

# NEW BUILDING BRIDGES 6

Teacher's Book



სულაკაურის  
მემორიუმული

## **New Building Bridges 6**

ინგლისურის სახელმძღვანელო მეექვსეკლასელთათვის

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## NEW BUILDING BRIDGES 6

წინამდებარე კურსი წარმოადგენს ორ სერიად (**NEW BUILDING BLOCKS 1-4** და **NEW BUILDING BRIDGES 5-6**) დაყოფილი **NBB** კურსის დასკვნით ნაწილს და იმ მეექვსეკლასელი მოსწავლეების ენობრივ კომპეტენციასა და უნარებზეა გაანგარიშებული, რომლებმაც ინგლისური ენის შესწავლა პირველ კლასიდან დაიწყეს.

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- ენობრივი კომპეტენციის გაღრმავებას იმ ლინგვისტური და საკომუნიკაციო უნარების ბაზაზე, რომლებიც მოსწავლეებმა ინგლისური ენის შესწავლის პირველ ხუთ წელიწადში შეიძინეს, და მოსწავლეთა დახმარებას სწორი ბალანსი დაამყარონ თავისუფლად მეტყველებასა და მეტყველების აკურატულობას შორის;
- სწავლების პროცესის პერსონალიზაციას თითოეული მოსწავლის გაკვეთილში აქტიურად ჩართვითა და მათი პირადი მოსაზრებებისა თუ გამოცდილებების გათვალისწინებით;
- ყოველი მოსწავლის ინდივიდუალური უნარების, ფანტაზიისა და შემოქმედებითი პოტენციის სტიმულირებას მათი ასაკისათვის დამახასიათებელი ფიზიკური, გონებრივი თუ ემოციური მდგომარეობის გათვალისწინებით;
- მოსწავლეთა ისეთი სოციალური უნარების გაღრმავებას, როგორიცაა თანაგრძნობის, ტოლერანტულობისა და ჯგუფურად მუშაობის უნარი;
- კოგნიტური უნარების გავარჯიშებას ისეთი აქტივობების გამოყენებით, რომლებიც მოითხოვენ აღქმას, ამოცნობას, მისადაგებას, შედარებას, კლასიფიცირებას, განსხვავების პოვნას, გამოცნობას, დასკვნის გამოტანას და ასოციაციური აზროვნების განვითარებას;
- სწავლის ისეთი სტრატეგიების განვითარებას, რომლებიც მოსწავლეებს სხვა საგნების შესწავლაშიც დაეხმარება და თვითშეფასებაშიც;
- ინგლისურენოვანი ქვეყნების, მათი კულტურისა თუ ზოგადად ჩვენი სამყაროსა და განსხვავებული კულტურების მიმართ მოსწავლეთა ინტერესისა და პოზიტიური დამოკიდებულების სტიმულირებას, რაც, თავის მხრივ, ხელს უწყობს ადამიანთა შორის ურთიერთგაგებასა და ტოლერანტული დამოკიდებულების შექმნას;
- მოსწავლეებისათვის ქცევის ეთიკური ნორმების სწავლებასა და მათი ზნეობრივი ფასეულობების ამაღლებას;
- მოსწავლეებში გარემოს დაცვისა და ეკოლოგიური ფაქტორების გათვალისწინების სურვილის აღძვრას.
- ინგლისური ენის შესწავლის პროცესში ავთენტიკურ მასალასთან ურთიერთობისა და მისი ქართული სასწავლო პროგრამის სხვა საგნებთან ინტეგრირების სტრატეგიების განვითარებას.

წინამდებარე კურსი ითვალისწინებს უცხოური ენების შესწავლის ერთიან ევროპულ სარეკომენდაციო ჩარჩოში წარმოდგენილ მოთხოვნებს და მოიცავს საქართველოს ზოგადსაგანმანათლებლო სკოლის პირველი უცხოური ენის რეცეფციული (კითხვა/ მოსმენა) და პროდუციული (ლაპარაკი/წერა) უნარების **VI** კლასებისათვის განსაზღვრული სტანდარტის ყველა საჭირო კომპონენტს.

კურსი, ასევე, მოწოდებულია, მაქსიმალურად შეუშუაშუქოს მოსწავლეებს სწავლის პროცესის მძიმე ტვირთი. იგი, ამავდროულად, უამრავ დამატებით მასალასაც მოიცავს, რაც მასწავლებლებს საშუალებას აძლევს ენის შესწავლის პროცესი უმტივიანეულოდ მოარგონ მოსწავლეთა ინდივიდუალურ საჭიროებებს.

მიმართულება 1. ზეპირი მეტყველება (მოსმენა და ლაპარაკი)

მისაღწევი შედეგები	შეფასების ინდიკატორები
<p><b>Iუცხ.დანყ.(II).1.</b> მოსწავლემ უნდა შეძლოს სტანდარტით განსაზღვრული სხვადასხვა ტიპის ტექსტის მოსმენა/ ყურება და გაგება.</p>	<p>მოსწავლე</p> <ul style="list-style-type: none"> <li>➤ ამოიცნობს საკომუნიკაციო სიტუაციას (თემას, პერსონაჟებს/თანამოსაუბრეებს);</li> <li>➤ ამოიცნობს თანამოსაუბრეთა და პერსონაჟთა შორის არსებულ მარტივ ურთიერთობებს;</li> <li>➤ რეპლიკებზე დაყრდნობით გამოაქვს კონკრეტული დასკვნები თანამოსაუბრეთა შესახებ (მაგ., მათი სურვილების, გეგმების, ინტერესების, საქმიანობის, დამოკიდებულებების შესახებ);</li> <li>➤ ამოიცნობს კონკრეტულ დეტალებს (მოქმედების დროს, ადგილს და ა.შ.);</li> <li>➤ ამოიცნობს სიუჟეტის განვითარების ხაზს;</li> <li>➤ ამოიცნობს მოქმედებათა თანამიმდევრობას;</li> <li>➤ ამოიცნობს ინტონაციით გამოხატული ნათქვამის მოდალობას (თხოვნა, მოთხოვნა, შეკითხვა, ბრძანება).</li> </ul>
<p><b>Iუცხ.დანყ.(II).2.</b> მოსწავლემ უნდა შეძლოს მარტივ ინტერაქციაში მონაწილეობა, რამდენიმე წინადადებისაგან შემდგარი მონოლოგის წარმოთქმა.</p>	<p>მოსწავლე</p> <ul style="list-style-type: none"> <li>➤ სვამს/პასუხობს კითხვებს მისთვის ნაცნობი თემის (მაგ., სტუმრად ქალაქში/სოფელში, საყვარელი საქმიანობა/გართობა, საყვარელი გადაცემები და სხვა) გარშემო;</li> <li>➤ გამოთქვამს საკუთარ დამოკიდებულებას, ემოციას გარკვეულ საკითხთან დაკავშირებით;</li> <li>➤ მოჰყავს მაგალითები პირადი გამოცდილებიდან;</li> <li>➤ მონაწილეობს სიმულაციურ სიტუაციაში (მაგ., გზა სკოლიდან სახლამდე, შეთანხმება შეხვედრის შესახებ; კაფეში; ვიზიტი ექიმთან, საჩუქრის შერჩევა და სხვა);</li> <li>➤ გეგმის მიხედვით ჰყვება მოსმენილი/წაკითხული ტექსტის მოკლე შინაარსს;</li> <li>➤ საუბრობს მისთვის ნაცნობ თემებზე (მაგ., არდადეგები, გეგმები, გატაცებები, საყვარელი საქმიანობა და სხვა).</li> </ul>

<p><b>იუცხ.დანყ.(II).3.</b> მოსწავლემ უნდა შეძლოს საკომუნიკაციო სიტუაციის გათვალისწინებით ელემენტარული ენობრივი უნარ-ჩვევების გამოყენება.</p>	<p>მოსწავლე</p> <ul style="list-style-type: none"> <li>➤ ინტერაქციისას შეარჩევს საკომუნიკაციო სიტუაციის შესატყვის მიმართვის ფორმებს, გამოთქმებს, კლიშეებს, ენობრივ კონსტრუქციებს;</li> <li>➤ იცავს შესაბამის ინტონაციას სხვადასხვა მოდულობის წინადადებების წარმოთქმისას;</li> <li>➤ იყენებს ადგილმდებარეობის გამომხატველ მარტივ ენობრივ საშუალებებს;</li> <li>➤ იცავს ელემენტარულ სინტაქსურ მიმართებებს წინადადებების წევრებს შორის;</li> <li>➤ სათანადოდ იყენებს ნასწავლ ლექსიკურ ერთეულებს.</li> </ul>
<p><b>იუცხ.დანყ.(II).4.</b> მოსწავლემ უნდა შეძლოს ზეპირი მეტყველების ამოცანების შესაბამისი სტრატეგიების გამოყენება.</p>	<p>მოსწავლე</p> <ul style="list-style-type: none"> <li>➤ გამოთქვამს ვარაუდს შინაარსის შესახებ სათაურის, ილუსტრაციების, არავერბალური ელემენტების საფუძველზე;</li> <li>➤ ცდილობს უცნობი სიტყვების, გამოთქმების, წინადადებების მნიშვნელობის დამოუკიდებლად ამოცნობას ნაცნობ ელემენტებზე დაყრდნობით (მაგ., კონტექსტი, ინტონაცია, ილუსტრაცია და სხვა);</li> <li>➤ მშობლიურ ენაზე აღწერს, რა ხერხით/გზით მოახერხა მოსასმენი ამოცანის გადაჭრა.</li> </ul>

## მიმართულება 2. წერითი მეტყველება (კითხვა და წერა)

მისაღწევი შედეგები	შეფასების ინდიკატორები
<p><b>იუცხ.დანყ.(II).5.</b> მოსწავლემ უნდა შეძლოს განაწილი კითხვა.</p>	<p>მოსწავლე</p> <ul style="list-style-type: none"> <li>➤ თავისუფლად კითხულობს ნაცნობ სიტყვებსა და ფრაზებს;</li> <li>➤ შესაბამისი ინტონაციითა და პაუზების დაცვით გამართულად კითხულობს მცირე ზომის ნაცნობ ტექსტებს;</li> <li>➤ ტექსტის შინაარსს ადეკვატურად უსადაგებს არავერბალურ მეტყველებას.</li> </ul>

<p><b>იუცხ.დანყ.(II).6.</b> მოსწავლემ უნდა შეძლოს სტანდარტით განსაზღვრული ტექსტების წაკითხვა და გაგება.</p>	<p>მოსწავლე</p> <ul style="list-style-type: none"> <li>➤ ამოიცნობს ტექსტის საკომუნიკაციო სიტუაციას (ავტორი, ადრესატი, თემა, მიზანი);</li> <li>➤ საკითხავი ამოცანების შესაბამისად ტექსტში პოულობს კონკრეტულ ინფორმაციას;</li> <li>➤ ამოიცნობს მოვლენათა და მოქმედებათა თანამიმდევრობას; მათ შორის მიზეზშედეგობრივ კავშირებს;</li> <li>➤ ამოიცნობს ემოციებსა და განწყობებს, მათი ქცევის მოტივებს (მაგ., რატომ არის მოწყენილი; რატომ მოიქცა ასე და სხვა);</li> <li>➤ განარჩევს ტექსტში ავტორისა და პერსონაჟის სიტყვებს; გამოყოფს სიუჟეტის განვითარების საფეხურებს.</li> </ul>
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<p><b>იუცხ.დანყ.(II).7.</b> მოსწავლემ უნდა შეძლოს სხვადასხვა ტიპის მარტივი ტექსტის სტრუქტურული და ენობრივი მახასიათებლების შეცნობა.</p>	<p>მოსწავლე</p> <ul style="list-style-type: none"> <li>➤ ამოიცნობს სხვადასხვა ტიპის მარტივი ტექსტის სტრუქტურულ მახასიათებლებს;</li> <li>➤ ერთმანეთს ადარებს სხვადასხვა სახის ტექსტს კომპოზიციური აგებულების მიხედვით (მაგ., კატალოგსა და შემეცნებით ტექსტს), ასახელებს განსხვავებებს, მსგავსებებს;</li> <li>➤ ამოიცნობს საკომუნიკაციო სიტუაციის შესატყვის გამოთქმებს, კლიშეებს, ენობრივ კონსტრუქციებს (მაგ., ნახალისების, შეთავაზების, კეთილი სურვილების და სხვ.);</li> <li>➤ ამოიცნობს სინტაქსურ მიმართებებს მარტივი წინადადებების წევრებს შორის, ზმნის ახლანდელი, წარსული და მომავალი დროის გამომხატველ ფორმებს, ადგილმდებარეობისა და დროის გამომხატველ მარტივ ენობრივ საშუალებებს (ზმნიზედას, წინდებულს).</li> </ul>
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<p><b>იუცხ.დანყ.(II).8.</b> მოსწავლემ უნდა შეძლოს ნიმუშის მიხედვით მცირე ზომის ტექსტის დანერა.</p>	<p>მოსწავლე</p> <ul style="list-style-type: none"> <li>➤ თანამიმდევრობით გადმოსცემს ფაქტებს, მოვლენებს;</li> <li>➤ აღწერს/ახასიათებს ადამიანებს, ცხოველებს, საგნებს;</li> <li>➤ აზუსტებს საჭირო დეტალებს;</li> <li>➤ გამოხატავს საკუთარ გრძნობებს, დამოკიდებულებებსა და სურვილებს.</li> </ul>
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<p><b>იუცხ.დანყ.(II).9.</b> მოსწავლემ უნდა შეძლოს წერილობითი ტექსტის სტრუქტურის დაცვა და ელემენტარული ენობრივი უნარ-ჩვევების გამოყენება.</p>	<p>მოსწავლე</p> <ul style="list-style-type: none"> <li>➤ იყენებს საკომუნიკაციო სიტუაციის შესაბამის ფორმულებს;</li> <li>➤ იცავს წერილობითი ტექსტის სტრუქტურას, გამომუშავებული აქვს ელემენტარული ენობრივი უნარ-ჩვევები და იყენებს მათ;</li> <li>➤ იყენებს ადგილმდებარეობის გამომხატველ მარტივ ენობრივ საშუალებებს (მაგ., წინდებულებს, ზმნიზედებს);</li> <li>➤ იცავს ელემენტარულ სინტაქსურ მიმართებებს წინადადების წევრებს შორის (მაგ., ქვემდებარისა და შემასმენლის შეთანხმებას პირსა და რიცხვში);</li> <li>➤ იცავს სიტყვათა წყობას მტკიცებითი, უარყოფითი და კითხვითი შინაარსის შემცველ წინადადებებში (მაგ., ქვემდებარე, შემასმენელი, დამატება);</li> <li>➤ იცავს ორთოგრაფიის წესებს, სწორად იყენებს სასვენ ნიშნებს.</li> </ul>
<p><b>იუცხ.დანყ.(II).10.</b> მოსწავლემ უნდა შეძლოს წერილი მეტყველების ამოცანების შესაბამისი სტრატეგიების გამოყენება.</p>	<p>მოსწავლე</p> <ul style="list-style-type: none"> <li>➤ სათაურზე, ილუსტრაციებზე დაყრდნობით მშობლიურ ენაზე გამოთქვამს ვარაუდს ტექსტის შინაარსის შესახებ;</li> <li>➤ ნაცნობ ელემენტებზე დაყრდნობით (მაგ., კონტექსტი, ილუსტრაცია, ნაცნობი ასოები) დამოუკიდებლად ამოიცნობს უცნობი სიტყვების, წინადადებების მნიშვნელობას;</li> <li>➤ მთლიანად ტექსტზე დაკვირვებით, სიტყვიერი და არასიტყვიერი მაორგანიზებელი ელემენტების დახმარებით (სათაური, რუბრიკა, ილუსტრაცია, წარწერა, აბზაცი, სვეტი, ლოგო, ტიპოგრაფიული მახასიათებლები/ მაგ., მსხვილი შრიფტი/და სხვ.) მოიძიებს კონკრეტულ ინფორმაციას;</li> <li>➤ მშობლიურ ენაზე აღწერს, რა გზით მოახერხა ამა თუ იმ საკითხავი დავალების შესრულება; ეცნობა და იყენებს სხვების მიერ შერჩეულ ხერხს და გამოაქვს დასკვნა იმის შესახებ, თუ რომელი მიდგომა იყო მისთვის უფრო ეფექტური და რატომ.</li> </ul>

### მიმართულება 3. ინტერკულტურა

მისაღწევი შედეგები	შეფასების ინდიკატორები
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<p><b>11. მოსწავლემ უნდა შეძლოს ნასწავლი სოციოკულტურული კონტექსტების ერთმანეთთან შედარება, პარალელების გავლება უცხო და მშობლიური კულტურის ფენომენებს შორის.</b></p>	<p><b>მოსწავლე</b></p> <ul style="list-style-type: none"> <li>➤ იჩენს ინტერესს კულტურული განსხვავებების მიმართ;</li> <li>➤ პარალელებს ავლებს უცხო და მშობლიურ კულტურულ და სოციოკულტურულ კონტექსტებს შორის და პოულობს მსგავსება-განსხვავებებს (მაგ., სახელმწიფო სიმბოლოები, ეროვნული ვალუტა, ტრადიციული ჩაცმულობა, სუვენირები, ლეგენდები და სხვ.);</li> <li>➤ გამოთქვამს საკუთარ მოსაზრებებს, დამოკიდებულებებს მსგავსებებისა და განსხვავებების შესახებ;</li> <li>➤ მოიძიებს დამატებით ცნობებს;</li> <li>➤ პოულობს ნასწავლი ანდაზის ანალოგიურს მშობლიურ ენაში და ადარებს შინაარსის გამოხატვის თავისებურებებს.</li> </ul>
<p><b>12. მოსწავლემ უნდა შეძლოს თანატოლებთან და მასწავლებელთან ერთად სხვადასხვა ტიპის პროექტის დაგეგმვა და განხორციელება.</b></p>	<p><b>მოსწავლე</b></p> <ul style="list-style-type: none"> <li>➤ მასწავლებელთან, გუნდის წევრებთან ერთად აყალიბებს პროექტის წარმატებით განხორციელების კრიტერიუმებს, გეგმავს პროექტის განხორციელების ეტაპებს;</li> <li>➤ ასრულებს მისთვის მიკუთვნებულ ფუნქციას, რომლის განსაზღვრა-განაწილებაში მონაწილეობს გუნდის ყველა წევრი მასწავლებლის დახმარებით;</li> <li>➤ მასწავლებლის, მშობლის ან სხვა პირის დახმარებით მოიძიებს სათანადო რესურსებს;</li> <li>➤ გუნდის წევრებთან ერთად და მასწავლებლის დახმარებით შეარჩევს, დაამუშავებს მოძიებულ მასალას, აუმჯობესებს და ასრულებს პროექტს.</li> </ul>



მიმართულება 4. სწავლის სწავლა

მისაღწევი შედეგები	შეფასების ინდიკატორები
<p>1. უცხ.დანყ.(II). 13 მოსწავლემ უნდა შეძლოს სასწავლო საქმიანობის მართვა, სწავლის პროცესზე დაფიქრება, საკუთარი წინსვლის ხელშეწყობა და სწავლის პროცესის წარმართვასა და გაუმჯობესებაში აქტიური მონაწილეობა.</p>	<p>მოსწავლე</p> <ul style="list-style-type: none"> <li>➤ გვეგმავს საკუთარ საქმიანობას; მონაწილეობს სწავლის პროცესის შეფასებაში, ავსებს ასაკის შესაბამის თვითშეფასების სქემებს, აკვირდება შეფასების შედეგებს, გაიაზრებს და ასახელებს წინსვლისა და ჩამორჩენის მიზეზებს;</li> <li>➤ ქმნის პირად პორტფოლიოს საკუთარი წინსვლის ამსახველი მასალებისთვის (შეფასების სქემები, ვიდეო/აუდიო ჩანაწერები, პროექტის მასალები, წერიტი ნამუშევრები);</li> <li>➤ ცდილობს დამოუკიდებლად გადალახოს სიძნელეები, აცნობიერებს და ასახელებს წინსვლისათვის ხელისშემშლელ მიზეზებს, მიუთითებს მათი გამოსწორების შესაძლო გზებს (მაგ., რომელი ხერხი გამოიყენოს გრამატიკულ მოვლენებში გასარკვევად, სხვადასხვა ენობრივი მექანიზმების ამოსაცნობად).</li> </ul>
<p>1. უცხ.დანყ.(II). 14. მოსწავლემ უნდა შეძლოს სათანადო სტრატეგიებისა და სხვა ტიპის საგანმანათლებლო რესურსების (ბეჭდვითი და მულტიმედიური რესურსების, ინფორმაციულ-საკომუნიკაციო ტექნოლოგიების (ისტ)) გააზრებულად გამოყენება.</p>	<p>მოსწავლე</p> <ul style="list-style-type: none"> <li>➤ იყენებს სხვადასხვა ხერხს ლექსიკური მასალის ასათვისებლად (მაგ., რამდენჯერმე წაკითხვა ან დანერა, ასოცირება რაიმესთან, კონტექსტში გამოყენება, ერთი თემატიკის მიხედვით დაჯგუფება და სხვა);</li> <li>➤ სისტემატურად იმეორებს განვლილ ლექსიკურ მასალას; ამოკრებს რთულად ასათვისებელ ლექსიკურ ერთეულებს და ამუშავებს მათ;</li> <li>➤ იყენებს სხვადასხვა სტრატეგიას გრამატიკულ მოვლენებში გასარკვევად: კონკრეტულ მაგალითებზე დაკვირვებით ამოიცნობს და იყენებს ენობრივ მექანიზმებს; ადარებს ერთმანეთს უცხოური და მშობლიური ენების გრამატიკულ მოვლენებს; იყენებს სქემებს, ტაბულებს, კლასიფიკაციებს, სტრუქტურულ მოდელებს;</li> <li>➤ ქმნის ოპერატიულ რესურსებს (მაგ., ანბანურ/თემატურ ლექსიკონს, პლაკატს, მარტივ სქემას, კითხვარს და სხვა) და იყენებს მათ.</li> </ul>

## კურსის შემადგენელი კომპონენტები

მოსწავლის წიგნი (**Student's Book**) 105 საკლასო მუშაობის საათზეა გაანგარიშებული. იგი მოიცავს თემატურად გაერთიანებულ 7 ციკლს და დანართს (Appendix) შობასთან, აღდგომასთან, ჰალოუინთან და წმ. ვალენტინის დღესთან დაკავშირებული მასალით. მოსწავლის წიგნი თემატურად დალაგებული ლექსიკონითა და არანესიერი ზმნების ცხრილით ბოლოვდება, რაც მოსწავლეებს სწავლისა და მასალაზე მუშაობის პროცესს უადვილებს.

სამუშაო რვეული (**Workbook**) შედგება მოსწავლის წიგნის თემატურ ციკლებში წარმოდგენილი სტრუქტურებისა და ლექსიკური ერთეულების გამამყარებელი დავალებებისაგან და ხელს უწყობს კითხვისა და წერის უნარების გაღრმავებასა თუ პერცეფციული და კოგნიტური უნარების განვითარებას. მოცემული დავალებები გამჭვირვალედ ასახავენ, თუ რომელი უნარის რა ხარისხით განვითარებას ემსახურება თითოეული მათგანი. სამუშაო რვეული მდიდარია სხვადასხვა ტიპის მასალით, რომელიც აადვილებს განსხვავებული შესაძლებლობების მქონე მოსწავლეებთან (მათთან, ვისაც კონკრეტულ საკითხზე ბევრი ვარჯიში სჭირდება, და მათთან, ვინც სწრაფად ითვისებს და თავისუფალი დრო რჩება დამატებითი სავარჯიშოების შესასრულებლად) მუშაობას. არის ისეთი სავარჯიშოებიც, რომლებიც საშინაო დავალების ანდა საკონტროლო სამუშაოების სახითაც შეიძლება მიეცეს მოსწავლეებს, რაც უკვე მასწავლებლის არჩევანზეა დამოკიდებული. თითოეული ციკლი ნასწავლი მასალის მიმოხილვით (Revision) სრულდება, რაც საშუალებას აძლევს მოსწავლეებს გადამეორონ ნასწავლი ლექსიკური ერთეულები, გრამატიკული სტრუქტურები, საკომუნიკაციო ფუნქციები და წერის, კითხვისა თუ ლაპარაკის ის უნარები, რომლებიც ახალი მასალის ფონზე გაიმყარეს.

მასწავლებლის წიგნი (**Teacher's Book**) მოიცავს საგაკვეთილო სცენარებს, მოსწავლის წიგნისა და მოსწავლის რვეულის შესაბამის გვერდებს, იმ მისაღწევ შედეგებს, რომლებზეც თითოეული გაკვეთილია ორიენტირებული, მეთოდურ რჩევებს, ცალკე გატანილ აუდიომასალის ტექსტებსა და დამატებით რესურსებს (**Resource Bank**), რომელიც საკითხავი და მოსასმენი მასალითაა მდიდარი და ამ ორი უნარის განვითარებას უწყობს ხელს, და ტესტებს.

გამომცემლის საიტზე [www.sulakauri.edu.ge](http://www.sulakauri.edu.ge) ატვირთულია სახელმძღვანელოში მითითებული ყველა მოსასმენი დავალება.

### სახელმძღვანელოს ძირითადი პერსონაჟები

სახელმძღვანელოს ძირითადი პერსონაჟები - სხვადასხვა საზოგადოების წარმომადგენლები, რომლებიც საერთაშორისო სკოლაში სწავლობენ - **The Heart and Brain Friends Club**-ის წევრები არიან. ერთ-ერთ მათგანს, ელიოტს, მოსწავლეები NBB კურსის წინა სერიიდან (NEW BUILDING BLOCKS 1-4) იცნობენ. სწორედ ელიოტის მეშვეობით ხდება NBB კურსის ორი სერიის გაერთიანება. აქვე გვხვდებიან ანა (ხორვატიიდან), ელა, სინდი და სემი (ბრიტანეთიდან); ზაკი (აფრო-ამერიკელი აშშ-დან), ბრუნო (იტალიიდან), კარლოსი (ესპანეთიდან), რასელი (ავსტრალიიდან) და ა.შ. კურსის NEW BUILDING BRIDGES 6 ერთ-ერთი თემა კიდევ ერთი პერსონაჟის, პიტის განვითარება-გამოსწორების საკითხია. ყველა აღნიშნულ პერსონაჟს გარკვეული ფუნქცია (კონკრეტული თემების: კულტურათა დიალოგი, ოჯახური პრობლემები, ცხოველები და სპორტი, თავგადასავლები, ლიტერატურა, უსაქციელო მოსწავლეები, ავსტრალია და ა.შ. წამოწევა) აკისრია:

### კურსის 7 ციკლის შემადგენელი ნაწილებია:

**Introductory page**, რომელიც მთელ ციკლს მიმოიხილავს - მოსწავლეებს სთავაზობს ციკლის ძირითადი თემის გამოცნობას წარმოდგენილი ფოტოთი, რომელიც წინასწარი განხილვის საგანი უნდა გახდეს.

**Lesson 1** - გვაცნობს ციკლის ძირითად თემას, ახალ ლექსიკურ ერთეულებსა და გრამატიკულ სტრუქტურებს.

**Lesson 2** - განავრცობს თემასა და მასთან დაკავშირებულ ლექსიკასა და გრამატიკულ სტრუქტურებს, პერსონალურ ჭრილში გადაჰყავს ისინი და ყურადღებას ამახვილებს მოსმენის უნარზე.

**Lesson 3** - წარმოგვიდგენს მთავარ თემასთან ლექსიკურად მისადაგებულ ადაპტირებულ ტექსტს, რომელიც კორელაციაშია კურიკულუმის შინაარსთან. თან დართული ავთენტიკური დავალებები ხელს უწყობს მოსწავლეების მიერ შეძენილი ენობრივი ცოდნის რეალურ, ცხოვრებისეულ სიტუაციებში გამოყენებას.

**Lesson 4** - კიდევ უფრო აღრმავებს თემას ყოველდღიური სასაუბრო ინგლისურის მოხმობით. იგი მოსწავლეებს ავარჯიშებს სპეციფიკურ საკომუნიკაციო უნარებზე (ნებართვის აღება, ტანსაცმლის ყიდვა, საათის დადგენა და მისთ.) პრაქტიკული სავარჯიშოები მოიცავს მოსმენისას სასაუბრო კონტექსტის ამოცნობას, დასმულ შეკითხვებზე პასუხის გაცემას, თავისუფალ პრაქტიკასა და როლურ თამაშებს.

**Cindy's reader** - დამატებითი, ანუ არჩევითი ტექსტებია, რომლებიც მთელი ციკლის ძირითად თემას აღრმავებს და კითხვისა და თხრობის უნარებს ავითარებს. ყოველი ახალი საკითხავი მოთხრობა სხვადასხვა ჟანრისაა (ტრადიციული ჯადოსნური ზღაპარი, იგავი, ლეგენდა, რეცენზია-მიმოხილვა, დღიური და ა.შ.).

თითოეული ციკლი სრულდება აგრეთვე სამუშაო რვეულში წარმოდგენილი გასამეორებელი მასალით **Revision**, რომელიც ლაპარაკის, კითხვისა და წერის უნარების გაღრმავებასა და ციკლის მთელი ახალი გრამატიკულ-ლექსიკური მასალის გამეორებას ემსახურება.

რაც შეეხება მოსწავლის წიგნში წარმოდგენილ ნაწილებს **For My Portfolio** და **Optional Projects**, ისინი არჩევითი დამატებითი მასალაა. პირველი მათგანი ხელს უწყობს მოსწავლეებს თავად შეაფასონ საკუთარი ცოდნა: რა ახსოვთ და რა - არა, რა გაუადვილდათ და რა - არა და ა.შ., ხოლო მეორე - ჯგუფურ აქტივობაში მონაწილეობასა და პირადი შემოქმედებითი უნარის წარმოჩენას უწყობს ხელს.

## ლინგვისტური და მეთოდოლოგიური რჩევები

ძირითადი სხვაობა დაწყებით (1-4 კლასი) და საბაზო (5-8 კლასი) საფეხურის მოსწავლეებს შორის ის არის, რომ დაწყებით საფეხურზე მოსწავლეთა ცოდნა საკმაოდ შეზღუდული და კონტროლირებადია; ენობრივი სტრუქტურები გამჭვირვალეა; ლექსიკა ორგანიზებულია კონკრეტული (და არა აბსტრაქტული) სასაუბრო თემებისა და ცნებების საფუძველზე; ლაპარაკისა და წერა-კითხვის უნარების გაღრმავება ზედმინდენითაა გაანგარიშებული. ამ პერიოდში არ არსებობს დიდი სხვაობა მოსწავლეთა აქტიურ და პასიურ ცოდნებს შორის. სწორედ ამიტომაც ხედავენ ისინი სრულიად თვალსაჩინოდ საკუთარ პროგრესს. 5-6 კლასებში ისინი ენის აღქმისა და ათვისების სრულიად სხვა ეტაპზე გადადიან. მათ საუბრისა და საკუთარი აზრის გამოხატვის მეტი თავისუფლება ეძლევათ, რაც ხშირად წინ უსწრებს მათი ენობრივ კომპეტენციას და შესაძლოა მეტყველებისას არასწორი ენობრივი ფორმების (ასე ვთქვათ, ამ დროს გამოიშვებულ „ინტერენისათვის დამახასიათებელი ხარვეზების“) შერჩევით დასრულდეს. ამიტომ უცხოური ენის შესწავლის ამ ეტაპზე უკვე სერიოზული ყურადღება უნდა მიექცეს მეტყველების აკურატულობას. აქედან გამომდინარე, აუცილებელია სწორი ბალანსი დამყარდეს თავისუფალ მეტყველებასა და მეტყველების აკურატულობას, ანუ პასიურსა და აქტიურ ცოდნებს შორის, რაც გრამატიკული სტრუქტურებისა თუ ახალი ლექსიკური ერთეულების კარგად დამუშავებით უნდა მოგვარდეს.

ბალანსი უნდა დამყარდეს ახალი ტექსტების სიგრძეს, მათ სირთულესა და დავალებების სირთულე-რაოდენობას შორისაც.

ცხადია, ყოველი გაკვეთილი ძალიან ყურადღებით უნდა დაიგეგმოს კლასში მოსწავლეთა რაოდენობისა და მათი პირადი შესაძლებლობების მიხედვით. მაგრამ ნებისმიერი გაკვეთილი უნდა შედგებოდეს შემდეგი ნაწილებისაგან:

**Warm-up** – ანუ წინა გაკვეთილზე ნასწავლი მასალის შეხსენება ანდა კეთილგანწყობილი ატმოსფეროს შექმნა და ახალი გაკვეთილის თემის გარშემო ზოგადი საუბარი;

**Presentation** – ახალი მასალის ახსნა;

**Practice** – ახსნილ მასალაზე ვარჯიში სხვადასხვა ტიპის აქტივობებითა თუ საწერი სავარჯიშოებით;

**Follow-up** – ახალი მასალის მორგება ახალ კონტექსტებსა და სიტუაციებზე მისი, ასე ვთქვათ, პერსონალიზაციის გზით (როდესაც მოსწავლეები უკვე საკუთარ გამოცდილებებსა თუ დამოკიდებულებებს გამოხატავენ ამ ახალი ერთეულების გამოყენებით).

უნდა აღინიშნოს ისიც, რომ მასწავლებლის წიგნის მიზანი მასწავლებლებისათვის მზა რეცეპტების მიცემა სულაც არ არის. მისი მიზანია უბრალოდ დაეხმაროს მათ და მათივე იდეების რეალიზაციის გზები შესთავაზოს, რომლებსაც ისინი თავად მოარგებენ საკუთარი კლასის საჭიროებებსა და მიზნებს. სწორედ ამას ემსახურება კურსში წარმოდგენილი მასალისა და რესურსების სიუხვე და მათი სახალი-სო გზით ათვისებისა თუ გადამეორების უამრავი საშუალება (იხ. მასწავლებლის წიგნზე თანდართული (Resource Bank)).

ყოველი გაკვეთილის შემოთავაზებულ სცენარს თან ახლავს **VI** კლასის წლიური პროგრამის მისაღწევი შედეგების იმ ინდიკატორთა ჩამონათვალი, რომლებსაც გაკვეთილი ითვალისწინებს. ეს, თავის მხრივ, მასწავლებლებს კიდევ უფრო გაუადვილებს კონკრეტული გაკვეთილის სწორად დაგეგმვასა თუ თემატური სასწავლო გეგმის შემუშავებას.

LANGUAGE IN FOCUS			
UNIT	TOPIC	STRUCTURES	VOCABULARY
<b>UNIT 1</b> <b>WORDS, WORDS, WORDS</b> p.7-24 <b>Lesson 1.1 Nice to see you again!</b> p.8	first day at school	the present simple of the verbs TO BE and TO HAVE GOT (affirmative and negative / long and short forms)	Target vocabulary: talking about first day at school adjectives (cool, scared, worried, calm, sad, nervous, excited, happy) Expressions: <i>happy because..., make somebody sad, to be worried about, to be excited about, to be scared, to be nervous, to be calm...</i>
<b>Lesson 1.2</b> <b>Pete, Shark and Russell</b> p.12	describing a person	personal pronouns (subject and object)	Target vocabulary: words that describe a person ( <i>stupid, stuck-up, rich, famous, clever, friendly, open, nice smile, big teeth</i> ) vocabulary related to the Heart and Brain Mystery Club Expressions: <i>to be stuck-up, I bet you don't know., to talk behind somebody's back., to warn somebody, to count on somebody, to be in love with somebody...</i>
<b>Lesson 1.3 Photos from Down Under</b> p.14	life in Australia Australian animals <b>Culture corner</b> <b>Waltzing Matilda</b> (traditional song) p.17	ordinal numbers <i>this/these/that/those</i> plural of nouns	Target vocabulary: related to Australia ( <i>koalas, Aborigines, boomerang, School of the Air, Sydney Opera House, Down Under, Canberra, emu, duckbilled platypus, kangaroo, dingo...</i> ) Expressions: <i>to go swimming for Christmas, to have classes at home, to have a New Year party on the beach, to invent a boomerang...</i>
<b>Lesson 1.4</b> <b>School mix</b> p.18	school subjects obligations at school and at home polite requests using dictionaries and dealing with new vocabulary	have to/not have to/mustn't May I...?	Target vocabulary: school subjects ( <i>geography, Italian, German, art, English, Russian, science, RE, French, history, maths, P.E., Spanish, music</i> ), <i>have to/not have to/mustn't</i> , Expressions: <i>I'm sorry I'm late., Nice to meet you, too., Excuse me, May I ask a question?, do homework, learn a poem by heart, do a project, make the table, help with the dishes, take out the rubbish, look after my pet...</i>
<b>Cindy's reader: The life and death of words</b> p.22	English as a common language word borrowing	revision of unit structures	Target vocabulary: words related to dying languages, English language, borrowing from other languages ( <i>speak, communicate, understand, other countries, change, borrow from other languages, 'living' languages, stop speaking the language</i> ) Expressions: <i>to use a language, to communicate with each other, to understand people from other countries, to borrow words...</i>

COMMUNICATIVE SKILLS				
READING	LISTENING	SPEAKING	WRITING	CLIL and CULTURE
what some pupils say about their first day back at school <b>tapescript 1.1</b> read the dialogues <b>tapescript 1.2</b>	what some pupils say about their first day back at school <b>tapescript 1.1</b> read the dialogues <b>tapescript 1.2</b>	talking about first day at school	describe your first day at school	
letter about Shark the secret message that is in the letter <b>tapescript 1.3</b> putting the children's conversation into the correct order <b>tapescript 1.4</b> Carlos, Elliot, Cindy and Ella are talking about Russell and Pete <b>tapescript 1.5</b>	the secret message that is in the letter <b>tapescript 1.3</b> putting the children's conversation into the correct order <b>tapescript 1.4</b> Carlos, Elliot, Cindy and Ella are talking about Russell and Pete <b>tapescript 1.5</b>	exchanging information about clubs	describe a person write a secret message	
reading about the pictures and then matching the sentences <b>tapescript 1.6</b> project on Australian animals <b>tapescript 1.7</b>	reading about the pictures and then matching the sentences <b>tapescript 1.6</b> listening and circling the correct answer <b>tapescript 1.6</b> project on Australian animals <b>tapescript 1.7</b> Waltzing Matilda <b>tapescript 1.8</b>	talking about Australia	writing about Australia	geography, science
reading the pieces of texts from different textbooks <b>tapescript 1.9</b> Dictionaries are fun! are the sentences true or false, read the text and find out	where do the sentences go <b>tapescript 1.10</b> put the dialogues in the right order <b>tapescript 1.11</b>	talking about school subjects what you have to or don't have to do at school and at home talking about dictionaries	school subjects things that you have to/don't have to/mustn't do at school/at home polite language in the classroom	
text about the life and death of words		why it is important to learn English languages that are more difficult than others, more beautiful than others borrowing words from other languages	writing about English as a common language	Georgian, geography

LANGUAGE IN FOCUS			
UNIT	TOPIC	STRUCTURES	VOCABULARY
<b>Lesson 1.3 Photos from Down Under</b> p.14	life in Australia Australian animals <b>Culture corner</b> <b>Waltzing Matilda</b> (traditional song) p.17	ordinal numbers <i>this/these/that/those</i> plural of nouns	Target vocabulary: related to Australia ( <i>koalas, Aborigines, boomerang, School of the Air, Sydney Opera House, Down Under, Canberra, emu, duckbilled platypus, kangaroo, dingo...</i> ) Expressions: <i>to go swimming for Christmas, to have classes at home, to have a New Year party on the beach, to invent a boomerang...</i>
<b>Lesson 1.4 School mix</b> p.18	school subjects obligations at school and at home polite requests using dictionaries and dealing with new vocabulary	<i>have to/not have to/mustn't</i> <i>May I...?</i>	Target vocabulary: school subjects ( <i>geography, Italian, German, art, English, Russian, science, RE, French, history, maths, P.E., Spanish, music</i> ), <i>have to/not have to/mustn't</i> , Expressions: <i>I'm sorry I'm late., Nice to meet you, too., Excuse me, May I ask a question?, do homework, learn a poem by heart, do a project, make the table, help with the dishes, take out the rubbish, look after my pet...</i>
<b>Cindy's reader: The life and death of words</b> p.22	English as a common language word borrowing	revision of unit structures	Target vocabulary: words related to dying languages, English language, borrowing from other languages ( <i>speak, communicate, understand, other countries, change, borrow from other languages, 'living' languages, stop speaking the language</i> ) Expressions: <i>to use a language, to communicate with each other, to understand people from other countries, to borrow words...</i>
<b>For my portfolio</b> p.24	Projects: 1) Australia 2) English words in Georgian Now I can (self evaluation)	verb to be have/has got personal pronouns ordinal numbers <i>this/these/that/those</i> plural of nouns <i>have to/not have to/mustn't</i> <i>May I...?</i>	<b>Target vocabulary:</b> talking about first day at school adjectives ( <i>cool, scared, worried, calm, sad, nervous, excited, happy</i> ) words that describe a person ( <i>stupid, stuck-up, rich, famous, clever, friendly, open, nice smile, big teeth</i> ) vocabulary related to the <i>Heart and Brain Mystery Club</i> vocabulary related to Australia ( <i>koalas, Aborigines, boomerang, School of the Air, Sydney Opera House, Down Under, Canberra...</i> ) school subjects ( <i>geography, Italian, German, art, English, Russian, science, RE, Georgian, history, maths...</i> ), <i>have to/not have to/mustn't</i> , vocabulary related to dying languages, English language, borrowing from other languages ( <i>speak, communicate, understand, other countries, change, borrow from other languages, 'living' languages, stop speaking the language</i> ) <b>Expressions:</b> <i>happy because..., make somebody sad, to be worried about, to be excited about, to be scared, to be nervous, to be calm...</i> <i>to be stuck-up, I bet you don't know., to talk behind somebody's back., to warn somebody, to count on somebody, What do you mean?, to be in love with somebody</i> <i>I'm sorry I'm late., Nice to meet you, too., Excuse me, may I ask a question?, May I go out?</i> <i>to use a language, to communicate with each other, to understand people from other countries, to borrow words...</i>

COMMUNICATIVE SKILLS				
READING	LISTENING	SPEAKING	WRITING	CLIL and CULTURE
reading about the pictures and then matching the sentences <b>tapescript 1.6</b> project on Australian animals <b>tapescript 1.7</b>	reading about the pictures and then matching the sentences <b>tapescript 1.6</b> listening and circling the correct answer <b>tapescript 1.6</b> project on Australian animals <b>tapescript 1.7</b> Waltzing Matilda <b>tapescript 1.8</b>	talking about Australia	writing about Australia	geography, science
reading the pieces of texts from different textbooks <b>tapescript 1.9</b> Dictionaries are fun! are the sentences true or false, read the text and find out	where do the sentences go <b>tapescript 1.10</b> put the dialogues in the right order <b>tapescript 1.11</b>	talking about school subjects what you have to or don't have to do at school and at home talking about dictionaries	school subjects things that you have to/don't have to/mustn't do at school/at home polite language in the classroom	
text about the life and death of words		why it is important to learn English languages that are more difficult than others, more beautiful than others borrowing words from other languages	writing about English as a common language	Georgian, geography
		describe how students feel on their first day of school say something about Australia, its people, schools and animals talk about school subjects say what you have to/don't have to do at school and at home use polite language say why people learn English	words from the unit	



LANGUAGE IN FOCUS			
UNIT	TOPIC	STRUCTURES	VOCABULARY
<b>Unit 2</b> <b>FAMILIES</b> p.25-44 <b>Lesson 2.1 The amazing world of twins</b> p.26	talking about twins <b>Culture corner</b> <b>Twins Days festival</b> p.29	the present simple (I, you, we, they) – affirmative and negative	Target vocabulary: vocabulary related to twins ( <i>to compete, to get along with somebody, an only child, identical, to look alike, similar...</i> ) Expressions: <i>to get along with each other, to compete with each other, to look alike...</i>
<b>Lesson 2.2</b> <b>A family of friends</b> p.30	asking personal questions friendship good manners	the present simple (I, you, we, they) in <i>yes/no</i> questions and <i>wh-questions</i>	Target vocabulary: related to friendship related to good manners Expressions: <i>to keep secrets, to talk about problems, to help when somebody is in trouble, to trust somebody, to get angry with your friends, to lie to your friends</i> <i>Would you like to sit down?, Excuse me., Could I please speak to Jim?, Pardon?, Good morning, Mrs Doyle., I'm sorry I'm late.</i>
<b>Lesson 2.3</b> <b>Similar or different?</b> p.34	family cultural differences expressing frequency	the present simple (he, she, it) – affirmative and negative sentences	Target vocabulary: <i>families: Aboriginal family, Indian family, Polish family</i> Expressions: <i>to throw a boomerang, to wear a sun hat and drink a lot of water., to live with parents on an Indian reservation in Canada, to spend a lot of time on a computer...</i>
<b>Lesson 2.4</b> <b>The perfect family?</b> p.38	family life and family routines expressing belonging	the present simple (he, she, it) in <i>yes/no</i> questions and <i>wh-questions</i> possessive adjectives possessive pronouns	Target vocabulary: <i>family (to quarrel, to calm down, to rest...)</i> Expressions: <i>to have something in common, to solve a problem, to be fed up with something...</i>
<b>Cindy's reader: Lisa and Lottie</b> p.42	a book report	revision of unit structures	Target vocabulary: vocabulary related to twins – Lisa and Lottie <i>(a conductor, ponytail, serious, rude, shy, curly, an adventure...)</i>
<b>For my portfolio</b> p.44	Projects: 1) how to make your family tree 2) film report Now I can (self evaluation)	the present simple (I, you, we, they) – affirmative and negative the present simple (I, you, we, they) in <i>yes/no</i> questions and <i>wh-questions</i> the present simple (he, she, it) – affirmative and negative sentences the present simple (he, she, it) in <i>yes/no</i> questions and <i>wh-questions</i> possessive adjectives possessive pronouns	<b>Target vocabulary:</b> vocabulary related to twins ( <i>to compete, to get along with somebody, an only child...</i> ) vocabulary related to friendship vocabulary related to good manners <i>families: Aboriginal family, Indian family, Polish family</i> <i>family (to quarrel, to calm down, to rest...)</i> vocabulary related to twins – Lisa and Lottie <i>(a conductor, ponytail, serious, rude, shy...)</i> <b>Expressions:</b> <i>to get along with each other, to compete with each other, to look alike, to keep secrets, to talk about problems, to help when somebody is in trouble, to trust somebody, to get angry with your friends, to lie to your friends, Would you like to sit down?, Excuse me., Could I please speak to Jim?, Pardon?, Good morning, Mrs Doyle., I'm sorry I'm late.</i> <i>to throw a boomerang, to wear a sun hat and drink a lot of water, to live with parents on an Indian reservation in Canada, to spend a lot of time on a computer,</i> <i>to have something in common, to solve a problem, to be fed up with something</i>



COMMUNICATIVE SKILLS				
READING	LISTENING	SPEAKING	WRITING	CLIL and CULTURE
what Dr. Green, an expert on twins, says <b>tapescript 2.12</b> twins days <b>tapescript 2.13</b>	what Dr. Green, an expert on twins, says <b>tapescript 2.12</b> twins days <b>tapescript 2.13</b>	what do you think- discussing the sentences, true/false sentences about twins	writing about twins	
using the rhyming words <b>tapescript 2.14</b> unscrambling the questions <b>tapescript 2.16</b>	using the rhyming words <b>tapescript 2.14</b> conversation with Pete <b>tapescript 2.15</b> unscrambling the questions <b>tapescript 2.16</b>	writing about friends/ friendship choosing the polite answer for the questions (good manners)		
Arana, Pat and Agatha <b>tapescript 2.17</b> Native Americans and Aboriginal families <b>tapescript 2.18</b>	Native Americans and Aboriginal families <b>tapescript 2.18</b>	talking about families in different countries of the world	describing your family	
dialogue between Elliot and a radio host <b>tapescript 2.19</b> the agony aunt e-mails	dialogue between Elliot and a radio host <b>tapescript 2.19</b>	talking about 'perfect' family family problems	describing a family	
Lisa and Lottie		talking about twins	writing about an identical twin	Georgian
		talking about twins Aboriginal families life on an Indian reservation your family your brother/sister	words from the unit	

LANGUAGE IN FOCUS			
UNIT	TOPIC	STRUCTURES	VOCABULARY
<b>Unit 3</b> <b>TV, FILMS, SCHOOL CLUBS AND TELEPHONE CALLS</b> p.45-62 <b>Lesson 3.1</b> <b>What's on TV?</b> p.46	TV and TV programmes telling the time	prepositions of time the present continuous – affirmative and negative	Target vocabulary: TV programmes ( <i>sports programmes, cartoons, documentaries, news, comedy series, quiz shows, soap operas, programmes for small children, films, weather reports, educational programmes for children, a fan, warm, cloudy, a gate, a criminal, a police station, to cheer, to hide, a medal, sunny, a race, under arrest, dangerous, a champion, cold, a skier truth</i> ) Expressions: <i>It's eight o'clock., It's a quarter past eight., It's half past eight., It's twenty to nine., in the morning – a.m., in the afternoon/ in the evening – p.m., The programme is on at 3 o'clock., It is on from 3 o'clock to 4 o'clock., It is on before the news., It's on after the comedy series., It lasts one hour.</i>
<b>Lesson 3.2</b> <b>Three phone calls and one text message</b> p.50	telephoning talking about your plans for the week	the present continuous – questions and short answers the present continuous for future plans	Target vocabulary: related to telephone conversations and parents phoning their children to check where they are and what they are doing Expressions: <i>Hi, Russell., What are you doing?, I'm sitting, eating and watching a movie., Why are you crying?, Where are you going?, What are you wearing?, What are you studying?...</i>
<b>Lesson 3.3</b> <b>We love films!</b> p.54	film and film genres	the present simple and the present continuous contrasted	Target vocabulary: film genres ( <i>romances, comedies, westerns, adventure films, disaster films, dramas, musicals, fantasy films, horror films, thrillers</i> ) words related to science-fiction and action films ( <i>to shoot, a fist, an alien, to rule, a robot, a dinosaur, karate, space, to chase, a spaceship, a roof, a criminal</i> ) Expressions: <i>to take place, to make somebody scared, to solve a mystery, to save somebody's life, to fight against criminals, to be afraid of somebody, ...</i>
<b>Lesson 3.4</b> <b>School clubs</b> p.58	extra-curricular activities sports expressing likes and dislikes	like + ing	Target vocabulary: extra-curricular activities ( <i>reading, studying, swimming, cycling, skateboarding, skiing, playing chess, dancing, making clothes...</i> ), clubs ( <i>maths club, history club, eco club, football club, girls' volleyball club, language clubs, choir, computer club, chess club, drama club, arts and crafts club, reading club</i> ) Expressions: <i>play – the guitar, badminton, volleyball, do – exercises, your homework, go – shopping, skiing, skateboarding..., love reading, don't mind doing homework, hate studying for tests, mad about swimming, like cycling, get good marks in maths, make somebody laugh, crazy about playing football...</i>
<b>Cindy's reader: The Hobbit</b> p.60	the book and the films	revision of unit structures	Target vocabulary: The Hobbit ( <i>the writer, the book, the film trilogy, the genre, the director</i> ), adjectives that describe what a character is like and what a character looks like ( <i>huge, hairy, short, small, clever, tall, proud, brave, slimy, wise, strong</i> ) Expressions: <i>to take place, to knock on a door, to get back the treasure, to set off on a great adventure...</i>

COMMUNICATIVE SKILLS				
READING	LISTENING	SPEAKING	WRITING	CLIL and CULTURE
parts of the three programme	listening to a presenter who is talking about today's TV programmes <b>tapescript 3.20</b> parts of the three programmes (where the sentences belong ) <b>tapescript 3.21</b>	talking about TV programmes	writing part of a sports commentary, a weather report or a dialogue from a detective series	
Ella phoning Russell <b>tapescript 3.23</b>	Ella calling Pete <b>tapescript 3.22</b> Ella phoning Russell <b>tapescript 3.23</b> Elliot calling Sam <b>tapescript 3.24</b>	talking about using the phone talking about plans	writing a diary page with the plans for the next week	
film genres <b>tapescript 3.25</b> action films and science fiction films scenes from an action film and a science fiction film <b>tapescript 3.26</b>	scenes from an action film and a science fiction film <b>tapescript 3.26</b>	talking about film genres talking about a scene from a film	describing a scene from a film	Georgian
six pupils from Ana's school <b>tapescript 3.27</b>		talking likes and dislikes	clubs	
the hobbit		character that pupils like best	film you like	

LANGUAGE IN FOCUS			
UNIT	TOPIC	STRUCTURES	VOCABULARY
<b>For my portfolio</b> p.62	Projects: 1) clocks 2) top ten films Now I can (self evaluation)	prepositions of time the present continuous – affirmative and negative the present continuous – questions and short answers the present continuous for future plans the present simple and the present continuous contrasted like + ing	<b>Target vocabulary:</b> TV programmes ( <i>sports programmes, cartoons, documentaries, news, comedy series, quiz shows...</i> ) words related to telephone conversations and parents phoning their children to check where they are and what they are doing film genres ( <i>romances, comedies, westerns, adventure films...</i> ) extra-curricular activities ( <i>reading, studying, swimming, cycling, skateboarding...</i> ), clubs ( <i>maths club, history club, eco club, football club...</i> ) <b>Expressions:</b> <i>It's eight o'clock., It's a quarter past eight., It's half past eight., It's twenty to nine., in the morning – a.m., in the afternoon/in the evening – p.m., to take place, to make somebody scared, to solve a mystery, to save somebody's life, to fight against criminals, to be afraid of somebody, ...</i> <i>play – the guitar, badminton, volleyball, do – exercises, your homework, go – shopping, skiing, skateboarding..., love reading, don't mind doing homework, mad about swimming, like cycling, get good marks in maths...</i>
<b>Unit 4 PLACES</b> p.63-82 <b>Lesson 4.1 Rooms</b> p.64	homes, rooms and furniture	<i>there is/there are</i> prepositions of place articles	Target vocabulary: vocabulary related to rooms in a house/flat ( <i>kitchen, dining area, living room, balcony, hall...</i> ) vocabulary related to furniture ( <i>a sink, a bathtub, an armchair, a shelf, a washbasin, a cooker, a carpet...</i> ) vocabulary related to Van Gogh's painting ( <i>the furniture, the beadspreed, the towel, the pillows, pale, bright, dark...</i> ) Expressions: <i>there is/there are something in a house/flat</i>
<b>Lesson 4.2 Out and about</b> p.68	at an airport in a gallery <b>Culture corner National Gallery in London</b> p.71	comparison of short adjectives	Target vocabulary: airport ( <i>passengers, a plane, to land, huge, exciting</i> ) the National Gallery in London ( <i>Trafalgar Square, Tube, admission, a floor plan, a guide, paintings, Braille...</i> ) Expressions: <i>to take off, to get somewhere by, to hang out, to take a tour, to depend on, to move through...</i>
<b>Lesson 4.3 Three famous paintings</b> p.72	art	comparison of long adjectives irregular comparison	Target vocabulary: vocabulary related to three paintings ( <i>sunflowers, fresh, dying, shades, vase, table, artist, cry-baby, face, colours, burning candle, dog, mirror...</i> ) adjectives used to describe the pictures ( <i>modern, aggressive, interesting, realistic...</i> ) Expressions: <i>to use yellow, to show emotions, to hold hands...</i>
<b>Lesson 4.4 Plans</b> p.76	London sights intentions	going to future	Target vocabulary: vocabulary related to London ( <i>the London Eye, the Thames, Buckingham Palace, the Queen, the Changing of the Guard, the Tower</i> ) vocabulary related to good intentions.com ( <i>an animal shelter, stuff, to pack...</i> ) Expressions: <i>to take a ride, to give away, to make it...</i>

COMMUNICATIVE SKILLS				
READING	LISTENING	SPEAKING	WRITING	CLIL and CULTURE
		talking about telling the time talking about plans for the week talking about film and film genres talking about extra-curricular activities and sports		
an artist's bedroom description of Vincent's room <b>tapescript 4.28</b>	description of Vincent's room <b>tapescript 4.28</b>	asking questions about somebody's house/flat describing the room	writing about your house/flat	
at the Heathrow airport the comic strip the National Gallery in London	Ana and Cindy's conversation <b>tapescript 4.29</b> chant Johnny Show-off <b>tapescript 4.30</b> chant Melissa Perfect <b>tapescript 4.31</b> the National Gallery in London	talking about cousins talking about the National Gallery in London	describing the National Gallery in London	
texts Yellow, Pain and A photograph reading the dialogue <b>tapescript 4.33</b>		discussing the paintings describing a picture/a painting	describing a friend	art
plans for Iva's visit to London <b>tapescript 4.34</b> good intentions.com	plans for Iva's visit to London <b>tapescript 4.34</b>	planning a visit of a friend (talking about the place where you live) talking about good intentions	planning a visit of a friend (talking about the place where you live)	

LANGUAGE IN FOCUS			
UNIT	TOPIC	STRUCTURES	VOCABULARY
<b>Cindy's reader: Osijek</b> p.80	talking about the place where you live	revision of unit structures	Target vocabulary: text related ( <i>Tvrđa, the Upper Town, the Lower Town, the New Town, Retfala, Slavonija, Kopački rit...</i> ) Expressions: <i>to lie on the river, to be home to many kinds of animals...</i>
<b>For my portfolio</b> p.86	Projects: 1) Vincent 2) a museum Now I can (self evaluation)	<i>there is/there are</i> prepositions of place articles comparison of short adjectives comparison of long adjectives irregular comparison going to future	<b>Target vocabulary:</b> vocabulary related to rooms in a house/flat ( <i>kitchen, dining area, living room, balcony, hall...</i> ) vocabulary related to furniture ( <i>a sink, a bathtub, an armchair, a shelf, a washbasin, a cooker, a carpet...</i> ) vocabulary related to an airport ( <i>passengers, a plane, to land, huge, exciting</i> ) the National Gallery in London ( <i>Trafalgar Square, Tube, admission, a floor plan, a guide, paintings, Braille...</i> ) vocabulary related to three paintings ( <i>sunflowers, fresh, dying, shades, vase, table, artist, cry-baby...</i> ) adjectives used to describe the pictures ( <i>modern, aggressive, interesting, realistic...</i> ) vocabulary related to London ( <i>the London Eye, the Thames, Buckingham Palace, the Queen...</i> ) <b>Expressions:</b> <i>there is/there are something in a house/flat</i> <i>to take off, to get somewhere by, to hang out, to take a tour...</i> <i>to take a ride, to give away, to make it...</i>
<b>Unit 5</b> <b>WHO WAS WHO?</b> p.83-102 <b>Lesson 5.1</b> <b>The photo album</b> p.84	talking about the past describing childhood photos	the past simple of the verb to be	Target vocabulary: vocabulary related to jobs ( <i>an inventor, an explorer, a waitress, a scientist, a computer programmer, a hairdresser, a fashion model</i> ) Expressions: <i>to take a photo, to dress up, to be in disguise, ...</i>
<b>Lesson 5.2</b> <b>'Clue me in' quiz</b> p.88	famous people from the past jobs	the past simple of regular and irregular verbs - affirmative	Target vocabulary: vocabulary related to famous people from the past ( <i>an explorer, an inventor, a painter, a children's author, a comedy actor, to create, an engineer, to compose, to design, to sail...</i> ) Expressions: <i>to dream about, to play a musical instrument, to give concerts, to move to the USA, to act in a film, to get a prize...</i>
<b>Lesson 5.3</b> <b>Seven ladies and a dog</b> p.92	famous women from the past jobs	the past simple – negative, questions and short answers more irregular verbs	Target vocabulary: vocabulary related to famous women from the past ( <i>chemical elements, the Nobel Prize, leukaemia, a pilot, a flight, a queen, a nun, World War I, a nurse, to disappear...</i> ) Expressions: <i>to discover an element, to get the Nobel Prize, to change somebody's life, to cross the Atlantic, to look for the plane, to help the sick and the poor, to open a school...</i>
<b>Lesson 5.4</b> <b>Pete's alibi</b> p.96	talking about past events discussing ethical issues apologising and accepting an apology cheering somebody up	the past simple – all forms more irregular verbs	Target vocabulary: vocabulary related to the text ( <i>a neighbour, an alibi, to accuse, a notice, upset, to apologise, to steal, out of order, to cheer up</i> ) Expressions: <i>to get trapped, Please forgive me., Never mind., I'm really sorry. I didn't mean to hurt you., I would like to apologise., Cheer up!., Come on!., Let's go out., It's not that bad. ...</i>

COMMUNICATIVE SKILLS				
READING	LISTENING	SPEAKING	WRITING	CLIL and CULTURE
a factual text about the city		talking about your town/city	a postcard describing a village or a town	
		describing the room talking about the National Gallery in London talking about your town/city		
texts about photo albums Ana, Ella, Russell and Zack describing their photos <b>tapescript 5.35</b> Ella's description of her photos <b>tapescript 5.36</b>	Ana, Ella, Russell and Zack describing their photos <b>tapescript 5.35</b> Ella's description of her photos <b>tapescript 5.36</b>	talking about pictures	write about yourself	
people from the past <b>tapescript 5.39</b>	quiz about three people from the past <b>tapescript 5.37</b> <b>tapescript 5.38</b> matching the irregular verbs <b>tapescript 5.40</b>	a quiz for a partner talking about famous people from the past	making a quiz for a partner	history, music, art, Georgian, science
texts about famous ladies <b>tapescript 5.43</b>	guessing the Mystery Lady <b>tapescript 5.41</b> matching the simple and the past simple form of irregular verbs <b>tapescript 5.42</b>	interviewing a famous lady	writing questions for famous ladies writing short texts about famous ladies	history, Georgian, science
	matching simple forms to their past simple forms <b>tapescript 5.44</b> text about Pete <b>tapescript 5.45</b>	talking about Pete's alibi	Writing a story – imagine you got trapped in a lift	

LANGUAGE IN FOCUS			
UNIT	TOPIC	STRUCTURES	VOCABULARY
<b>Cindy's reader:</b> <b>Miss Agatha investigates</b> <b>The case of the pink teddy bear</b> p.100	a detective story	revision of unit structures	Target vocabulary: story related ( <i>a diamond, an owner, an assistant, a proof, a case, to solve, a robber, an office, to follow, a suspect, a funfair</i> ) Expressions: <i>to solve cases, to talk on the phone, to throw the balls, to win a teddy, ...</i>
<b>For my portfolio</b> p.102	Projects: 1) a famous person from the past 2) the mystery person game Now I can (self evaluation)	the past simple of the verb to be the past simple of regular and irregular verbs – affirmative the past simple – negative, questions and short answers	<b>Target vocabulary:</b> vocabulary related to jobs ( <i>an inventor, an explorer, a waitress, a scientist, a computer programmer...</i> ) vocabulary related to famous people from the past ( <i>an explorer, an inventor, a painter, a children's author, chemical elements, the Nobel Prize, leukaemia, a pilot, a flight, a queen...</i> ) <b>Expressions:</b> <i>to take a photo, to dress up, to be in disguise, ... to dream about, to play a musical instrument, to give concerts... to discover an element, to get the Nobel Prize, to change somebody's life, to cross the Atlantic, to look for the plane, to help the sick and the poor... to get trapped, Please forgive me., Never mind., I'm really sorry. I didn't mean to hurt you., I would like to apologise., Cheer up!., Come on!., Let's go out., It's not that bad. ...</i>
<b>Unit 6</b> <b>THE AMERICAN DREAM</b> p.103-122 <b>Lesson 6.1</b> <b>The big star</b> p.104	describing past events child film stars	the past simple – orthographical changes past and present tenses contrasted adverbs of time more irregular verbs	Target vocabulary: text related ( <i>a spoiled brat, an autograph, to recognise, a child star, a wig, time out, filming</i> ) Expressions: <i>to put on weight, to lose weight, to drop something, a child star, to be impressed with something, to be good at something, to take a break, to be fed up with something, to drop something, to find out</i>
<b>Lesson 6.2</b> <b>Zack's USA quiz</b> p.108	facts about the USA	past and present tenses contrasted reading numbers, fractions and percentages	Target vocabulary: vocabulary related to the USA ( <i>stars and stripes, the White House, Washington, D.C., the United Nations building, L.A., the Big Apple, Hollywood, the Golden Gate Bridge, the Wild West, Thomas Edison, Mark Twain</i> ) Expressions: <i>the population of the USA, the largest state in the USA, national parks in the USA, the highest point in the USA...</i>
<b>Lesson 6.3</b> <b>The captain</b> p.112	Columbus and the discovery of America Reading maps	prepositions of time reading dates and years more irregular verbs	Target vocabulary: vocabulary related to Christopher Columbus ( <i>a sailor, La Pinta, La Nina, La Santa Maria, the New World, India, queen Isabella, San Salvador, smallpox</i> ) Expressions: <i>to ask for the money, to take the best sailors, to believe that the earth was round, to make a journey, to discover a new continent</i>
<b>Lesson 6.4</b> <b>Sitting Bull and the Sioux</b> p.116	the Wild West American Indians: legends and facts, past and present telling a story <b>Culture corner</b> p.119 <b>Oh, My Darling Clementine</b>	contrasting tenses	Target vocabulary: vocabulary related to the story about Sitting Bull ( <i>soldiers, a gold miner, a feather headdress, moccasins, an Indian chief, a buffalo, the Ghost Dance</i> ) vocabulary related to the stories of Pocahontas and Clementine ( <i>Virginia, an Indian chief, 'Father's favourite', John Smith, smallpox, Disney, a gold miner, big feet, ducks, couldn't swim, sad</i> ) Expressions: <i>to hunt buffaloes, to make somebody a chief, to discover gold, to enter somebody's territory, to leave somebody alone, dreams come true, to move into a territory, to live on reservations, first, then, after that, finally</i>



COMMUNICATIVE SKILLS				
READING	LISTENING	SPEAKING	WRITING	CLIL and CULTURE
Miss Agatha investigates The case of the pink teddy bear		acting out the story	retelling the story	
		talking about famous people from the past things you did/didn't do yesterday apologising to your friend/cheering your friend up		
the big Aussie child star in New York the big star takes a break		interview with Russell talking about child film stars	writing an interview with a famous actor	
the USA quiz <b>tapescript 6.47</b> the fact file about the USA	the present and the past of the USA <b>tapescript 6.46</b> the USA quiz <b>tapescript 6.47</b>	talking about the USA	writing a report on the USA	geography, history
text about Christopher Columbus <b>tapescript 6.48</b> map reading		talking about Christopher Columbus	writing letters/diary pages	history, geography
the story about Sitting Bull <b>tapescript 6.49</b>	Oh my darling, Clementine <b>tapescript 6.50</b>	talking about Sitting Bull talking about the stories of Pocahontas and Clementine	writing a short story about what happened to you and your friends	history

LANGUAGE IN FOCUS			
UNIT	TOPIC	STRUCTURES	VOCABULARY
<b>Cindy's reader: 'All-American' animals</b> p.120	a text about American animals	revision of unit structures	Target vocabulary: vocabulary related to American animals ( <i>the American buffalo, the Mustang horse, the grizzly bear, the chipmunk, the turkey, the Bald Eagle</i> ) Expressions: <i>the settlers came to America, the national symbol of the USA, to represent freedom and power, to hunt buffalo for food and clothes, to survive in the wild, to roam on the plains...</i>
<b>For my portfolio</b> p.122	Projects: 1) famous explorers and great discoveries 2) making your own quiz on Georgia, the UK or Australia Now I can (self evaluation)	past and present tenses contrasted adverbs of time prepositions of time	<b>Target vocabulary:</b> text related ( <i>a spoiled brat, an autograph, to recognise, a child star, a wig, time out, filming</i> ) vocabulary related to the USA ( <i>stars and stripes, the White House, Washington, D.C., the United Nations building, L.A., the Big Apple</i> ) vocabulary related to Christopher Columbus ( <i>a sailor, La Pinta, La Nina, La Santa Maria, the New World, India</i> ) vocabulary related to the story about Sitting Bull ( <i>soldiers, a gold miner, a feather headdress, moccasins, an Indian chief...</i> ) <b>Expressions:</b> <i>to put on weight, to lose weight, to drop something, a child star, to be impressed with something...</i> <i>the population of the USA, the largest state in the USA, national parks in the USA, the highest point in the USA...</i> <i>to ask for the money, to take the best sailors, to believe that the earth was round...</i> <i>to hunt buffaloes, to make somebody a chief, to discover gold, to enter somebody's territory, first, then, after that, finally</i>
<b>Unit 7</b> <b>WHAT THE FUTURE HOLDS</b> p.123-142 <b>Lesson 7.1</b> <b>What will the future be like?</b> p.124	life on Earth in the future predicting the future expressing an opinion, agreeing, disagreeing	will future time phrases used for the future	Target vocabulary: vocabulary related to future ( <i>a cure, the environment, to pollute, the ozone layer, wildlife, robots</i> ) Expressions: <i>to become extinct, to run out, to be responsible for, to destroy the world, to take over...</i> <i>I think..., In my opinion..., If you ask me..., I agree., Of course., I don't agree with you., I don't think so., I'm not so sure.</i>
<b>Lesson 7.2</b> <b>I promise I'll change</b> p.128	protecting the environment	will for promises and decisions must/mustn't	Target vocabulary: related to animal killers ( <i>to choke, a bottle top, to feed, a trace, a century, a stomach, a jellyfish</i> ) Expressions: <i>to have long baths, to throw litter on the streets, to recycle plastic bottles, to save water, to save electricity, to turn off the lights, to pollute the air</i>
<b>Lesson 7.3</b> <b>Healthy habits</b> p.132	eating habits	countable and uncountable nouns How much...?/ How many...? some/any	Target vocabulary: vocabulary related to healthy habits ( <i>sport, a healthy breakfast, energy, orange juice, cereal, healthy snacks, nuts, fruit, vitamins, vegetables, fish</i> ) vocabulary related to food ( <i>pasta, sausages, olive oil, carrots, cheese, mushrooms, milk, biscuits, jams, eggs, meat</i> ) Expressions: <i>to keep healthy, to do sport, to sit too long in front of the computer, to learn easily...</i>

COMMUNICATIVE SKILLS				
READING	LISTENING	SPEAKING	WRITING	CLIL and CULTURE
texts about American animals		talking about American animals and animals important for Georgia	matching the dictionary definitions and the word putting the verbs in the past simple	
		talking about child film stars talking about the USA talking about Christopher Columbus talking about Sitting Bull		
text about the future <b>tapescript 7.51</b> reading about life on planet Earth in the future dialogues <b>tapescript 7.52</b>	dialogues <b>tapescript 7.52</b>	talking about future	writing about future	
Animal killers <b>tapescript 7.54</b>	Ana and Pete talking about helping nature <b>tapescript 7.53</b>	retelling the story about animal killers answering the questions	writing about the promises you would like to keep writing about things that we must/mustn't do to keep nature clean	science
text Healthy habits dialogue between Ana and a food expert <b>tapescript 7.55</b>	dialogue between Ana and a food expert <b>tapescript 7.55</b>	talking about healthy habits and food	writing about healthy habits and food	science

LANGUAGE IN FOCUS			
UNIT	TOPIC	STRUCTURES	VOCABULARY
<b>Lesson 7.4</b> <b>Nosy Suzy finds out</b> p.136	gossip holidays talking about future plans	going to future	Target vocabulary: vocabulary related to the text <i>Nosy Suzy finds out</i> (a bad reputation, a nickname, gossip, top secret, not fair, nosy) Expressions: <i>to be sick and tired of, can hardly wait, to make films, Keep in touch!, to miss somebody, an animal shelter, to choose a dog, to have a meeting, to take on new members...</i> things we can do during the holidays ( <i>do nothing, spend time with friends, explore the place where you live, go on a trip, read some books...</i> )
<b>Cindy's reader:</b> <b>Building Bridges</b> p.140	describing bridges	revision of unit structures	Target vocabulary: vocabulary related to bridges ( <i>Tower Bridge, Krk Bridge, the Golden Gate Bridge, Brooklyn Bridge, rope, a valley, a canyon, iron, wood, concrete, brick...</i> ) Expressions: <i>Bridges are an important invention., They connect places and people., Building bridges is not an easy job.</i>
<b>For my portfolio</b> p.146	Projects: 1) save the planet 2) endangered animals in Georgia Now I can (self evaluation)		<b>Target vocabulary:</b> vocabulary related to future ( <i>a cure, the environment, to pollute, the ozone layer, wildlifes</i> ) related to animal killers ( <i>to choke, a bottle top, to feed, a trace, a century</i> ) vocabulary related to healthy habits ( <i>sport, a healthy breakfast, energy, orange juice</i> ) vocabulary related to food ( <i>pasta, sausages, olive oil, carrots, cheese, mushrooms, milk...</i> ) <b>Expressions:</b> <i>to become extinct, to run out, to be responsible for, to destroy the world, to take over...</i> <i>I think..., In my opinion..., If you ask me..., I agree., Of course., I don't agree with you., I don't think so., I'm not so sure.</i> <i>to have long baths, to throw litter on the streets, to recycle plastic bottles</i> <i>to keep healthy, to do sport, to sit too long in front of the computer, to learn easily...</i> things we can do during the holidays ( <i>do nothing, spend time with friends, explore the place where you live, go on a trip, read some books...</i> )
<b>APPENDIX</b> p.143-151 <b>Halloween</b> p.144	Halloween	revision of the present simple	Target vocabulary: vocabulary related to Halloween ( <i>Trick or treat! spooky costumes/ creatures, pumpkin lanterns, sweets</i> ) Expressions: <i>go trick-or-treating, bob for apples, play bobbing for apples, Halloween parties, dress up as a witch/ghost/vampire...</i>
<b>It's Christmas</b> p.146	Christmas	the present simple	Target vocabulary: vocabulary related to Christmas ( <i>Christmas/figgy pudding, carol singers, Father Christmas, Christmas Eve, New Year's Eve, chimney, sleigh, reindeer, North Pole, heavy boots</i> ) Expressions: <i>Merry Christmas and a Happy New Year! tops of Christmas trees</i>
<b>St Valentine's Day</b> p.148	Valentine's Day	the present simple	Target vocabulary: vocabulary related to St Valentine's and the story ( <i>saint, love messages, poems, cards, screen, cyber fairy, keyboard</i> ) Expressions: <i>to look through the window, to behave strangely, to be in love, beating of the heart...</i>
<b>Easter</b> p.150	Easter	the present simple	Target vocabulary: vocabulary related to Easter ( <i>Easter Sunday, Easter Monday, Shrove Tuesday, Palm Sunday, Egg Hunt, Egg Roll, Easter Bunny, basket, lawn, egg-hunting, egg-rolling, egg-knocking, lamb, hot cross buns...</i> ) Expressions: <i>hard boiled eggs, knock eggs, roll down a hill/a lawn</i>

COMMUNICATIVE SKILLS				
READING	LISTENING	SPEAKING	WRITING	CLIL and CULTURE
text about Nosy Suzy the last meeting of the school club <b>tapescript 7.56</b>		talking about holidays	writing about your own good intentions	
texts about bridges		describing a bridge	word snake matching completing the table	art, geography
		talking about future talking about healthy habits and food talking about holidays		
A Halloween story <b>tapescript 57</b>	A Halloween story <b>tapescript 57</b>	talking about customs on Halloween	completing the tasks about Halloween	different customs on Halloween
sentences about Christmas traditions ( <i>angels, a stocking, reindeer, holly...</i> )		answering questions about Christmas	letters to Santa	Christmas traditions and customs
dialogue between a mother and a doctor <b>tapescript 58</b>	dialogue between a mother and a doctor <b>tapescript 58</b>	talking about St Valentine's traditions and customs	completing Valentine cards	St Valentine's traditions and customs
texts about Easter <b>tapescript 59</b>	texts about Easter <b>tapescript 59</b>	talking about Easter traditions and customs	completing the sentences about Easter traditions and customs Easter word search	different Easter traditions and customs

# UNIT 1 WORDS, WORDS, WORDS

## GETTING STARTED – INTRODUCTORY LESSON

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES: I უცხ. დანყ. (II): 2,5,8,10,14

GRAMMAR	• Revision: Present simple, past simple and other grammar structures from grade 5
FUNCTIONS	• Talking about the present and the past, describing past events, talking about the textbook
VOCABULARY	• Revision of vocabulary from grade 5
SKILLS	
READING	• A short paragraph about the text book
LISTENING	• Doing a quiz
SPEAKING	• Discussing holidays, answering questions
ING	• questions to given answers, a short composition about holidays

- In order to check general vocabulary you can revise words that are not strictly related to the book using a game of **VOCABULARY TENNIS** and/or the **DEFINITION GAME**.

### RESOURCE BANK GAMES – Vocabulary Tennis, Definition Game

Ask pupils to look at their new textbooks and workbooks. Discuss the difference in covers and ask pupils if they like them. Ask them to "browse" through the book and find differences between the new book and NBB5. Ask them to find examples of stories, grammar explanations or games. Ask them if they can find the dictionary. The aim of this activity is to get them acquainted with the book. Finish the activity with an individual task. Pupils have five minutes to look through the book and write:

### INTRODUCTION

- The first class in the new school year is a great opportunity to set the mood of the pupils by tuning them into English. Motivated pupils who are interested in learning are an essential part of a good teaching process, so start your class by encouraging pupils to show what they know by expressing themselves in English. Do not insist on a perfect choice of grammar or vocabulary, because it is important that pupils understand how much they have already learnt. You can start by asking them questions: *How are you? Are you happy to be at school again? Were you bored during the summer? Where did you spend your summer holidays? Who were you with? How long did you stay there? What did you do?* You can describe your own holidays first and then have pupils describe theirs. Allow all pupils to participate and share a whole anecdote, a simple sentence or just a word to answer your question.
- To start talking about the textbook and new school year ask: *Do you remember the characters from BB5? Where did they spend their summer holidays? Are they ready to start the new school year? What do you think?*
- You can also play the NBB5 quiz (New Building Blocks 5, SB, The Big Revision).

My English book is called \_\_\_\_\_. I like the page \_\_\_\_\_ best because there I can learn about \_\_\_\_\_. I also like pages \_\_\_\_\_ and \_\_\_\_\_ because \_\_\_\_\_.

- Ask pupils to read their answers out loud and compare them.
- Set homework, according to the activity (game) you have done in class, such as: *Write a paragraph or a short text about your summer holidays.*

### RESOURCE BANK – 1. Quiz Questions

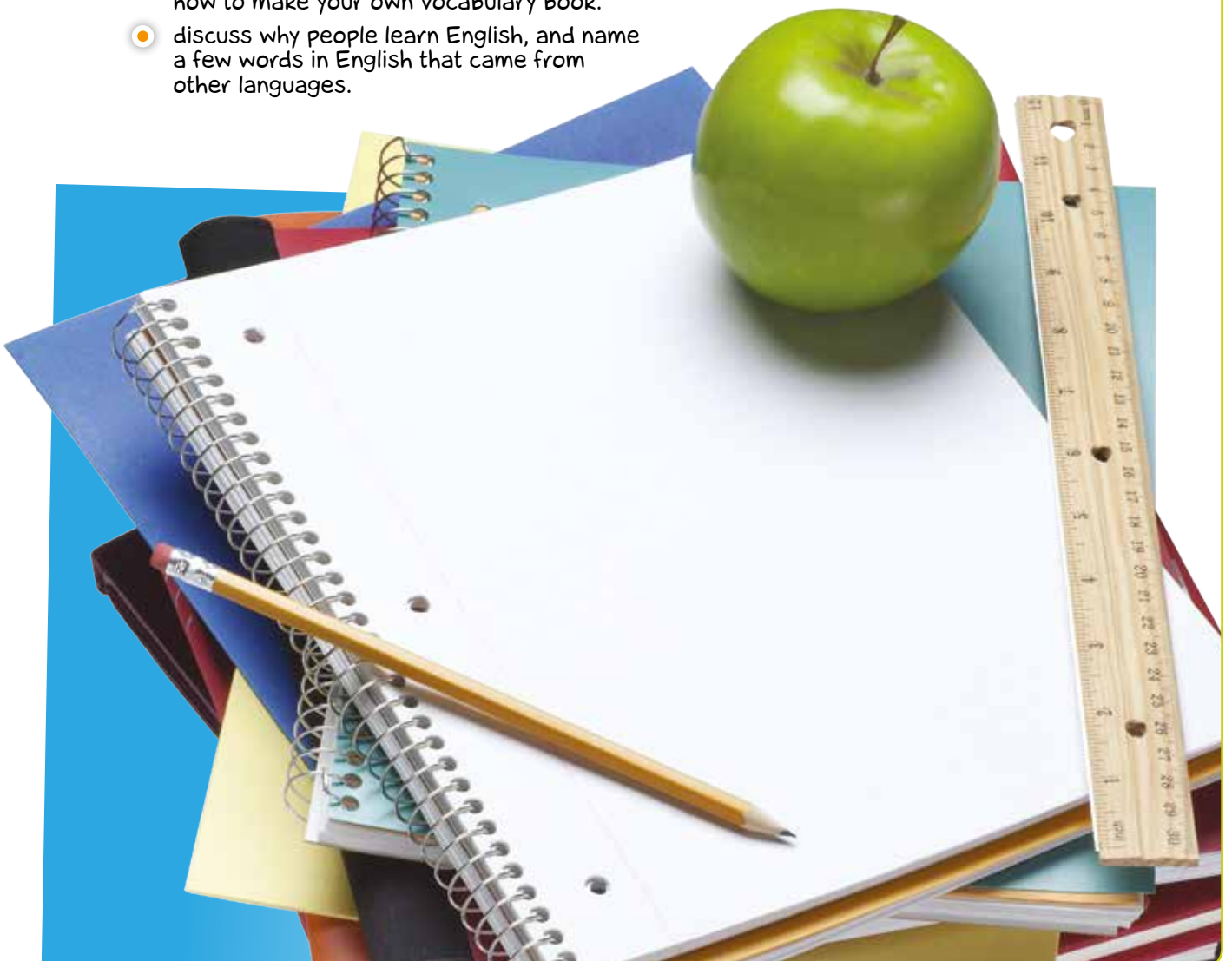
Choose about 10-15 of the questions depending on the time you want to spend doing this quiz (the second set is for those who have already played the quiz). After the quiz, give pupils some of the answers and ask them to reconstruct the questions.

# UNIT 1

## WORDS, WORDS, WORDS

### *In this unit you will...*

- meet Ana's friends from the Club again, and a new pupil, Russell.
- learn about Australia, its people, schools and animals.
- read and talk about school subjects.
- discuss what you have to do, and don't have to do, at school and at home.
- learn why dictionaries are useful, and learn how to make your own vocabulary book.
- discuss why people learn English, and name a few words in English that came from other languages.



## 1.1 NICE TO SEE YOU AGAIN

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES | უცხ. დანყ. (II), 1,5,6,7

GRAMMAR	• Revision: Present simple of the verbs BE and HAVE
FUNCTIONS	• Introducing yourself, describing the first day of school, expressing feelings, talking about school
VOCABULARY	• Months of the year, days of the week, adjectives to express feelings, phrases of conversational register, school objects

### SKILLS

READING	• Short paragraphs about the first day of school, short dialogues
LISTENING	• Short dialogues

### LESSON 1

#### INTRODUCTION

- Read homework and briefly revise what you did last time.

#### TASK A, p. 8

- Ask pupils to do the task in pairs as a warm up.
- Ask them to compare their answers with the possible answers about their school, i.e. *When does school start at Anna's school and when does it start in your school?*

#### Answer key:

Suggested answers:

- 1 It's ten to nine.
- 2 The children are in front of the school building.
- 3 They are talking.
- 4 They are wearing school uniforms.

#### TASK B, p. 8

- Ask pupils if they recognise any of the characters from BB5.
- If they can't remember the characters, give short descriptions and ask pupils to guess their names.
- Ask if they can see any new character(s) and if they can, to try to guess who he or she is and where he or she is from.

#### TASK C, p. 8

- Pupils fill in the text with the provided words. Check if they remember the months of the year.

