16; CD track 19; Unit 4 poster

CD script:

skateboard

camera

ball

racket

CD player

calculator

- Point to the first object (*skateboard*) on the poster. Model the word *skateboard ... skateboard*.
- The children repeat the word chorally and individually.
- Repeat with the other objects on the poster.
- Write the words on the board. The children read the words chorally and individually.

Starter – dictation

- Read the spelling/pronunciation sentences on Student's Book page 14
- Write the sentences on the board. The children read the sentences chorally.
- Focus on the spelling point (words with *ar*). Underline *ar* in the words.
- Erase the sentences. Say the sentences slowly. The children listen and write them in their notebooks.
- Repeat the sentences. The children check what they have written.
- Call children to the front to write one sentence each on the board. The other children check their sentences.
- The children read the sentences chorally and individually.

1 Listen and say.

- Put the Unit 4 poster on the board. Talk with the children about the picture. Use Kurdish if necessary.
- Say *Open your books on page 16*.
- Play CD track 19. The children listen and point to the objects in the book.

2 Ask and answer.

- Point to the skateboards. Ask *How many?* The children count and answer (*two*).
- Repeat with the other vocabulary items (cameras, balls, rackets, CD players, calculators, etc).
- Read the first question and answer in the speech bubbles to the children.
- Count the CD players, then repeat the question and answer. Make sure the children understand the question and answer.
- Point to the cameras. Say *Cameras. Can you make a question with cameras?* Help the children to make the *How many ...?* question (*How many cameras are there?*).
- Help the children to answer the question (*There are eight*).
- Repeat with the other vocabulary items. The children say questions and answers.
- Point to the blue CD player. Ask *What colour is it?* Help the children to answer (*It's blue*).
- Repeat with other objects.
- Read the example question and answer (*Is there a blue CD player? Yes, there is*). Show the children the blue CD player. Make sure the children understand the question and answer.

Unit 4

- Say *A green calculator. Can you make a question with a green calculator?* Help the children to make the question (*Is there a green calculator?*).
- Help other children to answer the question (*Yes, there is*).
- Repeat with other combinations of colours and objects. Help the children to make the questions and to answer correctly (*Yes, there is* or *No, there isn't*).
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. Help the two children to ask *How many ...?* questions and to answer the questions. For example, *How many rackets are there? There are six*.
- Help the two children to ask *Is there a ...?* questions and to answer them. For example, *Is there a blue skateboard? No, there isn't*.
- Give the pairwork instruction (*Ask and answer, Ask and answer, etc*). Start the whole class working in pairs.

3 Play a guessing game.

- Read the example dialogue to the children. Make sure that the children understand it is a guessing game. The child on the right is guessing what the child on the left is thinking about.
- Play the game with the children. Think of an object in the poster, for example, the green camera. Say *I'm thinking of an object in the poster*. Help the children to ask questions about the object (*Is it a racket/CD player/calculator? etc. Is it blue/red/green? etc*).
- Repeat with another colour and object.
- Choose a child to think of an object. Help the others to ask questions about it and guess.
- Repeat with other children.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. The children play the game, asking questions, answering the questions and guessing.

- Give the pairwork instruction (*Ask and answer, Ask and answer, etc*). Start the whole class working in pairs.

4 Ask, find and say.

- Point to the first picture. Ask *What is it?* Help the children to say *A bicycle*. Help the children to find the bicycle in the poster.
- Repeat with the other objects.
- Read the example question and answer to the children. Show the children that the bags are next to the pens.
- Help the children to ask questions about the other objects. For example, *Where are the rulers?*
- Help the children to answer the questions (*They're next to the mobile phones*).
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. Help them to ask questions and answer the question about revision objects in the class, such as *Where is the bicycle? It's behind the balls*.
- Give the pairwork instruction (*Ask and answer, Ask and answer, etc*). Start the whole class working in pairs.

Activity Book

1 Read and match.

- Point to Picture A. Say *There's a racket, a camera and a CD*.
- Point to the other pictures. Help the children to describe them (*Picture B – There's a skateboard and a camera, etc*).
- Read sentence number 1 to the children (*There's a calculator. There's a camera*).
- Ask *Which picture is it? (E)*. The children write *E* on the answer line.
- The children match the rest of the sentences with the pictures.

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

Unit 4

2 Write the words.

- Point to picture 1. Ask *What is it?* (A racket). The children write *racket* on the answer line.
- The children write the words for the rest of the pictures.

Answers: 1 racket 2 calculator 3 camera
4 skateboard

3 Write.

- The children write the names of the objects in the poster.

Unit 4 Lesson 2

Aims: presenting and practising possessive 's

New language: *This is Ruby's favourite place.*

Revised language: colours; *What colour is/are ...?*

You need: Student's Book pp18–19; Activity Book p17; CD tracks 20–21; Unit 4 poster

Starter – Poster game: Yes or No?

- Put the Unit 4 poster on the board.
- Point to each of the words. Say the words. The children repeat the words chorally and individually.
- Point to each of the objects. The children say the names chorally and individually.
- Say a sentence about the objects in the poster. For example, *There's an orange ball. Yes or No?* (Yes).
- The children say *Yes* or *No* as appropriate.
- Repeat with other sentences about other objects in the poster. For example, *There's a red skateboard* (No). *There are six skateboards* (No). *There are eight cameras* (Yes).

1 Read, listen and say.

- Point to Mr Duncan, Mrs Duncan, Aras, Darya and Oliver in the pictures. Ask *Who is this?* about each character. The children say the names.
- Talk with the children about each picture. Ask questions such as *Where are they in Picture 1? What are they doing in Picture 3? Is it a beautiful place?*
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 20 while the children listen and follow in their books.
- 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 *This is Oliver's favourite food.* on the board. Underline 's in *Oliver's* and say *Oliver's favourite food. The favourite food of Oliver.* Point to the 's in *Oliver's* and say *of Oliver.*
- Write *This is Ruby's favourite place.* on the board. Underline 's in *Ruby's* and say *Ruby's favourite food. The favourite food of Ruby.* Point to the 's in *Ruby's* and say *of Ruby.*
- Show the children your bag. Write *This is the teacher's bag.* on the board. Underline the 's and say: *The teacher's bag. The bag of the teacher.*
- The children read the sentences on the board chorally.
- Take a pen from one of the children. Help the children to say, for example, *This is Rastgo's pen.* Repeat with other objects.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children to read the photostory to the class.
- Give the pairwork instruction (*Read in pairs*). Start the whole class working in pairs.

Unit 4

- When the children have finished, choose two children to read the story in front of the class.

2 Listen, read and say.

- Revise colours with the children. Show the children sheets of coloured paper or the colour flashcards and ask *What colour is it?* The children answer chorally.
- Tell the children to look at the dialogue on page 19.
- Play CD track 21.
- Focus on the use of *I think ...* and *I don't know* in the dialogue. Explain the meanings in Kurdish.
- Read the dialogue to the children, adding correct information about the colour of your bag, and the colour of a child's shoes. You don't need to use *I think ...* or *I don't know* this time.
- Focus on the use of *is* with *bag* and *are* with *shoes*.
- Point to an item in the class and ask a question, for example, *What colour is Nabaz's bag?* Help the children to answer.
- Repeat with other items in the class, for example, *What colour are Sherin's shoes?* Help the children to answer correctly. Help them to use *I think ...* and *I don't know* if they need it.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. Help the two children to ask and answer questions about objects in the class, such as *What colour is ...'s pencil?* and *What colour are ...'s shoes?*
- Give the pairwork instruction (*Question and answer, Question and answer*, etc). Start the whole class working in pairs.

3 In your notebook, write about favourite colours.

- If necessary, revise colours again with the children.

- Read the heading *Favourite colours* to the children. Ask the children how to say *Favourite colours* in Kurdish.
- Read the example sentence (*My sister's favourite colour is red*) to the children. Focus on the *'s* in *sister's*.
- Write other family words on the board – *my mother, my father, my brother*, etc.
- Help the children to say sentences with other family members, for example, *My brother's favourite colour is blue*.
- Call two children up to the front of the class to write their sentences on the board.
- Say *Write three sentences in your notebooks*.
- The children write three sentences in their notebooks, for example, *My aunt's favourite colour is green*.
- While the children are writing, circulate round the class and help the children to correct their mistakes.
- Choose children to stand up and read their sentences to the class.

Activity Book

1 Write.

- Point to the boy and girl. Ask *Who are they?* (*Oliver and Ruby*).
- Point to the picture in 1. Ask *Whose are they?* (*Oliver's*).
- The children write *Oliver's* on the answer line.
- The children complete the rest of the sentences with *Oliver's* or *Ruby's*.

Answers: 1 Oliver's 2 Ruby's 3 Oliver's
4 Ruby's 5 Oliver's 6 Ruby's

2 Write.

- Point to the first picture. Read the sentence (*It's Ruby's bag*) to the children.
- Point to number 2. Help the children to make the sentence (*It's Oliver's camera*).
- The children write the sentence on the answer line.

Unit 4

- The children write the rest of the sentences.

Answers: 1 It's Ruby's bag. 2 It's Oliver's camera. 3 It's Ruby's calculator. 4 It's Oliver's skateboard. 5 It's Ruby's camera. 6 It's Oliver's bag.

3 Write.

- Help the children to make sentences from the cues.
- The children write the sentences.

Answers: Oliver's bag is new. Ruby's shoes are red.

Unit 4 Lesson 3

Aims: focus on spelling and pronunciation; general reading

New language: *harbour, windsurfing, floor, take care of, dirty*

Revised language: general

You need: Student's Book p20; Activity Book p18; CD tracks 22–24

Starter – Show me ...

- Make a list of things that the children can find in the Student's Book, for example:
 - a red CD player
 - lemons
 - a beach
 - a map
 - the English flag
 - an orange ball
- Divide the class into two teams. Call one child from each team to the front.
- Say *Show me a red CD player*. The first child to find the item in their book gets a point for his/her team.
- Continue until all the children have had a turn. Add up the points and say which team won.

1 Listen to the sentences. Say.

- Say *Listen to these sentences*.
- Play CD track 22 with books closed.

CD script:

The teacher is reading.

They are eating ice cream.

I am speaking English and drinking tea.

- Focus on the /i:/ sound. Say *Listen for this sound*.
- Play the track again. The children repeat each sentence chorally.
- Say *Open your books on page 20*.
- Focus on the words with *ea* and the /i:/ sound.
- Read the sentences to the children again. Emphasize the words with the /i:/ sound.
- Play the track again. The children listen, read and repeat each sentence chorally.
- Read the *Remember* note to the children. Make sure the children understand that *ea* can also make different sounds, such as in *wear, ear, breakfast, sweater*.
- The children read the sentences again chorally.

2 Read the postcard. Close your books and talk about Sandley.

- Explain to the children what a postcard is. Use Kurdish if necessary.
- Read the name and address to the children. Explain that the postcard is going to this person.
- Read the text to the children.
- Read the text again. Explain unfamiliar vocabulary and phrases to the children, for example, *It's next to Poole*.
- The children read the text silently, using their reading finger.
- Read the text to the children one sentence at a time. The children repeat each sentence chorally.
- Read the text to the children. The children read aloud at the same time as you.

Unit 4

- Say *Close your books*. Ask the children questions about the text. Suitable questions are:

Where is Sandley? (It's next to Poole.)
Is it beautiful? (Yes, it is.)
Is there a harbour? (Yes, there is.)
What are the people doing? (They are windsurfing.)
Is the beach small? (No, it isn't. It's big.)

3 Listen, read and sing.

- Talk about the picture with the children. Ask questions such as *What are they doing?* and *Is the book dirty?*
- Read the song to the children. Make sure they understand new words and phrases, such as *on the classroom floor* and *take care of it*.
- Say *Close your books*. Play CD track 23. The children listen.
- Say *Open your books on page 20*. Play the song again. The children listen and read the song silently.
- Play the song again. Pause after each line. The children listen and repeat.
- Play the song again, without pauses. Encourage the children to sing along.

Values

- Read the Values sign (*Take care of your possessions!*) to the children. In Kurdish, ask them questions such as:
Do you take care of your possessions?
Why is this important?
What can you say to people who don't do this?

Activity Book

1 Listen and write.

- Point to Picture 1. Say *He is reading*.
- Point to Picture 2. Say *They are speaking*.
- Point to Picture 3. Say *The teacher likes tea*.
- Point to Picture 4. Say *You are eating ice cream*.

- Remind the children about words with *ea*. Ask the children to spell the *ea* words in the pictures (*reading, speaking, teacher, tea, eating, ice cream*).
- Write the words on the board as the children spell them. Highlight *ea* in each word.
- Erase the words. Play CD track 24. Pause after each sentence.

CD script:

1 *He is reading.*
2 *They are speaking.*
3 *The teacher likes tea.*
4 *You are eating ice cream.*

- The children listen and write each sentence.
- Play CD track 24 again. The children check their sentences.
- Call individual children to the front to write the sentences on the board.

Answers: See the CD script.

2 Read and colour.

- Point to the boy. Say *His name is Jack*.
- Point to the girl. Say *Her name is Kate*.
- Read the first speech bubble. Ask *What colour is his T-shirt?* (*brown*).
- Ask *What colour is her T-shirt?* (*green*).
- The children colour the T-shirts in the picture.
- The children read the rest of the speech bubbles and colour the picture.

Answers: Jack: brown T-shirt, blue jacket, brown shoes, blue belt, blue trousers;
Kate: green T-shirt, blue jacket, pink shoes, black belt, blue trousers

3 Write.

- Help the children to make a question and answer from the cues.
- The children write the question and answer.

Answers: What colour is Jack's belt? It's blue.

Unit 4

Speaking skills in Sunrise 5

This level of Sunrise introduces a new feature: the *Let's talk about ...* page.

This page is in Lesson 4 in Units 3–18. On each page there's a different theme to talk about – your town, food, your friends, etc.

There are three activities on most *Let's talk about ...* pages.

In Exercise 1, the children review the vocabulary groups they need.

In Exercise 2, the children make sentences about the topic.

In Exercise 3, the children work in pairs. They ask and answer questions about the topic.

Importance of the first and last letter of a word

Guess a word is the suggested starter for all the Lesson 4s in the book. Why is it so useful?

In *Guess a word* the teacher writes, for example M____Y. The children guess the word – in this case, Monday.

This game helps the children to read effectively. Research shows that when children (and adults) read in English, their eyes start at the first and last letter of each word. Often they don't look properly at the middle of the word, they go straight on to the next word.

In fact, children can understand texts where many of the words only have their first and last letter visible.

Guessing words from the first and last letter is an essential reading skill, as well as a good way to revise vocabulary.

Unit 4 Let's talk about ... your possessions

Aims: to practice talking about possessions

New language: none

Revised language: possessions; colours; adjectives

You need: Student's Book p21

Starter – guess the word

- Choose ten words from the vocabulary groups in the revised language for this class (*possessions, colours, adjectives*).
- Draw a line on the board. Add the first and last letter of a word. For example, for *purple* write P____E.
- Ask *What is it?* (*purple*).
- If the children can't guess, add another letter.
- Repeat with the other words.

1 Find words for these groups.

- Read the word groups (*possessions, colours, adjectives*) to the children.
- Write the heading *Colours* on the board.
- Ask *What colours can you see on this page?* (*orange, brown, pink, purple, grey*).
- As the children identify the colours, write them on the board under the heading *Colours*.
- Ask *Can you think of other colours?* (*red, green, yellow, blue, brown, black, white*).
- As the children identify the colours, write them on the board under the heading *Colours*.
- Write the heading *Possessions* on the board.
- Ask *What possessions can you see on this page?* (*CD player, calculator, watch, bag, skateboard, mobile phone, camera, bicycle*).
- As the children identify the possessions, write them on the board under the heading *Possessions*.
- Write the heading *Adjectives* on the board.

Unit 4

- Ask *What adjectives can you see on this page?* (*small, big, old, new*).
- As the children identify the adjectives, write them on the board under the heading *Adjectives*.

2 Talk about your possessions.

- Read the speech bubble to the children.
- Show your own possessions. Make sentences about them. For example, *My bag is blue. My book is new. I don't have a camera.*
- Help the children to make sentences about their own possessions.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to show and describe their possessions, using *My ... is ...* and *I don't have a ...*
- Give the pairwork instruction (*Show and say, Show and say*, etc). Start the whole class working in pairs.

3 Ask and answer questions about possessions.

- Read the speech bubbles to the children.
- Ask the children questions about their possessions, for example:
Is your bag old?
What colour is your book?
Do you have a mobile phone?
- Help the children to answer correctly.
- Write the three questions on the board. Underline the beginnings of the three questions, like this:
Is your bag old?
What colour is your book?
Do you have a mobile phone?
- Help the children to make questions with *Is your .../What colour is your .../Do you have a ...?* Help other children to answer the questions.
- Divide the class into pairs (*one, two, one, two*, etc).

- Choose one pair of children. The children take turns to ask questions and to answer them. For example, *Is your bag green?*
- Give the pairwork instruction (*Ask and answer, Ask and answer*, etc). Start the whole class working in pairs.

Unit 4 Writing Page

Aims: to develop writing skills

New language: none

Revised language: general

You need: Activity Book p19

1 Read about the clothes. Colour the pictures.

- Read the text about Rebwar's clothes to the children. The children follow with their reading fingers.
- Use the picture to explain the meaning of *suit*, *sash* and *turban*.
- Ask *What colour is his suit?* (*grey*).
- The children colour his suit grey.
- The children colour the rest of the picture.

Answers: grey suit, blue sash, white shirt, white T-shirt, white shoes, blue turban

2 Read about the clothes. Write about them.

- Read the information about Rastgo's clothes to the children.
- Help the children to say the first sentence of the paragraph (*Rastgo is from Silemani in Kurdistan*).
- The children write the rest of the paragraph. They can use the text about Rebwar's clothes as a model.
- Ask individual children to read their paragraphs to the class.

Unit 4

Example answer: Rastgo is from Silemani in Kurdistan. Rastgo's suit is blue. His sash is grey. His shirt is brown. His T-shirt is grey. His shoes are black. He has a big turban. It's grey.

Unit 5

Unit 5 Lesson 1

Aims: presenting ordinal numbers; saying and writing ordinal numbers

New language: *first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, prize, tracksuit*

Revised language: numbers 1–10; colours; describing appearance

You need: Student's Book pp22–23; Activity Book p20; CD track 25; Unit 5 poster

Cultural point 2: Fun Runs

A Fun Run is a way of raising money for charity. Before the run, people ask their family and friends to sponsor them.

On the day of the Fun Run, they run (or walk!) from the beginning to the end. Fun Runs are usually short.

After the Fun Run, the runners collect the money from their friends and family and send it to the charity.

Starter – dictation

- Read the spelling/pronunciation sentences on Student's Book page 20.
- Write the sentences on the board. The children read the sentences chorally.
- Focus on the spelling point (words with *ea*). Underline *ea* in the words.
- Erase the sentences. Say the sentences slowly. The children listen and write them in their notebooks.
- Repeat the sentences. The children check what they have written.
- Call children to the front to write one sentence each on the board. The other children check their sentences.
- The children read the sentences chorally and individually.

1 Listen and say.

- Put the Unit 5 poster on the board. Talk with the children about the picture. Explain the idea of a Fun Run (see Teaching Tip on this page). Use Kurdish if necessary.
- Say *Open your books on page 22.*
- Play CD track 25. The children listen and point to the objects in the book.

CD script:

first
second
third
fourth
fifth
sixth
seventh
eighth
ninth
tenth

- Point to the first number (*first*) on the poster. Model the word *first ... first.*
- The children repeat the word chorally and individually.
- Repeat with the other numbers on the poster.
- Write the numbers on the board. The children read the numbers chorally and individually.

2 Say word pairs.

- Write *one, two, three* in a column on the board. Call children up to the front to complete the numbers up to *ten*.
- Point to *one*. Say *The person in position 1 is ...* Help the children to answer *first*.
- Write *first* next to *one*.
- Repeat with the other numbers (*second, third, fourth, fifth*, etc).
- Say *Three*. Help the children to say the corresponding ordinal number *third*.
- Repeat with other numbers (*four – fourth, six – sixth*, etc).
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.

Unit 4

- Choose one pair of children. The children take turns to say a number and to say the corresponding ordinal number, for example, *five – fifth*.
- Give the pairwork instruction (*Say and say, Say and say, etc*). Start the whole class working in pairs.

Values

- Read the Values sign (*Support charity activities!*) to the children. In Kurdish, ask them questions such as:
Do you know any charities?
Why is it good to support charity activities?

3 Point and say.

- Point to the prizes in the picture. Read the speech bubble (*It's the tenth prize*) and point to prize number 10.
- Repeat with other sentences (*It's the fifth prize, It's the third prize, etc*).
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. The children take turns to say a sentence and point to the prize.
- Give the pairwork instruction (*Say and point, Say and point, etc*). Start the whole class working in pairs.

4 Talk about the people in the race.

- Read the top speech bubble (*The second person has black hair*). Show the children the second person in the race; show that this person has black hair.
- Repeat with the second speech bubble (*The eighth person is wearing a brown tracksuit*).
- Repeat with other sentences, for example, *The sixth person has pink shoes*.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.

- Choose one pair of children. The children take turns to say a sentence about the people in the race, for example, *The eighth person has black hair*.
- Give the pairwork instruction (*Point and say, Point and say, etc*). Start the whole class working in pairs.

Activity Book

1 Join the numbers in the correct order.

- Point to the numbers. Read them to the children.
- Ask *Which number do we start with? (first)*.
- Say *And then? (second)*. The children draw a line from first to second.
- Continue with the rest of the numbers.
- Ask individual children to read the numbers to the class in the correct order.

Answers: first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth

2 Write the missing number.

- Read the first sequence (*first, second, fourth, fifth*) to the children.
- Ask *Which number is missing? (third)*.
- The children write the number on the answer line.
- The children write the rest of the missing numbers.

Answers: third, eighth, seventh, fifth

3 Write.

- The children write the numbers on the poster.

Unit 5

Unit 5 Lesson 2

Aims: presenting and practising *Who's ...?*

New language: *Who's first? You're second; money, charity, charity walk*

Revised language: ordinal numbers

You need: Student's Book pp24–25; Activity Book p21; CD tracks 26–27; Unit 5 poster

Cultural point 3: Charity walks

Charity walks are another way of raising money for charity.

They are similar to Fun Runs, but:

- 1 Fun Runs are short; charity walks are long.
- 2 Fun Runs take less than an hour or two; charity walks often take several hours.

Starter – Poster game: Who is it?

- Put the Unit 5 poster on the board.
- Point to each of the words. Say the words. The children repeat the words chorally and individually.
- Point to each of the people. The children say the position (*first, second, third, etc*) chorally and individually.
- Choose a person. Describe the person like this: *This person has a yellow tracksuit. Who is it? (The fourth person).*
- Repeat with other people in the poster.

1 Read, listen and say.

- Point to Aras, Darya, Oliver, Ruby, Mr Duncan and Mrs Duncan in the pictures. Ask *Who is this?* about each character. The children say the names.
- Talk with the children about each picture. Ask questions such as *What are they doing in Picture 1? Who is the winner of the race?* and *What are they looking at in Picture 3?*
- Read the photostory to the children. Point to the speech bubbles as you read.

- Play CD track 26 while the children listen and follow in their books.
- 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 *Who's first?* on the board. Underline 's in *Who's* and say *Who is first?* Write *Who is first?* on the board. Make sure the children understand that the 's here is short for *is*.
- The children read the questions and answers on the board chorally.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children to read the photostory to the class.
- Give the pairwork instruction (*Read in pairs*). Start the whole class working in pairs.
- When the children have finished, choose two children to read the story in front of the class.

2 Match. Then listen, check and say.

- Read the list of activities (*have breakfast, brush my teeth, etc*) to the children.
- Read the heading *My routine* to the children. Explain that a routine is something you do every day.
- Read the first part of the text to the children, up to *Fourth I ...*
- Help the children to choose the next activity (*have breakfast*).
- The children choose the order of activities.
- Play CD track 27. The children listen and check the order.

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CD script:

My routine

I have a routine in the morning.

First I get up.

Second I wash my face and hands.

Third I get dressed.

Fourth I have breakfast.

Fifth I brush my teeth.

Sixth I get my bag.

Seventh I go to school.

- Read the speech bubble to the children. Focus on the use of *He* with *s* on the verb (*Third he gets dressed*).
- Help the children to talk about the routine (*First he gets up. Second he washes his face and his hands, etc*).

Values

- Read the Values sign (*Be organised!*) to the children. In Kurdish, ask them questions such as:
Are you organised?
Why is it important to be organised?
How can you be more organised?

3 In your notebook, write about your morning routine.

- Read the heading *My morning routine* to the children. Ask the children how to say *My morning routine* in Kurdish.
- Read the example sentences (*First I get up. Second I ...*) to the children.
- Ask the children to suggest other activities they can write about. For example, *have breakfast, brush my teeth, get my bag, go to school, wash my face and hands, have a shower, get dressed, make my bed, etc*.
- Help the children to say sentences about their morning routine, for example, *Third I have a shower*.
- Call two children up to the front of the class to write their sentences on the board.
- Say *Write about your morning routine in your notebooks*.

- The children write in their notebooks, for example, *Fourth I make my bed*.
- While the children are writing, circulate round the class and help the children to correct their mistakes.
- Choose children to stand up and read their sentences to the class.

Activity Book

1 Match the questions and answers.

- Point to the picture. Ask *What are they doing?* (*They're buying pizza*).
- Point to each of the story characters. Ask *Who is it?* (*Aras, Darya, etc*).
- Read the first question (*Is Oliver tenth?*) to the children. Help the children to count where Oliver is, then answer the question (*c – No, he isn't. He's ninth*).
- The children match the rest of the questions and answers.

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

2 Write questions and answers.

- Explain that the conversation is about the people in the queue for pizza.
- Read the example question and answer.
- Help children to write the second question and answer (*Is Ruby first? No, she isn't*).
- The children write the rest of the questions and answers.
- Choose children to read the questions and answers to the group.

Answers: 1 Is Aras first? No, he isn't. 2 Is Ruby first? No, she isn't. 3 Are you ninth? Yes, I am. 4 Who is third? Ruby 5 Who is fourth? Darya

3 Write.

- Help the children to make a question from the cues.

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- The children write the question.

Answer: Who is ninth? Oliver

Reading skills in Sunrise 5

This level of Sunrise introduces two types of reading text. Both types appear in Lesson 3 of Units 1–17.

In some Lesson 3s there is a single activity – a short reading text. The children read the text, then they close their books and talk about the topic.

In other Lesson 3s there is a double activity – a longer reading text.

In the first activity the children read a text, then they practise a useful reading skill such as guessing meaning or information transfer.

In the second activity, they answer detailed questions about the text.

For information about guessing meaning, see the Teaching Tip on page 60.

Unit 5 Lesson 3

Aims: focus on spelling and pronunciation; reading skills (intensive reading)

New language: *helping, information, sponsor*

Revised language: general

You need: Student's Book p26; Activity Book p22; CD tracks 28–29

Starter – vocabulary bingo

- Write the names of the vocabulary sets from Units 3–5 on the board (*countries, possessions, numbers*).
- The children say the words for each group. Write the words on the board like this:
countries – Iraq, England, Lebanon, the United States, Australia, India, Germany, Sweden.
- Each child chooses six words and writes them in his/her notebook.

- Say the words at random, for example, *skateboard, eighth, Australia, second, CD player*, etc.

- When the children hear one of their words, they circle it.
- The first child to circle all his/her words is the winner.

Note: It's a good idea to write down the words in your notebook as you say them. Then you can check the winning child's words.

1 Listen to the sentences. Say.

- Say *Listen to these sentences*.
- Play CD track 28 with the books closed.

CD script:

My mother is making a sweater for my father.

My brother and sister are having dinner.

The tiger is drinking water.

- Focus on the /ə/ sound. Say *Listen for this sound*.
- Play the track again. The children repeat each sentence chorally.
- Say *Open your books on page 26*.
- Focus on the words with *er* and the /ə/ sound.
- Read the sentences to the children again. Emphasize the words with the /ə/ sound.
- Play the track again. The children listen, read and repeat each sentence chorally.
- Read the *Remember* note to the children. Make sure the children understand that *er* can also make different sounds, such as in *eraser*.
- The children read the sentences again chorally.

2 Look at the poster for the charity walk. Answer the questions.

- Show the poster and the text to the children.
- Ask the children to tell you about charity walks. They can use Kurdish if necessary.
- Read the questions to the children.
- Say *Show me your reading finger*.

Unit 5

- Read the poster to the children. The children follow with their reading fingers.
- Say *Read the text silently. Use your reading fingers.*
- The children read the text silently. While they are reading, make sure they are using their reading fingers.
- Read question number 1 to the children. Help the children to answer correctly.
- Repeat with the other questions.

Answers: 1 At 11.30am 2 Kimley Beach
3 Water for the World 4 Saturday 3rd October

- Ask *Does anyone have any questions?* Answer a limited number of questions (four or five) about the text.
- Say *Listen, read and repeat.* Read the text one section at a time. The children repeat each section chorally.
- Say *Now let's read together.* Read the text to the children. The children read aloud at the same time as you.

3 Read about charity walks. Match the instructions with the pictures.

- Read sentences numbers 1–5 to the children. The children follow with their reading fingers.
- The children read the sentences silently, using their reading fingers.
- Read sentence number 1 to the children again. Ask *Which picture is it? (b).*
- Repeat with the other sentences.

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

Activity Book

1 Listen and write.

- Point to Picture 1. Say *I like your sweater.*
- Point to Picture 2. Say *My sister likes tigers.*
- Point to Picture 3. Say *The teacher is having dinner.*

- Point to picture 4. Say *My mother is next to my brother.*
- Remind the children about words with *er*. Ask the children to spell the *er* words in the pictures (*sweater, sister, tigers, teacher, dinner, mother, brother*).
- Write the words on the board as the children spell them. Highlight *er* in each word.
- Erase the words. Play CD track 29. Pause after each sentence.

CD script:

- 1 *I like your sweater.*
- 2 *My sister likes tigers.*
- 3 *The teacher is having dinner.*
- 4 *My mother is next to my brother.*

- The children listen and write each sentence.
- Play CD track 29 again. The children check their sentences.
- Call individual children to the front to write the sentences on the board.

Answers: See the CD script.

2 Read and write the names.

- Read the text to the children. The children follow with their reading fingers.
- Read the first sentence again. Help the children to work out which one is Sam.
- The children write the name of the person on the answer line.
- The children read the rest of the text and write the names.

Answers: 1 Emma 2 Tina 3 Alan 4 Angela
5 Sam 6 Jack 7 Toby 8 Lucy
9 Fred 10 Adam

3 Write.

- Help the children to make a question from the cues.
- The children write the question.

