



ზოგადი განათლების ეროვნული მიზნები

საქართველოში ზოგადი განათლების სისტემა მიზნად ისახავს შექმნას ხელსაყრელი პირობები ეროვნული და ზოგადსაკაცობრიო ღირებულებების მატარებელი, თავისუფალი პიროვნების ჩამოყალიბებისათვის.

ამასთან ერთად, განათლების სისტემა უვითარებს მოზარდს გონებრივ და ფიზიკურ უნარ-ჩვევებს, აძლევს საჭირო ცოდნას, ამკვიდრებს ჯანსაღი ცხოვრების წესს, მოსწავლეებს უყალიბებს ლიბერალურ და დემოკრატიულ ღირებულებებზე დამყარებულ სამოქალაქო ცნობიერებას და ეხმარება მათ ოჯახის, საზოგადოებისა და სახელმწიფოს წინაშე საკუთარი უფლება-მოვალეობების გაცნობიერებაში.

საქართველოს ზოგადი განათლების სისტემაში მიღებული გამოცდილების საფუძველზე მოზარდმა უნდა შეძლოს:

ა) ქვეყნის ინტერესების, ტრადიციებისა და ღირებულებების მიმართ საკუთარი პასუხისმგებლობის გააზრება:

სასკოლო განათლებამ უნდა განუვითაროს მოზარდს უნარი, რომ სწორად განსაზღვროს საკუთარი ქვეყნის სახელმწიფოებრივი, კულტურული, ეკონომიკური და პოლიტიკური ინტერესები, და მისცეს მას სასიკეთო გადაწყვეტილებათა მიღებისა და აქტიური მოქმედების შესაძლებლობა;

ბ) ბუნებრივი გარემო პირობების შენარჩუნება და დაცვა:

მოზარდმა უნდა იცოდეს, რა ბუნებრივ გარემოში ცხოვრობს, რა ზიანი შეიძლება მიაყენოს გარემოს ადამიანის ამა თუ იმ მოქმედებამ, როგორ შეინარჩუნოს და დაიცვას ბუნებრივი გარემო;

გ) ტექნოლოგიური თუ სხვა ინტელექტუალური მიღწევების ეფექტიანად გამოყენება; ინფორმაციის მოპოვება, დამუშავება და ანალიზი:

დღეს, როდესაც ადამიანისათვის მისაწვდომია დიდი მოცულობისა და სხვადასხვა შინაარსის ინფორ-მაცია, მისი ეფექტიანად გამოყენების უნარი სასიცოცხლო მნიშვნელობას იძენს. მოზარდს უნდა შეეძლოს არა მხოლოდ ინფორმაციის მოპოვება, არამედ მისი შეფასებაც შინაარსის, დანიშნულებისა და ხარისხის მიხედვით, დასახული მიზნებისათვის მისი გამოყენების ფორმების განსაზღვრა; ტექნოლოგიური მიღწ-ევების ეფექტიანი გამოყენება ყოველდღიური ცხოვრების, მუშაობის, ინტელექტუალური თუ სულიერი მოღვაწეობის პირობების გასაუმჯობესებლად;

დ) დამოუკიდებლად ცხოვრება, გადაწყვეტილების მიღება:

სასკოლო განათლებამ უნდა განუვითაროს მოზარდს პირად, ოჯახურ და საზოგადოებრივ ცხოვრებაში დამოუკიდებელ გადაწყვეტილებათა მიღების უნარ-ჩვევები;

ე) იყოს შემოქმედი, თავად შექმნას ღირებულებები და არ იცხოვროს მხოლოდ არსებულის ხარჯზე:

სასკოლო განათლებამ უნდა უზრუნველყოს მოზარდის იმ უნარ-ჩვევების განვითარება, რომლებიც მისცემს მას საშუალებას, უკვე არსებული გამოცდილება და მიღწევები გამოიყენოს ახალი მატერიალური, ინტელექტუალური თუ სულიერი ღირებულებების შესაქმნელად;

ვ) საკუთარი შესაძლებლობებისა და ინტერესების უწყვეტი განვითარება მთელი ცხოვრების განმავლობაში და მათი მაქსიმალური რეალიზება როგორც ქვეყნის შიგნით, ისე მის საზღვრებს გარეთაც;

სასკოლო განათლებამ უნდა ჩამოუყალიბოს მოზარდს უწყვეტი განვითარების, მთელი ცხოვრების განმავლობაში ახალი ცოდნისა და ჩვევების დამოუკიდებლად შეძენის უნარი, რათა შეძლოს საკუთარი შესაძლებლობებისა და სულიერი მიდრეკილებების ადეკვატურად განსაზღვრა და ამის მიხედვით საზოგადოებრივ ცხოვრებაში საკუთარი ადგილის დამკვიდრება; მოზარდი მზად უნდა იყოს არჩევანი გააკეთოს მომავალი განათლებისა და შრომითი საქმიანობისათვის;

ზ) კომუნიკაცია ინდივიდებთან და ჯგუფებთან:

სასკოლო განათლებამ უნდა უზრუნველყოს, რომ საზოგადოების მომავალ წევრებს განუვითაროს ზოგადი საკომუნიკაციო უნარ-ჩვევები (წერა, კითხვა, მეტყველება, მოსმენა), საორგანიზაციო და ჯგუფური მუშაობის ჩვევები, მათ შორის იმათ, ვისთვისაც საქართველოს სახელმწიფო ენა მშობლიური არ არის;

თ) იყოს კანონმორჩილი, ტოლერანტი მოქალაქე:

დღევანდელ დინამიკურ, ეთნიკურად და კულტურულად მრავალფეროვან სამყაროში საზოგადოების ფუნქციონირებისათვის განსაკუთრებულ მნიშვნელობას იძენს ურთიერთპატივისცემის, ურთიერთგაგებისა და ურთიერთშემეცნების ჩვევები. სკოლამ უნდა გამოუმუშაოს მოზარდს ადამიანის უფლებების დაცვისა და პიროვნების პატივისცემის უნარი, რომელსაც იგი გამოიყენებს საკუთარი და სხვისი თვითმყოფადობის შესანარჩუნებლად. მოზარდს უნდა შეეძლოს ადამიანის არსებითი უფლებების შესახებ მიღებული თეორიული ცოდნის განხორციელება და ამ პრინციპებით ცხოვრება.



NEW BUILDING BLOCKS 1

Teacher's book

გრიფმინიჭებულია საქართველოს განათლების, მეცნიერების, კულგურისა და სპორგის სამინისგროს მიერ 2018 წელს.

New Building Blocks 1

ინგლისურის სახელმძღვანელო პირველკლასელთათვის

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თბილისი, 2018

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New Building Blocks 1

Teacher's Book

Ivana Mesarić, Maja Oltran

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<u> შესგვ</u>გლი

წინამდებარე შესავალში აღწერილია:

- როგორ პასუხობს კურსი მოსწავლეთა და მასწავლებელთა მოთხოვნილებებსა და საგნის სწავლების ეროვნული სასწავლო გეგმით განსაზღვრულ მიზნებს;
- რა პრინციპითაა შერჩეული და წარმოდგენილი სასწავლო მასალა;
- რას წარმოადგენს და რა კომპონენტებისაგან შედგება თავად კურსი;
- რა მეთოდოლოგიური რჩევები უნდა გავითვალისწინოთ უცხოური ენის საწყის ეტაპზე შემსწავლელ ჯგუფებთან მუშაობისას;
- როგორ უნდა მოვახდინოთ სასწავლო სივრცის ორგანიზება ეფექტიანად სწავლებისთვის;
- როგორ უნდა დაიგეგმოს და რომელი აუცილებელი ნაწილებისგან უნდა შედგებოდეს გაკვეთილი;
- როგორ ვითანამშრომლოთ მშობლებთან;
- რომელი საკლასო გამოთქმებისა თუ კლიშეების გამოყენება გვმართებს საგაკვეთილო პრო-(კესის წარმართვისას;
- ინგლისური ენის წლიური პროგრამა 1-ლი კლასისათვის.

სასწავლო-მეთოდური კურსი NBB, რომელიც ორი სერიისაგან (NEW BUILDING BLOCKS 1-4 და NEW BUILDING BRIDGES 5-6) შედგება, ზედმიწევნით ასახავს თანამედროვე ინგლისურ ენაში შესულ ცვლილებებს, მის ზოგად თავისებურებებსა და მათი სწავლების მეთოდებს; მოიცავს საქართველოს ზოგადსაგანმანათლებლო სკოლის პირველი უცხოური ენის რეცეფციული (კითხვა/მოსმენა) და პროდუციული (ლაპარაკი/წერა) უნარების I-VI კლასებისთვის განსაზღვრული სტანდარტის ყველა საჭირო კომპონენტს, რაც ენის ელემენტარულ დონეზე ფლობასა თუ გამოყენებას გულისხმობს, და ითვალისწინებს კითხვასა და მოსმენაში მოსწავლეთა ეროვნული სასწავლო გეგმით დადგენილი A 1.1 დონიდან A 2.2 დონემდე, ხოლო ლაპარაკსა და წერაში A 2.1 დონემდე აყვანას.

კურსის თითოეულ ნიგნში წარმოდგენილი დამატებითი მასალიდან და მასწავლებლის წიგნებში მოცემული არჩევითი სავარჯიშოების სიუხვიდან გამომდინარე, NBB თავისუფლად შეიძლება გამოიყენონ არა მხოლოდ პირველი უცხოური ენის დადგენილი საათობრივი ბადით მომუშავე საჯარო სკოლებმა, არამედ ინგლისური ენის გაძლიერებულ რეჟიმში სწავლების მქონე სკოლებმა და ენების დამოუკიდებელმა ცენტრებმაც.

ინგლისური ენის (როგორც საერთაშორისო საკომუნიკაციო საშუალების) სწავლების ძირითადი მიზანი

ინგლისური ენის სწავლების ძირითადი მიზანი მოსწავლეებში ზეპირი და წერითი მეტყველების საკომუნიკაციო კომპეტენციის გაღვივებაა, რაც, თავის მხრივ, სოციო-კულტურული და ინტე-რკულტურული კომპეტენციების განვითარებასაც გულისხმობს. უცხოური ენების სწავლების თანამედროვე მეთოდი, ამავდროულად, სულ უფრო და უფრო მეტ ყურადღებას უთმობს კრიტიკული აზროვნების ჩამოყალიბებას, რათა მოსწავლეებს დაეხმაროს რეალური ფაქტებისა და გამოგონილი ამბების ანდა სწორი და არასწორი ინფორმაციის ერთმანეთისაგან განსხვავებასა და გარკვეული აზრებისა თუ იდეოლოგიების სწორად შეფასებაში. საბოლოოდ, ეს ყველაფერი შესაძლებლობას მისცემს მათ ძალდაუტანებლად და წარმატებით დაამყარონ კომუნიკაცია ნებისმიერ ადამიანთან როგორც ყოველდღიურ, ყოფით საკითხებზე, ისე სერიოზულ, პროფესიულ თუ აკადემიურ დონეებზე გლობალური მასშტაბით.

კურსის NBB ძირითადი ამოცანა

ზემოაღნიშნულიდან გამომდინარე, წინამდებარე კურსის ძირითადი ამოცანაა:

- მოსწავლეთა გრძელვადიანი მოტივირება შეისწავლონ ინგლისური ენა, გაიღვივონ ინტერკულტურული ურთიერთობების დამყარების უნარი და გამოიმუშაონ პოზიტიური დამოკიდებულება როგორც კულტურული, ისე ინდივიდუალური მრავალფეროვნების მიმართ;
- განუვითაროს მოსწავლეებს უცხოურ ენაზე კომუნიკაციის უნარი როგორც ზეპირი (მოსმენა/ლაპარაკი), ისე წერითი (კითხვა/ წერა) მეტყველების დონეზე;
- ჩამოუყალიბოს მათ სწავლის სტრატეგიული უნარ-ჩვევები ცნობისმოყვარეობის აღძვრისა და თვითრწმენის ამაღლების გზით;
- გაუღვივოს კოგნიტური უნარები შეაძლებინოს კრიტიკული აზროვნება, მიზეზ-შედეგობრივი კავშირების დამყარება, დასკვნების გამოტანა და პრობლემების გადაჭრა;
- განუვითაროს ისეთი სოციალური უნარები, როგორიცაა მეგობრობა, ტოლერანტობა, სხვათა აზრის მოსმენისა თუ პატივისცემის ჩვევა და ასწავლოს საკუთარი აზრების მისაღები ფორმით ჩამოყალიბება ინდივიდუალურად ანდა მცირე თუ მრავალრიცხოვან ჯგუფებში მუშაობისას.

მოსწავლის წიგნი NEW BUILDING BLOCKS I და მოსწავლეები

აღნიშნული კურსის წინამდებარე სახელმძღვანელო შექმნილია იმ მოსწავლეები-სათვის, რომლებიც ინგლისური ენის შესწავლას პირველი კლასიდან იწყებენ. წიგნი სრულყოფილად ითვალისწინებს მათი ასაკობრივი ჯგუფის ემოციურ თავისებურებებსა თუ კოგნიტურ შესაძლებლობებს და მოსწავლეებს უცხოურ ენაზე სისტემატურად მუშაობისა და საკომუნიკაციო უნარების მუდმივი გაღვივების მყარ სტიმულს აძლევს.

ექვსწლიანი კურსის პირველ წიგნში ყურადღება გამახვილებულია მოსწავლეთა ენობრივი ცნობიერებისა და სამეტყველო უნარ-ჩვევების საწყის დონეზე, მინიმალურად და უმტკივნეულოდ გაღვივებაზე. ამას ხელს უწყობს წარმოდგენილი თემატიკისა და სემანტიკური ველის მათ ასაკსა თუ ინტერესებზე მორგებული სასწავლო მასალა, უცხოურ ენაზე მრავალფეროვანი ინტერაქციისათვის ხელსაყრელი გარემოს შემქმნელი სავარჯიშოები და პრაქტიკული აქტივობები, რომლებიც ნებისმიერი შესაძლებლობების მქონე მოსწავლეთა გაკვეთილში ჩართულობისთვის იდეალურადაა დაბალანსებული.

თემატურ ციკლებად დაყოფილი სასწავლო მასალა საშუალებას იძლევა კონკრეტული თემები ციკლიდან ციკლშიც განმეორდეს და გაღრმავდეს, რაც უკვე ნასწავლი ლექსიკური ერთეულებისა და სტრუქტურების სხვადასხვა სიტუაციასთან მისადაგებით მიიღწევა. მოსწავლეებს საშუალება ეძლევათ მარტივად გამოხატონ საკუთარი აზრები და აღწერონ პირადი გამოცდილება თუ შეგრძნებები, რაც, თავის მხრივ, მათ კრიტიკულ აზროვნებასაც აჩვევს და ნაცნობი სიტუაციის ახალ კონტექსტზე მორგებასაც ასწავლის.

ნიგნის ძირითადი გმირები – ორი მეგობარი, ჯესიკა და გრეგი – დაახლოებით მოსწავლეთა ასაკისანი არიან და, აქედან გამომდინარე, ინტერესებიც მათთან საერთო აქვთ. აქვე გვხვდებიან სხვა გმირებიც: სიუზენი, კიმი, ლიუკი, მასწავლებელი მის ლემონი, გრეგის ექსცენტრიკული ბიძა ფილი და ყურცქვიტა რონი, რომელიც (ზღაპრებისა და მულტიპლიკაციური ფილმების გმირების მსგავსად) ადამიანური თვისებების მქონე სათამაშო ცხოველია.

ნიგნის თითოეული ციკლი თემატურ სიმღერებზე, ლექსებსა და მცირე ზომის დიალოგებზეა აწყობილი. მათ შესაბამის თემატიკაზე შექმნილი უხვი აუდიო მასალა და მასწავლებლის წიგნში წარმოდგენილი სავარჯიშოებიც ახლავს, რომელთა ნაწილიც ამ ასაკობრივ ჯგუფზე გაანგარიშებული წერითი მეტყველების (კითხვა/ წერა) საჭირო ელემენტებსაც შეიცავს.

ნათელი და მარტივი ხატებით გამოსახული პირობითი ნიშნები მასალაზე მუშაობის მეთო-დოლოგიურ ნაბიჯებზე მიგვითითებენ, ხოლო გაკვეთილზე შესასწავლი ენობრივი ერთეულები კი (ვერბალური წარწერების სახით) დასურათებული გვერდების ბოლოს არის წარმოდგენილი.

წინამდებარე სახელმძღვანელო ოთხი ციკლისაგან შედგება, ხოლო თითოეული ციკლი ოთხ თემატურად გაერთიანებულ, მაგრამ ფუნქციურად განსხვავებულ გაკვეთილს შეიცავს.

ყოველი ციკლის ბოლოს, სათაურით LET'S CHECK! მოცემულია თამაშის ტიპის აქტივობე-

ბით მდიდარი დამატებითი მასალა, რომელიც ხელს უწყობს უკვე ნასწავლი მასალის გადამეორებას და საშუალებას აძლევს მოსწავლეებს თავად შეაფასონ საკუთარი ცოდნა.

წიგნი სრულდება დანართით (APPENDIX) - კიდევ ერთი დამატებითი მასალით, რომელიც გარკვეულ დღესასწაულებთან (შობა, აღდგომა და ა.შ.) დაკავშირებულ ერთეულებს და როლური თამაშის ელემენტებს შეიცავს.

მოსწავლის წიგნის დასურათებული ლექსიკონი და მოსასმენი მასალა

მოსწავლის წიგნს, დამატებითი რესურსების სახით ახლავს სასწავლი ერთეულების დასუ-რათებული ლექსიკონი. გამომცემლის საიტზე www.sulakauri.edu.ge ატვირთულია ყველა ზემოაღნიშნული სიმღერა, ლექსი თუ დიალოგი და წარმოდგენილი სიმღერების "კარაოკე" ვერსიები. ამდენად, მოსწავლეებს შეუძლიათ ნასწავლი მასალა შინაც გაიმეორონ სრულიად დამოუკიდებლად და დიდი ხალისით.

მასწავლებლის წიგნი

მასწავლებლის წიგნი საგნის მასწავლებელს უამრავ მასალას სთავაზობს კონკრეტული გა-კვეთილის ნაყოფიერად დასაგეგმად როგორც მეთოდოლოგიური, ისე პრაქტიკული თვალსაზ-რისით.

გაკვეთილების სცენარები

ყოველი გაკვეთილის სცენარს წინ უძღვის (კხრილი, რომელშიც აღნიშნულია, თუ რა შედეგზე გადის თითოეული გაკვეთილი, რომელ უნარებს აღვივებს იგი და რომელ კულტურულ სფეროს ეხება. აქვეა მითითებული, სასწავლო გეგმის რომელ საგანთანაა კონკრეტული გაკვეთილი შინაარსობრივად ინტეგრირებული. ცხადია, სცენარებში წარმოდგენილი ენობრივი სავარჯიშოებისა თუ სხვა ტიპის აქტივობების სიუხვე სრულ თავისუფლებას აძლევს მასწავლებლებს თავად შეარჩიონ კონკრეტული ჯგუფის მოსწავლეთათვის უფრო ხელსაყრელი დავალებები (ანუ ნაკლები შესაძლებლობების მქონე ბავშვებს უფრო მარტივი დავალებები შეურჩიონ, ხოლო მეტი შესაძლებლობების მქონეებს ზედმეტი დავალება შეასრულებინონ, რაც ორივე ტიპის მოსწავლეს ერთ საერთო შედეგამდე მიიყვანს); უფრო მეტიც - დადგენილი



საათობრივი ბადით მომუშავე სკოლებმა იგივე მასალა შესაძლოა ერთ საგაკვეთილო საათში დაფარონ ზოგიერთი სავარჯიშოს და დამატებითი გაკვეთილების გამოხშირვის ხარჯზე, ხოლო ენის გაძლიერებული რეჟიმით სწავლების სკოლებში იმავე გაკვეთილს ორი ან მეტი საათი დაუთმონ და მოსწავლეებს ყველა შემოთავაზებული დავალება შეასრულებინონ. გარკვეულ სავარჯიშოებს, რომლებიც კონკრეტულ პასუხებს მოითხოვენ, იქვე ახლავს დასმულ შეკითხვებზე გასაცემი სწორი პასუხები.

მასწავლებლის წიგნს ერთვის: საგაკვეთილო პროცესში გამოსაყენებელი ქსეროკოპირებადი მასალები, გამომცემლის საიტზე www.sulakauri. edu.ge ატვირთულია საჩვენებელი ბარათები, და პოსტერები, ასევე მოსასმენი მასალა მოსწავლის წიგნისა (Tapescript) და სამუშაო რვეულისთვის (Worksheets Tapescript).

ქსეროკოპირებადი სავარჯიშოები

როგორც ცნობილია, პირველი და მეორე კლასებისათვის შექმნილი სახელმძღვანელოების კომპლექტის შემადგენლობა ცალკე მოსწავლის რვეულის არსებობას არ ითვალისწინებს, თუმცა უცხოური ენის პირველი კლასის წლიური პროგრამა (**I უცხ.დაწყ. (I). 5.**) მოითხოვს, რომ მოსწავლეებმა შეძლონ სიტყვების "გადახატვა" ანდა სხვა საშუალებით ასოთა მოხაზულობის გამოსახვა (გარდა იმისა, რომ ამ ასაკობრივი ჯგუფის ბავშვებს ნასწავლი მასალის ამსახველი სურათების გაფერადება, გამოსახულებების ამოჭრა, სათანადო ადგილას დაწებება და სხვა მსგავსი, სწავლის პროცესის გამახალისებელი აქტივობების შესრულებაც მართებთ). ამის გათვალისწინებით, მასწავლებლის წიგნს ახლავს ქსეროკოპირებადი მასალები, რომლებიც მოსწავლეებს ზემოაღნიშნული ტიპის აქტივობების შესრულებას გაუადვილებს. (გხადია, მასწავლებლებს ამ მასალების გამოყენებაც



შერჩევითად შეუძლიათ როგორც საკლასო მუშაობისთვის, ისე მოსწავლეებისთვის მისაცემი საშინაო დავალების სახით.

საჩვენებელი ბარათები

საჩვენებელი ბარათები შედგება თემატურად დალაგებული (მაგალითად, ცხოველები, ავე-ჯი, სკოლა და ა.შ.) სიტყვიერი და სურათებიანი გამოსახულებებისგან, რომლებიც აუცილებე-ლი რესურსებია საწყის ეტაპზე უცხოური ენის კლასში, ჯგუფურად ათვისებისათვის. ისინი ატ-ვირთულია გამომცემლის საიტზე www.sulakauri. edu.ge.

პოსტერები

პოსტერები, ძირითადად, ახალი თემის დაწყებისა და ენობრივი სტრუქტურების ახსნისას გამოიყენება, თუმცა ნასწავლი მასალის გასამეორებლადაც ძალიან ხელსაყრელია. პოსტერები ატვირთულია გამომცემლის საიტზე www. sulakauri.edu.ge.

მეთოდოლოგიური რჩევები

დაწყებით საფეხურზე ნებისმიერი საგნის სწავლება მულტისენსორული და მრავალწახნა-გოვანი მიდგომით უნდა განხორციელდეს; სხვა სიტყვებით, გათვალისწინებულ უნდა იქნას შემსწავლელთა კოგნიტური, ემოციური და მოტორული შესაძლებლობები. მეტი ყურადღება უნდა დაეთმოს სასაუბრო ენას, სიტუაციურ სწავლებას მიმიკის, ჟესტების, მოძრაობების, ვიზუალური საშუალებების, სიმღერებისა თუ თამაშების საშუალებით. ცნობილია, რომ ბავშვები ენას "მთელი თავიანთი არსებითა" და ყველა შეგრძნებით სწავლობენ. ისინი სწრაფადაც ითვისებენ და სწრაფადვე ივიწყებენ. ამიტომაც არის სავალდებულო ნელი წინსვლის პირობებში ნასწავლის მუდმივი გამეორება. რაც მთავარია,

სწავლა მოსწავლეებისათვის სტრესული არ უნდა იყოს, რათა მათ უარყოფითი განწყობა არ შეექმნათ უცხოური ენის მიმართ.

ბავშვები ენას აღვილად სწავლობენ, როდესაც ისინი:

- იყენებენ ყველა სენსორულ არხს დავალებების შესრულებისას;
- აქვთ საშუალება აქტიურად დააკვირდნენ, მოისმინონ და გაიმეორონ ის, რასაც ხედავენ და ესმით;
- როცა შეუძლიათ თავად გამოიკვლიონ და მოსინჯონ საკუთარი შესაძლებლობები შეცდომის დაშვების შიშის გარეშე;
- როდესაც საშუალება ეძლევათ სწავლის პროცესში აქტიური ურთიერთობა ჰქონდეთ თანატოლებთან.

სწავლების ძირითადი პრინციპები

ენის ათვისება სოციალური აქტივობაა. ამდენად მუშაობა ზეპირი მეტყველების ფორმით უნდა დავიწყოთ საკლასო სიტუაციასთან (ანუ არსებულ გარემოსთან) მორგებული ერთეულებით. ეს შესაძლოა განხორციელდეს ფიზიკური თამაშით, როლური თამაშით, სიმღერით, მოძრაობებით, ისეთი აქტივობებით, რომლებიც მუდმივად მოითხოვენ მოსწავლისაგან შემოქმედებითობასა და ფანტაზიის ამოქმედებას.

6-8 წლის ასაკის ბავშვები უკვე იწყებენ ლოგიკურად აზროვნებას და თანდათან ანალიტიკურ აზროვნებაზეც გადადიან. მათ გარკვეული ფრაზებისა და ენობრივი სტრუქტურების აღქმა და მათი საკუთარი ენის შესაბამის სტრუქტურებზე მორგებაც შეუძლიათ ყოველგვარი გრამატიკული წესების ცოდნის გარეშე.

ამიტომ ენობრივი სტრუქტურები (ანუ გრამატიკულად მართებული ფორმები), ამ ეტაპზე მხოლოდ რეალურ, ცხოვრებისეულ სიტუაცი-



აზე მორგებით, ანუ სემანტიკურ დონეზე უნდა ისწავლებოდეს. საკმარისია ბავშვს მოსთხოვო გრამატიკული წესებით, ანუ აბსტრაქტულად აზროვნება, და მაშინვე აიყრის გულს საგნის სწავლაზე.

მნიშვნელოვანია ისიც, რომ ენობრივი სტრუქტურების შესწავლა-დამახსოვრება აუ-ცილებლად უკვე ნაცნობი ლექსიკური ერთეულების გამოყენებით უნდა მოხდეს, ხოლო ახალი ლექსიკური ერთეულებისა - ნაცნობ ენობრივ სტრუქტურებში ჩასმით. არც ის უნდა დავივი-წყოთ, რომ ახალი ენობრივი შინაარსები რაც შეიძლება მეტი კუთხით უნდა განვიხილოთ და აღქმის ყველა შესაძლო არხის გამოყენებით ავათვისებინოთ ბავშვებს.

მოტივაცია

უცხოური ენის შესწავლა საკმაოდ ხანგრძლივი და ზოგჯერ არციუ იოლი პროცესია. ამ პროცესის წარმატებით მიმდინარეობისათვის ერთ-ერთი უმნიშვნელოვანესი ფაქტორი მოსწავლეთა მოტივირებაა. ცხადია, პატარა ბავშვზე ის არგუმენტი, რომ ინგლისური ენის კარგად ცოდნა მომავალში კარგი სამსახურის შოვნაში დაეხმარება, არ გაჭრის. კვლევების შედეგად დადგინდა, რომ ამ ასაკობრივი ჯგუფისათვის უცხოური ენის შესწავლის საუკეთესო მოტივაცია კლასში სახალისო ატმოსფეროს შექმნაა. როგორც წესი, ისინი საგნის მიმართ დამოკიდებულებას მასწავლებლის ქცევის მიხედვით იყალიბებენ. (თუ რომელიმე პირველკლასელს ჰკითხავთ, რატომ უყვარს ესა თუ ის საგანი, აუცილებლად გიპასუხებთ, იმიტომ, რომ მასწავლებელი მიყვარსო). იმავე კვლევებმა დაადასტურა, რომ ენის შემსწავლელებს საწყის ეტაპზე შექმნილი პოზიტიური დამოკიდებულება საგნის მიმართ არასდროს უნელდებათ. ისიც ხომ ცხადია, რომ რაც უფრო მეტს და უკეთ ვსწავლობთ, მით მეტი მოტივაცია გვიჩნდება უფრო მეტი და უფრო უკეთესად ვისწავლოთ.

მუშაობა სხვადასხვა ტიპის ინტელექტის მქონე მოსწავლეებთან

დაწყებით კლასებთან მომუშავე ნებისმიერ მასწავლებელს შეუნიშნავს, რომ ზოგი ბავშვი ძალიან აქტიური
და მოუსვენარია, უნდა
ყველაფერს ხელით შეეხოს, ბევრი იმოძრაოს და
ითამაშოს; სხვები ფიზიკურად უფრო პასიურები
და მშვიდები არიან და
ურჩევნიათ, თავისთვის
ჩუმად წერონ, ხატონ ან



აფერადონ. ამერიკელი ფსიქოლოგის, ჰოვარდ გარდნერის მიერ კლასიფიცირებული სხვადასხვა ტიპის ინტელექტის მიხედვით, პირველი ტიპის ბავშვებს მკვეთრად გამოხატული მუსიკალური და კინესთეტური ინტელექტი აქვთ, ხოლო მეორე ტიპისას - ლინგვისტური და სივრცითი.

სხვადასხვა ტიპის ინტელექტი სხვადასხვა სტილის სწავლებას მოითხოვს. ახალი ინფორმაცია ჩვენს გონებამდე ხუთი სენსორული შეგრძნებით აღწევს. ზოგს საკუთარი თვალით დანახვა ურჩევნია, ზოგს - მოსმენა, სხვებსაც უყვართ, როდესაც ინფორმაცია ფიზიკურად "ხელშესახებია". ადამიანთა მეტი წილი შემეცნებისას ამ შეგრძნებების მეტ-ნაკლები ხარისხით კომბინირებულ ვარიანტს მიმართავს.

როდესაც გაკვეთილს ვგეგმავთ, მეტად მნიშვნელოვანია ბავშვების სხვადასხვა ტიპის ინტელექტის გათვალისწინება და სწავლების სტილების სწორად კომბინირება, ანუ გაკვეთილის მსვლელობისას იმ სამი ძირითადი სტილის გამოყენება, რომელიც შემდეგ ცხრილშია ასახული:

ვიზუალური სწავლების სტილი	ყურება და კითხვა	ბარათები, პოსტერები და ილუსტრაციები
აუდიო სწავლების სტილი	მოსმენა და ლაპარაკი	დისკები, სიმღერები, ლექსები, დიალოგები
კინესთეტური სწავლების სტილი	ხელით შეხება და ფიზიკური აქტივობა	თამაში და მოძრაობა

დიდაქტიკური აქტივობები

დაწყებით კლასებში ყველაზე სასიამოვნო როდესაც მოსწავლე ქათინაურია, ამბობს, ინგლისურის გაკვეთილებზე კი არ ვსწავლობთ, არამედ ვთამაშობთ და ვერთობითო. ბავშვებს თამაშ-თამაშ უნდა ვასწავლოთ უცხოური ენა, რადგანაც თამაში მათი საყვარელი საქმიანობაა. წინამდებარე სახელმძღვანელოში ნებისმიერი თამაში გართობის ელემენტთან ერთად გარკვეულ წესებსა და მიზნებსაც შეიცავს. ამით ბავშვები წესთმორჩილებასაც ეჩვევიან და, თამაშით გატაცებულები, ენობრივ ერთეულებს სპონტანურად იყენებენ. ეს კი, თავის მხრივ, განაპირობებს ბუნებრივი კომუნიკაციის დამყარებას და ჯგუფური მუშაობის უნარის გამომუშავებას.

თამაში შეჯიბრის ელემენტსაც შეიცავს, რაც სერიოზული მოტივაციაა, მაგრამ მასწავლებელი უნდა ეცადოს, რომ თამაშში ყველა მოსწავლე ჩართოს და მათ გამარჯვების თანაბარი შანსები მისცეს.

პროექტები

პროექტები გაანგარიშებულია ენობრივი ერთეულების პრაქტიკულ გააქტიურებაზე (სწავლა კეთების პროცესში), და, ამავდროულად, აუმჯობესებს სოციალურ უნარებს, სახელდობრ თანამშრომლობის უნარს. პროექტებში რეკომენდებულია ყველა შესაძლებლობის მქონე ბავშვის აქტიურად ჩართვა და მათთვის იმ როლის მინიჭება, რომელსაც ისინი წარმატებით გაართმევენ თავს.

შეცდომების შესწორება

ნერითი თუ ზეპირი შეცდომების შესწორება სასწავლო პროცესის განუყოფელი ნაწილია.
თუმცა ბოლოდროინდელმა კვლევებმა დაადასტურა, რომ ენის შესწავლის საწყის ეტაპზე ბავშვისთვის შეცდომებზე მთელი კლასის წინაშე
ხშირად მითითება და მისი გაკრიტიკება სერიოზულ დისკომფორტს უქმნის მას და გულს აყრევინებს საგნის შესწავლაზე. აქედან გამომდინარე,

- თავი უნდა ავარიდოთ ყველა შეცდომის შესწორებას და ყურადღება მხოლოდ მნიშვნელოვან სტრუქტურებსა და სიტყვებზე გავამახვილოთ;
- ბავშვებს შენიშვნები არ უნდა მივცეთ,

- როდესაც ისინი წყვილებად, ჯგუფურად ანდა დიალოგის რეჟიმში მუშაობენ; უმ- ჯობესია, ჩავინიშნოთ ისინი და აქტივო-ბის დასრულების შემდეგ კლასს მხოლოდ ყველაზე ხშირ და საერთო შეცდომებზე გა-ვუმახვილოთ ყურადღება.
- შეცდომების დაფიქსირებისას არ უნდა გამოვიყენოთ ისეთი სიტყვები, როგორიცაა no, incorrect, wrong და მისთ.; ისინი მიმიკით, ჟესტით ანდა ნეიტრალური ბგერით (მაგალითად ზარის გაწკარუნებით) უნდა ჩავანაცვლოთ.

სასწავლო სივრცის ორგანიზება

გაკვეთილის დინამიკა და ეფექტური სწავლება დიდად არის ასევე დამოკიდებული სასწავლო სივრცის (საკლასო ოთახის) სწორად ორგანიზებაზე: მერხები ისე უნდა განლაგდეს, რომ
მასწავლებელს აქტიური ვიზუალური კონტაქტი
ჰქონდეს ყველა მოსწავლესთან. ამისთვის კი
ორი-სამი მერხის შეჯგუფება, ანდა მერხების
წრიულად, "მრგვალი მაგიდის" პრინციპით განთავსებაა საჭირო. ასეთი წყობა მასწავლებლისა და მოსწავლეების მჭიდრო კონტაქტსაც
შეუწყობს ხელს და ბავშვებსაც გაუადვილებს
წყვილებად თუ ჯგუფებად მუშაობას.

გაკვეთილის დაგეგმვა

თითოეული გაკვეთილი სრულყოფილი ერთეულის სახით უნდა დაიგეგმოს და სამ ძირითად ნაწილს უნდა მოიცავდეს: შესავალს, პრეზენტაციასა და დასასრულს.

- შესავალი: ყოველი გაკვეთილის დასაწყისისას უნდა ითქვას გამარჯობა (Hello) და გამოვიკითხოთ, თუ კლასში ვინ რა განწყობაზეა (How are you today?), როგორი ამინდია, რა დღეა და ა.შ., რათა მოხდეს სიტუაციის განმუხტვა, რაც უკვე ადვილად შეგვაძლებინებს წინა გაკვეთილზე ნასწავლი მასალის გამეორებასა თუ დავალების გამოკითხვაზე უმტკივნეულოდ გადასვლას.
- პრეზენტაცია: გაკვეთილის "პრეზენტაციად" წოდებული ძირითადი ნაწილი მოსწავლეებს ახალ ლექსიკურ ერთეულებსა თუ გრამატიკულ სტრუქტურებს აცნობს. თითო გაკვეთილზე ხუთ ან ექვს ახალ სიტყვაზე მეტის შემოტანა რეკომენდებული

არ არის. თანაც ახალი ერთეულები, რო-გორც ითქვა, უკვე ნასწავლ სტრუქტურებში უნდა ჩავსვათ. არც ერთზე მეტი გრამატიკული სტრუქტურის შემოტანაა რეკომენდებული (მაგალითად, ერთ გაკვეთილზე უნდა დამუშავდეს მხოლოდ I've got სტრუქტურების შემოტანის შემდეგ მოსწავლეები ამ სტრუქტურების გამყარებაზე სხვადასხვა ტიპის სავარჯიშოებით უნდა ვავარჯიშოთ.

დასასრული: გაკვეთილის ბოლოსკენ მოსწავლეებს კიდევ ერთხელ უნდა გამოვკითხოთ ახსნილი მასალა და მივცეთ დამოუკიდებელი პრაქტიკული სამუშაო (ვთქვათ, დავახატინოთ სასკოლო საგნები, რომელთა სახელებიც ვასწავლეთ). თითოეული საკლასო აქტივობა 5-6 წუთზე მეტხანს არ უნდა გაგრძელდეს და აუცილებლად უნდა შეიცავდეს ფიზიკურ აქტივობას. ამ ასაკის ბავშვებს მოძრაობის ძლიერი მოთხოვნილება აქვთ და კლასში არეულობა რომ არ შეიქმნას, მათ ამის საშუალება თავად უნდა მივცეთ. თუ შევნიშნეთ, რომ ბავშვებს რომელიმე აქტივობა მობეზრდათ, სავალდებულო არ არის მისი დასრულება; შეგვიძლია პირდაპირ გადავინაცვლოთ მომდევნო აქტივობაზე.

მათი მიღწევების წარმოჩენისა და ქების მოსმენის დაუძლეველი სურვილი ამოძრავებთ. ამიტომ მნიშვნელოვანია, მშობლებმა იცოდნენ, რას და რა მეთოდით ვასწავლით მათ შვილებს. ამ მიზნით შეგვიძლია ღია გაკვეთილებიც ჩავატაროთ ანდა მოსწავლეებს პატარა საჩვენებელი სკეტჩები დავადგმევინოთ, რომ მშობლების ქება დაიმსახურონ. კარგი იქნება, თუ ყოველი ციკლის ბოლოს წარმოდგენილ დამატებით მასალას მათ სწორედ მშობლები გაამეორებინებენ, მაგრამ შეცდომების დაშვების შემთხვევაში ბავშვებს მკაცრად არ მიუდგებიან.

საგაკვეთილო ენა

ძალიან ძნელია იმის ზუსტად დადგენა, თუ რომელი ენა (მშობლიური თუ უცხოური) რა რაოდენობით უნდა გამოვიყენოთ გაკვეთილზე. ერთი კი ცხადია, ბავშვებს ყოველი ახალი ლექსიკური თუ გრამატიკული ერთეული აუცილებლად უნდა ვუთარგმნოთ. რაც შეეხება ისეთ ფრაზებს, როგორიცაა საკლასო რუტინის განუყოფელი ერთეულები (Make a circle, Point to, Open your books, Sing a song და ა.შ.) თავიდან ისინი ორსავე ენაზე, ასე ვთქვათ "სენდვიჩის მეთოდის გამოყენებით" უნდა შევიტანოთ კლასში, მაგრამ ბავშვები მალევე უნდა მივაჩვიოთ მხოლოდ ინგლისურად ნათქვამ მითითებებზე სათანადოდ რეაგირებას.

მშობლები

ბავშვის მშობლები თუ შინააღმზრდელები მისი მოტივირებისა და დახმარების სწორუპოვარ წყაროს წარმოადგენენ. ამ ასაკის ბავშვებს



ᲘᲜᲒᲚᲘᲡᲣᲠᲘ ᲔᲜᲘᲡ ᲬᲚᲘᲣᲠᲘ ᲞᲠᲝᲒᲠᲐᲛᲐ I ᲙᲚᲐᲡᲘᲡᲐᲗᲕᲘᲡ

მიმართულება 1. ზეპირი მეტყველება (მოსმენა და ლაპარაკი)

მისაღწევი შედეგები	შეფასების ინდიკატორები
Iუცხ. დაწყ.(I).1. მოსწავლემ უნდა შეძლოს სტანდარტით განსაზღვრული მცირე ზომის ტექსტების მოსმენა/ყურება და გაგება.	მოსწავლე: > იგებს მასწავლებლის მითითებებს; > ილუსტრირებულ ტექსტებში ამოიცნობს პერსონაჟებს, კონკრეტულ ინფორმაციას (მაგ., ქმედებებს, ობიექტებსა და მათ ნიშან-თვისებებს - ფერს, ზომას).
Iუცხ. დაწყ.(I).2. მოსწავლემ უნდა შეძლოს სიტყვების, წინადადებებისა და ტექსტების გარკვევით და შესაბამისი ინტონაციისა თუ მახვილის დაცვით წარმოთქმა.	მოსწავლე: > ზეპირად კითხულობს ლექსებს, გათვლებს, ენის გასატეხებს, ასრულებს სიმღერებს; > ტექსტის წარმოთქმისას იცავს შესაბამის ინტონაციას, მახვილებს, რიტმულ სეგმენტებს.
Iუცხ. დაწყ.(I).3. მოსწავლემ უნდა შეძლოს ნაცნობ თემატიკაზე მარტივ ინტერაქციაში მონაწილეობა; მარტივი თემატიკის გარშემო საუბარი.	მოსწავლე: ➤ ნასწავლ თემატიკაზე თითო სიტყვით პასუხობს მარტივ კითხვებზე ან რეაგირებს მათზე არავერბალური საშუალებებით (მაგ., ეს ბურთი რა ფერისაა? - წითელი; სად არის მანქანა? - მიუთითებს შესაბამის ნახატზე).



