



Kurdistan Regional Government
Council of Ministers
Ministry of Education

Sunrise

Teacher's Book

6



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Sunrise

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Teacher's Book



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حکومتی هه‌ریمی کوردستان – عێراق

وهزارهتی په‌روه‌رده – به‌ریوه‌به‌رایه‌تی گشتی پرۆگرام و چاپه‌مه‌نبیه‌کان

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	Let's talk about ...
Unit 1	Review	Review of level 5 language	Review of level 5 vocabulary	Review of pronunciation and spelling from level 5	
Unit 2	Review	Review of level 5 language	Review of level 5 vocabulary	Review of pronunciation and spelling from level 5	
Unit 3	Activities (1)	I like + ... ing <i>I like doing sport.</i> <i>Do you like going on picnics?</i>	go on a picnic, eat yaprakh, drink tea, go to the town centre, buy clothes, go to the funfair, do sport	Words with <i>c</i> and <i>j</i>	offering people food
Unit 4	School subjects	Using and, but, or <i>I like chicken and cheese.</i> <i>I like chicken but I don't like cheese.</i> <i>I don't like chicken or cheese.</i>	Maths, English, Kurdish, Art, PE, Science, Break, easy, difficult, fun	Words with <i>h</i> and <i>p</i>	our favourite things
Unit 5	Food and drink (1)	Asking for things with Can I have ...? <i>Can I have a fizzy drink, please?</i> <i>Yes, of course. Here you are.</i> <i>No, sorry.</i>	snacks, fizzy drink, lollipop, cup of Kurdish tea, cup of coffee, glass of milk	Words with <i>m</i> and <i>b</i>	offering people food and drink
Revision 1 (units 3–5)					
Unit 6	Describing things	Using have got ... <i>I've got a bag.</i> <i>I haven't got a camera.</i>	horrible, beautiful, clean, dirty, dangerous, safe	Words with <i>d</i> and <i>t</i>	borrowing things
Unit 7	Illness (1)	Using has got ... <i>He's got a cut.</i> <i>My phone hasn't got a signal.</i>	cough, cold, cut, headache, stomach ache, toothache, temperature	Words with <i>p</i> and <i>b</i>	illnesses and giving advice
Unit 8	Activities (2)	Past simple regular affirmative <i>I talked to the doctor.</i>	walked, talked, phoned, watched, played, listened, cleaned	Words with <i>/</i> and <i>r</i>	dates and birthdays
Revision 2 (units 6–8)					
Unit 9	Activities (3)	Past simple with for and ago <i>He played a game for an hour.</i> <i>It was a beautiful place four years ago.</i>	invited, cooked, started, opened, played, danced, finished	Past tense endings -ed	helping people

Map of the book

	Topic	Main language	Vocabulary	Pronunciation and spelling	Let's talk about ...
Unit 10	Activities (4)	Past simple irregular affirmative <i>I went to the supermarket.</i> <i>We made this poster.</i>	had, made, bought, put, went, took	Words with <i>st</i> , <i>sh</i> , <i>sp</i> , <i>sn</i> , <i>sk</i> , <i>sm</i> , and <i>s/sch</i>	making suggestions
Unit 11	Studying	Past simple negative with I/you/we/they <i>I didn't buy a notebook.</i> <i>We didn't finish.</i>	revise for an exam, write a story, draw a picture, do your homework, read a book about the environment, find out about pollution	Words with <i>g</i> and <i>k</i>	shopping (1)
Revision 3 (units 9-11)					
Unit 12	Materials and recycling	Past simple negative with he/she <i>She didn't have lunch with us.</i>	glass, paper, metal, wood, plastic, rubbish, cloth pick up the glass, put the rubbish in a bag, recycle the paper	Words with <i>m</i> and <i>n</i>	the time (1)
Unit 13	Places in a town	Past simple questions with you <i>Did you talk to Kathy?</i> <i>Yes, I did./No, I didn't.</i>	museum, castle, swimming pool, funfair, zoo, library	Words with <i>a</i>	the time (2)
Unit 14	Accidents	Past simple questions with he/she <i>Did she give it some water?</i> <i>Yes, she did./No, she didn't.</i>	fall over, kick, hurt your hand, drop, throw, hit	Words with <i>e</i>	apologising
Revision 4 (units 12-14)					
Unit 15	Illness (2)	Review of past simple, regular and irregular, affirmative, negative and questions	be sick, give someone something, look after, get better, be fine	Words with <i>i</i>	shopping (2)
Unit 16	Food (2)	There are ... with countable nouns <i>There are some plates.</i> <i>There aren't any napkins.</i>	sweets, dates, olives, biscuits, plates, napkins	Words with <i>o</i>	restaurants
Unit 17	Food (3)	There is ... with uncountable nouns <i>There isn't any bread.</i> <i>There is some butter.</i>	bread, rice, butter, sugar, chocolate, oil	Words with <i>u</i>	asking for directions
Revision 5 (units 15-17)					
Unit 18	Review of all units	Review of all language from Sunrise 6	Review of all vocabulary from Sunrise 6	Review of all spelling and pronunciation points from this level	

Sunrise 6: پەرتوۋى شەشەم و كۇتايى كۇرسى زىمانى ئىنگىلىزىيە بۇ قۇناغى سەرەتايى. بەرھەمى پلان و گىتوگۇى چىر و چاۋدىرى ووردى پۇلەكانى قوتابخانەكانە. Sunrise 6 بەھەمان شىۋەى ئاستەكانى پېشووئى ھەلدەستىت بە:

- ناساندنى وشە و رېزىمانى نۇى.
- دابىنكردى چالاكى "خۇش و بە چىژ" بۇ مىندالان بۇ پراكتىزەكردى ئەو ئىنگىلىزىيەى فېرى بوون.
- ھاندانى مىندالان بۇ ئەۋەى بەشداربىن لە چالاكىەكانى ناو پۇل وەك سروود و گۇرانى و يارىەكان و ئەنجامدانى كاركردى بە جووت.
- دابىنكردى پراكتىزكردى بۇ ھەرچوار تواناكانى فېربوونى زىمان- گۇى گرتن ، خوئىندەۋە ، نووسىن و ئاخاوتن.
- جەختكردى سەر چەندىن لايەنى رېنووس و چۇنىەتى خوئىندەۋە.

لەگەل ئەۋانەشدا Sunrise 6 ئەم تايىبەتمەندىيەى خوارەۋەى ھەيە:

- بەكارھىنانى پۇستەر بۇ وتنەۋەى وشەكان لە جياتى فلاش كارت.
- فۇتۇ ستورى سەرنچراكىش بۇ وتنەۋەى بابەتە نوئىيەكانى رېزىمان.
- دەقى كورت و درىژى خوئىندەۋە بۇ ئەۋەى پەرە بە تواناى خوئىندەۋەى مىندالان بدات.
- لاپەرەكانى *Let's talk about...* باس لە كۇمەلىك بابەت دەكات ، كەيامەتى قوتابيان دەدات بۇ پەرەدان بە تواناى قسەكردى و ئاخاوتن.

لەكاتىكدا Sunrise 6 بەكاردەھىنن ، مىندالان :

- زياتر وشەى ئىنگىلىزى فېردەبن.
- زياتر رېزىمان بەكاردەھىنن.
- دەتوانن دەقى كورت بە زىمانى ئىنگىلىزى بنووسن.
- دەقى كورتى زىمانى ئىنگىلىزى بخوئىندەۋە و لە بارەيەۋە بدوئىن.
- گۇى بگرن لە زىمانى ئىنگىلىزى و تىبگەن لەۋەى گۇيان لىى دەبىت.
- دەتوانن ئاخاوتن ئەنجام بدەن بە زىمانى ئىنگىلىزى.
- دەتوانن وشەكان بەپراستى بنووسن و بلىن.

Sunrise 6 پىكىدېت لە: پەرتوۋى قوتابى،پەرتوۋى چالاكى،پەرتوۋى مامۇستا،سى دى دەنگ و پۇستەر. ھەموو ئەم شتانه بە يەكەۋە لەھەر يەكەيەكى فېركردندا بەكاردەھىنن.

Sunrise 6: پىكھاتوۋە لە 18 يەكە:

- يەكەى يەكەم و يەكەى دوۋەم پىداچونەۋەى بۇ وشە و رېزىمانى Sunrise 5.
- يەكەكانى سىيەم تا حەقدە وشە و بابەتى نوئى رېزىمان پىشكەش دەكەن.
- يەكەى 18 يەكەى پىداچونەۋەى ، بۇ وشە و بابەتە نوئىيەكانى رېزىمانى Sunrise 6.
- ھەرۋەھا لە Sunrise 6 دا چەند لاپەرەيەكى پىداچونەۋە ھەيە: لەدواى يەكەى 5 ، يەكەى 8، يەكەى 11، يەكەى 14 و يەكەى 17. ئەم لاپەرەنە بۇ پىداچونەۋەى وشە و رېزىمانى (سى يەكەى) پىش خۇيانن.

بە شىۋەيەكى گشتى ئەمانە بابەتى 34 ھەفتەى فېركردن دابىندەكەن كە دەكرىن بە دوو ۋەرزەۋە.

په‌رتووی چالاکی Sunrise 6 هاوتەریبی په‌رتووی قوتابییه. سەرجه‌م وشە نوێ و بابەتی نوێی رێزمان لە رێیه‌وه پراکتیزە دەکړن. هەروره‌ها له په‌رتووی چالاکیدا هەندیک لاپه‌ره دیاریکراون بۆ گه‌شه‌دان به توانای نووسینی منداڵان.

لاپه‌ره‌کانی پێداچوونه‌وه له په‌رتووی چالاکی Sunrise 6 دا له شیوه‌ی تاقیکردنه‌وه‌کانی وه‌زی و کۆتایی سال دارێژراون.

کۆرسی فێربوونی زمانی ئینگلیزی Sunrise ئەم تاییه‌تمه‌ندیانه‌ی هه‌یه:

- ناساندنی زمانی نوێ (وشه و رێزمان) به شیوه‌یه‌کی له‌سه‌رخۆ و هه‌نگاو به هه‌نگاو.
- پێداچوونه‌وه‌ی به‌رده‌وامی وشه و رێزمان که پێشتر قوتابی فێریان بووه.
- به‌کارهێنانی شیوازی کارکردنی به‌جوت بۆ ئەوه‌ی پراکتیزی زمانی ئینگلیزی بکه‌ن.
- هه‌مه‌جۆرکردنی بابەته‌کان بۆ ئەوه‌ی وانه‌کان سه‌رنج راکی‌ش بن.
- ژماره‌یه‌کی زۆر سه‌روود و گۆرانی و یاری بۆ ئەوه‌ی فێربوون پرتام و چیژ بکات.
- په‌ی‌په‌وه‌کردنی رێبازی هه‌نگاو به‌هه‌نگاو بۆ ئەوه‌ی قوتابیان بتوانن چالاکیه‌کانی هه‌ریه‌که‌یه‌ک، یاخود چالاکیه‌کانی ته‌واوی کۆرسه‌که سه‌رکه‌وتوانه ئەنجام بده‌ن.

بۆ ئەوه‌ی فێربوونی زمانی ئینگلیزی کاریگه‌ریی کاتی کۆرسی Sunrise به‌کارده‌هێنن، له‌سه‌رمامۆستایان پێویسته:

- که‌شیک‌ی خۆش و زیندو له‌ناو پۆلدا بۆ قوتابییه‌کان دروست بکه‌ن.
- هانی منداڵان بده‌ن بۆ فێربوونی زمانی ئینگلیزی.
- ئەوه‌نده‌ی ده‌کړیت زمانی ئینگلیزی به‌کاربه‌هێنن.
- ته‌نها ئەوکاته‌ی پێویسته‌ زمانی کوردی به‌کاربه‌هێنن.
- په‌رتووی مامۆستا به‌کاربه‌هێنن له‌ پێش و ته‌نه‌وه‌ی هه‌ر وانه‌یه‌که‌دا و پلانی وانه‌که‌یان به‌باشی ئاماده‌بکه‌ن.
- هه‌موو ئەو پێداویستی و هۆکارانه‌ به‌کاربه‌هێنن که له هه‌ریه‌ک له وانه‌کاندا پێشنيارکراون.
- رێگه‌دان به قوتابیان که به جوت کاربکه‌ن بۆ پراکتیزکردنی زمانه‌ نوێیه‌که‌ له‌و شوێنه‌ی په‌رتووی مامۆستا پێشنياری کردوه.
- یارمه‌تی منداڵان بده‌ن بۆ راستکردنه‌وه‌ی هه‌له‌کانیان به‌ رێگه‌یه‌کی جوان و هاندەرانه، نه‌وه‌ک به‌رێگه‌یه‌کی ره‌ق و روخینه‌ر.

سایتی ئەنته‌رنێتی Sunrise (www.sunrisekurdistan.com) بابەتی فێرکاری زیاده و به‌سوود داين ده‌کات بۆ ته‌واوی ئاسته‌کانی کۆرسی Sunrise سه‌ره‌تایی.

فێربوونی زمانی ئینگلیزی ده‌کړیت ئەزموونیکی خۆش و به‌جێژیت بۆ هه‌ریه‌ک له مامۆستا و قوتابیان. چه‌ند قوتابیان چیژ له پۆله‌که‌یان وه‌ریگرن، و چه‌ند پراکتیزی زمانه‌که‌ بکه‌ن، ئەوه‌نده‌ خێراتر و کاریگه‌رت‌ر فێری زمانه‌که‌ ده‌بن.

مامۆستایانی ئازیز، کاتیکی خۆش به‌سه‌ر به‌رن له‌گه‌ڵ و ته‌نه‌وه‌ی کۆرسی فێربوونی زمانی ئینگلیزی Sunrise.

Glossary of terms

English	کوردی	English	کوردی
act / act out	نواندن / رۆل بپینە	full stop	خالی کوتایی
adjective	ناوەلناو	game	یاری
answer	ولام، ولام بدەرەوه	gesture	ئیشارەت
answer line	هێلێ ولام	give	پێی بدە
apostrophe	ئەپۆستروفی (فاریزی بەرن)	go round the class	بە دەوری پۆلەکەدا هاتوچۆ بکە
ask	پرسیار بکە	grammar	رێزمان
at random	هەڕەمەکی	grammar table	خشتە ی رێزمان
board	تەختە	group	کۆمەڵ ، تاھم
box	سندوق	hear	ببستن، ببیستە
call	بانگی بکە	help	یارمەتیدان، یارمەتی بدە
category	چۆر	highlight	دەرخستن، دەری بخە
capital letter	پیتی گەورە (کاپیتال)	if necessary	ئەگەر پێویست بێت
CD	سی دی	in the same order	بە هەمان شێواز
CD script	سکرێت (دەقی نووسراوی ناو سی دی)	individual children	تاکە مندال
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	مندالێک 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	شێوە ی درێژ (تەواو)
comma	کۆما	look at	سەیری بکە
complete	تەواویکە	lower case letter / small letter	پیتی بچوک ، پیتی سەمۆل
conversation	قەسەکردن، ئاخاوتن	make sure	دڵنیابە
copy	لەبەرگرتنەو، لەبەری بگرەو	match	بە یەکێ بگەیهنە
correct	درۆست ، راستی بگرەو	model	نموە
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 پێبکە
encourage	هانی بدە	partner	هاوێش
erase	سڕینەو، ببسڕەو	pause the CD	(سی دی) یەکە راگرە
explain	رافە ی بکە ، شی بکەو	picture	وێنە
explanation	روونکردنەو	play	یاری بکە
flashcard	فلاش کارت	point to	پەنجە ی بۆ راکێشە
fluent	پاراو، رەوان	pairwork	کاری بە جووت
focus on	گرنگی بدە بە	poster	پۆستەر
follow	پەڕەوێ ی بکە	practice	جی بەجێکردن

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 ئاڤۆتن
question	پرسیار	speak	قسە بکە
question mark	نیشانی پرسیار	spell	خوڤە کردن، خوڤە بکە
read	بیخوینەوه	standard	پێوەر (ستاندارد)
read aloud	بە دەنگی بەرز بیخوینەوه	take turns	ڕۆڵ وەرگرە
read silently	بە بێدەنگی بیخوینەوه	Teacher's script	نووسراوی مامۆستا
reading finger	پەنجە خۆیندەوه	tell	بیگیڕەوه
repeat	دوو بارە بکەرەوه	text	دەق
reply	ولام بەەرەوه	the rest of	ئەوێ ماوه
revise	پێیدا بچۆرەوه	underline	هێڵ بەژێردا هێنان
revision	پێداچوونەوه	underlined	هێڵ بەژێردا هاتوو
say	بۆی	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 کورتکراوه		

General Overview

Sunrise Level 6

Level 6 of Sunrise has a very similar pattern to Level 5

Sunrise Student's Book 6 has 18 units.

Units 1 and 2 revise the vocabulary and grammar of Level 5.

Units 3–17 introduce new grammar and vocabulary.

Unit 18 revises the new grammar and vocabulary of Level 6.

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 page of revision activities for each revision page in the Student's Book.

Pairwork in Sunrise 6

As in Sunrise Level 5, there are many opportunities for real pairwork in Sunrise Level 6. 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)

You can see demonstrations of pairwork on the Sunrise Teaching Demonstration DVD from Macmillan.

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!

Reading finger

In Level 6, as in Level 5, children use their reading fingers when they read texts.

However, at this level, some classes will be reading at a very good level already. They don't need to use their reading finger. Other classes will be at a lower level. They still need to use their reading finger.

You, the teacher, should decide if you classes need to use the reading finger or not.

Word, phrase and sentence

In Level 6, *phrase* is used for vocabulary items such as *go to the town centre* or *hurt your hand*. In this context, *phrase* means a group of words that is not a complete sentence.

Activity Book

Aims: reviewing the alphabet and basic grammar and vocabulary from Levels 1–5

New language: none

Revised language: the alphabet; verb *to be*, present and past, 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 ...)*.
- Help the other children to suggest other questions to ask, for example, *How old are you? Are you happy? Do you like English?* etc.
- Ask the child the questions.
- Repeat with other children.
- Choose a child to ask the questions, and another child to answer them.
- Repeat with other pairs of children.

1 Say the letters. Listen and circle. Make two words and read the message.

- Read the letters to the children. The children say the letters chorally and individually.
- Play CD track 2. Pause the CD after the first letter in sentence 1 (*The first word is W*).
- Show the children how to circle the letter W.

CD script:

The first word is W O R K

The second word is Y E A R

- Repeat with the other letters and the second word. Ask *What are the words?* (*work, year*)

- Show the children how to write the words in the message. Ask a child to read the message.
- Talk with the children, in Kurdish, about why it's important to work hard in class.

Answer: Work hard this year!

2 Listen and circle the letters. Read the message.

- Show the children the hidden part of the message in the box. Read the other part of the message (*in your class!*).
- Choose children to suggest what the first part of the message is, for example, *Pay attention*. Call children to the front to write the suggestions on the board.
- Play CD track 3. Pause after the first number (2).
- Show the children how to count along the letters in the box to the second letter. The children circle the second letter (s).
- Repeat with the rest of CD track 3.

CD script:

The first word is 2, 4, 6, 8, 10

The second word is 2, 5, 7, 10, 11, 14, 17

- Ask children to read the message. Congratulate any children who guessed the message correctly.
- Talk with the children about the importance of speaking English in class.

Answer: Speak English in your class!

3 Complete the sequences.

- Read the first sequence to the children (*first, second, third*). Ask *What's next?* (*fourth, fifth*).
- The children write the rest of the sequence in number 1.
- The children complete the other sequences.

Answers: 1 fourth, fifth 2 thirteenth, fourteenth 3 June, July 4 November, December

Activity Book

4 Write *do* or *does*. Complete the answers with the words in the boxes. Match the answers with the questions.

- Read the first part of the grammar table to the children (*Where / your friend live?*, *Where / you live?*, *Where / your friends live?*).
- Point to the first answer line and ask *What word goes here?* (*does*).
- The children complete the grammar table.
- Choose children to read the questions to the class. Where appropriate, for example, *What time do you get up?*, ask other children to answer.
- Read the words in the boxes to the children.
- Read number 1 and ask *Is it live or lives?* (*live*).
- The children complete the answers using the words in the box.
- Read the first answer (*I live in this street*). Ask *Which question does it go with?* (*Where do you live?*).
- The children match the rest of the answers with the questions.

Answers: does, do, do does, do, do does, do, do
1 live 2 lives 3 live 4 get up 5 get up
6 gets up 7 go 8 goes 9 go
Where: 2, 1, 3 What time: 6, 5, 4
When: 8, 9, 7

5 Write *was*, *wasn't*, *were* or *weren't*.

- Read the first line in the grammar table to the children (*I / at home*).
- Ask *Is it was or were?* (*was*).
- Repeat with the other parts of the table.
- The children write the words on the answer lines.
- Choose children to read parts of the grammar table to the class.

Answers: was, wasn't were, weren't
Was I / he / she / it ... Yes, I / he / she / it was. No, I / he / she / it

wasn't. Were you / we / they ... Yes, you / we / they were. No, you / we / they weren't. Where was I? / he? / she? / it? I / He / She / It was ...
Where were you? / we? / they? You / We / They were ...

6 Write the short forms.

- Read number 1 to the children (*When is your birthday? It is on June 23rd.*). Read the example answer to the children (*When's your birthday? It's on June 23rd.*).
- Remind the children that *It's* is the short form of *It is*.
- Read number 2 to the children. Ask *What is the short form?* (*I don't like grapes*).
- The children write the sentence on the answer line.
- Repeat with the other short forms.

Answers: 1 When's your birthday? It's on June 23rd. 2 I don't like grapes. 3 My friend doesn't play football. 4 Did you go to the park? No, I didn't. 5 She wasn't at home in the afternoon. 6 We weren't at school.

7 Add capital letters and punctuation.

- Read number 1 to the children. Show the children that the capital letter (*M*), the apostrophe and the full stop have been added.
- Remind the children about capital letters, apostrophes, full stops, commas and questions marks.
- Help the children add the punctuation to number 2.
- The children add the punctuation to the other sentences.

Answers: 1 My mother was at home at 2 o'clock. 2 His friends weren't in the park. 3 Were your friends at school today? 4 Yes, they were. 5 Was your brother at home? 6 No, he wasn't. 7 The teacher's bag wasn't in the classroom.

Unit 1

Unit 1 Lesson 1

Aims: reviewing vocabulary from Level 5; reviewing verb *to be*, present, and present simple

New language: none

Revised language: Level 5 vocabulary

You need: Student's Book p4; Activity Book p6; CD tracks 4–5

A quick look at Lesson 1

Lesson 1 in Sunrise 6 is the vocabulary presentation lesson.

In Units 1 and 2, Lesson 1 revises the vocabulary of Level 5.

In Units 3–17, there are four exercises:

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

In Exercise 2, the children practise the new vocabulary.

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

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 6.

On the Teaching Demonstration DVD from Macmillan, you can see demonstrations of:

- presenting new vocabulary
- practising new vocabulary
- doing a Vocabulary revision activity

Starter – tell me about yourself

- Ask simple social questions to the children, e.g. *Where do you live? Do you like English? What's your favourite food?* etc.
- Help the children to say suitable answers.
- Choose children to ask one of the questions to other children in the class.
- Help the other children to reply.

1 Point and say. Say more words for each group.

- Point to the first picture. Read the category *Countries* to the children. Write *Countries* on the board.
- Ask *What country is it?* Call a child to the front to write *the United States* on the board, under *Countries*.
- Help the children to say the names of other countries in English (*England, Lebanon*, etc).
- Call children to the front to write the names of the other countries on the board.
- Repeat with the other categories (*possessions, months, places in town*, etc).

2 Listen and read. Talk about the children.

- Point to the pictures of Sam, Kathy, Vian and Zheer. Explain that these are the children from the story in Level 6.
- Read the information about Sam (*11, England, February 17th, 16 Forest Road*) to the children.
- Repeat with the information about Kathy, Vian and Zheer.
- Read the speech bubbles to the children.
- Play CD track 4 while the children listen and follow in their books.

CD script:

My name's Sam. I'm eleven. I'm from England. My birthday is on February 17th. I live at 16, Forest Road with my sister, Kathy.

My name's Kathy. I'm twelve. I'm from England. My birthday is on November 28th. I live at 16, Forest Road with my brother, Sam.

My name's Vian. I'm eleven. I'm from Kurdistan. My birthday is on March 5th. I live at 38, Hill Street with my brother, Zheer.

My name's Zheer. I'm twelve. I'm from Kurdistan. My birthday is on August 31st. I live at 38, Hill Street with my sister, Vian.

Unit 1

- Say *Tell me about Sam*. Help the children to say sentences about Sam (*He's 11. He lives in England. His birthday is on February 17th. He lives at 16 Forest Road.*)
- Repeat with the information about Kathy, Vian and Zheer.

3 Point, ask and answer questions.

- Point to the picture of Sam. Read the speech bubbles to the children.
- Point to the picture of Vian. Ask *Where does she live?* (*She lives at 38 Hill Street.*)
- Ask other questions about Sam, Kathy, Vian and Zheer:
How old is he/she?
How old are they?
Where is he/she from?
Where are they from?
Where does he/she live?
Where do they live?
When is his/her birthday?
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to ask and answer questions about Sam, Kathy, Vian and Zheer.
- Give the pairwork instruction (*Question and answer, Question and answer*, etc). Start the whole class working in pairs.

Activity Book

1 Write the words in the correct groups.

- Choose children to read three or four words each from the words in the box.
- Read the first two words in number 1 to the children (*England, Lebanon*).
- Say *Find two more words for this group*. Help the children to find the words (*Sweden, Australia*).
- The children write the words on the answer lines.
- Repeat with the other groups.

Answers: 1 Sweden, Australia 2 CD player, calculator 3 eighth, fifth 4 March, August 5 half past five, ten to eight 6 street, traffic lights 7 warm, windy

2 Listen. Which word is the odd one out?

- Play CD track 5. Pause after the first set of words (*England, Lebanon, calculator, Sweden*).
- Ask *Which word is the odd one out?* (*calculator*). The children write *calculator* on the answer line.
- Repeat with the other groups of words.

CD script:

1 *England, Lebanon, calculator, Sweden*
2 *skateboard, October, camera, CD player*
3 *first, fifth, eighth, July*
4 *traffic lights, October, March, August*
5 *road, crossroad, windy, street*
6 *cold, warm, sunny, India*

Answers: 1 calculator 2 October 3 July
4 traffic lights 5 windy 6 India

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 December 15th.

Unit 1 Lesson 2

Aims: reviewing grammar from Level 5

New language: *a glass of water, stop, go outside*

Revised language: present simple *wh ... ?* questions; *Would you like a ... ?; What's the weather like?*

You need: Student's Book p5; Activity Book p7; CD tracks 6–7

Unit 1

A quick look at Lesson 2

Lesson 2 in Sunrise 6 is the grammar presentation lesson.

In Units 1 and 2, Lesson 2 revises the grammar of Level 5.

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 friends, their families, etc, using the new grammar.

In Unit 18, there are five pages which revise the grammar of Level 6.

On the Teaching Demonstration DVD from Macmillan, you can see demonstrations of:

- presenting new grammar
- practising new grammar
- doing a personalisation activity

Starter – tell me about your classmates

- Ask simple social questions to the children, e.g. *What's his/her name? How old is he/she? Where does he/she live?* Point to other children as you ask these questions.
- Help the children to say suitable answers, including *His/Her name's ... , He/she's ... , I don't know.*
- Choose children to ask one of the questions. Choose other children to answer them.

1 Read, listen and say.

- Point to Zheer and Sam in the pictures. Ask *Who is this?* The children say the names.
- Ask *Who is Zheer's sister?* (*Vian*) and *Who is Sam's sister?* (*Kathy*).
- Talk with the children about each picture. Ask questions such as *Where are they?* (*At Sam's house*) and *What are they doing?* (*They're talking to Sam's mother.*)

- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 6 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 *What's the weather like?* about each part (*It's raining, it's sunny, it's windy,* etc).
- Read the chant to the children. Make sure the children understand *Go outside and see!*
- Play CD track 7. The children listen and read.
- Play the track again. Pause after each line. The children say each line chorally.
- Play or read the chant again. The children read the chant chorally with you.

3 In your notebook, write questions and answers.

- Read the incomplete questions to the children. Help the children to complete the questions.
- Ask *Where do you live?* Choose individual children to reply. Repeat with the other questions.
- Call individual children to the front to write the questions and their answers on the board.
- Help the children to suggest a heading for these questions, for example *My friend and me*. Write the heading above the questions.

Unit 1

- The children write the heading and the questions in their notebooks. They add their own answers.
- Choose children to stand up and read their questions and answers to the class.

Activity Book

1 Choose the correct words.

- Read the first sentence to the children (*Mr and Mrs Watson live/lives in Birton*).
- Help the children to choose the correct word (*live*) and circle it.
- The children circle the correct words in the other sentences.

Answers: 1 live 2 helps 3 doesn't 4 opens
5 closes 6 don't work.

2 Write questions and answers.

- Read the cues in number 1 to the children.
- Help the children make a question from the cues (*Where does Mr Watson live?*).
- Help the children to answer the question (*He lives in Birton*).
- The children write the question and answer in their Activity Books.
- The children make questions from the other cues and answer them.

Answers: 1 Where does Mr Watson live? He lives in Birton. 2 What time does Mr Watson open the shop? He opens the shop at half past eight. 3 What time do you close the shop? I close the shop at seven o'clock. 4 Where do you live? I live in Birton.

3 Write.

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

Answers: Where is the park? Go straight on.
Turn left. It's on the right.

Unit 1 Lesson 3

Aims: reviewing Level 5 spelling and pronunciation; reading skills (information transfer, intensive reading)

New language: none

Revised language: Level 5 vocabulary; Level 5 grammar

You need: Student's Book p6; Activity Book p8; CD tracks 8–9

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.

On the Teaching Demonstration DVD from Macmillan, you can see demonstrations of:

- a spelling and pronunciation activity
- a mini-reading
- a two-part reading
- a song

Starter – word chain

- Write the word *ENGLISH* in capital letters on the board.
- Circle the last letter (*H*). Say *Think of a word that begins with H*.
- Help the children to think of a suitable word, for example, *happy*.
- Write *happy* on the board, like this
E N G L I S H
 H A P P Y
- Say *Think of a word that begins with Y*. Help the children to think of a suitable word, for example, *yellow*.

Unit 1

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

1 Listen. Say words with the same sound and spelling.

- Point to each of the words. Say the word.
- Play CD track 8. Focus on the sound of the letter(s) in red.
- Help the children to remember other words with that sound, for example:
guitar – *car*, *park*, *dance*, *pharmacy*, *March* (/ɑ:/)
teacher – *reading*, *eating*, *ice cream*, *tea* (/i:/)
mother – *father*, *sister*, *sweater*, *water*, *quarter* (/ə/)
thirty – *thirteen*, *bird*, *birthday*, *skirt*, *shirt* (/ɜ:/)
good – *foot*, *look*, *book*, *cook* (/ʊ/)
horses – *bored*, *forty*, *morning*, *short*, *horse* (/ɔ:/)
yogurt – *nurse*, *Kurdistan*, *Thursday*, *turn* (/ɜ:/)
- Write two or three words for each sound on the board.
- The children say the words chorally and individually.

2 Read about Sam's house. Point and say the rooms.

- Show the pictures and the text to the children.
- 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.
- Ask *Where is the garage?* The children point to the garage.
- Point to the window above the garage. Say *What room is this?*
- Help the children to work out the answer (*His parent's bedroom*) by pointing to the sentence *The garage is under my parents' bedroom.*
- The children work out where the other rooms are.
- Ask *Does anyone have any questions?* Answer a limited number of questions (two or three) 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.

Answers: Ground floor, left to right: garage, kitchen, hall, living room

First floor, left to right: his parents' bedroom, the bathroom, Kathy's bedroom, his bedroom

3 Read and write Yes or No in your notebook.

- 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 No 4 No 5 Yes 6 Yes

Activity Book

1 Listen and write.

- Point to Picture 1. Say *Let's buy ice cream in the market.*
- Point to Picture 2. Say *My father's birthday is in April.*
- Point to Picture 3. Say *I read a book in the morning.*
- Point to Picture 4. Say *She eats yogurt every day.*
- Say the words *ice cream*, *market*, *father*, *birthday*, *book*, *morning*, *yogurt*. After each word, say *Spell it.*
- Write the words on the board as the children spell them. Highlight the focus letters in each word.
- Erase the words. Play CD track 9. Pause after each sentence.

CD script:

- 1 *Let's buy ice cream in the market.*
- 2 *My father's birthday is in April.*
- 3 *I read a book in the morning.*
- 4 *She eats yogurt every day.*

Unit 1

- The children listen and write each sentence.
- Play CD track 9 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 Complete the questions and answers

- Make sure the children understand that this is a conversation with Kathy Watson from the photostory.
- Help the children to complete the first question and Kathy's answer.
- The children complete the questions and Kathy's answers.

Answers: Where do you live? I live in Birton.
/ What time do you get up? I get up at seven thirty. / What time does your brother get up? He gets up at seven forty-five. / Would you like a sandwich? No, thank you. I'm not hungry.

3 Write.

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

Answer: My friend's bicycle is red.

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:

Describe and guess (when one child describes an item and the other child guesses what it is).

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 instructions, then the other child and say the instruction again.

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

You can see demonstrations of setting up pairwork on the Teaching Demonstration DVD from Macmillan.

Unit 2

Unit 2 Lesson 1

Aims: reviewing Level 5 vocabulary and grammar

New language: none

Revised language: Level 5 vocabulary;
was/were, all forms

You need: Student's Book p7; Activity Book p9; CD tracks 10–11

Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 6 Exercise 1 (*guitar, teacher, mother*, 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. Say more words for each group.

- Point to the first picture. Read the category *the country* to the children. Write *the country* on the board.
- Say *What is it?* Help the children to identify the picture (*a mountain*).
- Call a child to the front to write *mountain* on the board under *the country*.
- Help the children to remember words for other things in the country (*river, lake, hill, trees*, etc).
- Call children to the front to write the words on the board.
- Repeat with the other categories (*the beach, rescue, shops*, etc).

2 Listen, read and talk about the holiday.

- Show the text and the photos to the children. Point to the pictures and ask *Where is this?*
- Help the children to understand that this text is by Vian. She lives in England, but is on holiday in Kurdistan.
- Read the text to the children. Explain unfamiliar vocabulary and phrases to the children, for example, *holiday*.
- Play CD track 10 while the pupils listen and follow in their books.
- Play the track again. Encourage the children to listen and follow with their reading fingers.
- Play the text to the children one sentence at a time. The children repeat each sentence chorally.
- Play or read the text to the children. The children read aloud at the same time as you.
- Say *Close your books*. Help the children to remember the information in the text. (*Vian was in Kurdistan in July and August. She went to Kurdistan with her family.*)

3 Ask and answer questions.

- Read the first question (*Where was Vian in July?*) to the children. Help the children to answer (*In Kurdistan*).
- Repeat with the second question.
- Ask more questions, for example:
Where were they in August?
Was it a good holiday?
Was it cold?
Were they in Duhok in July?
Was Sam in Kurdistan in August?
- Help the children to answer correctly.
- Write the question beginnings on the board:
Where were they in ...?
Where was he/she in ...?
Was he/she in ... in ...?
Were they in ... in ...?
Was it ...?
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.

Unit 2

- Choose one pair of children. The children take turns to ask and answer questions about the holiday.
- Give the pairwork instruction (*Question and answer, Question and answer, etc.*). Start the whole class working in pairs.

