

TEACHER'S BOOK



# NEW 3

BUILDING  
BLOCKS



სულაკურის  
განმცემლობა





# NEW BUILDING BLOCKS 3

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

### **New Building Blocks 3**

ინგლისურის სახელმძღვანელო მესამეკლასელთათვის  
**მასწავლებლის ნიშნი**

თბილისი, 2018

ადაპტაციის ავტორი **თამარ ჯაფარიძე**

ყდის დიზაინერი **ია მახათაძე**

ტექნიკური დიზაინერი **ლადო ლომსაძე**

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ყველა უფლება დაცულია

შპს „ბაკურ სულაკაურის გამომცემლობა“

მისამართი: დავით აღმაშენებლის 150, თბილისი 0112

ტელ.: 291 09 54, 291 11 65

ელფოსტა: [info@sulakauri.ge](mailto:info@sulakauri.ge)

ISBN 978-9941-30-067-7

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Teacher's Book

**Profil Klett**

Zagreb, Hrvatska, 2014.

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# შესავალი

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 სწავლის ეტაპზე შემსწავლელ ჯგუფებთან მუშაობისას
- როგორ უნდა მოვახდინოთ სასწავლო სივრცის ორგანიზება ეფექტური სწავლებისათვის
- როგორ უნდა დაიგეგმოს და რომელი აუცილებელი ნაწილებისაგან უნდა შედგებოდეს გაკვეთილი
- როგორ ვითანამშრომლოთ მშობლებთან
- რომელი საკლასო გამოთქმებისა თუ კლიშეების გამოყენება გვმართებს საგაკვეთილო პროცესის წარმართვისას
- და ინგლისური ენის წლიური პროგრამა მე-3 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 კლასებისათვის 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 წიგნში 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 წერიტი მეტყველების საკომუნიკაციო კომპეტენციის გაღვივებაა, რაც, თავის მხრივ, სოციო-კულტურული და ინტერკულტურული 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 წერიტი (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, როგორცაა 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 III და მოსწავლეები**

აღნიშნული კურსის წინამდებარე სახელმძღვანელო შექმნილია იმ მესამეკლასელი მოსწავლეებისათვის, 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.

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 გამოცდი-

ლება თუ შეგრძნებები, რაც, თავის მხრივ, მათ კრიტიკულ აზროვნებასაც აჩვევს და ნაცნობი სიტუაციის ახალ კონტექსტზე მორგებასაც ასწავლის.

წინამდებარე სახელმძღვანელო შვიდი ციკლისაგან შედგება, ხოლო თითოეული ციკლი ხუთ თემატურად გაერთიანებულ, მაგრამ ფუნქციურად განსხვავებულ ერთეულს შეიცავს.

ყოველი ციკლის ბოლოს, სათაურით LET'S CHECK! მოცემულია აქტივობებით მდიდარი მასალა, რომელიც ხელს უწყობს უკვე ნასწავლი მასალის გადამეორებას და საშუალებას აძლევს მოსწავლეებს თავად შეაფასონ საკუთარი ცოდნა.

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

### მოსწავლის წიგნის ლექსიკონი და კომპაქტდისკი

მოსწავლის წიგნს, დამატებითი რესურსების სახით, თან ახლავს სასწავლი ერთეულების ინგლისურ-ქართული ლექსიკონი და კომპაქტდისკი. დისკზე ჩანერილია ყველა ის აქტივობა, რომელსაც NBB III-ში ვხვდებით დიალოგების, სიმღერებისა, თუ ცალკეული ლექსიკური ერთეულების სახით. ამდენად, მოსწავლეებს შეუძლიათ ნასწავლი მასალა შინაც, სრულიად დამოუკიდებლად გაიმეორონ.

### მასწავლებლის წიგნი

მასწავლებლის წიგნი საგნის მასწავლებელს უამრავ მასალას სთავაზობს კონკრეტული გაკვეთილის ეფექტურად დასაგეგმად როგორც მეთოდოლოგიური, ისე პრაქტიკული თვალსაზრისით.

### საჩვენებელი ბარათები და პოსტერები

მასწავლებლის წიგნს ახლავს საჩვენებელი ბარათები და პოსტერები. ბარათები სემანტიკური პრინციპითაა დაჯგუფებული (მაგ., ცხოველები, სასკოლო ნივთები და ა.შ.) და ძალიან ხელსაყრელია სხვადასხვა აქტივობის წარმატებით განსახორციელებლად. რაც შეეხება პოსტერებს, ისინი, ძირითადად ახალი თემისა და ენო-

ბრივი სტრუქტურების ახსნისას გამოიყენება.

### გაკვეთილების სცენარები

ყოველი გაკვეთილის სცენარს წინ უძღვის ცხრილი, 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). გარკვეულ სავარჯიშოებს, რომლებიც კონკრეტულ პასუხებს მოითხოვენ, იქვე ახლავს დასმულ შეკითხვებზე გასაცემი სწორი პასუხები.

### მეთოდოლოგიური რჩევები

დაწყებით საფეხურზე ნებისმიერი საგნის სწავლება მულტისენსორული და მრავალწახნაგოვანი მიდგომით უნდა განხორციელდეს; სხვა სიტყვებით, გათვალისწინებულ უნდა იქნას შემსწავლელთა კოგნიტური, ემოციური და მორალური შესაძლებლობები. მეტი ყურადღება უნდა დაეთმოს სასაუბრო ენას, სიტუაციურ სწავლებას მიმიკის, ფესტების, 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 წელი წინსვლის პირობებში ნასწავლის მუდმივი გამეორება. რაც მთავარია, სწავლა მოსწავლეებისათვის სტრესული არ უნდა იყოს, რათა მათ უარყოფითი განწყობა არ შეექმნათ უცხოური ენის მიმართ.



ბავშვები ენას ადვილად სწავლობენ, როდესაც ისინი:

- შეძლებისდაგვარად დიდი რაოდენობით ამყარებენ მრავალფეროვან ურთიერთობას უცხოურ ენასთან;
- 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 საკლასო სიტუაციასთან (ანუ არსებულ გარემოსთან) მორგებული ერთეულებით უნდა დავიწყოთ. 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 სიტუაციაზე 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 აუცილებლად უკვე ნაცნობი ლექსიკური ერთეულების გამოყენებით უნდა მოხდეს, ხოლო ახალი ლექსიკური ერთეულებისა - ნაცნობ ენობრივ სტრუქტურებში ჩასმით. არც ის უნდა დავივიწყოთ, რომ ახალი ენობრივი შინაარსები რაც შეიძლება მეტი კუთხით უნდა განვიხილოთ და აღქმის ყველა შესაძლო არხის გამოყენებით ავითვისებინოთ ბავშვებს.

### მოტივაცია

უცხოური ენის შესწავლა საკმაოდ ხანგრძლივი და ზოგჯერ არცთუ 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. იმავე კვლევებმა დაადასტურა, რომ ენის შემსწავლელებს სანყის 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 უკეთესად ვისწავლოთ.





**მუშაობა სხვადასხვა ტიპის ინტელექტის მქონე მოსწავლეებთან**

დანეხებით 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 კინესთეტიური 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
კინესთეტიური სწავლების სტილი	ხელით შეხება და ფიზიკური აქტივობა	თამაში და მოძრაობა

**დიდაქტიკური აქტივობები**

დანეხებით კლასებში ყველაზე სასიამოვნო ქათინაურია, როდესაც მოსწავლე 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 ერგვიან 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**

ნერთი 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; უმჯობესია, ჩავინიშნოთ ისინი და აქტივობის დასრულების შემდეგ კლასს მხოლოდ ყველაზე ხშირ და საერთო შეცდომებზე გავუმახვილოთ ყურადღება.
- შეცდომების დაფიქსირებისას არ უნდა გამოვიყენოთ ისეთი სიტყვები, როგორიცაა no, incorrect, wrong და მისთ.; ისინი მიმიკით, ჟესტით ანდა ნეიტრალური ბგერით (მაგალითად ზარის განკარუნებით) 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 ორისამი 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, როგორც ითქვა, უკვე ნასწავლ სტრუქტურებში უნდა ჩავსვათ. არც ერთზე მეტი გრამატიკული სტრუქტურის შემოტანა რეკომენდებული (მაგალითად, ერთ გაკვეთილზე უნდა დამუშავდეს მხოლოდ I've got სტრუქტურა). ახალი ერთეულებისა თუ სტრუქტურების შემოტანის შემდეგ მოსწავლეები ამ სტრუქტურების გამყარებაზე სხვადასხვა ტიპის სავარჯიშოებით უნდა ვავარჯიშოთ.

- დასასრული: გაკვეთილის ბოლოსკენ მოსწავლეებს კიდევ ერთხელ უნდა გამოვიკითხოთ 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.

## საგაკვეთილო ენა

ძალიან ძნელია იმის ზუსტად დადგენა, თუ რომელი ენა (მშობლიური თუ უცხოური) რა რაოდენობით უნდა გამოვიყენოთ გაკვეთილზე დანყებით კლასებთან მუშაობისას. ერთი კი ცხადია, ბავშვებს ყოველი ახალი ლექსიკური თუ გრამატიკული ერთეული აუცილებლად უნდა ვუთარგმნოთ. ამავდროულად, ვინაიდან მათ უცხოურ ენასთან შეხება მხოლოდ საგაკვეთილო პროცესში უნევთ, მაქსიმალურად უნდა ვეცადოთ, რომ ინგლისურად ვესაუბროთ და ინგლისურად ვაპასუხებინოთ დასმულ შეკითხვებზე. 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 მათი მიღწევების წარმოჩენისა და ქების მოსმენის დაუძლეველი სურვილი ამოძრავებთ. ამი-

ტომ მნიშვნელოვანია, მშობლებმა იცოდნენ, რას და რა მეთოდით ვასწავლით მათ შვილებს. ამ მიზნით შეგვიძლია ღია გაკვეთილები ჩავატაროთ, მოსწავლეთა ნამუშევრები გამოვკიდოთ საკლასო ოთახში ანდა მოსწავლეებს პატარა საჩვენებელი სკეტჩები დავადგმევინოთ, რომ მშობლების ქება დაიმსახურონ. კარგი იქნება,

თუ მშობლებს ვურჩევთ, ყოველი ციკლის ბოლოს წარმოდგენილ თვითშეფასების შემცველ მასალას აუცილებლად გადაავლონ თვალი და მასალაც თავად გაამეორებინონ შვილებს. მაგრამ ისინიც უნდა გავაფრთხილოთ, რომ შეცდომების დაშვების შემთხვევაში ბავშვებს მკაცრად არ მიუდგნენ.

## ინგლისური ენის წლიური პროგრამა III კლასისათვის

### მიმართულება 1. ზეპირი მეტყველება (მოსმენა და ლაპარაკი)

მისაღწევი შედეგები	შეფასების ინდიკატორები
<p><b>Iუცხ. დანყ.(I).1.</b> მოსწავლემ უნდა შეძლოს სტანდარტით განსაზღვრული მცირე ზომის ტექსტების მოსმენა/ყურება და გაგება.</p>	<p>მოსწავლე:</p> <ul style="list-style-type: none"> <li>➤ ამოიცნობს სასაუბრო თემას;</li> <li>➤ ამოიცნობს პერსონაჟებს, მათ ემოციებსა და რეპლიკებს;</li> <li>➤ ამოიცნობს კონკრეტულ ინფორმაციას (პერსონაჟთა გარეგნობას, საგანთა ნიშან-თვისებებს);</li> <li>➤ ამოიცნობს საგანთა ადგილმდებარეობას (მაგ., წინ, უკან, გვერდით; მაღლა/დაბლა, ახლოს/შორს);</li> <li>➤ ამოიცნობს მოქმედებათა თანამიმდევრობას.</li> </ul>
<p><b>Iუცხ. დანყ.(I).2.</b> მოსწავლემ უნდა შეძლოს სიტყვების, წინადადებებისა და ტექსტების გარკვევით და შესაბამისი ინტონაციისა თუ მახვილის დაცვით წარმოთქმა.</p>	<p>მოსწავლე:</p> <ul style="list-style-type: none"> <li>➤ ზეპირად გაითამაშებს დიალოგებს, სცენებს;</li> <li>➤ ზეპირად კითხულობს ლექსებს, გათვლებს, ენის გასატეხებს, ასრულებს სიმღერებს;</li> <li>➤ ტექსტების შინაარსს ადეკვატურად უსადაგებს არავერბალურ მეტყველებას.</li> </ul>
<p><b>Iუცხ. დანყ.(I).3.</b> მოსწავლემ უნდა შეძლოს ნაცნობ თემატიკაზე მარტივ ინტერაქციაში მონაწილეობა, ნაცნობი თემატიკის გარშემო საუბარი.</p>	<p>მოსწავლე:</p> <ul style="list-style-type: none"> <li>➤ პასუხობს კითხვებს კონკრეტულ საკლასო სიტუაციასთან დაკავშირებით (მაგ., დაასრულე? დიახ/არა);</li> <li>➤ პასუხობს კითხვებს ნასწავლ თემატიკაზე;</li> <li>➤ აღწერს სურათს.</li> </ul>
<p><b>Iუცხ. დანყ.(I).4.</b> მოსწავლემ უნდა შეძლოს ზეპირი მეტყველების აქტივობების შესრულებისას სტრატეგიების გააზრებულად გამოყენება.</p>	<p>მოსწავლე:</p> <ul style="list-style-type: none"> <li>➤ ჩანაწერის ან უშუალო მეტყველების მოსმენისას, არავერბალურ ელემენტებზე (მაგ., ხმის ტემბრზე, სხვადასხვა ტიპის ხმაურზე, ინტონაციაზე, მიმიკა-ჟესტიკულაციაზე) დაყრდნობით ცდილობს უცნობი სიტყვების, გამოთქმების დამოუკიდებლად ამოცნობას.</li> </ul>

**მიმართულება 2. წერიტი მეტყველება (კითხვა და წერა)**

მისაღწევი შედეგები	შეფასების ინდიკატორები
<p><b>1</b>უცხ. დანყ.(1).5. მოსწავლემ უნდა შეძლოს სიტყვების, წინადადებების გაშიფვრა; სხვადასხვა ტიპის მცირე ზომის ტექსტების გაშიფვრა და გაგება.</p>	<p>მოსწავლე:</p> <ul style="list-style-type: none"> <li>➤ ამოიცნობს ყველა მთავრულ და არამთავრულ ასოს;</li> <li>➤ შიფრავს და ხმამაღლა კითხულობს ნაცნობ სიტყვებსა და ნაცნობი სიტყვებისაგან შემდგარ მოკლე წინადადებებს;</li> <li>➤ იგებს ზოგად შინაარსს;</li> <li>➤ მოიძიებს კონკრეტულ ინფორმაციას პრაგმატულ ტექსტებში;</li> <li>➤ ამოიცნობს ფაქტობრივ ინფორმაციას (რა/ვინ, როგორი, რამდენი).</li> </ul>
<p><b>1</b>უცხ. დანყ.(1).6. მოსწავლემ უნდა შეძლოს კალიგრაფიული ნორმების დაცვა; მოდელის მიხედვით სხვადასხვა ტიპის მარტივი ტექსტების შედგენა.</p>	<p>მოსწავლე:</p> <ul style="list-style-type: none"> <li>➤ გამოწერს ანბანის ყველა მთავრულ და არამთავრულ ასოს;</li> <li>➤ გამოწერს სიტყვებს, წინადადებებს;</li> <li>➤ შეარჩევს სათანადო ლექსიკას, შესიტყვებებსა და გამოთქმებს;</li> <li>➤ სათანადოდ სვამს სასვენ ნიშნებს;</li> <li>➤ ადგენს წარწერებს ილუსტრაციებისათვის.</li> </ul>
<p><b>1</b>უცხ. დანყ.(1).7. მოსწავლემ უნდა შეძლოს წერიტი მეტყველების აქტივობის შესრულებისას სტრატეგიების გააზრებულად გამოყენება.</p>	<p>მოსწავლე:</p> <ul style="list-style-type: none"> <li>➤ ამოიცნობს ტექსტის ტიპს სტრუქტურული თავისებურებების მიხედვით.</li> <li>➤ მშობლიურ ენაზე აღწერს, რა გზით მოახერხა ამა თუ იმ საკითხავ აქტივობაში დასმული ამოცანის გადაჭრა;</li> <li>➤ ადარებს სხვების მიერ შერჩეულ ხერხს და გამოაქვს დასკვნა იმის შესახებ, თუ რომელი მიდგომა იყო უფრო მისადაგებული/ეფექტური და რატომ.</li> </ul>

**მიმართულება 3. ინტერკულტურა**

მისაღწევი შედეგები	შეფასების ინდიკატორები
<p><b>1</b>უცხ. დანყ.(1).8. მოსწავლემ უნდა შეძლოს ილუსტრაციებსა და ტექსტებში საკუთარი და უცხო კულტურის რეალიების ამოცნობა; სოციოკულტურული კონტექსტების ერთმანეთთან შედარება.</p>	<p>მოსწავლე:</p> <ul style="list-style-type: none"> <li>➤ სახელმძღვანელოსა თუ საბავშვო მედია/მულტიმედიურ ტექსტებში ამოიცნობს კულტურის, სოციო-კულტურის რეალიებს;</li> <li>➤ შედარებისას პოულობს მათ შორის მსგავსებებსა და განსხვავებებს.</li> </ul>

**მიმართულება 4. სწავლის სწავლა**

მისაღწევი შედეგები	შეფასების ინდიკატორები
<p><b>Iუცხ. დანყ.(I).9.</b> მოსწავლემ მასწავლებლის დახმარებით უნდა შეძლოს სწავლის პროცესზე დაფიქრება, საკუთარი წინსვლის ხელშეწყობა და სწავლის პროცესის წარმართვასა და გაუმჯობესებაში აქტიურად მონაწილეობა.</p>	<p>მოსწავლე:</p> <ul style="list-style-type: none"> <li>➤ აფასებს სწავლის პროცესს: ავსებს ასაკის შესაბამის შეფასების სქემებს;</li> <li>➤ ამჩნევს, რაში აქვს წინსვლა და აღწერს/ასახელებს მას;</li> <li>➤ წინსვლის ამსახველ მასალას ინახავს პორტფოლიოში (მაგ., გამოწერილი წინადადებები; ორი ნამუშევარი, რომელშიც თვალსაჩინოდ აისახება წინსვლა; ადრეული და გვიანდელი შეფასების სქემები, ვიდეო და აუდიო ჩანაწერები);</li> <li>➤ აცნობიერებს და ასახელებს სისუსტეებს და მიუთითებს გამოსწორების შესაძლო გზებს (მაგ., როგორ მოიქცეს, რომ აღარ დარჩეს შინ სასწავლო ნივთები; როგორი ხერხით დაიმახსოვროს ლექსიკური ერთეულები).</li> </ul>
<p><b>Iუცხ. დანყ.(I).10.</b> მოსწავლემ უნდა შეძლოს სწავლის ხელშეწყობი სტრატეგიებისა და სხვადასხვა ტიპის საგანმანათლებლო რესურსების (ბექდვითი და მულტიმედიური რესურსების, ინფორმაციულ-საკომუნიკაციო ტექნოლოგიების) გააზრებულად გამოყენება.</p>	<p>მოსწავლე:</p> <ul style="list-style-type: none"> <li>➤ ქმნის ოპერატიულ რესურსებს და იყენებს მათ (მაგ., ლოტოს, მარტივ სქემებს, ილუსტრირებულ ლექსიკონს, ილუსტრირებულ ანბანს, ყუთებს ინფორმაციის, მასალის დახარისხებისათვის და სხვა);</li> <li>➤ ეფექტურად იყენებს სახელმძღვანელოს რესურსებს (ილუსტრაციებს, ლექსიკონს, სარჩევს, ლოგოებს, სამოდელო ნიმუშებს);</li> <li>➤ მოიძიებს ინფორმაციას/სასწავლო მასალას ინფორმაციულ-საკომუნიკაციო ტექნოლოგიების (ისტ) მეშვეობით.</li> </ul>

# მოსწავლის ნიშნის სარჩევი

UNIT	TOPIC	LANGUAGE IN FOCUS	PAGE
<b>LET'S START!</b>			
<b>WELCOME BACK!</b>	Me and my friends Song: Welcome Back!	<i>My name is... I'm 9. I'm happy. I've got a pet. I like English. What's your name? How old are you? How are you today? Have you got a pet? Do you like English?</i>	8
<b>UNIT 1 PETS</b>			
<b>Lesson 1 UNCLE PHIL'S PET SHOP</b>	Pets In the pet shop	<i>a parrot, a fox, a spider, a snake, a turtle, a dog, a cat, a fish, a monkey a pet shop, a cage, a tank, a cupboard, a shelf, a pocket Where is the turtle? In / on / under... Good morning, children! How can I help you? How much is the monkey? £15.</i>	10
<b>Lesson 2 AT THE PET SHOW</b>	Pets Describing a pet	<i>a pet show, a ribbon, a winner, a bone, lovely His... / her... Let's... Can we...? This is... It is... It likes... It has got...</i>	12
<b>Lesson 3 RONNIE'S TEA PARTY</b>	Food Meals	<i>It's five o'clock. a tea party, a teapot I've got... for breakfast / lunch / dinner. I like... I don't like...</i>	14
<b>Lesson 4 A SPECIAL PET</b>	Pets	<i>friendly Don't be scared! Have you got...?</i>	16
<b>Lesson 5 LET'S CHECK!</b>	Let's check! Ronnie's project I can speak English	<i>Revision</i>	18
<b>UNIT 2 THE WEEKEND</b>			
<b>Lesson 1 THE MISSING BABY TIGER</b>	Animals in the zoo	<i>a lion, a tiger, a zebra, a kangaroo, a penguin, a basket I'm climbing a tree. A lion is sleeping. Where is the baby tiger? In the basket. Who is drinking juice? Miss Lemmon.</i>	20
<b>Lesson 2 WHAT'S UP?</b>	Free-time activities Telling the time	<i>Susan is roller-skating. Is Luke riding a bike? Yes, he is. / No, he isn't. Who is playing the piano?</i>	22
<b>Lesson 3 SUPER SUZY</b>	Activities Super heroes	<i>What is Super Suzy doing? She is flying. She is driving a car. I'm drawing a picture.</i>	24
<b>Lesson 4 KIM'S SONG</b>	Activities	<i>I'm playing with a dog. He's jumping like a frog. She's cutting a big cake. We're speaking English.</i>	26
<b>Lesson 5 LET'S CHECK!</b>	Let's check! Ronnie's project I can speak English	<i>Revision</i>	28

UNIT	TOPIC	LANGUAGE IN FOCUS	PAGE
<b>UNIT 3 SUMMER ADVENTURES</b>			
<b>Lesson 1</b> <b>A SUMMER PINBOARD</b>	Summer holidays	<i>Jessica is (not) standing on a bridge. Greg is (not) riding a shark. Kim and Gizmo are (not) going to the beach.</i>	30
<b>Lesson 2</b> <b>UNCLE PHIL'S TRIP</b>	Travelling Song: Row, Row, Row Your Boat	<i>What are you doing? I'm riding a camel. I'm not riding a camel. I'm sitting under a palm tree.</i>	32
<b>Lesson 3</b> <b>PIXY'S NEW COAT</b>	Friendship Clothes Song: Have You Ever Seen a Penguin?	<i>Pixy is wearing a green coat. His friends are laughing. Pixy is sad. Pixy is happy. Who...? What...? Where...? Why...?</i>	34
<b>Lesson 4</b> <b>THE SUMMER RAP</b>	Song: The Summer Rap	<i>I would like...</i>	36
<b>Lesson 5</b> <b>LET'S CHECK!</b>	Let's check! Ronnie's project I can speak English	<i>Revision</i>	38

<b>UNIT 4 A NEW SCHOOL YEAR</b>			
<b>Lesson 1</b> <b>A NEW CLASSROOM</b>	In the classroom Numbers 1-20 Song: A Classroom Song	<i>a pinboard, a blackboard, chalk, a sponge, a pencil case, a sharpener, a ruler, an eraser, a bookcase, a schoolbag, a book, a notebook, a DVD player, a desk, a chair, a Hi-Fi set, a world map, a TV set, a poster, a globe There is... / There are... in, on, under</i>	40
<b>Lesson 2</b> <b>MATHS RIDDLES</b>	In the classroom Solving mathematical problems Numbers 1-100	<i>How many red things are there in the classroom? There are three red things in the classroom. in, on, under</i>	42
<b>Lesson 3</b> <b>MEET MS SPRINGFIELD</b>	School Describing people	<i>a teacher, blonde hair, blue eyes, a garden, music, poetry, computers, romantic, horse riding, computer games, medals, a champion Ms Springfield is... / likes... / doesn't like... / has got... She is wearing... I like... / I don't like...</i>	44
<b>Lesson 4</b> <b>ONE, TWO, ...</b>	Commands Song: One, two, ...	<i>kitchen, knock, sticks, a good fat hen My plate is empty. Knock on the door. Buckle my shoe.</i>	46
<b>Lesson 5</b> <b>LET'S CHECK!</b>	Let's check! Ronnie's project I can speak English	<i>Revision</i>	48

<b>UNIT 5 THE WEEK, DAYS, HOURS</b>			
<b>Lesson 1</b> <b>WHAT CAN ROBBIE DO?</b>	Free time activities and sports Talents and skills Song: Robbie's Song	<i>Play (tennis, football, basketball, ice hockey, the violin, the drums, chess), wash the dishes, make (the beds, a pizza, a sandwich, tea, a mess), ride (a horse, a bike), read a book, climb a tree What can Robbie do? He can... / He can't... What can you do? I can... / I can't... Who can...? I can... Robbie can... Can you...? Yes, I can. / No, I can't.</i>	50
<b>Lesson 2</b> <b>A BUSY WEEK</b>	Days of the week Telling the time Free time activities and sports Song: Hickory Dickory Dock	<i>Seven days in a week a swimming class, a singing class, a ballet class, volleyball practice, ice hockey practice, a picnic Susan has got a ballet class on Tuesday. I've got... on Wednesday. What's the time? It's ten o'clock. It's half past six. It's five o'clock. What is Jessica doing? She is playing volleyball.</i>	54

UNIT	TOPIC	LANGUAGE IN FOCUS	PAGE
<b>Lesson 3</b> <b>SUPER SUZY IS BACK!</b>	Activities Abilities Telling the time Parts of the day Weather Friendship	<i>It's eight o'clock in the morning. It's five o'clock in the afternoon. It's eight o'clock in the evening. Super Suzy is flying. She can climb a tree. She can fly.</i>	56
<b>Lesson 4</b> <b>A SILLY WEEK</b>	Weather Days of the week Song: A Silly Week	<i>What's the weather like? It's sunny / hot / rainy / cold / foggy / windy. It's hot on Tuesday.</i>	58
<b>Lesson 5</b> <b>LET'S CHECK!</b>	Let's check! Ronnie's project I can speak English	<i>Revision</i>	60

## UNIT 6 THE CALENDAR

<b>Lesson 1</b> <b>GUESS THE MONTHS!</b>	Weather Months Seasons Activities Song: The Months Songs	<i>a calendar, 12 months and 4 seasons It's raining. It's January. Who is...? Where is...? When is...? What's the weather like in...? What is... doing?</i>	62
<b>Lesson 2</b> <b>WHAT'S YOUR FAVOURITE SEASON?</b>	Seasons Activities Birthdays Traditional rhyme: The Four Seasons	<i>winter, spring, summer, autumn What's your favourite season? My favourite season is... Jessica's favourite season is... I like summer because then I can... My birthday is in... My mum's birthday is in...</i>	64
<b>Lesson 3</b> <b>THE FOX AND THE HEDGEHOG</b>	Seasons Activities Meals Food and drink Animals	<i>hard-working, busy, lazy The hedgehog has... for breakfast / lunch / dinner. I have... for breakfast / lunch / dinner.</i>	66
<b>Lesson 4</b> <b>ITSY BITSY SPIDER</b>	Weather Song: Itsy Bitsy Spider	<i>rain, a spider, sun, a spout</i>	68
<b>Lesson 5</b> <b>LET'S CHECK!</b>	Let's check! Ronnie's project I can speak English	<i>Revision</i>	70

## UNIT 7 HOME SWEET HOME

<b>Lesson 1</b> <b>ELLIOT'S HOUSE</b>	Rooms	<i>a kitchen, a dining room, a hall, a living room, a bedroom, a bathroom, a garden, my room There is a cat in the dining room.</i>	72
<b>Lesson 2</b> <b>WHERE IS GIZMO?</b>	Furniture	<i>a fridge, a sink, a bath, a dishwasher, a sofa, a cooker, a toilet, a washbasin, a carpet, an armchair Is there a cooker in the living room? Yes, there is. / No, there isn't. in, on, under, behind, in front of There is a shoe under the bed.</i>	74
<b>Lesson 3</b> <b>HOME SWEET HOME</b>	My home Commands Finger play: Here Is a Nest for a Robin Song: This Is My Little House	<i>Open the windows. Turn off the lights. Light the fireplace. Clean the house. Turn on the lights. Sleep tight.</i>	76
<b>Lesson 4</b> <b>A MAGIC MESS</b>	Magic Song: A Magic Mess	<i>mix, shake, water, a broom, clean, tidy There is a fridge in the bedroom.</i>	78
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## THE FINAL RACE

<b>Lesson 1</b> <b>ROBBIE'S FRIEND</b>	Describing appearance, personality, abilities	Grammar revision	82
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## TAPESCRIPT

90

## WORDLIST

100

## SYMBOLS



**LISTEN**



**POINT / REPEAT / SPEAK**



**READ**



**MATCH**



**WRITE**



**SING**



**SAY A CHANT**



**ACT OUT**



**ACTION TIME**

## LESSON PLANS

(გაკვეთილების სცენარები)

შეგახსენებთ, რომ ყოველი საგაკვეთილო ერთეულის სცენართან მითითებულია, თუ რომელ შედეგებზე გადის წარმოდგენილი მასალა. ძირითადი და დამატებითი მასალის სიუხვე საშუალებას გაძლევთ, მოცემული ერთეულის სცენარი თქვენთვის მისაღებ საგაკვეთილო საათებზე და შედეგებზე დაიყვანოთ კონკრეტულ დავალებათა გამოსშირვით ანდა პირიქით - მათი რაოდენობრივი ზრდით წიგნის დამატებითი მასალის ხარჯზე.

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

### Useful classroom expressions

Good morning! / Good afternoon! / Hello!

Goodbye! / Bye, bye!

Homework check!

Please...

Thank you.

Sorry!

Excuse me...

Are you ready?

Let's make a circle!

Let's listen/write/start/...!

Let's stand in a line!

Let's do/ play/.../it again!

Let me see!

Raise your hand!

Wave your hand!

Everybody listen!

Show me...

It's my/your turn.

Can you..., please?

Get your pencils/notebooks/.../, please.

Find a pair. / Make pairs.

Point to...

Go to...

Look at...

Listen to...

Draw a...

Copy this...

Open your books at page ten.

Come out to the blackboard.

Have you finished? / Has everyone finished?

Are we ready to move on?

Just a minute / a moment.

Wait a moment.

It's time to stop / go home /...

Be careful!

Ready?

OK.

Good work!

Well done!

Excellent! Fantastic! Brilliant!

Beautiful!

That's lovely!

Keep it up!

You can do better.

One more try...

Sorry, try again.

Can I borrow your...?

It's time to go home.

# LESSON PLANS

## LET'S START

### WELCOME BACK!

LEARNING OUTCOMES: 1 უცხ. დავწყ. (I): 1,2,3,4,5,6,7,8  
By the end of this class, pupils will be able to:

GRAMMAR	<ul style="list-style-type: none"><li>Use the present simple form of the verbs <i>to be</i> and <i>have got</i></li><li>Say some basic information on the characters in the Student's Book</li></ul>
LANGUAGE FUNCTIONS	<ul style="list-style-type: none"><li>Introduce themselves</li><li>Ask and answer questions about themselves</li><li>Understand classroom language in English</li></ul>
VOCABULARY	<ul style="list-style-type: none"><li>List lexical units from previous Years (animals, food, school supplies, toys, numbers)</li></ul>
SKILLS	
READING	<ul style="list-style-type: none"><li><i>Welcome back!</i></li><li><i>Ronnie's friends</i></li></ul>
LISTENING	<ul style="list-style-type: none"><li><i>Welcome back!</i></li><li><i>Ronnie's friends</i></li></ul>
SPEAKING	<ul style="list-style-type: none"><li>Basic information on the student and the characters in the Student's Book</li></ul>
WRITING	<ul style="list-style-type: none"><li>Basic information on the student</li></ul>
CROSS-CURRICULAR CORRELATION	
<ul style="list-style-type: none"><li>Georgian language</li></ul>	

### LESSON 1

#### INTRODUCTION

##### TEACHER'S MESSAGE

- Prepare word cards: *Dear class, – welcome back – to school. – I've got – a lot of games – for you today. – Let's have fun – with English again. – Your teacher.* Put the word cards randomly on the board. Explain to the pupils that there is a welcome note on the board which they need to unjumble. Allow pupils some time to discern the familiar words on the board. Read out the words on the cards. Pupils volunteer to come to the board and put the cards in order.

##### OFFICIAL TRANSLATORS

- Invite volunteers to the board to translate a part of the note for the rest of the class. Bit by bit, pupils translate the entire note for everyone to understand. Help with the translation of unfamiliar words.

##### TALK ABOUT THE TEACHER'S MESSAGE – ATMOSPHERE

- After translating the note, discuss its meaning. Remind the pupils how much they have learned in previous Year by playing games, having fun and singing songs. Now that the summer holidays have ended, learning will continue in the same way. Create a welcoming atmosphere conducive to work. Invite the pupils to revise the acquired knowledge.

## PRESENTATION

### YEAR 2 REVISION

#### PICTURE GUESS

- Prepare animal flashcards. Invite one pupil to the board and show him/her a flashcard. The pupil draws on the board while the rest of the class guesses the animal. The pupil who guesses correctly may draw the next animal. This can also be played as a group game.

#### RACE TO TOUCH

- Prepare food flashcards. Lay the flashcards on the floor in one corner of the classroom. Two teams of pupils are in the opposite corner. Call out a word and the first pupil in a team runs to the flashcards to try and find the appropriate card. The first pupil to find the correct flashcard wins a point for their team.

#### THE BALL

- Prepare toys flashcards. Pupils pass the card and at the appropriate sound (a whistle or a chime) the pupil holding the card says the name of the toy in the flashcard. The game can be played with multiple cards simultaneously.

#### MATCHING GAME

- Prepare school supplies flashcards and word cards. Distribute the flashcards to one group of pupils and the word cards to the other group. The pupils mingle around the classroom and try to pair up. The pairs come to the board and put their cards on the board.

#### MATHS GAME

- Ask the pupils to say a number in English. Write the number above one of the cards on the board. When all the cards have been numbered, ask a question, e.g. *What number is a school bag?* The pupils say the number.
- After that, ask riddles, e.g. *How much is a school bag plus a pen?* The pupils add up the amounts above the flashcards and give their answers. Instead of the sums pupils can say the word that corresponds to the flashcard.

#### VOCABULARY TENNIS

- Put the pupils into smaller groups. Designate one lexical group which has previously been revised e.g. *animals*. Throw a ball to one of the groups, the pupil who catches the ball must say the word and then throw the ball to someone from the other groups. The game continues until one of the groups cannot name any more words from the lexical group.

## MEETING THE NEW STUDENT'S BOOK AND THE MAIN CHARACTERS

### NEW STUDENT'S BOOK

- Study the Student's Book and the Workbook front pages with the pupils and discuss the title and the artwork, e.g. *What is the title of our new book? What can you see in the picture?* Revise the words *book* and *workbook*.
- Ask the pupils to open their Student's Books to the contents page. Discuss in Georgian the contents of the Student's Book, the number of units and what comes at the end of the Student's Book.
- Prepare the flashcards with the main characters. Say the name of the character. The pupils search their Student's Books to find the character. After a short discussion show the correct flashcard. If the pupils have used the Student's Books in previous years, ask a few questions about the characters. If they are using the Student's Book for the first time, ask the pupils to try and guess some basic information on the characters.

Encourage the pupils to communicate in English by asking questions, e.g. *How old is Jessica? What does Greg like? Has Kim got a pet?*

UNIT	TITLE	LESSON/ACTIVITY	PAGES
<b>Unit 1: Welcome to the new school year</b>			
Lesson 1	WELCOME HOME	Me and my friends What are you doing? What are you going to do? What are you going to do? What are you going to do?	8
Lesson 2	A BUSY WEEK	What are you doing? What are you going to do? What are you going to do? What are you going to do?	10
Lesson 3	WHAT DOES YOUR FUTURE HOLD?	What are you doing? What are you going to do? What are you going to do? What are you going to do?	12
Lesson 4	MY FUTURE IS MY CHOICE	What are you doing? What are you going to do? What are you going to do? What are you going to do?	14
Lesson 5	THE CHANGING WORLD	What are you doing? What are you going to do? What are you going to do? What are you going to do?	16
Lesson 6	LET'S CHECK	What are you doing? What are you going to do? What are you going to do? What are you going to do?	18
<b>Unit 2: A new school year</b>			
Lesson 1	A NEW CLASSROOM	What are you doing? What are you going to do? What are you going to do? What are you going to do?	20
Lesson 2	GETTING TO KNOW EACH OTHER	What are you doing? What are you going to do? What are you going to do? What are you going to do?	22
Lesson 3	MY FUTURE IS MY CHOICE	What are you doing? What are you going to do? What are you going to do? What are you going to do?	24
Lesson 4	LET'S CHECK	What are you doing? What are you going to do? What are you going to do? What are you going to do?	26
Lesson 5	LET'S CHECK	What are you doing? What are you going to do? What are you going to do? What are you going to do?	28

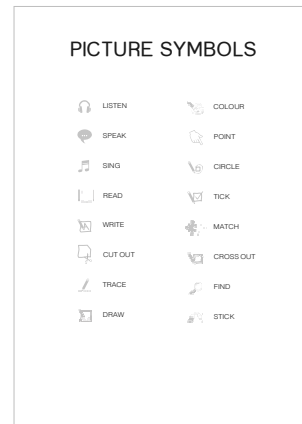
UNIT	TITLE	LESSON/ACTIVITY	PAGES
<b>Unit 3: A new school year</b>			
Lesson 1	WELCOME HOME	Me and my friends What are you doing? What are you going to do? What are you going to do? What are you going to do?	30
Lesson 2	A BUSY WEEK	What are you doing? What are you going to do? What are you going to do? What are you going to do?	32
Lesson 3	WHAT DOES YOUR FUTURE HOLD?	What are you doing? What are you going to do? What are you going to do? What are you going to do?	34
Lesson 4	MY FUTURE IS MY CHOICE	What are you doing? What are you going to do? What are you going to do? What are you going to do?	36
Lesson 5	THE CHANGING WORLD	What are you doing? What are you going to do? What are you going to do? What are you going to do?	38
Lesson 6	LET'S CHECK	What are you doing? What are you going to do? What are you going to do? What are you going to do?	40
Lesson 7	LET'S CHECK	What are you doing? What are you going to do? What are you going to do? What are you going to do?	42
Lesson 8	LET'S CHECK	What are you doing? What are you going to do? What are you going to do? What are you going to do?	44
Lesson 9	LET'S CHECK	What are you doing? What are you going to do? What are you going to do? What are you going to do?	46
Lesson 10	LET'S CHECK	What are you doing? What are you going to do? What are you going to do? What are you going to do?	48
Lesson 11	LET'S CHECK	What are you doing? What are you going to do? What are you going to do? What are you going to do?	50

UNIT	TITLE	LESSON/ACTIVITY	PAGES
<b>Unit 4: A new school year</b>			
Lesson 1	WELCOME HOME	Me and my friends What are you doing? What are you going to do? What are you going to do? What are you going to do?	52
Lesson 2	A BUSY WEEK	What are you doing? What are you going to do? What are you going to do? What are you going to do?	54
Lesson 3	WHAT DOES YOUR FUTURE HOLD?	What are you doing? What are you going to do? What are you going to do? What are you going to do?	56
Lesson 4	MY FUTURE IS MY CHOICE	What are you doing? What are you going to do? What are you going to do? What are you going to do?	58
Lesson 5	THE CHANGING WORLD	What are you doing? What are you going to do? What are you going to do? What are you going to do?	60
Lesson 6	LET'S CHECK	What are you doing? What are you going to do? What are you going to do? What are you going to do?	62
Lesson 7	LET'S CHECK	What are you doing? What are you going to do? What are you going to do? What are you going to do?	64
Lesson 8	LET'S CHECK	What are you doing? What are you going to do? What are you going to do? What are you going to do?	66
Lesson 9	LET'S CHECK	What are you doing? What are you going to do? What are you going to do? What are you going to do?	68
Lesson 10	LET'S CHECK	What are you doing? What are you going to do? What are you going to do? What are you going to do?	70

UNIT	TITLE	LESSON/ACTIVITY	PAGES
<b>Unit 5: A new school year</b>			
Lesson 1	WELCOME HOME	Me and my friends What are you doing? What are you going to do? What are you going to do? What are you going to do?	72
Lesson 2	A BUSY WEEK	What are you doing? What are you going to do? What are you going to do? What are you going to do?	74
Lesson 3	WHAT DOES YOUR FUTURE HOLD?	What are you doing? What are you going to do? What are you going to do? What are you going to do?	76
Lesson 4	MY FUTURE IS MY CHOICE	What are you doing? What are you going to do? What are you going to do? What are you going to do?	78
Lesson 5	THE CHANGING WORLD	What are you doing? What are you going to do? What are you going to do? What are you going to do?	80
Lesson 6	LET'S CHECK	What are you doing? What are you going to do? What are you going to do? What are you going to do?	82
Lesson 7	LET'S CHECK	What are you doing? What are you going to do? What are you going to do? What are you going to do?	84
Lesson 8	LET'S CHECK	What are you doing? What are you going to do? What are you going to do? What are you going to do?	86
Lesson 9	LET'S CHECK	What are you doing? What are you going to do? What are you going to do? What are you going to do?	88
Lesson 10	LET'S CHECK	What are you doing? What are you going to do? What are you going to do? What are you going to do?	90

## PICTURE SYMBOLS

- Pupils open their Workbooks to page 5 (*Picture symbols*). Explain that those expressions will often be used in class while doing tasks. Guide the pupils through the symbols to understand what they signify. Say the names, the pupils listen and point to the correct symbol. Then they listen and mime the activity, e.g. *'listen'* – they put their hands to their ears. Finally, they listen, point and repeat. Ask the question *Where does it say 'copy' (say the word in Georgian)?* The pupils suggest answers. In pairs, pupils give each other commands and mime the activities.



## ENDING THE LESSON

### CHARADES

- A pupil comes to the board and mimes an activity. The rest of the class guesses the word.

**INTRODUCTION**

- Prepare a Ronnie flashcard and place it face down so the students cannot see the image. Explain to the pupils that they will listen to a song sung by this character. Pupils guess who it is, e.g. *It's Jessica.*, *It's Gizmo*. Play the game *Bit by bit* to help pupils guess the correct answer.
- Finally, put the card on the board and write the title: *Welcome Back!*

**PRESENTATION****TASK 1, STUDENT'S BOOK (p. 8)**

- Discuss the picture, e.g. *Where is Ronnie? What has he got?*. Play recording 1. Pupils listen and read the lyrics in the Student's Book. Then they listen and sing. Use the activity *Where does it say?* to translate parts of the song, e.g. *What's your name? How old are you?* etc.
- Ask the pupils questions on the song, they give their answers. Ask several pupils the same question.

**TAPESCRIPT 1****Welcome Back!***(song)*

Welcome back, welcome back!

Welcome to Grade 3!

Which class are you in?

A, B, C, D or E?

What's your name?

How old are you?

How are you today?

My name is Ronnie, be my friend,

Let's learn and play!

**TASK 2, STUDENT'S BOOK (p. 8)**

Pupils answer Ronnie's questions in the song. Volunteers read the text.

**ANSWER KEY:**

Pupil's own answers.

**TASK 3, STUDENT'S BOOK (p. 9)**

- Play recording 2. Pupils listen and read and look for the answers to the question who Ronnie's friends are. Play the game *Who am I?*. Say sentences from the text, pupils reply with the name of the character, e.g. *I like stories.* – *Jessica!* Prepare flashcards with the characters in the Student's Book. Ask questions on them, e.g. *What is her name? What has Kim got? What does she like?* etc.

**ANSWER KEY:**

Ronnie's friends are Jessica, Greg, Uncle Phil, and Kim.

**TAPESCRIPT 2**

**Ronnie:** This is Jessica. She has got red hair. She is a good friend.  
**Jessica:** Hi! I'm Jessica. I like stories!  
**Ronnie:** This is Greg. He has got a funny uncle. His name is Uncle Phil.  
**Greg:** Hi! I'm Greg. I like games.  
**Uncle Phil:** Hi! I'm Uncle Phil. I like music!  
 La-la-la...  
**Ronnie:** This is Kim. She has got a dog called Gizmo. Gizmo is funny and clever.  
**Kim:** Hi! I'm Kim. I like English!  
**Gizmo:** Bow-wow! I've got a new pet!  
**Jessica:** Do you like stories?  
**Greg:** Do you like games?  
**Uncle Phil:** Do you like music?  
**Kim:** Do you like English?  
**Ronnie:** Come and join our BB Club! Let's learn English and have fun!

**TASK 4, STUDENT'S BOOK (p. 9)**

- Discuss the meaning of *BB Club*. Pupils suggest answers. Ask the pupils who the members of the *BB Club* are.

**ANSWER KEY:**

Building Blocks.

**TASK 5, STUDENT'S BOOK (p. 9)**

- Draw a table with three columns on the board. Title the columns *I'm / I like / I've got*. Prepare word cards, e.g. *a pet, games, happy, sad, a dog, 8*, etc. Pupils come to the board and place the word cards in the correct column.
- Pupils copy the table in their notebooks and complete it with their own answers.

I'm	I like	I've got
8	games	a dog

- Pair the pupils up to ask and answer the questions in the task. Finally, ask a few pairs to role-play the dialogue in front of the class.

**ANSWER KEY:**

Pupil's own answers.



**WORKBOOK PRACTICE**

**TASK 1, WORKBOOK (p. 6)**

- Pupils match the sentences to the pictures. Show them a character flashcard and they read the correct sentences.

**TASK 2, WORKBOOK (p. 6)**

- Play recording 1. Pupils listen and circle the correct word. First in pairs and then as a class they check their answers.

**WOORKBOK TAPESCRIPT 1**

**Kim:**  
 Hi, I'm Kim. I'm 9.  
 I've got a dog.  
 His name is Gizmo. I'm happy today.  
 Gizmo is happy, too.

**TASK 3, WORKBOOK (p. 6)**

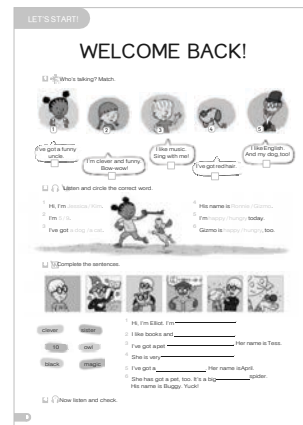
Pupils complete the text with the given words.

**TASK 4, WORKBOOK (p. 6)**

- Play recording 2. Pupils listen and check their answers. Finally, they read the sentences.

**WOORKBOK TAPESCRIPT 2**

**Elliot:**  
 Hi, I'm Elliot. I'm 10.  
 I like books and magic.  
 I've got a pet owl. Her name is Tess.  
 She is very clever.  
 I've got a sister. Her name is April.  
 She has got a pet, too. It's a big black spider. His name is Buggy. Yuck!



### TASK 5, WORKBOOK (PAGE 7)

- Play recording 3. Pupils listen and match the questions to the answers. Alternatively, the pupils first match the questions to the answers and then listen and check.

#### WORKBOOK TAPESCRIPT 3

Ronnie: What's your name?

Chi: My name's Chi.

Ronnie: How old are you?

Chi: I'm 9.

Ronnie: Is your family very big?

Chi: No, only my mum and me.

Ronnie: Have you got a pet?

Chi: Yes, a turtle. His name is Zu.

Ronnie: Who is your best friend?

Chi: My best friend is Li.

Ronnie: What's your favourite book?

Chi: It's *Pinocchio*.

Ronnie: How are you today?

Chi: I'm very happy.

Ronnie: Do you like English?

Chi: Yes, very much!

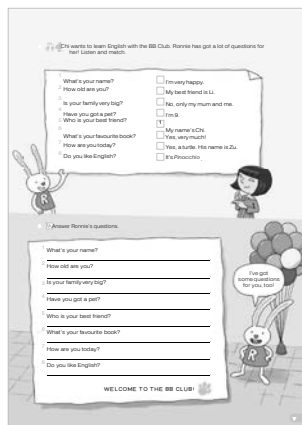
Ronnie: Well done, Chi! Welcome to BB Club!

### ENDING THE LESSON

- Distribute the worksheets with incomplete sentences. Pupils complete the sentences with personal information and draw a picture of themselves. When they are finished, they paste the worksheet in their notebooks.

### HOMEWORK

Task 6, Workbook (p. 7)





# UNIT 1 PETS

## LESSON 1 UNCLE PHIL'S PET SHOP

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

- |                    |  |
|--------------------|--|
| GRAMMAR            | <ul style="list-style-type: none"> <li>• say: <i>Where is the turtle? in, on, under</i></li> <li>• understand the content of a recording</li> <li>• recognise animals</li> </ul>   |
| LANGUAGE FUNCTIONS | <ul style="list-style-type: none"> <li>• relate visual content with the written form of a word</li> <li>• notice the difference between <i>in, on</i> and <i>under</i></li> <li>• <i>a pet shop, a parrot, a fox, a spider, a snake, a turtle</i></li> </ul> |
| VOCABULARY         | <ul style="list-style-type: none"> <li>• <i>a cage, a tank, a cupboard, a shelf, a pocket</i></li> </ul>   |

### SKILLS

- |           |   |
|-----------|---|
| READING   | <ul style="list-style-type: none"> <li>• <b>Animals</b></li> <li>• <b>Conversation about the turtle</b></li> <li>• reading sentences aloud</li> <li>• matching pictures and words</li> <li>• completing sentences</li> </ul>  |
| LISTENING | <ul style="list-style-type: none"> <li>• <b>Animals</b></li> <li>• <b>Chant: <i>The Pet Shop Chant</i></b></li> <li>• <b>Conversation about the turtle</b></li> <li>• relating visual to auditive content and auditive and written content</li> <li>• understanding a simple dialogue</li> <li>• listening comprehension</li> <li>• repeating after the model</li> <li>• answering questions</li> <li>• naming animals</li> </ul> |
| SPEAKING  | <ul style="list-style-type: none"> <li>• reproducing a song and a dialogue</li> <li>• writing individual words</li> </ul>   |
| WRITING   | <ul style="list-style-type: none"> <li>• marking correct statements</li> <li>• completing sentences</li> </ul>  |

### CROSS-CURRICULAR CORRELATION

- MUSIC: Singing

### Tapescript

#### Track 3

**NARRATOR:** An owl, a spider a monkey a fish, a parrot a snake, a fox, a dog, a cat.

### TASK 2 LISTEN AND REPEAT. (p. 10)

- Play the recording again and the pupils repeat as a group; repeat in different voices – quietly, loudly, slowly...
- *Where does it say?* Say individual names in Georgian and the pupils find them in the text and read them aloud.