Answer: Who is next to Adam? Fred

Unit 5

Unit 5 Let's talk about ... lists

Aims: to practise talking about lists

New language: none

Revised language: *food, colours, clothes*

You need: Student's Book p27

Starter – guess the word

- Choose ten words from the vocabulary groups in the revised language for this class (*food, colours, clothes*).
- Draw a line on the board. Add the first and last letter of a word. For example, for *cheese*, write C _____ E.
- Ask *What is it?* (*cheese*).
- If the children can't guess, add another letter.
- Repeat with the other words.

1 Find the words.

- Read the word groups (*food, colours, clothes*) to the children.
- Write the heading *Food* on the board.
- Ask *What food can you see on this page?* (*jam, yogurt, fish, cheese, pizza, ice cream sandwiches*).
- As the children identify the food, write the words on the board under the heading *Food*.
- Write the heading *Colours* on the board.
- Ask *What colours can you see on this page?* (*green, red, white, blue, yellow*).
- As the children identify the colours, write them on the board under the heading *Colours*.
- Write the heading *Clothes* on the board.
- Ask *What clothes can you see on this page?* (*shirt, trousers, T-shirt, shoes, scarf, gloves, cap, trainers*).
- As the children identify the clothes, write them on the board under the heading *Clothes*.

2 Say five words for each group.

- Read the speech bubbles to the children.
- Say *Say five colour words*. Choose a child and help him/her to say five colour words.
- Say *Say five clothes words*. Choose a child and help him/her to say five clothes words.
- Say *Say five food words*. Choose a child and help him/her to say five food words.
- Repeat with other children.

3 Say lists of words. Listen and repeat the lists.

- Read the speech bubbles to the children.
- Say a list of five colours, for example, *purple, grey, orange, pink, brown*. Choose a child and help him/her to repeat the list like this: *First is purple, second is grey, third is orange*, etc.
- Repeat with lists of clothes, food and colours. Help the children to repeat the list in the same order, using *first, second, third*, etc.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to say lists and repeat the lists.
- Give the pairwork instruction (*Say and repeat, Say and repeat*, etc). Start the whole class working in pairs.

Unit 5 Writing page

Aims: to develop writing skills

New language: none

Revised language: general

You need: Activity Book p23

Unit 5/Revision 1

Cultural point 4: Talent shows

In talent shows, children and adults perform on a stage. They can sing, dance, do magic tricks – in fact, do anything to entertain people. The audience and the judges give them marks.

Talent shows on television are very popular nowadays. Some, like *X Factor*, are only for singers. Others, like *Britain's Got Talent*, are for any type of entertainment.

1 Read about the competition.

Answer the questions.

- Explain that this is a talent show at the school.
- Say *Show me the boy with first prize*. The children point to the boy with the first prize.
- Repeat with the second and third prizes.
- Read the text about the talent show to the children. The children follow with their reading fingers.
- Explain the titles of songs. Use Kurdish if necessary.
- Read question 1 (*Where is the school?*) (in *Hawler*). The children write the answer on the answer line.
- The children read the rest of the questions and write the answers on the answer lines.

Answers: 1 Hawler 2 Yes, he is. 3 Narin
4 She's 13. 5 Karwan 6 My family

2 Write about the competition.

- Read the information about the competition to the children.
- Help the children to say the first sentence of the paragraph (*This competition is at a school in Silemani*.)
- The children write the rest of the paragraph. They can use the text about the school in *Hawler* as a model.
- Ask individual children to read their paragraphs to the class.

Example answer: This competition is at a school in Silemani. Alan has the third prize. He's 12 and his song is 'You are beautiful'. Hana has the second prize. She's 11 and her song is 'I love Kurdistan'. Sherin has the first prize. She's 12 and her song is 'My song for the world'.

Revision sections

There are revision sections after Units 5, 8, 11, 14 and 17.

In the Student's Book, the children play a game which uses the grammar points of the three previous units.

In the Activity Book, the children do a series of exercises to revise vocabulary and grammar.

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 p107; Activity Book pp77–79

Starter – looking at the units

- Show the children Units 3, 4 and 5 in the Student's Book.
- Look at the poster pages. The children read the vocabulary words chorally and individually.
- Look at the story pages. Point out the new grammar such as *Where are you from? I'm from ...*, *Oliver's bicycle is new* and *Who's first/second/third?*

Revision 1

1 Choose a name for each person in the race.

- Point to each of the flags. Ask *What country is it?* The children say the country for each flag.
- Read the list of names.
- Explain that you are going to choose a name for each person in the race. The children are going to guess.

2 Answer your partner's questions. Your partner matches the names with the people.

- Read the speech bubbles to the children.
- Choose children to ask you the questions. Answer the questions according to the names you decided for each person, for example, *Where is Sue from? She's from England. What colour is Tom's T-shirt? It's blue and white.*
- Help the children to ask each other *Where is ... from?* and *What colour is ...?*
- Help the children to work out the names of the people.
- Divide the class into pairs (*one, two, one, two*, etc). In each pair, child 1 chooses a name for each person in the race, secretly.
- Choose one pair of children. Child 2 asks child 1 questions about the people in the race, for example, *What colour is Alex's T-shirt?* and *Where is Tina from?*
- Child 2 tries to guess the names of the people in the race.
- Give the pairwork instruction (*Ask and answer, Ask and answer*, etc). Start the whole class working in pairs.

3 Check your partner's answers.

- Read the speech bubbles to the children.
- Explain that you are going to see if the children worked out the names in your list correctly.

- Ask the children the questions in the speech bubbles. Tell the children if they are correct or not. For example:

Teacher: *Who's first?*

Child: *Angela.*

Teacher: *That's correct.*

- Divide the class into the same pairs as they were in for Exercise 2.
- Choose one pair of children. Child 1 checks that child 2 has worked out the order correctly. Child 1 asks child 2 questions: *Who's first? Who's second?* etc.
- Give the pairwork instruction (*Ask and answer, Ask and answer*, etc). Start the whole class working in pairs.

Your progress

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

- Remind children that at the end of every Revision page, they can check their progress.
- Ask *How many units have we done? (five).*
- Show the children the blue mark under the fifth box.
- Talk with the children about what they have learnt in units 1–5.

Activity Book

1 Circle the odd one out.

- Read the example to the children. Ask *Why does Lebanon have a circle? (Because it's a country and the other words are numbers).*
- The children circle the odd one out in each of the word groups.

Answers: 1 ninth 2 CD player 3 calculator
4 Germany 5 third

2 Write the words in the correct groups.

- Read the words in the box to the children.
- Show the children that *India* goes in the *Countries* group.

Revision 1

- The children write the other words in the correct group.

Answers: Countries: India, Australia
Possessions: racket, skateboard
Numbers: seventh, first

- The children talk about the topics in pairs, or to the teacher.
- Give marks for general communicative ability. Don't take marks off for small mistakes.

3 Circle the correct words.

- Read the example question and answer. Show the children that the correct word has a circle.
- The children circle the correct word in the other sentences.

Answers: 1 Where 2 Joe's 3 is 4 Who's
5 second

4 Write *is* or *are*.

- Read the example question and answer. Explain that all the sentences can be completed with *is* or *are*.
- The children complete the sentences.

Answers: 1 are, are 2 is, is 3 is 4 is 5 are

5 Listen and write the words.

- Say *Listen and write*.
- Read the teacher's script. The children listen and write the words.

Teacher's script:

1 *fourth*
2 *England*
3 *racket*
4 *eighth*
5 *The United States*
6 *calculator*
7 *first*
8 *camera*
9 *Iraq*
10 *second*

Answers: See the Teacher's script.

Speaking

- Read the topics (*Countries and flags, possessions, lists*) to the children. Read the example speech bubbles.

Unit 6

Unit 6 Lesson 1

Aims: present the months of the year; saying and writing these words

New language: *January, February, March, April, May, June, July, August, September, October, November, December*

Revised language: ordinal numbers

You need: Student's Book pp28–29; Activity Book p24; CD track 30; Unit 6 poster

Starter – dictation

- Read the spelling/pronunciation sentences on Student's Book page 26.
- Write the sentences on the board. The children read the sentences chorally.
- Focus on the spelling point (words with *er*). Underline *er* in the words.
- Erase the sentences. Say the sentences slowly. The children listen and write them in their notebooks.
- Repeat the sentences. The children check what they have written.
- Call children to the front to write one sentence each on the board. The other children check their sentences.
- The children read the sentences chorally and individually.

1 Listen and say.

- Put the Unit 6 poster on the board. Explain that this is a calendar with the months of the year. Use Kurdish if necessary.
- Say *Open your books on page 28.*
- Play CD track 30. The children listen and point to the months in the book.

CD script:

*January
February
March
April
May
June
July
August
September
October
November
December*

- Point to the first month (*January*) on the poster. Model the word *January ... January.*
- The children repeat the months chorally and individually.
- Repeat with the other months on the poster.
- Write the months on the board. The children read the months chorally and individually.

2 Say sequences of three months.

- Read the speech bubbles to the children.
- Say a month, for example, *June*. Help the children to say the sequence of three months (*June, July, August*).
- Repeat with other starting months.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. The children take turns to say a month, and to say the sequence of three months, for example, *October ... October, November, December.*
- Give the pairwork instruction (*Say a month, Say three months, etc.*). Start the whole class working in pairs.

3 Ask and answer questions.

- Point to each of the people in the pictures. Ask *Who is it?* (*Mr Duncan, Aras, etc.*).
- Explain that each person is pointing to his/her favourite month. Use Kurdish if necessary.

Unit 6

- Read the speech bubbles to the children. Show that Darya is pointing to February.
- Ask other questions, for example, *What is Aras's favourite month?* Help the children to answer the questions (*His favourite month is September*).
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. The children take turns to ask a question and answer it, for example, *What is Mrs Duncan's favourite month?* *Her favourite month is March*.
- Give the pairwork instruction (*Question and answer, Question and answer, etc.*). Start the whole class working in pairs.

4 Play a memory game.

- Read the speech bubbles to the children. Show the children that August is the eighth month of the year.
- Ask the children questions about other months, for example, *What is the tenth month of the year?* Help the children to answer (*The tenth month of the year is October*).
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. The children take turns to play a memory game by asking questions and answering them, for example, *What is the third month of the year?* *The third month of the year is March*.
- Give the pairwork instruction (*Question and answer, Question and answer, etc.*). Start the whole class working in pairs.

Activity Book

1 Write the months of the year.

- Read number 1 (*January*). Ask *What is the next month?* (*February*).
- The children write the month on the answer line.
- The children write the rest of the months of the year.

- Ask individual children to read the months out to the class.

Answers: 2 February 4 April 6 June 8 August
10 October 12 December

2 Complete the crossword.

- Read the clue for 1 down (the second month) to the children.
- Ask *What month is it?* (*February*).
- Show the children how to write the month in the crossword.
- The children read the rest of the clues and complete the crossword.

Answers: Down: 1 February 4 November
6 August 7 March

Across: 2 December 3 April 5 January
8 May 9 June 10 October

3 Write.

- The children write the months.

Unit 6 Lesson 2

Aims: presenting and practising dates

New language: *It's on October 3rd*; ordinal numbers *11th–31st*

Revised language: ordinal numbers *1st–10th*;
When is ...?

You need: Student's Book pp30–31; Activity Book p25; CD tracks 31–32; Unit 6 poster

Starter – Poster game:

Sequences

- Put the Unit 6 poster on the board.
- Point to each of the words. Say the words. The children repeat the words chorally and individually.
- Write a sequence of months like this: *A S O*. Ask *What is the next letter?* (*N – for August, September, October, November*).

Unit 6

- Help the children to work out the letter.
- Repeat with other sequences of months: *J J A*, *F M A*, *M J J*, etc.

1 Read, listen and say.

- Point to Aras, Darya, Oliver, Ruby and Mr Duncan in the pictures. Ask *Who is this?* about each character. The children say the names.
- Talk with the children about each picture. Ask questions such as *What are they looking at in Picture 1? Where are they in Picture 2? What are they looking at in Picture 3?*
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 31 while the children listen and follow in their books.
- 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 *It's on October 3rd* on the board. Read the sentence. Explain that *3rd* is the way we write *third*.
- Show the children the numbers on page 31. Write example numbers and words on the board, like this:

1st	first
2nd	second
3rd	third
4th	fourth
5th	fifth
11th	eleventh
21st	twenty-first
22nd	twenty-second
23rd	twenty-third
24th	twenty-fourth
- Focus on the use of *st*, *nd*, *rd* and *th* in these numbers. Point out that most of the numbers end in *th*. Only 1, 2 and 3 are irregular.
- Write dates on the board like this: *September 22nd*, *March 15th*, *May 31st*, etc. Help the children to say the numbers correctly.

- The children read the dates on the board chorally.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children to read the photostory to the class.
- Give the pairwork instruction (*Read in pairs*). Start the whole class working in pairs.
- When the children have finished, choose two children to read the story in front of the class.

Writing and saying dates

We write dates with the month and the number, for example:

January 8th, June 22nd, September 31st

When we say dates, we add *the*:

January the eighth, June the twenty-second, September the thirty-first

So Ruby's speech bubble in the Unit 6 photostory says:

It's on October 3rd.

But Ruby says:

It's on October the third.

2 Listen, read and say.

- Say *Close your books*. Play CD track 32. The children listen.
- Ask *When is the girl's birthday?* (*June 3rd*) and *When is her father's birthday?* (*October 19th*).
- Say *Open your books*. Play the CD track again while the children listen and read.
- With the children, make a list of family members on the board (*mother, father, brother, sister, aunt, uncle, cousin*).
- Help the children to ask *When is ...?* questions about birthdays, for example, *When is your uncle's birthday?* Help the children to answer.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. The children take turns to ask a question and answer it, for example, *When is your sister's birthday?* *It's on June 5th.*

Unit 6

- Give the pairwork instruction (*Question and answer, Question and answer, etc.*). Start the whole class working in pairs.

3 Write in your notebook.

- Read the heading *Birthdays* to the children.
- Read the example sentence (*My aunt's birthday is on February 27th*) to the children.
- Ask the children to say other sentences about birthdays in their families.
- Call two children up to the front of the class to write their sentences on the board.
- Say *Write about birthdays in your notebooks.*
- The children write in their notebooks, for example, *My aunt's birthday is on October 23rd.*
- Choose children to stand up and read their sentences to the class.

Activity Book

1 Complete the sequences.

- Read number 1 to the children. Ask *What comes next? (twelfth, thirteenth).*
- The children add the numbers to the sequence.
- The children complete the rest of the sequences.
- Choose children to read the sequences out to the class.

Answers: 1 twelfth, thirteenth 2 fourteenth, sixteenth 3 twenty-second, twenty-fourth 4 twenty-ninth, thirty-first

2 Write questions and answers.

- Read the names and the dates of the birthdays to the children.
- Read the example question and answer.
- Read number 2. Help the children to make the question (*When is Peter's birthday?*) and the answer (*It's on February 24th.*).
- The children write the rest of the questions and answers.
- Choose children to read the questions and answers to the class.

Answers: 1 When is Susan's birthday? It's on May 2nd. 2 When is Peter's birthday? It's on February 24th. 3 When is Tina's birthday? It's on August 31st. 4 When is your birthday? (Children's own birthdays.)

3 Write.

- Help the children to make a question and answer from the cues.
- The children write the question and answer.

Answers: When is your birthday? It's on June 30th.

Unit 6 Lesson 3

Aims: focus on spelling and pronunciation; general reading

New language: *candles, chocolate, today, yesterday, tomorrow*

Revised language: general

You need: Student's Book p32; Activity Book p26; CD tracks 33–35

Starter – say three things

- Write three topics that the children have seen in the Student's Book. For example:
Countries and flags
Charity walks
Birthdays
- Point to one of the topics. Say *Say three things about this.* Help the children to say three things about the topic. For example, *charity walks – People give you money. You give the money to charity. You walk with your friends.*
- Repeat with the other topics.

1 Listen to the sentences. Say.

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

Unit 6

CD script:

I can see thirty birds.

Thirteen shirts and thirty skirts.

His birthday is on the thirty-first of May.

- Focus on the /3:/ sound. Say *Listen for this sound.*
- Play the track again. The children repeat each sentence chorally.
- Say *Open your books on page 32.*
- Focus on the words with *ir* and the /3:/ sound.
- Read the sentences to the children again. Emphasize the words with the /3:/ sound.
- Play the track again. The children listen, read and repeat each sentence chorally.
- Read the *Remember* note to the children. Make sure the children understand that *ir* can also make different sounds, such as in *tired* and *firefighter*.
- The children read the sentences again chorally.

2 Read Darya's diary. Close your book and talk about birthdays in England.

- Make sure the children understand that Darya writes in her diary every day.
- Read the text to the children.
- Read the text again. Explain unfamiliar vocabulary and phrases to the children, for example, *a big cake with candles*.
- The children read the text silently, using their reading finger.
- Read the text to the children one sentence at a time. The children repeat each sentence chorally.
- Read the text to the children. The children read aloud at the same time as you.

- Say *Close your books*. Ask the children questions about the text. Suitable questions are:
Are birthdays important in England? Yes, they are.
What do people say on your birthday? Happy birthday
What do people put on the cake? candles
Whose birthday is it? It's Aras's birthday.
What cake are they having? a big chocolate cake

3 Listen, read and sing.

- Talk about the picture with the children. Ask questions such as *Can you see people from Kurdistan? What other countries are they from?*
- Read the song to the children. Make sure they understand new words and phrases, such as *Today is very special*.
- Say *Close your books*. Play CD track 34. The children listen.
- Say *Open your books on page 32*. Play the song again. The children listen and read the song silently.
- Play the song again. Pause after each line. The children listen and repeat.
- Play the song again, without pauses. Encourage the children to sing along.

Values

- Read the Values sign (*Every day is special!*) to the children. In Kurdish, ask them questions such as:
Is this a positive or a negative attitude?
What things can we enjoy every day?
If we see someone who isn't happy, how can we make their day special?

Activity Book

1 Listen and write.

- Point to Picture 1. Say *He has thirty shirts*.
- Point to Picture 2. Say *My birthday is on the thirteenth of May*.

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- Point to Picture 3. Say *There are thirteen birds.*
- Remind the children about words with *th*. Ask the children to spell the *th* words in the pictures (*thirty, birthday, thirteenth, there, thirteen*).
- Write the words on the board as the children spell them. Highlight *th* in each word.
- Erase the words. Play CD track 35. Pause after each sentence.

CD script:

1 *He has thirty shirts.*

2 *My birthday is on the thirteenth of May.*

3 *There are thirteen birds.*

- The children listen and write each sentence.
- Play CD track 35 again. The children check their sentences.
- Call individual children to the front to write the sentences on the board.

Answers: See the CD script.

2 Read and write in the birthday book.

- Show the children the circled dates in the calendar. Explain that these are birthdays.
- Show children the birthday book. Read the first question and answer (*When is your mother's birthday? It's on January 25th*).
- Show the children that the person and the birthday date have been added to the birthday book.
- Read the next set of sentences (*Is your brother's birthday in January? etc*). Help the children to work out when the brother's and the father's birthdays are (*brother – April 14th, Father – April 22nd*).
- The children add the people and the dates to the birthday book.
- The children read the rest of the text. They add the rest of the people and the dates to the birthday book.
- Choose children to read the people and dates in the birthday book to the class.

Answers: mother: January 25th brother: April 14th father: April 22nd grandfather: November 3rd sister: November 27th

3 Write.

- Help the children to make a question and answer from the cues.
- The children write the question and answer.

Answers: Is your friend's birthday in April? Yes, it is. It's on April 22nd.

Unit 6 Let's talk about ... birthdays

Aims: to practise talking about birthdays

New language: none

Revised language: ordinal numbers, months, family

You need: Student's Book p33

Starter – guess the word

- Choose ten words from the vocabulary groups in the revised language for this class (*ordinal numbers, months, family*).
- Draw a line on the board. Add the first and last letter of a word. For example, for *September*, write *S_____R*.
- Ask *What is it?* (*September*).
- If the children can't guess, add another letter.
- Repeat with the other words.

1 Find the words.

- Read the word groups (*family, months, numbers*) to the children.
- Write the heading *Family* on the board.
- Ask *What family words can you see on this page?* (*father, sister, grandmother, grandfather, brother, aunt, uncle, mother*).
- As the children identify the family words, write them on the board under the heading *Family*.

Unit 6

- Write the heading *Months* on the board.
- Ask *What months can you see on this page?* (January, February, March, April, May, June, July, August, September, October, November, December).
- As the children identify the months, write them on the board under the heading *Months*.
- Write the heading *Numbers* on the board.
- Ask *What numbers can you see on this page?* (2nd, 1st, 3rd, 20th, 16th, 11th, 27th).
- As the children identify the numbers, write them on the board under the heading *Numbers*.
- Ask the children to suggest other numbers for dates, for example, *4th, 15th, 21st*, etc). Write their suggestions under the heading *Numbers*.

2 Talk about your family.

- Read the speech bubble to the children.
- Talk about people in your family, for example, *My sister's birthday is on August 18th*.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to choose a family member and say a sentence about their birthday. For example, *My uncle's birthday is on November 19th*.
- Give the pairwork instruction (*Choose and say, Choose and say*, etc). Start the whole class working in pairs.

3 Ask and answer questions about birthdays.

- Read the speech bubbles to the children. Focus on the two types of answers with *in* and *on*:
It's in July.
It's on July 4th.
- Ask the children questions about birthdays in their families, for example, *When is your brother's birthday?*
- Help the children to answer correctly.
- Divide the class into pairs (*one, two, one, two*, etc).

- Choose one pair of children. The children take turns to ask questions and to answer them. For example, *When is your grandmother's birthday?* *It's in May.*
- Give the pairwork instruction (*Question and answer, Question and answer*, etc). Start the whole class working in pairs.

Unit 6 Writing page

Aims: reviewing writing skills

New language: none

Revised language: general

You need: Activity Book p27

1 Read about Halkard Mulla Mohammed. Answer the questions.

- Point to the pictures. Ask *Who is it?* and *What does he do?* (*It's Halkard Mulla Mohammed. He's a footballer*).
- Read the text about Halkard to the children. The children follow with their reading fingers.
- Read question 1 (*What is his name?*) (*Halkard Mulla Mohammed*). The children write the answer on the answer line.
- The children read the rest of the questions and write the answers on the answer lines.

Answers: 1 Halkard Mulla Mohammed 2 Mosul
3 March 11th 4 In Kurdistan 5 Yes, he does. 6 Hawar Mulla Mohammed

2 Write about Hawar Mulla Mohammed.

- Read the information about Hawar to the children.
- Help the children to say the first sentence of the paragraph (*Hawar Mulla Mohammed is a Kurdish footballer*).

Unit 6

- The children write the rest of the paragraph. They can use the text about Halkard as a model.
- Ask individual children to read their paragraphs to the class.

Example answer: Hawar Mulla Mohammed is a Kurdish footballer. He's from Mosul. His birthday is on 1st June. He lives in Iran. He plays for Persepolis Football Club. His brother is Halkard Mulla Mohammed.

Unit 7

Unit 7 Lesson 1

Aims: presenting the time with *past* and *to*; saying and writing the time with *past* and *to*

New language: *quarter past twelve, half past two, twenty-five to seven*

Revised language: *What time is it?*; places

You need: Student's Book pp34–35; Activity Book p28; CD track 36; Unit 7 poster

Starter – dictation

- Read the spelling/pronunciation sentences on Student's Book page 32
- Write the sentences on the board. The children read the sentences chorally.
- Focus on the spelling point (words with *ir*). Underline *ir* in the words.
- Erase the sentences. Say the sentences slowly. The children listen and write them in their notebooks.
- Repeat the sentences. The children check what they have written.
- Call children to the front to write one sentence each on the board. The other children check their sentences.
- The children read the sentences chorally and individually.

1 Listen and say.

- Put the Unit 7 poster on the board. Talk with the children about the picture. Read each of the times. Explain the use of *quarter past ...*, *twenty past ...*, *half past ...*, *twenty-five to ...* and *quarter to ...* Use Kurdish if necessary.
- Say *Open your books on page 34.*
- Play CD track 36. The children listen and point to the clocks in the book.

CD script:

quarter to twelve

half past two

quarter past four

twenty past six

twenty-five to seven

- Point to the first clock (*quarter to twelve*) in the poster. Model *quarter to twelve ... quarter to twelve.*
- The children repeat the time chorally and individually.
- Repeat with the other clocks in the poster.
- Write the times on the board. The children read the times chorally and individually.

2 Point, ask and answer.

- Point to the fourth picture in Exercise 1. Read the speech bubbles to the children.
- Show the children that the time in the fourth picture is twenty past six.
- Point to another picture, for example, the second picture. Ask *What time is it?* Help the children to answer the question (*It's half past two*).
- Repeat with other pictures and times.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. The children take turns to point, ask and answer, for example, *What time is it? It's twenty-five to seven.*
- Give the pairwork instruction (*Question and answer, Question and answer, etc.*). Start the whole class working in pairs.

3 Point and say the times.

- Point to each of the clocks. Help the children to say the time like this: *It's one fifteen, It's seven thirty, It's three ten, It's five fifty, It's eleven oh five, It's eight forty.*
- Point to the first picture again. Ask *What time is it?* Guide the children to saying the time they way they have learnt in this Lesson (*It's quarter past one*).
- Repeat with the other clocks.

Unit 7

- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. The children take turns to point, ask and answer, for example, *What time is it? It's ten past three.*
- Give the pairwork instruction (*Question and answer, Question and answer, etc.*). Start the whole class working in pairs.

4 Say.

- Read the speech bubble to the children. Point to the first picture and say. *It's quarter to twelve. He's at school.*
- Repeat with the other pictures.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. The children point to a picture and say a sentence, for example, *It's twenty past six. He's at home.*
- Give the pairwork instruction (*Point and say, Point and say, etc.*). Start the whole class working in pairs.

Activity Book

1 Match the clocks with the times.

- Read the first time (*ten past twelve*). Ask *Which clock is it? (3).*
- The children draw a line from number 3 to *a*.
- The children match the rest of the clocks with the times.

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

2 Write the times. Use *past* and *to*.

- Read the example answer to the children.
- Help the children to say the time in number 2 (*It's quarter past three*).
- The children write the time on the answer line.
- The children write the rest of the times on the answer lines.

- Choose children to read the times to the class.

Answers: 1 It's ten past eight. 2 It's quarter past three. 3 It's twenty-five past nine. 4 It's half past ten. 5 It's quarter to eleven. 6 It's ten to twelve.

3 Write.

- The children write the times on the poster.

Unit 7 Lesson 2

Aims: present and practising *Wh ...?* present simple questions with *you*

New language: *What time do you feed the turtles? Where do you feed them?; aquarium*

Revised language: daily routines

You need: Student's Book pp36–37; Activity Book p29; CD track 37; Unit 7 poster

Starter – Poster game: Memory

- Put the Unit 7 poster on the board.
- Point to each of the times. Say the times. The children repeat the times chorally and individually.
- Cover one of the times with a piece of paper. Say *What time is it?*
- The children try to remember the time.
- Repeat with other times.
- Cover all the times. The children try to remember all the times, in order.

1 Read, listen and say.

- Point to Oliver and Darya in the pictures. Ask *Who is this?* about each character. The children say the names.
- Explain that the man in the red T-shirt works at the aquarium.

Unit 7

- Talk with the children about each picture. Ask questions such as *Do they like the aquarium?*
What type of fish can you see in Picture 1?
What type of fish can you see in Picture 2?
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 37 while the children listen and follow in their books.
- 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 *You feed the turtles* on the board.
- Write a question mark (?) on the board. Say *Change this to a question*.
- Help the children to make a question (*Do you feed the turtles?*).
- Write the question on the board. Add the two answers *Yes, I do* and *No, I don't*.
- Write *What time do you feed the turtles?* Show that we just add *What time* to the beginning of the question *Do you feed the turtles?*
- Help the children find the answer (*At two thirty*). Write the answer next to the question.
- Write *Where do you feed the turtles?* Show that we just add *Where* to the beginning of the question *Do you feed the turtles?*
- Help the children find the answer (*In the turtle pool*). Write the answer next to the question.
- The children read the questions and answers on the board chorally.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children to read the photostory to the class.
- Give the pairwork instruction (*Read in pairs*). Start the whole class working in pairs.
- When the children have finished, choose two children to read the story in front of the class

2 Ask and answer questions.

- Read the speech bubbles to the children.
- Show the children how to make questions using the table, for example:
What school do you go to?
What do you do in the evening?
What time do you go to bed?
- Ask questions from the table to the children. Help the children to answer correctly.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. The children take turns to ask a question and answer it, for example, *What do you do on Friday? I have lunch with my family.*
- Give the pairwork instruction (*Question and answer, Question and answer, etc*). Start the whole class working in pairs.

3 In your notebook, complete the questions then write the answers.

- Read the heading *Questions about me* to the children. Ask the children how to say *Questions about me* in Kurdish.
- Read the first example question (*What ... do you get up? I get up at ...*) to the children.
- Help the children to complete the question and answer.
- Repeat with the other questions. Help the children to answer the questions.
- Call two children up to the front of the class to write their questions and answers on the board.
- Say *Write questions and answers about yourself in your notebooks*.
- The children write in their notebooks, for example, *What time do you go to bed? I go to bed at half past nine.*
- While the children are writing, circulate round the class and help the children to correct their mistakes.

Unit 7

- Choose children to stand up and read their questions and answers to the class.

Activity Book

1 Read. Write the questions.

- Read the text to the children.
- Read the example question and answer to the children.
- Help the children to complete number 2 (*What time do you have lunch?*).
- The children complete the question on the answer line.
- The children complete the rest of the questions.
- Choose children to read the questions and answers to the class.

Answers: 1 time 2 do 3 Where 4 When

2 Write questions and answers.

- Read the example question and answer to the children.
- Help the children to say the question and answer in number 2 (*Where do you have lunch? At home*).
- The children write the question and answer on the answer lines.
- The children complete the rest of the questions and answers.
- Choose children to read the questions and answers to the class.

Answers: 1 What time do you go to bed? At eleven o'clock. 2 Where do you have lunch? At home 3 When do you go to the sports centre? On Monday

3 Write.

- Help the children to make a question and answer from the cues.
- The children write the question and answer.

Answers: What time do you get up? I get up at ten past seven.

Guessing meaning

In many of the reading activities in Sunrise 5, there are instructions to 'guess the meaning of the words'.

Guessing meaning is one of the most important reading skills. Even native speakers quite often need to guess the meaning of words they read. For example, they understand a word through the pictures about the text, or from the context of the word.

Sometimes teachers say we should tell our children the meaning of every word they don't understand. This has several negative consequences:

- 1 Children become lazy readers. They wait for the teacher to explain everything.
- 2 Children become dependent on the teacher – they can't understand anything if the teacher isn't there to explain it.
- 3 Reading activities take much longer than necessary. Children start to see reading as something time-consuming, boring and difficult.

So we want to encourage the children to guess the meaning. If they still can't understand the word, we can set a rule: we will explain a very limited number of words, perhaps three or four, but we will not explain all of the words.

That way, children become quick, efficient readers. They are more likely to actually enjoy reading, too.

