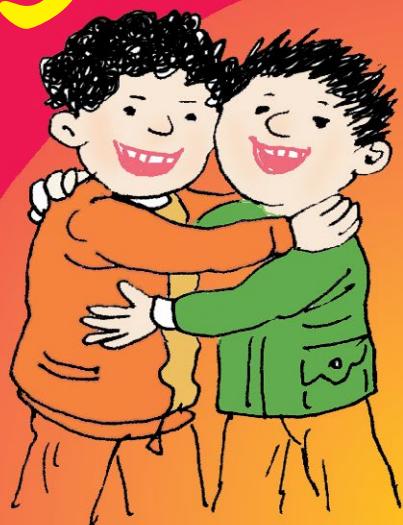


English for junior schools

Setting out

4



yes!

IV კლასი



ესრავლებლის
ნიგნი

ზოგადი განათლების ეროვნული მიზნები

საქართველოში სკოლის დამთავრების შემდეგ ადამიანმა უნდა შეძლოს :

- ა) გაიგოს რა არის მთავარი და მნიშვნელოვანი თავის ქვეყანაში და რა იქნება სასარგებლო ამ ქვეყნისთვის. იზრუნოს აქტიურად ქვეყნის განვითარებაზე და პატივი სცეს მას.
- ბ) მოუკროს 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 კომუნიკაციელური.
- 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 4

ინგლისური ენა

IV კლასი

მასწავლებლის ნიგნი

English for junior schools
SETTING OUT 4

გასწავლებლის ნიგნი
IV კლასი

ყველა უფლება დაცულია

ISBN

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I. შესავალი

სახელმძღვანელოს შემადგენელი ნაწილები

I. მოსწავლის კომპლექტი:

1. მოსწავლის წიგნი
2. სავარჯიშო რეკული, რომელშიც შედის:
 - ა) სავარჯიშოები და ენობრივი თამაშები
 - ბ) ლექსიკონი გაკვეთილების მიხედვით
3. კომპაქტ-დისკი CD ან აუდიოკასეტა

II. მასწავლებლის კომპლექტი:

1. მასწავლებლის წიგნი
2. აუდიომასალა

ვისთვის არის ეს სახელმძღვანელო?

9 წლის ასაკის მოსწავლეებისთვის, სწავლების მეოთხე წელი, დაწყებითი სკოლის მე-4 კლასი.

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

ძურსის ხანგრძლივობა: $3 \times 36 = 108$ გაკვეთილი/საათი.

24 თემა – თითოეულში 3 გაკვეთილი (მოსწავლის წიგნში). თითოეული თემა განსაზღვრულია 4 გაკვეთილისთვის: 3 გაკვეთილი მოსწავლის წიგნით, 1 - სავარჯიშო წიგნით (რომელიც შეიძლება გაკვეთდეს ნაწილობრივ კლასში, ნაწილობრივ – სახლში). 12 საათი დატოვებულია სავარჯიშო რეკულის დაგალებებისთვის, რომლებსაც შეიძლება მეტი დრო დასჭირდეს,

თითოეული თემა (unit) განთავსებულია მოსწავლის წიგნის 3 გვერდზე.
თითო გვერდი – თითო გაკვეთილი.

რას შეიცავს მოსწავლის წიგნი?

- სარჩევს
- 24 თემას

რას შეიცავს აუდიოჩანაწერები?

- A გვერდის სურათების აღწერილობის ჩანაწერებს.
- ლექსიკისა და სიმღერებს.

რას შეიცავს მოსწავლის რეკული?

- სავარჯიშოებს და ენობრივ თამაშებს
- თვით-შემოწმების დაგალებებს (What I know so far) ქოველი 4 თემის შემდეგ „რა ვისწავლი აქამდე“.

დანართი

- მშობლებისთვის ინგლისურ-ქართული დექსიკონი: ყოველი თემისთვის ცალ-ცალკე სიტყვები და გამოთქმები, ანბანურად დაწყობილი.

II. სახელმძღვანელოს შინაარსისა და მიზნების რუკა (BOOK MAP)

Unit	Topic	Language structure vocabulary	Grammar	Results GR3
1	On holiday and at home	Volley-ball Draw v Picture Ride Swim Beach Stamp(my feet)	Verb, 3 rd person singular and plural	Iუცb.დაწყ.(I).1.2. 3.4.5.6.7.8.9.10.11.
2	I can do it!	Fly v Ostrich Penguin Climb Climb up Climb down Squirrel nut	Can/can't	Iუცb.დაწყ.(I).1.2. 3.4.5.6.7.8.9.10.11.
3	Morning at home	Listen v Radio Shower Bath Make (breakfast) Wash v Kindergarten	Present simple 3 rd person singular ending 's/es'	Iუცb.დაწყ.(I).1.2. 3.4.5.6.7.8.9.10.11.
4	Where do you live?	Whale Crow Forest River Mountain Countryside Sea	Present simple 3 rd person singular and plural negative 'don't/doesn't' Adjective: comparative degree	Iუცb.დაწყ.(I).1.2. 3.4.5.6.7.8.9.10.11.
5	My school	Gate, entrance/main door, cafeteria, gym, toilets (up and down) library, yard, stairs (up and down), teachers' room, head teacher's office. Right (on the....) Left (on the....) In front of (behind)	Adjective: superlative degree	Iუცb.დაწყ.(I).1.2. 3.4.5.6.7.8.9.10.11.
6	Buying presents	Son Daughter Children Present Why because too.. enough (money) expensive big / small / short / long / old / far / expensive / heavy / cold / hot	Indefinite articles a/an Revision Why...? Because	Iუცb.დაწყ.(I).1.2. 3.4.5.6.7.8.9.10.11.
7	A birthday party	Invite Cook v tomorrow napkins roast (chicken) salad (table) cloth Tomorrow On Sat. morning on Sat. afternoon	Expressing future time: 'be going to...'	Iუცb.დაწყ.(I).1.2. 3.4.5.6.7.8.9.10.11.

8	Where were you?	was /were Last (Sunday) Computer game Magazine In a shop In a café at school/smb's house/swimming-pool/cinema on a bus, in the kitchen, in the street At ...o'clock	Past simple was/were/wasn't/weren't preposition with expressions of hours	Iজৰোবৰ্জন.(I).1.2. 3.4.5.6.7.8.9.10.11.
9	Getting around	Travel v Plane Ship Motor-bike Train Cart There is/are there was/were Astronaut Baby	Present continuous	Iজৰোবৰ্জন.(I).1.2. 3.4.5.6.7.8.9.10.11.
10	What did you do?	Watch n Arrive This morning Look at clean/wash/brush/comb talk on the phone	Past simple, regular verbs	Iজৰোবৰ্জন.(I).1.2. 3.4.5.6.7.8.9.10.11.
11	Last Sunday	Last (Sunday) when he was four, Last (July) Yesterday Year	Past simple, irregular verbs had met drank ate sang sat put (past) ran made said stood saw got read (past) wrote swam went spoke	Iজৰোবৰ্জন.(I).1.2. 3.4.5.6.7.8.9.10.11.
12	Were you late for school today?	Woke Stopped Did Start Ring v Late Electricity Wait	Past simple vs. present simple Always, every day, every morning (3) times	Iজৰোবৰ্জন.(I).1.2. 3.4.5.6.7.8.9.10.11.
13	How are you? I'm not very well	Hit – hit Cut-cut Bad Tooth Dentist Feel Sick Doctor temperature Break, broke Fall, fell Punch v Kick v Ski v Hole	Past continuous tense	Iজৰোবৰ্জন.(I).1.2. 3.4.5.6.7.8.9.10.11.
14	What do you know about animals?	tail, smallest, heaviest, fastest, tallest, biggest in a hole	Adjectives: Superlative degree with 'est' Negative imperatives: 'Don't'	Iজৰোবৰ্জন.(I).1.2. 3.4.5.6.7.8.9.10.11.
15	How big is it?	Screen Deep High Wide Curly Glasses Fat	Adjectives - deep, high, wide	Iজৰোবৰ্জন.(I).1.2. 3.4.5.6.7.8.9.10.11.

16	What are they doing?	Where? Wear Carry New Usually Spoon Piece	A lot, a few, much, many, some/a Adverb Usually Present simple and Present Continuous	Iজৰোৱাৰ্য্য.(I).1.2. 3.4.5.6.7.8.9.10.11.
17	Do you have a pet?	Funny (strange) Pretty Broken Warm Lie, lying (on ground) Chew Scratch bark snake spider rat parrot mouse/mice	Possessive case of nouns	Iজৰোৱাৰ্য্য.(I).1.2. 3.4.5.6.7.8.9.10.11.
18	I'm sorry	Give/gave See/saw Know All (determiner) ill score goal (find)/found dark n (in the dark)	Adjectives Happy Sad Excited, Embarrassed, Scared, Angry, Proud, Sorry Why? Because	Iজৰোৱাৰ্য্য.(I).1.2. 3.4.5.6.7.8.9.10.11.
19	Things we use every day	Need Dry Wet Towel Handle Bottle opener Can opener Toothpaste Glasses Scissors Soap Piece Bar (of soap) Tube (of toothpaste) Pair Not any Couldn't Wear Put on Tight Necklace	Some/ a pair of Could/couldn't	Iজৰোৱাৰ্য্য.(I).1.2. 3.4.5.6.7.8.9.10.11.
20	Shapes and sizes	Huge Tiny Curved Fly (insect) n Weigh v World (in the ...) Only (no more than) Temperature Degree (temp.) Metre Kilometre Centimetre Far	Numbers /measurements: How old? How far? How heavy? How long? How wide? thinner, thicker, bigger, smaller, longer, shorter	Iজৰোৱাৰ্য্য.(I).1.2. 3.4.5.6.7.8.9.10.11.
21	The weather and seasons	Weather adjectives New: rainy, Warm Cool Prepositions: About Under Over Early Pullover Sandals Leaf/leaves Flower Grape Ripe Come up Go down Full (....of)	Weather adjectives Rainy, Warm, Cool Impersonal sentences.	Iজৰোৱাৰ্য্য.(I).1.2. 3.4.5.6.7.8.9.10.11.

22	The best times	Restaurant Chess Lesson Maths Happy(-est) Best Dream n. Cartoons Story (-ies)	Adjective Best. reason – result: Because - So	Iუცხ.დაწყ.(I).1.2. 3.4.5.6.7.8.9.10.11.
23	A party in the gym	Star Sweep Pour Broom Ladder Get (become) Dirty Wet Slip – slipped v Blow up v. Burst-burst v	More irregular past forms. went got gave swept put drew hurt- hurt v	Iუცხ.დაწყ.(I).1.2. 3.4.5.6.7.8.9.10.11.
24	Goga's holidays	Sea-side Photo Take/took (photos) Fishing (go...) Catch/caught (fish)	To be going to. Past simple. More irregular past forms. Swam Took Rode Caught	Iუცხ.დაწყ.(I).1.2. 3.4.5.6.7.8.9.10.11.

III. რობორ გასწავლით ამ შინაგანი

1. მასწავლებლისთვის მოსახერხებელი მეთოდიკა.

უნდა აკლიმატიზოთ, 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. საგარჯიშოების ტიპების რაოდენობა შეზღუდულია.

მოსწავლის წიგნში ყოველი თემა (unit) განთავსებულია სამ გვერდზე. – თითო გვერდი ეთმობა ერთ საკლასო გაკვეთილს.

გვერდი 1 და 2 რეცეპტული უნარ-ჩვევების განვითარებას ეთმობა: 1 – მოსმენაზეა აგებული. ეტაპები: 1. მოსწავლეები მოსმენილ წინადადებებზე დაყრდნობით პოულობენ სურათებს და შესაბამისად ნომრავენ მათ. 2. აწყვილებენ სიტყვებს სურათებთან. 3. ლაპარაკობენ თითოეული სურათის შესახებ (Tell me about...). 4. სურათების შესაბამისი სიტყვებით ასრულებენ წინადადებებს (Which word?).

გვერდი 2 – კითხვას ეთმობა. 1. წინადადებების შინაარსიდან გამომდინარე სურათების პოვნა (Find the picture). 2. წინადადებების სიიდან სურათების შესაბამისად სწორი თუ არასწორი წინადადებების პოვნა (True/False? Yes/No?). 3. წინადადებებში გამოტოვებული ადგილების შევსება.

გვერდი 3 ეთმობა პროფექციას - ლაპარაკსა და წერას. მოსწავლეები სწავლობენ მოკლე საუბრებს ზეპირად, ამ ნიმუშზე აგებენ ახალ დიალოგებს – მოცემულია შესაძლო ფრაზების გარინტები, მათ შეუძლიათ სხვაც მოიგონონ - და ასრულებენ მათ კლასში.

მოსწავლეები სწავლობენ მარტივ სიმღერებსა და ლექსებს და ასრულებენ მათ შესაბამისი მოქმედებების თანხლებით. ეს არის ის საგარჯიშოები, რომლებიც ნაცნობია ყველა მასწავლებლისთვის და ადგილია შესასრულებლად მცირე მომზადების შემდეგ. (თუმცა, უფრო გამოცდილმა მასწავლებელმა შეიძლება მოინდომოს გააუმჯობესოს შემოთავაზებული მეთოდიკა საკუთარი გამოცდილების და სწავლების სტილის შესაბამისად).

თამაშები. თუმცა ძირითადი სავარჯიშოების ორგანიზება არ მოითხოვს მასწავლებლის მხრივ დიდი გამოცდილების ქონას, თამაშები მოითხოვს მასწავლებლის კარგ მომზადებას, უურადღებით 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 მსგლელობა.

III. 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.)

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.

ინგლისურისა და მშობლიური 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:

- იმის ასახსნელად, თუ რა უნდა გააკეთონ ამ სავარჯიშოს/თამაშის შესრულებისთვის,
- რომ გაარკვიოთ, სწორად თუ გაიგეს გრამატიკული წესი'.
გამოიყენეთ ყველა შესაძლებლობა რომ მოსწავლეებს ელაპარაკოთ ინგლისურად ყოველდღიური ურთიერთობის დროს, აგრეთვე, გაპერვილის წარმართვისთვის. უზრუნველყავით მოსწავლეები ყოველდღიური ინგლისურენოვანი გარემოთი კლასში.

Using English and L1 (native/ first language) in the classroom

It is fundamental to the approach that students hear, and see, as much English as possible in each hour.

However, *New 2000 Plus* consists of a series of language learning activities, which are of varied types, and some of which are difficult to organise. It may therefore be necessary to use L1:

- to explain exactly what it is that students have to do in a given activity, since their English is not adequate to understand the instructions.
- to find out if students have understood a grammatical ‘rule.’
- However, we do NOT recommend that Georgian be used to give the meanings of words or texts, or grammar items, which we want the students to find themselves. This deduction process is the most valuable means of learning that the students have.
- Every opportunity should be seized to use English for ‘social’ purposes, as well as everyday classroom management. Provide the students with a continual ‘bath’ of English.

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 წინადაღებებს თვალით 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. ძალიან მიახლოებით, ქვემოთ მოცემული ცხრილი გვიჩვენებს სხვადასხვა სამეტყველო უნარ-ჩვევაზე დასახარჯი დროის პროპორციულობას.

Lesson	Listen%	Speak%	Read%	Write%	Total
1	70	15	10	5	100%
2	30	25	40	5	100%
3	40	40	10	10	100%
4 (WkBk)	5	5	60	30	100%

დროის განაწილების ამ ცხრილის მოყვანის მიზანია გვაჩვენოს, რომ:

1. მოსმენას და ლაპარაკს უჭირავს კვირაში სამი საათის უმეტესი ნაწილი (75%), და ლაპარაკის ოდენობა თანდათან მატულობს.
2. ბევრად მეტი დრო უჭირავს რეცეპტულ უნარ-ჩვევებს – მოსმენა და კითხვა, ვიდრე პროდუქტულს – ლაპარაკსა და წერას,
3. კითხვა და წერა ძირითადად ვარჯიშდება (90%) სავარჯიშო წიგნის მეშვეობით.

მოსწავლის წიგნში თითოეული დასამუშავებელი უნარ-ჩვევა აღნიშნულია პატარა სურათებით - ლოგოებით: მოსმენისთვის, კითხვისთვის, ლაპარაკისა და წერისთვის (ი.e. მოსწავლის წიგნის სარჩევი).

