

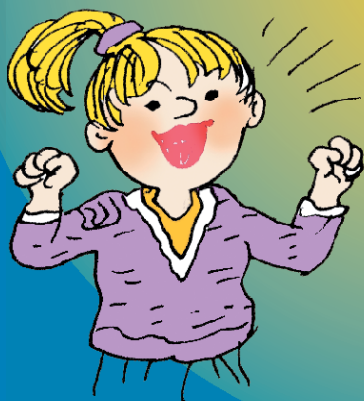
English for junior schools

# Setting Out 3

III კლასი



yes!



მასწავლებლის  
ნიშანი

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English for junior schools

# Setting Out 3

ინგლისური ენა

III კლასი

მასწავლებლის წიგნი

English for junior schools  
**SETTING OUT 3**

მასწავლებლის წიგნი  
III კლასი

ყველა უფლება დაცულია

ISBN

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Abbreviations used in Teacher's book:

**SB** – Student's book

**WB** – Workbook

**TB** – Teacher's book

**sts** – students.

## **An introduction to *English for Junior Schools***

*Setting out 1* is to be used in Year 3 of the 6-year 'English for junior schools' course for Georgian schools. The course is in two main parts - a four-part starters' course for Grades 1 - 4, and a two-part elementary-level course for Grades 5 – 6. The 6-year course is planned therefore to cover the learning of English from Grades 1 to 6.

**Target level:** Children who successfully complete the 6-year course can be expected to have the knowledge and skills corresponding to level A2 of the Common European Framework of Reference (CEFR). Those who complete *Setting Out parts 1 and 2* can be expected to reach level A1.

**A coherent progression:** The language and skills to be taught throughout the course follow a coherent and integrated progression. A thorough recycling process ensures that the content of each book builds on and develops the themes, grammar, vocabulary, skills and task-types learnt in previous books.

**Relevant content:** *Setting out* is designed explicitly for young children living in Georgia, whose first language is Georgian, who attend Georgian schools, who are taught by Georgian teachers and whose daily experiences are with their friends and families in Georgia. It is therefore logical that the content of the texts and tasks they study should reflect these realities. And there are two other factors that support this view: 1) The CEFR level A2 essentially requires that learners are able to engage in written or spoken communication about places, people, activities, events that are 'familiar' to them, and 2) it is widely acknowledged that foreign language learners (of all ages) make much faster progress when what they learn (the topics and themes) has personal relevance for them. However, this focus on 'familiar' situations and experiences for acquiring 'active' language at an elementary level does not preclude the advantages of learning, through English, about the culture and children's lifestyles in other English-speaking countries. And these kinds of informational text are increasingly frequent in *Setting out*.

**The importance of methodology:** There is still in Georgia a widespread view that the best teachers of English are those who speak English best, and that therefore a 'native speaker' – possibly unqualified and inexperienced – must be a more effective teacher than a competent and experienced Georgian teacher. In *Setting out*, we take the view that successful teaching of English as a foreign language depends much less on the teacher's own command of the language than on methodology – how the teacher manages her class and organizes learning activities. Obviously students should expect their teacher to be able to use with confidence the language that is being taught, but they are more impressed and motivated by her ability to make them work hard, and enjoy themselves, in class.

**Some 'make sure' rules:** Teacher's Books contain guidance on how best to conduct the different types of activities, but these notes will help you understand the principles on which the Teacher's Book guidelines are based.

- **Making sure you are ready:** When you have decided which lesson and activities you are going to cover, your 'lesson preparation' should consist essentially of checking that you understand the purpose, the instructions and the expected result/answers for each activity. In some cases –in particular the listening and reading tasks - this may involve 'doing' the activity yourself before the class and checking it with the answer key.
- **Making sure they are all actively involved:** The main reason why the majority of foreign language learners in schools worldwide fail to get beyond 'beginner' level, even after seven or eight years of study, is that they have too rarely been required/encouraged/stimulated in class to engage their brains in making sense of, or correctly producing, samples of the language. They have been largely inactive, and usually very bored. The aim therefore must be for all students to be actively engaged in every activity.
- **Making sure they know what to do:** This means that, before they start working alone on an activity or exercise, you should be satisfied that all the pupils have understood the rubric (instructions), e.g. whether they have to write words, numbers or sentences, and (optionally) how many minutes they have to complete the job.
- **Making sure they are confident they can do it:** Educational research has proved clearly that a pupil who expects to fail – and often who the teacher expects to fail! – will probably fail! This applies to all levels of education and all types of activity. When they are working on an activity or exercise, it is vital that every pupil should believe that they have a good chance of getting all or most answers right. One way for you to help the weaker pupils feel confident during a task is to walk round while they are working, praising any correct answers and correcting the wrong ones. You can also do 'immediate correction' for the whole class, in which each item is corrected separately, instead of waiting for the whole exercise to be finished.
- **Making sure they have fun:** It is important to keep in mind that pupils who are accustomed to understanding and correctly completing learning tasks will enjoy learning English: when they do a task successfully, this task will give them self-satisfaction and enjoyment. So successful learning is one way to 'have fun' in class. However it is also important, particularly with young learners, to organize regular activities that the pupils recognize as 'games;' they will enjoy them simply because they are 'games' and, provided that the games are 'language

games' (and not purely physical games), the players will also revise and re-learn a lot of the words and grammar that they have already met. Your lesson preparation should therefore always include an idea for a 5-minute game that you can use to fill in any extra time left at the end of the lesson. And the game you think of does not have to be original! Children like nothing more than to play a game they have already played, and enjoyed a dozen times, particularly if they think that this time they will win!

**A note on 'writing in the book':** It is a well-established tradition for students to scribble translations of new words, and to write the fillers in gapped sentences, directly in their student's book – often with the result that students make no use of notebooks at all! This is a negative practice, for obvious economic reasons, but also for learning reasons. We have therefore emphasized, in the Teacher's books, the importance of students doing all written work in their notebooks. And we have pointed out the considerable value, in learning terms, of copying the sentence to be completed, or the word to be translated, into their notebooks.

## Course components

Student's book

Student's activity book (workbook)

Teacher's book

Audio Recording

Video language game

<http://headbeso-001-site1.etrampurl.com/default.aspx>

Posters

Word cards

Picture cards

## **Course length: to cover 3 x 34 = 102 hours**

**15 units** – each for 6 classroom hours: both Student's book and Workbook (which can be done partly – in class, partly – at home). 12 extra hours left for Activity book tasks which may take more time, like fairy-tale 'The Three Bears' at the end of school year, which is optional. Students have a choice to perform a puppet show. There is a drawing in the Activity Book of how to make a table puppet theatre.

### **What does the Student's book contain?**

- Table of contents
- 15 Units of lessons
- Vocabulary

### **What does the Activity book contain?**

- Exercises to learn how to read and write
- Self-assessment tasks – “What I know so far” (after every 4 units)
- Drawing of a table puppet theatre

## **APPENDIX**

- **For parents.** English – Georgian vocabulary. Words listed in alphabetical order but grouped under **units**.
- **Words** for cutting out and pasting to do some Activity Book tasks

***Fairy-tale The Three Bears.***

## BOOK MAP

Unit	Title	Vocabulary	Grammar	Results
1	Things I need	Revision	can	იუცხ.დაწყ.(I).1.2. 3.4.5.6.7.8.9.10.11.
2	You can find them here	Address, Parts of the body		იუცხ.დაწყ.(I).1.2. 3.4.5.6.7.8.9.10.11
3	Animals	Revision of wild farm animals	I like Do you like? I don't like	იუცხ.დაწყ.(I).1.2. 3.4.5.6.7.8.9.10.11
	<b>WHAT I KNOW SO FAR</b>			
4	Football or basketball?	Names of sports of course about (approx'ly) wow!	How far?	იუცხ.დაწყ.(I).1.2. 3.4.5.6.7.8.9.10.11
5	Fruit and vegetables	tomato cucumber potato onion egg-plant cabbage bean apple pear peach orange lemon apricot strawberry dinner great! Love v Prefer Really?	How many are there?  I don't like	იუცხ.დაწყ.(I).1.2. 3.4.5.6.7.8.9.10.11
6	How much is breakfast?	Cheese Bread Butter Honey jam milk tea yogurt cost v buy money eat drink v	How much? Some (sing.)	იუცხ.დაწყ.(I).1.2. 3.4.5.6.7.8.9.10.11

7	I do it every day.	Everyday activities; Parts of the day; early late Numbers 11-20	Present simple I go He/she goes at (2 o'clock) in (the morning) with	იუცხ.დაწყ.(I).1.2. 3.4.5.6.7.8.9.10.11
	<b>WHAT I KNOW SO FAR</b>			
8	What are you doing?	More everyday activities That's good! There he/she is. There they are.	Present continuous affirmative and interrogative, all persons we our	იუცხ.დაწყ.(I).1.2. 3.4.5.6.7.8.9.10.11
9	It happens every morning.	Morning activities Days of the week	Pres simple Pres continuous What's the time? What's today?	იუცხ.დაწყ.(I).1.2. 3.4.5.6.7.8.9.10.11
10	What do they look like?	Quality adjectives That's better.	Why? Too + adj	იუცხ.დაწყ.(I).1.2. 3.4.5.6.7.8.9.10.11
11	In my home	Kitchen utensils Furniture bottle packet		იუცხ.დაწყ.(I).1.2. 3.4.5.6.7.8.9.10.11
	<b>WHAT I KNOW SO FAR</b>			
12	This is where I live.	House/flat escription go up go down sleep cook v live v That's me! address street "The Three Bears" - reading	Whose? Possessive 's Present simple negative: does not	იუცხ.დაწყ.(I).1.2. 3.4.5.6.7.8.9.10.11

13	What's the weather like?	Weather conditions Months Birthdays I'm sorry! You're lucky! spell v	In + month What is... like?	Iუცხ.დაწყ.(I).1.2. 3.4.5.6.7.8.9.10.11
14	I love being happy!	Home technique Moods because meet talk What's the matter? I don't know. Tired "The Three Bears" - reading	Gerund (after like/love/hate) Why? Because	Iუცხ.დაწყ.(I).1.2. 3.4.5.6.7.8.9.10.11
15	It's great fun!	Expressing emotions jeans sneakers bike guitar anorak CD puppy present (gift) from (+ person) cinema beach swimming pool party countryside roundabout swing n. slide n. "The Three Bears" - reading	Want to	Iუცხ.დაწყ.(I).1.2. 3.4.5.6.7.8.9.10.11
	<b>WHAT I KNOW SO FAR</b>			

## HOW TO TEACH THIS BOOK.

### **1. Teacher-friendly methodology.**

The first thing to note is that the teaching methodology used in this book is not difficult; in order to conduct successful and enjoyable lessons the teacher will not need to be very experienced, nor will she need to spend much time preparing her lessons. The number of different types of learning activities is quite small, and pupils will spend most of their time repeating things after the teacher, answering her questions, matching words to pictures, learning short dialogues by heart and acting them out, learning simple songs and rhymes – activities which all teachers are familiar with and are able to conduct with little preparation, or imagination. (The more experienced teacher may however want to adapt - or 'improve' - the suggested methodology according to her own teaching styles.)