#### Answer key:

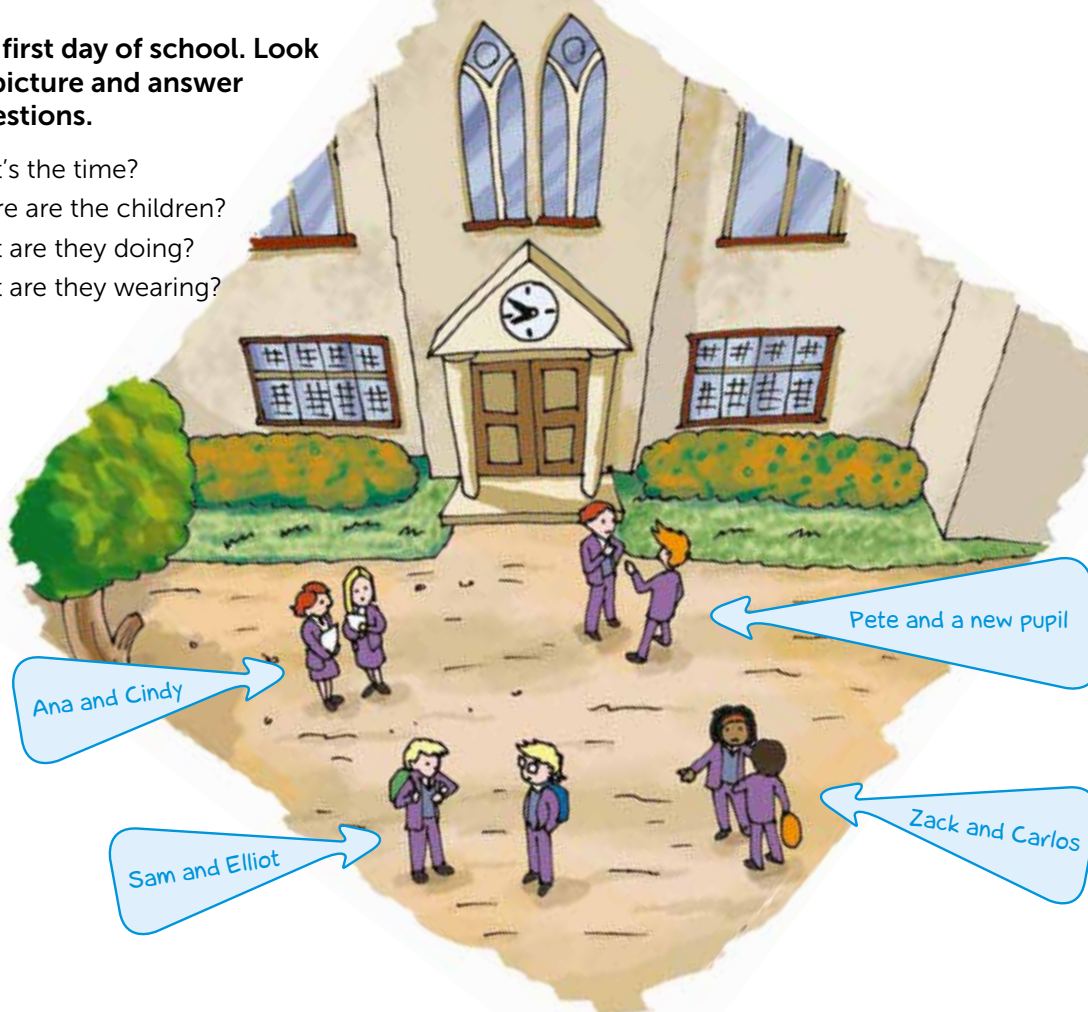
first, New, beginning, starts, start, January



# NICE TO SEE YOU AGAIN!

**A** It's the first day of school. Look at the picture and answer the questions.

- 1 What's the time?
- 2 Where are the children?
- 3 What are they doing?
- 4 What are they wearing?



**B** What do you remember about Ana and her friends from last year?

**C** Copy the text in your notebook and complete with the words below.

beginning   begins   first   January   New   start

It's school time again! The ... day back at school isn't just another day. It is special, a bit like ... Year's Day. It is the ... of the new year – school year, not calendar year. For pupils and teachers, each year ... in September and ends in June. But not everywhere. Australian children ... the school year in late ... or early February. They finish in mid-December.

## READING

### TASK D, p. 9

- Before doing this task, make sure all pupils understand the given adjectives.
- Check their answers.
- Elicit answers to question the *Why?*

#### Answer key:

Suggested answers:

Roy is happy because he can see his old friends.

Chen is scared because he might oversleep and be late.

Amy is sad because the holidays are over. She is also worried about studying and tests.

Roger is nervous because he is new at school.

Pamela is excited because she can buy new school things.

Stella is calm.

## SPEAKING

### TASK F, p. 9

- Pupils search for answers.
- This is a speaking exercise so tell them to remember their answers and not to write them down.
- To check answers, different pupils are to read the questions out loud one by one and ask their classmates to answer them.

#### Answer key:

1 seven units 2 five lessons 3 in the wordlist at the back of the book 4 list of irregular verbs 5 unit seven 6 students' answers

### Task D TRACK 1

#### ROY

I love the first day back at school. I'm happy because I see my old friends after a long time. We talk about our summer holidays. We haven't got any real lessons. That's cool.

#### AMY

The first day of school makes me a little sad. It means that the holidays are over. We aren't free anymore. We can't play all day. I'm worried when I think about studying, homework and tests!

#### PAMELA

I'm always excited about the beginning of the school year. I look at the pictures in my new books. I buy new pens, notebooks and other school stuff. This year I have a new backpack. I always wear something new on the first day – a new T-shirt, trainers or a new bracelet.

#### CHEN

When I'm on holiday I can go to bed when I like and sleep late in the morning. When school starts, I have to wake up early and get ready for school. The night before school starts, I'm scared that I might oversleep and be late.

#### ROGER

I'm new at this school. It's my first day. I'm very nervous. I haven't got any friends here. I hope the teachers are nice. I hope these kids like me. I have to go to the headteacher's office.

#### STELLA

The first day back at school?! So what? It's just like any other day. I'm totally calm.

### TASK E, p. 9

- This task asks pupils to express and explain their feelings about the first day of school. Encourage them to use phrases and expressions from Task D.

## READING



**Read what some pupils say about their first day back at school. Which of the kids feels like this:**

calm  
nervous  
worried

excited  
sad

happy  
scared

**Why?**

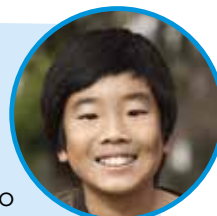
### 1 ROY

I love the first day back at school. I'm happy because I see my old friends after a long time. We talk about our summer holidays. We haven't got any real lessons. That's cool.



### 4 CHEN

When I'm on holiday, I can go to bed when I like and sleep late in the morning. When school starts, I have to wake up early and get ready for school. The night before school starts, I'm scared that I might oversleep and be late.



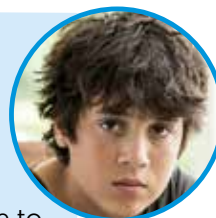
### 2 AMY

The first day of school makes me a little sad. It means that the holidays are over. We aren't free any more. We can't play all day. I'm worried when I think about studying, homework and tests!



### 5 ROGER

I'm new at this school. It's my first day. I'm very nervous. I haven't got any friends here. I hope the teachers are nice. I hope these kids like me. I have to go to the headteacher's office.



### 3 PAMELA

I'm always excited about the beginning of the school year. I look at the pictures in my new books. I buy new pens, notebooks and other school stuff. This year I have a new backpack. I always wear something new on the first day – a new T-shirt, trainers or a new bracelet.



### 6 STELLA

The first day back at school? So what? It's just like any other day. I'm totally calm.



**E Do you agree with any of the kids? Which ones? How do you feel on the first day back at school?**

## SPEAKING

**F Work with a partner. Look at your new English book. Find the answers to these questions as quickly as possible.**

- 1 How many units are there?
- 2 How many lessons has each unit got?
- 3 Where can you find what the new words mean?
- 4 What is on page 163?
- 5 Which unit is about the future?
- 6 Which page has interesting pictures?

## READING AND LISTENING

### TASK G, p. 10

- Ask pupils to cover the bottom part of the page, leaving only the questions visible.
- Play the recording of the four dialogues. Pupils listen and answer the questions.
- Now ask pupils to practise reading the dialogues in pairs.
- Ask volunteers to act out or read their favourite dialogue.
- Assign homework.

### TEACHING TIP

Encourage them to act out the dialogue by pointing out that it does not have to be an exact replica of the conversation in the book, but that they should try to use as many expressions and phrases as they remember and add some of their own.



**Workbook, pp. 6 and 7, Tasks A, B, C, D.**

### Task G TRACK 2

1

**Zack:** I haven't got my school stuff.

**Carlos:** So what? You don't need it. It's the first day.

**Zack:** Have you got an extra pen?

**Carlos:** No, I haven't. Ask Elliot. He's got his backpack. He's prepared, as usual.

**Zack:** What have you got in the paper bag? There's something moving inside.

**Carlos:** Oh, never mind that. Let's go and talk to Sam and Elliot.

2

**Elliot:** What's the time?

**Sam:** Ten to nine. School starts in ten minutes. Don't be nervous.

**Elliot:** I'm not nervous. How many lessons have we got today?

**Sam:** Not many, I hope. I'm sorry the holidays are over.

**Elliot:** Pete looks very excited. I wonder why.

**Sam:** It isn't because of school. He isn't mad about school.

**Elliot:** It seems he's got a new friend.

3

**Ana:** Do you know that boy over there?

**Cindy:** No, I don't. He's new.

**Ana:** He looks a bit like Russell Rogers.

**Cindy:** You mean the famous child actor?

**Ana:** Is he American?

**Cindy:** No, he isn't. I think he's Australian.

**Ana:** We've got a film star in our school!

**Cindy:** Are you sure?

4

**Pete:** Hello. I'm Pete. You're new, aren't you? What's your name?

**Russell:** Russell. Nice to meet you.

**Pete:** Nice to meet you, too. Aren't you the famous Australian actor?

**Russell:** Yes, I am. But, shush, please. By the way, can you help me? Where is the headteacher's office?

**Pete:** Oh, I know that very well. Follow me.

**Russell:** Thanks.

**Pete:** Have you got lots of sharks in Australia?

**Russell:** Sharks?

## READING



Read the dialogues. Are these sentences **true (T)** or **false (F)**? Correct the false ones.



- 1 Zack and Carlos have got all their school stuff.
- 2 Sam is glad that school is starting.
- 3 Ana and Cindy are interested in the new boy.
- 4 Pete has got an interesting question for the new pupil.

1

**Zack:** I haven't got my school stuff.

**Carlos:** So what? You don't need it. It's the first day.

**Zack:** Have you got an extra pen?

**Carlos:** No, I haven't. Ask Elliot. He's got his backpack. He's prepared, as usual.

**Zack:** What have you got in the paper bag? There's something moving inside.

**Carlos:** Oh, never mind that. Let's go and talk to Sam and Elliot.



2

**Elliot:** What's the time?

**Sam:** Ten to nine. School starts in ten minutes. Don't be nervous.

**Elliot:** I'm not nervous. How many lessons have we got today?

**Sam:** Not many, I hope. I'm sorry the holidays are over.

**Elliot:** Pete looks very excited. I wonder why.

**Sam:** It isn't because of school. He isn't mad about school.

**Elliot:** It seems he's got a new friend.



3

**Ana:** Do you know that boy over there?

**Cindy:** No, I don't. He's new.

**Ana:** He looks a bit like Russell Rogers.

**Cindy:** You mean the famous child actor?

**Ana:** Is he American?

**Cindy:** No, he isn't. I think he's Australian.

**Ana:** We've got a film star in our school!

**Cindy:** Are you sure?



4

**Pete:** Hello. I'm Pete. You're new, aren't you? What's your name?

**Russell:** Russell. Nice to meet you.

**Pete:** Nice to meet you, too. Aren't you the famous Australian actor?

**Russell:** Yes, I am. But shush, please. By the way, can you help me? Where is the headteacher's office?

**Pete:** Oh, I know that very well. Follow me.

**Russell:** Thanks.

**Pete:** Have you got lots of sharks in Australia?

**Russell:** Sharks?



Choose one of the dialogues and act it out.

## LESSON 2

### INTRODUCTION

- Ask pupils what they carry to school and what objects they need at school. Read homework (workbook) and do Tasks E and F in the workbook. Ask pupils to describe the contents of their pencil boxes and school bags.



**Workbook, p. 7 , Tasks E, F**

### GRAMMAR

#### REMEMBER!, p. 11

- Draw a vertical line on the board to divide it into two parts.
- Revise Unit 1 by asking simple yes and no questions using the present simple of the verb *to be*. Elicit short answers. Ask 3 pupils to come to the board and write the present simple of the verb *to be* – affirmative, negative and interrogative form—on the first half of the board. The whole class can help. Now, do the same with the short forms.
- Ask questions using the present simple of the verb *have got*. Elicit short answers. Once again, ask 3 pupils to come to the board. One of them should write the present simple of the verb *have got* – affirmative, negative and interrogative form—on the second half of the board, and the other 2 are to write the short forms.
- Do Task G in Workbook, page 7.

#### TASK I, p. 11

- Ask the students to complete the text.
- Check the answers.

#### Answer key:

haven't got, aren't, hasn't got, is, has got, have got, is not, is, is, isn't, is, isn't, are, am, isn't, is, hasn't got.

### SPEAKING

#### TASK J, p. 11

#### TEACHING TIP

In order to practise both vocabulary and grammar play the DEFINITION GAME, but with a twist. Instead of giving a straightforward answer, pupils have to answer with a question i.e. *We sharpen pencils with it.* Pupils answer *Is it a pencil sharpener?*

- Assign homework.



## REMEMBER!

### THE PRESENT SIMPLE OF TO BE – AFFIRMATIVE AND NEGATIVE

I	am / 'm	am not / 'm not	nervous.
You	are / 're	are not / aren't	calm.
He / She / It (The school)	is / 's	is not / isn't	interested. open.
We / You / They	are / 're	are not / aren't	prepared.

#### YES / NO QUESTIONS AND SHORT ANSWERS

Are you from Australia?

Yes, I am.

No, I'm not.

Is Elliot nervous?

Yes, he is.

No, he isn't.

Are Ana and Cindy sure about Russell?

Yes, they are.

No, they aren't.

### HAVE / HAS GOT – AFFIRMATIVE AND NEGATIVE

I You	have (got) / 've got	have not got / haven't got	a pen. a backpack.
He / She / It	has (got) / 's got	has not got / hasn't got	a nice smile. a big door.
We / You / They	have (got) / 've got	have not got / haven't got	homework.

#### YES / NO QUESTIONS AND SHORT ANSWERS

Have you got a spare pen?

Yes, I have.

No, I haven't.

Has Ana got new shoes?

Yes, she has.

No, she hasn't.

Have they got English today?

Yes, they have.

No, they haven't.

**Look at the pictures and dialogues in Task G. Copy the text in your notebook and complete the text with the correct form of **to be** or **to have**.**

Carlos and Zack ... their school stuff. They ... prepared for school. Zack ... a pen. But it ... only the first day. Sam ... a watch. They ... ten minutes before school starts. Elliot says he ... nervous, but maybe he ...

Ana thinks the new boy ... a famous child actor, but she ... sure. ... he American? No, he ... He's Australian. " ... you Russell Rogers?", Pete asks the new boy. "Yes, I ...", the new boy answers. Russell ... happy. It ... a new school for him and he ... any friends.

## SPEAKING

**J Work in pairs. Take turns to ask each other questions and answer them.**

- A**
- 1 What's the day today?
  - 2 Is today the first day of school?
  - 3 Are you new at this school?

- B**
- 1 What's the time now?
  - 2 Is this the first lesson today?
  - 3 Are you sorry that the holidays are over?

## 1.2 PETE, SHARK AND RUSSELL

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხ. დანყ. (II), 1,2,3,4,5,6,7

- |            |  |
|------------|--|
| GRAMMAR    | <ul style="list-style-type: none"><li>• Personal pronouns: Subject and object form</li><li>• Prepositions to, with, at, behind, on</li></ul> |
| FUNCTIONS  | <ul style="list-style-type: none"><li>• Describing people's physical appearance and character</li></ul>                                      |
| VOCABULARY | <ul style="list-style-type: none"><li>• Phrases of conversational register, the English alphabet, and related vocabulary</li></ul>           |

### SKILLS

- |           |   |
|-----------|---|
| READING   | <ul style="list-style-type: none"><li>• A letter, short dialogues</li></ul> |
| LISTENING | <ul style="list-style-type: none"><li>• Short dialogues</li></ul>           |
| SPEAKING  | <ul style="list-style-type: none"><li>• Describing people</li></ul>         |

### LESSON 1

#### INTRODUCTION

- Check homework (STUDENT'S BOOK page 11, Task I).

#### TASK A, p. 12

- Pupils translate sentences into Georgian.

- 1 ძალიან ქედმაღალი/ამპარტავანი ხარ!
- 2 დავნაძღვედეთ, რომ არ გეცოდინება!
- 3 ზურგსუკან მჭორავ.
- 4 გაფრთხილებ!
- 5 შენი იმედი მაქვს.
- 6 რას გულისხმობ?

#### READING

##### TASK B, p. 12

- Pupils read the letter and answer the question.

**Answer key:** b)

#### LISTENING

##### TASK C, p. 12

- Pupils listen to Task C with books opened and fill in the blank spaces.
- They read it in pairs.

**Answer key:**

**Sam:** ....capital letters!

**Ana:** The message is: SHARKS NEVER SLEEP.

#### Tapescript Track 3

**Sam:** Wait a minute. There is a secret message. Look at the capital letters!

**Ana:** Give me the letter, detective.

**Zack:** So?

*(pause - time for Ana to look at the letter)*

**Ana:** The message is: SHARKS NEVER SLEEP.

**Zack:** Very clever, Ana.



# PETE, SHARK AND RUSSELL



## WORDSPOT



**A** Can you translate these sentences into Turkish?

- |                            |                        |
|----------------------------|------------------------|
| 1 You're stuck-up!         | 4 I'm warning you.     |
| 2 I bet you don't know.    | 5 I'm counting on you. |
| 3 You talk behind my back. | 6 What do you mean?    |

## READING

**B** Read the letter and decide if it is:  
 a) a Christmas card,  
 b) a coded message or  
 c) a love letter.

You don't talk to me at school. Why not? I'm not stupid. I've got great ideas and I'm good at Sport. Who do you tHink you ARE? You're just stuck-up and Silly! Maybe I don't want to be a member of your Club, after all.

I've got a new frieNd. Nobody EVEn tRies to speak to him, except me.

You just look at us. I bet you talk behind our backs. But you have no idea who he really is. He is rich and famous. Ana and Cindy probably know. Ask them.

They can tell you. Maybe Ella knows. Ask her.

Just remember, even when you can't see me, I can See you. I folLow you EvERY Place you go. I watch you all the time. I'm warning you, this is not the end.

Do you know who I am, Zack? You are clever! I'm counting on you.

Can you read the whole letter, Sam? You are a great detective!

16.5.20.5

## LISTENING

**C**

The members of the Heart and Brain Friends Club are together again. Ana, Zack and Sam are talking about the letter. Can you work out the secret message that is in the letter? Listen and find out.



track 03

**Sam:** Wait a minute. There's a secret message. Look at the ...

**Ana:** Give me the letter, detective.

**Zack:** So?

**Ana:** The message is: ...

**Zack:** Very clever, Ana.



### TASK D, p. 13

- Pupils read the conversation and put sentences into the correct order.
- Play the recording once the students have done the task so that they can check their answers.
- Encourage pupils to act out the dialogue.
- Ask questions about the clubs they know and if they are members of any clubs. If they want to describe the activities of the club, let them.
- Do Workbook, page 8, Task A.
- Assign homework.

**Answer key:** 4, 7, 5, 1, 6, 2, 3.

#### Tapescript Track 4

**Sam:** I think it's another letter from Pete. It's just like the letter we got last year.  
**Ana:** Are you sure the letter is from Pete? There isn't a name here. Just some numbers: 16.5.20.5.  
**Sam:** Is it a password, perhaps?  
**Zack:** Let me see... (Time passes- Zack is thinking). The numbers say 'Pete'.  
**Ana:** What do you mean?  
**Zack:** It's a very simple code. Every letter of the alphabet has a number. A is 1 and Z is 26. So P is 16, E is 5, T is 20 and then E again, which is 5.  
**Ana:** Clever, Zack.



**Workbook, p. 8 and 9, Tasks C and D**

## LESSON 2

### INTRODUCTION

- Check homework (WORKBOOK pages 8 and 9, Tasks C and D) and review the English alphabet. Play I SPY WITH MY LITTLE EYE.

#### RESOURCE BANK – GAMES – I SPY WITH MY LITTLE EYE

- Do Task B in Workbook, page 8 to review the vocabulary and the prepositions.

### GRAMMAR

#### REMEMBER!, p. 13

- Ask pupils to read the task again and identify all pronouns.

we, she, she, I, me, I, him, me

- Most probably not all pupils will identify *me* and *him* as pronouns. Ask them to tell you the personal pronouns' subject form and write them on the board. Now, go back to *me* and *him*. *Whom do they refer to?* Write the personal pronouns' object form on the board.

#### TEACHING TIP

To help your pupils learn and remember personal pronouns, point out that the subject and object forms are two of the rare examples of cases in the English language.

### TASK E, p. 13

- Pupils read and circle the correct answer.
- Once they have done the task, play the recording so that they can check their answers.

**Answer key:** me, her, us, him, them, you

- Check if they understand the difference between subject and object pronouns.
- Do Tasks E and F in the Workbook on page 9.

#### TEACHING TIP

Doing workbook tasks at school is an opportunity to walk around the class and monitor your pupils' progress. In this way you can individually help those who have not quite grasped the new structures or vocabulary.

### YOUR TURN!

#### Task F, p. 13

- Assign homework. Tell pupils to write their secret messages on a piece of paper. All messages have to be written in English and must not be too long.

### HOMEWORK – Student's Book, p. 13, Task F

**D**

Copy the children's conversation in your notebook in the correct order. Then listen and check.



**Zack:** Let me see... The numbers say "Pete".

**Ana:** Clever, Zack.

**Ana:** What do you mean?

**Sam:** I think it's another letter from Pete.  
It's just like the letter we got last year.

**Zack:** It's a very simple code. Every letter of the alphabet has a number. A is 1 and Z is 26. So P is 16, E is 5, T is 20 and then again E, which is 5.

**Ana:** Are you sure the letter is from Pete? There isn't a name here.  
Just some numbers: 16.5.20.5.

**Sam:** Is it a password, perhaps?

**REMEMBER!**



### PERSONAL PRONOUNS

#### SUBJECT FORM

I've got great ideas.  
**You** are so clever!  
**He's** my new friend.  
**She** knows.  
**It** is a secret message.  
**We** talk.  
**You** talk behind our backs.  
**They** can tell you.

#### OBJECT FORM

Why don't you talk to **me**?  
I'm counting on **you**.  
Nobody speaks to **him**.  
Ask **her**.  
Can you understand **it**?  
You look at **us**.  
This is a message for **you**.  
Ask **them**.

**E**

Carlos, Elliot, Cindy and Ella are talking about Russell and Pete. Choose the correct word. Then listen and check.



**Carlos:** So what do you think about Russell Rogers?

**Elliot:** I'm not sure. If you ask **me / I**, he's stuck-up.

**Cindy:** No, he isn't. Ana says he's friendly and open.

**Elliot:** Yes, he's nice to **him / her** because she's a girl.

**Ella:** He's got a nice smile.

**Elliot:** He's got big teeth.

**Ella:** That's not true. Let's invite Russell to the Club.  
He can tell **we / us** about actors and his travels.

**Elliot:** Are you girls in love with **he / him**? Are you in love with Pete, too? Do you want to invite Pete, too?

**Cindy:** Why not? Remember, he wants to be our friend.

**Elliot:** Russell and Pete? I don't want **them / they** in the Club.

**Carlos:** Stop, everybody! I can't listen to **you / them**. Let's wait and see what happens.



### YOUR TURN!

**F**

Write a secret message in the alphabet code. Show it to your friends. How quickly can they read the message?

## 1.3 PHOTOS FROM DOWN UNDER

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხ. დანყ. (II), 1,2,3,4  
5,6,7,8,9,10,11

GRAMMAR	<ul style="list-style-type: none"> <li>Demonstrative pronouns</li> <li>Plural of nouns</li> <li>Ordinal Numbers</li> </ul>
FUNCTIONS	<ul style="list-style-type: none"> <li>Describing places and animals</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>Seasons; Sides of the world and vocabulary related to Australian life and culture</li> </ul>

### SKILLS

READING	<ul style="list-style-type: none"> <li>Texts about Australia and typical Australian animals</li> </ul>
LISTENING	<ul style="list-style-type: none"> <li>A text about Australia, an Australian country folk song</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>Describing places and animals; Expressing likes and dislikes</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>Finishing sentences</li> </ul>

### CULTURE and CLIL

- Australia
- Waltzing Matilda* (a country folk song) Geography

## LESSON 1

### INTRODUCTION

- Check homework. Ask pupils to take out their secret messages and pass them around the class. Tell pupils to write the decoded message in their notebooks and pass the paper on. Let the decoding go on for 2-3 minutes and then ask pupils to read some of them. Compare them to the original message.

### TASK A, p. 14

- Pupils fill in the blanks with the provided words.
- Start them talking about Russell. Elicit what they know about him.

**Answer key:** 1 autumn 2 east, west 3 Africa, Europe

### LISTENING

#### TASK B, p. 14

- Pupils match pictures and their descriptions.
- Play the recording so that pupils can check their answers.

#### Answer key:

- |                           |  |
|---------------------------|--|
| 1) The first photo shows  | 5 koalas.                                |
| 2) The second photo shows | 6 Australian Aborigines and a boomerang. |
| 3) The third photo shows  | 4 the School of the Air.                 |
| 4) The fourth photo shows | 3 the Sydney Opera House.                |
| 5) The fifth photo shows  | 1 where Australia is.                    |
| 6) The sixth photo shows  | 2 children on the beach at Christmas.    |

### Tapescript

#### Track 4

**Ms Krnaisky:** Russell, can you tell us something about Australia?

**Russell:** Australia is a country and a continent at the same time. It's far away from Europe. That's why some people call it Down Under. It's in the southern hemisphere and when you have winter, we have summer in Australia.

**Ana:** Really? So you don't have snow at Christmas?

**Russell:** No, we usually go to the beach then. Look at the second photo. That is Sidney behind. I'm from Sidney, the biggest city. I like it, especially its beaches. I often surf there or sail and fish with my family. And look, in the third picture you can see the famous Sydney opera. I like it very much. But Australia is so big that some children can't go to school because school's too far away.

**Pete:** Oh they're lucky. No teachers, no tests.

**Russell:** No, no. They have a special school. It is called School of the Air. Look at these children in the fourth photo. Every morning they turn on the computer or radio and listen to their teacher.

**Ana:** So they never meet their teachers. How strange.

**Pete:** And nobody checks their homework. Lucky them!

**Russell:** No, no. Parents usually check the teaching and every three months their teachers visit them. And they send their homework or tests by fax or e-mail.

**Carlos:** Are there any interesting animals there?

**Russell:** Look at the fifth photo. These are kangaroos and those are koala bears and they live only in Australia. There are some more animals that live in Australia and you know...

**Ms Krnaisky:** Carlos, can you make a project on Australian animals?

**Carlos:** Oh, yes, I can do that.

**Ana:** Who are these people Russell?

**Russell:** These are Aborigine people. They are the native people of Australia, like the Indians of America. And can you see that strange tool over there? The Aborigine people invented the boomerang, a stick that is used for hunting. When you throw it in the air, it comes back to the thrower.

**Pete:** Cool. Miss, may I ask one more question?

**Ms Krnaisky:** Of course, Pete, go ahead!

**Pete:** May I go out?

**Ms Krnaisky:** Oh Pete, you never change.

### TASK C, p. 14

- Now, ask pupils to check how much they remember by circling the correct answers.
- Play the recording once more.

**Answer key:** 1 Down Under 2 Canberra 3 swimming 4 at home 5 a tool 6 native people

# PHOTOS FROM DOWN UNDER

## WORDSPOT

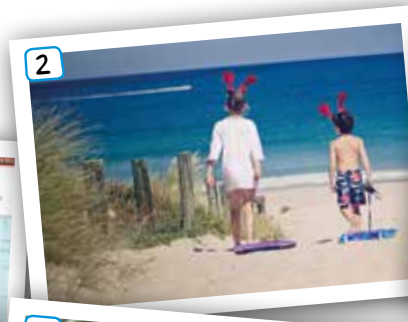
### A Fill in the missing words:

- 1 Spring, summer, ... winter.
- 2 North, South, ... , ...
- 3 Asia, Antarctica, Australia, ... , ... , South America, North America.

Africa East  
autumn Europe West

### B

Look at the pictures and match the sentences below. Then listen and check.



The first photo shows  
The second photo shows  
The third photo shows  
The fourth photo shows  
The fifth photo shows  
The sixth photo shows

koalas.  
Australian Aboriginal people and a boomerang.  
the School of the Air.  
the Sydney Opera House.  
where Australia is.  
children on the beach at Christmas.

### C

Listen again and choose the correct answer.



- 1 Australia is called **Down Under** / **Up Over**.
- 2 The capital of Australia is **Canberra** / **Sydney**.
- 3 Russell goes **swimming** / **skiing** for Christmas.
- 4 In the School of the Air you have classes **at home** / **in a plane**.
- 5 A boomerang is **an animal** / **a tool**.
- 6 Aboriginal people are the **native people** / **the mountains** of Australia.

## GRAMMAR

### REMEMBER!, p. 15

- Use the REMEMBER BOX to revise Demonstratives.  
Ask one or two pupils to read the sentences out loud.  
Explain the differences and check pronunciation.

### TASK D, p. 15

- Ask pupils to read the correct sentences out loud.

**Answer key:** 1 This 2 these, that 3 These, that

### TASK E, p. 15

- Encourage the students to make their own sentences about the classroom using *this*, *that*, *these* and *those*.

## SPEAKING

### TASK F, p.15

- Do this task to revise knowledge about Australia and to get your pupils speaking.
- Encourage them to describe the picture and add their personal opinions.

### TASK G, p. 15

- Repeat what you have just learnt about Australia.
- Ask one pupil to read the question and then ask another pupil or pupils to answer it.



**Workbook, pp. 10, 11, Tasks A, B, E**



## REMEMBER!

### THIS / THAT / THESE / THOSE

**This** is me, and **that** is Sydney behind me.



**These** are kangaroos, and **those** are koala bears.



**D** Look at the pictures. Choose the correct answer.



**This / These** is Australia.



Look at **this / these** children.  
**That / Those** radio over there  
is their teacher.



**This / These** are Aboriginal people  
and **that / those** is  
a boomerang over there.

**E** Look around the classroom and make one sentence with each word: **this**, **that**, **these** and **those**.

## SPEAKING

**F** Look at the pictures in Task B again. How much do you remember about Australia? Pick one picture and talk about it. Start like this: **This is a picture of...** or **In this picture you can see...**

**G** What about you? Answer the questions.

- 1 Would you like to have a New Year party on the beach?
- 2 Would you like to go to the School of the Air? Why?
- 3 Why do you think Aboriginal people invented the boomerang?
- 4 Do you like the Sydney Opera House?
- 5 Someone asks you to spend a year in Sydney. Will you go? Say why.
- 6 Have you heard of an emu bird or a duckbilled platypus? If you would like to know more about them, turn the page and read Carlos's project on Australian animals.



## LESSON 2

### INTRODUCTION

- Check homework (Workbook, pp. 10, 11, Tasks A, B, E).

#### OPTIONAL:

##### SPEAKING

##### TASK F, p. 15

- Do this task to revise knowledge about Australia and to get your pupils speaking.
- Encourage them to describe the picture and add their personal opinions.

### READING

##### TASK H, p. 16

- Pupils read texts about Australian animals and match them to the correct pictures.

#### Answer key:

Pictures upper row: 1, 3.  
Pictures lower row: 5, 4, 2.

##### TASK I, p. 16

- Pupils finish the sentences.

#### Suggested answers:

- 1 ... it can't fly.
- 2 ... because they look like teddy bears.
- 3... იხვნიისკარტა...
- 4...aren't dogs.
- 5...live in their mothers' pouches.

### GRAMMAR

##### REMEMBER!, p. 16

- Ask them to find nouns in singular and plural forms and try to identify the ways the plural is formed. Point out that in the English language there are regular and irregular plurals.
- Read the Remember Box and point out the similarities between singular and plural forms.

##### TASK J, p. 16

- Pupils write singular / plural pairs into their notebooks. Monitor their work to check if they have grasped the spelling and other changes.

#### Answer key:

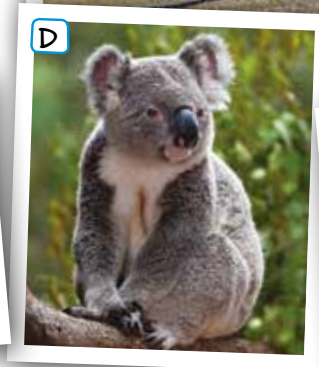
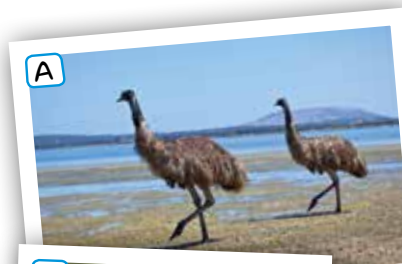
story-STORIES, policewoman-POLICEWOMEN, box-BOXES, animal-ANIMALS, leaf-LEAVES, tooth-TEETH  
policemen-POLICEMAN, watches-WATCH, potatoes-POTATO, lives-LIFE, children-CHILD



## READING



**H** Carlos is doing a project on Australian animals. But all the photos are mixed up. Can you match them to the texts?



1 An **emu** is a bird, but it can't fly because it is very tall and big. It has three special toes on its feet, so it can run fast and even swim.

2 This strange animal is called a **duckbilled platypus**. It is a mammal, but it has a beak and feet like a duck. Do you know what it is called in your language?

3 **Kangaroos** are symbols of Australia. They can't really walk; they only hop around. Their babies, who are called joeys, live in their mothers' pouches.

4 **Koalas** are called bears because they look like teddy bears, but they are not bears. They live in the trees and eat leaves. They spend most of their lives sleeping.

5 They look like dogs, but are they dogs? They don't bark like them. They howl like wolves, but they are not wolves. They don't like men and they can't be pets. They are **dingoes**, the Australian wild dogs.

### Finish the sentences.

- 1 An emu is a bird, but...
- 2 Koalas are called bears because...
- 3 A duckbilled platypus is called... in Turkish.

- 4 Dingoes look like dogs, but they...
- 5 Kangaroos' babies...

**REMEMBER!**

### PLURAL OF NOUNS

bear	bears
pouch, fox, dingo	pouches, foxes, dingoes
baby	babies
wolf	wolves

man	men
woman	women
child	children
foot	feet

**J** What is the plural of: **story, policewoman, box, animal, leaf, tooth**? What is the singular of: **policemen, watches, potatoes, lives, children**?

## CULTURE CORNER

### TASK K, p. 17

- Invite one or two pupils to read the text out loud.
- Ask questions to make sure they understand what Matilda is.
- Point out that there is a dictionary with words from the song that are used only in Australian English on the left hand side, so that they can check the meaning of the words they do not understand.

**Suggested answer:** A bag.

### TASK L, p. 17

- Play the song.
- After listening elicit their reactions to the song. Find out if they like it or not.
- Assign homework.



**Workbook, pp. 11 and 12, Tasks F, G, H and J**



# WALTZING MATILDA

## K Read about the song. What is "Matilda"?

*Waltzing Matilda* is Australia's famous country folk song. Its title means "to travel on foot with *Matilda* (a bag) on your back". The song tells the story of a worker who is making tea in a camp when he sees a sheep who comes to the lake to drink some water. He catches the sheep in his "Matilda". When the sheep's owner comes with three policemen, the worker jumps into the lake and drowns. You can still hear his ghost near the lake.

## L Look at the text of *Waltzing Matilda* and sing along.



track 08

There are some words in the song that are used only in Australian English.

**billabong** - a little lake near a river

**billy** - a tin for boiling water

**coolibah tree** - a kind of eucalyptus tree

**jumbuck** - a sheep

**squatter** - farmer

**swagman** - a man who travels the country looking for work

**troopers** - policemen

**tucker bag** - a bag for carrying food

Once a jolly **swagman** camped by a **billabong**,  
Under the shade of a **coolibah** tree,  
And he sang as he watched and waited till his **billy** boiled:  
"Who'll come a-waltzing Matilda, with me?"

Waltzing Matilda, waltzing Matilda,  
"You'll come a-waltzing Matilda, with me",  
And he sang as he watched and waited till his billy boiled:  
"You'll come a-waltzing Matilda, with me."

Down came a **jumbuck** to drink at that billabong,  
Up jumped the swagman and grabbed him with glee.  
And he sang as he shoved that jumbuck in his **tucker bag**:  
"You'll come a-waltzing Matilda, with me."

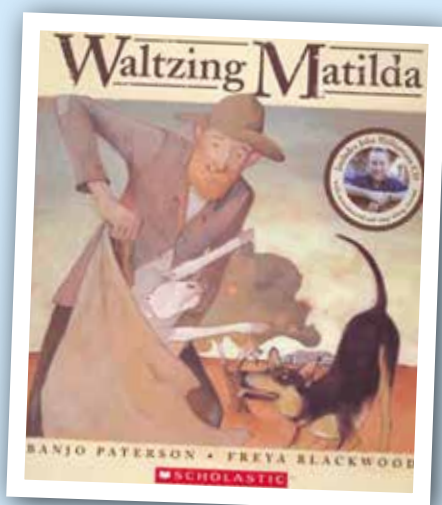
Waltzing Matilda, waltzing Matilda,  
"You'll come a-waltzing Matilda, with me",  
And he sang as he shoved that jumbuck in his tucker bag:  
"You'll come a-waltzing Matilda, with me."

Up rode the **squatter**, mounted on his thoroughbred.  
Down came the **troopers**, one, two, and three.  
"Whose is that jumbuck you've got in your tucker bag?  
You'll come a-waltzing Matilda, with me."

Waltzing Matilda, waltzing Matilda,  
"You'll come a-waltzing Matilda, with me."  
"Whose is that jumbuck you've got in your tucker bag?  
You'll come a-waltzing Matilda, with me."

Up jumped the swagman and sprang into the billabong,  
Drowning himself by the coolibah tree,  
And his ghost may be heard as you pass by that billabong:  
"Who'll come a-waltzing Matilda, with me?"

Waltzing Matilda, waltzing Matilda,  
"You'll come a-waltzing Matilda, with me",  
And his ghost may be heard as you pass by that billabong:  
"Who'll come a-waltzing Matilda, with me?"



## 1.4 SCHOOL MIX

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხ. დანყ. (II), 1,2,3,4,5,6,7,13

- |            |   |
|------------|---|
| GRAMMAR    | • Expressing obligation and no obligation         |
| FUNCTIONS  | • Making polite requests                          |
| VOCABULARY | • School subjects, polite phrases and expressions |

### SKILLS

- |           |   |
|-----------|---|
| READING   | • Texts about school subjects, cartoon strips |
| LISTENING | • Polite dialogues                            |
| SPEAKING  | • Polite requests                             |

### CULTURE and CLIL

- Geography

## LESSON 1

### INTRODUCTION

- Check homework (Workbook, pp. 11 and 12, Tasks F, G, H and J). Task J will help you to revise knowledge about Australia.

### WORDSPOT

#### TASK A, p. 18

- Pupils circle the school subjects they have this school year. You may ask questions about their favourite subjects.

#### TASK B, p. 18

- Pupils match sentences and school subjects. To make it more interesting, ask pupils the questions without previous preparation and do not give them extra time to read the sentences first.

#### Answer key:

- 3 The capital of the USA is Washington D.C.
- 4 This is a story about a boy called Hlapić.
- 5 Pass the ball and run back!
- 2 In the Stone Age, people lived in caves.
- 1 Mozart was a great composer.
- 6 A whale is not a fish, but a mammal.

### READING

#### TASK C, p. 18

- Ask pupils to read 5 short texts about school subjects and identify them.
- Play the TRANSLATION GAME. Invite pupils to listen carefully. You can say one or two sentences correctly and then change something in the sentence or make a mistake. Ask pupils to spot the mistakes and changes.

#### Answer key:

Texts on the left: science, art  
Texts on the right: P.E., geography, history

### RESOURCE BANK – GAMES – TRANSLATION GAME

#### TASK D, p. 18

- Ask students to choose one of the texts and write a short beginning or the end. Urge them to use the vocabulary from the WORDSPOT.
- Alternatively, you can ask the students to do the task as pair work or a group activity.
- Check the students' work in class and ask them to hand in their written work to be checked and corrected as homework.
- Assign homework.

### TEACHING TIPS

#### SPEAKING

Invite pupils to talk about a subject they like and to explain why.

#### WRITING

Ask pupils to come to the board and write the names of different subjects but with a spelling mistake or missing letters. Ask other volunteers to come to the board and correct or fill in the missing letters.

#### SPEAKING

Ask pupils to think of a sentence they may hear while studying a particular subject, i.e. *One plus one is two*. Pupils have to guess the subject.



Workbook, p. 13, Tasks A, B, C

# SCHOOL MIX

## WORDSPOT



**A** Which school subjects do you have this year.

geography art RE (religious education) French  
Italian Russian English maths Spanish music  
German science history P.E. (physical education)

**B** Where can you hear these sentences? Match them with the school subjects:

- 1 music    2 history    3 geography    5 P.E.    6 science

The capital of the USA is Washington.

Pass the ball and run back!

In the Stone Age, people lived in caves.

Mozart was a great composer.

A whale is not a fish, but a mammal.

## READING

**C** Read these pieces of texts from different textbooks. What subjects are they from?



track 09

1



... are the best hunters in the sea. They are very big; some are 8 metres long. Their teeth are very sharp. But you don't have to be afraid: people are not their favourite food. They eat...

2

... *Mona Lisa* is now in the Louvre Museum in Paris. She attracts a lot of tourists who try to find out the mystery of her smile. This famous picture was painted by...



3

...is the most popular sport in the world. Teams consist of eleven players and play against other teams in their league. To win, you have to score...



4

... are big seas. Earth has got three oceans. They are the Indian Ocean, the Atlantic Ocean and the Pacific Ocean. There are seven continents. They are...



5

... you can see Egyptian mummies. When important men or women died, their families prepared their bodies and buried them in...



**D** Can you write the beginning or the end of one of these texts?

## LESSON 2

### INTRODUCTION

- Check homework (Workbook, p. 13, Tasks A, B, C).
- Ask pupils if they think school is a duty or a right and if they go to school because they have to or because they like it.

### GRAMMAR

#### REMEMBER!, p. 19

- Pupils read examples from the Remember Box.
- Elicit the meanings in Georgian.
- Ask pupils to read the Be Careful part of the text and find out how to say 'ne smjeti'.

#### TASK E, p. 19

- Pupils read the task and write the correct subjects.

#### Answer key:

art, geography, P.E., history, music, maths, science.

### SPEAKING

#### TASK F, p. 19

- Pupils work in pairs.
- They take turns making full sentences about things they have to or don't have to do at home and at school.
- They have to add one more thing that is not on the list that they have to or don't have to do. Ask them to think of one thing they mustn't do.

#### TASK G, p. 19

- Ask the students to pair up and practice the dialogue.
- Ask a few pairs to role-play the dialogue in front of the class.



## REMEMBER!

### HAVE TO / DON'T HAVE TO Expressing obligation and no obligation

#### HAVE TO

In football, to win, you **have to** score a goal.

I / you / we / they **have to** learn a lot.  
He / she / it **has to** learn a lot.

#### DON'T (DOESN'T) HAVE TO

You **don't have to** be afraid.

I / you / we / they **don't have to** do it.  
He / she / it **doesn't have to** do it.

### BE CAREFUL!

You use **have to** to say that something is your obligation. It means you don't have a choice: you have to follow the rules.

**Have to** is similar to **must**.

"You **don't have to** do it." means it is not necessary. You can do it but you don't have to, it is up to you.

"You **mustn't** do it!" has a different meaning. It means it is against the rules or that it is bad for you.

### E What school subjects is Ana talking about?



I have to take my watercolours and crayons with me.  
I have to read about the North and South Pole.  
I have to take my trainers to school.  
I have to learn about Ancient Rome.  
I have to listen to Mozart.  
I have to practice geometry.  
I have to read about koalas.

## SPEAKING

### F Work in pairs. Think about what you **have to** or **don't have to** do at school and at home.

#### This week at school...

do English homework / study history  
study mathematics / learn a poem by heart  
practise English words / do a project  
draw / go to training / read a book for school

#### This week at home...

make the table / help with dinner  
help with the dishes / call my grandparents  
tidy up the room / take out the rubbish  
look after my pet / go to bed early

### G Tell your partner what you have to do this week. Take turns to ask each other about your obligations.

**A** I have to study history.  
Do you have to study history?

**B** No, I don't. I have to study maths.  
Do you have to tidy up your room?

### TASK H, p. 20

- Ask pupils to match the sentences with their correct places in each conversation.
- Play the recording so that pupils can hear the pronunciation and check their answers.

#### Answer key:

Bubbles in upper row: 2, 1  
Bubble in lower row: 3

#### Tapescript Track 10

##### 1

**Cindy:** This is Russell, our new pupil.

**Teacher:** Nice to meet you, Russell.

**Russell:** Nice to meet you, too, teacher.

**Cindy:** Russell is from Australia, you know.

**Teacher:** Really? Welcome to our school.

**Russell:** Thank you.

**Bruno:** Good morning, teacher. I'm sorry, I'm late.

**Teacher:** It's OK this time, but don't be late again.

##### 2

**Ana:** Excuse me, may I ask a question?

**Teacher:** Go ahead, Ana.

**Ana:** What does "emu" mean?

**Teacher:** It's a bird. It lives in Australia.

**Ana:** Thank you, teacher.

**Teacher:** You're welcome

### TASK I, p. 20

- Ask the students to choose one of the dialogues and role-play it with a partner.
- You can ask a few of the pairs to role-play the dialogue in front of the class.

### TASK J, p. 20

- Pupils sort the sentences and act out the dialogues.

#### Answer key:

1 Hello. Is this Ms Krnaisky's class?

4 Of course. Come in. You can sit right here.

2 Yes, it is. And who are you?

3 I'm Tom, a new pupil. May I come in?

5 Thank you.

6 You're welcome.

2 I'm Ana. Nice to meet you, Tom.

1 Hello. I'm Tom. What's your name?

Nice to meet you, too, Ana.

### EVERYDAY ENGLISH, p. 20

- Read Everyday English.
- Ask pupils if they know any other expressions and phrases that can help them to be polite. *Please* and *Excuse me* are among them.

#### TEACHING TIP

This may be a good time to remind your pupils that in the English language the only way to express the distinction between 'შენ' and a polite 'თქვენ' is to be more formal and polite. Stress the importance of being polite in all situations, with all people and in all languages.

### TASK K, p. 20

- Pupils change 'may' into 'can'.
- To practise more ways of being polite, turn to page 15 in the Workbook. Have pupils complete Tasks H and I.
- Pupils practise making polite requests and giving answers by combining requests from Task I with answers in *What would your parents say*. They can also invent their own requests.
- Assign homework.

#### Answer key:

1 May I borrow your pencil?

2 May I say something?

3 May I read the homework?

4 May I use a pencil in the test?

5 May I turn on the lights?

6 May I borrow your dictionary?



**Workbook, pp. 13 and 14, Tasks D, E, F, G**



# H

Where do these sentences go? Match 1, 2, 3 to A, B, C. Then listen and check.

1 I'm sorry I'm late. 2 Nice to meet you, too. 3 Excuse me, may I ask a question?



track 10

1

2

A

B

C

# I

Choose a dialogue and act it out with a partner.

# J

Copy these dialogues in your notebook in the right order. Listen and check. Act out the dialogues with a partner.



track 11

## Dialogue 1

Hello. Is this Ms Krnaisky's class?  
Of course. Come in. You can sit right here.  
Yes, it is. And who are you?  
I'm Tom, a new pupil. May I come in?  
Thank you.  
You're welcome.

## Dialogue 2

I'm Ana. Nice to meet you, Tom.  
Hello. I'm Tom. What's your name?  
Nice to meet you, too, Ana.

## EVERYDAY ENGLISH / MAY for polite requests

May I ask a question, Miss?

May I go out?

When we want to be very polite instead of "Can I...?", we say "May I...?".

# K

Change Can I into May I.

- 1 Can I borrow your pencil?
- 2 Can I say something?
- 3 Can I read the homework?

- 4 Can I use a pencil in the test?
- 5 Can I turn on the lights?
- 6 Can I borrow your dictionary?

## LEARNING TO LEARN – DICTIONARIES ARE FUN

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES: I უცხ.დანე.

(II): 1,2,3,4,5,6,7,8,9,11,13,14

GRAMMAR • Prepositions

FUNCTIONS • Making polite requests

VOCABULARY • Language related to dictionaries

### SKILLS

READING • Text about dictionaries, dictionary entries and definitions

LISTENING

SPEAKING • Expressing opinion

WRITING • Vocabulary notebooks

### CULTURE and CLIL

- Georgian or other foreign languages

## INTRODUCTION

- Check homework (Workbook, pp. 13 and 14, Tasks D, E, F, G).
- Revise vocabulary from the previous lessons. Do it by saying a word in Georgian or giving them a definition and having them say the corresponding word in English; or play a game where pupils come to the board and write words they have learnt that begin with an A or a B and so on.
- Ask pupils how they learn and memorise new words. Why is learning new words important?

### TEACHING TIP

Encourage them to speak. Let pupils talk even if what they want to say is above their linguistic competence. Tolerate errors as long as there is communication.

- Ask pupils where they can find words and phrases they do not know, but want to learn and understand. You can help them by showing them a dictionary.

## READING AND SPEAKING

- Do Workbook Task N. Ask them to have a look at the two vocabulary books and point out the differences. They can use sentences from Task O to explain the differences.
- Ask them the following questions: *Have you got a dictionary at home or here? Is there a dictionary in your books? What kind of dictionary is it?* Tell them to open their books to page 152 and have a look. Ask them to discuss and explain various parts of the Wordlist.

## TASK L, p. 21

- Read the text about dictionaries.

### TEACHING TIP

At this stage you can show the pupils different dictionaries (if you have them): picture dictionaries, English-English dictionaries, English-Georgian dictionaries, Thesauruses, collocation dictionaries and electronic dictionaries. Pass them around the class so that pupils can have a look at them. Tell them to feel free to ask questions about the dictionaries they are looking at.

- Have a look at the definition of a dictionary. Ask pupils if they can read the funny symbols. Ask them why we do not have or need them in the Georgian language. Tell them you will teach them how to read the symbols. You do not have to teach them all the symbols. Start with the following:

### TEACHING TIP

Point out that reading phonetic transcriptions is like reading Georgian: you read what is written. Emphasise the fact that you will never ask them to write the phonetic transcriptions of the words and that they only have to recognise the symbols so that they can learn how to pronounce new words from the wordlist in their text book or from a dictionary.

- [ð] and [θ] – explain that these symbols represent the pronunciation of 'th', found in words such as *brother*, *mother*, *this*, *that*, and *the*.

### TEACHING TIP

There is no need to explain the reason for two phonetic symbols. Just point out that these are two ways of pronouncing 'th', which is never read as 'th'.

- [ʃ] – explain that this symbol is similar to the Georgian 'ჭ' and you can find it in words such as *wash* or *show*.
- [tʃ] – explain that this symbol is similar to the Georgian 'ჩ' and you can find it in words such as *child*, *kitchen* or *watch*.
- [dʒ] – explain that this symbol is similar to the Georgian 'ჯ' and you can find it in words such as *jam* or *George*.
- [:] – explain that a colon after a sound means it has to be pronounced as a long sound and you can find it in words such as *feet* or *arm*.
- [ʌ] – explain that this symbol is similar to the Georgian 'ს' and you can find it in words such as *cut* and *study*.
- It is now time for pupils to try to read phonetic symbols. Start with Lesson 1 or 2 in which they already know the words so that it will be easier for them. If they ask, briefly explain other symbols as well.

**Answer key:** 1 T, 2 F, 3 F, 4 T, 5 T.

### TEACHING TIP

Help, encourage and explain. This is the time to praise your pupils. Experience shows that even weaker pupils learn phonetic symbols with time and like to show off their proficiency in reading.

## LEARNING TO LEARN – DICTIONARIES ARE FUN!

**dictionary** /ˈdɪkʃənəri/ a book that lists the words of a language in alphabetical order and gives their meaning, or tells you what they mean in a different language.



**What do you think: are these sentences true (T) or false (F)?**  
**Read the text and find out.**

- 1 Dictionaries tell you the meaning of a word.
- 2 Dictionaries can't help you with grammar.
- 3 The strange symbols in the dictionary are there for fun.
- 4 There are many types of dictionaries.
- 5 The words in a dictionary are in alphabetical order.

Dictionaries tell you the meanings of the words in your language or in English. In a dictionary you can see strange /streɪndʒ/ symbols. What do they mean? They tell you how to say (pronounce) the word.

There are many types of dictionaries: some are books and some are electronic, which means you need a computer to use them. They can be on a CD or online. There are also picture dictionaries for small children and special dictionaries for doctors, engineers, etc.

How can you find a word in a dictionary? The words are in alphabetical order, starting from the letter A.

Believe it or not, dictionaries can help you with grammar, too. They tell you that the plural of *child* is *children* or that the past simple of *go* is *went*.

Dictionaries are useful, dictionaries are helpful, dictionaries are fun!



**Can you match each word with its explanation?**

- |                                   |   |
|-----------------------------------|---|
| 1 <b>koala</b> /kəʊˈɑːlə/         | <b>A</b> a person who has been in Australia from earliest times                             |
| 2 <b>boomerang</b> /ˈbuːməɾæŋ/    | <b>B</b> a long-bodied fish with sharp teeth  |
| 3 <b>Aborigine</b> /ˌæbəˈrɪdʒəni/ | <b>C</b> a bear-like Australian animal that has thick grey fur and eats eucalyptus leaves   |
| 4 <b>shark</b> /ʃɑːk/             | <b>D</b> a curved flat piece of wood that you can throw, and then it returns to the thrower |



## YOUR TURN!



**Say what is true for you. What about your partner?**

- |                                  |  |
|----------------------------------|--|
| 1 I've got a dictionary at home. | 4 I use the wordlist at the end of the book. |
| 2 I often use my dictionary.     | 5 I think dictionaries are useful.           |
| 3 I use an online dictionary.    | 6 I think dictionaries are fun.              |

**And how about your schoolmates? Do they have dictionaries? Do they use them?**

**TASK M, p. 21**

- Ask students to match the words with transcriptions and their explanations.
- Check the answers.

**Answer key:**

3 a person who has been in Australia from earliest times

4 a long-bodied fish with sharp teeth

1 a bear-like Australian animal that has thick grey fur and eats eucalyptus leaves

2 a curved flat piece of wood that you can throw, and then it returns to the thrower

**YOUR TURN!****TASK N, p. 21**

- Ask students to express what is true for them and urge them to find the answers from their partners.
- If necessary, offer them helpful words or phrases and write them on the board.
- Assign homework – ask them to think about how they would start their own vocabulary books. Are there other ways of organising new words?

**Answer key:** Students' answers.



**Workbook, p. 16, Task J**

## LEARNING TO LEARN – DICTIONARIES ARE FUN!

**dictionary** /ˈdɪkʃənəri/ a book that lists the words of a language in alphabetical order and gives their meaning, or tells you what they mean in a different language.



**What do you think: are these sentences true (T) or false (F)?**  
**Read the text and find out.**

- 1 Dictionaries tell you the meaning of a word.
- 2 Dictionaries can't help you with grammar.
- 3 The strange symbols in the dictionary are there for fun.
- 4 There are many types of dictionaries.
- 5 The words in a dictionary are in alphabetical order.

Dictionaries tell you the meanings of the words in your language or in English. In a dictionary you can see strange /streɪndʒ/ symbols. What do they mean? They tell you how to say (pronounce) the word.

There are many types of dictionaries: some are books and some are electronic, which means you need a computer to use them. They can be on a CD or online. There are also picture dictionaries for small children and special dictionaries for doctors, engineers, etc.

How can you find a word in a dictionary? The words are in alphabetical order, starting from the letter A.

Believe it or not, dictionaries can help you with grammar, too. They tell you that the plural of *child* is *children* or that the past simple of *go* is *went*.

Dictionaries are useful, dictionaries are helpful, dictionaries are fun!



**Can you match each word with its explanation?**

- |                                   |   |
|-----------------------------------|---|
| 1 <b>koala</b> /kəʊˈɑːlə/         | <b>A</b> a person who has been in Australia from earliest times                             |
| 2 <b>boomerang</b> /ˈbuːməɾæŋ/    | <b>B</b> a long-bodied fish with sharp teeth  |
| 3 <b>Aborigine</b> /ˌæbəˈrɪdʒəni/ | <b>C</b> a bear-like Australian animal that has thick grey fur and eats eucalyptus leaves   |
| 4 <b>shark</b> /ʃɑːk/             | <b>D</b> a curved flat piece of wood that you can throw, and then it returns to the thrower |



## YOUR TURN!



**Say what is true for you. What about your partner?**

- |                                  |  |
|----------------------------------|--|
| 1 I've got a dictionary at home. | 4 I use the wordlist at the end of the book. |
| 2 I often use my dictionary.     | 5 I think dictionaries are useful.           |
| 3 I use an online dictionary.    | 6 I think dictionaries are fun.              |

**And how about your schoolmates? Do they have dictionaries? Do they use them?**

# CINDY'S READER – THE LIFE AND DEATH OF WORDS

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES: I უცხო.დან. (II): 2,3,4,5,9,11

- |            |   |
|------------|---|
| GRAMMAR    | • Revision of forms from Unit 1   |
| FUNCTIONS  | • Demonstrating understanding by answering questions and giving comments and opinions |
| VOCABULARY | • Language related to dictionaries  |

## SKILLS

- |          |                        |
|----------|------------------------|
| READING  | • Text about languages |
| SPEAKING | • Expressing opinion   |
| WRITING  | • Answering questions  |

## CULTURE and CLIL

- Georgian and other languages
- Geography

## INTRODUCTION

- Check homework (Workbook p. 16, Task J). Ask pupils if they have started writing their own vocabulary books or dictionaries.

## WORDSPOT

### TASK A, p. 22

- Pupils use the wordlist to look up the words in the box.

## READING AND SPEAKING

### TASK B, p. 22

- Pupils read the text and decide the right title for each of them.

#### Answer key:

TEXT ONE: Why English?

TEXT TWO: Borrowing from other languages

TEXT THREE: Dying languages

#### TEACHING TIP

Before pupils start reading, remind them that they do not have to understand every word of the text in order to understand it. It is important they understand the general meaning. They can always look up the words they do not know if they want to learn more.

# THE LIFE AND DEATH OF WORDS

## WORDSPOT

**A** Look up these words in the wordlist at the end of the book.

to borrow

to communicate

to exist

common

a speaker

**B** Read the three texts and choose the right title for each text.

DYING LANGUAGES

WHY ENGLISH?

BORROWING FROM OTHER LANGUAGES

Why do we learn English? Today it is very important for people from all over the world to speak and communicate with each other. How can we do that? One of the ways is to use a language that many people understand. This is why a lot of people, who speak their own languages, such as Turkish, Italian, Japanese, etc., learn English at school. If they speak English, they can speak to and understand people from other countries.



**CINDY'S  
READER**

Languages change. Every year there are a lot of new words. For example, some years ago there were no words such as *computer* or *smartphone*. Why? Because they did not exist. Sometimes we borrow words from other languages: English borrows many words from French (for example, *cream* and *horrible*), Italian (for example, *opera* and *violin*) and Spanish (for example, *mosquito* and *guitar*). It also borrows some words from Chinese (*tea*) and Japanese (*karate*). The word *hamburger* is borrowed from German, *jaguar* from Portuguese, and *zero* from Arabic languages. *Chocolate* comes from Mexican Aztec Indians, *coffee* from Turkish, *kangaroo* and *boomerang* from Australian English, *robot* from Czech, *jungle* and *pyjamas* from Indian.

Today many languages borrow words from English. Turkish also borrows words from English. Sometimes, too many – people say. What do you think?

There are about 6,500 “living” languages in the world. We say “living” because every two weeks a language dies. How can a language die? Simply, when people stop speaking it. It’s sad, isn’t it?



**TASK C, p. 23**

- Ask pupils to decide if the sentences are true or false and to correct the false ones.

**Answer key:** 1 T, 2 T, 3 F, 4 F.

**TASK D, p. 23**

- Pupils match the words and the languages. Has Georgian borrowed any of these words as well?

**Answer key:**

4 Italian  
1 French  
2 Spanish  
3 Arabic  
7 Portuguese  
8 Indian  
5 Chinese  
6 Japanese

**SPEAKING****TASK E, p. 23**

- Use these questions to elicit pupils' opinions and start them talking. Allow them to express themselves without interfering as long as they use English and there is communication taking place.

**OPTIONAL:  
WRITING**

Do Workbook, page 18, Tasks A, B and C.

**TEACHING TIP**

Set clear rules that are easy to follow for the group work.

No copy-pasting.

Only use words you understand and can pronounce.

Check spelling and grammar before you write your text on the poster.

The whole presentation does not have to last longer than 3 minutes.

Every member of the group has to participate in the presentation of the poster by saying at least one sentence.

Do not read: speak. Good presenters never read the whole text.

The poster does not have to be big. It can be just one normal piece of paper.

Everyone in the group is responsible for the work of the others. Work as a team, help those with problems.

Mark individually, but keeping in mind the factor of team work.

**HOMEWORK****FOR MY PORTFOLIO – PROJECTS – AUSTRALIA or ENGLISH WORDS IN Georgian**

- Divide pupils into groups of 3, maximum 4, and ask them to do one of the projects.





The word "robot" comes from Czech.



The word "pyjamas" comes from Indian.



The word "violin" comes from Italian.



The word "mosquito" comes from Spanish.

**C** Are these sentences **true (T)** or **false (F)**? Correct the false ones.

- 1 People from all over the world learn English to understand each other.
- 2 English borrows words from other languages.
- 3 Turkish doesn't borrow words from English.
- 4 Languages die because people borrow words from other languages.

**D** Where do these words come from? Match the words and the languages.

- |                    |                  |                     |                     |
|--------------------|------------------|---------------------|---------------------|
| 1 horrible, cream  | <b>A</b> Italian | 5 tea, ketchup      | <b>A</b> Portuguese |
| 2 guitar, mosquito | <b>B</b> French  | 6 karate, karaoke   | <b>B</b> Indian     |
| 3 zero, alcohol    | <b>C</b> Spanish | 7 jaguar, marmalade | <b>C</b> Chinese    |
| 4 spaghetti, opera | <b>D</b> Arabic  | 8 jungle, pyjamas   | <b>D</b> Japanese   |

## SPEAKING

**E** What do you think?

- 1 Why is it important to learn English?
- 2 Would you like to learn some more languages? Which ones? Why?
- 3 Do you think some languages are more difficult than others? Why?
- 4 Do you think that some languages are more beautiful than others?
- 5 Why do people borrow words from other languages?
- 6 Can you think of ten words that the Turkish language has borrowed from English?
- 7 Do you think we can stop languages from dying? How?



## WORKBOOK REVISION (UNIT 1) pp. 20, 21

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხ.დაწყ.  
(II):2,3,4,5,6,7,8,9,10,13,14

- |            |   |
|------------|---|
| GRAMMAR    | <ul style="list-style-type: none"> <li>Demonstrative pronouns</li> <li>WH-questions</li> <li><i>Can</i> and <i>may</i></li> <li><i>Have to</i> and <i>don't have to</i></li> <li>Plurals of nouns</li> <li>Ordinal numbers</li> </ul> |
| FUNCTIONS  | <ul style="list-style-type: none"> <li>Describing people</li> <li>Writing definitions</li> </ul>  |
| VOCABULARY | <ul style="list-style-type: none"> <li>School subjects</li> <li>Animals</li> <li>Describing people</li> <li>Polite phrases and expressions</li> </ul>   |

### SKILLS

- |          |   |
|----------|---|
| READING  | <ul style="list-style-type: none"> <li>Dialogues</li> <li>Talking about Australia</li> <li>Expressing what we have or don't have to do</li> </ul> |
| SPEAKING | <ul style="list-style-type: none"> <li>Talking about school subjects</li> <li>Everyday English – dialogues and polite requests</li> </ul>         |
| WRITING  | <ul style="list-style-type: none"> <li>My favourite subject</li> <li>Recording information</li> </ul>   |

### CULTURE and CLIL

- Georgian
- Geography

## LESSON 1

### INTRODUCTION

- Check homework.
- Explain that the aim of the next two lessons is to revise structures and vocabulary from Unit 1. Ask pupils if there is anything they haven't quite grasped and needs further explanation. Get feedback and, depending on the question, deal with it immediately or make note of it in order to deal with it later during the lesson when you have planned the revision of that particular structure.

### VOCABULARY

#### TASK A, p. 20

- Write question words in Georgian on the board (სად, როდის, როგორ...) and ask pupils at random to come to the board and write the correct English translation next to each of them (e.g. where, when, how...)
- Pupils do the task. Check their answers.
- Tell pupils that now it is time for them to ask questions and find out more about their classmates or teacher. Ask them to think of questions starting with a WH-word that they would like to ask their friends or you. Point out that questions shouldn't be offensive or too personal, as you do not want any of the pupils to be hurt or embarrassed.
- Give pupils one or two minutes to think and prepare questions. If they want, they can write them down.
- Start the talking by having a pupil at random ask his/her question, e.g. *When is your birthday, Ana?* Let pupils ask and answer as long as the questions are interesting and they do not repeat themselves.

#### TASK B, p. 20

- Ask pupils to do the task. Check their answers and elicit the rule.
- Ask them to talk about their school things and those of their friends using demonstrative pronouns, e.g. *This is my English book. That is Ana's English book.* Monitor the use of plurals.

#### TASK C, p. 20

- Play a version of VOCABULARY TENNIS but with singular and plural nouns. Divide the class into two teams. Representatives of both teams take turns saying nouns in their singular or plural forms. The other team responds with its singular or plural counterpart. If they do it correctly, they get to say the next noun. If not, the other team continues. Especially monitor the pronunciation of *-es* with nouns ending in *-s*, *-sh* and *-ch*, such as *watches* or *boxes* /iz/.
- It is also a good idea to give pupils some time, before you start the game, to write a list of some fifteen to twenty nouns. Let them use their textbooks and they are bound to come up with some irregular plurals.
- Do the task and check their answers. Ask if there were any other changes. Elicit the answer that there is no indefinite article in the plural.

### GRAMMAR

#### TASK D, p. 20

- Write the following pairs of sentences on the board: *Can I go out? / May go out?* and *Can you play tennis? / May you play tennis?* Ask pupils about the difference in use of *may* and *can* in the pairs of sentences. Elicit that the first pair is about being polite, where *may* is more polite than *can*. In the second pair *can* is used to talk about ability to do something. *May* can't be used in this context.
- Pupils do the task. Get feedback.

# REVISION

## VOCABULARY

### A Choose the **odd one out**. Explain.

- |             |           |            |                      |
|-------------|-----------|------------|----------------------|
| 1 a koala   | a dingo   | a panda    | a platypus           |
| 2 a ruler   | chemistry | a folder   | a map                |
| 3 a painter | science   | history    | art                  |
| 4 east      | west      | downstairs | south                |
| 5 one       | second    | third      | fourth               |
| 6 English   | Spanish   | Japan      | Russian              |
| 7 French    | France    | Turkey     | Great Britain        |
| 8 _____     | _____     | _____      | _____ (your example) |

### B Complete what is missing.

- |                            |                             |                            |                 |
|----------------------------|-----------------------------|----------------------------|-----------------|
| 1 first (1 <sup>st</sup> ) | 3 third (_____)             | 5 _____ (5 <sup>th</sup> ) | 7 _____ (_____) |
| 2 _____ (2 <sup>nd</sup> ) | 4 fourth (4 <sup>th</sup> ) | 6 sixth (_____)            | 8 _____ (_____) |

### C a) Put these words into alphabetical order.

horrible   guitar   mosquito   spaghetti   violin   opera  
zero   tea   karate   jaguar   cobra   marmalade

### b) Choose two of them and write what they mean.

**Example:** A guitar is a musical instrument. OR A mosquito is an insect.

- 1 \_\_\_\_\_  
2 \_\_\_\_\_

## GRAMMAR

### D Complete the sentences. Use: **Where, When, Why, How many, What or Who**.

- \_\_\_\_\_ is this? Ana.
- \_\_\_\_\_ is she now? At school.
- \_\_\_\_\_ is the history lesson? At ten o'clock.
- \_\_\_\_\_ is her favourite school subject? Art.
- \_\_\_\_\_ is she so happy today? Because it's Sunday and she can play with her friends.
- \_\_\_\_\_ lessons has she got today? Just four.

### TASK E, p. 21

- Read the instructions together. Check if everyone understands the idea of 'odd one out'.
- Ask pupils to give reasons for their choices, e.g. *blue sad red green. Sad is the odd one out because it is a feeling and the other three are colours.*
- Ask pupils to think of an example of their own and to share it with the pupil next to them.

### TASK F, p. 21

- Ask pupils to fill in the gaps. Elicit rules for ordinal numbers: One, two and three have special, different forms and all other ordinal numbers are formed by adding *-th* to the end of the cardinal number.



### Workbook, p. 21, Task J.

Encourage stronger pupils to write a composition instead of simply answering questions. They can add other information if they want.

## WRITING

### TASK J, p. 21

- Ask one pupil to read the instructions out loud. Explain there are six topics in the task but that they have to choose only two of them and say at least three to four sentences about each one.
- Point out this is a speaking task so they should say and not read what they have prepared.
- Listen to some of the pupils. Ask other pupils who have prepared the same topic to add things the first pupil has not said. Encourage pupils to use full sentences and correct grammar structures.

## HOMEWORK

Remind pupils to prepare their projects for the next lesson.

## LESSON 2

### INTRODUCTION

- Ask pupils if they have started writing their vocabulary books. If they have, explain you would like to see some of them. Walk around, check and give positive, encouraging remarks. Give advice on how to make them more attractive or useful. Create an atmosphere in which pupils want to keep vocabulary books.

### TASK G, p. 21

- Ask pupils, one at a time, to come to the board and write one letter of the alphabet each. The letters have to be written in the correct order. Read the alphabet together. If your class knows the Alphabet song, sing it together.
- Ask pupils, one at a time, to come to the board and write one letter of the alphabet each. The letters have to be written in the correct order. Read the alphabet together. If your class knows the Alphabet song, sing it together.
- Pupils do part a) of the task.
- Explain part b) of the task. Give pupils some time to write down their definitions. Get feedback.

## EVERYDAY ENGLISH

### TASK H, p. 21

- Explain they have to match sentences to form short dialogues. Give pupils time to match them. Ask different pairs of pupils to read or act out their dialogues.

## SPEAKING

### TASK I, p. 21

- Pupils have already done this task for homework. Ask volunteers to read their compositions. Go through the questions and elicit answers from different pupils.
- Do a class survey. Find out what is the most popular subject and why.

### E Complete the sentences. Use: **this, that, these or those**.

- 1 I can't see \_\_\_\_\_ words on the blackboard. They're too far away for me.
- 2 Here you are, teacher. \_\_\_\_\_ is my homework.
- 3 \_\_\_\_\_ girl there across the street is in my class.
- 4 I'm wearing \_\_\_\_\_ jeans for the first time. They're new.

### F Write the plural of the words in colour.

- 1 A **dolphin** is a clever **animal**. \_\_\_\_\_ are clever \_\_\_\_\_.
- 2 A **wolf** lives in the forest. \_\_\_\_\_ live in the forest.
- 3 This is a koala's **baby**. These are koalas' \_\_\_\_\_.
- 4 Put this **box** on the **shelf**. Put these \_\_\_\_\_ on the \_\_\_\_\_.
- 5 This is Ms Watson's **child**. These are Ms Watson's \_\_\_\_\_.

### G Choose the correct words.

- 1 Children **have to / don't have to** listen to their teacher carefully.
- 2 Children **have to / don't have to** do their homework.
- 3 **Can / May** you ski? Yes, I'm a very good skier.
- 4 We're going to be late. We **have to / can** hurry.
- 5 I'm going to the dentist. **May / Can't** I leave ten minutes earlier today, please?

## EVERYDAY ENGLISH

### H Match.

- |   |  |
|---|--|
| 1 We could go to the cinema tomorrow.                     | <input type="checkbox"/> Bye. Don't forget to say hello to your sister.  |
| 2 I'm sorry I forgot to bring you the book.               | <input checked="" type="checkbox"/> 1 Yes, why not?  |
| 3 I have to go now. See you next week.                    | <input type="checkbox"/> I'm afraid he isn't home at the moment.<br>Can you call later?                            |
| 4 Hello. This is Ana speaking. May I talk to Sam, please? | <input type="checkbox"/> You're welcome.   |
| 5 May I stay out till ten?                                | <input type="checkbox"/> Never mind. You can bring it tomorrow.  |
| 6 Thank you.  | <input type="checkbox"/> Stay out that late? Are you kidding? You've got school in the morning. Maybe on Saturday. |

## SPEAKING

### I Choose **two** of these topics and say something about:

- |                                    |                        |
|------------------------------------|------------------------|
| • your favourite teacher           | • what you are good at |
| • your favourite school subject    | • Australia            |
| • what you have to do after school | • Australian animals   |

## WRITING

### J Write about your favourite school subject. These questions can help you.

- |   |  |
|---|--|
| 1 What is your favourite subject at school? | 4 What do you have to do for this subject (homework, learn a lot, projects)? |
| 2 What is it about?                         | 5 Who is your teacher in this subject?                                       |
| 3 How many times a week do you have it?     | 6 Why do you like it?  |

## FOR MY PORTFOLIO

### (UNIT 1) p. 24

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES: I უცხ.დაწყ.(II): 2,3,4,5,6,7,13,14

- |            |                                 |
|------------|---------------------------------|
| GRAMMAR    | • Revision of forms from Unit 1 |
| FUNCTIONS  | • Presenting a project          |
| VOCABULARY | • Revision of words from Unit 1 |

#### SKILLS

- |           |                         |
|-----------|-------------------------|
| READING   | • My learning diary     |
| LISTENING | • Project presentations |
| SPEAKING  | • Expressing opinion    |
| WRITING   | • Answering questions   |

#### CULTURE and CLIL

- Georgian, other languages
- Geography

### INTRODUCTION

- Give pupils some time to prepare for the presentation of their project. Let them sit in groups and revise the prepared materials.
- Before they start presenting remind them to speak to the class and not to look at the poster or you. Also tell them that they do not need to hurry.

### SPEAKING

- First ask if there are volunteers who would like to come forward and present their poster. Listen to every group. Ask other pupils to remember or write down possible questions.
- In the end ask pupils to choose the best poster and presentation.
- Put the best posters on the class wall or pinboard.

### MY LEARNING DICTIONARY

- Ask pupils to express their opinion about this unit.
- Ask pupils to circle the *I can* smiley that, in their opinion, best describes their newly acquired knowledge.



# FOR MY PORTFOLIO

My learning diary

## PROJECTS

Choose one project and do it in a group.

### 1/ AUSTRALIA




Get into groups and write what you know about Australia; where it is, its people, its animals. Use your Workbook and the Internet for more information. Add some interesting photos.

Make a poster, put it on the class wall or pinboard and give a short presentation.

### 2/ ENGLISH WORDS IN Turkish

Get into groups. Think about English words in Turkish. Ask your teacher, parents and friends for some more. List them on the poster. Then translate them into Turkish if possible (e.g. *shopping* – *göğüş*). Discuss with your classmates if they are pronounced and spelled correctly. Say what you prefer; English or Turkish version?



















#### What do you think about this unit?

- 1/ Why is it called "Words, Words, Words"?
- 2/ I think this unit is (choose what is true for you):
  -  easy.
  -  not very easy.
  -  difficult.
- 3/ What was easy? What was difficult?
- 4/ Which lesson did you like best?
- 5/ What did you dislike in this unit ?
- 6/ Which were your favourite word(s) from this unit?

#### Say what you can do after this unit.

 I CAN

 I NEED MORE PRACTICE

- |   |   |   |
|---|---|---|
|  |  | I can describe how I feel on the first day of school.                           |
|  |  | I can say and write something about Australia, its people, schools and animals. |
|  |  | I can talk about school subjects.   |
|  |  | I can say what I have to and don't have to do at school and at home.            |
|  |  | I can use polite language when talking to my friends or a teacher.              |
|  |  | I can use a dictionary.   |
|  |  | I can make my own vocabulary book.  |
|  |  | I can say why people learn English.   |
|  |  | I can name a few words the English language borrows from other languages.       |

## UNIT 2 FAMILIES

### 2.1 THE AMAZING WORD OF TWINS

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: **ქართული:** 1,2,3,4,5,6,7,8,9,11

GRAMMAR	<ul style="list-style-type: none"> <li>and negative with I, you, we, they</li> <li>Talking about the present</li> </ul>
FUNCTIONS	<ul style="list-style-type: none"> <li>Describing people's looks and characters</li> <li>Talking about relationships</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>Related to twins and describing people</li> </ul>
SKILLS	
READING	<ul style="list-style-type: none"> <li>Texts about twins</li> </ul>
LISTENING	<ul style="list-style-type: none"> <li>A short text about twins</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>Discussing similarities and differences</li> <li>Describing people</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>Formulaic sentences on a familiar or relevant topic</li> <li>Recording information</li> </ul>

CULTURE and CLIL

- Twins Day
- Science

#### GETTING STARTED

- Before starting the Unit ask pupils to look at page 25. *Can they already do some of the things listed? Would they like improve their knowledge?* Tell them to remember their feelings and thoughts because we are going to compare them with *My learning diary* learning outcomes when we reach the end of this Unit so they measure their improvement themselves.

#### LESSON 1

#### INTRODUCTION

#### WORDSPOT

##### TASK A, p. 26

- Pupils look up words and phrases they do not know in the wordlist.

#### TEACHING TIP

It is good to create classroom routines so pupils know what is expected of them. They are also an effective way of managing a classroom. By creating a routine when pupils have to look up for the words they do not know at the beginning of the class you prepare them for learning, remind them that there is a wordlist at the end of Student's book which they can consult at free will.

Also, some pupils may feel motivated to do the looking up before class so they know the words when you start the activity. Plan additional activities for them. Ask them to help weaker pupils or write sentences where they use the newly acquired words.

- Ask pupils to predict which words may appear in the text about the twins.

#### TASK B, p. 26

- Pupils match the sentences that mean the same.

#### TEACHING TIP

Point out that there are different ways to say the same thing or express the same meaning. Tell pupils that if they do not know the word they need they can use a paraphrase.

She is an only child = She doesn't have any brothers or sisters.

It is very important that pupils try to think in English and not to come up with the sentence in Georgian and then try to translate it for they sometimes lack the grammar and the vocabulary needed for such a task or are not aware of the differences in the two languages so they translate literally. So instead of showing to the teacher what they do not know they should paraphrase what they want to say using the language they are familiar with. Admit that, at the beginning, they will most probably lose some of the meaning, but that this is the only way to become proficient in speaking English or any other language.

#### Answer key:

- 5 They look like each other.
- 6 They are interested in almost the same things.
- 2 She hasn't got any brothers or sisters.
- 3 They were born out of the same egg in their mother.
- 7 My brother and I have a good relationship.
- 4 They were born at the same time to the same mother.
- 1 I try to do everything better than other people.

#### TASK C, p. 26

- Ask for pupils' opinions by asking them to finish the sentences.

#### TASKS D/E, pp. 26-27

- Pupils read the sentences and try to predict which of the sentences about twins are true. If there are different opinions allow a brief discussion to develop.
- Tell pupils they will now listen to the text about twins.
- While listening, they match sentences from Task D with the paragraphs.
- Play the recording twice and ask pupils not to look at the text on page 27 but to practice and develop listening skills.
- Invite pupils, one for each paragraph, to read the texts aloud. They read appropriate sentences from Task D at the end of the paragraph.

**Answer key:** texts on the left: 4, 5, 1  
texts on the right: 2, 3

#### TEACHING TIP

For a very long time reading aloud was considered an unnatural activity and was not encouraged in the class. Nowadays, the situation has changed as it gives an opportunity for every pupil to try out their pronunciation and, in a way, say some sentences in English.

Reading aloud is also a good way to help pupils connect the written word with the spoken pair for many of them have learned a lot of their vocabulary just by listening to films and music and may not recognize the word when they see its written variant.



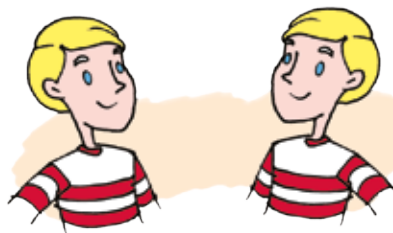
# 2.1 THE AMAZING WORLD OF TWINS

## WORDSPOT



**A** Do you know these words and phrases?  
Check them in the wordlist.

to look alike  
to compete    to get along with somebody    similar  
twins    an only child    identical



**B** Match the sentences that mean the same.

- |                                       |  |
|---------------------------------------|--|
| 1 I like competing.                   | <b>A</b> They look like each other.                          |
| 2 She is an only child.               | <b>B</b> They are interested in almost the same things.      |
| 3 They are identical twins.           | <b>C</b> She hasn't got any brothers or sisters.             |
| 4 They are twins.                     | <b>D</b> They were born out of the same egg in their mother. |
| 5 They really look alike, don't they? | <b>E</b> My brother and I have a good relationship.          |
| 6 They like similar things.           | <b>F</b> They were born at the same time to the same mother. |
| 7 My brother and I get along well.    | <b>G</b> I try to do everything better than other people.    |

## SPEAKING

**C** What do you think? Finish these sentences and discuss them.

It is good to be an only child because...  
It is good to have a younger brother or sister because...  
It is fun to have a twin brother / sister because...  
It is good to have an older brother or sister because...

**D** What do you think? Are these sentences about twins true?

- Twins always compete with each other.
- Twins have special powers.
- Twins look alike, and no one can tell who is who.
- Twins should always be in different classes, so they can learn to live without each other.
- Twins are always best friends.



**TASK F, p. 27**

- Ask pupils to read the text in Task E once again and find sentences or parts of sentences that comment on or explain the given sentence.

**Answer key:**

- 1 Some twins are really sad when they are in different classes.
- 2 Most twins get along well with each other. But they also enjoy playing with other kids, just like any children.
- 3 As they grow up, they no longer feel the need to compare themselves with their twin brother or sister.
- 4 Even identical twins show small differences
- 5 There are stories about twins who feel each other's pain, finish each other's sentences and guess what the other twin is thinking.

**YOUR TURN!****TASK G, p. 27**

- Ask the students the questions individually.
- Alternatively, you can ask them to pair up and discuss the questions and then ask some of the pairs to report what they have found out about each other.



**Workbook, p. 22, Tasks A, B, C**

## READING

**E** Dr Green is an expert on twins. Read what she says. Were you correct? Match Dr Green's answers to the sentences in Task D.



### ASK DR GREEN ABOUT... TWINS

**Dr Green:** Not always. Sometimes it is better for young twins to be together in class, but they can work in different groups of children. Some twins are really sad when they are in different classes.



**Dr Green:** Most twins get along well with each other. But they also enjoy playing with other kids, just like any children.



**Dr Green:** Twins compete with each other just like any children. It is true that some twins compare and compete with each other, but many others don't. As they grow up, they no longer feel the need to compare themselves with their twin brother or sister.



**Dr Green:** There are stories about twins who feel each other's pain, finish each other's sentences and guess what the other twin is thinking. But sometimes husbands and wives, brothers and sisters, good friends, who are similar and spend lots of time together, can do the same.



**Dr Green:** Some twins really look alike, but some don't. Even identical twins show small differences. When you know twins well, you can tell who is who. Their parents can always tell who is who.



**F** Find sentences or parts of sentences in the text which show that...

- 1 it is not a good idea to put twins in different classes at school.
- 2 twins are not best friends just because they are twins.
- 3 twins do not compete with each other when they grow up.
- 4 twins are never completely the same.
- 5 some twins have special powers.

### YOUR TURN!

**G** Answer the questions.

- 1 Do you know any twins?
- 2 Are they best friends?
- 3 What do they look like?
- 4 Do they get along well with each other?



## LESSON 2

### INTRODUCTION

- Start by checking homework. Ask pupils if they have any siblings. Ask them to paraphrase the question so it contains only words that are familiar to everyone. (*Do you have any siblings?* = *Do you have any brothers or sisters?*)
- Ask them to talk about their siblings using the words from the homework.

### TASK H, p. 28

- Pupils read the captions and match the twins. Ask them to give reasons for their matches. They can compare looks or characters.
- Ask them to turn the sentences into negative or affirmative form (can't). Elicit auxiliary verb do for negative form.

**Answer key:** Kevin and Clive, Joanna and Samuel, Jacob and Daniel

### GRAMMAR

#### REMEMBER!, p. 28

- Remember box revises the present simple (I, you, we, they) affirmative and negative forms. Pupils check their sentences in the Remember box.
- Elicit the rule about forming negative form (add do not i.e. don't in front of the verb).

### TASK I, p. 28

- Pupils practice the present simple by writing opposite sentences.
- Play TWINS TENNIS

**Answer key:**

- 1 I DON'T **walk** to school with my friends.
- 2 I DON'T **get** good marks at school.
- 3 Teachers DON'T **like** me a lot.
- 4 I **like** P.E. very much.
- 5 My friends DON'T **come** to play with me on Saturday.
- 6 We DON'T **talk** about boys.
- 7 We **play** computer games.
- 8 My friends DON'T **talk** to me when they've got problems.

### RESOURCE BANK – GAMES – TWINS TENNIS

## H Match the twins.

I've got blue eyes and brown hair, and a twin brother.



Kevin

We always talk to each other about our problems.



Joanna

We always compete with each other.



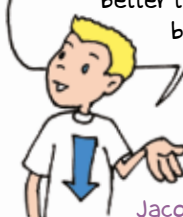
Daniel

I share my secrets with my twin sister.



Samuel

I want to be better than my brother.



Jacob

Our teachers can't tell who is who.



Clive

**REMEMBER!**

## THE PRESENT SIMPLE (I, YOU, WE, THEY) – AFFIRMATIVE AND NEGATIVE

I **share** my secrets with my twin sister.  
You **want** to be better than me.  
We always **talk** to each other.  
Twins **compete** with each other.

I **do not (don't) share** my secrets with my twin sister.  
You **do not (don't) want** to be better than me.  
We **do not (don't) always talk** to each other.  
Twins **do not (don't) compete** with each other.

Jane and Tom are twins, but they are very different. Read what Jane says about herself, and then make opposite sentences for Tom. What does Tom say?

Example: *Jane: I **get up** early every day and I **have** a big breakfast.*

*Tom: I **don't get up** early every day and I **don't have** a big breakfast.*

- 1 I **walk** to school with my friends.
- 2 I **get** good marks at school.
- 3 Teachers **like** me a lot.
- 4 I **don't like** P.E. very much.
- 5 My friends **come** to play with me on Saturday.
- 6 We **talk** about boys.
- 7 We **don't play** computer games.
- 8 My friends **talk** to me when they've got problems.