### INTRODUCTION

- **GAME – MIME.** Mime animals and the pupils try to guess which animal it is. If they know animal names, ask them to name them in English, if not, they name them in Georgian and you translate into English. Talk about pets (*I've got...*). The children list and describe their pets. Ask: *Have you got a pet? Is it big / small / clever / funny / beautiful? What colour is it?*

### TASK 1 LISTEN AND POINT. (p. 10)

- Introduce two new animals: *fox* and *turtle*. The pupils repeat new words after you.
- **GAME – FLASHING CARDS – ANIMALS.** Prepare flashcards with the following animals (*owl, spider, fish, parrot, snake, dog, cat, monkey, fox, turtle*). Quickly show the flashcards and the pupils guess the name. Stick the flashcards on the board.
- **GAME – PASS THE CARD.** Show the wordcard, read it, and pass it on to the pupil in the first desk. S/He repeats the word again and passes it on to the pupil behind him/her. The last pupil in that line names the word and sticks the card next to the correct flashcard.
- Ask the pupils to open their Student's Books. Play the recording again and the pupils point to the pictures.

**TASK 3 THE PET SHOP CHANT. LISTEN AND SAY THE CHANT. (p. 10)**

- Put several toys or smaller items in your pocket or bag. *Look children! What's in my pocket? Can you guess? In my pocket I have got a pencil. I've got a ball...* Take the items out and put them on the desk. What does IN mean? When the pupils answer, write IN on the board. Draw a square around the preposition IN. *Look IN now!*
- Use the similar procedure to introduce ON. *The pencil is ON the desk. What does ON mean?* When the pupils answer, write ON on the board.
- Draw a square under the preposition. Cover the items on the desk with a school bag for example. *Where is the pencil now? UNDER the schoolbag. What does UNDER mean?* When the pupils answer, write UNDER on the board. Draw a square above the preposition.
- At the end, use all three prepositions in commands. (*Put the pencil IN the schoolbag. Put the pencil ON the schoolbag. Put the pencil UNDER the schoolbag.*)
- Introduce words *a cage, a tank, a cupboard, a shelf.*
- Describe where the animals in the picture are. Say the parts of sentences and the pupils say the animal name. (E.g. *In the cupboard! – A fox!*)
- Distribute the flashcards with animals. Every pupil says where his/her animal is. Listen to the chant and the pupils with the flashcards say the part of the chant with their animal. Repeat the activity several times, so that the pupils exchange flashcards.

**Tapescript**

**Track 4**

**THE PET SHOP CHANT**

Look at the fish!  
Where? In the tank.  
Look at the parrot!  
Where? In the cage.  
Look at the fox!  
Where? In the cupboard.  
Fish, parrot and the fox.  
Where? In Uncle Phil's pet shop.  
Look at the owl!  
Where? On the shelf.  
Look at the monkey!  
Where? On the chair.  
Look at the spider!  
Where? On the wall.  
Owl, monkey and the spider.  
Where? In Uncle Phil's pet shop.  
Look at the dog!  
Where? Under the table.  
Look at the cat!  
Where? Under the chair.  
Look at the snake!  
Where? Under the table.  
Dog, cat and the snake.  
Where? In Uncle Phil's pet shop.

**TASK 4 CHOOSE: YES or NO? (p. 10)**

- **GAME – YES-NO.** *Close your books!* Say true and false sentences in a jumbled order and the pupils correct you from memory. (e.g. *The monkey is on the table! – No. The monkey is on the chair!*)
- Ask the pupils to open the Student's Book. The pupils do the task in pairs. Check.

**ANSWER KEY:**

1. yes
2. no
3. no
4. yes
5. no
6. no

**FURTHER PRACTICE:** The pupils say correct sentences.

**TASK 5 LISTEN AND POINT. (p. 11)**

- Tell the class that they will listen to a conversation and that they have a task: *Let's listen! Where are Greg and Jessica? Can you guess? The pupils listen and say where Jessica and Greg are and what they are doing.*
- Prepare animal flashcards (*turtle, parrot, monkey*). Together name the animals and stick the flashcards on the board. *Let's listen again! Which of these animals is not mentioned in the dialogue? (Parrot.)*
- Ask the pupils to open their books, play the recording again and the pupils point to the correct picture.

**Tapescript**

**Track 5**

**UNCLE PHIL:** Good morning, children. How can I help you?

**GREG:** How much is the monkey?

**UNCLE PHIL:** £15.

**GREG:** Oh, I'm sorry. I've only got £12.

**UNCLE PHIL:** How about a turtle? The turtle is £10.

**GREG:** That's a good idea!

**UNCLE PHIL:** Where is the turtle? On the shelf? No. Under the table? No...

**JESSICA:** Uncle Phil, look! It's in your pocket.

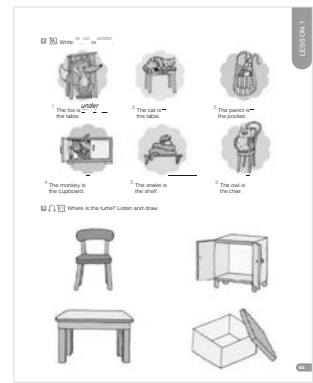
**TASK 6 LISTEN AND REPEAT. (p. 11)**

- Check comprehension by asking more questions about the text. *Where does it say?* Say individual sentences in Georgian and the pupils find them in the text and read them aloud.  
Divide the class in roles and each group repeats what their character is saying. Repeat the activity three times so that all groups repeat the entire dialogue.

**TASK 7 ACT OUT THE DIALOGUE. (p. 11)**

- Assign roles to volunteers and give them props. They roleplay the dialogue repeating after the recording.
- **GAME – HIDING GAME.** Ask one pupil to leave the classroom briefly. Meanwhile, hide a plush toy somewhere in the classroom. Ask the pupil back in and tell him/her that s/he is a famous detective and that s/he should find the toy by asking questions like this: *Is it on / in / under...?*

**WORKBOOK, p.8-9**



**Workbook tapescript**

**Track 4**

**Narrator:**

- 1 Where is the fish?  
The fish is in the tank.
- 2 Where is the parrot?  
The parrot is in the cage.
- 3 Where is the fox?  
The fox is in the cupboard.
- 4 Where is the owl?  
The owl is on the shelf.
- 5 Where is the monkey?  
The monkey is on the chair.

- 6 Where is the spider?  
The spider is on the wall.
- 7 Where is the dog?  
The dog is under the table.
- 8 Where is the cat?  
The cat is under the chair.
- 9 Where is the snake?  
The snake is under the table.

**4**

**Narrator:**

- The turtle is under the chair.
- The turtle is in the cupboard.
- The turtle is on the table.
- The turtle is in the box.

## LESSON 2 AT THE PET SHOW

LEARNING OUTCOMES: *სწავლის შედეგად* (I): 1,2,3,4,5,6,7,8  
By the end of this lesson, pupils will be able to:

GRAMMAR	<ul style="list-style-type: none"> <li>• use: <i>His.. Her...</i></li> <li>• <i>Can we...?</i></li> <li>• <i>Let's...</i></li> </ul>
LANGUAGE FUNCTIONS	<ul style="list-style-type: none"> <li>• understand the content of a recording</li> <li>• relate visual content with the written form of a word</li> <li>• put lines in the good order</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>• <i>a pet show, a ribbon, a winner, a bone</i></li> <li>• <i>wonderful, lovely</i></li> </ul>
SKILLS	
READING	<ul style="list-style-type: none"> <li>• <b>Dialogue: At the Pet Show</b></li> <li>• <b>Song: Gizmo</b></li> <li>• reading the dialogue aloud</li> <li>• matching pictures and sentences</li> </ul>
LISTENING	<ul style="list-style-type: none"> <li>• <b>Dialogue: At the Pet Show</b></li> <li>• <b>Song: Gizmo</b></li> <li>• relating visual to auditive content and auditive and written content</li> <li>• understanding a simple dialogue</li> <li>• listening comprehension</li> <li>• reproducing a song and the dialogue</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>• describing pets</li> <li>• answering questions</li> <li>• marking correct answers</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>• writing individual words</li> <li>• copying sentences</li> </ul>
CROSS-CURRICULAR CORRELATION	
<ul style="list-style-type: none"> <li>• MUSIC: Singing</li> <li>• GEORGIAN LANGUAGE: Describing</li> </ul>	

### INTRODUCTION

**GAME – 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.)*. The pupils should try to guess which animal it is. Use IN / ON / UNDER where possible in your descriptions. Some pupils can take over the teacher's role.

### TASK 1 LISTEN AND POINT. (p. 12)

- Explain to the pupils that Ronnie and his friends went somewhere. The pupils try to guess where by listening to the recording. Ask the pupils to open their books and check their answers.
- Play the recording again and ask the pupils to point to the correct picture. Check by asking more questions about the text.
- **Find the sentence!** Read the sentences in a jumbled order and the pupils look for them in the text.

### Tapescript

#### Track 6

**NARRATOR:** Ronnie and his friends are at the pet show. Look who's here! Miss Lemmon and her cat Poppy, Greg and his new turtle, and Elliot and his owl Tess.

**RONNIE:** Let's have an ice-cream!

**MISS LEMMON:** Hurry up, Ronnie! We are late for the dog show.

**PET SHOW HOST:** Look at this lovely dog! His name is Gizmo.

**PET SHOW HOST:** Kim, tell us about your dog.

**KIM:** Gizmo is my best friend. He helps me get ready for school.

**PET SHOW HOST:** Thank you, Kim. And the next dog is...

**RONNIE:** Can we have an ice-cream now?

**GREG:** Wait, Ronnie! Let's see the winner.

**PET SHOW HOST:** Here is a blue ribbon for Kim and a big bone for Gizmo.

**CHILDREN:** Yippee! Gizmo is the winner!

### TASK 2 LISTEN AND READ. WHERE ARE RONNIE AND HIS FRIENDS? (p. 12)

- *Where does it say?* Say some sentences in Georgian and the pupils find them in the text and read them aloud.
- **Silly teacher!** In the second reading make mistakes with some words and the pupils correct them.

**ANSWER KEY:** At the pet show.

**TASK 3 POINT TO THE CORRECT ANSWER. (p. 13)**

- Ask questions about the picture: *Who is...? What has... got? What colour is...?*
- **GAME – CORRECT THE TEACHER.** Say false sentences about the text and the pupils should correct you. The pupils do the task in pairs. Check.

**TASK 4 ACT OUT THE DIALOGUE. (p. 13)**

- Assign roles to volunteers and give them props. They roleplay the dialogue repeating after the recording.

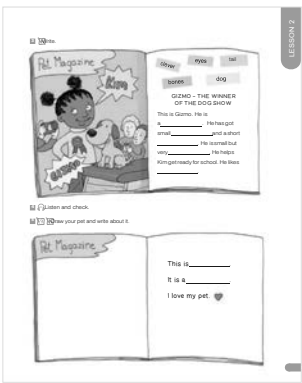
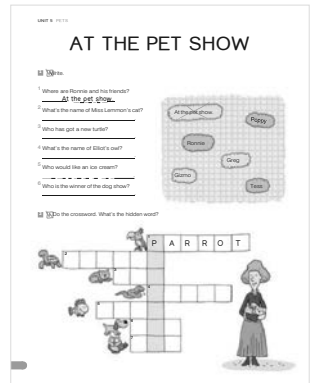
**FURTHER PRACTICE:** Divide the pupils in several groups. Each group gets a big piece of paper and draws their dog. Make an exhibition and choose the best drawing.

**TASK 5 LISTEN AND SING. (p. 13)**

- Read the text of the song and check understanding. **GAME – RUNNING DICTATION:** Prepare cards with the lines from the song. Stick them around the classroom. Divide the pupils in groups. Group representatives run to the card, read, run back to the group and dictate to the group. The winner is the group with the fewest mistakes.
- Distribute the cards to the groups and each group sings their line. Repeat the activity several times so that groups exchange the cards.

**Tapescript**  
**Track 7**  
**G-I-Z-M-O**  
 There is a girl who has a dog,  
 And Gizmo is his name-O!  
 G-I-Z-M-O, G-I-Z-M-O, G-I-Z-M-O  
 And Gizmo is his name-O!

 **WORKBOOK, p. 10-11**



**Workbook tapescript Track 6**  
**Narrator:** This is Gizmo. He is a dog. He has got small eyes and a short tail. He is small but very clever. He helps Kim get ready for school. He likes bones.

## LESSON 3 RONNIE'S TEA PARTY

LEARNING OUTCOMES: I ၵၼ်ႈ ၵၢ်ႈႁိၵ်ႈ (I): 1,2,3,4,5,6,7  
By the end of this lesson, pupils will be able to:

GRAMMAR	<ul style="list-style-type: none"> <li>• Use: <i>I've got...</i></li> <li>• <i>I like...</i></li> <li>• <i>I don't like...</i></li> </ul>
LANGUAGE FUNCTIONS	<ul style="list-style-type: none"> <li>• understand the content of a recording</li> <li>• relate visual content with the written form of a word</li> <li>• answer a question</li> <li>• describe the order</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>• <i>a tea party, a teapot</i></li> <li>• <i>It's five o'clock.</i></li> </ul>

### SKILLS

READING	<ul style="list-style-type: none"> <li>• <b>Conversation at the party</b></li> <li>• <b>Tea Party</b></li> <li>• reading a dialogue aloud</li> <li>• matching pictures and sentences</li> <li>• reading in the correct order</li> <li>• <b>Conversation at the party Song:</b></li> <li>• <b>I'm a Little Teapot</b></li> <li>• <b>Tea Party</b></li> </ul>
LISTENING	<ul style="list-style-type: none"> <li>• relating visual to auditive content and auditive and written content</li> <li>• understanding a simple dialogue</li> <li>• listening comprehension</li> <li>• reproducing a song and the dialogue with mime</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>• repeating after the model</li> <li>• correcting sentences</li> <li>• connecting words to make a sentence</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>• sorting words</li> <li>• copying sentences</li> </ul>

### CROSS-CURRICULAR CORRELATION

- MUSIC: Singing
- SCIENCE: Holidays and customs

### INTRODUCTION

Start a conversation on *parties*. *What is a party? What kind of parties are there? Birthday party, pizza party... What is your favourite party? Chocolate party...* Introduce the word *tea party* and ask the pupils what they think goes on at a party like that.

### TASK 1 LISTEN AND POINT. (p. 14)

- Stick on the board the following flashcards: *dog, cat, monkey, dolphin*.
- *Let's listen to a story!* Which animal is not in the story? (*A dolphin.*) *Let's listen to the story once again!* Which food is mentioned in the story? The pupils listen and memorise the food mentioned.
- *Open your books! Listen and point to the pictures.* The pupils listen to the recording again and point to the pictures.

### Tapescript

#### Track 8

**NARRATOR:** It's five o'clock. Ronnie has a tea party. His friends are here: Gizmo, Poppy and Marcus the monkey.

**RONNIE:** Poppy, I've got some tea for you.

**POPPY:** Meow! I don't like tea. I like milk.

**RONNIE:** Gizmo, I've got a carrot cake for you.

**GIZMO:** I don't like carrot cakes. I like bones.

**RONNIE:** Marcus, I've got a carrot sandwich for you.

**MARCUS:** I don't like carrot sandwiches. I like bananas.

**RONNIE:** I've got an idea. Let's call Tess! She is very clever.

**TESS:** I've got milk for Poppy, bones for Gizmo, bananas for Marcus and carrots for...

**RONNIE:** The carrots are for me!

**POPPY, GIZMO, MARCUS AND RONNIE:** Thank you, Tess! You're a true friend.

### TASK 2 LISTEN AND READ. WHO ARE RONNIE'S GUESTS? (p. 14)

- Play the recording again and the pupils should answer the following question: *Who are Ronnie's guests?*
- **Silly teacher!** In the second reading make mistakes with some words and the pupils correct them.
- **Find the sentence!** Read the sentences in a jumbled order and the pupils find them in the text and say which character says these sentences.
- **GAME – YES-NO.** Tell the pupils to listen to the sentences carefully. If the sentence is correct, they remain seated, if it is false, they stand up.  
Sentences:  
*Ronnie is having a birthday party.*  
*Gizmo is a dog.*  
*Gizmo likes carrot cake.*  
*It's seven o'clock.*  
*Marcus is a mouse.*  
*Marcus likes bananas.*  
*Poppy is a cat.*  
*Poppy likes tea.*

**ANSWER KEY:** Poppy, Marcus, Gizmo, Tess

### TASK 3 ACT OUT THE STORY. (p. 14)

Assign roles to volunteers and give them props, too. They roleplay the story repeating after the recording.

### FURTHER PRACTICE:

Ask the pupils to make similar dialogues based on the model from the Student's Book:

A: I'VE GOT \_\_\_\_\_ FOR YOU!

B: I DON'T LIKE \_\_\_\_\_. I LIKE \_\_\_\_\_.

**TASK 4 LISTEN AND POINT (p. 15)**

- **GAME – GUESS.** Draw a teapot on the board. Ask: *What's this? A teapot.* Talk about tea, ask if they drink tea and if they like it. Tell them about the British custom of drinking tea (*5 o'clock tea*).
- Mark parts of the teapot on the drawing. **LET'S SOUND LIKE... a tiger.** The pupils repeat after you in a deep voice. Repeat the activity several times, *Let's sound sleepy / happy / angry!*
- Play the recording and point to the drawing.

**Tapescript**

**Track 9**

**I'M a LITTLE TEAPOT**

*(traditional song)*

I'm a little teapot,  
Short and stout.  
Here is my handle,  
Here is my spout.  
When the steam comes out,  
I just shout:  
Tip me over and pour me out!

**TASK 5 LISTEN AND MIME. (p. 15)**

- Mime traditional actions to the rhyme. The pupils watch first and then they mime with you. Mime actions in a different order. The pupils mime as you say the action.

**TASK 6 LISTEN, MIME AND SING. (p. 15)**

- Play the recording and mime actions. The pupils do it with you. Repeat several times.

**TIP:** Motivate the pupils to sing alone without the recording and your help.

**RONNIE'S WORKSHOP (p. 15)**

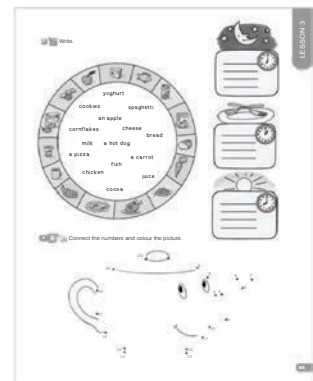
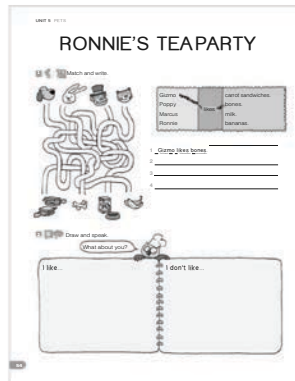
- Talk about how you make tea. Elicit different steps in making tea. Prepare the flashcards with different steps.
- **JUMBLED DICTATION.** Write the lines from the rhyme on the board in a jumbled order. Dictate the lines to the pupils and point to the correct order of sentences. They should copy the lines in their notebooks in the correct order.

**FURTHER PRACTICE:**

Prepare props (tea and biscuits) to have with the pupils.



**WORKBOOK, p. 12-13**



## LESSON 4 A SPECIAL PET

LEARNING OUTCOMES: 1 2 3 4 5 6 7  
By the end of this lesson, pupils will be able to:

- GRAMMAR • Ask: *Have you got...?*  
• understand the content of a recording  
• answer the question: *What's missing?*
- LANGUAGE FUNCTIONS • recognise items of clothes  
• relate visual content to the written form of a word

- VOCABULARY • *Don't be scared!*  
• *friendly*

### SKILLS

- READING • **Song: Pet Shop**  
• reading sentences aloud matching words and pictures completing sentences  
• **Song: Pet Shop**  
• relating visual to auditive content
- LISTENING • understanding simple sentences listening comprehension  
• reproducing a song
- SPEAKING • answering questions  
• naming animals
- WRITING • copying sentences writing  
• individual words  
• marking true sentences

### CROSS-CURRICULAR CORRELATION

- MUSIC: Singing

### INTRODUCTION

Do you remember *Uncle Phil's pet shop*? What animals has he got? The pupils try to remember his animals, and you write the words (or stick wordcards) on the board: *cat, monkey, fox, spider, owl, snake, dog...*

### TASK 1 LISTEN AND POINT. (p. 16-17)

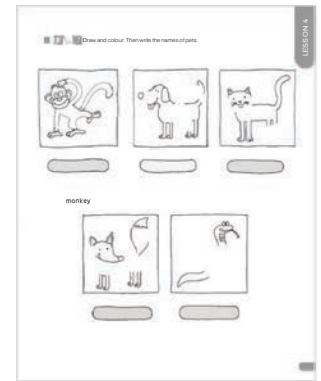
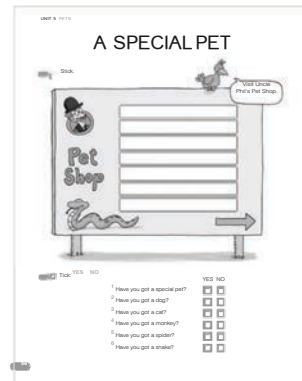
- **GAME – TEACHER, MAY I HAVE.** When the board is full of wordcards, the pupils choose their favourite word, one by one: *Teacher, may I have the cat, please?* Give them their favourite card.  
*Let's listen to a song.* Which animals can you hear in the song? Play the song several times to be sure that they heard all the animals mentioned. Volunteers can mark the animals they heard in the song.
- Ask the pupils to open their books to check the answers. Play the recording again and point to the animals in the picture.

### TASK 2 LISTEN AND SAY THE CHANT. (p. 16-17)

- **GAME – RUNNING DICTATION:** Prepare the cards with the lines from the song. Stick the cards all over the classroom. Divide the pupils in groups. Group representatives run to the card, read, run back to their group and dictate to others. The winner is the group with the fewest mistakes.
- Distribute the cards with lines to groups and each group sings their line. Repeat the activity several times, exchanging the cards among groups.
- **GAME – HAVE YOU GOT?** Divide the pupils in two groups. Give each group a half of animal flashcards. They distribute the cards among themselves (if possible, all pupils should get a flashcard). Group representatives ask the pupils from the other group: *Marika, have you got a...?* The group which is the first to guess which pupils have which flashcard is the winner.



### WORKBOOK, p. 14-15







# LESSON 5 LET'S CHECK!

## WORKBOOK, p. 16-17

LEARNING OUTCOMES: 1. ၂၅၆. ၁၁၆၅. (1): 1,2,3,4,5,6,7,8,9,10  
By the end of this lesson, pupils will be able to:

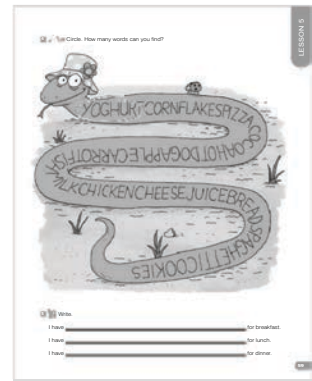
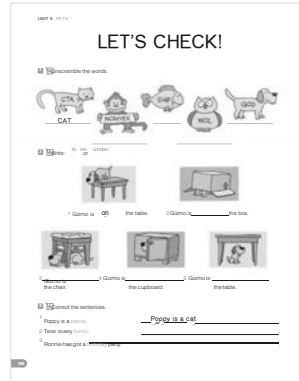
- GRAMMAR • consolidate structures of unit 5
- LANGUAGE FUNCTIONS • answer simple questions
- LANGUAGE FUNCTIONS • mime a song (TPR)
- LANGUAGE FUNCTIONS • categorise words into correct groups
- VOCABULARY • consolidate vocabulary of unit 5

### SKILLS

- READING • Mind map
- READING • Questions
- READING • matching pictures and words / sentences
- READING • completing sentences
- SPEAKING • conversation about the expressions and structures from unit 5
- SPEAKING • saying what is in the picture
- SPEAKING • asking questions and answering
- WRITING • completing sentences
- WRITING • sorting words

### CROSS-CURRICULAR CORRELATION

- ART: Making a poster
- MUSIC: Singing



### INTRODUCTION

Leaf through the book and recall what you have learnt in this unit (animals, *in – on – under, I (don't) like*). Sing *I'm a Little Teapot*.

### TASK 1 PLAY THE GAME. (p. 18)

- Divide the pupils in groups. Ask them to open their Student's Books on page 20. Explain that you will play a game in which certain questions score a certain number of points. Group representatives choose a question and answer it. The winner is the group with the highest score.

Points	What's missing letter?	Where is Gizmo?	YES or NO?
	A DOG	On the table.	No.
	A CAT	Under the box.	Yes.
	A FISH	Under the chair.	No.
	A MONKEY	In the cupboard.	Yes.
	AN OWL	Under the table.	No.

### RONNIE'S PROJECT (p. 19)

- Repeat animal names with the pupils.
- **GAME – MATCHING.** Divide the pupils in two groups, one group has animal wordcards and the other has animal flashcards. Group representatives come to the board to make pairs.
- Talk to the pupils about their pets. If they have a picture, they bring it to school. The pupils draw their pets individually or glue a photo and describe it.

**TIP:** If the pupils don't have a pet, they can draw a pet they would like to have.

### IN GROUPS (p. 19)

- Start a conversation on the activities used in class within this unit. Remind the pupils of vocabulary and structures in this unit. Ask pupils to think why they liked a certain activity and what exactly they practised in each activity.
- Study the map with the pupils, go through each word group and say what each picture represents. At the same time, the pupils put a plus sign next to the pictures they can name in English, thus doing self-evaluation.
- **GAME – SORT OUT.** Divide the pupils in three groups (*in, on, under*). Put animal flashcards in different places in the classroom and describe them: *The dog is under the chair*. If the sentence is true, the pupils can stand up. (*under*).
- **GAME – ACTION TIME.** The pupils bring a toy to class. Make commands and the pupils put the toy in the place you describe. (*Put the toy in the schoolbag...*) After some time the pupils can give each other similar commands.
- **GAME – MEMORY.** The pupils shuffle the flashcards and put them face down on the desk. They then look for pairs.

#### FURTHER PRACTICE:

You can play more games with these maps depending on the knowledge and affinities of the class. Some of the possible games are: *cross out game, how many words can you remember, sorting out, get rid of your card, teacher may I have, memory, bingo*.

# UNIT 2 THE WEEKEND

## LESSON 1 THE MISSING BABY TIGER

<p><b>LEARNING OUTCOMES:</b> 1 უცხ. დანწყ. (I): 1,2,3,4,5,6,7,8 By the end of this lesson, pupils will be able to:</p>	
GRAMMAR	<ul style="list-style-type: none"> <li>Use: <i>I'm climbing a tree. A lion is sleeping.</i></li> <li>understand the content of a recording</li> <li>relate visual content to the written form of a word</li> </ul>
LANGUAGE FUNCTIONS	<ul style="list-style-type: none"> <li>recognise animals and actions from miming</li> <li>answer the question: <i>What's your favourite animal?</i></li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li><i>a lion, a tiger, a zebra, a kangaroo, a penguin, a basket, lunch</i></li> </ul>
<b>SKILLS</b>	
READING	<ul style="list-style-type: none"> <li><b>Song: We're Going to the Zoo</b></li> <li><b>Animals</b></li> <li><b>At the zoo</b></li> <li>reading sentences aloud</li> <li>matching pictures and words</li> <li>reproducing a dialogue</li> <li><b>Song: We're Going to the Zoo</b></li> <li><b>Animals</b></li> <li><b>At the zoo</b></li> </ul>
LISTENING	<ul style="list-style-type: none"> <li>relating visual to auditive content</li> <li>understanding simple dialogues</li> <li>listening comprehension</li> <li>repeating after the model</li> <li>answering questions</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>reproducing a dialogue and a song</li> <li>naming animals</li> <li>completing sentences</li> <li>matching sentences</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>supplying missing letters</li> </ul>
<p><b>CROSS-CURRICULAR CORRELATION</b></p> <ul style="list-style-type: none"> <li><b>GEORGIAN LANGUAGE:</b> description</li> </ul>	

### INTRODUCTION

Start a conversation about the zoo. Have they been to one? What can they see there? Do they like zoos.

### TASK 1 WHICH ANIMALS CAN YOU SEE IN THE ZOO? (p. 22)

- Divide the pupils in groups. Within a time limit they should name all the animals they can remember at the zoo. After some time group representatives read their lists. The winner is the group with the biggest number of animals.
- Introduce new words for animals.
- LET'S SOUND LIKE...** *a tiger*. The pupils repeat after you in a deep voice. Repeat the activity several times, *Let's sound sleepy / happy / angry!*
- GAME – FLASHING CARDS.** Show the pupils flashcards quickly. Give the flashcard to the pupil who recognised and read the word correctly.
- GAME – RING THE BELL.** After you have revised animals together, ask a pupil to come to the board. Whisper an animal in English in his/her ear and they should mime it before the class. If the pupil can mime it, s/he rings a bell, mimes the animal and other pupils try to guess. If the pupil does not know how to mime it, choose another animal.

### TASK 2 LISTEN AND SING. (p. 22)

- Read the text of the song and check understanding. Read again and the pupils read after you line by line. Play the recording. First, the pupils just listen. Repeat several times and the pupils join in slowly by singing.

#### Tapescript

##### Track 11

#### WE'RE GOING TO THE ZOO

We're going to the zoo, zoo, zoo.

And what about you, you, you?

We're going to the zoo, zoo, zoo.

To see the kangaroo and other animals, too.

### TASK 3 LISTEN AND POINT. (p. 22)

- Play the recording and the pupils point to the animals in the Student's Book. Distribute animal flashcards to the pupils. Play the recording and the pupil with the corresponding flashcard brings it to your desk.

#### Tapescript

##### Track 12

**NARRATOR:** a penguin, a lion, a zebra, a kangaroo, a parrot, a monkey.

### TASK 4 LISTEN AND REPEAT. (p. 22)

- Listen for the right word!* On the board write the meanings of new words in a random order. Two volunteers come to the board. Play the recording again and the pupils stick the animal flashcards on the board in the order they appear in the recording. After that, ask two new volunteers to match the words in Georgian to the corresponding flashcards. Other pupils check.
- Play the recording and the pupils repeat.

### TASK 5 LOOK AT THE ANIMALS. WHAT ARE THEY DOING? (p. 22)

- GAME – MIME.** Mime the following actions : *swimming, sleeping, eating, jumping, singing, climbing, playing.* The pupils try to guess what you are miming.
- Write action names on the board. Mime them and the pupils mirror what you do. Change the order of actions and continue miming together with the pupils. Repeat actions but this time only the pupils mime.
- GAME – SIMON SAYS.** See the list of activities for more details.
- Together look at the Student's Books and the pupils say what each animal is doing.

#### ANSWER KEY:

Penguin is swimming.

Lion is sleeping.

Tiger is playing.

Zebra is eating.

Kangaroo is jumping.

Parrot is singing.

Monkey is climbing a tree.

### TASK 6 SPEAK. (p. 22)

- GAME – HANGMAN.** Think of an animal. Say: *This is my favourite animal!* Ask a pupil: *What's your favourite animal?* The pupil who answered the question asks another pupil this question and so on. When the pupils have asked the question several times, they repeat the conversation in pairs so that pupil A first asks questions, and pupil B answers. Then they exchange roles. Help and supervise the pairs as necessary.

**TASK 7 LISTEN AND POINT. (p. 23)**

- Tell the pupils that they will hear a recording about what is going on at the zoo. Ask these questions: *What is Luke doing? What is Elliot doing? Who is missing?*
- Play the recording, the pupils answer questions. Ask the pupils to open their books. They listen again and check their answers. They also point to the corresponding picture. Check comprehension by asking further questions.
- **Find the sentence!** Read the sentences in a jumbled order and the pupils find them in the text and say the name of a character saying the sentence.

**Tapescript  
Track 13**

**MISS LEMMON:** Where are you, Jessica?  
**JESSICA:** I'm here, Miss Lemmon! I'm swinging.  
**MISS LEMMON:** Luke, where are you?  
**LUKE:** I'm here, Miss Lemmon! I'm climbing a tree.  
**GREG:** Look at Elliot! He's sleeping under the tree.  
**MISS LEMMON:** Wake up, Elliot! It's lunch time.  
**LOUDSPEAKER VOICE:** Attention, attention! A baby tiger is missing!  
**GREG:** Look! Something is in the basket.  
**CHILDREN:** It's the baby tiger!  
**KIM:** Don't be scared, baby tiger. We are your friends.  
**CHILDREN:** Bye-bye, baby tiger!

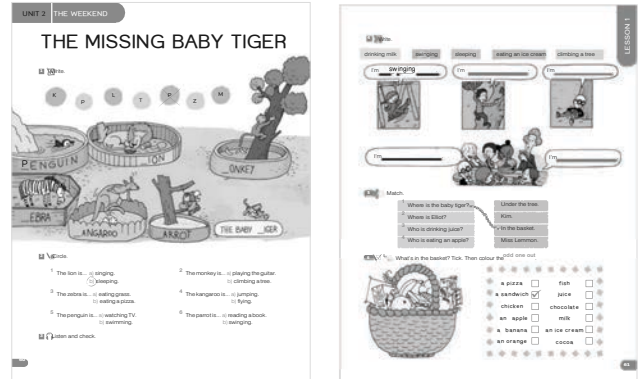
**TASK 8 LISTEN AND REPEAT. (p. 23)**

- Divide the pupils in six groups. Assign one character to each group. One group repeats the sentences of all characters. Play the recording and groups repeat the texts of their characters.
- **Listen for the right word!** Read the text so that instead of English words you use Georgian words. (e.g. *I'm climbing a (bg)*). The pupils read and the pupil with the correct wordcard stick it on the board next to the correct word in Georgian. Repeat until all Georgian words have their English wordcard.  
**Silly teacher! In the second reading, make mistakes when reading some words and the pupils correct you.**

**TASK 9 ACT OUT THE STORY. (p. 23)**

- Set the scene in the classroom where volunteers can roleplay the dialogue. Use available props.

 **WORKBOOK, p. 18-19**



**Workbook tapescript Track 7**

**Narrator:**

- 1 The lion is sleeping.
- 2 The monkey is climbing a tree.
- 3 The zebra is eating grass.
- 4 The kangaroo is jumping.
- 5 The penguin is swimming.
- 6 The parrot is swinging.

## LESSON 2 WHAT'S UP?

**LEARNING OUTCOMES:** 1 ၵ၅၆. ၵၵ်း. (1): 1,2,3,4,5,6,7  
By the end of this lesson, pupils will be able to:

- |                    |  |
|--------------------|--|
| GRAMMAR            | <ul style="list-style-type: none"> <li>Use: <i>Is Luke riding a bike? Yes, he is. /No, he isn't.</i></li> </ul>  |
| LANGUAGE FUNCTIONS | <ul style="list-style-type: none"> <li>understand the content of a recording</li> <li>recognise animals</li> <li>relate visual content to the written form of a word</li> <li>notice the difference between <i>in</i>, <i>on</i> and <i>under</i></li> </ul> |
| VOCABULARY         | <ul style="list-style-type: none"> <li>free time activities</li> <li><i>It's 5 o'clock.</i></li> </ul>   |

### SKILLS

- |           |   |
|-----------|---|
| READING   | <ul style="list-style-type: none"> <li>conversation about free time activities</li> <li>reading sentences aloud</li> <li>matching pictures and words</li> <li>completing sentences</li> <li><i>It's 5 o'clock.</i></li> </ul> |
| LISTENING | <ul style="list-style-type: none"> <li>conversation about free time activities</li> <li>relating visual to auditive content</li> <li>understanding a simple dialogue</li> <li>listening comprehension</li> </ul>              |
| SPEAKING  | <ul style="list-style-type: none"> <li>giving commands</li> <li>asking questions</li> <li>reproducing a dialogue</li> <li>correcting false sentences</li> </ul>   |
| WRITING   | <ul style="list-style-type: none"> <li>marking correct statements</li> <li>correcting false sentences</li> </ul>  |

### CROSS-CURRICULAR CORRELATION

- SCIENCE: clock

### INTRODUCTION

*Let's stand up and get some action!* Give commands and the pupils do what you say. Let some pupils take over your role (*ride a bike, drink some tea, watch TV, skate, ski, jump, run, swim in the sea, eat an ice-cream, read a book, eat a banana, wash your car, play the piano, talk on the phone*).

### TASK 1 LOOK. IT'S 5 O'CLOCK. WHAT ARE THEY DOING? LISTEN AND POINT. (p. 22)

- GAME – WHAT'S THE TIME MR. WOLF?** Divide the class in two or three groups (depending on the size of the class). One group stands by the wall and you stand opposite them (at the other end of the classroom). Turn your back to the pupils.
- The pupils ask: *What's the time Mr. Wolf?* Answer: *It's five o'clock.* The pupils come five steps closer to you. As soon as you answer, turn around quickly and if you see someone moving s/he drops out of the game (the pupils should be still when you turn around). The winner is the pupil who is the first to reach you. Repeat the game with other groups.
- Prepare a simple drawing of a clock showing five o'clock. Prepare action flashcards (*He is washing his car. She is reading. She is playing the piano. He is talking on the phone*).
- Show the drawing of a clock and say: *This is a clock! This is the small hand and this is the big hand.* Then ask: *What's the time? It's five o'clock.* Stick the clock on the board.

- Look! What are our friends doing?** Show the flashcard of Uncle Phil and say: *He is washing his car.* Stick the flashcard on the board. Repeat the same procedure for other activities.

Question: *Who is playing the piano?*

Answer: *Jessica.*

- Ask the same question for other pictures as well.
- Ask the pupils to open their books. Describe each picture (*He / She is...*), and the pupils point to the picture and say who it is.
- Knock-knock reading!** Read the sentences but replace one word in the sentence with a knocking sound (knock on the desk). The pupils read the missing word.

### Tapescript

#### Track 14

**NARRATOR:** It's 5 o'clock. Uncle Phil is washing his car. Ms Lemmon is reading a book. Jessica is playing the piano. Greg is talking on the phone. And Ronnie? Ronnie is eating a carrot.

### ANSWER KEY:

Uncle Phil is washing his car.  
Ms Lemmon is reading a book.  
Jessica is playing the piano.  
Greg is talking on the phone.  
Ronnie is eating a carrot.

### TASK 2 LISTEN AND CHOOSE THE CORRECT ANSWER, YES OR NO. (p. 22)

- GAME – CORRECT THE TEACHER.** Describe the pictures again but this time make mistakes. (*Ms Lemmon is playing the piano.*) The pupils correct you.
- Play the recording, and the pupils do the task in pairs. Check by reading. In pairs, the pupils correct false sentences in their notebooks.

### ANSWER KEY:

- no
- no
- yes
- no
- no
- no

**TASK 3 LISTEN AND POINT. (p. 23)**

- **GAME – ABRACADABRA.** Pretend that you have a magic wand (a pencil or a similar object) and that you are casting a spell on the whole class so they do everything you tell them. *Abacadabra – Weezee – Woo! You are riding a bike.* That way you can revise all actions from the previous lesson. You can add more activities that the pupils are familiar with.
- On one side of the board stick names of characters (*Jessica, Greg, Susan, Luke*), and on the other side stick flashcards with the following activities: *roller-skating, riding a bike, playing with a dog, talking on the phone.* Who is roller-skating? Can you guess? The pupils anticipate who is doing what.
- *Let's listen together!* The pupils listen to the recording and match the names with activities in their books. At the end, ask some pupils to connect characters and activities on the board. As they do that, they should make full sentences. (*Jessica is roller-skating*). If necessary, play the recording once again.
- Play the telephone conversation once again. The pupils point to the correct pictures in the Student's Book. What do these phrases mean: *What's up? Wait for me! See you!* The pupils try to guess.

**Tapescript  
Track 15**

**GREG:** Hello, it's Greg.  
**ELLIOT:** Hi, Greg! What's up?  
**GREG:** Let's go out and play!  
**ELLIOT:** Great! What about Kim, Susan and Luke?  
**GREG:** They are here, in the park. Susan is roller-skating. Luke is riding a bike and Kim is playing with Gizmo.  
**ELLIOT:** What about Jessica?  
**GREG:** She is playing the piano, but she's coming, too.  
**ELLIOT:** I'm coming. Wait for me!  
**GREG:** See you.

**TASK 4 LISTEN AND REPEAT. (p. 23)**

- Translate the conversation on the rules of polite telephoning. *What do we say? Hello, it's Maya.* The pupils repeat the dialogue after a recording.
- First, ask the class to repeat the conversation sentence by sentence and then to repeat by roles. The boys repeat what Greg is saying and the girls repeat what Elliot is saying. In the next listening they switch roles.
- *Where does it say...?* Say some sentences in the dialogue in Georgian and the pupils read them in English.

**TASK 5 ACT OUT THE DIALOGUE. (p. 23)**

- Volunteers can roleplay the dialogue in front of the class.
- Stick the flashcard of a telephone in the middle of the board. Ask the pupils to anticipate everything they can say in a telephone conversation. Write down their suggestions in the form of a mind map.
- Divide the pupils in pairs (person A and person B). They turn their backs at each other and pretend to have a telephone conversation. They can use their phones if they have them.

**FURTHER PRACTICE: GAME – CHARADES.** Ask a pupil who is good at English to step out of the classroom with you for a moment. Whisper a funny version of a sentence from the book in his/her ear. E.g. *You are washing an elephant.* Go back to the classroom and ask *What is Petar doing?* The volunteer mimes the activity and the class try to guess what s/he is doing.



**WORKBOOK, p. 20-21**

The screenshot shows a workbook page titled "WHAT'S UP?". It contains several listening exercises. The first exercise asks students to choose the correct word for a sentence: "Linda PhD is washing the car." with options "she", "he", and "it". The second exercise asks students to match a name with an activity: "Lisa Lennon is reading a letter." with options "she", "he", and "it". The third exercise asks students to match a name with an activity: "Jessica is playing the guitar." with options "she", "he", and "it". The fourth exercise asks students to match a name with an activity: "Greg is talking on the telephone." with options "she", "he", and "it". The fifth exercise asks students to match a name with an activity: "Rovine is eating a banana." with options "she", "he", and "it".

The screenshot shows a workbook page titled "WHAT'S UP?". It contains a matching activity and a listening exercise. The matching activity consists of a 2x3 grid of boxes. Below the grid are five names: Greg, Susan, Kim, Luke, and Jessica. The listening exercise asks students to match a name with an activity: "Who is roller skating?", "Who is riding a bike?", "Who is playing with Gizmo?", "Who is playing the piano?", and "Who is talking on the mobile phone?".

## LESSON 3 SUPER SUZY

LEARNING OUTCOMES: **სწავლა**. (I): 1,2,3,4,5,6,7,8  
By the end of this lesson, pupils will be able to:

GRAMMAR	<ul style="list-style-type: none"> <li>Use: <i>She is flying. I'm drawing a picture.</i></li> <li>understand the content of a recording</li> </ul>
LANGUAGE FUNCTIONS	<ul style="list-style-type: none"> <li>recognise actions</li> <li>relate visual content with the written form of the word</li> <li>finish the sentence</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li><i>free time activities – flying, driving a car, drawing</i></li> </ul>
SKILLS	
READING	<ul style="list-style-type: none"> <li><b>Super Suzy</b></li> <li><b>Song: Super Suzy's Magic</b></li> <li>reading sentences aloud</li> <li>reading individual words</li> <li><b>Super Suzy</b></li> <li><b>Song: Super Suzy's Magic</b></li> </ul>
LISTENING	<ul style="list-style-type: none"> <li>relating visual to auditive content</li> <li>understanding a simple dialogue</li> <li>listening comprehension</li> <li>reproducing a dialogue and a song</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>making sentences</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>writing sentences based on the model</li> </ul>

### CROSS-CURRICULAR CORRELATION

- GEORGIAN LANGUAGE: reading the story

### INTRODUCTION

**MIRROR AND ECHO – FEELINGS.** *Let's stand up! You are my mirror and my echo! Say and mime the following feelings: I'm happy / sad / angry / scared/...* The pupils repeat and mime along.

### TASK 1 LOOK. WHAT IS SUPER SUZY DOING? (p. 24)

- Start a conversation about superheroes, films and comic books. *Do you know any superheroes? What can they do that we can't?*
- Let's listen to a story together! Who is reading a comic book? (Jessica.)* What's the name of the main character in the comic strip? The pupils listen first and then answer questions.
- Ask: *Why is Super Suzy so special? What is she doing?* The children describe from memory what Super Suzy does while you stick action cards on the board.
- Help the pupils give full answers: *She is flying. She is swimming. She is driving a car. She is drinking super milk.*
- Listen and re-arrange the pictures!* Listen to the recording again and after the listening the pupils order the pictures on the board in the correct order.

### ANSWER KEY:

Super Suzy is drinking her super milk, driving her super car, swimming, flying.

### TASK 2 LISTEN AND POINT. (p. 24)

- Open your books! Listen and point!* Listen to the story again. The pupils point to the correct picture in the Student's Book.
- Silly teacher!** Read the story by making a mistake in each sentence. The pupils correct you. (E.g. *She is drinking her super JUICE. – No! She is drinking her super MILK.*)

### Tapescript Track

16

**NARRATOR:** Kim is reading her favourite comic book. It's about a girl called Suzy. She's very cool. It's 7 o'clock. Super Suzy is drawing. Her beeper is blinking! Who's that?

**CHILDREN:** Help! Help!

**NARRATOR:** Super Suzy is drinking her super milk. And now she's ready for action! She is driving her super car. She is swimming. She is flying.

**BOY:** I'm scared!

**GIRL:** Look! Super Suzy is here. We are saved!

**SUPER SUZY:** Let's go home in my super plane!

**CHILDREN:** Super Suzy, you are the best!

### TASK 3 LISTEN AND READ. (p. 24)

- Play the recording by pausing and the pupils repeat together.
- Finish the sentence!* Read the story by stopping before the last word. The pupils read the last word.



#### TASK 4 CHOOSE THE CORRECT ANSWER. (p. 25)

- The pupils do the task in pairs. Check by reading.

#### TASK 5 LISTEN AND POINT. (p. 25)

- GAME – ABRACADABRA.** *I'm a wizard and this is my magic wand! Abracadabra, weezy woo, I am driving a car and so are you!* (You "enchant" the pupils and they start miming.)
- Using the Abracadabra game introduce the following: *driving a car, drinking milk, drawing a flower, flying, swimming.* Depending on the abilities of the class, introduce more collocations: *drinking juice / tea, drawing a house / a car, reading a book / a letter / a comic book, writing a letter / a postcard...*
- Play the recording and the pupils point to the correct pictures in the Student's Book.

#### Tapescript Track 17

#### SUPER SUZY'S MAGIC

Super Suzy, wheezy-woo,  
I'm drawing a picture and so are you!  
Super Suzy, wheezy-woo,  
I'm driving a car and so are you!  
Super Suzy, wheezy-woo,  
I'm swimming and so are you!  
Super Suzy, wheezy-woo,  
I'm flying and so are you!

#### TASK 6 LISTEN AND MIME. (p. 25)

**GAME – SIMON SAYS.** Please see the List of activities for more details.

- Mirror and echo.** Mime actions and the pupils mirror you. Repeat by miming actions in a different order. Then say the actions and the pupils mime.

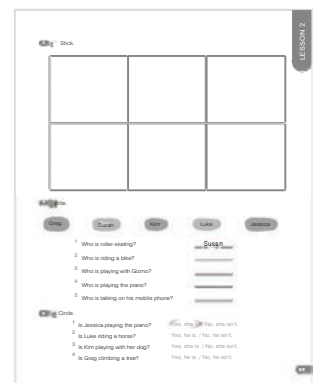
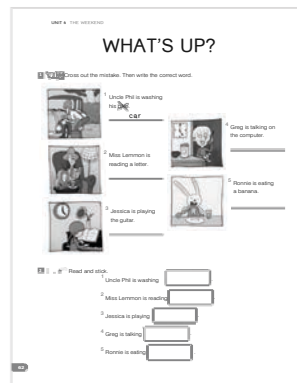
#### TASK 7 LISTEN AND SAY THE CHANT. (p. 25)

- Play the recording and the pupils sing along and mime along. Divide the pupils in four groups, each group sings and mimes one verse. Repeat the activity four times so that all pupils mime all the actions.

#### RONNIE'S WORSHOP (p. 25)

- Prepare the necessary material: a ladle or a stick, scissors, glue, aluminum foil and a star.
- Cut out a star.
- Glue the star onto the ladle.
- Wrap the star in aluminum foil.
- Use it as Super Suzy's magic wand.

**TIP:** Have fun with the picture book *Super Suzy* (Building Blocks Editions). Motivate the pupils to make a picture book with their favourite characters.



## LESSON 4 KIM'S SONG

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

GRAMMAR	<ul style="list-style-type: none"> <li>Use: <i>I'm playing, he's jumping, she's cutting, we're speaking</i></li> </ul>
LANGUAGE FUNCTIONS	<ul style="list-style-type: none"> <li>mime an action</li> <li>relate visual content to the written form of the word</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li><i>activities – playing, jumping, cutting, speaking</i></li> </ul>

### SKILLS

READING	<ul style="list-style-type: none"> <li><b>Song: Kim's Song</b></li> <li>matching words and pictures</li> <li>matching sentences</li> <li><b>Song: Kim's Song</b></li> <li>relating visual to auditive content</li> </ul>
LISTENING	<ul style="list-style-type: none"> <li>understanding simple sentences</li> <li>listening comprehension</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>reproducing a song</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>writing individual words</li> </ul>

### CROSS-CURRICULAR CORRELATION

- MUSIC: singing

### TASK 2 LISTEN AND MIME. (p. 26-27)

- Show action cards and the pupils mime them.
- GAME – MIME.** Some pupils mime actions and other pupils guess the actions.
- Play the recording and show actions.

### INTRODUCTION

- GAME – ACTION CARDS.** Prepare ten action cards. Show them to the pupils quickly and stick them on the board face down. Write numbers 1-10 under the cards. Divide the pupils in two groups. The pupils try to guess which number hides which action. When they guess, turn the card over and the group scores a point.

### TASK 1 LISTEN AND POINT. (p. 26-27)

- Repeat the actions from the song.
- GAME – SIMON SAYS.** Distribute action cards to the pupils. They listen to the recording and order the cards correctly on the board. Play the recording again to check.
- Ask the pupils to open their Student's Books and point to the pictures.