**The problem of games.** Organizing the basic activities then should not make great demands on the teacher's skill. However there is one type of activity which does require a lot of thought and careful planning. This activity-type is games. Because games must have very strict rules, and because they are by nature very 'communicative' - and very effective sources of learning - they can fail to be either enjoyable, or effective, if they are not organized carefully and strictly, and if the teacher does not try to improve the way she conducts them each time she uses them.

### **2. The four skills**

Pupils practice the skills of listening, speaking, reading and writing throughout the course. However, at this level, they will learn new language (vocabulary and grammar) primarily through hearing it and saying it, rather than by reading and writing it. At the same time, while they listen or speak, they will relate the words and sentences to a visible context; everything they hear or say will be connected either to pictures or to the people or the activities going on in the classroom. They will therefore spend a lot of time on listening to and saying the language before reading and writing it. The table below shows - very approximately – the proportion of time to be spent on the four skills in the four lessons/hours of one unit.

Lesson	Listen%	Speak%	Read%	Write%	Total
1	70	15	10	5	100%
2	60	25	10	5	100%
3	50	35	10	5	100%
4 (WkBk)	5	5	75	15	100%

The purpose of this very rough time distribution table is to show that:

- 1) listening and speaking take up most of the first three hours of each unit (85%) with the amount of speaking gradually increasing,
- 2) far more time is spent on the 'receptive' skills of listening and reading than on the 'productive' skills of speaking and writing, and
- 3) reading and writing are mostly practiced (90%) in workbook activities.

In the student's book, the main skills to be practiced are indicated before each activity by little pictures:



*for a mainly listening activity*



*for a mainly reading activity*



*for a mainly speaking activity*



*for a mainly writing activity*

### **3. Introducing and practicing new language**

The learning of new words and new grammar, in their spoken and written forms, based on a procedure that follows the sequence:

#### **Recognize – show – practice.**

But it is important at this beginner stage, and with young children, that they should not be confronted with the written words before they are quite comfortable with the sound of the words.

1. First, pupils have to recognize the sound of the spoken word/phrase/sentence and its meaning and practice pronouncing it (Activity: **Say it again**).
2. They then show that they can relate the spoken language to its meaning (Activities include: **Which picture? Find the picture. Tell me about... Answers please**).
3. They then look at and recognise the written forms of the new language and read them aloud (Activity: **Look and say**).
4. Next, they are asked to show that they can relate these written forms to their meanings (Activities include: **Which picture? Put in the numbers. Something missing...**).
5. Finally they practice using the new language in contexts which clearly show their meaning (Activities: **Have a chat. Games. Songs and rhymes. Workbook activities**).

## THE THREE MAIN ACTIVITIES:

### Say it again.

The purpose of this activity, which implies a lot of repetition of new sounds, is to introduce the **spoken forms** of new words and phrases, and to get pupils to **pronounce** them well, while relating them to their meanings. To learn the pronunciation, and the meanings, of new words and phrases, your pupils need to hear them, and say them, very many times, while being aware of their meaning. **Simple steps to follow are:**

1. The teacher first pronounces the new words, very clearly (the samples are in the recordings in Teacher's CD) while pupils look at the pictures.
2. The whole class repeats the words after the teacher, while looking at the pictures.
3. Pupils repeat the words in groups. (You may decide this step is not necessary.)
4. Individual pupils repeat the words.

A more challenging way of introducing new words and their meanings is to use a **Total Physical Response** (TPR) technique. It can be used before the repetition phase – before pupils have to produce the sounds of the new words.

Here is an example of a TPR procedure for introducing the clothes items in Unit 5:

**shirt, skirt, jacket, T-shirt, cap, shoes, trousers, shorts, trainers**

1. T points to or touches the clothes items or the pictures while saying the words: shirt, jacket.....
2. T instructs pupils to point to the items: e.g. Show me a shirt. Show me a jacket....

### *Another example of TPR, to introduce numbers 1- 10.*

1. Write figures 1 - 10 on board, two or three of each figure.
2. Call pupils to the board in turn and instruct them: Show me 2. Show me 7... Pupils point to the numbers.
3. Pupils stay at the board –
  - a) until they make a mistake, or
  - b) until they have pointed to all the figures correctly.

## Look and say

The purpose of this activity is to introduce the **written forms** of new words and phrases, while relating them to their meanings. The pupils have already **practiced the spoken forms** of the words. They will now relate these sounds to the written forms. Essentially therefore:

1. The teacher shows, or holds up, or points to the written words, on cards or in the book and reads the words aloud.
2. Pupils look at the words and read them aloud after the teacher, in groups
3. The teacher then holds up, or points to, the words and pupils read them aloud, in groups or individually.

An enjoyable follow-up activity for word and sentence recognition is '**chain reading**.' This is a fast-moving fun activity which gives practice in recognising written words, phrases and sentences.

Procedure for '**chain reading**':

- Prepare cards – each with a word or sentence to be practiced.
- Pupils stand in circles of 8 – 10 pupils in each.
- The 'leader' in each circle has cards (3 – 10), using **one at a time**.
- They read aloud the word/sentence and pass the card to their neighbour, who also reads it aloud and passes it on.
- This continues till all pupils have read aloud the first card, while the 'leader' starts with the next card.
- The activity ends when all pupils have read all the cards.

Chain reading obviously works best when a) there are as many cards as there are pupils, so that they don't have to wait for the next card to arrive, and b) there is a variety of different words/phrases or sentences on the cards, so that they are encouraged to look at the card before speaking, instead of simply repeating what every other pupil is saying!

## Have a chat.

The purpose of these **short conversations** is to give students practice in using the new language in a more open-ended and communicative way. They are 'communicative', and fun, because (unlike songs or rhymes) they do not involve simply 'reciting' texts by heart, but engaging in 'real' conversation, in which both speakers have to listen to each other, and to respond logically, so that the conversation is not nonsensical.

For this reason,

- 1) two versions of each conversation are usually given, so that pupils will understand that some parts of the dialogue are to be changed, and that they cannot always predict exactly what their partner will say.

- 2) around the conversation in the Student's book there are pictures of things which can be used in another version of the conversation - alternative words for those that must be changed - any logical words that the pupils already know – from the current unit, or previous units.

**Example:** In Unit 8, there is this dialogue.

*A: Is this your pencil? B: Yes. Please put it next to my book. A: There you are. B: Thanks.*

And a 2<sup>nd</sup> version:

*A: Is this your pencil? B: Yes, Please put it on my chair. A: There you are. B Thanks.*

Words which must be changed are underlined here. Pupil B can replace them by any logical phrase using *in, on, under* or *between*, and logical objects that he knows, such as *book, chair, notebook, floor, desk, jacket.....*

Obviously, in order for Pupil A to be obliged to listen before following B's instructions (and for the dialogue to be 'real'), he should not know beforehand what B is going to say.

A simple procedure for teaching these dialogues is:

1. The teacher demonstrates the whole dialogue alone, with gestures and explanations where necessary to make the meaning clear.
2. The teacher says the whole dialogue (or uses the recording) and sts repeat it line by line.
3. The teacher (A) demonstrates the dialogue with one pupil (B).
4. Pupils act out the dialogue, one pair at a time, either in front of the class, or across the room, so that all can hear.
5. Pupils walk around and 'have a chat' with 4 or 5 others. (This step may not always be feasible, for example in the Unit 8 dialogue given above.)

Another example from Unit 6:

There is a dialogue: A. What is your favourite colour, Nino? B. My favourite colour is red. A. Really? I hate red.

There are word cards with different colours around this dialogue on p. 21: yellow, blue, white, black, green. Pupils choose any colour and act out their version of the dialogue.

Using '**finger puppets**': You may want to have pupils acting out these dialogues using 'finger puppets' instead of speaking face to face. Children may find that they are less inhibited by speaking 'through' a face drawn on their fingers (see Student's book, p. 5).

Using **paper puppets** which they make on their own (see Workbook, p.7).

For this purpose we have included, at the end of the student's book, a 'puppet theatre' (coloured sample) and of the workbook – the pattern of how to make it, that can be

cut out, coloured, pasted on hard paper and used for a more 'theatrical' performance of certain dialogues in the book, as well as for dialogues that you and your pupils may want to create. Then, at the end of the school year, for acting out the fairy tale "The Three Bears".

Note: You will find some words and phrases in these dialogues that have not been taught. Example: *There you are. Here you are. I'll look there.....* These are set 'conversational' phrases, and they do not change in the dialogue. They are not to be analyzed for their grammar, but simply explained and used. So, for example, by using 'I'll look there.' in Unit 20, we are not teaching the future tense with 'will'!

