

NEW BUILDING BLOCKS 4
Teacher's Book

გრიფმინიჭებულია საქართველოს
განათლებისა და მეცნიერების
სამინისტროს მიერ 2018 წელს.



სულაკაურის
გამომცემლობა

New Building Blocks 4

ინგლისურის სახელმძღვანელო მეოთხეკლასელთათვის
მასწავლებლის ნიშნი
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შესავალი

წინამდებარე შესავალში აღწერილია:

- როგორ პასუხობს კურსი მოსწავლეთა და მასწავლებელთა მოთხოვნილებებსა და საგნის სწავლების ეროვნული სასწავლო გეგმით განსაზღვრულ მიზნებს;
- რა პრინციპითაა შერჩეული და წარმოდგენილი სასწავლო მასალა;
- რას წარმოადგენს და რა კომპონენტებისაგან შედგება თავად კურსი;
- რა მეთოდოლოგიური რჩევები უნდა გავითვალისწინოთ უცხოური ენის სწავლის ეტაპზე შემსწავლელ ჯგუფებთან მუშაობისას;
- როგორ უნდა მოვახდინოთ სასწავლო სივრცის ორგანიზება ეფექტური სწავლებისათვის;
- როგორ უნდა დაიგეგმოს და რომელი აუცილებელი ნაწილებისაგან უნდა შედგებოდეს გაკვეთილი;
- როგორ ვითანამშრომლოთ მშობლებთან;
- რომელი საკლასო გამოთქმებისა თუ კლიშეების გამოყენება გვმართებს საგაკვეთილო პროცესის წარმართვისას;
- ინგლისური ენის წლიური პროგრამა მე-4 კლასისათვის.

სასწავლო-მეთოდური კურსი NBB, რომელიც ორი სერიისაგან (NEW BUILDING BLOCKS 1-4 და NEW BUILDING BRIDGES 5-6) შედგება, ზედმიწევნით ასახავს თანამედროვე ინგლისურ ენაში შესულ ცვლილებებს, მის ზოგად თავისებურებებსა და მათი სწავლების მეთოდებს; მოიცავს საქართველოს ზოგადსაგანმანათლებლო სკოლის პირველი უცხოური ენის რეცეფციული (კითხვა/მოსმენა) და პროდუციული (ლაპარაკი/წერა) უნარების I-VI კლასებისათვის განსაზღვრული სტანდარტის ყველა საჭირო კომპონენტს, რაც ენის ელემენტარულ დონეზე ფლობასა თუ გამოყენებას გულისხმობს, და ითვალისწინებს კითხვასა და მოსმენაში მოსწავლეთა ეროვნული სასწავლო გეგმით დადგენილი A 1. 1 დონიდან A 2. 2 დონემდე, ხოლო ლაპარაკსა და წერაში A 2. 1 დონემდე აყვანას.

კურსის თითოეულ ნიგნში წარმოდგენილი დამატებითი მასალიდან და მასწავლებლის ნიგნებში მოცემული არჩევითი სავარჯიშოების სიუხვიდან გამომდინარე, NBB თავისუფლად შეიძლება გამოიყენონ არა მხოლოდ პირველი უცხოური ენის დადგენილი საათობრივი ბადით მომუშავე საჯარო სკოლებმა, არამედ ინგლისური ენის გაძლიერებულ რეჟიმში სწავლების მქონე სკოლებმა და ენების დამოუკიდებელმა ცენტრებმაც.

ინგლისური ენის (როგორც საერთაშორისო საკომუნიკაციო საშუალების) სწავლების ძირითადი მიზანი

ინგლისური ენის სწავლების ძირითადი მიზანი მოსწავლეებში ზეპირი და წერიტი მეტყველების საკომუნიკაციო კომპეტენციის გაღვივებაა, რაც, თავის მხრივ, სოციო-კულტურული და ინტერკულტურული კომპეტენციების განვითარებასაც გულისხმობს. უცხოური ენების სწავლების თანამედროვე მეთოდი, ამავდროულად, სულ უფრო და უფრო მეტ ყურადღებას უთმობს კრიტიკული აზროვნების ჩამოყალიბებას, რათა მოსწავლეებს დაეხმაროს რეალური ფაქტებისა და გამოგონილი ამბების ანდა სწორი და არასწორი ინფორმაციის ერთმანეთისაგან განსხვავებასა და გარკვეული აზრებისა თუ იდეოლოგიების სწორად შეფასებაში. საბოლოოდ, ეს ყველაფერი შესაძლებლობას მისცემს მათ ძალდაუტანებლად და წარმატებით დაამყარონ კომუნიკაცია ნებისმიერ ადამიანთან როგორც ყოველდღიურ, ყოფით საკითხებზე, ისე სერიოზულ, პროფესიულ თუ აკადემიურ დონეებზე გლობალური მასშტაბით.

კურსის NBB ძირითადი ამოცანა

ზემოაღნიშნულიდან გამომდინარე, წინამდებარე კურსის ძირითადი ამოცანაა:

- მოსწავლეთა გრძელვადიანი მოტივირება შეისწავლონ ინგლისური ენა, გაიღვივონ ინტერკულტურული ურთიერთობების დამყარების უნარი და გამოიმუშაონ პოზიტიური დამოკიდებულება როგორც კულტურული, ისე ინდივიდუალური მრავალფეროვნების მიმართ;
- განუვითაროს მოსწავლეებს უცხოურ ენაზე კომუნიკაციის უნარი როგორც ზეპირი (მოსმენა/ლაპარაკი), ისე წერიტი (კითხვა/წერა) მეტყველების დონეზე;
- ჩამოუყალიბოს მათ სწავლის სტრატეგიული უნარ-ჩვევები ცნობისმოყვარეობის აღძვრისა და თვითრწმენის ამაღლების გზით;
- გაუღვივოს კოგნიტური უნარები – შეაძლებინოს კრიტიკული აზროვნება, მიზეზ-შედეგობრივი კავშირების დამყარება, დასკვნების გამოტანა და პრობლემების გადაჭრა;
- განუვითაროს ისეთი სოციალური უნარები, როგორცაა მეგობრობა, ტოლერანტობა, სხვათა აზრის მოსმენისა თუ პატივისცემის ჩვევა და ასწავლოს საკუთარი აზრების მისაღები ფორმით ჩამოყალიბება ინდივიდუალურად ანდა მცირე თუ მრავალრიცხოვან ჯგუფებში მუშაობისას.

მოსწავლის ნიგნი NEW BUILDING BLOCKS IV და მოსწავლეები

აღნიშნული კურსის წინამდებარე სახელმძღვანელო შექმნილია იმ მეოთხეკლასელი მოსწავლეებისათვის, რომლებიც ინგლისური ენის შესწავლას პირველი კლასიდან იწყებენ. ნიგნი სრულყოფილად ითვალისწინებს მათი ასაკობრივი ჯგუფის ემოციურ თავისებურებებსა თუ კოგნიტურ შესაძლებლობებს და მოსწავლეებს უცხოურ ენაზე სისტემატურად მუშაობისა და საკომუნიკაციო უნარების მუდმივი გაღვივების მყარ სტიმულს აძლევს.

თემატურ ციკლებად დაყოფილი სასწავლო მასალა საშუალებას იძლევა კონკრეტული თემები ციკლიდან ციკლშიც განმეორდეს და გაღრმავდეს, რაც უკვე ნასწავლი ლექსიკური ერთეულებისა და სტრუქტურების სხვადასხვა სიტუ-

აცვასთან მისადაგებით მიიღწევა. მოსწავლეებს საშუალება ეძლევა მარტივად გამოხატონ საკუთარი აზრები და აღწერონ პირადი გამოცდილება თუ შეგრძნებები, რაც, თავის მხრივ, მათ კრიტიკულ აზროვნებასაც აჩვენებს და ნაცნობი სიტუაციის ახალ კონტექსტზე მორგებასაც ასწავლის.

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

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

წიგნი სრულდება დანართით (APPENDIX) - დამატებითი მასალით, რომელიც გარკვეულ დღესასწაულთან (შობა) დაკავშირებულ ერთეულს, ცნობილ ზღაპარსა და როლური თამაშის ელემენტებს შეიცავს.

მოსწავლის წიგნის ლექსიკონი და მოსასმენი მასალა

მოსწავლის წიგნს დამატებითი რესურსების სახით ახლავს სასწავლი ერთეულების ინგლისურ-ქართული ლექსიკონი. ყველა ის აქტივობა, რომელსაც NBB IV-ში ვხვდებით დიალოგების, სიმღერებისა, თუ ცალკეული ლექსიკური ერთეულების სახით, ატვირთულია გამომცემლის საიტზე www.sulakauri.edu.ge.

მასწავლებლის წიგნი

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

საჩვენებელი ბარათები და პოსტერები

საჩვენებელი ბარათები სემანტიკური პრინციპითაა დაჯგუფებული (მაგ., ცხოველები, ავეჯი და ა.შ.) და ძალიან ხელსაყრელია სხვადასხვა აქტივობის წარმატებით განსახორციელებლად. რაც შეეხება პოსტერებს, ძირითადად ახალი თემისა და ენობრივი სტრუქტურების ახსნისას გამოიყენება. ისინი ატვირთულია გამომცემლის საიტზე www.sulakauri.edu.ge.

გაკვეთილების სცენარები

ყოველი გაკვეთილის სცენარს წინ უძღვის ცხრილი, რომელშიც აღნიშნულია, თუ რა შედეგზე გადის თითოეული გაკვეთილი, რომელ უნარებს აღვივებს იგი და რომელ კულტურულ სფეროს ეხება. აქვეა მითითებული, სასწავლო გეგმის რომელ საგანთანაა კონკრეტული გაკვეთილი შინაარსობრივად ინტეგრირებული. ცხადია, სცენარებში წარმოდგენილი ენობრივი სავარჯიშოებისა თუ სხვა ტიპის აქტივობების სიუხვე სრულ თავისუფლებას აძლევს მასწავლებლებს თავად შეარჩიონ კონკრეტული ჯგუფის მოსწავლეთათვის უფრო ხელსაყრელი დავალებები (ანუ ნაკლები შესაძლებლობების მქონე ბავშვებს უფრო მარტივი დავალებები შეურჩიონ, ხოლო მეტი შესაძლებლობების მქონეებს ზედმეტი დავალება შეასრულებინონ, რაც ორივე ტიპის მოსწავლეს ერთ საერთო შედეგამდე მიიყვანს). გარკვეულ სავარჯიშოებს, რომლებიც კონკრეტულ პასუხებს მოითხოვენ, იქვე ახლავს დასმულ შეკითხვებზე გასაცემი სწორი პასუხები. დამატებითი რესურსებია ასევე, საჩვენებელი ბარათები და პოსტერები, გამომცემლის საიტზე ატვირთული მოსწავლის წიგნის აუდიოების მასალა (Tapescript).

მეთოდოლოგიური რჩევები

დანყებით საფეხურზე ნებისმიერი საგნის სწავლება მულტიენსორული და მრავალნახნაგოვანი მიდგომით უნდა განხორციელდეს; სხვა სიტყვებით, გათვალისწინებულ უნდა იქნას შემსწავლელთა კოგნიტური, ემოციური და მოტორული შესაძლებლობები. მეტი ყურადღება უნდა დაეთმოს სასაუბრო ენას, სიტუაციურ სწავლებას მიმიკის, ყესტების, მოძრაობების, ვიზუალური საშუალებების, სიმღერებისა თუ თამაშების საშუალებით. ცნობილია, რომ ბავშვები ენას „მთელი თავიანთი არსებითა“ და ყველა შეგრძნებით სწავლობენ. ისინი სწრაფადაც ითვისებენ და სწრაფადვე ივიწყებენ. ამიტომაც არის სავალდებულო ნელი წინსვლის პირობებში ნასწავლის მუდმივი გამეორება. რაც მთავარია, სწავლა მოსწავლეთათვის სტრესული არ უნდა იყოს, რათა მათ უარყოფითი განწყობა არ შეექმნათ უცხოური ენის მიმართ.

ბავშვები ენას ადვილად სწავლობენ, როდესაც ისინი:

- შეძლებისდაგვარად ხანგრძლივი და

მრავალფეროვანი ურთიერთობა აქვთ უცხოურ ენასთან;

- იყენებენ ყველა სენსორულ არხს დაავალებების შესრულებისას;
- აქვთ საშუალება აქტიურად დააკვირდნენ, მოისმინონ და გაიმეორონ ის, რასაც ხედავენ და ესმით;
- როცა შეუძლიათ თავად გამოიკვლიონ და მოსინჯონ საკუთარი შესაძლებლობები შეცდომის დაშვების შიშის გარეშე;
- როდესაც საშუალება ეძლევათ სწავლის პროცესში აქტიური ურთიერთობა ჰქონდეთ თანატოლებთან.

სწავლების ძირითადი პრინციპები

ენის ათვისება სოციალური აქტივობაა. ამდენად მუშაობა ზეპირი მეტყველების ფორმით უნდა დავიწყოთ საკლასო სიტუაციასთან (ანუ არსებულ გარემოსთან) მორგებული ერთეულებით. ეს შესაძლოა განხორციელდეს ფიზიკური თამაშით, როლური თამაშით, სიმღერით, მოძრაობებით, ისეთი აქტივობებით, რომლებიც მუდმივად მოითხოვენ მოსწავლისაგან შემოქმედებითობასა და ფანტაზიის ამოქმედებას.

6-8 წლის ასაკიდან ბავშვები უკვე იწყებენ ლოგიკურად აზროვნებას და 9 წლის ასაკიდან თანდათან ანალიტიკურ აზროვნებაზეც გადადიან. მათ გარკვეული ფრაზებისა და ენობრივი სტრუქტურების აღქმა და მათი საკუთარი ენის შესაბამის სტრუქტურებზე მორგებაც შეუძლიათ ყოველგვარი გრამატიკული წესების ცოდნის გარეშე.

ამიტომ ენობრივი სტრუქტურები (ანუ გრამატიკულად მართებული ფორმები), ამ ეტაპზე მხოლოდ რეალურ, ცხოვრებისეულ სიტუაციაზე მორგებით, ანუ სემანტიკურ დონეზე უნდა ისწავლებოდეს. საკმარისია ბავშვს მოსთხოვო გრამატიკული წესებით, ანუ აბსტრაქტულად აზროვნება, და მაშინვე აიყრის გულს საგნის სწავლაზე.

მნიშვნელოვანია ისიც, რომ ენობრივი სტრუქტურების შესწავლა-დამახსოვრება აუცილებლად უკვე ნაცნობი ლექსიკური ერთეულების გამოყენებით უნდა მოხდეს, ხოლო ახალი ლექსიკური ერთეულებისა - ნაცნობ ენობრივ სტრუქტურებში ჩასმით. არც ის უნდა დავივიწყოთ, რომ ახალი ენობრივი შინაარსები რაც შეიძლება მეტი კუთხით უნდა განვიხილოთ და აღქმის ყველა შესაძლო არხის გამოყენებით ავათვისებინოთ ბავშვებს.

მოტივაცია

უცხოური ენის შესწავლა საკმაოდ ხანგრძლივი და ზოგჯერ არცთუ იოლი პროცესია. ამ პროცესის წარმატებით მიმდინარეობისათვის ერთ-ერთი უმნიშვნელოვანესი ფაქტორი მოსწავლეთა მოტივირებაა. ცხადია, პატარა ბავშვზე ის არგუმენტი, რომ ინგლისური ენის კარგად ცოდნა მომავალში კარგი სამსახურის შოვნაში დაეხმარება, არ გაჭრის. კვლევების შედეგად დადგინდა, რომ ამ ასაკობრივი ჯგუფისათვის უცხოური ენის შესწავლის საუკეთესო მოტივაცია კლასში სახალისო ატმოსფეროს შექმნაა. როგორც წესი, ისინი საგნის მიმართ დამოკიდებულებას მასწავლებლის ქცევის მიხედვით იყალიბებენ. იმავე კვლევებმა დაადასტურეს, რომ ენის შემსწავლელებს სანყის ეტაპზე შექმნილი პოზიტიური დამოკიდებულება საგნის მიმართ არასდროს უნელდებათ. ისიც ხომ ცხადია, რომ რაც უფრო მეტს და უკეთ ვსწავლობთ, მით მეტი მოტივაცია გვიჩნდება, უფრო მეტი და უფრო უკეთესად ვისწავლოთ.

მუშაობა სხვადასხვა ტიპის ინტელექტის მქონე მოსწავლეებთან

დანყებით კლასებთან მომუშავე ნებისმიერ მასწავლებელს შეუნიშნავს, რომ ზოგი ბავშვი ძალიან აქტიური და მოუსვენარია, უნდა ყველაფერს ხელით შეეხოს, ბევრი იმოძრაოს და ითამაშოს; სხვები ფიზიკურად უფრო პასიურები და მშვიდები არიან და ურჩევნიათ, თავისთვის ჩუმად წერონ, ხატონ ან აფერადონ. ამერიკელი ფსიქოლოგის, ჰოვარდ გარდნერის მიერ კლასიფიცირებული სხვადასხვა ტიპის ინტელექტის მიხედვით, პირველი ტიპის ბავშვებს მკვეთრად გამოხატული მუსიკალური და კინესთეტიური ინტელექტი აქვთ, ხოლო მეორე ტიპისას – ლინგვისტური და სივრცითი.

სხვადასხვა ტიპის ინტელექტი სხვადასხვა სტილის სწავლებას მოითხოვს. ახალი ინფორმაცია ჩვენს გონებამდე ხუთი სენსორული შეგრძნებით აღწევს. ზოგს საკუთარი თვალით დანახვა ურჩევნია, ზოგს – მოსმენა, სხვებსაც



უყვართ, როდესაც ინფორმაცია ფიზიკურად „ხელშესახება“. ადამიანთა მეტი წილი შემეცნებისას ამ შეგრძნებების მეტ-ნაკლები ხარისხით კომბინირებულ ვარიანტს მიმართავს.

როდესაც გაკვეთილს ვგეგმავთ, მეტად მნიშვნელოვანია ბავშვების სხვადასხვა ტიპის ინტელექტის გათვალისწინება და სწავლების სტილების სწორად კომბინირება, ანუ გაკვეთილის მსვლელობისას იმ სამი ძირითადი სტილის გამოყენება, რომელიც შემდეგ ცხრილშია ასახული:

ვიზუალური სწავლების სტილი	ყურება და კითხვა	ბარათები, პოსტერები და ილუსტრაციები
აუდიო სწავლების სტილი	მოსმენა და ლაპარაკი	დისკები, სიმღერები, ლექსები, დიალოგები
კინესთეტიკური სწავლების სტილი	ხელით შეხება და ფიზიკური აქტივობა	თამაში და მოძრაობა

დიდაქტიკური აქტივობები

დანყებით კლასებში ყველაზე სასიამოვნო ქათინაურია, როდესაც მოსწავლე ამბობს, ინგლისურის გაკვეთილებზე კი არ ვსწავლობთ, არამედ ვთამაშობთ და ვერთობითო. ბავშვებს თამაშ-თამაშ უნდა ვასწავლოთ უცხოური ენა, რადგანაც თამაში მათი საყვარელი საქმიანობაა. წინამდებარე სახელმძღვანელოში ნებისმიერი თამაში გართობის ელემენტთან ერთად გარკვეულ წესებსა და მიზნებსაც შეიცავს. ამით ბავშვები წესმორჩილებასაც ეჩვევიან და, თამაშით გატაცებულები, ენობრივ ერთეულებს სპონტანურად იყენებენ. ეს კი, თავის მხრივ, განაპირობებს ბუნებრივი კომუნიკაციის დამყარებას და ჯგუფური მუშაობის უნარის გამომუშავებას.

თამაში შეჯიბრის ელემენტსაც შეიცავს, რაც სერიოზული მოტივაციაა, მაგრამ მასწავლებელი უნდა ეცადოს, რომ თამაშში ყველა მოსწავლე ჩართოს და მათ გამარჯვების თანაბარი შანსები მისცეს.

პროექტები

პროექტები გაანგარიშებულია ენობრივი ერთეულების პრაქტიკულ გააქტიურებაზე (სწავლა კეთების პროცესში), და, ამავდროულად, აუმჯობესებს სოციალურ უნარებს, სახელდობრ თანამშრომლობის უნარს. პროექტებში რეკომენდებულია ყველა შესაძლებლობის მქონე ბავშვის აქტიურად ჩართვა და მათთვის იმ როლის მინიჭება, რომელსაც ისინი წარმატებით გაართმევენ თავს.

შეცდომების შესწორება

წერიტი თუ ზეპირი შეცდომების შესწორება სასწავლო პროცესის განუყოფელი ნაწილია. თუმცა ბოლოდროინდელმა კვლევებმა დაადასტურა, რომ ენის შესწავლის საწყის ეტაპზე ბავშვისთვის შეცდომებზე მთელი კლასის წინაშე ხშირად მითითება და მისი გაკრიტიკება სერიოზულ დისკომფორტს უქმნის მას და გულს აყრევინებს საგნის შესწავლაზე. აქედან გამომდინარე,

- თავი უნდა ავარიდოთ ყველა შეცდომის შესწორებას და ყურადღება მხოლოდ მნიშვნელოვან სტრუქტურებსა და სიტყვებზე გავამახვილოთ;
- ბავშვებს შენიშვნები არ უნდა მივცეთ, როდესაც ისინი წყვილებად, ჯგუფურად ანდა დიალოგის რეჟიმში მუშაობენ; უმჯობესია, ჩავინიშნოთ ისინი და აქტივობის დასრულების შემდეგ კლასს მხოლოდ ყველაზე ხშირ და საერთო შეცდომებზე გავუმახვილოთ ყურადღება.
- შეცდომების დაფიქსირებისას არ უნდა გამოვიყენოთ ისეთი სიტყვები, როგორცაა no, incorrect, wrong და მისთ.; ისინი მიმიკით, ყესტით ანდა ნეიტრალური ბგერით (მაგალითად ზარის განკარუნებით) უნდა ჩავანაცვლოთ.

სასწავლო სივრცის ორგანიზება

გაკვეთილის დინამიკა და ეფექტური სწავლება დიდად არის ასევე დამოკიდებული სასწავლო სივრცის (საკლასო ოთახის) სწორად ორგანიზებაზე: მერხები ისე უნდა განლაგდეს, რომ მასწავლებელს აქტიური ვიზუალური კონტაქტი ჰქონდეს ყველა მოსწავლესთან. ამისთვის კი ორი-სამი მერხის შეჯგუფება, ანდა მერხების წრიულად, „მრგვალი მაგიდის“ პრინციპით განთავსებაა საჭირო. ასეთი წყობა მასწავლებლისა და მოსწავლეების მჭიდრო კონტაქტსაც შეუწყობს ხელს და ბავშვებსაც გაუადვილებს წყვილებად თუ ჯგუფებად მუშაობას.

გაკვეთილის დაგეგმვა

თითოეული გაკვეთილი სრულყოფილი ერთეულის სახით უნდა დაიგეგმოს და სამ ძირითად ნაწილს უნდა მოიცავდეს: შესავალს, პრეზენტაციასა და დასასრულს.

- შესავალი: ყოველი გაკვეთილის დასაწყისისას უნდა ითქვას გამარჯობა (Hello) და გამოვიკითხოთ, თუ კლასში ვინ რა განწყობაზეა (How are you today?), როგორი ამინდია, რა დღეა და ა.შ., რათა მოხდეს სიტუაციის განმუხტვა, რაც უკვე ადვილად შეგვაძლებინებს წინა გაკვეთილზე ნასწავლი მასალის გამეორებასა თუ დავალების გამოკითხვაზე უმტკივნეულოდ გადასვლას.
- პრეზენტაცია: გაკვეთილის „პრეზენტაციად“ წოდებული ძირითადი ნაწილი მოსწავლეებს ახალ ლექსიკურ ერთეულებსა თუ გრამატიკულ სტრუქტურებს აცნობს. თითო გაკვეთილზე ხუთ ან ექვს ახალ სიტყვაზე მეტის შემოტანა რეკომენდებული არ არის. თანაც ახალი ერთეულები, როგორც ითქვა, უკვე ნასწავლ სტრუქტურებში უნდა ჩავსვათ. არც ერთზე მეტი გრამატიკული სტრუქტურის შემოტანა რეკომენდებული (მაგალითად, ერთ გაკვეთილზე უნდა დამუშავდეს მხოლოდ I've got სტრუქტურა). ახალი ერთეულებისა თუ სტრუქტურების შემოტანის შემდეგ მოსწავლეები ამ სტრუქტურების გამყარებაზე სხვადასხვა ტიპის სავარჯიშოებით უნდა ვავარჯიშოთ.
- დასასრული: გაკვეთილის ბოლოსკენ მოსწავლეებს კიდევ ერთხელ უნდა გამოვიკითხოთ ახსნილი მასალა და მივცეთ დამოუკიდებელი პრაქტიკული სამუშაო (ვთქვათ, დავახატინოთ სასკოლო საგნები, რომელთა სახელებიც ვასწავლეთ). თითოეული საკლასო აქტივობა 5-6 წუთზე მეტხანს არ უნდა გაგრძელდეს და აუცილებლად უნდა შეიცავდეს ფიზიკურ აქტივობას. ამ ასაკის ბავშვებს მოძრაობის ძლიერი მოთხოვნილება აქვთ და კლასში არეულობა რომ არ შეიქმნას, მათ ამის საშუალება თავად უნდა მივცეთ. თუ შევნიშნეთ, რომ ბავშვებს რომელიმე აქტივობა მობეზრდათ, სავალდებულო არ არის მისი დასრულება; შეგვიძლია პირდაპირ გადავინაცვლოთ მომდევნო აქტივობაზე.

საგაკვეთილო ენა

ძალიან ძნელია იმის ზუსტად დადგენა, თუ რომელი ენა (მშობლიური თუ უცხოური) რა რაოდენობით უნდა გამოვიყენოთ გაკვეთილზე. ერთი კი ცხადია, ბავშვებს ყოველი ახალი ლექსიკური თუ გრამატიკული ერთეული აუცილებლად უნდა ვუთარგმნოთ. ამავდროულად, ვინაიდან მათ უცხოურ ენასთან შეხება მხოლოდ საგაკვეთილო პროცესში უნდა, მაქსიმალურად უნდა ვეცადოთ, რომ ინგლისურად ვესაუბროთ და ინგლისურად ვაპასუხებინოთ დასმულ შეკითხვებზე. რაც შეეხება ისეთ ფრაზებს, როგორიცაა საკლასო რუტინის განუყოფელი ერთეულები (make a circle, point to, open your books, sing a song და ა.შ.) თავიდან ისინი ორსავე ენაზე, ასე ვთქვათ „სენდვიჩის მეთოდის გამოყენებით“ უნდა შევიტანოთ კლასში, მაგრამ ბავშვები მალევე უნდა მივაჩვიოთ მხოლოდ ინგლისურად ნათქვამ მითითებებზე სათანადოდ რეაგირებას.

მშობლები

ბავშვის მშობლები თუ შინააღმზრდელები მისი მოტივირებისა და დახმარების საუკეთესო წყაროს წარმოადგენენ. ამ ასაკის ბავშვებს მათი მიღწევების წარმოჩენისა და ქების მოსმენის სურვილი ამოძრავებთ. ამიტომ მნიშვნელოვანია, მშობლებმა იცოდნენ, რას და რა მეთოდით ვასწავლით მათ შვილებს. ამ მიზნით შეგვიძლია ვასწავლით მათ შვილებს, მოსწავლეთა ნამუშევრები გამოვფინოთ საკლასო ოთახში ანდა მოსწავლეებს პატარა საჩვენებელი სკეტიჩები დავადგმევინოთ, რომ მშობლების ქება დაიმსახურონ. კარგი იქნება, თუ მშობლებს ვურჩევთ, ყოველი ციკლის ბოლოს წარმოადგინონ თვითშეფასების შემცველ მასალას აუცილებლად გადაავლონ თვალი და მასალაც თავად გაამეორებინონ შვილებს. მაგრამ ისინიც უნდა გავაფრთხილოთ, რომ შეცდომების დაშვების შემთხვევაში ბავშვებს მკაცრად არ მიუდგინონ.

ინგლისური ენის წლიური პროგრამა IV კლასისათვის

მიმართულება 1. ზეპირი მეტყველება (მოსმენა და ლაპარაკი)

მისალნევი შედეგები	შეფასების ინდიკატორები
<p>1.1. მოსწავლემ უნდა შეძლოს სტანდარტით განსაზღვრული მცირე ზომის ტექსტების მოსმენა/ყურება და გაგება.</p>	<p>მოსწავლე:</p> <ul style="list-style-type: none"> ➢ ამოიცნობს სასაუბრო თემას, კონტექსტს, თანამოსაუბრეებს; ➢ განარჩევს ფამილარულ და თავაზიან ფორმულებს; ➢ ამოიცნობს სხვადასხვა სახის კონკრეტულ დეტალებს (მაგ., ემოციებს, ადგილმდებარეობის, ფერის, ფორმის, რაოდენობის შესახებ); ➢ ამოიცნობს განვითარების ეტაპებს (როგორ დაიწყო, რა მოხდა, როგორ დამთავრდა), მოვლენათა თანამიმდევრობას; ➢ პერსონაჟთა ქცევიდან გამომდინარე, გამოაქვს დასკვნა მათი ხასიათის, თვისებების შესახებ (მაგ., კეთილია, ბოროტია, ძუნწია, გულადია, მშიშარაა, ზარმაცია).
<p>1.2. მოსწავლემ უნდა შეძლოს სიტყვების, წინადადებებისა და ტექსტების გარკვევით და შესაბამისი ინტონაციისა თუ მახვილის დაცვით წარმოთქმა.</p>	<p>მოსწავლე:</p> <ul style="list-style-type: none"> ➢ ზეპირად გაითამაშებს დიალოგებს; სცენებს; ➢ ზეპირად კითხულობს ლექსებს, ენის გასატეხებს, ასრულებს სიმღერებს; ➢ ტექსტების შინაარსს ადეკვატურად უსადაგებს არავერბალურ მეტყველებას.
<p>1.3. მოსწავლემ უნდა შეძლოს ნაცნობ თემატიკაზე მარტივ ინტერაქციაში მონაწილეობა, ნაცნობი თემატიკის გარშემო საუბარი.</p>	<p>მოსწავლე:</p> <ul style="list-style-type: none"> ➢ სვამს/პასუხობს კითხვებს, ან ითხოვს ნებართვას კონკრეტულ საკლასო სიტუაციასთან დაკავშირებით (მაგ., შეიძლება ეს წიგნი ავილო?.. და სხვ.); ➢ მონაწილეობს მარტივ ინტერაქციაში ნასწავლ თემატიკაზე (მაგ., რა უყვარს, რა იცის, როგორია მისი მეგობარი, რა აქვს ჩანთაში, სად არის ნივთი და სხვ.); ➢ პასუხობს ნასწავლი ტექსტის შინაარსის გარშემო დასმულ მარტივ კითხვებს (მაგ., რა აქვს, ვინ აჩუქა, რა ფერის, რამდენი, როგორი, როდის ნავიდა, სად ნავიდა, ვის რა მისცა და სხვ.); ➢ აღწერს ილუსტრაციებს; ➢ მონაწილეობს სიმულაციურ სიტუაციაში.
<p>1.4. მოსწავლემ უნდა შეძლოს ზეპირი მეტყველების აქტივობების შესრულებისას სტრატეგიების გააზრებულად გამოყენება.</p>	<p>მოსწავლე:</p> <ul style="list-style-type: none"> ➢ გამოთქვამს ვარაუდს სათაურსა და ილუსტრაციებზე დაყრდნობით; ➢ შინაარსის გასააზრებლად იშველიებს არავერბალურ ელემენტებს (მაგ., ხმის ტემბრს, ინტონაციას; მიმიკა-ჟესტიკულაციას).

მიმართულება 2. წერიტი მეტყველება (კითხვა და წერა)

მისაღწევი შედეგები	შეფასების ინდიკატორები
<p>Iუცხ. დანყ.(I).5. მოსწავლემ უნდა შეძლოს სიტყვების, წინადადებების გაშიფვრა; სხვადასხვა ტიპის მცირე ზომის ტექსტების გაშიფვრა და გაგება.</p>	<p>მოსწავლე:</p> <ul style="list-style-type: none"> ➤ კითხულობს (შიფრავს) ნაცნობ და უცნობ სიტყვებს, წინადადებებს, მცირე ზომის ტექსტებს; ➤ ამოიცნობს ტექსტის საკომუნიკაციო სიტუაციას (ავტორი, ადრესატი, თემა, მიზანი); ➤ ამოიცნობს ფაქტობრივ/ექსპლიციტურ ინფორმაციას (როდის, სად, ვინ, რამდენი, როგორი და სხვ.); ➤ ამოიცნობს პერსონაჟთა თვისებებს; ➤ ამოიცნობს მოქმედებების თანამიმდევრობას; ➤ ამოიცნობს მოვლენათა შორის მიზეზ-შედეგობრივ კავშირებს; ➤ ამოიცნობს მოქმედებათა დროსა და ადგილს.
<p>Iუცხ. დანყ.(I).6. მოსწავლემ უნდა შეძლოს კალიგრაფიული ნორმების დაცვა; მოდელის მიხედვით სხვადასხვა ტიპის მარტივი ტექსტების შედგენა.</p>	<p>მოსწავლე:</p> <ul style="list-style-type: none"> ➤ წერს აკურატულად; ➤ კარნახით წერს ნასწავლ სიტყვებს და წინადადებებს; ➤ ტექსტის წერისას სათანადოდ იყენებს ნასწავლ ლექსიკასა და შესიტყვებებს, გამოთქმებს; ➤ მიუთითებს კონკრეტულ დეტალებს; ➤ სათანადოდ სვამს სასვენ ნიშნებს; ➤ ადგენს წარწერებს ილუსტრაციებისათვის.
<p>Iუცხ. დანყ.(I).7. მოსწავლემ უნდა შეძლოს წერიტი მეტყველების აქტივობის შესრულებისას სტრატეგიების გააზრებულად გამოყენება.</p>	<p>მოსწავლე:</p> <ul style="list-style-type: none"> ➤ ნაცნობ ელემენტებზე (კონტექსტზე, ილუსტრაციებზე) დაყრდნობით ცდილობს უცნობი სიტყვების ამოცნობას; ➤ აკვირდება ტექსტის სტრუქტურას, მაორგანიზებელ ელემენტებს (მაგ., სათაურს, რუბრიკას, ცხრილის აგებულებას და მონაცემებს, ილუსტრაციას, წარწერას, ლოგოს, ტიპოგრაფიულ მახასიათებლებს (მაგ., მსხვილ შრიფტს და სხვ.) და მასზე დაყრდნობით მოიძიებს საჭირო ინფორმაციას; ➤ აცნობიერებს კითხვის პროცესში გამოყენებულ ხერხებს.

მიმართულება 3. ინტერკულტურა

მისაღწევი შედეგები	შეფასების ინდიკატორები
<p>1უცხ. დანყ.(1).8. მოსწავლემ უნდა შეძლოს ილუსტრაციებსა და ტექსტებში საკუთარი და უცხო კულტურის რეალიების ამოცნობა; სოციოკულტურული კონტექსტების ერთმანეთთან შედარება.</p>	<p>მოსწავლე:</p> <ul style="list-style-type: none"> ➤ სახელმძღვანელოსა თუ საბავშვო მედია/ მულტიმედიურ ტექსტებში ამოიცნობს კულტურის, სოციო-კულტურის რეალიებს; ➤ შედარებისას პოულობს მათ შორის მსგავსებებსა და განსხვავებებს.
<p>1უცხ. დანყ.(1).9. მოსწავლემ უნდა შეძლოს თანატოლებთან და მასწავლებელთან ერთად საგანმანათლებლო პროექტების დაგეგმვა და განხორციელება სამიზნე ქვეყნის/ქვეყნების სოციოკულტურულ და კულტურულ რეალიებზე.</p>	<p>მოსწავლე:</p> <ul style="list-style-type: none"> ➤ მასწავლებელთან ერთად აყალიბებს პროექტის წარმატებით განხორციელების კრიტერიუმებს; ➤ გუნდის წევრებთან და მასწავლებელთან ერთად გეგმავს პროექტის განხორციელების ეტაპებს; ➤ გუნდის წევრებისა და მასწავლებლის დახმარებით განსაზღვრავს და ანაწილებს ფუნქციებს; ➤ გუნდის თითოეულ წევრთან ერთად ასრულებს მისთვის მიკუთვნებულ ფუნქციას; ➤ მასწავლებლის დახმარებით აუმჯობესებს და ასრულებს პროექტს.

მიმართულება 4. სწავლის სწავლა

მისაღწევი შედეგები	შეფასების ინდიკატორები
<p>1უცხ. დანყ.(1).10. მოსწავლემ მასწავლებლის დახმარებით უნდა შეძლოს სწავლის პროცესზე დაფიქრება, საკუთარი წინსვლის ხელშეწყობა და სწავლის პროცესის წარმართვასა და გაუმჯობესებაში აქტიურად მონაწილეობა.</p>	<p>მოსწავლე:</p> <ul style="list-style-type: none"> ➤ აფასებს სწავლის პროცესს: ავსებს ასაკის შესაბამის შეფასების სქემებს; ➤ ამჩნევს, რაში აქვს წინსვლა და აღწერს/ასახელებს მას; ➤ აცნობიერებს და ასახელებს სისუსტეებს და მიუთითებს გამოსწორების შესაძლო გზებს (მაგ., როგორ მოიქცეს, რომ აღარ დარჩეს შინ სასწავლო ნივთები; როგორი ხერხით დაიმახსოვროს ლექსიკური ერთეულები).
<p>1უცხ. დანყ.(1).11. მოსწავლემ უნდა შეძლოს სწავლის ხელშეწყობი სტრატეგიებისა და სხვადასხვა ტიპის საგანმანათლებლო რესურსების (ბეჭდვითი და მულტიმედიური რესურსების, ინფორმაციულ-საკომუნიკაციო ტექნოლოგიების) გააზრებულად გამოყენება.</p>	<p>მოსწავლე:</p> <ul style="list-style-type: none"> ➤ ქმნის ოპერატიულ რესურსებს და იყენებს მათ (მაგ., ლოტოს, მარტივ სქემებს, ილუსტრირებულ ლექსიკონს, ყუთებს ინფორმაციის, მასალის დახარისხებისათვის და სხვ.); ➤ იყენებს ისტ-ს ამა თუ იმ მასალის/ტექსტის შესაქმნელად, დასამუშავებლად; ➤ ეფექტიანად იყენებს სახელმძღვანელოს რესურსებს (ილუსტრაციებს, ლექსიკონს, სარჩევს, ლოგოებს, სამოდულო ნიმუშებს); ➤ მოიძიებს ინფორმაციას/სასწავლო მასალას ინფორმაციულ-საკომუნიკაციო ტექნოლოგიების (ისტ) მეშვეობით.

მოსწავლის ნიშნის სარჩევი

UNIT

LANGUAGE IN FOCUS

PAGE

LET'S START!

ABOUT US

My name is... I'm 10. I can play the violin. I've got a pet. I like English. What's your name? How old are you? How are you today? Have you got a pet? Do you like English?

8

UNIT 1 THE ANIMAL WORLD

Lesson 1
WHERE IS
THE FOREST?

It is... It has got... It lives... It likes... It can...

10

Lesson 2
OLD MCDONALD'S ZOO

Is it...? Has it got...? Does it live...? Does it like...? Can it..?

12

Lesson 3
HOW DOES HAROLD
BECOME A HERO?

*strong, brave, tall, thin, funny, scared, save, a hero
He is... / She is... / He has got... / She has got...
He can... / She can... / He can't... / She can't...*

14

Lesson 4
MARY HAD
A LITTLE LAMB

a lamb, snow, school, rules, children, follow, laugh, see

16

Lesson 5
LET'S CHECK!

Revision

18

UNIT 2 A VISIT TO MAGICLAND

Lesson 1
WELCOME TO MAGICLAND!

The present continuous with *she* and *he* (affirmative, negative, questions)
The present continuous with *they* (affirmative, negative, questions)
Verb *to be* with *he, she* and *they* in short / long forms

20

Lesson 2
WHERE IS THE TREASURE?

The present continuous with *I* (affirmative, negative, questions)
Prepositions of place (*in / on / under / behind / between / in front of*)

24

Lesson 3
SNOW WHITE AND
THE SEVEN DWARFS

Verb *to be* + adjectives

28

Lesson 4
THE FAIRY TALE RAP

Personal pronouns (revision)

30

Lesson 5
LET'S CHECK!

Revision

32

UNIT 3 FAMILY BUSINESS

Lesson 1 MEET MY FAMILY	Verb <i>to be</i> with <i>she</i> and <i>he</i> (affirmative, negative) Verb <i>to have</i> with <i>she</i> and <i>he</i> (affirmative, negative) <i>Can</i> with <i>she</i> and <i>he</i> (affirmative, negative)	34
Lesson 2 WHO IS MOLLY?	Verb <i>to be</i> with <i>she</i> and <i>he</i> (questions) Verb <i>to have</i> with <i>she</i> and <i>he</i> (questions) <i>Can</i> with <i>she</i> and <i>he</i> (questions)	38
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Useful classroom expressions

Starting the lesson

Hello!
Good morning!
Sit down, please.
How are you?
Is everybody here?
Let's begin.
Have you done your homework?

Basic instructions

Open your books at / to page (7).
Turn to page (8).
Close your books.
Please do exercise (B) in your books / workbooks.
Read quietly.
Listen to me.
Listen to the CD.
Listen and repeat.
Please, repeat after me.
Look at the board.
Look at the flashcards.
Point to the flashcards.
Can you write it on the board, please?
Copy these words into your notebooks.
Say the whole sentence, please.
In English, please.
Match the words to the pictures.
Find the pairs.
You can start now.
You have five minutes to finish this exercise.

Classroom communication

Thank you.
Sorry.
Excuse me?
I've finished.
Has everybody finished?
Ready?
Raise your hand, please.
Well done!
Excellent!
Great!

Beautiful!
You can do better.
Not quite right, try again.
Much better.
Any questions?
Can you repeat that, please?
What's this... in English?
What does... mean?

Pairwork and group work

Work in pairs.
Find a partner.
Now ask your partner...
Now show your partner...
Work in groups of four.
Get into teams.
Let's make a circle.

Playing games

Whose turn is it?
It's your turn.
Wait for your turn.
You're out.
Take a card.
Turn around.
Don't look.
Roll the dice.
Go forward two squares.
Go back two squares.
Pass the ball around.
Who's the winner?
Team three wins!
Congratulations!

Ending the lesson

That's all for today.
You worked really well today.
Clean your desks, please.
Clean the board!
See you next time.
Goodbye!

LESSON PLANS

(გაკვეთილების სცენარები)

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

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



LESSON PLANS

LET'S START

ABOUT US

LEARNING OUTCOMES: I ۱۷۳ب. دانگ. (I): 1,2,3,4,5,6,7,8
By the end of this class, pupils will be able to:

- GRAMMAR**
 - Use verbs in the present simple form
 - Ask and answer questions about themselves and their friends
- FUNCTIONS**
 - Talk about the characters in the book
 - Say a couple of sentences about themselves
 - Ask questions about their friends
- VOCABULARY**
 - Name objects in the classroom

SKILLS

- READING**
 - Jessica and Greg
 - Teacher Mary
- LISTENING**
 - Jessica and Greg
 - Asking and answering questions
 - Talking about the characters in the book
- SPEAKING**
 - Asking for personal information
 - Talking about yourself
- WRITING**
 - General information about yourself

CULTURE and CLIL

- Children from another country (personal names, names of streets, hobbies)

LESSON 1

INTRODUCTION

- Start the lesson by playing the game **CALL MY BLUFF**. Write three sentences on the board about yourself with two being true and one being false, e. g. *I teach English. I live in a house. I have a cat.*
- Have pupils guess what is true for you and what is not.

SPEAKING

Task 1, Student's Book (p. 8)

- Ask pupils to name all the things they see in the picture. After that, let them name as many things as they can in their classroom as well.
- Tell pupils to take a look at the picture of the new teacher and to try and guess the right answers, e. g. *What is her favourite colour?* Pupils guess: *blue, green, red, etc.*

LISTENING AND READING

Task 2, Student's Book (p. 8)

- Play **Track 1**. Pupils listen to the recording and choose the correct answers. To check comprehension, ask pupils to read out the correct sentences.

Tapescript:

Track 1

Teacher: Welcome back children! I'm your new teacher. Can you guess three things about me?

Jessica: Your favourite colour is red.

Teacher: Well done! I love red.

Greg: The first letter of your name is M.

Teacher: Yes, correct. My name is Mary.

Susan: You have a cat!

Teacher: Yes, I've got a little kitten. Its name is Muffin. Now tell me about yourselves.

Answer key:

- 1 The teacher's name is Mary.
- 2 Her favourite colour is red.
- 3 She's got a kitten.

- Ask pupils what characters they remember from previous textbooks (*Ronnie, Jessica, Greg, Elliot, Uncle Phil, Ms Springfield, Susan, Luke, etc.*). Ask them to tell you a few things about them.

Task 3, Student's Book (p. 8)

- Play **Track 2** and ask pupils to listen carefully and choose the words they hear in Task 3.

Tapescript:

Track 2

Jessica: Hi, everyone! My name is Jessica. I'm 9 years old. I live in a beautiful house in Oak Street. I like school very much. This year I'm in grade 4. My best friend is Susan. We are in the same class. We both like music. I can play the guitar, and Susan can play the violin.

Greg: Hello. I'm Greg. I'm 10 years old. I live with my family in Park Street. I like sports. My favourite sport is swimming. I can swim very well. My best friend is Luke. We are both crazy about computers. When I finish my homework I read computer magazines or play online games with Luke.

Answer key:

Hi everyone! My name is Jessica. I'm 9 years old. I live in a beautiful house in Oak Street. I like school very much. This year I'm in grade 4. My best friend is Susan. We are in the same class. We both like music. I can play the guitar, and Susan can play the violin.
Hello. I'm Greg. I'm 10 years old. I live with my family in Park Street. I like sports. My favourite sport is swimming. I can swim very well. My best friend is Luke. We are both crazy about computers. When I finish my homework, I read computer magazines or I play online games with Luke.

- Draw two grids on the board and write the names of Jessica and Greg on either side. Prepare sentence cards about Jessica and Greg. After you read the sentences, pupils decide if the sentence is about Jessica or Greg. Put the sentences under the corresponding name.

JESSICA

I'm nine years old.

...

GREG

I'm ten years old

...

- Play **WAVE YOUR HANDS IF IT'S TRUE**. Read a sentence from the board and pupils wave their hands if the sentence is true for them. If it's true, let them repeat the sentence, e. g. *I'm ten years old.*

ABOUT US

- 1 What can you see in the picture? Describe it.
Start like this: I can see...



- 2  Listen and choose the correct answer.

- 1 The teacher's name is **Sally / Mary / Wendy**.
- 2 Her favourite colour is **blue / pink / red**.
- 3 She's got a **parrot / kitten / hamster**.

- 3  Listen and choose the correct word.



Hi everyone! My name is Jessica. I'm 9 years old. I live in a beautiful **flat / house** in Oak Street. I like **school / sports** very much. This year I'm in grade 4. My best friend is Susan. We are in the same class. We both like music. I can play **the guitar / the piano**, and Susan can play the violin.

Hello. I'm Greg. I'm **9 / 10** years old. I live with my family in Park Street. I like **sports / magic**. My favourite sport is swimming. I can **swim / sing** very well. My best friend is Luke. We are both crazy about **music / computers**. When I finish my homework, I read **sports / computer** magazines or I play online games with Luke.



4  Susan is interviewing Uncle Phil. Listen and match her questions to his answers.



- 1 What are you afraid of?
- 2 What's your hobby?
- 3 Where do you live?
- 4 Have you got a pet?
- 5 What's your favourite colour?

- It's travelling.
- It's green.
- Yes, I've got a monkey.
- I'm afraid of ghosts.
- I live in Park Street.

5 Choose the **odd one out**.

- | | | | | | |
|---|----------|----------|---------|------------|--------|
| 1 | flute | piano | judo | drums | violin |
| 2 | monkey | red | owl | dog | kitten |
| 3 | green | cat | blue | yellow | pink |
| 4 | football | swimming | singing | ice hockey | tennis |



LET'S SPEAK!

6 Interview your partner. Report back to the class.

1 Have you got a sister?

2 Have you got a brother?

3 Have you got a pet?

4 Who's your best friend?

5 What's your favourite hobby?

6 What are you afraid of?

7 Have you got a sweetheart?

8 What's your favourite sport?

9 Who's your favourite singer?

10 What's your favourite magazine?

UNIT 1 THE ANIMAL WORLD

LESSON 1 WHERE IS THE FOREST?

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

- | | |
|--------------------|---|
| GRAMMAR | • Use the verbs <i>to be</i> , <i>have got</i> and <i>can</i> in present simple 3 rd person singular |
| LANGUAGE FUNCTIONS | • Talk about animals (appearance, habitats, diet, and skills)
List animals and their habitats |
| VOCABULARY | • |

SKILLS

- | | |
|-----------|--|
| READING | • <i>Where Is the Forest?</i> |
| LISTENING | • <i>Where Is the Forest?</i>
• <i>Guess the Animal</i> |
| SPEAKING | • Discussing animals
• Role-playing a story |
| WRITING | • Completing sentences with given words |

CROSS-CURRICULAR CORRELATION

- Georgian language
- Science

LESSON 1

INTRODUCTION

MIND MAPS

- Write *habitats* on the board. Pupils volunteer to say where animals live: a forest, a jungle, a farm, a zoo, a desert. Introduce the word an *ocean*.
- **BRAINSTORMING.** Put the pupils into groups. Each group writes into their notebooks the animals which live in a certain habitat.
- Write all the animals on the board.

TOUCH THE RIGHT WORD

- Ask two pupils to come to the board. Say a few sentences about animals, e.g. *It is big. It is white. It lives in the Arctic.* The pupil to first touch the correct word on the board wins.

PRESENTATION

TASK 1, STUDENT'S BOOK (p. 16)

- Pupils study the picture and compare it to the mind map on the board. Pupils guess whether the animals have been placed into the correct habitat.
- Play recording 4. Pupils listen and point.
- Play the recording again. Pupils listen and repeat, first in choir, then individually.

TAPESCRIPT 4

Narrator: 1 – the Arctic, 2 – an ocean, 3 – a forest, 4 – a farm, 5 – a desert, 6 – a jungle.

WHAT CAN YOU SEE?

- Pupils say the animals they see in the picture in Task 1.

TASK 2, STUDENT'S BOOK (p. 16)

- Give the pupils a riddle: (animal picture) *lives in the (habitat picture).* Pupils say sentences, e.g. *A camel lives in the desert.* Write an example sentence on the board.
- Pupils study the picture in Task 1 again and say sentences about where animals live. This activity can also be done by playing **SENTENCE TENNIS**.
- Pupils draw riddles into their notebooks and ask their classmates to solve them.
- Pupils write several sentences about animal habitats into their notebooks.



WORKBOOK PRACTICE

TASK 2, WORKBOOK (p. 8)

- Pupils solve the riddle and match the texts to the pictures.

TASK 3, WORKBOOK (p. 8)

- Pupils complete the sentences with the given words. Ask *who* questions. Pupils volunteer to read their sentences.



ENDING THE LESSON

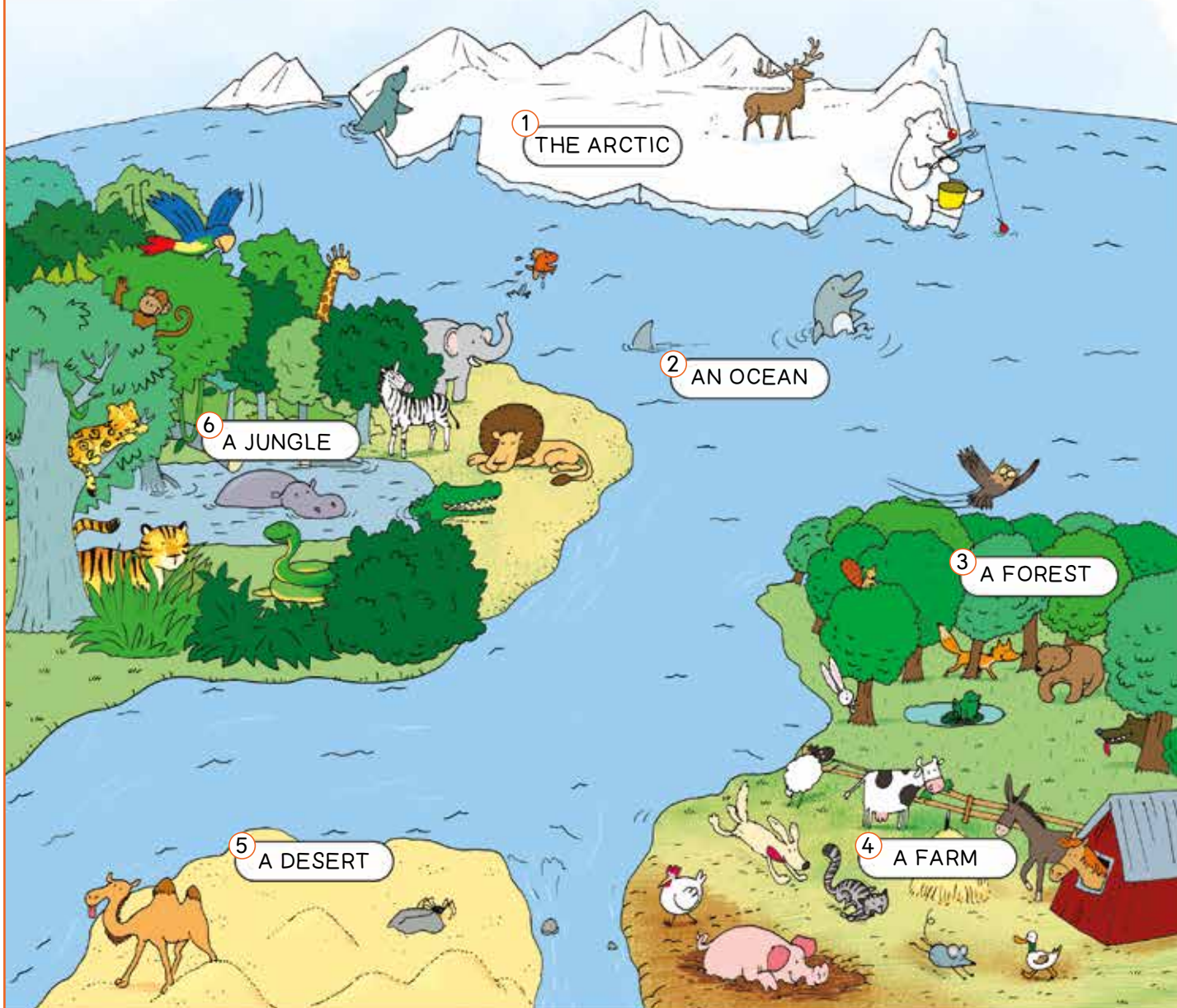
RUN AND GET IT


- Put the pupils into two or three groups. Group representatives stand opposite the board. Describe animals. Pupils listen and, after they have guessed the animal, they need to run to the board to take the correct picture. The group to collect the most flashcards wins.

HOMEWORK Task 1, Workbook (p. 9)

WHERE IS THE FOREST?

1    Listen and point, then listen and repeat.



2  Where do these animals live? Speak.

Example: The fox lives in the forest.

INTRODUCTION

WORLD MAP

- Prepare a world map. Revise the names of habitats.

HOMEWORK CHECK

- Pupils come to the board, point to the habitats and say, e.g. *A monkey lives in the jungle.*
- Use the activity TEACHER, STOP! to revise the sentences about habitats. Make an occasional error, e.g. *A camel lives on the farm.* When pupils hear a mistake, pupils shout out *Stop!* and correct it.

PRESENTATION

TASK 3, STUDENT'S BOOK (p. 11)

- Explain to the pupils that Ronnie would like to live in the forest and that some animals will be helping him find it. Pupils guess which animals will help him.
- Play recording 5. Pupils listen and read. Pupils then answer the question in the task and say which animals Ronnie has encountered.
- Play the recording again. Pause after each picture. Pupils volunteer to read the dialogue.
- Say *I spy with my little eye...*, e.g. *I spy with my little eye something blue.* Pupils guess that you are talking about Ronnie's cap. Then, pupils volunteer to read the dialogue.

TAPESCRIPT 5

Narrator: Ronnie wants to live in the forest. He leaves his house and goes on a long trip.

Ronnie: Hi! I'm looking for a forest.

A polar bear: A forest? This is not a forest. This is the Arctic.

Ronnie: Hi! I'm looking for a forest.

A monkey: A forest? This is not a forest. This is a jungle.

Ronnie: Hi! I'm looking for a forest.

A camel: A forest? This is not a forest. This is a desert.

Ronnie: Hi! I'm looking for a forest.

A dolphin: A forest? This is not a forest. This is an ocean.

Ronnie: Hi! I'm looking for a forest.

A cat: A forest? This is not a forest. This is a farm.

Ronnie: Hi! I'm looking for a forest.

A wolf: And I'm looking for a rabbit!

Ronnie: Help!

TASK 4, STUDENT'S BOOK (p. 11)

- Pupils prepare the dialogue in the story and volunteer to act it out. Prepare animal pictures with the animals in the story. Actors hold the animal picture in front of their faces. Encourage the pupils to imitate the voice of their animal while acting.

TASK 5, STUDENT'S BOOK (p. 11)

- Pupils listen to the description of animals and guess the animals.

TAPESCRIPT 6

1 It's big. It has got four legs. It lives on a farm. It likes grass. It can run very fast. It's a... horse.

2 It's white. It has got small ears. It lives in the Arctic. It likes fish. It can swim. It's a... polar bear.

3 It's dangerous. It has got big teeth. It lives in the jungle. It likes meat. It can climb a tree. It's a... jaguar.



WORKBOOK PRACTICE

TASK 3, WORKBOOK (p. 10)

- Pupils complete the sentences with the given words and describe the animals in the pictures. Volunteers read the task, other pupils listen and guess the animals.

TASK 4, WORKBOOK (p. 10)

- Pupils choose one animal and describe it by completing the sentences with the given words. After they have written their riddles, they mingle around the classroom and ask each other riddles.



ENDING THE LESSON

LETTER MESS

- Pair the pupils up. Write the following letters on the board:

N, H, A, S, L, B, S, E, C, M, U, G, F, I, D, R, P, O.

- Allow the pupils three minutes to make animal names out of the letters. Each letter can be used more than once. Suggested answers: a horse, a mouse, a spider, a camel, a bear, a dog, a pig, an elephant, a lion etc.

HOMEWORK

Task 5, Workbook (p. 11)

3 Listen and read. Which animals does Ronnie meet?

<p>Ronnie wants to live in the forest. He leaves his house and goes on a long trip.</p>	<p>Hi! I'm looking for a forest.</p> <p>A forest? This is not a forest. This is the Arctic.</p>
<p>Hi! I'm looking for a forest.</p> <p>A forest? This is not a forest. This is a jungle.</p>	<p>Hi! I'm looking for a forest.</p> <p>A forest? This is not a forest. This is a desert.</p>
<p>Hi! I'm looking for a forest.</p> <p>A forest? This is not a forest. This is an ocean.</p>	<p>Hi! I'm looking for a forest.</p> <p>A forest? This is not a forest. This is a farm.</p>
<p>Hi! I'm looking for a forest.</p> <p>And I'm looking for a rabbit!</p>	<p>Help!</p>

4 Act out the story.

5 Listen and guess the animal.

a forest / a farm / a desert / a jungle / the Arctic / an ocean
 It is... / It has got... / It lives... / It likes... / It can...

LESSON 2 OLD MCDONALD'S ZOO

LEARNING OUTCOMES: 1. 2. 3. 4. 5. 6. 7. 8

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

- | | |
|--------------------|--|
| GRAMMAR | • Ask questions (Hasil...? Hasil got...? Dweril...? Caoil...?) |
| LANGUAGE FUNCTIONS | • Ask and answer questions about animals
• Sing a song |
| VOCABULARY | • List animals, their habitats, and features |

SKILLS

- | | |
|-----------|--|
| READING | • <i>Old McDonald's Zoo</i>
• <i>Guess the Animal</i>
• <i>Animal Riddles</i> |
| LISTENING | • <i>Old McDonald's Zoo</i>
• <i>Guess the Animal</i>
• <i>Animal Riddles</i>
• <i>Old McDonald Had a Zoo</i> |
| SPEAKING | • Asking questions
• Answering questions
• Singing a song
• Acting out a story |
| WRITING | • Completing sentences with given words |

CROSS-CURRICULAR CORRELATION

- Georgian language
- Science
- Music

LESSON 1

INTRODUCTION

HOMEWORK CHECK

- Pupils volunteer to describe their favourite animals. Others listen and guess the animals.

MIME THE ANIMAL

- Prepare animal pictures. Draw out one picture and mime the animal. Pupils volunteer to guess the animal. The pupil who guesses comes to the board, draws out the next picture and mimes the animal.

LEXICAL CHAINS

- Assign a category, e.g. a *jungle*. Pupils list the animals that live in the jungle by adding one animal to the list of animals previously mentioned. Choose a new category when pupils cannot add any more animals. Since the topic of this lesson is the zoo, the final category should be zoo animals.

PRESENTATION

TASK 1, STUDENT'S BOOK (p. 12)

- Play recording 7. Pupils listen and answer the question.
- Play the recording again. Pause after each picture. Pupils read and translate.
- Discuss the comic by asking questions, e.g. *Who is visiting the zoo? What animals can you see? What colour are the parrots? What do seals eat?* etc.

TAPE SCRIPT 7

Narrator: Children are visiting Old McDonald's Zoo. They have got many questions for him.

Ronnie: Is it a bear?

Old McDonald: No, it isn't a chair. It's a panda!

Ron: Can it fly?

Old McDonald: No, it can't cry. But it can talk!

Greg: Does it like honey?

Old McDonald: No, it doesn't like money. But it likes pearls!

Jessica: Does it live in a tree?

Old McDonald: No, it doesn't live in the sea. It lives in a forest!

Luca: Has it got four legs?

Old McDonald: No, it hasn't got four heads. It has got only one head!

TASK 2, STUDENT'S BOOK (p. 12)

- Pupils read the sentences and guess whether they are true or false. Pupils volunteer to read the sentences and correct the false ones.

TASK 3, STUDENT'S BOOK (p. 12)

- Prepare word cards: a bear, a chair, fly, cry, honey, money, a tree, a sea, legs, heads. Give each pupil one word card. Play the music. Pupils mingle. When the music stops, pupils check whether they have paired up properly and found a rhyme. If they have found a match, they go back to their seats. Play music and repeat the procedure until all the pupils have found their match. Pupils volunteer to read the rhymes. Write the rhymes on the board. Pupils volunteer to read. Put the pupils into groups and discuss the misunderstanding in the story. Pupils distribute roles, prepare the dialogue and act it out.

FALSE DICTATION

- Dictate questions. Randomly write sentence parts on the board. Read and point to the sentence parts. Pupils observe, listen, and write questions in their notebooks.
- Prepare several animal pictures. Pupils read the questions in their notebooks. Answer Yes or No. Ask a pupil to come to the board. The pupil chooses one picture. Other pupils ask questions.

WORKBOOK PRACTICE

TASK 2, WORKBOOK (p. 12)

- Pupils complete the sentences with the given words. Ask questions, the pupils answer, e.g. *What colour is a polar bear? – A polar bear is white.*

ENDING THE LESSON

WHO HAS MORE PICTURES?

- Place animal pictures in a box. Put the pupils into groups. Each group draws out pictures from the box. If they say a correct sentence about the animal, they may keep the card, e.g. *A parrot can fly.* The group with the most pictures wins.

HOMEWORK

Task 1, Workbook (p. 12)

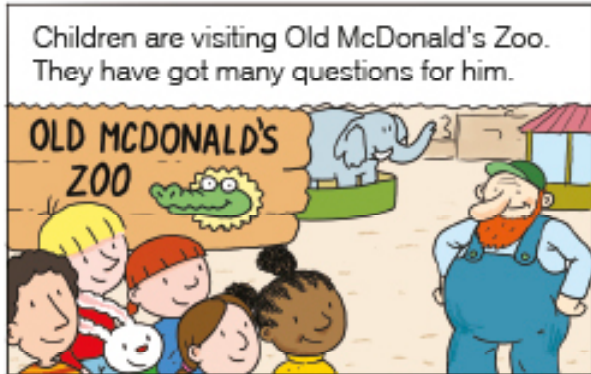
The worksheet is titled "OLD MCDONALD'S ZOO". It features a grid of animal pictures. Each picture is accompanied by a text box for a student to write a sentence. The animals shown include a bear, a chair, a panda, a fly, a cry, honey, money, a tree, a sea, legs, and heads. The text boxes are arranged in a grid, with some already containing text like "A polar bear is white".

OLD MCDONALD'S ZOO



Listen and read, then choose the correct answer.

Old McDonald can't: a) see well, b) hear well, or c) speak well.



Say: YES or NO.

- | | |
|--|--|
| 1 The children are at the zoo. YES / NO | 4 The bear likes money. YES / NO |
| 2 The panda is black and white. YES / NO | 5 The squirrel lives in the forest. YES / NO |
| 3 The parrot can talk. YES / NO | 6 The seal has got four heads. YES / NO |



Act out the story.

INTRODUCTION

MIRROR, MIRROR ON THE WALL

- Say the 'magic' sentence: *Mirror mirror on the wall how are you...* End each sentence with a different animal. Pupils should mime the animal.

STAND UNDER THE RIGHT HEADING

- Put the headings YES and NO on opposite walls of the classroom. Give each pupil an animal picture. Ask questions, e.g. *Is your animal dangerous?* If the animal is dangerous, they should stand under the YES heading. Likewise, they should stand under the NO heading if the animal is not dangerous.

PRESENTATION

TASK 4, STUDENT'S BOOK (p. 13)

- Play recording 8. Pause before the answer is revealed. Pupils listen and guess the animal. Play the recording again. Pause after each question.
- Pupils listen and repeat.
- Pupils read the text in roles.

TAPESCRIPT 8

Jessica: Is it big?
Old McDonald: No.
Greg: Is it dangerous?
Old McDonald: No.
Mim: Has it got big teeth?
Old McDonald: Yes.
Elliot: Does it live in the jungle?
Old McDonald: No.
Lukas: Does it live in the forest?
Old McDonald: Yes.
Susan: Can it run fast?
Old McDonald: Yes.
Ronnie: Does it like carrots?
Old McDonald: Yes.
Ronnie: I know! It's a... rabbit!

TASK 6, STUDENT'S BOOK (p. 13)

- Put a random animal picture on the board. Pupils read the questions in the task. They should ask several questions to which the answer is Yes. If there is a tiger picture on the board, pupils could ask the following questions: *Is it big? Has it got four legs? Does it live in the jungle? Can it run very fast?*
- **GUESS THE WORD BEHIND YOUR BACK.** Ask a pupil to sit on a chair, with their back to the board. Place a flashcard behind the pupil's back. The pupil holds their Student's Book and asks questions to find out the animal on the board.

WORKBOOK PRACTICE

TASK 3, WORKBOOK (p. 13)


- Pair the pupils up. Pupils ask each other questions and tick their answers.

LESSON 2

Work with a friend. Ask each other questions about animals. Tick the answers your friend gives you.



A DOLPHIN	YES	NO
1 Is a dolphin dangerous?		
2 Is it big?		
3 Has it got legs?		
4 Does it live in the forest?		
5 Does it live in the sea?		
6 Does it like fish?		



A GIRAFFE	YES	NO
1 Is a giraffe big?		
2 Is it dangerous?		
3 Has it got a long neck?		
4 Can it swim?		
5 Does it live in a desert?		
6 Does it like meat?		

13

4 Listen and guess.

Jessica: Is it big?
Old McDonald: No.
Greg: Is it dangerous?
Old McDonald: No.
Kim: Has it got big teeth?
Old McDonald: Yes.
Elliot: Does it live in the jungle?
Old McDonald: No.
Luke: Does it live in the forest?
Old McDonald: Yes.
Susan: Can it run fast?
Old McDonald: Yes.
Ronnie: Does it like carrots?
Old McDonald: Yes.
Ronnie: I know! It's a _____!



5 Ask each other questions. Guess the animal!

<p>1 Is it...? white brown green big small strong dangerous</p>	<p>2 Has it got...? wings big teeth four legs two legs big ears small ears a tail</p>	<p>3 Does it live...? in the ocean in the forest in the desert in the jungle in the Arctic on a farm</p>	<p>4 Does it like...? meat bones apples milk fish grass bananas honey</p>	<p>5 Can it...? swim run very fast fly climb a tree talk jump</p>
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6 Listen and point at the animals.

Old McDonald Had a Zoo
 Old McDonald had a zoo, E-I-E-I-O.
 And in his zoo he had a lion, E-I-E-I-O.
 With a "roar- roar" here and a "roar- roar" there,
 Here a "roar", there a "roar",
 Everywhere a "roar- roar".
 Old McDonald had a zoo, E-I-E-I-O.

7 Listen and sing.



Is it...? / Has it got...? / Does it live...? / Does it like...? / Can it...?

TASK 6, STUDENT'S BOOK (p. 13)

- Prepare word cards with onomatopoeic words: *hoof – hoof, meow – meow, woof – woof, squeak – squeak, hop – hop, roar – roar, hiss – hiss, oink – oink, moo – moo, ooh – ah – ah.*
- Pupils study the pictures on the board and match them to the onomatopoeic words. Read the expressions, pupils listen and repeat. Discuss in English and Georgian how animals sound.
- Play recording 9. Pupils listen and point to the animals in the picture.
- Play the recording again. Pupils study the pictures on the board. They memorise the order of the animals. After listening, they volunteer to come to the board and put the animal flashcards in a chronological

TAPESCRIPT 9

Old McDonald Had a Zoo

(traditional song)

Old McDonald had a zoo, E-I-E-I-O. And in his zoo he had a lion, E-I-E-I-O. With a 'roar-roar' here and a 'roar-roar' there, Here a 'roar', there a 'roar', Everywhere a 'roar-roar'. Old McDonald had a zoo, E-I-E-I-O.

Old McDonald had a zoo, E-I-E-I-O. And in his zoo he had a snake, E-I-E-I-O. With a 'hiss-hiss' here and a 'hiss-hiss' there, Here a 'hiss', there a 'hiss', Everywhere a 'hiss-hiss'. Old McDonald had a zoo, E-I-E-I-O.

Old McDonald had a zoo, E-I-E-I-O. And in his zoo he had a monkey, E-I-E-I-O. With an 'ooh-ooh' here and an 'ah-ah' there, Here an 'ooh', there an 'ah', Everywhere an 'ooh-ah'. Old McDonald had a zoo, E-I-E-I-O.

Old McDonald had a zoo, E-I-E-I-O. And in his zoo he had a rabbit, E-I-E-I-O. With a 'hop-hop' here and a 'hop-hop' there, Here a 'hop', there a 'hop', Everywhere a 'hop-hop'. Old McDonald had a zoo, E-I-E-I-O.

TASK 7, STUDENT'S BOOK (p. 13)

- Play the recording again. Pupils listen and sing. The pictures and the onomatopoeic word cards on the board should help them.

ENDING THE LESSON

- Remove the animal pictures mentioned in the song from the board. Distribute the onomatopoeic word cards to the groups. Pupils need to write the verses using the word cards and the template in the Student's Book. Pupils write their verses. Each group sings their stanza to make the class song resemble the original song in the Student's Book.


4   Listen and guess.

Jessica: Is it big?
Old McDonald: No.
Greg: Is it dangerous?
Old McDonald: No.
Kim: Has it got big teeth?
Old McDonald: Yes.
Elliot: Does it live in the jungle?
Old McDonald: No.
Luke: Does it live in the forest?
Old McDonald: Yes.
Susan: Can it run fast?
Old McDonald: Yes.
Ronnie: Does it like carrots?
Old McDonald: Yes.
Ronnie: I know! It's a _____!