Activity Book

1 Write two more words for each group.

- Read the first two phrases in number 1 (*turn left, go straight on*) to the children.
- Help the children complete the other two phrases in the group (*walk two blocks, turn right*).
- The children write the two phrases on the answer lines.
- The children complete the other words.

Answers: 1 walk two blocks, turn right
2 kitchen, bathroom 3 river, hill
4 beach, rocks 5 ambulance, lifeboat
6 gift shop, clothes shop 7 buy, close
8 lettuce, chicken

2 Listen and number. Choose a group from Activity 1 for each word or phrase.

- Read the list of words to the children.
- Play CD track 11. Pause after the first word (*fence*). Show the children how *fence* has number 1 next to it.
- Repeat with the next word (*onion*). The children write 2 next to *onion*.
- Play the rest of track 11. The children listen and number the words.

CD script:

fence, onion, hall, give, cross the road, bakery, forest, pilot

- Tell the children to look at column B. Show the children that *fence* has 4 next to it.
- Show the children that group number 4 in Activity 1 is *path, cliff, beach, rocks* so *fence* goes with group number 4.
- Help the children to find a group for *hall* (number 2).
- The children write the groups for the other words.

Answers: 1 3, 2 2 5, 1 3 8, 5 4 1, 4
5 7, 3 6 2, 8 7 6, 6 8 4, 7

3 Write.

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

Answers: I was not at school yesterday. My friends were not at school yesterday.

Listening skills in Sunrise 6

Sunrise Level 6 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 2

Unit 2 Lesson 2

Aims: review Level 5 grammar

New language: *term, class*

Revised language: *was/were*, all forms;
present simple, all forms;
him, it, them

You need: Student's Book p8; Activity Book
p10; CD tracks 12–13

Starter – find me something

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

1 Read, listen and say.

- Point to Zheer, Sam, Vian, Kathy and Mrs and Mrs Watson 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 the garden*) and *What are they doing?* (*They're talking about school*).
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 12 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 and read. Then say and answer. Use *I like ...* and *I don't like ...*

- Play CD track 13 to the children. The children listen and read.
- Focus on the use of *it* (*pop music*), *them* (*apples*) and *him* (*Zakaria*).
- Ask the children to suggest food, drink, and other activities, for example, *tea, orange juice, pizzas, tomatoes, English, Kurdistan*.
- Say one of the words, for example, *tea*. Choose a child to reply. Help the child to say *I like it* or *I don't like it*.
- Repeat with *tomatoes*. Help another child to reply *I like them* or *I don't like them*.
- Repeat with other children and other items.

3 In your notebook, complete the questions about yourself and your family. Write the answers.

- Read the incomplete questions to the children.
- Help the children to complete the questions.
- Ask *Where were you on Monday afternoon?* Choose individual children to reply.
- Repeat with the other question.
- Call individual children to the front to write the questions and their answers on the board.
- Help the children to suggest a heading for these questions, for example *On Monday*. Write the heading above the questions.
- The children write the heading and the questions in their notebooks. They add their own answers.
- Choose children to stand up and read their questions and answers to the class.

Unit 2

Activity Book

1 Complete with *was, were, wasn't or weren't*.

- Make sure the children understand that these pictures are what the Aziz family did yesterday.
- Point to each of the pictures and ask *Where was he/she?* or *Where were they?*
- Help the children to answer (*He was in the shoe shop. She was in the bookshop. They were in the bakery.*)
- Read the first sentence to the children. Help them to complete the sentence (*Zheer was in the shoe shop*).
- The children complete the sentences.

Answers: 1 was 2 wasn't 3 weren't 4 were

2 Write questions and answers.

- Help the children to make a question from the cues (*Was Zheer in his bedroom?*). Help the children to answer it (*Yes, he was*).
- The children write the questions and answers.

Answers: 1 Was Zheer in his bedroom? Yes, he was. 2 Were Mr and Mrs Aziz in the living room? No, they weren't. 3 Where was Vian? She was in the living room. 4 Where were Mr and Mrs Aziz? They were in the kitchen. 5 What time was Zheer in his bedroom? At 7 o'clock.

3 Write.

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

Answer: Were you at school at ten o'clock?
No, I wasn't.

Unit 2 lesson 3

Aims: reviewing Level 5 spelling and pronunciation; reading skills (information transfer)

New language: *everywhere, healthy, fit, it's good for you, it's what your legs are for*

Revised language: Level 5 vocabulary; Level 5 grammar

You need: Student's Book p9; Activity Book p11; CD tracks 14–16

Starter – word chain

- Write the word *KURDISTAN* in capital letters on the board.
- Circle the last letter (*N*). Say *Think of a word that begins with N*. Help the children to say a suitable word, for example, *nine*.
- Write *nine* on the board, like this
K U R D I S T A N
 N I N E
- Say *Think of a word that begins with E*. Help the children to say a suitable word, for example, *egg*.
- Add *egg* in the same way. Continue adding words to the chain.

1 Listen. Say words with the same sound and spelling.

- Point to each of the words. Say the word.
- Play CD track 14. Focus on the sound of the letter(s) in red.
- Help the children to remember other words with that sound, for example:
play – day, crayon, CD player, May, holiday (/eɪ/)
early – fifty, cloudy, windy, January, hungry (/ɪ:/)
green – thirteen, sheep, between, trees (/i:/)
trainers – straight, train (/eɪ/)
hair – chair, fair (/ɛə/)
late – plane, game, table, make, lemonade (/eɪ/)
nine – tired, tigers, ride, firefighters (/aɪ/)
home – nose, close, open, phone (/ɔ:/)
use – June, computer (/u:/)

Unit 2

- Write two or three words for each sound on the board.
- The children say the words chorally and individually.

2 Read the instructions in the tourist guide. Match the instructions with the places in the box.

- Show the picture and the text to the children.
- Explain that this is a picture of part of the village where the children in the photostory live.
- Read the text to the children.
- Read the text again. Explain unfamiliar vocabulary and phrases to the children, for example, *start*.
- 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.
- Help the children to match the instructions with the places.

Answers: forest, river, lake

3 Listen and read. Sing.

- Talk about the pictures with the children. Ask questions such as *What are they doing?* (*They're walking.*), *Where are they walking?* (*To school, to the park, to the shops.*) and *Is walking good for you?* (*Yes, it is.*)
- Read the song to the children. Make sure they understand new words and phrases, such as *Walk everywhere!* and *It's lots of fun!*
- Say *Close your books*. Play CD track 15. 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 (*Exercise every day!*) to the children. In Kurdish, ask questions such as:
Why is it important to exercise?
What happens if you don't exercise?
Do you do exercise every day?

Activity Book

1 Listen and write.

- Point to Picture 1. Say *There are thirty monkeys in the tree.*
- Point to Picture 2. Say *The train station is near the traffic lights.*
- Point to Picture 3. Say *I was tired on the plane.*
- Point to Picture 4. Say *The phone is on the chair.*
- Say these words: *thirty, monkeys, train, tired, plane, phone, chair*. After each word, say *Spell it.*
- Write the words on the board as the children spell them.
- Erase the words. Play CD track 16. Pause after each sentence.

CD script:

- 1 *There are thirty monkeys in the tree.*
- 2 *The train station is near the traffic lights.*
- 3 *I was tired on the plane.*
- 4 *The phone is on the chair.*

- The children listen and write each sentence.
- Play CD track 16 again. The children check their sentences.
- Call individual children to the front to write the sentences on the board.

Answers: See the CD script.

Unit 2

2 Complete the questions and answers

- Make sure the children understand that this is a conversation with Zheer Aziz from the photostory.
- Help the children to complete the first question and Zheer's answer.
- The children complete the questions and Zheer's answers.

Answers: Were, wasn't, was / Were, weren't /
Where, were / was, was

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 ten o'clock?
I was at home.

Monitoring pairwork

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

You can see demonstrations of monitoring pairwork on the Teaching Demonstration DVD from Macmillan.

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 and phrases 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 new vocabulary as a starter for Lesson 2 in Units 3–17.

You can see a demonstration of using the poster for presenting vocabulary on the Teaching Demonstration DVD from Macmillan.

Unit 3

Unit 3 Lesson 1

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

New language: *go to the funfair, go on a picnic, go to the town centre, buy clothes, do sport, eat yaprakh, drink Kurdish tea*

Revised language: clothes, present continuous

You need: Student's Book pp10–11; Activity Book p12; CD tracks 17–18; Unit 3 poster

Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 9 Exercise 1 (*play, early, green, 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 17. The children listen and point to the pictures in the book.

CD script:

go to the funfair

go on a picnic

go to the town centre

buy clothes

do sport

eat yaprakh

drink Kurdish tea

- Point to the first picture on the poster (*go to the funfair*). Model the phrase *go to the funfair ... go to the funfair*.
- The children repeat the phrase chorally and individually.
- Repeat with the other activities on the poster.
- Write the words on the board. The children read the words chorally and individually.

2 Listen and match.

- Point to the pictures of the children. Explain that these children are talking on their mobile phones.
- Point to the pictures under the children. Ask *What activity is it?* (*drink Kurdish tea, eat yaprakh, etc*).
- Play CD track 18. Pause after the first conversation *I'm going to the town centre. / OK*.
- Ask *What is he doing?* (*He's going to the town centre*).
- Show the children how the first picture is matched to the picture of *go to the town centre*.
- Play the rest of the track. The children match the children with the activities.

CD script:

Hello. / Hi there! What are you doing? / I'm going to the town centre. / OK!

Hello. / Hi there! What are you doing? / I'm eating yaprakh. / Oh! Is it good?

Hello. / Hi there! What are you doing? / I'm going on a picnic. / That's great! Have a good time!

Hello. / Hi there! What are you doing? / I'm buying clothes. / Oh. Have a good time!

Hello. / Hi there! What are you doing? / I'm going to the funfair. / That's fun! Is it nice?

Hello. / Hi there! What are you doing? / I'm drinking Kurdish tea. / Oh. Do you like Kurdish tea?

Unit 3

Answers: 1 He's going to the town centre.
2 She's eating yaprakh. 3 He's going on a picnic. 4 She's buying clothes.
5 He's going to the funfair. 6 She's drinking Kurdish tea.

3 Point at people in the poster.

Ask and answer.

- Point to the poster. Point to the boy eating yaprakh. Ask *What is he doing?*
- Help the children to answer the question (*He's eating yaprakh*).
- Show the children the example question and answer in Activity 3. Read the question and answer to the children.
- Point to other children in the poster. Ask *What is he/she doing?*
- 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 and answer questions about the children in the poster. For example, *What is she doing? She's going on a picnic.*
- Give the pairwork instruction (*Question and answer, Question and answer, etc*). Start the whole class working in pairs.

4 Say and guess. Use the clothes words in the box.

- Read the example conversation to the children. Show the children that the boy eating yaprakh in the poster is wearing a brown jacket.
- Practice with other children in the poster, for example *She's wearing a pink tracksuit. What is she doing? (She's doing sport).*
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. The children take turns to ask and answer questions about the children in the poster using the clothes words in the box. For example, *He's wearing a red*

shirt. What is he doing? He's going to the town centre.

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

Activity Book

1 Complete with *a, e, i, o* or *u*.

- Copy number 1, with the lines, on the board. Ask *What is it?*
- Help the children to answer (*go to the town centre*).
- Call a child to the front to complete the words.
- The children complete the rest of the words.

Answers: 1 go to the town centre 2 do sport
3 go on a picnic 4 eat yaprakh 5 buy clothes 6 drink Kurdish tea

2 Choose words for each verb.

- Read the list of words in the box to the children.
- Read the first verb (*go on a*). Ask *What words go with go on a ...?*
- Help the children to choose the correct words (*a picnic, a bus, a boat*).
- The children write the words on the answers lines.
- Repeat with the other verbs.

Answers: 1 go on a picnic, bus, boat 2 eat yaprakh, pizza, biscuits 3 drink Kurdish tea, milk, orange juice
4 go to the town centre, United States, crossroads 5 buy clothes, a camera, a calculator 6 do sport, gymnastics, your homework

3 Write.

- The children write the activities next to the pictures.

Answers: 1 go on a picnic 2 drink Kurdish tea
3 buy clothes 4 eat yaprakh 5 go to the town centre 6 go to the funfair

Unit 3

Unit 3 Lesson 2

Aims: presenting and practising *like + ...ing*

New language: *What do you like doing? I like ...ing. I don't like ...ing*

Revised language: activities

You need: Student's Book pp12–13; Activity Book p13; CD tracks 19–20; Unit 3 poster

Starter – Poster game: memory

- Put the Unit 3 poster on the board.
- Point to each of the phrases. Say the words. The children repeat the words chorally and individually.
- Write *My mother* and *My father* on the board. Ask the children to suggest other family members (*My brother, My sister, My aunt, My cousin, etc*). Write the words on the board.
- Say sentences about three family members. For example: *My mother is buying clothes. My brother is going on a picnic. My uncle is doing sport.*
- Ask questions such as *What is my uncle doing?* Help the children to answer (*He's doing sport.*).
- Repeat with other family members.

1 Read, listen and say.

- Point to Zheer, Vian, Sam and Kathy 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 19 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 do you like doing?* on the board.
- Write on the board:
I like going on picnics.
I don't like playing games in the garden.
- Underline *ing* in the questions and answers.
- The children read the questions and answers on the board chorally.
- Ask a child *What do you like doing?* 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.

- Say *Close your books*. Play CD track 20. The children listen and read.
- Ask *Does she like going on picnics?* (*Yes, she does.*) and *Does her sister like drinking tea?* (*No, she doesn't.*).
- Say *Open your books*. Play the CD track again while the children listen and read.
- With the children, make a list of activities they can ask about (*going to the funfair, going on a picnic, buying clothes, going to the town centre, doing sport, eating yaprakh, drinking Kurdish tea, etc*).
- Write the list on the board.
- Help the children to ask *Do you like ...ing?* questions, for example, *Do you like eating yaprakh?* Help other children to answer (*Yes, I do.* or *No, I don't.*)
- 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 like buying clothes?* *No, I don't.*

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- 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 and your family and friends.

- Read the example sentences to the children.
- Say *What do you like doing?* Help the children to answer, for example, *I like listening to music.*
- Repeat with other questions, for example, *What does your mother like doing?*
- Call two children up to the front of the class to write their sentences on the board.
- Help the children to suggest a heading for these questions, for example *We like doing lots of things.* Write the heading above the questions.
- The children write the heading in their notebooks. They add their own sentences.
- Choose children to stand up and read their sentences to the class.

Activity Book

1 Write about Tom and Tina. Use *like, likes, doesn't like* and *don't like*.

- Show the picture of the boy. Ask *What's his name?* (Tom).
- Make sure the children understand that the happy face shows the things he likes. The unhappy face shows the things he doesn't like.
- Repeat with the picture of the girl (Tina).
- Help the children to complete the first sentence (*He doesn't like buying clothes*).
- The children complete the rest of the sentences.

Answers: 1 He doesn't like buying clothes.
2 She likes going on picnics. 3 They like eating yaprakh. 4 They don't like drinking tea.

2 Write questions. Write Tom's answers.

- Read the example question and answer to the children.
- Help the children to work out the second question from the cues and then answer it.
- Repeat with the other questions and answers. The children write the questions and answers.

Answers: 1 Do you like doing sport? Yes, I do.
2 Do you like buying clothes? No, I don't. 3 Does Tina like going on picnics? Yes, she does. 4 Do you and Tina like eating yaprakh? Yes, we do.

3 Write.

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

Answers: Do you like playing computer games? Yes, I do.

Unit 3 Lesson 3

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

New language: *hedgehog, tortoise, rice, meat, meal, wild animals, beautiful*

Revised language: general

You need: Student's Book p14; Activity Book p14; CD tracks 21–22

Starter – say three things

- Write three topics on the board that the children have seen in the Student's Book. For example:
The Aziz family's holiday
The Watson family
Walking
- Point to one of the topics. Say *Say three things about this.* Help the children to say three

Unit 3

things about the topic. For example, *The Aziz family's holiday – They went to Kurdistan. It was very hot. They went in July and August.*

- Repeat with the other topics.

1 Listen to the sentences. Say.

- Say *Listen to these sentences.*
- Play CD track 21 with books closed.

CD script:

Words with c and j.

I like January, June and July.

You can cook a cucumber.

A cat can jump.

A cow can't jump.

- Focus on the /k/ and /dʒ/ sounds. Say *Listen for these sounds.*
- Play the track again. The children repeat each sentence chorally.
- Say *Open your books on page 14.*
- Focus on the words with c and the /k/ sound.
- Focus on the words with j and the /dʒ/ sound.
- Read the sentences to the children. Emphasize the words with the /k/ and the /dʒ/ 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 *ch* has different sounds, such as /tʃ/ in *cheese* and /ʃ/ in *chef*.
- The children read the sentences again chorally.

2 Read Zheer's homework.

Guess the meaning of the underlined words. The photos will help you.

- Show the photos and the text to the children.
- 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 (*rice*). Ask *How do you say rice in Kurdish?* If the children need help, point to the *Food for our picnic* photo.
- Repeat with the other words. To help the children, point to these photos:
 - *meat / meal* : *My father cooks the meat for our meal.*
 - *wild animals / tortoises / hedgehogs*: *My favourite wild animal* and *My sister's favourite wild animal*
- Ask *Does anyone have any questions?* Answer a limited number of questions (two or three) 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 answer the questions.

- Read the first question to the children. Help the children to answer the question (*His father*).
- Repeat with the other questions.

Answers: 1 His father 2 His mother 3 His mother and father 4 Zheer and his sister 5 Zheer and his sister 6 His sister

Activity Book

1 Listen and write.

- Point to Picture 1. Say *The cat is jumping.*
- Point to Picture 2. Say *The cat is next to the cow.*
- Point to Picture 3. Say *I like cucumbers.*
- Point to Picture 4. Say *She likes June and July.*
- Remind the children about words with c. Ask the children to spell the words with c in the pictures (*cat, cow, cucumber*).

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- Remind the children about words with *j*. Ask the children to spell the words with *j* in the pictures (*jumping, June, July*).
- Write the words on the board as the children spell them. Highlight *c* and *j* in each word.
- Erase the words. Play CD track 22. Pause after each sentence.

CD script:

- 1 *The cat is jumping.*
- 2 *The cat is next to the cow.*
- 3 *I like cucumbers.*
- 4 *She likes June and July.*

- The children listen and write each sentence.
- Play CD track 22 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 five questions. Write the answers.

- Read the list of family words in the first box to the children. Read the list of activities in the second box to the children.
- Read the example question and answer to the children. Help the children to make other questions and answers.
- The children write questions and answers about their families.
- Ask children to read their questions and answers to the class.

Example answers: 1 Does your sister like drawing? Yes, she does. 2 Does your friend like swimming? No, he doesn't. 3 Does your father like playing computer games? Yes, he does. 4 Does your sister like doing sport? No, she doesn't. 5 Does your mother like listening to music? Yes, she does.

3 Write.

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

Answers: Do you like swimming? No, I don't.

Lesson 4

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, Lesson 4 is the *Let's talk about ...* page. This page helps the children to develop their speaking skills. In Level 6, the focus on these pages is using functions such as inviting, requesting, borrowing and apologising.

You can see a demonstration of using a *Let's talk about ...* page on the Teaching Demonstration DVD from Macmillan.

In the Activity Book, Lesson 4 is the Writing page. The children read a text and answer questions about it. Then they write a new text, using the reading text as a model.

Unit 3

Unit 3 Let's talk about ... offering people food

Aims: to practise offering people food; accepting and refusing offers

New language: *Would you like some grapes? They look delicious.*

Revised language: *fruit, vegetables*

You need: Student's Book p15

Speaking skills in Sunrise 6

Level 6 contains a *Let's talk about ...* page in Units 3–18, as in Level 5.

However, in Level 6 the emphasis is on functional English. The children practise using English for functions such as inviting, suggesting, giving advice, borrowing and apologising.

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

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

In Exercise 3, the children read a dialogue, then practise it in pairs.

Some of these dialogues contain completely new language (in Unit 7 the children use phrases such as *What's the matter?* and *Why don't you ... ?*) but other dialogues use language which is already familiar (in Unit 3 the children use *Would you like a ... ?* from Level 5).

Starter – guess the word

- Choose a word from this list of words from Unit 3:
funfair, picnic, clothes, town centre, yaprakh, sport, drink, picnic, hedgehog, rice, meal, salad, meat.
- Draw a line on the board. Add the first and last letter of the word. For example, for *rice*, write R_____E.
- Ask *What is it?* (*rice*).
- If the children can't guess, give them a clue, for example, *It's something you can eat.*

- If they still can't guess, add another letter.
- Continue until they guess the word. Repeat with the other words.

1 Say the words. Write more words for fruit and vegetables in your notebook.

- Point to each of the pictures. Ask *What is it?* (*a cucumber, a tomato*, etc).
- Call children to the front to write each word on the board.
- Help the children to suggest other fruit and vegetable words that they know, for example, *oranges* and *lettuce*.
- Call the children to the front to write each word on the board.
- Check that the children understand the vocabulary by using translation: point to the words on the board and ask the children to say the words in Kurdish; say the words in Kurdish and ask the children to say them in English.
- The children write words for fruit and vegetables in their notebooks.

2 Write three questions in your notebook.

- Read the example questions to the children.
- Make sure the children understand that
 - with a single object, we use *a* (*Would you like a banana?*)
 - with multiple objects, we use *some* (*Would you like some grapes?*).
- Help the children to make other questions with the food on the board, for example *Would you like an orange?*
- The children write three questions in their notebook.

3 Listen and read. Talk with your classmates.

- Read the dialogue to the children. Make sure they understand the meaning of *It looks delicious*. Use Kurdish if necessary.

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- Practice the dialogue with one of the children. Offer another type of fruit, for example, *Would you like some grapes?*
- Help the child to continue the dialogue. Note that *grapes* are plural, so the child will have to say *They look delicious*.
- Repeat with other children and other food.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children say the dialogue, for example, *Would you like an apple? Yes, please. Here you are. Thank you. It looks delicious*.
- Give the pairwork instruction (*Question and answer, Question and answer*, etc). Start the whole class working in pairs.

Values

- Read the Values sign (*Be polite!*) to the children. In Kurdish, ask them questions such as:
Why is it important to be polite?
How can we be polite?
How do we feel when people are rude to us?

Unit 3 Writing page

Aims: to develop writing skills

New language: none

Revised language: general

You need: Activity Book p15

Writing skills in Sunrise 6

The main writing activity in Sunrise 6 is in Lesson 4 in Units 3–18 of the Activity Book.

There are two exercises on each writing page.

Exercise 1 is a reading text about a child or children, a family, or an event such as a party or a picnic. The children read the text and answer the questions.

Exercise 2 has information about the same theme, for example, another party or another picnic. The children write a new text with this information. They can use the text in Exercise 1 as a model.

1 Read about Tom and Lucy. Answer the questions.

- Read the text about Tom and Lucy to the children. The children follow with their reading fingers.
- Read question number 1 to the children (*Do Tom and Lucy like doing sport?*).
- Help the children to answer correctly (*Yes, they do*.)
- The children answer the rest of the questions.

Answers: 1 Yes, they do. 2 She's 10 (years old).
3 No, she isn't. 4 Yes, she does.
5 Yes, he does. 6 No, she doesn't.

- Show the children that in the text about Tom and Lucy, there are two paragraphs. Make sure they understand that the first paragraph is about Tom, and the second paragraph is about Lucy.

Unit 3

2 Read about Nima and Mirko. Write two paragraphs about them.

- Read the information about Nima and Mirko to the children.
- Explain to the children that they are going to write two paragraphs. The first paragraph is about Nima, and the second paragraph is about Mirko.
- Help the children say the first sentence of the first paragraph (*Nima is 11 years old*).
- The children write the rest of the first paragraph (about Nima) and the second paragraph (about Mirko). They can use the text about Tom and Lucy as a model.
- Ask individual children to read their paragraphs to the class.

Example answer:

Nima is 11 years old. She has black hair and green eyes. She likes Kurdish music and films. She likes reading books and listening to music. She doesn't like drinking coffee.

Mirko is Nima's brother. He's 10 years old. He has black hair and brown eyes. He likes sports and football. He likes running and swimming. He doesn't like watching television.

Paragraphs

In Level 6, some Writing Pages focus on using paragraphs.

In particular, the focus is on using separate paragraphs for each subject.

Some reading texts on the Writing Pages have two or three paragraphs. The subject of each paragraph is clearly defined. For example:

In Unit 3, paragraph 1 is about Tom, and paragraph 2 is about Lucy.

In Unit 8, paragraph 1 is about the morning, paragraph 2 is about the afternoon, and paragraph 3 is about the evening.

The children follow this arrangement of paragraphs when they write their texts.

In this way, the children learn to divide their writing into paragraphs, with each paragraph covering a single subject.

In traditional written English, the first line of each paragraph started one or two centimetres from the left edge. This is called an indent, but it is not common in modern written English. Texts in Sunrise do not use indents. Block text, without indents, is more common nowadays.

Unit 4

Unit 4 Lesson 1

Aims: presenting new words for school subjects; saying and practising these words

New language: *Maths, English, Kurdish, Break, Art, PE, Science, easy, difficult, fun*

Revised language: days of the week, times

You need: Student's Book pp 16–17; Activity Book p16; CD track 23; Unit 4 poster

Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 14 (*January, June, July, can, can't, cook, cucumber, cat, jump, cow*)
- Write the words on the board. The children read the words chorally.
- Focus on the spelling point (words with *c* and *j*).
- 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 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 23. The children listen and point to the pictures in the book.

CD script:

*Maths
English
Kurdish
Break
Art
PE
Science*

- Point to the first picture on the poster (*Maths*). Model the word *Maths ... Maths*.
- The children repeat the word chorally and individually.
- Repeat with the other school subjects on the poster.
- Write the words on the board. The children read the words chorally and individually.

2 Ask and answer.

- Read the dialogue to the children.
- Ask other questions such as *Do you have Science on Thursday?*
- Help the children to answer correctly.
- Choose children to ask questions and other children to answer them.
- Divide the class into pairs (*one, two, one, two, etc.*).
- Choose one pair of children. The children take turns to ask and answer questions about the times of the classes. For example, *Do you have Art on Monday? Yes, I do.*
- Give the pairwork instruction (*Question and answer, Question and answer, etc.*). Start the whole class working in pairs.

3 In your notebook, write about school subjects.

- Read each of the three new words (*easy, difficult, fun*) to the children.
- Make sure the children understand the meaning. If necessary, check the meaning in Kurdish.
- Read the example sentences (*Art isn't difficult, etc*) to the children.

Unit 4

- Help individual children to make sentences about their school subjects.
- Call children to the front to write the sentences on the board.
- The children write their sentences in their notebooks.

4 Ask and answer

- Point to each of the clocks on the poster and ask *What time is it?* Help the children answer using *half past, quarter past, quarter to, twenty past, etc.*
- Read the speech bubbles to the children.
- Ask questions about the other classes, for example, *What time is the Maths class? (It's at twenty-five to nine).*
- Choose children to ask the questions and other children to answer.
- Divide the class into pairs (*one, two, one, two, etc.*).
- Choose one pair of children. The children take turns to ask and answer questions about the times of the classes. For example, *What time is the Science class? It's at one o'clock.*
- Give the pairwork instruction (*Question and answer, Question and answer, etc.*). Start the whole class working in pairs.

Activity Book

1 Complete the timetable.

- Show the timetable to the children. Point to number 1 and ask *What is it? (Maths).*
- The children write *Maths* in the timetable.
- The children complete the rest of the timetable.

Answers: 1 Maths 2 Art 3 Science 4 English
5 Kurdish 6 PE

2 Which class is it?

- Read the first sentence to the children (*It's the first class.*)
- Help the children to work out which class it is (*Maths*).

- The children work out the rest of the classes.

Answers: 1 Maths 2 Art 3 Science 4 PE
5 English 6 Kurdish

3 Write.

- The children write the classes next to the poster.

Answers: Maths, English, Kurdish, Art, Break, PE, Science

Unit 4 Lesson 2

Aims: presenting and practising *and, or* and *but*

New language: *I like chicken and cheese. I don't like chicken or cheese. I like chicken but I don't like cheese.*

Revised language: school subjects, days of the week

You need: Student's Book pp18–19; Activity Book p17; CD track 24; Unit 4 poster

Starter – Poster game: letters

- 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 pictures for the subjects. The children say the words chorally and individually.
- Choose a subject. Say the letters in the word, one at a time. For example, *There's an A. There's a T. There's an H.*
- As soon as the children guess the word (*Maths*), they say it.
- Repeat with the other words.

1 Read, listen and say.

- Point to Zheer, Vian, Sam and Kathy in the pictures. Ask *Who is this?* about each character. The children say the names.

Unit 4

- Talk with the children about each picture. Ask questions such as *Where are they?* (*They're at school*) and *What are they doing?* (*They're using computers. They're talking.* etc).
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 24 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 on the board:
I like chicken and cheese.
I like chicken but I don't like cheese.
I don't like chicken or cheese
- Underline *and*, *but* and *or* in the questions and answers.
- Explain that we use *and* to add items to a list; we use *but* to express a contrast and we use *or* to add items to a negative list. Use Kurdish if necessary.
- The children say the sentences chorally and individually.
- 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.
- Focus on the use of *and*, *but* and *or* in the speech bubbles.
- Say *Tell me about Music*. Help the children to make a sentences with *and*, *but*, and *or* and the Music class. For example,
She has Music on Tuesday and Thursday.
She has Music on Tuesday but she doesn't have Music on Wednesday.
She doesn't have Music on Wednesday or Friday.
- Repeat with other subjects. Note that Vian has Maths and English every day, so the children can't make sentences with *but* or *or* about Maths and English.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. The children take turns to choose a school subject and make a sentence about it, for example, *Tell me about PE. She doesn't have PE on Wednesday or Thursday.*
- Give the pairwork instruction (*Choose a subject, Say a sentence, Choose a subject, Say a sentence*, etc). Start the whole class working in pairs.

3 In your notebook, write about your timetable.

2 Talk about Vian's timetable

- Show Vian's timetable to the children.
- Ask questions such as *Does she have English on Monday?* (*Yes, she does.*) and *When does she have Kurdish?* (*On Thursday and Friday*).
- Read the example speech bubbles to the children (*She has Art on Monday and Wednesday.* etc).
- The children write the heading in their notebooks. They add their own sentences.
- Choose children to stand up and read their sentences to the class.

Unit 4

Activity Book

1 Choose the correct words.

- Read number 1 to the children.
- Help the children to work out the correct word (*but*).
- The children circle the correct word.
- The children choose the correct word in the other sentences.

Answers: 1 but 2 or 3 and 4 or 5 but 6 but

2 Write about the boy and the girl.

- Read the cues in number 1 (*She / football / he / it*) to the children.
- Show the children how the cues have been made into a sentence (*She doesn't like playing football but he likes it*).
- Help the children to make a sentence from the cues in number 2.
- The children write sentences from the cues about the children in Exercise 1.

Answers: 1 She doesn't like playing football but he likes it. 2 She likes playing basketball and the guitar. 3 He doesn't like swimming or playing the guitar. 4 She likes playing the guitar but he doesn't like playing it. 5 She doesn't like playing football or swimming

3 Write

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

Answers: I like tomatoes and onions. I don't like cheese or cucumber.

Unit 4 Lesson 3

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

New language: *fur, stomach, desert, spines, nocturnal*

Revised language: general

You need: Student's Book p20; Activity Book p18; CD tracks 25–27

Reading skills in Sunrise 6

There are two types of reading text in Level 6. 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 exercise the children read a text, then they practise a useful reading skill such as guessing meaning or information transfer.

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

For information about guessing meaning, see the Teaching Tip on page 83.

Starter – Show me ...

- Make a list of things that the children can find in Units 1–4 of the Student's Book, for example:
 - a blue car
 - a place in Kurdistan
 - a red jug
 - a racket
 - a beach
 - a chair in the garden
- Divide the class into two teams. Call one child from each team to the front.
- Say *Show me a blue car*. The first child to find the item in the book gets a point for his/her team.

Unit 4

- 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 25 with books closed.

CD script:

He's happy but he's hungry.

A pink pencil and a purple pen.

He has pizzas for the party in the park.

- Focus on the /h/ and /p/ sounds. Say *Listen for these sounds.*
- Play the track again. The children repeat each sentence chorally.
- Say *Open your books on page 20*
- Focus on the words with *h* and the /h/ sound.
- Focus on the words with *p* and the /p/ sound.
- Read the sentences to the children. Emphasize the words with the /h/ and the /p/ 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 *ch* and *sh* have different sounds, such as /tʃ/ in *chips* and /ʃ/ in *shops*
- The children read the sentences again chorally.

2 Read the encyclopedia article. Guess the meaning of the underlined words. The picture can help you.

- Show the picture and the text to the children.
- Make sure the children understand that this is an extract from an encyclopedia
- Read the text to the children.
- Read the text again. Help the children to guess the meaning of the underlined words. Explain other unfamiliar vocabulary and phrases to the children.
- 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.

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're studying.)* and *Are they studying in the second picture? (No, they aren't. They're playing).*
- Read the song to the children. Make sure they understand new words and phrases, such as *Time to study* and *There's a lot to do.*
- Say *Close your books.* Play CD track 26. 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.

Activity Book

1 Listen and write.

- Point to Picture 1. Say *I have a purple pencil.*
- Point to Picture 2. Say *They were happy in the park.*
- Point to Picture 3. Say *He was hungry at the party.*
- Point to Picture 4. Say *She has a pink pen.*
- Remind the children about words with *h*. Ask the children to spell the words with *h* in the pictures (*happy, hungry, has, have*).
- Remind the children about words with *p*. Ask the children to spell the words with *p* in the pictures (*purple, pencil, park, party, pink, pen*).
- Write the words on the board as the children spell them. Highlight *h* and *p* in each word.
- Erase the words. Play CD track 27. Pause after each sentence.

Unit 4

CD script:

- 1 I have a purple pencil.
- 2 They were happy in the park.
- 3 He was hungry at the party.
- 4 She has a pink pen.

- The children listen and write each sentence.
- Play CD track 27 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 five sentences. Use the words in the boxes.

- Read the family words in the first box to the children.
- Read the verbs in the second box to the children.
- Read the cue word for the example (*but*). Show the children how the example sentence is made from the words in the boxes.
- Help the children to make a sentence for number 1 (with *and*).
- The children write their sentences in their books.

Example answers: 1 My brother likes pizza and hot dogs. 2 My sister has a CD player but she doesn't have a computer. 3 My brother doesn't have a mobile phone or a bicycle. 4 My friend studies English and Science. 5 My mother doesn't like tea or coffee.

3 Write.

- Help the children to make a sentence from the cues. Make sure they understand why the sentence has *but*.
- The children write the sentence in their books.

Answers: I like tomatoes but I don't like cheese.

Unit 4 Let's talk about ... our favourite things

Aims: to practice talking about our favourite things

New language: *Why do you like ... ? Because it's comfortable / beautiful / delicious / nice / interesting.*

Revised language: *What's your favourite ... ?*

You need: Student's Book p21

Starter – guess the word

- Choose a word from this list of words in Unit 4: *Kurdish, English, Maths, Science, Art, PE, Break, easy, difficult, fun, chicken, cheese*
- Draw a line on the board. Add the first and last letter of the word. For example, for *Kurdish*, write K_____H.
- Ask *What is it? (Kurdish)*.
- If the children can't guess, give them a clue, for example, *It's your language*.
- If they still can't guess, add another letter.
- Continue until they guess the word. Repeat with the other words.