მიმართულება 2. წერითი მეტყველება (კითხვა და წერა)

მისაღწევი შედეგები	შეფასების ინდიკატორები
Iუცხ. დაწყ.(I).4. მოსწავლემ უნდა შეძლოს სიტყვების, წინადადებების გაშიფვრა; სხვადასხვა ტიპის მცირე ზომის ტექსტების გაშიფვრა და გაგება.	მოსწავლე: ➤ პირდაპირი გზით (გაშიფვრის გარეშე) ამოიცნობს გამოყენებული სიტყვების ორთოგრაფიულ ხატს.
Iუცხ. დაწყ.(I).5. მოსწავლემ უნდა შეძლოს კალიგრაფიული ნორმების დაცვა; მოდელის მიხედვით სხვადასხვა ტიპის მარტივი ტექსტების შედგენა.	მოსწავლე: ➤ "გადახატავს" სიტყვებს, აკვირდება და სხვადასხვა საშუალებით გამოსახავს ასოთა მოხაზულობას.

მიმართულება 3. ინტერკულტურა

მისაღწევი შედეგები	შეფასების ინდიკატორები
Iუცხ. დაწყ.(I).6. მოსწავლემ უნდა შეძლოს ილუსტრაციებსა და ტექსტებში საკუთარი და უცხო კულტურის რეალიების ამოცნობა; სოციოკულტურული კონტექსტების ერთმანეთთან შედარება.	მოსწავლე: > სახელმძღვანელოსა თუ საბავშვო მედია/ მულტიმედიურ ტექსტებში ამოიცნობს კულტურის, სოციო-კულტურის რეალიებს (ილუსტრაციებში ასახული ზღაპრის პერსონაჟებს).

მიმართულება 4. სწავლის სწავლა

მისაღწევი შედეგები	შეფასების ინდიკატორები
Iუცხ. დაწყ.(I).7. მოსწავლემ მასწავლებლის დახმარებით უნდა შეძლოს სწავლის პროცესზე დაფიქრება, საკუთარი წინსვლის ხელშეწყობა და სწავლის პროცესის წარმართვასა და გაუმჯობესებაში აქტიურად მონაწილეობა.	მოსწავლე: > ზრუნავს საჭირო ნივთების მოტანაზე, სასწავლო ნივთების მოწესრიგებაზე, იწერს დავალებებს, ფიქრობს, რა თანამიმდევრობით შეასრულოს დავალება.

ᲛᲝᲡᲬᲐᲕᲚᲘᲡ ᲬᲘᲒᲜᲘᲡ ᲡᲐᲠᲩᲔᲕᲘ

UNIT	TOPIC	LANGUAGE IN FOCUS	PAGE
LET'C CTARTI			

LET'S START!			
ENGLISH IS FUN!	My first English words	a chocolate, a sandwich, juice, a doctor, a cowboy, a clown, a balloon, a skateboard, a bus What's this? This is English is fun! Let's go to school!	8

UNIT 1 DO YOU SPEAK ENGLISH?

Lesson 1 HELLO AND GOODBYE	Greetings	Hi! Hello! Goodbye! Bye! What's your name? My name is Who's this? This is my friend. This is our teacher.	10
Lesson 2 HOW ARE YOU TODAY?	Feelings	How are you? I'm happy / sad / hungry / sleepy.	12
Lesson 3 WE ARE FRIENDS!	Friendship Polite behaviour	Please. Thank you. Sorry. I'm bored. I'm busy.	14
Lesson 4 UP AND DOWN	Actions	Up and down. Turn around. Touch the ground. Hop. Stop.	16
Lesson 5 LET'S CHECK!	Let's check! Ronnie's project I can speak English	Revision	18

UNIT 2 LET'S GO TO SCHOOL!

Lesson 1 MY SCHOOLBAG	School things	a schoolbag, a book, a notebook, a pencil, a pen, a pencil case, a sharpener, an eraser	20
Lesson 2 IN THE STREET	Crossing the road Vehicles	a bike, a car, a bus, a lorry red, yellow, green Stop! Wait! Go!	22
Lesson 3 IN THE CLASSROOM	Objects in the classroom	a window, a door, a chair, a desk, the floor, a board, a bin Jump! Draw! Read! Sleep! Sit! Hide!	24
Lesson 4 TEACHER SAYS	Classroom language	Stand up! Sit down! Close the door! Open the window! Write your name! Count to ten!	26
Lesson 5 LET'S CHECK!	Let's check! Ronnie's project I can speak English	Revision	28

UNIT 3 GOOD MORNING!

Lesson 1 TIME TO WAKE UP	Morning activities Me and my family	This is my family. mum, dad, brother, grandad, grandma Wake up. Wash your face. Brush your teeth. Eat your breakfast.	30
Lesson 2 WHAT'S FOR BREAKFAST?	Breakfast	What's for breakfast? bread, butter, jam, honey, cornflakes, milk, cocoa, tea, cheese, an egg, an apple Open the fridge. Cook the egg. Cut the cheese.	32
Lesson 3 THE BIG CARROT	Me and my family	mummy, daddy, a sister, a mouse He sees He pulls She calls Nothing happens Help! I like carrots.	34
Lesson 4 THE MORNING CHANT	Morning activities	Get up! Make your bed! Drink some tea! Eat an egg! Wash your face! Brush your teeth!	36
Lesson 5 LET'S CHECK!	Let's check! Ronnie's project I can speak English	Revision	38

UNIT 4 ANIMALS

Lesson 1 QUACK-QUACK!	Farm animals	a dog, a cat, a duck, a cow, a pig, a sheep, a horse, a hen I'm a cat.	40
Lesson 2 TEN LITTLE DUCKLINGS	Numbers	one, two, three, four, five, six, seven, eight, nine, ten Ten little ducklings.	42
Lesson 3 UNCLE PHIL'S MAGIC HAT	Animals Numbers	a bat, a frog, a parrot, a butterfly Six parrots. How many bunnies? Five.	44
Lesson 4 A FUNNY ZOO	Wild animals	a lion, a tiger, an elephant, a zebra, a bear, a crocodile Three elephants.	46
Lesson 5 LET'S CHECK!	Let's check! Ronnie's project I can speak English	Revision	48

THE FINAL RACE Final revision THE GOODBYE SONG Numbers, toys, colours, animals in the zoo and 50 on a farm, breakfast time, school Bye, bye, see you next year!

APPENDIX MERRY Holidays: Santa Claus, a sleigh, a reindeer, a Christmas tree, 52 **CHRISTMAS!** Christmas a Christmas present, a Christmas stocking, snow, a snowman Merry Christmas! Happy New Year! **HAPPY** Holidays: Valentine's Day 54 **VALENTINE'S DAY!** St Valentine's Day Will you be my Valentine? **RONNIE AND THE EASTER** Holidays: Easter, Easter Bunny, a chocolate egg 56 **BUNNY** Easter Happy Easter! ON THE BUS Role-play Revision 58

TAPESCRIPT 59

SYMBOLS







POINT





REPEAT / **SPEAK**



SING



SAY **A CHANT**



ACT OUT



ACTION TIME

LESSON PLANS (გაკვეთილების სცენარები)

შეგახსენებთ, რომ ყოველი საგაკვეთილო ერთეულის სცენართან მითითებულია, თუ რომელ შედე-გებზე გადის მოცემული მასალა, მაგრამ წარმოდგენილი ძირითადი და დამატებითი მასალის სიუხ-ვე საშუალებას გაძლევთ, მოცემული ერთეულის სცენარი თქვენთვის მისაღებ საგაკვეთილო საათებზე და შედეგებზე დაიყვანოთ კონკრეტულ დავალებათა გამოხშირვით, ან პირიქით - გაზარდოთ საათების რაოდენობა წიგნის დამატებითი მასალის ხარჯზე და ყველა მოცემული აქტივობისა თუ დავალების გაკვეთილზე შესრულებით.

თქვენი არჩევანი უნდა განაპირობოს იმან, თუ კვირაში რამდენ გაკვეთილს ითვალისწინებს უცხოურ ენაში თქვენი სასწავლო დაწესებულების საათობრივი ბადე, რა რაოდენობის მოსწავლეებთან გიწევთ მუშაობა ჯგუფში და როგორია მათი პირადი შესაძლებლობები.



Useful classroom expressions

Starting the lesson

Hello!

Good morning! Sit down, please. How are you?

Is everybody here?

Let's begin.

Have you done your homework?

Basic instructions

Open your books at / to page (7).

Turn to page (8). Close your books.

Please do exercise (B) in your books / workbooks.

Read quietly.
Listen to me.
Listen to the CD.
Listen and repeat.

Please, repeat after me.

Look at the board.

Look at the flashcards.

Point to the flashcards.

Can you write it on the board, please? Copy these words into your notebooks.

Say the whole sentence, please.

In English, please.

Match the words to the pictures.

Find the pairs. You can start now.

You have five minutes to finish this exercise.

Classroom communication

Thank you.

Sorry.

Excuse me? I've finished.

Has everybody finished?

Ready?

Raise your hand, please.

Well done! Excellent! Great! Beautiful!

You can do better.

Not quite right, try again.

Much better.
Any questions?

Can you repeat that, please? What's this... in English? What does... mean?

Pairwork and group work

Work in pairs.

Find a partner.

Now ask your partner...

Now show your partner...

Work in groups of four.

Get into teams.

Let's make a circle.

Playing games

Whose turn is it?

It's your turn.

Wait for your turn.

You're out.

Take a card.

Turn around.

Don't look.

Roll the dice.

Go forward two squares.

Go back two squares.

Pass the ball around.

Who's the winner?

Team three wins!

Congratulations!

Ending the lesson

That's all for today.

You worked really well today.

Clean your desks, please.

Clean the board!

See you next time.

Goodbye!

LESSON PLANS

LET'S START! **ENGLISH IS FUN!**

LEARNING OUTCOMES: I უცხ. დაწყ. (I): 1,2,3,5

By the end of this class, pupils will be able to:

 understand the 1st person of the verb to be - I'm

GRAMMAR

- answer the question What's your name?
- guess the word on the flashcard

LANGUAGE **FUNCTIONS**

- greet at the beginning of the lesson and say goodbye at the end of the lesson
- reproduce individual English words
- reproduce a song

VOCABULARY

- greetings:Hi! Hello! Goodbye teacher! What's your name? I'm... / My name
- chocolate, a sandwich, juice, a doctor, a cowboy, a clown, a balloon, a skateboard, a bus

SKILLS

- Narrator
- LISTENING
- English is fun (song)
- . Worksheets: Ronnie's Bingo
- . relating auditive and visual content
- repeating after the model
- **SPEAKING**
- reproducing the song
- answering questions
- drawing, tracing the dots to get the shape of the drawing

CROSS-CURRICULAR CORRELATION

- · PE: throwing and catching the ball
- · ART: drawing, connecting the dots in the drawing, colouring
- · MUSIC: singing a song

WRITING

INTRODUCTION

- Enter the classroom and greet the class Hello! You can take Ronnie the puppet with you and use it during the lesson.
- Create a relaxed atmosphere through a casual chat in the mother tongue asking the following questions: Where did you hear someone speak English? (cartoons, computer games, film, songs, kindergarten...) Do you remember any names of cartoons/games/stories...? (Hello Kitty, Spiderman, Sponge Bob...)
- Introduce: My name is teacher_ (and this is Ronnie) - explain to the class that Ronnie does not speak to anyone but the teacher and that he whispers to her/his ear if he notices a problem in the classroom. Ronnie can also understand everything the pupils are saying. He is actually the teacher's assistant.
- Introduce yourself and ask: What's your name? Answer: My name is_ / I'm_ / or just the name. Say Hello to the pupils who introduce themselves.

CATCH THE BALL AND ANSWER.

- Tell the class that you will play a game with a soft ball. They need to catch it and answer the question: What's
- Throw the ball to one pupil and say My name is Say What's your name? Help them answer with I'm_ The game is finished when all the pupils have caught the ball.

LOOK AT THE BUILDING BLOCKS CARDS, LISTEN AND REPEAT.

- Prepare the flashcards with: chocolate, a sandwich, juice, a doctor, a cowboy, a clown, a balloon ,a skateboard, a
- Tell the class that they will see some English words they already know because they are similar to the words in their mother tongue.
- Raise flashcards one by one and ask the class what they see in the picture. Once the pupils see the flashcard, stick it on the board and ask them to repeat that word after you. When all the flashcards are on the board, ask the class to repeat all the words on the flashcards because you (pretend that) you have forgotten the words on the cards.

OPEN YOUR BOOKS AND SAY WHAT YOU SEE.

- Show Ronnie to the class once again and ask who remembers his name.
- Ask the class to look at the cover of their English Student's Book and tell you who they see there. Ask in mother tongue, Who has a green T-shirt with the letter R? What is Ronnie doing? - Building blocks! Explain that you will build the blocks of English language knowledge together and that is the reason why the books are called New Building Blocks as in toy blocks to be built.
- Ask the class to open their Student's Books. Open your books! Show page 9. Write 9 on the board. Ask the class which familiar words they see in the picture, and the pupils say the words.

TASK 1 LISTEN AND POINT. (pp. 8-9)

Listen to the CD recording. Pupils point to the word on p. 9 which is pronounced by the speaker.

Tapescript 1

NARRATOR:

CHOCOLATE A SANDWICH

JUICE

A DOCTOR

A BALLOON

A BUS A COWBOY

A CLOWN

A SKATEBOARD

TASK 1 LISTEN AND REPEAT. (pp. 8-9)

In the second listening, the class repeats the words after the speaker. Confident pupils can try to say the words they remember individually.

WORKSHEETS, TASK 1 (p. 6)

Pupils draw themselves in the airplane piloted by Ronnie.

WORKSHEETS, TASK 2 (p.6)

Pupils trace the dots to obtain the drawing they need to colour





TASK 3 LISTEN AND SING. (pp. 8-9)

- Play the Conductor game. Ask the class in mother tongue if they know what a conductor is and what s/he does. Say that the teacher will be a conductor and the class an orchestra. The class needs to carefully look and listen because each pupil will be assigned their part/tune. Stick the flashcards on the board in the order they appear in the song chocolate, juice, a sandwich / a skateboard, a bus, a balloon/ a cowboy, a doctor, a clown. Divide the class in four groups and whisper to each group one line from the first verse. Give them a couple of minutes to practise. Under the guidance of the conductor, the class then sings the song. Say and mime the text from the second verse together. Repeat the activity by giving groups different
- lines each time. At the end, play the recording again and listen.

Tapescript 2 ENGLISH IS FUN! (song) ÈNGLISH IS FUN, ENGLISH IS COOL. HURRAY, HURRAY, LET'S GO TO SCHOOL! ENGLISH IS COOL. (თითების გატკაცუნება) SNAP, SNAP, SNAP. CHOCOLATE, JUICE, SANDWICH. SKATEBOARD, BUS, BALLOON. COWBOY, DOCTOR, CLOWN. CLAP, CLAP, CLAP. ENGLISH IS FUN, ENGLISH IS COOL. HURRAY, HURRAY, LET'S GO TO SCHOOL!



WORKSHEETS, TASK 3 (p. 7)

• Listen to the recording and point to the pictures in the correct order.

Worksheets

Tapescript 1

RONNIE: BINGO TIME! A SANDWICH! CHILDREN: A SANDWICH! YES! RONNIE: A SKATEBOARD! CHILDREN: A SKATEBOARD! YES! RONNIE: A

BALLOON!

CHILDREN: A BALLOON! BINGO!

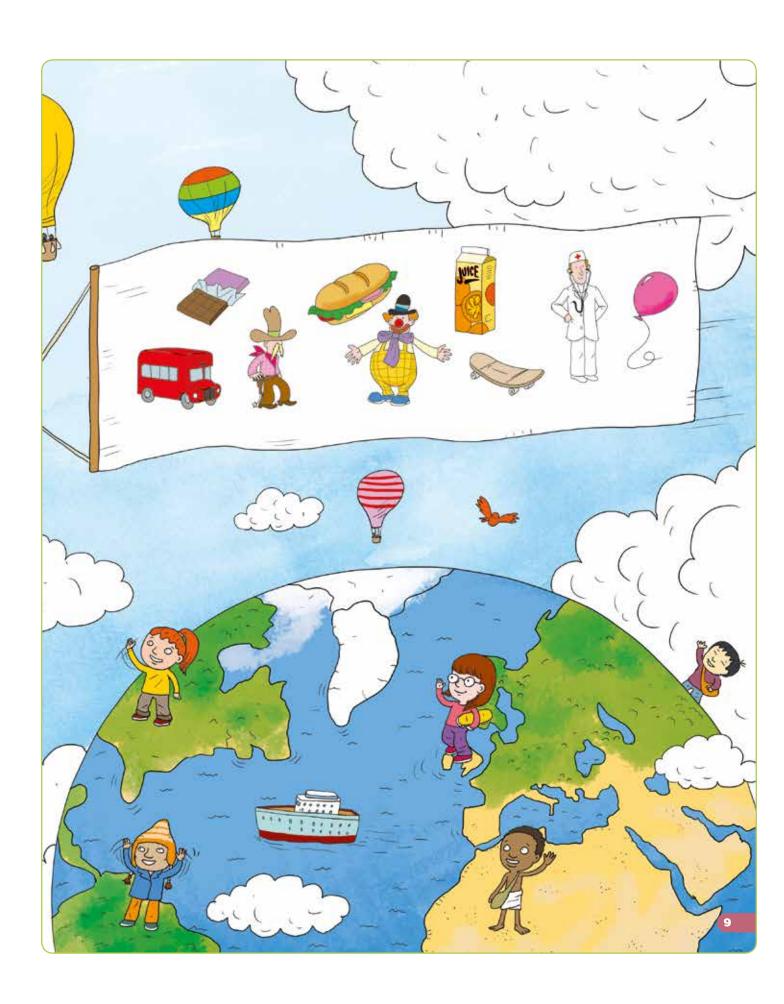


WORKSHEETS, TASK 4 (p. 7)

Tell the class that Ronnie really likes to play Bingo. Play the game.



FURTHER PRACTICE: pupils can draw their two favourite words from the English class in their notebooks. They can also do tasks in worksheets. At the end of the lesson, say that the class has finished. Wave to them saying *Goodbye children!* Ask them to reply with *Goodbye teacher!*



UNIT 1 DO YOU SPEAK ENGLISH?

LESSON 1 HELLO AND GOODBYE

LEARNING OUTCOMES: I უცხ. დაწყ. (I): 1,2,3,4,5,7 By the end of this class, pupils will be able to:

- GRAMMAR repeat structures I'm / My name is...
 use the structure This is...

 - · be able to introduce oneself and somebody else using names

LANGUAGE **FUNCTIONS**

- · correctly use communication patterns when meeting somebody
- reproduce The Hello Song and The Goodbye Song
- reproduce a brief conversation
- feelings:I'm happy/sad/hungry/sleepy

It's a beautiful day

VOCABULARY

- characters: Uncle Phil, Ronnie, Kim,
- Jessica, Greg, Ms Lemmon That's all for today.

SKILLS

- READING global reading strategies: My name is... The Hello Song and The Goodbye Song
 - · relating visual to auditive content

- LISTENING understanding simple sentences task-based listening

 - · introducing yourself and somebody else · expressing one's feelings

SPEAKING

· connecting the dots based on the model

WRITING

- ticking the boxes
- · colouring and drawing writing one's name

CROSS-CURRICULAR LINKS

· Art: colouring and drawing

INTRODUCTION

- Greet the class as you enter the classroom: Hello children! The class replies: Hello teacher!
- Play a game using a soft ball. Ask pupils: What's your name? They reply: My name is...or I'm...Pupils throw the ball to one another and ask the question. The pupil who catches the ball answers and throws the ball to someone else, again asking the question: What's your name? The game is over when all pupils have had their turn.
- Revise the song English is fun.

Tapescript 2 **ENGLISH IS FUN!**

GO TO SCHOOL!

(song) ENGLISH IS FUN, ENGLISH IS COOL. HURRAY, HURRAY, LET'S GO TO SCHOOL! ENGLISH IS COOL, SNAP, SNAP, SNAP. CHOCOLATE, JUICE, SANDWICH. SKATEBOARD, BUS, BALLOON. COWBOY, DOCTOR, CLOWN. CLAP, CLAP, CLAP ENGLISH IS FUN, ENGLISH IS COOL. HURRAY, HURRAY, LET'S

GAME - MEMORY

Show the class the flashcards from the previous lesson. The class identifies what is in the flashcard (chocolate, juice, a balloon, a skateboard, a bus, a cowboy, a doctor, a clown). Stick the flashcards on the board at the same time.

Repeat all the flashcards together if necessary (several times if necessary) and pupils need to memorise the order in which we put the flashcards on the board. Then turn the flashcards face down so that the pupils cannot see what is on the card. Ask volunteers to come to the board and say what they think or remember is on the card. They flip the card to see the front side. If they make a mistake, they return the flashcard face down.

MIME AND REPEAT.

- The game Mirror and Echo introduces I'm happy./I'm sad./ I'm hungry./ I'm sleepy. (For the explanation of the game, please refer to the Appendix (Classroom ideas) at the end of the
- Teacher's Book). Say the phrases and mime the feeling. The pupils only mime the feeling at first, and then also repeat the phrases after the teacher. Gradually, pupils take over and say the phrases autonomously. Introduce It's a beautiful day through a chat in mother tongue. Say you are happy because it's a beautiful day.

TASK 1 THE HELLO SONG. LISTEN AND SING. (p. 10.)

- Stick the flashcards of Uncle Phil, Greg and Ronnie on the board (they already know Ronnie). Introduce them as characters from the Student's Book who will help them to learn English. Explain in mother tongue that you will follow their adventures in the Student's Book and Worksheets.
- Ask pupils to open their books: Open your books to page 10! Listen to The Hello Song.
- Listen again and ask the class to sing along.

Tapescript

THE HELLO SONG

(song) HELLO, HELLO! IT'S A BEAUTIFUL DAY. HELLO, HELLO! I'M HAPPY TODAY.

UNIT 1

DO YOU SPEAK ENGLISH?

HELLO AND GOODBYE

1 The Hello Song Listen and sing.



TASK 2 LISTEN AND POINT. (p. 11)

- Prepare flashcards with the remaining characters from the Student's Book (Jessica, Kim, Ms Lemmon). Say their names and stick the flashcards on the board. Ask the class to repeat their names several times.
- Tell the class that they will listen to their conversation from the Student's Book on p. 10. Ask them to follow by pointing to the correct picture with their fingers.

Tapescript

4

JESSICA: HELLO! I'M JESSICA. WHAT'S YOUR NAME?

GREG: HI, JESSICA! MY NAME IS GREG.

RONNIE: MY NAME IS RONNIE!

JESSICA: HI, RONNIE!

JESSICA: THIS IS MY FRIEND KIM. GREG AND RONNIE: HI, KIM! RONNIE: WHO'S THIS?

JESSICA: THIS IS MISS LEMMON, OUR TEACHER. MISS LEMMON: CHILDREN, TIME FOR SCHOOL!

TASK 3 LISTEN AND REPEAT. (p. 11)

 Listen to the conversation several times and ask the class to repeat the text.

TASK 4 ACT OUT. (p. 11)

 Confident pupils can come to the board and act out the conversation and the rest of the class points to the corresponding picture. Then, the teacher reads sentences in a random order and pupils point to corresponding pictures.



WORKSHEETS, TASK 1 (p. 8)

- Ask the pupils to open their workbooks. Open your workbooks.
- Read the instruction and explain that they will now colour the characters from the Student's Book.
- Pupils colour Jessica, Greg and Ronnie. Before colouring, repeat the names of the characters in the picture.



WORKSHEETS, TASK 2 (p. 8)

 Pupils listen to the text and tick the character who is introducing himself/herself.

Worksheets Tapescript 2

NARRATOR: WHAT'S YOUR NAME? JESSICA: MY NAME IS JESSICA.

NARRATOR: WHAT'S YOUR NAME? RONNIE: MY NAME IS RONNIE.

NARRATOR: WHAT'S YOUR NAME? GREG: MY NAME IS GREG.

NARRATOR: WHAT'S YOUR NAME? MISS LEMMON: MY NAME IS KIM.



WORKSHEETS, TASK 3 (p. 9)

- Draw and write. Pupils draw themselves and write their names below the picture: My name is...
- When they finish with the task, ask them to read the sentence aloud in English.



WORKSHEETS, TASK 4 (p. 9)

 Pupils trace the dots to get the pictures of Jessica, Greg, Uncle Phil and Ronnie. When they have traced the dots and the character is revealed, they say the character's name aloud. Then they colour it.



TASK 5 THE GOODBYE SONG. LISTEN AND SING. (p. 11)

- Tell the class: Open your books to page 11! (write the page number on the board so they find it more easily).
- Ask the class to describe the picture asking questions in mother tongue: Who can we see in the picture? What are the characters doing? Did school start or finish in this picture? What do we say when we want to leave? – Goodbye! That's all for today!
- Listen to THE GOODBYE SONG.
- In the second listening encourage the class to try and sing the song. Listen to the song several times and ask the class to sing along.

Tapescript 5 THE GOODBYE SONG

(song)
GOODBYE, GOODBYE, GOODBYE!
HIP, HIP, HOORAY.
GOODBYE, GOODBYE!
THAT'S ALL FOR TODAY!

ENDING THE LESSON

 At the end of the lesson, say Goodbye children! That's all for today!



LESSON 2 HOW ARE YOU TODAY?

LEARNING OUTCOMES: I უცხ. დაწყ. (I): 1,2,3,4,5,7 By the end of this class, pupils will be able to:

repeat the verb to be – I'm

GRAMMAR• express a command (Stand up!/ Sit down!)

• impersonate characters

LANGUAGE understand simple statements
FUNCTIONS connected with feelings

answer the question How are you?

 How are you today? – I'm happy/sad/ sleepy/hungry.

VOCABULARY sie

cat, frog, carrot, umbrella

Stand up! Sit down!

SKILLS

READING global reading strategies

• listening: The Hello Song, dialogue and Hip Hip Hooray Song

LISTENING

• relating visual to auditive content

singing a song

SPEAKING • reproducing a text

ticking correct sentences

WRITING • connecting pictures

CROSS-CURRICULAR CORRELATION

· Music: singing a song

· Art: drawing and colouring, making finger puppets

INTRODUCTION

 Begin the lesson by saying: Hello children! Nice to see you again! Encourage the pupils to reply in a similar way. Sing The Hello Song together.

Tapescript 3 THE HELLO SONG

(song)
HELLO, HELLO, HELLO!
IT'S A BEAUTIFUL DAY.
HELLO, HELLO, HELLO!
I'M HAPPY TODAY.

MIME AND REPEAT.

- Ask the class: How are you today? I'm happy.
- Repeat: I'm happy/sad/hungry/sleepy.

GAME Action Feelings

Say the feelings, the pupils repeat and mime them.
 Confident pupils can swap roles with the teacher.

LOOK, REPEAT, DRAW AND ANSWER.

- Introduce new vocabulary using flashcards: cat, carrot, frog, umbrella. The pupils draw these words in their notebooks.
- Ask the pupils to open their Student's Books to page 12 (write 12 on the board). Open your books to page 12! Explain to the pupils in their mother tongue that school is over and that our characters are going home. It's
- raining! Translate that sentence into mother tongue. Look at the frog! The frog is sad? No, the frog is happy. Look at Ronnie! Ronnie is sleepy? No, Ronnie is hungry! In mother tongue: What do bunnies eat? Encourage a conversation combining questions in your mother tongue and English.

TASK 1 LISTEN AND POINT. (p. 12)

• Listen to the recording. The pupils follow the text in their Student's Books with their fingers.

Tapescript 6

NARRATOR: IT'S RAINING. KIM, GREG, LUKE AND

JESSICA ARE GOING HOME.

LUKE: LOOK! A FROG.

FROG: HIP HIP HOORAY, I'M SO HAPPY TODAY.

KIM: LOOK! A CAT.

CAT: BOO HOO HOO, I'M SO SAD.

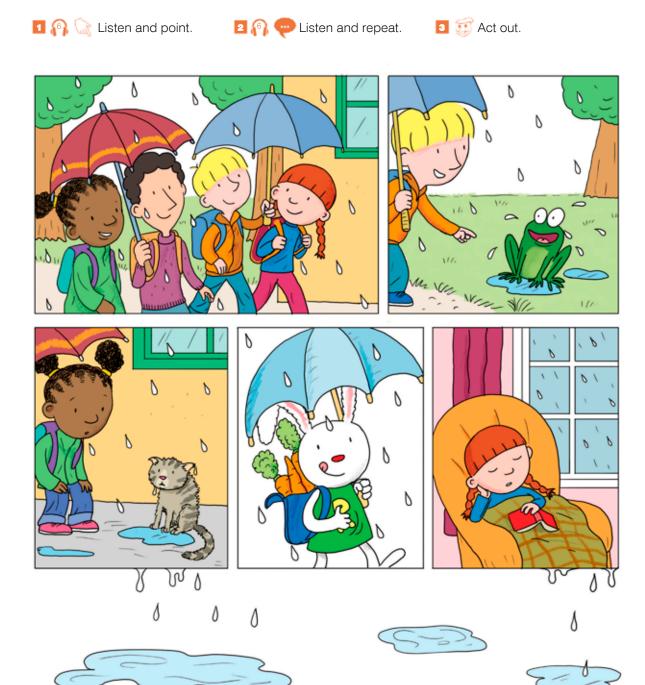
GREG: LOOK! IT'S RONNIE.

RONNIE: YUMMY, YUMMY, YUMMY, I'M SO HUNGRY. JESSICA: HUSH, HUSH, HUSH, I'M SO SLEEPY!

TASK 2 LISTEN AND REPEAT. (p. 12)

 Divide the class into seven groups and each group gets a part (*Luke, frog, Kim, cat, Greg, Ronnie, Jessica*). The teacher reads the text as spoken by the narrator. Then listen to the recording together asking the class to repeat. UNIT 1 DO YOU SPEAK ENGLISH?

HOW ARE YOU TODAY?



12

TASK 3 ACT OUT. (p. 12)

 Swap roles in the next listening. Keep changing the roles until each group has repeated the entire text.



WORKSHEETS, TASK 1 (p. 10)

- Hand round the worksheets. Ask the pupils to listen to the recording and tick the boxes showing how the frog, the rabbit, and Jessica are feeling.
- Check the correct answers: The cat is sad. The frog is happy. Ronnie is hungry. Jessica is sleepy.
- Repeat the correct answers: Jessica is happy today. The cat is sleepy today. The frog is hungry today. Ronnie is sad today.

Worksheets Tapescript 3

CAT:

BOO HOO HOO, I'M SO SAD.

FROG:

HIP HIP HOORAY, I'M SO HAPPY TODAY.

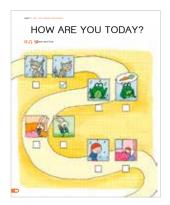
RONNIE:

YUMMY, YUMMY, YUMMY, I'M SO

HUNGRY.

JESSICA:

HUSH, HUSH, I'M SO SLEEPY.





WORKSHEETS, TASK 2 (p. 11)

• Listen to the next recording. The pupils connect how Jessica, the cat, the frog and Ronnie are feeling now.

Worksheets

Tapescript 4

JESSICA: I'M HAPPY. AND HOW ARE YOU TODAY? CAT: MIAOW, MIAOW! I'M SLEEPY. AND HOW ARE YOU TODAY?

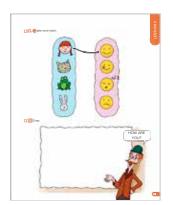
FROG: RIBBIT, RIBBIT! I'M HUNGRY. AND HOW ARE YOU TODAY?

RONNIE: SNIFF, SNIFF! I'M SAD. AND HOW ARE YOU TODAY?



WORKSHEETS, TASK 3 (p. 11)

In this task Phil is asking the pupils How are you?
 The pupils draw how they feel today.



UNIT 1 DO YOU SPEAK ENGLISH?

HOW ARE YOU TODAY?



12

TASK 4 HIP HIP HOORAY! LISTEN AND SING. (p. 13)

- Open your books to page 13! Look at Uncle Phil! How is he today? Listen! When the pupils hear an adjective describing a feeling, they should stand up and repeat the word.
- Listen to the recording a couple of times and sing together and individually (if the pupils want to).

Tapescript

7

HIP HIP HOORAY!

(song)
HIP HIP HOORAY,
I'M SO HAPPY TODAY. BOO
HOO HOO,
I'M SO SAD.
YUMMY, YUMMY, YUMMY, I'M
SO HUNGRY.
HUSH, HUSH, HUSH, I'M SO
SLEEPY.
AND HOW ARE YOU?

GAME SIMON SAYS

 The game Simon Says helps the pupils to learn, understand and do the actions of standing up and sitting down. Explain the game and practise these two commands.

RONNIE'S WORKSHOP

 Pupils draw and create finger puppets of any character from Tapescript 8 on the blank worksheets to be able to act out the story from the tapescript.



LESSON 3 WE ARE FRIENDS

EARNING OUTCOMES: სუცხ. დაწყ. (I): 1,2,3,4,5,7

By the end of this class, pupils will be able to

GRAMMAR • repeat the structure *I'm...*

• reproduce a rhyme

express feelings

LANGUAGE •recognise and reproduce FUNCTIONS communication patterns for asking permission, saying thank you and making excuses

relate auditive to visual content

feelings: I'm busy/bored/cold/hot.

VOCABULARY • Ronnie's Magic Words: please, thank you,

READING

• global reading strategies - please, thank you, sorry

LISTENING

• listening to the dialogues and *The* Please and Thank You Song

• listening comprehension

SPEAKING

• reproducing auditive recording • repeating words after the model

WRITING • writing based on the model

SS-CLIRRICLILAR CORRELATION

• Georgian language: Roleplay

• Music: Singing

• Citizenship education: Social etiquette

INTRODUCTION

- Begin the lesson by saying: Hello children! How are you today? The pupils raise their hands and the teacher calls their names to hear the answers.
- Play Mirror and Echo and repeat all the feelings you have learnt. Introduce I'm busy. I'm bored. I'm hot. I'm cold.

CORRECT THE TEACHER

- Play Silly Teacher with 12 flashcards (a sandwich, a bus, a doctor, juice, chocolate, a cowboy, a clown, a balloon, a skateboard, a cat, a frog, a carrot). Tell the pupils in mother tongue that you have become forgetful and that you need their help: Help me, please!
- Show flashcards and make deliberate mistakes and the pupils correct you. Thank them for every correct answer with a Thank you!

TASK 1 LISTEN AND POINT. (p. 14)

- Say: "Open your books now to page 14!" (write number 14 on the board) Ask in mother tongue and in English: Who can you see in the pictures? The pupils name characters (Ronnie, Jessica, Greg and Uncle Phil). Who is hungry? Who is busy? Who is sleepy? And what about Ronnie? Ronnie is bored. Listen!
- Listen to the recording. The pupils follow the text with their finger.

Tapescript

RONNIE: I'M BORED. **JESSICA:** HI, RONNIE!

RONNIE: I'M BORED, PLAY WITH ME, PLEASE! JESSICA: SORRY, RONNIE. I'M SLEEPY.

GREG: HI, RONNIE!

RONNIE: I'M BORED. PLAY WITH ME. PLEASE!

GREG: SORRY, RONNIE. I'M HUNGRY AND MY PIZZA IS

YUMMY

UNCLE PHIL: HI. RONNIE!

RONNIE: I'M BORED. PLAY WITH ME, PLEASE! UNCLE PHIL: SORRY, RONNIE. I'M BUSY.

RONNIE: I'M SO SAD.

CHILDREN AND UNCLE PHIL: HI, RONNIE! LOOK! A BALL

FOR YOU.

RONNIE: WOW! THANK YOU, MY FRIENDS!

CHILDREN AND UNCLE PHIL: LET'S GO OUT AND PLAY.

RONNIE: YIPPEE! I'M SO HAPPY!

TASK 2 LISTEN AND REPEAT. (p. 14)

The class listens to the recording one more time and all pupils repeat together.

TASK 3 ACT OUT. (p. 14)

In the next listening, divide the class into four groups (four characters (Ronnie, Jessica, Greg, Uncle Phil) and now the groups repeat only their role. The pupils can act with their finger puppets.



WORKSHEETS, TASK 1 (p. 12)

- Hand round the worksheets and ask the pupils: Who can you see in the picture? Ronnie. Ask him: Ronnie.how are
- vou? Listen to what Ronnie answers, and the pupils point to the correct picture with their finger.



Worksheets Tapescript 5 NARRATOR:

RONNIE IS HAPPY. RONNIE IS SLEEPY RONNIE IS BUSY. RONNIE IS HUNGRY. RONNIE IS BORED. RONNIE IS SAD.

LOOK, REPEAT AND CORRECT THE TEACHER.

• Introduce new vocabulary by showing the school objects: pencil, book, notebook, workbook, schoolbag, pencil case, school. Show one object at a time, and the class repeats after you. Then point to objects in a random order asking the class to say the words.

GAME Teacher, Stop!

The teacher shows objects and makes deliberate mistakes and the pupils correct her/him. The teacher commends the pupils who say the correct word by saying Thank you!



TASK 4 THE PLEASE AND THANK YOU SONG. LISTEN AND SING. (p. 15)

- Tell the class that Ronnie and Uncle Phil have made a new song with three magic words. Ask the pupils what they think these words are. In mother tongue these words are: thank you, please and sorry, and in English? Ask if anyone remembers these words or knows them from before. ഉദ്യാത്രത്ത്, തൗ രുറർത്രൂർം ഉദ് ർത്രൂൻ.
- Open Student's Books to page 15. Listen to the recording and the pupils stand up when they hear the magic words.

Tapescript

)

THE PLEASE AND THANK YOU SONG

(song)

PLEASE AND THANK YOU, PLEASE AND THANK YOU. NICE TO SAY, NICE TO SAY. SORRY, SORRY, SORRY. WE ARE FRIENDS, WE ARE FRIENDS.

LISTEN, SING AND ACT. SAY.

- Listen and sing with the recording. Translate the song into your mother tongue with the help of the class.
- Roleplay the scene with finger puppets.
- Talk about magic words, when we use them, in which situations. Ask the class to give examples.



WORKSHEETS, TASK 2 (p. 13)

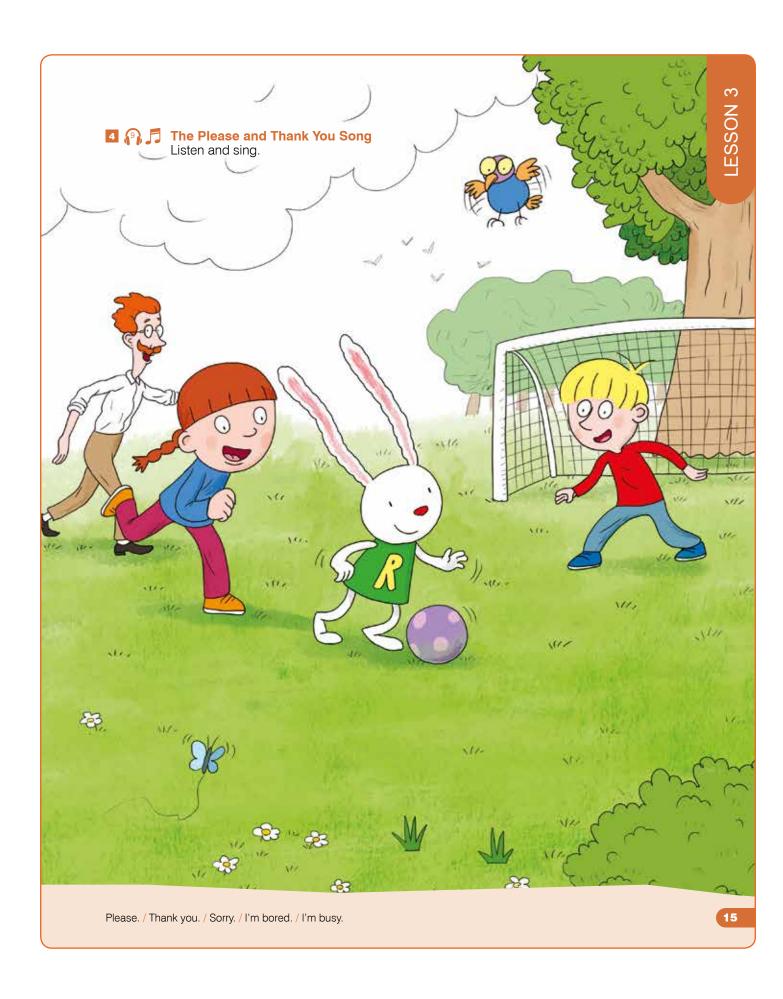
 Open the workbooks and ask the class to guess for which of the three pictures Uncle Phil uses which magic word. Elicit answers.



WORKSHEETS, TASK 3 (p. 13)

 The pupils colour the words Please, Thank you, Sorrv.





LESSON 4 UP AND DOWN

LEARNING OUTCOMES: I უცხ. დაწყ. (I): 1,2,3,5,6

By the end of this class, pupils will be able to:

GRAMMAR • recognise commands

• answer simple questions about oneself

LANGUAGE

FUNCTIONS

- mime actions from the chant
- feelings (I'm happy/sad/hungry...)