5  Ask each other questions. Guess the animal!

<p>1 Is it...? white brown green big small strong dangerous</p>	<p>2 Has it got...? wings big teeth four legs two legs big ears small ears a tail</p>	<p>3 Does it live...? in the ocean in the forest in the desert in the jungle in the Arctic on a farm</p>	<p>4 Does it like...? meat bones apples milk fish grass bananas honey</p>	<p>5 Can it...? swim run very fast fly climb a tree talk jump</p>
---	---	---	--	--

6   Listen and point at the animals.

Old McDonald Had a Zoo
 Old McDonald had a zoo, E-I-E-I-O.
 And in his zoo he had a lion, E-I-E-I-O.
 With a "roar- roar" here and a "roar- roar" there,
 Here a "roar", there a "roar",
 Everywhere a "roar- roar".
 Old McDonald had a zoo, E-I-E-I-O.

7   Listen and sing.



Is it...? / Has it got...? / Does it live...? / Does it like...? / Can it...?

LESSON 3 HOW DOES HAROLD BECOME A HERO?

LEARNING OUTCOMES: 1 უცხო ენა, (I): 1,2,3,4,5,6,7,8

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

GRAMMAR	• Distinguish between the verbs <i>to be</i> , <i>to have</i> , <i>got</i> and <i>can</i>
LANGUAGE FUNCTIONS	• Describe animals (appearance and character traits) • Retell a story
VOCABULARY	• Sing a song

SKILLS

READING	• <i>How Does Harold Become a Hero?</i> • <i>The Happy Hippo Song</i>
LISTENING	• <i>How Does Harold Become a Hero?</i> • <i>The Happy Hippo Song</i>
SPEAKING	• Describing an animal • Singing a song
WRITING	• Matching sentence parts logically • Completing sentences with given words

CROSS-CURRICULAR CORRELATION

- Georgian language
- Science

LESSON 1

YES/NO CHAIRS

- Put two chairs in front of the board. One should say YES and the other one NO. Put the pupils into two groups. Pupils stand in two lines. Ask questions. Depending on the answer being yes or no, the pupil to take a seat on the correct chair first earns a point for their group.

PRESENTATION

JUNGLE ANIMALS

- Prepare the pictures of a lion, a giraffe, a monkey, a parrot and a hippo. Ask the pupils to say the English words for *ლომი*, *კატანო*, *მარტინი*, *კაკაბუნა*. Introduce the word hippo (*ჰაროლდი*).

INTRODUCE THE CHARACTERS

- Put the pictures on the board and introduce the new characters putting their names next to the pictures: Lenny the Lion, Gemma the Giraffe, Marcus the Monkey, Pinky the Parrot, Harold the Hippo. Pupils listen and repeat. The first letter of each animal is the same as its name, which should make them easier to memorise.

TASK 1, STUDENT'S BOOK (p. 14)

- Ask *is, has got, likes, can* questions about the animals in the story. Pupils guess the character. *Who is tall, grey, brown, strong, funny, thin, fat, the king of all animals? Who has got a long neck, wings, a tail, two legs, four legs? Who likes leaves, bananas, meat, water? Who can swim, talk, climb a tree, swing, run very fast, walk like a queen?*
- Pupils open their Student's Books, study the pictures and answer the questions.

ANSWER KEY:

- a) Lenny the Lion can run very fast. b) Gemma the Giraffe is tall and thin. c) Marcus the monkey is funny. d) Harold the Hippo is sad. e) Pinky the Parrot can talk.

TASK 2, STUDENT'S BOOK (p. 14)

- Play recording 10. Pupils listen and read. Play the recording again. Pause the recording. Pupils listen and repeat.
- **WHERE DOES IT SAY? Say sentences in Georgian,** pupils find sentences in English in the text. Ask the volunteer to read them out.

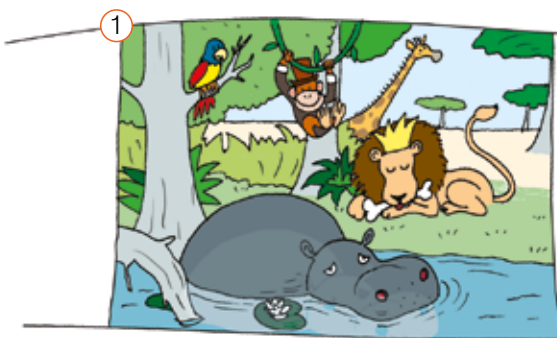
TAPESCRIPT 10

Narrator: It's a hot sunny day. Harold the Hippo is lying in the water. He is usually happy, but today he is sad. He is looking at his friends in the jungle. Gemma the Giraffe is tall and thin. She has got a beautiful long neck. She can walk like a queen. Marcus the Monkey is very funny. But that's not all! He can climb a tree and he can eat five bananas in a minute! Lenny the Lion is the king of all animals. He is strong and brave. He can run very fast. Pinky the Parrot is special, too. He has got a red and yellow jacket, but best of all – he can talk! Suddenly, there is a loud cry: 'Help!' Is that the baby lion? Oh, no! The baby lion is in the water and it can't swim! Can Gemma swim? No, she can't. Can Marcus swim? No, he can't. Can Pinky swim? No, he can't. Can Lenny swim? A little bit, but he is scared now. Who can save the baby lion? Harold, of course! He can swim very fast. Look at the baby lion now! It's sitting on Harold's back. All the animals are clapping. Harold is happy again. He is a real hero.

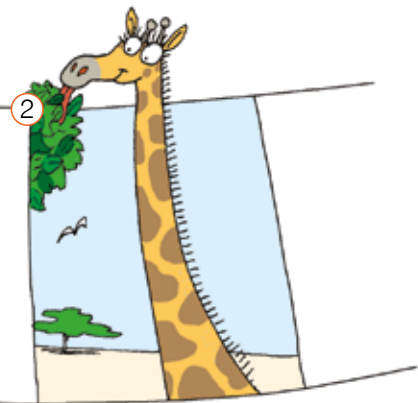
HOW DOES HAROLD BECOME A HERO?

1 Look at the animals in the pictures. a) Who can run fast? b) Who is tall and thin? c) Who is funny? d) Who is sad? e) Who can talk?

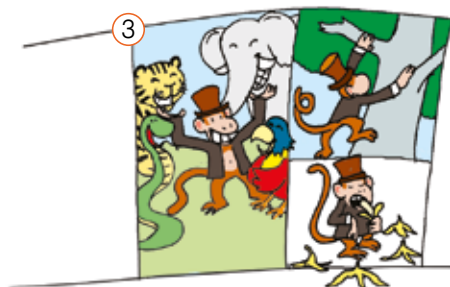
2 Listen and read.



1 It's a hot sunny day. Harold the Hippo is lying in the water. He is usually happy, but today he is sad. He is looking at his friends in the jungle.



2 Gemma the Giraffe is tall and thin. She has got a beautiful long neck. She can walk like a queen.



3 Marcus the Monkey is very funny. But that's not all! He can climb a tree, and he can eat five bananas in a minute!



4 Lenny the Lion is the king of all animals. He is strong and brave. He can run very fast.

Pinky the Parrot is special, too. He has got a red and yellow jacket, but best of all – he can talk!



Suddenly, there is a loud cry: "Help!" Is that the baby lion? Oh, no! The baby lion is in the water, and it can't swim!



TASK 3, STUDENT'S BOOK (p. 16)

- Pupils read the sentence and choose the correct word. Pupils volunteer to read their answers.

ANSWER KEY:

- 1 Harold the Hippo is lying in the water.
- 2 Gemma the Giraffe has got a beautiful long neck.
- 3 Marcus the Monkey can eat five bananas in a minute.
- 4 Lenny the Lion is strong.
- 5 Pinky the Parrot has got a red and yellow jacket.
- 6 Harold the Hippo can swim very fast.
- 7 The baby lion is sitting on Harold's back.
- 8 Harold is happy in the end.

WAVE YOUR HANDS IF...

- Put the pupils into five groups and assign each group an animal: *Harold, Gemma, Marcus, Lenny and Pinky*. Describe the animals, those pupils who recognize their animal should wave, e.g. *This animal is tall. – Gemma.*

WORKBOOK PRACTICE

TASK 2, WORKBOOK (p. 14)

- Pupils read the sentences and circle the correct word. Pupils volunteer to read their answers.

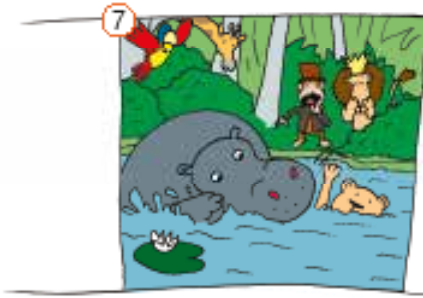


ENDING THE LESSON

- Distribute pieces of paper. Pupils draw an animal of their choice and write several sentences about it, e.g. *A dolphin is big. It is grey. It is not dangerous. It lives in the sea. It likes fish.* Collect all the drawings and make a class poster.

HOMEWORK

Task 1, Workbook (p. 14)



7
Can Gemma swim? No, she can't. Can Marcus swim? No, he can't. Can Pinky swim? No, he can't. Can Lenny swim? A little bit, but he is scared now. Who can save the baby lion? Harold, of course! He can swim very fast.



8
Look at the baby lion now! It's sitting on Harold's back. All the animals are clapping. Harold is happy again. He is a real hero.

3 Choose the correct words.

- 1 Harold the Hippo is lying in the **bed / water**.
- 2 Gemma the Giraffe has got a beautiful long **neck / nose**.
- 3 Marcus the Monkey can eat five **bananas / apples** in a minute.
- 4 Lenny the Lion is **tall / strong**.
- 5 Pinky the Parrot has got a red and yellow **dress / jacket**.
- 6 Harold the Hippo can **swim / run** very fast.
- 7 The baby **tiger / lion** is sitting on Harold's back.
- 8 Harold is **sad / happy** in the end.

4 Look at the pictures and tell the story.

5 Listen and sing.

The Happy Hippo Song

Hip, hip, hippo,
Hip, hip, hooray!
I'm a happy hippo,
Harold is my name.

I'm swimming in the water,
And playing all day.
I save the baby lion,
The animals are clapping all the way.

Hip, hip, hippo,
Hip, hip, hooray!
I'm a real hero,
Harold is my name.



He is... She is... / He has got... She has got... / He can... She can...
strong / brave / tall / thin / funny / scared / save / a hero

INTRODUCTION

GUESS THE STORY ANIMALS

- Put the animal pictures on the board. Pupils recollect their names. Write the beginnings of sentences on the board:

This animal is ____.
 This animal has got _____. This animal
 likes _____. This animal can
 _____.

- Pupils individually describe the animals by copying and completing the sentences on the board, other pupils guess the animal. *This animal is tall. – Giraffe. This animal has got wings. – Pinkie. This animal is brown. – Leoey.* etc.

HOMEWORK CHECK

- Ask *who* questions, e.g. *Who is tall and thin?* Pupils read the characters' names. Ask *what* questions, e.g. *What is Pinkie the Parrot like?* Pupils read the adjectives.

PRESENTATION

TASK 4, STUDENT'S BOOK (p. 18)

- Put the pupils into groups. Prepare eight copies of the pictures in the Student's Book for each group. Put the pictures in envelopes and distribute them to each group.
- Pupils order the pictures chronologically. Play recording 10. Pupils listen and check the picture order. Read key vocabulary, e.g. *five bananas, can't swim, a hero* etc. Pupils point to the picture and use the words in a sentence, e.g. *Marcus can eat five bananas in a minute. Harold is a hero.* Pupils retell the story. Start with the first picture. Help by asking additional questions.

 WORKBOOK PRACTICE

TASK 3, WORKBOOK (p. 18)

- Pupils match and copy the sentence parts. Ask questions, pupils volunteer to answer, e.g. *Who can swim?* – *A hippo can swim.*

TASK 4, WORKBOOK (p. 18)

- Pupils complete the sentences with the verbs *is*, *has got* and *can*. Pupils volunteer to read the texts.



TASK 5, STUDENT'S BOOK (p. 18)

- Ask questions about the picture, e.g. *Who can you see? Where is he? What is he doing? How does he feel? What has he got in his hands?*
- Play recording 51. Pupils listen and read. Play the recording again. Pupils listen and sing.

TAPESCRIPT 51

The Happy Hippo Song

(song)

Hip, hip, hippo,
 Hip, hip, huray!
 I'm a happy hippo,
 Harold is my name.
 I'm swimming in the water,
 And playing all day.
 I save the baby lion,
 The animals are clapping all the way.
 Hip, hip, hippo,
 Hip, hip, huray!
 I'm a real hero,
 Harold is my name.

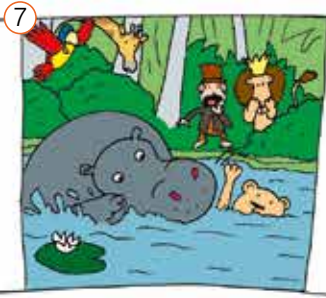
ENDING THE LESSON

BRAINSTORMING NAMES

- Pupils say English names they are familiar with, e.g. *Greg, Elliot, John, Mary* etc. Write all the names on the board. Pupils choose five names to match with an animal starting in the same letter, e.g. *John – jaguar*. In their notebooks they write down the names of five new characters, i.e. *John the Jaguar, Susan the Snake* etc.

HOMEWORK

- Pupils draw and write three silly sentences into their notebooks, e.g. *A hippo can climb a tree.*



Can Gemma swim? No, she can't. Can Marcus swim? No, he can't. Can Pinky swim? No, he can't. Can Lenny swim? A little bit, but he is scared now. Who can save the baby lion? Harold, of course! He can swim very fast.

Look at the baby lion now! It's sitting on Harold's back. All the animals are clapping. Harold is happy again. He is a real hero.

3 Circle the correct words.

- 1 Harold the Hippo is lying in the **bed** / water.
- 2 Gemma the Giraffe has got a beautiful long **neck** / nose.
- 3 Marcus the Monkey can eat five **bananas** / apples in a minute.
- 4 Lenny the Lion is **tall** / strong.
- 5 Pinky the Parrot has got a red and yellow **dress** / jacket.
- 6 Harold the Hippo can **swim** / run very fast.
- 7 The baby **tiger** / lion is sitting on Harold's back.
- 8 Harold is **sad** / happy in the end.

4 Look at the pictures and tell the story.

5 Listen and sing.

The Happy Hippo Song

Hip, hip, hippo,
Hip, hip, hooray!
I'm a happy hippo,
Harold is my name.

I'm swimming in the water,
And playing all day.
I save the baby lion,
The animals are clapping all the way.

Hip, hip, hippo,
Hip, hip, hooray!
I'm a real hero,
Harold is my name.



He is... She is... / He has got... She has got... / He can... She can...
strong / brave / tall / thin / funny / scared / save / a hero

LESSON 4 MARY HAD A LITTLE LAMB

LEARNING OUTCOMES: **ქუცბ. დარწმ. (I): 1,2,3,4,5,6,7,8**

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

- | | |
|------------|--|
| GRAMMAR | • Use correct verb forms to retell a story |
| LANGUAGE | • Retell a story |
| FUNCTIONS | • Sing a song |
| VOCABULARY | • List animals (wild, domestic, and pets) |

SKILLS

- | | |
|-----------|---|
| READING | • <i>Mary Had a Little Lamb</i> |
| LISTENING | • <i>Mary Had a Little Lamb</i> |
| SPEAKING | • Retelling a story |
| | • Singing a song |
| WRITING | • Completing sentences with given words |

CROSS-CURRICULAR CORRELATION

- Georgian language
- Science
- Music

INTRODUCTION

HOMEWORK CHECK

- Pupils read their sentences and show their drawings.

HAROLD'S STORY

- Retell the story but omit key words. Pupils supply the missing key words. Write the words on the board. After retelling the story, ask the pupils to retell the story with the help of key words on the board. Wipe the words from the board after they have been used. Help the pupils retell the story.
- Then, pupils volunteer to read paragraphs or parts of paragraphs of their own choice.

FLASHING DICTATION

- Draw a three-column table on the board: **wild animals, pets, farm animals**. Pupils copy the table into their notebooks. Show them the pictures of the animals quickly. Pupils study the words and copy them in the correct column. Pupils compare their answers in pairs and then volunteer to read the words in all categories.
- Remind the pupils of Uncle Phil's store. Ask them to remember what Uncle Phil sells there. Then, ask the pupils to remember the animals in Uncle Phil's pet shop in Year 3. Pupils list the animals they remember: *a fox, a turtle, a monkey, a snake, an owl, a spider, a fish, a dog, a cat, a parrot*. Ask whether all those animals are typical pets that can be found in a pet shop. Pupils answer that not all of them are. Ask the pupils whether they know anyone who has an unusual pet. Then, tell them that a girl Mary has an unusual pet.

PRESENTATION

TASK 1, STUDENT'S BOOK (p. 16)

- Pupils open their Student's Books and try to find the answer to the question *What animal is Mary's pet? – A lamb.*
- Play recording 52. Pupils listen and point.

TAPESCRIPT 12

Mary Had a Little Lamb
(traditional song)

Mary had a little lamb,
Little lamb, little lamb,
Mary had a little lamb,
Its fleece was white as snow.
Everywhere that Mary went,
Mary went, Mary went,
Everywhere that Mary went,
The lamb was sure to go.
It followed her to school one day,
School one day, school one day,
It followed her to school one day,
Which was against the rules.
It made the children laugh and play,
Laugh and play, laugh and play,
It made the children laugh and play,
To see a lamb in school.

TASK 2, STUDENT'S BOOK (p. 16)


- Play the recording again. Pupils listen and clap when they hear the word replaced with a picture.
- Ask the pupils to help you translate the song.

TASK 3, STUDENT'S BOOK (p. 16)

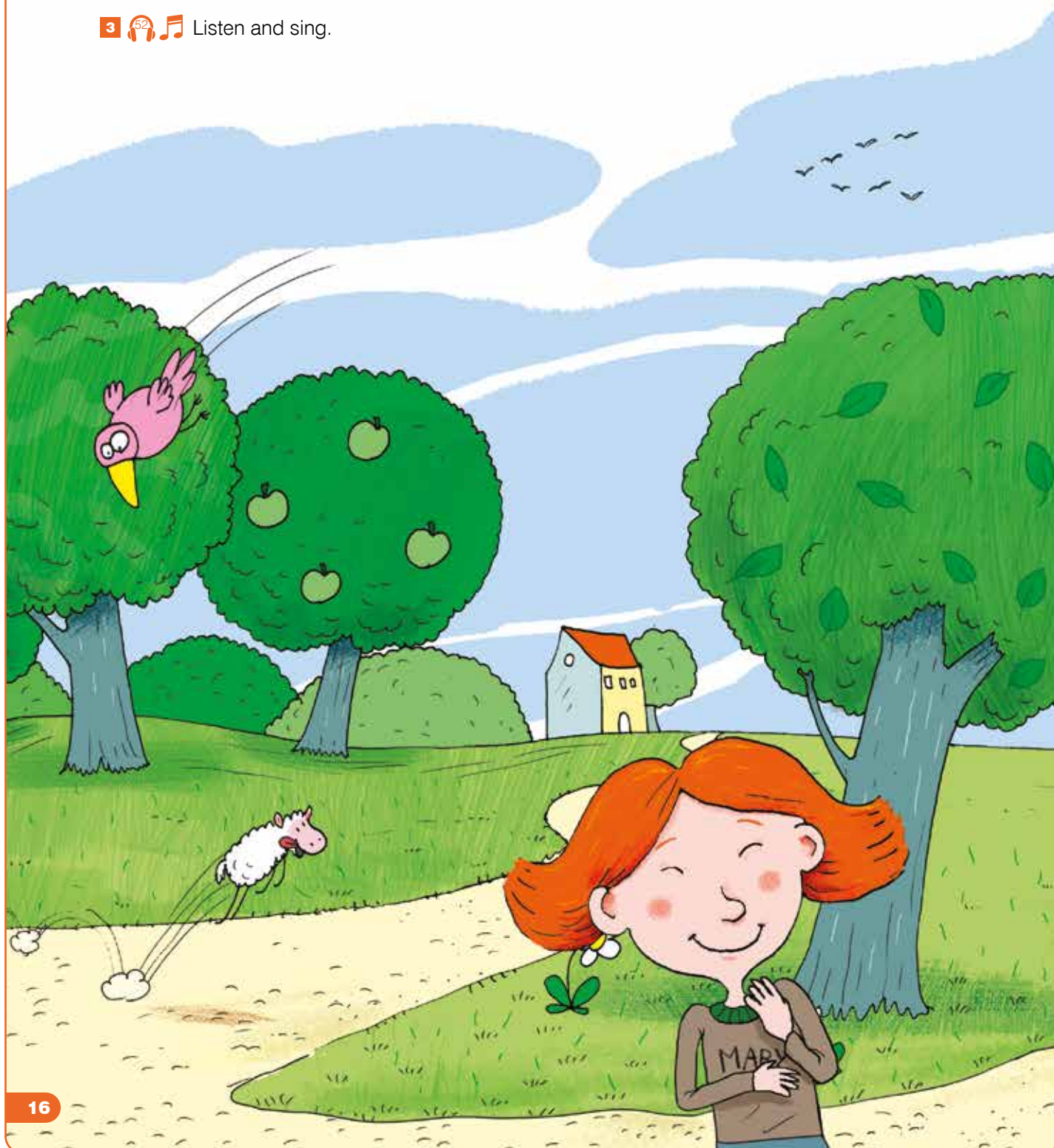
- Pupils listen and sing.

MARY HAD A LITTLE LAMB

1  Listen and point.

2  Listen and clap your hands when you hear the words for the pictures in the song.

3  Listen and sing.



TASK 1, WORKBOOK (p. 16)

- Pupils match the pictures to the words. Then, read the numbers and the pupils read the words.

TASK 2, WORKBOOK (p. 16)

- Pupils complete the lyrics with the given words. Play recording 52 to check the answers. Pupils then volunteer to read the verses.

TASK 3, WORKBOOK (p. 17)

- Pupils read the sentences and find mistakes. Pupils correct the mistakes and volunteer to read the sentences.



ENDING THE LESSON








MUSIC CHAIRS






- Put the chairs in a circle. There should be one chair fewer than the number of pupils. Play recording 12. When the music stops, the pupils should take a seat. The pupil without a seat is out of the game.






HOMEWORK








Task 4, Workbook (p. 17)

Mary Had a Little Lamb

 had a little ,
 Little , little ,
 had a little ,
 Its fleece was white as .

Everywhere that  went,
 went,  went,
 Everywhere that  went,
 The  was sure to go.

It followed her to  one day,
 one day,  one day,
 It followed her to  one day,
 Which was against the .

It made the  and play,
 and play,  and play,
 It made the  and play,
 To  the  in .

LESSON 5 LET'S CHECK!

LEARNING OUTCOMES: 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11
By the end of this class, pupils will be able to:

GRAMMAR	• Use Unit 1 structures in a new context
LANGUAGE FUNCTIONS	• Answer questions and commands • Discuss animals
VOCABULARY	• List animals, their habitats, skills, and character traits

SKILLS

READING	• <i>Old McDonald's Animal Game</i>
LISTENING	• <i>Old McDonald's Animal Game</i>
SPEAKING	• Answering questions • Discussing animals
WRITING	• Copying words after a written model

CROSS-CURRICULAR CORRELATION

- Georgian language
- Science

INTRODUCTION

HOMEWORK CHECK

- Pupils show their drawings and read their sentences.

TOP 5

- Pupils write a list of their top five animals. Pupils explain their choice. Remind them of the conjunction *because* and help the pupils explain. An example sentence may also be written on the board, e.g. *I like a tiger because it is strong.*

PRESENTATION

TASK 1, STUDENT'S BOOK (p. 18)

- Put the pupils into groups. Prepare dice. Groups take turn to roll their dice. Pupils answer the question that corresponds to the number on the dice, i.e. if the dice shows number 5, pupils answer question number 5. If all the questions in a space have been answered, pupils miss a turn.

ANSWER KEY 1

Lenny the Lion is strong and brave. Gemma the Giraffe is tall and thin. Marcus the monkey is funny.

ANSWER KEY 2

Is a wolf dangerous? Yes, it is.

Does a sheep like bones? No, it doesn't.

Can a seal swim? Yes, it can.

ANSWER KEY 3

A seal lives in the Arctic. YES

A cow likes honey. NO

A wolf has got big teeth. YES

ANSWER KEY 4

Pupils' own answers.

ANSWER KEY 5

Name three animals on the farm. A cow, a pig, a horse.

Name three animals in the jungle. A lion, a tiger, a monkey.

Name three animals in the forest. A rabbit, a fox, a hedgehog.

ANSWER KEY 6

Pupils' own answers.



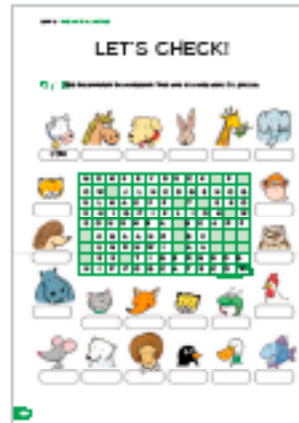
WORKBOOK PRACTICE

TASK 1, WORKBOOK (p. 18)


- Pupils find the animal vocabulary and copy the words under the correct picture. Read key vocabulary, pupils say the animals, e.g. *strong – an elephant, a lion, a hippo* etc.

TASK 2, WORKBOOK (p. 19)

- Pupils sort out the words in Task 1 under correct headings. After they have finished, they pair up and compare their answers. Read the categories, pupils volunteer to read which animals belong to each category.



LET'S CHECK!

1  Play the game.

Let's play Old McDonald's Animal Game!



1

Who is strong and brave?
Who is tall and thin?
Who is funny?

2

Is a wolf dangerous?
Does a sheep like bones?
Can a seal swim?

3

A seal lives in the Arctic. YES / NO
A cow likes honey. YES / NO
A wolf has got big teeth. YES / NO

4

Sing "Mary Had a Little Lamb".
Sing "Old McDonald Had a Zoo".
Sing "The Happy Hippo Song".

5

Name three animals on the farm.
Name three animals in the jungle.
Name three animals in the forest.

6

Mime the animals!

RONNIE'S PROJECT, STUDENT'S BOOK (p. 19)

- Explain the project instructions, what is expected of the pupils, and how the project should be presented.

I CAN SPEAK ENGLISH, STUDENT'S BOOK (p. 19)

- Pupils study the mind map and tick those areas of the mind map that they have mastered. Ask questions to check, e.g. *Where do animals live?* Pupils who have ticked those areas volunteer to answer.

ENDING THE LESSON

FINALS/SEMI-FINALS

- Prepare Unit 6 flashcards. Show the flashcards. The pupil whose turn it is says the correct word. If they do not know the answer, they may say *Pass!* once. If they say an incorrect word or if they try to say *Pass!* again, they are out of the game and need to take a seat. Three rounds of the game are played, the group to last up to the finals, or the third round, wins.

THE ANIMAL KINGDOM

Write about your favourite animal and paste a picture.



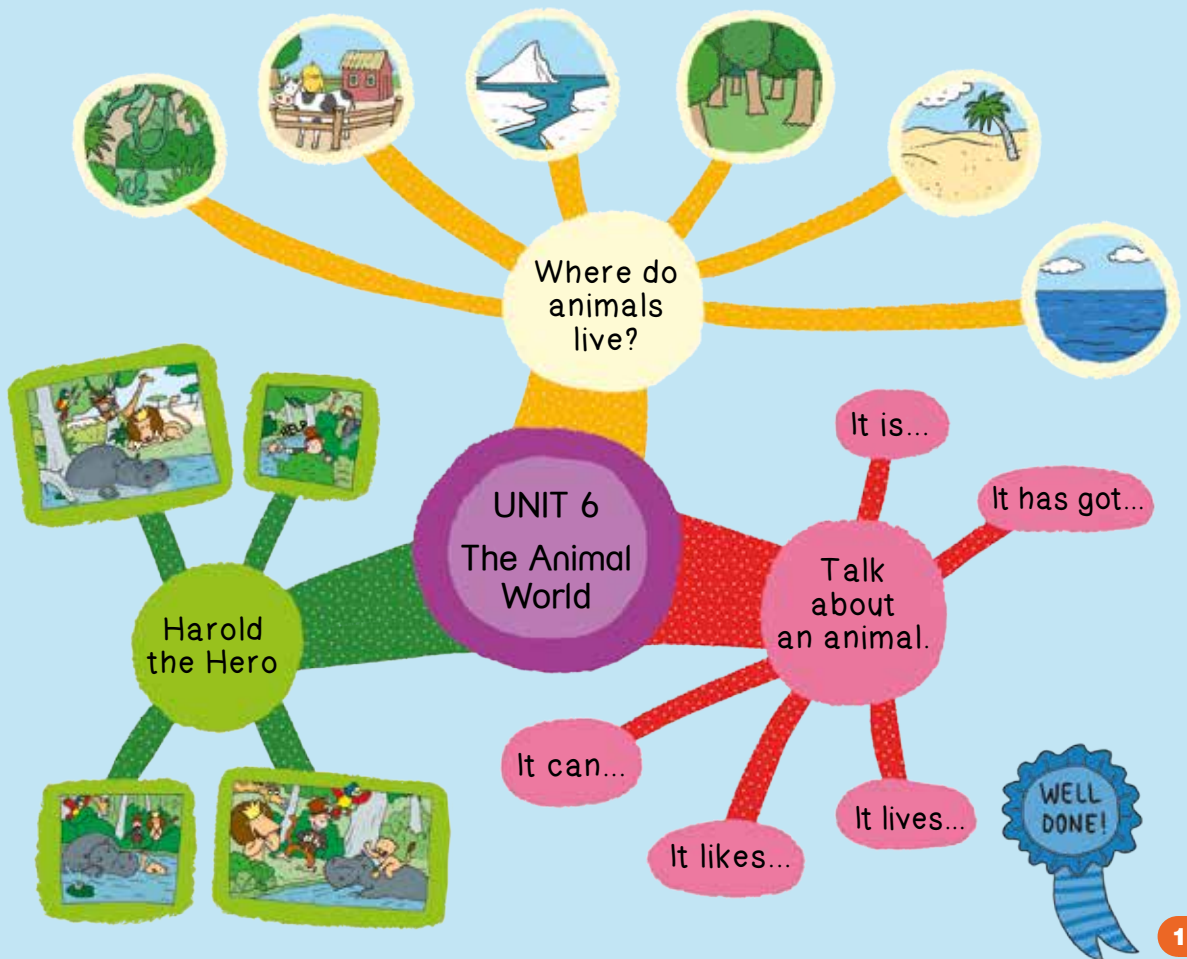


MY FAVOURITE ANIMAL



It is...
 It has got...
 It lives...
 It likes...
 It can...





UNIT 2 A VISIT TO MAGICLAND

LESSON 1 WELCOME TO MAGICLAND

LEARNING OUTCOMES: I უცბ. დანყ. (I): 1,2,3,4,5,6,7 By the end of this class, pupils will be able to:	
GRAMMAR	<ul style="list-style-type: none"> Use the present continuous form (affirmative, negative and interrogative) to describe actions Recognise collocations Describe actions typical of an amusement park
FUNCTIONS	<ul style="list-style-type: none"> Describe pictures Ask and answer questions related to a listening exercise Talk about Disneyland
VOCABULARY	<ul style="list-style-type: none"> Name things and actions in an amusement park Say the names of popular fairy tale characters
SKILLS	
READING	<ul style="list-style-type: none"> <i>Uncle Phil and Ronnie</i>, a comic <i>Disneyland park</i> Vocabox
LISTENING	<ul style="list-style-type: none"> <i>Uncle Phil and Ronnie</i> <i>Disneyland Park</i> Asking and answering questions in pairs
SPEAKING	<ul style="list-style-type: none"> Describing an amusement park Talking about actions in an amusement park Talking about the story
WRITING	<ul style="list-style-type: none"> Actions in an amusement park A postcard
CULTURE and CLIL	
<ul style="list-style-type: none"> Fairy tale characters Stories for children 	

LESSON 1

INTRODUCTION

- After checking homework, write *Welcome to Magicland!* on the board. Ask your pupils to **BRAINSTORM** ideas and tell you what they think they can see and find in a magic land.
- Write pupils' ideas on the board. Elicit the meaning of all the words on the board.

VOCABOX

Task 1, Student's Book (p. 20)

- Draw pupils' attention to the words in Vocabox. Compare words from Task 1 to those on the board. Ask them to read out the words from the board that they can find in the Student's Book.
- Play Track 13 now and ask pupils to listen and point to words in Task 1 that they hear.
- Play the track again and have pupils repeat the words they hear. First they can repeat the words chorally and then individually. After that, you can check for understanding. Say the word and pupils say a number and vice versa.
- Prepare a set of flashcards with pictures (*rollercoaster, a pirate ship, a treasure island, a ghost train, fairytale land, an amusement park*). Without having the words written in front of them, pupils need to say what they see on the flashcards.

Tapescript: Track 13

1 a rollercoaster, **2** a pirate ship, **3** Treasure Island, **4** a ghost train, **5** Fairytale Land, **6** an amusement park

READING AND LISTENING

Task 2, Student's Book (p. 20)

- Tell pupils that Jessica is visiting Magicland. Play Track 14 and instruct pupils to listen to the recording and follow the text in Task 2.

Tapescript: Track 14

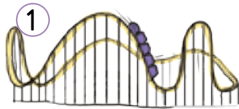
Jessica: Hello everyone! Here we are in Magicland! We are having a lot of fun. Kim is in the Dinosaur Park. She is riding a big dinosaur and she isn't afraid. Greg and Luke are on a pirate ship. But don't worry! They aren't fighting with pirates. They are going to Treasure Island. Maybe they will find the hidden treasure there. Susan is in Fairytale Land. She is taking a photo with Cinderella. Uncle Phil and Ronnie are riding on a rollercoaster. Ronnie looks scared! And where is Elliot? He isn't riding on a rollercoaster. He is riding on a ghost train. Is he scared? Look at the picture! See you soon, Jessica

- To introduce new actions you can use **TPR (Total Physical Response)**. Have your pupils mime what you tell and show them. Use actions such as: *ride a dinosaur, take a photo, ride a rollercoaster, go to Treasure Island, sail a pirate ship*.
- Ask a few comprehension questions about the text, e.g. *Where is Kim? What is Kim doing? Where are Greg and Luke?*
- Tell the pupils to do Task 3 (p. 21)

WELCOME TO MAGICLAND!

VOCABOX

1  Listen and point. Then listen and repeat.



a rollercoaster



a pirate ship



Treasure Island



a ghost train



Fairytale Land



an amusement park

2  Read and listen about Jessica's visit to Magicland.

Our Class Online

Home

Trips&Visits

Projects

News

Hello everyone!

Here we are at Magicland! We are having a lot of fun.

Kim is in the Dinosaur Park. She is riding a big dinosaur and she isn't afraid.

Greg and Luke are on a pirate ship. But, don't worry! They aren't fighting with pirates.

They are going to Treasure Island. Maybe they will find the hidden treasure there.

Susan is in Fairytale Land. She is taking a photo with Cinderella.

Uncle Phil and Ronnie are riding on a rollercoaster. Ronnie looks scared!

And where is Elliot? He isn't riding on a rollercoaster. He is riding on a ghost train. Is he scared? Look at the picture!

See you soon,
Jessica

Task 3, Student's Book (p. 21)

- Pupils read the text in Task 2 and decide whether the sentences are true or false. You can ask pupils to correct all false sentences.

Answer key:

- | | |
|--|---|
| 1 Kim is riding a horse. | F |
| 2 Greg and Luke are going to Treasure Island. | T |
| 3 Susan is taking a photo with Snow White. | F |
| 4 Uncle Phil and Ronnie are riding on a rollercoaster. | T |
| 5 Elliot is fighting with pirates. | F |

SPEAKING

Task 4, Student's Book (p. 21)

- Say an action and pupils have to point to the right picture or say the number of the picture, e. g. *They are taking a photo.* Pupils say: *Picture number 4.*
- After that, say a number and pupils tell you what is going on in that picture, e. g. *Kim is riding a dinosaur.*

PRACTICE

- Ask individual pupils to mime actions from the text and then say a sentence, e. g. *Look! Luka is taking a photo. Look! Ana is riding a dinosaur.* Ask the class to repeat these sentences after you.
- Ask a pair of pupils to mime an action and tell the rest of the class to listen and repeat: *Look at Giorgi and Nino! They are taking photos. Look at Dato and Mariam! They are riding a dinosaur.*
- Elicit the difference between *he / she / they* and write examples on the board. Focus pupils' attention on the **LANGUAGE LAB** on page 21.

Task 5, Student's Book (p. 21)

- Pupils imagine what they would be doing in Magicland, e. g. *I am riding a dinosaur. My friends are sailing a ship.*
- Ask a couple of pupils to say a few sentences about what they and their friends are doing.

NOTES



WORKBOOK PRACTICE

Task 3, Workbook (p. 21)

- Pupils practise using *is* and *are* and fill in the gaps in the text. After they have finished, ask a few pupils to read out the sentences from the text.

Tasks 4, Workbook (p. 21)

- Ask pupils to study the sentences and tell them to underline all the mistakes. When they have finished, ask pupils to read out the sentences. You can discuss the mistakes with pupils.

Tasks 5, Workbook (p. 21)

- Ask pupils to write the correct sentences from Task 4. Then check as a class.

1 Complete the sentences. Use *is* or *are*.

The children *are* at Magicland. Kim *is* at the Dinosaur Park. She *is* riding a dinosaur. Greg and Luke *are* on a pirate ship. They *are* going to Treasure Island. Susan *is* taking a photo with Snow White. Uncle Phil and Ronnie *are* riding on a rollercoaster. And Elliot *is* *riding on a pirate ship*.

2 Read the sentences and underline the mistakes.

- Kim is riding a horse.
- Greg and Luke are going to the Pirate Island.
- Susan is taking a photo with Snow White.
- Uncle Phil and Ronnie are riding on a train.
- Elliot is riding on a monster train.

3 Now correct the sentences. Use *is* or *are*.

- Kim isn't riding a horse.
-
-
-
-

4 Look at the pictures. Put the words in the correct order and write the sentences.

- ice cream / are / Uncle Phil and Ronnie / eating
- drinking / Susan / lemonade / is
- at the Gift Shop / Greg and Luke / buying toy dinosaurs / are
- with a witch / singing / Elliot / is
- dancing / is / Jessica / with a pirate

ENDING THE LESSON

- Give each pupil a piece of paper with the present simple form of the verb *to be*, i. e. *am*, *is* and *are*. Say the subject of a sentence and pupils need to hold up their paper if the subject and the verb go together, e. g. if you say *Susan...* all the pupils with the verb *is* hold up their papers. You can ask a few pupils to complete the sentence, e. g. *Susan is riding a horse.*

HOMEWORK:

Workbook Tasks 1 and 2 (p. 20)

3 Tick: true (T) or false (F).

- | | | |
|--|--------------------------|--------------------------|
| | T | F |
| 1 Kim is riding a horse. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Greg and Luke are going to Treasure Island. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Susan is taking a photo with Snow White. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Uncle Phil and Ronnie are riding on a rollercoaster. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Elliot is fighting with pirates. | <input type="checkbox"/> | <input type="checkbox"/> |

4 Look at the pictures. What are they doing?



LANGUAGE LAB

Kim **is riding** a dinosaur.
 Elliot **is riding** on a ghost train.
 Greg and Luke **are going** to Treasure Island.

She **isn't riding** a horse.
 He **isn't riding** on a rollercoaster.
 They **aren't going** to Fairytale Land.

isn't = is not
aren't = are not

LET'S SPEAK!

5 Imagine that you and your friends are at Magicland. What is your best friend doing? What are your other friends doing? How many sentences can you make? Start like this:

My best friend is...

My friends are...

INTRODUCTION

- After checking homework, practise the structures introduced in the previous lesson. Use **SIMON SAYS** to revise them. The rules are simple. If you say *Simon Says: Ride a dinosaur!* pupils perform the command. If you say only *Ride a dinosaur!* pupils should remain still. Pupils who perform the command drop out because you did not say *Simon Says*.
- Tell pupils that Uncle Phil and Ronnie are travelling on a pirate ship. Ronnie can see people from famous fairy tales on an island. Who can he see? Pupils try to guess the names of the characters. If they guess correctly, put a flashcard of this character on the board and repeat his or her name, e. g. *Sleeping Beauty*. If they can't think of any other characters, show pupils the flashcard and introduce those that remain.

LISTENING AND READING

Task 6, Student's Book (p. 22)

- Play Track 15 and tell pupils to follow the story in the Book. Then play the track, pausing after each character from fairy tales. Ask a few comprehension questions, e. g. *Who is Little Red Riding Hood talking to? Where is she?*

Tapescript:
Track 15

Uncle Phil: What can you see, Captain Ronnie?

Ronnie: I can see a little girl.

Uncle Phil: Is she walking in the forest?

Ronnie: Yes, she is. Keep on guessing!

Uncle Phil: Is she talking to three bears?

Ronnie: No, she isn't talking to bears, she is talking...

Uncle Phil: I know... She is talking to the Big Bad Wolf! It's Little Red Riding Hood!

Ronnie: Well done, Uncle Phil! Let's go on! I can see a boy and a girl...

Uncle Phil: Are they eating sweets?

Ronnie: No, they aren't. But you are very close. Now they are running.

Uncle Phil: I know, they're Hansel and Gretel. They are running away from the evil witch.

Ronnie: Excellent! Here comes the next riddle. I can see a young man.

Uncle Phil: Is he riding a horse?

Ronnie: No, he isn't. He is in a castle. Everyone is sleeping in the castle.

Uncle Phil: That's easy. The prince is kissing Sleeping Beauty.

Ronnie: Very good, you are one clever pirate!

- Play **WHO AM I?** at this stage. Read a couple of sentences from the story but leave out names, e. g. *They are running from the witch*. Pupils listen and guess whom you are talking about.
- To practise word order, do the activity called **CUT UP SENTENCES**. Prepare a few sentences such as 'A girl is walking in the forest' or 'She is sleeping in the castle'. Prepare one piece of paper for each word: A GIRL / IS / WALKING / IN / THE FOREST
- Ask five pupils to come forward and hand each pupil one piece of paper. The pupils with word cards arrange themselves in the correct order to form the right sentence, i. e. A GIRL IS WALKING IN THE FOREST.
- Now ask the rest of the class to make a question out of this affirmative sentence. Pupils instruct their classmates where to stand in order to form a question. Provide help if needed. Elicit what they did in order to make a question – i. e. swap the place of the first two words. Write one similar example on the board and ask pupils to copy it into their notebooks. You can repeat the procedure with a few more sentences.

Task 7, Student's Book (p. 22)

- Pupils read the questions and circle the correct answers. When they have finished, ask your pupils to interview each other. Check as a class.

Answer key:

1 Is Little Red Riding Hood talking to bears? No, she isn't.

2 Is she going to see a witch? No, she isn't.

3 Is the prince sleeping? No, he isn't.

4 Is he kissing the princess? Yes, he is.

5 Are Hansel and Gretel eating bread? No, they aren't.

6 Are they running away from the witch? Yes, they are.

6  Listen and read. Where are Uncle Phil and Ronnie? What are they doing?

What can you see, Captain Ronnie?

I can see a little girl.

Is she walking in the forest?

Yes, she is. Keep on guessing!

Is she talking to three bears?

No, she isn't talking to the bears, she is talking...

I know... She is talking to the Big Bad Wolf! It's Little Red Riding Hood!

Well done, Uncle Phil! Let's go on! I can see a boy and a girl...

Are they eating sweets?

No, they aren't. But you are very close. Now they are running.

I know, they're Hansel and Gretel. They are running away from the evil witch.

Excellent! Here comes the next riddle. I can see a young man.

Is he riding a horse?

No, he isn't. He is in a castle. Everyone is sleeping in the castle.

That's easy. The prince is kissing Sleeping Beauty.

Very good, you are one clever pirate!

7 Circle the correct answer.

- | | | |
|---|----------------|------------------|
| 1 Is Little Red Riding Hood talking to bears? | Yes, she is. | No, she isn't. |
| 2 Is she going to see a witch? | Yes, she is. | No, she isn't. |
| 3 Is the prince sleeping? | Yes, he is. | No, he isn't. |
| 4 Is he kissing the princess? | Yes, he is. | No, he isn't. |
| 5 Are Hansel and Gretel eating bread? | Yes, they are. | No, they aren't. |
| 6 Are they running away from the witch? | Yes, they are. | No, they aren't. |

- Now draw the pupils' attention to the **LANGUAGE LAB** and take a look at some questions and answers. You can ask pupils to copy the questions and answers in their notebooks.

SPEAKING

Tasks 8, Student's Book (p. 23)

- Pupils write one silly sentence from the table in their notebooks, but they mustn't show it to others.

Tasks 9, Student's Book (p. 23)

- Put pupils into pairs and tell them to do Task 9. Pupils try to guess which sentence from Task 8 their partner wrote down. They ask each other questions using *Is he...?*, *Is she...?* When they have finished, ask a few pairs to share their dialogues with the rest of the class.



Task 7, Workbook (p. 22)

- Pupils match and copy the correct sentences. Circulate around the classroom and offer help where needed. After they have finished, ask a few pupils to read out the sentences they have matched.



Task 8, Workbook (p. 22)

- To check comprehension, have pupils answer the seven questions in this task. After they have finished, have them read out the answers.



Task 9, Workbook (p. 23)

- Pupils need to complete the sentences in order to ask and answer questions. When they have finished, put pupils in pairs and ask them to read out their dialogues.

UNIT 1 A VISIT TO MAGICKLAND

Look at the pictures. What are they doing now? Match and copy the correct sentences.

Check the dinosaur is:

- The prince is.
- The witch is.
- Snow White and Cinderella are.
- Little Red Riding Hood is.
- The dwarf is.
- The ghost is.

drawing his reading a story riding a horse playing chess swimming playing the piano playing football

Write the correct answers. Use Yes, No, Yes, he is, No, she is, No, he isn't.

- Is Little Red Riding Hood riding a horse?
- Are the prince playing tennis?
- Is the witch drinking milk?
- Are Snow White and Cinderella reading a story?
- Is the ghost playing the piano?
- Is Dina the Dinosaur flying?
- Are the dwarfs playing chess?

LESSON 1

The children are playing a guessing game. Complete the sentences.

1. Student: It's a girl.
Teacher: ...she very young?
Student: Yes, ...
Teacher: ...she sleeping?
Student: No, ...
Teacher: ...she talking to the wolf?
Student: Yes, ...
Teacher: It must be Little Red Riding Hood.
Student: Well done!

2. Student: It's my turn. It's about children.
Teacher: ...they going to visit their granny?
Student: No, ...
Teacher: ...they walking alone in the forest?
Student: Yes, ...
Teacher: ...they running away from the wolf?
Student: No, ...
Teacher: It's Hansel and Gretel.

Rosette is writing a postcard. What is missing?

Dear Rosette,
We in Fairyland. The Little Red Riding Hood talking to the Big Bad Wolf. Hansel and Gretel eating sweets. The Prince kissing Sleeping Beauty. Goldilocks talking to the three bears.
Best wishes
Rosette

Miss Rosette
6, Rabbit Hole
Big FOREST

Imagine you are in Magickland with your friends. What are you doing? Write a postcard to your teacher.

Dear _____
We're in Magickland
is _____
_____ and _____
are _____
Best wishes _____

ENDING THE LESSON

- Throw the ball to your pupils and ask them to translate sentences that you tell them, e. g. *The prince is riding a horse*. When they have answered, they throw the ball back to you.

HOMEWORK:

Workbook Task 6 (p. 21)

NOTES

LANGUAGE LAB

- Is the prince **kissing** the princess? Yes, he **is**. No, he **isn't**.
- Is Little Red Riding Hood **walking** in the forest? Yes, she **is**. No, she **isn't**.
- Are Hansel and Gretel **eating** sweets? Yes, they **are**. No, they **aren't**.

8 Write a silly sentence using the words in the table, but don't show it to your partner.

Little Red Riding Hood	is are	sleeping in the castle.
Sleeping Beauty		talking to granny.
Hansel and Gretel		riding a horse.
The Big Bad Wolf		kissing the princess.
The prince		running away from the witch.
		walking in the forest.

LET'S SPEAK!

9 Now ask and answer questions to find out what your partner's sentence is.

What is the prince doing?
Can you guess?

No, he isn't.

Yes, he is!

Is he riding a horse?

Is he talking to granny?

CULTURE CORNER

16 Listen and read. What can you do in Disneyland?

Disneyland Park, or simply Disneyland, is the oldest amusement park in the USA. It is in California. In Disneyland you can visit many attractions, such as Fantasyland or Adventureland. You can also meet a lot of cartoon characters, such as Mickey Mouse, Donald Duck, Goofy or Pluto, and take a photo with them. More than 15 million people visit Disneyland every year. They sell 3 million ice creams and 4 million hamburgers! There is a Disneyland Park in Europe, too. It's in France, near Paris.



INTRODUCTION

- After checking homework, prepare flashcards with some famous characters from Disney films. Introduce the Disney characters and ask pupils to repeat the names of the characters. Ask pupils where they can see all of these characters. You should elicit the word *Disneyland*.

LISTENING

- With books closed, play Track 16. Ask pupils to listen and tell you which Disney characters are mentioned in the text. Afterwards, have them tell you what they heard.

Tapescript:

Track 16

Disneyland Park, or simply Disneyland, is the oldest amusement park in the USA. It is in California. In Disneyland you can visit many attractions, such as Fantasyland or Adventureland. You can also meet a lot of cartoon characters, such as Mickey Mouse, Donald Duck, Goofy or Pluto, and have your photo taken with them. More than 15 million people visit Disneyland every year. They sell 3 million ice creams and 4 million hamburgers! There is a Disneyland Park in Europe, too. It's in France, near Paris.

LISTENING AND READING

CULTURE CORNER, Student's Book (p. 23)

- Tell your pupils that in Disneyland you can have a lot of fun in Fantasyland and in Adventureland. Have your pupils tell you what activities they can do there, e. g. *take a photo with Mickey Mouse, ride on a rollercoaster, watch cartoons, eat a hamburger, etc.*
- Play Track 16 again. Now pupils listen to the recording and follow the text. After they have finished, ask them a few comprehension questions, e. g. *Where is Disneyland? How many people visit Disneyland every year?*
- Prepare a couple of words and pupils need to use them in sentences or find sentences in the text containing those words, e. g. *the USA*. Pupils answer: *Disneyland is in the USA.*



Task 10, Workbook (p. 23)

- Ask pupils to take a look at Ronnie's postcard and then ask them to tell you what is missing. Discuss the missing words with your pupils and then ask them to copy the correct version of the postcard in their notebooks.



Task 11, Workbook (p. 23)

- Tell your pupils to write a postcard to you. Provide all the necessary information, i. e. name of the school, address, country, etc.
- After they have written their postcards, pupils have to guess what their friends are doing in Disneyland. They ask questions such as:

Is your friend riding a bike? No, he isn't.
Is your friend eating ice cream? Yes, he is!

- Now ask your pupils to tell you what their friends are doing in Disneyland, e. g. *Nick is eating a hamburger. Maja is talking to Goofy.*

The screenshot shows a workbook page with two main sections. The first section is a listening exercise titled 'The children are playing a guessing game. Complete the sentences.' It contains a dialogue between a boy and a girl. The boy asks questions like 'Is it a girl?' and 'Is it very young?' and the girl answers with 'Yes' or 'No'. The second section is a writing task titled 'Ronnie is writing a postcard. What is missing?'. It shows a postcard from Disneyland with several words missing, such as 'Dear Ronnie,', 'We in Fantasyland: The Little Red Riding Hood talking to the Big Bad Wolf, Hansel and Gretel eating sweets. The Prince kissing Sleeping Beauty. Goldilocks talking to the three bears.', and 'Miss Ronnette, a, Rabbit Hole, BIG FOREST'. Below this is a template for writing a postcard to Ronnie.

ENDING THE LESSON

- You can divide the class into small groups. Give each group a large piece of paper and let them name and design an amusement park of their own. Encourage pupils to write sentences that describe what children are doing in their park. When they have finished, have your pupils present their park to the rest of the class.

HOMEWORK:

Ask pupils to make their own postcards at home. They can write it to anyone they want. Ask them to decorate the cover of the postcard with one of the activities from an amusement park.

NOTES



LANGUAGE LAB

- Is** the prince **kissing** the princess? Yes, he **is**. No, he **isn't**.
- Is** Little Red Riding Hood **walking** in the forest? Yes, she **is**. No, she **isn't**.
- Are** Hansel and Gretel **eating** sweets? Yes, they **are**. No, they **aren't**.

8 Write a silly sentence using the words in the table, but don't show it to your partner.

Little Red Riding Hood	is	sleeping in the castle.
Sleeping Beauty		talking to granny.
Hansel and Gretel		riding a horse.
The Big Bad Wolf		kissing the princess.
The prince		running away from the witch.
		are

LET'S SPEAK!

9 Now ask and answer questions to find out what your partner's sentence is.

What is the prince doing?
Can you guess?

No, he isn't.

Yes, he is!

Is he riding a horse?

Is he talking to granny?

CULTURE CORNER

16 Listen and read. What can you do in Disneyland?

Disneyland Park, or simply Disneyland, is the oldest amusement park in the USA. It is in California. In Disneyland you can visit many attractions, such as Fantasyland or Adventureland. You can also meet a lot of cartoon characters, such as Mickey Mouse, Donald Duck, Goofy or Pluto, and take a photo with them. More than 15 million people visit Disneyland every year. They sell 3 million ice creams and 4 million hamburgers! There is a Disneyland Park in Europe, too. It's in France, near Paris.



LESSON 2 WHERE IS THE TREASURE?

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

GRAMMAR	<ul style="list-style-type: none"> Use the present continuous form (affirmative, negative and interrogative) to describe actions and say what they are doing Use collocations to describe what is going on Use prepositions of place to say where things are
FUNCTIONS	<ul style="list-style-type: none"> Describe pictures and name actions that are occurring Describe where things are Ask and answer questions related to the text
VOCABULARY	<ul style="list-style-type: none"> Name words typical of an island Use collocations to describe actions (dig in the sand, dive in the lake)

SKILLS

READING	<ul style="list-style-type: none"> Where is the Treasure? Vocabox
LISTENING	<ul style="list-style-type: none"> Where is the Treasure? Asking and answering questions related to the story
SPEAKING	<ul style="list-style-type: none"> Talking about the story describing the classroom and saying where things are Asking and answering questions
WRITING	<ul style="list-style-type: none"> Asking and answering questions Prepositions of place

CULTURE and CLIL

- Fairy tale characters
- Stories for children

LESSON 1

INTRODUCTION

- Start off the lesson by checking homework. Pupils have prepared their postcards. Every pupil should mime the activity from the cover of his or her postcard and other pupils need to guess what the activity is. After the class has had a chance to guess, the pupil reveals the postcard cover.
- Write the title of the lesson on the board and tell pupils that the characters from the book are looking for the treasure and they need help. Ask pupils to tell you where the treasure could be hidden.

VOCABOX

Task 1, Student's Book (p. 24)

- Ask your pupils to take a look at the pictures in Task 1. Play Track 17. Pupils listen and point to the right picture.
- Play Track 17 again and have your pupils repeat the words. Ask them again to try and guess where the treasure is. Encourage them to use words from Task 1, e. g. *It's in a lake. It's in a volcano.*

Tapescript:
Track 17
1 a volcano, **2** a lake, **3** a mountain, **4** a palm tree, **5** sand, **6** a cave, **7** a golden coin.

SPEAKING

Task 2, Student's Book (p. 24)

- Pupils need to find out where Ronnie and his friends are. After they have studied the comic strip, ask individual pupils to tell you where they are.
- Prepare a couple of word cards (*treasure, a treasure island, a lake, sand, a cave*). Every pupil should get one word card. To practise collocations from the text, prepare some verbs as well (*look for, go to, dive in, dig in, sleep in*). Every time you read out a verb, pupils who have accompanying word cards need to stand up, e. g. if you say *look for* all those who have the word card with *treasure* need to stand up. Repeat the process for all collocations.

<i>look for – treasure</i>	<i>go to – a desert island</i>
<i>dive in – a lake</i>	<i>dig in – the sand</i>
<i>sleep in – a cave</i>	

- Put these collocations on the board and have your pupils act them out and repeat them after you.
- Take down one sheet of paper (either a verb or a noun) and play **READ WHAT'S NOT THERE**. Pupils should tell you the missing part of the expression with the help of the paper that is still on the board. Once all papers are removed, ask your pupils to tell you all the collocations.

LISTENING AND READING

Task 3, Student's Book (p. 24)

- Play Track 18. Pupils listen and decide whether the sentences are true or false in Task 3. When they have finished, ask pupils to read out the sentences. Ask them to correct all false sentences.

Tapescript:
Track 18
Greg: Hey guys! Come and help! We are looking for treasure!
Elliot: It must be under the palm tree.
Ronnie: A treasure? Let's find it!
Ronnie: I'm digging in the sand.
Ronnie: I'm diving in the lake. I'm going into the cave. I'm very sleepy...
Jessica: Stop digging. It's not here!
Kim: Maybe it's under the volcano. Let's have a look!
All: No, the treasure is not here.
Uncle Phil: Listen! What's that noise?
Elliot: It must be the dangerous pirate. He is sleeping in the cave!
Jessica: Be careful!
Children: Ronnie! Are you sleeping on the treasure?
A pirate: Here is a prize for you Ronnie! A golden coin!
Ronnie: Can I have some carrots instead?

Answer key:

1 The children are looking for the volcano.	F
2 Ronnie is sleepy.	T
3 There is a dangerous pirate in the cave.	F
4 The treasure is under the palm tree.	F

Task 4, Student's Book (p. 24)

- Put pupils into pairs. Pupils read the questions in pairs and answer them. Ask stronger pupils to read out their dialogues.
- In stronger classes, you can ask pupils to make a few additional questions.

WHERE IS THE TREASURE?

VOCABOX

1 Listen and point. Then listen and repeat.



a volcano



a lake



a mountain



a palm tree



sand



a cave



a golden coin

2 Look at the comic strip on the next page. Where are Ronnie and his friends?

3 Listen and read. Tick: true (T) or false (F).

- 1 The children are looking for the volcano.
- 2 Ronnie is sleepy.
- 3 There is a dangerous pirate in the cave.
- 4 The treasure is under the palm tree.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

LET'S SPEAK!

4 Work with a partner. Ask and answer these questions.

Who is looking for treasure?

Who is diving in the lake?

Who is digging in the sand?

Who is sleeping in the cave?

READING THE STORY

- Play Track 18 again and ask pupils to follow the story on page 25.
- Assign roles from the story and invite volunteers to the front of the class to act out the story. Encourage your pupils to use the tone of voice and expressions that match those in the pictures. Pupils can use any objects to make the story more interesting. **SPEAKING**

Task 4, Student's Book (p. 24)

- Put pupils into pairs. Pupils read the questions in pairs and answer them. Ask stronger pupils to read out their dialogues.
- In stronger classes, you can ask pupils to make a few additional questions.



Task 1, Workbook (p. 24)

- Ask pupils to write the right words for each labelled picture. To check, say a number and pupils say the right word.



Task 2, Workbook (p. 24)

- Pupils need to write the sentences under the right pictures. To check, ask them questions, e. g. *What does Elliot say? I'm digging.*



Task 3, Workbook (p. 24)

- Pupils need to put the words in the correct order. Then they write the sentences. Ask pupils to compare their answers with their partners before checking as a class.



Task 4, Workbook (p. 25)

- Ask your pupils to tick what they are doing and to interview two friends about what they are doing on the Treasure Island.
- Now ask a few pupils to report back to the class what they and their friends are doing in Disneyland, e. g. *I am riding on a rollercoaster. Thea is watching a show. Nini is eating ice cream.*

ENDING THE LESSON

- Play **WRITE IT RELAY**. Divide the class into two teams and prepare two piles of words done in the lesson, e. g. *a volcano, dangerous, treasure, a palm tree, sleeping, etc.* Clearly divide the board into two parts, each part belonging to one team. Quickly show words (they can be the same or can be different for each group) to the first representative of each group and they need to write it correctly on the board. When a pupil has written the word, the second representative comes forward and writes the second word. Check that words are correctly written and give points only for those that are.

HOMEWORK:

Workbook Task 5, p. 25,

NOTES

UNIT 1 • A VISIT TO HAWAII

WHERE IS THE TREASURE?

Write the words.

Who is saying what? Copy the sentences.

I'm doing. I'm sleeping. We are looking for treasure. I'm digging.

Picture 1 _____
Picture 2 _____
Picture 3 _____
Picture 4 _____

Put the words in the correct order and write the sentences.

1. I'm / now / not / reading a book _____
2. aren't / We / now / looking for treasure _____
3. I'm / sleeping / not / now / in the cave _____
4. now / We / doing in the lake / are _____
5. I'm / adding / in front of the volcano / now _____
6. now / aren't / We / digging in the sand _____

Are you eating ice cream?

You and your friends are on a trip to Treasure Island. Look what you are doing. Then find out what your friends are doing?

	You	My friend 1	My friend 2
looking for the treasure			
making sand castles			
climbing a palm tree			
playing in a lake			
reading a book			
sleeping in a cave			
writing a message			

Write a report about yourself and your friend.

I'm _____
I'm _____
My friend is _____
My friend is _____

Answer the questions. Use Yes, I am. No, I'm not. Yes, we are. No, we aren't.

1. You are at school now. Are you having an English lesson?
2. You and your friend are in the park. Are you having fun?
3. You are in your room now. Are you climbing a tree?
4. You and your friend are sitting at the computer. Are you playing a game?

INTRODUCTION

- After checking homework, play **CHINESE WHISPERS** with your pupils. Divide the class into four teams. Prepare four sentences, one for each team. To revise actions from the previous lessons, prepare sentences such as *I'm digging in the sand* or *I'm diving in the lake*. Ask one of the representatives from each group to come to you. Show them a sentence and have them whisper this sentence to the next person in line. The last person in line should mime the activity he or she heard. Compare this to the original sentence.
- Revise Present Continuous with the personal pronoun *I*. Do an action yourself and say: *Look at me! I'm digging in the sand*. Repeat the procedure several times, each time performing another action. Write a sentence up on the board. Ask pupils to tell you what it means.

READING**Task 5, Student's Book (p. 26)**

- Let pupils imagine they are on a treasure island and ask them to tick off any of six sentences on offer.

SPEAKING**Task 6, Student's Book (p. 26)**

- Put pupils into pairs and tell them to ask each other questions about what they are doing on a treasure island. You can ask a few pairs to act out their dialogue afterwards.

Task 7, Student's Book (p. 26)

- Pupils need to unscramble the message in the bottle. Ask your pupils to read out the correct sentence and tell you whose message it is. You can ask pupils to copy the unscrambled sentences in their notebooks.

Answer key:

I'm on a treasure island.

I'm afraid of the pirates.

Please, help me!

LANGUAGE LAB

I'm **digging** in the sand.
We're **looking** for treasure.

I'm **not digging** in the garden.
We **aren't looking** for pirates.

Are **you sleeping** on the treasure?

Yes, I **am**. No, I'm **not**.
Yes, we **are**. No, we **aren't**.

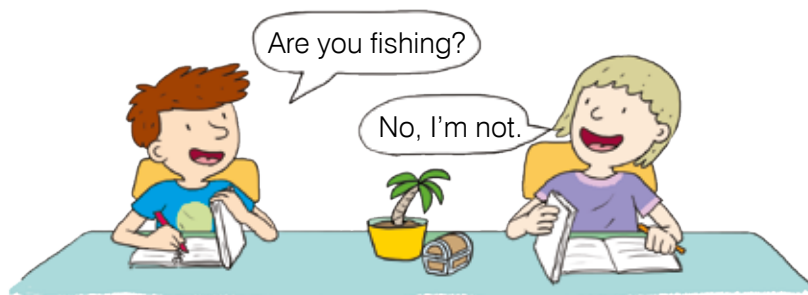
I'm = I **am**
we're = we **are**

5 Imagine you are on a treasure island. What are you doing? Tick: **YES** or **NO**.

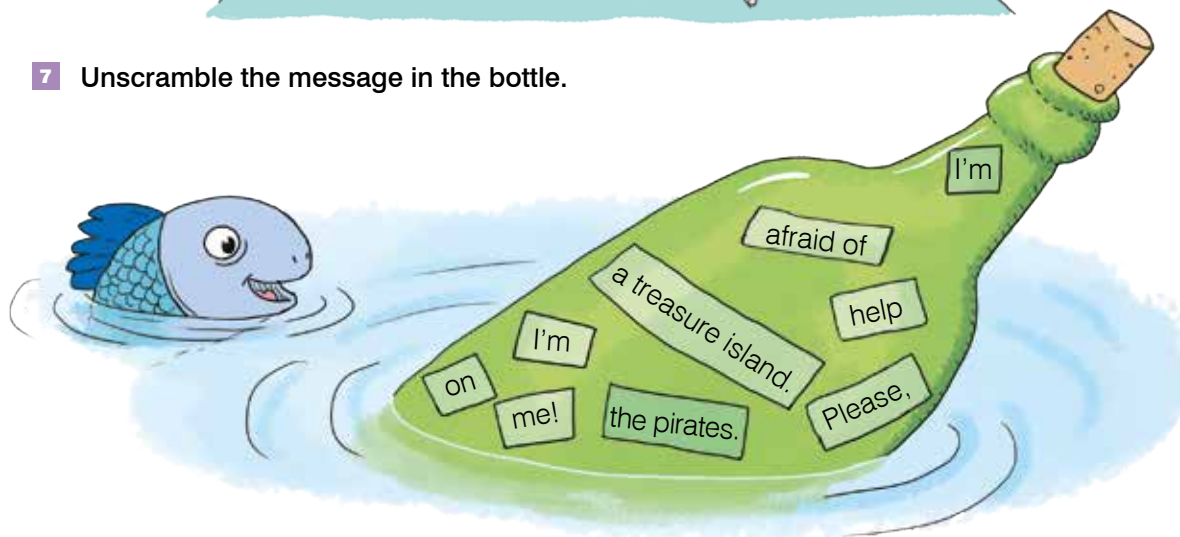
- | | YES | NO |
|----------------------------------|--------------------------|--------------------------|
| 1 I'm sitting under a palm tree. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 I'm watching the stars. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 I'm fishing. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 I'm looking for treasure. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 I'm playing with a dolphin. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 I'm reading a book. | <input type="checkbox"/> | <input type="checkbox"/> |



6 Guess what your partner is doing on a treasure island. Ask him or her questions.



7 Unscramble the message in the bottle.



Task 8, Student's Book (p. 27)

- Before moving on to the task itself, write the following prepositions on the board: *in, on, under, behind, between, in front of*. Pupils take a look at the comic on page 25 again. Ask your pupils to find sentences and pictures with these prepositions, e. g. *It must be under the palm tree*. Elicit the meaning of these sentences by playing **WHERE DOES IT SAY?**
- Take one object, e. g. *a pen*, and put it in different places around the classroom. Pupils need to say where it is, e. g. *It is on the desk. It is under the chair. It is in front of the mirror.*
- In Task 8 pupils have to match a picture and a text. To check, say a number and pupils should tell you where Ronnie is, e. g. *Number 5 – Ronnie is under the box*. Pupils can copy the sentences in their notebooks.
- Draw pupils' attention to the **LANGUAGE LAB** and go through all the prepositions of place.

Answer key:

1 behind the box, **2** in front of the box, **3** between two boxes, **4** on the box, **5** under the box, **6** in the box.

Task 9, Student's Book (p. 27)

- Play a hiding game and practise prepositions and asking questions. One pupil leaves the classroom and the other pupils hide an object somewhere. The pupil now comes back into the classroom and has to find the object. In order to find the object, the pupil has to ask questions.



Task 6, Workbook p. 25

- Ask your pupils to answer the questions. Then ask them to share their answers with the rest of the class.



Task 7, Workbook p. 26

- Ask pupils to take a look at the pictures and then tell them to write six sentences. When they have finished, ask them to read the sentences out loud.



Task 8, Workbook p. 26

- Ask pupils to complete the sentences with the right preposition of place. Then check as a class.

UNIT 8 A VISIT TO HONGKONG

1 Where is the treasure? Look at the pictures and write the sentences.

The treasure is _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

2 Complete the sentences. Use: *in, on, under*.

The children are looking for treasure. Ronnie is digging _____ the lake and Elliot is digging _____ the sand. Kim and Jessica are looking for the treasure _____ the volcano. Oh, what's that noise? Ronnie is sleeping _____ the chair. He is sleeping _____ the treasure.

LESSON 2

1 Look at the picture and complete the sentences.

book Ronnie guitar
book table

1 The _____ is behind the tree.
2 The _____ is in front of the box.
3 The _____ is under the table.
4 The _____ is on the chair.
5 _____ is hiding in the boots.
6 The _____ is between the table and the chair.

2 Imagine you are in the park. Complete the sentences. Use: *I'm or I'm not*.

1 _____ riding a bike.
2 _____ writing my homework.
3 _____ playing with a ball.
4 _____ playing the violin.
5 _____ playing with my friends.
6 _____ brushing my teeth.
7 _____ making pancakes.
8 _____ climbing a tree.

3 Now answer the questions. Use: *Yes, I am or No, I'm not*.

1 Are you riding a bike? _____
2 Are you writing your homework? _____
3 Are you playing with a ball? _____
4 Are you playing the violin? _____
5 Are you playing with your friends? _____
6 Are you brushing your teeth? _____
7 Are you making pancakes? _____
8 Are you climbing a tree? _____

ENDING THE LESSON

- Play the **THROW THAT DICE** game. There should be six prepositions of place on the board. Write the numbers 1-6 next to the prepositions. Divide your class into two teams. Each team throws a dice and according to the number on the dice they need to say a sentence using the preposition from the board with the corresponding number.

1 – in 2 – on 3 – under
4 – behind 5 – between 6 – in front of

Pupils can say sentences about their classroom or about the text from the Student's Book.

HOMEWORK:

Workbook Tasks 9, 10, and 11 (p. 27)

NOTES

8 Where is Ronnie? Match, then say.



in front of the box

behind the box

on the box

in the box

under the box

between two boxes



LANGUAGE LAB



We are sitting **on** the palm tree.



We are sitting **under** the palm tree.



We are standing **in front of** the palm tree.



We are standing **behind** the palm tree.



We are standing **between** two palm trees.

LET'S SPEAK!

9 Play a hiding game. Hide an object somewhere in the classroom while one of your classmates is outside. Help him or her find it.

Is it under the desk?

No, it isn't.

Is it behind the cupboard?

Yes, it is!

LESSON 3 SNOW WHITE AND THE SEVEN DWARFS

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

GRAMMAR	<ul style="list-style-type: none"> Use the verb <i>to be</i> with adjectives to describe a person's character and appearance Use Present Continuous to describe actions in the story
FUNCTIONS	<ul style="list-style-type: none"> Talk about the story <i>Snow White and the Seven Dwarfs</i> Retell the story in a few sentences Say what the characters in the story are like and what they look like
VOCABULARY	<ul style="list-style-type: none"> Use words related to the story Use adjectives to describe a person's character and appearance Use antonyms
SKILLS	
READING	<ul style="list-style-type: none"> The <i>Snow White and the Seven Dwarfs</i> story Vocabox
LISTENING	<ul style="list-style-type: none"> The <i>Snow White and the Seven Dwarfs</i> story Describing characters from the story Talking about the story
SPEAKING	<ul style="list-style-type: none"> Retelling the story Talking about characters from other books and films
WRITING	<ul style="list-style-type: none"> Describing their favourite character
CULTURE and CLIL	
<ul style="list-style-type: none"> The <i>Snow White and the Seven Dwarfs</i> story 	

LESSON 1

INTRODUCTION

- Write the title *Snow White and the Seven Dwarfs* on the board. Tell your pupils that today you are going to talk about this story. Ask them to tell you what words they expect to hear while listening to this story. Pupils are already familiar with this story and will probably say – *an apple, a forest, a prince, a queen, a mirror*. Write all the words pupils say on the board.

VOCABOX

Task 1, Student's Book (p. 28)

- Play Track 19. Pupils listen to the recording and point to the right word. Then play Track 19 again. Pupils listen and repeat, first chorally and then individually.
- Say a word from Task 1 and pupils say the corresponding number of the picture, then do the same procedure vice versa, i. e. you tell a number, they say a word, e. g. *What can you see in picture number 1?*

Tapescript:

Track 19

1 dwarfs, **2** a hunter, **3** a cottage, **4** a mirror, **5** a forest, **6** a glass coffin.