The four skills

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

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

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

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

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

1 - for a mainly listening activity, 2 - for a mainly reading activity. 3 - for a mainly speaking activity, 4 - for a mainly writing activity

ახალი ენობრივი მასალის გაცნობა და გარჯოში

ახალი სიტყვებისა და ახალი გრამატიკის შესწავლა, თავისი ზეპირი თუ წერილობითი ფორმით, დამყარებულია პროცედურაზე, რომელიც ასეთი თანამიმდევრობით არის წარმოდგენილი: **შეიცანი – აჩვენე – იგარჯიშე**

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

1. თავდაპირველად მოსწავლებმა მოსმენით უნდა შეიცნონ ზეპირსიტყვიერი სიტყვა/ფრაზა/წინადადება და დააკავშირონ იგი მნიშვნელობასთან – სურათთან. (დავალება: (Which picture? Listen and choose/number the pictures.)

2. ვარჯიში ახალი/გაგონილი სიტყვების/ფრაზების/წინადადებების თქმაში. Tell me about... What can you say about the pictures?)

3. სიტყვის წერილობით ფორმის ცნობა და მოელ წინადადებაში მისი აღილის პოვნა (Which word? Look at the pictures and put one of these words in each space.)

4. გრამატიკულად გამართული წერილობითი ფორმის დაკავშირება მის მნიშვნელობასთან (Write one of these words in each space./Something missing...).

5. შემდეგი ეტაპია კითხვა – წაკითხულის დაკავშირება მნიშვნელობასთან - სურათების მიხედვით სწორი სიტყვების/ფრაზების/წინადადებების პოვნა (Look at the pictures and write the number after each sentence; What's missing? Put one of these words in each space; True or False.)

6. მცირე ზომის შემცნებითი ტექსტების კითხვა (Did you know...)

7. ვარჯიში: ახალი სიტყვებისა და ფრაზების ახალ კონტექსტში გამოყენება. (1) Have a chat. 2) Make your own conversation and write it. You can use the words and phrases below. Or find other words and phrases. Then remember your new conversation and act it out. Songs and rhymes.)

8. ენობრივი თამაშები. ჩატარების პროცედურა დანართშია მოცემული.

9. წერა, კითხვა: სავარჯიშო რეალუს დავალებები.

Introducing and practicing new language

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

Recognize – show – practice.

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

1. First, pupils have to recognize the sound of the spoken word/phrase/sentence and show that they can relate the spoken language to its meaning. (Activities include: **Which picture? Find the picture.**)

2. They then practice to pronounce the words/phrases/sentences. (Activities include: **Tell me about... Answers please**)

3. They then look at and recognise the written forms of the new language and find their place in a sentence. (Activity: (Which word? Look at the pictures and put one of these words in each space.)

4. Next, they are asked to relate grammatically correct written forms to their meanings. (Activities include: **Write one of these words in each space./Something missing...)**

5. Next, they relate the written forms with the meaning – find the words in the picture.

(Activities: **Look at the pictures and write the number after each sentence; What's missing? Put one of these words in each space; True or False.**)

6. Finally they practice using the new language in contexts which clearly show their meaning (Activities: 1) **Have a chat.** 2) **Make your own conversation and write it. You can use the words and phrases below** Or find other words and phrases. Then remember your new conversation and act it out. **Songs and rhymes.**)

7. Reading a short text ‘Did you know’.

8. Language games (**Procedure: in Teacher’s Book appendix**).

9. More reading and writing. Word games. (**Workbook**).

მოსწავლის წიგნის სტრუქტურა.

წიგნი შედგება 24 თემისგან (units). თითო თემის შესწავლა დაგეგმილია 4 გაკვეთილზე. 3 მოცემულია მოსწავლის წიგნში, მეოთხე – საგარჯიშო რვეულში. მოსწავლის წიგნში თითოეული თემა განთავსებულია სამ გვერდზე. სავარაუდოდ ერთი გვერდი ისწავლება ერთ გაკვეთილზე კლასში, მეოთხე კეთდება საშინაო დაგალებად.

თემის პირველი A გვერდი/გაკვეთილი ძირითადად ეთმობა მოსმენის დაგალებებს, გარდა ერთი საგარჯიშოს (№4), რომელიც ეთმობა გრამატიკულ მასალას. მეორე გაკვეთილი/გვერდი B არის კითხვის დაგალებები : Setting Out წიგნი 4 ყურადღებას ამასკილებს რეცეპტულ უნარ-ჩვევებზე. კითხვას უჭირავს უფრო მნიშვნელოვანი ადგილი, ვიდრე მე-3 წიგნში.

A და B გვერდების მოსმენისა და კითხვის დაგალებებს მოჰყება საგარჯიშოები, რომლებითაც გარჯიშდება ამ გაკვეთილზე ნასწავლი ლექსიკა და გრამატიკა : მე-3 - C გვერდი/გაკვეთილი ეთმობა პროდუქციას – ლაპარაკისა და წერის დაგალებებს.

The structure of a unit

The 4 parts of a unit each provides work for approximately 1 hour. Parts A – C are given in the student's book and part D is in the student's workbook. Parts A - C will be done in class while part D, which students should be able to do without the help of the teacher, may be done at home or in spare time in class.

Part A is based on a listening task, Part B on a reading task and Part C on speaking and writing tasks. It should be clear then that there is still a strong emphasis in Setting Out Book 4 on the receptive skills, and that the place of reading is more important than in Book 3.

The listening and reading tasks in Parts A and B are followed by a short series of exercises aimed at practicing the new vocabulary and grammar introduced in these tasks.

ძირითადი სასწავლო დაგალებები - A გვერდი (მოსმენა):

Which picture? Listen and number the pictures.

მიზანი: მოსმენილი სიტყვის/ფრაზის დაკავშირება მის მნიშვნელობასთან (სურათთან).

პროცედურა:

მოსწავლეები 2-3ჯერ ისმენენ აუდიოჩანაწერს ან მასწავლებლის მიერ წაკითხულ ტექსტს, ნორმალურ ტემპში – აუდიოჩანაწერის მსგავსად. შესაბამის სურათებს აღნიშნავენ ნომრებით.

შემოწმება: წევილებში ან/და მასწავლებელი კითხულობს სწორ ვარიანტს – მოსწავლეები ამოწმებენ, ვისიც არ დაემთხვევა, ამბობს. მასწავლებელი კიდევ ერთხელ წაუკითხავს.

Tell me about..... What can you say about the pictures?

მიზანი: გარჯიში წარმოთქმაში.

პროცედურა:

მოსწავლეები უყურებენ სურათებს და მასწავლებლის დაგალების პასუხად ამბობენ, რაც კი შეიძლება ითქვას ამ სურათის ან სურათში გამოხატული პიროვნების შესახებ. მაგალითად: Tell me about two boys in picture A. - They are running.

Which word? Look at the pictures and put one of these words in each space.

მიზანი: წინადაღების შინაარსის მიხედვით სიტყვების არჩევა.

პროცედურა:

მოსწავლეები კითხულობენ წინადაღებებს, ჩუმად, მთელი წინადაღების შინაარსიდან გამომდინარე, შეიძრჩებნ მოცემული სიტყვებიდან ერთ-ერთს და წერენ მას შესაბამის (გამოტოვებულ) ადგილზე.

მაგალითად: მოსწავლის წიგნში ასარჩევი სიტყვებია: a) riding b) swimming.

The girl is _____ a horse.

გამოტოვებული სიტყვის აგდილას. მოსწავლეები წერენ: riding.

ნუ დააყოვნებთ გასწორებას. როგორც კი ყველა დაამთავრებს სავარჯიშოს დაწერას, მაშინვე წაიკითხეთ მთლიანი წინადაღება, რომ მოსწავლეებმა შეამოწმონ და გაასწორონ.

B გვერდი (პითხეა):

მიზანი : წაკითხული სიტყვის/ფრაზის დაკავშირება მის მნიშვნელობასთან (სურათთან).

პროცედურა :

მოსწავლეები კითხულობენ წინადაღებებს და აღნიშნავენ/ნომრავენ შესაბამის სურათს.

True or false (not true), Right or wrong? Yes /No?

მიზანი: წაკითხულის შინაარსის გაგება.

პროცედურა : მოსწავლეები პოულობენ სურათების/შინაარსის მიხედვით არასწორ წინადაღებებს (1 ან 2) და ამბობენ/წერენ, რატომ არის ისინი არასწორი.

C გვერდი (ლაპარაკი და წერა):

Have a chat

მოკლე საუბარი, რომ მოსწავლეები გაავარჯიშოს ახალი ენობრივი მასალის გამოყენებაში კომუნიკაციური გზით, როდესაც თანამოსაუბრებ არ იცის, რას ეტყვიან მას, ამიტომ უკადებებით ისმენს და სათანადოდ პასუხობს.

ეს საუბრები – დიალოგებია, რომლებშიც ორი მოლაპარაკე არის ჩართული. სასურველია მოსწავლეებმა გამოიყენონ დიალოგის შინაარსის შესაბამისი მოქმედებები, მაგალითად, ცხენის ჭენება, გიტარის დაკვრა და ა.შ.

პროცედურა:

- ა) მოსწავლეები სწავლობენ მოცემულ სანიმუშო დიალოგს – დასურათებულს და დაუსურათებულს, რომლებიც ხან ერთიდაიგივეა, ხან სხვადასხვა: დიალოგები ნიმუშია, რომლის მიხედვით მათ უნდა ილაპარაკონ. წაუკითხეთ, გაამეორებინეთ გუნდურად, ათქმევინეთ წევილებში.
- ბ) იგივე დიალოგი მოცემულია პირველის ქვეშ, * , ** ან *** ნიშნანი გამოტოვებული ადგილებით, ამ გამოტოვებული ადგილების შესავსები ალტერნატიული სიტყვები/ ფრაზები მოცემულია: Make your own conversation and write it. You can use the words and phrases below. Or find other words and phrases. Then remember your new conversation and act it out.

მოსწავლეები წერილობით წევილებში/3-3 ჯგუფებში ადგენენ ახალ დიალოგებს ფრჩხილებში დასმული ან სხვა, მათ მიერ გახსენებული სიტყვების ჩანაცვლებით – **Words and phrases.**

- გ) მოიწვიეთ მსურველები, სხვადასხვა ჯგუფებიდან – მათ არ უნდა პქონდეთ ერთად შედგენილი დიალოგები. ისინი გაათამაშებენ დიალოგებს კლასის წინაშე –დაფასთან, ან ერთმანეთისგან მოშორებით მდგარი, საკლასო ოთახის სხვადასხვა მხრიდან, ყველას გასაგონად. სწორი პასუხის გასაცემად უნდა მოუსმინონ თანამოსაუბრეს. ეს ნამდვილი საუბრის ინსცენირებაა.

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 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, two versions of each conversation are given, one – to be learnt, the other one – with blanks for alternative words, 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. Sts can use their own alternative words, any logical words that they already know – from the current unit, or previous units, or choose from those given under the conversations, entitled ‘Words and phrases’.

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).

ლექსები და სიმღერები

ლექსების და სიმღერების სწავლების პროცედურა:

- ა) წინასწარ მოისმინეთ ლექსის/სიმღერის მაგნიტური ჩანაწერი.
- ბ) წაუკითხეთ (უმღერეთ, ან ჩანაწერი მოასმენინეთ) რამდენჯერმე,
- გ) გაამჟორებინეთ (ამღერეთ) გუნდურად,
- დ) ათქმევინეთ (ამღერეთ) მცირე ჯგუფებში, გაამჟორებინეთ ცალკეულ მოსწავლეებს.
გაამჟორებინეთ სხვა გაკვეთილებზეც, როდესაც ამას საჭიროდ და სახალისოდ ჩათვლით.

Did you know?

ეს არის კითხვის დავალება. კითხვის სწავლის ამ საფეხურზე, მოსწავლემ უნდა შეძლოს წაიკითხოს ცალკეული წინადაღებები/მცირე ზომის ტექსტი, და ამოიცნოს მისი მნიშვნელობა. ამ მიზნით სახელმძღვანელოს ყოველი თემის ბოლოს არის მოკლე (1-2 წინადაღება) ინფორმაციული ტექსტი.

- ა) მოსწავლეები კითხულობენ ტექსტს ჩუმად. ადევნეთ თვალყური რომ ყველა კითხულობდეს.
- ბ) გამოკითხეთ ქართულად, რის შესახებ არის იგი.
- გ) არ გადაუთარგმნოთ. დასვით კითხვები, რომლებიც მოსწავლეებს მიიყვანს ახალი სიტყვების მნიშვნელობის ამოცნიბამდე. მაგალითად: თუ ტექსტი არის აქლემის შესახებ – ამოიცნონ სიტყვები – desert, sand - უდაბნო, ქვაშა. კითხვები: სად ცხოვრობს აქლემი? რით არის უდაბნო დაფარული?
- დ) დასვით მოკლე კითხვები, როგორიცაა – რომელი ცხოველის შესახებ არის მოთხოვნილი? რას ეხება იგი – ცხოვრების წესს, საჭმლის მიღებას, სხეულის ნაწილებს, ფიზიკურ შესაძლებლობებს და უნარს, და ა.შ.
- ე) შეგიძლიათ მოკლე მარტივი კითხვები ინგლისურადაც დასვათ.

IV. სანიტარიული გადგენილობები

SAMPLE LESSONS

Sample lessons: Units 1 and 2

These notes will help you plan how you will conduct your lessons. We also give an approximate indication of the time you will need for each activity or exercise.

Should students write in the book? There are many exercises which require students, for example, to fill in missing words, or to write short answers to questions, or to put words in a logical order. In these cases, students are naturally tempted to save time and energy by writing their answers in the book. The alternative is to demand that they write nothing in the book, but that they write answers only in their notebooks. This will have two beneficial effects. First, their book, if it isn't written in, may be passed on to other students – an economy advantage. Second, by being forced to copy words or sentences into their notebook, they will get more practice in writing and reading – a big learning advantage. Writing is the most powerful skill in the learning process, and the extra time needed for copying words and sentences in their notebooks will greatly increase the speed of their learning.

Unit 1: On holiday and at home

An introductory unit to revise language learnt in Book 1. **Page A:** A lesson based on a listening task

1. Which picture? Listen and choose Picture A or Picture B. (12-15 mins)

Students listen to sentences describing 2 pictures while looking at two pictures, A and B. After each sentence they may call out 'Picture A' or 'Picture B.' Alternatively, to ensure that all students are listening, you may number the sentences and ask students to, first, listen in silence to all the sentences and jot down 'A' or 'B' after each number, before correcting the task.

2. Tell me about... What can you say about the pictures ? (10-12 mins)

A speaking activity in which students repeat, in complete sentences, what they have been listening to. Students listen to your instructions, look at the pictures and call out the answers in complete sentences. You may repeat the instructions 2 or 3 times, to ensure that all students have a chance to speak.

3. Which word? (5-7 mins)

A listening task based on the pictures. Students listen to the sentences, look at the pictures and find the best word for each space in the sentences. After they choose and write the word next to the sentence number in SB (or in their notebooks, if you choose to do so), read the whole sentence with the missing word, Sts listen, check and correct.

Next step: reconstructing sentences. Sts look at the word they chose for each sentence, and call out the sentence with the word.

Next step can be: ask students to come and write the sentences on the board.

4. Look at the pictures and write one of these words in each space. (5-7 mins)

Grammar practice. An exercise to revise singular and plural forms and the is/are distinction. Students need to look again at the pictures before deciding on the correct word for each space. You may wish to do the exercise orally before asking them to write the words in.

Page B: A lesson based on a reading task

1. Who am I? Find the picture and write the name. (10-12 mins)

Students read the sentences, look at the pictures and write the names. As for all reading tasks, this should be a totally silent activity, with students working alone. The sentences should not need to be read aloud, but you may want to do the first one with them to make sure they know what is required. Walk round to give help where needed while they are working. When they have had time to complete the exercise, this may be corrected by students calling out their answers, or by writing them on the board.

2. Right or wrong? Look at the oictures and write Yes or No after each sentence. (5-7 mins)

A true/false reading exercise. Again, students look at the pictures and write Yes or No after each sentence.