### **5. Why are Have a chat, Games and Songs placed at the end of the units?**

There is no 'right time' for these activities, except that the language that is used in them should be familiar, or easily understandable, to the pupils. You may use them therefore at any point in the course. When you choose to do them will depend, first of all, on when the pupils are ready to use them with understanding, but thereafter on how much enjoyment they give to the pupils.

Some dialogues, games and songs will be more popular than others, and you should not hesitate to **repeat** them – perhaps with different content for games – as often as you and your class like. The dialogues in particular provide an excellent way of revising the language of previous units.

### **6. Using picture and word cards.**

Picture cards, and word/phrase cards, are an invaluable resource, both for introducing and revising new language. They can be used as a better alternative to the pictures, or word cards, in the student's book in the **Say it again** and **Look and say** sections since, by showing the card, you can be sure that all the pupils are looking at the language and the pictures that you want them to look at. For extra practice, and for revision activities, they can also be used as 'flash' cards – in which case they are shown very quickly (1 or 2 seconds) and pupils must call out what is on the card.

Some cards are given at the end of the Workbook – pupils can cut them out, paste them on hard paper and colour them. You can give them a task to draw others which you might need. You can also prepare word cards, or get your students to help you.

### **7. Games**

For pupils, a game in class is essentially an activity which they do for the purpose of having fun. But teachers also know that games are an extremely effective means of learning. We may add to this definition of a game the competition factor; an activity may be fun – the whole class repeating words after the teacher can be a lot of fun! – but it becomes a 'game' only if it contains some element of competition, and if there is a 'winner'.

Here are some notes you may find useful on some of the games suggested in the course.

## თამაშები

მოსწავლეებისთვის კლასში თამაში ძირითადად არის ვარჯიში, რომელსაც ასრულებენ გართობის მიზნით. მასწავლებელმაც იცის, რომ თამაშები არის სწავლის განსაკუთრებით ეფექტური საშუალება. ამას ემატება აგრეთვე შეჯიბრის ფაქტორი. თამაში შეიძლება ძალიან სახალისო იყოს, როდესაც მთელი კლასი იმეორებს სიტყვებს მასწავლებლის შემდეგ, მაგრამ თამაშად გადაიქცევა მხოლოდ თუ შეიცავს შეჯიბრის რაიმე ელემენტს, და ბოლოს გამოცხადდება 'გამარჯვებული'.

ქვემოთ მოცემულია რამდენიმე ასეთი თამაშის აღწერილობა, რომელიც შეგიძლიათ გაკვეთილზე გამოიყენოთ.

**The problem of games.** Organizing the basic activities then should not make great demands on the teacher's skill. However, there is one type of activity which does require a lot of thought and careful planning. This activity-type is games. Because games must have very strict rules, and because they are by nature very 'communicative' - and very effective sources of learning - they can fail to be either enjoyable, or effective, if they are not organized carefully and strictly, and if the teacher does not try to improve the way she conducts them each time she uses them.

**თამაშების პრობლემა.** მიუხედავად იმისა, რომ ძირითადი სავარჯიშოების ორგანიზება არ მოითხოვს მასწავლებლის მხრიდან დიდი გამოცდილების ქონას, თამაშები მოითხოვს მასწავლებლის კარგ მომზადებას, ყურადღებით დაფიქრებას და დაგეგმვას, რადგან თამაშები მოითხოვს მკაცრი წესების დაცვას. ისინი სწავლის მეტისმეტად ეფექტურ საშუალებას წარმოადგენს თავისი „კომუნიკაბელობის“ გამო და თუ ისინი არ არის კარგად და ზუსტად ორგანიზებული, შეიძლება დაიკარგოს მათი ხალისიანობა და ეფექტურობა. ასე რომ, მასწავლებელი მუდმივად უნდა ეცადოს გააუმჯობესოს თამაშების ჩატარების მსვლელობა.

## Bingo

A very versatile game which can be used to practice a wide range of language. In its original form Bingo is played with each player having a 'card' containing 15 random numbers between 1 and 100. A 'caller' calls out numbers and players cross out the numbers on their cards as they hear them called. When they have heard, and crossed out all their numbers, they shout out Bingo! Their numbers are then checked – to make sure they have been called, that they haven't cheated! – if correct, they are declared the winner.

This basic procedure applies in class Bingo.

However, instead of using pre-printed cards, pupils can make their own 'cards,' by choosing and writing down a specified number of items from a given list.

**Example 1: (for practicing numbers 1 – 20)** Tell pupils to write down any 6 numbers between 1 and 20. Walk round and check they have all done this. Then call out the numbers in random order (jotting down the numbers you call!), while pupils listen and cross out their numbers as they hear them. When the first pupil calls out Bingo! check that her numbers were indeed called out, before declaring her the winner.

**Example 2: (for practising food vocabulary).** Write up 10 food items on the board. Tell pupils to draw quick pictures (or write the Georgian words) of 3 of the items. Then call out the items in random order.

As in these examples, the pupils' 'cards' should contain about one-third of the total number of items.

Note: Bingo is played for the first time with letters (in Unit 4), and the letters are the same for all pupils. So they all have the same 'Bingo card.' But thereafter pupils should choose their own items - and therefore all have different lists - according to the teacher's instructions

## Bingo

მრავალმხრივი თამაში, რომელიც გამოიყენება ენობრივი მასალის გამოყენებაში ვარჯიშის მიზნით. ამ თამაშის თავდაპირველი ფორმა: ყველა „მოთამაშეს“ უჭირავს ბარათი 15 ნებისმიერი რიცხვით 1-100 ფარგლებში. „ნამყვანი“ ამოიძახებს რიცხვებს და მოთამაშეები გადახაზავენ ამ რიცხვს თავის ბარათზე. ვინც დაამთავრებს თავისი რიცხვების გადახაზვას, დაიძახებს **Bingo!** ამის შემდეგ მის რიცხვებს შეამოწმებენ მოტყუების თავიდან ასაცილებლად. თუ დაეთხვა, გამოაცხადებენ გამარჯვებულად.

ჩვენს ვერსიაში, მოსწავლეები თვითონ ადგენენ რიცხვებიან ბარათებს და წერენ მასში მასწავლებლის მიერ (დაფაზე) მოცემული სიიდან ნებისმიერ სიტყვას ან რიცხვს.

**მაგალითი 1 (1-10 რიცხვების სავარჯიშოდ):** მოსწავლეები დახაზავენ 6 რიცხვისთვის უჯრებს, შიგ ჩაწერენ ნებისმიერ რიცხვს 1-20 მდე. მასწავლებელი ჩაივლის მერხების რიგებს და შეამოწმებს, სწორად გააკეთეს თუ არა. შემდეგ ამოიძახებს რიცხვებს არეულად (თან უნდა ჩაინეროს, რა ნომრებს ამოიძახებს, ბოლოს შესამოწმებლად). მოსწავლეები უსმენენ და თავის ბარათში გადახაზავენ ამოიძახებულ რიცხვს. როდესაც პირველი მოსწავლე დაიძახებს **Bingo!** შეამოწმებს, მართლა თუ იყო ყველა რიცხვი ამოიძახებული, და გამოაცხადებს მას გამარჯვებულად.

**მაგალითი 2 (ლექსიკის სავარჯიშოდ):** მასწავლებელი წერს დაფაზე 10 საგნის სახელს დაფაზე. მოსწავლეები სწრაფად ხატავენ 3 მათგანის სურათებს (ან წერენ შესაბამის ქართულ სიტყვებს). ამის შემდეგ მასწავლებელი ამოიძახებს ამ 10 საგნის სახელებს არეულად.

როგორც ამ მაგალითებშია მოცემული, მოსწავლეების ბარათები უნდა შეიცავდეს გამოსაძახებელი სახელების შესაბამის.

**შენიშვნა: Bingo** პირველად ითამაშება ასოებით და ასოები ერთიდაიგივეა ყველა მოსწავლისთვის – ყველას ერთიდაიგივე ბარათი აქვს. მაგრამ შემდგომში ისინი თვითონ ირჩევენ ბარათში ჩასაწერ სიტყვებს მასწავლებლის მითითების მიხედვით.

## Simon says

### (General says)

A very lively game which requires a firm **referee** (მსაჯი), to decide who is 'out'. It consists essentially of giving instructions to pupils to do things (moving themselves or parts of their body) and eliminating those who do not obey the instructions quickly and correctly. What makes it more interesting is that pupils must obey the instructions **ONLY** if they begin with 'Simon says.' So, for example, if you say: 'Put your hands up!' any pupil who raises their hands is 'out'. If you say: 'Simon says: Raise your hands' any pupil who does NOT raise their hands is out.

It can be played by the whole class but also, for example, as a group competition. In which case, play it with groups of 4 or 5 pupils standing at the front. Then do a 'final' with the winners of each group, to find an overall winner.

Note: It's a good idea to appoint one pupil as 'referee' to decide who is out. In this way you can concentrate on the job of giving logical instructions (you have to be alert, to avoid, for example telling them to and deciding when not to include the words 'Simon says).

## Broken telephone

The purpose of this game is to give practice in pronouncing clearly. A 'message' is transmitted from one pupil to the next, by whispering into his ear. The last pupil in the line then has to write up (or say to the teacher) the message. If the game is played with 2 or more lines/groups of players, the winner is the one whose final message is closest to the original message. A simple example, using messages of 3 letters, is given in Unit 12.

It is best if the lines are not more than 4 pupils. It is also best played as a competition between 2 or 3 groups. The 'message', which you whisper to the first pupil in each line, may be any word, or phrase, or set of numbers, or letters, that you think they will be able to transmit successfully.

But you need to keep strict control to make sure they do not stand too close to each other, or otherwise 'cheat'!