VOCABULARY • actions (up and down, turn around, touch the ground, hop, stop)

SKILLS

• listening and understanding the chant *Up and Down*

LISTENING task-based listening

 reacting non-verbally to instructions and commands

 reproducing the chant and singing by miming

SPEAKING

reproducing recorded acoustic patterns correctly

WRITING writing based on the model

CROSS-CURRICULAR CORRELATION

• PE: Moving to the rhythm

• Art: Colouring, gluing

• Music: Singing

• Georgian language: Roleplay

• Music: Singing

· Citizenship education: Social etiquette

INTRODUCTION

- FEELINGS How are you today? encourage the pupils to express their feelings (I'mhappy./I'msad./ I'm sleepy./I'm hungry./I'm bored./I'm cold./I'm hot./I'm busy.)
- Ask: Who is happy? Stand up who is happy! Sit down who is sad! Who is hungry? Hop who is hungry!
 Continue asking similar questions with feelings and commands by repeating all the actions we need for the song. Hands up - Up! Hands down - down!
- Open your books! Tell the class that on page 16 they will see how our friends from the Student's Book feel.
- Ask: Which activity did we show for happy? Up! So, who is happy? Greg and Kim. How are Susan and Luke? Sleepy? No, hungry! Look at Ronnie! What is Ronnie doing?
- Ronnie imitates his friends and shows all actions that they have performed. Let's see all the actions!

TASK 1 LISTEN AND POINT. (p. 16)

 UP AND DOWN – listen and point to the actions in the Student's Book (like Ronnie).

Tapescript

10

Up and down,

Turn around,

Up and down,

Touch the ground,

Up and down,

Hop, hop, hop,

Up and down,

Stop, stop, stop

TASK 2 LISTEN AND MIME. (p. 16)

- Play MIRROR and ECHO!
- Say and mime the actions the class does the same: Up (put your hands up) and down (put your hands down), turn around, touch the ground, hop, hop, hop (three times), stop, stop, stop (extend your arms with palm up three times.)
- Repeat three times in the same order. Then change the order of actions. Mime the actions and the pupils say the commands.
- Pupils listen to the song again and sing along.

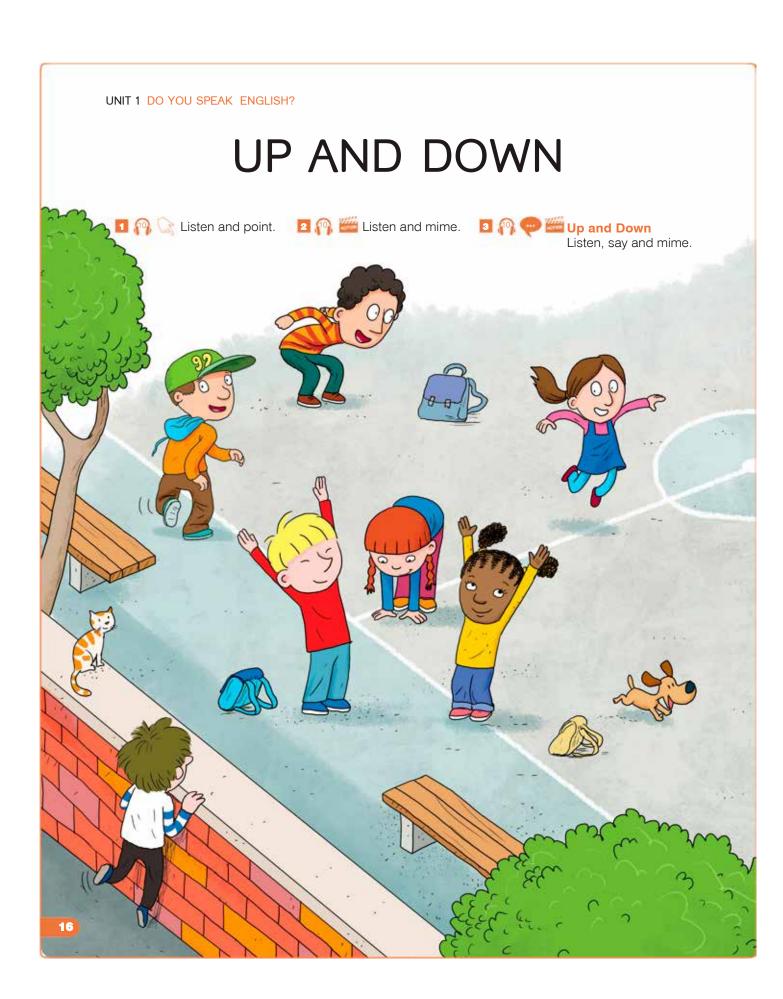
TASK 3 *UP AND DOWN*. LISTEN, SAY AND MIME. (p. 16)

 Pupils sing and act, first all together, then in rows, then girls only, then boys only, and confident pupils can do it individually.

PLAYING GAMES

STOP THE TEACHER – the teacher speaks and mimes actions and when s/he "makes a mistake", the pupils say STOP. The class then corrects the teacher by saying the correct words and miming the action. Confident pupils can swap with the teacher.

GUESSING/TPR – divide the class into groups. Call out one pupil from a group, whisper an action to his/her ear, e.g. *Turn around!* The pupil then mimes the action and his/her group tries to guess.



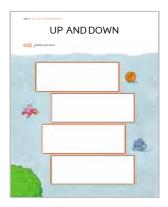
LISTEN AND STICK THE RIGHT PICTURE. (p. 17)

- Ask the pupils to open their Student's Books, show and say what Ronnie is doing in each
- Ask the class to close their Student's Books and check who remembers what Ronnie is doing in each picture.



WORKSHEETS, TASK 1 (p. 14)

Hand round the worksheets with pictures and glue them on the blank sheets in the order identical to Ronnie's actions in the song (Worksheets track 6). Check orally when the class has finished.





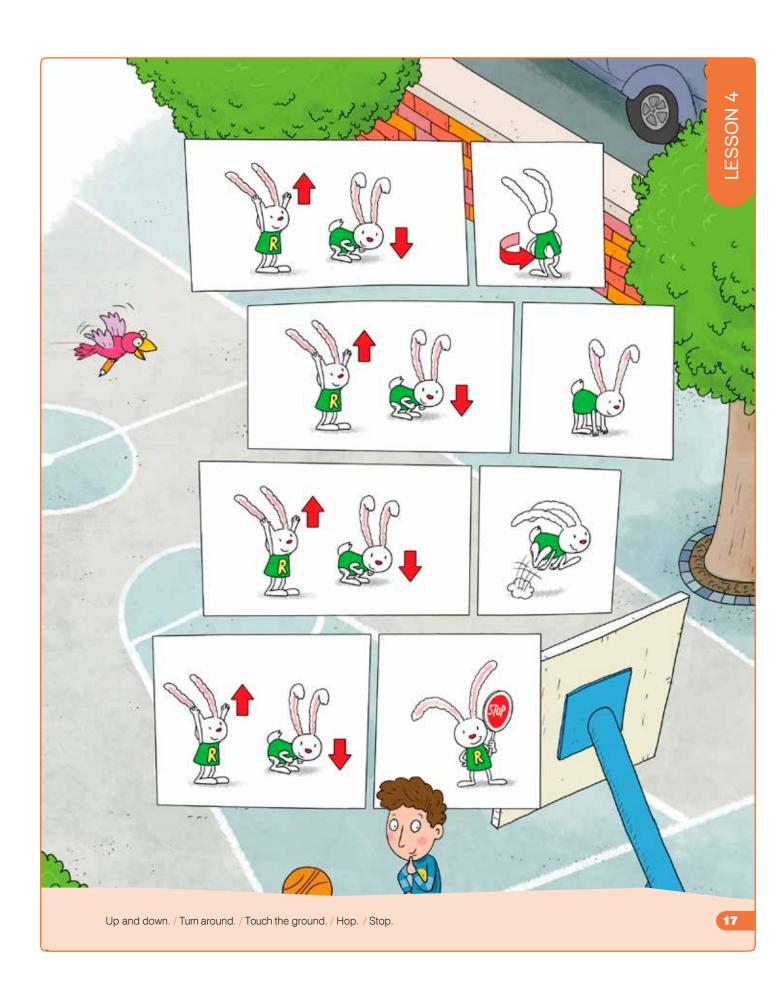
WORKSHEETS, TASK 2 (p. 15)

Colour Ronnie's clothes as desired.



WRITE, CUT AND PASTE.

The worksheet can be used for additional revision and practise.



LESSON 5 LET'S CHECK!

LEARNING OUTCOMES I უცხ. დაწყ. (I): 1,2,3,4,5,6,7 By the end of this class, pupils will be able to:

GRAMMAR

- recognise and understand commands
- · recognise nouns in singular

LANGUAGE FUNCTIONS

- repeat the language functions from unit one
- · characters (Jessica, Greg...)

VOCABULARY

- My First English Words (a sandwich, a bus...)
- greetings (Hi, Hello, What's your name?...)

SKILLS

READING • global reading strategies

 understanding short simple affirmative statements and questions

LISTENING

• reacting non-verbally to instructions and commands in English

SPEAKING

 reproducing the words and short sentences correctly (dialogue)

WRITING

drawing, colouring, circling

CROSS-CURRICULAR CORRELATION

- · Art: Drawing
- · Georgian language: Dramatisation of text
- · Georgian language: Roleplay
- Music: Singing
- · Citizenship education: Social etiquette

INTRODUCTION

- Begin the lesson with the game called Action feelings and the question: How are you today? Tell the class to mime certain actions only if they feel that way, for example: Turn around who is happy! Sit down who is bored!
- Use the familiar adjectives and actions.
- Using BB FLASHCARDS repeat all phrases you have learnt in unit 1. Show pictures and elicit individual answers. Play any kind of game with flashcards.
- Tell the class that today you will repeat everything you have learnt so far in English lessons.

TASK 1 PLAY THE GAME. (p. 18)

- Play the game by describing what you see in each square. Say the words in the pictures in the order they appear and the pupils point to the correct square. Then ask the class to point to the squares and say the words together with you. Then point to the pictures and ask the class to say what they see in the picture.
- Ask the class which characters they see. Which other characters do they remember and are not in the pictures? Elicit answers.
- Repeat the first words you have learnt together; greetings, actions...



🖣 WORKSHEETS, TASK 1 (p. 16)

 Hand round the worksheets. Explain to the class that they will listen to a recording and that they will need to circle the word they hear.



Answer key: a balloon, Kim, sleepy

Worksheets Tapescript 7

MISS LEMMON: WHAT'S THIS?

SUSAN: A BALLOON.

MISS LEMMON: WHO'S THIS?

SUSAN: THIS IS KIM.

MISS LEMMON: HOW ARE YOU TODAY?

SUSAN: I'M SLEEPY.



RONNIE'S PROJECT (p. 19)

- The pupils draw their favourite word from English lessons so far. The class can be divided into groups (depending on the class size) and each member of the group can be assigned a lesson from which s/he will draw their favourite word.
- When they are done, the pupils need to show the class what they have drawn and say their word in English.

MAKE A POSTER

The pupils make a poster with the help of the teacher.
 Stick their drawings on the poster. Write down what is in the picture below each drawing.

I CAN SPEAK ENGLISH - MIND MAP (p. 19)

 Game – CLASSIFICATION GAME. The class is divided into four lexical groups: CHARACTERS, GREETINGS, FEELINGS, MY FIRST WORDS. Show flashcards, and the pupils stand up and say the words belonging to their group.

FURTHER PRACTICE: These maps can be used for a number of different games, depending on the abilities and affinities of the class. Some of these games include: *Cross out game, How many words can you remember, Sorting out, Get rid of your card, Teacher may I have, Memory, Bingo.*



WORKSHEETS, TASK 2 (p. 17)

 The pupils point to the pictures listening to the recording.

Worksheets Tapescript 8

JESSICA: HI!
RONNIE: HELLO!

JESSICA: WHAT'S YOUR NAME? RONNIE: MY NAME IS RONNIE. RONNIE: WHAT'S YOUR NAME? JESSICA: MY NAME IS JESSICA.

RONNIE: BYE, BYE!
JESSICA: GOODBYE!



WORKSHEETS, TASK 3 (p. 17)

 Elicit individual answers from the pupils about what they heard. Then ask the whole class to repeat after the recording.

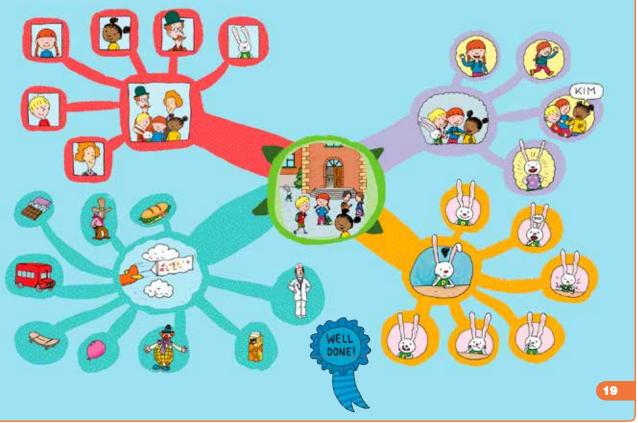


WORKSHEETS, TASK 4 (p. 17)

Volunteers can act out the dialogue.







UNIT 2 LET'S GO TO SCHOOL! LESSON 1 MY SCHOOLBAG

LEARNING OUTCOMES: I უცხ. დაწყ. (I): 1,2,3,4,5,6 By the end of this class, pupils will be able to:

GRAMMAR

• express possession (*my* schoolbag)

LANGUAGE FUNCTIONS

- impersonate actions and characters
- guess the word in the picture
- learn words for school items

VOCABULARY

 my schoolbag / book /a notebook /a pencil /a pen /a pencil case / a sharpener /an eraser

SKILLS

READING

- global reading strategies -flashcards
- listening comprehension
- LISTENING reacting non-verbally to an instruction
 - repeating after the audio model

SPEAKING • answering questions

WRITING • drawing school items

CROSS-CURRICULAR CORRELATION

- Art: Drawing and colouring
- Georgian language: Text dramatisation

INTRODUCTION

- Begin the lesson by asking: How are you today? Elicit answers with the adjectives you have learnt so far.
- Ask the class if they were busy this morning or if they
 packed their school things yesterday. Ask them what
 they put in their school bag. Start a conversation on
 their morning habits in mother tongue.

TASK 1 LISTEN AND POINT. (p. 20)

- Stick the flashcard with Kim on the board and ask the class if they remember the name of that girl. Briefly explain that Kim has a doggy called Gizmo who helps her get ready for school every morning.
- Ask the class if they have a dog or some other pet and what they do together. Ask if their dogs/pets take their orders.
- Listen to Gizmo take orders from his owner Kim. Ask the class to open their Student's Books to page 20,
- listen to the text and point to pictures.
- The title is: *My schoolbag*. Write it on the board and
- play the recording.
- Check if they understood what Kim said to her doggy.

Tapescript 11

GIZMO: BOW - WOW

KIM: GOOD MORNING, GIZMO!

GIZMO: BOW - WOW

KIM: MY SLIPPERS! THANK YOU, GIZMO!

GIZMO: BOW - WOW

KIM: MY TOOTHBRUSH! THANK YOU, GIZMO!

GIZMO: BOW – WOW

KIM: MY SANDWICH! THANK YOU, GIZMO!

GIZMO: BOW - WOW

KIM: MY JACKET! THANK YOU, GIZMO!

GIZMO: BOW - WOW

KIM: MY SCHOOLBAG! OH, NO, GIZMO!

TASK 2 LISTEN AND REPEAT. (p. 20)

• Listen to **Tapescript** 11 once again. The pupils repeat sentence after sentence.

TASK 3 ACT OUT. (p. 20)

 Ask for two volunteers and give them the props for the game (slippers, toothbrush and a toothpaste, sandwich, jacket and schoolbag). One pupil plays Kim, and another plays Gizmo. The pupils act in front of the class, repeating the text of the recording. Repeat the activity if there are more pupils interested in UNIT 2

LET'S GO TO SCHOOL!

MY SCHOOLBAG



INTRODUCING NEW VOCABULARY (p. 21)

- Ask the class to guess what Gizmo dropped from the bag. Elicit answers in mother tongue.
- Show flashcards of school items (a schoolbag, a book, a notebook, a pencil, a pen, a pencil case, a sharpener, an eraser) and stick them on the board. Introduce the words in writing, too. At the same time, say each word aloud in English.
- Point to a flashcard, say the word and ask the class to repeat. Repeat this step several times.
- Show the flashcards one by one and the pupils say the English words together. Repeat by showing the cards in a random order.
- Ask the pupils to draw new words in their notebooks.

GAME – TURN TO THE WALL.

 Play the game with the flashcards. Tell the pupils to face the wall and then remove one flashcard from the board. The pupils try to guess what flashcard it is. Play the game until no card is left on the board.

TASK 4 LISTEN AND POINT. (p. 21)

 Open the Student's Book and follow the recording. Point to the pictures in the correct order.

Tapescript 12

NARRATOR: WHAT'S IN KIM'S SCHOOLBAG? LET'S CHECK. A BOOK, A NOTEBOOK, A PENCIL CASE, A PENCIL, A PEN, A SHARPENER, AN ERASER.

KIM: GOOD DOG, GIZMO! LET'S GO TO SCHOOL!

TASK 5 LISTEN AND REPEAT. (p. 21)

- Play the recording (**Tapescript** 12) again, but this time by repeating the text.
- Check comprehension by asking pupils what Kim has in her school bag. Elicit answers in English.

GAME - GUESS WHAT I HAVE.

Put a school bag full of school items on your desk.
 Take school items out of the bag one at a time and hide them from pupils. They need to guess what school item it is.

7

WORKSHEETS, TASK 1 (p. 18)

 Ask the pupils to trace the items in the first task and say the items they recognise in English (a sandwich, a pencil, a pencil case, a pen, a sharpener, an eraser, a book). They can colour the items as desired.



WORKSHEETS, TASK 2 (p. 19)

 The pupils find the odd-one-out in the task and colour it. The odd-one-out is the toothbrush.



WORKSHEETS, TASK 3 (p. 19)

 The pupils need to draw and colour the items they have in their school bag. Ask them to say what they have drawn in English.





HOMEWORK

The pupils should draw Gizmo the doaav.



LESSON 2 IN THE STREET

LEARNING OUTCOMES: I უცხ. დაწყ. (I): 1,2,3,4,5,6,7 By the end of this class, pupils will be able to:

- GRAMMAR express a command
 - reproduce a song and a dialogue

LANGUAGE FUNCTIONS

- connect and reproduce colours and related to the traffic light
- recognise and acquire the words connected with means of transport
- a bike/ a car/ a bus/ a lorry/

VOCABULARY • colours: red/yellow/green • actions: Stop!/Wait!/Go!

SKILLS

READING

- global reading strategies words from the lesson
- LISTENING
- song: Red Light, Red Light and • reproducing a song and dialogues
- understanding simple sentences
- SPEAKING WRITING
- · repeating after the model
- drawing means of transport and traffic lights

CROSS-CURRICULAR CORRELATION

- Citizenship education: Raising awareness about the importance of
- Music: Singing
- Art: Cutting out, gluing and drawing
- Georgian language : Developing the ability to anticipate and listen to the collocutor

INTRODUCTION

- Greet the class and ask: How are you today? After hearing their answers, repeat the school items with flashcards. Show the flashcards and stick them on the board and the pupils say what they see.
- Play the GAME WHAT'S MISSING? Say: Shut your eyes! Take one flashcard from the board and hide it behind your back. Say: Open your eyes! Ask: What's missing? The pupils look at the board to find which word is missing.

SAY YES OR NO, REPEAT AND DRAW.

- Start a conversation about the pupils' way to school. Try to raise awareness about being careful in traffic for their own safety and safety of other participants in
- Ask the pupils how they come to school and show the flashcards of different means of transport: a bike, a car, a bus, a lorry, and they answer with yes or no. After that, they repeat the words after the teacher and draw them in the correct order in the notebook. Talk about being careful in traffic, crossing the road over the zebra crossing, stopping to look left and right in places with no traffic lights.

RECOGNISE AND REPEAT COLOURS AND ACTIONS.

- What colours are there on a traffic light? Draw a traffic light on the board and mark three circles (without colours).
- Show a red circle (a cutout) and say RED. Ask how we should behave in the red light. Elicit the correct answer (we need to stop). Repeat: It's red. Stop! Encourage the pupils to repeat. A volunteer sticks a red circle in the corresponding place in the traffic light on the board.
- What colour is below the red light? Yellow. What do we do in the yellow light? Wait.

- Repeat: It's yellow. Wait! Ask the class to repeat after you. One pupil puts the yellow circle in the middle circle in the traffic light.
- At the end, ask the pupils to ask what the lowest light is in the traffic light and what we should do then. It's green. Go! Let's go! Ask the class to repeat. One pupil puts a green circle in the traffic light on the board.
- Repeat the colours and actions connected with the traffic light one more time

TASK 1 LISTEN AND POINT. (p. 22)

- Listen to the text on how our characters go to school. Ask the pupils to open Student's Books to page 22. (Write the number on the board).
- As pupils listen to the recording they should point to the corresponding picture.

Tapescript 13

(STREET NOISE)

UNCLE PHIL: STOP! IT'S RED.

GREG: A BIKE. JESSICA: A CAR... KIM: A BUS... RONNIE: A LORRY!

UNCLE PHIL: GO! IT'S GREEN. **GREG:** WHERE'S RONNIE? GIZMO: BOW - WOW!

KIM: LOOK! HE'S IN THE LORRY.

TASK 2 LISTEN AND REPEAT. (p. 22)

Ask the pupils to repeat after the recording in the second listening.

TASK 3 ACT OUT. (p. 22)

Play the recording again and ask volunteers to come to the board to act in roles.

UNIT 2 LET'S GO TO SCHOOL!

IN THE STREET



22

TASK 4 RED LIGHT, RED LIGHT. LISTEN AND SING. (p. 23)

- Listen to the song about the traffic light prepared by Ronnie! Follow the pictures in the Student's Book.
- Play the song a few more times. Encourage the pupils to sing along and mime with the
- song.

Tapescript 14 RED LIGHT, RED LIGHT (song)

RED LIGHT, RED LIGHT
WHAT DO YOU SAY?
I SAY STOP – STOP RIGHT
AWAY.
YELLOW LIGHT, YELLOW LIGHT
WHAT DO YOU SAY?
I SAY WAIT – WAIT RIGHT
AWAY.
GREEN LIGHT, GREEN LIGHT
WHAT DO YOU SAY?
I SAY GO – GO RIGHT
AWAY.

RONNIE'S WORKSHOP (p. 23)

- The pupils cut out three circles for the traffic light game; one in red, one in yellow and one in green.
- Say the colours in English and the pupils raise the correct circle.
- Play the song (**Tapescript** 14) and show the corresponding circle (colour) as it is mentioned.



WORKSHEETS, TASK 1 (p. 20)

• In task 1 in the workbook, on p. 20, the pupils glue stickers from the end of the workbook. Help the pupils to glue the pictures correctly. Describe the picture and the pupils say the English words they glued (red light, Ronnie and Greg, lorry, car, green light, bike, Jessica and Kim, bus).



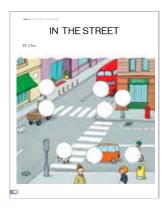
WORKSHEETS, TASK 2 (p. 21)

• In this task, the pupils colour the traffic lights.



WORKSHEETS, TASK 3 (p. 21)

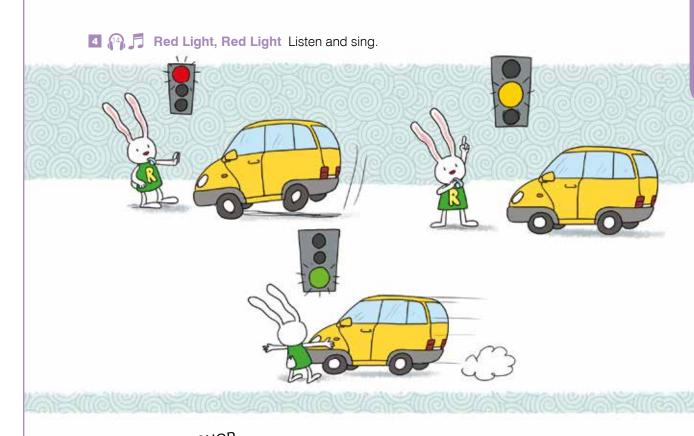
• In this task, the pupils draw their way to school.





HOMEWORK

The pupils should draw a traffic light in the notebook.





2

LESSON 3 IN THE CLASSROOM

LEARNING OUTCOMES: I უცხ. დაწყ. (I): 1,2,3,4,5,6 By the end of this class, pupils will be able to

- GRAMMAR introduce new commands
 - connect commands with nouns (school objects)

LANGUAGE **FUNCTIONS**

- · make suggestions
- learn the names of school objects
- actions: Jump! Draw! Read! Sleep! Run! Hide!

VOCABULARY

• a window/a door/a chair/a desk/a floor/a board/a bin

READING • reading after the model

• listening to the dialogue and reproducing it

LISTENING • relating auditive to visual content

• understanding simple sentences

SPEAKING • repeating after the model

WRITING • drawing, connecting, colouring

CROSS-CURRICULAR CORRELATION

• Georgian language: Roleplay

INTRODUCTION

Greet the class: Hello children! How are you today? The pupils reply with the adjectives they have learnt.

GAME Mirror and Echo. (The rules of the game are at the end of the Teacher's book).

Repeat the verbs: *sit down/stand up/hop/look* /touch the ground /stop. Introduce new verbs: jump/draw/read/sleep/run/hide.

For additional practice play Simon Says.

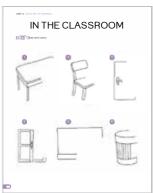
INTRODUCING NEW VOCABULARY

- Introduce new words using flashcards (see the Appendix - Classroom ideas at the end of the Teacher's book): a window/a door/a chair/a desk/a floor/a board/abin. Write the words on
- the board as well.
 - After repeating the words several times, play the MATCHING GAME- remove the flashcard (but leave the written word on the board). Stick the flashcards on the board in a scattered and random way. The
- pupils try to match pairs (flashcards and words).
- When all the pairs are matched, the pupils draw new words in the notebook.

GAME - WHAT'S MISSING? Say: Shut your eyes! Hide one flashcard from the board behind your back. Open your eyes! Ask: What's missing? The pupils look at the board and try to guess what is missing.



In this task, the pupils finish their drawings and colour the new words



TASK 1 LISTEN AND POINT. (p. 24)

- Ask the class: And where is Ronnie today? Search for Ronnie in the classroom. He is not here. Look at the Student's Book! Perhaps we can find him in the book. Open your books to page 24! Write 24 on the board. (Open the book!) There he is!
- Play the recording. The class listens.

Tapescript 15

IN THE BIN!

RONNIE: HERE IS THE SCHOOL. LOOK! THE WINDOW IS OPEN! HOP! I'M IN THE CLASSROOM! JUMP ON THE FLOOR! SIT ON THE CHAIR! DRAW ON THE BOARD! READ A BOOK! SLEEP ON THE DESK! (RING, RING) RUN TO THE DOOR! UH - OH! IT'S CLOSED. HIDE

TASK 2 LISTEN AND MIME. (p. 24.)

- Say: Ronnie is not with us today but he is with Jessica, Greg, Susan, Luke, Kim and Ms Lemmon. What is he doing in their classroom?
- Play the recording (Tapescript 15) and mime what Ronnie is doing.

TASK 3 LISTEN, SAY AND MIME. (p. 24.)

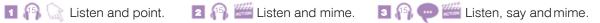
• Listen to the recording one more time. This time ask the class to repeat the sentences after Ronnie and mime.

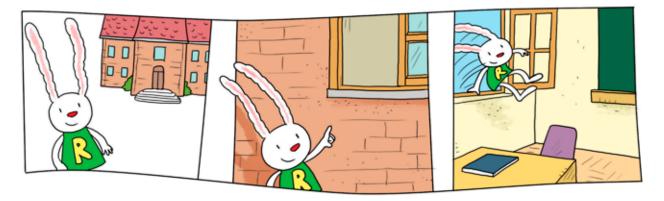
UNIT 2 LET'S GO TO SCHOOL!

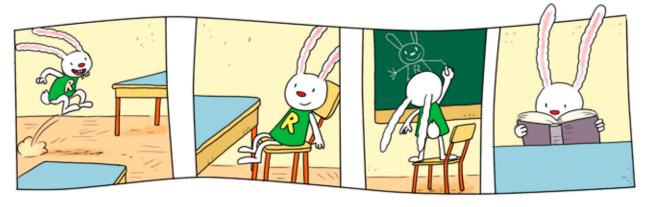
IN THE CLASSROOM

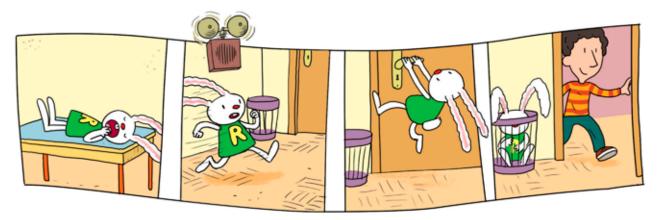












TASK 4 LISTEN AND POINT. (p. 25)

- Ask the class what Ronnie did when the bell went off. The pupils answer that he is in the bin.
- Listen to the rest of the story, what happened when the pupils and Ms Lemmon entered the classroom.
- Open your books to page 25! The pupils follow the text by pointing to the pictures.

Tapescript

16

GREG: LOOK AT THE WINDOW! **JESSICA:** LOOK AT MY CHAIR! **KIM:**

LOOK AT THE BOARD! SUSAN: LOOK AT MY BOOK! LUKE: LOOK AT MY DESK!

MISS LEMMON: LOOK AT THE FLOOR! WHAT'S THIS?

CHILDREN: LOOK AT THE BIN! IT'S RONNIE!

TASK 5 LISTEN AND REPEAT. (p. 25)

• The pupils listen to the recording one more time and repeat the sentences.

TASK 6 ACT OUT. (p. 25)

- In the third listening, the pupils act out what the characters are saying.
- Choose six pupils and ask them to come to the board. Give each pupil the picture of a character they will play, i.e. repeat their character's sentence after the recording. Repeat the roleplay if other pupils want to act, too.



WORKSHEETS, TASK 2 (p. 23)

- Hand round the worksheets. Ms Lemmon asks her class to do certain things. Listen and tick the correct command.
- Check. Pupils read correct sentences individually.

Worksheets **Tapescript 9** MISS LEMMON:

1 JESSICA, SIT ON THE CHAIR! 2 GREG, DRAW ON THE BOARD! 3 KIM, READ A BOOK!

4 RONNIE, JUMP ON THE FLOOR!



WORKSHEETS, TASK 3 (p. 23)

- In this task, the pupils go through the maze making correct connections
- When they have finished, play the MATCHING GAME. Stick the flashcards in two rows on the board. One row contains the characters and the other classroom objects (a desk, a chair, a bin, a window, a book, a blackboard). The pupils come to the board and match pairs. When they make a match, they say the word in English.

Greg – *a window* Jessica - a chair Kim - a blackboard Susan – *a book* Children - a bin



HOMEWORK

The pupils colour the school objects they have drawn in class.



LESSON 4 TEACHER SAYS

LEARNING OUTCOMES: I უცხ. დაწყ. (I): 1,2,3,4,5,6 By the end of this class, pupils will be able to

- say numbers 1-10
- GRAMMAR

 understand commands

LANGUAGE • understand simple commands

FUNCTIONS • count to 10

- Stand up! Sit down! • Close the door! Open the window!

- VOCABULARY Write your name! Count to ten!
 - one, two, three, four, five, six,
 - seven, eight, nine, ten

SKILLS

READING

- · global reading strategiescommands and numbers 1-10
- listening to commands from the Student's Book and Workbook

LISTENING

- · repeating after the model
- relating written and spoken form of numbers

SPEAKING

- expressing commands
- WRITING ticking correct answers

CROSS-CURRICULAR CORRELATION

- Mathematics: Numbers 1 to 10 • Georgian language: Reading
- INTRODUCTION
- Greet the class. Ask how they are today.
- Game MIRROR AND ECHO (please refer to the rules of the game at the end of the Teacher's book), repeat the commands you have introduced so far (Stand up! Sit on the chair! Jump on the floor! Draw a window! Read a book! Turn around! Hide under the desk! Sleep!)
- Introduce new actions: Write your name! Open the window! Close the door!

For further practice play SIMON SAYS (please refer to the rules of the game at the end of the Teacher's book).

INTRODUCTION – NUMBERS TO 10

- Show flashcards with numbers. Ask them what they see in the pictures. *Numbers!* Introduce numbers from 1 to 10
- Show the flashcards and say the numbers one by one. Ask the pupils to repeat after you/together with you several times, and then individually.
- Say the numbers from 1 to 10 together and at the same time count with your fingers.
- Say a number and the pupils come to the board individually and point to the correct flashcard.
- Show numbers randomly and the pupils say the correct number. Volunteers can count alone. All pupils copy numbers in their notebooks.

FURTHER PRACTICE: Pupils make number cards from 1

- 10 using cardboard to be used for practice and games.

NUMBERS DICTATION – The teacher dictates numbers and pupils write them down in their notebooks.

TASK 1 LISTEN AND POINT. (pp. 26, 27)

- Open the Student's Books to p. 26. Listen to Miss Lemmon in the chant - Teacher Says and point to the pictures.
- After the listening, the pupils say to which character in the book the teacher addresses the command (Jessica, stand up! Sit down! Greg, draw a monkey! Susan, turn around! Luke, read a book! A boy, close the door! A girl, open the window! Ronnie, jump on the floor! Kim, take a pencil or a pen! Kim, write your name! Everybody, count to ten!).

Tapescript 17 **TEACHER SAYS**

(chant)

STAND UP

SIT DOWN,

DRAW A MONKEY,

TURN AROUND! READ

A BOOK, CLOSE THE

DOOR, OPEN THE

WINDOW,

JUMP ON THE FLOOR! TAKE

A PENCIL,

OR A PEN,

WRITE YOUR NAME,

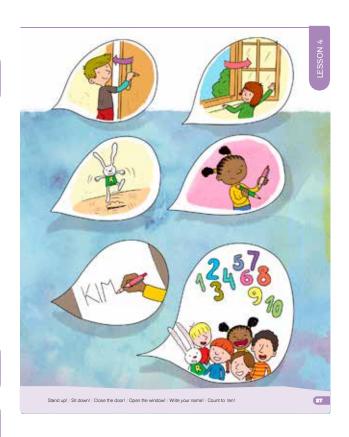
COUNT TO TEN!

ONE, TWO, THREE, FOUR, FIVE, SIX, SEVEN, EIGHT,

NINE, TEN!

TASK 2 LISTEN AND MIME. (pp. 26, 27)

• The pupils listen to the recording one more time and mime Miss Lemmon's commands.



UNIT 2 LET'S GO TO SCHOOL! TEACHER SAYS Teacher Says
Listen, say and mime. 1 17 Listen and point. 2 17 Elisten and mime.

TASK 3 TEACHER SAYS. LISTEN, SAY AND MIME. (pp. 26, 27)

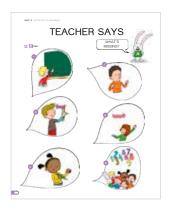
- In the third listening the pupils point to the picture and say the action in English.
- Choose eight volunteers to come to the board and mime their roles. (If necessary, call other pupils to mime - depending on the wishes, needs and size of the class.)



WORKSHEETS, TASK 1 (p. 24)

• Say the nouns and the pupils draw them.

Answer key: 1 Draw a monkey! 2 Read a book! 3 Close the door! 4 Open the window! 5 Write your name, Kim! 6 Count to ten! (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)





WORKSHEETS, TASK 2 (p. 25)

- The pupils listen to the recording and tick the correct picture.
- Check if the pupils ticked the correct pictures.

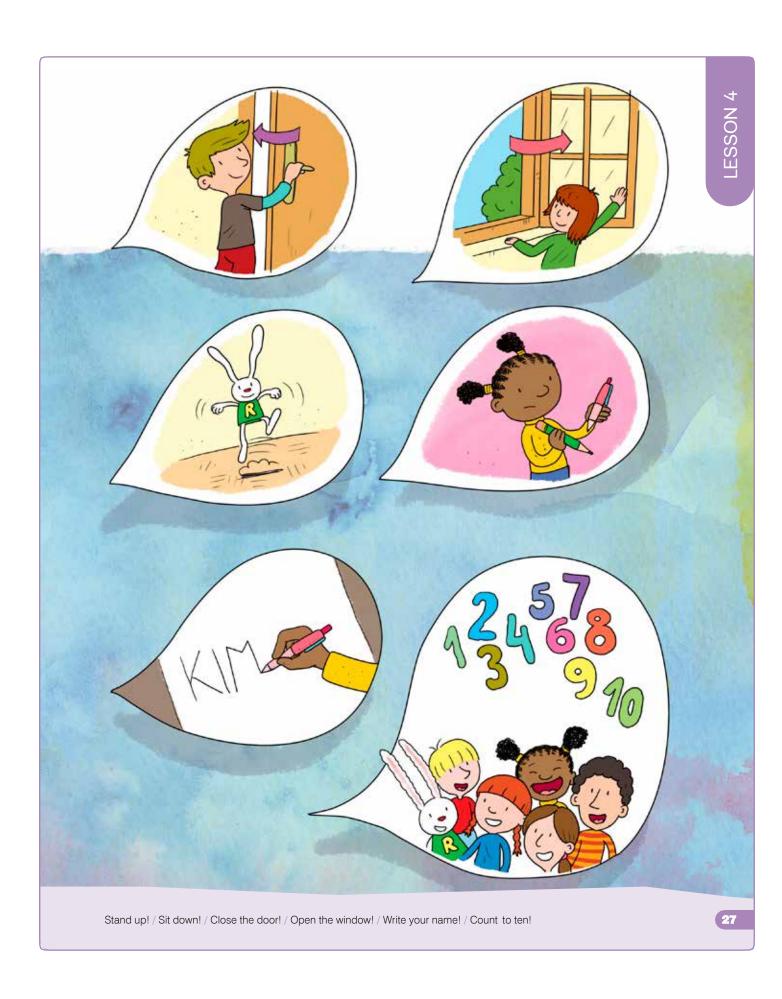
Worksheets Tapescript 10 MISS LEMMON:

RONNIE, CLOSE THE DOOR!
JESSICA, DRAW A DOG!
GREG, OPEN YOUR BOOK! KIM,
TAKE YOUR PENCIL!



FURTHER PRACTICE: TASK 5, Game – BINGO. The pupils draw a table with six fields in their notebooks. Then they write any six numbers from 1-10 in the table. Randomly take out the flashcards with numbers from 1-10, saying the number aloud. The pupils circle their number if it is in their table. The pupil who is the first to circle all the numbers shouts *Bingo!* and s/he wins the game.

TIP: Pupils often want to continue the game so we can continue playing for the top three winners.



LESSON 5 LET'S CHECK!

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

By the end of this class, pupils will be able to:

consolidate structures from unit 2

- GRAMMAR use plural of nouns (ending -s)
 - repeat the structures from unit 2

LANGUAGE FUNCTIONS play games: odd-one-out, dice game - guess the correct word, matching game

VOCABULARY • revise words from unit 2

SKILLS

• global reading strategies related to commands and numbers to 10

READING • Mind map

- matching pictures and words
- · completing the

sentences LISTENING • listening

comprehension SPEAKING

saving what is in the nicture: commands

WRITING • drawing dictation

CROSS-CURRICULAR CORRELATION

- Mathematics: Numbers 1 10
- · Art: Poster making

INTRODUCTION

 Revise numbers from 1 to 10. The teacher says a number and the pupils raise cards with the correct number. Swap roles with a pupil so that the pupil says the numbers.

TASK 1 PLAY THE GAME. (p. 28)

• Divide the class into two groups. Give each group a dice and a token. Start with the desk closest to you; the pupils roll the dice in turns. The token is moved from left to right for each row in the classroom. The group which first reaches the final star is the winner. Before that, of course, they should be able to recognise and say correctly the word for the object and action drawn.

Dice rolling is done in turns. As long as one group gives the correct answer, they roll the dice. When a pupil gives an incorrect answer, the dice is given to the other group. The correct answer must be given by the pupil who is rolling the dice, but other pupils from the group can help.

UNIT 2 LET'S GO TO SCHOOL! LET'S CHECK! Play the game.

RONNIE'S PROJECT (p. 29)

 The pupils draw one school object on a piece of paper. The teacher then collects the drawings and sticks them onto a poster and writes the corresponding English word below each picture. The pupils can write the word down too if they are sure how to spell the word correctly.

I CAN SPEAK ENGLISH (p. 29)

 MIND MAP – study the mind map with the class, go through each word category and say what each picture represents. At the same time, the pupils individually mark with a plus sign all the pictures they can name in English. This is good self-assessment practice.

GAME - CHOOSE THE CORRECT GROUP.

 Divide the class into four groups and ask them to choose a group representative. Write categories from the map on the board (*Classroom, Street, Schoolbag, Teacher says*). Say the words from the maps in a random order. Group representatives take turns to say which category that word belongs to. Correct answers score a point for the group. The group which scores the most points is the winner.

FURTHER PRACTICE: Different games can be played with this task, e.g. Bingo, Memory game, Cross out game, How many words can you remember, Sorting out, Get rid of your card... (please consult the Appendix - classroom ideas at the end of the Teacher's book.



WORKSHEETS, TASK 1 (p. 26)

 This task asks the pupils to cut out pictures in circles and glue them to the corresponding place and then colour them. Once they have finished, ask them to say which pictures they have glued (a desk, a notebook, a car, a door, a chair, a schoolhan)



WORKSHEETS, TASK 2 (p. 27)

 This is an odd-one-out task (a window, a car, a pencil case, traffic light /red_light).