3. What do they do when they are sad? Write one of these words in each space. (5-7 mins)

A grammar exercise to revise the 3rd person singular and plural forms of the Present Simple. Students choose the correct words and write them in. You may want to do the first one as an example. As an alternative to writing in the book, you may ask students to copy the sentences in their notebooks before writing in the missing words. This will give them valuable writing practice.

5. Every day. Write the answers in the pictures. (5-10 mins)

Grammar practice in relating the simple present with ‘every day.’ Students look at the pictures and write a name for each picture.

After correcting this exercise, you could ask students to close their books, and ‘tell you about...’ the five people from memory. Or you could ask ‘testing’ questions, to be answered also from memory. E.g. *Who dances? What does Tata read? At what time does Tea meet her friends?*

Page C: a lesson to practice speaking and writing.

1. Have a chat. Conversation. (25-30 mins)

This is basically a speaking task, however, in the process of preparing for it, students have to write their own conversations according to the given sample.

It is a short conversation to give students practice in using the new language in a more open-ended and communicative way. In this unit, the conversation is 3-sided – 3 speakers are involved. This activity consists of two parts.

A simple procedure for teaching the conversation is:

Part I

1. Using Georgian, make sure that the content of the conversation, and the accompanying pictures, is clear.
2. Demonstrate the whole conversation alone, with gestures and movement to make the meaning clear.
2. Say the whole conversation (or better, use the recording) and ask students to repeat it line by line.
3. Demonstrate the dialogue with 2 students.

Part II – writing and speaking activity.

4. Put students in groups of 3, and tell them to prepare (write) and then act out their own version of the conversation, using either words selected from the ‘words and phrases’ list, or any other.
5. Invite groups of 3 students to act out other versions of the conversation, without having prepared it together. It is only at this stage that the conversation becomes ‘real.’

2. What a mess! (10 mins)

A simple writing task based on the language of the unit. Students have to put words in order to make logical and correct sentences.

Students read and then copy the words in their logical order. **Optional:** Do the first one on the board as an example. Walk round and give help where necessary. To correct, either ask students to read out their sentences or, better, invite them to write up the correct sentences on the board.

UNIT 2: I can do it!

Page A: A lesson based on a listening task

1. Which picture? Listen and number the pictures. (10 mins)

Students listen to descriptions of 7 pictures while looking at the pictures. Their task is to write the numbers of the pictures. You may do the first one as an example. You may also want to play, or say, the description again so that students can check their answers. To correct, ask students what they can see in each picture.

2. Tell me about What can you say about the pictures? (5-7 min.)

A speaking activity in which students repeat, in complete sentences, what they have been listening to. Students listen to your instructions, look at the pictures and call out the answers in complete sentences. You may repeat the instructions 2 or 3 times, to ensure that all students have a chance to speak.

3. Which word? Look at the pictures and put one of these words in each space. (5- 7 mins)

A listening task based on the pictures. Students listen to the sentences, look at the pictures and find the best word for each space in the sentences. After they choose and write the word next to the sentence number in SB (or in their notebooks, if you choose to do so), read the whole sentence with the missing word, Sts listen, check and correct.

Next step: reconstructing sentences. Sts look at the word they chose for each sentence, and call out the sentence with the word.

Next step can be: ask students to come and write the sentences on the board.

4. Who can climb the tree? Write Yes after those that can and No after those that can't. Then listen and check. (5 mins)

A second listening task, in which students have to find out which animals can climb trees and which can't. Before listening, ask students to guess the answers. They will then listen in order to check.

5. Which is better? Delete the words which are not correct or not logical. (6-8 mins)

A reading and grammar exercise to practice *can* and *can't*, and singular and plural forms. Students read and cross out words which are incorrect or untrue. The first one is done as an example. Instead of crossing out words in the book, students may be told to copy the correct sentences in their notebooks.

Page B: A lesson based on a reading task

1. Who can do it? Look at the pictures and write the names after the sentences. (10-12 mins)

Students read the sentences (alone and in silence), look at the pictures of the 7 girls, and write the names after the sentences. The first one is given as an example.

2. Find the right answers. Look at the pictures and match the questions and the answers. (8-10 mins)

A reading exercise to practice different types of question as well as testing understanding of the main reading text above. Students look at the pictures and match the questions and the answers. They can do this by drawing lines between the columns or, better, by writing the numbers 1 - 7 and the

matching letters in their notebooks. Even better, they could also copy the questions and write the answers.

3. What I can do and what I can't do. Write Yes or No. (5-10 mins)

An opportunity for students to say what they can and can't do. Students write Yes or No after each item. You could then check they are telling the truth by asking them to demonstrate what they say they can do! You might also think of other skills they might have, to add to this short list.

- Sing a song in English _____
- Write 20 words in English _____

Page C: a lesson to practice speaking and writing

1. Have a chat. (25-30 mins)

This is basically a speaking task, however, in the process of preparing for it, students have to write their own conversations according to the given sample.

In this unit, the conversation is a dialogue - 2 speakers only are involved. However, the procedure given in Part C of Unit 1 is easily adaptable.

Note that students may use mime for actions that can't reasonably be carried out in the classroom: e.g. riding a horse, playing the guitar...

2. What a mess! (6-8 mins)

A simple reading and writing task based on the language of the unit. Students have to put words in order to make logical and correct sentences.

Students read and then copy the words in their logical order. Walk round and give help where necessary. To correct, either ask students to read out their sentences or, better, invite them to write up the correct sentences on the board.

V. შევასება

8-9 წლის ასაკის ბავშვისთვის არ არის აუცილებელი იმის ხაზგასმა, რომ მასწავლებელი აფასებს მის წინსვლას ყოველ ნაბიჯზე – სწავლის დროს ეს ხელის შემშლელი ფაქტორი იქნებოდა. ბავშვი უმეტესწილად იფიქრებდა მასწავლებელს ‘ასიამოვნოს’, მოაწონოს თავი. ჩვენ გთავაზობთ მოსწავლეთა შეფასების შემდეგ საშუალებებს:

1) მოსწავლის რეგულური ყოველი 4 თემის შემდეგ მოცემულია თვითშეფასების ტესტები (ი. გვერდები მე4, მე8, მე12, მე16, მე20 და 24-ე თემის შემდეგ). მოსწავლეები

ა) ავხებენ კითხვარს ინფორმაციით თავისი თავის შესახებ.

ბ) ასრულებენ დავალებებს, ამოწმებენ მოცემული პასუხებით, ითვლიან ქულებს და აფასებენ, რამდენად იციან განვლილი მასალა.

მასწავლებელი მხოლოდ დამსწრეს როლს ასრულებს.

მოსწავლეები მიმართავენ მას დახმარებისთვის ტესტის გასწორების შემდეგ, თუ დაინახავენ, რომ დაბალი ქულა მიიღეს, და თავიდან სასწავლი ან გასამეორებელი აქვთ მასალა.

2) **გირჩევთ:** გაკვეთილებზე შეუმჩნევლად ადევნეთ თვალი თითოეული მოსწავლის წინსვლას, ყოველი გაკვეთილის შემდეგ აკეთეთ ჩანაწერები სპეციალურად ამისთვის განკუთვნილ ურნალში. უკრნალს საფუძვლად დაუდევთ ეროვნული სტანდარტი: რა მაჩვენებლებით უნდა შეავასოთ მოსწავლის პროგრესი თოხიგე სამეტეველო უნარ-ჩვევის გამომუშავებაში - მოსმენა, დაპარაკი, კითხვა თუ წერა. რა შედეგზე უნდა გახვიდეთ, რომ ჩათვალოთ თქვენი მიზანი მიღწეულად.

მოსწავლის შეფასების კომპონენტები

- მოსწავლეები ფასდებიან შემდეგი სამი კომპონენტის მიხედვით:
 - ა) მიმდინარე საშინაო დავალება;
 - ბ) მიმდინარე საკლასო დავალება;
 - გ) შემაჯამებელი დავალება.
- მასწავლებელს შეუძლია სემესტრის განმავლობაში განმავითარებელი შეფასება გამოიყენოს ნებისმიერ კომპონენტში.
- სემესტრის განმავლობაში განმსაზღვრელი შეფასებით მოსწავლეები ფასდებიან შემდეგ კომპონენტებში:
 - ა) მიმდინარე საკლასო დავალება,
 - გ) შემაჯამებელი დავალება.
- I-VI კლასებში საშინაო დავალების კომპონენტში გამოიყენება მხოლოდ განმავითარებელი შეფასება.

V. ASSESSMENT

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

- 1) Workbook offers tasks for self-assessment after every 4 units (see pages after units 4, 8, 12, 16, 20 and 24):
 - a) Sts read questions, write ‘my personal fact file’. For example: 1. About me. 2. Where I live. 3. My family. 4. Things I love, things I hate. 5. What I’m good at. 6. What I do on Sundays.
 - b) Sts do tasks in writing, check their answers with the given keys, count the points. The teacher does not interfere, she just observes that everybody does the tasks. After everybody finishes, she sees what has to be relearned.
- 2) The teacher is advised to observe the pupils **regularly** so that they don’t notice it. Use National Standards requirements as the basis of your observation – the indicators for achieving the aim. Write your observations in a special register after every lesson.

VI. მოსწავლის ყიდვის დაგენერაციის პროცესი

KEYS FOR TASKS IN STUDENT'S BOOK

Unit 1. On holiday and at home

Page A1. Pic A: on holiday

Two boys are running on the beach. A boy is swimming in the sea. A girl is riding a horse. A boy and a girl are playing volleyball (ie. Over a net). Two girls are walking.

Pic B: at home

A boy is eating an apple and talking on the phone. A girl is drawing a picture. A boy and a girl are watching TV and drinking some juice.

2. Tell me about ... (in picture A) Suggested sentences:

2 boys in picture A. They are running.

a boy He is swimming.

a girl She is riding a horse.

a boy and a girl in picture A. They're playing volleyball.

two girls in picture A. They are walking.

(in picture B)

a boy is eating an apple, watching T.V. and talking on the phone.

a girl is drawing a picture.

a boy and a girl are watching T.V. and drinking juice.

3. Which word? ...

a) 1. A boy is swimming in the sea. 2. A girl is riding a horse.

b) 1. A boy is eating an apple. 2. A boy and a girl are watching TV. 3. A girl is drawing a picture.

4. Look at the pictures and write one of these words in each space.

Grammar practice. Noun singular/plural + verb 'to be'.

1. boy, girl, are. 2. boys, are. 3. boy, is. 4. boy, girl, are.

Page B

1. Who am I? ...

1.Eka 2. Gela 3.Tamuna 4.Gela 5. Tamuna 6. Gela 7. Gela 8. Tamuna 9. Eka

2. Right or wrong?... 3. Yes 4. Yes 5. No 6. Yes

3. What do they do when they are sad? ...

1. cries 2.goes 3. talk 4. talks 5. go 6. cry

4. Every day... მარტინიან მარჯვნივ. 1.Givi 2. Tea 3. Vano 4. Tata 5. Nika

Page C

2. What a mess!

1. I get up at seven thirty. 2. My brother gets up at eight o'clock. 3. My sister gets up at eight fifteen.

4. I do my homework in the afternoon. 5 My brother does his homework in the evening. 6. My sister does her homework in bed.

Unit 2. I can do it!

Page A

1. Which picture? ...

- 1. a duck sitting on water, one duck flying overhead
- 2. chicken running and flapping wings
- 3. ostrich running, with boy rider
- 4. 1 penguin standing, 1 swimming underwater

- 5. a tiger swimming
- 6. 1 cat climbing up tree + 1 at top looking down
- 7. squirrel going up a tree with big (wal)nut in mouth.

2. Tell me ... Suggested instructions and answers:

... about the squirrel. *It's climbing a tree.*

... about the ducks. *One duck is in the air. One duck is in the water.*
... about the tiger. *It is swimming.*
... about the cats. *One cat is crying. It cannot climb down the tree. One cat is climbing the tree.*
... about the boy. *He is riding an ostrich.*

3. Which word?...

1. climbing. 2. fly. 3. down. 4. up. 5. nut. 6. ostrich. penguins.

4. Who can climb the tree?

No – 1,2,5. Yes – 3,4,6.

5. Which is better?

1. A donkey can't climb. 2. Penguins are. They can swim. 3. An ostrich has. it can.
4. Look at that cat! It can't climb down! 5. Crocodiles can swim fast but they can't climb trees.

Page B

1. Who can do it?

2. Maka. 3. Nana. 4. Tamuna. 5. Keti. 6. Mariam. 7. Nato. 8. Sopiko.

2. Find the right answers.

- 1-F. 2-G. 3-H. 4-D. 5-A. 6-E. 7-B. 8-C

3. What I can do and what I can't do.

სახელი ვასეული

Page C

2. What a mess!

1. Nino cannot touch her toes. 2. I can ride a horse very well. 3. She can jump very high. 4. Can Tamuna speak French? 5. We can write on our mobiles. 6. Who can close one eye?

UNIT 3. Morning at home

Page A 1. Who does what in the morning?

Nato 5, 3; Little brother 4, 8; Big brother 4,9; Dad 2, 1; Mum 7, 4; Granddad 6.

2. Tell me about ... Suggested sentences and answers:

Tell me about Nato's Granddad. – Every morning he has a bath. He likes water.

Tell me about Nato's big brother. – He doesn't have a bath in the morning. He just washes his face and combs his hair in the bathroom.

Tell me about Nato's Dad. - He listens to the radio in the morning. And he cleans his teeth before breakfast and after breakfast.

Tell me about Nato's little brother. – He's only 5. He goes to a kindergarten every morning.

Tell me about Nato's Mum. – She makes breakfast. And she combs her hair.

3. Which word? Look at the pictures and write one of word for each sentence.

1. shower. 2. bath. 3. face. 4. combs. 5. brushes. 6. kindergarten. 7. breakfast. 8. teeth.

4. Look at the pictures and write one of these words in each space. Grammar practice

a) 1. goes. 2. washes. 3. clean. 4. wash. 5. go. 6. cleans.

b) 1. has. 2. don't go. 3. doesn't like. doesn't go. 4. likes. has.

Page B 1. What do they have for breakfast? Look at the pictures and write T (True) or F (False) after each sentence.

T (true) – 1,3,6,7,8,9. F(false) – 2,4,5,10

2. სახელი ვასეული

3. a) 1. have 2. watch. 3. do. 4. clean. b) wash. 2. put. 3. drink. 4. eat.

Page C

3. What a mess! Put the words in order and write the sentences. Key:

1. My big sister has breakfast at eight in the morning.

2. I listen to the radio before breakfast.
3. Granddad has a cold shower every morning.
4. Who makes breakfast in the kitchen?
5. When does Mum take Gio to the kindergarten?

UNIT 4. Where do they live?

A

1. Where can you find them?

whales	in the sea
crows	in the trees, in the countryside
squirrels	in the trees, in the countryside
crocodiles	in the water, near rivers
tigers	in the forest
brown bears	in the mountains
rabbits	in the countryside

2. What is it? What are they?

1. squirrel. 2. crows. 3. It's a brown bear. 4. It's a crocodile. 5. It's a tiger. 6. They are crows, rabbits and squirrels.

3. Which word? ...

1. sea. 2. countryside. 3. the rivers. 4. forest. 5. countryside. 6 mountains. 7. trees.

4. What is missing? Grammar

2. whale. 3. live. 4. goats. 5. penguin. 6. crocodiles. 7. doesn't live. 8. live.

B 1. Write the number after each sentence.

a) 1 – 4. 2 – 1. 3 – 2. 4 – 6. 5 – 3. 6 – 5.

b) True/False 2 – T. 3 – T. 4 – F. 5 – T. 6 – F.

2. a) 1. younger. 2. smaller. 3. longer. 4. bigger. 5. shorter. 6. bigger.

b) Yes – 1, 2 No – 3, 4, 5, 6

c) 1 – a horse, 2. an elephant. 3. an apple. 4. London. 5. a crocodile. 6. a donkey.

C. 3.What a mess!

1. An orange is bigger than a strawberry. 2. Is a block smaller than a house? 3. The girl's hair is longer than the boy's hair. 4. The Brown Bear does not live near the sea.