Tom & Jane

## CULTURE CORNER – TWINS DAY

### LISTENING

#### TASKS J/K, p. 29

- Ask pupils to look at the pictures of the Twins Days festival while they listen to the text. Now, ask them to describe the pictures and answer questions from Task J.

#### TASK L, p. 29

- Ask students to answer the questions.

##### **Suggested answers:**

- 1 Twinsburg is a town in Ohio, USA.
- 2 Twins Days is a festival for twins.
- 3 Twins, triplets and other multiples can visit the festival just like non-twins.
- 4 Every year the festival has a different theme.
- 5 People have fun, dance, enjoy music and lots more at the festival.

#### TASK M, p. 29

- Read the facts and ask students to report on any other facts they have heard or read about twins.
- In case they don't know any facts or stories, ask them to do research on the topic. You can also provide reliable and age-appropriate links and write them on the board for the students to copy.



**Workbook, p. 23, Task H**



**J** Look at the pictures of the Twins Days festival. What kind of festival is it? What do you think happens there?

**K**

track 02

Read and check your answers.

## TWINS DAYS

Every year, thousands of twins from all around the world come to Twinsburg, Ohio, in the USA. They visit this small town to take part in the Twins Days festival, which takes place on the first weekend of August each year.

The Twins Days festival is open to identical and fraternal twins, and also to other multiples, such as triplets and quadruplets, and their families.

Every year, the Twins Days festival has a different theme. This means that the twins wear special costumes. For example, one year they all dress as superheroes, and the next, they all wear fairy-tale costumes. Twins (and non-twins) who visit the festival enjoy the parade of twins, festival food, music, dancing, and lots more.

**L**

Answer these questions.

- 1 What is Twinsburg?
- 2 What is Twins Days?
- 3 Who can visit the Twins Days festival?
- 4 How is the festival different every year?
- 5 What do people do at the festival?

**M**

Read these interesting facts about twins. Do you know any interesting stories about twins?

It is hard to believe, but twins can be of different races! If both mother and father are half black and half white, they have a small chance (one in a million) of having one black and one white twin.

Do you know that twins who are separated at birth sometimes have very similar lives, even if they don't know about each other? That is why psychologists like to work with twins, because they try to find out what has more influence on our lives: our genes or the way we live.



## 2.2 A FAMILY OF FRIENDS

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხ.დაწყ.(II): 1,2,3,4,8,9

- |            |   |
|------------|---|
| GRAMMAR    | <ul style="list-style-type: none"> <li>• Present simple – questions with I, you we, they</li> <li>• Yes/no and WH-questions</li> <li>• Short answers</li> </ul> |
| FUNCTIONS  | <ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Being polite</li> </ul>  |
| VOCABULARY | <ul style="list-style-type: none"> <li>• Words that rhyme</li> <li>• Polite expressions</li> <li>• text-related</li> </ul>                                      |

### SKILLS

- |           |  |
|-----------|--|
| READING   | <ul style="list-style-type: none"> <li>• A quiz</li> </ul>   |
| LISTENING | <ul style="list-style-type: none"> <li>• A message with rhymes</li> <li>• An interview</li> </ul>  |
| SPEAKING  | <ul style="list-style-type: none"> <li>• Discussing good and bad behaviour</li> </ul>              |
| WRITING   | <ul style="list-style-type: none"> <li>• A short rhyme</li> <li>• Questions and answers</li> </ul> |

### CULTURE and CLIL

- Civic competencies

## LESSON 1

### INTRODUCTION

#### WORDSPOT

##### TASK A, p. 30

- Pupils circle one word in each row that rhymes with the first word.

#### TEACHING TIP

Remind pupils that rhymes in English are different from rhymes in Georgian for English words rhyme when you pronounce them correctly and not when you see them written. In order to see and appreciate rhyme in English you have to be able to pronounce typical English sounds correctly.

- Point out the difference between the pronunciation of bed and bad and show how wrong pronunciation can change meaning of the sentence  
*My English is bad.* – pronounce bad as /bed/  
*I sleep in a bed.* – pronounce bed as /b&d/

**Answer key:** test – best, guy-try, find-mind, meet-Pete

### LISTENING

##### TASK B, p. 30

- Pupils fill in the message by using the rhyming words from Task A.
- Ask them to read the rhyme to check if their words fit into the rhyme.
- Play the recording so they can listen to the rhyme.

**Answer key:** bad, best, try, mind, Pete

#### Task B

##### TRACK 14

Do you sometimes feel sad?  
 And everybody says you're bad?  
 Do you cheat in a test, so you can be one of the best?  
 Are you just a lonely guy?  
 Come here! Give us a try!  
 True friends are hard to find,  
 But we say "Bad boy? Never mind!"  
 Do you think that we must meet?  
 Then that means that you are Pete!

### SPEAKING AND LISTENING

##### TASK C, p. 30

- Do it as a pair activity where both pupils in one pair have to agree and give the same answer. Encourage discussions, but keep them short.
- Play the recording so they can compare their answers with Pete's answers.

##### TASK D, p. 30

- Ask pupil to pretend they are Pete so they have to give his answer when you ask them questions from Task C

#### Task D

##### TRACK 15

**Sam:** Hello, everyone. We are here today because Pete would like to join our family of friends. But, this is not as easy as it seems. Pete, do you know that we follow some rules here?

**Pete:** Well, I don't like rules very much, to be honest.

**Zack:** If you become a member, you have to learn about the Golden Rule. We are like family here. And family members help each other. We also help people in trouble. We don't make trouble, you know.

**Elliot:** That's why we have to put you to the test. After you answer our questions, we'll talk about your situation.

**Carlos:** So, why do you want to become a member of our club?

**Pete:** I sometimes feel really lonely. I know other kids don't want to be with me.

**Carlos:** But why do you tease other children then?

**Pete:** I can't help it. I guess I like to make them angry.

**Ana:** Hmm. Maybe you're just trying to get their attention. Why do you cheat in tests? Teachers hate that and it's against the rules.

**Pete:** What do they expect me to do? I like playing.

**Cindy:** What do you do when you see an old woman standing in the bus?

**Pete:** I sometimes ask her "Would you like to sit down?", but most often I just wink my eye at her.

**Cindy:** That's not nice! Where do you and your friends go after school?

**Pete:** We play tricks on people. But I told you, I don't have many friends.

**Sam (angry):** I'm not happy with his answers. I don't think he can change.

**Elliot:** Wait a minute Sam. Pete, one last question, do you trust us?

**Pete (sadly):** Do I trust you? I'm afraid I don't know what trust is.

**Sam:** Hmm. Do we really want him in the Club?



# A FAMILY OF FRIENDS

## WORDSPOT



**A** Which word in each row rhymes with the word in colour?

sad	red	mood	bad	bed
test	fast	last	must	best
guy	boy	try	hey	pay
find	mind	rain	fine	fly
meet	fat	Pete	cat	bat

## LISTENING

**B**

The kids from the HBFC have sent Shark a message. Help him read it by using the rhyming words from Task A. Then listen and check.



Do you sometimes feel sad?  
And everybody says you're **bad** ?  
Do you cheat in a test, so you can be one of the ... ?  
Are you just a lonely guy?  
Come here! Give us a ... !

True friends are hard to find,  
But we say "Bad boy? Never ... !"

Do you think that we must meet?  
Then that means that you are ... !



**C**

The children from the Club want to put Pete to the test. Imagine that you are Pete and that the children from the Club are asking you these questions. How would you answer them?



- 1 What do you do when you see an old lady standing in the bus?
- 2 Why do you tease other children?
- 3 Why do you cheat in tests?
- 4 Why do you want to become a member of our Club?
- 5 Do you trust us?
- 6 Where do you and your friends go after school?

**D**



Listen to the conversation with Pete. How does he answer the questions from Task C?

## WRITING AND LISTENING

### TASK E, p. 31

- Tell pupils you are going to play the recording with unscrambled questions just once so they have to listen very carefully.
- After listening pupils unscramble the questions.

#### Answer key:

- 1 Why do you play tricks on people?
- 2 What time do you go to bed?
- 3 Do you lie to your parents?
- 4 Do you switch off your mobile phone at school?
- 5 Do you keep other kids' secrets?
- 6 Do you really want to be our friend?

### Task E TRACK 16

- 1 Why do you play tricks on people?
- 2 What time do you go to bed?
- 3 Do you lie to your parents?
- 4 Do you switch off your mobile phone at school?
- 5 Do you keep other kids' secrets?
- 6 Do you really want to be our friend?

## GRAMMAR

### REMEMBER!, p.31

- Revise the present simple (I, you, we, they) – questions with the help of Remember box.
- Revise question or WH-words. Ask pupils to write them into their notebooks. Check their lists and make sure they got them all.

## WRITING

### TASK F, p. 31

- Pupils write questions to fit the answers.

#### Answer key:

- 1 Do you play the drums?
- 2 Do you like chocolate?
- 3 Do you study hard?
- 4 What time do you go to bed?
- 5 Where do you play?
- 6 How often do you play computer games?

## SPEAKING

### TASK G, p. 31

- Pupils use the questions to talk about their relationship with their friends. They can just answer questions or use them as a base to tell a story about their friendship. They do not have to answer all of them.

**Answer key:** 1 play 2 do 3 do 4 give 5 quarrel



Workbook, p. 24, Tasks A, B, C, D, E

E

Sam is not happy with Pete's answers, and he wants to ask Pete more questions. Can you unscramble them in your notebook? Listen and check.



- 1 Why you on do people? play tricks ...
- 2 bed? What time you do go to ...
- 3 Do parents? your you lie to ...
- 4 you Do your mobile phone switch off at school? ...
- 5 Do you secrets? keep other kids' ...
- 6 you Do be really our friend? want to ...

**REMEMBER!**



### THE PRESENT SIMPLE (I, YOU, WE, THEY) – QUESTIONS AND SHORT ANSWERS

**Do I trust you?**  
**Do you trust me?**  
**Do we really want him in the Club?**  
**Do they really want me in the Club?**

Yes, I **do**.      No, I **don't**.  
 Yes, you **do**.      No, you **don't**.  
 Yes, we **do**.      No, we **don't**.  
 Yes, they **do**.      No, they **don't**.

QUESTIONS WITH QUESTION WORDS: Who / What / Where / When / Why / How

**Why do you tease** other children?

**What do they expect** me to do?

F

These are Pete's answers. What are Sam's questions?

**Example:** Yes, we tease girls.  
 Do you tease girls?

**OR** We play basketball all day.  
 How long do you play basketball for?

- 1 Yes, I play the drums.
- 2 Yes, I like chocolate.
- 3 No, I don't study hard.
- 4 I go to bed at midnight.
- 5 We play in the park.
- 6 I play computer games all weekend.

## SPEAKING

G

Copy the sentences in your notebook and complete with the verbs from the box. Then ask and answer in pairs.

play      give      do      quarrel      do

- 1 How often do you and your best friend ... together?
- 2 What do you usually ... with your best friend when you are at home?
- 3 What do you usually ... with your best friend when you are outdoors?
- 4 What do you ... your best friend for her / his birthday?
- 5 Do you sometimes ... with each other?



## LESSON 2

### INTRODUCTION

- Check homework.
- Write one yes/no question and one WH-question on the board. Ask pupils to say what these questions have in common and what is different.

### TASK H, p. 32

- Ask pupils if they think Pete is a good friend. Ask them if they are good friends and tell them they will do a quiz to find out.
- Pupils do the quiz and find out the results.

### TASK I, p. 32

- Ask students to think of four more questions they would like to ask somebody who wants to be their friend.
- Offer vocabulary and write it on the board if necessary.
- If necessary, revise the use of present simple question forms.

### READING AND SPEAKING

### TASK J, p. 32

- Pupils match two parts of polite phrases.
- Ask pairs to read them.

#### Answer key:

3 Good luck!

4 Yes.

1 You're welcome.

5 I'm sorry, but I can't.

2 Bless you!

## H

Do the quiz. Choose the answer that is true for you: write **Yes, I do.** or **No, I don't.** in your notebook.

### QUIZ / ARE YOU A GOOD FRIEND?

- 1 Do you keep your friends' secrets?
- 2 Do you often talk about your problems with your friends?
- 3 Do your friends help you when you are in trouble?
- 4 Do you trust your friends?
- 5 Do you invite all your friends to your birthday party?
- 6 Do you often get angry with your friends?
- 7 Do you lie to your friends?

#### Score:

- ★ If you have 4 or more "Yes" answers, you are a good friend!
- ★ If you have fewer than 5 "Yes" answers, you must think about your friends more! Why don't you talk to them more often?



## I

Think of four more questions you can ask somebody who wants to be your friend.

**Example:** *Do you read books?*

## J

Pete is learning to be polite because he would really like to be a member of the HBFC. Help him match the two parts of these polite phrases.

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| 1 Thank you very much.               | <b>A</b> Good luck!              |
| 2 Atishoo! (အတ္တိဇှိကံ!)             | <b>B</b> Yes.                    |
| 3 I've got a test tomorrow.          | <b>C</b> You're welcome.         |
| 4 May I go to the bathroom, please?  | <b>D</b> I'm sorry, but I can't. |
| 5 Can we play after school tomorrow? | <b>E</b> Bless you!              |

**TASK K, p. 33**

- Pupils choose the polite answers.

**Answer key:** 1 a) 2b) 3b) 4a) 5a) 6b)

**SPEAKING****TASK L, p. 33**

- Ask the students to answer questions in pairs and then report to the class what they have found about their partner.



**Workbook, p. 25, Tasks F, G, H, I**

## K Choose the polite answer for these questions:

- 1 What do you say when you see an older person standing in a bus or a tram?
- a) Would you like to sit down?
  - b) Nice weather today, isn't it?

- 2 What do you say when someone gives you a present?
- a) Hmm, I don't really like it!
  - b) Thanks. It's lovely.

- 3 What do you say to a person who is standing in your way?
- a) I'm sorry.
  - b) Excuse me.



- 4 What do you say if you step on somebody's foot?
- a) I'm sorry.
  - b) Excuse me!

- 5 What do you say when you want to interrupt somebody who is speaking?
- a) Excuse me,...
  - b) Hey, stop talking!

- 6 How do you answer the phone politely?
- a) Yes?
  - b) Ana speaking.

- 7 What do you say when you telephone your friend's home?
- a) I want to speak to Ivo.
  - b) Hello, this is Ana. Could I please speak to Jim?

- 8 How do you greet an elderly neighbour?
- a) Good morning, Mrs Doyle.
  - b) Hi! How are things?

- 9 What do you say if you don't hear what someone says?
- a) Pardon?
  - b) What?

- 10 What do you say when you are late?
- a) Excuse me, I'm late.
  - b) I'm sorry I'm late.

## SPEAKING

### L What do you think?

- 1 Can Pete become a member of the HBMC? Why? Why not?
- 2 How polite are you? Can you become a member of the HBMC?

## 2.3 SIMILAR OR DIFFERENT

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხო.დაწყ.(II): 1,2,3,4,5,6,8,11,13

- |            |   |
|------------|---|
| GRAMMAR    | <ul style="list-style-type: none"> <li>• Present simple – affirmative and negative forms with he, she, it</li> <li>• Adverbs of frequency and word order</li> </ul> |
| FUNCTIONS  | <ul style="list-style-type: none"> <li>• Describing people and objects</li> </ul>   |
| VOCABULARY | <ul style="list-style-type: none"> <li>• Revision of adverbs of frequency</li> <li>• Text-related</li> </ul>  |

### SKILLS

- |           |  |
|-----------|--|
| READING   | <ul style="list-style-type: none"> <li>• Short texts about children from all over the world</li> </ul>                                       |
| LISTENING | <ul style="list-style-type: none"> <li>• Short texts about Native Americans and Aborigines</li> </ul>  |
| SPEAKING  | <ul style="list-style-type: none"> <li>• Talking about similarities and differences between families, countries and living styles</li> </ul> |
| WRITING   | <ul style="list-style-type: none"> <li>• Representing textual information in a table</li> <li>• A short composition about family</li> </ul>  |

### CULTURE and CLIL

- Civic competencies
- Geography

## LESSON 1

### INTRODUCTION

Check homework (Workbook, page 25, Tasks F, G, H, I).

### WORDSPOT

#### TASK A, p. 34

- Pupils match the words and the descriptions.

**Answer key:** Pictures clockwise: sunhat, wigwam, blog, tomahawk, boomerang

### READING

#### TASK B, p. 34

- Tell pupils they are going to listen to 3 texts about 3 children who live in different parts of the world.
- Before listening ask them to draw a table in their notebooks. Draw the same table on the board so pupils can copy it.
- Pupils listen to the recording and fill in the table. Play the recording twice or even three times to make sure everyone had time to write down all the information.

NAME	COUNTRY	OBJECT	LIKES/ DISLIKES	FAMILY LIFE	SCHOOL

- Ask pupils to open their books and check their answers.



## SIMILAR OR DIFFERENT?

## WORDSPOT

**A** Match the objects in the pictures to their dictionary definitions.

- 1 TOMAHAWK /təmə'hɔ:k/ a tool used by Native Americans
- 2 SUN HAT /'sʌn ,hæt/ a hat that protects you from the sun
- 3 WIGWAM /'wɪgwæm/ a round house in which American Indians lived
- 4 BOOMERANG /'bu:mə'reɪŋ/ a piece of wood that the Australian Aboriginal people throw
- 5 BLOG /blɒg/ an online diary



## READING

**B** Read about Arana, Pat and Agata and answer the questions.



track 06

- 1 Where are they from?
- 2 How do they use the objects in the pictures in Task A?

**Arana** lives with her parents and other Aboriginal families in central Australia. Arana doesn't have a computer, so she learns about the world from her grandmother's stories. She often throws her boomerang, but it doesn't always come back to her. When Arana goes to school, she wears a sun hat and drinks a lot of water.

**Pat** lives with his parents on an Indian reservation in Canada. He doesn't live in a wigwam, but his mum is teaching him how to make one. He goes to school every day, but he prefers to play games. He rarely helps his mother tidy up, which makes her very angry. When he goes hunting and fishing with his dad, he always takes his little tomahawk with him. In the evening, his dad always tells him an Indian goodnight story.

**Agata** lives with her mother in Warsaw, in Poland. After school she spends a lot of time on her computer. She would like to get a new mobile phone, but her mum says it is too expensive. Agata loves shopping, and she often spends all her pocket money on pink bags and tops. She writes a blog about her school. Her mum thinks it is better for children to play outside and read books.



## READING AND SPEAKING

### TASK C, p. 35

- Pupils look at the pictures and finish the sentences. Ask them to imagine they are Arana, Pat or Agata and to say the sentences in the first person using I. Ask them to spot the difference in the structure.

#### Answer key:

This is wrong because Pat doesn't live in a wigwam.

This is wrong because there are no shops with pink bags on a reservation.

This is wrong because Agata doesn't live in Australia.

## GRAMMAR

### REMEMBER!, p. 35

- Read Remember box and compare it to the one showing affirmative and negative sentences with I, you, we, they. Ask pupils to point out differences in form. Explain that after he, she, it we usually put **-s** at the end (*plays, gets, runs*). If the verbs ends in o, or in **sh, ch, or ss**, we put **-es** (*watches, brushes, goes*). Some verbs are irregular, for example *have/has*.

### TASK D, p. 35

- In order to practice the present simple (he, she, it) affirmative and negative sentences match objects with their possible descriptions. One description can fit more than one object so tell pupils they can use them more than once.

#### Answer key:

A tomahawk: it doesn't talk, it hurts when it hits you, it doesn't fly.

A mobile phone: it rings, it doesn't make parents very happy, it makes sounds.

A boomerang: it hurts when it hits you, it flies, it moves.

A wigwam: it doesn't move, it doesn't fly, it doesn't jump,

A computer: it doesn't make parents very happy, it makes sounds.

A sun hat: it protects you, it doesn't jump.

## SPEAKING

### TASK E, p. 35

- Ask students the questions and if necessary help with new vocabulary.



#### WORKBOOK

Pupils do Workbook, p. 27, Tasks A, B and C



Workbook, p. 28, Tasks D, E

**C** Why is this wrong?

This is wrong because Arana doesn't have a tomahawk.



This is wrong because...



This is wrong because...



This is wrong because...



**REMEMBER!**

**THE PRESENT SIMPLE (HE, SHE, IT) – AFFIRMATIVE AND NEGATIVE**

Pat rarely **helps** his mother.  
Agata **writes** a blog.  
The boomerang **comes** back to her.

He **does not (doesn't)** live in a wigwam.  
She **does not (doesn't)** write letters.  
It **does not (doesn't)** come back to her.

**D** What are these sentences about: a boomerang, a tomahawk, a mobile phone, a wigwam, a computer or a sun hat?

It doesn't fly.

It flies.

It doesn't move.

It moves.

It makes sounds.

It hurts when it hits you.

It protects you.

It comes back to you.

It doesn't make parents very happy.

It rings.

It doesn't talk.

It doesn't jump.

It doesn't take photos.

**SPEAKING**

**E** Are families in different countries of the world similar or different? Who is the most similar to you: Arana, Agata or Pat?

## LESSON 2

### INTRODUCTION

- Check homework (Workbook, p. 28, Tasks D, E).
- Ask pupils to retell what they remember about Arana, Pat and Agatha. *Who is the most similar to their life?*

### READING

#### TASK F, p. 36

- Pupils look at the pictures and answer the questions.

**Answer key:**

Some native Americans live on reservations. Life is very poor there.

Aboriginal people live in their own villages, far from their own cities.

#### TASK G, p. 36

- Pupils listen to the recording and follow it in their books.

#### TASK H, p. 36

- Pupils use information from Task F to answer and correct sentences in Task H. Ask them to compare the answers in pairs before you check them with the class.

**Answer key:** 1 T 2 T 3 F 4 F 5 F

### GRAMMAR

#### REMEMBER!, p. 36

- Pupils look for adverbs of frequency in Tasks F and G and underline them.
- Check what they have underlined and elicit the rule about the place of adverbs of frequency in a sentence.
- Let pupils check their answers in Remember box. Ask about the possible positions of adverbs of frequency

## READING

**F** Look at the pictures of Native Americans and Australian Aboriginal people. Where do they live? What is it like to live there?



track 07

Read and check.

### LIFE ON THE INDIAN RESERVATION

Native Americans, sometimes known as Indians, are people who lived in today's USA before European settlers came. Today, some Native Americans live in special areas of land called "reservations". Unfortunately, family life there is not always easy because Indians who live on reservations are often very poor. Many children leave school early and often go to big cities to find work. There are many children who live with their grandparents and just one of their parents.

### ABORIGINAL FAMILIES

Aboriginal people, or the Aborigines, are people who lived in Australia before European settlers came. Today, some Aboriginal people live in their own villages, far from big cities. Children often live in big families, not just with mothers and fathers. Family is very important. Aboriginal people rarely call their family members by name. Instead, they use words such as "brother", "mother", "aunt" and "cousin".

**H** Are these sentences **true (T)** or **false (F)**? Correct the false ones.

- 1 Native Americans are sometimes called "Indians". ☐
- 2 Indians who live on reservations are often very poor. ☐
- 3 Young Indians always work in big cities. ☐
- 4 Aboriginal families are usually small. ☐
- 5 In Aboriginal families, people usually call each other by name. ☐

**REMEMBER!**

### THE PLACE OF ADVERBS OF FREQUENCY IN A SENTENCE

Before the **main verb**: Aboriginal people **rarely** call each other by name.  
Aboriginal people **usually** live in big families.  
After **be**: They are **often** very poor.

**Sometimes** can be used in different places:

At the beginning: **Sometimes**, young Indians go to big cities.  
In the middle: Young Indians **sometimes** go to big cities.  
At the end: Young Indians go to big cities **sometimes**.

(before the main verb, after be). Highlight possible positions of sometimes as an exception to the rule.

## SPEAKING

### TASK I, p. 37

- Do this task orally without writing or any special preparation so it seems a small competition. Ask students round the class to read one description each and match it to the place. The rest of the class listens and corrects any mistakes.

#### Answer key:

- 2 an Indian reservation
- 5 Down Under
- 1 the Sahara Desert
- 6 New York City
- 3 Tbilisi
- 4 Siberia

### TASK J, p. 37

- Do in the same way as Task I, but here instead of matching pupils have to be careful to place the adverb of frequency in its correct place so they cannot hurry with reading or they may make a mistake.

#### Answer key:

- 1 Australian children OFTEN wear sun hats.
- 2 People who live in Siberia USUALLY wear fur coats and hats.
- 3 Children are ALWAYS at school during the week.
- 4 People in Australia RARELY sit in the sun without sunscreen.
- 5 It is ALWAYS dark at night.
- 6 The shops in New York City NEVER close.
- 7 Children SOMETIMES go to the cinema.

## WRITING

### TASK K, p. 37

- Pupils answer the questions about their family using the present simple and adverbs of frequency or they



## I Match the places to their descriptions.

- |  |                                |
|--|--------------------------------|
| 1 It is always very hot there in the summer. | <b>A</b> an Indian reservation |
| 2 People often go hunting and fishing there. | <b>B</b> Down Under            |
| 3 Tourists usually visit it in the summer.   | <b>C</b> the Sahara Desert     |
| 4 Sometimes it is -30°C there.               | <b>D</b> New York City         |
| 5 It rarely snows there.                     | <b>E</b> Tbilisi               |
| 6 They say that this city never sleeps.      | <b>F</b> Siberia               |

## J Put the adverbs in the correct place.

- |   |           |
|---|-----------|
| 1 Australian children wear sun hats.                    | OFTEN     |
| 2 People who live in Siberia wear fur coats and hats.   | USUALLY   |
| 3 Children are at school during the week.               | ALWAYS    |
| 4 People in Australia sit in the sun without sunscreen. | RARELY    |
| 5 It is dark at night.                                  | ALWAYS    |
| 6 Some shops in New York City close.                    | NEVER     |
| 7 Children go to the cinema.                            | SOMETIMES |

## WRITING

### K Write about your family by answering these questions.

- 1 What do you always do together at weekends?
- 2 What do you usually do in the evenings?
- 3 What do you sometimes do that you don't like very much?
- 4 What do you rarely do together?
- 5 What do you never do together?



use the questions as an idea for a short composition about their family.

## 2.4 THE PERFECT FAMILY

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხ.დაწყ.(II): 1,2,3,4,5,6,8,11,13

- |            |   |
|------------|---|
| GRAMMAR    | <ul style="list-style-type: none"> <li>• Present simple – questions with he, she, it</li> <li>• Short answers</li> <li>• Possessive Adjectives and Possessive Pronouns</li> </ul> |
| FUNCTIONS  | <ul style="list-style-type: none"> <li>• Describing pictures</li> <li>• Expressing opinion</li> </ul>   |
| VOCABULARY | <ul style="list-style-type: none"> <li>• text-related</li> </ul>  |

### SKILLS

- |           |   |
|-----------|---|
| READING   | <ul style="list-style-type: none"> <li>• An email</li> </ul>  |
| LISTENING | <ul style="list-style-type: none"> <li>• A radio show</li> </ul>  |
| SPEAKING  | <ul style="list-style-type: none"> <li>• Talking about relationships</li> <li>• Expressing opinion</li> </ul>     |
| WRITING   | <ul style="list-style-type: none"> <li>• Recording information</li> <li>• Relevant formulaic sentences</li> </ul> |

### CULTURE and CLIL

- Civic competencies

### TASK C, p. 38

- Pupils read the sentences and with the help of the picture in Task A decide who says what. Ask if there are volunteers who would like to change their voices and read the sentences pretending to be mum, dad or sisters. Ask them to include the feelings and sound annoyed, angry, determined, or upset.

#### Answer key:

##### SISTERS:

My sister and I get along well, but sometimes we quarrel about little things.

She always takes my things!

Sometimes I feel that my sister and I have nothing in common!

##### DAD:

I really need to rest after work!

Calm down, young ladies, please! I'm trying to work! I must solve this problem.

##### MUM:

Girls, that's not a nice thing to say!

I'm fed up with this mess!

## LESSON 1

### INTRODUCTION

- Check homework (Workbook, p. 25, Tasks F, G, H, I).
- Ask pupils questions about their family and their family life.

### SPEAKING

#### TASK A, p. 38

- Pupils look at the picture and describe it. They can answer the question but encourage them to add more details and talk about look, clothes, reason why the girls are fighting.

#### Answer key:

- 1 Mother, father and two daughters (children) are in the picture.
- 2 The father is trying to work.
- 3 The desk is a mess (untidy).
- 4 The sisters are quarreling.
- 5 Mum is upset because she doesn't like the mess and quarreling.

### WORDSPOT

#### TASK B, p. 38

- Pupils look up the words in the Wordlist.

#### TEACHING TIP

Knowing how to read phonetic symbols is important for all pupils because it allows them to learn words with their correct pronunciation. Help pupils to learn it by giving them opportunities to practice so when you do WORDSPOT and have some time to spare ask pupils to read the words from the Wordlist for the lesson you are doing at that time. Help them. Explain the symbols again, if needed. Praise those who do well, or almost well.



# THE PERFECT FAMILY?

**A** Describe the picture.  
These questions can help you:

- 1 Who is in the picture?
- 2 What is the father doing?
- 3 What does the desk look like?
- 4 What are the sisters doing?
- 5 Why is the mum upset?



## WORDSPOT



**B** Do you know these words and phrases? Check them in the wordlist.

to quarrel

to be fed up with something

to have something in common

to rest

to calm down

to solve a problem

**C** Read each sentence and decide which of the people in the picture says it: **mum**, **dad**, or **sisters**?

My sister and I get along well, but sometimes we quarrel about little things.

I really need to rest after work!

Girls, that's not a nice thing to say!

She always takes my things!

Calm down, young ladies, please!  
I'm trying to work!  
I must solve this problem.

Sometimes I feel that my sister and I have nothing in common!

I'm fed up with this mess!

## LISTENING

### TASK D, p. 39

- Explain you are going to listen to a radio show. Pupils will hear two people, Elliot and the radio host, talk about the life with younger brothers and sisters. Their first task is to listen and make notes of the problems Elliot has with his sister. Tell them they will hear the recording twice.
- Elicit answers about Elliot's problems. Some of the pupils will have written or remembered more so you can ask them some other information from the text.
- Pupils open their books, read the dialogue and fill in the blanks with the words and phrases from the box.

**Answer key:** get along, quarrel, calm down, have nothing in common, solve

### TASK E, p. 39

- Listen to the dialogue and check what the students have written.
- If necessary, write the correct answer on the board.

#### Tasks D/ E TRACK 19

**Radio host:** Hello, listeners! We all know that life with younger brothers and sisters can make us very happy, but it can also be difficult. Call me and tell me what you think about this. Have we got someone on the line? Hello?

**Elliot:** Yes, er, hello.

**Radio host:** Hello. What's your name?

**Elliot:** My name is Elliot, and I would like to talk to you about my younger sister. I sometimes don't understand her.

**Radio host:** How do you two get along?

**Elliot:** Well, I love her, but we sometimes quarrel. For example, she keeps taking my things.

**Radio host:** Does she ask you before she takes your things?

**Elliot:** Well, no! I don't like that. And why does she stay in the bathroom so long?

**Radio host:** Try to calm down, Elliot! I'm sure she doesn't do it to upset you. Does your sister have her own bedroom?

**Elliot:** No. We share a room, but, you see, that's the problem, because we are very different. I sometimes feel that we have nothing in common.

**Radio host:** What does your mother do to solve this problem?

**Elliot:** She says we are brother and sister and that we should take good care of each other.

**Radio host:** She is right, you know. I think you just have to talk to her. But try to be patient.

**Elliot:** OK, you're right. I'll try to talk to her.

**Radio host:** That's the right thing to do, Elliot. Goodbye.

### TASK F, p. 39

- Ask pupils to close their books and ask them questions about the text.



**Workbook, pp. 30 and 31, Tasks A, B, C, D, E**

## LISTENING

**D** Read the dialogue between Elliot and a radio host. Which words and phrases from the box are missing and where?

quarrel      get along      have nothing in common      calm down      solve

**Radio host:** Hello, listeners! We all know that life with younger brothers and sisters can make us very happy, but it can also be difficult. Call me and tell me what you think about this. Have we got someone on the line? Hello?

**Elliot:** Yes, er, hello.

**Radio host:** Hello. What's your name?

**Elliot:** My name is Elliot, and I would like to talk to you about my younger sister. I sometimes don't understand her.

**Radio host:** How do you two . . . (1)?

**Elliot:** Well, I love her, but we sometimes . . . (2). For example, she keeps taking my things.

**Radio host:** Does she ask you before she takes your things?

**Elliot:** Well, no! I don't like that. And why does she stay in the bathroom so long?

**Radio host:** Try to . . . (3), Elliot! I'm sure she doesn't do it to upset you. Does your sister have her own bedroom?

**Elliot:** No. We share a room, but, you see, that's the problem, because we are very different. I sometimes feel that we . . . (4).

**Radio host:** What does your mother do to . . . (5) this problem?

**Elliot:** She says we are brother and sister and that we should take good care of each other.

**Radio host:** She is right, you know. I think you just have to talk to her. But try to be patient.

**Elliot:** OK, you're right. I'll try to talk to her.

**Radio host:** That's the right thing to do, Elliot. Goodbye.



**E** Now listen and check.

track 08

**F** Answer these questions.

- 1 Why does Elliot call the radio host?
- 2 What problem does he have?
- 3 What does his sister do that upsets him?
- 4 What advice does the radio host give him?



## LESSON 2

### INTRODUCTION

- Check homework.
- Read radio show with Elliot. As it is a rather long dialogue change pupils who read during reading so more than one pupil reads Elliot or the radio host. In this way they will be more attentive.

### GRAMMAR

#### REMEMBER!, p. 40

- Ask pupils to underline examples of the Present Simple in the text. Check their progress by walking around the class and helping the weaker pupils.
- Pupils read examples they have underlined.
- Choose one yes/no question and one WH-question from the examples and write them on the board. Elicit rules about making questions the Present Simple third person singular. Highlight the fact that the verb never changes because you add -s to do and not to the verb.
- Read Remember box.

### SPEAKING

#### TASK G, p. 40

- This is a quick activity that gives pupils an opportunity to practice short answers. Do it without previous preparation as a pair activity. Tell them to change roles. Once they ask questions, the second time they answer them.

#### Answer key:

- 1 No, she doesn't.
- 2 No, she doesn't.
- 3 Yes, he does.
- 4 No, he doesn't.

#### TASK H, p. 40

- Ask pupils to match questions to answers. This can be done as a quick reading activity without previous preparation.

#### TASK I, p. 40

- Pupils prepare questions about two brothers Marc and Julian. There are two boxes. One for pupil A who asks questions about Mark. Pupil B reads the answers from box B. Then pupil B asks questions about Julian and pupil A answers with the answers about Julian from the box A. As this is a possible time consuming activity you can ask pupils to prepare it at home or to just do one of the two brothers.

**Answer key:** Students' answers.

**OPTIONAL ACTIVITY** - Play game BEAT THE TEACHER to practice asking questions.

**RESOURCE BANK – GAMES – BEAT THE TEACHER**

## REMEMBER!

### THE PRESENT SIMPLE (HE, SHE, IT) – QUESTIONS AND SHORT ANSWERS

**Does** Elliot **get along** with his sister?  
**Does** his mother **solve** all the problems?

Yes, he **does**. No, he **doesn't**.  
 Yes, she **does**. No, she **doesn't**.

QUESTIONS WITH QUESTION WORDS: Who / What / Where / When / Why / How

**What** **does** Elliot **do** when he can't find his things?  
**Why** **does** April **stay** in the bathroom so long?

#### G Answer the questions. Give short answers.

- 1 Does April keep their room tidy?
- 2 Does she leave Elliot's things alone?
- 3 Does Elliot love his sister?
- 4 Does he always understand her?

#### H Match the questions to the answers.

- 1 Who does April look like?
  - 2 What does April often do?
  - 3 How does Elliot feel when this happens?
  - 4 Why does April get upset?
  - 5 Where does Tess sleep?
  - 6 When does Tess sleep?
- A Because her brother sometimes shouts.
  - B On a shelf.
  - C She makes a lot of noise.
  - D All day.
  - E She looks a bit like her father.
  - F He gets angry. He tells her to be quiet.

#### I These are two brothers, Marc (13) and Julian (9). Work in pairs.

**A** Ask questions about Marc.  
 Then answer the questions about Julian.

**B** Answer the questions about Marc.  
 Then ask questions about Julian.



Marc & Julian

**A** Questions about Marc:  
 What / he / think about his little brother?  
 Why / he / get angry with his brother?  
 How often / he / play with his brother?  
 / he share a room with Julian?

Answers about Julian:  
 He goes to speak to his mum.  
 Because his big brother is his hero.  
 At 9.  
 Yes, very much.

**B** Answers about Marc:  
 He thinks Julian is a good boy, but he's a bit lazy.  
 Because his brother always wants to copy him.  
 Not very often. Sometimes at the weekend.  
 No. He has his own room.

Questions about Julian:  
 What / he / do when Marc makes him angry?  
 Why / he copy / Marc?  
 When / he / go to bed?  
 / he / love his big brother?

## READING

### TASK J, p. 41

- Explain that they will read two emails about problems. Tell them to find out about problems Tom and Lisa have.
- Elicit or pre-teach lend.
- Check their answers.

#### Answer key:

Lisa is angry because her friend never returns books.  
Tom has a brother who wants him to make his bed.

## GRAMMAR

### REMEMBER!, p. 41

- Focus attention on the Remember box. Read the examples and ask pupils if they can see the difference possessive adjectives and possessive pronouns. Listen to their ideas and elicit the rule.

### TASK K, p. 41

- Explain that they have to choose between a possessive adjective or a possessive. Do it as a quick reading activity.

**Answer key:** 1 my, yours, mine 2 his, hers 3 their, ours

### TASK L, p. 41

- Pupils complete the gaps with a possessive adjective or a possessive pronoun. Highlight the position of each in a sentence as the gaps clearly point one where each of them fits.

**Answer key:** 1 my 2 yours 3 his 4 hers 5 ours 6 your  
7 theirs



## WORKBOOK

Do Workbook, p. 32, Tasks I, J, K



Workbook, p. 31, Tasks F, G, H

## READING

**J** Read the agony-aunt e-mails. Which problems do Lisa and Tom have?

### YOUR PROBLEMS ARE OURS, TOO!

**AGONY AUNT**



From: \_\_\_\_\_  
Subject: \_\_\_\_\_

Dear Agony Aunt,  
I have a problem with my best friend, Ann. She never returns the books I lend her, and I am too shy to ask her. But they are not hers! They are mine!  
Lisa

From: \_\_\_\_\_  
Subject: \_\_\_\_\_

Dear Agony Aunt,  
My older brother and I share the same room. I like tidy beds, and I always make mine in the morning, but my older brother says I should make his as well. He thinks he's my boss, but it's his room as well!  
Tom

**REMEMBER!**

#### POSSESSIVE ADJECTIVES

This is **my** bed.  
This is **your** room.  
This is **his** room, too.  
This is not **her** book.  
Look at **its** covers.  
This is **our** room.  
This is **your** room.  
This is **their** room.

We use **possessive adjectives** before **nouns**.

#### POSSESSIVE PRONOUNS

This bed is **mine**.  
This room is **yours**.  
It's **his**, too.  
It's not **hers**.

It is **ours**.  
This room is **yours**.  
It's **theirs**.

We use **possessive pronouns** instead of the **nouns**. There is **never** a noun after them.

**K** Choose the correct answer.

- 1 A: This is **my / mine** bike. Which one is **your / yours**?
- 2 A: I think this is **his / its** mobile.
- 3 A: Look at **their / theirs** sun hats!

B: It's not here. **My / Mine** is in the garage right now.

B: No, it's **her / hers**.

B: They are really funny. But **our / ours** are better.

**L** Copy the sentences in your notebook and complete the gaps with a **possessive adjective** or a **possessive pronoun**.

1 This is ... CD. It's mine.

2 This is your bag. It's ...

3 This is ... ball. It's his.

4 This is Olivia's pencil. It's ...

5 These are our hats. They are ...

6 This is ... key. It's yours.

7 This is their desk. It's ...



## CINDY'S READER – LISA AND LOTTIE

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES: I უცხ.დაწყ.(II): 2,3,4,5,6,7,8,9

- |            |                                      |
|------------|--------------------------------------|
| GRAMMAR    | • Revision of structures from Unit 2 |
|            | • Describing pictures                |
| FUNCTIONS  | • Describing people                  |
|            | • Retelling narratives               |
| VOCABULARY | • Revision of vocabulary from Unit 2 |
|            | • Text-related                       |

### SKILLS

- |          |   |
|----------|---|
| READING  | • A book report                               |
|          | • Describing people                           |
| SPEAKING | • Retelling narratives                        |
|          | • Recording information                       |
| WRITING  | • Relevant formulaic sentences                |
|          | • Representing textual information in a table |

### CULTURE and CLIL

- Georgian

## INTRODUCTION

- Check homework (Workbook, page 31, Tasks F, G, H).
- Explain that today's task is a book report. It is about Erich Kästner's book *Lisa and Lottie* and it is a story about the adventures of twin girls. Check if they have read the book or seen the film *Parent Trap* with Lindsay Lohan which was made after the book.

## WORDSPOT

### TASK A, p. 42

- Write words and their Georgian translations randomly on the board. It may be a good idea to prepare a transparency or to write them on separate strips of paper and just stick on the board with bluetack or magnets to save time.
- Ask pupils to connect the pairs: the English word and its translation. You can even ask them to come to the board and draw lines between the pairs or rearrange them to form pairs.

## SPEAKING

- Ask pupils to think how these words are connected to the story. They can make sentences they think they might find in the text.

## READING

### TASK B, p. 42

- Pupils now open the books. Ask them to describe the girls in the pictures.
- Explain they will read a short paragraph and complete the chart with the information about the girls. Check their answers.

#### Answer key:

LISA: Vienna, curly hair, rude

LOTTIE: Munich, ponytail, serious and shy



# LISA AND LOTTIE -

## A Book Report

*Lisa and Lottie* is a book written by Erich Kästner, a well-known German author of children's books. It is a story about the adventures of twin girls, Lisa and Lottie.



### WORDSPOT

**A** Do you know these words and phrases?  
Ask your partner or teacher what they mean.

a conductor    ponytail    serious    rude    shy    to get divorced    curly    an adventure    to switch places

**B** Describe the girls in the pictures. Then read the introduction. Copy the information cards in your notebook and complete.

Two nine-year-old girls meet at a summer camp. One is called Lisa, and she is quite rude. The other is called Lottie. She is serious and shy. Lisa has curly hair; Lottie wears a ponytail. They really look alike. Lisa lives with her father in Vienna, and Lottie lives with her mother in Munich.



NAME:

TOWN:

HAIR:

CHARACTER:

NAME:

TOWN:

HAIR:

CHARACTER:

**CINDY'S  
READER**

**TASK C, p. 43**

- Pupils now have to predict answers to questions *Why don't they live together?* and *What do they decide to do?* Hear out some of their answers.
- Ask students to confirm their predictions by reading the text.

**Answer key:**

- 1 They don't live together because their parents got divorced when they were young.
- 2 They decide to switch places.

**READING AND WRITING****TASK D, p. 43**

- Pupils complete the text with the given words. To check the correct answers ask individual pupils to read sentences or parts of the text.

**Answer key:** goes, works, find out, decide

**TASK E, p. 43**

- Pupils choose one of the offered endings or write their own ending.

**SPEAKING**

- Pupils retell the story with their books closed.

**TEACHING TIP**

You can let one pupil retell the whole story or have one pupil start the retelling and then the others continue either by each saying one sentence or just coming to the rescue when the previous pupil is not sure how to go on.

- Elicit the tense they used to retell the story. Highlight the fact that the present simple is tense used to retell stories, books and films.

**Student's Book, p. 43, Task F  
Workbook, p. 33, Tasks A, B, C, D**

In order to give pupils time to prepare projects remember to assign them – Student's Book page 44. These projects are not for the next class but are to be done after the Revision

**C** Read the second part of the report and answer the questions.

- 1 Why don't they live together?
- 2 What do they decide to do?

The two girls have never seen each other before, but they soon find out that they are twins. Their parents got divorced, and each of them kept one of the girls. The girls decide to do something about it, so they switch places. Before the end of the summer camp, Lottie makes her hair curly, and Lisa puts her hair in a ponytail. They give each other useful advice for the "new" parent, and the adventure begins!



**D** Copy the third part of the report and complete with the missing words. Use:

find out      goes      decide      works

Lisa . . . to Munich, disguised as Lottie, where she is a "little housekeeper" for her mother, Lisalott Horn, who . . . for a magazine. Lottie, now Lisa, travels to Vienna to live with Arnold Palfy, a famous conductor and composer. When the girls . . . that their parents still live alone, they . . . to bring them back together.

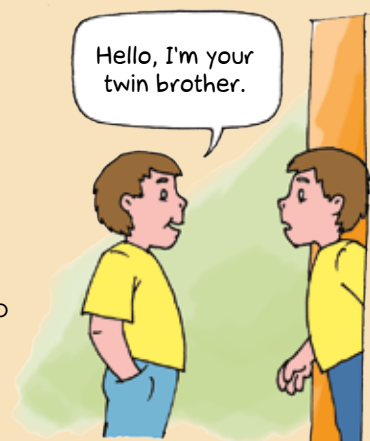
**E** How do you think the book ends? Think of another ending under 4 and write it in your notebook.

- 1 The parents find out that the girls switched places and get very angry. They decide that each girl must return to her "old" parent.
- 2 Dad marries another woman, and Lottie goes back to her mother.
- 3 The girls stop their dad from marrying another woman, they bring their parents together, and they all live together happily ever after.
- 4 . . .

## WRITING

**F** Imagine what a surprise it would be to discover that you have an identical twin. Choose one of these tasks for homework.

- 1 Write six questions that you would like to ask your twin.
- 2 Write six sentences about yourself which will help your twin to get to know you better.
- 3 Write six sentences about how your family spends a typical day.



# WORKBOOK REVISION

## (UNIT 2) pp. 34, 35

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხ.დაწყ.(II):  
2,3,4,5,6,8,9,10,11,13,14

GRAMMAR	<ul style="list-style-type: none"> <li>Present simple – affirmative, negative and questions</li> <li>WH-questions</li> <li>Possessive pronouns and possessive adjectives</li> </ul>
FUNCTIONS	<ul style="list-style-type: none"> <li>Describing everyday routines</li> <li>Answering questions</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>Describing people</li> <li>Everyday routines and habits</li> </ul>

### SKILLS

READING	<ul style="list-style-type: none"> <li>Dialogues</li> <li>Talking about everyday routines</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>Expressing possession</li> <li>Talking about different lifestyles</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>Recording information</li> </ul>

### CULTURE and CLIL

- Georgian
- Geography

## LESSON 1

### INTRODUCTION

- Check homework.
- Tell pupils you are going to describe your own typical day, but every statement will be false. Ask them to try to guess which piece of information is incorrect and correct in your statements. Don't rush the correct answer; allow them to offer a range of possible solutions. Include different information in your statements, e.g. *I always have lunch in the kitchen at noon.* The pupils can then correct it by saying: *I usually have lunch...* or *I always have lunch in the dining room...* or *I always have lunch in the kitchen at 1 o'clock.* Once they have used up their ideas, reveal the correct answer and then move on to your next false statement.

### GRAMMAR

#### TASK A, p. 34

- Read the instructions and example together. Explain they have to make true sentences. Check their answers.

#### TASK B, p. 34

- Revise time expressions with the present simple.
- Read the instructions together. Point out they have to use all the words and that they don't have to make any changes. Walk around and monitor their progress. Offer a help if needed.
- Ask pupils to think about one thing they always do and one thing they never do. One pupil says his or her sentences and the other pupils listen, because one of them will have to repeat what the first pupil said but now in the third person singular, e.g. *I never eat dirt* becomes *He never eats dirt.*

#### TASK C, p. 34

- Do this task as a quick reading activity. You can even ask your pupils to cover the instructions and guess the missing WH-words from the context.

#### TASK D, p. 34

- Do the same with this task. By now your pupils should be able to use *do* and *does* in familiar situations without too much thinking. Listen and check their answers.

# REVISION

## GRAMMAR

**A** Make these sentences **affirmative** or **negative**. Use the verbs in brackets.

**Example:** The sun rises (rise) in the east. OR The sun doesn't rise (rise) in the west.

- 1 I \_\_\_\_\_ (live) in Georgia.
- 2 Pete \_\_\_\_\_ (study) hard for school.
- 3 Children \_\_\_\_\_ (go) to work every day.
- 4 The cat \_\_\_\_\_ (drink) orange juice.
- 5 Dogs \_\_\_\_\_ (chase) cats.
- 6 Ana \_\_\_\_\_ (speak) English very well.

**B** Put the words in the right order.

- 1 I / always / to school / late. / get \_\_\_\_\_
- 2 skiing. / sometimes / He / goes \_\_\_\_\_
- 3 often / We / have / ballet lessons / at school. \_\_\_\_\_
- 4 never / Jane / ice cream. / eats \_\_\_\_\_
- 5 rarely / Jim / plays / other kids. / with \_\_\_\_\_

**C** Complete the sentences. Use: **Where, When, Why, How many** and **Who**.

- 1 \_\_\_\_\_ do you live? In New York.
- 2 \_\_\_\_\_ do you know in this school? Almost no one.
- 3 \_\_\_\_\_ siblings does she have? Three.
- 4 \_\_\_\_\_ do you tease her? Because I like her.
- 5 \_\_\_\_\_ does school start? At eight.

**D** Complete the questions. Use: **do** or **does**.

- 1 Where \_\_\_\_\_ Pete live? In England.
- 2 Why \_\_\_\_\_ you wake up so early? Because I can't sleep.
- 3 \_\_\_\_\_ she do well at school? Yes, she is an excellent student.
- 4 When \_\_\_\_\_ this lesson end? In 10 minutes.
- 5 \_\_\_\_\_ you like vanilla ice cream? Yes, that's my favourite.

### TASK E, p. 35

- Ask your pupils to do this task without revising possessive adjectives and pronouns first. Check their answers and ask them to explain their choices, e.g. *My is correct, because there is the word umbrella after it.* At this time they don't have to use the correct terms, but it is important that they can see the difference between an adjective and a pronoun.

**HOMEWORK, Student's book, p. 35, Task I.** Ask pupils to write a short composition about their family.

### HOMEWORK

Remind pupils to prepare their projects for the next lesson.

## LESSON 2

### INTRODUCTION

- Check homework. Ask pupils to read their compositions. Do not correct them while they are reading, but make note of significant errors and point them out later.

### VOCABULARY

#### TASK F, p. 35

- Explain that in each row there is a word that does not go with the others. Pupils have to find it and explain why it is the odd one in that row, e.g. *spring, summer, cold, winter. Cold is the odd one out, because it is not a season.*
- Ask pupils to write two more rows of the odd one out. Allow them to use their textbooks. Walk around and monitor. Invite pupils with the most interesting tasks to write them on the board so that the whole class can have a go at them.

#### TASK G, p. 35

- Read the instructions together. Pupils have to fill in the lines with the missing letters. There are as many lines as there are letters. Check their answers.

#### OPTIONAL

If you want to practise more spelling, this task can be a good introduction to the game HANGMAN. Choose words such as, for example, *siblings* or *language*.

#### TASK H, p. 35

- This task revises the cultural content of Unit 2 and words that came into the English language from other languages.
- Pupils do the task. Get feedback.
- Ask pupils to write definitions for the following words: *conversation, alphabet* and *password*. They can model their definitions on the sentences from Task H. Listen and check. Look for different ways of defining the same concept.

### SPEAKING

#### TASK I, p. 35

- Explain that it is now time for pupils to show off their knowledge. Ask them to choose two of the topics (if you have assigned 'My family for homework', they can't choose that one). Ask them to close their books and think about the topics they have chosen. Allow them to add information that is not in the text but that they think is interesting and relevant to the topic of their choice.

## E Choose the correct word.

- 1 This is **my** / **mine** umbrella.
- 2 Is this **yours** / **your**?
- 3 Why is **ours** / **our** room so small?
- 4 These books are **ours** / **our**.
- 5 Is that **her** / **hers** sister?
- 6 Leave it alone. It's **mine** / **my**.

## VOCABULARY

### F Choose the **odd one out**. Explain.

- |            |         |          |                      |
|------------|---------|----------|----------------------|
| 1 triplets | twins   | siblings | town                 |
| 2 mother   | summer  | brother  | father               |
| 3 fight    | quarrel | tease    | get along            |
| 4 tomahawk | wigwam  | car      | tribe                |
| 5 _____    | _____   | _____    | _____ (your example) |

### G Complete with the missing letters.

- 1 Sportspeople **c \_ \_ \_ et \_** against each other.
- 2 Some people **l \_ \_ k** alike although they are not family.
- 3 I can't **s \_ \_ v \_** this problem alone.
- 4 I have to **t \_ \_ y** up my room every day.
- 5 We have nothing in **c \_ \_ \_ o \_**!

### H Complete the sentence. Use: **tomahawk**, **wigwam**, **sun hat**, **Aboriginal people**, **boomerang** and **twin**.

- 1 A \_\_\_\_\_ is a piece of wood that Aboriginal people use as a weapon.
- 2 A \_\_\_\_\_ is your brother or sister who was born at the same time as you.
- 3 A \_\_\_\_\_ is a traditional Indian tent.
- 4 A \_\_\_\_\_ is a hat which protects you from the sun.
- 5 \_\_\_\_\_ are people who lived in Australia before Europeans arrived.
- 6 A \_\_\_\_\_ is a small weapon used by Native Americans.

## SPEAKING

### I Choose **two** of these topics and say something about them.

- twins
- Aboriginal families
- Elliot's family
- life on an Indian Reservation
- your family
- your brother / sister





## FOR MY PORTFOLIO

### (UNIT 2) p. 44

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES: I უცხ.დაწყ.(II):  
,1,2,3,4,5,8,11,12,13,14

- |            |                                      |
|------------|--------------------------------------|
| GRAMMAR    | • Revision of structures from Unit 2 |
| FUNCTIONS  | • Presenting a project               |
| VOCABULARY | • Revision of vocabulary from Unit 2 |

#### SKILLS

- |           |  |
|-----------|--|
| READING   | • My learning diary                    |
| LISTENING | • Project presentations                |
| SPEAKING  | • Expressing opinion                   |
| WRITING   | • to convey information - presentation |

#### CULTURE and CLIL

- Georgian
- History

### INTRODUCTION

- Give pupils some time to prepare for the presentations of their project. Let them sit in groups and revise the prepared materials.
- Before they start presenting remind them to speak towards the class and not to look at the poster or you. Tell them also they do not need to hurry.

### SPEAKING

- First ask if there are volunteers to come and present their poster. Listen to every group. Ask other pupils to remember or write down possible questions.
- In the end ask pupils to choose the best poster and presentation.
- Put the best posters on the class wall or pinboard.

### MY LEARNING DICTIONARY

- Ask pupils to express their opinion about this unit.
- Ask pupils circle the *I can* smiley that, in their opinion, describes their newly acquired knowledge.

# FOR MY PORTFOLIO

## My learning diary

### PROJECTS

Choose one project and do it in a group.

#### 1/ HOW TO MAKE YOUR FAMILY TREE




You need a piece of white poster paper. Draw a large tree on it. Write your name at the bottom of the tree.

Then write your parents' names, your grandparents' names and so on. Continue until you can no longer think of names. Ask your grandparents for help.

#### 2/ FILM REPORT

Watch a film on twins, for example *The Parent Trap* or *Twins*, and write a film report.

#### What do you think about this unit?

- 1/ Why is this unit called "Families"?
- 2/ I think this unit is:  
 easy.  
 not very easy.  
 difficult.
- 3/ What was easy? What was difficult?
- 4/ Which lesson did you like best?
- 5/ What did you dislike in this unit ?
- 6/ Which were your favourite word(s) from this unit?

#### Choose what you can do after this unit.



I CAN



I NEED MORE PRACTICE



I can talk about twins.



I can describe the Twins Days festival.



I can ask questions about friendship.



I can use polite phrases in English.



I can speak about Native American and Aboriginal families.



I can talk about everyday life in the family.



I can understand the difference between possessive adjectives and possessive pronouns.



I can say something about the book *Lisa and Lottie*.

## UNIT 3 TV, FILMS, SCHOOL CLUBS AND TELEPHONE CALLS

### GETTING STARTED

Before starting the Unit ask pupils to look at page 46. *Can they already do some of the things listed? What is new for them? Would they like improve their knowledge?* Tell them to remember their feelings and thoughts because we are going to compare them with *My learning diary* learning outcomes when we reach the end of this Unit so they can see their improvement themselves.

### 3.1 WHAT'S ON TV?

SUGGESTED TEACHING TIME: 3 lessons

LEARNING OUTCOMES: I უცხ.დაწყ.(II):  
1,2,3,4,5,6,7,8,9,10,11,12

GRAMMAR	<ul style="list-style-type: none"> <li>Present continuous – affirmative and negative</li> <li>Talking about the present</li> </ul>
FUNCTIONS	<ul style="list-style-type: none"> <li>Expressing preferences, likes and dislikes</li> <li>Talking about TV programmes</li> <li>Telling the time</li> <li>TV programmes</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>Weather</li> <li>text-related</li> </ul>

#### SKILLS

READING	<ul style="list-style-type: none"> <li>Paragraphs about TV programmes</li> </ul>
LISTENING	<ul style="list-style-type: none"> <li>A TV guide</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>Expressing likes and dislikes</li> <li>Talking about TV programmes</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>Ideas for a programme</li> <li>Recording information</li> </ul>

#### CULTURE and CLIL

- Georgian

### EVERYDAY ENGLISH, p. 46

- Read Everyday English to check and confirm pupils' answers.

### TASK C, p. 46

- Pupils look at the watches and clocks and tell the time.

#### Answer key:

- It's nine thirty-five. (It's twenty five to 10).
- It's five to two.
- It's five to seven.
- It's five o'clock.
- It's ten past ten.
- It's five twenty-five

#### OPTIONAL

- They can add what they usually do at that time during the day i.e. *It's twenty past five. I usually write my homework at that time.*
- Practice telling the time. Use a paper clock. If you do not have one you can write the time in numbers on the board (7:15).

### LESSON 1

### INTRODUCTION

#### WORDSPOT

#### TASK A, p. 46

- Ask pupils to tick the correct time words. Check their answers. Elicit names for 15 and 30 minutes.

**Answer key:** 1 hours 2 minutes 3 15 minutes 4 30 minutes 5 morning 6 evening

### READING AND SPEAKING

#### TASK B, p. 46

- Pupils look at the picture. Elicit difference in meaning between a watch and a clock. Revise telling the time with to and past.
- Ask pupils if they recognize any of the clocks. The top clock is one of the landmarks of London, the Clock Tower, a part of the Houses of Parliament. Teach the word alarm clock.

**Answer key:** 1 hours 2 minutes 3 15 minutes 4 30 minutes 5 morning 6 evening

# WHAT'S ON TV?

## WORDSPOT

### A Choose the correct time words.

- |                                |             |             |
|--------------------------------|-------------|-------------|
| 1 In one day there are 24      | clocks.     | hours.      |
| 2 An hour has 60               | minutes.    | seconds.    |
| 3 A quarter of an hour is      | 30 minutes. | 15 minutes. |
| 4 Half an hour is              | 30 minutes. | 15 minutes. |
| 5 8 a.m. is 8 o'clock in the   | morning.    | evening.    |
| 6 10 p.m. is 10 o'clock in the | morning.    | evening.    |

### B Match the watches and clocks to the times.

- 1 It's seven o'clock.
- 2 It's ten past seven. / It's seven ten.
- 3 It's a quarter past seven. / It's seven fifteen.
- 4 It's half past seven. / It's seven thirty.
- 5 It's twenty to eight. / It's seven forty.
- 6 It's a quarter to eight. / It's seven forty-five.



### EVERYDAY ENGLISH / Telling the time

#### What's the time?

- |   |                         |
|---|-------------------------|
| 8.00 It's eight o'clock.                                | a.m. - in the morning   |
| 8.15 It's (a) quarter past eight. / It's eight fifteen. | p.m. - in the afternoon |
| 8.30 It's half past eight. / It's eight thirty.         | or in the evening       |
| 8.40 It's twenty to nine. / It's eight forty.           |                         |

### C What's the time on these watches and clocks?



## WORDSPOT

### TASK D, p. 47

- Introduce the topic of TV programmes by asking what pupils usually do in the evening or at night and if they watch TV.
- Go through the kinds of TV programmes in English. Ask pupils if they add any other kind of programme (*reality shows, game shows*). Ask which channel they watch the most and what their favourite programme is to teach the difference between programme with the meaning of broadcast and channel. Ask which channels their favourite programmes are on.

### TASK E, p. 47

- Explain they have to match names of the TV programmes to the names of the programmes in the TV guide. Explain what a TV guide is.
- Go through the TV guide and explain any new vocabulary (*science fiction, lunchtime*). *Are there any programmes that are familiar to them? Have they seen any of the programmes in the TV guide?*
- Ask about their favourite programmes. *When are they on?*

#### Answer key:

soap opera 1 p.m.  
programme for small children 7.30  
quiz show 7 p.m.  
news 12.30, 8 p.m.  
sports programme 3 p.m.  
cartoon 7 a.m.  
weather report 8.30  
comedy series 11 a.m.  
educational programme for children 8.15



Workbook, pp. 36 and 37, Tasks A, B, C

## LESSON 2

### INTRODUCTION

- Check homework.

### LISTENING

#### TASK F, p. 47

- Explain they will hear a presenter talking about TV programmes and they have to fill in the gaps in Task E with the times when the programmes start. Play the recording twice.
- Pupils listen and fill in the gaps. Ask different pupils to read their answers. Explain the correct use of prepositions in telling the time. Everyday English box has the necessary information. Highlight use of the verb *to last* to indicate duration.

#### Answer key:

7 a.m. Teletubbies  
7.30 Smile  
8.00 Breakfast News  
8.15 Saved by the bell.  
9.15 The Parent Trap  
10.45 Disney's 15 minutes  
11.00 Clever Girls  
11.30 documentary about the National Gallery  
12.30 Lunchtime News  
1 p.m. My Love

1.55 Detectives  
3 p.m. Goal  
4 p.m. Wildlife  
5.10 Women's slalom  
7 p.m. the quiz show - Clue Me In  
8.00 evening news  
8.30 weather  
8.40 Starship  
10.15 music videos

### Tapescript

#### TRACK 20

The first morning programme is Teletubbies. It starts at seven. At seven thirty there's another programme for small children - Smile. The first news programme is on at eight o'clock - Breakfast News. At a quarter past eight school children can enjoy Saved by the bell. Next is a classic romantic comedy - The Parent Trap. It's about identical twin sisters who grow up apart - one with her mum, the other with her dad. They don't know about each other but they meet by accident in a summer camp. What happens next? You know the story... The film starts at nine fifteen. So, at a quarter past nine, The Parent Trap. At a quarter to eleven you can watch cartoons. Disney's 15 minutes is on at ten forty-five. The comedy series Clever Girls is on at eleven o'clock. After that, at half past eleven, there's an excellent documentary about the National Gallery in London. So, if you like art, don't miss the documentary at eleven thirty. Lunchtime News is on at half past twelve. You can watch My Love, a soap opera at one pm. There's a detective series on at one fifty-five. That's Detectives. It starts at five to two. Goal starts at three pm. Wildlife, a documentary programme about animals starts at four o'clock pm. There is more sport after that - skiing. Women's slalom live is on at ten past five. The quiz show - Clue Me In starts at seven pm. The evening news is on at eight, followed by weather at half past eight. There is an interesting science fiction film on at twenty to nine. That's Starship at eight forty. Finally there are music videos. They are on at a quarter past ten.

### READING AND SPEAKING

#### TASK G, p. 47

- Pupils read the sentences and correct the false ones.
- 

Answer key: 1 T 2 F 3 T 4 T 5 F

### SPEAKING

#### TASK H, p. 47

- Divide pupils into groups. Explain they can watch only one programme from the TV guide. They have to decide which one to watch. Help them report and explain their choices by giving them prompts. Write some adjectives on the board: *interesting, exciting, boring, funny, educational* and model sentences: *We'd like to watch ... because / We prefer ... because.*
- Have representatives of groups present the groups' choice. See if any programme emerges as a class favourite.

## WORDSPOT



**D**

Which of these TV programmes do you like?

soap operas  
programmes for small children  
weather reports  
films  
quiz shows  
news  
sports programmes  
cartoons  
documentaries  
comedy series  
educational programmes for children

**E**

Find the programmes from **Wordspot** in today's TV guide and say: When are they on?

7 a.m. **Teletubbies**  
7.30 **Smile**  
for small children  
\_\_\_\_\_ **Breakfast News**  
8.15 **Saved by the Bell**  
fun and learning  
for school  
children  
\_\_\_\_\_ **The Parent Trap**  
a romantic  
comedy  
\_\_\_\_\_ **Disney's 15**  
**minutes**

11 a.m. **Clever Girls**  
a comedy series  
\_\_\_\_\_ **The National**  
**Gallery**  
a documentary  
12.30 **Lunchtime News**  
1 p.m. **My Love**  
a soap opera  
\_\_\_\_\_ **Detectives**  
a detective series  
3 p.m. **Goal**  
from yesterday's  
football matches

\_\_\_\_\_ **Wildlife**  
animals in  
the wild  
\_\_\_\_\_ **Skiing**  
women's slalom  
live  
7 p.m. **"Clue Me In" Quiz**  
8 p.m. **News**  
8.30 **Weather**  
\_\_\_\_\_ **Starship**  
a science-fiction  
film  
\_\_\_\_\_ **Music Videos**

## LISTENING

**F**



track 01

Listen to a presenter who is talking about today's TV programmes. Fill in the gaps with the times when the programmes start.

**G**

Are these sentences **true (T)** or **false (F)**?  
Correct the false ones.

- Saved by the Bell* is on after the news.
- There's a comedy series on from twelve o'clock to half past twelve.
- Wildlife* is on before a sports programme.
- There's a sports programme on at 3 p.m.
- The "Clue Me In" Quiz lasts an hour.

### EVERYDAY ENGLISH / Talking about time

The programme is on **at** 3 o'clock.  
It is on **from** 3 o'clock **to** 4 o'clock.  
It is on **before** the news.  
It's on **after** the comedy series.  
It **lasts** one hour.

## SPEAKING

**H**

Work in a group. Your group can watch **one** programme from the TV guide. Decide which one to watch. Say when it is on. Report to the class.



## WORDSPOT

### TASK I, p. 48

- Explain they will read words and phrases used in different TV programmes. Ask pupils to match them to the TV programmes in the pictures. *Can they add more words of their own for each of the programmes?*

#### OPTIONAL

Write headings Detectives, Weather Report and Skiing on the board. Ask pupils to come to the board and write words from the WORDSPOT under the appropriate heading.



## WORKBOOK

Revise weather vocabulary. Use Workbook, page 38, Task F.



### Workbook, p. 38, Tasks G, H, I

Student's Book, page 49, Task O - Ask pupils to write a short sports commentary, a weather report or a mini dialogue from a detective stories.

#### OPTIONAL

Ask pupils to prepare what they have written, so they can present it to the class in a form of real TV programme.

## LESSON 3

### INTRODUCTION

- Check homework. Elicit their opinion about watching TV. *Do they agree with the statements from Task I?*
- Let pupils who have prepared their TV programmes present them to the class audience.

### READING

#### TASK J, p. 48

- Pupils read the three texts silently and decide which programmes they are from. At this time they do not have to worry about the gaps.
- Check pupils answers.

#### Answer key:

text one: programme in picture 3)  
text two: programme in picture 1)  
text three: programme in picture 2)

#### TASK K, p. 48

- Ask pupils to read the text again and to pay attention to the gaps because some sentences are missing from the text.
- Explain they will now listen to the text so they can check their answers.

Answer key: a) 2 b) 4 c) 3 d) 1 e) 6 f) 5

### Tapescript TRACK 21

1

We're watching the third skier in this race. She's the world champion and we expect an excellent time. She's skiing very well, very fast. The fans are cheering. She's passing through the tenth gate. Oh, no! She's fallen! She's getting up now. She's all right. But this is the end of the race for her. She's leaving the race without a medal. The fans aren't cheering any more.

2

**Detective:** Open the door!

**Man:** What do you want?

**Detective:** Where is Bob Kent?

**Man:** Bob Kent? Who are you? Go away!

**Detective:** No, I'm not going away. I'm detective John Clark. I'm looking for your friend.

He's hiding from the police. He's a dangerous criminal.

**Man:** I don't know where he is. Leave me alone. I'm watching a football match on TV.

**Detective:** You aren't telling me the truth. You're lying. I'm sure he's here. Ah, there he is! He's trying to get out through the window. Stop! Bob Kent, you are under arrest. I'm taking you to the police station.

3

It's a cold, cloudy day in Germany, but it isn't snowing. It's snowing in Poland. It's cold but sunny in the south of France, Italy and Croatia. The sun is also shining in Spain. That is the warmest part of Europe. It's windy in Austria. It's raining in Great Britain.

### TEACHING TIP

Teach pupils how to do this type of task. Ask them to read the whole text and all the sentences first, so they understand the context. Also, ask them to read carefully not only the sentence before the gap, but the sentence after the gap, so they are sure that the sentence of their choice is a perfect match.



## WORDSPOT

**I** Do you know the meanings of these words and phrases? Match the words to the TV programmes in the pictures.

a fan      a criminal      a medal      a champion  
warm      a police station      a race      cold  
cloudy      to cheer      sunny      under arrest      a skier  
a gate      to hide      dangerous      truth



## READING

**J** Read the parts of the three programmes. Which programmes are they from? Do not worry about the gaps.

1 a) ... She's the world champion, and we expect an excellent time. She's skiing very well, very fast. b) ... She's passing through the tenth gate. Oh, no! She's fallen! She's getting up now. She's all right. But this is the end of the race for her. She's leaving the race without a medal. The fans aren't cheering any more.

2 Detective: Open the door!

Man: What do you want?

Detective: Where is Bob Kent?

Man: Bob Kent? Who are you? Go away!

Detective: No, I'm not going away. I'm detective John Clark. I'm looking for your friend. He's hiding from the police. He's a dangerous criminal.

Man: I don't know where he is. Leave me alone. I'm watching a football match on TV.

Detective: You aren't telling me the truth. c) ... I'm sure he's here. Ah, there he is! He's trying to get out through the window. Stop! Bob Kent, you are under arrest. d) ...

3 It's a cold, cloudy day in Germany, but it isn't snowing. e) ... It's cold but sunny in the south of France, Italy and Croatia. f) ... That is the warmest part of Europe. It's windy in Austria. It's raining in Great Britain.

**K** Read the three texts again. Some sentences are missing. Decide where the sentences below belong. Write the answers in your notebook. Then listen and check.



1 I'm taking you to the police station.

2 We're watching the third skier in this race.

3 You're lying!

5 The sun is also shining in Spain.

4 The fans are cheering.

6 It's snowing in Poland.

## GRAMMAR

### REMEMBER!, p. 49

- Ask pupils to find examples of English tenses in the text. Get feedback. *Can they tell their names?*
- Read sentences in Task K. *Which tense is it?*
- Elicit how this tense is formed and that it is used when we are talking about something that is happening now.
- Go through the Remember box. Point out the spelling of the -ing form of the verbs.

### TASK L, p. 49

- Explain they have to choose the correct verb for each sentence and then put it into the present continuous. Ask them to be careful with the spelling.

**Answer key:** 1 is visiting 2 are sleeping 3 am writing 4 are making 5 is passing 6 are getting up 7 am cutting 8 are flying

## SPEAKING

### TASK M, p. 49

- Pupils look at the sentences in Task L and match them with programmes in Task E.

**Answer key:**

- 1 news
- 2 cartoon
- 3 romance
- 4 educational programme for children
- 5 sports programme
- 6 cartoon
- 7 detective film (romantic comedy)
- 8 science fiction film

### TASK N, p. 49

- Do a quick survey. Listen to a few suggestions and then ask the class to vote by raising hands. Ask one pupils to proclaim the winner.

## WRITING

### TASK O, p. 49

- If you have not already done this as a part of homework do it now.
- Ask pupils to write a short sports commentary, a weather report or a mini dialogue from detective stories.

### OPTIONAL

Ask pupils to prepare what they have written, so they can present it to the class in a form of real TV programme.



**Workbook, pp. 37, 38 and 39, Tasks D, E and J**

## REMEMBER!

### THE PRESENT CONTINUOUS – AFFIRMATIVE AND NEGATIVE SENTENCES

I **am ('m)** **watching** a football match.  
She **is ('s)** **getting up**.  
We **are ('re)** **watching** a race.  
You **are ('re)** **lying**!  
They **are ('re)** **cheering**.

I **am not ('m not)** **going** away.  
It **is not (isn't)** **snowing**.  
We **are not (aren't)** **watching** TV.  
You **are not (aren't)** **telling** me the truth.  
They **are not (aren't)** **running**.

We form the **present continuous** with **am / is / are** and the **-ing** form of the verb.  
We use it when we are talking about something that is happening **now**.

### BE CAREFUL!

watch → watching    leave → leaving    ski → skiing    get → getting    lie → lying

**L** Copy these sentences from today's programmes and complete using the present continuous forms of the verbs: **pass, fly, make, visit, cut, sleep, write** and **get up**.

- 1 Today the President of Poland . . . our country.
- 2 You . . . again, Simba. Wake up! We must go and find some food.
- 3 I . . . a letter to Robert. I love him so much.
- 4 The children . . . a doll house.
- 5 He . . . the ball to number 10.
- 6 It's morning. Dipsy, Tinky Winky, Po and Laa-Laa . . .
- 7 What are you doing? I . . . my hair to look like you.
- 8 Yes, Captain. We . . . to the planet Earth.



**M** Which programmes from Task E are the sentences from?

**N** What is your favourite TV programme? Take a class vote. Which programme is the most popular?

## WRITING

**O** Work with a partner. Write part of a sports commentary, a weather report or a dialogue from a detective series.



## 3.2 THREE CALLS AND ONE TEXT MESSAGE

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხ. დანყ. (II):  
1,2,3,4,5,6,7,8,9,10,11,13,14

- |            |  |
|------------|--|
| GRAMMAR    | <ul style="list-style-type: none"> <li>• Present continuous – questions</li> <li>• Present continuous for the future</li> </ul>  |
| FUNCTIONS  | <ul style="list-style-type: none"> <li>• Talking on the phone</li> <li>• Talking about the future plans</li> <li>• Talking about the action in progress at the moment of speaking</li> </ul> |
| VOCABULARY | <ul style="list-style-type: none"> <li>• Formulaic phrases used in telephone calls</li> <li>• text-related</li> </ul>  |

### SKILLS

- |           |   |
|-----------|---|
| READING   | <ul style="list-style-type: none"> <li>• Telephone conversations</li> <li>• A page from a diary</li> </ul>                                    |
| LISTENING | <ul style="list-style-type: none"> <li>• Telephone conversations</li> </ul>   |
| SPEAKING  | <ul style="list-style-type: none"> <li>• Expressing likes and dislikes</li> <li>• Talking about TV programmes</li> <li>• Questions</li> </ul> |
| WRITING   | <ul style="list-style-type: none"> <li>• Recording information</li> <li>• A diary</li> </ul>  |

### CULTURE and CLIL

- Georgian

## LESSON 1

### INTRODUCTION

- Check homework (Workbook, pp. 37, 38 and 39, Tasks D, E and J). Ask one or two pupils to read their composition (Task J). You can also collect some of the workbooks and mark the compositions.

### LISTENING

#### TASK A, p. 50

- Explain they will hear a conversation between Ella and Pete. Point out the picture in Task B. Pupils listen to the conversation and decide if Pete is telling the truth. Get the feedback.

**Answer key:** No, he isn't.

#### Tapescript TRACK 22

**Ella:** Hello, Pete.

**Pete:** Hello.

**Ella:** Are you having fun?

**Pete:** Yes, I am.

**Ella:** Are you watching TV?

**Pete:** No, I'm not

**Ella:** Are you playing a computer game?

**Pete:** No, I'm not.

**Ella:** Are you doing your homework?

**Pete:** Yes, I am. I'm doing the maths homework and tidying up my room.

**Ella:** Wow. Is the maths homework hard?

**Pete:** It's a piece of cake.

**Ella:** Really?

**Pete:** Listen, I can't talk now I'm busy.

**Ella:** Oh, okay. Bye.

**Pete:** Bye.

#### TASK B, p. 50

- Explain you will play the recording once again and pupils have to tick Pete's answers to Ella's questions. Elicit tense Ella is using for asking questions. *Why is she using the present continuous?*

**Answer key:** 1 Yes, I am. 2 No, I'm not. 3 No, I'm not. 4 Yes, I am. 5 It's a piece of cake.

### READING AND LISTENING

#### TASK C, p. 50

- Pupils read Ella's conversation with Russell. Explain that some words are missing and they should try to guess them from the context. Play the recording once again so pupils can check their answers.
- Ask pupils to find more examples of the Present Continuous in the text.
- Pupils read the conversation aloud. Change roles every few sentences so you get more pupils to read.

**Answer key:** doing, where, which, the floor, pizza, train, are, famous, know, together, not.

# 3.2

## THREE PHONE CALLS AND ONE TEXT MESSAGE

### LISTENING

A



Ella is bored, so she calls some of her friends. She calls Pete first. Look at the picture and listen. Is Pete telling her the truth?

B

Listen to the conversation again. How does Pete answer Ella's questions? Choose A/B.



1 Are you having fun?

**A** Yes, I am.

**B** No, I'm not.

2 Are you watching TV?

**A** Yes, I am.

**B** No, I'm not.

3 Are you playing a computer game?

**A** Yes, I am.

**B** No, I'm not.

4 Are you doing your homework?

**A** Yes, I am.

**B** No, I'm not.

5 Is the maths homework hard?

**A** Yes, it is.

**B** It's a piece of cake.

C

Next Ella phones Russell. Read the conversation. Try to guess which words are missing. Listen and check.



Ella: Hi, Russell. It's Ella. What are you ... ?

Russell: Nothing much. I'm sitting, eating and watching a movie.

Ella: ... are you sitting? What are you eating? ... film are you watching?

Russell: I'm sitting on the ...  
I'm eating ...  
I'm watching an old action film. Satisfied?

Ella: What are your parents doing?

Russell: They are sitting on a ... as we speak.  
They're travelling to Paris.

Ella: ... you feeling lonely?

Russell: No, I'm not. I just miss my old friends.  
The boys at ... are not very friendly.

Ella: Cheer up! They're just jealous. It's because you're ...

Russell: I ...

Ella: We can do something ... go to the cinema or something.

Russell: Yes, why ... ?



## GRAMMAR

### REMEMBER!, p. 51

- Go through the Remember box. Elicit the way questions are formed in the present continuous. Point out the inversion of the subject and the auxiliary verb.

## SPEAKING AND WRITING

### TASK D, p. 51

- Explain they will do a task where they have all the answers, but they have to finish the questions. To check answers ask them questions from the task. *Do their parents behave in the same way?*

#### Answer key:

- 1 Why are you crying? + Students' answers.
- 2 Where are you going? + Students' answers.
- 3 What are Jake and Frank doing? + Students' answers.
- 4 What are you reading? + Students' answers.
- 5 What are you wearing? + Students' answers.
- 6 How are they playing? + Students' answers.
- 7 What are you doing? (studying?) + Students' answers.
- 8 What are you eating? + Students' answers.

## SPEAKING

### TASK E, p. 51

- Get pupils to talk about their telephoning habits. Ask them to choose two questions and learn them by heart. Pupils walk around the class, ask other pupils their two questions and make notes of answers. Let them do it for a few minutes and then get the feedback.



**Workbook, pp. 40, 41 and 43, Tasks A, B, C, D, H**

## REMEMBER!

### THE PRESENT CONTINUOUS – QUESTIONS AND SHORT ANSWERS

**Am I**  
**Are you**  
**Is he / she / it**  
**Are we / you / they**

**having fun?**

Yes, I am.  
Yes, you are.  
Yes, he / she / it is.  
Yes, we / you / they are.

No, I'm not.  
No, you aren't.  
No, he / she / it isn't.  
No, we / you / they aren't.

QUESTIONS WITH QUESTION WORDS: Who / What / Where / When / Why / How

**Who** is calling all her friends?      **What** is Russell doing?  
**Where** are Russell's parents going?      **Why** is Pete lying?      **How** is Russell feeling?

**D** Parents often phone their children to check where they are and what they are doing. Work with a partner. Read the children's answers. What are the parents' questions? Where are the children? What are they doing?

**1 Mother:**  
Why ...?

I'm crying because somebody stole my wallet. I don't know what to do.

**2 Mother:**  
Where ...?

We're going to Hannah's place. Just for an hour, mum.

**3 Father:**  
What ...?

Jake and Frank are singing. They're here with me.

**4 Father:**  
What ...?

I'm reading a novel about an African girl. It's a wonderful book.

**5 Mother:**  
What ...?

I'm wearing a jacket, don't worry. It isn't raining. It's just a bit windy.

**6 Father:**  
How ...?

They're playing really well. They're winning. I can't talk now. Call me later.

**7 Father:**  
What ...?

We're studying history. Liza is reading aloud, and I'm taking notes.

**8 Mother:**  
What ...?

I'm having some toast and jam. Tammy is still sleeping.

## SPEAKING

**E** Speak to your classmates. Answer the questions.

- 1 Do you often use the phone?
- 2 Who do you call most often?
- 3 Who calls you most often?
- 4 Do you have a mobile phone?
- 5 Do you prefer to call your friends or text them?
- 6 Do you use a landline telephone?
- 7 What is the difference between a classic mobile phone and a smartphone?



## LESSON 2

### INTRODUCTION

- Check homework.
- In the previous lesson Present Continuous tense was introduced for actions in progress at the time of speaking. Now its use for the future is given. Pupils will hear a conversation between Elliot and Sam about their future plans.

### LISTENING

#### TASK F, p. 52

- Explain you will listen to conversation between Elliot and Sam. Before listening write the questions from the task on the board, or prepare them before that on a transparency or for the use with an LCD-projector. Pupils listen with their books closed and make notes of the answers. Get the feedback. You can play the conversation twice to give all pupils time to hear and write down the answers.

#### Answer key:

- 1 Elliot is calling Sam because he has a suggestion.
- 2 Ana is happy because her cousin from Croatia next week.
- 3 Sam is going to the cinema.
- 4 April is happy because her friends are coming to play this afternoon.

#### TASK G, p. 52

- Pupils open their books. Explain you will play the conversation once again, but this time they have to listen and fill in the gaps with times a) to f).
- Pupils read the conversation aloud. Change roles every few sentences so you get more pupils to read.

**Answer key:** d) on Saturday c) on Friday e) on Sunday  
b) next week a) at six f) this afternoon

### GRAMMAR

#### REMEMBER!, p. 52

- Ask pupils to find examples of the Present Continuous in the text. *Are Elliot and Sam talking only about actions in progress at the time of speaking?* Explain that Present Continuous is also used to talk about future plans.
- Go through Remember box.

## LISTENING

**F**

Elliot calls Sam. Listen to their conversation and answer the questions.



track 05

- 1 Why is Elliot calling Sam?
- 2 Why is Ana happy?
- 3 Where is Sam going?
- 4 Why is April happy?



**G**

Listen to the conversation again. Match the numbers (1)-(6) with (a)-(f) in your notebook.



track 24

- |              |                |                   |
|--------------|----------------|-------------------|
| a) at six    | c) on Friday   | e) on Sunday      |
| b) next week | d) on Saturday | f) this afternoon |

Elliot: Hi, Sam.

Sam: Hi, Elliot. What are you doing?

Elliot: It's just that I'm reading this book about art and I have a suggestion.

Sam: A suggestion? I know you. You're planning something again!

Elliot: What are you doing (1)?

Sam: Nothing. I think I'm free. I'm taking Max to the vet (2).

Elliot: How about Carlos?

Sam: I think he's free, too. He isn't playing in a match. He's playing (3).

Elliot: I must ask Ana and Zack. Ana's cousin is coming from Croatia (4).

Sam: I'm meeting Ella (5). So I can ask her.

Elliot: Don't say a word to Ella! Do you remember her trick at the museum last year? This is my little revenge. Where are you and Ella going?

Sam: We're going to the cinema. Russell is coming, too.

Elliot: So you're going to the cinema with a film star! How cool!

Sam: Why not? Let's hear your suggestion, finally. What's your plan?

Elliot: We can talk about it at school.

Sam: What's that noise?

Elliot: April's jumping like crazy. Her friends are coming to play (6).

Sam: Say hello to April. Go back to your plans.

**REMEMBER!**

### THE PRESENT CONTINUOUS FOR THE FUTURE

- a) April's friends **are coming** this afternoon.  
b) April's **jumping** like crazy.

- c) What **are you doing**?  
d) What **are you doing** on Saturday?

Which of these sentences talk about what is **happening now**?  
Which of these sentences are **about the future**?

We use the **present continuous** to talk about **future plans**.

## READING AND SPEAKING

### TASK H, p. 53

- In pairs pupils read Ella's diary and answer the questions.

#### Answer key:

- 1 Ella is going shopping on Friday to buy a present for granny.
- 2 She is doing something for school on Wednesday and Thursday.
- 3 They are going to the theatre.
- 4 Her granny is celebrating her birthday on Sunday.
- 5 She has badminton on Monday.
- 6 She is having a big family dinner at Granny's place.
- 7 She isn't going out on Saturday.

### OPTIONAL

Encourage stronger pupils to prepare this activity in a form of a telephone conversation. One of them is Ella and the other one an inquisitive friend who wants to know everything about Ella's plan. They do not have to cover all the questions. Listen to some of the dialogues.

