

English for junior schools

Setting Out 2

I და II კლასი



მასწავლებლის
ნიგნი

ზოგადი განათლების ეროვნული მიზნები

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- ბ) მოუაროს ბუნებას და ზოგადად გარემოს, იცოდეს როგორ დაიცვას გარემო, როგორ არ დააზიანოს ის. ასევე მიუთითოს სხვებს თუ როგორ უნდა დაიცვან ბუნება.
- გ) ტექნიკის და სხვადასხვა გამოგონებების საკუთარი შეხედულებებით გამოყენება; მისთვის საუკეთესო სარგებელის პოვნა; ინფორმაციის მოძიება და გააზრება.
- დ) სხვისი აზრის გათვალისწინებით, მაგრამ დამოუკიდებლად ცხოვრება და საკუთარი შეხედულებებით გადაწყვეტილებების მიღება, დამოუკიდებლად აზროვნება.
- ე) საკუთარი ცოდნით შექმნას ახალი ნებისმიერ სფეროში და არ დაკმაყოფილდეს იმით რაც უკვე არსებობს.
- ვ) ცხოვრების მანძილზე მუდამ განვითარდეს, განიახლოს საკუთარი ინტერესები, ეცადოს ახალი უნარების ჩამოყალიბებას.
- ზ) ურთიერთობა სხვადასხვანაირ ადამიანებთან; საკუთარი აზრის ნათლად ჩამოყალიბება, გამოთქმა, გამოხატვა; იყოს კომუნიკაბელური.
- თ) იყოს შემწყნარებელი; პატივს სცემდეს სხვას, მის უფლებებს, რელიგიას, ცხოვრების წესს; იცოდეს როგორ გამოიყენოს საკუთარი უფლებები და როგორ არ შეზღუდოს სხვისი.

English for junior schools

Setting Out 1-2

ინგლისური ენა

I და II კლასი

მასწავლებლის წიგნი

English for junior schools
SETTING OUT 1-2

მასწავლებლის წიგნი
I და II კლასი

ყველა უფლება დაცულია

ISBN

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Abbreviations used: SB – student's book, WB – workbook, TB-teacher's book, sts – students.

1-2 კლასის სახელმძღვანელოს შემადგენელი ნაწილები

I. მოსწავლის კომპლექტი:

1. მოსწავლის წიგნი
2. მოსწავლის რვეული, (II კლასში), რომელშიც შედის:
 - ა) წერა-კითხვის სასწავლი სავარჯიშოები
 - ბ) ლექსიკონი გაკვეთილების მიხედვით
 - გ) ამოსატყრელი-გასაფერადებელი სიტყვები და სურათები

II. მასწავლებლის კომპლექტი:

- 1 მასწავლებლის წიგნი
2. პლაკატები
3. ბარათები
4. ელექტრონული რესურსები აუდიო მასალით

ვისთვის არის **Setting Out** სახელმძღვანელო?

6 - II წლის ასაკის დამწყებთათვის, დაწყებითი სკოლის 1 - მე-6 კლასი.

მიზანი: მე-4 კლასის ბოლოს, მიიყვანოს მოსწავლეები ევროსტანდარტის A1 დონემდე.

მე-6 კლასის ბოლოს მიიყვანოს მოსწავლეები ევროსტანდარტის A2 დონემდე.

კურსის ხანგრძლივობა: 1 კლასი – 17 გაკვეთილი/საათი (1 გაკვეთილი კვირაში)

2 კლასი - 68 გაკვეთილი/საათი (2 გაკვეთილი კვირაში)

3 – 6 კლასები – 102 გაკვეთილი/საათი (3 გაკვეთილი კვირაში)

მასწავლებლის წიგნის ენა

მასწავლებლის წიგნი წარმოდგენილია ინგლისურ ენაზე. თუმცა, მიზანშეწონილად ჩავთვალეთ ძირითადი აქტივობების წარმართვის ინსტრუქციები წარმოგვედგინა როგორც ინგლისურ, ასევე ქართულ ენაზე. ვხელმძღვანელობდით იმ მოსაზრებით, რომ წარმატებითი და სახალისო გაკვეთილის ჩატარება შეუძლია გამოუცდელ მასწავლებელსაც კი, რომელიც გაკვეთილის წარმართვის მეთოდიკას უფრო ადვილად გაითავისებს ქართულ ენაზე.

რას შეიცავს მოსწავლის წიგნი?

- სარჩევს
- თემებს
- მშობლებისთვის. ინგლისურ-ქართულ ლექსიკონს. ყოველი თემისთვის ცალ-ცალკე

რას შეიცავს სავარჯიშო რვეული?

- კითხვისა და წერის შემსწავლელ სავარჯიშოებს
- თვით-შემოწმების დავალებებს (What I know so far) ყოველი თემატური ერთეულის შემდეგ „რას ვისწავლე აქამდე“.

რას შეიცავს აუდიომასალა?

- ლექსიკური მასალის ჩანაწერებს; ლექსებსა და სიმღერებს; სავარჯიშო რვეულში შესასრულებელი დავალებების ტექსტებს.

დანართი

- მშობლებისთვის ინგლისურ-ქართულ ლექსიკონს.
- სურათებს – რომლებიც უნდა გამოიჭრას და დაეწებოს მუყაოს ქაღალდზე, სურვილისამებრ – გაფერადდეს. (2-3 კლასებში)
- ამოსატყრელ და მისაწებებელ სიტყვებს და სურათებს – კითხვის დავალებების შესასრულებლად, (2-3 კლასებში)

INTRODUCTION

Setting Out - the 6-year course is in two main parts: *Setting Out*, a two-part starters' course for grades 1 - 4, and *Setting out*, a two-part elementary-level course for grades 5 – 6.

Target level: Children who successfully complete the whole course can be expected to have the knowledge and skills corresponding to level A2 of the Common European Framework of Reference (CEFR).

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 life-styles in other English-speaking countries.

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.

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.

Recycling of content: The language to be taught throughout the course follows 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.

Focus on methodology: Of the many factors – content interest, intelligence, motivation, the teacher's language proficiency - that contribute to a child learning a foreign language, we believe that the methodology used by the teacher, and implied in the learning activities, has by far the greatest impact. It is therefore essential that the way the teacher organises the learning activities – which include games! - ensures that the maximum number of children in her class are actively and confidently involved in these activities.

BOOK MAP Setting Out 1

BOOK MAP 01

Unit and Lesson	TITLE	Vocabulary	Game/activity	Rhymes/songs	Results (ინგლისური ენის სტანდარტი 1-4 კლასების მიხედვით)
UNIT 1 1	HELLO! I AM..	Hello I am Stand up! Sit down! elephants, tigers, Well done, Good-bye	Team competition	What 's your name?	1.1/1.2/1.3/1.4/1.10 1.11
2	WHAT'S YOUR NAME?	What's your name?	1. Team competition/Chain dialogue 2. Finger faces	What is your name?	1.1/1.2/1.3/1.4/1.10/11
3	A BOY AND A GIRL	Boy he Girl she	1. Chain dialogue /Team competition		1.1/1.2/1.3/1.4/1.10/11
4	WHAT'S HIS NAME?	his her What's his/her name?	Chain dialogue Team competition	What is your name - to the end +his/her name	1.1/1.2/1.3/1.4/1.10/11
5	HOW ARE YOU? GOOD-BYE WHAT I KNOW SO FAR	How are you? Fine. Thanks. And you?	1. Simon says: stand up, sit down 2. Chain dialogue /Team competition		1.1/1.2/1.3/1.4/1.10/11
UNIT 2 6	THINGS IN MY CLASSROOM IT'S MY BOOK	What's this? It's my book, computer , table chair, board, picture, pencil	1. Team competition 2. Online word game		1.1/1.2/1.3/1.4/1.10/11
7	COUNT TO TEN	Counting 1---5 ok	1. Counting fingers. Counting claps. 2. Online game – matching numbers	Rhyme: numbers	1.1/1.2/1.3/1.4/1.10/11
8	SHOW ME THREE BOOKS	Show me... Purals with 's'	1. Show me game 2. Broken telephone		1.1/1.2/1.3/1.4/1.10/11
9	WHAT'S THIS?	I have - he/she has	Team competition		1.1/1.2/1.3/1.4/1.10/11
10	WHAT COLOUR IS IT?	I have, He/she has This is... classroom objects	1. Team competition: 2. Which picture? 3. Online game: colours		1.1/1.2/1.3/1.4/1.10/11

11	PLANTS AND ANIMALS WHAT I KNOW SO FAR	lion, giraffe tiger, elephant, tree, flower	1. Drawing pictures of plants and animals 2. Online game: Road Safety		1.1/1.2/1.3/1.4/1.10/11
UNIT 3 12	ME AND MY FAMILY	Father – daddy Mother – mummy brother, sister Who has...	1. Team competition: 2. Chain dialogues 3. Describing family photos		1.1/1.2/1.3/1.4/1.10/11
13	WHO HAS A SISTER?	grandmother – granny grandfather - grandpa Is this your grandfather? Yes/No	1. Have a chat with your family photos. Guessing family members 2. Team competition: 3. Chain dialogues		1.1/1.2/1.3/1.4/1.10/11
14	THIS IS MY GRANDMOTHER	My name is ... Numbers What's his/her name?	Game: counting claps	Rhyme: one banana, two bananas..	1.1/1.2/1.3/1.4/1.10/11
15	HE HAS TWO BROTHERS	Family Members Numbers	Listening to narrative	Rhyme with actions: One, two, three 'n four. Come in please and shut the door...	1.1/1.2/1.3/1.4/1.10/11
16	FAMILY PHOTOS WHAT I KNOW SO FAR	Family members	1. presentations 2. Revision		1.1/1.2/1.3/1.4/1.10/11

Abbreviations used in this book:

SB – student's book, **WB** – Workbook/Activity book, **Sts** - students

HOW TO TEACH THIS BOOK.

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.)

როგორ ვასწავლოთ ამ წიგნით

მასწავლებლისთვის მოსახერხებელი მეთოდოლოგია.

უნდა აღვნიშნოთ, რომ ამ წიგნით სწავლება არ არის ძნელი. წარმატებითი და სახალისო გაკვეთილის ჩატარება შეუძლია გამოუცდელ მასწავლებელსაც კი. მას არც გაკვეთილის ჩასატარებლად მომზადებისთვის არ დასჭირდება დიდი დრო. სავარჯიშოების ტიპების რაოდენობა შეზღუდულია. მოსწავლეები უმეტეს დროს იმეორებენ მასწავლებლის ნათქვამ სიტყვებსა და ფრაზებს, პასუხობენ შეკითხვებს, აწყვილებენ სიტყვებს სურათებთან, სწავლობენ მოკლე საუბრებს ზეპირად, ამ ნიმუშზე აგებენ ახალ დიალოგებს და ასრულებენ მათ კლასში, სწავლობენ მარტივ სიმღერებსა და ლექსებს – ეს არის ის სავარჯიშოები, რომლებიც ნაცნობია ყველა მასწავლებლისთვის და ადვილია შესასრულებლად მცირე მომზადების შემდეგ (თუმცა, უფრო გამოცდილმა მასწავლებელმა შეიძლება მიინდომოს გააუმჯობესოს შემოთავაზებული მეთოდოლოგია საკუთარი გამოცდილების და სწავლების სტილის შესაბამისად).

ინგლისურისა და მშობლიური (ქართული) ენის გამოყენება გაკვეთილზე.

ენის შესწავლისთვის მნიშვნელოვანია, რომ მოსწავლეებს ყოველ გაკვეთილზე ესმოდეთ რაც შეიძლება მეტი ინგლისური ენა. მაგრამ სახელმძღვანელო შეიცავს მთელ რიგ სავარჯიშოებს, რომელთა ორგანიზება კლასში თავდაპირველად რთულია. ასეთ შემთხვევაში საჭიროა ქართული ენის გამოყენება:

გამოიყენეთ ყველა შესაძლებლობა რომ მოსწავლეებს ელაპარაკოთ ინგლისურად ყოველდღიური ურთიერთობის დროს, აგრეთვე, გაკვეთილის წარმართვისთვის. უზრუნველყავით მოსწავლეები ყოველდღიური ინგლისურენოვანი გარემოთი კლასში.

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.

ოთხი სამეტყველო უნარ-ჩვევა

მთელი კურსის განმავლობაში მოსწავლეები ვარჯიშობენ მოსმენის, ლაპარაკის, კითხვისა და წერის უნარ-ჩვევის ჩამოყალიბებაში. ამ საფეხურზე, ისინი ახალ ენობრივ მასალას (ლექსიკასა და გრამატიკას) სწავლობენ ძირითადად მოსმენისა და ლაპარაკის და არა კითხვისა და წერის საშუალებით. ამავე დროს, მოსმენისა და ლაპარაკის დროს, ისინი მიუსადაგებენ სიტყვებსა და წინადადებებს თვალთ დანახულ შინაარსს. ყველაფერი, რასაც ისინი გაიგონებენ თუ იტყვიან, დაკავშირებულია ან სურათებთან, ან ადამიანებთან, ან საკლასო ოთახში მიმდინარე მოქმედებებთან. ამიტომ სანამ კითხვაზე და წერაზე გადავიდოდნენ, ისინი მეტწილად დაკავებული იქნებიან მოსმენითა და ზეპირი მეტყველებით.

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.

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/ Listen and repeat**)
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**)

ახალი ენობრივი მასალის გაცნობა და ვარჯიში.

ახალი სიტყვებისა და ახალი გრამატიკის შესწავლა, თავისი ზეპირი თუ წერილობითი ფორმით, დამყარებულია პროცედურაზე, რომელიც ასეთი თანამიმდევრობით არის წარმოდგენილი:

შეიცანი – აჩვენე – ივარჯიშე

საწყის საფეხურზე, მცირეწლოვან ბავშვებთან, მნიშვნელოვანია, რომ მათ არ შეხვდეთ დაწერილი სიტყვები, სანამ არ გაითავისებენ სიტყვების ჟღერადობას.

- 1/ თავდაპირველად მოსწავლეებმა უნდა შეიცნონ ზეპირსიტყვიერი სიტყვა/ფრაზა/ წინადადება და მისი მნიშვნელობა, და ამის შემდეგ ივარჯიშონ მის წარმოთქმაში (დავალება: **Say it again.**)
2. შემდეგ ისინი აჩვენებენ, რომ შეუძლიათ დააკავშირონ ზეპირი სიტყვა მნიშვნელობასთან. (დავალებები: **Which picture? Find the picture. Tell me about... Answers please**),
3. შემდეგ ისინი უყურებენ და ცნობენ ახალ ენობრივ წერილობით ფორმებს და კითხულობენ ხმამაღლა (დავალება **Look and say**)
4. შემდეგ მათ უნდა დააკავშირონ წერილობითი ხატი მნიშვნელობასთან (დავალება **Which picture? Put in the numbers. Something missing...**)
5. ბოლოს ისინი ვარჯიშობენ ახალი ენობრივი ფორმების ცონტექსტში გამოყენებაში, რომელიც ნათლად აჩვენებს მნიშვნელობას (დავალება **Have a chat. Games. Songs and rhymes. Workbook activities**).

The three main activities:

Say it again. Look and say. Have a chat.

1. 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) 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 (Level 2, Unit:

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....

St points to any of the objects/pictures. If the guess is right, teacher says: Yes! Well done! And asks everybody to repeat the name aloud.

If the guess is wrong, teacher says: No! Try again! And says the name again, distinctly.

Sts keep guessing until the guess is right.

This approach draws Sts' attention to the object to be learnt.

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.

1. 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!

1. 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) At first stage, 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, Or Sts are instructed by the teacher to use any logical words that the pupils already know – from the current unit, or previous units.

Example: In the Unit "Moving things around", 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 2nd 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'), they 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 dialogue given above.)

Another example from the unit about colours:

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: 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).

They may use paper puppets, too.

მოკლე დიალოგები

ამ მოკლე დიალოგების/საუბრების მიზანია ახალი სიტყვებისა და ფრაზების გამოყენებაში ვარჯიში უფრო კომუნიკაციური გზით, როდესაც მოსწავლემ უნდა მოისმინოს მეორე მოლაპარაკის ნათქვამი და შესაბამისად უპასუხოს მას. ეს საუბრები სახალისოა, რადგან სიმღერებისა და ლექსებისგან განსხვავებით, ტექსტს ზეპირად კი არ იმეორებენ, არამედ, ჩაბმული არიან ცოცხალ 'საუბარში', რომლის დროსაც ორივემ უნდა მოუსმინოს ერთმანეთს და ლოგიკური პასუხი გასცეს ისე, რომ საუბარი უაზრო არ გამოვიდეს.

თითების 'finger puppets' თოჯინების გამოყენება:

ამ დიალოგების შესრულება შეიძლება თითებზე დახატული სახეების გამოყენებითაც. მოსწავლეები შეიძლება ნაკლებ იმორცხვებდნენ როდესაც სხვა პირს ახმოვანებენ, ვიდრე თვითონ ლაპარაკობდნენ (იხ. მოსწ. წიგნი).

შეიძლება გამოიყენონ ქაღალდის თოჯინებიც.

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.

Cards – both word cards and picture cards, as well as posters, are in the Teacher's resource kit. However, you can give your students a task to draw other cards which you might need. You can prepare word cards, or get your students to help you.

სიტყვებისა და სურათების ბარათების გამოყენება

სიტყვებისა და სურათების ბარათები არის შეუცვლელი საშუალება როგორც ახალი ენობრივი მასალის შემოტანის, ასევე მისი გამეორების დროს. ისინი წარმოადგენს მოსწავლის წიგნში მოცემული **Say it again** და **Look and say** დავალებებში სურათებისა და სიტყვების უკეთეს აღტერნატივას, რადგან ბარათის ჩვენებისას მასწავლებელი დარწმუნებულია, რომ ყველა მოსწავლე უეუბრებს სიტყვას/ფრაზას და სურათს, რომელიც მას უნდა რომ შეასწავლოს. გამეორებისთვის და დამატებითი ვარჯიშისთვის ისინი აგრეთვე შეიძლება გამოიყენონ როგორც

‘ასაფრიალებელი ბარათები’ ‘flash’ cards’, როდესაც მათი ჩვენება ხდება ძალიან სწრაფად (1-2 წამით) და მოსწავლეებმა უნდა წამოიძახონ, რა იყო ბარათზე.

How to use picture posters and flashcards: notes for teachers

The teacher’s resource pack includes a set of posters and a set of flashcards, both of which will help you teach the vocabulary items that are introduced in the book. The main purpose of the posters is to help you present the meanings of new words, while the flashcards will be used to give further practice in recognising and producing the words.

The posters

What is on the posters? Each poster shows one or more sets of new words, each set corresponding to the pictures in the ‘Say it again’ sections in the student’s book.

Why use posters?

In order to present new vocabulary, it is essential that all students are able to look at the same pictures, and that the teacher is able to show pictures that can be seen by the whole class. This is done by providing large versions of the pictures in the book.

Where do I put the poster?

The poster pictures are of no use if they are not visible to all students in the class. So the poster must be placed somewhere where they can all see the pictures on the posters clearly. You can hang it up, or stick it with tape, on the board or on a wall, or possibly have it held up by a student in front of the class. You may also need to have students all sitting in the front rows, rather than being spread around a big classroom.

How do I use the poster for presenting new words?

A basic ‘look, listen and repeat’ procedure is:

1. Make sure the poster can be seen by the whole class.
2. Point to each picture and say the word clearly 2 or 3 times while students look and listen.
3. Point to each picture, say the word clearly and the whole class repeats the word.
4. (Optional) Point to each picture, say the word clearly and students repeat the word in groups.
5. Point to each picture, say the word clearly and students repeat the word individually.