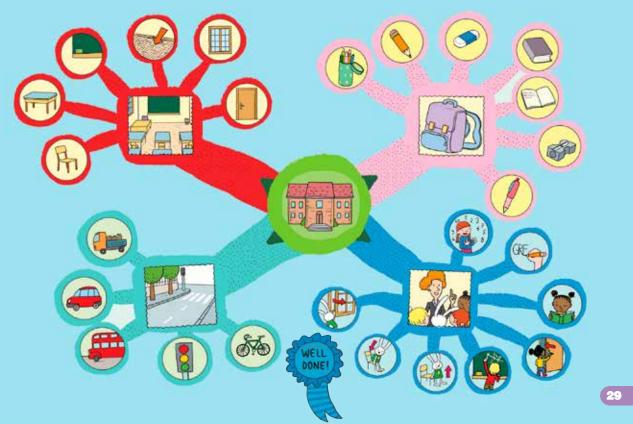




DRAWING DICTATION

• To check pupils' knowledge, do a drawing dictation. Say five numbers from 1-10 combined with nouns introduced so far, e.g.: two bins, three green cars, ten books, seven yellow pens, five red carrots (it is important to let the class notice the plural ending '-s' for nouns in plural).





UNIT 3 GOOD MORNING LESSON 1

TIME TO WAKE UP

LEARNING OUTCOMES: I უცხ. დაწყ. (I): 1,2,3,4,5 By the end of this class, pupils will be able to:

GRAMMAR • learn to express possession (my)

• introduce the closest family members

LANGUAGE **FUNCTIONS** · learn actions related to the morning routine

VOCABULARY

• This is my family: mum, dad, brother, grandma, grandpa

· Good morning! Wake up! Brush your teeth! Eat your breakfast!

SKILLS

READING

• global reading strategies -words related to family members

LISTENING • understanding short dialogues and the song This is the way

SPEAKING

· reproducing the dialogues and the song correctly

WRITING • copying and drawing words related to family members

CROSS-CURRICULAR CORRELATION

· Science: My family

INTRODUCTION

Greet the class with Good morning (if it's morning) and ask how they are (in English). Start a conversation in mother tongue about how they spent their morning, which members of the family they saw, what they did after they woke up, if they had breakfast and what they had for breakfast... Commend the pupils who had breakfast and encourage others to have a healthy breakfast.

INTRODUCING NEW VOCABULARY

- . Ask the pupils what they do in the morning (in their mother tongue). Say, one by one: first you wake up, then you wash your face, brush your teeth, eat your breakfast and go to school.
- GAME MIRROR AND ECHO (Morning actions) Say and mime the following actions: sleep, wake up, wash your face, brush your teeth, eat your breakfast, let's go. The pupils only mime at first, and then they mime the actions and repeat with the teacher.
- Ask the class which greeting they use in the morning. Good morning! Let the class repeat. Ask the pupils who they greet like that at home every morning. Elicit answers and show flashcards and word cards. Say and point to the picture: This is mum, dad, brother, grandma, grandpa.

TASK 1 LISTEN AND POINT. (p. 30)

- Play the **POINT TO** game to introduce the words for family members (please refer to the rules of the game in the Appendix at the end of the Teacher's Book).
- After that, the pupils draw and copy the words relating to family members in their notebooks.

TASK 2 THE FAMILY RAP. LISTEN AND SAY THE CHANT. (p. 30)

- Say: Open your books! Listen to THE FAMILY RAP. Ask the pupils to point to the pictures.
- Listen to the rap several times and encourage the pupils to repeat the text correctly.

Tapescript

18

THE FAMILY RAP

(chant)

THIS IS MY FAMILY, MUM, DAD, BROTHER AND ME. THIS IS MY FAMILY, GRANDMA, GRANDAD AND ME. MUM, DAD, BROTHER, GRANDMA, GRANDAD AND

ME. I LOVE MY FAMILY!

WORKSHEETS, TASK 1 (p. 28)

Stick the pictures of family members on the board. Say the words (my mum, my dad, my brother, my grandma, my grandpa).



WORKSHEETS, TASK 2 (p. 29)

This task asks the pupils to draw their family members and later present them in English (This is...).

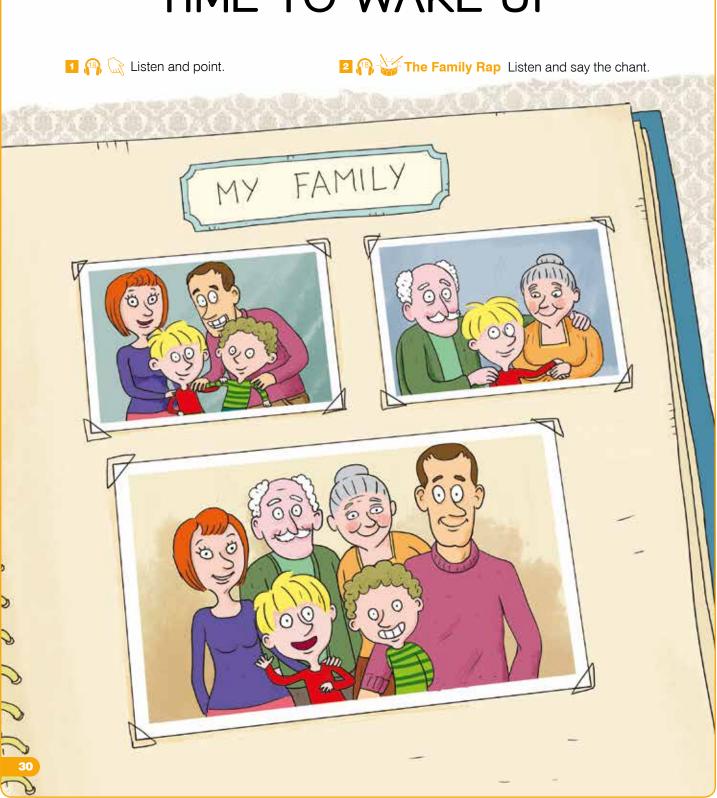




UNIT 3

GOOD MORNING!

TIME TO WAKE UP



TASK 3 LISTEN AND POINT. (p. 31)

- Ask the pupils to listen to how Greg begins his day;
 what he does and which family members he talks to.
- In the Student's Books the pupils follow the text and point to the pictures.

Tapescript

19

MUM: GOOD MORNING! WAKE UP! TIME FOR SCHOOL!

GREG: OH, NO! I'M SO SLEEPY. DAD: GREG, WASH YOUR FACE!

GREG: OK, DAD.

GRANDAD: GREG, BRUSH YOUR TEETH!

GREG: OK, GRANDAD!

GRANDMA: GREG, EAT YOUR BREAKFAST!

GREG: YUMMY!

TASK 4 LISTEN AND REPEAT. (p. 31)

 Ask the pupils to listen to the dialogue several times and repeat the entire dialogue all together.

TASK 5 ACT OUT. (p. 31)

 The pupils repeat the entire dialogue together, and then ask individual pupils to act it out in front of the



WORKSHEETS, TASK 3 (p. 29)

 The pupils tick the commands that Ronnie gives to Greq.

Worksheets

Tapescript 11

RONNIE: GOOD MORNING, GREG! WAKE UP! WASH YOUR FACE! BRUSH YOUR TEETH! EAT YOUR BREAKFAST!



TASK 6 THIS IS THE WAY. LISTEN AND SING.

(p. 31)

 Tell the class that they will listen to the recording. First, the pupils only listen. After that, encourage them to correctly reproduce the song and mime the actions. (TPR activities)

Tapescript 20 THIS IS THE WAY

(traditional song)

THIS IS THE WAY I WASH MY FACE, WASH MY FACE, WASH MY FACE. THIS IS THE WAY I WASH MY FACE,

EARLY IN THE MORNING.

THIS IS THE WAY I BRUSH MY TEETH, BRUSH MY TEETH, BRUSH MY TEETH. THIS IS THE WAY I BRUSH MY TEETH, EARLY IN THE MORNING.

GAME CHARADES.

• One pupil comes to the front of the class and mimes an action. The rest of the class tries to guess what action it is.

HOMEWORK

The pupils should bring a photo of their family to the next English lesson.



LESSON 2 WHAT'S FOR BREAKFAST?

LEARNING OUTCOMES: I უცხ. დაწყ. (I): 1,2,3,4,5,6 By the end of this class, pupils will be able to:

- GRAMMAR connect verbs and nouns
 - present family members
 - name breakfast food

LANGUAGE **FUNCTIONS**

- reproduce and understand texts related to breakfast and the song Ronnie's Sandwich
- learn about the importance of breakfast for good health
- bread/butter/jam/honey/cornflakes/ milk/cocoa/tea/an egg/cheese

VOCABULARY What's for breakfast? / Open the fridge. /Cook the egg. / Cut the cheese.

SKILLS

READING • global reading strategies- title

LISTENING

- texts connected with breakfast
- Ronnie's Sandwich (chant)
- reproducing a song after a model

SPEAKING

- · singing a song
- · reacting verbally to non-verbal stimulus

WRITING • circling, crossing out, drawing

CROSS-CURRICULAR CORRELATION

• Science: My family, healthy nutrition

INTRODUCTION

- Walk around the classroom and look at the family photos that the pupils brought (homework from the previous lesson). Ask them to present their family members in English one by one (This is my...).
- Repeat the commands from the previous lesson by playing Charades. One pupil mimes and other pupils try to guess what action it is. The pupil who gives the correct answer is the next to mime.
- The pupils sing and mime (TPR) the song This is the way (Tapescript 20, Student's Book p. 31).

INTRODUCING NEW VOCABULARY

- Ask the class if they know what this phrase means: Eat your breakfast. Elicit answers and ask them for the meaning of the word breakfast. When they answer, stick the poster with breakfast food on the board. Start a conversation on what they had for breakfast today, what they usually have for breakfast and stress that breakfast is the healthiest meal of the day because it gives us energy for all the activities during the day.
- Using flashcards and word cards introduce new words: bread, butter, jam, honey, cornflakes, milk, cocoa, tea, an egg, cheese. (Please refer to the end of the Teacher's Book to find out more about introducing new vocabulary.

TASK 1 LISTEN AND POINT. (p. 32)

Open your books! Write the number of the page (32). Tell the class that they will hear the recording and ask them to point to the food that the narrator lists.

Tapescript

NARRATOR: WHAT'S ON THE BREAKFAST TABLE? TEA. MILK, COCOA, BREAD, BUTTER, JAM, HONEY, CHEESE, CORNFLAKES, AN EGG, AN APPLE.

TASK 2 LISTEN AND REPEAT. (p. 32)

Listen to the recording once again and repeat after the narrator.

TASK 3 LISTEN AND POINT. (p. 32)

- Explain the meaning of 'What's for breakfast?' Greg asked his grandma the same question. Listen to her answer to Greg and what Greg chose.
- Play the recording and ask the class to follow the text in the book with their fingers.

Tapescript

22

GRANDMA: GOOD MORNING, GREG!

GREG: GOOD MORNING, GRANDMA! WHAT'S FOR

BREAKEAST?

GRANDMA: BREAD AND BUTTER OR BREAD AND JAM?

GREG: BREAD AND BUTTER, PLEASE.

GRANDMA: MILK OR COCOA? GREG: COCOA, PLEASE.

UNCLE PHIL: TEA FOR ME, PLEASE. AND CORNFLAKES!

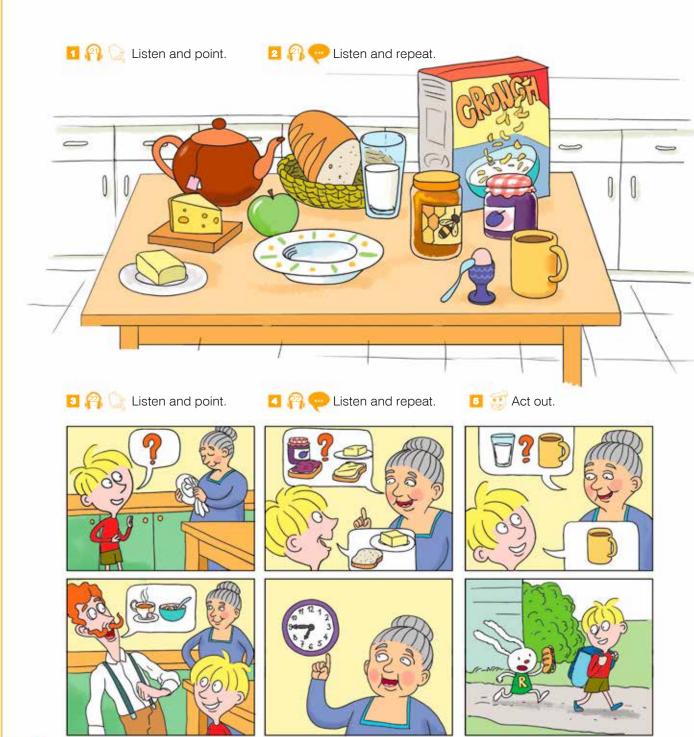
GRANDMA: HURRY UP, TIME FOR SCHOOL! RONNIE: GREG, A SANDWICH FOR YOU! GREG: THANK YOU, RONNIE! LET'S GO!

TASK 4 LISTEN AND REPEAT. (p. 32)

Ask the pupils what Greg chose for breakfast and what Uncle Phil did. Ask the pupils to retell the text in their mother tongue so that everyone can understand the story. Listen to the text once again and repeat the sentences after the recording. Finally, act the scene out together.

UNIT 3 GOOD MORNING!

WHAT'S FOR BREAKFAST?



32

TASK 5 ACT OUT. (p. 32)

 Select four volunteers to play Greg, Grandma, Uncle Phil and Ronnie. Encourage them to repeat the text by acting.



WORKSHEETS, TASK 1 (p. 30)

- Tell the class that Grandma asks Greg's parents, Grandpa and Ronnie what they want for breakfast.
- The pupils listen to the recording to hear what the characters answered and circle their choice in the workbook on p. 30.

Answer key: mum – cornflakes, dad – milk, grandad – honey, Ronnie – a carrot

Worksheets Tapescript 12

1

GRANDMA: CORNFLAKES OR SANDWICH?

MUM: CORNFLAKES, PLEASE.

2

GRANDMA: TEA OR MILK?
DAD: MILK, PLEASE. 3
GRANDMA: JAM OR HONEY?
GRANDAD: HONEY, PLEASE. 4

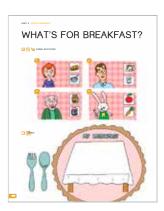
GRANDMA: AN APPLE OR A CARROT?

RONNIE: A CARROT, PLEASE.



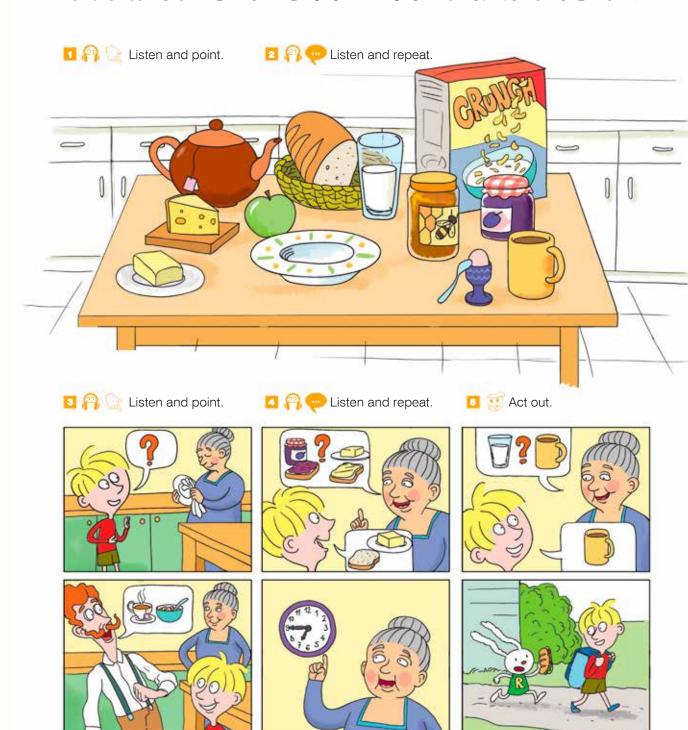
WORKSHEETS, TASK 2 (p. 30)

 In this task, the pupils draw their breakfast food and say what they have drawn in English.



UNIT 3 GOOD MORNING!

WHAT'S FOR BREAKFAST?



32

TASK 6 LISTEN AND POINT. (p. 33)

- Ask the class how they are. Anybody hungry? Ask if someone has brought a sandwich to school today and what it consists of.
- Put the flashcards of food items that typically go into a sandwich on the board. Ask the pupils what they think; what kind of sandwich Ronnie likes for his sandwich.
- Draw a fridge on the board. Say and mime the action at the same time: Open the fridge. Pupils repeat and mime at the same time. Do the same with other actions from the chant (take a carrot/ and an egg/take some cheese/take some bread /wash the carrot/cook the egg / cut the cheese / and the bread /put the sandwich in your bag).
- Say an action and mime it again. The pupils only watch and listen this time. Then say and show actions again but this time the pupils mime (without speaking). The third time around, the class repeats after you miming at the same time (mime and speak). Change the order of actions and say them randomly. The pupils speak and mime.
- Ask the pupils to follow the chant in the Student's Book on p. 33 by pointing to the correct picture.

Tapescript

23

RONNIE'S SANDWICH (chant) OPEN THE FRIDGE, TAKE A CARROT AND AN EGG. TAKE SOME CHEESE AND SOME BREAD. WASH THE CARROT, COOK THE EGG, CUT THE CHEESE, AND THE BREAD. CARROT, CHEESE, BREAD AND EGG,

TASK 7 LISTEN AND MIME. (p. 33)

PUT THE SANDWICH IN YOUR BAG!

• In the second listening, the pupils mime the actions that Ronnie is doing when preparing his sandwich.

TASK 8 RONNIE'S SANDWICH. LISTEN AND SAY THE CHANT. (TPR) (p. 33)

The pupils listen to the recording one more time. Encourage the pupils to sing with Ronnie.



WORKSHEETS, TASK 3 (p. 31)

The pupils need to do the odd-one-out task in each line (i.e. find which nouns do not collocate with the verb on the left). (open – a ball, wash– ice cream, cut – Coca-Cola, cook – a



HOMEWORK

The pupils draw the things that Ronnie puts into his sandwich.



LESSON 3 THE BIG CARROT

LEARNING OUTCOMES: I უცხ. დაწყ. (I): 1,2,3,4,5,6 By the end of this class, pupils will be able to

• recognise *present simple* – ending -s in the 3rd person singular

LANGUAGE FUNCTIONS

- develop an interest in reading and listening to authentic stories and picture books
- be able to introduce your closest family members
- elearn the phrase for calling help family: mummy/daddy/sister/brother/

grandma/grandpa

VOCABULARY

- a mouse He sees.../He pulls.../She calls.../
- Nothing happens.../Help!
- I like...! a treat

SKILLS

READING

- global reading strategies- characters from The Big Carrot story
- (Ronnie/mummy/daddy/sister/ mouse)
- story The Big Carrot
- song I Like Carrots

- LISTENING repeating after the model
 - singing

SPEAKING

· copying the words related to family members following the model

WRITING

CROSS-CURRICULAR CORRELATION

- · Georgian language: Text dramatisation, retelling a story, comparison with The Great Big Turnip story
- Music: Singing

INTRODUCTION

- Say: Let's check homework! Check the pupils' homework in which they had to draw food for Ronnie's sandwich. Individually, pupils say what food it is (a carrot, an egg, bread, cheese). Sing Ronnie's Sandwich (Tapescript 23).
- Using flashcards, revise food items taught so far. Show the flashcards and the pupils say what is in the picture. Stick the flashcards on the board at the same time. When you repeat all words, play the WHAT'S MISSING game. Close your eyes! The pupils close their eyes and you remove a flashcard from the board, hiding it behind your back. Ask: What's missing? The pupil who guesses which card is missing comes to the board and takes over your role. Repeat the procedure until the board is empty.
- You can also play SIMON SAYS with morning actions and verbs from the Ronnie's Sandwich chant.

ANSWER, GUESS AND REPEAT

- Show the flashcard with Ronnie and ask: Who is this? Put the flashcards with his family members on the board and say: This is Ronnie's family: mum(my)/dad(dy)/sister. Revise the words by asking: Who is this? And what is Ronnie? A Brother! Ask the pupils if they have a brother or if they are a brother
- Say: Ronnie is hungry today. What does he like to eat? Carrots. Ronnie likes carrots. Write and draw on the board: Ronnie ♥ carrots. Where do carrots grow? Is it hard to pull a carrot out of the ground?
- Open your books! Write the page number on the board (34). Let's see what happened to Ronnie when he tried to pull out a carrot. Who is helping Ronnie? The pupils list family members. Introduce the word 'a mouse' - by putting the flashcard on the board. What do we say when we need help? Help! Repeat with the whole class and then individually.

TASK 1 LISTEN AND POINT. (p. 34)

The pupils listen to the story and point to the corresponding picture in the Student's Book.

Tapescript

24

THE BIG CARROT

RONNIE IS HUNGRY. HE SEES A BIG CARROT. "WHAT A BIG CARROT!" HE PULLS THE CARROT, BUT NOTHING HAPPENS.

HE CALLS: "MUMMY, HELP!" RONNIE PULLS THE CARROT.

MUMMY PULLS RONNIE, BUT NOTHING HAPPENS. SHE CALLS: "DADDY, HELP!" RONNIE PULLS THE CARROT,

MUMMY PULLS RONNIE, DADDY PULLS MUMMY, BUT NOTHING HAPPENS.

HE CALLS: "SISTER, HELP!" RONNIE PULLS THE CARROT, MUMMY PULLS RONNIE, DADDY PULLS MUMMY, SISTER PULLS DADDY, BUT NOTHING HAPPENS.

SISTER SEES A MOUSE. SHE CALLS: "MOUSE, HELP!" RONNIE PULLS THE CARROT, MUMMY PULLS RONNIE, DADDY PULLS MUMMY, SISTER PULLS DADDY, MOUSE PULLS SISTER. THEY PULL AND PULL, AND. . . WOW!

TASK 2 LISTEN AND MIME. (p. 34)

- Listen to the story once again. Make a pause during the listening after each picture and ask who is coming to help: Who helps Ronnie? Who helps mummy?...
- Listen to the text and mime actions. Retell the text in mother tongue and compare it with the story about the great big turnip.

TASK 3 ACT OUT. (p. 34)

- Divide the class into five groups/roles and listen to the story once again. Groups stand up every time they hear their word.
- ACTION STORY listen to the story The Big Carrot once again. Distribute the flashcards with Ronnie /mummy/daddy/sister/mouse. When the pupils who have the flashcard hear their word, they need to stand up.
- Ask five volunteers to the board to act out the story in roles.



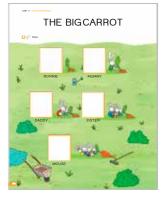
WORKSHEETS, TASK 1 (p. 32)

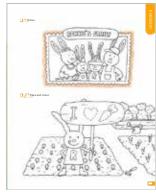
In this task, the pupils stick the pictures of family members.



WORKSHEETS, TASK 2 (p. 33)

- In this task on p. 33 the pupils colour the pictures.
- They also trace the heart and carrot shapes.
- Ask the class who can say in English what Ronnie is saying. The pupils answer: I like carrot.





UNIT 3 GOOD MORNING!

THE BIG CARROT



TASK 4 I LIKE CARROTS. LISTEN AND SING. (p.

35)

- Ask the class: What do you like to eat? Elicit answers.
 Explain the word a treat.
- Listen to Ronnie singing *I Like Carrots*.
- Listen several times and encourage the class to sing along.

Tapescript 25
I LIKE CARROTS

(song)
I LIKE CARROTS, I
LIKE CARROTS,
CARROTS ARE A TREAT. I
LIKE CARROTS,
I LIKE CARROTS,
THAT IS WHAT I LIKE TO EAT.

RONNIE'S WORKSHOP (p. 35)

Ask the pupils to cut out a strip of paper (the length should fit
the size of their heads) and rabbit ears. Ask them to glue rabbit
ears onto the strip of paper. Glue the ends of the strip and place
it on the head. Ask them to sing and act (TPR) the I Like Carrots
sog (Tapescript 25).

IMAGINE A NEW STORY

 The pupils can imagine a story similar to The Big Carrot, only with different characters and different food. They can work in pairs or groups of five since there are five characters. When they have finished their story, they present their text and act it out in front of the board.

HOMEWORK

The pupils draw members of Ronnie's family in their notebooks and write their names below the picture.



LESSON 4 THE MORNING CHANT

LEARNING OUTCOMES: I უცხ. დაწყ. (I): 1,2,3,4,5,7

By the end of this class, pupils will be able to:

- GRAMMAR make commands
 - repeat and introduce new actions related to the morning routine

LANGUAGE **FUNCTIONS**

- understand and reproduce a chant and mime actions in it
- learn the order of events in the

VOCABULARY

• Get up! Make your bed! Drink some tea! Eat an egg! Wash your face! Brush your teeth! Let's write and

SKILLS

READING LISTENING

- global reading strategies- title
- listening to The Morning Chant with understanding
- · understanding morning routine actions

 singing accompanied by acting (TPR)

SPEAKING

morning actions

WRITING

· circling, connecting

CROSS-CURRICULAR CORRELATION

· Citizenship education: Personal hygiene

INTRODUCTION

- Check homework in the notebook where the pupils had to draw and write down the names of Ronnie's family.
- Listen to the story The Big Carrot so that the pupils repeat the text and act (TPR).
- Play MIRROR AND ECHO with morning actions. Introduce: Make your bed. / Drink some tea. / Eat an
- After that, play SIMON SAYS FOR THE TEACHER pupils make commands to the teacher and the teacher makes a few deliberate mistakes. This game is good for their self-confidence.

ANSWER, GUESS, REPEAT AND SAY YES/NO

- Ask the class what they do in the morning and in which order. Elicit answers in mother tongue. Translate their sentences in English and encourage them to repeat /use English.
- FLASHING CARDS show the following flashcards quickly (bed, tea, egg, school, notebook, book). The pupils try to guess what they have seen: Is it ...? Stick the flashcards to the board, say the words and encourage the pupils to repeat after you.
- YES/NO ask the pupils what we do with the things on the board. Point to a flashcard (e.g. a bed) and list and mime actions: cook / eat / drink /write /read /cut /wash /make the bed. The pupils say YES if the action corresponds to the noun or NO if it doesn't

ACT AND REPEAT

- ACTING mime and say actions from the chant. The pupils do the same: act and repeat actions. Then say the actions (without miming them) and the pupils repeat and act. Repeat this step several times.
- GUESS MY ACTION Ask one pupil to come to the board. The teacher whispers one action from the previous step to the pupil's ear and the pupil mimes the action. Another pupil who guesses the action takes his/her place and mimes a new action that the teacher whispers to his/her ear. Repeat the activity until all actions from the chant are used up.

ARRANGE THE PICTURES, LISTEN, REPEAT AND MIME.

- Tell the pupils that today they will learn a chant which will help them not to forget certain morning actions because they are in a hurry.
- Divide the class in six groups and distribute copies of cutouts from the Student's Book. The pupils listen to a recording and order the pictures.
- Say the actions from the chant in the correct order and the pupils check if they put their pictures in the correct order or

TASK 1 LISTEN AND POINT. (p. 38)

Open your books and check! Once again, the pupils check the order in the Student's Book. Listen to the recording once again. This time they point to the corresponding pictures in the Student's Book.

TASK 2 LISTEN AND MIME. (p. 38)

• The pupils listen to the recording once again and mime the actions. In the next listening, they also repeat the text and mime.

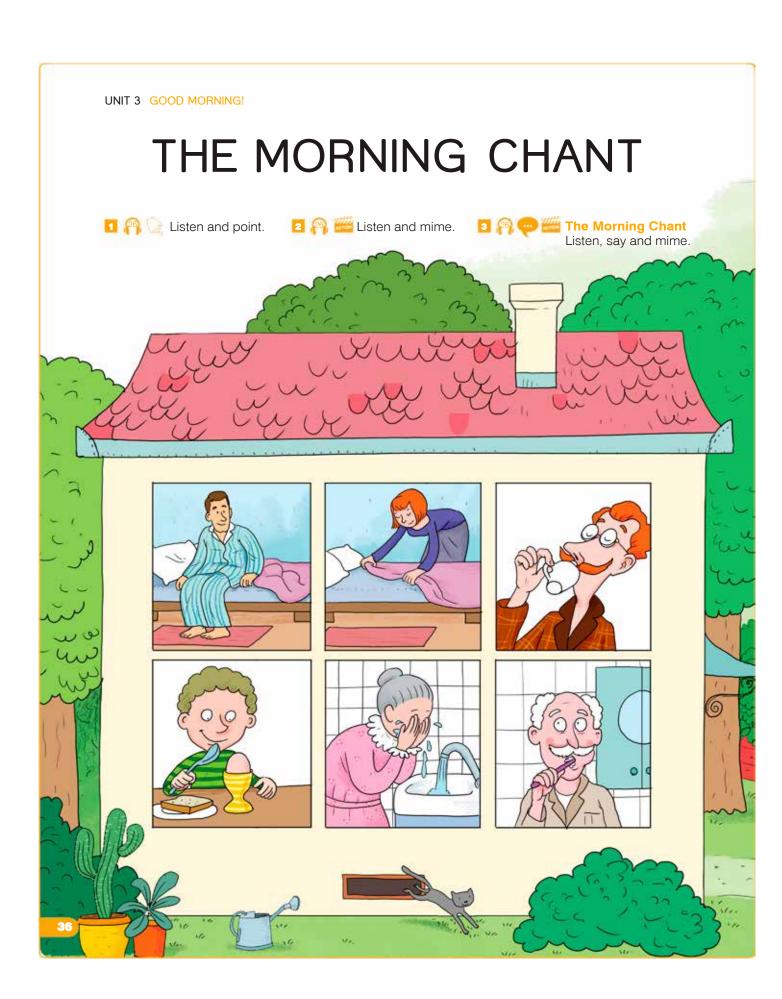
TASK 3 THE MORNING CHANT. LISTEN, SAY AND MIME. (p. 38)

· Close your books! Listen and act.

Tapescript 26 THE MORNING CHANT

(chant)

GET UP QUICKLY, MAKE YOUR BED, DRINK SOME TEA, EAT AN EGG. WASH YOUR FACE, BRUSH YOUR TEETH. TIME FOR SCHOOL, LET'S WRITE AND READ!

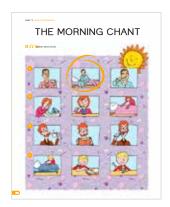




- LISTEN AND CIRCLE The pupils listen to the recording and circle what they hear.
- · Check if the pupils circled the correct pictures.

Worksheets Tapescript THE MORNING CHANT 13

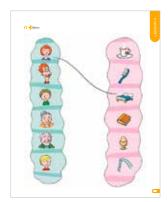
- NARRATOR:
- 1 GET UP QUICKLY!
- 2 MAKE YOUR BED!
- **3 DRINK SOME TEA!**
- 4 LET'S WRITE AND READ!





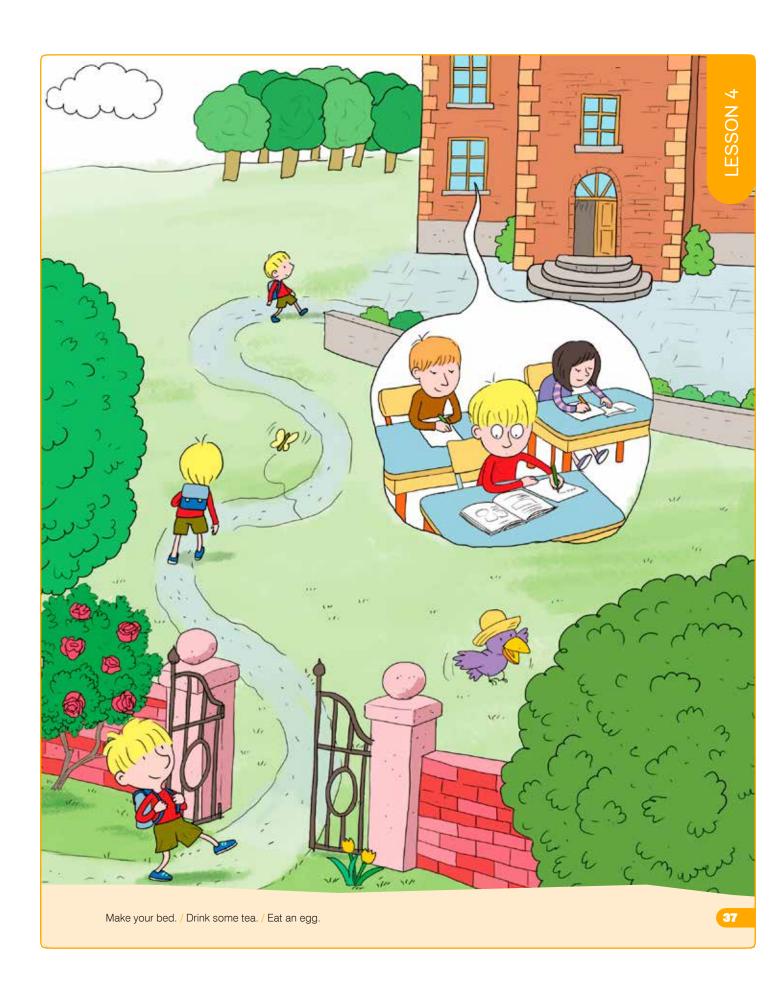
🕴 WORKSHEETS, TASK 2 (p. 35)

 The pupils connect the characters with the correct objects (mum – a bed, Uncle Phil – tea, brother – an egg, grandma – wash, grandpa – brush, Greg – a book). When they are done, the teacher reads the correct pairs. In pairs, the pupils check each other's connecting lines.



HOMEWORK

The pupils draw one morning action of themselves or a member of their family.



LESSON 5 LET'S CHECK!

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

By the end of this class, pupils will be able to:

- GRAMMAR structures from unit 3
 - · repeat the phrases learnt in unit 3

LANGUAGE

FUNCTIONS • play: Classification game,

Ronnie's game, Bingo VOCABULARY • vocabulary from unit 3

SKILLS

• global reading strategies- words from the mindmap

READING

LISTENING

- listening with understanding
- · naming what is in the picture **SPEAKING**

WRITING • connecting pictures, drawing

CROSS-CURRICULAR CORRELATION

· Art: poster making, drawing

INTRODUCTION

- Check homework (what the pupils have drawn in their notebook).
- Sing and mime (TPR) The Morning Chant (Student's Book, p. 36, Tapescript 26).

GAME - CLASSIFICATION GAME.

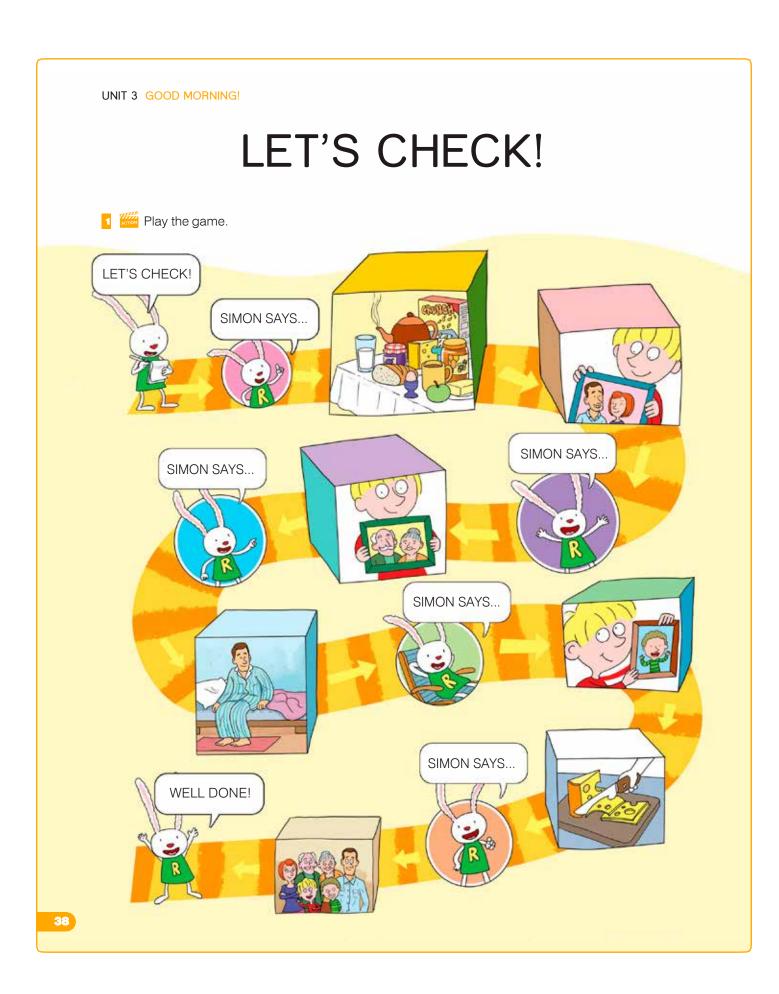
• Prepare several flashcards from unit 3. Divide the pupils into three groups/lexical sets - BREAKFAST TABLE, FAMILY AND MORNING ACTIONS. Show a flashcard and the groups say the words which belong to them/their lexical set.

TASK 1 PLAY THE GAME. (p. 38)

Divide the class in two groups. The pupils and groups take turns in this game. The pupil should perform a task when it is his/her turn to play. The group which first reaches the last task is the winner.

Answer key:

- 1. Ronnie: Let's check!
- 2. Simon Says: say three actions from unit 3, e.g. Simon Says: Make your bed! Drink some tea! Simon Says: Cook
- 3. Name five things from Breakfast Table! (bread, milk, tea, an egg, honey...)
- 4. How do we say "დედიკო და მამიკო" in English? Mum and Dad.
- 5. Simon Says (three actions): Wash your face! Simon Says: Brush your teeth! Simon Says: Eat your breakfast!
- 6. How do we say "ბებო, ბაბუ" in English? Grandma and Grandpa.
- 7. Simon Says (three actions): Simon Says: Cut the cheese! Cut the bread! Simon Says: Wash the carrot!
- 8. How do we say "სწრაფად ადექი!" in English?– Get up quickly!
- 9. Simon Says (three actions): Wake up! Simon Says: Open the fridge! Take a carrot and an egg.
- 10. How do we say "∂∂s" in English? Brother.
- 11. How do we say "დაჭერი ყველი" in English? Cut the cheese.
- 12. Simon Says (three actions): Eat your sandwich! Simon Says: Drink some tea! Simon Says: Wash your hands!
- 13. Who is in the picture? Mum, Dad, Brother, Grandma, Grandpa.



RONNIE'S PROJECT (p. 39)

The pupils draw their family on a piece of paper (A4 size).
 The teacher collects the drawings and sticks them on the poster.

MIND MAP (p. 39)

- GAME CHOOSE THE CORRECT GROUP. Divide
 the pupils into two groups. Write on the board
 categories from the mind map (BREAKFAST TABLE
 and MORNING ACTIONS). Randomly say words from
 the map while group representatives say which
 category from the mind map that words belongs to.
 Correct answers score a point. The group which
 collects the most points wins.
- GAME BINGO with the words from the mind map BREAKFAST TABLE. The pupils draw a table with six squares and draw one word from that lesson in each field The teacher randomly says the words and pupils cross them out in their tables. The pupil who crosses out all words shouts Bingo! Play until everyone has said Bingo!



WORKSHEETS, TASK 1 (p. 36)

 The pupils draw a word which goes well with the actions. For example: wash – hair, eat – cheese, drink – water, open – the door.



WORKSHEETS, TASK 2 (p. 37)

 The pupils trace the food items from the lesson Breakfast Table.



WORKSHEETS, TASK 3 (p. 37)

 The pupils match Greg and his family and Ronnie and his family.





HOMEWORK

The pupils finish the worksheets tasks that the pupils did not finish in class.





UNIT 4 ANIMALS

LESSON 1 QUACK-QUACK!

LEARNING OUTCOMES: I უცხ. დაწყ. (I): 1,2,3,4,5,6 After this class, pupils will be able to:

• understand prepositions – on

GRAMMAR • understand interrogative sentences inversion

LANGUAGE • understand negative sentences

FUNCTIONS • learn animal names

• imitate animals

reproduce a song

relate flashcards and the following word VOCABULARY cards:a cat, a sheep, a cow, a duck, a

hen, a pig, a horse, a dog Are you my mummy?

I'm a cat.

SKILLS

READING

- · reading words
- reading the animal conversation
- reading words and short sentences
- **Animal names**
- On the Farm song

LISTENING

- Animal conversation
- listening with understanding
- reacting to teacher's instructions
- repeating words after the model
- reproducing a song

SPEAKING

- imitating animal sounds
- answering questions
- · asking questions
- · writing words based on the model
- · writing letters into squares

WRITING

· connecting pictures and words

CROSS-CURRICULAR CORRELATION

- · Science: Animals
- · Georgian language: role reading, imitating animal sounds
- Mathematics: introducing animals into mathematical tasks

INTRODUCTION

Create a pleasant atmosphere in the class through a light conversation. Ask them: How are you today? (I'm happy. I'm sad. I'm hungry. I'm sleepy.) Ask the class if they love animals. Do you like animals? Encourage them to remember which animals you have already mentioned - a cat, a frog, a mouse in the story The Big Carrot... Tell them that today they will learn which animals live on the farm.

GAME - APPLAUD OR SAY BOO

Show the class animal flashcards. The pupils applaud if they like the animal or say boo if they don't.

TASK 1 LISTEN AND POINT! (p. 40)

Stick animals flashcards on the board and say their names in English. Next to the flashcards stick the corresponding word cards. Encourage confident pupils to come to the board and point to the picture you name. Play the recording. The pupils listen and point to the animals in the Student's Book on p. 40. Tell them to carefully analyse the picture in the Student's Book and ask them if they have noticed which animal is not where it should be. (The answer is a dog.)