#### Tapescript

#### Track 18

#### KIM'S SONG

Look at me! I'm playing with a dog. Look at Greg! He's jumping like a frog. Look at me! I'm walking like a cat.  
Look at Super Suzy! She's flying like a bat. Look at me! I'm swinging like a parrot.  
Look at Ronnie! He's eating a big carrot. Look at me! I'm sitting on the chair.  
Look at Elliot! He's sleeping like a bear. Look at me! I'm drinking a milkshake.  
Look at Jessica! She's cutting a big cake. Look at me! I'm swimming like a fish.  
Look at us! We're speaking English.

**TASK 3 LISTEN, MIME AND SING. (p. 26-27)**

- **Finish the sentence!** Say the first part of each line and the pupils finish the lines.
- **Where does it say?** Say random lines in Georgian and the pupils find them and read them in English.
- **Silly teacher!** Make mistakes as you read some words and the pupils correct you. Play the recording and mime actions. *Let's listen to the song and do the actions!* Repeat the activity several times. The pupils gradually join in and start singing.
- **GAME – BINGO.** The pupils circle three words in the text. Read lines in a jumbled order and the pupils cross out the circled word when they hear it. The pupil who is the first to cross out all three words is the winner.



**WORKBOOK, p. 24-25**

**UNIT 4 THE SONGS**

**KIM'S SONG**

1 Listen and put the pictures in the right order.

2 Match.

1 I'm playing with a dog.	He's eating a big carrot.
2 I'm walking like a cat.	She's flying like a bee.
3 I'm swinging like a parrot.	She's cutting a big cake.
4 I'm sitting on the chair.	We're speaking English.
5 I'm drinking a milkshake.	He's jumping like a frog.
6 I'm swimming like a fish.	He's sleeping like a bear.

3 Match word with picture.

English a cat a carrot a milkshake a dog a chair a bear

4 Which words rhyme?

a dog a frog

**Workbook tapescript Track 8**

**Narrator:**

1 Look at me! I'm playing with a dog.  
Look at Greg! He's jumping like a frog.

2 Look at me! I'm walking like a cat.  
Look at Super Suzy! She's flying like a

3 Look at me! I'm swinging like a parrot.  
Look at Ronnie! He's eating a big carrot.

4 Look at me! I'm sitting on the chair.  
Look at Elliot! He's sleeping like a bear.

5 Look at me! I'm drinking a milk shake.  
Look at Jessica! She's cutting a big cake.

6 Look at me! I'm swimming like a fish.  
Look at us! We're speaking English.

# LESSON 5 LET'S CHECK!

LEARNING OUTCOMES: 1 ၂၅၆. သာဏ်း. (I): 1,2,3,4,5,6,7,8,9,10  
By the end of this lesson, pupils will be able to:

- GRAMMAR** • consolidate structures of unit 2
- describe a picture
- LANGUAGE FUNCTIONS** • mime an action
- describe their activities
- categorise words into correct groups
- VOCABULARY** • vocabulary of unit 2

## SKILLS

- READING** • **Mind map**
- matching pictures and words / sentences
- completing sentences
- LISTENING** • **GAME**
- checking answers
- listening comprehension
- SPEAKING** • conversation about words and structures from unit 2
- describing pictures
- WRITING** • writing individual words based on the model

## CROSS-CURRICULAR CORRELATION

- ART: Making a poster

## INTRODUCTION

Together with the pupils leaf through the Student's Book and recall what you learnt in this unit (activities). Sing the songs from unit 2.

## TASK 1 PLAY THE GAME. (p. 26)

- Divide the pupils in groups. Ask them to open the Student's Books on page 30.
- Play the recording so the pupils can check what the picture represents. The pupils listen, question by question, and the volunteers answer.
- Give each group a dice. They play the game by moving forward based on the number on the dice. Then they need to show a suitable action and say the sentence. If their answer is correct, they remain on that field, but if not, they go back. The pupil who first reaches the finish line is the winner.



## WORKBOOK, p. 24-25

UNIT 4 THE HISTORY

### LET'S CHECK!

Do you remember the Actions Board Game? Match.

Who is flying?	Choose the right picture.
Who is roller-skating?	Who is reading?
Who is washing his car?	Who is talking on the phone?
Who is sleeping?	Who is drinking?
Who is jumping?	Who is riding?

1. Kim is reading.  a book  a newspaper

2. Ronnie is eating.  ice cream  a sandwich

3. Luke is riding.  a bike  a horse

4. Jessica is playing.  the piano  the guitar

5. Super Suzy is drinking.  milk  her super-milk

6. Super Suzy is driving.  her super car  a bike

Copy the right words and draw.

book	car	phone	plane	skateboard	tree
car	skateboard	phone	skateboard	skateboard	skateboard
phone	skateboard	phone	skateboard	skateboard	skateboard
car	skateboard	phone	skateboard	skateboard	skateboard
car	skateboard	phone	skateboard	skateboard	skateboard

1. Kim is reading.  a book  a newspaper

2. Ronnie is eating.  ice cream  a sandwich

3. Luke is riding.  a bike  a horse

4. Jessica is playing.  the piano  the guitar

5. Super Suzy is drinking.  milk  her super-milk

6. Super Suzy is driving.  her super car  a bike

## ANSWER KEY:

1. Super Suzy is flying.
2. Kim is reading.
3. Go back to 1.
4. Susan is roller-skating.
5. Monkey is climbing a tree.
6. Jessica is playing the piano.
7. Uncle Phil is washing his car.
8. Go to 10!
9. Ronnie is eating a carrot.
10. Miss Lemon is reading a book.
11. Greg is talking on the phone.
12. Go back to 11!
13. Penguin is swimming.
14. Elliot is sleeping.
15. Go to 17!
16. Super Suzy is driving a car.
17. Kangaroo is jumping.
18. Luke is riding his bike.
19. Super Suzy is drinking super milk.
20. They are talking.

## Tapescript Track 19

### NARRATOR:

- 1 What is Super Suzy doing?
- 2 What is Kim doing?
- 3 GO BACK TO 1!
- 4 What is Susan doing?
- 5 What is the monkey doing?
- 6 What is Jessica doing?
- 7 What is Uncle Phil doing?
- 8 GO TO 10!
- 9 What is Ronnie doing?
- 10 What is Miss Lemmon doing?
- 11 What is Greg doing?
- 12 GO BACK TO 11!
- 13 What is the penguin doing?
- 14 What is Elliot doing?
- 15 GO TO 17!
- 16 What is Super Suzy doing?
- 17 What is the kangaroo doing?
- 18 What is Luke doing?
- 19 What is Super Suzy doing?
- 20 What are they doing?

## Workbook tapescript

### Track 9

#### Narrator:

- 1 Kim is reading a comic book.
- 2 Jessica is playing the piano.
- 3 Ronnie is eating a carrot.
- 4 Super Suzy is drinking her super milk.
- 5 Luke is riding a bike.

### RONNIE'S PROJECT (p. 29)

- Together with the class, look at all the pictures in the Student's Book and describe them. Talk about the weekend and free time. The pupils bring the pictures representing the activities they do.
- They make a poster with the pictures by writing what they do under each picture. If they don't have pictures, they can draw themselves.

**TIP:** If the pupils don't do anything special in their free time, they can draw some activities they find interesting.

### IN GROUPS (p. 29)

- Start a conversation on the activities used in class within this unit. Remind the pupils of vocabulary and structures in this unit. Motivate pupils to think why they liked a certain activity and what exactly they practised in each activity.
- Study the map with the pupils and go through each word category and say what each picture represents. At the same time, the pupils mark with a plus sign all the pictures they can name in English, thus doing self evaluation.
- **GAME – BINGO.** The pupils draw a table with six fields in their notebooks and write actions in the fields. Draw action cards and the pupils cross out the actions you named in their tables. The pupil who is the first to cross out all the actions says *Bingo!* and wins.

#### **FURTHER PRACTICE:**

**You can play more games with** these maps depending on the knowledge and affinities of the class. Some of the possible games are: *cross out game*, *how many words can you remember*, *sorting out*, *get rid of your card*, *teacher may I have*, *memory*, *bingo*.

## UNIT 3 SUMMER ADVENTURES

### LESSON 1 A SUMMER PINBOARD

LEARNING OUTCOMES: *სწავლა დაწესება*. (I): 1,2,3,4,5,6,8  
By the end of this class, pupils will be able to:

GRAMMAR	<ul style="list-style-type: none"> <li>Use 3<sup>rd</sup> person singular and plural present continuous for activities (affirmative and negative forms)</li> <li>Answer questions on texts</li> </ul>
LANGUAGE FUNCTIONS	<ul style="list-style-type: none"> <li>Talk about what the characters did on their holidays</li> <li>Use new vocabulary for summer activities in sentences</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>Discuss what the characters are doing using new collocations</li> </ul>
<b>SKILLS</b>	
READING	<ul style="list-style-type: none"> <li><i>Welcome back!</i></li> <li><i>Kim and Gizmo's holiday</i></li> </ul>
LISTENING	<ul style="list-style-type: none"> <li><i>Welcome back!</i></li> <li><i>Kim and Gizmo's holiday</i></li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>Discuss what the characters are doing</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>Copy words and sentences</li> </ul>
<b>CROSS-CURRICULAR CORRELATION</b>	
<ul style="list-style-type: none"> <li>Georgian language</li> </ul>	

#### LESSON 1

#### INTRODUCTION

- Discuss the pupils' summer holidays. Pupils show their photos and briefly explain in Georgian where and who with they have spent their holidays.
- Explain to the pupils that they will find out about how some of the characters in the book have spent their holidays. Write the title *A summer pinboard* on the board. Explain the word *pinboard*.

#### PRESENTATION

##### INTRODUCING NEW VOCABULARY

- Prepare flashcards (*a bat, a castle, a jungle, a boat, an alligator, a bridge, an umbrella, a shark, teeth*). Show the pupils the flashcards and say the new vocabulary. The pupils repeat, first in chorus, then individually.
- FIND THE CORRECT CARD.** The flashcards are on the desk. Call out a pupil's name and say one of the words. The pupil finds the correct card, repeats the word and puts the card on the board.
- TOUCH THE CORRECT CARD ON THE BOARD.** Say the words. Pupils must touch the correct card. This activity can be turned into a game. Two pupils come to the board. Say the word and the first pupil to touch the correct flashcard wins. Prepare flashcards with the characters: *Jessica, Greg, Elliot* and *Uncle Phil*. Explain that the characters have also had unforgettable summer holidays. Signal to the pupils that the new vocabulary is connected to the summer adventures of the main characters. Ask if they have any idea as to where the characters have been or what they have done.

Put the characters flashcards on one part of the board. Pupils give their suggestions and put the new vocabulary flashcards next to the correct character flashcard. Accept all the suggestions and explain that they will soon find out about the characters' holidays.

#### TASK 1, STUDENT'S BOOK (p. 30)

- Pupils look at the pictures and read the text. They match the texts to the pictures.

##### ANSWER KEY:

**Picture 1** It's raining. Jessica is standing on a bridge in London. She has got an umbrella. She likes rain very much.  
**Picture 2** It's hot and sunny. Greg is riding a big shark. It has got big teeth, but Greg is not scared. It's just a toy shark.  
**Picture 3** Uncle Phil and Ronnie are in the jungle. They are rowing a boat. An alligator is looking at them!  
**Picture 4** It's evening. The bats are flying. Elliot and his family are visiting an old castle. It looks spooky! April is happy, but Elliot is scared.

#### TASK 2, STUDENT'S BOOK (p. 30)

- Play recording 3. Pupils listen and check their answers.
- Play the recording again. Pause after each sentence. Pupils repeat in chorus. Volunteers translate the text.

##### TAPESCRIPT 20

###### Narrator:

1 It's raining. Jessica is standing on a bridge in London. She has got an umbrella. She likes rain very much.  
 2 It's hot and sunny. Greg is riding a big shark. It has got big teeth, but Greg is not scared. It's just a toy shark.  
 3 Uncle Phil and Ronnie are in the jungle. They are rowing a boat. An alligator is looking at them!  
 4 It's evening. The bats are flying. Elliot and his family are visiting an old castle. It looks spooky! April is happy, but Elliot is scared.

#### TASK 3, STUDENT'S BOOK (p. 30)

- Pair work. Pupils ask and answer questions. At the end of the task check the questions and the answers with the entire class.

##### ANSWER KEY:

1 Who is in London? **Jessica.**  
 2 Who is rowing a boat? **Uncle Phil and Ronnie.**  
 3 Who is visiting an old castle? **Elliot and his family.**  
 4 Who is riding a shark? **Greg.**  
 5 Who has got an umbrella? **Jessica.**  
 6 Who is scared? **Elliot.**  
 7 Who is not scared? **Greg.**  
 8 Who is wearing a hat? **Uncle Phil.**



## LESSON 2

### INTRODUCTION

#### HOMEWORK CHECK – KNOCK KNOCK SENTENCES

- Check homework. Read the sentences in Task 2, Workbook (p. 28). Instead of reading a verb, knock on the desk. Pupils complete the sentences with the correct verbs. Finally, volunteers read the texts aloud.

### PRESENTATION

#### DRAW THE WORD

- Slowly start drawing *ice cream, a sandcastle, a bone, a ball* on the board. Pupils guess the words from the drawings. Revise the meaning of the words.
- Prepare flashcards showing Kim and Gizmo. Explain that they will now find out how Kim and Gizmo have spent their holidays. Point to the drawings on the board. Pupils guess which drawing refers to which character. Assist and encourage the discussion in English, e.g. *What is Kim doing? – She is eating an ice cream., What is Gizmo doing? – He is playing with a ball.*

#### TASK 4, STUDENT'S BOOK (p. 31)

- Play recording 4. Pupils listen and read the text. They answer the question whether Kim and Gizmo are happy to be going home.

#### TAPESCRIPT 21

##### Narrator:

- 1 Kim is eating an ice cream.  
Uh-oh. She is not eating an ice cream any more.
- 2 Kim is sleeping.  
Uh-oh. She is not sleeping any more.
- 3 Kim is making a sandcastle.  
Uh-oh. She is not making a sandcastle any more.
- 4 Gizmo is swimming.  
Uh-oh. He is not swimming any more.
- 5 Gizmo is eating a bone.  
Uh-oh. He is not eating a bone any more.
- 6 Gizmo is playing with a ball.  
Oh-oh. He is not playing with a ball any more.
- 7 Kim and Gizmo are not going to the beach today. They are going home!

#### ANSWER KEY:

Yes, they are happy to go home.

#### TASK 5, STUDENT'S BOOK (p. 31)

- Play recording 4 again. Pupils listen and point the activities.

#### WHAT ARE THEY DOING?

- Ask a pupil to come to the board. Whisper an activity, e.g. *eat an ice cream*. While the pupil is miming the activity, say *Look at him! He is eating an ice cream*. Write the sentence on the board. Repeat the procedure with several other pupils. Ask a few pupils to come to the board. Whisper an activity and repeat the procedure but this time in 3<sup>rd</sup> person plural. *Look at them! They are going home*. Write the sentence on the board.
- Ask a few pupils to come to the board. Whisper an activity for the pupils to act out but this time say sentences in negative form, e.g. *Look at her! She is not making a sandcastle.* or *Look at them! They are not swimming*. Write the negative form of the sentences on the board.
- Pupils copy the examples of sentences into their notebooks.

### WAVE YOUR HANDS IF IT'S TRUE

- Say sentences about Kim and Gizmo. If the sentence is true, pupils wave their hands, and if it is not, they stay still, e.g. *Gizmo is eating an ice cream. Kim is not eating a bone.* etc.

#### TASK 6, STUDENT'S BOOK (p. 31)

- Pupils match the two parts of the sentences. Check with the whole class. Read the beginning of the sentences and the pupils finish them. Then read the ending of the sentences and the pupils read the beginning. Finally, the pupils read the whole sentences.

#### ANSWER KEY:

- |   |  |
|---|--|
| 1 Kim is not eating an ice cream because...           | 5 he is running away from the big dog. |
| 2 Kim is not sleeping because...                      | 3 Gizmo is digging in the sand.        |
| 3 Kim is not making a sandcastle because...           | 4 he is afraid of the shark.           |
| 4 Gizmo is not swimming, because...                   | 6 they are going home.                 |
| 5 Gizmo is not eating a bone because...               | 1 it is on the ground.                 |
| 6 Gizmo and Kim are not going to the beach because... | 2 Gizmo is kissing her.                |



### WORKBOOK PRACTICE

#### TASK 3, WORKBOOK (p. 29)

- Pupils copy the sentences next to the correct pictures and read their answers.

### ENDING THE LESSON

#### JUMP TO THE SIDE

- Divide the classroom into two areas (*true/ false*). Pupils stand in the middle. Say sentences from the texts on pp. 10-11 in the Student's Book, e.g. *Jessica is standing on a bridge in London. Greg is not riding a shark. Uncle Phil and Ronnie are in London.* etc. Pupils jump to the right area. If the sentence is false, ask the pupils to correct it.

### HOMEWORK

Task 4, Workbook (p. 29)



# LESSON 2 UNCLE PHIL'S TRIP

**LEARNING OUTCOMES** | უცბ. დაწყ. (I): 1,2,3,4,5,6,7,8  
By the end of this class, pupils will be able to:

- GRAMMAR**
  - Use 1<sup>st</sup> person singular present continuous for actions (positive and negative forms)
- LANGUAGE FUNCTIONS**
  - Answer questions on texts
  - Describe an action
  - Sing a song
  - Use new collocations in sentences
- VOCABULARY**

### SKILLS

- READING**
  - Uncle Phil's trip*
  - Row, Row, Row Your Boat*
- LISTENING**
  - Uncle Phil's trip*
  - Row, Row, Row Your Boat*
- SPEAKING**
  - Discuss the characters' actions
- WRITING**
  - Copy sentences after a model

### CROSS-CURRICULAR CORRELATION

- Georgian language
- Music

## LESSON 1

### INTRODUCTION

#### HOMEWORK CHECK

- Say a picture number. Pupils read the correct sentence.

#### CHARADES

- Put pupils into two groups. Prepare pieces of paper with actions written on them for the pupils to mime. Pupils come to the board, take a piece of paper from a box and mime. The rest of the group must say what the pupil is miming, e.g. *She is eating an ice cream.*

### PRESENTATION

#### INTRODUCING NEW VOCABULARY

- Prepare word cards (*swing, eat a banana, ride a camel, sit under a palm tree, build an igloo, drink tea, row a boat*). Show the cards and say the words and phrases. Pupils first listen, then they repeat in chorus and afterwards individually. Put the word cards on the board. Number the word cards. Ask questions, e.g. *What number is 'ride a camel'?* Afterwards, ask more difficult questions, e.g. *What is number 4?*
- RING THE BELL.** Pupils come to the board. Whisper an action for them to mime. If the pupil knows how to mime the action, they can ring the bell, mime, and the other pupils guess the action. If the pupil does not understand the meaning of the action, assign a different one. Write the title *Uncle Phil's Trip* on the board. Remind the pupils that Uncle Phil went on a trip around the world in his balloon. Explain that Uncle Phil has now returned and that he will tell them about his adventures. Pupils study the flashcards and word cards on the board and guess what Uncle Phil and Ronnie have been doing on their trip.

#### TASK 1, STUDENT'S BOOK (p. 32)

- Play recording 22. Pupils listen and read, and then answer the questions.

#### TAPESCRIPT 22

**Jessica:** What are you doing Uncle Phil?  
**Uncle Phil:** I'm swinging.  
**Ronnie:** I'm not swinging. I'm eating a banana. I'm so hungry!  
**Greg:** What are you doing Uncle Phil?  
**Uncle Phil:** I'm riding a camel.  
**Ronnie:** I'm not riding a camel. I'm sitting under a palm tree. I'm so hot!  
**Kim:** What are you doing Uncle Phil?  
**Uncle Phil:** I'm building an igloo.  
**Ronnie:** I'm not building an igloo. I'm drinking tea. I'm so cold!  
**Elliot:** What are you doing Uncle Phil?  
**Uncle Phil:** I'm rowing a boat.  
**Ronnie:** I'm rowing a boat, too. I'm so scared!

#### ANSWER KEY:

Ronnie is scared because an alligator is looking at him.

#### TASK 2, STUDENT'S BOOK (p. 32)

- Play recording 22 again but with pauses after each sentence. Pupils listen and repeat.

#### WHO AM I?

- Say the sentences in the text. Pupils guess who the speaker is - Uncle Phil or Ronnie.

#### TASK 3, STUDENT'S BOOK (p. 32)

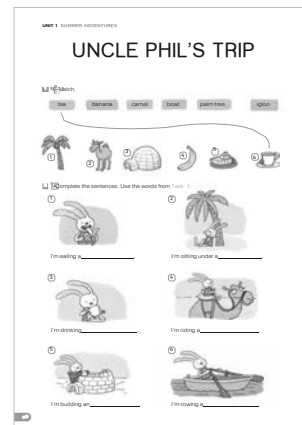
- Put pupils into smaller groups. Pupils practise the dialogue. Then volunteers come in front of the class and act it out.



### WORKBOOK PRACTICE

#### TASK 1, WORKBOOK (p. 30)

- Pupils match the words to the pictures. Ask questions, e.g. *What number is a camel? What is number 2? etc.*



### ENDING THE LESSON

#### ACTION CHINESE WHISPERS

Put pupils into two groups. Pupils stand in two lines. Whisper an action to the first pupil in line, e.g. *I'm eating a banana.* The last pupil in line must mime the action. If the student has mimed well, he/she comes to the front of the line and chooses a new action.

### HOMEWORK

Task 2, Workbook (p. 30)

## LESSON 2

### INTRODUCTION

#### HOMEWORK CHECK

- Give pupils a plush Ronnie toy. Pupils pass it around and on the given mark (a word or a sound) the pupil holding Ronnie must answer a question, e.g. *Ronnie, what are you doing in picture number 1? – I'm eating a banana.*

#### SIMON SAYS

- Say collocations. Pupils mime actions according to the rules of the game.

#### YES/NO CHAIRS

- Put two chairs in front of the board, their backrests facing the board, one marked *yes* and the other *no*. Put the pupils into two groups. Say true and false sentences about Uncle Phil and Ronnie's trip, e.g. *Ronnie is riding a camel. Uncle Phil is building an igloo.* etc. Pupils sit on the correct chair. The group whose representative sits on the correct chair first wins a point.

### PRESENTATION

#### WAVE YOUR HANDS IF IT'S TRUE

- Assume the role of Uncle Phil and talk about "your" travels. Prepare sentence cards. Read the sentences on the cards. Pupils wave their hands if the sentence is true. Put each read sentence on the board.  
True sentences: *I'm building an igloo. I'm swinging.*
- I'm not riding a lion. I'm not building a pyramid.*  
False sentences: *I'm building a pyramid. I'm riding a monkey. I'm not riding a camel. I'm not swinging.*

#### TRUE/FALSE COPYING DICTATION

- Draw two columns on the board: *true/false*. Pupils copy the table into their notebook. Pupils copy two sentences into each column.
- After they have finished copying the sentences, ask the pupils to read the sentences and sort them out into correct columns on the board. The rest of the class checks the sentences in their columns.

TRU	FALS
I'm swinging.	I'm building a pyramid.
...	...

#### TASK 4, STUDENT'S BOOK (p. 33)

- Pupils match the sentences to the pictures. Ask questions, e.g. *What is number 1? – I'm fishing.*

#### ANSWER KEY:

- 4 I'm swimming. 1 I'm fishing. 3 I'm drinking tea.  
2 I'm dancing.

#### TASK 5, STUDENT'S BOOK (p. 33)

- Pair work. After they have finished asking questions and acting them out in pairs, pairs come to the board to role-play their dialogues.



### WORKBOOK PRACTICE

#### TASK 4, WORKBOOK (p. 31)

- Pupils study the pictures and then listen to recording 10. They tick the actions done by the characters. Help the pupils pronounce the negative form of the sentences. Write *I'm not...* on the board and help with the collocations.



#### TASK 6, STUDENT'S BOOK (p. 33)

- Discuss the picture with the pupils. Ask questions, e.g. *Who is in the picture? What are they doing? Who is in the river? Who is scared? Why is Ronnie scared?*
- Play recording 23. Pupils listen to the song and read the lyrics. Read the song verse by verse. Pupils listen and repeat.
- WHERE DOES IT SAY?** Say the verses in Georgian. When they find the English translation, pupils volunteer to read.
- Play the recording again. Pupils listen and sing.

#### TAPESCRIPT 23

##### Row, Row, Row Your Boat (traditional song)

Row, row, row your boat Gently  
down the stream. Merrily,  
merrily, merrily, Life is  
but a dream.

Row, row, row your boat  
Gently down the stream.  
If you see an alligator,  
Don't forget to scream.

### ENDING THE LESSON

#### SILLY SENTENCES

- Remind the pupils of the new collocations. Explain that they will now draw and write silly sentences, e.g. *I'm eating a palm tree., I'm riding an igloo.* Pupils draw and write the sentences into their notebooks.
- This activity can also be done by asking pupils to draw their silly sentences on pieces of paper. Collect all the papers and put them in a box. Volunteers draw out papers, study the pictures, and describe them.

### HOMEWORK

Task 3, Workbook (p. 31)

## LESSON 3 PIXY'S NEW COAT

LEARNING OUTCOMES: 1 უცბ. დაწყ. (I): 1,2,3,4,5,6,7,8  
By the end of this class, pupils will be able to:

GRAMMAR	<ul style="list-style-type: none"> <li>Use 3<sup>rd</sup> person singular and plural present continuous to describe actions</li> <li>Retell a story</li> <li>Answer questions on the story</li> <li>Describe a person (feelings and clothes)</li> </ul>
LANGUAGE FUNCTIONS	<ul style="list-style-type: none"> <li>Distinguish appropriate and inappropriate expressions when addressing friends</li> <li>Sing a song</li> </ul>
VOCABULARY	List and describe clothes and colours

### SKILLS

READING	<ul style="list-style-type: none"> <li><i>Pixy's New Coat</i></li> <li><i>Have you Ever Seen a Penguin?</i></li> </ul>
LISTENING	<ul style="list-style-type: none"> <li><i>Pixy's New Coat</i></li> <li><i>Have you Ever Seen a Penguin?</i></li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>Retell a story</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>Write a postcard</li> <li>Copy sentences after a model</li> </ul>

### CROSS-CURRICULAR CORRELATION

- Georgian language
- Music
- Art

## LESSON 1

### INTRODUCTION

#### NOUGHTS AND CROSSES

- After checking homework, prepare nine questions on the story of Uncle Phil and Ronnie's trip, e.g. *What is Uncle Phil doing in the jungle? Why is Ronnie eating a banana? Who is riding a camel? Why is Ronnie scared? Who is cold?* etc. Draw a 3x3 table on the board and number each field (1 – 9). Put pupils into two groups and start playing noughts and crosses. To score a point, pupils must answer the question correctly.



### WORKBOOK PRACTICE

#### TASK 4, WORKBOOK (p. 31)

### PRESENTATION

#### FLASHING CARDS

- Prepare clothes flashcards. Put pupils into two groups. Show each flashcard quickly, pupils need to remember the words. The group to say the correct word first wins a point.

#### FASHION SHOW

- Ask a few pupils to come to the board and pretend they are models in a fashion show. Other pupils describe what the pupil-models are wearing, e.g. *Mark is wearing a jacket. Maria is wearing a T-shirt.*

#### FLASHCARD TIDY UP

- Draw two columns on the board - *hot* and *cold*. Spread the flashcards on the desk. Pupils take a flashcard, say what is on it and then put it in the correct column.

If some item of clothing belongs to both columns, place it in the middle.

- Write on the board *I would like...* Pupils volunteer and say what they would like to get or buy to renew their wardrobe.

### MEET PIXY

- Explain to the pupils that they will listen to a story about Pixy. Show a flashcard of Pixy and ask which animal it is: *Pixy is a penguin*. Discuss penguins and habitats with the pupils, e.g. *Where do penguins live? Is it cold there?*

### TASK 1, STUDENT'S BOOK (p. 34)

- Play recording 24. Pupils listen and read. They answer the question.
- Play the recording again. Pause after each sentence. Pupils read and repeat.

### ANSWER KEY:

1 b) friends are always here for you

### TAPESCRIPT 24

#### Narrator:

- This is Pixy. He is visiting his friends in the Arctic.
- It's sunny today. Pixy is wearing his black and white coat. He is hot, very hot. He would like a new summer coat.
- Pixy is in the shop now. The red coat is too big. The blue coat is too small. Oh, no!
- Look at Pixy now. He is wearing a green coat. It's perfect!
- But Pixy is sad. His friends are laughing. He looks so funny.
- What's this? A beautiful orange parasol for Pixy. He is very happy.
- Pixy is wearing his black and white coat again, but he is not hot any more.

### WHERE DOES IT SAY?

- Read translations of sentences in the text. Pupils find the sentences in the text and volunteer to read them.

### TASK 2, STUDENT'S BOOK (p. 35)

- Pupils do the task individually. Then they read their sentences, explain if they are true or false, and correct the false ones.

**ANSWER KEY:** 1 – NO. He is visiting his friends in the Arctic. 2 – NO. He is hot. 3 – YES. 4 – NO. They are laughing. He looks so funny. 5 – YES. 6 – YES.

### ENDING THE LESSON

#### DRAW IT RELAY

- Put pupils into two groups. Prepare a stopwatch. Whisper an item of clothing to the first member of each group (each group should get a different word in order not to draw the same item of clothing simultaneously). Pupils draw the given word and the rest of their groups guess the item. After they have guessed, they send the next representative. The group to draw and guess more words in the allotted time wins.

### HOMEWORK

Task 1, Workbook (p. 32)

## LESSON 2

### INTRODUCTION

#### HOMEWORK CHECK

- Allot one minute for studying Task 1 in the Workbook and comparing answers in pairs. Then, ask the pupils to close their Workbooks. Ask questions and elicit answers from the pupils. Afterwards, the pupils read their questions and choose other pupils to answer them.

#### SORT OUT THE PICTURES

- Prepare cut out copies of the seven pictures from the story for each smaller group of pupils. Ask the pupils to list things and animals they can see in the pictures. In groups, pupils put the pictures in the correct order. Check if the pupils have put the pictures in the correct order. Read key sentences in the text or play recording 7 for the pupils to check the order of pictures. Randomly read key sentences in the story. Pupils hold up the correct pictures.
- Remind the pupils of the moral of the story in Task 1 in the Student's Book on p. 36. Initiate a discussion on friendship.

### PRESENTATION

#### TASK 3, STUDENT'S BOOK (p. 35)

##### 3 a)

- Read the sentences in English, pupils listen and repeat.
- Say translations of the sentences. Pupils find the corresponding sentences in English and read them.
- Pupils tick the sentences they say to friends. Draw a two-column table on the board. In the left column draw a smiley face, and in the right column a sad face. Pupils copy the table into their notebooks and then copy the sentences in the correct column. Initiate a discussion on a topic chosen by the pupils.

😊	☹️
I love you!	You're stupid!
...	...

##### 3 b)

- Pupils answer the question. Encourage pupils to use English when answering.

**ANSWER KEY:** Pupils' own answers.

### WORKBOOK PRACTICE

#### TASK 2, WORKBOOK (p. 33)

- Pupils read the descriptions and colour the pictures. They read the descriptions of pictures. Finally, they ask questions, e.g. *What is red?* – *A T-shirt! A scarf!*

#### TASK 3, WORKBOOK (p. 34)

- Pupils dress Pixy themselves and then write one sentence about what they have drawn. They show their pictures and explain what Pixy is wearing.
- This task can be turned into a **DRAWING DICTATION**. Say sentences about Pixy and what he is wearing, the pupils draw. Then they compare their drawings or draw Pixy on the board and repeat what he is wearing for everyone to check.

#### TASK 4, STUDENT'S BOOK (p. 35)

- Use TPR to introduce the verbs *swim*, *slide* and *waddle*. Say and mime the verbs. Pupils repeat the verbs and mime. Pupils then walk around the classroom. Quickly change the verbs. Pupils follow instructions.
- Play recording 25. Pupils listen, act out, and sing.

#### TAPESCRIPT 25

##### Have You Ever Seen a Penguin? (song)

Have you ever seen a penguin? A penguin?  
A penguin?  
Have you ever seen a penguin swim this way and that?  
Swim this way and that? And this way and that way?  
Have you ever seen a penguin swim this way and that?  
Have you ever seen a penguin? A penguin?  
A penguin?  
Have you ever seen a penguin slide this way and that?  
Slide this way and that? And this way and that way?  
Have you ever seen a penguin slide this way and that?  
Have you ever seen a penguin? A penguin?  
A penguin?  
Have you ever seen a penguin waddle this way and that?  
Waddle this way and that? And this way and that way?  
Have you ever seen a penguin waddle this way and that?

### ENDING THE LESSON

#### RUNNING DICTATION

- Prepare clothes flashcards. Paste the flashcards in the classroom. Put the pupils into two groups. Each group representative runs to one of the flashcards, reads what it says, runs back to their group, and dictates the word. The group with the fewest number of mistakes wins.

### HOMEWORK

Task 4, Workbook (p. 35)

## LESSON 4 THE SUMMER RAP

LEARNING OUTCOMES: I ግጥም ልናገኝ (I): 1,2,3,4,5,6,7

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

GRAMMAR	<ul style="list-style-type: none"><li>Use <i>I would like to...</i></li></ul>
LANGUAGE FUNCTIONS	<ul style="list-style-type: none"><li>Sing a song</li><li>Express their wishes using <i>I would like to...</i></li></ul>
VOCABULARY	<ul style="list-style-type: none"><li>Revise vocabulary in a new context</li></ul>

### SKILLS

READING	<ul style="list-style-type: none"><li><i>The Summer Rap</i></li></ul>
LISTENING	<ul style="list-style-type: none"><li><i>The Summer Rap</i></li></ul>
SPEAKING	<ul style="list-style-type: none"><li>Reproduce a song</li></ul>
WRITING	<ul style="list-style-type: none"><li>Copy sentences after a model</li></ul>

### CROSS-CURRICULAR CORRELATION

- Music (singing a song)
- Fairytale characters

## INTRODUCTION

### HOMEWORK CHECK

- Pupils read a postcard. Discuss how postcards are written. Draw their attention to the beginning and end of the postcard, i.e. *Dear Peggy, ... Love, Pixy.*

### SPELLING RACE

- Put the pupils into two groups. Pupils study the text *Pixy's New Coat*. Choose a group representative who will come to the board and correctly write the word that the teacher says. Highlight key vocabulary in the text. Group representatives skim the text for the word and memorise how it is spelled. The pupil to write the word on the board fastest and most correctly wins a point. After each word choose a new group representative.
- After all the words have been written on the board, ask the pupils to use them in sentences, e.g. *a penguin – Pixy is a penguin., the Arctic – He is visiting his friends in the Arctic.* etc.

## PRESENTATION

### WHO IS SAYING IT?

- Prepare word cards with the key song vocabulary, *swing – king, me – tea, hot – coat, say – away*, and put them into two envelopes. Put the pupils into two groups. The pupils draw cards from the envelopes and find the rhyming words. The group to first match all the rhyming words wins. Then volunteers read the rhyming pairs.
- Prepare flashcards: *a monkey, a camel, Pixy, Uncle Phil*. Show the pupils the flashcards, ask them who they recognize in the cards and put the cards on the board. Say the verses. The pupils guess which character would like what. After each stanza ask the pupils to give you an answer. Ask *Who would like to be the king? Who would like a cup of tea?* etc.

### TASK 1, STUDENT'S BOOK (pp. 36-37)

- Pupils read the lyrics and match them to the pictures.

### ANSWER KEY:

- Picture 1** Uncle Phil, let me swing! I would like to be the king.  
**Picture 2** I'm so thirsty, look at me! I would like a cup of tea!  
**Picture 3** It is hot, it is hot! I would like a summer coat.  
**Picture 4** It was fun, I must say, But now it's time to fly away.

### TASK 2, STUDENT'S BOOK (pp. 36-37)

- Play recording 26. Pupils listen and point the correct picture.
- Play the recording again. Pupils say the stanzas. Put the pupils into four groups: *the monkey, the camel, Pixy, Uncle Phil*. Pupils listen to the song. When their verse comes, they stand up and mime. Then, reassign the characters and repeat the procedure.

### TAPESCRIPT 26

#### The Summer Rap (chant)

Uncle Phil, let me swing!  
I would like to be the king.  
I'm so thirsty, look at me!  
I would like a cup of tea!

It is hot, it is hot!  
I would like a summer coat.  
It was fun, I must say,  
But now it's time to fly away.



## WORKBOOK PRACTICE

### TASK 1, WORKBOOK (p. 36)

- Pupils read the verses and put them in order. Play recording 9 again, pupils read and check. Then they read each line individually.

### TASK 2, WORKBOOK (p. 36)

- Pupils copy the verses under the correct picture. Finally, they read the song.



## ENDING THE LESSON

### VOCABULARY TENNIS

- Put the pupils into two groups. Write on the board:

I would like to \_\_\_\_\_.

- Ask the pupils to finish the sentence on the board with meaningful words. Assign the first verb, *eat*, and write it on the line. In groups pupils individually complete the sentence, e.g. *I would like to eat an ice cream / an apple / a sandwich* etc. Use different verbs, e.g. *drink, wear, play* etc.

## HOMEWORK

Task 3, Workbook (p. 37)

# LESSON 5 LET'S CHECK!

LEARNING OUTCOMES: **1 უცბ. დაწყ. (I): 1,2,3,4,5,6,7,8,9,10**  
 By the end of this class, pupils will be able to:

GRAMMAR	• Revise Unit 3 language structures
LANGUAGE FUNCTIONS	• Describe a picture and say which actions the characters are doing • Answer questions
VOCABULARY	• Revise Unit 3 vocabulary
<b>SKILLS</b>	
READING	• Questions and answers in tasks
LISTENING	• Answer questions
SPEAKING	• Describe a picture
WRITING	• Write sentences after a model
CROSS-CURRICULAR CORRELATION	
• Georgian language	

## INTRODUCTION

### HOMEWORK CHECK

- Show flashcards with the characters in the song, the pupils read and say the correct sentences in the task. Show the flashcards again and now the pupils recite the entire song.

### FAVOURITE WORDS

- Explain to the pupils that they will revise everything they have learned in Unit 5. Ask them to leaf through Unit 5 and write five new favourite words in their notebooks. The pupils read their lists. Discuss why they have chosen the words on their lists.

## PRESENTATION

### TASK 1, STUDENT'S BOOK (p. 38)

- Pupils study the picture. Ask *What can you see in the picture? Write I can see...* on the board. The pupils complete the sentence.
- **RIDDLES.** Choose a few words from the picture and describe them, e.g. *It's an animal. It's yellow. It's eating a bone.* The pupils guess: *A dog!*
- **CORRECT THE TEACHER.** Say incorrect sentences about the picture. The pupils correct the mistake and say the correct sentence.
- Put the pupils into groups. Allot, e.g. three minutes. The pupils need to write down as many correct sentences as possible.

#### ANSWER KEY:

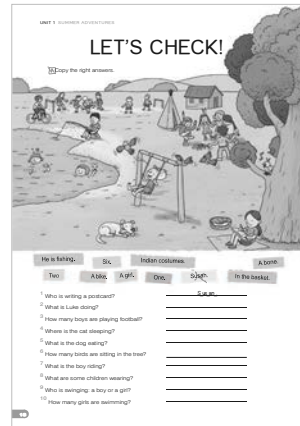
Susan is writing a postcard.  
 Luke is fishing.  
 Two girls are swimming.  
 Six boys are playing football.  
 A cat is sleeping.  
 A dog is eating a bone.  
 A bird is singing.  
 A boy is riding a bike.  
 A girl is swinging.  
 Some children are dancing.

### TASK 1, WORKBOOK (p. 36)

- Pupils match the answers to the questions. Give an answer and the pupils read the correct question.

### TASK 2, WORKBOOK (p. 37)

- Pupils circle the correct verb. Check the answers with the activity **STOP IF IT'S NOT TRUE.** Read the sentences, some correctly and some incorrectly. The pupils shout *Stop!* if the sentence is incorrect and they correct it.



## ENDING THE LESSON

### RONNIE'S PROJECT, STUDENT'S BOOK (p. 39)

- Read the project instructions with the pupils and explain what is expected of them and in which way they will present their projects.

### I CAN SPEAK ENGLISH, STUDENT'S BOOK (p. 39)

- Pupils study the mind map and tick those parts of the mind map they assess to have successfully learned. Check understanding by asking questions, e.g. *What is Kim doing?* The pupils who have ticked that picture volunteer to answer.

## ENDING THE LESSON

### MUSIC ACTION

- Prepare recordings of the songs in Unit 3. The pupils sit in a circle and pass a ball. When the music stops the pupil holding the ball must mime the action assigned by the other pupils.



# UNIT 4 A NEW SCHOOL YEAR

## LESSON 1 A NEW CLASSROOM

<b>LEARNING OUTCOMES:</b>   უცხ. დაწყ. (I): 1,2,3,4,5,6,7,8 By the end of this class, pupils will be able to:	
GRAMMAR	<ul style="list-style-type: none"><li>• Use <i>there is / there are</i> to describe places</li><li>• Use prepositions <i>in, on</i> and <i>under</i> to describe spatial relations</li><li>• Distinguish between the singular and plural form of nouns</li></ul>
LANGUAGE FUNCTIONS	<ul style="list-style-type: none"><li>• Describe a classroom and its contents</li><li>• Describe spatial relations</li><li>• Sing a song</li></ul>
VOCABULARY	<ul style="list-style-type: none"><li>• List classroom objects, furniture and equipment</li></ul>
<b>SKILLS</b>	
READING	<ul style="list-style-type: none"><li>• <i>A new classroom</i></li><li>• <i>The Classroom Song</i></li></ul>
LISTENING	<ul style="list-style-type: none"><li>• <i>A new classroom</i></li><li>• <i>The Classroom Song</i></li></ul>
SPEAKING	<ul style="list-style-type: none"><li>• Describe a classroom</li></ul>
WRITING	<ul style="list-style-type: none"><li>• Organise jumbled sentence parts into a grammatically correct sentence</li><li>• Describe a classroom</li></ul>
<b>CROSS-CURRICULAR CORRELATION</b>	
<ul style="list-style-type: none"><li>• Georgian language</li><li>• Science</li></ul>	

### LESSON 1

#### INTRODUCTION

##### I CAN SEE...

- Ask the pupils to look around the classroom and list all the objects they can see. The pupils answer, e.g. *I can see a blackboard.*
- Prepare a set of twelve familiar flashcards: *a door, a window, a desk, a blackboard, a chair, a pencil, a pencil case, a schoolbag, a book, a notebook, a teacher, a pinboard.* Show the flashcards one by one. When the pupils describe a card using the correct word, put that flashcard on the board.
- Prepare twelve corresponding word cards. Show them word by word, the pupils volunteer to read the words. The pupils volunteer to come to the board and match the word cards to the flashcards.

#### PRESENTATION

##### TASK 1, STUDENT'S BOOK (p. 40)

- The pupils study the picture and list the objects in the classroom. Ask additional questions, e.g. *Where is the ball? What colour is the notebook?*
- Play recording 27. The pupils listen and point. Play recording 27 again but this time with pauses after each word. The pupils listen and repeat.
- Prepare flashcards and ask the pupils to describe them. The pupils first say the words in chorus and then individually. Put each card on the board. Distribute the word cards to the pupils. Ask questions, e.g. *Who has got a ruler?* The pupil with the matching word card comes to the board and places their word card below the flashcard.

- Remove the flashcards one by one from the board and ask the pupils to read the words. Ask the pupils to copy the new vocabulary into their notebooks and then translate it into Georgian with the help of the wordlist at the end of the Student's Book.

##### ANSWER KEY:

A pinboard, a blackboard, chalk, a sponge, a pencil case, a sharpener, a ruler, an eraser, a bookcase, a schoolbag, a book, a notebook, a DVD player, a desk, a chair, a HI-FI set, a world map, a TV set, a poster, a globe.

##### TAPESCRIPT 27

**Narrator:** A pinboard, a blackboard, chalk, a sponge, a pencil case, a sharpener, a ruler, an eraser, a bookcase, a schoolbag, a book, a notebook, a DVD player, a desk, a chair, a HI-FI set, a world map, a TV set, a poster, a globe.

##### TASK 2, STUDENT'S BOOK (p. 40)

- Discuss the picture by asking questions, e.g. *Who can you see? Where are they?*
- Explain to the pupils that they will listen to a description of the classroom. Ask them to underline the classroom objects mentioned in the recording. Play recording 28. Pupils listen and do the task.
- Ask the pupils to list all the objects in the new classroom.

##### ANSWER KEY:

A pinboard, some posters, a bookcase, many books, a TV set, and a DVD player.

##### TAPESCRIPT 28

**Jessica:** Hi, guys! Is this our new classroom?

**Susan:** Yes! Isn't it amazing? Look! There is a big pinboard on the wall.

**Luke:** And there are some posters, too.

**Elliot:** Look at this bookcase! There are so many books here. Something for me!

**Jessica:** Is that a new TV set?

**Greg:** Yes, and there is a DVD player under it, too!

**Susan:** Shush! The teacher is coming. Let's get back to our seats!

##### IN, ON, UNDER

- Remind the pupils of prepositions *in, on* and *under* and write them on the board. Take a pencil and put it in different positions to demonstrate the use of prepositions. The pupils assist in explaining where the pencil is in relation to different objects, e.g. *The pencil is on the desk, under the desk, in the pencil case, on the notebook, in the schoolbag, under the chair* etc. Ask the pupils to take their own pencils. Repeat the sentences from the previous activity. The pupils listen and place the pencil in/on/under the appropriate object in the classroom. Explain where the objects in the picture are located in the classroom. The pupils guess the objects, e.g. *It is on the teacher's desk. It is under the TV set. It is on the wall.* etc.

### TASK 3, STUDENT'S BOOK (p. 41)

- Pupils do the task individually. Then they read the sentences, say whether they are true or false and correct the false ones.

#### ANSWER KEY:

1 – YES. 2 – NO. There is a DVD player under the TV set. 3 – NO. There is a mouse in the schoolbag. 4 – YES. 5 – YES. 6 – NO. There are notebooks on the desk.

### TASK 4, STUDENT'S BOOK (p. 41)

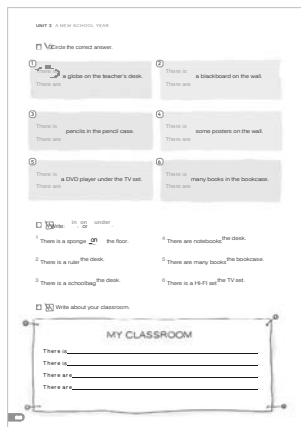
- Put the pupils into groups of five. The pupils should act out the dialogue in Task 2. The pupils distribute the roles within the group. When they are ready, they come in front of the class and role-play the conversation.



### WORKBOOK PRACTICE

#### TASK 3, WORKBOOK (p. 42)

- Before doing the task, draw the pupils' attention to the picture on p. 40 in the Workbook. Say a number and the pupils respond by saying the correct word. Then play **SAY STOP IF IT'S NOT TRUE**. Say sentences, the pupils say *Stop!* if they hear a mistake, e.g. *A schoolbag is on the desk.* – *Stop!* Ask the pupils to correct the mistake, e.g. *A schoolbag is under the desk.*
- The pupils complete the sentences with prepositions *in*, *on* and *under*. After they have finished the task, the pupils read the answers.



### ENDING THE LESSON

#### FREEZE!

- Play a flashcard and word card game. If the cards match, the pupils shout out *Freeze!*

### HOMEWORK

Task 1, Workbook (p. 40)

## LESSON 2

### INTRODUCTION

#### RACE TO TOUCH

- At one end of the classroom spread out the flashcards with the vocabulary from the previous lesson. Put the pupils into two or three groups. The pupils stand at the opposite side of the classroom in groups. Show word cards and group representatives run to the flashcards and touch the correct ones. The fastest representative wins a point for their group.

### HOMEWORK CHECK

- Pupils study the picture of a classroom on p. 40 of the Workbook. Say numbers, the pupils respond by saying the correct word for the object.

### PRESENTATION

#### THERE IS... / THERE ARE...

- Ask questions about the picture of a classroom in the Workbook, e.g. *How many notebooks can you see? How many globes can you see?* The pupils answer.
- Draw a table on the board and write in it the pupils' answers. Write the answers in two columns (singular and plural forms).

There is a globe ...	There are nine desks ...
----------------------------	--------------------------------

- Ask the pupils to say a few sentences about the classroom in the picture with the help of the words in the table, e.g. *There is a blackboard. There are eleven chairs.*
- Ask the pupils what the difference between *there is* and *there are* is. Remind the pupils how plural form of nouns is made in the English language.



### WORKBOOK PRACTICE

#### TASK 2, WORKBOOK (p. 42)

- Before doing the task, ask the pupils to solve riddles, e.g. *It is yellow. It is on the desk. – A ruler!* The pupils circle the correct answer. After they have finished they check their answers in pairs. Then they read the answers.

#### TASK 5, STUDENT'S BOOK (p. 41)

- The pupils study the picture in Task 5. They circle the correct answer. Play recording 12. The pupils listen and check their answers. After the check they read the correct answers.

#### ANSWER KEY:

There's a **mouse** in the schoolbag,  
And a **poster** on the door.  
There are **books** on the desk,  
And a **sponge** on the floor.  
There's a **pinboard**,  
And a **world map** on the wall.  
Shush! I can hear the teacher,  
Coming down the hall.

#### TAPESCRIPT 29

#### The Classroom Song (song)

There's a mouse in the schoolbag,  
And a poster on the door.  
There are books on the desk,  
And a sponge on the floor.  
There's a big pinboard,  
And a world map on the wall.  
Shush! I can hear the teacher,  
Coming down the hall.


**TASK 6, STUDENT'S BOOK (p. 41)**

- Play recording 29 again. Pupils listen and sing the song.

**TASK 7, STUDENT'S BOOK (p. 41)**

- Prepare word cards and distribute them to the pupils. Say the words in English and the pupil with the corresponding word card raises his/her hand. That pupil pastes the card on the piece of furniture in the classroom.
- When all the word cards have been pasted correctly, draw the pupils' attention to the sentences in the task. The pupils describe their classroom, e.g. *In my classroom, there is a door. In my classroom, there are five posters.*
- The pupils open their notebooks and write six sentences about their classroom. When they have finished, a few volunteers may read their sentences.

**ANSWER KEY:** Pupils' own answers.

 **WORKBOOK PRACTICE**

**TASK 5, WORKBOOK (p. 43)**

Pupils try to remember the song *The Classroom Song* and write correct sentences.

**TASK 6, WORKBOOK (p. 43)**

- Play recording 12 for the pupils to check their answers.