LISTENING

Task 2, Student's Book (p. 28)

- Play Track 20 and pupils need to point to the right picture.

Tapescript:

Track 20

- This is a story about Snow White. She is nice and pretty, but very sad.
- This is The Evil Queen. She is Snow White's stepmother. The Evil Queen is in front of the mirror. She is asking: "Mirror, mirror on the wall, who is the most beautiful of us all?" "It's Snow White!", says the mirror.
- The Evil Queen is very angry. She is talking to the hunter: "Take Snow White to the forest and kill her!"
- The hunter is a good man. He lets Snow White go. It's getting dark. Snow White is hungry and cold. She sees a little cottage. She is going in.
- The Seven Dwarfs are at home now. They see Snow White – she is sleeping in their bed. "Snow White, you can stay in our cottage!" they are saying.
- The dwarfs are working in the forest. Snow White is at home. Knock, knock. Snow White is opening the door. There is an old lady with a red apple. Snow White is taking a bite. Oh, no! It's a poisoned apple! Snow White is falling to the ground.
- Snow White is lying in a glass coffin. The dwarfs are crying.
- A handsome prince is passing by. "What a beautiful girl!", he says. He is kissing Snow White. Look, she's waking up! They get married and live happily ever after.

NOTES

SNOW WHITE AND THE SEVEN DWARFS

VOCABOX

1 Listen and point. Then listen and repeat.



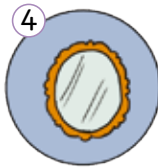
dwarfs



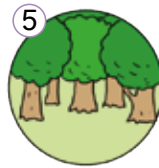
a hunter



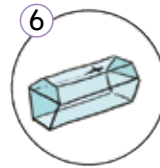
a cottage



a mirror

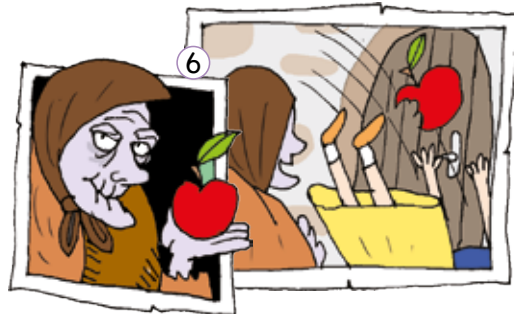


a forest



a glass coffin

2 Listen and point to the pictures.



READING AND LISTENING

Task 3, Student's Book (p. 29)

- Pupils need to match the pictures from Task 2 to the right paragraphs in Task 3. After they have finished, play Track 20 once again. Pupils should follow the text in their books and check if they have matched the pictures and paragraphs correctly.

Answer key:

- | | |
|---|---|
| <p>6 The dwarfs are working in the forest. Snow White is at home. Knock, knock. Snow White is opening the door. There is an old lady with a red apple. Snow White is taking a bite. Oh, no! It's a poisoned apple! Snow White is falling to the ground.</p> <p>1 This is a story about Snow White. She is nice and pretty, but very sad.</p> <p>8 A handsome prince is passing by. "What a beautiful girl!" he says. He is kissing Snow White. Look, she's waking up! They get married and live happily ever after.</p> <p>4 The hunter is a good man. He lets Snow White go. It's getting dark. Snow White is hungry and cold. She sees a little cottage. She is going in.</p> | <p>5 The Seven Dwarfs are at home now. They see Snow White – she is sleeping in their bed. "Snow White, you can stay in our cottage!" they are saying.</p> <p>2 This is the Evil Queen. She is Snow White's stepmother. The Evil Queen is in front of the mirror. She is asking: "Mirror, mirror on the wall, who is the most beautiful of us all?" "It's Snow White!" says the mirror.</p> <p>7 Snow White is lying in a glass coffin. The dwarfs are crying.</p> <p>3 The Evil Queen is very angry. She is talking to the hunter: "Take Snow White to the forest and kill her!"</p> |
|---|---|

- After listening, ask pupils to tell you if they heard all of the words from the board. Circle those that were mentioned in the story and erase those that weren't mentioned.

FURTHER PRACTICE

- Ask your pupils to cover Task 3 and draw their attention back to Task 2. Read a sentence from the story and pupils need to tell you the number of the picture that corresponds with the sentence, e. g. *The hunter is a good man.* Pupils say: *picture number 4.*
- Ask your pupils to tell you the names of the characters in the story. Write them on the board. Go through the pictures in Task 2 once again and ask your pupils to tell you who they can see in the pictures, e. g. *Who can you see in picture number 2?* *I can see the Evil Queen.*

- Pupils take a look at the story and tell you what these characters are like and what they look like. Ask your pupils to describe every character and to find and read a sentence in the story that says so. Pupils can add their own adjectives as well. Write all the adjectives under the right name.

SNOW WHITE	QUEEN	HUNTER
pretty sad nice hungry cold	evil angry	good
DWARFS	OLD LADY	PRINCE
hardworking	old evil	handsome

- Now ask your pupils to describe all the characters from the story using adjectives written on the board.

Task 4, Student's Book (p. 29)

- Tell pupils to go back to the story and to answer the five questions. After they have answered the questions, ask pupils to read out the answers.

Answer key:

- 1** Snow White, **2** The hunter, **3** The Evil Queen, **4** The seven dwarfs, **5** The handsome prince.



Task 1, Workbook p. 28

- Instruct pupils to find as many adjectives as they can in the wordsnake. After they have found them, ask pupils to read them out loud. You can also elicit the meanings of all the adjectives.



ENDING THE LESSON

- Play **GUESS THE WORD ON YOUR BACK.** Write an adjective on a post-it and put it on a pupil's back. The pupil needs to guess what adjective it is.

HOMEWORK:

Workbook Task 2, (p. 28)

3  Read and match the pictures to the correct paragraphs.

The dwarfs are working in the forest. Snow White is at home. Knock, knock. Snow White is opening the door. There is an old lady with a red apple. Snow White is taking a bite. Oh, no! It's a poisoned apple! Snow White is falling to the ground.

The Seven Dwarfs are at home now. They see Snow White – she is sleeping in their bed. “Snow White, you can stay in our cottage!” they are saying.

1 This is a story about Snow White. She is nice and pretty, but very sad.

This is the Evil Queen. She is Snow White's stepmother. The Evil Queen is in front of the mirror. She is asking: “Mirror, mirror on the wall, who is the most beautiful of us all?” “It's Snow White!” says the mirror.

A handsome prince is passing by. “What a beautiful girl!” he says. He is kissing Snow White. Look, she's waking up! They get married and live happily ever after.

Snow White is lying in a glass coffin. The dwarfs are crying.

The hunter is a good man. He lets Snow White go. It's getting dark. Snow White is hungry and cold. She sees a little cottage. She is going in.

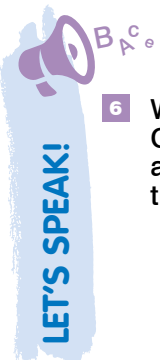
The Evil Queen is very angry. She is talking to the hunter: “Take Snow White to the forest and kill her!”

4 Read the story once again and answer the questions.

- 1 Who is nice and pretty? _____
- 2 Who is a good man? _____
- 3 Who is in front of the mirror? _____
- 4 Who is working in the forest? _____
- 5 Who is kissing the princess? _____

5 Who is your favourite character from a book or a film? What is he or she like?

young pretty good brave strong old ugly evil short
 funny dangerous lazy handsome clever hard-working small



6 Work with a partner. Choose a character and ask and answer these questions.

Is he handsome? No, he isn't.

Is he dangerous? Yes, he is.

Is he the Big Bad Wolf? Yes, he is.

INTRODUCTION

- Prepare a couple of sentences from the fairy tale *Snow White and the Seven Dwarfs* (e. g. *Snow White is pretty but sad. The Evil Queen is Snow White's stepmother. "Mirror, mirror on the wall..." "Take Snow White to the forest and kill her!" Hunter lets Snow White go. Snow White finds a cottage. An old lady gives Snow White an apple. The Dwarfs are crying. A handsome prince kisses Snow White.*) Put these sentences randomly on the board and ask pupils to put them in chronological order.
- Ask your pupils to try and retell the story with the help of sentences on the board. Ask additional questions to help them remember as many details as possible.
- Now check pupils' homework.

SPEAKING

ADDITIONAL PRACTICE

- Play **HOT CHAIRS**. Divide the class into three teams. Prepare word cards with adjectives from the Snow White story (*handsome, evil, sad, pretty, old, hungry, etc.*) The teams choose representatives. The representatives take turns sitting in the 'hot chair', with their backs facing the board. Show a word card to the group. The representatives mustn't turn around so that they will not see the word. Their teams have to mime a word and the representative has a limited time to guess what it is. After each team has mimed their words, count the points.

Task 5, Student's Book (p. 29)

- Ask your pupils to tell you their favourite character from a fairy tale, book, TV show or film. Draw their attention to the adjectives in Task 5. Tell pupils to circle all the adjectives that refer to their favourite character. Let them add other adjectives they know even if they are not on the list. Now, let them describe their character by using adjectives from this Task, e. g. *Shrek is ugly, funny, strong...* Ask them to write a couple of sentences in their notebooks and then ask them to share their sentences with the rest of the class.

Task 6, Student's Book (p. 29)

- Imagine a character from a fairy tale. Tell pupils to ask you questions about this character, e. g. *Is he strong? Is he brave? Is he handsome?* They need to guess who it is. Now, let them ask and answer each other's questions. Draw their attention to model sentences in

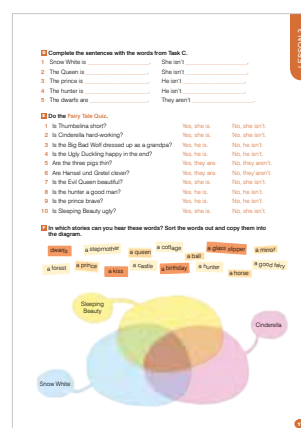
Task 6. After they have finished, ask a few pairs to act out their dialogues to the rest of the class.

Task 3, Workbook p. 28

- In this task pupils practise the meaning of adjectives and find adjectives of the opposite meaning. Then check as a class.

Task 4, Workbook p. 29

- Ask pupils to complete the sentences using the words from Task 3. Then let your pupils share their sentences with the rest of the class.



GAME

- Give them a few minutes to memorise as many adjectives as possible. Then play **ADJECTIVE TENNIS** with the adjectives they have learnt. Divide the class into three teams. The teams should take turns saying an adjective they remember, but they mustn't repeat the adjective the other team has already said. To keep a record of the adjectives that have been said, you can write the first letters of the adjectives on the board instead of points.
Optional: Play the game of **ANTONYMS**. Make two teams and have pupils from each team come to the board. If you say *happy*, the first pupil to say *sad* scores a point for their team. You can also use: *pretty – ugly, young – old, lazy – hard-working, nice – evil, hot – cold, good – bad, big – small.*

ENDING THE LESSON

- Ask your pupils to copy adjectives from Task 5 into their notebooks. Pupils draw a grid with two columns and write adjectives in two columns – adjectives that are positive and adjectives that are negative. Discuss with your pupils why they put a certain adjective into a certain category.

Pupils can play **NAUGHTS AND CROSSES**. Put pupils in pairs. Pupils draw a grid on a sheet of paper – two horizontal and two vertical lines. Pupil A can use adjectives with a positive meaning and Pupil B can use adjectives with a negative meaning. The first pupil to write three adjectives of the same type in a row (vertically, horizontally or diagonally) is the winner. They can swap roles for the next round of the game.

HOMEWORK:

Workbook Tasks 5 and 6 (p. 29)

3  Read and match the pictures to the correct paragraphs.

The dwarfs are working in the forest. Snow White is at home. Knock, knock. Snow White is opening the door. There is an old lady with a red apple. Snow White is taking a bite. Oh, no! It's a poisoned apple! Snow White is falling to the ground.

The Seven Dwarfs are at home now. They see Snow White – she is sleeping in their bed. “Snow White, you can stay in our cottage!” they are saying.

1 This is a story about Snow White. She is nice and pretty, but very sad.

This is the Evil Queen. She is Snow White's stepmother. The Evil Queen is in front of the mirror. She is asking: “Mirror, mirror on the wall, who is the most beautiful of us all?” “It's Snow White!” says the mirror.

A handsome prince is passing by. “What a beautiful girl!” he says. He is kissing Snow White. Look, she's waking up! They get married and live happily ever after.

Snow White is lying in a glass coffin. The dwarfs are crying.

The hunter is a good man. He lets Snow White go. It's getting dark. Snow White is hungry and cold. She sees a little cottage. She is going in.

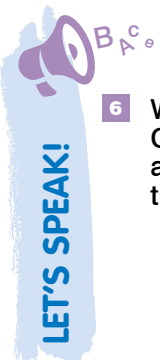
The Evil Queen is very angry. She is talking to the hunter: “Take Snow White to the forest and kill her!”

4 Read the story once again and answer the questions.

- 1 Who is nice and pretty? _____
- 2 Who is a good man? _____
- 3 Who is in front of the mirror? _____
- 4 Who is working in the forest? _____
- 5 Who is kissing the princess? _____

5 Who is your favourite character from a book or a film? What is he or she like?

young pretty good brave strong old ugly evil short
 funny dangerous lazy handsome clever hard-working small



6 Work with a partner. Choose a character and ask and answer these questions.

Is he handsome? No, he isn't.

Is he dangerous? Yes, he is.

Is he the Big Bad Wolf? Yes, he is.

LESSON 4 THE FAIRY TALE RAP

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

- | | |
|------------|--|
| GRAMMAR | <ul style="list-style-type: none"> Use the present continuous form to describe actions Use personal pronouns to describe who is doing the action |
| FUNCTIONS | <ul style="list-style-type: none"> Sing a song Use rhyming words |
| VOCABULARY | <ul style="list-style-type: none"> Use familiar vocabulary in a song |

SKILLS

- | | |
|-----------|---|
| READING | <ul style="list-style-type: none"> The Fairy Tale Rap (text) |
| LISTENING | <ul style="list-style-type: none"> The Fairy Tale Rap (listening and pointing) |
| SPEAKING | <ul style="list-style-type: none"> Talking about the rap |
| WRITING | <ul style="list-style-type: none"> Actions in the present continuous form |

CULTURE and CLIL

- Music (singing a song)
- Fairy tale characters

LESSON 1

INTRODUCTION

- After checking homework, write the following words on the board: *broom, hall, shoe, lorry, pleasure*. Ask your pupils to tell you words that rhyme with these words. Write those words down and to practise rhythm have your pupils read the paired words, e. g. *hall – ball*.

LISTENING

Task 1, Student's Book (p. 30)

- Draw pupils' attention to the pictures. Ask them to tell you who they can see in the pictures, e. g. *I can see the dwarfs*.
- Now play Track 21 and tell pupils to listen to the rap and point to the right picture.

Tapescript:

Track 21

The Fairy Tale Rap (*rap*)
 Are you a witch? Are you flying on a broom?
 Yes, I'm a witch. I'm flying on a broom.
 Meet me in the spooky room.
 Is she Cinderella? Is she running from the ball?
 Yes, she is Cinderella. She is running from the ball.
 She lost her shoe somewhere in the hall.
 Is he a prince? Is he looking for the shoe?
 Yes, he is a prince. He is looking for the shoe.
 Don't worry Cinderella, he will marry you.
 Are you pirates? Are you looking for treasure?
 Yes, we are pirates. We are looking for treasure.
 Money, jewels – what a pleasure!
 Are they dwarfs? Are they reading a story?
 Yes, they are dwarfs. They are reading a story.
 But what are they doing in a lorry?

Task 2, Student's Book (p. 30)

- Tell pupils to read the text and complete it with the right sentences. Play Track 21 again and have your pupils listen and check.
- After they have checked, play Track 21 again. Pupils listen and mime the actions they hear in the song.

Answer key:


- 1** Are you a witch?
 Are you flying on a broom?
 Yes, I'm a witch. **E I'm flying on a broom.**
 Meet me in the spooky room.
- 2** Is she Cinderella?
 Is she running from the ball?
A Yes, she is Cinderella. She is running from the ball.
 She lost her shoe somewhere in the hall.
- 3 B Is he a prince?** Is he looking for the shoe?
 Yes, he is a prince.
 He is looking for the shoe.
 Don't worry Cinderella, he will marry you.
- 4** Are you pirates? **D Are you looking for treasure?**
 Yes, we are pirates.
 We are looking for treasure.
 Money, jewels – what a pleasure!
- 5** Are they dwarfs?
 Are they reading a story?
 Yes, they are dwarfs.
 They are reading a story. **C But, what are they doing in a lorry?**

PRACTICE

- Divide the class into two groups. Play Track 21 again, pausing after questions and answers. One group should repeat the questions, the other group the answers. Then swap the roles and do the same.
 - Divide the class into five groups. Each group gets a part of the rap they need to learn by heart. Play Track 21 again. Press pause after every part and pupils rap the part they had to learn by heart.
- Optional:** try replacing the original word from the rap with another word that rhymes or doesn't rhyme, e. g. replace *shoe* with *glue*, or *broom* with *helicopter*. This will make them more concentrated and the result will be funny.

NOTES

THE FAIRY TALE RAP

1  Listen to the rap and point to the pictures.



2  Read and match. Then listen and check.

A Yes, she is Cinderella.

B Is he a prince?

C But what are they doing in a lorry?

D Are you looking for treasure?

E I'm flying on a broom.

1
Are you a witch?
Are you flying on a broom?
Yes, I'm a witch.
Meet me in the spooky room.

2
Is she Cinderella?
Is she running from the ball?
 She is running from the ball.
She lost her shoe somewhere in the hall.

3
 Is he looking for the shoe?
Yes, he is a prince.
He is looking for the shoe.
Don't worry Cinderella, he will marry you.

4
Are you pirates?
Yes, we are pirates.
We are looking for treasure.
Money, jewels – what a pleasure!

5
Are they dwarfs?
Are they reading a story?
Yes, they are dwarfs.
They are reading a story.

Task 3, Student's Book (p. 31)

- Instruct pupils to read the sentences and tell them to decide if the sentences are true or false. When they have finished, ask them to read the sentences out loud. Ask pupils to correct all false sentences.

Answer key:

- Cinderella is flying on a broom. **F**
- The prince is looking for the shoe. **T**
- The witch is looking for treasure. **F**
- The pirates are running from the ball. **F**
- The dwarfs are reading a story. **T**



WORKBOOK PRACTICE

Task 1, Workbook p. 30

- Tell pupils to copy the sentences next to the corresponding pictures. To check, say a number and pupils read the correct sentence.

Task 2, Workbook p. 30

- Ask pupils to unjumble the questions and then to answer them. Then ask a few pupils to read out their answers.

ENDING THE LESSON

- Divide the class into five groups and assign a character (*a witch, Cinderella, a prince, pirates, dwarfs*) from the rap to each group and play a different version of **SIMON SAYS**. Pupils need to respond to a command only if the command is directed at them, e. g. *Simon says – fly on a broom if you are a witch*. Only the group that has a witch assigned to them as their character must perform the command. If other groups perform the command not directed to them, don't make them sit out, but rather keep score of mistakes they have done. This version of the game will make them listen to you extra carefully.

HOMEWORK:

Workbook Task 3 (p. 30)

LESSON 2

INTRODUCTION

- After checking homework, play **WHO AM I?** Prepare some of the actions from the previous lessons but do not use names (*She is running from the ball.*). Ask your pupils to tell you the name of the person doing the action.

READING

Task 4, Student's Book (p. 31)

- Tell pupils to match the action and the fairy tale character doing it. To check, say a character's name and pupils read out the appropriate sentence.
- Point out the personal pronouns printed in blue and then draw pupils' attention to the **LANGUAGE LAB**. Explain the differences between the pronouns and have your pupils translate them.

Answer key:

- She is dancing with the prince. **Cinderella**
- He is looking for the shoe. **the prince**
- They are very dangerous. **pirates**
- She is giving an apple to Snow White. **the witch**
- They are singing in the forest. **Dwarfs**

FURTHER PRACTICE

- Ask individual pupils to mime a certain action and the rest of the class must say what action is being mimed, using *he* or *she*. Vary the actions and the number of pupils to practise using other personal pronouns.
- Play **THROW THAT DICE**. Divide pupils into three teams. Teams throw their dice and get a certain number and need to use the personal pronoun that corresponds to that number. Write personal pronouns on the board and write a number next to each one:

1 – I 2 – you 3 – he / she / it
4 – we 5 – you 6 – they

Pupils from the same group decide which activity they are going to mime. Depending on the pronoun they need to use, they can decide who is going to mime the activity.

WRITING

Task 5, Student's Book (p. 31)

- Set a time limit and instruct your pupils to write as many questions in their notebooks as possible within that time. After they have finished, check who managed to write the biggest number of correct questions.
- In stronger classes, you can let your pupils ask and answer these questions, e. g. *Is she reading the story? No, she isn't.*



WORKBOOK PRACTICE

Task 4, Workbook p. 31

- Ask pupils to rewrite sentences by replacing nouns with appropriate personal pronouns. Check as a class.

Task 5, Workbook p. 31

- Pupils look at the table, read the information and then complete the sentences. To check, play **STOP IF IT'S NOT TRUE**. Say a few sentences based on the table but make some deliberate mistakes. Ask for corrections when you make one.

ENDING THE LESSON

- Point to individual pupils or a group of pupils and ask for the appropriate personal pronoun, e. g. if you point to *Ivan*, pupils say *he*.

HOMEWORK:

Workbook Tasks 6 and 7 (p. 31)

3 Tick: true (T) or false (F).

- | | | |
|--|--------------------------|--------------------------|
| | T | F |
| 1 Cinderella is flying on a broom. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The prince is looking for the shoe. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The witch is looking for treasure. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The pirates are running from the ball. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The dwarfs are reading a story. | <input type="checkbox"/> | <input type="checkbox"/> |

4 Match.

- | | |
|---|-------------------------------------|
| 1 She is dancing with the prince. | <input type="checkbox"/> the witch |
| 2 He is looking for the shoe. | <input type="checkbox"/> dwarfs |
| 3 They are very dangerous. | <input type="checkbox"/> the prince |
| 4 She is giving an apple to Snow White. | <input type="checkbox"/> pirates |
| 5 They are singing in the forest. | <input type="checkbox"/> Cinderella |

LANGUAGE LAB



LET'S SPEAK!

5 How many questions can you make?

Are Is	you she he we they	looking for treasure? reading a story? flying on a broom? running from the ball? looking for the shoe?
-----------	--------------------------------	--

LESSON 5 LET'S CHECK!

LEARNING OUTCOMES: **1** უცხ. დაწვ. (I): 1,2,3,4,5,6,7,9,10,11
By the end of this class, pupils will be able to:

- | | |
|------------|--|
| GRAMMAR | • Use grammatical structures from Unit 2 in a new context |
| FUNCTIONS | • Ask and answer questions |
| | • Translate simple sentences |
| | • Review and reflect on their own learning and performance |
| VOCABULARY | • Complete a project |
| | • Use the vocabulary from the unit in a new context |
| | • Use the vocabulary in a game |

SKILLS

- | | |
|-----------|-------------------------------------|
| READING | • Questions in a quiz |
| LISTENING | • Answering questions from the quiz |
| SPEAKING | • Answering questions from the quiz |
| WRITING | • Describing actions |

CULTURE and CLIL

- Music (singing a song)
- Fairy tale characters

LESSON 1

INTRODUCTION

- Ask pupils to go through Unit 2 in their books and to find and copy five new words they have learnt. Then ask pupils to compare their lists in pairs.

READING AND SPEAKING

Task 1, Student's Book (p. 32)

- To revise what pupils have learnt so far, play **THREE IN A ROW** (a variation of **NAUGHTS AND CROSSES**). It can be done as a class competition. Draw a grid containing 24 squares on the board (4x6), four in each row. Write numbers from 1-24 in each square. Each number stands for a question in the Student's Book.
- Divide the class into three teams (A, B, C). The teams take turns to pick a number. They look in their books to see what the task is. They have got a limited time to come up with the correct answer. If they answer correctly, mark the square they have chosen with their group letter (A, B or C). When the team collects the same three letters (A A A / B B B / C C C depending on their group letter) in a row, they win a point. The letters can be collected horizontally, vertically and diagonally. If they don't know the correct answer, the other team can have a go. The game is over when all the questions have been answered.

Answer key:

Complete the sentences.

- 1 I'm at home. I'm playing computer games.
- 2 My friends and I are at a party. We're eating a cake.
- 3 Luke and Greg are on Treasure Island. They're looking for treasure.
- 4 The princess's young and pretty. Unscramble the sentences.
- 5 We aren't watching TV now.
- 6 They aren't playing golf at the moment.
- 7 I'm not writing a book report now.
- 8 Ronnie isn't looking for the treasure. Unscramble the questions.
- 9 Are they playing tennis now?
- 10 Is she swimming in the lake now?
- 11 Are you young and tall?
- 12 Is he drinking tea now?

Answer the question.

- 13 Ronnie is digging in the sand. Is he tired? Yes, he is
- 14 Jessica is talking to Snow White. Is she happy? Yes, she is.
- 15 The dwarfs are crying. Are they sad? Yes, they are.
- 16 The Big Bad Wolf is talking to granny. Is he nice and kind? No, he isn't.

Circle the Odd One Out.

- 17 a cave a volcano Hansel and Gretel a palm tree
- 18 in front of under treasure behind
- 19 a hunter dwarfs a wolf Snow White
- 20 a cottage a castle a house a plane

Translate into Georgian.

- 21 Are the pirates dancing?
- 22 He isn't brave.
- 23 Is the treasure under the palm tree?
- 24 We aren't going to Treasure Island.



WORKBOOK PRACTICE

Task 1, Workbook p. 32

- To revise the long and the short form of the verb *to be*, ask pupils to complete the table. Then check as a class.

Task 2, Workbook p. 32

- Pupils look at the pictures and describe them by making sentences and copying them under the right picture. When they have finished, ask them to read the sentences out loud.
- If you wish to revise personal pronouns, in stronger classes you could then ask pupils to replace the names with personal pronouns.

Task 3, Workbook p. 33

- Pupils need to fill in the gaps using the right form of the verb *to be*. In pairs, ask pupils to compare their answers and then ask them to read the sentences out loud.

Task 4, Workbook p. 33

- Ask pupils to complete the questions by filling in the gaps with *is* and *are*. Then check as a class.

Task 5, Workbook p. 33

- Pupils match the questions from Task 4 with the correct answers. Put pupils in pairs. One pupil asks and the other answers the questions. Then check as a class.

Task 6, Workbook p. 33

- Ask pupils to read the sentences and then to describe the picture. Then give them some time to study the picture. Tell them to try to remember where the things are.
- Now tell them to close the Workbook and ask them questions, e. g. *Where is the bag? Where are the books?*

UNIT 1 A VISIT TO MAGGLED

LET'S CHECK!

1 Fill in the missing words.

I am	you are	you are	we are
He is	She is	You are not	They're
She is not	It's not	They are not	We aren't

2 Look at Susan's photo album. Write the sentences.

3 Read the sentences and match them to the photos.

1 diggins in the sand	2 dancing with a prince	3 climbing a volcano	4 drinking tea with a ghost	5 riding a dinosaur	6 making a sandcastle	7 singing a pirate song
-----------------------	-------------------------	----------------------	-----------------------------	---------------------	-----------------------	-------------------------

4 Match the questions in Task 4 to the correct answers.

1 No, they aren't. 2 Yes, he is. 3 No, we are.

4 Yes, she is. 5 Yes, I am. 6 No, she isn't.

5 Look at the picture. Read and match.

1 Jessica is in the bag.

2 The window is on the desk.

3 The books are in front of the computer.

4 The bag is behind the chair.

5 The pencils are under the chair.

1 Read the pirate's report from Treasure Island. Fill in the gaps. Use: *am, is or are.*

It's great on Treasure Island today. We _____ having a great time!

Jessica _____ singing a pirate song. The pirates _____ dancing a pirate dance. Susan _____ swimming in the sea. Greg _____ making a sandcastle. Luke _____ fishing. Ronnie and Elliot _____ looking through the telescope. And I _____ writing a report for the Pirate Queen.

2 Complete the questions about the pirate's report. Fill in the gaps. Use: *is or are.*

1 _____ is Jessica singing a pirate song?

2 _____ you and your friends having a great time?

3 _____ Susan making a sandcastle?

4 _____ the pirates swimming?

5 _____ you writing a report?

6 _____ Luke fishing?

3 Match the questions in Task 4 to the correct answers.

1 No, they aren't. 2 Yes, he is. 3 No, we are.

4 Yes, she is. 5 Yes, I am. 6 No, she isn't.

4 Look at the picture. Read and match.

1 Jessica is in the bag.

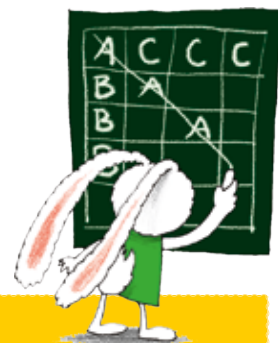
2 The window is on the desk.

3 The books are in front of the computer.

4 The bag is behind the chair.

5 The pencils are under the chair.

LET'S CHECK!



1 Get into three teams to play the game **Three in a Row**.

Complete the sentences.

1 I'm at home. I ___ playing computer games.	2 My friends and I are at a party. We ___ eating a cake.	3 Luke and Greg are on Treasure Island. They ___ looking for treasure.	4 The princess ___ young and pretty.
---	---	--	--

Unscramble the sentences.

5 aren't / We / TV / watching / now / .	6 playing / golf / at the moment / They / aren't / .	7 not / now / I'm / a book report / writing / .	8 for treasure / Ronnie / looking / isn't / .
---	---	--	---

Unscramble the questions.

9 playing / Are / tennis / now / they / ?	10 she / Is / swimming / now / in the lake / ?	11 you / young and tall / Are / ?	12 drinking tea / Is / he / now / ?
---	--	---	---

Answer the question.

13 Ronnie is digging in the sand. Is he tired? Yes, _____.	14 Jessica is talking to Snow White. Is she happy? Yes, _____.	15 The dwarfs are crying. Are they sad? Yes, _____.	16 The Big Bad Wolf is talking to granny. Is he nice and kind? No, _____.
--	--	---	---

Circle the **odd one out**.

17 a cave a volcano Hansel and Gretel a palm tree	18 in front of under treasure behind	19 a hunter dwarfs a wolf Snow White	20 a cottage a castle a house a plane
---	--	--	---

Translate into Georgian.

21 Are the pirates dancing?	22 He isn't brave.	23 Is the treasure under the palm tree?	24 We aren't going to Treasure Island.
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PROJECT, Student's Book (p. 33)

- It's time for the first project! Go back to the Student's Book and assign the project work to the pupils. Read the instructions with pupils and discuss what they need to do. Explain to them that clear and effective presentation of the project is as important as the language used for the project. Don't forget to praise creativity, neatness, clarity and hard work in the preparation of the projects.

I CAN SPEAK ENGLISH, Student's Book (p. 33)

- This section of the Student's Book gives pupils a chance to reflect on their own work and progress throughout the Unit. Go through all six points with your pupils and give them time to think about each point. They should tick every point they think they have mastered during this Unit. Ask them to explain their choices and to show you that they actually have mastered it. Ask a few pupils to tell something about themselves, to tell you something about Disneyland, to say where something is, etc.

ENDING THE LESSON

- To finish this unit, you can draw a big circle on the board. Write *Magicland* in the middle of the circle. Ask pupils to tell you all the things we can do in *Magicland*. Write all the things pupils tell you in the circle. You can also give pupils a more focused task – they can tell you all the adjectives they learned in this unit or they can recall the collocations that were taught in the Unit. This is a good way to recycle vocabulary and to revise structures that were practised in this Unit. This activity can be used at the end of every unit.

NOTES

A new thriller by Elliot!
A Girl in the Forest



Featuring:
 Jessica as Little Red Riding Hood,
 Susan as Mother and
 Greg as the Hunter

Make a film of your favourite fairy tale!

- Give your film a title.
- Name the main characters and the actors that play them.
- Describe the 5 most important scenes.
- Write the dialogue for the scenes.
- Make a film poster.

What can you do after Unit 1? Tick (✓).

- ① I can talk about what my friends and I are doing at the moment.
- ② I can ask and answer questions about what my friends and I are doing.
- ③ I can say something about Disneyland.
- ④ I can talk about fairy tale characters.
- ⑤ I can write a postcard.
- ⑥ I can say where something is.

I'm Susan. I'm 9. I like music. I can play the violin. I'm in a park now. I'm riding a horse. Jessica is here, too. She is riding a bike. Greg and Elliot are not here. They are playing hockey with Luke. Tell me something about yourself! What are you doing now? What are your friends doing?



UNIT 3 FAMILY BUSINESS

LESSON 1 MEET MY FAMILY

LEARNING OUTCOMES: 1 უცბ. დაწყ. (I): 1,2,3,4,5,6,7,8

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

- GRAMMAR
 - Use the verbs *to be*, *can* and *have got* in the present simple form to describe people and to talk about themselves
- FUNCTIONS
 - Use adjectives to describe what people are like and what they look like
 - Talk about someone's appearance and abilities
 - Say how old they are, what they have got and what they can do
- VOCABULARY
 - Use adjectives to describe people

SKILLS

- READING
 - *My family*
- LISTENING
 - Vocabox
 - *My family*
- SPEAKING
 - Talking about Elliot's family
 - Talking about their own family
- WRITING
 - A personal profile
 - An informal letter

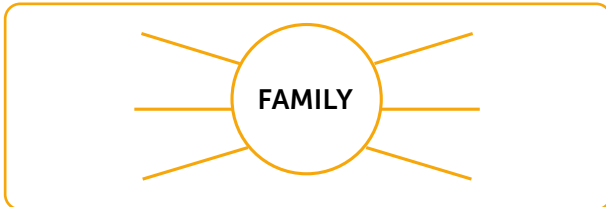
CULTURE and CLIL

- People from other cultures (names, countries, cities, sports)

LESSON 1

INTRODUCTION

- Write the title *Meet my family* on the board and have your pupils **BRAINSTORM** family members they know. Write these words on the board.



LISTENING

Task 1, Student's Book (p. 34)

- Play Track 22. Pupils listen to the recording and point to the right picture. Play Track 22 once again. Pupils repeat words they hear, first chorally and then individually.
- Now you can offer paraphrases or antonyms and pupils need to say the right word, e. g. *She's not ugly but...? What sort of hair do old people have?*

Tapescript:

Track 22

1 skinny, 2 clever, 3 pretty, 4 tall, 5 strong, 6 teeth, 7 grey hair, 8 blonde hair, 9 old, 10 short.

SPEAKING

Task 2, Student's Book (p. 34)

- Tell your pupils to take a look at the pictures of Elliot's family. Ask them to tell whom they can see in pictures.
- Then ask pupils to answer six sentences about Elliot's family members. Ask individual pupils to read out their answers.

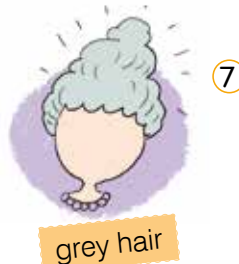
Answer key:

- 1 Who is short and skinny? **His sister.**
- 2 Who is very pretty? **His mum.**
- 3 Who has got grey hair? **His dad.**
- 4 Who can tell you about dinosaurs? **His mum.**
- 5 Who has got big teeth? **His sister.**
- 6 Who can tell you about stars and planets? **His dad.**

MEET MY FAMILY

VOCABOX

1 Listen and point. Then listen and repeat.



2 Look at the pictures of Elliot's family on the next page and answer the questions.

- 1 Who is short and skinny?
- 2 Who is very pretty?
- 3 Who has got grey hair?
- 4 Who can tell you about dinosaurs?
- 5 Who has got big teeth?
- 6 Who can tell you about stars and planets?

LISTENING AND READING

Task 3, Student's Book (p. 35)

- Now play Track 23 with Task 3 covered. Pupils listen to the recording and check their answers. Say a name to your pupils and ask them to tell you a sentence, e. g. *April – She has got big teeth.*
- Pupils listen to Track 23 once again and follow the text in their books.

Tapescript:

Track 23

Elliot: This is my family and me. We live at 10 Elm Street.

This is my mum. Her name is June. She is 36. She has got brown hair and green eyes. She is tall and pretty. She is a scientist. She can tell you all about dinosaurs. Her hobby is making cakes. Yummy!

This is my dad. His name is William, but we call him Bill. He has got grey hair, but he is not old. He is only 39. He has got blue eyes. He is not very tall, but he is strong. He is an astronomer. He can tell you all about the stars and planets. His hobby is writing stories about aliens.

And this is my sister. Her name is April. She has got blonde hair and big teeth. She is short and skinny. She is only 6, but she is very clever. She can read ten stories in a day. She has got a strange hobby. It is collecting spiders. Yuk!

FURTHER PRACTICE

- Write MUM / DAD / SISTER up on the board. Divide the class into three teams. At home, you will have written 6 different words from the text for each team on separate cards. The cards should be in different colours for each team, e. g. A-red, B – yellow, C-orange. Word cards for team A: *36, blonde hair, strong, smart, can tell you about the stars, explorer.* Word cards for team B: *short and skinny, can make cakes, blue eyes, brown hair, 6, writing stories about aliens.* Word cards for team C: *good and gentle, can read stories, William, can solve maths riddles, tall and thin, pupil.*
- With books closed, ask your pupils what they can remember about Elliot's family. Team representatives come out and put the word cards under the right headings.
- With all the information on the board, ask some pupils to tell you something about Elliot's mum, dad and sister.
- To point out the use of *HAVE GOT*, write some hints on the board: *MUM – brown hair, blue eyes, telescope; DAD – green eyes, grey hair, big teeth; SISTER – a strange hobby, blonde hair, small teeth.*
- Play **SAY STOP IF IT'S NOT TRUE**. Talk about what you have written on the board. Say: *Elliot's mum has got brown hair; She has got blue eyes.* At this point, pupils should call out STOP, and you put a minus next to this word. Continue until you have covered all the words on the board.
- Go back to what you have on the board. Say: *Elliot's mum HAS GOT brown hair, but she HASN'T GOT blue eyes.* Write the sentences up on the board. Elicit the difference between *has got / hasn't got*. Ask pupils to do the same with the rest of the words written on the board.

ENDING THE LESSON

- Play **WHO AM I?** Say a sentence about any of Elliot's family members and pupils need to guess who you are, e. g. *My hobby is writing stories about aliens.* Pupils guess that you are the dad.
- Then ask pupils to do the same. One pupil says a sentence and others listen and guess.

HOMEWORK:

Workbook Tasks 1, 2 and 3 (p. 34)

NOTES

3  Now read and listen to check your answers.

MY FAMILY by Elliot



This is me and my family. We live at 10 Elm Street.



This is my mum. Her name is June. She is 36. She has got brown hair and green eyes. She is tall and pretty. She is a scientist. She can tell you all about dinosaurs. Her hobby is making cakes. Yummy!



This is my dad. His name is William, but we call him Bill. He has got grey hair, but he is not old. He is only 39. He has got blue eyes. He is not very tall, but he is strong. He is an astronomer. He can tell you all about stars and planets. His hobby is writing stories about aliens.



And this is my sister. Her name is April. She has got blonde hair and big teeth. She is short and skinny. She is only 6, but she is very clever. She can read ten stories in a day. She has got a strange hobby. It is collecting spiders. Yuck!



LESSON 2

INTRODUCTION

- To revise words from the previous lesson, play **BIT BY BIT**. Prepare a couple of word cards with adjectives that can be used to describe people, e. g. *skinny, smart, tall, pretty, etc.* Cover the letters on the word cards and slowly reveal the first letter. Pupils try to guess the word. Then reveal the second letter and so on. After pupils have guessed the word, ask them to use it in a sentence.
- After checking homework, you can use the same tasks to do some extra practice.

PLAY MEMORY GAMES

- a) Tell pupils to try to remember as much as possible about Elliot's mum. Say a word from the box, Task 1 in the Workbook, and pupils should say the whole sentence, e. g. *She has got green eyes.*
- b) Tell them to remember as much as possible about Elliot's dad, using Task 2 in the Workbook. Read the text. When you come to a blank, say **BEEP** and pupils should then supply the correct word.
- c) Now they have to remember what they can about Elliot's sister, using Task 3 in the Workbook. Divide the class into three teams: IS / HAS GOT / CAN. Read the text, pupils should stand up and complete your sentence if the missing word belongs to their team.

READING

Task 4, Student's Book (p. 36)

- Tell pupils to circle the right answer. Ask them to go back to the text in Task 3 and find sentences that back them up. Then check as a class.

Answer key:

- 1 April is very clever.
- 2 June isn't an astronomer.
- 3 William isn't old.
- 4 April can't read ten books in a day.
- 5 June hasn't got blonde hair.
- 6 William has got blue eyes.

- If you feel it is necessary, draw pupils' attention to the **LANGUAGE LAB** and explain the difference between the verbs *have got, to be* and *can*.

WRITING

- For further practice of these verbs do the **FLASHING DICTATION**. Ask pupils to draw a grid with three columns with three different verbs. Then show them some words about April and they should copy them into the right column.

has got	is	can
blonde hair	short	read stories
big teeth	skinny	ride a bike
...

- When they have written all the words, ask them to tell you something about April. Explain the difference between these three verbs.

SPEAKING

Task 5, Student's Book (p. 36)

- Give pupils a few minutes to look at all the information. When they are ready, ask them to tell you something about their family, e. g. *My mum is tall and skinny. She has got...*
- Ask your pupils to choose one family member and to write a couple of sentences about this person in their notebooks. Pupils can give reports after they have finished.

NOTES

LANGUAGE LAB

June **is** tall.
 William **has got** grey hair.
 April **can** read ten stories in a day.

She **isn't** short.
 He **hasn't got** brown hair.
 She **can't** read ten books in a day.

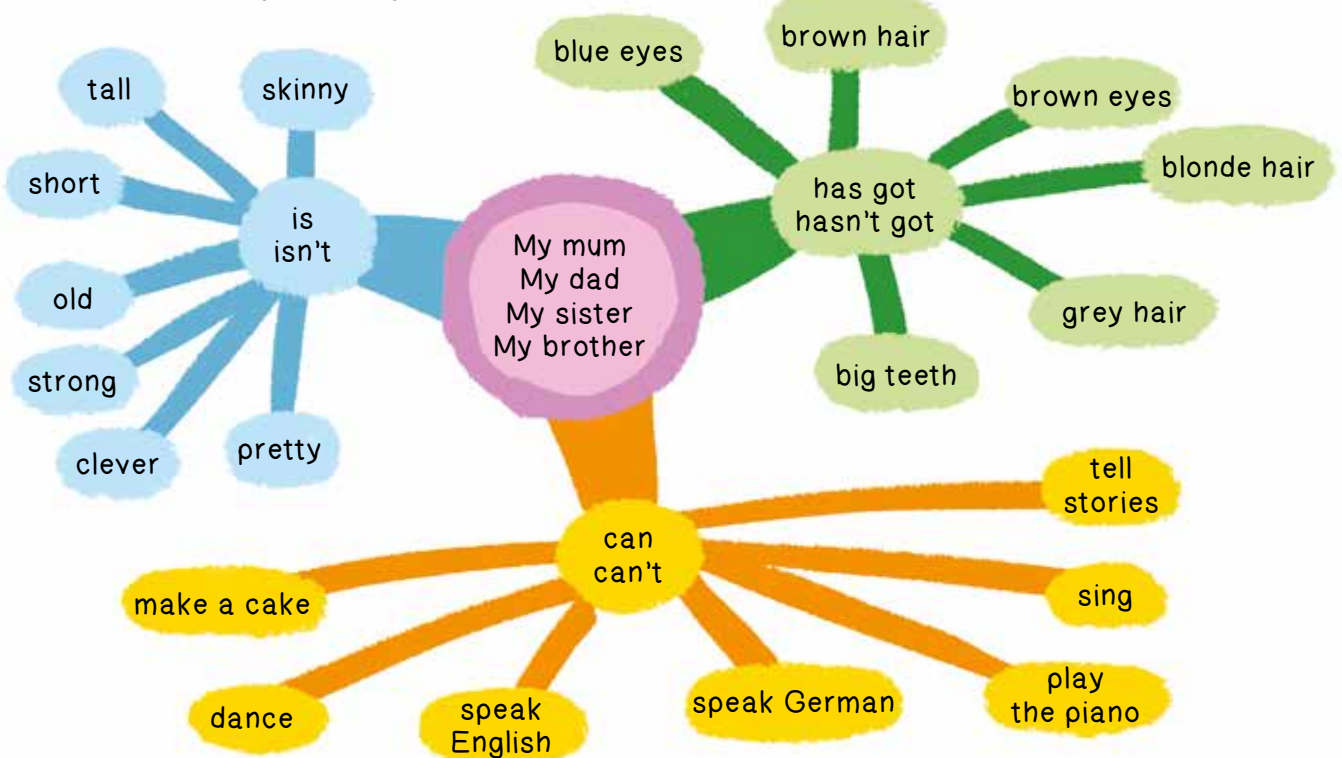
hasn't = has not
isn't = is not
can't = cannot

4 Circle the right answer.

- 1 April **is** / **isn't** very clever.
- 2 June **is** / **isn't** an astronomer.
- 3 William **is** / **isn't** old.
- 4 April **can** / **can't** read ten books in a day.
- 5 June **has got** / **hasn't got** blonde hair.
- 6 William **has got** / **hasn't got** blue eyes.



5 Talk about your family.



LISTENING AND READING

Task 6, Student's Book (p. 37)

- Ask pupils to take a look at the photos and tell them that they need to complete the profiles of Elliot's friends from the Young Scientist Club.
- Play Track 24 and have your pupils check their answers.
- Based on the information in their profiles, ask your pupils to tell you something about Zoe and Harry.
- **Optional:** you can ask pupils to draw a Venn diagram in their notebooks. Pupils can compare themselves to one of the children from the task. They need to write what they have in common in the overlapping part and what is different in the outer parts of the circle.
- Draw pupils' attention to the **LANGUAGE LAB** and explain the affirmative and negative forms of the verbs *to be*, *have got* and *can*.

Answer key:

Name	Zoe	Harry
Country	Canada	the United States of America
City	Toronto	New York
Age	10	11
Looks	red hair skinny green eyes	brown eyes strong brown hair
Hobbies	skating	baseball
Family	no brothers or sisters	two sisters
Pets	a parrot	no pets

Tapescript: Track 24

Harry: Hi, I'm Harry. I'm from New York, the United States of America. I'm 11. I've got brown hair and brown eyes. I'm not tall, but I'm strong. I can play baseball. Baseball is very popular in America. I've got two sisters. I haven't got a pet.

Zoe: Hi, I'm Zoe. I'm from Toronto, Canada. I've got red hair and green eyes. I'm 10. My mum says I'm skinny. I can skate. Skating is very popular in Canada. I haven't got any brothers or sisters. I've got a parrot named Penny.

ENDING THE LESSON

- Play **JUMP TO THE SIDE**. Put a piece of tape across the middle of the floor or draw an imaginary line dividing the room. Designate one side as 'true' and the other side as 'false'. Pupils should stand on the line and when you say a sentence about a family they should jump to one or the other side depending on whether the sentence you say is true or false for them. If the sentence is false ask your pupils to correct it. You can use sentences like these: *My mum has got brown hair. My dad can speak English. I've got a brother. My sister is tall, etc.*

HOMEWORK:

Workbook Task 4 (p. 34)

LESSON 3

INTRODUCTION

- Divide your pupils into three teams. Each team gets a piece of paper with one verb on it. Use the following verbs for practice: IS, CAN and HAS GOT. Instruct your pupils to write as many ways of finishing the sentence as they can, starting with:
He / She is...
He / She can...
He / She has got...
- Set a time limit and when the time runs out, pupils swap papers with another group. Continue with the activity until every team gets their original paper back. After that, you can discuss the lists and pupils can read some of the sentences they have on their papers. When they read a sentence out, ask them to name any person that is described by that sentence (*a brother, a father, a friend*).

SPEAKING

Task 7, Student's Book (p. 37)

- Give each pupil one piece of paper and ask him or her to write six sentences about him – or herself using ideas from Task 7. Collect all the papers in a box.
- Go around the classroom and offer pupils to draw one piece of paper from the box. Pupils read out the sentences and try to guess whose paper it is.



WORKBOOK PRACTICE

Task 5, Workbook p. 35

- Ask pupils to study Tina's membership card. Then ask them to circle the correct word by reading information from the card. When they have finished, ask a few pupils to read out the sentences about Tina.

Task 6, Workbook p. 35

- Pupils have to complete the text about Tina by using information from Task 5. When they have finished, ask a few pupils to read the sentences out loud to the rest of the class.
- In stronger classes, you can give pupils a minute to remember as many details about Tina as possible. Then ask them to close their workbooks and ask them to say something about Tina, e. g. *She lives in Tbilisi. She's got blue eyes.*

Read about Elliot's friend. Then circle the correct answer.

1 Tina is from Croatia.
2 She is from Zagreb.
3 She is 10.
4 She has brown eyes.
5 She has brown hair.
6 She is tall.
7 She has three sisters.
8 She has a dog.
9 She has two pets.
10 She is named Zuzana.

Complete the text with the right words from Tina's profile in Task 5.

Hi, I'm Tina. I'm from _____ I live in _____ I'm _____ years old. I've got _____ eyes and _____ hair. I'm _____ My hobbies are _____ I can _____ I can dance hip-hop, too! I've got a big family: a mum, a dad and three _____. They live in _____ but I don't like my pet very much. I've got a _____ named Gracie, and _____ named Zuzana. Write about yourself!

Make your own profile and write to Elliot.

Dear Elliot,
My name is _____ I live in _____
Country _____ I've got _____ hair and _____
I'm _____ years old.
My hobbies are _____ I can _____ and _____
I've got a pet _____ My family is _____
It is named _____
Love,
Tina

6 Look at the photos of Elliot's friends from the Science Club. Complete their profiles with the right information. Then listen and check.



strong Canada no brothers or sisters the United States of America
 brown hair 11 green eyes baseball a parrot two sisters

Name	Zoe	Harry
Country		
City	Toronto	New York
Age	10	
Looks	red hair skinny	brown eyes
Hobbies	skating	
Family		
Pets		no pets

LANGUAGE LAB

I'm from Croatia. I'm **not** from Canada.
 I've **got** two brothers. I **haven't got** a sister.
 I **can** speak English. I **can't** play rugby.

I've got = I have got
 I haven't got = I have not got
 I can't = I cannot

LET'S SPEAK!

7 Write about yourself on a piece of paper. Put the papers in a box. Pick a paper. Who is it about?

I'm... I'm not...	from... 10. 11. tall. strong. skinny.	I've got... I haven't got...	a brother. a sister. a pet. blue eyes. brown hair.	I can... I can't...	skate. play rugby. ski. dance.
----------------------	--	---------------------------------	--	------------------------	---

ENDING THE LESSON

- Put pupils into groups of four to six. They can then play the **CHAIN GAME**. Each pupil tells one sentence about themselves. The next pupil has to repeat what the previous pupil said and add his or her own sentence, e. g. Pupil A: *I've got a brother.* Pupil B: *He's*

got a brother and I like dancing. Pupil C: *He's got a brother, she likes dancing and I am ten years old.* Continue the game for as long as pupils manage to keep the game going or feel interested.

LESSON 2 WHO IS MOLLY?

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

- | | |
|------------|--|
| GRAMMAR | <ul style="list-style-type: none"> Ask and answer questions in the present simple form using the verbs <i>to be</i>, <i>have got</i> and <i>can</i> |
| FUNCTIONS | <ul style="list-style-type: none"> Ask and answer questions using the verbs <i>to be</i>, <i>have got</i> and <i>can</i> Say a few sentences about what animals look like and what they can do Act out a dialogue |
| VOCABULARY | <ul style="list-style-type: none"> Use familiar vocabulary in a new context |

SKILLS

- | | |
|-----------|---|
| READING | <ul style="list-style-type: none"> <i>Who is Molly</i> |
| LISTENING | <ul style="list-style-type: none"> <i>Who is Molly</i> Answering a partner's questions Talking about Molly |
| SPEAKING | <ul style="list-style-type: none"> Asking and answering questions about pets |
| WRITING | <ul style="list-style-type: none"> Completing an informal letter |

CULTURE and CLIL

- Animals (body parts and abilities)

LESSON 1

INTRODUCTION

- Divide the class into two teams and play the **ASSOCIATION GAME**. Prepare five sentences about each animal you choose. Read these sentences as clues and pupils need to guess what animal you are talking about. If they guess the animal after the first clue, award five points. Award one point if they guess the animal after the last clue. If they get the answer wrong, deduct points. Don't let pupils say the solution out loud. Have them write the solution down and ask you to take a look and check.
- Write the title of the lesson on the board. Have your pupils guessed who Molly is.

LISTENING AND READING

Task 1, Student's Book (p. 38)

- Tell pupils that now they are going to find out who Molly is. Pupils open their books and do Task 1. Play Track 25. Pupils listen to the recording and follow the story. After listening, ask them to tell you who Molly is.
- Play Track 25 again. Pupils listen to the recording and read the comic. Divide the class in two groups, i. e. boys and girls, and let them read Elliot's and April's lines accordingly.
- Go through each picture and let your pupils describe what is going on and why April is asking so many questions. Ask comprehension questions, e. g. *What does Molly like? What can Molly do? What is Molly like?*

Tapescript:

Track 25

beep-beep!

April (*whispering*): Come and see Molly! She's great! See you at Uncle Phil's pet shop, 5 o'clock! Greg

April: Is she funny?

Elliot: Yes, she is.

April: Is she clever?

Elliot: Yes, she is.

April: Has she got long hair?

Elliot: No, she hasn't.

April: Does she like bananas?

Elliot: Yes, she does.

April: Has she got a lot of toys?

Elliot: I don't know.

April: Can she climb a tree?

Elliot: Of course she can.

April: That's great! Can I play with her?

Elliot: Don't be silly! You can play with your spiders.

April: Is she very pretty?

Elliot: Pretty? What do you mean?

April: I mean, do you like her?

Elliot: Oh, April! Molly's a monkey, not a girl!

Answer key: Molly is a monkey.

Task 2, Student's Book (p. 38)

- Tell pupils to read the sentences and to decide if they are true or false. Ask a few pupils to read the sentences out loud once they have finished. You can also ask them to correct all false sentences.

Answer key:

- | | |
|---------------------------|---|
| 1 Molly is funny. | T |
| 2 Molly isn't clever. | F |
| 3 She has got long hair. | F |
| 4 She can't climb a tree. | F |
| 5 She likes bananas. | T |
| 6 Molly is an animal. | T |

SPEAKING

Task 3, Student's Book (p. 38)

- Put pupils in pairs and give them a few minutes to prepare their play. Ask a few pairs to come to the front and act out the dialogue. Encourage pupils to use the right tone of voice.

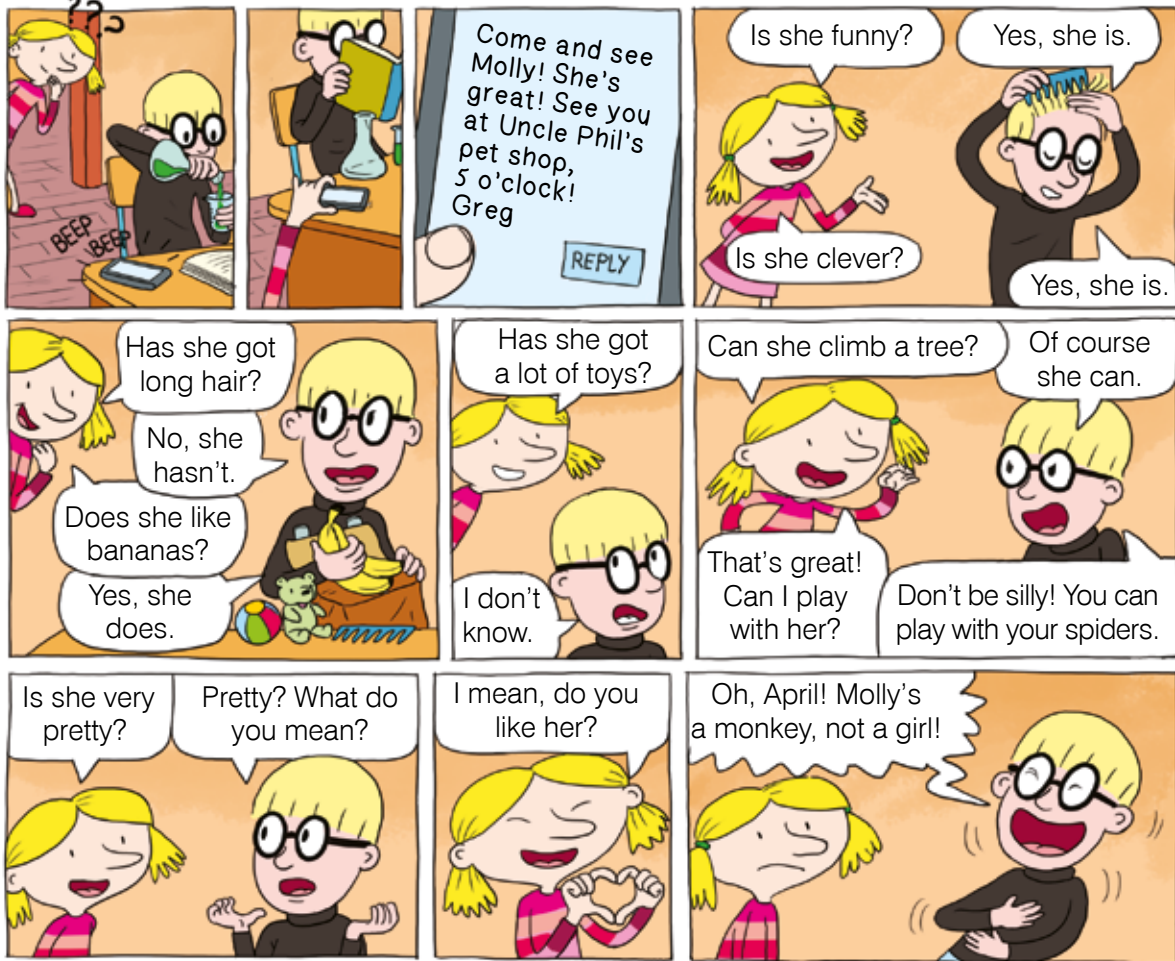
FURTHER PRACTICE

- Draw a grid on the board. With books closed, ask your pupils to tell you something about Molly. Write what pupils say in the correct column.
- Then ask pupils to tell you something about Molly.

Molly is	Molly can	Molly hasn't got	Molly likes
funny	climb a tree	long hair	bananas
clever			
...			

WHO IS MOLLY?

1  Listen and read. Who is Molly?



2 Tick: true (T) or false (F).

- 1 Molly is funny.
- 2 Molly isn't clever.
- 3 She has got long hair.
- 4 She can't climb a tree.
- 5 She likes bananas.
- 6 Molly is an animal.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

3 Act out the dialogue.

Task 4, Student's Book (p. 39)

- Pupils look at the picture and circle the correct answer. Ask your pupils to correct all false sentences, e. g. *She hasn't got a yellow ribbon. She's got a red ribbon.*

Answer key:

- Is Molly hiding in the tree? **Yes, she is.**
- Is she scared? **No, she isn't.**
- Has she got a banana? **Yes, she has.**
- Has she got a yellow ribbon? **No, she hasn't.**
- Can she climb a tree? **Yes, she can.**
- Can Greg and Elliot find her? **No, they can't.**

ENDING THE LESSON

- Divide the class into groups. Prepare a couple of pictures of famous animals from films and cartoons, e. g. *Nemo, Garfield, etc.* Pupils write a couple of sentences about the famous animal they get. When they have finished, ask a representative of each group to read the text they have written out loud.

HOMEWORK:

Workbook Task 1, (p. 36)

LESSON 2

INTRODUCTION

- Play a **BALL GAME**. Throw the ball to individual pupils and say the name of an animal, e. g. *a dog*. The pupil holding a ball should say one complete and true sentence about what dogs look like, can do or like, e. g. *Dogs can run fast*. Repeat the process with a couple of animals.
- Check pupils' homework. Ask pupils to tell you the names of the characters and what animal it is. Ask pupils to tell you something about each animal, e. g. *What can Mick do? Has Cleo got any legs?*

LISTENING

Task 5, Student's Book (p. 39)

- Tell your pupils that now they are going to meet a new pet in Uncle Phil's Pet Shop. Let them guess what animal it could be. Pupils **BRAINSTORM** their ideas, e. g. *a dog, a cat, a bunny, a parrot, etc.*
- Play Track 26. Press pause after certain questions and pupils guess what animal it is. You can ask them to tell you what they have found out about the animal by that point.
- After pupils have found out what the new pet is, let them tell you something about the pet, e. g. *It has got two legs. It can fly.*
- Draw pupils' attention to the **LANGUAGE LAB** and explain how to form questions using the verbs *to be*, *have got* and *can*. You can ask pupils to copy the examples in their notebooks.

Tapescript:

Track 26

Greg: Has it got four legs?

Uncle Phil: No, it hasn't.

Greg: Has it got two legs?

Uncle Phil: Yes, it has.

Greg: Can it swim?

Uncle Phil: No, it can't.

Greg: Is it brown?

Uncle Phil: No, it isn't.

Greg: Is it red, blue and green?

Uncle Phil: Yes, it is.

Greg: Can it fly?

Uncle Phil: Yes, it can.

Greg: Can it talk?

Uncle Phil: Yes, it can.

Greg: Is it a parrot?

Uncle Phil: Yes, it is!

Answer key:

Has it got four legs? **No, it hasn't.**

Has it got two legs? **Yes, it has.**

Can it swim? **No, it can't.**

Is it brown? **No, it isn't.**

Is it red, blue and green? **Yes, it is.**

Can it fly? **Yes, it can.**

Can it talk? **Yes, it can.**

Is it a parrot? **Yes, it is!**

SPEAKING

Task 6, Student's Book (p. 39)

- Pupils work in pairs and ask questions and give answers about their pets or the pets they would like to have. A couple of pairs can act out their dialogues afterwards.



WORKBOOK PRACTICE

Task 2, Workbook p. 36

- Ask pupils to fill in the gaps using words from the box. When they have finished, ask pupils to read the text out loud.
- Tell pupils that Boo Boo is lost. Ask some comprehension questions in order to see how they can recognise the dog, e. g. *Is he big? What is the colour of his ears? What is the phone number you need to call?*

Task 3, Workbook p. 37

- Kim and Greg are talking about a new dog in Uncle Phil's Pet Shop. Pupils need to complete the dialogue by writing the questions in the right places. When they have finished, ask pupils to read the dialogue out loud.



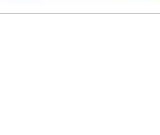


Task 4, Workbook p. 37

- Pupils need to read Lucy's e-mail and then they need to reply to it.
- To check, read out the e-mail but instead of reading the solution, knock on the desk and ask pupils to provide the solution.

UNIT 3 FAMILY BUSINESS

WHO IS MOLLY?

Read the descriptions and write the names of the animals under the pictures.

1. This has got no legs. It is long and green. It is not dangerous. 
2. This has got a short tail. It has got big teeth. It can bite. Be careful! 
3. Molly has got four legs. It has got a long tail. It can grow a new tail. 
4. This can swim very well. It has got no legs. It is gold. It lives in the water. 
5. This is very funny. It can fly and talk. It likes fruit. 

Kim is reading a newspaper. Complete the text with the missing words. Use: **black, short, colour, high, white, Boo Boo.**

This is _____ He is small and _____ but he has got long black _____ the tail got a _____ tail. He can give you a _____ He likes _____ if you see Boo Boo, call 0202537346. Lucy

Kim has got a lot of questions about a new dog in Uncle Phil's Pet Shop. Write the questions in the right places.

Has it got a long tail?	Is it brown?	Can it give you a 'high five'?	Has it got long ears?	Is it big?
There is a new dog in Uncle Phil's Pet Shop.	Kim: _____	Greg: No, it isn't. It's small.	Kim: _____	Greg: No, it isn't. It's white. But it's got black ears.
_____	Kim: Yes, it has.	_____	Kim: No, it hasn't.	_____
_____	Kim: Yes, it can.	_____	Kim: Yes, it can.	_____
_____	Kim: It's Boo Boo! I must call Lucy!	_____	_____	_____

Read Lucy's e-mail to Kim. Then complete Kim's answer with the right words.

Hi _____

Dear Kim,

Thanks you very much. I'm so happy to have Boo Boo with me again. You say you've got a long tail. What is its colour? What colour is its tail or ears? Has it got long ears? Has it got a short tail? Can it run fast or can it hop things in the house? Write about it please.

Love, Lucy

Hi _____

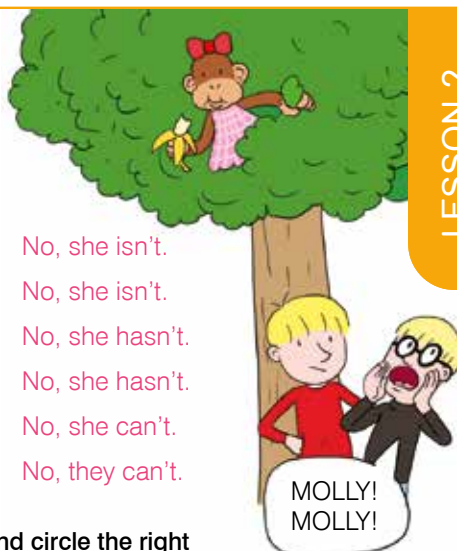
Dear Lucy,

I'm happy for you and Boo Boo I _____ got a dog, too. His name is _____ very big. He _____ long ears and a short tail. He _____ make a real mess. He _____ hide my school things or the _____ put my shoes in the washing machine. But he also helps me a lot. He brings me my jacket or a hoodie when I have sleeping. He looks like a little ball. We can go out together and play in the park.

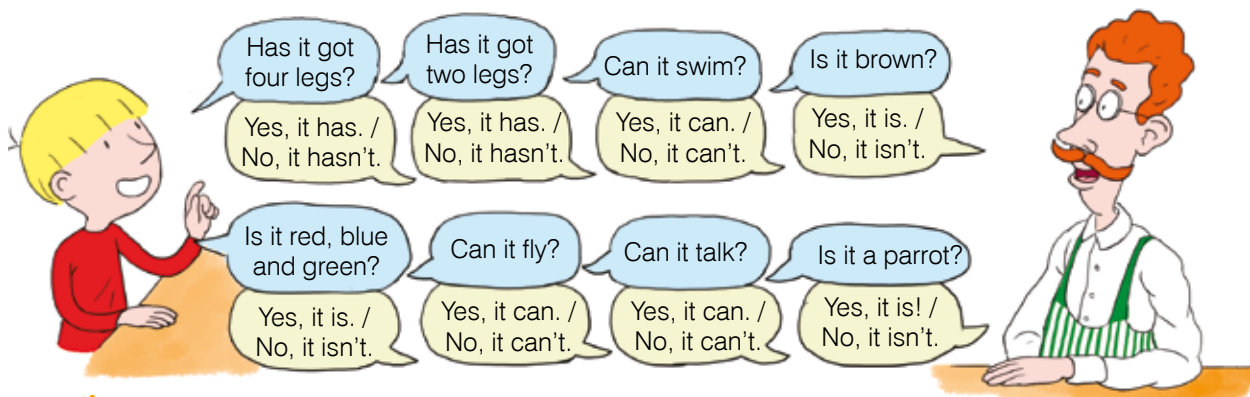
Love, Kim

4 Look at the picture and circle the right answers.

- | | | | |
|---|-------------------------------|----------------|-----------------|
| 1 | Is Molly hiding in the tree? | Yes, she is. | No, she isn't. |
| 2 | Is she scared? | Yes, she is. | No, she isn't. |
| 3 | Has she got a banana? | Yes, she has. | No, she hasn't. |
| 4 | Has she got a yellow ribbon? | Yes, she has. | No, she hasn't. |
| 5 | Can she climb a tree? | Yes, she can. | No, she can't. |
| 6 | Can Greg and Elliot find her? | Yes, they can. | No, they can't. |



5 Uncle Phil has got a new pet in his pet shop. Listen and circle the right answers. Which animal is it?

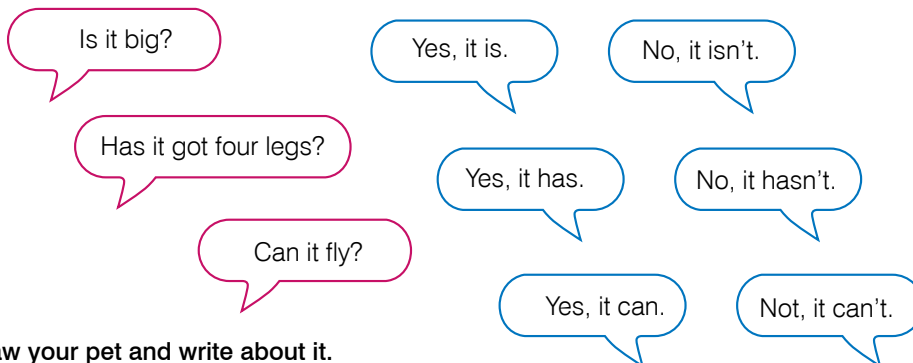


LANGUAGE LAB

- | | | |
|-----------------------|----------------------|------------------------|
| Is it big? | Yes, it is . | No, it isn't . |
| Has it got long ears? | Yes, it has . | No, it hasn't . |
| Can it jump? | Yes, it can . | No, it can't . |

LET'S SPEAK!

6 Work with a partner. Ask and answer questions about your pet. If you don't have a pet, think of one you'd like to have.



7 Draw your pet and write about it.

ENDING THE LESSON

- **Play STOP IF IT'S NOT TRUE.** Say a couple of sentences about animals covered in the lesson.
- Pupils should stop and correct you when you make a mistake.

HOMEWORK:

Student's Book p. 39, Task 7
 You could ask your pupils to do their homework on a separate piece of paper. You can display some of their best work during the following lesson.

LESSON 3 THE ZENEX FAMILY

LEARNING OUTCOMES: I უცხ. დანე. (I): 1,2,3,4,5,6,7 By the end of this class, pupils will be able to:	
GRAMMAR	<ul style="list-style-type: none"> Use the third person plural form of the verbs <i>to be</i> and <i>have got</i> (affirmative, negative and interrogative)
FUNCTIONS	<ul style="list-style-type: none"> Name body parts To draw and describe what imaginary characters look like To talk about the differences between aliens and humans
VOCABULARY	<ul style="list-style-type: none"> Use the names of body parts to talk about what aliens and humans look like Ask and answer questions about one's appearance
SKILLS	
READING	<ul style="list-style-type: none"> <i>The Zenex family</i>
LISTENING	<ul style="list-style-type: none"> <i>The Zenex family</i>
SPEAKING	<ul style="list-style-type: none"> Describing what aliens look like Asking and answering questions
WRITING	<ul style="list-style-type: none"> Creating a dialogue Describing an alien family
CULTURE and CLIL	
<ul style="list-style-type: none"> Science (body parts, aliens, planets) 	

LESSON 1

INTRODUCTION

- After checking homework, spend some time revising parts of the body. Play **BACK TO BACK**. Put pupils into pairs. Give a command, e. g. *Back to back!* Pupils touch with their backs. *Ear to ear!* Pupils touch with their ears. Do the same with all the parts of the body you wish to revise.
- Play **REPEAT IF IT'S TRUE**. Talk about your body parts using I HAVE GOT / I HAVEN'T GOT. Say: *I have got three noses. I haven't got ten eyes, etc.* If what you say is true, pupils repeat it, if not, they remain quiet.