After this ‘**look, listen and repeat phase**’, you can:

1. Point to a picture and invite students to call out, all together or individually, the corresponding word.
2. Tell students to come and point to one of the pictures. E.g. ‘Show me the horse!’

With a little imagination, you will find many other ways of using these posters.

The flashcards

What is a flashcard?

Flashcards are simply cards, with words, phrases, or pictures on them, that are 'flashed' (shown for a second or two) by the teacher to force students to read or see them as fast as possible, and to say what is on the card. **What is on the flashcards?**

Each card shows a picture of a vocabulary item on one side and the English word for the item on the other. For words which cannot be illustrated by a picture (e.g. days of the week and months), the 'picture' will be the Georgian word.

How can I use flashcards? The cards can be used for a great variety of activities to practice vocabulary and some activities are listed here.

The basic activities are:

1. Show a picture card and students (all together, in groups, or individually) call out the word describing the picture.
2. (For reading practice) Show a word card and students read and call out the word.

Some other ideas are:

1. Show a picture card and students write down the word describing the picture, without speaking. Then show the word for them to correct what they have written.
2. Show 2 cards at the same time and students call out both words.
3. Show 3 cards together or in very quick succession and students call out the three words.
4. Distribute many cards, 2 or 3 to each student. Then ask: Who has the (horse)? And the student holds up their card and calls out: I have! After 10 or 12 questions, tell students to exchange their cards with their neighbours and ask more questions. Students who make a mistake or are slow in responding can be 'out.'
5. (a variant on Kim's Game) Show 15 – 20 picture cards and put them in a bag, or somewhere where students cannot see them. Students (in groups of 3 or 4) 'collect' cards for their group, by asking, one group at a time: Can we have the (horse)? Groups that ask for something which is not in the bag miss their next turn. The group that collects most cards is the winner.

Important: Whatever the flashcards are used for, it is important that the activities should be fast and fun for the students. Students must see any activity with flashcards as a playful competition - either between them and the teacher, or between the students themselves

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 გაკეთებთ 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 მსგეველობა.

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 their 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.

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 დაწეროს 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.

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 დაიმახსოვრონ სანამ რაიმეს გადააფარებთ, შემდეგ დაწერენ რაც დაიმახსოვრეს.

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 გაეარდება 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)”.

Answers please. Oral practice to elicit colours and It is...

Note: To avoid confusion with the possessive *its*, and to make the grammar clear, we prefer to write the full form *It is*. But, in speaking, you may use the more natural contracted form *it's*. (This applies to other possible contracted forms in the book, such as *there's*, *I'm*, *he's*....)

Tell pupils to look at the pictures and say the example question and answer yourself. Then ask the questions using *What colour is.....?* to individual pupils.

Optional extra: When you have asked the question at least twice about each picture, play a 'memory game.' Tell them to close their books and then ask the same questions again. See who answers the questions the fastest.

'Card on the back' game. A guessing game to practice colours.

Explain the game and the question they need to play it: *Is it red/blue/black....?*

Invite a pupil to come to the front and stand facing the board. Pin a colour card to her back - without of course showing it to them.

The class shouts out *Yes!* or *No!* in answer to her questions. She 'wins' if she correctly guesses the colour of the card with 3 questions or less.

(Note: This 'blind' guessing game can also be played using sets of picture cards, and questions such as: *Is it a cat? Is it a blouse?*)

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 – 10) Tell pupils to write down any 6 numbers between 1 and 10. 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 new vocabulary) Write up 10 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 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. 'წამყვანი' 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 დაემთხვა, 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 მდგ. მასწავლებელი ჩაივლის მერხების რიგებს და შეამოწმებს, სწორად გააკეთეს თუ არა. შემდეგ ამოიძახებს რიცხვებს არეულად (თან უნდა ჩაიწეროს, 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 მესამედს.

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.

General says

You may already be familiar with the game called Simon Says from having played it with EFSA. General Says provides a motivating way of revising language connected with parts of the body, moving the body, and classroom objects.

The game consists in giving instructions to a group of students to carry out certain actions. Students carry out an instruction if it is preceded by 'General says.' If it is not, then they must not carry it out. In this case, the students who carry out the instruction are 'out' of the game.

In a large class, we have found it impractical to play with the whole class at the same time; it is not possible for the teacher to judge who is 'out' and who is not, if he cannot see all the students clearly. We have played the game therefore with groups of 6 - 10 students, standing either at the front or at their desks. Interest is heightened if the participants are representatives of the class groups - you would then invite one, or two, students to play from each group. But the game should be played as a competition between individuals as well as between groups.

Two versions are given here. The first version involves larger body movements. In this version of the game, actions to be carried out are limited to big, easily visible, movements. Suitable instructions would be: *Raise your (right/left) hand. Raise your (right/left) leg. Touch the blackboard. Sit down. Stand up. Point to the door. Point to the ceiling.*

The second version involves smaller body movements, and instructions such as: *Touch your nose. Touch your eyes. Touch your head. Shut your eyes. Open your mouth. Look at the blackboard. Look at the floor.*

How to keep class in order

Keep the pace of a game moving so the children do not have time to mess around.

Follow the noisy games with quiet games.

როგორ დავამყაროთ წესრიგი კლასში

შეინარჩუნეთ თამაშის ტემპი, იმოდრავით ისე, რომ ბავშვებს არ ქონდეთ არეულობის დრო. ხმაურიან თამაშს მიაყოლეთ წყნარი თამაშები.

თუ კლასი დიდია - 40 მოსწავლემდე - გამოიყენეთ თამაშები, სადაც ბავშვებს შეზღუდული მოძრაობა ჭირდებათ, როგორცაა ადგომა, ან ჟესტების გაკეთება თავისივე ადგილზე.

How to catch their attention

Start an English song the children know and love – they will all join in with you and at the end you'll have their attention.

Clap out a pattern, which the class must clap back, or start a rhyme they know with actions.

If you have trouble with a few children who always shout out the answer before others be careful not to kill their enthusiasm. Speak to them privately, explain that everyone should have a turn.

Pick children out to answer in alphabetical order or draw names out of a box/cap to be fair. Rather than asking children to put their hands up to answer a question pull a name out of the box/cap. In this way you can avoid wasting valuable minutes.

If you can include some movement in your language classes, you will quite simply get better results.

If you have space, then using movement is easy. If not, just have the children stand up, sit down, move various body parts, point to a different picture around the room or pass things around in the context of a game. You can also bring different children up to the front of the class and have them distribute things for you or collect them in. Use the games in this book which include movement.

როგორ მივიპყროთ ბავშვების ყურადღება

წამოიწყეთ მოსწავლეებისთვის კარგად ნაცნობი და საყვარელი სიმღერა - ყველა შემოგიერთდებათ და ბოლოს მათი ყურადღებაც თქვენს ხელთ იქნება.

ტაშით შეასრულეთ რაიმე ნიმუში, რომელიც კლასმა უნდა გაიმეოროს, ან წამოიწყეთ მოქმედებებიანი მათთვის ნაცნობი ლექსი.

თუ პრობლემა გაქვთ რომელიმე/რამდენიმე მოსწავლესთან, რომლებიც წამოიძახებენ ხოლმე პასუხს სხვებზე ადრე, არ ჩაუკლათ ენთუზიაზმი. ცალკე დაელაპარაკეთ, აუხსენით, რომ ყველამ უნდა მიიღოს მონაწილეობა.

ამორჩიეთ ბავშვები საპასუხოდ ანბანური თანამიმდევრობით, ან ამოიღეთ წინასწარ ჩაგდებული სახელები ყუთიდან იმისთვის, რომ სამართლიანი იყოს. ეს უკეთესია, ვიდრე ხელის აწევით გაჩვენონ პასუხისთვის მზადყოფნა. ეს აგარიდებთ ძვირფასი წუთების ფლანგვას.

თუ შეძლებთ ჩართოთ გაკვეთილში რაიმე მოძრაობა, უკეთეს შედეგს მიიღებთ.

თუ ადგილი გაქვთ კლასში, მოძრაობა მარტივია. თუ არა, მიეცით ხოლმე ადგომა/დაჯდომის, სხეულის სხვადასხვა ნაწილის მოძრაობის, რაიმე სურათზე მითითების ან რაიმე საგნის გადაცემის დავალება თამაშის კონტექსტში.

Game: Hush!

This game helps to keep discipline after a noisy game.

- Explain the game to the children in Georgian and say that this game can be played at any time during any lesson.
- Agree on a signal that means this game is starting – you can open and close the window, or turn on and off the light, or go and stand in any corner of the classroom, but don't raise your voice to cover the din – think of whatever suits you better.
- When your sts see this sign, they should know, that it is the beginning of the game.
- Everybody should put their forefinger to their lips and say, in a whisper: Hush!
- After the teacher's signal, the game is on. The last person to sit down in silence with forefinger on their lips is the loser. This could mean a lost point for the team in the game that follows.
- When your students get used to this rule, they will rush to their seats as soon as they see the sign. Nobody wants to lose a point in the next game.

თამაში „ჩუ“

ეს თამაში გეხმარებათ ხმაურიანი თამაშის შემდეგ კლასის დაწყებაში, დისციპლინის დამყარებაში.

- აუხსენით ბავშვებს თამაშის პირობა ქართულად და უთხარით, რომ მისი თამაში გაკვეთილის ნებისმიერ წუთას შეიძლება.
- შეთანხმდით ნიშანზე, რომელიც თამაშის დაწყებასზე მიანიშნებს - ეს შეიძლება იყოს ფანჯრის გაღება/დაკეტვა, ან სინათლის ჩართვა/გამორთვა, ან ოთახის კუთხეში დადგომა - მაგრამ არ აუწიოთ ხმას ხმაურის ჩასახშობად - მოიფიქრეთ, რა უფრო მოსახერხებელია თქვენთვის.
- დაინახავენ თუ არა თქვენი მოსწავლეები ამ ნიშანს, უნდა მიხვდნენ, რომ თამაში იწყება.
- ყველამ საჩვენებელი თითი ტუჩებთან უნდა მიიტანოს და ჩაიჩურჩულოს : Hush!
- თამაშის დაწყების მაუწყებელი ნიშნის შემდეგ, ვინც ბოლო დაჯდება თითით ტუჩებზე, წაგებულია. ეს შეიძლება ნიშნავდეს 1-ით ნაკლებ ქულას მათი გუნდისთვის მომდევნო თამაშის დროს.
- როდესაც თქვენი მოსწავლეები მიეჩვევიან ამ წესს, ისინი სწრაფად გაეშურებიან თავიანთი ადგილებისკენ როგორც კი ნიშანს დაინახავენ. არავის არ ენდომება მომვალ თამაშში ქულის წაგება.

How to teach reading

All print given in SB is material for reading. There are instructions for doing exercises, which learners have to read and follow. There are special exercises to train students' ability to identify the print with the meaning, like

- matching words/sentences with pictures,
- finding objects in the picture according to a list of objects,
- solving math problems,
- to find either the correspondence or difference between texts, or between a written text and picture,
- identifying the order of items,
- Categorizing.

How to teach speaking

The learner must be motivated to get involved in the communicative activity. One of the basic types of activity is Guessing Games, like

Beat the Teacher: Students enjoy competing against the teacher, and they enjoy it even more when she loses! The procedure is always basically the same. The teacher puts herself in the position of 'guesser' and tries to deduce the item that the class has chosen. She has a specified number of questions, or guesses, and if she guesses correctly within this limit, she is the winner, and the class the loser. If not, she loses.

In the lesson notes, you will find the activities:

- 'Guess what I am thinking of.' 'Beat the Teacher' is one version of this. Also
 - 'Guess How Many'
 - 'Guess the Letter',
 - 'Guess What Colour',
 - 'Guess What?' (to practice word order in questions),
 - 'Guess Whose' (to practice Possessive case of nouns).
- Both teachers and students may take the role of a 'guesser', and the process of guessing is connected with a lot of speaking.

Organising class in **pair work and group work**, for example: Roleplay, 'Have a Chat', Carrying out investigations - finding out some information, carrying out statistical survey - counting the investigation result, making up dialogues, also involves a lot of speaking. You can focus attention sometimes on fluency, sometimes on accuracy, notifying Sts in advance about the aim.

How to teach songs/rhymes

Singing songs is fun, besides, an easy and enjoyable way to practice pronunciation, rhythm, memorize vocabulary, especially if singing is followed by some activities with this vocabulary. If you do not like singing, you can replace it by chanting – i.e. reciting the verse rhythmically; you can accompany chanting with clapping of the hands in rhythm.

We suggest the following activities that can be used when teaching a song. You can use variants of these activities with every new song, not to repeat one and the same thing with each song.

- **Sing** the song, if available, with an instrument, or use the recording. It is important that the learners watch your lips, and it is advisable to accompany singing with actions. For example, in **Ten Little Indians** – a) count showing your fingers to illustrate the numbers. b) during the second verse – imitate *jumping into the boat*, and move your hands to imitate how *the boat tipped over*, c) during the third verse - make swimming motions with your arms. d) sing the whole verse, don't try to teach line by line. Get sts to join your singing whenever they feel ready.
- **Mime** the song. The Sts can join in miming even before they start singing. Miming is a very useful and intensive listening exercise, as they have to listen very carefully to be able to act when appropriate.
- **Role-play**. While everybody is singing, several children can act it out. a) each group of four-five students can act out the song while either you sing, or the recording is played. b) each group of four-five can raise their own drawings of characters or actions as you sing the song. c) In *Ten Little Indians* 10 children can come up to the front and do the role-play.
- **Divide class into groups**. Each group sings one line, or one verse of the song. If the song contains author's words and direct speech, like in **Miss Polly Had a Dolly**, one group can sing the author's lines, the other-direct address lines.
- **Pronunciation practice**. Songs can be used to practice pronunciation. There always are one or two sounds in a song, which are difficult to pronounce. Since a song is sung a lot of times, and one never gets bored with it, singing a song is a very good pronunciation drill.
- **Stress timing**. Tell children to pay attention to stressed words, they may clap hands on stressed words. Thus they will know words can be stressed and unstressed in a sentence.
- **A song book**. From the middle of the second year, get the Sts to make a little illustrated song - book. The book can be made by a group of students or the whole class, with everybody participating, some writing, some illustrating. You can put this book up on the classroom wall and use it every time you want to choose a song to sing. New songs can be added from time to time.
- **Record all songs** with the whole class or separate groups singing.
- **Song of the week**. Organize a class survey asking which song they would like to sing that week, and sing this song at some time during the lessons. This song of the week can be chosen by some sts who win in a competition. This can be their reward.

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) Student’s book in grade 1 and Workbook in other grades offers tasks for self-assessment after every unit): 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. Example: National Standards requirements for Listening, speaking, reading.

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 [ˈmegan]	Thomas
Caitlyn [kəɪtlin]	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-peek** 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 [∇ივი ∇μινι ∇μιαινι ∇μους
Catch a tiger by the toe ∇κ{τΣ ≅ ∇ταιγ≅ βαι T≅ ∇του
If he hollers let him go, ∇Iφ ηι ∇ηΟλ≅ζ ∇λετ ηIμ ∇γο ...]
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.

Supplementary Activity Bank

This is a collection of short, light-hearted activities, which can be used a) to fill in the time left over at the end of a 'lesson' and before the end of the class period, and b) to provide intensive, whole-class revision and consolidation of language already presented in class.

Group competition to identify letters A - M.

- Put up letters A - M jumbled. Call one student from each group (row). Students at the front should stand with their backs to the board, except for the one being questioned.
- Call out 5 letters to one student at board, who points to each one as it is called. If he makes a mistake, he is out and sits down.
- Call out same 5 letters to other students at board in turn.
- Those who point correctly stay at the board and are questioned again with a different set of letters.
- Continue until only one student is left and is declared the winner.

Write the next letter

- Call out one competitor from each group to stand at his 'group space' at the board.
- Call a sequence of 4 letters (e.g. J K L M). Students at the board write in their spaces the next letter in the sequence. Those who make a mistake, who are obviously copying from neighbours, or who are slow in writing, are eliminated.
- Give a point to the group of the winner, and play again with 3 or 4 sets of competitors.

Drawing capital letters with the arm

- Call out 2 students, A and B. A goes to the back of the room, while B goes to the board.
- Facing the board, trace a large capital letter with your arm. If A recognises the letter and calls it out correctly, B puts up a point against A's name on the board. Trace other letters until A makes a mistake.
- Play the game with 5 or 6 competitors and declare the winner.

Drawing letters with the head

- 2 students from each group stand, one (A) at the front and the other (B) at the back of their groups.
- Whisper a letter to A of group 1. A mimes the letter with his head, slowly and clearly. B watches and calls out the letter.
- Continue with other letters for other pairs of students. Pairs who make a mistake should be sent back to their seats.

Fun with numbers

Buzz

This is a competition game to practise numbers which requires quick thinking. It is played between 6 and 10 students, standing either at the front or at their desks, but in either case in a recognisable circle.

- Competitors count aloud round the circle (A: one, B: Two, C: Three....) and, instead of every 5th (or 7th, or 3rd) number, they must say Buzz. So, if the Buzz number was a multiple of 5, the sequence would be: A: One, B: Two, C: Three, D: Four, E: Buzz, F: Six, G: Seven.... J: Buzz, K: Eleven...
- When a student makes a mistake, or when you judge that he is too slow in calling, he is eliminated from the game and the remaining players begin again at One. This continues till one player is declared the winner.
- Note: Buzz is best played with multiples of odd numbers (3, 5, 7). If you use even numbers, you will find it difficult to get an eventual winner.

As pairwork - Put up 10 words whose letters have been jumbled (e.g. YBO, GRLI, RAICH, RECLIC) and invite students to work in pairs to find, and write down, as many words as possible in a specified time (e.g. 3 minutes).

Invisible words

This one is useful for handwriting practice too.

- Facing the blackboard, 'write' a word slowly in the air so that your hand is visible to the class, as if you were pretending to write on the board. The word should be in cursive script.
- Students raise hands and call out the word. The first student to guess the word replaces you at the board for the next word.

Identifying additions

- Put up a set of figures (E. g. 7 5 12 16 19) , one set for each 'group space' at the board.
- Invite one student from each group to stand at his group space at the board.
- Call out pairs of numbers which, when added together, make one of the numbers on the board. The students' task is to point quickly to the correct number in their space. So, if you call out '8 plus 4' students point to number 12. Any student who points to a wrong number is out of the competition. Or you may eliminate the slowest student each time.

Notes: - Here the activity is a group competition. It may of course be done as an individual activity for the whole class.

- Make sure that numbers on the board are high enough for you to see, from the back of the class, which number is being pointed to by competing students.

Some extra activities, for sts who may be 6 – 9 years old:

- Dictation from the back of the class, by sts to their partners at the board, 4/5 pairs shouting words at the same time
- T whispers the text, instead of reading aloud
- T mimes the text, sts call out corresponding sentences, T mimes again till she gets the actual sentence she wants (i.e. basic 'silent way' technique). Alternatively, t draws the story, says nothing, and sts call out corresponding sentences.
- T instructs sts at the board to draw pictures related to the story. 'draw a big tree. Draw a little tree. Put Henry in the little tree. Put Bill under the big tree. The wind is blowing hard; change the little tree; it is spring; change the tree. Now it is autumn; change the tree.
- 'One word at a time' – sentences from the text reconstructed orally; St A calls out first word, St B repeats and adds next word, St C repeats and adds next word, etc.

Competitions

Divide the class into groups and let each group give to itself a name for example, of an animal. The group can chant their name when they win a game - standing up and either clapping hands or stamping feet. It will be fun after sitting.

Groups can chant something like "Well done, tigers, well done, tigers," or "Well done, elephants, well done, elephants". Give them a choice to name the group, and they will keep the name for that school year.

Teacher's notes for lessons

UNIT 1 HELLO!

LESSON 1 I AM...

Aim: I am... Good-bye. Recognising their own names written in English.