**WORKBOOK TAPESCRIPT 12**  
**The Classroom Song**  
**Narrator:**  
 There's a mouse in the schoolbag,  
 And a poster on the door.  
 There are books on the desk,  
 And a sponge on the floor.  
 There's a big pinboard,  
 And a world map on the wall.  
 Shush! I can hear the teacher,  
 Coming down the hall.

**ENDING THE LESSON**

**MEMORY BUZZ**

- Pupils study their classroom and list all the objects in it. One pupil starts the game by saying *In my classroom, there is a TV set.* The next pupil repeats the first sentences and adds another word, e.g. *In my classroom, there is a TV set and a blackboard.*

**HOMEWORK**

Task 4, Workbook (p. 42) and Task 7, Workbook (p. 43)


**Write the correct sentence.**

*Do you remember The Classroom Song?*

There is a mouse in the schoolbag.	There are books on the desk.	There is a poster on the door.
There is a ruler in the schoolbag.	There are three books on the teacher's desk.	There is a globe on the cupboard.
There is a sponge on the floor.	There is a pinboard on the wall.	There is a ball under the chair.
There are six pencils in the pencil case.	There is a world map on the wall.	

**Listen to The Classroom Song and check.**

**Draw and colour.**



## LESSON 2 MATHS RIDDLES

LEARNING OUTCOMES: 1 ოცბ. (1): 1,2,3,4,5,6,7,8

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

- |                    |  |
|--------------------|--|
| GRAMMAR            | <ul style="list-style-type: none"> <li>Answer questions starting with <i>How many...?</i></li> <li>Use <i>there is / there are</i> to describe a place</li> </ul>  |
| LANGUAGE FUNCTIONS | <ul style="list-style-type: none"> <li>Do simple addition and subtraction tasks using numbers 1-20</li> <li>Count from 1 to 100</li> <li>Answer the question <i>How many...?</i></li> <li>by using a number 1-100</li> <li>Ask simple maths riddles</li> </ul> |
| VOCABULARY         | <ul style="list-style-type: none"> <li>Count numbers 1-100</li> </ul>  |

### SKILLS

- |           |  |
|-----------|--|
| READING   | <ul style="list-style-type: none"> <li><i>Numbers</i></li> <li><i>Maths riddles</i></li> </ul> |
| LISTENING | <ul style="list-style-type: none"> <li><i>Numbers</i></li> <li><i>Maths riddles</i></li> </ul> |
| SPEAKING  | <ul style="list-style-type: none"> <li>Count from 1 to 100</li> <li>Ask riddles</li> </ul>     |
| WRITING   | <ul style="list-style-type: none"> <li>Write sentences after a model</li> </ul>                |

### CROSS-CURRICULAR CORRELATION

- Georgian language
- Maths

## LESSON 1

### INTRODUCTION

#### HOMEWORK CHECK

- SENTENCE TENNIS.** Put the pupils into two groups. Each group reads their sentences and describes their classroom. The first group to make a mistake or repeat another group's sentence is disqualified.
- Check Task 7 by asking questions, e.g. *How many books are there on the teacher's desk? How many pencils are there in the pencil case?*

#### BASKETBALL

- The game is played in two groups. Show the group representative a word card. The pupil must say a sentence using the given word, e.g. *a poster* – *There is a poster in the classroom.* If the sentence is correct, they win their group a point. After that they get the chance to throw a ball in a basket or a box to win an additional point.

#### NUMBERS 1 – 20

- Write numbers on the board, e.g. if there are 12 desks in the classroom, write number 12 on the board. The pupils guess the connection between that number and their classroom, e.g. *There are 12 desks in the classroom*

### PRESENTATION

#### TASK 1, STUDENT'S BOOK (p. 42)

- Play recording 30. The pupils listen and point to the numbers.
- Play the recording again. The pupils listen and repeat.
- Ask a few pupils to count from 1 to 20. Draw a table on the board. Write the tens in one columns (20, 30, 40...) and numbers 1 through 19 in the other. Say and point to the numbers. The pupils listen and repeat.

### ANSWER KEY 1:

1 – one	20 – twenty
2 – two	21 – twenty-one
3 – three	22 – twenty-two
4 – four	23 – twenty-three
5 – five	24 – twenty-four
6 – six	25 – twenty-five
7 – seven	26 – twenty-six
8 – eight	27 – twenty-seven
9 – nine	28 – twenty-eight
10 – ten	29 – twenty-nine
11 – eleven	30 – thirty
12 – twelve	40 – forty
13 – thirteen	50 – fifty
14 – fourteen	60 – sixty
15 – fifteen	70 – seventy
16 – sixteen	80 – eighty
17 – seventeen	90 – ninety
18 – eighteen	100 – a hundred
19 – nineteen	

### TAPESCRIPT 30

**Narrator:** Twenty, twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred.

#### TASK 2, STUDENT'S BOOK (p. 42)

- Prepare numbers 20-100 flashcards in Task A. Show the pupils a number, the pupils say a number in English. After they have said the number correctly, put the flashcard on the board.
- Then, show word cards. The pupils read and translate the numbers. Put the word cards in random order on the board.
- Ask the pupils to come to the board and use chalk to match the flashcard to the correct word card. Say a number 1-100, a volunteer needs to say the next three numbers, e.g. *fifty-one*, the pupil says *fifty-two, fifty-three, fifty-four*.

#### TASK 3, STUDENT'S BOOK (p. 42)

- Pupils study the poster and match the words to numbers. Check their answers by asking: *How many ... are there?*

### ANSWER KEY:

1 schoolbag, 25 stars, 11 apples, 3 chairs



## WORKBOOK PRACTICE

### TASK 3, WORKBOOK (p. 44)

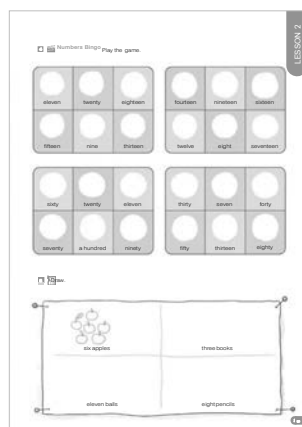
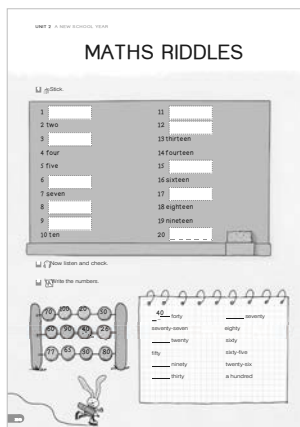
- Pupils match the words to the numbers. When they finish the task, they check their answers in pairs. Then, read a number and the pupils say it in Georgian.

### TASK 4, WORKBOOK (p. 45)

- Pupils choose one of the Bingo cards. Call out the numbers, the pupils mark the numbers with an X on their Bingo card. The pupil to mark all numbers first calls out *Bingo!*  
Ask the pupils to read the numbers they have heard. The game can be played again by asking the pupils to choose a different Bingo card.
- The game can also be played in a different way. Pupils write one number in each Bingo card box. Randomly call out the numbers on the cards. The pupils who have written those numbers as digits circle the digit. The pupil who has managed to circle all four numbers first wins.

### TASK 5, WORKBOOK (p. 45)

- Pupils draw the correct number of apples, books, balls, and pencils. The task can be expanded by asking the pupils to colour the objects in the task, e.g. *Colour two books red. Colour eight balls red.* Finally, ask about the total number of objects, e.g. *How many red things are there?* Pupils count and give their answers.



## ENDING THE LESSON

### GUESS THE WORD BEHIND YOUR BACK

- Put the pupils into two groups. Ask one representative to come to the board. The pupil faces the class. The pupil from the opposing team writes a number 1 – 100 on the board behind the pupil's back. The pupil facing the class guesses the number. His team members may help by saying *up* if the number is higher than the one said or *down* if the number is lower. Keep track of the number of guesses. The group with the lower number of guesses wins.

## HOMEWORK

Task 1, Workbook (p. 44)

## LESSON 2

### INTRODUCTION

#### HOMEWORK CHECK

- Pupils open their Workbooks to p. 44. Play recording 13. Pupils listen and check their answers. Pupils then close their Workbooks and count from 1 to 20, and then back from 20 to 1.

#### WORKBOOK TAPESCRIPT 13:

**Narrator:** One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

#### NUMBERS 1 – 100

- Revise numbers by using the activity **LIP READING**. Pair the pupils up. Say the words silently but bear in mind to also mime them with your lips, tongue and teeth. The pairs of pupils write down the numbers they think have been said. After all the numbers have been said, compare what the pupils have written down. Pupils win a point for each number they have guessed.
- Revise numbers by using the activity **NUMBERS DICTATION**. Say the numbers and the pupils write them in their notebooks as digits. Emphasize the difference between tens and numbers from 13 to 19, e.g. *thirteen* and *thirty*.

#### MATHEMATICS RIDDLES

- Write the title *Maths riddles* on the board and explain what it means. Then write a maths riddle. In the form of a digital number, similarly to matchsticks puzzle, write the following task:  $\overline{8} + \overline{1} = \overline{9}$ . Explain that it can be solved correctly by moving only one line from one number to another.

**ANSWER KEY:**  $8 + 1 = 9$ .

### PRESENTATION

#### TASK 4, STUDENT'S BOOK (p. 45)

- Play recording 31. Pupils listen and read the text. Pupils circle the correct answers. Play the recording again. Ask the pupils to listen and when they hear the correct answers they need to say **Stop!** Pupils then read the correct sentence, e.g. *There are three red things in the classroom.*
- To check text comprehension play the game **WHERE DOES IT SAY?**. Say a sentence in Georgian, the pupils find it in the text and read it out in English. Give the pupils additional riddles on the text or about their classroom, e.g. *How many red things can you see in the classroom?*

#### ANSWER KEY:

- There are **three** red things in the classroom.
- There are eight **books** in the classroom.
- There are six carrots **in** the basket.

#### TAPESCRIPT 31

**Narrator:** Ms Springfield is coming into the classroom. She is the new teacher. She has got some maths riddles for her pupils.

**Ms Springfield:** Let's do maths and have fun! Are you ready for the first riddle?

**Children:** Yes, Ms Springfield.

**Ms Springfield:** How many red things are there in the classroom?

**Ronnie:** I know! Thirty.

**Jessica:** No, Ronnie. There are three red things in the classroom: an eraser, a ruler and a sharpener.

**Ms Springfield:** Very well, Jessica! Let's hear the next riddle! There are two books on the desk, there are five books on the cupboard and there is one book under the chair. How many books are there in the classroom?

**Ronnie:** I know! Eighteen.

**Greg:** No, Ronnie. May I answer, teacher?

**Ms Springfield:** Yes, Greg. Go ahead!

**Greg:** There are eight books in the classroom.

**Ms Springfield:** Excellent! Finally, time for the last riddle. I've got ten carrots in the basket. I put four carrots in the fridge. How many carrots are there in the basket?

**Ronnie:** Six!

**Children:** Ronnie, you are a real maths wizard!

#### TASK 5, STUDENT'S BOOK (p. 45)

- Put the pupils into groups of four. Pupils need to act out the dialogue in Task 4. Pupils distribute the roles within the group. When they feel ready, they come in front of the class and act out the dialogue.



#### WORKBOOK PRACTICE

#### TASK 6, WORKBOOK (p. 46)

- Pupils count the objects in the picture and number the words below. Check the answers by asking: *How many ... are there?*



### ENDING THE LESSON

- Write one riddle on the board as a template, e.g. *There are three pencils on the desk. There is one pencil in the pencil case and five under the desk. How many pencils are there?*
- Pupils write similar riddles in their notebooks after the model and then read them to the rest of the class. Pupils listen to the riddles and suggest answers.

### HOMEWORK

Task 7, Workbook (p. 47)

# LESSON 3 MEET MS SPRINGFIELD

**LEARNING OUTCOMES:** 1 უცხ. დანწყ. (I): 1,2,3,4,5,6,7,8  
By the end of this class, pupils will be able to:

<b>GRAMMAR</b>	<ul style="list-style-type: none"> <li>Recognize and distinguish between present simple forms of the verbs <i>to be</i>, <i>have got</i> and <i>like</i> (3<sup>rd</sup> person singular affirmative and negative form)</li> <li>Describe actions by using 3<sup>rd</sup> person singular present continuous verbs</li> </ul>
<b>LANGUAGE FUNCTIONS</b>	<ul style="list-style-type: none"> <li>Describe the physical appearance of a person</li> <li>Describe everyday routines and hobbies</li> <li>Expresses liking and disliking</li> </ul>
<b>VOCABULARY</b>	<ul style="list-style-type: none"> <li>Use vocabulary for physical descriptions (appearance, qualities, interests)</li> </ul>
<b>SKILLS</b>	
<b>READING</b>	• <i>Meet Ms Springfield</i>
<b>LISTENING</b>	• <i>Meet Ms Springfield</i>
<b>SPEAKING</b>	<ul style="list-style-type: none"> <li>Describe a person</li> <li>Describe everyday habits</li> </ul>
<b>WRITING</b>	• Complete sentences with given words
<b>CROSS-CURRICULAR CORRELATION</b>	
• Georgian language	

## LESSON 1

### INTRODUCTION

#### HOMEWORK CHECK

- Pupils check their answers in pairs. One pupil asks a riddle and the other suggests a solution. Ask two pairs to read their riddles and solutions.

#### FLASHING NUMBERS

- Show word cards quickly one by one. Pupils volunteer to read the numbers on the cards. After they have said the number correctly, put the card on the board.

#### NUMBERS DICTATION

- There are ten number word cards on the board.
- Explain to the pupils that they will now do a dictation in which they need to find a number on the board and copy it into their notebooks. Choose five pupils to read five numbers from the board, one by one. The first pupil says one number on the board and the rest of the pupils quickly find it on the board and copy it in their notebooks. Warn the pupils that they only have ten seconds for copying. After ten seconds the pupil who read the number comes to the board to remove the word card with that number. Repeat the procedure with other volunteers (who should also copy the numbers into their notebooks). After the dictation check whether the pupils have successfully copied the numbers. Put the word cards back on the board, the pupils check for mistakes and correct them.

### PRESENTATION

#### WAVE YOUR HANDS IF YOU KNOW THE MEANING

- Prepare word cards with the key vocabulary from the story about Ms Springfield: *blonde hair, big blue eyes, a garden, blue rose, music, poetry, computers, very romantic, singing, horse riding, a lot of medals, computer games, pretty, a champion, a blue dress, school.*

Put the cards one by one on the board and say the words/expressions. Pupils wave their hands if they know the meaning of the words.

#### GUESS THE MEANING

- Read the words on the board and mime their meaning if possible. Pupils try to guess the meaning of each word or expression. Explain the meaning of the words/expressions which the pupils cannot guess.

#### WHERE DOES IT SAY...?

- Say the words in Georgian. Pupils come to the board to touch the correct cards and to read the words/expressions in English.

#### GUESS ABOUT MS SPRINGFIELD

- Show a flashcard of Ms Springfield and present her. *This is Ms Springfield.* Ask the pupils to brainstorm who she is. The word cards on the board can help them. Pupils give suggestions in English and Georgian. Help them shape their ideas into sentences. Write on the board: *She is... She has got... She likes... She doesn't like...* and using these structures help the pupils make sentences about Ms Springfield. Pupils repeat the sentences after the teacher. Explain to the pupils that they will now find out whether they were right.

#### TASK 1, STUDENT'S BOOK (p. 44)

- Play recording 32. Pupils listen, read and find answers to the questions: *Who is Ms Springfield? What are her hobbies?* After listening the pupils give their answers. Play the recording again. Pause after each picture.
- Pupils read the text aloud.
- Draw a four-column table on the board. Label the columns *She is / She likes / She doesn't like / She has got*. Pupils come to the board, put the word cards in the correct column and then say a sentence about Ms Springfield, e.g. *She has got a garden.*

She pretty ...	She music ...	She doesn't like computer games ...	She has got a garden ...
----------------------	---------------------	--	--------------------------------

**ANSWER KEY:** 1 Ms Springfield is the new teacher. 2 Her hobbies are singing, writing stories and horse riding.

#### TAPESCRIPT 32

**Narrator:** This is Ms Springfield. She has got blonde hair and big blue eyes. Isn't she pretty? This is her house. It's not very big, but there is a beautiful garden around it. Her favourite flower is the blue rose. Guess why! Blue is her favourite colour. Ms Springfield is very romantic. She likes music and poetry. She likes singing, too. Ms Springfield likes computers. She likes writing stories on her computer, but she doesn't like playing computer games. Ms Springfield has got a special hobby. It's horse riding. She has got a lot of medals. She is a real champion! Look at Ms Springfield now! It's 7 o'clock. Her alarm clock is ringing. Time for school! And what is she wearing? Her favourite blue dress, of course.

### TASK 2, STUDENT'S BOOK (p. 45)

- Pupils read the sentences and choose the correct answers. Then they read the correct sentences.

ANSWER KEY: 1 c) 2 b) 3 a) 4 b) 5 c)

### TASK 3, STUDENT'S BOOK (p. 45)

- Prepare copies of enlarged pictures in Task 1. Put the pupils into three groups. Give each group two pictures. Pupils discuss the pictures in groups. When they finish, they swap pictures with another group and then they discuss the new pictures.
- Ask some pupils to choose one picture and say a few sentences about it.

### ENDING THE LESSON

#### BALL TOSS

- Prepare a ball and throw it to pupils. Read sentences from the Ms Springfield story, the pupil holding the ball should translate the sentence into Georgian or English, e.g. *She is pretty.*

### HOMEWORK

Task 1, Workbook (p. 48)

## LESSON 2

### INTRODUCTION

#### HOMEWORK CHECK

- Play recording 14. Pupils listen and check their answers. Then use the activity **KNOCK-KNOCK SENTENCES** to check the answers with the whole class. Read the sentences but instead of reading the verbs knock on the desk or the board. Pupils complete the sentences with a verb.

#### WORKBOOK TAPESCRIPT 14

##### Narrator:

- 1 Ms Springfield has got blonde hair and big blue eyes.
- 2 Her favourite flower is the blue rose. Blue is her favourite colour.
- 3 Ms Springfield is very romantic. She likes music and poetry. She likes singing, too.
- 4 Ms Springfield likes computers. She likes writing stories on her computer, but she doesn't like playing computer games.
- 5 Ms Springfield has got a special hobby. It's horse riding. She has got a lot of medals.
- 6 Today Ms Springfield is wearing her favourite blue dress.

### JUMBLED DICTATION

- Write the beginnings of sentences on the board: *She is / She likes / She doesn't like / She has got.* Ask the pupils to complete the sentences, e.g. *She is a teacher.* Write the word *teacher* randomly on the board. Do the same with the other words.
- Explain to the pupils that they will now write a short dictation. Read the sentences on the board. Pupils study the board, match the sentence parts and write the correct sentences into their notebooks. After they have finished writing, they compare their texts to their partner's'.

### PRESENTATION

#### CALL MY BLUFF

- Pupils write three sentences about themselves. Two should be true and one false. Pupils read their sentences and the rest of the class give their opinion on which sentences are true and which are not.

### TASK 4, STUDENT'S BOOK (p. 45)

- Sit on a chair in the middle of the classroom. Answer the pupils' questions.
- After the interview write on the board: *My teacher...* Ask the pupils to remember the answers and finish the sentence, e.g. *My teacher likes music.*
- The sentences may be written on the board for the pupils to copy into their notebooks.

### INTERVIEW WITH A TEACHER

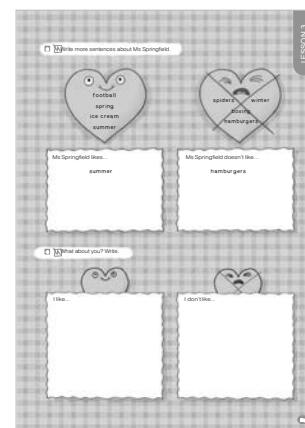
- Put the pupils into smaller groups. Give a picture of an adult to each group and explain that the person is a teacher. In groups, the pupils write an interview with the person in the picture.
- When the interviews are finished, the pupils role-play them in front of the class.



### WORKBOOK PRACTICE

### TASK 3, WORKBOOK (p. 49)

- Pupils complete the sentences on Ms Springfield. Pupils then read what Ms Springfield likes or does not like.



### ENDING THE LESSON

- Distribute verb cards *is / likes / doesn't like / has got.* Say sentences about yourself and Ms Springfield but instead of a verb say *Ding!*, e.g. *My teacher DING music.* Pupils put their cards up if they have the verb *likes*. One pupil says the complete sentence, i.e. *My teacher likes music.* To check whether the pupils are holding correct verb cards, the verbs can be printed on four different types of coloured papers so that each verb *likes* is written on e.g. green-coloured paper.

### HOMEWORK

Task 4, Workbook (p. 49)



## LESSON 4 ONE, TWO, ...

LEARNING OUTCOMES: *სწავლის შედეგად (I): 1,2,3,4,5,8*  
By the end of this class, pupils will be able to:

GRAMMAR	• Understand an action and follow instructions (imperative)
LANGUAGE FUNCTIONS	• List actions done by classmates • Say a rhyme • Use numbers 1-20 in a new context
VOCABULARY	• Use new collocations in a rhyme

### SKILLS

READING	• <i>One, two...</i>
LISTENING	• <i>One, two...</i>
SPEAKING	• Talk about their friends • Say a rhyme

### CROSS-CURRICULAR CORRELATION

- Georgian language
- Maths
- Music

## INTRODUCTION

### HOMEWORK CHECK

- Pupils read sentences about what they like and dislike, e.g. *I like ice cream*. Ask the other pupils to repeat the sentences, e.g. *Ana likes ice cream*.

### HOW MUCH DO YOU REMEMBER?

- Ask the pupils to remember everything they know about Ms Springfield. Write the sentences below on the board, the pupils complete them orally.

Ms Springfield has got \_\_\_\_\_ hair. She is \_\_\_\_\_ . She lives in a \_\_\_\_\_ . She has got a beautiful \_\_\_\_\_ . Her favourite flower is the \_\_\_\_\_ . Ms Springfield likes \_\_\_\_\_ , \_\_\_\_\_ and \_\_\_\_\_ . She doesn't like \_\_\_\_\_ . Her hobby is \_\_\_\_\_ . She has got a lot of \_\_\_\_\_ . She is a \_\_\_\_\_ .

- Pupils orally complete the sentences of their choice.

### GUESS ABOUT YOUR FRIEND

- In the same way, pupils now orally complete sentences about their classmates. Delete *Ms Springfield* in all the sentences on the board and leave a blank \_\_\_\_\_. Explain to the pupils that the blank stands for a name. Pupils choose a classmate and a sentence on the board and make a sentence about that classmate. Pupils may say sentences that are true or they can guess about a classmate. The classmate in question confirms or denies the sentence. *Mark's hobby is football*. Help the pupils translate all the necessary words or expressions into English.

### INTERVIEW AND WRITE ABOUT YOUR FRIEND

- Pupils choose three sentences on the board and copy them with the blanks into their notebooks. Then they interview each other in pairs to find out about the missing information in the sentences. They complete the blanks. Pupils then read their sentences about their partners.

## PRESENTATION

### RHYME LINES

- Prepare the pupils for miming the actions in the rhyme on p. 48 of the Student's Book. Mime the actions one by one and say the verses. Say the verses without the numbers. Just say: *buckle my shoe, knock at the door* etc. Pupils observe and listen.
- Repeat the procedure. This time pupils listen and mime, then they listen, repeat the verses, and mime.

### NUMBERS 1 – 20

- Prepare number cards 1 – 20. Explain to the pupils that each pair will get one card if they can say the number on it. Go from desk to desk and show each pair one number card 1 – 20. If they know the number, they can keep the card. If they do not, they wait for the next round to read another number on the cards.

### LISTEN AND HOLD UP YOUR NUMBER CARD

- Randomly say the verses in the rhyme, this time with the numbers: *one, two, buckle my shoe* etc. When they hear their number, the pupils hold their card up.

### GET RID OF YOUR CARD

- Pupils swap their number cards with another pair. Repeat the procedure. This time say the verses in order and not randomly. When they hear the number on their card, the pupils bring it to their teacher.

### TASK 1, STUDENT'S BOOK (p. 46)

- Play recording 33. Pupils listen to the rhyme and point to the correct picture in the Student's Book.
- Play recording 33 again. Pupils listen to the rhyme and mime.

### TAPESCRIPT 33

**One, Two, ...**  
(traditional rhyme)

One, two, Buckle my shoe.	Eleven, twelve, Dig and delve.
Three, four, Knock on the door.	Thirteen, fourteen, Maids a-courting.
Five, six, Pick up sticks.	Fifteen, sixteen, Maids in the kitchen.
Seven, eight, Lay them straight.	Seventeen, eighteen, Maids a-waiting.
Nine, ten, A good fat hen.	Nineteen, twenty, My plate is empty.

### TASK 2, STUDENT'S BOOK (p. 46)

- Read the rhyme with clapping for rhythm. First read it slowly, then read it faster. Pupils say the numbers in the rhyme. Mime the verses and the actions. Then say the numbers and the pupils complete the rhyme with the verses and mime.
- Pupils listen to the rhyme, sing and clap in rhythm.



## WORKBOOK PRACTICE

### TASK 1, WORKBOOK (p. 50)

- Pupils study the pictures and put them in order.

### TASK 2, WORKBOOK (p. 50)

- Play recording 15. Pupils listen and check their answers.
- Say picture numbers in random order, pupils say the correct verse, e.g. *Number 10! – Nineteen, twenty, My plate is empty.*

#### WORKBOOK TAPESCRIPT

15

One, Two,...

One, two,  
Buckle my shoe.

Three, four,  
Knock on the door.

Five, six,  
Pick up sticks.

Seven, eight,  
Lay them straight.

Nine, ten,  
A good fat hen.

Eleven, twelve,  
Dig and delve.

Thirteen, fourteen,  
Maids a-courting.

Fifteen, sixteen,  
Maids in the kitchen.

Seventeen, eighteen,  
Maids a-waiting.

Nineteen, twenty,  
My plate is empty.

## ENDING THE LESSON

### SIMON SAYS

- Give instructions from the rhyme. Pupils listen and comply.

### HOMEWORK

Task 3, Workbook (p. 51)



# LESSON 5 LET'S CHECK!

LEARNING OUTCOMES: *ლუცხბ. დანწყ. (I): 1,2,3,4,5,6,7,8,9,10*  
 By the end of this class, pupils will be able to:

GRAMMAR	<ul style="list-style-type: none"> <li>Use the structures in <i>Unit 4</i></li> <li>Describe a place (furniture, objects and spatial relations)</li> </ul>
LANGUAGE FUNCTIONS	<ul style="list-style-type: none"> <li>Describe the physical appearance of a person</li> <li>Count from 1 to 100</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>List vocabulary in <i>Unit 4</i> (furniture, classroom objects, school supplies, numbers, everyday activities)</li> </ul>
<b>SKILLS</b>	
READING	<ul style="list-style-type: none"> <li>Answer questions and understand sentences in a text</li> </ul>
LISTENING	<ul style="list-style-type: none"> <li>Answer questions and comply with orders</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>Answer questions</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>Describe a person and a place</li> <li>Write sentences after a model</li> </ul>
<b>CROSS-CURRICULAR CORRELATION</b>	
<ul style="list-style-type: none"> <li>Georgian language</li> <li>Maths</li> </ul>	

## INTRODUCTION

### HOMEWORK CHECK

- Say the numbers in order, pupils say the actions. Then say the actions, pupils say the numbers. Play recording 33 again. Pupils listen to the song, sing and clap in rhythm.

### I SPY WITH MY LITTLE EYE...

- Revise classroom objects and school supplies. Start each sentence *I spy with my little eye...* You can finish the sentence by giving the first letter of the word, its position or its colour, e.g. ... *something beginning with P / something under the desk / something blue*. Pupils listen and suggest answers.

## PRESENTATION

### TASK 1, STUDENT'S BOOK (p. 48)

- Revise the Unit by playing **NOUGHTS AND CROSSES**. Put the pupils into two groups: noughts and crosses. Read the questions and tasks in the game. Pupils cannot answer yet but they can think about the questions and their answers. Draw a 3x3 table on the board. Number the fields 1 to 9. Each group chooses the questions to answer. If they answer correctly, they win a field. The first group to win three fields in a row horizontally, vertically or diagonally wins.

### ANSWER KEY:

- She is wearing her blue dress.
- One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.
- There are sixteen books in the bookcase.
- She has got blonde hair and blue eyes.
- A blackboard, a sponge, a bookcase, a notebook, a DVD player, a desk, a chair, a HI-FI set, a world map, a TV set.
- She likes music, poetry, computers and horse riding.
- On the teacher's desk.
- There are twelve pencils in the pencil case.
- Twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred.



## WORKBOOK PRACTICE

### TASK 1, WORKBOOK (p. 52)

- Say numbers 1 – 24, pupils find the corresponding words/expressions in the table. Then reverse the procedure. Say the words/expressions in the table and the pupils say the corresponding number. Read and explain the example so that all the pupils understand the task. Pupils crack the code in the next four sentences individually, with the help of the table in the Workbook. Pupils answer the questions.

### TASK 2, WORKBOOK (p. 53)

- Play **NOUGHTS AND CROSSES** again. The game can be played in two groups or in pairs. At the end of the game revise all the answers with the class.

**LET'S CHECK!**

1 She	2 There	3 favourite	4 wearing	5 music	6 pencils
7 in	8 potty	9 her	10 eaten	11 is	12 On
13 horse riding	14 are	15 and	16 books	17 the bookcase	18 the teacher's desk
19 computers	20 has	21 the pencil case	22 desk	23 blue	24 less

1. What is Mr Springhead wearing?  
 1 - 11 - 4 - 8 - 2 - 23 - 22  
 He is wearing her favourite blue dress.

2. How many books are there in the bookcase?  
 21 - 16 - 10 - 9

3. What does Mr Springhead eat?  
 11 - 20 - 8 - 9 - 10 - 10 - 10

4. Where is the globe?  
 12

5. How get 12 pencils in the pencil case. I put three pencils on the desk. How many pencils are there in the pencil case now?  
 21 - 12 - 20 - 9 - 11 - 11

Play the game.

Are you ready for more Noughts and Crosses?

Choose the correct answer. Think out loud.

There is / There are a globe on the desk.

There is / There are ten pencils in the basket.

There is / There are five books on the desk.

Say three numbers.

67 95 46

Put a nought or a cross.

Mr Springhead is the new teacher.

Mr Springhead is a beautiful garden.

Mr Springhead likes music.

**RONNIE'S PROJECT, STUDENT'S BOOK (p. 49)**

- Discuss the instructions and explain to the pupils what they will need to do and in which way they will need to present their projects. In the previous Unit the pupils needed to interview their English teacher so for this project they might interview another teacher.

**I CAN SPEAK ENGLISH, STUDENT'S BOOK (p. 49)**

- Pupils study the mind map and tick the parts they think they have successfully mastered. Check their knowledge by asking questions, e.g. *What's there in the classroom? Count from 30 to 40. What is Ms Springfield's hobby?* etc. Pupils who have ticked those parts answer the questions.

**ENDING THE LESSON**

**LEARNING STATIONS**

- Put the pupils into four groups. Prepare tasks and put them into four envelopes. Pupils write the answers into their notebooks. Set a time limit for each task. Check each task after it has been finished. Suggested tasks:

**Match the digits to numbers.**

11	forty-four
17	thirty-seven
44	seventeen
37	eleven
70	seventy

**Complete the sentences with *is* or *are*.**

There \_\_\_\_\_ a blackboard.  
There \_\_\_\_\_ ten desks.  
There \_\_\_\_\_ a ruler.  
There \_\_\_\_\_ posters.

**Complete the sentences with *is*, *has* *got* or *likes*.**

Ronnie \_\_\_\_\_ carrots.  
Ronnie \_\_\_\_\_ long ears.  
Ronnie \_\_\_\_\_ scared.  
Ronnie \_\_\_\_\_ a maths wizard.  
R i f

**Describe your classroom. Complete the sentences with *in*, *on* or *under*.**

A blackboard is \_\_\_\_\_ the wall.  
Pencils are \_\_\_\_\_ the pencil cases.  
Schoolbags are \_\_\_\_\_ the desks.  
Books are \_\_\_\_\_ the bookcase.  
Posters are \_\_\_\_\_ the pinboards.

## UNIT 5 THE WEEK, DAYS, HOURS

### LESSON 1 WHAT CAN ROBBIE DO?

LEARNING OUTCOMES: | უცბ. დაწყ. (I): 1,2,3,4,5,6,7,8  
By the end of this class, pupils will be able to:

GRAMMAR	<ul style="list-style-type: none"> <li>Express ability using <i>can/can't</i></li> <li>Discuss what someone can or can't do</li> <li>do</li> <li>Speak about what they can or can't do</li> <li>do</li> </ul>
LANGUAGE FUNCTIONS	<ul style="list-style-type: none"> <li>Ask and answer questions</li> <li>Understand and express commands</li> <li>Sing a song</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>List collocations with verbs <i>make, play, read, wash</i></li> <li>List toys</li> </ul>
<b>SKILLS</b>	
READING	<ul style="list-style-type: none"> <li><i>This Week's Reminder</i></li> <li><i>News In Toy World!</i></li> <li><i>What can Robbie do?</i></li> <li><i>Robbie's Song</i></li> </ul>
LISTENING	<ul style="list-style-type: none"> <li><i>What can Robbie do?</i></li> <li><i>Robbie's Song</i></li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>Form short sentences after a model</li> <li>Ask and answer questions</li> <li>Sing a song</li> <li>Writes notes and sentences after a model</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>Make and copy sentences using sentence parts</li> </ul>
<b>CROSS-CURRICULAR CORRELATION</b>	
<ul style="list-style-type: none"> <li>Georgian language</li> <li>Art</li> <li>Music</li> </ul>	

#### LESSON 1

#### INTRODUCTION

##### WHO HAS MORE CARDS?

- Prepare flashcards of the previous Unit vocabulary (school supplies, classroom objects, numbers). Put pupils into two groups. Pupils randomly draw out cards from a box. If they identify and say a word correctly, they may keep the flashcard. The group with the most flashcards at the end of the game wins.

#### PRESENTATION

##### INTRODUCING NEW VOCABULARY

- Prepare the following phrase cards: *read a book, swim, clean my room, do the housework, play the violin, play volleyball, play tennis, play football, play basketball, play ice hockey, make the beds, cook, make pancakes*. Say and mime the actions.
- Repeat miming the actions, this time pupils copy the actions.
- Show and say the commands, pupils individually mime the actions.
- Show the actions phrase cards. Pupils volunteer to read. Pupils who read the phrase correctly, may keep the card.
- Mime the actions silently. Pupils volunteer. If they hold the phrase card with the mimed action, they read the phrase and put their card on the board.

#### TASK 1, STUDENT'S BOOK (p. 50)

- Enlarge the picture in Task 1 and show it to the pupils. Explain the expression *This week's reminder* and say that Greg has got many chores. Pupils read Greg's chores.
- Discuss the question in the task: *Who can help Greg?* Pupils suggest answers. Then, explain that Robbie will be helping Greg. Ask: *Who is Robbie?* Pupils guess who he might be.
- Explain that they will now find out who Robbie is. Bit by bit, slowly draw a robot on the board. Pupils guess. Pupils open their Student's Books and study the picture.
- Ask questions, e.g. *Where is Greg?, What else is there in the toy shop?*
- Pupils read the text on Robbie. Draw their attention to the word cards on the board. Pupils volunteer to come to the board to tick those things that Robbie can do. Then they read the sentences aloud, e.g. *Robbie can...*

#### ANSWER KEY:

Robbie can help Greg. Robbie is a robot.

#### DESIGNING A ROBOT

- Write *This week's reminder* on the board. Pupils should write down in their notebooks four chores they need to do that week. Help with new vocabulary.
- Put the pupils into smaller groups and give each group a blank piece of paper. The pupils draw their robot and name it.
- After they have finished, they go back to *This week's reminder* in their notebooks and write down how their robots can help them.
- Finally, prepare an exhibition. Display the robot drawings on the classroom pinboard.

#### ENDING THE LESSON

##### DUELS

- Ask two pupils to come to the board. Say an expression in Georgian, the first pupil to match it to the correct word card in English wins a point.

#### HOMEWORK

Task 4, Workbook (p. 55)

## LESSON 2

### INTRODUCTION

#### HOMEWORK CHECK

- Check homework.

#### STAND UNDER THE RIGHT HEADING

- Ask questions: *What is number 1?* etc.
- Prepare the following word cards: *make, play, read, wash*. Paste them on classroom walls. Read the words in the task, the pupils need to go and stand under the right word card.

#### BIT BY BIT

- Prepare phrase and word cards with the vocabulary from the previous lesson. Show the cards letter by letter, pupils guess the word or phrase.

#### RACE TO TOUCH

- Put the phrase cards on the classroom floor. Two groups of pupils stand in the opposite corner of the classroom. Say a phrase, the first pupil in each group runs to find the correct phrase in English.

#### TASK 2, STUDENT'S BOOK (p. 51)

- Read the first sentence *Greg has got a brand new toy*. Remind the pupils of Robbie. Ask: *What can Robbie do?* Pupils repeat what they have found out about Robbie from the advertisement.
- Play recording 34. Pupils listen and read. Pupils answer the question: *What can Robbie do?* This time they give answers that can be found in the new text. Play the recording again. Pause after each sentence.
- Pupils listen, read, and repeat in chorus.

#### ANSWER KEY:

Robbie can play tennis, football and basketball. He can read two books in a day. He can make the beds, wash the dishes and he can make a hundred pancakes in a minute.

#### TAPESCRIPT 34:

**Narrator:** Greg has got a brand new toy. It's a robot, but it's his friend, too. The children are coming to Greg's house to meet his new friend.

**Greg:** This is Robbie. He is very special. He can do a lot of things.

**Jessica:** I can play volleyball. What about you, Robbie? Can you play any sports?

**Robbie:** Of course I can. I can play tennis, football and basketball, but I can't play ice hockey.

**Luke:** Don't worry, Robbie! I can teach you.

**Elliot:** Can you read, Robbie?

**Robbie:** Yes, I can, but I'm not very fast. I can read two books in a day.

**Robbie:** And where is your friend Kim?

**Jessica:** She is at home, helping mum with the housework.

**Robbie:** I can help her. I can make the beds. I can wash the dishes. I can't cook, but I can make a hundred pancakes in a minute!

**Children:** Robbie, will you be our friend, too?

#### CAN/CAN'T

- Prepare phrase cards. Draw a two-column table on the board. Label the left column *can* and the right column *can't*. Show the phrase cards. Pupils say sentences about Robbie, e.g. *Robbie can play tennis*.

can	can't
play tennis	play ice hockey
...	...

#### TASK 3, STUDENT'S BOOK (p. 51)

- Pupils practise the dialogue in small groups. Volunteers role-play the dialogue.

#### WHERE DOES IT SAY?

- Read the sentences in Georgian. Pupils skim the text to find the matching sentences in English and volunteer to read them.

### TASK 4, STUDENT'S BOOK (p. 52)

- Pupils match sentence parts. The task can be checked in two ways. Read the beginning of the sentence, the pupils finish it. Read the ending of the sentence, the pupils say the beginning and read the whole sentence.

#### ANSWER KEY:

- |                        |                                    |
|------------------------|------------------------------------|
| 1 Robbie can play...   | 6 a hundred pancakes in a minute.  |
| 2 Robbie can't play... | 5 the dishes.                      |
| 3 Robbie can read...   | 1 the violin.                      |
| 4 Robbie can play...   | 3 two books in a day.              |
| 5 Robbie can wash...   | 2 ice hockey.                      |
| 6 Robbie can k         | 4 tennis, football and basketball. |



### WORKBOOK PRACTICE

#### TASK 1, WORKBOOK (p. 54)

- Using the table, pupils make sentences about Robbie and copy them. Check by saying only the words in the final column. The pupils say the complete sentence.

#### TASK 3, WORKBOOK (p. 55)

- Pupils complete the sentences using the verbs *can* or *can't*.

### ENDING THE LESSON

#### TASK 6, STUDENT'S BOOK (p. 52)

- Pupils answer the questions. They draw their robots and write down to things it can and can't do in their notebooks.

ANSWER KEY: Pupils' own answers.

### HOMEWORK

Task 6, Workbook (p. 56)

## LESSON 3

### INTRODUCTION

#### HOMEWORK CHECK

- Allow pupils some time to remember Ronnie's pictures. Then ask them to close their Workbooks. Say the ending of a sentence, e.g. *play volleyball*. Pupils say the complete sentence, e.g. *Ronnie can play volleyball*.

#### COMMANDS FOR "ROBOTS"

- Prepare phrase cards used in previous lessons. Explain to the pupils that they will become robots, Robbie's friends, and they will mime the actions in a robot manner. Ask several pupils to read the phrases. The rest of the class mime the actions in a robot manner.

### PRESENTATION

#### CAN YOU ACTIONS

- Write *Yes, I can.* and *No, I can't* on the board. Ask questions, e.g. *Can you play football?* If a pupil answers *Yes, I can.*, say *OK, go!* If they say *No, I can't.*, say *Too bad!*

#### TASK 5, STUDENT'S BOOK (p. 52)

- Pupils write true sentences about themselves.
- Pupils write six sentences in their notebooks, three using the verb *can* and three using the verb *can't*.
- Write the answers on the board, *Yes, I can.* and *No, I can't*. Ask questions, e.g. *Ana, can you make pancakes?* Pupils answer.

ANSWER KEY: Pupils' own answers.



### WORKBOOK PRACTICE

#### TASK 8, WORKBOOK (p. 57)

- Pupils answer the questions. Then they interview one another. Volunteers role-play the dialogue in front of the class.

### QUESTION CHAIN

- Pupils stand in a circle. Ask the pupil on your right, e.g. *Can you play football?* The pupil answers and asks the pupil to their right the next *Can you...?* question.

**TASK 7, STUDENT'S BOOK (p. 53)**

- Play recording 35. Pupils listen and point to the correct pictures. Then, they listen and mime.

**TAPESCRIPT 35:**

**Robbie's Song (song)**

Who can read a book?  
 Who can climb a tree?  
 Who can play the drums?  
 Who can make some tea?  
 I can read a book,  
 I can climb a tree,  
 I can play the drums,  
 And I can make some tea.  
 Who can ride a bike?  
 Who can play chess?  
 Who can wash the dishes?  
 Who can make a mess?  
 I can ride a bike,  
 I can play chess,  
 I can wash the dishes,  
 And I can make a mess!

**WHERE DOES IT SAY?**

- Ask questions about the pictures. *Where does it say...?* Pupils find the correct sentences and read them.

**TASK 8, STUDENT'S BOOK (p. 53)**

- Play recording 18 again. Pupils listen and sing.



**WORKBOOK PRACTICE**

**TASK 7, WORKBOOK (p. 57)**

- Pupils complete Robbie's sentences. Say the given words, pupils say the complete sentences, e.g. *some tea* – *I can make some tea.*

**Write** Complete Robbie's sentences.

1. I can read a book. \_\_\_\_\_

2. I can climb a tree. \_\_\_\_\_

3. I can play the drums. \_\_\_\_\_

4. I can make some tea. \_\_\_\_\_

5. I can ride a bike. \_\_\_\_\_

6. I can play chess. \_\_\_\_\_

7. I can wash the dishes. \_\_\_\_\_

8. I can make a mess. \_\_\_\_\_

**ENDING THE LESSON**

- Give each pupil a piece of paper. Each pupil writes down three *Can you...?* questions. Collect the pieces of paper and put them in a box.
- Pupils stand in a circle. Play music. While the music is playing, pupils pass each other a ball. When the music stops, the pupil holding the ball draws a piece of paper out of the box, reads and answers the questions.

**HOMEWORK**

Task 2, Workbook (p. 54) and Task 5, Workbook (p. 55)



# LESSON 2 A BUSY WEEK

**LEARNING OUTCOMES:** 1 უცხ. დაწყ. (1): 1,2,3,4,5,6,7,8  
By the end of this class, pupils will be able to:

GRAMMAR	<ul style="list-style-type: none"> <li>Use the verb <i>has</i> to discuss the characters' activities</li> <li>Use <i>have got</i> to discuss their own activities</li> <li>Answer <i>Who...?/What...?/When...?</i> questions</li> </ul>
LANGUAGE FUNCTIONS	<ul style="list-style-type: none"> <li>Name the days of the week and tell the time</li> <li>Discuss their own activities and the activities of others</li> <li>Sing a song</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>Name the days of the week</li> <li>Say numbers</li> </ul>
<b>SKILLS</b>	
READING	<ul style="list-style-type: none"> <li><i>A Busy Week</i></li> <li><i>Hickory Dickory Dock</i></li> </ul>
LISTENING	<ul style="list-style-type: none"> <li><i>A Busy Week</i></li> <li><i>What's the Time?</i></li> <li><i>Hickory Dickory Dock</i></li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>Days of the week, telling time and activities</li> <li>Describing own weekly schedule as well as other people's weekly schedule</li> <li>Singing a song</li> <li>Copying words and sentences after a model</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>Distinguishing orthographically between the English and Georgian languages (days of the week)</li> </ul>
<b>CROSS-CURRICULAR CORRELATION</b>	
<ul style="list-style-type: none"> <li>Georgian language</li> <li>Science</li> <li>Music</li> </ul>	

## LESSON 1

### INTRODUCTION

#### HOMEWORK CHECK

- Pupils open their Workbooks but they do not show what they have drawn and written. The other pupils ask questions, e.g. *Can you play volleyball?*, and one pupil answers.

#### FUNNY COMMANDS

- Say funny commands from *Robbie's Song*, e.g. *Make the drums! Ride a tree!* etc. Pupils mime the actions.

### PRESENTATION

#### TIME INFO

- Introduce the topic of time. Ask the pupils how many days of the week there are, what they are called, how many hours there are in a day, how many minutes in an hour, how many seconds in a minute. Encourage and help the pupils use English.

#### TASK 1, STUDENT'S BOOK (p. 54)

- Ask the pupils: *Can you name the seven days of the week?* If they know the answer, the pupils say the days of the week in English.
- Play recording 36. Pupils listen and point. Then they listen again and repeat.
- Pupils read about Ronnie's favourite day. Then they answer the question: *What about you?*

**ANSWER KEY:**  
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

**TAPESCRIPT 36:**  
**Narrator:** There are seven days in a week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

**WORD CARD TIDY UP**  
Prepare days of the week word cards. Put them on the desk and say a day of the week in Georgian. Pupils come to the desk, find the correct card, say the word, and put the card on the board.

- Ask pupils to help you put the word cards in the correct order. Pupils will probably start with Monday. After all the days have been lined, move the *Sunday* word card to the beginning of the list. Discuss why that order is different from the one they are accustomed to. Explain that in English it is customary for the week to begin with Sunday and not Monday.

**WHO, WHAT, WHEN?**

- Explain to the pupils that Jessica, Greg and other characters regularly do activities on the same day. Pupils look at the pictures in Task 1. Discuss the pictures and explain the new expressions. Help the pupils read the expressions for activities. First, ask *who* questions. Pupils find the answers in the pictures and say which character it is, e.g. *Who has got a singing class on Thursday?* – *Ms Springfield*. Then, ask *when* questions, e.g. *When does Ms Springfield have a singing class?* – *On Thursday*. Finally, ask *what* questions, e.g. *What has Ms Springfield got on Thursday?* – *A singing class*.

**TASK 2, STUDENT'S BOOK (p. 54)**

- Pupils study the picture and match the sentence parts. They volunteer to read their answers.

**ANSWER**

1 Luke has got ice-hockey practice...	7 on Sunday!
2 Greg has got a swimming class...	5 on Monday.
3 Elliot has got Science Club...	6 on Tuesday.
4 Ms Springfield has got a singing class...	3 on Wednesday.
5 Jessica has got volleyball practice...	4 on Thursday.
6 Susan has got a ballet class...	2 on Friday.
7 It's picnic time for Uncle Phil...	1 on Saturday.

### HOLD UP THE RIGHT FLASHCARD

- Put the pupils into two groups. Prepare character flashcards: *Jessica, Greg, Susan, Elliot, Ms Springfield, Luke, Uncle Phil*. Give the flashcards to one group of pupils, one flashcard per pair. Give the other group of pupils days of the week word cards. Say sentences about the characters' activities on various days of the week based on the pictures in the Student's Book. When the pairs hear the word on their card, they hold their card up. *Ms Springfield has got a singing class on Thursday.* etc. Afterwards, groups swap their cards. Repeat the procedure.

### COMPLETE THE SENTENCES

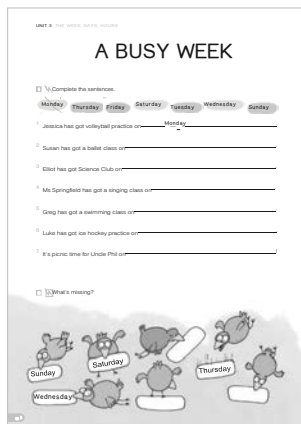
- Say only the beginning of the sentences, e.g. *Ms Springfield has got...*, the pupils try to remember the activities and the day of the week: *a singing class on Thursday.*



### WORKBOOK PRACTICE

#### TASK 1, WORKBOOK (p. 58)

- Pupils complete the sentences using the given days of the week. While the pupils are doing the task, put the characters flashcards on the left side of the board, and the days of the week word cards on the right side of the board. Prepare coloured chalk. Pupils come to the board and match the character and the day of the week in chalk. They use the different coloured chalk.
- Help the pupils by saying complete sentences, e.g. *Ms Springfield has got a singing class on Thursday.*



### ENDING THE LESSON

#### FREEZE!

- Remove the cards from the board and shuffle them. Simultaneously lift the days of the week word cards in the one hand and hold the character flashcards in the other hand. When the pupils notice a match, they shout *Freeze!* Then, they say a sentence about the character's activities. Repeat the procedure until all the pairs have been matched.

### HOMEWORK

Task 2, Workbook (p. 58) and Task 3, Workbook (p. 59)

## LESSON 2

### INTRODUCTION

#### HOMEWORK CHECK

- Check homework.

#### RUNNING DICTATION

- Check Task 2. On the left and right sides of the board write the first letters of the days of the week, in a column, *S, M, T, W, T, F, S*. Put the pupils into two groups. Group representatives should check the correct spelling of the days of the week in their homework, Task 2 in Workbook (p. 58). Then, they run to the board and write the days. The group to first write all the days correctly wins.
- After all the days have been written on the board, draw the pupils' attention to the first capital letter of all the days of the week in English.

#### MY WEEKLY PLANNER

- Check Task 3. Write the beginning of the following sentence on the board:

I have got \_\_\_\_\_ on \_\_\_\_\_.

- Pupils study Task 3 in their Workbook (p. 59) and discuss the activities they have ticked.