1 Write your answers in your notebook.

- Read the first question to the children (*What is your favourite place in Kurdistan?*) Help the children to talk about their favourite places.
- Help the children to give reasons why they like these places. Show them the words in the box at the bottom of the page (*beautiful, delicious, nice, comfortable, interesting*) and help them to make sentences such as *Because it's beautiful*.
- Repeat with the other questions. Make sure the children understand the meaning of *city, town* and *village*. Use *Kurdish* if necessary.

Unit 4

2 Write sentences in your notebook.

- Read the example sentences to the children.
- Help the children to make sentences about their favourite places using the adjectives.
- The children write three sentences in their notebook.
- Choose children to read their sentences to the class.

3 Listen and read. Talk with your classmates.

- Read the dialogue to the children. Make sure they understand the meaning of *Why?* and *Because*: we use *Why?* to ask for reasons; we use *Because ...* to give reasons.
- Practice the dialogue with one of the children.
- Repeat with other children. Ask about the three types of favourite place – favourite place in Kurdistan, favourite room in your house / flat, and favourite place in your city / town / village.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children demonstrate the dialogue, for example:
What's your favourite room in your house?
My favourite room is my bedroom.
Why do you like your bedroom?
Because it's comfortable.
- Give the pairwork instruction (*Question and answer, Question 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 Lana. Answer the questions.

- Read the text about Lana to the children. The children follow with their reading fingers.
- Read sentence number 1 to the children (*She goes to school in Hewler.*)
- Show the children that this sentence has *T* (for *True*) next to it.
- The children write *T* (for *True*) or *F* (for *False*) next to the other sentences.

Answers: 1 T 2 T 3 T 4 F 5 F 6 F

2 Read about Zendo. Write about him.

- Read the information about Zendo to the children.
- Explain to the children that they are going to write a paragraph about Zendo.
- Help the children say the first sentence of the paragraph (*My name's Zendo and I go to Nuhat school in Dohuk.*)
- The children write the rest of the paragraph. They can use the text about Lana as a model.
- Ask individual children to read their paragraphs to the class.

Example answer: My name's Zendo and I'm a student at Nuhat school in Dohuk. My favourite subjects are English, PE and Art. I like English because it's fun. I like PE because it's good for you. I like Art because I'm good at painting.

Unit 5

Unit 5 Lesson 1

Aims: presenting words for food and drink; saying and writing these words

New language: *fizzy drink, cup of coffee, Kurdish tea, snacks, glass of milk, lollipop*; numbers in hundreds and thousands

Revised language: *next to, between, behind, in front of*; numbers

You need: Student's Book pp22–23; Activity Book p20; CD track 28; Unit 5 poster

Cultural point 1: Tea, coffee and milk

In Levels 1–5, we have shown pictures of Kurdish-style tea with the word *tea*.

In Level 6, we start to use *Kurdish tea* to describe this type of tea.

Other types of tea are described in the reading text in Unit 5 Lesson 3.

English-style tea, with milk, can be called *a cup of tea*.

In the same way, coffee can be called *a cup of coffee*.

However, we can't use *a cup of tea* for Kurdish tea.

We can't say *a glass of tea* for Kurdish tea either; this sounds very strange in English.

We can use *glass* with other drinks, such as *milk* (*a glass of milk*), *orange juice* (*a glass of orange juice*) and *lemonade* (*a glass of lemonade*).

Cultural point 2: Fizzy drinks, soft drinks and sodas

These three words and phrases describe the same thing: drinks such as lemonade and coca-cola, with bubbles, but not drinks such as orange juice or ordinary water.

Fizzy drink is common in British English.

Soft drink is also common in British English, but is a bit old-fashioned.

Soda is more common in American English.

Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 20 (*he, happy, hungry, pink, pencil, purple, pen, has, pizzas, party, park*).
- Write the words on the board. The children read the words chorally.
- Focus on the spelling point (words with *h* and *p*).
- 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 5 poster on the board. Talk with the children about the picture. Use Kurdish if necessary.
- Say *Open your books on page 22*.
- Play CD track 28. The children listen and point to the pictures in the book.

CD script:

fizzy drink
cup of coffee
Kurdish tea
snacks
glass of milk
lollipop

- Point to the first picture on the poster (*fizzy drink*). Model the word *fizzy drink ... fizzy drink*.
- The children repeat the word chorally and individually.
- Repeat with the other food and drink on the poster.
- Write the words on the board. The children read the words chorally and individually.

Unit 5

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

- Read the prepositions in the box (*next to, between, in front of, behind*) to the children.
- Make sure the children understand the meaning of each preposition.
- Call children to the front. Give instructions such as *Rwanar, stand between Banaz and Alan. Banaz, stand in front of Alan.*
- Use *next to, between, in front of* and *behind* in your instructions.
- Read the example question (*Where are the snacks?*) to the children.
- Read the answer (*They're in front of the cup of coffee*) to the children. Show them that the snack is in front of the cup of coffee.
- Ask the children other *Where is ... ?* questions about the poster. Help the children to answer the questions correctly.
- Help individual children to ask questions. Choose 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 and answer questions about the food and drink in the poster. For example, *Where is the fizzy drink? It's next to the cup of coffee.*
- Give the pairwork instruction (*Question and answer, Question and answer, etc.*). Start the whole class working in pairs.

3 Point and say.

- Point to the first tray. Ask *What's on the tray?*
- Help the children to answer (*There's a fizzy drink. There are two Kurdish teas.*).
- Repeat with the other trays.
- Read the example conversation. Help the children to see that the tray with a fizzy drink and two Kurdish teas is the blue tray.
- Describe another tray, for example, *There's a fizzy drink. There are snacks. There isn't a lollipop.*

- Help the children to identify the tray (*That's the red tray.*)
- Choose individual children to describe trays. Choose other children to say which tray it is.
- Divide the class into pairs (*one, two, one, two, etc.*).
- Choose one pair of children. The children take turns to describe a tray and say which tray it is. For example, *There's a cup of coffee. There are two Kurdish teas. There are snacks. (The green tray).*
- Give the pairwork instruction (*Say and guess, say and guess, etc.*). Start the whole class working in pairs.

4 Talk about the prices.

- Read the price tags on the poster to the children. Explain that ID stands for *Iraqi dinars*.
- Say the numbers, and write the numbers as figures (*250, 750, 900, etc.*) on the board.
- Help the children to say the numbers correctly, like this:
two hundred and fifty, seven hundred and fifty, nine hundred, one thousand five hundred, two thousand, three thousand five hundred.
- The children say the numbers chorally and individually.
- Read the speech bubble to the children (*The fizzy drink is 900 dinars*).
- Point to the other items in the picture. Help the children to say the prices (*The cup of Kurdish tea is seven hundred and fifty dinars. etc.*).
- Divide the class into pairs (*one, two, one, two etc.*).
- Choose one pair of children. One child points to an item, the other child says the price, for example, *The snacks are three thousand five hundred dinars.*
- Give the pairwork instruction (*Point and say, Point and say, etc.*). Start the whole class working in pairs.

Unit 5

Activity Book

1 Match.

- Read the phrases to the children (*a Kurdish tea, a snack, etc*).
- Point to number 1. Ask *Which picture is it?* (c)
- The children match the rest of the phrases with the pictures.

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

2 Write.

- Point to the snacks in the picture. Ask *How many are there?* (Two).
- Repeat with the other items in the picture (*glasses of milk, Kurdish teas, fizzy drinks, cups of coffee, lollipops*).
- Point to number 1 and read the example answer (*Two snacks*).
- Help the children to complete number 2 (*Three glasses of milk*).
- The children count and write the phrases.

Answers: 1 Two snacks 2 Three glasses of milk
3 Four Kurdish teas 4 Five fizzy drinks
5 Six cups of coffee 6 Seven lollipops

3 Write.

- The children write the food and drink items next to the poster.

Answers: 1 fizzy drink 2 cup of coffee
3 Kurdish tea 4 snacks 5 glass of milk
6 lollipop

Unit 5 Lesson 2

Aims: presenting and practising *Can I have a ..., please?*

New language: *Can I have a ..., please? Yes, of course. Here you are. No/ I'm sorry. We've run out.*

Revised language: food and drink

You need: Student's Book pp24–25 ; Activity Book p21; CD tracks 29–30; Unit 5 poster

Starter – Poster game: How much 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 items. The children say the words chorally and individually.
- Point to each of the prices. The children say the prices chorally and individually.
- Ask questions such as *How much is a Kurdish tea?* and *How much is a cup of coffee?*
- Ask questions that need addition, for example, *How much is a lollipop and a fizzy drink? (1150 ID)*. Help the children to work out the correct answers.

1 Read, listen and say.

- Talk with the children about each picture. Ask questions such as *Where are they?* (*They're in the country.*) and *What are they doing?* (*They're having a picnic. etc*).
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 29 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.

Unit 5

- Play the track again. Pause after every sentence and say *Repeat*. Children repeat the sentences chorally.
- Write on the board:
Can I have a fizzy drink, please?
Yes, of course. Here you are.
Can I have a fizzy drink, please?
I'm sorry. We've run out.
- Make sure the children understand the meaning of *We've run out*.
- Explain that we use *Can I have ...* for polite requests. We add *please* to be polite too. Use Kurdish if necessary.
- The children say the sentences on the board chorally and individually.
- 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 30. The children listen and read.
- Read the first question to the children. Help the children write the answer (*Yes, of course*).
- Say *Open your books*. Play the CD track again while the children listen and read.
- With the children, make a list of things they can ask for (*a glass of orange juice, a snack, a fizzy drink, etc*).
- Write the list on the board.
- Help the children to ask *Can I have ...?* questions, for example, *Can I have a snack, please?* Help other children to answer (*Yes, of course. Here you are.* or *I'm sorry. We've run out.*)
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.

- Choose one pair of children. The children take turns to ask and answer, for example, *Can I have a fizzy drink, please? I'm sorry. We've run out.*
- Give the pairwork instruction (*Question and answer, Question and answer, etc*). Start the whole class working in pairs.

3 In your notebook, write a conversation like this.

- 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 conversation to the children.
- Help the children to suggest another conversation, for example:
Can I have a Kurdish tea, please?
Yes, of course. Here you are.
Thank you.
- Repeat with other food and drink, for example, *Can I have a sandwich, please?*
- Call a child up to the front to write a conversation on the board.
- The children write the heading *A guest in the house* in their notebooks. They add their own conversations.
- Choose children to stand up and read their conversations to the class.

Activity Book

1 Complete.

- Read the first speech bubble to the children. Help the children to complete the speech bubble.
- The children complete the rest of the speech bubbles.
- Ask pairs of children to read the conversation to the class.

Answers: Can I have a sandwich, please? / Yes, of course. Here you are. / Thank you. / Can I have an apple, please? / No, sorry. We've run out. / Oh. Never mind.

Unit 5

2 Write conversations.

- Show the children the picture cues for the first question and answer (the lollipop with a question mark, and the tick ✓)
- Read the first question to the children. Make sure the children understand that the answer begins with *Yes* because of the tick. Help them to complete the answer (*Yes, of course. Here you are.*).
- Help the children make a question and answer for number 3 and 4.
- The children write the rest of the questions and answers.

Answers: 1 Can I have a lollipop, please?
2 Yes, of course. Here you are.
3 Can I have a snack, please?
4 No, sorry. We've run out.

3 Write.

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

Answers: Can I have a fizzy drink, please? Yes, of course. Here you are.

Unit 5 Lesson 3

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

New language: *special, leaves, sugar, India, China, a little milk, spices*

Revised language: general

You need: Student's Book p26; Activity Book p22; CD tracks 31–32

Starter – vocabulary bingo

- Write the names of the vocabulary sets from Units 3–5 on the board (*activities, school subjects, food and drink*).
- The children say the words for each group.

Write the words on the board like this:

activities – go on a picnic, eat yaprakh, drink tea, go to the town centre, buy clothes, go to the funfair, do sport

- Each child choose six words/phrases and writes them in his/her notebook.
- Say the words at random, for example, *drink tea, Science, fizzy drink, Maths, go to the town centre*, 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 31 with the books closed.

CD script:

*There are biscuits and bananas in the big blue bag.
There's milk in the market on Monday.
Are you bored? Buy a magazine in the market!*

- Focus on the /b/ and /m/ sounds. Say *Listen for these sounds*.
- Play the track again. The children repeat each sentence chorally.
- Say *Open your books on page 26*
- Focus on the words with *b* and the /b/ sound.
- Focus on the words with *m* and the /m/ sound.
- Read the sentences to the children. Emphasize the words with the /b/ and the /m/ sounds.
- Play the track again. The children listen, read and repeat each sentence chorally.
- The children read the sentences again chorally.

2 Read about tea. Match the pictures with the countries.

- Show the pictures and the text to the children.
- Read the text to the children. The children follow with their reading fingers.

Unit 5

- Say *Read the text silently. Use your reading finger.*
- The children read the text silently. Make sure they are using their reading fingers.
- Read the list of countries to the children (*China, England, Kurdistan, India, Lebanon, Iran*). Help them to say the names of the countries in Kurdish. Use a map of the world if possible.
- Point to the first picture and ask *Which country drinks tea like this?* Help the children to work out the answer (*Kurdistan, also Iran and Lebanon*).
- Repeat with the other pictures.

Answers: Kurdistan, Iran, Lebanon / China / England / India

- Ask *Does anyone have any questions?* Answer a limited number of questions (two or three) 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 Name the countries.

- Read the first sentence to the children. Say *Which country is it?*
- Help the children to work out the answer (*India and China*).
- Repeat with the other sentences.

Answers: 1 India and China 2 China 3 England
4 India 5 Iran

Activity Book

1 Listen and write.

- Point to Picture 1. Say *Let's buy big bananas.*
- Point to Picture 2. Say *Please buy biscuits.*
- Point to Picture 3. Say *There are magazines in the market.*

- Point to Picture 4. Say *We drink milk on Monday.*
- Remind the children about words with *b*. Ask the children to spell the words with *b* in the pictures (*buy, big, bananas, biscuits*).
- Remind the children about words with *m*. Ask the children to spell the words with *m* in the pictures (*magazines, market, milk, Monday*).
- Write the words on the board as the children spell them. Highlight *b* and *m* in each word.
- Erase the words. Play CD track 32. Pause after each sentence.

CD script:

Let's buy big bananas.

Please buy biscuits.

There are magazines in the market.

We drink milk on Monday.

- The children listen and write each sentence.
- Play CD track 32 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 two conversations.

- Show the children the first picture cue. Ask *What is it?* (*A pizza*).
- Help the children to complete the conversation.
- The children write the two conversations.

Answers: Can I have a pizza, please? / Yes, of course. Here you are. / Thank you.
Can I have a sandwich, please? No, sorry. We've run out.

3 Write.

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

Answers: Can I have a glass of milk, please?
No, sorry. We've run out.

Unit 5

Unit 5 Let's talk about ... food and drink

Aims: to practise offering food and drink; accepting food and drink

New language: *I'm hungry/thirsty!*

Revised language: food and drink; *Would you like a ... ?*

You need: Student's Book p27

Starter – guess the word

- Choose a word from this list of words in Unit 5: *snack, fizzy, coffee, tea, drink, glass, milk, lollipop, butterfly, picnic.*
- Draw a line on the board. Add the first and last letter of the word. For example, for *snack*, write S _____ K.
- Ask *What is it?* (*snack*).
- If the children can't guess, give them a clue, for example, *It's a small amount of food.*
- If they still can't guess, add another letter.
- Continue until they guess the word. Repeat with the other words.

1 Say the words. Write more words for food and drink in your notebook.

- Point to each of the pictures. Ask *What is it?* (*a fizzy drink, a glass of orange juice, etc.*).
- Call children to the front to write each word/phrase on the board.
- Help the children to suggest other food and drink words that they know, for example, *a Kurdish tea, a cup of coffee, chips, ice cream, etc.*
- Call the children to the front to write each word/phrase on the board.
- Check that the children understand the vocabulary by using translation.

2 Read. Write three more questions in your notebook.

- Read the example questions to the children.
- Remind the children that
 - with a single object, we use *a* (*Would you like a Kurdish tea?*)
 - with multiple objects, we use *some* (*Would you like some chips?*).
- Help the children to make other questions with the food on the board, for example *Would you like an ice cream?*
- The children write three questions in their notebook.

3 Listen and read. Talk with your classmates.

- Read the dialogue to the children. Make sure they understand that:
 - we use *I'm not hungry* when we don't want food.
 - we use *I'm not thirsty* when we don't want a drink.
- Practice the dialogue with one of the children. Offer another type of food or drink, for example, *Would you like some chips?*
- Help the child to continue the dialogue.
- Repeat with other children and other food.
- Divide the class into pairs (*one, two, one, two, etc.*).
- Choose one pair of children. The children demonstrate a dialogue, for example,
Would you like a Kurdish tea?
No, thank you. I'm not thirsty.
Would you like a sandwich?
Yes, please.
Here you are.
Thank you.
- Give the pairwork instruction (*Question and answer, Question and answer, etc.*). Start the whole class working in pairs.

Unit 5/Revision 1

Unit 5 Writing page

Aims: to develop writing skills

New language: none

Revised language: general

You need: Activity Book p23

1 Read the conversation.

Answer the questions.

- Read the conversation to the children. The children follow with their reading fingers.
- Read sentence number 1 to the children (*She's thirsty*).
- Ask *Is that True or False?* (*True*). The children write *T* next to the sentence.
- The children write *T* (for *True*) or *F* (for *False*) next to the other sentences.

Answers: 1 True 2 False 3 True 4 False 5 True
6 False

2 Write the conversation in your notebook.

- Explain to the children that they are going to write a conversation with speech bubbles.
- Read the word cues (*Kurdish tea, glass of milk, etc*) to the children. Make sure they understand that
X means the boy doesn't want a cup of tea
✓ means the boy wants a glass of milk, a cheese sandwich and chips
- Help the children say the first three speech bubbles (*I'm very thirsty. / Would you like a Kurdish tea? / No, thanks, I don't like tea.*)
- The children write the rest of the conversation.
- Ask individual children to read their conversations to the class.

Answers: *I'm very thirsty. / Would you like a Kurdish tea? / No, thanks. I don't like Kurdish tea. / Would you like a glass of milk? / Yes, please. / Here you are.*

/ That's great. Thank you. / Are you hungry? / Yes, I am. / Would you like a cheese sandwich? / Yes, please. I'd like chips too, please. / Of course. Just a minute!

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
p77–79

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 *I like ...ing, I like ... , Can I have ... ?* etc.

1 Make ten counters. Write your name on the counters.

- Show the class how to cut up a sheet of paper to make ten counters.
- Hand out paper to cut up, or counters you have made, to the children. Each pair of children needs one set of counters.

Revision 1

2 Play *Four in a row*, in pairs.

- Call a child to the front of the class. Make a set of counters for yourself and a set for the child.
- Show the class the gameboard in your Student's Book. Help the child to choose a square and make a sentence or question. If it is correct, stick the child's counter on it.
- Choose a square for yourself, make a sentence or question, and stick your counter on it.
- Take turns to choose squares and make sentences/questions. The first person to get four squares in a line in any direction 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? (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 Maths have a circle? (Because it's a school subject and the other words are drinks)*.
- The children circle the odd one out in each of the word groups.

Answers: 1 picnic 2 fizzy drink 3 easy 4 town centre 5 buy

2 Write the words in the correct groups.

- Read the words in the box to the children.
- Show the children that *go on a picnic* goes in the *Activities* group.

Answers: Activities: go on a picnic, do sport
School subjects: Kurdish, Science
Drinks: cup of coffee, glass of milk

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 swimming 2 or 3 but 4 please
5 and

4 Write.

- Read the example sentence. Explain that all the sentences can be completed with one word.
- The children complete the sentences.

Answers: 1 have 2 and 3 an 4 like 5 sorry

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 snack
- 2 lollipop
- 3 fizzy
- 4 coffee
- 5 sport
- 6 town centre
- 7 clothes
- 8 Science
- 9 English
- 10 Art

Answers: See the Teacher's script.

Speaking

- Read the topics (*Making and accepting offers, Making and refusing offers, Favourite things*) to the children. Read the example speech bubbles.
- The children practice the conversations in pairs, or with the teacher.
- Give marks for general communicative ability. Don't take marks off for small mistakes.

Unit 6

Unit 6 Lesson 1

Aims: presenting adjectives describing things; saying and writing these words

New language: *beautiful, horrible, safe, dangerous, clean, dirty*

Revised language: colours; other adjectives

You need: Student's Book pp28–29; Activity Book p24; CD track 33; Unit 6 poster

Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 26 (*biscuits, bananas, big, blue, bag, milk, market, Monday, bored, buy, magazine, market*).
- 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 6 poster on the board. Talk with the children about the picture. Use Kurdish if necessary.
- Say *Open your books on page 28.*
- Play CD track 33. The children listen and point to the pictures in the book.

CD script:

horrible

beautiful

dirty

clean

dangerous

safe

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

2 Talk about the objects.

- Point to the first picture. Ask *What is it?* (*A chair*) and *What colour is it?* (*It's purple*).
- Help the children to choose a suitable adjective for the picture. For example, ask *Is it beautiful?* (*No, it isn't*). Help the children to say *It's horrible*.
- Help the children to say a complete sentence about the picture, for example *The purple chair is horrible*.
- Point to other pictures. Help the children to say sentences about them (*The red chair is beautiful*. etc).
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to point and to describe the picture.
- Give the pairwork instruction (*Point and say, point and say*, etc). Start the whole class working in pairs.

3 Ask and guess.

- Read the example dialogue to the children. Make sure the children understand that it is a guessing game about the pictures in Exercise 2.
- Choose another picture, for example, the dirty yellow car. Help the children to ask questions about it, for example, *What colour is it? It's yellow. Is it clean? No, it isn't*.
- Help the children to guess what picture it is.
- 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 a picture and to ask questions and guess.

Unit 6

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

4 Play a game. Use the new words in this lesson, and the words in the box.

- Read the list of adjectives in the box. Ask *What's the opposite of short? (tall)*.
- Repeat with the other adjectives.
- Choose a pair of children. One children says an adjective, for example, *difficult*. The other child says the opposite adjective (*easy*).
- Repeat with other children and other adjectives.
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. One child says an adjective, the other child says the opposite. For example, *horrible – beautiful*.
- Give the pairwork instruction (*Say and say the opposite, Say and say the opposite, etc*). Start the whole class working in pairs.

Activity Book

1 Match to make words. Write the complete words.

- Read the first part of the first word (*cle ...*) to the children.
- Help the children to make a word with the letters in the second column (*clean*).
- The children write the words on the answer lines.

Answers: 1 clean 2 safe 3 beautiful
4 dangerous 5 horrible 6 dirty

2 Write.

- Show the first picture cue (the dirty shirt) to the children. Ask *Is it clean? (No, it isn't)*.
- Show the second picture cue (the clean shirt) to the children. Ask *Is it clean? (Yes, it is)*.
- Help the children to complete the first pair of sentences (*It was dirty. Now it's clean.*)

- The children write pairs of sentences on the answer lines.

Answers: 1 It was dirty. Now it's clean.
2 It was ugly. Now it's beautiful.
3 It was dangerous. Now it's safe.

3 Write.

- The children write the words next to the pictures.

Answers: 1 horrible 2 beautiful 3 dirty 4 clean
5 dangerous 6 safe

Unit 6 Lesson 2

Aims: presenting and practising *I've got a ...* and *I haven't got a ...*

New language: *I've got a camera. I haven't got a camera.*

Revised language: possessions

You need: Student's Book pp30–31; Activity Book p25; CD track 34; Unit 6 poster

Cultural point 3: Have or have got?

We can use *have* or *have got* to talk about possessions.

I have a new computer.

I have got a new computer.

As a general rule, *have* is more common in American English, and *have got* is more common in British English.

However, *have* is becoming more common in British English. In addition, in parts of the Eastern United States, *have got* is often heard.

In some cases, only *have* can be used. With meals, for example, we can say: *I have breakfast every day.*

We cannot say: *I have got breakfast every day.*

Starter – Poster game: Yes or No?

- 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.

Unit 6

- Point to each of the pictures. The children say the words chorally and individually.
- Say a sentence about the new house or the old house, for example, *The carpet in the living room of the old house is red. Yes or No? (No).*
- The children say *Yes* or *No* as appropriate.
- Repeat with other sentences about the poster, for example:
There's a new television in the old house. (No)
The stairs in the old house are dangerous. (Yes)
The bedroom in the new house is clean. (Yes)

1 Read, listen and say.

- Point to each child in the pictures and ask *Who's this?* The children say the names.
- Talk with the children about each picture. Ask questions such as *Where are they?* (*They're in Birton Wood.*) and *What are they doing?* (*They're looking for butterflies, etc.*)
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 34 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 on the board:
I've got a camera.
I haven't got a camera.
- Explain *I have ...* and *I have got* have the same meaning.
- Underline *I've got* on the board. Write *I have got* next to it. Make sure the children realize that *I've got* is the short form of *I have got*.
- Underline *I haven't got* on the board. Write *I have not got* next to it. Make sure the children realize that *I haven't got* is the short form of *I have not got*.
- The children say the sentences on the board chorally and individually.
- 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 Play a game.

- Point to each of the items in the pictures. Ask *What is it?* (*A computer, A bicycle, A CD player, etc.*).
- Read the speech bubbles to the children. Make sure the children understand that the boy in picture 3 is the only child with a skateboard who hasn't got a computer.
- Say sentences with *I've got ...* and *I haven't got* about another child, for example, *I've got a CD player. I haven't got a bicycle.*
- The children guess which picture it is (*Picture 2*).
- Repeat with other pictures.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. The children take turns to say and guess, for example, *I've got a bicycle. I haven't got a computer. Are you Number 5? No, I'm not. Are you Number 4? Yes, I am.*
- Give the pairwork instruction (*Say and guess, Say and guess, etc.*). Start the whole class working in pairs.

3 In your notebook, write about yourself.

- Read the example sentences to the children.
- Say *Can you give me a sentence with I've got?* Help the children to say suitable sentences, for example, *I've got a football.*
- Say *Can you give me a sentence with I haven't got?* Help the children to say suitable sentences, for example, *I haven't got a mobile phone.*
- Call two children up to the front of the class to write their sentences on the board.

Unit 6

- Help the children to suggest a heading for these questions, for example *My possessions*. Write the heading above the questions.
- The children write the heading in their notebooks. They add their own sentences.
- Choose children to stand up and read their sentences to the class.

Activity Book

1 Who is it?

- Point to the first picture (*Darren*). Help the children to make sentences with *have got* and *haven't got*, for example, *I've got a bicycle. I haven't got a CD player.*
- Repeat with the other pictures.
- Read number 1 to the children. Ask *Who is it?* (*Jack*). The children write the name on the answer line.
- The children read the rest of the descriptions and write the names.

Answers: 1 Jack 2 Lucy 3 Amy 4 Darren
5 Jack

2 Write.

- Read number 1 to the children. Show the children how the sentence relates to the picture cues.
- Help the children to make a sentence with *but* about number 2.
- The children write the rest of the sentences.

Answers: 1 I've got a camera and a mobile phone.
2 I've got a computer but I haven't got a bicycle. 3 I've got a mobile phone and a bicycle. 4 I've got a skateboard but I haven't got a bicycle.

3 Write.

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

Answers: I've got a skateboard. I haven't got a mobile phone.

Unit 6 Lesson 3

Aims: focus on spelling and pronunciation; general reading

New language: *wings, sun, common, reasons, cut down, pollution, tails, fins, high up*

Revised language: general

You need: Student's Book p32; Activity Book p26; CD tracks 35–37

Starter – say three things

- Write three topics on the board that the children have seen in the Student's Book. For example:
Hedgehogs
Picnics
Tea
- Point to one of the topics. Say *Say three things about this*. Help the children to say three things about the topic. For example, Hedgehogs – *They have spines. They look for food at night. There are hedgehogs in Iraq.*
- Repeat with the other topics.

1 Listen to the sentences. Say.

- Say *Listen to these sentences*.
- Play CD track 35 with the books closed.

CD script:

Draw a duck and a doll.

Two trousers and twenty T-shirts.

Draw the dog near the tall trees.

- Focus on the /d/ and /t/ sounds. Say *Listen for these sounds*.
- Play the track again. The children repeat each sentence chorally.
- Say *Open your books on page 32*
- Focus on the words with *d* and the /d/ sound.
- Focus on the words with *t* and the /t/ sound.
- Read the sentences to the children. Emphasize the words with the /d/ and the /t/ sounds.

Unit 6

- 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 *th* has different sounds, such as /th/ in *three* and /dh/ in *this*.
- The children read the sentences again chorally.

2 Read the encyclopedia page.

Talk about the butterfly.

- Show the picture and the text to the children.
- Help the children to understand what type of text this is (an article in an encyclopedia). Help the children to say the name of the butterfly (*Purple Emperor*) correctly.
- Read the text to the children.
- Read the text again. Explain unfamiliar vocabulary and phrases to the children, for example, *wings* and *pollution*.
- 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, e.g.
What colour are the butterfly's wings? Brown, white and (in sunlight) purple.
Where does it live? In trees.
Is it common now? No, it isn't.
Was it common in the past? Yes, it was.
What problems does it have? People cut down trees; there are a lot of new houses; pollution is bad for it.

3 Listen and sing. Find the animals in the pictures.

- Talk about the animals with the children. Ask questions such as *What animal is this?* and *Is this an elephant?*

- Read the song to the children. Make sure they understand the new words and the phrases, such as *coloured wings, tails, fins*, etc.
- Say *Close your books*. Play CD track 36. 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.

Activity Book

1 Listen and write.

- Point to Picture 1. Say *Talk to the teacher*.
- Point to Picture 2. Say *Draw a dangerous dog*.
- Point to Picture 3. Say *Twenty-two T-shirts*.
- Point to Picture 4. Say *There's a doll next to the duck*.
- Remind the children about words with *t*. Ask the children to spell the words with *t* in the pictures (*talk, to, teacher, twenty, two, T-shirts*).
- Remind the children about words with *d*. Ask the children to spell the words with *d* in the pictures (*draw, dangerous, dog, doll, duck*).
- Write the words on the board as the children spell them. Highlight *t* and *d* in each word.
- Erase the words. Play CD track 37. Pause after each sentence.

CD script:

- 1 *Talk to the teacher.*
- 2 *Draw a dangerous dog.*
- 3 *Twenty-two T-shirts.*
- 4 *There's a doll next to the duck.*

- The children listen and write each sentence.
- Play CD track 37 again. The children check their sentences.
- Call individual children to the front to write the sentences on the board.

Answers: See the CD script.

Unit 6

2 Write about the boy and girl.

Use the words in the boxes.

- Point to number 1 and read the word cue (*safe*).
- Point to the picture of the boy's bicycle. Ask *Is it safe?* (*Yes, it is.*)
- Read the example answer (*I've got a safe bicycle*) to the children.
- Help the children to make a sentence with *dirty* (*I've got dirty shoes*).
- The children write the rest of the boy's sentences and the girl's sentences.

Answers: 1 I've got a safe bicycle. 2 I've got dirty shoes. 3 I've got a beautiful picture. 4 I've got a dangerous bicycle. 5 I've got clean shoes. 6 I've got a horrible picture.

3 Write.

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

Answers: We've got a calculator. They haven't got a CD player.

Unit 6 Let's talk about ... borrowing things

Aims: to practise asking to borrow things

New language: *Can I borrow your ..., please?*

Revised language: school objects

You need: Student's Book p33

Starter – guess the word

- Choose a word from this list of words in Unit 6: *dangerous, beautiful, safe, clean, dirty, horrible, easy, difficult, short, tall.*
- Draw a line on the board. Add the first and last letter of the word. For example, for *dangerous*, write *D_____S*.

- Ask *What is it?* (*dangerous*).
- If the children can't guess, give them a clue, for example, *It's the opposite of safe.*
- If they still can't guess, add another letter.
- Continue until they guess the word. Repeat with the other words.

1 Say the words. Write more words for school objects in your notebook.

- Point to each of the pictures. Ask *What is it?* (*a pen, a pencil, etc.*).
- Call children to the front to write each word on the board.
- Help the children to suggest other words for school objects that they know, for example, *notebook* and *eraser*
- Call the children to the front to write each word on the board.

2 Choose three objects for your pencil case. Write sentences with *I've got ...* and *I haven't got ...* in your notebook.

- Explain that the children are going to imagine that they only have three objects in their pencil case.
- Read the example sentences to the children.
- Ask children to say what they've got in their pencil cases, using *I've got a ...* and *I haven't got a ...*
- The children write sentences about their pencil cases in their notebooks.
- Write about your own pencil case on the board, for example, *I've got a ruler. I haven't got an eraser. etc.*

3 Listen and read. Borrow things from your classmates!

- Read the dialogue to the children. Make sure they understand the meaning of *borrow*. Use Kurdish if necessary.

Unit 6

- Practise the dialogue with one of the children. Ask to borrow another object (which you don't have in your pencil case), for example, *Can I borrow your ruler, please?*
- Help the child to reply with either *Yes, of course. Here you are.* or *I'm sorry. I haven't got a ruler.*
- Repeat with other children and other objects.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children demonstrate the dialogue, for example, *Can I borrow your pen, please?*
I'm sorry, I haven't got a pen.
- Give the pairwork instruction (*Question and answer, Question and answer*, etc). Start the whole class working in pairs.

Unit 6 Writing page

Aims: developing writing skills

New language: none

Revised language: general

You need: Activity Book p27

1 Read about Midya. Answer the questions.

- Point to the picture. Ask *Who is it?* and *What's she doing?* (*It's Midya. She's working/playing on her computer.*).
 - Read the text about Midya to the children. The children follow with their reading fingers.
 - Read question 1 to the children (*How old is she?*).
 - Help the children to answer correctly (*She's 11.*)
 - The children read the rest of the questions and write the answers on the answer lines.
- Show the children that in the text about Midya, there are three paragraphs. Make sure they understand that the first paragraph is basic information; the second paragraph is what she's got; and the third paragraph is about her favourite possession.

Answers: 1 She's 11. 2 She lives in Silemani.
3 No, it isn't. 4 Yes, she does.
5 Her favourite thing is her computer.
6 She uses it every day.

2 Write about Diyar.

- Read the information about Diyar to the children.
- Explain to the children that they are going to write three paragraphs:
 - the first paragraph is basic information about Diyar (from the box)
 - the second paragraph is about what he's got (*trainers, a lot of balls, a racket*, etc.)
 - the third paragraph is about his favourite possession (*his football*)
- Help the children to say the first two sentences of the first paragraph (*My name's Diyar. I'm 10 and I live in Hewler.*).
- The children write the rest of the three paragraphs. They can use the text about Midya as a model.
- Ask individual children to read their texts to the class.

Example answer:

My name's Diyar. I'm 10 and I live in Hewler.
I've got a brother and a sister.
I like sports. I've got a football and trainers.
I've got a lot of balls. I've got a tracksuit.
I haven't got a racket.
My favourite thing is my football. I use it every day. I like playing football with my friends.