Materials: 1. Name cards - თითო მოსწავლისთვის ბარათი ბეჭდური ასოებით დაწერილი თავისი სახელით, მაგ.: **Giorgi**. სახელები ამოიწერეთ ჟურნალიდან. 2. რამდენიმე ფლომასტერი (თითებზე სახეების დასახატად). 3. Posters (of p. 4, 5, 7)

Lesson 1

Step 1

Coming into the classroom greet the class and introduce yourself in English. You should speak clearly and naturally. You may repeat your greeting a few times. *Hello, I am your English teacher (your name). My name is (Maya). I am(name)*

Write your name on the board. At this age, they take it as a picture, and memorise it.

Step 2

Have a chat. Introducing oneself and answering.

Preparation:

- მიმართეთ მოსწავლეებს, რომელთა სახელებიც იცით, რომ დაგიდასტურონ: T: *You are Luka? Is that right?* S: *No/Yes.* (T – მასწავლებელი, S – მოსწავლე).
- მიმართეთ მოსწავლეებს, რომელთა სახელებიც არ იცით და გაიგეთ, რა ქვიათ. ეცადეთ მიხედეთ, რომ აპასუხებინოთ *No* და *Yes*. T: *Are you Nato?* S: *Yes/No.*
- შეგიძლიათ დემონსტრირება თითებზე დახატული სახეებით მოახდინოთ: (გვ.7) ყველას დაახატინეთ - ამისთვის მოტანილი ფანქრებით/ფლომასტერებით.
A, *Hello, I am Luka. You?* B. *You are Luka? I am Anna.* A. *You are Anna? O.K*
- რამდენჯერმე გარკვევით თქვით ეს დიალოგი, გაამეორებინეთ 1) ცალკეულ მოსწავლეებს, 2) მცირე ჯგუფებს, 3) მთელ კლასს.

Step 3

აჩვენეთ თითო-თითო სახელიანი ბარათი, ამოიძახეთ სახელი, მოსწავლეები უყურებენ ბარათს, ვისაც ეს სახელი ეკუთვნის, გამოდის და გართმევთ. ასე დაარიგეთ სახელებიანი ბარათები. თუ შეძლებენ, მიიბან მკერდზე ქინძისთაგებით, ყველას დასანახად. მიეცით გარკვეული დრო რომ დაათვალიერონ თავისი და ახლოს მჯდომი ამხანაგების ბარათები, გაეცნონ ინგლისურ ასოებს.

Step 4

თუ საკლასო ოთახის სივრცე საკმარისია, მოსწავლეებს ნება მიეცით იარონ კლასში, შეხედონ ერთმანეთის სახელების დამწერლობას. დაელაპარაკონ რამდენიმე კლასელს, თუ უნდათ, თითებზე დახატული სახეებით, გაივარჯიშონ დიალოგში.

თუ ბევრი არიან, გვერდით, წინ და უკან მჯდომებთან.

A. *.Hello, You are Luka? I am Anna. B. You are Anna? O.K*

მიმართეთ მოსწავლეების ყურადღება წიგნზე, გვ 4,5

Step 5

მოემზადეთ გაკვეთილის დამთავრებისთვის. ასწავლეთ გამომწვიდობება. თქვით გარკვევით და გაამეორებინეთ *Goodbye!* ისე, რომ გაკვეთილის ბოლოს კლასმა გიპასუხოთ *Goodbye!*

Step 6

დავალება: შეანახინეთ მოსწავლეებს სახელებიანი ბარათები შემდეგ გაკვეთილზე გამოსაყენებლად. სურვილისამებრ, შეუძლიათ გააფერადონ თავისი ბარათი, ან სხვა გააკეთონ. (ამით ასობზე სახლშიც გაამახვილებენ ყურადღებას, მითუმეტეს, თუ შემდეგ შეადარებენ ერთმანეთისას, მასწავლებლის ჩაურევლად).

Step 7

At the end of the lesson leave the classroom saying “Good-bye”. Class answers.

UNIT 1

LESSON 2

WHAT'S YOUR NAME?

Aim: What is your name? 'What is your name? What's your name?

Materials: Poster of p. 4, name cards.

Step 1

Begin the lesson with greeting, Hello!

Step 2

- Point to the **poster** with a boy and a girl greeting each other and asking the name. The same picture is in SB. Students first listen to you speaking, changing the voice for different characters – and the stress: *'What is your 'name? What is 'your name?*
- Then Sts call out. *My name is ... What is your name? – (Gio, Natia...) What is 'your name?* Get everybody to repeat the phrase after you.

Step 3

Students show their name cards to the partner, and speak to them.

Optional: Demonstrate the dialogue with your fingers. Draw faces on two fingers. If you choose to do so, ask Sts to do the same. (p 7)

- Demonstrate this dialogue between the two fingers: *A: Hello, my name is... What is your name? B: Hello, Anna! I am (Giorgi). A. Hello, Giorgi!*

Step 4

- Sts do the same with pairs speaking to each other.
- **Optional:** You can chant, if you do not like singing, you can replace it by chanting – i.e. reciting the verse rhythmically; you can accompany chanting with clapping of the hands in rhythm. (look at the stresses).

'What is your 'name?

'What is your 'name?

'Come tell me 'please

'What is your 'name?

Sing along. Turn on the recording. Sts listen several times, and when they are ready, join in.

Step 5

Team competition. Chain dialogue. T demonstrates.

A asks B, who answers, and at the last word "good-bye" – touches the student who will continue.

Student C, speaks to D.....to the end of the team.

The team finishing first is the winner,

- Practice stand up! Sit down! First accompany it with hand movement, then – make a false movement, whoever follows it, is out – stands/sits for some time.

Sts stand up. Form two teams. (If there are two rows of desks, divide sts into two groups: one row is one team, the other row – the second team,)

- Ask what name they would like for their team. Give them a choice. E.g. "Tigers" and "Elephants" Translate the names and vote for each name for each group.
- Have everybody repeat after you and with you. Chant, stressing stressed syllables: 'ti-gers, 'e-le-phants.
- Tell them, in Georgian, that in many cases they will compete, and the winning group will call out: Well done, ti-gers! Or whoever the winner is, 3-5 times. Rehearse it.
- Each group gets a task. St 1 begins: Hello, My name is....(his/her name). What is 'your name? With the last word he touches the next st, who says the same with his name, and this is continued till they get to the last st in their team.
- The team which finishes first is the winner. So they chant 'Well 'done,' ti-gers! Or whoever is the winner.

At the end of the lesson leave the classroom saying "Good-bye".Class call back.

UNIT 1

LESSON 3

A BOY AND A GIRL

Aim: boy, girl, he, she

Step1

A boy and a girl: *He is a boy. She is a girl.*

Differentiating he/she.

- Point to a boy in class and say: *boy*. The same – *girl*.
- *Demonstrate:* Say a boy's name (Levan) - *He is a boy*. Say a girl's name (Tina) – *She is a girl*.
- When you say a boy's name from class, Sts say "*he is a boy*" and point to this boy. When you say a girl's name from class, all Sts point to this girl and say "*she is a girl*".
OR
Play the recording and point to the picture in the book (p.6)

a) With matchstick figures on the board. T points and demonstrates: *He is a boy / She is a girl*.

T points to boy's figure, Class reply *He is a boy*. T points to girl's figure, Class call out *She is a girl*.

b) The same continued with Sts, instead of figures on the board: T points to Sts – a boy, then - a girl
Class call out *He is a boy / She is a girl*.

- c) T walks round, pointing to sts, and saying: He/She to show their gender
- d) T walks round, pointing to/touching sts. All sts call out *he* or *she* to show gender

Optional: Sts make their own figures with matchstick and say 'He is a boy/she is a girl'.

Step 2

Team competition. Chain: I am Natia. You are Lela. He is Dato.

Lela: I am Lela. You are Gio. He is Zaza. Zaza: I am Zaza. you are Tina. She is Tea. Tea: I am Tea. He is Gio. Etc.

So each st says three sentences: I am+ name, you are + name, he/she is (whoever is sitting next, behind) + name.

The team finishing first is the winner.

UNIT 1

LESSON 4

WHAT'S HER NAME?

Aim: his her <i>What's his/her name?</i>

Step 1

- Demonstrate the dialogue (play the recording)

What is his name? – His name is Gio.

What is her name? – Her name is Natia.

- Ask round the class. A) Students answer in chorus. B) Students answer individually.

Teacher demonstrates, class reply, 2 Groups reply, Pairs reply. Then Sts walk round, do dialogue.

Team competition.Chain dialogue. A asks B about C, B answers, C asks D about E, D answers, E asks F....to the end of the team.

Step 2

Sing along. What is your name?

Song/chant: Sing/chant along. What is your name? What is your name? Come tell me please. What is your name? My name is (Everybody calls out his/her name) My name is ...My name is... That is my name!

And change to - What is her name?

Continue by pointing interchangeably to a boy and a girl, class chant accordingly: What is his/her name. When continues, they call out the st' s name to whom the teacher pointed.

Practise pronouncing [th - Δ] sound in *That is my name.*

Step 3

Game: Simon says: stand up, sit down

UNIT 1

LESSON 5

HOW ARE YOU?

Aim: How are you? I'm fine, thanks, and you? Bye.

Materials: Poster, recording.

Step 1

Finger faces. Demonstrate the dialogue:

Hello! How are you? – Fine. – And you? – Fine. Good-bye.

Wave your hand saying Good-bye.

Step 2

- Translate, then - get the class to repeat after you, in chorus,
- then – **chain dialogue:** St A speaks with St B, you can give a sign for another pair to start, by, say, clapping hands, or knocking on the table, or any other sound. then – St B- with St C etc.

Step 3

Game "Hush!" (See Introduction. Games)

Step 4

Practise saying '*thanks*'.

- In chorus, pay attention to sound [th - T]
- Add '*thanks*' to the dialogue.
- Finger faces. Practise the whole dialogue:
- Hello! How are you? – Fine, thanks. And you? – Fine, thanks. Bye.

Team competition. Pairs of sts speak. At the end, with the last word, the last speaker touches a student from his team who will continue.

Step 5 WHAT I KNOW SO FAR.

Homework: Sts draw pictures of their favorite cartoon/fairy tale character. Sts show the picture to the class. The class ask 'what is his/her name?' and the student answers.

UNIT 2 THINGS IN MY CLASSROOM

LESSON 1 IT'S MY BOOK

Aim: What's this? It's my book (computer table chair board picture pencil)

Counting 1---5

Materials – Poster, flash cards, recording.

Step 1

Vocabulary: Book computer board picture table chair

Activity - Say it again.

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 points to the pictures and first pronounces the new words, very clearly (the samples are in the recordings) 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.

Step 2

Tell them it is a team competition.

As a demonstration, Teacher touches the picture on the board/poster of all of the six above object and asks: **What's this?** And gives the answer to all the questions – i.e. six questions and six answers. Sts can join in when they feel ready.

Then the competition starts. Invite two students – one from each team, to count the points. They stand at the board and each draws a vertical line for each answer from his/her team.

In case the Team failed to answer a question and the other team member did it, that Team gets a 0.

Teams take turns. Teacher supervises that nobody speaks out of turn.

When the teacher asks *What's this?* Question, a student from the Team should speak one at a time. If the student whose turn it is makes a pause, somebody from his/her team can speak. If nobody is ready, immediately, teacher turns to Team 2.

At the end everybody sees which team got more points. Both teams chant '**Well done...**'

Step 3

- Counting to 5. Demonstrate counting your fingers. Pronounce very distinctly. Tell the sts to listen and when they are ready, to join in. Count as many times as necessary for everybody to join in.
- Use flash cards with numbers.
- You can also write a number on the board, the sts call out: three, four, one, etc.
- Students count backwards – 5,4,3,2,1 – whole class, then – individual sts.
- "Hot potato game".
- "Counting claps" game. Clap your hands 3 times – sts, call out: three! Continue with other numbers.
- In pairs: One st claps, the other – says the number. Then they change roles.

Homework: Play classroom word game online

<http://learnenglishkids.britishcouncil.org/en/archived-word-games/label-the-picture/classroom>

UNIT 2

LESSON 2 COUNT TO TEN

AIM: Counting 1---10 ok

Step 1

- Counting to 10. the same procedure as counting to 5. Demonstrate counting your fingers. Pronounce very distinctly or play the recording. Tell the sts to listen and when they are ready, to join in. Count as many times as necessary for everybody to join in.
- Flash card game.
- Hot potato game.

- You can also write a number on the board, the sts call out: three, four, one, etc.
- Students count backwards – 6,7,8, 9,10 – whole class, then – individual sts.
- Clap your hands 6 times – sts, call out: six! Continue with other numbers.
- In pairs: One st claps, the other – says the number. Then they change roles.

Step 2

Play “What’s next?”

- You can call out any 2 or 3 numbers between 1 – 10, then stop, and get the sts, in turn, call out the next one. E.g. teacher: 123... sts -4!
- The numbers from the book exercise are on the tape. You can get the sts listen to the recording and call out the next, the fourth number.

Step 3

Games: “Broken telephone”.

Homework: Flash Cards for numbers. BC Web site

<http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-numbers-1->

Number Worksheet - matching

<http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/worksheets-numbers-1-10.pdf>

UNIT 2 LESSON 3

SHOW ME THREE BOOKS

AIM: Plural with ‘s’

Step 1

Show one girl – then 2 girls, say: one girl, 2 girls, 1 boy - three boys, continue with other pictures, get the sts to join in, when they guess, that they have to add ‘s’ for more than one.

Step 2

Objects in plural

Put up the pictures – on poster or draw them quickly on the board, just to be recognizable. Make sure, in Georgian, they recognize the objects. You can ask students to help you draw. You should easily find volunteers. You will need many pictures – at least 5 of each object.

Ask them: **Show me** a book, show me 3/4/2 books...continue with all objects, singular and plural. Invite other sts, at least 3 pairs.

After they hear from you the plurals with “s” put a question to compare:
a book – 3 books – what is the difference? Who heard the difference? (Speak Georgian).

Then get them to say the plurals: you: a pencil. 3... sts: pencils. Etc.

Optional: Broken telephone - Make three rows of students – about 10 in each. The first student tells the teacher what he/she is going to whisper. Then – the word + number (e.g. Threebooks) goes as a chain from st A to B to C in whisper. The last st announces what the word was. If it is correct, the telephone was not broken. If it is wrong – the telephone was broken.

Step 3

Game: Which picture?

Play the recording. Sts listen. Say a sentence about each of the two pictures in the book, for example: There are 4 girls in the picture. Get the kids say which picture it is – picture 1 or picture 2. They should take turns to say it.

UNIT 2 LESSON 4

WHAT'S THIS?

Aim: Revision.
Plurals with 's'. classroom objects. Counting

Step 1

Rhyme: Say the rhyme and act it out with picture cards of a cat, a dog and a bird in a tree. Repeat several times, until the class is ready and join in.

One, one, one,
Little dog, run!
Two, two, two,
Cats see you.
Three, three, three,
Birds in a tree.

Step 3

Have a chat.

For procedure, see Introduction.

- What's this? - It's my chair. – Your chair? - Yes, my chair. – Oh, ok.

Step 4

Hot potato game. Or Chain dialogue organized as team competition.

Paper ball game to practise numbers.(See Introduction. Games.)

UNIT 2 LESSON 5

WHAT COLOUR IS IT?

Aim: Using names of 4 colours - yellow, red, green, blue applied to familiar objects

Materials: Poster, recording, flash cards

Step 1

Optional: Tell the class, in Georgian, that they are going to learn the English words for four colours. (In general, keeping the pupils aware of what they are going to learn is an intelligent use of Georgian in class.)

Say it again. Presentation of new vocabulary: 4 colours

1. Point to the objects/cards of these colours one after the other, play the recording with the names of the colours (or say the words with clear pronunciation), and repeat each word 2 or 3 times. (you can point to objects, or clothing, in the class which clearly show the colours.) Pupils look at the pictures or objects and do not speak yet.

2. Play the recording or (say the words) again, while showing the pictures of colours, and gesture to the whole class to repeat the words together, while looking at the pictures.

3. Say the words again, while showing the pictures, and gesture to groups, or rows, to repeat the words. (You may decide this group-repetition is not necessary.)
4. Say the words again, while showing the pictures, and gesture to individual pupils to repeat the words. Do this until you are satisfied that all pupils are able to pronounce the words correctly.

Step 2

Which pencil is blue? Checking that pupils recognise the meanings of the new words.

Pupils listen to questions and call out short answers (ie. not full sentences).

1. Demonstrate one question and answer yourself, emphasizing the **colour**, and pointing to toy number 5, a lorry. 'Which pencil is blue? Number 5.'
2. Ask the same question using all the known classroom objects/pictures in colours and gesture to the whole class to call out the answers.
3. Ask the questions again, and gesture to (or name) individual pupils to call out the answers.
4. Continue the questions till you are satisfied that all pupils are able to recognize all the colours.

Step 3

Optional extra:

Answers please. Oral practice to elicit colours and It is...

- **Memory game.** When you have asked the question at least twice about each picture, play a 'memory game.' Tell them to close their books/put down the poster and then ask the same questions again. See who answers the questions the fastest.

'Card on the back' game. A guessing game to practice colours.

- Explain the game and the question they need to play it: *Is it red/blue/green....?*
- Invite a pupil to come to the front and stand facing the board. **Pin a colour card to her back** - without of course showing it to her/him.
- The student asks questions: *Is it red? Is it yellow?* Etc. The class shouts out *Yes!* or *No!* in answer to the questions. She/he 'wins' if she/he correctly guesses the colour of the card is with 3 questions or less.

UNIT 2 LESSON 6

PLANTS AND ANIMALS

Aim: names for animals and plants: lion giraffe tiger elephant tree flower

Step 1

- Teacher shows flashcards of the new words to sts and asks to repeat the words – asks the whole group, pairs, individuals.
- Teacher tells sts to look at the circles in SB, Lesson 6, p.15 of their Sts books.
- Sts copy the circles on a blank piece of paper and draw plants and animals in the right circles.

Step 2

Sts look at the question and select the right pictures:

Step 3: WHAT I KNOW SO FAR

Homework: Civic Education. Sts play Road Safety game online

<http://learnenglishkids.britishcouncil.org/en/games/road-safety-run>

UNIT 3 FAMILY

LESSON 1 ME AND MY FAMILY

Aim: family members -Father, Mother, brother, sister.

Materials: all sts bring photos of their family members, better, taken separately.

Poster, flashcards, recording.

Step 1

Introduce this vocabulary as before:

1. Demonstrate: Bring family photos and say a sentence about you, holding up each photo: *I have a mother, a father, two sisters and a brother. We are 4 in the family.*

- The teacher first pronounces the new words, very clearly (the samples are in the recordings) while pupils look at the pictures.

Step 2

- Pre-teach sound for [th - Δ].
- Class chanting and acting it out: everybody putting up the picture, accordingly. Those students, who don't have some member, just skip the line and join in at the next one.

'This is my 'mother,

'This is my 'father,

'This is my 'sister,

'This is my' brother

And 'this is 'me.

- Repeat the chant, only without the photos, but clapping hands on stressed syllables. Thus, there are two claps with each line. (Look at the stresses),
- . The whole class repeats the words after the teacher, while looking at the pictures.
- Pupils repeat the words in groups. (You may decide this step is not necessary.)
- Individual pupils repeat the words.

Step 2

Organise any suitable game to memorise the vocabulary.

Step 3

Get sts to revise the dialogues so far and organize a competition.

UNIT 3 LESSON 2

WHO HAS A SISTER?

Aim: Using have – has; who has? Who has two brothers? Who has two sisters?