UNIT 5. MY SCHOOL

1. Listen and put the numbers...There are NO labels/circles for sports ground, corridor.

- 1.Gate, 2.entrance/main door, 3. stairs (up and down), 4. cafeteria, 5. teachers' room, 6. library, 7. gym, 8. toilets (up and down) yard, 9. head teacher's office. :

2. Tell me about ...

stairs cafeteria entrance teacher's room classrooms library gym toilets

Suggested answers:

1. stairs – they are in front of us. 2. cafeteria – it is on the first floor, on the left, next to the gym. 3. entrance – it is in the yard. 4. teachers' room – it is next to the head teacher's office, on the second floor. 5. classrooms – they are on the first floor and on the second floor. 6. library – it is on the second floor, between a classroom and the teacher's room. 7. gym – it is on the first floor, next to the cafeteria. 8. toilets – they are on the first and on the second floor. 9. head teacher's office – it is on the second floor, next to the teachers' room.

3. Which word?

1. entrance 2. stairs 3. classroom 4. floors. 5. teacher's room

B 1. Look at the pictures and write one of these words in each space. Grammar practice

1. shorter. 2. taller. 3. shorter. 4. taller. 5. slimmer. 6. heavy.

2. A 4, 5, 6, 7, 8, B 3, (5, 6,) 9, 10

Note: 5 and 6 are correct answers for both A and B pictures.

3. Who are they? Look at the pictures and write their names.

1 – Rezo. 2 – Kote, 3 – Sandro, 4 – Sandro, 5 – Kote, 6 - Rezo

4. Tell me about..... What can you say about the boys?

Kote: He is lighter than Rezo. He is the tallest of the three boys. He is also the slowest. He is taller than Rezo and Sandro.

Sandro: He is shorter than Kote. He is faster than Rezo and Kote. He is the fastest of the three boys. He is slimmer than Rezo and Kote, He is the slimmest.

5. Yes – 2, 3, 8 No – 4, 5, 6,7

C 3.What a mess! Put the words in order and write the sentences.

1. The boy in the blue T-shirt is slower than the one in the red T shirt.
2. Who is the boy in the red T-shirt ?
3. Which boy is slimmer and lighter than Rezo?
4. This boy is very heavy and fast.

UNIT 6. Buying presents

A. 1. What is Mother buying her children for New Year? ...

For Dato - sneakers (10), a toy car (3), a hamster (5).

For Maka – a guitar (1), a pair of jeans (8), a puppy (6).

2. True or not true. ...

True – 3, 5, 7. Not true – 2, 4, 6.

3. What can I buy?

Different answers.

4. 1. b. 2. c. 3. a. 4. c. 5. a.

5. Grammar practice. Indefinite article. Fill the gaps with a, an or nothing -X.

1. a. 2. an. 3. an. 4. a. 5. a. 6. X . 7. X. 8. X. 9. a. 10.a.

B 1. Why can't he do it? ...

2 – c, 3 – g, 4 – h, 5 – a, 6 – d, 7 – b, 8 – f.

2. Tell me about.....What are Temuri's problems? 3. Why? Short answers, please.

Look at the pictures. Don't look at the sentences! Why can't he sit on the chair? .

Tell me about the horse. He can't ride it. Because it's too low.

Suggested questions:

Why can't the boy ...ride the horse. ... finish the cake. ...sleep on this bed. ... swim in the sea. ... eat the bread. ...drink the soup. ...wear this T shirt.

4.How much change?

1 - four. 2 - six. 3 - seven. 4 - five 5 - eight.

C 3. What a mess!

1. A box of chocolates costs seven laris.
2. I can't wear this T-shirt.
3. My brother hasn't enough money to buy a bike.
4. These sweets are very expensive.

UNIT 7. A birthday party

1. What are they going to? Listen and number the pictures.

Number 1. They are going to dance
No 2. She is going to make a bowl of salad
No 3 They are going to listen to some CDs
No 4 She is going to put some plates, knives and forks on the table.
No 5 She is going to buy blue and yellow napkins.
No 6 She is going to buy a big cake.
No 7 She is going to cook a chicken.
No 8 They are going to drink some juice.

2. When are they going to do it?

1.today. 2. tomorrow. 3. tomorrow. 4. on Saturday morning. 5. on Saturday afternoon. 6. tomorrow.

3. Listen again. Who is going to do it?

a. Sopiko b. Sopiko's mum c. Sopiko and her mum d. Sopiko and her friends

1. Sopiko. 2. Sopiko. 3. Sopiko and her mum. 4. Sopiko and her mum . 5. Sopiko. 6. Sopiko's mum.
7. Sopiko's mum. 8. Sopiko and her friends. 9. Sopiko and her friends.

4. Write one of these words for each sentence.

- a) 1. have.2. buy 3. cook 4. make. 5. put.
b) 6. come 7. listen . 8. dance.

5. Write one of these in each sentence. Grammar practice

2.am not going to. 3. are going to. 4. are not going to. 5. is going to.

B 1. Presents for Sopiko on her birthday. Who is going to give her what?...

1 – f, 2 – d, 3 – g, 4 – b, 5 – h, 6 – a, 7 – c, 8 – e

2. When are they going to prepare for the party?

1. tomorrow morning 2. on Saturday evening 3. tomorrow 4. on Saturday morning 5. tomorrow morning

3. Complete these sentences about what they are going to do.

1. is going to buy some. 2. is going to buy. 3. is going to make. 4. are going to listen to. 5. is going to put. 6. are going to buy.

4. a) Write Yes or No.

- a) Yes – 1, 3, 5. No – 2,4,6.

A. B. სავარჯიშოები მოსწავლის წიგნში არ არის მოცემული. დაფაზე შეგიძლიათ გააკეთებინოთ დამატებითი ვარჯიშისთვის.

A

What are they going to do? Make 4 sentences, use one word or words from each column

I Natia Tea My mum and I My mum and dad They	am going to I'm not going to is going to isn't going to are going to aren't going to	have buy make play (with) invite	a party football friends presents a birthday cake a meat salad a vegetable salad a ball	on Sunday on Saturday on Friday on Wednesday on Monday on Thursday on Tuesday
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B. Which is sooner?

1. Wednesday. 2. Saturday. 3. Tuesday. 4. Tuesday.

7. ღიალობებში ვარჯიშის პროცედურა – გვ. 13.

C 3.Put the words in order and make sentences.

1. We are going to buy food for my birthday party.
2. Sopiko is not going to invite boys to her birthday party.
3. The knives are on the right and the fork are on the left of the plate.
4. Sopiko's friends are going to come to the party on Saturday afternoon.
5. The children are going to listen to some music.

UNIT 8. Where were you?**A. 1. Where was Tornike? At what time?**

9.30 (7) at school 2.15 in the kitchen 3.30 at the swimming pool 4.20 In Luka's house 5. In a shop	5.30 at the cinema 7.00 in a cafe 7.30 in the street 7.45 on a bus
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2. Tell me about...

Suggested phrases: ... about the kitchen – Tornike was having dinner there at 2.45.

... about the shop – Tornike was buying a notebook there at 6.10.

... about the café – the boys were drinking juice and eating cakes there at 7.30.

... about Luka's house – the boys were looking through their books there at 7.55.

დანართენი 1 მიხედვით.

3. Where was he? ...

1. At school 2. At home, in the kitchen. 3. At the swimming pool. 4. In Luka's house. 5. In a shop. 6. At the cinema. 7. In a café. 8. In the street. 9. On a bus.

4. Short answers please. Suggested questions and answers:

1. Where was Tornike at 9 o'clock this morning? – At school.
2. At 2.15? – At home.
3. At 3.30? – At the swimming pool.
4. At 4.20? – In a shop.
5. At 5 o'clock? – In the street.
6. At 5.30? – In a café.
7. At 7 o'clock? – At the cinema.
8. At 7.45 in the evening? – On a bus.

5. Write one of these words in each sentence. Grammar

1 – was. wasn't. 2 – was. wasn't. 3 – were, weren't. 4 – were, were. 5 – was. wasn't.

B 1. Look at the pictures and write the names in the sentences.

1. Kote. 2. Tamuna and Tina. 3. Iliko. 4. Keti. 5. Maka and Elene. 6. Vano and Tina. 7. Gio and Zuriko. 8. Nana.

2. True or not true?

Yes – 2, 3, 5. No – 4, 6.

C 3. Put the words in order and write sentences.

1. A boy was climbing a tree in the yard.
2. Who was talking on the phone sitting on a bed?
3. Two children were playing a computer game.
4. A boy and a girl are walking with their grandfather in the street.

UNIT 9. Getting around

A 1. ... Find the missing names in the list and write them in the sentences.

1. plane – Tina and Tea. 2. ship – Natia and Keti. 3. cart – Nika and Giorgi. 4. train – Iliko and Beka. 5. motor-bike – Salome. 6. car – Luka. 7. bus – Tamuna. 8. taxi – Gela. 9. bike – Gio.

2. Tell me about... 1 მისამართი დასვლის ამოცანა: Natia and Keti. Nika and Giorgi. Ilia and Beka....

3. Where are they? Short answers please. Suggested questions:

1. Where are Natia and Keti? – on a ship. Where are Nika and Giorgi? – on a cart.
დანარჩენი 1-ის მისამართი.

4. Add one of these words to each sentence....

- a) 1. is riding. 2. rides. 3. are riding. 4. ride.
b) 5. flies. 6. are flying. 7. is flying. 8. fly.

5. Where are they going?... Suggested questions. Answers vary:

Where are Tina and Tea going?

Where are Nika and Giorgi going, on a cart?

Where are Salome and her dad going?

Where is Luka going by car?

Where is Tamuna going by bus?

Where is Gela going by taxi?

Where is Gio going by bike?

Where are Beka and Iliko going by train?

B 1. Travel today, travel 100 years ago.

1 – 3, 2 – 6, 3 – 9, 4 – 1, 5 – 8, 6 – 4, 7 – 2, 8 – 5, 9 - 7

2. True or false?

1 F, 2 T, 3 F, 4 T, 5 F, 6 T, 7 F, 8 F, 9 F

3. Which is faster?

1. a plane. 2. train - a plane. 3. faster. 4. slower. 5. faster. 6. slower.

4. Complete these sentences.

1. spaceship. 2. bicycle. 3. ship. 4. plane/bus/car. 5. plane, bus, car. 6. cars. 7. cart.

C 3. What a mess! Put the words in order and write the sentences. Key:

1. Tatia is going to visit her granddad on Saturday.
2. A spaceship is faster than a plane.
3. Dato's grandma is going to fly to Paris.
4. The children are riding a motor-bike with their father.

UNIT 10. What did you do?

A 1 What did Zuriko do this morning?

Washed – 1, talked – 2, looked at watch – 3, played game – 4, cleaned teeth - 5, combed hair – 6, walked to school – 7, arrived at school - 8

2. Then what did he do? 1-ის ბინედვით.

3. Finish the sentences...

1. school. 2. mobile. 3. computer game. 4. teeth. 5. face. 6. school. 7. clock. 8. hair.

4. Look at the pictures and write one of these words in each space. Grammar

1. cleaned. 2. washed. 3. walked. 4. talked.

5. Which word?

1. to. 2. my. 3. on. 4. the. 5. her. 6. at.

6. Which word?

1. first, the. 2. first, then. 3. first, the. 4. first, the. 5. then. 6. then, then.

B 1. What did Nato do today?

danced with her big sister - 3.30

watched a film on TV - 13.00 / 01.00

played the piano - 11.15

washed a yellow T-shirt - 10.45

looked at some photos – 12.00

walked with her dog (in yard – in front of building) – 11.00

cleaned her table - 11.45

talked to her grandma on the phone – 12.30

2. True/False

True – 3, 4, 7, 8 False – 2, 5, 6

3. Which word? ...

1. walked. 2. washed. 3. danced. 4. cleaned. 5. played.

4. Full answers... Suggested answers:

1. No, she didn't. She played the piano.
2. No, she didn't. She looked at photos.
3. No, she didn't. She cleaned the table.
4. No, she didn't. She watched a film.
5. No, she didn't. She talked to her grandma.
6. No, she didn't. She walked in the yard.
7. No, she didn't. She danced with her sister.

C 3. What a mess! Put the words in order and write the sentences.

1. Nato didn't walk with her dog yesterday.
2. She talked on the mobile with her friends.
3. She arrived at school late.
4. She danced with her big sister at four in the afternoon.

UNIT 11. Last Sunday

1. Keti's tea party. What did they do at the party?

Keti – 4. Tina – 1, Beka – 3, Nino – 7, Maka – 9, Iliko – 2, Eka – 5, Nana and Mariam – 6, Nika and Temuri – 8.

2. What did they do at the party? Suggested questions and answers.

1. ...Tina? She ate a piece of cake and she had some juice.
4. ...Keti? She met her friends.
3. ...Beka? He ate six cakes.
7. ...Nino? She put Keti's cat on her shoulder.
2. ...Iliko? He drank a big bottle of coca cola.

- 5....Eka? She sang her favourite songs.
 6.Nana and Mariam? They danced, they were tired and sat on the floor next to Keti's dog.
 8...Nika and Temuri? They ran upstairs and downstairs.
 9. What did Maka do at the party? She made some tea.

3. Which word?...

1. cakes. 2. shoulder. 3. upstairs. 4. bottle. 5. friend. 6. songs.

4. Look at the pictures and write one of these words in each space. Grammar

1. sang. 2. put. 3. ran. 4. drank. 5. met. 6. ate.

B 1. When did Lekso do these things for the first time?

2 – five, 3 – one, 4 – nine, 5 – two, 6 – four, 7 – eight, 8 – six, 9 – three

2. Oldest and newest thing that happened to Lekso.

3..5..9..6..2..8..1..7..4

3. Full answers please....

- 1.He read a book with pictures. 2. He stood on his dad's shoulder. 3. He saw a tiger. 4.He wrote his name. 5.He said ღეღა. 6. He got a toy train. 7. He swam in the sea.

4. Answers vary.

C 3. What a mess! Put the words in order and write the sentences.

1. Lekso's little sister spoke her first word yesterday.
 2. My brother drank a glass of lemonade at the party.
 3. Grandmother did not like swimming in the river.
 4. Nika's dad sang his favourite song.

UNIT 12. Were you late for school today?

A 1. Why were they late today? ...

Maka –3, Sopiko –1, Tina –4, Kote – 2, Mariam – 5, Tamuna – 6, Giorgi (mum sleeping)– 7, Goga – 8

2. Tell me about... Suggested questions and answers:

- ...about Kote.- He was very tired. He woke up at 8.45.
 ...about Tina. - She had a lot of homework. She did it this morning.
 ...about Mariam. - She didn't walk very fast. Her bag was heavy.
 ... about Tamuna. – Her dad's car didn't start. There wasn't any petrol.
 ... about Goga. – His alarm clock didn't ring. It's too old.
 ... about Giorgi. – His mum didn't wake him up. She was sleeping.
 ... about Maka. – The lift stopped, there was no electricity.

3. Which word?

- a) 1. walked. 2. heavy. 3. petrol. 4. alarm clock. 5. bus. 6. lift. 7. woke.
 b) 1. tired. 2. start. 3. waited. 4. minutes. 5. electricity. 6. tired.

4. Write one of these words in each space. Grammar

1. didn't. 2. isn't. 3. didn't. 4. don't. 5. didn't. 6. didn't. 7. doesn't. 8. wasn't.

B 1. Why is Natia always late for school?

1- 3, 2 -10, 3 – 6, 4 – 5, 5 – 7, 6 – 4, 7 – 8.

Keys for tasks 2 and 3:

brushes her hair - 10 times.

cleans her teeth 6 times.

washes her hands 5 times

gets dressed 7 times.

makes her bed 4times.
puts her books in her bag 3 times.
kisses her mum 6 times.

4. Yes 5, 6, 7 **No** 2,3, 4

C 3. What a mess!

1. Natia makes her bed ten times every morning.
2. She kisses her mum six times every morning.
3. She cleans her teeth four times in the morning.
4. She puts her books in her bag three times.

UNIT 13. How are you? I'm not very well

1. What's the matter? ...match the pictures in A with the pictures in B.

1 – c. 2 – f . 3 – b. 4 – a. 5 – e. 6 – d.

2. Who are they? ... Put the numbers and letters...

Dato 4 a . Elene 1c. Nato 2f. Ia 6d. Nika 3b. Keti 5e.