## გაფუჭებული ტელეფონი

ამ თამაშის მიზანია მკაფიოდ გამოთქმაში ვარჯიში. მოთამაშეები სხედან/დგანან ერთ რიგად. პირველი ყურში უჩურჩულებს გვერით მჯდომს/მდომს სიტყვას/ფრაზას, მეორე გადასცემს მესამეს და ა.შ. ბოლო მოთამაშემ უნდა დანეროს ან მასწავლებელს უთხრას, რაც გაიგონა. მოთამაშეები შეიძლება ორ ჯგუფად გაიყოს და მოგებული იქნება ის ჯგუფი, რომლის ბოლო სიტყვა თავდაპირველთან ყველაზე ახლოს იქნება.

სასურველია, რომ მოსწავლეთა რიგები იყოს არაუმეტეს 4 მოთამაშისა. შეჯიბრიც უჯობესია 2-3 ჯგუფს შორის. გადასაცემი სიტყვა შეიძლება იყოს ნებისმიერი – საგნის სახელი, რიცხვი ან ფრაზა, რომელსაც თქვენ ჩათვლით, რომ მოსწავლეები წარმატებით გაართმევენ თავს. მაგრამ უნდა აკონტროლოთ, რომ მეტისმეტად ახლოს არ იდგნენ ერთმანეთთან, ან ხმამაღლა არ თქვან.

## Buzz

This is a lively - and not too noisy! - counting game. Pupils stand in one big circle and call out numbers in turn. But.... in place of multiples of 3 (or 5), they must call out: BUZZ. So, if playing Buzz with multiples of 3, the game would go like this. 1st St: One, 2<sup>nd</sup> St: Two, 3<sup>rd</sup> St: BUZZ, 4<sup>th</sup> St: four, 5<sup>th</sup> St: five, 6<sup>th</sup> St: BUZZ, 7<sup>th</sup> St: seven etc. Pupils who make a mistake, or who are slow in speaking, are 'out' and leave the circle. The next pupil then starts counting again from One. The game continues till only one pupil is left and she is declared the winner.

## What's in my bag? (and Kim's game)

Kim's game consists in pupils looking, for a short time, at a number (10 – 20) of objects spread out on a table, trying to remember them before they are covered, and then writing down as many as they can remember. What's in my bag? is a variant of this, since it involves trying to remember a number of objects.

Fill a bag with objects collected from pupils, counting them as you put them in the bag. E.g 8 pencils, 9 pens, 6 books, 7 pictures. To demonstrate the game, give the bag to one pupil and ask him: Give me a (book). He takes out a book and gives it to you. Ask him for two more objects. Then put the 3 objects back.

Then, to play the game, pupils ask for objects, one at a time. When a pupil asks for an object which isn't in the bag, he is 'out'. The winner is the one who correctly asks for the last object in the bag.

Variant: Use number cards instead of objects – several cards of each number. Pupils Sts ask: Give me a three. Give me a seven. Give me a ten.

თამაში **Kim's game** მდგომარეობს იმაში, რომ მოსწავლეები სწრაფად (ხანმოკლე დროის მანძილზე) შეხედავენ მაგიდაზე გაშლილ 10-20 საგანს, ცდილობენ დაიმსოვრონ სანამ რაიმეს გადააფარებთ, შემდეგ დანერგონ რაც დაიმსოვრეს.

**What's in my bag?** არის მისი ვარიანტი. აავსეთ პარკი/ტომარა/ჩანთა მოსწავლეებისგან შეგროვებული საგნებით, მაგალითად 8 ფანქარი, 9 კალმისტარი, 6 წიგნი, 7 სურათი. სადემონსტრაციოდ, დააჭერინეთ ეს პარკი ერთ მოსწავლეს და მიმართეთ: **Give me a (book).** ისიც ამოიღებს წიგნს და მოგცემთ. სთხოვეთ 2 სხვა საგანი და ა.შ. დააბრუნეთ ეს საგნები პარკში.

თამაშის დროს სხვადასხვა მოსწავლეები მოსთხოვენ სხვადასხვა საგნებს, თითო ჯერზე თითოს. თუ მოსწავლე მოსთხოვს საგანს, რომელიც არ არის პარკში, იგი გავარდება თამაშიდან. გამარჯვებულია ის, რომელიც სწორად მოითხოვს ჩანთიდან ბოლო საგანს.

ვარიანტი: საგნების მაგივრად გამოიყენეთ რიცხვების ბარათები – თითოეული რიცხვის რამდენიმე ბარათი. მაშინ მოთხოვნა იქნება ასეთი: Give me a three. Give me a seven. Give me a ten.

## **Word drill game** (სიტყვებით ვარჯიშის თამაში):

. Game with the vocabulary so far

- Prepare beforehand (you can involve your students) tags with numbers 1,2,3,4,5,6. Distribute the numbers among all students in class. Thus, all students who got number 1 – are group 1 and so on. You will get 5 groups in a class of 30, with 5 students in each.
- Allow some time for the groups to get together – either stand, if there is standing space, or change seats to be together. They should agree about each student's number in their group. For this they write on a scrap of paper numbers 1,2,3,4,5 and distribute them. Each student holds his/her number.
- Announce 5 words which they, as a group, have to call out. For example: *Fish hamster cat dog bird*
- Teacher starts. Call out a team number. They should say these words each student each, one by one, in the sequence agreed upon. St holding no 1: Fish, St 2: hamster, St 3: cat, St. 4: dog, St. 5: bird.
- The last student, with the word 'bird' calls out the number of the group who will continue. Thus, if they are number 1, they have a choice of 2,3,4,5.
- If any student of this group either makes a mistake, or makes a long pause, the whole group is 'out'.
- Each group can have 2 rounds.
- The group which gets through without mistakes is the winner.

## **Hot potato game** (თამაში „ცხელი კარტოფილი“):

Give students any small object - --a beanbag, small soft toy, or a ball. sts stand in a circle. If there are more than 10, make 2 circles. They throw the object to each other, without pausing, considering it a real hot potato, and whoever catches it, says the colour and the name, e.g. of a toy, an animal, an object – according to assignment.

## **Paper balls** (ქაღალდის ბურთები):

Bring from home used sheets of paper, it can be even old newspapers. Tear them up into parts approximately the size of a sheet of paper. You can show the sts how to do it and just give them large sheets to tear up.

Sts over-write large numbers/letters/words in thick markers or coloured pencils, so that they show – each writes 3 words, tell them who writes what – go along the rows and give 3 consecutive numbers/words to each.

They then crumple each paper into a ball.

Throw the balls on the floor.

All sts walk one after another about the classroom, pick up a ball, open it and call out the number/word written on it.

The game is over when the last 'ball' is picked up. The winner is the student with the last ball.

Everybody chants three times “Well done, (name)”.

## OPTIONAL

### Fairy-tale – GOLD I LOCKS AND THREE BEARS

მოსწავლის რვეულის ბოლოს არის ზღაპარი. იგი ადაპტირებულია ისე, რომ მე-3 კლასის წიგნის ბოლოს მოსწავლეებს შეეძლებათ მისი გაგება.

#### არ არის საჭირო მისი მოყოლა!

- 1) წაუკითხეთ ზღაპარი მოსწავლეებს, თითო ნაწილი თითო ჯერზე. მიაქცევინეთ ყურადღება სურათებზე.
- 2) მიეცით დავალება მიუსადაგონ თითოეული ნაწილი სურათს.
- 3) მიეცით დავალება გამოჭრან, გააფერადონ, დაანებონ მუყაოს ქაღალდზე ზღაპრის პერსონაჟები. გამოჭრან სახაზავის ფორმის ზოლი, და დაანებონ თითო თოჯინაზე, რომ თეატრი გვერდითა ქრილში შეატყურონ და თოჯინა იქიდან ათამაშონ.
- 4) მიეცით დავალება გაათამაშონ ცალკეული ნაწილები თოჯინების თეატრის სახით.

#### მაგიდის თოჯინების თეატრი

მოსწავლის რვეულს ახლავს (წიგნის 2 გვერდის ზომის ფურცელი) მაგიდის თოჯინების თეატრის ნახაზი. გააკეთებინეთ მოსწავლეებს, როდესაც ჩათვლით დროულად, მიეცით დავალება გამოჭრან თეატრის ნახაზი – სრული სახით მისი სურათი არის მოსწავლის წიგნის ბოლო გვერდზე. მათ უნდა დაანებონ იგი მუყაოს ქაღალდზე, გააფერადონ, დაკეცონ აღნიშნული ხაზების გასწვრივ, და მისცენ მაგიდის თეატრის ფორმა. ამ თეატრის გამოყენება შეიძლება ყველა გაკვეთილში მოცემული დიალოგების გასათამაშებლად, მოსწავლეების მიერ გაკეთებული შესაბამისი თოჯინების მონაწილეობით.

## ASSESSMENT

With pupils of this age it is not necessary to emphasize that the teacher is evaluating their progress at every step – this would interfere with their interest to learn, they would most of the time think of ‘pleasing’ the teacher. We offer the following ways of assessing pupils:

- 1) Workbook offers tasks for self-assessment after every 4 units (see pages after units 4, 8, 12, 16, 20 and 24): pupils read, in Georgian, words and phrases from these units, written inside various shapes. They colour those, which they think they know. In this way, they will see, that what is left uncoloured, has to be relearned.
- 2) The teacher is advised to observe the pupils so that they don’t notice it. Use National Standards requirements as the basis of your observation (see p.5-6). Example: National Standards requirements for Listening.

Observe your pupils do it in workbook. Make notes.

## CROSS-CULTURAL CONNECTIONS

Pupils need to have some information about the culture of the English-speaking countries, which will be a motivation for them to learn the language. In this section you can find some information which you can tell and teach your pupils whenever you might consider it appropriate. Since your pupils are not yet able to understand it in English, you can tell it to them in their native language.

### I. PERSONAL NAMES

Here is a list of widely used names – girls' and boys'. You can use them when playing 'name card game', so that the pupils, little by little, get used to them. Children may be told to choose a name they like and use it for some time.