Unit 7 Lesson 3

Aims: focus on spelling and pronunciation; reading skills (guessing meaning, intensive reading)

New language: *headquarters, make sure, treat well*

Revised language: general

You need: Student's Book p38; Activity Book p30; CD tracks 38–39

Unit 7

Cultural point 5: RSPCA and WaterAid

WaterAid is a major charity in the United Kingdom. They help people to look for water, to drill for water, and to use water effectively.

The RSPCA (the Royal Society for the Prevention of Cruelty to Animals) is one of the most popular charities in the United Kingdom. They take care of animals in the United Kingdom. They show people how to look after animals properly. They often take to court people who treat animals badly.

Starter – show me ...

- Make a list of things that the children can find in the Student's Book, for example:
 - a postcard
 - a camera
 - a poster about a charity walk
 - a pair of shoes
 - a big fish
 - a birthday cake
- Divide the class into two teams. Call one child from each team to the front.
- Say *Show me a postcard*. The first child to find the item in the books gets a point for his/her team.
- Continue until all the children have had a turn. Add up the points and say which team won.

1 Listen to the sentences. Say.

- Say *Listen to these sentences*.
- Play CD track 38 with the books closed.

CD script:

Look at my notebook!

That book is good.

I can't cook!

- Focus on the /ʊ/ sound. Say *Listen for this sound*.
- Play the track again. The children repeat each sentence chorally.
- Say *Open your books on page 38*.

- Focus on the words with *oo* and the /ʊ/ sound.
- Read the sentences to the children again. Emphasize the words with the /ʊ/ sound.
- Play the track again. The children listen, read and repeat each sentence chorally.
- Read the *Remember* note to the children. Make sure the children understand that *oo* can also make different sounds, such as *food* and *school*.
- The children read the sentences again chorally.

2 Read about these two charities. Guess the meaning of the underlined words.

- Show the two pictures to the children. Read the two sentences under the pictures.
- Point to the first picture. In Kurdish, ask the children to guess what this charity does (*It helps people find water*).
- Repeat with the second picture (*It helps animals*).
- Say *Show me your reading finger*.
- Read the complete text to the children. The children follow with the reading fingers.
- Say *Read the text silently. Use your reading fingers*.
- The children read the text silently. While they are reading, make sure they are using their reading fingers.
- Point to the first underlined word. Ask *How do you say headquarters in Kurdish?* Help the children to understand the meaning of *headquarters*.
- Repeat with the other underlined words.
- Ask *Does anyone have any questions?* Answer a limited number of questions (four or five) about the text.
- Say *Listen, read and repeat*. Read the text one sentence at a time. The children repeat each sentence chorally.

Unit 7

- Say *Now let's read together.* Read the text to the children. The children read aloud at the same time as you.

3 Answer the questions.

- Say *Now let's look at the questions.*
- Read the first sentence to the children. Ask *What is the answer? (London).*
- Repeat with the other sentences.

Answers: 1 London 2 RSPCA 3 WaterAid
4 WaterAid 5 RSPCA

Activity Book

1 Listen and write.

- Point to Picture 1. Say *Can you cook?*
- Point to Picture 2. Say *Look at that book!*
- Point to Picture 3. Say *Touch your foot!*
- Remind the children about words with *oo*. Ask the children to spell the *oo* words in the pictures (*cook, look, book, foot*).
- Write the words on the board as the children spell them. Highlight *oo* in each word.
- Erase the words. Play CD track 39. Pause after each sentence.

CD script:

1 *Can you cook?*

2 *Look at that book.*

3 *Touch your foot!*

- The children listen and write each sentence.
- Play CD track 39 again. The children check their sentences.
- Call individual children to the front to write the sentences on the board.

Answers: See the CD script.

2 Write the conversation.

- Help the children to complete the first question and answer (*What time do you get up on Saturday? At quarter past seven*).
- The children write the missing words on the answer lines.

- The children complete the rest of the questions and answers.
- Choose children to read the questions and answers to the class.

Answers: do, on, At, Where, go, What, At, do, On

3 Write.

- Help the children to make a question and answer from the cues.
- The children write the question and answer.

Answers: When do you go to the sports centre?
I go to the sports centre on Monday.

Unit 7 Let's talk about ... routines

Aims: to practise talking about routines

New language: none

Revised language: daily routines; clock times;
other time expressions

You need: Student's Book p39

Starter – guess the word

- Choose ten words from the vocabulary groups in the revised language for this class (*daily routines, clock times, other time expressions*).
- Draw a line on the board. Add the first and last letter of a word. For example, write T_____Y-F_____E TO S_____N.
- Ask *What is it? (twenty-five to seven)*.
- If the children can't guess, add another letter.
- Repeat with the other words.

1 Find the words.

- Read the word groups (*daily routines, clock times, other time expressions*) to the children.
- Write the heading *Daily routines* on the board.

Unit 7

- Ask *What daily routines can you see on this page? (get up, have breakfast, go to the bazaar, go home, watch television, go to bed).*
- As the children identify the daily routines, write them on the board under the heading *Daily routines.*
- Ask *Can you think of other daily routines? (go to school, have lunch, etc).*
- Write the children's suggestions on the board under the heading *Daily routines.*
- Write the heading *Clock times* on the board.
- Ask *What clock times can you see on this page? (quarter past six, half past two, quarter to ten).*
- As the children identify the clock times, write them on the board under the heading *Clock times.*
- Ask *Can you say other clock times? (half past twelve, quarter to eight, twenty past nine, etc).*
- Write the children's suggestions on the board under the heading *Clock times.*
- Write the heading *Other time expressions* on the board.
- Ask *What other time expressions can you see on this page? (in the morning, in the evening, in the afternoon, at night, on Monday).*
- As the children identify the other time expressions, write them on the board under the heading *Other time expressions.*
- Ask *Can you say other time expressions? (on Tuesday, on Wednesday, etc).*
- Write the children's suggestions on the board under the heading *Other time expressions.*

2 Talk about your daily routine.

- Read the speech bubble to the children.
- Makes sentences about your daily routine. For example, *I go home at three o'clock. I read in the afternoon.*
- Help children to make sentences about their daily routines.
- Divide the class into pairs (*one, two, one, two, etc*).

- Choose one pair of children. The children take turns to make sentences about their daily routines, for example, *I go to bed at ten o'clock.*
- Give the pairwork instruction (*Choose and say, Choose and say, etc*). Start the whole class working in pairs.

3 Ask and answer questions about daily routines.

- Read the speech bubbles to the children.
- Ask the children questions about their daily routines, for example:
What time do you have lunch?
Do you watch television in the evening?
- Help the children to answer correctly.
- Write the two questions on the board. Underline the beginnings of the two questions, like this:
What time do you have lunch?
Do you watch television in the evening?
- Help the children to make questions with *What time do you ...?* and *Do you ...?* Help other children to answer the questions.
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. The children take turns to ask questions and to answer them. For example, *Do you go to the park on Friday?*
- Give the pairwork instruction (*Ask and answer, Ask and answer, etc*). Start the whole class working in pairs.

Unit 7

Unit 7 Writing page

Aims: to develop writing skills

New language: none

Revised language: general

You need: Activity Book p31

1 Read about Shakia. Match the questions and answers.

- Point to the picture. Say *This is Shakia. She lives in Duhok.*
- Read the text about Shakia to the children. The children follow with their reading fingers.
- Point to the questions. Explain that we are asking Shakia questions about her flat and her daily routine. Read the answers to the children.
- Read question 1 (*Do you live in a flat?*) (c Yes, I do). The children write the answer on the answer line.
- The children read the rest of the questions and write the answers on the answer lines.

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

2 Write about Amy.

- Read the information about Amy.
- Help the children to say the first sentence of the paragraph (*I live in a house in London.*)
- The children write the rest of the paragraph. They can use the text about Shakia as a model.
- Ask individual children to read their paragraphs to the class.

Example answer: I live in a house in London. I get up at ten past seven. I go to school at half past eight. I go home at three o'clock. In the afternoon I read. I go to bed at half past ten.

Unit 8

Unit 8 Lesson 1

Aims: presenting words for places in the town; saying and writing these words

New language: *road, street, crossroads, roundabout, traffic lights, car park*

Revised language: *Where is/are ...?*
There is/are ...

You need: Student's Book pp40–41; Activity Book p32; CD track 40; Unit 8 poster

Cultural point 6: road or street?

Road and street are similar words, but:
– a street usually has some shops (and perhaps some houses and flats, too).
– a road doesn't usually have shops. It usually has houses and blocks of flats.

Crossroads looks like a plural word, but we use it as a singular word: *The crossroads is two blocks from here.*

Starter – dictation

- Read the spelling/pronunciation sentences on Student's Book page 38.
- Write the sentences on the board. The children read the sentences chorally.
- Focus on the spelling point (words with *oo*). Underline *oo* in the words.
- Erase the sentences. Say the sentences slowly. The children listen and write them in their notebooks.
- Repeat the sentences. The children check what they have written.
- Call children to the front to write one sentence each on the board. The other children check their sentences.
- The children read the sentences chorally and individually.

1 Listen and say.

- Put the Unit 8 poster on the board. Talk with the children about the picture. Use Kurdish if necessary.
- Say *Open your books on page 40.*
- Play CD track 40. The children listen and point to the parts of the map in the book.

CD script:

traffic lights

road

street

roundabout

crossroads

car park

- Point to the first word (*traffic lights*) in the poster. Model the word *traffic lights ... traffic lights*.
- The children repeat the word chorally and individually.
- Repeat with the other words in the poster.
- Write the words on the board. The children read the words chorally and individually.

2 Ask and answer.

- Read the speech bubbles to the children.
- Show the children the traffic lights in Long Street. Focus on *in Long Street*.
- Ask the children other questions, for example *Where is the car park?* Help the children to answer the question (*It's in Green Road*).
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to ask a question and say the answer. For example, *Where is the hospital? It's in Hill Street*.
- Give the pairwork instruction (*Question and answer, Question and answer*, etc). Start the whole class working in pairs.

3 Talk about your town.

- Read the speech bubble to the children.

Unit 7

- Point to the list of new vocabulary words on the board (from Exercise 1).
- Choose one of the words, for example, *traffic lights*.
- Ask *Are there traffic lights in our town?* Help the children to answer correctly (*There are traffic lights in ...*).
- Repeat with the other vocabulary words.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to choose a word and say a sentence. For example, *There is a crossroads in ...*
- Give the pairwork instruction (*Choose and say, Choose and say*, etc). Start the whole class working in pairs.

4 Find and say.

- Read the speech bubble to the children.
- Point to the picture of the red car. Show the red car in the car park in the poster.
- Choose another picture, for example, the hospital. Help the children to make a sentence (*The hospital is in Hill Street*).
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to choose a picture and say a sentence. For example, *The green car is in Long Street*.
- Give the pairwork instruction (*Choose and say, choose and say*, etc). Start the whole class working in pairs.

Activity Book

1 Read and write Yes or No.

- Point to the map. Read the names of the streets (*Hill Road, Green Road, Orange Street, Garland Road*) to the children.
- Read the first sentence (*There's a roundabout at the crossroads in Garland Road*) to the children. Say *Yes* or *no?* (*Yes*).
- The children write the answer on the answer line.

- The children write *Yes* or *No* for the rest of the sentences.
- Choose children to read the sentences plus *Yes* or *No* to the class.

Answers: 1 Yes 2 No 3 Yes 4 Yes

2 Write about Hill Road and Green Road. Use these words.

- Read the words in the box (*crossroads, car park, traffic lights, roundabout*).
- Read number 1 to the children. Ask *What goes in the space?* (*roundabout*).
- The children complete the sentence.
- The children complete the rest of the sentences.
- Choose children to read their sentences to the class.

Answers: 1 roundabout 2 car park 3 crossroads 4 traffic lights

3 Write.

- The children write the words for parts of a street in the poster.

Unit 8 Lesson 2

Aims: present and practising *Wh ...?* present simple questions with *he/she/it*

New language: *What food does it like? What time does the aquarium close?*

Revised language: general

You need: Student's Book pp42–43; Activity Book p33; CD tracks 41–42; Unit 8 poster

Starter – Poster game: Yes or No?

- Put the Unit 8 poster on the board.
- Point to each of the words. Say the words. The children repeat the words chorally and individually.

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- Point to each of the objects. The children say the names chorally and individually.
- Say a sentence about the poster. For example, *There's a red car in Long Street. Yes or No? (No).*
- The children say *Yes* or *No* as appropriate.
- Repeat with other sentences about other objects in the poster. For example:
There's a hospital in Hill Street. (Yes).
There's a cat in the car park. (Yes).
There's a black car in Green Road. (No).

1 Read, listen and say.

- Point to Oliver, Aras, Darya and the aquarium worker in the pictures. Ask *Who is this?* about each character. The children say the names.
- Talk with the children about each picture. Ask questions such as *What animal are they looking at in Picture 1 and Picture 2?* and *Do they like the aquarium?*
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 41 while the children listen and follow in their books.
- 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 *The turtle likes fish* on the board.
- Write *Does it like fish?* Add the answer *Yes, it does*.
- Write *What food does it like?* Help the children to answer *It likes fish*. Write the answer next to the question.
- Write *The aquarium closes at six o'clock* on the board.
- Write *Does the aquarium close at six o'clock?* Add the answer *Yes, it does*.
- Write *What time does the aquarium close?* Help the children to answer *At six o'clock*. Write the answer next to the question.

- The children read the questions and answers on the board chorally.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children to read the photostory to the class.
- Give the pairwork instruction (*Read in pairs*). Start the whole class working in pairs.
- When the children have finished, choose two children to read the story in front of the class.

2 Listen, read and say.

- Say *Close your books*. Play CD track 42. The children listen.
- Say *Open your books on page 43*. Play the CD track again while the children listen and read.
- Focus on the use of *I think ...* and *I don't know*.
- Ask questions in the class, for example, *Where does Nabaz live?* Help the children to answer correctly.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. The children take turns to ask a question and answer it, for example, *Where does Rebwar live? I think he lives in Barzani Street*.
- Give the pairwork instruction (*Question and answer, Question and answer, etc*). Start the whole class working in pairs.

3 In your notebook, write questions and answers about your friends.

- Read the heading *Questions about my friends* to the children. Ask the children how to say *Questions about my friends* in Kurdish.
- Read the example question and answer (*Where does ... live? She lives in ... Street*) to the children.
- Help the children to complete the question and answer it. For example, *Where does Bahar live? She lives in Baghdad Street*.

Unit 8

- Call two children up to the front of the class to write their sentences on the board.
- Say *Write questions and answers about your friends in your notebooks.*
- The children write in their notebooks, for example, *Where does Sharkia live? She lives in Syria Street.*
- While the children are writing, circulate round the class and help to correct their mistakes.
- Choose children to stand up and read their questions and answers to the class.

Activity Book

1 Read. Write the questions and answers.

- Read the speech bubbles from the boy and the girl to the children.
- Read the example question and answer to the children.
- Help the children to complete the question in number 2 (*What does she have for lunch?*) and write the answer (*Pizza*).
- The children complete the question and answer in the book.
- The children complete the rest of the questions and answers.
- Choose children to read the questions and answers to the class.

Answers: 1 does, Next to the traffic lights.
2 What, Pizza 3 time, At four o'clock
4 What, does, At five o'clock

2 Write questions and answers.

- Read the example question and answer to the children.
- Help the children to say the question and answer in number 2 (*Where does he go in the afternoon? He goes to the park.*).
- The children write the question and answer on the answer lines.
- The children complete the rest of the questions and answers.

- Choose children to read the questions and answers to the class.

Answers: 1 What time does he go home? At four o'clock 2 Where does he go in the afternoon? To the park 3 When does she play tennis? In the afternoon 4 Where does she live? Near the roundabout

3 Write.

- Help the children to make a question and answer from the cues.
- The children write the question and answer.

Answers: Where does he live? He lives in Hill Street.

Unit 8 Lesson 3

Aims: focus on spelling and pronunciation; reading skills (information transfer)

New language: none

Revised language: general

You need: Student's Book p44; Activity Book p34; CD tracks 43–45

Starter – vocabulary bingo

- Write the names of the vocabulary sets from Units 6–8 on the board (*months, the time, places in a town*).
- The children say the words for each group. Write the words on the board like this: *Places in a town – road, street, crossroads, roundabout, traffic lights, car park.*
- Each child chooses six words and writes them in his/her notebook.
- Say the words at random, for example, *quarter past twelve, May, September, car park, ten to five, roundabout*, etc.
- When the children hear one of their words, they circle it.

Unit 8

- The first child to circle all his/her words is the winner.

Note: It's a good idea to write down the words in your notebook as you say them. Then you can check the winning child's words.

1 Listen to the sentences. Say.

- Say *Listen to these sentences.*
- Play CD track 43 with the books closed.

CD script:

I was bored in the morning.

He has forty horses.

- Focus on the /ɔ:/ sound. Say *Listen for this sound.*
- Play the track again. The children repeat each sentence chorally.
- Say *Open your books on page 44.*
- Focus on the words with *or* and the /ɔ:/ sound.
- Read the sentences to the children again. Emphasize the words with the /ɔ:/ sound.
- Play the track again. The children listen, read and repeat each sentence chorally.
- Read the *Remember* note to the children. Make sure the children understand that *or* can also make different sounds, such as in *doctor*, *orange* and *calculator*.
- The children read the sentences again chorally.

2 Read the e-mail. Find the information to complete the table.

- Explain to the children that Mr Duncan is writing an e-mail on his computer.
- Read the text to the children.
- Read the text again. Explain unfamiliar vocabulary and phrases to the children, for example, *the children are looking for sponsors*.
- The children read the text silently, using their reading finger.
- Read the text to the children one sentence at a time. The children repeat each sentence chorally.

- Read the text to the children. The children read aloud at the same time as you.
- Say *Close your books*. Ask the children questions about the text. Suitable questions are:

<i>What are the children doing?</i>	<i>They're looking for sponsors.</i>
<i>Where are Ruby and Darya?</i>	<i>They're visiting Green Street.</i>
<i>Who is in Harbour Road?</i>	<i>Aras and Oliver</i>
<i>How many sponsors does Ruby have?</i>	<i>Eight</i>
<i>How many sponsors does Oliver have?</i>	<i>Six</i>

3 Listen, read and sing.

- Talk about the picture with the children. Ask questions such as *What are the birds doing?* (*They're sitting in a tree and flying*) and *What are the fish doing?* (*They're swimming*).
- Read the song to the children. Make sure they understand new words and phrases, such as *We all think the same*.
- Say *Close your books*. Play CD track 44. The children listen.
- Say *Open your books on page 44*. Play the song again. The children listen and read the song silently.
- Play the song again. Pause after each line. The children listen and repeat.
- Play the song again, without pauses. Encourage the children to sing along.

Activity Book

1 Listen and write.

- Point to Picture 1. Say *I can see forty horses*.
- Point to Picture 2. Say *My mother is short*.
- Point to Picture 3. Say *I am bored*.
- Point to Picture 4. Say *He rides a horse in the morning*.
- Remind the children about words with *or*. Ask the children to spell the *or* words in the pictures (*forty, horses, short, bored, horse, morning*).

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- Write the words on the board as the children spell them. Highlight *or* in each word.
- Erase the words. Play CD track 45. Pause after each sentence.

CD script:

I can see forty horses.

My mother is short.

I am bored.

He rides a horse in the morning.

- The children listen and write each sentence.
- Play CD track 45 again. The children check their sentences.
- Call individual children to the front to write the sentences on the board.

Answers: See the CD script.

2 Write the questions and answers.

- Point to each of the pictures. Ask *What activity is it? (make your bed, watch television, play with friends, play computer games, go to the bazaar).*
- Help the children to say the question and answer in number 1 (*When does she play computer games? In the evening*).
- The children complete the question and answer.
- The children complete the rest of the questions and answers.
- Choose children to read the questions and answers to the class.

Answers: 1 When, In 2 does, In the morning
3 When does, On 4 When, does,
watch, In the afternoon

3 Write.

- Help the children to make a question and answer from the cues.
- The children write the question and answer.

Answers: What time does he get up? He gets up at seven o'clock.

Unit 8 Let's talk about ... friends

Aims: to practise talking about friends

New language: none

Revised language: time expressions; activities

You need: Student's Book p45

Starter – guess the word

- Choose ten words from the vocabulary groups in the revised language for this class (*time expressions, activities*).
- Draw a line on the board. Add the first and last letter of a word. For example, write *P_____Y*
F_____L.
- Ask *What is it? (play football)*.
- If the children can't guess, add another letter.
- Repeat with the other words.

1 Find the words.

- Read the word groups (*time expressions, activities*) to the children.
- Write the heading *Time expressions* on the board.
- Ask *What time expressions can you see on this page? (in the morning, in the afternoon, in the evening, at six o'clock, on Monday, at night)*.
- As the children identify the time expressions, write them on the board under the heading *Time expressions*.
- Ask *Can you think of other time expressions? (at eight o'clock, on Friday, etc)*.
- Write the children's suggestions on the board under the heading *Time expressions*.
- Write the heading *Activities* on the board.
- Ask *What activities can you see on this page? (tidy your room, watch television, play computer games, play basketball, make your bed, use a computer, play with your friends, play football)*.

Unit 8

- As the children identify the activities, write them on the board under the heading *Activities*.
- Ask *Can you think of other activities?* (*ride a bike, swim, etc.*).
- Write the children's suggestions on the board under the heading *Activities*.

2 Talk about your friends' daily routines.

- Read the speech bubbles to the children.
- Makes sentences about your friend's daily routine. For example, *My friend goes to the shopping mall on Friday*.
- Help children to make sentences about the daily routines of their friends.
- Divide the class into pairs (*one, two, one, two, etc.*).
- Choose one pair of children. The children take turns to make sentences about the daily routines of their friends, for example, *My friend goes to bed at nine o'clock*.
- Give the pairwork instruction (*Choose and say, Choose and say, etc.*). Start the whole class working in pairs.

3 Ask and answer questions about your friends' daily routines.

- Read the speech bubbles to the children.
- Ask the children questions about their friends' daily routines, for example:
What time does your friend go home?
When does your friend visit his grandfather?
- Help the children to answer correctly.
- Write the two questions on the board. Underline the beginnings of the two questions, like this:
What time does your friend go home?
When does your friend visit his grandfather?
- Help the children to make questions with *What time ...?* and *When ...?* Help other children to answer the questions.

- Divide the class into pairs (*one, two, one, two, etc.*).
- Choose one pair of children. The children take turns to ask questions and to answer them. For example, *When does Azad go to school? At eight o'clock*.
- Give the pairwork instruction (*Ask and answer, Ask and answer, etc.*). Start the whole class working in pairs.

Unit 8 Writing page

Aims: to develop writing skills

New language: none

Revised language: general

You need: Activity Book p35

1 Read about Shaswar. Answer the questions.

- Point to the picture. Say *This is Shaswar. He is talking about his life*.
- Read the text about Shaswar to the children. The children follow with their reading fingers.
- Read question 1 (*Does he tidy his room on Sunday?*) (*No, he doesn't*). The children write the answer on the answer line.
- The children read the rest of the questions and write the answers on the answer lines.

Answers: 1 No, he doesn't. 2 On Monday 3 He draws pictures. 4 No, he doesn't.
5 On Wednesday 6 He has lunch at his grandmother's house.

2 Write about Hero.

- Read the information about Hero to the children.
- Help the children to say the first sentence of the paragraph (*On Saturday she gets up late*).
- The children write the rest of the paragraph. They can use the text about Shaswar as a model.

Unit 8/Revision 2

- Ask individual children to read their paragraphs to the class.

Example answer: On Saturday she gets up late. On Sunday she uses her computer. On Monday she cooks lunch. On Tuesday she plays the guitar. On Wednesday she makes cards. On Thursday she watches television. On Friday she plays with her friends.

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 p108; Activity Book pp80–82

Starter – looking at the units

- Show the children units 6, 7 and 8 in the Student's Book.
- Look at the poster pages. The children read the vocabulary words chorally and individually.
- Look at the story pages. Point out the new grammar such as *What month is it?*, *When is your birthday?*, *Where do you live?*, *What time do you get up?*, *Where does he live?*, *What time does he get up?*

1 Choose a person. Invent the missing information.

- Show the children the boy and the girl. Show the children that some information is missing (his/her birthday, details of brothers and sisters, where they live).

- Choose the boy or girl. Invent the missing information, for example:
Birthday: 18th November
My sister lives in the United States.
My brothers live in Germany.
- All the children choose a character and invent the missing information for him/her.

2 Ask your partner questions about the person he/she chose.

- Read the speech bubbles to the children.
- Choose children to ask you questions about the person you chose. For example *Where does your sister live?* *She lives in Germany.*
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to ask questions about the person their partner chose, and to answer them. For example, *When is your birthday?* *It's on February 12th.*
- Give the pairwork instruction (*Ask and answer, Ask and answer*, etc). Start the whole class working in pairs.

Your progress

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

- Remind children that at the end of every Revision page, they can check their progress.
- Ask *How many units have we done?* (*Eight*).
- Show the children the blue mark under the eighth box.
- Talk with the children about what they have learnt in Units 1–8.

Revision 2

Activity Book

1 Circle the odd one out.

- Read the example to the children. Ask *Why does England have a circle?* (*Because it's a country and the other words are months*).
- The children circle the odd one out in each of the word groups.

Answers: 1 shopping mall 2 fifth 3 December
4 tenth 5 flowers

2 Write the words in the correct groups.

- Read the words in the box to the children.
- Show the children that *February* goes in the *Months* group.
- The children write the other words in the correct group.

Answers: Months: February, November; In the street crossroads, traffic lights; Times: ten to eleven, twenty-five past one

3 Circle the correct words.

- Read the example question and answer. Show the children that the correct word has a circle.
- The children circle the correct word in the other sentences.

Answers: 1 on 2 go 3 does 4 does 5 When

4 Write.

- Read the example question and answer.
- The children complete the other sentences.

Answers: 1 is, on 2 does, lives 3 time, gets
4 do, live 5 What, at

5 Listen and write the words.

- Say *Listen and write*.
- Read the teacher's script. The children listen and write the words.

Teacher's script:

1 March
2 August
3 December
4 quarter
5 half
6 twenty
7 read
8 street
9 crossroads
10 traffic lights

Answers: See the Teacher's script.

Speaking

- Read the topics (*Birthdays, Routines, Friends*) to the children. Read the example speech bubbles.
- The children talk about the topics in pairs, or to the teacher.
- Give marks for general communicative ability. Don't take marks off for small mistakes.

Unit 9

Unit 9 Lesson 1

Aims: presenting phrases for giving directions; saying and writing these phrases

New language: *turn left, turn right, go straight on, cross the road, walk two blocks, it's on the right*

Revised language: colours; places; body parts

You need: Student's Book pp46–47; Activity Book p36; CD track 46; Unit 9 poster

Starter – dictation

- Read the spelling/pronunciation sentences on the Student's Book page 44.
- Write the sentences on the board. The children read the sentences chorally.
- Focus on the spelling point (words with *or*). Underline *or* in the words.
- Erase the sentences. Say the sentences slowly. The children listen and write them in their notebooks.
- Repeat the sentences. The children check what they have written.
- Call children to the front to write one sentence each on the board. The other children check their sentences.
- The children read the sentences chorally and individually.

1 Listen and say.

- Put the Unit 9 poster on the board. Talk with the children about the instructions in the picture. Use hand gestures to show the meaning of each instruction. Use Kurdish if necessary.
- Say *Open your books on page 46*.
- Play CD track 46. The children listen and point to the instructions in the book.

CD script:

It's on the right.

Cross the road.

Go straight on.

Turn left.

Turn right.

Walk two blocks.

- Point to the first instruction (*it's on the right*) in the poster. Model the instruction *it's on the right ... it's on the right*.
- The children repeat the instruction chorally and individually.
- Repeat with the other instructions in the poster.
- Write the instructions on the board. The children read the instructions chorally and individually.

2 Work out a gesture for each phrase. Act and say.

- Point to one of the instructions on the board, for example, *Turn left*.
- With the children, work out a movement or hand gesture for *Turn left*.
- Repeat with the other instructions.
- Do one of the movements/gestures. The children guess what instruction it is.
- Repeat with other movements/gestures for other instructions.
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. The children take turns to do a movement/gesture and to guess the instruction.
- Give the pairwork instruction (*Act and say, Act and say, etc*). Start the whole class working in pairs.

Unit 9

3 Play a game with *left* and *right*. Use the words in the box.

Note: Turn to face the board when you show left and right instructions, such as *Touch your left ear*, so that your left and right are the same as the children's.

- Write *left* on the left hand side of the board. Write *right* on the right hand side of the board.
- Revise the parts of the body (*mouth, eye, ear, arm, hand, foot, leg*) with the children. Point to each body part; the children say the word chorally.
- Read the example instruction *Touch your right ear*. The children touch their right ear.
- Repeat with other parts of the body (*Touch you left leg, Touch your right hand*, etc). The children follow the instructions.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to give an instruction, for example, *Touch your right eye*, and act out the instruction.
- Give the pairwork instruction (*Say and act, Say and act*, etc). Start the whole class working in pairs.

4 Find and say.

- Read the speech bubble (*The blue house is on Flower Street*).
- Show the children the picture of the blue house. Show the children the blue house on Flower Street in the map.
- Point to another house, for example, the orange house. Help the children to make a sentence (*The orange house is on School Road*).
- Repeat with other houses.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to point at a picture and say a sentence. For example, *The hospital is on School Road*.

- Give the pairwork instruction (*Choose and say, Choose and say*, etc). Start the whole class working in pairs.

Activity Book

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

- Point to number 1. Ask *What is it?* (*turn right*).
- The children complete the words.
- Ask *Which picture is it?* (*d*).
- The children draw a line from number 1 to picture d.
- The children complete the rest of the words and match them with the pictures.

Answers: 1 turn right, d 2 go straight on, a
3 turn left, c 4 cross the road, b
5 walk two blocks, f
6 It's on the left, e

2 Write. Use the words in the box.

- Read the words in the box to the children.
- Read the first sentence to the children. Ask *What word goes in the space?* (*turn*).
- The children complete the phrase.
- The children complete the other phrases.
- Choose children to read the complete phrases to the class.

3 Write.

- The children write directions in the poster.

Unit 9

Unit 9 Lesson 2

Aims: presenting and practising giving directions

New language: *Excuse me, Where's the ...? Go straight on, etc.*

Revised language: general

You need: Student's Book pp48–49; Activity Book p37; CD tracks 47–48; Unit 9 poster

Starter – Poster game: Where are you?

- Put the Unit 9 poster on the board.
- Point to each of the words. Say the words. The children repeat the words chorally and individually.
- Point to each of the objects. The children say the names chorally and individually.
- Point to the road at the bottom of the poster and say *You are here*.
- Say a set of directions, for example, *Turn right. Go straight on. At the roundabout, go straight on. Where are you? (Market Street)*.
- The children follow the directions and say where they are.
- Repeat with other sets of directions. For example:
Turn left. Go straight on. Turn right. Go straight on. Turn left. Where are you? (On the left edge of the map).
Go straight on. Walk two blocks. Turn right. Where are you? (Market Street).

