

# NEW BUILDING BRIDGES 5

## Teacher's Book

გრიფინიჭებულია საქართველოს  
განათლებისა და მეცნიერების  
სამინისტროს მიერ 2018 წელს.



სულაკაურის  
განმანათლებლებს  
განმარტობა

## **New Building Bridges 5**

ინგლისურის სახელმძღვანელო მეხუთეკლასელთათვის  
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ნიგნის NEW BUILDING BRIDGES 5 კონცეფცია

წინამდებარე კურსი წარმოადგენს ორ სერიად (**NEW BUILDING BLOCKS 1-4** და **NEW BUILDING BRIDGES 5-6**) დაყოფილი **NBB** კურსის მეხუთე ნიგნს და იმ მეხუთეკლასელი მოსწავლეების ენობრივ კომპეტენციასა და უნარებზეა გაანგარიშებული, რომლებმაც ინგლისური ენის შესწავლა პირველ კლასიდან დაიწყეს.

კურსი შედგება შემდეგი კომპონენტებისაგან:

- მოსწავლის ნიგნი (მოსასმენი მასალა ატვირთულია გამომცემლის საიტზე [www.sulakauri.edu.ge](http://www.sulakauri.edu.ge))
- სამუშაო რვეული
- მასწავლებლის ნიგნი დამატებითი რესურსებით.

კურსი მიზნად ისახავს:

- მოსწავლეთა მოტივირებასა და სტიმულირებას შეისწავლონ ინგლისური ენის მიმართ ინტერესის კიდევ უფრო გაღრმავებითა და სწავლის პროცესისადმი პოზიტიური დამოკიდებულების შენარჩუნებით. ზემოაღნიშნული ადვილად მიიღწევა მასალაში ყოველდღიური სასაუბრო ენის ელემენტების ჩართვით, ამ ასაკობრივი ჯგუფისათვის საინტერესო თემების, ამბების, ლექსების, სიმღერების, შეკითხვების, ვიზუალური ელემენტების (ფოტოები/ნახატები) შეტანით, საკლასო აქტივობების ცვლითა და ხელსაყრელი სამუშაო პირობების შექმნით;
- ენობრივი კომპეტენციის გაღრმავებას იმ ლინგვისტური და საკომუნიკაციო უნარების ბაზაზე, რომლებიც მოსწავლეებმა ინგლისური ენის შესწავლის პირველ ოთხ წელიწადში შეიძინეს, და მოსწავლეთა დახმარებას სწორი ბალანსი დაამყარონ თავისუფლად მეტყველებასა და მეტყველების აკურატულობას შორის;
- სწავლების პროცესის პერსონალიზაციას თითოეული მოსწავლის გაკვეთილში აქტიურად ჩართვითა და მათი პირადი მოსაზრებებისა თუ გამოცდილებების გათვალისწინებით;
- ყოველი მოსწავლის ინდივიდუალური უნარების, ფანტაზიისა და შემოქმედებითი პოტენციის სტიმულირებას მათი ასაკისათვის დამახასიათებელი ფიზიკური, გონებრივი თუ ემოციური მდგომარეობის გათვალისწინებით;
- მოსწავლეთა ისეთი სოციალური უნარების გაღრმავებას, როგორცაა თანაგრძნობის, ტოლერანტულობისა და ჯგუფურად მუშაობის უნარი;
- კოგნიტური უნარების გავარჯიშებას ისეთი აქტივობების გამოყენებით, რომლებიც მოითხოვენ აღქმას, ამოცნობას, მისადაგებას, შედარებას, კლასიფიცირებას, განსხვავების პოვნას, გამოცნობას, დასკვნის გამოტანას და ასოციაციური აზროვნების განვითარებას;
- სწავლის ისეთი სტრატეგიების განვითარებას, რომლებიც მოსწავლეებს სხვა საგნების შესწავლაშიც დაეხმარება და თვითშეფასებაშიც;
- ინგლისურენოვანი ქვეყნების, მათი კულტურისა თუ ზოგადად ჩვენი სამყაროსა და განსხვავებული კულტურების მიმართ მოსწავლეთა ინტერესისა და პოზიტიური დამოკიდებულების სტიმულირებას, რაც, თავის მხრივ, ხელს უწყობს ადამიანთა შორის ურთიერთგაგებასა და ტოლერანტული დამოკიდებულების შექმნას;
- მოსწავლეებისათვის ქცევის ეთიკური ნორმების სწავლებასა და მათი ზნეობრივი ფასეულობების ამაღლებას;
- მოსწავლეებში გარემოს დაცვისა და ეკოლოგიური ფაქტორების გათვალისწინების სურვილის აღძვრას.
- ინგლისური ენის შესწავლის პროცესში ავთენტურ მასალასთან ურთიერთობისა და მისი ქართული სასწავლო პროგრამის სხვა საგნებთან ინტეგრირების სტრატეგიების განვითარებას.

წინამდებარე კურსი ითვალისწინებს უცხოური ენების შესწავლის ერთიან ევროპულ სარეკომენდაციო ჩარჩოში წარმოდგენილ მოთხოვნებს და მოიცავს საქართველოს ზოგადსაგანმანათლებლო სკოლის პირველი უცხოური ენის რეცეფციული (კითხვა/მოსმენა) და პროდუციული (ლაპარაკი/წერა) უნარების V კლასებისათვის განსაზღვრული სტანდარტის ყველა საჭირო კომპონენტს.

კურსი, ასევე, მოწოდებულია, მაქსიმალურად შეუმსუბუქოს მოსწავლეებს სწავლის პროცესის მძიმე ტვირთი. იგი, ამავდროულად, უამრავ დამატებით მასალასაც მოიცავს, რაც მასწავლებლებს საშუალებას აძლევს ენის შესწავლის პროცესი უმტკივნეულოდ მოარგონ მოსწავლეთა ინდივიდუალურ საჭიროებებს.

ინგლისური ენის წლიური პროგრამა V კლასისათვის

მიმართულება 1. ზეპირი მეტყველება (მოსმენა და ლაპარაკი)

მისაღწევი შედეგები	შეფასების ინდიკატორები
<p><b>I</b>უცხ.დანყ.(II).1. მოსწავლემ უნდა შეძლოს სტანდარტით განსაზღვრული სხვადასხვა ტიპის ტექსტის მოსმენა/მოსმენა-ყურება და გაგება.</p>	<p>მოსწავლე</p> <ul style="list-style-type: none"> <li>➤ ამოიცნობს სასაუბრო თემას, კონტექსტს თანამოსაუბრეებს;</li> <li>➤ განარჩევს ფამილარულ და თავაზიან ფორმულებს;</li> <li>➤ ამოიცნობს კონკრეტულ დეტალებს (სად, როდის, რამდენი, როგორი და სხვ.);</li> <li>➤ ამოიცნობს ამბის განვითარების ეტაპებს (როგორ დაიწყო, რა მოხდა, როგორ დამთავრდა);</li> <li>➤ განსაზღვრავს მოქმედებათა დროსა და ადგილს:</li> <li>➤ ამოიცნობს პერსონაჟების ემოციებს, დამოკიდებულებებს;</li> <li>➤ პერსონაჟთა საქციელიდან გამომდინარე, გამოაქვს დასკვნა მათი ხასიათის, თვისებების შესახებ;</li> <li>➤ განარჩევს ინტონაციით გამოხატული ნათქვამის მოდალობას (თხოვნა, შეკითხვა, ბრძანება).</li> </ul>
<p><b>I</b>უცხ.დანყ.(II).2. მოსწავლემ უნდა შეძლოს მარტივ ინტერაქციაში მონაწილეობა, რამდენიმე წინადადებიანი მონოლოგის წარმოთქმა.</p>	<p>მოსწავლე</p> <ul style="list-style-type: none"> <li>➤ გაითამაშებს მარტივ დიალოგებსა და სცენებს; ტექსტების წარმოთქმისას იცავს შესაბამის ინტონაციასა და რიტმს;</li> <li>➤ მონაწილეობს მარტივ ინტერაქციაში; სვამს/პასუხობს კითხვებს კონკრეტულ საკლასო სიტუაციასთან დაკავშირებით;</li> <li>➤ მონაწილეობს სიმულაციურ სიტუაციაში (მაგ., მაღაზიაში; შეხვედრა ქუჩაში/პარკში, თანატოლთან/უფროსთან);</li> <li>➤ აღწერს გარემოს (ოთახს, სურათს, ქუჩას);</li> <li>➤ მარტივი ენით ჰყვება ნანახ ან გაგონილ ამბავს;</li> <li>➤ საუბრობს მისთვის ნაცნობ თემებზე (მაგ., ოჯახი, ნათესავეები/მეგობრები, თავისუფალი დრო და სხვ.).</li> </ul>
<p><b>I</b>უცხ.დანყ.(II).3. მოსწავლემ უნდა შეძლოს საკომუნიკაციო სიტუაციის გათვალისწინებით ელემენტარული ენობრივი უნარ-ჩვევების გამოყენება.</p>	<p>მოსწავლე</p> <ul style="list-style-type: none"> <li>➤ ინტერაქციისას შეარჩევს საკომუნიკაციო სიტუაციის შესატყვის მიმართვის ფორმებს, გამოთქმებს, კლიშეებს, ენობრივ კონსტრუქციებს;</li> <li>➤ იცავს შესაბამის ინტონაციას სხვადასხვა მოდალობის წინადადებების წარმოთქმისას;</li> <li>➤ იყენებს ადგილმდებარეობის გამომხატველ მარტივ ენობრივ საშუალებებს;</li> <li>➤ იცავს ელემენტარულ სინტაქსურ მიმართებებს წინადადებების წევრებს შორის (ქვემდებარისა და შემასმენლის შეთანხმება პირსა და რიცხვში);</li> <li>➤ სათანადოდ იყენებს ნასწავლ ლექსიკურ ერთეულებს.</li> </ul>

<p><b>Iუცხ.დანყ.(II).4.</b> მოსწავლემ უნდა შეძლოს ზეპირი მეტყველების ამოცანების შესაბამისი სტრატეგიების გამოყენება.</p>	<p>მოსწავლე</p> <ul style="list-style-type: none"> <li>➤ გამოთქვამს ვარაუდს შინაარსის შესახებ სათაურის, ილუსტრაციების, არავერბალური ელემენტების საფუძველზე;</li> <li>➤ ცდილობს უცნობი სიტყვების, გამოთქმების, წინადადებების მნიშვნელობის დამოუკიდებლად ამოცნობას ნაცნობ ელემენტებზე დაყრდნობით (მაგ., კონტექსტი, ინტონაცია, ილუსტრაცია და სხვა);</li> <li>➤ მშობლიურ ენაზე აღწერს, რა ხერხით/გზით მოახერხა მოსასმენი ამოცანის გადაჭრა.</li> </ul>
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**მიმართულება 2. წერითი მეტყველება (კითხვა და წერა)**

მისაღწევი შედეგები	შეფასების ინდიკატორები
<p><b>Iუცხ.დანყ.(II).5.</b> მოსწავლემ უნდა შეძლოს განაფული კითხვა.</p>	<p>მოსწავლე</p> <ul style="list-style-type: none"> <li>➤ შესაბამისი ინტონაციითა და პაუზების დაცვით გამართულად კითხულობს მცირე ზომის ნაცნობ ტექსტებს;</li> <li>➤ ტექსტის შინაარსს ადეკვატურად უსადაგებს არავერბალურ მეტყველებას.</li> </ul>
<p><b>Iუცხ.დანყ.(II).6.</b> მოსწავლემ უნდა შეძლოს სტანდარტით განსაზღვრული ტექსტების ნაკითხვა და გაგება.</p>	<p>მოსწავლე</p> <ul style="list-style-type: none"> <li>➤ ამოიცნობს ტექსტის საკომუნიკაციო სიტუაციას (ავტორი, ადრესატი, თემა, მიზანი);</li> <li>➤ საკითხავი ამოცანების შესაბამისად ტექსტში პოულობს ექსპლიციტურად გადმოცემულ ინფორმაციას;</li> <li>➤ ამოიცნობს მოვლენათა და მოქმედებათა თანამიმდევრობას; მათ შორის მიზეზშედეგობრივ კავშირებს;</li> <li>➤ ამოიცნობს ემოციებსა და განწყობებს, მათი ქცევის მოტივებს (მაგ., რატომ არის მოწყენილი; რატომ მოიქცა ასე და სხვა);</li> <li>➤ განარჩევს ტექსტში ავტორისა და პერსონაჟის სიტყვებს;</li> <li>➤ გამოყოფს სიუჟეტის განვითარების საფეხურებს.</li> </ul>
<p><b>Iუცხ.დანყ.(II).7.</b> მოსწავლემ უნდა შეძლოს სხვადასხვა ტიპის მარტივი ტექსტის სტრუქტურული და ენობრივი მახასიათებლების ამოცნობა.</p>	<p>მოსწავლე</p> <ul style="list-style-type: none"> <li>➤ ამოიცნობს სხვადასხვა ტიპის მარტივი ტექსტის სტრუქტურულ მახასიათებლებს;</li> <li>➤ ერთმანეთს ადარებს სხვადასხვა სახის ტექსტს კომპოზიციური აგებულების მიხედვით (მაგ., გაკვეთილების ცხრილი და ღია ბარათი), ასახელებს განსხვავებებს, მსგავსებებს;</li> <li>➤ ამოიცნობს საკომუნიკაციო სიტუაციის შესატყვის გამოთქმებს, კლიშეებს, ენობრივ კონსტრუქციებს (მაგ., მოკითხვის, მილოცვის, დაპატიჟების და სხვ.);</li> <li>➤ ამოიცნობს სინტაქსურ მიმართებებს მარტივი წინადადებების წევრებს შორის, ზმნის ახლანდელი, წარსული და მომავალი დროის გამომხატველ ფორმებს, ზმნიზედებს, ადგილმდებარეობისა და დროის გამომხატველ მარტივ ენობრივ საშუალებებს (ზმნიზედას, წინდებულს).</li> </ul>



<p><b>II.8.</b> მოსწავლემ უნდა შეძლოს ნიმუშის მიხედვით მცირე ზომის ტექსტის დაწერა.</p>	<p>მოსწავლე</p> <ul style="list-style-type: none"> <li>➤ თანამიმდევრობით გადმოსცემს ფაქტებს, მოვლენებს;</li> <li>➤ აღწერს/ახასიათებს ადამიანებს, ცხოველებს, საგნებს;</li> <li>➤ აზუსტებს საჭირო დეტალებს;</li> <li>➤ გამოხატავს საკუთარ გრძნობებს, დამოკიდებულებებსა და სურვილებს.</li> </ul>
<p><b>II.9.</b> მოსწავლემ უნდა შეძლოს წერილობითი ტექსტის სტრუქტურის დაცვა და ელემენტარული ენობრივი უნარ-ჩვევების გამოყენება.</p>	<p>მოსწავლე</p> <ul style="list-style-type: none"> <li>➤ იყენებს საკომუნიკაციო სიტუაციის შესაბამის ფორმულებს;</li> <li>➤ იცავს წერილობითი ტექსტის სტრუქტურას;</li> <li>➤ იყენებს ადგილმდებარეობის გამომხატველ მარტივ ენობრივ საშუალებებს (ზმინიზედა, წინდებული);</li> <li>➤ იცავს ელემენტარულ სინტაქსურ მიმართებებს წინადადების წევრებს შორის (მაგ., ქვემდებარისა და შემასმენლის შეთანხმებას პირსა და რიცხვში);</li> <li>➤ შეარჩევს ზმნის სათანადო ფორმებს;</li> <li>➤ იცავს სიტყვათა წყობას მტკიცებითი, უარყოფითი და კითხვითი შინაარსის შემცველ წინადადებებში;</li> <li>➤ იცავს ორთოგრაფიის წესებს, სწორად იყენებს სასვენი ნიშნებს.</li> </ul>
<p><b>II.10.</b> მოსწავლემ უნდა შეძლოს წერილი მეტყველების ამოცანების შესაბამისი სტრატეგიების გამოყენება.</p>	<p>მოსწავლე</p> <ul style="list-style-type: none"> <li>➤ სათაურზე, ილუსტრაციებზე დაყრდნობით მშობლიურ ენაზე გამოთქვამს ვარაუდს ტექსტის შინაარსის შესახებ;</li> <li>➤ ნაცნობ ელემენტებზე დაყრდნობით (მაგ., კონტექსტი, ილუსტრაცია, ნაცნობი ფუძე) დამოუკიდებლად ამოიცნობს უცნობი სიტყვების, წინადადებების მნიშვნელობას;</li> <li>➤ მთლიანად ტექსტზე დაკვირვებით, მისი სიტყვიერი და არასიტყვიერი მარგანიზებული ელემენტების დახმარებით (სათაური, რუბრიკა, ილუსტრაცია, წარწერა, აბზაცი, სვეტი, ლოგო, ტიპოგრაფიული მახასიათებლები/ მაგ., მსხვილი შრიფტი/ და სხვ.) მოიძიებს კონკრეტულ ინფორმაციას;</li> <li>➤ მშობლიურ ენაზე აღწერს, რა გზით მოახერხა ამა თუ იმ საკითხავი დავალების შესრულება;</li> <li>➤ ეცნობა და იყენებს სხვების მიერ შერჩეულ ხერხს და გამოაქვს დასკვნა იმის შესახებ, თუ რომელი მიდგომა იყო მისთვის უფრო ეფექტური და რატომ.</li> <li>➤ მოიძიებს და ამზადებს აუცილებელ სასწავლო რესურსებს (მაგ., ლექსიკონი, ნიმუში, საჭირო ენობრივი მასალა და სხვ.);</li> <li>➤ წერს შავ ვარიანტს;</li> <li>➤ გადაიკითხავს შავ ვარიანტს, სასწავლო რესურსებზე დაყრდნობით ამოწმებს ნაწერს და ასწორებს შეცდომებს;</li> <li>➤ ათეთრებს ნაწერს.</li> </ul>

**მიმართულება 3. ინტერკულტურა**

მისაღწევი შედეგები	შეფასების ინდიკატორები
<p><b>11.</b> მოსწავლემ უნდა შეძლოს ნასწავლი სოციოკულტურული კონტექსტების ერთმანეთთან შედარება, პარალელების გავლება უცხო და მშობლიური კულტურის ფენომენებს შორის.</p>	<p>მოსწავლე</p> <ul style="list-style-type: none"> <li>➢ იჩენს ინტერესს კულტურული განსხვავებების მიმართ; პარალელებს ავლებს უცხო და მშობლიურ კულტურულ და სოციოკულტურულ კონტექსტებს შორის და პოულობს მსგავსება-განსხვავებებს;</li> <li>➢ გამოთქვამს საკუთარ მოსაზრებებს, დამოკიდებულებებს მსგავსებებისა და განსხვავებების შესახებ;</li> <li>➢ მოიძიებს დამატებით ცნობებს;</li> <li>➢ პოულობს ნასწავლი ანდაზის ანალოგიურს მშობლიურ ენაში და ადარებს გამომხატვის ფორმებს.</li> </ul>
<p><b>12.</b> მოსწავლემ უნდა შეძლოს თანატოლებთან და მასწავლებელთან ერთად სხვადასხვა ტიპის პროექტის დაგეგმვა და განხორციელება.</p>	<p>მოსწავლე</p> <ul style="list-style-type: none"> <li>➢ მასწავლებელთან, გუნდის წევრებთან ერთად აყალიბებს პროექტის წარმატებით განხორციელების კრიტერიუმებს, გეგმავს პროექტის განხორციელების ეტაპებს;</li> <li>➢ ასრულებს მისთვის მიკუთვნებულ ფუნქციას, რომლის განსაზღვრა-განაწილებაში მონაწილეობს გუნდის ყველა წევრი მასწავლებლის დახმარებით;</li> <li>➢ მასწავლებლის, მშობლის ან სხვა პირის დახმარებით მოიძიებს სათანადო რესურსებს;</li> <li>➢ გუნდის წევრებთან ერთად და მასწავლებლის დახმარებით შეარჩევს, დაამუშავებს მოძიებულ მასალას, აუმჯობესებს და ასრულებს პროექტს.</li> </ul>

**მიმართულება 4. სწავლის სწავლა**

მისაღწევი შედეგები	შეფასების ინდიკატორები
<p><b>13</b> მოსწავლემ უნდა შეძლოს სასწავლო საქმიანობის მართვა, სწავლის პროცესზე დაფიქრება, საკუთარი წინსვლის ხელშეწყობა და სწავლის პროცესის წარმართვასა და გაუმჯობესებაში აქტიური მონაწილეობა.</p>	<p>მოსწავლე</p> <ul style="list-style-type: none"> <li>➢ გეგმავს საკუთარ საქმიანობას;</li> <li>➢ მონაწილეობს სწავლის პროცესის შეფასებაში, ავსებს ასაკის შესაბამის თვითშეფასების სკემებს;</li> <li>➢ აკვირდება შეფასების შედეგებს, გაიაზრებს და ასახელებს წინსვლისა და ჩამორჩენის მიზეზებს;</li> <li>➢ ქმნის პირად პორტფოლიოს საკუთარი წინსვლის ამსახველი მასალებისთვის (შეფასების სკემები, ვიდეო და აუდიო ჩანაწერები, პროექტის მასალები);</li> <li>➢ ცდილობს დამოუკიდებლად გადალახოს სიძნელეები;</li> <li>➢ აცნობიერებს და ასახელებს წინსვლისათვის ხელისშემშლელ მიზეზებს, მიუთითებს მათი გამოსწორების შესაძლო გზებზე (მაგ., რომელი ხერხი გამოიყენოს ლექსიკური მასალის დასამახსოვრებლად).</li> </ul>

<p><b>სუცხ.დანყ.(II). 14.</b> მოსწავლემ უნდა შეძლოს სათანადო სტრატეგიებისა და სხვა ტიპის საგანმანათლებლო რესურსების (ბეჭდვითი და მულტიმედია რესურსების, ინფორმაციულ-საკომუნიკაციო ტექნოლოგიების) გააზრებულად გამოყენება.</p>	<p>მოსწავლე</p> <ul style="list-style-type: none"> <li>➤ იყენებს სხვადასხვა ხერხს ლექსიკური მასალის ასათვისებლად (მაგ., რამდენჯერვე წაკითხვა ან დანერა, ასოცირება რაიმესთან, კონტექსტში გამოყენება, ერთი თემატიკის მიხედვით დაჯგუფება და სხვა);</li> <li>➤ სისტემატურად იმეორებს განვლილ ლექსიკურ მასალას; ამოკრებს რთულად ასათვისებელ ლექსიკურ ერთეულებს და ამუშავებს მათ;</li> <li>➤ იყენებს სხვადასხვა სტრატეგიას გრამატიკულ მოვლენებში გასარკვევად: კონკრეტულ მაგალითებზე დაკვირვებით ამოიცნობს და იყენებს ენობრივ მექანიზმებს; ადარებს ერთმანეთს უცხოური და მშობლიური ენების გრამატიკულ მოვლენებს; იყენებს სქემებს, ტაბულებს, კლასიფიკაციებს, სტრუქტურულ მოდელებს;</li> <li>➤ ქმნის ოპერატიულ რესურსებს (მაგ., ანბანურ/თემატურ ლექსიკონს, პლაკატს, მარტივ სქემას, კითხვარს და სხვა) და იყენებს მათ.</li> <li>➤ ეფექტურად იყენებს სახელმძღვანელოს რესურსებს (მაგ., ლექსიკონს, სტრუქტურულ ნიმუშებს, გრამატიკულ ცნობარს, ილუსტრაციებს და სხვ.);</li> <li>➤ ინფორმაციულ-საკომუნიკაციო ტექნოლოგიების (ისტ) მეშვეობით ეფექტურად იყენებს ასაკის შესატყვის საგანმანათლებლო პროგრამებს, ელექტრონულ ლექსიკონებს;</li> <li>➤ მასწავლებლის დახმარებით მოძიებული ინტერნეტ-რესურსების გამოყენებით ქმნის და ამუშავებს ტექსტს, იყენებს ფოტოებს, ცხრილებს.</li> </ul>
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**კურსის შემადგენელი კომპონენტები**

მოსწავლის წიგნი (**Student's Book**) 105 საკლასო მუშაობის საათზეა გაანგარიშებული. იგი მოიცავს თემატურად გაერთიანებულ 7 ციკლს და დანართს (Appendix) შობასთან, აღდგომასთან, ჰალოუინთან და წმ. ვალენტინის დღესთან დაკავშირებული მასალით. მოსწავლის წიგნი თემატურად დალაგებული ლექსიკონითა და არანესიერი ზმნების ცხრილით ბოლოვდება, რაც მოსწავლეებს სწავლისა და მასალაზე მუშაობის პროცესს უადვილებს.