3. Look at the pictures ...match...

1 – d. 2 – c. 3 – f. 4 – e. 5 – a. 6 – b.

4. Short answers please...

Suggested questions and answers - Why – Because:

- Why was Dato's arm blue? – Because he hit the door with his shoulder.
- Why did Nato cut her finger? – Because she was cutting bread.
- Why is Elene going to the dentist? – Because she has a bad tooth.
- Why does Nika have a black eye? – Because a football hit him.
- Why is Keti feeling sick? – Because she ate too much cake.
- Why is Ia going to see the doctor? – Because she has a high temperature.

5. Which word?

1. going. 2. eating. 3. cutting. 4. playing. 5. had.

B 1. Read about Gela. ...

a) 1 e, 2 h , 3 a, 4 b, 5 f, 6 d, 7 g, 8 c.

b) 1 – 6 d, 2- 3 a, 3 – 7 g, 4 – 2 h, 5 – 8 c, 6 – 4 b, 7 – 5 f, 8 – 1 e

2. Right or wrong?

Yes 2, 3, 5, 6, No 1, 4, 7, 8

3. What happened? Suggested questions and answers:

What happened when he was riding his bike? - He fell off. He broke his right arm.
... when he was playing football and he punched the ball? - He broke his finger.
... when he was skiing? - he fell down. He broke his left leg.
... when he was angry? - He kicked the door and he broke his big toe.
... when he was standing on a high wall? - He fell off the wall and broke his left arm.
... when he was running downstairs? - He fell and he broke his thumb.
... when he was walking in the street? - He fell in a hole and he broke his right leg.

4. Write one of these phrases in each sentence.

1. was riding. 2. was walking. 3. were running. 4. were standing. 5. was sitting.

C 3. What a mess! Put the words in order and write the sentences.

1. He was sitting on a branch of a tree.
2. He was riding his bike yesterday at 8 OR: yesterday at 8 he was riding his bike.
3. She was skiing in the mountains.
4. He fell in a hole in the street.

UNIT 14. What do you know about animals?

1. An animal and bird quiz. ...

bear – 1, elephant – 2, cow – 3, fox, big bushy tail – 4, rabbit, nose poking out of its hole – 5, horse galloping – 6, crocodile with mouth open – 7, monkey – 8, Hamster in cage - 9, tiger in bushes – 10, squirrel holding eating nut – 11, duck on water – 12, ostrich – 13, crow – 14, Chicken – 15, penguin - 16

2.Tell me about... Suggested tasks and answers:

... crocodile. – It has the biggest mouth.
... cow. – It gives us milk.
... penguin. – It can swim but can't fly.
... monkey. - It can climb trees
... crow. – It is a big black bird, it lives in trees.
... squirrel. - It loves eating nuts.
... hamster. – It is the smallest, lives in a small cage
... elephant the heaviest
... ducks. - They can swim, and they can fly too. We eat their eggs.
... horse. – It is the fastest animal.
.... bear . – It loves eating honey and sleeps from November to March .
... fox. – It has a big thick tail.
... ostrich. – It is the tallest/ biggest bird.
... rabbit. - It lives in a hole
... tiger. – It is a very big cat and it lives in the forest.
... chicken. – We eat this bird's eggs.

3. Which word?

- a) 1. longest. 2. fastest. 3. tallest. 4. biggest. 5. heaviest. 6 smallest.
b) 1. honey. 2. hole. 3. swim, fly. 4. forest. 5. tail. 6. eggs.

4. Look at the pictures and compare the animals. Grammar

1. An elephant is heavier than a tiger. 2. Tigers are bigger than fixes. 3. An ostrich is taller than a penguin. 4. Hamsters are smaller than cats. 5. A crocodile's legs are shorter than a horse's legs.

B. 1 Don't do it! What is Salome saying to Dato? ...

1 – d, 2 – f, 3 – b, 4 – a, 5 – g, 6 – e, 7 – c, 8 – h.

2. Yes or no. Yes 1, 4, 5, No 2, 3, 6, 11

3. Don't do it!

2. don't give it nuts. 3. don't telephone now. 4. don't open the door. 5. don't give them bread. 6. don't put it in your tea. 7. don't sit next to her.

C 3. What a mess!

1. Don't carry these heavy books to the library.
2. This television is too heavy for such a small table.
3. Don't telephone your friend late at night.
4. Sugar is bad for the teeth.

UNIT 15. How big is it?

A 1. How high is it? Listen and write the figures after the picture numbers.

1.Man– 2m20, 2. board – 4m 50, 3. train – 180 m. 4. bus - 5m20, 5. Block of flats – 20 m. 6. river - 75m, 7. water in the swimming pool – 1m 80, 8. TV screen – 1m30.

2. Which word ?

2.How long is the train? 180 m.
3.How tall is the man? – 2m 20
4.How deep is water in the swimming pool? 1m 80.
5.How long is the board? 4m 50.

6.How wide is the TV screen? 1m30.

7.How high is the bus? 5m20.

8.How wide is the river? 75m.

3. Which word?

1. tall. 2. high. 3. long. 4. wide. 5. high. 6. wide. 7. deep. 8. long.

4. Tell me about... Suggested sentences and answers:

1.this man. He is is 1.80 tall.

2. ... this block of flats. It is 50 m high.

3.this bus. It's 5m20 high.

4.this street. It is 30 m wide.

5.this river. It's 75 m wide, you can easily swim across it.

6.this train. It's 180 m long.

7.the swimming pool. It is 1.80 m deep.

8.this board. It's 4m 50 long.

5. Which word?

1. man. 2. mountain. 3. door. 4. street. 5. river. 6. water.

B 1. Who does she like? 1 – Lekso, 2- Beka, 3 – Kote, 4 – Kote, 5 – Lekso, 6 – Nika, 7 – Lekso, 8 - Nika, 9 – Beka, 10 – Nika

2. What do they look like?

1. Tamuna: her hair is straight and her cheeks are thin.

2. Tina: she has short curly hair, she is fat and her fingers are short.

3. Ia: she is tall and her hair is dark.

4. Beka: he is tall and he has blue eyes.

5. Kote: he has curly hair and his fingers are very long.

6. Lekso: he has glasses and he is very slim.

7. Nika: he has fat cheeks and he is fat.

3. What boys do they like?

1. Tea likes boys with glasses and long straight hair, she also likes fat boys with fat cheeks..

2. Tina likes slim boys with long straight hair and long fingers.

3. Ia likes tall boys with blond hair.

4. Tamuna likes boys with fat cheeks and curly hair.

4. Who are they?

1.Nika. 2. Kote. 3. Beka. 4. Lekso. 5. Tamuna. 6. Ia.

C 3. What a mess!

1. I want to see your mother's photo.

2. He has curly hair and long fingers.

3. Why does she like tall boys with blond hair?

4. Does he play basketball because he is tall?

Song time

ეს სიმღერა სრულდება მოქმედებების თანხლებით. მელოდია აუდიოპასეტაზე (დისტენშე).

მოსწავლეები სიმღერასთან ერთად რიტმულად საცეკვაო მოძრაობებს აყოლებენ და აჩვენებენ – ხან საჩვენებელ თითს, (finger) ხან ცერა თითს (thumb). მომღევნო გაკვეთილებში შეგიძლიათ ასწავლოთ ამ სიმღერის გაგრძელება, სხვა მოქმედებებით:

(2)

One finger, one thumb, one arm, one leg, keep moving,

One finger, one thumb, one arm, one leg, keep moving,

One finger, one thumb, one arm, one leg, keep moving,

We'll all be happy and fine.

(3)

One finger, one thumb, one arm, one leg, one nod of the head, keep moving, (3-ჯერ)
We'll all be happy and fine.

UNIT 16. What are they doing?

A 1. What's going on today?

Luka – 5, Natia – 8, Sopiko – 3, Levan – 1, Gaga - 6, Elene – 2, Gio - 4, Salome - 7

2. Where? Short answers please.

2. in the bedroom. 3. on her hand. 4. on the bike. 5. on her head. 6. in a café. 7. on a desk. 8. on the balcony.

3. Which word?

2. doing. 3. walking. 4. cleaning. 5. sitting. 6. writing. 7. carrying. 8. sleeping.

4. Where do we usually do it?.....

2. sit - chair. 3. write - notebook. 4. walks - street. 5. sleep - bed. 6. carry - bag. 7. clean - bathroom.
8. does – room.

B 2. Short answers please ...

1. Goga. 2. His mother. 3. His granddad. 4. His grandma. 5. His big sister. 6. His little sister. 7. His little brother. 8. His father.

სავარჯიშო 3-ის წინ ახსენით:

თვლადი და უთვლადი არსებით სახელები. როდის გამოიყენება –

How much, how many, a little, a few, a lot

ნაბიჯები:

- დააღიდაზე თვლადი და უთვლადი საგნები: ა) 3-4 კალმისტარი, 3-4 საშლელი, რვეული, რაიმე საგნები, რაც ბავშვებს ჯიბეებში მოეპოვებათ. ბ) ჭიქით წყალი, მთელი (მცირე ზომის) პური, ყველი (0.5 კგ-მდე, რომ მოჭრა შეიძლებოდეს), მარილი და შაქარი - რაიმე ჭურჭლით და ა.შ.
- დარწმუნდით, რომ ყველამ იცის ამ საგნების სახელები.
- გააფრთხილეთ, როგო საგნები შეიძლება დაითვალოს – მოახდინეთ დემონსტრირება კალმისტრების, წიგნების და ა.შ. მაგალითზე. ზოგი – არ ითვლება - მოახდინეთ დემონსტრირება წყლის, მარილის მაგალითზე – თუ რაიმე ჭურჭელშია ჩასხმული, ითვლება ეს ჭურჭელი, და არა მასში ჩასხმული ან ჩაყრილი ნივთიერება. პურიც და ყველიც ნივთიერებაა, სანამ ფორმას არ მიკცემდეთ: 1 პური შემოკლებულია 1 ცალი პურიდან. გამოიძახეთ მოსწავლები თქვენს მაგიდასთან და ქართულად განახევავებინათ თვლადი და უთვლადი საგნები.
- 3 მოსწავლე გამოიძახეთ თქვენს მაგიდასთან. უთხარით, ხელში აიღონ რომელიმე საგანი რამდენიც უნდათ. თქვენ გინდათ გაიგოთ, რამდენი უჭირავს თითოს. შეხედეთ საგანს და კითხეთ, რამდენიმეჯერ გაიმეორეთ, სხვადასხვა საგნები დააჭრინეთ, მოსწავლეებიც სხვადასხვა გამოიძახეთ – How much? How many do you have? პასუხი არ არის საჭირო.
- კითხეთ კლასს, როდის დაისვა კითხვა How much? და როდის How many? – თვლადთან თუ უთვლადთან. გააკეთებინეთ დასკვნა.
- უთხარით, რომ პასუხიც იმაზეა დამოკიდებული, თვლადია თუ უთვლადი. ისევ 2-3 მოსწავლე მაგიდასთან, თქვენ დაიჭირეთ რიგ-რიგობით სხვადასხვა საგნები ხელში, მოსწავლეები გეკითხებიან. თქვენ პასუხობთ - a little, a few. გააკეთებინეთ დასკვნა.
- იგივე გაიმეორეთ ბევრ საგანთან, გააკეთებინეთ დასკვნა, რომ თრივე შემთხვევაში გამოიყენება a lot.

3. How much? How many?

2. a little. 3. a lot. 4. a few. 5. a lot. 6. a lot. 7. a little. 8. a few.

4. Grammar

a) Find 5 words for A and 5 words for B ...

A How much? sugar. lemonade. cake. sugar. money.

B How many? 3 kilos. A packet. Twelve. rings. clothes.

C 3.What a mess!

1. Today she is writing on her hand.
2. Children usually carry their notebooks in bags.
3. Today she is walking with her dog on the balcony.
4. Elene usually has breakfast in the kitchen.

UNIT 17. Do you have a pet?

A 1. Whose dog wears a jacket?

Gia - 1 Maka – 2, Tina–3, Giorgi – 4, Zuriko – 5, Nino – 6, Temuri – 7, Tornike – 8, Keti – 9

2. Whose dog ...?

2 – Tina's. 3 – Maka's. 4 – Keti's. 5 – Gia's. 6 – Zuriko's. 7 – Tornike's. 8 – Nino's.

3.Tell me about... Suggested questions and answers:

- ... Keti's dog. It is wearing a pretty jacket.
- ... Gia's dog. It has short curly hair.
- ... Zuriko's dog. It has one closed eye and one open eye.
- ... Tornike's dog. It has very long hair in front of its eyes. It can't see very well.
- ... Nino's dog. It has very long ears.

4. Which word?...

1. curly, 2. short, 3. broken, 4. broken, 5. closed, 6. long, 7. long, 8. pretty.

5. Which word? Write one of these words in spaces. Grammar

1. Maka's 2. Keti's 3. Tornike's 4. dog's 5. Giorgi's 6. Gia's 7.Zuriko's 8. Nino's

B 1. Some strange pets.

8, 4, 3, 5, 2, 6, 7, 1.

2. Which pet likes scratching the wall? Answers:

1. The mouse. 2. the snake. 3. The rat. 4. The spider. 5. The rabbit. 6. The cat. 7. The dog. 8. The parrot.

3. What do they like doing?

2. chewing. 3. saying. 4. barking. 5. climbing. 6. scratching. 7. eating..

4. Look at the pictures and write the names in the spaces.

1. snake. 2. rat. 3. parrot. 4. dog. 5. spider. 6. mouse. 7. rabbit.

C 3. What a mess!

1. The spider likes climbing up the wall.
2. The dog doesn't like walking on the balcony.
3. The mouse likes making a hole in the wall.
4. The green crocodile likes swimming in the river.

UNIT 18. I'm sorry

A 1. Why is she embarrassed? ...

Maka – 6, Nika – 3, Tamuna – 8, Eka – 2, Elene – 4, Tina – 1, Vano – 7, Iliko – 5

2. Match the English words with the Georgian words.

a. 6, b. 9, c. 2, d. 5, e. 7, f. 4, g. 3, h.1.

3. Who is scared?...

1. Tina. 2. Maka. 3. Nika. 4. Tamuna. 5. Eka. 6. Elene. 7. Vano. 8. Iliko.

4. Who was late for school? Short answers please. Suggested questions and answers.

Who is flying to Paris? Iliko.

Who knows all the words in his English book? Vano.

Who was late for school? Elene.

Whose dad gave her a pretty ring? Eka's.

Who saw a mouse in the kitchen? Tamuna.

Who broke a cup? Tina.

Whose brother is wearing his favourite T-shirt? Nika's.

Who can't go to a party? Maka.

5. Tell me about... What can you say about these children?

Suggested questions and answers.

1. Maka... She is sad, she can't go to the party.

2. Nika... He is angry. His little brother is wearing his favourite T-shirt.

3. Tamuna... is scared because saw a mouse in the kitchen.

4. Eka... She is very happy. Because her dad gave her a pretty ring.

5. Elene... She arrived at school at 9.15 this morning. She said to the teacher: I'm sorry I'm late.

6. Vano... He is very proud because he knows all the words in the English book.

7. Iliko... He is very excited. Why? Because he's going to fly to Paris in July

8. Tina... Her cheeks are red and she is very embarrassed. She broke her mum's favourite cup.

B 1. Look at the pictures and make sentences from A and B.

1 – g, 2 – e, 3 – a, 4 – f, 5 – b, 6 – h, 7 – d, 8 – g.

2. When did it happen? ... write short answers.

1. last Saturday. 2. last week. 3. yesterday. 4. last night. 5. last Sunday. 6. last Friday. 7. last night. 8. last Wednesday.

3. Yes 1, 5, 6, 7. No 2, 3, 4, 8.

4. Look at the answers and write the questions.

Why was he excited? ...sad? ...happy?angry?proud? ...sorry? ...embarrassed?

C 3. What a mess! Put the words in order and write the sentences.

1. He was sorry when the cinema was full.

2. He was proud when he scored a goal.

3. He was scared when he walked home in the dark.

4. He was embarrassed when he broke a chair.

UNIT 19. Things we use every day

A 1. You need a can opener. ...

handle – 6, towel – 8, soap – 5, toothpaste – 9, scissors – 7, glasses – 2, can opener – 4, bottle opener – 3, pen – 1

2. Tell me about..... Suggested questions and answers

....the scissors. I need some scissors when I want to cut my hair.