1 Read, listen and say.

- Point to Darya, Oliver, Aras and Ruby in the pictures. Ask *Who is this?* about each character. The children say the names.
- Explain that the woman in the black coat is a person who is helping them.

- Talk with the children about each picture. Ask questions such as *Why are they talking to the woman in Picture 1? (Because they want to find the start of the charity walk)* and *What are they doing in Picture 2? (They are starting the charity walk)*.
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 47 while the children listen and follow in their books.
- 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 *Excuse me. Where's the start of the charity walk?* on the board.
- Explain that *Excuse me. Where's ...?* is a common way to ask for directions.
- Write *Go straight on. Turn left. It's on your right* on the board. Use hand gestures to show the meaning of each instruction.
- Write alternative instructions *Turn right. It's on your left* on the board. Use hand gestures to show the meaning of each instruction.
- The children read the directions on the board chorally.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children to read the photostory to the class.
- Give the pairwork instruction (*Read in pairs*). Start the whole class working in pairs.
- When the children have finished, choose two children to read the story in front of the class.

2 Listen, read and find the houses.

- Show the map to the children. Read the names of the streets (*Long Street, Green Street*) and show them the bus stop.

Unit 9

- Play the first section of CD track 48. Help the children to follow the instructions to Ruby's house on the map.
- Ask *Which house is Ruby's house?* (c).
- Play the middle section of CD track 48. Help the children to follow the instructions to Jack's house on the map.
- Play the final section of CD track 48 and repeat with the e-mail about Emma's house.

Answers: Ruby's house c Jack's house a
Emma's house b

3 In your notebook, write instructions to get from your school to a place in your town.

- Read the heading *Instructions to get to ...* to the children. Ask the children how to say *Instructions to get to ...* in Kurdish.
- Ask the children to suggest a place near the school.
- Read the beginning of the first sentence (*Walk out of the school door*) to the children.
- Help the children to complete the instructions to get to the place from the school.
- Write the instructions on the board. Read the complete instructions to the children.
- Ask the children to suggest other places near the school. Write the places on the board.
- Point to the places on the board. Say *Choose a place. Write instructions in your notebooks.*
- The children write instructions in their notebooks, for example, *Walk out of the school door and turn right. Go straight on. At the crossroads, turn left, etc.*
- While the children are writing, circulate round the class and help the children to correct their mistakes.
- Choose children to stand up and read their instructions to the class.

Activity Book

1 Follow the instructions. Write the places.

- Point to the map. Show children the position of the hospital, the shopping mall, the car park, the school, the park and the restaurant.
- Read the first two lines to the children. Ask *What place is it? (the school).*
- The children complete the conversation.
- Repeat with the final two lines.
- Choose children to read the conversations to the class.

Answers: 1 school 2 the park 3 the restaurant

2 Answer the questions.

- Read number 1 to the children.
- Help the children to say the answer in number 1 (*Go straight on, etc.*).
- The children complete the answer.
- The children complete the rest of the answers.
- Choose children to read the questions and answers to the class.

Answers: 1 on, blocks, left
2 straight, Walk, right, blocks, left

3 Write.

- Help the children to make a question and answer from the cues.
- The children write the question and answer.

Answers: Where's the café? It's next to the shopping mall.

Unit 9

Unit 9 Lesson 3

Aims: focus on spelling and pronunciation; reading skills (information transfer)

New language: *farm, walkers, tower, village*

Revised language: general

You need: Student's Book p50; Activity Book p38; CD tracks 49–50

Starter – say three things

- Write three topics that the children have seen in the Student's Book. For example:
WaterAid
RSPCA
Turtles
- Point to one of the topics. Say *Say three things about this*. Help the children to say three things about the topic. For example: *RSPCA – They help animals. They are in London. They work in the United Kingdom.*
- Repeat with the other topics.

1 Listen to the sentences. Say.

- Say *Listen to these sentences*.
- Play CD track 49 with the books closed.

CD script:

The nurse is from Kurdistan.

We eat yogurt on Thursday and Saturday.

Turn left!

- Focus on the /ɜ:/ sound. Say *Listen for this sound*.
- Play the track again. The children repeat each sentence chorally.
- Say *Open your books on page 50*.
- Focus on the words with *ur* and the /ɜ:/ sound.
- Read the sentences to the children again. Emphasize the words with the /ɜ:/ sound.
- Play the track again. The children listen, read and repeat each sentence chorally.

- Read the *Remember* note to the children. Make sure the children understand that *ur* can also make different sounds, such as in *four*, *restaurant* and *picture*.
- The children read the sentences again chorally.

2 Read about the walk. Follow it on the map.

- Show the map, the pictures and the text to the children.
- Read the names of the places on the map (*Kimley, Dorset Farm*, etc) to the children.
- Show the pictures to the children. Explain that they are (from top to bottom) – the countryside near Kimley, Clavell Tower, a street in Kimley.
- Say *Show me your reading finger*.
- Read the text to the children. The children follow with their reading fingers.
- Say *Read the text silently. Use your reading fingers*.
- The children read the text silently. While they are reading, make sure they are using their reading fingers.
- Point to the map. Say *Where does the walk start? (At Kimley)*.
- Help the children to follow the route of the walk on the map.

Answers: the walk starts at Kimley – Beach Farm – along the beach to the café – up the hill to Clavell Tower – Dorset Farm – Kimley Village

- Ask *Does anyone have any questions?* Answer a limited number of questions (four or five) about the text.
- Say *Listen, read and repeat*. Read the text one sentence at a time. The children repeat each sentence chorally.
- Say *Now let's read together*. Read the text to the children. The children read aloud at the same time as you.

Unit 9

3 Read and write Yes or No.

- Say *Now let's look at the questions.*
- Read the first sentence to the children. Say *Yes or no?* (*No. There is lemonade and water at Beach Farm*).
- Repeat with the other sentences.

Answers: 1 No 2 Yes 3 Yes 4 No 5 No

Activity Book

1 Listen and write.

- Point to Picture 1. Say *The nurse is speaking Kurdish.*
- Point to Picture 2. Say *This yogurt is purple.*
- Point to Picture 3. Say *I like Thursday and Saturday.*
- Remind the children about words with *ur*. Ask the children to spell the *ur* words in the pictures (*nurse, Kurdish, yogurt, purple, Thursday, Saturday*).
- Write the words on the board as the children spell them. Highlight *ur* in each word.
- Erase the words. Play CD track 50. Pause after each sentence.

CD script:

- 1 *The nurse is speaking Kurdish.*
- 2 *This yogurt is purple.*
- 3 *I like Thursday and Saturday.*

- The children listen and write each sentence.
- Place CD track 50 again. The children check their sentences.
- Call individual children to the front to write the sentences on the board.

Answers: See the CD script.

2 Read the instructions and write the place. Then write instructions.

- Show the map to the children. Read the first set of instructions.

- Ask *What place is it?* (*school*). The children complete the question.
- Help the children write the instructions to go to the café.
- Choose children to read the instructions to the class.

Answers: 1 school 2 Go straight on. Turn right. Walk one block. Cross the road. It's on the right.

3 Write.

- Help the children to make a question and answer from the cues.
- The children write the question and answer.

Answers: Where's the shopping mall? Go straight on. Walk two blocks. Turn right. It's on the left.

Unit 9 Let's talk about ... your town

Aims: to practise talking about your town

New language: none

Revised language: buildings; directions; parts of the street

You need: Student's Book p51

Starter – guess the word

- Choose ten words from the vocabulary groups in the revised language for this class (*buildings, directions, parts of the street*).
- Draw a line on the board. Add the first and last letter of a word. For example, for *crossroads*, write C_____S.
- Ask *What is it?* (*crossroads*).
- If the children can't guess, add another letter.
- Repeat with the other words.

Unit 9

1 Find the words.

- Read the word groups (*buildings, directions, parts of the street*) to the children.
- Write the heading *Buildings* on the board.
- Ask *What buildings can you see on this page?* (*shopping mall, house, hospital, restaurant, school*).
- As the children identify the buildings, write them on the board under the heading *Buildings*.
- Ask *Can you think of other buildings?* (*supermarket, etc*).
- Write the children's suggestions on the board under the heading *Buildings*.
- Write the heading *Directions* on the board.
- Ask *What directions can you see on this page?* (*turn left, turn right, cross the road, go straight on, walk two blocks*).
- As the children identify the activities, write them on the board under the heading *Directions*.
- Write the heading *Parts of the street* on the board.
- Ask *What parts of the street can you see on this page?* (*street, roundabout, traffic light, road, car park, crossroads*).
- As the children identify the activities, write them on the board under the heading *Parts of the street*.

2 Talk about where places are.

- Read the speech bubbles to the children.
- Talk about places the children know in the town. For example *The hospital is in Barzani Street. There's a car park in Basra Road*, etc.
- Help children to make sentences about places in the town.
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. The children take turns to make sentences about their town, for example, *My house is 34, Euphrates Road*.

- Give the pairwork instruction (*Choose and say, Choose and say, etc*). Start the whole class working in pairs.

3 Ask and answer questions about directions from your school.

- Read the speech bubbles to the children.
- Ask questions about places near the school, for example, *Where's the hospital?*
- Help the children to give directions to the places.
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. The children take turns to ask questions and to give directions. For example, *Where's the shopping mall? Turn left. Turn right. Walk two blocks. It's on the left.*
- Give the pairwork instruction (*Ask and answer, Ask and answer, etc*). Start the whole class working in pairs.

Unit 9 Writing page

Aims: to develop writing skills

New language: none

Revised language: general

You need: Activity Book p39

1 Read and follow the route on the map. Add the names of places on the map.

- Point to the map. Explain that the children are going to write the names of the places for numbers 1, 2 and 4.
- Read the first three sentences to the children (up to *There's a big tree*).
- Ask *Where is the car park?*

Unit 9

- The children show you where the car park is on the map. They write the word next to the car park.
- The children read the rest of the text and add the names of the places to map.

Answers: 1 hospital 2 car park 4 shopping mall

2 Write the directions to the restaurant.

- Show the children where the restaurant is on the map (number 7).
- Explain that the children are going to write directions to the restaurant. Show the children the route to the restaurant.
- Read the notes about the route to the children.
- Help the children to say the first three sentences (*Go straight on. Turn right at the crossroads. There's a school on the right*).
- The children write the rest of the paragraph. They can use the text in Exercise 1 for ideas.
- Ask individual children to read their paragraphs to the class.

Example answer: Go straight on. Turn right at the crossroads. There's a school on the right. There's a market on the left. Walk three blocks. Turn right at the roundabout. The restaurant is on the right.

Unit 10

Unit 10 Lesson 1

Aims: presenting words for the weather; saying and writing these words

New language: *cold, warm, hot, sunny, cloudy, wet, windy*

Revised language: months of the year;
I like .../I don't like ...

You need: Student's Book pp52–53; Activity Book p40; CD track 51; Unit 10 poster

Cultural point 7: icons

Icons are small, simple representations of objects. They usually fit in a small square. In a set of icons, the icons are usually in the same style.

Icons are very common in computer programmes.

The weather pictures in Sunrise Student's Book 5, Lesson 1 are an example of icons.

Starter – dictation

- Read the spelling/pronunciation sentences on Student's Book page 50.
- Write the sentences on the board. The children read the sentences chorally.
- Focus on the spelling point (words with *ur*). Underline *ur* in the words.
- Erase the sentences. Say the sentences slowly. The children listen and write them in their notebooks.
- Repeat the sentences. The children check what they have written.
- Call children to the front to write one sentence each on the board. The other children check their sentences.
- The children read the sentences chorally and individually.

1 Listen and say.

- Put the Unit 10 poster on the board. Help the children to understand the meaning of each of the weather pictures. Use Kurdish if necessary.
- Say *Open your books on page 52.*
- Play CD track 51. The children listen and point to the weather pictures in the book.

CD script:

*cold
warm
hot
windy
cloudy
sunny
wet*

- Point to the first weather word (*cold*) in the poster. Model the word *cold ... cold*.
- The children repeat the word chorally and individually.
- Repeat with the other words in the poster.
- Write the words on the board. The children read the words chorally and individually.

2 Point and say.

- Point to the countries in the map (*the United States, England, Sweden, India, Australia, Germany, Lebanon, Iraq*). The children say the names chorally.
- Write the names on the board. Call children up to the front to read a name from the board and point to the country on the map.
- Read the speech bubble (*It's sunny and hot in India*) to the children.
- Point to India and show the hot icon and the sunny icon.
- Point to another country, for example, Australia. Help the children to say the sentence (*It's hot, sunny and windy in Australia*).
- Repeat with other countries.
- Divide the class into pairs (*one, two, one, two, etc*)

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- Choose one pair of children. The children take turns to point to a country and say a sentence about the weather
- Give the pairwork instruction (*Point and say, Point and say, etc*). Start the whole class working in pairs.

3 Talk about the weather you like and don't like.

- Read the speech bubbles to the children.
- Talk about the weather you like, for example, *I like sunny weather.*
- Talk about the weather you don't like, for example, *I don't like wet weather.*
- Help the children to say sentences about the weather with *I like ...* and *I don't like ...*
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. The children take turns to say sentences about the weather.
- Give the pairwork instruction (*Choose and say, Choose and say, etc*). Start the whole class working in pairs.

4 Talk about the weather in Kurdistan.

- Read the speech bubble to the children.
- Review the months of the year with the children: start with January, then go round the class, choosing children to say the next month.
- Help the children to say sentences about different months. For example, *In January it's cold at night.*
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. The children take turns to choose a month and say a sentence.
- Give the pairwork instruction (*Choose and say, Choose and say, etc*). Start the whole class working in pairs.

Activity Book

1 Write.

- Point to number 1. Ask *What is it? (sunny)*.
- The children write the word on the answer line.
- The children write the rest of the words.

Answers: 1 sunny 2 hot 3 warm 4 cold 5 wet
6 windy 7 cloudy

2 Write. Use the words in the box.

- Point to the countries. Ask *What country is it? (the United States, Germany, Iraq)*.
- Help the children to complete sentence number 1.
- The children complete the rest of the sentences with weather words.

Answers: 1 hot, sunny 2 cold, wet
3 hot, windy

3 Write.

- The children write the weather words in the poster.

Unit 10 Lesson 2

Aims: presenting and practising *What's the weather like? It's ...*

New language: *What's the weather like? It's ...*

Revised language: months of the year

You need: Student's Book pp54–55; Activity Book p41; CD tracks 52–53; Unit 10 poster

Starter – Poster game: Where is it?

- Put the Unit 10 poster on the board.
- Point to each of the words. Say the words. The children repeat the words chorally and individually.

Unit 10

- Point to each of the weather icons. The children say the words chorally and individually.
- Point to each of the countries. The children say the words chorally and individually.
- Say a sentence about the weather. For example, *It's warm and wet. Where is it? (The United States).*
- The children listen to the description and guess the country.
- Repeat with other sentences about the weather in other countries.

1 Read, listen and say.

- Point to Oliver and Aras in the pictures. Ask *Who is this?* about each character. The children say the names.
- Talk with the children about each picture. Ask questions such as *What is Aras doing in Picture 1? (He is using Oliver's mobile phone). What are they doing in Picture 2 (Aras is talking on the phone, Oliver is getting into trouble) and What is the problem in Picture 3 (Aras can't find Oliver).*
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 52 while the children listen and follow in their books.
- 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 *What's the weather like?* on the board. Explain that this is a common way of asking about the weather.
- Write *It's cold and wet* on the board. Show the children that the weather in the pictures is cold and wet.
- Ask the children for alternative answers, for example, *It's hot and sunny. It's wet and windy,* etc. Write the alternative answers on the board.
- The children read the questions and answers on the board chorally.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children to read the photostory to the class.
- Give the pairwork instruction (*Read in pairs*). Start the whole class working in pairs.
- When the children have finished, choose two children to read the story in front of the class.

2 Listen, read and say.

- Say *Close your books*. Read the conversation to the children.
- Ask *What country are they talking about? (Kurdistan)*. Play CD track 53.
- Say *Open your books on page 55*. Read the conversation again. Play CD track 53 again.
- Ask questions about other months, for example, *What's the weather like in Kurdistan in August? It's very hot. Do you like very hot weather? Yes, I do.*
- If the children know about the weather in other countries, you can ask about that, too.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. The children take turns to ask a question and answer it, for example, *What's the weather like in Kurdistan in May? It's warm and sunny.*
- Give the pairwork instruction (*Question and answer, Question and answer, etc.*) Start the whole class working in pairs.

3 In your notebook, write about the weather in Kurdistan.

- Read the heading *The weather in Kurdistan* to the children. Ask the children how to say *The weather in Kurdistan* in Kurdish.
- Read the example sentence (*It's cold in December in Kurdistan*) to the children.

Unit 10

- Ask the children to suggest other sentences about the weather, for example, *It's sunny in July in Kurdistan.*
- Call two children up to the front of the class to write their sentences on the board.
- Say *Write about the weather in Kurdistan in your notebooks.*
- The children write in their notebooks, for example, *It's cloudy in January in Kurdistan.*
- While the children are writing, circulate round the class and help the children to correct their mistakes.
- Choose children to stand up and read their sentences to the class.

Activity Book

1 Read the telephone conversations. Match with the pictures.

- Point to each of the pictures. Ask *What's the weather like?* (*It's cold and wet, It's sunny and warm, It's cold and windy*).
- Read the first conversation. Ask *Which picture is it?* (b).
- Repeat with the other conversations.

Answers: 1 b 2 c 3 a

2 Write conversations.

- Point to the first picture. Ask *What's the weather like?* (*It's wet and windy*).
- Help the children to complete the conversation.
- Repeat with the second picture and the second conversation.

Answers: 1 like, wet 2 hot, cloudy

3 Write.

- Help the children to make a question and answer from the cues.
- The children write the question and answer.

Answers: What's the weather like? It's cold and cloudy.

Unit 10 Lesson 3

Aims: focus on spelling and pronunciation; general reading

New language: *always, sometimes*

Revised language: general

You need: Student's Book p56; Activity Book p42; CD tracks 54–56

Starter – show me ...

- Make a list of things that the children can find in the Student's Book, for example:
 - yellow fish
 - a kitten
 - a turtle
 - a computer
 - a pink tracksuit
 - two birds
- Divide the class into two teams. Call one child from each team to the front.
- Say *Show me two birds* The first child to find the item in the books gets a point for his/her team.
- Continue until all the children have had a turn. Add up the points and say which team won.

1 Listen to the sentences. Say.

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

CD script:

She plays every day.

Where are the crayons and the CD player?

The first of May is a holiday.

- Focus on the /e:/ sound. Say *Listen for this sound.*
- Play the track again. The children repeat each sentence chorally.

Unit 10

- Say *Open your books on page 56.*
- Focus on the words with *ay* and the /e:/ sound.
- Read the sentences to the children again. Emphasize the words with the /e:/ sound.
- Play the track again. The children listen, read and repeat each sentence chorally.

2 Read the e-mail. Close your books and talk about the weather in England.

- Explain to the children that this is an e-mail.
- Read the text to the children.
- Read the text again. Explain unfamiliar vocabulary and phrases to the children, for example, *It's always wet!* and *It was a bit windy.*
- The children read the text silently using their reading finger.
- Read the text to the children one sentence at a time. The children repeat each sentence chorally.
- Read the text to the children. The children read aloud at the same time as you.
- Say *Close your books.* Ask the children questions about the text. Suitable questions are:

<i>Is the weather in England good?</i>	<i>No, it isn't.</i>
<i>Is it wet?</i>	<i>Yes, it is.</i>
<i>Is it always cold in summer?</i>	<i>No, it isn't.</i>

Sometimes it is hot.

<i>Was it hot yesterday?</i>	<i>No, it wasn't.</i>
<i>Was it sunny yesterday?</i>	<i>Yes, it was.</i>
<i>What colour was the sky yesterday?</i>	<i>blue</i>

3 Listen, read and sing.

- Talk about the picture with the children. Ask questions such as *What types of weather can you see?* and *What is the girl doing in the morning?*
- Read the song to the children. Make sure they understand new words and phrases, such as *The world is going round and round* and *Everything's all right!*

- Say *Close your books.* Play CD track 55. The children listen.
- Say *Open your books on page 56.* Play the song again. The children listen and read the song silently.
- Play the song again. Pause after each line. The children listen and repeat.
- Play the song again, without pauses. Encourage the children to sing along.

Activity Book

1 Listen and write.

- Point to Picture 1. Say *Friday is a holiday.*
- Point to Picture 2. Say *Let's play with the crayons.*
- Point to Picture 3. Say *My birthday is in May.*
- Remind the children about words with *ay*. Ask the children to spell the *ay* words in the pictures (*Friday, holiday, play, crayons, birthday, May*).
- Write the words on the board as the children spell them. Highlight *ay* in each word.
- Erase the words. Play CD track 56. Pause after each sentence.

CD script:

1 *Friday is a holiday.*

2 *Let's play with the crayons.*

3 *My birthday is in May.*

- The children listen and write each sentence.
- Place CD track 56 again. The children check their sentences.
- Call individual children to the front to write the sentences on the board.

Answers: See the CD script.

2 Read and write the country. Write about the weather in the other country.

- Point to the picture of England. Ask *What's the weather like in England?* (*It's cold, windy and cloudy*).

Unit 10

- Repeat with the picture of Australia (*It's hot and sunny*).
- Read the first set of sentences. Ask *Which country is it?* (*England*). The children write *England* on the answer line.
- Read the second set of sentences about Australia. Help the children to complete the sentences.

Answers: 1 England 2 In Australia it's hot and sunny. It isn't wet. It's windy.

3 Write.

- Help the children to make a question and answer from the cues.
- The children write the question and answer.

Answers: Is it cloudy? No, it isn't.

Unit 10 Let's talk about ... the weather

Aims: to practise talking about the weather

New language: none

Revised language: countries, weather adjectives; months of the year

You need: Student's Book p57

Starter – guess the word

- Choose ten words from the vocabulary groups in the revised language for this class (*countries, weather adjectives, months of the year*).
- Draw a line on the board. Add the first and last letter of a word. For example, for *windy*, write *W_____Y*.
- Ask *What is it?* (*windy*).
- If the children can't guess, add another letter.
- Repeat with the other words.

1 Find the words.

- Read the word groups (*weather adjectives, countries, months of the year*) to the children.
- Write the heading *Weather adjectives* on the board.
- Ask *What weather adjectives can you see on this page?* (*cold, hot, windy, wet, sunny*).
- As the children identify the weather adjectives, write them on the board under the heading *Weather adjectives*.
- Ask *Can you think of other weather?* (*cloudy, etc*).
- Write the children's suggestions on the board under the heading *Weather adjectives*.
- Write the heading *Countries* on the board.
- Ask *What countries can you see on this page?* (*England, Australia, Iraq, India, Lebanon*).
- As the children identify the countries, write them on the board under the heading *Countries*.
- Ask *Can you think of other countries?* (*Sweden, the United States, etc*).
- Write the children's suggestions on the board under the heading *Countries*.
- Write the heading *Months of the year* on the board.
- Ask *What months of the year can you see on this page?* (*January, February, March, etc*).
- As the children identify the months of the year, write them on the board under the heading *Months of the year*.

2 Talk about the weather in different countries.

- Read the speech bubbles to the children.
- Say other sentences about the weather, for example, *It's sunny in Lebanon in August*.
- Help children to make sentences about the weather in their own country and in other countries.
- Divide the class into pairs (*one, two, one, two, etc*).

Unit 10

- Choose one pair of children. The children take turns to make sentences about the weather, for example, *It's very hot in Kurdistan in August.*
- Give the pairwork instruction (*Choose and say, Choose and say, etc*). Start the whole class working in pairs.

3 Ask and answer questions about the weather.

- Read the speech bubbles to the children.
- Ask the children questions about the weather, like this:
What's the weather like in Kurdistan in November?
Is it hot in England in February?
- Help the children to answer correctly.
- Write the two questions on the board. Underline the beginnings of the two questions, like this:
What's the weather like *in Kurdistan in November?*
Is it hot in *England in February?*
- Help the children to make questions with *What's the weather like in ...?* and *Is it ... in ...?*
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. The children take turns to ask questions and to answer them. For example, *What's the weather like in Iraq in April?*
- Give the pairwork instruction (*Ask and answer, Ask and answer, etc*). Start the whole class working in pairs.

1 Read about the weather in England. Answer the questions.

- Point to the pictures. Ask *What's the weather like?* Help the children to answer correctly (*It's cold, It's sunny, etc*).
- Read the text about the weather in England to the children. The children follow with their reading fingers.
- Read question 1 (*Is it wet in April?*) (*Yes, it is*). The children write the answer on the answer line.
- The children read the rest of the questions and write the answers on the answer lines.

Answers: 1 Yes, it is. 2 No, it isn't. 3 It's sometimes very hot. 4 No, it doesn't. 5 It's warm and sunny. 6 Yes, it is.

2 Write about the weather in Kurdistan.

- Read the information about the weather in Kurdistan to the children.
- Help the children to say the first sentences of the paragraph (*In April it's sunny. It's cold at night and in the morning*).
- The children write the rest of the paragraph. They can use the text about England for ideas.
- Ask individual children to read their paragraphs to the class.

Example answer: In April it's sunny. It's cold at night and in the morning. In June it's very hot and sunny. In September it's warm and sunny. In December it's cold and sometimes it's wet.

Unit 10 Writing page

Aims: writing skills

New language: none

Revised language: general

You need: Activity Book p43

Unit 11

Unit 11 Lesson 1

Aims: presenting words for parts of a house; saying and writing these words

New language: *bathroom, bedroom, hall, kitchen, living room, garage, garden*

Revised language: *next to, between, under*

You need: Student's Book pp58–59; Activity Book p44; CD track 57; Unit 11 poster

Starter – dictation

- Read the spelling/pronunciation sentences on Student's Book page 56.
- Write the sentences on the board. The children read the sentences chorally.
- Focus on the spelling point (words with *ay*). Underline *ay* in the words.
- Erase the sentences. Say the sentences slowly. The children listen and write them in their notebooks.
- Repeat the sentences. The children check what they have written.
- Call children to the front to write one sentence each on the board. The other children check their sentences.
- The children read the sentences chorally and individually.

1 Listen and say.

- Put the Unit 11 poster on the board. Talk with the children about the picture. Use Kurdish if necessary.
- Say *Open your books on page 58.*
- Play CD track 57. The children listen and point to the rooms in the book.

CD script:

*bathroom
bedroom
garage
living room
hall
kitchen
garden*

- Point to the first room (*bathroom*) in the poster. Model the word *bathroom ... bathroom.*
- The children repeat the word chorally and individually.
- Repeat with the other words in the poster.
- Write the words on the board. The children read the words chorally and individually.

2 Act, ask and answer.

- With the children, work out a mime gesture for each of the new vocabulary items. For example, stirring a saucepan for *kitchen*, washing the car for *garage*, turning on the television for *living room*, hanging up a coat for *hall*, brushing your teeth for *bathroom*, yawning for *bedroom*, kicking a football for *garden*.
- Read the speech bubbles to the children. Show the children that the boy is pretending to stir a saucepan.
- Do one of the other gestures. Help the children to say the place.
- Repeat with other gestures for the other places.
- Divide the class into pairs (*one, two, one, two, etc.*).
- Choose one pair of children. The children take turns to act and to guess.
- Give the pairwork instruction (*Act and guess, Act and guess, etc.*). Start the whole class working in pairs.

3 Talk about the house. Use *next to, between and under.*

- Read the speech bubbles to the children.

Unit 11

- Show the children that the hall is between the kitchen and the living room.
- Ask *Where's ...?* questions about the other places, for example, *Where's the bathroom?* (*It's next to the bedroom*) and *Where's the garage?* (*It's under the bathroom*). Help the children to use all the prepositions *between*, *next to* and *under*.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to ask a question and to answer it. For example, *Where's the hall? It's under the bedroom*.
- Give the pairwork instruction (*Question and answer, Question and answer*, etc). Start the whole class working in pairs.

4 Find and say.

- Point to objects in each of the pictures. For example, point to the duck in the bathroom. Say *The duck is in the bathroom*.
- Repeat with other objects in the pictures – *chair, bed, table, lamp, watch, apple, television, bicycle, phone, camera, football*.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to point at a picture and say a sentence. For example, *The bed is in the bedroom*.
- Give the pairwork instruction (*Point and say, point and say*, etc). Start the whole class working in pairs.

Activity Book

1 Complete the crossword using house words.

- Read the words horizontally on the crossword (*Rooms in a house*) to the children.
- Explain that all the words are parts of a house. Ask *What is number 1?* (*garage*).
- The children complete number 1.
- The children complete the other words.

Answers: 1 garage 2 bedroom 3 living room
4 garden 5 hall 6 bathroom
7 kitchen

2 Which part of a house is it?

- Point to the first picture. Ask *Which part of a house is it?* (*bedroom*).
- The children write *bedroom* on the answer line.
- The children write rooms for the rest of the pictures.

Answers: 1 bedroom 2 living room 3 bathroom
4 garage 5 garden 6 hall

3 Write.

- The children write the words for parts of a house in the poster.

Unit 11 Lesson 2

Aims: presenting and practising talking about the past with *was*

New language: *I was in the garden. It was on the table.*

Revised language: parts of a house; times

You need: Student's Book pp60–61; Activity Book p45; CD tracks 58–59; Unit 11 poster

Starter – Poster game: Memory

- Put the Unit 11 poster on the board.
- Point to each of the words. Say the words. The children repeat the words chorally and individually.
- Point to each of the places. The children say the names chorally and individually.
- Say *Look where I was in the house*. Point to three places, for example, the hall, the kitchen and the garden.
- Ask *Where was I?* Help the children to remember the places in order (*the hall, the kitchen, the garden*).

Unit 11

- Repeat with other sequences of three places. For example, the living room, the garden, the garage.
- Repeat with sequences of four or more places.

1 Read, listen and say.

- Point to Darya, Ruby and Aras in the pictures. Ask *Who is this?* about each character. The children say the names.
- Talk with the children about each picture. Ask questions such as *What is Ruby looking for in Picture 2?* and *Where is Oliver?*
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 58 while the children listen and follow in their books.
- 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 was in the garden in the morning*. Make sure the children understand that Darya is talking about the past.
- Write *I am in the garden now*. Focus on the difference between *I am* for now and *I was* for the past.
- Write *It was on the table*. Make sure the children understand that Darya is talking about the past again.
- Write *It is on the table*. Focus on the difference between *It is* for now and *It was* for the past.
- Write *He was with me*. Make sure the children understand that Aras is talking about the past.
- Write *He isn't with me now*. Focus on the difference between *He is* for now and *He was* for the past.
- The children read the sentences on the board chorally.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.

- Choose one pair of children to read the photostory to the class.
- Give the pairwork instruction (*Read in pairs*). Start the whole class working in pairs.
- When the children have finished, choose two children to read the story in front of the class.