PRESENTATION

- Introduce *HAVE GOT* with *THEY*. Write *PEOPLE* on the board. Write *HAVE GOT / HAVEN'T GOT* beneath. Tell pupils you are going to talk about what parts of the body people have or haven't got.
- Divide the class into two teams. One team represents *have got*, the other *haven't got*. Prepare word cards: *one eye, ten toes, two ears, four noses etc.* Show one word card at a time. The teams should make true sentences about what people have or haven't got, e. g. *four noses*. The team that represents *haven't got*, should say: *People haven't got four noses*. Put the word cards under the right heading on the board. Ask pupils to tell you the difference between *have got / haven't got*.
- Ask pupils if there are any creatures that do not look like people, e. g. *monsters* and *aliens*. Tell your pupils that they are going to listen to a story about an alien family. Let them imagine what this family will look like. Pupils make guesses about their appearance, e. g. *They have got four arms. They have got one eye, etc.*

LISTENING AND READING

Task 1, Student's Book (p. 40)

- Play Track 27. Pupils listen and look for answers to April's and Elliot's questions. After listening, ask pupils to answer April's and Elliot's questions.
- Write new words on the board (*moustache, plump, beard, creature, different*) and elicit the meaning of these words.
- Play Track 27 again, ask a volunteer to be the 'official translator'. When you stop the recording, the volunteer should translate the text. Pupils are allowed to look at the text. Change translators each time you stop the track.
- Ask a few questions about the Zenex family, e. g. *What does Mum Zenex look like? What is the colour of her hair? Has she got any teeth? How old is she?*
- Ask pupils to close their books. Prepare flashcards with members of the Zenex family. Hold up one flashcard at a time and ask the pupils to describe the family member, e. g. *Dad Zenex has got a beard. He has got three eyes. He is plump.*

Tapescript:

Track 27

It's Sunday evening. It's time for a new story about aliens. April and Elliot have got many questions. Who are they? Where are they from? Are they friendly? Are they different from people? Let's find out!

This is the Zenex family. They are from the planet Zenex. They have got three eyes, two noses, four arms and four legs. They haven't got ears. They have got antennas on their heads. They are green.

Mum Zenex is tall and skinny. She has got long orange hair and a big mouth. She hasn't got teeth. She is 85 years old.

Dad Zenex is short and plump. He has got a moustache and a beard. He hasn't got hair. He is 90 years old.

And the twins? They are very different. What do they look like?

Tonight the Zenex family is watching a special report from the planet Earth on TV. Strange creatures called people live there. They have only got two eyes, one nose, two arms and two legs. They haven't got any antennae. How funny!

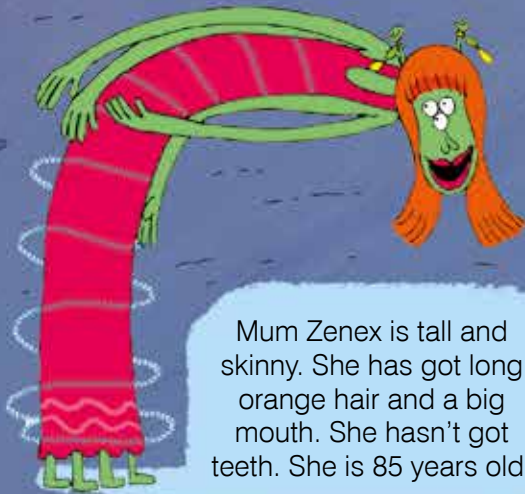
THE ZENEX FAMILY

1  Listen and read about the Zenex family. Help April and Elliot find answers to their questions.

It's Sunday evening. It's time for a new story about aliens. April and Elliot have got many questions. Who are they? Where are they from? Are they friendly? Are they different from people? Let's find out!



This is the Zenex family. They are from planet Zenex. They have got three eyes, two noses, four arms and four legs. They haven't got ears. They have got antennas on their heads. They are green.



Mum Zenex is tall and skinny. She has got long orange hair and a big mouth. She hasn't got teeth. She is 85 years old.



Dad Zenex is short and plump. He has got a moustache and a beard. He hasn't got hair. He is 90 years old.



And the twins? They are very different. What do they look like?



Tonight the Zenex family is watching a special report from the planet Earth on TV. Strange creatures called people live there. They have got only two eyes, one nose, two arms and two legs. They haven't got any antennas. How funny!

WRITING

Task 2, Student's Book (p. 41)

- Pupils need to sort out the words to get true sentences about the Zenex family. When they have finished, ask a few pupils to read the sentences about the Zenex family out loud.
- For further practice, you can draw pupils' attention to the **LANGUAGE LAB**.

Answer key:

They have got...	They haven't got...	They are...	They aren't...
four legs three eyes antennas	two legs two eyes ears	green from Zenex	yellow from Mars



WORKBOOK PRACTICE

Task 1, Workbook p. 38

- Ask pupils to complete the words by writing the missing letters. After they have done the task, ask them to read the words out loud.
- Give them a minute to remember all the words from the task and dictate these words to them. Pupils should write the words in their notebooks. Pupils can then exchange notebooks and check the spelling of the words.

Task 2, Workbook p. 38

- Pupils think about the people and the aliens. Ask pupils to copy the words in the right boxes. When they have finished ask them to read the sentences out loud.

UNIT 2 FAMILY BUSINESS
THE ZENEX FAMILY

1. Fill in the missing letters.
 1. zen_ _ _ 2. a_ _ _ _ 3. a_ _ _ _ 4. _ _ _ _ _
 5. _ _ _ _ _ 6. a_ _ _ _ 7. a_ _ _ _ 8. _ _ _ _ _

2. Copy the words in the right boxes.
 two arms, one head, three eyes, greenish, the boy, two legs, four legs, two noses, big fingers

3. What's wrong with Elliot and April? Look at the pictures and complete the sentences.
 Use: have got, aren't got.
 1. April and Elliot... haven't got... four legs, they... have got... two legs.
 2. They... four arms, they... two arms.
 3. They... two noses, they... one nose.
 4. They... antennae, they... ears.
 5. They... three eyes, they... two eyes.

ENDING THE LESSON

- Play the game **WHO AM I?** A pupil reads a sentence about a member of the Zenex family, e. g. *I am tall and skinny. Who am I?* Other pupils try to guess who this pupil is, e. g. *You are Mum Zenex.*

HOMEWORK:

Workbook, Tasks 3 and 4, (p. 38-39)

LESSON 2

INTRODUCTION

- After checking homework, play a **MEMORY GAME**. At home, prepare 6 sentence cards about the Zenex family, but leave out the verbs. Write the verbs on another six cards. The sentences: *They _____ green. They _____ purple. Dad Zenex _____ short and fat. Mum Zenex _____ 90 years old. Mum Zenex _____ teeth. Dad Zenex _____ a moustache and a beard.*
- The verbs: *is, are, isn't, aren't, hasn't got, has got.* If you want to make the game more demanding you can put one verb on the card that doesn't match with any sentence, e. g. *can*.
- Put two sets of word cards face down on the board in two columns. Write the numbers from 1-6 next to the cards in the first column, and write letters next to the cards in the other column. Divide the class into two teams. The teams take turns picking a number and a letter, e. g. 2 – C. Reveal the two cards. If they match, the team wins a point and you leave the cards face up on the board. If the cards don't match, leave them face down on the board. After the teams have matched all the pairs, tell the pupils to write the complete sentences in their notebooks.
- Now show pupils only the verb cards, and ask them to tell you sentences about the Zenex family using the given verb.

LISTENING

Task 3, Student's Book (p. 41)

- Play Track 28. Pupils listen and tick the correct answers. When they have finished, ask pupils to read the questions and the answers.
- Play Track 28 again and ask a few comprehension questions, e. g. *Who is Zen? Do they have holidays on Zenex? What do they play with?*

Tapescript: Track 28

April: Have they got a pet?

Dad: Yes, they have. They've got a dog named Zen.

Elliot: Are they dangerous?

Dad: No, they aren't. They are friendly.

April: Have they got toys?

Dad: No, they haven't. They play with robots.

April: Have they got a spaceship? Yes, they have. They live in it.

Elliot: Have they got a school on Zenex?

Dad: Yes, they have. Every day. And no holidays!

Elliot and April: On, no!

Answer key:

1 Have they got a pet? **Yes, they have.**

2 Are they dangerous? **No, they aren't.**

3 Have they got toys? **No, they haven't.**

4 Have they got a spaceship? **Yes, they have.**

5 Have they got a school on Zenex? **Yes, they have.**

- Draw pupils' attention to the **LANGUAGE LAB** and explain how to form questions and answer questions with verbs *to be* and *have got*.

LANGUAGE LAB

They **are** green. They **aren't** red.
 They **have got** antennas. They **haven't got** ears.

2 Sort out the words to get true sentences about the Zenex family.

four legs two legs green yellow from Zenex from Mars

three eyes two eyes antennas ears

They have got...	They haven't got...	They are...	They aren't...

3 April and Elliot have got more questions about the Zenex family. Listen and circle the right answers.

- | | | |
|------------------------------------|-----------------|-------------------|
| 1 Have they got a pet? | Yes, they have. | No, they haven't. |
| 2 Are they dangerous? | Yes, they are. | No, they aren't. |
| 3 Have they got toys? | Yes, they have. | No, they haven't. |
| 4 Have they got a spaceship? | Yes, they have. | No, they haven't. |
| 5 Have they got a school on Zenex? | Yes, they have. | No, they haven't. |



LANGUAGE LAB

Are they funny? Yes, they **are**. No, they **aren't**.
 Have they got ears? Yes, they **have**. No, they **haven't**.

4 Draw and write about an alien family of your own. Start like this: They are... They aren't... They have got... They haven't got...

LET'S SPEAK!

5 Ask your partner about his or her alien family.

Are they dangerous?

Yes, they are. No, they aren't.

Have they got two legs?

Yes, they have. No, they haven't.

WRITING

Task 4, Student's Book (p. 41)

- Tell pupils to draw an alien family in their notebooks. Instruct them to write a couple of sentences about them as well. Circulate around the classroom and help where necessary.

SPEAKING

Task 5, Student's Book (p. 41)

- Pupils ask a selected pupil questions about his or her alien family, e. g. *Have they got two legs?* The pupil provides the answers, e. g. *Yes, they have.* Repeat the procedure with a few pupils.



WORKBOOK PRACTICE

Task 5, Workbook p. 39

- Pupils take a look at the information about the Pinkies from Task 4 and answer the questions. Once they have finished, ask them to read the answers out loud.

Task 8, Workbook p. 41

- Tell pupils to read the dialogue and then to decide if the sentences are true or false. Check as a class. Have pupils correct all false sentences.

Task 9, Workbook p. 41

- Pupils need to write a dialogue with a strange creature. Then they need to draw a picture of the creature.
- If you have time, you can ask pupils to describe their creatures.

LESSION 3

Read the description and draw the Pinky handy.

They are from planet Pink. They are pink, of course. They are not dangerous. They have got three legs and three long arms. They have got one head, four eyes, two antennae, two noses and one mouth. They have got green hair. Mum and dad are tall and strong. The brothers are puny. They are happy.

Answer the questions about the Pinkies. Use 'Yes, they do.' 'No, they don't.' 'Yes, they have.' 'No, they haven't.'

- Are the Pinkies blue?
- Are they happy?
- Have they got short arms?
- Have they got four eyes?
- Have they got one head?
- Have they got green hair?
- Are they from Mars?
- Are the brothers strong?

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LESSION 3

Read the dialogue. Are these sentences true (T) or false (F)?

- Lilah is young.
- Lilah hasn't got a family.
- Lilah has got no hair.
- Lilah's sisters have got four legs.
- Lilah has got ears.
- Lilah is on the planet Earth right now.

Read the dialogue.

Reporter: Hi, what's your name?
Alien: My name is Lilah.
Reporter: Where are you from?
Alien: I'm from planet Song.
Reporter: How old are you?
Alien: 10000.
Reporter: Have you got a family?
Alien: Yes, I have a mum, a dad and two sisters.
Reporter: Have they got four legs like you?
Alien: No, they have.
Reporter: Have you got ears?
Alien: Yes, I have three ears, can't you see them?
Reporter: Oh, I see. What are you doing on our planet, Lilah?
Alien: Oh, I'm not on your planet, mister. I'm at home right now, talking to you over the special Space Phone. Touch me if you can!

Write a dialogue with a strange creature. Then draw your creature.

You: Where are you from?
Creature: _____
You: What's your name?
Creature: _____
You: Where are you from?
Creature: _____
You: How old are you?
Creature: _____
You: Have you got a family?
Creature: _____
You: Have they got arms and legs?
Creature: _____
You: How many eyes have they got?
Creature: _____
You: What colour are they?
Creature: _____

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ENDING THE LESSON

- Prepare a large piece of paper and put it on the board. Also prepare some markers. Tell your pupils that they are going to create a class monster. Individual pupils come to the board and draw one body part and say a sentence about it: *Our monster has got three eyes. Our class monster has got four arms, etc.* After the monster is finished, pupils can think of a name for the class monster.

HOMEWORK:

Workbook Tasks 6 and 7, (p. 40)

NOTES

LANGUAGE LAB


They **are** green. They **aren't** red.
 They **have got** antennas. They **haven't got** ears.

2 Sort out the words to get true sentences about the Zenex family.

four legs two legs green yellow from Zenex from Mars

three eyes two eyes antennas ears

They have got...	They haven't got...	They are...	They aren't...

3  April and Elliot have got more questions about the Zenex family. Listen and circle the right answers.

- | | | |
|------------------------------------|-----------------|-------------------|
| 1 Have they got a pet? | Yes, they have. | No, they haven't. |
| 2 Are they dangerous? | Yes, they are. | No, they aren't. |
| 3 Have they got toys? | Yes, they have. | No, they haven't. |
| 4 Have they got a spaceship? | Yes, they have. | No, they haven't. |
| 5 Have they got a school on Zenex? | Yes, they have. | No, they haven't. |



LANGUAGE LAB

Are they funny? Yes, they **are**. No, they **aren't**.
Have they **got** ears? Yes, they **have**. No, they **haven't**.

4 Draw and write about an alien family of your own.
 Start like this: They are... They aren't... They have got... They haven't got...

 **LET'S SPEAK!**

5 Ask your partner about his or her alien family.

Are they dangerous?

Yes, they are. No, they aren't.

Have they got two legs?

Yes, they have. No, they haven't.

LESSON 4 A HAPPY FAMILY

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

- | | |
|------------|---|
| GRAMMAR | <ul style="list-style-type: none"> Use the Saxon Genitive to talk about possession Ask questions using the question word <i>whose</i> |
| FUNCTIONS | <ul style="list-style-type: none"> Read the information from a family tree and say who is who in Elliot's family Ask questions using the question word <i>whose</i> Say a few facts about the Royal Family |
| VOCABULARY | <ul style="list-style-type: none"> Name members of the family Use words related to the Royal Family |

SKILLS

- | | |
|-----------|--|
| READING | <ul style="list-style-type: none"> <i>Elliot's family tree</i>, <i>Jackie and Joy</i> |
| LISTENING | <ul style="list-style-type: none"> <i>Elliot's family tree</i> <i>Jackie and Joy</i> Culture Corner |
| SPEAKING | <ul style="list-style-type: none"> Talking about Elliot's family Talking about the Royal Family |
| WRITING | <ul style="list-style-type: none"> Who is who in Elliot's family |

CULTURE and CLIL

- Family

LESSON 1

INTRODUCTION

- Check pupils' homework. Pupils have drawn and described their monsters. Let them talk about their monsters. They should tell you something about their appearance and about the members of the monster family.
- Write the word family on the board. Revise some of the words practised in previous lessons (*mum, dad, sister, brother*). Ask pupils if they know any other family members. Write those on the board.

Task 1, Student's Book (p. 42)

- Draw pupils' attention to the words in this task. Let them find the meaning of the words in the wordlist at the end of the Student's Book. Write all the words on the board. Point to them and ask for the translation.
- Read words from Task 1. Pupils listen carefully. Tell them to stand up if the family member is male, and remain seated if the family member is female. Discuss words such as *parents, grandparents, aunts, uncles and cousins*. Note that the word *cousin* can refer to both male and female relatives of your father's or mother's side.
- Invite individual pupils to the board and ask them to match the pairs (*sister – brother, son – daughter*, etc).

LISTENING

Task 2, Student's Book (p. 42)

- Let your pupils study Elliot's family tree. Ask pupils questions, e. g. *Whose family is this? Who are the members of his family? How many are there in the picture? What do you remember about his family?*
- Now play Track 29. Pupils listen and point to the right person. Play Track 29 again. Press pause after several sentences and ask questions, e. g. *Who is May? How many daughters has she got?*

Tapescript:

Track 29

Elliot: Hello again! Let me tell you more about my family. I've got a mum, a dad and a sister. I've got a grandma and grandpa, too. Their names are Margaret and John. I've got an aunt. Her name is May. She is my mum's sister. I've got an uncle, too. His name is George. They've got two daughters. Their names are Jackie and Joy. They are my cousins.

Answer key:

John and Margaret – **grandparents**

John – **grandpa**

Margaret – **grandma**

George – **uncle**

May – **aunt**

Jackie and Joy – **cousins**

June and William – **parents**

April – **daughter**

Elliot – **son**

WRITING

Task 3, Student's Book (p. 42)

- Pupils need to complete the sentences with the right family member. When they have finished, ask pupils to read the sentences out loud.

Answer key:

1 June and William are Elliot's **parents**.

2 Margaret and John are Elliot's **grandparents**.

3 Jackie and Joy are Elliot's **cousins**.

4 George is Elliot's **uncle**.

5 May is Elliot's **aunt**.

6 Elliot is June and William's **son**.

- Practise the Saxon genitive now. Ask questions about who is who in Elliot's family, e. g. *Who is April? April is Elliot's sister*. Draw your pupils' attention to the **LANGUAGE LAB** and explain the rule again, if you feel it is necessary.
- With books closed, write three words on the board, e. g. *June Elliot mother*. Ask pupils to make a sentence out of these words. Pupils should say: *June is Elliot's mother*. Write this as a model sentence on the board. Write a couple more examples (*Margaret April grandma*) and ask pupils to write sentences in their notebooks. Then check as a class.
- You can also talk about Elliot's family tree. Ask questions about each family member: *Has Elliot got a grandma? What's her name? What does she look like?* etc.

GAME

- Play **WHO AM I?** Say a few sentences about a member of Elliot's family; pupils should guess who you are, e. g. *I am young. My mum's name is June. I am Elliot's sister*. Pupils say: *You are April*.


WRITING

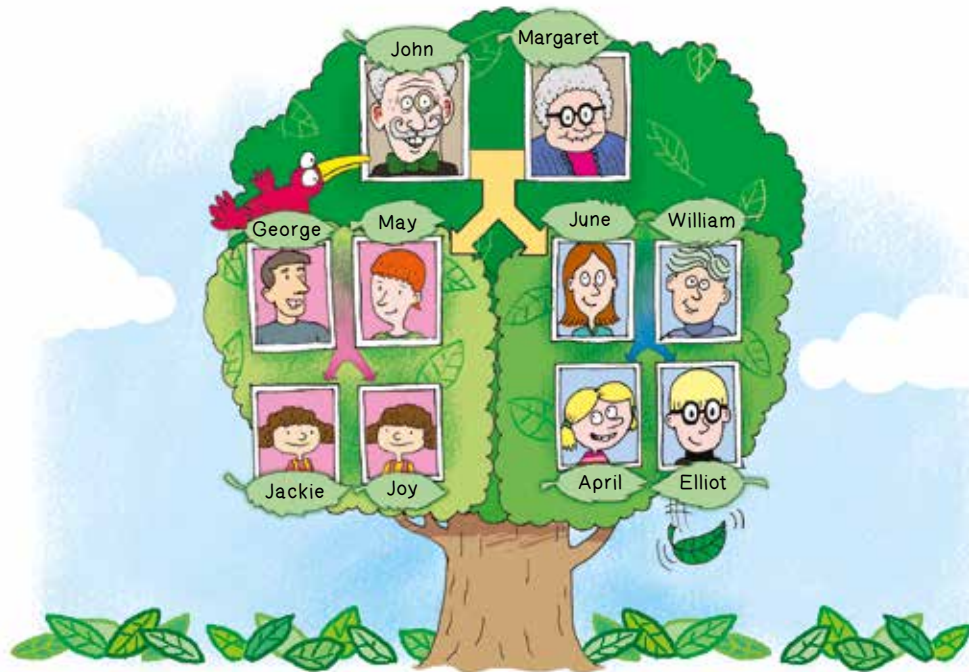
- Encourage pupils to choose a member of Elliot's family and write three sentences about her / him in their notebooks, e. g. *June is 36. She is Elliot's mother. She has got two children*. When the pupils have finished, ask a few of them to read the sentences out loud.

A HAPPY FAMILY

1 Check the meaning of these words in the wordlist at the end of your book.

parents son daughter grandma grandpa cousins uncle aunt grandparents

2  Look at Elliot's family tree. Who are the members of his family? Listen and point.



3 Complete the sentences with the right words from Task 1.

- 1 June and William are Elliot's _____.
- 2 Margaret and John are Elliot's _____.
- 3 Jackie and Joy are Elliot's _____.
- 4 George is Elliot's _____.
- 5 May is Elliot's _____.
- 6 Elliot is June and William's _____.

LANGUAGE LAB

April is **Elliot's** sister.
Elliot is **April's** brother.

ENDING THE LESSON

- Ask pupils to say the name of one of their family members, e. g. *Luka*. Other pupils need to guess who this is and ask questions, e. g. *Is it your brother / uncle / cousin?*

HOMEWORK:

Workbook **p. 30**, Tasks 1 and 2

LESSON 2

INTRODUCTION

- After checking homework, spend some time on vocabulary revision. Write the words you want to revise up on the board, e. g. *son, daughter, grandpa, grandma, aunt, uncle, cousin, parents, grandparents*. Play **DUELS**, which is a pointing game.
- a) Ask for two volunteers to come to the board. They turn their backs to the board and face the class. Say a word from the board, they have to turn around quickly and point to the right word. The first pupil to point to the right word wins a point. Repeat several times, changing competitors after some time.
- b) Ask for two volunteers again. Now say a word in their mother tongue. The two competitors turn around and have to point to the right word in English. The first to point to the right word wins a point. Repeat it several times, changing competitors after some time.
- Write just the beginnings of these sentences on the board:

Pupils need to finish the sentences using the Saxon genitive, e. g. *April is Elliot's sister*. Then ask pupils to write a few sentences in their notebooks.

May is...
April is...
William is...

LISTENING AND READING

Task 4, Student's Book (p. 43)

- Instruct pupils to quickly take a look at the pictures in the comic strip. Then ask them to close their books and ask them some questions, e. g. *Who is in the pictures? Are they happy? What could you see in the pictures?*
- Play Track 30 now. Pupils listen to the recording and read the comic. Discuss what the problem is in this family.
- Introduce the new question word *whose*. Go through the pictures, read out the questions and have your pupils answer them. Elicit the meaning of *whose*.

Tapescript:

Track 30

Mum: Jackie! Joy! Come here! Your room is a mess!

Mum: Whose T-shirt is this?

Jackie: It's Joy's!

Joy: It's Jackie's!

Mum: Whose cap is this?

Joy: It's Jackie's!

Jackie: It's Joy's!

Mum: Whose sock is this?

Jackie: It's Joy's! Joy: It's Jackie's!

Mum: Whose shoe is this?

Joy: It's Jackie's!

Jackie: It's Joy's!

Dad: Whose chocolate is this?

Jackie and Joy: It's mine!

SPEAKING

Task 5, Student's Book (p. 43)

- Practise using this question word. Ask your pupils for answers to the questions. Write the first sentence pupils tell you on the board and use it as the model sentence, e. g. *Mariam's hair is long*. Point to the

word *Mariam's* on the board every time pupils make a mistake.

- Draw your pupils' attention to the **LANGUAGE LAB**. Discuss with your pupils how to answer questions that use the question word *whose*.

GAME

- You can play a game now to practise the possessive form. Ask a pupil to leave the classroom for a few moments. Ask a few pupils to lend you an object, e. g. *a pencil case, a pen, a jacket, a cap, a schoolbag, etc.* Arrange these objects on a desk and invite the pupil back into the classroom. Ask the pupil to tell whose objects they are. The pupil tries to guess, e. g. *This schoolbag is Lekso's*. Repeat with a different pupil and another set of objects.



WORKBOOK PRACTICE

Task 3, Workbook p. 43

- Ask pupils to study the two pictures and then to answer the questions. When they have finished, ask a few pupils to read the answers out loud.

Task 4, Workbook p. 43

- Ask pupils to write a couple of sentences about Jackie's and Joy's things. Ask pupils to share their sentences with the rest of the class once they have finished.

Look at the pictures and answer the questions. Use: Jackie or Joy's.

Jackie **Joy**

- Whose T-shirt is red?
- Whose ball is green?
- Whose ball is blue?
- Whose cat is white?
- Whose cap is pink?
- Whose bag is orange?

Write about Jackie and Joy's things.

Jackie's ball is yellow. Joy's ball is blue.

May is talking about herself. Complete the text with the right words.

I'm 38. I _____ with _____ a vet. My husband George _____ a policeman. We _____ two daughters. They _____ twins. They _____ good girls. I _____ a sister. Her name _____ Jane. She _____ a scientist. Jane and William _____ two children. Their names _____ Eliza and April. We _____ a happy family.

Answer the questions about May's family.

1. Are Jane and May sisters?	Yes, they are.	No, they aren't.
2. Is May a scientist?	Yes, she is.	No, she isn't.
3. Are Jackie and Joy twins?	Yes, they are.	No, they aren't.
4. Does May and George get two sons?	Yes, they do.	No, they haven't.
5. Is George a vet?	Yes, he is.	No, he isn't.
6. Is May Eliza's cousin?	Yes, she is.	No, she isn't.

ENDING THE LESSON

- Remind pupils that the title of this lesson is A HAPPY FAMILY. Ask them if they know some famous families in the world. Talk about these families and discuss their members and why they are famous.
- Ask pupils to take a look the **CULTURE CORNER**. Draw their attention to the questions. Play **Track 31**. Pupils listen and look for answers. Then ask pupils to tell you the answers.
- After that, you can ask pupils to tell you what else they know about The Royal Family.

Tapescript: – Track 31

Narrator: The most famous family in Great Britain is The Royal Family.

This is Queen Elizabeth.

She lives in Buckingham Palace in London.

This is the Union Jack. When the Queen is at home, the flag is up.

HOMEWORK:

Workbook Tasks 5 and 6, (p. 43)

4 Listen and read. Jackie and Joy have got a problem. What is it?



LANGUAGE LAB

Whose cap is this? It's **Jackie's**.
It's **Joy's**.

5 How about your friends?
Answer the questions.

- 1 Whose hair is long?
- 2 Whose eyes are blue?
- 3 Whose pencil case is red?
- 4 Whose schoolbag is blue?



Listen and read.

- 1 What is the most famous British family called?
- 2 Who lives in Buckingham Palace?
- 3 What is the Union Jack?

The most famous family in Great Britain is the Royal Family.

This is Queen Elizabeth.



She lives in Buckingham Palace in London.



This is the Union Jack. When the Queen is at home, the flag is up.

LESSON 5 LET'S CHECK!

LEARNING OUTCOMES: 1 უცხ. დანყ. (I): 1,2,3,4,5,6,7,9,10,11
By the end of this class, pupils will be able to:

- GRAMMAR** • Use grammatical structures from Unit 2 in a new context
- Ask and answer questions
- Translate simple sentences
- FUNCTIONS** • Review and reflect on one's own learning and performance
- Complete the project
- VOCABULARY** • Use the vocabulary from the unit in a new context

SKILLS

- READING** • Questions in a quiz
- LISTENING** • Answering questions in a quiz
- SPEAKING** • Answering questions from the quiz
- WRITING** • Who is who in Elliot's family

CULTURE and CLIL

- Family

LESSON 1

INTRODUCTION

- After checking homework, ask pupils to go through Unit 3 in their books. Ask them to tell you what topics and words you covered in the previous lessons.

READING AND SPEAKING

Task 1, Student's Book (p. 44)

- It's time to revise Unit 3, which will be done through a **QUIZ**. Prepare numbers from 1 to 15 on slips of paper. Put them into a box. Divide the class into three groups and do Task 1 in the Student's Book. There are 15 questions. Have members of the groups pick out numbers from the box. They will then answer the question that corresponds to the number on the paper. If they draw number 7, they need to answer question number 7 in the Student's Book, e. g. *Is / Are Mum Zenex short?* Award points for all correct answers.

Answer key:

QUIZ TIME

- 1 June **has got** brown hair and green eyes.
- 2 April **has got** a strange hobby.
- 3 June **is** tall and thin.
- 4 The Zenexes **have got** three eyes.
- 5 **Is** William an astronomer?
- 6 Elliot and April **have got** two cousins.
- 7 **Is** Mum Zenex short?
- 8 April **can** read stories.
- 9 Dad Zenex **is** short and plump.
- 10 John and Margaret **aren't** Elliot's parents.
- 11 **Have** people got four legs?
- 12 George and May **haven't got** two sons.
- 13 **Are** April and Joy sisters?
- 14 People **can't** fly.
- 15 The twins Zenex **have got** a dog named Zen.



WORKBOOK PRACTICE

Task 1, Workbook p. 44

- Pupils can remain in their groups. Ask them to complete the sentences. After they have finished, ask one representative of a group to read out the first sentence. Other groups should listen and check their answers. Groups score a point for every correct sentence.

Task 2, Workbook p. 44-45

- Ask pupils to study Freda's family tree and then ask them to complete the text with the right names. When they have finished, ask a pupil to read the sentences out loud.

Task 3, Workbook p. 45

- Ask pupils to take a look at Freda's family tree again and tell them to correct the sentences. In pairs, ask pupils to compare their answers, and then ask them to read the sentences out loud.

Task 4, Workbook p. 45

- Ask pupils to answer the questions about Freda's family and then ask them to share their answers with the rest of the class.

UNIT 3 FAMILY BUSINESS

LET'S CHECK!

1. June _____ brown hair and green eyes.

2. April _____ a strange hobby.

3. June _____ tall and thin.

4. _____ William an astronomer?

5. The Zenexes _____ three eyes.

6. Elliot and April _____ two cousins.

7. April _____ Mum Zenex short?

8. April _____ read stories.

9. Dad Zenex _____ short and plump.

10. John and Margaret _____ Elliot's parents.

11. _____ people got four legs?

12. George and May _____ two sons.

13. _____ April and Joy sisters?

14. People _____ fly.

15. The twins Zenex _____ a dog named Zen.

16. _____ Mum Zenex short?

17. April _____ Mum Zenex short?

18. _____ Mum Zenex short?

19. _____ Mum Zenex short?

20. _____ Mum Zenex short?

21. _____ Mum Zenex short?

22. _____ Mum Zenex short?

23. _____ Mum Zenex short?

24. _____ Mum Zenex short?

25. _____ Mum Zenex short?

26. _____ Mum Zenex short?

27. _____ Mum Zenex short?

28. _____ Mum Zenex short?

29. _____ Mum Zenex short?

30. _____ Mum Zenex short?

31. _____ Mum Zenex short?

32. _____ Mum Zenex short?

33. _____ Mum Zenex short?

34. _____ Mum Zenex short?

35. _____ Mum Zenex short?

36. _____ Mum Zenex short?

37. _____ Mum Zenex short?

38. _____ Mum Zenex short?

39. _____ Mum Zenex short?

40. _____ Mum Zenex short?

41. _____ Mum Zenex short?

42. _____ Mum Zenex short?

43. _____ Mum Zenex short?

44. _____ Mum Zenex short?

45. _____ Mum Zenex short?

46. _____ Mum Zenex short?

47. _____ Mum Zenex short?

48. _____ Mum Zenex short?

49. _____ Mum Zenex short?

50. _____ Mum Zenex short?

51. _____ Mum Zenex short?

52. _____ Mum Zenex short?

53. _____ Mum Zenex short?

54. _____ Mum Zenex short?

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92. _____ Mum Zenex short?

93. _____ Mum Zenex short?

94. _____ Mum Zenex short?

95. _____ Mum Zenex short?

96. _____ Mum Zenex short?

97. _____ Mum Zenex short?

98. _____ Mum Zenex short?

99. _____ Mum Zenex short?

100. _____ Mum Zenex short?

HELLO, my name is Freda. My mum's name is _____ and my dad's name is _____.

I've got an aunt and an uncle. Their names are _____ and _____.

I've got two cousins. Their names are _____ and _____.

My grandma's name is _____ and my grandpa's name is _____.

I love my family.

1. Freda **has** got a sister.

2. Freda **hasn't** got a sister.

3. Fiona is Fiona's mother.

4. Fanny is Fiona's father.

5. Fanny and Fido **hasn't** got cousins.

6. Fiona and Freda **have** got three children.

7. Fanny **hasn't** got a brother.

8. Felicity and Fido **hasn't** got grandparents.

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

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97. _____

98. _____

99. _____

100. _____

LET'S CHECK!

1 Get into three teams. Pick out a sentence number. Choose the correct answers.

QUIZ TIME

- 1 June **has got / is** brown hair and green eyes.
- 2 April **has got / have got** a strange hobby.
- 3 June **is / has got** tall and thin.
- 4 The Zenexes **are / have got** three eyes.
- 5 **Can / Is** William an astronomer?
- 6 Elliot and April **have got / has got** two cousins.
- 7 **Is / Are** Mum Zenex short?
- 8 April **is / can** read stories.
- 9 Dad Zenex **is / has got** short and plump.
- 10 John and Margaret **isn't / aren't** Elliot's parents.
- 11 **Have / Has** people got four legs?
- 12 George and May **hasn't got / haven't got** two sons.
- 13 **Have / Are** April and Joy sisters?
- 14 People **can't / haven't** fly.
- 15 The twins Zenex **are / have got** a dog named Zen.

PROJECT, Student's Book p. 45

- It's time for the second project. The aim of the project is for pupils to think about their own family. Go through the instructions with your pupils. Remind them about the first project they did and have them think of the ways in which they can improve the project this time around or make it different. Encourage your pupils to be creative and discuss different ways of presenting a project (poster, booklet, power point, film, etc.)

I CAN SPEAK ENGLISH, Student's Book p. 45

- This section of the Student's Book gives pupils a chance to reflect on their own work and progress throughout the Unit. Go through all six points with your pupils and give them time to think about each point. They should tick every point they think they have mastered during this Unit. Ask them to explain their choices and show you that they actually have mastered it. Pupils can say a couple of sentences about their families, about their pets, themselves, etc.

ENDING THE LESSON

- To revise the vocabulary from the Unit, play **HANGMAN**.

NOTES

1 Draw your family tree.
Write about your family.

- Who are the members of your family?
- What are their names?
- What do they look like?
- What are they like?
- What can they do?



2 Draw and write about
a monster family of your own.

- Who are they?
- Where are they from?
- What do they look like?
- What can they do?
- Have they got a pet?

What can you do after Unit 2? Tick (✓).

- ① I can say who is who in my family.
- ② I can say something about the members of my family.
- ③ I can say something about myself:
- | | |
|------------|--------------------------|
| my looks | <input type="checkbox"/> |
| my pet | <input type="checkbox"/> |
| my hobbies | <input type="checkbox"/> |
- ④ I can describe people and aliens.
- ⑤ I can ask and answer questions about people, aliens and animals.
- ⑥ I can say something about the Royal Family.

I've got blonde hair. I'm very clever. My mum is tall and pretty. My dad has got grey hair. I've got a lot of pet spiders. Have you got a pet? Is it dangerous? Can you read ten stories in a day?



UNIT 4 THE PLACE WHERE I LIVE

LESSON 1 MY STREET

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

GRAMMAR	<ul style="list-style-type: none"> Use <i>there is / there are</i> structure to describe a street Use prepositions of place to talk about where things are Ask and answer questions using <i>Is there / Are there?</i>
FUNCTIONS	<ul style="list-style-type: none"> Describe a street Say where things are
VOCABULARY	<ul style="list-style-type: none"> Name things in a street Use prepositions of place to say where things are

SKILLS

READING	<ul style="list-style-type: none"> <i>Greg's street</i>
LISTENING	<ul style="list-style-type: none"> <i>Greg's street</i> <i>Uncle Phil's street</i>
SPEAKING	<ul style="list-style-type: none"> Describing a picture Describing a street
WRITING	<ul style="list-style-type: none"> Flashing dictation (what's in the street)

CULTURE and CLIL

- People from other cultures (names, countries, cities, sports)

LESSON 1

INTRODUCTION

- Start off by drawing a street map on the board. Ask pupils if they can guess what it is. When they have guessed that it is a street, ask a few volunteers to come to the board and draw what they can usually see in a street.
- When there are enough items (people, cars, etc.) in the drawing to talk about, ask the pupils to tell you what the items on the map are. Write the names of the items on the board, too. If they have drawn something that they can't say in English, translate the word, have them repeat it and write it up on the board, too.

SPEAKING

Task 1, Student's Book (p. 46)

- Tell pupils to take a look at the picture of Greg's street. Remind them of the structures *There is... / There are...* Write the beginnings of sentences on the board and then ask them to describe the picture, e. g. *There is a bus. There are three cars.*
- Prepare flashcards of different places and items that exist in a town, e. g. *greengrocer's, pet shop, toyshop, bakery, supermarket, etc.* Show pupils one flashcard at a time, ask them to repeat the word and elicit the meaning.

READING

Task 2, Student's Book (p. 46)

- Pupils should look at the picture in Task 1 again and decide whether the sentence is true or false. Ask your pupils to correct false sentences.
- Draw your pupils' attention to the **LANGUAGE LAB**. Explain that when describing a street, we always use *THERE IS / THERE ARE*. Pupils have already learnt the structure, but it is always a good idea to refresh their memory. If necessary, revise the plural of English nouns as well.

Answer key:

- | | |
|-----------------------------------|---|
| 1 There are five cars there. | F |
| 2 There are two cats in the park. | F |
| 3 There isn't a supermarket. | F |
| 4 There is a bakery. | T |
| 5 There aren't any shops. | F |
| 6 There is a toy shop. | T |

WRITING – FLASHING DICTATION

- Do **FLASHING DICTATION**. Prepare a few word cards, e. g. *two bikes, a pet shop, a sweet shop, a cave, six children, two dogs, three cars, a ship*. Tell pupils to draw a T-table in their notebooks and to write *YES* and *NO* headings in the columns. They are to look at Greg's street for some time again, trying to remember as many details as they can.
- Then ask them to close their books and flash one word card at a time. Pupils have to copy it under the right heading in their notebooks. Then they should swap their notebooks to check each other's work. Check by showing the word cards again and sticking them up on the board under the correct heading.
- Ask pupils to say a couple of sentences about Greg's street, e. g. *There is a sweet shop in Greg's street. There isn't a ship in Greg's street.*

LISTENING

Task 3, Student's Book (p. 46)

- Play Track 32. Pupils listen and point to the right place in Greg's street.

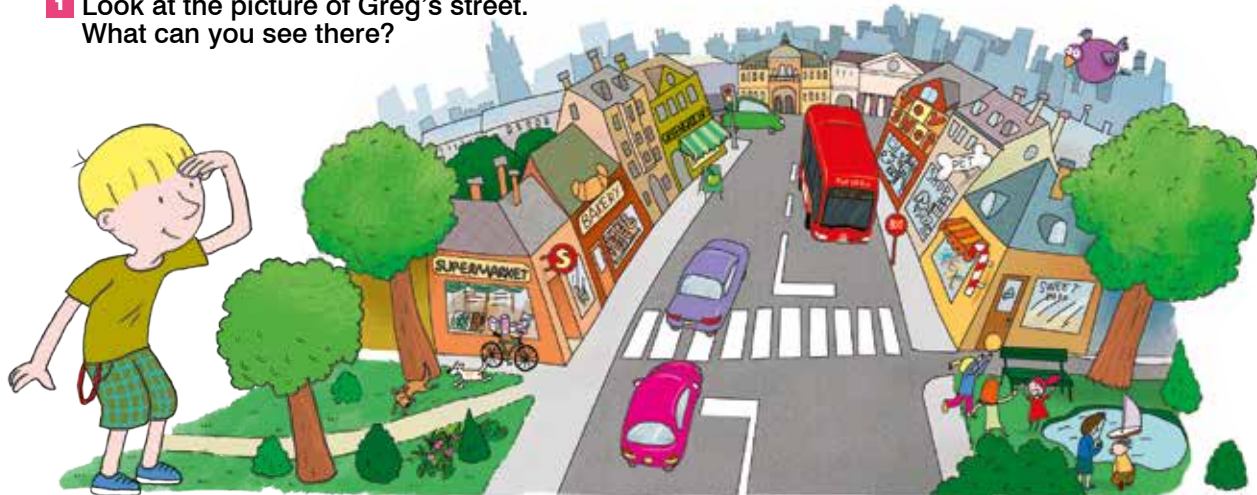
Tapescript:

Track 32

Greg: I live in Park Street. My house is between the bakery and the greengrocer's. I buy bread at the bakery every day, and sometimes I buy doughnuts, too. There are a lot of fruit and vegetables at the greengrocer's. I like strawberries best. Next to the bakery there is a supermarket. And then, just opposite my house, there is Uncle Phil's pet shop. There you can get all kinds of pets. On the left side of the pet shop there is a toyshop. You can buy some great robots there. On the right side of the pet shop there is a sweet shop. There you can buy the best lollipops in town. There are two parks in my street. I can play there with my friends. It's great to live in Park Street, isn't it?

MY STREET

1 Look at the picture of Greg's street. What can you see there?



2 Look at the picture again. Tick: true (T) or false (F).

- | | | | | | | | | | |
|---|---------------------------------|---|--------------------------|--------------------------|---|-------------------------|--|--------------------------|--------------------------|
| | T | F | | T | F | | | | |
| 1 | There are five cars there. | | <input type="checkbox"/> | <input type="checkbox"/> | 4 | There is a bakery. | | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | There are two cats in the park. | | <input type="checkbox"/> | <input type="checkbox"/> | 5 | There aren't any shops. | | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | There isn't a supermarket. | | <input type="checkbox"/> | <input type="checkbox"/> | 6 | There is a toy shop. | | <input type="checkbox"/> | <input type="checkbox"/> |

LANGUAGE LAB

There is a bakery in Greg's street.
There are two parks.

There isn't a school.
There aren't many cars in the street.

3 Greg is talking about his street. Listen and point to the right places in the picture.

4 Read and circle the correct word. Then listen and check.

I live in Park Street. My house is between the bakery and the greengrocer's. I buy bread at **the sweet shop / the bakery** every day, and sometimes I buy doughnuts, too. There are a lot of fruit and vegetables at **the greengrocer's / the toy shop**. I like strawberries best. Next to the bakery there is **a supermarket / a sweet shop**. And then, just opposite my house, there is Uncle Phil's **toy shop / pet shop**. There you can get all kinds of pets. On the left side of the pet shop there is **a toy shop / a bakery**. You can buy some great robots there. On the right side of the pet shop there is **a sweet shop / a bakery**. There you can buy the best lollipops in town. There are two **parks / shops** in my street. I can play there with my friends. It's great to live in Park Street, isn't it?

Answer key:

I live in Park Street. My house is between the bakery and the greengrocer's. I buy bread at **the bakery** every day, and sometimes I buy doughnuts, too. There are a lot of fruit and vegetables at **the greengrocer's**. I like strawberries best. Next to the bakery there is **a supermarket**. And then, just opposite my house, there is Uncle Phil's **pet shop**. There you can get all kinds of pets. On the left side of the pet shop there is **a toy shop**. You can buy some great robots there. On the right side of the pet shop there is **a sweet shop**. There you can buy the best lollipops in town. There are two **parks** in my street. I can play there with my friends. It's great to live in Park Street, isn't it?

LISTENING AND READING**Task 4, Student's Book (p. 46)**

- Ask pupils to read the text and to circle the correct word. Then play Track 32 again for pupils to check their answers. After listening, ask pupils to tell you the words they have circled.
- Play **WHERE DOES IT SAY...?** Say a couple of sentences from the text in Georgian and pupils should find them and say them in English.

ENDING THE LESSON

- Divide the class into two groups. Prepare a pile of flashcards with different places in a town listed on them. Take one flashcard from the pile and describe it, e. g. *It's a place where you can buy vegetables*. Pupils need to guess what it is, e. g. *It's a market*. The group that first calls out the word scores a point. Then show each group one flashcard at a time and if they can say a definition of the place they score two points.

HOMEWORK:

Workbook Tasks 1 and 2 (p. 46)

NOTES

MY STREET

1 Look at the picture of Greg's street. What can you see there?



2 Look at the picture again. Tick: true (T) or false (F).

- | | | | | | |
|---|---------------------------------|---|--------------------------|--------------------------|---|
| | T | F | | T | F |
| 1 | There are five cars there. | | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2 | There are two cats in the park. | | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3 | There isn't a supermarket. | | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4 | There is a bakery. | | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5 | There aren't any shops. | | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6 | There is a toy shop. | | <input type="checkbox"/> | <input type="checkbox"/> | |



LANGUAGE LAB

There is a bakery in Greg's street.
There are two parks.

There isn't a school.
There aren't many cars in the street.

3 Greg is talking about his street. Listen and point to the right places in the picture.

4 Read and circle the correct word. Then listen and check.

I live in Park Street. My house is between the bakery and the greengrocer's. I buy bread at **the sweet shop / the bakery** every day, and sometimes I buy doughnuts, too. There are a lot of fruit and vegetables at **the greengrocer's / the toy shop**. I like strawberries best. Next to the bakery there is **a supermarket / a sweet shop**. And then, just opposite my house, there is Uncle Phil's **toy shop / pet shop**. There you can get all kinds of pets. On the left side of the pet shop there is **a toy shop / a bakery**. You can buy some great robots there. On the right side of the pet shop there is **a sweet shop / a bakery**. There you can buy the best lollipops in town. There are two **parks / shops** in my street. I can play there with my friends. It's great to live in Park Street, isn't it?

INTRODUCTION

- After checking homework, play **MUSIC ACTION**. Pupils are to form a circle or two (depending on how much space there is in the classroom). If there is not enough space, they can remain seated and still play the game. Give them a ball to pass around in the circle (you should have two balls if you have two circles). Pupils listen to music and pass the ball around. When the music stops, the pupil who has the ball has to say a true sentence about Park Street. Help with a hint, say: *a bakery / five dogs / trees / a toyshop, etc.* The pupil says a complete sentence: *There is a bakery in Park Street.* If they can't say the correct sentence, they drop out. In weaker classes, you can write the beginnings of the sentences on the board, i. e. *There is... / There are...*

READING AND SPEAKING

Task 4, Student's Book (p. 46)

- Go back to the text about Greg's street. Give pupils some time to read the text again and then ask them questions about where things are in Greg's street, e. g. *Where is Greg's house? Where is the supermarket?*
- Every time pupils say a preposition write it on the board. With all prepositions on the board, elicit the meaning of each one. Then draw your pupils' attention to the **LANGUAGE LAB** and practise the prepositions.
- For further practice, you can prepare some small objects (a small stuffed animal and a box, for example) and put these objects in different relations to each other and ask pupils to tell you where they are, e. g. *The monkey is on the box. The monkey is in under the box.*

Task 5, Student's Book page 47

- Ask pupils to match the parts of the sentences and say where the places are in Greg's street. When they have finished, ask a few volunteers to read the sentences out loud.
- In stronger classes, you can check their understanding by saying a preposition and having pupils use it in a sentence, e. g. *between – Greg's house is between the greengrocer's and the bakery.*

Answer key:

- Greg's house is between the greengrocer's and the bakery.
- The bakery is next to the supermarket.
- The pet shop is opposite Greg's house.
- The sweet shop is on the right side of the pet shop.
- The toy shop is on the left side of the pet shop.

LISTENING

Task 6, Student's Book (p. 47)

- Tell your pupils that they are going to find out something about Uncle Phil's street. With books closed, ask them to guess what they will find in Uncle Phil's street.
- Then ask them to take a look at the pictures. There are three pictures in the task. Ask your pupils to describe each picture, e. g. *There is a school in picture number one. There are three children in front of the school, etc.* Do the same with pictures 2 and 3.
- Now play Track 33 for pupils to listen to and decide what picture represents Uncle Phil's street. After listening, ask them to tell you what picture represents Uncle Phil's street. Also ask them to explain why.

Tapescript:

Track 33

April: Is there a school in your street?

Uncle Phil: Yes, there is.

April: Are there any children in front of the school?

Uncle Phil: Yes, there are.

April: Are there any cars in your street?

Uncle Phil: No, there aren't.

April: Is there a park in your street?

Uncle Phil: Yes, there is.

April: Is there a bakery there?

Uncle Phil: Yes, there is.

April: Is there a greengrocer's there?

Uncle Phil: Yes, there is.

April: Is there a toyshop in your street?

Uncle Phil: No, there isn't.

Answer key: Uncle Phil's street is picture number 2.

Asking and answering questions

- Ask your pupils to close their eyes and tell them to visualise the street in front of their school. Then ask them questions, e. g. *Is there a park in the street? Are there many cars?* Pupils should answer the questions. Insist on them using *Yes, there is / No, there isn't* and *Yes, there are / No, there aren't*.
- Now draw your pupils' attention to the **LANGUAGE LAB** and explain how to form and answer questions.

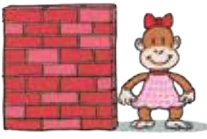
SPEAKING

Task 7, Student's Book (p. 47)

- Tell pupils to ask each other questions about their respective streets. You can ask a few pairs to read their dialogues out loud.

LANGUAGE LAB

1



Molly is **next to** the wall.

2



Molly is **opposite** the wall.

3



Molly is **on the left side of** the wall.

4



Molly is **on the right side of** the wall.

5 Match.

- | | |
|---------------------|--|
| 1 Greg's house is | <input type="checkbox"/> opposite Greg's house. |
| 2 The bakery is | <input type="checkbox"/> on the left side of the pet shop. |
| 3 The pet shop is | <input type="checkbox"/> on the right side of the pet shop. |
| 4 The sweet shop is | <input type="checkbox"/> between the greengrocer's and the bakery. |
| 5 The toy shop is | <input type="checkbox"/> next to the supermarket. |

6 April is interviewing Uncle Phil about his street. Which is Uncle Phil's street? Listen and find out.



LANGUAGE LAB

- | | | |
|--|-------------------------|---------------------------|
| Is there a park in your street? | Yes, there is . | No, there isn't . |
| Are there a lot of cars in your street? | Yes, there are . | No, there aren't . |

LET'S SPEAK!

7 Work with a partner. Ask and answer the questions. Circle your partner's answers.

- | | | |
|--|-----------------|-------------------|
| 1 Is there a park in your street? | Yes, there is. | No, there isn't. |
| 2 Are there a lot of cars in your street? | Yes, there are. | No, there aren't. |
| 3 Is there a bakery in your street? | Yes, there is. | No, there isn't. |
| 4 Is there a school in your street? | Yes, there is. | No, there isn't. |
| 5 Are there a lot of family houses in your street? | Yes, there are. | No, there aren't. |
| 6 Are there any trees in your street? | Yes, there are. | No, there aren't. |



WORKBOOK PRACTICE

Task 3, Workbook p. 46

- Pupils are to write the words into the two boxes depending on if the word is in singular or plural form. When they have finished, ask them to read the words from each category out loud.

Task 4, Workbook p. 47

- Ask pupils to write the singular or plural form of the words.

Task 5, Workbook p. 47

- Ask pupils to look at the picture of Uncle Phil's street. Pupils then need to circle the correct word. When they have finished, ask them to read the correct sentences out loud.

Task 6, Workbook p. 47

- Pupils are to read the sentences and decipher the right place in a town. Ask them to tell you what is number 1, number 2, etc.

UNIT 3 THE PLACE WHERE I LIVE

MY STREET

1 Fill in the missing letters.

a s p h s i a s r y a g r ng roo a sh t sh p

a b i sh p a t o y sh a p k

2 Where can you hear this? Write the names of the right places.

- How much is the scooter? In a **toy shop**.
- Have you got chocolate doughnuts? In a **shop**.
- Can the parent sign? In a **school**.
- Let's play football! In a **park**.
- These children are noisy. In a **school**.
- Sorry there are no strawberries today. In a **supermarket**.

3 Singular or plural? Write the words in the right box.

cars bicycles trees houses children strawberries a bus
doughnuts a shop a park a school friends a school pigs a robot

Singular	Plural

1 Write the singular or plural form.

- 1 a car **CARS** 5 a chip _____
- 2 **a TREE** trees 6 a child _____
- 3 _____ houses 7 _____ parks
- 4 _____ houses 8 a shop _____

2 Look at the picture of Uncle Phil's street. Circle the right word.

- 1 There **is** a park in Uncle Phil's street.
- 2 There **are** some children in front of the school.
- 3 There **are** cars in his street.
- 4 There **is** a bakery in his street.
- 5 There **are** two bikes in the street.
- 6 There **is** a toy shop in the street.
- 7 There **are** animals at the greengrocer's.

3 What is there in the street? Read and tick.

The bakery is between the toy shop and the greengrocer's.
The toy shop is on the right side of the bakery.
The greengrocer is on the left side of the bakery.
The supermarket is opposite the bakery.
The street shop is next to the supermarket.

Number 1 is _____
Number 2 is _____
Number 3 is _____
Number 4 is _____
Number 5 is _____

4 Draw a silly street. What's in your silly street? Write about it. Start like this:
In Silly Street there is... There isn't... There are... There aren't...

ENDING THE LESSON

- Play **DRAWING DICTATION**. Here you can practise prepositions of place. Invite a volunteer pupil to the board and give all other pupils a simple picture of a street. Pupils will then describe the picture, e. g. *There is a supermarket in the street. There are two cats in front of the supermarket. On the right side of the supermarket there is a park...* The pupil at the board draws what the other pupils say. At the end, compare the picture on the board to the picture the pupils had.

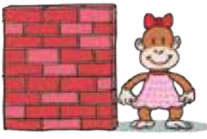
HOMEWORK:

Workbook Task 7 (p. 47)

NOTES

LANGUAGE LAB

1



Molly is **next to** the wall.

2



Molly is **opposite** the wall.

3



Molly is **on the left side of** the wall.

4



Molly is **on the right side of** the wall.

5 Match.

- | | |
|---------------------|--|
| 1 Greg's house is | <input type="checkbox"/> opposite Greg's house. |
| 2 The bakery is | <input type="checkbox"/> on the left side of the pet shop. |
| 3 The pet shop is | <input type="checkbox"/> on the right side of the pet shop. |
| 4 The sweet shop is | <input type="checkbox"/> between the greengrocer's and the bakery. |
| 5 The toy shop is | <input type="checkbox"/> next to the supermarket. |

6 April is interviewing Uncle Phil about his street. Which is Uncle Phil's street? Listen and find out.



LANGUAGE LAB

- | | | |
|--|-------------------------|---------------------------|
| Is there a park in your street? | Yes, there is . | No, there isn't . |
| Are there a lot of cars in your street? | Yes, there are . | No, there aren't . |

LET'S SPEAK!

7 Work with a partner. Ask and answer the questions. Circle your partner's answers.

- | | | |
|--|-----------------|-------------------|
| 1 Is there a park in your street? | Yes, there is. | No, there isn't. |
| 2 Are there a lot of cars in your street? | Yes, there are. | No, there aren't. |
| 3 Is there a bakery in your street? | Yes, there is. | No, there isn't. |
| 4 Is there a school in your street? | Yes, there is. | No, there isn't. |
| 5 Are there a lot of family houses in your street? | Yes, there are. | No, there aren't. |
| 6 Are there any trees in your street? | Yes, there are. | No, there aren't. |

LESSON 2 FINDING MOLLY

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

GRAMMAR	<ul style="list-style-type: none">Use prepositions of place to say where things areUse the verb <i>to be</i> to ask questionsUse imperatives to give instructions
FUNCTIONS	<ul style="list-style-type: none">Ask and give directionsDescribe a map of a town
VOCABULARY	<ul style="list-style-type: none">Name places in a townUse helpful phrases to start and end a conversation

SKILLS

READING	<ul style="list-style-type: none"><i>Molly is missing</i>Vocabox
LISTENING	<ul style="list-style-type: none">Asking for and giving directionsCulture CornerAsking for directions
SPEAKING	<ul style="list-style-type: none">Giving directionsActing out a dialogue
WRITING	<ul style="list-style-type: none">Describing a way to school

CULTURE and CLIL

- People from other cultures (names, countries, cities, sports)

LESSON 1

INTRODUCTION

- Check pupils' homework. Their task was to draw a silly street and write a couple of sentences about it. Ask a few pupils to read their sentences to the class. This is good additional practice of using *there is / there are* for describing a street. If you wish to revise by asking questions, you can have pupils ask and answer each other's questions.
- Check how much pupils remember about Greg's street. Divide your class into two teams. Play **SAY STOP IF IT'S NOT TRUE**. Prepare a couple of sentences about Greg's street and read them to your pupils. When pupils hear a mistake, they should say STOP and correct what is wrong. The team that says STOP first wins a point, but if they say STOP and the sentence is correct, they lose a point, e. g. *There is a hotel in Greg's street.* – STOP!

LISTENING

Task 1, Student's Book (p. 48)

- Play Track 34. Pupils listen and point to the right picture. Play Track 34 once again and ask your pupils to repeat the words they hear, first chorally and then individually.

Tapescript: Track 34

Narrator: 1 a museum, 2 a cinema, 3 a post office, 4 a library, 5 a restaurant, 6 a bus stop, 7 a police station, 8 a bank, 9 a book shop, 10 a church, 11 a market, 12 a theatre.

VOCABOX

Task 2, Student's Book (p. 48)

- Pupils see the written form of the words from Task 1 and they need to match words to the correct pictures.
- Allow a few minutes for pupils to memorise all the words and then ask them to cover the words in Task 2. Check their knowledge of these words by asking questions, e. g. *What number is the cinema? What is number 7?*
- After a couple of words, pupils can take over and ask each other questions.

Answer key:

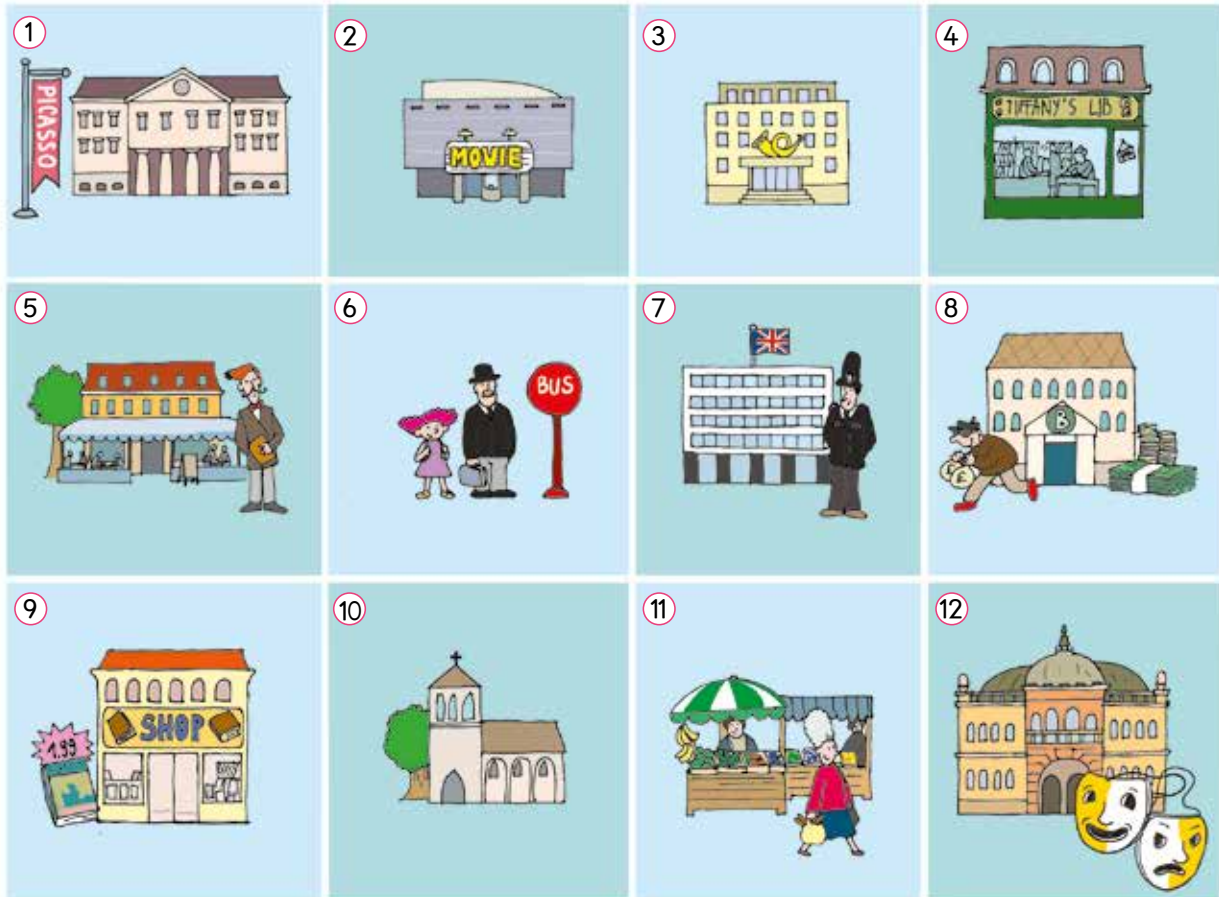
1 a museum, 2 a cinema, 3 a post office, 4 a library, 5 a restaurant, 6 a bus stop, 7 a police station, 8 a bank, 9 a book shop, 10 a church, 11 a market, 12 a theatre

MEMORY GAME

- Prepare word cards and flashcards with the words from Task 2 and play the game with your pupils.

FINDING MOLLY

1  Listen and point. Then listen and repeat.



VOCABOX

2 Match the words to the correct pictures.

- a bus stop a police station a market a bank a library a church
 a bookshop a theatre a museum a post office a cinema a restaurant

READING

Task 3, Student's Book (p. 49)

- Pupils study the town map and read the sentences about the town. Pupils need to guess the place based on its position. When they have finished, ask them to read the sentences out loud.
- You can invite pupils to make their own riddles. Other pupils should listen and guess.

Answer key:

- 1 It is behind the cinema. It is the **library**.
- 2 It is between the post office and the bank. It is the **police station**.
- 3 It is in front of the school. It is the **bus stop**.
- 4 It is opposite the bakery. It is the **sweet shop**.
- 5 It is next to the museum. It is the **theatre**.
- 6 It is on the right side of the police station. It is the **post office**.

Asking and answering questions

- Write some of these riddles on the board. Ask the pupils to make a question out of the affirmative sentences. Try to elicit the rule that, to form *yes / no questions*, we swap the first two words, i. e. the subject and the verb. Do not insist on knowledge of grammar at this point. Try to make this rule as visual as possible.

It is between the cinema and the museum.

Is it between the cinema and the museum?

Practise this rule with a couple of examples. Ask pupils to copy the sentences in their notebooks.

SPEAKING

Task 4, Student's Book (p. 49)

- Pupils choose a place on the map. They are to work in pairs and they ask each other questions in order to try to find out which place it is. Circulate around the classroom listening to pupils' dialogues and offer help where necessary. You can ask a few pairs to share their dialogues with the rest of the class.

ENDING THE LESSON

- If you can, prepare a poster with a town map. Play **I SPY WITH MY LITTLE EYE**. Say a sentence *I spy with my little eye something beginning with C...* Pupils have to guess what it is you have in mind. The word in this case could be either *church* or *cinema*. After a few words, you can ask your pupils to take over and say the rest of the sentences.

HOMEWORK:

Workbook Tasks 1 and 2 (p. 48)

NOTES

3 Look at the map of Greg's town. Read and guess the places.

- 1 It is behind the cinema. It is the _____.
- 2 It is between the post office and the bank. It is the _____.
- 3 It is in front of the school. It is the _____.
- 4 It is opposite the bakery. It is the _____.
- 5 It is next to the museum. It is the _____.
- 6 It is on the right side of the police station. It is the _____.



4 Choose a place on the map. Work with a partner. Ask and answer questions to find out which place it is.

Is it in _____ Street?

Yes, it is. No, it isn't.

Is it behind... in front of... between... next to...
opposite... on the left / right side of...?

Yes, it is. No, it isn't.

Is it the _____?

Yes, it is. No, it isn't.

LESSON 2

INTRODUCTION

- Play the **QUICK THINKING** game. Make three groups. Give them a category. This time the category is *places in a town*. Give each group a piece of paper. Tell them to write ten places in a town on the paper. Instruct them to be careful about their speed and spelling. Award the biggest number of points to the fastest group, but award additional points only for those words that are spelt correctly.
- After the game, provide feedback and have the pupils write the misspelt words in their notebooks correctly.
- Now check homework. Focus on Task 2 and the structure *It's a place where you can...*
- Have a short conversation about Molly. Molly is the monkey we met in Unit 2. Tell your pupils that Molly is missing. Ask your pupils to try and guess where Molly could be hiding.

LISTENING AND READING

Task 5, Student's Book (p. 50)

- There are six questions pupils need to answer. Play Track 35 and instruct your pupils to listen carefully and to find answers to those questions. Ask the pupils to answer the questions.
- Play Track 35 again. Press pause after each text. Pupils can read the texts in pairs.
- Play **WHERE DOES IT SAY...?** Focus on the key expressions in Task 5. Say a sentence in Georgian and ask your pupils: Where does it say *ერთი იღვა მანქან!* Continue with the same procedure for other key expressions.

Tapescript:

Track 35

1

Narrator: In Uncle Phil's pet shop...

Greg: Good morning, Uncle Phil. You look upset. What happened?

Uncle Phil: Molly is missing!

Greg: Oh, no! Let's call the police.

Uncle Phil: But a missing monkey is not their business.

Greg: What shall we do?

Uncle Phil: I've got an idea! Let's call the local radio.

Greg: Yes, let's do that!

2

Narrator: In the street...

April: Excuse me, officer! How can I get to Uncle Phil's pet shop?

Police officer: That's easy. Go down Main Street. When you come to the theatre, turn right into Park Street. The pet shop is between the toyshop and the sweet shop.

April: Thank you very much!

Police officer: You're welcome.

3

Narrator: In the pet shop once again.

Uncle Phil: Hurray! Molly is back! Thank you so much. What's your name?

April: April.

Uncle Phil: Would you like a goldfish, April?

April: I'd like that big, beautiful tarantula for my collection.

Answer key:

- 1 Who is upset? **Uncle Phil.**
- 2 Who is missing? **Molly.**
- 3 Who finds Molly? **April.**
- 4 Who helps April? **A police officer.**
- 5 Where is the pet shop? **It's between the toy shop and the sweet shop.**
- 6 What would April like to get? **A tarantula.**

SPEAKING

Task 6, Student's Book (p. 50)

- Pupils need to trace Molly's way back home on the map from Task 3.
- Meanwhile, draw a simplified map on the board and invite a volunteer to come forward. Other pupils give the volunteer instructions and he or she is to draw Molly's way back home, e. g. *Go down Main Street. Turn left into Park Street.*

ACT OUT

- Divide the class into groups of four. Pupils are to assign themselves roles within their groups (Greg, Uncle Phil, April, police officer). Pupils prepare dialogues. When they are ready, ask the groups to come to the front of the class and act out their dialogues.
- **Note:** if you can, bring a stuffed animal, preferably a monkey, to class so that pupils can perform their plays with an animal as well.

ENDING THE LESSON

- Divide the class into two teams. Prepare word cards with names of places in the town. One team representative comes forward, draws a word card and says the first letter of the word. The opposing team has to guess the word. They score a point if they guess correctly.

HOMEWORK:

Workbook Task 5 (p. 49)

NOTES

5  Listen and read. Then answer the questions.

- | | |
|--------------------|---------------------------------|
| 1 Who is upset? | 4 Who helps April? |
| 2 Who is missing? | 5 Where is the pet shop? |
| 3 Who finds Molly? | 6 What would April like to get? |



In Uncle Phil's pet shop...

Greg: Good morning, Uncle Phil. You look upset. What happened?
Uncle Phil: Molly is missing!
Greg: Oh, no! Let's call the police.
Uncle Phil: But a missing monkey is not their business.
Greg: What shall we do?
Uncle Phil: I've got an idea! Let's call the local radio.
Greg: Yes, let's do that!



In the street...

April: Excuse me, officer! How can I get to Uncle Phil's pet shop?
Police officer: That's easy. Go down Main Street. When you come to the theatre turn right into Park Street. The pet shop is between the toy shop and the sweet shop.
April: Thank you very much!
Police officer: You're welcome.



In the pet shop again.

Uncle Phil: Hurray! Molly is back! Thank you so much. What's your name?
April: April.



Uncle Phil: Would you like a goldfish, April?
April: I'd like that big, beautiful tarantula for my collection.

6 Trace Molly's way back home on the map on page 49.

LESSON 3

INTRODUCTION

- Prepare flashcards with the parts of the town that you wish to revise. Play the **PASS THAT FLASHCARD** game. Pass a flashcard around the classroom. Make a sound (whistle, bell, clap or say a particular word) and the pupil holding the flashcard must define it, e. g. *A cinema is a place where we can watch films.*
- Prepare key phrases from the previous lesson (*Excuse me, officer. Go down the street. Turn left*). Write them on two pieces of paper and put them on the board randomly.

Go down welcome.
Turn very much.
Thank you left / right.
You're the street.

- Ask your pupils to match the pairs and ask them to tell you when we use a certain phrase (asking for help, thanking someone, giving directions).

SPEAKING

Task 7, Student's Book (p. 51)

- Tell pupils to take a look at the map in Task 3 on page 49. They need to complete the dialogues with the right words. When they have finished, ask them to read the dialogues out loud.
- Now tell your pupils that you are lost. Ask them to tell you how to get from *the bank* to *the bookshop*. Pupils are to give directions, e. g. *Go down Main Street. Turn right.*

Answer key:

1

A: Excuse me, officer! How can I get to the supermarket?

B: That's easy. Go down **Main** Street. Then turn right into Park Street. The supermarket is **next to** the bakery.

A: Thanks a lot.

B: Not at all.

2

A: Excuse me, officer! How can I get to the bookshop?

B: That's easy. Turn **left** into Oak Street. Then turn **right** into School Street. The bookshop is **between** the library and the church.

A: Thank you very much.

B: You're welcome.

Task 8, Student's Book (p. 51)

- Pupils are to work in pairs and make dialogues about how to get to a certain place in the town. Pupils can write their dialogues in their notebooks. Later they can read their dialogues to the class.

LISTENING AND READING

Culture Corner

- Ask your pupils to tell you whom they can ask or call in case they get lost. Allow them to brainstorm ideas. Make sure you elicit the word *policeman / police officer*.
- Play Track 36. Pupils listen to the recording and read the text and look for the answer to the question *What is a bobby?*
- Discuss differences between Georgian and British police officers, e. g. *Georgian police officers don't ride horses.*

Tapescript:

Track 36

Narrator: British police officers wear a black uniform and a yellow vest. They sometimes ride horses. They don't carry a gun. People usually call them "bobbies".



WORKBOOK PRACTICE

Task 3, Workbook p. 48

- For further practice of useful phrases, ask pupils to match the parts of the phrases. To check play **WHERE DOES IT SAY?**

Task 4, Workbook p. 48

- Ask pupils to complete the text using the right sentence. To check, ask a few pupils to read the sentences out loud.

Task 6, Workbook p. 49

- Ask pupils to complete the text. Then put them in pairs. They are to read the text to each other and need to guess the position of their partner.

UNIT 3 THE PLACE WHERE I LIVE

FINDING MOLLY

How many words can you find in the wordsearch? Circle them.

Which place is it? Write the correct words from the wordsearch in Task 4.

- It's a place where you can borrow books. A library
- It's a place where you can buy books. A _____
- It's a place where you can eat something. A _____
- It's a place where you can watch a film. _____
- It's a place where you can learn something. _____
- It's a place where you can see old things. _____

Match.

1 Let's call	2 Oak Street	3 You can't	4 we do that?
2 Go down	3 the police!	4 Excuse me,	5 miss it!
3 You're	4 Is Oak Street?	5 Turn	6 left!
4 How can I get	5 welcome!	6 What shall	7 left / right

Write the right sentences from Task 4 in the gaps.

- Look! The shop is right opposite the cinema.
- Look! The robber is running away from the bank! Call _____
- _____ How can I get to Elm Street?
- Thank you so much, Mr Brown! Mr Brown _____
- John: I've lost my keys! Greg: Let's call the police. Look! But the missing keys are not there! _____

Where is Molly now? Read and find out!