#### TEACHER, STOP!

- Prepare days of the week word cards and show them to the pupils. Say the words in Georgian but make an occasional mistake. When they notice the mistake, the pupils should shout *Stop!* and correct it.

### PRESENTATION

#### WHAT'S THE TIME?

- Ask the pupils whether they have a watch in order to introduce the word *a watch*. Prepare a large clock and introduce the word *a clock*. Ask the pupils what the clock is used for and if they know how to tell time. Remind them of the number of minutes in an clock. Write on the board: *What's the time?* Show each hour on the hour and say, e.g. *It's ten o'clock*. Pupils first listen and watch and then listen and repeat. Finally, just show each hour and the pupils say the sentences.
- Repeat the procedure but this time introduce the phrase *It's half past...* Write it on the board. Pupils listen and repeat, afterwards they say the sentences individually.
- Volunteers come to the board and take the clock. They show the time and ask the question: *What's the time?* The rest of the class answers.

#### TASK 3, STUDENT'S BOOK (p. 55)

- Pupils study the clock pictures in Task 4. Play recording 37. Pupils listen and point, then they listen and repeat.

#### ANSWER KEY:

It's two o'clock. (picture with Uncle Phil)  
 It's five o'clock. (picture with Jessica) It's half past five. (picture with Susan) It's six o'clock. (picture with Elliot)  
 It's half past six. (picture with Ms Springfield)  
 It's seven o'clock. (picture with Greg)  
 It's half past seven. (picture with Luke)

#### TAPESCRIPT 37

**Narrator:**  
 It's two o'clock. It's five o'clock. It's half past five.  
 It's six o'clock. It's half past six. It's seven o'clock. It's half past five.

#### TASK 4, STUDENT'S BOOK (p. 55)

- Play recording 38. Pupils listen and point to the pictures.

#### TAPESCRIPT 38

**Jessica:** It's Monday. It's five o'clock. Time for my volleyball practice. I'm wearing a T-shirt and a pair of trainers.  
**Susan:** It's Tuesday. It's half past five. Time for my ballet class. I've got new ballet shoes.  
**Elliot:** It's Wednesday. It's six o'clock. Time for my Science Club. It's exciting! I always learn something new.  
**Ms Springfield:** It's Thursday. It's half past six. Time for my singing class. Where are my notes?  
**Greg:** It's Friday. It's seven o'clock. Time for my swimming class. I can swim very fast. Can you?  
**Luke:** It's Saturday. It's half past seven. Time for my ice hockey practice. Where is my helmet?  
**Uncle Phil:** It's Sunday. It's two o'clock. Picnic time! Let's have fun!

#### TASK 5, STUDENT'S BOOK (p. 55)

- Play recording 38 again. Pause after each sentence. Pupils listen, read, and repeat, first together and then individually.

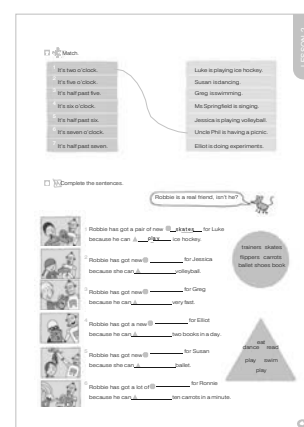
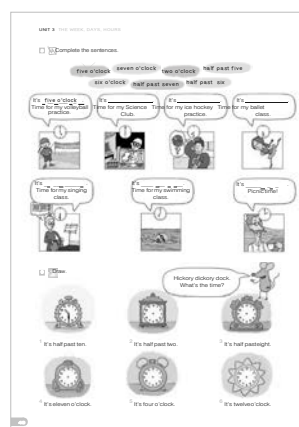
### WORKBOOK PRACTICE

#### TASK 5, WORKBOOK (p. 60)

- Pupils copy the time in the correct speech bubbles. They check their answers in pairs, then they volunteer to read the sentences.
- Pupils individually do the task. Prepare a clock. A volunteer comes to the board. Other pupils read the times in the task. The volunteer in front of the board moves the clock hands to show the times. Pupils check if they have correctly drawn the hands of the clock.

#### TASK 8, WORKBOOK (p. 61)

- Pupils study the pictures and complete the sentences with the given words. They check their answers in pairs, then they volunteer to read the completed sentences.



**TASK 6, STUDENT'S BOOK (p. 55)**

- Play recording 39. Pupils listen and point to the pictures.

**TAPESCRIPT 39****Hickory Dickory Dock (traditional rhyme)**

Hickory dickory dock,  
The mouse ran up the clock.  
The clock struck one,  
The mouse ran down.  
Hickory dickory dock

**TASK 7, STUDENT'S BOOK (p. 55)**

- Play the recording again. Pupils listen and repeat the verse.

**ENDING THE LESSON****MUSIC CHAIRS**

- Put the chairs in a circle but use one chair fewer than the number of pupils. Play the song *Hickory Dickory Dock*. Pupils walk around the chairs and sing. When the music stops, each pupil needs to take a seat. The pupil without a seat is out of the game. Repeat the procedure.

**HOMEWORK**

Task 7, Workbook (p. 61)

## LESSON 3 SUPER SUZY IS BACK!

LEARNING OUTCOMES: 1 უცხ. დაწყ. (1): 1,2,3,4,5,6,7,8  
By the end of this class, pupils will be able to:

GRAMMAR	<ul style="list-style-type: none"> <li>Express ability using the verb <i>can</i></li> <li>Express ability using <i>present continuous</i> 3<sup>rd</sup> person singular</li> </ul>
LANGUAGE FUNCTIONS	<ul style="list-style-type: none"> <li>Answer questions</li> <li>Describe their own activities as well as those of others</li> <li>Tell the time</li> <li>Describe activities in pictures</li> <li>Retell a text</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>List everyday activities</li> </ul>

### SKILLS

READING	<ul style="list-style-type: none"> <li><i>Super Suzy Is Back!</i></li> </ul>
LISTENING	<ul style="list-style-type: none"> <li><i>Super Suzy Is Back!</i></li> <li>Answering questions</li> <li>Describing pictures</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>Retelling a text using key vocabulary</li> <li>Copying vocabulary after a model</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>Completing sentences after a model</li> </ul>

### CROSS-CURRICULAR CORRELATION

- Georgian language
- Science
- Art

## LESSON 1

### INTRODUCTION

#### HOMEWORK CHECK

- Prepare a clock. Show the time in the left column, e.g. *It's two o'clock*. Pupils tell what time it is and then say the correct sentence, e.g. *Uncle Phil is having a picnic*.

#### JUMP TO THE SIDE

- Divide the classroom into two areas, *true* and *false*. Say a sentence, pupils choose which side they will jump to depending on the sentence being true or false, e.g. *It's half past seven. Luke is playing ice hockey.*, *It's seven o'clock. Jessica is playing volleyball.* etc. Pupils correct the false sentences.

#### WHO? WHEN? WHAT? QUIZ

- Prepare a quiz on the characters in the Student's Book. Make four groups of questions. In each group there are three questions. Write the groups on the board: *Who 1, 2, 3? What (activity) 1, 2, 3? When (day) 1, 2, 3? At what time 1, 2, 3?*  
Put pupils into three groups and assign a coloured chalk for each group to circle the number of questions they answer correctly. Each group chooses the question group and the question number. If they answer correctly, circle the question number in their group colour.
  - Who...? Questions*  
*Who has got volleyball practice at five o'clock on Monday?*  
*Who has got ice hockey practice at half past seven on Saturday?*
  - Who has got picnic time at two o'clock on Sunday?*
  - What...? questions*  
*What has Greg got at seven o'clock on Friday?*

*What has Susan got at half past five on Tuesday?*  
*What has Ms Springfield got at half past six on Thursday?*

- When...? questions*  
*When does Elliot have Young Scientist class at six o'clock?*  
*When does Jessica have volleyball practice at five o'clock?*  
*When does Uncle Phil have picnic time at two o'clock?*
- At what time...? questions*  
*At what time does Luke have ice hockey practice on Saturday?*  
*At what time does Susan have a ballet class on Tuesday?*  
*At what time does Elliot have Young Scientist class on Wednesday?*

### PRESENTATION

#### WHO AM I?

- Explain to the pupils that they will try to guess a mystery character. Say sentences and mime the actions: *She can go to the desert and to the Arctic in just one day. She can swim. She can climb a tree. She can drive a car. She can row a boat. She can fly. She can drink a lot of super milk. She is always ready for action.* – *Super Suzy!* After they have guessed, show a flashcard of Super Suzy and write the title *Super Suzy Is Back!* on the board.

#### TASK 1, STUDENT'S BOOK (p. 56)

- 1 a)** Pupils read the questions and try to remember everything that Super Suzy can do.
- 1 b)** Pupils study the pictures on pages 36 and 37, they tell the time and say what Super Suzy is doing.

#### ANSWER KEY:

- 1 a)** Super Suzy can swim. She can climb a tree. She can drive a car. She can fly.  
**b)** It's eight o'clock in the morning. Super Suzy is driving a car. It's twelve o'clock. Super Suzy is climbing the tree. It's five o'clock. Super Suzy is flying. It's eight o'clock in the evening. Super Suzy is drinking milk.

#### TASK 2, STUDENT'S BOOK (p. 56)

- Play recording 40. Pupils listen and read.
- Play the recording again. Pause after each sentence, pupils read and repeat.
- CHAIN READING.** Each pupil reads one or two sentences.

#### TAPESCRIPT 40

**Narrator:** She can swim. She can climb a tree. She can drive a car. She can even fly. Who is she? Do you remember? Super Suzy, of course! It's eight o'clock in the morning. It's very hot. Super Suzy is driving through the desert. The camel is very thirsty, but Super Suzy can help her. She has got a box full of orange juice. It's twelve o'clock. Super Suzy is in the jungle now. Who is in trouble? It's a baby jaguar. Super Suzy is climbing the tree to help him. Be careful next time, baby jaguar! It's five o'clock in the afternoon. There is a call from the Arctic. It's snowing and it's very cold. Pixy is crying. He got lost. He can't find his friends. Super Suzy is flying to the Arctic to help him. Look! Pixy is back with his friends. It's eight o'clock in the evening. What a day! Super Suzy is very tired. Knock, knock! Super Sam is here with a glass of her favourite super milk. He is a real friend, isn't he?

### TASK 3, STUDENT'S BOOK (p. 57)

- Pupils do the task individually, then they check in pairs. Finally, they volunteer to read the sentences, while correcting the incorrect ones.

#### ANSWER KEY:

1 – NO. Super Suzy is driving through the desert. 2 – YES. 3 – NO. She is flying to the Arctic. 4 – NO. She is drinking her super milk.

### TASK 4, STUDENT'S BOOK (p. 57)

- Pupils work in smaller groups. They cover the texts with their palms but leave the pictures uncovered. They try to remember the sentences and retell the story. If they cannot remember some parts, they may briefly move their palms and refresh their memory.

### ENDING THE LESSON

#### BASKETBALL

- Put the pupils into two groups. Say key vocabulary from the text, e.g. *a car, desert, orange juice, in trouble* etc. Pupils discuss in groups and they make a sentence using key vocabulary. They win a point for each correct sentence. They can also win an additional point by throwing a ball into a basket or a box.

### HOMEWORK

Task 1, Workbook (p. 62)

## LESSON 2

### INTRODUCTION HOMEWORK CHECK



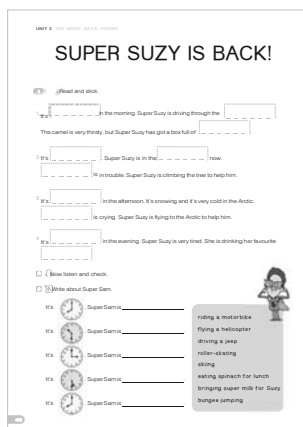
#### WORKBOOK PRACTICE

#### TASK 2, WORKBOOK (p. 62)

- Play recording 16. Pupils listen and check Task 1. Then, they volunteer to read the sentences.

#### WORKBOOK TAPESCRIP 16

- It's eight o'clock in the morning. Super Suzy is driving through the desert. The camel is very thirsty, but Super Suzy has got a box full of orange juice.
- It's twelve o'clock. Super Suzy is in the jungle now. The baby jaguar is in trouble. Super Suzy is climbing the tree to help him.
- It's five o'clock in the afternoon. It's snowing and it's very cold in the Arctic. Pixy is crying. Super Suzy is flying to the Arctic to help him.
- It's eight o'clock in the evening. Super Suzy is very tired. She is drinking her favourite super milk.



#### RUN TO THE RIGHT WALL

- Prepare word cards from the *Super Suzy Is Back!* story: *It's eight o'clock in the morning.*, *It's twelve o'clock.*, *It's five o'clock in the afternoon.*, *It's eight o'clock in the evening.* Paste the cards on classroom walls and put the pupils into two groups. Group representatives come to the board and face the board. After hearing a sentence, the representatives turn around and run to the correct word card on the wall. The pupil who is faster and more successful wins a point for his/her group. After each run is complete, group representatives should be changed.

#### SENTENCE TENNIS

- Put the groups into two groups and give them a ball. The pupils stand opposite each other. Show one of the sentence cards from the previous activity. Each group should say at least one sentence about that card and toss the ball to the other group to continue the story chain.

## PRESEN



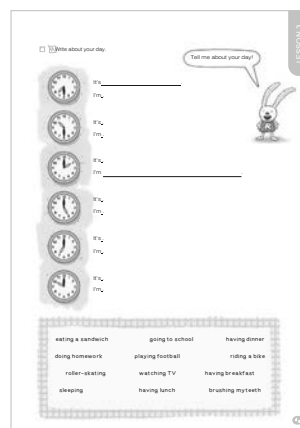
#### WORKBOOK PRACTICE

#### TASK 3, WORKBOOK (p. 62)

- Remind pupils of Super Sam. Explain that they will now mime everything that Super Sam does every day. Say sentences in the task, e.g. *He is riding a motorbike.*, *He is flying a helicopter.* etc. Pupils repeat and mime. If necessary, explain new vocabulary, e.g. *spinach*, *jeep*, *motorbike*, *bungee jumping*. Pupils do the task individually and complete the sentences on Super Sam. They guess when Super Sam does certain activities and according to that complete the sentences. Explain that there are no wrong answers. Prepare a clock. Pupils position the hands of the clock according to the pictures in the task, tell the time, and then read the sentences they have completed. Permit all logical sentences.

#### TASK 4, WORKBOOK (p. 63)

- Pupils complete the sentences. They use the given words. Then, they volunteer to read about their day.



#### PROJECT

- Give each pupil two pieces of A4 paper. Pupils make a booklet. They write *My week* on the cover and they title each subsequent page with one day of the week. Then they draw a clock telling time and draw what they are doing at that time.

#### ENDING THE LESSON

- Pupils sit in a circle. Play music and allow pupils to pass their booklets to each other. When the music stops, pupils talk about the everyday activities of the friend whose booklet they are holding. They mention the day of the week, the time and what their friend is doing, e.g. *It's Monday. It's ten o'clock. Ana is playing volleyball.* Repeat the procedure several times.

#### HOMEWORK

In their booklets pupils write additional sentences about their day, e.g. *It's Tuesday. It's five o'clock in the afternoon. I'm doing my homework.*

# LESSON 4 A SILLY WEEK

**LEARNING OUTCOMES:** | უცბ. დაწყ. (I): 1,2,3,4,5,6,7,8  
By the end of this class, pupils will be able to:

GRAMMAR	<ul style="list-style-type: none"> <li>Understand and express commands using imperatives</li> <li>Discuss their own activities and the activities of others every day of the week</li> </ul>
LANGUAGE FUNCTIONS	<ul style="list-style-type: none"> <li>Discuss the weather</li> <li>Sing a song</li> <li>List the days of the week</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>List various activities</li> <li>List different types of weather</li> </ul>

**SKILLS**

READING	• <i>A Silly Week</i>
LISTENING	• <i>A Silly Week</i>
SPEAKING	<ul style="list-style-type: none"> <li>Discussing the weather, the days of the week, and activities</li> <li>Singing a song</li> </ul>
WRITING	• Copying vocabulary after a model

**CROSS-CURRICULAR CORRELATION**

- Georgian language
- Science
- Music

## INTRODUCTION

### HOMEWORK CHECK

### QUESTION CHAIN

- Pupils sit in a circle. Ask the pupil on your right, e.g. *Anna, what are you doing on Thursday?* The pupil opens her booklet, shows it to the other pupils and says, e.g.. *It's eight o'clock. I'm brushing my teeth.* Write the question on the board:

What are you doing on \_\_\_\_\_?

- Pupils continue to ask each other questions.

### AFTER/BEFORE

- Prepare the days of the week word cards. Show the cards, the pupils say the names. Introduce the words *after* and *before* and explain their meaning. Ask *after* and *before* questions, the pupils answer which day follows or comes before the days of the week in the questions. *What day comes before Tuesday? What day comes after Friday?* etc.

## PRESENTATION

### DRAWING DICTATION

- Prepare flashcards: *sunny, hot, rainy, foggy, windy, cold, snowing*. A volunteer comes to the board. Show him/her a flashcard so that the rest of the class cannot see the image. The pupil draws on the board and the rest of the class guesses.

### MATCHING

- Show the days of the week word cards. Read the weather conditions and the days of the week in the song on pp. 60 and 61 in the Student's Book. Pupils volunteer to come to the board and match the days of the week word cards to the weather flashcards.

- Write on the board:

It's \_\_\_\_\_ on \_\_\_\_\_.

- Pupils orally complete the sentences using the vocabulary on the board for help. Show the drawing, pupils discuss what the weather is like on that day. Add verses and mime the actions to complement their sentences, e.g. *It's sunny on Monday. Take off your coat.*

### TASK 1, STUDENT'S BOOK (p. 58)

- Pupils study the pictures and describe the weather on the given days of the week.
- Play recording 41. Pupils listen and check their answers.

### ANSWER KEY:

MONDAY – It's sunny.  
TUESDAY – It's hot.  
WEDNESDAY – It's rainy.  
THURSDAY – It's foggy.  
FRIDAY – It's windy.  
SATURDAY – It's cold.  
SUNDAY – It's snowing

### TAPESCRIPT 41

#### A Silly Week (song)

It's sunny on Monday,  
Sunny on Monday.  
Take off your coat!  
Take off your coat!  
It's hot on Tuesday,  
Hot on Tuesday.  
Let's row a boat!  
Let's row a boat!  
It's rainy on Wednesday,  
Rainy on Wednesday.  
Sing in the rain!  
Sing in the rain!  
It's foggy on Thursday,  
Foggy on Thursday.  
Don't fly a plane!  
Don't fly a plane!  
It's windy on  
Friday, Windy on  
Friday.  
Fly a  
kite! Fly  
a kite!  
It's cold on Saturday,  
Cold on Saturday.  
Let's skate tonight!  
Let's skate tonight!  
And, finally  
Sunday, Finally  
Sunday!  
Dressed in white.

### TASK 2, STUDENT'S BOOK (p. 58)

- Recite the verses and mime. Pupils repeat the verses and mime.
- Play recording 41 again. Pupils listen and sing. Pupils listen, sing, and mime.



## WORKBOOK PRACTICE

### WORKBOOK, TASK 1 (p. 64)

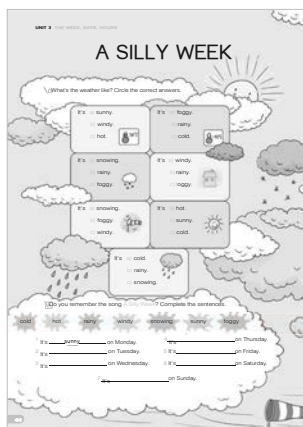
- Pupils choose the correct answer. Show the flashcards, pupils read the correct sentences.

### WORKBOOK, TASK 2 (p. 64)

- Pupils complete the verses with the given words. Play recording 41 to check the answers. Finally, pupils volunteer to read the sentences.

### WORKBOOK, TASK 3 (p. 65)

- Pupils pair up. Play recording 41 to check the answers.



## ENDING THE LESSON

### ACTION CHINESE WHISPERS

- Put the pupils into three lines. Whisper what the weather is like to the pupil standing at the end of each line, e.g. *It's sunny*. Pupils whisper the sentence to each other until it reaches the pupil at the beginning of the line. When s/he hear the sentence, s/he run to the board to touch the correct weather flashcard. The fastest and the most successful pupil wins a point for their team.

## HOMEWORK

Workbook, Task 4 (p. 65)

# LESSON 5 LET'S CHECK!

LEARNING OUTCOMES: **სწავლის შედეგად:** (I): 1,2,3,4,5,6,7,8,9,10  
By the end of this class, pupils will be able to:

GRAMMAR	<ul style="list-style-type: none"> <li>Use the structures presented in Unit 3 (can/can't, present continuous, commands)</li> </ul>
LANGUAGE FUNCTIONS	<ul style="list-style-type: none"> <li>Answer questions</li> <li>Correct incorrect sentences</li> <li>Complete sentences</li> <li>Describe a picture</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>List vocabulary in Unit 3 (days of the week, telling time, the weather, toys, collocations for everyday activities)</li> </ul>

SKILLS	
READING	Questions and sentences in tasks
LISTENING	Answering questions
SPEAKING	<ul style="list-style-type: none"> <li>Answering questions</li> <li>Describing a pictures</li> </ul>
WRITING	Copying words and sentences after a model
CROSS-CURRICULAR CORRELATION	
<ul style="list-style-type: none"> <li>Georgian language</li> <li>Science</li> <li>Art</li> </ul>	

## INTRODUCTION

### HOMEWORK CHECK

- Pupils compare their drawings and read their sentences on the weather.

### REMEMBER THE WORDS

- Draw a large circle on the board. Pupils say the vocabulary that they have learned in Unit 3. Write all the vocabulary in the circle. Pupils then use the vocabulary in their own sentences, e.g. *I have got football practice on Monday.*

## PRESENTATION

### TASK 1, STUDENT'S BOOK (p. 60)

- Explain the rules of the game. Put the pupils into smaller groups. Pupils use their erasers, sharpeners or other school supplies as counters. Give each group a die. Pupils start the game. They roll the dice and go to their space. They answer the question. If they have answered correctly, they may remain on the space. Otherwise they need to return to their previous space. Walk around the classroom and assist.

### ANSWER KEY:

- Super Suzy is climbing the tree.
- It's foggy.
- It's five o'clock.
- Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.
- Robbie can read a book, climb a tree, play the drums and make some tea.
- It's snowing.
- It's half past five.
- It's sunny.
- Robbie can ride a bike, play chess, wash the dishes and make a mess.
- It's windy.

15 Luke has got **ice hockey practice** on Saturday. It's **picnic time** for Uncle Phil on Sunday!  
16 Super Suzy is flying.  
17 Susan has got a **ballet class** on Tuesday. Elliot has got **Science Club** on Wednesday.  
18 It's half past ten.  
19 Robbie can **play the violin, play tennis, play football and play basketball.**  
20 S S i d i i h h h d



## WORKBOOK PRACTICE

### TASK 1, WORKBOOK (p. 66)

- Pupils fill in the days of the week with the missing letters, then they put them in the correct order. They volunteer to read their answers.

### TASK 2, WORKBOOK (p. 66)

- Pupils copy the words next to the correct sentences. They volunteer to read their answers.

### TASK 3, WORKBOOK (p. 66)

- Pupils find the mistakes, then they copy the correct sentences. They volunteer to read the correct sentences.

### TASK 4, WORKBOOK (p. 67)

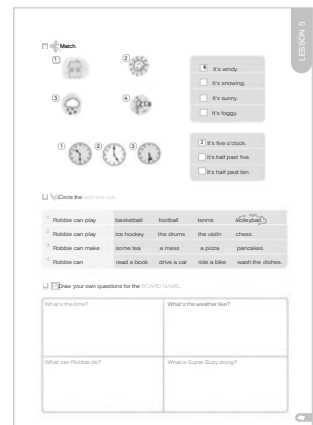
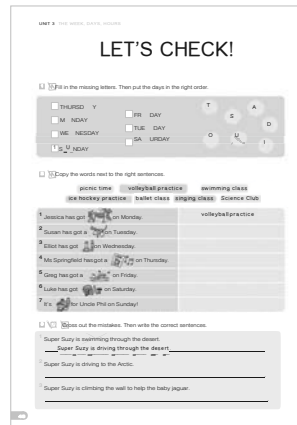
- Pupils match the pictures to the sentences. Ask questions, e.g. *What is number 1? – It's foggy.*

### TASK 5, WORKBOOK (p. 67)

- Pupils find the odd one out. Then, they volunteer to read the sentences using *can't*, e.g. *Robbie can't play volleyball.*

### TASK 6, WORKBOOK (p. 67)

- Pupils draw their own questions for the game. Then they work in pairs. They show each other the drawings, then ask and answer the questions.



**RONNIE'S PROJECT, STUDENT'S BOOK (p. 61)**

- Explain the project instructions and what is expected of the pupils. Explain how the project is to be presented.

**I CAN SPEAK ENGLISH, STUDENT'S BOOK (p. 61)**

- Pupils study the mind map and tick the parts of the mind map they assess they have successfully mastered. Check by asking questions, e.g. *What can Robbie do? Name the days of the week. What's the time?* etc. Pupils who have ticked those parts should give answers.

**ENDING THE LESSON****FINALS/SEMI-FINALS**

- All pupils should stand up. Show Unit 5 flashcards, the pupil whose turn it is to answer supplies the word. If they do not know, they have the right to say *Pass!* once. If they say an incorrect word or if they use *Pass!* more than once, they are out of the game and they need to sit down. After three rounds, the winners are those pupils who are still left standing in the finals or the third round.

## UNIT 6 THE CALENDAR

### LESSON 1 GUESS THE MONTHS!

LEARNING OUTCOMES: **სწავლის დასრულების (I): 1,2,3,4,5,6,7,8**  
By the end of this class, pupils will be able to:

GRAMMAR	<ul style="list-style-type: none"><li>Use present continuous to describe actions</li><li>Give short answers (<i>Yes, he/she/it is. / No, he/she/it isn't.</i>)</li><li>Answer <i>who, when, where</i> and <i>what</i> questions</li></ul>
LANGUAGE FUNCTIONS	<ul style="list-style-type: none"><li>Discuss the months of the year</li><li>Ask and answer questions</li><li>List seasons and months</li></ul>
VOCABULARY	<ul style="list-style-type: none"><li>List holidays</li></ul>
<b>SKILLS</b>	
READING	<ul style="list-style-type: none"><li><i>The Months Song</i></li><li><i>Guess the Months</i></li></ul>
LISTENING	<ul style="list-style-type: none"><li><i>The Months Song</i></li><li><i>Guess the Months</i></li></ul>
SPEAKING	<ul style="list-style-type: none"><li>Answering questions</li><li>Completing sentences</li></ul>
WRITING	<ul style="list-style-type: none"><li>Writing one-word answers after a model</li></ul>
<b>CROSS-CURRICULAR CORRELATION</b>	
<ul style="list-style-type: none"><li>Georgian language</li><li>Science</li></ul>	

#### LESSON 1

#### INTRODUCTION

##### SEASONS AND WEATHER

- Prepare seasons flashcards. Revise the vocabulary and put the flashcards on the board.
- Ask the pupils to describe the weather in each season. Show the seasons flashcards and say sentences. *It is sunny. It is rainy.* etc. Pupils shout out the seasons. Some weather conditions may correspond to more than one season. Allow for all the logical answers. *It is sunny – winter, spring, summer, autumn.* Put each card on the classroom floor.

##### FLASHCARD TIDY UP

- Weather flashcards are scattered on the classroom floor. Pupils volunteer to sort them out and match them to the correct season. They take a flashcard, say which weather condition it is and match the card to the season. After they have sorted out all the cards, pupils may match the cards to other seasons too, in order for as many pupils as possible to get the chance to come to the board. Allow for all the logical solutions.

##### THE CALENDAR – MONTHS

- Show the picture of a calendar and ask the pupils to guess what it is. *A calendar.* Then ask what a calendar is used for. Pupils volunteer to answer. Ask if they can list all the months in a year. Pupils say the months aloud.

#### PRESENTATION

##### TASK 1, STUDENT'S BOOK (p. 62)

- Play recording 42. Pupils listen to the words and point to the correct month in the pictures.

##### ANSWER KEY:

1 – January, 2 – February, 3 – March, 4 – April, 5 – May, 6 – June, 7 – July, 8 – August, 9 – September, 10 – October, 11 – November, 12 – December.

##### TAPESCRIPT 42:

**Narrator:** 1 – January, 2 – February, 3 – March, 4 – April, 5 – May, 6 – June, 7 – July, 8 – August, 9 – September, 10 – October, 11 – November, 12 – December.

##### TASK 2, STUDENT'S BOOK (p. 62)

- Play recording 42 again. Pause after each word. Pupils repeat the word they hear, first in choir, and then individually.
- Draw the pupils' attention to the pictures on p. 64. Say the months and the pupils respond with a number, e.g. *July – 7!*
- Say numbers and the pupils respond by saying the months.
- Say the names of the months in Georgian, the pupils translate.

##### TASK 3, STUDENT'S BOOK (p. 62)

- Prepare the months word cards. Show the cards to each pupil. If the pupil can read the word, they may keep the word card.
- Explain to the pupils that they will listen to a song about months. When they hear the word written on their card, they need to stand up. Play recording 43. Pupils listen to the song and stand up.
- Play recording 43 again. Pupils listen and sing the song.

##### TAPESCRIPT 43

##### The Months Song (song)

January, February, March, April, May, June, July, August, September,  
October, November and December, they are the months in a year.  
December, November, October, September,  
August, July, June and May.  
April, March, February, January,  
They are the months in a year.

##### GET RID OF YOUR CARD

- Point to the names of the seasons on the board and ask the pupils to guess which month belongs to which season. Pupils volunteer to answer and match their word cards to the correct season.



## WORKBOOK PRACTICE

### TASK 1, WORKBOOK (p. 68)

- Pupils write down the months. Play **HANGMAN** to check the answers.



### ENDING THE LESSON

- Revise clothes vocabulary. Say sentences using clothes vocabulary, pupils volunteer to say which season the item can be worn in.  
*I'm wearing a scarf – winter. I'm wearing a T-shirt – spring, summer etc.*

### HOMEWORK

Task 1, Workbook (p. 68)

Copy the names of the months in the notebook and translate them into Georgian.

## LESSON 2

### INTRODUCTION

#### HOMEWORK CHECK

- Check the translations of months. Say a month in Georgian, toss a ball, and the pupils need to translate the month.
- Pupils discuss their favourite months and show their drawings to the class.

#### QUICK LINE-UP

- Ask the pupils to stand in a line according to their birthday month. Check whether the pupils are standing in the line correctly. Play recording 43 again. Pupils raise their hand when they hear their birthday month.
- Then, each pupil says when they celebrate their birthday, e.g. *My birthday is in June.*

### PRESENTATION

#### INTRODUCING NEW WORDS

- Prepare word cards: *Valentine's Day, Valentine card, white, Christmas tree, Easter Bunny, Easter basket, garden, snowdrops, Halloween, windy, school, beach, sandcastles, summer camp.*

Put each word card on the board and read the vocabulary. Pupils repeat the vocabulary, first in choir and then individually.

#### WHERE DOES IT SAY... ?

- Then, check which vocabulary items the pupils are familiar with. Say a word in Georgian, the pupils who can match it to a word on the board volunteer to touch the correct card. Read the word on the card. Help those pupils who cannot find the correct word card. Explain all the new vocabulary.

#### TASK 4, STUDENT'S BOOK (p. 63)

- Play recording 44. Pupils listen and point to the pictures on p. 62.

#### TAPESCRIPT 44

- 1 January: It's snowing. Everything is white. Ronnie is skiing.
- 2 February: Red is for Valentine's Day. Super Sam is writing a Valentine card.
- 3 March: It's a nice day. Jessica is picking snowdrops.
- 4 April: It's raining. The Easter Bunny is preparing his Easter basket.
- 5 May: It's a beautiful spring day. Ms Springfield is watering her blue roses.
- 6 June: School is over! See you in September!
- 7 July: It's warm and sunny. Susan is in a summer camp.
- 8 August: It's a hot summer day. Greg is on the beach. He is making sandcastles.
- 9 September: Back to school and time to see your friends again!
- 10 October: It's a cloudy autumn day. Elliot is getting ready for Halloween.
- 11 November: It's cold and windy. Luke is in his room. He is listening to music.
- 12 December: Christmas time! Uncle Phil is decorating the Christmas tree.

#### TASK 5, STUDENT'S BOOK (p. 63)

- Pupils read the texts and copy it in their notebooks chronologically.
- Play recording 44. Pupils listen and check their answers.
- Read key sentences from the text, pupils guess the month, e.g. *The Easter Bunny is preparing his Easter basket. – April!*

#### ANSWER KEY:

8 It's a hot summer day.

Greg is on the beach. He is making sandcastles.

12 Christmas time! Uncle Phil is decorating the Christmas tree.

3 It's a nice day. Jessica is picking snowdrops.

1 It's snowing. Everything is white. Ronnie is skiing.

5 It's a beautiful spring day.

Ms Springfield is watering her blue roses.

7 It's warm and sunny.

Susan is in a summer camp.

11 It's cold and windy.

Luke is in his room. He is listening to music.

9 Back to school and time to see your friends again!

2 Red is for Valentine's Day. Super Sam is writing a Valentine card.

4 It's raining. The Easter Bunny is preparing his Easter basket.

10 It's a cloudy autumn day. Elliot is getting ready for Halloween.

6 School is over! See you in September!

#### TASK 6, STUDENT'S BOOK (p. 63)

- Pupils choose a text and volunteer to read it aloud. Guess the month.



#### WORKBOOK PRACTICE

#### TASK 2, WORKBOOK (p. 69)

- Pupils look at the pictures on p. 48 and tick the correct answers in Task 2. Use the **SNAKE GAME** to check the answers. Write 12 numbers in three lines on the board. Put the pupils into two groups. Randomly ask questions. If the pupils answer correctly, circle number 1 for the first group, i.e. number 4 for the second group. With each correct answer the groups "elongate" their snake. The group with the longer snake wins.

Look at the pictures on Task 1 and tick the right answers.

<p>1 It's January. Is Ronnie skiing?</p> <p><input type="checkbox"/> Yes, he is.</p> <p><input type="checkbox"/> No, he isn't.</p>	<p>8 It's July. Is Susan in a summer camp?</p> <p><input type="checkbox"/> Yes, she is.</p> <p><input type="checkbox"/> No, she isn't.</p>
<p>2 It's February. Is Super Sam decorating the Christmas tree?</p> <p><input type="checkbox"/> Yes, he is.</p> <p><input type="checkbox"/> No, he isn't.</p>	<p>9 It's August. Is Greg making sandcastles?</p> <p><input type="checkbox"/> Yes, he is.</p> <p><input type="checkbox"/> No, he isn't.</p>
<p>3 It's March. Is Jessica getting ready for Halloween?</p> <p><input type="checkbox"/> Yes, she is.</p> <p><input type="checkbox"/> No, she isn't.</p>	<p>10 It's September. Is school over?</p> <p><input type="checkbox"/> Yes, it is.</p> <p><input type="checkbox"/> No, it isn't.</p>
<p>4 It's April. Is the Easter Bunny preparing his Easter basket?</p> <p><input type="checkbox"/> Yes, he is.</p> <p><input type="checkbox"/> No, he isn't.</p>	<p>11 It's October. Is Elliot writing a Valentine card?</p> <p><input type="checkbox"/> Yes, he is.</p> <p><input type="checkbox"/> No, he isn't.</p>
<p>5 It's May. Is Ms Springfield watering her blue roses?</p> <p><input type="checkbox"/> Yes, she is.</p> <p><input type="checkbox"/> No, she isn't.</p>	<p>12 It's November. Is Luke listening to music?</p> <p><input type="checkbox"/> Yes, he is.</p> <p><input type="checkbox"/> No, he isn't.</p>
<p>6 It's June. Is it back-to-school time?</p> <p><input type="checkbox"/> Yes, it is.</p> <p><input type="checkbox"/> No, it isn't.</p>	<p>7 It's December. Is Uncle Phil picking snowdrops?</p> <p><input type="checkbox"/> Yes, he is.</p> <p><input type="checkbox"/> No, he isn't.</p>

**TASK 7, STUDENT'S BOOK (p. 63)**

- Pupils match the questions and the answers. Then, they ask and answer questions in pairs. Several pairs volunteer to come to the board and read their questions and

**ANSWER**

1 What's the weather like in January?	<b>It's snowing.</b>
2 When is Halloween?	<b>In October.</b>
3 It's March. What is Jessica doing?	<b>She is picking snowdrops.</b>
4 It's July. Where is Susan?	<b>In a summer camp.</b>
5 Who is making sandcastles?	<b>Greg.</b>

**ENDING THE LESSON**

**MAKE A SENTENCE**

- Prepare the months, seasons, weather, etc. flashcards. Put the pupils into several groups. Pupils draw out a flashcard and they need to use that word in a sentence, e.g. *It's sunny in summer*. Other group representatives may draw out the same word but they may not repeat the same sentence. Award a point for each correct sentence.

**HOMEWORK**

Task 6, Workbook (p. 71)

**TASK 8, STUDENT'S BOOK (p. 63)**

- Pair the pupils up. Pupils prepare five questions and write them in their notebooks. They swap the notebooks with another pair which then writes down the answers.
- Then, pupils volunteer to come to the board and ask and answer their questions.

**ANSWER KEY:** Pupils' own answers.



**WORKBOOK PRACTICE**

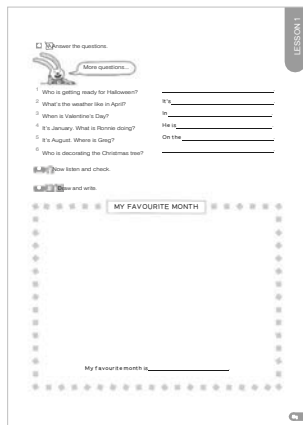
**TASK 4, WORKBOOK (p. 71)**

- Pupils read the questions and answer them.

**TASK 5, WORKBOOK (p. 71)**

- Play recording 17. Pupils listen and check their answers.
- Read the questions, pupils volunteer to answers.

**WORKBOOK TAPESCRIPT 17**  
**Narrator:**  
 1 Who is getting ready for Halloween? Elliot. 2 What's the weather like in April? It's raining. 3 When is Valentine's Day? In February. 4 It's January. What is Ronnie doing? He is skiing. 5 It's August. Where is Greg? On the beach. 6 Who is decorating the Christmas tree? Uncle Phil.



## LESSON 2 WHAT'S YOUR FAVOURITE SEASON?

LEARNING OUTCOMES: 1 უცბ. დაწყ. (I): 1,2,3,4,5,6,7,8

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

GRAMMAR	<ul style="list-style-type: none"> <li>Distinguish between the verbs <i>to be</i> and <i>can</i></li> <li>Discuss the seasons</li> </ul>
LANGUAGE FUNCTIONS	<ul style="list-style-type: none"> <li>Express and explain liking (<i>because...</i>)</li> <li>Sing a song</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>Use familiar vocabulary in a new context</li> </ul>
<b>SKILLS</b>	
READING	<ul style="list-style-type: none"> <li><i>What's Your Favourite Season?</i></li> <li><i>The Four Seasons</i></li> </ul>
LISTENING	<ul style="list-style-type: none"> <li><i>What's Your Favourite Season?</i></li> <li><i>The Four Seasons</i></li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>Discussing and justifying the choice of one's favourite season</li> <li>Singing a song</li> <li>Completing a gapped text</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>Copying sentences after a model</li> </ul>
<b>CROSS-CURRICULAR CORRELATION</b>	
<ul style="list-style-type: none"> <li>Georgian language</li> <li>Science</li> <li>Art</li> </ul>	

### LESSON 1

#### INTRODUCTION

##### HOMEWORK CHECK

- Prepare the months word cards. Pupils draw out a card, read it and the related sentence in the Workbook, e.g. *May. – It's a beautiful spring day. Ms Springfield is watering her blue roses.*

##### FREEZE!

- Prepare the words for months in Georgian and English. Show the months to the pupils. If the words match in both languages, the pupils shout out *Freeze!*

##### SWAT THAT WORD

- Randomly write the following answers on the board: *Yes, it is. / No, it isn't. / Yes, he is. / No, he isn't. / Yes, she is. / No, she isn't.*
- Put the pupils into two groups. Ask questions about the months and the seasons, e.g. *Is it hot in summer? It's autumn. Is Elliot getting ready for Valentine's Day?* etc. The pupil to first swat the correct answer wins a point for their group.

#### PRESENTATION

##### WHAT'S YOUR FAVOURITE ...?

- Revise Units 5 and 6 vocabulary. Ask questions about favourite things. Pupils say what their favourite things are in each group. Write on the board:

My favourite \_\_\_ is \_\_\_\_.

- Likewise, encourage them to justify their choice. Pupils may use Georgian to explain their choice. *What's your favourite activity? What's your favourite day? What's your favourite month? What's your favourite weather?* Finally, ask what their favourite season is: *What's your favourite season?*

##### I CAN ... – WHAT'S THE SEASON?

- Revise the verbs *can/can't* using the Lessons 1 and 2 vocabulary. Discuss what we can do and mime those actions. Pupils need to match the action to the season, i.e. in which season it is usually done. *I can play ice hockey. I can swim in the sea. I can ride a shark. I can see Easter Bunny. I can ski. I can make a snowman. I can make sandcastles. I can put on my Halloween costume. I can write a Valentine card. I can pick snowdrops. I can see flowers in my garden.* etc.

##### WHAT'S THEIR FAVOURITE SEASON?

- Explain to the pupils that Greg, Jessica, Luke and Ms Springfield also have their favourite seasons. Pupils guess which they are. Write on the board:

\_\_\_\_\_ 's favourite season is \_\_\_\_\_.

- Pupils complete the sentences orally by suggesting answers. Allow for all logical suggestions. Explain that they will be finding out the correct answers shortly.



### TASK 1, STUDENT'S BOOK (p. 64)

- Play recording 46. Pupils listen, read the text in the Student's Book and find the answers to the question *What are their favourite seasons?*. Pause before Ronnie's text. Ask questions, e.g. *What is Greg's favourite season?* Pupils volunteer to answer. Explain that there is something wrong with Ronnie. Play the rest of the recording while the pupils search for the answer to the question *What's wrong with Ronnie?*. Ask the pupils to correct Ronnie's mistakes, e.g. *I like winter because then I can make a snowman.*
- Play recording 45 again. Pause after each picture. Pupils volunteer to read the text aloud.

#### ANSWER KEY:

Greg's favourite season is summer. Jessica's favourite season is autumn. Luke's favourite season is winter. Ms Springfield's favourite season is spring.

#### TAPESCRIPT 46

**Ms Springfield:** What's your favourite season, children?

**Greg:** My favourite season is summer. Then I can swim, I can make sandcastles, I can eat a lot of ice-cream and I can ride a toy shark!

**Jessica:** I like autumn. My birthday is in September. I always have a big chocolate cake. Yummy!

**Luke:** My favourite season is winter because I like snow, winter sports and presents from Santa. What about you, Ms Springfield?

**Ms Springfield:** My garden is very beautiful in spring. Birds are singing and there are flowers everywhere. Spring is so romantic, isn't it?

**Ronnie:** And me? I like summer because then I can make a snowman. I like autumn because then I can see my friend Easter Bunny. I like winter because then I can swim in the sea. I like spring because then I can put on my Halloween costume.

**Children:** Ronnie! You've mixed up all the seasons!

### ENDING THE LESSON

#### WHO AM I?

- Read the sentences in the texts, e.g. *My garden is very beautiful in spring. Who am I?* Pupils suggest answers, e.g. *You are Ms Springfield.*

### HOMEWORK

Task 1, Workbook (p. 72)

## LESSON 2

### INTRODUCTION

#### HOMEWORK CHECK

- Put the pupils into two groups. One group represents the verb *is*, and the other the verb *can*. Read sentences but pause before saying the verb. The correct verb group should stand up. Continue reading until the next verb and then repeat the procedure.
- Use the **SAY STOP IF IT'S NOT TRUE** activity to check the sentences again. Read the sentences and make mistakes on purpose. Pupils listen and shout out *Stop!* when they hear a mistake. Pupils volunteer to correct the mistakes.

#### WHAT ARE THEIR FAVOURITE SEASONS?

- Allow the pupils one minute to memorise as many details in Task 1 on p. 66 in the Student's Book as possible. Then, ask questions, e.g. *What is Greg's favourite season? What can he do in summer? What is Jessica's favourite season? When is her birthday? What does she eat for her birthday?* etc

### PRESENTATION

#### TASK 2, STUDENT'S BOOK (p. 65)

- Pupils read and match sentence parts. Ask *why* questions and pupils volunteer to read the sentences in the task.
- Ask the pupils whether they remember Ronnie's favourite season. Pupils remember that Ronnie had mixed up all the seasons.

#### ANSWER

- |   |  |
|---|--|
| 1 Greg's favourite season is summer because then... | <b>he can make sand castles and he can eat a lot of ice-cream.</b> |
| 2 Jessica likes autumn because...                   | <b>her birthday is in September.</b>                               |
| 3 Luke's favourite season is winter because...      | <b>he likes snow, presents from Santa and winter sports.</b>       |
| 4 Ms Springfield likes spring because...            | <b>birds are singing and there are flowers everywhere.</b>         |



#### WORKBOOK PRACTICE

##### TASK 2, WORKBOOK (p. 73)

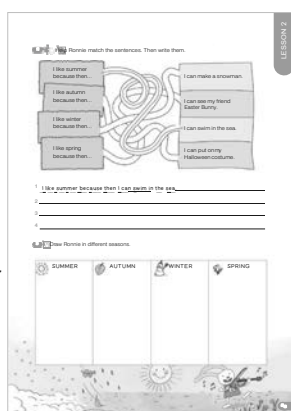
- Pupils help Ronnie match the sentence parts. After they have finished, they write down the correct sentences. Then, pupils volunteer to read the sentences.

##### TASK 3, WORKBOOK (p. 73)

- Pupils draw Ronnie in all the four seasons. Then, read the beginning of a sentence and the pupils need to complete it, e.g. *Ronnie likes summer... because he can swim in the sea.*

##### TASK 3, STUDENT'S BOOK (p. 65)

- Read the sentences and the pupils stand up if it refers to them, e.g. *I like summer because I can swim in the sea.*



- Discuss the pupils' favourite seasons. Pupils discuss their favourite seasons and explain their choice.

**ANSWER KEY:** Pupils' own answers.



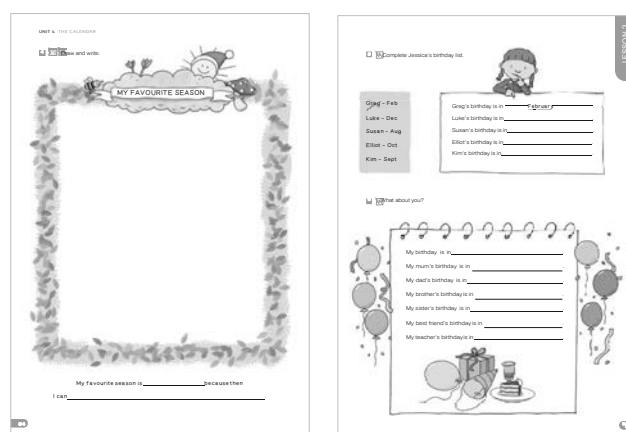
#### WORKBOOK PRACTICE

##### TASK 4, WORKBOOK (p. 74)

- Pupils draw their favourite season and write down the reason. Pupils then volunteer to read their sentences.

##### TASK 5, WORKBOOK (p. 75)

- Pupils complete the sentences with the correct month. Ask questions, pupils volunteer to answer.



##### TASK 4, STUDENT'S BOOK (p. 65)

- Discuss the picture in the task. Pupils say what they can see, e.g. *I can see snowdrops. I can see Ronnie.*
- Say the seasons, the pupils point to the correct part of the picture and say what the weather is like.
- Play recording 46. Pupils listen and read the text in the Student's Book.
- Play recording 46 again. Pause after each season. Pupils sing verse by verse.
- Play the recording once again and the pupils sing the entire song.

#### TAPESCRIPT 46

##### The Four Seasons (traditional song)

Spring is showery, flowery, bowery.  
 Summer is hoppy, croppy, poppy.  
 Autumn is wheezy, sneezy, freezy.  
 Winter is slippy, drippy, nippy.

### ENDING THE LESSON

#### SPELLING RACE

- Put the pupils into two groups. Pupils study the text in the Student's Book. Choose a group representative to come to the board and spell a word correctly. Assign key words in the story. Group representatives quickly try to find the assigned word in the text. They memorise the spelling and run to the board to write it down. The pupil to write the word the fastest and the most correctly wins a point for their group. Change group representatives before each new word.

### HOMEWORK

Task 6, Workbook (p. 75)

# LESSON 3 THE FOX AND THE HEDGEHOG

**LEARNING OUTCOMES:** 1 უცბ. დაწყ. (I): 1,2,3,4,5,6,7,8  
By the end of this class, pupils will be able to:

- |                    |   |
|--------------------|---|
| GRAMMAR            | <ul style="list-style-type: none"> <li>• Ask <i>Is he/she/it...</i> questions</li> <li>• Use negative form of present continuous (3<sup>rd</sup> person singular)</li> <li>• Use the verb <i>to have</i> and discuss meals</li> </ul> |
| LANGUAGE FUNCTIONS | <ul style="list-style-type: none"> <li>• Describe the characters in a story</li> <li>• Retell a story</li> <li>• Discuss meals</li> <li>• List adjectives (<i>hard-working, lazy...</i>)</li> </ul>                                   |
| VOCABULARY         | <ul style="list-style-type: none"> <li>• List meals and food items</li> </ul>   |

## SKILLS

- |           |   |
|-----------|---|
| READING   | • <i>The Fox and the Hedgehog</i>         |
| LISTENING | • <i>The Fox and the Hedgehog</i>         |
| SPEAKING  | • Retelling a story                       |
| WRITING   | • Copying sentences after a written model |

## CROSS-CURRICULAR CORRELATION

- Georgian language
- Science
- Art

## LESSON 1

### INTRODUCTION

#### HOMEWORK CHECK

- Pair the pupils up. Pupils swap their Workbooks and read their sentences. The task is to memorise as many sentences as possible. Then, pupils take their Workbooks back and ask their partners questions to check how many sentences they remember. The winner is the pupil to answer the most questions correctly.
- Write on the board:

*When is your \_\_\_\_'s birthday?*

- Choose from the sentences done for homework in the Workbooks and ask questions: *When is your mum's birthday? When is your dad's birthday?* Pupils find the answers in their Workbooks and volunteer to read them.

### PRESENTATION

#### SEASONS IN THE FOREST

- Prepare copies of the forest pictures on p. 66 of the Student's Book. Enlarge all the four pictures and put them on the board. Ask the pupils what they can see in the pictures on the board – *a forest*. Explain that the forest changes with the seasons. Ask the pupils to guess the season in each picture.