## SPEAKING

### TASK I, p. 53

- Ask pupils to say what Ella is doing each day next week. Ask different pupil for every day of the week and activity.



### WORKBOOK

OPTIONAL Do activity from the Workbook, pages 41 and 42.

## WRITING

### TASK J, p. 53

- Pupils write a diary page like Ella's with their plans in the notebook. They can use the prompts or think about other activities. Ask them to write notes like Ella.

## SPEAKING

### TASK K, p. 53

- In pairs pupils tell their partners about their plan. Ask them to use full sentences and present continuous

### TASK L, p. 53

- Point out the two mobile phones in the picture. Ask pupils if they can read the messages. *Do they remember any other abbreviations from their homework?*

**Answer key:** What are you doing? Sleeping.



**Workbook, p. 43, Task G**

**H** Work with a friend. Look at Ella's diary with her plans for next week. Answer the questions.

<b>MONDAY</b> 6 - badminton with sis.	<b>FRIDAY</b> Buy a present for granny.
<b>TUESDAY</b> Theatre. Meet Cindy at 7.	<b>SATURDAY</b> Relax! Stay at home! Do nothing!
<b>WEDNESDAY</b> Study geography!	<b>SUNDAY</b> Granny's place - big family dinner.
<b>THURSDAY</b> Write the composition!	<b>NOTES</b>

- 1 When and why is Ella going shopping next week?
- 2 Which two days is she working for school?
- 3 Where is Ella going with Cindy?
- 4 When is her granny celebrating her birthday?
- 5 When is Ella doing a sport next week?
- 6 Where is Ella having a big family dinner?
- 7 Is Ella going out on Saturday?

**I** Say what Ella is doing each day next week.

**Example:** *Ella is playing badminton with her sister on Monday.*

## WRITING

**J** Write a diary page like Ella's with your plans for next week. Think of your plans.

- 1 Are you going anywhere with your parents or your friends next week?
- 2 Is anybody coming to visit you?
- 3 Are you doing any sport next week?
- 4 Are you studying for a test?



## SPEAKING

**K** Work in pairs. Tell your partner about your plans.

**L** Elliot texts Zack. Read Elliot's message and Zack's reply. If you can't, look at the text-messaging abbreviations in the Workbook.



### 3.3 WE LOVE FILMS

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხ. დანყ. (II):  
1,2,3,4,5,6,7,8,9,10,11

- |            |  |
|------------|--|
| GRAMMAR    | • Present continuous and present simple                              |
| FUNCTIONS  | • Talking about films and film genres<br>• Talking about the present |
| VOCABULARY | • Film genres<br>• text-related                                      |

#### SKILLS

- |          |   |
|----------|---|
| READING  | • A text about film genres<br>• Short paragraphs describing film genres |
| SPEAKING | • Expressing opinion<br>• Talking about films                           |
| WRITING  | • Recording information<br>• My favourite film                          |

#### CULTURE and CLIL

- Georgian

#### TEACHING TIP

Encourage your pupils to talk by putting accent on fluency rather than accuracy. Do not interrupt them as long as there is communication i.e. you understand what they are saying. Make a note of any serious errors to go over at the end of the activity.

### LESSON 1

#### INTRODUCTION

- Check homework.

#### TASK A, p. 54

- Ask pupils if they like watching films. If they do, where do they watch them at home or at the cinema.
- Explain that Sam, Ella and Russell are at the cinema. There are different films playing and they have to choose one. Ask pupils to help them by finding information about the films. Pupils look at the picture and answer the questions.

#### Answer key:

- 1 City Streets and Aliens are Here.
- 2 City Streets is an action film and Aliens are here is a science fiction film.
- 3 City Streets begins at 7.15 and Aliens are Here begins at 6.40.
- 4 Students' answers.

#### WORDSPOT

#### TASK B, p. 54

- Ask pupils to look up words they do not know in the wordlist. Explain what genre is.

#### READING

#### TASK C, p. 54

- In pairs pupils take turns to read questions and answer them. Ask them not to read the text but to work out answers themselves. They will read silently the text about genres later to check and compare their answers.
- Invite them to talk about their favourite genre, how they feel when they watch it and to name a film that belongs into that genre.

# WE LOVE FILMS!

**A** Ella, Sam and Russell are at the cinema. They're choosing which film to see. Look at the picture and answer the questions.

- 1 What are the names of the two films?
- 2 Which of the films is an action film and which a science fiction film?
- 3 When do they start?
- 4 Which of the two films would you choose?



## WORDSPOT

**B** Check the words you don't know in the wordlist.

a romance   a comedy   a horror film   a western  
typical   an ending   a hero / heroine  
a good / bad guy   a genre   to take place   a character

## READING

**C** Work in pairs. Try to answer the questions. Then read the text.  
Does it give similar answers?



track 06

- 1 Where do westerns take place? What are the usual characters in a western?
- 2 What do we expect to see in an action film and a romantic comedy?
- 3 How do we feel when we watch a horror film, a romance or an action film?
- 4 Does every film belong to one genre?

### FILM GENRES

You are watching a film. It takes place in the American Wild West. In the film there are cowboys and maybe Indians. There are bad guys, but there is also a sheriff. The hero of the film rides a horse and has a gun. He is tall and good-looking. He is in love with a pretty girl. What kind of film is this? A western, of course. The western is a film genre. Each film genre has a typical story, typical characters and typical situations. When we go to the cinema, we often want to see what we expect. In an action film, we expect to see fights, but we also want to see the hero alive at the end of the film and the bad guys dead or in

prison. In a romantic comedy we expect to see the girl and the boy together at the end of the film.

When we watch films of different genres, we have different feelings. We are scared when we watch a horror film, we cry when we watch a romance, we laugh when we watch a comedy, and we are excited when we watch an action film. Different people like different genres.

Not all films are genre films. Often it is difficult to decide which genre a film belongs to because it is a combination of different genres.

**TASK D, p. 55**

- Pupils read descriptions of film genres and match names with descriptions. Explain new vocabulary. Ask pupils to name at least one film they know for each genre.

**SPEAKING****TASK E, p. 55**

- Ask pupils to look at the pictures. *Do they recognize any of the films in the pictures? Can they tell film genre from the picture? Why do they think so?* Encourage them to speak and guess. Elicit explanations for their guesses.

**TASK F, p. 55**

- Divide the class into groups. Ask to answer questions as group. They will report as a group where each member of the group will answer one or two questions, not about his/her favourite film, but about the group's favourite film. Get feedback.

**Workbook, p. 44, Tasks A, B, C**



**D** Here are some film genres. Match their names to the descriptions. Write the answers in your notebook.

- |                          |                   |                        |                    |
|--------------------------|-------------------|------------------------|--------------------|
| <b>A</b> adventure films | <b>B</b> dramas   | <b>C</b> fantasy films | <b>D</b> romances  |
| <b>E</b> disaster films  | <b>F</b> musicals | <b>G</b> horror films  | <b>H</b> thrillers |

- 1 They take place in a magical world with fantastic characters like witches, wizards, dwarfs, dragons and talking bears.
- 2 They are exciting stories that often take place in exciting places like jungles or deserts, or at sea. Sometimes they are about the past, and the hero fights with his sword.
- 3 They are about people, their lives and their problems. They don't always have a happy ending.
- 4 They make us scared. They are about evil people and evil things, monsters, ghosts or vampires. Often things happen at night, in lonely, scary places.
- 5 In these films the main characters have to solve a mystery and fight to save their lives. The films are exciting because we don't know what will happen next.
- 6 These are films about love.
- 7 In these films the characters sing and dance.
- 8 They are about a disaster like a fire, a plane crash, a ship that goes down, or a global disaster.

## SPEAKING

**E** Look at these scenes from some films. What genre of films are they? Why do you think so?



**F** Speak in groups.

- |   |                                |
|---|--------------------------------|
| 1 What is your favourite film genre?        | 4 Who are the main characters? |
| 2 What is the best film you have ever seen? | 5 What happens?                |
| 3 When and where does it take place?        | 6 How does the film end?       |

## LESSON 2

### INTRODUCTION

- Check homework.

### WORDSPOT

#### TASK G, p. 56

- Write abbreviation SF on the board. Elicit the full word and its meaning. Ask pupils if they know any science fiction films. What is difference between a science fiction film and a fantasy film (Science fiction explores what is possible (even if it's improbable), while fantasy explores the impossible. Isaac Asimov, once asked to explain the difference between science fiction and fantasy, replied that science fiction, given its grounding in science, is possible; fantasy, which has no grounding in reality, is not.). *Star Wars* or *Star Trek* are science fiction while *The Hobbit* or *Narnia* are fantasy.

#### TASK H, p. 56

- Explain that words in this WORDSPOT belong to two genres science fiction and action films. They have to sort out the words by writing SF in the box next to the word if it is science fiction and AF if it is an action film.
- Pupils read silently the two texts to confirm their answers.

#### Answer key:

ACTION FILMS: to shoot, a fist, karate, to chase, a roof, a criminal

SF FILMS: dinosaur, an alien, space, a spaceship, a robot, to rule

### READING AND WRITING

#### TASK I, pp. 56-57

- Explain they will read about a scene from an action film and a scene from science fiction film. They have to fill in the descriptions with the given words.
- Pupils take turns to read the two texts aloud and check their answers.

#### Answer key:

1

A white sports car is moving very fast in a street of a big city. A criminal is shooting from the window of the car. A police car is following. The police are chasing the criminals in the white car. They are driving very fast, too. The hero is shooting at the criminal. A helicopter is flying above the street.

2

There is a round spaceship on the grass. Its door is open and a robot is coming out. A pink alien is standing in front of the spaceship. They are visitors from space. They are visiting Earth. A girl and a dog are watching. The girl is waving her hand. Another spaceship is flying in the air.

## WORDSPOT

G

Do you know what these words mean? Are they from a science-fiction film or from an action film?

to shoot      to rule      to chase  
a robot      karate  
a fist      a spaceship  
a dinosaur      a roof  
an alien      space      a criminal

## READING

H

Read the texts and check your guesses.

In **action films** the good guys fight against cruel, dangerous criminals. They use their fists, karate and guns. These films usually take place in big cities. The hero isn't afraid of anything. He shoots, jumps from roofs and chases criminals in his car. The criminals sometimes hurt him, but never kill him.

In **science-fiction films** the heroes travel in space, or aliens fly spaceships and visit Earth. In these films we also travel in time, into the future, where robots rule the world, or we can visit the past and meet dinosaurs. The films are called "science fiction" because they have some elements of science. But mostly they are fiction.

I

Look at these scenes from an action film and a science action film. Copy the descriptions of the two scenes in your notebook and complete with the words under the pictures. Then listen and check.

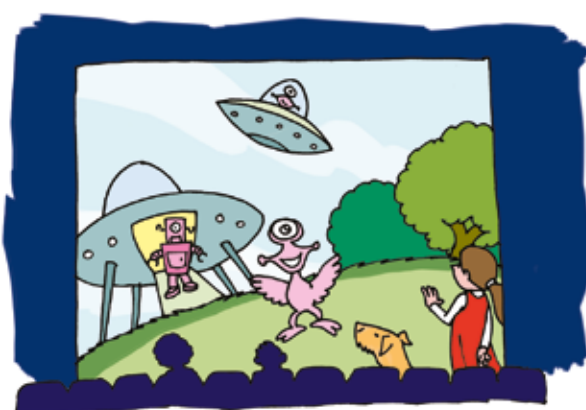


CITY STREETS



hero      criminal      police      car  
city      is moving      are driving

ALIENS ARE HERE



alien      robot      spaceship      space  
are visiting      is waving      is flying

1

A white sports car ... very fast down a street in a big ...  
A ... is shooting from the window of the car. A ... car is following. The police are chasing the criminals in the white ... They ... very fast, too. The ... is shooting at the criminal.  
A helicopter is flying above the street.

## GRAMMAR

### REMEMBER!, p. 57

- Study the four texts together and compare tense used in the texts in Task H with the tense used in text in Task I. Elicit the reasons for using two different tenses. Elicit the rule. Read Remember box to check and confirm.

### TASK J, p. 57

- Pupils complete the sentences individually. Get feedback.
- Ask pupils to write another pair of sentences about another genre and use the present simple and the present continuous.

**Answer key:** 1 fly, visit 2 is flying, are visiting

### TASK K, p. 57

- Do it as a quick reading activity. Pupils choose the correct tense as they read.

**Answer key:** 1 love 2 are buying 3 is watching 4 watches  
5 make 6 isn't making

## SPEAKING

### TASK L, p. 57

- Divide class into groups. They can invent a scene or use a scene from an actual film. Assign 5 minutes for preparation. Representatives from each group describe their scene and show the drawing (if they have it). Other pupils listen and guess the genre.



**Workbook, p. 45, Tasks D, E**

2

There is a round ... on the grass. Its door is open and a ... is coming out. A pink ... is standing in front of the spaceship. They are visitors from ... They ... Earth. A girl and a dog are watching. The girl ... her hand. Another spaceship ... in the air.

REMEMBER!

## THE PRESENT SIMPLE and THE PRESENT CONTINUOUS

In action films the hero **shoots** and **chases** criminals.

In this scene the hero **is shooting**. The police **are chasing** the criminals.

We use the **present simple** to talk about something that happens **in general**.

We use the **present continuous** to talk about something that is happening **now**.

**J** Copy these two sentences in your notebook and use the **present simple** or the **present continuous**.

- 1 In science-fiction films, aliens \_\_\_\_ (fly) spaceships and they \_\_\_\_ (visit) Earth.
- 2 In the scene in the picture, a spaceship \_\_\_\_ (fly) in the air. An alien and a robot \_\_\_\_ (visit) Earth.

**K** Choose the **present continuous** or the **present simple**.

- 1 Russell, Ella and Sam **love / are loving** films.
- 2 Now they **buy / are buying** tickets for the new science-fiction film.
- 3 Pete **watches / is watching** a fantasy film on TV tonight.
- 4 He **watches / is watching** too much TV.
- 5 They **make / are making** lots of films in Hollywood every year.
- 6 Russell **doesn't make / isn't making** a film at the moment.

## SPEAKING

**⚡** Work in groups. Imagine a scene from a film. Draw it and describe it to your friends. Can they guess what kind of film it is?

- 1 Where does the action take place?
- 2 Who is in the scene?
- 3 What are the characters doing?
- 4 What are they wearing?
- 5 Are they speaking?
- 6 What are they saying?



## 3.4 SCHOOL CLUBS

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES: I უცხ. დანტ. (II): 1,2,3,5,6,7,9

- |            |                                       |
|------------|---------------------------------------|
| GRAMMAR    | • The gerund                          |
| FUNCTIONS  | • Talking about films and film genres |
|            | • Talking about the present           |
| VOCABULARY | • Extracurricular activities          |
|            | • expressions with gerund             |
|            | • text-related                        |

### SKILLS

- |           |  |
|-----------|--|
| READING   | • A text about pupils and their activities |
| LISTENING | • A test about pupils and their activities |
| SPEAKING  | • Expressing likes and dislikes            |
|           | • Talking ones extracurricular activities  |
| WRITING   | • Recording information                    |
|           | • Likes and dislikes                       |

### CULTURE and CLIL

- Georgian

## INTRODUCTION

- Check homework.
- Start a discussion of the topic of free time. You can ask pupils what they do in their free time or during holidays. *What kind of activities do they like? Sports? Are they artistic or do they help their family? Do they read books or play computer games?*

## LISTENING AND READING

### TASK A, p. 58

- Explain you will hear about six pupils from Ana's school. Ask pupils to write their name in the notebooks (Clara, William, Emily, Angela, Maria and Rajesh) and to take notes of their activities as they listen. Play what one or maximum two pupils say and then get feedback. Check if pupils need to hear any part of the recording for the second time. Pupils listen with their books closed.
- Pupils, in pairs, talk about each pupil and his/her activities. Walk around the class and monitor the activity. Make sure they take turns and describe different pupils.
- Pupils take turns to read the texts and confirm their notes.

### TASK B, p. 58

- Explain they will read six sentences. This is what Clara, William, Emily, Angela, Maria and Rajesh say about themselves. Ask them to match speakers and sentences.
- Invite pupils say a similar sentence about their likes and dislikes. Tell them to start with one of the expressions speakers use in their sentences: *I like/ don't like..., I love..., I hate..., I'm interested in..., I'm good at...* Point out there is a special structures they have to use after these expressions. *Can they see it in the sentences?* Give them time to think of a sentence and find the structure. Listen to some of the pupils. Give a small award (a sweet or something similar) to every pupil who uses -ing form after the given phrases.

**Answer key:** 1 William 2 Angela 3 Clara 4 Emily 5 Maria 6 Rajesh



# SCHOOL CLUBS

## READING



track 08

**4** Read about six pupils from Ana's school. Are they like any of your friends?



### Clara

Clara loves reading. She doesn't mind doing homework, but she hates studying for tests! Clara often takes

her dog to the lake. She is mad about swimming.



### William

William likes cycling, skateboarding, skiing, watching scary films and computers. He is a good friend, but he

doesn't talk much. He's a little shy.



### Emily

Emily loves sport, especially, netball, badminton and volleyball. She always gets good marks in

maths and science tests. She plays chess. She's got lots of stuffed animals.



### Angela

Angela is friendly. She makes everybody laugh. She is pretty. She knows lots of songs from famous

musicals. She dances in front of her mirror. She wants to be an actress.



### Maria

Art is Maria's favourite subject. She loves making clothes for her dolls. She also makes her own jewellery. She always wears

something original and different.



### Rajesh

Rajesh is crazy about playing football. His favourite team is Barcelona. His ambition is to play in the World

Cup. He loves buying trainers. He can't stand wearing shoes.

**B** This is what they say about themselves. Who is speaking – Clara, William, Emily, Angela, Maria or Rajesh?

1. I don't like talking. I hate being so shy.
2. I like singing and dancing.
3. I read detective stories and anything about dragons. I love playing with my dog.
4. I hate losing. I don't mind training hard.
5. I'm interested in fashion. I'm not bad at drawing.
6. I'm good at sport. I'm mad about stuffed animals.



## GRAMMAR

### REMEMBER!, p. 59

- Elicit the rule about using the gerund. At this point pupils do not have to know this structure is called gerund, so do not mention it.
- Go through Remember box to find out after which expressions we use the gerund.

## SPEAKING

### TASK C, p. 59

- Ask pupils to choose one of the six pupils and to talk about clubs she/he would join and why. They also choose a club or two they would like to join.



## WORKBOOK

Do Workbook, page 47, Task D. Explain the use of go, do and play with sports. Play is used with all sports with a ball or competitive games where we play against another person, go with all sports and activities end in -ing. Verb go implies that we go somewhere to practice this sport. Do is used for a recreational activity or a non team sport that does not use a ball.

## YOUR TURN!

### TASK D, p. 59

- Assign this task for homework so pupils have time to write their sentences. Tell them they can write funny answers as well, but warn them not to be rude.



**Workbook, pp. 46 and 47, Tasks A, B, C**  
**Student's book, p. 59, Task D**

## REMEMBER!

### SAYING WHAT YOU LIKE OR DON'T LIKE

I

love  
like  
don't like  
hate

dancing.  
reading.  
talking.  
doing tests.

I'm mad / crazy about playing football.  
I don't mind training hard.  
I can't stand wearing shoes.

### SAYING WHAT YOU ARE GOOD AT, BAD AT, INTERESTED IN

I'm good at playing volleyball.

I'm bad at drawing.

I'm interested in acting.

**C** Look at the extracurricular activities you can do at Ana's school. Which clubs should Clara, William, Emily, Angela, Maria and Rajesh join? Why? Which clubs would you like to join?

#### MATHS CLUB

Tue, after school

#### HISTORY CLUB

Mon, after school

#### ECO CLUB

Wed, lunch break,  
some weekends

→ for those who hate staying indoors and love nature, animals and gardening

#### FOOTBALL CLUB

Thu, after school

#### GIRLS' VOLLEYBALL CLUB

Thu, after school

#### LANGUAGE CLUBS

Mon, after school

→ learn Spanish, Russian or German and have fun  
→ There are no tests!

#### CHOIR

Tue, after school

→ classical, traditional and pop songs

#### COMPUTER CLUB

Thu, after school

#### CHESS CLUB

Fri, lunch break

#### DRAMA CLUB

Tue, after school, more often before the school play

→ act, dance and sing and develop confidence

#### ARTS AND CRAFTS CLUB

Mon, after school

→ be creative, draw, paint, make sculptures, do art photography

#### READING CLUB

Wed, lunch break

→ read and talk about books

## YOUR TURN!

**D** Complete the sentences. Compare with a partner.

- 1 I'm mad / crazy about...
- 2 I love...
- 3 I like...
- 4 I don't mind...

5 I don't like...

6 I hate...

7 I can't stand...

8 I'm interested in...

9 I'm good at...

10 I'm bad at...

## CINDY'S READER – THE HOBBIT

- This is an optional activity. It is a reading activity. If you feel that your pupils would not be interested in *The Hobbit*, use the time you would spend on this lesson differently.
- One suggestion is to do Workbook, page 49, Task C where pupils can write about their favourite film.
- You can also extra practice grammar or explore any other unit content you feel needs more practice.

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES: I უცხ. დანყ. (II):  
1,2,3,4,5,6,8,9,10,11

GRAMMAR	• Revision of Unit 3 structures
FUNCTIONS	• Talking about films and books
	• Adjectives that describe people's looks and character
VOCABULARY	• Revision of Unit 3 vocabulary
	• text-related

SKILLS

READING	• Paragraphs about the book and its characters
LISTENING	• Description of characters
SPEAKING	• Describing characters
	• Retelling a story
WRITING	• Recording information
	• My favourite film

CULTURE and CLIL

- Georgian

### TASK B, pp. 60-61

- Pupils read the text answer the questions about *The Hobbit*.
- Pupils take turns to say or read aloud their answers. Encourage them to say them rather than to read them.

#### Answer key:

- 1 The story takes place a long time ago.
- 2 It starts when a wizard, Gandalf, knocks on the round door of a hobbit hole, and Bilbo Baggins opens the door.
- 3 They want to get back their treasure, which is deep in the Lonely Mountain.
- 4 They fight a dragon.
- 5 Gandalf helps them.
- 6 Bilbo finds magic ring.
- 7 The dwarves get their treasure and Bilbo returns to his beloved home.

#### TEACHING TIP

Explain that sometimes you do not have to understand every single word to understand and find the information you need.

## INTRODUCTION

- Check homework.
- Ask pupils if they like fantasy films. Ask for examples of fantasy films. If they do not mention *The Lord of the Rings* or *The Hobbit* ask them if anyone has seen any of the two titles.

## READING

### TASK A, p. 60

- Ask pupils to match the titles to the information. Elicit the difference between a writer and a director. *What is a trilogy?*

#### Answer key:

- 2 *The Hobbit*
- 5 Peter Jackson
- 3 *An Unexpected Journey, The Desolation of Smaug, There and Back Again*
- 1 J.R.R. Tolkien
- 4 fantasy adventure

# THE HOBBIT

## A Match the titles to the information.

- |                    |  |
|--------------------|--|
| 1 the writer       | <b>A</b> <i>The Hobbit</i>   |
| 2 the book         | <b>B</b> Peter Jackson   |
| 3 the film trilogy | <b>C</b> <i>An Unexpected Journey, The Desolation of Smaug, There and Back Again</i> |
| 4 the genre        | <b>D</b> J.R.R. Tolkien  |
| 5 the director     | <b>E</b> fantasy adventure   |



**CINDY'S  
READER**

## B Read the story of *The Hobbit*. Answer the questions.

- 1 When does the story take place?
- 2 How does it start?
- 3 Why do Bilbo and the dwarves go on a journey?
- 4 Who do they fight?
- 5 Who helps them?
- 6 What does Bilbo find?
- 7 How does the story end?

### TASK C, p. 61

- Write a man, a wizard, a hobbit, a dragon, a creature from the mountains tunnel and a dwarf on the board. Ask pupils to name all characters and say which character is what.

**Answer key:** 4 Bard - a man 2 Gandalf - a wizard 1 Bilbo Baggins - a hobbit 6 Smaug - a dragon 5 Gollum - a creature from the mountain tunnels 3 Thorin - a dwarf

### WORDSPOT

#### TASK D, p. 61

- Explain vocabulary if needed.
- Ask pupils to copy them into their notebooks under two headings: *character is like* and *character looks like*. Walk around and monitor their progress.

**Answer key:**

What a character is like: clever, proud, wise, brave  
What a character looks like: huge, small, short, hairy, slimy, strong, tall

### LISTENING

#### TASK E, p. 61

- Do it as a listening task. Ask pupils to close their books. Explain you will read a description of each of the six characters and they have to guess his name. Read one description at a time and then elicit the answer. When you have finished reading give time to pupils to write names in their books.

**Answer key:** text one: Thorin text two: Bard text three: Bilbo Baggins text four: Gollum text five: Gandalf text six: Smaug



### WORKBOOK

Do Workbook, page 48, Task B. Help pupils fill in the expressions by pointing out that there are as many lines in word as there are letters.

### YOUR TURN!

#### TASK F, p. 61

- Pupils describe their favourite character from The Hobbit. If they do not have a favourite character in The Hobbit ask them to describe any other character they like. Ask them to use one expression from Workbook page 48 (*as proud as a peacock, as greedy as a pig ...*)



#### Workbook, p. 48, Task A

Give pupils a choice between just answering questions or write a real composition where they use information from the workbook as prompts for their work.

**REMEMBER** to assign project work so pupils have time to prepare while you do revision. Suggested projects (Student's book, page 62) are *Clocks* and *Top Ten Films*.

## READING

The story takes place a long, long time ago. It starts when a wizard, Gandalf, knocks on the round door of a hobbit hole, and Bilbo Baggins opens the door. Bilbo likes his quiet life and his comfortable home. He doesn't like adventures. But that day everything changes. Bilbo has more visitors – Thorin and twelve other dwarves. They want to get back their treasure, which is deep in the Lonely Mountain. Its guard is a dragon called Smaug. Gandalf thinks that Bilbo can help them.

Bilbo and the dwarves set off on a great adventure. Their journey takes them through

the wild, through the magic land of the elves, over the Misty Mountains, and through the black forest of Mirkwood. Along the way they meet danger, but they also get help from Gandalf, the wizard, the elves, Bard, a man from Lake-town and even birds. In the dark tunnels of the Misty Mountains, Bilbo finds a magic ring and takes it from a strange creature called Gollum.

The story has a happy ending. Bard kills the dragon. The dwarves get their treasure and Bilbo returns to his beloved home. What happens to Bilbo and the ring later on? That's another story.

### C Match the name of the characters and what they are.

- |                 |          |                   |   |
|-----------------|----------|-------------------|---|
| 1 Bilbo Baggins | 4 Bard   | <b>A</b> a man    | <b>D</b> a dragon                             |
| 2 Gandalf       | 5 Gollum | <b>B</b> a wizard | <b>E</b> a creature from the mountain tunnels |
| 3 Thorin        | 6 Smaug  | <b>C</b> a hobbit | <b>F</b> a dwarf                              |

## WORDSPOT

### D Which of these adjectives describe what a character is like, and which what a character looks like?

huge      clever      proud      slimy  
 hairy      small      wise  
 short      tall      brave      strong

### E Match the characters in Task C to their descriptions.

- |  |   |
|--|---|
| 1 ... He's the leader of the group of dwarves. He's short but strong. He's proud. He doesn't listen to his friends and he loves gold too much. He is killed. | 4 ... He's small and slimy. He lives deep in the tunnels of the Misty Mountains. He's obsessed with his ring. |
| 2 ... He's tall and strong. He comes from a family of kings. He's very brave. He understands the language of birds. In the end, he kills the dragon.         | 5 ... He's old. He has a long beard and long hair. He's good and wise. He can do magic.                       |
| 3 ... He's short. He has curly hair and hairy feet. He loves his home, eating and singing. He doesn't like adventures. He's clever.                          | 6 ... He's golden red in colour and has huge wings and a long tail. He sleeps on his treasure.                |

## YOUR TURN!

### F Which character from *The Hobbit* do you like best? Why?



## WORKBOOK REVISION

### (UNIT 3) pp. 50, 51

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხ. დანყ. (II): 2,3,5,6,8,9,10,11

- |            |   |
|------------|---|
| GRAMMAR    | <ul style="list-style-type: none"> <li>• Present continuous – affirmative, negative and questions</li> <li>• Present simple and present continuous contrasted</li> <li>• Prepositions</li> </ul>          |
| FUNCTIONS  | <ul style="list-style-type: none"> <li>• Describing everyday routines</li> <li>• Talking about actions taking place at the moment of speaking</li> <li>• Talking about films and TV programmes</li> </ul> |
| VOCABULARY | <ul style="list-style-type: none"> <li>• Description of people</li> <li>• Everyday routines and habits</li> <li>• Films</li> </ul>  |

#### SKILLS

- |          |   |
|----------|---|
| READING  | <ul style="list-style-type: none"> <li>• Dialogues</li> </ul>   |
| SPEAKING | <ul style="list-style-type: none"> <li>• Asking for an explanation</li> <li>• Talking about a favourite film</li> <li>• Talking about a TV programme</li> </ul> |
| WRITING  | <ul style="list-style-type: none"> <li>• Recording information</li> </ul>   |

#### CULTURE and CLIL

- Georgian

## LESSON 1

### INTRODUCTION

- Check homework. Listen to pupils read and talk about their favourite films.

### VOCABULARY

#### TASK A, p. 50

- Ask pupils to complete the sentences by choosing the correct option. Get feedback.
- You can do this task in the form of a quiz. If you have a projector, prepare the quiz in the form of a PowerPoint presentation and if you don't have the correct technology, ask four of your pupils to be a 'human computer'. Give the first pupil the beginning of the sentence, and the other three the answers a), b) and c). Divide your class into two teams. Ask your 'human computer' to read the first question in this manner: *Pupil no.1: He always wears; pupil no.2: a) a clock; pupil no.3: b) a watch....* Ask your 'human computer' to read loudly and clearly. If the teams don't catch or understand what they have said, they can politely ask the 'computer' to repeat, e.g. *Answer a) could you please repeat?*

#### TASK B, p. 50

- Ask pupils to translate the phrases. Explain that they have to translate the meaning and not the words, as most of the phrases cannot be translated literally, word for word.

#### OPTIONAL

In pairs, pupils use some of the phrases in mini dialogues. Walk around and monitor that they are using the phrases correctly and choose the best/funniest/most interesting dialogues to be acted out in front of the class.

## LESSON 2

### INTRODUCTION

#### OPTIONAL

Revise telling the time and the use of the present continuous with this activity. Prepare slips of paper. On one set of slips write the time (one time on each slip of paper), e.g. 7:30, 12:00, 4:50 a.m., 4:40 p.m. On the other set of slips (again one on each slip of paper) repeat the time and add a verb, e.g. '4:50 a.m. sleep'. Divide pupils into two teams. Hand out 'time' slips to one team and 'verb' slips to the other team. Ask a volunteer from the 'time' team to stand up and say: *It's ten to five a.m. What am I doing?* Members of the 'verb' team now quickly check their slips of paper and the pupil with the matching time gets up and says: *You are sleeping.* To make this activity more interesting, you can write funny activities or combinations of times and activities, e.g. '4:50 a.m. eat pudding with salt'.

#### TASK C, p. 50

- Revise the use of prepositions of time. You can play the IN, AT OR ON game to help you do it. Make sure you prepare the slips of paper beforehand.

#### RESOURCE BANK – GAMES – IN, AT OR ON

- Revise *good at*, *interested in* and *crazy about*. Ask pupils to write three sentences about themselves. Dictate the beginnings of each sentence: 1) *I am good...* 2) *I am interested...* 3) *I am crazy about...* Remind them to use the correct prepositions after *good*, *interested* and *crazy*. Check their answers.
- Pupils now do the task. Get feedback.



# REVISION

## VOCABULARY

### A Choose the correct answer.

- 1 He always wears a) a clock. b) a watch. c) an hour.
- 2 A quarter of an hour is a) 45 minutes. b) 30 minutes. c) 15 minutes.
- 3 In Britain, school starts at 9 a) km. b) a.m. c) p.m.
- 4 My parents want to know what's going on in the world, so they always watch a) soap operas. b) quiz shows. c) the news.
- 5 The team are playing well and the fans are a) chasing. b) shining. c) cheering.
- 6 It is a warm, sunny day in most of Europe, but in England it is a) wind. b) windy. c) cloud.
- 7 I like films with a happy a) end. b) ending. c) genre.
- 8 In a horror film, the typical characters are a) aliens. b) cowboys. c) ghosts and monsters.
- 9 She is my favourite a) guy. b) hero. c) heroine.
- 10 I hate staying at home. I like playing games a) indoors. b) outdoors. c) doors.
- 11 She's in the school choir because she loves a) dancing. b) drawing. c) singing.

### B TRANSLATION CORNER

Translate these phrases into Georgian.

What's up?

at granny's place

I don't mind...

I can't stand...

Cheer up!

Go away!

It's a piece of cake.

Don't do anything!

### C Complete the sentences. Use: about, at, from, in, on or to.

- 1 The documentary is \_\_\_\_\_ at \_\_\_\_\_ 6 o'clock.
- 2 Jason is crazy \_\_\_\_\_ football.
- 3 Clara is interested \_\_\_\_\_ all kinds of animals.
- 4 Maria is good \_\_\_\_\_ making things.
- 5 The Reading Club meets \_\_\_\_\_ Wednesday \_\_\_\_\_ 1 to 1.30 p.m.
- 6 It's a quarter \_\_\_\_\_ ten.

## GRAMMAR

### TASK D, p. 51

- Ask one pupil to read the instructions out loud. Pupils do the task and write the questions.
- Walk around and monitor. Elicit rules for the use of the present continuous (activity in progress at the moment of speaking).

### TASK E, p. 51

- This task highlights the differences in the use of the present continuous. Ask pupils to do the task and add one sentence of their own for each of the two uses. Get feedback.

### TASK F, p. 51

- Revise and compare the use of the present simple and the present continuous. Ask pupils to fill in the sentences with the correct form of the verb. Point out they should look for adverbs of frequency and other time expressions that can help them to choose the correct tense for each line.



**HOMEWORK**, Remind pupils to prepare their projects for the next lesson.

## GRAMMAR

**D** April sometimes doesn't understand what is happening in a film. She asks Elliot questions. Read Elliot's answers. Write April's questions using the **present continuous**.

1 April: \_\_\_\_\_?

Elliot: She's crying because she doesn't know where her dog is.

2 April: \_\_\_\_\_?

Elliot: I don't know who he's calling. Maybe his girlfriend.

3 April: \_\_\_\_\_?

Elliot: No, he isn't sleeping. He's just lying and thinking.

4 April: \_\_\_\_\_?

Elliot: Yes, they are. They're going home. It's a happy ending.

**E** Write **N** if you think the sentence is about **now** and **F** if you think it is about a plan for the **future**.

1 I'm watching TV. ☐

2 I'm not going to school tomorrow. I'm ill. ☐

3 Call me later, we're having dinner. ☐

4 My mum is coming home soon. ☐

**F** Complete the sentences. Use the verbs in brackets in the **present simple** or the **present continuous**.

1 Clara is out with her dog, Tara. Now Tara \_\_\_\_\_ (swim) in the lake. When the weather is good, Clara always \_\_\_\_\_ (take) Tara to the lake.

2 William is at the cinema this afternoon. He \_\_\_\_\_ (watch) a film. He \_\_\_\_\_ (like) action films. He \_\_\_\_\_ (not like) comedies.

3 Angela is in the Drama Club. Every Tuesday, Angela and her friends \_\_\_\_\_ (meet) after school. Today is Tuesday, but at this moment Angela and her friends \_\_\_\_\_ (not act). There are no lights on in the hall.

4 Judy and her dad \_\_\_\_\_ (play) chess at the moment. Judy \_\_\_\_\_ (win). They \_\_\_\_\_ (not play) often because Judy's dad is busy.

## FOR MY PORTFOLIO

### (UNIT 3) p. 62

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES: I უცხ. დანყ. (II): 1,2,3,4,6,8,9,12

- GRAMMAR • Revision of structures from Unit 3
- FUNCTIONS • Presenting a project
- VOCABULARY • Revision of vocabulary from Unit 3

#### SKILLS

- READING • My learning diary
- LISTENING • Project presentations
- Describing a landmark
- SPEAKING • Reporting and commenting results of a survey
- WRITING • to convey information - presentation

#### CULTURE and CLIL

- Georgian

### INTRODUCTION

- Give pupils some time to prepare for the presentation of their project. Let them sit in groups and revise the prepared materials.
- Before they start presenting remind them to speak towards the class and not to look at the poster or you. Tell them also they do not need to hurry.

### SPEAKING

- First ask if there are volunteers to come and present their poster. Listen to every group. Ask other pupils to remember or write down possible questions.
- In the end ask pupils to choose the best poster and presentation.
- Put the best posters on the class wall or pinboard.

### MY LEARNING DICTIONARY

- Ask pupils to express their opinion about this unit.
- Ask pupils circle the *I can* smiley that, in their opinion, describes their newly acquired knowledge.

# FOR MY PORTFOLIO

## My learning diary

### PROJECTS

Choose one project and do it in a group.




#### 1/ CLOCKS

Do research on one or more well-known clocks. It could be Big Ben or your local town clock. Why is the clock important? Make a poster. Include pictures of the clock and information about it.

#### 2/ TOP TEN FILMS

Do a class survey to find out the top ten films of your class. Find out the title of each film in English, and the names of the director and the main actors. Decide which genre each film belongs to. Write it all out on a big piece of paper.

























#### What do you think about this unit?

- 1/ Why is this unit called "TV, Films, School Clubs and Telephone Calls"?
- 2/ I think this unit is:  
 easy.  
 not very easy.  
 difficult.
- 3/ What was easy? What was difficult?
- 4/ Which lesson did you like best?
- 5/ What did you dislike in this unit ?
- 6/ Which were your favourite word(s) from this unit?

#### choose what you can do after this unit.

 I CAN

 I NEED MORE PRACTICE

- |   |   |  |
|---|---|--|
|  |  | I can tell the time.   |
|  |  | I can name different kinds of TV programmes.   |
|  |  | I can say when a programme is on and how long it lasts.  |
|  |  | I can say what is happening now.   |
|  |  | I can ask questions about what is happening now.   |
|  |  | I can talk about my plans for next week.   |
|  |  | I can understand some text-messaging abbreviations.  |
|  |  | I can name different film genres and say something about them.                                   |
|  |  | I can use the correct tense to say what is happening now and what happens usually or in general. |
|  |  | I can say what I love or hate doing.   |
|  |  | I can say what I'm good at and bad at and what I'm interested in.                                |
|  |  | I can say something about <i>The Hobbit</i> .  |

## UNIT 4 PLACES

### GETTING STARTED

- Before starting the Unit ask pupils to look at page 63. *Can they already do some of the things listed? Are they familiar with some of the sites mentioned in this Unit? What is new for them? Would they like to improve their knowledge?* Tell them to remember their feelings and thoughts because we are going to compare them with the outcomes from My Learning Diary when we reach the end of this Unit so that they can see their improvement themselves.

### 4.1 ROOMS

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხ. დანყ. (II):  
1,2,4,5,6,8,9,10,11,14

GRAMMAR	• There is/are
	• Indefinite article
FUNCTIONS	• Definite article
	• Revision of prepositions and prepositional phrases of place
VOCABULARY	• Describing where things are
	• Talking about homes
SKILLS	• Describing a picture
	• Parts of a house and furniture
READING	• Types of homes
	• Colours
LISTENING	• Text-related
	• Description of a room
SPEAKING	• Description of an artist's room
	• Describing where things are in a room
WRITING	• Asking and answering questions
	• My room
CULTURE and CLIL	• Recording information
	• Georgian
	• Art

### LESSON 1

#### INTRODUCTION

- Write ROOMS on the board. Ask pupils to think of words connected with this word. *Which rooms do they know? Are they in a room now?*
- Ask them to describe where things are in the classroom. Revise prepositions and prepositional phrases of place: *in the middle, on the left/right, between, opposite and next to.*

#### TASK A, p. 64

- Explain this is a plan of Ana's flat. In pairs, pupils describe Ana's flat. One can ask questions and the other answers them or they can take turns talking about where different rooms in Ana's flat are located. Walk around, monitor and make sure they take turns. Encourage them to use different prepositions.

### WORDSPOT

#### TASK B, p. 64

- Explain they will read a list of things that are in Ana's flat. On the plan of Ana's flat in Task A there are numbers from one to ten. Ask pupils to match the numbers and things. Explain: *sink, washbasin, bathtub, armchair, carpet, wardrobe.*
- Pupils study the picture and match the numbers and things.
- Ask some pupils at random about the things. *Which number are they? Where are they?*

**Answer key:** 8 a sink 10 an armchair 3 a washbasin 1 a carpet 9 a fridge 4 a bathtub 2 a shelf 7 a cooker 6 a wardrobe 5 a toilet

### SPEAKING

#### TASK C p.64

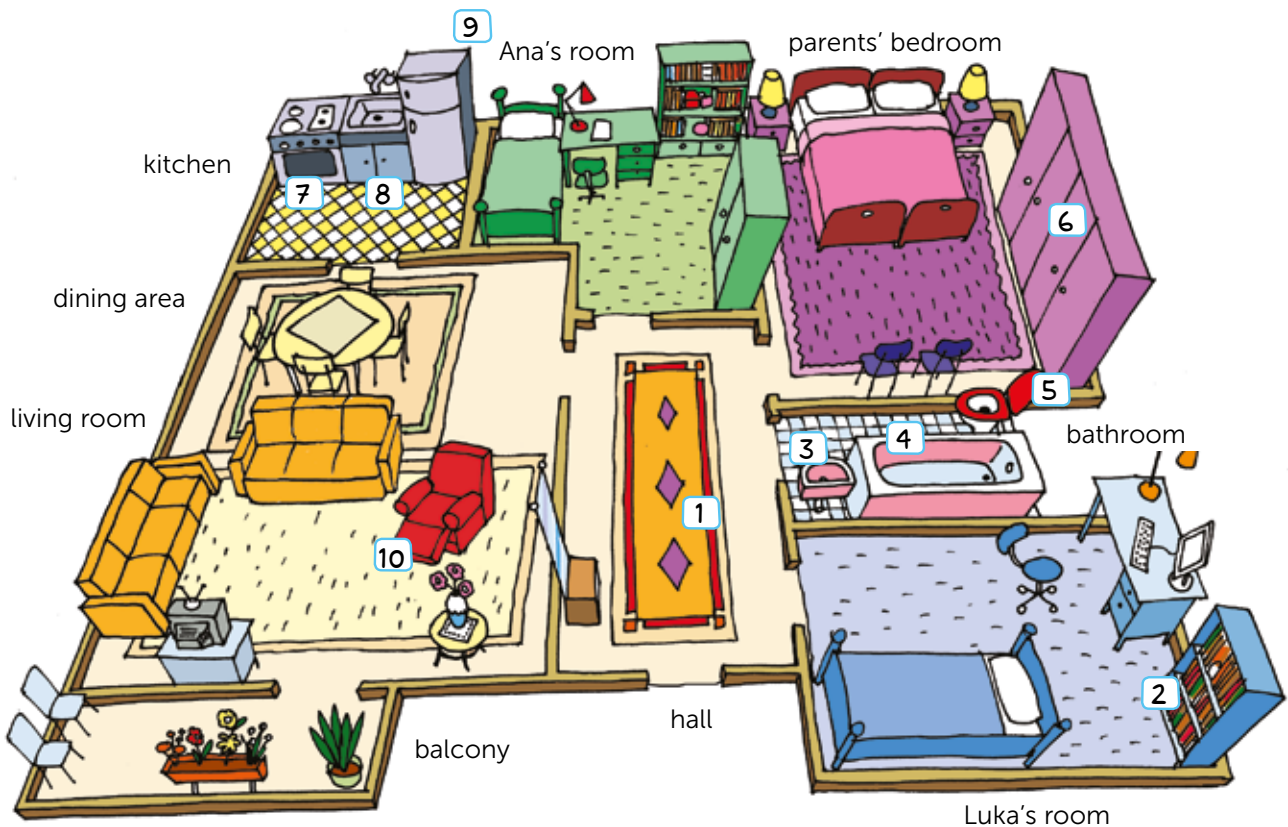
- Ask pupils to look at the plan of Ana's flat once again and answer the questions. Explain you will ask pupils at random to read a question and when they have read it they are to ask another pupil to answer it. In this way more pupils are active and involved. Elicit full sentences with *there is* and *there are*.

#### Answer key:

- There are two (three) beds in Ana's flat. (One single + one double or three single.)
- There is one bathroom.
- There is a TV in the living room.
- No, there isn't a table in the kitchen. There is a table in the dining area.
- Yes, there are some plants.
- No, there aren't any chairs in the hall.

## ROOMS

- 4** Look at the plan of Ana's flat. What rooms are there? Use these words to say where the rooms are: **in the middle**, **on the left**, **on the right**, **between**, **opposite** and **next to**.



## WORDSPOT



- B** Find these things in Ana's flat. Say where these things are.

a sink	an armchair	a washbasin	a carpet	a fridge
a bathtub	a shelf	a cooker	a wardrobe	a toilet

- C** Look at the plan of Ana's flat and answer the questions.

- |  |                                     |
|--|-------------------------------------|
| 1 How many beds are there in Ana's flat? | 4 Is there a table in the kitchen?  |
| 2 How many bathrooms are there?          | 5 Are there any plants?             |
| 3 Is there a TV in the living room?      | 6 Are there any chairs in the hall? |



## GRAMMAR

### REMEMBER!, p. 65

- Revise the use of *there is* and *there are* with the help of the Remember Box. These phrases are used to say that something exists in a certain location and to talk about things we see. Point out the difference in usage. Highlight the use of *any* in negative sentences.

#### TEACHING TIP

Since *there is* and *there are* have no equivalent in the Georgian language, pupils sometimes use *have* or *just is* or *are*. One way to help them is to visualise the difference. You can use translation for this. Write a sentence in Georgian on the board, i.e. **მაგიდაზე არის ვაშლი**, and ask pupils to translate it. Elicit answers. Write the English sentence below the Georgian sentence so that pupils can compare the two sentences and see the difference.

მაგიდაზე არის ვაშლი.

*There is an apple on the table.*

### TASK D, p.65

- Pupils use cues to write sentences about Ana's flat. Get feedback.

#### Answer key:

- 1 There are (some, many) books in Ana's room.
- 2 There aren't any flowers in Luka's room. (There are no flowers in Luka's room.)
- 3 There is a wardrobe in Ana's room.
- 4 There isn't a wardrobe in Luka's room.
- 5 There isn't a table on the balcony.
- 6 There are two chairs in the parents' bedroom.
- 7 There aren't any chairs in the hall. (There are no chairs in the hall).
- 8 There is a mirror in the hall.

## SPEAKING

### TASK E, p. 65

- Pupils talk about their flat or house in pairs. One reads the first set of questions and the other the second. They take turns in asking and answering.

### TASK F, p. 65

- Pupils look at the photographs. Ask them to choose one and to describe it using the given questions. Encourage them to use full sentences. Remember to reward their effort instead of focusing on any errors they might make. You can ask them to write a full description for homework.



**Workbook, pp. 52, 53, 54, Tasks A, B, F, G, I**

#### OPTIONAL

A composition about one of the homes in Task F

## REMEMBER!

### THERE IS / THERE ARE

**There is** an armchair in the living room.  
**There isn't** a table in the kitchen.

**Is there** a computer in Luka's room?  
**Is there** a computer in Ana's room?  
**Are there** any plants on the balcony?  
**Are there** any plants in the hall?

**There are** two sofas.  
**There aren't** any chairs.

**Yes, there is.**  
**No, there isn't.**  
**Yes, there are.**  
**No, there aren't.**

**D** Use **there is**, **there isn't**, **there are** and **there aren't** to make sentences about Ana's flat.

- |                            |                                 |
|----------------------------|---------------------------------|
| 1 books / Ana's room       | 5 a table / the balcony         |
| 2 flowers / Luka's room    | 6 chairs / the parents' bedroom |
| 3 a wardrobe / Ana's room  | 7 chairs / the hall             |
| 4 a wardrobe / Luka's room | 8 a mirror / the hall           |

## SPEAKING

**E** Work with a partner. Ask him / her about his / her flat or house.  
Answer his / her questions. Think of more questions.

**A** How many rooms are there in your home?  
Where do you sleep / eat / watch TV?  
Is there a balcony?  
Is there a wardrobe in your room?

**B** How many beds are there?  
Is the kitchen big?  
Is there a garden?  
What's your favourite room?

**F** Look at the homes in these photographs. Describe them using the questions below.  
Would you like to live in any of them? Why?

- Where is the house / flat?
- How big is it? How many floors are there?
- Why is it special?
- Who do you think lives there?



## LESSON 2

### INTRODUCTION

- Check homework.
- Ask pupils if they have anything on the walls in their homes. Write *poster*, *picture* and *painting* on the board. Elicit their meaning, for example by asking pupils for a translation. Ask about the difference between a *picture* (a *photo*) and a *painting*.

### TASK G, p. 66

- Introduce the task by talking about Vincent van Gogh. Tell pupils about his life and work. Show them other examples of his work (bring pictures or use a projector to show them pictures). Make sure they understand what *Dutch* means.
- Ask pupils to look at the picture and describe the objects and colours. *Do they like the room?* Explain that the title of this painting is *Vincent's Room in Arles*. *Does it tell them anything about Vincent? What do their own rooms tell about them?* Revise colours if needed.

**Suggested answers:** There is ...There are...I can see... The artist was poor...

### BACKGROUND INFORMATION FOR THE TEACHER THE ARTIST

Vincent van Gogh, a Dutch painter, is one of the best-known artists today. During his lifetime he only sold one painting but today his works are sold for fabulous amounts of money. He had many jobs. He was deeply religious. He began to draw while he was living in Belgium. Theo, his younger brother, supported him. His most creative period was in 1888 when he moved to the south of France in search of colour, light and sun. He painted so obsessively and passionately that he broke down and had a fight with his friend and fellow painter Gauguin and ended up cutting off part of his own ear in a fit of rage. He was treated in a mental hospital where he continued to paint until the day he shot himself.

Some of his most famous paintings include *Sunflowers* and *Starry night*.

### THE PAINTING

He painted his bedroom in 1888. At that time he lived in Arles, in a house that he called the Yellow House, and, as expected, it was yellow and had green shutters and red tile floors. In a letter to his brother he said he wanted a simple painting with colours that express rest and sleep. He also experimented with perspective, which is both correct – the two chairs are not the same size, which creates a sense of space and gives the picture depth—and wrong, as the floor appears to be rising. Vincent did it to make us feel inside the room, which, together with the colours, makes the picture so powerful.

## SPEAKING

### WORDSPOT

#### TASK H, p. 66

- Ask pupils how they would express the difference in colour between the blue wall and the blue clothes hanging behind the bed. *Is it the same blue? How do you express colour nuances in English?* Write the words *pale*, *bright*, *light* and *dark* on the board. Elicit meaning.
- Pupils study the picture again and talk about what colour the things in the box are using *pale*, *bright*, *light* and *dark* with the corresponding colours i.e. *pale blue* or *dark blue*, *bright yellow*.

#### TASK I, p. 66

- Explain they will read statements about Vincent van Gogh and his painting. Some of them are true and some are false. Ask pupils to correct the false ones.

**Answer key:** 1T 2 T 3 F 4T 5T 6F (paintings)

## AN ARTIST'S BEDROOM

**G** Vincent van Gogh was a famous Dutch painter. This is a painting of his bedroom in Arles, in the south of France. Look at the picture. What can you see? What does the room tell you about Vincent?



### WORDSPOT

**H** Do you know all the words below? Van Gogh loved colours. In this picture there are lots of colours: **pale**, **bright**, **light** and **dark**. Look at the picture and say what colour these objects are.

the furniture    the window    the floor    the sheets    the pillows  
the doors    the walls    the bedspread    the towel

**I** Are these statements **true (T)** or **false (F)**? Correct the false ones.

- 1 Vincent van Gogh was a painter. He was an artist from Holland.
- 2 In this painting we can see a room. The room looks warm.
- 3 The artist doesn't like this room.
- 4 There is furniture in the room. The furniture is simple.
- 5 We can see a bed and chairs. The bed and the chairs are yellow.
- 6 There are posters on the walls.

## GRAMMAR

### REMEMBER!, p. 67

- Write the following sentences on the board: *We can see a room. The room is nice. There is a bed. The bed is yellow.* Point out *a* and *the* in front of *room* and *bed* and ask pupils for their opinion. *Why do we use two different words? Do they remember what a and an are?*
- Go through the Remember Box and highlight the difference in usage between *a/an* and *the*.

### TASK J, p. 67

- Pupils complete the gapped text with the missing articles. Point out that there are times when an article is not needed, for example for plural or uncountable nouns that are mentioned for the first time.
- Play the recording for the pupils to listen and check their answers.
- Do a survey. *Was it difficult? Were there a lot of mistakes?* Check if there is anything pupils have not grasped completely.

#### Answer key:

It's a simple room. The room has a window and two doors. The furniture in Vincent's room isn't elegant or expensive. Vincent was a poor man. There is a bed, a small table and two chairs. The bed is on the right. On the bed there are \_\_\_\_ sheets, \_\_\_\_ pillows and a bedspread. The sheets and the pillows are pale in colour. The bedspread is bright red. The table is in the corner, under the window. On the table there are things that Vincent used to wash his hands and face. There is a mirror above the table and there is a towel hanging near it. There are \_\_\_\_ paintings on the walls. We also see \_\_\_\_ clothes. There isn't a wardrobe, so Vincent's clothes are hanging behind the bed. There isn't a carpet on the floor.

#### TEACHING TIP

To avoid problems when you mark pupils' work with articles, teach them to write Ø in places where there are no articles instead of leaving the space empty.

### TASK K, p. 67

- Ask pupils to close their books and describe Vincent's room from memory. Choose pupils at random to say one or two sentences.

#### OPTIONAL

##### TASK L, p. 67

Teaching articles can be time consuming, so you can omit this task if you do not have time.

Pupils work in pairs. They can choose to describe one of the rooms in the pictures or the room where they sleep. Walk around and monitor. Remind them to use the correct articles, as they are an essential part of the English language.



Workbook, pp. 52, 53, 54, Tasks C, D, E, H, J



## REMEMBER!

### ARTICLES

#### INDEFINITE ARTICLE

We see **a** bed.  
We see chairs.  
There is furniture.  
Vincent was **an** artist.

The indefinite article **a / an** means **one**.

We use it:

- with singular countable nouns.
- when we first introduce a noun.

We don't use it:

- with plural or uncountable nouns.

#### DEFINITE ARTICLE

We see **a** bed. **The** bed is quite big.  
We see chairs. **The** chairs are yellow.  
There is furniture. **The** furniture is simple.  
Vincent was **an** artist. He was **the** artist  
who painted *Sunflowers*.

We use the definite article **the** /ðə/ /ði:/

- when it is clear to the speaker and the listener what we are talking about.
- when we talk about something already mentioned.

**J** Copy this description of Vincent's room and complete with **a** or **the**. Sometimes you don't need an article. Listen and check.



track 27

It's ... simple room. ... room has ... window and two doors. ... furniture in Vincent's room isn't elegant or expensive. Vincent was ... poor man. There is ... bed, ... small table and two chairs. The bed is on ... right. On ... bed there are ... sheets, ... pillows and ... bedspread. ... sheets and ... pillows are pale in colour. ... bedspread is bright red. ... table is in ... corner, under ... window. On ... table there are things which Vincent used to wash his hands and his face. There is ... mirror above ... table, and there is ... towel hanging near it. There are ... paintings on ... walls. We also see ... clothes. There isn't ... wardrobe, so Vincent's clothes are hanging behind ... bed. There isn't ... carpet on ... floor.

**K** Close the book and try to describe Vincent's room from memory.

### SPEAKING

**L** Work with a partner.

- Describe the rooms in the pictures. Be careful how you use the articles!
- Describe the room where you sleep. Be careful about the articles!



## 4.2 OUT AND ABOUT

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცბ. დანე. (II): 1, 2, 5, 6, 7, 8, 9

GRAMMAR • Comparison of short adjectives

FUNCTIONS • Talking about travelling  
• Comparing things

VOCABULARY • Text-related

### SKILLS

READING • Descriptions of places

LISTENING • Chants  
• A conversation at the airport

SPEAKING • Describing people  
• Comparing looks and characters

WRITING • Recording information

### CULTURE and CLIL

- Georgian
- Geography

## LESSON 1

### INTRODUCTION

- Check homework.

### WORDSPOT

#### TASK A, p. 68

- Ask pupils if they have ever been abroad. *How did they get there? By car, bus, plane?* Get feedback.
- Pupils check words from the WORDSPOT in the wordlist. Ask pupils who already know the words to come up with definitions of them. Check their answers.

### READING

#### TASK B, p. 68

- Explain they will read a text about Heathrow, a big airport in London, the fifth busiest airport in the world.
- Pupils read the text silently and answer the questions. Listen to their answers.

#### Answer key:

- 1 Seventy million passengers pass through Heathrow every year.
- 2 Planes take off and land at Heathrow every minute, all day and every day.

### LISTENING

#### TASK C, p. 68

- Explain they will listen to a conversation between Ana and Cindy. They are talking about Ana's cousin Iva. Ask them to write notes about the conversation in their notebooks while they listen. Play the recording twice. Ask them to open their books and answer the questions using their notes. Walk around the class and monitor their progress.
- Play the recording again for pupils to check their answers.

**Answer key:** 1 Ana is excited. 2 No, they don't. 3 Ana thinks she has a bigger nose than Iva. 4 Iva lives in Osijek. 5 They love talking and laughing. 6 Iva is wearing a yellow scarf.

### Tapescript TRACK 29

**Ana:** I'm so excited. I can hardly wait to see Iva.

**Cindy:** How can I recognise her? Do you two look alike?

**Ana:** No, we don't. She doesn't look like me, at all. She's a year and a half older than me, so she's taller. She's the tallest of all the girls in her class. Err... she's a bit thinner. I think she's prettier than me.

**Cindy:** Who says?

**Ana:** Nobody. I think I have a bigger nose.

**Cindy:** You don't have a big nose! Your nose is okay. What about her hair?

**Ana:** I have shorter hair. She has longer hair and it's darker than mine. But she often wears a ponytail.

**Cindy:** Is she from Dubrovnik, too?

**Ana:** No, she lives in Osijek. She's my favourite cousin. She loves talking and laughing like me.

**Cindy:** There are so many people here.

**Ana:** Heathrow is one of the biggest and busiest airports in the world.

**Cindy:** Look! Over there! The girl with a yellow scarf. Is that her?

**Ana:** Yes, that's her. Let's go Cindy.

### TASK D, p. 68

- Pupils circle the correct words. By now, they have already heard the recording three times and they have their notes, so you do not have to play the recording again. Choose a different pupil to read each sentence.

**Answer key:** 1 older 2 taller 3 thinner 4 Iva is prettier than her 5 longer 6 darker 7 one of the biggest airports 8 one of the busiest



## OUT AND ABOUT

## WORDSPOT



A

Do you know these words?  
Check them in the wordlist.

an airport

a passenger

to take off

to land

huge

international

## READING

B

Ana and Cindy are at Heathrow Airport. They are meeting Ana's cousin, Iva, who is arriving from Croatia. Read about Heathrow and answer the questions.

- How many passengers pass through Heathrow every year?
- How often do planes land or take off?



**Heathrow** is a big airport in London. 70 million passengers from all over the world pass through Heathrow every year. A plane lands at Heathrow or takes off from Heathrow every minute, all day and every day. Heathrow is a huge and exciting place. It's like a city which never sleeps.

## LISTENING

C

Listen to Ana and Cindy's conversation. Answer the questions.



track 28

- How does Ana feel?
- Do Iva and Ana look alike?
- What does Ana think about her nose?
- Where does Iva live?
- In what way are Iva and Ana similar?
- What is Iva wearing?

D

What does Ana say? Listen to the conversation once again and circle the correct words.



track 29

- Iva is **younger** / older than Ana.
- She is **shorter** / taller than Ana.
- She is **thinner** / fatter than Ana.
- Ana thinks **she is prettier than Iva** / Iva is prettier than her.
- Iva's hair is **shorter** / longer than Ana's.
- It is **lighter** / darker than Ana's.
- Heathrow Airport is **the biggest airport** / one of the biggest airports in the world.
- It is **the busiest airport** / one of the busiest airports in the world.

## GRAMMAR

### REMEMBER!, p. 69

- Point out the words pupils could choose between. *What are they?* Elicit the answer *adjectives*.
- Go through the Remember Box and revise the comparison of short adjectives. Point out the three forms (positive, comparative and superlative) and their respective endings. Highlight the use of *the* in front of superlatives as well as spelling rules.

## LEARNING TO LEARN

### TEACHING TIP

Learning to Learn gives pupils the possibility to discover different learning strategies. Strategy instruction is a student-centred approach to teaching. In fact, strategic approaches to learning new concepts and skills are often what separate good learners from poor ones. Strategy instruction supplies students with the same tools and techniques that efficient learners use to understand and learn new material or skills. There are no good or bad strategies, as we all have to discover our own learning strategies.

## WRITING AND LISTENING

### TASK E, p. 69

- Pupils complete the chant.
- Play the recording for pupils to check their answers.
- Play the recording again and ask pupils to join in and chant. Invite volunteers to read the chant and imitate the recording. Have fun!

### Answer key:

Johnny Show-Off: faster, stronger, taller, louder, nicer  
Tim Happy: older, shorter, louder, happier, nicer

### TASK F, p. 69

- Point out the picture. Ask pupils if the girl in the picture seems nice. Explain that there is another chant to complete—this time with superlatives.
- Pupils complete the chant.
- Play the recording and ask pupils to join in during the refrain. Check answers. Play the recording again so pupils can chant some more.

**Answer key:** smartest, nicest, prettiest, coolest, neatest

## SPEAKING

### TASK G, p. 69

- In pairs, pupils take turns talking about their cousins or other relatives if they do not have cousins.



**Workbook, pp. 55, 56, 57, Tasks A, B, C, D, E, F, G**

## REMEMBER!

### COMPARISON OF SHORT ADJECTIVES

**tall**

She's **tall**.

**Comparative**

**taller**

She's **taller than** me.

**Superlative**

**(the) tallest**

She's **the tallest** of all the girls in her class.

### BE CAREFUL!

big → bigger → biggest    large → larger → largest    busy → busier → busiest

## LEARNING TO LEARN

**E**

Copy the chant in your notebook and complete with the comparative of the adjectives below. Listen and check.



track 29

loud tall fast nice strong

**Johnny Show-off:**

When I run I'm ... than you.  
When I throw a ball I'm ... than you.  
When I stand up I'm ... than you.  
When I shout I'm ... than you.  
And my trainers are ... than yours.

loud happy nice old short

**Tim Happy:**

I know my trainers are ... than yours.  
I know you are tall, I'm ... than you.  
But when I laugh I laugh ... than you.  
And when I'm happy I'm ... than you.  
I don't show off and my life's ... than yours.

**F**

Copy the chant in your notebook and complete with the superlatives of the adjectives below. Listen and check.



track 30

pretty nice smart cool neat

My marks are all A. I'm the ...  
You think you're perfect.  
I'm friendly to everyone. I'm the ...  
You think you're perfect.  
My face is so cute, I'm the ...  
You think you're perfect.

My clothes are so smart, they're the ...  
You think you're perfect.  
My room is so tidy. I'm the ...  
You think you're perfect.  
Why doesn't everyone love me?  
Because you think you're perfect!

**Melissa Perfect**

## SPEAKING

**G**

In pairs, ask and answer questions.

- 1 Do you have any cousins?
- 2 Do you have a favourite cousin?



## LESSON 2

### INTRODUCTION

- Check homework.
- Play BOILED EGGS.

### RESOURCE BANK – GAMES – BOILED EGGS

### READING

#### TASK H, p. 70

- Pupils silently read the comic strip and answer the questions in their notebooks. Check their answers. Choose a different pupil for each answer.

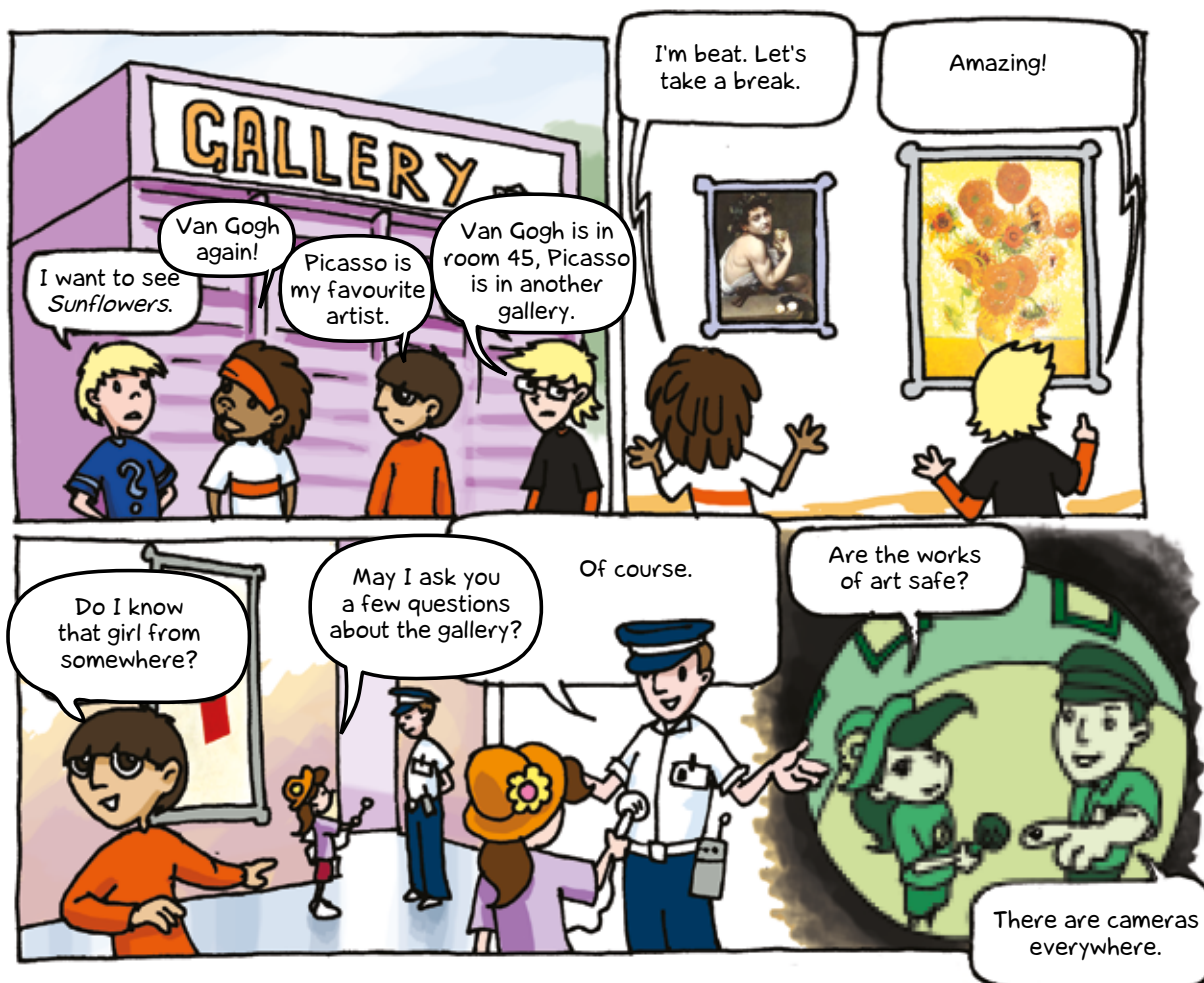
#### Answer key:

- 1 Elliot, Sam, Zack and Carlos are at the gallery.
- 2 Sam likes van Gogh but Zack doesn't.
- 3 Carlos likes Picasso.
- 4 Carlos thinks the girl with the hat looks familiar.
- 5 She is asking the guard some questions.
- 6 The gallery is safe.

#### TASK I, p. 70

- Explain that pupils will read a text about the National Gallery in London. It is an art museum.
- Pupils match titles and the parts of texts by writing the numbers of the parts next to the titles. Get feedback.

**H** The boys are at the gallery. Read the comic strip. Answer the questions.



- 1 Where are Elliot, Sam, Zack and Carlos?
- 2 How does Sam feel about Van Gogh? What about Zack?
- 3 Which painter does Carlos like?
- 4 What does Carlos think when he sees the girl with the hat?
- 5 What is she doing?
- 6 Is the gallery safe?

## CULTURE



**CORNER**

**I** Read about the National Gallery on the opposite page. Match the titles and parts of the text. Do not worry about the gaps.

- |  |  |
|--|--|
| <input type="checkbox"/> A Visiting the museum | <input type="checkbox"/> B Shopping  |
| <input type="checkbox"/> C Opening hours       | <input type="checkbox"/> D Eating and drinking                             |
| <input type="checkbox"/> E Location            | <input type="checkbox"/> F The blind, the deaf and visitors in wheelchairs |
| <input type="checkbox"/> G Events              | <input type="checkbox"/> H How long does it take to visit the gallery?     |

**TASK J, p. 71**

- Focus their attention on the gaps. Ask if they can guess the missing word. Give time for them to read and think.
- Play the recording. Pupils listen and complete the text. Walk around and monitor.

**Answer key:** 1 bus 2 10 a.m., 6 p.m. 3 artists 4 hour  
5 art, week 6 lunch 7 bookshop 8 dogs

**TASK K, p. 71**

- Ask pupils to talk about the National Gallery and other museums they have visited. Put an emphasis on fluency and not accuracy.

**WORKBOOK  
WRITING**

Do Workbook, page 57, Task H

**Workbook, p. 58, Task I**



# THE NATIONAL GALLERY IN LONDON

The National Gallery is an art museum in London. It has one of the greatest collections of paintings by famous old masters in the world.

- 1 The National Gallery is in the centre of London, in Trafalgar Square. You can get there by Tube or by . . . . When you finish your tour of the gallery, spend some time in Trafalgar Square. Hang out and watch the people.
- 2 The museum is open every day from . . . a.m. to 6 p.m. On Friday it is open until . . . p.m. Admission is free.
- 3 When visiting the museum, you can:
  - follow a simple floor plan
  - take a tour with a guide
  - take a tour with an audio-guide (it explains the paintings and tells you about the . . . ).
- 4 It depends on you. You can spend hours at the National Gallery, see the greatest paintings in an . . . , or you can just walk in, look at one painting and leave. You can always come back again. It's free!
- 5 There are talks about . . . .  
There are art workshops for children.  
There are stories for small children.  
There are concerts every . . . .



- 6 There is an elegant restaurant where you can eat classic British dishes. There is a cafe for . . . and afternoon tea and a bar for coffee and snacks.
- 7 The National Gallery has three shops where you can buy postcards, posters and gifts. One of the shops is an art . . . .
- 8 Blind visitors can get information in Braille. Assistance . . . are welcome to the museum. For deaf visitors there are special tours in British Sign Language. Visitors in wheelchairs can move through the gallery.

J



track 31

Listen and complete the missing information about the gallery.

K

Why do visitors like the National Gallery? Would you like to visit it? Why / why not?





## 4.3 THREE FAMOUS PAINTINGS

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხ. დანყ. (II): 1, 2,5,6,7,8,9,11,14

- |            |  |
|------------|--|
| GRAMMAR    | • Comparison of long adjectives                                      |
| FUNCTIONS  | • Describing pictures and paintings<br>• Comparing things and people |
| VOCABULARY | • Text-related   |

### SKILLS

- |           |  |
|-----------|--|
| READING   | • Descriptions of paintings                |
| LISTENING | • A conversation<br>• Describing paintings |
| SPEAKING  | • Comparing things<br>• Expressing opinion |
| WRITING   | • Recording information                    |

### CULTURE and CLIL

- Georgian
- Art, famous paintings

### TASK C, p. 72

- Elicit meaning of the word *crybaby*.
- Ask pupils to read the questions and form their own opinion. Their answer does not have to be in the form of an answer, but can also be in the form of a short comment. Check around the class for different opinions.

### TASK D, p. 72

- Pupils look at the painting. Ask them if they know the name of this painting. Some pupils will have already read the caption and will provide the information. If not, ask pupils to read the caption. Ask pupils if they know what *weeping* means and if they can say it in some other way (*crying*).
- Pupils express their opinions about the painting. They use the questions as cues.
- Do Workbook, page 59, Task C. Pupils look at the painting and match parts of the painting and woman's body to the descriptions. This will help pupils to better understand the painting and check their answers.

## LESSON 1

### INTRODUCTION

- Check homework.
- Ask pupils what they remember about Vincent van Gogh. Would they like to see another painting by van Gogh?

### READING AND SPEAKING

#### TASK A, p. 72

- Draw a flower on the board. Ask pupils to name the different parts of a flower (the stem, a leaf, a petal).
- Point out the painting *Sunflowers*. *Where can they see this painting?* Get feedback.
- Focus their attention on the colours in the painting.
- Do it as a reading activity. Ask pupils to read without allowing them to prepare their answers.

**Answer key:** yellow, yellow, yellow, yellow, yellow, green, blue, blue

#### TASK B, p. 72

- In pairs, pupils answer the questions. Point out that some of the questions require their opinion and not a fact. When checking answers ask more than one pupil to give an answer to the questions that require an opinion.

#### Answer key:

- 1 Sunflowers are called sunflowers because they turn towards the sun and have yellow petals like the Sun.
- 2 There are fifteen sunflowers.
- 3 To show different shades. Some flowers are dying and others are not.
- 4 Suggested answer: Because some flowers are dying and some are not and this is similar to life. Sunflowers actually wilt very quickly.
- 5 Suggested answer: Because this painting is synonymous with the painter (van Gogh is best-known for this painting) and because the motif of sunflowers was duplicated by other artists afterwards.

# THREE FAMOUS PAINTINGS

## YELLOW

- A** Look at the painting. Copy the descriptions in your notebook and complete with: **yellow**, **green**, **blue**.

The flowers are . . . . Some flowers are fresh, some are dying. To show this, Van Gogh uses different shades of . . . . The vase is . . . . The table is . . . and the wall is . . . too. Only the stems of the flowers and the leaves are . . . .

There is a thin . . . line that separates the table and the wall. The artist's name is also in . . . .



*Sunflowers*, Vincent van Gogh,  
The National Gallery, London

- B** Work with a partner. Answer the questions.

- 1 Why are these flowers called sunflowers?
- 2 How many flowers are there?
- 3 Why does Van Gogh use so much yellow?
- 4 Why can we say that the painter shows not only flowers but also emotion?
- 5 Why is this painting so popular?

## PAIN

- C** What do you think?

- 1 Why do people cry?
- 2 How do people look when they cry?  
Do their faces change?
- 3 Do you sometimes cry?
- 4 Are you a cry-baby?

- D** Look at the painting and answer these questions.

- 1 How does the woman feel?
- 2 What do her face, her eyes, her mouth, her teeth, her nose, her ear, her hair and her hands look like?
- 3 What is she wearing?
- 4 Which colours does Picasso use? Why?



*Weeping Woman*, Pablo Picasso,  
Tate Modern, London

## READING

### TASK E, p. 73

- Explain they will see a realistic painting, full of details. They are detectives who want to find out more about the people in the painting. There are some clues next to the painting.
- Give them time to read and answer the questions. Ask them to look at the colours, too. Pupils study the painting and make a list of things they can see.
- After you listen to their answers, tell them something more about the painting and point out the symbolism.

#### Suggested answers:

- 1 Yes, they are. (The chandelier and clothes suggest that.)
- 2 The candle is burning as a symbol of love.
- 3 The man's shoes are nearer so they look bigger.
- 4 The artist is in the mirror in the picture (standing in the doorway).

### BACKGROUND INFORMATION FOR THE TEACHER

Jan van Eyck was a Flemish painter who lived in the first half of the 15<sup>th</sup> century. Along with his brother, he is thought to have founded the Flemish School and started the practise of painting in oil. He added oil instead of eggs to his paints. This gave his paintings a special brilliance and luminosity.

*The Arnolfini Marriage*, The National Gallery, London  
Most consider this painting to be a wedding portrait of Giovanni Arnolfini and his wife Giovanna, as the painting was untitled. Some think it is a kind of a legal document witnessing the marriage. Today the couple would hire a photographer; Arnolfini hired an artist. The couple are standing in a bedroom and symbolically it is relevant that the man is near the open window and the woman is more inside the room, nearer the bed. They are richly dressed. The woman is not pregnant, she is just holding up her long dress in the fashion of the time. They are not wearing shoes. The man's clogs are in front and the woman's red clogs are under the settee. The woman's shoes are much smaller because of the perspective. There is a brass chandelier with one candle burning. It symbolises love and the dog symbolises loyalty. Van Eyck was interested in perspective and light. The light falls on the couple's faces and joined hands. A very important detail is the mirror. It reflects not only the couple, but also two figures in the doorway. One may be the painter himself, and the second the other witness to the ceremony. Above the mirror there is an inscription in Latin: Jan van Eyck was here, 1434. This is the artist's signature.

## SPEAKING

### TASK F, p. 73

- Start a discussion about the three paintings. Let pupils express their opinions. Focus on fluency and not on accuracy.



**Workbook, pp. 59 and 60, Tasks A, B, D, E, F**

## A PHOTOGRAPH

This old painting is like a photograph. It shows a man and a woman who are holding hands. Are they getting married? The painting is full of details.

**E** When you look at a painting you must sometimes be a detective. Study the painting. Find the things below. Answer the questions.

### Symbols

A burning candle and a dog are symbols of love.

### Artist

The artist wrote his name on the wall: "Jan van Eyck was here, 1434".

### Perspective

The man's wooden shoes are on the left. Where are the woman's red shoes? The man's shoes are bigger. Things that are nearer look bigger than those at the back.

### Details

In the mirror you can see the reflection of the couple and two people in the doorway. Maybe one of them is the artist.



- 1 Are the man and woman rich?
- 2 Why is there a candle burning even though it's day?
- 3 Why are the man's shoes so much bigger than the woman's?
- 4 How does the artist put himself in the picture?



*The Arnolfini Portrait,*

Jan van Eyck

The National Gallery, London

## SPEAKING

**F** Discuss these questions.

- 1 Which of these paintings do you like best? Why?
- 2 Is there one you don't like? Why?

## LESSON 2

### INTRODUCTION

- Check homework.

### TASK G, p. 74

- Ask pupils to look at the picture and to describe it in as many detail as possible. They can describe clothes, colours and the boys. Ask them to guess what the boys are doing.

**Suggested answer:** The boys are talking about the paintings.



### WORKBOOK

OPTIONAL: Do Workbook, page 61, Task H.  
You can also assign it for homework.

### READING

### TASK H, p. 74

- Explain they will silently read a conversation to find out which boy likes which painting. Point out that they do not have to understand every word in the text to find out the information they need. Check their answers.

#### Answer key:

Zack's favourite painting is *The Arnolfini portrait*.

Elliot's favourite painting is *The Sunflowers*.

Carlos prefers *The Weeping Woman*.

Max likes van Eyck's painting.

### TASK I, p. 74

- Pupils read the dialogue. After a few sentences change the pupil who reads in order to allow more pupils to read. Ask them to play the roles of the boys in the picture, which means to act and sound as they think the boys in the picture would act and sound.



## READING

- G** Look at the picture.  
What are the boys  
doing?



- H** Each of the boys has a favourite painting. Can you guess which one? Which is Max's favourite? Read the dialogue silently. Was your guess correct?



**Zack:** All three paintings are good, but I think *The Arnolfini Portrait* is the best. It is perfect! It was definitely the most difficult to paint. Look at the clothes and the furniture! Look at the dog!

**Max:** Woof.

**Zack:** Another thing. There are so many interesting details. For example, whose reflection can we see in the mirror? It's more interesting than the other two paintings.

**Elliot:** It's more realistic than the other two paintings, but it's not my favourite. It's too dark. I prefer *Sunflowers*. It's one of the most famous paintings in the world, and there must be a reason for that. It's more optimistic than Van Eyck's painting. It's the colour of the sun. When you look at it, you feel better.

**Sam:** I agree with Elliot. It's the most beautiful of all three. But I think Max agrees with Zack. He likes Van Eyck's painting.

**Max:** Woof.

**Zack:** How do you know that Max prefers this painting?

**Sam:** Because there's a dog in it.

**Carlos:** For me, *Weeping Woman* is the best.

**Sam:** You're kidding. I think it's the worst. The colours are aggressive. And it's sad, pessimistic. Flowers are better than tears.

**Max:** Woof.

**Sam:** You see, Max thinks it's worse than the others, too.

**Carlos:** It's the most modern of the three. It's not realistic, but it's real. It shows real emotions. You can see the woman's pain. Picasso painted her feelings and not only her face.

**Zack:** I know why you prefer this painting. Picasso was Spanish!

**Sam:** And the woman looks a bit like Ella.

**Carlos:** But Ella isn't a cry-baby!

**I** Read the dialogue in groups of three. One of you can also take the part of Max.



## GRAMMAR

### REMEMBER!, p. 75

- Write *the best* and *the most difficult* on the board. *How are they different?* One is irregular and the other is long. *Can they find other examples of long adjectives in the text?* Write *more interesting*, *more realistic*, and *the most beautiful* on the board. Elicit rules for the comparison of long adjectives.
- Go through the Remember Box to check pupils' answers. Point out the comparison of irregular adjectives and highlight the fact that there are no rules for the comparison of irregular adjectives, so they have to be learnt by heart.



### WORKBOOK

Do Workbook, page 61, Task G.

## SPEAKING

### WORDSPOT

#### TASK J, p. 75

- Ask pupils to go through the text again to find what adjectives the boys use to describe the three paintings.
- Pupils match the adjectives from the box with the paintings. Check answers.

**Answer key:** modern (*Weeping Woman*), aggressive (colours on *Weeping Woman*), interesting (details on *The Arnolfini Portrait*), realistic (*The Arnolfini Portrait*), pessimistic (*The Weeping Woman*), optimistic (*The Sunflowers*).

#### TASK K, p. 75

- Pupils circle the correct form of the adjective. Check answers. You can also do the task as a quick reading activity where pupils decide which adjective fits as they read. Ask other pupils to listen and check for possible mistakes.

**Answer key:** 1 famous 2 more optimistic 3 more aggressive 4 the most pessimistic 5 the most realistic 6 the most famous 7 better 8 the worst



### WORKBOOK

Do Workbook, page 61, Task H if you have time. If not, assign it for homework.

#### TASK L, p. 75

##### OPTIONAL

Assign this task for homework to give pupils time to prepare. Encourage them to do the task, but do not insist as some of the pupils might not be able to produce a painting even if they want to due to the lack of art books at home or access to the Internet.



**Workbook, p. 62, Tasks I and J and, if you haven't already done them in class, page 61, Tasks G and H.**



## REMEMBER!

### COMPARISON OF LONG ADJECTIVES

#### famous

It's a **famous** painting.

#### Comparative

**more** famous

It is **more famous than** the other two paintings.

#### Superlative

**(the) most** famous

It's one of **the most famous** paintings **in the world**.

### IRREGULAR COMPARISON

#### good – better – (the) best

Flowers are **better than** tears.  
This is **the best** painting.

#### bad – worse – (the) worst

Max thinks it's **worse** than the others.  
I think it's **the worst**.

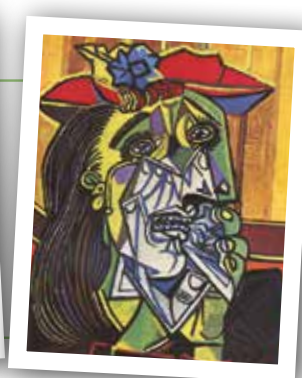
## WORDSPOT



J

Which of these adjectives do the boys use to describe each of the pictures?

modern    realistic  
aggressive    pessimistic  
interesting    optimistic



K

Choose the correct words.

- All three paintings are **famous** / **more famous**.
- Van Gogh's painting is **the most optimistic** / **more optimistic** than Picasso's.
- Picasso's colours are **more aggressive** / **the most aggressive** than Van Eyck's.
- Picasso's painting is **the most pessimistic** / **pessimistic** of all.
- Van Eyck's painting is **more realistic** / **the most realistic** of all three paintings.
- Picasso is **more famous** / **the most famous** modern painter.
- Carlos thinks Picasso's painting is **better** / **the best** than the other paintings.
- Max thinks *Weeping Woman* is **worse** / **the worst** of all three paintings.



## SPEAKING

L

Find a picture of a painting that you like. Bring it to class and talk about it. Think about the following:

- Who is the painter?
- What can you see in the painting?
- What colours does the painter use?
- Are the colours cold or warm, pale or bright, light or dark?
- How does the painting make you feel?
- Why do you like it?

## 4.4 PLANS

SUGGESTED TEACHING TIME: 2-3 lessons

LEARNING OUTCOMES: I უცხ. დანყ. (II):  
1,2,3,4,5,6,7,8,9,11,14

- |            |   |
|------------|---|
| GRAMMAR    | • <i>Going to</i> future form                             |
| FUNCTIONS  | • Describing sites and monuments<br>• Talking about plans |
| VOCABULARY | • Text-related  |

### SKILLS

- |           |   |
|-----------|---|
| READING   | • Descriptions of sites                       |
| LISTENING | • A conversation                              |
| SPEAKING  | • Describing sites<br>• Talking about plans   |
| WRITING   | • Recording information<br>• Planning a visit |

### CULTURE and CLIL

- Georgian
- Geography - London

## LESSON 1

### INTRODUCTION

- Check homework. Ask pupils to talk about their friends (Task J). Listen to the presentation of the favourite paintings.

### WORDSPOT

#### TASK A, p. 76

- Pupils read the words in the box and say or guess the meaning. Explain those they do not know.