There are a lot of family houses around her. Main Street is in front of her. Molly is in _____ Street.

The park is behind her. The market is in front of her. Park Street is on her left. Molly is in _____ Street.

The bakery is on her left. The sweet shop is on her right.

The theatre is in front of her. Molly is in _____ Street.

There are a lot of family houses around her. The police station is in front of her. Molly is in _____ Street.

Choose a place on the map. Your partner should guess where you are.

She _____	is on my left
She _____	is on my right
She _____	is in front of _____
She _____	is _____

Draw and write about the way you go from home to school. Start like this.

I go down _____ Street.
I turn right / left into _____ Street.
The school is _____ between / in front of / opposite _____.

ENDING THE LESSON

- Meanwhile, draw a simplified map of the area around the school on the board. Pretend that you don't know what there is around the school and ask pupils questions, e. g. *Is there a theatre? What is next to our school? What is opposite our school?*
- Include all the main roads and important buildings and institutions close to the school. Pupils are to come to the board and describe their way from home to the school.

HOMEWORK:

Workbook Task 7 (p. 49)

7 Look at the map on page 37 again and complete the conversations with the right words.



- 1**
- A:** Excuse me, officer! How can I get to the supermarket?
- B:** That's easy. Go down _____ Street. Then turn right into Park Street. The supermarket is _____ the bakery.
- A:** Thanks a lot.
- B:** Not at all.



- 2**
- A:** Excuse me, officer! How can I get to the bookshop?
- B:** That's easy. Turn _____ into Oak Street. Then turn _____ into School Street. The bookshop is _____ the library and the church.
- A:** Thank you very much.
- B:** You're welcome.

8 Work with a partner. Find the way to a place on the map on page 37. Ask and answer the questions.

Excuse me, how can I get to...?

Go down ... Street.

Turn left / right into... Street.

The... is...

Thank you very much. / Thanks a lot.

You're welcome. / Not at all.



36 Listen and read. What is a "bobby"?

British police officers wear a black uniform and a yellow vest. They sometimes ride horses. They don't carry a gun. People usually call them "bobbies".



LESSON 3 A TOUR AROUND LONDON

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

GRAMMAR	<ul style="list-style-type: none">Use the verb <i>to be</i> to ask questionsUse there is / there are in a new context
FUNCTIONS	<ul style="list-style-type: none">Talk about mapsSay a few sentences about famous London landmarks
VOCABULARY	<ul style="list-style-type: none">Name places in a townName parts of the UKName objects in the street

SKILLS

READING	<ul style="list-style-type: none">London landmarks
LISTENING	<ul style="list-style-type: none">London landmarks
SPEAKING	<ul style="list-style-type: none">Talking about the UK and its capital city LondonTalking about your town
WRITING	<ul style="list-style-type: none">Describing your town

CULTURE and CLIL

- London

LESSON 1

INTRODUCTION

- After checking homework, write *THE UNITED KINGDOM* on the board. Ask pupils if they have ever heard of it, what it is, what it is called in their mother tongue, etc. It would be good if you had a map on the board.

SPEAKING

Task 1, Student's Book (p. 52)

- Ask pupils to read the text about the United Kingdom. Write the words *a country* and *a capital city* on the board. Elicit the meaning of these words.
- Ask pupils if they know any other countries and capital cities. Then tell them to say sentences about them, e. g. *Spain is a country. Madrid is the capital city of Spain.*
- If you wish, you can ask them to take a look at the map. You can elicit the names of the countries (*England, Scotland, Wales, Northern Ireland*) and the name of the flag (*the Union Jack*).

LISTENING

Task 2, Student's Book (p. 52)

- Play Track 37. Pupils listen to the words. Press pause after each word and ask your pupils to repeat it and to tell you what picture it is in. Ask them to translate the word as well.
- Now tell pupils a word and have them say the number that corresponds to it, e. g. you say *a clock tower*, pupils say *Number 5*. Then do the same vice versa, i. e. you say a number and the pupils say the right word.

Answer key:

- a clock tower – **picture 1**
- a statue – **picture 7**
- a square – **picture 7**
- a prison – **picture 3**
- a fountain – **picture 7**
- the underground – **picture 8**
- a lake – **picture 10**
- a wheel – **picture 2**
- a mailbox – **picture 4**
- a river – **pictures 2, 3, 6**

NOTES

A TOUR AROUND LONDON

1 Look at the map of the United Kingdom. Talk about it with your teacher.



The United Kingdom is a country. London is the capital of the United Kingdom.



VOCABOX

2 Listen and point to the right pictures. Then listen and repeat.

a clock tower

a statue

a square

a prison

a fountain

the underground

a lake

a wheel

a mailbox

a river



LISTENING AND READING

Task 3, Student's Book (p. 53)

- Ask your pupils to match the photos from Task 2 to the texts in Task 3. When they have finished their task, play Track 38 so that they can listen and check their answers.
- Play Track 38 again and press pause after each London landmark. Then ask pupils to say the number of the picture where they can see it, e. g. *London Eye* – picture number 2.

Tapescript:

Track 38

1 Big Ben is a clock tower. It tells you the time.

2 This big wheel is called the London Eye. You can take a ride on it.

3 The Tower is an old castle. It was a prison, but now it is a museum.

4 London telephone boxes and mailboxes are red. What else is red in London?

5 In the streets of London you can see a black taxi and a red doubledecker bus.

6 There are a lot of bridges over the River Thames. Tower Bridge is very old and beautiful. It can go up and down.

7 In Trafalgar Square you can see two fountains, four lions and the statue of Admiral Nelson.

8 People call the London Underground the Tube. Guess why!

9 Oxford Street is a famous street in London. There are a lot of shops, so you can go shopping there.

10 There are a lot of parks in London. The biggest is Hyde Park. There is a lake in the park.

Answer key:

In the streets of London you can see a black taxi and a red doubledecker bus. – picture 5

There are a lot of parks in London. The biggest is Hyde Park. There is a lake in the park. – picture 10

Big Ben is a clock tower. It tells you the time. – picture 1

People call the London Underground the Tube. Guess why! – picture 8

The Tower is an old castle. It was a prison, but now it is a museum. – picture 3

Oxford Street is a famous street in London. There are a lot of shops, so you can go shopping there. – picture 9

In Trafalgar Square you can see two fountains, four lions and the statue of Admiral Nelson. – picture 7

There are a lot of bridges over the river Thames. Tower Bridge is very old and beautiful. It can go up and down. – picture 6

This big wheel is called the London Eye. You can take a ride on it. – picture 2

The London telephone boxes and the mailboxes are red. What else is red in London? picture 4

GAME

- Prepare flashcards with famous London landmarks. Show one flashcard at a time and elicit the word from your pupils. When they say the name correctly, put it anywhere on the board.
- Divide your class into two groups. Ask two volunteers to come to the board. Play the **SWAT THAT WORD** game. In this game you say a clue or a definition of a word on the board and a pupil who swats the word first scores a point for their team. You can use a fly swatter for this game or pupils can simply swat the flashcard with their hand. If you say *'It is a museum now but it was a prison'* pupils should swat the flashcard with *The Tower* on it. Repeat the same procedure for all flashcards on the board.

READING

Task 4, Student's Book (p. 53)

- Pupils are to read the sentences and decide whether they are true or false. Have your pupils correct all false sentences.

Answer key:

1 Tower Bridge is a beautiful tower in London. F

2 There are two fountains, two lions and a statue in Trafalgar Square. F

3 Telephone boxes, mailboxes and doubledecker buses are red in London. T

4 Big Ben is an old bridge. F

5 The London Eye is a big wheel. T

6 There is a lake in Oxford Street. F

FURTHER PRACTICE


- Tell pupils to copy three sentences from Task 3 into their notebooks, but to leave out a word for their classmates to fill in, e. g. *You can see a red _____ in the streets of London* They then read the sentence, but instead of the missing word, they say **BEEP**, e. g. *You can see a red BEEP in the streets of London*. After they have read their sentences out loud, they work in pairs. They swap their notebooks and write the missing words in the blanks. Then they get their notebooks back and, if necessary, correct what is written.

ENDING THE LESSON

- Ask your pupils to make a list of five attractions in London they would like to see. Pupils can compare their lists and you can find out which attraction is the most popular.

HOMEWORK:


Workbook Tasks 1 and 2 (p. 50)

3  Match the photos to the texts. Then listen and check.

- In the streets of London you can see a black taxi and a red doubledecker bus.
- There are a lot of parks in London. The biggest is Hyde Park. There is a lake in the park.
- 1 Big Ben is a clock tower. It tells you the time.
- People call the London Underground the Tube. Guess why!
- The Tower is an old castle. It was a prison, but now it is a museum.
- Oxford Street is a famous street in London. There are a lot of shops, so you can go shopping there.
- In Trafalgar Square you can see two fountains, four lions and the statue of Admiral Nelson.
- There are a lot of bridges over the River Thames. Tower Bridge is very old and beautiful. It can go up and down.
- This big wheel is called the London Eye. You can take a ride on it.
- The London telephone boxes and the mailboxes are red. What else is red in London?

4 Tick: true (T) or false (F).

- | | T | F |
|--|--------------------------|--------------------------|
| 1 Tower Bridge is a beautiful tower in London. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 There are two fountains, two lions and a statue in Trafalgar Square. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Telephone boxes, mailboxes and doubledecker buses are red in London. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Big Ben is an old bridge. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The London Eye is a big wheel. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 There is a lake in Oxford Street. | <input type="checkbox"/> | <input type="checkbox"/> |

5  Tina has got a lot of questions for Elliot. Listen and circle the correct word. Then give the right answers.

- | | | |
|--|-----------------|-------------------|
| 1 Are there a lot of shops / cars in London? | Yes, there are. | No, there aren't. |
| 2 Are the taxis / the mailboxes in London red? | Yes, they are. | No, they aren't. |
| 3 Is the river / the lake in London called the Thames? | Yes, it is. | No, it isn't. |
| 4 Is a London policeman called a "robbie" / a "bobby" ? | Yes, he is. | No, he isn't. |
| 5 Is the Tower of London now a museum / a prison ? | Yes, it is. | No, it isn't. |
| 6 Are there two / four fountains in Trafalgar Square? | Yes, there are. | No, there aren't. |



LET'S SPEAK!

6 Talk about the place where you live.

- 1 Is there a river, a lake or the sea in the place where you live?
- 2 Are there buses or trams? What colour are they?
- 3 Are there any old castles, bridges or towers?
- 4 Are there any famous squares, streets, or parks? What are they called?
- 5 Are there any beaches or mountains?
- 6 What's your favourite place? What can you do there?

INTRODUCTION

- In order to check homework, tell the pupils to look at Task 1 in the Workbook. They should study the words for 30 seconds and then close their workbooks. Divide the class into three teams. Give them a sheet of paper to write on. Say the part of the name that pupils had to complete for homework: *The London _____*. They have to write the missing part, which is now the first part. The teams change secretaries for each word. Put the papers up on the board and discuss spelling mistakes. Choose the winners. Ask individual pupils to come to the board and write the second parts of the expressions (names) now.
- Ask your pupils to choose two famous places from the board and to write the names of those places in their notebooks. Play the **ASSOCIATION GAME**. Instruct your pupils to write three words for every place they wrote down in their notebook, e. g. *The Tower – castle, museum, prison or Oxford Street – London, shopping, famous*. Pupils are to read out only the three words and their classmates have to guess what London landmark the words refer to.

LISTENING

Task 5, Student's Book (p. 53)

- Play Track 39. Pupils listen and circle the correct word and then give the right answers or you can ask pupils to circle the words first and then listen and check.
- You can ask your pupils to say a full sentence instead of *Yes, there are*, e. g. *Yes, there are a lot of shops in London*.

Tapescript:

Track 39

- Are there a lot of shops in London?
- Are the taxis in London red?
- Is the river in London called the Thames?
- Is a London policeman called a "bobby"?
- Is the Tower of London now a museum?
- Are there four fountains in Trafalgar Square?

Answer key:

- Are there a lot of **shops** in London? **Yes, there are.**
- Are the **taxis** in London red? **No, they aren't.**
- Is the **river** in London called the Thames? **Yes, it is.**
- Is a London policeman called "**a bobby**"? **Yes, he is.**
- Is the Tower of London now **a museum**? **Yes, it is.**
- Are there **four fountains** in Trafalgar Square? **No, there aren't.**

GAME

- Give pupils a minute to go through the sentences in Task 3. Tell them to remember as many details as they can. Prepare a couple of flashcards of famous London landmarks and show pupils one flashcard at a time. With books closed, ask your pupils to tell you what they know about these landmarks.
- Now play **NAUGHTS AND CROSSES**. Divide your class into two teams. One team is team X and the other is team O. Draw a grid on the board (3x3).

1 X	2 O	3
4	5	6
7	8	9

Ask questions about London and if the team answers correctly, put their symbol in the field, i. e. X or O. To allow for a smoother running of the game, number the fields 1 – 9. You can ask some of the following questions: *What is the Thames?*, *What is the name of a big shopping street in London?*, *What is the name of the famous park in London?*, *What is the Tower of London?*, *What is the Tube?*, *What is Big Ben?*, *What colour are taxis in London?*...

SPEAKING

Task 6, Student's Book (p. 53)

- Now it's time for pupils to talk about the place where they live. Discuss the questions and let your pupils talk about their place of residence. During this exercise offer support by providing new words that might be specific for their local area.

ENDING THE LESSON


- Ask pupils to write three to five things that London and the place they live have in common.

HOMEWORK:

Workbook Tasks 3 and 4 (p. 51)

You can ask pupils to do Task 4 on a separate piece of paper. They can include visuals and prepare a small poster about their place of residence.


NOTES

3  Match the photos to the texts. Then listen and check.

- In the streets of London you can see a black taxi and a red doubledecker bus.
- There are a lot of parks in London. The biggest is Hyde Park. There is a lake in the park.
- 1 Big Ben is a clock tower. It tells you the time.
- People call the London Underground the Tube. Guess why!
- The Tower is an old castle. It was a prison, but now it is a museum.
- Oxford Street is a famous street in London. There are a lot of shops, so you can go shopping there.
- In Trafalgar Square you can see two fountains, four lions and the statue of Admiral Nelson.
- There are a lot of bridges over the River Thames. Tower Bridge is very old and beautiful. It can go up and down.
- This big wheel is called the London Eye. You can take a ride on it.
- The London telephone boxes and the mailboxes are red. What else is red in London?

4 Tick: true (T) or false (F).

- | | T | F |
|--|--------------------------|--------------------------|
| 1 Tower Bridge is a beautiful tower in London. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 There are two fountains, two lions and a statue in Trafalgar Square. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Telephone boxes, mailboxes and doubledecker buses are red in London. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Big Ben is an old bridge. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The London Eye is a big wheel. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 There is a lake in Oxford Street. | <input type="checkbox"/> | <input type="checkbox"/> |

5  Tina has got a lot of questions for Elliot. Listen and circle the correct word. Then give the right answers.

- | | | |
|--|-----------------|-------------------|
| 1 Are there a lot of shops / cars in London? | Yes, there are. | No, there aren't. |
| 2 Are the taxis / the mailboxes in London red? | Yes, they are. | No, they aren't. |
| 3 Is the river / the lake in London called the Thames? | Yes, it is. | No, it isn't. |
| 4 Is a London policeman called a "robbie" / a "bobby" ? | Yes, he is. | No, he isn't. |
| 5 Is the Tower of London now a museum / a prison ? | Yes, it is. | No, it isn't. |
| 6 Are there two / four fountains in Trafalgar Square? | Yes, there are. | No, there aren't. |



LET'S SPEAK!

6 Talk about the place where you live.

- 1 Is there a river, a lake or the sea in the place where you live?
- 2 Are there buses or trams? What colour are they?
- 3 Are there any old castles, bridges or towers?
- 4 Are there any famous squares, streets, or parks? What are they called?
- 5 Are there any beaches or mountains?
- 6 What's your favourite place? What can you do there?

LESSON 4 WHAT A DAY!

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

- | | |
|------------|--|
| GRAMMAR | <ul style="list-style-type: none"> Use imperatives Use collocations in a new context |
| FUNCTIONS | <ul style="list-style-type: none"> Learn and sing a song Give commands and advice |
| VOCABULARY | <ul style="list-style-type: none"> Use collocations to tell a story |

SKILLS

- | | |
|-----------|---|
| READING | <ul style="list-style-type: none"> Song <i>What a Day</i> |
| LISTENING | <ul style="list-style-type: none"> Song <i>What a Day</i> |
| SPEAKING | <ul style="list-style-type: none"> Singing a song Giving commands |
| WRITING | <ul style="list-style-type: none"> Commands |

CULTURE and CLIL

- London

LESSON 1

INTRODUCTION

- Pupils have prepared their mini-posters for homework. It would be very encouraging if you put all the papers that pupils have brought to the class on display so that everybody can see what their classmates have done and how much effort they put into it. You can also make a class exhibition by putting the posters up on a pinboard.
- Ask pupils how they are doing, if they are having a good / bad day. Have a little chat about what makes a good or a bad day. Write WHAT A DAY! up on the board and read it with the right tone of voice. Elicit the meaning. *When do we usually say this?*
- Write some key words from the text in Task 1 up on the board: *milk, shoe, cat, library, dog, lollipop, schoolbag, policeman, Saturday, maths test*. Tell them that Luke had a very silly day. Have a chat about what could have happened. The words on the board can help. Accept all possibilities. Allow the pupils' mother tongue but encourage them to use English as much as possible.

LISTENING

Task 1, Student's Book (p. 54)

- Ask pupils to look at the pictures and see what really happened to Luke. Ask some questions about the words on the board: *What about the milk? There's no milk! What about the shoe? There's no shoe.*
- Play Track 40. Pupils listen to the recording and point to the right pictures.

Tapescript:

Track 40

- Good morning! Make your breakfast. Oh, there's no milk!
- Put on your clothes. But, where's your shoe?
- Close the door. Oops, your cat's tail!
- Go to the library. Bring back the book. It's closed.
- Go to the pet shop. Pat a dog. Ouch, your finger!
- Go to the sweet shop. Buy a lollipop. Oh, there's no money in your pocket!
- Go to the bus stop. Get on the bus. Your schoolbag is heavy. Put it down.
- Get off the bus. But, where's your bag? Oh, no!
- Go to the police station. Talk to the policeman. Sorry, no bag found!
- Run to school. Where's everybody? It's Saturday! Hurray! No maths test!

LISTENING AND READING

Task 2, Student's Book (p. 54)


- Pupils listen to Track 40 again and put the pictures in the right order. Then play the recording again and pause after each picture. Ask pupils to read the text out loud.

Answer key:

1 Good morning! Make your breakfast. Oh, there's no milk!	2 Put on your clothes. But, where's your shoe?	3 Close the door. Oops, your cat's tail!
4 Go to the library. Bring back the book. It's closed.	5 Go to the pet shop. Pat a dog. Ouch, your finger!	6 Go to the sweet shop. Buy a lollipop. Oh, there's no money in your pocket!
7 Go to the bus stop. Get on the bus. Your schoolbag is heavy. Put it down.	8 Get off the bus. But, where's your bag? Oh, no!	9 Go to the police station. Talk to the policeman. Sorry, no bag found!
10 Run to school. Where's everybody? It's Saturday! Hurray! No maths test!		

WHAT A DAY!

1  Listen and point to the right pictures.

2  Listen and put the pictures in the right order.



Go to the pet shop. Pat a dog.
Ouch, your finger!

Go to the bus stop.
Get on the bus.
Your schoolbag is heavy. Put it down.



Put on your clothes.
But where's your shoe?



Go to the police station. Talk to the policeman.
Sorry, no bag found!



Go to the sweet shop. Buy a lollipop.
Oh, there's no money in your pocket!

Task 3, Student's Book (p. 55)

- This task can be done as a **TPR**. Pupils listen to the recording and mime the actions. Then ask individual pupils to come to the front where they are to mime an action and other pupils guess what picture it is.
- You can also play the game **SIMON SAYS** at this point for further practice of activities in the chant.



WORKBOOK PRACTICE

Task 1, Workbook p. 52

- You can turn this task into a matching game. Write two sets of cards on different coloured paper or with different coloured inks (red, yellow). Use red cards for the first column, and yellow cards for the second column. Hand out the cards. Pupils with red cards read them, one at a time, and pupils with yellow cards offer a match. The whole class checks if it is correct.

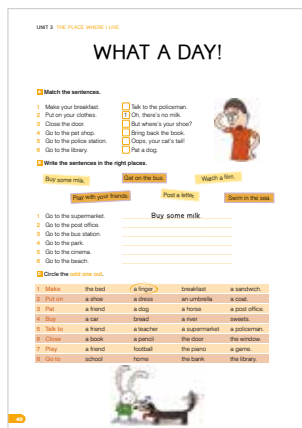
Task 2, Workbook p. 52

- You can turn this task into a game as well. Play **STAND UNDER THE RIGHT HEADING**. Prepare word cards for the following words: *supermarket, post office, bus station, park, cinema* and *beach*. Put these word cards all over the classroom. Use sentences from Task 2 to tell your pupils what to do. If you say *Post a letter*, pupils have to go to the word card that reads *post office*. Repeat the same procedure for the remaining actions.

Task 3, Workbook p. 52

- Pupils practise collocations by playing **ODD ONE OUT**. When they have finished, ask them to tell you what word doesn't belong in the group. You can also ask them to tell you some additional collocations with these verbs, e. g. *make a snowman, buy milk, etc.*

NOTES



ENDING THE LESSON

- You can play Track 40 once again for pupils to enjoy and have fun miming the actions.

HOMEWORK:

Workbook Task 4 (p. 53)



Get off the bus.
But where's your bag? Oh, no!



Run to school. Where's everybody?
It's Saturday! Hurray! No maths test!



Go to the library.
Bring back the book. It's closed.



Close the door. Oops, your cat's tail!



Good morning! Make your breakfast.
Oh, there's no milk.

3 Listen and mime. Then listen, say and mime.

LESSON 5 LET'S CHECK!

LEARNING OUTCOMES: I ھۆججەت. داسە. (I): 1,2,3,4,5,6,7,8,9,10,11
By the end of this class, pupils will be able to:

GRAMMAR	<ul style="list-style-type: none"> Use familiar grammatical structures from Unit 4 in a new context Describe objects Describe a street
FUNCTIONS	<ul style="list-style-type: none"> Review and reflect on their own learning and performance Complete the project
VOCABULARY	<ul style="list-style-type: none"> Name objects in the street
SKILLS	
READING	<ul style="list-style-type: none"> Questions in a quiz
LISTENING	<ul style="list-style-type: none"> Answering questions
SPEAKING	<ul style="list-style-type: none"> Describing a picture London landmarks
WRITING	<ul style="list-style-type: none"> Answering questions in a quiz
CULTURE and CLIL	
<ul style="list-style-type: none"> Project – My capital city London 	

LESSON 1

INTRODUCTION

- After checking homework, ask pupils to look around the classroom or look through the window and say what is around them. You can ask additional questions, e. g. *What colour is the door? How many trees are there?*

Task 1, Student's Book (p. 56)

- Ask pupils to study the picture for two minutes and to try to remember as much as possible about it in the given time. Then they are to cover the picture or close their books.

Answer key:

- Where's the hotel? It is **between the cinema and the restaurant**.
- What's opposite the cinema? It is **the post office**.
- What's next to the bank? It is **the supermarket**.
- How many animals are there in the picture? There are **five** animals in the picture.
- What has the woman at the bus stop got? She has got **an umbrella**.
- Where are the girls going? They are going to **the post office**.
- What's the girl with the blonde hair eating? She's eating **an apple**.
- What colour is the boy's bike? It is **red**.
- Where's the white cat? It's **in the tree**.
- How many cars are there in the street? There are **three** cars in the street.
- What's the time? It's **half past eight**.
- What number is the bus? It's number **53**.

SPEAKING

Task 2, Student's Book (p. 56)

- Now have a **QUIZ**. Write the numbers of the questions (1-12) up on the board. Divide the class into two teams. They take turns picking a number. Read a question from Task 2, they have some time to talk it over and then they present an answer. Make sure that only one pupil at a time says the final answer. Encourage pupils to give answers using complete sentences. Award points for each correct answer and keep score on the board.
- After the game is over, pupils can answer six questions in their notebooks. They are to work by themselves or in pairs.

Optional: they can prepare 30 to 40-second speeches about the picture for the next lesson. The questions can help them prepare.

WORKBOOK PRACTICE

Tasks 1 and 2, Workbook (p. 54) picture B on page 98

- In Task 1, pupils work in pairs and by asking each other questions they compare their pictures. Circulate around the classroom and offer help where needed.
- In Task 2, pupils tell you the differences between the two pictures.

Task 3, Workbook (p. 54)

- Pupils choose one of the pictures and write true sentences about it in their notebooks.
Optional: you could turn this task into a game by setting a time limit. The person who writes the biggest number of correct sentences in three minutes is the winner.

Task 4, Workbook (p. 55)

- You can turn this Task into a game called **SENTENCE TENNIS**. Divide the class into three teams. Pupils from each team read out correct sentences from Task 4 but they mustn't repeat the sentences other teams have used. A team drops out if they repeat a sentence or if they say an incorrect sentence, e. g. *There are yellow telephone boxes in London*.

LESSON 5 LET'S CHECK!

1 Work with a partner. Look at picture A. Your partner should look at picture B on page 98. Ask and answer questions to find differences in the pictures.

2 Ask about differences. Use: *There is... There aren't... There are... and There aren't.*

3 Choose one picture. How many true sentences can you write about it in your notebook? Start like this:

Picture A: There is a white cat in the tree.
Picture B: There are three birds in the sky.

1 How many true sentences about London can you make?

There is a big clock.
There isn't a London Underground.
There are red double-decker buses.
There aren't any shops in the London Eye.
There aren't any yellow telephone boxes in London.

There are four towers and four lions at the base of the London Underground.
There is a beautiful old bridge.
There is a museum here, but it was a prison.
There is a famous shopping street in London.
There is the Queen's home.
You can see it in the streets of London.
There is a square where you can see two fountains, four lions and the statue of Admiral Nelson.
There is a river in London.

2 There are ten words about London in the wordsearch. The clues can help you find them. Look! →

1 It's a big clock.
2 It's the London Underground.
3 It's a beautiful old bridge.
4 It's on a famous street in London.
5 It's a museum here, but it was a prison.
6 It's a famous shopping street in London.
7 It's the Queen's home.
8 You can see it in the streets of London.
9 It's a square where you can see two fountains, four lions and the statue of Admiral Nelson.
10 It's a river in London.

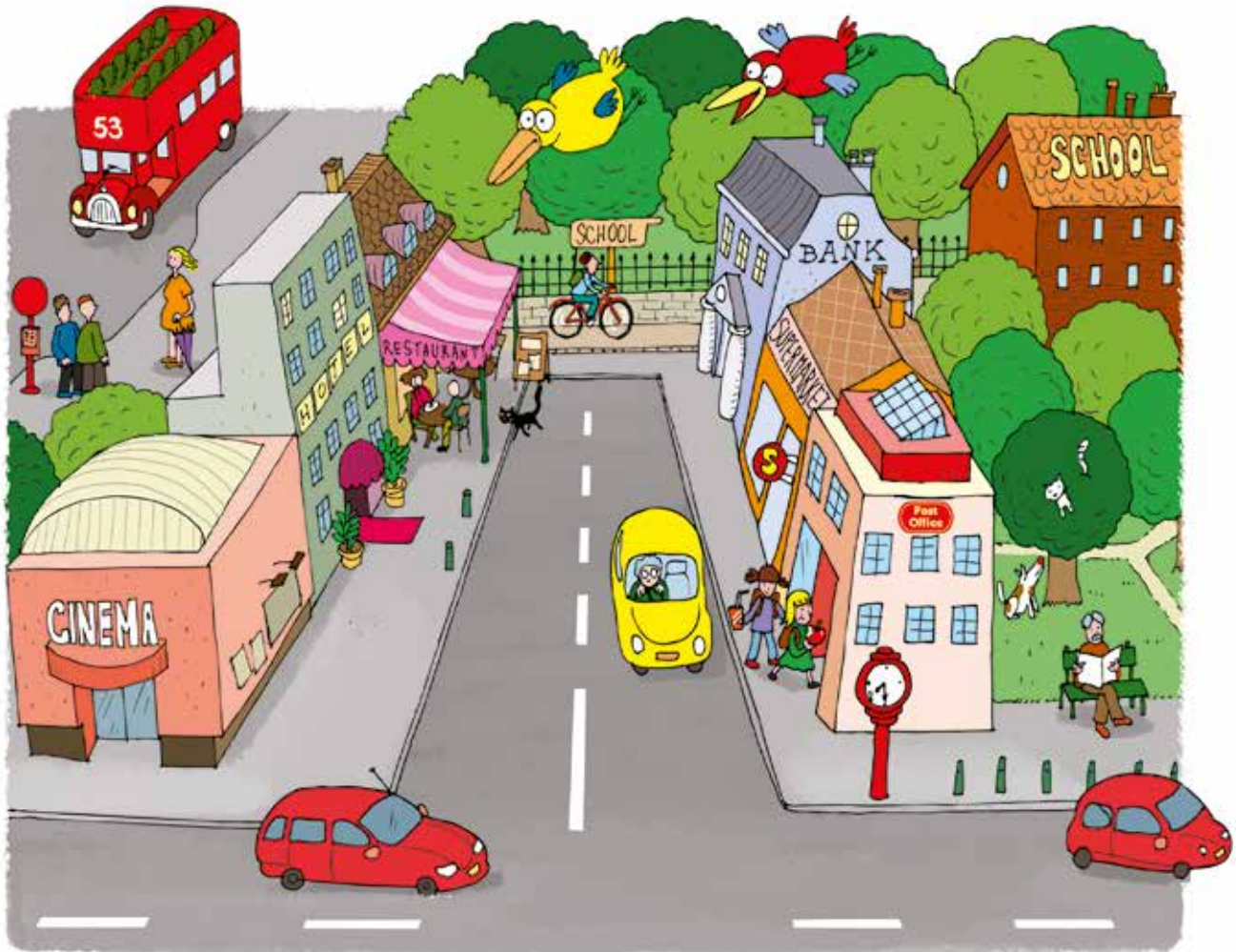
T R A F A L O A R S O U A R E
O T W B C L P E V A Y D T O
W E R H T I T O G E H N C P
E L B T O N A S O F U A M H
R I D O P V X Y X I C V A T O
R E C K I T H Q I A H P A L A C C
R B O J A S D F F O N E X T T
I E S T F F T D L S P T O U H
O T F G V H E O S O G E E
G E B S E S E I J D T F C P T O
E P S H N A I A U F H C H O A
L O A N S M H Z B Z X I V W T
O C Y I L L A A S I M F S A E D
C I T P L M R S R A F R E R A
T S O U V U E H E K W F D R Z
O M F O D O S I S E E F T I U

Task 5, Workbook (p. 55)

- Ask pupils to find 10 words about London in the wordsearch.

LET'S CHECK!

1 Look at the picture. Remember as much as you can.



2 Cover the picture. How many questions can you answer?

- | | |
|--|--|
| 1 Where's the hotel? | 7 What's the girl with the blonde hair eating? |
| 2 What's opposite the cinema? | 8 What colour is the boy's bike? |
| 3 What's next to the bank? | 9 Where's the white cat? |
| 4 How many animals are there in the picture? | 10 How many cars are there in the street? |
| 5 What has the woman at the bus stop got? | 11 What's the time? |
| 6 Where are the girls going? | 12 What number is the bus? |

PROJECT, Student's Book (p. 57)

- It's time for the third project. The aim of the project is for pupils to think about the capital city of their country. Go through the instructions with your pupils. Remind them about previous projects they have done and think of the ways they can improve the project or do it differently this time around. Talk with your pupils about what sources they can use to find the necessary data (the Internet, tourist brochures, newspapers, interviews with adults, the encyclopaedia, etc.). Have a conversation on using sources from the Internet and discourage copy-pasting data. Encourage your pupils to use their own sentences, to be creative, to include visuals and discuss different ways of presenting the project (poster, booklet, power point, film, etc.)

I CAN SPEAK ENGLISH, Student's Book (p. 57)

- This section of the Student's Book gives pupils a chance to reflect on their own work and progress throughout the Unit. Go through all seven points with your pupils and give them time to think about each point. They should tick every point they think they have mastered during this Unit. Ask them to explain their choices and show you that they actually have mastered it. Pupils can tell you a few sentences about their street, town, London or Tbilisi.

ENDING THE LESSON

- To revise the vocabulary from the unit, play **STOP THE TEACHER**.

NOTES

HOW MUCH DO YOU KNOW ABOUT YOUR CAPITAL CITY? MAKE A POSTER.

1 Write about:

- famous streets and squares.
- famous buildings, palaces or towers.
- a famous church or a cathedral.
- a famous theatre or a museum.
- a river, lakes, bridges or fountains.
- public transport (buses, taxis, trams).



2 Illustrate your project with pictures of interesting places.

What can you do after Unit 3? Tick (✓).

- ① I can talk about my street and the places there are in my street.
- ② I can say where something is.
- ③ I can name places in town.
- ④ I can give directions.
- ⑤ I can talk about the place where I live.
- ⑥ I can talk about London and its interesting places.
- ⑦ I can talk about Georgia's capital city.

In Kutaisi there is Bagrati Cathedral and the Gelati Monastery. There is the river Rioni where you can swim. There is also an interesting place like Sataplia Cave with footprints of dinosaurs! Come and visit us!



UNIT 5 EVERY DAY

LESSON 1 SCHOOL CAN BE FUN

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

- | | |
|------------|---|
| GRAMMAR | <ul style="list-style-type: none"> Use adverbs of frequency Answer questions starting with <i>When?</i> and <i>How often?</i> |
| FUNCTIONS | <ul style="list-style-type: none"> Talk about their school timetable Talk about school subjects and school activities |
| VOCABULARY | <ul style="list-style-type: none"> Name school subjects Use adverbs of frequency to talk about their daily routine |

SKILLS

- | | |
|-----------|---|
| READING | <ul style="list-style-type: none"> School Vocabulary |
| LISTENING | <ul style="list-style-type: none"> School Luke's dream school |
| SPEAKING | <ul style="list-style-type: none"> School subjects School timetable |
| WRITING | <ul style="list-style-type: none"> School timetable |

CULTURE and CLIL

- School subjects

LESSON 1

INTRODUCTION

- To introduce the topic, revise vocabulary. Write words related to SCHOOL on word cards, e. g. *a pinboard, a blackboard, a classroom, a teacher, a schoolbag, a pencil box, a globe, a pencil, a book, a notebook, etc.* Give the word cards to pairs of pupils. Pupils work together, but only one pupil holds the word card at a time.
 - Translate the words from the word cards. The pupil who has got the equivalent English word on his or her word card should read the word out loud.
 - Now the pupil should give the word card to the other pupil that makes up the pair. Paraphrase the words from the word cards. The pupil who has got the corresponding word on the word card gives the card back to you.
- Ask pupils to tell you what all these words from the cards have in common. Elicit the topic *SCHOOL*. When you get the answer from the pupils, have a little chat about the topic. Encourage pupils to talk freely about school. Ask pupils questions about school, e. g. *Do you like school? What is your favourite subject? Why? What is your teacher like? Do you look forward to meeting new teachers next year?*

VOCABOX

Task 1, Student's Book (p. 58)

- Play Track 41. Pupils listen to the words and repeat them. Focus on the words a bit longer. Tell pupils the name of the school subject and they say the corresponding number. Then say a number and they say the name of a school subject.
- Now ask them to tell you what subjects they have at school.

Tapescript:

Track 41

1 English, 2 French, 3 German, 4 Italian, 5 Georgian, 6 maths, 7 science, 8 music, 9 art, 10 computer science, 11 religious education, 12 P. E. (physical education)

FURTHER PRACTICE

- Prepare flashcards with the pictures of school subjects. Show one flashcard at a time and ask pupils to say the word. If they say the word correctly, put it up on the board.
- With all flashcards on the board, write a number above each flashcard. Tell pupils you are now going to practise maths by asking them riddles, e. g. *How much is Georgian plus maths?* If you put number 6 above *Georgian* and 9 above *maths*, pupils should give the answer 15.
- Ask pupils to close their eyes and then take one flashcard off the board. Ask pupils which flashcard is missing. Then take two or three off to make the pupils' task more challenging. You can also point to several numbers and ask them to remember the school subject that was under that number.

LISTENING AND READING

Task 2, Student's Book (p. 58)

- Play Track 42. Pupils listen and decide who is saying the sentence. They put a tick under the right name. After pupils have finished, ask them to tell who is saying each sentence.

Tapescript:

Track 42

Jessica: School is great. I learn something new every day and I have fun with my friends and teachers. My favourite subjects are English and French. I'm excellent at reading and writing stories. I have volleyball practice twice a week. I'm very busy, but I always do my homework.

Greg: School is OK. It can be fun, too. I like my school friends and my teacher, but I don't like doing my homework. My favourite subjects are computer science and P. E. I'm good at maths, too. I have swimming practice every day, but I always have time to play computer games.

Luke: School can sometimes be really boring. Tests, homework... It's better to play in the park. Art and music are OK, but I have problems with science and maths. My favourite day of the week is Saturday. Why? No school and time for my ice hockey practice.

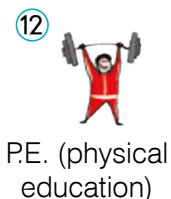
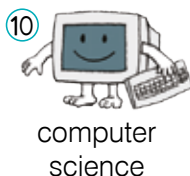
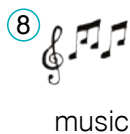
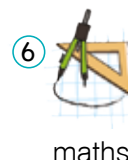
Answer key:

	Jessica	Greg	Luke
1 Art and music are OK.			x
2 My favourite subjects are English and French.	x		
3 My favourite subjects are computer science and P.E.		x	
4 I have problems with science and maths.			x
5 I have volleyball practice twice a week.	x		
6 I'm good at maths.		x	

SCHOOL CAN BE FUN

VOCABOX

1 Listen and repeat. Which are your favourite subjects?



2 Listen and look at the chart. Who is talking? Put a tick (✓) under the right name.

	Jessica	Greg	Luke
1 Art and music are OK.			
2 My favourite subjects are English and French.	✓		
3 My favourite subjects are computer science and P.E.			
4 I have problems with science and maths.			
5 I have volleyball practice twice a week.			
6 I'm good at maths.			

3 Read the text and write the missing sentence numbers from Task B in the right places. Then listen and check.



Jessica: School is great. I learn something new every day and I have fun with my friends and teachers. 2. I'm excellent at reading and writing stories. . I'm very busy, but I always do my homework.

Greg: School is OK. It can be fun, too. I like my school friends and my teacher, but I don't like doing my homework. . , too. I have swimming practice every day, but I always have time to play computer games.



Luke: School can sometimes be really boring. Tests, homework... It's better to play in the park. but . My favourite day of the week is Saturday. Why? No school and it's time for my ice hockey practice!

Task 3, Student's Book (p. 58)

- Pupils need to write the missing sentence number in the right place. Play Track 42 once more and have your pupils follow the text and check their answers. After listening, check your pupils' work by asking them to read the texts.
- Ask them to tell you who they agree with the most, i. e. whose attitude toward school they share. They should also explain why.

Answer key:

JESSICA: School is great. I learn something new every day and I have fun with my friends and teachers. **2 My favourite subjects are English and French.** I'm excellent at reading and writing stories. **5 I have volleyball practice twice a week.** I'm very busy, but I always do my homework.

GREG: School is OK. It can be fun, too. I like my school friends and my teacher, but I don't like doing my homework. **3 My favourite subjects are computer science and PE.** **6 I'm good at maths,** too. I have swimming practice every day, but I always have time to play computer games.

LUKE: School can sometimes be really boring. Tests, homework... It's better to play in the park. **1 Art and music are OK,** but **4 I have problems with science and maths.** My favourite day of the week is Saturday. Why? No school and time for my ice hockey practice.



WORKBOOK PRACTICE

Task 1, Workbook p. 56

- Ask pupils to write the missing letters and complete the names of the school subjects. You can talk about Luke's school report. Ask pupils questions about their school reports and what they would look like.

UNIT 4 EVERY DAY

SCHOOL CAN BE FUN

1 Write the missing letters in Luke's school report.

col e re e	very bad	pl	th	terrible
ng' sh	good	Fr	rch	very good
r i b n	very good	C	mp	very good
m s c	excellent	P		excellent
rt	excellent	G	m n	good

2 Jessica is talking about school. Fill in the missing words. Use the words in the box.

very busy teachers excellent every day twice a week

School is great. I learn something new _____ .
I have fun with my friends and _____ . My favourite _____ are English and French. I'm _____ at reading and writing stories. I have volleyball practice _____ . I'm very _____ but I always do my homework.

3 Greg is talking about school. Cross out the words that don't fit.

School is huge and OK. It can be a little fun, too. I like my school friends and my teacher, but I don't like doing my homework every day. My favourite school subjects are computer science, maths and PE. I'm very good at maths, too. I have swimming practice every day, but I always have time to play football and computer games.

4 Luke is talking about school. Circle the right word.

School can _____ be really boring. All those tests, homework... it's better to play in the _____ park. Art and _____ are OK, but I have problems with science and _____ . My favourite day of the week is _____ . Why? No school and time for my _____ practice!

ENDING THE LESSON

- Have your pupils look at the whole list of school subjects and ask them to make a Top 5 list of their favourite school subjects in their notebooks. **Optional:** after they have made their Top 5 list, they can go around the classroom and compare their list to those of other pupils. You can keep score of the most popular subjects on the board. Discuss why that is so.

HOMEWORK:

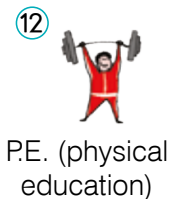
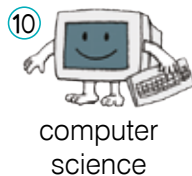
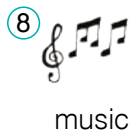
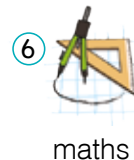
Workbook Tasks 2, 3 and 4 (p. 56)

NOTES

SCHOOL CAN BE FUN

VOCABOX

1 Listen and repeat. Which are your favourite subjects?



2 Listen and look at the chart. Who is talking? Put a tick (✓) under the right name.

	Jessica	Greg	Luke
1 Art and music are OK.			
2 My favourite subjects are English and French.	✓		
3 My favourite subjects are computer science and P.E.			
4 I have problems with science and maths.			
5 I have volleyball practice twice a week.			
6 I'm good at maths.			

3 Read the text and write the missing sentence numbers from Task B in the right places. Then listen and check.



Jessica: School is great. I learn something new every day and I have fun with my friends and teachers. **2**. I'm excellent at reading and writing stories. **□**. I'm very busy, but I always do my homework.

Greg: School is OK. It can be fun, too. I like my school friends and my teacher, but I don't like doing my homework. **□**. **□**, too. I have swimming practice every day, but I always have time to play computer games.



Luke: School can sometimes be really boring. Tests, homework... It's better to play in the park. **□** but **□**. My favourite day of the week is Saturday. Why? No school and it's time for my ice hockey practice!

INTRODUCTION

- Play **LETTER MESS**. Write random letters on the board. Instruct your pupils to write as many school subjects as possible in their notebooks using the given letters. Model one or two examples for them. Set a time limit for this game.
Possible selection of letters: G, N, C, R, S, H, A, I, E, T, U, M, P, L, O
Pupils should be able to write the following school subjects with these letters: *Georgian, English, German, art, science, maths, music, PE, computer science*. When they have finished, ask pupils to read out the names of the school subjects they have collected.
- Revise days of the week with a simple game. Say two days of the week that come on the either side of another day. If you say *Tuesday and Friday*, pupils need to say *Wednesday and Thursday* because they come between Tuesday and Friday. Repeat the same procedure a couple of times.

PRESENTATION

- Following the primary school curriculum for grade four, prepare these word cards: Georgian, English, maths, science, art, music, PE and religion. Add any other subjects pupils have at school, e. g. *German, Italian, French, computer science, etc.* Write those subjects on a sufficient number of word cards, depending on how many lessons pupils have of each subject in a week.
- Draw a timetable frame on the board that is big enough. Write the days of the week at the top it. Put the word cards with the school subjects written on them in a pile. Ask a pupil to take a word card from the pile. He or she should look at his or her timetable to see when he or she has got the subject from the word card during the week. Then he or she should come to the board to put the word card in the right place. Pupils are to put all the word cards in the frame. They should end up with exactly the same timetable on the board as the one they have got on their desks. When the complete timetable is on the board, you can ask pupils to copy it in their notebooks.
- Write this sentence prompt on the board:

I have _____ on _____ and _____.

- Ask pupils to choose a subject from the timetable on the board and say the complete sentence, e. g. *I have English on Monday, Wednesday and Friday*. Have them choose three school subjects and write sentences about them in their notebooks.

LISTENING

Task 4, Student's Book (p. 59)

- Ask pupils what they imagine a 'dream school' would be like. Ask them to tell you some activities they would like to have at school.
- Play Track 43. Pupils listen and match the parts of the sentences. When they have finished, ask pupils to read the matched parts out loud. Elicit the meaning of the following structures: *once a month, twice a week, once a week, twice a day, three times a week*.

Tapescript:

Track 43

Kim: What subjects do you have at your "dream school"?

Luke: We have drawing, karaoke singing, hiphop practice, costume parties, computer games...

Kim: That's interesting. How often do you have drawing classes?

Luke: We have drawing every day. And we have karaoke singing every day, too.

Kim: And how often do you have hip-hop classes and costume parties?

Luke: Well, twice a week. And once a week we go to the cinema.

Kim: That's great! And how about maths? Do you have maths every day, too?

Luke: No way! We have maths once a month!

Kim: And computer games? Do you have computer games once a month, too?


Luke: No, we have them twice a day! **Kim:** Oh, boy, you must be very busy!

Luke: Sure, that's why I don't have time to do my homework, you know.

Kim: Oh, I see. Thanks for the interview and don't forget about the maths test tomorrow!

Answer key:

drawing classes	every day
karaoke singing	every day
hip-hop classes	twice a week
costume parties	twice a week
computer games	twice a day
maths	once a month
visits to the cinema	once a week

4  Kim is interviewing Luke about his “dream school”. How often does he have these activities? Listen and match.

drawing classes	once a month
karaoke singing	twice a week
hip-hop classes	once a week
costume parties	every day
computer games	twice a day
maths	
visits to the cinema	

5 Now look at Luke’s timetable. Write the missing activities.

Monday	Tuesday	Wednesday	Thursday	Friday
computer games	hip-hop	drawing	computer games	karaoke
drawing	computer games	computer games		drawing
karaoke	karaoke	costume party	drawing	computer games
	computer games	computer games	karaoke	computer games
costume party			computer games	

6 Look at the timetable and talk about Luke’s “dream school”. Start like this:

Luke has _____ once a week / twice a week / every day / once a month...

Luke has _____ on Monday / on Tuesday / on...

LANGUAGE LAB

How often? Every day. Twice a day. Three times a week. Once a month.

When? On Monday. On Wednesday. On Saturday.

LET'S SPEAK!

7 Talk about your school timetable.

When do you have English?
 How often do you have P.E.?
 Which subjects do you have on Friday?
 How often do you go to the cinema with your class?



WRITING

Task 5, Student's Book (p. 59)

- Ask your pupils to complete Luke's timetable. When they have finished, ask them to read out all the activities Luke has on Monday, Tuesday, etc.

Answer key:

Monday	Tuesday	Wednesday	Thursday	Friday
computer games	hip-hop	drawing	computer games	karaoke
drawing	computer games	computer games	hip-hop	drawing
karaoke	karaoke	costume party	drawing	computer games
computer games	computer games	computer games	karaoke	computer games
costume party	drawing	karaoke	computer games	hip-hop

SPEAKING

Task 6, Student's Book (p. 59)

- Ask pupils to prepare a report on Luke's timetable. Tell them to use model sentences from the Task and ask a few pupils to say something about Luke's timetable.
- If necessary, draw your pupils' attention to the **LANGUAGE LAB** and explain the difference between questions with *When...?* and *How often...?*

Task 7, Student's Book (p. 59)

- Have your pupils take a look at the questions in Task 7. Ask them to tell you something about their school timetable.



WORKBOOK PRACTICE

Task 6, Workbook p. 57

- In Task 6 pupils need to create their own dream school timetable. Pupils need to fill in the table and describe their schedule with a couple of sentences. When they have finished, ask them questions using *How often?* and *When?*

Match the questions to the correct answers.

- How often do you have science? A
- When do you have music? B
- What's your favourite subject? C
- How many pupils are there in your class? D
- How often do you go on a school trip? E
- How good are you at English? F

Complete your own dream school timetable. Then write about it. What subjects / activities do you have? How often? When?

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Start like this: I have ... once a week, twice a week, three times a week, ... on Monday, Tuesday, Wednesday, Thursday, Friday

Do you think school is cool? Do the questionnaire and find out. Circle the answer that is true for you.

- School is great. I study every day.
- School is OK. I study twice a week.
- School is boring. I study once a month.
- My teachers are great. I do my homework every day.
- My teachers are OK. I sometimes do my homework.
- My teachers are not OK. I never do my homework.
- I like all school subjects. I have a lot of friends in my class.
- I like some school subjects. I have two or three friends in my class.
- I don't like any school subject. I don't have any friends in my class.

Turn to page 86 and check out your results.


ENDING THE LESSON

- Play a game called **DEFINITION BATTLE**. Divide your pupils into two teams and ask two representatives to come forward. You are going to tell them a sentence about a school subject and the first pupil to correctly write the name of the school subject wins a point for their team.
- You could say the following sentences: *In this school subject you learn about numbers. In this school subject you talk about Ronnie. In this school subject you play football, etc.*

HOMEWORK:

Workbook Tasks 5 and 7 (p. 57)

NOTES

4  Kim is interviewing Luke about his “dream school”. How often does he have these activities? Listen and match.

drawing classes	once a month
karaoke singing	twice a week
hip-hop classes	once a week
costume parties	every day
computer games	twice a day
maths	
visits to the cinema	

5 Now look at Luke’s timetable. Write the missing activities.

Monday	Tuesday	Wednesday	Thursday	Friday
computer games	hip-hop	drawing	computer games	karaoke
drawing	computer games	computer games		drawing
karaoke	karaoke	costume party	drawing	computer games
	computer games	computer games	karaoke	computer games
costume party			computer games	

6 Look at the timetable and talk about Luke’s “dream school”. Start like this:

Luke has _____ once a week / twice a week / every day / once a month...

Luke has _____ on Monday / on Tuesday / on...

LANGUAGE LAB

How often? Every day. Twice a day. Three times a week. Once a month.

When? On Monday. On Wednesday. On Saturday.

LET'S SPEAK!

7 Talk about your school timetable.

When do you have English?
 How often do you have P.E.?
 Which subjects do you have on Friday?
 How often do you go to the cinema with your class?



LESSON 2 MY FAVOURITE PART OF THE DAY

LEARNING OUTCOMES: I ucx. dawy. (l): 1,2,3,4,5,6,7 By the end of this class, pupils will be able to:	
GRAMMAR	<ul style="list-style-type: none"> Use the first person singular form of the verbs in present simple (positive and negative) Ask yes / no questions using <i>Do you...?</i>
FUNCTIONS	<ul style="list-style-type: none"> Talk about daily routines Talk about their favourite part of the day Ask and answer questions
VOCABULARY	<ul style="list-style-type: none"> Name parts of the day Describe actions typical of a part of the day Use collocations in sentences
SKILLS	
READING	<ul style="list-style-type: none"> Jessica and Luke's favourite part of the day
LISTENING	<ul style="list-style-type: none"> Favourite part of the day
SPEAKING	<ul style="list-style-type: none"> Talking about one's favourite part of the day Talking about daily habits
WRITING	<ul style="list-style-type: none"> My favourite part of the day
CULTURE and CLIL	
<ul style="list-style-type: none"> School subjects 	

LESSON 1

INTRODUCTION

- Ask your pupils to tell you some of the activities they do every day, e. g. *I have breakfast. I have lunch. I watch TV. I go to sleep, etc.* Pupils **BRAINSTORM** ideas. Write the ideas on the board but write them in three different columns (morning, afternoon, evening). Try to elicit the categories by asking your pupils what all the words in each column have in common. After they have guessed, write the words **MORNING**, **AFTERNOON** and **EVENING** above each respective column.
- Play **WAVE YOUR HANDS IF IT'S TRUE**. Tell pupils a few sentences, e. g. *I brush my teeth in the morning. I have breakfast in the morning. I watch TV in the afternoon. I go to bed in the evening.* Pupils wave their hands if the sentence is true for them. If it's true, have them repeat the sentence, e. g. *I brush my teeth in the morning.*

SPEAKING

Task 1, Student's Book (p. 60)

- Pupils take a look at different parts of the day and say what their favourite part of the day is. Ask them to tell you why, e. g. *I watch TV in the afternoon. I play with my friends in the afternoon.*

LISTENING

Task 2, Student's Book (p. 60)

- Ask your pupils to try to guess what Jessica's favourite part of the day is. Then play Track 44. Pupils listen and put the pictures in the right order. After listening, ask your pupils to tell you what Jessica's favourite part of the day is. Ask pupils to tell you the right order of pictures.
- Play Track 44 again and instruct your pupils to underline all the sentences that are true for them. After listening, ask them to read out the sentences they have underlined.

Tapescript:

Track 44

Jessica: I'm always happy in the morning. I wake up at 7 o'clock. I make my bed and I go to the kitchen. I usually have cornflakes for breakfast. Then I brush my teeth and I wash my face. I put on my clothes and I take my schoolbag. I run to school. I can't wait to see my friends and teachers.

Answer key:

Picture 1 I'm always happy in the morning. I wake up at 7 o'clock.

Picture 2 I make my bed and I go to the kitchen.

Picture 3 I usually have cornflakes for breakfast.

Picture 4 Then I brush my teeth and I wash my face.

Picture 5 I put on my clothes and I take my schoolbag.

Picture 6 I run to school. I can't wait to see my friends and teachers.

LISTENING AND READING

Task 3, Student's Book (p. 60)

- Before they listen, play a guessing game with your pupils. Ask them to try to guess the right answers. You can ask them questions, e. g. *What do you think Luke's favourite part of the day is? Does he play football or roller-skate?*
- Play Track 45. Pupils listen and circle the correct words. Ask them to tell you what Luke's favourite part of the day is. You can also ask some pupils to read out the text.

Tapescript:

Track 45

Luke: I always feel great in the afternoon. I usually go out to the park. I ride a bike or I roller-skate. I sometimes stay at home and I watch TV. Every Monday afternoon I listen to my favourite radio show. It's about hip-hop. I don't study every afternoon, but I usually do my homework. I also help my mum in the kitchen. We make dinner together.

Answer key:

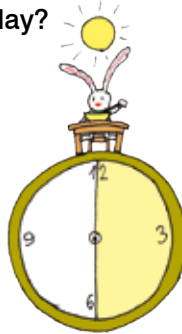
I always feel great in the **afternoon**. I usually go out to the **park**. I ride a bike or I **roller-skate**. I sometimes stay at home and I **watch TV**. Every **Monday** afternoon I listen to my favourite radio show. It's about hip-hop. I don't study every afternoon, but I usually **do my homework**. I help my mum in the **kitchen**. We make **dinner** together.

MY FAVOURITE PART OF THE DAY

1 What's your favourite part of the day?



MORNING



AFTERNOON



EVENING

2 Listen and put the pictures in the right order. What is Jessica's favourite part of the day?



I make my bed and I go to the kitchen.



I run to school. I can't wait to see my friends and teachers.



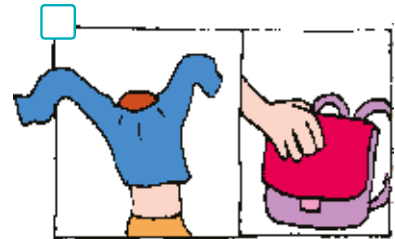
Then I brush my teeth and I wash my face.



I usually have cornflakes for breakfast.



I'm always happy in the morning. I wake up at 7 o'clock.



I put on my clothes and I take my schoolbag.

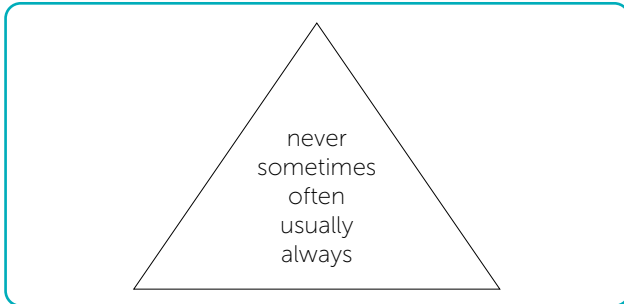
3 Listen and circle the right answers. What is Luke's favourite part of the day?

I always feel great in the evening / afternoon. I usually go out to the park / pet shop. I ride a bike or I roller-skate / play football. I sometimes stay at home and I play / watch TV. Every Monday / Sunday afternoon I listen to my favourite radio show. It's about hip-hop. I don't study every afternoon, but I usually do my homework / play games. I also help my mum in the kitchen / garden. We make dinner / lunch together.



ADVERBS OF FREQUENCY

- Point out the adverbs of frequency (*always, usually, sometimes*). Ask your pupils to find sentences with adverbs in the text. Elicit the meaning of these words.
- Ask them if they know any other adverbs. They should be familiar with some, but if they are not introduce them and put them randomly on the board (SOMETIMES, USUALLY, ALWAYS, NEVER, OFTEN). Draw a pyramid and pupils should put the adverbs in the right place. When they have done so, ask them to copy the pyramid into their notebooks.



- Ask pupils to say a couple of sentences about their daily routine using these adverbs. You can help by writing a few model sentences on the board, e. g. *I sometimes have cornflakes for breakfast.*

Negative sentences

- Do the activity called **CUT UP SENTENCES**. Prepare a few false sentences, e. g. *'I have breakfast in the evening.'* or *'I go to bed in the afternoon.'* Prepare one piece of paper for each word or chunk: *I / have / breakfast / in the evening.*
- Ask four pupils to come forward and get one piece of paper. Their task is to stand in a way so that they form the right sentence, i. e. *I have breakfast in the evening.*
- Ask your pupils if this sentence is true for them. They should probably recognise that this is not true. Introduce the new word **DON'T** (in a different colour preferably). Give this word to one pupil (the most energetic one who cannot sit still is a good choice). The rest of the class should tell this pupil where to stand in order to make this sentence true.
- Write this sentence on the board (*I DON'T have breakfast in the evening.*).
- Repeat the same procedure with a couple more sentences. Then ask pupils to write down a couple of sentences in their notebooks. If necessary, draw pupils' attention to the **LANGUAGE LAB**.

READING

Task 4, Student's Book (p. 61)

- Pupils are to think about their own daily routine and tick the part of the day when they do a certain activity. Ask a few pupils to say a couple of sentences about their typical day. Have a discussion on similarities and differences in their daily routines.



WORKBOOK PRACTICE

Task 3, Workbook p. 58

- Pupils read the sentences and circle the word that is true for them. When they have finished, ask a few pupils to read some of the sentences out loud.

Task 4, Workbook p. 58

- Pupils need to complete sentences using adverbs of frequency. Ask them to read some of the sentences out loud once they have finished.

MY FAVOURITE PART OF THE DAY

Activity 1: Circle the correct word.

I'm always happy in the morning. I **WAKE UP** at 7 o'clock. I _____ my bed and go to the kitchen. I usually _____ cornflakes for breakfast. There's _____ my bath and I _____ my face. I _____ my clothes and I take my school bag. I _____ to school. I can't wait to see my friends and teachers.

Activity 2: Circle what is true for you.

1. I **ENJOY** / **DON'T ENJOY** eating my best friend's birthday cake.
 2. I **HAVE** / **DON'T HAVE** a TV in my room.
 3. I **ENJOY** / **DON'T ENJOY** watching TV on my phone.
 4. I **GO** / **DON'T GO** to the cinema once a month.
 5. I **ENJOY** / **DON'T ENJOY** going to the supermarket every week.
 6. I **ENJOY** / **DON'T ENJOY** the internet.
 7. I **ENJOY** / **DON'T ENJOY** going to the cinema.
 8. I **ENJOY** / **DON'T ENJOY** going to the cinema.

Activity 3: Complete the sentences. Use: always, often, sometimes or never.

1. I _____ have cornflakes for breakfast.
 2. I _____ ride my bike after school.
 3. I _____ make music videos in my free time.
 4. I _____ play football in the afternoon.
 5. I _____ go to the cinema with my friends.
 6. I _____ fight with kids in my class.
 7. I _____ have problems with teachers.
 8. I _____ get lost in my class.

ENDING THE LESSON

- Play **JUMP TO THE SIDE**. Read a couple of sentences and pupils decide if the sentence is true for them. If it's true they jump to the 'true side' and if it's false they jump to the 'false side.' Say a sentence, e. g. *I have cornflakes for breakfast.* If the sentence is true, ask them to tell you how often they have it (*I sometimes have cornflakes for breakfast*). If the sentence is false for them, ask them to make this sentence negative, i. e. *I don't have cornflakes for breakfast.*

HOMEWORK:

Workbook Tasks 1 and 2 (p. 58)

NOTES

LANGUAGE LAB

I **wake up** at 7 o'clock.
 I usually **go out** to the park.
 I **don't study** every afternoon.

don't = do not

4 What's true for you? Read and put a tick (✓) in the right place.

	IN THE MORNING	IN THE AFTERNOON	IN THE EVENING
1 I make my bed.			
2 I don't have breakfast.			
3 I brush my teeth.			
4 I watch TV.			
5 I don't go out and play.			
6 I don't go to school.			
7 I have dinner.			
8 I don't do my homework.			

5 Greg's favourite part of the day is the evening. Jessica wants to find out why. Listen and tick (✓) the questions you hear.

- 1 Do you play computer games?
- 2 Do you do your homework?
- 3 Do you play with your friends?
- 4 Do you play any sports?
- 5 Do you go to the cinema?
- 6 Do you watch TV?



LANGUAGE LAB

Do you **watch** TV in the evening? Yes, I **do**. No, I **don't**.

LET'S SPEAK!

6 Work with a partner. Ask and answer the questions. Circle your partner's answers.

- | | | |
|--|------------|--------------|
| 1 Do you have breakfast in the morning? | Yes, I do. | No, I don't. |
| 2 Do you brush your teeth twice a day? | Yes, I do. | No, I don't. |
| 3 Do you play any sports? | Yes, I do. | No, I don't. |
| 4 Do you watch TV every day? | Yes, I do. | No, I don't. |
| 5 Do you sometimes forget your homework? | Yes, I do. | No, I don't. |
| 6 Do you make your bed in the morning? | Yes, I do. | No, I don't. |
| 7 Do you play computer games every day? | Yes, I do. | No, I don't. |
| 8 Do you go to bed late? | Yes, I do. | No, I don't. |

INTRODUCTION

- To check homework, talk about Jessica and Luke's favourite part of the day. Prepare a couple of sentences and read them to your pupils. If the sentence is about Jessica, pupils should stand up. If the sentence is about Luke, pupils should sit down. Then ask pupils to read the texts about Luke and Jessica from the Workbook out loud.
- Revise adverbs of frequency. Prepare word cards (*ALWAYS, USUALLY, OFTEN, SOMETIMES, NEVER*). Put the word cards around the classroom. Play **STAND UNDER THE RIGHT HEADING**. Say an activity and ask your pupils to stand under the correct heading, e. g. say: *I come to school by bus*. Pupils should stand under the word card *SOMETIMES* if that is true for them. Then ask them to tell you a sentence, e. g. *I sometimes come to school by bus*. Repeat the procedure with a few more sentences.

LISTENING

Task 5, Student's Book (p. 61)

- Ask your pupils to guess what Greg's favourite part of the day is. Pupils offer their guesses. Then play Track 46 for pupils to listen and tick the questions they hear. Check as a class. Ask pupils to read what questions they have ticked off.
- Play Track 46 again and ask your pupils to pay attention to Greg's answers. After listening, ask them to tell you what answers they heard, i. e. *Yes, I do / No, I don't*. Write two examples of questions and answers on the board.
Do you play computer games in the evening? Yes, I do.
Do you watch TV in the evening? No, I don't.
 Draw pupils' attention to the **LANGUAGE LAB** if you feel pupils need more explanation on forming and answering *yes / no* questions.

Tapescript:
Track 46

Jessica: Why do you like evenings so much, Greg?
Greg: Because in the evening I have time for my hobbies.
Jessica: Do you play computer games then?
Greg: Yes, I do.
Jessica: Do you play any sports?
Greg: Yes, I do. I have swimming practice twice a week.
Jessica: Do you watch TV in the evening?
Greg: No, I don't. But I go to the cinema on Saturdays. Err... Can I ask you a question?
Jessica: Sure. Go ahead.
Greg: How about going to the cinema together on Saturday?

Answer key:

- 1 Do you play computer games? **x**
- 2 Do you do your homework?
- 3 Do you play with your friends?
- 4 Do you play any sports? **x**
- 5 Do you go to the cinema?
- 6 Do you watch TV? **x**

SPEAKING

Task 6, Student's Book (p. 61)

- Pupils work in pairs and ask each other questions. After they have asked each other questions, ask a few volunteer pairs to read their questions and answers out loud.



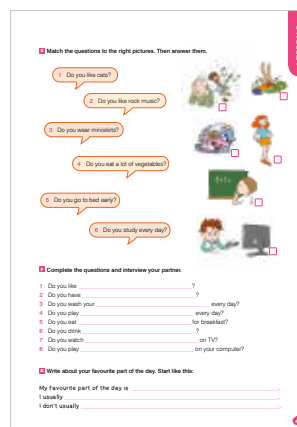
WORKBOOK PRACTICE

Task 5, Workbook p. 59

- Pupils need to match questions to the right pictures. When they have finished, ask pupils to answer the questions. Insist they use *Yes, I do* and *No, I don't*.

Task 6, Workbook p. 59

- Pupils need to complete the questions and ask them of their classmates. To do so, have your pupils walk around the classroom and interview a couple of their classmates.



ENDING THE LESSON

- Play **MUSIC ACTION**. Give three slips of paper to every pupil. They should write three questions on them, using *Do you...?* Collect the questions and put them into a box. Give a ball to one of the pupils. Play some music and while the music is playing the ball should circle around the classroom. When you stop the music, the pupil holding the ball draws one slip of paper from the box, reads the question and answers it with either *Yes, I do* or *No, I don't*.

HOMEWORK:

Workbook Task 7 (p. 59)


LANGUAGE LAB

I **wake up** at 7 o'clock.
I usually **go out** to the park.
I **don't study** every afternoon.

don't = do not

4 What's true for you? Read and put a tick (✓) in the right place.

	IN THE MORNING	IN THE AFTERNOON	IN THE EVENING
1 I make my bed.			
2 I don't have breakfast.			
3 I brush my teeth.			
4 I watch TV.			
5 I don't go out and play.			
6 I don't go to school.			
7 I have dinner.			
8 I don't do my homework.			

5  Greg's favourite part of the day is the evening. Jessica wants to find out why. Listen and tick (✓) the questions you hear.

- 1 Do you play computer games?
- 2 Do you do your homework?
- 3 Do you play with your friends?
- 4 Do you play any sports?
- 5 Do you go to the cinema?
- 6 Do you watch TV?



LANGUAGE LAB

Do you **watch** TV in the evening? Yes, I **do**. No, I **don't**.

LET'S SPEAK!

6 Work with a partner. Ask and answer the questions. Circle your partner's answers.

- | | | |
|--|------------|--------------|
| 1 Do you have breakfast in the morning? | Yes, I do. | No, I don't. |
| 2 Do you brush your teeth twice a day? | Yes, I do. | No, I don't. |
| 3 Do you play any sports? | Yes, I do. | No, I don't. |
| 4 Do you watch TV every day? | Yes, I do. | No, I don't. |
| 5 Do you sometimes forget your homework? | Yes, I do. | No, I don't. |
| 6 Do you make your bed in the morning? | Yes, I do. | No, I don't. |
| 7 Do you play computer games every day? | Yes, I do. | No, I don't. |
| 8 Do you go to bed late? | Yes, I do. | No, I don't. |

LESSON 3 ELLIOT AND TESS

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

GRAMMAR	<ul style="list-style-type: none"> Use the third person singular form of verbs in present simple (affirmative, negative, interrogative)
FUNCTIONS	<ul style="list-style-type: none"> Talk about daily routines Ask and answer questions about someone's typical day Talk about likes and dislikes
VOCABULARY	<ul style="list-style-type: none"> Name daily routines Use collocations in a new context

SKILLS

READING	<ul style="list-style-type: none"> Tess's day Elliot's day Tina's e-mail Culture Corner
LISTENING	<ul style="list-style-type: none"> Tess's day Elliot's day Culture Corner
SPEAKING	<ul style="list-style-type: none"> Talking about someone's daily routine Schools in Great Britain
WRITING	<ul style="list-style-type: none"> Class report My friend's day

CULTURE and CLIL

- Schools in Great Britain

LESSON 1

INTRODUCTION

- Start the lesson with some **FRIENDLY GOSSIPING** and check pupils' homework. Ask pupils to read sentences about their daily routines that they have written for homework. When a pupil says a sentence, quietly repeat to the class the information from the sentence as if you were gossiping, e. g. A pupil says: *I help in the kitchen.* Point your finger at that pupil and whisper to the class: *She / He helps in the kitchen.*
- Ask your pupils to repeat the sentence after you by whispering it. Repeat the same procedure a couple of times.
- Write the word *Tess* on the board. Ask your pupils to tell you what they know about Tess. Ask them to make a few guesses about how Tess spends her time.

LISTENING AND READING

Task 1, Student's Book (p. 62)

- Ask your pupils to look at the pictures in Task 1 and to tell you what they see in these pictures. They can try and guess how Tess spends her days.
- Now Play Track 47. Pupils listen and match the pictures to the texts.
- Play Track 47 again. Stop after every picture and ask your pupils to tell you what Tess does then. Help with pronunciation of the verbs in the Present Simple where necessary.

Tapescript:

Track 47

Narrator: She wakes up late. It's 10 o'clock in the evening. Good morning, Tess! She doesn't have a big breakfast. Just a glass of Superowl Juice. She doesn't brush her teeth, but she works out. It's good for her body. Then she goes to Owl Night School. She is a science teacher. It's lunchtime. She goes to McOwl's. She has a big mosquito sandwich. Then she visits her friend Owly. He knows everything about Magic. She learns a new magic trick every day. She has a worm salad for dinner. Yummy! Then she watches *Owlcop*, her favourite TV show. After that she practises some new tricks. Oh, no! It doesn't work. Before she goes to sleep, she says hello to the sun. Oh, it's 7 o'clock in the morning! Good night, Tess.

Answer key:

Picture 1 – She wakes up late. It's 10 o'clock in the evening. Good morning, Tess!

Picture 2 – She doesn't have a big breakfast. Just a glass of Superowl Juice.

Picture 3 – She doesn't brush her teeth, but she works out. It's good for her body.

Picture 4 – Then she goes to Owl Night School. She is a science teacher.

Picture 5 – It's lunch time. She goes to McOwl's. She has a big mosquito sandwich.

Picture 6 – Then she visits her friend Owly. He knows everything about magic. She learns a new trick every day.

Picture 7 – She has a worm salad for dinner. Yummy!

Picture 8 – Then she watches *Owlcop*, her favourite TV show.


Picture 9 – After that she practises some new tricks. Oh, no! It doesn't work.

Picture 10 – Before she goes to sleep, she says "hello" to the sun. Oh, it's 7 o'clock in the morning! Good night, Tess.