#### ANIMALS IN THE FOREST

- Explain that various forest animals can also feel the changes brought about by seasons changing and that they adjust their activities according to that. Ask the pupils to remember and list all the animals that live in the forest. Explain that they will find out how forest animals live and how they adjust to change.

#### DRAW THE WORD

- Slowly draw a fox and a hedgehog. After a few lines have been drawn, ask the pupils to guess the animals. The pupils may use the words in Georgian if they still have not been introduced to animal vocabulary in

After the pupils have guessed, introduce the words *a fox* and *a hedgehog*.

### WHAT ARE THEY LIKE?

- Write under the picture of the fox:

*The fox is \_\_\_\_.*

- Write under the picture of the hedgehog:

*The hedgehog is \_\_\_\_.*

- Prepare adjective cards: *hard-working, busy, hungry, freezing, lazy, helpful*. Put the cards one by one on the board and read them. Mime the adjectives to revise the familiar and introduce the new adjectives. If the pupils do not understand the meaning, translate the adjectives into Georgian. Ask the pupils to guess which adjectives describe the hedgehog and which describe the fox.

### TASK 1, STUDENT'S BOOK (p. 66)

- Pupils look at the pictures in the story and discuss who is hard-working and who is lazy.

**ANSWER KEY:** The hedgehog is hard-working. The fox is lazy.

### TASK 2, STUDENT'S BOOK (p. 66)

- Play recording 47. Pupils listen and read the text in the Student's Book.
- Play recording 47 again. Pause after a few sentences. Pupils translate those sentences.

#### TAPESCRIPT 47

**Narrator:** The seasons in the forest change fast. Winter is here sooner than you know it.  
It's spring. The hedgehog is cleaning his house. And the fox? He's looking at himself in the mirror.  
Summer is here. Look at the hedgehog now! His basket is full of twigs. And the fox? He's sitting under the tree and drinking lemonade.  
It's autumn now. Look at the hedgehog! He's carrying a basket full of apples. And the fox? He's snoring. Dinner was delicious!  
Winter is here. It's snowing outside. The hedgehog is sitting in his armchair. It's warm and cosy in his house. Knock, knock! Who is that?  
It's the fox! He is hungry and freezing. The hedgehog has got some food, a drink and a warm blanket.  
The fox is saved! He promises never to be lazy again.

### WHAT ARE THEY REALLY LIKE?

- Check whether the pupils guessed the character traits of the hedgehog and the fox correctly with the help of the adjectives on the board. Ask the pupils to sort out the cards into correct columns and orally complete the sentences on the board. Pupils volunteer to sort out the cards on the board and read the sentences: *The fox is lazy. The hedgehog is busy.* etc.

### SAY STOP IF IT'S NOT TRUE

- Read incorrect sentences and point at the pictures in the Student's Book, e.g. *The hedgehog is looking at himself in the mirror*. When they hear a mistake, the pupils shout out *Stop!* and correct the mistake, e.g. *The hedgehog is not looking at himself in the mirror*. Write a sentence in negative form on the board. Repeat the procedure with several incorrect sentences.

### TASK 3, STUDENT'S BOOK (p. 67)

- Pupils read the sentences and choose the correct words.

ANSWER KEY: 1 b) 2 c) 3 a) 4 b) 5 c)

### HOW MUCH DO YOU REMEMBER?

- Retell the story but omit some words. Instead, knock on the desk and the pupils guess the missing word, e.g. *He is carrying a basket full of \_\_\_\_\_.*  
– Apples.

### TASK 4, STUDENT'S BOOK (p. 67)

- Pupils study the pictures and retell the story. Assist by asking additional questions, e.g. *What season is it? What is the fox doing?*

### ENDING THE LESSON

#### SENTENCE TENNIS

- Put the pupils into two groups. One group says sentences about the hedgehog, the other about the fox.

### HOMEWORK

Task 4, Workbook (p. 77)

## LESSON 2

### INTRODUCTION

#### HOMEWORK CHECK

- Ask questions, e.g. *It is spring. What is the hedgehog doing?* Pupils volunteer to read the sentences.

#### THE HEDGEHOG OR THE FOX?

- Put the pupils into two groups. One group are the foxes, the other the hedgehogs. Read the sentences from the story. Pupils stand up if the sentence refers to their character. Read the sentence once again, the pupils repeat it.

### PRESENTATION

#### REMEMBER THE STORY?

- Prepare sentence cards using Task 1 on p. 68 of the Workbook. Put the sentences about the hedgehog on one side of the board and the sentence about the fox on the other side. Put the pupils into two groups. One group should sort out the sentences chronologically according to the events in the hedgehog story, the other group should do the same for the fox. First, pupils need to ponder and agree on the correct order of the story. Choose a group representative to come to the board at your signal and sort out the sentence cards. The faster and more successful group wins. After the sentences have been sorted out, pupils volunteer to read them.



### WORKBOOK PRACTICE

#### TASK 1, WORKBOOK (p. 76)

- Remove the cards from the board. Pupils do the task in their Workbooks individually.

### TASK 2, WORKBOOK (p. 76)

- Play recording 18. Pupils listen and check their answers.

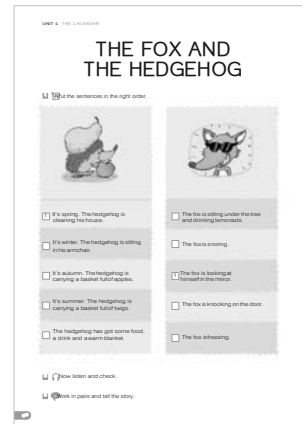
### WORKBOOK TAPESCRIPT 18

#### Narrator:

- 1 The hedgehog is cleaning his house. The fox is looking at himself in the mirror.
- 2 The hedgehog is carrying a basket full of twigs. The fox is sitting under the tree and drinking lemonade.
- 3 The hedgehog is carrying a basket full of apples. The fox is snoring.
- 4 The hedgehog is sitting in his armchair. The fox is knocking on the door.
- 5 The fox is freezing. The hedgehog has got some food, a drink and a warm blanket.

### TASK 3, WORKBOOK (p. 76)

- Pupils retell the story in pairs. Volunteers may retell the story in brief for the rest of the class.



### CUT-UP SENTENCES

- Prepare several sentences from the story but cut them into chunks, e.g. THE FOX / IS KNOCKING / ON THE DOOR. Three pupils come to the board and each takes one part of the sentence. Ask the pupils to form a line and make a correct sentence, i.e. *The fox is knocking on the door.* Ask the first two pupils to change places. Now the sentence is: *Is the fox knocking on the door?* At this stage introduce a question mark on a separate piece of paper. Ask the pupils to guess the new form of the sentence. The pupils should recognize that it is a question form. Practise making questions by using similar examples.

### YES OR NO?

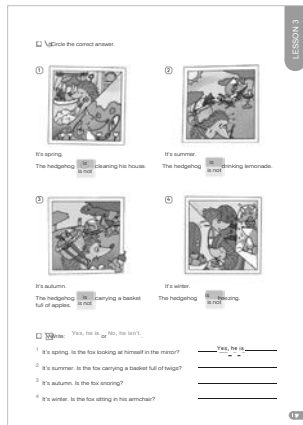
- Write two questions on the board and introduce two possible answers: *Yes, he is. / No, he isn't.*
- Ask questions. If the answer is *Yes, he is.*, the pupils stand up. If the answer is *No, he isn't.*, the pupils remain seated.
- Ask several questions, pupils volunteer to read their answers.



## WORKBOOK PRACTICE

### TASK 5, WORKBOOK (p. 77)

- Pupils read the questions and write down short answers. Then, pupils volunteer to read their answers.



### WHAT'S THE MORAL OF THE STORY?

- Discuss the moral of the story with the pupils. Remind the pupils of the character traits of the hedgehog and the fox. Pupils suggest what each animal is like. Discuss what they think of the fox. Will the fox change in the following year, as he has promised the hedgehog? Explain to the pupils why work ethic is important. Present the conclusion to the fable in the form of a moral.

### FLASHING FOOD CARDS

- Remind the pupils that the hedgehog has been very hard-working and that he has amassed enough food for winter. Quickly show food flashcards. Pupils need to guess the words. Put the flashcards on the board.

### SORT OUT THE FLASHCARDS

- Draw three tables on the board. Revise the meals vocabulary (*breakfast, lunch, dinner*) and write one meal above each table. Pupils volunteer to come to the board and sort out the food and drink flashcards on the correct tables.



## WORKBOOK PRACTICE

### TASK 6, WORKBOOK (p. 78)

- Pupils draw pictures of food and explain what the hedgehog has for breakfast, lunch, and dinner.



## ENDING THE LESSON

### CATEGORY SPIN

- Pupils sit in a circle. Choose a vocabulary category, e.g. breakfast food. Pupils spin a pencil or a bottle. The first pupil lists the words in the assigned category and all the other pupils repeat the words and each pupil adds an additional word.

## HOMEWORK

Task 7, Workbook (p. 79)

## LESSON 4 ITSY BITSY SPIDER

LEARNING OUTCOMES: *სწავლის შედეგად:* (I): 1,2,3,4,5,6,7,8

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

GRAMMAR	• Use acquired structures in a new context
LANGUAGE FUNCTIONS	• Explain what they eat for each meal
	• Sing a song
VOCABULARY	• Use the lyrics in a different context
<b>SKILLS</b>	
READING	• <i>Itsy Bitsy Spider</i>
LISTENING	• <i>Itsy Bitsy Spider</i> • <i>The Rainbow Song</i>
SPEAKING	• Singing a song
WRITING	• Completing sentences
<b>CROSS-CURRICULAR CORRELATION</b>	
• Georgian language	
• science	
• Art	

### INTRODUCTION

#### HOMEWORK CHECK

- Pupils explain what they have for main meals, e.g. *I have cornflakes for breakfast*. Other pupils listen. Ask pupils to repeat what their classmate has for a certain meal. Pupils answer: *He has cornflakes for breakfast*.

#### SNAKE GAME

- Prepare twelve questions on the story of the hedgehog and the fox. Put the pupils into two groups. Write three columns with twelve numbers on the board. Ask questions. If a pupil answers correctly, circle a number on the board. The group to make the longest snake wins. Suggested questions:  
Who is hard-working?  
It is summer. What is the fox doing? Who is hungry and freezing?  
Who is carrying a basket full of apples?  
Is the hedgehog looking at himself in the mirror? What is the weather like in winter?

### PRESENTATION

#### WEATHER SIMON SAYS

- Play **SIMON SAYS** to revise weather vocabulary: *It's windy. It's foggy. It's cloudy. It's raining. It's sunny. It's hot. It's cold. It's snowing*. Before playing the game mime the weather with the pupils. Start the game. If you say *Simon says: It's raining.*, pupils need to mime the weather. If you just say: *It's raining.*, pupils should not mime the weather.

#### MIMING WEATHER

- Prepare weather flashcards and mime them. Pupils guess the weather. Before miming a certain weather condition, ask: *What's the weather like?* Put the pupils into groups. group representatives take turns to come to the board, draw a weather flashcard, and mime it. Their groups guess the weather. Put the weather flashcard on the board if the answer is correct.
- The group with the most cards on the board wins.

### MEET ITSY BITSY SPIDER

- Ask the pupils which animals can climb up a water spout. If they guess a spider, explain that the spider they are about to meet is called *Itsy Bitsy Spider*. Pupils repeat the name in choir and then individually.
- Pupils open their Student's Books to pp. 68 and 69, they try to guess what has happened to the spider.

### ITSY BITSY SPIDER

- Pupils close their Student's Books. Say and mime the song (1 - mime climbing the fingers of your right hand up your left arm, 2 - raise your arms and then lower them slowly, mimic falling rain with your fingers; show how the spider was washed out by pointing down with your right hand, 3 - mime the sun by making a circle above your head with your fingers, 4 - mime the first action). Pupils just watch and listen.
- Say and mime the actions, pupils just repeat the verses.
- Say and mime the actions, pupils repeat and mime.
- Say the verses, pupils mime. Say the verses, pupils repeat and mime. Change the order of the verses randomly, pupils repeat and mime. Mime, pupils try to say the verses.

#### TASK 1, STUDENT'S BOOK (p. 68)

- Play recording 48. Pupils listen and point to the correct picture.

#### TAPESCRIPT 48

##### *Itsy Bitsy Spider (traditional song)*

An itsy bitsy spider climbed up the water spout,  
Down came the rain and washed the spider out.  
Out came the sun and dried up all the rain,  
An itsy bitsy spider climbed up the spout again.

#### TASK 2, STUDENT'S BOOK (p. 68)

- Play recording 48 again. Pupils listen, mime, and sing.



## WORKBOOK PRACTICE

### TASK 1, WORKBOOK (p. 80)

- Pupils match the words to the pictures. Mime the words, pupils volunteer to say the correct word.

### TASK 2, WORKBOOK (p. 80)

- Pupils read the song aloud. They replace the pictures with the correct words.

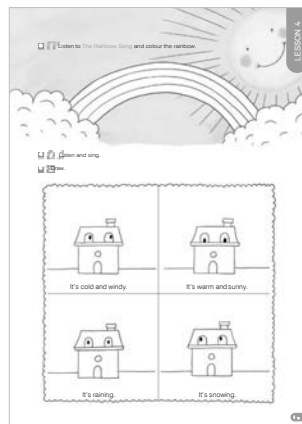
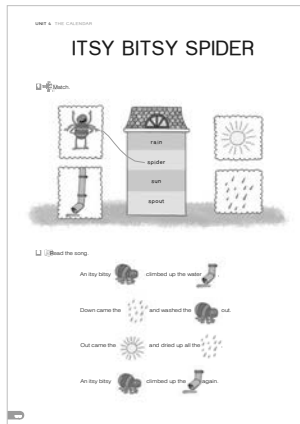
### TASK 3, WORKBOOK (p. 81)

- Play recording 19. Pupils listen and colour the rainbow.

#### WORKBOOK TAPESCRIPT 19

##### The Rainbow Song

Rainbow, rainbow,  
What colour is the rainbow? Green and pink,  
Blue and yellow.



### TASK 4, WORKBOOK (p. 81)

- Play recording 19 again. Pupils check their answers and compare their rainbows to their classmates'.

## ENDING THE LESSON

### OUR SONGS

- Put the pupils into smaller groups. Prepare a handout with incomplete sentences based on the song. Pupils complete the sentences and write their own songs. Finally, put all the finished songs on display.

## HOMEWORK

Task 5, Workbook (p. 81.)

# LESSON 5 LET'S CHECK!

**LEARNING OUTCOMES:** *ლუცბ. დანწყ. (I): 1,2,3,4,5,6,7,8*  
By the end of this class, pupils will be able to:

<b>GRAMMAR</b>	• Revise Unit 6 structures
<b>LANGUAGE</b>	• Discuss seasons, months, and holidays
<b>FUNCTIONS</b>	• Answer questions
<b>VOCABULARY</b>	• List Unit 6 vocabulary (seasons, months, holidays, seasonal activities)
<b>SKILLS</b>	
<b>READING</b>	• Tasks in the game <i>Snakes and Ladders</i>
<b>LISTENING</b>	• Answering questions and instructions
<b>SPEAKING</b>	• Answering questions and instructions
<b>WRITING</b>	• Months and seasons
<b>CROSS-CURRICULAR CORRELATION</b>	
• Georgian language	
• Science	

**ANSWER KEY:**

- 1 – On the beach.
- 2 – No.
- 3 – It's snowing.
- 4 – January, February, March, April, May, June, July, August, September. October, November and December.
- 5 – Yes, it is.
- 6 – The fox is sitting under the tree and drinking lemonade.
- 7 – It's hot and sunny.
- 8 – Winter, spring, summer and autumn.
- 9 – She is picking snowdrops.
- 10 – The fox is knocking on the door.
- 11 – The Easter Bunny.
- 12 – No.
- 13 – No, it isn't.
- 14 – Yes.
- 15 – The hedgehog is cleaning his house.
- 16 – Yes, it is.
- 17 – In October.
- 18 – The hedgehog is carrying a basket full of apples.

## INTRODUCTION

### HOMEWORK CHECK

- Pupils read their sentences, they describe the pictures, and explain what they have drawn.

### LEXICAL CHAINS

- Assign a category, e.g. months. Say the first word. Throw a ball to a pupil, they repeat the word and add another one. Then, they throw the ball to the next pupil, who repeats both words and add a new word. Suggested categories: months, food, weather, animals.

## PRESENTATION

### TASK 1, STUDENT'S BOOK (p. 70)

- Prepare pupils for a dice game. Pupils read the questions. Help with understanding all the questions and instructions.
  - Draw a 4x5 grid on the board (like in the Student's Book). Put the pupils into three groups and prepare three different coloured magnets. They will serve as counters so that all the participants can follow the game. Pupils roll their dice and move between spaces 1 – 20 by answering the questions in the Student's Book. If they answer correctly, they need to wait their turn on that space. If they answer incorrectly, they need to go back to their original space. Additional rules: if a group comes to the snake head space, they need to "slide" down the snake's tale, i.e. they move backwards. If a group comes to the ladders space, they use the ladders to "climb" up to the next space, i.e. they move forwards. The group to first reach number 20 wins. Change representatives after each die roll. In the event that a question cannot be answered, give the correct answer so as not to lose time.
- This game can be played again in smaller groups.

## WORKBOOK PRACTICE

### TASK 1, WORKBOOK (p. 82)

- Pupils spell and number the months correctly. Pupils check their answers in pairs, then they volunteer to read the months chronologically. Spelling can also be checked by playing **HANGMAN**.

### TASK 2, WORKBOOK (p. 82)

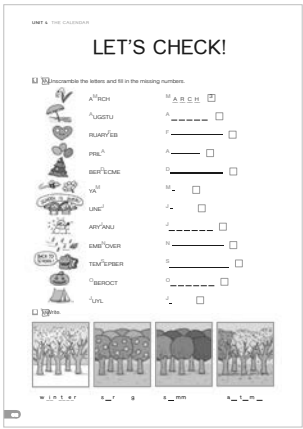
- Pupils fill in the letters to complete the seasons vocabulary. Volunteers write the words on the board, the rest of the class checks their answers.

### TASK 3, WORKBOOK (p. 83)

- Pupils read the questions and circle the answers, then they add two sentences of their own. Pupils work in pairs. One pupil asks the questions, the other answers. They change roles and repeat the procedure.

### TASK 4, WORKBOOK (p. 83)

- Pupils match the questions to the answers. Pupils also write one question and answer. Then, pupils ask each other questions and answer them.





**RONNIE'S PROJECT, STUDENT'S BOOK (p. 71)**

- Explain the project instructions, what is expected of the pupils, and how the project should be presented.

**I CAN SPEAK ENGLISH, STUDENT'S BOOK (p. 71)**

- Pupils study the mind map and tick those areas of the mind map that they have mastered. Ask questions to check, e.g. *What are the months in summer?*, *What is Jessica doing?* etc. Pupils who have ticked those areas volunteer to answer.

**ENDING THE LESSON****DRAW IT RELAY**

- Put the pupils into two groups. Prepare five different words for each group. The group to first draw and guess all their words wins.

## LESSON 5 CLASS CALENDAR

LEARNING OUTCOMES: 1 უცხ. დაწყ. (I): 1,2,3,4,5,6,7,8,8,10

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

- |                    |   |
|--------------------|---|
| GRAMMAR            | • Use familiar grammar structures in a new context                    |
| LANGUAGE FUNCTIONS | • Discuss months and seasons<br>List birthdays and holidays in a year |
| VOCABULARY         | • Use familiar vocabulary in a new context                            |

### SKILLS

- |           |  |
|-----------|--|
| READING   | • <i>My Calendar</i> project posters               |
| LISTENING | • <i>My Calendar</i> project presentation          |
| SPEAKING  | • <i>My Calendar</i> project presentation          |
| WRITING   | • Answering questions<br>• Making a class calendar |

### CROSS-CURRICULAR CORRELATION

- Georgian language
- Science
- Art
- Homeroom

## INTRODUCTION

### MONTHS ASSOCIATIONS

- Prepare word cards: *Valentine's Day, Christmas tree, Easter, Halloween, end of school, Jessica's birthday* etc. Show card by card and read the words. Pupils volunteer to suggest which month the words refer to.
- Read the months, pupils volunteer to say which words the months remind them of.

## PRESENTATION

### MY CALENDAR, STUDENT'S BOOK (p. 71)

- Pupils present their project calendars. Pupils mention their own birthdays, their family members' birthdays, holidays, seasons, etc.

### CLASS CALENDAR, STUDENT'S BOOK (p. 71)

- Put the pupils into groups and explain that they will be making a class calendar. Depending on the size of the class, distribute an equal number of papers on which the names of the months have been written to each group. Pupils decorate each month appropriately: weather, classmates' and teacher's birthdays, holidays, school anniversaries, produce and food, typical activities etc.
- Pupils present their work. They read several sentences, e.g. *July is in summer. It's hot. Peter's birthday is in July. There is no school. We are at the beach.* etc.
- Put each month in chronological order on a large piece of paper to make a class calendar.
- All pupils come to the board to present their calendars.

## ENDING THE LESSON

### CLASS QUIZ

- Check how much information the pupils have remembered about their classmates. Ask questions about the information presented in the calendars, e.g. *When is Peter's birthday?* Pupils volunteer to answer.

# UNIT 7 HOME SWEET HOME

## LESSON 1 ELLIOT'S HOUSE

LEARNING OUTCOMES: | უცბ. დაწყ. (I): 1,2,3,4,5,6,7,8  
By the end of this class, pupils will be able to:

GRAMMAR	<ul style="list-style-type: none"> <li>Use <i>there is / there are</i> to describe spatial relations</li> <li>Describe rooms and objects in rooms</li> </ul>
LANGUAGE FUNCTIONS	<ul style="list-style-type: none"> <li>Discuss the actions done in rooms</li> <li>List the rooms in a house or an apartment</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>List furniture and various objects in a house or an apartment</li> <li>List animals</li> </ul>
<b>SKILLS</b>	
READING	<ul style="list-style-type: none"> <li><i>Elliot's House</i></li> </ul>
LISTENING	<ul style="list-style-type: none"> <li><i>Elliot's House</i></li> <li><i>Animals in the House</i></li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>Describing a house or an apartment and describing spatial relations</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>Completing sentences after a written model</li> </ul>
<b>CROSS-CURRICULAR CORRELATION</b>	
<ul style="list-style-type: none"> <li>Georgian language</li> <li>Science</li> <li>Art</li> </ul>	

### LESSON 1

#### INTRODUCTION

##### ELLIOT'S ROOM – POSTER

- Prepare a poster of Elliot's room from Year 2. Prepare a larger piece of cardboard with six circles cut out in various places. The circles may vary from 5 to 10 centimetres in diameter. Ask the pupils to come to the board and put them into two groups. Pupils should observe the poster and answer the question: *What can you see? – I can see...* They discuss in group and the group wins a point for each object guessed.
- Slowly move the cardboard over the poster. Pupils shout *Stop!* when they would like you to stop moving the cardboard so they can study the poster in detail. They list the objects and win points. The group to list the most objects wins.
- Finally, reveal the entire poster and ask the pupils to say what they can see – *Elliot's room*. Ask what there is in Elliot's room. Remind the pupils of *there is / there are*. Pupils describe Elliot's room, e.g. *There is a bed., There is a computer., There are books.* Ask additional *Where...?* questions, e.g. *Where is the computer? – On the desk., Where are the books? – On the bookshelf etc.*

#### DRAW THE WORD

- Slowly draw the outline of Elliot's house and garden on the board copying the picture on p. 72 of the Student's Book. Pupils guess what is being drawn. After they have guessed, explain that it is Elliot's house and write the title *Elliot's House* on the board.

#### PRESENTATION

##### INTRODUCING NEW VOCABULARY

- Prepare flashcards: *a living room, a bedroom, a kitchen, a dining room, a hall, a bathroom, a garden, children's room*. Ask pupils which rooms there are in a house. Pupils list the names in Georgian. Discuss the rooms in the house. Show a flashcard after a flashcard and say the names of the rooms. Pupils listen and repeat.
- Explain to the pupils that their task is to build a house. Ask them what that house and its floorplan would look like if they were the designers. Pupils volunteer to put the flashcards on the board as they wish. After a flashcard has been placed on the board, the pupils say the name of the room in the card.
- Say the names of the rooms randomly. Pupils volunteer to come and touch the correct flashcard. Prepare word cards. Show and read the word cards. Pupils volunteer to match the word cards to the flashcards on the board. After all the cards have been matched, show the cards and the pupils read them.

##### FREEZE FRAME

- Read sentences in present continuous 1<sup>st</sup> person singular and use familiar vocabulary, e.g. *I'm watching TV., I'm sleeping., I'm eating a sandwich., I'm washing my face., I'm making a sandwich., I'm reading a book., I'm taking off my coat., I'm drinking lemonade., I'm sitting on a chair., I'm talking on the phone., I'm picking flowers., I'm washing my hands.* etc. Read sentence by sentence, the pupils mime. If necessary, help them mime. When they hear *Freeze!*, pupils should stop as if frozen. They stay that way until they hear the next sentence. Mime the same actions and say the sentences. Pupils volunteer to say in which room the action is taking place. Allow for all the logical suggestions.

##### TASK 1, STUDENT'S BOOK (p. 72)

- Play recording 49. Pupils listen and point to the correct part of Elliot's house.

##### TAPESCRIPT 49

**Narrator:** This is Elliot's house. In the house there is: a kitchen, a dining room, a hall, a living room, a bedroom, April's room, a bathroom and Elliot's room. There is a garden around the house, too.

## TASK 2, STUDENT'S BOOK (p. 72)

- Play recording 50. Pupils listen and repeat.

### TAPESCRIPT 50

**Narrator:** A kitchen, a dining room, a hall, a living room, a bedroom, April's room, a bathroom, Elliot's room, a garden.

### WORD CARD TIDY UP

- Prepare flashcards: *a teddy bear, a fridge, a TV set, a desk, a chair, a book, a computer, a lamp*. Distribute the flashcards to paired up pupils and ask questions, e.g. *Who has got a bed? – I've got a bed*. Then, ask the question: *Where is the bed?* Pupils study the picture of Elliot's house in the Student's Book and answer - *In Elliot's room*. They volunteer to come to the board and put the flashcards in the correct place.

### MAKE A SENTENCE

- Prepare word cards using the vocabulary in the previous task. Put the pupils into two groups. Pupils draw out a card, then they need to use the word in a sentence, e.g. *There is a bed in Elliot's room*.

### ENDING THE LESSON

#### MISMATCHED ROOMS

- Pupils close the Student's Books. Ask them to close their eyes briefly while you put the word cards and the flashcards in the wrong rooms in the drawing of Elliot's house on the board. Pupils then open their eyes and volunteer to come to the board and put the cards in the correct places according to memory. After they have put the word card or the flashcard in the correct place, they say a sentence, e.g. *There is a fridge in the kitchen.*, *There are books in the living room.* etc.

### HOMEWORK

Task 1, Workbook (p. 84)

## LESSON 2

### INTRODUCTION

#### HOMEWORK CHECK

- Pupils work in pairs. They swap their Workbooks and have one minute to study the pictures. Write *there is / there are* on the board. Then, they say sentences about the picture, as many as they can remember, e.g. *There are chairs in the dining room.* etc.
- Ask questions, e.g. *Mark, what colour is the bed in Elliot's room?*

#### STAND UNDER THE RIGHT HEADING

- Prepare rooms flashcards. Place the flashcards around the classroom. Say sentences, e.g. *I'm watching TV.* Pupils come to the correct flashcard and say which room they are in while they perform that action, e.g. *I'm watching TV. I'm in the living room.*

### PRESENTATION

#### MATCHING

- Ask the pupils where Elliot is in the picture in the Student's Book. *Is he in his room? – No., Is he in the dining room? – No., Is he in the garden? – Yes!* Ask additional questions, e.g. *What is he doing? Where is he sitting?*
- Explain to the pupils that some animals have come to visit Elliot. Ask the pupils to list all the animals in the house and the garden. Finally, pupils try to guess which animals have come to visit Elliot.
- Prepare nine animal flashcards, six from the text (*a squirrel, a mouse, a cat, a rabbit, Tess, a spider*) and three additional animals. Show the flashcards, pupils say the animals. Put the flashcards on the board. Prepare rooms word cards. Show them to the pupils. The pupils guess which animal could be in which room and volunteer to match the word cards to the flashcards on the board.

#### TASK 3, STUDENT'S BOOK (p. 73)

- Play recording 51. The Student's Books are closed. Write the question in the task on the board: *How many animals are there in Elliot's house?* Pupils listen and memorise the animals mentioned. Finally, they volunteer to come to the board and circle the animal flashcards mentioned in the task. They volunteer to answer the question.
- Play the recording again. Pupils listen and memorise the location of each animal. Then, they come to the board and match the pairs correctly. They explain, e.g. *There is a squirrel in the garden.* Pupils open their Student's Books, listen, and read again.

#### TAPESCRIPT 51

**Narrator:** It's night time in Elliot's house. Mummy, daddy and April are sleeping. But Elliot can't sleep. He can hear something in the garden. Ouch! It's a squirrel! He can hear something in the bathroom. Squeak-squeak! It's a mouse! He can hear something in the dining room. Meow-meow! It's a cat! He can hear something in the kitchen. Hop-hop! It's a rabbit! He can hear something in the living room. Hoot-hoot! It's Tess! He can see something on his bed! It's a spider! Help! Mummy, daddy and April can hear something, too. It's Elliot!

#### ANSWER KEY:

There are six animals in Elliot's house (including the squirrel in the garden).

#### TASK 4, STUDENT'S BOOK (p. 73)

- Pupils match sentence parts.
- Play recording 52. Pupils read and check, then they volunteer to read the sentences aloud.

#### ANSWER

1 There is a squirrel...	5 in the living room.
2 There is a mouse...	1 in the garden.
3 There is a cat...	6 in Elliot's room.
4 There is a rabbit...	2 in the bathroom.
5 There is Tess...	4 in the kitchen.
6 There is a spider...	3 in the dining room.

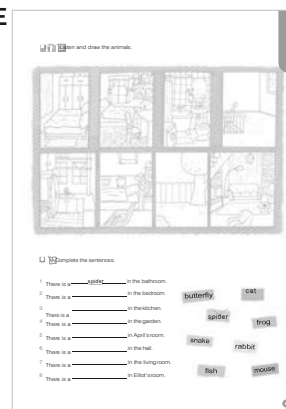
#### TAPESCRIPT 52

Narrator: 1 There is a squirrel in the garden.  
2 There is a mouse in the bathroom.  
3 There is a cat in the dining room.  
4 There is a rabbit in the kitchen.  
5 There is Tess in the living room.  
6 There is a spider in Elliot's room.

#### WORKBOOK PRACTICE

#### TASK 2, WORKBOOK (p. 85)

- Play recording 20. Pupils listen and draw the animals.
- Play the recording again. Pupils listen and check, then they explain what they have drawn.



#### WORKBOOK TAPESCRIPT 20

##### Narrator:

- 1 There is a spider in the bathroom.
- 2 There is a cat in the bedroom.
- 3 There is a mouse in the kitchen.
- 4 There is a rabbit in the garden.
- 5 There is a frog in April's room.
- 6 There is a snake in the hall.
- 7 There is a fish in the living room.
- 8 There is a butterfly in Elliot's room.

### ENDING THE LESSON

#### HOT SEAT

- A pupil facing the class sits in front of the board. Show a room flashcard. Other pupils describe the flashcard so that the pupil sitting on the chair can guess the room, e.g. *There is a bed., There is a lamp.* etc.

### HOMEWORK

Task 3, Workbook (p. 85)

# LESSON 2 WHERE IS GIZMO?

**LEARNING OUTCOMES:** 1 უცბ. დაწყ. (I): 1,2,3,4,5,6,7,8  
By the end of this class, pupils will be able to:

GRAMMAR	<ul style="list-style-type: none"> <li>Use <i>there is / there are</i> to describe spatial relations</li> <li>Ask <i>Is there... / Are there...</i> questions and give short answers</li> <li>Use prepositions of place <i>in, on, under, in front of, behind</i> to describe spatial relations</li> </ul>
LANGUAGE FUNCTIONS	<ul style="list-style-type: none"> <li>Discuss the position of furniture and appliances in rooms</li> <li>Ask questions about rooms and furniture</li> <li>Give short answers</li> <li>List furniture and appliances</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>Use familiar vocabulary in a new context</li> </ul>
<b>SKILLS</b>	
READING	<ul style="list-style-type: none"> <li><i>Furniture and Appliances</i></li> <li><i>Where Is Gizmo?</i></li> <li><i>Kim's Sandwich</i></li> </ul>
LISTENING	<ul style="list-style-type: none"> <li><i>Furniture and Appliances</i></li> <li><i>Kim's Home</i></li> <li><i>Where Is Gizmo?</i></li> <li><i>Kim's Sandwich?</i></li> <li><i>Where Are the Objects</i></li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>Describing rooms and furniture</li> <li>Asking and answering questions</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>Copying words after a written model</li> <li>Writing questions after a model</li> </ul>
<b>CROSS-CURRICULAR CORRELATION</b>	
<ul style="list-style-type: none"> <li>Georgian language</li> <li>Science</li> </ul>	

## INTRODUCTION

### HOMEWORK CHECK

- Pupils volunteer to read the sentences.

### MEMORY

- Pupils try to remember which animals have visited Elliot's house. Prepare flashcards of those animals. When the pupils mention an animal, show them the flashcard and put it on the board. Prepare rooms flashcards. Put them on the board. Put the pupils into two groups. The group to match the most cards wins. After they have made a match, the pupils say a sentence, e.g. *A cat is in the dining room.*

## PRESENTATION

### TASK 1, STUDENT'S BOOK (p. 74)

- Play recording 53. Pupils listen and point to the correct picture.
- Play the recording again. Pupils listen and repeat.

#### TAPESCRIPT 53

Narrator: 1 a fridge, 2 a sink, 3 a bath, 4 a dishwasher, 5 a sofa, 6 a cooker, 7 a toilet, 8 a washbasin, 9 a carpet, 10 an armchair.

### TASK 2, STUDENT'S BOOK (p. 74)

- Pupils match the pictures to the words.
- Play the recording to check the answers. Then, ask questions, e.g. *What is number 1?* etc. Pupils volunteer to answer.

#### ANSWER

**KEY:**            6 a cooker            5 a sofa  
2 a sink            4 a dishwasher      10 an armchair  
7 a toilet            3 a bath  
8 a washbasin      1 a fridge

### FLASHING DICTATION

- Draw a three-column table on the board. Title the columns: *a kitchen, a bathroom, a living room.* Pupils copy the table into their notebooks.
- Prepare words cards using the furniture and appliances vocabulary in Task 1. Show a card, the pupils copy it in the correct column.
- Pupils read the sentences after a model, e.g. *There is a washbasin in the bathroom., There is a dishwasher in the kitchen.* etc.

kitchen	bathroom	living room
a fridge	a washbasin	a sofa
...	...	...

### TASK 3, STUDENT'S BOOK (p. 74)

- Play recording 54. Pupils listen and tick the rooms mentioned in the recording.
- Play the recording again. Pause and ask: *Where is Gizmo?* Pupils volunteer to answer the question.

#### ANSWER KEY:

Gizmo is in the kitchen, in the living room, in the bedroom and in the bathroom.

### TAPESCRIPT 54

#### Narrator:

- In this room there is a fridge, a cooker, a sink and a dishwasher. Gizmo is there, too! He is very hungry! Where is he?
- In this room there is a sofa, a TV set, an armchair and a carpet. Gizmo is there, too. He is watching TV! Where is he?
- In this room there is a big bed, a wardrobe, and there are my mum's slippers. Gizmo is making the bed! Where is he?
- In this room there is a bath, a washing machine, a washbasin and a toilet. Gizmo is there, too. He is brushing his teeth! Where is he?

#### TASK 4, STUDENT'S BOOK (p. 74)

- Pupils study the picture of Kim's house. They circle the correct answer. They check in pairs, then pairs volunteer to read the questions and the answers.

#### ANSWER KEY:

- 1 Is there a computer in Kim's room? **Yes, there is.**
- 2 Is there a bath in the kitchen? **No, there isn't.**
- 3 Is there a cooker in the living room? **No, there isn't.**
- 4 Is there a toilet in the bathroom? **Yes, there is.**
- 5 Is there a big bed in the bedroom? **Yes, there is.**
- 6 Are there four chairs in the dining room? **No, there aren't.**

#### ENDING THE LESSON

#### FIND THE DIFFERENCES

- Copy a worksheet for each pair of pupils. Pupils sit opposite each other so they cannot see each other's pictures. There are ten differences in the pictures. They should ask questions to find the differences, e.g. *Are there eight chairs in the dining room?* After they have found all the differences, they compare their drawings.
- Pupils describe both pictures, e.g. *There are eight chairs in picture 1. There are six chairs in picture 2.* etc.

#### HOMEWORK

Task 2, Workbook (p. 86) and Task 4, Workbook (p. 87)

#### CUT UP SENTENCES

- Prepare word cards: *There is / a computer / in Kim's room., There are / four chairs / in the dining room., There is / a bath / in the kitchen., There are / two sofas / in the dining room.* Ask volunteers to come to the board. Each pupil gets a card with one part of the sentence and they have to sort them out to get a sentence. After they have made a correct sentence, ask the pupils to make a question. Pupils change places. Write the question on the board. Repeat the procedure with the remaining three sentences.
- Pupils copy the questions into their notebooks. Prepare cards with short answers: *Yes, there is., No, there isn't., Yes, there are., No, there aren't.*
- Put the pupils into four groups. Give each group one card. Read the questions on the board. The group with the correct short answer comes to the board to match the answer to the question.
- Pupils copy the short answers into their notebooks.

#### IS THERE...? / ARE THERE...?

- Put the pupils into smaller groups. Give five pieces of paper to each group. Pupils write questions about their classroom after the model on the board. Collect all the questions and put them in a box.
- Each group draws out a question, reads it, and answers it. This activity can also be done in form of a competition in which each correct answer equals one point for the group.



#### WORKBOOK PRACTICE

#### TASK 1, WORKBOOK (p. 86)

- Pupils fill in the missing letters. Ask questions, e.g. *What is number 1?*

#### TASK 3, WORKBOOK (p. 87)

- Pupils complete the sentences and then read their answers.

**WHERE IS GIZMO?**

Help Kim fill in the missing letters.

1 a washing machine a sofa  
2 a bath a washbasin  
3 a TV set a chair  
4 a desk a table  
5 a dining table a bed  
6 a microwave a toaster

What's wrong? Circle the correct one.

1 a washing machine a sofa  
2 a bath a washbasin  
3 a TV set a chair  
4 a desk a table  
5 a dining table a bed  
6 a microwave a toaster

Complete the sentences.

1 In this room there is a coffee \_\_\_\_\_ and a \_\_\_\_\_ (a refrigerator).

2 In this room there is a \_\_\_\_\_ and a TV \_\_\_\_\_ (the washing TV).

3 In this room there is a \_\_\_\_\_ machine, \_\_\_\_\_ (the bubble!) and a \_\_\_\_\_ (the bubble!).

4 In this room there is a big \_\_\_\_\_ and a \_\_\_\_\_ (the bed).

Match.

1 There is a cooker.	in the bathroom.
2 There are six chairs.	in the living room.
3 There is a washing machine.	in the kitchen.
4 There is a TV set.	in the dining room.
5 There are a lot of toys.	in Kim's room.
6 There are two chairs.	in the bedroom.





# LESSON 3 HOME SWEET HOME

**LEARNING OUTCOMES:** I უცბ. დაწყ. (I): 1,2,3,4,5,6,7,8  
By the end of this class, pupils will be able to:

<b>GRAMMAR</b>	<ul style="list-style-type: none"> <li>Understand and express commands using imperatives</li> <li>Recite a traditional song</li> </ul>
<b>LANGUAGE FUNCTIONS</b>	<ul style="list-style-type: none"> <li>Answer questions</li> <li>Retell a story</li> <li>Express commands</li> <li>Sing a song</li> </ul>
<b>VOCABULARY</b>	<ul style="list-style-type: none"> <li>List animals and their habitats</li> <li>List feelings</li> <li>List collocations</li> </ul>

<b>SKILLS</b>	
<b>READING</b>	<ul style="list-style-type: none"> <li><i>This Is My Little House</i></li> <li><i>Here Is a Nest for a Robin</i></li> </ul>
<b>LISTENING</b>	<ul style="list-style-type: none"> <li><i>Home Sweet Home</i></li> <li><i>This Is My Little House</i></li> </ul>
<b>SPEAKING</b>	<ul style="list-style-type: none"> <li>Reciting a song</li> <li>Retelling a story using pictures and key vocabulary</li> <li>Singing a song</li> </ul>
<b>WRITING</b>	<ul style="list-style-type: none"> <li>Copying words and sentences after a written model</li> </ul>

- CROSS-CURRICULAR CORRELATION**
- Georgian language
  - Science
  - Music
  - Art

## LESSON 1

### INTRODUCTION

#### HOMEWORK CHECK

- Pupils pair up and compare their drawings.

#### WORKBOOK PRACTICE

#### TASK 10, WORKBOOK (p. 78)

- Play recording 22. Pupils read the sentences in the previous task and underline the mistakes. Then, they say the correct sentences.

**WORKBOOK TAPESCRIPT 22**  
**Narrator:**  
1 There is a shoe in the fridge.  
2 There are two socks on the table.  
3 There is a doll in the washing machine.  
4 There is a bone under the bed.  
5 There is an umbrella behind the sofa.  
6 There is a cat in front of the door.



### SIMON SAYS

- Revise the prepositions *in front of* and *behind*. Ask questions: *Who is sitting behind you?* or *Who is sitting in front of you?* Pupils answer in full sentences, e.g. *Ana is sitting behind me.*
- If we say *Simon says: Stand in front of your desk!*, pupils mime the action. If we just say *Stand in front of your desk!*, pupils should not mime the action. The last pupil left standing is the winner.

### PRESENTATION

#### TASK 1, STUDENT'S BOOK (p. 76)

- Discuss animal habitats. Pupils answer in Georgian, translate their answers to English and remind them of familiar vocabulary, e.g. *A tiger lives in the jungle.* Pupils look at the pictures. They describe what they can see in them. Read the words in the task. Pupils listen and repeat. Pupils match the pictures. Then, they answer the question: *Who lives where?*

**ANSWER KEY:**  
3 a bunny 4 a girl 2 a bee 1 a robin

#### TASK 2, STUDENT'S BOOK (p. 76)

- Explain to the pupils that they will learn a traditional song. Slowly recite and mime the verses. Pupils listen and observe.
- Recite and mime again, pupils repeat and mime. Just recite the verses, pupils repeat and mime.
- Play recording 57. Pupils listen and point.
- Play the recording again. Pupils repeat and point.
- Pupils recite and mime the verses.

**TAPESCRIPT 57**  
**Here Is a Nest for a Robin (traditional finger play)**  
Here is a nest for a robin. Here is a hive for a bee. Here is a hole for a bunny, And here is a house for me.

### ACTION FEELINGS

- Revise the vocabulary for feelings and states: *hot, cold, happy, sad, scared, freezing, sleepy, sneezing, sick*. Ask the pupils to mime certain feelings they are experiencing, e.g. *Stand up who is hungry!*, *Hands up who is thirsty!* etc. Pupils stand up and mime. After several commands, pupils mime and say how they feel, e.g. *I'm thirsty!*, *I'm hungry!* etc.

### TASK 3, STUDENT'S BOOK (p. 76)

- Ask the pupils whether they live in a house or an apartment. *Is it big or small? Is it old or new?* Draw the house in the task on the board. Add eyes, a nose and a smiling mouth to the house. Ask the pupils to guess how the house is feeling. *Is it happy or sad?* Write next to the house: *The house is happy*. Draw a sad house on the other part of the board. Ask the pupils: *How does this house feel? Is it happy?* Ask the pupils to guess when the house is usually happy and when it is sad. What do people do to make the house happy or sad? Pupils volunteer to answer. Explain to the pupils that they should always take care of their house or apartment because it is their home.
- Introduce the saying *Home sweet home* and write it on the board.
- Pupils study the pictures in the task.
- Play recording 58. Pupils listen and number the pictures correctly.
- Pupils listen the recording again and answer the question *What's wrong with the house?* Pause after each picture.
- Randomly point to the pictures in the Student's Book and explain how the house is feeling, e.g. *The house is dirty*. Pupils should mime the correct action to make the house feel better. Say the action that the pupils are miming and they repeat it, e.g. *Take some water and clean it*.

#### ANSWER

<b>KEY:</b>	Picture 1
Picture 5	Picture 6
Picture 1	Picture 4

#### TAPESCRIPT 58

##### Narrator:

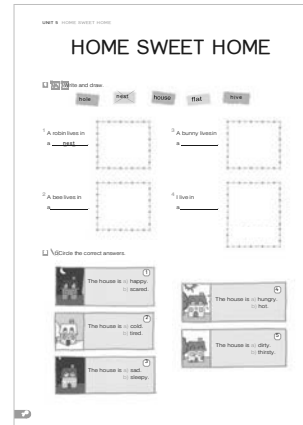
- 1 Where do you live? In a house or in a flat? Take care of it, because it's your home.
- 2 It's getting dark. The house is scared. What can you do? Turn on the lights and make it bright.
- 3 It's snowing. The house is cold. What can you do? Light the fireplace and make it warm.
- 4 The sun is shining today. The house is hot. What can you do? Open the windows and let in some fresh air.
- 5 Achoo! Achoo! The house is sneezing. It's dirty. What can you do? Take some water and clean it.
- 6 The house is very sleepy now. What can you do? Turn off the lights. Good night, sweet home, and sleep tight!



### WORKBOOK PRACTICE

#### TASK 2, WORKBOOK (p. 90)

- Pupils study the pictures and circle the correct answer. Ask questions, e.g. *How does the house feel in picture 1?* Pupils volunteer to answer.



### ENDING THE LESSON

#### HERE IS... – A FINGER PLAY

- Ask the pupils to say where various animals live, e.g. *a desert, a forest, a jungle, the Arctic, a farm, a river* etc. Write the answers on the board.
- Put the pupils into smaller groups. Pupils should prepare their own finger play after the model in Task 1 but they should use different animals.
- After they have finished, pupils volunteer to say and show their finger play to the rest of the class.

### HOMEWORK

Task 1, Workbook (p. 90)

## LESSON 2

### INTRODUCTION

#### HOMEWORK CHECK

- Play recording 58. Pupils read and check their answers. Then, they read and mime.

#### HOME SWEET HOME – FEELINGS

- Prepare emotions word cards. Copy the outlines of the houses in the task on the board but do not draw their facial features. Show a feeling word card, e.g. *happy*. Pupils complete the drawing, i.e. they draw a mouth to demonstrate the feeling. Pupils say sentences, e.g. *The house is happy*.

### PRESENTATION

#### MATCHING

- Prepare cards with collocations from the previous lesson. Show a card, the pupils should match it to the house drawing on the board.
- Play recording 58. Pupils listen and check their matches.
- Remove the word cards. Say a sentence, e.g. *The house is sleepy*. Pupils supply the collocation, e.g. *Turn off the lights*.

#### TASK 4, STUDENT'S BOOK (p. 77)

- Pupils match the sentence parts and then volunteer to read.

#### ANSWER

- |                        |                        |
|------------------------|------------------------|
| 1 The house is scared. | 3 Open the windows     |
| 2 The house is cold.   | 1 Turn on the lights.  |
| 3 The house is hot.    | 2 Light the fireplace. |
| 4 The house is dirty.  | 5 Turn off the lights. |
| 5 The house is sleepy. | 4 Clean it.            |

#### TASK 6, STUDENT'S BOOK (p. 77)

- Pupils study the pictures in the song. They substitute the pictures for words, if they know them. Introduce the words *a chimney* and *smoke*.
- Mime the words in the pictures, e.g. *house* – put your hands above your head in the shape of a roof, *door* – mime opening the door etc. Pupils say the vocabulary.
- Say the words, the pupils mime. Play recording 59. Pupils listen and mime.
- Play the recording again. Pupils listen and mime.

#### TAPESCRIPT 59

##### This Is My Little House (traditional song)

This is my little house, this is the door,  
The windows are shining, and so is the floor.  
Outside there is a chimney as tall as can be,  
With smoke that goes curling up, come and see.

### ENDING THE LESSON

- Pupils draw their home and how it is feeling. Then, they copy the correct sentence, e.g. *My home is sneezing*. – *I open the windows*.
- Pupils volunteer to show their drawings and read.

### HOMEWORK



#### WORKBOOK PRACTICE

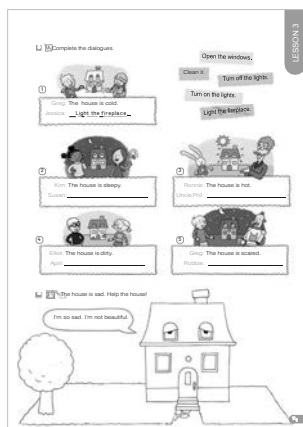
Task 4, Workbook (p. 91)



#### WORKBOOK PRACTICE

#### TASK 3, WORKBOOK (p. 91)

- Pupils copy the sentences under the correct pictures. Then, they volunteer to read their answers.



#### TASK 5, STUDENT'S BOOK (p. 77)

- Pupils answer the question: *How do you take care of your home?* They tick those activities that they do.

#### ANSWER KEY:

Pupils' own answers.

## LESSON 4 A MAGIC MESS

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

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

GRAMMAR	<ul style="list-style-type: none"><li>Understand and express commands</li><li>Use <i>there is / there are</i> to describe spatial relations (positive and interrogative forms)</li></ul>
LANGUAGE FUNCTIONS	<ul style="list-style-type: none"><li>Describe a house and furniture</li><li>Sing a song</li><li>Give commands</li></ul>
VOCABULARY	<ul style="list-style-type: none"><li>List furniture and appliances vocabulary</li></ul>

### SKILLS

READING	<ul style="list-style-type: none"><li><i>A Magic Mess</i></li></ul>
LISTENING	<ul style="list-style-type: none"><li><i>A Magic Mess</i></li><li>Singing a song</li></ul>
SPEAKING	<ul style="list-style-type: none"><li>Describing a home and furniture</li><li>Giving commands</li><li>Asking questions</li></ul>
WRITING	<ul style="list-style-type: none"><li>Writing sentences after a model</li></ul>

### CROSS-CURRICULAR CORRELATION

- Music
- Art

### TAPESCRIPT 60

#### A Magic Mess (song)

Hoot, hoot,  
Hoot, hoot, hoot, hoot,  
Mix and shake, mix and shake,  
Without water or a broom,  
Clean and tidy is my room!  
Hoot, hoot, hoot,  
Hoot, hoot, hoot,  
Mix and shake, mix and shake,  
Help me Tess, help me Tess,  
Because my house is a mess!