სამუშაო რვეული (**Workbook**) შედგება მოსწავლის წიგნის თემატურ ციკლებში წარმოდგენილი სტრუქტურებისა და ლექსიკური ერთეულების გამამყარებელი დავალებებისაგან და ხელს უწყობს კითხვისა და წერის უნარების გაღრმავებასა თუ პერცეფციული და კოგნიტური უნარების განვითარებას. მოცემული დავალებები გამჭვირვალედ ასახავენ, თუ რომელი უნარის რა ხარისხით განვითარებას ემსახურება თითოეული მათგანი. სამუშაო რვეული მდიდარია სხვადასხვა ტიპის მასალით, რომელიც აადვილებს განსხვავებული შესაძლებლობების მქონე მოსწავლეებთან (მათთან, ვისაც კონკრეტულ საკითხზე ბევრი ვარჯიში სჭირდება, და მათთან, ვინც სწრაფად ითვისებს და თავისუფალი დრო რჩება დამატებითი სავარჯიშოების შესასრულებლად) მუშაობას. არის ისეთი სავარჯიშოებიც, რომლებიც საშინაო დავალების ანდა საკონტროლო სამუშაოების სახითაც შეიძლება მიეცეს მოსწავლეებს, რაც უკვე მასწავლებლის არჩევანზეა დამოკიდებული.

მასწავლებლის წიგნი (**Teacher's Book**) მოიცავს საგაკვეთილო სცენარებს, მოსწავლის წიგნისა და მოსწავლის რვეულის შესაბამის გვერდებს, იმ მისაღწევ შედეგებს, რომლებზეც თითოეული გაკვეთილია ორიენტირებული, მეთოდურ რჩევებს, ცალკე გატანილ აუდიომასალის ტექსტებსა და დამატებით რესურსებს. სწავლების პირველი ოთხი წლის განმავლობაში, ლექსიკური მასალა ძირითადად კონკრეტულ საგანთა თუ მოვლენათა ამსახველი საილუსტრაციო მასალის (ბარათები, პოსტერები) დახმარებით მყარდებოდა. სწავლების მეხუთე წლიდან აქტიურად შემოდის აბსტრაქტულ ცნებათა გამომხატველი ლექსიკაც, რაც მხოლოდ ვიზუალური ხატებით ილუსტრირებას ხშირად აღარ ექვემდებარება და სხვა ტიპის რესურსებისა თუ აქტივობების ხარჯზე უნდა მოხდეს. სწორედ ამას ითვალისწინებს სიტყვების ზარდახშის (Word Box) ნაწილი, რომელიც მასწავლებლებს უამრავ საშუალებას სთავაზობს ლექსიკური მასალა და ენობრივი სტრუქტურები სახალისო აქტივობებით გადაამეორებინონ მოსწავლეებს.

- კომპაქტდისკებზე ჩანერილია სახელმძღვანელოში მითითებული ყველა მოსასმენი დავალება.

## სახელმძღვანელოს ძირითადი პერსონაჟები

სახელმძღვანელოს ძირითადი პერსონაჟები - სხვადასხვა საზოგადოების წარმომადგენლები, რომლებიც საერთაშორისო სკოლაში სწავლობენ - **The Heart and Brain Friends Club**-ის წევრები არიან. ერთ-ერთ მათგანს, ელიოტს, მოსწავლეები NBB კურსის წინა სერებიდან (NEW BUILDING BLOCKS 1-4) იცნობენ. სწორედ ელიოტის მეშვეობით ხდება NBB კურსის ორი სერიის გაერთიანება. აქვე გვხვდებიან ანა (ხორვატიიდან), ელა, სინდი და სემი (ბრიტანეთიდან); ზაკი (აფრო-ამერიკელი აშშ-დან), კარლოსი (ესპანეთიდან), და ა.შ. კურსის NEW BUILDING BRIDGES 5 ერთ-ერთი თემა კიდევ ერთი პერსონაჟის, პიტის განვითარებისა და გამოსწორების საკითხია. ყველა ზემოაღნიშნულ პერსონაჟს გარკვეული ფუნქცია აკისრია:

ანა - სკოლის ახალი მოსწავლეა და წარმოადგენს საერთაშორისო გარემოსთან შეგუებისა და კეთილგანწყობილი დამოკიდებულების გამომუშავების სიმბოლოს.

ელიოტი - ჰარი პოტერის ტიპის ინტერესების (ჯადოქრობა და მაგიური მოვლენები) მქონე ბიჭია, რომელსაც ჰყავს საყვარელი ბუ ტესი. იგი, ძირითადად, ოჯახურ პრობლემებს წარმოგვიჩენს უმცროსი დის ეიპრილისა და ძალიან დაკავებული მშობლების ფონზე.

სემი - დედუქციით გატაცებული ყმაწვილია, რომელიც დეტექტიურ მოთხრობებს წერს. მისი საყვარელი ასისტენტია ძალი სახელად მექსი.

კარლოსი - ცხოველებისა და ფეხბურთის მოყვარულია. კარლოსი წარმოშობით ინტერნაციონალური ოჯახიდანაა და რამდენსამე ენაზე ლაპარაკობს (მათ შორის, ცხოველების ენაზეც).

ზაკი - მათემატიკური ნიჭითაა დაჯილდოებული და კარგი კალათბურთელია. ის, ძირითადად, წარმოაჩენს სხვაობებს ბრიტანულ და ამერიკულ კულტურებს შორის.

ელა - ძალიან შემოქმედებითი პიროვნებაა და თავგადასავლების მოყვარულ მოსწავლეს წარმოადგენს.

სინდი - წიგნებისა და კითხვის მოყვარულია და წარმოგვიდგენს საკითხავ მასალას.

პიტი - ყველა ზემოაღნიშნული წესიერი მოსწავლის ანტიპოდა; მას უყვარს სხვების ჩაგვრა და ცუდად სწავლობს. თუმცა ის ცუდი ადამიანი არ არის და ცდილობს, როგორმე გამოსწორდეს.

## კურსის 7 ციკლის შემადგენელი ნაწილებია:

**Introductory page**, რომელიც მთელ ციკლს მიმოიხილავს - მოსწავლეებს სთავაზობს ციკლის ძირითადი თემის გამოცნობას წარმოდგენილი ფოტოთი, რომელიც წინასწარი განხილვის საგანი უნდა გახდეს.

**Lesson 1** - გვაცნობს ციკლის ძირითად თემას, ახალ ლექსიკურ ერთეულებსა და გრამატიკულ სტრუქტურებს.

**Lesson 2** - განავრცობს თემასა და მასთან დაკავშირებულ ლექსიკასა და გრამატიკულ სტრუქტურებს, პერსონალურ ჭრილში გადაჰყავს ისინი და ყურადღებას ამახვილებს მოსმენის უნარზე.

**Lesson 3** - წარმოგვიდგენს მთავარ თემასთან ლექსიკურად მისადაგებულ ადაპტირებულ ტექსტს, რომელიც კორელაციაშია კურიკულუმის შინაარსთან. თან დართული ავთენტიკური დავალებები ხელს უწყობს მოსწავლეების მიერ შეძენილი ენობრივი ცოდნის რეალურ, ცხოვრებისეულ სიტუაციებში გამოყენებას.

**Lesson 4** - კიდევ უფრო აღრმავებს თემას ყოველდღიური სასაუბრო ინგლისურის მოხმობით. იგი მოსწავლეებს ავარჯიშებს სპეციფიკურ საკომუნიკაციო უნარებზე (ნებართვის აღება, ტანსაცმლის ყიდვა, საათის დადგენა და მისთ.) პრაქტიკული სავარჯიშოები მოიცავს მოსმენისას სასაუბრო კონტექსტის ამოცნობას, დასმულ შეკითხვებზე პასუხის გაცემას, თავისუფალ პრაქტიკასა და როლურ თამაშებს.

**Cindy's reader** - დამატებითი, ანუ არჩევითი ტექსტებია, რომლებიც მთელი ციკლის ძირითად თემას აღრმავებს და კითხვისა და თხრობის უნარებს ავითარებს. ყოველი ახალი საკითხავი მოთხრობა სხვადასხვა ჟანრისაა (ტრადიციული ჯადოსნური ზღაპარი, იგავი, ლეგენდა, რეცენზია-მიმოხილვა, დღიური და ა.შ.).

თითოეული ციკლი სრულდება აგრეთვე სამუშაო რვეულში წარმოდგენილი გასამეორებელი მასალით **Revision**, რომელიც ლაპარაკის, კითხვისა და წერის უნარების გაღრმავებასა და ციკლის მთელი ახალი გრამატიკულ-ლექსიკური მასალის გამეორებას ემსახურება.

რაც შეეხება მოსწავლის წიგნში წარმოდგენილ ნაწილებს **For My Portfolio** და **Optional Projects**, ისინი არჩევითი დამატებითი მასალაა. პირველი მათგანი ხელს უწყობს მოსწავლეებს თავად შეაფასონ საკუთარი ცოდნა (რა ახსოვთ და რა - არა, რა გაუადვილდათ და რა - არა და ა.შ.) და დასახონ არსებული ნაკლოვანებების გამოსწორების გზები; ხოლო მეორე - ჯგუფურ აქტივობაში მონაწილეობასა და მოსწავლეთა პირადი შემოქმედებითი უნარის წარმოჩენას ითვალისწინებს.

## ლინგვისტური და მეთოდოლოგიური რჩევები

ძირითადი სხვაობა დაწყებით (1-4 კლასი) და საბაზო (5-8 კლასი) საფეხურის მოსწავლეებს შორის ის არის, რომ დაწყებით საფეხურზე მოსწავლეთა ცოდნა საკმაოდ შეზღუდული და კონტროლირებადია; ენობრივი სტრუქტურები გამჭვირვალეა; ლექსიკა ორგანიზებულია კონკრეტული (და არა აბსტრაქტული) სასაუბრო თემებისა და ცნებების საფუძველზე; ლაპარაკისა და წერა-კითხვის უნარების გაღვივება ზედმინწინათაა გაანგარიშებული. ამ პერიოდში არ არსებობს დიდი სხვაობა მოსწავლეთა აქტიურ და პასიურ ცოდნებს შორის. სწორედ ამიტომაც ხედავენ ისინი სრულიად თვალსაჩინოდ საკუთარ პროგრესს. 5-6 კლასებში ისინი ენის

აღქმისა და ათვისების სრულიად სხვა ეტაპზე გადადიან. მათ საუბრისა და საკუთარი აზრის გამოხატვის მეტი თავისუფლება ეძლევათ, რაც ხშირად წინ უსწრებს მათ ენობრივ კომპეტენციას და შესაძლოა მეტყველებისას არასწორი ენობრივი ფორმების (ასე ვთქვათ, ამ დროს გამომუშავებული „ინტერენისათვის დამახასიათებელი ხარვეზების“) შერჩევით დასრულდეს. ამიტომ უცხოური ენის შესწავლის ამ ეტაპზე უკვე სერიოზული ყურადღება უნდა მიექცეს მეტყველების აკურატულობას. აქედან გამომდინარე, აუცილებელია სწორი ბალანსი დამყარდეს თავისუფალ მეტყველებასა და მეტყველების აკურატულობას, ანუ პასიურსა და აქტიურ ცოდნებს შორის, რაც გრამატიკული სტრუქტურებისა თუ ახალი ლექსიკური ერთეულების კარგად დამუშავებით უნდა მოგვარდეს.

ბალანსი უნდა დამყარდეს ახალი ტექსტების სიგრძეს, მათ სირთულესა და დავალებების სირთულე-რაოდენობას შორისაც.

ცხადია, ყოველი გაკვეთილი ძალიან ყურადღებით უნდა დაიგეგმოს კლასში მოსწავლეთა რაოდენობისა და მათი პირადი შესაძლებლობების მიხედვით. მაგრამ ნებისმიერი გაკვეთილი უნდა შედგებოდეს შემდეგი ნაწილებისაგან:

Warm-up – ანუ წინა გაკვეთილზე ნასწავლი მასალის შესხენება ანდა კეთილგანწყობილი ატმოსფეროს შექმნა და ახალი გაკვეთილის თემის გარშემო ზოგადი საუბარი;

Presentation – ახალი მასალის ახსნა;

Practice – ახსნილ მასალაზე ვარჯიში სხვადასხვა ტიპის აქტივობებითა თუ სანერი სავარჯიშოებით;

Follow-up – ახალი მასალის მორგება ახალ კონტექსტებსა და სიტუაციებზე მისი, ასე ვთქვათ, პერსონალიზაციის გზით (როდესაც მოსწავლეები უკვე საკუთარ გამოცდილებებსა თუ დამოკიდებულებებს გამოხატავენ ამ ახალი ერთეულების გამოყენებით).

უნდა აღინიშნოს ისიც, რომ მასწავლებლის წიგნის მიზანი მასწავლებლებისათვის მზა რეცეპტების მიცემა სულაც არ არის. მისი მიზანია უბრალოდ დაეხმაროს მათ და მათივე იდეების რეალიზაციის გზები შესთავაზოს, რომლებსაც ისინი თავად მოარგებენ საკუთარი კლასის საჭიროებებსა და მიზნებს. სწორედ ამას ემსახურება კურსში წარმოდგენილი მასალისა და რესურსების სიუხვე და მათი სახალისო გზით ათვისებისა თუ გადამეორების უამრავი საშუალება (იხ. მასწავლებლის წიგნზე თანდართული Word Box).

ყოველი გაკვეთილის შემოთავაზებულ სცენარს თან ახლავს V კლასის წლიური პროგრამის მისაღწევი შედეგების იმ ინდიკატორთა ჩამონათვალი, რომლებსაც გაკვეთილი ითვალისწინებს. ეს, თავის მხრივ, მასწავლებლებს კიდევ უფრო გაუადვილებს კონკრეტული გაკვეთილის სწორად დაგეგმვასა თუ თემატური სასწავლო გეგმის შემუშავებას.

## LESSON PLANS

(გაკვეთილების სცენარები)

შეგახსენებთ, რომ ყოველი საგაკვეთილო ერთეულის სცენართან მითითებულია, თუ რომელ შედეგებზე გადის და რამდენ აკადემიურ საათზეა გათვლილი მოცემული მასალა, მაგრამ წარმოდგენილი ძირითადი და დამატებითი მასალის სიუხვე საშუალებას გაძლევთ, მოცემული ერთეულის სცენარი თქვენთვის მისაღებ საგაკვეთილო საათებზე და შედეგებზე დაიყვანოთ კონკრეტულ დავალებათა გამომხივრით, ან პირიქით - გაზარდოთ საათების რაოდენობა წიგნის დამატებითი მასალის ხარჯზე და ყველა მოცემული აქტივობისა თუ დავალების გაკვეთილზე შესრულებით.

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

LANGUAGE IN FOCUS			
UNIT	TOPIC	STRUCTURES	VOCABULARY
<b>Unit 1</b> <b>NEW COUNTRY,</b> <b>NEW SCHOOL,</b> <b>NEW FRIENDS</b> p.7-26 <b>Lesson 1.1 A scary place?</b> p.8	a new student arrives at school <b>Culture corner</b> p.11 <b>Primary schools in the UK</b>	the present simple of the verbs TO BE and TO HAVE GOT (affirmative and negative / long and short forms)	Target vocabulary: adjectives describing people (what they look like and are like: <i>short, kind, strict, pretty...</i> ) Expressions: <i>She is kind and clever. She is a little bit afraid... Classmates look friendly. He's got blue eyes. Are you a new pupil? Yes, I am. Have you got a sister? No, I haven't. What does she look like? She's tall and slim. What is he like? He's kind and brave.</i>
<b>Lesson 1.2 A lot of questions and a letter</b> p.12	meeting new friends during the school break	WH-questions the present simple of the verbs TO BE and TO HAVE GOT in questions and short answers commands	Target vocabulary: vocabulary related to personal information, things people can be afraid of, good at and interested in ( <i>dark, bats, adventure, mystery, maths, science...</i> ) Expressions: <i>switch on / off, fill in, go on... Where are you from? When is your birthday? How old is your brother? She is good at / interested in / afraid of, who, what, when, where, why, how, how many, Get ready! Don't be late!</i>
<b>Lesson 1.3 Across the curriculum: The club and the world</b> p.16	friends the world free time	modal verb CAN (positive, negative, interrogative) personal pronouns and possessive adjectives	Target vocabulary: related to activities, free time and geographical places ( <i>whiz kid, wig, actress, journalist, language, world, earth, continent, ocean, the Atlantic, the Adriatic Sea...</i> ) Expressions: <i>I can dance well. Can you ride a bike/ski? This is my bike. That is his owl. I am Pete. You have got a wig. New York is the biggest city in the USA; Tbilisi is the capital of Georgia</i>
<b>Lesson 1.4 The big competition</b> p.20	telephone conversations <b>Culture corner</b> p.23 <b>Spelling bee</b>	possessive's personal pronouns and possessive adjectives English alphabet	Target vocabulary: numbers 1-100, telephone numbers 46652077, addresses related to competition ( <i>prepare, correctly, sound, participate, dictionaries..</i> ) Expressions: <i>Hello. This is Ana. May I speak to... Speaking. Can you give me their phone numbers, please? John lives at 24, Maple Place. Tim's new address is, Pete's e-mail...Sam's number is... Three times two is six. Forty-four minus five is thirty-nine. ... Can you spell...? Don't make a mess! Can't you see?</i>
<b>Cindy's reader: Miss Agatha investigates – The case of the stolen instrument</b> p.24	detective case	the present simple of the verbs TO BE and TO HAVE GOT WH-questions modal verb CAN	Target vocabulary: related to personal information, things people can be afraid of, good at and interested in, detective stories ( <i>dancing, cooking, sharks, object stolen, protection, suspects</i> ) Expressions: <i>She is interested in music /cooking / dancing... . He is good at football / maths... We are afraid of the dark / bats / sharks... . She is tall and slim. He is short and thin. What does he/she look like?</i>

COMMUNICATIVE SKILLS				
READING	LISTENING	SPEAKING	WRITING	CLIL and CULTURE
A scary place? <b>tapescript 1.1</b> Primary schools in the UK text tapescript 1.2	A scary place? <b>tapescript 1.1</b> Primary schools in the UK <b>tapescript 1.2</b>	describing people (what they look like and are like)	describing your friends making a personal file sentences about yourself and others design a school uniform	Schools in the UK
A letter for Ana <b>tapescript 1.4</b>	A lot of questions and a letter? – conversation between the students <b>tapescript 1.3</b>	exchanging personal information asking for specific information	sentences about yourself and others commands	
text about members of the club Elliot asks questions rhyming questions	text about members of the club <b>tapescript 1.5</b> Elliot asks questions <b>tapescript 1.6</b> rhyming questions <b>tapescript 1.7</b>	describing people's abilities and interests	what I and other people can /can't do	geography
telephone conversation (Ana and Ella) Spelling bee competition	telephone conversation (Ana and Ella) <b>tapescript 1.8</b> telephone conversation (Carlos and Ella) <b>tapescript 1.9</b> telephone conversation (Ana and Sam's mum) <b>tapescript 1.10</b> part from Spelling bee competition <b>tapescript 1.11</b> spelling rap <b>tapescript 1.12</b>	saying telephone numbers reading addresses telephoning spelling words	telephone conversation completing the rap	maths spelling bee
conversation between Miss Agatha and Mr. Cage information about the suspects		role play– conversation	filling in a chart	music and history

LANGUAGE IN FOCUS			
UNIT	TOPIC	STRUCTURES	VOCABULARY
<b>For my portfolio</b> p.26	Projects: 1) capital cities 2) spelling bee Now I can (self evaluation)	the present simple of the verbs TO BE and TO HAVE GOT WH-questions modal verb CAN possessive adjectives	Target vocabulary: adjectives describing people (what they look like and are like), vocabulary related to personal information, things people can be afraid of, good at and interested in vocabulary related to activities, free time and geographical places, addresses, numbers 1-100 ( <i>interesting, patient, lazy, big, riddles, stories, mystery, lake, sea, island</i> ) Expressions : <i>She is kind and clever. She is a little bit afraid... Classmates look friendly. He's got blue eyes. Where are you from? When is your birthday? How old is your...? She is good at / interested in / afraid of, Can you spell...? May I speak to...? Her number is... Can you give me her number? I can dance. Can you ski? China is in Asia, Europe is a continent...</i>
<b>Unit 2 HOME SWEET HOME</b> p.27-46 <b>Lesson 2.1 There's no place like home</b> p.28	describing home	prepositions of place- in, on, under, between, near, next to, above determiners- this, that, these, those + there is, there are	Target vocabulary: vocabulary related to house and furniture ( <i>rooms: kitchen, bedroom... -sofa, pillow, desk, floor, broom, poster, shelf... </i> ) Expressions: <i>This is my book. These are my books.- That is your coat over there. Those coats are nice -I can sit here. Go and sit there. there is a...under the.../ there are some...on the...</i>
<b>Lesson 2.2 Elliot is famous!</b> p.32	me and my family daily routine <b>Culture corner</b> p.35 <b>Schoolchildren around the world</b>	the present simple (positive sentences)	Target vocabulary: related to everyday activities ( <i>advice, shout, alone...</i> ) Expressions: collocations with make/do/have ( <i>make a mistake, do magic tricks, have a shower...</i> ) <i>play an instrument, do homework, get up, watch TV, cook a lot...turn off, feel safe, milk a cow, look after baby brothers, look forward to</i>
<b>Lesson 2.3 Family and pets</b> p.36	animals and pets	the present simple in negative sentences the indefinite article a/an and -	Target vocabulary: <i>animals: chameleon, turtle, iguana, spider, exotic pets...</i> Expressions: <i>get very angry, take him to the vet, hotels don't take cats...</i>
<b>Lesson 2.4 My mum's job</b>	jobs	present simple – consolidation (negative and affirmative sentences) the indefinite article a/an with jobs telling time	Target vocabulary: <i>jobs: a nurse, a vet, an actor...</i> Expressions: <i>What's the time? It's two o'clock. It's quarter to two. at half past seven, in the morning, at 5 a.m/p.m. I'm sorry I'm late. Please hurry up! Let's meet at... helps animals, fixes teeth, repairs cars</i>
<b>Cindy's reader: Why dogs chase cats</b> p.44	a folk tale (gender roles in family)	the present simple	Target vocabulary: vocabulary related to dogs and cats ( <i>bark, wag the tail, purr, chase cats...</i> ) related to family and family members ( <i>aunt, uncle, cousins, sons, daughters.</i> ) Expressions: collocations with get ( <i>get mad / tired / married</i> )



COMMUNICATIVE SKILLS				
READING	LISTENING	SPEAKING	WRITING	CLIL and CULTURE
		describing people (what they look like and are like) exchanging personal information describing people's abilities and interests saying telephone numbers reading addresses telephoning spelling words	words from the Unit	geography maths
Elliot's description of his room <b>tapescript 2.13</b>	Elliot's description of his room <b>tapescript 2.13</b>	interviewing classmates about their rooms	describing one's room	
Why is Elliot famous? Schoolchildren around the world <b>tapescript 2.15</b>	interview with April, mum and Tess <b>tapescript 2.14</b> Schoolchildren around the world <b>tapescript 2.15</b>	describing a daily routine	your typical day	Schoolchildren around the world
Internet forum: How do you feel about pets? <b>tapescript 2.16</b>	Internet forum: How do you feel about pets? <b>tapescript 2.16</b>	talking about pets	describing pets	science
My mum's job <b>tapescript 2.17</b>	My mum's job <b>tapescript 2.17</b> Ms McCartney's job <b>tapescript 2.18</b> Ms McCartney's afternoon <b>tapescript 2.19</b> Four dialogues <b>tapescript 2.20</b>	talking about jobs telling time talking about time inviting friends	describing jobs short dialogues	
Why dogs chase cats <b>tapescript 2.21</b>	Why dogs chase cats <b>tapescript 2.21</b>	what dogs and cats do discussing the story	what your mum does/ doesn't do	gender roles in family