FURTHER PRACTICE

- Tell pupils you will read some sentences about Tess. Leave out the verbs. Say **'BEEP'** instead of the verbs. Pupils should guess what verb is missing, e. g. *Tess BEEP a worm salad.* When they guess the verb, write that verb in the columns on the board – both affirmative and negative forms of the verb. Explain the difference but do not insist on knowledge of grammar at this point. Use coloured chalk to highlight the endings – (e) s and doesn't **Optional:** for further practice of pronunciation and spelling, draw pupils' attention to the verbs on the board. Try to elicit the rules of pronunciation (/ s / , / z / , / iz /) and spelling.
- Now point to any of the verbs on the board and pupils need to tell you a whole sentence using that verb, e. g. *wakes up* – *She wakes up late.*

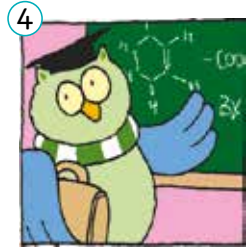
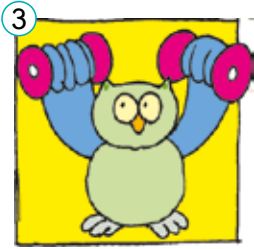
ELLIOT AND TESS

1  Listen and point to the right pictures. Then match the pictures to the texts. What's unusual about Tess' day?



She doesn't brush her teeth, but she works out. It's good for her body.

Then she visits her friend Owly. He knows everything about magic. She learns a new magic trick every day.



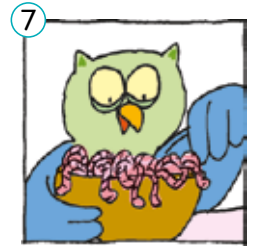
It's lunch time. She goes to McOwl's. She has a big mosquito sandwich.

She doesn't have a big breakfast. Just a glass of Superowl Juice.



1 She wakes up late. It's 10 o'clock in the evening. Good morning, Tess!

She has a worm salad for dinner. Yummy!



Then she goes to Owl Night School. She is a science teacher.

Then she watches *Owlcop*, her favourite TV show.



Before she goes to sleep, she says "hello" to the sun. Oh, it's 7 o'clock in the morning! Good night, Tess.

After that she practises some new tricks. Oh, no! It doesn't work.

READING

Task 2, Student's Book (p. 63)

- Pupils decide if the sentences are true or false. To check, play **WAVE YOUR HANDS IF IT'S TRUE**. Read the sentences from the Task 2. Pupils listen and wave their hands if the sentence is true. If it's false, ask pupils to correct it.

Answer key:

- 1 She wakes up at 10 o'clock in the morning. **F**
- 2 She is a teacher. **T**
- 3 She doesn't have lunch. **F**
- 4 Owlly knows a lot about magic. **T**
- 5 She doesn't like worm salad. **F**
- 6 She watches *Owlcop* in the evening. **T**
- 7 Her magic tricks always work. **F**
- 8 She goes to sleep in the morning. **T**

Task 3, Student's Book (p. 63)

- Have your pupils correct the sentences. If necessary, focus pupils' attention on the **LANGUAGE LAB** and explain how to form affirmative and negative sentences.

Answer key:

- 1 Tess wakes up at 9 o'clock. Tess doesn't wake up at 9 o'clock.
- 2 She doesn't have juice for breakfast. She has juice for breakfast.
- 3 She doesn't work out. She works out.
- 4 She brushes her teeth. She doesn't brush her teeth.
- 5 She doesn't watch *Owlcop*. She watches *Owlcop*.
- 6 She doesn't go to sleep in the morning. She goes to sleep in the morning.



WORKBOOK PRACTICE

Task 1, Workbook (p. 60)

- Ask pupils to complete the sentences using the correct form of the verb. When they have finished, check their answers. To check, read the sentences but instead of reading the verb knock on a desk and ask pupils to provide the right verb.

Task 2, Workbook (p. 61)

- Pupils complete the sentences by adding -s or -es to the verbs. When they have finished, ask pupils to read the sentences out loud. Write the verbs on the board so that pupils can check their spelling.

Task 3, Workbook (p. 61)

- Give pupils a minute or two to study the data from the chart. Then ask them to tell you a couple of sentences about the people from the chart.
- You could turn this into the game called **SENTENCE TENNIS**.

Task 4, Workbook (p. 61)

- Tell pupils to complete the sentences by looking at the chart from Task 3. When they have finished, ask a few pupils to share some of the sentences with the rest of the class.

UNIT 4 EVERY DAY

ELLIOT AND TESS

Complete the sentences. Use: **goes** **visits** **wakes up** **has** **doesn't work**
reads **watches** **likes** **doesn't have** **doesn't brush**

- 1 Tess wakes up late. Good morning, Tess.
- 2 She has a big breakfast.
- 3 She brushes her teeth, but she works out.
- 4 Tess goes to Owl Night School.
- 5 It's lunch time. She has at McMur's.
- 6 Tess likes her friend, Dolly.
- 7 It's time for dinner. She doesn't work very much. 'Yummy!'
- 8 Tess watches *Owlcop* her favourite TV show.
- 9 After that she practices some new tricks. Oh, not it!
- 10 Before she goes to sleep she reads to the sun. Good night, Tess.

Read about Kim's usual day. Write **is** or **isn't** where necessary.

- 1 Kim is up. She says "hello" to Glorbo.
- 2 She isn't breakfast. Glorbo has cornflakes, too.
- 3 She isn't to school. Glorbo doesn't go. He school. He play in the garden.
- 4 Kim isn't lunch. Glorbo is hungry, too.
- 5 Kim isn't Glorbo for a walk. He is happy!
- 6 Kim isn't a book. Glorbo doesn't read a book. He watch TV.
- 7 Kim isn't her teeth. Glorbo doesn't brush. He washes his teeth. He has.
- 8 Kim isn't to bed. Glorbo goes to bed, too. He is very tired.

Look at the chart. What do Tina and her friends like? Talk about it.

Linda likes... She doesn't like...

Names	subjects		animals		films	
	English	maths	cats	birds	cartoon	action
Linda	X	X	X	X	X	X
Tina	X	X	X	X	X	X
Marko	X	X	X	X	X	X

Complete the sentences. Use **likes** or **doesn't like**.

- 1 Linda likes art. She doesn't like English.
- 2 Tina likes English. She likes maths.
- 3 Marko likes art. He likes maths.
- 4 Linda likes cats. She likes animals.
- 5 Tina likes birds. She likes animals.
- 6 Marko likes cats. He likes birds.
- 7 Linda likes science fiction films. She likes cartoons.
- 8 Tina likes cartoons. She likes science fiction films.
- 9 Marko likes cartoons. He likes action films.

ENDING THE LESSON

- Play **CORRECT THE TEACHER**. Talk about Tess's daily routine but make mistakes. Pupils are to listen and correct the mistakes, e. g. if you say *She has a big breakfast*, pupils say *She doesn't have a big breakfast*.

HOMEWORK:

Workbook Task 5 (p. 62)

NOTES

2 Write: true (T) or false (F).

- | | | | |
|--|--------------------------|---|--------------------------|
| 1 She wakes up at 10 o'clock in the morning. | <input type="checkbox"/> | 5 She doesn't like worm salad. | <input type="checkbox"/> |
| 2 She is a teacher. | <input type="checkbox"/> | 6 She watches <i>Owlcop</i> in the evening. | <input type="checkbox"/> |
| 3 She doesn't have lunch. | <input type="checkbox"/> | 7 Her magic tricks always work. | <input type="checkbox"/> |
| 4 Owly knows a lot about magic. | <input type="checkbox"/> | 8 She goes to sleep in the morning. | <input type="checkbox"/> |

LANGUAGE LAB


She **wakes** up late.
 She **goes** to Owl Night School.
 She **watches** *Owlcop*.

She **doesn't brush** her teeth.
 She **doesn't have** a big breakfast.

doesn't = does not

3 Correct the sentences about Tess' day.

- | | |
|--|---|
| 1 Tess wakes up at 9 o'clock. | Tess <u>doesn't wake up</u> at 9 o'clock. |
| 2 She doesn't have juice for breakfast. | She _____ juice for breakfast. |
| 3 She doesn't work out . | She _____. |
| 4 She brushes her teeth. | She _____ her teeth. |
| 5 She doesn't watch <i>Owlcop</i> . | She _____ <i>Owlcop</i> . |
| 6 She doesn't go to sleep in the morning. | She _____ to sleep in the morning. |

4  **Tess is at school. Her pupils have got a lot of questions about Elliot's day. Listen and read. Circle the correct answers.**

- Owl 1: Does Elliot wake up late?
 Tess: **Yes, he does.** / No, he doesn't. He wakes up at 7 o'clock in the morning.
- Owl 2: Does he have a big breakfast?
 Tess: **Yes, he does.** / No, he doesn't. He has orange juice, toast and an egg.
- Owl 3: Does he work out?
 Tess: **Yes, he does.** / No, he doesn't. But he brushes his teeth.
- Owl 4: Does he go to school?
 Tess: **Yes, he does.** / No, he doesn't. But he is not a teacher.
- Owl 5: Does he like mosquito sandwiches?
 Tess: **Yes, he does.** / No, he doesn't. He likes fish and chips.
- Owl 6: Does he visit Owly?
 Tess: **Yes, he does.** / No, he doesn't. He stays at home and he reads books.
- Owl 7: Does he watch *Owlcop*?
 Tess: **Yes, he does.** / No, he doesn't. He watches documentary films.
- Owl 8: Does he go to bed in the morning?
 Tess: **Yes, he does.** / No, he doesn't. He's not an owl. He goes to bed at 10 o'clock in the evening.



INTRODUCTION

- Start the lesson by checking homework. Take a look at Task 5 in the Workbook. Ask your pupils to tell you affirmative and negative sentences about Tina, Marko and Linda.
- Prepare a **JABBERWOCKY STORY** for your pupils.
Background information: Jabberwocky, written by Lewis Carroll, is considered to be one of the greatest nonsense poems ever written in English and it contains many nonsense words.
Give your pupils a text on Tess's typical day. Replace the verbs with the word Jabberwocky. Pupils need to replace the word Jabberwocky with actual verbs from the text.

Tess Jabberwocky at 10 O'clock in the evening. Then she Jabberwocky her worm salad. After that she Jabberwocky to Owl night school. She Jabberwocky a science teacher. She Jabberwocky a glass of Superowl Juice for breakfast. After breakfast she doesn't Jabberwocky her teeth. She Jabberwocky to sleep.

Pupils can write the correct version of the text in their notebooks. After they have finished, ask a few pupils to read the correct story to the class.

LISTENING AND READING

Task 4, Student's Book (p. 63)

- Let your pupils know that now they are going to find out something about Elliot's typical day. Have them **BRAINSTORM** activities Elliot might do during a typical day, e. g. *He reads books about magic. He plays with April.*
- Before listening, have pupils read the questions and Tess's possible answers. You can ask them to predict what the actual answers will be. Now play Track 48. Pupils listen and circle the correct answers.
- Prepare slips of paper with Yes, he does and No, he doesn't. Every pupil gets one piece of paper. Play Track 48 again and press pause after each question. Pupils hold up the right answers. Ask a few pupils to read the right answers.
- Focus pupils' attention on the **LANGUAGE LAB** and explain how to form and answer questions.

Tapescript:

Track 48

Owl 1: Does Elliot wake up late?

Tess: No, he doesn't. He wakes up at 7 o'clock in the morning.

Owl 2: Does he have a big breakfast?

Tess: Yes, he does. He has orange juice, toast and an egg.

Owl 3: Does he work out?

Tess: No, he doesn't. But he brushes his teeth.

Owl 4: Does he go to school?

Tess: Yes, he does. But he is not a teacher.

Owl 5: Does he like mosquito sandwiches?

Tess: No, he doesn't. He likes fish and chips.

Owl 6: Does he visit Owlly?

Tess: No, he doesn't. He stays at home and he reads books.

Owl 7: Does he watch *Owlcop*?

Tess: No, he doesn't. He watches documentary films.

Owl 8: Does he go to bed in the morning?

Tess: No, he doesn't. He's not an owl. He goes to bed at 10 o'clock in the evening.

Answer key

Owl 1: Does Elliot wake up late?

Tess: **No, he doesn't.** He wakes up at 7 o'clock in the morning.

Owl 2: Does he have a big breakfast?

Tess: **Yes, he does.** He has orange juice, toast and an egg.

Owl 3: Does he work out?

Tess: **No, he doesn't.** But he brushes his teeth.

Owl 4: Does he go to school?

Tess: **Yes, he does.** But he is not a teacher.

Owl 5: Does he like mosquito sandwiches?

Tess: **No, he doesn't.** He likes fish and chips.

Owl 6: Does he visit Owlly?

Tess: **No, he doesn't.** He stays at home and he reads books.

Owl 7: Does he watch *Owlcop*?

Tess: **No, he doesn't.** He watches documentary films.

Owl 8: Does he go to bed in the morning?

Tess: **No, he doesn't.** He's not an owl. He goes to bed at 10 o'clock in the evening.

2 Write: true (T) or false (F).

- | | | | |
|--|--------------------------|---|--------------------------|
| 1 She wakes up at 10 o'clock in the morning. | <input type="checkbox"/> | 5 She doesn't like worm salad. | <input type="checkbox"/> |
| 2 She is a teacher. | <input type="checkbox"/> | 6 She watches <i>Owlcop</i> in the evening. | <input type="checkbox"/> |
| 3 She doesn't have lunch. | <input type="checkbox"/> | 7 Her magic tricks always work. | <input type="checkbox"/> |
| 4 Owly knows a lot about magic. | <input type="checkbox"/> | 8 She goes to sleep in the morning. | <input type="checkbox"/> |

LANGUAGE LAB


She **wakes** up late.
 She **goes** to Owl Night School.
 She **watches** *Owlcop*.

She **doesn't brush** her teeth.
 She **doesn't have** a big breakfast.

doesn't = does not

3 Correct the sentences about Tess' day.

- | | |
|--|---|
| 1 Tess wakes up at 9 o'clock. | Tess <u>doesn't wake up</u> at 9 o'clock. |
| 2 She doesn't have juice for breakfast. | She _____ juice for breakfast. |
| 3 She doesn't work out . | She _____. |
| 4 She brushes her teeth. | She _____ her teeth. |
| 5 She doesn't watch <i>Owlcop</i> . | She _____ <i>Owlcop</i> . |
| 6 She doesn't go to sleep in the morning. | She _____ to sleep in the morning. |

4  **Tess is at school. Her pupils have got a lot of questions about Elliot's day. Listen and read. Circle the correct answers.**

- Owl 1: Does Elliot wake up late?
 Tess: **Yes, he does.** / No, he doesn't. He wakes up at 7 o'clock in the morning.
- Owl 2: Does he have a big breakfast?
 Tess: **Yes, he does.** / No, he doesn't. He has orange juice, toast and an egg.
- Owl 3: Does he work out?
 Tess: **Yes, he does.** / No, he doesn't. But he brushes his teeth.
- Owl 4: Does he go to school?
 Tess: **Yes, he does.** / No, he doesn't. But he is not a teacher.
- Owl 5: Does he like mosquito sandwiches?
 Tess: **Yes, he does.** / No, he doesn't. He likes fish and chips.
- Owl 6: Does he visit Owly?
 Tess: **Yes, he does.** / No, he doesn't. He stays at home and he reads books.
- Owl 7: Does he watch *Owlcop*?
 Tess: **Yes, he does.** / No, he doesn't. He watches documentary films.
- Owl 8: Does he go to bed in the morning?
 Tess: **Yes, he does.** / No, he doesn't. He's not an owl. He goes to bed at 10 o'clock in the evening.



WRITING

Task 5, Student's Book (p. 64)

- Elliot is thinking about Tina. Pupils need to complete the questions with verbs offered in Task 5. Before moving on to Task 6, ask your pupils to guess the right answers in Task 5.

Answer key:

	Yes, she does.	No, she doesn't
1 Does she wake up early?	x	
2 Does she go to school by bus?		x
3 Does she eat fish and chips?		x
4 Does she visit her friends every day?		x
5 Does she watch documentary films?		x
6 Does she read books about science?	x	
7 Does she watch the stars before she goes to bed?	x	
8 Does she think about me?	x	

READING

Task 6, Student's Book (p. 64)

- Pupils read Tina's e-mail to Elliot and look for answers to questions from Task 5. Pupils tick off the right answers.
- Ask your pupils questions about Tina's day. They listen and give you short answers, i. e. *Yes, she does* and *No, she doesn't*.



WORKBOOK PRACTICE

Task 5, Workbook p. 62

- Pupils have done this task for homework but you can go back to it to practise asking and answering questions. You can ask pupils question about Tina, Marko and Linda, e. g. *Does Tina go to the cinema?* Pupils answer: *Yes, she does*.

Task 6, Workbook p. 62

- Now let pupils ask and answer questions. When they have finished, ask a few pupils to read the sentences out loud.

UNIT 4 EASY GO!

What do Tina and her friends do at the weekend? Look at the chart and write about it.

	TINA	MARKO	LINDA
go to the cinema	✓	X	X
play computer games	X	✓	X
play football	X	✓	X
watch TV	✓	X	X
visit friends	✓	X	X
visit grandparents	X	✓	X
go to the beach	X	✓	X
visit to Elliot	✓	X	X
shop	X	✓	X
study for school	X	X	✓
go shopping	X	X	✓

1 Tina **goes** to the cinema. She **does** **not** **play** computer games. She **goes** **to** the beach. She **goes** **to** the beach. She **goes** **to** the beach.

2 Marko **goes** **to** the cinema. He **does** **not** **play** computer games and he **goes** **to** the beach. He **goes** **to** the beach. He **goes** **to** the beach.

3 Linda **goes** **to** the cinema. She **does** **not** **play** computer games and then she **goes** **to** the beach. She **goes** **to** the beach. She **goes** **to** the beach.

4 **Does** Tina play computer games at weekends? No, she **doesn't**.

5 **Does** she visit to Elliot? Yes, she **does**.

6 **Does** Marko visit his grandparents? No, he **doesn't**.

7 **Does** Linda visit her grandparents? Yes, she **does**.

8 **Does** Tina go shopping? No, she **doesn't**.

ENDING THE LESSON

- Divide the class into smaller groups. Prepare a few pictures of boys or girls and give each group one of the pictures. Tell pupils to make up a story about the person in the picture and write it in their notebooks. To help them write the story, prepare a set of questions for pupils to answer, e. g. *What's her / his name? Where does she / he live? Does she / he like school? Does she / he play any sports?* When they have finished, ask a volunteer from each group to read their story.

HOMEWORK:

Workbook Task 6 (p. 62)

Pupils need to copy five questions and answers into their notebooks.

NOTES

LANGUAGE LAB

Does he **go** to school?
Does he **watch** *Owlcop*?

Yes, he **does**.
No, he **doesn't**.

5 Elliot is thinking about Tina. Complete the questions and find out what Elliot wants to know about Tina.



~~wake up~~ visit go watch eat think read watch

- | | Yes, she does. | No, she doesn't. |
|--|--------------------------|--------------------------|
| 1 Does she <u>wake up</u> early? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Does she _____ to school by bus? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Does she _____ fish and chips? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Does she _____ her friends every day? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Does she _____ documentary films? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Does she _____ books about science? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Does she _____ the stars before she goes to bed? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Does she _____ about me? | <input type="checkbox"/> | <input type="checkbox"/> |

6 Read Tina's e-mail to Elliot and tick (✓) the right answers in Task 5.

To: Elliot

From: Tina

Hi Elliot,
In Georgia school starts at 9 o'clock, so I get up early every day. I have breakfast, and I go to school. I don't go to school by bus. I walk to school with my best friend Ira. We have lunch at school. We don't have lunch at home. I usually have fish and vegetables. I don't like meat. After school I do my homework and I sometimes visit my friends. I don't usually watch TV because I have hip-hop classes. I go swimming, too. But I read a lot. I like books about science. I'm very tired in the evening so I go to bed early. Before I go to bed I watch the stars and I think about... well, I think about someone I like. What about you?
Write soon!
Tina

INTRODUCTION

- Word order can sometimes be a challenge for pupils. Try playing **YODA SPEAK. Background information:** Yoda is a character from the Star Wars films who always uses the wrong word order.
- Write a jumbled question about Elliot on the board, e. g. *Go to school does he?* The first pupil to work out the right question can nominate another pupil and can ask him / her to answer the question. Continue with different questions.
- Now check homework.

LISTENING AND READING

Task 7, Student's Book (p. 65)

- Read out the 14 questions and ask your pupils to raise their hands if their answer is yes. Pupils pay attention to who has raised their hands and choose a person whose name they are going to write in the second column.

WRITING

Task 8, Student's Book (p. 65)

- Pupils need to write a report about their class. Ask pupils to write six sentences (three affirmative and three negative) in their notebooks. Let your pupils read out a couple of sentences afterwards.



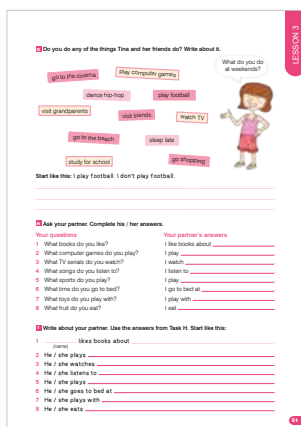
WORKBOOK PRACTICE

Task 7, Workbook p. 63

- Tell pupils to write a couple of sentences about what they do or don't do. Then ask them to read the sentences out loud.
- Ask your pupils to swap their workbooks with a classmate sitting next to them. Now everybody has their classmate's workbook in front of them. Pupils take a look at Task 7 in the Workbook. Ask your pupils questions about their classmate whose workbook they have in front of them. *Does Ivana dance hip hop?* Pupils answers with *Yes, she does* or *No, she doesn't*. Let your pupils take over and ask each other questions.

Task 8, Workbook p. 63

- Pupils work in pairs and ask each other questions. Pupils write down their partners' answers.



LISTENING AND READING

CULTURE CORNER, Student's Book p. 65

- Focus pupils' attention on the Culture Corner. Pupils are to take a look at the picture and describe what they see. You can ask them some additional questions, e. g. *Who is in the picture? How many children are there? What are they wearing?*
- Play Track 49. Pupils listen to the recording and read the text.
- You can now have a short debate on school uniforms with your pupils. Put two signs with YES and NO on opposite sides of the classroom. All those who would like to wear a school uniform stand under the sign YES and vice versa. Ask your pupils to explain their choice to you. Encourage pupils to use English as much as possible but allow the use of Georgian when necessary.
- **Optional:** you can ask pupils to design school uniforms for the next lesson. You can either make a design contest out of it and choose the best idea or simply display ideas in the classroom.

**Tapescript:
Track 49**

Narrator: Children in Great Britain wear school uniforms. Every school has a different uniform.

ENDING THE LESSON

- Ask individual pupils to come to the front of the class. Ask each pupil what they do at a certain time, e. g. *What do you do on Saturdays?* A pupil mimes the action, others watch and offer their answers, e. g. *He plays basketball on Saturdays.*

HOMEWORK:

Workbook Task 9 (p. 63)

NOTES



LET'S SPEAK!

7 Ask these questions and write down the names of your classmates.



	Name
1 Who likes spiders?	
2 Who doesn't like broccoli?	
3 Who doesn't watch TV every day?	
4 Who has his or her birthday in October?	
5 Who eats an apple every day?	
6 Who goes to bed at 8 o'clock?	
7 Who writes a diary?	
8 Who knows 10 capital cities?	
9 Who doesn't live in a house?	
10 Who plays the piano?	
11 Who writes with his or her left hand?	
12 Who sleeps with a toy?	
13 Who doesn't wash his or her hands before lunch?	
14 Who wants to be a teacher?	

8 Write a report about your class.

Start like this: Iva likes...

Ivan doesn't like...



CULTURE CORNER



Look at the photo. Listen and read.

Children in Great Britain wear school uniforms. Every school has a different uniform.

- 1 What are the children wearing?
- 2 Would you like to wear a uniform of your school?
- 3 Can you design a uniform for your school?



LESSON 4 AFTER SCHOOL

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

GRAMMAR	<ul style="list-style-type: none"> Distinguish between the first and the third person singular form of the verbs in present simple (affirmative, negative, interrogative)
FUNCTIONS	<ul style="list-style-type: none"> Talk about someone's daily routine Talk about their daily routine Ask questions about someone's daily routine
VOCABULARY	<ul style="list-style-type: none"> Use collocations to describe daily routine

SKILLS

READING	• Song <i>After School</i>
LISTENING	• Song <i>After School</i>
SPEAKING	• Talking about your daily routine
WRITING	• My teacher's daily routine

CULTURE and CLIL

- Schools in Great Britain

LESSON 1

INTRODUCTION

- After checking homework, continue the lesson by practising collocations. Prepare two word cards for each collocation you wish to practise. One word card should have a verb and the other a noun on it.

*DO – HOMEWORK, SURF – THE NET,
READ – A COMIC, MAKE – TEA,
PLAY – CHESS, WATCH – TV, FEED – CAT,
READ – A BOOK, TAKE – THE PHONE.*

- Give each pupil one word card. Pupils go around the classroom and look for a pupil who has the other part of the collocation.
- When pupils have matched all the collocations, put them on the board. Make sure pupils know the meaning of these collocations. To check understanding, say a collocation in Georgian and pupils have to say it in English or vice versa.

LISTENING

Task 1, Student's Book (p. 66)

- Play Track 50. Pupils listen to the track and complete the sentences.
- Optional:** since pupils have practised all the collocations, you can ask them to complete the sentences and then play Track 50 so that they can check their answers.

Tapescript:

Track 50

After School (song)

She always does her homework.
She often makes some tea.
She sometimes reads a book.
She never watches TV.
He always reads a comic.
He often surfs the Net.
He sometimes plays chess.
He never feeds the cat.
I always think of Mary.
I often take the phone.
I sometimes call her number.
But then she is not at home.

Answer key:

- 1 She always **does** her homework.
- 2 She often **makes** some tea.
- 3 She sometimes **reads** a book.
- 4 She never **watches** TV.
- 5 He always reads a **comic**.
- 6 He often surfs the **Net**.
- 7 He sometimes plays **chess**.
- 8 He never feeds the **cat**.
- 9 I always think of **Mary**.
- 10 I often take **the phone**.
- 11 I sometimes call her **number**.
- 12 But then she is not **at home**.

READING

Task 2, Student's Book (p. 66)

- Play Track 50 again and press pause after each sentence. Ask your pupils to read the sentence and to match it to the right picture.

LISTENING AND SPEAKING

Task 3, Student's Book (p. 66)

- Pupils listen to Track 50 again and mime. Then they listen, repeat and mime.

PRACTICE

- To contrast the first person and the third person singular forms of the Present Simple, draw a T-table on the board. Write sentences from Task 1 in one column, e. g. *She always does her homework*. Then ask individual pupils: *What about you? Do you always do your homework?* Pupils provide their answers. Write those in the second column.

She always does her homework. He often surfs the Net. ...	I usually do my homework. I always surf the Net. ...
---	--

AFTER SCHOOL

1  Listen and complete the sentences.

makes watches reads does

- 1 She always _____ her homework.
- 2 She often _____ some tea.
- 3 She sometimes _____ a book.
- 4 She never _____ TV.

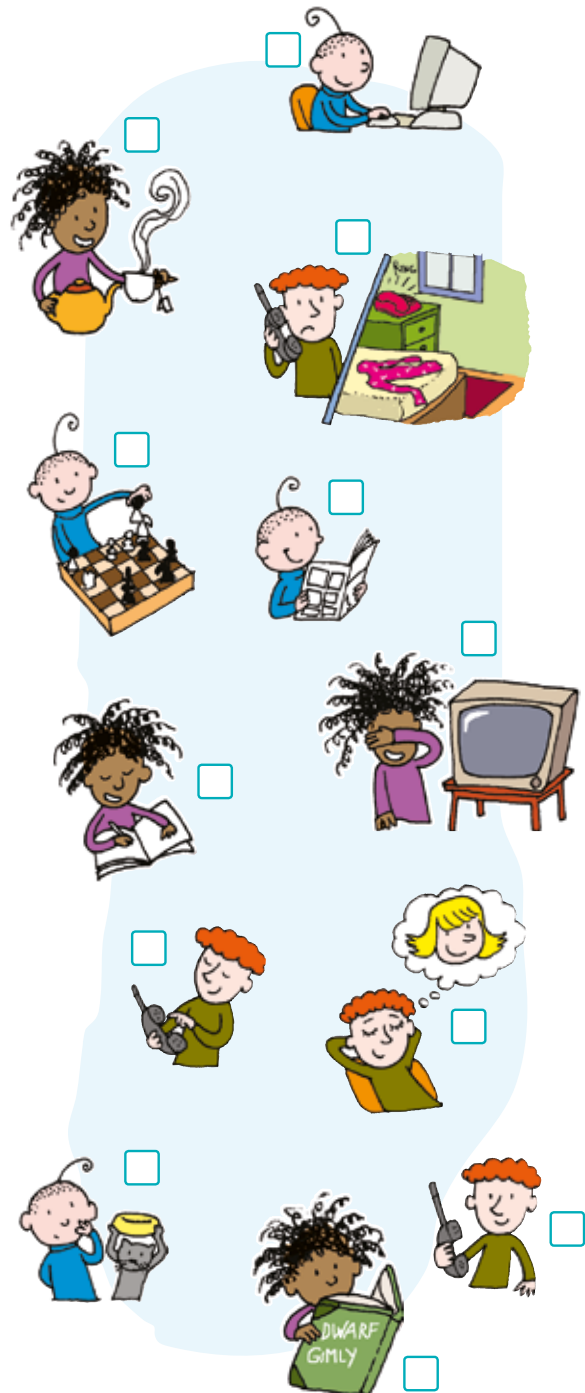
2 Listen and complete the sentences.

chess Net cat comic

- 5 He always reads a _____.
- 6 He often surfs the _____.
- 7 He sometimes plays _____.
- 8 He never feeds the _____.

3 Listen and circle the right word.

- 9 I always think of **Mary / Annie**.
- 10 I often take **the phone / the TV**.
- 11 I sometimes call her **name / number**.
- 12 But then she is not **alone / at home**.



4 What do you do after school? Make sentences.

I	always often sometimes never	watch TV. do my homework. ride a bike. call my friend. surf the Net. think about _____ (name). feed my pet. play chess. read a comic.
---	---------------------------------------	---

LET'S SPEAK!

5 What does your teacher do after school? Ask these questions to find out.



	always	often	sometimes	never
1 Do you have lunch?				
2 Do you watch cartoons on TV?				
3 Do you call your friends?				
4 Do you play any instruments?				
5 Do you correct your pupils' tests?				
6 Do you ride a bike?				
7 Do you work out?				
8 Do you cook?				
9 Do you listen to rock music?				
10 Do you surf the Net?				
11 Do you think about your class?				
12 Do you work in the garden?				

6 Write about what your teacher does after school.

My teacher always _____.

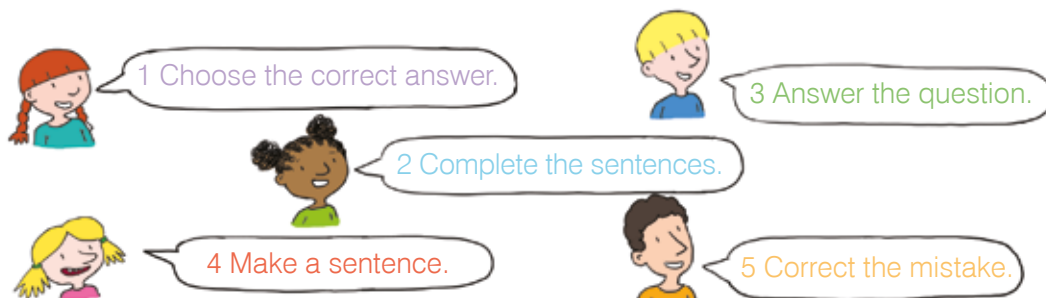
He / she often _____.

He / she sometimes _____.

He / she never _____.

LET'S CHECK!

1 Play the game.



TEAM A

- 1 Greg **don't / doesn't** watch TV every day.
- 2 I b_____ my teeth twice a day.
- 3 Does Elliot like worm salad? No, he _____.
- 4 wakes up / Tess / at 10 o'clock / .
- 5 Jessica **like** school.

TEAM B

- 1 I **don't / doesn't** like bananas.
- 2 Tina I _____ in Split.
- 3 Do you read comics? Yes, I _____.
- 4 ice hockey / plays / Luke / .
- 5 Gizmo often **sleep** in Kim's bed.

TEAM C

- 1 **Do / does** you play the guitar?
- 2 Tess w_____ *Owlcop* on TV.
- 3 Does Jessica play volleyball? Yes, she _____.
- 4 likes / cats / Teacher Mary / .
- 5 **Does** you sometimes fly a kite?

TEAM D

- 1 **Do / does** you wear a school uniform?
- 2 My teacher p_____ the guitar.
- 3 Do you sometimes play chess? No, I _____.
- 4 rock music / listens to / My sister / .
- 5 **Do** Greg play games every day?

PROJECT, Student's Book (p. 69)

- It's time for the fourth project. The aim of the project is for pupils to describe their typical day. Go through the instructions with your pupils. Remind them of previous projects and have them think of ways they can improve the project or make it different this time around. Encourage your pupils to use their own sentences, to be creative, to include visuals and discuss different ways of presenting a project (poster, booklet, power point, film, etc.)

I CAN SPEAK ENGLISH, Student's Book (p. 69)

- This section of the Student's Book gives pupils a chance to reflect on their own work and progress throughout the Unit. Go through all six points with your pupils and give them time to think about each point. They should tick every point they think they have mastered during this Unit. Ask them to explain their choices and show you that they actually have mastered it. You can ask pupils to tell something about their school timetable, name school subjects, talk about their day, etc.

ENDING THE LESSON

- To revise the vocabulary from Unit 4, you can play the game called **FINALS-SEMI FINALS**. Prepare words and sentences you wish to revise. Pupils stand up. Say a word or a sentence in Georgian and pupils have to say the corresponding word or sentence in English. If they do not know the word, they can say PASS. If they say the wrong word, or if they say PASS for a second time, they drop out of the game and sit down. The game goes on in three rounds, and the winners are the pupils left standing in the third round, i. e. the finals.

NOTES

1 Write and draw about your day.

- What do you usually do in the morning?
- What do you usually do in the afternoon?
- What do you usually do in the evening?

Start like this:

In the morning I _____.
(wake up at..., brush my teeth, go to school at...)

In the afternoon I _____.
(do my homework, play basketball, ride my bike...)

In the evening I _____.
(watch TV, have dinner, go swimming...)

2 Illustrate what you wrote with pictures.



What can you do after Unit 4? Tick (✓).

- ① I can name my school subjects.
- ② I can talk about my school timetable.
- ③ I can talk about my activities and how often I have them.
- ④ I can talk about my favourite part of the day and about what I do then.
- ⑤ I can say what other people or animals do in the morning, in the afternoon and in the evening.
- ⑥ I can talk about what my friends, my teacher or I do after school.

I like English and hip-hop music.
I have dancing classes twice a week.
I read books about science in the evening.
My friend Elliot likes science, too.
He doesn't like dancing very much.
Do you like English and science?
Do you like dancing?



UNIT 6 GOING PLACES

LESSON 1 UNCLE PHIL'S RELATIVES

LEARNING OUTCOMES: 1-8 (I): 1,2,3,4,5,6,7,8	
By the end of this class, pupils will be able to:	
GRAMMAR	<ul style="list-style-type: none"> Use verbs in the first and third person plural in present simple (affirmative, negative and interrogative) Talk about what people from other parts of the world do
FUNCTIONS	<ul style="list-style-type: none"> Talk about jobs and free time Talk about life in Australia Say a few facts about Australia
VOCABULARY	<ul style="list-style-type: none"> Use new collocations to talk about activities Name outdoor sports
SKILLS	
READING	<ul style="list-style-type: none"> Uncle Phil's relatives Jack's e-mail
LISTENING	<ul style="list-style-type: none"> Uncle Phil's relatives Jack's e-mail Culture Corner
SPEAKING	<ul style="list-style-type: none"> Talking about people's activities (work, free time)
WRITING	<ul style="list-style-type: none"> E-mail A text about Australia
CULTURE and CLIL	
<ul style="list-style-type: none"> Australia 	

LESSON 1

INTRODUCTION

- Start the lesson with the **ASSOCIATION GAME**. Prepare five sentences about Australia. Divide the class into teams. Tell them that you are going to show them five sentences and that they have to guess what all the sentences have in common. If any team guesses the final answer after the first sentence they get five points, i. e. they get one point if they guess after the fifth sentence. Examples of sentences you could prepare are: *IT IS A CONTINENT. IT IS AN ISLAND. PEOPLE SPEAK ENGLISH THERE. SYDNEY IS A BIG CITY IN THIS COUNTRY. KANGAROOS LIVE THERE.* Pupils should guess that the topic is Australia.

SPEAKING

Task 1, Student's Book (P. 70)

- Pupils say what they see in the picture. If you can, prepare a world map or a globe. You can ask them the following questions: *Who is in the picture? What are they looking at? Can you find Australia on the map / the globe? What is there in Australia? Which animals can you see? What do people do in their free time there?*

LISTENING AND READING

Task 2, Student's Book (P. 70)

- Tell pupils that they are going to meet two families now – the Taylors and the Whites. Ask pupils to study the pictures and to tell you something about these two families without looking at the texts. Ask the following questions to help them: *Look at the Taylors. How many family members are there? Who are they? Do they live in the city? Where do they live? What kind of animals do they have on their farm? What about the Whites?... Look at the last photo. Who is in the photo? Where are they? What are they celebrating? Which season is it? What can you see in the photo?*
- Play Track 51 now. Pupils listen to the recording and read the text about Uncle Phil's relatives. After listening, give pupils a minute to discuss the questions in pairs. Then ask them to share their answers with the rest of the class.
- Prepare collocations from the texts about the Taylors and the Whites (keep cows and sheep, feed the animals, milk cows, collect eggs, ride horses, work in the garden, sing songs, tell stories, go to school, go to work, like sports, go surfing).
- Put these collocations randomly on the board. Elicit the meaning of each collocation as you put it up on the board.
- Pupils listen to Track 51 again but this time with their books closed. Pupils need to pay attention to the order of collocations as they appear in the text. Press pause after the text about the Taylors and have your pupils order the collocations chronologically. Repeat the same procedure with the Whites.
- With all the collocations on the board, ask your pupils to tell you something about these two families.

Tapescript:

Track 51

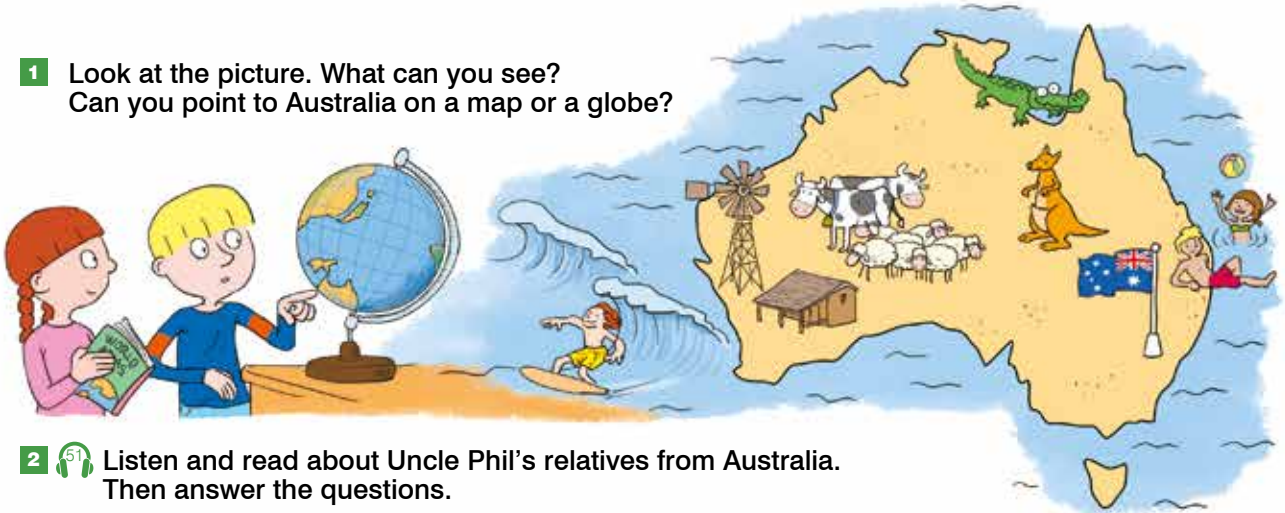
Narrator: The Taylors don't live in a city. They live on Blue Creek Station, a farm where they keep cows and sheep. They are usually very busy. They feed the animals, they milk the cows, they collect eggs, they ride horses, and they work in their vegetable garden. Spring is their favourite season because the weather is nice and it's very warm. In the evenings they often sit around the fire, sing songs and tell stories. The Whites live in Sydney. They live in a house near the beach. Every morning the parents go to work by car and the children go to school by bus. In the afternoons they spend a lot of time outdoors because they like sports. They like autumn very much because it's not so hot and they can go sailing or they can go surfing for the Easter holidays. Easter in the autumn? That's right. Because autumn in Australia starts in March. These are Uncle Phil and his relatives from Australia. They are on the beach around the Christmas tree. That's right. Christmas in Australia is in the summer.


Answer key:

- Where do the Taylors live? On Blue Creek Station.
- Where do the Whites live? In Sydney.

UNCLE PHIL'S RELATIVES

- 1 Look at the picture. What can you see?
Can you point to Australia on a map or a globe?



- 2  Listen and read about Uncle Phil's relatives from Australia.
Then answer the questions.

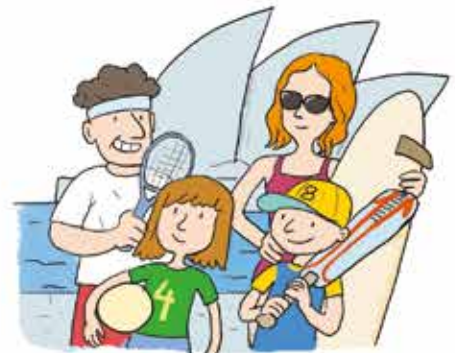
1 Where do the Taylors live?

2 Where do the Whites live?



The **Taylors** don't live in a city. They live on Blue Creek Station, a farm where they keep cows and sheep. They are usually very busy. They feed the animals, they milk the cows, they collect eggs, they ride horses and they work in their vegetable garden. Spring is their favourite season because the weather is nice and it's very warm. In the evenings they often sit around the fire, sing songs and tell stories.

The **Whites** live in Sydney. They live in a house near the beach. Every morning the parents go to work by car and the children go to school by bus. In the afternoons they spend a lot of time outdoors because they like sports. They like autumn very much because it's not very hot and they can go sailing or they can go surfing for the Easter holidays. Easter in the autumn? That's right, because autumn in Australia starts in March.



These are Uncle Phil and his relatives from Australia. They are on the beach around the Christmas tree. That's right, Christmas in Australia is in the summer.



READING AND SPEAKING

Task 3, Student's Book (P. 71)

- Pupils read Uncle Phil's sentences and decide whether he is talking about the Taylors or the Whites.
- Focus pupils' attention on the **LANGUAGE LAB** now. Explain the use of the Present Simple affirmative and negative form with the third person plural.

Task 4, Student's Book (P. 71)

- Pupils practise collocations in Task 4 by matching words from the two columns. To check, say the verb and pupils say the noun.

Answer key

1 milk	5 stories
2 sing	6 eggs
3 ride	4 animals
4 feed	1 the cows
5 tell	2 songs
6 collect	3 horses



WORKBOOK PRACTICE

Task 2, Workbook p. 68

- Pupils read the sentences about the Whites and the Taylors and circle the correct verbs. When they have finished, ask a few pupils to read out the sentences.

UNIT 5 GOING PLACES

UNCLE PHIL'S RELATIVES

1 Complete the sentences. Use:

live, meet, like, go, sing, work

1 The Taylors _____ on a farm. They _____ animals and they _____ in the vegetable garden. In the evening they _____ around the fire and _____ songs.

2 The Whites _____ in a city. They _____ in a house near the beach. The children _____ to school by bus. The parents _____ to work by car. They _____ a lot of time outdoors because they _____ sports.

2 Circle the correct word.

1 The Taylors live / don't live in a city. 4 The Whites live / don't live in a city.

2 They feed / don't feed the animals. 5 The Whites work / don't work on a farm.

3 They like / don't like singing songs. 6 They like / don't like sports.

3 Write the right verb.

on a farm live by car by bike

in a house near the school in a city by train

in the garden in the office at the school in a shop

sports animals school reading

ENDING THE LESSON

- Play **CHARADES** to practise collocations. Give one pupil a collocation and he / she has to act it out. Other pupils watch and guess, e. g. *keep cows*.

HOMework:

Workbook Tasks 1 and 3 (p. 68)

LESSON 2

INTRODUCTION

- Check pupils' homework by playing a game called **QUICK THINKING**. Divide your class into two teams. Ask for the first representatives of each team to come forward. Read sentences from Task 1 in the Workbook but instead of reading verbs knock on the desk or on the board. The pupil who provides the right verb the fastest wins a point for his or her team. Do the same with Task 3.
- Ask pupils to go back to Task 2 in the Student's Book and tell them to read the two texts.
- Then have a conversation about the Taylors and the Whites. Play **SENTENCE TENNIS**. One pupil says a sentence about the Taylors and another pupil has to say a sentence concerning the Whites about the same topic (where they live, where they work, their free time), e. g. Pupil A: *The Taylors live on a farm*. Pupil B: *The Whites live in a city. The Taylors milk cows. – The Whites go to work by car, etc.*

SPEAKING

Task 5, Student's Book (P. 71)

- Ask questions about the Whites and what they do outdoors, e. g. *What do the Whites do on Mondays?* Pupils provide answers by looking at the chart, e. g. *They go surfing on Mondays. They don't play tennis on Wednesdays.*
- Now put pupils in pairs. Pupils take turns to ask and answer questions about the Whites. Circulate around the classroom and offer help where needed.

NOTES

3 Who is Uncle Phil talking about: the Taylors or the Whites?



LANGUAGE LAB

They **live** in a house near the beach.
They **don't live** on a farm.

don't = do not

4 Match the words. Then write three sentences about the Taylors. Start like this: They milk the cows.

- | | |
|-----------|--|
| 1 milk | <input type="checkbox"/> stories |
| 2 sing | <input type="checkbox"/> eggs |
| 3 ride | <input type="checkbox"/> animals |
| 4 feed | <input checked="" type="checkbox"/> the cows |
| 5 tell | <input type="checkbox"/> songs |
| 6 collect | <input type="checkbox"/> horses |



5 Talk about the White family and their outdoor activities.

We love sports!	Monday	Tuesday	Wednesday	Thursday	Friday
go surfing	√	x	x	√	√
go jogging	√	√	√	√	√
play tennis	x	√	x	x	x
play beach volleyball	x	x	√	x	√

LET'S SPEAK!



LISTENING AND READING

Task 6, Student's Book (P. 72)

- Now tell pupils that they are going to meet Jack Taylor. Play Track 52 and tell your pupils to listen to the recording and circle the words they hear.
- Optional:** pupils can read the text first and circle the verbs. Then you can play the track for pupils to check their answers.
- Have a discussion about this text. Ask your pupils to tell you what is strange about Jack's daily routine (Jack attends school online, i. e. School of the Air). Allow your pupils to use Georgian if they are really eager to say something.
Background information: School of the Air is a general term for correspondence schools catering for primary and secondary education for pupils in remote and outback parts of Australia.

Tapescript:

Track 52

To: Jessica

From: Jack Taylor

Subject: My typical day

Dear Jessica,

My typical day starts very early because I help my dad with the animals. We usually have breakfast around 8 o'clock. Then I go to the study room and wait for my teacher and classmates to come online. I send my homework and tests by e-mail. In the summer, we all meet at a sports camp. We always have a lot of fun at the camp and it is hard to go home. I hope to hear from you soon.

Love,

Jack

Answer key:

Dear Jessica,

My typical **day** starts very early because I help my dad with the animals. We usually have **breakfast** around 8 o'clock. Then

I go to the **study room** and wait for my teacher and classmates to come online. I send my homework and tests by e-mail.

In the **summer**, we all meet at a sports camp. We always have

a lot of fun at the camp and it is hard to go home.

I hope to hear from you soon.

Love,

Jack

READING

Task 7, Student's Book (P. 72)

- Pupils read the text again and decide which sentences are true and which are false. When they have finished, ask them to share their choices with the rest of the class. Ask them to correct false sentences.

Answer key:

- | | |
|---|---|
| 1 Jack usually sleeps late. | F |
| 2 He goes to school every day at 8 o'clock. | F |
| 3 He sends his homework by e-mail. | T |
| 4 He likes going to the sports camp. | T |

- Talk about Jack's life. Ask your pupils if they think Jack's life is boring. Tell them that Jack goes to a camp every summer and has a lot of fun there. Prepare flashcards with sports (*surfing, swimming, sailing, diving, cycling, rafting, camping, kayaking, cricket*). Introduce these words through **TPR**. Let your pupils mime the activity. Say a word, pupils listen and repeat.



WORKBOOK PRACTICE

Task 8, Workbook p. 70

- Pupils write the name of the sport under the right picture. When they have finished, point to every picture and ask pupils to tell what sport it represents.

Task 9, Workbook p. 70

- Play **ODD ONE OUT** with them. Ask pupils to explain why a certain word does not belong to that group. Accept more than one answer if pupils can come up with a convincing reason for their choice.

Task 10, Workbook p. 70

- Pupils are to write an e-mail and to imagine that they were at a summer camp. Ask a few pupils to read their e-mails to the class.

The screenshot shows a workbook page with two main sections. The first section is titled 'UNIT 5 GOING PLACES' and contains a 'Write the words under the right pictures' activity. It lists words like 'surfing', 'swimming', 'sailing', 'diving', 'cycling', 'kayaking', 'camping', 'rafting', and 'cricket' above a grid of small images. The second section is titled 'Imagine you are at a summer camp with Jack Taylor. Write an e-mail to your friend.' and includes a form for an email with fields for 'To:', 'From:', 'Subject:', and 'Dear [name]:'. Below the email form, there are several lines of text for the student to write, including 'The summer sports camp is great!', 'Every morning I go _____ swim', 'In the afternoon, I sometimes go _____ swim', and 'My favourite activity is _____ swim'.

ENDING THE LESSON

- Play **DRAW IT RELAY**. Divide the class into two groups. Clearly divide the board into two parts, each part belonging to one team. Prepare five different sports for each team. Whisper a sport to the first representative of each group and they then need to draw it on the board. Their groups need to guess which sport it is. When they do, the second representative comes forward and draws the second sport. The group that draws and guesses all five sports the fastest is the winner.

HOMEWORK:

Workbook Tasks 5 and 12 (p. 69-71)

6  Jack Taylor is writing an e-mail to Jessica. Listen and circle the right word.



To: Jessica **From:** Jack Taylor

Subject: My typical day

Dear Jessica,

My typical **day / week** starts very early because I help my dad with the animals. We usually have **lunch / breakfast** around 8 o'clock. Then I go to the **study room / bus station** and wait for my teacher and classmates to come online. I send my homework and tests by e-mail. In the **summer / winter**, we all meet at a sports camp. We have a lot of fun at the camp and it is always hard to go home. I hope to hear from you soon.

Love,
Jack

7 Read Jack's e-mail. Tick: **true (T)** or **false (F)**.

- | | | |
|---|--------------------------|--------------------------|
| | T | F |
| 1 Jack usually sleeps late. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 He goes to school every day at 8 o'clock. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 He sends his homework by e-mail. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 He likes going to the sports camp. | <input type="checkbox"/> | <input type="checkbox"/> |

8 Jack is talking about his family. How many true sentences can you make?

We	get up collect keep don't have don't go	eggs. very early. cows and sheep. to the beach every day. Christmas with snow.
----	---	--



9 Imagine you are interviewing Jack and his family for *Our Class Online*. Circle their answers.

- | | | |
|-----------------------------------|-------------|---------------|
| 1 Do you live in the country? | Yes, we do. | No, we don't. |
| 2 Do you keep horses? | Yes, we do. | No, we don't. |
| 3 Do you have a vegetable garden? | Yes, we do. | No, we don't. |
| 4 Do you see your friends often? | Yes, we do. | No, we don't. |

LESSON 3

INTRODUCTION

- Put flashcards with sports on them in a box or a bag. Start taking one out very slowly. The class guesses what sport it is and offers their ideas, e. g. *It's surfing*. The first pupil to guess the picture correctly takes over your role.
- Now check pupils' homework.

SPEAKING AND WRITING

Task 8, Student's Book (P. 72)

- Ask your pupils to tell you something about the Taylors. They should remember that they live on a farm and keep cows and sheep.
- Now focus pupils' attention on the fragmented sentences. Set a time limit and see how many correct sentences pupils can write in their notebooks. When the time is up, ask a couple of pupils to read their sentences about the Taylors out loud.


SPEAKING

Task 9, Student's Book (P. 72)

- Pupils imagine they are interviewing Jack Taylor. They need to circle the correct answers. Read the questions and let your pupils provide the answers.
- Draw your pupils' attention to the **LANGUAGE LAB** and explain affirmative and negative sentences with the personal pronoun *we*. Explain that questions with *Do you...?* can refer to the plural as well.

PRACTICE

- Ask your pupils to prepare four questions for the Whites and write them in their notebooks. They have model sentences in Task 9 and their questions should be answerable with the phrases *Yes, we do / No, we don't*.
- Put four chairs in front of the board. Choose four pupils who will take over the roles of the members of the White family. The four pupils are to introduce themselves to the rest of the class, e. g. *Hi, I am the son*. Pupils ask them questions and the four pupils answer the question as if they were the Whites, i. e. *Yes, we do* and *No, we don't*.

6  Jack Taylor is writing an e-mail to Jessica. Listen and circle the right word.



To: Jessica **From:** Jack Taylor

Subject: My typical day

Dear Jessica,
 My typical **day / week** starts very early because I help my dad with the animals. We usually have **lunch / breakfast** around 8 o'clock. Then I go to the **study room / bus station** and wait for my teacher and classmates to come online. I send my homework and tests by e-mail. In the **summer / winter**, we all meet at a sports camp. We have a lot of fun at the camp and it is always hard to go home. I hope to hear from you soon.

Love,
 Jack

7 Read Jack's e-mail. Tick: **true (T)** or **false (F)**.

- | | | |
|---|--------------------------|--------------------------|
| | T | F |
| 1 Jack usually sleeps late. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 He goes to school every day at 8 o'clock. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 He sends his homework by e-mail. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 He likes going to the sports camp. | <input type="checkbox"/> | <input type="checkbox"/> |

8 Jack is talking about his family. How many true sentences can you make?

We	get up collect keep don't have don't go	eggs. very early. cows and sheep. to the beach every day. Christmas with snow.
----	---	--



9 Imagine you are interviewing Jack and his family for *Our Class Online*. Circle their answers.

- | | | |
|-----------------------------------|-------------|---------------|
| 1 Do you live in the country? | Yes, we do. | No, we don't. |
| 2 Do you keep horses? | Yes, we do. | No, we don't. |
| 3 Do you have a vegetable garden? | Yes, we do. | No, we don't. |
| 4 Do you see your friends often? | Yes, we do. | No, we don't. |

Task 1o, Student's Book (P. 73)

- Pupils practise asking and answering questions in pairs. Make sure pupils answer with the personal pronoun *we*. To make sure, write a model sentence on the board, e. g. *We get up at 7 o'clock*. After they have asked and answered all of the questions, ask a few pairs to act out the dialogue.



WORKBOOK PRACTICE

Task 4, Workbook p. 69

- Pupils need to think about themselves and their families. Ask them to write answers to the six questions. When they have finished, ask pupils to ask each other the questions from the task.

Task 11, Workbook p. 71

- Pupils need to match the questions and the answers. Ask them to share their answers with the rest of the class once they have finished.

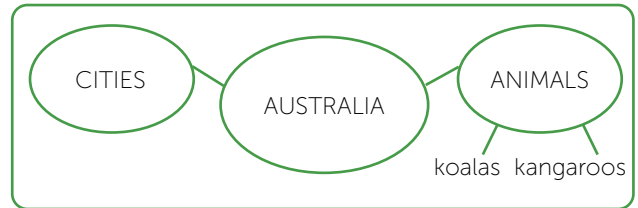
- After discussing questions from the quiz, draw a table on the board and have your pupils fill it out in their notebooks.

	Australia	Georgia
Capital city		
Biggest city		
Start of the school year		
End of the school year		
Most popular sport		
Animals		

- Ask your pupils to compare Australia and Georgia, e. g. *The capital city of Australia is Canberra. The capital city of Georgia is Tbilisi. In Australia school starts in February.*

ENDING THE LESSON

- In this and in the previous two lessons, pupils have learnt a lot about Australia. To sum everything up, pupils can make mind maps about Australia. They can make them on separate sheets of paper so that you can put them on display.



LISTENING AND SPEAKING

CULTURE CORNER, Student's Book p. 73

- Ask pupils to tell you what they have learnt about Australia so far. Have a short discussion about what pupils tell you.
- Now play Track 53. Pupils listen to the recording and follow the questions in their books. Give pupils a minute or two to talk with their partners about the answers to the questions. Then ask pupils to answer your questions, e. g. *When does school start in Australia?*

Tapescript:

Track 53

Narrator:

- Did you know that Australia is both a country and a continent?
- Did you know that Canberra is the capital of Australia?
- Did you know that Sydney is the biggest city in Australia?
- Did you know that the school year starts in February, and ends in December?
- Did you know that cricket is the most popular sport in Australia?
- Did you know that there are 60 species of kangaroos living in Australia?

HOMEWORK:

Workbook Tasks 6, 7 and 13 (p. 69-71)

NOTES

LANGUAGE LAB

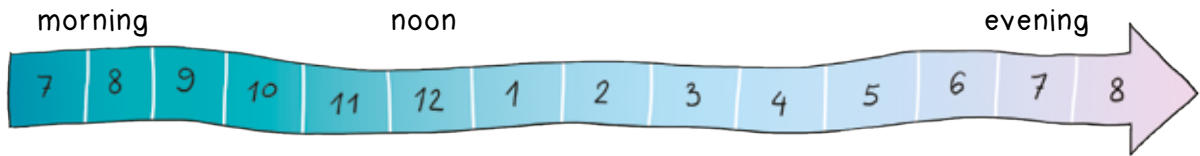
We **have** breakfast very early.
 We **don't go** sailing every week.
 Do you **keep** animals? Yes, we **do**.
 Do you **go** to school? No, we **don't**.



LET'S SPEAK!

10 Work with a partner. Ask and answer these questions about yourself and your family.

- 1 What time do you get up?
- 2 What time do you have breakfast?
- 3 What time do you go to school?
- 4 What time do you have lunch?
- 5 What time do you do your homework?
- 6 What time do you go to bed?



CULTURE CORNER

53 Listen and read.

1 Did you know that Australia is both a country and a continent?



4 Did you know that the school year starts in February, and ends in December?

2 Did you know that Canberra is the capital of Australia?



5 Did you know that cricket is the most popular sport in Australia?

3 Did you know that Sydney is the biggest city in Australia?



6 Did you know that there are 60 species of kangaroos living in Australia?

LESSON 2 AT THE MARKET

LEARNING OUTCOMES: 1 უცბ. დანყ. (I): 1,2,3,4,5,6,7 By the end of this class, pupils will be able to:	
GRAMMAR	<ul style="list-style-type: none"> Use adverbs of frequency Give advice and commands
FUNCTIONS	<ul style="list-style-type: none"> Talk about eating habits Give advice Order food and drinks in a restaurant
VOCABULARY	<ul style="list-style-type: none"> Name different foods Name the meals of the day
SKILLS	
READING	<ul style="list-style-type: none"> Eating habits
LISTENING	<ul style="list-style-type: none"> Vocabox Eating habits
SPEAKING	<ul style="list-style-type: none"> Talking about what's healthy and what's not
WRITING	<ul style="list-style-type: none"> Shopping list Restaurant menu
CULTURE and CLIL	
<ul style="list-style-type: none"> Food 	

LESSON 1

INTRODUCTION

- After checking homework, revise the names of foods and drinks by playing **VOCABULARY TENNIS**. Divide the class into three teams. The teams should take turns saying the foods and drinks they know. Write each word they say up on the board. Make sure all pupils are familiar with what the words mean.
- Optional:** to make the game more dynamic, you can also include movement by including a ball. Pupils throw the ball to one another and the person holding the ball needs to say a word from the category.

LISTENING

Task 1, Student's Book (p. 74)

- Play Track 54. Pupils listen to the recording and point to the right word. Play Track 54 again, but pause after each word in order that pupils repeat the word, first chorally and then individually.

Tapescript:

Track 54

1 tomatoes, 2 carrots, 3 spinach, 4 broccoli, 5 peppers, 6 potatoes, 7 pears, 8 cherries, 9 strawberries, 10 plums, 11 a watermelon, 12 a steak, 13 sausages, 14 bacon, 15 ham, 16 chicken.

VOCABOX

Task 2, Student's Book (p. 74)

- Ask pupils to match the words from **VOCABOX** with the pictures of food in Task 1. To check, say the food and ask pupils to tell you the number. Then do the opposite.
- You can play **MATCH THE COLOUR**. Call out a colour, e. g. *green*. Pupils say all the items from Task 1 that are green (*broccoli, spinach...*).

Answer key:


1 tomatoes, 2 carrots, 3 spinach, 4 broccoli, 5 peppers, 6 potatoes, 7 pears, 8 cherries, 9 strawberries, 10 plums, 11 a watermelon, 12 a steak, 13 sausages, 14 bacon, 15 ham, 16 chicken.

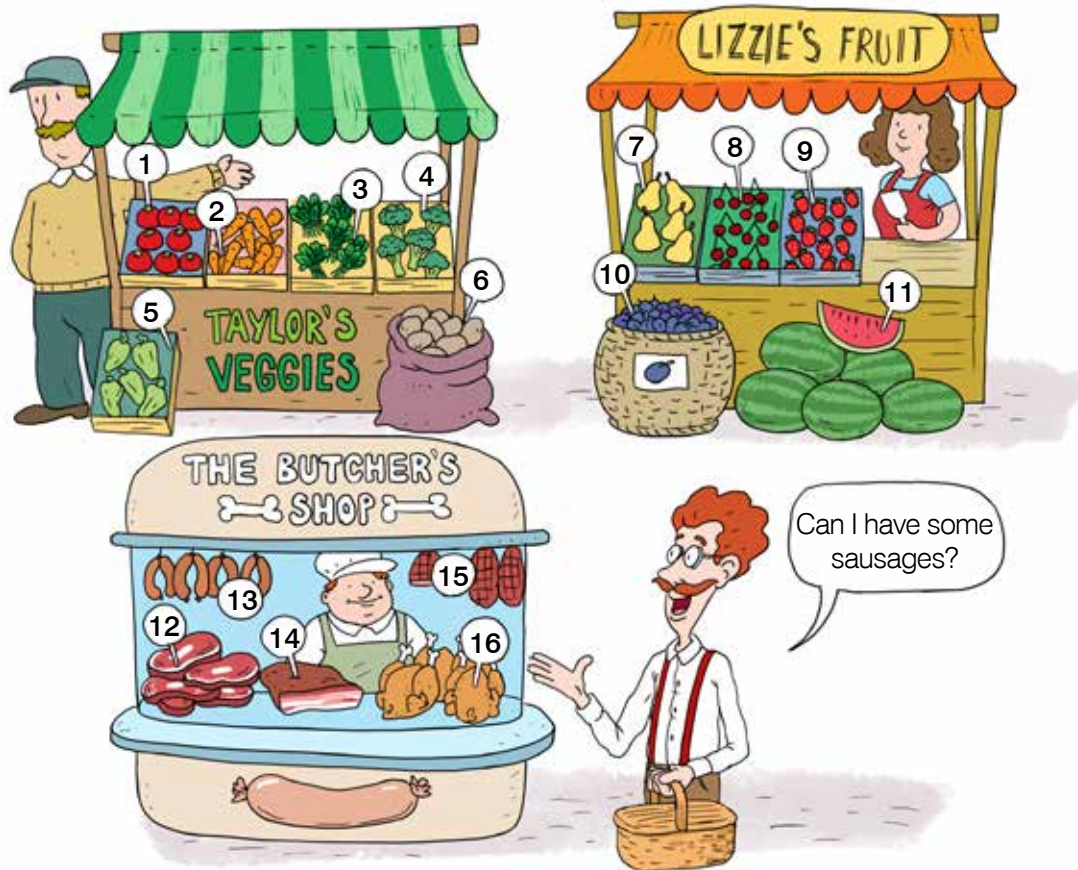
LISTENING AND SPEAKING

Task 3, Student's Book (p. 74)

- Ask pupils to take a look at the pictures in Task 1 and discuss the names of the stands. Write three headings on the board: *TAYLOR'S VEGGIES, LIZZY'S FRUIT, THE BUTCHER SHOP*.
- Now ask them to close their books. Prepare word cards with the names of the foods, spread them out all around the classroom and play **WORD CARD TIDY UP**. Ask individual pupil to come forward and pick up one of the word cards. They need to put it under the right heading. With all the word cards on the board, ask pupils to tell you what they can buy at the market.

AT THE MARKET

1  Listen and point. Then listen and repeat.



VOCABOX

2 Match the words and numbers.

- | | | | | | |
|---------------------------------------|-----------------------------------|----------------------------------|-----------------------------------|---------------------------------------|----------------------------------|
| <input type="checkbox"/> strawberries | <input type="checkbox"/> ham | <input type="checkbox"/> chicken | <input type="checkbox"/> sausages | <input type="checkbox"/> a watermelon | <input type="checkbox"/> spinach |
| <input type="checkbox"/> potatoes | <input type="checkbox"/> tomatoes | <input type="checkbox"/> a steak | <input type="checkbox"/> plums | <input type="checkbox"/> carrots | |
| <input type="checkbox"/> pears | <input type="checkbox"/> broccoli | <input type="checkbox"/> bacon | <input type="checkbox"/> peppers | <input type="checkbox"/> cherries | |

3 What can you buy at the market?

LISTENING AND READING

Task 4, Student's Book (p. 75)

- Now tell them that they are going to find out something about Uncle Phil and Ms White's eating habits. Play Track 55 now. Pupils listen to the recording, follow the text in their books and look for the answers to the questions. After listening, ask pupils to provide the answers to the questions.
- Play **WHERE DOES IT SAY...?** Translate the isolated words or expressions from the text into Georgian. Pupils should find them in the text and read them out loud in English.

Tapescript:

Track 55

Ms White: Breakfast is the best way to start a day. I usually have cornflakes with milk and some fruit. And I often have a glass of fresh orange juice. Around noon I have a light lunch at work. I usually have a steak and some vegetables. Sometimes I just have a big salad. I only drink water. In the evening I have a sandwich and yoghurt.

Uncle Phil: I never skip breakfast! It's the most important meal of the day! I always have a typical English breakfast: eggs, some bacon, sausages and a nice cup of tea with milk. For lunch I have soup, a sandwich and some crisps. And I often have an apple after lunch, because an apple a day keeps the doctor away! For dinner I have fish and chips.

Answer key:

- 1 Who likes a healthy breakfast?
- 2 Who likes a typical English breakfast?

Ms White.
Uncle Phil.

READING

Task 5, Student's Book (p. 75)

- Pupils read the text again and decide which sentences are true and which are false. When they have finished, ask them to share their choices with the rest of the class. Ask them to correct false sentences as well.

Answer key:

- 1 Ms White usually has meat and vegetables for lunch. **T**
- 2 For Uncle Phil, breakfast is the most important meal of the day. **T**
- 3 A typical English breakfast is cornflakes and fruit. **F**
- 4 An apple a day is good for you. **T**
- 5 Uncle Phil has fish and chips for lunch. **F**

SPEAKING

Task 6, Student's Book (p. 75)

- Talk with your pupils about Uncle Phil and Ms White. Give pupils a minute or two to study the sentences. Then ask volunteer pupils to tell you as many true sentences as they can in 90 seconds.


ENDING THE LESSON

- Go back to the texts in Task 4 in the Student's book. Ask pupils to read what a typical English breakfast consists of. Ask pupils to draw pictures of all the items in their notebooks.

HOMEWORK:

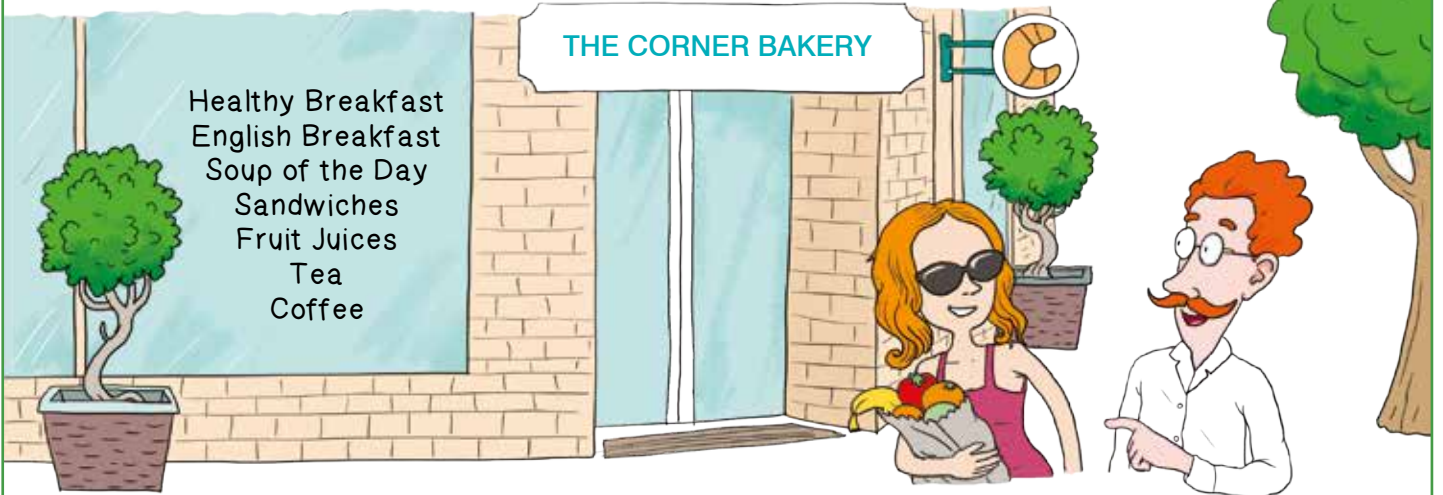
Workbook Tasks 1, 2 and 5 (p. 72-73)

NOTES

4  Uncle Phil and Ms White are talking about their eating habits. Listen and read, then answer the questions.

1 Who likes a healthy breakfast?

2 Who likes a typical English breakfast?



Ms White: Breakfast is the best way to start a day. I usually have cornflakes with milk and some fruit. And I often have a glass of fresh orange juice. Around noon I have a light lunch at work. I usually have a steak and some vegetables. Sometimes I just have a big salad. I drink only water. In the evening I have a sandwich and yoghurt.

Uncle Phil: I never skip breakfast. It's the most important meal of the day! I always have a typical English breakfast: eggs, some bacon, sausages and a nice cup of tea with milk. For lunch I have soup, a sandwich and some crisps. And I often have an apple after lunch, because an apple a day keeps the doctor away! For dinner I have fish and chips.



5 Tick: **true (T)** or **false (F)**.

- 1 Ms White usually has meat and vegetables for lunch.
- 2 For Uncle Phil, breakfast is the most important meal of the day.
- 3 A typical English breakfast is cornflakes and fruit.
- 4 An apple a day is good for you.
- 5 Uncle Phil has fish and chips for lunch.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

6 Talk about Ms White and Uncle Phil. How many true sentences can you make?

Ms White Uncle Phil	always often usually sometimes	has	a cup of tea with milk meat and some vegetables an apple a big salad fish and chips	for breakfast. for lunch. after lunch. for dinner.
------------------------	---	-----	---	---

INTRODUCTION

- Put pupils in pairs and give each pair one piece of paper. Ask them to create their own wordsnakes using words covered in the previous lesson. When they have finished ask them to swap their wordsnake with another pair. Pupils look for words and write them in their notebooks.
- Now check pupils' homework.
- Check how much pupils think they know about you. Tell them a few sentences about your eating habits, e. g. *I often eat hamburgers*. If pupils think the sentence is true they stand up. They remain sitting if they think it is false.

READING AND SPEAKING

Task 7, Student's Book (p. 76)

- Pupils circle the foods they usually have for breakfast. Ask a few pupils to tell you something about their typical breakfast, i. e. what they usually or never have for breakfast.
- You can ask pupils to write a couple of sentences in their notebooks.