Unit 7

Unit 7 Lesson 1

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

New language: *cold, cough, stomach ache, headache, toothache, cut, temperature*

Revised language: adjectives describing people and feelings

You need: Student's Book pp34–35; Activity Book p28; CD tracks 38–39; Unit 7 poster

Cultural point 4: Toothache

Most illnesses go with *a*, for example: *I've got a headache. I've got a cough. I've got a temperature.*

However, toothache goes without *a*: *I've got toothache.*

Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 32 (*draw, duck, doll, two, trousers, twenty, T-shirts, draw, dog, tall, trees*).
- 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 7 poster on the board. Talk with the children about the picture. Use Kurdish if necessary.
- Say *Open your books on page 34.*

- Play CD track 38. The children listen and point to the words in the book.

CD script:

*cold
stomach ache
headache
cough
toothache
temperature
cut*

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

2 Listen and point.

- Ask individual children to read a word each from the activity (*cold, stomach ache, etc*).
- Play the first word on CD track 39.
- Ask the children *What is it?* The children point to the word *cold*.
- Repeat with the rest of the track. The children listen and point to the illnesses as they hear them.

CD script:

*cold
stomach ache
headache
cough
toothache
temperature
cut*

3 Act and say.

- Read the example conversation to the children. Make sure the children understand that the boy is pretending to have a stomach ache and the girl is guessing what the problem is.
- Act out other illnesses from the new vocabulary set: help the children to guess what the illness is.

Unit 7

- Divide the class into pairs (*one, two, one, two, etc.*).
- Choose one pair of children. The children take turns to act an illness and guess which illness it is.
- Give the pairwork instruction (*Act and guess, act and guess, etc.*). Start the whole class working in pairs.

4 Look at the picture in Activity 1. Say and guess. Use the words in the box.

- Read the adjectives in the box to the children.
- Read the example conversation to the children. Help the children to find the tall, young boy in the Activity 1 picture.
- Say other descriptions, for example, *She's short and happy. He's tall and bored.* etc.
- Help the children to guess the people.
- Choose a child to say a description. Choose another child to guess the person.
- Repeat with other children and other descriptions.
- Divide the class into pairs (*one, two, one, two, etc.*).
- Choose one pair of children. The children take turns to describe a person and guess who it is. For example, *She's short and old. The woman with the green hat.*
- Give the pairwork instruction (*Describe and guess, Describe and guess, etc.*). Start the whole class working in pairs.

Activity Book

1 Write.

- Point to the jumbled letters in number 1. Ask *What word is it? (headache).*
- Help the children to see how the letters can be rearranged to make *headache*.
- The children write the words on the answer lines.

Answers: 1 headache 2 stomach ache 3 cough
4 cold 5 temperature 6 cut
7 toothache

2 Follow the lines. Write.

- Show the children the lines from the boy. Follow the lines from the boy to the pictures. For each picture, ask *What is it? (headache, cold, temperature).*
- Help the children to complete the boy's speech bubble.
- The children complete the girl's speech bubble.

Answers: Boy: I've got a headache, a cold and a temperature.
Girl: I've got a stomach ache, a cut, a cough and toothache.

3 Write.

- The children write the words next to the pictures.

Answers: cough, stomach ache, temperature, toothache, headache, cold, cut

Unit 7

Unit 7 Lesson 2

Aims: presenting and practising *Has got*

New language: *He's got a ... / He hasn't got a ...*

Revised language: family words

You need: Student's Book pp36–37; Activity Book p29; CD track 40, Unit 7 poster

Starter – Poster game: acting

- Put the Unit 7 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 with illnesses. The children say the words chorally and individually.
- Choose a word. Use a mime gesture to show it, for example, pretend to sneeze for *a cold*.
- Help the children to guess the word.
- Repeat with the other words.

1 Read, listen and say.

- Talk with the children about each picture. Ask questions such as *Where are they?* (*They're in Birton Wood.*) and *What are they doing?* (*They're looking for butterflies,* etc).
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 40 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 on the board:
He's got a bad cut.
He hasn't got a cold.
- Explain *He has...* and *He has got* have the same meaning.

- Underline *He's got* on the board. Write *He has got* next to it. Make sure the children realize that *He's got* is the short form of *He has got*.
- Underline *He hasn't got* on the board. Write *He has not got* next to it. Make sure the children realize that *He hasn't got* is the short form of *He has not got*.
- The children say the sentences on the board chorally and individually.
- 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 Follow the lines and say. Use *has got* and *hasn't got*.

- Follow the line from the boy to the camera. Read the speech bubble *He's got a camera*.
- Choose children to follow the other lines from the boy. Help the children to make the sentences (*He's got a CD player.* etc).
- Repeat with the lines from the girl (*She's got a mobile phone.* etc).
- Say word cues to the children such as *He / a mobile phone* and *She / a computer*. Help the children to follow the lines and say the sentences (*He hasn't got a mobile phone. She's got a computer.*).
- Choose children to say the word cues. Choose other children to follow the lines and make sentences.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. The children take turns to say words and say sentences, for example, *She / a racket. She hasn't got a racket.*
- Give the pairwork instruction (*Say words and say sentences, Say words and say sentences,* etc). Start the whole class working in pairs.

Unit 7

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

- Read the example sentences to the children.
- Say *Can you give me a sentence with My father has got ... ?* Help the children to say suitable sentences, for example, *My father has got a CD player.*
- Say *Can you give me a sentence with My father hasn't got ... ?* Help the children to say suitable sentences, for example, *My father hasn't got a mobile phone.*
- Call two children up to the front of the class to write their sentences on the board.
- Help the children to suggest a heading for these questions, for example *My family's possessions*. Write the heading above the questions.
- The children write the heading in their notebooks. They add their own sentences.
- Choose children to stand up and read their sentences to the class.

Activity Book

1 Complete with *has got* or *hasn't got*.

- Read number 1 to the children (*He / a computer*).
- Point to the picture and ask *Has he got a computer? (No)*.
- Help the children to complete the sentence (*He hasn't got a computer*).
- The children complete the rest of the sentences.

Answers: 1 hasn't got 2 hasn't got 3 has got
4 hasn't got 5 has got 6 hasn't got

2 Write about the boy and the girl.

- Point to the picture of the boy and the bicycle in number 1. Read the example answer (*He hasn't got a bicycle.*) to the children.

- Help the children to say sentence 2.
- The children write the rest of the sentences.

Answers: 1 He hasn't got a bicycle. 2 She's got a ball. 3 He's got a mobile phone.
4 He hasn't got trainers. 5 She's got a bicycle.

3 Write.

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

Answers: My aunt's got a bicycle. My uncle hasn't got a computer.

Unit 7 Lesson 3

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

New language: *soap, dry, towel, antiseptic cream, plaster*

Revised language: general

You need: Student's Book p38; Activity Book p30; CD tracks 41–42

Starter – show me ...

- Make a list of things that the children can find in the Student's Book, for example:
 - a blackboard
 - a computer room in a school
 - a cup of English tea
 - an ice cream
 - a camera
 - a tiger
- Divide the class into two teams. Call one child from each team to the front.
- Say *Show me a blackboard*. The first child to find the item in the 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.

Unit 7

1 Listen to the sentences. Say.

- Say *Listen to these sentences.*
- Play CD track 41 with the books closed.

CD script:

The policeman played football in the park.

Buy bananas in the bazaar.

My brother's bicycle was in the park at half past two.

- Focus on the /p/ and the /b/ sounds. Say *Listen for these sounds.*
- Play the track again. The children repeat each sentence chorally.
- Say *Open your books on page 38.*
- Focus on the words with *p* and the /p/ sound.
- Focus on the words with *b* and the /b/ sound.
- Read the sentences to the children. Emphasize the words with the /p/ and the /b/ 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 *ph* has a different sound, for example, /f/ in *elephant* and *phone*.
- The children read the sentences again chorally.

2 Read this first aid leaflet.

Guess the meaning of the underlined words.

- Show the pictures and the text to the children.
- Read the text to the children. The children follow with their reading fingers.
- Say *Read the text silently. Use your reading finger.*
- The children read the text silently. Make sure they are using their reading fingers.
- Point to the first underlined word (*dry*). Ask *How do you say dry in Kurdish?* If the children need help, point to picture 2

- Repeat with the other words. To help the children, point to these pictures:
 - *towel* – picture 2
 - *antiseptic cream* – picture 3
 - *plaster* – picture 4
- Ask *Does anyone have any questions?* Answer a limited number of questions (two or three) 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 the sentences. Write

Good idea or Bad idea in your notebook.

- Say *Now let's look at the sentences.*
- Read the first sentence to the children. Ask *Is that a good idea or a bad idea?*
- Help the children to answer (*It's a bad idea – you need a clean towel*).
- Repeat with the other sentences.

Answers: 1 Bad idea 2 Bad idea 3 Good idea
4 Good idea 5 Bad idea

Values

- Read the Values sign (*Learn simple first aid!*) to the children. In Kurdish, ask them questions such as:
 - Do you know any first aid?*
 - Why is it a good idea to know some first aid?*
 - Is first aid difficult?*

Activity Book

1 Listen and write.

- Point to Picture 1. Say *Let's play in the park.*
- Point to Picture 2. Say *There's a policeman in the park.*
- Point to Picture 3. Say *Buy a bicycle in the bazaar.*

Unit 7

- Point to Picture 4. Say *My brother hasn't got a bicycle.*
- Remind the children about words with *p*. Ask the children to spell the words with *p* in the pictures (*play, park, policeman*).
- Remind the children about words with *b*. Ask the children to spell the words with *b* in the pictures (*buy, bicycle, bazaar, brother*).
- Write the words on the board as the children spell them. Highlight *p* and *b* in each word.
- Erase the words. Play CD track 42. Pause after each sentence.

CD script:

- 1 *Let's play in the park.*
- 2 *There's a policeman in the park.*
- 3 *Buy a bicycle in the bazaar.*
- 4 *My brother hasn't got a bicycle.*

- The children listen and write each sentence.
- Play CD track 42 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 about the boy and girl.

- Point to the speech bubbles of the girl and the boy. Read them to the children.
- Read the word cue in number 1 (*headache*) to the children. Ask *Has she got a headache?* (Yes).
- Read the example answer to the children.
- Help the children to write a sentence with the word cue *toothache* (*She hasn't got toothache.*)
- The children write the rest of the sentences.

Answers: 1 She's got a headache. 2 She hasn't got toothache. 3 She hasn't got a temperature. 4 She's got a cold. 5 He hasn't got a stomach ache. 6 He hasn't got a cut. 7 He's got a cough.

3 Write.

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

Answers: My grandmother's got a mobile phone.
My grandfather hasn't got a CD player.

Unit 7 Let's talk about ... giving advice

Aims: to practise talking about illnesses and giving advice

New language: *aspirin, cough, medicine, dentist*

Revised language: *What's the matter?*
Why don't you ... ?

You need: Student's Book p39

Starter – guess the word

- Choose a word from this list of words in Unit 7: *cold, cough, temperature, toothache, stomach ache, cut, headache, finger, doctor.*
- Draw a line on the board. Add the first and last letter of the word. For example, for *cold*, write *C_____D*.
- Ask *What is it?* (*cold*).
- If the children can't guess, give them a clue, for example, mime sneezing.
- If they still can't guess, add another letter.
- Continue until they guess the word. Repeat with the other words.

1 Say the words. Write more words for illnesses in your notebook.

- Point to each of the pictures. Ask *What's he/she got?* (*He's got a cough. He's got a headache, etc.*)

Unit 7

- Call children to the front to write each sentence on the board.
- Help the children to suggest other words for illnesses they know, for example, *a temperature* and *toothache*.
- Call the children to the front to write each word on the board.

2 Match the illnesses with the solutions.

- Read the list of solutions (*go to the doctor, go to bed, etc*) to the children.
- Read the first illness (*a cold*) and ask *What advice can you give?* (*go to bed, take an aspirin*).
- Repeat with the other illnesses. Make sure the children understand that there can be more than one solution for each illness.

3 Listen and read. Give your classmates advice.

- Read the dialogue to the children. Make sure they understand the meaning of *What's the matter?* and *Why don't you ...?* Use Kurdish if necessary.
- Practice the dialogue with other children, using other illnesses and other solutions.
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. The children demonstrate the dialogue, for example:
What's the matter?
I've got toothache.
Why don't you go to the dentist?
That's a good idea.
- Give the pairwork instruction (*Question and answer, Question and answer, etc*). Start the whole class working in pairs.

Unit 7 Writing page

Aims: to develop writing skills

New language: none

Revised language: general

You need: Activity Book p31

1 Read about the Jones family. Answer the questions.

- Point to the picture. Say *This is the Jones family*.
- Read the text about the Jones family to the children. The children follow with their reading fingers.
- Read sentence 1 to the children (*Mrs Jones has got a temperature*).
- Ask *Is that True or False?* (*True*). The children write *T* next to the sentence.
- The children write *T* (for *True*) or *F* (for *False*) next to the other sentences.
- Make sure the children understand that there are two paragraphs in this text:
 - the first paragraph is about Mr and Mrs Jones.
 - the second paragraph is about their children, Jack and Amy.

Answers: 1 T 2 F 3 T 4 T 5 F 6 T

2 Write about the Tompson family.

- Read the information about the Tompson family to the children. Make sure they understand that, for example:
 - *Mr Tompson cough ✓* means *Mr Tompson has got a cough*.
 - *Nathan cough ✗* means *Nathan hasn't got a cough*.
- Explain to the children that they are going to write two paragraphs about the family:
 - the first paragraph is about Mr and Mrs Tompson
 - the second paragraph is about their children, Nathan and Emma

Unit 7

- Help the children say the first sentence of the first paragraph (*Everyone in the Thompson family is feeling bad today.*)
- The children write the rest of the two paragraphs. They can use the text about the Jones family as a model.
- Ask individual children to read their paragraphs to the class.

Example answer:

Everyone in the Thompson family is feeling bad today. Mr Thompson has got a cough and a temperature. Mrs Thompson has got a cough but she hasn't got a temperature.

The children are feeling bad too. Nathan hasn't got a cough or a temperature. He's got a headache and a stomach ache. Emma's got toothache and she can't go to her friend's house.

Unit 8

Unit 8 Lesson 1

Aims: presenting words for regular past forms; saying and writing these words

New language: *walked, talked, phoned, watched, played, listened, cleaned*

Revised language: possessions

You need: Student's Book pp40–41; Activity Book p32; CD tracks 43–45; Unit 8 poster

Pronunciation of past forms

Regular past forms all end in *-d* or *-ed*, but there are different ways of pronouncing these endings:

- as /d/ in *played*
- as /t/ in *talked*
- as /ɪd/ in *invited*

There are pronunciation activities to practice these differences in Sunrise Level 6. You will often find that children say the correct form automatically, as the correct pronunciation is usually the easiest one to say for each verb.

Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 38 (*policeman, played, park, buy, bananas, bazaar, brother, bicycle, past*).
- 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 8 poster on the board. Talk with the children about the picture. Make sure the children understand that the sentences are about what happened yesterday. Use Kurdish if necessary.
- Point to the word *Yesterday* and ask the children to say it in Kurdish.
- Say *Open your books on page 40*.
- Play CD track 43. The children listen and point to the pictures in the book.

CD script:

*Yesterday ...
I walked to school.
I talked to my friends.
I phoned my grandmother.
I watched television.
I played computer games.
I listened to music.
I cleaned my room.*

- Point to the first sentence on the poster (*I walked to school*). Model the sentence *I walked to school ... I walked to school*.
- The children repeat the sentence chorally and individually.
- Repeat with the other sentences on the poster.
- Write the sentences on the board. The children read the words chorally and individually.

2 Listen and point.

- Point to the pictures of the boy. Make sure the children understand that these things happened yesterday (in the past).
- Play CD track 44. Stop after the first sentence. Ask *Which picture is it?* (*The first picture on the left*).
- The children point to the correct picture.
- Repeat with the rest of CD track 44. Pause after each sentence and help the children point to the correct picture.

Unit 8

CD script:

*Yesterday in the morning I phoned my friend.
Then I walked to the park.
Then I talked to my friends in the park.
In the afternoon, at home, I cleaned my bicycle.
Then I listened to music.
Then I played computer games.
In the evening I watched television.*

Answers: 1, 5, 3, 6, 2, 7, 4

3 Listen and write the words in the correct group in your notebook.

- Read the past tense forms (*walked, talked, watched, phoned, played, listened, cleaned*) to the children.
- Help the children to understand the difference in pronunciation between
 - *walked, talked, watched* (with /t/ sound)
 - *phoned, played, listened, cleaned* (with /d/ sound)
- Show the children that there are two groups of words in activity 3
 - past forms like *listened*
 - past forms like *walked*
- Play CD track 45 to the children. Help the children to write the verbs in the correct pronunciation group.

CD script:

*listened
watched
walked
phoned
talked
played
cleaned*

Answers: listened: watched, phoned, played
walked: talked, watched

4 Look for the things in the box. Say and guess.

- Read the list of objects in the box to the children.

- Help the children to find the objects in the picture in Exercise 1.
- Read the conversation to the children.
- Choose a child to describe an object, for example, *It's blue and grey.*
- Choose another child to guess (*Her CD player*).
- Repeat with other children and other objects.
- Divide the class into pairs (*one, two, one, two, etc.*).
- Choose one pair of children. The children take turns to describe an object and guess. For example, *It's red and grey. Her bicycle.*
- Give the pairwork instruction (*Describe and guess, Describe and guess, etc.*). Start the whole class working in pairs.

Activity Book

1 Write the words in the correct group.

- Choose children to read three or four words each from the box.
- Show the children the two columns (*Present, Past*) and the example verb forms (*watch, watched*)
- Show the next verb in the box (*walk*). Ask *Where does it go? (Present)*.
- The children write the rest of the verbs in the correct column.

Answers: 1 watch / watched 2 walk / walked
3 play / played 4 listen / listened
5 talk / talked 6 clean / cleaned
7 phone / phoned

2 Write the past form of the verbs.

- Read the verb in number 1 (*open*). Ask *What is the past form? (opened)*. Remind children that they form regular past tenses by adding *ed* to the verb or by adding *d* if the verb ends in an *e*.
- The children write the past forms on the answer lines.

Unit 8

Answers: 1 opened 2 closed 3 helped 4 used
5 organised 6 looked

3 Write.

- The children write the verbs in the past form next to the pictures.

Answers: 1 talked 2 walked 3 phoned
4 watched 5 played 6 listened
7 cleaned

Unit 8 Lesson 2

Aims: presenting and practising the past simple regular affirmative with *d/ed*

New language: *I phoned your mother and father. I talked to the doctor.*

Revised language: general

You need: Student's Book pp42–43; Activity Book p33; CD tracks 46–47, Unit 8 poster

Starter – Poster game: acting

- Put the Unit 8 poster on the board.
- Point to each of the verbs. Say the words. The children repeat the words chorally and individually.
- Point to each of the pictures of the girl's activities. The children say the words chorally and individually.
- Choose an activity. Use a mime gesture to show it, for example, pretend to walk with your bag for *walked to school*.
- Help the children to guess the activity.
- Repeat with the other activities.

1 Read, listen and say.

- Talk with the children about each picture. Ask questions such as *Where are they?* (*They're at Birton Wood / They're at the hospital.*) and *What are they doing?* (*They're looking at Zheer's cut. Mr Watson is talking to Zheer's mother and father.*)

- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 46 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 on the board:
I phoned your mother and father.
I talked to the doctor.
- Underline the letters *ed* in the sentences. Explain that we add *d* or *ed* to make the past form of the verbs. Use Kurdish if necessary.
- The children say the sentences on the board chorally and individually.
- 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 number the activities.

- Read the sentences (*We watched the butterflies.* etc) to the children.
- The children read the sentences chorally and individually.
- Play CD track 47. Pause after the first sentence (*We walked to Birton Wood.*).
- Ask *Which sentence is it?* Show the children how to write 1 next to sentence B.
- The children listen to the rest of the CD track and number the sentences.

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

Unit 8

3 Think about yesterday. In your notebook, write sentences with *I* ...

- Read the example sentences to the children.
- Say *What did you do yesterday?* Help the children to say suitable sentences, for example, *I played football.*
- Call two children up to the front of the class to write their sentences on the board.
- Help the children to suggest a heading for these sentences, for example *Yesterday*. Write the heading above the sentences.
- The children write the heading in their notebooks. They add their own sentences.
- Choose children to stand up and read their sentences to the class.

Activity Book

1 Choose the correct word.

- Read the first sentence to the children (*I walked/talked to school*).
- Ask *Which verb is it?* (*walked*).
- The children circle the correct verbs.

Answers: 1 walked 2 phoned 3 listened
4 cleaned 5 played 6 talked

2 Write about the boy and the girl.

- Show the picture cues in number 1 to the children. Read the example sentence (*He walked to the park*) to the children.
- Help the children understand how the sentence is made from the picture cues.
- Help the children make a sentence from the pictures cues in number 2 (*She listened to music.*)
- The children write the rest of the sentences.

Answers: 1 He walked to the park. 2 She listened to music. 3 They played

computer games. 4 They cleaned their bicycles. 5 She talked to her teacher. 6 He watched television.

3 Write.

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

Answers: My father talked to his friends. My mother cleaned the kitchen.

Unit 8 Lesson 3

Aims: focus on spelling and pronunciation; general reading

New language: *plastic, bottle, recycle, countryside*

Revised language: general

You need: Student's Book p44; Activity Book p34; CD tracks 48–50

Starter – vocabulary bingo

- Write the names of the vocabulary sets from Units 6–8 on the board (*adjectives, illnesses, regular past forms*).
- The children say the words for each group. Write the words on the board like this:
adjectives – horrible, beautiful, clean, dirty, dangerous, safe
- Each child chooses six words/phrases and writes them in his/her notebook.
- Say the words at random, for example, *walked, cough, dirty, toothache, safe, played*, 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.

Unit 8

1 Listen to the words and sentences. Say.

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

CD script:

*There's a restaurant near the roundabout.
Look at the lemon lollipop.
Let's look at the lake and run to the river.*

- Focus on the /r/ and /l/ sounds. Say *Listen for these sounds.*
- Play the track again. The children repeat each sentence chorally.
- Say *Open your books on page 44.*
- Focus on the words with *r* and the /r/ sound.
- Focus on the words with *l* and the /l/ sound.
- Read the sentences to the children. Emphasize the words with the /r/ and the /l/ sounds.
- Play the track again. The children listen, read and repeat each sentence chorally.
- The children read the sentences again chorally.

2 Read this leaflet. Close your book and talk about the problem of plastic bottles.

- Show the picture and the text to the children. Explain that this text is about recycling.
- If the children are not familiar with the idea of recycling, help them to understand what it is. When we recycle plastic bottles, for example, we can make them into new plastic bottles and other things. When we just throw them in the rubbish, they are a cause of pollution for hundreds of years.
- Read the text to the children.
- Read the text again. Explain unfamiliar vocabulary and phrases to the children, for example, *million*, *billion*, *throw away* and *everywhere*
- 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:
*How many bottles do we throw away every hour?
More than 3 million.
How many plastic bottles do we throw away each year? More than 26 billion.
What can we do instead of throwing them away?
We can recycle them.
What can we make with recycled plastic bottles?
New bottles and clothes.*

3 Listen and sing.

- Talk about the pictures with the children. Ask questions such as *What is the problem in the first picture? (There's a lot of rubbish)* and *What is the boy doing in the second picture? (He's recycling the plastic bottles).*
- Read the song to the children. Make sure they understand the new words and the phrases, such as *Plastic here and plastic there* and *Recycle all your plastic, please!*
- Say *Close your books.* Play CD track 49. 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.

Values

- Read the Values sign (*Find out about recycling!*) to the children. In Kurdish, ask them questions such as:
*Why is it important to recycle?
Do you recycle your rubbish?
Is it easy or difficult to recycle rubbish at the moment?*

Unit 8

Activity Book

1 Listen and write.

- Point to Picture 1. Say *The restaurant is near the river.*
- Point to Picture 2. Say *Run to the roundabout.*
- Point to Picture 3. Say *Let's eat a lollipop.*
- Point to Picture 4. Say *Look at the lemons.*
- Remind the children about words with *r*. Ask the children to spell the words with *r* in the pictures (*restaurant, river, run, roundabout*).
- Remind the children about words with *l*. Ask the children to spell the words with *l* in the pictures (*Let's, lollipop, look, lemons*).
- Write the words on the board as the children spell them. Highlight *r* and *l* in each word.
- Erase the words. Play CD track 50. Pause after each sentence.

CD script:

- 1 *The restaurant is near the river.*
- 2 *Run to the roundabout.*
- 3 *Let's eat a lollipop.*
- 4 *Look at the lemons.*

- The children listen and write each sentence.
- Play 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 Write about Jim's day. Use the past tense of the verbs in Box A with the words in Box B.

- Read the verbs in Box A and the words in Box B to the children.
- Show the children the picture in number 1 and read the example answer (*He opened his restaurant at 11.00*).
- Show the children how the sentence has a verb from A and a word from B.
- Help the children to make the sentence for number 2 (*He closed his restaurant at 10.00*).

- The children write the rest of the sentences.

Answers: 1 He opened his restaurant at 11.00.
2 He closed his restaurant at 10.00.
3 He helped his brother. 4 He used his computer. 5 He organised his CDs.

3 Write.

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

Answers: My mother and father walked to the supermarket. My aunt and uncle listened to their new CD.

Unit 8 Let's talk about ... dates and birthdays

Aims: to practise talking about dates and birthdays

New language: years (1995, 2000, 2001, etc),
I'm 10 years old, When were you born?

Revised language: months, ordinal numbers

You need: Student's Book p45

Writing and saying years

We always write years as figures: 1995, 2000, 2005, etc.

For years beginning with 19, we say, for example:
1995 *nineteen ninety-five*
1999 *nineteen ninety-nine*

For years from 2000 to 2009, we usually start with *two thousand*, for example:
2000 *two thousand*
2001 *two thousand and one*
2007 *two thousand and seven*

For years from 2010, we can start with *two thousand* or *twenty*, for example:
2010 *two thousand and ten* or *twenty ten*
2015 *two thousand and fifteen* or *twenty fifteen*
2020 *two thousand and twenty* or *twenty twenty*

Unit 8

Starter – guess the word

- Choose a word from this list of words in Unit 8: *walked, phoned, talked, watched, played, listened, cleaned, television, music, grandmother, school, friends, games, computer, plastic, bottle, recycle.*
- Draw a line on the board. Add the first and last letter of the word. For example, for *walked*, write *W_____D*.
- Ask *What is it?* (*walked*).
- If the children can't guess, give them a clue, for example, *It's the past tense of walk.*
- If they still can't guess, add another letter.
- Continue until they guess the word. Repeat with the other words.

1 Write your answers in your notebook.

- Read the first category to the children (*The months of the year*). The children say the months chorally.
- The children write the months of the year in their notebooks.
- Read the second category (*The years from 1995 to now*) to the children.
- Show the children how to say the years: *Nineteen ninety-five, nineteen ninety-six*, etc. *Two thousand, two thousand and one, two thousand and two*, etc.
- The children say the years chorally. They write them in their notebook.
- Repeat with the ordinal numbers. The children say the numbers chorally.
- Write a selection of ordinal numbers on the board, as figures, for example, *1st, 2nd 3rd, 7th, 18th, 25th, 30th, 31st*
- The children write the numbers as words (*first, second, third*, etc) in their notebooks.

2 In your notebook, write sentences about yourself.

- Read the example sentences to the children. Make sure the children understand that *I'm eleven*

years old means exactly the same as *I'm eleven*.

- Remind children about the different way we write dates (*June 15th*) and we say dates (*June the fifteenth*).
- Help the children to make similar sentences about themselves.
- The children write sentences about themselves in their notebooks.

3 Listen and read. Talk with your classmates.

- Read the dialogue to the children. Make sure they understand the meaning of *When were you born?* Use Kurdish if necessary.
- Practice the dialogue with three or four of the children. Help the children to give correct information about themselves.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children demonstrate the dialogue, for example:
How old are you? I'm 11.
When were you born? In 2001.
When is your birthday? It's on June 19th.
- Give the pairwork instruction (*Question and answer, Question 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 Joe's day. Number the pictures in order.

- Read the text about Joe's day to the children. The children follow with their reading fingers.
- Point to picture 3. Show the children that this sentence has *1* next to it.

Unit 8/Revision 2

- Ask the children *Which picture is next?* (Picture 1).
- The children write 2 next to picture 1.
- The children number the other pictures in order.

Answers: 1 2 2 7 3 1 4 3 5 5 6 8 7 6 8 4

- Make sure the children understand that there are three paragraphs in this text:
 - the first paragraph is about what Joe did in the morning.
 - the second paragraph is about what Joe did in the afternoon.
 - the third paragraph is about what Joe did in the evening.

2 Write about Karen's day.

- Show the children the pictures about Karen's day.
- Explain to the children that they are going to write three paragraphs about Karen's day.
 - the first paragraph is about what Karen did in the morning.
 - the second paragraph is about what Karen did in the afternoon.
 - the third paragraph is about what Karen did in the evening.
- Help the children say the first sentence of the first paragraph (*In the morning Karen cleaned her room*). Help the children say the other activities (*use her computer, cook lunch, visit friends, walk home, watch television, cook dinner, do homework*).
- The children write the rest of the three paragraphs. They can use the text about Joe as a model.
- Ask individual children to read their paragraphs to the class.

Example answer:

In the morning Karen cleaned her room. At 11.30 she used her computer.

At 1.30 her mother cooked lunch. At 2.15 she visited her friends. At 4 o'clock she walked home. She watched television at 5 o'clock.

Her mother cooked dinner at 7.00. In the evening she did her homework.

Revision 2

Aims: revision of Units 6, 7 and 8

New language: none

Revised language: grammar and vocabulary of Units 6, 7 and 8

You need: Student's Book p108; Activity Book p80–82

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 *I've got/I haven't got, He's got/he hasn't got, I talked*.

1 Follow the lines. Say sentences.

- Point to the right-hand column on the page. Read the names of the people in the left-hand column on the page (*Jack, Tina, Micky and Mandy*).
- Read the list of illnesses (from *cough* to *headache*). Explain that ✓ means *has/have got* and ✗ means *hasn't/haven't got*.
- Read the list of family members (from *aunt* to *grandparents*). Explain that these are people they phoned.
- Follow the jumbled line from Jack to *cold*. Read the first speech bubble (*Jack has got a cold*).
- Repeat with the jumbled line from Tina to *cough*, and the speech bubble *Tina hasn't got a cough*.
- Repeat with the jumbled line from Micky and Mandy to *their uncle*, and the speech bubble *Micky and Mandy phoned their uncle*.
- Ask the children to follow other lines and make sentences, for example, *Micky and Mandy haven't got a stomach ache*.
- Repeat until the children have said all the possible sentences.
- Say all three sentences for each person. The children repeat each sentence chorally.

Revision 2

2 Cover the page. Remember!

- Tell the children to turn their books over. Read the speech bubbles to the children.
- Make sure the children understand that they get one point for each correct sentence.
- Help the children to remember about Jack, Tina, and Micky and Mandy.
- The children can play this game in pairs. Child A keeps the book open, Child B tries to remember the sentences. Then they swap over: Child B keeps the book open, Child A tries to remember the sentences.

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.

Activity Book

1 Circle the odd one out.

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

Answers: 1 walked 2 dirty 3 watched
4 headache 5 walked

2 Write the words in the correct groups.

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

Answers: Adjectives: dirty, beautiful
Illnesses: cough, stomach ache
Past forms: played, talked

3 Circle the correct words.

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

Answers: 1 played 2 haven't 3 hasn't
4 watched 5 have

4 Write.

- Read the example sentence. Explain that all the sentences can be completed with one word.
- The children complete the sentences.

Answers: 1 got 2 walked 3 hasn't 4 has 5 have

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 horrible
- 2 dirty
- 3 safe
- 4 cold
- 5 cough
- 6 toothache
- 7 walked
- 8 listened
- 9 played
- 10 cleaned

Answers: See the Teacher's script.

Speaking

- Read the topics (*Borrowing things, Illnesses, Birthdays*). Read the example speech bubbles.
- The children practice the conversations in pairs, or with the teacher.
- Give marks for general communicative ability. Don't take marks off for small mistakes.

Unit 9

Unit 9 Lesson 1

Aims: presenting more regular past forms; saying and writing these words.

New language: *invited, cooked, started, opened, played, danced, finished*

Revised language: time phrases, food and fruit

You need: Student's Book pp46–47; Activity Book p36; CD tracks 51–53; Unit 9 poster

Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 44 (*restaurant, roundabout, look, lemon, lollipop, let's, lake, run, river*).
- Write the words on the board. The children read the words chorally.
- Focus on the spelling point (words with *l* or *r*).
- 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 9 poster on the board. Talk with the children about the picture. Make sure the children understand that the sentences are about a party two or three days ago. Use Kurdish if necessary.
- Point to the sentence *It was my birthday on Saturday* on the poster. Ask the children to say the sentence in Kurdish.
- Say *Open your books on page 46*.
- Play CD track 51. The children listen and point to the pictures in the book.

CD script:

*It was my birthday party on Saturday.
I invited all my friends.
My mother cooked the food.
The party started in the afternoon.
I opened my presents.
We played party games.
We danced.
The party finished in the evening.*

- Point to the first sentence on the poster (*I invited all my friends*). Model the sentence *I invited all my friends ... I invited all my friends*
- The children repeat the sentence chorally and individually.
- Repeat with the other sentences on the poster.
- Write the sentences on the board. The children read the words chorally and individually.

2 Listen and match

- Read the sentence beginnings (*I invited my friends, My mother cooked the food, etc*) to the children.
- Read the sentences endings (*from four thirty to five o'clock, at four o'clock, etc*). Make sure the children understand the meanings of *from ... to, at, on* and *in*. Use Kurdish if necessary.
- Play CD track 52. Pause after the first sentence (*I invited my friends on Monday*).
- Show the children how to join number 1 to d.
- Repeat with the other sentences.

CD script:

*I invited my friends on Monday.
My mother cooked the food in the morning.
The party started at three o'clock.
I opened my presents at four o'clock.
We played party games from four thirty to five o'clock.
We danced from five o'clock to seven o'clock.
The party finished at seven o'clock.*

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

Unit 9

3 Listen and write the words in the correct group in your notebook.

- Remind children about the different pronunciations of the past tense:
 - *walked* (/t/ sound)
 - *played* (/d/ sound)
- Say the past tense forms *invited* and *started* to the children. Help them to hear this third way of pronouncing past forms (/ɪd/sound).
- Play CD track 53. Help the children to write the past tense forms in the correct groups.

CD script:

invited
cooked
started
opened
played
danced
finished

Answers: listened: opened, played, finished
walked: cooked, danced
invited: started

4 Ask and find. Use the words in the box.

- Read the list of food words in the box to the children.
- Help the children to find the food in the pictures in Exercise 1.
- Read the conversation to the children.
- Choose a child to ask a *Where is/are ... ?* question. Choose another child to answer it.
- Repeat with other children and other food in the pictures.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to ask and answer questions about the objects in the poster. For example, *Where are the apples? They're in the hall.*

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

Activity Book

1 Write the words in the correct order to make verbs. Write the past form of each verb.

- Point to the first jumbled word (*ocko*). Show the children how it makes the verb *cook*, and the past tense of *cook* is *cooked*.
- Point to number 2. Ask *What verb is it?* (*play*) and *What is the past form?* (*played*).
- The children write the verbs and the past forms on the answer lines.

Answers: 1 cook, cooked 2 play, played
3 dance, danced 4 open, opened
5 start, started 6 finish, finished
7 invite, invited

2 Match.

- Read number 1 to the children.
- Show how the correct sentence ending is d.
- The children match the sentence beginnings and endings.