GIRLS'	BOYS'
Mary	Robert
Susan	Greg
Britney	Philip
Sara (Sally)	Darren
Robin	Charles
Rebecca	Anthony
Meagan ['megan]	Thomas
Caitlyn [kaitlin]	William (Bill)
Sharon	John
Ann	James (Jim)
Michelle	Mark
Amy	Michael
Emily	Frank
Nancy	George
Linda	Nick

### II. GAMES

English and American children mostly play similar games to those that Georgian children play. So, when the Georgian children find that out, they will feel that they have something in common already and be more motivated to learn the language.

- 5. Tag:** One person is chosen to be "It". All the children run away from him or her. Whoever is touched or 'tagged' by 'It', becomes the new 'It', and everybody runs away from him or her.
- 6. Hide-and-seek** One person is chosen to be "It". That person must hide his/her eyes standing against a wall or a tree. They have to count to a hundred or any other number agreed on. All the other children hide. They always say 'No peeking'. When "It" counts to 100, he must say, in a loud voice – 'Ready or not? Here I come!' The children try to run to the Home Base (the place where the

“It” was counting, before “It” catches them. If he finds somebody hiding, he says: You are “It”. Those who get to the Home Base, shout: “Home free!”

7. **Red Light Green Light:** The leader stands opposite the other players who line up facing him. When the leader yells “green light” all the players run toward him. Yelling “yellow light” means the players must walk. “Red light” stops them. If the leader sees any movements on red light, running on yellow, or false starts he can send the law breaker back to the starting line. The first player to reach the leader or pass his marked line will be the next leader.
8. **Jump-rope.** (For at least three children participating). Two children turn a rope, a third child jumps over it. If he/she misses, or falls, or steps on the rope, he/she is ‘out’. It is the next child’s turn. He/she can jump in’, while the rope is turning.

The child who is jumping, can recite a jumping rhyme, and everybody can join in.

When reading this rhyme to the children, stress the rhythm (the words which are stressed, are underlined below).

Teddy Bear, Teddy Bear,  
Turn around (turn around)  
Teddy Bear, Teddy Bear,  
Touch the ground (touch the ground)  
Teddy Bear, Teddy Bear,  
Tie your shoe (hit your shoe)  
Teddy Bear, Teddy Bear,  
How old are you?  
1-2-3-4..... (etc)...

## 9. CHOOSING RHYME

This rhyme is used when children have to choose a person to be “It”. (გათვლა თამაშის დროს წამყვანის ასარჩევად ან სხვა. თითოეულ მახვილიან მარცვალზე გამთვლელი ხელს ადებს თითო მოთამაშეს).

The “chooser” points to each person on each stressed syllable.

Eeny, meeny, miny, moe    [ 'ini 'mini 'maini 'mou  
Catch a tiger by the toe    'kætʃ ə 'taɪgə baɪ ðə 'tu  
If he hollers let him go,    æɪf hi 'hɒləz 'let hɪm 'go ... ]  
Eeny, meeny, miny, moe.  
My mother told me  
To pick the very best one  
And you are it. (or “not it”)

## 10. MONEY

In Georgia we use laris and tetris – there are 100 tetris in one lari.

In the USA there are dollars and cents – There are 100 cents in one dollar. The dollar sign is \$.

## 11. FOOD

American children love to eat pizza, hot dog, hamburger – both at home, and eating out.

## 12. FAMILY

Most of the time American families usually don't live together, under the same roof, with grandparents. They might see each other on holidays, or during summer vacation.

## SAMPLE LESSONS

შემოგთავაზებთ სანიმუშო გაკვეთილებს, რადგან ყველა გაკვეთილი ერთიდაიგივე მოდელზეა აწყობილი და ერთი ნიმუშის გაცნობა საკმარისია ყველა დანარჩენის ასაგებად.

## Unit 3. ANIMALS

Each unit, like this one, is designed for 6 classroom hours – both SB and WB, which is partly done as home task, partly – in class.

### Lesson 1. P.11

Aim of the lesson:

1. Recognizing the spoken names of wild animals
2. Recognizing the written names of wild animals.

I To attain the first aim we use the following tasks (for procedure see Introduction

#### **Introducing and practicing new language.**

- a) Say it again
- b) Answers please (Short answers)
- c) Look and say. Then copy the picture numbers and the word letters.

II For the other aim the following tasks are used:

- a) Full answers please
- b) Tell me about it
- c) Have a chat

1. **Say it again a.** – follows the task of vocabulary presentation though TPR procedure, when the sts have already “deduced” the names for each animal. Then they practice in recognizing the pronunciation of these names. They should listen to the recording/teacher read the words several times, until they feel ready to join in. While listening, they try to speak up and pronounce the names of the animals.
2. Next step is **b. Short answers please** - giving short answers to questions – for which they should understand the question. So in answer to the question – Where is the goat – they should find the goat on the picture and say exactly where it is – in this case, it is between the horse and the rabbit. They continue with the names of all animals.
3. Next step is **c. Look and Say** - recognizing written names of these animals – so, this is a reading exercise, they have to read the words. And – to show they understood the written text - match them to the pictures – matching word letters with the image numbers.
4. After these steps organize some of the language games described in the Introduction. Broken telephone, or

## Lesson 2

**Aim:** Aim of the lesson:

3. Recognizing the spoken names of farm animals
4. Recognizing the written names of wild animals.
5. Using the names of farm animals

The procedure is the same as with the wild animals.

At the end of the lesson organize some language game.

## Lesson 3

Aim of the lesson:

Using the names of wild and farm animals – p 13

Now the sts are acquainted with the names for both wild and farm animals when spoken and when written, they can go further and practice using them in conversation.

In the next step the sts have to speak. So it is **a) Full answers please** – task (See Introduction). They look at the pictures and count how many of each animal there are. The answer to – How many horses are there? is – There is one.

1. In the next step the sts have to say more. So the next step is **b. Tell me about it.** So when they are asked – Tell me about the farm – they look at the farm picture and answer – There are two rabbits on the farm, etc.
2. Next step is speaking **Have a chat.** For procedure see Introduction.

There are two variants of the dialogues given, and also, sts can substitute the names for animals with other animal names. So the other party of the dialogue has to listen to what is said and answer accordingly – in some cases – I like... in others – I don't like... And not say the dialogue by heart. This step is already close to live conversation.

## **Lesson 4**

Aim of the lesson:

### **1. Practising using numerals p 15**

Step 1

See Introduction. Games. Bingo.

Follow the rules and the game will be both instructive and fun. Games usually are very communicative, so the more they play the better they learn communication, besides, they are not bored with the learning material.

After you have finished with the numbers, you can give continue with any learned vocabulary – clothes, colours, food, pets – anything they learned in the 2<sup>nd</sup> class.

### **2. Practising alphabet.**

It is very important for sts to memorize vocabulary – they will need the letter sequence when using a dictionary. And organizing the learning process in the form of a game will make it fun.

For procedure of “Broken telephone” see Introduction. Games.

## **Lesson 5**

### **Activity book**

Aim of the lesson:

Practise spelling of animal vocabulary.

1. Sts work independently, under the teacher's supervision. They do ex. 1 – in which they have to colour the word ‘bear’ finding it among multiple other words. We understand, that though sts are aimed at finding one particular word, none of all other words can escape their attention, so, looking for one, they read all.

2. Sts have to remember the spelling of the animals' names and fill in the blanks in the chart..
3. Is also a reading exercise, in which sts have to read the words, find one and colour it.
4. In this exercise sts have to fill in the blanks in farm animal vocabulary.
5. In this exercise sts learn how to write certain letters, and then – short words correctly

## Lesson 6

### Activity book.

1. Practise alphabetical order of letters.
2. Practice counting
3. Practise reading the names of animals and dividing them in two groups: Zoo animals and Farm animals

It is advisable to follow these exercises with some language game. Choose one from Introduction. Games.

## THE TAPESCRIPT

**The tapescript** shows all the texts that pupils need to listen to. However, for reasons of excessive length, the sound recording does not give the full texts. We have not recorded sections, or items, that the teacher will in any case not need, or that she can produce in class better than if she used the recording.

Since most of the activities and exercises at this level involve pupils listening to, and reacting to, spoken 'texts', and since all these texts are given in the tapescript, it is clear that the teacher is advised to **make use of the tapescript in every lesson**. You should therefore have the tapescript open at the relevant page at the start of every lesson.

# **TAPESCRIPT**

## **SETTING OUT 3**

### **THINGS I NEED**

#### **1. Say it again**

A green notebook   a yellow pencil   an open book   a blue pen   an eraser   a CD

Big (x2)   small   box   basket   bowl

#### **2. Which picture? A? B? C?**

a bowl.- B!   a basket.- C!   a box. - A!

a big dog, \_\_\_\_\_ 2 small cats, \_\_\_\_\_ 1 small bird, \_\_\_\_\_ 2 small birds, \_\_\_\_\_ a small hamster, \_\_\_\_\_ a big fish, \_\_\_\_\_ 2 little dogs, \_\_\_\_\_ 1 big cat, \_\_\_\_\_ 2 small fishes, \_\_\_\_\_ 1 big hamster, \_\_\_\_\_ 1 small cat, \_\_\_\_\_ a big bird

#### **b) Tell me about it!**

Tell me about the big cat.   It's in picture C

Tell me about 2 small fish (es?). They are in picture B

How about the small birds?

And the big dog?

Tell me about the big fish.

And the small hamster.

How about the big hamster?

And the small cats?

#### **Full answers please!**

How many dogs are there in picture C? There are two.

How many dogs are there in picture A? There is one

How many birds are there in the pictures? There are 5.

....cats in pics? .... cats pic A? .....cats pic C? ..... hamsters in pics? .....hamsters pic C? .....birds pic B? .....fishes in pics? .....small fishes? .... big fishes?

### 3. Have a chat.

T. Hello Nika. How are you?	B. Hello Eka. How are you?
B. Fine thanks, and you?	T. Fine thanks, and you?
T. I'm fine thanks. Where's Nino?	B. I'm fine thanks. Where's Gio?
B. Nino? She's over there.	T. Gio? He's over there.
T. Oh yes. Thanks.	B. Oh yes. Thanks.