TASK 2 LISTEN AND REPEAT. (p. 40)

The pupils listen to the recording and repeat together after the model. Then show them the word cards, and the pupils repeat all together and then individually.

Tapescript

A CAT, A HEN, A DUCK, A SHEEP, A HORSE, A PIG, A DOG, A COW

TASK 3 LISTEN AND GUESS. (p. 40)

- Explain to the class that they will now hear animal sounds and that they will have to guess which animal it is.
- After this activity, play the WHO AM I? game. The pupils come to the board, imitate an animal through typical sound and movement and other pupils try to guess which animal it is. The pupil who guesses the animal is the next to come to the board to imitate an animal.

Tapescript 28

MOO – MOO! (a cow) მუუ-მუუ (ზმუილი)

BOW – WOW! (a dog) ავ-ავ (ყეფა)

MIAOW – MIAOW! (a cat) მიაუ-მიაუ (კნავილი)

OINK – OINK! (a pig) ღრუტ-ღრუტ (ღრუტუნი)

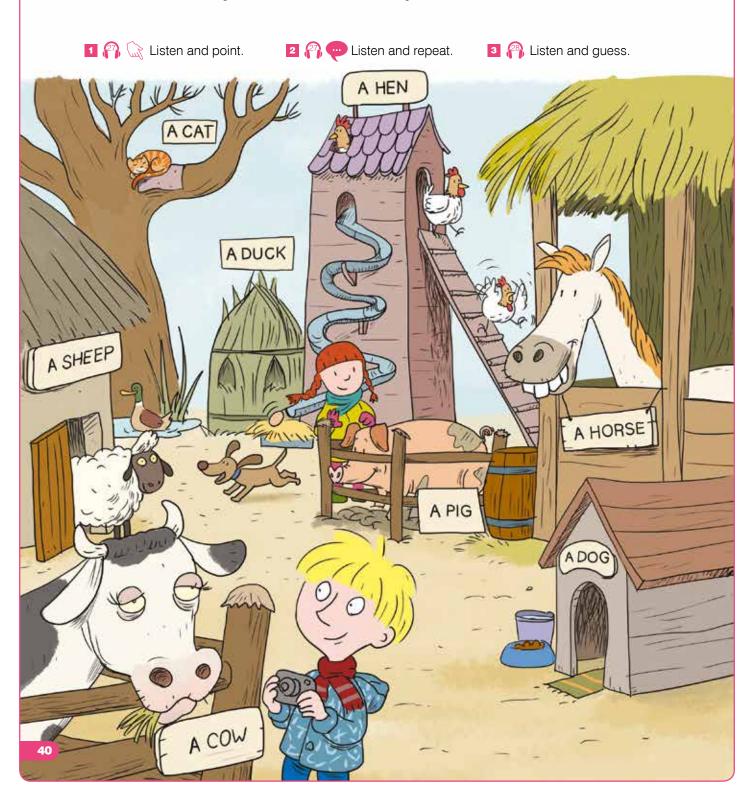
BAA – BAA! (a sheep) ბეე-ბეე (ბღავილი)

NEIGH – NEIGH! (a horse) იეეე-იეეე (ჭიხვინი)

CLUCK – CLUCK! (a hen) კა-კა (კრიახი) QUACK - QUACK! (a duck) go-go (gogoδο) UNIT 4

ANIMALS

QUACK-QUACK!



TASK 4 ON THE FARM. LISTEN AND SING. (p. 41)

 After the listening, ask the class which animals are mentioned in the song, if they liked the song and what their favourite animal is. (What's your favourite animal? Do you like the song?) Listen to the song once again and put the word cards on the board in the order mentioned in the song. After that, sing with the model on the board.

Tapescript

29

THE DOG ON THE FARM GOES BOW - WOW - WOW, BOW - WOW - WOW, BOW - WOW - WOW. THE CAT ON THE FARM GOES MIAOW - MIAOW - MIAOW, MIAOW - MIAOW - MIAOW, MIAOW - MIAOW - MIAOW. THE COW ON THE FARM GOES MOO - MOO - MOO, MOO - MOO - MOO, MOO - MOO - MOO. THE HEN ON THE FARM GOES CLUCK - CLUCK - CLUCK, CLUCK - CLUCK - CLUCK, CLUCK - CLUCK - CLUCK. THE HORSE ON THE FARM GOES NEIGH - NEIGH - NEIGH, NEIGH - NEIGH - NEIGH, NEIGH - NEIGH - NEIGH. THE PIG ON THE FARM GOES OINK - OINK - OINK, OINK - OINK - OINK. THE SHEEP ON THE FARM GOES BAA - BAA - BAA, BAA - BAA - BAA, BAA - BAA - BAA. THE DUCK ON THE FARM GOES QUACK - QUACK - QUACK, QUACK - QUACK - QUACK, QUACK - QUACK, ALL DAY LONG.

FURTHER PRACTICE: Select eight pupils to come to the board. Each of them draws a flashcard of an animal. When they hear their animal, they put up their card in the air. Repeat the activity with other pupils.

GAME FIND YOUR PAIR

 Distribute flashcards and word cards to the pupils and their task is to find their pair. Pairs come to the board. Check if the pairs are matched correctly.

TASK 5 LISTEN AND POINT. (ROLE - PLAY) (p. 41)

 Before playing the recording, ask the pupils which animals they can see in the pictures. What animals can you see? I can see a cow, a pig, a cat, a sheep. Ask them if they know of a similar story in which the main character is a duckling (The Ugly Duckling). The pupils listen to the CD and point to the pictures on p. 41 in the Student's Book.

Tapescript

30

DUCKLING: QUACK – QUACK!

DUCKLING: QUACK – QUACK! ARE YOU MY MUMMY? **COW:** MOO – MOO! I'M NOT YOUR MUMMY. I'M A

COW.

DUCKLING: QUACK – QUACK! ARE YOU MY MUMMY? PIG: OINK – OINK! I'M NOT YOUR MUMMY. I'M A PIG! DUCKLING: QUACK – QUACK! ARE YOU MY MUMMY? CAT: MIAOW – MIAOW! I'M NOT YOUR MUMMY. I'M A CAT!

DUCKLING: QUACK – QUACK! ARE YOU MY MUMMY? SHEEP: BAA – BAA! I'M NOT YOUR MUMMY. I'M A

SHEEP.

DUCK: QUACK – QUACK! COME HERE LITTLE

TASK 6 LISTEN AND REPEAT. (p. 41)

· Ask the pupils to repeat after the model.

TASK 7 ACT OUT. (p. 41)

- Put the cards with the animals from the farm song on the desk.
- The pupils draw a card of the animal which they will play. At first, help them by whispering. Encourage them to continue acting their role by holding their animal card in their hands.



WORKSHEETS, TASK 1 (p. 38)

- The tasks in the worksheets can serve as additional practice in class or as homework practice.
- In this task, the pupils trace and colour the animals.



WORKSHEETS, TASK 2 (p. 39)

 The pupils write in the words in their squares, connecting the pictures and words.



WORKSHEETS, TASK 3 (p. 39)

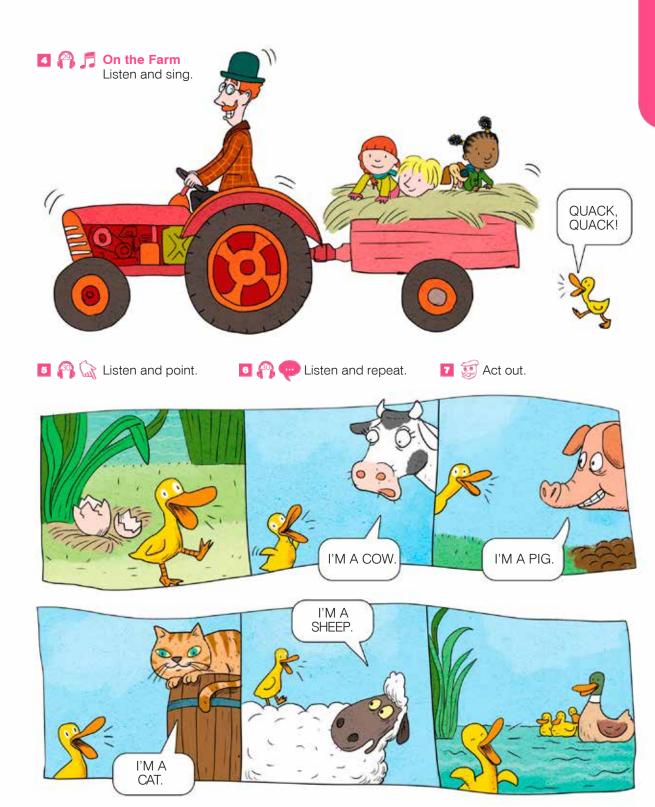
 The pupils find hidden animals, connect them to the words and colour the picture.





GAME HOT/COLD

One pupil hides a word card or a flashcard somewhere in the classroom and the other pupil needs to find it. The class helps the pupil who is doing the search by saying the word louder every time s/he is near it or silently if s/he moves farther away from it.



animals / a dog / a cat / a duck / a cow / a pig / a sheep / a horse / a hen / l'm a $\,$ cat.

41

LESSON 2 TEN LITTLE DUCKLINGS

LEARNING OUTCOMES: I უცხ. დაწყ. (I): 1,2,3,4,5,6 After this class, pupils will be able to:

- learn numbers from 1 to 10
- distinguish singular and plural of nouns (a puppy - puppies, a duckling ducklings)

GRAMMAR

- · understand interrogative sentences with How many?
- state quantity

LANGUAGE FUNCTIONS

- reproduce a song connect the written and spoken form of the word
- give correct answers

VOCABULARY

• numbers 1 – 10, a duckling, a chick, a puppy, a kitten, little, the pond How many? Ten little ducklings.

SKILLS

- memorising the written image of the word and short sentences
- READING repeating after the model
 - · reading short sentences in the conversation between characters
 - relating auditive to visual language content

LISTENING

- song: Ten Little Ducklings
- · conversation between characters
- · reacting nonverbally to instructions reproducing spoken and recorded audio models correctly

SPEAKING

- · answering simple questions
- · writing following a model (worksheets, title) · colouring the numbers

WRITING

- **CROSS-CURRICULAR CORRELATION** • Mathematics: Numbers from 1 to 10
- · Georgian language: Singular and plural of nouns, interrogative and exclamatory sentences

INTRODUCTION

- Begin the class with CATCH THE BALL game. Make a ball out of paper and throw it randomly to the pupils. They answer your questions: What's your name? How are you today? Are you happy? What's your favourite animal?
- Divide the class into two groups and revise the vocabulary from previous lessons - animals, with the help of the 'HOW MANY WORDS DO YOU REMEMBER?' game. The pupils say animal names and score a point for each correct word. Give them the flashcard of that animal, too. The winner is the group with the most flashcards.
- The pupils come to the board individually, stick the card on the board and say what is in the picture. This is a pig.

TASK 1 LISTEN AND POINT. (p. 42.)

- Ask the class if they know how animal babies are called in their mother tongue იხვის ჭუჭული, წიწილა, კნუტი, ლეკვი and relate that to English.
 - Put the flashcard of a duck on the board and write a duck next to it. Introduce a new lexical unit - a duckling. Put the drawing of a duckling on the board and write 'a duckling' next to it. Ask the pupils what they notice in these words. Encourage them to make a logical conclusion (a duck - a duckling).

- Ask the pupils if they know a story with ducklings. Remind them of The Ugly Duckling. There were more ducklings in that story, and today you will count all the ducklings in the books. The pupils then open p. 42 in the Student's Book, listen to the recording and point to the pictures.
- Write the title TENLITTLE DUCKLINGS on the board. Show flashcards of numbers from 1 to 10 and stick them on the board. Say each number out aloud and the pupils repeat after you.
- The pupils come to the board to point to the number you say. Point to number one!

Tapescript 31

ONE LITTLE DUCKLING, TWO LITTLE DUCKLINGS, THREE LITTLE DUCKLINGS, FOUR LITTLE DUCKLINGS, FIVE LITTLE DUCKLINGS, SIX LITTLE DUCKLINGS, SEVEN LITTLE DUCKLINGS, EIGHT LITTLE DUCKLINGS, NINE LITTLE DUCKLINGS, TEN LITTLE DUCKLINGS.

GAME - WHAT'S MISSING?

Ask the class to pretend they are sleeping: Sleep. please! When they hear you say Wake up!, they should wake up and guess which number is missing. What number is missing?

TASK 2 LISTEN AND REPEAT. (p. 42)

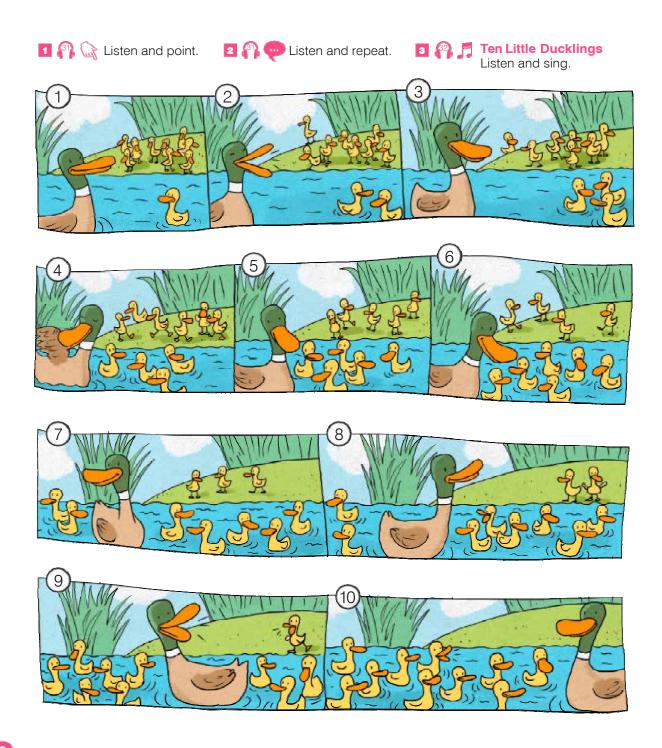
The pupils listen to the recording again and repeat. Tell them that they need to help mother duck to count if all ducklings are there.

GAME - HOW MANY DUCKLINGS?

The pupils draw any number of ducklings in their notebooks as they wish (not more than ten). Ask them to come to the board and other pupils guess how many ducklings they have drawn in their notebook. Guess! How many ducklings? The pupil who guesses the exact number of ducklings comes to the board and the game continues.

UNIT 4 ANIMALS

TEN LITTLE DUCKLINGS



42

TASK 3 TEN LITTLE DUCKLINGS. LISTEN AND SING. (p. 42)

- The pupils listen to the song (the first listening). Ask them if they like the song. Do you like the song? How many ducklings are there in the pond?
- GAME MIRROR AND ECHO the teacher reads the text, line by line and the pupils repeat as if in an echo.
- Listen to the song one more time, ask the class to sing along and point to the numbers with their fingers (TPR).

Tapescript 32

ONE LITTLE, TWO LITTLE, THREE LITTLE DUCKLINGS, FOUR LITTLE, FIVE LITTLE, SIX LITTLE DUCKLINGS, SEVEN LITTLE, EIGHT LITTLE, NINE LITTLE DUCKLINGS, TEN LITTLE DUCKLINGS IN THE POND!

FURTHER PRACTICE: With the help of a rope or a ribbon mark 'a creek' on the floor and choose ten pupils who will be ducklings. Sing the song and count the "ducklings".

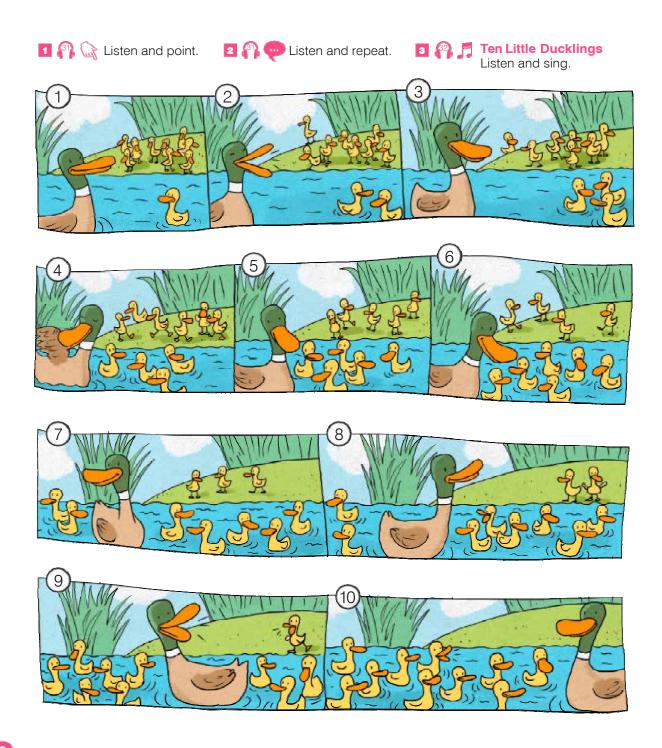


 Pupils do the task in the Workbook and trace and colour the numbers.



UNIT 4 ANIMALS

TEN LITTLE DUCKLINGS



42

TASK 4 LISTEN AND POINT. (p. 43)

- Ask the pupils to carefully analyse the picture on p. 43 of the Student's Book. They say which characters they see. I can see... Greg, Jessica, Kim, Ronnie, Gizmo.
- The pupils say which animals they have seen. Remind them that baby animals are called differently and introduce new words— kittens, puppies, chicks.
- GAME MATCH THE WORDS! The pupils match the correct word cards (a cat – a kitten, a dog – a puppy, a hen – a chick, a duck – a duckling).
- Tell the class that you will now hear how the characters spend their time on the farm. They should point to the things they hear.

Tapescript 33

GREG: LOOK! TEN LITTLE DUCKLINGS!

JESSICA: TEN LITTLE CHICKS! KIM: FIVE LITTLE KITTENS! RONNIE: FIVE LITTLE PUPPIES!

GIZMO: BOW - WOW!

KIM: GIZMO! OH, YOU SILLY DOG!

TASK 5 LISTEN AND REPEAT. (p. 43)

 The pupils listen to the recording one more time and repeat. Draw their attention to the intonation pattern in interrogative sentences and explain how to interpret that. The pupils read in different roles.

TASK 6 ACT IT OUT. (p. 43)

- Prepare flashcards with the characters. The pupils draw a card of the character they will play. Draw a card!
- The pupils do a short dramatisation (with your help at first and alone at a later stage).

TASK 7 SING. (p. 43)

- Sing the Ten Little Ducklings song, but by changing the animals. The melody stays the same.
- Pupils sing about ten little chicks, ten little puppies, ten little kittens...

ANSWER KEY: 7, 4, 8, 5



WORKSHEETS, TASK 2 (p. 41)

- Using the workbook the pupils revise the vocabulary.
 They listen and circle the correct number.
- They can also do this task as a homework assignment by finding numbers from one to ten and colour them.

Worksheets, Tapescript: 14

SEVEN DUCKLINGS, FOUR KITTENS, EIGHT CHICKS, FIVE PUPPIES.



FURTHER PRACTICE: NUMBERS AND COMMANDS

- The pupils draw number cards. They listen to commands and numbers. When they hear their number, they should mime an action.

Number 1 – Jump!

Number 2 - Turn around!

Number 3 - Run!

Number 4 – Hop! Hop!

Number 5 - Sleep!

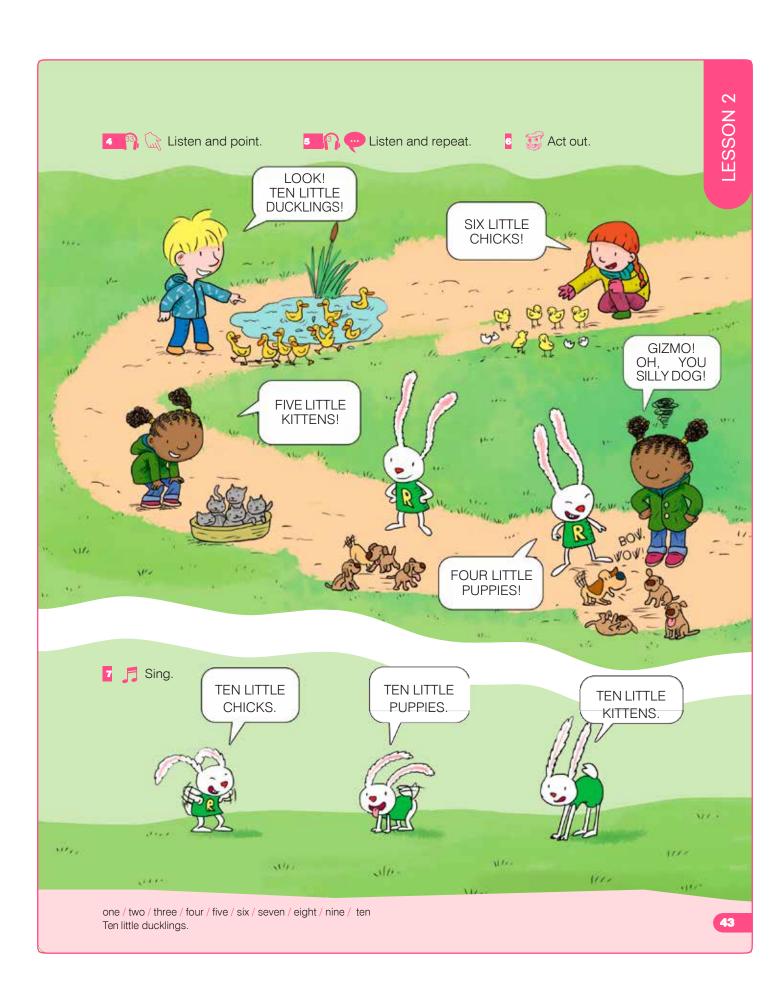
Number 6 – Wake up!

Number 7 – Brush your teeth!

Number 8 – Wash your face!

Number 9 - Eat you breakfast!

Number 10 - Touch the ground!



LESSON 3 UNCLE PHIL'S MAGIC HAT

LEARNING OUTCOMES: I უცხ. დაწყ. (I): 1,2,3,4,5 After this class, pupils will be able to:

GRAMMAR • use numbers correctly when referring to

• distinguish singular and plural of nouns

quantity

· practise asking questions and giving

LANGUAGE **FUNCTIONS**

- answers related to numbers use numbers correctly when referring to
- understand a short conversation

• a bat, a frog, a parrot, a butterfly, a VOCABULARY bunny, a hat, one parrot – six parrots, How many bunnies? Five.

SKILLS

READING

- · reading words
- · reading short sentences
- listening to words

LISTENING

- listening to conversation
- listening to tasks in the workbook

SPEAKING

- repeating after the model
- answering short questions
- writing based on a model relating
- connecting pictures and words
- WRITING marking correct answers
 - drawing

CROSS-CURRICULAR CORRELATION

• Mathematics: Numbers 1 to 10

INTRODUCTION

- GAME SIMON SAYS. To play Simon says use only the commands you have introduced so far. Simon says: Turn around! Jump! Run! Wash your face! Touch your nose! Encourage the pupils to express themselves through movement and to listen carefully. The pupil who mimes an action when the teacher does not say Simon says cannot play anymore. After the game, sing the song Ten Little Ducklings. **GUESSING GAME**: Bring a hat and use number
- cards. Hide a number card in the hat and the pupils try
- to guess which number is inside. Encourage the pupils to ask the question correctly: Is it five? The pupil who guesses the number comes to the board and hides a different number in the hat. Using flashcards introduce new vocabulary: a bat, a butterfly, a bunny, a frog, a parrot. Say the new words and the pupils repeat as a group and individually. Stick the flashcards on the board and the pupils come to the board to point to them. (Point to a bat! Point to a frog!...)

TASK 1 LISTEN AND POINT. (p. 44)

Ask the class to open the Student's Book to p. 44. Ask them to observe the picture. Ask which characters they see. Read animal names aloud and then ask them to listen and point. What characters can you see? Point to the animals!

Tapescript 34 NARRATOR:

A BAT

A PARROT

A BUNNY

A BUTTERFLY

A FROG

TASK 2 LISTEN AND REPEAT. (p. 44)

- Play the recording once again. The pupils repeat the words aloud. Put the word cards on the board, and ask the pupils to repeat.
- DRAW A CARD Pupils draw flashcards and relate them to the words on the board. You can use the magic hat in which you can hide a new word while the pupils try to guess.

UNIT 4 ANIMALS

UNCLE PHIL'S MAGIC HAT



TASK 3 LISTEN AND POINT. (p. 45)

- Ask the pupils to listen to the text and point to the pictures.
- WHERE DOES IT SAY? Say the sentences in English and the pupils point to them. Jumble the order of sentences you read. Then say the sentences in your mother tongue and the pupils point to the correct places in the text.

Tapescript

35

JESSICA: WOW! SIX PARROTS!

GREG: THREE FROGS! **KIM**: FOUR BATS!

UNCLE PHIL: HOW MANY BUNNIES? CAN YOU GUESS?

CHILDREN: FOUR? SIX?

LUKE: TEN BUTTERFLIES!

UNCLE PHIL: LET'S SEE! ONE, TWO, THREE, FOUR, FIVE!

CHILDREN: THAT'S RONNIE! EVERYBODY: HELLO, RONNIE!

TASK 4 LISTEN AND REPEAT. (p. 45)

- The pupils listen and repeat the text.
- WHO SAYS? Say the sentences from the text and the pupils say which character says the sentences.
- Ask them about the numbers of animals: How many parrots?
 Six! How many frogs? Three. How many bats? Four! How many butterflies? Ten! How many bunnies? Five!
- Write the title UNCLE PHIL'S MAGIC HAT on the board.
 Write new words, and the pupils copy them and draw them.

TASK 5 ACT OUT. (p. 45)

- Prepare cards with the names of characters. Put them into a hat and the pupils draw them out. They read the sentences of the character they draw.
 - Divide the class into five groups. Assign each group with a character from the Student's Book. Play the recording. The pupils can stand up when they hear their character speak.
- Hand round the worksheets and ask the class to write the words based on the model and connect them with the picture.



🕴 WORKSHEETS, TASK 2 (p. 43)

- The pupils listen to the recording and tick YES or NO.
- Check the task and tell them to correct the false sentences orally.
- How many frogs? Nine. How many butterflies? Five. How many parrots? Four.

Answer key: 1 NO 2 NO 3 YES 4 YES 5 NO

Worksheets Tapescript 15 NARRATOR:

- 1 TEN FROGS.
- 2 SIX BUTTERFLIES.
- 3 TWO BUNNIES.
- 4 SEVEN BATS.
- 5 FIVE BIRDS.



WORKSHEETS, TASK 3 (p. 43)

- The pupils count the animals and write the correct number into the squares.
- Ask questions to check if they did it correctly. How many ... can you see?

Answer key: 5 parrots, 6 butterflies, 10 frogs, 3 bats.



RONNIE'S WORKSHOP

- The pupils' homework assignment can be to make a magic hat. They should first draw it and then cut it out.
 On one side, they draw carrots, not more than ten.
- The pupils can play the guessing game at the beginning of the next lesson. How many carrots, guess!



LESSON 4 A FUNNY ZOO

LEARNING OUTCOMES: I უცხ. დაწყ. (I): 1,2,3,4,5 After this class, pupils will be able to:

GRAMMAR

· distinguish singular and plural of nouns

- · say a number
- · revise animal names from the previous lesson

LANGUAGE **FUNCTIONS**

- · learn new words and their written form
- connect the picture and the word

VOCABULARY

• a lion, a tiger, an elephant, a zebra, a bear, a crocodile, three elephants...

SKILLS

READING

- global reading strategies
- · reading the text of a song
- LISTENING
- listening to words and a song • relating auditive and visual content
- understanding sentences
- · reacting non-verbally to instructions

- conversation about animals SPEAKING • repeating after the model

 - singing a song

WRITING • writing words

CROSS-CURRICULAR CORRELATION

- Science: Animals
- Mathematics: Including animals into mathematical tasks and problems

INTRODUCTION

- Revise the vocabulary from the previous lesson by checking homework (making a hat).
- Pupils come to the board and other pupils guess how many carrots there are in their hats. Guess! How many carrots?
- · Repeat all the animals that you have taught so far using flashcards.
- Prepare the following flashcards: a sheep, a cow, a duck, a hen, a horse, a pig, a dog, a cat, a bat, a butterfly, a parrot, a bunny, a frog.
- DRAW A CARD pupils draw a flashcard, say what is in it and stick it on the board.
- Once all flashcards are on the board, play BINGO. Draw a table on the board with six fields and ask the pupils to copy the table in their worksheets. They select six animals from the board and draw them into the table. Remove the flashcards from the board, shuffle them on the desk and draw them one by one. The pupil who first crosses all six animals shouts Bingo! You can repeat the game with wordcards (the pupils copy six words in their tables.)

TASK 1 LISTEN AND POINT. (p. 46)

- Start a conversation about animals in your mother tongue. Ask the class if they can name some animals which live in the countries far away and if they can see them 'live' and where. Start talking about a ZOO. Are there ZOOs in Georgia? Have they ever visited a ZOO?
- Tell them today you will learn about animals in the zoo. Write the title on the board - A FUNNY ZOO. Show
- them the flashcards of: a lion, an elephant, a tiger, a bear, a zebra, a crocodile.
- Say the words aloud and the pupils repeat all together at first and then individually.
- POINT TO the pupils come to the board and point to the animal they hear. After that show them

- word cards. Read them together with the class. The pupils then come to the board, draw a word card and match it to the corresponding flashcard.
- The pupils open the Student's Book on p. 46, listen to the words and point to the pictures.

Tapescript 36 NARRATOR: AN ELEPHANT A LION A BEAR A ZEBRA A TIGER A CROCODILE

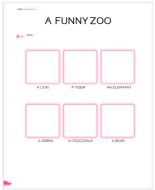
TASK 2 LISTEN AND REPEAT. (p. 46)

- Play the recording again and the pupils repeat new words.
- GAME FIND YOUR PAIR. Distribute flashcards and wordcards. When you say Find your pair, the pupils start looking for their pair. After that, they come to the board in pairs and stick flashcards and word cards.
- Stick them on the board and then the pupils copy the title and new words from the board and draw the pictures.



WORKSHEETS, TASK 1 (p. 44)

Hand round the worksheets with animal pictures and ask the students to cut them out. Then hand round the worksheets (A Funny Zoo) and ask the pupils to stick the pictures in the correct place

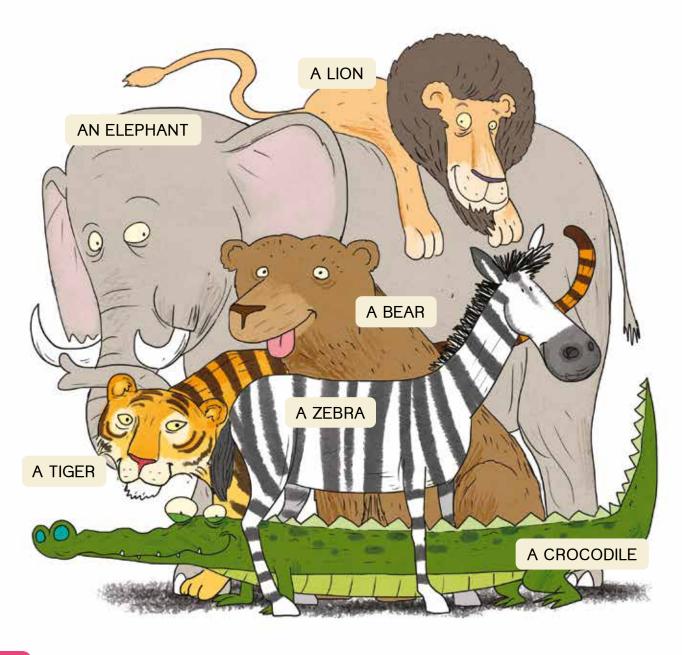


UNIT 4 ANIMALS

A FUNNY ZOO







46

TASK 3 LISTEN AND POINT. (p. 47)

 Ask the pupils to open the Student's Book to p.47 and look at the pictures. Before listening, ask how many animals they can see.

How many parrots can you see? Seven parrots.
How many bats can you see? Five bats.
How many elephants can you see? Three elephants.
How many tigers can you see? One tiger.
How many zebras can you see? Two zebras.
How many lions can you see? One lion.

Tapescript 37 A FUNNY ZOO

(song)
ONE, TWO, ONE, TWO,
LET'S GO TO THE ZOO!
IN THE ZOO I CAN SEE:
THREE ELEPHANTS IN A TREE,
SEVEN PARROTS EATING CARROTS,
FIVE BATS WEARING HATS,
A LION DANCING WITH A BEAR,
A TIGER SITTING ON A CHAIR,
TWO ZEBRAS DRINKING TEA,
AND A HUNGRY CROCODILE – LOOKING AT ME!

TASK 4 LISTEN AND MIME. (p. 47)

- GAME MIRROR AND ECHO TPR
- Mime actions and the pupils mime with you. After that, mime actions, say the sentence and the pupils also mime and repeat the sentence.

I'm eating a carrot.

I'm wearing a hat.

I'm dancing.

I'm drinking tea.
I'm sitting on the chair.

- Listen to the recording again and the pupils
- need to mime the actions they hear.

 After the listening, ask questions like this: Who is dancing? Who is sitting on the chair? Who is drinking tea? Who is in the tree? Who is wearing hats? Who is looking at me?

GAME - TEACHER; STOP!

• Say some true and some false sentences. When the pupils hear a false sentence, they shout: *Teacher, stop!* Some possible false sentence: *Five bats are eating carrots. There are three lions in the tree. A zebra is looking at me. Seven parrots are drinking tea.* Ask the pupils to correct the false sentences.

TASK 5 A FUNNY ZOO. LISTEN, SING AND MIME. (p. 47)

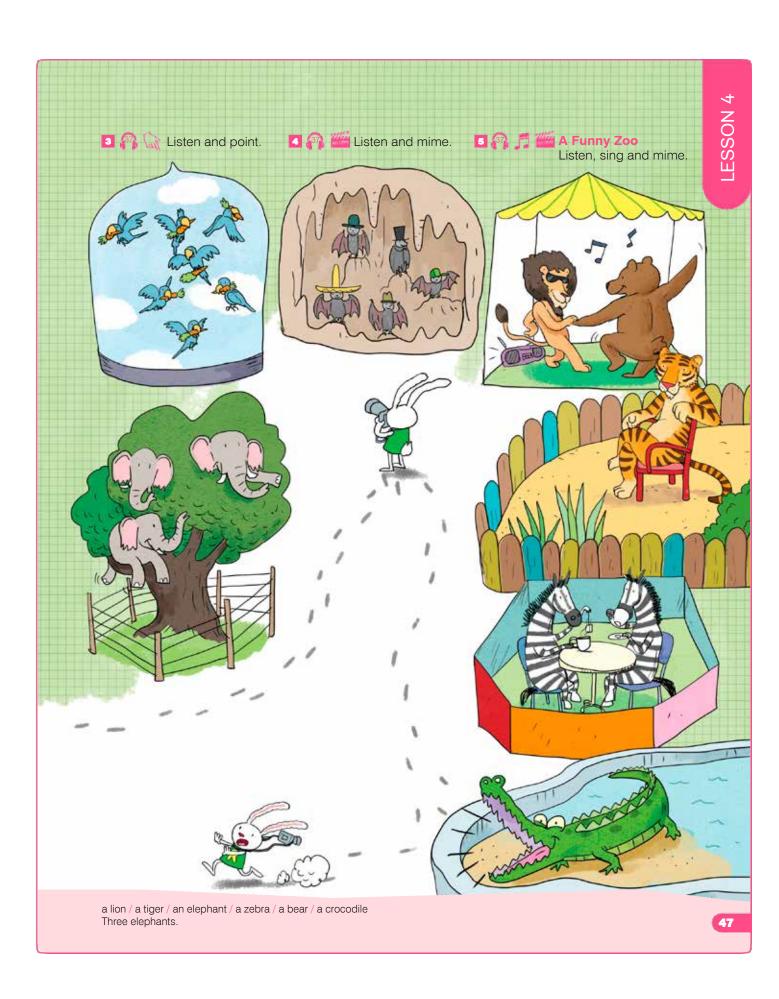
Before singing the song, ask the pupils to find the **Tapescript** on p. 63 in their Student's Books. Read the text of the song and the pupils just listen. Then read the text line by line and ask the pupils to repeat.

- After that, as pupils listen to the song, they also sing and mime. Repeat this step several times.
- GAME: Distribute animal flashcards and say the actions aloud. When they hear their animal, they should mime the action you say. For example, A LION
 - Drink some tea. A BAT Sit on the chair! A ZEBRA
 - Dance! A TIGER Turn around! A PARROT Eat a carrot!

HOMEWORK

Task 2 in the worksheets on p. 45 (connecting numbers and animal pictures) can be assigned for homework.





LESSON 5 LET'S CHECK!

LEARNING OUTCOMES: I უცხ. დაწყ. (I): 1,2,3,4,5,7 After this class, pupils will be able to:

GRAMMAR • singular and plural of nouns

LANGUAGE • express numbers FUNCTIONS • name animals

VOCABULARY

• numbers, animals, roll the dice, start, finish, miss a turn

SKILLS

READING • reading wordcards and short sentences in a game

LISTENING • listening dictation

SPEAKING • saying words and short sentences

· describing a mind map

WRITINGwriting wordsdrawing upon dictation

CROSS-CURRICULAR CORRELATION

• Mathematics: Numbers from one to ten

LESSON ONE

INTRODUCTION

- Use different games to revise the vocabulary from previous lessons.
- GUESS MY NUMBER place the numbers cards on the desk. One pupil draws a number and hides it. Other pupils guess what number it is.
- NUMBERS AND COMMANDS distribute numbers from 1 to 10 to the pupils. Make commands and they do what is required. Number one, jump! Number five, turn around!...
- TOUCH THE CARD ask two pupils to come to the board which is full of number cards scattered over the board. Say one number. The pupil who first touches that number is the winner.

PRESENTATION

- ROLL THE DICE put the flashcards from 1 to 6 on the board. Ask the pupils to close their eyes (Close your eyes, please!) and place the dice in front of any pupil. That pupil then rolls the dice (Roll the dice, please!) and comes to the board to touch and say the word obtained.
- WHAT NUMBER IS...? stick flashcards with numbers from 1 to 10 on the board and next to them stick 10 flashcards with animals face down. Also prepare wordcards with numbers. The pupils draw one wordcard with a number on it and open the flashcard under that number on the board. They should say the correct name of that animal. When all the flashcards are open, ask the pupils: What number is a cat? What number is a parrot?... Or, alternatively: What is number five? What is number eight?

TASK 1 (p. 48)

- PLAY THE GAME play the game with the pupils the first time around to explain the rules. They can use small objects (e.g. erasers) to put on the Start field. Explain the meaning of 'finish' and 'miss a turn'. Roll the dice and say the number aloud. The pupils count aloud. When they reach the target field they should say what is in that field. What animal is it? How many frogs can you see?
- Distribute the dice and the pupils start playing in pairs.

ENDING THE LESSON

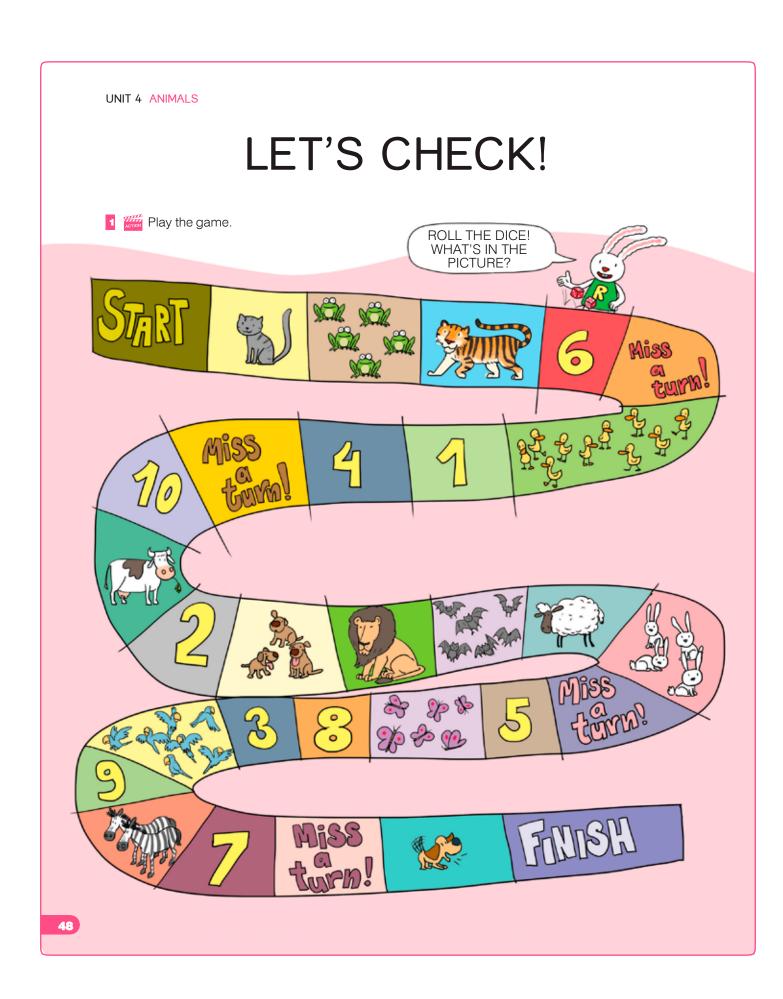
WORKSHEETS, TASK 1 (p. 46)

 The pupils write the words from the box into the crossword puzzle. Check by asking: What is number 7? A parrot. What is number 6? A lion.