... the soap. I need some soap when I wash my hands.

... the glasses. I need some glasses to see better.

...the can opener. I need a can opener when I want to open a can.

...the bottle opener. I need a bottle opener when I want to open a bottle.

... the pen. I need a pen when I want to write an exercise.

...the door handle. I need the door handle when I want to open the door.

3. Which word? Write one of these words in each space.

1. write. 2. open. 3. see. 4. open. 5. wash. 6. dry. 7. clean/brush. 8. cut.

4. Piece? Pair?...

1. a bar of chocolate. 2. a pair of glasses. 3. a piece of hachapuri. 4. a piece of soap. 5. a pair of trousers. 6. a pair of scissors.

5. Some? Pair?...

1. a pair of ear-rings. 3. a pair of shorts. 4. a pair of jeans.

6. Some? Pair?...

2. some pretty ear-rings. 3. some white trousers. 4. some big scissors.

B 1. Look at the pictures and make sentences from A and B

1 – d, 2 – g, 3 – a, 4 – e, 5 – h, 6 – c, 7 – b, 8 - f

2. Full answers please. What did she want to do... Suggested questions and answers.

1. What did she want to wear? She wanted to wear her skirt.
2. What did she want to do then? She wanted to have her breakfast.
3. What did she want to put on? She wanted to put on her necklace.
4. What else did she want to put on? She wanted to put on her jeans.
5. What did she want to clean? She wanted to clean her teeth.
6. What did she want to find? She wanted to find her shoes.

3. Look at the answers and ask the questions.

1. What did she want to have? ...to find? ... to pu on? ...to clean? ...to put on?

4. So.....

Her necklace was broken so she couldn't put it on.....

Her shoes were under her bed, so she couldn't find them.....

Her skirt was too long, so she couldn't wear it.....

It was too late, so she couldn't talk on the phone

There wasn't any toothpaste, so she couldn't clean her teeth.....

It was raining, so she couldn't walk with her dog.....

Her jeans were too tight, so she couldn't put them on.....

C 3. What a mess!

1. She couldn't wear her new skirt.
2. There was no toothpaste in the bathroom.
3. I need some glasses to see the words on the board.
4. Give me a piece of soap to wash my hands.

UNIT 20. Shapes and sizes

A 1. Gia's drawing. ...

- long thin straight line+ tiny elephant - 1
short thick straight line + huge cat - 2
long thick straight + huge mouse - 3
long thin curved line + huge spider - 4
short curved thick (banana-shaped) + tiny giraffe - 5
short thin straight thin + tiny horse - 6
long thick curved + huge fly 7
short thin curved + tiny ostrich - 8

2.Tell me about ... picture 2...3...4...etc.

3. Which word?

- a) 1. long. 2. tiny. 3. short. 4. tiny. 5. tiny.
- b) 1. huge. 2. thick. 3. thin. 4. thin. 5. huge.
- c) 1. curved. 2. straight. 3. curved. 4. straight. 5. straight.

4. Thicker? Thinner? ...

- 1. thicker, shorter. 2. bigger. 3. shorter. 4. smaller. 5. longer. 6. bigger.

B 1. How heavy?...

- 1. baby. 2. car. 3. man. 4. hair. 5. house. 6. mountain. 7. girl. 8. street.

2. Now write the numbers next to the pictures.

1 - 3,5 kg. 2 - 7metres. 3. 135 kg. 4. 82 cm. 5. 200m. 6. 5100m. 7. 39 degrees. 8. 4,5m.

3. How old? How far? ... Short answers please.

- 1. 5100m. high. 2. 135 kg. 3. 200m. 4. 5 kg. 5. one day old. 6. 75 years old.

4. Write one of these words in each space.

- 1. old. 2. wide. 3. far. 4. long. 5. heavy. 6. old.

C 3. What a mess! Put the words in order and write the sentences

- 1. The baby weighed three kilos when it was born.
- 2. The girl has a high temperature.
- 3. The highest mountain in Georgia is five thousand one hundred metres high.
- 4. My house is two hundred metres from my school.

UNIT 21. The weather and the seasons**A 1. What's the weather like in New York? Listen and write the numbers of the towns next to the pictures.**

sunny - 6, 8, rainy – 3, 7, cloudy – 1, 2, 5, hot – 3, cool – 1, 5, 8, warm – 2, 6, cold – 4, windy – 4, 7

2. Tell me about... Suggested questions:

Paris. It's sunny there /in Paris.

Poti. It's rainy there, it is quite rainy, and it's hot, more than 30 degrees.

London. It's cloudy in London, and it is cool.

Moscow. It's warm in Moscow, 22 degrees, and it's sunny .

Akhaltsikhe. It's cloudy in Alkhaltsikhe, and it's warm, 23-24 degrees.

Tbilisi. It's cold in Tbilisi, 10 degrees, and it's windy. The wind is quite strong.

2. Which word?

- a) 1. rainy. about. 2. windy. 3. cloudy. 4. about/under
- b) 1. about/over. hot. 2. under. 3. cold. 4. cool.

4. Is it sunny?

- 1. hot. 2. sunny. 3. cool. 4. windy. 5. rainy. 6. cloudy. 7. cold.

B 1. a) What happens in spring?

6, 8, 1, 4, 2, 5, 3, 7.

2. What happens in the seasons?

The key is in the text of exercise 1 above.

3. Make 6 true sentences from A, B and C.

1-e-winter; 2-d- summer; 3-f-winter; 4-a-autumn; 5-c-summer; 6-b-autumn.

B 3. What a mess! Put the words in order and write the sentences.

- 1. The leaves on the trees are new and green.

2. Some leaves on the trees are yellow and some fall.
3. Children like wearing sandals when it is hot.
4. The sun goes down early in the evening about six o'clock.

UNIT 22. The best times

A 1. I like Sundays. Listen to Salome and Gaga and write the numbers of the pictures in the boxes. (table or grid – 8 columns and 3 rows)

Name	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Salome	1	8	3 4		3	6 4	7
Gaga	7	2	5	1	2	1	4

Salome: dance lessons – Sunday. English lessons – Monday. Chess lessons – Tuesday. Restaurant – Saturday. Swimming – Wednesday and Saturday.

Gaga: English lessons – Thursday and Saturday. Football – Wednesday. Maths lessons – Tuesday and Friday. Swimming lessons – Sunday. Dance lessons - Monday

2. Tell me about Suggested answers:

Salome has piano lessons.... On Wednesdays and Fridays.

Salome has dance lessons.... On Sundays.

Gaga has swimming lessons..... on Sundays.

Salome.... She has a chess lesson on Tuesday.

Salome She goes to a restaurant with her dad and her mum on Saturday.

Gaga He has Maths lessons Tuesday and Friday.

Salome She has a swimming lesson and a piano lesson on Wednesdays.

3. Which day?

- a) 1. Sunday. 2. Wednesday. 3. Tuesday. 4. Monday. 5. Tuesday.
- b) 1. Saturday. 2. Friday. 3. Sunday. 4. Thursday. 5. Wednesday.

4. Make one sentence from these two. Grammar

1.so. 2. because. 3. so. 4. because. 5. so. 6. so. 7. so.

B 1. Look at the pictures and make sentences from A and B.

1 – g, 2 – d, 3 – f, 4 – e, 5 – a, 6 – c, 7 -b

2. Which word?

- a) 1 – happiest. 2 – best. 3 – happiest. 4 – favourite/best. 5. loves. 6. best/favourite. 7.best/favourite.
- b) 1. plays. 2. talks. 3. watches. 4. sees. 5. makes. 6. has. 7. plays.

C 3. What a mess! Put the words in order and write the sentences.

1. The best time of the day for Keti is evening.
2. Tamuna is happiest in the morning.
3. Dato loves watching cartoons in the afternoon.
4. Tea loves speaking to her friends on the phone in the evening.

UNIT 23. A party in the gym

A 1 a) Mariam is the boss! Who did what?

Levani – 4, Sopiko – 2, Nino – 5, Nika – 7, Gela – 3, Natia – 8, Tornike – 1, Tina - 6

2. What did she say?

The sentences are in their correct order.

c) Who did what? Suggested questions and answers:

1. Who carried a ladder into the gym? – Levan.
2. Who went and got some water? – Sopiko.
3. Who gave Nika a broom? – Nino.
4. Who swept the floor? – Nika.
5. Who poured some water on the floor? – Gela.
6. Who cleaned the floor? – Natia.
7. Who put some stars on the wall? – Tornike.
8. Who drew a picture on the wall? – Tina.

3. Which word?

- a) 1. got. 2. went. 3. gave. 4. swept.
- b) 1. put. 2. drew. 3. slept. 4. wrote.

4. Full answers please.

2. He slept in his bed. 3. He got the water in the bathroom. 4. He gave him a broom. 5. She swept the floor. 6. She drew a picture. 7. She wrote exercises. 8. He put some stars on the wall.

B 1. a) What went wrong? Write the numbers of the pictures next to the names. Then make sentences from A and B.

1: Tea - 5, Gio -7, Eka – 1, Beka – 3, Tamuna – 6, Iliko – 8, Luka – 2, Lekso – 4
2: 1- f, 2 - c, 3 – h, 4 – g, 5 – b, 6 – a, 7 – d, 8 – e

2. What were you doing Nino?

Suggested answers:

- ...Tea? – I was blowing up a balloon.
- ...Gio? – I was carrying some water.
- ...Eka? – I was making some stars.
- ...Beka? – I was standing on a chair.
- ... Tamuna? – I was cleaning the floor.
- ...Iliko? – I was climbing up a ladder.
- ...Luka? – I was walking under a ladder.
- ...Lekso? – I was running on wet floor.

3. What happened when...

მოსწავლეები წევილდებიან (მაგ. თავის გვერდით მჯდომთან, და ლაპარაკობენ, იუნებენ 1 ა) წინადაღებებს. მასწავლებელი დადის რიგებს შორის და უსმენს, იმასხოვრებს შენიშვნებს, და შემდეგ გაარჩევს კლასში.

C 3. What a mess! Put the words in order and write the sentences.

Can you put some stars on the wall please.

Carry a ladder into the gym please.

She went to the gym to sweep the floor.

She slept in her bed and had wonderful dreams.

არჩევით, შეგიძლიათ ასწავლოთ ეს ლექსი:

How many days has my baby to play?
Saturday, Sunday, Monday,
Tuesday, Wednesday, Thursday, Friday,
Saturday, Sunday, Monday.
Hop away, skip away,
My baby wants to play;
My baby wants to play every day!

UNIT 24. Goga's holidays

A 1. What did Goga do last summer at the seaside? Listen and write the numbers on the pictures.

2 – f, 3 – b, 4 – h, 5 – d, 6 – e, 7 – a, 8 – g, 9 – c.

2. Write one of these numbers:

_7__ o'clock _11__ o'clock _12__ o'clock _9__ hours _5__ ice-creams
_500__ metres _3__ tiny fish _2__ of his friends _100__ pictures

3. Full answers please...

2. He took 100 photos. 3. He played volleyball at 7 o'clock. 4. He swam 500 metres. 5. He caught 3 tiny fish one day. 6. He ate 5 ice creams one day. 7. He got up at 11 o'clock. 8. He went to bed at 12 o'clock. 9. He watched T.V. in the evening. 10. He rode his bike.

4. Which word?

- a) 1. takes. 2. took. 3. rides. 4. rode. 5. catches. 6. caught.
b) 1.go. 2. ate. 3. eats. 4. went. 5. got up. 6. gets up.

B 1. a) What is Goga going to do this summer at his grand-parents'? ...

Numbers of sentences on the pictures. 8, 7, 2, 5, 1, 6, 4, 3.

2. Why?

Longer sentences from the sentences above, according to the model.

1 – c, 2 – d, 3 – f, 4 – g, 5 – a, 6 – h, 7 – b, 8 - e

3. What is Goga going to do?

1. He is going to travel to the village.
2. He is going to catch some fish..
3. He is going to climb the highest tree.
4. He is going to ride horses.
5. He is going to watch T.V.
6. He is going to get up early every morning.
7. He is going to draw some pictures of the countryside.
8. He is going to play football with the other boys.

4. Why?

Make questions from exercise 1.

C 3. What a mess! Put the words in order and write the sentences.

1. Goga is going to travel to the village by mini-bus.
2. He is going to draw some pictures of the countryside.
3. He is going to catch some fish in the river.
4. He is going to climb the highest tree in the village.

VII. A ბერძნის დაგალებების მოსასმენი ტექსტები

TAPESCRİPT

რადგან ამ დონეზე შესასრულებელი სავარჯიშოები უმეტესად მოითხოვს მოსწავლეების მიერ მოსმენას, და ამ მოსმენის საასუხოდ რეაგირებას, მასწავლებელმა ყოველ გაკვეთილზე უნდა გამოიყენოს მოსასმენი ტექსტების ეს ჩანაწერები.

ყოველ გაკვეთილზე მასწავლებლის წიგნი უნდა იქნიოთ გადაშლილი მოსასმენ ტექსტებზე.

Unit 1: On holiday and at home

A1 Which picture? Listen and choose Picture A or Picture B.

A boy and a girl are drinking some juice.
A boy is swimming in the sea.
A girl is drawing a picture.
A boy and a girl are watching TV.
Two boys are running on the beach
Two girls are walking.
A boy is eating an apple.
A boy and a girl are playing volleyball.
A girl is riding a horse.
A boy is talking on the phone.

C 1. Have a chat.

- A. What is Gogi doing?
- B I don't know. Gogi! What are you doing?
- C I'm eating an ice-cream.
- B He's eating an ice-cream.
- A You're right! He is eating an ice-cream!

Rhyme: Stand up and look around

Stand up and look around,
Shake your head and turn around;
Stamp your feet upon the ground,
Clap your hands and then sit down.

Unit 2: I can do it!

A1 Which picture? Listen and number the pictures.

Can you see 2 ducks? One duck is swimming and one is flying. Ducks can fly and they can swim too. The 2 ducks are in picture 1. In picture number 2 there's a chicken. It's running and it's jumping. But it can't fly. And there's a very very big bird in picture 3. It's an ostrich. A boy is riding it, like a horse. The ostrich in picture 3 can run very fast. There are two more birds in picture 4. They are penguins. Penguins can't run and they can't fly. But they can swim. In picture 4, one penguin is swimming in the cold water and one is standing near the water. In picture 5 there is a tiger. Tigers can swim. It is very hot today and the tiger in picture 5 is in the water because it is hot. In picture 6 and picture 7 there are two trees. In picture 6 a cat is climbing up the tree. Another cat is sitting and crying. Cats can climb up trees but they can't climb down! Squirrels love eating nuts and they can climb trees very well. In picture 7 there's a squirrel. It is climbing up a tree and it is carrying a nut to eat.

A5. Who can climb trees? Write Yes after those that can and No after those that can't. Then listen and check.

Can crocodiles climb trees? Of course not. They can swim very well but they can't climb trees. Elephants are too big and they are too heavy to climb trees. But they can run. Monkeys and squirrels are not big or heavy. They're small and light. And they are very very good at climbing trees. And donkeys? Well a donkey's feet, and a horse's feet, are good for running. But donkeys and horses can't climb trees. And how about bears? Big white bears can't climb trees but small black bears can. They are good at climbing trees.

C 1. Have a chat.

- A. Can you touch your toes Nino?
- B. No I can't touch my toes. But Giorgi can.

Ask him.

- A. Giorgi! Can you touch your toes?
- C. Of course I can touch my toes. Look!

Song: Row your boat

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

Unit 3: Morning at home

A1. Who does what in the morning? Nato is talking about her family. Listen and put the numbers of the pictures after the names.

Hi! My name's Nato. I have 2 brothers. One is little. He's only 5. My other brother is big. He's 13. We live with our Mum and Dad and our granddad. Every morning I have a shower. My Granddad always has a bath. He likes water. My big brother doesn't have a bath. He just washes his face and combs his hair in the bathroom. My little brother combs his hair too. I don't comb my hair. I brush it. I like brushing my hair. My little brother goes to a kindergarten every morning. It's a school for small children and he loves going there. My Dad? Well, he listens to the radio in the morning. And he cleans his teeth - before breakfast and after breakfast. My mum makes breakfast of course. And she combs her hair, like my brothers.