Step 1

- Teacher demonstrates sentences with “have” – with known objects. Sts listen. Say these sentences: I have a book. I have a pen. I have a chair, etc.
- Teacher gives a book/notebook/any object to a boy and says: *he has a*
- Then T gives a pen/pencil/any object to a girl and says: *She has a ...*
- After T says several sentences, asks class to deduce – what is ‘have’ and what is ‘has’. (in Georgian)

Step 2

- Teacher gives known objects: book, pencil, picture, laptop etc. to sts, one by one, class call out: he/she/name has...the object name.
- Individual sts call out: he/she has...the object name

Step 3

Setting: Everybody holds a book/pencil/picture in his/her hand.

Team competition. Chain: I have a book. You have a book. He has a book.
She has a book.

- With the last sentence, the student touches the student who will continue.
- So each st says four sentences: I have a book/object name. You have a book/object name. He has a book/object name. She has a book/object name.

Step 4

True answers please.

- Teacher plays the recording ‘Find the Picture’.
- Sts listen and answer the questions according to the pictures
e.g. - Who has 2 sisters? – Gogi!
- Ask questions: *Who has 2 brothers?* – Answer: *I have 2 brothers.* Continue with other family members.

UNIT 3 LESSON 3

THIS IS MY GRANDMOTHER

Aim: Using family member names in sentences. Who has...? Grandmother, grandfather.

Step 1

Play the recording (Unit 3, ‘which picture?’). Sts listen and join in.

Say: Look at the pictures. Answer the questions:

Question: Who has one sister? Answer: Gia has one sister.

Q: Who has two grandmothers? A. Lela has two grandmothers.

Q: no brothers? 2 grandfathers? 2 brothers? no grandfathers? 2 sisters?

Step 2

In pairs. Sts produce their family photos and describe them (SB p. 19)

UNIT 3 LESSON 4

HE HAS TWO BROTHERS

Aim: Using family members' names. Who has...? Revising numbers 1-10
--

Step 1.

- Teacher plays the recording 'Who has one brother?'
- Students repeat.
- Teacher asks similar questions to the students e.g. 'Who has one brother?' 'Who has two sisters?' etc. Students answer – 'I have...'

Step 2

- Sts have a chat about their family photos

Step 3

Revising numbers **1 – 10**

Student chant in chorus. Clapping hands at each number.

Game: Counting claps.

1. Teacher claps, class call out the number.
2. In pairs: A claps, B says the number. Then they change roles. Allow time so that they shouldn't get bored.

Optional:

- Students say every other (odd) number: 1, 3, 5, 7, 9.
- Students say every other (even) number: 2, 4, 6, 8.

Step 3

Rhyme, clapping hands on stressed syllables.

One banana, two bananas, three bananas, four
Five bananas, six bananas, seven bananas, more

UNIT 3 LESSON 5

FAMILY PHOTOS

Aim: Speaking about their families. Revising numbers 1-10
--

Students bring to class photos of their family members. Preferably taken separately.

Step 1

Introduce this vocabulary as before.

Demonstrate: Say a sentence about yourself or someone else: I have two grandmothers. I have one grandfather. Ask questions. Model: *Who has 2 grandmothers?* – Answer: *I have 2 grandmothers.* Continue with other family members.

Step 2

Guessing family members. Possessives – Gio's, Nana's mother...His/her name....

- 2-3 students at the board with their family photos. They put up the photos of their family members on the board. (You can use scotch to keep them on the board).
- Invite also 2 students from each team.
- Sts from each team take turns and ask questions: They touch a photo and addressing one of the sts by name ask: (name), Is this your mother? Answer: Yes, or: No, It's Gio's granny.

Step 3

- Invite other students, continue with family photos, only when the answer is "Yes", the next question should be – *What is his/her name?* – answer: *His/her name is(name)*
- **Team competition: Chain dialogues:** In teams everybody holds two photos, whichever family members they choose. St A asks St B. Model: *Is this your sister/mummy/brother/daddy?* – Yes. *What is her/his name?* If the answer is "No", it should have a continuation: *"It's my"*, then the same question follows. *What is his/her name?*

The team finishing first wins.

Step 4

Rhyme with actions

One, two, three 'n four.

Come in please and shut the door!(sts mime coming in and shutting the door)

Five, six, seven, eight.

Hurry up! You're very late! (Sts look at the wrist pretending it's a watch, and make running movements)

<http://learnenglishkids.britishcouncil.org/en/word-games/colours>

Optional: Practise animal words and noises with this song about Old MacDonald's farm.

<http://learnenglishkids.britishcouncil.org/en/songs/old-macdonald-had-farm>

THE TAPESCRIPT

აქ მოყვანილია ყველა ტექსტი, რომელსაც მოსწავლე უნდა მოუსმინოს. თუმცა, რადგან ეს ტექსტები მეტისმეტად გრძელია, აუდიოჩანაწერში შევიტანეთ თითოეულის ნაწილი, რომელსაც მასწავლებელი გაეცნობა გაკვეთილამდე, და კლასში შეასრულებს თვითონ ამ წერილობითი ტექსტების მიხედვით.

რადგან ამ დონეზე შესასრულებელი უმეტესი სავარჯიშოები მოითხოვს მოსწავლეების მიერ მოსმენას, და ამ მოსმენის საპასუხოდ რეაგირებას, ყველა ეს ტექსტი მოცემულია აქ. ამრიგად, მასწავლებელმა უნდა გამოიყენოს **მოსასმენი ტექსტების ეს ჩანაწერები ყოველ გაკვეთილზე**. ამიტომ ყოველ გაკვეთილზე მასწავლებლის წიგნი უნდა იქონიოს გადაშლილი მოსასმენ ტექსტებზე.

Tapescript

Setting out 1

Say it again.

Boy. Girl. He is a boy. She is a girl.

What's his name? His name is Gogi

What's her name? Her name is Nino.

Sing along

What is your name? What is your name? Come, tell me please, What is your name?	My name is Nino...Irakli My name is Nino... My name is Nino That is my name.
---	---

Have a chat.

A: Hello! How **are** you? B: I'm fine thanks, and you? A: I'm fine thanks. Goodbye. B: Goodbye.

A: Hi! **How** are **you**? B: I'm fine thanks, and you? A: I'm fine thanks. Bye. B: Bye.

- Stand up! Stand up! Sit down! Sit Down!
Elephant Elephant Tiger Tiger

Things in my classroom

1. What's this? (Find the picture).

book, a book, table, a table....., pen, a pen, pencil, a pencil, notebook, a notebook, chair, a chair

2. Count! (Look at the pictures and repeat).

1, 2 3.....10

1,2,3.....10

b) What's next?

345?..... 6, 789?...10, 234?...5, 567?...8, 123?...4, 456?...7, 678?...9, 234?...5, 567?...8

Which picture? There are 4 girls in the picture. Picture 1!

There are 9 pens in the picture. Picture 2!

There is 1 girl in the picture. 7 pencils.... / 3 chairs.... /8 books.... / 2 chairs.... /10 pencils..... /6 pens....

Rhyme time

One, one, one, Little dog, run! Two, two, two, Cats see you.

Three, three, three, Birds in a tree.

Have a chat.

- What's this? - It's my chair. - Your chair? - Yes, my chair. - Oh, ok.	- What's this? - It's my book. - Your book? - Yes, my book. - Oh, ok.
--	---

ME AND MY FAMILY

Say it again.

Father. mother, brother, sister, grandmother, grandfather

Find the picture. (Brothers and sisters)

Hello. My name is Eka. I have one sister and one brother.

Hello. My name is Gogi. I have two sisters and no brothers.

Hello. My name is Irakli. I have one brother and two sisters.

Hello. My name is Ruso. I have three brothers and no sisters.

Answers please.

Look at picture 2. What's his name? His name is Irakli.

Look at picture 4. What's her name?

Look at picture 3. What's her name?

Look at picture 1. What's his name?

Which picture? Two examples....

Who has one sister? Gia has one sister.

Who has two grandmothers? Lela has two grandmothers.

Now – answers, please:

Who has no brothers? Who has 2 grandfathers? Who has 2 brothers? Who has no grandfathers? Who has 2 sisters?

True answers please. Who has 2 brothers?...1 brother? / 1 sister? /3 brothers? /... 2 sisters? / 7 sisters? / 3 sisters? /1 grandmother? / 5 grandfathers? / 2 grandfathers? /9 brothers? /1 grandfather? /.....2 grandmothers?

Have a chat with your family photos. Examples:

A: Who's this? B: It's my father. A: What's his name? B: His name is Vano A: Oh, he's nice!	A: Who's this? B: It's my sister. A: What's her name? B: Her name is Teona A: Oh, she's nice!
---	---

Rhyme time One banana, two bananas, hree bananas, four. Five bananas, six bananas, seven bananas, more

Sing along! Don't be late for school!

One, two, three and four,

Come in please and shut the door!

Five, six, seven, eight. Hurry up! You're very late!

Nine, ten 'n nine 'n ten.

Don't be late for school again! 'n nine 'n ten 'n nine 'n ten. Don't be late for school again!

BOOK MAP Setting Out 2

UNIT Lesson	UNIT TITLE	Language	Game/activity	Rhymes/songs	Results (ინგლისურიენისსტანდარტ 1-4 კლასებისმიხედვით)
1 1	PETS	Pets: fish hamster cat kitten bird dog pupp y	1.Say it again 2. Hot potato game 3. Word drill game 4. Flash card game		1.1/1.2/1.3/1.4/1.10/1.11
2		Big, little/ Very big very little kitten, puppy	What's in my hand? – Beat the teacher.	My Little Pup	1.1/1.2/1.3/1.4/1.10/1.11
3		Where is ... ? Here ... It is here	1.Broken telephone. 2.Hot potato game 3.Chain dialogue/Team competition	'Clap, 'clap, 'clap your 'hands	1.1/1.2/1.3/1.4/1.10/1.11
4	WHAT I KNOW SO FAR	Adjectives: happy, sad. Look! I have... I love. She loves.	1. Guessing the mime. 2. Clapping hands for stressed syllables: sad (1) happy(2). Drawing syllables.	Tongue Twister	1.1/1.2/1.3/1.4/1.10/1.11
5.	WB. WHOSE PETS ARE THEY?	Possessive. Pets.	Listening. Following directions.		
UNIT 2 1	TOYS AND COLOURS	doll car ball train teddy-bear toy . Who has? I have.	1. Say it again. 2.Flash the card game		1.1/1.2/1.3/1.4/1.10/1.11
2		Colours: red yellow green blue. What colour is it?	1.Say it again. 2.Beat the teacher	OPTIONAL: Song: Wheels on the bus	1.1/1.2/1.3/1.4/1.10/1.11
3		Monkey, giraffe, lorry, bike, Revision - Toys, colours, family	1. Listening, 2. Colour a car 3. Word drill game	OPTIONAL: Rhyme: My train is yellow...	1.1/1.2/1.3/1.4/1.10/1.11
4	WHAT I KNOW SO FAR	What is your favourite colour? WHOSE BIKE IS IT? Possessives	1.Say it again. 2. game: "Hot potato"	Song: where is my little dog gone?	1.1/1.2/1.3/1.4/1.10/1.11

UNIT 3 1	MY CLOTHES (1)	shirt, jeans , jacket, cap, shoes a skirt, some jeans Where is... Where are..?	1. Say it again. Word drill with Where is – where are - here – there – over there (chanting) 2. Flash the card game		1.1/1.2/1.3/1.4/1.10/1.11
2		I like... Really? You have, he has, she has, All students' names on cards - capital and small letters at the beginning of name	1. Chain dialogues 2. Touch the card	Song: 'Bean Bag Hello'	1.1/1.2/1.3/1.4/1.10/1.11
3		have ... on I like your T- shirt	1. Say it again. 2. Memory game 3. Broken telephone		1.1/1.2/1.3/1.4/1.10/1.11
4	WHAT I KNOW SO FAR	Tell me about them He has/she has	1. Say it again 2. Role play		1.1/1.2/1.3/1.4/1.10/1.11
5.	WB. WHERE ARE MY DAD'S CLOTHES?		Listening. Following directions. Acting out.		
UNIT 4 1	MOVING AROUND1)	Walk, run, dance	1. Making a cube. 2. Reading words on a cube		1.1/1.2/1.3/1.4/1.10/1.11
2		walk, dance, jump, run, freeze	1. Listen and repeat 2. Copying movements. 3. Game: 'Hush'	Rhyme: One, two, three, Let me see, Who likes coffee? And who likes tea	1.1/1.2/1.3/1.4/1.10/1.11
3	DO WHAT I SAY!	Come here! Go to the door! Take it! Give me a book! Stand up! Sit down!	1. Say it again. 2. Mime the actions	Rhyme with action. Jump the rope... Tongue Twister:	1.1/1.2/1.3/1.4/1.10/1.11

4	WB.REX AND KITTY. WHAT I KKNOW SO FAR	revision: action words, letters A – G	1. Game: Simon Says 2. Listening		1.1/1.2/1.3/1.4/1.10/1.11
UNIT 5 1	I'm hungry (1) (1)	Bread, banana, cheese, egg , tea, coffee, water; 'a', 'an', some.	1. Say it again 2. Read and pass on		1.1/1.2/1.3/1.4/1.10/1.11
2		letters A-G, Revision: vocabulary	1. Say it again. 2.Game 'Bingo' 3. "What's in the bag?" or Kim's game	Alphabet song Sing the first verse – letters A-G.	1.1/1.2/1.3/1.4/1.10/1.11
3		letters H I J K Food vocabulary revision: pets	1. Alphabet H – K 2. Bingo Flash card game. 3. Drawing capitals in the air with the hand/head		1.1/1.2/1.3/1.4/1.10/1.11
4	WHAT I KNOW SO FAR	letters A-Z Food vocabulary:	1. 'Card on the back' game with letters 2. Writing letters	ALPHABET SONG	1.1/1.2/1.3/1.4/1.10/1.11
UNIT 6 1	LOOK AT ME	head , shoulders, knees , toes, eyes, ears, nose, mouth	1. Acting out the song 2. Word drill game 3. Broken telephone game	Song:'Head, shoulders, knees and toes'	1.1/1.2/1.3/1.4/1.10/1.11
2		Body parts, numbers, food, I love... An d you?	1. Copying 2. "Card on the back" game 3. Team Competition	Bingo	1.1/1.2/1.3/1.4/1.10/1.11
3	WB. KITTEN'S STORY	Revision			
UNIT 7 1	AT HOME	Fork, knife , spoon, cup, saucer, bed, sleep, fridge	1. Say it again 2. Beat the Teacher 3. Matching picture cards with word cards	Chant: 'This is the way the baby goes'.	1.1/1.2/1.3/1.4/1.10/1.11
2			1. drawing a picture of a house/flat 2. Presenting a picture of a house/flat		1.1/1.2/1.3/1.4/1.10/1.11

3	WB. KIKI THE CLOWN			Listening. Following directions. Acting out.	
UNIT 8 1	My clothes (2)	Vocabulary for clothes - Jacket,shorts, trainers	1. Have a chat 2. describefavourite clothes	Rhyme Time.	1.1/1.2/1.3/1.4/1.8/1.10/1.11
2	WHAT'S THIS? WHAT ARE THESE?	What're your favourite clothes?	1. Asking and answering questions 2. Chain dialogue		1.1/1.2/1.3/1.4/1.10/1.11
3		I can... Look!	1. Reading and matching cards 2. Copying words		1.1/1.2/1.3/1.4/1.10/1.11
4	COUNT	Numbers 11-20	Have a chat Chain dialogue		1.1/1.2/1.3/1.4/1.10/1.11
UNIT 9 1	COLOURS	colours what colour is it? Which cap is blue?	1.Say it again 2. Chain dialogue		1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
2		What's your favourite colour? Really? I love/I hate.. letters A-H	1. Say it again 2. Have a chat 3. Game with letters		1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
3		What colour is it? Is it... ?Tell me about... He has... They are...	1. Game: Guess the Colour 2. Role play 3. Mini presentations		1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
4	WHAT I KNOW SO FAR	Asking and answering T's questions	1. Beat the teacher 2. Revision	Rhyme Time. Ding Dong, ding dong	1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
UNIT 10 1	MOVING AROUND (2)	window, ceiling, door, floor, wall, board	1. Say it again 2. Listen and point 3. Word Drill Game		1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
2		put your hands up, put your hands down, come here, sit down, go to the door, go to the board, stand up,go to your place	1.Listen and perform the actions. 2. Read the cards Perform the action.		1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11

3	DO WHAT I SAY	Walk! Run! Dance! Jump! Tip-toe!	1. Flash card game 2. Say it again 3. Game 'Simon Says'		1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
4	WHAT I KNOW SO FAR	Rhyme: familiarize sts with the rhythm, intonation	1. Listen to a poem 2. Game 'Simon Says'	Rhyme: A Fuzzy caterpillar	1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
Unit 11 1	MOVING THINGS AROUND	Prepositions In, on, between, next to	1. Say it again 2. Asking/Answering questions		1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
2		Numbers and letters	1. Flash Card game 2. Guessing Game 3. Bingo!		1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
3		Questions, Classroom objects	1. Say it again 2. Asking/Answering questions 3. Chain dialogue		1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
UNIT 12 1	I'M HUNGRY (2)	Cake, chocolate, chewing gum, meat, soup, bread, pop-corn, ice-cream	1. Say it again 2. Asking/Answering questions 3. Reading word cards		1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
2	IT'S A CAKE	Roll, cake, banana, sweet, chocolate, carrot, ice-cream	1. Say it again 2. Asking/Answering questions 3. Reading word cards 4. Game: What's in my bag?		1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
3	HERE YOU ARE	Vocabulary for food Questions	1. Say it again 2. Chaim dialogue		1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
4	WHAT I KNOW SO FAR	Letters, Vocabulary for Food	1. Flash Card game 2. Game: Bingo	Song: Polly, put the kettle on	1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
UNIT 13 1	FROM HEAD TO TOE	Head, hand, arm, leg, foot, finger, toe, knee, shoulder Touch your...	1. Say it again 2. Reading cards 3. Game: Broken telephone		1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
2	Who has long legs?	Adjectives – long/short Tell me about it.	1. Listening to the description 2. Describing a picture		1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11

3	Touch your toes please. WHAT I KNOW SO FAR	Can you...? I can. Look!	1. Making Finger Puppets 2. Have a chat	Rhyme I have ten tiny fingers	1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
4	WB. Grandma's birthday presents		Listening and acting out.		
UNIT 14 1	MY FACE	Mouth, nose, tongue, cheek, chin, eye, ear, hair. Touch...	1. Say it again 2. Reading cards 3. Game: Broken telephone		1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
2	It has a big mouth	Adjectives Vocabulary: Face	1. Matching 2. Copying 3. Guessing Game 4. Drawing		1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
3	Numbers again WHAT I KNOW SO FAR	Numbers	1. Say it again 2. Game: Simons Says	Sing along: 'Mouth and nose, cheeks and chin'	1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
UNIT 15 1	ANIMALS	Vocabulary: monkey, lion, tiger, wolf, fox, crocodile, fox, rabbit	1. Say it again 2. Reading cards 3. Game – Broken Telephone		1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
2	More animals	giraffe, bear, elephant, squirrel	1. Say it again 2. Reading cards 3. Drawing	Counting Rhyme	1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
3	I like bears	I like... Vocabulary: Animals	1. Chain Dialogue 2. Guessing game	Rhyme: Teddy-bear	1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
4	WB. To the zoo	Vocabulary: Animals	Listening and acting out		1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
UNIT 16 1	I DO IT EVERY DAY	Gets up, brushes his teeth, combs his hair, brushes her hair, washes her face, goes to bed	1. Say it again 2. Reading cards 3. Miming the actions		1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
2	What's the time?	3 o'clock, 10 o'clock etc.	Say it again Reading cards Miming the actions Drawing	Song: This is the way...	1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
3	MERRY CHRISTMAS!	Christmas vocabulary	1. Say it again 2. Reading cards	Song: We wish you a	1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11

	WHAT I KNOW SO FAR			merry Christmas	
UNIT 17 1	MY HOME	Room, flat, house, block, yard, garden, village, town Jungle, wood,	1. Say it again 2. Reading cards		1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
2	I LIVE HERE	Vocabulary: Animals and their natural habitats	1. Say it again 2. Reading cards 3. Drawing		1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
3	At home and outside.	Snow, rain, it is cold, it's warm, it's hot,	1. Say it again 2. Reading cards 3. Guessing Game		1.1/1.2/1.3/1.4/1.5/1.6/1.7/ 1.8/1.9/1.10/1.11
4	WB. In dad's car to the zoo WHAT I KNOW SO FAR	Thank you – you're welcome	Listening and acting out.		