2 Listen and point. Say.

- Point to the pictures of the story characters. Ask *Who is it?* about each one.
- Point to the pictures under the 7.30 clock. Ask *Which place is it?* (*bathroom, bedroom, kitchen, garden*).
- Point to the pictures under the 8.00 clock. Ask *Which place is it?* (*kitchen, bathroom, garden, bathroom*).
- Play CD track 59. Pause after the first sentence (*Aras: At half past seven, I was in the bathroom*).
- The children move their fingers from Aras to the bathroom in the seven thirty column.
- Repeat with the other sentences on the CD.
- Read the speech bubble to the children.
- Help the children to remember where each person was at each time, like this:
At half past seven, Oliver was in the bedroom.

3 In your notebook, write about yourself and your family yesterday.

- Read the heading *Yesterday* to the children. Ask the children how to say *Yesterday* in Kurdish.
- Read the example text (*At ten o'clock in the evening I was, etc*) to the children.
- Ask the children to suggest sentences about people in their family yesterday, for example, *At seven o'clock in the evening my sister was in her bedroom.*
- Call two children up to the front of the class to write their sentences on the board.
- Say *Write about yesterday in your notebooks.*

Unit 11

- The children write in their notebooks, for example, *At nine o'clock in the morning my father was in the kitchen.*
- Choose children to stand up and read their sentences to the class.

Activity Book

1 Write about Picture A.

- Read the cues for number 1. Read the example answer. Show that the sentence describes Picture A.
- Help the children to make a sentence in number 2 (*The mouse was on the desk*).
- The children write the sentence on the answer line.
- The children write sentences for the other cues.
- Choose children to read the sentences to the class.

Answers: 1 The girl was near the television.
2 The mouse was on the desk.
3 The cat was on the chair. 4 The bag was on the desk. 5 The apple was in the bag.

2 Find six differences in Picture B.

- Show the children that everything has changed in the picture.
- Read the example sentence to the children.
- Help the children to make a sentence about another difference, for example, *The mouse was on the picture.*
- The children write the sentence on the answer line.
- The children write sentences for the other differences.
- Choose children to read the sentences to the class.

Answers: 1 The girl was on the chair. 2 The mouse was on the picture. 3 The cat was on the desk. 4 The bag was under the television. 5 The apple was on the desk.

3 Write.

- Help the children to make two sentences from the cues.
- The children write the two sentences.

Answers: Ruby was at home in the evening. I was at school in the morning.

Unit 11 Lesson 3

Aims: focus on spelling and pronunciation; reading skills (guessing meaning, intensive reading)

New language: *exciting, bang, on fire, the fire was out*

Revised language: general

You need: Student's Book p62; Activity Book p46; CD tracks 60–61

Starter – vocabulary bingo

- Write the names of the vocabulary sets from Units 9–11 on the board (*giving directions, the weather, parts of a house*).
- The children say the words for each group. Write the words on the board like this:
Parts of a house – bedroom, bathroom, kitchen, living room, hall, garage, garden.
- Each child chooses six words and writes them in his/her notebook.
- Say the words at random, for example, *walk two blocks, windy, garden, sunny, cross the road, living room, etc.*
- When the children hear one of their words, they circle it.
- The first child to circle all his/her words is the winner.

Unit 11

Note: It's a good idea to write down the words in your notebook as you say them. Then you can check the winning child's words.

1 Listen to the sentences. Say.

- Say *Listen to these sentences.*
- Play CD track 60 with the books closed.

CD script:

Fifty monkeys eating honey quickly.

It's cloudy and windy in January.

I got up early and now I'm hungry.

- Focus on the /ɪ/ sound. Say *Listen for this sound.*
- Play the track again. The children repeat each sentence chorally.
- Say *Open your books on page 62.*
- Focus on the words with y and ey and the /ɪ/ sound.
- Read the sentences to the children again. Emphasize the words with the /ɪ/ sound.
- Play the track again. The children listen, read and repeat each sentence chorally.
- Read the *Remember* note to the children. Make sure the children understand that y and ey can also make different sounds, such as in *my, fly, July, grey, play.*
- The children read the sentences again chorally.

2 Read. What do the underlined words mean? The pictures can help you.

- Show the pictures and the e-mail to the children.
- Say *Show me your reading finger.*
- Read the e-mail to the children. The children follow with their reading fingers.
- Say *Read the text silently. Use your reading fingers.*
- The children read the text silently. While they are reading, make sure they are using their reading fingers.

- Ask *How do we say an exciting day in Kurdish?* Help the children to guess the meaning of the phrase in Kurdish.
- Repeat with the other underlined phrases.
- Ask *Does anyone have any questions?* Answer a limited number of questions (four or five) about the text.
- Say *Listen, read and repeat.* Read the text one sentence at a time. The children repeat each sentence chorally.
- Say *Now let's read together.* Read the text to the children: the children read aloud at the same time as you.

3 In your notebook, write Yes or No.

- Say *Now let's look at the questions.*
- Read the first sentence to the children. Say *Yes or no?* (*No. She was at the shopping mall.*)
- Repeat with the other sentences.

Answers: 1 No 2 No 3 No 4 Yes 5 Yes

Activity Book

1 Listen and write.

- Point to Picture 1. Say *I'm eating honey quickly.*
- Point to Picture 2. Say *There are fifty hungry monkeys.*
- Point to Picture 3. Say *It's cloudy and windy.*
- Remind the children about words with y. Ask the children to spell the y words in the pictures (*honey, quickly, fifty, hungry, monkeys, cloudy, windy*).
- Write the words on the board as the children spell them. Highlight y in each word.
- Erase the words. Play CD track 61. Pause after each sentence.

CD script:

1 I'm eating honey quickly.

2 There are fifty hungry monkeys.

3 It's cloudy and windy.

- The children listen and write each sentence.

Unit 11

- Play CD track 61 again. The children check their sentences.
- Call individual children to the front to write the sentences on the board.

Answers: See the CD script.

2 Follow the lines. Write sentences.

- Read the example sentence. Show the line from the boy to the living room.
- Follow the line from the girl in number 2 to the garden. Help the children to make a sentence (*She was in the garden*).
- The children write sentences for the rest of the boys and girls.
- Choose children to read the sentences to the class.

Answers: 1 He was in the living room. 2 She was in the garden. 3 He was in the kitchen. 4 She was in the garage. 5 He was in the bathroom.

3 Write.

- Help the children to make sentences from the cues.
- The children write the sentences.

Answers: My mobile phone was in my bag.
I was in the garden.

Unit 11 Let's talk about ... houses

Aims: to practise talking about houses

New language: *Tell me about ...*

Revised language: parts of a house; furniture; numbers 1–10

You need: Student's Book p63

Starter – guess the word

- Choose ten words from the vocabulary groups in the revised language for this class (*parts of a house, furniture, numbers 1–10*)
- Draw a line on the board. Add the first and last letter of a word. For example, for *garden*, write *G_____N*.
- Ask *What is it?* (*garden*).
- If the children can't guess, add another letter.
- Repeat with the other words.

1 Find the words.

- Read the word groups (*parts of a house, furniture, numbers 1–10*) to the children.
- Write the heading *Parts of a house* on the board.
- Ask *What parts of a house can you see on this page?* (*living room, garage, garden, bathroom, kitchen, bedroom, hall*).
- As the children identify the parts of a house, write them on the board under the heading *Parts of a house*.
- Write the heading *Furniture* on the board.
- Ask *What furniture can you see on this page?* (*chair, table, television, bed, lamp, etc*).
- As the children identify the furniture, write the words on the board under the heading *Furniture*.
- Ask *Can you think of other furniture?* (*desk, sofa, etc*).
- Write the children's suggestions on the board under the heading *Furniture*.
- Write the heading *Numbers 1–10* on the board.
- Ask *What numbers can you see on this page?* (*one, two, three, etc*).
- As the children identify the numbers, write them on the board under the heading *Numbers 1–10*.

2 Talk about the rooms in your house.

- Read the speech bubbles to the children.

Unit 11

- Say sentences about the furniture in your house, for example, *There's a table in the kitchen.*
- Help the children to make sentences about the rooms in their own houses.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to make sentences about their houses, for example, *There's a big sofa in the living room.*
- Give the pairwork instruction (*Choose and say, Choose and say*, etc). Start the whole class working in pairs.

3 Ask and answer questions about flats and houses.

- Read the speech bubbles to the children.
- Ask the children questions about their houses, like this:
Where's your house?
Is your house small?
Tell me about the living room.
- Help the children to answer correctly.
- Write the three questions on the board. Underline the beginnings of the three questions, like this:
Where's your house?
Is your house small?
Tell me about the living room.
- Help the children to make questions with *Where's your house? Is your house big/small/old/new, etc?/Tell me about ...*
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to ask questions and to answer them. For example, *Tell me about the kitchen.*
- Give the pairwork instruction (*Ask and answer, Ask and answer*, etc). Start the whole class working in pairs.

Unit 11 Writing page

Aims: to develop writing skills

New language: none

Revised language: general

You need: Activity Book p47

1 Read about Alan's family. Read the sentences and write the name.

- Read the text about Alan to the children. The children follow with their reading fingers.
- Make sure the children understand that the text is about six o'clock yesterday evening. Alan is imagining his house in the past (yesterday).
- Read number 1 (*She was in the kitchen*). Ask *Who is it?* (*Alan's mother*).
- The children write the answer on the answer line.
- The children read the rest of the sentences and write the people on the answer lines.

Answers: 1 Alan's mother 2 Alan's father
3 Alan's sister 4 Alan 5 Alan's sister
6 Alan

2 Write about Alan's family at ten o'clock.

- Show the picture to the children. Make sure they understand that this is ten o'clock yesterday evening.
- Read the information about the family to the children.
- Help the children to say the first sentences of the paragraph (*At ten o'clock yesterday evening, my mother was in the living room. She was tired*).
- The children write the rest of the paragraph. They can use the text about the family at six o'clock for ideas.

Unit 11/Revision 3

- Ask individual children to read their paragraphs to the class.

Example answer: At ten o'clock yesterday evening, my mother was in the living room. She was tired. I wasn't in the living room. I was in the kitchen. I was hungry. My sister was in the kitchen. My father was in the garage.

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 p109; Activity Book pp83–85

Starter – looking at the units

- Show the children units 9, 10 and 11 in the Student's Book.
- Look at the poster pages. The children read the vocabulary words chorally and individually.
- Look at the story pages. Point out the new grammar such as giving directions, talking about the weather and *I was .../He was ...*

1 Make cards like this.

- Show the children the set of cards you made.
- Divide the class into pairs (*one, two, one, two*, etc).
- Hand out paper or cards to each pair of children. Each pair of children makes a set of cards to play with.
- Call a child up to the front to play the game.
- Put the cards face down on the desk.
- Take turns to pick up a card. Show the card to the class and put in on the board.
- Try to make a sentence with the cards on the board. You get one point for each sentence.

- Show the sentence to the class. Then take the cards, mix them up, and put them on the bottom of the pile of cards.
- The first person to get 5 points is the winner.
- The children play the game in pairs.

Your progress

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

- Remind children that at the end of every Revision page, they can check their progress.
- Ask *How many units have we done? (eleven)*.
- Show the children the blue mark under the eleventh box.
- Talk with the children about what they have learnt in units 1–11.

Activity Book

1 Circle the odd one out.

- Read the example to the children. Ask *Why does cloudy have a circle? (Because it's a weather word and the other words are colours)*.
- The children circle the odd one out in each of the word groups.

Answers: 1 windy 2 lamp 3 television 4 cross
5 restaurant

2 Write the words in the correct groups.

- Read the words in the box to the children.
- Show the children that *walk straight on* goes in the *Directions* group.
- The children write the other words in the correct group.

Answers: Directions: walk straight on, turn left
Weather: windy, cloudy
In a house: hall, living room

3 Circle the correct words.

- Read the example sentence. Show the children that the correct word has a circle.

Revision 3

- The children circle the correct word in the other sentences.

Answers: 1 like 2 was 3 on 4 me 5 straight

4 Write.

- Read the example sentence.
- The children complete the other sentences.

Answers: 1 What's 2 Where's 3 Turn 4 was
5 in

5 Listen and write the words.

- Say *Listen and write*.
- Read the teacher's script. The children listen and write the words.

Teacher's script:

- 1 *Cross the road.*
- 2 *Walk two blocks.*
- 3 *Turn left.*
- 4 *sunny*
- 5 *cold*
- 6 *hot*
- 7 *wet*
- 8 *garden*
- 9 *bedroom*
- 10 *kitchen*

Answers: See the Teacher's script.

Speaking

- Read the topics (*Your town, The weather, Your house*) to the children. Read the example speech bubbles.
- The children talk about the topics in pairs, or to the teacher.
- Give marks for general communicative ability. Don't take marks off for small mistakes.

Unit 12

Unit 12 Lesson 1

Aims: presenting words for the country; saying and writing these words

New language: *mountain, river, lake, hill, trees, bridge, forest*

Revised language: *near, a long way from, next to, in, on*

You need: Student's Book pp64–65; Activity Book p48; CD track 62; Unit 12 poster

Starter – dictation

- Read the spelling/pronunciation sentences on Student's Book page 62.
- Write the sentences on the board. The children read the sentences chorally.
- Focus on the spelling point (words with y and ey). Underline y and ey in the words.
- Erase the sentences. Say the sentences slowly. The children listen and write them in their notebooks.
- Repeat the sentences. The children check what they have written.
- Call children to the front to write one sentence each on the board. The other children check their sentences.
- The children read the sentences chorally and individually.

1 Listen and say.

- Put the Unit 12 poster on the board. Talk with the children about the picture. Use Kurdish if necessary.
- Say *Open your books on page 64.*
- Play CD track 62. The children listen and point to the parts of the picture in the book.

CD script:

*mountain
lake
trees
hill
bridge
forest
river*

- Point to the first word (*mountain*) in the poster. Model the word *mountain ... mountain.*
- The children repeat the word chorally and individually.
- Repeat with the other words in the poster.
- Write the words on the board. The children read the words chorally and individually.

2 Talk about the picture.

- On the board, write:
There is a ...
There are ...
The ... is/are near the ...
The ... is/are a long way from the ...
- Read the speech bubbles to the children.
- Say *The sheep*. Can you make a sentence?
- Help the children to say *There are five sheep.*
- Say *The sheep, the trees*. Can you make a sentence?
- Help the children to say *The sheep are near the trees.*
- Help the children to make other sentences about the picture.
- Divide the class into pairs (*one, two, one, two, etc.*).
- Choose one pair of children. The children take turns to choose something in picture and say a sentence. For example, *There are a lot of trees.*
- Give the pairwork instruction (*Choose and say, Choose and say, etc.*). Start the whole class working in pairs.

Unit 12

3 Work out gestures for each word. Act and say.

- Read the speech bubbles to the children.
- Show the children that the girl is showing a mountain with her hands.
- With the children, work out other gestures for the other vocabulary words.
- Show one of the gestures. Help the children to guess.
- Repeat with other gestures.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to show a gesture and to guess.
- Give the pairwork instruction (*Show and guess, Show and guess*, etc). Start the whole class working in pairs.

4 Ask and answer.

- Point to each of the pictures and ask *What is it?* or *What are they?* (*a sheep, a fish, cows, a boy, a family/people, a bird*).
- Read the speech bubbles to the children.
- Show the children that the sheep in the picture in Exercise 4 is near the tree in the poster.
- Repeat with the other pictures.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to ask a question and to answer it. For example, *Where are the cows? They're on the hill.*
- Give the pairwork instruction (*Question and answer, Question and answer*, etc). Start the whole class working in pairs.

Activity Book

1 Write the words.

- Point to the first picture. Ask *What is it?* (*hill*).
- The children write the word on the answer line.
- The children write the rest of the words.

Answers: 1 hill 2 mountain 3 bridge 4 tree
5 river 6 lake

2 Count and write.

- Read the example sentence to the children.
- Count the rivers in the pictures. Show that there are two.
- Ask *How many lakes?* (*three*).
- Help the children to make the correct sentence (*There are three lakes*).
- The children write the sentences on the answer lines.
- The children complete the rest of the sentences.
- Choose children to read the sentences to the class.

Answers: 1 There are two rivers. 2 There are three lakes. 3 There are six trees.
4 There is one mountain. 5 There are two hills. 6 There are three bridges.

3 Write.

- The children write the country words in the poster.

Unit 12

Unit 12 Lesson 2

Aims: presenting and practising talking about the past using *were*

New language: *You were .../We were .../They were ...*

Revised language: days of the week; places

You need: Student's Book pp66–67; Activity Book p49; CD tracks 63–64; Unit 12 poster

Starter – Poster game:

What is it?

- Put the Unit 12 poster on the board.
- Point to each of the words. Say the words. The children repeat the words chorally and individually.
- Point to each of the objects. The children say the names chorally and individually.
- Say a sentence about the objects in the poster. The children work out what it is/they are. For example, *They're on the hill. What are they? (the cows).*
- Repeat with other sentences about other objects in the poster. For example:
They're near the bridge. (the people)
They're in the river. (the fish)
He's on the bridge. (the boy)
They're near the trees. (the sheep)
They're a long way from the town. (the mountains)
It's next to the river. (the lake)
It's between the river and the town. (the road)

1 Read, listen and say.

- Point to Ruby, Darya, Aras and Oliver in the pictures. Ask *Who is this?* about each character. The children say the names.
- Talk with the children about each picture. Ask questions such as *What is the problem in Picture 2? What is Oliver doing in Picture 4? and What is Ruby doing in picture 5?*

- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 63 while the children listen and follow in their books.
- 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 *We were here* on the board. Make sure the children understand that Aras is talking about the past.
- Write *We were at home yesterday*.
- Write *You were at home yesterday* and *They were at home yesterday* underneath.
- Say *We use 'were' with you, we and they*.
- Write *I was at home yesterday. He was at home yesterday*.
- Say *We use 'was' with I, he and she*.
- Underline *was* and *were* in the sentences.
- The children read the questions and answers on the board chorally.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children to read the photostory to the class.
- Give the pairwork instruction (*Read in pairs*). Start the whole class working in pairs.
- When the children have finished, choose two children to read the story in front of the class.

2 Listen, read and say.

- Say *Close your books*. Play CD track 64.
- Say *Open your books*. Play CD track 64 again. The children listen and read.
- With the children, write a list of different times on the board (*Monday morning, Tuesday afternoon, Wednesday evening, etc*).
- With the children, write a list of family members on the board (*mother, father, sister, etc*).

Unit 12

- Help the children to make sentences about people, places and times. For example, *On Tuesday afternoon, my sisters were at school.*
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to say sentences. For example, *On Saturday afternoon, my mother and father were at the shopping mall.*
- Give the pairwork instruction (*Choose and say, Choose and say*, etc). Start the whole class working in pairs.

3 In your notebook, write about people in your family.

- Read the heading *Last week* to the children. Ask the children how to say *Last week* in Kurdish.
- Read the example sentences (*On Saturday morning my mother and father*, etc) to the children.
- Ask the children to suggest sentences about people in their family yesterday, for example, *On Sunday evening my brother was at his friend's house.*
- Call two children up to the front of the class to write their sentences on the board.
- Say *Write about last week in your notebooks.*
- The children write in their notebooks, for example, *On Friday afternoon my sister was in the garden.*
- Choose children to stand up and read their sentences to the class.

Activity Book

1 Write.

- Tell the children to number the pictures in their books like this:
the boy near the mountain – 1
the girl near the bridge – 2
the two girls near the trees – 3
the two boys near the lake – 4
the girl near the river – 5
the boy on the hill – 6

In activities 1 and 2, sentence number 1 is about boy number 1, sentence number 2 is about girl number 2, etc.

- Read the example sentence to the children.
- Show the children that the boy was near the mountain.
- Help the children to complete sentence number 2 (*She was on the bridge*).
- The children write the sentence on the answer line.
- The children complete sentence number 3.
- Choose children to read the sentences to the class.

Answers: 1 He was 2 She was 3 They were

2 Write about the children.

- Read the example sentence to the children.
- Show that the boy was near the mountain.
- Help the children to complete sentence number 2 (*You were on the bridge*).
- The children write the sentence on the answer line.
- The children complete the rest of the sentences.
- Choose children to read the sentences to the class.

Answers: 1 You were near the mountain.
2 You were on the bridge. 3 We were near the trees. 4 They were near the lake. 5 She was near the river.
6 He was on the hill.

3 Write.

- Help the children to make sentences from the cues.
- The children write the sentences.

Answers: You were at home at 12 o'clock. My brother and sister were at school at 10 o'clock.

Unit 12

Unit 12 Lesson 3

Aims: focus on spelling and pronunciation; general reading

New language: *picnic, Newroz, grass*

Revised language: general

You need: Student's Book p68; Activity Book p50; CD tracks 65–67

Starter – say three things

- Write three topics that the children have seen in the Student's Book. For example:
The weather
Countries and flags
The country
- Point to one of the topics. Say *Say three things about this*. Help the children to say three things about the topic. For example: *The country – We have picnics in the country. There are hills and forests in the country. I like the country.*
- Repeat with the other topics.

1 Listen to the sentences. Say.

- Say *Listen to these sentences*.
- Play CD track 65 with the books closed.

CD script:

There are thirteen sheep between the trees.
The tree is green.

- Focus on the /i:/ sound. Say *Listen for this sound*.
- Play the track again. The children repeat each sentence chorally.
- Say *Open your books on page 68*.
- Focus on the words with *ee* and the /i:/ sound.
- Read the sentences to the children again. Emphasize the words with the /i:/ sound.
- Play the track again. The children listen, read and repeat each sentence chorally.

2 Read. Then close your book and talk about the picnic.

- Explain to the children that this is an e-mail.
- Read the text to the children.
- Read the text again. Explain unfamiliar vocabulary and phrases to the children, for example, *After the picnic*.
- The children read the text silently using their reading finger.
- Read the text to the children one sentence at a time. The children repeat each sentence chorally.
- Read the text to the children. The children read aloud at the same time as you.
- Say *Close your books*. Ask the children questions about the text. Suitable questions are:

<i>When was the picnic?</i>	<i>In March</i>
<i>Were they happy?</i>	<i>Yes, they were.</i>
<i>How many people were on the picnic?</i>	<i>Ten</i>
<i>Where was the picnic?</i>	<i>It was a long way from the city. It was near a river.</i>
<i>Were the games fun?</i>	<i>Yes, they were.</i>

3 Listen, read and sing.

- Talk about the picture with the children. Ask questions such as *What are they doing?* and *What are they eating?*
- Read the song to the children. Make sure they understand new words and phrases, such as *picnic time* and *everything was fine*.
- Say *Close your books*. Play CD track 66. The children listen.
- Say *Open your books on page 68*. Play the song again. The children listen and read the song silently.
- Play the song again. Pause after each line. The children listen and repeat.
- Play the song again, without pauses. Encourage the children to sing along.

Unit 12

Values

- Read the Values sign (*Enjoy the countryside!*) to the children. In Kurdish, ask them questions such as:

What is special about the countryside?

What can we do in the countryside?

How can we protect the countryside?

Activity Book

1 Listen and write.

- Point to Picture 1. Say *I like this cheese.*
- Point to Picture 2. Say *The trees are green.*
- Point to Picture 3. Say *There are thirteen sheep.*
- Remind the children about words with *ee*. Ask the children to spell the *ee* words in the pictures (*cheese, trees, green, thirteen, sheep*).
- Write the words on the board as the children spell them. Highlight *ee* in each word.
- Erase the words. Play CD track 67. Pause after each sentence.

CD script:

I like this cheese.

The trees are green.

There are thirteen sheep.

- The children listen and write each sentence.
- Play CD track 67 again. The children check their sentences.
- Call individual children to the front to write the sentences on the board.

Answers: See the CD script.

2 Find the objects. Write about them. Use *they* or *it* with *was* or *were*.

- Show the picture to the children. Explain that there are hidden objects in the picture.
- Point to number 1. Read the example sentence to the children.
- Help the children to make a sentence about number 2 (*It was on the bed*).

- The children write the sentence on the answer line.
- The children complete the rest of the sentences.
- Choose children to read the questions and answers to the class.

Answers: 1 They were on the desk. 2 It was on the bed. 3 They were under the desk. 4 It was under the bed.

3 Write.

- Help the children to make sentences from the cues.
- The children write the sentences.

Answers: The pen was on the desk. The books were in the bag.

Unit 12 Let's talk about ... your country

Aims: to practise talking about your country

New language: *beautiful*

Revised language: the country; prepositions

You need: Student's Book p69

Starter – guess the word

- Choose ten words from the vocabulary groups in the revised language for this class (*the country, prepositions*).
- Draw a line on the board. Add the first and last letter of a word. For example, for *mountain*, write *M_____N*.
- Ask *What is it?* (*mountain*).
- If the children can't guess, add another letter.
- Repeat with the other words.

1 Find the words.

- Read the word groups (*the country, prepositions*) to the children.

Unit 12

- Write the heading *The country* on the board.
- Ask *What country words can you see on this page?* (*bridge, mountains, hills, forest, city, lake, river*).
- As the children identify the country words, write them on the board under the heading *The country*.
- Write the heading *Prepositions* on the board.
- Ask *What prepositions can you see on this page?* (*near to, next to, a long way from*).
- As the children identify the prepositions, write them on the board under the heading *Prepositions*.

2 Talk about your country.

- Read the speech bubbles to the children.
- Say sentences about your own country, for example, *I like the Zagros mountains*.
- Help the children to make sentences about their country.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to make sentences about their country, for example, *Lake Dukan is near this town*.
- Give the pairwork instruction (*Choose and say, Choose and say*, etc). Start the whole class working in pairs.

3 Ask and answer questions about your country.

- Read the speech bubbles to the children.
- Ask the children questions about their country, like this:
Do you like the Zagros mountains?
Where is the River Zab?
- Help the children to answer correctly.
- Write the two questions on the board. Underline the beginnings of the two questions, like this:
Do you like *the Taurus mountains?*
Where is *Lake Dukan?*

- Help the children to make questions with *Do you like ...?* and *Where is ...?*
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to ask questions and to answer them. For example, *Where are the Zagros mountains? They're a long way from this town*.
- Give the pairwork instruction (*Ask and answer, Ask and answer*, etc). Start the whole class working in pairs.

Unit 12 Writing page

Aims: to develop writing skills

New language: none

Revised language: general

You need: Activity Book p51

1 Read about the day in the country. Write Yes or No.

- Point to the pictures. Ask *Where were they?* and *What can you see in the picture?* (*They were in the country. They were on a hill. It was sunny. There were sheep on the hill*).
- Read the text about the day in the country to the children. The children follow with their reading fingers.
- Read number 1 (*It was Sunday*) to the children. Say *Yes or no?* (*No – it was Saturday*).
- The children write the answer on the answer line.
- The children read the rest of the questions and write the answers on the answer lines.

Answers: 1 No 2 Yes 3 Yes 4 No 5 Yes 6 No

2 Write about the holiday.

- Point to the picture. Say questions such as *Was it sunny?* (*No*) and *Were they happy?* (*No*).
- Read the information about the holiday to the children.

Unit 12

- Help the children to say the first sentence of the paragraph (*It was 5 o'clock on Friday afternoon*).
- The children write the rest of the paragraph. They can use the text about the day in the country as a model.
- Ask individual children to read their paragraphs to the class.

Example answer: It was 5 o'clock on Friday afternoon. They were near a river. It was cold and windy. They were sad. The cows were on the road. The cows were black and white.

Unit 13

Unit 13 Lesson 1

Aims: presenting words for the beach; saying and writing these words

New language: *path, beach, sea, rocks, cliff, fence*

Revised language: general

You need: Student's Book pp70–71; Activity Book p52; CD track 68; Unit 13 poster

Starter – dictation

- Read the spelling/pronunciation sentences on Student's Book page 68.
- Write the sentences on the board. The children read the sentences chorally.
- Focus on the spelling point (words with *ee*). Underline *ee* in the words.
- Erase the sentences. Say the sentences slowly. The children listen and write them in their notebooks.
- Repeat the sentences. The children check what they have written.
- Call children to the front to write one sentence each on the board. The other children check their sentences.
- The children read the sentences chorally and individually.

1 Listen and say.

- Put the Unit 13 poster on the board. Talk with the children about the picture. Use Kurdish if necessary.
- Say *Open your books on page 70*.
- Play CD track 68. The children listen and point to the parts of the picture in the book.

CD script:

cliff

fence

sea

beach

rocks

path

- Point to the first word (*cliff*) in the poster. Model the word *cliff ... cliff*.
- The children repeat the word chorally and individually.
- Repeat with the other words in the poster.
- Write the words on the board. The children read the words chorally and individually.

2 Say letters. Say the word.

- Read the speech bubbles to the children.
- Point to the list of words on the board from Exercise 1. Show the children that the second letter of *beach* is *e*. The fourth letter of *beach* is *c*.
- Choose another words from the list, for example *path*. Describe the letters, for example, *The first letter is p. The second letter is a*. Help the children to find the word.
- Repeat with other words.
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. The children take turns to describe a word and to guess the word. For example, (*fence*) *The second letter is e. The third letter is n*.
- Give the pairwork instruction (*Say and guess, Say and guess, etc*). Start the whole class working in pairs.

3 Talk about the picture.

- Point to each of the objects in Exercise 3. The children say the words chorally (*bird, dog, chair, table, umbrella, fish, boat, bird, cap/hat, trainers, bird, sheep, bird, flag*).
- Read the speech bubbles to the children.
- Show the children that there is a dog and a bird on the path in the poster.

Unit 13

- Ask another question, for example, *What can you see on the fence?* Help the children to answer *I can see a flag and a bird.*
- Ask other questions, using *on*, *in* and *near*. Help the children to answer the questions.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to ask questions and to answer them. For example, *What can you see near the rocks?* *I can see two fish.*
- Give the pairwork instruction (*Question and answer, Question and answer*, etc). Start the whole class working in pairs.

4 Play a guessing game.

- Read the speech bubbles to the children.
- Show the children that there are several things on the path. Explain that the boy guessed the correct thing.
- Choose another object, for example, the boat. Say where it is (*I'm thinking of something in the sea*).
- Help the children to guess the object.
- Repeat with other objects.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to choose an object and to guess what object it is.
- Give the pairwork instruction (*Choose and guess, Choose and guess*, etc). Start the whole class working in pairs.

Activity Book

1 Find six words in the word ribbon.

- Show the children the word *beach* circled in the word ribbon.
- Help the children to find the next word (*path*). The children circle it.
- The children circle the rest of the words.

Answers: beach, path, rocks, sea, fence, cliff

2 Find and write.

- Point to the picture. Explain that there are lots of hidden objects in it.
- Show the children the picture in number 1. Read the example sentence (*It was on the path*).
- Help the children to find the CD player on the path.
- Help the children to find the picture in number 2 and write a sentence (*It was on the beach*).
- The children find the rest of the objects and write the rest of the sentences.
- Choose children to read the sentences to the class.

Answers: 1 It was on the path. 2 It was on the beach. 3 It was behind the rocks. 4 It was in the sea. 5 It was next to the fence. 6 It was on the cliff.

3 Write.

- The children write the beach words in the poster.