READING AND SPEAKING

Task 8, Student's Book (p. 76)

- Ask for a raise of hands from your pupils to indicate how many of them think they live a healthy lifestyle.
- Pupils are to do the quiz and check how healthy and fit they are. Help with language if needed. After they have done the quiz, discuss the results and see how many pupils actually live a healthy lifestyle. Get feedback from as many pupils as possible.

PRACTICE

- Now ask pupils to draw a T-table in their notebooks. Pupils are to write words from Task 7 into two categories: healthy and unhealthy breakfast. Ask them to include at least five words in each category. When they have finished, ask pupils to read their choices out loud.
- If you wish to do a survey on healthy and unhealthy food, draw a chart on the board. Have one column for names and eight others for food. Pupils can include four healthy and four unhealthy items. Pupils circulate around the classroom, asking the questions *Do you like (salami)?* and inserting ticks or crosses in each food column. Collect the results on the board and check whether healthy or unhealthy food is more popular.

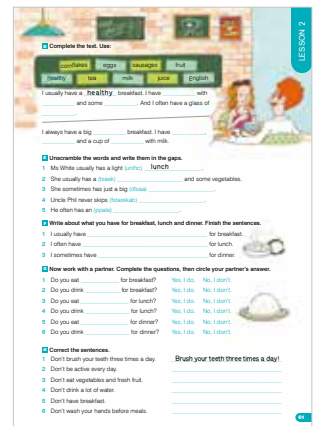
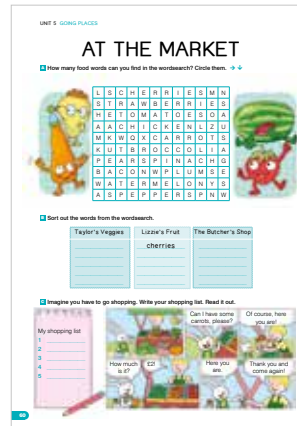
WORKBOOK PRACTICE

Task 3, Workbook p. 72

- Ask pupils to create their own shopping lists. They can imagine they are preparing a birthday party for their friends. Tell them they can only buy healthy food for their party. What food would they buy? When they have finished, ask them to share their lists with the rest of the class.

Task 4, Workbook p. 73

- Pupils ask and answer questions. After they have finished, ask a few pairs to share their dialogues with the rest of the class.



ENDING THE LESSON

- Play **ODD ONE OUT**. Prepare word cards with food items, e. g. *TOMATOES – APPLES – BROCCOLI – PIZZA*. Pupils explain their choices. Accept more than one answer if pupils can come up with a convincing reason for their choice.

HOMEWORK:

Workbook Task 6 (p 73)

NOTES

7 Look at the words below. Circle the foods that are in your typical breakfast. Talk to your partner about what you **usually** / **sometimes** / **never** have for breakfast.

cornflakes cocoa vegetables butter a steak
 fish and chips eggs fish bacon sausages
 tea orange juice cheese salami chicken
 fruit salad jam a hamburger pancakes a sandwich
 bread ham spaghetti soup crisps a cake

I usually have... for breakfast. I never have... for breakfast.
 I sometimes have... for breakfast.

8 How healthy are you? Do the quiz and check.

DO YOU KEEP YOURSELF FIT AND HEALTHY?

- 1 How often do you eat fruit?
 A Never.
 B Sometimes.
 C Always.
- 2 How often do you eat vegetables?
 A Never.
 B Sometimes.
 C Always.
- 3 How many snacks (chips, chocolate or cake) do you usually eat in a day?
 A Three or more a day.
 B One or two a day.
 C None.
- 4 How much sport do you usually do in a day?
 A 0 – 30 minutes.
 B 30 – 60 minutes.
 C 60 minutes or more.
- 5 How much time do you usually spend watching TV or playing computer games?
 A More than two hours a day.
 B Between one and two hours a day.
 C No more than one hour a day.



Answers

If you answered mostly **Cs**, well done!
 But if you answered mostly **As** and **Bs** – you need to eat healthier foods and be more active.

LESSON 3

INTRODUCTION

- Check pupils' homework. Prepare pictures of food from various supermarket catalogues. Cut each picture in two halves. Give each pupil one part of a picture and then ask them to circle around the classroom. Their task is to find the second half of the picture. When they have managed to find it, ask pupils to tell you whether the food they have matched is healthy or unhealthy.

SPEAKING

Task 9, Student's Book (p. 77)

- Ask pupils to remain in pairs and then ask them to compare their results in the quiz from Task 8.
- Now focus pupils' attention on the different pieces of advice in Task 9. Pupils take turns and say their problem and provide the appropriate advice, e. g. *Pupil A: I watch TV more than two hours a day. Pupil B: Don't watch TV more than two hours a day.* When they have finished, ask a few volunteer pairs to share their dialogues.
- If you feel it is necessary, focus pupils' attention on the **LANGUAGE LAB** and explain how to form commands.

READING

Task 10, Student's Book (p. 77)

- Ask pupils to tell you where they can hear these commands. After that, you can say a place and pupils respond with a command that can be heard there.
- You can ask pupils to write a few commands in their notebooks, e. g. *Open your books!* Then ask a few pupils to share their commands and their classmates can say whether or not they are commonly heard.

Answer key:

- on the street
- at home
- on the street
- in class
- at the cinema
- on the street

SPEAKING

Task 11, Student's Book (p. 77)

- Divide the class into groups. Ask each group to create their own healthy menu. Pupils then write down their own dialogues on how to order food in a restaurant. After they have finished, ask a few groups to act out their dialogues.



WORKBOOK PRACTICE

Task 8, Workbook p. 73

- Ask pupils to correct the commands. When they have finished, ask pupils to read the correct commands out loud.

Task 9, Workbook p. 74

- Pupils match parts of Ms White's tips for healthy living. Have a discussion with your pupils whether they follow these tips or not.

Complete the text. Use the words in the box.

usually, often, sometimes, never

I usually have a healthy breakfast. I have _____ with _____ and some _____. And I often have a glass of _____.

I always have a big _____ breakfast. I have _____ and a cup of _____ with milk.

Decide if the words and write them in the gaps.

- Ms White usually has a light _____ lunch.
- She usually has a _____ and some vegetables.
- She sometimes has junk food (chips).
- Lucia Phil never skips _____.
- His often has an _____.

Write about what you have for breakfast, lunch and dinner. Finish the sentences.

- I usually have _____ for breakfast.
- I often have _____ for lunch.
- I sometimes have _____ for dinner.

Work with a partner. Complete the questions, then circle your partner's answer.

- Do you eat _____ for breakfast? Yes, I do. No, I don't.
- Do you drink _____ for lunch? Yes, I do. No, I don't.
- Do you eat _____ for lunch? Yes, I do. No, I don't.
- Do you drink _____ for dinner? Yes, I do. No, I don't.
- Do you eat _____ for dinner? Yes, I do. No, I don't.
- Do you drink _____ for dinner? Yes, I do. No, I don't.

Correct the sentences.

- Don't brush your teeth three times a day! **Brush your teeth three times a day!**
- Don't be active every day.
- Don't eat vegetables and fresh fruit.
- Don't drink a lot of water.
- Don't have breakfast.
- Don't wash your hands before meals.

UNIT 5 GOING PLACES

Read Ms White's Tips for Healthy Living. Match.

Our Class Online

Tips for Healthy Living

- Start the day with a healthy breakfast.
- Eat more vegetables and fresh fruit.
- Drink a lot of water.
- Brush your teeth three times a day.
- Be active every day.

Your body needs 5 glasses a day.
It keeps theident away.
Your body needs energy for the day.
That means! It keeps your bones strong.
They give you vitamins.

Answer the questions. Start your answers with **because**.

- Why is it good to start the day with a healthy breakfast?
Because your body needs energy for the day.
- Why is it good to eat more vegetables and fruit?
- Why is it good to drink a lot of water?
- Why is it good to brush your teeth three times a day?
- Why is it good to be active every day?

Match the sentences.

- I'm hungry. Drink a glass of water!
- I'm thirsty. Eat!
- I'm sleepy. Brush your teeth!
- I'm tired. Go to bed!
- I'm late for school. Get up!

ENDING THE LESSON

- Prepare pictures of food, A3 sheets of paper, some glue and scissors. In small groups pupils are to prepare a mini-poster where they need to include tips for a healthy lifestyle and pictures of healthy food.
- When they have finished, put these posters on display.

HOMEWORK:

Workbook Tasks 10 and 11 (p. 74)

NOTES

9 Compare your results with your partner's results. What advice would you give him / her? Tick (✓).

- Be more active! Eat three meals a day!
- Do more sports! Don't watch TV more than two hours a day!
- Don't eat so much chocolate! Eat more fruit and vegetables!
- Don't skip breakfast!

LANGUAGE LAB

Eat an apple a day!
Don't skip breakfast!

10 Where can you hear these commands? Circle the correct answers.

1 Always wear your helmet!	on the street	in class	at the swimming pool
2 Do your homework!	at home	at the cinema	in a restaurant
3 Look left and right!	in class	on the street	in a shop
4 Raise your hands!	on the street	in class	at home
5 Don't use your phone!	at the cinema	in the playground	at home
6 Cross the road here!	on the street	in the forest	in the park



11 Ms White is at The Corner Bakery. Read the dialogue. Then work with a partner and make your own dialogues by replacing the words in green with other words from the menu.

MENU

The Corner Bakery

<u>Food</u>	<u>Drinks</u>
Soup of the Day	Tea
Ham Sandwich	Cocoa
Cheese Sandwich	Milk Shake
Fruit Salad	Orange Juice
Ice Cream	Coke

- Waiter:** Hello. What would you like to eat?
- Ms White:** I would like a fruit salad.
- Waiter:** And to drink?
- Ms White:** I will have an orange juice.
- Waiter:** Here you are.
- Ms White:** Thank you.

LESSON 3 SCIENCE REPORT: THE WEATHER

LEARNING OUTCOMES: ქუცბ. დანყ. (I): 1,2,3,4,5,6,7 By the end of this class, pupils will be able to:	
GRAMMAR	<ul style="list-style-type: none"> Use familiar structures in a new context Ask and answer questions with the question word <i>why</i>?
FUNCTIONS	<ul style="list-style-type: none"> Talk about the weather Talk about the climate and seasons Say a few facts about the Earth
VOCABULARY	<ul style="list-style-type: none"> Describe the weather Use new words to talk about the planet Earth Name clothes and seasons
SKILLS	
READING	<ul style="list-style-type: none"> Elliot's report
LISTENING	<ul style="list-style-type: none"> Vocabox Elliot's report
SPEAKING	<ul style="list-style-type: none"> Talking about the weather Talking about seasons and clothes
WRITING	<ul style="list-style-type: none"> Clothes
CULTURE and CLIL	
<ul style="list-style-type: none"> The planet Earth 	

LESSON 1

INTRODUCTION

- After checking homework, put word cards with names of the seasons (*spring, summer, autumn, winter*) on the board. Prepare flashcards and word cards with the names of the months and different types of weather. Divide the class into four groups. Each group should get flashcards / word cards relating to various seasons. Ask your pupils questions about the seasons and the pupil who has the right flashcard / word card comes to the board and puts it under the right season, e. g. *What's the weather like in summer? It's hot. / What's the first month of spring? It's March, etc.*
- Play **SAY STOP IF IT'S NOT TRUE**. Say a few sentences about the seasons. Make a few deliberate mistakes and when you do, pupils need to stop and correct you.
- Write the title of the lesson on the board and ask them to think about what the weather is like in different places around the world. Let your pupils make some guesses, e. g. *It's cold in Australia*. You can help them by asking questions, e. g. *What's the weather like in London?*

SPEAKING AND LISTENING

Task 1, Student's Book (p. 78)

- Ask pupils to take a look at the map. Introduce the word *Europe*. Ask them to name some of the countries and capital cities in Europe. Draw their attention to the cardinal directions by teaching them the words *north, south, east* and *west*. It would be good to have a map of Europe for this task.
- Play Track 56 now. Pupils listen to the recording and match the sentences to the capital cities. Play Track 56 again. Press pause after each city. Pupils listen and read out the sentence about the weather and say the name of the city.
- Ask questions about the map and the weather symbols displayed on the map. Tell pupils what the weather is like and they should respond with a number, e. g. if you say *It's snowing in Stockholm* pupils say *Number 1*. Now, say a number and the pupils need to respond with what the weather is like, e. g. if you say *Number 6*, pupils say *It's foggy in Warsaw*.

Tapescript:

Track 56

Narrator: This is Radio 1. Here is today's weather in Europe:

Let's start from the North. It's snowing in Stockholm, it's stormy in Berlin, it's raining in London and it's cloudy in Dublin.

Now, let's go to Paris. What's the weather like in the capital of France? It's windy in Paris and it's cold in Brussels. It's foggy in Warsaw but it's warm in Zagreb.

Let's go to the south of Europe, to Spain. The weather is nice and it's sunny in Madrid.

Stay tuned to Radio 1.

Answer key:

It's sunny.	9
It's cloudy.	3
It's windy.	7
It's raining.	2
It's snowing.	1
It's foggy.	6
It's cold.	5
It's warm.	8
It's stormy.	4

SPEAKING

Task 2, Student's Book (p. 78)

- Pupils practise talking about the weather. Pupils do this in pairs. You can choose a few pairs to perform the dialogue for the class. It would be a good idea to invite pupils to the front of the class so that they can act out their dialogues in front of the map.

Task 3, Student's Book (p. 78)

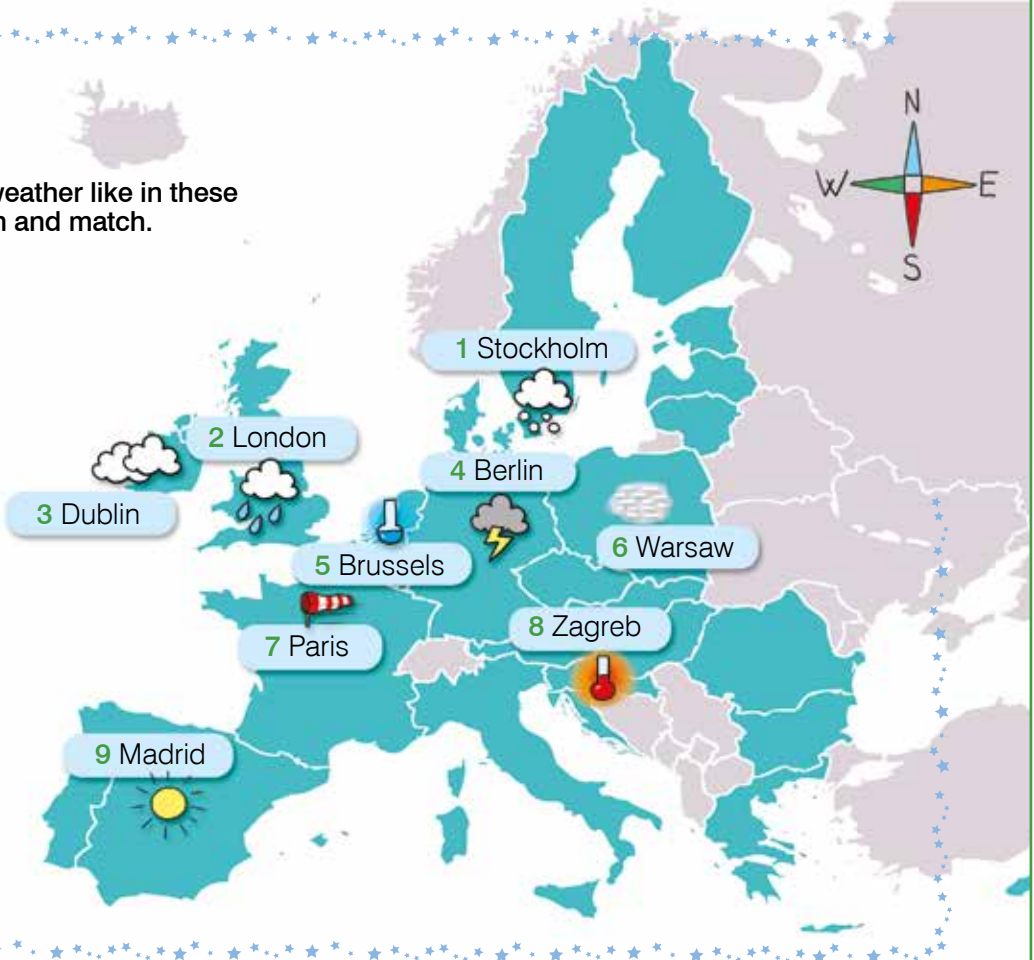
- Talk with your pupils about the weather in your area. Ask pupils to write a few sentences about the weather in their notebooks. Then ask them to tell you what the weather is like.

SCIENCE REPORT: THE WEATHER

VOCABOX

1 What's the weather like in these cities? Listen and match.

- It's sunny.
- It's cloudy.
- It's windy.
- It's raining.
- It's snowing.
- It's foggy.
- It's cold.
- It's warm.
- It's stormy.



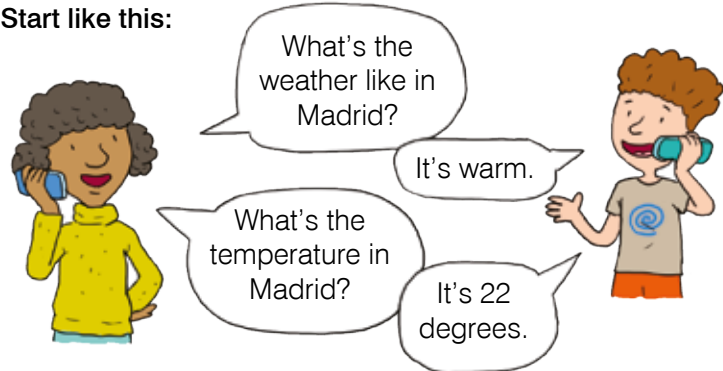
LET'S SPEAK!

2 Talk to your partner about the weather in Europe.

Today's Temperatures

- Zagreb 18°
- London 10°
- Berlin 11°
- Brussels 0°
- Madrid 22°
- Dublin 7°
- Stockholm 2°
- Paris 15°

Start like this:



3 Look through the window. What's the weather like today?



WORKBOOK PRACTICE

Task 1, Workbook (p. 75)

- Pupils write the correct sentences under the right pictures. To check, say a number and pupils say what the weather is like in that picture.

Task 2, Workbook (p. 75)

- Pupils need to write what sort of weather is typical for each season. When they have finished, ask a few pupils to read the sentences out loud.

Task 3, Workbook (p. 76)

- Pupils need to unjumble the names of the months. To check, say a month in Georgian and pupils are to say the English equivalent, come forward and write it on the board. Point out that the names of the *months* are written with a *capital* letter.

Optional: you could turn this Task into a game of **HANGMAN**.

Task 5, Workbook p. 76

- Pupils read the riddles and decipher what month is the solution. Ask them to share their answers with the rest of the class. You can invite pupils to make similar riddles for their classmates to answer.

ENDING THE LESSON

- Divide the class into small groups or pairs. Tell pupils to prepare a weather forecast for Georgia. Pupils write a couple of sentences in their notebooks, come to the map and say a couple of sentences about the weather in Georgia, e. g. *It's cloudy in Batumi. It's warm in Telavi. It's windy in Kutaisi.*

HOMEWORK:

Workbook Tasks 3, 6 and 7 (p. 76)

NOTES

SCIENCE REPORT: THE WEATHER

1 What's the weather like? Copy the correct phrases.

It's sunny It's cloudy It's windy It's raining It's snowing

It's hot It's cool It's warm It's stormy

2 What's the weather like in different seasons? Finish the sentences.

- In the winter it is usually _____ and _____.
- In the summer it is usually _____ and _____.
- In the spring it is usually _____ and _____.
- In the autumn it is usually _____ and _____.

3 Watch the weather and fill in the Weather Log.

Weather Log

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
What's the temperature?							
What's the weather like?							

UNIT 5 GOING PLACES

1 What are the months of the year? Unscramble the words.

რუბლი	ბოფარია	ჩამა	იპი
საბურთა	ნული	ილი	საბურთა
საბურთა	იკობა	ოქტომბერი	საბურთა

2 Which month is it?

- This month comes after May and before July. It's _____ **JUNE** _____.
- This month comes after August and before October. It's _____.
- This month comes after February and before April. It's _____.
- This month comes after June and before August. It's _____.
- This month comes after January and before March. It's _____.

3 Answer the questions.

- Which months have 30 days? _____ and _____.
- Which months have 31 days? _____ and _____.
- Which month has 28 or 29 days? _____.

4 How good are you at geography? Complete the sentences.

1 The capital of Croatia is _____ **Zagreb** _____.

2 The capital of Germany is _____.

3 The capital of Spain is _____.

4 The capital of Belgium is _____.

5 The capital of Ireland is _____.

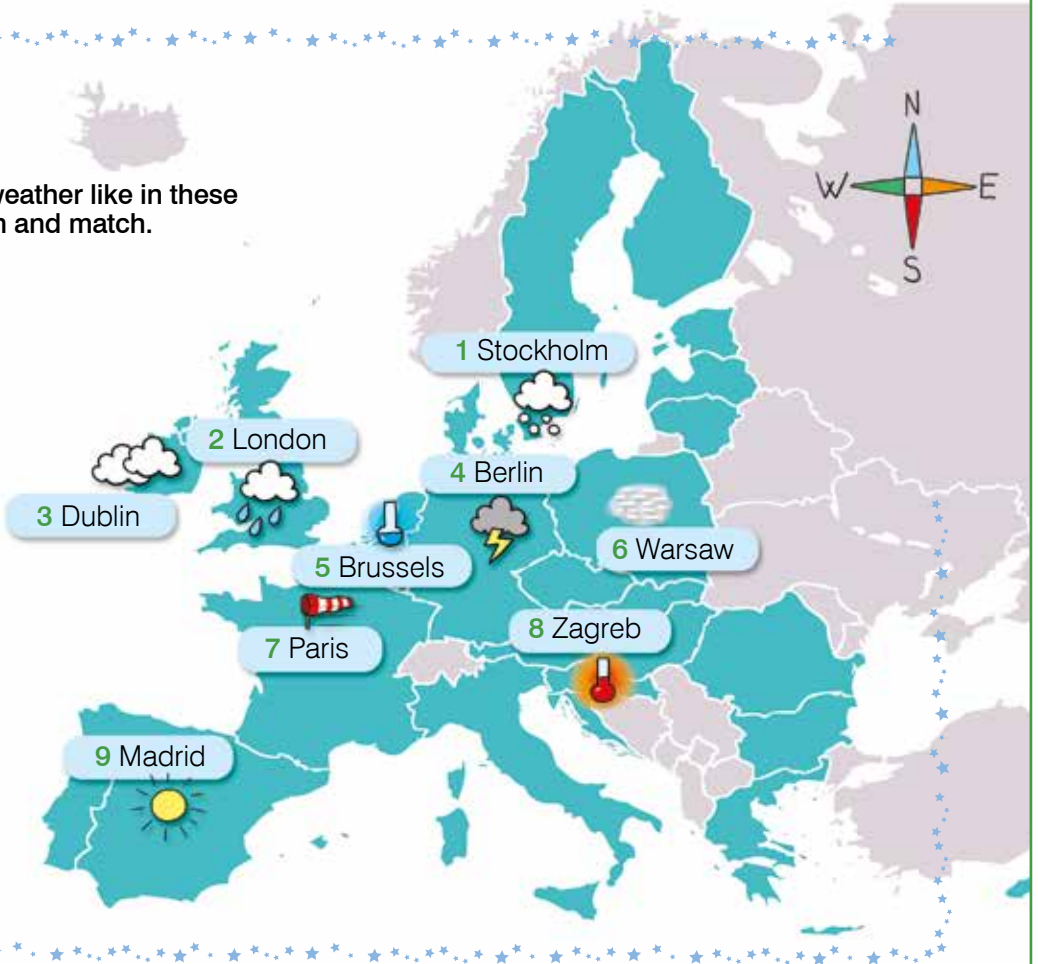
6 The capital of France is _____.

SCIENCE REPORT: THE WEATHER

VOCABOX

1 What's the weather like in these cities? Listen and match.

- It's sunny.
- It's cloudy.
- It's windy.
- It's raining.
- It's snowing.
- It's foggy.
- It's cold.
- It's warm.
- It's stormy.



2 Talk to your partner about the weather in Europe.

LET'S SPEAK!

Today's Temperatures

Zagreb 18°
London 10°
Berlin 11°
Brussels 0°
Madrid 22°
Dublin 7°
Stockholm 2°
Paris 15°

Start like this:



What's the weather like in Madrid?

It's warm.

What's the temperature in Madrid?

It's 22 degrees.



3 Look through the window. What's the weather like today?

LESSON 2

INTRODUCTION

- After checking homework, write *GEORGIA* and *AUSTRALIA* on the board. Then show your pupils a couple of sentences about the weather and seasons. Pupils decide whether the sentence is true for Georgia or Australia, e. g. *It's hot at Christmas. It's spring now. It's autumn now*, etc. Put these sentences under the right headings. Discuss with your pupils why this is so. Allow the usage of Georgian when necessary.

READING

Task 4, Student's Book (p. 79)

- Books are to be closed. Prepare the following word cards or flashcards: *the sun, sun rays, the Earth, the North Pole, equator, the South Pole*. Elicit the meaning of these words and make sure pupils understand the words. Ask your pupils to put these word cards or flashcards on the board in a way that they are in relation to each other in the real world.
- Compare the picture in Task 4 to the one on the board. Now, say the words and pupils need to point to the right picture.

Answer key:

the Earth	3
sunrays	2
the South Pole	6
equator	5
the sun	1
the North Pole	4

LISTENING AND READING

Task 5, Student's Book (p. 79)

- Play Track 57. Pupils listen to Elliot's report and follow the text in their books.
- Play **WHERE DOES IT SAY...?** Say a sentence in Georgian and pupils are to find the sentence in English and read it out loud. Write more difficult words on the board and help with the meaning and pronunciation.
- Play Track 57 again, ask a volunteer to be the 'official translator'. When you stop the recording, the volunteer should translate the text. Pupils are allowed to look at the text. Change translators each time you stop the track.

Tapescript:

Track 57

Narrator: The Earth is round like a ball and that's why sunrays don't fall the same way everywhere. The sun shines more directly on the part of the Earth near the equator. That's why this part of the world is very hot and dry.

The South Pole and the North Pole get little or no sunlight during the winter. That's why this part of the world is very cold and there is a lot of snow and ice. The Earth circles around the sun. When our part of the planet is close to the sun we have summer, and the other part of the planet has winter. That's why we have Christmas in the winter and Australian s have Christmas in the summer.

Written by: Elliot

Task 6, Student's Book (p. 79)

- Pupils match questions and answers. It would be good to have a globe for this activity to make these phenomena as visual as possible.

Answer key:

- Why don't sunrays fall the same way everywhere?
- Why do we have summer when the Australians have winter?
- Why is the area around the equator very hot and dry?
- Why are the South Pole and the North Pole dark during the winter?

3 Because the sun shines more directly on that part of the Earth.

1 Because the Earth is round like a ball.

4 Because they get little or no sunlight.

2 Because our part of the planet is then closer to the sun.

Task 7, Student's Book (p. 79)

- This task can be assigned for homework. Pupils choose one of the topics and write a report about it. Encourage pupils to include visuals. During the next lesson you can put pupils' reports on display.

GAME

- Go back to the board and remove all the word cards. Leave only *GEORGIA* and *AUSTRALIA*. Add two more words: *AFRICA* and *THE NORTH POLE*. Discuss with your pupils what the weather is usually like in those places. Pupils should know this from their general knowledge.
- Play **FLASHCARD TIDY UP**. Let them imagine they have travelled to Australia, Africa or to the North Pole. Pupils decide what clothes they should wear.
- Scatter flashcards with clothing items all over the classroom. Pupils take one, come to the board and put the flashcard under the right heading. Pupils should be familiar with most of the flashcards but elicit the word's meaning every time they put one on the board. Have a discussion with your pupils about the weather and clothes in these places and ask them to justify their categories, e. g. *It's hot in Africa. They wear T-shirts. It's cold on the North Pole. They wear coats.*

4 Check the words you don't know with your teacher. Then match.

the sun

sunrays

the Earth

the North Pole

equator

the South Pole

5 Now listen and read Elliot's report.

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The Earth is round like a ball and that's why sunrays don't fall the same way everywhere. The sun shines more directly on the part of the Earth near the equator. That's why this part of the world is very hot and dry. The South Pole and the North Pole get little or no sunlight during the winter. That's why this part of the world is very cold and there is a lot of snow and ice. The Earth circles around the sun. When our part of the planet is close to the sun we have summer, and the other part of the planet has winter. That's why we have Christmas in the winter and Australians have Christmas in the summer.

Written by: Elliot

6 Match the questions to the answers.

- | | |
|--|---|
| <p>1 Why don't sunrays fall the same way everywhere?</p> <p>2 Why do we have summer when the Australians have winter?</p> <p>3 Why is the area around the equator very hot and dry?</p> <p>4 Why are the South Pole and the North Pole dark during the winter?</p> | <p><input type="checkbox"/> Because the sun shines more directly on that part of the Earth.</p> <p><input type="checkbox"/> Because the Earth is round like a ball.</p> <p><input type="checkbox"/> Because they get little or no sunlight.</p> <p><input type="checkbox"/> Because our part of the planet is then closer to the sun.</p> |
|--|---|

7 Choose a science topic and prepare a report for your classmates. Include photos or drawings.

- 1 The planets and the solar system (name and say something about the planets)
- 2 Save the Earth (give tips for saving Earth)
- 3 Oceans and continents (name and say something about the continents and oceans)



WORKBOOK PRACTICE

Task 8, Workbook (p. 77)

- Ask pupils to complete the sentences. Ask them to check answers in pairs before reviewing the answers with the whole class. Then ask a few pupils to share their answers.

Task 9, Workbook (p. 77)

- Pupils read the definition and need to decipher the right season. Then they match the season to the corresponding sentence. When they have finished, say the name of the season and pupils are to read the definition. You can ask them to tell you some other characteristics for each season.

Task 10, Workbook (p. 77)


- Pupils read and answer the questions. They decide during which season we usually do these things. Ask them to share their answers with the rest of the class.

Task 11, Workbook (p. 78)

- Ask pupils to match the words to the corresponding pictures. To check, say a number and pupils are to provide the right word.

Complete the sentences. Use

South Pole South Pole
 polar polar
 Sun Earth
 equator equator



1 The Earth is a _____ it's round like a ball.
2 The sun shines more directly on the part near the _____
3 There _____ and the _____
 get little or no sunlight during the winter.
4 The Earth travels around the _____
5 The moon travels around the _____

Read the definitions and write the names of the seasons.

Winter Summer Spring Autumn

At this time of year the Earth starts to warm up and plants and flowers start to grow.
 At this time of the year we feel hot. The sun shines more and for longer.
 At this time of the year the days are shorter and it sometimes snows.
 At this time of the year it starts to get colder. The leaves turn yellow and fall from the trees.


When do we usually...? Answer the questions.

1. When do we usually receive Easter eggs?
 2. When do we usually pick apples and pears?
 3. When do we usually wear in the hat?
 4. When do we usually write letters to Father Christmas?
 5. When do we usually write Valentine cards?
 6. When do we usually go back to school?
 7. When do we usually go to the beach?
 8. When do we usually go to the beach?

In the spring, _____

UNIT 5 GOING PLACES

Look at the pictures. Write the numbers of the pictures next to the right words.



a pilot jeans sandals a T-shirt a track suit
 a dress a raincoat a hoodie a sweater
 a jacket a cap shoes a scarf

Read what the children are wearing. What's the weather like? Complete the sentences.

1. Jessica is wearing a T-shirt and shorts. It's _____
 2. Luke is wearing a jacket and a scarf. It's _____
 3. Kim is wearing jeans and a hoodie. It's _____
 4. Susan is wearing a raincoat and boots. It's _____

What do you usually wear during the different seasons of the year? Complete the sentences.

1. In the summer I usually wear _____ and _____
 2. In the autumn I usually wear _____ and _____
 3. In the winter I usually wear _____ and _____
 4. In the spring I usually wear _____ and _____

Get out and give a picture of a person from a magazine or newspaper in the box below. What is he / she wearing?

He / She is wearing: _____

ENDING THE LESSON

- Ask pupils to copy the pictures from Task 4, Student's Book page 79, in their notebooks and ask pupils to label them.

HOMEWORK:

Workbook Tasks 12, 13 and 14 (p. 78)

NOTES

4 Check the words you don't know with your teacher. Then match.

the sun

sunrays

the Earth

the North Pole

equator

the South Pole

5 Now listen and read Elliot's report.

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The Earth is round like a ball and that's why sunrays don't fall the same way everywhere. The sun shines more directly on the part of the Earth near the equator. That's why this part of the world is very hot and dry. The South Pole and the North Pole get little or no sunlight during the winter. That's why this part of the world is very cold and there is a lot of snow and ice. The Earth circles around the sun. When our part of the planet is close to the sun we have summer, and the other part of the planet has winter. That's why we have Christmas in the winter and Australians have Christmas in the summer.

Written by: Elliot

6 Match the questions to the answers.

- | | |
|---|--|
| 1 Why don't sunrays fall the same way everywhere? | <input type="checkbox"/> Because the sun shines more directly on that part of the Earth. |
| 2 Why do we have summer when the Australians have winter? | <input type="checkbox"/> Because the Earth is round like a ball. |
| 3 Why is the area around the equator very hot and dry? | <input type="checkbox"/> Because they get little or no sunlight. |
| 4 Why are the South Pole and the North Pole dark during the winter? | <input type="checkbox"/> Because our part of the planet is then closer to the sun. |

7 Choose a science topic and prepare a report for your classmates. Include photos or drawings.

- 1 The planets and the solar system (name and say something about the planets)
- 2 Save the Earth (give tips for saving Earth)
- 3 Oceans and continents (name and say something about the continents and oceans)

LESSON 4 A DAY AT THE BEACH

LEARNING OUTCOMES: 1. 2,3,4,5,6,7,8,9
By the end of this class, pupils will be able to:

- GRAMMAR • Use imperatives
• Give advice and commands
- FUNCTIONS • Talk about saving water
• Sing a song
- VOCABULARY • Use collocations in a new context

SKILLS

- READING • Song *A Day at the Beach*
- LISTENING • Song *A Day at the Beach*
- SPEAKING • Giving commands
• Singing a song
- WRITING • A poem

CULTURE and CLIL

- Project – My capital city
- London

LESSON 1

INTRODUCTION

- After checking homework, write the title of the lesson on the board – *A DAY AT THE BEACH*. Put your pupils into small groups or pairs and let them make a list of ten things they would take to the beach. Compare and discuss lists afterwards.

READING

Task 1, Student's Book (p. 80)

- Ask pupils to think of the things they would say to their friend who is going to the beach. Tell them to tick off all the sentences they would say. Read out the sentences and ask pupils to raise their hands if that is something they would say. Let them explain why they would or wouldn't say this, e. g. *We don't wear boots on the beach*.

LISTENING

Task 2, Student's Book (p. 80)

- It's time for a song. Before listening, tell your pupils to choose one of the words from Task 2. Tell them you are going to play the song and when they hear their word, they need to stand up. Play Track 58 now.

Tapescript:

Track 58

A Day at the Beach (*chant*)

Wash your face,
Take a shower.
Eat your breakfast,
Get the power.
Put on your trainers,
Put on your hat.
Go for a run
In the morning sun.
Put on your helmet,
Jump on your bike.
Pedal fast, pedal slow
Off to the beach we go!
Dive and swim, surf and sail
Enjoy the sun, enjoy the sea.
Have an ice cream, sing a song
The day on the beach is so long!

Task 3, Student's Book (p. 80)

- Ask your pupils to match pictures to the song. Then play Track 58 again and let them check their answers. Point to a picture on page 81 and ask pupils to tell you the number that corresponds to it.
- Say lines from the song and pupils need to tell you who is saying this line, e. g. *Greg, Jessica, Elliot or Kim*. If you say *Wash your face, take a shower*, pupils say *Greg*. Now tell them a name and pupils need to tell you a line from the song.


Answer key:

- 1 Greg
- 2 Jessica
- 3 Elliot
- 4 Kim

A DAY AT THE BEACH

1 It's summer. Your friends are getting ready for the beach. What do you say to them? Why? Tick (✓).

- | | | |
|--|---|--|
| <input type="checkbox"/> Wear a hat! | <input type="checkbox"/> Drink plenty of water! | <input type="checkbox"/> Take an umbrella! |
| <input type="checkbox"/> Wear a scarf! | <input type="checkbox"/> Don't forget boots! | <input type="checkbox"/> Don't forget the sunscreen! |
| <input type="checkbox"/> Drink some tea! | <input type="checkbox"/> Take your sunglasses! | |

2  Choose a secret word. Listen to the chant and when you hear your word, stand up.

beach


trainers

helmet

breakfast

ice cream

bike

3  Match the lines to the pictures on the opposite page. Then listen and check.

1

Wash your face,
Take a shower.
Eat your breakfast,
Get the power.

2

Put on your trainers,
Put on your hat.
Go for a run
In the morning sun.

3

Put on your helmet,
Jump on your bike.
Pedal fast, pedal slow,
Off to the beach we go!

4

Dive and swim, surf and sail,
Enjoy the sun, enjoy the sea.
Have an ice cream, sing a song,
The day at the beach is very long!

Task 4, Student's Book (p. 80)

- Play Track 58 again for pupils to listen and mime. Then play Track 58 again for pupils to listen and repeat.
- Play the **CHAIN GAME**. See how many commands from the song pupils can say in a row. One pupil says *Go for a run*. The second says *Go for a run, pedal fast*. The third should say *Go for a run, pedal fast, swim*. Pupils continue as long as they can or until they make a mistake.



WORKBOOK PRACTICE

Task 1, Workbook (p. 79)

- Pupils choose the **ODD ONE OUT**. Ask pupils to explain their choices.

Task 3, Workbook (p. 79)

- Ask pupils to write a poem and then to illustrate it. When they have finished, ask a few volunteer pupils to share their poems with the rest of the class. Then you can ask pupils to walk around the classroom to see what their classmates have done with their poems.

A DAY AT THE BEACH

1 Circle the odd one out.

1	put on	a helmet	travels	a jacket	a book
2	walk	a girl	home	away	to school
3	ride	a bike	a horse	a plane	a motorcycle
4	fly	a helicopter	a train	in a balloon	a plane
5	take	a shower	a taxi	a book	a kiss

2 You are at the swimming pool with your friends. Look at the signs. Match the sentences with the signs.

<input type="checkbox"/> Take a shower.	1
<input type="checkbox"/> Don't throw balls.	2
<input type="checkbox"/> Don't dive into the pool.	3
<input type="checkbox"/> Don't use your mobile phone.	4

3 Write a poem about summer. Then illustrate your poem.

SUMMER IS _____

Summer is _____ colour _____

Summer is _____ fruit _____

Summer is _____ dress _____

Summer is _____ piece of clothing _____

Summer is _____ sport _____

And all this makes me happy!

ENDING THE LESSON

- Play **BASKETBALL**. Divide pupils into small groups. Ask individual pupils from groups to act out an action you say. If they guess correctly they have the chance to double the number of points for their team if they manage to throw a small ball into a basket or wastepaper bin. If they miss, they get one point. If they put the ball into the basket, they get two points.

HOMEWORK:

Workbook Task 2 (p. 79)

NOTES



4 Listen and mime. Then listen, say and mime.

LESSON 5 LET'S CHECK!

LEARNING OUTCOMES: 1 უცხ. დანყ. (I): 1,2,3,4,5,6,7,8,9,10, 11
By the end of this class, pupils will be able to:

GRAMMAR • Use familiar grammatical structures from Unit 6 in a new context

FUNCTIONS • Play a board game
• Review and reflect on their own learning and performance
• Complete the project

VOCABULARY • Use familiar words in a new context

SKILLS

READING • Board game
• Susan's poster

LISTENING • Questions in the board game

SPEAKING • Answering questions in the board game

WRITING • My family
• A slogan

CULTURE and CLIL

- Saving water

LESSON 1

INTRODUCTION

- After checking homework, ask pupils to browse through the unit and to tell you two interesting facts they have learnt.

READING AND SPEAKING

Task 1, Student's Book (p. 82)

- After checking homework, go to the Student's Book and play the **DICE GAME**. Divide the class into smaller groups and play the board game. You can let your pupils control the game by checking whether the answers are correct or not, but be the judge in case of any disputes. After the game, discuss some of the questions as a class and check which ones were the hardest and which were the easiest questions to answer.

Answer key:

- 1 True or False? The Taylors live in Sydney. **F The Taylors don't live in Sydney.**
- 2 Name the days of the week. **Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.**
- 3 Correct the mistake. Apples are vegetables. **Apples are fruit. / Apples aren't vegetables.**
- 4 Translate into Georgian. I send my homework and tests by e-mail.
- 5 Correct the mistake. Flowers start to grow in the winter. **Flowers start to grow in spring. / Flowers don't start to grow in the winter.**
- 6 Give 3 tips for healthy living! **Do more sports! Be active! Eat three meals a day! Etc.**
- 7 Correct the mistake. The South Pole is very sunny and hot. **The South Pole is dark and cold. / The South Pole is very sunny and hot.**
- 8 Translate into Georgian. The sun shines more directly on the area around the equator.
- 9 True or False? Christmas in Australia is in the summer. **TRUE**

- 9 True or False? Christmas in Australia is in the summer. **TRUE**
- 10 Answer the question. Why don't sunrays fall the same way everywhere? **Because the Earth is round like a ball.**
- 11 True or False? Breakfast is the most important meal of the day. **TRUE**
- 12 Correct the mistake. Drink 5 glasses of Coke a day. **Drink 5 glasses of water a day. / Don't drink 5 glasses of Coke a day.**
- 13 Name the four seasons. **Summer, autumn, winter and spring.**
- 14 Answer the question. What's the capital of Australia? **Canberra.**
- 15 True or False? You can buy bacon and sausages at the butcher's. **TRUE**

WORKBOOK PRACTICE

Task 1, Workbook (p. 80)

- Ask your pupils to complete Miss White's letter. Ask them to compare answers in pairs before reviewing the answers with the whole class. When they have finished, ask volunteers to read the text to the class.

Task 2, Workbook (p. 80)

- Pupils practise their writing skills by writing a letter about their own family. Ask a few pupils to report back to the class.

Task 3, Workbook (p. 80)

- Ask pupils to complete the commands. Then check as a class. You could discuss classroom commands and rules and check which ones they like and which ones they would change or add.

Task 4, Workbook (p. 81)

- Pupils complete Susan's poster in Task 4. Talk with your pupils about this poster. *Are there any surprising facts? How do you help the Earth?*

Task 5, Workbook (p. 81)

- Check pupils' comprehension of the poster in Task 4. To check, ask a few pupils to read sentences out loud and ask them to tell you whether they are true or false. Have them correct the false ones.

LET'S CHECK!

1. Miss White is writing a letter to Uncle Phil. Complete the text.

Dear Phil,
As you know we _____ in Sydney. Every morning we _____ a bit healthy breakfast and then we _____ to school by bus. We _____ sports and that's why we _____ a lot of time outdoors. In the evening we _____ playing on the beach. Do you remember our relatives, the Taylors? They _____ on the Great Ocean Road. They _____ sheep and cows and they _____ always busy. When you come to Australia we will visit them together.
Love,
John

2. Now write a letter about your family. Where do you live? What's your typical day like? What do you like to do?

Dear _____
We _____
Best wishes,

3. What does teacher Mary say in class? Complete the sentences. Use: **answer, read, think, come, guess, talk**

1. _____ with a partner? 4. Don't _____ seats in class?
2. Don't _____ in class? 5. _____ to the blackboard?
3. _____ the question? 6. Don't _____ to music?

Save Water, Save Life, Save the Earth

1. Why? Because the rest of the water is in the sea and oceans, or in the air. So we can't drink it, we can't wash with it, and we can't use it to water flowers and gardens.

2. That's why water is very important for our health. Every year there are more and more people on Earth and that is why we must use our water carefully.

3. Turn off the water while you brush your teeth in the morning and in the evening. This way you can save 200 litres of water every month!
Take a shower. A shower uses only about 60 litres of water and a bath uses about 250 litres. You can save more than 5000 litres every month!

4. Tick (✓) or false (✗)

1. Water is important for life.	T	F
2. We can use 99% of the water on Earth.	<input type="checkbox"/>	<input type="checkbox"/>
3. We can use sea water to water flowers.	<input type="checkbox"/>	<input type="checkbox"/>
4. It's good to turn off the water while we brush our teeth.	<input type="checkbox"/>	<input type="checkbox"/>
5. We save water when we take a bath.	<input type="checkbox"/>	<input type="checkbox"/>

5. Draw a sign and write a slogan for saving water.

LET'S CHECK!

1 Play the game! Get into teams. Roll the dice and move to a question. If your answer is correct, stay on the square. If your answer is wrong, go back.

Start here

True or False?
The Taylors live in Sydney.

Name the days of the week.

Correct the mistake.
Apples are vegetables.

Translate into Georgian.
I send my homework and tests by e-mail.

True or False?
The favourite sport in Australia is tennis.

Answer the question.
What's the weather like in the winter?

Answer the question.
What's a typical English breakfast?

Give 3 tips for healthy living!

Correct the mistake.
Flowers start to grow in the winter.

Answer the question.
Why don't sunrays fall the same way everywhere?

Correct the mistake.
The South Pole is very sunny and hot.

Translate into Georgian.
The sun shines more directly on the area around the equator.

True or False?
Christmas in Australia is in the summer.

True or False?
Breakfast is the most important meal of the day.

Correct the mistake.
Drink 5 glasses of Coke a day.

Name the four seasons.

Answer the question.
What's the capital of Australia?

True or False?
You can buy bacon and sausages at the butcher's.

FINISH

Take a token and roll the dice!

PROJECT, Student's Book (p. 83)

- It's time for the fifth project. The aim of the project is for pupils to choose a country they would like to visit. Go through the instructions with your pupils and make sure they know what is expected from them. Remind them of the previous projects they did and have them think of ways that they can improve the project or make it different this time around. Encourage your pupils to use their own sentences, to be creative, to include visuals and discuss different ways of presenting a project (poster, booklet, power point, tourist brochure, etc.)

I CAN SPEAK ENGLISH, Student's Book (p. 83)

- This section of the Student's Book gives pupils a chance to reflect on their own work and progress throughout the Unit. Go through all seven points with your pupils and give them time to think about each point. They should tick every point they think they have mastered during this Unit. Ask them to explain their choices and show you that they actually have mastered it. Pupils can say a few sentences about Australia, the weather, different seasons, etc.

ENDING THE LESSON

- To revise vocabulary, play the **CHAIN GAME** and let pupils revise words related to food, the weather, sports, Australia, etc.

NOTES

Prepare a report and make a poster about a country you would like to visit.

Country: _____

The capital
 Language
 The weather
 Places to visit
 The flag
 Popular sports
 Famous people



What can you do after Unit 5? Tick (✓).

- ① I can talk about life in Australia.
- ② I can name the days of the week.
- ③ I can talk about my typical day.
- ④ I can talk about healthy living.
- ⑤ I can give tips and commands.
- ⑥ I can talk about the weather and temperatures.
- ⑦ I can talk about different seasons.

My family lives on a farm. It's usually nice and warm where we live. We eat food from our farm. We love spring. Our relatives the Whites live in Sydney. It's a big city. They like sports – they play sports every day! Where do you live? What's the weather like there? What do you and your family like doing?



UNIT 7 WHAT'S WRONG

LESSON 1 GREG IS NOT FEELING WELL

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

- | | |
|------------|--|
| GRAMMAR | • Use familiar grammatical structures in a new context |
| FUNCTIONS | • Talk about health |
| | • Talking about the human body |
| VOCABULARY | • Recognise the importance of regular health check-ups |
| | • Name some common illnesses |
| | • Name medical aids |
| | • Name some health professionals |
| | • Name body parts |

SKILLS

- | | |
|-----------|--|
| READING | • Story <i>Is Greg really sick?</i> |
| | • <i>Check up</i> |
| | • <i>Human body quiz</i> |
| | • <i>Culture Corner</i> |
| LISTENING | • Vocabox |
| | • Story <i>Is Greg really sick?</i> |
| | • <i>Check up</i> |
| SPEAKING | • <i>Culture Corner</i> |
| | • Talking about health problems and human bodies |
| WRITING | • Chores |

CULTURE and CLIL

- Human body and health

LESSON 1

INTRODUCTION

- Draw a simple figure on the board and elicit the parts of the body that pupils remember, e. g. *head, hands, feet, legs, arms*. Label each one. Pupils can do the same in their notebooks.

Note: point out the irregular plural of *foot* and *tooth*.

- Draw the following grid on the board:

	see		feet.
	hear		nose.
	smell		eyes.
You can	touch	with your	ears.
	bite		fingers.
	walk		teeth.

- Set a time limit and have your pupils write as many true sentences within the time limit as they can. After they have finished, ask a few pupils to read their sentences to the class.
- Tell your pupils that everybody from the book is not feeling well. Ask your pupils to try and guess what is wrong with them, e. g. *Greg has a cold*. Let pupils use Georgian if necessary. Ask them to tell you what they do when they are not feeling well, e. g. *go to the doctor's, stay at home, etc.*

LISTENING

Task 1, Student's Book (p. 84)

- Focus pupils' attention on the picture. Ask them to tell whom they can see there. Ask your pupils to cover the sentences. Play Track 59 now. Pupils listen and point to the right picture.
- Now ask your pupils to match the pictures and sentences. Play Track 59 again for them to check. Press pause after every sentence. Pupils repeat the sentence they heard. Ask them to tell you the number. Now say the number and pupils have to say a sentence. *Number 5 – I've got a headache.*

Tapescript:

Track 59

Susan: I've got a toothache.

Elliot: I've got a broken arm.

April: I've got a sore knee.

Luke: I've got a cold.

Teacher Mary: I've got a headache.

Jessica: I've got a stomachache.

Uncle Phil: I've got a sore throat.

Answer key:

- | | |
|-------------------------|----------|
| I've got a broken arm. | 2 |
| I've got a cold. | 4 |
| I've got a sore throat. | 7 |
| I've got a sore knee. | 3 |
| I've got a headache. | 5 |
| I've got a toothache. | 1 |
| I've got a stomachache. | 6 |

READING AND WRITING

Task 2, Student's Book (p. 84)

- Pupils need to write the name of the person saying the sentence. To check, turn this Task into an acting game and play **WHO AM I?**. Pupils come forward and act out a sentence, e. g. *Ouch! My knee! I can't walk*. The rest of the class needs to say which character the pupil is. Pupils say *You are April. – You've got a sore knee.*

Answer key:

- | | |
|--|---------------------|
| 1 Don't touch it! I think it's broken. | Elliot |
| 2 It feels sore. Can I have a cup of hot tea? | Uncle Phil |
| 3 I don't feel well. My head hurts badly. | Teacher Mary |
| 4 The food was terrible. I feel sick now. | Jessica |
| 5 Ouch! My knee! I can't walk. | April |
| 6 Achoo! Hand me a tissue, please! | Luke |
| 7 I had too many sweets. My tooth hurts. | Susan |

FURTHER PRACTICE

- Revise giving advice and commands. Prepare two sets of sentences, one with health problems, and the second with appropriate pieces of advice, e. g. *I've got a toothache. – Go to the dentist. I've got a sore throat. – Drink some hot tea.* Hand these sentences out to your pupils. They are to go around the classroom and look for their pair. After they have found their pair, have them read out their sentences.

GREG IS NOT FEELING WELL

VOCABOX

1 What's wrong? Listen and point. Then match.



I've got a broken arm.

I've got a headache.

I've got a sore knee.

I've got a toothache.

I've got a sore throat.

I've got a cold.

I've got a stomachache.

2 Look at the picture again. Who is saying what? Write their names.

- 1 Don't touch it! I think it's broken.
- 2 It feels sore. Can I have a cup of hot tea?
- 3 I don't feel well. My head hurts badly.
- 4 The food was terrible. I feel sick now.
- 5 Ouch! My knee! I can't walk.
- 6 Achoo! Hand me a tissue, please!
- 7 I had too many sweets. My tooth hurts.



WORKBOOK PRACTICE

Task 1, Workbook (p. 82)

- Pupils match body parts to the correct words. To check, say a number and pupils say a body part.

Task 2, Workbook (p. 82)

- Pupils need to recall some common health problems and sort out the words. Ask them to tell you which body parts can be broken, sore or can ache.

Task 3, Workbook (p. 83)

- Pupils need to remember what is wrong with characters from the Student's Book. They complete the sentences using phrases from Task 1. Check as a class.

Task 4, Workbook (p. 83)

- For further practice of plurals, have them pair off body parts in Task 4. Then ask a few pupils to read out the pairs.

UNIT 6 WHAT'S WRONG?

GREG IS NOT FEELING WELL

Match the numbers to the correct words.

1. head 2. stomach 3. hand 4. eye
5. neck 6. shoulder 7. nose
8. mouth 9. toe 10. tooth
11. leg 12. knee 13. hair
14. arm 15. finger

Fill in the missing words. Use:

arm knee stomach head
tooth throat finger leg

a broken _____ a sore _____ a _____ ache

LESSON 1

Why are Uncle Phil and the children in the waiting room? Complete the sentences with the expressions from Task 5.

1. Uncle Phil has got a _____ SORE THROAT.
2. Jessica has got a _____
3. Elliot has got a _____
4. Susan has got a _____
5. April has got a _____
6. Teacher Mary has got a _____

Look at these words. Pair them off.

foot ear nose ear tooth ear eye a leg a tooth

leg ear nose ear foot tooth eye

Can you finish the sentences?

1. You can see with your _____
2. You can hear with your _____
3. You can smell with your _____
4. You touch with your _____
5. You taste with your _____
6. You walk on your _____

Complete the sentences. Use:

broken ear tooth nose comic computer

1. Greg is playing a _____ computer _____ game.
2. Mum is mending the _____
3. Greg is listening to _____
4. Dad is washing the _____
5. Greg is reading a _____
6. Greg is sitting the _____

NOTES

ENDING THE LESSON

- Play **VOCABULARY TENNIS** to revise parts of the body.

HOMEWORK:

Workbook Task 5 (p. 83)

GREG IS NOT FEELING WELL

VOCABOX

1 What's wrong? Listen and point. Then match.



I've got a broken arm.

I've got a headache.

I've got a sore knee.

I've got a toothache.

I've got a sore throat.

I've got a cold.

I've got a stomachache.

2 Look at the picture again. Who is saying what? Write their names.

- 1 Don't touch it! I think it's broken.
- 2 It feels sore. Can I have a cup of hot tea?
- 3 I don't feel well. My head hurts badly.
- 4 The food was terrible. I feel sick now.
- 5 Ouch! My knee! I can't walk.
- 6 Achoo! Hand me a tissue, please!
- 7 I had too many sweets. My tooth hurts.

3 Listen and read. Is Greg really ill? Does he like helping around the house?



It's Sunday morning. Greg is in his room playing a computer game.



Mum: Greg, can you come and help me, please!

Greg: I'm sorry Mummy, but I have a terrible headache!



Later... Greg is lying on the floor. He is listening to music.



Dad: Greg, can you come and help me, please?

Greg: I'm sorry Daddy, but I have a sore knee. It hurts badly!



Half an hour later...

Greg is reading comics.



Grandma: Greg, can you come and help me, please?

Greg: I'm sorry Granny, but I have a horrible stomachache.



Luke: Hello, is Greg ready? We are going for a bike ride!

Grandma: Hi, Luke! I'm sorry, but Greg is not feeling well!



Greg: I feel much better now!

Dad: No, no, Greg! You should stay in bed!

4 Tick: true (T) or false (F).

- 1 It's Sunday afternoon.
- 2 Greg's mum is watering the flowers.
- 3 Greg is helping his granny.
- 4 Dad is washing the windows.
- 5 Greg is not feeling well.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

ENDING THE LESSON

- Ask pupils to write in their notebooks five chores they don't like doing at home, e. g. *I don't like making my bed.* You can ask for feedback from the pupils and see which chore is the least popular.

HOMEWORK:

Workbook Task 9 (p. 84)

INTRODUCTION

- After checking homework, prepare your pupils for an eye exam. Put letters on a big sheet of paper (A3 if possible) reducing the size of the letters with each line. Ask individual pupils to come forward and to take a seat a few meters away from the paper. Point to letters and the pupils are to tell you what letters they see. It is a good revision of the English alphabet and it introduces the topic.
- Do the **VOCABULARY CHALLENGE** activity now. Prepare seven sentences with seven words from Task 5 in the Student's Book. Divide the class into small groups. Let them try to find out the meaning of the words from the context, e. g. *Lungs help you breathe. A doctor uses a **stethoscope** to listen to your lungs, etc.* Write the words on the board and ask for translations.

LISTENING

Task 5, Student's Book (p. 86)

- Play Track 61. Pupils listen to the recording and point to the word they hear. Then play Track 61 for pupils to listen and repeat.
- Ask your pupils to tell you where they can see these things and when do we use them. Elicit the word *doctor*.

Tapescript:

Track 61

Narrator: 1 a plaster, 2 lungs, 3 a stethoscope, 4 an injection, 5 pills, 6 a thermometer, 7 the heart.

LISTENING AND READING

Task 6, Student's Book (p. 86)

- Play Track 62. Pupils listen and find out whether Greg is healthy or sick. Discuss Greg's health now. Go through each picture and ask comprehension questions, e. g. *Where is Greg? What will the doctor check?*
- To practise new vocabulary, play **CHARADES**. Put the following word cards on the board: *take a deep breath, open your mouth wide, take your temperature, give an injection, take an eye exam.* A pupil mimes the action and other pupils look at the text and offer their guesses.

Tapescript:

Track 62

Doctor: How are you Greg? Let's do a quick check-up! First the nurse will take your temperature. Open your mouth wide! Say AAAhhh. Your throat is fine. Take a deep breath. Let me listen to your heart and lungs with my stethoscope. And now, an eye exam. Can you read the letters for me, please? Now the nurse will give you an injection to keep you healthy. Greg, everything is perfect. You are a healthy boy! Goodbye and see you next year!

VOCABOX

5 Listen and point. Then listen and repeat.



1 a plaster



2 lungs



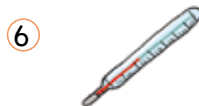
3 a stethoscope



4 an injection



5 pills



6 a thermometer



7 a heart

6 Is Greg ill or healthy? Listen and check.

How are you Greg? Let's do a quick check-up!

EYES
THROAT
LUNGS
HEART

First the nurse will take your temperature.

Open your mouth wide! Say AAA. Your throat is fine.

Take a deep breath. Let me listen to your heart and lungs with my stethoscope.

And now, an eye test. Can you read the letters for me, please?

Now the nurse will give you an injection to keep you healthy.

EYES
THROAT
LUNGS
HEART

Greg, everything is perfect. You are a healthy boy. Goodbye and see you next year!

READING AND WRITING

Task 7, Student's Book (p. 87)

- Play the game **WHO AM I?** Say some sentences and pupils decide who says it – a patient, a doctor or a nurse? *Open wide! Let me give you an injection. I've got a sore throat. Take a deep breath, etc.*
- Now ask pupils to make sentences. Pupils write the sentences in their notebooks. Ask a few pupils to read the sentences out loud once they have finished.

Answer key:

The doctor listens to your lungs and heart.
The doctor checks your eyes.
The doctor checks your throat.
The nurse takes your temperature.
The nurse gives you an injection.

READING

Task 8, Student's Book (p. 87)

- Pupils need to match parts of the sentences. Then check as a class. Ask pupils to copy these sentences into their notebooks.

Answer key:

- | | |
|-------------|--|
| 1 A doctor | 4 needs help from a doctor or a dentist. |
| 2 A nurse | 3 helps you when your tooth hurts. |
| 3 A dentist | 1 helps people who are ill. |
| 4 A patient | 2 helps the doctor and takes care of people who are ill. |

SPEAKING

Task 9, Student's Book (p. 87)

- Put pupils in pairs and have them discuss the questions. Then ask pupils to share how often they visit their doctor and the dentist.

READING AND LISTENING

Task 10, Student's Book (p. 87)

- Pupils do a human body quiz and find out how much they know about the human body. Discuss the questions. Pupils circle the answers. Then play Track 63 for pupils to listen and check. Ask your pupils if they find these facts surprising and if they know any other facts about the human body.

Tapescript:

Track 63

Your heart beats around 70 times a minute.
There are 206 bones in our bodies.
Food stays in your stomach for 4 hours.
Your eyes blink about 10 to 15 times a minute.
The brain is the most complex organ.
Grown-ups have more teeth than children.

Answer key:

- 1 b)
- 2 b)
- 3 c)
- 4 a)
- 5 a)
- 6 a)

LISTENING AND READING

CULTURE CORNER, Student's Book (p. 87)

- Play Track 64. Pupils listen to the recording and follow the text about Doctors Without Borders. After listening, ask some comprehension questions, e. g. *Who is Sarah Morris? Where is she spending her year? Do you know where Zanzibar is? What does she do there?*

Tapescript:

Track 64

Narrator: Sarah Morris is a young doctor from England. She is spending a year in Zanzibar. She is a Doctor Without Borders. She visits several villages every day and helps people who are ill. She always has her doctor's bag with her. There she has everything she needs: a stethoscope, some bandages, injections and medicines. When someone is very ill, she drives him or her to the nearest town to a hospital.



WORKBOOK PRACTICE

Task 11, Workbook (p. 85)

- Ask pupils to complete the sentences. Then check as a class.

LESSON 1

What's wrong with Choy? Write the numbers of the pictures next to the right sentences.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Complete the sentences. Use:

A doctor A dentist A nurse A patient

1. _____ listens to your heart and lungs.
2. _____ visits the doctor's office.
3. _____ helps you when you have a toothache.
4. _____ takes your temperature.
5. _____ feels a stethoscope.
6. _____ checks your eyes and ears.
7. _____ gives you an injection.
8. _____ checks if your teeth are healthy.

Complete the sentences. Use:

teeth eyes lungs heart stomach brain bones

1. Your _____ beats around 70 times a minute.
2. The food stays in your _____ for about 2 hours.
3. The _____ is the most complex organ.
4. We have two _____ close to the heart.
5. Grown-ups have more _____ than children.
6. We have 206 _____ in our bodies.
7. You _____ blink about 10 to 15 times in a minute.

ENDING THE LESSON

- Ask pupils to write a few sentences from the human body quiz, Task 11 Student's Book page 85, in their notebooks, e. g. *The heart beats around 70 times a minute.*

HOMEWORK:

Workbook Task 10 (p. 85)

NOTES

7 What happens at a check-up? Make sentences.

The doctor The nurse	listens gives checks takes	your temperature. you an injection. to your lungs and heart. your eyes. your throat.
-------------------------	-------------------------------------	--

8 Match.

- | | | |
|-------------|--------------------------|--|
| 1 A doctor | <input type="checkbox"/> | needs help from a doctor or a dentist. |
| 2 A nurse | <input type="checkbox"/> | helps you when your tooth hurts. |
| 3 A dentist | <input type="checkbox"/> | helps people who are ill. |
| 4 A patient | <input type="checkbox"/> | helps the doctor and takes care of people who are ill. |



B, C

LET'S SPEAK!

9 Talk to your partner. Ask and answer these questions.

How often do you go for a check-up?

How often do you visit a dentist?

10 Do a human body quiz. Then listen and check.

Our Class Online

Home
Trips&Visits
Projects
News

<p>1 Your heart beats around ___ times in a minute. A 30 B 70 C 12</p> <p>2 There are ___ bones in our bodies. A 106 B 306 C 206</p> <p>3 Food stays in your stomach for ___ hours. A 12 B 2 C 4</p>	<p>4 Your eyes blink about ___ times in a minute. A 10 to 15 B 20 to 30 C 5 to 10</p> <p>5 The brain is the most complex organ. A true B false</p> <p>6 Grown-ups have more teeth than children. A true B false</p>
---	--



64 Listen and read. How does a Doctor Without Borders help people who are ill?

Sarah Morris is a young doctor from England. She is spending a year in Zanzibar. She is a **Doctor Without Borders**. She visits several villages every day and helps people who are ill. She always has her doctor's bag with her. There she has everything she needs: a stethoscope, some bandages, injections and medicines. When someone is very ill, she drives them to the nearest town to a hospital.



CULTURE CORNER

LESSON 2 AT THE VET'S

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

- | | |
|------------|--|
| GRAMMAR | • Use familiar grammatical structures in a new context |
| FUNCTIONS | • To talk about animal habitats |
| | • Talk about animals' common health problems |
| VOCABULARY | • Say what animals can do |
| | • Name different animals |
| | • Name health problems animals face |

SKILLS

- | | |
|-----------|---------------------------------|
| READING | • <i>Visiting Dr Squirrel</i> |
| LISTENING | • Vocabox |
| | • <i>Visiting Dr Squirrel</i> |
| SPEAKING | • Talking about health problems |
| WRITING | • A medical record |

CULTURE and CLIL

- Animal world

LESSON 1

INTRODUCTION

- After checking homework, start drawing any animal on the board. Draw it slowly, part by part. Every time you stop pupils can ask questions, e. g. *Is it a person? Is it an animal? Has it got four legs?* Pupils offer their guesses about what animal it is. Once they have guessed, complete the drawing of the animal.

VOCABOX

Task 1, Student's Book (p. 88)

- Pupils read the names of the animals and underline those they are not familiar with. Now play Track 65. Pupils listen and point to the right animal. Press pause after every animal and ask for the translation of the word.
- Prepare flashcards with all the animals from Task 1. Show pupils one flashcard at a time and pupils need to say the name of the animal.

Tapescript:

Track 65

Narrator: 1 a bear, 2 a shark, 3 a squirrel, 4 a hippopotamus, 5 a snake, 6 a panda, 7 a lion, 8 a tiger, 9 a wolf, 10 a fox, 11 an elephant, 12 a camel, 13 a giraffe, 14 a crocodile, 15 a cheetah 16 a whale, 17 an eagle, 18 a lizard, 19 a koala, 20 a penguin, 21 a zebra, 22 a monkey, 23 an ostrich

GAME

- Draw pupils' attention back to Task 1. Give them a minute or two to remember the spelling of all the words. Divide the class into three teams and play a **MEMORY GAME**. Set a time limit. Pupils need to write as many names of animals from Task 1 onto a piece of paper as possible. After they have done the task, groups exchange their papers and correct words and award points for those words written correctly. The team that wrote the biggest number of animal names correctly is the winner.

WRITING AND SPEAKING

Task 2, Student's Book (p. 88)

- Pupils copy the names of animals in their notebooks depending on their natural habitat (jungle, forest, ocean, savanna). Pupils should be familiar with animals' habitats from their general knowledge but circulate around the classroom and offer help if needed.
- To check, write the following headlines on the board: *jungle, forest, ocean, savanna* and play **WORD CARD TIDY UP**. Each pupil says a sentence as they put the word card on the board, e. g. *A squirrel lives in the forest.*

Answer key:

In the jungle	In the forest	In the ocean
a snake	a bear	a shark
a tiger	a squirrel	a whale
an elephant	a panda	a penguin
a lizard	a wolf	
a monkey	a fox	
	an eagle	
	a lizard	
In the savanna	In the river	
a lion	a hippopotamus	
an elephant	a snake	
a camel	a crocodile	
a giraffe		
a cheetah		
a lizard		
a koala		
a zebra		
an ostrich		

PRACTICE

- Now write the title of the lesson on the board and elicit the meaning of the word a vet. Revise some of the common health problems done in the previous lesson. Write three words on the board: *sore, broken and ache*. Pupils copy these three words into their notebooks and write all the body parts that can be broken, can be sore or can ache.
- Pupils now read out what they have written in their notebooks. Ask them if animals can be affected by these health problems. Write names of a couple of animals on the board and let your pupils tell you what is the most likely illness these animals can be affected by, e. g. *birds – broken wings*.



WORKBOOK PRACTICE

Task 1, Workbook (p. 86)

- Pupils look for the names of animals in the word search. Set a time limit of three minutes. The pupil who finds the biggest number of words is the winner.

UNIT 6 - VET'S VISIT

AT THE VET'S

How many animals can you find in this wordsearch? Circle them. →

Copy the words from the wordsearch under the right heading.

I can't run very fast.
 I can't swim.
 I can't climb a tree.
 I can't fly.

Complete the sentences. Use: **vet** **hospital** **ill** **temperature** **infect** **checkup**

1. A doctor works in a _____.
2. I have a sore _____ on my broken arm or leg.
3. Come again! rest needs for a _____.
4. A _____ helps ill animals.
5. I have a high _____.
6. Take this _____ twice a day.

AT THE VET'S

VOCABOX

1 Listen and repeat. What are the names of these animals in Croatian?

- 1 a bear 2 a shark 3 a squirrel 4 a hippopotamus 5 a snake 6 a panda
 7 a lion 8 a tiger 9 a wolf 10 a fox 11 an elephant 12 a camel
 13 a giraffe 14 a crocodile 15 a cheetah 16 a whale 17 an eagle
 18 a lizard 19 a koala 20 a penguin 21 a zebra 22 a monkey 23 an ostrich

2 Where do these animals live? Copy the names into your notebook under the right heading.

In the jungle

In the forest

In the ocean

In the savanna

In the river

3 Animals sometimes get ill, too. The cat, the bear and the eagle are at the vet's. Listen and look at the chart. Who is talking? Put a tick (✓).

	Cat	Bear	Eagle
I have a terrible toothache.			
I often fly up with planes.			
I think my leg is broken.			
I eat sweets all the time.			
I live next door to a fierce dog.			
I'm feeling cold.			

4 Listen again, read and check.



Dr Squirrel: What's wrong?

Cat: Oh, doctor Squirrel, I think my leg is broken.

Dr Squirrel: Tell me what happened!

Cat: Doctor Squirrel, I live next door to a fierce dog. He chases me around the garden every day and I have to climb trees to get away.

Dr Squirrel: Let me have a look! Does it hurt?

Cat: Ouch! Yes, it hurts!

Dr Squirrel: You're right, it's broken. I'll put a cast on your leg. When you get home, lie down and rest. Come again in four weeks for a check-up.

Cat: Thank you very much!

GAME

- To practise spelling, play **JUMBLLED WORDS**. Divide the class into pairs. Each pupil chooses five names of animals but instead of writing the word correctly they jumble all the letters and prepare a riddle for their partner, e. g. *asnek* – *snake*. Pupils exchange their jumbled words and try to write the animal names correctly.

ENDING THE LESSON

- Ask your pupils to draw an animal in their notebooks but that they mustn't show it to anyone. Pupils then ask each other questions and try to guess which animals their classmates have drawn.

HOMEWORK:

Workbook Task 2 (p. 86)

LESSON 2

INTRODUCTION

- After checking homework, play **STOP IF IT'S NOT TRUE**. Say a couple of sentences about animals and their habitats. Pupils stop you when you make a mistake, e. g. *A tiger lives in the ocean*. Ask pupils to correct you every time you make a mistake.

LISTENING

Task 3, Student's Book (p. 88)

- Revise the word *vet* and then play **Track 66** for your pupils to listen and tick off the animal that is saying the sentence.

Tapescript:

Track 66

Dr Squirrel: What's wrong?

Cat: Oh, doctor Squirrel, I think my leg is broken.

Dr Squirrel: Tell me what happened!

Cat: Doctor Squirrel, I live next door to a fierce dog. He chases me around the garden every day and I have to climb trees to get away.

Dr Squirrel: Let me have a look! Does it hurt?

Cat: Ouch! Yes, it hurts!

Dr Squirrel: You're right, it's broken. I'll put a cast on your leg. When you get home, lie down and rest.

Come again in four weeks for a checkup.

Cat: Thank you very much!

Dr Squirrel: Who's next? What's the matter with you?

Bear: Oh doctor Squirrel, I have a terrible toothache.

Dr Squirrel: What's the problem?

Bear: I think it's from too much honey. I eat honey all the time. I know it's not good but I can't help it.

Dr Squirrel: Open your mouth wide. Yes, it looks pretty bad. I need to pull your tooth out. I'll give you an injection so it doesn't hurt. You'll be fine, but you have to brush your teeth after every meal.

Bear: Ok, doctor. Thank you.

Dr Squirrel: Next please! What's the problem?