### READING

#### TASK B, p. 76

- Explain Ana is taking her cousin Iva to visit London. They are going to see the most famous sites and landmarks of London. Pupils read the conversation and match parts of the conversation to an appropriate picture. Check answers.

**Answer key:** picture of the boat- text 5, picture of the armchair- text 6, picture of the London Eye- text 1, picture of the Buckingham palace (Changing of the Guards)- text 2, picture of the London Zoo- text 4, picture of the Tower of London- text 3

### TEACHING TIP

Here you can choose to proceed in two different ways. One option is to use the opportunity to talk about London for the remainder of the lesson. On the Profil website you can find material about London or you can use your own material. Make sure to utilise pictures or films (if you have the possibility of using a projector). Skip Task C and the Remember Box and go directly to Task D. Assign Task E for homework. Or, you can proceed with the tasks from the Student's book.

In case you choose the first option and decide to talk about London, Task C will be the first task you do after you check homework (Student's book, page 77, Task E and Workbook, page 63, Task A).

## PLANS

## WORDSPOT



- 4** Do you know these words and phrases?  
Check with a partner or your teacher.

a boat trip    a palace    forever  
a guard    giant  
a wheel    to take a ride    fold-out

## READING

B

Ana, Cindy and Iva are talking about plans for Iva's visit to London. Match the parts of their conversation and the pictures.



track 33

- 1** **Cindy:** We have lots of plans for you. We're going to show you London. We're going to take a ride on the London Eye, so that you can see the city from above.

**Iva:** The London Eye?

**Cindy:** Yes, it's a giant wheel near the Thames.

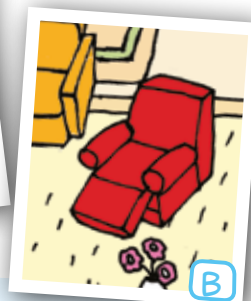
- 2** **Ana:** You are going to see Buckingham Palace, the home of the Queen.  
**Cindy:** And the Changing of the Guard.

- 3** **Iva:** I want to meet all your friends.  
**Ana:** They want to meet you, too.  
**Cindy:** Elliot is going to tell you everything about the Tower.

- 4** **Ana:** Carlos and Sam are going to show you the zoo.  
**Cindy:** They've got gorillas.  
**Ana:** And lots of other animals.

- 5** **Ana:** I'm going to take you on a boat trip down the river.  
**Cindy:** I'm coming, and Ella wants to come, too.  
**Iva:** Slow down. I'm not going to stay here forever.  
**Ana:** I know. Only ten days, but we aren't going to waste any time.

- 6** **Iva:** Where am I going to sleep?  
**Ana:** This is the plan. We're both going to sleep in my room. You're going to sleep in my bed. I'm going to sleep on the fold-out armchair from the living room.  
**Iva:** Are you sure you don't mind?



## LESSON 1 OR 2

### READING AND SPEAKING

#### TASK C, p. 77

- Ask pupils to read the conversation again and answer the questions. Encourage them to use full sentences. Check answers.

#### Answer key:

- 1 Iva is going to stay ten days in London.
- 2 She is going to sleep in Ana's bed.
- 3 Ana is going to sleep on a foldout armchair.
- 4 Iva is going to see the entire city from the London Eye.
- 5 Elliot is going to show her the Tower.
- 6 Carlos and Sam are going to take her to the zoo.
- 7 She is going to see gorillas and other animals.
- 8 Cindy, Ella and Ana are taking Iva on a boat trip.

### GRAMMAR

#### REMEMBER!, p.77

- Ask pupils if they can recognise the tense used in the questions and answers. Most probably some of the pupils will identify it as the Present Continuous. Point out *to plus infinitive* after the Present Continuous of the verb *go*.
- Write *Going to Future* on the board. Ask pupils to dictate examples of this new tense from the text in Task B. Write them on the board.
- Go through the Remember Box to point out, once again, how the *Going to Future* is formed. Explain when we use it. Highlight the use of *Going to Future* with *go* and *come*.

#### TASK D, p. 77

- Pupils look at the pictures and choose one of the sites of London they would like to see. (If you have split the lesson into two parts skip this task).

#### TASK E, p. 77

#### OPTIONAL

Assign this task for homework so that pupils have time to prepare it. Once again, keep in mind that not all of your pupils will have access to the Internet or the means by which to bring pictures of London to school. However, encourage those who can to do it.

#### TASK F, p. 77

- Pupils work in pairs to plan a visit. They write their plans in their notebook. Walk around and monitor.



Workbook, p. 63, Tasks A, B, C

**C** Read the conversation once again and answer the questions.

- 1 How long is Iva going to stay in London?
- 2 Where is she going to sleep?
- 3 Where is Ana going to sleep?
- 4 What is Iva going to see from the London Eye?
- 5 Who is going to show her the Tower?
- 6 Who is going to take her to the zoo?
- 7 Which animals is she going to see?
- 8 Who's coming on the boat trip?

**REMEMBER!**

**GOING TO FUTURE – AFFIRMATIVE**

I  
You  
He / She / It  
We / You / They

**am ('m)**  
**are ('re)**  
**is ('s)**  
**are ('re)**

**going to** see the city.

**I'm going to sleep** on the armchair.  
**We're going to have** a good time.

To talk about intentions and plans for the future we can use **am / is / are + going to + verb**.

**BE CAREFUL!**

Iva **is going** (not *is going to go*) to the zoo with Sam and Carlos.  
Cindy and Ella **are coming** (not *are going to come*) on the boat trip.

**SPEAKING**

- D** Which of the places in the pictures in Task B would you like to see?
- E** Find out more about these London sights. Tell the class or make a poster.

**WRITING AND SPEAKING**

- F** Work with a partner. A friend is going to visit the place where you live (your town or village). Plan his / her visit.

- 1 How is he / she coming?
- 2 Where are you going to meet him / her (airport / bus station / railway station)?
- 3 How long is he / she going to stay?
- 4 Where is he / she going to sleep?
- 5 What are you going to show him / her?
- 6 Where are you going to take him / her?
- 7 What are you going to tell him / her?
- 8 What are you going to ask him / her about?



## INTRODUCTION

- Check homework.

## SPEAKING

### TASK G, p. 78

- Explain they will see six pictures that show what the people in the pictures are going to do the next day. Next to every picture there is a cue that indicates who is doing each activity. The first picture is already done as an example, so make sure pupils read it. Get feedback.

#### Answer key:

- 2 You are going to get some ice cream.
- 3 I am going to do homework.
- 4 Bill is going to play tennis.
- 5 We are going to have a party.
- 6 Aunt Meg and Uncle John are going to wash their car.

## WORDSPOT

### TASK H, p. 78

- By now pupils are surely familiar with the routine, so check the words they do not know in the wordlist. Encourage pupils who already know them to think of sentences where they can use them.

## READING AND SPEAKING

### TASK I, p. 78

- Ask pupils if they have any problems and, if they do, whom do they talk to? Explain they will read what children write about their friends' problems. *What kind of problems do they write about?* Make sure pupils understand the word *intentions*. Get feedback.

#### Answer key:

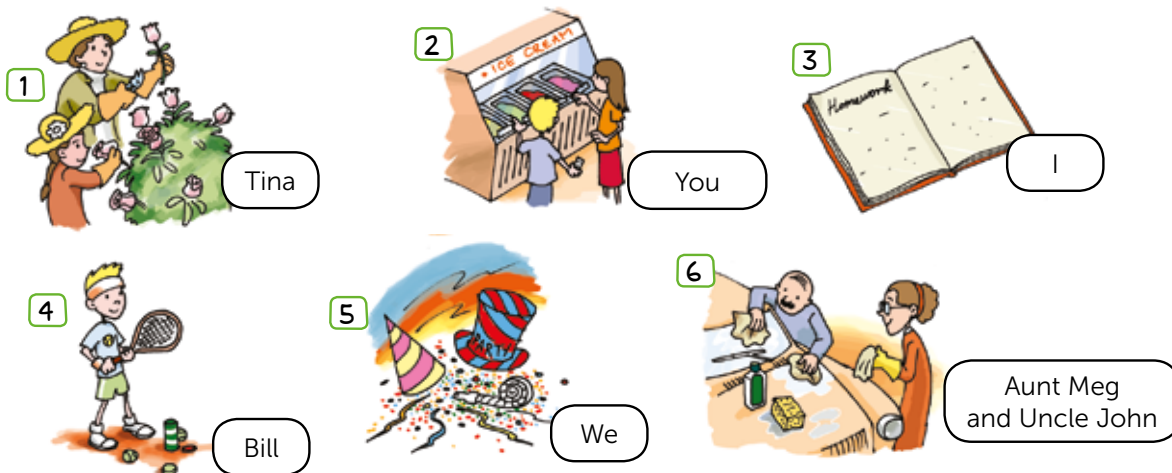
- Joyce - has too many toys. She decides to give them away.  
 Cousin Paul - wants to get a pet; he's going to get a cat from an animal shelter.  
 Hannah - is always late.  
 Stan - has bad school marks.





Say what they are going to do tomorrow.

Example: Tina is going to help her mother in the garden.



## WORDSPOT



Do you know what these words and phrases mean? Check them in the wordlist.

an animal shelter    to make it  
a school trip  
to give away    stuff    to pack



Read what some children wrote on the [goodintentions.com](http://goodintentions.com) website. What kind of problems do they write about?



[goodintentions.com](http://goodintentions.com)



Tell us about your or your friends' good intentions.



My name's Joyce. I just have too many books and toys. My shelves are full. There's stuff on my desk, under the bed, on the floor. Things have to change. What am I going to do? This weekend I'm going to put the books and toys in boxes. I'm not going to throw them away. I'm going to give them away.



My cousin Paul's going to get a cat. He thinks cats are cool. He wants a big, fat tomcat. He isn't going to buy a cat. He's going to visit an animal shelter. Shelters are full of cats that need a home. Paul is going to take good care of the cat. He's too lazy for a dog.



We all tease Hannah because she's always late. She does everything at the last possible moment. We're going on a school trip early tomorrow. Can Hannah make it? "Are you going to pack tonight, Hannah?" "Yes, I am. Don't worry. I'm not going to leave the packing for tomorrow morning."



Stan is depressed because his school marks are bad. His parents are sad. Is Stan going to start studying? Yes, he is. Is he going to play computer games every evening? No, he isn't. He's going to concentrate on his books. As you see, Stan's intentions are good. All we can do is wait and see.



## GRAMMAR

### REMEMBER!, p. 79

- Ask pupils to find examples of questions, negative sentences and short answers with *Going to Future*.
- Go through Remember box. Point out that short answers for the Present Continuous and *Going to Future* are the same.

## READING AND WRITING

### TASK J, p. 79

- Pupils read Task I again and complete the sentences.

#### Answer key:

- 1 Joyce is going to put the books and toys in boxes. She is going to give away the stuff she doesn't need.
- 2 Paul is going to get a cat from a shelter. He is not going to buy a pet.
- 3 Hannah is going to do her packing for tomorrow. She is going to do it tonight.
- 4 Stan is going to concentrate on studying. He isn't going to play computer games.

## SPEAKING

### TASK K, p. 79

- Ask pupils to think about their good intentions. *What could they do to help someone or solve one of their own problems?* Ask pupils at random about their intentions.
- Ask pupils to talk about their plans for the up-coming break, evening or weekend.



**Workbook, p. 64, Tasks D, E, F**

## REMEMBER!

### GOING TO FUTURE – NEGATIVE, QUESTIONS AND SHORT ANSWERS

I  
You  
He / She / It  
We / You / They

**am not ('m not)**  
**are not (aren't)**  
**is not (isn't)**  
**are not (aren't)**

**going to** waste time.

**Am**  
**Are**  
**Is**  
**Are**

I  
you  
he / she / it  
we / you / they

**going to** study?

**Yes, I am.**  
**No, she isn't.**

**What** am I going to do?

**What** kind of cat is he going to choose?

**J** Copy the sentences about Hannah, Joyce, Paul and Stan in your notebook and complete.

- 1 Joyce ... the books and toys in boxes.  
She ... the stuff she doesn't need.
- 2 Paul ... a cat from a shelter.  
He ... buy a pet.
- 3 Hannah ... her packing for tomorrow.  
She ... tonight.
- 4 Stan ... studying.  
He ... computer games.



## SPEAKING

**K** Answer the questions.

- 1 Do you have any good intentions of your own?
- 2 What are you going to do during the break / this evening / at the weekend?

## CINDY'S READER - OSIJEK

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES: I უცხ. დანყ. (II):  
2,3,4,5,6,7,10,11,12,13,14

- |            |  |
|------------|--|
| GRAMMAR    | • Revision of comparisons  |
| FUNCTIONS  | • Describing place where we live   |
| VOCABULARY | • Geographical location and features, city, monuments, agriculture, wildlife |

### SKILLS

- |          |                             |
|----------|-----------------------------|
| READING  | • Descriptions of paintings |
| SPEAKING | • Describing a place        |
| WRITING  | • Recording information     |

### CULTURE and CLIL

- Geography
- Biology
- History

## LESSON 1

### INTRODUCTION

- Check homework.
- Start by playing HANGMAN. Divide the class into two. The word they have to guess is SLAVONIJA (- - - - - - - -). Playing HANGMAN is a good way to revise the alphabet. After pupils have guessed the word, ask them to tell you anything they know about this region. You can elicit and teach a lot of vocabulary, such as: plain, in the north of, fields, wheat, maize, marshes, nature reserve, deer, boar, etc.)

### SPEAKING AND READING

#### TASK A, p. 80

- Pupils read the questions about Osijek and try to answer them or predict the answers.

#### TASK B, p. 80

- Ask pupils to skim through the paragraphs and match them to questions in Task A. Read questions and answers together.

**Answer key:** 2, 4, 1, 5, 3



# OSIJEK

## A Can you answer these questions about Osijek?

- 1 Where is Osijek?
- 2 How big is it?
- 3 Is it beautiful?
- 4 What is the most famous part of Osijek?
- 5 What interesting places can you visit near Osijek?

## B Match the questions from Task A to the answers below. Do not worry about the gaps yet.

- A** It is the fourth-largest city in Croatia. (The biggest three are Zagreb, Split and Rijeka.) 115,000 people live in Osijek.
- B** It is Tvrđa. This is the oldest part of Osijek. It is a historic and romantic part of town. In the past it was a f ■■■ ification with strong walls and town g ■■■ s. Some of them still exist today. It has a beautiful main square, a church and lovely, peaceful streets. In Tvrđa you can visit the Museum of Slavonija.
- C** The city is in the north-east of Croatia. It lies on the River Drava. It is the centre of Slavonija. Slavonija is a big, rich p ■■■ with fields of w ■■■, sunflowers and m ■■■.
- D** You can visit the nature reserve of Kopački Rit. This is an area of water, m ■■■ es, and woods. It is home to about 250 kinds of birds and 40 kinds of fish. There are also other animals, like d ■■■, wild b ■■■ and foxes.
- E** Osijek is a beautiful city. It has charming old buildings, streets and squares. You can walk in its green parks or along the river.



**CINDY'S  
READER**

## WORDSPOT

### TASK C, p. 81

- Pupils look at the pictures from the picture dictionary. Elicit meaning. It can be a Georgian translation or a definition. Ask pupils to fill in the gaps in Task B with the words from the WORDSPOT.

**Answer key:** fortification, gates, plain, wheat, maize, marshes, deer, boar

## SPEAKING

### TASK D, p. 81

- Ask pupils to close their books. Explain you will test their knowledge and ask questions about Osijek. Read questions and ask volunteers or pupils at random to answer them.

**Answer key:**

- 1 Zagreb, Split and Rijeka are bigger than Osijek.
- 2 Slavonija is a big, rich plain with fields of wheat and maize.
- 3 Osijek lies on the River Drava.
- 4 All tourists should visit Tvrđa, the oldest part of Osijek.
- 5 The Museum of Slavonia has important objects from Osijek and Slavonija's past.
- 6 Kopački Rit is a nature reserve.

## READING

### CULTURE CORNER, p. 81

- Pupils read additional information about Osijek out loud.

## YOUR TURN!

### TASK E, p. 81

- Ask pupils to look at the question in Task A again and to think about the place where they live. Ask them to plan a little presentation. If they want, they can work in pairs. Ask volunteers to present their answers.



**Workbook, p. 65, Tasks A, B, C**

**Remember** to assign the project work so that pupils have time to prepare. Suggested projects for this Unit are 1) Vincent van Gogh and 2) A museum. You can also choose some other topic, for example London if you haven't done it yet.

## WORDSPOT

- C** Look at the words in the picture dictionary. Guess where they belong in Task B.



a fortification



a boar



a marsh



a deer



maize



wheat



a gate



a plain

- D** Answer the questions.

- 1 Which cities in Croatia are bigger than Osijek?
- 2 What is Slavonija?
- 3 Which river does Osijek lie on?
- 4 Which part of Osijek should all tourists visit?
- 5 Which museum has important things from the past of Osijek and Slavonija?
- 6 What is Kopački Rit?



## CULTURE



CORNER

**The different parts** of Osijek are called: Tvrđa, the Upper Town, the Lower Town, the New Town and Retfala.

**Some famous people** who were born in Osijek, went to school or worked in this city are: Bishop Josip Juraj Strossmayer, the poet Dobriša Cesarić, the painter Vladimir Becić and two Nobel Prize winners, Lavoslav Ružička and Vladimir Prelog.

**The football club** of this city is called Osijek, and they play at the city stadium, called City Garden.

## YOUR TURN!

- E** Answer the questions.

- How would you answer the questions in Task A about your city / town / village?
- Does your city / town / village consist of different parts?
- Are there any famous people who were born or who lived and worked in your city / town / village?



# WORKBOOK REVISION

## (UNIT 4) pp. 66, 67

SUGGESTED TEACHING TIME: 2 lessons	
LEARNING OUTCOMES: I უცხ. დანყ. (II): 2,3,4,8,9,10,13,14	
GRAMMAR	<ul style="list-style-type: none"> <li>• Comparison of adjectives</li> <li>• Articles</li> <li>• <i>Going to</i> future</li> </ul>
FUNCTIONS	<ul style="list-style-type: none"> <li>• Describing places</li> <li>• Comparing things and people</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>• Descriptions of places and monuments</li> <li>• Furniture</li> </ul>
SKILLS	
SPEAKING	<ul style="list-style-type: none"> <li>• Comparing things and people</li> <li>• Talking about a monument</li> <li>• Describing a room</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>• Recording information</li> </ul>
CULTURE and CLIL	
<ul style="list-style-type: none"> <li>• Georgian</li> <li>• Geography</li> </ul>	

### LESSON 1

#### INTRODUCTION

- Check homework.
- Play the game COMPARATIVE GEOGRAPHY.
- Divide the class into small teams of four or five students. Assign one student in each team to do the writing. Ask the class to name as many adjectives as they can and write them all on the board. Next, ask pupils to name ten countries or ten cities in the world or in Georgia. Write them on the board. Now tell pupils they have five minutes to make as many comparative and superlative sentences as they can by using the adjectives and countries listed on the board. For example: *Thailand is hotter than Germany. China is the biggest country.*
- After the five-minute time limit is up, have each team swap papers and check each other's work. Give the teams one point for each correct sentence.

#### VOCABULARY

##### TASK A, p. 66

- Pupils sort out the words. Ask them to write at least one more word for each category. Check their answers.

##### TASK B, p. 66

- Write some opposites on the board, e.g. *big – small, good – bad, beautiful – ugly, to leave – to come back*. Elicit the connection between the two words in each pair. (They are opposites). Ask pupils if they can think of any other opposites. Listen to their answers.
- Pupils match the opposites given in the task. Get feedback.

#### HOMEWORK: A short composition.

- Ask pupils to write a short composition on any subject they want. The only criterion is that they should use the comparison of adjectives as frequently as possible. They can write about their family, school subjects, films, monuments, and so on, but they shouldn't forget to use the comparison form.



# REVISION

## VOCABULARY

**A** Put these words in the correct place.

art   a bedspread   Buckingham Palace   a fridge   a painting  
a passenger   a plane   a pillow   a pilot   a sheet   a sink  
the Thames   a towel   the Tower   a guide   a washbasin  
a toilet   a cooker

### AIRPORT

### GALLERY

### LONDON

### KITCHEN

### BATHROOM

### BED

**B** Match the opposites.

- |               |                                    |
|---------------|------------------------------------|
| 1 to take off | <input type="checkbox"/> tiny      |
| 2 to weep     | <input type="checkbox"/> dark      |
| 3 pale        | <input type="checkbox"/> to laugh  |
| 4 similar     | <input type="checkbox"/> to land   |
| 5 light       | <input type="checkbox"/> bright    |
| 6 huge        | <input type="checkbox"/> different |

**INTRODUCTION**

- Check homework. Ask pupils at random to read their compositions. Check for the correct use of the comparison of adjectives.

**GRAMMAR****TASK D, p. 67**

- Do this task before Task C and continue practising comparatives. Check pupils' answers.

**TASK C, p. 67**

- Revise articles. Ask pupils to go through their textbooks and find examples of articles. They are to write them down in their notebooks under the correct heading: A, AN or THE, e.g. *The police are chasing the criminals* goes under THE, while *She wants to be an actress* goes under AN.
- Elicit the basic rules for the use of articles.
- Pupils do the task. Get feedback. Highlight the examples where no article is needed. Elicit the rule based on the examples (before plural nouns and after *full of*).

**TASK E, p. 67**

- Read the instructions together. Ask pupils to complete the task. Get feedback.
- Ask pupils to talk about their plans for the next day, week, month, e.g. *I am writing a maths test tomorrow. I am going to practise maths when I come home.*

## GRAMMAR

**C** Complete the sentences. Use: **a (3x)**, **an** or **the (5x)**. Sometimes you don't need an article.

My room is light because there is \_\_\_\_\_ big window. My desk is under \_\_\_\_\_ window. I also have \_\_\_\_\_ chair, \_\_\_\_\_ bed and \_\_\_\_\_ armchair. \_\_\_\_\_ armchair is very comfortable, and I sit in it when I read. \_\_\_\_\_ bed is in \_\_\_\_\_ corner. There are \_\_\_\_\_ shelves on \_\_\_\_\_ walls. They are full of \_\_\_\_\_ books and \_\_\_\_\_ stuffed animals. I love my room.

**D** Complete the sentences with the **comparative** or **superlative** of the adjectives in brackets.

- 1 Russell is an actor. He's the \_\_\_\_\_ (famous) person in Ana's class.
- 2 Elliot is much \_\_\_\_\_ (tidy) than his little sister, April.
- 3 Carlos thinks that Ella is \_\_\_\_\_ (pretty) girl in their class.
- 4 Sam is sure that Van Gogh's painting is \_\_\_\_\_ (beautiful) than Picasso's painting.
- 5 Zack is \_\_\_\_\_ (good) at mathematics than all his friends.
- 6 Carlos is \_\_\_\_\_ (good) football player of all.
- 7 Sam's dog, Max, is \_\_\_\_\_ (fat) than Cindy's dog, Bonnie.
- 8 Pete is not \_\_\_\_\_ (bad) pupil in the class.  
Johnny is \_\_\_\_\_ (bad) than him.

**E** What are they going to do? Complete the sentences with the **going to future** of the verbs in brackets. Look at the example.

**Example:** Ana and her family are going to a restaurant.  
They're going to have (have) dinner.

- 1 Cindy's room is a mess.  
She \_\_\_\_\_ (tidy up) her room.
- 2 Pete wants a skateboard.  
He \_\_\_\_\_ (save up) money to buy it.
- 3 Sam and Zack are going to the swimming pool.  
They \_\_\_\_\_ (swim).

## FOR MY PORTFOLIO

### (UNIT 4) p. 82

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES: I უცხ. დანყ. (II):

1,2,3,4,5,6,7,8,9,10,12,13,14

- |            |                                      |
|------------|--------------------------------------|
| GRAMMAR    | • Revision of structures from Unit 4 |
| FUNCTIONS  | • Presenting a project               |
| VOCABULARY | • Revision of vocabulary from Unit 4 |

#### SKILLS

- |           |   |
|-----------|---|
| READING   | • My learning diary                                   |
| LISTENING | • Project presentations                               |
|           | • Describing an artist, a museum or a landmark        |
| SPEAKING  | • Reporting and commenting on the results of a survey |
| WRITING   | • To convey information - presentation                |

#### CULTURE and CLIL

- Georgian

### LESSON 1

#### INTRODUCTION

- Give pupils some time to prepare for the presentation of their projects. Let them sit in groups and revise the prepared materials.
- Before they start presenting remind them to speak to the class and not to look at the poster or at you. Also, tell them they do not need to hurry.

#### SPEAKING

- First ask if there are volunteers that would like to come to the front of the class and present their poster. Listen to every group. Ask other pupils to remember or write down possible questions.
- In the end ask pupils to choose the best poster and presentation.
- Put the best posters on the class wall or pin board.

#### MY LEARNING DICTIONARY

- Ask pupils to express their opinion about this unit.
- Ask pupils to circle the *I can* smiley that, in their opinion, best describes their newly acquired knowledge.

# FOR MY PORTFOLIO

## My learning diary

### PROJECTS

Choose one project and do it in a group.




#### 1/ VINCENT

Learn as much as you can about Vincent van Gogh's life and art. Was he a successful man? Which are his most famous paintings? Where are they now? Present what you find out to the class.

#### 2/ A MUSEUM

Choose a gallery or a museum close to the place where you live. Prepare an information leaflet. Include location, information on how to get there, opening hours, admission, what you can see and do there, etc.

### What do you think about this unit?

- 1/ Why is it called "Places"?
- 2/ I think this unit is:
  -  easy.
  -  not very easy.
  -  difficult.
- 3/ What was easy? What was difficult?
- 4/ Which lesson did you like best?
- 5/ What did you dislike in this unit ?
- 6/ Which were your favourite word(s) from this unit?

### choose what you can do after this unit.

 I CAN

 I NEED MORE PRACTICE



I can name different rooms.



I can name different pieces of furniture.



I can describe the flat / the house I live in.



I can describe my room and say where everything is.



I understand the difference between a / an and the.



I can name and describe colours.



I can understand the most important information about a gallery / museum.



I can describe a friend. I can say what my friend looks like and what he / she is like.



I can compare people and say who is taller, more interesting or better at sport.



I can name some London sights.



I can say what I'm going to do tonight, tomorrow or this weekend.

## UNIT 5 WHO WAS WHO?

### GETTING STARTED

- Before starting the Unit ask pupils to look at page 83. *Can they already do some of the things listed? Do they know any famous women from the past? What is new for them? Would they like to improve their knowledge?* Tell them to remember their feelings and thoughts because we are going compare them with the outcomes from My Learning Diary when we reach the end of this Unit so that they can see their improvement themselves.

- Pupils read the two descriptions silently and answer the questions. Check their answers.

#### Answer key:

- 1 Pete was four and Elliot was eight.
- 2 Pete was at the seaside and Elliot was in the attic with his friends.
- 3 Pete was with his parents and Elliot was with his friends.
- 4 Pete was on holiday and Elliot was in the attic because they dressed up.

## 5.1 THE PHOTO ALBUM

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხ. დანყ. (II): 5,6,7,8,9,11,13,14

GRAMMAR	<ul style="list-style-type: none"> <li>Past simple of <i>to be</i> – affirmative, negative, questions</li> </ul>
FUNCTIONS	<ul style="list-style-type: none"> <li>Talking about the past</li> <li>Describing a picture</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>Places</li> <li>Text-related</li> </ul>

#### SKILLS

READING	<ul style="list-style-type: none"> <li>Description of a room</li> </ul>
LISTENING	<ul style="list-style-type: none"> <li>Descriptions of photographs</li> <li>Talking about childhood memories</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>Describing places and events from the past</li> <li>Describing photos</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>Yesterday I was...</li> <li>Recording information</li> </ul>

#### CULTURE and CLIL

- Georgian

### LESSON 1

#### INTRODUCTION

#### WORDSPOT

##### TASK A, p. 84

- Explain that in this task pupils will do two things. First, they will find the words they are not familiar with in the wordlist and then they will match them to the words and expressions below. Ask pupils to find the connection between them. Encourage pupils to make sentences that explain how they made the connection (*'Brand new' and 'really new' because they have a similar meaning.*)

#### Answer key:

2 a fashion show 3 an explorer 4 a kindergarten 5 a hairdresser's  
6 to dress up- funny clothes 7 to take a photo 8 an attic 9 a trip abroad 10 an inventor

#### READING

##### TASK B, p. 84

- Ask pupils to look at the photo in Task B and if they recognise the child in the photo (Pete). Have them guess how old he was when the picture was taken, where he was, whom he was with and why, just by looking at the picture.

# THE PHOTO ALBUM

## WORDSPOT

**A** Do you know these words and phrases? Look them up in the wordlist, then match them with the names and expressions below. What is the connection between them?

~~brand new~~ a fashion show a kindergarten to take a photo an attic  
a trip abroad an inventor a hairdresser's an explorer to dress up

- |                              |                             |
|------------------------------|-----------------------------|
| 1 brand new really new       | 6 ... funny clothes         |
| 2 ... a fashion model        | 7 ... a camera              |
| 3 ... Christopher Columbus   | 8 ... at the top of a house |
| 4 ... four-year-old children | 9 ... a foreign country     |
| 5 ... a new hairstyle        | 10 ... Nikola Tesla         |

## READING

**B** The children in the HBFC are showing each other their photo albums. Read Pete's and Elliot's descriptions of their photos and answer the four questions.

- |                      |                        |
|----------------------|------------------------|
| 1 How old were they? | 3 Who were they with?  |
| 2 Where were they?   | 4 Why were they there? |

This is me when I was four.  
I was at the seaside with my parents.  
I remember that we were all very excited  
because this was my first trip abroad.  
We were there on holiday.



This is me when I was eight.  
I was in the attic with my friends and my  
sister April. There was a box with fancy  
clothes, so we dressed up. I was a wizard,  
April was a witch, my friend Greg was  
a clown and my friend Jessica was  
Snow White. It was great fun!





## LISTENING AND READING

### TASK C, p. 85

- Explain they will hear Ana, Ella, Russell and Zack talk about their photos. The text got mixed up in the printing process so they will have to help unscramble it. There are sixteen boxes, four boxes for each child. The boxes give answers to the four questions in the task for each child. There are four boxes with pictures of the children. These are the starting point.
- Pupils listen to the recording and mark the boxes for each child. Check by asking pupils to read the texts for each child. Ask different pupils to read different boxes.

#### **Tapescript** **TRACK 35**

**Russell:** I was 8 and this was my first film. I was in a Hollywood studio for the first time. I was really excited. There were lots of actors there. Actually they were Indians in the film.

**Zack:** I think I was 9. I was very angry! My mum had a brand new camera and wanted to take a photo of me. But I was at the doctor's! I was there with other kids from my class who were also ill. We were there because we all had a high temperature and a sore throat.

**Ella:** I was a fashion model in this photo. Some of the girls were younger than me; they were only 6! We were in Paris, at a fashion show for a children's summer collection. I was there with my favorite designer. I was there because Jean Paul called me. Just kidding. I was at the school fashion show.

**Ana:** I was a little girl. I was 4 years old, I think. I was at my grandparent's place in Dubrovnik. I was in the kitchen with my granny and my cousin Iva. We were there because the kindergarten was closed and my parents were at work.

### TASK D, p. 85

- Explain that each sentence contains a mistake. Ask them to read the sentences and correct the mistakes.

#### **Answer key:**

- 1 Pete was at the seaside with his parents.
- 2 Elliot was in the attic with his friends.
- 3 Ella was at a fashion show in Paris.
- 4 Ana was at her granny's because the kindergarten was closed.
- 5 Russell was in Hollywood when he was 8.
- 6 Zack was not the only pupil in class who was ill.



**C** Ana, Ella, Russell and Zack are describing their photos. Their sentences are mixed up. Can you find four boxes for each of them? The boxes give answers to the questions below. Then listen and check.

track 33

- 1 How old were you?
- 2 Where were you?
- 3 Who were you with?
- 4 Why were you there?

There were lots of actors there. Actually, they were Indians in the film.

I was in a Hollywood studio for the first time. I was really excited.



I was 8, and this was my first film.



I think I was 9. I was very angry!

I was there because my agent called my mum. Yes, I was famous after that.

We were there because we all had a high temperature and a sore throat.

I was there with other kids from my class who were also ill.

My mum had a brand new camera and wanted to take a photo of me. But I was at the doctor's!



I was a fashion model in this photo. Some of the girls were younger than me; they were only 6!

We were there because the kindergarten was closed, and my parents were at work.

I was in the kitchen with my granny and my cousin Iva.

I was at my grandparents' place in Dubrovnik.

We were in Paris, at a fashion show for a children's summer collection.

I was there with my favourite designer.

I was there because Jean Paul called me. Just kidding! I was at the school fashion show.



I was a little girl. I was 4 years old, I think.



**D** Correct these sentences.

- 1 Pete was at the seaside with his school friends.
- 2 Elliot was in the attic alone.
- 3 Ella was at a fashion show in Rome.
- 4 Ana was at her grandparents' place because the kindergarten was far from her house.
- 5 Russell was in Hollywood when he was 7 years old.
- 6 Zack was the only pupil in his class who was ill.

## GRAMMAR

### REMEMBER!, p. 86

- Go through the Remember Box and explain the Past Simple of *to be*. Elicit the use of *was* and *were*. You can write the whole paradigm on the board.
- To practise *was* and *were* some more, ask pupils where they were or were not yesterday or last weekend.

### TASK E, p. 86

- Explain that Ella likes to dress up and pretend she is someone else. She is a real master of disguise. Ask pupils to talk about Ella's photos by using the provided cues.

#### Answer key:

Picture 1- a hairdresser

Picture 2 – a ghost

Picture 3 – an explorer

Picture 4 –a waitress

Picture 5 –a scientist

Picture 6 – a computer programmer



**Workbook, pp. 68 and 69, Tasks A, B, C, D, E**

Ask pupils to find a picture of themselves when they were little that they would like to share with the class and bring it to school for the next lesson.

## REMEMBER!

### THE PAST SIMPLE OF TO BE

#### AFFIRMATIVE

I	<b>was</b>
You	<b>were</b>
He / She / It	<b>was</b>
We / You / They	<b>were</b>

#### NEGATIVE

<b>was not (wasn't)</b>	
<b>were not (weren't)</b>	in Paris.
<b>was not (wasn't)</b>	
<b>were not (weren't)</b>	

#### YES / NO QUESTIONS

**Was** I  
**Were** you in Paris last year?  
**Was** he / she / it  
**Were** we / you / they

#### SHORT ANSWERS

Yes, I **was**. / No, I **wasn't**.  
 Yes, you **were**.  
 Yes, he / she / it **was**. No, he / she / it **wasn't**.  
 Yes, we / you / they **were**. No, we **weren't**.

#### WH-QUESTIONS

**How** old were you?  
**Where** was she?  
**Why** were the children at the doctor's?

I **was** 4 years old.  
 She **was** at her grandparents'.  
 Because they **were** ill.

**E** Ella is a master of disguise. Look at the pictures from her photo album and say what she was in each picture. Start like this: *In this photo, she was...*

a waitress   a scientist   a computer programmer   a ghost   an explorer   a hairdresser



## LESSON 2

### INTRODUCTION

- Check homework.

### READING AND LISTENING

#### TASK F, p. 87

- Pupils read Ella's description of her photos and match the photos with the descriptions. Pupils may ask you about unfamiliar vocabulary that you haven't already covered. Explain the meaning and write the new words on the board for reference.
- Play the recording so that pupils can check their answers and fill in the gaps. Get feedback.

#### Answer key:

text one – picture 2  
Text two- picture 4  
Text three- picture 5  
Text four- picture 3  
Text five - picture 6  
Text six – picture 1

#### TASK G, p. 87

- Ask half of the class to close their books and try to remember what Ella was in each of her photos. Choose pupils from the other part of the class to ask their friends the questions by reading them out loud. Other pupils listen and check if their answers are correct.

#### Answer key:

1 Ella was a waitress in "Fishorama".  
2 Ella was a hairdresser at "Nicky's".  
3 Ella was a ghost in the History Museum.  
4 Ella was a computer programmer for "PC Now".  
5 Ella was an explorer on "Miriam".  
6 Ella was a scientist in her friend's lab.



### WORKBOOK

#### SPEAKING

Before doing Task I, if you have the time, do Workbook, page 69, Task F. If you do not have the time, assign it for homework.

### WRITING AND SPEAKING

#### TASK H, p. 87

- Do this task in pairs. Pupils use the cues to write four questions about Ella's disguise and then ask their partners to answer them. They can use short answers only.

### SPEAKING

#### TASK I, p. 87

- Ask for volunteers who would like to show their photo to the class. Ask them to hold up the photo so everyone can see it. Before they talk about their own picture tell them to ask their friends to guess how old they were, where they were and why they were there. Listen to the presentations.



Workbook, pp. 69 and 70, Tasks F, G, H and I



## F

Read and listen to Ella's description of her photos. Which photo is she describing? Can you guess what she was in each photo? Write it down. Listen and check.

- A** My photo album is full of pictures in which I am in disguise. Look, that's me at the History Museum. I was a . . . , but I don't think I was spooky. But Mr and Mrs Doyle don't agree, ha-ha!
- B** Here I was a . . . in "Fishorama", a fish restaurant. I was there for a week, but I wasn't very good at it. I don't like fish, you know.
- C** In this photo, I was a . . . . I was in my friend's lab. There was an explosion because I mixed up some wrong things. My friend was really angry.
- D** In this photo, I was on a ship called "Miriam". Actually, I was in disguise as a sea . . . . This was the Atlantic Ocean. I wanted to find Atlantis.
- E** Here I was a . . . . I was in a big computer company called "PC Now". I wasn't very interested in computers, so I decided to disguise myself as someone else.
- F** This was my favourite disguise. I was a . . . at "Nicky's". This hairdresser's salon wasn't very popular, but I liked it there. I was a specialist in wigs.

## G

Answer these questions about Ella's disguises.

- 1 What was Ella in "Fishorama"?
- 2 What was Ella at "Nicky's"?
- 3 What was Ella in the History Museum?
- 4 What was Ella in "PC Now"?
- 5 What was Ella on "Miriam"?
- 6 What was Ella in her friend's lab?

## H

Make four questions about Ella's disguises. Answer with **Yes, she was.** or **No, she wasn't..**

Was	Ella	a hairdresser a waitress a computer programmer an explorer an inventor a ghost	in "Fishorama"? at "Nicky's"? in the History Museum? in "PC Now"? in her friend's lab? on "Miriam"?
-----	------	---	--

## SPEAKING

### I

Bring a picture of you when you were little. Get into groups. Answer these questions about your picture and then describe it to your group.

- 1 How old were you?
- 2 Where were you?
- 3 Who were you with?
- 4 Why were you there?

Did your classmates recognise you in your picture?  
Did you recognise them? Were they different then?



## 5.2 'CLUE ME IN' QUIZ

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხ. დანყ. (II):  
1,2,3,4,5,6,7,8,9,10,11,13

- |            |  |
|------------|--|
| GRAMMAR    | <ul style="list-style-type: none"> <li>The past simple of regular verbs (affirmative)</li> <li>Consolidation of the past simple of <i>to be</i></li> </ul> |
| FUNCTIONS  | <ul style="list-style-type: none"> <li>Describing famous people</li> <li>Exchanging information about famous people</li> </ul>                             |
| VOCABULARY | <ul style="list-style-type: none"> <li>Jobs, biographies</li> <li>Text-related</li> </ul>  |

### SKILLS

- |           |  |
|-----------|--|
| READING   | <ul style="list-style-type: none"> <li>Descriptions of famous people</li> </ul>  |
| LISTENING | <ul style="list-style-type: none"> <li>A quiz</li> </ul>   |
| SPEAKING  | <ul style="list-style-type: none"> <li>Describing famous people</li> <li>Pronunciation of the <i>-(e)d</i> ending</li> <li>Exchanging information</li> </ul> |
| WRITING   | <ul style="list-style-type: none"> <li>Questions for the quiz</li> <li>Recording information</li> </ul>  |

### CULTURE and CLIL

- Georgian
- History
- Geography
- Science

### Tapescript TRACK 37

Hello and welcome to the quiz. I hope you are ready. We need two teams. The teacher will help you get into teams. Choose a person from your team who will speak to the teacher. Remember, the teacher will only accept answers coming from this person! Please find a pupil who will write down and keep track of the points for the teams on the blackboard. This pupil is not part of any team. Who will that be? Now, the rules. In this quiz you have to guess the famous person after you have heard a sentence or clue. The first sentence is the most difficult, and if you guess the person after the first clue, you will get 5 points and if you guess after the last, 5th sentence, you only get one point because this sentence is the easiest. The winner is the team that gets the most points. If your guess is wrong, you will lose points. For example, you will lose 5 points, if you make a wrong guess after the first sentence. Finally, how to play? After each sentence, think about the right answer. The person who speaks to the teacher can raise his or her hand and give the answer. The pupil who first raises his or her hand can speak first. Now, can someone explain the rules of the game in Georgian?

## LESSON 1

### INTRODUCTION

- Check homework.

### WORDSPOT

#### TASK A, p. 88

- Pupils circle the words they are unfamiliar with and look them up in the wordlist. Encourage those who are already familiar with all the words to think of sentences where they can use them.
- Ask pupils if they know any famous inventors, detectives or explorers.

### LISTENING

#### TASK B, p. 88

- Explain they will listen to the quiz, but before they start, they will hear the presenter talking about the rules. They should listen carefully, since this is a real quiz and they can't participate unless they understand the rules. Play the recording and ask volunteers to explain the rules in Georgian.
- Ask pupils to get organised (divide the class into two groups and choose a pupil to write down and keep track of the points for each team on the board. Each group chooses a representative.)



# 5.2

## "CLUE ME IN" QUIZ

### WORDSPOT



**A** Look up the words you don't know in the wordlist at the end of the book.

a clue      to create      to compose  
an explorer      an engine  
an inventor      an engineer      a detective      to design

### LISTENING

**B**

Before you do this quiz about three people from the past, listen to the rules and explain them in Turkish.



track 35

**C**

Now do the quiz. How many points did your group score?



track 36

**D**

Listen to the quiz again. Say the name of the correct famous person. Then find all the verbs in the past simple.



track 38



... was born in Croatia. He studied in Graz, in Austria. He worked and lived in the USA. He invented a lot of important electric motors and machines. He died poor in 1943.

When ... was little, he dreamed about being a sea captain. He sailed twice around the world. He discovered the east coast of Australia in the 18<sup>th</sup> century.



... was born in Chicago. He liked children's stories and fairy tales. He wanted to be a film director, but Hollywood didn't want him. He created Mickey Mouse.

**REMEMBER!**



### THE PAST SIMPLE OF REGULAR VERBS

#### AFFIRMATIVE

I / You / He / She / It / We / You / They

wanted to see the world.  
liked stories.

### TASK C, p. 88

- Do the quiz. Explain that you will stop the recording after each sentence so that groups can guess the person the presenter is talking about. Give a few seconds so that the members of the groups can talk to each other and agree on the probable answers. Tell representatives they have to raise their hand if they want to guess the person and that you will continue with the recording if none of the two representatives raises their hand within 30 seconds. It is important to see who raises their hand first as they get the first chance to answer.
- Continue with the quiz until all persons have been guessed or all questions asked. Check the score and proclaim the winners. Praise the winners for their knowledge and promptness in giving answers, but do not forget to say a few nice words to the other group as well.
- Pupils open their books and read the texts silently and write the names of the correct famous person in each gap. Ask them to underline all the verbs in the past simple.

**Answer key:** Nikola Tesla, James Cook, Walt Disney was born, studied, lived, worked, invented, died, was, dreamed, sailed, discovered, discovered, was born, liked, wanted, didn't want, created

### Tapescript TRACK 38

#### PERSON NUMBER 1

A clue for 5 points, or minus 5 if you make a wrong guess:

He was born in Croatia. When he was a little boy, he loved playing in the woods where he watched the birds.

A clue for 4 points: He was crazy about mathematics and science. He studied in Graz, Austria.

A clue for 3 points: He lived in the USA where he worked with another famous inventor. He died poor in the USA.

A clue for 2 points: He was a brilliant inventor, and he made important experiments in physics. Many experts agree that he invented the radio.

A clue for 1 point: He invented many important motors, machines and engines that work on electric energy. He was born in Smiljani, a small village in Croatia.

#### PERSON NUMBER 2

A clue for 5 points: He was a British explorer. He was born in the 18th century.

A clue for 4 points: When he was little, he dreamed about being a sea captain.

A clue for 3 points: He sailed twice around the world.

A clue for 2 points: He discovered a continent in the southern hemisphere.

A clue for 1 point: He discovered the east coast of Australia and was the first person to put Australia on the map.

#### PERSON NUMBER 3

A clue for 5 points: He was born in Chicago, USA.

A clue for 4 points: He liked children's stories and fairy tales.

A clue for 3 points: He wanted to be a film director, but Hollywood didn't want him.

A clue for 2 points: Instead, he opened his own studio where he created cartoon characters. He also designed parks for children.

A clue for 1 point: He created Mickey Mouse, Donald Duck and Goofy.

### GRAMMAR

#### REMEMBER! , p. 88

- Write the verbs *work*, *live*, and *study* on the board. Ask pupils what their past simple forms are. Elicit the rule about adding the ending *-(e)d*.
- Point out the change in spelling in *study*. Make sure they understand that we change *y* into *i* only after a consonant (play – played, study – studied). Write examples of other spelling changes on the board (stop – stopped). Explain the rule: *Double the final consonant before the ending -ed in all one-syllable verbs that have one vowel and end with one consonant*.
- Explain the pronunciation of the ending *-ed*. Give the rule for pronouncing regular verbs that end in *t* or *d* (decide – decided /id/, start – started /id/).
- Practise pronunciation of the ending *-ed* for the past simple with your pupils. Ask them to read the verbs in the past simple and pay attention to how they pronounce the ending. Pronounce the verbs yourself slowly and clearly so that pupils can hear the sounds /t/ and /d/ at the end.

#### TEACHING TIP

When you explain the pronunciation of the ending *-ed*, there is no need to mention the voiced and unvoiced sounds; just tell them that they can never pronounce it as /ed/. They should have their tongue do all the work and it will pronounce /t/ or /d/.

# "CLUE ME IN" QUIZ

## WORDSPOT



- A** Look up the words you don't know in the wordlist at the end of the book.

a clue      to create      to compose  
 an explorer      an engine  
 an inventor      an engineer      a detective      to design

## LISTENING

**B**

Before you do this quiz about three people from the past, listen to the rules and explain them in Turkish.



track 35

**C**

Now do the quiz. How many points did your group score?



track 36

**D**

Listen to the quiz again. Say the name of the correct famous person. Then find all the verbs in the past simple.



track 38



... was born in Croatia. He studied in Graz, in Austria. He worked and lived in the USA. He invented a lot of important electric motors and machines. He died poor in 1943.

When ... was little, he dreamed about being a sea captain. He sailed twice around the world. He discovered the east coast of Australia in the 18<sup>th</sup> century.



... was born in Chicago. He liked children's stories and fairy tales. He wanted to be a film director, but Hollywood didn't want him. He created Mickey Mouse.

**REMEMBER!**



## THE PAST SIMPLE OF REGULAR VERBS

### AFFIRMATIVE

I / You / He / She / It / We / You / They

wanted to see the world.  
 liked stories.

## READING AND SPEAKING

### TASK E, p. 89

- Ask pupils to look at the pictures. Do they know any of the famous people in the pictures? Ask them if they know why these people are famous. They will recognise the three people from the quiz. Pupils give answers or guess. They read and match the pictures and the sentences to check their answers.

#### Answer key:

- 3 He discovered America.
- 4 He invented lots of electric machines and engines.
- 1 He didn't sail around the world because he died before his ship returned to Spain.
- 5 They discovered radium.
- 7 He created Mickey Mouse and Disneyland.
- 2 He sailed around the world twice.
- 6 He was a composer although he couldn't hear.

## WRITING

### TASK F, p. 89

- Ask pupils to read and follow the instructions in the task. Walk around and monitor their progress.

## WRITING AND SPEAKING

### TASK G, p. 89

- Pupils follow the model to write their own sentences about a person from the past they like. Encourage stronger pupils to add a sentence or two of their own. Walk around and monitor their progress. Help the pupils who cannot decide or are stuck for words.
- Pupils work in pairs. They follow the pattern of the 'Clue Me In' quiz and pause after each sentence so that their partner can give an answer. They keep score.
- You can ask pupils with interesting people or descriptions to read their sentences to the whole class.



**Workbook, pp. 71 and 72, Tasks A, B, C, D, E**

**E** Read these sentences and match them to the famous people they describe.

- A** He **discovered** America.
- B** He **invented** lots of electric machines and engines.
- C** He didn't sail around the world because he **died** before his ship **returned** to Spain.
- D** They **discovered** radium.
- E** He **created** Mickey Mouse and Disneyland.
- F** He **sailed** around the world twice.
- G** He **was** a composer although he couldn't hear.



**1** Ferdinand Magellan



**2** James Cook



**3** Christopher Columbus



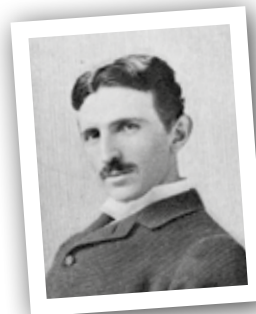
**7** Walt Disney



**6** Ludwig van Beethoven



**5** Marie and Pierre Curie



**4** Nikola Tesla

## WRITING

**F** Make a quiz for your partner. Follow these steps.

- Copy four sentences from Task E into your notebook. Leave a gap for the name, like this: . . . . . *was a composer although he couldn't hear.*
- Close the book now and exchange notebooks with your partner.
- Write the names of the famous people in the gaps.
- Exchange the notebooks again and check each other's answers.

## WRITING AND SPEAKING

**G** Make sentences for your own "Clue Me In" Quiz! First, think about a famous person from the past. Then write five sentences about her or him by following this model.

He / She was born in . . . (where) in . . . (which year).

He / She lived in . . . (where).

He / She was a . . . (job). He / She . . . (did what).

He / She . . . (something interesting but not very important about him/her).

He / She . . . (something that made him or her famous).

Play the "Clue Me In" Quiz with your partner. Each correct answer scores a point. Who scores more points?

## LESSON 2

### INTRODUCTION

- Check homework.

### READING AND LISTENING

#### TASK H, p. 90

- Ask pupils if they know who Ivana Brlić-Mažuranić, Leonardo da Vinci, Charlie Chaplin and Wolfgang Amadeus Mozart were. Get feedback.
- Pupils make correct sentences about the four famous persons using the cues from Task H. Make sure they understand that some of the people had more than one occupation, so they can use more than four words from the box of jobs.
- Pupils listen to the texts and check their answers. Get feedback.

#### Answer key:

Ivana Brlić Mažuranić was a writer. Leonardo da Vinci was a painter and an inventor. Charlie Chaplin was an actor and a film director. Wolfgang Amadeus Mozart was a composer and a pianist.

#### TEACHING TIP

Allow pupils to look at the text while they are listening as it will help them to master pronunciation and sentence intonation.

#### TASK I, p. 90

- Pupils work individually to complete the sentences with the correct names. Ask them to read their answers out loud.

**Answer key:** 1 Leonardo da Vinci 2 I.B. Mažuranić 3 W.A. Mozart 4 C. Chaplin



## READING



**H** How much do you know about these people from the past? Match, then read and check.

Ivana Brlić Mažuranić  
Leonardo da Vinci  
Charlie Chaplin  
Wolfgang Amadeus Mozart

was

a composer.  
a film director.  
a painter.  
a pianist.

a poet.  
a scientist.  
an actor.  
an inventor.  
a writer.

## FAMOUS PEOPLE FROM THE PAST

### Wolfgang Amadeus Mozart

Mozart was a famous Austrian composer. He composed over 600 pieces of music, 22 of which were operas. He was a real music whiz kid. Even as a child he could play many musical instruments. He started composing when he was five years old. When he was six, he started giving concerts. Soon he became very famous and travelled a lot. He played to kings and queens. Mozart died very young. Nobody knows where he was buried.



### Leonardo da Vinci was

a famous Italian painter. He lived in the 15<sup>th</sup> and 16<sup>th</sup> centuries in Italy.

He painted *Mona Lisa*, a portrait of the lady with the most famous and mysterious smile in history. Leonardo was also an inventor, an engineer, an architect and even a musician. He designed the bicycle, the helicopter and many things we use today. Leonardo da Vinci was a vegetarian, and in his famous painting *The Last Supper* there is no meat.



**Charlie Chaplin** was a comedy actor and a film director. He was born in the UK. He was very poor. Charlie moved to the USA, where he worked in Hollywood. He acted in many silent films.

The character he played – The Tramp – is a poor man with a small round hat and a small moustache. His trousers and shoes were too big for him, so he walked in a funny way.

Charlie Chaplin got two Oscars. He died on Christmas Day in 1977.



**Ivana Brlić Mažuranić** was a famous children's author. Her father was a writer, too, and her grandfather was a famous poet and politician. She had six children, so she read her books to them. Her most famous books are *The Marvellous Adventures*

and *Misadventures of Hlapić the Apprentice* and *Turkish Tales of Long Ago*. She was a candidate for the Nobel Prize in Literature twice, but she didn't get it. People call her the Turkish Anderson. Guess why!

**Read the texts again, then say these sentences with the correct name.**

- ... saw a lady with a beautiful smile. He painted her.
- ... loved tales and legends. She wrote *Turkish Tales of Long Ago*.
- ... could compose and play instruments at the age of five.
- ... got two Oscars.



## GRAMMAR

### REMEMBER!, p. 91

- Now ask the pupils to look back at the texts and find examples of the simple past. Ask them to make a list in their notebooks.
- Read the examples together. Ask pupils to identify the regular verbs. What are the remaining verbs? Elicit the answer: *irregular*.
- Write examples of irregular verbs from the texts on the board and ask pupils if they know their infinitives (*became, got, had*). Get feedback.
- Go through the Remember Box. Point out the list of irregular verbs. Ask pupils if they can see any rules. Explain that there are no rules and that irregular verbs have to be learned by heart.
- Introduce pupils to the list of irregular verbs on page 163. Explain that this is not a complete list. You can even show them a full list. Ask pupils to read the list in the Remember Box, find the verbs on the list of irregular verbs and mark them. In this way they will become familiar with the list. Ask in what order the verbs are listed in. Elicit the answer (alphabetical order). Ask them to write a translation on the right side of the page, because in this way they will learn both the verb and its past simple form.

### TASK J, p. 91

- Read the instructions and ask pupils to match the irregular verbs.
- Play the recording for pupils to listen to and check their answers.
- Play the recording again. Explain that this time pupils should listen to how the verbs are pronounced.
- Choose a different pupil to read each verb. Go over the list twice so that more pupils get to practise pronunciation.

### TASK K, p. 91

- Read the first instruction and make sure they understand that this task doesn't have to do with facts, so there are no correct answers. They are free to express their opinion. Give them time to think and choose. Get feedback. Ask volunteers to talk about their choices. If there are no volunteers choose one or two pupils at random.
- Repeat the same process with the second and the third instructions.
- Read the last instruction. Give them time to read one of the texts again. Ask pupils to close their books. First ask for volunteers, and if there are none ask pupils at random. Make sure pupils talk about all four people.

### TASK L, p. 91

- Ask one of the pupils to read the instructions. Check if they understand the task.
- Ask pupils to make sentences without looking back at the texts. Pupils do the task individually. Time permitting, they can write down sentences in their notebooks, but if you do not have time ask them to connect the words with lines.
- Ask pupils to read their sentences out loud.



**Workbook, pp. 72 and 73, Tasks F, G, H, I and K**

## REMEMBER!

### THE PAST SIMPLE OF IRREGULAR VERBS

Charlie Chaplin **acted** in silent films. He **got** two Oscars.

We make the past tense of regular verbs with **-ed**.

But many verbs in English are irregular.

We must **learn and remember the past tense of irregular verbs**.

become /br'kʌm/  
can /kæn/  
come /kʌm/  
get /get/  
go /gəʊ/

became /br'keɪm/  
could /kʊd/  
came /keɪm/  
got /gɒt/  
went /went/

have /hæv/  
read /ri:d/  
say /seɪ/  
see /si:/  
write /raɪt/

had /həd/  
read /red/  
said /sed/  
saw /sɔ:/  
wrote /rəʊt/

**J**

Match these irregular verbs.  
Copy in your notebook. Then  
listen and check. Read aloud.



track 38

- |          |        |
|----------|--------|
| 1 can    | went   |
| 2 go     | saw    |
| 3 see    | could  |
| 4 say    | said   |
| 5 become | got    |
| 6 read   | had    |
| 7 write  | read   |
| 8 get    | came   |
| 9 have   | became |
| 10 come  | wrote  |

**K**

Work in pairs. Make six sentences.

Ivana Brlić  
Mažuranić

Leonardo  
da Vinci

Charlie  
Chaplin

Wolfgang  
Amadeus  
Mozart

acted  
became  
came  
could  
designed  
died  
got  
had  
lived  
painted  
read  
travelled  
went  
worked

in Hollywood.  
two Oscars.  
books to her children.  
in many films.  
six children.  
to the USA.  
young.  
Mona Lisa.  
in Italy.  
the first helicopter.  
many instruments.  
famous.  
a lot.

## SPEAKING

**L**

Discuss these questions.

- Which of these four people had the most interesting life? Why?
- Which of them, in your opinion, was the most important for the history of the world? Why?
- Which of them would you like to meet? Why?
- Read the facts about him / her again. Can you talk about this person for at least 30 seconds?

CHARLIE  
LEONARDO  
IVANA  
WOLFGANG  
MAŽURANIĆ  
AMADEUS  
CHAPLIN  
BRLIĆ  
MOZART  
da VINCI

## 5.3 SEVEN LADIES AND THE DOG

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხ. დანყ. (II):  
1,2,3,4,5,6,7,8,9,1,10,11

- |            |   |
|------------|---|
| GRAMMAR    | <ul style="list-style-type: none"> <li>• Past simple of irregular verbs</li> <li>• Past simple in negative sentences and questions</li> <li>• Short answers with past simple</li> </ul> |
| FUNCTIONS  | <ul style="list-style-type: none"> <li>• Describing famous women</li> <li>• Reading about famous women</li> </ul>   |
| VOCABULARY | <ul style="list-style-type: none"> <li>• Text-related</li> </ul>  |

### SKILLS

- |           |  |
|-----------|--|
| READING   | <ul style="list-style-type: none"> <li>• Descriptions of famous women</li> </ul>   |
| LISTENING | <ul style="list-style-type: none"> <li>• A conversation</li> <li>• Describing people</li> </ul>  |
| SPEAKING  | <ul style="list-style-type: none"> <li>• Asking and answering questions</li> <li>• Expressing opinions</li> <li>• Interviewing a person</li> </ul> |
| WRITING   | <ul style="list-style-type: none"> <li>• Recording information</li> <li>• Questions for an interview</li> </ul>                                    |

### CULTURE and CLIL

- Georgian
- History
- Science
- Art

## LESSON 1

### INTRODUCTION

- Check homework.
- Finish tasks in the Workbook by doing Task L. Read instructions and invite volunteers to talk.

### TASK A, p. 92

- Start new lesson by asking pupils to think of six more famous people from the past.
- Ask pupils to compare their lists in pairs.
- Now organise a class survey. Ask pupils to count all men and women on their lists. Ask how many women are on their lists. Ask pupils to read some or all the women's names (most probably there will be more men on the lists than women).

### TASK B, p. 92

- Ask pupils to open their books and read the title. Explain this lesson is dedicated to women only.
- Point to the pictures in Task B. Ask pupils to look at them to see if they recognise any of them. If they don't, ask pupils to guess. Focus pupils' attention on the clothes, hairstyles and other details in the picture. Ask pupils if they can guess their jobs. Get feedback.
- Briefly explain why these ladies are special and famous, as you will talk more about them in the next lesson. Talk about the dog as well.

**Answer key:** 1 Queen Victoria 2 Florence Nightingale 3 Agatha Christie 4 Amelia Earhart 5 Marie Curie 6 Mother Teresa 7 Queen Elizabeth I 8 Laika

### TASK C, p. 92

- Ask one of the pupils to read the instructions.
- Ask pupils to listen to the recording carefully. They will hear Ana and her friends asking Ms Krnaisky, their teacher, questions about a Mystery Lady.
- Play the recording and pause it at the point where Ms Krnaisky asks the children if they know who the Mystery Lady is. Ask your pupils if they know the answer.
- Play the recording to the end to check pupils' answers.

### Tapescript TRACK 41

**Ms Krnaisky:** Let me see if you can guess the lady we are going to talk about first. Any questions?

**Children:** Where did she live, Ms Krnaisky? Did she live in the USA?

**Ms Krnaisky:** No, she didn't.

**Children:** Did she live in Europe?

**Ms Krnaisky:** Yes, she did. She was born in the UK.

**Children:** Did she have an interesting life?

**Ms Krnaisky:** Oh, yes. Her husband was an archaeologist so she travelled with him to Egypt and many other countries.

**Children:** What did she do?

**Ms Krnaisky:** She was a writer. She wrote crime stories and plays. She created Mr Poirot and a clever village lady named Miss Marple. Both of them could solve any crime mystery. Millions of people bought her books. But there is a mystery that nobody solved. Once she didn't come home. She kissed her daughter good night and disappeared. Nobody knew where she was. The best policemen and inspectors tried to find her. Then after eleven days the police found her in a hotel.

**Children:** Did she explain where she was?

**Ms Krnaisky:** Oh no, she didn't. She didn't say anything. But let's try to solve my mystery. Do you know who this lady is?

**Children:** Of course, teacher. That's easy. Agatha Christie.

# 5.3

## SEVEN LADIES AND A DOG

**A** In pairs, think of six famous people from the past or from the present. Write down their names. How many of them are men, and how many are women?

**B** Do you recognise any of these women? What about the dog?



Ana and her classmates are trying to guess the Mystery Lady. Listen and see if you can guess before them. Then check.

**REMEMBER!**

### THE PAST SIMPLE – NEGATIVE

Agatha Christie **didn't live** in the USA. She **lived** in the UK.  
One evening, she **didn't come** home. She **came** back after a few days.

We make the **negative past tense** with **did not** or **didn't** and the **simple form of the verb**.

### QUESTIONS AND SHORT ANSWERS

**Did** Agatha Christie **write** books? **Yes, she did.**  
**Did** she **say** anything? **No, she didn't.**

**Where did** Agatha Christie **live**?  
**What did** she **do**?

We make **questions** in the **past simple tense** with **did** and the **simple form of the verb**.  
Short answers are made with **did** or **didn't**.

### TEACHING TIP

Asking pupils to read task instructions out loud gives you an opportunity to check their pronunciation. It is very important to teach pupils to read the instructions because if they do not make habit of doing so, they might have problems with understanding more complicated tasks where it is necessary to follow the instructions exactly in order to complete the task successfully. Modern teens often avoid reading instructions as they find them tedious, so make sure they have heard and understand what the task is about before you proceed.

## GRAMMAR

### REMEMBER!, p. 92

- Read the examples of the negative past simple sentences in the Remember Box.
- Elicit the rule for making negative sentences in the past simple. Elicit how the negative is formed (after the subject and before the main verb we add *did not* or the short form *didn't*. The verb is always in the infinitive – simple form.)
- Now read examples of making questions and short answers in the past simple. Elicit how questions are formed (we put *did* in front of the subject and use the infinitive of the verb). Point out that *did* and *didn't* are used for short answers as well.
- Go through the list of irregular verbs and ask pupils not to forget to mark them on the list of irregular verbs on page 163 and to write their Georgian translations as they have already done with the first set of irregular verbs. They can do it at home. Remind them to start studying these verbs, as they take time and practise to master and they are an essential part of everyday speech.

# 5.3

## SEVEN LADIES AND A DOG

**A** In pairs, think of six famous people from the past or from the present. Write down their names. How many of them are men, and how many are women?

**B** Do you recognise any of these women? What about the dog?



**C**



Ana and her classmates are trying to guess the Mystery Lady. Listen and see if you can guess before them. Then check.

**REMEMBER!**

### THE PAST SIMPLE – NEGATIVE

Agatha Christie **didn't live** in the USA. She **lived** in the UK.  
One evening, she **didn't come** home. She **came** back after a few days.

We make the **negative past tense** with **did not** or **didn't** and the **simple form of the verb**.

### QUESTIONS AND SHORT ANSWERS

**Did** Agatha Christie **write** books? **Yes, she did.**  
**Did** she **say** anything? **No, she didn't.**

**Where did** Agatha Christie **live**?  
**What did** she **do**?

We make **questions** in the **past simple tense** with **did** and the **simple form of the verb**.  
Short answers are made with **did** or **didn't**.



### TASK D, p. 93

- Read the instructions. Pupils study the verbs and find pairs.
- Play the recording for pupils to check their answers.
- Ask pupils to read the pairs aloud.

**Answer key:** 1 know- knew, 2 find- found, 3 give- gave, 4 speak-spoke, 5 make-made, 6 meet-met, 7 buy-bought

#### Tapescript TRACK 42

- 1 know knew
- 2 find found
- 3 give gave
- 4 speak spoke
- 5 make made
- 6 meet met
- 7 buy bought

### TASK E, p. 93

- Pupils study the pairs and match them.
- Ask pupils to read the pairs aloud.

#### Answer key:

- 1 had - didn't have
- 2 lived - didn't live
- 3 met - didn't meet
- 4 saw - didn't see
- 5 explained - didn't explain
- 6 was - wasn't
- 7 spoke - didn't speak

#### OPTIONAL

If you have enough time, or if the class is particularly strong, you can ask them to make sentences in which they use both the affirmative and negative forms (*I had pizza for lunch; I didn't have a hamburger*).

### READING

#### TASK F, p. 93

- Do the task as a reading activity. Choose a different pupil for every sentence. Ask the other pupils to listen and correct mistakes.

**Answer key:** was, had, travelled, wrote, created, didn't come home, didn't know, found, didn't explain

### READING

#### TASK G, p. 93

- Now, ask pupils to close their books. Explain you want to check what they have learnt about Agatha Christie. Ask volunteers to answer questions from the task.

#### Answer key:

- 1 She was born in the U.K.
- 2 She travelled to Egypt and many other countries.
- 3 She wrote crime stories and plays.
- 4 She created Mr Poirot and Miss Marple.
- 5 She didn't come home one night.
- 6 The police found her in a hotel under a different name.



**Workbook, pp. 75, 76 and 77, Tasks A, B, D, E**



## MORE IRREGULAR VERBS

buy /baɪ/  
find /faɪnd/  
give /gɪv/

bought /bɔ:t/  
found /faʊnd/  
gave /geɪv/

know /nəʊ/  
make /meɪk/  
meet /mi:t/  
speak /spi:k/

knew /nju:/  
made /meɪd/  
met /met/  
spoke /spəʊk/

**D**

Match the simple and the past simple form of these irregular verbs. Copy in your notebook. Then listen and check. Read the pairs aloud.



track 40

- |         |        |
|---------|--------|
| 1 know  | bought |
| 2 find  | made   |
| 3 give  | found  |
| 4 speak | gave   |
| 5 make  | knew   |
| 6 meet  | spoke  |
| 7 buy   | met    |

**E**

Match the past simple form and the negative past simple form of the verbs. Copy in your notebook.

- |             |                |
|-------------|----------------|
| 1 had       | didn't see     |
| 2 lived     | wasn't         |
| 3 met       | didn't live    |
| 4 saw       | didn't explain |
| 5 explained | didn't speak   |
| 6 was       | didn't have    |
| 7 spoke     | didn't meet    |

**F**

Choose the correct word(s).

Agatha Christie **was** / **wasn't born** in the UK. She **had** / **didn't have** an interesting life. With her husband she **travelled** / **didn't travel** to Egypt and many other countries.

Agatha Christie **wrote** / **didn't write** crime stories and plays. She **created** / **didn't create** Mr Poirot and Miss Marple.

Once **she came home late** / **didn't come home**. Her family **knew** / **didn't know** where she was. After a few days the police **found** / **didn't find** her in a hotel under a different name. She **explained** / **didn't explain** why she was there. It was a mystery.

**G**

Answer the questions.

- Where **was** Agatha Christie born?
- Where **did** she **travel**?
- What **did** she **write**?
- Who **did** she **create**?
- What **did** she **do** one evening?
- Where **did** the police **find** her?



## LESSON 2

### INTRODUCTION

- Check homework.

### WORDSPOT

#### TASK H, p. 94

- Pupils look up the unfamiliar words in the wordlist and copy them into their notebooks.

### READING AND LISTENING

#### TASK I, p. 94

- Explain they will now hear a recording about the remaining six ladies.
- Ask pupils to write their names into their notebooks and leave a few empty lines between each name, as they will write down notes about them as they listen.
- Play the recording about each woman or pair of women twice to give pupils time to take notes.
- Ask pupils to read the text and check the accuracy of their notes. Walk around and monitor.

#### TEACHING TIP

Explain that taking notes does not mean they have to write full sentences. They write only the important words, which will later help them to make full sentences.

### SPEAKING

#### TASK I, p. 94

- Pupils now answer questions from the task about each lady. Ask pupils at random to answer them.

**Answer key:** Marie Curie - discovered radium, Queens Elizabeth I and Victoria - liked peace, and helped science and culture, Amelia Earhart - brave, a female pilot, Florence Nightingale and Mother Teresa - helped the sick and poor.

## WORDSPOT

**H** Do you know these words? Look them up in the wordlist at the end of the book.

a nun      World War I  
an adventure      pilot      a flight  
a soldier      to disappear      a chemical element

## READING



**Read about these ladies and say why they are famous. What did they do? Which one would you like to meet? Why?**

**Marie Curie** was born in Poland, but she lived and worked in France. At school she loved science, especially physics and chemistry.

What did she do? With her husband Pierre she discovered two chemical elements – polonium and radium. They got the Nobel Prize for this discovery, and Marie was the first woman who ever got that prize. Later, she got one more, so she was also the first person who got two Nobel prizes.

How did she die? She died of leukaemia, probably as a result of dangerous radioactive experiments.



**Queen Elizabeth I** and **Queen Victoria** were English queens. They were both very young when they became queens. When did they live? Elizabeth in the 16<sup>th</sup> and 17<sup>th</sup> centuries, and Victoria in the 19<sup>th</sup>.

Elizabeth didn't have a husband or children. She said, "My country is my husband."

Victoria was married and had many children. When her husband died, she was so sad that she decided to wear black for the rest of her life.

They were both very strong and clever. They liked peace, and helped science and culture. Their people liked them.



**Amelia Earhart** was an American. She didn't go to college, but decided to become a nurse and go and help soldiers in World War I. But a one-minute flight in a plane changed her life. She loved it so much that she became a pilot. She bought a plane and was the first lady to cross the Atlantic. At that time it was a very dangerous adventure. She decided to fly round the world with another pilot. At the beginning everything was fine. Then her plane disappeared. The control tower got a strange message. They looked for the plane and the two pilots, but they never found them.



**Florence Nightingale** and **Mother Theresa** both worked a lot and helped the sick and the poor. But they didn't live in the same country or at the same time.

Florence was born in Italy, but she lived in the UK. She could speak English, Italian, French, German, Latin and Greek. As a nurse in the war she helped soldiers, taking care of the sick even at night, so they gave her

a nickname: "the lady with the lamp". She met Queen Victoria, who helped her to open a school for nurses.

Mother Theresa was born in Macedonia, but she lived in many countries, and longest in India. She was a nun. She saw lots of poor and sick people in the streets of India and decided to open a special home where she helped them. She got the Nobel Peace Prize.



### TASK J, p. 95

- This is a reading task. Ask pupils at random to read the questions out loud and to choose the correct short answer.

#### Answer key:

- 1 Yes, she did.
- 2 No, she didn't.
- 3 No, she didn't.
- 4 Yes, she did.
- 5 Yes, she did.
- 6 Yes, she did.

## READING AND WRITING

### TASK K, p. 95

- Pupils write negative sentences in their notebooks. Ask pupils to swap notebooks and check answers. Walk around and monitor. Check for the correct use of *did not* + infinitive. Help pupils who still haven't quite grasped the rules.

#### Answer key:

- 1 Marie Curie didn't live in Poland.
- 2 Amelia Earhart didn't get a Nobel prize.
- 3 Florence Nightingale didn't go to school in Italy.
- 4 Mother Theresa didn't have children.

### TASK L, p. 95

- Continue practising the past simple. Pupils now turn negative sentences into affirmative ones. Check their answers and make sure they use the verbs in their correct forms. Focus their attention on pronunciation and irregular verbs.

#### Answer key:

- 1 Marie Curie did experiments.
- 2 The people of England liked Queen Elizabeth I.
- 3 Florence Nightingale met Queen Victoria.
- 4 Mother Theresa went to India.

### TASK M, p. 95

- Pupils answer the questions. To make this task more interesting, divide the class into two groups. Write questions on strips of papers. Ask representatives of each group to come to the board and draw one question at a time. They read the question and the other group has to answer it. They take turns. If one group forgets to say something in their answer, let the other group add it. Keep score of points.

#### Answer key:

- 1 Marie Curie discovered radium.
- 2 Amelia bought a plane.
- 3 The soldiers called Florence Nightingale "the lady with the lamp" because she visited them at night.
- 4 Mother Theresa opened a home for the sick and poor.
- 5 Queen Elizabeth I lived in England.
- 6 Marie Curie and Mother Teresa received the Nobel prize.

## READING

### TASK N, p. 95

- Pupils do the task. Read the text together to check their answers. Encourage the use of the correct forms of the past simple.

**Answer key:** was, barked, was, went, wanted, died, got

## WRITING AND SPEAKING

### TASK O, p. 95

- Ask pupils to imagine they have a time machine and they can travel back in time. In pairs, pupils choose which lady they would like to meet and should prepare questions they would ask her using the prompts. They do not have to use all the prompts.
- Ask pairs to prepare and act out their interviews. Explain this means they cannot read what they have prepared. Ask if there are any volunteers who would like to act out their interview in front of the class.



**Workbook, pp. 76 and 77, Tasks C, F, G**

## J Choose the correct answer.

- |  |                                 |
|--|---------------------------------|
| 1 Did Marie Curie <b>get</b> two Nobel prizes?                 | Yes, she did. / No, she didn't. |
| 2 Did Amelia Earhart <b>fly</b> over the Pacific?              | Yes, she did. / No, she didn't. |
| 3 Did Queen Elizabeth I <b>have</b> children?                  | Yes, she did. / No, she didn't. |
| 4 Did Queen Victoria <b>have</b> children?                     | Yes, she did. / No, she didn't. |
| 5 Did Florence Nightingale <b>visit</b> her patients at night? | Yes, she did. / No, she didn't. |
| 6 Did Mother Theresa <b>get</b> the Nobel Peace Prize?         | Yes, she did. / No, she didn't. |

## K Make these sentences negative.

- Marie Curie **lived** in Poland.
- Amelia Earhart **got** a Nobel prize.
- Florence Nightingale **went** to school in Italy.
- Mother Theresa **had** children.

## L Make these sentences affirmative.

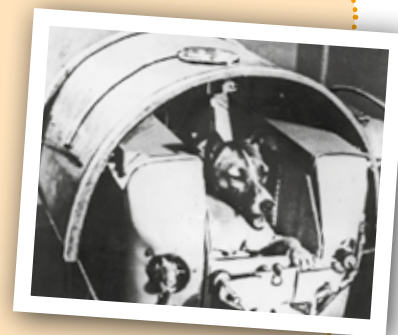
- Marie Curie **didn't do** experiments.
- The people of England **didn't like** Queen Elizabeth I.
- Florence Nightingale **didn't meet** Queen Victoria.
- Mother Theresa **didn't go** to India.

## M Answer the questions.

- |  |  |
|--|--|
| 1 <b>What did</b> Marie Curie <b>discover</b> ?  | 4 <b>How did</b> Mother Theresa <b>help</b> the sick and the poor? |
| 2 <b>What did</b> Amelia <b>buy</b> ?  | 5 <b>When did</b> Queen Elizabeth I <b>live</b> ?                  |
| 3 <b>Why did</b> the soldiers <b>call</b> Florence Nightingale "the lady with the lamp"? | 6 <b>Who got</b> a Nobel prize?                                    |

## N Copy the text about Laika in your notebook and complete.

Laika was born in 1953 in Russia. She (be) an astronaut.  
Laika couldn't read, write or speak; she only (bark).  
Laika, a stray dog, (be) the first animal to orbit the Earth. She (go) into space before people because scientists (want) to see if a living creature could survive in space. Laika (die) in the spaceship. In 2008, she (get) a monument. It shows a dog standing on top of a rocket.



## WRITING AND SPEAKING

### O Choose one of these ladies. Imagine that you can interview her. Write 6 questions for her using the prompts below. Then act the interview out with your partner.

- |                          |                             |
|--------------------------|-----------------------------|
| 1 Where did you live?    | 5 How did you feel when...? |
| 2 When did you...?       | 6 Why did you...?           |
| 3 What did you...?       | 7 Did you...?               |
| 4 What happened when...? | 8 Were you...?              |



## 5.4 PETE'S ALIBI

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცბ. დანყ. (II):  
1,2,3,4,5,6,7,8,9,10,13,14

- |            |  |
|------------|--|
| GRAMMAR    | <ul style="list-style-type: none"> <li>Consolidation of the past simple</li> <li>Irregular verbs</li> </ul>  |
| FUNCTIONS  | <ul style="list-style-type: none"> <li>Expressing apologies</li> <li>Cheering people up</li> <li>Telling stories and describing past events</li> </ul> |
| VOCABULARY | <ul style="list-style-type: none"> <li>Expressions used to apologise</li> <li>Expressions used to cheer people up</li> <li>Text-related</li> </ul>     |

### SKILLS

- |           |  |
|-----------|--|
| READING   | <ul style="list-style-type: none"> <li>Questions</li> </ul>  |
| LISTENING | <ul style="list-style-type: none"> <li>A conversation</li> <li>Apologising</li> </ul>                  |
| SPEAKING  | <ul style="list-style-type: none"> <li>Cheering people up</li> <li>Telling a story</li> </ul>          |
| WRITING   | <ul style="list-style-type: none"> <li>A story from the past</li> <li>Recording information</li> </ul> |

### CULTURE and CLIL

- Georgian

## LESSON 1

### INTRODUCTION

- Check homework.

### WORDSPOT

#### TASK A, p. 96

- In this task pupils have to match the words with the given definitions. The first one is already done for them as an example. Ask pupils not to look up the words they are not familiar with in the Worldlist, but to use a different strategy instead. Explain they should first read all the words and definitions and then match those they already know.
- Then they should read the remaining definitions and words again and try to figure out the meaning. Ask if they know how parts of speech can help them. Elicit answer: There is an article in front of the nouns, and to in front of the verbs.
- Pupils now finish the task. Read the answers together to get feedback.

**Answer key:** 2 upset 3 a neighbour 4 to apologise 5 to accuse 6 to steal 7 out of order 8 a notice 9 to cheer up 10 an alibi

#### TASK B, p. 96

- Pupils do the task. Play the recording for pupils to check their answers and hear the pronunciation. Ask pupils to read the pairs out loud.

**Answer key:** 1 feel – felt, 2 hear – heard, 3 lose – lost, 4 put – put, 5 steal – stole

### GRAMMAR

#### REMEMBER!, p. 96

- Go through the list of irregular verbs in the Remember Box and ask pupils not to forget to mark them on the list of irregular verbs on page 163 and to write their

Georgian translation as they have already done with the first two sets of irregular verbs. They can do it at home. Remind them once again to study these verbs, as they take time and practise to master and are an essential part of everyday speech.

- Marking the verbs on the list of irregular verbs on page 163 is an important activity as it helps pupils to keep track of the verbs they have to learn. It also helps them to distinguish regular from irregular verbs.

### TEACHING TIP

As an additional motivator for learning irregular verbs, tell pupils that they will know all of the regular verbs once they know the irregular ones, because all remaining verbs will be regular.

### LISTENING

#### TASK C, p. 96

- To introduce this task ask pupils to tell you something about Russell and Pete. Ask them to compare the ways the two boys behave. (Possible answers: Russell is nice, polite, caring. Pete is rude. He is a bully.).
- Explain they will listen to a conversation between Russell and Pete, but before they listen, they should read the instructions.
- Ask pupils to listen carefully and play the recording. Get feedback. Ask pupils if they can tell you more about the two events. Encourage volunteers.

**Answer key:** b)

### Tapescript TRACK 45

**Russell:** Hello, Pete. You look worried. Did you lose something?

**Pete:** No, I didn't lose anything. I just had a horrible day.

**Russell:** What happened?

**Pete:** First, on my way to school, I got trapped in the lift.

**Russell:** That's too bad. Did you call for help?

**Pete:** Yes, I did. But my neighbours didn't hear me. Finally, a neighbour heard the alarm bell. When I got out I saw a notice. It read "OUT OF ORDER". I didn't see it before. Of course, I was late for school and Ms Nelson was angry. She didn't believe my story. And then the worst thing happened.

**Russell:** What did you do?

**Pete:** I didn't do anything. But Gabi's mobile phone was missing and she accused me of stealing it.

**Russell:** Why did she accuse you? Did you play with it and take it?

**Pete:** I played with it yesterday. But I gave it back. I know you mustn't bring mobile phones to school.

**Russell:** Did they call the police?

**Pete:** No, they didn't. Ms Nelson called my parents. They got very upset. Then I remembered I had an alibi. I was in the lift. They could call my neighbour. Anyway, Gabi found her mobile phone.

**Russell:** Did she? Did she apologise?

**Pete:** Yes, she did. Actually, they all did. They said they were sorry. But I'm still in a bad mood. And next week we have this test about famous people.

# PETE'S ALIBI

## WORDSPOT

**A** Find the word or phrase that fits the definition.

a neighbour      to accuse      upset      out of order  
 an alibi      a notice      to apologise      to cheer up  
~~to get trapped~~      to steal

- 1 can't move or get out
- 2 worried, sad or angry
- 3 a person who lives next to you or near you
- 4 to say that you are sorry
- 5 to say that somebody did something bad
- 6 to take something that is not yours
- 7 broken, not working
- 8 information on a piece of paper
- 9 to make someone happier or less sad
- 10 it shows that you are not guilty

**B**

Here are some more irregular verbs. Match their simple forms to their past simple forms. Copy the pairs in your notebook. Then listen and check. Read the pairs aloud.



- |         |       |
|---------|-------|
| 1 feel  | lost  |
| 2 hear  | put   |
| 3 lose  | heard |
| 4 put   | felt  |
| 5 steal | stole |

## REMEMBER!

### MORE IRREGULAR VERBS

feel /fi:l/	felt /felt/
hear /hɪə(r)/	heard /hɜ:rd/
lose /lu:z/	lost /lɒst/
put /pʊt/	put /pʊt/
steal /sti:l/	stole /stəʊl/

## LISTENING

**C**

Listen and say which of these sentences is true.



- a) Russell and Pete got trapped in the lift and called the fire fighters.
- b) Pete got trapped in the lift, and then Gabi accused him of stealing her mobile phone.
- c) Russell got trapped in the lift, and Pete got a new mobile phone.





**TASK D, p. 97**

- Play the recording again. Pupils do the task.

**Answer key:** 1 Yes, he did. 2 Yes, he did. 3 No, she didn't. 4 No, he didn't. 5 Yes, he did. 6 Yes, they did.

**TASK E, p. 97**

- Read the instructions. Ask one pupil to read the example out loud. Ask pupils at random to read sentences and make them negative.

**Answer key:** 1 didn't lose 2 didn't hear 3 didn't see 4 didn't steal 5 didn't call

**TASK F, p. 97**

- Do the same thing with this task, but this time they make the negative sentences affirmative.

**Answer key:** 1 called 2 heard 3 accused 4 had 5 apologised

**WORKBOOK**

To continue practising, do Workbook, page 79, Task F.

**WRITING****TASK G, p. 97**

- If you have time you can do this task now, if not assign it for homework.
- Explain that they will write a short story. In the task there are questions, which are here to help them, as they provide a useful story line. They can add other information if they think it is necessary and will make their stories more interesting.



**Workbook, pp. 78 and 79, Tasks A, B, C, D, E**

If you assign Task G for homework, tell pupils they do not have to do it for the next class, but for the one after that.

## D

Listen again and answer the questions.



- 1 Did Pete **have** a horrible day?
- 2 Did a neighbour **help** him?
- 3 Did Ms Nelson **call** the police?
- 4 Did Pete **steal** the mobile phone?
- 5 Did he **have** an alibi?
- 6 Did Ms Nelson and Gabi **apologise**?

Yes, he did. / No, he didn't.  
 Yes, he did. / No, he didn't.  
 Yes, she did. / No, she didn't.  
 Yes, he did. / No, he didn't.  
 Yes, he did. / No, he didn't.  
 Yes, they did. / No, they didn't.

## E

Make these sentences negative.

**Example:** Pete **had** a great day yesterday.  
 Pete **didn't have** a great day yesterday.

- 1 Pete **lost** his phone.
- 2 Pete's neighbours **heard** Pete immediately.
- 3 Pete **saw** the OUT OF ORDER notice before he got into the lift.
- 4 Pete **stole** Gabi's phone.
- 5 Ms Nelson **called** the police.

## F

Make these sentences affirmative.

**Example:** Pete **didn't get** trapped yesterday.  
 Pete **got trapped** yesterday.

- 1 Pete **didn't call** for help.
- 2 A neighbour **didn't hear** him.
- 3 Gabi **didn't accuse** him of stealing.
- 4 Pete **didn't have** an alibi.
- 5 Gabi and Ms Nelson **didn't apologise**.



## WRITING

## G

Imagine you got trapped in a lift. Write a story by answering these questions.

- 1 When did it happen?
- 2 How long did you stay there?
- 3 What did you do?
- 4 Did you call for help?
- 5 How did you feel?
- 6 How did you get out?