Unit 13 Lesson 2

Aims: presenting and practising talking about the past with *wasn't* and *weren't*

New language: *I/He/She wasn't ..., You/We/They weren't ...*

Revised language: places

You need: Student's Book pp72–73; Activity Book p53; CD tracks 69–70; Unit 13 poster

Starter – Poster game: Yes or No?

- Put the Unit 13 poster on the board.
- Point to each of the words. Say the words. The children repeat the words chorally and individually.

Unit 13

- Point to each of the objects. The children say the names chorally and individually.
- Say a sentence about the poster. For example, *There's a cow on the path.* (No).
- The children say *Yes* or *No* as appropriate.
- Repeat with other sentences about other objects in the poster. For example, *There's a bird on the path.* (Yes). *There are trainers on the rocks.* (Yes). *There are people on the cliff.* (No).

1 Read, listen and say.

- Point to Ruby, Darya and Aras in the pictures. Ask *Who is this?* about each character. The children say the names.
- Explain that the man in the yellow jacket is helping with the charity walk.
- Talk with the children about each picture. Ask questions such as *Why are they worried?* and *Who is Ruby phoning in Picture 3?*
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 69 while the children listen and follow in their books.
- 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 was on the path. He wasn't on the path* on the board.
- Underline *n't* in *wasn't*. Make sure the children understand that *wasn't* is short for *was not*.
- Write *He wasn't on the path = He was not on the path.*
- Focus on the difference between *I was* and *I wasn't*.
- Write *I was on the path.* Say *Can you add 'not' to the sentence?* Help the children to say *I wasn't on the path.* Write this next to the affirmative sentence.
- Write *You were on the path.* Say *Can you add 'not' to the sentence?* Help the children to say *You weren't on the path.* Write this next to the affirmative sentence.
- Write *We were on the path.* Say *Can you add 'not' to the sentence?* Help the children to say *We weren't on the path.* Write this next to the affirmative sentence.
- Write *They were on the path.* Say *Can you add 'not' to the sentence?* Help the children to say *They weren't on the path.* Write this next to the affirmative sentence.
- The children read the sentences on the board chorally.
- Divide the class into pairs using the standard one, two ... one, two gesture.
- 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 read the story in front of the class.

2 Listen and correct.

- Point to each of the people. Ask *Who is it?*
- Point to each of the places. Ask *Where is it?* (*the sports centre, the park, the shopping mall, the supermarket*).
- Play the first sentence on CD track 70. Ask *Is that correct?* (No).
- Help the children to correct the sentence (*Aras wasn't at the supermarket. He was at the sports centre*).
- Play the rest of CD track 70. Help the children to correct the sentences.

CD script:

*Aras was at the supermarket.
Ruby and Darya were at the shopping mall.
Oliver was at the park.
Mr and Mrs Duncan were at the sports centre.*

Unit 13

3 In your notebook, write about your school this morning.

- Read the heading *At school this morning* to the children. Ask the children how to say *At school this morning* in Kurdish.
- Read the example sentences (... *wasn't in the classroom*, etc) to the children. Explain that *yard* is the play area in the school.
- Help the children to complete the sentences, for example, *Rwanar wasn't in the classroom. He was in the yard.*
- Call two children up to the front of the class to write their sentences on the board.
- Say *Write about school this morning in your notebooks.*
- The children write in their notebooks, for example, *Nabaz and Azad weren't in the yard. They were at home.*
- Choose children to stand up and read their sentences to the class.

Activity Book

1 Write *was*, *wasn't*, *were* or *weren't*.

- Point to the picture of the girl in number 1. Say *Find the girl in the picture.*
- Help the children to make two sentences about the girl.
- The children complete the two sentences.
- The children complete the rest of the sentences.
- Choose children to read the sentences to the class.

Answers: 1 was 2 wasn't 3 were 4 weren't

2 Write.

- Point to the picture of the boy in number 1. Say *Find the boy in the picture.*
- Help the children to make two sentences about the boy.
- The children complete the two sentences.

- The children complete the rest of the sentences.
- Choose children to read the sentences to the class.

Answers: 1 He was in the sea. 2 He wasn't on the cliff. 3 They weren't in the sea. 4 They were next to the fence.

3 Write.

- Help the children to make sentences from the cues.
- The children write the sentences.

Answers: My brother wasn't at school yesterday.
My parents weren't at home yesterday.

Unit 13 Lesson 3

Aims: focus on spelling and pronunciation; reading skills (guessing meaning, intensive reading)

New language: none

Revised language: general

You need: Student's Book p74; Activity Book p54; CD tracks 71–72

Cultural point 8: RNLI

The RNLI (the Royal National Lifeboat Institution) helps people on the beaches and in the sea around the United Kingdom. They rescue many people each year.

Starter – show me ...

- Make a list of things that the children can find in the Student's Book, for example:
 - a football
 - a telephone
 - firefighters
 - sheep
 - a picnic
 - a boat
- Divide the class into two teams. Call one child from each team to the front.

Unit 13

- Say *Show me a football* The first child to find the item in the books gets a point for his/her team.
- Continue until all the children have had a turn. Add up the points and say which team won.

1 Listen to the sentences. Say.

- Say *Listen to these sentences.*
- Play CD track 71 with the books closed.

CD script:

The shopping mall is on the hill.

The traffic lights are at the crossroads.

A big pizza and a small apple for dinner.

- Write *shopping mall* on the board. Underline the *pp* and the *ll*.
- Say *We are listening to words with double letters.* Show the double letters in *shopping mall* again.
- Say *Open your books on page 74.*
- Focus on the words with double letters in the words.
- Read the sentences to the children again. Emphasize the words with double letters.
- Play the track again. The children listen, read and repeat each sentence chorally.

2 Read about the RNLI. Guess the meaning of the underlined words.

- Show the pictures to the children. Read the two sentences under the pictures to them.
- Make sure the children understand the meaning of RNLI.
- Say *Show me your reading finger.*
- Read the text to the children. The children follow with their reading fingers.
- Say *Read the text silently. Use your reading fingers.*
- The children read the text silently. While they are reading, make sure they are using their reading fingers.

- Ask *How do we say coast in Kurdish?* Help the children to guess the meaning of coast in Kurdish.
- Repeat with the other underlined phrases.
- Ask *Does anyone have any questions?* Answer a limited number of questions (four or five) about the text.
- Say *Listen, read and repeat.* Read the text one sentence at a time. The children repeat each sentence chorally.
- Say *Now let's read together.* Read the text to the children. The children read aloud at the same time as you.

3 Answer the questions.

- Say *Now let's look at the questions.*
- Read the first question to the children. Say *What is the answer? (In Poole).*
- Repeat with the other sentences.

Answers: 1 In Poole 2 10,000 3 No, they don't. 4 Yes, it is. 5 Yes, it does.

Activity Book

1 Listen and write.

- Point to Picture 1. Say *The shopping mall is near the crossroads.*
- Point to Picture 2. Say *The traffic lights are on the hill.*
- Point to Picture 3. Say *This is a small pizza.*
- Remind the children about words with double letters. Ask the children to spell the double letter words in the pictures (*shopping, mall, crossroads, traffic, hill, small, pizza*).
- Write the words on the board as the children spell them. Highlight the double letters in each word.
- Erase the words. Play CD track 72. Pause after each sentence.

CD script:

The shopping mall is near the crossroads.

The traffic lights are on the hill.

This is a small pizza.

Unit 13

- The children listen and write each sentence.
- Play CD track 72 again. The children check their sentences.
- Call individual children to the front to write the sentences on the board.

Answers: See the CD script.

2 Find six mistakes in what Toby says. Correct them.

- Show the children the picture. Read the speech bubble.
- Make sure the children understand that there are mistakes in the speech bubble.
- Read the example sentence to the children. Show that the first sentence says what the mistake is. The second sentence is correct.
- Help the children to make two sentences about his sisters (*They weren't on the beach. They were in the café*).
- The children write the sentences on the answer lines.
- The children complete the rest of the sentences.
- Choose children to read the sentences to the class.

Answers: 1 His brother wasn't on the rock. He was next to the fence. 2 His sisters weren't on the beach. They were in the café. 3 His father wasn't next to the rocks. He was in the sea. 4 The bicycles weren't in the sea. They were next to the café.

3 Write.

- Help the children to make sentences from the cues.
- The children write the sentences.

Answers: I was not at home yesterday. We were not in the park yesterday.

Unit 13 Let's talk about ... people

Aims: to practise talking about people

New language: none

Revised language: jobs; places

You need: Student's Book p75

Starter – guess the word

- Choose ten words from the vocabulary groups in the revised language for this class (*jobs, places*).
- Draw a line on the board. Add the first and last letter of a word. For example, for *firefighter*, write *F_____R*.
- Ask *What is it?* (*firefighter*).
- If the children can't guess, add another letter.
- Repeat with the other words.

1 Find the words.

- Read the word groups (*jobs, places*) to the children.
- Write the heading *Jobs* on the board.
- Ask *What jobs can you see on this page?* (*nurse, teacher, doctor, chef, firefighter, policeman (officer)*).
- As the children identify the jobs, write them on the board under the heading *Jobs*.
- Write the heading *Places* on the board.
- Ask *What places can you see on this page?* (*park, school, hospital, restaurant, shopping mall, market*).
- As the children identify the places, write them on the board under the heading *Places*.

2 Choose a place for each person yesterday.

- Read the speech bubbles to the children.
- Help the children to decide where each person was yesterday. For example, *The nurse was in the market, The chef was in the park*, etc.

Unit 13

- Write the sentences on the board.
- Ask individual children to repeat the sentences.

3 Play a memory game.

- Read the speech bubbles to the children.
- Using the sentences on the board from Exercise 2, say true and false sentences about where people were yesterday, for example, *The nurse was in the market, The chef was at school*, etc.
- Help the children to respond correctly, for example, *That's correct* or *No, he wasn't. He was in the park*.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to say where people were, the other decides if the sentences are correct or not. For example, *The nurse was in the restaurant. No, she wasn't. She was in the market*.
- Give the pairwork instruction (*Say and reply, Say and reply*, etc). Start the whole class working in pairs.

- Read number 1 (*They were on the beach at 4 o'clock on Saturday*) to the children. Say *Yes or no?* (Yes). The children write the answer on the answer line.
- The children read the rest of the sentences and write the answers on the answer lines.

Answers: 1 Yes 2 No 3 No 4 No 5 Yes 6 Yes

2 Write about the day in the country.

- Point to the picture. Ask *Where were they?* (*In the country*) and *When were they in the country?* (*On Sunday at 5 o'clock*).
- Read the information about the day in the country to the children.
- Help the children to say the first sentences of the paragraph (*On Sunday at 5 o'clock we were in the mountains. My brother was in the forest*).
- The children write the rest of the paragraph. They can use the text about the day at the beach as a model.
- Ask individual children to read their paragraphs to the class.

Example answer: On Sunday at 5 o'clock we were in the mountains. My brother was in the forest. I was with my brother. My mother and father weren't in the forest. They were on a boat. My sister was on the bridge. She likes the flowers near the river.

Unit 13 Writing page

Aims: to develop writing skills

New language: none

Revised language: general

You need: Activity Book p55

1 Read about the day at the beach. Read the sentences and write *Yes* or *No*.

- Point to the picture. Ask *Where were they?* and *Was she with her mother and father?* (*At the beach, No, she wasn't*).
- Read the text about the day at the beach to the children. The children follow with their reading fingers.

Unit 14

Unit 14 Lesson 1

Aims: presenting new words for rescues;
saying and writing these words

New language: *helicopter, paramedic,
ambulance, pilot, lifeboat,
wave*

Revised language: colours

You need: Student's Book pp76–77; Activity
Book p56; CD track 73; Unit 14
poster

Starter – dictation

- Read the spelling/pronunciation sentences on Student's Book page 74.
- Write the sentences on the board. The children read the sentences chorally.
- Focus on the spelling point (words with double letters). Underline the double letters in the words.
- Erase the sentences. Say the sentences slowly. The children listen and write them in their notebooks.
- Repeat the sentences. The children check what they have written.
- Call children to the front to write one sentence each on the board. The other children check their sentences.
- The children read the sentences chorally and individually.

1 Listen and say.

- Put the Unit 14 poster on the board. Talk about the poster with the children. Use Kurdish if necessary.
- Say *Open your books on page 76.*
- Play CD track 73. The children listen and point to the parts of the picture in the book.

CD script:

*helicopter
pilot
ambulance
wave
paramedic
lifeboat*

- Point to the first word (*helicopter*) in the poster. Model the word *helicopter ... helicopter.*
- The children repeat the word chorally and individually.
- Repeat with the other words in the poster.
- Write the words on the board. The children read the words chorally and individually.

2 Choose more words for each group.

- Read the words in group number 1 to the children.
- Point to the words from Exercise 1 on the board. Ask *Which words can go with train and boat?*
- Help the children to choose the correct words (*helicopter, ambulance, lifeboat*).
- Repeat with the other groups.

Answers: 1 helicopter, ambulance, lifeboat
2 paramedic, pilot 3 wave

3 Play a spelling game.

- Read the speech bubbles to the children.
- Ask the children to spell another word from the vocabulary group, for example, say *Spell wave.*
- Help the children to spell the word correctly (*W-A-V-E*).
- Repeat with other words from the vocabulary group.
- Divide the class into pairs (*one, two, one, two, etc.*).
- Choose one pair of children. The children take turns to say a word and to spell it. For example, *Spell pilot. (P-I-L-O-T).*

Unit 14

- Give the pairwork instruction (*Say and spell, Say and spell, etc*). Start the whole class working in pairs.

4 Ask and answer.

- Point to each of the pictures. Ask *What is it?* or *Who is it?* (A pilot, paramedics, a helicopter, a lifeboat, a wave, an ambulance).
- Read the speech bubbles to the children.
- Ask *What colour ...?* questions about the other pictures. For example, *What colour is the pilot's shirt?*
- Help the children to answer correctly (*It's green*).
- Repeat with other *What colour ...?* questions.
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. The children take turns to ask *What colour ...?* questions and to answer them. For example, *What colour are the paramedics' trousers? They're green.*
- Give the pairwork instruction (*Question and answer, Question and answer, etc*). Start the whole class working in pairs.

Activity Book

1 Write the letters in the correct order to make words.

- Show the first jumbled word to the children. Write the letters on the board.
- Help the children to write the letters in the correct order (*helicopter*).
- The children write the word.
- The children write the other words.
- Choose children to read the words to the class.

Answers: 1 helicopter 2 wave 3 ambulance
4 pilot 5 sea 6 paramedic

2 Write sentences with words from Exercise 1.

- Read the first sentence to the children. Ask *What word from Exercise 1 goes here?* (*paramedic*).
- The children complete the sentence.
- The children complete the rest of the sentences.
- Choose children to read the sentences to the class.

Answers: 1 paramedic 2 helicopter
3 ambulance 4 pilot 5 lifeboat

3 Write.

- The children write the rescue words in the poster.

Unit 14 Lesson 2

Aims: presenting and practising asking questions about the past

New language: *Were you ...?/Was he ...?*

Revised language: places; times

You need: Student's Book pp78–79; Activity Book p57; CD tracks 74–75; Unit 14 poster

Starter – Poster game: Letters

- Put the Unit 14 poster on the board.
- Point to each of the words. Say the words. The children repeat the words chorally and individually.
- Point to each of the objects. The children say the words chorally and individually.
- Choose an object, for example, *helicopter*. Say the letters in the word, one at a time. For example, *There's an i. There's an o. There's an h.*
- As soon as the children guess the name, they say it.
- Repeat with other words.

Unit 14

1 Read, listen and say.

- Point to Ruby and Oliver in the pictures. Ask *Who is this?* about each character. The children say the names.
- Explain that the person on the telephone is the emergency services telephone operator.
- Talk with the children about each picture. Ask questions such as *Who is Ruby looking at in Picture 3? (At Oliver).*
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 74 while the children listen and follow in their books.
- Play the track again. Encourage the children to follow the speech bubbles with their reading fingers.
- Play the track again. Pause after every sentence and say *Repeat*. Children repeat the sentences chorally.
- Write *He was on the charity walk* on the board.
- Write *Was he on the charity walk?* on the board. Use the change the order gesture to focus on the order of the words in the question (*He was* changes to *Was he*).
- Help the children to say the possible answers *Yes, he was* and *No, he wasn't*.
- Write *You were with him* on the board.
- Write *Were you with him?* on the board. Use the change the order gesture to focus on the order of the words in the question (*You were* changes to *Were you*).
- Help the children to say the possible answers *Yes, I was* and *No, I wasn't*.
- Show how to make the question with *She was* and *They were* in the same way.
- The children read the questions and answers on the board chorally.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children to read the photostory to the class.
- Give the pairwork instruction (*Read in pairs*). Start the whole class working in pairs.

- When the children have finished, choose two children to read the story in front of the class

2 Read, listen and say.

- Say *Close your books*. Play CD track 75.
- Say *Open your books*. Play CD track 75 again. The children listen and read.
- With the children, write a list of different times on the board (*at six o'clock in the evening yesterday, at eight o'clock in the morning yesterday, etc*).
- With the children, write a list of different places (*at home, at school, in the shopping mall, in the park, etc*).
- Help the children to make questions, for example, *Were you at home at eight o'clock in the morning yesterday?* Help other children to answer correctly.
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. The children take turns to ask questions and to answer them. For example, *Were you in the shopping mall at ten o'clock at night yesterday? No, I wasn't*.
- Give the pairwork instruction (*Question and answer, Question and answer, etc*). Start the whole class working in pairs.

3 In your notebook, write questions and answers about people you know.

- Read the heading *Yesterday* to the children. Ask the children how to say *Yesterday* in Kurdish.
- Read the example questions and answers (*Was ... at home yesterday at 2 o'clock ...?* etc) to the children.
- Help the children to complete the questions and to answer them. For example, *Was Nabaz at home yesterday at 2 o'clock in the afternoon? Yes, he was*.
- Help the children to say other questions and answer them.

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- Call two children up to the front of the class to write their sentences on the board.
- Say *Write about yesterday in your notebooks.*
- The children write in their notebooks, for example, *Were your brother and sister at school yesterday at 10 o'clock in the morning? No, they weren't.*
- Choose children to stand up and read their sentences to the class.

Activity Book

1 Read. Match the questions and answers.

- Show the picture to the children. Point to each of the people. Ask *Who is it?* (*Joe, Tina, Jack, Tom, Emma, Alan, Lucy, Anna*).
- Read number 1 to the children. Ask *What's the answer?* (*b Yes, she was*).
- The children draw a line from the question to the answer.
- The children match the rest of the questions and answers.
- Choose children to read the questions and answers to the class.

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

2 Write questions and answers.

- Read number 1 to the children. Help them to complete the question and answer (*Were Emma and Alan on the beach? No, they weren't*).
- The children write the words on the answer line.
- The children complete the rest of the questions and answers.
- Choose children to read the questions and answers to the class.

Answers: 1 Were, weren't 2 Was, was 3 Was, wasn't 4 Were, were

3 Write.

- Help the children to make a question from the cues.

- The children write the question.

Answers: Were you at home yesterday? Yes, I was.

Unit 14 Lesson 3

Aims: focus on spelling and pronunciation; general reading

New language: *dramatic, dangerous situation, fortunately*

Revised language: general

You need: Student's Book p80; Activity Book p58; CD tracks 76–78

Starter – vocabulary bingo

- Write the names of the vocabulary sets from Units 12–14 on the board (*the country, the beach, rescue*).
- The children say the words for each group. Write the words on the board like this: *the beach – path, beach, sea, rocks, cliff, fence*.
- Each child chooses six words and writes them in his/her notebook.
- Say the words at random, for example, *helicopter, mountain, cliff, forest, ambulance, lake*, etc.
- When the children hear one of their words, they circle it.
- The first child to circle all his/her words is the winner.

Note: It's a good idea to write down the words in your notebook as you say them. Then you can check the winning child's words.

1 Listen to the sentences. Say.

- Say *Listen to these sentences.*
- Play CD track 76 with the books closed.

Unit 14

CD script:

His trainers are blue.

Go straight to the train station.

His hair is fair.

Sit on the chair.

- Focus on the /eɪ/ sound and the /eə/. Say *Listen for these sounds*.
- Play the track again. The children repeat each sentence chorally.
- Say *Open your books on page 80*.
- Focus on the words with *ai* and the /eɪ/ sound.
- Focus on the words with *air* and the /eə/ sound.
- Read the sentences to the children again. Emphasize the words with the /eɪ/ and /eə/ sounds.
- Play the track again. The children listen, read and repeat each sentence chorally.
- Read the *Remember* note to the children. Make sure the children understand that *ai* can also make different sounds, such as in *mountain*.

2 Read the newspaper report.

Close your books and talk about the rescue.

- Explain to the children that this is a report in a newspaper. It's about Oliver's rescue.
- Read the text to the children.
- Read the text again. Explain unfamiliar vocabulary and phrases to the children, for example, *It was a dangerous situation*.
- The children read the text silently, using their reading finger.
- Read the text to the children one sentence at a time. The children repeat each sentence chorally.
- Read the text to the children. The children read aloud at the same time as you.

- Say *Close your books*. Ask the children questions about the text. Suitable questions are:

<i>Where was the rescue?</i>	<i>At Kimley</i>
<i>When was the phone call to the emergency services?</i>	<i>At 3.20</i>
<i>Were the emergency services quick?</i>	<i>Yes, they were.</i>
<i>Were his friends worried?</i>	<i>Yes, they were.</i>
<i>Was it a dangerous situation?</i>	<i>Yes, it was.</i>

3 Listen, read and sing.

- Talk about the pictures with the children. Ask questions such as *What are they doing in the first picture?* (*They are in a boat. They are walking. They are sitting next to the lake.*) and *Where are they in the second picture?* (*At school*).
- Read the song to the children. Make sure they understand new words and phrases, such as *a special day* and *I love my school*.
- Say *Close your books*. Play CD track 77. The children listen.
- Say *Open your books on page 80*. Play the song again. The children listen and read the song silently.
- Play the song again. Pause after each line. The children listen and repeat.
- Play the song again, without pauses. Encourage the children to sing along.

Values

- Read the Values sign (*Enjoy your time at school!*) to the children. In Kurdish, ask them questions such as:

<i>How can you make the most of your time at school?</i>
<i>How do we sometimes waste time at school?</i>
<i>Do you waste time at school?</i>

Activity Book

1 Listen and write.

- Point to Picture 1. Say *My hair is black*.
- Point to Picture 2. Say *His trainers are next to the chair*.

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- Point to Picture 3. Say *The train is in the station.*
- Remind the children about words with *ai* and *air*. Ask the children to spell the *ai* and *air* words in the pictures (*hair, trainers, chair, train*).
- Write the words on the board as the children spell them. Highlight *ai* and *air* in each word.
- Erase the words. Play CD track 78. Pause after each sentence.

CD script:

1 *My hair is black.*

2 *His trainers are next to the chair.*

3 *The train is in the station.*

- The children listen and write each sentence.
- Play CD track 78 again. The children check their sentences.
- Call individual children to the front to write the sentences on the board.

Answers: See the CD script.

2 Write questions and answers.

- Read the example question and answer to the children.
- Help the children to make a question and answer in number 2.
- The children write the question and answer on the answer line.
- The children complete the rest of the questions and answers.

Answers: 1 Were you at home at 3 o'clock? No, I wasn't. 2 Were you at home at 6 o'clock? Yes, I was. 3 Was your mother at home at 3 o'clock? Yes, she was. 4 Were your mother and father at home at 9 o'clock? Yes, they were.

3 Write.

- Help the children to make a question from the cues.
- The children write the question.

Answers: Was your brother at school yesterday?

Unit 14 Let's talk about ... the past

Aims: to practise talking about the past

New language: none

Revised language: places; time expressions; days of the week

You need: Student's Book p81

Starter – guess the word

- Choose ten words from the vocabulary groups in the revised language for this class (*places, time expressions, days of the week*).
- Draw a line on the board. Add the first and last letter of a word. For example, for *Friday*, write *F_____Y*.
- Ask *What is it?* (*Friday*).
- If the children can't guess, add another letter.
- Repeat with the other words.

1 Find the words.

- Read the word groups (*places, time expressions, days of the week*) to the children.
- Write the heading *Places* on the board.
- Ask *What places can you see on this page?* (*shopping mall, hospital, restaurant, park, school, house, bazaar*).
- As the children identify the places, write them on the board under the heading *Places*.
- Ask *Can you think of other places?* (*café, etc*).
- Write the children's suggestions on the board under the heading *Places*.
- Write the heading *Time expressions* on the board.
- Ask *What time expressions can you see on this page?* (*in the morning, in the afternoon, in the evening, at six o'clock, at night*).
- As the children identify the time expressions, write them on the board under the heading *Time expressions*.

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- Ask *Can you think of other time expressions? (in April, on 12th March, etc).*
- Write the children's suggestions on the board under the heading *Time expressions*.
- Write the heading *Days of the week* on the board.
- Ask *What days of the week can you see on this page? (Monday, Tuesday, Wednesday, etc).*
- As the children identify the days of the week, write them on the board under the heading *Days of the week*.

2 Talk about the past.

- Read the speech bubble to the children.
- Talk about yourself and your family yesterday and in different months. For example, *I was at home yesterday in the afternoon. My mother was in the hospital in June, etc.*
- Help the children to make sentences about themselves and their family.
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. The children take turns to make sentences about themselves and their family, for example, *My father was in Hawler in September.*
- Give the pairwork instruction (*Choose and say, Choose and say, etc*). Start the whole class working in pairs.

3 Ask and answer questions about the past.

- Read the speech bubbles to the children.
- Ask the children questions about themselves and their family, like this:
Were you at school yesterday in the evening?
Was your brother in Silemani in August?
- Help the children to answer correctly.
- Help the children to make questions with *Were you ... and Was your brother/sister ...?* etc.
- Divide the class into pairs (*one, two, one, two, etc*).

- Choose one pair of children. The children take turns to ask questions and to answer them. For example, *Was your sister at school on Tuesday? Yes, she was.*
- Give the pairwork instruction (*Question and answer, Question and answer, etc*). Start the whole class working in pairs.

Unit 14 Writing page

Aims: to develop writing skills

New language: none

Revised language: general

You need: Activity Book p59

1 Read about the rescue in the town. Answer the questions.

- Point to the pictures. Ask *Where was it?* and *What was the problem?* (*In the city, The boy was in a tall building*).
- Read the text about the rescue to the children. The children follow with their reading fingers.
- Read question 1 (*Was the boy in the helicopter?*) Make sure the children understand that questions 1–3 are about picture 1. (*No, he wasn't*) The children write the answer on the answer line.
- The children read the rest of the questions and write the answers on the answer lines. Make sure the children understand that pictures 4–6 are about picture 2.

Answers: 1 No, he wasn't. 2 No, they weren't.
3 No, he wasn't. 4 Yes, he was.
5 No, they weren't. 6 Yes, he was.

2 Write about the rescue at sea.

- Point to the pictures. Ask *Where was it?* and *What was the problem?* (*At sea, The boys were in a small boat*).
- Read the information about rescue to the children.

Unit 14/Revision 4

- Help the children to say the first sentence of the paragraph (*It was very exciting. The boys were in a small boat.*)
- The children write the rest of the paragraph. They can use the text about the rescue in the town as a model.
- Ask individual children to read their paragraphs to the class.

Example answers: Picture 1: It was very exciting. The boys were in a small boat. The helicopter was near the boat. The paramedics were in the helicopter. Soon the boys were in the helicopter. Picture 2: In the evening, the boys were at home. They were very hungry, but they were happy!

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 p110; Activity Book pp86–88

Starter – looking at the units

- Show the children Units 12, 13 and 14 in the Student's Book.
- Look at the poster pages. The children read the vocabulary words chorally and individually.
- Look at the story pages. Point out the new grammar such as *You were .../They were ..., I/He wasn't ..., You/We/They weren't ..., Were you ...?/Was he ...?*

1 Make number cards.

- Show the children the set of cards you made.
- Divide the class into pairs (*one, two, one, two, etc.*).

- Hand out paper or cards to each pair of children. Each pair of children makes a set of cards to play with.

2 Play the game.

- Call a child up to the front to play the game. Make a counter for yourself and the child.
- Put the cards face down on the desk.
- Take turns to pick up a card. Show the card to the class.
- Move that number of places on the board. Write the words on the board. Use separate areas of the board for your words and the child's words.
- Try to make a sentence with your words on the board. You get one point for each sentence.
- Say the sentence to the class. Then erase the words you used.
- The first person to get 5 points is the winner.
- The children play the game in pairs.

Your progress

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

- Remind children that at the end of every Revision page, they can check their progress.
- Ask *How many units have we done? (fourteen).*
- Show the children the blue mark under the fourteenth box.
- Talk with the children about what they have learnt in Units 1–14.

Activity Book

1 Circle the odd one out.

- Read the example to the children. Ask *Why does bird have a circle? (Because it's an animal and the other words are connected with rescues).*
- The children circle the odd one out in each of the word groups.

Revision 4

Answers: 1 flag 2 table 3 trainers 4 cap
5 umbrella

2 Write the words in the correct groups.

- Read the words in the box to the children.
- Show the children that *river* goes in the *The country* group.
- The children write the other words in the correct group.

Answers: The country: river, lake The beach:
rocks, sea Rescue: helicopter,
ambulance

3 Circle the correct words.

- Read the example sentence. Show the children that the correct word has a circle.
- The children circle the correct word in the other sentences.

Answers: 1 1 wasn't 2 weren't 3 Were, was
4 were 5 Was, was

4 Write *was* or *were*.

- Explain that the missing words are all *was* or *were*.
- Read the example sentence.
- The children complete the other sentences.

Answers: 1 were 2 Was, was 3 was
4 Were, were 5 Were, was

5 Listen and write the words.

- Say *Listen and write*.
- Read the teacher's script. The children listen and write the words.

Teacher's script:

1 path
2 rocks
3 cliff
4 mountain
5 bridge
6 lake
7 hill
8 paramedic
9 ambulance
10 helicopter

Answers: See the Teacher's script.

Speaking

- Read the topics (*Your country. Helping people. The past*) to the children. Read the example speech bubbles.
- The children talk about the topics in pairs, or to the teacher.
- Give marks for general communicative ability. Don't take marks off for small mistakes.

Unit 15

Unit 15 Lesson 1

Aims: presenting new words for shops

New language: *gift shop, supermarket, shoe shop, clothes shop, bookshop, pharmacy, bakery, general store*

Revised language: *Where is the ...? It's next to/in front of/near ...*

You need: Student's Book pp82–83; Activity Book p60; CD track 79; Unit 15 poster

Cultural point 9: shop or store?

Generally, *shop* is British English and *store* is American English.

So:

- in England we buy clothes in a *clothes shop*
- in the United States we buy clothes in a *clothes store*.

However, *store* is becoming more popular in the United Kingdom. For example, we talk about a general store, not a general shop.