LANGUAGE IN FOCUS			
UNIT	TOPIC	STRUCTURES	VOCABULARY
<b>For my portfolio</b> p.46	Projects: 1) pets 2) jobs by alphabet Now I can (self evaluation)	prepositions of place- in, on, under, between, near, next to, above determiners- this, that, these, those + there is, there are the present simple the indefinite article a/an and	Target vocabulary: vocabulary related to house and furniture, vocabulary related to everyday activities, animals, jobs ( <i>rooms: kitchen, bedroom... -sofa, pillow, desk, floor, broom, poster, shelf... a nurse, a vet, an actor..., chameleon, turtle, iguana, spider, exotic pets...</i> ) Expressions: <i>This is my book. These are my books.- That is your coat over there. Those coats are nice -I can sit here.</i> collocations with make/do/have ( <i>make a mistake, do magic tricks, have a shower...</i> ) <i>play an instrument, do homework, get up, watch TV, cook a lot...turn off, feel safe, What's the time? It's two o'clock. It's quarter to two. I'm sorry I'm late. Please hurry up! Let's meet at... helps animals, fixes teeth, repairs cars</i>
<b>Unit 3 SCHOOL TIME</b> p.47-66 <b>Lesson 3.1 School time</b> p.48	school life school subjects objects at school	the present simple with adverbs of frequency ( <i>sometimes, always, rarely, usually...</i> )	Target vocabulary: school subjects ( <i>maths, PE, geography...</i> ) objects at school ( <i>pinboard, sponge, ruler, wastepaper basket...</i> ) vocabulary related to school life ( <i>learn, number, write, sharp, talk, marks...</i> ) Expressions: <i>check on my marks, late for school, learn about..., forget homework, study hard...</i>
<b>Lesson 3.2 The "Brain Power" quiz</b> p.52	a school quiz in geography and biology <b>Culture corner</b> p.55 <b>In the United Kingdom</b>	the present simple questions (YES/ NO questions and short answers, WH- questions)	Target vocabulary: related to quiz ( <i>contestant, expert, competition...</i> ), related to the UK ( <i>flag, Great Britain, Northern Ireland, Scotland, Wales...</i> ) Expressions: <i>When does the summer begin? What do we call...? Where do Indians live? Do penguins live...?</i>
<b>Lesson 3.3 After school: sports, games and hobbies</b> p.56	Free-time activities Sports and musical instruments	the present simple with adverbs of frequency ordinal numbers	Target vocabulary: free-time activities ( <i>stickers, rollerblading, tag, chess, model cars</i> ) sports and musical instruments ( <i>football, basketball, puck, helmet, the violin, the flute, piano lessons...</i> ) Expressions: collocations with <i>do, go, collect</i> and <i>play</i> ( <i>go skiing / to piano lessons / dancing... -collect CDs/ stamps/dolls... do judo/aerobics... play games / tennis / the piano... </i> )
<b>Lesson 3.4 Ana's diary</b> p.60	keeping a diary: school life a weekly timetable	the present simple cardinal and ordinal numbers prepositions of time with days, months, years dates	Target vocabulary: days and months ( <i>Monday, Tuesday...; January, February, March...</i> ) feelings ( <i>nervous, worried, relaxed...</i> ) Expressions: <i>in May, in 2006, on Sunday, on 15 November... feel nervous, worried, relaxed</i>
<b>Cindy's reader: HBMC members' favourite books</b> p.64	books and reading, literature genres	the present simple The modal verb CAN	Target vocabulary: story-related–book genres ( <i>nursery rhymes, fables, detective stories, legends, solve, village, wizard, enemies...</i> ) Expressions: <i>fly a broom, love each other, speak the language of animals, solve a problem...</i>
<b>For my portfolio</b> p.66	Projects: 1) class birthday poster 2) sports vocabulary research Now I can (self-evaluation)	the present simple with adverbs of frequency ordinal numbers dates	Target vocabulary: school subjects ( <i>maths, PE, geography...</i> ) objects at school ( <i>pinboard, sponge, ruler, wastepaper basket...</i> ) days and months ( <i>Monday, Tuesday...; January, February, March...</i> ) feelings ( <i>nervous, worried, relaxed...</i> ) free-time activities ( <i>stickers, rollerblading, tag, chess, model cars</i> ) sports and musical instruments ( <i>football, basketball, puck, helmet, the violin, the flute, piano lessons...</i> )

COMMUNICATIVE SKILLS				
READING	LISTENING	SPEAKING	WRITING	CLIL and CULTURE
		describing one's room describing a daily routine talking about pets talking about jobs telling time talking about time inviting friends	describing pets job list	science
texts about Pete and Elliot <b>tapescript 3.23</b>	objects in school <b>tapescript 3.22</b> texts about Pete and Elliot <b>tapescript 3.23</b> school subjects <b>tapescript 3.24</b>	talking about favourite subjects and teachers how often do you do the things	describing school objects	
In the United Kingdom <b>tapescript 3.27</b>	Quiz- part I <b>tapescript 3.25</b> Quiz- part II <b>tapescript 3.26</b> In the United Kingdom <b>tapescript 3.27</b>	quiz questions talking about your life and daily routine	quiz questions	science social sciences the United Kingdom
texts about Henry, Judy, Sandra and Joe <b>tapescript 3.28</b> "Sports and games" quiz <b>tapescript 3.31</b>	texts about Henry, Judy, Sandra and Joe <b>tapescript 3.28</b> sports commentator <b>tapescript 3.29</b> ordinal numbers <b>tapescript 3.30</b> "Sports and games" quiz <b>tapescript 3.31</b>	talking about free time and sport	ordinal numbers	P.E.
extracts from Ana's diary	A rhyme of the months <b>tapescript 3.32</b> saying dates <b>tapescript 3.33</b> special dates <b>tapescript 3.34</b>	talking about timetables talking about someone's feelings	timetable dates describing special dates	Special dates in other countries (the USA)
children's favourite books	children's favourite books <b>tapescript 3.35</b>	discussing favourite books <b>tapescript 3.35</b>	A title for a book	Georgian
		talking about timetables talking about someone's feelings talking about free time and sport quiz questions talking about your life and daily routine		

LANGUAGE IN FOCUS			
UNIT	TOPIC	STRUCTURES	VOCABULARY
<b>Unit 4</b> <b>IN TOWN</b> p.67-86 <b>Lesson 4.1 Town news</b> p.68	town newspaper <b>Culture corner</b> p.71 <b>Three famous London streets</b>	the present continuous tense in positive and negative sentences plural of nouns	Target vocabulary: vocabulary relating to newspapers and towns ( <i>article, poetry, news, crane, block of flats, traffic jam, Prime Minister...</i> ) Expressions: <i>Drive carefully! take a bus or walk, feel the life, don't throw litter in the street...</i>
<b>Lesson 4.2</b> <b>Pete is spying again</b> p.72	places in town getting around	there is / there are prepositions of place – <i>in, on, across, near, in the middle of, at the corner of</i> the present continuous tense in questions and short answers	Target vocabulary: vocabulary relating to towns (places: <i>theatre, library, cinema..., bridge, statue, zebra crossing; binoculars...</i> ) Expressions: <i>wait for the bus, get on/off the tram, cross the street, in the middle of the square, come down...</i>
<b>Lesson 4.3</b> <b>Everybody's hungry</b> p.76	food meals	some/any	Target vocabulary: vocabulary relating to food and meals ( <i>brunch, dinner, supper, fruit, vegetables, strawberries, crunchy, meal, bacon, fast food, mayonnaise...</i> ) Expressions: <i>skip breakfast, Can I have...? I need..., How about...? Are there any apples? There are some bananas. Here you are...</i>
<b>Lesson 4.4</b> <b>Ana is buying clothes</b> p.80	clothes shopping	the present simple and the present continuous: contrast	Target vocabulary: vocabulary relating to clothes and shopping ( <i>hooded sweatshirt, trainers, blouse, gloves, striped scarf...</i> ) Expressions: <i>put on / take off, How much is this? Can I help you? Have you got it in a smaller size? It's too expensive. I'll take it.</i>
<b>Cindy's reader:</b> <b>Dubrovnik – from a guide book</b> p.84	a factual text about the city	adverbs of frequency prepositions ( <i>in, on</i> ) <i>there is / there are</i>	Target vocabulary: text-related – cities, towns, guide book, points of the compass ( <i>north, south, east, west, historic, fortress, protect, gates...</i> ) Expressions: <i>take photographs, visit museums, go swimming, go sightseeing... in the south of, on the Adriatic coast</i>
<b>For my portfolio</b> p.86	Projects: 1) front page of a newspaper 2) breakfast Now I can (self-evaluation)	the present simple and the present continuous prepositions ( <i>in, on</i> ) there is / there are <i>some/any</i> prepositions of place – <i>in, on, across, near, in the middle of, at the corner of</i>	Target vocabulary: vocabulary relating to towns (places: <i>theatre, library, cinema</i> ) relating to food and meals ( <i>brunch, dinner, supper, fruit, vegetables, strawberries, crunchy, meal, bacon, fast food, mayonnaise...</i> ) relating to clothes and shopping ( <i>hooded sweatshirt, trainers, blouse, gloves, striped scarf...</i> ) Expressions: <i>put on / take off, How much is this? Can I help you? Have you got it in a smaller size? Can I have...? I need..., How about...? Here you are... in the middle of the square</i>
<b>Unit 5</b> <b>ONE WORLD, DIFFERENT WORLDS</b> p.87-106 <b>Lesson 5.1</b> <b>The world</b> p.88	weather extreme regions: poles, deserts and rainforests	comparative and superlative of short adjectives	Target vocabulary: vocabulary relating to weather (season, foggy, cloudy, <i>the Sahara, tropical forests, the Arctic, camel, sand, wet, dry...</i> ) Expressions: <i>What's the weather like? It's sunny. It's freezing. It's wet... during the day... the biggest, the largest...</i>

COMMUNICATIVE SKILLS				
READING	LISTENING	SPEAKING	WRITING	CLIL and CULTURE
newspaper articles Ana's poem Three famous London streets <b>tapescript 3.36</b>	Three famous London streets <b>tapescript 3.36</b>	talking about things that you are doing now	a short newspaper article	streets in London
	Pete following the girl <b>tapescript 4.37</b> Sam and Pete <b>tapescript 4.38</b>	talking about things that are happening now	describing your town	
text about breakfast English and American breakfasts <b>tapescript 4.39</b> four dialogues: ordering a meal, buying some food <b>tapescript 4.40</b>	English and American breakfasts <b>tapescript 4.39</b> four dialogues: ordering a meal, buying some food <b>tapescript 4.40</b>	talking about breakfast, meals and food buying some food	advice on eating well and staying healthy my breakfast + food that I like and food that I don't like	breakfast in the USA and Britain, science
What does Ana wear / is Ana wearing? Clothes quiz	clothes in Ana's room <b>tapescript 4.41</b> What does Ana wear / is Ana wearing? <b>tapescript 4.42</b> in a clothes shop: Ana and Mum <b>tapescript 4.43</b> Ana and shop assistant <b>tapescript 4.44</b>	describing clothes buying clothes	What are people wearing? Clothes in fashion	
a factual text about the city <b>tapescript 4.45</b> maps and plans	a factual text about the city <b>tapescript 4.45</b>	talking about tourism	a postcard describing a village or a town	geography
		talking about things that you are doing now describing your town talking about breakfast, meals and food buying some food describing clothes buying clothes		
texts about weather in different parts of the world texts about the desert, the rainforest and the poles <b>tapescript 5.46</b>	texts about the desert, the rainforest and the poles <b>tapescript 5.46</b>	talking about weather and climate	what kind of weather you like/don't like	science, geography

LANGUAGE IN FOCUS			
UNIT	TOPIC	STRUCTURES	VOCABULARY
<b>Lesson 5.2</b> <b>Life on the farm</b> p.92	farm life	comparative of long adjectives irregular comparative	Target vocabulary: vocabulary relating to farm life ( <i>tractor, vegetables, garden, painted, fields, farm animals: cow, goose, sheep, pig</i> ) Expressions: <i>milk a cow, be broken, run around, give a lot of milk... more beautiful...</i>
<b>Lesson 5.3</b> <b>My favourite animal</b> p.96	animals	superlative of long adjectives irregular superlative irregular plural WH questions the present simple: revision	Target vocabulary: vocabulary relating to animals and parts of the body ( <i>lizard, chameleon, owl, chimpanzee, skin, tongue, neck, wings...; tropical forests</i> ) Expressions: <i>Sharks are the best hunters in the sea. They have long tails... the best actor among... make noise, live alone, sharp teeth... the most intelligent animal is...</i>
<b>Lesson 5.4</b> <b>The "Brain Power" quiz no.2</b> p.100	a school quiz in biology and geography <b>Culture corner</b> p.103 <b>When nature gets angry</b>	big numbers comparative and superlative: consolidation	Target vocabulary: vocabulary relating to animals and geography, natural disasters ( <i>giraffe, cheetah, Sahara, weigh, extreme weather, avalanche, tornado, firefighters, snow...</i> ) Expressions: <i>press the button, this cat can run up to..., What is the fastest land animal? Which is heavier...? Do you know the answer? drop water, switch off, What does "avalanche" mean? Could you repeat that, please? How do you pronounce it?</i>
<b>Cindy's reader:</b> <b>The tortoise and the hare</b> p.104	a fable	revision of comparative and superlative the present simple and the present continuous: revision	Target vocabulary: fable-related, animals ( <i>fable, hare, tortoise, lesson, tease, finish line, shell</i> ) Expressions: <i>far behind, the tortoise passes the hare, carry a shell...</i>
<b>For my portfolio</b> p.106	Projects: 1) our favourite animals 2) Georgia in superlatives Now I can (self-evaluation)	comparative and superlative	Target vocabulary: vocabulary relating to weather, farm life, animals, geography and natural disasters ( <i>season, foggy, cloudy, the Sahara, tropical forests, the Arctic, sand, tractor, vegetables, garden, painted, field, giraffe, cheetah, extreme weather, avalanche, lizard, chameleon, chimpanzee, skin, tongue, neck, wings... tropical forests</i> ) Expressions: <i>What's the weather like? It's sunny. It's freezing. It's wet... What does "avalanche" mean? Could you repeat that, please? How do you pronounce it? The most intelligent animal is... Elephants are bigger than...</i>
<b>Unit 6</b> <b>BACK TO THE PAST</b> p.107-126 <b>Lesson 6.1</b> <b>The history test was hard</b> p.108	diary past	the past simple of the verb <i>to be</i> in positive and negative sentences adverbs of time	Target vocabulary: some common expressions ( <i>ancient Greece/Rome/Egypt, lamps, the Stone Age, library, maze, woods, future, travel...</i> ) Expressions: <i>be late for school, be all alone, be down, just as always, be in the mood, two days ago, last year, yesterday...</i>
<b>Lesson 6.2</b> <b>Why weren't you at school?</b> p.112	your day yesterday being ill	the past simple of the verb <i>to be</i> in questions and short answers imperatives	Target vocabulary: vocabulary relating to being ill ( <i>sore throat, toothache, pain, cold, cough, flu, upset, awful</i> ) Expressions: <i>have a cold / a headache / a high temperature; My feet hurt. I have a toothache. I don't feel well. Drink a lot of tea! Don't go out! Lie down.</i>

COMMUNICATIVE SKILLS				
READING	LISTENING	SPEAKING	WRITING	CLIL and CULTURE
a story about a happy farm <b>tapescript 5.48</b> Quiz: Are you a country kid or a city one?	a story about a sad farm <b>tapescript 5.47</b> a story about a happy farm <b>tapescript 5.48</b>	talking about life on a farm	comparing things	science: animal husbandry
texts about the chameleon, the owl, the great white shark and the chimpanzee <b>tapescript 5.50</b>	texts about the chameleon, the owl, the great white shark and the chimpanzee <b>tapescript 5.50</b>	describing animals	describing an animal you like	
a school quiz in biology and geography <b>tapescript 5.50</b> a dialogue: asking for help with difficult words <b>tapescript 5.51</b> When nature gets angry <b>tapescript 5.52</b>	a school quiz in biology and geography <b>tapescript 5.50</b> a dialogue: asking for help with difficult words <b>tapescript 5.51</b> When nature gets angry <b>tapescript 5.52</b>	reading numbers asking for help with difficult words asking and answering WH questions	big numbers WH questions	science (biology, geography) natural disasters
The tortoise and the hare – a fable <b>tapescript 5.53</b>	The tortoise and the hare – a fable <b>tapescript 5.53</b>	discussing the moral of the story	reporting on the race	Georgian
		talking about weather and climate talking about life on a farm describing animals asking for help with difficult words talking about natural disasters describing the poles, the rainforest and the desert		
Ana's diary <b>tapescript 6.54</b> true or false sentences <b>tapescript 6.55</b> Elliot's time machine	Ana's diary—a rap song <b>tapescript 6.54</b> true or false sentences <b>tapescript 6.55</b>	talking about past time travelling to the past	a rap song	history
telephone conversation between Cindy and Ana <b>tapescript 6.56</b> parents' sick notes four dialogues <b>tapescript 6.58</b>	telephone conversation between Cindy and Ana <b>tapescript 6.56</b> wordspot – being ill <b>tapescript 6.57</b> four dialogues <b>tapescript 6.58</b>	talking about your day yesterday giving advice talking about being ill	answering questions using short answers (the past simple of the verb <i>to be</i> ) completing a text with the past simple of the verb <i>to be</i>	science (being ill)

LANGUAGE IN FOCUS			
UNIT	TOPIC	STRUCTURES	VOCABULARY
<b>Lesson 6.3</b> <b>A very long time ago</b> p.116	life in the Stone Age and in the ancient world <b>Culture corner</b> p.119 <b>The Stone Age people of Krapina</b>	the past simple of irregular verbs	Target vocabulary: vocabulary relating to the Stone Age and the ancient civilisations of Egypt, Greece and Rome ( <i>Stone Age, Ancient Greece, Ancient Rome, Ancient Egypt, Mount Olympus, caves, great empire, believe, mummies, treasure, public baths, hunt, cave, dig, stone tools...</i> ) Expressions: <i>study with teachers, bury gold, construct buildings, travel on foot, paint pictures, look for the bones...</i>
Lesson 6.4 <b>Yesterday</b> p.120	your day yesterday	the past simple of regular verbs (pronunciation)	Target vocabulary: vocabulary relating to everyday activities ( <i>rest, try on, cry, decide, borrow, forward, pull, tidy up...</i> ) Expressions: <i>Well done! How was your day? That's terrible! You're kidding! Lucky you! Can you believe it? prepare breakfast, look at the dinosaur collection, stay at home, feel bad, score a goal</i>
<b>Cindy's reader: Legend or history? – Tutankhamun</b> p.124	a text about a historic figure	the past simple of the verb <i>to be</i> the past simple of regular verbs	Target vocabulary: vocabulary relating to archaeology and history ( <i>coffin, statue, candle, revenge, explorer, tomb, beginning, hole</i> ) Expressions: <i>He lived a short life. Everybody knows about him. He could not see anything. What was inside the tomb?</i>
<b>For my portfolio</b> p.126	Projects: 1) the time machine 2) the Neanderthal museum in Krapina Now I can (self-evaluation)	the past simple of the verb <i>to be</i> the past simple of regular and irregular verbs adverbs of time	Target vocabulary: vocabulary relating to the Stone Age and the ancient civilisations of Egypt, Greece and Rome, relating to being ill, relating to everyday activities ( <i>Stone Age, Ancient Greece, Ancient Rome, Ancient Egypt, Mount Olympus, caves, great empire, mummies, treasure, public baths, hunt, cave, dig, stone tools, sore throat, toothache, pain, cold, cough, flu, upset, awful, rest, try on, cry, decide, borrow, pull, tidy up...</i> ) Expressions: <i>study with teachers, bury gold, construct buildings, travel on foot, My feet hurt. I have a toothache. I don't feel well. How was your day? That's terrible! You're kidding! Lucky you! When was your birthday? 2 months ago... Were you at school...?</i>
<b>Unit 7</b> <b>ALL'S WELL THAT ENDS WELL</b> p.127-146 <b>Lesson 7.1</b> <b>What happened at the History Museum?</b> p.128	in a museum	the past simple of irregular verbs prepositions	Target vocabulary: vocabulary relating to daily activities ( <i>backpack, ghost, visitor</i> ) Expressions: collocations with <i>get/have/go/come/read/say/see</i> ( <i>get up, get a good mark, have a shower, have a test, go out, go for a walk, come on foot, come last, read a book, read a message, say "Please", say "I'm sorry", see a play, see a doctor</i> ), <i>the following day, be in shock</i>
<b>Lesson 7.2</b> <b>The Shark and the Ghost</b> p.132	a story in 3 episodes (Elliot gets a letter, Sam plays detective, Elliot talks to Zack)	the past simple in negative sentences the past simple in questions and short answers irregular verbs	Target vocabulary: vocabulary relating to the HBMC (detective story) ( <i>invite, hiding place, wife, once, revenge, warn, scare, explain, make up, code name, secret message, capital letters, horrible</i> ) Expressions: <i>get the idea, believe in ghosts, talk to reporters, be afraid of, fool somebody</i>



COMMUNICATIVE SKILLS				
READING	LISTENING	SPEAKING	WRITING	CLIL and CULTURE
A history museum <b>tapescript 6.59</b> four periods in history <b>tapescript 6.60</b> The Stone Age people of Krapina <b>tapescript 6.61</b>	A history museum <b>tapescript 6.59</b> four periods in history <b>tapescript 6.60</b> The Stone Age people of Krapina <b>tapescript 6.61</b>	talking about the job of an archaeologist	a crossword puzzle	history the Stone Age people of Krapina
children's days yesterday <b>tapescript 6.62</b> past simple – pronunciation I <b>tapescript 6.63</b> Dice game three dialogues about children's days <b>tapescript 6.65</b>	children's days yesterday <b>tapescript 6.62</b> past simple – pronunciation I <b>tapescript 6.63</b> past simple – pronunciation II <b>tapescript 6.64</b> three dialogues about children's days tapescript 6.65	talking about your day yesterday talking about past actions responding to news	describing your day yesterday	
Legend or history? Tutankhamun a traditional rhyme		answering questions talking about past time and history	answering questions correcting sentences past-tense sentences	history–Egypt
		talking about your day and your friends' days yesterday talking about being ill talking about past time and history responding to news		
In the History Museum past-simple rap <b>tapescript 7.66</b>	past-simple rap <b>tapescript 7.66</b>	talking about past events saying the rap	sentences in the past simple describing your day	history
Episode 1: Elliot gets a letter Episode 3: Elliot talks to Zack <b>tapescript 7.69</b>	Episode 2: Sam plays detective Sam talks to Ella <b>tapescript 7.67</b> Sam asks Ella some questions <b>tapescript 7.68</b> Episode 3: Elliot talks to Zack <b>tapescript 7.69</b>	asking questions about past events answering questions about past events	completing a text–negative sentences in the past simple tense making questions answering questions	