### 4. Sing along.

One little, two little,

three little Indians

Four little, five little,

six little Indians

Seven little, eight little, nine little Indians

Ten little Indian boys.

They jumped in the boat and the boat tipped over,

They jumped in the boat and the boat tipped over,

They jumped in the boat and the boat tipped over,

Ten little Indian boys.

They swam and they swam till they reached the shore,

They swam and they swam till they reached the shore,

They swam and they swam till they reached the shore,

Ten little Indian boys.

## Unit 2. YOU CAN FIND THEM HERE

### 1. Count.

**21, (x2) 32 43 54 65 76 87 98 100**

### 2 c) What's next? Call out the numbers.

Examples:

34, 35? ..... 36! Good.

78, 79? ..... 80! Good.

**B.** Now...34, 35 ?..... 78, 79? ..... 23, 24? .... 64, 65?..... 71, 72? ..... 96, 97?.....

**T.** 48, 49? ..... 11, 12? ..... 8, 9 ?..... 17, 18?..... 88, 89? ..... 98, 99? ....

**B.**

### 3 a) How old are they?

**Listen and write the numbers. Example: *Her big sister is 11.***

Nino is 8. Her little brother is 5. Her big sister is 11. Her mother is 37. Her father is 41. Her 'grandfather is 71. Her 'grandmother is 68. Her 'great-'grandfather is 96. Her 'great-'grandmother is 87.

### b) Answers please

**B.** How old is Nino?

How old is her... grandfather?

.....mother?

.....big brother?

....great-grandmother?

**T.**

How old is her father? ....great-grandfather? ....grandmother? ....little brother?

### 5. Have a chat.

T. Who is that boy?

B. Which boy?

T. He has blue eyes and long hair.

B. Oh that's Gogi.

T. Who is that girl?

B. Which girl?

T. She has brown eyes and short hair.

B. Oh that's Nino.

## Unit 3. ANIMALS

### 1a) Say it again.

Number 5 is a monkey. Number 2 is a lion. 5 – monkey. 4 – elephant. 3 – crocodile. 1 – tiger. 6 – bear. 7 – wolf. 8 – fox.

### b) No it isn't! Listen and agree or correct.

Number 1 is a monkey. **No it isn't.** It's a tiger.

Number 2 is a lion. **Yes it is.**

### b) Short answers please (4). (Answers please.)

Where is the goat? Between the horse and the rabbit.

Where is the duck? Between the chicken and the cow.

Where is the goat? Between the horse and the rabbit Where is the duck? Between the chicken and the cow. Rabbit? Horse? Chicken? Cow? Pig? Donkey?

### 3. a) Full answers please.

How many crocodiles are there at the zoo? There is one.

How many rabbits are there on the farm? There are two.

How many crocodiles are there at the zoo? There is one.

How many rabbits are there on the farm? There are two.

### b) Tell me about it.

Tell me about the zoo. There is one crocodile at the zoo. There are two bears at the zoo.

Tell me about the farm. There are two rabbits on the farm. There is one horse on the farm.

Tell me about the zoo. There is one crocodile at the zoo.

Tell me about the farm. There are two rabbits on the farm.

Tell me about the zoo. There are two bears at the zoo. Tell me about farm. There is one horse on the farm.

## 4. Have chat.

Do you like bears?

I like foxes.

Yes I like bears.

Do you like foxes?

And I like tigers too!

No I don't like foxes.

You like tigers?!

But I like wolves.

You like wolves?!

## Unit 4. FOOTBALL OR BASKETBALL?

### 1a) Say it again.

Football. Basketball. Tennis. Table tennis. Rugby.

### b) Which picture? Listen and put in the numbers.

Lika can play basketball. She is good at basket-ball.

Tata can play tennis. Tata is good at tennis.

Vano is good at football. He can play football.

Eka can play table tennis. She is good at table tennis.

Nika is good at rugby. He can play rugby.

### c) Answers please. (Short answers please.)

Who can play basketball? Lika.

Who can play basketball? Who can play football? Who can play rugby? Who can play table tennis? Who can play tennis?

Who is good at table tennis? Who is good at tennis? Who is good at rugby? Who is good at basketball? Who is good at football?

### 2 a) Say it again (2).

Swim. Run. Jump. Throw a ball. Kick a football.

### b) Which picture? Listen and put in the numbers.

Tea can swim 100 metres. Lea can jump two metres. Iliko can kick a football 50 m. Irakli can run 300 m. Gia/ Lika can throw a ball 20 m.

### d) Short answers please. (Answers please.)

How far can Iliko kick a football? 50 metres

Tape

How far can Iliko kick a football? How far can Tea swim? Gia - throw a ball? Tea – swim? Lea - jump?

## 5. Have a chat

A. What's your favourite sport, Nino?

B. Rugby.

A. Rugby?

B. Yes. What's your favourite?

A. My favourite is tennis.

A: Can you jump Gia?

B: Jump? **Of course** I can.

A: How far can you jump?

B: **About** three metres.

A: Three metres? **Wow!**

A.What's your favourite sport, Gia?

B. Basketball.

A. Basketball?

B. Yes. What's your favourite?

A. My favourite is table tennis.

A: Can you kick a football jump Nino?

B: Kick a football? Of course I can.

A: How far can you kick a football?

B: About five metres.

A: Five metres? Wow!

## Unit 5. FRUIT AND VEGETABLES

### 1a) Say it again.

a tomato, 2 tomatoes, a cucumber, 2 cucumbers, a potato, 2 potatoes, an onion, 2 onions, an egg-plant, 2 egg-plants, a cabbage, 2 cabbages, a bean, 2 beans, a carrot, 2 carrots

### b) Short answers please.

How many tomatoes can you see? 5.

How many onions are there? 7.

How many tomatoes can you see? How many onions are there? .... egg-plants...see?  
..... carrots....see? .....cabbages are there? ....cucumbers are there? .... beans...  
see? .....potatoes are there?

### 3a) Say it again.

tape

apple, I love apples, pear, I love pears, peach....., orange....., lemon....., apricot.....,  
strawberry....., banana.....

### b) Full answers please

What's next to the orange? That's a lemon.

What's next to the orange?

.....the apricot? .....the banana? ...the apple? ....the lemon? ....peach? ...the  
pear? ...strawberry?

### 5a) Have a chat

A: What's for **dinner** mum?

B: Potatoes.

A: Potatoes? **Great!** I **love** potatoes.

A: What's for dinner mum?

B: Beans.

A: Beans? Oh no. I **hate** beans.

### b) Have a chat.

A: Do you like lemons Nino?

B: Yes I like lemons but I **prefer** oranges.

A: Really? I like oranges **too**.

A: Do you like pears Gogi?

B: Yes I like pears but I prefer apples.

A: **Really?** I like apples too.

## Unit 6. HOW MUCH IS BREAKFAST?

### 1a) Say it again.

Cheese. Bread. Butter. Honey. Jam. Milk. Tea. Yogurt.

### b) Which picture? Short answers please.

It costs 1 lari 50. What is it? Yogurt.

It costs 50 tetris. What is it? .....

It costs 1 lari 50. What is it? It costs 50 tetri. What is it? 2 laris 20? 3 laris? 6 laris? 1 lari 30? 4 laris? 1 lari 30?

### c) Full answers please

How much does the cheese cost? It costs 2 laris.

How much does the cheese cost? How much does the honey cost?

Milk? Butter? Tea? Jam? Yogurt? Bread?

### 2. Have a chat (1).

A.I want to buy some butter.

B.How much money do you have?

A.I have one lari 30 tetris.

B.Ok, you can buy some butter.

### 3. Have a chat (2).

A.Do you drink milk for breakfast?

B.Yes I like milk.

A.Hot milk or cold milk?

B.Cold of course!

### 4. Have a chat (3).

A.What do you eat for breakfast?

B.Cheese and bread.

A.Cheese and bread?

B.I have bread and honey.

## Unit 7. I DO IT EVERY DAY

### 1a) Say it again.

3 o'clock. 9 o'clock. 12 o'clock. 8.15. 7.30. 8.30. 7.45. 1.45.

### b) Full answers please.

Look at clock number 1. What's the time? It's 3 o'clock.

Look at clock number 4. What's the time?

3, 6, 8, 2, 7, 5

### 4. a) Say it again

Get up, have breakfast, go to school, talk with friends, play on the computer, play football, watch TV, do your homework, have dinner, go to bed

### b) Which picture? Who is it?

He plays football at 3 o'clock. Irakli!

He plays football at 3 o'clock.

She has breakfast at 8 o'clock.

She has dinner at 7.30.

He goes to school at 8.45.

She talks with her friends at 2 o'clock.

He plays on the computer at 2.30.

He watches TV at 6.15.

She goes to bed at 9.45

He gets up at 7.15.

She does her homework at 7 o'clock.

### c) Full answers please.

At what time does Gia get up? He gets up at seven fifteen.

At what time does Natia have breakfast? She has breakfast at eight o'clock.

Tape

At what time does Gia get up? At what time does Natia have breakfast? ..... Irakli play football? .... Tamuna have dinner? .... Zaza go to school? ..... Eka talk with her friends? ..... Gela play on the computer? ..... Vano watch TV? ..... Nino go to bed? ..... Nana do her homework?

### 6 a) Say it again (3)

**morning, afternoon, evening**

### b) Full answers please. Look at the picture and answer.

What does Zaza do in the morning? He goes to school.

What does Eka do in the afternoon? She talks to her friends.

What does Zaza do in the morning? What does Eka do in the afternoon? ...Nana... evening? Nino evening? Vano evening? Natia morning? Tamuna evening? Gela evening? Irakli afternoon?

### 7. Have a chat.

A: What time do you go to bed Nino?

B: About 11 o'clock!

A: 11 o'clock? That's late!

I go to bed at nine o'clock.