HOMEWORK

Task 2 (Worksheets), p. 47 can be assigned for homework for the next lesson. The pupils need to connect the numbers and when they get a drawing, they circle the correct word.



LESSON TWO

INTRODUCTION

- Check the homework assignment.
- BINGO stick the animal wordcards on the board. Ask the
 pupils to draw a table with six fields in their notebooks and to
 choose six animals from the board and write them in the
 fields. Remove the wordcards from the board, shuffle them
 and draw cards one by one. The pupil who first crosses all six
 words shouts BINGO! Repeat the same game with numbers.

PRESENTATION

RONNIE'S PROJECT (p. 49)

- Distribute sheets of paper to pupils. Ask them to choose one of the animals that they have learnt so far, draw it, colour it and write the animal name below. Walk around the classroom and ask: What's your favourite animal?
- Stick all the drawings on the board. Put them on the notice board and make an exhibition.
- In addition to drawing, the pupils can create animals from cardboard rolls. They can decorate their cardboard-made animals using the collage technique (in class or at home).

DRAWING DICTATION

- The pupils draw the following animals as you dictate.
 - 1 five bats
 - 2 three ducks
 - 3 one dog
 - 4 four rabbits
 - 5 six butterflies

ENDING THE LESSON

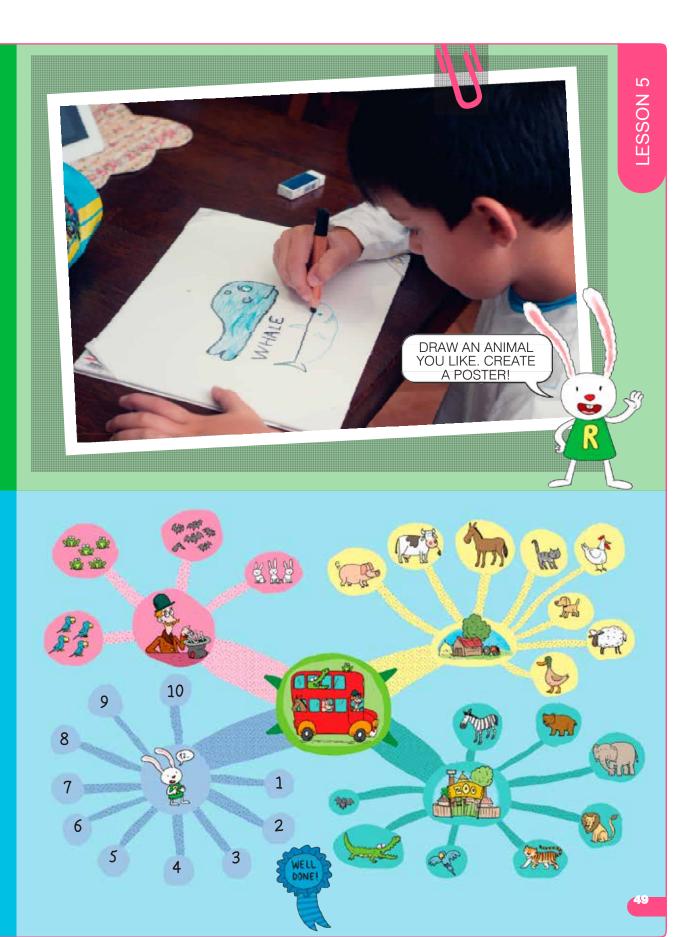
Revise the vocabulary using the mind map from p.
49 in the Student's Book.
What animals live on the farm?
How many ... can you see?
Count to ten!
What animals are in the zoo?

SORT OUT THE CARDS

• Divide the board in three parts – numbers, farm animals, zoo animals. Prepare the flashcards of all numbers and animals. Pupils draw flashcards and stick them in the correct column.

HOMEWORK

The pupils can play the game from the Student's Book with their parents.



THE FINAL RACE GOODBYE SONG

LEARNING OUTCOMES: I უცხ. დაწყ. (I): 1,2,3,4,5 By the end of this class, pupils will be able to:

use plural of nouns

GRAMMAR • use present of the verb to be

say numbers

LANGUAGE

FUNCTIONS

• sing a song

VOCABULARY

• numbers, breakfast, animals, colours, toys, school

SKILLS

· reading wordcards

READING

· reading the words of the song

LISTENING • listening to a song and pointing to it

SPEAKING

 singing a song · crossing out words

WRITING

• copying sentences from the song

CROSS-CURRICULAR CORRELATION

• Music: Singing

INTRODUCTION

GUESS WHO?

- One pupil turns his/her back to the class. One pupil from the class modifies his/her voice and says an English word (e.g. Hello! Hi!). The first pupil tries to guess who is
- Guess who is talking! Is it.....? Yes, it is. /No, it isn't.

SPEECH BALLOONS

- Prepare eight speech balloons and pictures. Stick the pictures on the board. The pupils draw speech balloons and stick them next to the correct picture.
 - 1. JESSICA My name is Jessica.
- 2. A CAT I like milk.
- 3. A COW I live on the farm.
- 4. A BALL I like jumping.
- 5. GIZMO Bow-wow! I like playing with a ball.
- RONNIE I like carrots.
- 7. A CATERPILLAR I'm hungry, very hungry.
- 8. MISS LEMMON HELLO CHILDREN! OPEN YOUR BOOKS!

PRESENTATION

TASK 1 LISTEN AND POINT. (p. 50)

- Read the words below the pictures: numbers, breakfast, farm, colours, school, toys, zoo.
- The pupils listen to the recording and point to the group in which the word they hear belongs.

Tapescript

NARRATOR: TWO, A COW, BLUE, A DOLL, BREAD, A TIGER, A CAT, EIGHT, A BOOK, A BALL, MILK, YELLOW, AN ELEPHANT, A DESK.

Note: In the listening task they'll hear 2 new words: blue and a doll. Write them on the board and stick the flashcards next to them. Translate the words into Georgian.

Note: In the Listening task they will hear 2 new words: blue and a doll. Write them on the board and stick the flashcards next to them. Translate the words into Georgian.



38

NEW BUILDING BLOCKS



გრიფმინიჭებულია საქართველოს განათლების, მეცნიერების, კულტურისა და სპორტის სამინისტროს მიერ 2018 წელს.

TASK 2 THE GOODBYE SONG. LISTEN AND SING.

(p. 51)

- Tell the pupils to have a look at the picture. Ask which characters they see and where they are.
- Tell them that they will hear The Goodbye Song. Write the title on the board and the pupils copy in their notebooks.
- Play the song and the pupils listen.

Tapescript

39

THE GOODBYE SONG

(song)

ONE, TWO,

THREE, THREE,

TWO, ONE, I LOVE

ENGLISH,

IT IS FUN.

FOUR, FIVE,

SIX, SIX, FIVE,

FOUR,

NUMBERS, TOYS,

AND THERE IS

MORE.

COLOURS, FRIENDS AND ANIMALS,

IN THE ZOO OR ON A FARM.

BREAKFAST TIME, TIME FOR

SCHOOL, IT'S SO FINE, IT'S SO

COOI

LISTEN AND MIME

 Ask the class to sing the song by miming (count using fingers, make a heart shape with their hands, wave at the end of the song...). Note: in the song there will be one new word _ TOYS. Write it on the board and translate it into Georgian.

39



NEW BUILDING BLOCKS



გრიფმინიჭებულია საქართველოს განათლების, მეცნიერების, კულტურისა და სპორტის სამინისტროს მიერ 2018 წელს.

51

LESSON TWO

INTRODUCTION

HOMEWORK CHECK

· Check the pupils' homework in notebooks.

RUN FOR YOUR CARD

Divide the class into two groups. Pick group representatives.
 The representatives stand at the back of the classroom.
 When you show them a flashcard, they walk quickly to your desk where wordcards are placed. The pupil who finds the correct wordcard first, sticks it into his/her group's column on the board. The representatives change. Each word brings a point..

PRESENTATION

WORD SHOPS

- Prepare seven big envelopes and write the names of topics on them (like the ones in the Workbook).
- Divide the class in seven groups and give each group an envelope. The pupils from each group come to the board one by one to take a wordcard for their envelope. Check the envelopes at the end of the activity.

LISTENING

 Play the song and the pupils point to the groups of words in the Student's Books on p. 51.

SINGING

• Ask the pupils to sing the song together several times.

COPY

 The pupils should copy the most beautiful verse from the song in their notebooks.

ENDING THE LESSON



WORKBOOK, TASK 2 (p. 51)

- The pupils read the words and cross out the odd-oneout.
- Ask the pupils why that word does not belong in the group.

ANSWER KEY: sandwich, caterpillar, play football, train, cow.



WORKSHEETS

 Worksheets numbers 52 and 53 can be used for further practice or homework.



38

NEW BUILDING BLOCKS



გრიფმინიჭებულია საქართველოს განათლების, მეცნიერების, კულტურისა და სპორტის სამინისტროს მიერ 2018 წელს.

APPENDIX

MERRY CHRISTMAS!

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

By the end of this class, pupils will be able to:

- use demonstrative pronoun this
- GRAMMAR use singular and plural of nouns
 - use prepositions under
 - use the vocabulary connected with Christmas

LANGUAGE **FUNCTIONS**

• wish a Merry Christmas and happy

New Year

• Father Christmas, a sleigh, a reindeer, snow, a snowman, a Christmas tree, a **VOCABULARY** stocking, a present

• Merry Christmas! Happy New Year!

SKILLS

 reading wordcards READING

- · reading the text of the song
- · reading words

LISTENING relating auditive to visual content repeating words after a model

SPEAKING

- · singing a song
- · writing words
- · writing sentences

WRITING colouring a Christmas

card

CROSS-CURRICULAR CORRELATION

- Religious education: Christmas
- · Art: Making a Christmas card
- · Music: Singing

LESSON ONE

INTRODUCTION

Talk with the pupils about Christmas. Stick the flashcards of Santa Claus, sleigh, reindeer, Christmas tree, red stockings on the board... And translate them into Georgian

PRESENTATION

ACTIVITIES WITH CARDS

- Show the flashcards and say the words. The first time around, the pupils should just listen. Show the flashcards again, this time the pupils repeat after you.
- Stick the flashcards on the board. The pupils come to the board to point to them. (POINT TO...)
- After that, point to the flashcards and the pupils repeat after vou.
- The pupils come to the teacher, draw a wordcard and match it to the flashcard on the board. (MATCH PICTURES WITH WORDS)

TASK 1 LISTEN AND POINT. (p.52)

The pupils listen and point to the word in the picture in the Student's Book.

Tapescript 40 NARRATOR: SANTA CLAUS A SLEIGH A REINDEER A CHRISTMAS TREE A STOCKING **SNOW**

A SNOWMAN

A PRESENT

TASK 2 LISTEN AND REPEAT. (p. 52)

The pupils repeat after the recording.

COPY

Ask the pupils to copy new words into their notebooks and to draw them.

ENDING THE LESSON

WORKSHEETS, TASK 1 (p. 54)

The pupils should connect the characters with their Christmas presents.

Worksheets Tapescript 16

SANTA CLAUS: WHAT'S IN MY BAG? AN UMBRELLA FOR JESSICA, A GUITAR FOR GREG, ROLLERSKATES FOR RONNIE, AND A SCARF FOR UNCLE PHIL!

HOMEWORK

WORKSHEETS, TASK 2 (p. 54)

The pupils draw what they want for their Christmas

present.





40 40

NEW BUILDING BLOCKS



გრიფმინიჭებულია საქართველოს განათლების, მეცნიერების, კულტურისა და სპორტის სამინისტროს მიერ 2018 წელს.

LESSON TWO

INTRODUCTION

WHAT'S MISSING?

 Stick the flashcards of Father Christmas, a sleigh, a reindeer, snow, a snowman, a Christmas tree, a stocking, a present on the board. Ask the pupils to close their eyes. Close your eyes! Quickly remove a flashcard from the board and ask which card is missing. Open your eyes! What's missing?

CHRISTMAS TREE

 Draw a big Christmas tree on the board. Cut out paper circles at home (for each pupil in the class). Distribute the circles to all pupils and tell them to write an English word on it and decorate it. Ask the pupils to come to the board and stick Christmas balls on the tree. Read the words on the tree aloud.

PRESENTATION

TASK 3 WE WISH YOU A MERRY CHRISTMAS. LISTEN AND SING. (p. 53)

- Read the text of the We Wish you a Merry Christmas song.
- · Listen and sing together.

Tapescript 41

WE WISH YOU A MERRY CHRISTMAS

(traditional song)

WE WISH YOU A MERRY CHRISTMAS,

WE WISH YOU A MERRY CHRISTMAS,

WE WISH YOU A MERRY CHRISTMAS,

AND A HAPPY NEW YEAR!

ENDING THE LESSON

WORKSHEETS, TASK 3 (p. 55)

- Ask the pupils to colour the Christmas card, cut it out and fold it.
- While they work on their cards, play Christmas songs in English.



HOT/COLD

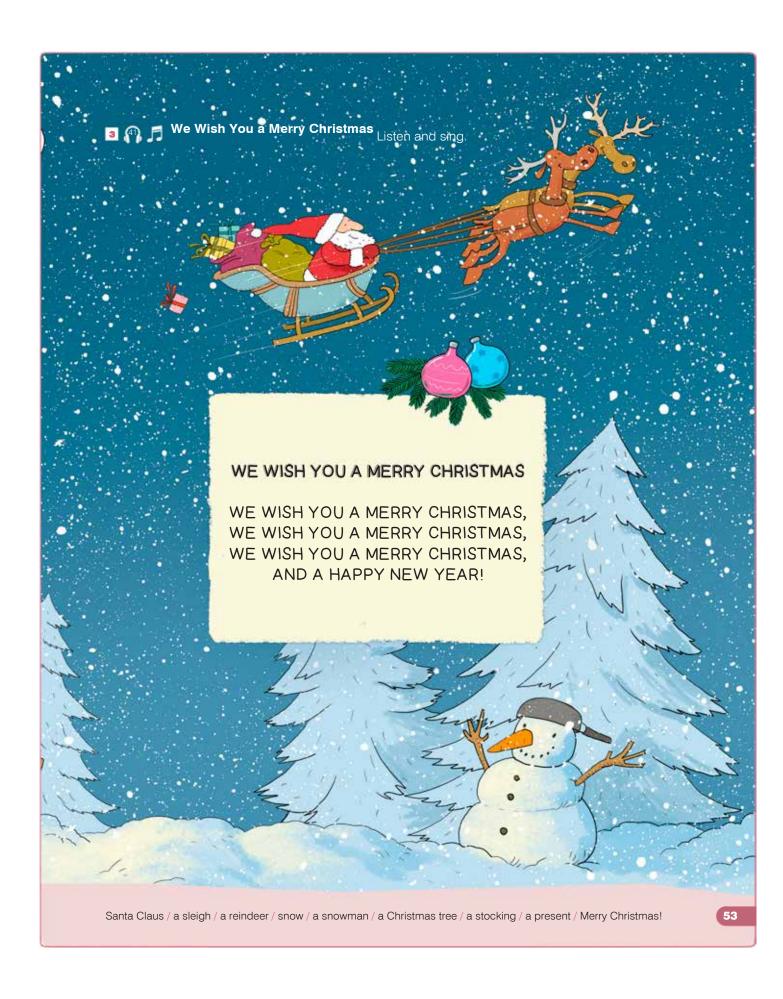
 Bring a red Christmas stocking. One pupil should leave the classroom and the other pupils should hide the stocking. When the pupil returns to the classroom, other pupils guide him/her by saying hot or cold depending on how close/far s/he is from the stocking.

HOMEWORK

Give your Christmas card to someone you like.

MY SECRET FRIEND

 Prepare name cards on pieces of paper for all the pupils. Each pupil draws a name. That pupil is now a secret friend who they need to be extra nice with. If they draw their own name, they should return it and find someone else. Talk to the pupils about how long this game should last (being extra nice to your secret friend). When the game is over they should give their secret friend a small present they have made themselves (e.g. drawing, Christmas card,...).



APPENDIX

HAPPY VALENTINE'S DAY!

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

By the end of this class, pupils will be able to:

GRAMMAR • express possession (my/your)

 learn about English cultural habits related to Valentine's Day (make a Valentine card)

LANGUAGE FUNCTIONS

• learn and understand the song Will You Be My Valentine?

• Valentine's Day, a special friend

VOCABULARY • related to the song Will You Be My Valentine?

SKILLS

READING • global reading strategies -text of the song

• Will You Be My Valentine?

LISTENING • listening comprehension

SPEAKING

repeating after a modelsinging a song (entire and in lines)

WRITING • writing a Valentine card

CROSS-CURRICULAR CORRELATION

- · Georgian language
- Music
- Art

- Divide the class into five groups. The first group says
 the line: WILL YOU BE MY VALENTINE? The second
 group says: VALENTINE, VALENTINE. The third group
 says: MY SPECIAL FRIEND. The fourth group says:
 YOUR SPECIAL FRIEND. The fifth group says: I
 WILL BE YOUR VALENTINE. Repeat several times.
 Then play the recording. The pupils stand up when
 they hear their line.
- Listen to the song again, this time the pupils sing their line along. Then the groups keep exchanging their lines until all the groups have said all the lines.
- The pupils can sing the song in pairs using flashcards.

Tapescript 42 WILL YOU BE MY VALENTINE? (song)

WILL YOU BE MY VALENTINE, VALENTINE, VALENTINE, VALENTINE?
WILL YOU BE MY VALENTINE, MY SPECIAL FRIEND?
I WILL BE YOUR VALENTINE, VALENTINE, VALENTINE, I WILL BE YOUR VALENTINE, YOUR SPECIAL FRIEND!

INTRODUCTION

ASSOCIATION GAME

 Draw a heart on the board and ask the class what their associations are. Start talking about love and being in love. Ask if there is a holiday celebrating love. Explain that in many countries 14 February is Valentine's Day and that today you will do different activities related to that topic.

GAME - FIND YOUR PAIR

- Prepare sets of flashcards with male and female animal pairs (*crocodiles, pigs, dogs, rabbits, giraffes, ducks*). TIP: If the class is big, you can play with as many animal pairs as there are pupils in the class so that everyone can get a flashcard.
- Give each pupil a flashcard. All flashcards need to be paired up. The pupils look for their pair walking around the class asking What's your name? until they find their pair. The game is over when all the pairs have been matched.
- Show animal wordcards and the pupils raise flashcards when they see their animal. The pupils bring the flashcard to the teacher.

PRESENTATION

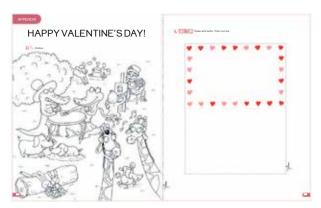
TASK 1 WILL YOU BE MY VALENTINE? LISTEN AND SING. (pp. 54 and 55)

- Explain Be my Valentine and Special friend.
- Put the poster with the text of the song on the board.
 Read the text and translate it into mother tongue.
 Read together with the pupils several times.



WORKSHEETS, TASK 1 (p. 58-59)

 Talk about Valentine cards. In this task the pupils draw and write a Valentine card. They can then cut it out and fold in half.





42

NEW BUILDING BLOCKS



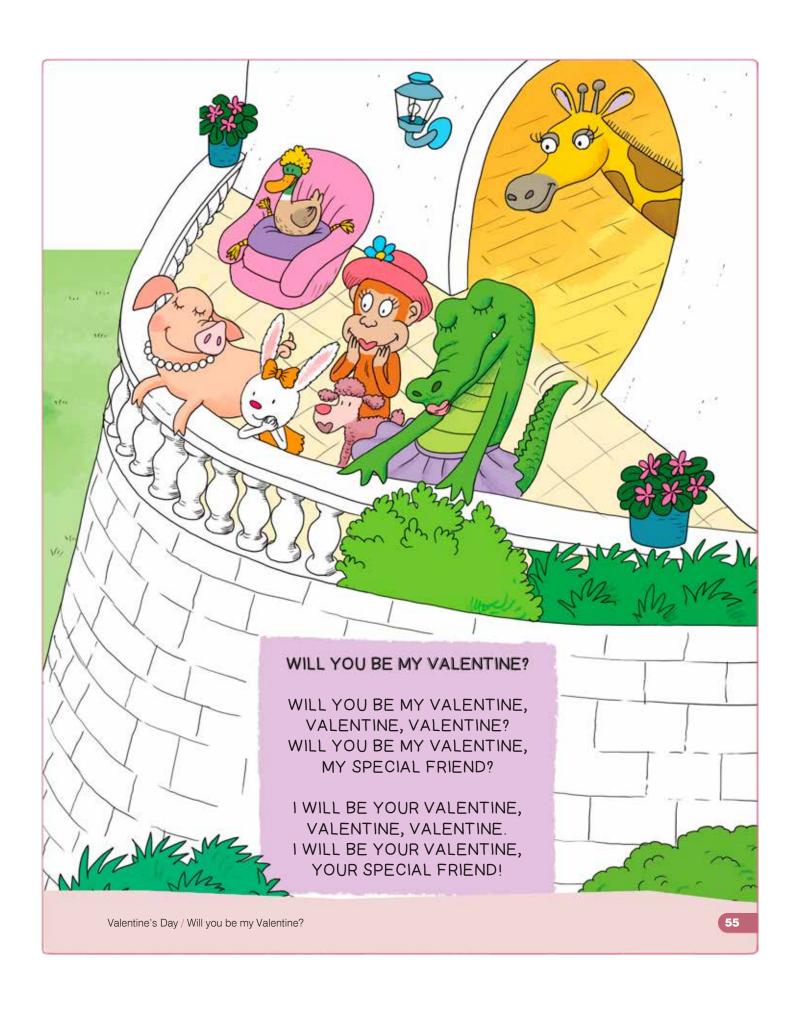
გრიფმინიჭებულია საქართველოს განათლების, მეცნიერების, კულტურისა და სპორტის სამინისტროს მიერ 2018 წელს.

ENDING THE LESSON

MUSIC ACTION – The pupils stand in a circle and the teacher plays Will You Be My Valentine? During that time, the pupils keep on passing a ball to one another in circle. When the teacher stops the music, the pupil who has the ball should mime an action as instructed by another pupil (the pupil with the ball can choose who will give him/her an instruction). If the pupil mimes a wrong action, s/he loses the right to play and the game continues.

HOMEWORK

Give a Valentine card to your special friend.



APPENDIX

RONNIE AND THE EASTER BUNNY

LEARNING OUTCOMES: I უცხ. დაწყ. (I): 1,2,3,4,5,6,7. By the end of this class, pupils will be able to:

GRAMMAR

- use grammatical structures from the recording
- learn expressions related to Easter
- learn to say Happy Easter to somebody
- reproduce a recording correctly

• Easter, Easter egg, Easter Bunny, chocolate egg, basket

SKILLS

READING • Happy Easter!

LISTENING

VOCABULARY

• listening comprehension

SPEAKING WRITING • reproducing the listening content correctly

· colouring Easter eggs upon dictation

CROSS-CURRICULAR CORRELATION

- Georgian language
- · Religious education
- Art

INTRODUCTION

 GUESSING GAME – hide an Easter egg in the bag and ask the pupils to guess what's inside the bag.

Ask what holiday this egg is associated with. Talk about Easter customs in Georgia. Say that in English-speaking countries *chocolate eggs* are usually given to somebody for Easter.

 Ask the class which animals lay eggs (hens, ducks, ostriches...), which animals hatch from eggs (chickens, ducklings...) and which animals are associated with Easter.

PRESENTATION

TASK 1 LISTEN AND POINT. (p. 56)

- Show the class a picture of an Easter bunny and ask them what is in the picture: Is it the Easter Cat? Is it the Easter Horse?— No, it's the Easter Bunny. Stick the flashcard on the board. Ask the pupils what they think whose friend it is — Ronnie's friend. Explain that the Eater Bunny comes to visit Ronnie once a year, on Easter and brings him a basket full of Easter eggs.
- Using wordcards and flashcards introduce more words Happy Easter! (title) Easter egg, chocolate egg, basket.
- Ask the pupils to open the Student's Book and describe the pictures with the help of the teacher.
- Play the recording, the pupils listen and point to pictures.

In the second listening, the pupils repeat after the characters.

Tapescript 43

EASTER BUNNY: KNOCK-KNOCK!

RONNIE: WHO'S THAT?

EASTER BUNNY: IT'S ME, EASTER BUNNY.
RONNIE: COME IN! WHAT HAVE YOU GOT?
EASTER BUNNY: I'VE GOT CHOCOLATE EGGS FOR

YOUR FRIENDS. RONNIE: GREAT!

EASTER BUNNY: A GREEN ONE FOR GREG, A YELLOW ONE FOR JESSICA, A BLUE ONE FOR UNCLE PHIL AND

AN ORANGE ONE... FOR YOU, RONNIE!

RONNIE: FOR ME? THANK YOU, EASTER BUNNY! EASTER BUNNY AND RONNIE: HAPPY EASTER!

TASK 2 ACT OUT. (p. 56)

- Divide the pupils into two groups (Ronnie / the Easter Bunny) and repeat what their character is saying. Call two confident pupils to the board to act out the scene and role play the conversation. Invite other pairs if they want to.
- The pupils copy the title in their notebooks Happy Easter and draw the following in their notebooks: Easter egg, Easter Bunny, chocolate egg, basket.



WORKSHEETS, TASK 1 (p. 61)

 The pupils should listen to the recording and order the pictures (write the correct number below the picture.

Worksheets Tapescript 17

EASTER BUNNY: KNOCK-KNOCK!

RONNIE: WHO'S THAT?

EASTER BUNNY: IT'S ME, EASTER BUNNY. **RONNIE**: COME IN! WHAT HAVE YOU GOT? **EASTER BUNNY**: I'VE GOT CHOCOLATE EGGS FOR YOUR FRIENDS.

RONNIE: GREAT!

EASTER BUNNY: A GREEN ONE FOR GREG, A YELLOW ONE FOR JESSICA, A BLUE ONE FOR UNCLE PHIL AND

AN ORANGE ONE... FOR YOU, RONNIE!

RONNIE: FOR ME? THANK YOU, EASTER BUNNY!
EASTER BUNNY AND RONNIE: HAPPY EASTER!



WORKSHEETS, TASK 2 (p. 61)

 Dictate the colours which the pupils need to colour their eggs. Give each egg a different colour.



WORKSHEETS, TASK 3 (p. 61)

The pupils trace the dots to get MY EASTER EGG.
 They colour it as they like.

ENDING THE LESSON GAME EGG HUNT

- One pupil hides an Easter egg in the classroom after another pupil leaves the classroom. The pupil can enter the classroom when s/he hears clapping. Ask him/her: Where is the egg?
- Other pupils guide him/her towards the egg saying Hot! (when near the egg) or Cold! (when far from the egg)

HOMEWORK

The pupils draw in their notebooks something which reminds them of Easter or colour an Easter colouring page



NEW BUILDING BI OCKS



გრიფმინიჭებულია საქართველოს განათლების, მეცნიერების, კულტურისა და სპორტის სამინისტროს მიერ 2018 წელს.

APPENDIX

ON THE BUS

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

By the end of this class, pupils will be able to:

GRAMMAR • use pronouns − I, we

· listen and understand the song

LANGUAGE

Wheels on the Bus

FUNCTIONS • understand and reproduce the

roleplay On the Bus

VOCABULARY • related to the role-play

SKILLS

READING • global reading strategies- role-play

• The Wheels on the Bus

LISTENING • On the Bus

understanding simple sentences

· talking about a bus ride

SPEAKING • repeating after a model

· reproducing the role-play correctly

WRITING • title

CROSS-CURRICULAR CORRELATION

• Georgian language

INTRODUCTION

- FLASHING CARDS flash the flashcards of transport vehicles (a bike, a car, a lorry, a train, a bus) quickly in front of the pupils and the pupils try to guess what is on the card.
- Start talking about buses. Have the pupils ever taken a ride on a bus? Who travels with them? What does a bus look like? What do they carry with themselves if it's a long bus ride... Explain that the English have special buses in London, called DOUBLE-DECKERS (show the picture).

PRESENTATION

TASK 1 ACT OUT THE ROLE-PLAY. (p. 58)

- Ask the pupils to open the Student's Book and point to the characters who say the text. Help if necessary.
- Check understanding. Ask who forgot what object in the role-play (Luke forgot a bag. Greg forgot a ball. Jessica forgot a teddy bear. Kim forgot a sandwich. Uncle Phil forgot the keys).
- The pupils then open the Student's Book to page 91, they listen and follow the text. They listen once again and repeat.
- Divide the pupils into five groups (Uncle Phil, Greg, Jessica, Kim, children). The pupils repeat their group's text. The pupils take turns until all the pupils have repeated the text of all the characters.
- Try to improvise a scene on the bus by placing the chairs as seats on the bus. Prepare other objects for
- the role-play a bag, a ball, a teddy bear. The pupils role play the scene as in the Student's Book.

Tapescript 44

ON THE BUS

(role-play)

UNCLE PHIL: HELLO, EVERYONE! ARE YOU READY

TO GO TO TOWN?

CHILDREN: YES, THANK YOU!

UNCLE PHIL: ARE YOU READY? LET'S GO! LUKE: WAIT, WAIT, I FORGOT MY BAG!

UNCLE PHIL: ARE YOU READY NOW? LET'S GO!

CHILDREN: WE'RE READY. LET'S GO! GREG: WAIT, WAIT, I FORGOT MY BALL! UNCLE PHIL: OK. ARE YOU READY NOW? CHILDREN: YES, YES, WE'RE READY. LET'S GO! JESSICA: WAIT, WAIT, I FORGOT MY TEDDY BEAR!

UNCLE PHIL: OK? ARE YOU READY NOW?

CHILDREN: YES, WE'RE READY.

KIM: WAIT, WAIT, I FORGOT MY SANDWICH!

UNCLE PHIL: ARE YOU READY? CHILDREN: YES, WE'RE READY NOW.

UNCLE PHIL: ARE YOU SURE YOU'RE READY?

CHILDREN: YES, WE'RE SURE.

UNCLE PHIL: ARE YOU SURE YOU'RE SURE? CHILDREN: YES! WE'RE SURE WE'RE SURE

WE'RE READY! LET'S GO! **UNCLE PHIL: UH-OH!**

UNCLE PHIL: I FORGOT MY KEYS!

ENDING THE LESSON

CHINESE WHISPERS: Choose a sentence from the role-play to play this game. (Please refer to the end of the Teacher's Book for detailed rules of the game.

HOMEWORK

The pupils draw a bus and try to read the text at home (in the Student's Book on p.64).



44

NEW BUILDING BLOCKS



გრიფმინიჭებულია საქართველოს განათლების, მეცნიერების, კულტურისა და სპორტის სამინისტროს მიერ 2018 წელს.

APPENDIX CLASSROOM IDEAS ACTIVITIES WITH FLASHCARDS



- LISTEN AND REPEAT. Show the flashcard to the class and say what it shows in English. The pupils repeat the word together and then individually. Stick the flashcard on the board.
- WHAT'S THIS? Show the flashcard to the class and the pupils should say what is in the flashcard.
- Once there are at least 6 flashcards on the board, invite pupils to come to the board one by one. Then say: POINT TO the ball, doll, car, and the pupil points to the correct flashcards on the board.
 - If you want to make this task more demanding and the pupils have already mastered colours, adjectives and some simple structures, you can say: POINT TO SOMETHING BLUE, point to someone who is old, point to an animal which lives on the farm, etc. These tasks are introduced in a later stage of learning as simple tasks always precede more complex ones.
 - If the pupils have mastered numbers, you can mark the flashcards with numbers. To practise word recognition, you can ask: WHAT NUMBER IS THE BALL? The pupils answer: Four.
 - You can also ask: WHAT IS NUMBER 4? The pupils then answer: A ball. If you want further practice, you can turn the flashcards face down and ask: Do you remember what is number 4? When the pupils give an answer, flip the flashcard over again and the pupils check if their guess is correct.
 - Ask: WHAT IS BLUE? The pupils answer: A car.
 - Ask more questions: Who is old? Which animal lives on the farm?, etc.
- TIGERS, LIONS AND CROCODILES. Divide the class into three groups (tigers, lions and crocodiles). Point to the flashcards on the board and name a group, e.g. *Tigers*! The pupils from that group name the words in English.
- SAY THE WORD. Point to the flashcards on the board, asking: What's this? After the pupils say all the English words in the flashcards, flip over one flashcard and keep saying the names of all the flashcards on the board, including the one they can't see. Repeat by turning one more flashcard in each round of repetition until all the flashcards have been turned face down and the pupils say all the words from memory.
- SAY IT WITH A FEELING. This activity is suitable for practising new
 words and parts of songs. Prepare the flashcards with feelings (e.g. happy,
 sad, cold). Show a flashcard (e.g. sad) and the pupils repeat the words or
 parts of a song as if they were sad. This allows you to repeat the same
 words many times without fear that the pupils might find it boring.
- CHOOSE THE CORRECT GROUP. Divide the class into groups. Write down the names of lexical sets to be practised on the board (e.g. food, clothes). Say the words randomly and group representatives say which lexical set that word belongs to. Correct answers win a point. The group which collects most points wins.
- WHO HAS MORE CARDS? Divide the class into two groups. The groups take turns to draw flashcards with familiar vocabulary from a big box. If they name the word correctly in English, they can keep the flashcard. (You can appoint pupils in each group who will collect the flashcards). The group with the most flashcards is the winner. The game is simple, quick and fun.

- TEDDY BEAR, COME HERE...Distribute the flashcards to the class and say: Teddy bear, come here!
 Or: Who has got a teddy bear? Alternatively, say a word and the pupils bring the corresponding flashcard.
- I SPY WITH MY LITTLE EYE. Once the board is full of flashcards, say: I spy with my little eye something sweet and brown. The pupils answer: Chocolate.
- TEACHER, MAY I HAVE..., PLEASE? Once the board is full of flashcards, the pupils take turns to choose their favourite word: *Teacher, may I have the balloon, please?*, and the teacher gives them their flashcard from the board.
- After that, you can play **MEMORY GAME**: The pupils hide their flashcards and you ask: *Who has got a balloon?*, and the pupils recall: *Iva has got a balloon.* You can also stage a ROLE- PLAY at the shop, so that the pupils get flashcards from the board. (This is especially handy when you teach toy words).
- FLASHING CARDS. Instead of showing a flashcard to the class, just flash it quickly in front of them so they don't have time to see it in full. The pupils need to guess which word it is. Of course, this activity can also be turned into a competition between two groups.
- MATCHING COLOURS. Stick two pictures of people from a magazine on the board. Next to them, in one column, stick six colours flashcards face down and in the other column stick six clothes flashcards also face down (select the clothes items which appear in the magazine pictures you chose). Write numbers next to the flashcards. Divide the class into two groups and assign each group with one picture. Group representatives take turns to roll a dice. They roll it once to get the colour and they roll it one more time to get a clothes item, e.g. a green T-shirt. If their person has that combination on them, they win a point.
- MIMING CARDS. Mime an animal, thing or person from the flashcard and the pupils try to guess what it
 is. After that, you can invite the pupils to mime the same words and their groups try to guess what is
 being mimed.
- GUESS MY WORD. This activity is very useful if you want to revise a lexical set, e.g. ANIMALS. Describe the animal in the flashcard, e.g. A HORSE- It is big and beautiful. It lives on the farm. It eats grass. When the board is covered with flashcards, divide the board in two, each side for one group of pupils. Ask the pupils to repeat as many sentences about those animals as possible (e.g. A MONKEY- It lives in the jungle.(+) It eats bananas.(+) It is brown.(+)). Mark a plus next to the animal for each correct sentence made about it. The group with the most pluses is the winner.
 - GUESS (bit by bit). Hide a flashcard behind a piece of paper so that it is not fully visible. Reveal only one part of the flashcard and the pupils try to guess what it is.
 - GUESS. Start drawing and colouring an object from the lesson on the board, e.g. a ball. Ask the pupils: What's this?
 - GUESS THE ANIMAL. Describe an animal: It is small. It is brown or black. it has got eight legs. It lives on the wall. (spider), and the pupils try to guess what animal it is. In your description of animals, use IN/ON/UNDER wherever possible. Confident pupils can take over your role.
- FINALS / SEMI-FINALS. This is a very simple game for the whole class in which you can use flashcards from several lessons/units. Ask the class to stand up as you show the flashcards. The pupil whose turn it is to answer should name the flashcard in English. If s/he doesn't know, s/he can say PASS, but only once. If the pupil says an incorrect word or wants to use PASS for the second time, s/he loses the right to play and sits down. The game is played in three rounds. The winners are all the pupils who remain standing in the third round.
- ACTION STORY. Listening to a story, song or a dialogue demands a lot of concentration. Also, pupils
 have different concentration spans so you can sometimes combine physical movement and listening
 as in this activity. Distribute the cards with the key words to the pupils (flashcards or word cards) from
 the story, song or dialogue. As they listen, the pupils should stand up when they hear their word.



B) ACTIVITIES FOR INTRODUCING BEGINNER READING

- If you have introduced reading, the last phase would be MATCHING the flashcards and word cards. Before MATCHING, read each word card together with the class, then ask the pupils to read the words individually and finally, ask the pupils to come to the board and place the word card next to the corresponding flashcard. Ask the pupils to copy words and pictures from the flashcards.
- After most pupils have acquired new words, you can play MISMATCHING. Mismatch the word cards and flashcards on the board and ask the pupils to correct the mistakes.
- LISTEN FOR THE RIGHT WORD! Write the words you need to practise on the board in your mother tongue. Distribute English word cards to pupils. Read the text by using Georgian key words instead of the English ones. The pupil who has the card with the correct English word sticks it next to the Georgian word on the board. Ask the class to read the English word card together. Repeat until all Georgian word cards have been matched with the corresponding English cards.
- WHAT'S MISSING? When the board is full of words, and you want further practice, ask the pupils to
 close their eyes. Remove one flashcard and ask the pupils to open their eyes. They need to guess which
 word is missing (What's missing?). Repeat until the board has no more words.
- CROSS OUT GAMES. When the board is full of flashcards, invite representatives of two groups to face the board at an equal distance from it. Each representative gets a chalk stick/a marker. When you say a word, they should come to the board and put a small tick/cross next to the corresponding flashcard. The group which has ticked more flashcards is the winner. Group representatives take turns with other pupils from their group after three flashcards. This ensures that all pupils participate.
 - If the pupils can read, it is enough to show them a wordcard and they should tick the correct flashcard.
 - There is another possibility for the board full of words. Just show a flashcard and the pupil crosses out the corresponding word on the board, or say a word in Georgian and the pupil crosses out the English word on the board.
 - Instead of the CROSS-OUT game, you can play the **TAKE DOWN** variant, where the pupils remove cards from the board instead of crossing them out.
- GET RID OF YOUR CARD. As the name suggests, the goal of the game is to get rid of all the cards. The
 class is divided into two groups and if possible, each pupil should get at least one card. Say a word and
 the pupil gives you the corresponding card. Alternatively, you can show a wordcard and the pupil reads
 the word on it and gives you the flashcard. The winner is the group which first gets rid of all the cards.
- RUN FOR YOUR CARD. Place the flashcards you want to revise on the last desk at the back of the classroom where no one sits. The flashcards are placed face up. Divide the class into two groups and choose representatives who both take the start position at the other end of the classroom. Say: Run for the roller skates! The pupils should run to the last desk and try to find the correct card. The pupil who first spots the card and brings it to you wins a point for his/her group. Pupils take turns to be group representatives after two or three rounds. In order to make the task even more demanding, you can say, for example: Run for something you can see in the street! Or: Run for... (show a wordcard) and the pupil should bring you a corresponding flashcard.
- TEACHER, STOP! This game is suitable for introducing writing and reading of individual words. After the
 pupils have mastered the spoken form of several words, write down the same words on wordcards.

Show the wordcards and if they recognise the word in the written form, they nod their heads. If not, they say: *Teacher, stop!* You then say the word and they repeat.

- DRAWING DICTATION. Show a wordcard (e.g. A blue fish, if you practise colours or Three cars, if you practise numbers and the plural form). Put it on the board and the pupils should draw their word and colour it if necessary. After that, check through MATCHING on the board (put corresponding pictures next to the word cards, and the pupils swap notebooks and correct each other's dictations). If you have not introduced reading yet, you can dictate orally, and the pupils make drawings in their notebooks. Later, they can check each other's notebooks looking at the corresponding flashcards on the board.
- FLASHING DICTATION. This dictation is suitable for the pupils who are only beginning to write in English. Choose wordcards with simple words, e.g. a dog, a cat. Show them the card briefly, and they should write the word down in their notebook from memory. At the end of the dictation, stick all the cards on the board and the pupils can correct possible mistakes. The pupils can swap their notebooks and correct each other's sentences. When the pupils have gained confidence in writing, instead of word cards you can prepare cards with simple sentences.
- CATEGORY DICTATION. Ask the pupils to draw a table with four columns in their notebooks. Write the headings of each category on the board: *food, school, room, family* and the pupils copy. Show wordcards and the pupils copy them in the correct column in their notebooks. If the pupils want, they can stick the wordcards in the correct column on the board as well. Other pupils check if they have done it correctly in their notebooks. If they have not, they can correct it. At the end, say a category name and the pupils can read one of the words they have copied in that category.
- RUNNING DICTATION. Prepare several pieces of paper containing words or simple sentences from previous lessons. Stick them around the classroom. Divide the class into groups. A group representative runs to a piece of paper, reads what it says and dictates what is written on it to other pupils in his/her group. The winner is the group with the smallest number of mistakes.
- FALSE DICTATION. Write different words from the sentences you want to dictate in a scattered way on the board or on a big piece of paper. Ask the class to listen carefully as they write a dictation. Dictate sentence by sentence pointing to the words on the board at the same time. The pupils look at the board and write entire sentences in their notebooks by remembering the order in which you pointed to the words. At the end, check together.
- JUMBLED DICTATION. Write the verses from a text or song in a jumbled order. Dictate the sentences by pointing to the correct order of the sentences which the pupils should copy in their notebooks.
- NUMBER DICTATION. Divide the class in groups. Each group forms a line. The pupils at the head of each line come to the board when you call them and write the number you say. The pupil who first writes the correct number scores a point for his/her group.
- MATCHING. Place flashcards on the board in one column. Stick wordcards on the board in another column. Ask the volunteers to connect the pairs.