C 1. Have a chat.

- A. Giorgi has an egg for breakfast.
- B: Really? Giorgi, is that true?
- C: Yes, that's right. I have an egg and
I have some yogurt too.
- B: An egg AND some yogurt? That's a big breakfast!

Rhyme: Good night

Good night,
Sleep tight,
Wake up bright,
In the morning light,
To do what's right
With all your might.

Unit 4: Where do they live?

A1 Where can you find them? Listen and put a tick in the correct boxes.

The forest. The countryside. A river. The sea. The mountains.

Whales are very very big. Some whales are 15 metres long. They live in the sea. Crows are big black birds. There are many crows in the countryside and they live in trees. And where can you find squirrels? In trees of course, in the country-side. Crocodiles live near rivers and when it is hot they go in the water. Tigers also like to swim in the river when it is hot but they live in the forest. There are some brown bears in Georgia but not many. You can see them in the zoo but they live in the mountains. And rabbits? They live in the countryside of course.

C 1. Have a chat.

- A. What are you drawing?
- B. I'm drawing a crocodile.
- A. And where is your crocodile?
- B. It's in the mountains
- A. That's stupid!. Crocodiles don't live
in the mountains.

Rhyme: I'm standing, I'm sitting

I'm standing, I'm sitting,
I'm reading, I'm knitting,
I'm laughing, I'm rowing,
I'm swimming, I'm growing.

I'm eating, I'm drinking,
I'm talking, I'm thinking,
I'm giving, I'm looking,
I'm sweeping, I'm cooking,

Unit 5: My school

A1 Listen and put the numbers on the picture.

Hi! My name's Beka and this is a picture of my school. You can see the first floor and the second floor. Let's go and see my school ok? We are at the gate. That's number 1 in the picture. Now we can go to the big door – the entrance. That's number 2. Now we are in the school. In front of us there are some stairs. They go up to the second floor. The stairs are number 3. On the left there is a cafeteria. The cafeteria is our favourite room!. We eat and drink there. That's number 4. Next to the cafeteria, on the left, there is a gym. We have our sports classes there. That's number 7. Now let's go back to the stairs. Just after the stairs, on the right, there is a classroom and then a toilet. Now let's go upstairs to the second floor. In front of us there is a library. Can you see all the books on the shelves? That's number 6. The teachers' room is on the left. There two teachers there now. That's number 5. The head teacher's office is also on the left, next to the teachers' room. Can you see the head teacher in his office? That's number 9. On the right on the second floor you can see another classroom. It is between the library and a toilet. The toilet is number 8. There are two toilets, one on the first floor and one on the second floor. They are number 8. Now let's go behind the school. The school yard is behind the school on the left. You can see some boys playing basketball there. The school yard is number 9.

C 1. Have a chat.

- A. What are you drawing?
- B. I'm drawing a crocodile.
- A. And where is your crocodile?
- B. It's in the mountains
- A. That's stupid!. Crocodiles don't live
in the mountains.

Rhyme: This Is my mouth

This is my mouth, my mouth, my mouth,
These are my teeth, my teeth, my teeth,
And my fingernails are these.

This is my neck, my neck, my neck,
This is my breast, my breast, my breast,
This is my back, my back, my back,
These are my elbows, my elbows, my elbows,
These are my fists, my fists, my fists.

UNIT 6: Buying presents

A1 What is Mother buying her children for New Year? Listen and write the numbers after Dato and Maka.

Hello. My name is Keti. I have two children, one son and one daughter. My daughter's name is Maka and she is nine. My son's name is Dato and he is five. It's New Year and I want to buy some presents for them.

For Dato, perhaps some jeans? No, he is too small. How about a CD? No, he doesn't like music. Or some sneakers? Well, he has some sneakers but they are very old. Yes, sneakers are a good idea. And Dato likes cars. I can buy a toy car for him. He likes animals too. I can buy a hamster for him. Yes, that's a good idea.

Now what can I buy for Maka? She likes singing and she wants to play the guitar too. Perhaps I can buy her a guitar. Yes, good idea. And perhaps some jeans. She has some jeans but they are very old. I can buy her a new pair of jeans. She always wears jeans. And that puppy! It's beautiful! Maka loves dogs. I can buy that little puppy for her.

C 1. Have a chat.

- A. I have a problem.
- B. What is your problem?
- A. I can't have a bike.
- B. Why can't you have a bike?
- A. Because it's too expensive.
- B. Too expensive? Oh, I'm sorry.

Rhyme: Part 2 (See Unit 6)

These are my shoulders
These are my shoulders,
my shoulders, my shoulders,
These are my wrists,
my wrists, my wrists,
Now look at my hair –

is it dark, is it fair?
My forehead, my ears, my lips,
My feet and my fingertips.
Now that is nearly all I can tell,
But my cheeks and my chin I can show you as well.

UNIT 7: A birthday party

A1 Sopiko's party. What are they going to do? Listen and put the numbers next to the pictures.

Number 1. They are going to dance
No 2. She is going to make a bowl of salad
No 3 They are going to listen to some CDs
No 4 She is going to put some plates, knives and forks on the table.
No 5 She is going to buy blue and yellow napkins.
No 6 She is going to buy a big cake.
No 7 She is going to cook a chicken.
No 8 They are going to drink some juice.

A2 When are they going to do it? Listen and put A, B, C or D after each sentence.

Hi! My name is Sopiko. I am 8 years old. But on Saturday I am going to be 9! And I'm going to have a birthday party. Today is Thursday and now I'm walking to school. Today I'm going to invite my friends to my party. I have eight girl friends and I'm not going to invite any boys.

Tomorrow is Friday. So tomorrow my mum is going to buy some vegetables and a chicken. We are going to buy a cake, and something to drink too. I like lemonade very much. So we're going to buy lemonade. And I'm going to buy some napkins too – blue and yellow napkins.

On Saturday morning mum is going to cook the chicken. We are going to make a bowl of vegetable salad. I'm going to cut the tomatoes and the cucumbers. But I can't cut onions. I cry when I cut them. On Saturday afternoon, I'm going to put everything on the table – plates and knives and forks and napkins. My friends are going to come at about 5 o'clock. First we're going to eat the chicken and the salad and drink some lemonade. Then we're going to listen to my CDs. I have some very good CDs. And of course, we are going to dance. We love dancing.

C 1. Have a chat.

- A. I'm going to buy some sneakers.
- B. Really? When?
- A. Tomorrow.
- B. So you are going to buy some sneakers
tomorrow? That's great!

Rhyme: When I get up in the morning

When I get up in the morning,
I'll tell you what I do,
I wash my hands and I wash my face
Splishity-splash, splishity-splash.
I clean my teeth till they're shining white,
Scrubby-scrub, scrubby-scrub,
Then I put on my clothes and brush my hair,
and runnity-run, I run downstairs.

Rhyme: Little Jack Horner

Little Jack Horner
Sat in a corner
Eating a Christmas pie.
He put in his thumb,
and took out a plum,
And said, "What a good boy am I!"

UNIT 10: What did you do?

A1 What did Zuriko do this morning? Look at the pictures. Listen and number the pictures in their correct order.

Hi, it's me. Zuriko. What did I do this morning? Well first I washed my face in the bathroom. Then when I was having breakfast I talked to a friend on my mobile. Then I looked at the clock. It was 8.30. So then I played a computer game. About ten minutes. Then I cleaned my teeth. And then.... oh yes, I combed my hair. Then I walked to school. I always walk to school. And I arrived at school at 9.10. I was late of course.

1. Have a chat. Learn this conversation.

- A. Did you play with the computer this morning?
- B. No, of course I didn't. I never play with the computer in the morning.
- A. And you walked with your dog this morning. Is that true?
- B. Yes, of course I did. I always walk with my dog in the morning.

Song: One little elephant

In a spider's web a little elephant is hung
He is lonely there and he calls another one.
In a spider's web two little elephants are hung
They are lonely there and they call another one.
In a spider's web two little elephants are hung
They are lonely there and they call another one.
In a spider's web three little elephants are hung
They are lonely there and they call another one.
In a spider's web four little elephants are hung
They're lonely there and they call another one.

UNIT 11: Last Sunday

A1 What did they do at Keti's tea party? Listen and write the numbers after the names.

Hi! I'm Keti. Last Sunday afternoon, I had a tea party at my house. I invited my friends to my party. There were seven girls and four boys at my party.
At three o'clock my friends arrived and I met them at the door. And what did they do?
Well, Eka sang a song. It was her favourite song. We all listened. She sings very well.
Tina wanted to eat and to drink. So she had some cake and then she had some juice.
Beka was very hungry too. He loves cakes. Beka ate 6 cakes!
Then there was Illico. Illico drank a lot of lemonade. He drank a big bottle of lemonade,

Nino loves my cat. She put the cat on her shoulder and the cat was very happy.
It was a tea-party so we drank tea. Who made the tea? Maka made it.
Nana and Mariam danced and then they were tired. So they sat on the floor - next to my dog.
And where were Nika and Temuri? On the stairs. They ran upstairs and they ran downstairs.

C 1. Have a chat. Learn this conversation:

- A. The first time spoke on the phone was when I was four.
- B. Really? When you were four? And where were you when you spoke on the phone?
- A. I was at home.
- B. You were at home? I see.

Song: Dustbin song

You can't put your muck
in our dustbin,
Our dustbin, our dustbin,
You can't put your muck
in our dustbin,
Our dustbin's full.
Fish and chips and vinegar,
Vinegar, vinegar,
Fish and chips and vinegar,
Salt and pepper, pepper pot!

UNIT 12: Were you late for school today?

A1 Why were they late today? Listen and write the numbers of the pictures after the names.

Maka! Why were you late today? I was in the lift. I was coming down. And the lift stopped! There wasn't any electricity. I was there for twenty minutes!
Ok Maka. And Sopiko, why were you late? The bus was late. I waited twenty minutes for the bus.
You were late too Tina. Why? I had a lot of homework and I didn't do it yesterday. I did my homework this morning.
Why were you late this morning Goga? It's because my alarm clock is too old and it doesn't work. It didn't ring this morning.
And why were you late Kote? I'm sorry. I was very tired and I woke up at 8.45 this morning.
You were late too Giorgi. Why? My mum usually wakes me up. But this morning she didn't wake me up. She was sleeping.
Mariam! What happened to you? Why were you late? I walked slowly. My bag was very heavy so I didn't walk very fast.
And Tamuna. You usually come with your father in his car. What happened? My dad's car didn't start. There wasn't any petrol in it. I'm sorry.

C 1. Have a chat. Learn this conversation:

- A. Late again Giorgi!
- B. I know. I'm sorry.
- A. And why were you late today?
- B. Because I woke up at 9 o'clock this morning.
- A. You woke up at 9 o'clock?
- B. Yes, that's right.
- A. But you said that yesterday too!

Rhyme: Please Mrs. Butler 1

Please Mrs. Butler,
This boy Derek Drew
Keeps copying my work, Miss,
What shall I do?

Go and sit in the hall, dear,
Go and sit in the sink,
Take your books on the roof, my lamb,
Do whatever you think.

UNIT 13: How are you? I'm not very well

A1 What's the matter? Listen and match the pictures in A with the pictures in B. Example 1 c.

This girl has a bad tooth. Her cheek is very big. She is going to see the dentist.
This girl cut her finger. She cut it with a big knife.
This boy has a black eye. A football hit his face.
This boy's arm is blue. It hurts. He hit the door with his arm.
This girl is feeling very sick. She ate a very big piece of cake.
This girl is going to see the doctor. Her temperature is very high.

A2 Who are they? Listen again and put the numbers and letters of the pictures after the names.

Whose arm is blue? Who was angry and hit the door with his shoulder? That was Dato.
Elene has a bad tooth and her cheek is big. She's going to see the dentist.
Who cut her finger when she was cutting some bread with a big knife? That was Nato.
Nika was playing football when the ball hit him in the face. Now he has a black eye.
Keti is not well. Keti is feeling sick because she ate too much cake.
And who is going to see the doctor? That's Ia. She has a very high temperature.

C 1. Have a chat.

- A. What's the matter Giorgi?
- B. I broke my arm.
- A. You broke your arm? How did you break your arm?
- B. I fell when I was playing football.
- A. When you were playing football? Does it hurt?
- B. Ouch! Of course it hurts! Don't touch it!

Rhyme: Please Mrs. Butler 2

Please Mrs. Butler,
This boy Derek Drew
keeps taking my rubber, Miss,
What shall I do?

Keep it in your hand, dear,
Hide it up your vest,
Swallow it if you like, my love,
Do what you think best.

UNIT 14: What do you know about animals?

A1 An animal and bird quiz. Write the question numbers 1 to 16. Look at the pictures and listen to the 16 questions. Then write the numbers of the animals and birds.

No. 1 is a very big cat and it lives in the forest. Which animal is no. 1?

No. 2 is a bird. We eat this bird's eggs. They are white or brown. This bird can't swim. Which bird is no. 2?

No. 3 is a very small animal. It is like a mouse. Some children have one at home, in a cage. Which one is number 3?

No 4 is a big heavy animal. It is the heaviest animal. It has a very long nose and big ears. Only a whale is bigger than this animal. Which animal is no. 4?

No. 5 is a bird. It swims and it can fly too. And sometimes we eat its eggs. Which is no. 5?

No. 6 is an animal - the fastest animal in the pictures. Many of these animals work on our farms. Which is no. 6?

No. 7 is an animal. It loves eating honey. There are some in Georgia. They sleep from November to March. This number 7.

No. 8 is a an animal. It is like a small dog. It lives in the countryside and its tail is long and very thick. Which one is no. 8?

No. 9 is a bird – the tallest bird in the world. It can't fly because it too big. But it can run very fast. which is no. 9?

No. 10 is a small grey animal. Its home is in a hole. It has very long ears. Which animal is no. 10?

No. 11 is an animal and it lives near a river. It has a long tail and the biggest mouth of all animals. Which is no. 11?

No. 12 is an animal. These animals live on the farm and we get our milk from them. Some of them can give 10 litres of milk every day. Which one is no. 12?

No. 13 is a big black and white bird. It swims very well and it eats fish. But it can't fly. Which one is no. 13?

No. 14 is an animal. These animals are very good at climbing trees and some of them have very long tails. Which one is no. 14?

No. 15 is a bird. You can see many of these birds in Georgia. They are big black birds and they live in trees. Which is no. 15?

No. 16 is another small animal with a big thick tail. It loves climbing trees and eating nuts. Which one is no. 16?

C 1. Have a chat. Learn this conversation:

A. What are you doing Nino?

B. I'm going to carry these books.

A. No, don't carry those books!

B. Why not?

A. Because they're too heavy.

B. They're too heavy? Perhaps you're right.

Rhyme: Please Mrs. Butler 3

Please Mrs. Butler,

This boy Derek Drew

keeps calling me rude names, Miss,

What shall I do?

Lock yourself in the cupboard,

Run away to sea,

Do whatever you can, my flower,

But don't ask me!

UNIT 15: How big is it?

A1 How big? Listen and write the figures after the picture numbers.

How tall is the man? He's 2 m 20 tall.

2 m 20. Thanks. Now, how high is the block of flats? It's 20 metres high.

20 metres. OK. And the swimming pool. How deep is the swimming pool? It's 1m80 deep.

1m80. ok. And how long is the board? It's 4m50 long.

4m50. Thanks. And how wide is the TV screen? It's 1m30 wide.

1m30. ok. And how about the train? How long is the train? It's 180m long.

180m. Thanks. And that bus. How high is the bus? It's 5m20 high

5m20. OK. And finally, how wide is the river? It's 75m wide.

75m. Thanks.

C 1. Have a chat. Learn this conversation,

'draw' or show a photo of two people:

A. Do you want to see a photo?

B. Yes please.

A. It's a photo of Giorgi and Beka.

B. I see. Which one is Giorgi?

A. He's the short one with blond hair.

B. Short with blond hair? So this one is Giorgi?

A. That's right. And the other one is Beka.

Song

One finger, one thumb, keep moving,

One finger, one thumb, keep moving,

One finger, one thumb, keep moving,

We'll all be happy and fine.