Some words with *shop* and *store* can be one word or two:

bookshop or *book shop*
bookstore or *book store*

Starter – dictation

- Read the spelling/pronunciation sentences on the Student's Book page 80.
- Write the sentences on the board. The children read the sentences chorally.
- Focus on the spelling point (words with *ai* and *air*). Underline *ai* and *air* in the words.
- Erase the sentences. Say the sentences slowly. The children listen and write them in their notebooks.
- Repeat the sentences. The children check what they have written.
- Call children to the front to write one sentence each on the board. The other children check their sentences.

- The children read the sentences chorally and individually.

1 Listen and say.

- Put the Unit 15 poster on the board. Help the children to identify each of the shops in the picture. Use Kurdish if necessary.
- Say *Open your books on page 82*.
- Play CD track 79. The children listen and point to the shops in the book.

CD script:

gift shop
general store
supermarket
clothes shop
bookstore
shoe shop
pharmacy
bakery

- Point to the first shop (*gift shop*) in the poster. Model the word *gift shop ... gift shop*.
- The children repeat the word chorally and individually.
- Repeat with the other words in the poster.
- Write the words on the board. The children read the words chorally and individually

2 Ask and answer.

- Point to each of the pictures. Ask *What is it?* or *What are they?* The children say the answers (*apples, shoes, a T-shirt, a book, bread, medicine*).
- Read the speech bubbles to the children.
- Ask a *Where can you buy ...?* question about another item, for example, *Where can you buy apples?*
- Help the children to answer correctly (*In a general store or a supermarket*).
- Repeat with other *Where can you buy ...?* questions.
- Divide the class into pairs (*one, two, one, two, etc*).

Unit 15

- Choose one pair of children. The children take turns to ask questions and to answer them. For example, *Where can you buy medicine? In a pharmacy.*
- Give the pairwork instruction (*Question and answer, Question and answer, etc.*). Start the whole class working in pairs.

3 Ask and answer.

- Read the speech bubbles to the children. Show the children that the clothes shop is next to the bookshop on the poster.
- Ask *Where is the ...?* questions about other places, for example, *Where is the shoe shop?*
- Help the children answer correctly, using *next to, between* or *near* (*It's near the supermarket*).
- Repeat with *Where is the ...?* questions about other places.
- Divide the class into pairs (*one, two, one, two, etc.*).
- Choose one pair of children. The children take turns to ask questions and to answer them. For example, *Where is the general store? It's between the gift shop and the supermarket.*
- Give the pairwork instruction (*Question and answer, Question and answer, etc.*). Start the whole class working in pairs.

4 Ask and answer questions.

- Read the speech bubble to the children. Help them to answer correctly (*No, there isn't*).
- Ask an *Is there a ...?* question about the other pictures, for example, *Is there a van in front of the gift shop?*
- Help the children answer correctly (*Yes, there is*).
- Repeat with *Is there a ...?* questions about the other pictures.
- Divide the class into pairs (*one, two, one, two, etc.*).
- Choose one pair of children. The children take turns to ask questions and to answer them. For example, *Is there a trolley near the bakery? No, there isn't.*

- Give the pairwork instruction (*Question and answer, Question and answer, etc.*). Start the whole class working in pairs.

Activity Book

1 Find the *shop* words in the ribbons.

- Show the children the word (*gift shop*) circled in the word ribbon.
- Help the children to find the next word (*supermarket*). The children circle it.
- The children circle the rest of the words.

Answers: gift shop, supermarket, bakery, clothes store, book shop, pharmacy, shoe shop, general store

2 Read and write the place.

- Show the map to the children. Point to each of the shops and say *What is it?* (*shoe shop, supermarket, gift shop, etc.*).
- Read number 1 to the children. Show the children that the shoe shop is next to the supermarket and in front of the bookshop.
- Help the children work out the answer to number 2 (*the gift shop*).
- The children write the answer on the answer line.
- The children work out the rest of the answers.

Answers: 1 the shoe shop 2 the gift shop
3 the book shop 4 the bakery
5 the supermarket

3 Write.

- The children write the names of the shops in the poster.

Unit 15

Unit 15 Lesson 2

Aims: presenting and practising *Wh ...?* questions about the past

New language: *Where were you ...?/Where was he ...?*

Revised language: times; places

You need: Student's Book pp84–85; Activity Book p61; CD tracks 80–81; Unit 15 poster

Starter – Poster game: Memory

- Put the Unit 15 poster on the board.
- Point to each of the words. Say the words. The children repeat the words chorally and individually.
- Point to each of the shops. The children say the names chorally and individually.
- Say *I was in the town. First I was in the supermarket. Second I was in the pharmacy. Third I was in the clothes shop.*
- The children repeat the shops in the order you visited them (*supermarket, pharmacy, clothes shop*).
- Repeat with other sequences of three or more shops.

1 Read, listen and say.

- Point to the three small photos at the top. Explain that they show how Oliver was rescued. Point to Oliver, Darya, Ruby and Aras in the pictures. Ask *Who is this?* about each character. The children say the names.
- Talk with the children about each picture. Ask questions such as *Why is Oliver on the sofa?* (*Because he had an accident*) and *Are they angry with Oliver?* (*No, they aren't*).
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play track 80 while the children listen and follow in their books.

- 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 *Were you at the pharmacy?* on the board.
- Write *Where were you?* Help the children to answer the question (*At the pharmacy*).
- Show the children how to make more *Where ...?* questions with these questions:
Was he at the pharmacy? (Where was he?)
Were they at the pharmacy? (Where were they?)
Was she at the pharmacy? (Where was she?)
- The children read the questions and answers on the board chorally.
- Divide the class into pairs using the standard one, two ... one, two gesture.
- 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 read the story in front of the class.

2 Listen, read and say.

- Show the pictures to the children. Ask *Where were they?* about each picture (*In the park, at home*).
- Read the chant to the children. Ask *Where were you at half past two? (In the park), Where was he at half past three? (At home) and Where were they at half past eight? (At home)*.
- Play CD track 81. The children listen and read.
- Remind the children about *Where were you/was he/were they at ...?*
- Play track 81 again. Pause after each line. The children say each line chorally.
- Read the chant again. The children read the chant chorally with you.

Unit 15

3 In your notebook, add times and days to the questions.

Answer the questions.

- Read the heading *Times and days* to the children. Ask the children how to say *Times and days* in Kurdish.
- Read the example questions and answers (*Where were you at ...?* etc) to the children.
- Help the children to complete the questions and to answer them. For example *Where were you at 4 o'clock in the afternoon on Tuesday? I was in the park.*
- Help the children to say other questions and answer them.
- Call two children up to the front of the class to write their sentences on the board.
- Say *Write about times and days in your notebooks.*
- The children write in their notebooks, for example, *Where were your brother and sister at 10 o'clock on Wednesday night? They were at home.*
- Choose children to stand up and read their sentences to the class.

Activity Book

1 Answer the questions.

- Read number 1 to the children. Help them to say the correct answers (*He was in the book shop*).
- The children write the answer on the answer line.
- The children answer the rest of the questions.
- Choose children to read the questions and answers to the class.

Answers: 1 1 He was in the bookshop.
2 She was at the pharmacy. 3 They were at the bakery. 4 He was at the supermarket.

2 Write *Where ...?* questions.

- Read the example question to the children.
- Help the children to answer the question (*He was at the pharmacy*).
- Help the children to make a question for number 2 (*Where were they at half past two?*) and answer it (*They were at the clothes shop*).
- The children write the question on the answer line.
- The children complete the rest of the questions.
- Choose children to read the questions to the class.

Answers: 1 Where was he at 4 o'clock?
2 Where were they at half past two?
3 Where were they at 6 o'clock?
4 Where were they at 2 o'clock?

3 Write.

- Help the children to make a question and answer from the cues.
- The children write the question and answer.

Answers: Where were you at 3 o'clock? I was at home.

Unit 15 Lesson 3

Aims: focus on spelling and pronunciation; reading skills (guessing meaning, intensive reading)

New language: *school trip, citadel, middle of, very old houses*

Revised language: general

You need: Student's Book p86; Activity Book p62; CD tracks 82–83

Unit 15

Starter – say three things

- Write three topics that the children have seen in the Student's Books. For example:
Picnics
Beaches in England
The RNLI
- Point to one of the topics. Say *Say three things about this*. Help the children to say three things about the topic. For example, *RNLI – They help people in trouble. The sea can be dangerous. They are heroes.*
- Repeat with the other topics.

1 Listen to the sentences. Say.

- Say *Listen to these sentences*.
- Play CD track 82 with the books closed.

CD script:

We were late for the plane.

Play the game on the table.

Please make lemonade.

- Focus on the /eɪ/ sound. Say *Listen for this sound*.
- Play the track again. The children repeat each sentence chorally.
- Say *Open your books on page 86*.
- Focus on the words with a...e and the /eɪ/ sound.
- Read the sentences to the children again. Emphasize the words with the /eɪ/ sound.
- Play the track again. The children listen, read and repeat each sentence chorally.
- Read the *Remember* note to the children. Make sure the children understand that a...e can also make different sounds, such as in *are, father, water, camera, apples, have* and *jacket*.
- The children read the sentences again chorally.

2 Read about the citadel in Hawler. Match the underlined words with pictures a – d.

- Show the pictures and the e-mail to the children.
- Say *Show me your reading finger*.

- Read the e-mail to the children. The children follow with their reading fingers.
- Say *Read the text silently. Use your reading fingers*.
- The children read the text silently. While they are reading, make sure they are using their reading fingers.
- Point to the first underlined phrase in the text (*school trip*).
- Say *Show me the picture of a school trip*. Help the children to find the correct picture (d).
- Repeat with the other underlined words/phrases.

Answers: school trip d very old houses a
in the middle of the citadel c
near the citadel b

- Ask *Does anyone have any questions?* Answer a limited number of questions (four or five) about the text.
- Say *Listen, read and repeat*. Read the text one sentence at a time. The children repeat each sentence chorally.
- Say *Now let's read together*. Read the text to the children. The children read aloud at the same time as you.

3 Answer the questions.

- Say *Now let's look at the questions*.
- Read the first question to the children. Say *What's the answer? (Yesterday)*.
- Repeat with the other sentences.

Answers: 1 Yesterday 2 to the citadel in Hawler
3 It's on a hill. 4 Yes, they are.
5 No, it wasn't. 6 Yes, it was.

Values

- Read the Values sign (*Find out about your country!*) to the children. In Kurdish, ask them questions such as:
Do you know much about Kurdistan?
Do you know much about the history of Kurdistan?
Why is it important to know about your country?

Unit 15

Activity Book

1 Listen and write.

- Point to Picture 1. Say *The plane is late.*
- Point to Picture 2. Say *The game is on the table.*
- Point to Picture 3. Say *The lake is great.*
- Remind the children about words with *a...e*. Ask the children to spell the *a...e* words in the pictures (*plane, late, game, table, lake*).
- Write the words on the board as the children spell them. Highlight *a...e* in each word.
- Erase the words. Play CD track 83. Pause after each sentence.

CD script:

1 *The plane is late.*

2 *The game is on the table.*

3 *The lake is great.*

- The children listen and write each sentence.
- Play CD track 83 again. The children check their sentences.
- Call individual children to the front to write the sentences on the board.

Answers: See the CD script.

2 Answer the questions. Write more questions.

- Point to the different places on the map. Ask *Where is it?* (*Germany, Sweden*, etc) and *When is it?* (*April, May*, etc).
- Read the example question and answer to the children.
- Help the children to answer number 2 (*They were in Australia*).
- The children write the questions and answers on the lines.
- Choose children to read the questions and answers to the class.

Answers: 1 They were in Germany. 2 They were in Australia. 3 In August 4 They were in Sweden. 5 When were they in the United States? In September 6 Where were they in September? They were in the United States.

3 Write.

- Help the children to make a question and answer from the cues.
- The children write the question and answer.

Answers: Where was your brother at half past two? He was at the supermarket.

Unit 15 Let's talk about ... your town (3)

Aims: to practise talking about your town

New language: none

Revised language: shops; preposition; other places

You need: Student's Book p87

Starter – guess the word

- Choose ten words from the vocabulary groups in the revised language for this class (*shops, prepositions, other places*).
- Draw a line on the board. Add the first and last letter of a word. For example, for *bakery*, write *B_____Y*.
- Ask *What is it?* (*bakery*).
- If the children can't guess, add another letter.
- Repeat with the other words.

1 Find the words.

- Read the word groups (*shops, prepositions, other places*) to the children.
- Write the heading *Shops* on the board.

Unit 15

- Ask *What shops can you see on this page?* (supermarket, bookshop, gift shop, clothes shop, pharmacy, bakery, shoe shop, general store).
- As the children identify the places, write them on the board under the heading *Shops*.
- Write the heading *Prepositions* on the board.
- Ask *What prepositions can you see on this page?* (in, between, next to, near, on).
- As the children identify the prepositions, write them on the board under the heading *Prepositions*.
- Write the heading *Other places* on the board.
- Ask *What other places can you see on this page?* (street, road, car park, crossroads).
- As the children identify the other places, write them on the board under the heading *Other places*.

2 Talk about shops in your town.

- Read the speech bubble to the children.
- Make sentences about shops in your town. For example, *The general store is next to the clothes shop*.
- Help the children to make sentences about shops in their town.
- Divide the class into pairs (one, two, one, two, etc).
- Choose one pair of children. The children take turns to make sentences about shops in their town, for example, *The supermarket is between the pharmacy and the book shop*.
- Give the pairwork instruction (*Choose and say, Choose and say*, etc). Start the whole class working in pairs.

3 Ask and answer questions about your town.

- Read the speech bubbles to the children.
- Ask the children questions about your town, for example, *Where is the pharmacy?*

- Help the children to answer correctly.
- Help the children to make questions with *Where is the ...?*
- Divide the class into pairs (one, two, one, two, etc).
- Choose one pair of children. The children take turns to ask questions and to answer them. For example, *Where is the bookshop? It's next to the car park*.
- Give the pairwork instruction (*Question and answer, Question and answer*, etc). Start the whole class working in pairs.

Unit 15 Writing page

Aims: to develop writing skills

New language: none

Revised language: general

You need: Activity Book p63

1 Read about the Mega Shopping Mall. Answer the questions.

- Point to the picture. Ask *Where were they?* (*The Mega Shopping Mall*).
- Read the text about the Mega Shopping Mall to the children. The children follow with their reading fingers.
- Read question 1 (*Where were they on Sunday?*) (*The Mega Shopping Mall*). The children write the answer on the answer line.
- The children read the rest of the questions and write the answers on the answer lines.

Answers: 1 The Mega Shopping Mall 2 Yes, he was. 3 No, they weren't. 4 Yes, she was. 5 Yes, it was. 6 On Sunday

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2 Write about the Maxi Shopping Mall.

- Point to the pictures. Ask *Where were they?* (*The Maxi Shopping Mall*).
- Read the information about the Maxi Shopping Mall to the children.
- Help the children to say the first sentence of the paragraph (*On Monday I was at the Maxi Shopping Mall with my family*).
- The children write the rest of the paragraph. They can use the text about the Mega Shopping Mall as a model.
- Ask individual children to read their paragraphs to the class.

Example answer: On Monday I was at the Maxi Shopping Mall with my family. My sister was in a clothes store. My mother and father were in a shoe shop. My brother was in a music store. I was in a café. The food was delicious!

Unit 16

Unit 16 Lesson 1

Aims: presenting new verbs; saying and writing these verbs

New language: *buy, sell, organize, give, close, open, help*

Revised language: general

You need: Student's Book pp88–89; Activity Book p64; CD track 84; Unit 16 poster

Starter – dictation

- Read the spelling/pronunciation sentences on the Student's Book page 86.
- Write the sentences on the board. The children read the sentences chorally.
- Focus on the spelling point (words with ...a...e). Underline a...e in the words.
- Erase the sentences. Say the sentences slowly. The children listen and write them in their notebooks.
- Repeat the sentences. The children check what they have written.
- Call children to the front to write one sentence each on the board. The other children check their sentences.
- The children read the sentences chorally and individually.

1 Listen and say.

- Put the Unit 16 poster on the board. Help the children to understand the meaning of each of the verbs. Use Kurdish if necessary.
- Say *Open your books on page 88.*
- Play CD track 84. The children listen and point to the pictures in the book.

CD script:

*buy
sell
give
organise
close
open
help*

- Point to the first verb (*buy*) in the poster. Model the word *buy ... buy*.
- The children repeat the word chorally and individually.
- Repeat with the other words in the poster.
- Write the words on the board. The children read the words chorally and individually.

2 Point and say.

- Point to the picture of the woman opening the box. Read the speech bubble to the children.
- Choose another picture, point to it and say a sentence. For example, *The boy is helping the man.*
- Write *man, woman, boy, girl* on the board. Explain the words in Kurdish.
- Point to other people in the pictures. Help the children to make sentences.
- Divide the class into pairs (*one, two, one, two, etc.*).
- Choose one pair of children. The children take turns to point and say sentences.
- Give the pairwork instruction (*Point and say, Point and say, etc.*). Start the whole class working in pairs.

3 Choose two words for each verb.

- Read the first line to the children (*organize ... a charity event, a party, bread*).
- Ask *Which words go with organize?* Help the children to choose the correct words (*a charity event, a party*).
- Write *organize ... a charity event/a party* on the board.

Unit 16

- Repeat with the other verbs.

Answers: organize a charity event/a party
buy food/shoes sell fruit/computers
help a friend/people give money/food
to a person open/close a box/a shop

4 Act and guess. Use the words in Activity 3.

- With the children, work out mime gestures for the activities in Exercise 3.
- Read the speech bubble to the children. Make sure they understand that the boy is acting out *help a person* and the girl is guessing the activity.
- Do a mime gesture for one of the activities in Exercise 3. Help the children to guess.
- Repeat with mime gestures for other activities.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to act mime gestures and to guess.
- Give the pairwork instruction (*Act and guess, Act and guess*, etc). Start the whole class working in pairs.

Activity Book

1 Find seven verbs in the word square.

- Show the word square to the children. Help them to find the first verb across (*sell*).
- The children circle the word.
- The children circle the other six words.

Answers: Across: sell, organise, close
Down: buy, open, help, give

2 Write sentences with the verbs in Exercise 1.

- Read the first sentence to the children. Ask *What word from Exercise 1 goes here?* (*sell*).
- The children complete the sentence.

- The children complete the rest of the sentences.
- Choose children to read the sentences to the class.

Answers: 1 sell 2 help 3 buy 4 organise
5 open 6 give 7 close

3 Write.

- The children write the verbs in the poster.

Unit 16 Lesson 2

Aims: presenting and practising object pronouns

New language: *He is talking to me/you/him/her/them. He is buying it/them.*

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

You need: Student's Book pp90–91; Activity Book p65; CD tracks 85–86; Unit 16 poster

Starter – Poster game: Acting

- Put the Unit 16 poster on the board.
- Point to each of the words. Say the words. The children repeat the words chorally and individually.
- Point to each of the actions in the pictures. The children say the verbs chorally and individually.
- Choose a verb. Use a mime gesture to show the verb, for example, giving a person money for *buy*.
- Help the children to guess the verb.
- Repeat with other verbs.

1 Read, listen and say.

- Point to Ruby, Darya, Aras, Oliver and Mrs Duncan in the pictures. Ask *Who is this?* about each character. The children say the names.

Unit 16

- Talk with the children about each picture. Ask questions such as *Where are they in Picture 1 and Picture 2?* and *Where are they in Picture 3?*
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 85 while the children listen and follow in their books.
- 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 want to organize a charity event for them* on the board. Underline *them*. Ask *Who is this?* Help the children to understand that *them* refers to the people at the RNLI.
- Write *We can make Kurdish food and sell it in the town*. Underline *it*. Ask *What is this?* Help the children to understand that *it* refers to Kurdish food.
- Write *Dad is buying them* on the board. Underline *them*. Ask *What is this?* Help the children to understand that *them* refers to the soft drinks.
- Write *Aras is helping him* on the board. Underline *him*. Ask *Who is this?* Help the children to understand that *him* refers to Dad/Mr Duncan.
- Show the other pronouns with these sentences:
Mum is at the shopping mall. Ruby is with her. Her refers to Mum.
I am at the shopping mall. Ruby is with me. Me refers to I.
Ruby is with us. Us refers to my friends and me.
- With the children, write a table on the board:

<i>I</i>	<i>me</i>
<i>you</i>	<i>you</i>
<i>he</i>	<i>him</i>
<i>it</i>	<i>it</i>
<i>she</i>	<i>her</i>
<i>we</i>	<i>us</i>
<i>they</i>	<i>them</i>

- The children read the sentences and the table on the board chorally.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children to read the photostory to the class.
- Give the pairwork instruction (*Read in pairs*). Start the whole class working in pairs.
- When the children have finished, choose two children to read the story in front of the class.

2 Read, listen and say.

- Say *Close your books*. Play CD track 86.
- Say *Open your books on page 91*. Play CD track 86. The children listen and read.
- Focus on the use of *him, her, it* and *them* in the speech bubbles. Also show the way we use *too* when we agree with a person.
- Say similar sentences, for example, *I like Nabaz, I like Azad, I like grapes, I like yogurt*. Help the children to answer with *I like him/her/it/them too*. With food, they can also answer *I don't like it/them*.

3 In your notebook, write about a friend and yourself.

- Read the heading *My friend and me* to the children. Ask the children how to say *My friend and me* in Kurdish.
- Read the example sentences (*My friend likes apples*, etc) to the children.
- Help the children to say more sentences, for example, *I don't like cheese. My friend likes it*.
- Call two children up to the front of the class to write their sentences on the board.
- Say *Write about My friend and me* in your notebooks.
- The children write in their notebooks, for example, *I like fish. My friend doesn't like it*.
- Choose children to stand up and read their sentences to the class.

Unit 16

Activity Book

1 Choose the correct word.

- Read number 1 to the children. Help them to choose the correct word (*it*).
- The children circle the correct word.
- The children circle the correct word in the rest of the sentences.
- Choose children to read the sentences to the class.

Answers: 1 it 2 them 3 me 4 them 5 her
6 him

2 Write sentences with the words in the box.

- Read the words in the box to the children.
- Read number 1. Ask *What word goes in the space? (him)*.
- The children write the word on the answer line.
- The children complete the rest of the sentences.
- Choose children to read the sentences to the class.

Answers: 1 him 2 her 3 them 4 us 5 me
6 it 7 you

3 Write.

- Help the children to make sentences from the cues.
- The children write the sentences.

Answers: He is talking to Ruby and Oliver. He is talking to them.

Unit 16 Lesson 3

Aims: focus on spelling and pronunciation; general reading

New language: *traditional, humus, olive oil, cereal, fried*

Revised language: general

You need: Student's Book p92; Activity Book p66; CD tracks 87–89

Starter – show me ...

- Make a list of things that the children can find in the Student's Book, for example:
a helicopter
a pharmacy
the citadel in Hawler
a classroom
a red T-shirt
a yellow car
- Divide the class into two teams. Call one child from each team to the front.
- Say *Show me a helicopter* The first child to find the item in the books gets a point for his/her team.
- Continue until all the children have had a turn. Add up the points and say which team won.

1 Listen to the sentences. Say.

- Say *Listen to these sentences*.
- Play CD track 87 with the books closed.

CD script:

Nine tired tigers.

You can ride with the firefighters.

- Focus on the /aɪ/ sound. Say *Listen for this sound*.
- Play the track again. The children repeat each sentence chorally.
- Say *Open your books on page 92*.
- Focus on the words with *i...e* and the /aɪ/ sound.

Unit 16

- Read the sentences to the children again. Emphasize the words with the /aɪ/ sound.
- Play the track again. The children listen, read and repeat each sentence chorally.

2 Read about breakfast in different countries. Find the food in the pictures. Close your books and talk about the meals.

- Explain to the children that they are going to read about breakfast in different countries.
- Read the text to the children.
- Read the text again. Explain unfamiliar vocabulary and phrases to the children, for example, *humus and bread with olive oil*.
- The children read the text silently, using their reading finger.
- Read the text to the children one sentence at a time. The children repeat each sentence chorally.
- Read the text to the children. The children read aloud at the same time as you.
- Say *Close your books*. Ask questions about the text. Suitable questions are:
What do people have for breakfast in Lebanon?
Humus and bread with olive oil
Do people in Germany have cheese for breakfast? Yes, they do.
Where do people have fried bread and fried tomatoes? England
What is a traditional breakfast in Australia?
Fruit, fruit juice and cereal

3 Listen, read and sing.

- Talk about the picture with the children. Ask questions such as *What is he eating?* and *Where is he from?*
- Read the song to the children. Make sure they understand new words and phrases, such as *It's important, they say*.
- Say *Close your books*. Play CD track 88. The children listen.

- Say *Open your books on page 92*. Play the song again. The children listen and read the song silently.
- Play the song again. Pause after each line. The children listen and repeat.
- Play the song again, without pauses. Encourage the children to sing along.

Activity Book

1 Listen and write.

- Point to Picture 1. Say *Let's ride horses*.
- Point to Picture 2. Say *The firefighters are tired*.
- Point to Picture 3. Say *There are nine tigers*.
- Remind the children about words with *i...e*. Ask the children to spell the *i...e* words in the pictures (*ride, firefighters, tired, nine, tigers*).
- Write the words on the board as the children spell them. Highlight *i...e* in each word.
- Erase the words. Play CD track 89. Pause after each sentence.

CD script:

1 *Let's ride horses.*

2 *The firefighters are tired.*

3 *There are nine tigers.*

- The children listen and write each sentence.
- Play CD track 89 again. The children check their sentences.
- Call individual children to the front to write the sentences on the board.

Answers: See the CD script.

2 Rewrite the text. Replace the underlined words with pronouns.

- Read the text to the children.
- Read the first three sentences again. Ask *What word can we put instead of my sister? (her)*.
- The children write the pronoun next to the word(s) it replaces.
- The children write the rest of the pronouns.

Unit 16

- Choose children to read the text to the class.

Answers: My sister's name is Linda. It's her birthday. Mum is talking to her. My brother is in the kitchen. My father is talking to him. My father is cooking breakfast. My brother is eating breakfast. My sister's friends are talking to her on the phone. She is talking to them.

3 Write.

- Help the children to make sentences from the cues.
- The children write the sentences.

Answers: He is eating the biscuits. He is eating them.

Unit 16 Let's talk about ... shopping

Aims: to practise talking about shopping

New language: *I want a ...*

Revised language: clothes and shoes; food

You need: Student's Book p93

Starter – guess the word

- Choose ten words from the vocabulary groups in the revised language for this class (*clothes* and *shoes, food*).
- Draw a line on the board. Add the first and last letter of a word. For example, for *trainers*, write T _____ S.
- Ask *What is it?* (*trainers*).
- If the children can't guess, add another letter.
- Repeat with the other words.

1 Find the words.

- Read the word groups (*in a clothes store, in a shoe shop, in a supermarket*) to the children.

- Write the heading *In a clothes store* on the board.
- Ask *What objects in a clothes store can you see on this page?* (*shirt, trousers, T-shirt, skirt, gloves, sweater, scarf, jacket, hat/cap*).
- As the children identify the clothes, write them on the board under the heading *In a clothes store*.
- Write the heading *In a shoe shop* on the board.
- Ask *What objects in a shoe shop can you see on this page?* (*shoes, trainers*).
- As the children identify the objects, write them on the board under the heading *In a shoe shop*.
- Write the heading *In a supermarket* on the board.
- Ask *What objects in a supermarket can you see on this page?* (*cheese, honey, jam, notebook*).
- As the children identify the objects, write them on the board under the heading *In a supermarket*.

2 Write a shopping list with five things. Talk about it.

- Read the speech bubble to the children.
- Say another shopping list with five things. For example, *I want a green cap, honey, jam, trainers and grey gloves*.
- Help the children to make shopping lists with *I want ...* and five things.
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. The children take turns to say lists with *I want ...* and five things.
- Give the pairwork instruction (*Choose and say, Choose and say, etc*). Start the whole class working in pairs.

Unit 16

3 Go to the shops. Have conversations!

- Read the conversation to the children.
- Practice the conversation with the children. Welcome the child to the clothes store, the shoe shop or the supermarket. Help the children to say what they want.
- Practice the conversation with the children, with you visiting a child's shop. The child welcomes you to the clothes store, the shoe shop or the supermarket. Help the children to ask appropriate questions.
- Divide the class into pairs (*one, two, one, two, etc.*).
- Choose one pair of children. The children take turns to welcome the customer and to say what they want. For example, *Hello. Welcome to the shoe shop. Thank you. I want blue trainers, etc.*
- Give the pairwork instruction (*Shopkeeper, customer, Shopkeeper, customer, etc.*). Start the whole class working in pairs.

- Point to person number 1. Ask *Who is it?* (*Tina's mother*). The children write the answer on the answer line.
- The children work out the names of the rest of the people and write the answers on the answer lines.

Answers: 1 Tina's mother 2 Tina 3 Emma
4 Alan 5 Tom

2 Write about the charity stall.

- Point to the pictures. Ask *What is it?* (*a charity stall*) and *What are they doing?* (*They're selling T-shirts and scarves*).
- Point to each person. Ask *What's his name?* or *What's her name?*
- Read the information about the charity stall to the children.
- Help the children to say the first sentences of the paragraph (*They are working on a charity stall. They are selling T-shirts and scarves. Ryan's father is organizing the clothes*).
- The children write the rest of the paragraph. They can use the text about the charity stall in Exercise 1 as a model.
- Ask individual children to read their paragraphs to the class.

Example answer: They are working on a charity stall. They are selling T-shirts and scarves. Ryan's father is organizing the clothes. Ryan is helping him. Joe and Alex are opening a box. There are lots of clothes in the box. Chloe is buying a cake. Karen is giving it to Chloe. Chloe is giving the money to her.

Unit 16 Writing page

Aims: to develop writing skills

New language: none

Revised language: general

You need: Activity Book p67

1 Read about the charity stall. Write the names of the people.

- Point to the pictures. Ask *What is it?* (*a charity stall*) and *What are they doing?* (*They're selling cakes and biscuits*).
- Read the text about the charity stall to the children. The children follow with their reading fingers.

Unit 16

Countable or uncountable?

Some nouns in English are countable, for example, apples. We can count them – *one apple, two apples, three apples*, etc.

Some nouns in English are uncountable, for example, *milk* – we can't count it. We can't say ~~*one milk, two milks, three milks*~~, etc.

Some uncountable nouns become uncountable in special situations. In sandwiches, for example, *egg and tomato* are uncountable.

I want an egg and tomato sandwich, please.

Not ~~*I want an eggs and tomatoes sandwich, please.*~~

Unit 17

Unit 17 Lesson 1

Aims: presenting words for food; saying and writing these words

New language: *egg, lettuce, onion, tomato, chicken, cucumber*

Revised language: *I like .../I don't like ..., Can I have a ..., please?*

You need: Student's Book pp94–95; Activity Book p68; CD track 90

Starter – dictation

- Read the spelling/pronunciation sentences on Student's Book page 92.
- Write the sentences on the board. The children read the sentences chorally.
- Focus on the spelling point (words with ...i...e). Underline *i...e* in the words.
- Erase the sentences. Say the sentences slowly. The children listen and write them in their notebooks.
- Repeat the sentences. The children check what they have written.
- Call children to the front to write one sentence each on the board. The other children check their sentences.
- The children read the sentences chorally and individually.