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

3 Write.

- The children write the past forms of the verbs next to the pictures.

Answers: invited, cooked, played, opened,
danced, finished, started

Unit 9

Unit 9 Lesson 2

Aims: presenting and practising past simple affirmative with *He/She/It*; using *for* and *ago*

New language: *He played a computer game for an hour. She phoned an hour ago.*

Revised language: family members

You need: Student's Book pp48–49; Activity Book p37; CD tracks 54–55: Unit 9 poster

For and ago

In Unit 9 the children use time expressions with *for* and *ago*.

To make the difference clear, imagine that it is eleven o'clock in the morning.

If Zheer played computer games from eight o'clock to ten o'clock, we say *He played computer games for two hours*.

If Zheer played computer games at nine o'clock, we say *He played computer games two hours ago*.

Starter – Poster game: sequences

- Put the Unit 9 poster on the board.
- Point to each of the sentences. Say the sentences. The children repeat the sentences chorally and individually.
- Point to each of the pictures. The children say the activities chorally and individually.
- Write two verbs in sequence, for example, *opened, played*. Help the children to remember the sentences *I opened my presents. We played party games*.
- Ask *Which is the next sentence?* Help the children to remember it (*We danced*.)
- Repeat with other sequences.

1 Read, listen and say.

- Talk with the children about each picture. Ask questions such as *What are Kathy and Vian doing?* (*They're talking on the phone.*) and *What is Vian doing in Picture 4?* (*She's talking to her family.*)
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 54 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 on the board:
He played a computer game for an hour this morning.
She phoned an hour ago.
- Underline the letters *ed* in the sentences. Remind the children that we add *d* or *ed* to make the past form of the verbs. Use Kurdish if necessary.
- Point out that here we are using the past form with *He* and *She*. Explain that the past form is the same for all pronouns: *I played, You played, He played, She played, We played, They played*.
- Underline *for an hour* in the first sentence. Explain the meaning in Kurdish.
- Underline *an hour ago* in the second sentence. Explain the meaning in Kurdish.
- Make sure the children understand the difference between *for an hour* and *an hour ago*.
- The children say the sentences on the board chorally and individually.
- 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.

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2 Listen and match.

- Read the time expressions in the right-hand column (*for five years, two days ago*, etc) to the children.
- Read the sentence beginnings in the left hand column (*My sister walked to the park*, etc) to the children.
- Play CD track 55 to the children. Pause after the first sentence (*My sister walked to the park two hours ago*). Show that sentence number 1 goes with c.
- The children write 1 c in their notebooks.
- Play the rest of the CD track. The children listen and match.

CD script:

My sister walked to the park two hours ago.

My mother watched television for thirty minutes.

My father phoned my aunt two days ago.

My uncle played computer games for three hours.

My aunt lived in Sweden for five years.

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

3 In your notebook, write about your family and friends. Use verbs in the past with *for* or *ago*.

- Read the example sentences to the children.
- Say *Can you make a sentence with two days ago?* Help the children to say suitable sentences, for example, *My brother visited his friend two days ago.*
- Say *Can you give me a sentence with for an hour.* Help the children to say suitable sentences, for example, *My sister talked to my mother for an hour yesterday.*
- Call two children up to the front of the class to write their sentences on the board.
- Help the children to suggest a heading for these questions, for example *My family*. Write the heading above the questions.
- The children write the heading in their notebooks. They add their own sentences.
- Choose children to stand up and read their sentences to the class.

Activity Book

1 Write in the correct order.

- Read the words in number 1 to the children. Help the children to make a sentence from the words (*She invited her friends a month ago*).
- The children write the sentence on the answer line.
- The children write the rest of sentences on the answer lines.

Answers: 1 She invited her friends a month ago. 2 Her mother and sister cooked the food four hours ago. 3 The party started at three o'clock. 4 They played games for an hour. 5 They danced for half an hour. 6 The party finished at six o'clock.

2 Complete. Use *from, to, ago, for* and *at*.

- Help the children to complete the sentence in number 1 (*I played computer games for three hours*).
- The children complete the rest of the sentences.

Answers: 1 for 2 for 3 ago 4 from, to 5 at

3 Write.

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

Answers: We played games for an hour. The party finished two hours ago.

Unit 9

Unit 9 Lesson 3

Aims: Focus on spelling and pronunciation; reading skills (pronoun reference, intensive reading)

New language: *posters, connect, cable, printed, printer, meeting*

Revised language: general

You need: Student's Book p50; Activity Book p38; CD tracks 56–57

Cultural point 5: Recycling and the environment

These are important themes in Sunrise Level 6. The photostory is about a group of children who decide to clean up a polluted area near their houses. In addition, there are several reading texts and songs about recycling and how important it is.

These themes were specifically requested by Kurdish teachers in different parts of Kurdistan. The idea is to make the children aware that

- pollution is a problem in all countries of the world
- recycling can reduce the effects of pollution
- everyone can make a difference by recycling more and polluting less

Starter – say three things

- Write three topics on the board that the children have seen in the Student's Book. For example:
Butterflies
First Aid
Recycling
- Point to one of the topics. Say *Say three things about this*. Help the children to say three things about the topic. For example, *Butterflies – There aren't a lot of butterflies in Birton Wood now. The Purple Emperor butterfly is very beautiful. The number of Purple Emperor Butterflies in England is going down.*
- Repeat with the other topics.

1 Listen to the sentences. Say.

- Say *Listen to these sentences*.
- Play CD track 56 with books closed.

CD script:

We played games. I opened my presents.

We danced for an hour. The party finished at six.

I invited my friends to a party. The party started at three.

- Focus on the *ed* spelling and /d/, /t/ and /ɪd/ sounds. Say *Listen for these sounds*.
- Play the track again. The children repeat each sentence chorally.
- Say *Open your books on page 50*.
- Focus on the words with *ed* and the /d/ sound.
- Focus on the words with *ed* and the /t/ sound.
- Focus on the words with *ed* and the /ɪd/ sound.
- Read the sentences to the children. Emphasize the words with the /d/, /t/ and /ɪd/ sounds.
- Play the track again. The children listen, read and repeat each sentence chorally.
- The children read the sentences again chorally.

2 Read about Kathy's posters.

What did she use to make them?

- Show the pictures and the text to the children.
- Talk about the poster with the children. Use Kurdish if necessary. Make sure the children understand these ideas:
 - Kathy and her friends want to clean Birton Wood
 - they want their classmates to help
 - Kathy has made some posters to put up in the school
 - Kathy and her friends are going to talk to their classmates at school on Tuesday 10th September at 10.30.
- Read the text to the children. The children follow with their reading fingers.
- Say *Read the text silently. Use your reading fingers*.

Unit 9

- The children read the text silently. Make sure they are using their reading fingers.
- Say *What did Kathy use?*
- Help the children to find the answers in the text (*A computer, a camera, a printer, a cable*).
- Ask *Does anyone have any questions?* Answer a limited number of questions (two or three) 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 What do these words refer to?

- Help the children to find *it* in line 2. Ask *What does it mean here?*
- Help the children work out that *it* refers to Birton Wood.
- Repeat with the other pronouns.

Answers: 1 Birton Wood. 2 the posters 3 her camera 4 the posters 5 the posters

Activity Book

1 Listen and write.

- Point to Picture 1. Say *We watched the fish*.
- Point to Picture 2. Say *The foxes walked to the hill*.
- Point to Picture 3. Say *They played with the cars*.
- Point to Picture 4. Say *I invited my friends to my house*.
- Remind the children about words with *ed*. Ask the children to spell the words with *ed* in the pictures (*watched, walked, played, invited*).
- Write the words on the board as the children spell them. Highlight *ed* in each word.
- Erase the words. Play CD track 57. Pause after each sentence.

CD script:

- 1 *We watched the fish.*
- 2 *The foxes walked to the hill.*
- 3 *They played with the cars.*
- 4 *I invited my friends to my house.*

- The children listen and write each sentence.
- Play CD track 57 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 about Mrs Jackson's day.

- Read Mrs Jackson's speech bubble. Make sure the children realise that the time is 11 o'clock at night.
- Read the first sentence to the children (*She finished work at five o'clock.*)
- Help the children to make a sentence with *ago*. To do this they must work out that five o'clock is six hours ago (from five o'clock to eleven o'clock is six hours).
- The children write the rest of the sentences using *ago* and *for*.

Answers: 1 She finished work six hours ago.
2 She walked home five hours ago.
3 She cooked for an hour. 4 She opened her presents three hours ago. 5 She talked to her family for two hours.
6 She watched television for an hour.

3 Write.

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

Answers: We talked from six o'clock to half past six.

Unit 9

Unit 9 Let's talk about ... helping people

Aims: to practise talking about helping people

New language: *window, door, radio, turn on, turn off, Sorry, I can't, I'm busy*

Revised language: *Can you ... , please?*

You need: Student's Book p51

Starter – guess the word

- Choose a word from this list of words in Unit 9: *invited, cooked, started, opened, played, danced, finished, birthday, Saturday, afternoon, evening.*
- Draw a line on the board. Add the first and last letter of the word. For example, for *invited*, write *I_____D.*
- Ask *What is it?* (*invited*).
- If the children can't guess, give them a clue, for example, *It's the past tense of invite.*
- If they still can't guess, add another letter.
- Continue until they guess the word. Repeat with the other words.

1 Point and say these things in the room.

- Show children the new word *window*. The children repeat the word chorally and individually.
- Point to each of the pictures. Ask *What is it?* (*a window, a door, etc*).
- Call children to the front to write each word on the board.
- Point to the window and the door. Write *open* and *close* on the board. Say *You can open and close a window. You can open and close a door.*
- Help the children to suggest other things that they can open and close (*a box, a bag, a book, etc*).

- Point to the picture of the radio. Write *turn on* and *turn off* on the board. Say *You can turn on a radio. You can turn off a radio.* Make sure the children understand the meaning of *turn on* and *turn off*. Use Kurdish if necessary.
- Help the children to suggest other things that they can turn on and turn off (*a computer, a television, a CD player, a mobile phone, etc*).
- Call the children to the front to write each word on the board.

2 Choose verbs. Write in your notebook.

- Read the verbs in the box.
- Ask *Which verbs go with 'the door'?* (*open, close*)
- The children write the phrases in their notebooks.

Answers: open the door, close the door, open the window, close the window, turn on the television, turn off the television, turn on the radio, turn off the radio

3 Listen and read. Talk with your classmates.

- Read the dialogue to the children. Make sure they understand the meaning of *I'm sorry, I can't. I'm busy.* Use Kurdish if necessary.
- Practice the dialogue with three or four of the children. Choose different requests. Help the children to reply appropriately.
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. The children demonstrate the dialogue, for example:
Can you close the door, please?
Yes, of course.
- Give the pairwork instruction (*Question and answer, Question and answer, etc*). Start the whole class working in pairs.

Unit 9

Unit 9 Writing page

Aims: to develop writing skills

New language: none

Revised language: general

You need: Activity Book p39

1 Read about the party. Match the events with the times.

- Read the text about the party to the children. The children follow with their reading fingers.
- Read number 1 to the children (*The party started*).
- Show the children the possible endings a–e. Ask *What ending does it go with?*
- Help the children to match number 1 with d *seven hours ago*.
- If necessary, show them:
It's ten o'clock now at the beginning of the text
The party started at three o'clock in the text.
- Show the children that from three o'clock to ten o'clock is seven hours, so *The party started seven hours ago*.
- The children match the other beginnings and endings.

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

2 Write about the party. Use the activities in the box. Invent the times!

- Read the first sentence about the party to the children.
- Explain to the children that they are going to write a paragraph about a party.
- Help the children to suggest times and events at the party.
- Help the children to say the next sentence of the paragraph, for example, *The party started at four o'clock*.
- The children write the rest of the paragraph.

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

Example answer:

We invited 100 people to the party. The party started at four o'clock. The musicians started at five o'clock. They played from five o'clock to ten o'clock. We listened to the musicians from five o'clock to six o'clock. We cooked the food at six o'clock. We danced from eight o'clock to ten o'clock. The party finished at ten o'clock.

Unit 10

Unit 10 Lesson 1

Aims: presenting irregular past forms; saying and practising these words

New language: *made, bought, put, went, had, took, accident*

Revised language: transport

You need: Student's Book pp52–53; Activity Book p40; CD track 58; Unit 10 poster

Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 50 (*played, opened, danced, finished, invited, started*).
- 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 10 poster on the board. Talk with the children about the picture. Make sure the children understand that the sentences are about a picnic in the past. Use Kurdish if necessary.
- Say *Open your books on page 52.*
- Play CD track 58. The children listen and point to the pictures in the book.

CD script:

We had a picnic.

We bought fizzy drinks.

We made sandwiches and salad.

We put the food in boxes.

We went to the country.

We took photos.

- Point to the first sentence on the poster (*We made sandwiches and salad*). Model the sentence *We made sandwiches and salad ... We made sandwiches and salad.*
- The children repeat the sentence chorally and individually.
- Repeat with the other sentences on the poster.
- Write the sentences on the board. The children read the words chorally and individually.

2 Write the past forms of these verbs in your notebook.

- Point to the first verb (*have*). Ask *What is the past form?* (*had*).
- Make sure the children understand that these are irregular verbs: they don't add *d/ed* to make the past form.
- The children write the present form and the past form (*have, had*) in their notebooks.
- The children write the present and past forms of the other verbs in their notebooks.

Answers: 1 have, had 2 make, made 3 buy, bought 4 put, put 5 go, went 6 take, took

3 Choose two words or phrases for each verb.

- Read the first verb (*have*) and the options (*an accident, a picnic, yellow*) to the children.
- Make sure the children understand the meaning of the options. Use Kurdish if necessary.
- Say *Have an accident. Is that OK?* (Yes).
- Repeat with *Have a picnic* (Yes) and *Have yellow* (No).
- The children write *have an accident, have a picnic* in their notebooks.
- Repeat with the other verbs and options. The children write the verbs and the correct options in their notebooks.

Unit 10

Answers: have an accident, have a picnic; make sandwiches, make a pizza; buy sodas, buy shoes; put books in a bag, put food in boxes; go to the country; go to the shopping mall; take photos, take your books to school

4 Say and point. Use the words in the box.

- Read the list of transport words in the box to the children.
- Help the children to find the types of transport in the Activity 1 pictures.
- Read the example conversation to the children. Describe another of the transport words, for example, *A green skateboard*.
- The children find the green skateboard and point to the picture.
- Choose a child to describe an object. Choose another child to find it.
- Repeat with other children and other objects.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to describe objects and point to them. For example, *A red bus. It's here*.
- Give the pairwork instruction (*Describe and find, Describe and find*, etc). Start the whole class working in pairs.

Activity Book

1 Write the verbs in the correct groups.

- Read the verbs in the box to the children.
- Say the first verb (*made*). Ask *Is that present or past?* (*Past*).
- The children write *made* in the *Past* column.
- The children write the rest of the verbs in the correct column. (Note that *put* can be present or past tense.)

Answers: make, made; put, put; have, had; go, went; take, took; buy, bought; phone, phoned

2 Choose the correct verb. Write the verb in the past.

- Read the choice of verbs in number 1 (*put / take / have*).
- Read sentence 1 to the children (*I / an accident yesterday*). Ask *What verb can we use here?* (*have*).
- The children complete the sentence with the past form of *have* (*had*).
- The children complete the rest of the sentences.

Answers: 1 had 2 made 3 went 4 took 5 put

3 Write.

- The children write the words next to the pictures.

Answers: 1 make/made sandwiches 2 buy/bought fizzy drinks 3 put/put food in boxes 4 have/had a picnic 5 go/went to the country 6 take/took photos

Unit 10 Lesson 2

Aims: presenting and practising irregular past simple affirmative

New language: *I went to the supermarket.
I bought cards and markers.
We made this poster.
She cut her finger.*

Revised language: general

You need: Student's Book pp54–55; Activity Book p41; CD track 59; Unit 10 poster

Starter – Poster game: sequences

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

Unit 10

- Write two verbs in sequence in the present form, for example, *buy, make*. Help the children to remember the past forms: *bought, made*.
- Repeat with sequences of three, four, five or six verbs in the present form. The children say the verbs, in the same order, in the past form.

1 Read, listen and say.

- Talk with the children about each picture. Ask questions such as *What is Sam doing in Picture 1? (He's showing Kathy the material he has bought for the posters.)* and *What is Kathy doing in Picture 4? (She's talking to her class at school about Birton Wood.)*
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 59 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 on the board:
I went to the supermarket.
I bought card and markers.
- Underline *went* in the first sentence. Explain that this is the past form of the verb *go*, and that *go* is an irregular verb. Use Kurdish if necessary.
- Underline *bought* in the second sentence. Explain that this is the past form of the verb *buy*, and that *buy* is an irregular verb. Use Kurdish if necessary.
- Help the children to find the past form of *make* (*made*) in the text. Write the complete sentence (*We made this poster.*) on the board.
- The children say the sentences on the board chorally and individually.
- 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 Talk about the boy and the girl.

- Point to the picture of the boy. Point to the *Shopping Mall* sign. Read the example sentence (*He went to the shopping mall*).
- Point to other items in the pictures of the boy and the girl. Help the children to make sentences (*He took photos. She cut her finger.* etc). Show them that *cut* is the same for both present and past.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. The children take turns to point to a picture and say a sentence, for example, a child points to the picture of the girl's bag (*She put her books in her bag*).
- Give the pairwork instruction (*Point to a picture and say the sentence, Point to a picture and say the sentence*, etc). Start the whole class working in pairs.

3 In your notebook, write about yourself and your family. Use the past forms in Activity 2.

- Read the example sentences to the children.
- Say *Can you give me a sentence with made?* Help the children to say suitable sentences, for example, *My father made Kurdish tea for the family*.
- Call two children up to the front of the class to write their sentences on the board.
- Help the children to suggest a heading for these questions, for example *My family*. Write the heading above the questions.
- The children write the heading in their notebooks. They add their own sentences.
- Choose children to stand up and read their sentences to the class.

Unit 10

Activity Book

1 Write the words in the correct order.

- Read the words in number 1 to the children (*/My sister / a CD / yesterday / bought /.*).
- Help the children to arrange the words to make a sentence (*My sister bought a CD yesterday*).
- The children arrange the other words to make sentences.

Answers: 1 My sister bought a CD yesterday. 2 I went to the park on Monday. 3 We had a picnic two days ago. 4 My father made lunch on Sunday. 5 I put my books in my bag in the morning.

2 Follow the lines. Write about the boy and the girl.

- Show the children the lines from the boy. Ask *What did he do? (He made sandwiches. He bought a book. He went to school. He took photos.)*
- Show the children the lines from the girl. Ask *What did she do? (She made sandwiches. She made cards. She put her books in her bag. She went to school.)*
- Show the children the first sentence (*She made cards.*) Say *Can you make a sentence about sandwiches? (They made sandwiches).* Make sure the children understand that we use *they* in this sentence because it's the boy and the girl.
- The children write sentences about the other activities with *He, She* and *They*.

Answers (order can vary):

1 She made cards. 2 She put her books in her bag. 3 He bought a book. 4 He took photos. 5 They made sandwiches. 6 They went to school.

3 Write.

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

Answers: I bought a magazine yesterday.
My sister took photos yesterday.

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 10 Lesson 3

Aims: focus on spelling and pronunciation; reading skills (guessing the meaning of unknown words)

New language: *group, community, litter, cut the grass, public, twice, difference, areas, copy*

Revised language: general

You need: Student's Book p56; Activity Book p42; CD tracks 60–62

Unit 10

Starter – show me ...

- Make a list of things that the children can find in the Student's Book, for example:
 - a red bicycle
 - a doctor
 - a pink mobile phone
 - a red car
 - a helicopter
 - a cucumber
- Divide the class into two teams. Call one child from each team to the front.
- Say *Show me a red bicycle*. The first child to find the item in the 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 60 with books closed.

CD script:

There's a small snake in the street.

Show me your new skirt and scarf.

There's a spider in the school.

- Focus on the different sounds of s + consonant. Say *Listen for these sounds*.
- Play the track again. The children repeat each sentence chorally.
- Say *Open your books on page 56*
- Focus on the /sm/ sound and the word *small*.
- Focus on the /sn/ sound and the word *snake*.
- Focus on the /st/ sound and the word *street*.
- Focus on the /ʃ/ sound and the word *show*.
- Focus on the /sk/ sound and the words *skirt*, *scarf* and *school*.
- Focus on the /sp/ sound and the word *spider*.
- Read the sentences to the children. Emphasize the words with s + consonants.
- Play the track again. The children listen, read and repeat each sentence chorally.
- The children read the sentences again chorally.

2 Read about these children.

Guess the meaning of the underlined words.

- Show the picture and the text to the children.
- Help the children to understand what type of text this is (an article from a local newspaper).
- Read the text to the children.
- Read the text again. Help the children to guess the meaning of the underlined words.
- Explain any unfamiliar vocabulary and phrases to the children.
- 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:
How often do they work? Twice a week.
What days do they work? Tuesday and Thursday.
What part of the town do they work in? Green Hill.
Do other children in the town want to copy them? Yes, they do.
What type of work do they do? They cut the grass and they pick up the litter.

3 Listen and read. Sing.

- Talk about the pictures with the children. Ask questions such as *What are they doing in the pictures?* (*They're studying, She's looking after plants, He's cleaning*).
- Read the song to the children. Make sure they understand the new words and the phrases, such as *We can all do something special.* and *We all have something to give.*
- Say *Close your books*. Play CD track 61. The children listen.
- Say *Open your books on page 56*. Play the song again. The children listen and read the song silently.

Unit 10

- 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 (*Help your community!*) to the children. In Kurdish, ask them questions such as:
How are Zheer, Vian, Sam and Kathy helping their community?
How can we help our community?
Why is it good to help our community?

Activity Book

1 Listen and write.

- Point to Picture 1. Say *The school is small.*
- Point to Picture 2. Say *There's a spider on the skirt.*
- Point to Picture 3. Say *Show me your scarf.*
- Point to Picture 4. Say *The school is in this street.*
- Remind the children about words with *s + consonant*. Ask the children to spell the words with *s + consonant* in the pictures (*school, small, spider, skirt, show, scarf, street*).
- Write the words on the board as the children spell them. Highlight *s + consonant* in each word.
- Erase the words. Play CD track 62. Pause after each sentence.

CD script:

- 1 *The school is small.*
- 2 *There's a spider on the skirt.*
- 3 *Show me your scarf.*
- 4 *The school is in this street.*

- The children listen and write each sentence.
- Play CD track 62 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 sentences. Use the past tense of the verbs.

- Read the words in the box to the children: the verbs (*put, make, have, go, buy, take*); the family words (*my mother, my father* etc); then the time phrases (*yesterday, two days ago*, etc).
- Read the example sentence to the children.
- Help the children to make sentences about what people in their family did.
- The children write their sentences.
- Choose children to read their sentences to the class.

Example answers:

- 1 My mother made sandwiches on Friday.
- 2 My sister took photos at school two days ago.
- 3 My brother had an accident on Saturday.
- 4 My friend went to a party on Sunday.
- 5 My father bought a television four days ago.

3 Write.

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

Answers: My cousin bought a CD player two days ago. My grandmother took photos at the party.

Unit 10 Let's talk about ... making suggestions

Aims: to practise making suggestions

New language: *Great! That's a good idea. Not today, Sorry. No, thank you.*

Revised language: *Let's, places*

You need: Student's Book p57

Starter – guess the word

- Choose a word from this list of words in Unit 10: *bought, made, put, went, had, took, country, accident, friends, hungry.*

Unit 10

- Draw a line on the board. Add the first and last letter of the word. For example, for *bought*, write *B_____T*.
- Ask *What is it?* (*bought*).
- If the children can't guess, give them a clue, for example, *It's the past tense of buy*.
- If they still can't guess, add another letter.
- Continue until they guess the word. Repeat with the other words.

1 Say and point. Write more places in your notebook.

- Point to each of the pictures. Ask *What is it?* (*a park, a sports centre, etc*).
- Call children to the front to write each word on the board.
- Help the children to suggest other places that they know, for example, *the hills, the beach*.
- Call the children to the front to write each word on the board.

2 Write the answers in the correct categories

- Read the example answers to the children.
- Make sure the children understand that these are answers to invitations, for example, *Let's go to the park*.
- Read the first answer (*Not today. Sorry*). Ask *Is that Yes or No?* (*No*).
- Repeat with the other answers.
- The children write *Yes* and *No* headings in their notebooks. They write the answers under the correct headings.

Answers: Yes: That's a good idea. Yes, let's.
Great!

No: Not today. Sorry. I'm sorry, I can't.
No, thank you.

3 Listen and read. Talk with your classmates.

- Read the dialogues to the children.

- Practice the dialogues with one of the children. Use other invitations to other places.
- Help the children to give appropriate answers.
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. The children demonstrate the dialogue, for example:
Let's go to the country.
Yes, let's.
- Give the pairwork instruction (*Question and answer, Question and answer, etc*). Start the whole class working in pairs.

Unit 10 Writing page

Aims: to develop writing skills

New language: none

Revised language: general

You need: Activity Book p43

1 Read Toby's e-mail. Number the pictures in order.

- Read the e-mail to the children. The children follow with their reading finger.
- Point to each of the pictures. Ask *What is happening?*
- Help the children to answer (*She's taking photos of a tortoise. She's buying pizza and ice cream. etc*).
- Ask *Which is the first picture?* Help the children to find the first picture (Number 2) and write 1 on the answer line.
- The children number the other pictures in order.

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

- Make sure the children understand that there are three paragraphs in this e-mail:
 - the first paragraph is a polite question about the other person and his/her family
 - the second paragraph is the main part of the e-mail, with the details of the picnic
 - the third paragraph is saying goodbye

Unit 10

- Also make sure the children see the standard way to start an e-mail (*Hi ...!*).

2 In your notebook, write an e-mail from Toby to Sam about a picnic in Kurdistan. Use the ideas in the box.

- Read the activities in the box to the children.
- Explain to the children that they are going to write an e-mail from Toby to his friend Sam.
- Ask the children how the e-mail should start (*Hi Sam!*)
- Help the children to write the first paragraph – it can be the same as in Mara's email (*How are you? I hope you and your family are well.*)
- Help the children to write the first sentence of the second paragraph (*Four days ago we went on a picnic*).
- The children write the rest of the e-mail. They can use Mara's e-mail as a model.
- Ask individual children to read their e-mails to the class.

Example answer:

Hi Sam!

How are you? I hope you and your family are well. I'm very happy here in Kurdistan. We do different things every day!

Four days ago we went on a picnic. We bought tomatoes and cucumber. We made sandwiches. We put the food in bags. We went to the river. We took photos of the birds and fish. We had a fantastic time. We went home in the evening.

Write to me soon!

Toby

Unit 11

Unit 11 Lesson 1

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

New language: *revise for an exam, write a story, draw a picture, do your homework, read a book about the environment, find out about pollution; revised, wrote, drew, did, read, found out about*

Revised language: *in the morning, in the afternoon, in the evening*

You need: Student's Book p58–59; Activity Book p44; CD tracks 63–64: Unit 11 poster

Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 56 (*small, snake, street, show, skirt, scarf, spider, school*).
- 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 10 poster on the board. Talk with the children about the picture. Make sure the children understand that the phrases are using the simple form of the verb, not the past form.
- Point to the phrases *in the morning, in the afternoon* and *in the evening*. Ask the children to say the phrases in Kurdish.
- Say *Open your books on page 58*.

- Play CD track 63. The children listen and point to the pictures in the book.

CD script:

revise for an exam

write a story

do your homework

draw a picture

read a book about the environment

find out about pollution

- Point to the first phrase on the poster (*revise for an exam*). Model the phrase *revise for an exam ... revise for an exam*.
- The children repeat the phrase chorally and individually.
- Repeat with the other phrases on the poster.
- Write the phrases on the board. The children read the phrases chorally and individually.

2 Match.

- Show children the *Now* column. Read number 1 (*I write*) to the children. Relate *I write* with the new phrase from the vocabulary set (*write a story*).
- Show the children the second column. Ask *Can you find the past form of I write?*
- Help the children to find the past form (*I wrote*).
- Explain that these are irregular verbs. They don't add *-ed* to make the past tense. Each verb has a special form. Use Kurdish if necessary.
- Model *I write ... I wrote*. The children repeat chorally and individually.
- Repeat with the other verbs. Make sure the children pronounce the past tenses correctly, particular *read* in the present (/ri:d/) and *read* in the past (/red/).

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

3 Listen and circle.

- Point to the boy in number 1. Read the verbs (*revise for an exam, write a story, draw a picture*) to the children.
- Play CD track 64. Pause after the first section (*... and I drew a picture*).

Unit 11

CD script:

- 1 *My name's Jack. Yesterday I wrote a story and I drew a picture. I didn't revise for an exam.*
- 2 *Hi. I'm Oliver. Yesterday I found out about pollution and I wrote a story. I didn't read a book about the environment.*
- 3 *My name's Toby. Yesterday I found out about pollution and I revised for an exam. I didn't do my homework.*
- 4 *My name's Emma. Yesterday I drew a picture and I read a book about the environment. I didn't find out about pollution.*
- 5 *I'm Lucy. Yesterday I did my homework and I revised for an exam. I didn't draw a picture.*
- 6 *I'm Anna. Yesterday I revised for an exam and I did my homework. I didn't write a story.*

- Ask *Which activities?* Help the children to circle *write a story* and *draw a picture*.
- Repeat with the rest of CD track 64.

Answers: 1 write a story, draw a picture 2 find out about pollution, write a story
3 find out about pollution, revise for an exam 4 draw a picture, read a book
5 do homework, revise for an exam
6 revise for an exam, do homework

4 Look at the poster. Say.

- Point to the time phrases in the poster (*in the morning, in the afternoon, in the evening*).
- Read the speech bubbles to the children.
- Help the children to make more sentences about what the children in the poster did.

Activity Book

1 Match.

- Read the list of verbs (*revise, write, draw, etc*) to the children.
- Read the list of phrases to go with the verbs (*a picture, a story, for an exam, etc*) to the children.
- Point to number 1. Say *What goes with revise? (for an exam)*. The children draw a line from number 1 to c.

- The children match the rest of the verbs with phrases.

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

2 Choose two options for each verb.

- Read the first phrase (*find out about*) to the children.
- Read the list of words to go with *find out about*. Ask *Which ones go with 'find out about'? (butterflies, the environment)*.
- The children circle the correct words.
- The children circle the correct words for the other verbs.

Answers: 1 find out about butterflies / the environment 2 revise for an exam / for a test 3 write a story / an e-mail
4 draw a picture / your friend 5 do your homework / your school work 6 read a book about the environment / animals

3 Write.

- The children write the present forms and the past forms next to the pictures.

Answers: find/found out about pollution, do/did your homework, draw/drew a picture, revise/revised for an exam, read/read a book about the environment, write/wrote a story

Unit 11 Lesson 2

Aims: presenting and practising the negative form of the past simple with *I* and *We*

New language: *We didn't finish. I didn't buy a notebook.*

Revised language: activities

You need: Student's Book pp60–61; Activity Book p45; CD track 65; Unit 11 poster

Unit 11

Starter – Poster game: Yes or No?

- Put the Unit 11 poster on the board.
- Point to each of the phrases. Say the activities. The children repeat the activities chorally and individually.
- Point to each of the pictures. The children say the activities chorally and individually.
- Say a sentence about one of the pictures, with the time of day. For example, *He revised for an exam in the evening. Yes or No? (No).*
- The children say *Yes* or *No* as appropriate
- Repeat with other questions about the poster, for example:
She wrote a story in the morning. (Yes)
He draw a picture in the evening. (No)
She found out about pollution in the evening. (Yes).

1 Read, listen and say.

- Talk with the children about each picture. Ask questions such as *Where are they? (They're in Birton Wood.)* and *What are they doing? (They're starting to clean Birton Wood.)*
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 65 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 on the board:
We didn't finish.
I didn't buy a notebook.
- Underline *didn't* in both sentences. Explain that we use *didn't* to make the negative of the past form. Use Kurdish if necessary.
- Write the affirmative form of each sentence (*We finished. I bought a notebook.*) next to the negative form.
- Underline *finished* and *bought* in the affirmative sentences.

- Underline *finish* and *buy* in the negative sentences.
- Show the children that we use the past form for affirmative sentences.
- Show the children that we don't use the past form for negative sentences. We use *didn't* + the base form of the verb.
- Write *We did not finish.* and *I did not buy a notebook.* next to the short forms. Make sure that the children realize that *didn't* is the short form of *did not*.
- The children say the sentences on the board chorally and individually.
- 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 Talk about yourself yesterday. Use the activities in the pictures.

- Point to the activities and ask *What is it?* Help the children to say *Write an e-mail*, etc.
- Read the speech bubbles to the children. Make sure they understand this is about yesterday.
- Choose a child to make a sentence about what they didn't do (*I didn't write a story*).
- Choose a child to make a sentence about what they did do (*I revised for an exam*).
- Repeat with other children.
- 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 one of the pictures, for example, *I didn't draw a picture*.
- Give the pairwork instruction (*Say a sentence and say a sentence, Say a sentence and say a sentence*, etc).
- Start the whole class working in pairs.

Unit 11

3 In your notebook, write about things you didn't do yesterday.

- Read the example sentences to the children.
- Say *Can you give me a sentence with I didn't ... ?* Help the children to say suitable sentences, for example, *I didn't draw a picture.*
- Call two children up to the front of the class to write their sentences on the board.
- Help the children to suggest a heading for these questions, for example *I didn't ...* Write the heading above the questions.
- The children write the heading in their notebooks. They add their own sentences.
- Choose children to stand up and read their sentences to the class.

Activity Book

1 Choose the correct word.

- Read the first sentence with the two options (*revise / revised*) to the children.
- Ask *Which one is correct?* (*revise*). The children circle *revise*.
- The children circle the correct words in the other sentences.

Answers: 1 revise 2 didn't 3 drew 4 didn't
5 find 6 do

2 Write what this girl is saying.

- Read the list of activities under the ✓. Make sure the children understand that these are the things that the girl did yesterday.
- Read the list of activities under the ✗. Make sure the children understand that these are the things that the girl didn't do.
- Read the example sentences to the children.
- The children make sentences about the other activities.

Answers: 1 I revised for my exam. 2 I didn't write a story. 3 I did my homework. 4 I didn't draw a picture. 5 I didn't read a book about hedgehogs. 6 I didn't find out about butterflies.

3 Write.

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

Answers: I didn't find out about Kurdish food.
I didn't read a book about Kurdish music.

Unit 11 Lesson 3

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

New language: *project, weekend, recycling bins, notices, again*

Revised language: general

You need: Student's Book p62; Activity Book p46; CD tracks 66–67

Starter – vocabulary bingo

- Write the names of the vocabulary sets from Units 9–11 on the board (*regular past forms, irregular past forms, studying activities*).
- The children say the words for each group. Write the words on the board like this:
regular past forms – invited, cooked, started, opened, played, danced, finished
- Each child choose six words/phrases and writes them in his/her notebook.
- Say the words at random, for example, *revise for an exam, made, write a story, cooked, danced, draw a picture.*
- 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 66 with books closed.

Unit 11

CD script:

*There are green grapes in the garden.
Let's eat Kurdish kebabs in Kurdistan.
Give a glass of milk to the king's kitten.*

- Focus on the /g/ and the /k/ sounds. Say *Listen for these sounds*.
- Play the track again. The children repeat each sentence chorally.
- Say *Open your books on page 62*
- Focus on the words with *g* and the /g/ sound.
- Focus on the words with *k* and the /k/ sound.
- Read the sentences to the children. Emphasize the words with the /g/ and the /k/ 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 *g* has different sounds, such as /dʒ/ in *orange* and /ɪ/ in *reading*.
- The children read the sentences again chorally.