Teacher's notes for lessons

UNIT 1 PETS

LESSON 1

Aim: Memorizing and using the pets vocabulary: fish hamster cat kitten bird dog puppy

Materials: Poster, recording, flash cards

Step 1

At the beginning you have to raise your students' motivation and draw their attention to the learning material. (How to do it - see Introduction. Introducing and practicing new language).

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. (Use the recording). After the pupils deduced the names for the pets, Simple steps to follow are:

1. The teacher points to the pictures and first pronounces the new words, very clearly 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.

Step 2

Tell them it is a team competition.

As a demonstration, Teacher touches the picture on the board/poster of all of the six above objects and asks: **What's this?** And gives the answer to all the questions – i.e. 5 questions and 5 answers.

Then the competition starts.

- If your class is not yet divided into two teams, form the teams – a row of desks is one team. Give them names – they choose the name for the team by vote.
- Invite two students to the board – one from each team, to count the points. They stand at the board and each draws a vertical line for each answer from his/her team
- at the end they will count these lines, and the team with more points wins.
- The other team will chant — Well done. ... (name of the team).
- In case the Team failed to answer a question and the other team member did it, that Team gets a 0.
- **Teams** take turns. Teacher supervises that nobody speaks out of turn.

When the teacher asks *What's this?* Question, a student from the Team should speak one at a time. If the student whose turn it is makes a pause, somebody from his/her team can speak. If nobody is ready, immediately, teacher turns to Team 2.

Step 3

Flash card game.

Choose the cards with pictures of the familiar (learned) objects + the pet pictures.

Tell sts they should be very attentive to see at once what it is and call out.

Flash a card quickly and hide it behind your back, if nobody calls out, flash slower, then slower, and wait for a response. As soon as somebody calls out what it is, praise them, and continue with the next card.

If you notice that some student is not taking part, invite them one by one to the front to take your part and flash the card. This will arouse their interest little by little.

UNIT 1

LESSON 2

Aim: Memorizing and using big little cat kitten dog puppy
--

Step 1

Pre-teach the words *big* and *little*.

Use the procedure described in Introduction. Introducing and practicing new language Then -

Show me a big cat/a little cat – kitten.

Show me a big dog/a little dog – puppy

Step 2

Game: What's in my hand?

Fish hamster cat bird dog (picture cards contain big – small figures)

+ *Pen pencil book*

This is a guessing game. You can call it “**Beat the teacher**”. (see Introduction. How to teach speaking). The teacher hides a flashcard behind her back, keeping it in her hand, class try to guess.

Model: *Is it a*

5 guesses are allowed, after which either class or the teacher are announced the winner. Chant Well done!

Step 4

(Use recording. See Introduction. How to teach songs/rhymes) **Listen and Chant:**

My little pup
Can jump up high
He can also
Chase his tail
He loves to fetch
The ball I throw
And he plays
With me all day.

UNIT 1 LESSON 3

Aim: Where is ... here it is here

Step 1

- Pre-teach the word "where", paying attention to the lip movement.
- Sts say 'where' in pairs, correcting each other's lip movement.

Step 2

Demonstrate:

- Picture with kids in the swimming pool. Sts listen and repeat (Unit 1, 4)
- Put some picture cards on your table (here) and some – on the window (there).
- Ask: *Where is my ... (object name). Answer: Here! It is here!*
- Ask *Where is my ... (object name). Answer: There. It is there!*
- Invite 4 students to your table. Ask them questions about the objects on your table and those on the window. They answer, taking turns.
- Continue asking "And where are you?" The answer is "I am here!"

Step 3

Sts listen to the dialogue several times (3-5) until they are ready to join in. Then - roleplay.

Step 4

Rhyme Time

'Clap, 'clap, 'clap your 'hands
'Clap a'long with 'me
'Clap, 'clap, 'clap your' hands
'Clap a'long with 'me

UNIT 1

LESSON 4

Aim: Memorizing and using adjectives: happy, sad. Look! I have...

Step 1

- Sts listen to the recording, look at the pictures and repeat.
- Sts look at the pictures and repeat in a different order.
- In pairs sts mine the actions and guess the words/phrases.
- Have a chat. Sts listen to the recording and repeat
- Students draw their own pictures and roleplay the dialogue.

Step 2

Whose Pets are They?

Sts open their Activity Books at p 4. They listen to the teacher read the story and follow directions.

Open your Activity Book, p 4 **Whose Pets are They?**

1. I am Nika.
2. I have 2 pets. I have a hamster and a bird.
My hamster's name is Mickey and my bird's name is Poo-Poo.
Mickey and Poo-Poo are my pets. I love my pets.
3. My dad has a dog.
Her name is Lassie, Dad loves his dog..
4. My mum has a cat. Her cat's name is Blackie, my mum loves her cat Blackie..
5. My sister Lika loves her fish.
Her fish's name is Pinkie.

Step 3

WHAT I KNOW SO FAR

Step 4

Listen to the tongue twister and practise saying it. How fast can you say it?

'The big bug bit the little beetle, but the little beetle bit the big bug back.'

<http://learnenglishkids.britishcouncil.org/en/tongue-twisters/the-big-bug-bit-the-little-beetle>

UNIT 2 TOYS AND COLOURS

LESSON 1

Aim: Memorizing and using vocabulary for toys - doll car ball train teddy-bear toy giraffe; Who has...? I have – he has. Revising 4 colours. Which toy...? Is it...?

Step 1

- Introduce the vocabulary. **Say it again.**
 - a) You can first introduce new vocabulary using TPR technique. (See Introduction. How to teach speaking)
 - b) Then Sts listen to the recording /teacher and repeat.
 - c) Sts work in pairs. St A points to the picture of a toy. St B says the word. Sts swap the roles. SB, p.8 ex.1
- **Who has...? I have – he/she has.**
 - a) Remind this vocabulary to the sts: ask - **who has a** - brother/sister/grandmother/grandfather? – They learned this vocabulary in grade
 - b) Sts listen to the recording and repeat.
 - c) Continue speaking to Sts using toy vocabulary. Sts answer – I have/their friends' names (Nika has, Lela has, etc).

Step 2

Game to memorize this vocabulary. You can choose from Introduction. a) Hot potato game b) Broken telephone c) What's in my bag, etc.

UNIT 2 LESSON 2

Aim: practising using the toy vocabulary, revising colour vocabulary.

Step 1

What colour is it?

SB, p.8. Tell the class, in Georgian, that they are going to revise the English words for four colours, which they learned in grade 1,

Exercise 2. Say it again. Presentation of vocabulary: 4 colours

1. Use TPR technique.

2. Sts listen to the recording /teacher and repeat. Then -

- a) Point to the objects/cards of these colours one after the other, saying the names of the colours with clear pronunciation, and repeating each word 2 or 3 times.
- b) Point to classroom objects, or class which clearly show the colours and ask: Is it red/ Is it yellow? etc. Pupils answer "yes" or "no"..
- c) 2.Say the words again, while showing the pictures, and gesture to the whole class to repeat the words together, while looking at the pictures.
- d) . Say the words again, while showing the pictures, and gesture to individual pupils to repeat the words. Do this until you are satisfied that all pupils are able to pronounce the words correctly.

Step 2

Game: beat the teacher (For procedure see Introduction p 24) (colours). Sts practice asking and answering questions. e.g. -Is it green? - No, it isn't. - Is it blue? -Yes, it is.

Step 3

Exercise 4. Listening. More toy vocabulary.

- Begin with TPR.
- Then - Sts listen to the recording/teacher and repeat.

Step 4

Have a chat. (For procedure see Introduction, p 15). **What is your favourite colour?**

Invite pairs of Sts to the front and ask them to speak, using any colours they remember.

UNIT 2 LESSON 3

Aim: Whose ...'s possessive.

Step 1

Say it again. Listening. Sts listen to the recording and repeat

Step 2

"Hot potato" game: (for procedure see Introduction p.22)

- 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 words according to assignment.
- Put picture cards of the vocabulary to be revised (toys) on the floor inside each circle. They will serve as a prompt.
- The students in the circle throw the 'hot potato' to each other and say any of the object names from the picture cards on the floor.

The “thrower” – *Whose bike/doll is it?* The catcher: *It is my ... the word that the thrower said.* The sts standing next to him/her on the right, says his/her name with ‘ – it is Gio’s ball, etc. + the question and the next object of his/her choice: *Whose is it? Etc.*

- The student who either drops the ‘potato’ or pauses to ask the question/give the answer, is ‘out’.
- The game continues either until there is 1 student left in the circle, or teacher feels it is enough. In this case she announces all those left the winners. Everybody chants “Well done!” 3 times.

Step 2

Listening. Sts listen to the song 3 or more times, and join in singing if and when they feel they can. Help them with the vocabulary and correct pronunciation – individually and in small groups, then – whole class.

Oh, where, oh, where is my little dog gone?

- Play the recording. Accompany the song with actions. Sts can look at the picture with the dog. At subsequent performances they can point to their ears and imaginary tails.

Oh, where, oh, where is my little dog gone?

Oh, where, oh, where is he?

With his ears cut short,

And his tail cut long,

Oh, where, oh, where is he?

UNIT 2 LESSON 4

Activity Book, p.7 **WHOSE TOYS ARE THEY?**

Step 1

- a) Sts listen to the recording, and draw lines to indicate which toy belongs to each of these people.
- b) then –they listen and follow with their eyes in the workbook;
- c) then –they listen and colour the pictures.
- d) roleplay.

Step 2

Optional: Transport Flashcards

<http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-transport.pdf>

Song: Wheels on the bus. Listen to a song for children about a very busy bus.

<http://learnenglishkids.britishcouncil.org/en/songs/the-wheels-the-bus?>

Step 3

Word drill game. For procedure see Introduction.

Use all 4 colours and toy names.

Step 3

Rhyme:

My train is yellow,

And your train is blue,

His car is red and

Her car is new.

Step 4

WHAT I KNOW SO FAR

UNIT 3 CLOTHES (1)

LESSON 1

Aim: vocabulary for clothes: shirt jeans jacket cap shoes, Where is... ? Where are...?

Step 1

Produce the picture cards/poster. Practice the vocabulary. SB, p.12. See Introduction **Say it again.**

Step 2

Pronunciation practice.

- In this exercise students practice falling and rising intonation. You say, sts repeat, after you. Follow it with your hand movement – fall – rise. Tell sts to repeat the same movements.
- My jacket. Your jacket?
- Where is it? Where is it?
- It's over *there*. *Over there?*

• 2 teams of students stand opposite each other; they can be standing in their desks. St A from Team 1 asks st B from Team 2. Then they change roles, and speak about any other piece of clothing. They should speak about *shirt jacket cap* (singular objects)

A. *Where is my ... (any item of clothing, that they know the name of).*

B. *Your ... (repeating the name of the item)*

A. Yes, 'where is it?'

B. 'where is it? *It's over 'there.*

A. *Over 'there? Oh 'yes, ' thanks.*

Step 2

Plural number - *shoes jeans*. Pronunciation practice.

Where are my shoes? Your shoes?

2 teams repeat the same dialogue, pairs facing each other, speaking about shoes *jeans*.

Step 3

Game: Flash the card. (See Introduction). Produce all the object picture cards learned so far. It will also be revision.

Step 4

Optional: Play a word game to learn and practice clothes vocabulary.

<http://learnenglishkids.britishcouncil.org/en/word-games/clothes-accessories>

UNIT 3 LESSON 2

Aim: I like... Really? You have, he has, she has, Reading Names

Step 1

Chain dialogues.

- Play the recording for sample dialogues.
- Pre-teach 'I like' and 'really?' Translate and practice intonation:

I 'like your ⊃shirt, I 'like your ⊃jeans/cap/jacket/shoes.

⊃ really? ⊃Thank you.

- Sts **clap** at each stressed syllable and pronounce together with you.
- Sts of two teams stand facing each other and say these phrases, using different items of clothing.

Step 2:

What is your name? – Name cards.

The learners' first acquaintance with English script starts through reading their own and their friends' names. The next step – reading object names in their immediate surrounding. This approach should also help students to develop a fast reading technique.

Step 1

Finding out students' names, distributing name cards.

- Address some and get them to confirm their names. T: *Your name is (George), is that right?* St: *No/Yes.*
- Address other students saying names at random and getting them to say *No* and *Yes*. T: *What's your name? Is it...?* S: *Yes/No.*
- Prepare at home, beforehand, and give out the name cards. If possible, students attach the cards to their shirtfronts for everybody to see. Give them some time to study their cards and those of the Sts sitting near them, so that they can get acquainted with English letters. Give them time to walk around the class and look at everybody's cards.

Step 3

Touch the card. Identifying written names.

- Divide class into groups of about 6 students.
- In each group put name cards face up.
- Call out one name from your register. The first St to touch the correct name stands up. Call out other names till all cards have been touched and all Sts are standing

Online resource: Bean Bag Hello: Listen to a song about saying your name. Sts sing using their names.

<http://learnenglishkids.britishcouncil.org/en/songs/bean-bag-hello>

UNIT 3 LESSON 3

Aim: have on

Step 1

- **Pre-teach** *have on*. Demonstrate with different items of clothing. See Introduction. **Say it again.**
Materials: Ask sts to bring the known items of clothing from home – of different colours, they can even make caps of different colour paper, and bring clothes which are too big for them or too little, belonging to their family members.

Step 2

Memory game.

- Students from both teams dress up – they put on whatever they have brought from home.
- 2 students - 1 from each team stand facing each other. They look at their partner, memorize what they are wearing, then – stand with their backs to one another.

- Standing back-to-back they speak about their partner's clothing – the colour and the name of the item. Sts in class are the judges. Model: *You have on a white jacket, blue jeans, big shoes and a little green cap .*
- One student from each team is at the board, counting the points – drawing a line for his team, if class decides that the team deserves it – if there was no mistake in the description.
- Next step – another pair.
- You can go on while sts are interested. You can stop the game at any time, after each team had spoken an equal number of times.

Step 3

Broken telephone. Two teams compete. The team that gets the original word through to the end is the winner. If both teams manage, both are winners. Class chant 'Well done'.

UNIT 3 LESSON 4

Aim: Vocabulary: Clothes, colours
--

Tell me about them. SB, p.14

Step 1:

- Sts listen to the recording and repeat.
- Sts work in pairs and give full answers about who has what. e.g. Tell me about Nino. She has a dog, it is grey.

Step 2: WB p 7. Where are My Dad's Clothes? Sts listen to the recording, then – listen and follow with their eyes in the workbook, then – roleplay.

Step 3:

WHAT I KNOW SO FAR

UNIT 4 MOVING AROUND

LESSON 1 MAKING A CUBE

Aim: reading and writing words	Vocabulary: clothes, classroom object, toys
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Making a cube.SB, p.16

Materials: rulers, scissors, glue, sheets of paper, colored pencils

NOTE: This is the time when Sts should begin printing words – writing them in (capital) letters as they appear in print. Making a cube is fun, besides, Sts learn to follow your instructions, and get acquainted with the language of instructions. They print on the cube only those words, which they choose themselves. It is a good motivation for them to memorize the spelling. Give the task to make cubes and print on them words whenever any new vocabulary is taught. Then, in class, use throwing cubes as a reading exercise. Several cubes can be thrown at a time. Students in groups of four read what falls on top, which is an exercise in fast reading. If, however, at subsequent lessons you choose to instruct your sts to print the words on cards, or slips of paper, preferably hard, so that they can use them at different times playing with "flashcards", it might also be possible. In this case they draw cards at random, put them on the table and read whatever there is.

Step 1

Making a cube.

- Check that all sts have the necessary materials.
- Put up the list of materials as you check.
- Demonstrate and give a running commentary on how to make the cube. Sts follow your example and make their own cubes. Repeat each step several times, and monitor the sts' work carefully. As you speak, emphasize the words in bold type, so that they stick in your students' memory. Your commentary should follow these steps:
- *I **put** my sheet of paper **under** the page. **Put** your sheet of paper **under** the page too. Then I take a pencil and trace the cube onto my paper. Take your pencil and trace the cube onto your paper. Then I take a **ruler** and **draw** the cube on my **paper**. (Demonstrate your actions) Take your **ruler** and draw the cube on your paper. Then I take the **scissors**. (put them up) I **cut** out the shape of the cube, **very carefully**. Take **your scissors** and cut out the cube, **very carefully**. Now I **write** a name on each square of the cube. You can choose the names from the list on the board.*
- *Invite sts to call out their names and print them on the board; write in block letters. Then give sts time to choose 6 names and copy them from the board.*
- *Have you finished? Now I **fold** my paper along the lines, very, **very carefully**. Fold your cube along the lines. Then I take some **glue** and I **paste** it **very carefully**. Take some **glue** and **paste** the cube. (demonstrate) OK? Then I fold the paper over, **line to line, corner to corner**. Now I press it, **very carefully**, and I'm **finished!** My cube is **ready!** Now you, fold the paper over, line to line, corner to corner, press it. Ready? Show me your cubes!*

Step 2

- Demonstrate in front of the class with a pair of students throwing their cubes and reading what falls on top.
- In pairs: sts throw the cubes and read what falls on top.
- In groups of four: the same.

Home task: Sts make one more cube at home and write on it any object name they choose from the book. They get this home task in all subsequent lessons and every time bring a new cube with a new collection of words.

Teacher can keep the cubes if she has space to keep them in the classroom, and in any lesson give sts any collection of **3-4** cubes to throw

and read, as pair work.

UNIT 4 LESSON 2

Aim: walk dance jump run freeze
--

Copying the mime

Step 1

- Tell Sts they should copy what you are doing and listen to what you say. You can both revise and introduce the language of actions like this: stand up, sit down, then - accompany your instructions with gestures, if you don't want to do some actions, like jumping, for example. After the command 'walk' or 'run' give the command 'freeze!' When everybody should freeze in the middle of performing an action. Continue till student remember the vocabulary and can perform the actions just following your gestures and then – commands.

Practice/introduce the vocabulary: dance jump run freeze shut the door clap your hands (3/5 times)

With a large class and not enough space, you can do it in small groups, giving all the rest the task to remember the vocabulary of actions, and do it just following commands, when their turn comes.

- Award students who memorize the vocabulary and place them at the beginning of the row of sts performing the actions.

Step 2

- **Game:** If you have space in the classroom, move the desks to the walls to make more, and invite whole class to the open space. If you have little space in the classroom, everybody stands up in their seats. Give commands to perform some action. From time to time give command 'freeze!' If anyone is noticed moving, he is 'out'.
- You can give funny commands, like – *go and sit on/under the chair/desk.*

Step 3

- You can play 'Hush' to keep class quiet after this noisy game. Then – revise some rhyme, Sts saying it in chorus, clapping hands at stressed syllables.
- Rhyme

One, two, three, Let me see, Who likes coffee? And who likes tea?	One, two, three, Oh, I see, You all like coffee, And I like tea!
--	---

UNIT 4 LESSON 3 DO WHAT I SAY!

Aim: Come here! Go to the door! Take it! Give me a book! Stand up! Sit down!