1 Listen and say.

- Put the Unit 17 poster on the board. Help the children to identify the food. Use Kurdish if necessary.
- Say *Open your books on page 94.*
- Play CD track 90. The children listen and point to the food in the book.

CD script:

*egg
cucumber
lettuce
tomato
chicken
onion*

- Point to the first food word (*egg*) in the poster. Model the word *egg ... egg*.
- The children repeat the word chorally and individually.
- Repeat with the other words in the poster.
- Write the words on the board. The children read the words chorally and individually.

2 Talk about the food.

- Read the speech bubbles to the children.
- Point to the list of food words from Exercise 1. Say sentences about yourself, for example, *I don't like onion.*
- Choose children to say sentences with *I like ...* or *I don't like ...* sentences about themselves.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children talk about the food they like and they don't like.
- Give the pairwork instruction (*Point and say, Point and say*, etc). Start the whole class working in pairs.

3 Make a shopping list. Read it to your partner. Play a memory game.

- With the children, write a shopping list on the board. For example, *12 eggs, a lettuce, 2 cucumbers, 6 tomatoes, a chicken, 3 onions.*
- Cover the shopping list. Help the children to remember it.
- In their notebooks, the children write a shopping list with all the new vocabulary items.
- Divide the class into pairs (*one, two, one, two*, etc).

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- Choose one pair of children. The children take turns to read their list to the partner, and their partner tries to remember it.
- Give the pairwork instruction (*Read and remember, Read and remember, etc*). Start the whole class working in pairs.

4 Ask for sandwiches. Use the food in Exercise 1 and the food in the box.

- Point to the each of the pictures. The children say the words chorally (*honey, cheese, jam, tomatoes, eggs, chicken, lettuce, cucumber*).
- Read the speech bubbles to the children.
- Ask for another sandwich, for example, *Can I have a chicken and tomato sandwich, please?* Help the children to reply correctly (*Yes, of course. Here you are*).
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. The children take turns to ask for a sandwich and to reply. For example, *Can I have a cheese and tomato sandwich, please? Yes, of course. Here you are.*
- Give the pairwork instruction (*Question and answer, Question and answer, etc*). Start the whole class working in pairs.

Activity Book

1 Write.

- Point to the first picture. Ask *What is it?* (*egg*).
- The children write the word on the answer line.
- The children write the rest of the words.

Answers: 1 egg 2 lettuce 3 cucumber 4 onion
5 chicken 6 tomato

2 Describe the sandwiches.

- Point to the first sandwich. Ask *What's in it?* (*egg and tomato*).
- Read the example answer to the children.

- Help the children describe the sandwich in number 2 (*A cucumber sandwich*).
- The children write the description on the answer line.
- The children describe the rest of the sandwiches.
- Choose children to read the sentences to the class.

Answers: 1 It's an egg and tomato sandwich.
2 It's a cucumber sandwich.
3 It's a lettuce and chicken sandwich.
4 It's an onion, cucumber and chicken sandwich.

3 Write.

- The children write the food words in the poster.

Unit 17 Lesson 2

Aims: presenting and practising making and accepting/refusing offers

New language: *Would you like a ...? I'd like a ..., please.*

Revised language: food

You need: Student's Book pp96–97; Activity Book p69; CD tracks 91–92; Unit 17 poster

Starter – Poster game: Memory

- Put the Unit 17 poster on the board.
- Point to each of the words. Say the words. The children repeat the words chorally and individually.
- Point to each of the food items. The children say the words chorally and individually.
- Start a memory chain like this: *I want a chicken sandwich.*
- Choose a child to add, for example, *... and my mother wants an egg sandwich.*

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- Choose another child to add, for example, ... *and my brother wants a cucumber sandwich.*
- Continue round the class, adding one person and a sandwich each time. Continue until the list is too long to remember. Then start again.

1 Read, listen and say.

- Point to Aras, Darya and Oliver in the pictures. Ask *Who is this?* about each character. The children say the names.
- Explain that the other people are customers at the Kurdish food stall.
- Talk with the children about each picture. Ask questions such as *Where are they in Picture 1 and Picture 2?*
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 91 while the children listen and follow in their books.
- 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 *Would you like cheese?* on the board. Explain that this is a polite way to offer food and drink.
- Help the children to find the answer *Yes, please*. Write the answer next to the question.
- Write *Would you like yogurt?* on the board. Help the children to find the answer *No, thank you*. Write the answer next to the question.
- The children read the questions and answers on the board chorally.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children to read the photostory to the class.
- Give the pairwork instruction (*Read in pairs*). Start the whole class working in pairs.
- When the children have finished, choose two children to read the story in front of the class.

2 Listen, read and say.

- Say *Close your books*. Play CD track 92.
- Say *Open your books on page 97*. Play CD track 92 again. The children listen and read.
- Focus on the use of *Come in! Sit down, please. Yes, please./No, thank you./Here you are* in the conversation.
- Start similar dialogues with the children. Use other food and drink, for example, *Would you like pizza?*
- Help the children to answer correctly.
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. The children take turns to ask and answer, using different food.
- Give the pairwork instruction (*Question and answer, Question and answer, etc*). Start the whole class working in pairs.

3 In your notebook, write questions and answers.

- Read the heading *A guest in the house* to the children. Ask the children how to say *A guest in the house* in Kurdish.
- Read the example question and answer (*Would you like bread and honey? Yes, please.*) to the children.
- Help the children to say questions and answers, for example, *Would you like cheese? No, thank you.*
- Call two children up to the front of the class to write their questions and answers on the board.
- Say *Write about a guest in the house* in your notebooks.
- The children write in their notebooks, for example, *Would you like grapes? Yes, please.*
- Choose children to stand up and read their sentences to the class.

Unit 17

Activity Book

1 Write.

- Read the first part of the conversation to the children. Ask *What word goes in the space?* (*like*).
- The children write the word on the answer line.
- The children complete the rest of the conversation.
- Choose children to read the conversation to the class.

Answers: 1 like 2 you 3 thank

2 Write conversations.

- Read the example conversation to the children.
- Help the children to write a conversation for the other situation.
- Choose children to read the conversations to the class.

Answers: 1 Would you like a sandwich? 2 No, thank you. 3 Would you like a pizza? 4 Yes, please.

3 Write.

- Help the children to make a question from the cues.
- The children write the question.

Answers: Would you like a sandwich? Yes, please.

Unit 17 Lesson 3

Aims: focus on spelling and pronunciation; reading skills (guessing meaning, intensive reading)

New language: *karaoke, list, screen, microphone, great fun*

Revised language: general

You need: Student's Book p98; Activity Book p70; CD tracks 93–94

Starter – vocabulary bingo

- Write the names of the vocabulary sets from Units 15–17 on the board (*shops, verbs, food*).
- The children say the words for each group. Write the words on the board like this:
Food – egg, lettuce, onion, tomato, chicken, cucumber.
- Each child chooses six words and writes them in his/her notebook.
- Say the words at random, for example, *sell, clothes shop, gift shop, chicken, open, shoe shop*, etc.
- When the children hear one of their words, they circle it.
- The first child to circle all his/her words is the winner.

Note: It's a good idea to write down the words in your notebook as you say them. Then you can check the winning child's words.

1 Listen to the sentences. Say.

- Say *Listen to these sentences*.
- Play CD track 93 with the books closed.

CD script:

My phone is at home.

Don't close the box.

I use my computer in June.

- Focus on the /əʊ/ sound and the /u:/ sound.
Say Listen for these sounds.
- Play the track again. The children repeat each sentence chorally.
- Say *Open your books on page 98.*
- Focus on the words with o...e and the /əʊ/ sound.
- Focus on u...e and the /u:/ sound.
- Read the sentences to the children again. Emphasize the words with the /əʊ/ and /u:/ sounds.
- Play the track again. The children listen, read and repeat each sentence chorally.

Unit 17

2 Read about karaoke. Guess the meaning of the underlined words.

- Show the pictures and the text to the children.
- Say *Show me your reading finger.*
- Read the text to the children. The children follow with their reading fingers.
- Say *Read the text silently. Use your reading fingers.*
- The children read the text silently. While they are reading, make sure they are using their reading fingers.
- Point to the first underlined word (*list*).
- Ask *How do we say list in Kurdish?* Help the children to guess the meaning of the phrase in Kurdish.
- Repeat with the other underlined phrases.
- Ask *Does anyone have any questions?* Answer a limited number of questions (four or five) about the text.
- Say *Listen, read and repeat.* Read the text one sentence at a time. The children repeat each sentence chorally.
- Say *Now let's read together.* Read the text to the children. The children read aloud at the same time as you.

3 True or false?

- Say *Now let's look at the questions.*
- Read the first sentence to the children. Say *True or false? (False. It's from Japan).*
- Repeat with the other sentences.

Answers: 1 False 2 True 3 False 4 False 5 True

Activity Book

1 Listen and write.

- Point to Picture 1. Say *Can I use your computer?*
- Point to Picture 2. Say *Where is your mobile phone?*
- Point to Picture 3. Say *Please close the book.*

- Remind the children about words with *o...e* and *u...e*. Ask the children to spell the *o...e* and *u...e* words in the pictures (*use, computer, mobile phone, close*).
- Write the words on the board as the children spell them. Highlight *o...e* and *u...e* in each word.
- Erase the words. Play CD track 94. Pause after each sentence.

CD script:

- 1 *Can I use your computer?*
- 2 *Where is your mobile phone?*
- 3 *Please close the book.*

- The children listen and write each sentence.
- Play CD track 94 again. The children check their sentences.
- Call individual children to the front to write the sentences on the board.

Answers: See the CD script.

2 Make sentences. Write a conversation with the sentences.

- Show the children the example sentence (*Would you like a sandwich?*).
- Explain that you can make sentences by moving from one square to the next.
- Help the children to make other sentences.
- The children arrange the sentences to make a conversation.
- Choose children to read the conversation to the class.

Example answers: Would you like a sandwich?
No, thank you. Would you like a pizza? Yes, please.

3 Write.

- Help the children to make a question from the cues.
- The children write the question.

Unit 17

Answers: Would you like a kebab? No, thank you.

Unit 17 Let's talk about ... food and drink

Aims: to practise talking about food and drink

New language: *typical*

Revised language: general

You need: Student's Book p99

Starter – guess the word

- Choose ten words from the vocabulary that will be used in this class (*drink, fruit, other food, etc.*).
- Draw a line on the board. Add the first and last letter of a word. For example, for *pizza*, write P _____ A.
- Ask *What is it?* (*pizza*).
- If the children can't guess, add another letter.
- Repeat with the other words.

1 Find the words.

- Read the word groups (*drink, fruit, other food*) to the children.
- Write the heading *Drink* on the board.
- Ask *What drinks can you see on this page?* (*milk, water, orange juice, lemonade*).
- As the children identify the drinks, write them on the board under the heading *Drinks*.
- Ask *Can you think of other drinks?* (*tea, coffee, etc.*).
- Write the children's suggestions on the board under the heading *Drinks*.
- Write the heading *Fruit* on the board.
- Ask *What fruit can you see on this page?* (*apples, figs, grapes, oranges, bananas*).
- As the children identify the fruit, write the words on the board under the heading *Fruit*.

- Ask *Can you think of other fruit?* (*melon, pear, etc.*).
- Write the children's suggestions on the board under the heading *Fruit*.
- Write the heading *Other food* on the board.
- Ask *What other food can you see on this page?* (*fish, chips, honey, ice cream, jam, yogurt, cheese, pizza, sandwiches*).
- As the children identify the food, write it on the board under the heading *Other food*.

2 Talk about food.

- Read the speech bubbles to the children.
- Talk about a typical Kurdish breakfast and about your favourite food. For example, *My favourite food is bread and cheese*.
- Help the children to make sentences about their favourite food,
- Divide the class into pairs (*one, two, one, two, etc.*).
- Choose one pair of children. The children take turns to make sentences about their favourite food, for example, *My favourite food is ice cream*.
- Give the pairwork instruction (*Choose and say, Choose and say, etc.*). Start the whole class working in pairs.

3 Ask and answer questions about food and drink.

- Read the speech bubbles to the children.
- Ask the children questions about food, like this:
What do you eat for breakfast?
Do you like chips?
- Help the children to answer correctly.
- Focus on the two question types:
What do you eat for breakfast?
Do you like chips?
- Help the children to make questions with *What do you eat for ...?* and *Do you like ...?*
- Divide the class into pairs (*one, two, one, two, etc.*).

Unit 17/Revision 5

- Choose one pair of children. The children take turns to ask questions and to answer them. For example, *What do you eat for lunch? I eat a sandwich and I drink water.*
- Give the pairwork instruction (*Question and answer, Question and answer, etc.*). Start the whole class working in pairs.

Unit 17 Writing page

Aims: to develop writing skills

New language: none

Revised language: general

You need: Activity Book p71

1 Read the conversation about an English breakfast. Draw lines from the food to the boy's plate.

- Point to the picture. Ask *What food can you see? (bread, jam, honey, cereal, eggs, milk).*
- Read the conversation to the children. The children follow with their reading fingers.
- Read the speech bubbles *Would you like bread?* and *Yes, please* again.
- Show the children how to draw a line from the boy to the bread.
- The children draw lines from the boy to the food and drink he has for breakfast.

Answer: The boy is going to eat bread, jam and milk.

2 Write the conversation about a Kurdish breakfast.

- Point to the picture. Ask *What food can you see? (bread, jam, cheese, yogurt, fruit, honey, big pot of tea).*
- Say *Choose things for the girl to eat and drink.* Write the children's suggestions on the board, for example, *bread, honey, fruit, tea.*

- Help the children to say the first question and answer of the conversation (*Would you like a Kurdish breakfast? Yes, please.*).
- The children write the rest of the conversation. They can use the conversation about the English breakfast as a model.
- Ask individual children to read their conversations to the class.

Example answer: Would you like a Kurdish breakfast? Yes, please./Would you like bread?/Yes, please./Would you like jam or honey?/Honey, please. Would you like fruit?/Yes, please./Would you like yogurt or cheese?/Cheese, please./Are you thirsty?/Yes, I am./Would you like tea?/Yes, please.

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 p111; Activity Book pp89–91

Starter – looking at the units

- Show the children Units 15, 16 and 17 in the Student's Book.
- Look at the poster pages. The children read the vocabulary words chorally and individually.
- Look at the story pages. Point out the new grammar such as *Where were you ...? Where was he...?*, object pronouns and *Would you like a ...?/I'd like a ...*

Revision 5

1 Make cards like this. Play a game.

- Show the children the set of cards you made.
- Divide the class into pairs (*one, two, one, two*, etc).
- Hand out paper or cards to each pair of children. Each pair of children makes a set of cards to play with.
- Call a child up to the front to play the game.
- Put the cards face down on the desk.
- Take turns to pick up two cards. Show the card to the class.
- If the cards match, keep it.
- If the cards don't match, put them back in the pile.
- You get one point for each matching pair.
- The first person to get 5 points is the winner.
- The children play the game in pairs.

Your progress

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

- Remind children that at the end of every Revision page, they can check their progress.
- Ask *How many units have we done?* (*seventeen*).
- Show the children the blue mark under the seventeenth box.
- Talk with the children about what they have learnt in Units 1–17.

Activity Book

1 Circle the odd one out.

- Read the example to the children. Ask *Why does open have a circle?* (*Because it's a verb and the other words are all vegetables*).
- The children circle the odd one out in each of the word groups.

Answers: 1 cucumber 2 egg 3 shoe shop
4 tomato 5 supermarket

2 Write the words in the correct groups.

- Read the words in the box to the children.
- Show the children that *gift shop* goes in the *Shops* group.
- The children write the other words in the correct group.

Answers: Shops: gift shop, pharmacy
Verbs: organise, buy
Food: chicken, onion

3 Circle the correct words.

- Read the example sentence. Show the children that the correct word has a circle.
- The children circle the correct word in the other sentences.

Answers: 1 Where were 2 them 3 was, was
4 Would 5 I'd like

4 Write.

- Read the example question and answer.
- The children complete the other sentences.

Answers: 1 Where 2 it 3 Would 4 I'd 5 were

5 Listen and write the words.

- Say *Listen and write*.
- Read the teacher's script. The children listen and write the words.

Teacher's script:

1 egg
2 chicken
3 tomato
4 cucumber
5 sell
6 buy
7 help
8 clothes store
9 bakery
10 pharmacy

Revision 5

Answers: See the Teacher's script.

Speaking

- Read the topics (*Your town, Shopping, Food*) to the children. Read the example speech bubbles.
- The children talk about the topics in pairs, or to the teacher.
- Give marks for general communicative ability. Don't take marks off for small mistakes.

Unit 18

Unit 18 Vocabulary practice (1)

Aims: review of vocabulary from Level 5

New language: none

Revised language: Level 5 vocabulary

You need: Student's Book p100; Activity Book p72

Starter – dictation

- Read the spelling/pronunciation sentences on the Student's Book page 98.
- Write the sentences on the board. The children read the sentences chorally.
- Focus on the spelling point (*words with ...o...e and ...u...e*). Underline *o...e* and *u...e* in the words.
- Erase the sentences. Say the sentences slowly. The children listen and write them in their notebooks.
- Repeat the sentences. The children check what they have written.
- Call children to the front to write one sentence each on the board. The other children check their sentences.
- The children read the sentences chorally and individually.

1 Point, read and say two more words.

- Point to the first card (*Countries England, ...*).
- Read the speech bubble to the children (*Countries ... England, Iraq, Australia*).
- Point to the second card (*Possessions calculator, ...*).
- Help the children to say two more words, for example, *Possessions ... calculator, CD player, camera*.
- Repeat with the other cards.

2 Complete the sequences.

- Read the first sequence (*March, April, May, ...*) to the children.
- Help the children to continue the sequence *June, July, August*.
- Repeat with other sequences.
- Practice with new sequences, for example: *August, September, October, ... tenth, eleventh, twelfth, ... quarter past five, twenty past five, twenty-five past five, ...*

3 Play a game. Say words and make sentences.

- Read the speech bubbles to the children.
- Say another word from the vocabulary groups in Exercise 1, for example, *Australia*.
- Help the children to say a sentence with *Australia*, for example, *Australia is a long way from Kurdistan*.

Activity Book

1 Find three countries and three possessions in the word ribbon.

- Point to the word ribbon. Say *Can you find a word?*
- The children look for the first word (*Lebanon*).
- The children circle the word.
- The children look for the other five words.

Answers: Lebanon, calculator, England, camera, India, ball

2 Complete the crossword with number words and months.

- Read clue number 1 to the children (*the eighth month*) (*August*).
- The children write *August* in number 1 of the crossword.

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- The children complete the rest of the crossword.

Answers: 1 August 2 July 3 third 4 sixth
5 second 6 October 7 first
8 November 9 fifth 10 September

3 Write the letters in the correct order to make the words.

- Show the first jumbled word to the children. Write the letters on the board.
- Help the children to write the letters in the correct order (*road*).
- The children write the word.
- The children write the other words.
- Choose children to read the words to the class.

Answers: 1 road 2 traffic lights 3 roundabout
4 straight on 5 turn left

Unit 18 Vocabulary practice (2)

Aims: review of vocabulary from Level 5

New language: none

Revised language: Level 5 vocabulary

You need: Student's Book p100; Activity Book p73

Starter – say three things

- Write three topics that the children have seen in the Student's Book. For example:
The citadel in Hawler
Breakfasts around the world
Karaoke
- Point to one of the topics. Say *Say three things about this*. Help the children to say three things about the topic. For example, *Karaoke* – *It is from Japan. You sing with a microphone. It is great fun.*
- Repeat with the other topics.

1 Point, read and say two more words.

- Point to the first card (*Weather cold, ...*).
- Read the speech bubble to the children (*Weather ... cold, windy, sunny*).
- Point to the second card (*The country hill, ...*).
- Help the children to say two more words, for example, *The country ... hill, bridge, forest*.
- Repeat with the other cards.

2 Say and spell words

- Read the speech bubbles to the children.
- Choose another word from the vocabulary groups in Exercise 1, for example, *paramedic*.
- Say *Spell paramedic*.
- Help the children to spell it correctly.
- Repeat with other words.

3 Play a game. Say words and make sentences.

- Read the speech bubbles to the children.
- Say another word from the vocabulary groups in Exercise 1, for example, *egg*.
- Help the children to say a sentence with *egg*, for example, *I don't have eggs for breakfast*.

Activity Book

1 Find three weather words, three food words and three house words in the word ribbon.

- Point to the word ribbon. Say *Can you find a word?*
- The children look for the first word (*wet*).
- The children circle the word.
- The children look for the other eight words.

Answers: wet, hall, tomato, windy, sunny, cucumber, bathroom, garden, cheese

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2 Complete the crossword.

- Point to the picture clue number 1. Ask *What is it? (an ambulance)*.
- The children write *ambulance* in number 1 of the crossword.
- The children complete the rest of the crossword.

Answers: 1 ambulance 2 rocks 3 cliff
4 mountain 5 paramedic 6 river
7 helicopter 8 lake 9 path

3 Write the letters in the correct order to make shop words.

- Show the first jumbled word to the children. Write the letters on the board.
- Help the children to write the letters in the correct order (*pharmacy*).
- The children write the word.
- The children write the other words.
- Choose children to read the words to the class.

Answers: 1 pharmacy 2 shoe shop
3 supermarket 4 bookshop
5 gift shop 6 clothes shop

Unit 18 Lesson 2

Aims: review of grammar from Level 5

New language: none

Revised language: Level 5 grammar

You need: Student's Book pp102–103; Activity Book p74; CD tracks 95–96

Starter – Poster game: Memory

- Use three or four of the posters from Units 3–9.
- Put one of the posters on the board. Point to each of the vocabulary items in the picture. The children say the words chorally and individually.

- Say *Look!* Point to three of the vocabulary items in the picture. For example, on the Unit 4 poster, point to the CD player, the racket and the ball.
- Say *Can you remember?* Help the children to remember the vocabulary items in order (*CD player, racket, ball*).
- Repeat with other sequences of three vocabulary items. For example, *the camera, the calculator, the skateboard*.
- Repeat with sequences of four or more places.

1 Read, listen and say.

- Point to the characters in the pictures. Ask *Who is this?* about each character. The children say the names.
- Explain that the children are tidying up.
- Talk with the children about each picture. Ask questions such as *Who is Aras talking to in Picture 1?* and *What are they doing in Picture 3?*
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 95 while the children listen and follow in their books.
- 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.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children to read the photostory to the class.
- Give the pairwork instruction (*Read in pairs*). Start the whole class working in pairs.
- When the children have finished, choose two children to read the story in front of the class.

2 Listen, read and say.

- Read the chant to the children. Ask *What times are there in the chant? (ten past three, quarter past eight, half past one, half past ten)*.

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- Ask *What people are there in the chant? (he, they, Mum, your friend).*
- Play CD track 96. The children listen and read.
- Remind the children about *Where were you/was he/were they at ...?*
- Play track 96 again. Pause after each line. The children say each line chorally.
- Read the chant again. The children read the chant chorally with you.

3 In your notebook, write questions with the cues.

Write the answers.

- Show the first set of cues (*Where/you + plus the clock showing 10.30*). Help the children to make a question, for example, *Where were you at 10.30?* Write the question on the board.
- Repeat with the other sets of cues. Suitable questions are:
Where were you at 10.30?
Where were your brother and sister at 11.30?
What time do you get up?
What time does your mother go to bed?
- Call children up to the front of the class to write their answers the questions on the board.
- Say *Write the questions and answers in your notebooks.*
- The children write in their notebooks, for example, *Where were you at 10.30? I was at home.*
- Choose children to stand up and read their sentences to the class.

Activity Book

1 Write the story.

- Remind the children of the photostory episode. Talk with them in Kurdish about what happened.
- Point to the first lines. Ask *What are the missing words? (was, was).*
- The children write the words on the answer line.

- The children complete the rest of the sentences.
- Choose children to read one picture each to the class.

Answers: was, was, was, were, When, On

2 Write.

- Read the word cues in number 1 to the children. Read the example question and answer.
- Read the word cues in number 2. Help the children to make the question and answer (*Where is Oliver's bicycle? It's in the park.*).
- The children write the question and answer on the answer line.
- The children write the rest of the questions and answers.
- Choose children to read the questions and answers to the class.

Answers: 1 When is Ruby's birthday? It's on June 3rd. 2 Where is Oliver's bicycle? It's in the park. 3 Oliver's calculator is new. 4 Where is Ruby from? She is from England. 5 June is the sixth month. 6 Where does Aras live? He lives in Hawler. 7 What time do you get up? I get up at half past six.

Unit 18 Lesson 3

Aims: review of grammar from Level 5

New language: none

Revised language: Level 5 grammar

You need: Student's Book 104–105; Activity Book p90; CD tracks 97–98

Starter – Poster game: Memory

- Use three or four of the posters from Units 10–17.

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- Put one of the posters on the board. Point to each of the vocabulary items in the picture. The children say the words chorally and individually.
- Say *Look!* Point to three of the vocabulary items in the picture. For example, on the Unit 10 poster, point to *hot, windy, wet*.
- Say *Can you remember?* Help the children to remember the vocabulary items in order (*hot, windy, wet*).
- Repeat with other sequences of three vocabulary items. For example, *cold, warm, sunny*.
- Repeat with sequences of four or more places.

1 Read, listen and say.

- Point to the characters in the pictures. Ask *Who is this?* about each character. The children say the names.
- Explain that the man is from the RNLI. The children are giving the money from the Kurdish food stall to the RNLI.
- Talk with the children about each picture. Ask questions such as *Who is Darya talking to in Picture 2?* and *Are they happy in picture 3?*
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 97 while the children listen and follow in their books.
- 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.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children to read the photostory to the class.
- Give the pairwork instruction (*Read in pairs*). Start the whole class working in pairs.
- When the children have finished, choose two children to read the story in front of the class.

2 Read Darya's e-mail. Close your books and talk about it.

- Explain to the children that they are going to read an e-mail from Darya.
- Ask the children to show you their reading finger.
- Read the text to the children. The children follow with their reading finger.
- Read the text again. Explain unfamiliar vocabulary and phrases to the children, for example, *a lot of money in the box* and *happy with the money from our Kurdish food stall*.
- Ask the children to show you their reading finger.
- The children read the text silently.
- Read the text to the children one sentence at a time. The children repeat each sentence chorally.
- Read the text to the children. The children read aloud at the same time as you.
- Say *Close your books*. Ask the children questions about the text. Suitable questions are:

<i>Whose idea was the Kurdish food stall?</i>	<i>Darya's</i>
<i>Where were they yesterday?</i>	<i>At the RNLI</i>
<i>Were the people at the RNLI happy?</i>	<i>Yes, they were.</i>
<i>Were the people at the RNLI friendly?</i>	<i>Yes, they were.</i>
<i>Where do the RNLI people want to go?</i>	<i>To Kurdistan</i>

3 Listen, read and sing.

- Talk about the picture with the children. Ask *What are they doing?* (*They're dancing, They're singing, They're reading, They're playing football, etc*).
- Read the song to the children. Make sure they understand new words and phrases, such as *from beginning to end*.
- Say *Close your books*. Play CD track 98. The children listen.

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- Say *Open your books on page 105*. Play the song again. The children listen and read the song silently.
- Play the song again. Pause after each line. The children listen and repeat.
- Play the song again, without pauses. Encourage the children to sing along.

Values

- Read the Values sign (*Do something good every day!*) to the children. In Kurdish, ask them questions such as:
What good things can we do to make the world better?
When did you last do one of these good things?

Activity Book

1 Write the story.

- Remind the children of the photostory episode. Talk with them in Kurdish about what happened.
- Point to the first line. Ask *What is the missing word? (was)*.
- The children write the word on the answer line.
- The children complete the rest of the sentences.
- Choose children to read one picture each to the class.

Answers: was, was, was, were, When, It's

2 Write.

- Read the word cues in number 1 to the children. Read the example question and answer.
- Read the word cues in number 2. Help the children to make the question and answer (*Where is Oliver's bicycle?*) (*It's in the park*).
- The children write the sentence on the answer line.
- The children write the rest of the sentences.
- Choose children to read the sentences to the class.

Answers: 1 When is Ruby's birthday? It's on June 3rd. 2 Where is Oliver's bicycle? It's in the park. 3 Oliver's calculator is new. 4 Where is Ruby from? She's from England. 5 June is the sixth month. 6 Where does Aras live? He lives in Hawler. 7 What time do you get up? I get up at half past six.

Unit 18 Lets' talk about ... friends

Aims: to practise talking about friends

New language: none

Revised language: general

You need: Student's Book p106

Starter – guess the word

- Choose ten words from the vocabulary that will be used in this class (*days of the week, daily routines, food, times, months, dates*, etc).
- Draw a line on the board. Add the first and last letter of a word. For example, for *birthday*, write *B_____Y*.
- Ask *What is it? (birthday)*.
- If the children can't guess, add another letter.
- Repeat with the other words.

1 Talk about your friends.

- Read the speech bubbles to the children.
- Help the children to talk about their friends using the speech bubbles. For example, *Darin lives at 12, Zab Road, Leyla is from Silemani*, etc.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to make sentences about their friends, for example, *Nezami doesn't like fish*.

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- Give the pairwork instruction (*Choose and say, Choose and say, etc.*). Start the whole class working in pairs.

2 Ask and answer questions about your friends.

- Read the speech bubbles to the children.
- Help the children to ask questions about each other's friends. For example, *When is Narin's birthday? Where is Nechervan from?*, etc.
- Help the children to answer correctly.
- Divide the class into pairs (*one, two, one, two, etc.*).
- Choose one pair of children. The children take turns to ask questions about friends and answer them. For example, *Where was Dilshad yesterday in the morning?*
- Give the pairwork instruction (*Question and answer, Question and answer, etc.*). Start the whole class working in pairs.

Answers: 1 English 2 He's talking. 3 No, they aren't. 4 He's writing on the board. 5 They're writing in their books.

2 Write about Zak's school.

- Point to the pictures. Ask *Where are they?* (*In the yard*).
- Read the information about the school to the children.
- Help the children to say the first sentences of the paragraph (*This is my school. It's break. The teacher isn't talking. She is looking at us*).
- The children write the rest of the paragraph. They can use the text about Tom's school for ideas.
- Ask individual children to read their paragraphs to the class.

Example answer: This is my school. It's break. The teacher isn't talking. The teacher is looking at us. We are talking and playing and laughing. Two children are running to the classroom.

Unit 18 Writing page

Aims: to develop writing skills

New language: none

Revised language: general

You need: Activity Book p76

1 Read about Tom's school.

Answer the questions.

- Point to the pictures. Ask *Where are they?* (*in a classroom*).
- Read the text about the classroom to the children. The children follow with their reading fingers.
- Read question 1 *What class is it?* (*It's the English class*). The children write the answer on the answer line.
- The children answer the rest of the questions and write the answers on the answer lines.