### INTRODUCTION

#### HOMEWORK CHECK

- Pupils describe their house. They explain how they have coloured it and what they have drawn.

#### DRAW IT RELAY

- Put the pupils into two groups. Whisper a word (furniture or appliance) to each group representative. Pupils draw on the board and their groups guess the word. After they have guessed the word, repeat the procedure with a new group representative. The group to draw and guess all the words or draw more words within the time limit wins.

### PRESENTATION

#### ELLIOT'S MAGIC

- Remind the pupils of Elliot's hobby. Pupils recollect that Elliot likes doing magic. Explain that Elliot is always mixing some potions while saying the magic words: *hoot, hoot, hoot* and *mix and shake*. Explain how he did not feel like cleaning his room so instead of a broom and water he decided to clean his room using magic. But something went wrong and Elliot had to summon Tess for help.

#### TASK 1, STUDENT'S BOOK (p. 78)

- Read the verses. Pupils listen and repeat. Read the verses but omit the final word in each verse. Pupils say the final word.
- With every reading, omit ever more words. Pupils read and complete the verses.
- Play recording 60. Pupils listen and sing.

### TASK 2, STUDENT'S BOOK (p. 79)

- Pupils study the picture of Elliot's house. Ask questions, e.g. *Where is the cooker? – In the living room., Where is the washing machine? – In the hall.* etc. Pupils then volunteer to describe where the objects are, e.g. *There is a washbasin in Elliot's room.*  
Pupils work in pairs. Explain that they have three minutes to write down as many sentences about Elliot's house as possible into their notebooks, using the example sentence in the task.
- Pairs volunteer to read a sentence each. Pupils need to listen to those reading because they may not repeat the same sentence.

#### ANSWER KEY:

- 1 There is a washbasin in Elliot's room.
- 2 There is a fridge in the bedroom.
- 3 There is a sink in April's room.
- 4 There is a bed in the bathroom.
- 5 There is a washing machine in the hall.
- 6 There is a TV set in the kitchen.
- 7 There is a cooker in the living room.

### ENDING THE LESSON

#### BE A MAGICIAN

- Prepare a cardboard magic wand. Assume the role of a wizard and say Elliot's magic words and commands, e.g. *Hoot, hoot, hoot, mix and shake – Draw a washing machine! / Jump three times. / Touch your nose!* etc. Point to the pupil who needs to obey the command. If the pupil does their task correctly, hand them the wand so that they can become the wizard and give the next command.

#### HOMEWORK

Pupils need to draw their own silly house on an A4 piece of paper and bring it to the next lesson.



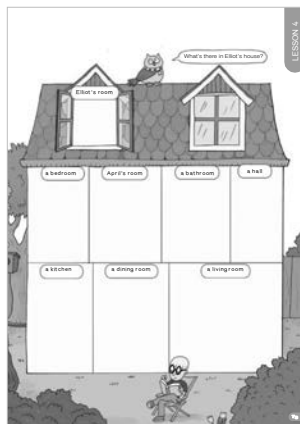
### WORKBOOK PRACTICE

#### TASK 1, WORKBOOK (p. 92)

- Pupils paste the stickers in Elliot's house and garden at will.

#### TASK 2, WORKBOOK (p. 93)

- Pupils say sentences about Elliot's house using *There is... / There are...* In pairs, pupils ask *Is there... / Are there...?* questions to find out where their partner has pasted the stickers, e.g. *Is there a fridge in the hall?*



# LESSON 5 LET'S CHECK!

LEARNING OUTCOMES: I უცბ. დაწყ. (I): 1,2,3,4,5,6,7,8,9,10  
By the end of this class, pupils will be able to:

GRAMMAR	<ul style="list-style-type: none"> <li>Use Unit 7 structures (<i>there is / there are</i>, prepositions of place)</li> <li>Describe rooms and furniture</li> </ul>
LANGUAGE FUNCTIONS	<ul style="list-style-type: none"> <li>Answer questions</li> <li>List Unit 7 vocabulary (rooms, furniture, appliances, animals, feelings, commands)</li> </ul>
VOCABULARY	
<b>SKILLS</b>	
READING	<ul style="list-style-type: none"> <li>Questions and sentences in tasks</li> </ul>
LISTENING	<ul style="list-style-type: none"> <li>Answering questions</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>Answering questions</li> <li>Describing a picture</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>Copying words and sentences after a written model</li> </ul>
<b>CROSS-CURRICULAR CORRELATION</b>	
<ul style="list-style-type: none"> <li>Georgian language</li> <li>Science</li> </ul>	

## INTRODUCTION

### HOMEWORK CHECK

- Pupils have brought their silly house drawings to class. Display them on the pinboard. Pupils study their friends' drawings and comment on those things they find particularly likeable or funny, e.g. *There is a fridge on the sofa.*, *There is a car in the living room.* etc.

### ODD ONE OUT

- Pupils leaf through Unit 7 and prepare a task for their partners. They draw or write the words in their notebooks. After they have finished, they swap their notebooks and do the task. Volunteers read their tasks.

## PRESENTATION

### SNAKE GAME

- Draw a 4x6 grid. Put the pupils into two groups. The first group starts the game by answering question 1, the other group answers question 6. Circle the numbers in different coloured chalk. Groups move on the board vertically, horizontally or diagonally. The group with the longer snake wins.

### ANSWER KEY:

- What's this? **A chimney.**
- Where is Ronnie? **In the kitchen.**
- What's wrong with the house? **The house is dirty.**
- Where is Gizmo? **In the bath.**
- The house is scared. What can you do? **You can turn on the lights.**
- Where is the carpet? **In the living room.**
- Miss a turn!
- Is there a computer in April's room? **No, there isn't.**
- Where is the spider? **On the desk.**
- What's wrong with the house? **The house is hot.**
- What's this? **The floor.**
- Who's behind the sofa? **Ronnie.**
- Where is Greg? **In front of the house.**
- Is there a mouse in the bathroom? **Yes, there is.**
- Miss a turn!

- Who lives there? **A robin.**
- Where is the cat? **Under the bed.**
- What's wrong with the house? **The house is cold.**
- Who lives there? **A bee.**
- Miss a turn!
- Where is Tess? **On the wardrobe.**
- The house is sleepy. What can you do? **You can turn off the lights.**
- Is there a book on the desk? **No, there isn't.**
- Where are the carrots? **In the fridge.**

## WORKBOOK PRACTICE

### TASK 1, WORKBOOK (p. 94)

- Pupils find the words in the word snake, then they volunteer to read them.

### TASK 2, WORKBOOK (p. 94)

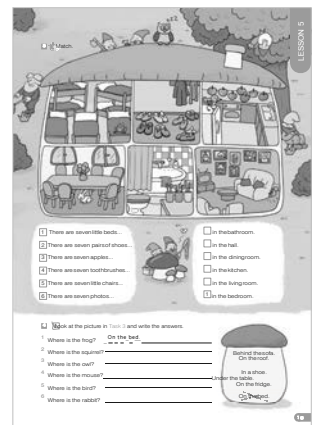
- Pupils copy the words into correct categories. Ask questions, e.g. *What is there in the dining room?* etc. Pupils answer in full sentences, then they find the odd one out.

### TASK 3, WORKBOOK (p. 95)

- Pupils study the pictures and match sentence parts. They volunteer to read the sentences.

### TASK 4, WORKBOOK (p. 95)

- Pupils study the picture in Task 3 again and copy the answers next to the correct questions. They volunteer to read the questions and the answers.



**RONNIE'S PROJECT, STUDENT'S BOOK (p. 81)**

- Explain the project instructions, what is expected of the pupils, and how the project should be presented.

**I CAN SPEAK ENGLISH, STUDENT'S BOOK (p. 81)**

- Pupils study the mind map and tick those areas of the mind map that they have mastered. Ask questions to check, e.g. *Where is Gizmo?* Pupils who have ticked those areas volunteer to answer.

**ENDING THE LESSON****WORD SNAKE**

- Pupils draw a word snake in their notebooks using Unit 7 vocabulary. Then they swap their notebooks and search for the words.

# THE FINAL RACE

## LESSON 1 ROBBIE'S FRIEND

LEARNING OUTCOMES: <span style="float: right;">(I): 1,5,6,7,8</span>	
By the end of this class, pupils will be able to:	
GRAMMAR	• Distinguish between and correctly use the verbs <i>to be</i> , <i>have got</i> and <i>can</i>
LANGUAGE FUNCTIONS	• Express what someone can do • Speak about themselves and their friends
VOCABULARY	• Use familiar vocabulary in a new context
SKILLS	
READING	• <i>Robbie's Friend</i>
LISTENING	• <i>Robbie's Friend</i>
SPEAKING	• Discussing a character, oneself, one's friends • Copying sentences after a written model
WRITING	• Completing texts with given words
CROSS-CURRICULAR CORRELATION	
• Georgian language	

### INTRODUCTION

#### REMEMBER ROBBIE?

- Remind pupils of Robbie. Say sentences and ask pupils to finish them orally, using information on Robbie they can remember, e.g. *Robbie is a ... (robot). He can... (wash the dishes, play football...)*.

### PRESENTATION

#### MAKE GUESSES ABOUT RUBY

- Explain to the pupils that they will meet Robbie's friend in this lesson. Write the following incomplete sentences on the board:

*Ruby lives in \_\_\_\_\_. She is \_\_\_\_\_.  
Her birthday is in \_\_\_\_\_.  
She has got \_\_\_\_\_ hair and \_\_\_\_\_ eyes. She is wearing a \_\_\_\_\_ and a \_\_\_\_\_. She can \_\_\_\_\_. She likes \_\_\_\_\_.*

- Pupils finish the sentences orally using their own ideas. Allow all logical answers and explain that they will soon find out whether they were right.

#### WERE YOUR GUESSES CORRECT?

- Play recording 61. Pupils listen to check their answers. They read the unfinished sentences on the board while they listen. After the first listening ask the pupils to complete the sentences orally using the information they have found out from Robbie. Pupils volunteer to complete the sentences. Write the correct answers on the board. Complete the incomplete sentences after the second listening.

### TAPESCRIPT 61

**Narrator:** This is Ruby. She is Robbie's friend. She lives in Roboland. She is very young. She is only 50. Her birthday is in February. She has got orange hair and green eyes. She is wearing a space jacket and a miniskirt. She is very pretty, isn't she? Ruby is very clever. She can solve ten maths riddles in five minutes. But, that's not all. She can fix your TV set, she can fix your computer and she can fix her own spaceship, too! She likes travelling in space. This is her postcard from the Moon. It looks so exciting!

#### TASK 1, STUDENT'S BOOK (p. 82)

- Pupils open their Student's Books. Play recording 61 again. Pupils listen and read the text. After listening ask the pupils to orally complete the sentences on the board that they have previously not completed. The text in the Student's Books can be used to help. Write the answers in the gapped sentences on the board.

#### ANSWER KEY:

Ruby is Robbie's friend. She is a robot.

#### WHERE DOES IT SAY?

- Explain to the pupils that they will help you read the entire text in the Student's Book. Read the sentences in Georgian, pupils read them in English.

#### TASK 2, STUDENT'S BOOK (p. 82)

- Pupils read the questions and write the answers into their notebooks. After they have finished, they pair up and check their answers. Then, they ask and answer questions in pairs.

#### ANSWER KEY:

- My name is Ruby.
- I'm Robbie's friend.
- My home is in Roboland.
- I'm 50.
- My birthday is in February.
- My hair is orange.
- My eyes are green.
- I'm wearing a space jacket and a miniskirt.
- Yes, I'm very clever.
- I can fix your TV set, your computer and my spaceship.

#### TASK 3, STUDENT'S BOOK (p. 82)

- Pair the pupils up. Pupils interview each other. Pairs volunteer to role-play the interview.





## LESSON 2 THE BUILDING BLOCKS JEOPARDY

LEARNING OUTCOMES: I უცბ. დანყ. (I): 1,5,6,7,8

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

**GRAMMAR**

- Use familiar grammar in a new context
- Assess the level of Year 3 grammar acquisition (prepositions *in / on / under / behind / in front of* and *there is / there are* to describe spatial relations, singular and plural of nouns, verbs *can/can't*, present continuous, various question forms: *Who...? What...? Where...? How many...? What colour...? What's the weather like?*)

**LANGUAGE FUNCTIONS**

- List characters and discuss them
- List months, holidays, weather, and time
- Describe rooms
- Discuss animals
- Describe a classroom
- List numbers 1 – 100
- Use familiar vocabulary in a new context (months, days of the week, time, seasons, animals and habitats, weather, classroom objects and furniture, rooms in a house and furniture, food and drink, clothes, sports and instruments, verbs)

**VOCABULARY**

### SKILLS

**READING** • Questions and answers on a quiz

**LISTENING** • Listening to and answering questions

**SPEAKING** • Answering questions

**WRITING** • Copying words

• Copying sentences after a written model

### CROSS-CURRICULAR CORRELATION

- Georgian language
- Maths
- Science

*School: a book, sixty, a sponge, maths riddles, twenty-four, a pinboard, a globe.*

*Stories: Pixy, a hero, Super Suzy is climbing a tree in the jungle., Ruby, The hedgehog is hard-working., Light the fireplace and make the house warm.*

### PRESENTATION

#### ANSWER THE QUESTIONS

- Write numbers 1 – 10 on the board. Ask the pupils to help you answer some questions on the stories, characters and other topics in Year 3. Pupils choose a question. Read the questions in the table on p. 85 of the Student's Book. Since the questions in the Student's Book are not numbered, read them in random order. After they have heard the question, the pupils try to answer it. Help them if they do not know the answer. Write all the answers on the board.

#### REMEMBER THE QUESTIONS

- After all the questions have been answered, pupils try to remember the questions based on the answers on the board. After each correctly asked question, wipe the answer from the board.

### INTRODUCTION

#### STAND UP IF IT'S YOUR GROUP

- Before playing Jeopardy put the pupils into five groups: *stories, the calendar, the house, the animal world, the school.*
- Revise Year 3 vocabulary. Randomly say words and phrases, pupils stand up if the word belongs to their group. Combine words and phrases on p. 98 in the Workbook, which are also the answers to the questions on the Jeopardy quiz, with other words and phrases introduced in Year 3.  
*The calendar: Sunday, autumn, December, sunny and hot, seven o'clock, Friday, March.*  
*The house: a wardrobe, a kitchen, a living room, a washing machine, stairs, home, a cooker, a chimney.*  
*The animal world: a bear, a tail, the desert, grass, a shark, a long neck, dangerous.*

### TASK 1, STUDENT'S BOOK (p. 83)

- Pupils open their Student's Books to p. 83 and study the questions in the table. Explain that they will hear all the questions and answers but there will be no additional help.
- Put the pupils into two groups and ask them to study the questions. Copy the table in the Student's Book on the board. Explain the rules of the game. Pupils choose the question group and the question number in that group, e.g. *Green two*.
- Read the questions in the Student's Book, e.g. *Where does a camel live?* If the pupils know the answers, they earn the number of points awarded for that question. *Ten points*. But if they answer incorrectly, they lose the same number of points. Keep a score for both groups on the board. Mark the answered questions with an x on the board table. Explain to the pupils that the points system is gradual: the easiest questions are awarded five points and the most difficult questions are awarded twenty-five points. Finally, tally up the score and declare the winner.



### WORKBOOK PRACTICE

#### TASK 1, WORKBOOK (p. 98)

- Pupils read the Jeopardy questions in their Student's Books and find the answers in their Workbooks. They write the answers in the correct question box.
- After the pupils have answered all the questions, read the answers. Pupils volunteer to read the correct questions.

#### TASK 2, WORKBOOK (p. 99)

- Pupils read the sentences and tick whether they are true or false. Pupils volunteer to read the sentences and explain whether they are true or false.

#### TASK 3, WORKBOOK (p. 99)

- Pupils correct the false sentences in Task 2 and volunteer to read them.

#### ANSWER KEY: STORIES

- 1 Who is Pixy? **He is a penguin.**
- 2 What is Miss Springfield's favourite colour? **It's blue.**
- 3 What can Harold the Hippo do? **He can swim.**
- 4 The house is freezing. What can you do? **You can light the fireplace.**
- 5 Super Suzy is in the jungle. What is she doing? **She is climbing a tree.**

#### THE CALENDAR

- 1 What's the weather like in August? **It's hot and sunny.**
- 2 It is picnic time. What day is it? **It's Sunday.**
- 3 It's time to decorate your Christmas tree. What month is it? **It's December.**
- 4 Is it snowing. Everything is white. What season is it? **It's winter.**
- 5 It's evening. Super Suzy is very tired. What's the time? **It's eight o'clock.**

#### THE HOUSE

- 1 There is a cooker, a fridge and a dishwasher in this room. What room is it? **It's a kitchen.**
- 2 It is in the bathroom. You wash your clothes in it. What is it? **It's a washing machine.**
- 3 It is in the bedroom. You put your clothes in it. What is it? **It's a wardrobe.**
- 4 There is a sofa, an armchair and a fireplace in this room. You can watch TV there. What room is it? **It's a living room.**
- 5 It has got four legs. You can sit on it. What is it? **It's a chair.**

#### THE ANIMAL WORLD

- 1 What colour is the polar bear? **It's white.**
- 2 Where does a camel live? **In a desert.**
- 3 What can a parrot do? **It can fly and talk.**
- 4 It is big. It is brown. It has got four legs. It likes honey. Which animal is it? **It's a bear.**
- 5 Complete the sentences: **A mokey is funny. A monkey likes bananas. A monkey can climb a tree.**

#### THE SCHOOL

- 1 Where is the blackboard in the classroom? **It's on the wall.**
- 2 You can open it. You can close it. You can read it. What is it? **It's a book.**
- 3 What numbers are missing? **Ten, twenty, thirty, forty, fifty, 60, 70, eighty, 90, a hundred.**
- 4 How many minutes are there in an hour? **There are sixty minutes in an hour.**
- 5 How many hours are there in a day? **There are twenty-four hours in a day.**

#### THE BUILDING BLOCKS JEOPARDY

Read the questions in the Student's Book and write the correct answers.

STORIES	THE CALENDAR	THE HOUSE	THE ANIMAL WORLD	SCHOOL
1				
2				
3				
4				
5				

A penguin  
 Blue  
 Sunday  
 On the wall  
 Funny  
 Bananas  
 climb a tree  
 It can talk  
 A book

A bear  
 White  
 A wardrobe  
 Winter  
 24  
 The kitchen  
 40, 50, 60  
 In the desert

It's 8 o'clock  
 The living room  
 December  
 It's a giraffe and hat  
 He can swim  
 She is climbing a tree  
 A washing machine  
 You can light the fireplace

Read the sentences and tick whether they are true or false.

	YES	NO
1 Pixy is a penguin.	<input type="checkbox"/>	<input type="checkbox"/>
2 Harold the Hippo can climb a tree.	<input type="checkbox"/>	<input type="checkbox"/>
3 It's picnic time. It's Monday.	<input type="checkbox"/>	<input type="checkbox"/>
4 It's time to decorate your Christmas tree. It's December.	<input type="checkbox"/>	<input type="checkbox"/>
5 It's snowing. Everything is white. It's summer.	<input type="checkbox"/>	<input type="checkbox"/>
6 You can wash your clothes in a cooker.	<input type="checkbox"/>	<input type="checkbox"/>
7 There is a cooker, a fridge and a dishwasher in the kitchen.	<input type="checkbox"/>	<input type="checkbox"/>
8 A camel lives in the desert.	<input type="checkbox"/>	<input type="checkbox"/>
9 A parrot can fly.	<input type="checkbox"/>	<input type="checkbox"/>
10 There are 24 minutes in an hour.	<input type="checkbox"/>	<input type="checkbox"/>

Correct the wrong sentences.

Harold the Hippo can swim.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### ENDING THE LESSON

#### DRAW IT RELAY

- Put the pupils into two groups. Prepare five different word cards for each group, e.g. *Pixy, It's seven o'clock., a globe, a bear, a washing machine*. The group to first draw and guess all the words wins.

# LESSON 3 THE BUILDING BLOCKS FAREWELL PARTY

**LEARNING OUTCOMES:** : 1 უცხ. დაწყ. (I): 1,2,3,4,5,6,7,8  
By the end of this class, pupils will be able to:

GRAMMAR	<ul style="list-style-type: none"> <li>Use familiar grammar in a new context</li> <li>Assess the level of Year 3 grammar acquisition (prepositions <i>in / on / under / behind / in front of</i> and <i>there is / there are</i> to describe spatial relations, singular and plural of nouns, verbs <i>can/can't</i>, present continuous, various question forms: <i>Who...? What...? Where...? How many...? What colour...? What's the time? What's the weather like?</i>, present simple of the verb <i>have got</i>)</li> <li>Describe a picture</li> </ul>
LANGUAGE FUNCTIONS	<ul style="list-style-type: none"> <li>List activities</li> <li>Distinguish between different types of parties</li> <li>Answer questions</li> <li>Sing a song</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>Use familiar vocabulary in a new context (food and drink, clothes, sports and instruments, verbs)</li> </ul>
<b>SKILLS</b>	
READING	<ul style="list-style-type: none"> <li><i>How Much Do You Remember?</i></li> <li><i>Goodbye, Goodbye, Goodbye</i></li> </ul>
LISTENING	<ul style="list-style-type: none"> <li><i>How Much Do You Remember?</i></li> <li><i>Goodbye, Goodbye, Goodbye</i></li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>Describing a picture</li> <li>Asking and answering questions</li> <li>Matching sentence parts logically</li> <li>Completing texts with given words</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>Labeling pictures</li> <li>Copying and sorting out words</li> </ul>
<b>CROSS-CURRICULAR CORRELATION</b>	
<ul style="list-style-type: none"> <li>Georgian language</li> <li>Science</li> <li>Music</li> </ul>	

## LESSON 1

### INTRODUCTION

#### GUESS THE CHARACTER

- Explain to the pupils that they need to remember all the characters that they have met in Year 3. Prepare the following character flashcards: *Uncle Phil, Ms Springfield, Jessica, Greg, Elliot, Luke, Susan, Ronnie, Robbie, Ruby, Pixy*. Ask the pupils to list all the characters' names. As they say each character's name, put that flashcard on the board. Then, write the following incomplete sentences on the board:

He is \_\_\_\_\_. He has got \_\_\_\_  
\_\_\_\_\_.

He has got \_\_\_\_ hair and \_\_\_\_ eyes. He is wearing  
\_\_\_\_\_.

He lives \_\_\_\_\_. He likes \_\_\_\_\_. He  
can \_\_\_\_\_. She is \_\_\_\_\_.

\_\_\_\_\_.

She has got \_\_\_\_\_.

She has got \_\_\_\_ hair and \_\_\_\_ eyes. She is wearing  
\_\_\_\_\_.

She lives \_\_\_\_\_. She likes \_\_\_\_\_.

\_\_\_\_\_. She can \_\_\_\_\_.

\_\_\_\_\_.

- Describe characters, pupils guess the character: *He has got wings. – Pixy. She can fix your TV set. – Ruby.* etc. Pupils then volunteer to describe characters, the rest of the class guesses.

#### GUESS WHERE THE CHARACTERS ARE

- Explain to the pupils that all the characters have gathered in one place. Ask them to guess where they are. Pupils remember all the places that have been mentioned and suggest answers: *in the jungle, at old McDonald's Zoo, in Elliot's house* etc. Explain that all the characters have gathered in Ms Springfield's garden.
- Pupils open their Student's Books to p. 86 and study the picture. Ask them why they think all the characters have gathered at Ms Springfield's. Pupils volunteer to answer. *What kind of parties are there? A birthday party, a New Year's Eve party, a Halloween party.* Introduce and explain the phrase *a farewell party*. School is over and before they all go away on summer holidays Ms Springfield has invited everyone to a farewell party. Say: *They are having fun before summer holidays.*

### PRESENTATION

#### TASK 1, STUDENT'S BOOK (p. 84)

- Allow the pupils one minute to study the picture and memorise as many details as possible.

### TASK 2, STUDENT'S BOOK (p. 85)

- Put the pupils into two groups and draw a 3x4 grid on the board. Pupils choose numbers 1 to 12. Read the corresponding questions in the Student's Book. If a group answers correctly, draw the group symbol into that question box. If one group answers incorrectly, the other group may try to answer the question correctly and win a point.
- Pair the pupils up. One pupil asks the odd questions, the other pupil asks the even questions. They ask and answer each other's questions.

#### ANSWER KEY:

- There are six children in the picture.
- Ronnie is in the kitchen.
- The bird is eating a pizza.
- There are three apples in the basket.
- He is drinking orange juice.
- The kite is yellow.
- Ms Springfield is singing.
- Jessica is eating a pizza.
- There are three blue roses in the garden.
- Kim is swinging.
- Greg is wearing a red T-shirt.
- The robots are dancing.

### I CAN SEE...

- Prepare one sheet of paper per pupil. Each pupil writes their name on top of the paper and then writes down one word they can see in the picture. Then, they pass the paper to another pupil who adds their word to the list. The words cannot be repeated. The paper is passed until it comes back to its owner. If the class is too large, this activity can be done in two or three groups. Ask the pupils to pair up and check the spelling. Then, pupils read the words and the rest of the class points to the picture.

### SORT OUT THE WORDS

- Draw a four-column table on the board: *characters, toys, food, actions*.
- Pupils copy the table into their notebooks and sort out the words on their pieces of paper into the table.

### TASK 3, STUDENT'S BOOK (p. 87)

#### SENTENCE TENNIS

- Put the pupils into two groups. One group says a sentence about the picture, e.g. *There is a cake*. A member of the first group passes a ball to a member of the second group who has to add their own sentence about the picture, e.g. *Elliot is climbing a tree*. Play the game until all the sentences have been said. This activity can be turned into a competition by awarding points for correct sentences.



### WORKBOOK PRACTICE

#### TASK 1, WORKBOOK (p. 100)

- Pupils complete the texts with the given words.

#### TASK 2, WORKBOOK (p. 100)

- Play recording 22. Pupils listen and check their answers. Play the recording again. Pause before the missing word. Pupils volunteer to read the missing word.

#### WORKBOOK TAPESCRIPT 22

School is over. It's a nice day. There are a lot of children in Ms Springfield's garden. Uncle Phil is here, too. He is sitting in the chair and drinking orange juice. There is a big table in the garden with a lot of food and drinks. Look at Jessica! She is eating pizza. What are the others doing? Greg is flying a kite, Luke is playing with a ball, Susan is riding a bike, and Elliot is climbing a tree. Be careful, Elliot! Pixy is playing the guitar and Ms Springfield is singing. What a lovely song! Kim and Gizmo are having fun, too. They are swinging. There are two robots in the garden. What are they doing? They are dancing. And, where is Ronnie? In the kitchen, of course. He is making a sandwich. Everybody is happy. Goodbye, children, and enjoy your summer holidays!



### ENDING THE LESSON

#### SAY STOP IF IT'S NOT TRUE

- Describe the picture on p. 86 of the Student's Book. Pupils listen and shout out *Stop!* when they hear a mistake. They correct the mistake, e.g. *There are three children at the party.* – *There are six children.*

## LESSON 2

### INTRODUCTION

#### WHO DO YOU REMEMBER?

- Draw a three-column table on the board. Ask the pupils to name all the characters at the farewell party. Write all the characters' names in the first column.

#### I SPY WITH MY LITTLE EYE

- Pupils study the picture on p. 86. Say sentences, e.g. *I spy with my little eye something blue. Susan is riding it.* Pupils answer: *Bike.* Write all the answers in the third column.

#### KNOCK-KNOCK

- Ask the pupils to study the picture in the Student's Book and orally finish the sentences with the help of the vocabulary in the third column. Say sentences about the characters' actions but pause before the final word in the sentence and knock on the desk. Ask the pupils to find the final word on the board: *Pixy is playing (knock, knock) – the guitar., Jessica is eating (knock, knock) – a pizza., Luke is playing with – a ball.* etc. After they have said the correct word, repeat the entire sentence and write the verb in the second column. Write the verbs randomly in the column.

Pixy	is making	the guitar
Greg	is eating	a kite
Jessica	is flying	a sandwich
Ronnie	is playing	a pizza
...	...	...

### PRESENTATION

#### MAKE SENTENCES

- Read a character's name, pupils read the sentence on the board, e.g. *Ronnie is making a sandwich.*
- Pupils write down four sentences about what the characters in the picture are doing. They may consult their Student's Books. Pupils then volunteer to read their sentences.

#### QUESTIONS, QUESTIONS...

- Ask questions about the picture. Pupils study the table and answer, e.g. *Who is flying a kite? – Greg is flying a kite., What is Jessica doing? – Jessica is eating a pizza.* etc.
- Ask questions about the picture again, e.g. *Is Uncle Phil drinking milk?* Pupils answer: *No, he isn't.* Write on the board: *Uncle Phil isn't drinking milk.* Ask questions and insist on full answers.



#### WORKBOOK PRACTICE

##### TASK 3, WORKBOOK (p. 101)

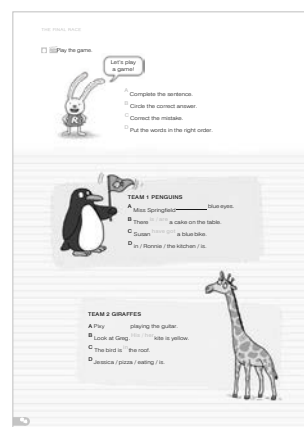
- Pupils circle the correct verb form and volunteer to read the sentences.

##### TASK 4, WORKBOOK (p. 101)

- Pupils read the questions and circle the correct answers. Pupils ask and answer each other's questions.

##### TASK 5, WORKBOOK (p. 102)

- Prepare six animal riddles, e.g. *It is brown. It can climb a tree. It likes bananas.* The pupil to guess the animal may take that animal flashcard. After all the six animals have been guessed, ask the six pupils with the flashcards to come to the board. They are team captains and they may pick their team members.
- Pupils do their team task. If there is enough time, pupils may swap flashcards and do one more task.



##### TASK 4, STUDENT'S BOOK (p. 85)

- Sing the melodies of Year 3 songs, pupils need to guess the songs. Explain to the pupils that they will learn one more song, the last one in Year 3. Recite the verses and mime (*say goodbye, hug a friend, smile, give high five*).
- Say the actions, pupils listen and mime.
- Play recording 62. Pupils listen and mime, then they listen and sing.

#### TAPESCRIPT 62

##### Goodbye, Goodbye, Goodbye! (song)

Goodbye, goodbye, goodbye,  
It's time to say goodbye.  
Hug your friend and smile,  
Goodbye, goodbye, goodbye.  
Put your hands up high,  
Goodbye, goodbye, goodbye.  
Give your friend a "high five",  
Goodbye, goodbye, goodbye.  
It's time to say goodbye,  
Goodbye my friends, goodbye!

### ENDING THE LESSON

- Pupils leaf through their Student's Books to find their favourite Year 3 song. Read the song titles, pupils raise their hand when they hear their favourite one. Play the song which got the most votes. Pupils listen and sing.

# APPENDIX

## THE HALLOWEEN SONG

LEARNING OUTCOMES: 1 უცხ. დავყ. (I): 1,2,3,5	
By the end of this class, pupils will be able to:	
GRAMMAR	• Obey commands
LANGUAGE FUNCTIONS	• Discuss Halloween traditions
	• Sing a song
VOCABULARY	• List Halloween vocabulary
	•
SKILLS	
READING	• <i>The Halloween Song</i>
LISTENING	• <i>The Halloween Song</i>
SPEAKING	• Reproducing a song
CROSS-CURRICULAR CORRELATION	
• Music	

### INTRODUCTION

#### ASSOCIATION GAME

- Prepare a toy pumpkin. Hide it behind your back and explain to the pupils that they have to guess what you have prepared for them. Say, e.g. *You can eat it., It's a vegetable., It's orange., You can carve a face in it., It is spooky.* etc.
- After they have guessed what it is, show the pupils the toy and ask them which holiday they associate it with. Pupils volunteer to answer and when they guess the holiday write *Halloween* on the board.

#### BRAINSTORMING

- Ask the pupils what they associate with Halloween. Write all their suggestions on the board. Ask guided questions to get to the following vocabulary: *a mask, cookies, a witch, a queen, a dress, trick or treat*, e.g. *You hide your face with it.*

### PRESENTATION

#### TASK 1, STUDENT'S BOOK (p. 88)

- **I SPY WITH MY LITTLE EYE.** Pupils study the pictures. Say, e.g. *I spy with my little eye something beginning with P.* Pupils shout out their answers, e.g. *A pumpkin!* Colours can also be used in this activity, e.g. *I spy with my little eye something blue.* – *Sky!, Dress!, T-shirt!* etc.
- Play recording 63. Pupils listen and point to the correct picture.

#### TAPESCRIPT 63

**The Halloween Song (song)**  
 It's Halloween, it's Halloween,  
 Be a witch or a queen!  
 Make some cookies,  
 Something sweet,  
 Can't you hear "trick or treat"?  
 Light the pumpkin,  
 Wear a mask,  
 Put on your party dress!  
 Be a witch or a queen,  
 It's Halloween, it's Halloween!

#### TASK 2, STUDENT'S BOOK (p. 88)

- Play recording 63. Pupils listen and sing.



#### WORKBOOK PRACTICE

##### TASK 1, WORKBOOK (p. 104)

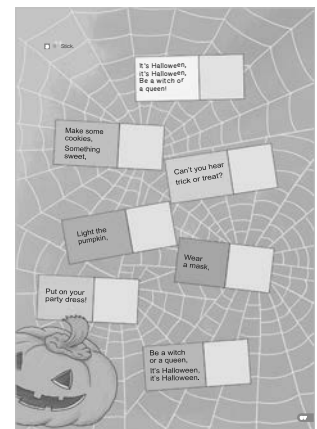
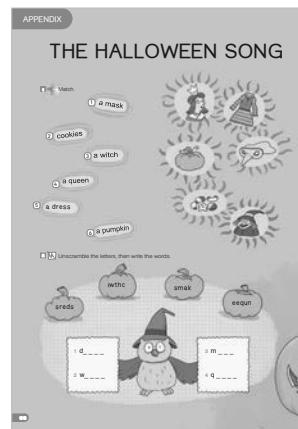
- Pupils match the words to the pictures. Prepare flashcards. Show a flashcard and ask, e.g. *What is this? or Which number is this picture?.* Pupils volunteer to answer.

##### TASK 2, WORKBOOK (p. 104)

Pupils do the task individually. Then, they pair up to check their answers. Ask questions, e.g. *What is number one? – A dress!*

##### TASK 3, WORKBOOK (p. 105)

- Pupils paste the stickers next to the correct verse.
- Play recording 63. Pupils swap their Workbooks,
- listen and check.



### ENDING THE LESSON

#### PUMPKIN RELAY

- Prepare four paper or cardboard pumpkin cut outs. Place the flashcards on the floor in one part of the classroom. Put the two groups of pupils in the other part of the classroom and give each group representative two pumpkin cut outs. Say what each flashcard represents, e.g. *A mask!* Group representatives need to reach the flashcards but they must not touch the floor, instead they need to walk on the papers or the cardboard. After they have found the correct flashcard, they take it and retrace their steps back to their group. Assign a new word. The group to collect the most flashcards wins.

## LETTERS TO SANTA CLAUS

**LEARNING OUTCOMES:** I უცბ. დანწყ. (I): 1,2,3,4,5,6,7

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

GRAMMAR	<ul style="list-style-type: none"> <li>Discuss wishes using <i>I would like...</i></li> </ul>
LANGUAGE FUNCTIONS	<ul style="list-style-type: none"> <li>Discuss personal wishes and the characters' wishes</li> <li>Wish a merry Christmas and a happy New Year</li> <li>List Christmas vocabulary</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>Use familiar vocabulary (toys) in a new context</li> </ul>
<b>SKILLS</b>	
READING	<ul style="list-style-type: none"> <li><i>Letters to Santa Claus</i></li> </ul>
LISTENING	<ul style="list-style-type: none"> <li><i>Letters to Santa Claus</i></li> <li>Christmas carols</li> <li>Discussing the characters' wishes</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>Discussing personal wishes</li> <li>Singing Christmas carols</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>Writing a letter after a model</li> </ul>
<b>CROSS-CURRICULAR CORRELATION</b>	
<ul style="list-style-type: none"> <li>Religious education</li> <li>Music</li> <li>Art</li> </ul>	

### INTRODUCTION

#### GUESS THE SONG

- Prepare recordings of Christmas songs from Years 1 and 2 (*Jingle Bells, We Wish You a Merry Christmas*). Play the beginnings of songs and pupils should guess the songs. After they have guessed, listen and sing the songs with the pupils. Finally, ask the pupils to guess the lesson topic. Pupils volunteer to answer. Then, write *Christmas* in the middle of the board.

#### GET RID OF YOUR CARD

- Prepare familiar Christmas flashcards. Prepare related word cards and put them in a box. Put the pupils into two groups. Give each group an equal number of flashcards. Draw out a word card and read it, the group with the corresponding flashcard repeats the word and puts the flashcard on the board. The group to first get rid of all their flashcards wins.

#### DUELS

- Pupils remain in groups. Group representatives come to the board and face the class. Say words or phrases, the first pupil to turn around and find the correct flashcard on the board wins a point for their group.

#### RUN AND GET IT

- Groups stand opposite the board. Assign each pupil a number. Say the number and a word/phrase, e.g. *Pupil three – a Christmas tree*. That pupil runs to the board and tries to find the correct flashcard. The group to collect the most flashcards wins.

### PRESENTATION

### CHRISTMAS IN GEORGIA

- Ask the pupils to study the flashcards on the board and use them to retell their Christmas story. Pupils choose from the vocabulary on the board and explain its link to Christmas, its symbolism, etc. Translate the pupils' sentences from Georgian to English. Compare Christmas celebrations in Georgia and English-speaking countries.

### LETTERS TO SANTA CLAUS

- Write on the board *Letters to Santa Claus*. Introduce the word *a letter* and ask questions about this tradition, e.g. *Who writes letters to Santa Claus? Why? Have you ever written a letter to Santa Claus? Where do we put our letters?* etc.
- Explain that the characters have decided to write Santa Claus letters. Pupils open their Student's Books to p. 89 and study the pictures. Ask questions, e.g. *Who is in the picture? What are they doing? What else can you see?* etc. Pupils volunteer to answer, help them form English sentences, e.g. *Luke and Elliot are singing Christmas carols*.

### TASK 1, STUDENT'S BOOK (p. 89)

- Pupils read the letters. They answer the question *Who wrote them?* and match the characters' names to the letters.
- Ask questions, e.g. *Who wrote letter number 1?* Pupils volunteer to answer and explain their answers.

#### ANSWER KEY:

1 Elliot, 2 Ronnie, 3 Kim, 4 Greg, 5 Jessica.



## TASK 2, STUDENT'S BOOK (p. 89)

- Play recording 64. Pupils listen and check their answers.
- Pupils choose one letter and read it. Assist in reading.

### TAPESCRIPT 64

#### 1 Elliot:

Dear Santa Claus,  
I hope you're coming to my house on Christmas. I would like a new crystal ball.  
Love,  
Elliot

#### 2 Ronnie:

Dear Santa Claus,  
I hope you're coming to my house on Christmas. I would like a big carrot cake. Yummy!  
Love,  
Ronnie

#### 3 Kim:

Dear Santa Claus,  
I hope you're coming to my house on Christmas. I would like a book about dogs.  
Love,  
Kim

#### 4 Greg:

Dear Santa Claus,  
I hope you're coming to my house on Christmas. I would like a new computer game.  
Love,  
Greg

#### 5 Jessica:

Dear Santa Claus,  
I hope you're coming to my house for Christmas. I would like a new umbrella.  
Love,  
Jessica

## WHO AM I?

- Prepare flashcards with the characters' wishes (*a crystal ball, a carrot cake, a book about dogs, a computer game, an umbrella*). Show a flashcard and say, e.g. *I would like a book about dogs. Who am I?* Pupils volunteer to guess: *You are Kim!*

## MEMORY

- Prepare characters flashcards. Place them face-down on the board and then add the wishes flashcards. Pupils turn two flashcards at a time and try to find matches. After finding a match, they say, e.g. *Jessica would like a new umbrella.*

## TASK 3, STUDENT'S BOOK (p. 89)

- Pupils read the question and answer it. Help them express their ideas in English.

ANSWER KEY: Pupils' own answers.



## WORKBOOK PRACTICE

### TASK 1, WORKBOOK (p. 106)

- Pupils complete the sentences with the given words. Ask questions, e.g. *Who would like a new computer game?* Pupils find the correct sentence and read it.

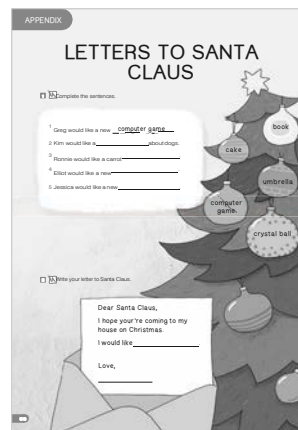
### TASK 2, WORKBOOK (p. 106)

- Pupils complete their letters. Write all the necessary vocabulary on the board. Finally, pupils volunteer to read their letters.

## ENDING THE LESSON

### TASK 3, WORKBOOK (p. 107)

- Pupils cut out and decorate their Christmas cards. Play Christmas carols in the background. Finally, pupils volunteer to show and explain their Christmas cards, e.g. *This is a Christmas tree.*



# COUNTING VALENTINES

LEARNING OUTCOMES: <span style="float: right;">I უცხ. დაწყ. (I): 2,3,4,5,6,7,8</span>	
By the end of this class, pupils will be able to:	
GRAMMAR	<ul style="list-style-type: none"> <li>Describe a picture using <i>there is / there are</i></li> <li>Explain the amounts in the picture</li> </ul>
LANGUAGE FUNCTIONS	<ul style="list-style-type: none"> <li>Name famous cartoon and fairytale characters</li> <li>Understand and sing a song</li> <li>Describe a cartoon or fairytale character</li> <li>List colours</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>List basic Valentine's Day vocabulary</li> <li>Use familiar vocabulary in a new context (clothes, appearance)</li> </ul>
SKILLS	
READING	<ul style="list-style-type: none"> <li><i>Counting Valentines</i></li> </ul>
LISTENING	<ul style="list-style-type: none"> <li><i>Counting Valentines</i></li> <li>Discussing famous cartoon and fairytale characters</li> <li>Singing a song</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>Writing a Valentine card</li> </ul>
WRITING	
CROSS-CURRICULAR CORRELATION	
<ul style="list-style-type: none"> <li>Georgian language</li> <li>Music</li> <li>Art</li> </ul>	

## INTRODUCTION

### FAMOUS PAIRS

- Prepare flashcard pairs depicting famous cartoon and fairytale couples, e.g. *Mickey Mouse / Minnie, Popeye / Olive, Homer Simpson / Marge Simpson, Shrek / Fiona, Cinderella / Prince Charming* etc. Give each pupil one card. Pupils mingle and ask each other *What's your name?* until they have found their pair. Help them with the names and allow the use of Georgian language. The game is finished when all the pairs have been matched.
- Prepare word cards with the names of famous couples. Show the word cards, pupils raise their flashcards and bring the card to the teacher.

### FREEZE!

- Place all the flashcards and the word cards on the desk. Show the flashcards in your left hand and the word cards in your right hand. When they see a match, pupils shout out: *Freeze!*. This activity can also be done solely with flashcards. Pupils shout out *Freeze!* when they see a match.

### VALENTINES

- Ask the pupils what all the flashcards have in common. After they have guessed that all the cards represent couples, explain that the topic of the lesson is Valentine's Day.
- Prepare a few Valentine cards. Show them to the pupils and explain the word *Valentines*. Discuss the tradition of writing Valentine cards. Write *Counting Valentines* on the board.

## PRESENTATION

### TASK 1, STUDENT'S BOOK (p. 90)

- Introduce the word *a postman*. Ask: *What is he carrying?* Pupils briefly study the picture and give their estimates of the number of Valentine cards. Write the numbers on the board. Then, pupils count the Valentine cards and answer the question. The pupil who gave the the correct number or the closest estimate wins.
- Ask additional questions on the picture, e.g. *What colours are the letters? How many blue letters are there? How many red letters are there?* etc.

### ANSWER KEY:

1 There are 32 Valentines.

### TASK 2, STUDENT'S BOOK (p. 90)

- Play recording 65. Pupils listen and read.
- Play the recording again. Pupils listen and recite.

### TAPESCRIPT 65

#### Counting Valentines (chant)

Valentines, valentines,  
How many do I see?  
Valentines, valentines,  
Count them with me.  
I have red ones, orange ones,  
Yellow ones, too.  
I have green ones, purple ones,  
And some that are blue.  
Valentines, valentines,  
How many do I see?  
Count them with me!  
1-2-3-4-5...

### WHERE DOES IT SAY?

- Recite the verses in Georgian. After they have located them, pupils volunteer to read the verses in English.



## RONNIE'S EGG HUNT

**LEARNING OUTCOMES:** I უცხ. დაწყ. (I): 1,2,3,4,8  
By the end of this class, pupils will be able to:

- |                    |  |
|--------------------|--|
| GRAMMAR            | <ul style="list-style-type: none"> <li>Use <i>there is/ there are</i> to describe spatial relations</li> <li>Use <i>in, on, under</i> to describe the position of objects</li> </ul> |
| LANGUAGE FUNCTIONS | <ul style="list-style-type: none"> <li>Discuss Easter traditions</li> <li>Wish a happy Easter</li> <li>Discuss spatial relations between objects</li> </ul>                          |
| VOCABULARY         | <ul style="list-style-type: none"> <li>Use familiar vocabulary in a new context (house, furniture)</li> </ul>  |

### SKILLS

- |           |  |
|-----------|--|
| LISTENING | <i>Ronnie's Egg Hunt</i>   |
| SPEAKING  | <ul style="list-style-type: none"> <li>Describing the position of objects in a room</li> </ul> |

### CROSS-CURRICULAR CORRELATION

- Religious education
- Art

### INTRODUCTION

- Prepare the Easter Bunny flashcard. Cover it with a piece of paper and gradually remove it until the pupils have guessed the character – *the Easter Bunny*. Remind the pupils that he is Ronnie's friend.
- Ask: *What has he got for Ronnie and his friends?* Pupils guess and when they answer correctly, show them a chocolate egg and say *chocolate eggs*.
- Discuss the vocabulary with the pupils. Ask: *When does the Easter Bunny come to visit us?* Pupils should say *Easter*. Discuss Easter, what is usually done on that day, how it is celebrated etc. Then, discuss Easter traditions in English-speaking countries. Show the chocolate egg again and explain what an Easter egg hunt is. Introduce the phrase *egg hunt* and write the title *Ronnie's Egg Hunt* on the board.

### PRESENTATION

#### FLASHING CARDS

- Explain to the pupils that Ronnie has organised an Easter egg hunt for his friends. But, to make it a bit more difficult, he has organised it not only in the garden but in Elliot's house too.
- Prepare the following flashcards: *a tree, a fridge, a wardrobe, a shoe, a basket, a desk, a garden*. Quickly show the flashcards, pupils guess the words.

#### TEACHER, STOP!

- Prepare matching words cards. Show the flashcards with one hand and the word cards with the other hand. When the pupils see a match, they shout out *Stop!* and read the word card.

#### TASK 1, STUDENT'S BOOK (p. 91)

- Pupils study the picture of Ronnie's egg hunt. Ask questions, e.g. *Who is looking for the chocolate eggs? How many eggs are there? What colour are the eggs?* etc.

- Revise prepositions *in, on* and *under* and write them on the board. Place a chocolate egg in various positions around the classroom. Ask the pupils to say where the egg is, e.g. *In the schoolbag., Under the desk., On the cupboard.* etc.
- Explain that they will find out where Ronnie has hidden the Easter eggs. Play recording 66. Pupils listen and number the pictures correctly.
- Play the recording again. Pupils check and then volunteer to read the sentences.

#### ANSWER KEY:

- Picture 1** There's a brown egg on the wardrobe.  
**Picture 2** There's a yellow egg in the basket.  
**Picture 3** There's an orange egg in the garden.  
**Picture 4** There's a red egg in the shoe.  
**Picture 5** There's a blue egg under the tree.  
**Picture 5** There's a green egg under the desk.  
**Picture 7** There's a pink egg under the fridge.

#### TAPESCRIPT 66

##### Narrator:

- There's a brown egg on the wardrobe.  
 There's a yellow egg in the basket.  
 There's an orange egg in the garden.  
 There's a red egg in the shoe.  
 There's a blue egg under the tree.  
 There's a green egg under the desk.  
 There's a pink egg under the fridge.

#### KNOCK-KNOCK SENTENCES

- Read sentences about the location of the chocolate eggs. Instead of the ending of the sentences, knock on the desk, e.g. *There's a pink egg under the (knock – knock)*. Pupils volunteer to finish the sentences.
- Say the sentences again but this time omit the prepositions, e.g. *There is a brown egg (knock – knock) the wardrobe*.



## WORKBOOK PRACTICE

### TASK 1, WORKBOOK (p. 110)

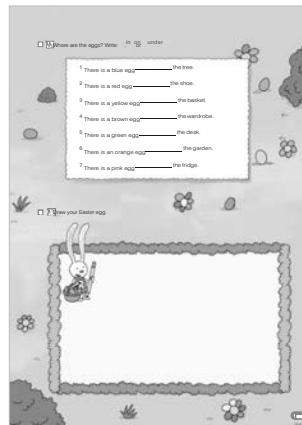
- Pupils match the characters to the Easter eggs. Then, they read the sentences.

### TASK 2, WORKBOOK (p. 111)

- Pupils complete the sentences. Then, they volunteer to read the answers.