• CLASSIFICATION GAMES:

These games are great for revising different lexical sets such as: FOOD, ANIMALS, TOYS, PEOPLE JOBS, SCHOOL. There are several variants which can be adapted to the age and topic.

- Divide the pupils in different lexical groups: **FOOD**, **DRINKS**, **SCHOOL**. Show flashcards from these topics, and the pupils should stand up and say the word if it belongs to their group.
- Another possibility is to place boxes in different colours with category names on them around the classroom.
 Distribute the flashcards to the pupils who need to put them in the correct box. After that, check with the class if the boxes contain the correct words. Finally, the pupils can draw three words from each lexical set in their notebooks.
- One more possibility is to divide the board in three lexical sets. Give representatives of each group chalk sticks/markers in three different colours (e.g. group A- yellow, group B-red, etc.). Then show the flashcards and the pupils put a tick in their column/lexical set. The group with the most pluses is the winner.

- ENVELOPES. Write down 12 words from several categories (colours, toys, animals etc.) on a big empty piece of paper. Stick it on the board and ask the pupils to memorise as many words as they can. Now divide the pupils in small groups or pairs. Remove the word list from the board. In their group or pair, the pupils try to recall all 12 words from the list you removed from the board. They should write them on slips of paper. While the pupils are writing the words from memory, stick three or more envelopes around the classroom with the names of categories. Ask the pupils to put their slips into corresponding shops (envelopes). To check the task more easily, you can ask the groups to use different colours for their slips. Check together by looking at the envelopes making sure the words have been categorised and spelled correctly.
- **SORT OUT**. Divide the class into three groups (*books; body; has got*). Stick flashcards on the board and say what they show. The pupils from a particular group stand up if the word on the flashcard belongs to their category.
- MEMORY GAMES. You can combine flashcards or wordcards in this game, especially in word pairs such as ANIMALS-HABITATS, ANIMALS-FOOD. The pupils can make a sentence when the pairs have been made (e.g. MONKEY-BANANAS *Why? Because a monkey likes bananas.*). There are many variants of this game, and the simplest is with two columns with an equal number of cards on the board, turned face down. You can mark the cards in one column with a number and the cards in another column with a letter. Play in two groups. The pupils select one card with a letter and one card with a number. Flip the selected cards over and if they are a pair, the group wins a point and is entitled to select one more pair. You can also order cards in a table of 12, 14 or 16 fields hiding paired words.
- FIND YOUR STORY OR A SONG. Stick the titles of stories or songs you want to revise around the classroom. Distribute the cards with the key words from that song or story to the pupils who then need to sort them out under a suitable title. When this activity is finished, check with the whole class if the flashcards have been categorised well. At the same time, revise the stories and songs using the words on the board serving as picture associations.
- BINGO. This is one of pupils' favourite games. You can play it with 6 or 9 fields, depending how much time you have available. It is useful for vocabulary revision (when the board is full of words, the pupils select six or nine words which they copy or draw in their table), or for practising the words introduced in that lesson. When the pupils have finished copying/drawing their words, say a word, the pupils repeat it and cross it out if they have selected it.
 - The pupil who first crosses out all 6 or 9 words is the winner. You can play for the top three places because the pupils are often disappointed if the game stops after the first place is won.
 - You can also play by just showing a wordcard and the pupils cross it out if they have it.
 - If the board is full of English words, you can say words in Georgian and the pupils answer in English and cross it out if they have it.
 - The game is also suitable for practising *Have got* and *Has got*. Ask: *Who has got a bike*?, and the pupils answer: *I have got a bike*.
- CHINESE WHISPERS. Divide the class in two or more groups standing in a line one behind another. Whisper to
 the first pupil a simple sentence or a verse from a song, and the pupil should whisper what s/he heard to
 the pupil standing behind him/her. The last pupil in the line should say the sentence aloud. You can give
 different sentences to each group. You can also play this game by sticking flashcards or wordcards on the
 board, or cards with sentences. Whisper the word/sentence to the first pupil and the last pupil should
 come to the board to remove the corresponding card.

C) ACTIVITIES TOPICALLY RELATED TO ACTIONS

SIMON SAYS. This game is really popular among pupils. It can be played at the beginning of the lesson as a warm-up activity, or as an additional activity at the end of the lesson. Still, before playing the game, it is necessary to repeat all the actions that need to be practised. You can also use it to introduce several new actions which appear in the song, story or dialogue which you plan to practise in that lesson. If you say: *Simon says: Jump!*, pupils should mime that action. If you only say: *Jump!*, the pupils should not mime that action. The pupils who mime an action even though you did not say "Simon says" lose the right to play and remain seated.

The pupil who is the last to remain standing is the winner. To better manage discipline during the game, you can ask the pupils who dropped out of the game to join you and monitor which children made a mistake. If you have introduced reading, you can show cards with commands, e.g. JUMP, instead of saying the commands. Since you can't always be sure that all pupils understand all commands (because many of them look at other pupils and just do what most pupils do), you can check comprehension with several additional useful activities:

• RING THE BELL. After you have repeated a certain number of actions, ask a pupil to come to you. Whisper an action to the pupil in English and s/he has to mime it to the class. If a pupil can mime it, s/he rings the bell and then mimes it while other pupils should name the action in English. If a pupil does not understand the action, tell him/her something else.



This activity is useful because pupils say actions in English and not you, so that the activity is not only based on recognition and comprehension but also reproduction. If you have introduced reading, you can show an action card instead of whispering the action to the pupil who will then mime it. That way you can practise reading in a demanding way. As always, it can be played in two groups whose representatives take turns to come to the board and mime actions. The group which mimes most correct actions is the winner.

When the pupils have mastered a certain number of actions, you can play SIMON SAYS FOR THE TEACHER, in which pupils say actions to you. This is excellent for their self-confidence, especially if you make a few mistakes.

- ACTION CARDS. In order to revise vocabulary or numbers, you can combine flashcards or wordcards
 with commands. Give each pupil a card or two. Then say: Number one, stand up and turn around! (to
 revise numbers), or: Doctor, play the guitar! (to revise jobs). This way you can revise different words, not
 a specific lexical set.
- ACTION FEELINGS. It is very common to begin a lesson by asking: How are you today? This is useful when you want to revise feelings. The most common answers are: I'm fine., I'm O.K., I'm happy. To include as many feelings as possible, and to involve all pupils and not just the confident ones, you can combine feelings and commands. Ask the pupils to mime certain actions only if they really feel that way, for example: STAND UP WHO IS HUNGRY!, HANDS UP WHO IS THIRSTY!, etc. If you want to practise feelings even further, you can stress that when they mime an action they should also say how they feel. In other words, they stand up and say: I'm hungry., or raise their hands and say: I'm thirsty. This activity is really useful because some pupils have more confidence when they say sentences in a group, and not alone.
- ACTION FRIENDS. This activity is great for socialisation. It combines actions (physical activity) and comprehension. It can be used with different structures and vocabulary. For example: Touch someone who has got blue pullover! Hug someone who has got something pink! Point to someone who has got a big pencilbox!
- MUSIC ACTION. Ask the pupils to stand in a circle and hold their hands. Play the music (the songs you have done in class, or other songs in English which are popular among children). The children move in a circle holding their hands. When you stop the music, make a command. E.g. *Touch something yellow!*. Then each pupil should find a different object in that colour. Of course, there is a time limit to this (e.g. you can count to ten). The pupils who can't do the task lose the right to play. Two last pupils in the round are winners. Another variant of this game is that the pupils stand in a circle and you play the music. As long as the music is playing, the pupils send a ball to one another. When the music stops, the pupil with the ball in his/her hand should perform an action dictated by you. Or, that pupil names an action for another pupil in the circle to perform. If that pupil makes a mistake, s/he loses the right to play and the game continues.
- FRUIT SALAD. This game does not use a big number of actions but it involves physical activity and is therefore very popular among pupils. It can be played at the end of the lesson if you have extra time left or if the pupils are restless and they need a change of pace. Each pupil takes a chair on which they sit,

forming a circle with the chairs. You are in the middle of the circle. Say to each pupil which fruit they will be: a banana, a cherry, an apple, an orange, a strawberry, and then repeat the fruit in the same order: a banana, a cherry, an apple, an orange, a strawberry. That way, you will have 3 bananas, 3 cherries, 3 apples, etc., because some fruit categories should repeat. To check if they remember their roles before the game begins, you can say: Bananas, hands up!, Apples, hands up!, etc. After that, the game can begin. When you say: Apples!, all apples stand up and change their places/chairs. Since you have no chair, quickly sit on one empty chair. The pupil who stays in the middle of the circle without a chair to sit on makes a new command. When you want all the pupils to change places, say: Fruit salad! This activity is certainly suitable for small classes. Similarly, instead of fruit, you can use animal names and instead of: Fruit salad! you can say: ZOO! when you want all the animals in the circle to change places.

- ARE YOU MY FRIEND? This is a variant of FRUIT SALAD, and it is suitable for revising colours, clothes and parts of the body. Put the chairs in a circle. Ask a pupil: Are you my friend?, and the pupil can answer Yes or No (only two can answer with Yes, the third one must say No). If s/he answers No, ask: Why? The pupil answers: Because all my friends have got blue eyes. All pupils with blue eyes stand up and change chairs. The pupil who remains in the circle because s/he wasn't able to find a free chair now asks: Are you my friend?
- BACK TO BACK. This game is used to revise parts of the body. Make a command: Back to back! The
 pupils turn away from each other so that their backs are touching. If you say: Ear to ear!, the pupils should
 touch each other by their ears. After some time, one of the pupils can take over the teacher's role to make
 a command.
- MIRROR AND ECHO (TOTAL PHYSICAL RESPONSE TPR). TPR is a technique which allows the
 pupils to learn a foreign language in a way similar to how they learn their mother tongue. It is suitable for
 acquiring commands and verb actions, collocations, feelings, weather conditions, and songs and stories.
 - 1) Say: Wash your face! and mime the action. The pupils just listen and watch.
 - 2) The pupils listen to you, look at you and mime along.
 - 3) Name actions and the pupils mime them.
 - 4) The pupils listen to you, repeat and mime.
 - 5) The pupils say actions and you mime.
- MIRROR; MIRROR ON THE WALL. This game is suitable for revising descriptive adjectives. Teach the
 magic phrase: Mirror, mirror on the wall, make me...Say e.g. Mirror, mirror on the wall, make me tall!
 Children stand tall on their toes. Say: Mirror, mirror on the wall, make me small!, and the pupils squat etc.
 After some time, some children can say magic phrases.
- YES/NO CHAIRS. Even though this activity does not use different actions, it involves movement and it is great for revision. Place two chairs in front of the board and stick a YES sign on one chair, and NO on the other chair. The pupils play in two groups standing in two lines, one behind another, in front of the chairs. Say correct and incorrect sentences. If you say a correct sentence, e.g.: A horse lives on the farm., the pupils should sit on the YES chair. If you say an incorrect sentence, e.g.: A bear eats grass., the pupils should sit on the NO chair. Since there are always two pupils at the head of each line of pupils, the point is won by the group whose representative sits on the correct chair first. After each sentence, the pair from the front goes to the end of their line, so that all pupils participate. This activity is more suitable for small classes, but you can play it in bigger classes by saying the sentences and the pupils stand up for incorrect sentences (and correct the teacher) or remain seated for correct sentences. (YES sit down, NO stand up and correct the mistake).
- ACTION CHINESE WHISPERS. Similarly to Chinese Whispers played with words, you can play the same
 with actions, so that the pupil at the end of the line needs to mime the action passed on to him/her. If the
 action is mimed correctly, s/he comes to the beginning of the line and whispers a new command to the
 person next to him/her.
- CHARADES. Write a sentence to be mimed on a slip of paper or simply whisper it to a pupil who needs to mime it and the rest of the class tries to guess, e.g. *I am riding a bike*. Instead of wordcards, you can show pupils a flashcard.
- WHAT'S THE TIME MR WOLF? The pupils stand next to each other at one end of the classroom while you (or a pupil) stand opposite them with your back turned at them. The pupils ask: What's the time Mr Wolf? Answer e.g.: Five steps forward, turn around,...After having said it, turn around quickly. If you spot a pupil still moving, that pupil loses the right to play. The winner is the pupil who touches you first.

- NUMBERS RACE. Divide the class into two groups. They stand in two lines, at an equal distance from the board. The first pupil in each line takes a chalk stick/marker. Divide the board in two parts. Say numbers randomly and pupils run to the board to write the number in their half of the board. Points are won by the pupil who first writes down the number. Once all numbers are on the board, revise numbers by saying each number again and pupils circle the correct one.
- DRAW A MONSTER. Draw a body contour of a monster on the board. Put the flashcards with parts of the body face down on the board (eye, ear, nose, neck, body, leg, mouth, arm, finger, foot, toe, tooth). Divide the pupils into two groups. Group representatives come to the board, take a card each and roll a dice. Then they draw the part of the body they see on the card in the number received on the dice. E.g. the dice shows 6 + eye; the pupil should draw six eyes. If they draw everything correctly, the group wins a point.
- ABRACADABRA. Pretend that you have a magic wand (a pencil or something similar) and that you can
 cast a spell on the class so everyone does what you tell them. Abracadabra Weezee Woo! You are
 riding a bike. That way you can repeat all the activities from the previous lesson. You can add other
 familiar actions.
- STAND IN LINE! Prepare word cards for numbers from 11 20 (two to three sets, depending on the number of the pupils). Make the sets in different colours. Explain to the pupils that they are divided in groups according to sets/colours. Each pupil gets one card. The task is to order numbers from the smallest to the biggest. The group to finish the task first is the winner.

D) ACTIVITIES WITH THE POSTER

- I SPY WITH MY LITTLE EYE. Put a poster full of different objects, animals, colours and similar things on the board. Say: I spy with my little eye something brown. The pupils say: Chocolate. Repeat the procedure with as many words as possible. After several rounds, the pupils take over your role and ask the class what they see using: I spy with my little eye something...
- **GUESS WHO!** Tell the class to imagine that they are something or someone from the poster. Make sentences in the first person, and ask the pupils to try to guess who you are in the poster. E.g.: *I'm busy. I'm making sandwiches in the kitchen. Who am I? Ronnie*. After several rounds, the pupils take over your role and ask each other to guess who/what they are.
- the poster. The pupils should correct the mistake and say the correct sentence, e.g.: Uncle Phil is drinking tea.

 No. Uncle Phil is drinking lemonade.
- BEAT THE TEACHER. The pupils have a minute to memorise as many details on the poster as they can. Remove the poster from the board and ask 8 questions related to the poster: What colour is...? How many...? Where is/are...? Who is...?What is ...-ing? The pupils win a point for each correct answer which is marked on the board. Once you have finished with all the questions, put the poster back on the board. Turn your back to the poster (so you can't see it) and the pupils ask you questions about it. Can children beat the teacher?
- RUN FOR YOUR ENVELOPE. Prepare 8 envelopes and 8 questions about the poster (What colour is...? How many...? Where is/are...? Who is...? What is ...ing?). Put one question in each envelope. Put a number on each envelope and put it on the table. Divide the class in several groups.



Each group selects a representative who runs to your desk, looks for an envelope with a specific number: *Teacher, may I have number...?* and brings it back to his/her group. The pupils read the question, write the answer in the notebook and return the question into the envelope. Tell the pupils to put the number of question next to the answer in their notebooks. A group representative returns the envelope to you and asks for another one. The winner is the group which answers most questions in 8 minutes. Read questions and the pupils read answers.

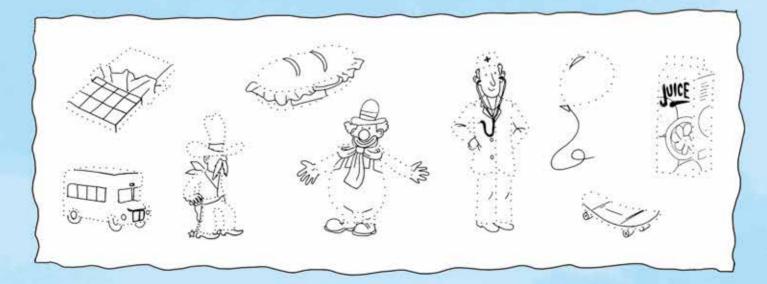
- RIDDLES. What's this? Can you guess? Choose a few words from the poster and describe them, e.g. It is an animal. It is black. It likes milk. It goes miaow, miaow., and the pupils guess what it is: A cat. Alternatively, you can pose a riddle in the 1st person: I am... I like... I live... In that case, you can call the game GUESS WHO, and the pupils try to guess who you are from the poster. After several rounds, the pupils take over the teacher's role and create riddles for one another.
- WORD SHOPS. Write down 12 words from the poster on a big empty piece of paper and stick it on the board. The list should be visible to all the pupils. The pupils have one minute to memorise as many words as they can. Remove the word list from the board. Now divide pupils into six groups. Each group gets 12 empty slips of paper on which they should write one word from the list you removed from the board. Each group gets slips in a different colour (one group has green slips, another blue slips, etc.) While the pupils are writing the words from memory on their slips, stick the envelopes with names and signs of different topics from the poster around the classroom: ANIMALS, TOYS, FOOD, DRINKS. Ask the pupils to sort their slips into corresponding shops (envelopes). Check by looking at the envelopes making sure the words have been categorised and spelled correctly. The winner is the group with most well-spelled and well-categorised words. When choosing the words, it is important to include the same number of words from each topic.
- SPEECH BALLOONS. Since cartoons are really popular among pupils, this activity is a lot of fun as it personalises objects, animals and things in the poster by stimulating pupils' imagination and creativity. Prepare 8 speech balloons, big enough for the class to see what they say. Ask the class to imagine that objects, animals and items on the poster can speak. Can you guess what they are thinking about? Can you guess what they are saying? The pupils read the text in the speech balloon and guess who or what says something. The text should be in the 1st person singular. E.g. The moon is so beautiful tonight The window. If the answer is correct, the pupil who guessed whose text it is can stick the speech balloon next to the corresponding object, animal or person in the poster. After you have placed all speech balloons where they belong, the pupils get into groups to think of their own texts for speech balloons. When they write their text in their speech balloon, they swap their balloon with another group and the group puts the speech balloon next to the corresponding object, animal or person in the poster.
- KIM'S GAME. Put a poster on the board and set a time limit during which the pupils need to observe the details in the poster. When the time is up, remove the poster and go through different categories of the words: What is yellow? What is small? etc. The pupils try to recall all the words from that category.



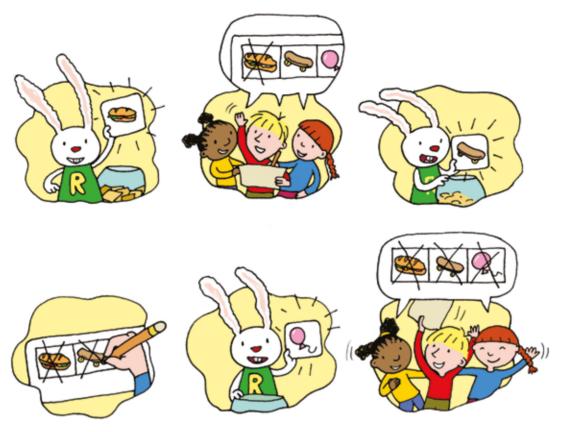
WORKSHEETS

ENGLISH IS FUN!



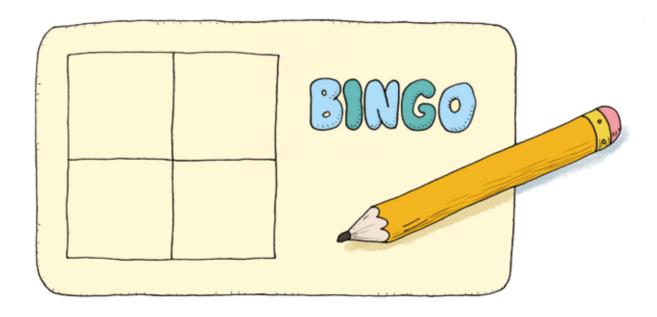


3 (1) Listen and point.



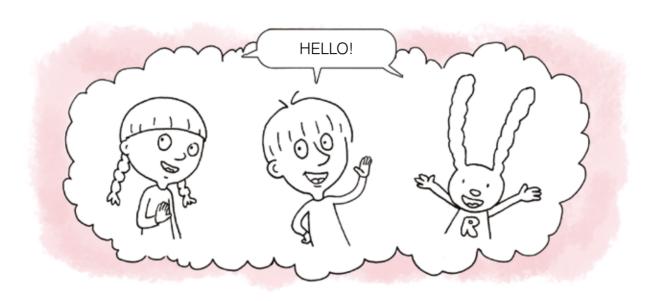


5 Play the game.



HELLO AND GOODBYE

1 Colour.



2 C Listen and tick.





















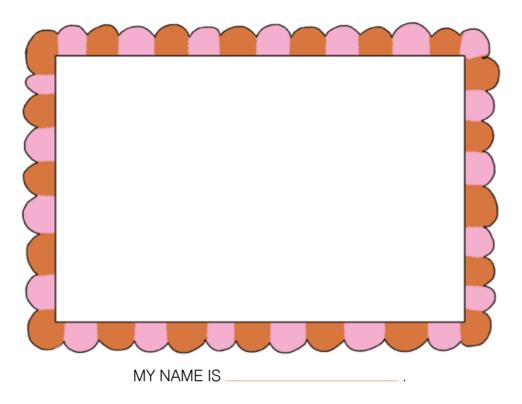




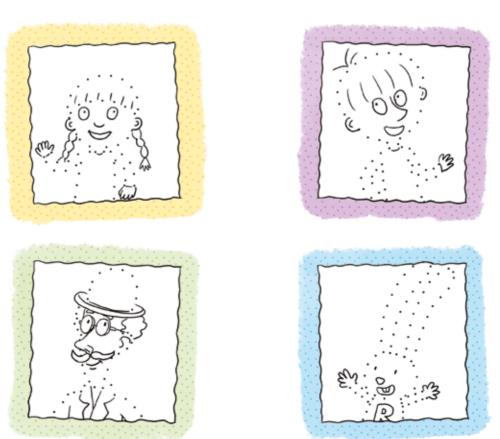






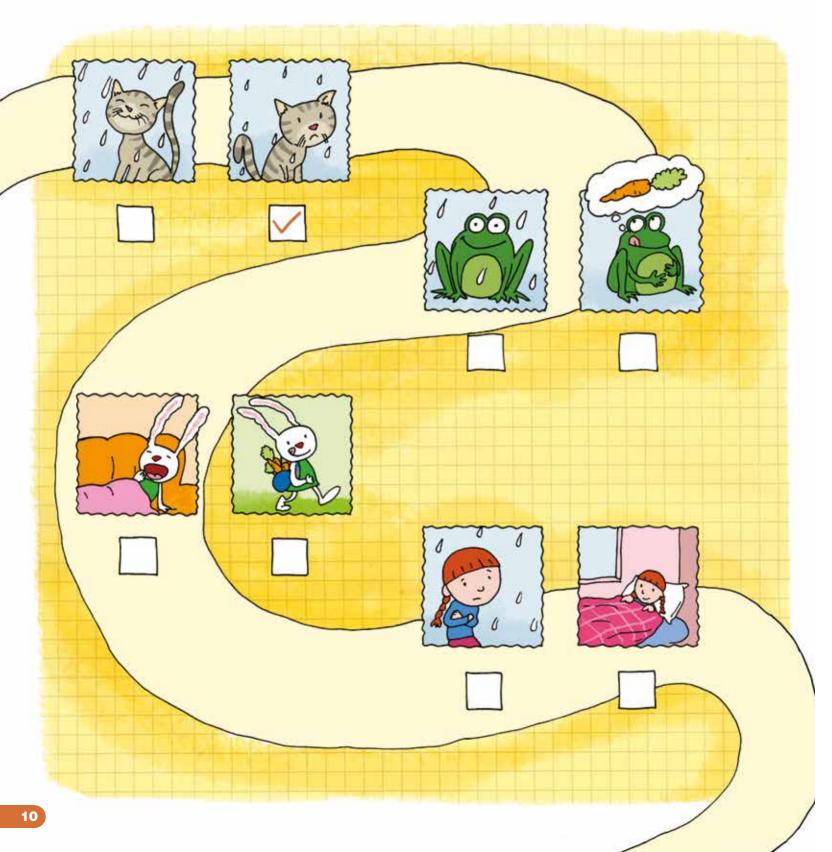


Trace and colour.

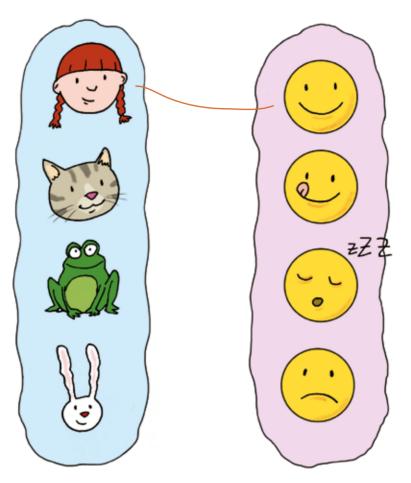


HOW ARE YOU TODAY?





2 (4) Listen and match.

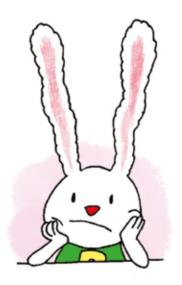


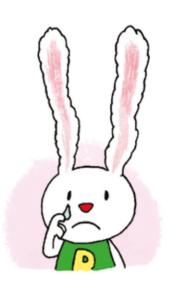


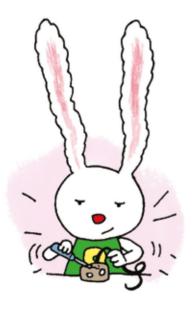


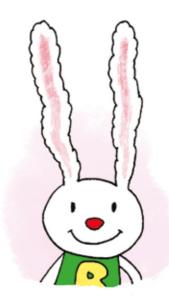
WE ARE FRIENDS!

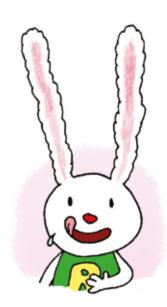






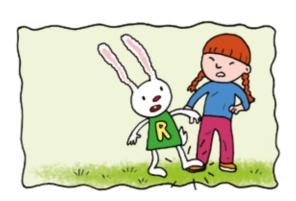








PLEASE, THANK YOU OR SORRY?











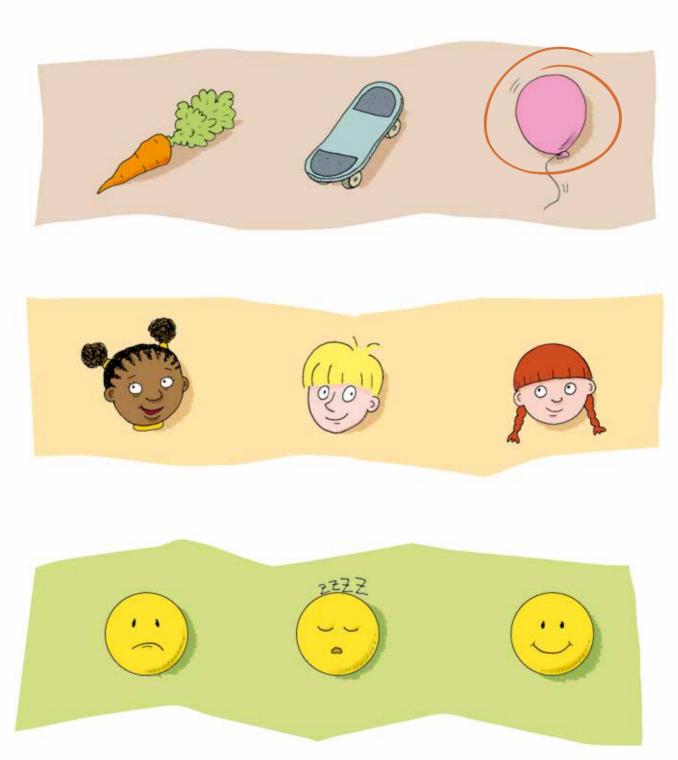
UP AND DOWN





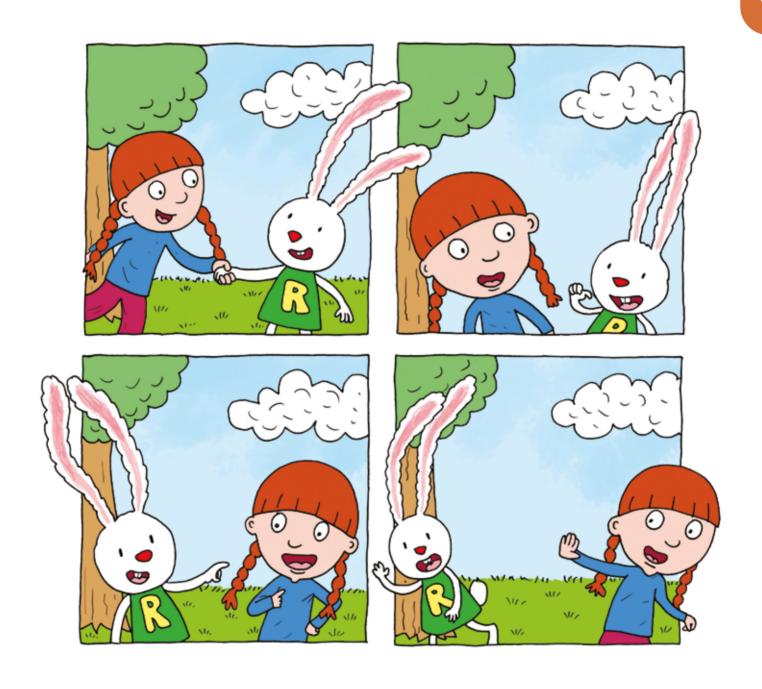
LET'S CHECK!

1 1 1 1 Listen and circle.









4 SACt out.

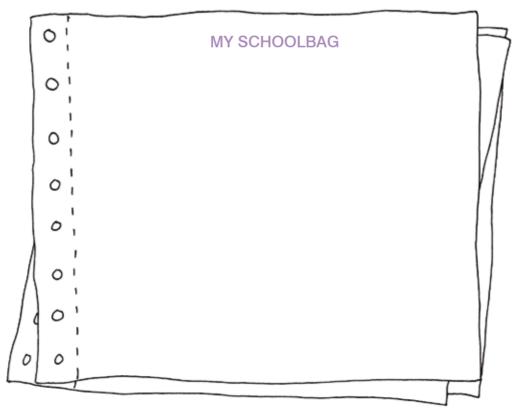
MY SCHOOLBAG

Trace and colour.



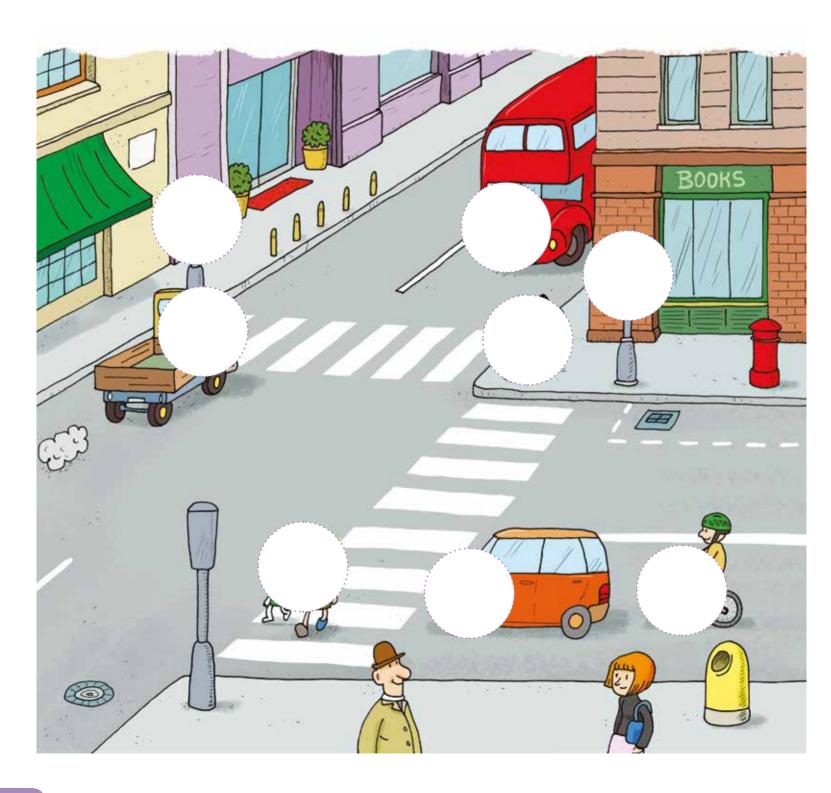


3 Draw and colour.

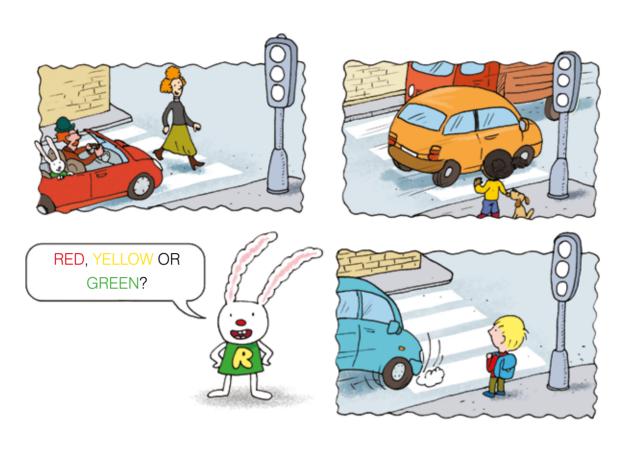


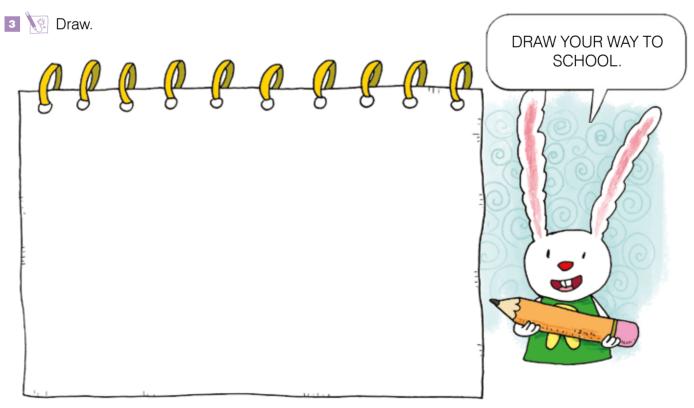
IN THE STREET

1 Stick.



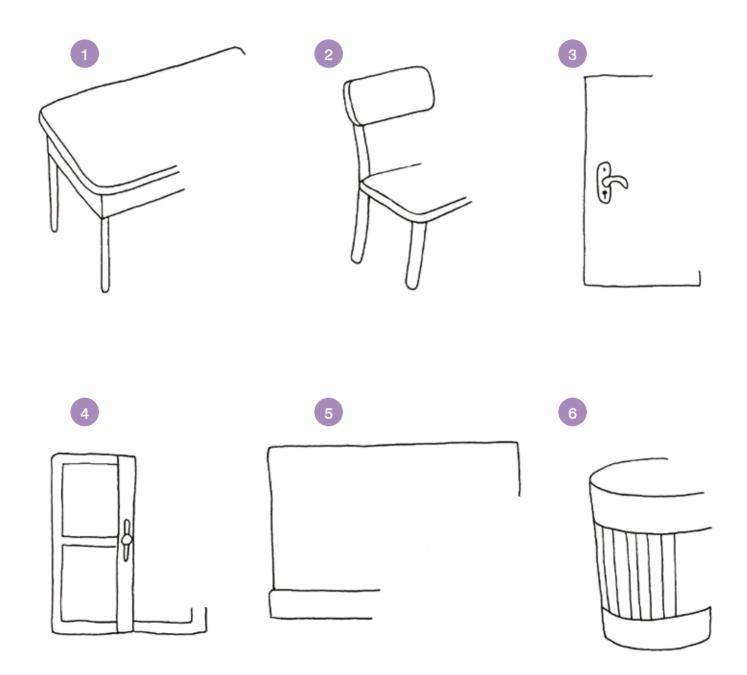


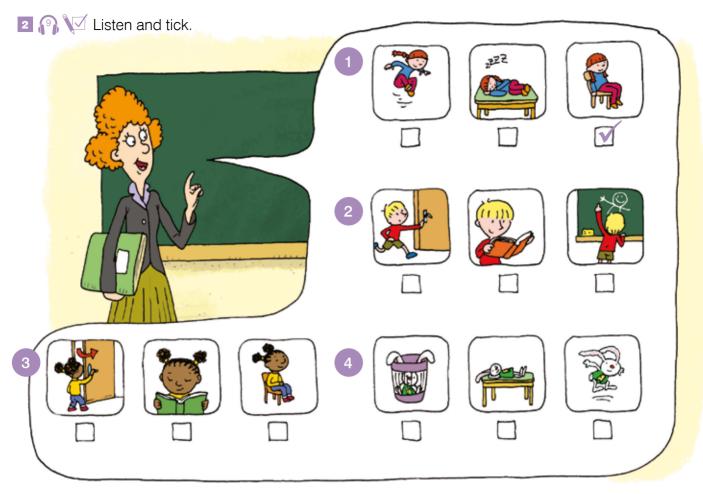




IN THE CLASSROOM





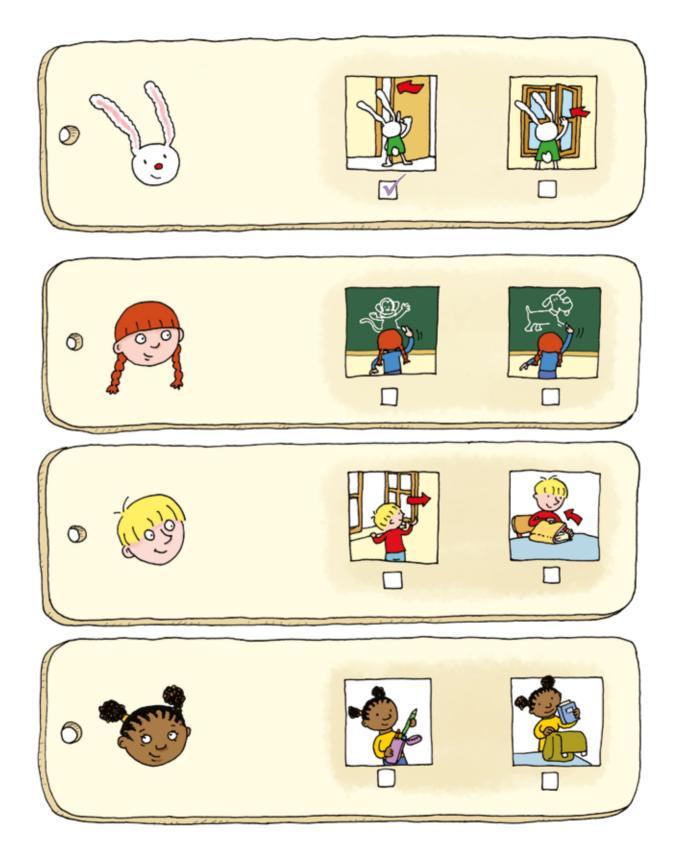






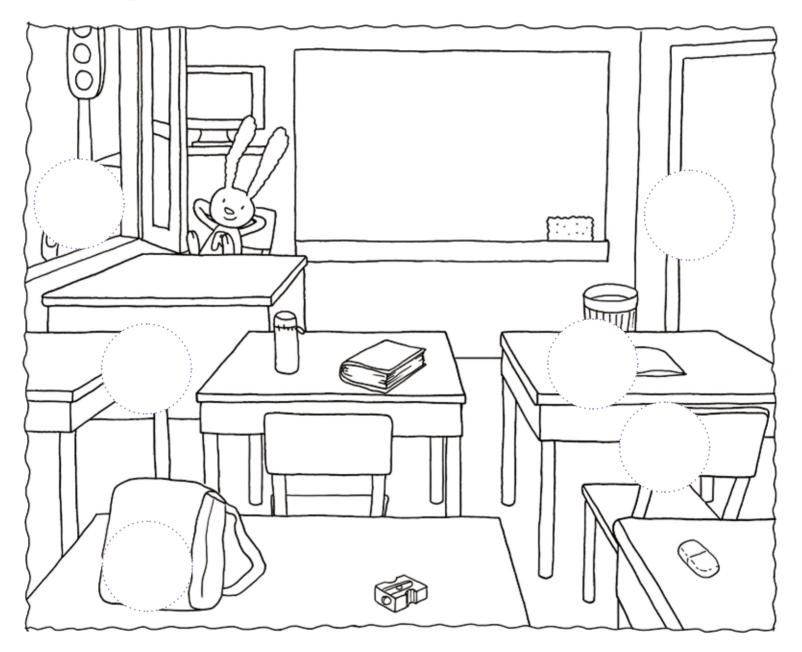


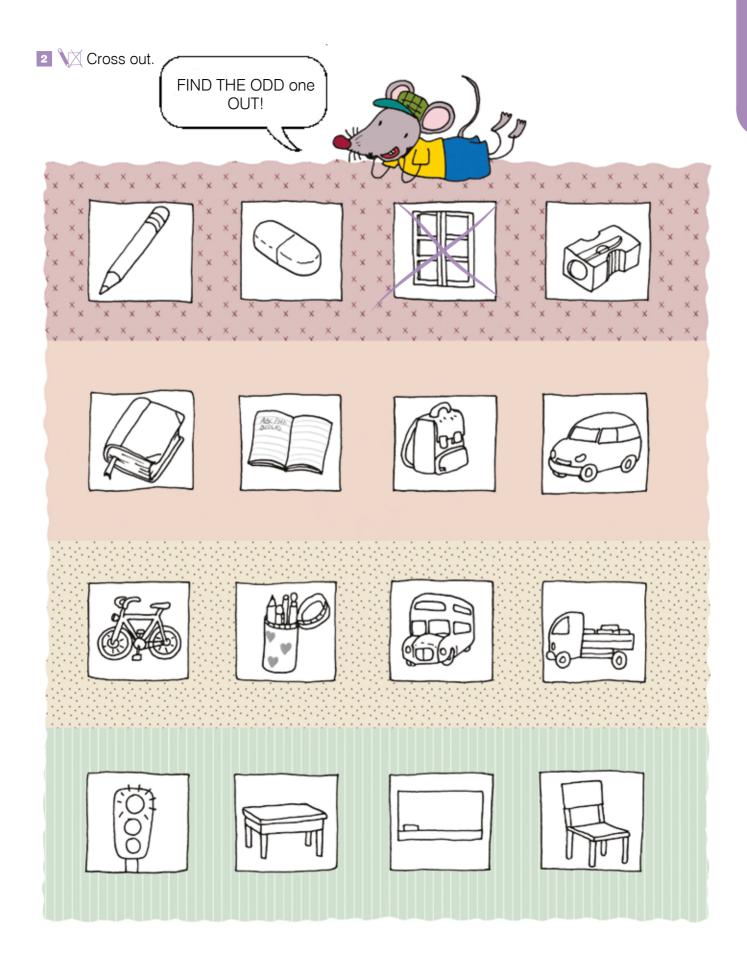




LET'S CHECK!