2 Read what the television reporter says. How many children are working at Birton Wood today?

- Show the pictures and the text to the children.
- Talk about the television report with the children. Use Kurdish if necessary. Make sure the children understand these ideas:
 - the man in the picture is a television reporter
 - he is making a television report about the work that the children are doing at Birton Wood
- Read the text to the children. The children follow with their reading fingers.
- Say *Read the text silently. Use your reading finger*.
- The children read the text silently. Make sure they are using their reading fingers.
- Help the children to count the number of children at Birton Wood today (Vian, Zheer, Kathy, Sam, plus 11 children in paragraph 3, so the total is 15 children).

Answer: 15

- Ask *Does anyone have any questions?* Answer a limited number of questions (two or three) 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 answer Yes or No.

- Read the first sentence to the children. Ask *Yes or no?*
- Help the children to answer correctly (*No*).
- Repeat with the other sentences.

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

Values

- Read the Values sign (*You can make a difference!*) to the children. In Kurdish, ask them questions such as:
How are Vian, Zheer, Sam and Kathy making a difference?
What can you do to make a difference?

Activity Book

1 Listen and write.

- Point to Picture 1. Say *This kitten is from Kurdistan*.
- Point to Picture 2. Say *The king wants a kebab*.
- Point to Picture 3. Say *The grapes are green*.
- Point to Picture 4. Say *Please give me a glass*.
- Remind the children about words with *k*. Ask the children to spell the words with *k* in the pictures (*kitten, Kurdistan, king, kebab*).
- Remind the children about words with *g*. Ask the children to spell the words with *g* in the pictures (*grapes, green, give, glass*).
- Write the words on the board as the children spell them. Highlight *k* and *g* in each word.

Unit 11

- Erase the words. Play CD track 67. Pause after each sentence.

CD script:

- 1 *This kitten is from Kurdistan.*
- 2 *The king wants a kebab.*
- 3 *The grapes are green.*
- 4 *Please give me a glass.*

- 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 Write about your English class yesterday. Use *I* and *We* and the activities in the box.

- Read the list of activities in the box.
- Read the example sentences (*We didn't write a story. I drew a picture*).
- Say *Can you make a sentence with 'draw' about our class?* The children say *I/We drew / didn't draw a picture* as appropriate.
- The children write sentences about their last English class.

Example answers: 1 I found out about England. 2 We read a book about England. 3 We didn't revise for an exam. 4 We didn't draw a picture. 5 I didn't write a story.

3 Write.

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

Answers: You didn't revise for an exam. They didn't write a story.

Unit 11 Let's talk about ... shopping (1)

Aims: to practise talking about shopping

New language: *Can I help you? How much is it? That's good.*

Revised language: clothes, numbers above a hundred

You need: Student's Book p63

Starter – guess the word

- Choose a word from this list of words in Unit 11: *revise, draw, write, read, environment, pollution, picture, story, homework, exam.*
- Draw a line on the board. Add the first and last letter of the word. For example, for *revise*, write *R_____E*.
- Ask *What is it? (revise)*.
- If the children can't guess, give them a clue, for example, *It's what you do when you have an exam.*
- If they still can't guess, add another letter.
- Continue until they guess the word. Repeat with the other words.

1 Say the clothes words. Write more clothes words in your notebook.

- Point to each of the pictures. Ask *What is it? (a shirt, a dress, etc)*.
- Call children to the front to write each word on the board.
- Help the children to suggest other clothes words that they know, for example, *T-shirt* and *trousers*.
- Call the children to the front to write each word on the board.

Unit 11

2 Say the prices.

- Explain the ID is Iraqi dinars.
- Write *thousand* on the board. Write numbers with *thousand* on the board, for example, 2000, 5000, 7000, 7500, 12000, 20000, 22500.
- Help the children to say the words (*seven thousand, seven thousand five hundred, etc.*).
- Point to the price labels in the book. Help the children to say the prices (*Five thousand dinars, ten thousand five hundred dinars, etc.*).

3 Listen and read. Buy clothes in the clothes shop!

- Read the dialogue to the children. Make sure they understand the meaning of *How much is it?* Use Kurdish if necessary.
- Also make sure the children understand that:
 - *Can I help you?* is what shop assistants often say to customers.
 - when the boy says *Here you are* he is handing the money (10,000 dinars) to the shop assistant.
- Practise the dialogue with one of the children. Help the children to choose another item of clothing, for example, the trainers, and another price, for example 22,500 dinars.
- Help the child to continue the dialogue. Note that *trainers, trousers* and *shoes* are plural, so the dialogue will have to include *Can I see those trainers? How much are they?* and *They're 22,500 dinars.*
- Repeat with other children and other clothes.
- Divide the class into pairs (*one, two, one, two, etc.*).
- Choose one pair of children. The children demonstrate the dialogue, for example:
Can I help you?
Can I see those shoes, please?
Yes, of course. Here you are.
How much are they?
They're 10,500 dinars.
That's good. Here you are.

- Give the pairwork instruction (*Question and answer, Question 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 Sophie's day.

Write ✓ next to the correct pictures. Write ✗ next to the incorrect pictures.

- Read the text about Sophie to the children. The children follow with their reading finger.
- Point to the first picture. Ask *What is she doing?* (*She's writing e-mails.*).
- Ask *Is it correct?* (Yes). The children write ✓ on the answer line.
- The children compare the other pictures with the text. They write ✓ or ✗ next to the pictures.

Answers: 1 ✓ 2 ✓ 3 ✓ 4 ✓ 5 ✗ 6 ✓ 7 ✗ 8 ✓

2 Write about Ryan's day.

- Explain to the children that they are going to write a paragraph about Ryan's day.
- Read the information about Ryan to the children.
- Make sure the children understand that, for example:
 - *write a story* ✓ means *I wrote a story.*
 - *draw a picture* ✗ means *I didn't draw a picture.*
- Help the children say the first sentences of the paragraph (*I was very busy yesterday after school. In the afternoon I wrote a story, etc.*).

Unit 11/Revision 3

- The children write the rest of the paragraph.
- Ask individual children to read their paragraphs to the class.

Example answer:

I was very busy yesterday after school. In the afternoon I wrote a story and I read a book about science. I wrote e-mails and I revised for my exam, but I didn't draw a picture. In the evening I found out about Kurdistan on the internet. I didn't watch television. I did my homework.

Revision 3

Aims: revision of Units 9, 10 and 11

New language: none

Revised language: grammar and vocabulary of Units 9, 10 and 11

You need: Student's Book pp109; 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 *I watched television for an hour / an hour ago, I went to the supermarket, I didn't go to the sports centre.*

1 Choose six pairs of present and past verbs. Make cards for them.

- Say each of the present form verbs to the children. The children find the past forms on the cards and say them (*invite – invited*, etc).
- Choose six of the present and past verbs. Show the children how to write them on a sheet of paper and cut them up to make cards.

- Give each pair of children a sheet of paper to make the cards, or a set of cards you have made for them.

2 Play a memory game in pairs.

- Read the instructions for the game.
- Call a child to the front and play the game with him/her. If possible, stick the cards face down on the board so that all the class can see. If not, put the cards face down on your desk, but show them to the class as they are turned over.
- Take turns with the child to turn over two cards. If you turn over cards that are a present and past pair, you keep them. If not, you put them back face down where they were.
- The winner is the player with the most pairs of present/past verbs.
- 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 cooked have a circle? (Because it's a past form of the verb and the other words are present forms).*
- The children circle the odd one out in each of the word groups.

Answers: 1 danced 2 draw 3 picture 4 opened 5 photos

Revision 3

2 Write the words in the correct groups.

- Read the words in the box to the children.
- Show the children that *buy fizzy drinks* goes in the *Picnics* group.
- The children write the other words in the correct group.

Answers: Picnics: buy fizzy drinks, make sandwiches
School work: find out about pollution, do your homework
Past forms: opened, danced

3 Circle the correct words.

- Read the example to the children. Show the children that the correct word has a circle.
- The children circle the correct words in the other sentences.

Answers: 1 write 2 for 3 ago 4 had 5 do

4 Write.

- Read the example sentence. Explain that all the sentences can be completed with one word.
- The children complete the sentences.

Answers: 1 didn't 2 ago 3 find 4 bought 5 for

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 *cooked*
- 2 *finished*
- 3 *invited*
- 4 *picnic*
- 5 *photos*
- 6 *boxes*
- 7 *revise*
- 8 *write*
- 9 *draw*
- 10 *homework*

Answers: See the Teacher's script.

Speaking

- Read the topics (*Asking people to do things, Making suggestions, Shopping*) to the children. Read the example speech bubbles.
- The children practise the conversations in pairs, or with 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 materials and recycling; saying and writing these words.

New language: *wood, paper, glass, clothing, rubbish, metal, plastic, recycle the paper, pick up the glass, put the rubbish in a bag*

Revised language: clothes, colours

You need: Student's Book pp64–65; Activity Book p48; CD tracks 68–69; Unit 12 poster

Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 62 (*green, grapes, garden, Kurdish, kebabs, Kurdistan, give, glass, milk, king, kitten*).
- 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 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 68. The children listen and point to the pictures in the book.

CD script:

wood

paper

recycle the paper

pick up the glass

glass

clothing

rubbish

metal

put the rubbish in a bag

plastic

- Point to the first word on the poster (*wood*). Model the word *wood ... wood*.
- The children repeat the word chorally and individually.
- Repeat with the other words on the poster.
- Write the words on the board. The children read the words chorally and individually.
- Repeat with the phrases *pick up the glass, recycle the paper, put the rubbish in a bag*. Explain the meaning of the words in Kurdish.

2 In your notebook, write the materials in each object.

- Point to the picture of the computer. Ask *Is there metal in it?*
- Help the children to answer correctly (*Yes*).
- Repeat with other materials – plastic (*Yes*), wood (*No*), glass (*Yes*), etc.
- The children write the list of materials in their notebooks.

Example answers:

computer: metal, plastic, glass

chair: wood, metal

newspaper: paper

car: metal, glass, plastic

light bulb: glass, metal

ruler: plastic

3 Listen. Match the materials with the boxes.

- Point to each of the materials. Ask *What is it?*
- Help the children to answer correctly (*glass, paper, rubbish, plastic, wood, metal*).
- Point to each of the boxes. Ask *What colour is it?* (*blue, green, brown, black, red, yellow*).

Unit 12

- Explain that the boxes are for recycling; a different material goes in each box. Use Kurdish if necessary.
- Play CD track 69. Pause after the first exchange (*Glass goes in the red box.*) Ask the children *Where does glass go?*
- Help the children to answer correctly (*In the red box*). The children write *glass – in the red box* in their notebooks.
- Repeat with the rest of CD track 69. The last part of the track gives the children a chance to check their answers.

Answers: glass – in the red box; plastic – in the yellow box; paper – in the brown box; wood – in the black box; rubbish – in the green box; metal – in the blue box

4 Point, ask and answer.

- Read the example conversations to the children.
- Point to the other people in the poster. Ask questions about, for example, *Is she wearing trousers?* Choose children to answer.
- Choose children to ask more questions and other children to answer them.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to point, ask and answer questions. For example, *Are they wearing tracksuits? No, they aren't.*
- Give the pairwork instruction (*Question and answer, question and answer*, etc). Start the whole class working in pairs.

Activity Book

1 Cross out the wrong material.

- Point to the picture of the mobile phone. Ask *Has it got metal/plastic/clothing in it?* (*yes, yes, no*).
- The children cross out *clothing* in number 1.
- The children cross out the incorrect material for the other objects.

Answers: 1 clothing 2 paper 3 rubbish 4 paper 5 wood 6 plastic

2 Write. Use the materials in Activity 1, with *pick up the, recycle the or put the ... in a bag.*

- Point to picture 1. Ask *What activity is it?* (*pick up the wood*). Show the example answer to the children.
- The children write the rest of the activities.

Answers: 1 pick up the wood 2 put the paper in a bag 3 recycle the glass 4 pick up the rubbish 5 recycle the plastic 6 recycle the clothing

3 Write.

- The children write the words for the materials next to the pictures.

Answers: wood, paper, clothing, rubbish, glass, plastic, metal

Unit 12 Lesson 2

Aims: presenting and practising the negative past form of the past simple with *He, She, It*.

New language: *She didn't have lunch with us.*

Revised language: activities, family members

You need: Student's Book pp66–67; Activity Book p49; CD track 70; Unit 12 poster

Starter – Poster game: What's he/she doing?

- Put the Unit 12 poster on the board.
- Point to each of the words for materials and activities. Say the words. The children repeat the words chorally and individually.
- Point to each of the pictures. The children say the words chorally and individually.
- Say a sentence about one of the people, e.g. *She's wearing a yellow T-shirt. What's she doing?*

Unit 12

- Help the children to find the woman with a yellow T-shirt. Help them to say what she's doing (*She's picking up plastic.*).
- Repeat with other descriptions of other people.

1 Read, listen and say.

- Talk with the children about each picture. Ask questions such as *Where are they?* (*They're in Birton Wood.*) and *What are they doing?* (*They are cleaning up Birton Wood.*)
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 70 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 on the board:
Kathy didn't work hard.
- Underline *didn't* in the sentence. Remind the children that we use *didn't* to make the negative of the past form. Explain that *didn't* is the same for all pronouns: *I didn't work, you didn't work, he didn't work, she didn't work, we didn't work, they didn't work*. Use Kurdish if necessary for these explanations.
- Help the children to say the affirmative form of the sentence (*She worked hard.*) and write it next to the negative form.
- Underline *worked* in the affirmative sentence.
- Underline *work* in the negative sentence.
- Remind the children that we use the past form for affirmative sentences.
- Remind the children that we don't use the past form for negative sentences. We use *didn't* + the base form of the verb.
- Help the children to write the long form *She did not work hard* next to the short form. Make sure that the children realize that *didn't* is the short form of *did not*.

- The children say the sentences on the board chorally and individually.
- 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 Talk about the people.

- Point to each of the people in the pictures. Ask *Who is it?* or *Who are they?* (*Zheer, Sam, Vian, Mr and Mrs Aziz*).
- Point to each of the picture cues. Help the children to identify them (*pick up rubbish, listen to music, recycle plastic, phone his friends, buy fizzy drinks*).
- Read the example sentences.
- Help the children to say sentences about the other people.
- Choose a child. Say one of the names (*Zheer, Sam, Vian, Mr and Mrs Aziz*). The child makes a suitable sentence, for example, *Mr and Mrs Aziz bought fizzy drinks*.
- 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 name and say a sentence, for example, *Sam. He didn't phone his friends*.
- Give the pairwork instruction (*Say a name and say a sentence, Say a name and say a sentence etc*). Start the whole class working in pairs.

3 In your notebook, write about things your friends and family didn't do yesterday.

- Read the example sentences to the children.
- Say *Can you give me a sentence with My brother didn't ... ?* Help the children to say suitable sentences, for example, *My brother didn't watch television*.

Unit 12

- Call two children up to the front of the class to write their sentences on the board.
- Help the children to suggest a heading for these questions, for example *Yesterday we didn't ...* Write the heading above the questions.
- The children write the heading in their notebooks. They add their own sentences.
- Choose children to stand up and read their sentences to the class.

Activity Book

1 Complete.

- Read the words in the boxes to the children.
- Read number 1 and ask *Which verb goes here?* Help the children to say *pick*. Remind them to use the past tense form (*picked*).
- The children write the missing words in the rest of the sentences.

Answers: 1 He picked up the glass. 2 He didn't pick up the clothing. 3 He didn't put the plastic in a rubbish bag. 4 She picked up the clothing. 5 She didn't pick up the glass.

2 Write.

- Show the children the picture cues in number 1 (*the boy, plastic*).
- Read the example answer (*He recycled the plastic*).
- Repeat with number 2.
- Help the children to make a sentence for number 3 (*He didn't put the glass in a rubbish bag*).
- The children write the rest of the sentences.

Answers: 1 He recycled the plastic. 2 She didn't pick up the metal. 3 He didn't put the glass in a rubbish bag. 4 She recycled the paper. 5 He didn't recycle the paper.

3 Write.

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

Answers: The children didn't recycle the plastic.
My friend didn't pick up the rubbish.

Unit 12 Lesson 3

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

New language: *studied*

Revised language: general

You need: Student's Book p68; Activity Book p50; CD tracks 71–73

Starter – say three things

- Write three topics on the board that the children have seen in the Student's Book. For example:
Helping your community
Rubbish
Television reporters
- Point to one of the topics. Say *Say three things about this*. Help the children to say three things about the topic. For example, *Helping your community – Adults and children can help the community. Keeping the community tidy is a good way of helping. Helping the community is fun.*
- Repeat with the other topics.

1 Listen to the sentences. Say.

- Say *Listen to these sentences*.
- Play CD track 71 with books closed.

CD script:

Nine notebooks next to the nuts.
My mother is reading a magazine.
Newroz is in March, not in May.

- Focus on the /n/ and the /m/ sounds. Say *Listen for these sounds*.

Unit 12

- Play the track again. The children repeat each sentence chorally.
- Say *Open your books on page 68.*
- Focus on the words with *n* and the /n/ sound.
- Focus on the words with *m* and the /m/ sound.
- Read the sentences to the children. Emphasize the words with the /n/ and the /m/ sounds.
- Play the track again. The children listen, read and repeat each sentence chorally.
- The children read the sentences again chorally.

2 Read the instructions for recycling at the school. Did the class make any mistakes?

- Show the picture and the text to the children.
- Help the children to understand what type of text this is (instructions on a school noticeboard).
- Make sure the children understand that the children in the school are recycling their rubbish; different materials go in different coloured boxes.
- Read the text to the children.
- Read the text again. Explain any unfamiliar vocabulary and phrases to the children.
- The children read the text silently, using their reading fingers.
- Say *Look at the red box. Can you see paper in the red box?* (Yes.)
- Say *Is that correct?* (No).
- Repeat with the other materials and the other boxes.
- Help the children to say sentences about the mistakes, such as *They put clothing in the blue box. They put wood in the green box.*
- 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:
Which box is for plastic? The blue box.
Is the red box for glass and metal? Yes, it is.

3 Listen, read and sing.

- Talk about the pictures with the children. Ask questions such as *What are the children doing?* (*They're recycling the rubbish.*) and *What types of rubbish can you see?* (*Plastic, paper, etc.*).
- Read the song to the children. Make sure they understand the new words and the phrases, such as *We studied how to recycle in class* and *We all know recycling is good.*
- Say *Close your books.* Play CD track 72. 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.

Activity Book

1 Listen and write.

- Point to Picture 1. Say *My mother's birthday is in May.*
- Point to Picture 2. Say *This is my magazine.*
- Point to Picture 3. Say *There are nine nuts.*
- Point to Picture 4. Say *My pencil is next to my notebook.*
- Remind the children about words with *m*. Asking the children to spell the words with *m* in the pictures (*mother, May, my, magazine*).
- Remind the children about words with *n*. Asking the children to spell the words with *n* in the pictures (*nine, nuts, next, notebook*).
- Write the words on the board as the children spell them. Highlight *m* and *n* in each word.
- Erase the words. Play CD track 73. Pause after each sentence.

Unit 12

CD script:

- 1 *My mother's birthday is in May.*
- 2 *This is my magazine.*
- 3 *There are nine nuts.*
- 4 *My pencil is next to my notebook.*

- The children listen and write each sentence.
- Play CD track 00 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 about Toby and Neil. Use the words in the boxes.

- Show the children the pictures of Toby and Neil. Make sure they understand that Toby recycles everything, but Neil doesn't recycle anything. Use Kurdish if necessary.
- Read the activities (*recycle, pick up, etc*) and materials (*paper, plastic, etc*) in the boxes
- Read the example answer in number 1. Help the children make more sentences about Toby, for example, *He picked up the glass.*
- Help the children to make sentences about Neil. These sentences should all be negative, for example, *He didn't recycle the paper.*
- The children write the sentences about Toby and Neil.

Example answers: 1 He recycled the plastic.
2 He picked up the glass.
3 He put the rubbish in a bag.
4 He didn't recycle the paper.
5 He didn't pick up the rubbish. He didn't put the rubbish in a bag.

3 Write.

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

Answers: My brother didn't put the rubbish in a bag. My uncle didn't recycle the metal.

Unit 12 Let's talk about ... the time (1)

Aims: to practise talking about the time

New language: *Oh no! I'm late for ...*

Revised language: places, events, the time

You need: Student's Book p69

Starter – guess the word

- Choose a word from this list of words in Unit 12: *wood, paper, metal, glass, plastic, clothing, recycle, pick, rubbish.*
- Draw a line on the board. Add the first and last letter of the word. For example, for *wood*, write *W_____D*.
- Ask *What is it?* (*wood*).
- If the children can't guess, give them a clue, for example, *The desk is made of it.*
- If they still can't guess, add another letter.
- Continue until they guess the word. Repeat with the other words.

1 Say the events. Write more events in your notebook.

- Point to each of the pictures. Ask *What is it?* (*a birthday party, a football match, etc*).
- Call children to the front to write each word on the board.
- Help the children to suggest other words that they know for events, for example, *a race* and *a wedding*.
- Call the children to the front to write each word on the board.

2 Say the times.

- Point to the first clock. Ask *What time is it?* (*It's 2.30*).
- Repeat with the other clocks.

Unit 12

3 Listen and read. Talk with your classmates.

- Read the dialogue to the children. Make sure they understand the meaning of *I'm late for the picnic!* Use Kurdish if necessary.
- Practice the dialogue with three or four children. Use other times and other events.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children demonstrate the dialogue, for example:
What time is it, please?
It's seven thirty.
Oh no! I'm late for the concert!
- Give the pairwork instruction (*Question and answer, Question and answer*, etc). Start the whole class working in pairs.

- Make sure the children understand that this is good, so they don't underline it.
- The children underline the other sentences about bad things.

Answers: They didn't pick up all their rubbish.
/ They didn't recycle the paper or the plastic.
/ They didn't clean the picnic table.
/ At the end it was very dirty.

2 Write about the picnic.

- Explain to the children that they are going to write a paragraph about another picnic.
- Read the information about the picnic to the children.
- Make sure the children understand that the children on this picnic were good: they cleaned up and recycled their rubbish.
- Help the children say the first sentence of the paragraph (*Yesterday Class 6 went on a picnic.*)
- The children write the rest of the paragraph.
- Ask individual children to read their paragraphs to the class.

Example answer: Yesterday Class 6 went on a picnic. They cooked food. They made a salad. They went to the park. They picked up their rubbish. They put their rubbish in plastic bags. They recycled the plastic, the glass, the metal and the paper. They cleaned the tables. At the end it was very clean.

Unit 12 Writing page

Aims: to develop writing skills

New language: none

Revised language: general

You need: Activity Book p51

1 Read about the picnic. Underline the bad things.

- Point to the picture and ask *Where are they?* (*In the wood*) and *What are they doing?* (*having a picnic*).
- Read the text about the Wilson's picnic to the children. The children follow with their reading fingers.
- Read the sentence *After the picnic, they didn't pick up all their rubbish.*
- Ask *Is that good or bad?* (*Bad*).
- Show the children how to underline the sentence.
- Repeat with the next sentence (*They recycled the glass*).

Unit 13

Unit 13 Lesson 1

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

New language: *castle, museum, zoo, funfair, library, swimming pool*

Revised language: shops, prepositions

You need: Student's Book pp70–71; Activity Book p52; CD track 74; Unit 13 poster

Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 68 (*nine, notebooks, next, nuts, my, mother, magazine, Newroz, March, not, May*).
- 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 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 74. The children listen and point to the pictures in the book.

CD script:

castle

zoo

museum

funfair

library

swimming pool

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

2 Ask and answer questions.

- Read the example conversation to the children. On the poster, show the children that the museum is next to the funfair.
- Ask other questions about the poster, for example *Where's the castle?*
- Help the children to answer correctly (*It's behind the zoo*).
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. Help one child to ask a *Where is ... ?* question about the poster. Help the other child to answer it.
- Give the pairwork instruction (*Ask and answer, ask and answer, etc*). Start the whole class working in pairs.

3 Talk about your town.

- Read the example conversation to the children.
- Help the children to make sentences about their own town. For example, say *Make a sentence about a funfair*.
- Help the children to answer correctly (either *There isn't a funfair* or *There's a funfair on ... Street*).
- Repeat with the other places in the vocabulary set.

4 Copy the map in your notebook. Add more shops. Talk about the town.

- Copy the map on the board. Ask the children to suggest shops to add to the map.
- Draw the shops on the street.

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- Help the children make sentences about the map, for example, *The bakery is next to the supermarket.*
- The children draw a map in their notebooks.
- Choose children to talk about their maps to the class, for example, *The gift shop is between the clothes shop and the bookshop.*
- In pairs, the children show each other their maps and talk about them.

Activity Book

1 Match.

- Read number 1 (*swimming pool*) to the children. Ask *Which picture is it?* (e).
- The children draw a line from 1 to picture e.
- The children match the rest of the words with the pictures.

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

2 Write about the town.

- Show the map of the town. Ask *How many ... ?* questions about each of the places in the new vocabulary set, such as *How many swimming pools are there?* (*There's one.*), *How many castles are there?* (*There aren't any.*) etc.
- Read the beginning of number 1 (*There's a*) to the children. Help the children to complete the sentence (*There's a swimming pool*).
- The children complete the sentence.
- The children write sentences about the other places in the town.

Answers: 1 There's a swimming pool. 2 There isn't a castle. 3 There are two museums. 4 There is a library. 5 There are two funfairs. 6 There isn't a zoo.

3 Write.

- The children write the names of the places next to the pictures.

Answers: castle, zoo, museum, funfair, library, swimming pool

Unit 13 Lesson 2

Aims: presenting and practising past simple questions with *Did you ... ?*

New language: *Did you go to the library?*
Yes, I did. Did you go with your mother? No, I didn't.

Revised language: places in a town, prepositions

You need: Student's Book pp72–73; Activity Book p53; CD tracks 75–76; Unit 13 poster

Starter – Poster game: What is it?

- 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.
- Point to each of the places. The children say the words chorally and individually.
- Say a sentence about one of the places such as *It's between the museum and the supermarket. What is it?*
- Help the children to answer correctly (*It's the clothes shop*).
- Repeat with other descriptions using *between* and *next to*, and other places.

1 Read, listen and say.

- Talk with the children about each picture. Ask questions such as *Where are they?* (*They're in the car park*) and *What are they doing?* (*They're talking to Mrs Aziz. Mrs Aziz looks worried.*)
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 75 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.

Unit 13

- Write on the board:
Did you go to the library? Yes, I did.
Did you go with your mother? No, I didn't.
- Underline *Did* in both questions. Use Kurdish if necessary for these explanations.
- Help the children to say the affirmative form of each sentence (*You went to the library. You went with your mother.*) next to the negative form.
- Underline *went* in the affirmative sentences.
- Underline *go* in the questions.
- Show the children that we use *did* plus the base form of the verb for questions in the past tense.
- Underline *I did* in the first answer and *I didn't* in the second answer.
- Help the children to say the long form of *I didn't* (*I did not.*) Write this next to the short form.
- The children say the questions and answers on the board chorally and individually.
- 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 read. Choose three places you went to yesterday. Ask and answer.

- Read the list of places in the box (*museum, library, etc*) to the children.
- Play CD track 76. The children listen and read.
- Help a child to choose three places, for example, *museum, funfair, swimming pool*.
- Ask *Did you go to the ... ?* questions to the child. Help the child to answer appropriately, according to the list of three places that the child chose. Add *Was it nice?* questions as appropriate and help the child to answer.

- Choose a pair of children. One child chooses three places, the other child asks questions. Encourage the children to ask and answer *Was it nice?* questions as appropriate.
- Repeat with other children.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. The children take turns to choose places and ask questions.
- Give the pairwork instruction (*Choose and ask, Choose and ask* etc). Start the whole class working in pairs.

3 In your notebook, copy and complete the questions. Write the answers about yourself.

- Read the incomplete questions to the children.
- Help the children to complete the questions.
- Ask *Did you go to school yesterday?* Choose children to reply.
- Repeat with the other questions.
- Call two children to the front to write the questions and their answers on the board.
- Help the children to suggest a heading for these questions, for example *Questions about yesterday*. Write the heading above the questions.
- The children write the heading and the questions in their notebooks. They add their own answers.
- Choose children to stand up and read their questions and answers to the class.

Activity Book

1 Complete.

- Read the text on the picture to the children. Help the children to work out that *ate* is the past tense of *eat* and *drank* is the past tense of *drink*.
- Show number 1 to the children. Help the children to complete the question and answer.
- The children complete the questions and answers.

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Answers: 1 Did you write a story? No, I didn't.
2 Did you draw a picture? Yes, I did.
3 Did you take photos? Yes, I did.
4 Did you read a book? No, I didn't.
5 Did you swim? No, I didn't.

2 Write questions. Match with the answers.

- Show the children the picture cue in number 1, *glass of milk*. Read the example question to the children.
- Say *Look at Exercise 1. Ask What's the answer? (Yes, I did)*. The children draw a line from number 1 to *Yes, I did*.
- The children make sentences for the other picture cues and match them with the answers.

Answers: 1 Did you drink a glass of milk? Yes, I did. 2 Did you swim? No, I didn't.
3 Did you read a magazine? Yes, I did.
4 Did you eat a pizza? Yes, I did.
5 Did you buy a book? No, I didn't.

3 Write.

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

Answers: Did you go to the museum? Yes, I did.

Unit 13 Lesson 3

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

New language: *statues, pictures, picnic tables, Big Wheel, a report*

Revised language: general

You need: Student's Book p74; Activity Book p54; CD tracks 77–78

Starter – show me ...

- Make a list of things that the children can find in the Student's Book, for example:
 - a green lamp
 - a brown and white T-shirt
 - a green recycling box
 - a football match
 - two elephants
 - an Art class
- Divide the class into two teams. Call one child from each team to the front.
- Say *Show me a green lamp*. The first child to find the item in the 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 Match the words with the same a sound. Listen and check.

- Read each of the words to the children. In each word, focus on the pronunciation of the letter(s) in green.
- Show the children how *bakery* is joined to *lake*. Make sure the children understand that they green letters of *bakery* and *lake* show the same sound of the letter *a* (/eɪ/).
- Read the next word (*funfair*). Ask the children to find a word with the same sound (*hair*).
- Repeat with the other words. Go through all the sounds of the letter *a* in the pairs of words (/eɪ/, /eə/, /ɑ:/, /ə/, and /æ/).

Answers: bakery / lake, funfair / hair, park / car, cap / jacket, roundabout / sofa, e-mails / train, hall / ball

- Play CD track 77. The children listen and check the pronunciation.
- The children say the words chorally and individually.

2 Read about Zhiyar's school trip. Guess the meaning of the underlined words.

- Show the pictures and the text to the children.
- Talk about the poster with the children. Make sure the children understand that this is what a Kurdish boy wrote about a school trip to Silemani.
- Read the text to the children. The children follow with their reading fingers.
- Say *Read the text silently. Use your reading finger.*
- The children read the text silently. Make sure they are using their reading fingers.
- Help the children to understand the meaning of the underlined words.
- Ask *Does anyone have any questions?* Answer a limited number of questions (two or three) 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.

- Read the first question to the children (*Did they travel on a bus?*).
- Help the children to answer correctly (*Yes, they did*).
- Repeat with the other questions.

Answers: 1 Yes, they did. 2 No, they didn't.
3 No, they didn't. 4 Yes, they did.
5 No, he didn't. 6 No, they didn't.

Activity Book

1 Listen and write.

- Point to Picture 1. Say *There's a bakery near the lake.*
- Point to Picture 2. Say *My jacket is in the park.*

- Point to Picture 3. Say *The sofa is in the hall.*
- Point to Picture 4. Say *He's writing e-mails on the train.*
- Ask the children to spell these words: *bakery, lake, jacket, park, sofa, hall, e-mails, train.*
- Write the words on the board as the children spell them. Highlight the focus letter *a* each word.
- Erase the words. Play CD track 78. Pause after each sentence.

CD script:

- 1 *There's a bakery near the lake.*
- 2 *My jacket is in the park.*
- 3 *The sofa is in the hall.*
- 4 *He's writing e-mails on the train.*

- 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 with *Did you ... ?* Use the activities and phrases in the box. Write the answers.

- Read the list of activities and time expressions in the box to the children.
- Read the example question and answer to the children.
- Help the children to make more questions.
- Choose children to answer the questions with *Yes, I did.* or *No, I didn't.*
- The children write five questions and answers.
- Choose children to read their questions and answers to the class.

Example answers: 1 Did you have a picnic on Wednesday? No, I didn't.
2 Did you recycle paper yesterday? Yes, I did.
3 Did you read a book on Monday? Yes, I did. 4 Did

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you pick up rubbish last week?
Yes, I did. 5 Did you write a
story on Sunday? No, I didn't.

3 Write.

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

Answers: Did you swim at the swimming pool?
No, I didn't.

Unit 13 Let's talk about ... the time (2)

Aims: to practise talking about the time

New language: none

Revised language: school subjects, the time

You need: Student's Book p75

Starter – guess the word

- Choose a word from this list of words in Unit 13: *museum, funfair, castle, zoo, library, swimming pool, supermarket, street*.
- Draw a line on the board. Add the first and last letter of the word. For example, for *museum* write M_____M.
- Ask *What is it?* (*museum*).
- If the children can't guess, give them a clue, for example, *It's a place where they keep old pictures and statues*.
- If they still can't guess, add another letter.
- Continue until they guess the word. Repeat with the other words.

1 Say the classes. Write more classes in your notebook.

- Point to each of the pictures. Ask *What subject is it?* (*Science, Art, English*).
- Call children to the front to write each word on the board.

- Help the children to suggest other school subjects that they know, for example, *History* and *Kurdish*.
- Call the children to the front to write each word on the board.

2 Say the times.

- Point to the first clock. Ask *What time is it?* (*Half past twelve*).
- Repeat with the other clocks. Encourage the children to use *quarter, half, past* and *to* to tell the time.

3 Listen and read. Talk with your classmates.

- Read the dialogue to the children.
- Practice the dialogue with three or four children. Use other times and subjects.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children demonstrate the dialogue, for example:
What time is it, please?
It's twenty past eleven.
Oh no! I'm late for the PE class.
- Give the pairwork instruction (*Question and answer, Question and answer*, etc). Start the whole class working in pairs.

Unit 13 Writing page

Aims: to develop writing skills

New language: none

Revised language: general

You need: Activity Book p55

1 Read the conversation. Answer the questions.

- Read the conversation to the children. The children follow with their reading finger.
- Read question 1 to the children (*Did he go to the town centre?*).

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- Help the children to answer correctly (*Yes, he did*).
- The children answer the rest of the questions.

Answers: 1 Yes, he did. 2 No, he didn't. 3 Yes, he did. 4 No, he didn't. 5 No, he didn't.

2 In your notebook, continue the conversation about a visit to the town centre. Use the places and the adjectives in the boxes.

- Explain to the children that they are going to write a conversation about a visit to the town centre.
- Read the word cues (*museum, funfair, and interesting, great, etc*) to the children. Make sure they understand the words.
- Help the children choose a place and an adjective from the boxes, for example, *library, fantastic*.
- Read the first three speech bubbles to the children (*Did you have a good day? / Yes, I did. I went to the town centre. / Did you go to the library?*).
- The children write the rest of the conversation.
- Ask individual children to read their conversations to the class.