## LESSON 2

### INTRODUCTION

- Check homework.

### SPEAKING

#### TASK H, p. 98

- Ask pupils to close their books.
- Read the questions and ask pupils at random to answer them. Ask them to express their opinions.
- Ask pupils to think of words and expressions they use to apologise and to cheer someone up.

#### TASK I, p. 98

- Ask pupils to think of words and expressions they use to apologise and to cheer someone up.
- Explain that in the English language there are set phrases that we use to apologise and to answer to an apology. English people immediately recognise them as such and respond to them. If you want to be polite it is good to use them.
- Pupils copy the phrases under the correct headings.

#### Answer key:

When we apologise: Please forgive me. I'm really sorry. I didn't mean to hurt you.

When we answer: That's ok. Never mind. Don't worry, I'm fine.

#### TASK J, p. 98

- Ask one pupil to read the instructions aloud.
- Pupils complete the dialogues with the missing sentences.
- In pairs, they prepare to act out the dialogues. Once again, remind them that acting out means speaking in front of the class and not reading. Ask them to add feelings and to try to sound as realistic as possible.

#### Answer key:

Dialogue 1: I didn't mean to hurt you.

Dialogue 2: Pete, I would like to apologise. Don't worry, Miss, I'm fine.

#### TASK K, p. 98

- Explain it is now time for them to prepare a similar conversation. Ask them to read the instructions and prepare short dialogues. They can add and use other information and phrases as well.
- Give pupils some time to prepare. Walk around and monitor. Encourage and help if any problems occur.

## SPEAKING

### H Answer the questions.

- 1 Why did Gabi accuse Pete of stealing her phone?
- 2 How would you feel if someone accused you of stealing? What would you do?
- 3 Did Ms Nelson and Gabi do right to apologise to Pete?
- 4 Do you apologise or say that you are sorry when you are wrong?
- 5 How can you cheer up your friends when they are in a bad mood?



Which of these phrases do we use when we apologise? Which of them are the answers to an apology? Copy them in the right place in your notebook following the example below.

That's OK. Please forgive me. Never mind. I'm really sorry.

### EVERYDAY ENGLISH / Apologising

This is what we can say when we apologise to someone:

...  
...  
...

This is how we can answer when someone apologises to us:

...  
...  
...

### J Gabi and the teacher apologised to Pete. Copy their dialogues in your notebook and complete. Then act them out.

Peter, I would like to apologise. Don't worry, Miss. I'm fine. I didn't mean to hurt you.

#### Dialogue 1

Gabi: Pete. I'm really sorry. I was so upset about this phone.

Pete: Never mind.

Gabi: No, please forgive me.

...

Pete: That's OK.

#### Dialogue 2

Teacher: ...

Pete: You don't have to. I'm OK.

Teacher: Oh, no Peter. It's my fault. I accused you of stealing. It wasn't fair of me. I'm really, really sorry.

Pete: ...

Teacher: Thank you, Peter.

### K Imagine that you didn't invite your friend to a party. You hurt him / her. Apologise. Write down a dialogue. Then act it out.

- Listen to some of the dialogues.

#### **TASK L, p. 99**

- Go through the Everyday English Box and check if pupils understand what is written there.
- Pupils find phrases Russell used to cheer Pete up.

**Answer key:** Cheer up! Don't worry about the test! We can study together.

#### **TASK M, p. 99**

- Explain it is now time for them to cheer their sad friends up. Ask them to read the problems and choose the best phrase to cheer them up.

#### **TASK N, p. 99**

- Pupils work in pairs and turn Task N into short dialogues. One says his/her problem. Remind them to use *I* instead of *you* and to make all other adjustments needed when changing the person. The other cheers him/her up. Ask both pupils to sound as convincing as possible. The first one is sad or angry and the other uses his/her happiest voice to cheer him/her up.
- Listen to all six dialogues. Ask the class to applaud the best performance.

#### **TASK O, p. 99**

- Read the instructions and check if they understand the task. Ask them to read both Russell's questions and Pete's answers carefully and to try to guess the mystery persons.



**Workbook, pp. 80, Task H.**

**Remind** them to do Task G, which you assigned for homework at the end of the previous lesson.

- Which of the phrases in the Everyday English box below did Russell say to Pete to cheer him up?

### EVERYDAY ENGLISH / Cheering people up

Cheer up!

Come on, Pete!

Let's go out and play.

Don't worry about the test!

It's not that bad.

We can study together.

We can work it out.

- What can you say to cheer these children up?

1 Your friend has lost his / her favourite cap.

2 Your friend broke his / her arm yesterday and is now in hospital.

3 Your friend's team lost a very important match.

4 Your friend's dog died last weekend.

5 Your friend is unhappy in love.

6 One girl in your class looks very sad and worried today.

- Work with a partner. One of you says her / his problem and the other cheers her / him up. Practice the conversation and then act it out in class.

- Russell helped Pete to study for the history test about famous people. They played "The Mystery Person Game". Here is an example. Can you guess who the mystery person is?

- |  |                |
|--|----------------|
| 1 Was he born in Europe?                       | Yes, he was.   |
| 2 Was he born in the 18 <sup>th</sup> century? | Yes, he was.   |
| 3 Was he an actor?                             | No, he wasn't. |
| 4 Was he a writer?                             | No, he wasn't. |
| 5 Was he a musician?                           | Yes, he was.   |
| 6 Did he travel a lot?                         | Yes, he did.   |
| 7 Did he go to the USA?                        | No, he didn't. |
| 8 Did he play the piano?                       | Yes, he did.   |
| 9 Did he play for kings and queens?            | Yes, he did.   |
| 10 Did he die young?                           | Yes, he did.   |

The mystery person is . . . .



## CINDY'S READER – MISS AGATHA INVESTIGATES

### THE CASE OF THE PINK TEDDY BEAR

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES: I უცბ. დანყ. (II):  
1,2,3,4,5,6,7,8,9,10

- |            |   |
|------------|---|
| GRAMMAR    | • Consolidation of the past simple and the present continuous |
| FUNCTIONS  | • Telling stories<br>• Exchanging information                 |
| VOCABULARY | • Detective world<br>• Text-related                           |

#### SKILLS

- |           |   |
|-----------|---|
| READING   | • A short narrative   |
| LISTENING | • A conversation  |
| SPEAKING  | • An interview<br>• Acting out a narrative<br>• A detective story     |
| WRITING   | • An interview<br>• Recording information<br>• Completing a fact file |

#### CULTURE and CLIL

- Georgian

### LESSON 1

#### INTRODUCTION

- Check homework.

#### SPEAKING

- Look at the picture at the top of the page together. Elicit the names of the characters they recognise from earlier episodes (Miss Agatha, for example, if you have done the 'Miss Agatha investigates' lesson in BB5). Ask pupils to describe the picture. How many scenes can they see? Where are the characters? Who are they? What is going on? Ask them not to read the text, but to offer their opinions and guesses.

#### TEACHING TIP

Describing pictures is a great way to practise English. Pupils describe what they see in the picture and then they can imagine a story behind the picture: Who are the people in the picture? What are they thinking or talking about? How are they feeling? They can connect the content of the picture with some event or experience from their own lives. Point out that when they are asked to describe a picture that is not closely related to the text, there are no correct answers or descriptions and they are free to use their imaginations.

#### WORDSPOT

##### TASK A, p. 100

- Read the words from the WORDSPOT together and check for comprehension.
- Pupils do the task individually. Check which words they have chosen. Elicit why they have chosen them.
- Pupils read the text silently and look for the words from the WORDSPOT. (All words from the WORDSPOT are in the text.)
- Ask questions to check comprehension, e.g. *Who is Miss Agatha talking to? Where did Slim Sam go yesterday? Where did Mr Longfinger go? Which attractions did he visit? What did he win?*



## Miss Agatha Investigates



**CINDY'S  
READER**

## THE CASE OF THE PINK TEDDY BEAR

Pete is tired of studying. He decides to relax and read. He reads about another of Miss Agatha's cases.

### WORDSPOT



**A** Read the text and find these words in the text.

a diamond  
an owner  
an assistant  
a proof  
a case  
a robber  
to solve  
an office  
to follow  
a suspect  
a funfair

## READING

### TASK B, p. 101

- Read the instructions together. Pupils do the task individually. Walk around and monitor. Get feedback. Go through the form and elicit full sentences.

#### Answer key:

INVESTIGATOR: Lady Agatha

INVESTIGATOR'S ASSISTANT: Slim Sam

STOLEN OBJECT(S): Diamonds

SUSPECT: Mr Longfinger

PROOF THAT HE IS GUILTY: Teddy bear full of stolen diamonds

### TASK C, p. 101

- Ask pupils to cover the text and put the jumbled sentences into the correct order.
- Pupils read the sentences aloud and in the correct order.

#### Answer key:

6 Miss Agatha found the diamonds in the teddy bear.

1 First, Mr Longfinger entered the funfair.

3 He started throwing balls at the bottles.

2 Then he went to the bottle stall and talked to the stall owner.

4 The owner gave Mr Longfinger a pink teddy although he hadn't won it.

5 Slim Sam and Mr Longfinger talked to Miss Agatha in her office.

## SPEAKING

### TASK D, p.101

- Divide the class into groups of four. Explain you will give them some time to prepare a film version of the story. They have to decide who is going to play which role and write dialogues and parts of conversation for the scenes that are narrated in the text. Point out they can use the dialogues that are already part of the story, but they should act out the whole story. There are three roles: Miss Agatha, Slim Sam and Mr Longfinger. The fourth person in the group is the narrator who sets the scene, or gives additional information about the case. Walk around, monitor and help with structures and vocabulary.
- Ask groups to come to the front of the class and present their show.
- If there are an odd number of pupils, one group will only have three members; tell them to prepare their show without a narrator. If there is one extra pupil, ask him/her to retell the story from the viewpoint of one of the characters. He/she can either be Miss Agatha, Slim Sam or Mr Longfinger, and is talking to his/her friend about the case.

As you know, Lady Agatha is a famous detective. She is an old lady, so she usually solves cases from her office. That's why she's talking on the telephone now. She's talking to her assistant, Slim Sam. Yesterday he followed Mr Longfinger, a famous diamond robber. Mr Longfinger is a suspect in a diamond robbery, but the police have got no proof.

"Tell me what happened, Slim Sam."

"I followed the suspect. First, he entered the funfair."

"How strange", says Miss Agatha.

"Then he went to the Big Wheel."

"The Big Wheel? Did he have a bag?"

"No, he didn't."

"OK. What did he do then?"

"Then he walked towards the bottle stall. He talked to the owner for five minutes and paid him for a set of balls."

"People usually don't talk to strangers for that long. What did he do then?"

"He started throwing the balls at the coloured bottles to win a teddy bear."

"Why did he do that, I wonder?" Miss Agatha says.

"Miss Agatha, then something really strange happened. He didn't win a teddy, but the owner gave him a pink teddy bear anyway."

"Slim Sam, bring Mr Longfinger here at once!"

"Are you sure, Miss Agatha?"

"Of course I'm sure!"

\*\*\*

Slim Sam and Mr Longfinger are in Miss Agatha's office.

"Why am I here? Can't a man spend the afternoon

at the funfair?" Mr Longfinger says.

"Of course, Mr Longfinger. But give me the teddy bear you are holding!"

Miss Agatha takes the teddy and cuts it open. Inside the teddy there are... stolen diamonds!

"A very good idea, Mr Longfinger, but next time you must throw better. Slim Sam, call the police, please! The case of the stolen diamonds is solved."

**B** Read the text again and copy the case form in your notebook and complete.

CASE NUMBER: 2846

INVESTIGATOR:

INVESTIGATOR'S ASSISTANT:

STOLEN OBJECT(S):

SUSPECT:

PROOF THAT HE IS GUILTY:



**C** Copy the story in the right order in your notebook.

Miss Agatha found the diamonds in the teddy bear.

First, Mr Longfinger entered the funfair.

He started throwing balls at the bottles.

Then he went to the bottle stall and talked to the stall owner.

The owner gave Mr Longfinger a pink teddy although he didn't win it.

Slim Sam and Mr Longfinger talked to Miss Agatha in her office.

**D** Act the story out in groups of four.

## WORKBOOK REVISION

### (UNIT 5) pp. 83, 84, 85

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხ. დანგ. (II): 2,3,4,5,6,7,8,9

- GRAMMAR
- Past simple – affirmative, negative and questions
  - Present simple and past simple contrasted
  - Irregular verbs

- FUNCTIONS
- Describing past events
  - Talking about a famous person
  - Talking about the past

- VOCABULARY
- Describing people

#### SKILLS

- READING
- A text about Alfred Nobel

- SPEAKING
- Asking for an explanation
  - Talking about past events

- WRITING
- Recording information
  - A page from a diary

#### CULTURE and CLIL

- Georgian

### LESSON 1

#### INTRODUCTION

- Check homework.
- Ask pupils to retell the story about Miss Agatha and the case of the pink teddy bear. Help them with irregular verbs if they are stuck.

#### VOCABULARY

##### TASK A, p. 83

- Ask pupils to read the sentences very carefully because some of them are not true. They have to find the mistakes and correct them. Get feedback.

#### GRAMMAR

##### TASK B, p. 83

- Pupils fill in the chart with the missing forms of some irregular verbs. Ask pupils to read them aloud and check their pronunciation.

##### TASK C, p. 83

- Pupils now put into practise the use of the irregular verbs from Task B. Pupils read their answers aloud to further practise their pronunciation.

# REVISION

## VOCABULARY

### A True (T) or false (F)?

- 1 To **dress up** is to change into funny clothes.
- 2 Maire Curie was an **explorer**.
- 3 Leonardo da Vinci was an **inventor**.
- 4 At the **hairstylist's** you buy dresses and T-shirts.
- 5 Charlie Chaplin was a **scientist**.
- 6 A **composer** can read music.
- 7 A dog **barks**.
- 8 Laika was a **nun**.
- 9 To **apologise** means to say you are sorry.
- 10 When somebody is **upset** he is in a good mood.
- 11 To **cheer up** means to take something that is not yours.
- 12 A **neighbour** is a person who lives near.

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## GRAMMAR

### B Complete with the missing form of the verbs.

	became		put
can		read	
	came		said
find		see	
	got		stole
go		write	
	had		heard

### C Complete the sentences with the **past simple** of the verbs in brackets.

- 1 Russell \_\_\_\_\_ (**become**) famous four years ago.
- 2 When I \_\_\_\_\_ (**be**) a little baby, I \_\_\_\_\_ (**can**) sleep for 10 hours.
- 3 When mum \_\_\_\_\_ (**come**) home yesterday, she \_\_\_\_\_ (**say**),  
"Oh, I'm so tired!"
- 4 Jane \_\_\_\_\_ (**read**) *Harry Potter* in one week, and then she  
\_\_\_\_\_ (**write**) about it for homework.
- 5 Tanya's parents \_\_\_\_\_ (**get**) upset when they \_\_\_\_\_ (**see**)  
the neighbour's dog in the flat.

**TASK D, p. 84**

- Read the instructions together. Ask two pupils to read the unscrambled sentences.

**TASK E, p. 84**

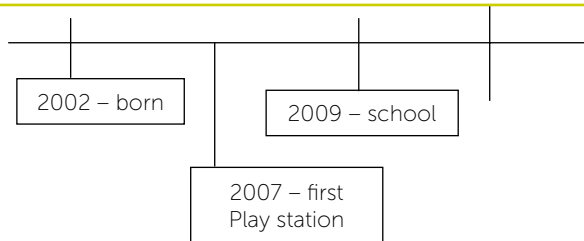
- Pupils match questions and answers to get meaningful mini-dialogues.
- Ask pupils to work in pairs and write short dialogues about events in the past modelled on tasks D and E. If they are short of ideas offer prompts, such as: *yesterday's lunch*, *homework*, and *the party*. Walk around and monitor. Highlight the use of *did + verb infinitive* in WH-questions. Pupils act out their dialogues.

**HOMEWORK, Student's book, page 85, Task H.**

Ask pupils to write about Agatha Christie or Leonardo da Vinci. They can use information from their textbooks or find more information on the Internet. If they want they can choose their own famous person from the past to describe.

**OPTIONAL:**

Ask pupils to write a timeline of their own lives, including important activities and life events. Ask them to write it on a separate sheet of paper. Write an example on the board. Explain that this timeline will help them during the next class when they will talk about their life. Point out they do not have to write full sentences on their timeline, but that they will have to use them when they talk about their timeline.

**INTRODUCTION**

- Check homework.
- If you have assigned timelines, ask volunteers to present their timelines and the most important moments of their lives. You can even ask pupils to give their timeline to someone else who will then try to guess events from the headwords written on the timeline.

**READING****TASK F, p. 84**

- Ask pupils to scan the text and find out what and whom this text is about. Elicit answers (The Nobel Prize and Alfred Nobel).
- Tell pupils to fill in the gaps with the past simple form of the verbs written in brackets. Point out that some of the verbs are regular and some are irregular.
- To check comprehension, ask pupils to read the statements and decide if they are true or false. They have to correct the false ones. Get feedback.

**OPTIONAL:**

Ask pupils if they can talk about any other important person from the past. It can be someone from their History lessons.

## D Unscramble the sentences in this dialogue.

- A: you were Where yesterday? \_\_\_\_\_  
B: the cinema. was at I \_\_\_\_\_  
A: did see? you What \_\_\_\_\_  
B: saw "Moonstruck". I \_\_\_\_\_  
A: did you How like it? \_\_\_\_\_  
B: excellent. It was \_\_\_\_\_

## E Match the questions to the answers.

- |                                       |   |
|---------------------------------------|---|
| 1 Where did you go yesterday evening? | <input type="checkbox"/> Yes, we had a lovely time.   |
| 2 Did you have a good time?           | <input type="checkbox"/> Manchester United lost.      |
| 3 What did you do?                    | <input type="checkbox"/> After the match.             |
| 4 What was the score?                 | <input type="checkbox"/> We watched a football match. |
| 5 When did you go home?               | <input type="checkbox"/> I went to my friend's house. |

## READING

### F Put the verbs in brackets into the **past simple**. Then decide if the sentences below are **true (T)** or **false (F)**.

The Nobel Prize is a very important prize that people get every year for important work in science, medicine, economics or literature, or for world peace. It is named after Alfred Nobel. Who was he, and why does this important prize have his name?

Alfred Nobel \_\_\_\_\_ (live) in Sweden. He \_\_\_\_\_ (be) a scientist who \_\_\_\_\_ (invent) dynamite. Alfred \_\_\_\_\_ (get) a lot of money for his invention. He \_\_\_\_\_ (say) he \_\_\_\_\_ (want) to use it only to do good. When he \_\_\_\_\_ (see) that people \_\_\_\_\_ (start) using dynamite for killing people, he \_\_\_\_\_ (be) very angry and sad. That's why he \_\_\_\_\_ (decide) to use his money for science and peace, so every year the best world scientists, writers and politicians get the Nobel Prize.

- 1 You can get a Nobel Prize for an important discovery.
- 2 You can get a Nobel Prize for world peace.
- 3 You can get a Nobel prize for important work in football or tennis.
- 4 Alfred Nobel was Swedish.
- 5 Alfred Nobel was a doctor.
- 6 He discovered radium.
- 7 He invented dynamite.
- 8 He was a poor man.

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## **WRITING**

### **TASK G, p. 85**

- Explain that the same event or day may seem different to different people. For example, some people like rain and they are happy when it rains, while others hate it and it makes them miserable.
- Ask pupils to think about their usual day and everyday activities and to describe them in a diary, but with two twists: 1) They have to use the past simple and 2) They have to choose either a happy or sad 'voice' and write about everything from that perspective and mood.
- Walk around. Monitor their progress and help with ideas or point out mistakes individually.
- Ask volunteers to read their diary entries.

## **SPEAKING**

### **TASK H, p. 85**

- Give pupils some time to choose and prepare the two topics. Ask them to work in pairs and present them to their partner.

**HOMEWORK.** Remind pupils to prepare their projects for the next lesson.

## WRITING

**G** Choose **one** of the pages from a diary and complete the missing part.

Friday, 13

Yesterday I woke up \_\_\_\_\_

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What a horrible day it was ☹ !

Friday, 13

Yesterday I woke up \_\_\_\_\_

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What a great day it was ☺ !

## SPEAKING

**H** Choose **two** of these topics and say something about them.

- 5 things you did yesterday
- 5 things you didn't do yesterday
- Apologising to your friend
- Cheering your friend up
- Agatha Christie
- Leonardo da Vinci
- Pete's day yesterday



## FOR MY PORTFOLIO

### (UNIT 5) p. 102

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES: I უცხ. დანყ. (II):

1,2,3,4,5,6,7,8,10,11,13,14

- |            |                                      |
|------------|--------------------------------------|
| GRAMMAR    | • Revision of structures from Unit 5 |
| FUNCTIONS  | • Presenting a project               |
| VOCABULARY | • Revision of vocabulary from Unit 5 |

#### SKILLS

- |           |  |
|-----------|--|
| READING   | • My learning diary                        |
| LISTENING | • Project presentations                    |
| SPEAKING  | • Describing a famous person from the past |
|           | • A quiz – Mystery person                  |
| WRITING   | • To convey information - presentation     |

#### CULTURE and CLIL

- Georgian

### LESSON 1

#### INTRODUCTION

- Give pupils some time to prepare the presentation of their projects. Let them sit in groups and revise the prepared materials. If they have a PowerPoint presentation check that all equipment is working.
- Before they start presenting remind them to speak to the class and not to look at the poster or at you. Also, tell them they do not need to hurry.

#### SPEAKING

- First, ask if there are volunteers who would like to come to the front of the class and present their poster or PowerPoint presentation. Listen to every group. Ask other pupils to remember or write down possible questions.
- Groups who have prepared the 'Mystery Person Game' present it to the class in the form of a game or quiz, and ask the whole class to guess the mystery person.
- At the end of the presentations, ask pupils to choose the best poster and presentation.
- Put the best posters on the class wall or pin board.

#### MY LEARNING DICTIONARY

- Ask pupils to express their opinion about this unit.
- Ask pupils to circle the *I can* smiley that, in their opinion, best describes their newly acquired knowledge.
- If you have time ask pupils at random to talk about the things in the *I can* section, e.g. *I was at home with my parents yesterday.*

# FOR MY PORTFOLIO

My learning diary

## PROJECTS

Choose one project and do it in a group.




### 1/ A FAMOUS PERSON FROM THE PAST

First decide who you want to write about (an actor, a singer, an athlete, a writer, a scientist etc.). Then find some information about this person (in a book, in a magazine, on the Internet etc.). Write who he / she was, what his / her job was, where he / she lived, what he / she did and why you like this person. Read once again what you wrote, check the spelling and correct the mistakes. Finally, copy it onto a piece of paper, add some pictures, and show it to your friends and your teacher.

### 2/ THE MYSTERY PERSON GAME

Think of a person. Write questions and short answers about this person. Show them to your partner. Can he / she guess who the mystery person is?

#### What do you think about this unit?

- 1/ Why is it called "Who Was Who?"
- 2/ I think this unit is:
  -  easy.
  -  not very easy.
  -  difficult.
- 3/ What was easy? What was difficult?
- 4/ Which lesson did you like best?
- 5/ What did you dislike in this unit ?
- 6/ Which were your favourite word(s) from this unit?

#### Choose what you can do after this unit.

 I CAN

 I NEED MORE PRACTICE



I can say where I was and where other people were yesterday.



I can describe a childhood photo.



I can ask questions with was and were.



I can talk about some famous people from the past.



I can talk about the things I did or didn't do yesterday.



I can ask questions and give answers about the past.



I can say the past simple tense of these verbs: become, buy, can, come, feel, find, get, give, go, have, hear, know, lose, make, meet, put, read, say, see, speak, steal, write.



I can apologise to my friends.



I can cheer up a friend.

## UNIT 6 WHO WAS WHO?

### GETTING STARTED

- Before starting the Unit ask pupils to look at page 103. *Can they already do some of the things listed? How much do they know about the USA, Christopher Columbus, and the Native Americans? What is new for them? Would they like to improve their knowledge?* Tell them to remember their feelings and thoughts because we are going to compare them with the outcomes from My Learning Diary when we reach the end of this Unit so that they can see their improvement themselves.

### 6.1 THE BIG STAR

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხ. დანყ. (II):

1,2,3,4,5,6,7,8,9,10,11

GRAMMAR	<ul style="list-style-type: none"> <li>Past simple and present simple</li> <li>Irregular verbs</li> </ul>
FUNCTIONS	<ul style="list-style-type: none"> <li>Talking about the past and the present</li> <li>Describing a picture</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>World of films and famous people</li> <li>Text-related</li> </ul>

#### SKILLS

READING	<ul style="list-style-type: none"> <li>An e-mail</li> </ul>
LISTENING	<ul style="list-style-type: none"> <li>Descriptions of photographs</li> <li>Talking about famous people</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>Comparing present and past events</li> <li>Telling a story</li> <li>An interview with a famous person</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>Spelling rules</li> <li>Recording information</li> </ul>

#### CULTURE and CLIL

- Georgian

### LESSON 1

#### INTRODUCTION

- Ask pupils if they have ever met a famous person or a celebrity. *Do they follow their favourite celebrities on TV and in magazines? Who is their favourite famous person or celebrity and why?*
- Focus pupils' attention on the picture. Ask them who is in the pictures and what he is doing. *Have they ever asked for and got an autograph from a famous person? Who was it and when?* Point out the difference between the Georgian word ავტოგრაფი and the English word *autograph*.

#### TEACHING TIP

Let pupils express their preferences and opinions. Make sure they do not make derogatory remarks about the preferences of others. Point out that we should all respect the choices of other people, especially if we want other people to respect ours.

### WORDSPOT

#### TASK A, p. 104

- Go through the words and expressions on the left together to check their meaning. Accept either translations into Georgian or definitions.
- Finish the task and get feedback. Elicit full sentences.

#### Answer key:

- 3 to see someone or something and to know who / what it is
- 6 to let something fall on the floor
- 1 a child who usually gets everything he / she wants
- 2 the signature of a famous person on a piece of paper or on a photo
- 4 to become fatter
- 5 to become thinner

### READING

#### TASK B, p. 104

- Pupils read the text to find the answers. Get feedback.
- At this point you can ask pupils at random to read the text aloud in order to practise pronunciation.

#### TASK C, p. 104

- Ask pupils to cover the text and ask them questions about it from the task to check comprehension.

#### Answer key:

- 1 Russell arrived in New York a week ago.
- 2 He spoke to his fans in the street.
- 3 He had to put on weight and change the colour of his hair.
- 4 He finds it interesting but hard.

## THE BIG STAR



## WORDSPOT



**A** Look at the words and expressions on the left. Do you know what they mean? Check with your partner or your teacher. Then match the pairs in your notebook.

- |                     |  |
|---------------------|--|
| 1 a spoiled brat    | to see someone or something and to know who / what it is           |
| 2 an autograph      | to let something fall on the floor                                 |
| 3 to recognise      | a child who usually gets everything he / she wants                 |
| 4 to put on weight  | the signature of a famous person on a piece of paper or on a photo |
| 5 to lose weight    | to become fatter   |
| 6 to drop something | to become thinner  |

## READING

**B** Read the newspaper story about Russell and answer the questions.

- 1 Why is Russell in New York? 2 What is the film about?

## FILM NEWS

## The Big Aussie Child Star in New York



**New York** - Russell Rogers, the famous Australian child star, came to New York a week ago to make his new film. The film is called *The Spoiled Brat*, and Rogers is playing a spoiled rich kid who gets kidnapped. Russell Rogers told our reporter how he feels about his new film: "I'm impressed with the city. I spoke to some teenagers who recognised me in the street, and I gave them my autograph. They were really nice, and we even

had some hot dogs together. The film is about Tim, a spoiled kid who is kidnapped and learns how to be nicer. It is really interesting to play Tim, but for this film I had to put on weight and change the colour of my hair. I always thought that actors were good at changing, but when they brought me a funny wig and a big breakfast this morning I thought, "Uhhh, it isn't always easy to be an actor."

**C** Read the text again and answer the questions.

- |   |   |
|---|---|
| 1 When did Russell Rogers arrive in New York? | 3 What did he have to change for this film? |
| 2 Who did he speak to in the street?          | 4 How does he feel about his new film?      |

## GRAMMAR

### TASK D, p. 105

- Ask pupils to look at the text again and underline examples of different tenses. Explain they do not have to underline all the verbs, but it is enough to find one or two examples of each of the tenses we have already learnt this school year.
- Walk around and monitor. There are three tenses in this text. Present simple: *gets, feels, is, isn't, learns*; Present continuous: *is playing* and past simple: *came, told, spoke, recognized, gave, had, thought, were, brought*.
- Get feedback. Elicit the names of the three tenses.
- Focus their attention on the task. Ask one pupil to read the instructions aloud. Do the example together.
- Pupils do the task.

### TASK E, p. 105

- Read the instructions and check if pupils understand them. You can make it more dynamic if pupils work in pairs and one of them covers the left-hand side and the other the right-hand side and they take turns. One reads the sentence in the present simple on the left-hand side and turns it into the past simple, and then the second does the same with the sentence on the right-hand side. Ask them to continue until they have said all the sentences.
- Pupils do the task.

#### Answer key:

- 5 I thought that actors were good at changing.
- 3 I gave kids my autograph.
- 7 They brought me a wig.
- 4 We ate hot dogs.
- 1 I told reporters how I felt.
- 2 I spoke to the kids who recognised me in the street.
- 6 I had to put on weight.

### TASK F, p. 105

- Have them read Russell's e-mail to his grandma. To check comprehension, ask if there is any information that is not in the newspaper story about Russell. *What does Russell say about the food? What's Russell's grandma's name?*
- Ask pupils to look at the verbs they have to use to complete the task. Elicit the infinitives.
- Pupils do the task. Ask pupils at random to read aloud and check answers.

**Answer key:** went, spoke, gave, had, had to, brought, thought



**Workbook, pp. 86 and 87, Tasks A, B, D, E**

## LISTENING AND WRITING

### OPTIONAL: Do PAST TO PRESENT DICTATION.

Explain that this is a dictation with a twist, because this time pupils do not write down everything that you say. You will dictate sentences with the verb in the past tense and they have to write them down with the verb in the present tense. For example:

*I came to New York.*

Pupils should write: *I come to New York.*

*They brought me lunch.*

*I spoke to kids.*

*He saw my English book.*

*We met in the park.*

*It was cold.*

### REMEMBER!, p. 105

- Go through the list of irregular verbs and ask pupils not to forget to mark them on the list of irregular verbs on page 163 and to write down their Georgian translations as they have already done with the first sets of irregular verbs. They can do it at home. Remind them to continue studying these irregular verbs, as it takes time and practise to master them, and they are an essential part of everyday speech.
- Highlight the use of *had to*, which is used to express obligation in the past.



**D Match the sentences. Then read the pairs of sentences aloud.**

**PRESENT**

- 1 I **tell** reporters how I **feel**.
- 2 I **speak** to kids who **recognise** me in the street.
- 3 I **give** kids my autograph.
- 4 We **eat** hot dogs.
- 5 I **think** that actors **are** good at changing.
- 6 I **have** to put on weight.
- 7 They **bring** me a wig.

**PAST**

- I **thought** that actors **were** good at changing.  
 I **gave** kids my autograph.  
 They **brought** me a wig.  
 We **ate** hot dogs.  
 I **told** reporters how I **felt**.  
 I **spoke** to kids who **recognised** me in the street.  
 I **had** to put on weight.

**E Work in pairs. Cover the right-hand column in Task D now. Do you remember the sentences in the past simple tense? Try to say them, and your partner can check.**

**REMEMBER!**

**MORE IRREGULAR VERBS**

bring /brɪŋ/  
eat /i:t/

brought /brɔ:t/  
ate /et/ or /eit/

tell /tel/  
think /θɪŋk/

told /təʊld/  
thought /θɔ:t/

\* I **have to** put on weight. – I **had to** put on weight.

**F Complete Russell's e-mail to his grandma. Use the verbs: had (1), spoke (2), thought (3), had to (4), went (5), gave (6) and brought (7).**

To: jane.rogers@bb.org  
Subject: Hi from NY!

Dear Grandma,  
 I like New York, but I don't have a lot of free time. Yesterday I (A) to see the Statue of Liberty. I (B) to some kids who recognised me in the street. I (C) them my autograph. Then we (D) some hot dogs together. You probably want to know what the film is about. It is about a spoiled kid who gets kidnapped. Now, be ready for a surprise: for this film I (E) to put on weight and change the colour of my hair! Yesterday they (F) me lunch that wasn't very tasty. I (G), "It isn't always easy to be an actor." I wish I could have a slice of your famous apple pie - yummy-yummy :). I miss you all so much.  
 Love, Russell



## LESSON 2

### INTRODUCTION

- Check homework.
- Play NOUGHTS AND CROSSES. Prepare ten to twelve questions about Russell and his stay in New York in advance.

### RESOURCE BANK – GAMES – NOUGHTS AND CROSSES

### READING

#### TASK G, p. 106

- Read the instructions together with the pupils. Elicit the meaning of 'to take a break'. Ask them to choose one of the sentences and say why they agree with it.
- Pupils read the task silently and check their guesses.
- Ask pupils to imagine that they are Russell. He is calling his grandma to tell her about the new developments in his life. Tell them to use the information from the article. They can start like this: *Hi, Grandma. It's me, Russell. I'm taking a break from the film because...*
- Listen to some of the pupils. Ask other pupils to listen carefully because you may ask them to take over and continue Russell's story.

**Answer key:** b)

#### TASK H, p. 106

- Pupils find the words or phrases and copy them into their notebooks, together with explanations.

**Answer key:** 1 take a short break 2 be fed up with 3 be after somebody 4 Russell missed his parents

### GRAMMAR

#### REMEMBER!, p. 106

- Go through the Remember Box.
- Write *clap – clapped* on the board. Explain the rule: *in all one-syllable verbs with one vowel that end in one consonant, double the final consonant before ending –ed.*
- Make sure pupils understand that we change *y* into *i* only after a consonant (play – played, study – studied).

## READING

**G** Read the title of the article. What do you think the text will be about? Read it and find out. Which of these statements is true?

- a) Real kidnappers came and kidnapped Russell Rogers.
- b) Russell was so tired that he had to stop filming for some time.
- c) Russell is a spoiled actor and other actors don't like him.

### FILM NEWS

#### The Big Star Takes a Break



**New York** - After two months of filming, Russell Rogers decided to take a short break. "I'm fed up with everything", he said. "Yesterday I tried to run in the scene where the kidnappers were after me, but I just couldn't do it. I also dropped a glass full of water because I was tired. I think we all need some time out."



Our reporter also found out that Russell missed his parents very much. They tried to have lunch together several times, but he could never go with them because he was busy filming. As for the film, no one knows what will happen.

**H** Find the words or phrases in the text which show that...



- 1 Russell stopped filming for some time.
- 2 Russell is tired of filming.
- 3 Kidnappers tried to catch him.
- 4 Russell and his parents want to spend more time together.

### REMEMBER!

a) Some regular verbs in the past double the last letter before the ending **-ed**.

drop -dro**pp**ed      stop-sto**pp**ed      kidnap-kidna**pp**ed

b) Some regular verbs in the past change the letter **y** into **i** before the ending **-ed**.

try-trie**d**      cry-crie**d**

### TASK I, p. 107

- Focus on the forms of verbs in the task. Point out that some of them are regular and some irregular. Remind them to apply the correct spelling rule when adding *-(e)d* to regular verbs.
- Pupils do the task. Check answers.

**Answer key:** 1 read 2 listened 3 spoke 4 ate 5 dropped 6 tried, felt 7 missed

## SPEAKING

### TASK J, p. 107

- Read the instructions together with the pupils. To make the task more interesting, divide the class into two groups. One group pretends that they are a happy Russell, who has stayed at the best places and has had a great time, although he has been working a lot and is really tired. The second part of the class pretends that they are an angry, unhappy Russell who has slept in some miserable place, worked a lot and hasn't had any fun.
- Listen and compare the things they say. In every class there are pupils who like drama and theatre, so let them perform.

## WRITING

### TASK K, p. 107

- Ask one pupil to read the instructions aloud. Pupils write the questions into their notebooks. Walk around and monitor. Check their answers.

**Answer key:**

- 1 When did you get up?
- 2 How long did you read the script?
- 3 How often did you go to the swimming pool?
- 4 What time did you stop filming?
- 5 What did you read every evening?

### TASK L, p. 107

- Pupils now practise making negative sentences. Get feedback.

**Answer key:** 1 didn't have to 2 didn't read 3 didn't go 4 didn't get up

## SPEAKING

- If you have a class that likes speaking and acting you might want to do just one of the two speaking tasks, as doing both of them might prove rather time consuming if you want to do them properly. In case of a more silent class, where you have to prompt them to talk, do both of them.

### TASK M, p. 107

#### OPTIONAL

Divide the class into groups of four. Explain they are groups of fans waiting for Russell in front of his school. One person in each group is Russell. What would they like to ask him? Ask pupils to combine questions from Tasks J and K with their own questions. Each fan should ask at least one question.

### TASK N, p. 107

- Listen to what they have prepared. Were their opinions and conclusions different? Ask pupils to think why this might be so.



**Workbook, p. 86, 87, 88, Tasks C, F, G, H**

**I** Copy the texts in your notebook and complete the gaps using the past simple tense of these verbs:

                  speak      miss      eat      drop      try      feel      read      listen

- 1 He r... the script.
- 2 He l... to the film director's instructions.
- 3 He s... to some other actors.
- 4 He a... a lot of chocolate and sweets.
- 5 He d... a glass of water.
- 6 He t... to run but f... tired.
- 7 He also m... his family.

**J** The film is finished. Russell is back in school. The children ask him questions about the film. Think of his answers.

- |                              |                                    |
|------------------------------|------------------------------------|
| 1 Where did you sleep?       | 4 Why did you feel tired?          |
| 2 Where did you eat?         | 5 When did you study for school?   |
| 3 How did you put on weight? | 6 What time did you start filming? |

**K** Read what Russell said about the filming and make questions so that the parts of the sentences in colour are the answers.

**Example:** I ate *a lot of pasta* for lunch.

What did you eat for lunch?

- 1 I got up *at 6* to go jogging.
- 2 I read the script *for 40 minutes*.
- 3 I went to a swimming pool *once a week*.
- 4 I stopped filming *at 6 p.m.*
- 5 Every evening, I read *my school books*.

When did you...?  
How long...?  
How often...?  
What time did you...?  
What did you...?

**L** Now make Russell's sentences negative.

**Example:** I ate just chocolate. I *didn't eat* just chocolate.

- |                                     |   |
|-------------------------------------|---|
| 1 I had to read the script all day. | 3 I went shopping for sweets every day. |
| 2 I read the newspaper every day.   | 4 I got up late.                        |

## SPEAKING

**M** Get into groups. Use the questions from Tasks J and K to prepare 5 questions for an interview with Russell. Then act out the interview: one of you is Russell. Ask him questions.

**N** Discuss these questions.

- 1 What do you think: is it easy to be a child film star?
- 2 Do you think child film stars are happy?
- 3 Do you think they are lonely? Why (not)?
- 4 Do you think they miss their friends?
- 5 How do you think they study for school exams?



## 6.2 ZACK'S USA QUIZ

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხ.დაწყ.(II):  
1,2,3,4,5,6,7,8,9,10,11

- |            |   |
|------------|---|
| GRAMMAR    | • Numbers, fractions and percentages        |
| FUNCTIONS  | • Understanding quiz questions              |
|            | • Expressing quantities                     |
| VOCABULARY | • Related to geography, history and science |
|            | • Text-related                              |

### SKILLS

- |           |  |
|-----------|--|
| READING   | • Quiz questions                                     |
|           | • A fact file about the USA                          |
| LISTENING | • A quiz   |
|           | • Tongue twisters                                    |
| SPEAKING  | • Presenting facts and figures from the fact file    |
|           | • Talking about the history and geography of the USA |
| WRITING   | • A report   |
|           | • Recording information                              |

### CULTURE and CLIL

- Georgian
- Geography
- History
- Science

### Tapescript TRACK 46

**Photo Number 1:** Golden Gate Bridge in Los Angeles, California.  
**Photo Number 2:** Statue of Liberty, New York.  
**Photo Number 3:** White House, Washington.  
**Photo Number 4:** Yellowstone National Park.  
**Photo Number 5:** Niagara Falls, American side.  
**Photo Number 6:** Hollywood, Los Angeles, California.  
**Photo Number 7:** Disneyland, California.  
**Photo Number 8:** New Orleans, Mississippi River, Louisiana.

### WORDSPOT

#### TASK B, p. 108

- Go through the words in Task B and explain.
- Pupils do the task. Ask them to give reasons for the way they connected them, e.g. *Plitvice and waterfalls because there are many beautiful waterfalls there.*

**Answer key:** 3 Africa 1 a circle 2 electricity 5 park  
6 books 4 mountain

## LESSON 1

### INTRODUCTION

- Check homework.



### WORKBOOK

- Start this lesson with some fun. Do Workbook, page 88, Task I.
- Explain that tongue twisters are very popular in the English language and that there are hundreds of them.
- Practise the tongue twister, saying the words slowly at first and then building up speed.
- Teach them another tongue twister, e.g. *She sells seashells at the seashore, or, The cook took a good look at the cook book.*
- Allow time for them to practise and have fun. Ask volunteers to say them as quickly as possible in front of the class.

### TASK A, p. 108

- Focus their attention to the photos. Read the instructions together. Elicit answers.
- Play the recording for the pupils to check their answers and hear the right pronunciation.

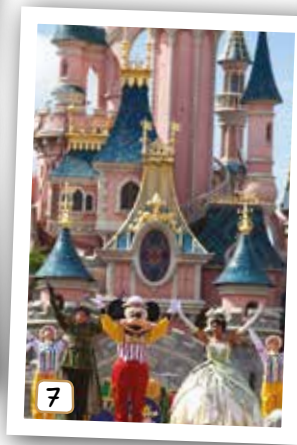
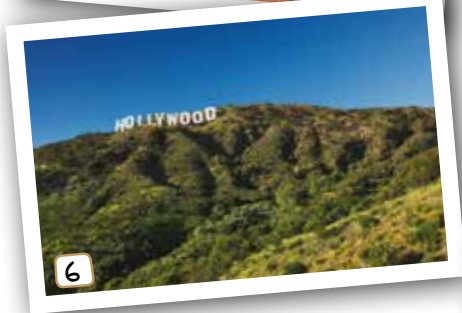
**Answer key:** 1 Golden Gate Bridge 2 Statue of Liberty  
3 White House 4 Yellowstone National Park (Grand Canyon)  
5 Disneyland 6 Hollywood 7 Disneyland  
8 New Orleans.



## ZACK'S USA QUIZ

A

At Ana's school, pupils often do projects and reports. Yesterday was Zack's turn. He had to say something about the present and past of the USA, the country he comes from. Before you hear Zack's report, see if you recognise these photos. Then listen and check.



## WORDSPOT

B

Look at these words. Do you know what they mean? Look them up in the wordlist. Then match the pairs in your notebook and explain the connection between them.

- |            |             |              |          |
|------------|-------------|--------------|----------|
| 1 a square | Africa      | 4 waterfalls | park     |
| 2 a bulb   | a circle    | 5 amusement  | books    |
| 3 a slave  | electricity | 6 to borrow  | mountain |



## LISTENING

### TASK C, p. 109

- Explain they will now do a quiz. You will give them 5 minutes to read the questions and answer them. There are three possible answers to each question. If they are not sure which one is correct, have pupils guess.
- Play the recording for them to check their answers. Each correct answer is one point, so ask them to add up their points. Focus their attention on the Score Box where they can see what their score means.
- Do a quick class survey. Check if there were any questions that they had problems understanding. What was the most difficult question? What was the easiest question? Is there anyone who answered all of the questions correctly?

**Answer key:** 1 a) 2 b) 3 c) 4 a) 5 b) 6 b) 7 a) 8 c) 9 a) 10 b) 11 c) 12 c) 13 a) 14 b) 15 c)

### Tapescript TRACK 47

#### THE USA QUIZ

The United States of America or the USA is the biggest country on the North America continent.

On the American flag there are 13 stripes and 50 stars. The stars represent 50 states.

The Capital of the USA is Washington DC where the American President lives in the White House.

But Washington is not the biggest city. The biggest city is New York. It is probably also the most famous. People call it the Big Apple.

You all probably know the Statue of Liberty and the UN building there.

Another big and famous city is Los Angeles or LA in California. You may know the Golden Gate Bridge there and Hollywood with its film industry. And Disneyland, a famous amusement park is not far away.

The 4 July is the American national holiday, The Independence Day. The other famous holiday is Thanksgiving, the last Thursday in November.

The USA is famous for its beautiful nature. Just remember the Niagara Falls, Yellowstone National park or the big Mississippi river.

Have you ever seen a western? It's a film with cowboys and Indians which describes how people lived in the West in the 17, 18 and 19th centuries.

There are many famous Americans; the president Lincoln ended slavery, Nikola Tesla, a famous inventor lived and worked in the USA, Thomas Edison invented the electric light bulb.

Of course there are also famous writers and one of them is Mark Twain who wrote The Adventures of Tom Sawyer.

In the USA people speak English but you can also hear many other languages. Do you know that there is a little difference between English in the USA and UK?



**Workbook, p. 90, Tasks E and F**

## LISTENING



This is the quiz Zack prepared for his class. Do the quiz in your notebook, then listen to Zack's report and check your answers. You score one point for each correct answer.



## THE USA QUIZ

- 1 The United States of America is:  
a) a country. b) a continent. c) a city.
- 2 How many states are there in the USA?  
a) 30. b) 50. c) 60.
- 3 On the American flag there are thirteen stripes and fifty:  
a) suns. b) squares. c) stars.
- 4 The American President lives:  
a) in the White House.  
b) in the Yellow House.  
c) in the Green House.
- 5 The name of the big river which flows through the USA is:  
a) the Volga.  
b) the Mississippi.  
c) the Thames.
- 6 The capital of the USA is:  
a) New York.  
b) Washington, D.C.  
c) Chicago.
- 7 The United Nations building is in:  
a) New York.  
b) Washington.  
c) San Francisco.
- 8 L.A. is short for:  
a) New York.  
b) San Francisco.  
c) Los Angeles.
- 9 The Big Apple is a nickname for:  
a) New York City.  
b) San Francisco.  
c) Los Angeles.
- 10 In Hollywood there are a lot of:  
a) rap and rock singers.  
b) actors.  
c) basketball players.
- 11 The name of the big bridge over the San Francisco Bay is:  
a) Brooklyn Bridge.  
b) Tower Bridge.  
c) The Golden Gate Bridge.
- 12 The name of the waterfalls between the USA and Canada is:  
a) Victoria Falls. b) Iguazú Falls. c) Niagara Falls.
- 13 The part of the USA that you can see in westerns is called:  
a) the Wild West.  
b) the Wild East.  
c) the Old East.
- 14 The famous American inventor who, among other things, invented the electric light bulb was:  
a) Bill Clinton. b) Thomas Edison. c) Henry Ford.
- 15 Mark Twain wrote:  
a) *Oliver Twist*.  
b) *The Adventures of Sherlock Holmes*.  
c) *The Adventures of Tom Sawyer*.



## SCORE

**12 to 15:** Well done! You really know a lot about the USA. Would you like to visit the USA?

**6 to 11:** Quite good, but you could do better. Why don't you borrow a book about the USA or surf the Internet?

**0 to 5:** You don't know very much about the USA, do you? Why don't you read something about the country and then do the quiz again?

## LESSON 2

### INTRODUCTION

- Check homework.

### READING AND SPEAKING

#### TASK D, p. 110

- Ask one pupil to read the instructions.
- Pupils do the task. Check answers. You can also ask them to tell you the complete information, e.g. *the number of states* – *There are 50 states in the USA.*

**Answer key:** the number of states / the American flag / the American President / the capital of the USA / some American cities / bridges / rivers and waterfalls / Thomas Edison / American writers / American sport

### READING

#### TASK E, p. 110

- Pupils do the task.

**Answer key:**  
Capital: Washington D.C.; National bird: Bald eagle;  
Number of states: 50;  
Largest state: Alaska; Longest river: Mississippi

**D** Go through the quiz once again. What did Zack talk about? Choose the correct answers.

the number of states / the number of people who live in the USA / the American flag /  
the American President / the capital of the USA / some American cities /  
apples and other fruit / bridges / rivers and waterfalls / oceans /  
American national holidays / American cars / slavery / Indians / Thomas Edison /  
Bill Gates and Steve Jobs / American writers / American sport

## READING

**E** Here is a fact file about the USA. Complete it with the missing information:

(A) 50 (B) Washington, D.C. (C) Alaska (D) Bald Eagle (E) Mississippi

<b>Capital:</b>	(1)
<b>Independence Day:</b>	4 July
	
<b>National bird:</b>	(2)
<b>National flower:</b>	Rose
<b>Number of states:</b>	(3)
<b>Area:</b>	9,631,418 sq km
<b>Population:</b>	295,750,000 inhabitants
<b>Size:</b>	World's third-largest country by size (after Russia and Canada) and by population (after China and India).
<b>Largest state:</b>	(4)
<b>Smallest state:</b>	Rhode Island
<b>Largest cities:</b>	New York (over 8 million), Los Angeles, Chicago
<b>Border countries and oceans*:</b>	Canada, Mexico *in American English "ocean" means "ocean" and "sea"
<b>Languages:</b>	English 82.1%, Spanish 10.7%, other languages 7.2%
<b>Number of national parks:</b>	58
<b>Longest rivers:</b>	Missouri, (5)
<b>Highest point:</b>	Mt McKinley (Alaska) – 6,194 m
<b>Lowest point:</b>	Death Valley (California) – 86 m below sea level

## GRAMMAR

### REMEMBER!, p. 111

- Before you ask them to present the facts from the fact file go through the Remember Box and revise numbers.
- Explain how to read fractions. Two of them have a special form:  $\frac{1}{2}$  (a half) and  $\frac{1}{4}$  (a quarter). To read all other fractions they have to think of the ordinal number, e.g. three – third –  $\frac{1}{3}$  – a third; ten – tenth –  $\frac{1}{10}$  – a tenth.
- Percentages with decimal numbers are rather tricky to use. Explain the decimal point. If they have to read a number with more than one digit after the decimal point tell them to read the numbers separately, for example 3.14 is *three point one four*.
- Practise reading numbers from the fact file.



## WORKBOOK

Do Workbook, page 89, Tasks B and C.

### TASK F, p. 110

- Pupils now present information from the fact file using full sentences. The questions in this task can help them.

#### Answer key:

- 1 There are 50 states.
- 2 There around 300,000,000 million inhabitants.
- 3 The largest state is Alaska.
- 4 82.1% of the population speaks English.
- 5 There are 58 national parks in the USA.
- 6 The highest point in the USA is 6,194 metres high.

## WRITING

### TASK G, p. 111

- Assign Task F for homework.

#### HOMEWORK: Divide the class into two groups.

- One group does Task F and writes about the USA, and the other does the same but writes about Georgia.

## REMEMBER!

### NUMBERS

20	twenty	21	twenty-one
30	thirty	33	thirty-three
40	forty	47	forty-seven
50	fifty	52	fifty-two
60	sixty	69	sixty-nine
70	seventy		
80	eighty		
90	ninety		

100 a / one hundred  
200 two hundred  
517 five hundred (and) seventeen

1000 a / one thousand  
1121 one thousand one hundred  
(and) twenty-one

### FRACTIONS

$\frac{1}{2}$  one-half / a half  
 $\frac{2}{3}$  two-thirds

### PERCENTAGES

20% twenty percent (per cent)  
82.1% eighty-two point one  
percent

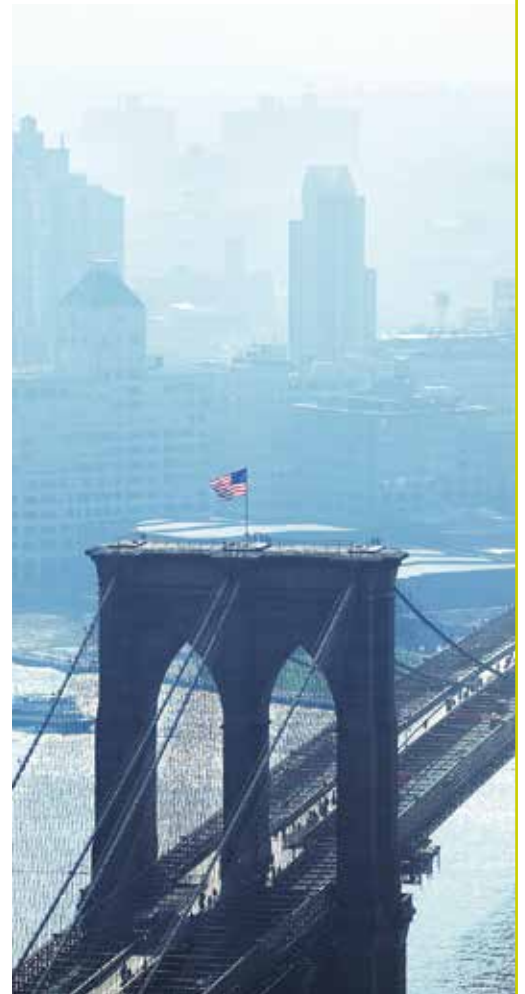
### F Answer these questions.

- 1 How many states are there in the USA?
- 2 What is the population of the USA?
- 3 Which is the largest state in the USA?
- 4 What percentage of the population speaks English?
- 5 How many national parks are there in the USA?
- 6 How high is the highest point in the USA?

### WRITING

### G Read the quiz questions and facts about the USA again. You can also use books or the Internet. Then write a report on the USA. Write:

- 1 where it is and how many states there are.
- 2 about its flag.
- 3 about the national holidays.
- 4 about the President and where he / she lives.
- 5 what the capital of the USA is.
- 6 about its big cities.
- 7 about the biggest rivers or waterfalls.
- 8 about its history.
- 9 about some of the famous people from its past.
- 10 about some of the famous people from its present.
- 11 if you would like to visit the USA, and explain why / why not.



## 6.3 THE CAPTAIN

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხ.დაწყ.(II):

1,2,3,4,5,6,7,8,9,10,11,13,14

- GRAMMAR
- Past simple
  - Irregular verbs
  - Prepositions of time
  - Dates

- FUNCTIONS
- Talking about past events
  - Saying dates

- VOCABULARY
- Related to geography, history and science
  - Text-related

### SKILLS

- READING
- A text about the discovery of America
  - A letter
  - A page from a diary
  - Dates

- LISTENING
- A story

- SPEAKING
- Tongue twisters
  - Presenting facts from a map (map reading)

- Talking about the history and geography of the USA

- WRITING
- A letter or a page from a diary
  - Recording information

### CULTURE and CLIL

- Geography
- History

## LESSON 1

### INTRODUCTION

- Check homework.
- Ask pupils about the difference between America and the USA. Elicit the names of some other countries in North America (Canada, Mexico) or Central America (for example Nicaragua, Belize, Panama, Cuba) and South America (for example Brazil, Argentina, Chile).

### WORDSPOT

#### TASK A, p. 112

- Read the instructions together. Go through the example.
- Pupils do the task. Get feedback

**Answer key:** 1 to shout 2 to refuse 3 flat 4 a journey 5 a sailor 6 a caravel

#### OPTIONAL

To reinforce vocabulary you can play ONE WORD ASSOCIATION. A pupil chooses a word from the WORDSPOT, reads it and says a word associated with it, explaining the relation between the two words: e.g. *an apple – red (apples are often red)*. Do not comment on their choice of words.

### READING

#### TASK B, p. 112

- Focus pupils' attention on the sentences above the text. *Can they guess what the words mean? Who is the captain from the title?*
- Tell pupils they will now listen to a recording of this text. Ask them to follow the text in their textbooks and to listen carefully how the dates and years are pronounced. Pause the recording after the first date (12 October 1492) and after the last year (1506) and ask pupils to read them aloud.
- Revise reading dates and years. Write the years 1492, 2004 and 2014 on the board. Ask pupils to read them aloud: 1492 – just divide the year into two separate numbers and read them as such, e.g. 14 / 92 – *fourteen ninety-two*; 2004 – you cannot divide this year into two separate numbers because you would end up with *twenty four*, so here you have to read and say *two thousand and four*. This rule applies for all years with two zeros as the central digits. 2014 can once again be divided into two separate numbers, so read it as *twenty fourteen*.
- There are two ways of reading and writing dates, e.g. 15 September (the fifteenth of September) or 15<sup>th</sup> September (the fifteenth of September) or September, 15<sup>th</sup> (September the fifteenth). The last one where month is in front of the day is more common for American English.
- Ask pupils at random to read the text aloud.

**Answer key:** c)

#### TASK C, p. 112

- Ask pupils to cover the text and correct the sentences. Do it as a quick reading task.



# THE CAPTAIN



## WORDSPOT

**A** Do you know any of these words: **a journey**, ~~to discover~~, **flat**, **to refuse**, **to shout**, **a sailor**, **a caravel**? Look them up in the wordlist and then match them to their definitions below.

**Example:** to find something you didn't know existed: to discover

- |                     |                                    |
|---------------------|------------------------------------|
| 1 to say loudly ... | 4 a trip ...                       |
| 2 to say "no" ...   | 5 a person who works on a ship ... |
| 3 not round ...     | 6 a type of sailing ship ...       |

## READING



**B** Read the text and circle the correct answer.

- This is a story about how:
- a) Marco Polo travelled to China.
  - b) Ferdinand Magellan found a sea route to India.
  - c) Christopher Columbus discovered America.

On 12 October 1492 a sailor on *La Pinta* shouted, "Land!" With this word Christopher Columbus entered history as the man who discovered the New World.

At that time people believed that the Earth was flat, but Christopher Columbus believed that it was round. He had the idea, which was unusual for that time, of sailing the other way round: that is, to sail west from Europe to get to the east or, more precisely, to India. Columbus needed money for such an unusual journey. He asked for the money from the King of Portugal, but the King refused. Then Columbus went to the Spanish Queen, Isabella, and she gave him three caravels. They were called *La Pinta*, *La Niña* and *La Santa María*.

Columbus took the best sailors and left Spain on 3 August 1492. The journey was very difficult, and the sailors were afraid. For many days they saw only the sky and the sea. The sailors wanted to go back, but Columbus said, "No. Sail on." They sailed for ten weeks, then they finally saw a bird, which was a sign that land was near. It was an island. Columbus named it San Salvador.

Columbus made three more journeys to America. However, in 1506, the man who discovered the New World died poor and sad. But after his discovery the world would never be the same again. Europe got potatoes, tomatoes, chocolate and maize from America, and America got horses, sheep, chickens, pears, peaches, smallpox and many other illnesses from Europe.

**C** Read the text again and correct these sentences.

- |  |                           |
|--|---------------------------|
| 1 Columbus believed that the Earth was flat.       | 4 The journey was easy.   |
| 2 He asked for the money from the King of England. | 5 Columbus died in 1605.  |
| 3 He had four ships.                               | 6 He died rich and happy. |

**Answer key:**

- 1 Columbus believed that the Earth was round.
- 2 He asked for money from the King of Portugal (and the Queen of Spain).
- 3 He had three ships.
- 4 The journey was difficult.
- 5 Columbus died in 1506.
- 6 He died poor and sad.

**TASK D, p. 113**

- This task combines comprehension of the text and making questions in the past simple. Read the instructions together. Pupils write the questions in their notebooks. Walk around and monitor. Point out the use of the infinitive form after *did*. Get feedback.

**Answer key:**

- 1 What did he believe?
- 2 Who did he ask for money?
- 3 Why did he go to Spain?
- 4 When did Columbus leave Spain?
- 5 What did they see after ten weeks?
- 6 Where did Columbus put the Spanish flag?
- 7 How many journeys did he make?
- 8 When did he die?

**SPEAKING****TASK E, p. 113**

- Pupils answer the questions. Ask them to express their opinions and support them with reasons.

**GRAMMAR****REMEMBER!, p. 113**

- Revise prepositions of time. Ask pupils to find examples of *on* and *in* with time in the text (on 12 October, on 3 August in 1506). Highlight the difference, e.g. *on 12 October* and *in October*.

**TASK F, p. 113**

- Pupils do the task. Ask pupils at random to read their answers aloud.
- Do Workbook, page 89, Task D to practise prepositions of time and reading years.

**Answer key:** 1 on 2 in 3 on 4 in



**Workbook, p. 90, Tasks A, B, C**

**D** Make questions so that the words in colour are the answers.

- 1 He believed that **the Earth was round**.
- 2 He asked for the money from **the King of Portugal**.
- 3 Then he went to Spain **to ask Queen Isabella**.
- 4 Columbus left Spain **on 3 August**.
- 5 They saw **a bird** after ten weeks.
- 6 On 12 October Columbus put the Spanish flag **onto an island**.
- 7 He made **three** more journeys to the New World.
- 8 He died in Spain **in 1506**.

What did he...?  
Who did...?  
Why...?  
When...?  
What...?  
Where...?  
How many...?  
When...?

## SPEAKING

**E** Discuss these questions.

- 1 Do you think Christopher Columbus was a brave man?
- 2 Why do you think the sailors were afraid?
- 3 Would you like to be a sailor on his ship and discover a new continent?
- 4 Would you like to visit the American continent(s)? Which countries?



### DAYS OF THE WEEK

Monday Tuesday Wednesday  
Thursday Friday Saturday Sunday

### MONTHS OF THE YEAR

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

### YEARS

1492 **read:** 14 92 (fourteen ninety-two)  
2014 **read:** 20 14 (twenty fourteen **or**  
two thousand and fourteen)

### DATES

4 March  
**read:** the fourth of March  
**or** 4<sup>th</sup> March  
**read:** the fourth of March  
**or** March 4  
**read:** March the fourth

### PREPOSITIONS OF TIME

<b>days</b>	<b>on</b> Monday
<b>dates</b>	<b>on</b> 4 March
<b>months</b>	<b>in</b> September
<b>years</b>	<b>in</b> 2015

**F** Copy the sentences in your notebook and complete with **in** or **on** and read the dates.

- 1 Copy left Spain . . . 3 August 1492.
- 2 . . . October 1492 a sailor on *La Pinta* shouted, "Land!"
- 3 . . . 12 October 1492 Columbus put the Spanish flag onto an island.
- 4 Columbus died . . . 1506.



## LESSON 2

### INTRODUCTION

- Check homework. Focus on Task C to see if your pupils have mastered reading dates.

#### OPTIONAL

Play NOUGHTS AND CROSSES with irregular verbs. You can make it more dynamic if you ask pupils to come to the board and write the past simple form. Give one point if they only say the verb correctly and two points if they say it and write it correctly. Keep score and announce the winner.

### GRAMMAR

#### REMEMBER!, p. 114

- Introduce some more irregular verbs. Point out that by now, gradually, by learning a few verbs at a time they have accumulated almost every verb on the list of irregular verbs on page 163.

#### TASK G, p. 114

- Do this task as a follow-up, as pupils have to write the correct forms of the irregular verbs.

**Answer key:** 1 gave 2 took, left, saw, made

### WRITING

#### TASK H, p. 114

- Explain that in the past there were no e-mails or mobile phones so people had to write letters to stay in touch with their family and friends. In this task there are two letters. The people who started writing them did not have time to finish. Ask pupils to choose one of the two letters and finish it in the way they think Queen Isabella or Columbus would do.
- C) Part of the task is a diary entry for the day when America was discovered. Ask pupils to finish the entry by describing the events and the feelings of everyone on the ship.
- Check their answers.

## REMEMBER!

### SOME MORE IRREGULAR VERBS

leave /li:v/

left /left/

take /teɪk/

took /tuk/

**G** Copy the text and put the verbs into the past simple tense.

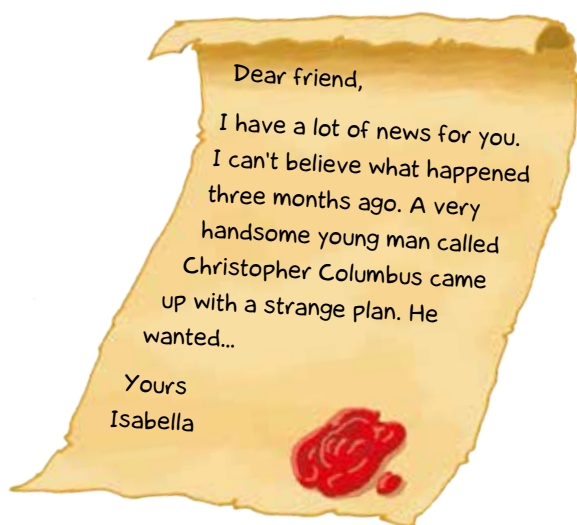
- 1 The Spanish Queen ... (give) Columbus the money he needed.
- 2 He ... (take) the best sailors and ... (leave) Spain.
- 3 After a long journey one sailor ... (see) a bird.
- 4 Columbus ... (make) three more journeys to America.



## WRITING

**H** Choose one of the letters or the diary page and finish it.

- b) ...or imagine that Queen Isabella writes to her best friend



My dear,

I have a lot of news for you. You know that I believe that the Earth is round. So I decided to sail west to get to the east. But I had no money, so...

Love,  
Christopher

- a) Imagine that Christopher Columbus writes his wife a letter...

- c) ...or, as you know, captains write a diary. Choose a date and write a diary entry.

Friday 12 October 1492

What a day! I was in my cabin when I heard, "Land!" I went up to see what happened.



## LEARNING TO LEARN – MAP READING

### TASKS I and J, p. 115

- Assign these tasks for homework.

#### Answer key:

1 Two oceans: the Atlantic and Pacific Oceans

Four states: Students' answers

Six cities: Students' answers

2 Starting with 'N': Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota (8)

Starting with 'A': Alabama, Alaska, Arizona, Arkansas (4)

3 Texas, Iowa, Arizona

4 San Francisco, California; Miami, Florida; Dallas, Texas; Atlanta, Georgia; Seattle, Washington



### WORKBOOK

- Do Workbook, page 94, Task G. Do it as a reading task. Explain you are sure that by now all your pupils have mastered the use of the Simple Past and irregular verbs and that you would like to hear them show off their knowledge. Ask volunteers to read sentences and complete them as they read. Try to include as many pupils as possible. Help and encourage.
- Round up the lesson with another tongue twister (Workbook, page 94, Task H). Remind pupils of the tongue twisters you have already done.



**Workbook, p. 93, Tasks D, E, F**  
**Student's book, p. 115, Tasks I and J**



## LEARNING TO LEARN Map reading

Use this map and your school atlas to find information about the USA.



### 1 Name:

- 1 two oceans: ...
- 2 four states: ...
- 3 six cities: ...

### 2 How many names of states start with

- 1 the letter N? ...
- 2 the letter A? ...

### 3 Unscramble the names of these three American states and write in your notebook.

- 1 XTSEA
- 2 WIOA
- 3 ZAIRNOA

### 4 Find these cities in your school atlas and mark them on the map above. Then write the state they are in:

Example: Chicago \_\_\_\_\_ is in Illinois \_\_\_\_\_.

- 1 San Francisco . . . .
- 2 Miami . . . .
- 3 Dallas . . . .
- 4 Atlanta . . . .
- 5 Seattle . . . .

## WRITING

**J** Make similar tasks for your partner. Did he / she answer your questions correctly?



## 6.4 SITTING BULL AND THE SIOUX

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხ.დანყ.(II):

1,2,3,4,5,6,7,8,9,10,11

- |            |  |
|------------|--|
| GRAMMAR    | • Past simple                                      |
| FUNCTIONS  | • Talking about past events                        |
|            | • Sequencing events                                |
|            | • Related to history                               |
| VOCABULARY | • Sequencing and transitional devices - connectors |
|            | • Text-related                                     |

### SKILLS

- |           |  |
|-----------|--|
| READING   | • A text about Native Americans        |
|           | • A story                              |
| LISTENING | • A traditional song                   |
| SPEAKING  | • Talking about the history of the USA |
|           | • Using connectors to retell a story   |
| WRITING   | • A story or a legend from the past    |
|           | • Recording information                |

### CULTURE and CLIL

- Geography
- History

## LESSON 1

### INTRODUCTION

- Check homework.
- Use Task F to introduce the topic of the Wild West. Elicit what pupils know about cowboys and Indians; try to move the discussion away from stereotypes.

### TASK A, p. 116

- Ask if life was different in the Wild West and how. Focus their attention on the picture and ask them to find objects that people did not have in the 19<sup>th</sup> century.

**Answer key:** no baseball caps, headsets, airplanes, TV sets, mobile phones, cars, pizza and plastic cups, roller skates, antennas, sunglasses

### TASK B, p. 116

- What do they think: *Is life more interesting today or was it more interesting then? Why?*

### WORDSPOT

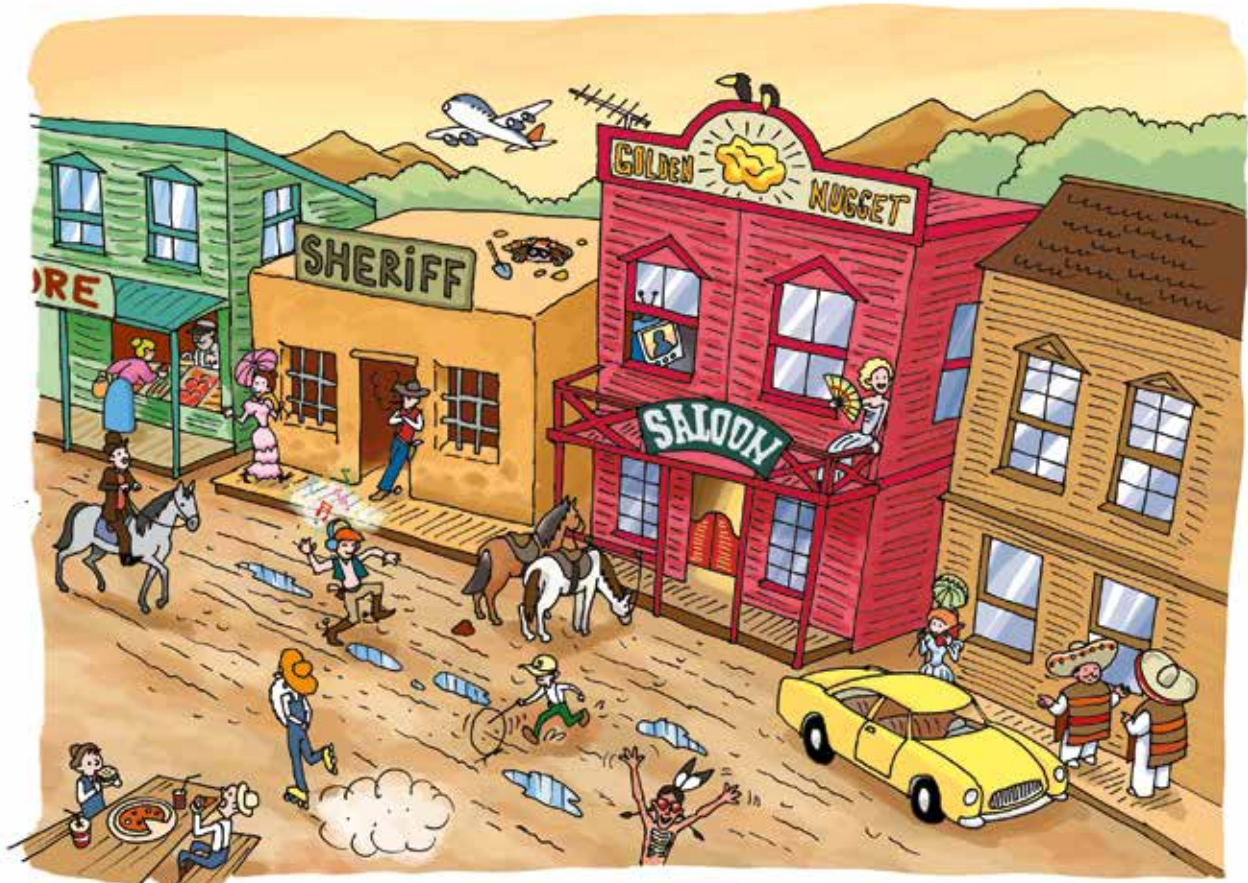
#### TASK C, p. 116

- Pupils connect the pictures with the corresponding words. Ask if they know how they are connected to the Wild West. Get feedback.

**Answer key:** an Indian chief 1, a gold miner 2, a feather headdress 3, moccasins 4, buffalo 5, soldiers 6

# 6.4 SITTING BULL AND THE SIOUX

- A** This is a picture from the western part of the USA in the 19<sup>th</sup> century. Find eight mistakes.  
**Example:** People didn't wear baseball caps then.

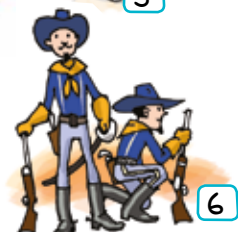


- B** What do you think? Was life more interesting then? Explain your answer.

## WORDSPOT

- C** Match the words and the pictures.

soldiers  
 a gold miner  
 a feather headdress  
 a buffalo  
 moccasins  
 an Indian chief



#### TASK D, p. 117

- This is a pre-reading task. It introduces Sitting Bull and other characters in the story. You can ask pupils to predict how soldiers and gold miners are involved in the story, e.g. *Soldiers fight Indians*.

**Answer key:** a)

#### BACKGROUND NOTE FOR TEACHERS

Explain that Native American names are interesting because they have a meaning behind them. They are drawn from nature or they can be descriptive, e.g.

Little Black Eyes.

Sitting Bull is a translation of the Native American name *Tatanka Yotanka*, where the word *tatanka* means *bull*.

*Moccasin* is a Native American word.

#### TASK E, p. 117

- Ask pupils to think about the name Sitting Bull and what it says about the person whose name it was. What does it say about his character? Possible answers: He was patient, lazy, strong, people were afraid of him.
- Pupils silently read the first part of the story to find out about his character. They answer the questions. Ask them to write the answers in their notebooks.
- Proceed in the same way with the second and third parts of the story.
- Get feedback.

#### Answer key:

##### Part 1

His name was Slow.

His headdress was made of black and white eagle feathers.

##### Part 2

The white miners entered the territory because they discovered gold.

The Indians didn't want war.

Sitting Bull's dream was about a battle in which the Indians won.

His dream came true.

##### Part 3

They had no food.

No, they weren't.

The generals killed Sitting Bull because they thought he might attack.

They started living on reservations.

#### TASK F, p. 117

- Round up this lesson by asking for pupils' opinions. Use the three questions to start them talking. It is very important to raise pupils' awareness of other peoples and cultures. Teaching them to respect other people irrespective of their race, religion or other distinguishing marks is important.



**Workbook, pp. 95 and 96, Tasks A, B, C, D**

## READING

**D** Who was Sitting Bull: an Indian chief, an American soldier, or a gold miner?

**E** Read the story about Sitting Bull and answer the questions.



track 47

### Part 1

What was Sitting Bull's name when he was a child?

What did his headdress look like?

The Sioux lived in the Country of Dakota, where they hunted buffaloes. The boy named "Slow" was a member of the Sioux Indians. As a child he was very brave, and he got the name "Sitting Bull". He was also very clever, and the Indians made him their chief. He got a beautiful chief's headdress made of black-and-white eagle feathers. Each feather was for a brave thing he did.

### Part 2

Why did the white miners enter the Sioux territory?

Did the Indians want war?

What was Sitting Bull's dream?

Did his dream come true?

At first there was peace between the Indians and the white men, but when the gold miners discovered gold, they entered the Sioux territory. The Indians didn't want war. Sitting Bull just wanted the white men to leave his people alone. Then, in a dream, he saw a battle in which the Indians won. His dream came true, and after the battle of the Little Bighorn, the Sioux were free.

### Part 3

Why did the Indians leave their country?

Were the white people kind to them?

Why did the generals kill Sitting Bull?

What happened to the Sioux after Sitting Bull's death?

But the Sioux's happiness didn't last long. They could not find food any more and had to travel to find it. The white people were not kind to them. Hungry and poor, the Indians had a dream of another battle against the white people, and they started dancing the Ghost Dance, which they dance to make dreams come true. The white generals saw them dancing and were afraid that the Indians might attack, so the soldiers came one night and killed Sitting Bull. After his death more white men moved into the Indian territory. The Indian way of life was gone forever. Today most Sioux live on reservations in Dakota and are still doing some of the things their great-grandparents did; the Ghost Dance is one of them.

## SPEAKING

**F** Discuss these questions.

- 1 What do you think about Sitting Bull – was he right to fight against the white men?
- 2 Do you know of any other Indian chief?
- 3 What do you think is better for Indians – to live on reservations and keep the Indian traditions, or to move to big cities and live there?

## LESSON 2

### INTRODUCTION

- Check homework.



### WORKBOOK

- Use Task C (Workbook, page 96) to introduce connectors. Ask pupils if there is a way to rewrite this story so that it would be more interesting for the reader. *Is there any way to connect the sentences and events?*
- Introduce (*at*) *first*, *then*, *after that*, and *finally* and ask pupils to use them to show a sequence of events, e.g. *at first the Sioux lived in Dakota*. Tell pupils to place the connectors where they think connectors would function the best. Get feedback.

### TASK G, p. 118

- Pupils do Task G and put the story about the Sioux into the right order.

#### TEACHING TIP

Sentence connectors are a great way of improving your English. Why? Because we use them to express relationships between ideas and to combine sentences. They are used to link ideas from one sentence to the next and to give paragraphs coherence. Sentence connectors are used, among other things, to introduce, order, contrast and sequence ideas.

When we begin learning a language, we speak in very basic sentences.

Example: *Sitting Bull was very clever. He didn't want war with white people.*

As we learn more words and more complex sentence structures, we are able to start using sentence connectors to make more sophisticated sentences.

Example: *Sitting Bull was very clever because he didn't want war with white people.*

### SPEAKING

#### TASK H, p. 118

- Check how much pupils know about Pocahontas. The story of Pocahontas is in the Workbook, page 97.
- Now, focus pupils' attention on the pictures that describe the song *Oh My Darling, Clementine*. Ask them who Clementine was and what happened to her.

### GRAMMAR

#### REMEMBER!, p. 118

- Go through the Remember Box and add more irregular verbs to pupils' lists.



## G Copy the story about the Sioux in the right order in your notebook.

Finally the soldiers killed Sitting Bull, the Sioux chief, and moved into the Indian territory.  
The Indian way of life was gone forever.

At first there was peace between the Indians and the white men, but when the gold miners discovered gold they entered the Sioux territory.

Then there was the battle of the Little Bighorn. The Sioux won.

After that the Sioux were free, but their happiness didn't last long because they had to travel to find food. The white people were afraid that the Indians might attack.

### EVERYDAY ENGLISH / Telling a story

These expressions show in what order the events in the story happened:

(At) first... Then... After that... Later... Finally... In the end...

These words connect ideas in a sentence: and but so because

## SPEAKING

## THE STORIES OF POCAHONTAS AND CLEMENTINE

- H**
- Do you know the Disney film about Pocahontas? She was a real person, but her life story was a little bit different from the one in the film.
  - Do you know the song about Clementine? Look at the pictures on the opposite page. What happened to her?
  - Choose one of the two stories and tell it. Use the words and expressions from the Everyday English box.



### The story of Pocahontas

born in Virginia – Pocahontas's father Indian chief – nickname Pocahontas means "Father's favourite" – a white soldier, John Smith, Indian prisoner – Pocahontas saved his life – became friends – peace between white men and Indians – John Smith returned to England – Pocahontas kidnapped – another Englishman (John Rolfe) helped – fell in love – got married – went to the UK – became famous – met the King – died of smallpox – story of her life and love very popular – Disney – a film

### The story of Clementine

a gold miner  
had a daughter – Clementine – big feet – big sandals – took ducks to water – hit her feet – fell into water – couldn't swim – her boyfriend couldn't swim – boyfriend lost his Clementine – very sad – kissed Clementine's sister

## REMEMBER!

### MORE IRREGULAR VERBS

fall /fɔ:l/	fell /fel/	swim /swɪm/	swam /swæm/	win /wɪn/	won /wɒn/
hit /hɪt/	hit /hɪt/	wear /weə(r)/	wore /wɔ:(r)/		

### TASK I, p. 119

- Explain the words pupils may be unfamiliar with. There are some listed in the box on the left-hand side.
- Read the chorus together. Play the song and invite pupils to join in, at least during the chorus.
- Introduce the connectors *later* and *in the end*. Revise the use of *so*.
- Ask pupils to choose one of the two ladies and tell a story about her life. They can start like this:  
*Pocahontas was born in Virginia ... Then a white soldier called John Smith became an Indian prisoner ... The story of her life and love became very popular so, in the end, Disney made a cartoon about her.*  
They should try to use connectors to make the story more interesting.

#### BACKGROUND INFORMATION FOR TEACHERS

In 1848, gold was discovered in California. The news travelled like lightning, and the Gold Rush began! People came from all over the world, looking for adventure and gold. California's population grew from 14,000 to 100,000 by 1849. Many stories and songs were written about the period. Oh My Darling, Clementine, which appeared in 1883, is the best-known song. The words "Oh my darling, Clementine! Thou art lost and gone forever" express a lover or father's grief when he discovers that Clementine has died in a drowning incident. The girl is the daughter or girlfriend of a miner (called a '49er') in the 1849 California Gold Rush. The song was used for the title of the 1946 film *My Darling Clementine*, which tells the tale of the gunfight at the OK corral in Tombstone, Arizona. In the film Wyatt Earp falls in love with a schoolteacher named Clementine. It is also a famous catchphrase of the cartoon character Huckleberry Hound, who would sing it off-key.

### WRITING

#### TASK J, p. 119

- Assign this task for homework so that pupils have more time to plan and write their composition.

**HOMEWORK: Student's book, page 119, Task J.** Remind pupils to use connectors (e.g. then, after that, so, and, but, however...) to make their stories more interesting.





# OH MY DARLING, CLEMENTINE

Sing the well-known traditional song.



track 48

1



In a cavern, in a canyon,  
Excavating for a mine  
Dwelt a miner forty-niner,  
And his daughter Clementine.

Chorus:  
Oh my darling, oh my darling,  
Oh my darling, Clementine!  
Thou art lost and gone forever  
Dreadful sorry, Clementine.

cavern – cave  
excavating – digging  
dwelt – lived  
dreadful – terrible  
thou art – you are  
herring – type of fish  
brine – salty water  
splinter – small, sharp  
piece of wood  
ruby – red

Light she was and like a fairy,  
And her shoes were number nine,  
Herring boxes, without topses,  
Sandals were for Clementine.

(chorus)

Drove she ducklings to the water  
Ev'ry morning just at nine,  
Hit her foot against a splinter,  
Fell into the foaming brine.

(chorus)

Ruby lips above the water,  
Blowing bubbles, soft and fine,  
But, alas, I was no swimmer,  
So I lost my Clementine.

(chorus)

How I missed her! How I missed her,  
How I missed my Clementine,  
But I kissed her little sister,  
I forgot my Clementine.

(chorus)

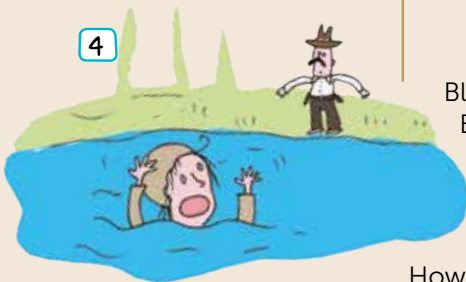
2



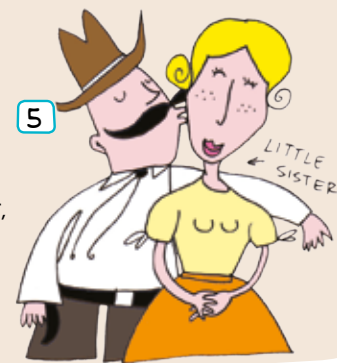
3



4



5



## WRITING

**J** Use your imagination and write a short story about what happened to you and your friends. Choose one of these topics:

- You and your friends visited the Wild West. You got lost in a canyon. You heard a strange sound. Wild horses, buffaloes or Indians? What happened? What did you do?
- You and your friends visited a castle. There were ghosts in the castle. What did they do? What did you do? What happened to your friends?

These verbs in the past can help you:

came saw brought felt had thought knew said found  
became heard lost hit swam fell ate went got  
couldn't could had to gave hit wore left

# CINDY'S READER – “ALL-AMERICAN” ANIMALS

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES: I უცხადე.(II): 2,3,4,5,6,7,8,9,10

- |            |  |
|------------|--|
| GRAMMAR    | <ul style="list-style-type: none"> <li>• Past simple</li> <li>• Present simple</li> <li>• Revision of structures from Unit 6</li> </ul>              |
| FUNCTIONS  | <ul style="list-style-type: none"> <li>• Describing animals</li> <li>• Talking about the History of the USA</li> <li>• Related to History</li> </ul> |
| VOCABULARY | <ul style="list-style-type: none"> <li>• Animals</li> <li>• Text-related</li> </ul>  |

## SKILLS

- |          |   |
|----------|---|
| READING  | • A text about animals  |
| SPEAKING | • Talking about typical animals in the USA  |
| WRITING  | <ul style="list-style-type: none"> <li>• Animals in Georgia</li> <li>• Recording information</li> </ul> |

## CULTURE and CLIL

- Geography
- History

## LESSON 1

### INTRODUCTION

- Check homework.
- Play the recording of *Oh My Darling, Clementine* and ask the class to join in.

### TASK A, p. 120

- Focus pupils' attention on the pictures. Ask them if they recognise the animals and if they know their names.