LANGUAGE IN FOCUS			
UNIT	TOPIC	STRUCTURES	VOCABULARY
<b>Lesson 7.3</b> <b>New York, New York</b> p.136	New York	tense mix in context alphabet (revision)	Target vocabulary: vocabulary relating to New York – history and attractions ( <i>Manhattan, the Statue of Liberty, Central Park, The Empire State Building, Brooklyn Bridge, cloth, beads, skyscrapers, harbour, subway, jams, immigrants, giant</i> ) Expressions: <i>lies on the coast, a city that never sleeps, Manhattan is the heart of New York, the statue stands on a small island, arrive in America, a symbol of freedom</i>
<b>Lesson 7.4</b> <b>What a day!</b> p.140	Open day at Ana's school the story of King Arthur	the past simple: consolidation the past simple – irregular verbs: <i>become, can, can't, take</i>	Target vocabulary: vocabulary relating to daily activities, relating to an Open Day programme, relating to the story of King Arthur—descriptive adjectives ( <i>backpack, ghost, visitor, programme, school play, assistant, headteacher, opening/closing, special guest star, knight, wood, sword, beard, the Round Table, Excalibur</i> ) Expressions: expressions with <i>play/do/have</i> ( <i>play table tennis / the piano, do athletics / the long jump, have lunch / a party...</i> ), <i>play against, you're welcome to, once upon a time, change into an animal</i>
<b>Cindy's reader: Peter and Harry – two book reports</b> p.144	a book report	WH questions in the past simple tense the past simple of regular and irregular verbs	Target vocabulary: vocabulary relating to books and reading, story-related ( <i>witchcraft, wizardry, enemy, evil, eternal life, trust, ticking clock, fairy, pirate, save</i> ) Expressions: <i>be invisible, give eternal life, grow up, full of adventures, a country called Neverland</i>
<b>For my portfolio</b> p.146	Projects: 1) New York, New York 2) show and tell Now I can (self-evaluation)	WH questions the past simple of regular and irregular verbs English alphabet	Target vocabulary: vocabulary relating to New York – history and attractions, relating to an Open Day programme, relating to the story of King Arthur—descriptive adjectives ( <i>Manhattan, the Statue of Liberty, Central Park, The Empire State Building, Brooklyn Bridge, skyscrapers, harbour, programme, school play, assistant, headteacher, opening/closing, knight, wood, sword, the Round Table, Excalibur</i> ) Expressions: collocations with <i>get/have/go/come/read/say/see</i> ( <i>get up, have a shower, go for a walk, come last, read a book, lies on the coast, a city that never sleeps, Manhattan is the heart of New York, arrive in America, a symbol of freedom</i> ), expressions with <i>play/do/have</i> ( <i>play table tennis / the piano, do athletics / the long jump, have lunch / a party...</i> ), <i>once upon a time, change into an animal</i>
<b>APPENDIX</b> p.147-153 <b>Halloween</b> p.148	Halloween	revision of <i>can</i> , revision of the present simple	Target vocabulary: vocabulary relating to Halloween ( <i>Trick or treat! spooky costumes/creatures, pumpkin lanterns, sweets</i> ) Expressions: <i>go trick-or-treating, bob for apples, play 'bobbing for apples', Halloween parties, dress up as a witch/ghost/vampire...</i>
<b>It's Christmas</b> p.149	Christmas	the present simple	Target vocabulary: vocabulary relating to Christmas ( <i>Christmas/figgy pudding, carol singers, Father Christmas, Christmas Eve, New Year's Eve, chimney, sleigh, reindeer, North Pole, heavy boots</i> ) Expressions: <i>Merry Christmas and a Happy New Year! tops of Christmas trees</i>

COMMUNICATIVE SKILLS				
READING	LISTENING	SPEAKING	WRITING	CLIL and CULTURE
an ABC of New York <b>tapescript 7.70</b> story about New York: Manhattan <b>tapescript 7.71</b> The Statue of Liberty <b>tapescript 7.72</b> The Empire State Building <b>tapescript 7.73</b> The United Nations / Xmas / 9/11 <b>tapescript 7.74</b> New York quiz	an ABC of New York <b>tapescript 7.70</b> story about New York: Manhattan <b>tapescript 7.71</b> The Statue of Liberty <b>tapescript 7.72</b> The Empire State Building <b>tapescript 7.73</b> The United Nations / Xmas / 9/11 <b>tapescript 7.74</b>	talking about New York saying the alphabet	an ABC of New York	geography history
Open Day programme the story of King Arthur <b>tapescript 7.75</b>	the story of King Arthur <b>tapescript 7.75</b>	talking about a school event talking about past actions role-play	correcting sentences in the past simple	literature history
Peter and Harry – two book reports <b>tapescript 7.76</b>	Peter and Harry – two book reports <b>tapescript 7.76</b>	asking and answering questions talking about favourite books	answering questions a book report	Literature
		talking about past actions talking about New York saying the alphabet talking about a school event asking and answering questions		
Conversation in front of the school building <b>tapescript 77</b> instructions (Bobbing for apples)	Conversation in front of the school building <b>tapescript 77</b>	talking about customs on Halloween	completing the text about Halloween What can children do on Halloween? completing the crossword puzzle	different customs on Halloween
Christmas song <b>tapescript 78</b> texts about Father Christmas	Christmas song <b>tapescript 78</b>	Christmas song Jingle Bells	completing the song – Jingle Bells	Christmas traditions and customs

LANGUAGE IN FOCUS			
UNIT	TOPIC	STRUCTURES	VOCABULARY
<b>St Valentine's Day</b> p.152	Valentine's Day	the present simple	Target vocabulary: vocabulary relating to St Valentine's Day and the story ( <i>saint, love messages, poems, cards, screen, cyber-fairy, keyboard</i> ) Expressions: <i>skateboard park competition, write love cards, push the button</i>
<b>Easter</b> p.153	Easter	revision of <i>can</i>	Target vocabulary: vocabulary relating to Easter ( <i>Easter Sunday, Easter Monday, Egg Hunt, Egg Roll, Easter Bunny, basket, lawn, egg-hunting, egg-rolling, egg-knocking, spoon</i> ) Expressions: <i>hard-boiled eggs, knock eggs, roll down a hill / a lawn</i>

COMMUNICATIVE SKILLS				
READING	LISTENING	SPEAKING	WRITING	CLIL and CULTURE
short text about St Valentine	Cindy and Errol <b>tapescript 79</b>	talking about St Valentine's Day traditions and customs retelling the story	completing the poems	St Valentine's Day traditions and customs
Easter Egg Hunt and Easter Egg Roll <b>tapescript 80</b>	Easter Egg Hunt and Easter Egg Roll <b>tapescript 80</b>	talking about Easter traditions and customs	completing a text about children's Easter habits	different Easter traditions and customs

## 1.1 A SCARY PLACE

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: ၅၇၆. ၄၆၅. (II): 1,2,3,4,5,6,7,8,9,10,11,12

- GRAMMAR
- revision of the verbs TO BE and TO HAVE GOT (positive and negative form – long and short form)
  - revision of present simple
- FUNCTIONS
- describing people, making a personal profile
- VOCABULARY
- revision of adjectives (opposites), vocabulary relating to school and education

### SKILLS

- READING
- text about Ana's first day at school
  - text about primary schools in the UK
- LISTENING
- passage about Ana's first day at school
  - passage about primary schools in the UK
- SPEAKING
- describing people, talking about yourself and your friends
- WRITING
- describing people (what they look like and are like), describing a school uniform

### CULTURE and CLIL

- education system in the UK

## LESSON 1

### INTRODUCTION

- You can start the lesson with a short discussion on the title of the lesson: *A scary place?*
- Ask the pupils what the first thing they think of is when they imagine a scary place. Is it a dentist's, a hospital, or a school?
- When some of the pupils mention school, encourage them to say what makes a school a scary place. (Pupils will probably say *it's the tests, oral exams* etc.)
- Introduce the character of Ana by telling pupils they will read a text about a girl who is new in class.
- If there are any kids with similar experiences, encourage them to talk about their first day in a new class or school. (*How did you feel? What did the other pupils do? What did the teacher say? What was the school like? etc.*)

### READING

#### Task A, p. 8

- Tell pupils to open their books to page 8 and look at the pictures.
- Explain the unknown words, and write them on the board (cloudy, scary, a little bit, afraid, brave, classmates, reddish, a break). Tell pupils to read the titles out loud (THE PUPILS AND THE TEACHER / THE SCHOOL BUILDING / A LETTER / MEET ANA).

cloudy  
scary  
a little bit  
afraid  
brave  
classmates  
reddish  
a break

- Play track 1 on the CD.
- Pupils listen to the passage and write the appropriate titles on the lines. Check what the pupils have written.

#### Answer key:

Part One: THE SCHOOL BUILDING

Part Two: MEET ANA

Part Three: THE PUPILS AND THE TEACHER

Part Four: A LETTER

#### Tapescript (Track 1)

**Part one:** The school building.

It is a cloudy morning in September. Ana Padovan is in front of a big, old building. "So this is my new school. It looks dark and scary", thinks Ana. She is a little bit afraid. But Ana is a brave girl! She opens the big door.

**Part two:** Meet Ana

And who is Ana? Ana is from Dubrovnik, a city in Croatia. She is in England for two years, because her parents have got a job in the UK. Ana is eleven. She is tall and slim. She has got short, reddish hair and green eyes. She is kind and clever.

**Part three:** The pupils and the teacher

Ana is in her new classroom now. Her new teacher looks nice. She has got funny hair and a big smile. She says, "Welcome, Ana!" Ana's classmates look friendly, too. They are in their school uniforms. They smile and say: "Nice to meet you". Ana feels better now. She can understand and speak English.

**Part four:** A letter

During the break, Ana finds a letter in her bag. "This is strange", thinks Ana. "What's in the letter?" She wants to open it, but the school bell rings. She puts the letter into her pocket. She can open it at home. But who put it in her bag? And why?

#### Task B, p. 8

- Pupils read the text out loud and circle the correct answers on their own.
- Check what they have done. If you have the time, you can check the exercise by asking questions: *Where is Ana from? What is she like? Where is she now? What does she look like? How old is she? Where is the school? What does the school look like? What are the pupils like?*



Workbook, p. 6, Task A

**Answer key:** Ana is from Croatia / tall / in the UK / clever / brave.

# A SCARY PLACE?

## READING

**A** Read the text and choose the right title for each part:



- a) THE PUPILS AND THE TEACHER
- b) THE SCHOOL BUILDING
- c) A LETTER
- d) MEET ANA



### Part One:

It is a cloudy morning in September. Ana Padovan is in front of a big, old building. "So this is my new school. It looks dark and scary", thinks Ana. She is a little bit afraid. But Ana is a brave girl! She opens the big door.

### Part Two:

And who is Ana? Ana is from Dubrovnik, a city in Croatia. She is in England for two years, because her parents have got a job in the UK. Ana is eleven. She is tall and slim. She has got short, reddish hair and green eyes. She is kind and clever.



### Part Three:

Ana is in her new classroom now. Her new teacher looks nice. She has got funny hair and a big smile. She says, "Welcome, Ana!" Ana's classmates look friendly, too. They are in their school uniforms. They smile and say: "Nice to meet you". Ana feels better now. She can understand and speak English.

### Part Four:

During the break, Ana finds a letter in her bag. "This is strange", thinks Ana. "What's in the letter?" She wants to open it, but the school bell rings. She puts the letter into her pocket. She can open it at home. But who put it in her bag? And why?

**B** Read the text again and say what is true.

Ana is	from Croatia / from Zagreb / twelve / tall / in the UK / clever / brave.
The school is	in Dubrovnik / old / big / scary / small / in the UK.
The pupils are	dangerous / strange / unfriendly / friendly / funny.

### Task C, p. 9

- Pupils look at the words and read them out loud.
- They find the ones they don't know.
- Explain and write the unknown words on the board (clumsy, slim, strict, patient etc.)

### Task D, p. 9

- Explain the difference between describing one's appearance and one's character. Feel free to explain the concept in Georgian because it is important that pupils understand it.
- Draw the table on the board:

What does he/she look like?	What is he/she like?
როგორ გამოიყურება?	როგორია?

- Pupils come to the board and write the words from Task C in the correct column. (You can write the words on cards, and pupils take the cards from your hand and write those words in.)



### Workbook, p. 7, Task E

**Answer key:** That's what people LOOK LIKE: tall, short, big, pretty, slim, young, old, scary, (funny).  
That's what people ARE LIKE: brave, silly, interesting, funny, kind, clumsy, patient, friendly, strict, clever, lazy, (scary).

#### TEACHING TIPS

- It would be useful to elicit opposites of the adjectives pupils write, since they will be writing them as their homework assignment.

### Your turn!

#### Task E, p. 9

- Tell students to choose two people (their best friends, family members, or their favourite characters from a film or a book) and say/write what they look like and what they are like. They have to use words from Task D.

#### TEACHING TIPS

- This task is excellent for homework because it gives pupils the opportunity to take some time and think about characters they really like.

### REMEMBER! p. 9

#### The present simple of the verbs TO BE and the present form of TO HAVE GOT

- Explain the concept of Remember boxes. (They emphasize what is important for them to learn and remember.)
- Discuss the present forms of the verbs TO BE and TO HAVE GOT. Pupils read the sentences out loud and translate them.
- Explain this expression and write it on the board: **to be in a good mood**
- Write some examples of sentences on the board. (You can write sentences that are true for you.)

*I **am** in a good mood. I've got big eyes.*  
*Sam **isn't** tall. Ana **hasn't got** brown eyes.*  
*We **are** at school. You've got lots of friends.*

- Tell pupils to write sentences using the words from the boxes. They should write both positive and negative sentences using the long form. (Pupils can think of their own examples; they do not necessarily have to use the exact words from the boxes.)
- Volunteers read out their sentences.

#### TEACHING TIPS

##### Extra activity

##### • Translation

Ask pupils to find the examples of Georgian sentences in English („ბნელი და საშობო მეჩვენება. მას აქვს მოკლე, უღალი თმა და მწვანე თვალები...“)

#### HOMEWORK:

Student's Book, p. 9 task E,  
Workbook, p. 6, task A and p. 7, task E



## WORDSPOT

**C** Find the words you don't know. Ask the teacher what they mean.

short interesting kind friendly lazy  
 silly pretty funny clumsy clever brave  
 big scary slim tall patient strict old young

**D** Sort out the words and copy them into your notebook in two columns.

These words describe people's physical appearance. That's what people **LOOK LIKE**:

*tall*

These words describe people's character. That's what people **ARE LIKE**:

*brave*

## REMEMBER!

### THE PRESENT SIMPLE OF TO BE – AFFIRMATIVE AND NEGATIVE

I You	<b>am ('m) are ('re)</b>	<b>am not ('m not) are not (aren't)</b>	afraid. in a good mood.
He (Sam) She (Ana) It (a school)	<b>is ('s)</b>	<b>is not (isn't)</b>	tall. from Dubrovnik. big.
We You They (Ana and Sam)	<b>are ('re)</b>	<b>are not (aren't)</b>	friendly. brave. at school.

### HAVE / HAS GOT – AFFIRMATIVE AND NEGATIVE

I You	<b>have got ( 've got)</b>	<b>have not got (haven't got)</b>	dark hair. big eyes.
He (Sam) She (Ana) It (a school)	<b>has got ( 's got)</b>	<b>has not got (hasn't got)</b>	brown eyes. green eyes. a big garden.
We You They (Ana and Sam)	<b>have got ( 've got)</b>	<b>have not got (haven't got)</b>	a lot of homework. short hair. a lot of friends.

## SPEAKING

**E** Choose two people (your best friends, family members, or your favourite characters from a film or a book) and say / write what they look like and what they are like. Use words from Task C.

## LESSON 2

### INTRODUCTION

- Start the lesson with pupils' descriptions of the people.
- Correct any mistakes they make, and use their descriptions to revise the vocabulary from the previous lesson.
- Pupils read out Tasks A and E from their workbooks. This is also a good way to revise the words by asking them to translate them.
- Some of the words from task E may be unknown, so explain them and write them on the board.

**hardworking**  
**impatient**  
**helpful**

**Answer key:** Students' answers.

### TEACHING TIPS

#### Extra activity

- Tell pupils to use the adjectives from Task E (Workbook page 7) to write pairs of words, as in Task A (Workbook page 6). They can even make some funny pairs. Volunteers read their pairs.
- Distribute small pieces of paper to the pupils, on which they write an adjective. You can use the adjectives to practise:
  - 1) opposites – pupils draw the slips of paper from a box, and they have to say the adjective opposite to the one written on the piece of paper OR
  - 2) pairs – pupils draw the slips of paper from the box, and they have to think of a noun that would match the adjective written on the piece of paper

### Task F, p. 10

- Ask pupils how much they remember about Ana.
- Tell them to choose the correct words without looking at the text.
- Check what they have done.
- Elicit some more information about Ana. Ask them questions like: *What does her new school look like? What is her teacher like? What do the classmates wear? What does Ana find in her bag?* etc.



### Workbook, p. 6, Task B

- Ask pupils how much they remember about Ana.
- Tell them to complete the sentences.
- Check what they have done.
- Elicit some more information about Ana. Ask them questions like: *What does her new school look like? What is her teacher like? What do the classmates wear? What does Ana find in her bag?* etc.

**Answer key:** Ana is eleven. She is tall and slim. She has got green eyes and red hair. She is nice and she has got a lot of friends. Ana and her family are in the UK now because her parents have got new jobs there. Her new school is nice and the children are friendly.



### Workbook, Task C, p. 6

- Tell pupils there is a difference between long forms and short forms. (You can use sentences from task B as examples: "Ana is tall and slim. Ana's tall and slim.")
- Make a chart as in Task C on the board, and elicit what is missing. Discuss the changes in short form (the letters that are omitted).
- When they have mastered it, let them fill in the short forms in the workbooks. They can use the book, page 9, Remember box to help them.

Long forms	Short forms
They are	They're
She is	She's

- Check what they have done.

### Task G, p. 10

- Tell pupils to look at the green box where there are some facts about a boy named Elliot.
- Pupils read the fact file out loud.
- They fill in the text on their own.
- Check what they have done.



### Workbook, p. 7, Task D

**Answer key:** Elliot is eleven years old. He has got brown eyes and fair hair. He wears glasses. He has got a sister. His sister is seven years old. Elliot has also got a cat, Tess. Elliot is very clever.

## SPEAKING AND WRITING

### Task H, p. 10

- Tell pupils to work in pairs.
- Each pupil should choose one fact file and read it. Then he or she tells her partner about Sam or Ella.
- Later, volunteers tell the class what they said to their partners.

### Task I, p. 10

- Tell pupils to use words from the mind map to complete the fact file about them and their friend.
- Explain the unknown words, and write them on the board (shoulder-length, fair, blonde, curly, computer genius, tortoise etc.)
- Volunteers can read out what they have done.

## HOMEWORK:

Student's Book p. 10, task J  
Workbook p. 7, Task D, p. 8, Task F

**F** Choose the correct word.

Ana **is / has got** eleven. She **has got / is** tall and slim. She **is / has got** green eyes and red hair. She **is / has got** nice and she **has got / is** a lot of friends. Ana and her family **have got / are** in the UK now because her parents **are / have got** new jobs there. Her new school **is / has got** nice and the children **have got / are** friendly.

**G** Copy and complete the text about Elliot into your notebook.

Elliot is ... years old. He has got ... eyes and ... hair. He wears ...  
 He has got a ... . His sister is ... years old. Elliot has also got a ... ,  
 Tess. Elliot is ... .

NAME: Elliot  
 AGE: 11  
 EYES: brown (glasses)  
 HAIR: fair  
 BROTHERS OR SISTERS:  
 a sister (7 years old)  
 PET: an owl (Tess)  
 OTHER INFORMATION:  
 very clever

**SPEAKING AND WRITING**

**H** What can you say about these children? Use the text about Elliot as a model.

NAME: Sam  
 AGE: 11  
 EYES: blue  
 HAIR: fair  
 BROTHERS OR SISTERS:  
 a brother (8 years old)  
 PET: a dog (Max)  
 OTHER INFORMATION:  
 patient and friendly



NAME: Ella  
 AGE: 11  
 EYES: brown  
 HAIR: brown  
 BROTHERS OR SISTERS:  
 a sister (12 years old)  
 PET: a hamster  
 OTHER INFORMATION:  
 brave



**I** Make a personal profile for you and your friend. Use the vocabulary from the mind map.

NAME:  
 AGE:  
 EYES:  
 HAIR:  
 BROTHERS OR SISTERS:  
 PET:  
 OTHER INFORMATION:



NAME:  
 AGE:  
 EYES:  
 HAIR:  
 BROTHERS OR SISTERS:  
 PET:  
 OTHER INFORMATION:

**J** Use the information from the profiles to write about you and your friend.

## LESSON 3

### Primary schools in the UK

#### INTRODUCTION

- Start the lesson by checking homework.
- Tell students to pay extra attention to what their classmates are reading about themselves because they will play a kind of memory game.

**Answer key:** Students' answers.

#### TEACHING TIPS

##### Extra activity

##### • Memory game

Divide students into two teams.

Tell them they have to guess the classmate you are talking about.

You ask the students questions like *Who is a computer genius?* or *Who's got brown eyes and one sister?* Each team gets to answer one of your questions. The team with the most right answers wins.

Ask students where Ana's school is, and whether they think schools in London are different from schools in Croatia and Georgia. Elicit the differences.

#### CULTURE CORNER

##### Task K, p. 11

- Tell students to open their books and look at the pictures.
- Tell them to listen to the passage about schools in the UK and find four differences between British and Georgian schools.
- Play track 2 on the CD.
- Elicit the differences and discuss them. Ask them what things they think are better in Georgian schools, and what in British schools.
- Explain the new vocabulary, and write the words on the board.

primary school  
secondary school  
boarding school  
blazer  
tie  
rather  
marks  
satisfactory  
fail

**Answer key:** pupils leave primary school at the age of eleven/boarding schools/school uniforms/marks

##### Task L, p. 11

- Students match the grades and read them out loud.

**Answer key:** 5-A; 4-B; 3-C; 2-D; 1-F

#### Tapescript

##### Track 2

##### Culture corner: Primary schools in the UK

Ana's new school is a primary school. In most parts of England, pupils leave primary school at the age of eleven, and then they go to secondary school.

Some pupils go to boarding schools, where they study and live with other pupils. They go home for weekends and holidays.

In most British school pupils wear school uniforms. Girls usually wear white blouses and skirts. Boys wear white shirts and trousers. Pupils often wear blazers with the name of the school. Sometimes they wear ties and caps.

Some pupils don't like uniforms. They would rather go to school in their everyday clothes. Most of the time, however, pupils in the UK do not worry about uniforms. Marks in the UK are different from marks in Georgia: they are numbers in Georgian schools, but letters in the UK. A is for excellent, B for very good, C for good, D for satisfactory, and F for fail. We hope that Ana will get good marks this year. You too!

#### YOUR TURN!

##### Task M, p. 11

- Students read the questions and think about the answers.
- Elicit their ideas and encourage discussion.

**Answer key:** Students' answers.

#### TEACHING TIPS

##### Extra activity

##### • Flashing dictation

Give students two minutes to study the sentences in the text.

After that they close the book, and you dictate some of the sentences from the text and the students write them.

They check whether they have written the sentences correctly.



#### Workbook – CULTURE CORNER

##### Task G, p. 8

- Students write *true* or *false* in the boxes.
- Check what they have done.

#### PROJECT

##### Task H, p. 8

- Students design a school uniform, and they describe it.
  - Volunteers read out their ideas.
- (This task can also be done for homework.)



# PRIMARY SCHOOLS IN THE UK

**K**

Ana's new school is a little bit different from her school in Georgia. Read the text and find **four** differences between British and Georgian schools.



track 02

Ana's new school is a primary school. In most parts of England, pupils leave primary school at the age of eleven, and then they go to secondary school.

Some pupils go to boarding schools, where they study and live with other pupils. They go home for weekends and holidays.

In most British schools pupils wear school uniforms. Girls usually wear white blouses and skirts. Boys wear white shirts and trousers. Pupils often wear blazers with the name of the school. Sometimes they wear ties and caps. Some pupils don't like uniforms. They would rather go to school in their everyday clothes. Most of the time, however, pupils in the UK do not worry about uniforms.