(2)

One finger, one thumb, one arm, one leg, keep moving,

One finger, one thumb, one arm, one leg, keep moving,

One finger, one thumb, one arm, one leg, keep moving,

We'll all be happy and fine.

(3)

One finger, one thumb, one arm, one leg, one nod of the head, keep moving,

One finger, one thumb, one arm, one leg, one nod of the head, keep moving,

One finger, one thumb, one arm, one leg, one nod of the head, keep moving,

We'll all be happy and fine.

UNIT 16: What are they doing?

A1 What's going on today? Listen and write the numbers of the pictures after the names.

Luka is sitting on a desk.

Can you see Natia? She is writing on her hand.

The girl on the balcony is Sopiko. She is walking with her dog.

Levani is in a café. What is he doing? He's doing his homework.

There is a boy on the floor. That's Gaga. He is sleeping on the floor.

Elene is in her bedroom and she is having her breakfast.

Gio is riding his bike. And he is cleaning his teeth on his bike.

Salome is going to school and she is carrying her books on her head.

C 1. Have a chat.

- A. Did you know that Giorgi loves nuts?
- B. Really? How many nuts does he eat?
- A. He eats fifty every day.
- B. Giorgi! Is that true?
- C. Is what true?
- B. That you eat fifty nuts every day?
- C. No, I do NOT eat fifty nuts every day!

SONG: We're Going on a bear hunt 1

We are going on a bear hunt!

I'm not scared!

What a beautiful day!

Oh, no!

Grass. grass.

Tall, wavy grass!

We can't go under it!

We can't go over it!

We have to go through it!

Sh-Sh-Sh...

UNIT 17: Do you have a pet?

A1 Whose dog wears a jacket? Listen and put the numbers of the dogs after the names.

One of these dogs has a broken leg. That's Giorgi's dog.

Can you see the dog with very long ears? That's Nino's dog.

Can you see the dog with short curly hair? It is Gia's.

Zuriko's dog can't see very well. One of its eyes is open and one is closed.

This dog has funny ears. One ear is up and one ear is down. It is Temuri's dog.

Tina's dog broke its tail. Now it has a broken tail.

The dog with long hair is Tornike's. It can't see because it has very long hair in front of its eyes.

Maka's dog has a very short tail. Its tail is very short.

The last dog is Keti's. Keti's dog is wearing a pretty jacket because it's cold. Do you like it?

C 1. Have a chat.

- A. Do you have a pet at home?
- B. Yes. I have a mouse.
- A. A mouse? What's its name?
- B. I call it Rainy.
- A. Rainy? And where does Rainy live?
- B. In a cage.
- A. Can I come and see your mouse?
- B. Of course. When you like.

Song: We're Going on a bear hunt 2

We are going on a bear hunt!

I'm not scared!

What a beautiful day!

Oh, no!

Trees, trees,

Big, tall trees!
We can't go under them!
We can't go through them!
We have to go over them!
Click-click-click

UNIT 18: I'm sorry

A1 Why is she embarrassed? Listen and write the numbers of the pictures after the names.

Maka is sad. Very sad. Why? There is a party and she can't go to the party.
Nika's little brother is wearing his favourite T-shirt. Nika is angry.
Tamuna is scared because she saw a mouse in the kitchen. She's scared of mice.
Look at Eka. She is very happy. Why? Because her dad gave her a pretty ring.
Elene arrived at school at 9.15 this morning. She said to the teacher: I'm sorry I'm late.
Poor Tina! Her cheeks are red and she is very embarrassed. She broke her mum's favourite vase.
Vano likes English. He is very proud because he knows all the words in the English book.
Look at Iliko! He is very excited. Why? Because he's going to fly to Paris in July.

C 1. Have a chat.

- A. You look sad this morning.
- B. Yes, I am sad.
- A. Why are you sad? What happened?
- B. My best friend is going to live in another house.
- A. She's going to live in another house?

Now I see why you are so sad.

We're Going on a bear hunt 3

We are going on a bear hunt!

I'm not scared!

What a beautiful day!

Oh, no!

Mud, thick, thick mud!

We can't go under it!

We can't go over it!

We have to go through it!

Slurp-slurp-slurp...

UNIT 19: Things we use every day

A1 You need a can opener. Listen and write the numbers of the pictures next to the words.

- | | |
|---|---------------------------|
| I want to write an exercise. | You need a pen. |
| I want to open this bottle of coke. | You need a bottle-opener. |
| I want to see the words on the board. | You need some glasses. |
| I want to open this can of fruit salad. | You need a can opener. |
| I want to open the door. | You need a handle. |
| I want to wash my hands. | You need some soap. |
| I want to cut my hair. It's too long,
Now I want to dry my hair. It's wet. | You need some scissors. |
| I want to clean my teeth. | You need a towel. |
| | You need some toothpaste. |

C 1. Have a chat.

- A. I'm so angry this morning!
- B. Why? What happened?
- A. I couldn't do my homework.
- B. Why couldn't you do your homework?
- A. Because I broke my pencil.
- B. You broke your pencil? I AM sorry.

Song: We're Going on a bear hunt 4

We are going on a bear hunt!
I'm not scared!
What a beautiful day!
Oh, no!
A cave, a cave, a dark, dark cave!
We can't go under it!
We can't go over it!
We have to go through it!
Two black, furry ears,
One black wet nose,
Two pointed teeth...
It's a bear!, It's a bear!
Quick, run back!
Back through the cave Sh-Sh-Sh...
Back through the trees Click-click-click...
Back through the mud Slurp-slurp-slurp...
Back through the grass Sh-Sh-Sh...
Quick back home and slam the door!

UNIT 20: Shapes and sizes

A1 Gia's drawing. Listen and look at Gia's pictures. Write the numbers next to the pictures.

Gia, do you have some coloured pencils? Ok. Now listen and draw these pictures. There are 8 pictures. You're going to draw some lines and you are going to draw something on each line ok?
Number 1. Draw a long thin straight line straight. That's right. Long and thin and straight. Now put a tiny elephant on it. That's too big. Make it smaller. Ok. That's number 1.
Now number 2. Draw a short straight line. Make it thick, not thin. And put a cat on it. A huge cat. That's number 2.
Number 3 is a long thick straight line. Long and thick and straight. And on this line draw a huge mouse. That's number 3.
Number 4. Draw a curved line, not a straight line. Make it thin and long. And put a huge spider on this line. That's number 4.
The line in number 5 is short and curved and very thick. Like a banana. Draw a giraffe on the line. A tiny giraffe. That's number 5.
Now number 6. Draw a short thin straight line. Short and thin and straight. And draw a tiny horse on it. That's number 6.
Number 7 is a huge fly on a long thick curved line. The line is long, not short, thick, not thin, and curved, not straight. And make the fly really huge. That's number 7.
And number 8. Draw an ostrich – a tiny ostrich. And put the ostrich on a short thin curved line. Ok? That's number 8.

C 1. Have a chat.

- A. How heavy are you Nino?
- B. I don't know how heavy I am.
- A. And how old is Tbilisi?
- B. I don't know how old Tbilisi is.
- A. You don't know anything at all!
- B. Yes I do. I know my mother's name.
But you don't!

Rhyme: A skipping rope

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

UNIT 21: The weather and the seasons

A1 What's the weather like in New York? Listen and write the numbers of the towns next to the pictures.

Here's today's weather in Georgia and in the world.

In Telavi it's not very warm and not very cold. It's cool. About 16 or 17 degrees. And there are lots of clouds. It's cloudy.

Akhalkaltsikhe? It's warm today. But not too hot. Temperatures between 20 and 24 degrees. But it's also cloudy.

In Poti today it's very hot. Higher than 30 degrees. And there is some rain. It's quite rainy.

The weather in Tbilisi is cold today. Only about 10 degrees. And it's windy. The wind is quite strong.

London is cloudy today. Lots of clouds. And it's cool, about 17 degrees.

In Moscow, the sun is shining and the temperature is higher than 20 degrees. About 22. So sunny and warm in Moscow.

It's raining in New York today, and there's a strong wind. So rainy and windy in New York. But in Paris it's sunny. No clouds and no rain. But it's quite cool. Lower than 20 degrees. About 17.

C 1. Have a chat.

- A. Are you happy today?
- B. No, it's too hot and I don't like it when it's hot.
- A. So were you happy yesterday? It was cold yesterday.
- B. No I wasn't. I don't like it when it's cold either.
- C. So you're never happy?
- B. That's right!

Rhyme: Rain

Rain on the green grass,
And rain on the tree,
Rain on the house top,
But not on me.

One potato, two potato,
Three potato, four,
Five potato, six potato,
Seven potato, MORE.

UNIT 22: The best times

A1 I like Sundays. Listen to Salome and Gaga and write the numbers of the pictures in the boxes.

Hi I'm Salome. I like playing the piano. So I like Wednesdays and Fridays. I always have piano lessons on Wednesdays and Fridays. Sunday is good too. I have dance lessons every Sunday. I love English and I have English lessons on Mondays. I play chess too. I have a chess lesson every week – every Tuesday. Saturdays are good because I always go a restaurant with my family on Saturdays. Oh, and there's swimming too. I go swimming on Wednesdays and Saturdays.

Hello. My name's Gaga. I like English too. And I have English lessons every Thursday and every Saturday. I'm not very good at football but I like playing. I always play football on Wednesdays. And I'm not very good at Maths. So I have Maths lessons every week – on Tuesdays and on Fridays. I like Sundays. That's when I have swimming lessons and I love swimming. I'm a good dancer too and every Monday I have a dance lesson.

C 1. Have a chat.

- A. What's your favourite day of the week?
- B. Friday is the best day because I have piano lessons on Fridays.
- A. But you don't like the piano!
- B. That's true. But I like my piano teacher!
- A. Ah I see.

Rhyme

One, two, three, four, five,
Once I caught a fish alive,
Six, seven, eight, nine, ten,
Then I let it go again.

Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
The little finger on the right.

UNIT 23: A party in the gym

A1 Mariam is the boss! Who did what? Listen and write the numbers of the pictures next to the names.

Mariam said: 'Levani, carry a ladder into the gym please.' So Levani carried a ladder into the gym.

Mariam said: 'Sopiko, please go and get some water.' So Sopiko went and got some water.

Mariam said: Nino, can you give Nika a broom please. So Nino gave Nika a broom.

Mariam said: Nika, can you sweep the floor please. So Nika swept the floor.

Mariam said: Gela, please pour some water on the floor. So Gela poured some water on the floor.

Mariam said : Natia, clean the floor please. So Natia cleaned the floor

Mariam said: Tornike, can you put some stars on the wall please. So Tornike put some stars on the wall.

Mariam said: Tina, please draw a picture on the wall. So Tina drew a picture on the wall.

C 1. Have a chat.

A. Giorgi, can you sweep the floor please?

B. Sorry. I'm bad at sweeping. Ask Nino.

She's good at it.

A. Nino, can you sweep the floor please?

C. Sorry, I'm very bad at sweeping.

A. I see. So we are all bad at sweeping.

Rhyme

Hey, diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed
To see such sport,
And the dish ran away with
the spoon.

UNIT 24

A1 What did Goga do last summer at the sea-side? Listen and write the numbers on the pictures.

Number one. Last summer Goga traveled to the sea-side by train. The journey took nine hours. That's number one.

No 2. He took some photos. When the holidays finished he had 100 pictures. That's No 2.

No 3. He played volley-ball at 7 o'clock in the evening. It was too hot in the afternoon. That's No 3.

No 4. He swam in the sea every day. One day he swam 500 metres. That's No 4.

No 5. He went fishing many times and one day he caught 3 tiny fish. That's No 5.

No 6. He ate a lot of ice-creams. One day he had 5 ice-creams. That's No 6.

No 7. He got up late. Every morning he got up at 11 o'clock. That's No 7.

No 8. In the evening he watched films on TV and went to bed at 12 o'clock. That's No 8.

No 9. He rode his bike every day. Two of his friends had bikes and they rode with him. That's No 9.

A2 Listen again and write one of these numbers in each space.

The journey took 9 hours.

When the holidays finished he had 100 pictures

He played volley-ball at 7 o'clock in the evening

One day he swam 500 metres

One day he caught 3 tiny fish
One day he had 5 ice-creams.
Every morning he got up at 11 o'clock
He went to bed at 12 o'clock
Two of his friends rode their bikes with him.

C1. Have a chat.

- A. Are you going to travel by train this summer?
- B. No I'm not. I hate travelling by train.
- A. Are you going to swim in the sea this summer?
- B. No I'm not. I hate swimming in the sea.
- A. So what are you going to do?
- B. I'm going to watch TV.
- A. Ok. Happy holidays!

Rhyme

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall,
All the King's horses
And all the King's men
Couldn't put Humpty together again.

VIII. დანართი

ენობრივი თამაშები

განსხვავებით Setting Out Book 3 –გან, ჩვენ არ ჩაგვირთავს თამაშები მოსწავლის წიგნში. თუმცა, ეს არ ნიშნავს, რომ ისინი არ უნდა გამოიყენოთ მე-4 კლასში. გირჩევთ თამაშები გამოიყენოთ, როდესაც კი ამის შესაძლებლობა მოგეცემათ გაპვეთილზე. თუ თქვენ გამოიყენეთ Book 3, უავე შეგიძლიათ შეარჩიოთ მოსწავლეებისთვის ყველაზე მოსაწონი თამაშები და ამრიგად შეუქმნათ მათ გასართობი ვარჯიშის პირობა ენობრივი მასალის უფრო ფართე სპექტრის გამოყენებაში, ვიდრე ამა პირველი წიგნის ენობრივი მასალა იძლევთა.

ქვემოთ მოცემულია თამაშების აღწერილობა.

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. For your reference, we have reproduced below the notes on games that appeared in the Book 1 Teachers’ Book. The procedures for organizing games in Grade 4 classes will not be different. But the language that is being practiced in the games may include language taught in both grades. For example, when playing Broken Telephone in Grade 3 classes, the message to be relayed from one player to another may be a single word, or a number. Exactly the same game might be played with Grade 4 classes using complete sentences.

However, it is important to remember that no game is too ‘simple’ in language terms. The only criteria for selecting a game are: Will the students genuinely enjoy it? And is it practicing useful language? Games are not tests.

A note of caution.

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.

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Bingo

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

This basic procedure applies in class Bingo.

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

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

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

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

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

Simon says

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

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

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

Broken telephone

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

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

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

Buzz

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

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

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

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

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

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

გაკვეთილზე ფარმართვის ენა

გაკვეთილზე გამოსაყენებელი ენის ეს სია ჩავრთეთ მასწავლებლისთვის არა იმ მიზნით, რომ გაკვეთილზე გამოსაყენებელი ენის ამომწურავი ინფორმაცია მივცეთ, არამედ ხელი შეგუწყოთ მას და შეგაგულიანოთ სისტემატურად გამოიყენოს ინგლისური მოსწავლებისან ყოველდღიური ურთიერთობის დროს. (ი.e. აგრეთვე 'ინგლისურისა და ქართული ენის გამოყენება გაკვეთილზე').

ჩვენ გვაზობთ აქ ჩამოთვლილ სიტყვებსა და ფრაზებს. არ უნდა იგრძნოთ თავი ვალდებულად რომ გამოიყენოთ ზუსტად ეს ფრაზები. გამოიყენეთ ის ფრაზები/ენა, რომელსაც მიჩვეული ხართ. შეიძლება არ მოგეწონოთ, მაგალითად, *Fantastic!* გამოიყენოთ, რაც მოგწონთ. მთავარია, მოსწავლეები გრძნობდნენ, რომ მასწავლებელი კველა მიზნებისთვის იყენებს ინგლისურ ენას თავისუფლად და ბუნებრივად.

GLOSSARY OF CLASS MANAGEMENT LANGUAGE

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

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

1. Coming and going

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

2. Personal inquiries

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

3. Inviting volunteers

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

4. Encouraging students

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

5. Moving them around

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

6. Keeping them in order

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

7. Starting off an activity

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

8. Closing an activity

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

სახელმძღვანელოს შემადგენელი ნაწილები:

I. მოსწავლის კომპლექტი:

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

II. მასწავლებლის კომპლექტი:

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



დაფინანსებულია „მთსწავლეების სახელმძღვანელოებით უზრუნველყოფის პროგრამის“ ფარგლებში