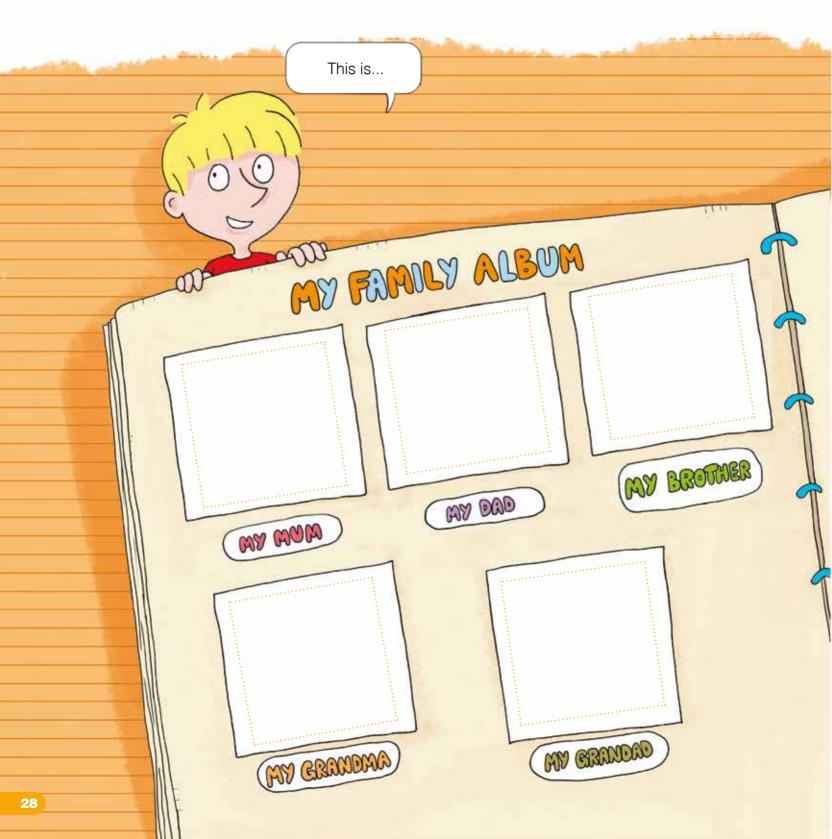
1 Stick and colour.

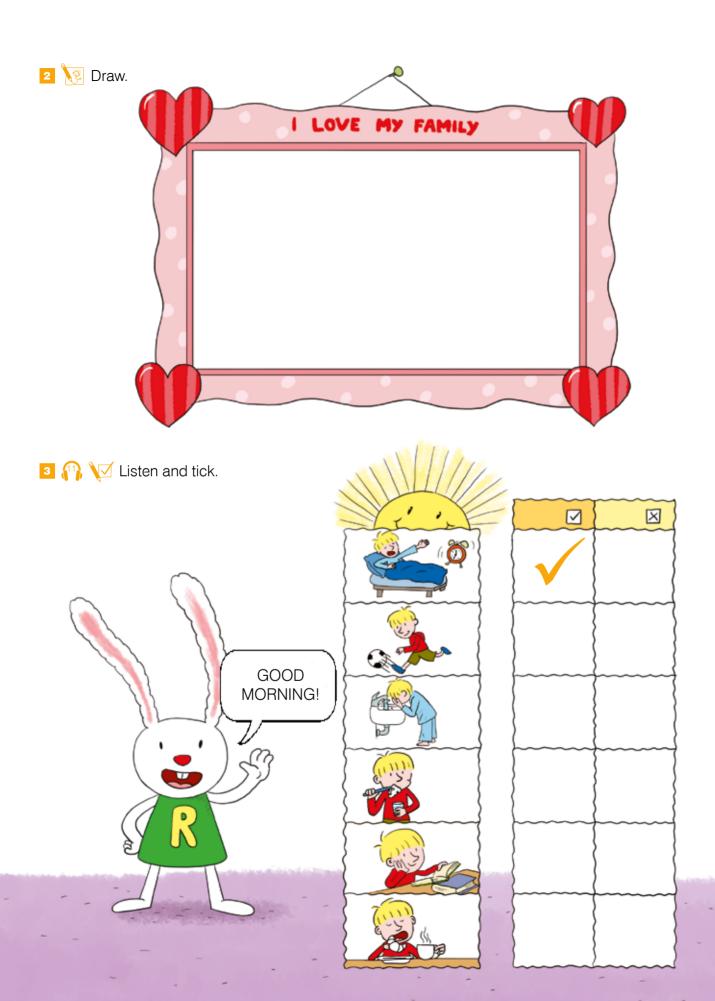




TIME TO WAKE UP

1 Stick.





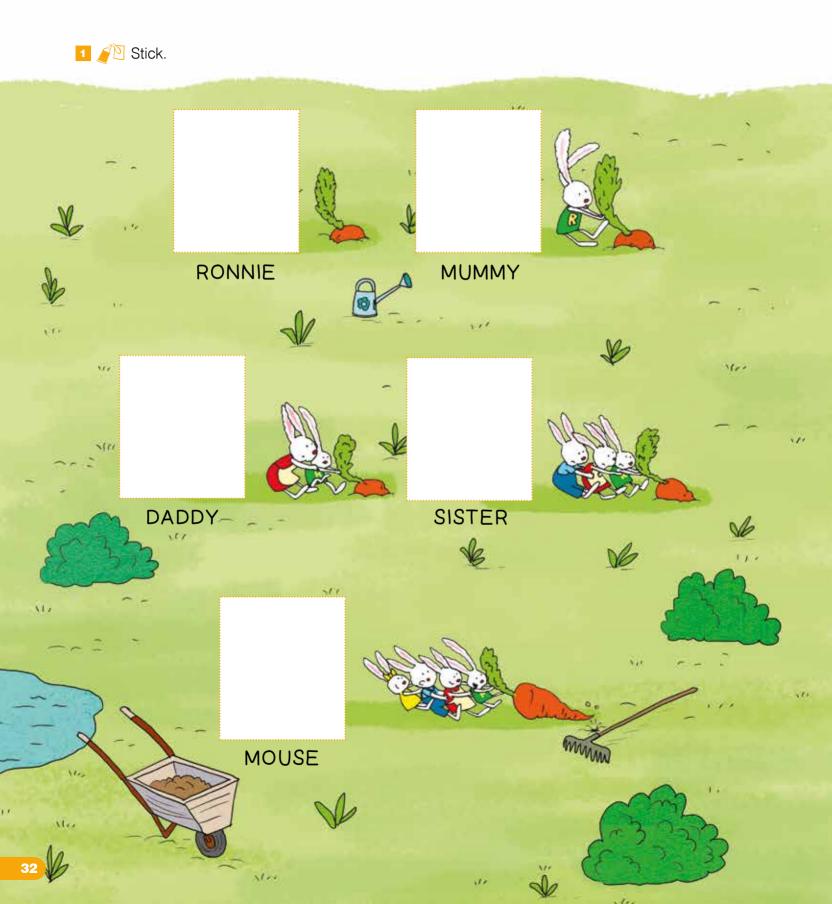
WHAT'S FOR BREAKFAST?

1 Philippe Listen and circle.

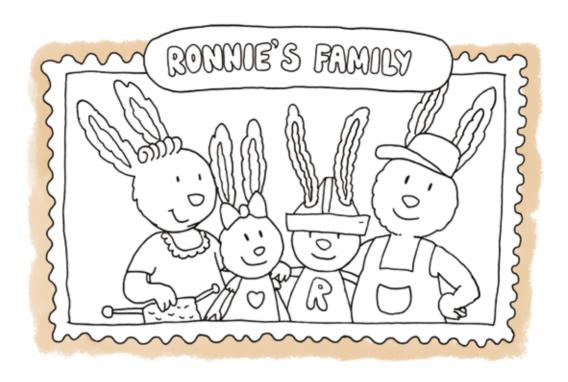




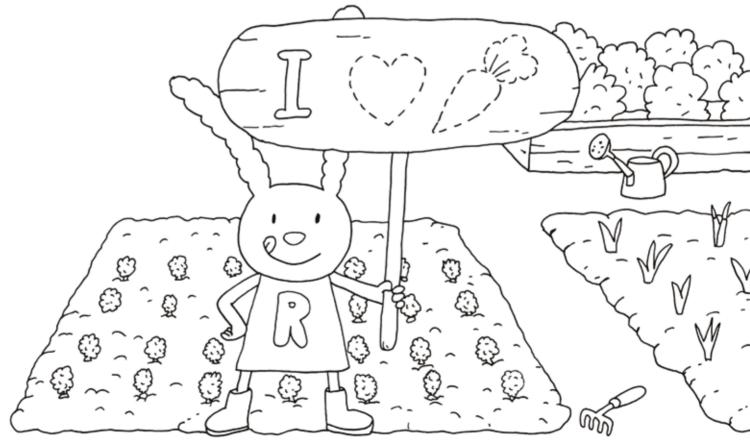
THE BIG CARROT







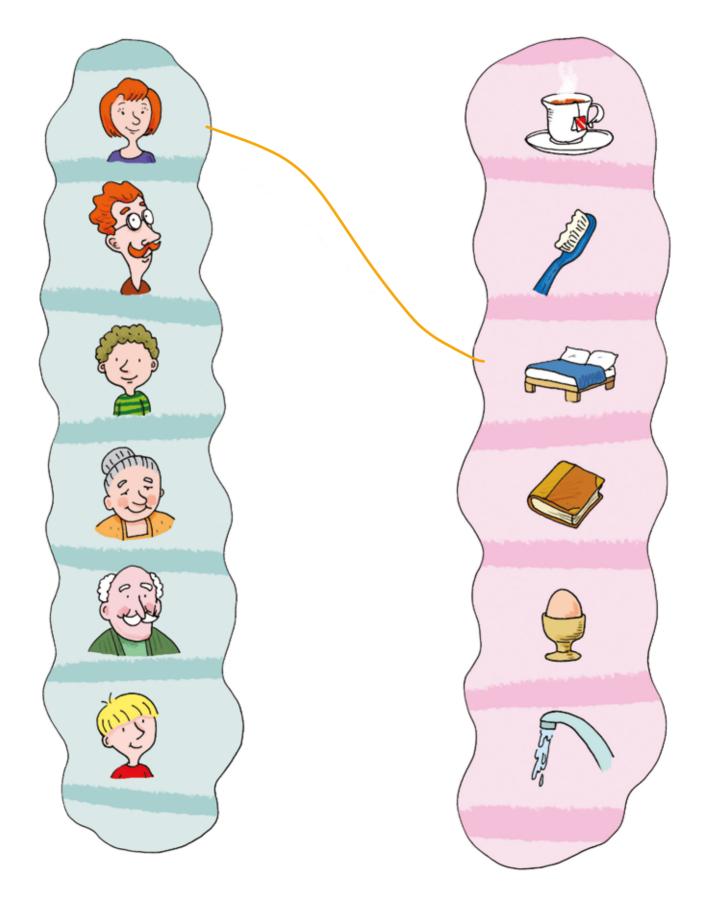




THE MORNING CHANT

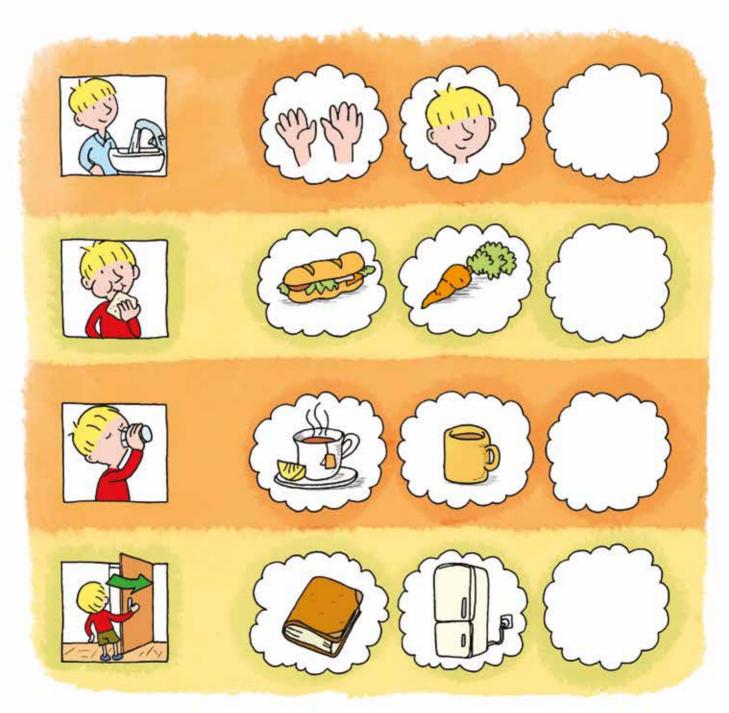


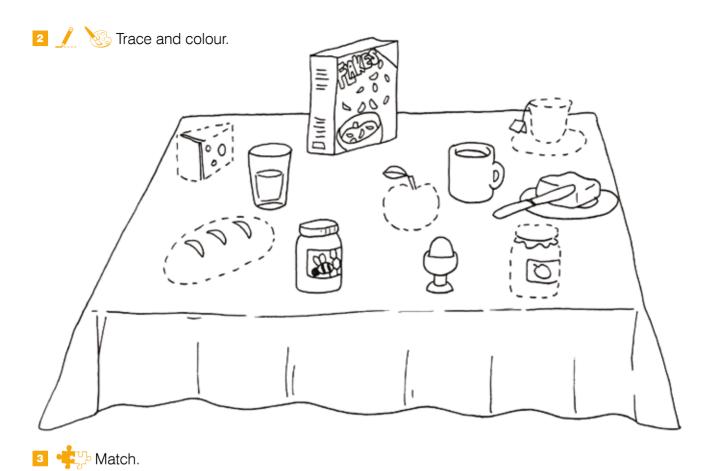


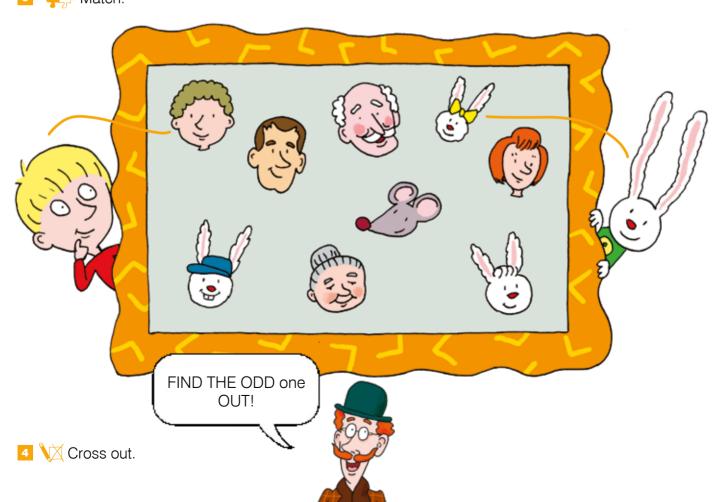


LET'S CHECK!

1 Draw.





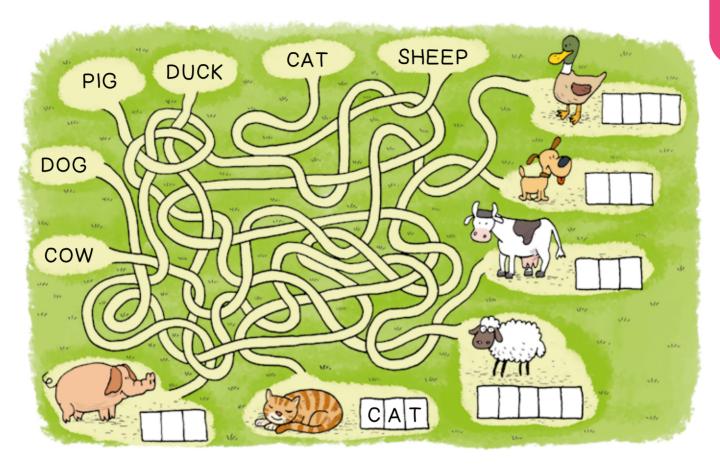


QUACK-QUACK!

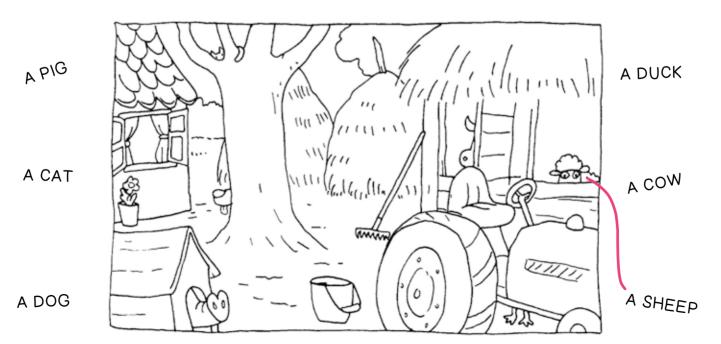




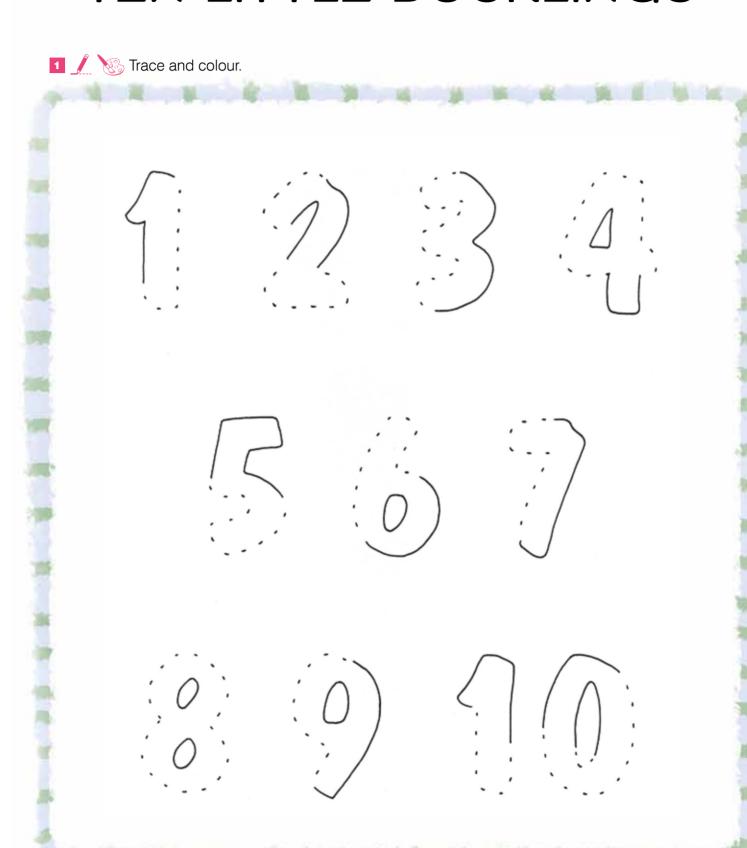




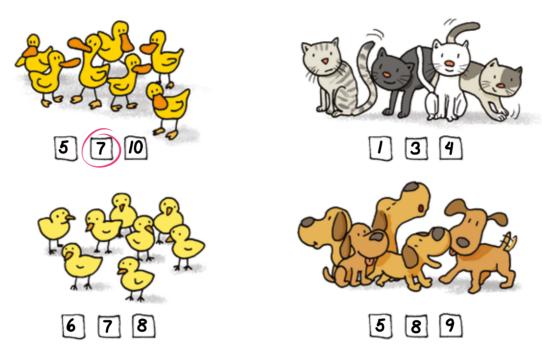




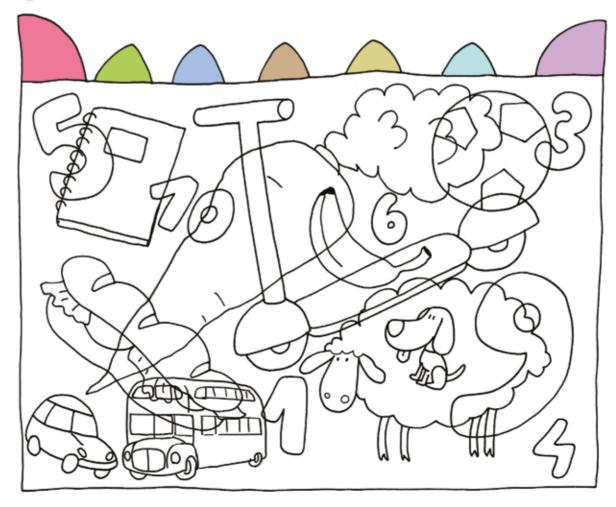
TEN LITTLE DUCKLINGS



2 M Listen and circle.

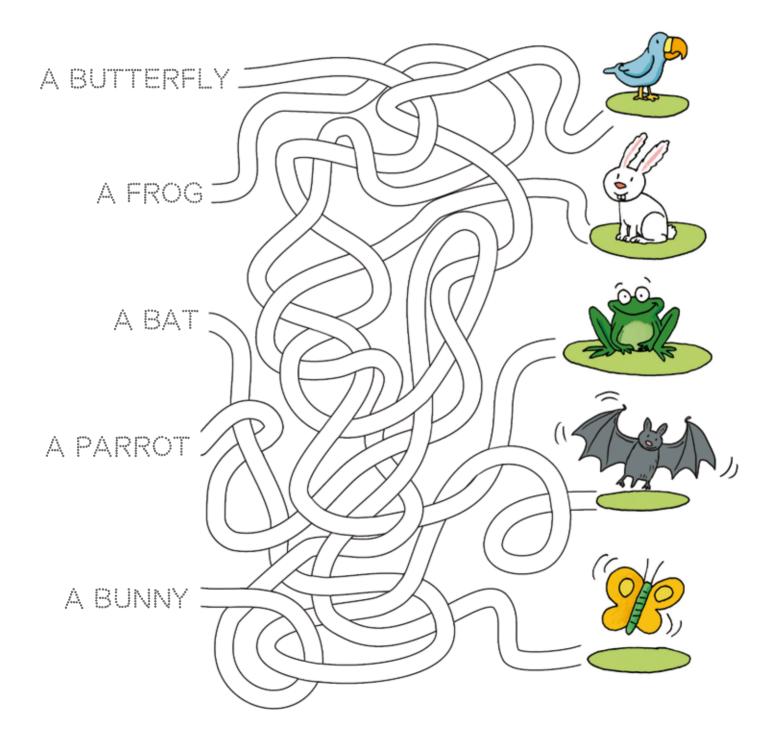


3 P Find and colour the numbers.

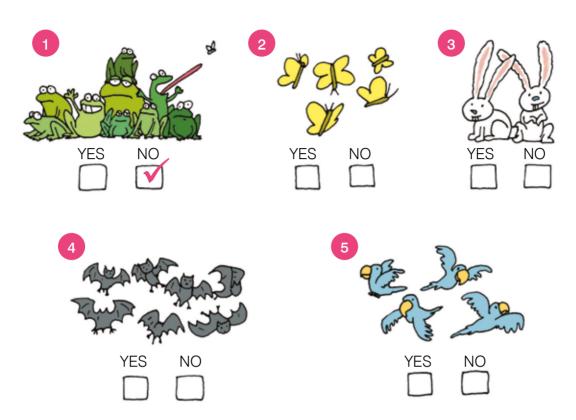


UNCLE PHIL'S MAGIC HAT





2 🚯 🌠 Listen and tick: YES or NO.

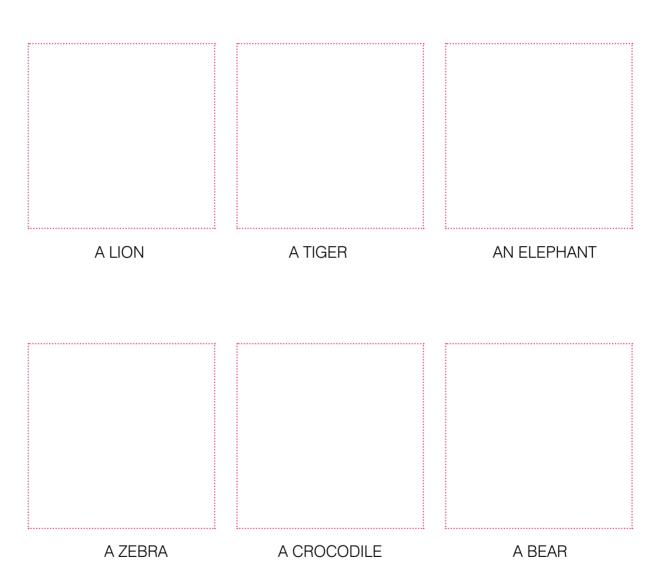


Count and write.

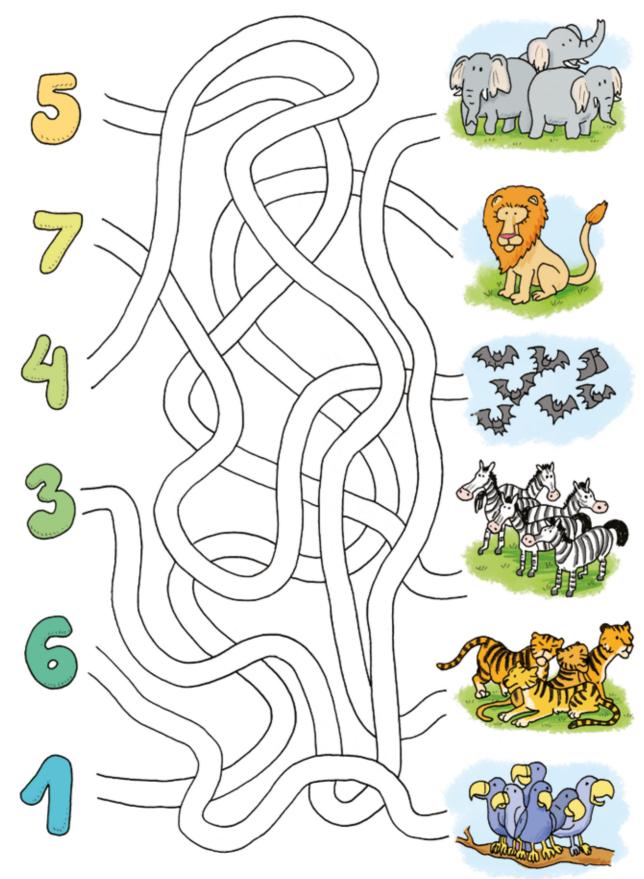


A FUNNY ZOO

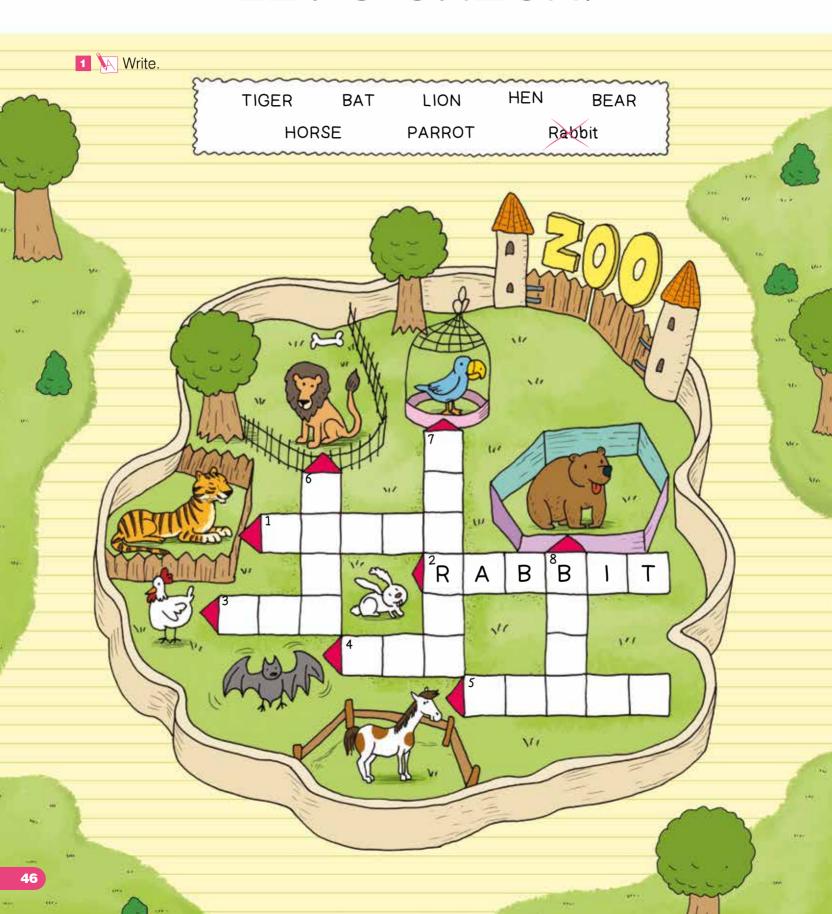




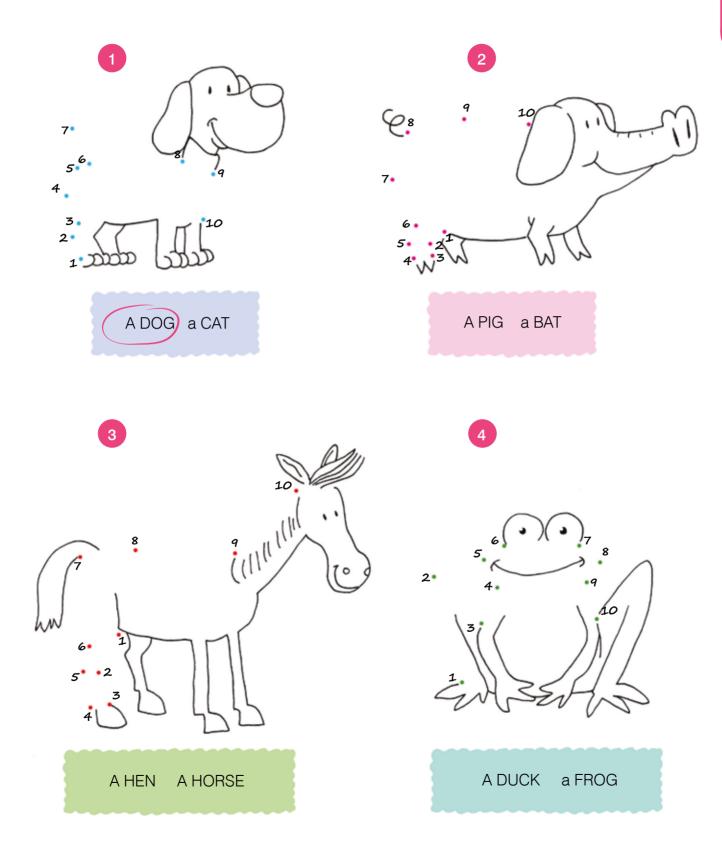




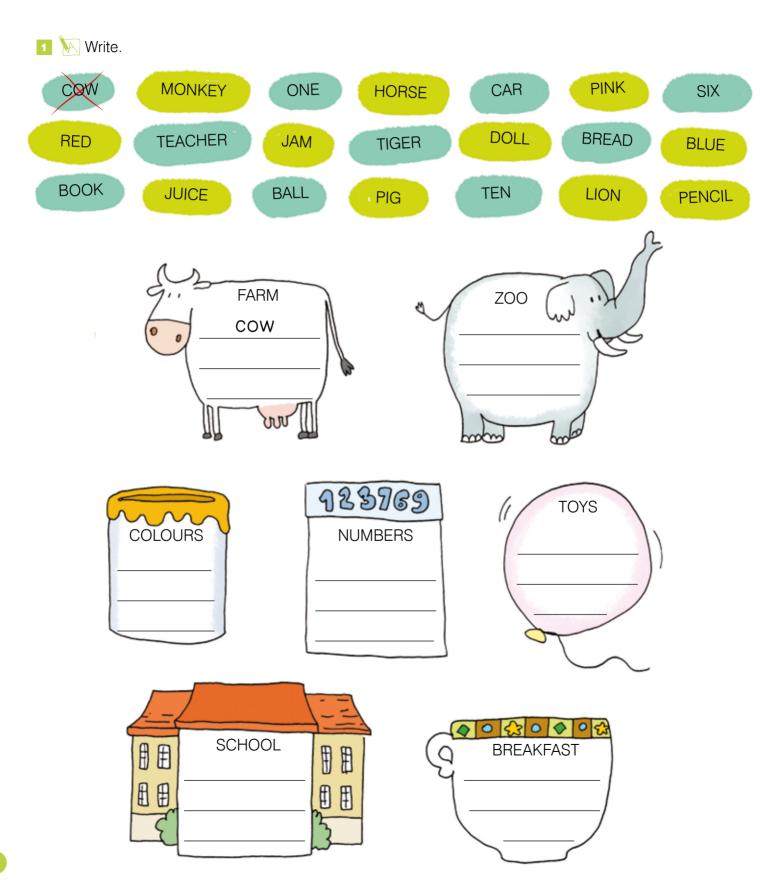
LET'S CHECK!







THE GOODBYE SONG



2 Cross out.



MY BUILDING BLOCKS

Write and draw.

MY FAVOURITE PAGE:





MY FAVOURITE CHARACTER:



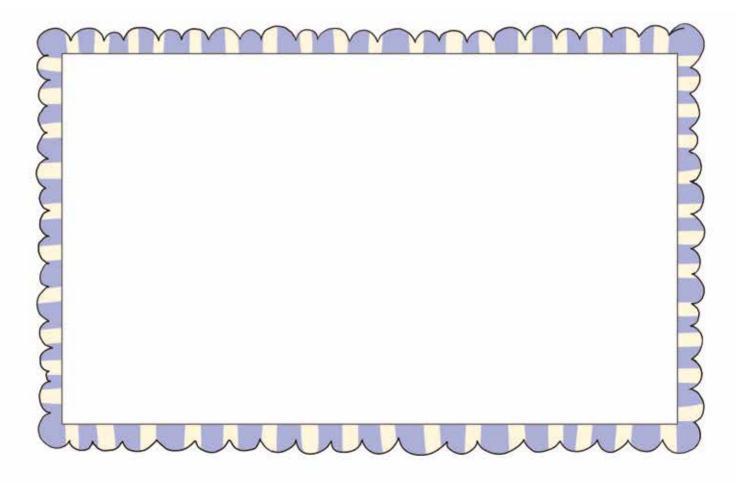




Write and draw.

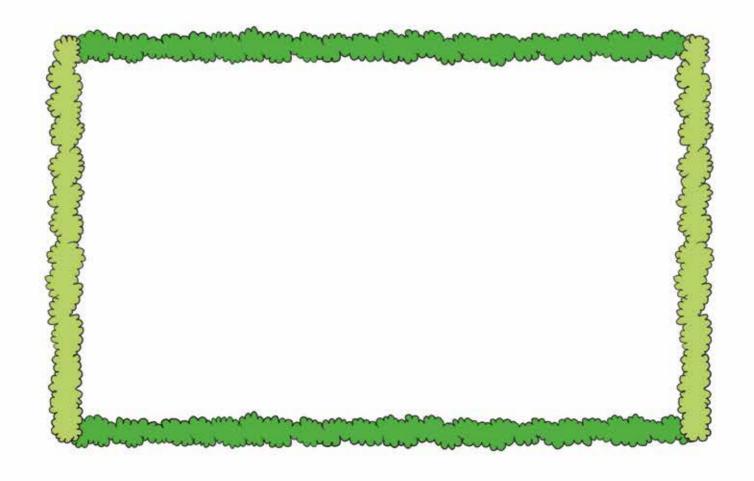
MY FAVOURITE SONG OR CHANT: _____





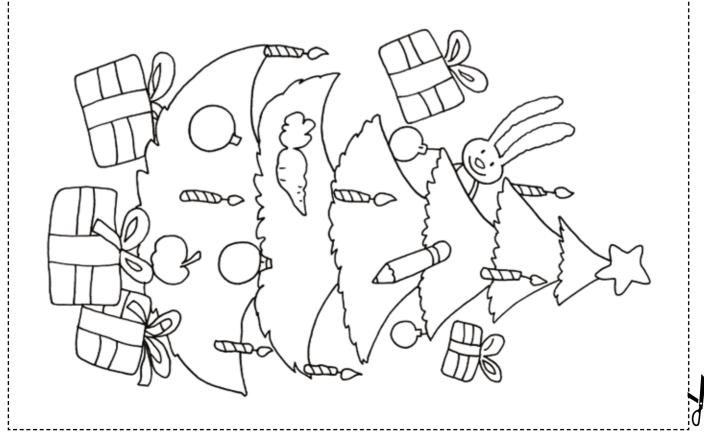
MY FAVOURITE ENGLISH WORD:



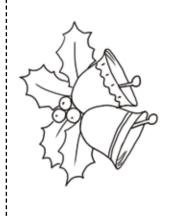


MERRY CHRISTMAS!









MERRY CHRISTMAS AND

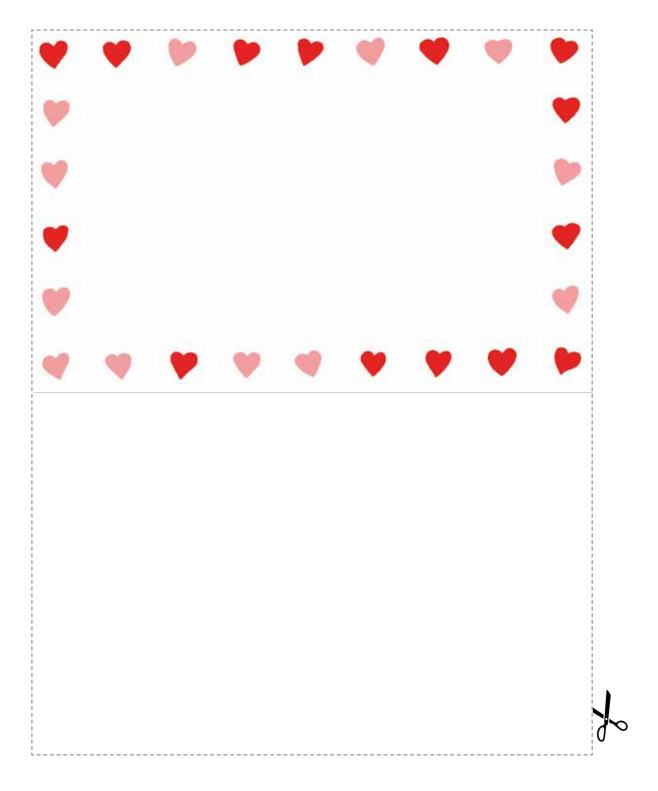
A HAPPY NEW YEAR!



HAPPY VALENTINE'S DAY!



2 Draw and write. Then cut out.



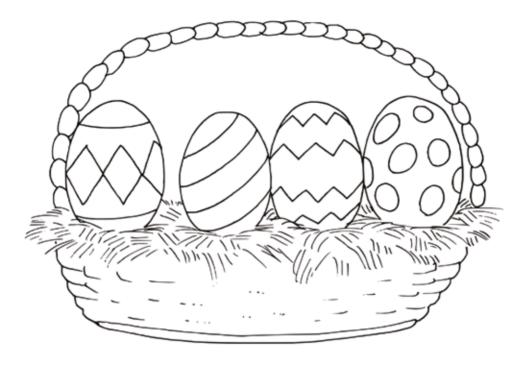


DEAR,
BE MY VALENTINE,
MY SPECIAL FRIEND!
(M)

RONNIE AND THE EASTER BUNNY











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