Marks in the UK are different from marks in Croatia: they are numbers in Croatian schools, but letters in the UK. A is for excellent, B for very good, C for good, D for satisfactory, and F for fail. We hope that Ana will get good marks this year. You too!



**L**

Match the English school marks to the Georgian ones.

- |   |   |
|---|---|
| 5 | B |
| 4 | C |
| 3 | F |
| 2 | A |
| 1 | D |



## YOUR TURN!

**M**

Answer the questions.

- 1 Is it a good idea to have marks A, B, C, D and F? Why (not)?
- 2 Is it a good idea to wear school uniforms at school? Why (not)?
- 3 Is it a good idea to live in a boarding school? Why (not)?



## 1.2. A LOT OF QUESTIONS AND A LETTER

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: უცბ. დანგ. (II): 1,2,3,4,5,6,7,8,9,10

- GRAMMAR**
- revision of present forms of the verbs TO BE and TO HAVE GOT (questions and short answers)
  - revision of WH-questions and question words
  - commands
- FUNCTIONS**
- talking about what people are afraid of, good at and interested in, filling out a membership card
  - giving commands
  - asking and answering WH- and YES-NO questions
- VOCABULARY**
- vocabulary relating to personal information, things people can be afraid of, good at and interested in

### SKILLS

- READING**
- a letter to Ana
- LISTENING**
- kids asking Ana questions
  - Elliot asks questions
- SPEAKING**
- role play – a conversation with Ana
  - asking questions
  - giving commands
  - interviewing classmates and the teacher
- WRITING**
- a report on your classmates and the teacher
  - writing a membership card
  - answering questions about yourself

## LESSON 1

### INTRODUCTION

- You can start the warm-up by asking students what they usually do during the school break.
- Lead a short discussion about how they spend their time.
- Revise what the students know about Ana and her new schoolmates; elicit what she looks like, names of her friends etc.
- Tell them that Ana and her friends are in the playground during the break and that they are talking. The kids are very curious (explain the word and write it on the board) and they ask a lot of questions.
- Ask students what questions they think the kids might ask Ana.

Write a few of the students' questions on the board.

### LISTENING

#### Task A, p.12

- Tell students to open their books at page 12 and look at the sentences. (They can read out the sentences just to make sure everyone understands them.)
- Ask students to listen and choose if the sentences are true or false in their notebooks.
- Play track 3 on the CD.
- Check what they have done.

**Answer key:** 1-T, 2-T, 3-F, 4-F, 5-T/F, 6-T

#### Tapescript Track 3

**Sam:** Ana, where are you from?  
**Ana:** From Dubrovnik.  
**Sam:** Where is that?

**Ana:** In Croatia.

**Sam:** Why are you in the UK?

**Ana:** Because my parents work here.

**Sam:** When's your birthday?

**Ana:** In September.

**Ella:** Have you got any brothers or sisters?

**Ana:** I've got an older brother.

**Ella:** How old is he?

**Ana:** He'll be fifteen in December.

**Ella:** Interesting. What does he look like?

**Ana:** He's tall and slim.

**Ella:** And what's he like?

**Ana:** I don't know. Big brothers are boring.

**Ella:** Ana, what are you interested in?

**Ana:** Hmm, I'm interested in reading, dancing, swimming and music.

**Ella:** And are you good at singing?

**Ana:** I don't know. Well, I think I can.

**Sam:** I've got one more question. Ana, are you in love?

**Ana:** Sorry, I don't understand your question.

**Sam:** Have you got a boyfriend?

**Ana:** No, I haven't. Well, not yet.

(ring)

**Sam:** Break's over. Geography is next.

**Ella:** Oh, Sam, where are your books?

**Sam:** Oh no, I've forgotten them!

### Task B, p.12

- Tell students they will listen to the conversation one more time and they have to remember as many questions as they can. They could try to remember the answers, too.
- You can divide the class into 2 teams. One team has to memorize the questions, the other the answers. They can make notes of the conversation in their notebooks.
- Once the track is finished, students say what questions they have remembered, and you can write the questions on the board.
- You do the same with the answers. (Write the questions and the answers in two columns.)

1 Where are you from?

It's Zagreb.

2 What is the capital of Croatia?

From Dubrovnik.

- Students can match the answers to the questions, and this is a great introduction to task C.

### Task C, p.12

- Students match the answers to the questions on their own.
- Check what they have done. They can try to answer the questions without looking in the book.

#### Answer key:

3 - In September.

4 - Fifteen.

5- In reading and music.

2 - Because my parents work here.

1 - I'm from Dubrovnik.

### REMEMBER!, p.12

#### QUESTIONS WITH QUESTIONS WORDS

- Discuss the questions and the answers.
- Explain to students why we call the questions WH-questions.
- Students read the questions and the answers out loud and translate them.
- Write the WH question words on the board and translate them.
- Students should copy them in their notebooks.

# 1.2 A LOT OF QUESTIONS AND A LETTER


## LISTENING

**A** It's time for a break. The kids from Ana's class are in the school yard. They are curious and ask Ana a lot of questions. Listen and say if these sentences are **true (T)** or **false (F)**.



- 1 Ana's birthday is in September.
- 2 Ana's got an older brother.
- 3 Ana's brother is thirteen years old.
- 4 The next class is mathematics.
- 5 Ana is good at singing.
- 6 Sam is interested in Ana.



**B**  **Test yourself! How many questions can you remember? Do you remember the answers, too? Listen again and check.**

**C** **Match pupils' questions to Ana's answers.**

- |                               |                                  |
|-------------------------------|----------------------------------|
| 1 Where are you from?         | A. In September.                 |
| 2 Why are you in the UK?      | B. Fifteen.                      |
| 3 When is your birthday?      | C. In reading and music.         |
| 4 How old is your brother?    | D. Because my parents work here. |
| 5 What are you interested in? | E. I'm from Dubrovnik.           |

**REMEMBER!** 

### QUESTIONS WITH QUESTION WORDS

**What** is this? A book.  
**Who** is this? Sam.  
**When** is your birthday? In September.  
**Where** is Ana? She's at school.

**Why** are you worried? Because we have a test today.  
**How** are you? I'm fine, thank you.  
**How many** brothers have you got? Two.

12

What...?	WH-questions
Who...?	Question words
When...?	რა...?
Where...?	ვინ...?
Why...?	როდის...?
How...?	სად...?
How many...?	რატომ...?
	როგორ...?
	რამდენი...?

### Task D, p.13

- Students choose the questions on their own.
- Check what they have done. (They read out the questions.)



### Workbook, p.9, Task A

**Answer key:** 1-Where, 2-Why, 3-How, 4-Who, 5-When, 6-What, 7-How many.

#### TEACHING TIPS

##### Extra activity

##### Questions

- Students work in pairs. Ask them to think of 5 (or more) questions using the question words. They should write them in their notebooks. They ask their partners the questions; he/she answers them orally.
- Volunteers can read out their examples.
- You can change this activity and make it more interesting by distributing pieces of paper to the students. Divide them into 2 teams. One team writes the WH-questions and the other the answers.
- Collect the slips of paper and put them in the box. Students from each team come to the board, read the question or the answer and try to think of the answer or the question. If they are correct, their team scores a point.

### REMEMBER!, p.13

#### Present forms of TO BE and TO HAVE questions and short answers

- Tell students to look at the questions and the answers in the box.
- They should read them out loud.
- Discuss the short answers. Ask them to tell you what word we use in a short answer.
- Write an example on the board.

#### TO BE – questions and short answers

Is Ana brave?      Yes, she is.  
                             No, she isn't.

#### TO HAVE GOT – questions and short answers

Have you got a sister?      Yes, I have.  
   No, I haven't.

#### TEACHING TIPS

- Students have already been introduced to these questions and answers in year four, so they should have no problems in understanding the concept.
- You can explain to them that we call these questions YES-NO questions because you can answer them with Yes or No.

### Task E, p.13

- Students choose the correct answers.
- Check what they have done.



### Workbook, p.9, Task B

**Answer key:** 1-Yes, I'm. 2-No, I haven't. 3-Yes, she has. 4-No, he isn't.

## SPEAKING

### Task F, p.13

- Divide students into groups of 5.
- Tell them to pretend they are Ana and her friends talking during the break.
- Students should work in groups and act out the conversation, using the questions and the answers they remember from the track.
- Volunteers can act out the conversation in front of the classroom. Help the groups that find it difficult to remember the questions by writing the questions on the board.

#### TEACHING TIPS

If you have a big board in the classroom, you could leave the questions and the answers from task B, or if you have a computer in the classroom you could use the digital materials – tapescript.

### Task G, p.13

- Volunteers can come to the board individually, each pretending to be a new pupil in the class.
- Other kids ask questions and he/she answers them.



### Workbook, p.9, Task C

#### TEACHING TIPS

This task can also be done for homework. Students should write some questions they would ask a pupil who is new to the class.

## HOMEWORK:

Student's Book, p. 13 task G, workbook, p.9, task B

Student's Book, p.13, Remember! – think of your own questions (at least 6) and write yes-no answers

Workbook p. 9, task A and C



**D** Choose the correct question words.

How Who What How many When How old Why Where

- 1 ... are you from? I'm from Canada.
- 2 ... are you? Fine, thanks.
- 3 ... are you so happy? Because it's my birthday today.
- 4 ... are you? Ten.
- 5 ... is your best friend? Tom.
- 6 ... is his birthday? In December.
- 7 ... is this? It's a toy for my dog.
- 8 ... pets have you got? Just one. A dog.

**REMEMBER!**

**THE PRESENT SIMPLE OF TO BE AND HAVE / HAS GOT QUESTIONS AND SHORT ANSWERS**

**Are you** from the USA?  
**Is Ana** brave?  
**Are Tom and Tim** at home?

**Yes, I am.** / **No, I'm not.**  
**Yes, she is.** / **No, she isn't.**  
**Yes, they are.** / **No, they aren't.**

**Have you got** a sister?  
**Has Ana got** many friends?  
**Have Zack and Sam got** many friends?

**Yes, I have.** / **No, I haven't.**  
**Yes, she has.** / **No, she hasn't.**  
**Yes, they have.** / **No, they haven't.**

**E** Choose the correct answers.

- |                              |                   |
|------------------------------|-------------------|
| 1 Are you in a good mood?    | A. No, he isn't.  |
| 2 Have you got a pet?        | B. Yes, she has.  |
| 3 Has Ella got many friends? | C. Yes, I am.     |
| 4 Is Zack at home?           | D. No, I haven't. |

**SPEAKING**

**F** Work in groups. Pretend that you are Ana and pupils from her class. Ask and answer questions.

**G** Now, imagine that there is a new pupil in your class. Ask her / him questions.



## LESSON 2

### INTRODUCTION

- Start the lesson by checking homework.
- You can answer the questions from the workbook, page 9, task C yourself. Students will find it very interesting to learn some new information about you.
- Briefly revise what you know about Ana and her first day at school.
- Ask students if they remember what was in her pocket. A letter.
- Ask students who they think it is from and what it is about. Accept all answers; some students have probably read the text in advance, so if they know the answer, do not comment.

### READING

#### Task H, p.14

- Tell students to open their books and look at the pictures.
- Ask them to tell you when Ana opens the letter.
- Tell them to listen to the text.
- Play track 4 on the CD.
- Ask them what the letter is about.

#### Tapescript

##### Track 4

Dear Ana

Can you keep secrets?

If your answer is NO, forget everything.

If your answer is YES, go on!

Answer these questions, solve the riddle and fill in the membership card.

Are you interested in adventure?

Are you interested in mystery?

Are you interested in meeting interesting kids?

Are you afraid of the dark?

Are you afraid of the bats?

Are you afraid of working hard?

Are you good at maths, science or sport?

Are you good at solving riddles?

Are you good at writing stories?

The riddle:

HBMC stands for:

a) Heart and Brain Mystery Club

b) Play Station Magic Club

c) Heavy Metal an Blues Club

Finished? Now, go down Elm Street and find a big tree. There is an old house behind it. Climb the stairs and knock three times. Be there at six. Don't be late. And don't tell anyone about the letter!

#### Task I, p.14

- Explain the unknown words, if there are any, and write them on the board.

keep secrets  
solve the riddle  
a membership card  
be afraid of...  
a brain

- Let students read the text again and choose TRUE or FALSE.
- Students read out the answers.
- Let students answer the questions from Ana's letter. Discuss their answers. They might want to add some more questions.

**Answer key:** 1-T, 2-F, 3-F, 4-T.

## READING

**H** Read the text. What is the letter about?



The first day at school is over, and Ana is at home again. She remembers the letter. She opens it. There is a piece of paper with instructions:



Dear Ana

Can you keep secrets?

If your answer is NO, forget all this.

If your answer is YES, go on!

Answer these questions, solve the riddle and fill in the membership card.

Are you interested in adventure?

Are you interested in mystery?

Are you interested in meeting interesting kids?

Are you afraid of the dark?

Are you afraid of bats?

Are you afraid of working hard?

Are you good at maths, science or sport?

Are you good at solving riddles?

Are you good at writing stories?

The riddle:

HBMC stands for:

- Heart and Brain Friends Club
- Play Station Magic Club
- Heavy Metal and Blues Club

Finished? Now, go down Elm Street and find a big tree. There is an old house behind it. Climb the stairs and knock three times. Be there at six. Don't be late! And don't tell anyone about this letter!

READ CAREFULLY  
AND FOLLOW THE  
INSTRUCTIONS!

### YOUR MEMBERSHIP PROFILE

FIRST NAME & SURNAME:

Ana Padovan

GOOD AT:

writing poems and  
stories, solving riddles

INTERESTED IN:

reading, dancing,  
swimming and music

AFRAID OF:

snakes, spiders,  
some teachers

**I** Are these statements **true (T)** or **false (F)**? Correct the false ones.

- Ana can keep secrets.
- The HBMC is in an old castle.
- The answer to the riddle is *Play Station Magic Club*.
- Ana is interested in reading.

## REMEMBER!, p.15

### Commands

- Tell students to look at the commands and explain to them what commands are.

#### TEACHING TIPS

This is something they are familiar with, so you can ask them to give some more commands. You can write them on the board.

#### Extra activity

##### • Commands

You can expand the list of commands by telling them a letter, for example S. They should think of some verbs starting with this letter. Write them on the board (*stand, speak, sit, say...*). You can expand each verb in the list with an adverb or a complement (*stand up, sit down, speak English...*). This list can be used later on for a 'Simon says' game.

This activity can also be used as a warm-up activity. It is a good way to revise the verbs and commands.

#### Extra activity

Tell students to write a list of school rules in the form of commands.

## Task J, p. 15

- Let students fill in the commands and then check what they have done.

**Answer key:** 1-Follow, 2-Answer, 3-Solve, 4-Fill in, 5-Keep, 6-Don't be.

#### TEACHING TIPS

#### Extra activity

##### • 'Simon says' game

Ask a pupil to come in front of the class and pretend he or she is Simon. The pupil gives commands. If the command starts with *Simon says*, the other students have to do what Simon asks. If not, they shouldn't do anything. A pupil that makes a mistake can no longer play the game. He/she sits down (other students stand during the game).

## SPEAKING AND WRITING

### Task K, p.15

- Go through Ana's membership card again.
- Students can read the membership card out loud.
- Ask students if they would like to join such a club.
- Explain the expressions **interested in... / good at... / afraid of...**
- Write them on the board.
- Let students tell you some things about Ana, using the expressions and looking at the membership card.

**Answer key:** Ana is interested in reading, dancing, swimming, music; good at writing poems and stories, solving riddles; afraid of snakes, spiders, some teachers. Students' answers: Ana isn't interested in.. good at.../ afraid of...

## Task L, p.15

- Students work in pairs to complete the first column of the chart.
- When they finish interviewing their first partner, they just switch and talk to the student behind or in front of them.
- Students ask you the questions from the chart.

#### TEACHING TIPS

#### Extra activity

- Brainstorm what people are afraid of, what people are interested in or good at. Students will come up with lots of ideas. You can write their ideas on the board (in columns).
- You can expand this activity to let students ask you additional questions using some of the words from the board.

## Task M, p.15

- Students report the answers about their friends and also about you.
- They can do it orally in the class or write it for homework.

## Task N, p.15

- Students write about themselves using the expressions *I'm interested in...*, *I'm good at...* and *I'm afraid of...*
- They can also use the words from the board.
- Volunteers read out their sentences.

## Task O, p.15

- You can start this task by asking students if they remember who is afraid of rain or who is interested in cooking.
- You use the examples students read in the previous tasks.
- They can write a report on their friends for homework.



### Workbook, p.9, Task C

#### TEACHING TIPS

#### Extra activity

Students can write a membership card for a famous person they like.

## HOMEWORK:

Student's Book, page 15 task M and task O  
Workbook page 10, tasks D, E and F

## REMEMBER!

### COMMANDS

**Get** ready!  
**Climb** the stairs!  
**Knock** three times!

**Don't be** late!  
**Don't tell** anyone about it!



**J** Choose the correct commands. Use: **Answer, Don't be, Follow, Solve, Fill in and Keep.**

- 1 ... the instructions!
- 2 ... the questions!
- 3 ... the riddle!
- 4 ... the membership card!
- 5 ... secrets!
- 6 ... late!

## SPEAKING AND WRITING

**K** Look again at Ana's membership card and try to answer questions from the letter. What can you say about Ana? Start like this:

*Ana is interested in... / good at... / afraid of...*

*Ana isn't interested in... / good at... / afraid of...*

**L** Interview two of your classmates and your teacher. Draw a chart in your notebook. Write: **Yes** or **No**.

Are you good at...	...maths?
	...dancing?
	...singing?
Are you interested in...	...music?
	...sport?
	...meeting new people?
Are you afraid of...	...bats?
	...spiders?
	...the dark?

**M** Report their answers. Here is a model:

Jakov is good at maths. He's not good at dancing and he's not good at singing. He is interested in sport and meeting new people. He's not interested in music. He's afraid of spiders, but he's not afraid of bats. He's not afraid of the dark.

**N** Write about yourself. Use: **I'm interested in..., I'm good at... and I'm afraid of...**

**O** Look at your friends' and your teacher's answers from Task L. Write a report.

## 1.3. ACROSS THE CURRICULUM: THE CLUB AND THE WORLD

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: უცბ. დანყ. (II): 1,2,3,4,5,6,7,8,9,10

**GRAMMAR** • revision of the modal verb CAN (positive, negative form + questions and short answers)

• personal pronouns and possessive adjectives

**FUNCTIONS** • talking about what people can and can't do, their interests, expressing possession

**VOCABULARY** • vocabulary relating to activities, free time and geographical places

### SKILLS

**READING** • text about members of the club  
• text about Pete the Bully  
• rhyming questions

**LISTENING** • passage about members of the club  
• Elliot asks questions  
• rhyming questions

**SPEAKING** • describing people's abilities and interests, talking about what you can and can't do and your interests

**WRITING** • what I can / can't do  
• what other children can / can't do  
• continents, countries, oceans...

### CULTURE and CLIL

geography – world map and rhyming questions

## LESSON 1

### INTRODUCTION

- Start the lesson by checking homework.
- Ask students each to read out a report (Student's Book, p.15, task O) on their friend, leaving out the first name and the surname.
- Other students should try to guess who they are talking about.
- You can repeat this with task F, workbook, p.10 (membership cards), too.
- Tell students you are going to say some sentences and they will have to finish them. They have to write one-word answers in their notebooks.
  - 1) Ana opens the letter at ..... home.
  - 2) Ana is from a nice city called..... Dubrovnik.
  - 3) School starts in the month of ..... September.
  - 4) Tbilisi is the capital city of ..... Georgia.
- As they circle each letter, let them tell you it, and you write it on the board.

### HBMC

- Ask students to read the letters and say what the letters stand for (Heart and Brain Mystery Club) and then what they remember about the club.
- Ask students to name some of Ana's friends.
- Write their names on the board.

### Task A, p.16

- Tell pupils to open their books at page 16 and look at the picture.
- Explain to them that this is a *meeting* (explain the word *meeting* if they don't understand).

- Ask them if they recognize any of the children.

### WORDSPOT

#### Task B, p.16

- Paraphrase the words in the WORDSPOT (you can use the explanations from workbook, p.11, task C)
  - He or she writes for a newspaper.*
  - It helps you see in the dark.*
  - He or she is a professional.*
  - He or she is a kid with special talents.*
  - She is in films.*
  - It looks like hair.*
  - He or she is cruel to other children.*
- Ask students to look at the WORDSPOT and guess the words.
- As they guess the words you write them on the board.

a journalist  
a candle  
a pro  
a whiz kid  
an actress  
a wig  
a bully

### TEACHING TIPS

If you have a weaker class, you can skip the guessing game and just explain the words.

### Answer key:

He or she writes for a newspaper. A JOURNALIST  
It helps you see in the dark. A CANDLE  
He or she is a professional. A PRO  
He or she is a kid with special talents. A WHIZ KID  
She is in films. AN ACTRESS  
It looks like hair. A WIG  
He or she is cruel to other children. A BULLY

### READING

#### Task C, p.16

- Tell students they are going to listen to a text about the members of the Club.
- Tell them to write their names in the picture.
- Play track 5 on the CD.
- Check what they have written, asking questions like *Who is the girl with blonde hair?*, *Who is the boy with the red cap?*...
- Explain and write any new vocabulary.

an owl  
recognise  
would like  
finally  
horrible

**Answer key:** Ana, Sam, Tess, Elliot, Zack, Ella, Carlos.

### Track 5

Knock, knock. "May I come in?" Ana can't see very well. There are some kids around a candle. Ana looks at their

# THE CLUB AND THE WORLD

- A** This is a meeting of the Heart and Brain Friends Club. Do you recognise any of the club members?



## WORDSPOT

- B** Do you know any of these words? Look up the words you don't know in the wordlist at the end of the book.

a journalist   a candle   an actress  
a wig   a whiz kid   a pro   a bully

## READING



**Who are the members of the Club? Read the text and find out. Write the names to show who is who in the picture.**

Knock, knock. "May I come in?" Ana can't see very well. There are some kids around a candle. Ana looks at their faces. The boy with the red hat is Sam. There are two other boys, also from her school, but she can't remember their names. There's a boy with a funny hat and an owl on his shoulder! Who is he? The boy takes off his hat. It's Elliot!  
"Hello, Ana. Come in", he says. "Welcome to our club. You know Sam. He writes detective stories. Sherlock Holmes is his hero. On my left is Zack. He's from the USA. He's a maths whiz kid. He can also play basketball and the guitar. Can you recognise Ella? I'm sure you can't. Her hair is brown, but today she has a

wig on. She can change how she looks in a second. She would like to be an actress or a journalist and travel the world. Carlos is from Spain. He can speak Spanish, English, French, Italian and German. He says he can understand animal languages, too. Can you believe that? He also plays football like a pro. And finally, I'm Elliot. I'm not good at football, I can't run fast, but I can do magic tricks. This is my owl Tess. One member of the club isn't here today. Her name is Cindy. She loves reading. She can read a book a day. Sit down Ana. Can I ask you a question? Do you know Pete? We call him Pete the Bully because he is horrible to other kids. He can be a problem for the club."

### Task D, p.17

- Ask students how much they remember about the club members.
- You can write the sentences from the task on the board or show them the digital version of the task.
- Tell students not to look in the books. They should try to fill in the gaps with CAN or CAN'T.
- After you have done the task on the board, students choose correct answers in their books.



### Workbook, p.11, Task A, B, C

**Answer key:** 1-can, 2-can, 3-can, can't, 4-can, can't, 5-can't, can, 6-can, 7-can.

### TEACHING TIPS

#### Extra activity

You can do this task as a game: add some more sentences from the text and divide the class into two teams. Each team gets one sentence, and the team with most correct answers wins.

Zack \_\_\_\_\_ play the guitar.

Elliot \_\_\_\_\_ speak Spanish.

Carlos \_\_\_\_\_ understand animal language.

Tess \_\_\_\_\_ play basketball.

### REMEMBER! p.17

#### CAN

- Tell pupils to look at the sentences in the Remember box.
- Students read out the sentences they think of. They also read the questions and short answers.
- Write some of their examples on the board.