Example answer:

Did you have a good day? Yes, I did. I went to the town centre.

Did you go to the library? Yes, I did. It was great.

Did you go to the swimming pool? No, I didn't. I can't swim.

Did you go to the castle? Yes, I did. It was amazing!

Unit 14

Unit 14 Lesson 1

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

New language: *hit, drop, fall over, throw, kick, hurt your hand*

Revised language: parts of the body, parts of the face

You need: Student's Book pp76–77; Activity Book p56; CD track 79; Unit 14 poster

Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 74 (*bakery, lake, funfair, hair, park, car, jacket, cap, roundabout, sofa, e-mails, train, hall, ball*).
- 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 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 79. The children listen and point to the pictures in the book.

CD script:

hit

fall over

drop

throw

hurt your hand

kick

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

2 Match.

- Read number 1 to the children. Ask *What is the present form of kicked?* (*kick*).
- Help the children to connect the past form verbs in Exercise 2 with the present form verbs in Exercise 1.
- Read number 1 to the children. Help the children to match it with an ending (*d*).
- The children match the rest of the sentence beginnings and endings.

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

3 Talk about the children in the picture.

- Point to the man on the bicycle. Read the speech bubble to the children.
- Point to other pictures. Help the children to say sentences. Make sure the children use the past tense forms of the verbs.
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. One child points to a person in the picture. The other child says a sentence about the person.
- Give the pairwork instruction (*Point and say, point and say, etc*). Start the whole class working in pairs.

4 Talk about accidents. Use the words in the box.

- Read the parts of the body in the box to the children.
- Read the speech bubbles. Describe an accident you have had, for example, *I hit my arm on the door. I hurt my arm. I didn't hurt my hand.*

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- Choose children to describe accidents they have had. Help them to express themselves correctly.
- The children write sentences about their accidents in their notebooks.

Activity Book

1 Write the past forms.

- Read the first verb (*fall over*) to the children. Read the past form (*fell over*).
- Help the children to work out the past form of number 2 (*kicked a ball*).
- The children write the past forms of the other verbs.

Answers: 1 fell over 2 kicked a ball 3 hurt your hand 4 dropped a ball 5 threw a ball 6 hit a ball

2 Write about the people.

- Point to the picture of the boy. Read number 1 (*hit a ball*) and ask *Did he hit a ball?* (*No*).
- Read the example answer *He didn't hit a ball*.
- The children write sentences about the boy and the girl.

Answers: 1 He didn't hit a ball. 2 He kicked a ball. 3 He didn't drop a ball. 4 He didn't throw a ball. 5 She fell over. 6 She didn't hurt her hand. 7 She hurt her head.

3 Write.

- The children write the activities next to the pictures.

Answers: drop, hit, fall over, throw, hurt your hand, kick

Unit 14 Lesson 2

Aims: presenting and practising past simple questions with *he/she/it*.

New language: *Did she give it some water? Yes, she did. Did she give it some food? No, she didn't.*

Revised language: activities

You need: Student's Book pp78–79; Activity Book p57; CD track 80; Unit 14 poster

Starter – Poster game: acting

- Put the Unit 14 poster on the board.
- Point to each of the activity words. Say the words. The children repeat the words chorally and individually.
- Point to each of the children in the picture. The children say the words chorally and individually.
- Choose an activity. Use a mime gesture to show it, for example, pretend to hit a ball with a racket for *hit*.
- Help the children to guess the activity.
- Repeat with the other activities.

1 Read, listen and say.

- Talk with the children about each picture. Ask questions such as *Where are they?* (*They're back in Birton Wood*) and *What are they doing?* (*They're looking at the hedgehog. Kathy is unhappy.*)
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD 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.

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- Write on the board:
Did she give it some water? Yes, she did.
Did she give it some food? No, she didn't.
- Underline *Did* in both questions. Remind the children that we use *did* to make questions in the past tense. Use Kurdish if necessary for these explanations.
- Help the children to say the affirmative form of each sentence (*She gave the animal some water. She gave the animal some food*). Write the sentences next to the questions.
- Underline *gave* in the affirmative sentences.
- Underline *give* in the questions.
- Show the children that we use *did* plus the base form of the verb for questions in the past tense.
- Underline *she did* in the first answer and *she didn't* in the second answer.
- Help the children to say the long form of *she didn't* (*She did not.*) Write this next to the short form.
- Make sure the children understand that we use *did* for all pronouns: *Did I/you/he/she/it/we/they?*
- The children say the questions and answers on the board chorally and individually.
- 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 Choose, ask and guess.

- Choose children to read the speech bubbles.
- Read the example conversation. Play the game with the children, starting with *I'm thinking of one of the boys*.
- Help the children to ask questions and guess which boy it is.
- Choose a child to choose a boy or girl. Help the other children ask questions to guess who it is.

- Repeat with other children.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. The children take turns to choose a boy or girl and guess.
- Give the pairwork instruction (*Choose and guess, Choose and guess, etc*). Start the whole class working in pairs.

3 Complete the questions in your notebook. Answer them.

- Read the incomplete questions to the children.
- Help the children to complete the questions with suitable words, for example, *friend, sister*.
- Ask the first question. Choose children to reply.
- Repeat with the other questions.
- Call two children to the front to write the questions and their answers on the board.
- Help the children to suggest a heading for these questions, for example *Questions about yesterday*. Write the heading above the questions.
- The children write the heading and the questions in their notebooks. They add their own answers.
- Choose children to stand up and read their questions and answers to the class.

Activity Book

1 Choose the correct words.

- Point to the waiter in the picture. Ask *Did he fall over?* (*No, he didn't*).
- Help the children to circle the correct words in number 1 (*fall over*).
- The children circle the correct words in the other questions and answers about the waiter.

Answers: 1 Did he fall over? No, he didn't.
2 Did he have an accident? Yes, he did.
3 Did he kick the ball? No, he didn't.
4 Did he drop the food? Yes, he did.

Unit 14

2 Write questions and answers.

- Point to the picture of the waiter. Read the word cue *hurt his nose* to the children.
- Read the question and answer to the children.
- Help the children to say questions and answers about the other people in the picture.
- The children write the questions and answers in their Activity Books.

Answers: 1 Did he hurt his nose? Yes, he did.
2 Did he fall over? Yes, he did. 3 Did she throw the ball? No, she didn't.
4 Did they have an accident? Yes, they did.

3 Write.

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

Answers: Did she have an accident? Yes, she did.

Unit 14 Lesson 3

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

New language: *homesick, special, celebrate, stage, food stands, proud*

Revised language: general

You need: Student's Book p80; Activity Book p58; CD tracks 81–83

Starter – vocabulary bingo

- Write the names of the vocabulary sets from Units 12–14 on the board (*materials and recycling, places in a town, accidents*).
- The children say the words for each group. Write the words on the board like this:
materials and recycling – plastic, metal, clothing, wood, glass, rubbish, put the rubbish in a bag, recycle the plastic, pick up the paper.
- Each child choose six words/phrases and writes them in his/her notebook.

- Say the words at random, for example, *plastic, funfair, museum, put the rubbish in a bag, glass, wood, 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 Match the words with the same e sound. Listen and check.

- Read each of the words to the children. In each word, focus on the pronunciation of the letter(s) in orange.
- Show the children how *sell* is joined to *egg*. Make sure the children understand that *sell* and *egg* have the same sound of the letter *e* (/e/).
- Read the next word (*tree*). Ask the children to find a word with the same sound (*street*).
- Repeat with the other words. Go through all the sounds of the letter *e* in the pairs of words (/e/, /i:/, /ə/ and /ɪ/).

Answers: 1 sell / egg, tree / street, quarter / mother 2 beach / sea, English / behind

- Play CD track 81. The children listen and check the pronunciation.
- The children say the words chorally and individually.

2 Read Vian's homework. Guess the meaning of the underlined words. Close your books and talk about it.

- Show the picture and the text to the children.
- Make sure the children understand that Vian wrote the text for homework.
- Read the text to the children.
- Read the text again. Help the children to guess the meaning of the underlined words.

Unit 14

- Explain any unfamiliar vocabulary and phrases to the children.
- 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:
When do Kurdish people celebrate Newroz?
In March.
Do Kurdish people celebrate Newroz in England?
Yes, they do.
Did Vian go to a Newroz celebration in England?
Yes, she did.
Was it a big party or a small party? It was a big party.
Did she like the party? Yes, she did.

3 Listen, read and sing.

- Talk about the pictures with the children. Ask questions such as *What are they doing in this picture? (They're dancing.)* and *What food can you see? (Grapes, cucumber, etc).*
- Read the song to the children. Make sure they understand new words and phrases, such as *it's special for me* and *My country makes me so proud!*
- Say *Close your books*. Play CD track 82. 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 (*Value your country!*) to the children. In Kurdish, ask them questions such as:
What is special about our country?

Do you value your country?

How can you show that you value your country?

Activity Book

1 Listen and write.

- Point to Picture 1. Say *My bag is on the beach*.
- Point to Picture 2. Say *My mother likes eggs*.
- Point to Picture 3. Say *There are trees behind my house*.
- Point to Picture 4. Say *He sells English food*.
- Ask the children to spell these words:
beach, mother, eggs, trees, behind, sell, English.
- Write the words on the board as the children spell them. Highlight the focus letter *e* in each word.
- Erase the words. Play CD track 83. Pause after each sentence.

CD script:

1 *My bag is on the beach.*

2 *My mother likes eggs.*

3 *There are trees behind my house.*

4 *He sells English food.*

- 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 Write questions with *Did your friend ... yesterday?* and *Did the teacher ... yesterday?* Use the words in the boxes. Write the answers.

- Read the list of activities in the box to the children.
- Read the example question and answer to the children.
- Help the children to make more questions.
- Help the children to answer the questions with

Unit 14

Yes, he/she did. or No, he/she didn't. You will need to tell them which answer is correct for you.

- The children write five questions and answers.
- Choose children to read their questions and answers to the class.

Example answers: 1 Did the teacher recycle plastic yesterday? Yes, he did.
2 Did the teacher fall over yesterday? No, he didn't.
3 Did the teacher eat cheese yesterday? Yes, he did.
4 Did your friend drink a cup of Kurdish tea yesterday? No, she didn't. 5 Did your friend revise for an exam yesterday? Yes, she did.

3 Write.

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

Answers: Did she hurt her hand? No, she didn't.

Unit 14 Let's talk about ... apologising

Aims: to practise apologising

New language: *break/broke, lose/lost*
I'm very sorry I ..., Don't worry.
It was an accident.

Revised language: parts of the body,
possessions

You need: Student's Book p81

Starter – guess the word

- Choose a word from this list of words in Unit 14: *drop, hit, fall, kick, throw, hurt, hand, arm, leg, foot, neck, head, eyes, nose, mouth, Newroz.*
- Draw a line on the board. Add the first and last letter of the word. For example, for *drop* write *D_____P.*

- Ask *What is it? (drop).*
- If the children can't guess, give them a clue, for example, mime the action of dropping your bag.
- If they still can't guess, add another letter.
- Continue until they guess the word. Repeat with the other words.

1 Say the words.

- Point to each of the pictures. Ask *What is it? (a mobile phone, a vase, etc).*
- Call children to the front to write each word on the board.
- Help the children to suggest other possessions that they know, for example, *camera* and *calculator*.
- Call the children to the front to write each word on the board.

2 Choose an accident for each object in Activity 1. Use the verbs in the box.

- Read the verbs in the box (*break, drop, hit, hurt, lose*) to the children.
- Help the children to match the verbs with the objects from Activity 1 to describe accidents, for example:
break a vase
hit your arm
lose your school bag
hurt your foot
drop a book
- Read the speech bubbles to the children. Help the children to make sentences about other accidents, for example *I hit my friend's arm. I broke my friend's computer, etc.*

3 Listen and read. Apologise to your classmates.

- Read the dialogue to the children. Make sure they understand the meaning of *Don't worry.* and *It was an accident.*

Unit 14/Revision 4

- Practise the dialogue with three or four children. Apologise for other types of accidents, for example, *I'm sorry I hit your arm.*
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children demonstrate the dialogue, for example:
I'm sorry I dropped your CD player.
Don't worry. It was an accident.
- 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 the conversation. Write ✓ or X under the pictures.

- Read the conversation about Jack's accident to the children. The children follow with their reading finger.
- Point to the first picture. Ask *What is he doing?* (*He's falling over*).
- Ask *Is it correct?* (*No*). The children write X on the answer line.
- The children compare the other pictures with the text. They write ✓ or X next to the pictures.

Answers: 1 X 2 ✓ 3 ✓ 4 X 5 ✓

2 Write about Mia's accident.

- Explain to the children that they are going to write a conversation about Mia's accident.
- Point to each of the pictures. Ask *What is she doing?* (*She's falling over*, etc)

- Help the children say the first three speech bubbles (*Mia had an accident at school. / Oh dear. Did she fall over? / Yes, she did. She hurt her hand.*)
- The children write the rest of the conversation.
- Ask individual children to read their conversations to the class.

Example answer: Mia had an accident at school.
/ Oh dear. Did she fall over? /
Yes, she did. She hurt her hand.
/ Did they take her to hospital?
/ No, they didn't. / Did she go home? / No, she didn't.

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 *She didn't have lunch with us*, *Did you play computer games?* *Did she give it some water?*

1 Play a recycling game. Record your time.

- Point to each of the recycling boxes in the maze. Ask *What goes in this box?* (*glass, plastic*, etc).
- Point to each of the items around the edge of the maze. Ask *What is it?* (*plastic, glass, metal*, etc.).

Revision 4

- Show the children how to follow the maze from the material to the recycling box.
- In pairs, the children try to get to the recycling box for each material. If possible, record the time of the quickest 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 words in the example to the children. Ask *Why does drop have a circle?* (Because it's a verb and the other words are materials).
- The children circle the odd one out in each of the word groups.

Answers: 1 museum 2 fall over 3 kick 4 rubbish
5 have an accident

2 Write the words in the correct groups.

- Read the words in the box to the children.
- Show the children that *plastic* goes in the *Materials* group.
- The children write the other words in the correct groups.

Answers: Materials: plastic, metal
Places: museum, swimming pool
Actions: throw, hurt your hand

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 didn't 2 did 3 do 4 didn't 5 put

4 Write.

- Read the example sentence. Explain that all the sentences can be completed with one word.
- The children complete the sentences.

Answers: 1 didn't 2 pick 3 Did 4 didn't 5 phone

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 plastic
- 2 rubbish
- 3 paper
- 4 funfair
- 5 zoo
- 6 library
- 7 fall over
- 8 drop
- 9 hit
- 10 throw

Answers: See the Teacher's script.

Speaking

- Read the topics (*The time, Apologising*) to the children. Read the example speech bubbles.
- The children practise the conversations in pairs, or with 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 phrases for illnesses; saying and writing these words

New language: *be sick, give someone something, look after, get better, be fine*

Revised language: animals

You need: Student's Book pp82–83; Activity Book p60; CD track 84; Unit 15 poster

Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 80 (*sell, egg, tree, street, quarter, mother, beach, sea, English, behind*).
- 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 15 poster on the board. Talk with the children about the picture. Use Kurdish if necessary.
- Make sure the children understand that the sentences are about what is happening now.
- Say *Open your books on page 82*.
- Play CD track 84. The children listen and point to the pictures in the book.

CD script:

This deer is sick.

The vet is giving it some medicine.

The vet is looking after the deer.

The deer is getting better.

The deer is fine now.

- Point to the first sentence on the poster (*This deer is sick*). Model the sentence *This deer is sick ... This deer is sick*.
- The children repeat the sentence chorally and individually.
- Repeat with the other sentences on the poster.
- Write the sentences on the board. The children read the words chorally and individually.

2 Ask and answer questions.

- Read the conversation to the children and point to the first picture.
- Say *Tell me about the second picture*. Help the children to say (*The vet is giving it some medicine*).
- Repeat with the other pictures.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. One child asks a question about one of the pictures. The other child answers it.
- Give the pairwork instruction (*Ask and answer, ask and answer*, etc). Start the whole class working in pairs.

3 Talk about the duck.

- Point to the duck. Ask *What is it?* (*A duck*).
- Point to each of the pictures. Ask *Tell me about this picture*.
- Help the children to answer (*The duck is sick. The vet is giving it some medicine. etc*).
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. One child points to a picture and the other child talks about it.
- Give the pairwork instruction (*Point and say, Point and say*, etc). Start the whole class working in pairs.

Unit 15

4 Ask and find in the poster. Use the animals in the box.

- Read the animal words in the box to the children.
- Read the example conversation. Ask questions about the animals in the poster, for example *Is there a mouse?* (*No, there isn't.*)
- Choose children to ask questions and other children to answer them.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to ask questions and answer them. For example, *Is there a cat?* *Yes, there is. It's in the third picture.*
- Give the pairwork instruction (*Ask and answer, Ask and answer*, etc). Start the whole class working in pairs.

Activity Book

1 Complete.

- Point to the first picture. Ask *What's the problem?* (*They're sick.*)
- Read number 1 to the children. The children complete the sentence (*These hedgehogs are sick.*)
- The children complete the rest of the sentences.

Answers: sick, vet, medicine, looking after, getting, fine

2 Write Amy's e-mail. Use the past forms in the box.

- Read the past forms of the verbs in the box to the children.
- Show the first sentence of the e-mail. Ask *What verb goes here?* (*had*).
- The children complete the e-mail with the past forms of the verb.

Answers: had, found, were, gave, looked after, got

3 Write.

- The children complete the words from the poster on the answer lines.

Answers: sick, give medicine, look after, get better, fine

Unit 15 Lesson 2

Aims: practising all forms of the past simple, regular and irregular

New language: none

Revised language: general

You need: Student's Book pp84–85; Activity Book p61; CD track 85: Unit 15 poster

Starter – Poster game: Yes or No?

- Put the Unit 15 poster on the board.
- Point to each of the sentences. Say the sentences. The children repeat the sentences chorally and individually.
- Point to each of the pictures. The children say the words chorally and individually.
- Point to each of the pictures and ask *Which picture is it?* Help the children to answer correctly (*It's the first picture/the second picture/the third picture*, etc).
- Say a sentence about an animal in one of the pictures, for example, *There's a frog in the fourth picture.* (*Yes*).
- The children answer *Yes* or *No* as appropriate.
- Repeat with other questions, such as:
There's a duck in the fifth picture. (*No*)
There are cows in the second picture. (*Yes*)
There are sheep in the third picture. (*No*)

1 Read, listen and say.

- Talk with the children about each picture. Ask questions such as *Where are they?* (*They're back in Birton Wood*) and *What are they doing?* (*They're looking at the hedgehog. Kathy is unhappy.*)

Unit 15

- 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 on the board:
He gave the hedgehog some medicine.
She didn't hurt the hedgehog.
Did she give the hedgehog some water? Yes, she did.
Did she give the hedgehog some food? No, she didn't.
- Remind the children about how we make the different forms of the past tense.
 - we use the past form (with *-d/ed* or an irregular form) for the affirmative.
 - we use *didn't* + the base form for negatives.
 - we use *Did* + the base form for questions.
- Make sure the children understand that these forms are the same for all pronouns: *I, You, He, She, It, We, They*.
- The children say the questions and answers on the board chorally and individually.
- 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.

- Point to the picture. Ask *Why are they happy?* (*Because they have finished*).
- Read the text to the children.
- Read the example question and answer.
- Ask the children other questions and answers, for example: *Did they finish on Friday?* (*No,*

they didn't) and *Did they pick up the rubbish?* (*Yes, they did*).

- Help the children to ask questions about the text and help other children to answer them.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. The children take turns to ask and answer questions, for example, *Did they listen to music?* *No, they didn't*.
- Give the pairwork instruction (*Question and answer, Question and answer, etc*). Start the whole class working in pairs.

3 In your notebook, copy and complete the questions with family words and places.

Answer them.

- Read the incomplete questions to the children.
- Help the children to complete the questions with suitable words, for example, *friend, the sports centre*.
- Ask the first question. Choose children to reply.
- Repeat with the other question.
- Call two children to the front to write the questions and their answers on the board.
- Help the children to suggest a heading for these questions, for example *Questions about yesterday*. Write the heading above the questions.
- The children write the heading and the questions in their notebooks. They add their own answers.
- Choose children to stand up and read their questions and answers to the class.

Activity Book

1 Complete. Use the past forms of the words in the box.

- Read the heading *A year ago* to the children and make sure they realise when the events happened.

Unit 15

- Read the verbs in the box to the children. Ask the children to say the past forms of each verb (*eat/ate, be/was, were, want/wanted, look/looked, get/got, give/gave*).
- Read the first sentence to the children. Ask *What verb goes here? (was)*.
- The children complete the sentences with the past forms of the verbs in the box.

Answers: 1 was 2 wanted 3 gave 4 ate
5 looked 6 got

2 Answer the questions.

- Read the heading *A week ago* to the children. Make sure they realise that these events happened a week ago and that this is the same dog Danny rescued a year ago.
- Read the first question to the children. Point to the first picture and say *What's the answer? (No, he didn't.)*
- The children answer the rest of the questions.

Answers: 1 No, he didn't. 2 No, he didn't.
3 Yes, it did. 5 No, he didn't.
6 Yes, he did.

3 Write.

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

Answers: My mother gave my sister a sandwich.
My mother didn't give my brother a sandwich.

Unit 15 Lesson 3

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

New language: *beef, salad, sometimes, rains*

Revised language: general

You need: Student's Book p86; Activity Book p62; CD tracks 86–87

Cultural point 6: Picnics and barbecues

These are both popular activities in England, usually in summer.

For a picnic, people prepare food at home, then take the food to the beach or the country and eat it there. You don't usually cook food on a picnic.

For a barbecue, people take meat, chicken or fish and cook it on a barbecue in their garden, or at the beach or in the country.

Starter – say three things

- Write three topics on the board that the children have seen in the Student's Books. For example:
Recycling
Accidents
Newroz
- Point to one of the topics. Say *Say three things about this*. Help the children to say three things about the topic. For example,
Recycling – We can recycle glass, plastic, metal, wood, clothes and paper. Recycling is good for our country. Recycling is easy.
- Repeat with the other topics.

1 Match the words with the same *i* sound. Listen and check.

- Read each of the words to the children. In each word, focus on the pronunciation of the letter(s) in green.
- Show the children how *cliff* is joined to *hill*.

Unit 15

Make sure the children understand that *cliff* and *hill* show the same sound of the letter *i* (/ɪ/).

- Read the next word (*night*). Ask the children to find a word with the same sound (*fine*).
- Repeat with the other words. Go through all the sounds of the letter *i* in the pairs of words (/ɪ/, /aɪ/ and /ɜ:/).

Answers: cliff/hill, night/fine, third/bird

- Play CD track 86. The children listen and check the pronunciation.
- The children say the words chorally and individually.

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

- Show the pictures and the text to the children.
- Talk about the invitation with the children. Make sure the children understand these ideas:
 - the children have finished their work at Birton Wood
 - they are going to have a barbecue to celebrate finishing the work
 - the barbecue is on October 12th
 - the text is about barbecues in England.
- Read the text to the children. The children follow with their reading fingers.
- Say *Read the text silently. Use your reading finger.*
- The children read the text silently. Make sure they are using their reading fingers.
- Point to the first underlined word (*invite*). Ask *How do you say invite in Kurdish?* If the children need help, point to the invitation.
- Repeat with the other words. To help the children, point to the pictures.
- Ask *Does anyone have any questions?* Answer a limited number of questions (two or three) 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 the sentences. Write Yes or No.

- Read the first sentence to the children. Ask *Yes or no?*
- Help the children to answer correctly (Yes).
- Repeat with the other sentences.

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

Activity Book

1 Listen and write.

- Point to Picture 1. Say *The bird is fine.*
- Point to Picture 2. Say *Don't walk on the cliff.*
- Point to Picture 3. Say *He writes e-mails at night.*
- Point to Picture 4. Say *These birds live on the hill.*
- Ask the children to spell these words: *bird, fine, cliff, night, write, live, hill.*
- Write the words on the board as the children spell them. Highlight the focus letter *i* in each word.
- Erase the words. Play CD track 87. Pause after each sentence.

CD script:

- 1 *The bird is fine.*
- 2 *Don't walk on the cliff.*
- 3 *He writes emails at night.*
- 4 *These birds live on the hill.*

- The children listen and write each sentence.
- Play CD track 87 again. The children check their sentences.
- Call individual children to the front to write the sentences on the board.

Answers: See the CD script.

Unit 15

2 Write five questions about the story. Use the words in the boxes. Write the answers.

- Read the phrases in the first box to the children. Read the list of characters in the second box to the children.
- Read the example question and answer to the children.
- Help the children to make more questions about the story, using the words in the two boxes.
- Choose children to answer the questions.
- The children write five questions and answers about the story.
- Choose children to read their questions and answers to the class.

Example answers: 1 Did Vian have an accident? No, she didn't. 2 Did the vet pick up rubbish? No, he didn't. 3 Did Kathy help the hedgehog? Yes, she did. 4 Did the hedgehog get better? Yes, it did. 5 Did Sam find a hedgehog? No, he didn't.

3 Write.

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

Answers: Did your father make lunch? Did your mother make lunch?

Unit 15 Let's talk about ... shopping (2)

Aims: to practise talking about shopping

New language: *That's very expensive. I don't want it.*

Revised language: possessions, numbers above 100

You need: Student's Book p87

Starter – guess the word

- Choose a word from this list of words in Unit 15: *vet, deer, sick, medicine, better, fine, cow, horse, sheep, goat, cat, dog, frog, spider, mouse, duck, hen, barbecue.*
- Draw a line on the board. Add the first and last letter of the word. For example, for *vet* write *V_____T.*
- Ask *What is it?* (*vet*).
- If the children can't guess, give them a clue, for example, *He's a doctor for animals.*
- If they still can't guess, add another letter.
- Continue until they guess the word. Repeat with the other words.

1 Say the words. Write more words for toys and gadgets in your notebook.

- Point to each of the pictures. Ask *What is it?* (*a mobile phone, a computer, etc*).
- Call children to the front to write each word on the board.
- Help the children to suggest other possessions that they know, for example, *skateboard* and *camera*.
- Call the children to the front to write each word on the board.

Unit 15

2 Say the prices.

- Point to each of the price tags. Ask *How much is it?* (5,500 dinars etc).
- Help the children to suggest suitable prices for the objects in Activity 1, for example, *I think the computer is 500,000 dinars.*

3 Listen and read. Visit the shop!

- Read the dialogue to the children. Make sure they understand the meaning of *That's very expensive* and *I don't want it*.
- Practice the dialogue with three or four of the children. Use other items and other prices.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children demonstrate the dialogue, for example:
Can I help you?
Can I see that bicycle, please?
Yes, of course. Here you are.
How much is it?
It's 75,500 dinars.
That's very expensive. I don't want it. Thank you.
- 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

Cultural point 7: Deer and otters

The writing page in Unit 15 has a text about a deer and a text about an otter.

Deer are common animals in the countryside in Britain. There are also deer in Iraq. The picture on page 63 will make it clear what a deer is.

Otters are less common in England. They are small brown mammals which live near water. They can swim well, they have sharp teeth and they eat fish. There are otters in rivers in Iraq, too.

1 Read about the children. Match the questions and answers.

- Point to the pictures. Ask *Where did the children go?* (*The park*).
- Read the story about the deer to the children. The children follow with their reading finger.
- Read question 1 (*Was the park dirty?*).
- Help the children to match the question with the answer (*c Yes, it was.*)
- The children match the rest of the questions and answers.

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

- Make sure the children understand that there are three paragraphs in this text:
 - the first paragraph is about the situation at the park at the beginning
 - the second paragraph is about cleaning the park and finding the deer
 - the third paragraph is about the deer and the park now

Unit 15

2 In your notebook, write about the children.

- Explain to the children that they are going to write a story about an otter.
- Show the children the pictures about the otter.
- Explain that the story will have three paragraphs:
 - the first paragraph is about the situation at the river at the beginning
 - the second paragraph is about cleaning the river and finding the otter
 - the third paragraph is about the otter and the river now
- Help the children say the first sentence of the first paragraph (*A month ago these children visited the river*).
- The children write the rest of the three paragraphs. They can use the text about the deer as a model.
- Ask individual children to read their stories to the class.

Example answer:

A month ago these children visited the river. It was very dirty. There was a lot of plastic and clothing. They decided to clean the river.

They picked up the rubbish. They recycled the plastic. They cleaned the tables. They found a sick otter. They took the otter to the vet. The vet gave the otter some medicine.

The otter is fine now. The river is clean and safe. It's a beautiful place!

Unit 16

Unit 16 Lesson 1

Aims: presenting words for countable food; saying and writing these words

New language: *biscuits, dates, olives, sweets, napkins, plates*

Revised language: the country

You need: Student's Book pp88–89; Activity Book p64; CD tracks 88–89; Unit 16 poster

Countable or uncountable nouns

The children have seen the distinction between countable nouns and uncountable nouns before.

Countable nouns – are nouns that we can count in English – *one book, four cakes, six plates*, etc.

Uncountable nouns – are nouns that we don't usually count in English, such as *bread, rice, pollution, traffic*, etc. We don't say ~~three breads~~, or ~~four rices~~, or ~~twenty pollutions~~.

In Level 6, children learn to use *there is* with uncountable nouns, and *there are* with countable nouns, together with *some* and *any*.

Typical sentences are:

There is some bread. There isn't any bread.

There are some plates. There aren't any plates.

Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 86 (*cliff, hill, night, fine, bird, third*).
- Write the words on the board. The children read the words chorally.
- Focus on the spelling and pronunciation point (words with *i*).
- 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 16 poster on the board. Talk with the children about the picture. Use Kurdish if necessary.
- Say *Open your books on page 88*.
- Play CD track 88. The children listen and point to the pictures in the book.

CD script:

biscuits

dates

plates

olives

napkins

sweets

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

2 Listen and write the numbers in your notebook.

- Point to each of the pictures and ask *What are they?* (*sweets, dates, olives*, etc).
- Point to the sweets. Ask *How many sweets are there?* Help the children to guess the number.
- Repeat with the other pictures.
- Play CD track 89. Pause after the first exchange (*There are eleven*).
- Ask the children *How many sweets are there?* (*11*).
- The children write *Eleven sweets* in their notebooks.
- Repeat with the rest of CD track 89.

Unit 16

CD script:

How many sweets are there?
There are eleven.

How many biscuits are there?
There are twenty-two.

How many dates are there?
There are thirty-five.

How many olives are there?
There are fifteen.

How many plates are there?
There are twelve.

How many napkins are there?
There are eighteen.

Answers: 1 Eleven sweets 2 Twenty-two biscuits.
3 Thirty-five dates 4 Fifteen olives
5 Twelve plates 6 Eighteen napkins

3 Choose, ask and guess.

- Point to each table. Ask *What colour is it?* (*red, yellow, blue, green, brown*).
- Point to the yellow table. Ask *How many plates are there?* (*Two*).
- Repeat with *How many ...?* questions about napkins (*three*) and olives (*five*).
- Read the example conversation to the children. Make sure the children understand the meaning of *There aren't any*. Use Kurdish if necessary.
- Say *I'm thinking of a table. Can you guess?*
- Help the children to ask questions and guess.
- Repeat with other tables and other children.
- Divide the class into pairs (*one, two, one, two, etc.*).
- Choose one pair of children. One child chooses a table. The other child asks questions and tries to guess.
- Give the pairwork instruction (*Ask and answer, ask and answer, etc.*). Start the whole class working in pairs.

4 Say and find.

- Read the country words in the box to the children.

- Read the conversation to the children. Ask questions about other country words, for example, *Where's the river?*
- Choose children to ask *Where is the ...?* questions and other children to answer them.
- Divide the class into pairs (*one, two, one, two, etc.*).
- Choose one pair of children. The children take turns to ask questions and answer them. For example, *Where is the bridge? It's here.*
- Give the pairwork instruction (*Question and answer, question and answer, etc.*). Start the whole class working in pairs.

Activity Book

1 Write.

- Point to picture 1. Ask *What are they?* (*Biscuits*). The children write the answer on the answer line.
- The children identify the rest of the pictures.

Answers: 1 biscuits 2 plates 3 napkins
4 sweets 5 dates 6 olives

2 Follow and count. Write.

- Point to the boy and follow the lines. Count the number of each item (*ten sweets, four plates, three dates*).
- Repeat with the girl (*two biscuits, six napkins, ten olives*).
- Help the children to complete number 1 (*He has got ten sweets, etc.*).
- The children complete number 2.

Answers: 1 He has got ten sweets, four plates and three dates. 2 She has got two biscuits, six napkins and ten olives.

3 Write.

- The children write the words next to the pictures.

Answers: 1 biscuits 2 plates 3 olives 4 dates
5 napkins 6 sweets

Unit 16

Unit 16 Lesson 2

Aims: presenting and practising *There are some ...* and *There aren't any* with countable nouns.

New language: *There are some dates. There are lots of dates. There aren't any dates.*

Revised language: general

You need: Student's Book pp90–91; Activity Book p65; CD track 90; Unit 16 poster

Starter – Poster game: What is it?

- 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 items on the table. The children say the words chorally and individually.
- Say a sentence about one of the items, like this: *They're next to the napkins. They aren't next to the dates. What are they? (The olives).*
- Repeat with other descriptions using *between* and *next to*, and other items on the poster.

1 Read, listen and say.

- Talk with the children about each picture. Ask questions such as *Where are they? (They're in the kitchen / at the Watson's house.)* and *What are they doing? (They're getting ready for the barbecue).*
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 90 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 on the board:
There are some plates.
There are lots of dates.
There aren't any biscuits.
- Underline *some* in the first sentence. Underline *lots of* in the second sentence. Underline *any* in the third sentence.
- Write two more sentences at the top:
There is a plate.
There are four plates.
- Remind the children that we use *is* for one thing, and *are* for more than one thing.
- Point to *some*. Explain that we use *some* when we don't know the exact number.
- Point to *lots of*. Explain that we use *lots of* when we want to say that the number is very high.
- Point to *any*. Explain that we use *any* in negative sentences.
- The children say all the sentences on the board chorally and individually.
- 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 Imagine a picnic table. Say and draw.

- Read the example sentences to the children. Explain that the girl is listening and drawing a picture of the table.
- Say *Listen and draw*. Start with the description in the speech bubble, then add more details. For example: *There are some plates. They're next to the napkins. There aren't any olives. There are lots of dates. The napkins are between the plates and the dates. There aren't any sweets. There are some biscuits on the plates.*

Unit 16

- Draw a picture of your description on the board. Ask the children to show you their pictures. Congratulate any children who have got the picture more or less correct.
- Choose another child to describe a table. Call other children to the front to draw the table on the board.
- Repeat with other children describing the table, with other items.
- Divide the class into pairs using the standard *one, two ... one, two ...* gesture.
- Choose one pair of children. The children take turns to say and draw.
- Give the pairwork instruction (*Say and draw, Say and draw, etc.*). Start the whole class working in pairs.

3 What's in your school bag?

Write about it in your notebook.

Use *some, any, and lots of*.

- Read the example sentences to the children.
- Say *Can you give me a sentence about your school bag with some?* Help the children to answer, for example, *There are some pencils.*
- Repeat with sentences with *any*, for example, *There aren't any napkins.*
- Repeat with sentences with *lots of*, for example, *There are lots of pens.*
- Call two children up to the front of the class to write their sentences on the board.
- Help the children to suggest a heading for these questions, for example *My school bag*. Write the heading above the questions.
- The children write the heading in their notebooks. They add their own sentences.
- Choose children to stand up and read their sentences to the class.