Step 1:

- Students listen to the recording and look at the pictures. SB, p.17. **Say it again.**
- Point to the pictures. Sts say the actions.
- Change the order of the actions and tell sts to mime the actions.

Stage 2

Rhyme with action

Jump the rope, Jump the rope, Jump, jump, jump! Jump it high, Jump it low, Jump, jump, jump!	Jump it fast, Jump it slow Jump, jump, jump! Jump again, Out you go, Jump, jump, jump!
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Optional: Tongue Twister:

<http://learnenglishkids.britishcouncil.org/en/tongue-twisters/i-scream-you-scream>

Listen to the tongue twister and practise saying it. How fast can you say it?

'I scream, you scream, we all scream for ice-cream.'

UNIT 4 LESSON 4

Aim: revision: action words, letters A – G

Step 1:

Game: Simon Says. SB, p.18.

Step 2:

Open your Activity Book. Listening. Rex and Kitty. Sts follow directions,

Step 3

WHAT I KNOW SO FAR

UNIT 5 I'M HUNGRY (1)

LESSON 1

Aim: some cheese, a banana, an egg, some bread, some tea, some coffee, some water.

Step 1

Introduce the food vocabulary, using procedure of 'Say it again', see Introduction.

Step 2

Identifying written forms of words (without the pictures)..

Print on the board object names. Invite 2-3 Sts to the board. Ask '*Show me cake. Right! Well done! Or 'no, it is not 'cake'! It is ... (read the word). Show me cake!*' Continue until all Sts identify all 6 words. Invite other 3 Sts, get them to identify all 6 words, too.

Step 3

Read and pass on. (For procedure see Introduction)

- Print the names of objects on slips of paper-about one for every two Sts – use both new words and those learned earlier.
- Sts stand in one or more circles of about 10 each.
- Read aloud clearly the names on the slips and hand them to one St in each circle in turn.
- The St receiving the slip reads it aloud and passes it to the St on his/her right, who reads it aloud and passes it on.
- All the slips are thus passed round the circle from person to person, each reading the name aloud.

Optional: Online resource - Students play Trolley Dash game. They have sixty seconds to collect everything on their shopping list.

<http://learnenglishkids.britishcouncil.org/en/games/trolley-dash>

UNIT 5 LESSON 2

Aim: letters A-G, Revision: vocabulary

Step 1

Identifying first 7 letters of the alphabet.

The procedure is the same as for identifying objects – Say it again.

- Print on the boards first 7 letters of the alphabet, capitals A B C B E F G – tell sts, in Georgian, that in English letters are small and capitals. Capitals are used at the beginning of a sentence and with proper names. Letters have their alphabetic names.
- Invite 2-3 sts to the board, say: “Show me letter ‘A’. Right! This is ‘A’. Now show me ‘C’. No, this is not ‘C’. this is ‘F’, shoe me ‘C’, no, this is ‘G’, show me ‘C’. Right! This is ‘C’. Well done! Continue until all 3 sts identify all letters.

Step 2

Game ‘Bingo’. For procedure see Introduction.

Sts choose 6 letters out of those on the board and copy them in their notebooks. You can give them a choice of these 7 letters and numbers 1-10. They can draw 6 boxes:

A	7	D
E	F	9

Teacher reads letters and numbers in jumbled order. Keep records of what you read for further reference.

Sts cross out the one you read. The st who finishes first is the winner and calls out: “BINGO!”

Step 3

Alphabet song

Sing the first verse – letters A-G.

Step 4

Game “What’s in the bag?” or Kim’s game. You can put picture cards instead of real objects. Use all objects learned so far. For procedure see Introduction.

UNIT 5 LESSON 3

Aim: letters H I J K Food vocabulary revision: pets

Step 1

- Identifying 4 more letters of the alphabet H I J K.

The procedure is the same as for identifying objects – Say it again.

Write these letters of the alphabet in capitals on the board. Invite sts to identify them, as in Lesson 2 above.

Step 2

Game ‘Bingo’. For procedure see Lesson 2 above.

Step 3

Flash card.

Choose the cards with pictures of the learned objects + the pet pictures.

Tell sts they should be very attentive to see at once what it is and call out.

Flash a card quickly and hide it behind your back, if nobody calls out, flash slower, then slower, and wait for a response. As soon as somebody calls out what it is, praise them, and continue with the next card.

If you notice that some student is not taking part, invite them one by one to the front to take your part and flash the card. This will arouse their interest little by little.

Step 4

Show how to write letters A and B (following arrows in their workbooks). Sts write and continue as home task.

UNIT 5 LESOON 4

Aim: letters A-Z Food vocabulary: cake, milk, cheese, bread, water
--

Step 1:

Identifying letters Q - Z

Alphabet song

Sing the verses – letters A – Z

Step 2:

1. **Game** “Card on the back”. For procedure read Introduction. Words: cake

milk cheese bread water

Step 3:

Writing letters C and D

STEP 4:

WHAT I KNOW SO FAR

UNIT 6 LOOK AT ME

LESSON 1

Aim: head shoulders knees toes eyes ears nose mouth
--

Step 1

Introduce vocabulary. Use ‘Say it again’ procedure. Put up the poster and invite students to point to parts of the body. SB, p.23.

Step 2

Song ‘Head, shoulders, knees and toes’. The melody is recorded. If you don’t want to sing, you can chant. Play the recording, or sing/chant, until your pupils join in. Don’t teach it line by line. Act it out while singing. Sts can start by acting it out, and join in little by little, when they feel ready. SB, p.24.

Step 3

Reading:

- Print these words on the board/ invite sts to point to the words on the poster.
- Ask students to copy any 6 words on cards or make a cube (at home).

Optional: Play a word game to learn and practise parts of the body vocabulary.

<http://learnenglishkids.britishcouncil.org/en/word-games/parts-the-body-1>

UNIT 6 LESSON 2

Aim: Vocabulary: body parts, numbers, food I love..., and you?

Step 1

- Write on the board 18 items – parts of the body and numbers 1-10. Ask students to choose and copy any 6 words in their notebooks, play BINGO.

Step 2

“Card on the back” game – parts of the body,

Step 3

- Team competition with food cards. 6-8 players in each team. So there will be 4 teams in a class of 30. Give to each team a name. Any animal name will do – Cats, and Dogs, Hamsters and Tigers.
- Each team members stand at the front of the classroom if there is space, or in the aisles between the rows of desks. The first student of each team holds the cards (picture or word, to the teacher’s choice) of the vocabulary to revise – food.
- Pre-teach the phrase that they have to say: *I love ice-cream, and you?* (all food names)
- The first st passes the card to the next st and says: *I love ice-cream, and you?* The second player takes the card and passes it on with the same words. In the meantime, he/she receives the next card and passes it on, to the end of the pack of cards.
- When the last st in the row gets the last card, he/she hands them over to the teacher.
- The team which first gets through with the whole pack is the winner.

UNIT 6 Lesson 3

Aim: Practise in listening and deducing the meaning. Matching the text to pictures. Organizing pictures in the appropriate sequence.

Open your Activity Books.at p 21

Listen to your teacher and number the pictures.

Then look at the pictures and tell **Kitten’s story**.

Lika has 2 pets – a kitten and a fish. The fish lives in the water.

- 1 Lika loves her fish very much. She loves her kitten too.
- 2 One day kitten says to his mum Blackie: Mum, I like this little fish. I want to play with the little fish.His mum Blackie says: No, it is Lika’s fish, You can’t play with this little fish.
- 3 Kiten looks at the little fish and looks.
- 4 Then kitten jumps into the water where the little fish lives.
- 5 Lika sees the kitten in the water. She takes him out.
- 6 Lika is glad.
- 7 Blackie is glad to have her kitten back.

UNIT 7 AT HOME

LESSON 1

Aim:Fork knife spoon cup saucer

Step 1:

SB, p.26. Identifying the new vocabulary. Use the procedure described in Introduction, Say it again.

Step 2:

fridge bed sleep

Beat the Teacher: Students enjoy competing against the teacher, and they enjoy it even more when she loses! The procedure is always basically the same. The teacher puts herself in the position of 'guesser' and tries to deduce the item that the class has chosen. She has a specified number of questions, or guesses, and if she guesses correctly within this limit, she is the winner, and the class is the loser. If not, she loses.

Teacher turns her back to the class. One student picks up any one picture card, shows it to the class, thus they agree, that teacher will be guessing this word. She is allowed 3 questions, if she fails to guess, she loses, a student from class takes her role.

The questions can be: *Is it a bathroom? Is it a living room? Etc.* So, it is practicing in asking general questions with "to be" verb.

Step 3:

Matching picture cards with word cards/words on the board.

UNIT 7 LESSON 2 WHERE IS THE BED?

Aim:bed TV fridge bedroom bathroom kitchen living room

Step 1:

Sts revise home - related vocabulary

Step 2:

Sts draw a picture of their house/flat and present. Give them the model: *The bed is in the bedroom. There are three chairs in the kitchen etc.*

Step 3:

Sing along: 'This is the way the baby goes'.

Optional:

Home related vocabulary

<http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-home.pdf>

UNIT 7 LESSON 3

Activity book: Kiki the Clown. . Sts listen to the recording, then – listen and follow with their eyes in the workbook, then – roleplay.

UNIT 8 MY CLOTHES (2)

LESSON 1 WHERE ARE MY SHORTS?

Step 1:

Rhyme Time. SB, p.27. Play the recording or read the rhyme aloud to the children while they listen. Read/play each line and ask sts to repeat it. When the students reproduce the rhyme, provide them with the first word or with key words.

Step 2:

- **Have a chat.** Sts listen to the model dialogues and repeat.
- Sts work in pairs and role play
- Sts speak about their favourite clothes.

UNIT 8 LESSON 2 WHAT'S THIS? WHAT ARE THESE?

Step 1: Demonstrate the questions and answers. *E.g. What's this? It's a jacket.*

Step 2: Point to the pictures of clothes (SB, p.28, ex.4) and ask students to answer.

Step 3: Sts work in pairs and test each other. *E.g. A: What's this? B: It's a T-shirt.*

Step 4: Chain dialogue. Words for clothes

UNIT 8 LESSON 3 I CAN READ IT!

Step 1: Sts read the words on the cards and match them with the lettered pictures.

Step 2: Sts copy the answers in their note books – letters and numbers e.g. U-5

Step 3: Sts work in small groups. Put the word cards for clothes on the tables/desks. Say the words and ask sts to find and pick up the right cards for the word.

UNIT 8 LESSON 4 COUNT

Step 1: Sts listen to the numbers and repeat. SB, p.30, ex.7

Step 2: What's next? Sts listen and say number that comes next.

Step 3: Put it on! Take it off! Sts have a chat about the clothes in the pictures.

Step 4: WHAT I KNOW SO FAR

UNIT 9 COLOURS

LESSON 1 WHAT COLOUR IS IT?

<p>Aim: colours - black (x2), white, red, green, blue, yellow, grey, brown Questions – what colour is it? Which cap is blue?</p>
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Step 1: Activity - Say it again. (Look at the colours and repeat). black (x2), white, red, green, blue, yellow, grey, brown

Step 2: Activity - Answers please. Which cap is blue? Number 5. Good!

Now... Which cap is grey? ... red?brown?black?green?white?yellow?

What colour is the T-shirt? It is black. Good

Activity – Chain dialogue. Now, what colour is the book?the T-shirt? ...the shirt?the fish?the hamster?the cat?the dog?the cap?

Step three: Tell me about Nino. She has a dog. It is grey. Tell me about Nika. He has 2 pens. They are red. Now tell me about Eka.Irakli.Nata.Lela.Gia

UNIT 9 LESSON 2 MY FAVOURITE COLOUR

Aim: What's your favourite colour? Really? I love/I hate letters A-H

Step 1: Activity - Say it again.

Step 2: Have a chat

A: What is your favourite colour Nino? B: My favourite colour is red. I love it. A: Really? I hate red.

B: What is your favourite colour Gogi? B: My favourite colour is black. I love it. A: Really? I hate black.

Step 3: Letters. Give each student one card with a letter from A-H written on a card. Students walk around the class and form groups according to the order they appear in the alphabet. Each student in the groups has to say their letter st 1 – A, st 2 – B etc

UNIT 9 LESSON 3 TELL ME ABOUT THEM

Aim: What colour is it? Is it... Tell me about... He has... They are...
--

Step 1:

Game: Guess the Colour.

Step 2: Sts work pairs.

Student A: Tell me about Nino. **Student B:** He has a dog. It is grey.

Homework:

Project: Sts work in small groups and make mini presentations about their friend or a family member

UNIT 9 LESSON 4 WHO IS IT?

Aim: Who is it? Listening: Lika is going to school

Step 1:

Sts revise the phrases *she/he has... they are.../it is..*

Teacher reads the sentences. SB, p.35

Step 2: Teacher asks the questions e.g. *His pens are red. Who?* Sts look at the picture and say the names.

Step 3: Sts work in pairs student A asks 3 questions from the exercise, Student B answers. Sts swap the roles – student B asks and student A answers.

Step 4:

Rhyme Time.

Ding Dong, ding dong. Play the recording or read the rhyme aloud to the children while they listen.

Read/play each line and ask sts to repeat it. When the students reproduce the rhyme, provide them with the first word or with key words.

STEP 5:

Sts open their **Activity Books** at p. 32, listen and follow directions.
WHAT I KNOW SO FAR

UNIT10 MOVING AROUND

LESSON 1 POINT TO THE CEILING

Aim: Vocabulary: floor, ceiling, door, wall, window, board

Step 1: Say it again. Sts listen and look at the pictures. SB, p.37.

Step 2: Sts listen and point.

Step 3: Sts find the picture, copy the letter and write the number. F – 1

Step 4: Word Drill Game.

UNIT10 LESSON 2 PUT YOUR HANDS UP!

Aim: put your hands up, put your hands down, come here, sit down, go to the door, go to the board, stand up, go to your place

Step 1: Activities – Flash cards. Say it again/ Listen and repeat.

Step 2: Which picture? Sts listen and match the pictures with the actions. SB, p.38.

Step 3: Sts listen and perform the actions.

Step 4: Sts read the cards and match them with the pictures.

Step 5: Sts look at the number and perform the action.

UNIT10 LESSON 3 DO WHAT I SAY

Aim: Walk! Run! Dance! Jump! Tip-toe!

Step 1: Flash cards. Say it again

Step 2: Which picture? Sts listen and match the pictures with the actions. SB, p.39.

Step 3: Sts listen and perform the actions

Step 4: Sts read the cards in the Student's Book and match the actions with the pictures

Step 5: Game 'Simon Says'

Optional: Play a word game to practise actions vocabulary.

<http://learnenglishkids.britishcouncil.org/en/word-games/actions-1>

UNIT10 LESSON 4 A FUZZY CATERPILLER

Aim: Rhyme: familiarize sts with the rhythm, intonation

Step 1: Getting the students to repeat the chunks of the poem and copying the way the teacher says it, will be excellent practice for their pronunciation. Sts can also listen to the poem. SB. p.40.

Step 2: Sts play 'Simon Says' game and revise the vocabulary of the unit (actions).

Step 3: WHAT I KNOW SO FAR

UNIT 11

MOVING THINGS AROUND

Aim: Prepositions – *in, on, next to, under*

LESSON 1 WHERE IS THE CAT?

Step 1: Activity: Say it again. Sts listen to the recording and repeat. SB, p.42.

Step 2: Ask sts questions. Demonstrate the answers. E.g. Where's the cat in picture 1? It's next to the house.

Step 3: Ask students the same questions. Students give answers as a whole group.

Step 4: In pairs sts ask and answer the questions about the pictures.

Step 5: Which picture?

- Sts listen to the recording and look at the pictures.
- Sts listen and say which picture.
- Sts work in groups of 3 and describe the pictures (A, B, C)

UNIT 11 LESSON 2 WHAT'S NEXT?

Aim: numbers and letters

Step 1: Use flash cards to revise the letters from the SB.

Step 2: Instruct sts to put the cards with the letters in different places in the room.

Step 3: Ask sts the questions: What's in the box? What's on the chair? Etc. Say or write the model answer on the board. Sts give their answers.

Step 5: Collect the cards with the letters and stick them on the board. Ask sts to make three words with the letters.

Step 6: Sts Listen, Look and repeat the numbers. Then Sts do 'what's next' activity listening to the recording or after the teacher.

Step 7: Game: Bingo! With numbers.

UNIT 11 LESSON 3 PUT IT ON MY CHAIR

Aim: questions, classroom objects

Step 1: Sts revise the vocabulary. SB, p.44. Game: What 's in bag?

Step 2: Revise the prepositions: next to, on, in, under

Step 3:

- **Have a Chat.** (For procedure see Introduction p 15.)
- Demonstrate the dialogue with one of the students.
- Ask two more students to role play the dialogue with you.
- Have a chat. Sts role play the dialogues in pairs, using different choices. .

Step 3

WB activity. P. 40. How old is Grandma and Grandma's birthday dinner. Following directions in the WB.

UNIT 12

I'M HUNGRY (2)

Aim: Vocabulary for food

LESSON 1 FOOD

Step 1: Sts listen to the words and repeat. Ask the group, smaller groups, pairs, individuals. SB, p.47.

Step 2: T asks students the questions for each word. *E.g. What's number 1? Sts answer: Chewing gum.*

Step 3: Sts work in groups and ask and answer the questions about the pictures. Sts swap the roles or pairs.

Step:4T reads the words and points to the cards with the words.

Step: 5 Sts match the word cards with the pictures.

Optional: Step: 6T asks questions *e.g. What's C? Sts answer: popcorn. Students*

1. Can you spell the words for food in English? Play this game to practise.

<http://learnenglishkids.britishcouncil.org/en/archived-word-games/balloon-burst/food>

UNIT 12 LESSON 2 IT'S A CAKE

Aim: Vocabulary for food

Step 1: Activity: Listen and repeat. Sts listen to the words and repeat. SB, p.48.

Step 2: T asks sts questions about the pictures *e.g. What's number 3? It's a cake.*

Step 3: Sts work in groups and ask and answer the questions about the pictures. Sts swap the roles or pairs.

Step:4 T reads the words and points to the cards with the words.

Step: 5 Sts match the word cards with the pictures.

Optional: Step: 6 T asks questions *e.g. What's C? Sts answer: a chocolate*

Optional: Game with Food words. What's in my bag?

UNIT 12 LESSON 3 HERE YOU ARE

Aim: Questions, Vocabulary for food

Step 1:

Say it again. Sts repeat the dialogues. SB, p.49.ex.3.

Step 2: Sts work in groups, ask and answer the questions.

Step 3: Demonstrate the dialogue, I'm hungry. Here is some meat. Some meat? Yes, please. Here you are. Thank you.

Step 4: Role play the dialogue with some students.

Step 5: Chain Dialogue

UNIT 12 LESSON 4 POLLY, PUT THE KETTLE ON

Aim: Revision, letters

Step 1: Show sts the picture in the Student's Book. Say the girl's name is Polly. Teach the word 'kettle' (activity: say it again) Say 'put the kettle on'. Say and mime the actions. Say the phrase 'have tea'. Say and mime the action. Teach 'take off'. Ask students to mime the actions when you say the phrases (put the kettle on, have tea, take off). SB, p.50.

Step 2:

Rhyme Time

Step 3: Game: Bingo!

Step 4:

WHAT I KNOW SO FAR

UNIT 13 FROM HEAD TO TOE

Aim: Vocabulary for Body Parts

LESSON 1 TOUCH YOUR HEAD, TOUCH YOU KNEE

Step 1: Sts listen to the words and repeat. T can use flash cards to revise/learn the vocabulary. SB, p.52

Step 2: Sts listen and do - *Touch your knee! Touch your shoulder! ...leg,head...*

Step 3: Sts work in pairs. A tells to do the actions B responds. E.g. A: touch your knee...

Sts swap the roles.