#### CAN

He can play the guitar.

She can't sing well.

Ask some students, "Can you dance?"

- Write the question on the board and their short answers.

Can you dance? Yes, I can.  
No, I can't.

- Stress the difference in pronunciation between *can* and *can't* and the way to make questions and give short answers.
- Students copy the sentences from the board.

### TEACHING TIPS

Students can also think of their own examples and write them for homework.

### Task E, p.17

- Tell students to tell you who their favourite club member is and why.
- Volunteers say something about their favourite club member and what he/she can do.

### TEACHING TIPS

Students can do this exercise in written form in the class or for homework.

### Task F, p.17

- Explain to students they will listen to Elliot asking Ana eight questions.
- Tell them to choose the correct answers.
- Play track 6 on the CD.
- Students read out the answers.

### Tapescript

#### Track 6

**1 Elliot:** Can you read maps?

**Ana:** Yes, I can.

**2 Elliot:** Can you speak French?

**Ana:** No, I can't.

**3 Elliot:** Can you keep a secret?

**Ana:** Yes, I can.

**4 Elliot:** Can you climb a tree?

**Ana:** Yes, I can.

**5 Elliot:** Can you run fast?

**Ana:** Yes, I can.

**6 Elliot:** Can you swim?

**Ana:** Yes, I can.

**7 Elliot:** Can you understand codes?

**Ana:** No, I can't.

**8 Elliot:** Can you write stories?

**Ana:** No, I can't. I can write poems.

**Answer key:** 1-can, 2-can't, 3-can, 4-can, 5-can, 6-can, 7-can't, 8-can't.

### TEACHING TIPS

#### Extra activity

You can play the track one more time and ask students to memorize the questions. After listening, volunteers tell you the questions they remember.

### SPEAKING

#### Task G, p.17

Put students in pairs and tell them to make questions and ask their partner.



### Workbook, p.12, Task D / p.13 Task H, I

### TEACHING TIPS

#### Extra activity

Ask students to report what their friends said. This can also be done in written form as part of their homework.

### HOMEWORK:

Student's Book, task G, p.17 – think of and write some more questions for your friend + report the answers your friend gave in the class (Luka can ride a horse. He can't play handball.)

Workbook, p.11, tasks A, B, C, p.12, task D, F and p.13, task G, H, I



**D** How much do you remember about the club members? Choose: **can** or **can't**.

- 1 Sam ... write stories. He wants to be a writer.
- 2 Zack ... do all the maths tests.
- 3 Ella ... change how she looks so other children ... recognise her.
- 4 Carlos ... speak five languages. He ... speak Georgian.
- 5 Elliot ... play football but he ... do magic tricks.
- 6 Tess ... fly.
- 7 Cindy ... read fast.

**REMEMBER!**

**CAN**

I  
You  
He / She / It  
We  
You  
They

**can**  
**can't**

play basketball.  
ride a bike.  
sing well.  
swim.  
play the guitar.  
speak English.

**QUESTIONS AND SHORT ANSWERS**

Can you dance?	Yes, I can.
Can you speak French?	No, I can't.
Can she play tennis?	Yes, she can.
Can she ski?	No, she can't.

**E** Who is your favourite member of the club? Why? What can he or she do?

**F** Elliot asks Ana eight questions. Listen to her answers. What can Ana do? What can't she do? Choose the correct answer.



- |  |   |
|--|---|
| 1 She <b>can</b> / <b>can't</b> read maps.     | 5 She <b>can</b> / <b>can't</b> run fast.         |
| 2 She <b>can</b> / <b>can't</b> speak French.  | 6 She <b>can</b> / <b>can't</b> swim.             |
| 3 She <b>can</b> / <b>can't</b> keep a secret. | 7 She <b>can</b> / <b>can't</b> understand codes. |
| 4 She <b>can</b> / <b>can't</b> climb a tree.  | 8 She <b>can</b> / <b>can't</b> write stories.    |



**SPEAKING**

**G** Work with a friend. Make questions. Take turns to ask and answer the questions.

CAN  
YOU

name  
eat  
count  
say  
play  
make  
ride  
dance

"thank you" in five languages?  
the waltz?  
twenty animals in English?  
backwards from thirty to one?  
a horse?  
handball?  
a cake?  
five pancakes in one go?

Of course  
I can.

No, I can't.

I don't think  
I can.

Maybe I can.

## LESSON 2

### INTRODUCTION

- Start the lesson by checking homework.
- Ask students to read out the questions they have written (Student's Book, p.17, task G) for their friends. They ask their friends the questions so they can answer them.



#### Workbook

#### Task E, p.12

- Tell students to look at the table and tell their partners things that members of the club and he/she can/can't do.
- Students work in pairs and discuss the table.
- Invite students to say some of the sentences out loud.
- Ask the students if they remember the name of the boy that isn't a member of the club.
- Ask them why he can't be a member of the club and what they think the horrible things that he does are.

#### Task H, p.18

- Tell students to open their books and look at the picture of Pete. Ask them what he looks like.
- Tell students to read the text and tell you who Pete cannot recognize.
- Ask them to tell you how Pete found the meeting place of the HBMC.
- Explain the new words and write them on the board.

a bully  
fool somebody  
a wizard

#### TEACHING TIPS

##### Extra activity

##### • Translation game

Ask students to translate some sentences from the text. Use the sentences with possessive adjectives to introduce the REMEMBER box.

*იქ არის ელიოტი, თავისი ჯადოქრის ქუდითა და თავისი ბუთი.*

*მას ქერა თმა აქვს.*

*მე ბოლოს და ბოლოს გავიგე თქვენი საიდუმლო.*

#### REMEMBER! p.18

#### PERSONAL PRONOUNS / POSSESSIVE ADJECTIVES

- You can write some of the sentences students tell you on the board, or you can use your own examples.
- Point to a student when writing

#### Personal pronouns / possessive adjectives

I am a teacher. My hair is blonde/blond.  
He is a student. His hair is brown.

- Underline the personal pronouns and the possessive adjectives.
- Explain to students the difference between personal pronouns and possessive adjectives.
- Tell students to read out and translate the sentences from the REMEMBER box.

(We use personal pronouns to refer to people or things. They replace the nouns. We use possessive adjectives to express what belongs to whom. Possessive adjectives are always followed by a noun.)

- Students copy the sentences from the board.

#### TEACHING TIPS

Feel free to use the mother tongue for explaining grammar.

#### Task I, p.18

- Tell students to look at the sentences and try to choose correct possessive adjectives.
- Check what they have done. Students read out the sentences.



#### Workbook, p.14, Task J, K

**Answer key:** 1-our, 2-my, 3-their, 4-your, 5-his, 6-its, 7-her, 8-your.

#### Task J, p.18

- Ask students what the letters *HBMC* stand for. Ask them to tell you their ideas about the name of the club. (*Why is it called the Heart and Brain Mystery Club?*)
- Students give their ideas.
- Explain to students what a charter is. (*povelja*)
- Tell them to read the charter and ask them if they would like to be members of the club and why.
- Ask them why Pete can't be a member.

**H** The kids don't know it, but Pete the Bully is watching them. Read the text. Can he recognise all the club members?

This is my lucky day. So this is the famous HBMC and its members! I finally know your secret. I know where you meet. There is Elliot with his wizard hat, and his owl. Who's that girl? Her hair is blonde. Can it be Ella with a wig? I can't recognise the girl with red hair. "Our club", they call it. I know all about it now. They can't fool me with their tricks. I'm too clever.



**REMEMBER!**

### PERSONAL PRONOUNS

I am **Pete**.  
**You** have got a wig on.  
**He** has got a pet.  
**She** has got lovely hair.  
**It** is a secret club.  
**We** love the club.  
**You** have got a secret.  
**They** do tricks.

### POSSESSIVE ADJECTIVES

This is **my** lucky day.  
**Your** wig is blonde.  
That is **his** owl.  
**Her** hair is red.  
**Its** members are my classmates.  
**Our** club is great.  
I know **your** secret.  
I know **their** tricks.

**I** Copy the sentences into your notebook and complete them. Use: **my, your, his, her, its, our** and **their**. Who says each sentence?

- 1 We think ... daughter Ana likes her new school.
- 2 Tess, I can't find ... glasses. Where are they?
- 3 They play good football. I always watch ... matches.
- 4 I can help you with ... maths homework.
- 5 I want to know all about Sherlock Holmes and ... detective work.
- 6 I love the book, especially ... happy ending.
- 7 Who's the girl with red hair? What's ... name?
- 8 Hello, everybody. I'm happy to be the new member of ... club.

**J** Read the charter of the club.  
Would you like to be a member?  
Why can't Pete be a member?

**HBFC** - The Heart and Brain Friends Club  
**HEART** - Have a heart. Help, if you can.  
**BRAIN** - Be curious.  
**FRIENDS** - Friends are all around you.  
**CLUB** - Come and be with friends.

## WORDSPOT

### Task K, p. 19

- Show the map of the world. (It can be a real geography map or you can show using the online resources).
- Introduce the vocabulary and explain the new words. (Most of the students already know the words.)
- Write the words on the board.

a continent  
a sea  
a lake  
forests  
an island  
mountains  
an ocean  
a river

- Ask students to give you some examples (at least two) of some countries, capitals, continents, seas, lakes, islands, mountains, oceans and rivers.
- Students copy the words.



**Workbook, p.14, Task L / p.15 Task M, N**

### TEACHING TIPS

#### Extra activity

Name some countries, lakes, islands... and tell students to say if it is a country or a river or a lake....

- “ქალაქი, სახელმწიფო...”  
Divide students into groups of four.  
Tell students to make a table.

Tell students you will say the letters of the alphabet in your mind and they say stop. You write the letter you stopped at. Students write a country, a capital, a continent etc. beginning with that letter.

The first group that fills all the columns says: “Finished!” and all other groups stop writing. Representatives of the groups tell you the answers they have. You score the answers in the following way:

If only one group named a country correctly, for example Italy, that group gets 10 points. If there is more than one correct answer for Italy, each group gets 5 points. If other groups didn't write any country, then you award 15 points.

You can also play this game at the end of the lesson.

### Task L, p.19

- Tell students to read out the questions and look at the map.
- Explain any new vocabulary.

for a start  
opposite  
a capital city

- Students give their answers.
- You can write their answers on the board so it will be more fun to listen and check if the answers are correct.
- Play track 7 on the CD and cross out the wrong answers.



**Workbook, p.15, Task O, P**

**Answer key:** the answers of the rhyming questions are in the following tapescript (Track 7)

### Tapescript

#### Track 7

##### On which continent is Croatia?

Croatia is in Europe.

##### Is China in Asia?

Yes, it is. China is in Asia.

##### Are North and South America one continent or two?

North and South America are two continents.

##### Which country is a country and a continent too?

Australia is a country and a continent, too.

##### Which continent looks like a heart?

Africa looks like a heart.

##### How many continents are there for a start?

There are seven continents in the world. They are called Europe, Asia, Africa, North America, South America, Australia and Antarctica.

##### Can you travel from Britain to the USA by train?

No, you can't. Between Britain and the USA there is an ocean, the Atlantic Ocean. From Britain to the USA you can travel by plane or by ship, but not by train.

##### Is northern Africa very far from Spain?

No it isn't. You can go from Spain to Morocco by ship. It takes 35 minutes.

##### Can you go by train from Britain to France?

Yes, you can. There is a tunnel under the English Channel.

##### Is Christmas in Australia a good time for a swim and a beech dance?

Yes, it is. In Australia it is summer at Christmas.

##### What is the opposite of north? What is the opposite of west?

The opposite of north is south. The opposite of west is east.

##### Is Britain in the south-east or the north-west of Europe? Can you do the test?

Britain is in the north-west of Europe.

##### Which of these can you climb: mountains, lakes, rivers, trees?

You can climb mountains and trees.

##### Which of these are water: forests, countries, oceans, seas?

Oceans and seas are water.

##### What are the capitals of Croatia and Britain? Can you say?

The capital of Croatia is Zagreb. The capital of Britain is London.

##### Is New York the capital city of the USA?

No, it isn't. The capital is Washington DC.

### Task M, p. 19

- Students work in pairs and think of more questions.
- Volunteers read out their questions and other students try to answer them.
- You can write the questions on the board.

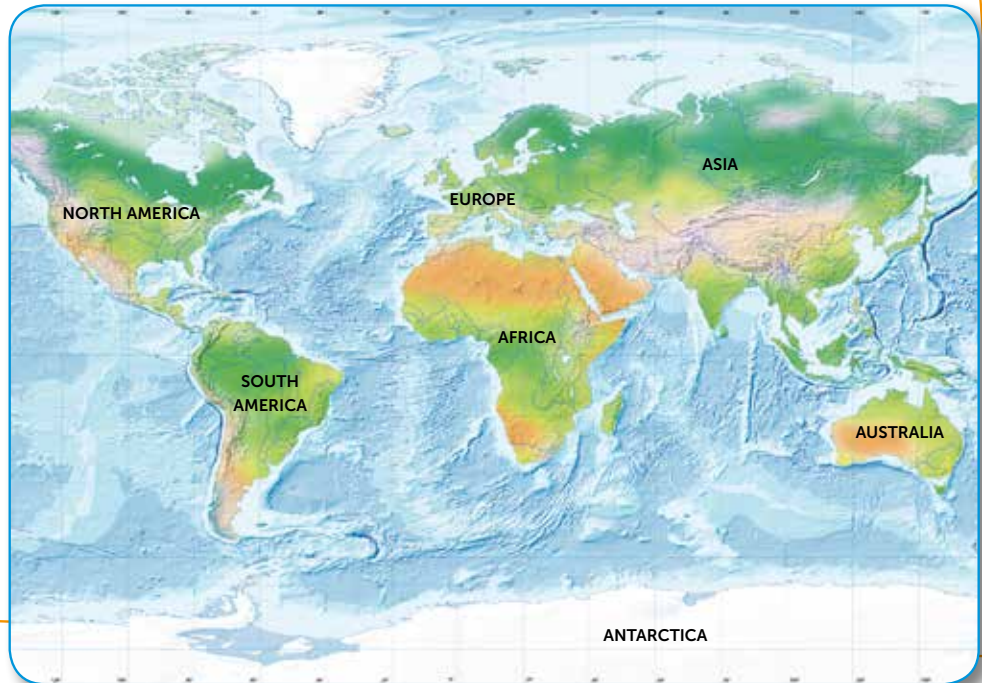
### HOMEWORK:

Workbook, p.14, task J, K, L/ p.15, task M, N, O and P

## WORDSPOT

**K** How much do you know about the world? Work in pairs. Think of two examples for each of these:

- a country
- a capital
- a continent
- a sea
- a lake
- an island
- a mountain
- an ocean
- a river



Read the rhyming questions. Do you know the answers? Listen and check if your answers are correct.



On which continent is Georgia?  
Is China in Asia?  
Are North and South America one continent or two?  
Which country is a country and a continent too?  
Which continent looks like a heart?  
How many continents are there for a start?

Can you travel from Britain to the USA by train?  
Is northern Africa very far from Spain?  
Can you go by train from Britain to France?  
Is Christmas in Australia a good time for a swim and a beach dance?

What is the opposite of north? What is the opposite of west?  
Is Britain in the south-east or the north-west of Europe? Can you do the test?  
Which of these can you climb: mountains, lakes, rivers, trees?  
Which of these are water: forests, countries, oceans, seas?  
What are the capitals of Croatia and Britain? Can you say?  
Is New York the capital city of the USA?



Work in pairs. With your partner think of four more questions to ask about the world.

# 1.4 THE BIG COMPETITION

**SUGGESTED TEACHING TIME:** 3 lessons

**LEARNING OUTCOMES:** უცბ. დანყ. (II): 1,2,3,4,5,6,7,8,9,10,11

**GRAMMAR**

- revision of possessives
- personal pronouns and possessive adjectives

**FUNCTIONS**

- saying telephone numbers and reading addresses
- talking on the phone/telephoning

**VOCABULARY**

- numbers 1-100
- telephone numbers
- addresses

**SKILLS**

**READING**

- numbers
- addresses
- text about spelling bee

**LISTENING**

- telephone conversation
- part of a spelling bee
- spelling rap

**SPEAKING**

- telephoning
- saying telephone numbers
- reading addresses

**WRITING**

- telephone conversation

**CULTURE and CLIL**

- Spelling bee, maths exercises – symbols in equations

## LESSON 1

### INTRODUCTION

- Start the lesson by checking homework.
- A fun way to check some of the tasks from the homework (workbook, pp.14 and 15, task K, L, M, N or O) is to do a quiz.
- Prepare cards with questions and divide the class into two teams.
- Members of the team come to the board and pick out a card with a question. If they give the correct answer, they win 2 points. If not, the other team gets a chance to win a point.
- Example of questions:  
*What language do they speak in Italy?*  
*Where is Spanish spoken?*  
*Name 2 oceans.*  
*Name 5 continents.*  
*How many continents are there?*  
*What continent is Georgia on?*  
*What is the Atlantic?*  
*What is Germany?*  
*What is the capital of Georgia?*  
*What country is Paris the capital of?*

**TEACHING TIPS**

You can also play this game at the end of the lesson.

### Task A, p.20

- Play HANGMAN.
- On the board write dashes representing the letters of a word. (in our case, \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ - *competition*)
- Divide the class into two groups.
- Students take turn to call out letters. If they say a letter that is in the word, write it in the appropriate position.
- If the word doesn't have that letter, draw one of the thirteen pieces of "hangman".
- Students play the game until they guess the word.
- Explain the word.

- Tell the students that there is a competition in Ana's school next week.
- Tell them to complete the conversation with the phrases from the boxes.
- Play track 8 on the CD.
- Students listen to the conversation and check what they did.
- Students work in pairs and read the conversation.
- Invite volunteers to read out the dialogue.

**Answer key:** May I speak to Ella please? / I'm fine thanks/ Can you give me their phone numbers, please?

**Tapescript**  
**Track 8**

**Ana:** Good morning. This is Ana. May I speak to Ella, please?

**Ella:** Speaking. How are you Ana?

**Ana:** I'm fine, thanks. And you?

**Ella:** I'm OK.

**Ana:** Listen, Ella... I'm calling to ask you about the competition next week.

**Ella:** Competition? I don't know anything about it, but perhaps Sam knows. Or Carlos.

**Ana:** Can you give me their phone numbers, please?

**Ella:** Of course. Just a second... I have got them in my address book! Here they are: Sam's number is 964 20 71. And Carlos's number is 853 11 49.

**Ana:** Thanks a lot.

**Ella:** No problem, Ana. See you soon!

**TEACHING TIPS**

**Extra activity**

- **HANGMAN**

You can use some other drawing besides the hangman. It can be a house, a flower etc. This game can be used as part of a revision or as a warm-up. It would be good to play this game in this lesson because the topic of the Culture Corner lesson is a Spelling Bee competition, so students will be familiarised with the concept of spelling by then.

### EVERYDAY ENGLISH / Telephoning, p.20

- Explain to students what everyday language is and why it is important.
- Ask them if they know how to ask for information politely over the telephone.
- Ask them to find, in the text, expressions meaning: ელიოტის სთხოვეთ, თუ შეიძლება. მე ვარ. ვშიშობ, ელიოტი არ არის შინ.
- Write the expressions on the board.
- Students find the expressions in the text.
- Point to the EVERYDAY ENGLISH box.
- Students read out the expressions and translate them.

### LISTENING

#### Task B, p.20

- Tell students they will hear some people talking.
- Tell them to look at the questions they have to answer.
- Play track 9 on the CD.
- Check the answers.

**Answer key:** 1-Carlos and Ella. 2-He needs Ana's phone number. 3- 2234 511.

# THE BIG COMPETITION

**A** Children at Ana's new school are talking about a big competition next week. Ana is calling Ella to find out more about it. Choose the correct phrases from the boxes. Then listen and check.



May I speak to Ella, please?

I'm fine, thanks.

Can you give me their phone numbers, please?

Ana: Good morning. This is Ana. ...

Ella: Speaking. How are you Ana?

Ana: ... And you?

Ella: I'm OK.

Ana: Listen, Ella. I'm calling to ask you about the competition next week.

Ella: Competition? I don't know anything about it, but perhaps Sam knows. Or Carlos.

Ana: ...

Ella: Of course. Just a second. I have got them in my address book! Here they are:  
Sam's number is 964 20 71. And Carlos's number is 853 11 49.

Ana: Thanks a lot.

Ella: No problem, Ana. See you soon!

## EVERYDAY ENGLISH / Telephoning

This is... (Ana).

I'm afraid... (Elliot) is not at home now.

May I speak to... (Elliot), please?

Can you tell... (him) to call me later?

Speaking.

I'm calling to ask about...



## LISTENING

**B** Listen to the telephone conversation and answer the questions.



1 Who are the speakers?

3 What is Ana's phone number?

2 Why is the boy calling his friend?

**C**

Put the sentences in the correct order, then listen and check. Read in pairs.



1 Oh, I see. Can you please tell him to call me?

2 No problem, Ana.

3 Hello, this is Ana. May I speak to Sam, please?

4 Thanks. Bye!

5 Hello, Ana. I'm afraid Sam's not at home right now.

20

### Tapescript Track 9

**Carlos:** Good morning. This is Carlos. May I speak to Ella, please?

**Ella:** Hi, Carlos. It's me. How are you?

**Carlos:** I'm fine, thanks... Actually, I'm calling to ask you about Ana's phone number. Have you got it?

**Ella:** Sure, here it is: 22 34 511.

**Carlos:** Thanks.

**Ella:** No problem. Bye.

**Carlos:** Bye. See you at school.



Workbook, p.16, Task A, B

### Tapescript Track 10

Hello this is Ana. May I speak to Sam, please?

Hello, Ana. I'm afraid Sam's not at home right now.

Oh, I see. Can you please tell him to call me?

No problem, Ana.

Thanks. Bye!

Answer key: 3/4/1/5/2

### Task C, p. 20

- Tell students to put the sentences in the correct order.
- Play track 10 on the CD.
- Students read out the conversation.

## SPEAKING

### Task D, p.21

- Tell students to work in pairs and read the dialogue.
- Tell them to replace the underlined words with similar ones.
- Give them a few minutes to practise the dialogue.
- Volunteers read out their examples.



Workbook, p.16, Task C, p.16, Task M

### TEACHING TIPS

#### Extra activity

Tell students to think of a conversation of their own similar to the one in the books. They can use their own ideas.

Give them some time to write it down.

Volunteers read out their dialogues.

This can also be done as a homework assignment.

### REMEMBER! p.21

#### Numbers 1-100

- Ask students if they know how to count to 100. (They will probably shout YES!)
- Tell them to look at the numbers in the box and read them out.
- Say that you will check how well they count to 100.
- Play the BOOM! game. Students count the numbers from 1-100, each student saying a number that follows the preceding one. Every student that has to say a number which ends in a 7, or which can be divided by 7, says *BOOM*. If he/she makes a mistake, he/she is out of the game.



Workbook, p.16, Task E, F, G

### TEACHING TIPS

If the BOOM! game is too difficult for your class, you can just tell your students to count the numbers from 1-100.

#### Extra activity

- Number bingo

Tell students to draw a 3X3 grid, or you can copy the grids yourself. Tell them to write 9 two-digit numbers of their choice. Explain that you will draw out the numbers 11-100 from a box, and when they hear their number called out they should cross it out on the grid. The first student to cross out all the numbers should shout BINGO!

#### Grid


- Tell students to think of a conversation of their own similar to the one in Task D Student's Book, p.21.

## HOMEWORK:

Workbook, p.16, tasks A, B, C  
p.17, tasks E, F, G  
p.19, task M

## LESSON 2

### INTRODUCTION

- Start the lesson by checking homework.
- Show students a photo of a door with a number on it.
- Ask them to tell you what it is and read the number.

### TEACHING TIPS

You can use a photo from task E or show them the photo of 10, Downing Street, where the British Prime Minister lives.