## Unit 8. WHAT ARE YOU DOING?

### 1a) Say it again.

combing his hair, brushing her hair, cleaning his teeth, washing her face, writing in English, listening to her mother, speaking on the phone, reading a book, singing a Georgian song,

### b) Which picture? Write the numbers after the names.

Grandfather is singing a Georgian song. Soso is reading a book. Levani is writing in English. Mediko is listening to her mother. Koba is cleaning his teeth. Salome is brushing her hair. Tina is washing her face. Gigla is combing his hair. Sopiko is speaking on the phone.

### c) Short answers please.

Who is combing his hair? Gigla! .....brushing her hair? .....cleaning his teeth? ....washing her face? .....writing in English? ....listening to her mother? ....speaking on the phone? ....reading a book? .....singing a Georgian song?

**d) Full answers please.**

What are you doing Mediko? Levan, what are you doing?

What...Tina? Sopiko, what..? Koba..what? What.. Soso? What...Sopiko? Levani, what...? Salome, what...?

**2 a) Which picture? Who is doing what? Listen and copy the names in the boxes.**

Irina is speaking on the phone.

Keti and Gurami are doing their homework.

Bakuri is getting up.

Gogi and Tamazi are playing football.

Mariam is brushing her hair.

Maya and Nato are cleaning their teeth.

Lado is eating a cake.

Lela is washing her face.

**b) Full answers please.**

Maya and Nato! What are you doing? Gogi and Tamaz, Luka and Lili! Jaba and Paata! Lili and Nino! Keti and Gurami! Irma and Marika! Gia and Teona!

Mariam! Bakuri! Irina! Lado! Lela!! Koba! Beka! Nana!

**3. Have a chat. Look at the pictures.**

A: Can you see Lado?

B: Yes, there he is!

A: Is he cleaning his shoes?

B: No, he's eating a cake.

A: Lado! Come here!

A: Can you see Keti and Gurami?

B: Yes, there they are!

A: Are they doing their homework?

B: Yes, they are.

A: That's good!

**5. Song: This is the way...**

## Unit 9. IT HAPPENS EVERY MORNING

### 1a) Say it again.

**Car, Mum**, in his mum's car, **dad**, in her dad's car, **granddad**, in her granddad's car, foot, **on foot**, bus, **by bus**, **mini-bus**, by mini-bus, **taxi** by taxi,

### b) Put in the numbers. How do they go to school?

Shalva goes to school on foot.

Marika goes to school in her dad's car.

Salome .... by taxi. Nika..... in his mum's car. Kote ..... by mini-bus.

Marika ..... in her dad's car. Lekso... by bus. Lili.... in her granddad's

### c) Short answers please. (Who goes by car?)

Who goes to school by car? Who else goes by car? Who else..... by car? Who goes to school by taxi? Who goes by mini-bus? ....on foot? .....by bus?

### 2a) Say it again. What's Gogi doing?

Clean, teeth, He's cleaning his teeth.

wash, hands. He's washing his hands.

get up, He's getting up

wash, face, He's washing his face.

Breakfast. He's having breakfast.

Wake up. He's waking up.

Comb. Hair. He's combing his hair.

go out. He's going out

get dressed. He's getting dressed.

### b) Full answers please

What's he doing in picture 1? (He's waking up). .... picture 5?, ....8?, .... 2?, ... 4?, ....9? , .... 7?, ... 3?,... 6?

### 3a) Say it again.

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

### 4. Have a chat. What are they doing? When do they do it?

A: What's Tornike doing?

B: He's eating his breakfast.

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

B: 8.15. A: **That's right.** Tornike **always** eats his breakfast at 8.15.

A: What's Ketik doing?

B: She's washing her hands.

A: What's the time?

B: 7.25 A: **That's right.** Ketik always washes her hands at 7.25.

## Unit 10. WHAT DO THEY LOOK LIKE?

### 1a) Say it again (1).

**Tall, very tall, short, slim, not slim, blond hair, brown hair, dark hair,**

**Tall.** Shorena is tall. **Very** tall. Misha is very tall. **Short.** Gocha and Shukia are short. Slim. Shorena and Gocha are **slim**. Not slim. Misha and Shukia are not slim. **Blond** hair. Gocha has blond hair. Shukia has blond hair. Brown hair. Misha has brown hair. **Dark** hair. Shorena has dark hair.

### b) Which picture? What are their names?

He has blond hair. (Gocha!)

He has blond hair.

He is very tall. She is tall. He is short. She is short. He is slim. She is slim. She has dark hair. He has blond hair. She has blond hair. He has brown hair. He is not slim. She is not slim.

### 3a) Say it again (2).

Long. **Thin.** One pencil is long and thin.

Short. **Thick.** One pencil is short and thick.

Big. **Old.** One car is big and old.

Small. **New.** One car is small and new.

Big. **Heavy.** One bag is big and heavy.

Small. **Light.** One **bag** is small and light.

Big. **Round.** One **balloon** is big and round.

Long. Thin. One balloon is long and thin.

### b) Tell me about it.

Tell me about the yellow balloon. (It is big and round).

Tell me about the brown pencil.

....blue car. ....black bag. ....white pencil. ....grey bag. ....green balloon. ....red car.

#### 4. Have a chat.

A. Who's your best friend?

B. My best friend is Eka.

A. Eka? What does she look like?

B. She is short and she has long hair.

A. Short and long hair? I see.

A: I don't want that bag.

B: Why?

A: It's too heavy.

B: Here's a light bag.

A: Ah, thank you.

### Unit 11. IN MY HOME

#### 1a) Say it again.

a spoon, a fork, a knife, a cup, a glass, a saucer, a plate, a jug of water

#### b) Short answers please. Which picture?

What's number three? (A knife!)

...6? ....8? .....1?....4? ....2? ....7? .....5?

#### 2a) Right or wrong? Correct or repeat. .

There are four spoons on the table. (No, there are five spoons on the table.)

There are three knives. (Yes, there are three knives on the table.)

....seven forks. ....one cup, .... 7 glasses, ....4 saucers, ....5 plates, .....2 jugs of water

#### 3a) Say it again.

Bed. Number 1 is a bed. Armchair. No 2 is an armchair. Sofa. No 3 is.... Cupboard. No 4 is.... Shelf. No 5 is .... Bath. No 6 is.... Fridge. No 7 is.. Cooker. No 8 is .....

#### b) Tell me about it. What colour is it?

Tell me about the bed. The bed is green. And how about the shelf? The shelf is black.

...the fridge. ....the cooker. ....the armchair. ....the sofa. ....the bath. ....the cupboard.

#### 4a) Say it again.

salt, sugar, water, tea, cocoa, coffee, juice + bottle, packet

Packet. Tea. There's a packet of tea in the cupboard. Packet. Cocoa. There's a packet of cocoa in the cupboard.

Bottle. Water. ....in the fridge.

Packet. Salt. .... On the shelf.

Bottle. Juice. ....in the fridge.

Packet. Coffee. ....in the cupboard.

Packet. Sugar. ....on the shelf.

#### b) Short answers please. Where is it?

In the fridge? On the shelf? In the cupboard?

Where's the tea? In the cupboard!

#### 5. Have a chat (1).

A: I have some pop-corn.

B: Some pop-corn?

Put it on the chair, please.

A: On the chair? Ok, there you are.

#### 6. Have a chat (2).

A: I can't find my eraser.

Where is it?

B: Your eraser?

I think it's on the sofa.

A: Thanks. I'll look on the sofa.

## Unit 12. THIS IS WHERE I LIVE

#### 1a) Say it again (1).

This is my block. This is my house.

Yard. Block of flats. Entrance. Seat/bench. Tree. Balcony. First floor. Second floor. Third floor. Garden. Street. Fig.

Hi! I'm Gogi. I'm standing in my yard. Over there is my block of flats, and the entrance is just there. I live on the 3<sup>rd</sup> floor. That's my flat up there. Oh, and that's my Mum on our balcony. Here in the yard there are three trees. I think they are very old. And can you see the seats? We have 2 seats in our yard. And that boy at the window on the 1<sup>st</sup> floor, that's my best friend. His name is Tamazi.

Hi! I'm Nino. I'm in the street and here is my house. This is where I live. There are 2 floors, as you can see. And on the 2<sup>nd</sup> floor there's a big balcony. That's my granddad sitting on the balcony. Hi Granddad! And do you like our garden? It's not very big, but there's one tree in it. It's an old fig tree. Do you like figs? I love them.

**b) Which picture? A or B?**

It has a big balcony. (B!)

It has three floors. (A!)

This is a block of flats. This is a house. It has a big balcony. It has three floors. Tamazi lives on the first floor. There's an old man on the balcony. There's a fig tree. There are three trees. Gogi lives there. His mum is on the balcony. It has two floors. He lives on the 3<sup>rd</sup> floor. There is one seat. There are two seats/benches.

**3a) Say it again (2).** Look at the pictures, listen and repeat the new words.

Kitchen. Living room. Dining room. Bedroom. Bathroom. Lift. Stairs. Go up. Go down. Sleep. Cook.

Hi! It's Gogi again. That's me, in the bedroom. I'm playing on the computer. And what's my family doing at the moment? Well, my grandma is in the kitchen. She's cooking of course. She loves cooking. My big sister is watching TV. She's in the living room. My big brother is in the bedroom with me. But he's sleeping. My dad? He's eating his dinner. He's in the dining-room. The one in the bathroom is my granddad. He's washing his hands. And who's that in the lift? Ah, that's my little brother. He's going up to our flat. My mum doesn't like the lift. She's walking up the stairs. Can you see her? Oh, and there's a boy. He's running down the stairs. That's my friend Tamazi. He's going down to his flat on the first floor.

**b) Short answers please.** Who is doing what? Where?

Who is playing on the computer in the bedroom? (Gogi!)

Who is washing his hands in the bathroom? (His granddad.)

Who is playing on the computer in the bedroom?

Who is washing his hands in the bathroom?

Who is cooking in the kitchen?

Who is watching TV in the living room?