Step:4 T reads the words and points to the cards with the words.

Step: 5 Sts match the words with the pictures.

Optional: T asks questions e.g. *What's C? Sts answer: arm*

Step 6: Game – Broken Telephone with the new vocabulary.

UNIT 13 LESSON 2 WHO HAS LONG LEGS?

Aim: Adjectives – long/short, Vocabulary for Body Parts

Step 1: Listen and repeat. Teach sts 'long' and 'short'. SB, p.53.

Step 2: Sts look at the picture and repeat – The clown has long legs. The cat has short legs.

Step 3: Sts listen to the descriptions and find the pictures

Step 4: Sts work in pairs. St A describes one of the pictures, st B has to say which picture it is. E.g. A: It has short legs. B: hamster

Optional: Sing and dance with Sam and Pam. Clap your hands, stamp your feet and have fun discovering new sounds in English.

<http://learnenglishkids.britishcouncil.org/en/archived-word-games/balloon-burst/food>

UNIT 13 LESSON 3 TOUCH YOUR TOES PLEASE

Aim: Can you...? Look!

Step 1: Use finger puppets to demonstrate the dialogues.

Step 2: Role play the dialogues with some of the students

Step 3: Sts work in groups and have chat.

Step 4: Rhyme Time

UNIT 13

LESSON 4 Open your Activity Books , p 50 GRANDMA'S BIRTHDAY PRESENTS

Sts listen to the recording, decide who says what, and put in the names in the text.

UNIT 14 MY FACE

LESSON 1 TOUCH YOUR NOSE

Aim: Vocabulary: Face

Step 1: Say it again. Sts look at the pictures and repeat the words. SB, p.56.

Step 2: Sts listen and do the actions – *Touch one eye. Touch the other eye. Touch your eyes.*

Step 3: Sts read the words and say them aloud.

Step 4: Sts match the pictures with the word cards.

Step 5: In small groups sts draw a picture of their favourite pet and present it to the class using the new vocabulary.

UNIT 14 LESSON 2 IT HAS A BIG MOUTH

Aim: Adjectives, Vocabulary: Face

Step 1:

2. Listen and find the picture.

- Teacher numbers the monsters' faces and reads the description to the class:
- *No 1 has a very long nose , two big ears, two eyes and a big mouth.(answer: 1-C) etc.*
- Sts listen to the descriptions and find the pictures.
- Sts listen again and copy the letters with the number.

Step 2:

- Sts draw a monster's face and play a guessing game.

UNIT 14 LESSON 3 NUMBERS AGAIN

Aim: numbers

Step 1: T Reads the numbers on the cards. Sts repeat.

Step 2: T asks sts about each card e.g. What number is A Sts answer: **two** .

Step 3: Students work in pairs A asks the same questions about numbers, B answers. Sts swap the roles

Step 4: T demonstrates the dialogue – How old are you? I am ..

Step 5: Sts walk around the class and ask and answer the question.

Step 6: Sts play Simon Says practicing the actions from the unit.

Step 7: Sts sing the song – Mouth and nose, cheeks and chin.

Step 8:

WHAT I KNOW SO FAR

UNIT 15 ANIMALS

Aim: Vocabulary: wild animals

LESSON 1 NUMBER ONE IS A CROCODILE

Step 1: Say it again SB, p.60.

Step 2: Role play the dialogue with one of the students.(1.b)

Step 3: Sts work in pairs and role play.

Step 4: Sts read the words on the cards and match them with the pictures.

Step 5: Game – Broken Telephone

Optional: Play a word game to learn and practice farm animals' vocabulary.

<http://learnenglishkids.britishcouncil.org/en/word-games/farm-animals>

UNIT 15 LESSON 2 MORE ANIMALS

Aim: Vocabulary: wild animals

Step 1: Listen and repeat. Sts listen to the words, look at the pictures and repeat. T can use flash cards to present the new vocabulary.

Step 2: Read the words on the cards. Ask Sts to repeat.

Step 3: Sts match the words written on the cards with the pictures.

Step 4: Sts work in small groups write the new words on a cube. Sts throw the cube and read what falls on top.

Homework: Sts draw their favourite animal and label the picture.

UNIT 15 LESSON 3 I LIKE BEARS

Aim: I like..Vocabulary: wild animals

Step 1: Prepare pictures of the animals or write the words on the board: bears, tigers, giraffes, crocodiles, foxes, wolves, monkeys.

Step 2: Give sts your own examples e.g. I like giraffes. I don't like wolves. Ask sts about each animal: Do you like bears/giraffes/crocodiles...? Elicit and write the answers on the board. E.g. Yes, I like crocodiles and I like tigers too. No I don't like monkeys but I like tigers.

Step 3: Role play one of the dialogues with one of the sts. Ask pairs to repeat.

Step 4: Activity: Chain Dialogue

Step 5: Counting Rhyme – Read the rhyme aloud for the sts. Read each line and sts to repeat. Provide sts with key words to help reproduce the rhyme.

Step 6: How Many? Sts work in pairs. Student A has the book closed, student B looks at the pictures and asks questions e.g. How many pens? How many sweets? OR students draw pictures of different objects (sts should know the words for the objects in English) and Ask questions about pictures e.g. guess how many books.

UNIT 15 LESSON 4 TO THE ZOO

Aim: Revision: numbers, letters, Vocabulary: wild animals

Step 1: Sts open their Activity Books at p 59. After playing the recording once ask sts which of the toys Lika wants to take to the zoo.

Step 2: Play the recording again and ask students to repeat each line.

Step 3: Play again. Pause the recording after each line and ask sts to predict what Lika/Mum is going to say in the dialogue.

Step 3: Sts act the dialogue out

Step 4: WHAT I KNOW SO FAR

UNIT 16 I DO IT EVERY DAY

Aim: Vocabulary: Time

LESSON 1 WHAT'S THE TIME?

Vocabulary: Time, *gets up..... brushes his teeth..... combs his hair..... brushes her hair..... washes her face..... goes to bed*

Step 1: Say it again. Look at the pictures and repeat: *gets up..... brushes his teeth..... combs his hair..... brushes her hair..... washes her face..... goes to bed.....*SB, p.64.

Step 2: Change the order of the actions and tell the group to mime them.

Step 3: Sts listen to the recording and answer the questions: Which picture? Who is it?

Step 4: Read the word cards for the students. Check their pronunciation by asking sts to read the cards aloud.

Step 5: Sts match the cards with the pictures.

Optional: Sts listen to the song and learn how to look after their teeth.

<http://learnenglishkids.britishcouncil.org/en/songs/brush-bus>

UNIT 16 LESSON 2 WHAT'S THE TIME?

Aim: Vocabulary: Time, *gets up..... brushes his teeth..... combs his hair..... brushes her hair..... washes her face..... goes to bed*

Step 1: Say it again. Sts listen to the recording/teacher, look at the pictures and repeat. SB, p.65.

Step 2: Sts look at the clock number and give full answers. e.g. Look at clock 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

Step 3: Sing along.

Revise – wash hands, brush teeth, comb hair. Students listen to the song and mime the actions.

Students listen again and sing.

UNIT 16 LESSON 4 MERRY CHRISTMAS!

Aim: Christmas vocabulary

Step 1: Say it again. Sts look at the pictures and repeat.

Step 2: Read the cards for the students.

Step 3: Sts work individually and match the pictures with the word cards.

Step 4: Merry Christmas song. Students listen to the song. Sts listen to the song again and join in singing.

Step 5:

Optional: Sts play a word game to learn and practise Christmas vocabulary.

<http://learnenglishkids.britishcouncil.org/en/word-games/christmas-1>

Step 6:

WHAT I KNOW SO FAR

Homework: In groups of four - presentation - Sts draw their own clocks and tell the group about their day.

UNIT 17 MY HOME

Aim: Vocabulary: place to live

LESSON 1

Step 1: Listen and repeat. Sts listen to the recording/teacher, look at the pictures and repeat. T can use flash cards to present the new vocabulary. SB, p.67.

Step 2: Read the words on the cards. Ask Sts to repeat (ex. 1b).

Step 3: Sts match the words written on the cards with the pictures.

Step 4: Sts work in small groups write the new words on a cube. Sts throw the cube and read what falls on top.

Step 5: Sts role play the dialogue (ex.1.c) *Do you live in a village? - Yes, I do. or No, I don't*, using different vocabulary from that given in the cards.

UNIT 17 LESSON 2 I LIVE HERE

Aim: Vocabulary: Animals and their natural habitats; why some animals become endangered

Step 1: Listen and repeat. Sts listen to the teacher read the words in task 1 b, look at the pictures in 1 a) find the picture and repeat. SB, p.67.

Step 2: Sts read the words on the cards in 1 b) and match them with picture numbers.

Step 3: Sts match the animals with their natural habitat.

Step 4: Teacher checks what Sts wrote. Discuss, in Georgian, which choice is right and why. How each of the animals will feel if taken away from its habitat and why some animals become endangered (გადაშენების საფრთხის ქვეშ).

Step 5: Sts role play the dialogue: *Where do they live? Where does the tiger live? It lives in the jungle, etc.*

UNIT 17 LESSON 3 AT HOME AND OUTSIDE

Aim: vocabulary: weather

Step 1: Listen and repeat. Sts listen to the recording/ teacher, look at the pictures and repeat. SB, p.69.

Step 2: Read the words and phrases on the cards. Ask Sts to repeat (ex. 3a).

Step 3: Sts match the words written on the cards with the pictures. Say: *number 1 - rain.*

Step 4: Sts work in pairs. Student A reads/says the word, student B guesses the word/phrase from the lesson and shows the picture.

Lesson 4

Open your Activity Book p 67: In Dad's Car to the Zoo.

Sts listen to the recording, then – listen and follow with their eyes in the Activity Book, then, when ready, roleplay.

Step 5: WHAT I KNOW SO FAR.

Setting out 2

THE TAPESCRIPT

აქ მოყვანილია ყველა ტექსტი, რომელსაც მოსწავლემ უნდა მოუსმინოს. თუმცა, რადგან ეს ტექსტები მეტისმეტად გრძელია, აუდიოჩანაწერში შევიტანეთ თითოეულის ნაწილი, რომელსაც მასწავლებელი გაეცნობა გაკვეთილამდე, და კლასში შეასრულებს თვითონ ამ წერილობითი ტექსტების მიხედვით.

რადგან ამ დონეზე შესასრულებელი უმეტესი სავარჯიშოები მოითხოვს მოსწავლეების მიერ მოსმენას, და ამ მოსმენის საპასუხოდ რეაგირებას, ყველა ეს ტექსტი მოცემულია აქ. ამრიგად, მასწავლებელმა უნდა გამოიყენოს **მოსასმენი ტექსტების ეს ჩანაწერები ყოველ გაკვეთილზე**. ამიტომ ყოველ გაკვეთილზე მასწავლებლის წიგნი უნდა იქონიოდ გადაშლილი მოსასმენ ტექსტებზე.

Unit 1 Pets

1. Look and say. Dog, cat, bird, fish, hamster

2. Look and say. Big little

A big dog - a very big dog - a little dog - a very little dog - a puppy

a big cat - a VERY big cat - a little cat - a VERY little cat - a kitten

1. Rhyme time

My little pup Can jump up high He can also Chase his tail.	He loves to fetch The ball I throw And he plays With me all day.
---	---

4.

Where's Dato? I'm here! Where's Giorgi? He's there! Where's Nino? I'm here! And where are YOU? I'm here!	Where's Eka? She's there! Where's Irakli? He's here! Where's Nana? She's here! And where is your little dog? She is here! And where is Nika's hamster? – He is there!
---	---

Hello Nika. How are you? Fine thanks, and you?

I'm fine thanks.
 Where's Nino?
 Nino? She's over there.
 Oh yes. Thanks.

5. Rhyme time 'Clap, 'clap, 'clap your 'hands'Clap a'long with 'me'

Clap, 'clap, 'clap your' hands'Clap a'long with 'me.

6. Say it again.

Happy - sad - Look! I have a dog. - I love - She loves - She loves her puppy

7. Have a chat.

<p>A: Look! I have a dog. B: Is it a boy? A: No, it isn't. It's a girl . B: What's her name? A: It's Suzy. B That's a nice name!</p>	<p>A: Look! I have a cat. B: Is it a boy? A: Yes it is. B: What's his name? A: It's Tommy B: That's a nice name!</p>
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Unit 2 Toys and colours

1. Say it again.

- Ball - a ball - train - a train – doll a doll – car - a car - teddy bear – a teddy-bear
- Who has a ball? – Nika has a ball!
- Who has a train? – Gio has a train!
- Who has a teddy-bear? – Lika has a teddy-bear!
- And who has a doll? – I have a doll!

2. Say it again. Red - blue - yellow - green

<ul style="list-style-type: none"> - What colour is this ball? - This ball? - Yes, this ball. - It is red. - Ok. 	<ul style="list-style-type: none"> - And what colour is that ball? - That ball? - Yes, that ball. - It is blue! - Ok, ok..
<ul style="list-style-type: none"> - And what colour is this ball? - This ball? - Yes, this ball. - It is yellow! - Ok, ok. 	<ul style="list-style-type: none"> - What colour is that ball? - That ball? - Yes, that ball. - It is blue! - Ok.

2. Say it again.

Monkey – a monkey - giraffe – a giraffe – bike – a bike - lorry – a lorry

3. Have a chat.

- What is your favourite colour Nino?
My favourite colour? My favourite colour is red...
- What is YOUR favourite colour?
- My favourite colour is green.
- And what is Lika's favourite colour?
- Her favourite colour is yellow.
- Yellow? And what is Gio's favourite colour?
- Gio's? His favourite colour is blue!

4. Whose bike is it?

- Is it dad's bike?
- No, it isn't dad's bike. It's Nika's bike.
- And is it Nika's train?
- Yes. It is Nika's train.
- And is it Lika's ball?
- No, it is not Lika's ball.
- Whose ball is it?
- It is Nika's ball.
- Is it Lika's giraffe?
- Yes, it is Lika's.
- And this doll? Is it Lika's doll?
- Yes, it is Lika's doll.
- Ok

5. Sing along.

Oh, where, oh, where is my little dog gone? Oh, where, oh, where is he?

With his ears cut short, And his tail cut long, Oh, where, oh, where is he?

Open your Activity book p 7 **Whose toys are they?**

No.1 I am Nika. I have a toy train. My toy train is red.

No 2 This is my sister Lika. She has a doll. Her doll's name is Keti. Keti has a little house. Keti's house is green.

No 3. This little boy is my brother. His name is Gio. He has three toy cars. The cars are little. One car is red, one car is green, and one car is yellow.

No 4. This is my dad. He has a car. His car is big and blue.

Unit 3 My clothes

1. **Say it again.** Look at the pictures and repeat the names.

Shirt – a shirt - jacket – a jacket – cap – a cap – skirt – a skirt – shoes – jeans

- What colour is this shirt?
- This shirt? It is yellow.
- What colour is this jacket?
- This jacket is green and red.
- And what colour is this cap?

- This cap?
- Yes, this cap.
- It is blue.
- Ok.

2.

- Where are my shoes?
- Your shoes?
- Yes, where are they?
- They're over there.

- Where's my jacket?
- Your jacket?
- Yes, where is it?
- It's over there.
- Oh yes, thanks.

2. Have a chat.

- Hello Eka.
- Hi Gogi.
- I like your T-shirt.
- Really? Thank you.
- And I like your shoes.
- Really? Thank you.

6. Tell me about them!

- Tell me about Nino. She has a dog. It is grey.
- Tell me about Gogi. He has 2 pens. They are red.
- Now tell me about Givi He has a shirt. It is blue.
- Now tell me about Eka She has shoes. They are yellow.
- Now tell me about Ika.He has **some** pencils. They are red and blue and green and yellow.
- . Now tell me about Nata. Nata? She has three cats. One is blue, and two are yellow.
- A blue cat? Yes, a blue cat.
- Ok. Now tell me about Lela. Lela? She has a skirt. It is green.
- Now tell me about Gia..Gia has two birds. One bird is red, and one is green.
- Ok

Open your Activity book. P.9 **Where are my dad's clothes?**

Nika's brother Gio is a little boy. He is very little.

Here is a shirt. It is a big shirt. What colour is it? It is blue.

Now Gio has a shirt. But the shirt is very big.

Whose shirt is it? It is his his father's shirt.

Father says: Where is my shirt? Where is my blue shirt?

Here it is! Gio has my blue shirt on! But Gio, this shirt is very big, and you are little.

Gio asks: Dad, is it your shirt?

Father says: Yes, Gio, it is my shirt. Here is your shirt. You are little and your shirt is little too.

And where is my cap?
 Here! There is Kitten on my cap!
 And where are my shoes?
 (Lassie says) Bow-wow, here are your shoes!
 Father: Thank you, Lassie.
 Lassie: Bow-wow. (You're welcome.)

Unit 4 Moving around (1)

1. Say it again.

Walk! Run! Dance!

Now do what I say Walk! Run! Dance!

3. Say it again. Jump! freeze! swim!

Now do what I say. Jump! freeze! swim!

4. Rhyme time.

One, two, three, Let me see, Who likes coffee And who likes tea?	One, two, three, Oh, I see! You all like coffee, And I like tea.
---	---

5. Say it again. Come here! Go to the door! Give me a book! Take it!

Stand up! Sit down!

Now – Copy me. Come here! Go to the door! Give me a book! Take it! Swim! Freeze!

Walk! Run! Stand up! Sit down!

Now – Do what I say.

6. Rhyme time.

Jump the rope, Jump the rope, Jump, jump, jump! Jump it high, Jump it low, Jump, jump, jump!	Jump it fast, Jump it slow Jump, jump, jump! Jump again, Out you go, Jump, jump, jump!
---	---

Open your Activity book. P.16

Listen.

Rex and Kitty

1. My daddy's dog Lassie has a little dog. It is a boy. His name is Rex. Rex is a very little dog. He can't stand up. He can't run. He can't say 'bow-wow'.
2. His mum Lassie says: stand up, Rex! Run!
3. But Rex can't stand up. So he says: No, mum, I can't stand up! I can't run!
4. Then Micky the hamster says: stand up, Rex! Run!
5. Rex is very sad. "No, Micky, I can't stand up! I can't run! I am very little." he says.
6. Then the bird says: stand up, Rex! Run!
7. "No, Bird, I can't stand up! I can't run! I am very little." says Rex.

8. Suddenly Rex's mother Lassie sees the cat Blackie. The cat has a little cat, her name is Kitty. Rex's mother runs after the cat. Rex stands up and runs after Kitty. He is very happy.
9. His mummy Lassie says: Well done, Rex, well done!

Unit 5 I'm hungry

Say it again

Bread, some bread, banana, a banana, cheese, some cheese, egg, an egg.

b) Short answers please. (Answers please)

What's number 3? Cheese. What's number 4? ...2?1?

Say it again.

Tea, some tea, coffee, some coffee, water, some water.

What's number 3? Water.. What's number 2? Coffee. What's number 1? Tea.

Have a chat.

- 1. I like coffee.
- You like coffee? And I like tea.
- You like tea?
- Yes. My mum likes coffee..
- 2. Who likes water? My dad likes water.
- Oh, really?
- Yes.

3. Say it again (1)

A (x2), B, C, D, E, F, G, H, I, J, K, L, M, N, O, P

chant: 'A, B, 'C, D, 'E, F, 'G,

2. 'H, I, 'J, K, 'L, M, N, O, 'P

4.Say it again!(alphabet part 2)

Q (x2), R, S, T, U, V, W, X, Y, Z

6. Chant: 'Q, R, 'S, T, 'U 'n 'V – 'W, X, 'n Y, 'n 'Z

Sing along. The alphabet song

A, B, C, D, E, F, G

H, I, J, K, L, M, N, O, P

Q, R, S, T, U, 'n V

W, X, 'n Y, 'n Z

W, X, 'n Y, 'n Z

Now I know my ABC.