### Task E, p.21

- Tell students to look at the photos of front doors in their books.
- Tell them to work in pairs. Person A reads a house number and person B shows the correct photo.
- They change roles. Monitor what students do.

### Task F, p.21

- Tell students to tell their house numbers to the rest of the class.
- You can write them on the board to find out the highest and the lowest house number



## SPEAKING

**D** First read the dialogue in pairs. Then replace the underlined words with similar ones.

Lara: Hello, this is Lara. May I speak to David, please?

David: Hi, Lara!

Lara: Hi, David. I'm calling to check about the geography homework. Which page in the book do we have for homework?

David: Let me see... Page thirty-five in the Student's Book and page thirty in the Workbook.

Lara: OK, got it. Thanks! See you at school tomorrow.

**REMEMBER!**

### NUMBERS 10-100

10	ten	40	forty	82	eighty-two
18	eighteen	57	fifty-seven	99	ninety-nine
20	twenty	65	sixty-five	100	a / one hundred
36	thirty-six	78	seventy-eight		

**E** Work in pairs. One of you is **A**, the other is **B**. Act out the conversation. Then change roles.

**A** Choose one of the photos and read the house number.

**B** Listen to your partner and show the correct photograph.



**F** Find out your friends' house numbers. Who has the highest house number?

## EVERYDAY ENGLISH / Saying telephone numbers and reading addresses, p.22

- Tell students to look at the telephone number.
- Ask volunteers to read out the number.
- Explain that 0 in a telephone number is read "o" and that two successive numbers the same are read "double \_\_\_\_\_".
- Tell students to read John's address and explain that in the UK and USA it is normal to write the house number before the street name.
- Ask them where we put the house numbers.
- Write some examples of addresses on the board, and ask students to read them.

17, Chestnut Street	14, Abashidze Str. 45 (აბაშიძის ქ. 14)
89, Oxford Street	3, Niko Nikoladze Str. (ნიკო ნიკოლაძის ქ. 3)
25, Paddington Road	

- Students copy the addresses from the board.

### Task G, p.22

- Tell students to look at a page from Ana's notebook.
- Ask them what she has written on it.
- Tell them to look at the addresses and telephone numbers and try to read them to their partners.
- Students then change roles so their partners can read to them.
- Explain the triple threes.
- Monitor how students read.

## SPEAKING

### Task H, p.22

- Divide students into groups of four.
- Tell them to find out their partners' telephone numbers and addresses.
- They write their numbers and addresses in their notebooks.
- Monitor what groups do. Give them some time.
- Ask volunteers to read out numbers and addresses.
- Write some of the examples of their sentences on the board.

### TEACHING TIPS

#### Extra activity

##### • Numbers and addresses

Give 2 pieces of paper of different colours (white and blue) to each student. Students should write an imaginary telephone number on the white and an imaginary address on the blue paper. Collect the pieces of paper and put them in 2 separate boxes. Each student pulls out one piece of paper and then reads the telephone number and the address he has got. The writer of the number and the writer of the address can raise a hand when they recognize their number and address.

### REMEMBER! p.22

#### POSSESSIVE 'S

- Underline the possessives in the sentences you wrote on the board for the previous task.
- Write some more examples of your own.

### POSSESSIVE'S

Ivana's address is Tuškanova 11.

Karlo's telephone number is 4216760.

Iva and Luka's house is very big.

Students' books are on the desks.

- Tell pupils to look at the sentences in the Remember box.
- They read out the sentences.
- Ask them how we express the possessive. *We put 's at the end of the word.*
- Tell them to pay attention to the words ending in -s. *They only get an apostrophe.*
- Ask them what happens when there are two names. *We put 's only on the last name.*
- Students copy the sentences from the board.

### TEACHING TIPS

This is a good moment to revise the possessive adjectives.

You can ask students to change the nouns from the REMEMBER box into possessive adjectives.

Explain that we do not put 's on possessive adjectives or adjectives in general.

If students find the notion of nouns and adjectives too abstract, do not worry. They will learn the difference in Georgian language lessons.

### Task I, p.22

#### Tell students to choose correct possessive 's.

- Students write on their own.
- Check what they have written. (They read out the sentences.)



Workbook, p.18, Task K, p.19 Task L

**Answer key:** 1-children's, 2-Ana's, 3- Ella's, 4-Pete's

### TEACHING TIPS

#### Extra activity

##### • Guessing game

You can play a guessing game using students' notebooks. For task H they had to write their friends' addresses and telephone numbers. Take a notebook, and read some addresses and numbers. It will be easy for them to guess the names of kids, but it will be fun.

Volunteers can even come to the board and write them. *Giorgi's*

**EVERYDAY ENGLISH / Saying telephone numbers and reading addresses**

**Saying telephone numbers**

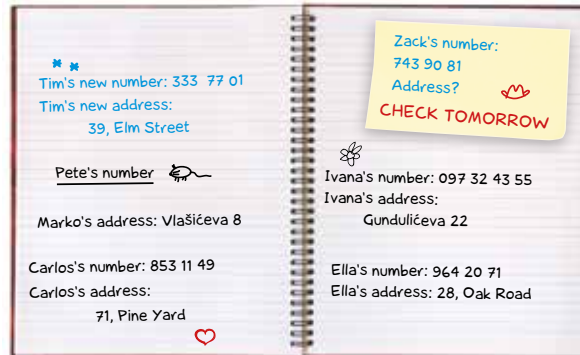
466 52 077  
four double six five two o double seven

**Reading addresses**

John: 24, Maple Place  
John lives at 24, Maple Place.

In the UK and USA it is normal to write the house number before the street name.

**G** This is a page from Ana's notebook. Read her friends' addresses and telephone numbers.



**SPEAKING**

**H** Work in groups. Find out your friends' phone numbers and addresses.

A: What's your telephone number?

B: It's ...

A: What's your address?

B: It's ...

**REMEMBER!**

**POSSESSIVE 'S**

Tim's address is 39, Elm Street.  
Ella's address is 28, Oak Road.  
Sam hasn't got Pete's e-mail.

Ana has got the children's phone numbers and addresses.  
The kids' numbers are in Sam's notebook.  
Elliot and April's address is not in Sam's book.

**I** Whose is it? Copy the sentences into your notebook and complete them. Use:

Ana's      Ella's      children's      Pete's

- 1 The ... club is called HBMC.
- 2 There are many phone numbers and addresses in ... notebook.
- 3 ... address is 28, Oak Road.
- 4 ... number is not in the address book.

22

**Workbook**

**Task H, p.18**

- Explain to students the expressions *divided by / is/ equals / plus / times / minus*.
- Write them on the board.

divided by /  
is =  
equals =  
plus +  
times x  
minus -

- Tell them to copy the words in the workbooks.
- Check what they have done.

**Workbook, p.18, Task I**

**TEACHING TIPS**

**Extra activity**

• **Maths exercises**

You can ask students to write some examples of easy maths exercises for their partners to read. Volunteers can come to the board and write them so other students can practise reading them. You can also tell students to write some more maths exercises on separate sheets of paper.

**HOMEWORK:**

Workbook, p.17, task D, p.18, tasks I, K, p. 19, task L  
Write 5 maths exercises using the mathematical symbols.

### LESSON 3

#### INTRODUCTION

- Start the lesson by checking homework.
- Collect the papers with maths exercises.
- Invite volunteers to come to the board and do the exercises.
- Other students can read out the equations.
- Play the HANGMAN game.
- Write a few words - numbers (17 \_\_\_\_\_, 100 a / one \_\_\_\_\_, 35 \_\_\_\_\_ etc.)
- Finish the game by writing dashes for the words *spelling bee*.

-----

- Ask students to tell you what they think it is. Ask them if it's an animal, a special kind of bee that can spell. Some students might already know what a spelling bee is.
- Tell them that it is a special competition where students compete in spelling.
- Explain the word *spell* to students.
- Ask them if they remember a conversation between Ana and Ella.
- Ask them what the girls were talking about. (Some of the students will remember they talked about a competition, and they will come to the conclusion that it is a spelling bee.)

#### Task J, p.23

- Tell students to open their books and look at the flag in the top right corner. Ask them if they know which country the flag belongs to. (Students will probably guess that it's the flag of the USA.)
- Tell students to read the text and find out some new information about the spelling bee.
- Students read the text.
- Explain the new vocabulary and write the words on the board.

correctly  
dictionary  
sound  
next level  
to participate  
local/national  
official

- Ask them to tell you why there aren't spelling bees for the Georgian language. (They will probably say it is because we do not need to spell words in the Georgian language.)
- Students copy the words into their notebooks.

#### TEACHING TIPS

You can ask students to read the text out loud. In case students ask you about the origin of the name spelling bee and the legend, you can find out more about it on the next page.

#### Task K, p.23

- Tell students to read the sentences and write *T* or *F* in the boxes.
- They read out the sentences.

**Answer key:** 1-F, 2-F, 3-T, 4-T.

#### Task L, p.23

- Tell students that the HBMC club organises a spelling bee.
- Tell them they will hear one part of the competition and that they have to write down the words Sam spells correctly.
- They have also to remember who the winner of the competition is.
- Play track 11 on the CD.
- Students listen and write the answers.
- They read aloud what they have written.

**Answer key:** 1- chair, rabbit; 2- Sam

#### Tapescript

##### Track 11

**Host:** ...the next word is "chair".... Yes, Sam!

**Sam:** C-H-A-I-R.

**Host:** Well done, another point for you! The new word is "RABBIT". Yes, Tom!

**Tom:** R-A-B-I-T.

**Host:** I'm sorry, but your spelling is not correct! Sam, can you spell it correctly please?

**Sam:** R-A-B-B-I-T.

**Host:** That is correct! We have a winner, everybody! Great job, Sam!

#### TEACHING TIPS

If you have a stronger class, you can ask them some additional questions about the competition:

What do students have to do in a spelling competition?

How do the children prepare for the competition?

Where do children go if they are good at local spelling bees?

Who was the first winner of an official spelling bee?

#### Task M, p.23

- Tell students they will hear a spelling rap song and that they have to find out which letter is missing.
- Play track 12 on the CD twice.
- Ask students to read out the missing letter.
- Play the rap a few more times. Students can sing along.

**Answer key:** I/Z/S/Q/O

#### Tapescript

##### Track 12

##### SPELLING RAP

A K H Y and I

Don't ask why!

B C D E G P V and Z.

Can't you see?

F L M N and S.

Don't make a mess!

R U W and U.

Spelling is fun for you!

X Z and O.

Don't say I don't know!

#### HOMEWORK

Students can think of some words for a spelling bee.



**J** Read this text about spelling bee competitions in the USA. Why aren't there spelling bees for the Croatian language?

## SPELLING BEE

A spelling bee is a very important school competition in the USA. In a spelling bee, school children have to spell words correctly, or better than other children. They prepare for spelling bees with the help of good dictionaries. This is important because in English there can be many different ways of spelling the same sound.

Winners then go to the next level of competition outside their school. If they are good at local spelling bees, they can participate in the National Spelling Bee and win a prize. The first winner of an official spelling bee was a boy who was 11 years old!



**K** Are these statements **true (T)** or **false (F)**? Correct the false ones.

- 1 A spelling bee is a very important school competition in Austria.
- 2 In a spelling bee, school children have to write out words correctly on the board.
- 3 School children use dictionaries to prepare for a spelling bee.
- 4 Children first have to win their school spelling bees and then they go to local spelling bees.

**L** Listen to one part from the spelling bee in Ana's new school and answer the questions.



- 1 Which words did Sam spell correctly?
- 2 Who is the winner of the spelling bee?



**M** Listen and say the missing letters.



A K J H Y and ...  
Don't ask why!

B C D E G P V and ...  
Can't you see?

F L M N and ...  
Don't make a mess!

R U W and ...  
Spelling is fun for you!

X Z and ...  
Don't say I don't know!

## TEACHING TIPS

Origin:

A spelling bee is referred to as such due to the use of the word 'bee' in 18<sup>th</sup>-century American English to mean "gathering", thus the term meant a gathering of spellers. Spelling bees were first held in the US in the 1750s. According to legend, the reason why it's called a spelling bee is because in 1842 a man called John Fornen made the first spelling competition and he won it but straight after he got stung by a bee in front of the audience and everybody was shouting spelling bee and the tradition has gone on ever since.

### Extra activity

- If your class likes the rap, divide the class into four groups. Each group has to remember one verse. Play the rap twice. The group raps their part. The procedure is repeated until the whole class knows the rap.
- **Spelling game**  
You can play this in pairs or as a whole class. Give pieces of paper to students (if in pairs, they only need the notebook). Tell them to write a word on that piece of paper for their friends to spell. Collect the papers and put them in a box. Go around the class and distribute papers to students. (They can take them out of the box). Now each student has a word to spell so that everyone can hear it.
- **A class spelling bee**  
If you see that students are good at spelling, you can organize a class spelling bee. Explain the simplified rules to students.  
[Here are some basic rules for classroom spelling bees.](#)
  1. The pronouncer announces the word to be spelled. He speaks slowly and clearly, without distorting the normal pronunciation of the word. He uses the word in a sentence and says the word again.
  2. The speller listens carefully to the pronouncer and asks for the word to be repeated if necessary.
  3. When the speller is sure she understands the word, she pronounces it, spells it and then says the word again. She must say it loudly enough for the judge to hear it.
  4. The judge(s) determines whether or not the word was spelled correctly.
  5. If the correct spelling was given, the speller remains in the game.
  6. If the spelling was incorrect, that speller is eliminated from the game. The judge gives the correct spelling of that word. Then the pronouncer reads a new word to the next student.
  7. When there are only two spellers left, if one player misspells a word, the other player must spell that word correctly, plus one more word to be declared the winner of the spelling bee.Those are really all the spelling-bee rules you need for a simple classroom game. Feel free to adapt to your own situation. We recognize that often the pronouncer and judge will be the same person -- the classroom teacher!



**J** Read this text about spelling bee competitions in the USA. Why aren't there spelling bees for the Croatian language?

## SPELLING BEE

A spelling bee is a very important school competition in the USA. In a spelling bee, school children have to spell words correctly, or better than other children. They prepare for spelling bees with the help of good dictionaries. This is important because in English there can be many different ways of spelling the same sound.

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**L** Listen to one part from the spelling bee in Ana's new school and answer the questions.



- 1 Which words did Sam spell correctly?
- 2 Who is the winner of the spelling bee?



**M** Listen and say the missing letters.



A K J H Y and ...  
Don't ask why!

B C D E G P V and ...  
Can't you see?

F L M N and ...  
Don't make a mess!

R U W and ...  
Spelling is fun for you!

X Z and ...  
Don't say I don't know!

# CINDY'S READER: MISS AGATHA INVESTIGATES THE CASE OF THE STOLEN INSTRUMENT



Workbook, pp.20 and 21

Tasks can be used as an introduction to the story in Students' Book.

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES: უცხ. დანყ. (II): 2,3,4,5,6,7,8,9,10

- GRAMMAR
- revision of the present simple of the verbs TO BE and TO HAVE GOT (positive and negative sentences, questions and short answers)
  - revision of WH questions and WH words
  - revision of the modal verb CAN (positive, negative form + questions and short answers)

- FUNCTIONS
- talking about what people are afraid of, good at and interested in, filling out a case chart
  - asking and answering WH and YES/NO questions

- VOCABULARY
- vocabulary relating to personal information, things people can be afraid of, good at and interested in, detective stories

SKILLS

- READING
- text – conversation between Miss Agatha and Mr. Cage
  - information about the suspects

- SPEAKING
- role play – conversation

- WRITING
- filling in a chart

CULTURE and CLIL

- music and history

## LESSON 1

### INTRODUCTION

- Start the lesson by checking homework.
- Students can read the words they have written for spelling practise.
- You say your own word for students to spell: investigate (some of the students might know the word; help if necessary).
- Explain the meaning of the word, and write it on the board.
- If pupils have used the Building Blocks series, ask them what they know about Uncle Phil. (They might say he is British, owns a pet shop, likes art etc.) Tell them that he has a sister, Miss Agatha.
- If not, you can directly introduce the character of Miss Agatha.
- Let students look at the illustration in their books, p.24.
- Ask questions about her looks, where she is, what is in her office, who else is in the office.
- Elicit her hobby: She is a detective.
- Tell students to read the text on page 24.
- Ask students what the Musical Instruments Museum is. (They will probably say it's a museum for instruments.)

### TEACHING TIPS

If students aren't familiar with it, you can explain the difference between Miss /m̂s/ (unmarried woman), Mrs /<sup>2</sup>m̂ŝz/ (married woman) and Ms /m̂z/ (married or unmarried woman).



## Miss Agatha Investigates



**CINDY'S  
READER**

## THE CASE OF THE STOLEN INSTRUMENT

Miss Agatha is not very young, but she is very clever and very brave. That's why people call her when they are in trouble. Today, she is in her office with Mr Cage, the director of the Musical Instruments Museum.

### Task A, p.25

- Tell students they are going to read a story about a robbery.
- Write the word on the board, and elicit the meaning. (Many students will know the meaning: they watch a lot of police series.)
- Elicit the words thief, stolen, suspects by asking them questions about other words they know that are connected with robbery.
- Write the words on the board.

thief  
stolen  
suspects

- Tell students they have to help Miss Agatha by filling in the case form, Task A.
- Give them some time to study the case form. (Or you can go through it together.)
- Students read out the text.
- Explain any new vocabulary, and write the words on the board.

assistant  
calm down  
darkness  
protection  
initials  
object

- Let students fill in the case form in their notebooks.
- Check what they have done.
- Students copy the words from the board.

#### Answer key:

**OBJECT STOLEN:** a violin

**WHERE FROM:** Musical Instruments Museum

**WHEN:** last night, at about 10 o'clock

**PROTECTION:** closed door, darkness, a dangerous dog

**SUSPECTS:** B.C. J.K. and M.P.

#### TEACHING TIPS

If you have a weaker class, you can just write the words *thief*, *stolen*, *suspects* on the board and explain them in the mother tongue.

#### Extra activity

Tell students to read the dialogue in pairs. Give them some time to practise. Ask volunteers to role-play the conversation.

### Task B, p.25

- Ask students if they would like to solve the case.
- Say that there is more information about the suspects.
- Tell them to read the information about the suspects and fill in the chart in their notebooks.
- Students read the information (they can also read it out loud) and write the information in the chart.
- Monitor what they do.
- Read out the answers.
- Discuss possible solutions without commenting.
- After the students have shared their answers (most of the students will know who the thief was), reveal the solution:

*JK – he is not afraid of the dark or dogs, he is good at climbing, and short and thin, so he could get in through the window. Besides, he is interested in music.*

- Ask students to think of a first name and surname for the thief.
- Write some of their ideas on the board, and discuss why he stole the violin.

(Students will probably say he stole it because he wanted to have the violin in his collection of musical instruments.).

**Answer key:** The thief is J.K. He is interested in music and history, not afraid of dark and dogs and short and thin to enter through the small window.

SUSPECTS	B.C.	J.K.	M.P.
Man/woman	woman	man	man
Good at	cocking	climbing	maths
Interested in	dancing	music and history	football
Afraid of	dogs	sharks	dark
Looks like	tall	short and thin	tall and fat

#### TEACHING TIPS

##### Extra activity

You can also discuss the moral part of the story, the 'wrongness' of robbery and other criminal activities.



##### Workbook

If you have a stronger class, you can expand the vocabulary by eliciting some other words connected with crime (*evidence, murder, gun, rob a bank, kidnap etc.*). This activity is connected with Task C, workbook, p.21.

Ask students to name some famous detectives they know (Hercule Poirot, Sherlock Holmes etc.). This activity would be a good introduction to Task A, workbook, p. 20.

Elicit the tools that detectives use in their work. This can be done with the help of Task B, workbook, p.20.

#### HOMEWORK

Workbook, p.20 Tasks A and B  
p.21 Tasks C and D

**A** Imagine you are Miss Agatha's assistant. Read the text and fill in the form.

**CASE NUMBER: 372**

**OBJECT STOLEN:**

**WHERE FROM:**

**WHEN:**

**PROTECTION:**  
closed  
door, darkness,  
a dangerous dog

**SUSPECTS:**

"Calm down, Mr Cage, and tell me what happened", she says.  
 "I can't calm down, I'm very upset. Our famous violin has been stolen. It's a very old and important instrument. I don't know what to do..."  
 "When, Mr Cage?"  
 "Last night. About ten o'clock."  
 "Where do you keep your instruments at night?"  
 "In a special, dark room."  
 "Have you got any idea how the thief got into the room?"  
 "No, I have no idea. Look!" He shows a photo. "The doors are closed, and I'm the only person who has the key."  
 "What about this window?"  
 "It's a very small window, Miss Agatha. Oh yes, and we have a dog, a dangerous dog..."  
 "Have you got any suspects?"  
 "Three of them. I can't give you their names – just their initials; the suspects are: B.C., J.K. and M.P. Here is some information about them..."

**B** Can you help Miss Agatha? Read the information about the suspects and find out who the thief is. Draw a chart in your notebook and fill it in. Check the answers with your teacher.

SUSPECTS	B.C.	J.K.	M.P.
man / woman			
good at			
interested in			
afraid of			
looks like			

B.C. is the only woman.  
 She is interested in dancing.  
 The person who is interested in dancing is tall.  
 The tall person is good at cooking.

M.P. is good at maths.  
 The person who is good at maths is tall and fat.  
 The person who is interested in dancing is afraid of dogs.  
 The person who is good at maths is afraid of the dark.  
 The tall, fat person is interested in football.

J. K. is interested in music and history.  
 The person who is interested in music is afraid of sharks.  
 The person who is afraid of sharks is good at climbing.  
 The person who is afraid of sharks is short and thin.

WHO IS THE THIEF?  
 HOW DO YOU KNOW?

# REVISION 1



Workbook pp. 22, 23

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: უცბ. დანყ. (II): 2,3,4,5,6,7,8,9,10,11,12,13,14

- |            |  |
|------------|--|
| GRAMMAR    | <ul style="list-style-type: none"><li>• revision of the verbs TO BE and TO HAVE (positive and negative form and questions and short answers)</li><li>• revision of WH questions and WH words</li><li>• revision of possessive 's and possessive adjectives</li></ul> |
| FUNCTIONS  | <ul style="list-style-type: none"><li>• self-evaluation</li><li>• asking and answering WH and YES/NO questions</li><li>• talking on the phone / telephoning</li><li>• introducing oneself</li></ul>  |
| VOCABULARY | <ul style="list-style-type: none"><li>• vocabulary relating to personal information</li><li>• vocabulary relating to activities, free time and geographical places</li><li>• telephone numbers</li></ul>   |

## SKILLS

- |          |   |
|----------|---|
| READING  | <ul style="list-style-type: none"><li>• dialogues</li></ul>   |
| SPEAKING | <ul style="list-style-type: none"><li>• telephone conversation</li><li>• asking questions</li><li>• introducing oneself</li></ul>   |
| WRITING  | <ul style="list-style-type: none"><li>• describing people (what they look like and are like) – a report about your friend</li></ul> |

## CULTURE and CLIL

- geography

## LESSON 1

### INTRODUCTION

- Start the lesson by checking homework.
- Play a short TRANSLATION game with students. Say sentences in Georgian, and pupils translate them into English. (You can use some of the sentences from Task A, Workbook, p.22)

Examples of sentences:

*რამდენი წლისაა ანა?*

*მას ფრენა შეუძლია.*

*პრობლემა გვაქვს.*

*ის ინგლისურში კარგია.*

*მისი ტელეფონის ნომერია...*

*გიორგის მისამართია...*

### TEACHING TIPS

You can prepare cards with sentences on them and divide the class into two teams. Students (members of the teams) come to the board and choose their cards. If they translate the sentence correctly, their team gets 2 points. If not, the other team gets a chance to win a point.



Workbook, GRAMMAR Task A, p.22

- Tell students to read the dialogue and circle the correct words.
- Give them some time.
- Monitor what they do.
- Ask students to read out the dialogue as a kind of role play. (You can ask more than one pair to read out the dialogue.)