Who is sleeping in the bedroom?

Who is eating in the dining-room?

Who is going up in the lift?

Who is going up the stairs?

Who is going down the stairs?

**4a) Say it again (3).** Look at the picture and repeat.

Vano's address is 22, Rustaveli street.

Vano lives in a flat on Rustaveli street. His block of flats is number 22. Vano's address is 22 Rustaveli st.

Luka lives in a house on Kazbegi st. His house is number 73. Luka's address is 73 Kazbegi st.

Lekso lives in a house on Ninoshvili st. Her house is number 36. Lekso's address is 36 Ninoshvili st.

Nato lives in a flat on Gogebashvili st. Her block is number 98. Nato's address is 98 Gogebashvili st.

Medico lives in a house on Kostava st. Her house is number 55. Medico's address is 55 Kostava st.

**b) Short answers please.** Where? What number? Whose?

Where does Lekso live? On Kazbegi street.

What number is Nato's block? Number 98.

Whose flat is on Rustaveli street? Vano's

Where does Lekso live?

What number is Nato's block?

Whose flat is on Rustaveli street? Whose address is 55 Kostava street? Where is Luka's house? Where does Nato live? What number is Vano's block?

**6. Have a chat.**

A: Do you live in a house or a flat?

B: A house.

A: And what's the number of your house?

B: 26.

A: So you live at number 26?

B: Yes, that's right.

## Unit 13. WHAT'S THE WEATHER LIKE?

### 1a) Say it again (1).

What's the weather like, Lili? Fantastic! The sun is shining. It's very sunny. And it's very hot. It's 35 degrees today.

What's the weather like Lado? It's fine. But it's very windy. And it's not very cold. About 14 degrees I think.

What's the weather like, Tina? It's cloudy and there are dark clouds. And it's raining now. But it's warm. Not cold at all.

What's the weather like Mamuka? It's snowing. And it's very cold. This morning it's only three degrees. But I love the snow!

### 2a) Say it again (2). (Listen and say the names of the months.)

Tape

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

### 3a) Listen. Irakli is talking about his family's birthdays. Write the numbers with the months.

My birthday is in August, when I don't go to school. My dad has his birthday in September. I have 2 sisters - one big and one little. My little sister's birthday is in May and my big sister has her birthday in July. My little brother's birthday is in February. My grandma's birthday is in April, but my granddad has his birthday in August – just like me! Oh and there's my mum of course. Her birthday is in March.

### b) Short answers please. When are the birthdays in Irakli's family?

When is his dad's birthday?

### 4. Have a chat.

A: Hi Nino! Where are you?

B: I'm in Gori.

A: What's the weather like in Gori?

B: It's raining and it's cold.

A: Oh I'm sorry.

## Unit 14. I LOVE BEING HAPPY

### 1a) Say it again.

**TV, computer, mobile phone, CD player, lift, telephone, video, washing machine, works, doesn't work, happy, sad, angry**

The telephone works. Lela is happy.

Mother is sad. Her washing machine doesn't work. Maya is sad because her mobile phone doesn't work. The lift doesn't work and granddad is angry. Father is angry too. Why is he angry? He's angry because the TV doesn't work. But Gela can watch a film on the video. The video works and Gela is happy. Gurami is happy too because his CD player works. Zaza is another happy boy. His computer works very well.

### b) Short answers please.

Why is Gurami happy? Why is Maya sad? ... Lela happy? .... Zaza happy? ... father angry? ...Mother sad? .... Gela happy? ....granddad angry? ....

### 2a) Say it again. (Look at the pictures and repeat.)

eating potatoes, drinking apple juice, going to the **cinema**, having breakfast writing with a red pen, going in the lift, drinking orange juice, eating eggs, walking with my dog, going to grandma's house, meeting my friends, talking on the phone

**doing homework, getting up at 7 o'clock, eating cabbage, brushing my teeth**

I hate getting up at 7 o'clock. I like having breakfast. But I don't like drinking orange juice and I don't like eating eggs. I like drinking apple juice and I like eating potatoes too. But I hate eating cabbage. And I hate brushing my teeth after breakfast.

There are other things I don't like. Doing homework for example. I hate doing homework. And I don't like going in the lift very much. And one more thing, I don't like writing with a red pen.

But there are lots of things I like doing too. I like going to the cinema. And I love walking with my dog and I love going to my grandma's house. I love meeting my friends, and I love talking on the phone. Well, all girls love talking on the phone!

### 4a) Have a chat.

A: What's the matter?

B: I'm tired.

A: Why are you tired?

B: I don't know!

A: You don't know? Then you aren't tired.

A: What's the matter?

B: I'm sad.

A: Why are you sad?

B: I don't know!

A: You don't know? Then you aren't sad.

**b) Have a chat. (Say the opposite.)**

A: Do you like watching TV?

B: No I hate watching TV.

A: Really? I love watching TV.

A: Do you like doing playing the piano?

B: Yes, I love playing the piano.

A: Really? I hate playing the piano.

**Sing along.' If you're happy and you know it.'**

**Unit 15. IT'S GREAT FUN!**

**1a) Say it again.**

Kiss. 2 girls are kissing. Hug. 2 boys are hugging. Scream. 1 girl is screaming. Laugh. 1 boy is laughing. Clap. 1 girl is clapping. Jump up and down. 1 girl is jumping up and down. Shout. 1 boy is shouting. Shake hands. 2 boys are shaking hands.

**2a) Say it again.**

Jeans. These jeans are for Zuriko. They're a present from his mum.

Anorak. The anorak is a present for Gigla from his grandma

Sneakers. The sneakers are a present for Shorena from her grandma.

Guitar. This guitar is for Kakhi. It's from his dad.

Bike. Koba's granddad is giving him a new bike for his birthday.

CD. Khatia has a new CD. It's a present from her dad.

Puppy. It's Khatuna's birthday today. Her granddad is giving her a puppy. As you can see, Khatuna is very very happy.

Mobile. Nana is very happy too. She has a new mobile phone. It's a present from her mum.

**3a) Say it again.**

Go to the cinema. I want to go to the cinema in July.

Go to the beach. I want to go to the beach.

Have a party. I want to have a party in July.

Go to the swimming pool. I want to go to the swimming pool.

Go to the countryside. I want to go to the countryside.

Go on a roundabout. I want to go on a roundabout.

Go on a swing. I want to go on a swing in July.

Go on a slide. I want to go on a slide.

#### **4. Put in the names.**

Nika wants to go on a swing.

Lika? She wants to go on a slide.

As for Ketí, she wants to go on a roundabout.

Jaba loves films. He wants to go to the cinema.

Gio is a good swimmer. He wants to go to the swimming pool.

Tina wants to go to the countryside. Her grandmother lives there, in an old house.

Levani? He wants to go to the beach. To Kobuleti perhaps.

And as for Marika. Well she loves dancing and she wants to have a party.

#### **5. Have a chat.**

A: What do you want for your birthday?

B: A white T-shirt.

A: A white T-shirt? That's a good idea.

A: What do you want to do in August?

B: I want to play on my computer.

A: Play on your computer? That's a great idea.

## APPENDIX

### A: Glossary of Class Management Language

The reason for including this list for the teacher's reference is not to give an exhaustive list of 'management' language for the English class. It is rather to encourage teachers to use English systematically and continually in their everyday dealings with the students. (See also 'Using English and L1 in the classroom' in 'Notes on Class Management')

The expressions listed here are suggestions; you should not feel obliged to use them all. You should feel free to use expressions that you are most comfortable with - you may not like *Fantastic!* for example - and to add others that you may prefer. What is important is that students should feel that the teacher uses English naturally for all these purposes.

#### 1. Coming and going

Good morning. Good afternoon. How are you? Fine thanks. And you? See you tomorrow. See you next (Monday). Have a good week-end.

#### 2. Personal inquiries

Who is absent today? What's the matter (with him/her)? What's the matter with you? Are you tired? Are you hungry/thirsty? You were absent last time. How is (your father)? What's your name? Where do you live? Are you coming tomorrow? You're late today. Is this yours?

#### 3. Inviting volunteers

Come here please. Would you like to come to the board? How about you? Can you try? Another volunteer? Who wants to come out? You've been already. Somebody else. Can you draw a (car) for me? Can you write (this sentence) on the board please. You can go back now. Go and sit down. Any more volunteers?

#### 4. Encouraging students

Good. Very good. Excellent! Wonderful! Marvellous! Terrific! Fantastic! Well done! Great! Right. Okay. Yes. That's right.

#### 5. Moving them around

Why are you sitting here/there? Come and sit over here. Go and sit over there. In this group. In group (2). Next to (Giorgi). Stand over there/here. Move to the right/left.

### **6. Keeping them in order**

Quiet please. Where's your (book)? No, you can't leave now! What are you doing? Don't be silly! You're wasting time.

### **7. Starting off an activity**

Now we are going to.... Ready? Are you ready? Is that clear? Do you understand? Copy this into your books. Open your books. Look at page ... Can you see exercise number ..... ? Copy/write the date. Not yet? Have you got a (pencil)? Have you got one? Where's the duster? Here you are. There you are. Sorry, I can't hear you. I want you to sit in pairs/groups. Let's go!

### **8. Closing an activity**

Time's up! Stop working now. Pens down please. Who hasn't finished? Have you finished? Not yet? I'll give you one more minute. Give your book to...



სახელმძღვანელოს შემადგენელი ნაწილები:

**I. მოსწავლის კომპლექტი:**

1. მოსწავლის წიგნი
2. მოსწავლის რვეული
3. ინტერაქტიული ვიდეო თამაში

**II. მასწავლებლის კომპლექტი:**

1. მასწავლებლის წიგნი
2. აუდიომასალა
3. პლაკატები (ამოსაბეჭდი)
4. ბარათები სურათებით (ამოსაბეჭდი)
5. ბარათები სიტყვებით (ამოსაბეჭდი)
6. ბრიტანეთის საბჭოს ვებგვერდი