5.Say it again. Then – sing along. Alphabet song

Unit 6

LOOK AT ME

1. Say it again. (1) (Look at the pictures and repeat.)

Head, a head, eye, an eye, ear, an ear, nose, a nose, mouth, a mouth.

No. 2.

2. Say it again. Look at the picture and repeat the words. Shoulder, 2 shoulders, knee, 2 knees, toe, 2 toes.

4. Listen, look at me and do it!

Touch your knee! Touch your shoulder! ...leg,head,arm, ...hand,foot,

Touch your knees! Touch your arms!toes,hands,shoulders, ...legs, ...feet

6.Sing along

Head, shoulders, knees and toes knees and toes, Head, shoulders, knees and toes knees and toes.	Eyes and ears and nose and mouth, Head, shoulders, knees and toes, knees and toes.
--	--

7. Open your Activity Books, Unit 6. Listen to your teacher and number the pictures.

Lika has 2 pets – a kitten and a fish. The fish lives in the water.

8 Lika loves her fish very much. She loves her kitten too.

9 One day kitten says to his mum Blackie: Mum, I like this little fish. I want to play with the little fish. His mum Blackie says: No, it is Lika's fish, You can't play with this little fish.

10 Kiten looks at the little fish and looks.

11 Then kitten jumps into the water where the little fish lives.

12 Lika sees the kitten in the water. She takes him out.

13 Lika is glad.

14 Blackie is glad to have her kitten back.

Unit 7

AT HOME

1. Say it again.

Fork, a fork, knife, a knife, spoon, a spoon, cup, a cup, bed, sleep – she is sleeping, bed, a bed, fridge, a fridge,

2. **Rhyme time.**

This is the way the baby goes

This is the way the baby goes: Clappity clap! Snappity snap!	This is the way the baby goes: Creep, creep, creep, creep.
This is the way the baby goes: Peek-a-boo! I see you!	This is the way the baby goes: Sleep, sleep, sleep, sleep.

Open your Activity Book. **Kiki the Clown.**

This is Kiki. Kiki's father is a clown. So Kiki wants to be a clown too.

Kiki wants a big cap.

He wants big shoes.

Clowns have big caps and very big shoes.

Gio wants to give Kiki his shoes. "Take my shoes", he says.

"No", says Kiki, "these shoe are too little, I want very big shoes."

Nika wants to give Kiki his shoes.

"Take my shoes", he says.

"No", says Kiki, "these shoe are too little, I want very big shoes."

Lika says, "Take my dad's shoes, they are big."

Kiki looks at Dad's shoes and says, "Yes, these shoes are very big, I want your dad's big shoes. But does your dad want to give me his shoes?"

"Yes", says Nika,

"Yes", says Lika,

and "Yes", says Gio. Dad loves clowns.

"Thank you! Thank you!" Says Kiki.

Now he wants to get a big cap.

Unit 8

MY CLOTHES (2)

1. **Say it again.** Listen again and repeat the names.

Shirt, a shirt, T-shirt, a T-shirt, shorts, some shorts, jacket, a jacket, trousers, some trousers, skirt, a skirt, trainers, some trainers

2. **Rhyme time**

Good morning, Good morning, Good morning to you!	Good morning, Good morning, We're glad to see you.
--	--

Have a chat. Where are my shorts?

<ul style="list-style-type: none">- Where are my shorts?- Your shorts?- Yes, where are they?- They're over there.	<ul style="list-style-type: none">- Where's my jacket?- Your jacket?- Yes, where is it?- It's over there.- Oh yes, thanks.
--	--

<ul style="list-style-type: none">- What are your favourite clothes Nino?- My favourite clothes are jeans.- Really? I like jeans too	<ul style="list-style-type: none">- What are your favourite clothes Gio?- My favourite clothes are shorts.- Really? I like shorts too
--	---

Look, listen and repeat. Count!

11 12 13 14 15 16 17 18 19 20

What's next? Call out the next number.

8,9,10... 13,14,15... 14,15,16... 12,13,14...17,18,19...9,10,11

Unit 9

Colours

1. Say it again.

Black, a black cap, blue, a blue cap, yellow, a yellow cap, grey, a grey cap, brown, a brown cap, green, a green cap, white, a white cap, red, a red cap.

Now find the colour.

Which cap is blue? Number 5! Which cap is green? Which cap is brown? ... Which cap is yellow? ... Which cap is white? Which cap is grey? ... Which cap is blue? ...

3. Have a chat. My favourite colour.

- What is your favourite colour Nino?
- My favourite colour is red.
- Really? I hate red.

7. Rhyme time.

Ding dong, ding dong
Ding dong, ding dong
Listen to the big clock
Tick tock, tick tock
Look at its hands move
Round and round
Listen to its bell chime
Ding dong, ding dong.

Open your Activity books at p 30.

Listen and circle the pictures.

Lika is going to school. Where are her clothes?

Lika: Here is my T-shirt, but this is a white T-shirt. I don't like my white T-shirt. Where is my grey T-shirt? Here is a grey T-shirt. But it is too big. It is Nika's T-shirt. Yes, it is Nika's.

Nika! Here is your grey T-shirt! Come here and take it!

Nika: I don't like this grey T-shirt. I have my black T-shirt. It has a grey picture of a ball!

Lika: Ok. I like that black T-shirt with a grey picture of a ball. It's nice.

Where is MY grey T-shirt? Here it is! Ok. But where is my skirt? Here is my black skirt! But where is my WHITE skirt? Here it is!

Now, where are my shoes? My grey shoes are here. But where are my WHITE shoes? Here they are. Ok.

So what do I have? I have a white skirt and a grey T-shirt, and white shoes. I like it. It's nice.

Now, where are my books? Here they are, on my table. And a pen and pencils – (counting) red - one, green - two, blue - three, yellow - four, black - five and brown - six. They are all here, six pencils. And an eraser, and my notebook.

Mum! I'm ready for school!

Mother: Well done, Lika. And Nika? Nika! Are you ready for school?

Nika: Yes, Mum, I'm ready.

Moving around

Say it again. Look at the pictures and repeat the names.

Floor, ceiling, door, wall, window, board.

Now listen and point.

Show me a door. Show me the ceiling. Show me the floor. Show me a window. Show me the board. Show me a wall.

Do what I say!

Put your hands up! Put your hands down! Come here! Go to the door! Go to the board! Go to your place! Stand up! Sit down!

Do what I say!

Walk! Run! Dance! Jump! Tip-toe!

Time to play.

Dance to the door!

No!

Please dance to the door.

Ok.

Thank you.

Tip-toe to the door!

No!

Please tip-toe to the door.

Ok.

Thank you.

Rhyme time.

A fuzzy caterpillar

Little Arabella Miller Little Arabella Miller Had a fuzzy caterpillar First it crawled up on her mother Then upon her baby brother They said, "Arabella Miller! Put away your caterpillar!"	Little Arabella Miller Had a fuzzy caterpillar First it crawled upon her brother Then upon her dear grandmother Gran said, "Arabella Miller, How I love your caterpillar."
---	---

Unit 11

Moving things around

1. Where is the cat?

Say it again.

The cat is next to the house. The cat is under the house. The cat is on the house. The cat is in the house. The cat is between two houses.

2. Which picture? A? B? C?

There's a T-shirt under the chair. C!

There's a shoe between the table and the chair. B!

.....T-shirt next to chair, shoe under chair,cap on table,.....shoe between table and chair,T-shirt on chair,basket on chair,basket next to chair, basket under table,bird in basket,cap in basket,shoe in basket,T-shirt under chair,bird under table,bird next to table,cap between table and chair

b) Full answers please(2)(Listen and call out the answers.)

What's that under the chair in picture C? It's a T-shirt.

What's that between the chair and the table in Picture B? It's a shoe.

....in basket pic B?on chair pic A? under table pic B?under chair pic C?next to chair pic A?in basket pic A?on table pic C?next to table pic C?

3. Do what I say and make three words.(Do what I say and make 3 words.)

Put an S in the box! Put a D under the chair! ...A on the chair.A in the box.an I under the chair.H in the box.H on the chair.R in the box.R under the chair.T in the box.T on the chair. E in the box.C on the chair.M in the box.

4.Say it again!

30 40 50 60 70 80 90 100

What's next?

20, 30... 40, 50... 80, 90...70, 80...60,70...10, 20...

7. Have a chat.

<ul style="list-style-type: none"> - Is this your pencil? - Yes. - Please put it next - to my book. - There you are. - Thanks. 	<ul style="list-style-type: none"> - Is this your pencil? - Yes, - Please put it on my chair. - There you are. - Thanks.
--	---

Have a chat.

<p>Who is that boy? Which boy? He is next to Ika. Oh that's Gogi.</p>	<p>Who is that girl? Which girl? She is next to Eka. Oh that's Lela.</p>
---	--

Open your activity book.p. 38

Listen and circle the years Lika says

How old is Lika's grandma?.

It is Grandma's birthday today.

Lika: Dad, how old is granny?

Father: Guess. Can you?

Lika: Is she thirty?

Father: No, Lika.

Lika: Forty?

Father: No, Lika. 'I am forty. And granny is my mother.

Lika: So she is fifty?

Father: No, Lika.

Lika: I know. She is sixty.

Father: Right. Well done, Lika.

Who says it? *Gio, Lika, Nika, kids, Mum, Dad or Grandma?*

Grandma's birthday dinner

_____ : Come in my dears! I'm so happy to see you all!

_____ : Happy birthday, dear grandma!

_____ : Happy birthday, dear mother!

_____ : Thank you, my dears! Come in and sit down. I have a big birthday cake.

_____ : Where is it?

_____ : On the table, of course!

_____ : Oh, Grandma! What a nice birthday cake!

_____ : Grandma, where can I sit?

_____ : Here, next to Gio.

_____ : Grandma, where can I sit?

_____ : Nika, come here, between Lika and your mum.

_____ : Ok, Grandma.

_____ : (to Grandma, his mother): Mum, and where can I sit?

_____ : You come and sit here.

_____ : Ok. And you, mum, where will you sit?

_____ : I'll sit here too.

Unit 12

I'm hungry

1. Say it again. Repeat the names.

cake, some cake, chocolate, some chocolate, chewing gum, some chewing gum,
meat, soup, bread, popcorn, ice-cream

b) Short answers please. (Answers please)

What's number 3? Chewing-gum. What's number 7? ...2?8?4? ...6? ...1? ...5?

2. Say it again. Look at the pictures and repeat.

Roll, a roll , cake, a cake, ba'nana, a banana, sweet, a sweet, 'chocolate, a chocolate, carrot, a carrot,
ice-'cream, an ice-'cream

Now, full answers please.

What's number 3? It's a cake.

What's number 7? ...4?6?5?1?2?

3. Tell me about it.(Say what you can see.)

Tell me what's in the basket. There's some chocolate in the basket.

Tell me what's in the box. There's a chocolate in the box.

3. Have a chat. (1)

<p>A: I'm hungry. B: Here is some meat. A: Some meat? Yes, please. B: Here you are. A: Thank you.</p>	<p>A: I'm hungry. B: Here is some pop-corn. A: Some pop-corn? No thank you.</p>
<p>I'm hungry. Here is an ice-cream. An ice-cream? Yes, please. Here you are. Thank you.</p>	<p>I'm hungry. Here is a carrot. A carrot? No thank you.</p>

5.Rhyme time.

<p>Polly, put the kettle on, Polly, put the kettle on. Polly, put the kettle, We'll all have tea.</p>	<p>Susie, take it off again, Susie, take it off again. Susie, take it off again, They've all gone away.</p>
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Unit 13

From head to toe

1. Say it again. Look at the pictures and repeat.

Head (x2), hand, arm, leg, foot, finger, toe, knee, shoulder

b) Look at me! (Listen and move.)

Touch your knee! Touch your shoulder! ...leg,head,arm, ...hand,foot,

Touch your knees! Touch your arms!toes,hands,shoulders, ...legs, ...feet

Say it again (2)

Long . short

Tell me about it.

Tell me about the dog. It has short legs.

Tell me about the hamster. bird.cat

3. Which picture? A? B? C? or D?

She has long fingers. He has small hands. He has long legs. He has short legs. He has long fingers.

She has small feet. He has big feet. She has small hands. He has big hands. She has short fingers.

He has short fingers. She has long legs. She has short legs.

4. Have a chat.

A: Can you touch your toes? B: Yes. Look! Can you? A: Of course I can. Look	A: Can you touch your shoulders? B: Yes. Look! Can you? A: Of course I can. Look!
---	---

5. Rhyme time

<p>I have ten tiny fingers, Ten tiny toes, Two eyes, two ears, And a little nose, My hands are clean and ready To clap from three to four; My feet are waiting for a chance, To walk upon the floor</p>

Open your activity book, p.47

Listen. Then act it out.

Grandma's birthday presents

Nika: Grandma! I have a picture for you. I drew this picture, it is MY picture – it's my hamster Mickey and my bird Poo-poo.

Grandma: Thank you, thank you, thank you, Nika, I love it.

Gio: Grandma, I have a picture for you, I drew this picture, it is MY picture and this is Blackie, mummy's cat.

Grandma: Oh, thank you darling, thank you, Gio! It is nice! I like Blackie's white face!

Lika: Grandma, here's a caterpillar, it's for you. Look, it's green and it's fuzzy. And it can crawl. Do you like it?

Grandma: Oh, oh, oh! Y-es, y-es, Lika! Thank you darling! I love it. Thank you. And where can I put it?

Lika: Here, on this table, it loves the birthday cake!

Singing: Happy birthday, dear Grandma!

Unit 14

My face

1. Say it again.

Mouth, your mouth, nose, your nose....

tongue, cheek, chin, eye, ear, hair

b) **Look at me.** (Then do what I say.)

Touch one eye. Touch the other eye. Touch your eyes.

... your mouth, one ear, your nose, your chin, the other ear, one cheek, your tongue, your ears, your hair, your cheeks

6. Sing along.

Mouth and nose, cheeks and chin cheeks and chin, Mouth and nose, cheeks and chin, cheeks and chin, Eyes and ears and a finger and a thumb, Mouth and nose, cheeks and chin, cheeks and chin.
--

Unit 15

Animals

1a) Say it again.

Monkey, a monkey lion, a lion crocodile, a crocodile, tige, a tiger, wolf, a wolf, fox, a fo, rabbit, a rabbit.

b) **Yes or No?** Listen and agree or correct. Examples:

Number 5 is a monkey. No it isn't. It's a tiger. Number 2 is a lion. Yes it is.

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

bear, a bear, elephant, an elephant, giraffe, a giraffe, squirrel, a squirrel, monkey, a monkey.

3. Have a chat.

- Do you like bears? - Yes I like bears. - And I like tigers too! - You like tigers?!	- Do you like giraffes? - Yes I like giraffes. - And I like crocodiles too! - You like crocodiles?!
- I like foxes. - Do you like foxes? - No I don't like foxes. But I like wolves. - You like wolves?!	- I like monkeys. - Do you like monkeys? - No I don't like monkeys. But I like tigers. - You like tigers?!

4. Rhyme time

Teddy Bear, Teddy Bear, around Teddy Bear, Teddy Bear, Touch the ground	Turn	Teddy Bear, Teddy Bear, Tie your shoe Teddy Bear, Teddy Bear, How old are you? 1-2-3-4.- 5- 6-7.....
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Open your activity book, p 57.
Listen, then act it out.

To the Zoo

Lika: Mum! I'll take my giraffe to the zoo.

Mother: No, Lika! Your giraffe is too little.

Lika: Yes, I know. Please, mummy, can I take my little giraffe?

Mother: Ok, Lika, take your little giraffe.

Lika: Great! I can take my little giraffe to the zoo!

But where is it?

Mother: Go to your room, open the door. Your giraffe is next to your doll, between the teddy-bear and the monkey.

Lika: Oh yes! Here it is!

Hi, giraffe! We are going to the zoo! We are going to the zoo!

Unit 16

I do it every day

1a) Say it again.

gets up..... brushes his teeth..... combs his hair..... brushes her hair..... washes her face.....
goes to bed.....

b) Which picture? Who is it?

Example: He goes to school. *Number 6!*

Now answer:

He gets up..... he brushes his teeth..... he combs his hair..... she brushes her hair.....she washes her face.....she goes to bed.....

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

3 o'clock. 9 o'clock. 12 o'clock. 10 o'clock. 11 o'clock. 7 o'clock. 8 o'clock.

Now 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

c) Answers please.

Examples: *At what time does Nika get up? He gets up at seven*

At what time does Lika go to bed? She goes to bed at 12 o'clock.

2. Sing along. This is the way...

This is the way we wash our hands, wash our hands, wash our hands, This is the way we wash our hands, Every day in the morning.	This is the way we brush our teeth, brush our teeth, brush our teeth, This is the way we brush our teeth, Every day in the morning..	This is the way we comb our hair, comb our hair, comb our hair, This is the way we comb our hair, Every day in the morning..
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4.Say it again. Look at the pictures and repeat.

New year Christmas tree present Santa Claus Tovlis papa (Georgian)

5.Merry Christmas! Happy New Year!

6. Sing along.

We wish you a merry Christmas

We wish you a merry Christmas
We wish you a merry Christmas
We wish you a merry Christmas
And a Happy New Year!

Unit 17

My home

1. Say it again. Look at the pictures and repeat.

Room, a room, flat, a flat, house, a house, block, a block, yard, a yard, garden, a garden, village, a village, town, a town

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

Jungle, a jungle, wood, a wood

b) Where do they live? Example:

Where does the tiger live? – In the jungle.

Where does the lion live?..... Where does the squirrel live?

Where does the fish live? Where does the wolf live?

Where does the elephant live?Where does the fox live?

Where does the monkey live? Where does the crocodile live?

At home and outside

Say it again. Look at the pictures and repeat.

Rain, snow, it is warm, it is hot, it is cold.

Open your activity books

Listen. Then act it out.

In Dad’s car to the zoo

The whole family gets into the father’s big blue car. Father starts the car. Lika looks at her mother and says:

Lika: I’m sorry, mummy. I AM happy and my giraffe IS happy. We are going to the zoo. But my little monkey is sad.Can I take her too?

Father: Ok, Lika, run and get your little monkey too. Be quick!

Lika: Thank you, dad!

Father: You’re welcome.

(Lika runs to her room and brings her monkey. She gets into the car. Father starts the car.

Lika looks at her mum and says)

Lika: ‘I am happy and my ‘giraffe is happy and my monkey is happy. But my teddy-bear isn’t happy, he is sad.

Father: Ok Lika, run to your room and get your teddy-bear. And be quick!
 Lika: Thank you, dad!
 Father: Ok, ok.
 (Lika runs to her room and brings her teddy-bear. She gets into the car. Father starts the car. Now Nika looks at his mum and dad and says)
 Nika: Mum and dad. Lika is happy and her teddy-bear is happy and her monkey is happy. But my car is sad! And I am sad!
 Father: Ok, Nika, go and get your car. Quick!
 Nika: Thank you, dad!
 Father: You're welcome.
 (Nika brings his toy car and gets into the car).
 Father: Shall we go?
 Kids: Yes, dad, let's go.
 Gio: Dad, can I take my train to the zoo?
 Father: Nika, go and get Gio's train! Quick!
 Gio: Thank you, dad.
 Father: You're welcome.
 (Nika brings Gio's toy train and gets into the car).
 Gio: Thank you, Nika.
 Nika: You're welcome.
 Father: Shall we go?
 Everybody: Yes, dad, let's go.
 Father: Sure?
 Everybody: Yes, dad, let's go.
 (Father starts the car... And off they go)

APPENDIX

CLASSROOM 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? What's your name? Where do you live? 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!

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

II. მასწავლებლის კომპლექტი:

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