Activity Book

1 Write. Use *There are, There aren't* and *some or any*.

- Point to the picture. Ask questions like *Are there any sweets?* (Yes) and *Are there any olives?* (No).
- Point to number 1. Read the word cue *sweets* and the example answer *There are some sweets.*
- Help the children to make the sentence in number 2 with *biscuits* (*There are some biscuits.*).
- The children write the rest of the sentences.

Answers: 1 There are some sweets. 2 There are some biscuits. 3 There are some dates. 4 There aren't any olives. 5 There is a plate. 6 There aren't any napkins.

2 Find five differences in Picture B.

- Point to the two pictures. Ask *Can you see any differences in Picture B?*
- Help the children to make sentences about what is different in Picture B (*There are some plates, etc.*).
- The children find the five differences and write a sentence for each one.

Answers: 1 There are some plates. 2 There are some napkins. 3 There aren't any sweets. 4 There aren't any biscuits. 5 There is a date.

3 Write.

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

Answers: There are some olives. There aren't any sweets.

Unit 16

Unit 16 Lesson 3

Aims: focus on spelling and pronunciation; general reading

New language: *dates, palm trees, Middle East, important, food, fresh, syrup, cookies*

Revised language: general

You need: Student's Book p92; Activity Book p66; CD tracks 91–93

Starter – show me ...

- Make a list of things that the children can find in the Student's Book, for example:
 - a yellow ball
 - some figs
 - two cows
 - a man cooking a barbecue
 - a lake
 - a chicken kebab
- Divide the class into two teams. Call one child from each team to the front.
- Say *Show me a yellow ball*. The first child to find the item in the 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 Match the words with the same o sound. Listen and check.

- Read each of the words to the children. In each word, focus on the pronunciation of the letter(s) in orange.
- Show the children how *on* is joined to *hot*. Make sure the children understand that *on* and *hot* show the same sound of the letter *o* (/o/).
- Read the next word (*clothes*). Ask the children to find a word with the same sound (*nose*).
- Repeat with the other words. Go through all the sounds of the letter *o* in the pairs of words (/ɒ/, /ɔ:/, /u:/, /aɪ/ and /aʊ/).

Answers: 1 on / hot, clothes / nose, football / notebook 2 horse / morning, goat / road, mountain / cloudy

- Play CD track 91. The children listen and check the pronunciation.
- The children say the words chorally and individually.

2 Read about dates. Close your book and talk about dates.

- Show the pictures and the text to the children.
- Help the children to understand what type of text this is (an article in an encyclopedia).
- Read the text to the children.
- Read the text again. Explain unfamiliar vocabulary and phrases to the children, for example, *grow, thousand, Middle East*.
- 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:
Can you grow dates in hot countries? Yes, you can.
Can you grow dates in England? No, you can't.
When did people start eating dates? Six thousand years ago.
How many types of dates are there? More than a hundred.

3 Listen, read and sing.

- Talk about the pictures with the children. Ask questions such as *What is the boy doing in the first picture? (He's eating dates)* and *What's the problem in the second picture? (He's biting on the stone)*.
- Read the song to the children. Make sure they understand the new words and the phrases, such as *Yummy* and *Ouch*.

Unit 16

- Say *Close your books*. Play CD track 92. 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 *She rides a horse in the morning*.
- Point to Picture 2. Say *There are goats on the road*.
- Point to Picture 3. Say *Look at those clothes*.
- Point to Picture 4. Say *It's cloudy on the mountain*.
- Ask the children to spell these words: *horse, morning, goats, on, road, clothes, bedroom, cloudy, mountain*.
- Write the words on the board as the children spell them. Highlight the focus letter *o* in each word.
- Erase the words. Play CD track 93. Pause after each sentence.

CD script:

- 1 *She rides a horse in the morning.*
- 2 *There are goats on the road.*
- 3 *Look at those clothes.*
- 4 *It's cloudy on the mountain.*

- The children listen and write each sentence.
- Play CD track 93 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 sentences with *There are some ...* and *There aren't any ...* about these places. Use the words in the box.

- Read the words in the box to the children.
- Read the word cue *a garden* and the example sentence *There are some flowers*.
- Help the children to say more sentences about a garden, for example, *There are some birds*.
- Help the children to say sentences about the other places (*the town centre, a river in the hills*).
- The children write their sentences.

Example answers:

- 1 There are some birds.
- 2 There aren't any buses.
- 3 There are some people.
- 4 There aren't any boats.
- 5 There are some trees.
- 6 There are some fish.

3 Write.

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

Answers: There is a sweet. There isn't a biscuit.

Unit 16 Let's talk about ... restaurants

Aims: to practise language for restaurants
New language: *Can I take your order? I want ...*
Revised language: food and drink, numbers over 100
You need: Student's Book p93

Starter – guess the word

- Choose a word from this list of words in Unit 16: *sweets, biscuits, plates, napkins, olives, dates, mountain, river, hill, lake, trees, forest, bridge*.

Unit 16

- Draw a line on the board. Add the first and last letter of the word. For example, for *sweets* write S_____S.
- Ask *What is it?* (*sweets*).
- If the children can't guess, give them a clue, for example, *You can eat them. They're lots of different colours.*
- If they still can't guess, add another letter.
- Continue until they guess the word. Repeat with the other words.

1 Ask and answer questions about the menu.

- Point to each of the food items and say *What is it?* (*chicken, meat, pizza, etc*).
- Read the speech bubbles to the children. Ask *How much is the ...?* questions about the items on the menu.
- Choose individual children to ask *What is it?* and *How much is the ...?* questions. Choose other children to answer.
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. The children demonstrate the questions and answers, for example:
How much is the salad?
It's 1000 dinars.
- Give the pairwork instruction (*Question and answer, Question and answer, etc*). Start the whole class working in pairs.

2 Write a menu in your notebook.

- Show children the example menu.
- Help children to choose food for their menu. Ask them to suggest suitable prices.
- The children write a restaurant menu in their notebooks.

3 Listen and read. Then give your order in a restaurant!

- Read the dialogue to the children. Make sure they understand that *Can I take your order?* is often used by waiters in restaurants. Use Kurdish if necessary.
- Practise the dialogue with three or four children. Order other types of food and drink, for example, *I want pizza and a fizzy drink, please.*
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. The children demonstrate the dialogue, for example:
Can I take your order?
Yes, please. I want chicken kebabs, salad and orange juice, please.
Of course.
- Give the pairwork instruction (*Question and answer, Question and answer, etc*). Start the whole class working in pairs.

Unit 16 Writing page

Aims: to develop writing skills

New language: none

Revised language: general

You need: Activity Book p67

1 Read about the preparations for the party. Answer the questions.

- Point to the pictures. Ask *What is it?* (*sweets, etc*).
- Read the text about the party to the children. The children follow with their reading fingers.
- Read number 1 to the children (*There aren't any biscuits.*) Ask *Which trolley is it?* (*Miss Edison's trolley*).

Unit 16

- Show the children *Miss Edison's trolley* on the answer line for number 1.
- The children write *Miss Edison's trolley* or *Mr Jones's trolley* next to the other sentences.

Answers: 1 Miss Edison's trolley 2 Miss Edison's trolley 3 Mr Jones's trolley 4 Miss Edison's trolley 5 Mr Jones's trolley

- Make sure the children understand that there are two paragraphs in this text:
 - the first paragraph is about Mr Jones's trolley.
 - the second paragraph is about Miss Edison's trolley.

2 In your notebook, write about the preparations for the party.

- Explain to the children that they are going to write about the preparations for another party.
- Show the children the pictures of the teachers (*Miss Robins* and *Mr Adams*).
- Read the word cues to the children (*Miss Robins, fruit – apples ✓* etc).
- Make sure the children understand that *apples ✓* means that there are some apples in the trolley.
- Explain that the story will have two paragraphs:
 - the first paragraph is about Miss Robins's trolley.
 - the second paragraph is Mr Adams's trolley.
- Help the children say the first sentence of the first paragraph (*There's a party at the school today.*).
- The children write the rest of the two paragraphs. They can use the text about the party in Activity 1 as a model.
- Ask individual children to read their texts to the class.

Example answer:

There's a party at the school today. Miss Robins is buying things for the party. There is lots of fruit in her trolley. There are some apples and some bananas. There are lots of plates.

There aren't any fizzy drinks in her trolley. There aren't any napkins. Mr Adams is buying the fizzy drinks and the napkins. There are lots of fizzy drinks and napkins in his trolley.

Unit 17

Unit 17 Lesson 1

Aims: presenting words for uncountable food; saying and writing these words

New language: *oil, rice, butter, sugar, chocolate, bread*

Revised language: the beach

You need: Student's Book pp94–95; Activity Book p68; CD track 94; Unit 17 poster

Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 92 (*on, hot, clothes, those, football, notebook, 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 17 poster on the board. Talk with the children about the picture. Use Kurdish if necessary.
- Say *Open your books on page 94*.
- Play CD track 94. The children listen and point to the pictures in the book.

CD script:

oil
butter
rice
bread
sugar
chocolate

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

2 Say and spell.

- Read the example conversation to the children.
- Say *How do you spell bread?* Help the children to spell bread (*B-R-E-A-D*).
- Repeat with other words.
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. One child chooses a word to spell. The other child spells it.
- Give the pairwork instruction (*Say and spell, say and spell, etc*). Start the whole class working in pairs.

3 Play a game.

- Read the example conversation to the children. Make sure the children understand that *chocolate* is the word that is missing from the new vocabulary set.
- Repeat with other missing words, for example, *butter, rice, chocolate, sugar, bread* (*The missing word is oil*).
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. One child says five words from the vocabulary set and asks *What's missing?* The other child guesses the missing word.
- Give the pairwork instruction (*Ask and answer, ask and answer, etc*). Start the whole class working in pairs.

4 Say and find.

- Read the beach words in the box to the children.

Unit 17

- Read the conversation to the children. Ask questions about other parts of the picture on p94, for example, *Where's the path?*
- Choose children to ask *Where is the ...?* questions and other children to answer them.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to ask questions and answer them. For example, *Where is the fence? It's here.*
- Give the pairwork instruction (*Question and answer, question and answer*, etc). Start the whole class working in pairs.

Activity Book

1 Find six food words in the wordsquare.

- Show the children the word *chocolate* in the wordsquare.
- Help the children to find another word, for example, *rice*.
- The children circle all the words in the wordsquare.

Answers: rice, bread, chocolate, sugar, butter, oil

2 Write.

- Point to the picture. Read number 1. Help the children to complete the sentence (*The oil is between the bread and the sugar.*).
- The children complete the rest of the sentences.

Answers: 1 bread, sugar 2 rice, chocolate
3 butter 4 bread 5 sugar

3 Write.

- The children write the words next to the pictures.

Answers: rice, oil, butter, sugar, bread, chocolate

Unit 17 Lesson 2

Aims: presenting and practising *There is some ...* and *There isn't any ...* with uncountable nouns

New language: *There isn't any bread. There is some bread.*

Revised language: food and drink

You need: Student's Book pp96–97; Activity Book p69; CD track 95; Unit 17 poster

Starter – Poster game: sequences.

- 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 items on the table. The children say the words chorally and individually.
- Point to three items on the table. Help the children to say the words in the same order.
- Repeat with longer sequences of four, five, or six items. The children say the words in the same order.

1 Read, listen and say.

- Talk with the children about each picture. Ask questions such as *Where are they?* (*They're at Birton Wood.*) and *What are they doing?* (*Kathy is taking the hedgehog to the wood.*)
- 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.

Unit 17

- Write on the board:
There's some bread.
There isn't any bread.
- Underline *some* in the first sentence. Underline *any* in the second sentence.
- Explain that there are some things in English that we can't count, for example, *bread*. We don't say *one bread, two breads, three breads*. We say *some bread*.
- Explain that oil, chocolate, butter, sugar and rice are all uncountable, like bread. So we say *some oil, some chocolate, etc.*
- Explain that because we don't count these things, we don't use *are* with them. We always use *is*.
- Underline *is* and *isn't* in the sentences.
- Point to *any*. Remind the children that we use *any* in negative sentences.
- The children say all the sentences on the board chorally and individually.
- 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 Play a memory game.

- Read the example speech bubbles to the children. Explain that each child repeats what the previous child said, and adds one more thing.
- Each child is using *is* with uncountable things, and *are* with countable things. Explain in Kurdish if necessary.
- Start the memory game, for example, *In my kitchen there are some apples*.
- Help other children to continue. When a child can't remember what went before, even with a little help, then start the game again.
- Repeat several times; see what is the longest sentence the children can remember.

3 In your notebook, write about a place in your town. Use the words in the boxes.

- Read the words in the boxes to the children. Make sure they understand that some words are uncountable (*rubbish, pollution, traffic*) and some words are countable (*cars, people, shops*).
- Read the example sentence.
- Say *Can you give me a sentence about our town with some?* Help the children to answer, for example, *There are some shops*.
- Repeat with sentences with *any*, for example, *There aren't any rivers*.
- Repeat with sentences with *lots of*, for example, *There is lots of traffic*.
- Call two children up to the front of the class to write their sentences on the board.
- Help the children to suggest a heading for these questions, for example *My town*. Write the heading above the questions.
- The children write the heading in their notebooks. They add their own sentences.
- Choose children to stand up and read their sentences to the class.

Activity Book

1 Write. Use *There is*, *There isn't* and *some* or *any*.

- Point to each of the items in the picture and ask *What is it?* (*chocolate, bread, sugar*).
- Read the word cue *oil* in number 1 and the example sentence *There isn't any oil*.
- Read the word cue *bread* in number 2. Help the children to make a sentence (*There is some bread*).
- The children write the rest of the sentences.

Answers: 1 There isn't any oil. 2 There is some bread. 3 There is some sugar. 4 There isn't any rice. 5 There is some chocolate. 6 There isn't any butter.

Unit 17

2 Write about the recycling boxes.

- Point to Box 1. Show that it has glass ✓ but not metal ✗.
- Help the children to make two sentences about what is in Box 1 (*There is some glass. There isn't any metal*).
- The children write sentences about what is in the boxes.

Answers: 1 There is some glass. 2 There isn't any metal. 3 There isn't any plastic. 4 There is some paper. 5 There isn't any wood. 6 There is some clothing.

3 Write.

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

Answers: There is some oil. There isn't any sugar.

Unit 17 Lesson 3

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

New language: *scientist, excited, programme*

Revised language: general

You need: Student's Book p98; Activity Book p70; CD tracks 96–97

Starter – vocabulary bingo

- Write the names of the vocabulary sets from Units 15–17 on the board (*illnesses, countable food, uncountable food*).
- The children say the words for each group. Write the words on the board like this:
illnesses – be sick, give someone something, look after, get better, be fine
- Each child choose six words/phrases and writes them in his/her notebook.

- Say the words at random, for example, *olives, bread, look after, be fine, dates, butter*.
- 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 Match the words with the same u sound. Listen and check.

- Read each of the words to the children. In each word, focus on the pronunciation of the letter(s) in green.
- Show the children how *supermarket* is joined to *June*. Make sure the children understand that *supermarket* and *June* show the same sound of the letter *u* (/u:/).
- Read the next word (*turn*). Ask the children to find a word with the same sound (*Kurdish*).
- Repeat with the other words. Go through all the sounds of the letter *u* in the pairs of words (/u:/, /ʊ/ and /ə/).

Answers: supermarket/June, turn/Kurdish, lunch/sunny

- Play CD track 91. The children listen and check the pronunciation.
- The children say the words chorally and individually.

2 Read about Daniel and Miranda Dean. Complete the text under the photo.

- Show the pictures and the text to the children.
- Talk about the text with the children. Use Kurdish if necessary. Make sure the children understand these ideas:
 - this is an article from a newspaper
 - the article is about Daniel and Miranda Dean's visit to Birton.
 - Daniel and Miranda Dean are scientists and they present science programmes on television.

Unit 17

- 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 text under the photo. Make sure the children understand that this text contains important information from the newspaper article.
- Read the first part of the text (*Daniel and Miranda _____ are famous television _____*).
- Help the children to complete the sentence (*Daniel and Miranda Dean are famous television scientists.*)
- Repeat with the rest of the text.

Answers: Daniel and Miranda Dean are famous television scientists. Their programme, Amazing World, is very popular. Today they are visiting Birton Woods.

- Ask *Does anyone have any questions?* Answer a limited number of questions (two or three) 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.

- Read the first question to the children (*Who are Daniel and Miranda Dean?*).
- Help the children to answer correctly (*They are famous television scientists*).
- Repeat with the other questions.

Answers: 1 They are famous television scientists. 2 Amazing World 3 Because they want to see the children's work. 4 There's a barbecue. 5 Vian.

Activity Book

1 Listen and write.

- Point to Picture 1. Say *It's sunny in June.*
- Point to Picture 2. Say *This is a Kurdish lunch.*
- Point to Picture 3. Say *Turn left.*
- Point to Picture 4. Say *Walk to the supermarket.*
- Ask the children to spell these words: *sunny, June, Kurdish, lunch, turn, supermarket.*
- Write the words on the board as the children spell them. Highlight the focus letter *u* each word.
- Erase the words. Play CD track 97. Pause after each sentence.

CD script:

- 1 *It's sunny in June.*
- 2 *This is a Kurdish lunch.*
- 3 *Turn left.*
- 4 *Walk to the supermarket.*

- The children listen and write each sentence.
- Play CD track 97 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 sentences with *There is some ... and There isn't any ...* about these places. Use the words in the box.

- Read the words in the box to the children.
- Read the word cue *a clean place in the country* and the example sentence *There isn't any plastic.*
- Help the children to say more sentences about the clean place in the country, for example, *There isn't any paper.*
- Help the children to say sentences about the other situation (*a dirty, polluted place in the country*).
- The children write their sentences.

Unit 17

Example answers: 1 There isn't any paper.
2 There isn't any glass.
3 There isn't any rubbish.
4 There is some rubbish.
5 There is some plastic.
5 There is some paper.

3 Write.

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

Answers: There are some plates but there aren't any napkins. There is some bread but there isn't any rice.

Unit 17 Let's talk about ... asking for directions

Aims: to practise asking for directions

New language: none

Revised language: places in a town

You need: Student's Book p99

Starter – guess the word

- Choose a word from this list of words in Unit 17: *oil, butter, rice, sugar, bread, chocolate, path, sea, rocks, cliff, fence, lifeboat, wave, rubbish, pollution, traffic, cars, people, shops.*
- Draw a line on the board. Add the first and last letter of the word. For example, for *oil* write *O_____L*.
- Ask *What is it?* (*oil*).
- If the children can't guess, give them a clue, for example, *You cook with it.*
- If they still can't guess, add another letter.
- Continue until they guess the word. Repeat with the other words.

1 Say words for the places. Write more words in your notebook.

- Point to each of the pictures. Ask *What is it?* (*a hospital, a school, etc*).
- Call children to the front to write each word on the board.
- Help the children to suggest other places in a town that they know, for example, *bazaar* and *supermarket*.
- Call the children to the front to write each word on the board.

2 Choose a place near your school. In your notebook, write instructions to the place from your school.

- Read the dialogue to the children. Make sure the children understand that *You're welcome* is a common reply to *Thank you*.
- Ask for directions to a suitable place near the school, for example, *Excuse me, where's the hospital?*
- Write the question on the board. Help the children to say directions to the hospital from the school.
- Call children up to the front to write the directions.
- Repeat with other places, so that the children review all the language for giving directions (*turn right/left, walk straight on, walk two blocks, it's on the left/right*).

3 Give directions in your town.

- Read the dialogue to the children. Note that in this dialogue, the children only talk about what street a place is on.
- Practice the dialogue with three or four children. Use different places in the children's town.
- Divide the class into pairs (*one, two, one, two, etc*).

Unit 17/Revision 5

- Choose one pair of children. The children demonstrate the dialogue, for example:
Excuse me. Where's the museum?
It's on Silemani Road.
Thank you.
- 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 about the party. Answer the questions.

- Point to the picture and ask *What is it? (a party)*.
- Read the text about the party to the children. The children follow with their reading fingers.
- Read sentence number 1 to the children (*There isn't any music*).
- Show the children that this sentence has *False* next to it.
- The children write *True* or *False* next to the other sentences.

Answers: 1 False 2 False 3 False 4 True
5 True 6 False

- Make sure the children understand that there are two paragraphs in this text:
 - the first paragraph is about the food and drink at the party
 - the second paragraph is about the music and the rubbish at the party

2 In your notebook, write about the party.

- Read the information about the party to the children.

- Explain to the children that they are going to write a paragraph about this party:
 - the first paragraph is about the food and drink at the party
 - the second paragraph is about the music and the rubbish at the party
- Help the children say the first sentence of the first paragraph (*It's a very good party*).
- The children write the rest of the two paragraphs.
- Ask individual children to read their paragraphs to the class.

Example answer:

It's a very good party. There is a lot of food. There's some salad and there are some chips. There are lots of sandwiches. There are some fizzy drinks. They're delicious.

The music is very good. There's some rubbish on the floor. The children are picking it up. The room is very clean.

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 p89–91

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 *I went ...*, *I didn't go ...*, *Did you go?*, *There is some .../There isn't any ...*, *There are some .../There aren't any ...*.

Revision 5

1 Study the picture. Try to remember what's on the table.

- Show the picture to the children. Ask questions such as *Is there any bread?* (*Yes, there is*) and *Are there any olives?* (*No, there aren't*).

2 Cover the picture. Make sentences with the words in the box.

- Read the words in the box to the children. Read the example conversation. Explain that they will get one point for each correct sentence.
- Tell the children to close their books. Say *napkins*. The children make a correct sentence about napkins (*There are some napkins*).
- Repeat with the other words. Give the class one point for each correct answer.
- Divide the class into pairs (*one, two, one, two*, etc).
- In each pair, one child closes his/her book and tries to say a correct sentence about the picture. The other child keeps their book open and answers, and keeps the score.
- The children swap roles, then compare their scores.

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 dates have a circle?* (*Because dates are food and the others are illness words*).
- The children circle the odd one out in each of the word groups.

Answers: 1 napkins 2 plates 3 napkins
4 plates 5 biscuits

2 Write the words in the correct groups.

- Read the words in the box to the children.
- Show the children that *medicine* goes in the *Illness* group.
- The children write the other words in the correct groups.

Answers: Illness: medicine, sick
Food-countable: olives, biscuits
Food-uncountable: butter, sugar

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 get 2 some 3 any 4 aren't 5 is

4 Write.

- Read the example sentence. Explain that all the sentences can be completed with one word.
- The children complete the other sentences.

Answers: 1 any 2 aren't 3 Did 4 didn't 5 some

5 Listen and write the words.

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

Revision 5

Teacher's script:

- 1 *get better*
- 2 *look after*
- 3 *medicine*
- 4 *biscuits*
- 5 *plates*
- 6 *napkins*
- 7 *rice*
- 8 *sugar*
- 9 *bread*
- 10 *chocolate*

Answers: See the Teacher's script.

Speaking

- Read the topics (*Shopping, Restaurants, Asking for directions*) to the children. Read the example speech bubbles.
- The children practise the conversations in pairs, or with 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 6

New language: none

Revised language: Level 5 vocabulary

You need: Student's Book p100; Activity Book p72

Starter – dictation

- Read the spelling/pronunciation words on Student's Book page 98 (*supermarket, June, turn, Kurdish, sunny, lunch*).
- Write the words on the board. The children read the words chorally.
- Focus on the spelling point (words with *u*).
- 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 Play a game.

- Read the speech bubbles to the children.
- Help the children to find each of the items.
- Repeat with other items, for example, *Find some plastic. Find a swimming pool.* etc.
- Choose children to say *Find ...* sentences. Choose other children to find the items.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to say a sentence and to find the items.
- Give the pairwork instruction (*Say and find, Say and find*, etc). Start the whole class working in pairs.

2 Say and guess.

- Read the speech bubbles to the children.
- Write the categories for the words (*food, places, materials*) on the board.
- Say a sentence about other words, for example *It's a materials word. It begins with P.*
- Help the children to guess what it is (*plastic*).
- Repeat with other categories and other words.
- Choose children to say a sentence. Choose other children to guess the items.
- Divide the class into pairs (*one, two, one, two*, etc).
- Choose one pair of children. The children take turns to say a sentence and to guess the items.
- Give the pairwork instruction (*Say and guess, Say and guess*, etc). Start the whole class working in pairs.

Activity Book

1 Complete.

- Read the example answer in number 1 (*a cup of coffee*).
- Help the children to complete the phrase in number 2 (*a fizzy drink*).
- The children complete the phrases.

Answers: 1 a cup of coffee 2 a fizzy drink
3 go to the town centre 4 take photos
5 do sport 6 a glass of milk 7 eat
yaprakh 8 buy clothes

2 Complete the crossword with the opposite words.

- Read the first clue (*dangerous*). Ask *What is the opposite of dangerous?* (*safe*).
- Show the children how to write *safe* in the spaces.
- The children complete the rest of the crossword.

Answers: Across: 1 safe 4 dangerous 5 difficult
6 horrible 7 clean
Down: 2 easy 3 beautiful 5 dirty

Unit 18

3 Write three more words for each group.

- Read the two words in the first group (*Maths, English*) to the children.
- Help the children to suggest three more words for the group, for example, *History, Geography, Science*.
- The children write three more words for each group.

Example answers: Maths, English, Kurdish, Science, History; cough, cold, toothache, headache, cut; paper, wood, metal, glass, plastic

Unit 18 Vocabulary practice (2)

Aims: review of vocabulary from Level 6

New language: none

Revised language: Level 6 vocabulary

You need: Student's Book p101; Activity Book p73

Starter – say three things

- Write three topics on the board that the children have seen in the Student's Book. For example:
Looking after animals
Barbecues
Palm trees and dates
- Point to one of the topics. Say *Say three things about this*. Help the children to say three things about the topic. For example, *Looking after animals – The hedgehog was sick. It's better now. Kathy is very nice to animals*.
- Repeat with the other topics.

1 Find the pictures.

- Read the words in each box (*walked, talked, phoned, etc*) to the children.

- Choose one of the words and say it, for example *dirty*.
- Help the children to find the picture.
- Repeat with other words.
- Choose children to say words and other children to find the pictures.
- 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 find the items.
- Give the pairwork instruction (*Say and find, Say and find, etc*). Start the whole class working in pairs.

2 Say words for these groups.

- Read the list of groups (*drinks, school subjects, illnesses, etc*) to the children.
- Say *studying* to the children. Read the speech bubble to the children.
- Say other groups from the box. Help the children to say words for the group.
- Choose children to say a group. Choose other children to say the words.
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. The children take turns to say a group and to say words for that group.
- Give the pairwork instruction (*Say a group and say words, Say a group and say words, etc*). Start the whole class working in pairs.

Activity Book

1 Complete.

- Read the example answer in number 1 (*revise for an exam*).
- Help the children to complete the phrase in number 2 (*recycle the plastic*).
- The children complete the phrases.

Answers: 1 revise for an exam 2 recycle the plastic 3 have an accident 4 hurt your hand 5 get better 6 fall over 7 be sick 8 do your homework

Unit 18

2 Complete the crossword with the past forms of the verbs.

- Read the first clue (*take*). Ask *What is the past form of take? (took)*.
- Show the children how to write *took* in the spaces.
- The children complete the rest of the crossword.

Answers: Across: 2 took 3 put 6 had 7 listened
8 went
Down: 1 bought 4 talked 5 made

3 Write three more words for each group.

- Read the two words in the first group (*museum, swimming pool*) to the children.
- Help the children to suggest three more words for the group, for example, *funfair, castle, library*.
- The children write three more words for each group.

Example answers: museum, swimming pool, funfair, castle, zoo; sweets, dates, olives, biscuits, plates; drop, throw, kick, hit, fall over, hurt

- Take the poster down. The children try to remember the vocabulary items on the poster.
- Repeat with the other posters.

1 Read, listen and say.

- Talk with the children about each picture. Ask questions such as *Where are they? (They're at Birton Wood.)* and *Who are they talking to? (The Deans.)*
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 98 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.

Unit 18 Lesson 2

Aims: review of grammar from Level 6

New language: none

Revised language: Level 6 grammar

You need: Student's Book pp102–103; Activity Book p74; CD track 98

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.

2 Write sentences about the children in the story. Use the expressions in the box.

- Read the phrases in the box to the children (*have got a, has got a, etc*).
- Read the example sentence (*Kathy has got a mobile phone*).
- Help the children to say more sentences about the story, using different phrases from the box.
- In pairs, the children write their sentences in their notebooks.
- Choose children to stand up and read their sentences to the class.

Unit 18

3 In your notebook, complete the sentences about yourself, your family and your friends.

- Read the incomplete sentences and questions to the children.
- Help the children to complete the sentences and questions. Help them to answer the questions too.
- Call two children to the front to write their sentences, questions and their answers on the board.
- Help the children to suggest a heading for these questions, for example *My family, my friends and me*. Write the heading above the questions.
- The children write the heading and the questions in their notebooks. They add their own sentences and answers.
- Choose children to stand up and read their sentences, questions and answers 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 speech bubble. Ask *What are the missing words? (are)*.
- The children write the words on the answer line.
- The children complete the rest of the speech bubbles.
- Choose children to read one speech bubble each to the class.

Answers: are, Let's, near, and, right, doesn't

2 Write.

- Read the word cues in number 1 to the children. Read the example sentence.
- Read the words cues in number 2. Help the children to make the sentence (*Zheer likes doing sport*).

- 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 Kathy and Vian like going to the town centre. 2 Zheer likes doing sport. 3 Mr Watson hasn't got a mobile phone. 4 Mrs Watson doesn't like tomato or lettuce. 5 There are some sweets in the box. 6 There isn't any bread on the table.

Unit 18 Lesson 3

Aims: review of grammar from Level 6

New language: none

Revised language: Level 6 grammar

You need: Student's Book pp104–105; Activity Book p75; CD tracks 99–100

Starter – Poster game: memory

- Use three or four of the posters from Units 10–17.
- 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.
- Take the poster down. The children try to remember the vocabulary items on the poster.
- Repeat with the other posters.

1 Read, listen and say.

- Talk with the children about each picture. Ask questions such as *Where are they? (They're at Birton Wood.)* and *What are Mr and Mrs Dean doing? (They're making a speech.)*
- Read the photostory to the children. Point to the speech bubbles as you read.
- Play CD track 99 while the children listen and follow in their books.

Unit 18

- 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 the magazine article. Close your books and talk about it.

- Show the picture and the text to the children.
- Help the children to understand what type of text this is (an article in a magazine).
- Make sure the children understand that this article is by Daniel Dean. He wrote it after he met Vian, Kathy, Zheer and Sam.
- Help the children to guess, in Kurdish, what Daniel Dean thinks people can learn from children.
- 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, *full of rubbish*, *a brilliant example for all of us*.
- 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*. Help the children to talk about why Vian, Kathy, Zheer and Sam are "a brilliant example for all of us" (*They made*

Birton Wood beautiful again, They worked very hard, They persuaded their friends to work with them, They helped the Purple Emperor butterfly, etc).

3 Listen, read and sing.

- Talk about the pictures with the children. Ask questions such as *What's the idea of the picture?* (*Friendship around the world, etc*) and *Why is it important to be friendly with people from other countries?* (*To make the world better, To help peace, etc*).
- Read the song to the children. Make sure they understand new words and phrases, such as *ways to make the world better* and *try to make every day special*.
- Say *Close your books*. Play CD track 100. The children listen.
- 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 (*You can make a difference!*) to the children. In Kurdish, ask them questions such as:
What can you do to make the world better?
How can you make every day special?

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 speech bubble with an answer line. Ask *What's the missing word?* (*beautiful*).
- The children write the word on the answer line.
- The children complete the rest of the speech bubbles.

Unit 18

- Choose children to read one speech bubble each to the class.

Answers: beautiful, organised, found, and, rubbish

2 Write.

- Read the words cues in number 1 to the children. Help the children to make the sentence (*Kathy phoned her friend yesterday*).
- The children write the sentence on the answer line.
- The children write the rest of the sentences and questions.
- Choose children to read the sentences and questions to the class.

Answers: 1 Kathy phoned her friend yesterday. 2 Sam didn't play computer games yesterday. 3 Zheer and Vian went on a picnic with their parents two days ago. 4 Did Zheer and Vian eat yaprakh two days ago? 5 Did Sam revise for his exam yesterday? 6 Did Vian draw a picture yesterday?

Unit 18 Let's talk about ... lots of things

Aims: to practise talking about various things from Level 6

New language: none

Revised language: general

You need: Student's Book p106

Starter – guess the word

- Choose a word from the Student's Book, for example: *paper, plastic, bread, butter, olives, library, chocolate, rice, beautiful, dangerous, cooked, finished, phoned, talked*.
- Draw a line on the board. Add the first and last letter of the word. For example, for *paper* write P _____ R.

- Ask *What is it?* (*paper*).
- If the children can't guess, give them a clue, for example, *Your book is made of it*.
- If they still can't guess, add another letter.
- Continue until they guess the word. Repeat with the other words.

1 Talk with your partner.

- Read the first situation (*You're in a restaurant, etc*) and the starting sentence (*Can I take your order?*) to the children.
- Help the children to find the corresponding page in their Student's Books (*Unit 16 page 93*).
- Read the dialogue on page 93 (Activity 3) to the children.
- Repeat with the other situations.
- Divide the class into pairs (*one, two, one, two, etc*).
- Choose one pair of children. The children take turns to practise one of the dialogues.
- Give the pairwork instruction (*Ask and answer, ask and answer, etc*). Start the whole class working in pairs.

Unit 18 Writing page

Aims: to develop writing skills

New language: none

Revised language: general

You need: Activity Book p76

1 Read about the holiday.

Answer the questions.

- Point to the pictures. Ask *Where are they?* (*in the mountains, at the funfair, etc*).
- Read the text about the holiday to the children. The children follow with their reading fingers.
- Read question 1 (*Did they go to the mountains on Tuesday?*) (*Yes, they did*). The children write the answer on the answer line.

Unit 18

- The children answer the rest of the questions.

Answers: 1 Yes, they did. 2 Yes, they did.
3 No, they didn't. 4 Yes, they did.
5 No, they didn't. 6 Yes, they did.

- Make sure the children understand that there are three paragraphs in this text:
 - the first paragraph is about the first day of the holiday (*Tuesday*)
 - the second paragraph is about the second day of the holiday (*Wednesday*)
 - the third paragraph is about the third day of the holiday and going home (*Thursday*)

2 In your notebook, write about this holiday.

- Read the information about the holiday to the children.
- Explain to the children that they are going to write a text about this holiday.
- Explain that there will be three paragraphs in this text:
 - the first paragraph is about the first day of the holiday (*Saturday*)
 - the second paragraph is about the second day of the holiday (*Sunday*)
 - the third paragraph is about the third day of the holiday and going home (*Monday and Tuesday*)
- Help the children say the first sentence of the first paragraph (*In July we went on holiday for four days.*).
- The children write the rest of the three paragraphs.
- Ask individual children to read their paragraphs to the class.

Example answer:

In July we went on holiday for four days. We went to my grandfather's town. On Saturday we went to the town centre. We bought food and fizzy drinks. We went to the museum.

On Sunday we went to the mountains. We took photos and we played football.

On Monday we visited my grandparents. We had lunch and we played games. We went home on Tuesday morning. It was a great holiday!

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