

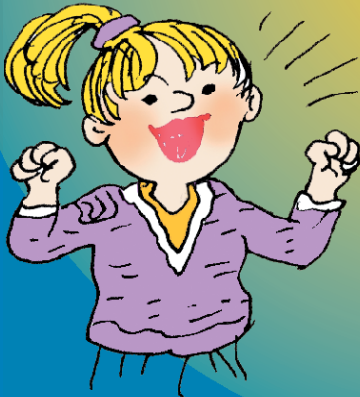
English for junior schools

Setting Out 3

III კლასი



yes!



მასწავლებლის
ნიგნი

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Abbreviations used in Teacher's book:

SB – Student's book

WB – Workbook

TB – Teacher's book

sts – students.

10. MONEY

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

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

11. FOOD

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

12. FAMILY

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

SAMPLE LESSONS

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

Unit 3. ANIMALS

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

Lesson 1. P.11

Aim of the lesson:

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

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

Introducing and practicing new language.

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

II For the other aim the following tasks are used:

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

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

Lesson 2

Aim: Aim of the lesson:

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

The procedure is the same as with the wild animals.

At the end of the lesson organize some language game.

Lesson 3

Aim of the lesson:

Using the names of wild and farm animals – p 13

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

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