### TASK 3, WORKBOOK (p. 111)

- Pupils draw their Easter eggs. They volunteer to show and present it, e.g. *My Easter egg is red, blue and pink., There is Ronnie on my Easter egg. etc.*



## ENDING THE LESSON

### COLD / HOT GAME

- Explain to the pupils that they will be playing *The Egg Hunt Game*. Ask one pupil to be the first to search for the eggs and ask them to leave the classroom for a short while. While the pupil is waiting outside the classroom, the other pupils hide a chocolate egg in the classroom. Ask the pupil to return to the classroom. They need to find the hidden egg. The other pupils help them search by saying *cold* or *hot*. After they have found the egg, the other pupils describe the location of the egg, e.g. *The egg is under the sponge., The egg is on the cupboard. etc.*

## 3 ACTIVITIES

### 3.1 FLASHCARD AND WORD CARD ACTIVITIES

#### 1. POINT TO...

There are several simple stages when introducing both vocabulary and numbers, from recognition to reproduction, which can vary according to pupils' preferences:

a) Point to the flashcard, read the word aloud, pupils repeat the word, first in unison and then individually. Place the flashcard on the board.

b) When there are at least six flashcards on the board, ask the pupils to come to the board and instruct them "*Point to the ball, doll, car, etc.*" until they have pointed to all the flashcards.

c) In order to make the task more difficult and assuming that the pupils have previously been introduced to colours, adjectives, and some simpler structures, we can say: ***Point to something blue, point to someone who is old, point to an animal which lives on the farm, etc.*** Such tasks are introduced at a more advanced learning stage. We should always progress from the simpler to the more complex.

d) If pupils are familiar with numbers, number the flashcards and ask during the recognition stage: *What number is the ball?* Pupils answer: *Four.*

e) U fazi reproduciranja (u kojoj očekujemo od učenika da bi izgovarali uvedene riječi),

- Teacher shows the flashcard and pupils say what it represents.
- Teacher asks: *What is number 4?* Pupils answer: *A ball.* If we would like to practise the vocabulary further, turn the flashcards face down and ask: *Do you remember? What is number 4?* When the pupils answer, turn the flashcards face up and the pupils check their answers.
- Teacher asks: *What is blue?* Pupils answer: *A car.*
- Teacher asks questions: *Who is old? Which animal lives on the farm?, etc.*
- If reading has been introduced, the last stage would be **matching** the word cards to the flashcards. Naturally, each word should be read together along with the pupils before **matching** the word cards to the flashcards. Then, pupils should read the words individually. Finally, pupils should volunteer to come to the board and match the word cards to the flashcards. Pupils copy the word cards. Then, a **mismatching game** can be played. Match the cards incorrectly on the board and the pupils volunteer to correct the mistakes.

At this stage, especially when revising the vocabulary in several lessons or units and when there are numerous flashcards on the board, there are two more extremely useful activities, which additionally introduce new vocabulary and encourage vocabulary reproduction:

#### 2 WHAT'S MISSING?

When all the vocabulary which we would like to revise is on the board, ask the pupils to close their eyes. The teacher removes one card and allows the pupils to open their eyes. They need to guess the missing word. Ask: *What's missing?* Repeat the procedure until there are no more cards on the board.

#### 3 CROSS-OUT GAMES

- When all the cards are on the board, the teacher asks two group representatives to come stand in front of the board at the same distance. Each representative is given a different piece of coloured chalk. Their task is to cross out the correct flashcard when the teacher says a word. The group to cross out more flashcards wins. To include all the pupils, change group representatives after three flashcards have been crossed out.
- If the pupils can read, it is enough for the teacher to point to a word card while the pupils cross out the correct flashcard.

- There is another activity which can be done when all the word cards are on the board. The teacher points to a flashcard and the pupils cross out the word card or, alternatively, the teacher says a word in Georgian and the pupils cross that word out on the board.
- Additionally, instead of **crossing-out** the cards, pupils can also **take** them **down** from the board.

#### 4 TEDDY BEAR, COME HERE...

Similarly to all other card activities, this activity should be made gradually more complex. The teacher distributes cards and calls out “*Teddy bear, come here!*” or “*Who has got a teddy bear?*”. Alternatively, the teacher can say a word and the pupils need to hand in the correct card.

#### 5 GET RID OF YOUR CARD

As its name implies, the aim of this activity is for two groups of pupils to get rid of their cards. Each pupil should have at least one card. The teacher says a word and the pupil hands in the correct card or the teacher points to a word and the pupil with the correct flashcard reads the word and hands in their flashcard. The group to first get rid of all their cards wins.

#### 6 WHO HAS MORE CARDS?

Put the pupils into two groups and ask them to take turns drawing out familiar flashcards from a large box. If they say the word correctly, they may keep the flashcard. (Note: Assign a pupil to collect cards in each group). The group to collect more cards wins. This is a very simple, time-efficient and popular game. The box can be refilled with new vocabulary.

#### 7 RUN FOR YOUR CARD

To revise vocabulary the teacher places several flashcards face up on an empty desk. Choose group representatives (two groups are preferable) to stand far away from the desk. The teacher says: *Run for the roller-skates!* The pupils run to the desk and the first pupil to find and retrieve the flashcard wins a point for their group. The teacher places the flashcards on the board. Pupils should take turns being group representatives after two or three runs. To make the task more challenging, it is possible to say: *Run for something you can see in the street!* Or say “*Run for... (point to the word card)*” and the pupil needs to retrieve the correct flashcard.

#### 8 FLASHING CARDS

The teacher does not show the card but quickly **flashes** it. The pupils should guess the word. This activity can also be done as a competition.

#### 9 FLASHING DICTATION

This dictation is suitable for learners who are just beginning to write in English. Choose simple word cards, e.g. *a dog, a cat*. Show each card briefly, the pupils need to write the word into their notebooks from memory. At the end of the dictation paste all the word cards on the board and correct any mistakes. Pupils can also swap their notebooks and correct each other’s mistakes. When the pupils have become more confident at writing, sentence cards can be used instead of word cards.

## 10 SAY IT WITH A FEELING

This activity is suitable for revising new vocabulary and verses. Prepare feelings word cards (e.g. *happy, sad, cold*). Show a feeling word card (e.g. *sad*) and ask the pupils to revise the vocabulary or say verses as if they were sad. In this way it is possible to revise the same vocabulary numerous times without the pupils becoming bored.

## 11 MIMING CARDS

The teacher mimes an animal, an object or a person on the card while the pupils guess. Then, ask the pupils to mime and their groups guess the words.

## 12 GUESS MY WORD

This activity is extremely useful for revising a certain lexical group, e.g. **animals**. The teacher describes an animal card, e.g. *a horse - It is big and beautiful. It lives on the farm. It eats grass.* When there is a lot of vocabulary divided into two groups on the board, ask the pupils to repeat as much information about the animals as possible (e.g. *a monkey - It lives in the jungle. (+) It eats bananas. (+) It is brown. (+)*). Mark each correct sentence by putting a plus sign next to the flashcard. The group to amass the most pluses wins.

## 13 I SPY WITH MY LITTLE EYE

When all the cards are on the board, the teacher says: *I spy with my little eye something sweet and brown.* Pupils answer: *Chocolate.*

## 14 TEACHER, MAY I HAVE..., PLEASE?

When all the cards are on the board, each pupil chooses their favourite word and says: *Teacher, may I have the balloon, please?* The teacher hands out the cards.

Afterwards, a **memory game** can be played. Pupils hide their cards and the teacher asks: *Who has got a balloon?* The pupils recollect: *Anna has got a balloon.* Likewise, a **role-play** at a store can be organised by handing out the cards from the board. (Especially if the topic of the lesson is toys).

## 15 CLASSIFICATION GAMES

These games are incredibly suitable for revising various lexical groups, such as: food, animals, toys, people (jobs), school, etc. There are several varieties, which can always be adapted to age and topic.

- Put the pupils into various lexical groups: food, drinks, school. The teacher shows topical flashcards and the pupils need to stand up and say the word if it belongs to their group. Another possibility is to place
- various coloured and labeled boxes around the classroom. Distribute the flashcards and the pupils need to place them in the appropriate box. The teacher then checks with the pupils if every box contains the correct vocabulary. Afterwards, pupils can draw up to three words from each category into their notebooks. A third possibility is organizing a category dictation. The teacher shows the cards and the pupils
- immediately draw them in the correct table.
- There is another possibility available – the teacher divides the board into three lexical categories. Each group representative is given a different coloured piece of chalk (e.g. group A - yellow, group B - red, etc.). Then,
- show the cards and the pupils cross out the correct lexical group. The group with the most crossed out words wins.
- **Envelopes** – on a larger piece of paper write down 12 words from different categories (colours, toys, animals, etc.). Place the paper on the board and ask the pupils to try and memorise as many words as possible. Put the pupils into smaller groups or in pairs. Each group or pair tries to remember and copy on a piece of paper all the 12 words. While the pupils are writing, the teacher places three or more



envelopes labeled with the names of categories around the classroom. Pupils need to place their word cards into the labeled envelopes. In order to check the answers more easily, each group or pair can be assigned a different colour. After all the word cards have been placed in the envelopes, take out the word cards and check the answers with the whole class.

## 16 DRAWING DICTATION

The teacher shows a word card, (e.g. *A blue fish*, if colours are the topic, or *Three cars*, if numbers and plurals are topics), places it on the board and asks the pupils to draw and, if necessary, colour the word. Afterwards, vocabulary is revised by doing a **matching** activity on the board (the teacher matches the correct flashcards to the word cards on the board and the pupils swap their notebooks to check each other's dictations).

If pupils have yet to be introduced to reading, we can just dictate the task and ask the pupils to draw in their notebooks. Then, they check each other's drawings by comparing them to the flashcards on the board.

## 17 RUNNING DICTATION

Write familiar words or simple sentences on several pieces of paper. Paste the papers around the classroom. Put the pupils into groups. Each group representative runs to one piece of paper, reads what is written on it and runs back to their group to dictate the text. The group with the fewest number of mistakes wins.

## 18 FALSE DICTATION

Randomly write the words in the sentences you would like to dictate on the board or a larger piece of paper. Instruct the pupils to listen very carefully because they will be writing a dictation. Read one sentence at a time while pointing to the words on the board with your finger or a stick. The pupils look at the board, notice the order of the words being pointed and write the sentences into their notebooks. Finally, check the answers.

## 19 MEMORY GAMES

Flashcards and word cards may be mixed, especially when playing pairing games, e.g. animals-habitats, animals-food, when pupils say a sentence after pairing up words (e.g. monkey-bananas; *Why? Because a monkey likes bananas.*). There are numerous varieties of this game, the simplest being when there are two columns with the same number of downward-facing cards on the board. One column can be numbered, the other lettered. Two groups play the game by choosing one numbered card and one lettered card. The teacher turns the cards and if they match, the group wins a point and may choose another pair. Cards can also be organised into 3x4, 2x7 or 4x4 grids.

## 20 FINALS / SEMI-FINALS

This is a very simple game which engages all of the pupils and uses cards from several lessons. All the pupils should stand up, the teacher shows the cards and the pupil whose turn it is says the correct word. If they do not know the answer, they may say *Pass* once. If they answer incorrectly or if they try to use *Pass* again, they are out of the game and need to take a seat. Three rounds are played and those pupils still left standing in the finals, or the third round, win.

## 21 ACTION STORY

Listening to stories, songs or dialogues requires a certain level of concentration which is not equal for all pupils. Therefore, it is possible to combine movement and listening at times, as the following activity shows. Hand out key vocabulary cards (flashcards

or word cards). While listening to a story, a song or a dialogue, pupils need to stand up when they hear their word.

## 22 FIND YOUR STORY OR A SONG

Place story or song titles which need revising around the classroom. Prepare key vocabulary in songs or stories and hand out the cards. Pupils need to place the cards under the correct title. After they have finished, check their answer and use the sorted out flashcards to revise the stories and songs.

## 23 BINGO

This classroom favourite can be played using 2x6 or 3x3 grids, depending on the amount of time available. It is useful for revising (when all the cards are on the board, pupils choose six or nine words to write down or draw on their Bingo cards) or practising vocabulary introduced in that lesson. When the pupils have prepared their cards, the teacher says the words. The pupils repeat the word and cross it out on their card. The pupil to first cross out all six or nine words wins. The game can also be played for runner-up places since pupils tend to be disappointed if the game ends after one pupil has won.

- The game can also be played by having the teacher show a word card and the pupils crossing out a flashcard and vice versa.
- If there are English word cards on the board, the teacher can say words in Georgian, the pupils respond by saying the correct word in English.

The game is suitable for practising *Have got* and *Has got* verb forms. The teacher asks: *Who has got a bike?* The pupils respond: *I have got a bike.*

## 24 CHINESE WHISPERS

Also known as telephone, broken telephone or operator. Put the pupils into two or more queues. Whisper a simpler sentence or a verse to the first pupil, they need to whisper it to the pupil standing behind them. The last pupil in the line says the sentence aloud. Each group can be given a different sentence.

The game can be played by pasting flashcards, word cards or sentence cards on the board. Whisper a word or a sentence to the first pupil in line, the last pupil in line comes to the board and takes down the card.

## 25 TEACHER, STOP!

This game is suitable for introducing writing and reading. After the pupils have mastered speaking, prepare word cards with the same vocabulary. Point to the cards and if the pupils recognize the written form of the word, they nod their heads. If they do not recognize the word, they say: *Teacher, stop!* The teacher reads the word and the pupils repeat it.

## 26 DRAW THE WORD

A pupil draws out a word card and draws the word on the board. The other pupils guess the word.

## 27 GUESS THE WORD BEHIND YOUR BACK

Place a word card or a flashcard behind a pupil's back. By asking questions the pupil finds out the word.

## 28 HANGMAN

Replace the letters in a word with blank lines. Pupils guess the letters. If they guess, write the letter on the correct blank line. If they do not guess, draw one body part on the “gallows”. The game is played until the pupils guess the word or are hanged.

## 29 WORD CARD / FLASHCARD TIDY UP

Randomly place word cards or flashcards on the board, a desk or the floor. Pupils remove card by card and sort them out into categories.

## 30 BIT BY BIT

Slowly reveal the image on a flashcard or the letters on a word card. The group or pupil to first guess the word wins a point.

## 31 VOCABULARY / SENTENCE TENNIS

Assign a lexical category, e.g. food. Each group says a word or a sentence linked to the category. The game is played until a group makes a mistake or repeats a word or a sentence.

## 32 LEXICAL CHAINS

Assign a lexical category, e.g. months. The first pupil says a word. The second pupil repeats the first word and adds another word. The game is played until the pupils can repeat all the previously mentioned words and add their own words.

## 33 FREEZE!

Prepare two heaps of word cards and flashcards. Hold the cards in both hands and quickly show them. If the cards in your left and right hands match, the pupils shout out *Freeze!*

## 3.2 ACTION-BASED ACTIVITIES

### 1 SIMON SAYS

This classroom favourite can be done as a warm-up activity at the beginning of a lesson or as an additional activity at the end of the lesson. Before playing the game it is necessary to revise all the actions which will be included. Also, it is possible to introduce additional actions presented in songs, stories or dialogues in that lesson.

Therefore, if the teacher says “*Simon says: Jump!*”, the pupils mime. If the teacher just says “*Jump!*”, the pupils should not mime. Those pupils who mime the action without hearing the teacher say “*Simon says*” are out of the game and need to take a seat. The last pupil to play the game wins. To manage the discipline, we may ask the pupils who are no longer playing to come to the board and keep track of the pupils still playing. If reading has been introduced, we may show a *Jump!* card instead of saying the command.

Since we cannot be certain that all the pupils will comprehend all the commands when some might just observe the others and copy their movements, comprehension can be further checked using a series of useful activities.

### 2 RING THE BELL

After the class has done several actions in group, ask individual pupils to come to the board where the teacher whispers an action in English to mime. If the pupil can mime the action, they ring a bell, mime, and the other pupils should guess the action. If the pupil does not know how to mime the action, they should be given another one. This activity is useful because it makes the pupils say the actions themselves, which allows for more than recognition and understanding since it introduces reproduction too. If reading has been introduced, the teacher can show a word card to the pupil miming instead of whispering the word. This most demanding of phases also practices reading. As always, this game can be played in two groups, with group representatives taking turns to come to the board and mime. The group to mime the most actions correctly wins.

After the pupils have fully understood of a number of actions, **Simon says for the teacher** can be played in which the pupils assign the actions for the teacher to mime. This can prove to be a powerful motivator for the pupils, especially if the teacher makes a few mistakes on purpose.

### 3 ACTION CARDS

Flashcards and word cards can be combined in order to revise vocabulary or numbers. Each pupil is given one or two cards. The teacher then says “*Number one, stand up and turn around!*” to revise numbers, or “*Doctor, play the guitar!*” to revise professions. In this way various vocabulary can be revised instead of just one lexical group.

### 4 ACTION FEELINGS

Very often lessons start by asking “*How are you today?*”, which is useful for revising feelings. The most usual answers are: *I'm fine.*, *I'm OK.* *I'm happy.* To include the greatest number of feelings and to engage all the pupils, instead of just the most confident ones, it is possible to combine commands and feelings. The teacher asks the pupils to mime certain actions only if they feel that way, e.g: *Stand up who is hungry!*, *Hands up who is thirsty!*, etc. To revise feelings further, pupils can be asked to say how they are feeling when they stand up. They should stand up and say “*I'm hungry.*” or raise their hands and say “*I'm thirsty.*”. This activity is very useful for those pupils who feel more confident in group-speaking activities instead of speaking individually.

## 5 ACTION FRIENDS

This activity is excellent for socializing because it combines actions (physical activity) and comprehension. Various structures and vocabulary can be used. For example: *Touch someone who has got a blue pullover! Hug someone who has got something pink! Point to someone who has got a big pencil case!*

## 6 MUSIC ACTION

- Pupils hold hands to form a circle. The teacher plays music (songs previously done in class or any other popular children's songs in English). The pupils hold hands and walk in a circle. When the teacher stops the music and gives a command (e.g. "*Touch something yellow!*"), each pupil should find a different object in that colour. Of course, time is limited (e.g. the teacher counts to 10). Those pupils who fail to do the task need to leave the circle. The two final pupils left win.
- Another option is for the pupils to stand in a circle while the teacher plays music. While the music plays, the pupils pass each other a ball. When the music stops, the pupil holding the ball needs to obey the command given by the teacher or another pupil of their choice in the circle. If the pupil makes a mistake, they need to leave the circle before the game continues.

## 7 FRUIT SALAD

This game is simple but it does include physical activity and is a classroom favourite. It can be done at the end of the lesson if there is enough time or if pupils need calming down by changing the usual pace of the lesson. Each pupil takes a chair and they form a circle. The teacher is in the middle and determines which pupil will be which fruit: *a banana, a cherry, an apple, an orange, a strawberry*. And then again: *a banana, a cherry, an apple, an orange, a strawberry*. Therefore, there will be three bananas, three cherries, three apples, etc., since it is important that there are recurring types of fruit. To check whether the pupils have memorized their roles before playing the game, say: *Bananas, hands up!, Apples, hands up!*, etc. After that, the game can start. When the teacher says "*Apples!*", all the "apples" stand up and change places. Since the teacher does not have a seat, they take one of the vacated seats. The pupil left standing in the centre of the circle without managing to swap seats now gives the command. When we would like all the pupils in the circle to change places, we say: *Fruit salad!*. This is a suitable activity for smaller classes. Likewise, instead of using fruit, animal vocabulary can be used. Instead of saying "*Fruit salad!*", say "*ZOO!*" when all the "animals" in the circle should change places.

## 8 ARE YOU MY FRIEND?

This version of the Fruit Salad Game is suitable for revising colours, clothes, and body parts. Place the chairs in a circle. The teacher asks a pupil "*Are you my friend?*", to which the pupil replies "Yes" or "No". Only two pupils may answer "Yes" while the third pupil must answer "No". If the answer is "No", the teacher asks "*Why?*". The pupil replies: *Because all my friends have got blue eyes*. All blue-eyed pupils change places. The pupil left standing without a seat then asks: *Are you my friend?*

## 9 BACK TO BACK

This game is used for revising body parts. Pupils pair up. The teacher says: *Back to back!* pupils should stand with their backs turned to each other. If the teacher says "*Ear to ear!*", pupils touch with their ears. After a while one of the pupils may give commands instead of the teacher.

## 10 MIRROR AND ECHO (TOTAL PHYSICAL RESPONSE – TPR)

TPR allows pupils to learn a foreign language in a similar way to learning their mother tongue. It is suitable for responding to commands and action verbs, collocations, feelings, the weather, songs, and stories. There are several stages:

- a) The teacher says “*Wash your face!*” and mimes the action. The pupils only listen and observe.
- b) The pupils listen, observe, and mime.
- c) The teacher gives commands, the pupils mime.
- d) The pupils listen to the teacher, repeat, and mime.
- e) The pupils give commands, the teacher mimes.

## 11 MIRROR, MIRROR ON THE WALL

This game is suitable for revising descriptive adjectives. Teach the pupils the magic words: *Mirror, mirror on the wall, make me...* The teacher then says, e.g. “*Mirror, mirror on the wall, make me tall!*”. The pupils stand on their toes and lift their arms up. Then, the teacher says “*Mirror, mirror on the wall, make me small!*”, while the pupils squat, etc. After a while, one of the pupils may be asked to give commands instead of the teacher.

## 12 YES / NO CHAIRS

This simple activity includes movement and is excellent for revising. Place two chairs labelled YES and NO in front of the board. Two groups of pupils are queued in front of the chairs. The teacher says true and false sentences. If the sentence is true, e.g.: *A horse lives on the farm.*, the pupil must take a seat on the chair labeled YES. If the sentence is false, e.g.: *A bear eats grass.*, the pupil must take a seat on the chair labeled NO. Since there are always two pupils at the beginning of the line, the first pupil to take the correct seat wins a point for their group. Players move to the end of the line after each sentence so that all the pupils may take part in the game. Since this activity is also suitable for smaller classes, an alternative version is for the teacher to say true/false sentences to which pupils stand up for false sentences and correct the teacher, or remain seated if the sentence is true. (YES – sit down, NO – stand up and correct the mistake).

## 13 ACTION CHINESE WHISPERS

Just like playing Chinese Whispers using words, the alternative is to play the game by asking the last pupil standing in a line to mime the whispered actions. If they mime well, they come to the beginning of the line and assign a new action.

## 14 CHARADES

Either write a word on a piece of paper or whisper it to a pupil to mime while the rest of the class guesses, e.g. “*I am riding a bike.*”. Flashcards can also be used instead of word cards.

## 15 WHAT’S THE TIME, MR WOLF?

Pupils line up in front of a classroom wall while the teacher (or one of the pupils) stands in front of them with their back turned. The pupils ask: *What’s the time, Mr Wolf?* The teacher answers, e.g. “*Five steps forward, turn around,*” etc. Then, the teacher quickly turns around and whomever they see moving is out of the game. The winner is the pupil to first reach the teacher.

## 16 BASKETBALL

Ask questions or give tasks. Pupils get points for answering correctly. Points can be doubled if they throw a ball into a basket.

### **17 DRAW IT RELAY**

Assign each group a certain number of words. Pupils run a relay to draw the words. The first group to run and guess all the words wins.

### **18 JUMP TO THE SIDE**

Divide the classroom into two areas, e.g. the correct and the incorrect sides. Pupils queue in the middle of the classroom. Say sentences. If the pupils agree with the sentence or if it is correct, they jump to the “correct” side.

### **19 STAND UNDER THE RIGHT HEADING**

Place pieces of paper with different categories written on them around the classroom, e.g. YES/NO, meals, parts of the house etc. Hand out word cards or flashcards. Say words and the pupils stand under the right piece of paper.

### **20 SWAT THAT WORD**

Place word cards or flashcards on the board. Ask two pupils to come to the board. Say words, the first pupil to swat the correct card on the board wins a point.

### **21 SNAKE GAME**

Write number in a certain number of columns and rows on the board, e.g. 4x5. Put the pupils into two groups. Ask questions, pupils volunteer to answer. Circle number 1 for the first group and number 5 for the second group. Pupils answer the questions. With each correct answer groups elongate their “snake”. The group with the longest “snake” wins.

### **22 LETTER MESS**

Write letters on the board. Assign a category, e.g. furniture. Pupils need to make words out of the letters on the board. Letters can be reused but new letters cannot be added.

### **23 THROW THAT DICE**

Pupils roll the dice. Assign a task or a question which will be related to the numbers on the die, e.g. if the number on the die is 5, pupils need to answer question number 5.

### 3.3 POSTER-BASED ACTIVITIES

#### 1 I SPY WITH MY LITTLE EYE

When there is a poster with various objects, animals, colours, etc on the board, say: *I spy with my little eye something brown.* Pupils answer: *Chocolate.* Repeat the procedure with as much vocabulary as possible. After a few rounds, the pupils take the role of the teacher and ask each other riddles.

#### 2 GUESS WHO!

Ask the pupils to imagine the teacher as someone or something in the poster. The teacher asks riddles in 1<sup>st</sup> person singular and the pupils guess. E.g. *I'm busy. I'm making sandwiches in the kitchen. Who am I? – Ronnie.* After a few rounds, the pupils take the role of the teacher and ask each other riddles.

#### 3 CORRECT THE TEACHER

The teacher says incorrect sentences about the poster. The pupils volunteer to correct the mistakes and say a correct sentence, e.g. *“Uncle Phil is drinking tea. – No. Uncle Phil is drinking lemonade.”*

#### 4 BEAT THE TEACHER

Allow the pupils one minute to memorise as many details in the poster as possible. Then, remove the poster from the board and ask eight questions on the poster: *What colour is...? How many...? Where is/are...? Who is...? What is ...-ing?* Keep a score on the board and award one point for each correct answer. After all the questions have been asked, place the poster back on the board. Turn away from the poster so that it is not visible. Now it is the pupils' turn to ask the teacher questions. Can the pupils beat the teacher?

#### 5 RUN FOR YOUR ENVELOPE

Prepare eight envelopes and eight questions on the poster (*What colour is...? How many...? Where is/are...? Who is...? What is ...-ing?*). Place a question in each envelope. Number each envelope and place it on the desk. Put the pupils into several groups. Each group chooses a representative to run to the teacher, ask for a certain number envelope (*Teacher, may I have number...?*) to bring it back to their group. The pupils read the question, write the answer in their notebooks and place the question back into the envelope. Remind the pupils to write the number of the question in their notebooks. The group representative returns the envelope and asks for another one. The group to answer the most questions in eight minutes wins. The teacher reads the questions and the pupils volunteer to answer.

#### 6 RIDDLES

*“What's this? Can you guess?”* Choose a few words on the poster and describe them, e.g. *“It is an animal. It is black. It likes milk. It goes miaow, miaow.”* The pupils guess: *A cat.* Another variation to the game is to ask the riddles in 1<sup>st</sup> person singular, e.g. *“I am..., I like..., I live...”*. In that case the game can be called the **Guess Who Game** and the pupils guess who the teacher represents in the poster. After a few rounds, the pupils take the role of the teacher and ask each other riddles.

#### 7 WORD SHOPS

Write twelve words found in the poster on a blank piece of paper visible on the board. Allow the pupils one minute to memorise as many words as possible.



Take the list off the board. Put the pupils into six groups. Each group should get twelve blank pieces of paper. The task is to write one of the words they have memorized on each piece of paper. Each group is assigned a colour (one group has got blue paper, another green, etc.). While the pupils are writing down the vocabulary they remember, place envelopes labeled with lexical groups (*animals, toys, food, drink*) around the classroom. Ask the pupils to sort out their word cards into correct “shops”, i.e. envelopes. Afterwards, check the answers. Collect all the envelopes and check whether all the vocabulary has been sorted out and spelled correctly. The group to sort out and spell correctly the most words wins. When choosing the vocabulary it is necessary to include an equal number of words representing all lexical groups.

## 8 SPEECH BALLOONS

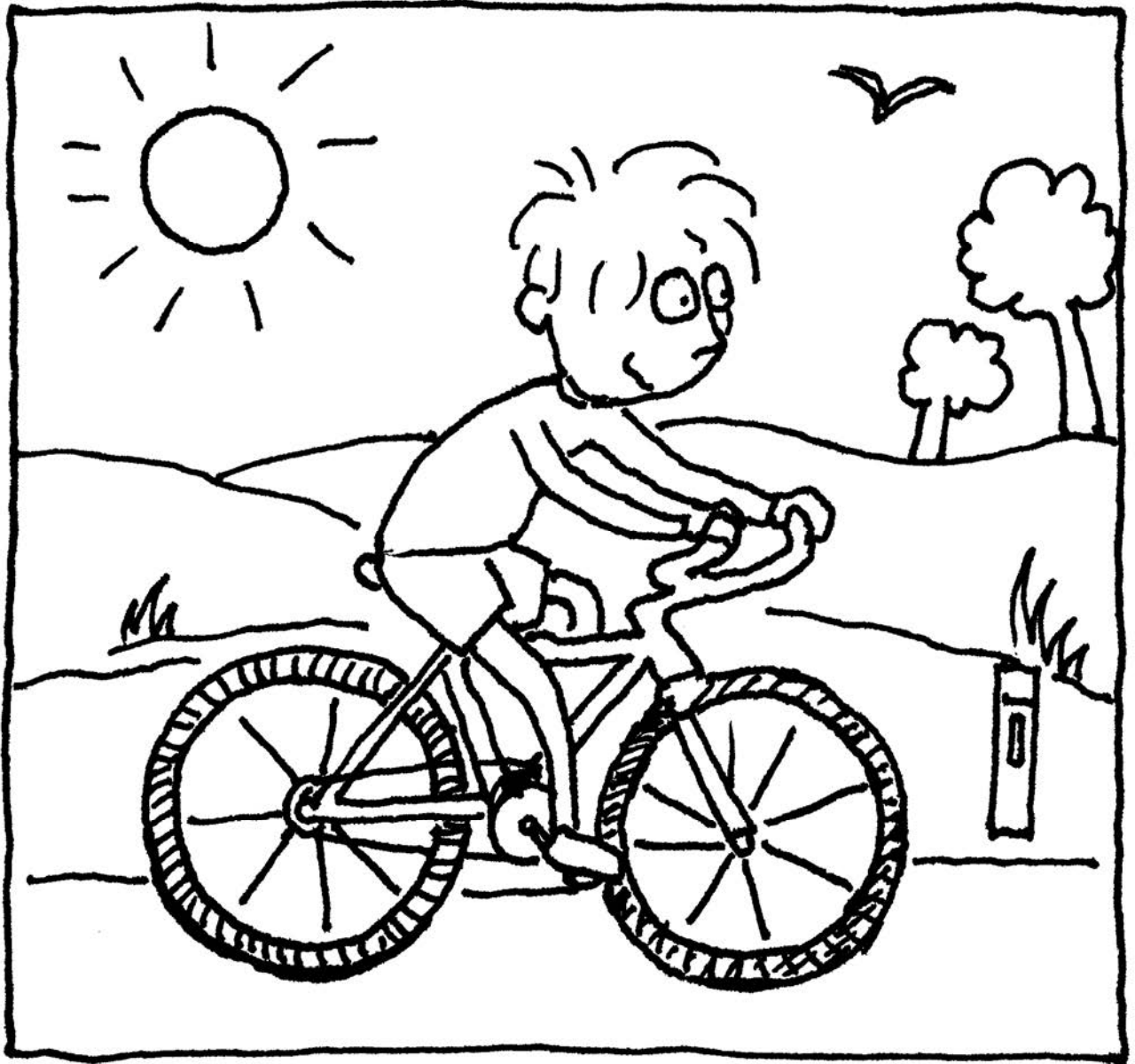
Since pupils generally like comics, they will find this activity fun because it additionally personalizes objects, animals, and people in the poster as well as encouraging imagination and creativity. Prepare eight speech balloons, large enough for the pupils to read from their seats. Ask the pupils to imagine that the things, animals or people in the poster can also speak. “*Can you guess what they are thinking about? Can you guess what they are saying?*” Pupils read the speech balloons and guess who or what is speaking in the poster. The text is in 1<sup>st</sup> person singular, e.g. “*The moon is so beautiful tonight. – The window.*”. If the answer is correct, the pupil who guesses the speaker places the word balloon next to the correct object, animal or person in the poster. After all the speech balloons have been placed, each group prepares their speech balloons for the poster. After they have written the text in their speech balloons, they are swapped and matched to the correct object, animal or person in the poster.



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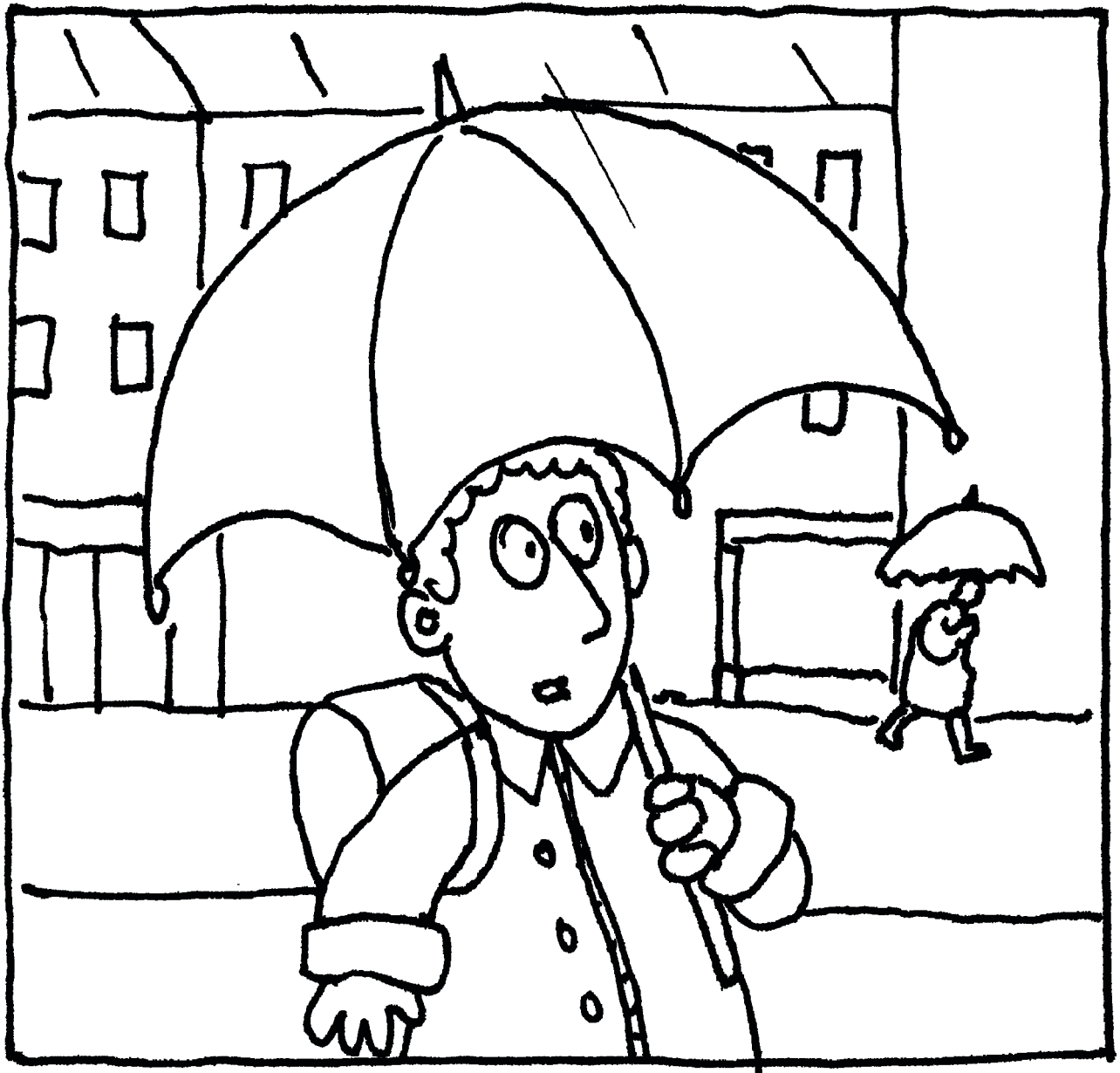


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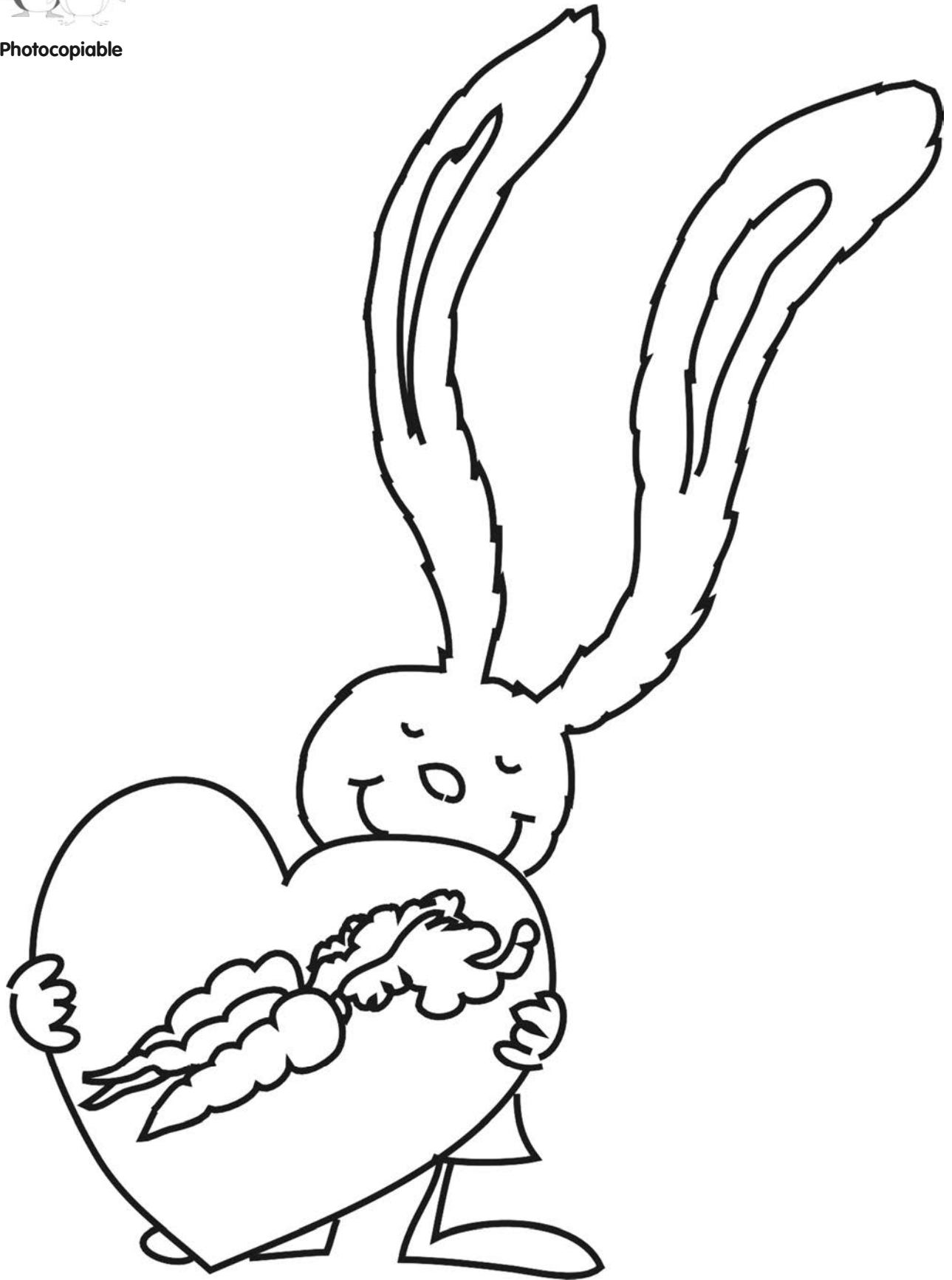


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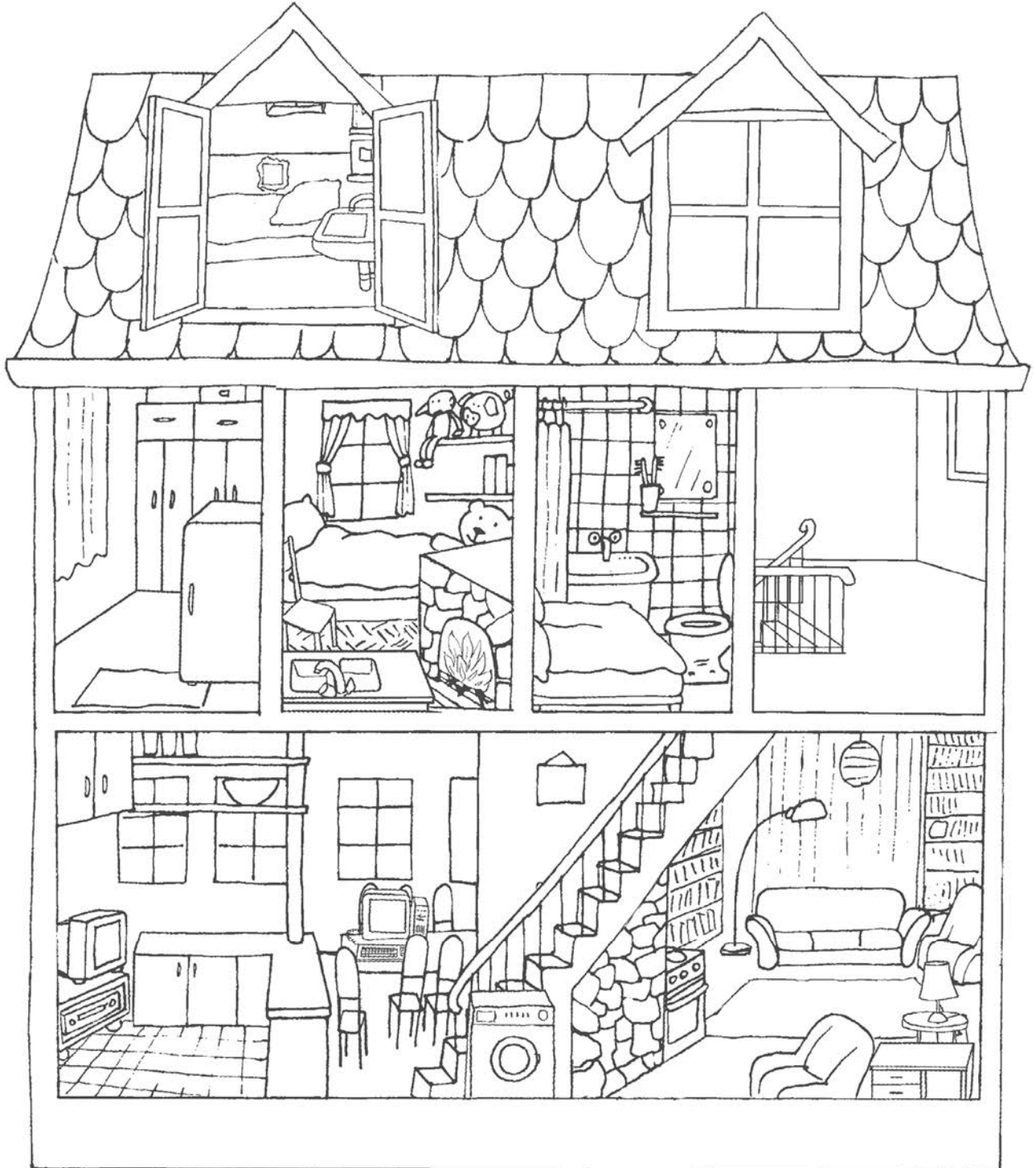
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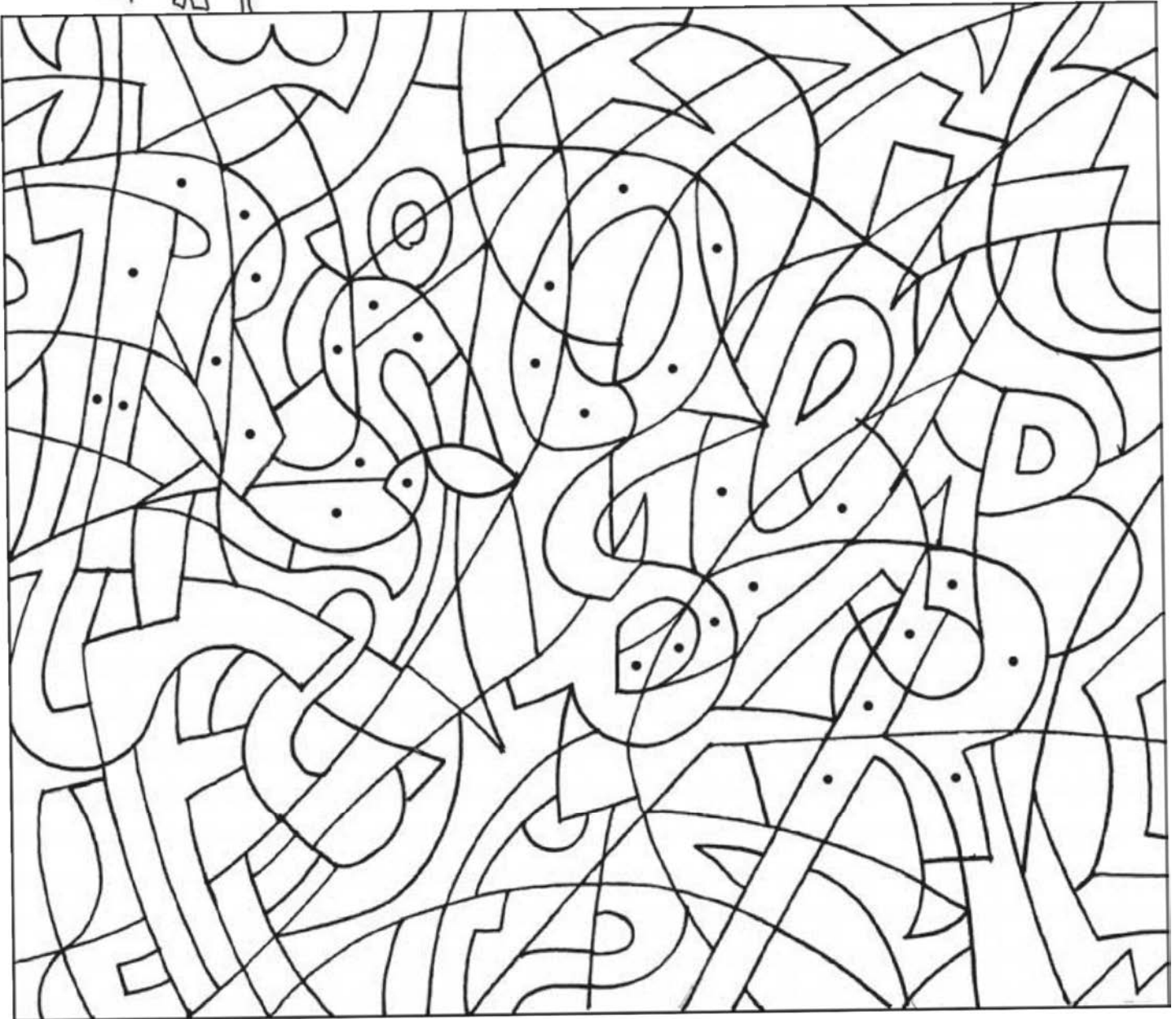
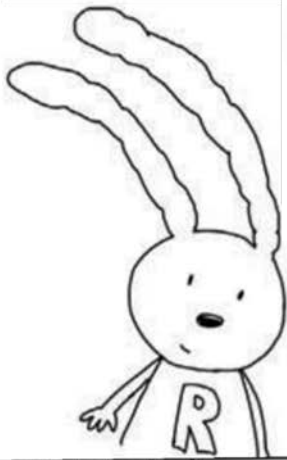


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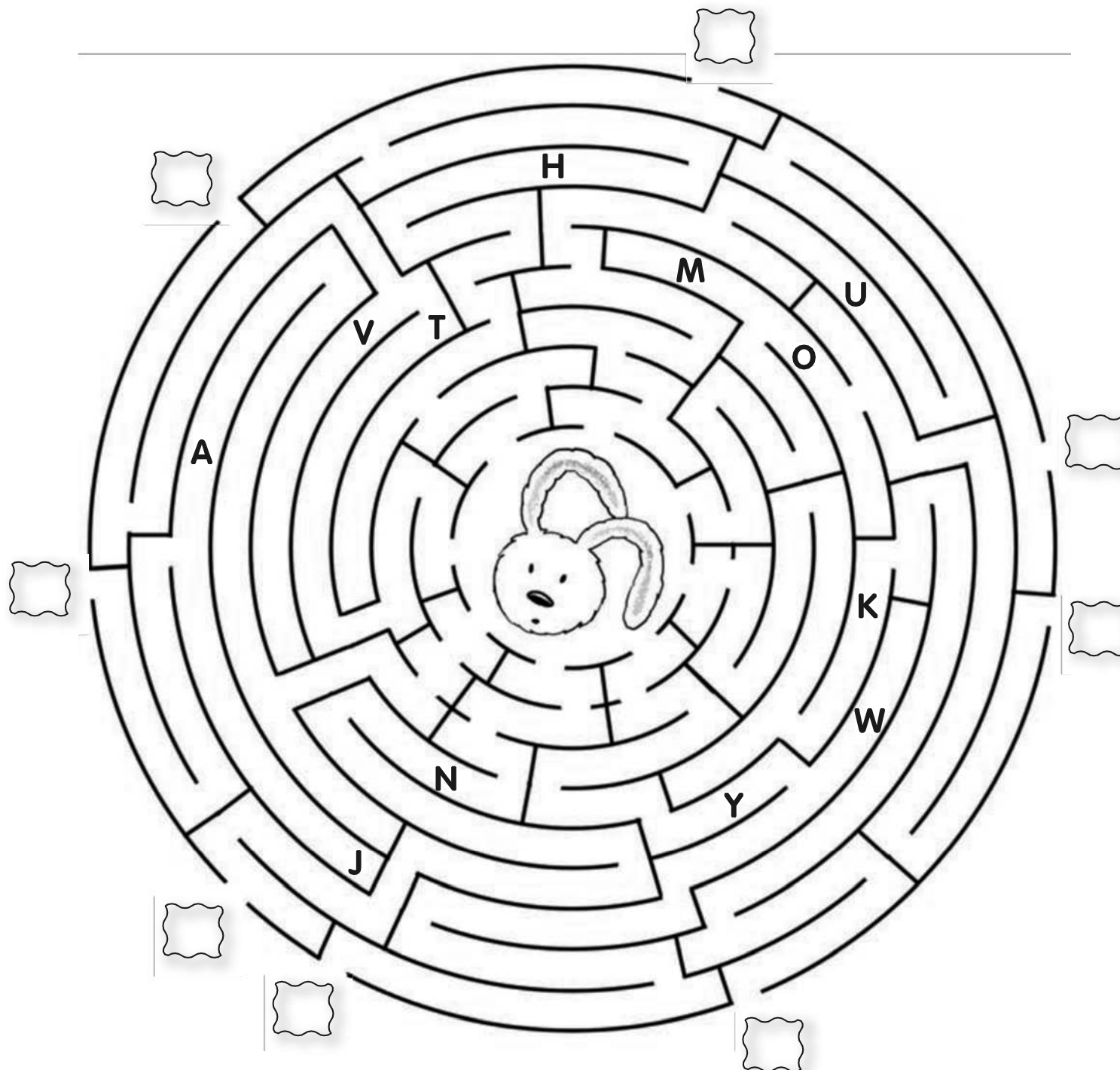


Colour the fields marked with dots and you will get five letters. Put the letters in the right order and you will get the second MAGIC WORD!



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Follow Ronnie through the maze. Collect the eight letters you see on your way to the exits. (Be careful! There are some letters there to trick you!) Unjumble the eight letters and you will get the third MAGIC WORD!



~~~~~ **Y** ~~~~~



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