Eagle: I feel very cold. I think I have a high temperature. (*cough, cough*) And I have a cough.

Dr Squirrel: What happened?

Eagle: You see, doc, I like flying high. And it's pretty cold up there. I always forget my scarf.

Dr Squirrel: Don't worry, it's just a cold. Stay in bed for a day or two. Take this medicine twice a day and drink a lot of hot tea.

Eagle: Thank you, doctor. Goodbye!

Answer key:

I have a terrible toothache.

I often fly up with planes.

I think my leg is broken.

I eat sweets all the time.

I live next door to a fierce dog.

I'm feeling cold.

Bear

Eagle

Cat

Bear

Cat

Eagle

LISTENING AND READING

Task 4, Student's Book (p. 88)

- Play **Track 66** again. Pupils listen, follow the text and check. Go back to Task 3 and check which animals say the sentences.
- To explain new words in the text, play **WHERE DOES IT SAY?** Tell pupils sentences with new words, e. g. *„ავი ძაღლის მეზობლად ვცხოვრობ. ოთხ კვირაში ისევ მობრძანდით შესამონებლად“*.
- Ask some comprehension questions now, e. g. *What is Eagle's problem? What does he always forget? What does Dr Squirrel say?*

GAME

- Prepare a pair of sentence cards – one with the problem and one with the solution, e. g. *My tooth hurts. I need to pull it out. My leg is broken. I'll put a cast on it*. Give each pupil one sentence. Now play **MUSIC ACTION**. Pupils walk around the classroom and when you stop the music they need to find a partner. They compare their sentences. If they match, they can sit down. Play the music again and repeat the procedure. After the game, have them read their sentences out loud.

AT THE VET'S

VOCABOX

1 Listen and repeat. What are the names of these animals in Croatian?

- 1 a bear 2 a shark 3 a squirrel 4 a hippopotamus 5 a snake 6 a panda
 7 a lion 8 a tiger 9 a wolf 10 a fox 11 an elephant 12 a camel
 13 a giraffe 14 a crocodile 15 a cheetah 16 a whale 17 an eagle
 18 a lizard 19 a koala 20 a penguin 21 a zebra 22 a monkey 23 an ostrich

2 Where do these animals live? Copy the names into your notebook under the right heading.

In the jungle

In the forest

In the ocean

In the savanna

In the river

3 Animals sometimes get ill, too. The cat, the bear and the eagle are at the vet's. Listen and look at the chart. Who is talking? Put a tick (✓).

	Cat	Bear	Eagle
I have a terrible toothache.			
I often fly up with planes.			
I think my leg is broken.			
I eat sweets all the time.			
I live next door to a fierce dog.			
I'm feeling cold.			

4 Listen again, read and check.



Dr Squirrel: What's wrong?

Cat: Oh, doctor Squirrel, I think my leg is broken.

Dr Squirrel: Tell me what happened!

Cat: Doctor Squirrel, I live next door to a fierce dog. He chases me around the garden every day and I have to climb trees to get away.

Dr Squirrel: Let me have a look! Does it hurt?

Cat: Ouch! Yes, it hurts!

Dr Squirrel: You're right, it's broken. I'll put a cast on your leg. When you get home, lie down and rest. Come again in four weeks for a check-up.

Cat: Thank you very much!

READING

Task 5, Student's Book (p. 89)

- Pupils need to write the name of the animal Dr Squirrel is talking to. When they have finished, check as a class.

Answer key:

- | | |
|--------------------------------------|--------------|
| 1 Don't worry, it doesn't hurt much! | Bear |
| 2 It's just a cold. | Eagle |
| 3 Let me have a look. | Cat |
| 4 Yes, it looks pretty bad. | Bear |
| 5 Stay in bed and have some rest. | Eagle |
| 6 Let me take your temperature. | Eagle |

SPEAKING

Task 6, Student's Book (p. 89)

- Have your pupils talk about animals. Check how many true sentences pupils can make. Pupils can write these sentences in their notebooks.



WORKBOOK PRACTICE

Task 5, Workbook (p. 87)

- Pupils need to match pairs of sentences. To check, say a problem and let your pupils provide a solution.

Task 6, Workbook (p. 87)

- Pupils work in pairs and complete a medical record of their partner.

Optional: it would be a good idea to have measuring tapes and scales in the classroom and turn this activity into a 'real' check-up. This task could also be done together with their form teacher as part of a PE lesson.

LESSON 2

Circle the correct words.

- Come / have again read week for a check-up.
- Open / close your mouth wide.
- Drink / read his advice.
- Buy / take this medicine twice a day.
- Control / take on hand for a few days.
- Brush / wash your teeth after every meal.

Match the pairs of sentences that go together.

1 My tooth hurts.	<input type="checkbox"/> Put a cast on it.
2 I have a cough.	<input type="checkbox"/> Put a scarf on next time.
3 My leg is swollen.	<input type="checkbox"/> Rest your foot.
4 I have a sore throat.	<input type="checkbox"/> Take this medicine twice a day.

Talk to your partner and fill in his or her medical record.

Patient information

First name: _____
Last name: _____
Age: _____

1 How tall are you?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2 How much do you weigh?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3 Have you got a sore throat?	<input type="checkbox"/> YES <input type="checkbox"/> NO
4 Have you got a cough?	<input type="checkbox"/> YES <input type="checkbox"/> NO
5 Have you got a stomachache?	<input type="checkbox"/> YES <input type="checkbox"/> NO
6 Have you got a headache?	<input type="checkbox"/> YES <input type="checkbox"/> NO
7 Have you got a toothache?	<input type="checkbox"/> YES <input type="checkbox"/> NO
8 Have you ever broken anything?	<input type="checkbox"/> YES <input type="checkbox"/> NO
9 If YES, what? _____	<input type="checkbox"/> YES <input type="checkbox"/> NO
10 Do you take any medication or pills?	<input type="checkbox"/> YES <input type="checkbox"/> NO
11 Have you got any allergies?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Signature: _____

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ENDING THE LESSON

- Each pupil can make a personal medical record on a piece of paper. Collect them all and make a mini-poster with all the pupils' medical records.

HOMEWORK:

Workbook Tasks 3 and 4 (p. 86-87)

NOTES

Dr Squirrel: Who's next? What's the matter with you?

Bear: Oh, doctor Squirrel, I have a terrible toothache.

Dr Squirrel: What's the problem?

Bear: I think it's from too much honey. I eat honey all the time. I know it's not good for me but I can't help it.

Dr Squirrel: Open your mouth wide. Yes, it looks pretty bad. I need to pull your tooth out. I'll give you an injection so it doesn't hurt. You'll be fine, but you have to brush your teeth after every meal.

Bear: OK, doctor. Thank you.



Dr Squirrel: Next, please! What is the problem?

Eagle: I feel very cold. I think I have a high temperature. And I have a cough.

Dr Squirrel: What happened?

Eagle: You see, doc, I like flying high. And it's pretty cold up there. I always forget my scarf.

Dr Squirrel: Don't worry, it's just a cold. Stay in bed for a day or two. Take this medicine twice a day and drink a lot of hot tea.

Eagle: Thank you, doctor. Goodbye!

Who is Dr Squirrel talking to: the cat, the bear or the eagle?

- 1 Don't worry, it doesn't hurt much!
- 2 It's just a cold.
- 3 Let me have a look.
- 4 Yes, it looks pretty bad.
- 5 Stay in bed and have some rest.
- 6 Let me take your temperature.



LET'S SPEAK!

5 Talk about Dr Squirrel's patients. How many true sentences can you make?

The cat
The bear
The eagle

is
has
eats
likes

honey and sweets all the time.
flying high.
a broken leg.
a terrible toothache.
a high temperature.

6 Choose the dialogue that you like best. Act it out with your partner. Can you make a new dialogue?

LESSON 3 A ZOO VET

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

- | | |
|------------|--|
| GRAMMAR | • Use familiar grammatical structures in a new context |
| FUNCTIONS | • Say where animals live, what they eat, what they can do and what they have |
| | • Describe animals |
| VOCABULARY | • Use adjectives to describe animals |
| | • Name the body parts of different animals |

SKILLS

- | | |
|-----------|-----------------------------|
| READING | • Interview with Dr Brennan |
| LISTENING | • Vocabox |
| | • Interview with Dr Brennan |
| SPEAKING | • Talking about animals |
| WRITING | • My favourite animal |

CULTURE and CLIL

- Animal world

LESSON 1

INTRODUCTION

- After checking homework, play **VOCABULARY TENNIS**. Divide the class into three teams and have them remember as many animals as possible.
- Play **VOCABULARY CHALLENGE**. Put words from Task 1 in sentences, e. g. *Kangaroos carry their babies in a **pouch***. Divide the class into small groups and, with books closed, they need to guess the meaning of the word in bold. Check by saying a word in English and ask for a translation.

VOCABOX

Task 1, Student's Book (p. 90)

- Pupils take a look at the pictures. Ask them to tell you what animals they see. Then play Track 67. Pupils listen and point to the right picture. Then play Track 67 again and let pupils repeat the words they hear.

Tapescript:

Track 67

Narrator: 1 a paw, 2 a fin, 3 wings, 4 a tail, 5 a pouch, 6 scales, 7 claws.

SPEAKING

Task 2, Student's Book (p. 90)

- Elicit what animals have these body parts. Have a discussion with pupils about these body parts. You can also include some other body parts as well, e. g. *legs, ears, neck*. Ask some questions, e. g. *Which animal has got long ears? Which animal has got a long neck?*
- Pupils have a model sentence in their books. Ask them to write a couple of sentences in their notebooks.

LISTENING AND READING

Task 3, Student's Book (p. 90)

- Play Track 68. Pupils listen to the recording and follow the text in their books. Pupils need to find out whom Jessica is talking to. Play Track 68 once more. Ask pupils to listen carefully and to try to remember as many names of animals in the text as they can. After they have listened, ask them what names they heard. Write those on the board. Ask them to tell you something about each animal on the board, e. g. *Tigers are dangerous. Hippos are big.*

Tapescript:

Track 68

Jessica: Dr Brennan, you are a vet at the City Zoo. What does your typical day look like?

Dr Brennan: Every day is different because there are 500 different animals in our zoo. Today I must go and check the lion. He has problems with his front paw. Every day I see three to four different kinds of animals, from an elephant to a butterfly.

Jessica: How do you help ill animals?

Dr Brennan: Some animals, such as elephants or hippos, are very big so I go to their cages to see what's wrong and give them medicine.

Jessica: Can this be dangerous?

Dr Brennan: Yes, it can. Tigers and lions and many other wild animals have got very sharp teeth. That's why we give them an injection that puts them to sleep and then we do the check-up.

Jessica: What's the best part of your job?

Dr Brennan: The best part is when we have a new baby animal. Right now we have a baby giraffe. It is only 5 days old and it's already 185 cm tall.

Jessica: And my last question: How do you become a vet?

Dr Brennan: You must study hard and get good grades, and you must love animals. Animals are the best patients.

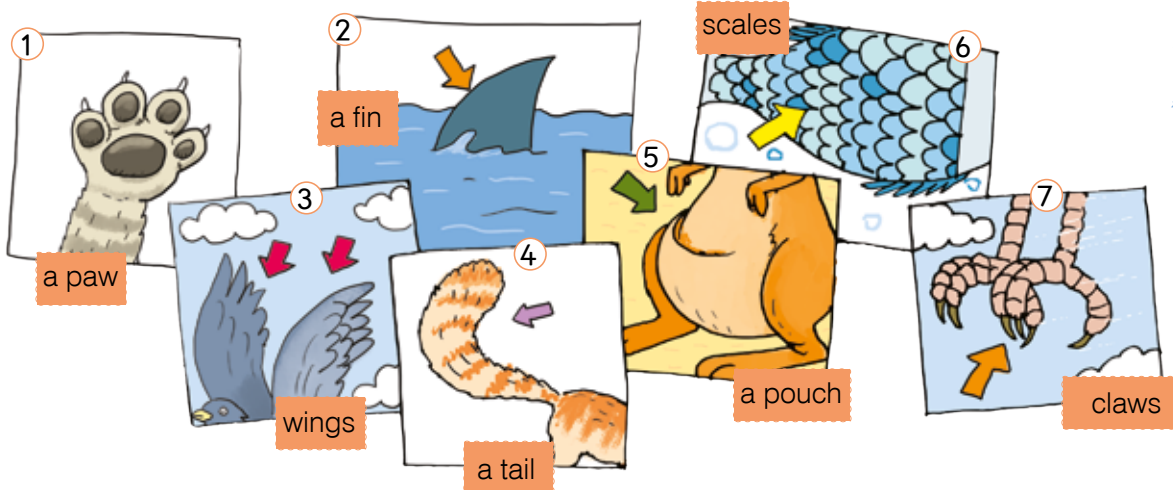
Jessica: Thank you very much for your time.

Dr Brennan: Thank you.

A ZOO VET

VOCABOX

1 Listen and point. Then listen and repeat.



2 Which animals have got these body parts?
Start like this: A kangaroo has got...

3 Jessica is doing an interview. Listen and read. Who is she talking to?

- Jessica:** Dr Brennan, you are a vet at the City Zoo. What does your typical day look like?
- Dr Brennan:** Every day is different because there are 500 different animals in our zoo. Today I must go and check the lion. He has problems with his front paw. Every day I see three to four different kinds of animals, from an elephant to a butterfly.
- Jessica:** How do you help ill animals?
- Dr Brennan:** Some animals, such as elephants or hippos, are very big so I go to their cages to see what's wrong and give them medicine.
- Jessica:** Can this be dangerous?
- Dr Brennan:** Yes, it can. Tigers and lions and many other wild animals have got very sharp teeth. That's why we give them an injection that puts them to sleep and then we do the check-up.
- Jessica:** What's the best part of your job?
- Dr Brennan:** The best part is when we have a new baby animal. Right now we have a baby giraffe. It's only 5 days old and it's already 185 cm tall.
- Jessica:** And my last question: how do you become a vet?
- Dr Brennan:** You must study hard and get good grades, and you must love animals. Animals are the best patients.
- Jessica:** Thank you very much for your time.
- Dr Brennan:** Thank you.



LISTENING AND SPEAKING

Task 4, Student's Book (p. 91)

- Play Track 68 again. Pupils listen and look for the answers. After listening, ask pupils to compare their answers in pairs. Then have them share the answers with the rest of the class.
- Pupils can now read the interview aloud. Assign roles and let them read out the dialogue.

Answer key:

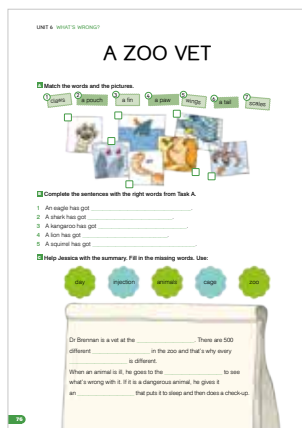
- 1 How many animals are there in the City Zoo? **500.**
- 2 How many animals does Dr Brennan see a day? **3-4**
- 3 What does he do when a dangerous, wild animal is ill? **He gives them an injection that puts them to sleep.**
- 4 What's the best part of his job? **When they have a baby animal.**



WORKBOOK PRACTICE

Task 3, Workbook (p. 88)

- Ask pupils to complete Jessica's summary of the interview with Dr Brennan. When they have finished, ask a few volunteer pupils to read the sentences out loud.



ENDING THE LESSON

- 1 Play **THROW THAT DIE**. Put pupils into groups of four. Prepare a stack of word cards with the names of animals and their body parts. Pupils work in pairs, i. e. one pair against the other. One pupil in a pair draws a word card from a stack and his partner has to guess the word. They throw a die and follow the key:

- | | |
|------------------------------|------------------|
| 1 – mime it | 2 – translate it |
| 3 – describe it | 4 – draw it |
| 5 – draw it with eyes closed | 6 – spell it |

- Set a time limit for each pair, and then move on to the other pair to have them repeat the procedure.

HOMEWORK:

Workbook Tasks 1 and 2 (p. 88)

LESSON 2

INTRODUCTION

- After checking homework, divide the class into pairs or small groups. Each group gets a category and needs to write the names of five animals that belong to that category. Possible categories you can give to your pupils: animals that make good pets, animals that eat meat, favourite animals, animals that live in the sea, etc. When they have made their lists, ask groups to share them with the rest of the class.

SPEAKING

Task 5, Student's Book (p. 91)

- Pupils look at the pictures and check how many sentences they can make about the animals. Tell them you are going to give them two minutes to say as many sentences as they can. Ask pupils to tell you how many sentences they can say within the two minutes. Write the biggest number on the board. Then give them some time to prepare.
- Turn Task 5 into a game of **SENTENCE TENNIS**. Divide the class into three teams. Award points for every correct sentence they say. Pupils mustn't repeat the sentences other groups have used. Count the number of sentences pupils say and see whether they managed to say as many sentences as they thought they would.

WRITING

Task 6, Student's Book (p. 91)

- Pupils write two sentences about each animal in their notebooks. When they have finished, ask a few pupils to read a couple of the sentences out loud.
- Take one flashcard with an animal on it. Cover it with a piece of paper that has a hole in it (approximately 5 centimetres in diameter). Pupils can only see a small part of the animal. Pupils need to ask you three questions before they try to guess what animal it is, e. g. *Is it strong? Has it got claws? Does it live in the jungle?*

SPEAKING

Task 7, Student's Book (p. 91)

- Put pupils in pairs. This time pupils need to guess the animal their partner has chosen. Pairs decide among themselves who is Pupil A and Pupil B. Pupil A writes the name of an animal in a notebook and Pupil B asks question and tries to find out which animal it is. Swap roles after Pupil B has guessed the animal. Circulate around the classroom, making sure pupils use English and provide help where needed.
- Ask stronger pupils to act out their dialogues in front of the class.

4 Look at some of the animals from the zoo. How many true sentences can you make?



1

a kangaroo



2

a wolf



3

an ostrich



4

a shark



5

a crocodile



6

a monkey

is isn't	small big dangerous fierce strong
-------------	---

has got hasn't got	paws scales claws a tail a pouch wings
-----------------------	---

can can't	fly swim run climb trees
--------------	-----------------------------------

eats doesn't eat	meat fish leaves and grass insects
---------------------	---

lives doesn't live	in the sea in the forest in the jungle in the savanna in the river
-----------------------	--

5 Write two sentences about each animal in your notebook.

6 Play a guessing game. Person A writes the name of an animal in his / her notebook. Person B asks questions and tries to guess the animal.

LET'S SPEAK!

Can you guess the animal?

Is it dangerous? Has it got strong claws? Does it live in the jungle?



WORKBOOK PRACTICE

Task 4, Workbook (p. 89)

- Pupils need to sort the words following the categories in the chart. Ask pupils to read the words from each category and then ask for some clarification, e. g. when they say that animals eat nuts, ask them to tell you what animals eat nuts (*squirrels*).

Task 5, Workbook (p. 89)

- Pupils complete the sentences using the correct verb. When they have finished, ask pupils to compare their sentences with their partners. Then ask them to share them with the rest of the class.

Sort out the words.

forest, hill, run very fast, swim, river, honey, meat, leaves and grass
 desert, fruit, jungle, ocean, climb trees, fly, a tail, swim, wings
 class, seawater, scales, a pouch, hole, Prasad, jump high

The animals live in the.	The animals eat.	The animals can.	The animals have got.

Complete the sentences. Use:

is, jumps, has got, swims, flies, doesn't live
 eats, can, doesn't eat, can't

1 An eagle _____ small. 6 A horse _____ grass.
 2 A bear _____ on a farm. 7 A whale _____ class.
 3 A boat _____ fish. 8 A horse _____ swim.
 4 A cat _____ tail. 9 A crocodile _____ in the river.
 5 A wolf _____ a tail. 10 A mouse _____ small.

What's your favourite animal? Draw and write about it. Start like this: It is... It has got... It lives... It eats... It can't... It can't... It hasn't got... It doesn't live... It doesn't eat... It can't.

ENDING THE LESSON

- Play the **SNAKE GAME**. Draw a grid with 20 numbers like this:

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

- Prepare twenty riddles about twenty animals, e. g. *It lives in Africa. It is the fastest animal in the world. Answer: a cheetah. It's big. It's grey. It's got a long snout. Answer: an elephant.* Divide the class into two teams. Team A starts by answering question 1. Team B starts by answering question 5. Circle their numbers in different shapes or colours. Team A is next and can choose question 2, 6 or 7. And so on, as each team moves across the grid. They can move vertically, horizontally or diagonally. The team with the longest snake wins.

HOMEWORK:

Workbook page 89, Task 6

Pupils can do this Task on a separate piece of paper. You can invite pupils to illustrate their work and bring it to the next lesson so that you can display the best ones on the pinboard.

NOTES

4 Look at some of the animals from the zoo. How many true sentences can you make?



1

a kangaroo



2

a wolf



3

an ostrich



4

a shark



5

a crocodile



6

a monkey

is
isn't

small
big
dangerous
fierce
strong

has got
hasn't got

paws
scales
claws
a tail
a pouch
wings

can
can't

fly
swim
run
climb trees

eats
doesn't eat

meat
fish
leaves and grass
insects

lives
doesn't live

in the sea
in the forest
in the jungle
in the savanna
in the river

5 Write two sentences about each animal in your notebook.

6 Play a guessing game. Person A writes the name of an animal in his / her notebook. Person B asks questions and tries to guess the animal.

LET'S SPEAK!

Can you guess the animal?

Is it dangerous? Has it got strong claws? Does it live in the jungle?

LESSON 4 KEEP MOVING

LEARNING OUTCOMES: I უცხ. დაწყ. (I): 1,2,3,4,5,6,7

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

- | | |
|------------|--|
| GRAMMAR | • Use imperatives |
| FUNCTIONS | • Recite a chant
• Give commands |
| VOCABULARY | • Use familiar words in a new context
• Use collocations in a chant
• Name parts of the head |

SKILLS

- | | |
|-----------|---|
| READING | • Chant <i>Keep moving</i>
• Song <i>Chicken Dance</i> |
| LISTENING | • Chant <i>Keep moving</i> |
| SPEAKING | • Singing a song
• Giving commands |
| WRITING | • My favourite animal |

CULTURE and CLIL

- Animal world

LESSON 1

INTRODUCTION

- After checking homework, play **SIMON SAYS** to revise parts of the body, e. g. *Simon says: touch your feet.*

LISTENING

Task 1, Student's Book (p. 92)

- Tell pupils to choose a secret word. Tell them they are going to listen to a chant. When they hear their word they need to stand up and sit back down. Play Track 69 now. You can ask your pupils to tell you what their secret word was or you can ask other pupils to guess.

Tapescript:

Track 69


Keep Moving (chant)

Stand up straight.
Walk on your tiptoes.
Shake your legs.
Nod your head.
Wink your eye.
Roll your arms.
Wave goodbye.
Clap your hands.
Stamp your feet.
Shrug your shoulders.
Take a seat.

Task 2, Student's Book (p. 92)

- Play Track 69 again. Pupils listen and mime. Then play Track 69 once again. Pupils listen, say and mime.

KEEP MOVING

1  Choose a secret word. Listen to the rhyme and when you hear your secret word, stand up and sit down.

shoulders

nose

eye

hands

head

feet

arms

legs

toes



1 Stand up straight.



2 Walk on your tiptoes.



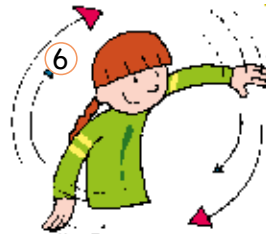
3 Shake your legs.



4 Nod your head.



5 Wink your eye.



6 Roll your arms.



7 Wave goodbye.



8 Clap your hands.



9 Stamp your feet.



10 Shrug your shoulders.



11 Take a seat.

2  Listen and mime. Then listen, say and mime.

WRITING

Task 3, Student's Book (p. 93)

- You can turn this task into a **FLASHING DICTATION**. Write the words from Task 4 on word cards. Divide the class into two groups. Separate the word cards into two piles (the words from the left box in one pile, the words from the right box in another). Take one word card from the 'left' pile in the left hand and one word card from the 'right' pile in the right hand. Show the 'left word card' to the group sitting on your left, and the 'right word card' to the group on your right. Pupils quickly copy the word that belongs to their team. Repeat the procedure with the other words. When pupils have copied all the words, ask each pupil to sit next to a pupil from the other group. Now pupils work in pairs. They copy their missing words from their partner's notebook to form collocations. Then they translate the collocations in pairs.

Answer key:

Nod your **head**
Stamp your **feet**.
Clap your **hands**.
Shrug your **shoulders**.
Wink your **eye**.
Roll your **shoulder**.
Shake your **legs**.

SPEAKING AND LISTENING

Task 4, Student's Book (p. 93)

- Pupils can remain in pairs. Pupils make their own commands in Task 5 and tell their partner what to do. You can ask a few pairs to make and follow the commands in front of the class.

READING

Task 5, Student's Book (p. 93)

- Pupils solve the riddles and circle the correct word. Check as a class. Pupils have model sentences in Task 1 and can make their own riddles for their classmates to solve, e. g. *There are 206 of them in our body.*

Answer key:

1 There are ten on your feet.	toes
2 There is one on your face.	nose
3 There are ten on your hands.	fingers
4 There are about 28 in your mouth.	teeth



WORKBOOK PRACTICE

Task 1, Workbook p. 90

- Pupils practise parts of the head. To check, point to a certain part of the head and pupils say what you are pointing to. Now let pupils do the same with each other.

Task 2, Workbook p. 90

- Pupils sort out the words to describe what noses, hair and eyes can be like. Play **VOCABULARY TENNIS** now. Pupils play it in pairs. One pupil says a word, e. g. *dark*. The other pupil has to say the word *hair*. Then check as a class.

Task 3, Workbook p. 90

- Ask pupils to put the words in the correct order and then let pupils compare their answers in pairs before sharing them with the rest of the class.
- You can ask pupils to describe their classmates in a similar way, e. g. *Ana has got long black hair.*

UNIT 6: BODY'S WORDS

KEEP MOVING

Copy the words.

eyes
forehead
ears
eyebrows
cheek
moustache

Sort out the words. Use some words more than once.

long small long straight narrow dark
brown blue short brown curly

hair	eyes	nose

Put the words into the correct order.

- long / brown / dark / has got / hair
- has got / blue / big / eyes / eyebrows
- black / short / hair / straight / has got
- long / small / curly / brown / has got
- brown / curly / blue / has got / hair

ENDING THE LESSON

- Do Task 6 in the Workbook. Pupils dance the end-of-the-year Chicken Dance. Play Track 69 and let pupils have fun dancing the Chicken Dance.

HOMEWORK:

Workbook Tasks 4, 5, and 6 (p. 91)

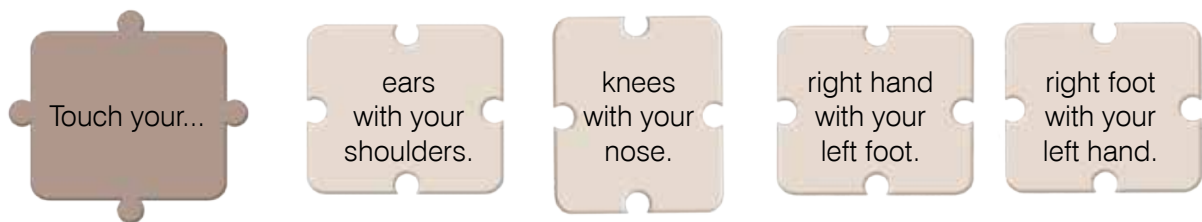
NOTES

3 Match.

Nod
Stamp
Clap
Shrug
Wink
Roll
Shake

your feet.
your head.
your legs.
your shoulders.
your hands.
your eye.
your arms.

4 Make your own commands. Then tell your partner what to do.



5 Uncle Phil has got some riddles for you. Circle the correct answers.

- 1 There are ten on your feet. **knees** **toes** **legs**
- 2 There is one on your face. **nose** **head** **eye**
- 3 There are ten on your hands. **arms** **fingers** **eyelashes**
- 4 There are about 28 in your mouth. **ears** **shoulders** **teeth**

LESSON 5 LET'S CHECK!

LEARNING OUTCOMES: I უცხ. დანყ. (I): 1,2,3,4,5,6,7,8,9,10,11
By the end of this class, pupils will be able to:

GRAMMAR	• Use grammatical structures from Unit 7 in a new context
FUNCTIONS	• Talk about health and medical help • Review and reflect on their own learning and performance • Complete the project
VOCABULARY	• Use the vocabulary from the unit in a new context • Use familiar vocabulary in a game
SKILLS	
READING	• Words and sentences in the game • Animal riddles
LISTENING	• Questions in the game
SPEAKING	• Answering questions in the game • Asking riddles
WRITING	• Answers from the quiz Animal riddles
CULTURE and CLIL	
• Animal world	

LESSON 1

INTRODUCTION

- After checking homework, play **SIMON SAYS** to revise the structures from the previous lesson.

LISTENING, SPEAKING AND WRITING

Task 1, Student's Book (p. 94)

- After checking homework, play the **VOCABULARY GAME**. Divide the class into three teams.
 - Each team looks at their list of words and expressions in the Student's Book, Task 1. They can ask you if there is a word they don't understand before the game begins.
 - Read the teacher's definitions from the Student's Book, one at a time. Each team should find the corresponding word / expression in their list and tell you what they have found, e. g. if you say *It's an animal*. Team 1 should tell you *an eagle*, team 2 should tell you *a lizard* and team 3 should tell you *a shark*. When you have approved the answer, they can copy the word / expression into their notebooks. Point out that it's important to hear what the other teams have found, too because there will be another competition later.
 - When you have called out and pupils have copied all eight words / expressions, pupils should close their books and the competition can start. Ask a volunteer from team 1 to pick out a word / expression from her / his notebook and translate it into Georgian. Team 2 tries to say the word / expression in English. It should match the word / expression that team 1 has copied from their Student's Book into their notebooks. If they guess correctly, they get a point. If they don't know, team 3 can try. If team 3 doesn't know, then team 1 gets a point because it means that nobody from the other two teams was listening to them when they said the word / expression to the teacher. Repeat the procedure with teams 2 and 3.

Answer key:

It's an animal.

Team 1: **an eagle**

Team 2: **a wolf**

Team 3: **a shark**

A patient can say...

Team 1: **I have a cold.**

Team 2: **I have a temperature.**

Team 3: **I have a broken arm**

You've got one on your body.

Team 1: **a neck**

Team 2: **a face**

Team 3: **a mouth**

You can do that with some parts of your body.

Team 1: **shrug**

Team 2: **nod**

Team 3: **wink**

It's part of the body of an animal.

Team 1: **a pouch**

Team 2: **a tail**

Team 3: **a fin**

A doctor can say...

Team 1: **I'll do an eye test now.**

Team 2: **Stay in bed for a few days.**

Team 3: **Come again for a check-up.**

You've got two on your body.

Team 1: **feet**

Team 2: **knees**

Team 3: **shoulders**

It's a job.

Team 1: **a doctor**

Team 2: **a dentist**

Team 3: **a vet**



WORKBOOK PRACTICE

Task 1, Workbook (p. 92)

- Pupils are to complete the sentences. Have pupils compare their answers in pairs before sharing them with the rest of the class.

Task 2, Workbook (p. 92)

- Pupils practise body parts in Task 2. Be careful about the plural of foot and tooth. When they have finished, ask a few pupils to read the words out loud.

Task 3, Workbook (p. 92)

- Pupils complete the text using the right verbs. When they have finished, ask pupils to read the sentences out loud.
- You can talk with your pupils about koalas and you can ask some comprehension questions, e. g. *Where do koalas live? When do they sleep?*

Task 4, Workbook (p. 92)

- Have your pupils ask and answer the questions. Ask a few pupils to read the questions and answers out loud.

Task 5, Workbook (p. 93)

- Pupils need to correct the sentences. Check as a class.

Task 6, Workbook (p. 93)

- Pupils are to solve the riddles and prepare two more for their classmates. When they have finished, have your pupils set their riddles to their classmates. The rest of the class is to listen and offer guesses.

UNIT 8 WHAT'S WRONG?

LET'S CHECK!

Complete the sentences with the right words.

- If you have a broken leg, the doctor puts on a c.....
- If you have a terrible headache, the doctor pulls out your t.....
- If you have a cold, the nurse takes your t.....
- If you are ill, you need to take m.....
- If you have a cough, the doctor takes to your l.....
- If you have a temperature, the doctor gives you a m.....

Put in the missing words.

armhand	hands
tooth	teeth
leg	legs
arm	arms
tooth	teeth

Elliot is writing a project about koalas. Complete it with these words:

use **get** **live** **is** **have** **eat** **drink** **sleep**

This a koala. A koala in the forests of Australia. A koala very sharp claws and it spends its days and nights in trees. During the day it sleeps and during the night it leaves. It never water. A koala looks like a little bear but it a bear. It carries its baby in the pouch for six months.

Complete the questions. Use: **is**, **does** or **has**. Then circle the correct answer.

- the koala live in Australia? Yes, it does. No, it doesn't.
- if you have sharp claws? Yes, it has. No, it hasn't.
- a koala eat leaves during the night? Yes, it does. No, it doesn't.
- a koala drink a lot of water? Yes, it does. No, it doesn't.
- a koala a bear? Yes, it is. No, it isn't.
- if you have a pouch? Yes, it has. No, it hasn't.

Ben has made a lot of mistakes. Can you correct the sentences?

- An ostrich can fly. No, an ostrich can't fly.
- A fish has got claws. No,
- A cat can fly. No,
- A whale is small. No,
- A penguin can jump high. No,
- A turtle can run very fast. No,
- A bear has got scales. No,
- A lizard has got wings. No,

Solve the animal riddles. Then make two more riddles for your partner.

It's about 1 metre tall.
It only lives in very cold places.
It has lots
It's a bear but it can't fly.
It can swim and climb.It can walk many kilometres.
It's a

It's big and hairy.
It lives in forests and mountains.
It eats food and honey and it likes fat.
It sleeps during the winter.
It can run very fast.
It can swim and climb trees.
It's a

It has
It eats
It can't
It's a

It has
It eats
It can't
It's a

LET'S CHECK!

- 1 Get into three teams. The teacher will read out a definition. Listen carefully and copy the correct word or sentence from the list into your notebook.

TEAM 1

a pouch
an eagle
a doctor
shrug
a neck
I have a cold.
feet
I'll do an eye test now.

TEAM 2

I have a temperature.
Stay in bed for
a few days.
knees
a face
a dentist
a wolf
nod
a tail

TEAM 3

Come again for a check-up.
a vet
a mouth
wink
a shark
shoulders
a fin
I have a broken arm.

It's an animal.

It's part of the body of an animal.

You've got two on your body.

You've got one on your body.

You can do that with some parts of your body.

A doctor can say...

It's a job.

A patient can say...

PROJECT, Student's Book p. 95

- It's time for the sixth and last project of the year. The aim of the project is for pupils to choose an animal and make a booklet about it for the zoo. Go through the instructions with your pupils and make sure they know what is expected from them. Remind them of the previous projects they have done and urge them to think of ways they can improve the project or do things differently this time around. Encourage your pupils to use their own sentences, to be creative and to include visuals.

I CAN SPEAK ENGLISH, Student's Book p. 95

- This section of the Student's Book gives pupils a chance to reflect on their own work and progress throughout the Unit. Go through all seven points with your pupils and give them time to think about each point. They should tick every point they think they have mastered during this Unit. Ask them to explain their choices and show you that they actually have mastered it. Pupils can tell something about the different body parts, talk about animals, give commands, etc.

ENDING THE LESSON

- To revise the vocabulary from the unit, play **DRAW THE WORD**.

NOTES

Together with your team make a booklet for the zoo.
Write about different animals in the zoo and draw their pictures.
For each animal answer these questions:

Animal: _____



- Where does it live?
- What does it eat?
- How big is it?
- What does it look like?
- Has it got sharp teeth?
- Has it got paws?
- What colour is it?
- What can it do?
- Why is it special?



What can you do after Unit 6? Tick (✓).

- ① I can name different body parts.
- ② I can say that I have a toothache or a stomachache.
- ③ I can talk about what doctors, nurses and vets do.
- ④ I can name various animals.
- ⑤ I can describe various animals.
- ⑥ I can ask and answer questions about animals.
- ⑦ I can give commands.

Everyone in my family is ill today. Mum has got a headache, dad has got a cold, and I've got a stomachache. The doctor says that I must eat rice and dry bread. My pet, the hamster Ginny, doesn't feel well, either. She can run fast, but today she is very tired. She just sits in her cage. What about you? How do you feel?



CHRISTMAS

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

- | | |
|------------|--|
| GRAMMAR | <ul style="list-style-type: none"> Use commands with words related to Christmas |
| FUNCTIONS | <ul style="list-style-type: none"> Find out about customs related to celebrating Christmas in English-speaking countries Sing a Christmas song |
| VOCABULARY | <ul style="list-style-type: none"> Name words related to celebrating Christmas Learn new words through a song |

SKILLS

- | | |
|-----------|--|
| READING | <ul style="list-style-type: none"> Commands on the board game Christmas quiz Song <i>Twelve Days of Christmas</i> |
| LISTENING | <ul style="list-style-type: none"> Responding to commands Song <i>Twelve Days of Christmas</i> |
| SPEAKING | <ul style="list-style-type: none"> Talking about Christmas customs |
| WRITING | <ul style="list-style-type: none"> Rebus (<i>Twelve Days of Christmas</i>) |

CULTURE and CLIL

- Celebrating Christmas

LESSON 1

INTRODUCTION

- Create a holiday atmosphere by playing some Christmas music. Play **JUMBLED WORDS**. Write a sequence of jumbled words related to Christmas, e. g. *perntes (present), natsa cuals (Santa Claus)*. Divide the class into pairs and ask pupils to unjumble the words.
- Play **MUSIC ACTION**. Pupils stand in a circle and pass a ball around. When the music stops, the pupil who is holding the ball says a word connected to Christmas, e. g. *Santa Claus, a turkey, a Christmas tree, a sleigh, a reindeer, a Christmas stocking, Christmas pudding, carols, Christmas cards, a star, a glass ball, presents, a fireplace, a chimney...* Draw an outline of a Christmas stocking on the board and write all the words pupils tell you into the stocking. If they can't think of a word, say one in Georgian and ask them to translate it into English. You can ask pupils to copy the words from the board into their notebooks.

VOCABOX

Task 1, Student's Book (p. 96)

- Tell pupils to look at the board game in their books and check if there are any pictures of the words they have mentioned in Task 1.
- Now play Track 70. Pupils listen to the words and repeat them. Then ask them to match the pictures to the words.

Tapescrpt:
Track 70

Narrator: 1 a stocking, **2** an angel, **3** holly, **4** a turkey, **5** a Christmas pudding, **6** mistletoe

Answer key:

Picture 1 – a stocking

Picture 2 – an angel

Picture 3 – mistletoe

Picture 4 – a turkey

Picture 5 – a Christmas pudding

Picture 6 – holly

LISTENING AND READING

Task 2, Student's Book (p. 96-97)

- To prepare the class for the game, you may wish to go through the commands that are used in the board game. You can play **OH NO!**, a version of **SIMON SAYS** with Christmas actions from the board game. This time don't say 'Simon Says' if you want pupils to do the command, but rather if you want them to remain still, say OH, NO! For example, if you say: *Make a Christmas list!* Pupils are to perform the command. If you say: *Oh, no! You haven't got the holly!* they remain still.
- To play the board game, you need to have two or three dice, depending on the number of teams. Pupils can use rubbers or sharpeners as tokens. The game is very simple. The teams take turns throwing the dice. Depending on the number they get, they land on a square in the board game and read or act out the command. The first team to get to December 25 wins.



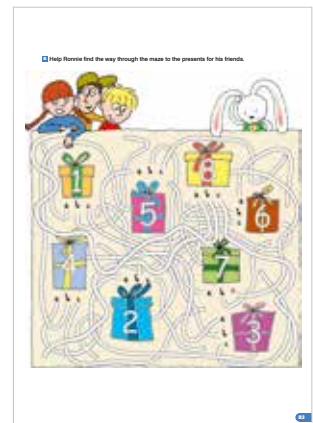
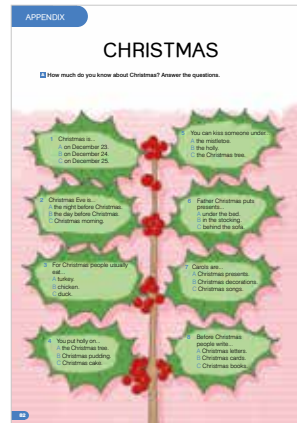
WORKBOOK PRACTICE

Task 1, Workbook (p. 94)

- Pupils check how much they know about Christmas. Pupils circle the correct answer. When they have finished, check with the whole class.

Task 2, Workbook (p. 95)

- Pupils need to help Ronnie find his way through the maze to the presents for his friends.



ENDING THE LESSON

- Let pupils choose which Christmas song they would like to listen to.

THE CHRISTMAS BOARD GAME

VOCABOX

1  Listen and repeat. Then match the pictures to the words.

①



②



③



④



⑤



⑥



holly

a Christmas pudding

a turkey

mistletoe

an angel

a stocking

2 Get into teams. Throw a dice and play the board game.

DECEMBER 1



Make a Christmas list.

DECEMBER 2



Oh, no! Where is your list? Miss a turn!

DECEMBER 3



Write your Christmas cards.

DECEMBER 4



Make angels for your Christmas tree.

DECEMBER 5



Clean your house.

INTRODUCTION

- Revise Christmas vocabulary from the previous lesson by playing **SIMON SAYS**.

LISTENING AND SPEAKING

- One of the most famous Christmas carols is Twelve Days of Christmas (available in the Song Bank, Student’s Book page 100-102). Before listening, teach the following words: *a partridge, a pear, a turtle dove, a hen, a maid, a lord, to leap, a piper, to pipe, a drummer, to drum*.
- Play Track 78 and pupils can follow the text in the Student’s Book.
- Divide your pupils into pairs and each pair gets a number from 1 to 12 (the numbers denote the days of Christmas). According to the number they get, pupils need to know this line and sing it along with the recording when their turn arrives.
- Now put pupils into bigger groups and they need to learn two verses. Continue the process until you get three groups. Each group is to sing their part.

WRITING

- Ask the groups to turn their part of the lyrics into a rebus.

Note: a rebus is a type of a story where a word is replaced by a picture of it. In this example, pupils can replace the word *partridge* with a picture of it.
- At the end, combine the three rebuses and ask your pupils to try and read the song.

ENDING THE LESSON

- Play the song once again while pupils make Christmas cards for their friends and family.

NOTES

The Twelve Days of Christmas

On the first day of Christmas,
My true love sent to me
A partridge in a pear tree.

On the second day of Christmas,
My true love sent to me
Two turtle doves,
And a partridge in a pear tree.

On the third day of Christmas,
My true love sent to me
Three French hens,
Two turtle doves,
And a partridge in a pear tree.

On the fourth day of Christmas,
My true love sent to me
Four calling birds,
Three French hens,
Two turtle doves,
And a partridge in a pear tree.

On the fifth day of Christmas,
My true love sent to me
Five golden rings,
Four calling birds,
Three French hens,
Two turtle doves,
And a partridge in a pear tree.

On the sixth day of Christmas,
My true love sent to me
Six geese a-laying,
Five golden rings,
Four calling birds,
Three French hens,
Two turtle doves,
And a partridge in a pear tree.

On the seventh day of Christmas,
My true love sent to me
Seven swans a-swimming,
Six geese a-laying,
Five golden rings,
Four calling birds,
Three French hens,
Two turtle doves,
And a partridge in a pear tree.

On the eighth day of Christmas,
My true love sent to me
Eight maids a-milking,
Seven swans a-swimming,
Six geese a-laying,
Five golden rings,
Four calling birds,
Three French hens,
Two turtle doves,
And a partridge in a pear tree.

On the ninth day of Christmas,
My true love sent to me
Nine ladies dancing,
Eight maids a-milking,
Seven swans a-swimming,
Six geese a-laying,
Five golden rings,
Four calling birds,
Three French hens,
Two turtle doves,
And a partridge in a pear tree.

On the tenth day of Christmas,
My true love sent to me
Ten lords a-leaping,
Nine ladies dancing,
Eight maids a-milking,
Seven swans a-swimming,
Six geese a-laying,
Five golden rings,
Four calling birds,
Three French hens,
Two turtle doves,
And a partridge in a pear tree.

On the eleventh day of Christmas,
My true love sent to me
Eleven pipers piping,
Ten lords a-leaping,
Nine ladies dancing,
Eight maids a-milking,
Seven swans a-swimming,
Six geese a-laying,
Five golden rings,
Four calling birds,
Three French hens,
Two turtle doves,
And a partridge in a pear tree.

On the twelfth day of Christmas,
My true love sent to me
Twelve drummers drumming,
Eleven pipers piping,
Ten lords a-leaping,
Nine ladies dancing,
Eight maids a-milking,
Seven swans a-swimming,
Six geese a-laying,
Five golden rings,
Four calling birds,
Three French hens,
Two turtle doves,
And a partridge in a pear tree!

DECEMBER 6



Oh, no! You haven't got a card for Ronette! Miss a turn!

DECEMBER 7



Make a Christmas pudding.

DECEMBER 8



Oh, no! You haven't got holly! Miss a turn!

DECEMBER 9



Post your cards.

DECEMBER 10



Buy your Christmas presents.

DECEMBER 14



Oh, no! There is a blizzard outside! Miss a turn!

DECEMBER 13



Wrap your Christmas presents.

DECEMBER 12



Oh, no! Your boring cousin is here! Miss a turn!

DECEMBER 11



Kiss someone under the mistletoe.

DECEMBER 15



Sing Christmas carols.

DECEMBER 16



Oh, no! Stay in bed! Miss a turn!

DECEMBER 17



Buy a Christmas tree.

DECEMBER 18



Decorate your house.

DECEMBER 19



The lights don't work! Miss a turn!

DECEMBER 20



Have a great school party!

DECEMBER 25



Merry Christmas!

DECEMBER 24



It's Christmas Eve. Hang up your stocking.

DECEMBER 23



Clean the chimney for Father Christmas.

DECEMBER 22



Oh no, your Christmas cake! Miss a turn!

DECEMBER 21



Buy a turkey.

EASTER

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

- GRAMMAR** • Use familiar grammatical structures in a new context
- FUNCTIONS** • Talk about customs in celebrating Easter
- Say the moral of a story
- VOCABULARY** • Name words related to celebrating Easter

SKILLS

- READING** Story *The Little Red Hen*
- LISTENING** • Vocabox
- Story *The Little Red Hen*
- SPEAKING** • Talking about the story
- WRITING** • Moral of the story

CULTURE and CLIL

- Celebrating Easter

LESSON 1

INTRODUCTION

Task 1, Workbook (p. 96-97)

- Start with jigsaw guessing. Divide your pupils into six groups and let them solve the riddles.

Note: here are the solutions to the Task

Team 1

- 1 It is a mountain with a big hole on top of it.
VOLCANO
 - 2 She meets the big bad wolf.
LITTLE RED RIDING HOOD
 - 3 You can eat it. It can be chocolate or vanilla. It is cold.
ICE-CREAM
 - 4 You have got two of them. You can see with them.
EYES
- Team word: **EVIL** (an adjective)

Team 2

- 1 Dwarfs are short. They aren't...
TALL
 - 2 It is the opposite of bad.
GOOD
 - 3 The Thames is a... in London.
RIVER
 - 4 It is a very big animal with a long snout.
ELEPHANT
 - 5 You can find treasure on a treasure...
ISLAND
- Team word: **TIGER** (an animal)

Team 3

- 1 The opposite of never.
ALWAYS
 - 2 Ronnie has got long...
EARS
 - 3 You can say beautiful or...
PRETTY
 - 4 In Hyde Park there is a...
LAKE
 - 5 You can... football.
PLAY
- Team word: **APPLE** (a fruit)

Team 4

- 1 The prince is young and...
HANDSOME
 - 2 What we get from a hen.
EGGS
 - 3 It is a sport. You play it on ice.
ICE-HOCKEY
 - 4 It is an animal with a long neck.
GIRAFFE
 - 5 It is a place where you can see a play or a musical.
THEATRE
- Team word: **EIGHT** (a number)

Team 5

- 1 You can... a bike.
RIDE
 - 2 It is the opposite of sad.
HAPPY
 - 3 You can find it in a box on a desert island.
TREASURE
 - 4 Elliot is June's...
SON
 - 5 It is the opposite of young.
OLD
- Team word: **SHORT** (an adjective)

Team 6

- 1 You can... a story, a book or a comic.
READ
 - 2 It is the opposite of lazy.
HARD-WORKING
 - 3 Big Ben tells you the...
TIME
 - 4 You can play... the park
IN
 - 5 Snow White's coffin is made of...
GLASS
- Team word: **RIGHT** (a direction)

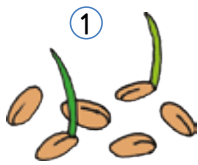
Task 2, Workbook (p. 97)

- Tell pupils to circle the first letter in each team word (**ETAESR**) and form a new word with these letters. The final solution is **EASTER!**
- Have a little chat with pupils about Easter customs in their country. Ask them if they remember anything about customs related to Easter in English-speaking countries, e. g. *egg hunt*.

THE LITTLE RED HEN

VOCABOX

1  Listen and point. Then listen and repeat.



1 grains



2 wheat



3 a mill



4 flour



5 an oven



6 bread

2 How do we get bread? Put the sentences into the right order.

You cut the wheat.

You plant the grain.

You bake the bread.

You take the wheat to the mill.

You get flour.

3  Listen and read. Tick: true (T) or false (F).

- | | | |
|--|--------------------------|--------------------------|
| 1 The Little Red Hen finds some grain in the garden. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The Little Red Hen is hard-working. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Her friends are lazy. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The Little Red Hen doesn't want help. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The Hen and her friends are not hungry. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The Hen and her friends eat the bread together. | <input type="checkbox"/> | <input type="checkbox"/> |

T F

VOCABOX

Task 1, Student's Book (p. 98)

- Play Track 71. Pupils listen to the recording and point to the right picture. Then play Track 71 again. Pupils listen and repeat the words.

Tapescript:

Track 71

1 grains, 2 wheat, 3 a mill, 4 flour, 5 an oven, 6 bread.

READING

Task 2, Student's Book (p. 98)

- Ask pupils to tell you which Easter custom the pictures in Task 1 represent? You should elicit that they show bread-making. Ask pupils how this bread is called in their country, if they make it at home, what they do with it, etc.
- Now tell pupils to put the sentences in the right order. Then check as a class.

Answer key:

You cut the wheat.	2
You plant the grain.	1
You bake the bread.	5
You take the wheat to the mill.	3
You get flour.	4

LISTENING AND READING

Task 3, Student's Book (p. 98)

- Give pupils a minute to read the sentences. Then play Track 72. Pupils listen to the story and decide whether the sentences are true or false.
- Play Track 72 again. Pupils listen to the story and follow it in their books. After listening, ask pupils to tell you what the story is about. Ask them to tell you what the moral of the story is.

Tapescript:

Track 72

This is the Little Red Hen. She lives with a dog, a cat and a mouse in a little house.

One day she finds some grains of wheat in the garden.

"Who will plant this wheat?" she asks. "Not I," says the dog. "Not I," says the cat. "Not I," says the mouse. "Then I will do it myself," says the Little Red Hen.

The wheat grows taller and taller. It is time to cut the wheat. "Who will cut this wheat?" asks the Little Red Hen. "Not I," says the dog. "Not I," says the cat. "Not I," says the mouse. "Then I will do it myself," says the Little Red Hen.

The wheat grows taller and taller. It is time to cut the wheat. "Who will cut this wheat?" asks the Little Red Hen. "Not I," says the dog. "Not I," says the cat. "Not I," says the mouse. "Then I will do it myself," says the Little Red Hen.

Now it is time to take the wheat to the mill. "Who will take this wheat to the mill?" asks the Little Red Hen. "Not I," says the dog. "Not I," says the cat. "Not I," says the mouse. "Then I will do it myself," says the Little Red Hen.

The Little Red Hen takes the flour back to her house.

"Who will make this flour into bread?" asks the Little Red Hen. "Not I," says the dog. "Not I," says the cat. "Not I," says the mouse. "Then I will do it myself," says the Little Red Hen.

The Little Red Hen takes the bread out of the oven. "Who will eat this bread?" asks the Little Red Hen. "I will," says the dog. "I will," says the cat. "I will," says the mouse.

"You didn't help me plant the wheat. You didn't help me cut the wheat, you didn't help me take the wheat to the mill. You didn't help me make the bread. But it is Easter today and you can eat it," says the Little Red Hen. The dog, the cat and the mouse feel sorry. They promise always to help the Little Red Hen.


Happy Easter!

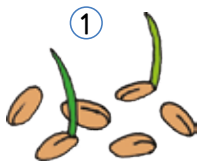
Answer key:

- | | |
|--|---|
| 1 The Little Red Hen finds some grain in the garden. | T |
| 2 The Little Red Hen is hard-working. | T |
| 3 Her friends are lazy. | T |
| 4 The Little Red Hen doesn't want help. | F |
| 5 The Hen and her friends are not hungry. | F |
| 6 The Hen and her friends eat the bread together. | T |

THE LITTLE RED HEN

VOCABOX

1  Listen and point. Then listen and repeat.



1 grains



2 wheat



3 a mill



4 flour



5 an oven



6 bread

2 How do we get bread? Put the sentences into the right order.

- You cut the wheat.
- You plant the grain. 1
- You bake the bread.
- You take the wheat to the mill.
- You get flour.

3  Listen and read. Tick: true (T) or false (F).

- | | T | F |
|--|--------------------------|--------------------------|
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| 3 Her friends are lazy. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The Little Red Hen doesn't want help. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The Hen and her friends are not hungry. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The Hen and her friends eat the bread together. | <input type="checkbox"/> | <input type="checkbox"/> |

THE LITTLE RED HEN

- You can read the story and ask the 'official translators' to translate it while you are reading, or you can read the story and make some mistakes for pupils to correct.
- Now ask pupils to retell the story. To help them, ask questions about the story, e. g. *Who are the characters in the story? Where do they live? What is the problem? What is the hen like? Do her friends want to help? What does the hen make out of the flour? What happens in the end?*

SPEAKING AND WRITING

Task 4, Student's Book (p. 99)

- Let pupils decide what they would do in such a situation. Ask them to share their choice with the rest of the class. You can have a discussion about it in Georgian.

ENDING THE LESSON

- Together you can think of sentences that sum up the moral of the story. Write pupils' ideas on the board. Together you can choose the best one. Ask pupils to copy the sentences they like into in their notebooks.

NOTES

THE LITTLE RED HEN



This is the Little Red Hen. She lives with a dog, a cat and a mouse in a little house.



One day she finds some grains of wheat in the garden. "Who will plant this wheat?" she asks. "Not I," says the dog. "Not I," says the cat. "Not I," says the mouse. "Then I will do it myself," says the Little Red Hen.



The wheat grows taller and taller. It is time to cut the wheat. "Who will cut this wheat?" asks the Little Red Hen. "Not I," says the dog. "Not I," says the cat. "Not I," says the mouse. "Then I will do it myself," says the Little Red Hen.



Now it is time to take the wheat to the mill. "Who will take this wheat to the mill?" asks the Little Red Hen. "Not I," says the dog. "Not I," says the cat. "Not I," says the mouse. "Then I will do it myself," says the Little Red Hen.



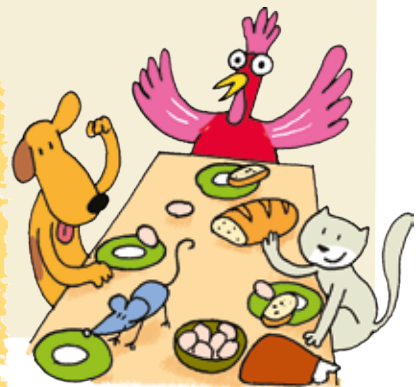
The Little Red Hen takes the flour back to her house. "Who will make this flour into bread?" asks the Little Red Hen. "Not I," says the dog. "Not I," says the cat. "Not I," says the mouse. "Then I will do it myself," says the Little Red Hen.



The Little Red Hen takes the bread out of the oven. "Who will eat this bread?" asks the Little Red Hen. "I will," says the dog. "I will," says the cat. "I will," says the mouse.



"You didn't help me plant the wheat. You didn't help me cut the wheat. You didn't help me take the wheat to the mill. You didn't help me make the bread. But it is Easter today and you can eat it," says the Little Red Hen. The dog, the cat and the mouse feel sorry. They promise always to help the Little Red Hen. Happy Easter!



4 What would you do if you were the Little Red Hen? Why?

- I would let my friends eat the bread.
- I wouldn't let my friends eat the bread.

APPENDIX

CLASSROOM IDEAS

ASSOCIATION GAME: Give pupils some clues, one at a time. Pupils need to guess the final solution, i. e. what all the clues have in common.

BINGO: Pupils need to draw a grid with a certain number of fields depending on how long you want the game to last. Pupils fill in the fields using the words from the category you assign. Tell pupils one word at a time and pupils listen for the words on their sheet. If their sheet contains the word you say, the pupil crosses it off. When a pupil crosses off all the words, he or she calls out *Bingo!* The first pupil to say *Bingo!* wins the game.

BIT BY BIT: This game can be played with flashcards or word cards. Cover up the card and slowly reveal one part of it. If it's a word card you can reveal one letter of the word at a time. Pupils need to guess the word. You can set the number of guesses pupils can make. This game can be played between teams.

CALL MY BLUFF: This is a classic get-to-know-you icebreaker. A teacher and / or pupils tell two truths and one lie. The object of the game is to determine which statement is the false one.

CHINESE WHISPERS: This is a game in which one pupil whispers a message to another, which is then passed through a line of pupils until the last player announces the message to the entire group. Compare the word the last player says to the original word.

DRAWING DICTATION: This activity can be done in two ways. Either you can say sentences and pupils draw what they hear or you can let pupils say sentences and invite one pupil to the board to draw what the others have said.

FINALS-SEMI FINALS: Pupils read words from slips of paper. After that, all the pupils stand up. The teacher says a word from a slip of paper in Georgian and pupils have to say the corresponding word in English. If they do not know the word, they can say PASS. If they say the wrong word, or if they say PASS for a second time, they drop out of the game and sit down. The game goes on in three rounds, and the winners are the pupils left standing in the third round, that is the finals.

FLASHING DICTATION: Flash a word card or a short sentence to your pupils. Pupils take a quick look at it and copy the word or the sentence into their notebooks.

HOT SEAT: One pupil sits at the front of the class facing the others and with his / her back to the board. Another pupil writes a word from the box on the board. The pupil in the hot seat is not allowed to look at the board but the others have to elicit the word from him / her. Each pupil stays in the hot seat for one or two words and then nominates another pupil to take his / her place. Although this activity encourages cooperation, before doing it with a group, do it with yourself (i. e. a teacher) in the hot seat. The game can also be played with two or more groups. In that case, each group has its own hot seat, facing his / her group. The first group to successfully elicit the word gets one point and then a different pupil from each group takes the hot seat.

I SPY WITH MY LITTLE EYE: Ask pupils to look at a picture, a poster or around the classroom and then say a sentence, for example, *I spy with my little eye something beginning with the letter B.* Pupils need to identify the word by offering their guesses. Instead of letters you can also use colours, sizes, etc.

JABBERWOCKY STORY: Jabberwocky is a nonsense poem written by Lewis Carroll. Use this activity to revise vocabulary or practise a certain grammatical structure. Give pupils a short text and instead of the actual words you wish to practise use a nonsensical word, in this case the word *jabberwocky*.

JUMBLER WORDS: Choose a lexical set you wish to revise. Give pupils a list of words with the letters jumbled. Pupils need to decipher the word and write it correctly.

LETTER MESS: Give pupils a random set of letters. Pupils need to come up with as many words as possible using those letters only. A single letter can be used multiple times. You can either assign a topic or pupils can write random words.

ODD ONE OUT: Offer four words in which three of the words belong to the same lexical set, while one doesn't. Pupils decide which word does not belong to the group. Accept more than one answer if pupils can come up with a convincing reason for their choice.

REPEAT IF IT'S TRUE: Say a sentence, pupils listen and decide if the sentence you said is true or false. If it's true, they repeat it.

SAY STOP IF IT'S NOT TRUE: Pupils listen and when they hear a mistake they need to say STOP! Teachers can prepare a few sentences to check comprehension but they need to make some deliberate mistakes and pupils need to listen carefully and notice the mistake. Always ask pupils to correct the mistakes they have spotted.

THROW THAT DICE: Number some objects or commands from 1 to 6. Make teams and give each team a dice. They roll the dice, call out the number and must use the word or command that corresponds with that number.

VOCABULARY CHALLENGE: at the beginning of a new chapter, prepare a few sentences containing new vocabulary. Have your pupils try to come up with the definition or translation of the new word from the context. No dictionaries are allowed.

WHERE DOES IT SAY?: This is a simple translation activity. Say a sentence in Georgian and let pupils go through the text and find the corresponding sentence in English. The first pupil to find the sentence reads it out loud.

WHO AM I?: Give pupils a sentence from a story or any text but don't say the name of the character who said the sentence. Pupils need to recall the name of the character who said the sentence in the story.

WORD TENNIS: This is a game that can be played between groups or individuals. One pupil says a word and the opposing player needs to respond with a word that either belongs to the same lexical set or the opposite lexical set. It's a good way to recycle language by using different categories, e. g. synonyms, antonyms, adjectives. This game has different focuses so if you wish to practise adjectives you can call it **ADJECTIVE TENNIS**, or if you wish to practise whole sentences you can call it **SENTENCE TENNIS**.

YODA SPEAK: This is a good exercise to practise word order. Say or write a sentence incorrectly and pupils need to put it into the right order.

IDEAS ON HOW TO FORM PAIRS AND GROUPS:

ABILITIES: we can form groups according to pupils' abilities. Teachers can mix pupils of different abilities so that stronger pupils can help the weaker ones. Alternatively, we can group pupils according to their abilities and give them different tasks.

SEATING ORDER: we can put pupils into pairs or groups with pupils sitting next to or around each other. This is easier when desks are placed one behind the other.

FREE CHOICE: we can let pupils choose their partner or group members. It is important to make sure that pupils are not always working with the same partner.

PERMANENT GROUP: if the desks are placed in small groups then pupils can remain seated as they were. It is important to mix up the groups from time to time so that pupils don't work with the same classmates all year long.

LINE UP: we can ask pupils to stand in a line. We ask them to line up alphabetically or according to their birthdays, their height, their shoe size, etc. If we want groups of four, then we ask the first four pupils to form one group and repeat this with the others.

CATEGORIES: we can give each pupil a word card and then ask the pupils to go around the classroom and find others with words belonging to the same category, e. g. animals, food, furniture, months, etc. To keep pupils on their toes, from time to time give them words that do not belong to the same lexical set but have the first letter in common, e. g. a banana, a ball, a bear and a book.

MATCHING: we can give each pupil a wordcard or a flashcard and ask them to find their match. They can either match a wordcard and a flashcard, we can cut a picture into two pieces, give them puzzle pieces or let them find pairs, e. g. Tom and Jerry, cats and dogs, Jessica and Greg, etc.

MUSIC ACTION: we can play music and let pupils walk around the classroom. Say a number and pupils have to form groups with the corresponding number of pupils. The last number we say should be the number that represents the number of pupils we want in a group. We can also say *It's six o'clock* which means pupils need to form groups of six.

CARDS: we can bring a deck of playing cards to class. Every pupil picks a card. We can form groups according the cards pupils picked, i. e. all kings form the first group, all aces the second, etc.

GEOGRAPHY: if we want group members to work on a project outside of the classroom it is a good idea to avoid putting pupils that live far away from each other into the same group.

FLASHCARD AND WORD CARD IDEAS

DRAW THE WORD: Invite one pupil to the board. Show him / her a word. The pupil needs to draw the word. The rest of the class observe what is being drawn and guess what it is.

GUESS THE WORD ON YOUR BACK: Put a word card or a flashcard on the pupil's back. The pupil asks questions in order to find out the word. The pupil can either ask you or the rest of the class.

HANGMAN: Choose a lexical set and ask a pupil to pick a word card or flashcard from that set. The pupil draws the appropriate number of dashes for all the letters of the word. Pupils suggest the letters. If they guess correctly, write the letter in the appropriate place and give the same pupil another turn. If the pupil doesn't guess the letter, draw a body part of a stickman. Agree with your pupils on how many incorrect guesses they can make. If pupils are unable to guess the word by the time the stickman is complete they are 'hung'. If they do guess, let him or her take your place.

MEMORY GAME: Put word cards and / or flashcards face down in rows forming a large rectangle on the board. A pupil asks for one card to be turned over and then selects another card. If the two cards are a matching pair they win a point. The pupil is awarded another turn for making a match and goes again. If the cards are not a match they are turned back over and it is now the next player's turn. This game is usually played between teams. The team that scores the biggest number of points is the winner.

PASS THAT FLASHCARD: Pupils pass a flashcard around. When you make a sound, the pupil holding the flashcard needs to say the word, use it in a sentence or define the word.

STOP THE TEACHER: To revise vocabulary, put word cards in a pile. Say a word and then quickly show the word cards, one at a time. When pupils see the word you said, they need to say *Stop!*

WORD CARD / FLASHCARD TIDY UP: Choose a lexical set and scatter word cards or flashcards related to the topic all over the classroom. Set categories and ask pupils to pick up a card and put it into the right category or under the right heading on the board.

TPR GAMES

BACK TO BACK: This game is used to revise body parts. If you say *a foot*, two pupils need to touch with their feet.

BALL GAME: Pupils stand or sit in a circle around the teacher. Toss a ball to a pupil and ask a question or give a command, e. g.: "Say a colour". The pupil then responds and throws the ball back to the teacher. The teacher then throws the ball to another pupil and asks another question. This is a fast game, and it is great for reviewing vocabulary.

BASKETBALL: Decide the language area you wish to revise, e. g. grammar or vocabulary. Play this game between teams. If a team representative answers your question correctly, he / she wins a point. The pupil can double his / her number of points if he / she manages to throw the ball into the basket or a waste paper bin. The team that gets the biggest number of points is the winner.

CHARADES: Choose one or more pupils to come forward. Whisper or show a word card / flashcard only to the pupil at the front. The pupil needs to mime the word. The rest of the class observes and tries to guess what it is.

CUT UP SENTENCES: Cut sentences into separate words or chunks of words. Give each pupil one word card and they need to arrange themselves so that they make a correct sentence. You can practise word order, inversions and asking questions with this activity.

DRAW IT RELAY: Divide the class into two teams. Whisper or show a word only to the first representative of each team and they need to draw the word on the board. Give a different word for each team so that they don't draw the same word. After their team has guessed the word, the second representative is given the next word. The first team to draw and guess all the words is the winner. If you wish you could set a time limit and then the winner is the team that draws the biggest number of words within the time limit.

DUELS: This game is played between two pupils. Pupils turn their backs to the board. Say a word that is on the board, pupils turn and the first pupil to point to the right word wins a point.

JUMP TO THE SIDE: Put a piece of tape down the middle of the room or draw an imaginary line dividing the room. Designate one side as 'true' and the other side as 'false'. Pupils should stand on the line and when you say a sentence about a certain topic they should jump to either side depending on whether the sentence you say is true or false for them.

MUSIC ACTION: Play some lively music and let pupils perform a certain activity, e. g. they can pass a ball or a word card around. When you stop the music, the pupil holding the ball or the card has to do what you want him / her to do, e. g. translate the word card, use it in a sentence, pick a card, etc.

SIMON SAYS: This is a good TPR game to check comprehension, to make your pupils listen carefully and to warm them up. The rules are simple. If you say *Simon Says: Ride a dinosaur!* pupils are to perform the command. If you say only *Ride a dinosaur!* pupils are to remain still. The pupil who performs the command drops out because you did not say *Simon Says*.

STAND UNDER THE RIGHT HEADING: Put different headings all over the classroom depending on the topic. Say a sentence and pupils need to stand under the right heading.

SWAT THAT WORD: In this game you say a clue or a definition of a word on the blackboard and the pupil who swats the word first scores a point for his or her team. You can use a fly swatter for this game or pupils can simply swat the flashcard with their hand.

WAVE YOUR HANDS IF IT'S TRUE: Pupils listen to the teacher or a recording and decide if the sentence they have heard is true or false. If they think the sentence is true they wave their hands.

TEAM GAMES

CHAIN GAME: Give pupils a category and they need to say words related to the category. The first pupil needs to say a word or a sentence, the second repeats it and adds one of his / her own, e. g. *a cat / a cat and a dog / a cat, a dog and a bear*. The game is played until the last pupil can't repeat the whole chain of words / sentences.

DEFINITION BATTLE: Divide your pupils into two teams and ask two representatives to come forward. Read a definition from the vocabulary you have been working on. The rest of the class should remain quiet while the pupils at the blackboard figure out the word you want. The first pupil to correctly write the word wins a point for their team.

NAUGHTS AND CROSSES: Pupils work in pairs or groups. Pupils draw a grid on a sheet of paper – two horizontal and two vertical lines. The first pupil to write three words of the same type in a row (vertically, horizontally or diagonally) is the winner.

QUICK THINKING: This is a game in which pupils need to react quickly. Assign a topic and have your pupils finish the task as quickly as possible. You could give them a topic and the group or the individual that answers, writes or translates words connected to that topic the quickest is the winner. Insist on accuracy as well.

SNAKE GAME: Draw a grid with 20 numbers (4x5). Prepare twenty riddles or words you wish to revise. Divide the pupils into teams. Team A starts by answering question 1. Team B starts by answering question 5. Circle their numbers in different shapes or colours every time they offer a correct answer. Each team moves across the grid. They can move vertically, horizontally or diagonally. The team with the longest snake wins.

PROJECT-BASED LEARNING – ASSESSMENT RUBRIC

UNIT 4

TOPIC: MY DAY

CLASS: 4

PRESENTATION: ORAL PRESENTATION

CATEGORY	3	2	1
Topic	Presentation is completely about the topic. All assigned questions are answered.	Presentation is mostly about the topic. Most of the assigned questions are answered.	Only some of the assigned questions are answered.
Grammar	There are very few grammatical errors. Language practised in class is used in the presentation.	There are some grammatical errors. A pupil uses language practised in class most of the time.	There are a lot of grammatical errors. Language practised in class is rarely used.
Pronunciation	A pupil pronounces almost all words correctly and is easily understood.	There are some pronunciation mistakes but the presentation is still relatively easy to follow.	There are a lot of pronunciation problems. It is difficult to follow the presentation.
Presentation	A pupil does not read from a paper and has good presentation skills (eye contact, gestures).	A pupil sometimes reads from a paper and has adequate presentation skills (eye contact, gestures)	A pupil reads everything from a paper and has poor presentation skills (no eye contact).
Supporting material (poster, composition, etc.)	Supporting material includes all or almost all that is required (a title, headings, visuals). All facts are true.	Supporting material includes some parts of what was required. Almost all facts are true.	Supporting material includes few parts of what was required. Most of the facts are not true.

PROJECT-BASED LEARNING – ASSESSMENT RUBRIC

UNIT 5

TOPIC: A COUNTRY I WOULD LIKE TO VISIT

CLASS: 4

PRESENTATION: POSTER

CATEGORY	3	2	1
Presentation / Organisation	The facts on the poster are well organised and are easy to follow. Handwriting is neat and is easy to read.	Poster is well organised but it lacks cohesion. Handwriting is mostly easy to read.	The presentation of facts is disorganised. It is very difficult to read the information on the poster.
Grammar and spelling	There are very few grammatical and spelling mistakes. The language is easy to follow and to understand. Language practised in class is used on the poster.	There are some grammatical mistakes. Some words are misspelt. A pupil uses language practised in class most of the time.	There are a lot of grammatical mistakes. Language practised in class is rarely used.
Creativity	Visuals are appropriately used. A lot of effort has been invested in making the poster.	Some visuals are included. The facts could have been presented in a more creative way.	There are few visuals on the poster. Little effort has been put into making it.
Required Elements (a title, pupil's name, answers to the questions)	A poster includes all or almost all that is required. All facts are true.	A poster includes some parts of what is required. Almost all of the facts are true.	The poster includes few parts of what was required. Most of the facts are not true.