**Answer key:** Clockwise: the Bald Eagle, the American buffalo, the turkey, the grizzly bear, the Mustang horse, the chipmunk

### SPEAKING

#### TASK B, p. 120

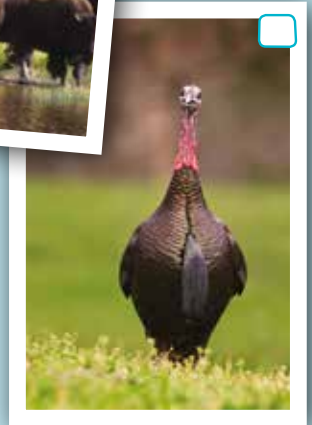
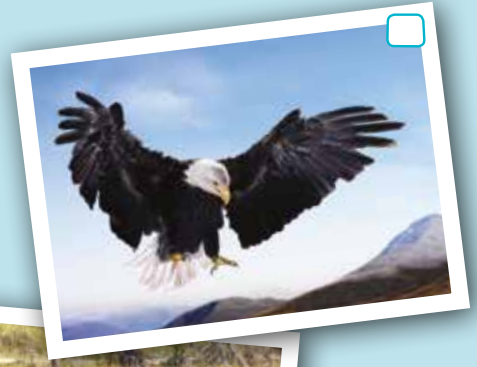
- Do this task after Task C. Ask pupils to look at the sentences. Say the name of an animal and they have to say which sentence is about that animal.

**Answer key:** 1 the chipmunk 2 the turkey 3 the grizzly bear 4 the Mustang horse 5 the American buffalo 6 the Bald Eagle

# "ALL-AMERICAN" ANIMALS

**A** Match the animals' names to the pictures.

- 1 the American buffalo
- 2 the Mustang horse
- 3 the grizzly bear
- 4 the chipmunk
- 5 the turkey
- 6 the Bald Eagle



**CINDY'S  
READER**

**B** How much do you already know? Which animal in the pictures above...

- 1 appeared in the Walt Disney cartoon called *Chip 'n' Dale*?
- 2 was part of the first Thanksgiving dinner in 1621?
- 3 attacked Davy Crockett, the hero of the American frontier?
- 4 helped Indian tribes move faster?
- 5 served as food to Indian tribes?
- 6 has feathers which are used in Indian dances?

## READING

### TASK C, p. 121

- Ask pupils to read the six texts silently and write down what they think is important for each animal in their notebooks. Explain that they do not have to copy the full sentences but should choose key or important words that will later help them to remember facts about that animal.
- Now, do Task B.

### TASK D, p. 121

- Ask pupils to close their books and look at their notes. Ask the questions. Get feedback. Monitor the correct use of the present simple and the past simple.

### TASK E, p. 121

- Assign this task for homework. Ask them to write down a few sentences about one or two animals that are important in Georgia.



**Student's Book, p. 121, Task E**  
**Workbook, p. 98, Tasks A, B**

Remember to assign project work. This time it is either 'Famous explorers and great discoveries' or a quiz about Georgia, the UK or Australia.

**C** Read the texts to find out why these animals are important for the USA.

**TURKEY**

When the first settlers came to America they did not have much to eat, so Indians gave them food, corn and turkey. Benjamin Franklin, a famous American scientist and politician, wanted to make this wild bird the symbol of the USA.

**CHIPMUNK**

This special type of squirrel exists only in North America. An Indian legend says that a chipmunk has three stripes on its back because, a long time ago, the bear scratched it when it was trying to get away. Walt Disney used two chipmunks as cartoon characters.

**BALD EAGLE**

The Bald Eagle is the national symbol of the USA. You can see it on coins. It represents freedom and power. It was also a very important bird in Indian culture. For example, eagle feathers were used in celebrations and for clothes.

**GRIZZLY BEAR**

A long time ago, the American continent was the home of wild animals, wild nature and Indian tribes. When the white man came to America, it was difficult to survive in the wild. Davy Crockett, the American pioneer, was very good at hunting grizzly bears. Grizzly bear skins were used for covering beds and making clothes.

**BUFFALO**

The buffalo was very important in the lives of Indian tribes who lived on the Great Plains in the USA. Indian tribes hunted buffalo for food and clothes. But when the white man came, he started killing the buffalo and building railways where buffalo herds used to live. Some people say that killing the buffalo destroyed Indian culture.

**THE MUSTANG HORSE**

The Mustang is also known as the "wild horse". It roams freely on the plains of the American west. In history, it helped American pioneers move west. It also helped Indians to hunt buffalo and move more easily. Today, their number is much smaller.

**D** Answer the questions.

- 1 How did Indians help early Americans when they came to the new continent?
- 2 Why is the eagle the national symbol of the USA?
- 3 Why did Davy Crockett hunt grizzly bears?
- 4 According to the legend, why does the chipmunk have three stripes on its back?
- 5 Why did buffalo herds disappear?
- 6 Where do most Mustang horses live in the USA?

**E** Which animals are important for Georgia? Look up the English words for the animals on Turkish money (coins and banknotes).

# WORKBOOK REVISION

## (UNIT 6) pp. 99, 100, 101

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხ.დაწყ.(II):  
2,3,4,5,6,7,8,9,10,13,14

- |            |  |
|------------|--|
| GRAMMAR    | <ul style="list-style-type: none"> <li>• Past simple – affirmative, negative and questions</li> <li>• Irregular verbs</li> <li>• Connectors</li> </ul> |
| FUNCTIONS  | <ul style="list-style-type: none"> <li>• Describing past events</li> <li>• Talking about a famous person</li> <li>• Sequencing the past</li> </ul>     |
| VOCABULARY | <ul style="list-style-type: none"> <li>• Describing people</li> <li>• Connectors</li> </ul>  |

### SKILLS

- |          |  |
|----------|--|
| READING  | • Short texts  |
| SPEAKING | • Talking about past events  |
| WRITING  | <ul style="list-style-type: none"> <li>• Recording information</li> <li>• A story from the past</li> </ul> |

### CULTURE and CLIL

- Georgian
- World of films – Charlie Chaplin

## LESSON 1

### INTRODUCTION

- Check homework.

### VOCABULARY

#### TASK A, p. 99

- Pupils do the task. Ask them to explain the reasons for choosing that particular word as the odd one out.
- You can also ask them to provide three more words that belong to the same category as the odd one out, e.g. *Yellow, blue, apple, red. Yellow, blue and red are colours and apple is a fruit. Bananas, pears and plums are also fruit.*

### GRAMMAR

#### TASK B, p. 99

- Ask pupils to complete the chart. Encourage them to do it without the list of irregular verbs. Get feedback and practise pronunciation of the past forms of the verbs.
- Pupils now use the past forms to fill in a text about Charlie Chaplin.
- Explain you will say a verb from the text in the infinitive and pupils have to respond with the sentence from the text with the same verb in its past form, e.g. *find – He found the clothes.*

# REVISION

## VOCABULARY

**A** Choose the **odd one out**. Explain.

- |            |            |            |            |
|------------|------------|------------|------------|
| 1 film     | star       | breakfast  | actor      |
| 2 lake     | waterfalls | river      | mountain   |
| 3 inventor | president  | explorer   | light bulb |
| 4 city     | town       | building   | capital    |
| 5 sailor   | ocean      | sky        | captain    |
| 6 buffalo  | chief      | gold miner | baseball   |

## GRAMMAR

**B** Complete the table with the missing **present** or **past** form of the verb. Then use the **past simple** of the verbs to complete the text about the famous actor and director.

	became	put	
come		see	
	found		took
get			went
have		die	
	left	need	
			travelled

## MORE FACTS ABOUT CHARLIE CHAPLIN

Charlie's father **d**\_\_\_\_\_ when Charlie was a child. His mother then got ill and had to go to hospital. She **l**\_\_\_\_\_ Charlie and his brother alone and without any money.

Charlie **b**\_\_\_\_\_ an actor when he was still a child. He **t**\_\_\_\_\_ to America and **g**\_\_\_\_\_ a job in Hollywood.

They say that one night Charlie **h**\_\_\_\_\_ a dream. In the dream he **s**\_\_\_\_\_ a tramp with large trousers and shoes. The next morning he **c**\_\_\_\_\_ to the studio and **f**\_\_\_\_\_ the clothes he **n**\_\_\_\_\_. He **p**\_\_\_\_\_ on a round hat and **t**\_\_\_\_\_ a stick. And that's how the Tramp, Charlie Chaplin's famous character, was born.



### TASK C, p. 100

- Ask pupils to complete the sentences. Remind them to read carefully and to write *did* and *didn't* to make meaningful sentences. Get feedback.

### TASK D, p. 100

- You can do this task in two different ways. The first is to do following the instructions in the Workbook and the other is to do it as a HALF DICTATION.
- If you are doing it as a HALF DICTATION proceed like this. Ask pupils to close their textbooks. Explain you will dictate half of the sentence and that pupils have to complete them by themselves. Dictate the sentences from the task. Pupils write them down and finish them with their own ideas. Ask them to swap their notebooks and check each other's spelling. Walk around and monitor. In the end pupils read their sentences out loud.



### Workbook, p. 101, Task H.

Pupils write a short story about an event from the past. There are two different topics and they are to choose one. Remind them to use the connectors to make their story more intense and interesting.

## LESSON 2

### INTRODUCTION

- Check homework. Ask volunteers to read their stories. Listen for sentences or parts of stories where they could have put connectors, but omitted to do so. Ask pupils to dictate these sentences to you. Ask them if they can improve the sentences by adding connectors.

### EVERYDAY ENGLISH

#### TASK E, p. 100

- Continue practising connectors with this task.
- Ask pupils to write another set of five sentences using the connectors. They can write a description of their favourite video games, an explanation of how to write their homework or something similar, e.g. *First, take out your notebook. Then ...*

#### TASK F, p. 100

- In this task pupils practise another set of expressions that are useful in everyday life. Once they have matched the sentences, ask pupils to act out the mini-dialogues.

**C** Complete the sentences. Use: **did** or **didn't**.

- |                              |  |
|------------------------------|--|
| 1 _____ you talk to Ella?    | Yes, I _____. We talked after school.        |
| 2 _____ you like the film?   | No, we _____. It was boring.                 |
| 3 _____ Bonnie eat the food? | No, she _____, she wasn't hungry.            |
| 4 Why _____ he call you?     | He called to ask about the English homework. |

**D** Finish the sentences.

- 1 This morning I ate \_\_\_\_\_.
- 2 When I came to school I felt \_\_\_\_\_.
- 3 When I was a child my \_\_\_\_\_ told me stories.
- 4 I spoke to \_\_\_\_\_ before the lessons started.
- 5 The last time I went swimming was \_\_\_\_\_.
- 6 The last time I fell was when I \_\_\_\_\_.
- 7 I gave \_\_\_\_\_ to my friend as a present for his birthday.
- 8 I was very upset when I lost my \_\_\_\_\_.

**EVERYDAY  
ENGLISH**

**E** Start the sentences. Use: **First**, **Finally**, **Then** or **After that**.

- \_\_\_\_\_, I got out of bed.  
\_\_\_\_\_, I brushed my teeth.  
\_\_\_\_\_, I put on my clothes.  
\_\_\_\_\_, I ate breakfast.

I was ready to go to school!

**F** Match the sentences.

- |                                |   |
|--------------------------------|---|
| 1 I'm sorry I broke the glass. | <input type="checkbox"/> Calm down, it'll be all right. |
| 2 I'm Jessica.                 | <input type="checkbox"/> Have fun!                      |
| 3 Thank you for your help.     | <input type="checkbox"/> Good luck!                     |
| 4 I'm worried about the test.  | <input type="checkbox"/> See you!                       |
| 5 I've got a test now.         | <input type="checkbox"/> Nice to meet you. I'm Kate.    |
| 6 We're going to the zoo.      | <input checked="" type="checkbox"/> 1 Never mind.       |
| 7 Goodbye.                     | <input type="checkbox"/> You're welcome.                |

## **READING**

### **TASK G, p. 101**

- Pupils read the two stories silently and answer the questions. Ask if the two stories are real.
- Ask pupils to look for the connectors in the two stories.

## **WRITING**

### **TASK H, p. 101**

- Pupils write the second story, i.e. the one they have not chosen to do for homework. Explain that it does not have to be very long or elaborate, but that they should use connectors. Walk around and monitor.
- Listen to volunteers read out their stories. Ask if anyone would like to retell his or her story without reading.
- Remind pupils to prepare their projects for the next lesson.

## READING

**G** Read the two stories and answer the questions.

- 1 Was the shark hungry?
- 2 Did the shark attack the first boat?
- 3 Why did the girl attack the statue?
- 4 Did the girl reach Level 2?

How are the two stories similar?

### THE SEA WAS RED

I was a big scary shark. I had sharp teeth and I was really hungry. Suddenly, I saw a small boat with two people. I hit the boat with my head. It didn't hurt at all. They fell into the sea and started to swim away. I swam as fast as I could. They were fast swimmers. Suddenly there was another boat there. I saw a man with a sleeping gun. He looked at me. Then I felt sleepy, very sleepy. Suddenly I heard my mum's voice: "Rise and shine, darling, it's time to wake up."



### THE HAUNTED HOUSE

I entered the house. No one was there. The door closed. I heard a strange noise. I opened the door on my right. I saw the treasure on the floor. I picked it up: 5 points. Then I saw a big statue in front of me. It moved. Actually, it started walking towards me. I pulled out my sword because it attacked me, and I won. That was 20 points for Level One. Do you want to know about Level Two?



## WRITING

**H** Use your imagination and write a short story about something that happened to you and your friends. Choose **one** of these topics:

- 1 You and your friends visited another planet. Who did you see there? What did they do to you? What did you do?
- 2 You and your friends visited a jungle full of dangerous animals. Which animals did you see there? What did they do when they saw you? What did your friends do?

## FOR MY PORTFOLIO

### (UNIT 6) p. 122

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES: I უცხ.დაწყ.(II): 1,2,3,4,5,6,7,8,9,10,11,12,13,14

- |            |                                      |
|------------|--------------------------------------|
| GRAMMAR    | • Revision of structures from Unit 6 |
| FUNCTIONS  | • Presenting a project               |
| VOCABULARY | • Revision of vocabulary from Unit 6 |

#### SKILLS

- |           |  |
|-----------|--|
| READING   | • My learning diary                      |
| LISTENING | • Project presentations                  |
| SPEAKING  | • Famous explorers and great discoveries |
|           | • A quiz – Georgia, Australia or the UK  |
| WRITING   | • To convey information - presentation   |

#### CULTURE and CLIL

- Georgian
- Geography
- History

### LESSON 1

#### INTRODUCTION

- Give pupils some time to prepare for the presentation of their projects. Let them sit in groups and revise the prepared materials. If they have a PowerPoint presentation check that all equipment is working.
- Before they start presenting remind them to speak to the class and not to look at the poster or at you. Also, tell them that they do not need to hurry.

#### SPEAKING

- First, ask if there are volunteers who would like to come up to the front of the class and present their poster or PowerPoint presentation. Listen to every group. Ask other pupils to remember or write down possible questions.
- At the end ask pupils to choose the best poster and presentation.
- Put the best posters on the class wall or pin board.

#### MY LEARNING DICTIONARY

- Ask pupils to express their opinion about this unit.
- Ask pupils to circle the *I can* smiley that, in their opinion, best describes their newly acquired knowledge.
- If you have time ask pupils at random to talk about a topic in the *I can* section, e.g. *the capital of the USA is Washington D.C.*

# FOR MY PORTFOLIO

My learning diary

## PROJECTS

Choose one project and do it in a group.




### 1/ FAMOUS EXPLORERS AND GREAT DISCOVERIES

First choose a person: Marco Polo, James Cook, Vasco da Gama, Ferdinand Magellan, Francis Drake or somebody else. Then find his / her portrait. After that, write about his / her life and journeys. Show them on a map. Finally, say why his / her discoveries are important.

### 2/ MAKING YOUR OWN QUIZ ON Georgia, THE UK OR AUSTRALIA

First choose a country. After that, write about: its flag, the capital, big cities, sea(s), nature, famous people (writers, scientists, actors). Then make a quiz (where one answer is correct and two are not). Finally do the quiz with other groups.

#### What do you think about this unit?

- 1/ Why is it called "The American Dream"?
- 2/ I think this unit is:  
 easy.  
 not very easy.  
 difficult.
- 3/ What was easy? What was difficult?
- 4/ Which lesson did you like best?
- 5/ What did you dislike in this unit ?
- 6/ Which were your favourite word(s) from this unit?

#### Choose what you can do after this unit.

 I CAN

 I NEED MORE PRACTICE



I can give my opinion on what it is like to be famous.



I can say something about the USA.



I can read numbers.



I can say and write the past tense of these verbs: bring, eat, fall, hit, leave, speak, swim, take, tell, think, wear, win.



I can talk about Christopher Columbus and how he discovered America.



I can read maps.



I can write about my day in a diary or in a letter to a friend.



I can say something about Sitting Bull and the Sioux Indians.



I can tell a story using past events using words such as *first, then, after that, finally*.

## UNIT 7 WHAT THE FUTURE HOLDS

### GETTING STARTED

- Before starting the Unit ask pupils to look at page 123. *Can they already do some of the things listed? How much do they know about ecology and the environment? What are their plans for the summer holidays? What is new for them? Would they like to improve their knowledge?* Tell them to remember their feelings and thoughts because we are going to compare them with the outcomes from My Learning Diary when we reach the end of this Unit so that they can see their improvement themselves.

### 7.1 WHAT WILL THE FUTURE BE LIKE?

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხ.დაწყ.(II):  
1,2,3,4,5,6,7,8,9,10

- |            |                                    |
|------------|------------------------------------|
| GRAMMAR    | • Using <i>will</i> for the future |
|            | • Talking about the future         |
| FUNCTIONS  | • Agreeing and disagreeing         |
|            | • Making predictions               |
| VOCABULARY | • Future events                    |
|            | • Text-related                     |

#### SKILLS

- |           |   |
|-----------|---|
| READING   | • A text about the future                         |
| LISTENING | • Dialogues – expressing opinion about the future |
| SPEAKING  | • Talking about the future                        |
|           | • Making predictions about the future             |
| WRITING   | • Recording information                           |

#### CULTURE and CLIL

- Science
- Civic competencies
- Wall-E

### LESSON 1

#### INTRODUCTION

- Ask pupils what life was like 10 or 20 years ago. Today they have many gadgets that did not exist at that time. Elicit the names of some of these: mobile phones, laptops, tablets, and smart phones. 25 years ago there was no Internet. Today, we cannot live without most of these gadgets and the Internet.

#### FUN TRIVIA ABOUT TECHNOLOGY AND GADGETS

Back in 1969 the computers aboard Apollo 11 that took the first men to the moon had only 2 KB of memory while today an average smart phone has around 16 GB of memory, which is eight million times more!

Facebook was founded in 2004 and Twitter was created in 2006.

- Now, ask them to think about their future. What will the world look like in 10 or 20 year's time? Ask them to imagine some good and some bad things that might occur.

### WORDSPOT

#### TASK A, p. 124

- Pupils do the task and look up words they are unfamiliar with in the wordlist.

### READING

#### TASK B, p.124

- Ask one pupils to read the instructions aloud.
- Pupils read all three paragraphs silently and match them with the correct headings.

#### Answer key:

Paragraph one: the environment

Paragraph two: technology

Paragraph 3: the future in SF books and films

#### OPTIONAL

*What do these paragraphs say about the good and bad sides of the future? Write good and bad on the board and ask pupils to dictate all good and bad sides listed in the paragraphs to you.*

- | Good                                | Bad  |
|-------------------------------------|--|
| - technology                        | - more polluted environment                  |
| - faster travelling                 | - the ozone layer more destroyed             |
| - robots do everyday jobs           | - much of the wildlife destroyed             |
| - cures for many illnesses          | - many animals extinct                       |
| - people live longer than 100 years | - rainforests will not produce enough oxygen |
|                                     | - fresh water will run out                   |

#### TASK C, p. 124

- Do these questions to check comprehension of the three paragraphs. Elicit names of some SF films: *Avatar, Jurassic Park, ET, Star Wars, Star Trek, and Wall-E.*

#### Answer key:

- 1 People are responsible for destroying the ozone layer.
- 2 The Earth's temperatures will rise.
- 3 Wildlife will be destroyed.
- 4 People will travel faster.
- 5 Science-fiction films and books depict the future in different ways.



# 7.1 WHAT WILL THE FUTURE BE LIKE?



## WORDSPOT



**A** Do you know these words?  
Look them up in the wordlist.

a cure    to pollute    to run out    the ozone layer  
the environment    to become extinct    oxygen    wildlife

## READING

**B**

Read the text about the future and match these headings to the paragraphs.



track 51

- 1 The future in SF books and films
- 2 Technology
- 3 The environment

★ A ★

What will the future be like? The answer to that question probably lies in the present. For example, some scientists believe that if we continue to pollute the environment, planet Earth will be very different in the future. They say that people are responsible for destroying the ozone layer and much of the wildlife. As a result of what we do today, the planet will become warmer, more animals will become extinct, rainforests will not give us enough oxygen, and fresh water will run out.

★ B ★

Technology is becoming better and smarter every day. It is possible that one day we will travel from one corner of the planet to another in no time! Robots will do everyday jobs instead of us. Scientists will find cures for many illnesses, and we will live much, much longer - more than 100 years.

★ C ★

Finally, science-fiction books and films describe the future in different ways. Some show a big disaster that will almost destroy the world. Others show enemy aliens who will take over the world. But some are more optimistic. They say people will be more intelligent. They will not start any more wars and they will live in harmony with nature and each other.



**C**

Answer the questions.

- 1 Who is responsible for destroying the ozone layer?
- 2 What will happen to temperatures on the Earth?
- 3 What will happen to wildlife?
- 4 Will people travel faster?
- 5 What do science-fiction films and books show?

**TASK D, p. 125**

- Do this task to round up comprehension.

**Answer key:** 1 pollute 2 destroy 3 run out of 4 become  
5 describe

**GRAMMAR****REMEMBER!, p. 125**

- Go through the Remember Box and explain the use of *will* for the future. Point out the short form of *will not*, which is not *willn't* but *won't*.
- Elicit the rule for using *will* for the future: We use *will* for predictions about the future that are based on our opinion. At this time do not introduce the notion of using *will* for promises and decisions as it will be dealt with in the next lesson.

**TASK E, p. 125**

- Go through the instructions together and give pupils a minute or two to do the task. Ask them to explain their choices, e.g. *The fact that children won't go to school is a good thing because they will have more time to play.*



**Workbook, p. 102, Tasks A, B, C**

**D** Copy the sentences in your notebook and complete with the words below.

describe    destroy    pollute    become    run out of

- 1 Too many cars on the streets . . . the air.
- 2 Too much air pollution can . . . the ozone layer.
- 3 If we . . . fresh water, what will we drink?
- 4 Will dolphins . . . extinct?
- 5 Some science-fiction films . . . the dark future of the world.

**REMEMBER!**

## WILL FUTURE

### AFFIRMATIVE

I  
You  
He / She / It  
We / You / They

**will ('ll) change.**

### NEGATIVE

I  
You  
He / She / It  
We / You / They

**will not (won't) change.**

### QUESTIONS

**Will I / you / he / she / it / we / you / they change?**

### SHORT ANSWERS

Yes, you **will**. / No, you **won't**.

We use **will** for the **future** to say what **we think will happen in the future**.

**Time phrases used for the future:** tomorrow, next year, in 2050, in 100 years.

**E** Read these sentences about life on planet Earth in the future. Next to each sentence, put a 😊 if you think it is something good or a ☹️ if you think it is something bad. If you are not sure, put a ?.

**In 100 years...**

...children will tell parents what to do.

...aliens will come to planet Earth.

...people will drive electric cars.

...we will travel in time.

...children won't go to school.

...fresh water will run out.

...cars will fly.



## LESSON 2

### INTRODUCTION

- Check homework.

#### TASK F, p. 126

- This task asks pupils to express their opinion and at the same time exposes them to using *will* for the future. Check their answers.

#### TASK G, p. 126

- Do this task as a quick reading activity. Have pupils add their own short questions, e.g. *Will you eat meat on Sunday?*, which they can ask their friends.

#### TASK H, p. 126

- This can also be done as a quick oral activity because you have already practised yes/no questions.

#### Answer key:

How will people travel?  
Who will replace teachers?  
Where will aliens come from?  
What will run out?

### READING AND LISTENING

#### TASK I, p. 126

- Pupils read all four dialogues silently and circle the correct answers.
- Play the recording so that pupils can check their answers.

#### Answer key:

1

**Ana:** I think people will move to some other planet because pollution will be horrible.

2

**Pete:** Well, if you ask me, the idea of teacher robots is really cool! I'm sure they ll exist.

3

**Cindy:** I think people will live longer and be healthier.

4

**Carlos:** In my opinion, people don't take care of wildlife, so lots of animals will become extinct.

## F What do you think will happen? Choose.

- 1 In 100 years, people **will / won't** live in buildings which are 2 kilometres tall.
- 2 In 2050, scientists **will / won't** have a cure for lots of illnesses.
- 3 In the 22<sup>nd</sup> century, the planet Earth **will / won't** be the same.
- 4 Aliens who visit the Earth **will / won't** be friendly.
- 5 People **will / won't** be cleverer in 2040.
- 6 Rainforests **will / won't** disappear tomorrow.

## G Make predictions. Choose the right answer.

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1 Will it be sunny tomorrow?    | Yes, it will. / No, it won't. |
| 2 Will it be very hot tomorrow? | Yes, it will. / No, it won't. |
| 3 Will it snow tomorrow?        | Yes, it will. / No, it won't. |
| 4 Will it rain tomorrow?        | Yes, it will. / No, it won't. |

## H Make questions for these answers.

**Example:** *Cars will fly. What will fly?*

- 1 People will travel in time machines. How...?
- 2 Robots will replace teachers. Who...?
- 3 Aliens will come from another galaxy. Where...?
- 4 Fresh water will run out. What...?



## I Read the dialogues and choose the right answer. Then listen and check. Who do you agree with?



track 52

**1** **Carlos:** What do you think, Ana? Will people live on Mars one day?

**Ana:** I think people **will / won't** move to some other planet because pollution will be horrible.

**Carlos:** I agree with you. We must do more to protect nature.

**2** **Elliot:** What do you think, Pete? Will robots replace teachers one day?

**Pete:** Well, if you ask me, the idea of teacher robots is really cool! I'm sure they'll **will / won't** exist.

**Elliot:** Hmm, I'm not so sure. Will they take care of us?

**3** **Cindy:** I **think / don't think** people will live longer and be healthier.

**Sam:** I can't agree. Lots of people don't eat healthy food today.

**4** **Carlos:** In my opinion, people don't take care of wildlife, so lots of animals **will / won't** become extinct.

**Cindy:** I think you're right. We should take better care of our planet.

**EVERYDAY ENGLISH, p. 127**

- Elicit which expressions children should use in the dialogues to say what they think and to agree or disagree with another person's opinion.
- Go through the Everyday English Box to highlight the use of these phrases.

**SPEAKING****TASK J, p. 127**

- Do this task as described in instructions or ask pupils to choose two questions and discuss them in the form of a dialogue. They work in pairs and one pupil is to agree while the other disagrees. Walk around and monitor the use of phrases from the Everyday English Box.

**TASK K, p. 127**

- Ask pupils at random to read one sentence each and say if they agree or disagree and why.

**YOUR TURN!****TASK L, p. 127**

- Pupils say a few sentences about their future lives as adults.

**TASK M, p. 127**

- OPTIONAL: Ask pupils to read the text and finish the story. If they haven't seen the film they can invent their own ending.

**Workbook, p. 103, Tasks D, E, F, G**



## EVERYDAY ENGLISH

### SAYING WHAT YOU THINK

I think (that)...

In my opinion,...

If you ask me,...

### AGREEING

I agree (with you).

(I think) you're right.

Of course.

### DISAGREEING

I don't agree (with you).

I don't think so.

I'm not so sure.

**J** What do you think will happen in the future? Answer the questions. Use the phrases from the Everyday English box.

- 1 Will Harry Potter still be popular in 2020?
- 2 Will pandas become extinct?
- 3 Will fresh water run out?
- 4 Will cinemas still exist?
- 5 Will all the people in the world speak English?
- 6 Will children start school at the age of five?

**K** Read these sentences about the future and say if you agree or disagree with them.

1

People will only eat vegetables.

2

We will wear masks in big cities because of pollution.

3

Robots will do housework.

4

Paper books will disappear.

5

Aliens will come to planet Earth to help us save the planet.

6

Children won't go to school. They will learn from computers.

7

Boys will wear skirts.

## YOUR TURN!

**L** Talk about your life when you grow up. What will you be? Where will you live? Will you have a family?

## CULTURE



**M**

Read about the science-fiction film "WALL-E". How do you think it ends? Talk to your classmates who have seen the film or watch it yourself.

WALL-E is a film about the future of the Earth if pollution continues. In the far future, the Earth is so dirty that people decide to leave it. They leave a robot called WALL-E on the planet to clean up all the rubbish. One day, he meets another robot called EVE who has come to Earth to look for signs of life. If there are signs of life, people will return to Earth. WALL-E falls in love with EVE, but when he shows her the plant that he has found, she takes it and turns off. EVE is actually waiting for the spaceship to come and collect her. WALL-E decides to follow her to the ship, and the adventure begins...



CORNER



## 7.2 I PROMISE I'LL CHANGE

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხ.დანე.(II):  
1,2,3,4,5,6,7,8,9,10

- |            |   |
|------------|---|
| GRAMMAR    | <ul style="list-style-type: none"> <li>Using <i>will</i> for decisions and promises</li> <li>Must and mustn't</li> </ul>  |
| FUNCTIONS  | <ul style="list-style-type: none"> <li>Talking about promises and decisions</li> <li>Expressing obligation and prohibition</li> <li>Making predictions</li> </ul> |
| VOCABULARY | <ul style="list-style-type: none"> <li>Everyday tasks and chores</li> <li>Ecology and the environment</li> <li>Text-related</li> </ul>                            |

### SKILLS

- |           |  |
|-----------|--|
| READING   | <ul style="list-style-type: none"> <li>Animal killers</li> </ul>   |
| LISTENING | <ul style="list-style-type: none"> <li>Helping nature</li> </ul>   |
| SPEAKING  | <ul style="list-style-type: none"> <li>Making promises and decisions</li> <li>Expressing obligation and prohibition</li> </ul> |
| WRITING   | <ul style="list-style-type: none"> <li>Recording information</li> </ul>  |

### CULTURE and CLIL

- Science – ecology

## LESSON 1

### INTRODUCTION

- Check homework.

### TASK A, p. 128

- Ask pupils if there are things we can do to help save our planet. Write a list of pupils' suggestions on the board. Help them with the vocabulary. Elicit or pre-teach *litter* and *recycle*.
- Focus their attention on the pictures. Ask them if Pete is trying to help save our planet. *What is he doing?* Pupils match the pictures and the sentences.

#### Answer key:

Pete has long baths. 2  
Pete throws litter on the street. 4  
Pete doesn't recycle plastic bottles. 4  
Pete doesn't save water. 2  
Pete doesn't walk to school. 1  
Pete doesn't save electricity. 3  
Pete doesn't turn off the lights when he leaves the room. 3  
Pete's car pollutes the air. 1

### TASKS B AND C, p. 128

- Explain they will hear Ana and Pete talking. Ask them to look at the sentences in Task C and tick the correct ones as they listen. *What would Pete like to do? Why does he want to change? What do children in the club do?*

**Answer key:** Task B - Pete would like to change (recycle more).

**Answer key:** Task C

- I'll ride a bike more often.
- I'll walk to school. ✓
- I'll throw litter on the street.
- I won't throw litter on the street. ✓
- I'll try to turn on the lights when I don't need them.
- I'll try to turn off the lights when I don't need them. ✓
- I'll definitely recycle more. ✓
- I'll change.

### Tapescript TRACK 53

**Ana:** Pete, children in our club want to help nature, so if you want to be a member, you have to change.

**Pete:** I know Ana. I would really like to change, but I don't know how.

**Ana:** Well, here is a list of things you can do. What do you think?

**Pete** (reading to himself): Hmm...save water, turn off the lights... I see (pause).

**Ana:** Well, what do you think?

**Pete:** Yes, I think I can try. I'll walk to school. I won't throw litter on the street, and I'll try to turn off the lights when I don't need them...

**Ana:** I'm very proud of you Pete. We can all do something to help the planet.

**Pete:** Yes, and I'll definitely recycle more. Plastic with plastic, paper with paper!

**Ana:** Good for you! And all of us actually...

## I PROMISE I'LL CHANGE!

**A** Match the sentences to the pictures.

- Pete has long baths. **A**
- Pete doesn't walk to school. **E**
- Pete throws litter on the street. **B**
- Pete doesn't save electricity. **F**
- Pete doesn't recycle plastic bottles. **C**
- Pete doesn't turn off the lights when he leaves the room. **G**
- Pete doesn't save water. **D**
- Pete's car pollutes the air. **H**

**LISTENING****B**

track 53

Ana is talking to Pete about helping nature.  
What would Pete like to do?

**C**

Listen again. Which sentences do you hear?



track 53

- 1 I'll ride a bike more often.
- 2 I'll walk to school.
- 3 I'll throw litter on the street.
- 4 I won't throw litter on the street.
- 5 I'll try to turn on the lights when I don't need them.
- 6 I'll try to turn off the lights when I don't need them.
- 7 I'll definitely recycle more.
- 8 I'll change.



### TASK D, p. 129

- Pupils read the sentences and find mistakes.

#### Answer key:

- 5 I will throw away old batteries in the rubbish bin.
- 7 I will leave plastic bags on the beach.

#### OPTIONAL:

Introduce pupils to the three Rs of environmental conservation: REDUCE, REUSE AND RECYCLE. Ask them to look at Tasks C and B again and find what Pete can do to reduce pollution, e.g. *He will turn off the lights when he doesn't need them. He will walk to school.* Ask pupils to add more things they can do to reduce pollution. Point out that to reduce here means: USE ONLY WHAT YOU NEED.

Explain the difference between *reuse* and *recycle*.

- *Reuse* means that instead of throwing things away, you try to find ways to use them again! For example: bring cloth bags to the shop with you instead of taking home new paper or plastic bags; don't throw out clothes, toys, furniture, and other things that you don't want anymore. Somebody else can probably use them. You can bring them to a centre that collects donations or give them to friends. Use writing paper on both sides.
- *Recycle* means that you do not throw away paper, plastics, aluminium cans, and glass but put them into recycling bins so they can be used to make new products. Items made from recycled materials take far less energy and create only a fraction of the pollution to produce than items made from brand new materials. And, of course, imagine the natural resources that are saved!

### GRAMMAR

#### REMEMBER!, p. 129

- Explain the use of *will* future for promises and decisions. Pupils now know that *will* is used for making predictions based on our opinion and making promises and decisions.

### TASK E, p. 129

- Pupils do the task.

#### Answer key:

- 5 litter on the street.
- 3 old clothes to people who need them.
- 4 in the car so often.
- 2 a bike more often.
- 1 old batteries in a special container.

### SPEAKING

#### TASK F, p. 129

- Tasks F and G raise pupils' awareness of what they can do to help the environment. Task F recycles some of the already mentioned ideas and introduces some new ones.

### WRITING

#### TASK G, p. 129

- Ask pupils to think about the things they would like to change in the way they behave and to write down their promises. Point out that their promises do not have to be connected to the preservation of the environment. Walk around and monitor. Get feedback.



Workbook, pp. 104 and 105, Tasks A, B, C, D, E and F

**D** Pete would really like to change, but he made two mistakes in his promises. Can you find them?

- |  |  |
|--|--|
| 1 I won't throw plastic bottles and glass bottles into the same container. | 5 I will throw away old batteries in the rubbish bin.                  |
| 2 I will plant a tree.   | 6 I will buy notebooks made of recycled paper for the new school year. |
| 3 I will clean the beach.  | 7 I will leave plastic bags on the beach.                              |
| 4 I will throw away old notebooks in the paper container.                  | 8 I won't pollute any more.  |



**REMEMBER!**

### WILL FOR PROMISES AND DECISIONS

I **will** ('ll) recycle.  
I **will not** (won't) throw litter on the street.

**E** Match the two parts of each sentence to get promises.

- |                  |  |
|------------------|--|
| 1 I'll put       | <b>A</b> litter on the street.                 |
| 2 I'll ride      | <b>B</b> old clothes to people who need them.  |
| 3 I'll give away | <b>C</b> in the car so often.                  |
| 4 I won't ride   | <b>D</b> a bike more often.                    |
| 5 I won't throw  | <b>E</b> old batteries in a special container. |

## YOUR TURN!

**F** Would you like to change? Which of these promises sound good to you?

- |  |  |
|--|--|
| 1 I'll phone my grandparents more often! | 4 I won't watch so much TV!                  |
| 2 I'll do my homework regularly!         | 5 I won't play computer games all afternoon! |
| 3 I'll tidy up my room every day!        | 6 I won't text messages so much!             |

## WRITING

**G** Write down two promises you'd like to keep for each category.

### SCHOOL

I'll try to study harder.

### HOME

### NATURE

### FRIENDS

## LESSON 2

### INTRODUCTION

- Check homework.

### WORDSPOT

#### TASK H, p. 130

- Ask pupils to check words they are unfamiliar with in the wordlist. You can also write their translations on the board and ask pupils to come to the board and write the English word next to the translation.

### READING

#### TASK I, p. 130

- Before reading the text ask pupils if people are the only living creatures who suffer because of pollution. *Do animals suffer as well? How?* Explain that the text they will read shows some of the things that happen to sea animals because of pollution.
- Pupils read the text and answer the question about animal killers.

#### TASK J, p. 130

- They match the pictures to the paragraphs.
- Ask them to describe each picture, e.g. *The beach is full of litter.*

#### Answer key:

Pictures upper row from left to right: 2, 5, 6

Pictures lower row from left to right: 3,1,4

## WORDSPOT

**H** Look up the meanings of these words in the wordlist.

to choke

to feed

a century

a stomach

a bottle top

a trace

a jellyfish

## READING



**I** Read the text and say who the animal killers are:

- a) dolphins and turtles.
- b) plastic bags and bottle tops.
- c) albatrosses.
- d) Dr J. Ludwig and his team.

### ANIMAL KILLERS

- 1 Every summer thousands of people go to the seaside to enjoy the sun, beaches and the sea.
- 2 But some people leave traces on the beach - thousands and thousands of plastic bags and bottle tops.
- 3 When sea turtles see plastic bags, they think they are jellyfish, so they eat them, choke and die.
- 4 Thousands of dolphins also die when they try to play with the plastic bags.
- 5 Dr J. Ludwig and his team of scientists watch albatrosses and other birds. They say we mustn't leave bottle tops on the beach because birds will think that they are food. When they eat them, they die. We must keep the beaches clean. Do you know that bottle tops can stay in the sea for more than a century?
- 6 So, next year, when you go to your favourite beach, remember that we mustn't throw things away in the sea. If you see litter, pick it up. We must all try to do something because when we throw litter into special containers we have probably saved a turtle, a dolphin or a baby bird.

**J** Read the text again. Match the paragraphs to the pictures.



### TASK K, p. 131

- Pupils retell the story with the help of the pictures. Ask volunteers if they can retell it without looking at them.

### SPEAKING

#### TASK L, p. 131

- Ask pupils to imagine they are Dr J. Ludwig. You can have them do it in pairs where one pupil is a reporter who interviews Dr J. Ludwig.

#### Suggested answers:

- 1 Because animals think they are food but they can choke on them and die.
- 2 We found plastic bags and bottle tops.
- 3 because they think they are jellyfish.
- 4 They can stay in the sea for more than a century.
- 5 They can pick up the litter from the beaches.

### GRAMMAR

#### REMEMBER!, p. 131

- Go through the Remember Box. Highlight the fact that *mustn't* does not mean you do not have to do something, but that it is the direct opposite of *must* because where *must* expresses obligation, *mustn't* expresses prohibition – you shouldn't do something at any cost.

#### TASK M, p. 131

- Pupils choose the right option. Do it as a quick reading task.

**Answer key:** 1 *mustn't* 2 *must* 3 *mustn't* 4 *must*

### WRITING

#### TASK N, p. 131

- Read the instructions together. Ask pupils to do it as small classroom posters on A4 sheets of paper. You can use the idea from For My Portfolio for Unit 7, Project 1) called Save the Planet if you are not going to assign the project at the end of the school year.



**Workbook, p. 105, Tasks G, H, I, J, K, L, M, N and O**



## SPEAKING

**K** Look at the pictures and retell the story about animal killers.

**L** Imagine you are Dr J. Ludwig. How would you answer these questions?

- 1 Why are bottle tops so dangerous?
- 2 What did you find in baby albatrosses' stomachs?
- 3 Why do turtles eat plastic bags?
- 4 How long can a bottle top stay in the sea?
- 5 What can people do to protect sea animals?



### MUST / MUSTN'T

We **must** save sea animals!

We **mustn't** throw things away in the sea!

We use **must** to show that we think there is a very good reason for doing something.  
**Be careful!** Do not confuse **must** with **have to**.

**Mustn't** describes something that is against the rules or something that is bad.

**M** Choose: **must** or **mustn't**.

- 1 We **must / mustn't** light a fire in the forest.
- 2 We **must / mustn't** pick up litter.
- 3 We **must / mustn't** speak loudly in a library.
- 4 We **must / mustn't** do our best to keep the beach clean.

## WRITING

**N** In groups, write a list of 5 things we must do and 5 things we mustn't do to keep nature clean.



## 7.3 HEALTHY HABITS

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხ.დანყ.(II):  
1,2,3,4,5,6,7,8,9,10

- |            |   |
|------------|---|
| GRAMMAR    | <ul style="list-style-type: none"> <li>Countable and uncountable nouns</li> <li>The quantifiers <i>some</i> and <i>any</i></li> </ul>           |
| FUNCTIONS  | <ul style="list-style-type: none"> <li>Talking about healthy eating habits</li> <li>Using quantifiers to express indefinite quantity</li> </ul> |
| VOCABULARY | <ul style="list-style-type: none"> <li>Food</li> <li>Text-related</li> </ul>  |

### SKILLS

- |           |   |
|-----------|---|
| READING   | <ul style="list-style-type: none"> <li>Healthy habits</li> </ul>  |
| LISTENING | <ul style="list-style-type: none"> <li>Dialogues about eating habits</li> </ul>                             |
| SPEAKING  | <ul style="list-style-type: none"> <li>Healthy lifestyle</li> <li>Expressing indefinite quantity</li> </ul> |
| WRITING   | <ul style="list-style-type: none"> <li>Recording information</li> </ul>                                     |

### CULTURE and CLIL

- Science

## LESSON 1

### INTRODUCTION

- Check homework.



### WORKBOOK

Do Workbook, page 108, Tasks A and B to start pupils talking about healthy habits.

### READING

#### TASK A, p. 132

- Pupils read the text silently. Ask them to choose two healthy habits they already have and one habit they do not have, but would like to have.

#### TASK B, p. 132

- Pupils choose the 'healthy' options. This task revises the use of *must* and *mustn't*, as well. Ask them to read the 'healthy' sentences.

#### Answer key:

Healthy sentences:

We mustn't eat junk food every day.

We have to eat a lot of fruit and vegetables.

We mustn't drink soft drinks every day.

We have to wear a helmet when we ride a bike.

We must drink a lot of water.

We mustn't go to sleep late.

## HEALTHY HABITS

## READING

**A** Read these tips on healthy living from a teen magazine and say if you have healthy habits.

## HEALTHY HABITS

There are many things children can do to keep healthy.

For example, school children need eight hours of sleep every day. This is important because if you are not sleepy, you can learn more easily at school the next day.

Many children already do sport, or at least run around after school, which is good.

Sitting too long in front of the computer is not good for your eyes and your back.

It is important to start your day with a healthy breakfast. It will give you energy,

and you will learn more easily. A glass of fresh orange juice and some cereal is better than a salami sandwich

because it has more vitamins. Healthy snacks include nuts or fruit that will keep you full and give you energy. Try to have some vegetables for lunch every day and eat lots of fish.



**B** Choose the "healthy" sentences.

1



- We must eat a lot of junk food.
- We mustn't eat junk food every day.

2



- We have to eat a lot of fruit and vegetables.
- We mustn't eat fruit and vegetables.

3



- We must drink a lot of soft drinks.
- We mustn't drink soft drinks every day.

4



- We have to wear a helmet when we ride a bike.
- We mustn't wear a helmet when we ride a bike.

5



- We must drink a lot of water.
- We mustn't drink water at all.

6



- We have to go to sleep late.
- We mustn't go to sleep late.

### TASK C, p. 133

- Focus pupils' attention on the picture. In pairs, they take turns asking and answering the questions from the task. Walk around and monitor.

#### Answer key:

- 1 Students' answers.
- 2 Students' answers.
- 3 Made of milk: yoghurt, cheese.
- 4 Fruit: pineapples, pears, strawberries.
- 5 Vegetables: tomatoes, potatoes, mushrooms, cabbage (lettuce), broccoli, carrots
- 6 Drinks: mineral water, juice, milk.
- 7 I can put mayonnaise, ham, cheese and pickles in a sandwich.
- 8 Students' answers.
- 9 Students' answers.
- 10 The words in blue are countable (plural) and the words in green are uncountable.

### GRAMMAR

#### REMEMBER!, p. 133

- Elicit the difference between countable and uncountable nouns. Explain that we cannot express the quantity of uncountable nouns without using some kind of measure: e.g. kilograms, litres, packages, cartons...
- Check if they have grasped the difference. Say nouns and ask them to tell you if they are countable or uncountable: apple, milk, chairs, sugar... Point out the use of the singular form of a verb with uncountable nouns.

**C** What's in the fridge? Look at the picture of a fridge and answer these questions.



- 1 Which food in this picture do you like?
- 2 Is there any food in the picture that you don't like?
- 3 Which food is made of milk?
- 4 What types of fruit are there in the fridge?
- 5 Which vegetables are there in the fridge?
- 6 Which drinks are there in the fridge?
- 7 Which food can you put in a sandwich?
- 8 Which food do you eat for breakfast?
- 9 Which food do you eat for lunch?
- 10 Why are some words in blue and some words in green?

**REMEMBER!**

### COUNTABLE NOUNS

a carrot - carrots    one tomato - two tomatoes    a potato - seven potatoes

Some nouns can be counted. They are called **countable nouns**. They can be in the singular or the plural.

There **is** a carrot in the fridge. There **are seven** carrots in the fridge.

We use **a singular verb with a singular noun** and **a plural verb with a plural noun**.

### UNCOUNTABLE NOUNS

rice    spaghetti    cheese

Some nouns cannot be counted. They are called **uncountable nouns**. They cannot be used in the plural.

There **is** some rice here. There **is** spaghetti for lunch.

We use **a singular verb with uncountable nouns**.

## WRITING

### TASK D, p. 134

- Pupils do this task in their notebooks. Walk around and monitor. Help if needed.

### TASK E, p. 134

- Do it as a quick reading activity.

## READING AND WRITING

### TASK F, p. 130

- Ask pupils to read the text silently and choose between *how many* and *how much*. Play the recording for them to check their answers. Elicit the use of *how many* and *how much*. *How many* is put in front of countable nouns and *how much* is put in front of uncountable nouns.

**Answer key:** how much, how much, how many, many

## GRAMMAR

### REMEMBER!, p. 134

- Go through the Remember Box.
- Ask pupils to find what Ms Foody says about drinking water and eating sweets and vegetables.

**Answer key:** 1 are 2 is 3 is 4 are



**Workbook, pp. 108 and 109, Task C, D, E, F, H**

- D** Copy this table into your notebook. Then copy all the food from the picture of a fridge into the right place in the table.

COUNTABLE		UNCOUNTABLE
SINGULAR	PLURAL	
	biscuits	olive oil

- E** Copy these sentences in your notebook and complete with: **is** or **are**.

- There . . . four carrots in the fridge.
- There . . . some ham here for your sandwich.
- There . . . some milk on the table.
- There . . . some tomatoes in the fridge.



## READING AND LISTENING

- F** Read the dialogue between Ana and a food expert. Choose the correct word. Then listen and check.



- Ana:** Ms Foody, I'm writing a school report on healthy eating habits, and I have some questions for you. Let's start with water: **how much** / **how many** water is good for us?
- Ms Foody:** Water is very important, and it is definitely better for our bodies than fizzy drinks, which always have a lot of sugar. You should drink six glasses of water a day.
- Ana:** As you know, children like sweet things. **How much** / **How many** chocolate is OK?
- Ms Foody:** Of course you can have some chocolate every now and then, but try not to eat too much of it. Too much of anything is not good.
- Ana:** I know vegetables are important, but broccoli doesn't sound like fun food. **How many** / **How much** vegetables would you say we should eat a week?
- Ms Foody:** I know that **many** / **much** children don't like anything green, but vegetables are good for you because they make you strong, and they are good for your brain, too. You should eat at least some vegetables every day.
- Ana:** Thank you for your time, Ms Foody!

**REMEMBER!**

### HOW MUCH / HOW MANY

**How much** chocolate can we eat?      **How much** ham **is there** in the fridge?

**How much...?** is used with **uncountable nouns**.

**How many** biscuits can I eat?      **How many** apples **are there** in the fridge?

**How many...?** is used with **countable nouns**.



## LESSON 2

### INTRODUCTION

- Check homework.
- Revise things we must or mustn't do to lead a healthy life (see Task B).

### SPEAKING

#### TASK G, p. 135

- Read the instructions together. Pupils do the task. Walk around and monitor. See that they take turns and use *much* and *many* correctly.

**Answer key:** 1 much 2 many 3 much 4 many 5 many  
6 much

#### TASK H, p. 135

- Read the instructions together. Ask pupils to comment on the eating habits of the children in the dialogues and add something about their own eating habits.
- Point out *some* and *any*. Elicit rules about using *some* and *any*. We use *some* in affirmative sentences and *any* in questions and negative sentences. *What does some mean?* *Some* is used to express indefinite quantity but not a large amount of something.

### GRAMMAR

#### REMEMBER!, p. 135

- Go through the Remember Box and point out that *some* and *any* can be used with both countable and uncountable nouns.

#### TASK I, p. 135

- Pupils prepare short dialogues using the prompts and *some* and *any*. Get feedback.



**Workbook, pp. 110 and 111, Tasks I, J, K**

## SPEAKING

**G** Work in pairs. Copy the questions in your notebook. Use: **much** or **many**. Then ask your partner and write down his / her answers.

- 1 How ... milk do you drink a day?
- 2 How ... bananas do you eat a week?
- 3 How ... chocolate do you eat a week?
- 4 How ... carrots do you eat a week?
- 5 How ... apples do you eat a week?
- 6 How ... meat do you eat a week?

**H** Ana is interviewing some kids from her school about their eating habits. Read the dialogues and say if their eating habits are healthy or not.

**Ana:** Do you eat any vegetables for lunch?  
**Jim:** No, I eat some meat, but I don't have any vegetables because I don't like them.

**Ana:** Is there any chocolate in your bag?  
**Joe:** Of course! I always have some chocolate with me.

**Ana:** Do you drink any water when you are at school?  
**Sally:** No, I usually have a fizzy drink when I'm thirsty.

**Ana:** Is there any lettuce in your fridge?  
**Bill:** No, there isn't any lettuce, there isn't any broccoli, and there isn't any spinach. I hate vegetables.

## REMEMBER!

### SOME / ANY

<b>QUESTIONS</b>	Do you eat <b>any</b> vegetables?	Is there <b>any</b> chocolate in your bag?
<b>AFFIRMATIVE</b>	I have <b>some</b> vegetables for lunch.	I always have <b>some</b> chocolate with me.
<b>NEGATIVE</b>	I don't have <b>any</b> vegetables for lunch.	There isn't <b>any</b> lettuce in my fridge.

**Some** and **any** can be used with **countable** and **uncountable nouns**.

**I** Work in pairs. Talk to your partner. Ask him / her questions. Answer his / her questions.

**A** Do you eat any ... for breakfast?

Do you eat any ... for lunch?

**B** Yes, I eat some ... and some ... for breakfast.

No, I don't eat any ... for lunch. I have ... and ...

## 7.4 NOSY SUZY FINDS OUT

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხადანე.(II): 2,3,4,5,6,7,8,9,10

- |            |                                  |
|------------|----------------------------------|
| GRAMMAR    | • Going to future                |
| FUNCTIONS  | • Talking about gossip magazines |
|            | • Making plans for holidays      |
| VOCABULARY | • Holidays                       |
|            | • Text-related                   |

### SKILLS

- |          |                             |
|----------|-----------------------------|
| READING  | • Gossip page               |
| SPEAKING | • Making plans for holidays |
| WRITING  | • Recording information     |

### OPTIONAL

Assign each of the five texts of the gossip page to different groups of pupils. Ask them to read the texts quickly and report if the class' predictions were correct.

## LESSON 1

### INTRODUCTION

- Check homework.
- Ask pupils if they understand what kind of girl Suzy is. Say that in Ana's school there is a girl called Suzy who children call Nosy Suzy not because she has a big nose but because she loves to poke her nose in other children's business. She wants to know everything about everybody. She wants to find out everybody's secrets. She writes the gossip page in the school magazine.

### WORDSPOT

#### TASK A, p. 136

- Explain the difference between a curious and a nosy person. Which is good and which bad? After explaining, elicit a translation. Talk about gossiping. Is gossip always true? Write vocabulary on the board: *curious, nosy, to find out, secret, gossip, gossip page*.
- Ask pupils to check the rest of the words from the WORDSPOT.

### READING

#### TASK B, p. 136

- You can talk a little about gossip magazines. *What are they? What kind of articles and news can you find in them?* Many people are curious about the private lives of famous people. They want to find out everything about the lives of film, TV and sports stars and singers. They read about them in newspapers and magazines. Sometimes what they read is not completely true, but just ugly gossip. Do you know any such magazines? What do you think about them?
- Write the names of the five articles from Nosy Suzy's Gossip Page on the board: Goodbye Russell, Top Secret, A New Nickname for Pete, A Dog for Cindy, and Holidays. Ask your pupils to predict what the articles are about. Get feedback.
- Ask the class to answer the pre-reading questions in Task B.

#### Suggested answers:

- 1 Suzy is a school journalist.
- 2 Because she is curious.
- 3 There are five articles.
- 4 They are about children in the school.

# NOSY SUZY FINDS OUT

## WORDSPOT



- A** Do you know the meaning of these words and expressions? If not, look them up in the wordlist.

a bad reputation   top secret   nosy  
a nickname   to be sick and tired  
gossip   not fair   can hardly wait

## READING

- B** Look at the gossip page in the school magazine and answer the questions.

- 1 Who is Nosy Suzy?
- 2 Why does she have this nickname?
- 3 How many articles are there?
- 4 Who are they about?

### SCHOOL NEWS

### GOSSIP PAGE

## NOSY SUZY FINDS OUT

### Goodbye Russell!

I have some sad news. At the end of this school year Russell is leaving us. This is what he says: "I'm returning to Australia. I'm happy because I'm going to see all my friends again. I'm not going to make any more films. I'm sick and tired of being a film star. I want to be a normal kid." Good luck, Russell! Are you going to forget us? Keep in touch! We're going to miss you.

### A Dog for Cindy

Cindy's going to get a dog. She isn't going to buy a dog. She's going to get a dog from an animal shelter and give it a home. Cindy says Sam and Max are going to help her choose a dog.

### A New Nickname for Pete

Pete is sad because his school marks are bad. Pete says he isn't going to play computer games any more. He's going to study harder. He's also going to ask his friends for help. Way to go, Pete! One thing Pete has to do is a science project.

He's going to write about the wolf. He says that the wolf is like him. It has a bad reputation and that's not fair. Is Pete going to get a new nickname – Wolf?

### Top Secret

The HBMC friends are going to have a meeting. When are they going to meet? Where are they going to meet? Nobody knows. As usual, it's top secret. Are they going to take on new members? "We're going to decide at the meeting", says Elliot, the Club president.

### Holidays

Our friend Ana can hardly wait for the summer holidays. She's going to spend her holidays at the seaside, at home in Croatia. She's going to stay with her grandparents. She's going to swim and play on the beach. Good for you, Ana! And what about you? How are you going to spend your holidays? Write to us.



**TASK C, p. 137**

- Pupils answer the questions.

**Answer key:**

- 1 Russell is tired of being an actor.
- 2 Ana is looking forward to summer holidays.
- 3 Pete says that wolves have a bad reputation that, like him, they don't deserve.
- 4 She is going to get a dog from a shelter.
- 5 Nobody knows because it's top secret.

**TASK D, p. 137**

- Do this task as a quick reading activity.

**Answer key:** 1 Ana 2 Pete 3 Russell 4 Cindy 5 Sam and Max

**TASK E, p. 137**

- Revise the meaning of 'is going to get' (Unit 4, lesson 4).

**Answer key:** It means that she wants to have a dog and plans to get one in the future.

**YOUR TURN!****TASK F, p. 137**

- Ask pupils to talk about their plans. Ask them to use the *going to* form for the future. Get feedback.



**Workbook, pp. 112 and 113, Tasks A, B, C**

**C** Read the gossip page again. Answer the questions.

- 1 How does Russell feel about being an actor?
- 2 How does Ana feel about the summer holidays?
- 3 What does Pete say about the wolf? What may Pete get?
- 4 Where is Cindy going to get a dog?
- 5 When and where are the HBMC friends going to meet?

**D** Who are these sentences about? Say the correct names.

- 1 ... is going to spend her holidays at the seaside.
- 2 ... isn't going to play any more computer games.
- 3 ... isn't going to be an actor any more.
- 4 ... is going to visit an animal shelter.
- 5 ... are going to help her chose a dog.

**E** Look at the sentence below and choose the correct meaning.

- Cindy is going to get a dog.
- It means that Cindy has a dog.
  - It means that she is getting a dog at this moment.
  - It means that she got a dog two months ago.
  - It means that she wants to have a dog and plans to get it in the future.

**YOUR TURN!**

- F** What are you going to do
- a) during the break?
  - b) this evening?
  - c) at the weekend?



## LESSON 2

### INTRODUCTION

- Check homework.

#### OPTIONAL

You can play a MIMING GAME. A pupil stands up and asks: What am I going to do tomorrow / this weekend / this summer? Then he or she mimes the activity and the others guess: *You're going to read a book*. Pupils can come up with their own ideas or you can whisper an idea into their ear.

### TASK G, p. 138

- Ask pupils to read the text silently and answer the questions. Get feedback.

#### Answer key:

- 1 Zack, Ana.
- 2 Sam, Max, Carlos.
- 3 Max and Bonnie.

### TASK H, p. 138

- Pupils finish the sentences with the information from the text. Get feedback.

#### Answer key:

- 1 Bonnie is a dog.
- 2 Carlos recognised Ella at the gallery.
- 3 Ella had a funny hat on.
- 4 Zack and his brother are going to Disneyland.
- 5 Ana is going to travel to Dubrovnik by car.
- 6 Sam is going to read and take long walks.
- 7 Pete is going to become a member of the club.
- 8 Max and Bonnie voted against Pete.



## G



track 56

**The Club is having the last meeting of the school year. What are the children talking about? Read and answer the questions:**

- 1 Who is going away on holiday?
- 2 Who is staying at home?
- 3 Who voted for Pete, and who voted against him?

**Cindy:** This is my dog, Bonnie. I got her at the shelter. She's very friendly. She loves books, like me. She ate part of one of my books. But she's young, and I hope she'll learn to leave my books alone. She and Max are great friends.

**Carlos:** I have to say something to Ella. Congratulations, Ella. You fooled us again.

**Ella:** What do you mean?

**Carlos:** You were at the gallery when we were there. Do you remember? You talked to one of the guards. As usual, you had a funny hat on!

**Ella:** Okay, okay. It was me. You didn't recognise me. It was great fun.

**Carlos:** I recognised you, but I didn't want to say anything.

**Zack:** I'm travelling home to the States next week. My parents are going to take my brother and me to Disneyland.

**Elliot:** Lucky you!

**Ana:** I'm also going home. We're going to travel by car. It's a very long journey to Dubrovnik.

**Sam:** Max and I are staying at home. I'm going to read and we're going to take long walks with Cindy and Bonnie. I'm also going to see Carlos very often.

**Carlos:** Yes, we're really twins, but we were separated when we were babies. Ha-ha!

**Elliot:** Do we want to accept Pete as a member of our Club? All those for Pete put up your hands! All right, I can see a lot of hands. Is anybody against?

**Max:** Woof!

**Bonnie:** Woof!

**Elliot:** With seven votes for and two against, Pete is now a member of our Club.



## H

**Finish the sentences in your notebook.**

- 1 Bonnie is . . . .
- 2 Carlos recognised Ella at . . . .
- 3 Ella had . . . .
- 4 Zack and his brother are going to see . . . .
- 5 Ana is going to travel to Dubrovnik by . . . .
- 6 Sam is going to . . . .
- 7 Pete is going to . . . .
- 8 Max and Bonnie voted . . . .



**TASK I, p. 139**

- Pupils make sentences about the children's plans for the holidays.

**Answer key:**

Ana is going to lie on the beach.  
Cindy is going to spend more time outdoors.  
Ella is going to learn how to make perfect wigs.  
Elliot is going to organise a new HBMC meeting.  
Carlos is going to talk a lot with Sam.  
Sam is going to help Cindy with Bonnie.  
Zack is going to fly to the States.  
Pete is going to sleep in a tent and try to make a film about wolves.

**TASK J, p. 139**

- Ask pupils to match verbs and expressions to form correct collocations.
- Ask them to make sentences using these expressions. They can use either 'I'm going to' or 'I'm not going to'. They can add activities not mentioned in the task.

**Answer key:**

6 how to rollerblade  
8 a picnic  
7 watermelon  
3 the place where you live  
4 on a trip  
1 nothing  
5 some books  
2 time with friends

**YOUR TURN!****TASK K, p. 139**

- Ask pupils to imagine how they would answer these questions in different situations:
- 1 They are talking to their best friend.
- 2 They are talking to a teacher or the headmaster.
- Ask them to use appropriate language for each of the two situations. Let them use colloquial language when they are talking to their best friend but point out that with a teacher or the headmaster they have to be more formal.



**Workbook, p. 113, Tasks D, E, F**

**I Follow the lines and find out what they are going to do during their holidays.**

**Example:** Ana is going to lie on the beach.

Ana	learn how to make perfect wigs.
Cindy	sleep in a tent and try to make a film about wolves.
Ella	talk a lot with Sam.
Elliot	help Cindy with Bonnie.
Carlos	spend more time outdoors.
Sam	lie on the beach.
Zack	fly to the States.
Pete	organise a new HBMC meeting.

**J Here are some more things you can do during your holidays. Match the verbs and nouns. Do you have any more ideas? Which of these things are you going to do?**

- |           |                                   |
|-----------|-----------------------------------|
| 1 do      | <b>A</b> how to rollerblade       |
| 2 spend   | <b>B</b> a picnic                 |
| 3 explore | <b>C</b> watermelon               |
| 4 go      | <b>D</b> the place where you live |
| 5 read    | <b>E</b> on a trip                |
| 6 learn   | <b>F</b> nothing                  |
| 7 eat     | <b>G</b> some books               |
| 8 have    | <b>H</b> time with friends        |



## YOUR TURN!

**K Answer the questions.**

- Are you glad school will soon be over?
- Why are some children not happy when school is over?
- How are you going to spend your holidays? What are you going to do?



# CINDY'S READER – BUILDING BRIDGES

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES: I უცხ.დაწყ.(II):  
2,3,4,5,6,7,8,9,10,11

GRAMMAR	• Revision of Unit structures • Revising comparisons
FUNCTIONS	• Describing things
VOCABULARY	• Sites and monuments • Text-related

## SKILLS

READING	• Paragraphs about bridges
SPEAKING	• Describing things • Comparing things
WRITING	• Recording information

## CULTURE and CLIL

- Geography
- History
- Famous bridges

## LESSON 1

### INTRODUCTION

- Check homework.
- Ask pupils to think of their textbook's title. Do they remember what it means? Explain that it has two meanings. The figurative one is used for the title of the textbooks as it means to improve relationships between people who do not know each other very well or do not like each other. Real bridges connect two banks of a river, for example, and figurative bridges connect people in terms of friendship and respect.

### WORDSPOT

#### TASK A, p. 140

- Pupils go through the words and sort them into three columns. The aim of this exercise is building vocabulary awareness (especially between completely unfamiliar words and those whose meaning we vaguely know) and finding ways to deal with unfamiliar words.
- Use this task to revise geographical terms (i.e. *river, lake, stream, valley, mountains...*)

#### TASK B, p. 140

- Ask pupils to predict the text's topic. *Does it talk about real or figurative bridges?*
- Elicit some of the words they think will appear in the text.
- Pupils read the text and complete it. Read the text together to check their answers. Elicit materials that can be used to build bridges (wood, stone, iron, brick, rope, tree trunks, stones, steel, concrete). Check if pupils understand all of them.
- Ask pupils to close their books. Read key words and ask pupils to think of the text and use the words to make sentences about the text.

**Answer key:** connect, river, wood, easy, America, long

# BUILDING BRIDGES

## WORDSPOT

**A** Help Ana. Look up these words in the wordlist. Copy chart in your notebook and complete these three columns.

rope      a canyon      iron      concrete      stone  
a valley      the mainland      wood      brick      steel

I know what these words mean:	I think I know what these words mean, but I'm not sure:	I don't know the meanings of these words:

**B** Read the text about bridges and complete it with these words:

(A) river      (B) easy      (C) wood  
(D) America      (E) long      (F) connect



**CINDY'S  
READER**

Bridges are an important invention; they (1) places and people. A bridge can be built over a (2), a stream, a valley, a canyon, a road etc. It can be made of (3) stone, brick or iron. Today we usually build bridges using concrete and steel. Building bridges is not an (4) job. The first bridges were made of tree trunks or stones. In South (5), the Inca people made rope bridges. Those were a simple type of today's bridges. The real time for bridges was the 19<sup>th</sup> century, when people started using steel and concrete, so they could make (6) bridges.

**TASK C, p. 141**

- Focus pupils' attention on the photos. Can they tell where these bridges are and what their names are? Listen to pupils' guesses.

**Answer key:**

From left to right: 2 Krk Bridge (ხორვატიაში კუნძულ კრკის მატერიკთან შემაერთებული ხიდი) 1 Tower Bridge 4 Brooklyn Bridge 3 Golden Gate Bridge

**TASK D, p. 141**

- Explain they will find answers in the four paragraphs. Ask pupils to read them and match them to the names of the bridges and their respective photos.

**Answer key:**

Texts on the left: 3, 4  
Texts on the right: 1, 2

**TASK E, p. 141**

- Pupils name the correct bridge for every sentence.

**Answer key:**

Tower Bridge: sentences 3, 6  
Krk Bridge: sentences 4, 7  
The Golden Gate Bridge: sentences 1, 8  
Brooklyn Bridge: sentences 2, 5

**SPEAKING****TASK F, p. 141**

- Pupils choose one of the bridges from Task D to describe or they can choose a famous bridge from their own town or region. In pairs, pupils take turns describing their bridge to their partner.
- If there are pupils who have described a bridge that is not in Task D, ask them to describe their bridge to the whole class so that they can try to guess which bridge it is.

**OPTIONAL**

As all projects are optional, you do not have to assign projects from For My Portfolio if you think that your pupils are too tired or too busy studying for the end of the school year to do them.

If you want to assign them, however, do so now. The two projects are: 1) Save the planet and 2) Endangered animals in Georgia.

**HOMEWORK, Workbook, p. 114 and 115, Tasks A to F**



**C** Look at the photos. Do you recognise any of these bridges?



**D** Read the texts and write the name of the bridge. Then match the name with a photo in Task C.

- 1 Tower Bridge    2 Krk Bridge    3 The Golden Gate Bridge    4 Brooklyn Bridge

**A** This bridge is a symbol of San Francisco. It was built in 1937. It crosses the San Francisco Bay. It is the most photographed bridge in the world. It is famous for its orange colour so you can see it even in the fog.

**B** This bridge is the most famous bridge in London. It crosses the River Thames. It is close to the Tower of London, which gives it its name. The bridge consists of two pieces which are lifted when a ship goes under it. Every year a lot of tourists visit this bridge.

**C** This bridge is one of the oldest bridges in the USA. It is in New York, and it crosses the East River from Manhattan to Brooklyn. You can see this bridge in lots of films, for example in *Godzilla*, and in video games such as *SimCity*.

**D** This bridge consists of two bridges and crosses the Adriatic Sea. It connects the island of Krk and the mainland. It is one of the most beautiful bridges in Croatia.

**E** Look at the photos. Say which bridge each sentence is about.

- |                           |   |
|---------------------------|---|
| 1 It is in San Francisco. | 5 It crosses the East River.                        |
| 2 It is in New York.      | 6 It crosses the River Thames.                      |
| 3 It is in London.        | 7 It consists of two bridges over the Adriatic Sea. |
| 4 It is near Rijeka.      | 8 It is famous for its orange colour.               |

## SPEAKING

**F** Choose one of the bridges. Describe it to a friend. He / she has to guess which bridge you have described.



# WORKBOOK REVISION

## (UNIT 7) pp. 116, 117

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: I უცხადებ.(II): 2,3,4,5,6,7,8,9,10

- |            |   |
|------------|---|
| GRAMMAR    | <ul style="list-style-type: none"> <li>• <i>Must</i> and <i>mustn't</i></li> <li>• <i>Some, any</i> and article <i>a</i></li> <li>• <i>Will</i> for future</li> <li>• <i>Going to</i> future</li> </ul> |
| FUNCTIONS  | <ul style="list-style-type: none"> <li>• Expressing indefinite quantities</li> <li>• Talking about plans for the future</li> <li>• Talking about ecology</li> <li>• Being polite</li> </ul>             |
| VOCABULARY | <ul style="list-style-type: none"> <li>• Ecology</li> </ul>   |

### SKILLS

- |          |  |
|----------|--|
| READING  | <ul style="list-style-type: none"> <li>• Short texts</li> </ul>  |
| SPEAKING | <ul style="list-style-type: none"> <li>• Making plans</li> <li>• Ordering food and drinks</li> <li>• Describing objects</li> </ul> |
| WRITING  | <ul style="list-style-type: none"> <li>• Recording information</li> <li>• Holiday plans</li> </ul>                                 |

### CULTURE and CLIL

- Science

and *I wish I had more* \_\_\_\_\_; *I don't need much* \_\_\_\_\_. Dictate the sentences to your pupils and they complete them. Pupils then read out only the part of the sentence that they have written, e.g. "Friends", and the other students guess which sentence the word was written in.

- Before the game starts, elicit a comparison of *much* and *many* (*more, the most*).



### Workbook, p. 101, Task H.

Ask pupils to write about their eating habits. What do they eat for breakfast/lunch/dinner? Do they eat a lot of snacks and fast food? What is their favourite food? Do they like food that is also healthy? What food should they eat if they want to stay healthy?

## LESSON 1

### INTRODUCTION

- Check homework. Do Task F, Workbook, page 115 as a game. Each pupil imagines one object and describes it using the words from the box. The prompts in Task F can help them with their descriptions.
- Ask pupils at random to present their puzzle to the whole class. They are to pause after each sentence and wait for the other pupils to offer possible solutions.

### GRAMMAR

#### TASK A, p. 116

- Pupils complete the sentences with *will* and *won't*. Remind them to check the meaning of each sentence before they complete it. Get feedback.

#### TASK B, p. 116

- You can do this task in two different ways. You can either do it following the instructions in the Workbook or you can present it in the form of a HALF DICTATION. Ask pupils to close their books and dictate the sentences from the task. Pupils write the sentences down and finish them on their own. Walk around and check spelling. Get feedback.

#### TASK C, p. 116

- Revise the meaning of *must* and *mustn't* making sure that pupils understand the difference and do not confuse *mustn't* with *don't have to*.
- Do this task as a quick reading activity. Ask pupils to read one sentence each.

#### TASK D, p. 116

- Revise countable and uncountable nouns.
- Play the **Countable/Uncountable Sentence Completion** game. This is a game that combines writing and speaking. Prepare 5 to 10 personal sentences with blanks that elicit countable and uncountable nouns, e.g. *I don't have many* \_\_\_\_\_

# REVISION

## GRAMMAR

### A Complete the sentences. Use: 'll or won't.

- 1 I think I \_\_\_\_\_ have an orange juice.
- 2 Tom \_\_\_\_\_ come to my birthday party because he is in Japan.
- 3 Someone's at the door. I \_\_\_\_\_ get it!
- 4 They probably \_\_\_\_\_ win because their best player is ill.
- 5 Don't touch it! You \_\_\_\_\_ burn yourself!

### B Finish the sentences. Use *going to future*.

- 1 I'm hungry. I'm going to \_\_\_\_\_.
- 2 Stop teasing me! I'm going to \_\_\_\_\_.
- 3 She doesn't want to be my friend any more. \_\_\_\_\_.
- 4 I often have a headache. \_\_\_\_\_.
- 5 Let's go to the cinema. \_\_\_\_\_.

### C Choose the correct word.

- 1 You **must** / **mustn't** chew gum in class.
- 2 You **must** / **mustn't** throw litter on the street.
- 3 You **must** / **mustn't** be nice to other children.
- 4 You **must** / **mustn't** speak on your mobile phone during a film in the cinema.
- 5 You **must** / **mustn't** be late for school.

### D Complete the sentences. Use: **much** or **many**.

- 1 How \_\_\_\_\_ times do I have to tell you to clean the desk?
- 2 How \_\_\_\_\_ time have we got?
- 3 How \_\_\_\_\_ boys are there in your class?
- 4 How \_\_\_\_\_ money can we earn if we help you clean the garage?
- 5 How \_\_\_\_\_ is this T-shirt?

## LESSON 2

### INTRODUCTION

- Check homework.
- Discuss pupils' eating habits. Ask them to make promises about eating.

#### TASK E, p. 117

- Revise the use of *some*, *a* and *any*. Elicit examples of the use of all three of them.
- Pupils do the task. Ask them to practise these mini-dialogues and to act them out. Point out the use of polite and everyday language.

### VOCABULARY

#### TASK F, p. 117

- Pupils match the two parts of the sentences. Highlight the use of *can* to express possibility. Check their answers.

#### TASK G, p. 117

- Explain that some of the letters are missing and pupils have to write them in the correct places.
- Ask pupils if there is any connection between the five sentences (ecology, ways to help our planet). *Do they know any other ways to help the Earth?* Elicit a few more sentences.

#### TASK H, p. 117

- Pupils have to fill in the missing words in a short dialogue about films. They practise phrases and expressions used to ask for and give opinions.

### SPEAKING

#### TASK I, p. 117

- Pupils prepare short talks on two of the six topics offered. Encourage them to use the *will* and *going to* future forms when needed as well as the expressions for giving opinions, e.g. *In my opinion, life in 2050 will be...*

## E Complete the dialogues. Use: **some, a or any.**

1

A: What will you have?

B: I think I'll have \_\_\_\_\_ water.

2

A: Good morning. May I have \_\_\_\_\_ glass of water?

B: No problem. Here you are.

3

A: Hmmm, I'd like \_\_\_\_\_ spaghetti please.

B: And I'll just have \_\_\_\_\_ cup of tea, I'm not very hungry right now.

4

A: I'd like \_\_\_\_\_ pizza, please.

B: I'm sorry, but we haven't got \_\_\_\_\_ pizza.

## VOCABULARY

### F Match.

- |                   |   |
|-------------------|---|
| 1 Scientists      | <input type="checkbox"/> probably don't exist.                          |
| 2 Pollution       | <input type="checkbox"/> can find cures for illnesses.                  |
| 3 Aliens          | <input type="checkbox"/> means nature and everything around us.         |
| 4 The ozone layer | <input type="checkbox"/> can make the earth dirty and unhealthy.        |
| 5 The environment | <input type="checkbox"/> can protect us from dangerous solar radiation. |

### G Complete with the missing letters.

- 1 I try to r \_\_\_\_\_ le plastic, glass and paper.
- 2 I try to s \_\_\_\_\_ e electricity.
- 3 I never t \_\_\_\_\_ w away litter on the street.
- 4 I always t \_\_\_\_\_ n off the lights when I am not in the room.
- 5 I sometimes c \_\_\_\_\_ n up the beach in the summer.



### H What is missing in this dialogue?

A: What do you \_\_\_\_\_ of that film?

B: If you \_\_\_\_\_ me, I think it's the best SF film ever!

A: I don't \_\_\_\_\_. Did you see that actor? He was terrible! In my \_\_\_\_\_, *Alien* is the best SF film ever!

## SPEAKING

### I Choose **two** of these topics and say something about them.

- Life in 2050
- How you keep the planet clean
- Your holiday plans
- Your three promises for the next school year
- What you can find in your fridge
- What you do to keep healthy

## FOR MY PORTFOLIO

### (UNIT 7) p. 142

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES: I უცხ.დაწყ.(II):

1,2,3,4,5,6,7,8,9,10,12,13,14

- |            |                                      |
|------------|--------------------------------------|
| GRAMMAR    | • Revision of structures from Unit 7 |
| FUNCTIONS  | • Presenting a project               |
| VOCABULARY | • Revision of vocabulary from Unit 7 |

#### SKILLS

- |           |  |
|-----------|--|
| READING   | • My learning diary                    |
| LISTENING | • Project presentations                |
| SPEAKING  | • Save the planet                      |
|           | • Endangered animals in Croatia        |
| WRITING   | • To convey information - presentation |

#### CULTURE and CLIL

- Georgian
- Science

### INTRODUCTION

- Give pupils some time to prepare for the presentation of their project. Let them sit in groups and revise the prepared materials. If they have a PowerPoint presentation check that all equipment is working.
- Before they start presenting remind them to speak to the class and not to look at the poster or at you. Also, tell them they do not need to hurry.

### SPEAKING

- First, ask if there are volunteers who would like to come up to the front and present their posters or PowerPoint presentations. Listen to every group. Ask other pupils to remember or write down possible questions.
- In the end, ask pupils to choose the best poster and presentation.
- Put the best posters on the class wall or pin board.

### MY LEARNING DICTIONARY

- Ask pupils to express their opinion about this unit.
- Ask pupils to circle the *I can* smiley that, in their opinion, best describes their newly acquired knowledge.
- If you have time ask pupils at random to talk about the things in the *I can* section, e.g. *Is there any ice-cream in the fridge?*

# FOR MY PORTFOLIO

## My learning diary

### PROJECTS

Choose one project and do it in a group.




#### 1/ SAVE THE PLANET

Make a poster of things children can do to save the planet. Draw or find and paste pictures. Write sentences with *must* and *mustn't*. Divide the poster into sections: *At home*, *At the seaside*, *In the park*.

#### 2/ ENDANGERED ANIMALS IN Turkey

Find out which animals are endangered and protected in Turkey. Write sentences about them and find pictures. Write about where they live, what they eat, etc.























#### What do you think about this unit?

- 1/ Why is it called "What the Future Holds"?
- 2/ I think this unit is:  
 easy.  
 not very easy.  
 difficult.
- 3/ What was easy? What was difficult?
- 4/ Which lesson did you like best?
- 5/ What did you dislike in this unit ?
- 6/ Which were your favourite word(s) from this unit?

#### Choose what you can do after this unit.

 I CAN

 I NEED MORE PRACTICE

- |   |   |  |
|---|---|--|
|  |  | I can talk about what the future will be like.                           |
|  |  | I can say what I will do.  |
|  |  | I can make a promise.  |
|  |  | I can give my opinion.   |
|  |  | I can agree and disagree with somebody.                                  |
|  |  | I can say what I can do to save the planet.                              |
|  |  | I can talk about healthy habits.   |
|  |  | I can use <i>some</i> and <i>any</i> .                                   |
|  |  | I can understand the difference between countable and uncountable nouns. |
|  |  | I can talk about my plans.   |
|  |  | I can name some famous bridges.  |

# HALLOWEEN

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES: I უცხ.დაწყ.(II):

1,2,3,4,5,6,7,8,9,10,11

- |            |                           |
|------------|---------------------------|
| GRAMMAR    | • Present simple          |
| FUNCTIONS  | • Talking about Halloween |
| VOCABULARY | • Halloween               |
|            | • Text-related            |

## SKILLS

- |           |                           |
|-----------|---------------------------|
| READING   | • A Halloween story       |
| LISTENING | • A Halloween story       |
|           | • Talking about Halloween |
| SPEAKING  | • Telling a story         |
|           | • Playing a board game    |
| WRITING   | • Recording information   |

## CULTURE and CLIL

- Georgian

## LESSON 1

### INTRODUCTION

#### TASK A, p. 144

- Talk about the origins of Halloween.

#### BACKGROUND INFORMATION FOR THE TEACHER HALLOWEEN

October 31 is the eve or the day before a religious holiday called All Saints' Day, celebrated on November 1. Traditionally, it was called All Hallows' Day, hence the name Halloween. The origins of Halloween are pre-Christian because it was the eve of the Celtic new year. The Celts believed that on that day ghosts came to the world of the living. In order to prevent them from doing any harm, people dressed up in the evening to resemble the souls of the dead, left them food and lit bonfires to keep them away. Later, when Christianity spread to Ireland, Halloween became a celebration mostly for children. Irish immigrants brought the tradition to the US where kids dress up and go from door to door expecting treats if the owners don't want tricks played on them. People dress up in outrageous costumes and have parties. Houses are decorated with hollowed-out pumpkins with eyes, nose and mouth cut into them and with a candle inside.

### READING

#### TASK B, p. 144

- To introduce and practise vocabulary related to Halloween ask pupils to look at the words and find six they will probably not find in a story about Halloween. Ask them to explain their choices.

#### TASK C, p. 144

- Play the recording so that pupils can check which words do not appear in the story. There is the phrase 'they just laugh' that is repeated over and over again. Elicit it from the pupils.

**Answer key:** sunny, butterfly, fairy, a potato, a roof, a creature



# APPENDIX HALLOWEEN



## A How much do you know about Halloween?

### READING

## B Try to guess which six words below are not in the Halloween story that you will read. Why not?

a butterfly    to laugh    a pumpkin    a candle    a washing machine    scared  
a witch    a ghost    a hat    a creature    a potato    dark  
day    a wall    a fridge    a roof    wings    a bat    make-up  
a sheet    sunny    to scream    a fairy    a broom

## C Listen to the story and check. Then read the story.

track 01

### A Halloween Story

Tony and Tina are twins. Their parents are busy at work all day, so Tony and Tina are often alone at home. They make their breakfast before school and sometimes their dinner after school. They do the shopping, and when their jeans are dirty they know which programme on the washing machine to use. They are not afraid of the dark, and they are not afraid when they watch a scary movie. They just laugh.

At Halloween, children are afraid of ghosts and witches, and they take a pumpkin with a candle in it and put it outside their door to keep the horrible, scary creatures away. Not Tony and Tina. They just laugh.

Now this makes the Bat, the Witch and the Ghost very angry because it is their job to make people afraid.

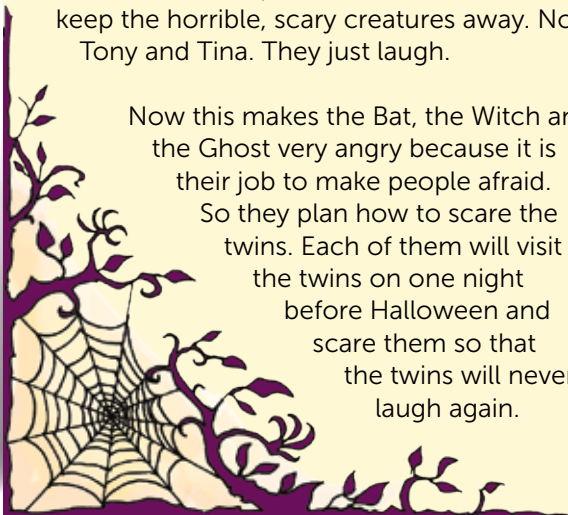
So they plan how to scare the twins. Each of them will visit the twins on one night before Halloween and scare them so that the twins will never laugh again.

When all is dark and everybody's sleeping, the Bat flies into the twins' room. He flies near Tony's nose so that he can feel his soft black wings; he flies into Tina's hair and he wakes up the twins. Do they scream? No, they just laugh. "Look, it's a bat! He's beautiful!", says Tony. "Do you need a home, bat? There's a nice place under our roof!", says Tina. Disappointed, the Bat flies away.

The next night it is the Witch's turn to visit the twins. She flies through the window, sitting on her broom with her witch's hat on, and starts screaming. Of course, the twins wake up. Are they scared? No, they just laugh. "Oh, you're so ugly, you poor thing! I can help you with some of our mother's make-up!", says Tina. This is not what the Witch wants to hear.

Finally, on the third night the Ghost visits the twins. He passes through the wall, as all ghosts do, and starts making ghost noises. And, of course, very soon the twins wake up. What do they do? They laugh. "Look, it's a ghost!", says Tony. "Your sheet is a little dirty, Mr Ghost. Would you like me to wash it in our washing machine?", asks Tina. And the Ghost leaves.

On Halloween there isn't a pumpkin with a candle burning in it in front of the twins' house. They are never scared. They just laugh.



### TASKS D AND E, p. 145

- Do these tasks as quick reading activities to check comprehension.

**Answer key:** Task D - 1 can 2 sometimes 3 like 4 screams 5 a sheet 6 the wall.

**Answer key:** Task E - 1 The ghost 2 the witch 3 the bat

### YOUR TURN!

#### TASK F, p. 145

- Ask pupils to talk about Halloween in Georgia. The questions can help you to get them talking.



#### WORKBOOK

To round up this lesson play a funny board game from the Workbook, page 118. Divide pupils in groups of four. You will need dice and counters. Pupils need a 6 to start the game and before they start they can throw the die three times. When they land on a box they have to do the task specified or answer the question. If they do not, they miss a turn. When they get a 6 they can throw the die again. More than one counter can be on a box, so the 'home you go' principle does not apply. The winner in each group is the first person to reach the

# APPENDIX

## D

Choose the correct words.

- 1 The twins **can** / **can't** cook.
- 2 The twins **never** / **sometimes** watch horror films.
- 3 The twins **like** / **don't like** bats.
- 4 The Witch **laughs** / **screams**.
- 5 The Ghost is wearing **a hat** / **a sheet**.
- 6 The Ghost passes through **the door** / **the wall**.



## E

Who needs these? Say the correct sentences. Use: **The Bat**, **The Witch** and **The Ghost**.

- 1 ... needs the washing machine.
- 2 ... needs some make-up.
- 3 ... needs a home.



## YOUR TURN!

## F

Answer the questions.

- 1 What do you do at Halloween?
- 2 Do you go to parties?
- 3 Do you wear costumes?
- 4 Do you put pumpkins in your windows?



finish. While pupils are playing walk around, listen, correct and help.

## CHRISTMAS

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES: I უცხ.დანე.(II):  
1,2,3,4,5,6,7,8,9,10,11

- |            |  |
|------------|--|
| GRAMMAR    | • Present Simple – affirmative and questions |
| FUNCTIONS  | • Talking about Christmas                    |
| VOCABULARY | • Christmas<br>• Text-related                |

### SKILLS

- |           |                           |
|-----------|---------------------------|
| READING   | • A Christmas story       |
| LISTENING | • A Christmas story       |
| SPEAKING  | • Talking about Christmas |
| WRITING   | • Answering a letter      |

### CULTURE and CLIL

- Georgian

## LESSON 1

### INTRODUCTION

#### TASK A, p. 146

- Stick a drawing of a big Christmas tree on the board. Ask pupils to come to the board and write down words they connect with Christmas on the tree. Explain that you want to decorate the Christmas tree with words, so they should use felt tip pens in different colours. Ask pupils to say the word before they write it to make sure they do not double words or use inappropriate language.
- Words from Task A can serve as an example.
- When all pupils have written their words ask them to choose one word from the tree and use it in the sentences about Christmas.

#### TASK B, p. 146

- Pupils match pictures and sentences with the words in the task.

#### Answer key:

Pictures upper row: 6, 5, 2

Pictures lower row: 1, 4, 3

# APPENDIX CHRISTMAS

## A How are these words connected with Christmas? Make sentences.

Christmas cards

ice

Father Christmas

a tree

**Example:** *Some artists make sculptures of ice for Christmas.*

## B Match these words and phrases to the pictures and sentences.

1 angels   2 a stocking   3 Merry Christmas!   4 reindeer   5 holly   6 mistletoe

A



This is a plant used as a Christmas decoration. When two people meet under it, they should kiss.

B



This is a plant used for Christmas decorations.

C



People put presents in this. It hangs near the fireplace.

D



People often use these as Christmas decorations.

E



They pull Santa's sleigh.

F



This is what we say to each other on Christmas Day.

## **SPEAKING**

### **TASK C, p. 147**

- In pairs, pupils read questions and try to answer each of them as they read. Ask which pairs knew most of the answers.

**Answer key:** Students' answers.

### **TASK D, p. 147**

- Explain that all the answers to the questions in Task C are given here so they just have to match them.

**Answer key:**

Pictures upper row: 6, 5, 2

Pictures lower row: 1, 4, 3

### **TASK E, p. 147**

- Ask pupils to cover the answers and try to remember what they were.



Do Workbook, page 120, Task D. Ask pupils to answer Tina's or Monica's letter.

**HOMEWORK: Workbook, p. 119, Tasks A, B, C**

# APPENDIX

## SPEAKING

**C** Work with a partner. How many questions about Christmas can you answer together?

2

Where should people stand to kiss?

3

Who are Santa's helpers?

1

What do people usually eat for Christmas?

4

Who pulls Santa's sleigh?

5

What is the name of a popular Christmas song?

6

Who brings gifts to children?

7

Where does Santa Claus live?

8

What do people send to their friends during the Christmas holidays?

9

What do children find under the Christmas tree on Christmas morning?

10

When is Christmas celebrated?

**D** Here are the answers. Match them to the questions.

A Elves.

F Christmas cards.

B Reindeer.

G On 25 December/On 7 January.

C Presents.

H At the North Pole.

D Santa Claus.

I Under some mistletoe.

E "Silent Night".

J Turkey and Christmas pudding.

**E** Cover the questions in Task C and look at the answers again. Can you remember the questions without looking?





## ST VALENTINE'S DAY

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES: I უცხ.დანე.(II):  
2,3,4,5,6,7,8,9,10,11

- |            |                           |
|------------|---------------------------|
| GRAMMAR    | • Present simple          |
| FUNCTIONS  | • Talking about feelings  |
|            | • Describing a holiday    |
| VOCABULARY | • St Valentine's Day      |
|            | • Adjectives for feelings |
|            | • Text-related            |

### SKILLS

- |          |                                   |
|----------|-----------------------------------|
| READING  | • A text about St Valentine's Day |
| SPEAKING | • Talking about feelings          |
| WRITING  | • Valentine cards                 |

### CULTURE and CLIL

- Georgian

## LESSON 1

### INTRODUCTION

- Play "Cupid Says" instead of "Simon Says". Include some Valentine's Day ideas such as 'Give your best friend a kiss' or 'Give someone a hug'. Make sure your instructions are not too embarrassing for your pupils.

### TASK A, p. 148

- Ask pupils if they can read the text. What is wrong? Can they unscramble the words? What is this text about?

### TASK B, p. 148

- Focus pupils' attention on the questions. Ask them to listen to the recording to find the answers. Get feedback.

**Answer key:** February, day, girls, women, love, cards, write

### TASK C, p. 148

- Ask pupils to read the text again and find all symptoms of the illness called 'love'.

# APPENDIX ST VALENTINE'S DAY

## A Unscramble the words.

St Valentine's is on 14 **BFERRAYU**. It's the **YAD** when boys and **RIGSL**, men and **MWOEN** express their **OLVE** for each other by sending **RCADS**, flowers and little presents. Some people send cards to the people they are in love with, but they don't **RITWE** their names on the cards. What do you think: why not?



## READING

## B Listen and read the text, then answer the questions.



- 1 Who is talking?
- 2 What are they talking about?
- 3 What's the problem?
- 4 What does the doctor think?

**Doctor:** Good morning. What's the problem?

**Mother:** It's my daughter, Julia. I think she's very ill.

**Doctor:** Why do you think so?

**Mother:** She's behaving very strangely...

She isn't sleeping. She says she's not tired.

She isn't eating. She says she's not hungry.

She looks through the window all the time.

And there's nothing special outside.

She wants to wear her summer dress and it's cold outside.

She laughs when nothing is funny.

**Doctor:** Don't worry. I know what the problem is. She's in love.

**Mother:** How do you know?

**Doctor:** She's got all the symptoms.



## C What are the symptoms of the illness called "love"?

**TASK D, p. 149**

- Pupils do this task individually. It gives them the opportunity to come into touch with more language connected with feelings.

**TASK E, p. 149**

- Read the instructions together. Ask pupils to solve the puzzle. What is the boy's name? Which adjectives are used in the puzzle?



To round up this lesson ask pupils to write a short rhyme for Valentine. Workbook, page 121, Task B can help them get ideas.

**HOMEWORK: Workbook, p. 121, Task A.**

# APPENDIX

**D** What about you (or somebody you know)? Say: **Yes** or **No**.



I feel strange. . . .  
 I feel happy. . . .  
 I feel poetic. . . .  
 I feel sad. . . .  
 I have a lot of energy. . . .  
 I can't sleep. . . .  
 I can't concentrate. . . .  
 I spend a lot of time in the bathroom.  
 . . .  
 I don't know what to wear. . . .  
 I can't eat. . . .  
 I laugh a lot. . . .  
 My heart beats when I see  
 "this person". . . .  
 I feel romantic. . . .  
 I feel great. . . .

**E** Find out the name of the boy who sent Julia a Valentine card. Copy this text in your notebook, all the adjectives and you will get his name!

YOUNGTALLTHINWILL  
 FRIENDLYROMANTICI  
 INTERESTINGAMFUNNY  
 CLEVERDIFFERENTNICE

The boy who sent Julia a Valentine card is called . . . .

# EASTER

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES: I უცხ.დანე.(II):  
1,2,3,4,5,6,7,8,9,10,11

- |            |                        |
|------------|------------------------|
| GRAMMAR    | • Present simple       |
| FUNCTIONS  | • Talking about Easter |
| VOCABULARY | • Easter               |
|            | • Text-related         |

## SKILLS

- |           |                                   |
|-----------|-----------------------------------|
| READING   | • Short paragraphs about Easter   |
| LISTENING | • Short paragraphs about Easter   |
| SPEAKING  | • Describing pictures             |
|           | • Talking about Easter traditions |
| WRITING   | • A word search                   |

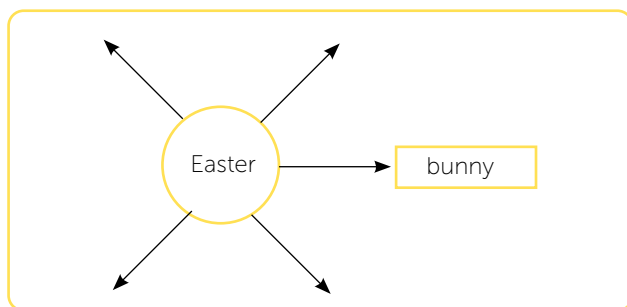
## CULTURE and CLIL

- Georgian
- Religious Education

## LESSON 1

### INTRODUCTION

- Introduce the topic by eliciting all the words that pupils associate with Easter. Make a WORD ROSE on the board.



### TASK A, p. 150

- Tell pupils that today they are going to learn more words connected with Easter. Ask them to look at the six questions. Can they answer them? Add the six new words to the rose (if they haven't thought of them): Egg Roll, Egg Hunt, Shrove Tuesday (Pancake Day), Palm Sunday, Roast Lamb, Hot Cross Bun.

### TASK B, p. 150

- Can they guess the meaning of these words from the pictures? Check.

#### Answer key:

Pictures upper row: 4, 5, 3

Pictures lower row: 1, 2, 6

# APPENDIX EASTER

**A** Work with a partner. How many questions can you answer together?

- 1 What is an Egg Roll?
- 2 What is an Egg Hunt?
- 3 What is Shrove Tuesday or Pancake Day?
- 4 What is Palm Sunday?
- 5 What is roast lamb?
- 6 What is a hot cross bun?

**B** Can the pictures help you to answer the questions in Task A? Try to match the pictures to the questions.



**TASK C, p. 151**

- Pupils read the six paragraphs and match them with the six questions from Task A.

**Answer key:**

Texts upper row: 4, 3, 2

Texts lower row: 1, 5, 6

**TASK D, p. 151**

- Do this task for comprehension.
- Go back to Task A. Pupils should be able to answer the six questions now. Ask them to cover the opposite page and answer the questions.

**TASK E, p. 151**

- Task E focuses on food. Pupils can describe a typical Easter Sunday menu, starting with breakfast. Provide a Georgian-English dictionary should pupils need it.

**HOMEWORK: Workbook, p. 122, Tasks A, B, C**



# APPENDIX



Match the questions from Task A to their answers. Then listen and check.

**A** The Sunday before Easter is called "Palm Sunday". On that day, Jesus arrived in Jerusalem, and people waved palm branches to welcome him.

**B** On Shrove Tuesday people enjoy the foods that they mustn't eat during the forty days before Easter. In England, people eat pancakes on this day.

**C** It is a traditional Easter game in which children try to find eggs and put them in a basket.

**D** It is a traditional Easter game in which children roll eggs to see who can roll their egg the farthest.

**E** It is the traditional meat for the main meal on Easter Day. It is served with mint sauce and vegetables.

**F** It is a type of sweet roll that people eat on Friday before Easter. It has a cross on top. Do you know this song: "Hot cross buns, hot cross buns, one a penny, two a penny, hot cross buns..."?

**D** Copy the sentences in your notebook and complete with the words from the texts.

- 1 On Shrove Tuesday, people eat . . . .
- 2 On Easter Sunday, people eat ham and eggs for breakfast, and the main meal is usually . . . .
- 3 . . . is also called Pancake Day.
- 4 . . . is the day when people waved palm branches in Jerusalem to welcome Jesus.
- 5 . . . is a type of roll that people eat on Good Friday.
- 6 In an . . . children roll eggs.

## YOUR TURN!

**E** Describe a typical Easter breakfast or dinner in **Turkey**. What do people usually eat?



## RESOURCE BANK

UNIT 1 – QUIZ QUESTIONS

UNIT 2 – FUN WITH VERBS

GAMES

DICTATION

## UNIT 1

## QUIZ QUESTIONS

- 1 What is the name of the kids' club? *Heart and Brain Mystery Club.*
- 2 What must the club members not do? *Tell lies, swear, hurt people, be cruel to animals and be late.*
- 3 Who can speak to animals? *Carlos.*
- 4 What kind of competition did Ana win? *A poem writing competition.*
- 5 What is Elliot good at and interested in? *He is interested in magic and good at writing and reading symbols.*
- 6 Where is Zack from? *The USA.*
- 7 If there is a fire, what number do you call in the UK, the USA, in Croatia? *999, 911, 93.*
- 8 What animal is the Ugly Duckling? *A swan.*
- 9 What is the name of the lady detective? *Agatha.*
- 10 Who is Max and who is Tess? *Max is Sam's dog and Tess is Elliot's owl.*
- 11 What school object does Elliot lend to his classmates? *His magic pencil sharpener.*
- 12 Why does Ana feel nervous at the beginning of the new school year? *Because she doesn't speak English like the other children and some of the teachers are strict.*
- 13 How did Elliot help April to tidy up her room? *He made a magic broom.*
- 14 Who is Dolly? *A baby chimp.*
- 15 What's the name of The Rats' album? *Seventy Kisses.*
- 16 Is the pound British or American money? *British.*
- 17 Where are the biggest rainforests? *In South America.*
- 18 When does the owl hunt? *At night.*
- 19 Why was Cindy not at school? *She had a cold.*
- 20 Where did people live in the Stone Age? *In caves.*
- 21 Where did Tutankhamen live? *In Egypt.*
- 22 What season is it in Australia on Christmas? *Summer.*
- 23 Why wasn't Ella in the museum bar? *She was in the museum, disguised as a ghost.*
- 24 What is another name for New York? *The Big Apple.*
- 25 How many floors does the Empire State Building have? *102.*
- 26 What's the name of King Arthur's Sword? *Excalibur.*

**If your class likes the quiz, here are some additional questions:**

- a. How is it possible for Pete to see what is going on in town from a high crane? *He has got binoculars.*
- b. Who is Ron Wesley and Hermione Granger's best friend? *Harry Potter.*
- c. Where does Peter Pan live? *In Neverland.*
- d. Which is the biggest meal of the day? *Dinner.*
- e. What are the rules for healthy eating habits? *Eat breakfast every morning, eat a lot of fruit and vegetables, eat five meals a day, don't eat too much food for one meal, don't eat fast, don't eat too many sweets, don't eat only pizzas and hamburgers, drink milk every day, drink a lot of water, don't drink too many sweet drinks.*
- f. Do you wear a coat in the summer? *No, you don't.*
- g. Which month has got two Os in its name? *October.*
- h. How many pence are there in a pound? *There are 100 pence.*
- i. What can you buy at a market? *Fruit and vegetables.*
- j. What's the weather like during the summer in our country? *It's sunny and hot.*
- k. When do children look for eggs around the house or in the garden? *On Easter Sunday.*
- l. What are the coldest places on Earth? *The Arctic and Antarctica. / The North and the South Poles.*
- m. Who wants to be a farmer and a detective? *Sam does.*
- n. Who wins the race, the hare or the tortoise? *The tortoise.*
- o. Where did people construct pyramids for their dead kings? *In Ancient Egypt.*
- p. Did the children go to the Science Museum or the History Museum on Saturday? *To the History Museum.*
- q. What did Elliot especially like in the museum? *The mummy.*
- r. Where is Manhattan? *In New York.*

## UNIT 2

## FUN WITH VERBS

### FUN WITH VERBS

#### 1 Find three nouns for each verb.

drink, write, play, eat, read, go, drive, do, watch, live in, carry, have

sightseeing, handbag, books, camping, films, cleaning, lorry,  
letters, flat, backpack, breakfast, rice, bus, newspapers, fun,  
suitcase, house, TV, vegetables, badminton, coffee, notes,  
washing, football, YouTube, e-mails, milk, car, water, tennis,  
shower, steak, stories, fishing, homework, castle

Drink	_____
Write	_____
Play	_____
Eat	_____
Read	_____
Go	_____
Drive	_____
Do	_____
Watch	_____
Live in	_____
Carry	_____
Have	_____

**2 Write a present simple sentence using the appropriate subject-verb agreement, e.g.**  
***I drink milk, water and coffee.***

He \_\_\_\_\_

They \_\_\_\_\_

I \_\_\_\_\_

She \_\_\_\_\_

We \_\_\_\_\_

He \_\_\_\_\_

You \_\_\_\_\_

I \_\_\_\_\_

They \_\_\_\_\_

She \_\_\_\_\_

You \_\_\_\_\_

### **ANSWER KEY:**

He writes letters, e-mails and notes.

They play tennis, badminton and football.

I eat steak, vegetables and rice.

She reads stories, newspapers and books.

We go fishing, sightseeing and camping.

He drives a car, a bus and a lorry.

You do homework, the washing and the cleaning.

I watch TV, YouTube and films.

They live in a castle, a house, and a flat.

She carries a handbag, a backpack and a suitcase.

You have a shower, fun and breakfast.

## GAMES

Games not only help build a motivating atmosphere but are also a great means of revising different structures and vocabulary. They are useful as warmers and fillers and give every teacher an opportunity to hear their pupils talking and communicating in a relaxed atmosphere.

### DEFINITION GAME

You need words that match their definitions, so have your pupils come to the board and write a word they want. It can be any word, but encourage them to use verbs and adjectives as well, because usually pupils tend to write only nouns.

Divide the class into groups and each group should pick a representative. Make it clear that you will only communicate with representatives, but that they can always consult each other within the group. Give them the definition, (e.g. *It's the opposite of young. It's a place in a town. It's an animal that lives in the jungle, etc.*). Pupils take turns ticking the word that corresponds with the definition.

Another variation of the game is to ask the pupils to try to write their own definitions in groups. Once again you start with the words written on the board and the groups have to come up with as many definitions as possible.

After the game, ask them if they remember your definition for each word.

### VOCABULARY TENNIS

This is a game that will help you with revising vocabulary. Divide the class into two teams. Write the following letters on the board (one at a time) and ask pupils to tell you some words that start with each letter: E N G L I S H. Teams take turns thinking of a word that starts with the letter you have written on the board, like a game of tennis. The children are not allowed to repeat words that have already been mentioned. The game goes on until the children cannot think of any more words that start with a particular letter. Obviously, any word can be used as a starting point.

### I SPY WITH MY LITTLE EYE

I spy is a guessing game. One player chooses an object that is visible to all the players and says, "I spy with my little eye something beginning with...", naming the letter the chosen object starts with, (e.g. "I spy with my little eye something beginning with C" if the chosen object is a car). Other players have to guess the chosen object. An alternative version is played where the colour is given rather than the initial letter, (e.g. "I spy with my little eye something blue").

### TRANSLATION GAME

Say a sentence from the text in Georgian and pupils have to find it in the text and read it out loud.



## TWINS TENNIS

Divide pupils into groups. Try to have groups with an even number of members. They choose their twin within the group. Give the pupils time to write down 2 to 3 simple sentences in their notebooks about themselves, their siblings or friends. They have to use *I, you, we* or *they*. When the teacher calls their name they read a sentence and their twin has to say the opposite of it. The sentences can be negative or affirmative.

You can use this game to practise other tenses, structures and vocabulary. It is really good for practising opposite adjectives.

## BEAT THE TEACHER

Pupils ask their teacher questions. These can be related to the Unit or Lesson you have just done. The teacher has to answer them. Of course, the teacher can give wrong answers to make the game more interesting.

The goal of this game is to review the previous Unit or Lesson and to provide a relaxed atmosphere in which pupils can practise asking questions.

## BOILED EGGS

This is a fun activity that you can do to practise comparisons. Divide pupils into groups of three. They think of something to compare, (e.g. height, weight, length of hair, age, size of feet, speed, tidiness) and make sure the other groups do not hear them. They then stand in the correct order, e.g. from shortest to tallest or from quietest to loudest. Others have to guess why they are standing in this order. If pupils are short of ideas, help them.

## NOUGHTS AND CROSSES

Draw a 3 x 3 grid on the board and write a number in each square. Divide pupils into two teams— 'noughts' (0) and 'crosses' (x). Teams take it in turns to choose a square and answer the corresponding question.

You can use this game with all structures, vocabulary and texts.

If you use it to revise grammar, e.g. irregular verbs, prepare a list of ten to twelve verbs you want to revise. The same goes for comparison of adjectives and the plural form of nouns.

If you use it to practise Everyday English write clues like this: e.g.

1. It is 7 p.m. You meet your teacher in the street. What do you say?
2. Your best friend is sad because he/she got a bad mark. Cheer him/her up.
3. You lost your friend's English book. Apologise.

To revise texts prepare ten to twelve questions to ask your pupils in advance.

If one pupil is answering all the questions it is a good idea to encourage the others to speak up. Each group should allow all of its members to speak. Allow time for the group to come up with the correct answer. If the answer is correct, put a nought or a cross in the corresponding square.

If one group does not know the answer, allow the other group to answer it. If neither of the groups knows the answer, use one of the spare questions.

The winner is the first team to get their symbol in three squares in a row (down, across, or diagonally).

## CHAIN STORIES

Chain Stories work really well when you give the class a particular structure to follow. You can practise all kinds of structures and vocabulary; for example, in order to practise the simple present for habitual action try starting the story with, 'John always has a busy day. He wakes up at 6:00 o'clock every morning. At 6:10 he...' Write this at the top of the board and ask one of the pupils to continue the story. Each pupil continues the story by adding an original sentence. If a pupil is not sure what to write provide a prompt (after breakfast, at 7:30, then, next, before he eats lunch, etc.).

## WHERE AM I?

Ask a pupil to come to the front of the class and describe a place he/she would like to be. (You can give him/her a few minutes to prepare, but he/she shouldn't write out his/her descriptions.) Each pupil describes the activities happening in his/her place to the group. The group guesses where the place is.

You can model this activity with the following description: "There are many people here. Some people are swimming. One little girl is building a sand castle. Where am I?" (Answer: you're at the beach.)

## IN, AT OR ON

Write random times on slips of paper, including years, months, specific dates and times, e.g. *noon, June, Sunday, 14 February*, etc. Each pupil takes a turn drawing one of the times. He or she must then tell the class what he/she usually does or doesn't do at that time and must choose the correct preposition of time to express him/herself. For example: *I usually go swimming in June. I usually don't study on Sunday. I eat lunch at noon.*

## DICTATION

Dictation writing instructions:

1. Read the entire dictation at normal speed so that the students grasp the meaning of the text. The students don't write anything down at this point.
2. Read the text sentence by sentence at a slower speed. Or if the sentences are longer, read meaningful chunks. Adapt the reading speed to the students.
3. Read the entire dictation once again to allow students a final check. Give the students some time to correct mistakes or fill in missing bits.
4. If the same word appears in the text twice and is misspelled, it is marked as a single mistake.
5. The dictation should be announced ahead of time and students should be advised what to revise before the dictation.

\*Suggested dictation writing for the Special Educational Needs students.

- The student is given a dictation worksheet and only writes a selection of words or copies those words where indicated in a sentence.
- Before writing the dictation the students should receive clear and precise instructions in Georgian.
- Depending on the student's abilities the number of words which need to be filled in can be decreased.

## UNIT 1

### DICTATION 1

It is Monday and the first day at school. All the members of the HBMC are in front of the school. Pete is there, too. He is talking to a new boy, Russell Rogers. He is a famous Australian kid actor. He is very friendly and has got a nice smile. Russell shows them some photos and talks about Sydney, his country Australia and people and animals there. Sam is a little jealous of him.

1-3 mistake(s) = **5**; 4-6 mistakes = **4**; 7-11 mistakes = **3**; 12-16 mistakes = **2**; 17 or more mistakes = **1**  
(1-4 mistake(s) = **5**; 5-8 mistakes = **4**; 9-12 mistakes = **3**; 13-16 mistakes = **2**; 17 or more mistakes = **1**)

-----

### DICTATION 1

*Listen carefully and fill in the gaps.*

It \_\_\_\_\_ Monday and the first day at \_\_\_\_\_. All the  
members of the HBMC \_\_\_\_\_ in front of the school.  
\_\_\_\_\_ is there, too. He is talking to a new \_\_\_\_\_, Russell  
Rogers. He is a famous Australian \_\_\_\_\_ actor. He is very  
\_\_\_\_\_ and has \_\_\_\_\_ a nice smile. Russell shows them  
some photos and talks about Sydney, \_\_\_\_\_ country Australia and  
people and \_\_\_\_\_ there. Sam is a little jealous of him.

-----

## DICTATION 1

*Listen carefully and fill in the gaps with the correct word.*

**are his animals school friendly boy got is kid Pete**

It \_\_\_\_\_ Monday and the first day at \_\_\_\_\_. All the members of the HBMC \_\_\_\_\_ in front of the school. \_\_\_\_\_ is there, too. He is talking to a new \_\_\_\_\_, Russell Rogers. He is a famous Australian \_\_\_\_\_ actor. He is very \_\_\_\_\_ and has \_\_\_\_\_ a nice smile. Russell shows them some photos and talks about Sydney, \_\_\_\_\_ country Australia and people and \_\_\_\_\_ there. Sam is a little jealous of him.

## UNIT 5

### DICTATION 2

Unfortunately, our planet will be a sad place in fifty years if we don't change. There will be a lot of poor and hungry people. Some animals and plants will die out. The temperature on Earth will be much higher. Towns will be dirty because of pollution. We must protect nature and endangered animals. There are many things we can do today to save our planet.

1-3 mistake(s) = **5**; 4-6 mistakes = **4**; 7-11 mistakes = **3**; 12-16 mistakes = **2**; 17 or more mistakes = **1**  
(1-4 mistake(s) = **5**; 5-8 mistakes = **4**; 9-12 mistakes = **3**; 13-16 mistakes = **2**; 17 or more mistakes = **1**)

-----

### DICTATION 2

*Listen carefully and fill in the gaps.*

Unfortunately, \_\_\_\_\_ planet will be a \_\_\_\_\_ place in fifty years if we don't change. There will \_\_\_\_\_ a lot of poor and hungry \_\_\_\_\_. Some animals and \_\_\_\_\_ will die out.

The temperature \_\_\_\_\_ Earth will be much higher. Towns will be dirty because of pollution. We \_\_\_\_\_ protect nature and endangered \_\_\_\_\_. There are many things we \_\_\_\_\_ do today to save our \_\_\_\_\_.

-----

## DICTATION 2

*Listen carefully and fill in the gaps with the correct word.*

**must   sad   animals   our   on   be   can   plants   planet   people**

Unfortunately, \_\_\_\_\_ planet will be a \_\_\_\_\_ place in fifty years if we don't change. There will \_\_\_\_\_ a lot of poor and hungry \_\_\_\_\_. Some animals and \_\_\_\_\_ will die out.

The temperature \_\_\_\_\_ Earth will be much higher. Towns will be dirty because of pollution. We \_\_\_\_\_ protect nature and endangered \_\_\_\_\_. There are many things we \_\_\_\_\_ do today to save our \_\_\_\_\_.



## UNIT 7

### DICTATION 3

The school year will soon be over. The children are making plans for their holidays. Russell is going back home to Australia. He is not going to make any more films because he is sick and tired of being a film star. Ana is going to spend her holidays at the seaside. Zack is going to visit Disneyland in the States. Elliot, Carlos and Cindy are going to stay at home, but they don't mind. They are going to spend a lot of time together.

1-3 mistake(s) = **5**; 4-6 mistakes = **4**; 7-11 mistakes = **3**; 12-16 mistakes = **2**; 17 or more mistakes = **1**  
(1-4 mistake(s) = **5**; 5-8 mistakes = **4**; 9-12 mistakes = **3**; 13-16 mistakes = **2**; 17 or more mistakes = **1**)

-----

### DICTATION 3

*Listen carefully and fill in the gaps.*

The school year will soon be over. The \_\_\_\_\_ are making  
\_\_\_\_\_ for their holidays. Russell is going back home to  
\_\_\_\_\_. He is not going to make any more \_\_\_\_\_  
because he is sick and tired of being a film \_\_\_\_\_. Ana is going  
to \_\_\_\_\_ her \_\_\_\_\_ at the seaside. Zack is going to  
\_\_\_\_\_ Disneyland in the States. Elliot, Carlos and Cindy are going  
to stay at \_\_\_\_\_ but they don't mind. They are going to spend a lot  
of \_\_\_\_\_ together.

-----

### DICTATION 3

*Listen carefully and fill in the gaps with the correct word.*

***Australia visit children holidays home plans time films spend star***

The school year will soon be over. The \_\_\_\_\_ are making \_\_\_\_\_ for their holidays. Russell is going back home to \_\_\_\_\_. He is not going to make any more \_\_\_\_\_ because he is sick and tired of being a film \_\_\_\_\_. Ana is going to \_\_\_\_\_ her \_\_\_\_\_ at the seaside. Zack is going to \_\_\_\_\_ Disneyland in the States. Elliot, Carlos and Cindy are going to stay at \_\_\_\_\_ but they don't mind. They are going to spend a lot of \_\_\_\_\_ together.

## **UNIT 1 WORDS, WORDS, WORDS**

### **Lesson 1 NICE TO SEE YOU AGAIN**

#### **Task D** **TRACK 1**

##### **ROY**

I love the first day back at school. I'm happy because I see my old friends after a long time. We talk about our summer holidays. We haven't got any real lessons. That's cool.

##### **AMY**

The first day of school makes me a little sad. It means that the holidays are over. We aren't free anymore. We can't play all day. I'm worried when I think about studying, homework and tests!

##### **PAMELA**

I'm always excited about the beginning of the school year. I look at the pictures in my new books. I buy new pens, notebooks and other school stuff. This year I have a new backpack. I always wear something new on the first day – a new T-shirt, trainers or a new bracelet.

##### **CHEN**

When I'm on holiday I can go to bed when I like and sleep late in the morning. When school starts, I have to wake up early and get ready for school. The night before school starts, I'm scared that I might oversleep and be late.

##### **ROGER**

I'm new at this school. It's my first day. I'm very nervous. I haven't got any friends here. I hope the teachers are nice. I hope these kids like me. I have to go to the headteacher's office.

##### **STELLA**

The first day back at school?! So what? It's just like any other day. I'm totally calm.

## Task G

### TRACK 2

1

**Zack:** I haven't got my school stuff.

**Carlos:** So what? You don't need it. It's the first day.

**Zack:** Have you got an extra pen?

**Carlos:** No, I haven't. Ask Elliot. He's got his backpack. He's prepared, as usual.

**Zack:** What have you got in the paper bag? There's something moving inside.

**Carlos:** Oh, never mind that. Let's go and talk to Sam and Elliot.

2

**Elliot:** What's the time?

**Sam:** Ten to nine. School starts in ten minutes. Don't be nervous.

**Elliot:** I'm not nervous. How many lessons have we got today?

**Sam:** Not many, I hope. I'm sorry the holidays are over.

**Elliot:** Pete looks very excited. I wonder why.

**Sam:** It isn't because of school. He isn't mad about school.

**Elliot:** It seems he's got a new friend.

3

**Ana:** Do you know that boy over there?

**Cindy:** No, I don't. He's new.

**Ana:** He looks a bit like Russell Rogers.

**Cindy:** You mean the famous child actor?

**Ana:** Is he American?

**Cindy:** No, he isn't. I think he's Australian.

**Ana:** We've got a film star in our school!

**Cindy:** Are you sure?

4

**Pete:** Hello. I'm Pete. You're new, aren't you? What's your name?

**Russell:** Russell. Nice to meet you.

**Pete:** Nice to meet you, too. Aren't you the famous Australian actor?

**Russell:** Yes, I am. But, shush, please. By the way, can you help me? Where is the headteacher's office?

**Pete:** Oh, I know that very well. Follow me.

**Russell:** Thanks.

**Pete:** Have you got lots of sharks in Australia?

**Russell:** Sharks?

## Lesson 2 PETE, SHARK AND RUSSELL

### Task C TRACK 3

**Sam:** Wait a minute. There is a secret message. Look at the capital letters!

**Ana:** Give me the letter, detective.

**Zack:** So?

*(pause - time for Ana to look at the letter)*

**Ana:** The message is: SHARKS NEVER SLEEP.

**Zack:** Very clever, Ana.

### Task D TRACK 4

**Sam:** I think it's another letter from Pete. It's just like the letter we got last year.

**Ana:** Are you sure the letter is from Pete? There isn't a name here. Just some numbers: 16.5.20.5.

**Sam:** Is it a password, perhaps?

**Zack:** Let me see... *(time-Zack is thinking)* The numbers say 'Pete'.

**Ana:** What do you mean?

**Zack:** It's a very simple code. Every letter of the alphabet has a number. A is 1 and Z is 26. So P is 16, E is 5, T is 20 and then again E, which is 5.

**Ana:** Clever, Zack.

### Task E TRACK 5

**Carlos:** So what do you think about Russell Rogers?

**Elliot:** I'm not sure. If you ask me, he's stuck up.

**Cindy:** No, he isn't. Ana says he's friendly and open.

**Elliot:** Yes, he's nice to her because she's a girl.

**Ella:** He's got a nice smile.

**Elliot:** He's got big teeth.

**Ella:** That's not true. Let's invite Russell to the Club. He can tell us about actors and his travels.

**Elliot:** Are you girls in love with him? Are you in love with Pete, too? Do you want to invite Pete, too?

**Cindy:** Why not? Remember, he wants to be our friend.

**Elliot:** Russell and Pete? I don't want them in the Club.

**Carlos:** Stop, everybody! I can't listen to you. Let's wait and see what happens.

## Lesson 3 PHOTOS FROM DOWN UNDER

### Tasks B/C

#### TRACK 6

**Ms Krnaisky:** Russell, can you tell us something about Australia?

**Russell:** Australia is a country and a continent at the same time. It's far away from Europe. That's why some people call it Down Under. It's in the southern hemisphere and when you have winter, we have summer in Australia.

**Ana:** Really? So you don't have snow at Christmas?

**Russell:** No, we usually go to the beach then. Look at the second photo. That is Sidney behind. I'm from Sidney, the biggest city. I like it, especially its beaches. I often surf there or sail and fish with my family. And look, on the third picture you can see the famous Sydney opera. I like it very much.

But Australia is so big that some children can't go to school because school's too far away.

**Pete:** Oh they're lucky. No teachers, no tests.

**Russell:** No, no. They have a special school. It is called School of the Air. Look at these children in the fourth photo. Every morning they turn on the computer or the radio and listen to their teacher.

**Ana:** So they never meet their teachers. How strange.

**Pete:** And nobody checks their homework. Lucky them!

**Russell:** No, no. Parents usually check the teaching and every three months their teachers visit them. And they send their homework or tests by faxes or e-mails.

**Carlos:** Are there any interesting animals there?

**Russell:** Look at the fifth photo. These are kangaroos and those are koala bears and they live only in Australia. There are some more animals that live in Australia and you know...

**Ms Krnaisky:** Carlos, can you make a project on Australian animals?

**Carlos:** Oh, yes, I can do that.

**Ana:** Who are these people Russell?

**Russell:** These are Aboriginal people. They are the native people of Australia like the Indians of America. And can you see that strange tool over there? The Aboriginal people invented the boomerang, a stick that is used for hunting. When you throw it in the air, it comes back to the thrower.

**Pete:** Cool. Miss, may I ask one more question?

**Ms Krnaisky:** Of course, Pete, go ahead!

**Pete:** May I go out?

**Ms Krnaisky:** Oh Pete, you never change.

## **Task H**

### **TRACK 7**

**1**

An emu is a bird, but it can't fly because it is very tall and big. It has three special toes on its feet, so it can run fast and even swim.

**2**

This strange animal is called a duckbilled platypus. It is a mammal, but it has a beak and feet like a duck. Do you know what it is called in your language?

**3**

Kangaroos are symbols of Australia. They can't really walk; they only hop around. Their babies, who are called joeys, live in their mothers' pouches.

**4**

Koalas are called bears because they look like teddy bears, but they are not bears. They live in the trees and eat leaves. They spend most of their lives sleeping.

**5**

They look like dogs, but are they dogs? They don't bark like them. They howl like wolves, but they are not wolves. They don't like men and they can't be pets. They are dingoes, the Australian wild dogs.



## Task L

### TRACK 8 (song *Waltzing Matilda* )

Once a jolly swagman camped by a billabong, Under the shade of a coolibah tree,  
And he sang as he watched and waited till his billy boiled: "Who'll come a-waltzing  
Matilda, with me?"

Waltzing Matilda, waltzing Matilda,

"You'll come a-waltzing Matilda, with me",

And he sang as he watched and waited till his billy boiled: "You'll come a-waltzing  
Matilda, with me."

Down came a jumbuck to drink at that billabong,

Up jumped the swagman and grabbed him with glee. And he sang as he shoved that  
jumbuck in his tucker bag: "You'll come a-waltzing Matilda, with me."

Waltzing Matilda, waltzing Matilda,

"You'll come a-waltzing Matilda, with me",

And he sang as he shoved that jumbuck in his tucker bag: "You'll come a-waltzing  
Matilda, with me."

Up rode the squatter, mounted on his thoroughbred. Down came the troopers, one, two,  
and three. "Whose is that jumbuck you've got in your tucker bag? You'll come a-waltzing  
Matilda, with me."

Waltzing Matilda, waltzing Matilda,

"You'll come a-waltzing Matilda, with me."

"Whose is that jumbuck you've got in your tucker bag? You'll come a-waltzing Matilda,  
with me."

Up jumped the swagman and sprang into the billabong, Drowning himself by the  
coolibah tree,

And his ghost may be heard as you pass by that billabong: "Who'll come a-waltzing  
Matilda, with me?"

Waltzing Matilda, waltzing Matilda,

"You'll come a-waltzing Matilda, with me",

And his ghost may be heard as you pass by that billabong: "Who'll come a-waltzing  
Matilda, with me?"

## Lesson 4 SCHOOL MIX

### Task C TRACK 9

1

... are the best hunters in the sea. They are very big; some are 8 metres long. Their teeth are very sharp. But you don't have to be afraid: people are not their favourite food. They eat...

2

... Mona Lisa is now in the Louvre Museum in Paris. She attracts a lot of tourists who try to find out the mystery of her smile. This famous picture was painted by...

3

...is the most popular sport in the world. Teams consist of eleven players and play against other teams in their league. To win, you have to score...

4

... are big seas. Earth has got three oceans. They are the Indian Ocean, the Atlantic Ocean and the Pacific Ocean. There are seven continents. They are...

5

... you can see Egyptian mummies. When important men or women died, their families prepared their bodies and buried them in...

### Task H TRACK 10

1

**Cindy:** This is Russell, our new pupil.

**Teacher:** Nice to meet you, Russell.

**Russel:** Nice to meet you, too, teacher.

**Cindy:** Russell is from Australia, you know.

**Teacher:** Really? Welcome to our school.

**Russell:** Thank you.

**Bruno:** Good morning teacher. I'm sorry, I'm late.

**Teacher:** It's OK this time, but don't be late again.

2

**Ana:** Excuse me, may I ask a question?

**Teacher:** Go ahead, Ana.

**Ana:** What does "emu" mean?

**Teacher:** It's a bird. It lives in Australia.

**Ana:** Thank you, teacher.

**Teacher:** You're welcome

**Task J**  
**TRACK 11**

**1**

**Tom:** Hello. Is this Ms Krnaisky's class?

**Teacher:** Yes, it is. And who are you?

**Tom:** I'm Tom, a new pupil. May I come in?

**Teacher:** Of course. Come in. You can sit right here.

**Tom:** Thank you

**Teacher:** You're welcome.

**2**

**Tom:** Hello. I'm Tom. What's your name?

**Ana:** I'm Ana. Nice to meet you, Tom.

**Tom:** Nice to meet you, too, Ana.

## UNIT 2 FAMILIES

### Lesson 1 THE AMAZING WORLD OF TWINS

#### Task E

#### TRACK 12

#### ASK DR GREEN ABOUT... TWINS

**Dr Green:** Not always. Sometimes it is better for young twins to be together in class, but they can work in different groups of children. Some twins are really sad when they are in different classes.

**Dr Green:** Most twins get along well with each other. But they also enjoy playing with other kids, just like any children.

**Dr Green:** Twins compete with each other just like any children. It is true that some twins compare and compete with each other, but many others don't. As they grow up, they no longer feel the need to compare themselves with their twin brother or sister.

**Dr Green:** There are stories about twins who feel each other's pain, finish each other's sentences and guess what the other twin is thinking. But sometimes husbands and wives, brothers and sisters, good friends, who are similar and spend a lots of time together, can do the same.

**Dr Green:** Some twins really look alike, but some don't. Even identical twins show small differences. When you know twins well, you can tell who is who. Their parents can always tell who is who.

#### Task K

#### TRACK 13

#### TWINS DAYS

Every year, thousands of twins from all around the world come to Twinsburg, Ohio, in the USA. They visit this small town to take part in the Twins Days festival, which takes place on the first weekend of August each year.

The Twins Days festival is open to identical and fraternal twins, and also to other multiples, such as triplets and quadruplets, and their families.

Every year, the Twins Days festival has a different theme. This means that the twins wear special costumes. For example, one year they all dress as superheroes, and the next, they all wear fairy-tale costumes.

Twins (and non-twins) who visit the festival enjoy the parade of twins, festival food, music, dancing, and lots more.

## Lesson 2 FAMILY OF FRIENDS

### Task B

#### TRACK 14

Do you sometimes feel sad?  
And everybody says you're bad?  
Do you cheat in a test, so you can be one of the best?  
Are you just a lonely guy?  
Come here! Give us a try!  
True friends are hard to find,  
But we say "Bad boy? Never mind!"  
Do you think that we must meet?  
Then that means that you are Pete!

### Task D

#### TRACK 15

**Sam:** Hello, everyone. We are here today because Pete would like to join our family of friends. But, this is not as easy as it seems. Pete, do you know that we follow some rules here?

**Pete:** Well, I don't like rules very much, to be honest.

**Zack:** If you become a member, you have to learn about the Golden Rule. We are like family here. And family members help each other. We also help people in trouble. We don't make trouble, you know.

**Elliot:** That's why we have to put you to the test. After you answer our questions, we'll talk about your situation.

**Carlos:** So, why do you want to become a member of our club?

**Pete:** I sometimes feel really lonely. I know other kids don't want to be with me.

**Carlos:** But why do you tease other children then?

**Pete:** I can't help it. I guess I like to make them angry.

**Ana:** Hmmm. Maybe you're just trying to get their attention. Why do you cheat in tests? Teachers hate that and it's against the rules.

**Pete:** What do they expect me to do? I like playing.

**Cindy:** What do you do when you see an old woman standing in the bus?

**Pete:** I sometimes ask her "Would you like to sit down?", but most often I just wink my eye at her.

**Cindy:** That's not nice! Where do you and your friends go after school?

**Pete:** We play tricks on people. But I told you, I don't have many friends.

**Sam (angry):** I'm not happy with his answers. I don't think he can change.

**Elliot:** Wait a minute Sam. Pete, one last question, do you trust us?

**Pete (sadly):** Do I trust you? I'm afraid I don't know what trust is.

**Sam:** Hmmm. Do we really want him in the Club?

**Task E**  
**TRACK 16**

- 1** Why do you play tricks on people?
- 2** What time do you go to bed?
- 3** Do you lie to your parents?
- 4** Do you switch off your mobile phone at school?
- 5** Do you keep other kids' secrets?
- 6** Do you really want to be our friend?

## Lesson 3 SIMILAR OR DIFFERENT

### Task B

#### TRACK 17

Arana lives with her parents and other Aboriginal families in central Australia. Arana doesn't have a computer, so she learns about the world from her grandmother's stories. She often throws her boomerang but it doesn't always come back to her. When Arana goes to school she wears a sun hat and drinks a lot of water.

Pat lives with his parents on an Indian reservation in Canada. He doesn't live in a wigwam, but his mum is teaching him how to make one. He goes to school every day, but he prefers to play games.

He rarely helps his mother to tidy up, which makes her very angry. When he goes hunting and fishing with his dad, he always takes his little tomahawk with him. In the evening, his dad always tells him an Indian goodnight story.

Agata lives with her mother in Warsaw, in Poland. After school she spends a lot of time on her computer. She would like to get a new mobile phone but her mum says it is too expensive.

Agata loves shopping, and she often spends all her pocket money on pink bags and tops. She writes a blog about her school. Her mum thinks it is better for children to play outside and read books.

### Task G

#### TRACK 18

#### LIFE ON THE INDIAN RESERVATION

Native Americans, sometimes known as Indians, are people who lived in today's USA before European settlers came. Today, some Native Americans live in special areas of land called "reservations". Unfortunately, family life there is not always easy because Indians who live on reservations are often very poor. Many children leave school early and often go to big cities to find work. There are many children who live with their grandparents and just one of their parents.

#### ABORIGINAL FAMILIES

Aboriginal people, or the Aborigines, are people who lived in Australia before European settlers came. Today, some Aboriginal people live in their own villages, far from big cities. Children often live in big families, not just with mothers and fathers. Family is very important.

Aboriginal people rarely call their family members by name. Instead, they use words such as "brother", "mother", "aunt" and "cousin".



## Lesson 4 THE PERFECT FAMILY

### Tasks D/ E

#### TRACK 19

**Radio host:** Hello, listeners! We all know that life with younger brothers and sisters can make us very happy, but it can also be difficult. Call me and tell me what you think about this. Have we got someone on the line? Hello?

**Elliot:** Yes, er, hello.

**Radio host:** Hello. What's your name?

**Elliot:** My name is Elliot, and I would like to talk to you about my younger sister. I sometimes don't understand her.

**Radio host:** How do you two get along?

**Elliot:** Well, I love her, but we sometimes quarrel. For example, she keeps taking my things.

**Radio host:** Does she ask you before she takes your things?

**Elliot:** Well, no! I don't like that. And why does she stay in the bathroom so long?

**Radio host:** Try to calm down, Elliot! I'm sure she doesn't do it to upset you. Does your sister have her own bedroom?

**Elliot:** No. We share a room, but, you see, that's the problem, because we are very different. I sometimes feel that we have nothing in common.

**Radio host:** What does your mother do to solve this problem?

**Elliot:** She says we are brother and sister and that we should take good care of each other.

**Radio host:** She is right, you know. I think you just have to talk to her. But try to be patient.

**Elliot:** OK, you're right. I'll try to talk to her.

**Radio host:** That's the right thing to do, Elliot. Goodbye.

## UNIT 3 TV, FILMS, SCHOOL CLUBS AND TELEPHONE CALLS

### Lesson 1 WHAT'S ON TV

#### Task F

#### TRACK 20

The first morning programme is Teletubbies. It starts at seven. At seven thirty there's another programme for small children – Smile. The first news programme is on at eight o'clock – Breakfast News. At a quarter past eight school children can enjoy Saved by the bell. Next is a classic romantic comedy – The Parent Trap. It's about identical twin sisters who grow up apart – one with her mum, the other with her dad. They don't know about each other but they meet by accident in a summer camp. What happens next? You know the story... The film starts at nine fifteen. So, at a quarter past nine, The Parent Trap. At a quarter to eleven you can watch cartoons. Disney's 15 minutes is on at ten forty-five. The comedy series Clever Girls is on at eleven o'clock. After that, at half past eleven, there's an excellent documentary about the National Gallery in London. So, if you like art, don't miss the documentary at eleven thirty. Lunchtime News is on at half past twelve. You can watch My Love, a soap opera at one pm. There's a detective series on at one fifty-five. That's Detectives. It starts at five to two. Goal starts at three pm. Wildlife, a documentary programme about animals starts at four o'clock pm. There is more sport after that – skiing. Women's slalom live is on at ten past five. The quiz show – Clue Me In starts at seven pm. The evening news is on at eight, followed by weather at half past eight. There is an interesting science fiction film on at twenty to nine. That's Starship at eight forty. Finally there are music videos. They are on at a quarter past ten.

#### Task K

#### TRACK 21

##### 1

We're watching the third skier in this race. She's the world champion and we expect an excellent time. She's skiing very well, very fast. The fans are cheering. She's passing through the tenth gate. Oh, no! She's fallen! She's getting up now. She's all right. But this is the end of the race for her. She's leaving the race without a medal. The fans aren't cheering any more.

##### 2

**Detective:** Open the door!

**Man:** What do you want?

**Detective:** Where is Bob Kent?

**Man:** Bob Kent? Who are you? Go away!

**Detective:** No, I'm not going away. I'm detective John Clark. I'm looking for your friend. He's hiding from the police. He's a dangerous criminal.

**Man:** I don't know where he is. Leave me alone. I'm watching a football match on TV.

**Detective:** You aren't telling me the truth. You're lying. I'm sure he's here. Ah, there he is! He's trying to get out through the window. Stop! Bob Kent, you are under arrest. I'm taking you to the police station.

##### 3

It's a cold, cloudy day in Germany, but it isn't snowing. It's snowing in Poland. It's cold but sunny in the south of France, Italy and Croatia. The sun is also shining in Spain. That is the warmest part of Europe. It's windy in Austria. It's raining in Great Britain.

## Lesson 2 THREE PHONE CALLS AND ONE TEXT MESSAGE

### Tasks A/B

#### TRACK 22

**Ella:** Hello, Pete.

**Pete:** Hello.

**Ella:** Are you having fun?

**Pete:** Yes, I am.

**Ella:** Are you watching TV?

**Pete:** No, I'm not

**Ella:** Are you playing a computer game?

**Pete:** No, I'm not.

**Ella:** Are you doing your homework?

**Pete:** Yes, I am. I'm doing the maths homework and tidying up my room.

**Ella:** Wow. Is the maths homework hard?

**Pete:** It's a piece of cake.

**Ella:** Really?

**Pete:** Listen, I can't talk now I'm busy.

**Ella:** Oh, okay. Bye.

**Pete:** Bye.

### Task C

#### TRACK 23

**Ella:** Hi, Russell. It's Ella. What are you doing?

**Russell:** Nothing much. I'm sitting, eating and watching a movie.

**Ella:** Where are you sitting? What are you eating? Which film are you watching?

**Russell:** I'm sitting on the floor. I'm eating pizza. I'm watching an old action film. Satisfied?

**Ella:** What are your parents doing?

**Russell:** They are sitting on a train as we speak. They are travelling to Paris.

**Ella:** Are you feeling lonely?

**Russell:** No, I'm not. I just miss my old friends. The boys at school are not very friendly.

**Ella:** Cheer up! They're just jealous. It's because you are famous.

**Russell:** I know.

**Ella:** We can do something together, go to the cinema or something.

**Russell:** Yes, why not.

**Tasks F/G**  
**TRACK 24**

**Elliot:** Hi, Sam.

**Sam:** Hi, Elliot. What are you doing?

**Elliot:** It's just that I'm reading this book about art and I have a suggestion.

**Sam:** A suggestion? I know you. You're planning something again!

**Elliot:** What are you doing on Saturday?

**Sam:** Nothing. I'm free. I'm taking Max to the vet on Friday.

**Elliot:** How about Carlos?

**Sam:** I think he's free, too. He isn't playing in a match. He's playing on Sunday.

**Elliot:** I must ask Ana and Zack. Ana's cousin is coming from Croatia next week.

**Sam:** I'm meeting Ella at six. So I can ask her.

**Elliot:** Don't say a word to Ella! Do you remember her trick at the museum last year?  
This is my little revenge. Where are you and Ella going?

**Sam:** We are going to the cinema. Russell is coming, too.

**Elliot:** So you are going to the cinema with a film star! How cool!

**Sam:** Why not? Let's hear your suggestion, finally. What's your plan?

**Elliot:** We can talk about it at school.

**Sam:** What's that noise?

**Elliot:** April's jumping like crazy. Her friends are coming to play this afternoon.

**Sam:** Say hello to April. Go back to your plans.

## Lesson 3 WE LOVE FILMS!

### Task C TRACK 25

#### FILM GENRES

You are watching a film. It takes place in the American Wild West. In the movie there are cowboys and maybe Indians. There are bad guys, but there is also a sheriff. The hero of the movie rides a horse and has a gun. He is tall and good-looking. He is in love with a pretty girl. What kind of film is this? A western, of course.

The western is a film genre. Each film genre has a typical story, typical characters and typical situations. When we go to the cinema, we often want to see what we expect. In an action film we expect to see fights, but we also want to see the hero alive at the end of the film and the bad guys dead or in prison. In a romantic comedy we expect to see the girl and the boy together at the end of the film.

When we watch films of different genres we have different feelings. We are scared when we watch a horror movie, we cry when we watch a romance, we laugh when we watch a comedy and we are excited when we watch an action film. Different people like different genres.

Not all films are genre films. Often it is difficult to decide which genre a film belongs to because it is a combination of different genres.

### TASK I TRACK 26

A white sports car is moving very fast in a street of a big city. A criminal is shooting from the window of the car. A police car is following. The police are chasing the criminals

in the white car. They are driving very fast, too. The hero is shooting at the criminal. A helicopter is flying above the street.

There is a round spaceship on the grass. Its door is open and a robot is coming out. A pink alien is standing in front of the spaceship. They are visitors from space. They are visiting Earth. A girl and a dog are watching. The girl is waving her hand. Another spaceship is flying in the air.

## Lesson 4 SCHOOL CLUBS

### Task A

#### TRACK 27

Clara loves reading. She doesn't mind doing homework, but she hates studying for tests! Clara often takes her dog to the lake. She is mad about swimming.

William likes cycling, skateboarding, skiing, watching scary films and computers. He is a good friend, but he doesn't talk much. He's a little shy.

Emily loves sport, especially, netball, badminton and volleyball. She always gets good marks in maths and science tests. She plays chess. She's got lots of stuffed animals.

Angela is friendly. She makes everybody laugh. She is pretty. She knows lots of songs from famous musicals. She dances in front of her mirror. She wants to be an actress.

Art is Maria's favourite subject. She loves making clothes for her dolls. She also makes her own jewellery. She always wears something original and different.

Rajesh is crazy about playing football. His favourite team is Barcelona. His ambition is to play in the World Cup. He loves buying trainers. He can't stand wearing shoes.

## UNIT 4 PLACES

### Lesson 1 ROOMS

#### Task J

#### TRACK 28

It's a simple room. The room has a window and two doors. The furniture in Vincent's room isn't elegant or expensive. Vincent was a poor man. There is a bed, a small table and two chairs. The bed is on the right. On the bed there are sheets, pillows and a bedspread. The sheets and the pillows are pale in colour. The bedspread is bright red. The table is in the corner, under the window. On the table there are things which Vincent used to wash his hands and his face. There is a mirror above the table and there is a towel hanging near it. There are paintings on the walls. We also see clothes. There isn't a wardrobe, so Vincent's clothes are hanging behind the bed. There isn't a carpet on the floor.



## Lesson 2 OUT AND ABOUT

### Tasks C/D

#### TRACK 29

**Ana:** I'm so excited. I can hardly wait to see Iva.

**Cindy:** How can I recognize her? Do you two look alike?

**Ana:** No, we don't. She doesn't look like me, at all. She's a year and a half older than me so she's taller. She's the tallest of all the girls in her class. Err...she's a bit thinner. I think she's

prettier than me.

**Cindy:** Who says?

**Ana:** Nobody. I think I have a bigger nose.

**Cindy:** You don't have a big nose! Your nose is okay. What about her hair?

**Ana:** I have shorter hair. She has longer hair and it's darker than mine. But she often wears a ponytail.

**Cindy:** Is she from Dubrovnik, too?

**Ana:** No, she lives in Osijek. She's my favourite cousin. She loves talking and laughing like me.

**Cindy:** There are so many people here.

**Ana:** Heathrow is one of the biggest and busiest airports in the world.

**Cindy:** Look! Over there! The girl with a yellow scarf. Is that her?

**Ana:** Yes, that's her. Let's go Cindy.

**Task E**  
**TRACK 30**

**JOHNNY SHOW-OFF:**

When I run I'm faster than you.  
When I throw a ball I'm stronger than you.  
When I stand up I'm taller than you.  
When I shout I'm louder than you.  
And my trainers are nicer than yours.

**TIM HAPPY:**

I know my trainers are older than yours.  
I know you are tall, I'm shorter than you.  
But when I laugh I laugh louder than you.  
And when I'm happy I'm happier than you.  
I don't show off and my life is nicer than yours.

**Task F**  
**TRACK 31**

**MELISSA PERFECT:**

My marks are all As. I'm the smartest.  
You think you're perfect.  
I'm friendly to everyone. I'm the nicest.  
You think you're perfect.  
My face is so cute, I'm the prettiest.  
You think you're perfect.  
My clothes are so smart, they're the coolest.  
You think you're perfect.  
My room is so tidy. I'm the neatest.  
You think you're perfect.  
Why doesn't everyone love me?  
Because you think you're perfect!

## Task J

### TRACK 32

#### THE NATIONAL GALLERY IN LONDON

The National Gallery is an art museum in London. It has one of the greatest collections of paintings by famous old masters in the world.

**1** The National Gallery is in the centre of London, in Trafalgar Square. You can get there by Tube or by bus. When you finish your tour of the gallery, spend some time in Trafalgar Square. Hang out and watch the people.

**2** The museum is open every day from 10 a.m. to 6 p.m. On Friday it is open until 9 p.m. Admission is free.

**3** When visiting the museum you can follow a simple floor plan, take a tour with a guide or take an audio guide. The audio guide explains the paintings and tells you about the artists.

**4** It depends on you. You can spend hours at the National Gallery, see the greatest paintings in an hour or you can just walk in, look at one painting and leave. You can always come back again. It's free!

**5** There are talks about art.  
There are art workshops for children. There are stories for small children.  
There are concerts every week.

**6** There is an elegant restaurant where you can eat classic British dishes. There is a cafe for lunch and afternoon tea and a bar for coffee and snacks.

**7** The National Gallery has three shops where you can buy postcards, posters and gifts. One of the shops is an art bookshop.

**8** Blind visitors can get information in Braille. Assistance dogs are welcome to the museum.  
For deaf visitors there are special tours in British Sign Language. Visitors in wheelchairs can move through the gallery.

## Lesson 3 THREE FAMOUS PAINTINGS

### Task H

#### TRACK 33

**Zack:** All three paintings are good, but I think The Arnolfini Portrait is the best. It is perfect! It was definitely the most difficult to paint. Look at the clothes and the furniture! Look at the dog!

**Max:** Woof.

**Zack:** Another thing. There are so many interesting details. For example, whose reflection can we see in the mirror? It's more interesting than the other two paintings.

**Elliot:** It's more realistic than the other two paintings, but it's not my favourite. It's too dark. I prefer Sunflowers. It's one of the most famous paintings on the world, and there must be a reason for that. It's more optimistic than Van Eyck's painting. It's the colour of the sun. When you look at it, you feel better.

**Sam:** I agree with Elliot. It's the most beautiful of all three. But I think Max agrees with Zack. He likes van Eyck's painting.

**Max:** Woof.

**Zack:** How do you know that Max prefers this painting?

**Sam:** Because there's a dog in it.

**Carlos:** For me, Weeping Woman is the best.

**Sam:** You're kidding. I think it's the worst. The colours are aggressive. And it's sad, pessimistic. Flowers are better than tears.

**Max:** Woof.

**Sam:** You see, Max thinks it's worse than the others, too.

**Carlos:** It's the most modern of the three. It's not realistic, but it's real. It shows real emotions. You can see the woman's pain. Picasso painted her feelings and not only her face.

**Zack:** I know why you prefer this painting. Picasso was Spanish!

**Sam:** And the woman looks a bit like Ella.

**Carlos:** But Ella isn't a cry-baby!

## LESSON 4 PLANS

### Task B

#### TRACK 34

**Cindy:** We have lots of plans for you. We're going to show you London. We're going to take a ride on the London Eye, so that you can see the city from above.

**Iva:** The London Eye?

**Cindy:** Yes, it's a giant wheel near the Thames.

**Ana:** You are going to see Buckingham Palace, the home of the queen.

**Cindy:** And the Changing of the Guard.

**Iva:** I want to meet all your friends.

**Ana:** They want to meet you, too.

**Cindy:** Elliot is going to tell you everything about the Tower.

**Ana:** Carlos and Sam are going to show you the zoo.

**Cindy:** They have gorillas.

**Ana:** And lots of other animals.

**Ana:** I'm going to take you on a boat trip down the river.

**Cindy:** I'm coming, and Ella wants to come, too.

**Iva:** Slow down. I'm not going to stay here forever.

**Ana:** I know. Only ten days, but we aren't going to waste any time.

**Iva:** Where am I going to sleep?

**Ana:** This is the plan. We're both going to sleep in my room. You're going to sleep in my bed. I'm going to sleep on the fold-out armchair from the living room.

**Iva:** Are you sure you don't mind?

## UNIT 5 WHO WAS WHO

### Lesson 1 THE PHOTO ALBUM

#### Task C

##### Track 35

**Russell:** I was 8 and this was my first film. I was in a Hollywood studio for the first time. I was really excited. There were lots of actors there. Actually they were Indians in the film.

**Zack:** I think I was 9. I was very angry! My mum had a brand new camera and wanted to take a photo of me. But I was at the doctor's! I was there with other kids from my class who were also ill. We were there because we all had a high temperature and a sore throat.

**Ella:** I was a fashion model in this photo. Some of the girls were younger than me; they were only 6! We were in Paris, at a fashion show for a children's summer collection. I was there with my favourite designer. I was there because Jean Paul called me. Just kidding. I was at the school fashion show.

**Ana:** I was a little girl. I was 4 years old, I think. I was at my grandparent's place in Dubrovnik. I was in the kitchen with my granny and my cousin Iva. We were there because the kindergarten was closed and my parents were at work.

#### Task F

##### TRACK 36

My photo album is full of pictures in which I am in disguise. Look, that's me at the History Museum. I was a ghost, but I don't think I was spooky. But Mr and Mrs Doyle don't agree, ha-ha!

Here I was a waitress in "Fishorama", a fish restaurant. I was there for a week, but I wasn't very good at it. I don't like fish, you know.

In this photo, I was a scientist. I was in my friend's lab. There was an explosion because I mixed up some wrong things. My friend was really angry.

In this photo, I was on a ship called "Miriam". Actually, I was in disguise as a sea explorer. This was the Atlantic Ocean. I wanted to find Atlantis.

Here I was a computer programmer. I was in a big computer company called "PC Now". I wasn't very interested in computers, so I decided to disguise myself as someone else.

This was my favourite disguise. I was a hairdresser at "Nicky's". This hairdresser's salon wasn't very popular, but I liked it there. I was a specialist in wigs.

## Lesson 2 "CLUE ME IN" QUIZ

### Task B

#### TRACK 37

Hello and welcome to the quiz. I hope you are ready.

We need two teams. The teacher will help you get into teams.

Choose a person in your team who will speak to the teacher. Remember, the teacher will only accept an answer coming from this person!

Please find a pupil who will write down and keep score of points for the teams on the blackboard. This pupil is not part of any team. Who will that be?

Now, the rules. In this quiz you have to guess the famous person after you hear a sentence or clue. The first sentence is the most difficult, and if you guess the person after the first clue, you will get 5 points, if you guess after the last, 5th sentence, you only get one point because this sentence is the easiest. The winner is the team that gets most points.

If your guess is wrong, you will lose points. For example, you will lose 5 points, if you make a wrong guess after the first sentence.

Finally, how to play? After each sentence, think about the right answer. The person who speaks to the teacher can raise his or her hand and give the answer. The pupil who first raises his or her hand can speak.

### Task C/D

#### TRACK 38

##### PERSON NUMBER 1

A clue for 5 points, or minus 5 if you make a wrong guess:

He was born in Croatia. When he was a little boy, he loved playing in the woods where he watched the birds.

A clue for 4 points: He was crazy about mathematics and science. He studied in Graz, Austria.

A clue for 3 points: He lived in the USA where he worked with another famous inventor. He died poor in the USA.

A clue for 2 points: He was a brilliant inventor, and he made important experiments in physics. Many experts agree that he invented the radio.

A clue for 1 point: He invented many important motors, machines and engines working on electric energy. He was born in Smiljani, a small village in Croatia.

##### PERSON NUMBER 2

A clue for 5 points: He was a British explorer. He was born in the 18th century

A clue for 4 points: When he was little, he dreamed about being a sea captain.

A clue for 3 points: He sailed twice around the world.

A clue for 2 points: He discovered a continent in the southern hemisphere.

A clue for 1 point: He discovered the east coast of Australia and was the first person to put Australia on the map.



**PERSON NUMBER 3**

A clue for 5 points: He was born in Chicago, USA.

A clue for 4 points: He liked children's stories and fairy tales.

A clue for 3 points: He wanted to be a film director, but Hollywood didn't want him.

A clue for 2 points: Instead, he opened his own studio where he created cartoon characters. He also designed parks for children.

A clue for 1 point: He created Mickey Mouse, Donald Duck and Goofy.

## Task H

### TRACK 39

Wolfgang Amadeus Mozart was a famous Austrian composer. He composed over 600 pieces of music, 22 of which were operas. He was a real music whiz kid. Even as a child he could play many musical instruments. He started composing when he was five years old. When he was six, he started giving concerts. Soon he became very famous and travelled a lot. He played to kings and queens. Mozart died very young. Nobody knows where he was buried.

Leonardo da Vinci was a famous Italian painter. He lived in the 15th and 16th centuries in Italy. He painted Mona Lisa, a portrait of the lady with the most famous and mysterious smile in history. Leonardo was also an inventor, an engineer, an architect and even a musician. He designed the bicycle, the helicopter and many things we use today. Leonardo da Vinci was a vegetarian, and in his famous painting The Last Supper there is no meat.

Charlie Chaplin was a comedy actor and a film director. He was born in the UK. He was very poor. Charlie moved to the USA, where he worked in Hollywood. He acted in many silent films. The character he played – The Tramp – is a poor man with a small round hat and a small moustache. His trousers and shoes were too big for him, so he walked in a funny way. Charlie Chaplin got two Oscars. He died on Christmas Day in 1977.

Ivana Brlić Mažuranić was a famous children's author. Her father was a writer, too, and her grandfather was a famous poet and politician. She had six children, so she read her books to them. Her most famous books are The Marvellous Adventures and Misadventures of Hlapić the Apprentice and Georgian Tales of Long Ago. She was a candidate for the Nobel Prize in Literature twice, but she didn't get it. People call her the Georgian Anderson. Guess why!

## Task J

### TRACK 40

- 1 can could
- 2 go went
- 3 see saw
- 4 say said
- 5 become became
- 6 read read
- 7 write wrote
- 8 get got
- 9 have had
- 10 come came

## Lesson 3 SEVEN LADIES AND A DOG

### Task C

#### TRACK 41

**Ms Krnaisky:** Let me see if you can guess the lady we are going to talk about first. Any questions?

**Children:** Where did she live, Ms Krnaisky? Did she live in the USA?

**Ms Krnaisky:** No, she didn't.

**Children:** Did she live in Europe?

**Ms Krnaisky:** Yes, she did. She was born in the UK.

**Children:** Did she have an interesting life?

**Ms Krnaisky:** Oh, yes. Her husband was an archaeologist so she travelled with him to Egypt and many other countries.

**Children:** What did she do?

**Ms Krnaisky:** She was a writer. She wrote crime stories and plays. She created Mr Poirot and a clever village lady Miss Marple. Each of them could solve any crime mystery. Millions of people bought her books.

But there is a mystery which nobody solved. Once she didn't come home. She kissed her daughter good night and disappeared. Nobody knew where she was. The best policemen and inspectors tried to find her. Then after eleven days the police found her in a hotel.

**Children:** Did she explain where she was?

**Ms Krnaisky:** Oh no, she didn't. She didn't say anything. But let's try to solve my mystery. Do you know who this lady is?

**Children:** Of course, teacher. That's easy. Agatha Christie.

### Task D

#### TRACK 42

1 know	knew
2 find	found
3 give	gave
4 speak	spoke
5 make	made
6 meet	met
7 buy	bought

## Task I

### TRACK 43

Marie Curie was born in Poland, but she lived and worked in France. At school she loved science, especially physics and chemistry. What did she do? With her husband Pierre she discovered two chemical elements – polonium and radium. They got the Nobel Prize for this discovery, and Marie was the first woman who ever got that prize. Later, she got one more, so she was also the first person who got two Nobel prizes. How did she die? She died of leukaemia, probably as a result of dangerous radioactive experiments.

Amelia Earhart was an American. She didn't go to college, but decided to become a nurse and go and help soldiers in World War I. But a one-minute flight in a plane changed her life. She loved it so much that she became a pilot. She bought a plane and was the first lady to cross the Atlantic. At that time it was a very dangerous adventure. She decided to fly round the world with another pilot. At the beginning everything was fine. Then her plane disappeared. The control tower got a strange message. They looked for the plane and the two pilots, but they never found them.

Queen Elizabeth I and Queen Victoria were English queens. They were both very young when they became queens. When did they live? Elizabeth in the 16th and 17th centuries, and Victoria in the 19th.

Elizabeth didn't have a husband or children. She said, "My country is my husband." Victoria was married and had many children. When her husband died, she was so sad that she decided to wear black for the rest of her life. They were both very strong and clever. They liked peace, and helped science and culture. Their people liked them.

Florence Nightingale and Mother Theresa both worked a lot and helped the sick and the poor. But they didn't live in the same country or at the same time.

Florence was born in Italy, but she lived in the UK. She could speak English, Italian, French, German, Latin and Greek. As a nurse in the war she helped soldiers, taking care of the sick even at night, so they gave her a nickname: "the lady with the lamp". She met Queen Victoria, who helped her to open a school for nurses.

Mother Theresa was born in Macedonia, but she lived in many countries, and longest in India. She was a nun. She saw lots of poor and sick people in the streets of India and decided to open a special home where she helped them. She got the Nobel Peace Prize.

## Lesson 4 PETE'S ALIBI

### Task B TRACK 44

feel - felt  
hear - heard  
lose - lost  
put - put  
steal - stole

### Tasks C/D TRACK 45

**Russell** : Hello Pete. You look worried. Did you lose anything?

**Pete**: No, I didn't lose anything. I just had a horrible day.

**Russell**: What happened?

**Pete**: First, on my way to school I got trapped in the lift.

**Russell**: That's too bad. Did you call for help?

**Pete**: Yes, I did. But my neighbours didn't hear me. Finally, a neighbour heard the alarm bell. When I got out I saw a notice. It read "OUT OF ORDER". I didn't see it before. Of course, I was late for school and Ms Nelson was angry. She didn't believe my story. And then the worst thing happened.

**Russell**: What did you do?

**Pete**: I didn't do anything. But Gabi's mobile phone was not there and she accused me of stealing it.

**Russell**: Why did she accuse you? Did you play with it and take it?

**Pete**: I played with it yesterday. But I gave it back. I know you mustn't bring mobile phones to school.

**Russell**: Did they call the police?

**Pete**: No, they didn't. Ms Nelson called my parents. They got very upset. Then I remembered I had an alibi. I was in the lift. They could call the neighbour. Anyway, Gabi found her mobile phone.

**Russell**: Did she? Did she apologise?

**Pete**: Yes, she did. Actually, they all did. They said they were sorry. But I'm still in a bad mood. And next week we have this test about famous people.

**Russell**: Cheer up! Don't worry about the test. We can learn together. I know how to play and learn at the same time.

**Pete**: Are you kidding? Playing and learning? That's not possible.

**Russell**: Why don't you come and see.

## UNIT SIX THE AMERICAN DREAM

### Lesson 2 ZACK'S USA QUIZ

#### Task A

#### TRACK 46

**Photo Number 1:** Golden Gate Bridge in Los Angeles, California.

**Photo Number 2:** Statue of Liberty, New York.

**Photo Number 3:** White House, Washington.

**Photo Number 4:** Yellowstone National Park.

**Photo Number 5:** Niagara Falls, American side.

**Photo Number 6:** Hollywood, Los Angeles, California.

**Photo Number 7:** Disneyland, California.

**Photo Number 8:** New Orleans, Mississippi River, Louisiana.

#### Tasks C/D

#### TRACK 47

#### THE USA QUIZ

The United States of America or the USA is the biggest country on the North America continent.

On the American flag there are 13 stripes and 50 stars. The stars represent 50 states.

The Capital of the USA is Washington DC where the American President lives in the White House.

But Washington is not the biggest city. The biggest city is New York. It is probably also the most famous. People call it the Big Apple.

You all probably know the Statue of Liberty and the UN building there.

Another big and famous city is Los Angeles or LA in California. You may know the Golden Gate Bridge there and Hollywood with its film industry. And Disneyland, a famous amusement park is not far away.

The 4July is the American national holiday, The Independence Day. The other famous holiday is Thanksgiving, the last Thursday in November.

The USA is famous for its beautiful nature. Just remember the Niagara Falls, Yellowstone National park or the big Mississippi river.

Have you ever seen a western? It's a film with cowboys and Indians which describes how people lived in the West in the 17, 18 and 19th centuries.

There are many famous Americans; the president Lincoln ended slavery, Nikola Tesla, a famous inventor lived and worked in the USA, Thomas Edison invented the electric light bulb.

Of course there are also famous writers and one of them is Mark Twain who wrote The Adventures of Tom Sawyer.

In the USA people speak English but you can also hear many other languages. Do you know that there is a little difference between English in the USA and UK?

## Lesson 3 THE CAPTAIN

### Task B

#### TRACK 48

On 12 October 1492 a sailor on La Pinta shouted, "Land!" With this word Christopher Columbus entered history as the man who discovered the New World.

At that time people believed that the Earth was flat, but Christopher Columbus believed that it was round. He had the idea, which was unusual for that time, of sailing the other way round: that is, to sail west from Europe to get to the east or, more precisely, to India. Columbus needed money for such an unusual journey. He asked for the money from the King of Portugal, but the King refused. Then Columbus went to the Spanish Queen, Isabella, and she gave him three caravels. They were called La Pinta, La Niña and La Santa María.

Columbus took the best sailors and left Spain on 3 August 1492. The journey was very difficult, and the sailors were afraid. For many days they saw only the sky and the sea. The sailors wanted to go back, but Columbus said, "No. Sail on." They sailed for ten weeks, then they finally saw a bird, which was a sign that land was near. It was an island. Columbus named it San Salvador. Columbus made three more journeys to America. However, in 1506, the man who discovered the New World died poor and sad. But after his discovery the world would never be the same again. Europe got potatoes, tomatoes, chocolate and maize from America, and America got horses, sheep, chickens, pears, peaches, smallpox and many other illnesses from Europe.



## Lesson 4 SITTING BULL AND THE SIOUX

### Tasks D/E TRACK 49

#### Part 1

The Sioux lived in the Country of Dakota, where they hunted buffaloes. The boy named 'Slow' was a member of the Sioux Indians. As a child he was very brave, and he got the name 'Sitting Bull'. He was also very clever, and the Indians made him their chief. He got a beautiful chief's headdress made of black and white eagle feathers. Each feather was for a brave thing he did.

#### Part 2

At first there was peace between the Indians and the white men, but when the gold miners discovered gold, they entered the Sioux territory. The Indians didn't want war. Sitting Bull just wanted the white men to leave his people alone. Then, in a dream, he saw a battle in which the Indians won. His dream came true, and after the battle of the Little Bighorn, the Sioux were free.

#### Part 3

But the Sioux's happiness didn't last long. They could not find food any more and had to travel to find it. The white people were not kind to them. Hungry and poor, the Indians had a dream of another battle against the white people, and they started dancing the Ghost Dance, which they dance to make dreams come true. The white generals saw them dancing and were afraid that the Indians might attack, so the soldiers came one night and killed Sitting Bull. After his death more white men moved into the Indian territory. The Indian way of life was gone forever. Today most Sioux live on reservations in Dakota and are still doing some of the things their great-grandparents did; the Ghost Dance is one of them.

**Task I**  
**TRACK 50**

Traditional song *Oh My Darling, Clementine*

In a cavern, in a canyon,  
Excavating for a mine,  
Dwelt a miner, forty-niner,  
And his daughter Clementine.

*Chorus:*  
Oh my darling, oh my darling,  
Oh my darling, Clementine!  
Thou art lost and gone forever  
Dreadful sorry, Clementine.

Light she was and like a fairy,  
And her shoes were number nine,  
Herring boxes, without topses,  
Sandals were for Clementine.

*(chorus)*

Drove she ducklings to the water  
Ev'ry morning just at nine,  
Hit her foot against a splinter,  
Fell into the foaming brine.

*(chorus)*

Ruby lips above the water,  
Blowing bubbles, soft and fine,  
But, alas, I was no swimmer,  
So I lost my Clementine.

*(chorus)*

How I missed her! How I missed her,  
How I missed my Clementine,  
But I kissed her little sister,  
I forgot my Clementine.

*(chorus)*

## UNIT 7 WHAT THE FUTURE HOLDS

### Lesson 1 WHAT WILL THE FUTURE BE LIKE

#### Task B

#### TRACK 51

##### THE ENVIRONMENT

What will the future be like? The answer to that question probably lies in the present. For example, some scientists believe that if we continue to pollute the environment, planet Earth will be very different in the future.

They say that people are responsible for destroying the ozone layer and much of the wildlife. As a result of what we do today, the planet will become warmer, more animals will become extinct, rainforests will not give us enough oxygen, and fresh water will run out.

##### TECHNOLOGY

Technology is becoming better and smarter every day. It is possible that one day we will travel from one corner of the planet to another in no time! Robots will do everyday jobs instead of us. Scientists will find cures for many illnesses, and we will live much, much longer - more than 100 years.

##### THE FUTURE IN SF BOOKS AND FILMS

Finally, science-fiction books and films describe the future in different ways. Some show a big disaster that will almost destroy the world. Others show enemy aliens who will take over the world. But some are more optimistic. They say people will be more intelligent. They will not start any more wars and they will live in harmony with nature and each other.

#### Task I

#### TRACK 52

1

**Carlos:** What do you think, Ana? Will people live on Mars one day?

**Ana:** I think people will move to some other planet because pollution will be horrible.

**Carlos:** I agree with you. We must do more to protect nature.

2

**Elliot:** What do you think, Pete? Will robots replace teachers one day?

**Pete:** Well, if you ask me, the idea of teacher robots is really cool! I'm sure they'll exist.

**Elliot:** Hmmm, I'm not so sure. Will they take care of us?

3

**Cindy:** I think people will live longer and be healthier.

**Sam:** I can't agree. Many people don't eat healthy food today.

4

**Carlos:** In my opinion, people don't take care of wildlife so lots of animals will become extinct.

**Cindy:** I think you're right. We should take better care of our planet.

## Lesson 2 I PROMISE I'LL CHANGE

### Tasks B /C

#### TRACK 53

**Ana:** Pete, children in our club want to help nature, so if you want to be a member, you have to change.

**Pete:** I know Ana. I would really like to change, but I don't know how.

**Ana:** Well, here is a list of things you can do. What do you think?

**Pete** (reading to himself): Hmmmm...save water, turn off the lights... I see (pause).

**Ana:** Well, what do you think?

**Pete:** Yes, I think I can try. I'll walk to school. I won't throw litter on the street, and I'll try to turn off the lights when I don't need them...

**Ana:** I'm very proud of you Pete. We can all do something to help the planet.

**Pete:** Yes, and I'll definitely recycle more. Plastic with plastic, paper with paper!

**Ana:** Good for you! And all of us actually,...

### Task I

#### TRACK 54

#### ANIMAL KILLERS

Every summer thousands of people go to the seaside to enjoy the sun, beaches and the sea. But some people leave traces on the beach - thousands and thousands of plastic bags and bottle tops. When sea turtles see plastic bags, they think they are jellyfish, so they eat them, choke and die. Thousands of dolphins also die when they try to play with the plastic bags. Dr J. Ludwig and his team of scientists watch albatrosses and other birds. They say we mustn't leave bottle tops on the beach because birds will think that they are food. When they eat them, they die. We must keep the beaches clean. Do you know that bottle tops can stay in the sea for more than a century? So, next year, when you go to your favourite beach, remember that we mustn't throw things in the sea. If you see litter, pick it up. We must all try to do something because when we throw litter into special containers we have probably saved a turtle, a dolphin or a baby bird.

## Lesson 3 HEALTHY HABITS

### Task F

#### TRACK 55

**Ana:** Ms Foody, I'm writing a school report on healthy eating habits, and I have some questions for you. Let's start with water: how much water is good for us?

**Ms Foody:** Water is very important, and it is definitely better for our bodies than fizzy drinks, which always have a lot of sugar. You should drink six glasses of water a day.

**Ana:** As you know, children like sweet things. How much chocolate is OK?

**Ms Foody:** Of course you can have some chocolate every now and then, but try not to eat too much of it. Too much of anything is not good.

**Ana:** I know vegetables are important, but broccoli doesn't sound like fun food. How many vegetables would you say we should eat a week?

**Ms Foody:** I know that many children don't like anything green, but vegetables are good for you because they make you strong, and they are good for your brain, too. You should eat at least some vegetables every day.

**Ana:** Thank you for your time, Ms Foody!

## Lesson 4 NOSY SUZY FINDS OUT

### Task G

#### Track 56

**Cindy:** This is my dog, Bonnie. I got her at the shelter. She's very friendly. She loves books, like me. She ate part of one of my books. But she's young, and I hope she'll learn to leave my books alone. She and Max are great friends.

**Carlos:** I have to say something to Ella. Congratulations, Ella. You fooled us again.

**Ella:** What do you mean?

**Carlos:** You were at the gallery when we were there. Do you remember? You talked to one of the guards. As usual, you had a funny hat on!

**Ella:** Okay, okay. It was me. You didn't recognise me. It was great fun.

**Carlos:** I recognised you, but I didn't want to say anything.

**Zack:** I'm travelling home to the States next week. My parents are going to take my brother and me to Disneyland.

**Elliot:** Lucky you!

**Ana:** I'm also going home. We're going to travel by car. It's a very long journey to Dubrovnik.

**Sam:** Max and I are staying at home. I'm going to read and we're going to take long walks with Cindy and Bonnie. I'm also going to see Carlos very often.

**Carlos:** Yes, we're really twins, but we were separated when we were babies. Ha-ha!

**Elliot:** Do we want to accept Pete as a member of our Club? All those for Pete put up your hands! All right, I can see a lot of hands. Is anybody against?

**Max:** Woof!

**Bonnie:** Woof!

**Elliot:** With seven votes for and two against, Pete is now a member of our Club.

## APPENDIX

### Halloween

#### Task C

#### TRACK 57

##### A HALLOWEN STORY

Tony and Tina are twins. Their parents are busy at work all day, so Tony and Tina are often alone at home. They make their breakfast before school and sometimes their dinner after school. They do the shopping, and when their jeans are dirty they know which programme on the washing machine to use. They are not afraid of the dark, and they are not afraid when they watch a scary movie. They just laugh.

At Halloween, children are afraid of ghosts and witches, and they take a pumpkin with a candle in it and put it outside their door to keep the horrible, scary creatures away. Not Tony and Tina. They just laugh.

Now this makes the Bat, the Witch and the Ghost very angry because it is their job to make people afraid. So they plan how to scare the twins. Each of them will visit the twins on one night before Halloween and scare them so that the twins will never laugh again.

When all is dark and everybody's sleeping, the Bat flies into the twins' room. He flies near Tony's nose so that he can feel his soft black wings; he flies into Tina's hair and he wakes up the twins. Do they scream? No, they just laugh. "Look, it's a bat! He's beautiful!", says Tony. "Do you need a home, bat? There's a nice place under our roof!", says Tina. Disappointed, the Bat flies away.

The next night it is the Witch's turn to visit the twins. She flies through the window, sitting on her broom with her witch's hat on, and starts screaming. Of course, the twins wake up. Are they scared? No, they just laugh. "Oh, you're so ugly, you poor thing! I can help you with some of our mother's make-up!", says Tina. This is not what the Witch wants to hear.

Finally, on the third night the Ghost visits the twins. He passes through the wall, as all ghosts do, and starts making ghost noises. And, of course, very soon the twins wake up. What do they do? They laugh. "Look, it's a ghost!", says Tony. "Your sheet is a little dirty, Mr Ghost. Would you like me to wash it in our washing machine?", asks Tina. And the Ghost leaves.

On Halloween there isn't a pumpkin with a candle burning in it in front of the twins' house. They are never scared. They just laugh.



## St Valentine's Day

### Task B

#### TRACK 58

**Doctor:** Good morning. What's the problem?

**Mother:** It's my daughter, Julia. I think she's very ill.

**Doctor:** Why do you think so?

**Mother:** She's behaving very strangely...She isn't sleeping. She says she's not tired. She isn't eating. She says she's not hungry. She looks through the window all the time. And there's nothing special outside. She wants to wear her summer dress and it's cold outside. She laughs when nothing is funny.

**Doctor:** Don't worry. I know what the problem is. She's in love.

**Mother:** How do you know?

**Doctor:** She's got all the symptoms.

## Easter

### Task C

#### TRACK 59

The Sunday before Easter is called 'Palm Sunday'. On that day, Jesus arrived in Jerusalem, and people waved palm branches to welcome him. On Shrove Tuesday people enjoy the foods that they mustn't eat during the forty days before Easter. In England, people eat pancakes on this day. A traditional Easter game in which children try to find eggs and put them in a basket. A traditional Easter game in which children roll eggs to see who can roll their egg the farthest. It is the traditional meat for the main meal on Easter Day. It is served with mint sauce and vegetables. It is a type of sweet roll that people eat on Friday before Easter. It has a cross on top. Do you know this song: "Hot cross buns, hot cross buns, one a penny, two a penny, hot cross buns..."?