### TEACHING TIPS

If you have a stronger class and the necessary equipment, you can show the dialogue on the board (digital material) and leave out the words in blue so that students have to guess them.

### VOCABULARY

#### Task B, p.22

- Say a few adjectives, and ask students to tell you their opposites.

Examples:

*young – old*

*happy – unhappy/sad*

*big – small*

*good – bad*

- Tell students to match the opposites in their workbooks.
- Check what they have done.

#### Task C, p.22

- Say a few definitions that define some adjectives. (It is a sort of DEFINITION game.)

Examples:

*Somebody who doesn't like working hard is ...*

*It's the opposite of old.*

*When something is not long...*

- Tell students to complete the sentences using the words from Task B.
- Students do it on their own.
- Check what they have done.

#### Task D, p.22

- Tell students to circle the correct words in the 4 dialogues.
- Students do the task on their own.
- Ask them to read out the dialogues.

### TEACHING TIPS

You can ask students to translate sentences from the dialogues but use the wrong answers. Students will find it very amusing and lots of fun.

# REVISION

## GRAMMAR

### A Read the dialogue and circle the correct words.

Rie and Ella are in the playground.

Rie: What / Who is the boy in the baseball cap?

Ella: That's Zack.

Rie: Is he from the UK?

Ella: Yes, he has. / No, he isn't.

Rie: Where / When is he from, then?

Ella: The USA.

Rie: How many / How old is he?

Ella: He is / has eleven. He is in our / we class.

Rie: What is Zack like?

Ella: Oh, he's really nice. He is / has very clever, too. He's a computer whiz – when we has got / have got a computer problem, we ask him for help.

Rie: Is he good in / at maths?

Ella: Yes, he is / he has. He can / can't help you if you want.

Rie: That would be great. Have you got Zack / Zack's phone number?

Ella: Just a second... Her / His telephone number is 743 9081.

Rie: Thanks.

## VOCABULARY

### B Match the opposites.

- |               |                                      |
|---------------|--------------------------------------|
| 1 young       | <input type="checkbox"/> boring      |
| 2 tall        | <input type="checkbox"/> hardworking |
| 3 interesting | <input type="checkbox"/> old         |
| 4 friendly    | <input type="checkbox"/> short       |
| 5 lazy        | <input type="checkbox"/> unfriendly  |

### C Complete the sentences. Use the words from Task B.

- 1 My friend doesn't like working hard. He's \_\_\_\_\_.
- 2 She's got a lot of friends because she's \_\_\_\_\_.
- 3 His cat is 18 years old. It's \_\_\_\_\_.
- 4 He doesn't like jogging. He says it's \_\_\_\_\_.

### D Complete the sentences. Use: mountain, language, country, river, sea, capital, continent, island.

### E Circle the correct words.

- |                                 |                            |
|---------------------------------|----------------------------|
| 1 Europe is a _____.            | 5 The Thames is a _____.   |
| 2 Georgia is a _____.           | 6 Ushba is a _____.        |
| 3 English is a _____.           | 7 Hawaii is an _____.      |
| 4 Paris is the _____ of France. | 8 The Adriatic is a _____. |



### Task E, p.23

- Tell students they have 30 seconds to name 5 countries.
- They write the countries in their notebooks.
- You can repeat the activity with rivers / oceans / mountains etc.
- Students do Task E.
- Check what they have done.

#### TEACHING TIPS

You can extend this task by asking similar questions and turning this activity into a quiz competition.

Examples:

*Spanish is a ...?*

*Everest is a ...?*

*Paros is an ...?*

*Asia is a ...?*

### SPEAKING

#### Task F, p. 23

- Tell each student to choose two of the three tasks and report to the class.
- Give students some time.
- Volunteers show their classmates what they have prepared.

#### TEACHING TIPS

You can add some more tasks to this one or expand the existing ones.

Here are some examples:

1. *Name five continents / rivers / capital cities / mountains / islands etc.*

2. *Spell the continents / rivers / countries you name.*

3. *Say the telephone numbers your partner writes.*

#### Task G, p.23

- Tell students to choose one situation and act it out with their partner.
- Give them some time to practise in pairs.
- Volunteers role-play the situations.

#### TEACHING TIPS

If your students show interest, they can act out both of the conversations.

### WRITING

#### Task H, p.23

- Tell students to describe their best friends using the questions as help.
- Give them some time.
- Volunteers read out their descriptions without giving the names of the friends they are describing.
- Other students can try to guess the names.

#### TEACHING TIPS

- This task (H) can be done as a homework assignment.

#### Extra activity

##### DICTATION 1

You can give this dictation to students as practice.

*Sam is a boy in Ana's class. He is from the UK. He has got blue eyes and blond hair. His brother is 8 years old. He loves animals. He has got a dog. His name is Max.*

- 1 **Andrea:** May I **ask / answer** you something?  
**Barbara:** Sure.
- 2 **Teacher:** Goodbye children, don't **remember / forget** to do your homework!  
**Pupil:** OK, see you tomorrow teacher!
- 3 **Teacher:** Who can **come / go** here and help me?  
**Pupil:** I can try!
- 4 **Teacher:** If you are ready, we can play a game now. Are you ready, children?  
**Pupils:** Yes, we are, teacher. We can **finish / start**.

## SPEAKING

### **F** Here are three tasks. Choose two and show what you can do.

- 1 Talk about pupils in your class.
  - Who's good at maths?
  - Who can sing?
  - Who's good at English?
  - Who can play an instrument?
  - Who's interested in music?
  - Who's afraid of snakes?
  - Who's interested in sport?
  - Who's afraid of spiders?
- 2 Name five countries.
- 3 Spell your name and your friend's name.

### **G** Choose one situation and act it out with your friend.

#### Situation 1

There is a new girl / boy in your class. Introduce yourself and ask her / him questions (name, age, her / his family, hobby).

#### Situation 2

Make a telephone conversation. Call your friend and ask her / him what's for homework.

## WRITING

### **H** Describe your best friend. Use these questions as help.

- 1 How old is she / he?
- 2 What does she / he look like?
- 3 What is she / he like?
- 4 What can she / he do?
- 5 What do you know about her / his family?

**STUDENT'S BOOK****FOR MY PORTFOLIO, p.26****What do you think about this Unit?**

- Tell students to look at My learning diary and think about the first six questions.
- Give them some time to write the answers. (They can go through the lessons and see what things they liked and didn't like.)
- Ask volunteers to read out their answers.
- You can have a short discussion about their favourite lessons and words, and also about the most difficult things in the Unit.

**Say what you can do after this unit.**

- Tell students to look at the eleven sentences and say what they can do after this unit.
- Tell them they can challenge their partners to do the things they say they can.
- Give students some time.
- Ask random students what they have answered, and challenge them to show you what they can do.

**PROJECTS, p.26**

- Projects are optional and can be done depending on the students' interests and motivation.
- Students do them in groups.

**1) CAPITAL CITIES**

- Tell students to choose ten countries in Europe and find their capital cities.
- Tell them to find postcards and photos of the cities and make a poster or a PowerPoint presentation about them.

**TEACHING TIPS**

Students can do this project about countries instead.

**2) SPELLING BEE**

- Tell students to work in pairs and make a list of the 10-15 most difficult words from this Unit.
- Organise a spelling bee.

**TEACHING TIPS**

A similar activity was explained in Lesson 1.4. – Culture Corner.



# FOR MY PORTFOLIO

My learning diary

## PROJECTS

Choose one project and do it in a group.




### 1/ CAPITAL CITIES

Choose ten countries in Europe. What are their capital cities? Find postcards or photos of the cities and make a poster. Circle the cities you would like to visit.

### 2/ SPELLING BEE

Make a list of the 10-15 most difficult words from this unit. Organise a spelling bee in your class to practise spelling these words.























#### What do you think about this unit?

- 1/ Why is it called "New Country, New School, New Friends"?
- 2/ I think this unit is:  
 easy  
 not very easy  
 difficult
- 3/ What was easy? What was difficult?
- 4/ Which lesson did you like best?
- 5/ What didn't you like in this unit?
- 6/ What are your favourite words in this unit?

#### Say what you can do after this unit.

 I CAN

 I NEED MORE PRACTICE

- |   |   |  |
|---|---|--|
|  |  | I can say what people look like.                         |
|  |  | I can say what people are like.                          |
|  |  | I can ask a friend questions about himself / herself.    |
|  |  | I can talk about myself.                                 |
|  |  | I can say what I am good at, interested in or afraid of. |
|  |  | I can say what I can / can't do.                         |
|  |  | I can ask my friends what they can do.                   |
|  |  | I can use the map of the world.                          |
|  |  | I can talk on the phone and ask for a telephone number.  |
|  |  | I can count to 100 in English.                           |
|  |  | I can spell my name.                                     |

## 2.1. THERE'S NO PLACE LIKE HOME

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: **ህጋዊ ጥያቄ (II): 1,2,3,4,5,6,7,8,9,10,14**

- GRAMMAR**
- prepositions of place – in, on, under, between, near, next to, above
  - determiners – this, that, these, those + there is, there are
- FUNCTIONS**
- describing a home, rooms, furniture
  - reading for specific information
- VOCABULARY**
- reinforcing the vocabulary relating to a house, furniture

### SKILLS

- READING**
- Elliot's description of his room
- LISTENING**
- Elliot's description of his room
- SPEAKING**
- interviewing classmates about their rooms
- WRITING**
- describing one's room

### LESSON 1

#### INTRODUCTION

- Tell students to take a quick look at the introduction page to the Unit in their books.
- Ask them what the title HOME SWEET HOME means.
- Briefly introduce the things they will do in this Unit. (You can use the tips from the Student's Book, p.27.)
- Continue with a warm-up activity – VOCABULARY COMPETITION.
- Ask students to name a few rooms that can be found in a house.
- Students will probably name: *a kitchen, a bedroom, a bathroom, a living room, a dining room...*
- Draw four columns on the board with the following headings:

in the bathroom	in the kitchen	in the bedroom	in the living room

- Divide the class into two groups.
- The aim is to write as many things as they can remember that they can find in these rooms.
- They have four minutes, and students take turns to come to the board and write a word.
- When the time is up, count the words and pronounce the winner.

#### TEACHING TIPS

To save some time, or if you have an energetic class, you can do VOCABULARY COMPETITION without the competition or groups. Just ask students randomly to name the things that can be found in the rooms, and they or you can write them on the board.

## WORDSPOT

### Task A, p.28

- Tell students to open their books at page 28 and say which words from the board they can see in Elliot's room.
- Ask them if there are any items of furniture they can see which they have not listed on the board. Students will say *yes* and probably notice *a broom, a tennis racket*.
- Ask students to describe Elliot's room using the words given in the table. Read out the example.
- Explain any new vocabulary, and write the words on the board.

a pillow  
a broom  
a floor

- Give students some time to think about the sentences.
- Ask students to read out their examples.

**Answer key:** There is a teddy bear on the floor/ near April's bed. There is a pillow on Elliot's bed/on April's bed. There is a broom near Elliot's bed. There is a ball on the floor/near April's/Elliot's bed. There is a T-shirt under April's bed/ on the floor. There are jeans on the floor/near April's bed. There are books on Elliot's bed. There are shoes on the floor/near April's bed. There are slippers on the floor/near Elliot's/ April's bed/near April's bed. There are socks on April's bed. April's bed.

#### TEACHING TIPS

You can ask some additional questions just to revise basic prepositions.

Examples: *What is there on April's bed?*

*Where is the pillow?*

*What can you see under her bed?*

### Task B, p.28

- Ask students what they think Elliot does with his broom. They will probably say *cleans* or *sweeps*.
- Elicit another word for cleaning the room – *tidy up* – and write it on the board.
- Tell students to look at the sentences in Task B.
- Explain the new words, and write them on the board.

tidy up  
get upset  
mess  
give instructions

- Ask students to guess if the sentences are true or false based on the picture.
- Students write *T* or *F*.
- Check the answers.

**Answer key:** 1-F, 2-F, 3-T-4-T.

# 2.1

# THERE'S NO PLACE LIKE HOME

**A** Make sentences about the picture.

**Example:**  
There is a teddy bear on the floor.



There

is  
are

a teddy bear  
a pillow  
a broom  
a ball  
a T-shirt  
jeans  
books  
slippers  
shoes  
socks

on the floor.  
on Elliot's bed.  
near Elliot's bed.  
on April's bed.  
near April's bed.  
under April's bed.

**B** What do you think? Are these sentences true (T) or false (F)?

- 1 Elliot cleans his room with a broom.
- 2 Elliot likes books about cowboys.
- 3 Elliot's mum gets upset when she sees the mess in the children's room.
- 4 Elliot gives instructions to his broom to clean the room.

## READING

### Task C, p.29

- Tell students they are going to listen to Elliot's description of his room.
- Tell them to check if their guesses are correct.
- Play track 13 on the CD.
- Ask students how many sentences they guessed correctly.
- Explain the new vocabulary, and write it on the board.

Home, sweet home!

to relax  
tidy  
moppety mop, broomety broom

- Students copy the words from the board.

### Tapescript

#### Track 13

"Home sweet home!" I say this every time I come home from school. I can relax here and do my magic tricks. This is my room. I share it with my sister April. I love her, but she is not very tidy, and our mum gets upset when she sees the mess in our room.

This is my bed. These books on my bed are about magic tricks. My new magic trick is really interesting: a magic broom that can walk and clean the room! Why?

Look at that bed over there. That bed is April's. She is not very tidy, but she is OK with that. She can sleep with those socks on the bed and those shoes under the bed! "So what?" she says. "Socks have to sleep, too".

Mum would like to have a clean house all the time, but this is difficult because our house is very big. When she comes into our room, she always says, "This room is a mess! Look at those shoes there! Pick up those socks, April, please."

But my magic can help April and Mum. I can stay in my bed and give instructions to my magic broom: "Moppety mop, broomety broom, 1, 2, 3 – clean this room!" The magic broom cleans and tidies up children's rooms. Would you like to have one?

### TEACHING TIPS

- Explain the expression *moppety mop, broomety broom* in your own words, like: ფოკუს-მოკუს.

#### Extra activity

- You can tell students to read out the text. Each student reads one sentence.

#### Extra activity

- Ask pupils to find the examples of Georgian sentences in English ("აქ შემიძლია დავისვენო და ჩემი ჯადოსნური რამეები ვაკეთო". "ჯადოსნურ ცოცხს შეუძლია იაროს და ოთახი ასუფთავოს". ეს არის ჩემი ოთახი".) This can be a good introduction to Task D and the Remember box.

### Task D, p.29

- Tell students to circle the correct words.
- Students do it on their own.
- Check what they have done.



### Workbook, p.24, Tasks A, B

**Answer key:** 1-relax, 2-his room, 3-gets upset, 4-cleans up the mess.

### REMEMBER! p.29

#### THIS / THAT / THESE / THOSE

- Introduce this / that by pointing to familiar objects in the classroom. Make sentences.

Examples:

*This is my book. These are your books.*

*This is a nice bag. Those are nice notebooks.*

*This student is wearing a blue T-shirt. These students are sitting in the first row.*

*That student is wearing a white T-shirt. Those students are sitting at the back.*

- Ask students if they remember some of your sentences or whether they can make some of their own examples.
- Write the sentences on the board.

*This is my book.*

*These are your books.*

- First explain the difference between the singular and plural form.
- Write another two examples.

HERE

sg. This is my book.

pl. These are your books.

THERE

That is her bag.

Those are their bags.

- Stress the difference between THIS / THESE as here and THAT / THOSE as there.
- Write the following sentences on the board.

This is my book. (It's here.)

That is Luka's book. (It's over there.)

These are your bags. (They are here.)

Those are Sara's shoes. (They are over there.)

singular

plural

- Ask students to read the sentences from the Remember box and to translate them into Georgian.
- Students then copy the sentences from the board.

### Task E, p.29

- Explain to students that Elliot is describing his room.
- Give them some time to look at the picture at task A and complete the sentences.
- Check what they have done.



### Workbook, p.24, Task C, p.25, Tasks D, E

**Answer key:** 1-This, 2-These, 3-Those, 4-That, 5-These, 6 -That.

### HOMEWORK

Workbook p.24, Tasks A,  
p.25, Tasks B, C, D, E

## READING

**C** Read Elliot's description of his and his sister's room and find out if your guesses were correct.



"Home sweet home!" I say this every time I come home from school. I can relax here and do my magic tricks. This is my room. I share it with my sister April. I love her, but she is not very tidy, and our mum gets upset when she sees the mess in our room.

This is my bed. These books on my bed are about magic tricks. My new magic trick is really interesting: a magic broom that can walk and clean the room! Why?

Look at that bed over there. That bed is April's. She is not very tidy, but she is OK with that. She can sleep with those socks on the bed and those shoes under the bed! "So what?" she says. "Socks have to sleep, too".

Mum would like to have a clean house all the time, but this is difficult because our house is very big. When she comes into our room, she always says, "This room is a mess! Look at those shoes there! Pick up those socks, April, please."

But my magic can help April and Mum. I can stay in my bed and give instructions to my magic broom: "Moppety mop, broomety broom, 1, 2, 3 – clean this room!" The magic broom cleans and tidies up children's rooms. Would you like to have one?

**D** Circle the correct words.

- 1 Elliot likes his room because he can watch TV there / relax there.
- 2 He shares his room / his shoes with April.
- 3 Mum gets upset / gets tired when she sees the mess in their room.
- 4 The magic broom makes a mess / cleans up the mess.

## REMEMBER!

### THIS / THAT / THESE / THOSE



**This** is my book.  
**This** book is about magic.

**These** are my books.  
**These** books are about magic.



**That** is her bed.  
**That** bed is untidy.

**Those** are her socks.  
**Those** socks are green.

### HERE / THERE

I can relax **here**.

Look at those shoes **there**!

**E** Elliot is talking about his room. Look at the picture in Task A. Complete the sentences. Use: **this, that, these** and **those**.

- 1 \_\_\_\_\_ is my broom.
- 2 \_\_\_\_\_ are my books about magic.
- 3 \_\_\_\_\_ are my sister's socks over there.
- 4 \_\_\_\_\_ shoe under the bed is April's.
- 5 \_\_\_\_\_ are my slippers.
- 6 \_\_\_\_\_ teddy bear over there is April's.

## LESSON 2

### INTRODUCTION / STARTING THE LESSON

- Start the lesson by checking homework.

#### TEACHING TIPS

##### Extra activity

Draw six columns on the board with the following headings:

to tidy up	to share	to clean	to get	to clean up	to pick up

Divide students into two groups. Students from each group come to the board. You say a word, and they have to write it under the correct heading. Some words can go under more than one heading. If they write it under both headings, they score double points.

Examples of some words:

*a car, a present, a room, a pencil, the house, shoes, upset*

### YOUR TURN!

#### Task F, p.30

- Ask students if they live in a flat or a house, whether their room is tidy or not, what their mum says about their room.
- Ask students to underline the sentences that are true for them.
- Ask students to read out the sentences, especially those students that weren't actively involved in the previous discussion.
- Tell students to copy sentences that are true for them into their notebooks.

#### Task G, p.30

- Write *there is / there are* on the board.
- Ask students if they remember what Elliot's room looks like.
- Ask them to describe it using the expressions on the board as help.
- Ask them if they think Elliot's living room is as messy and untidy as his room.
- Tell them to look at the picture of his living room in the books.
- Ask students to name the furniture in the picture.
- Explain any new vocabulary (*armchair, sofa, stereo*) and, if necessary, write the words on the board.
- Tell students to look at the picture and tick true sentences.
- Give students some time to do the task.
- Students read out true sentences.



#### Workbook, p.26, Task F

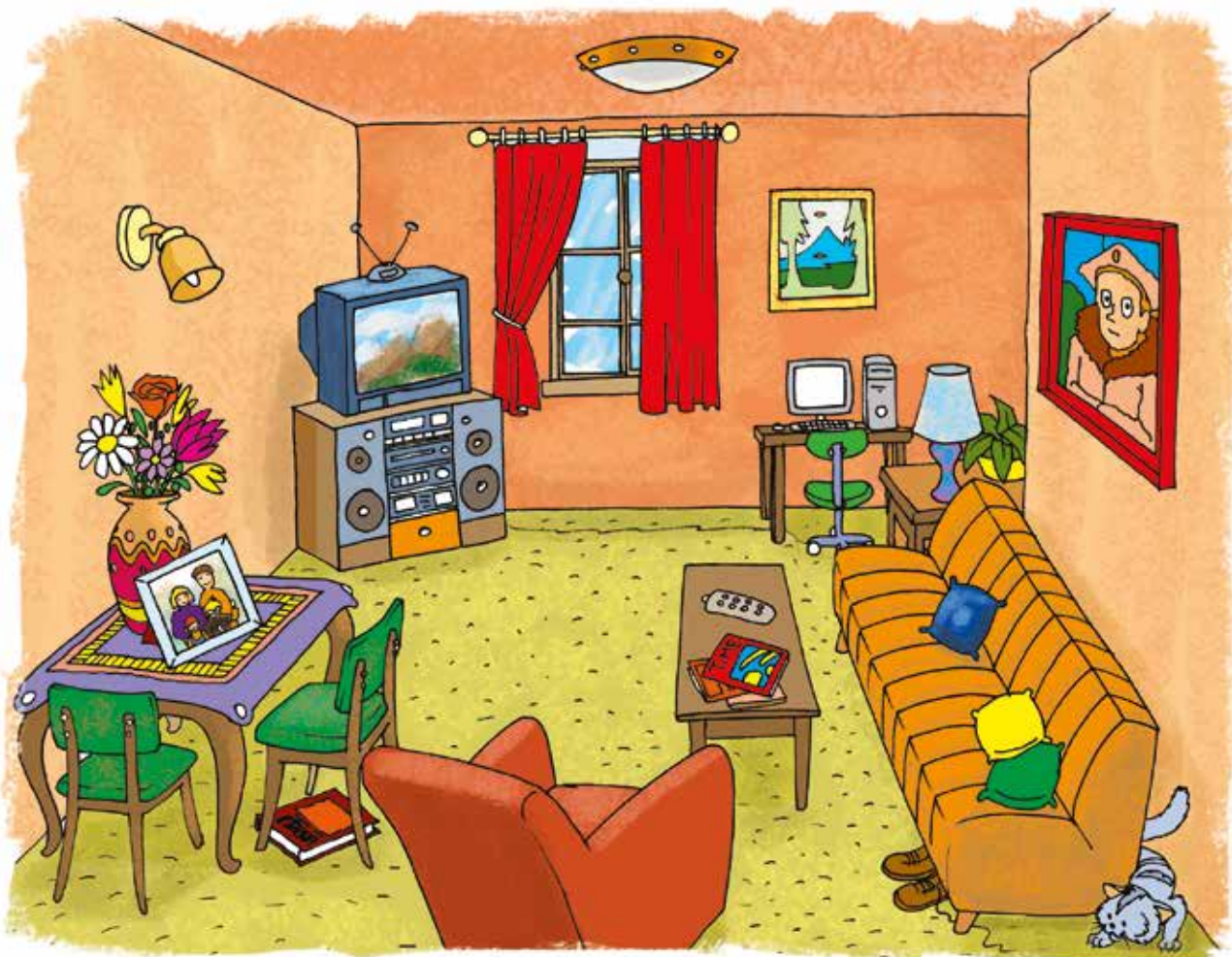
**Answer key:** 1-F, 2-F, 3-F, 4-F, 5-T, 6-T, 7-F, 8-T.

## YOUR TURN!

**F** Underline the sentences that are true for you. Then copy them into your notebook.

- 1 I live in a flat. / I live in a house.
- 2 I share my room with my brother (sister). / I have my own room.
- 3 My room is tidy. / My room is not very tidy.
- 4 My mum gets upset when she sees my room. / My mum never gets upset about my room.
- 5 I tidy up my room every week. / I tidy up my room only when Mum tells me to.

**G** Look at the picture of Elliot's living room. Tick only the sentences that are true.



- |  |                          |  |                          |
|--|--------------------------|--|--------------------------|
| 1 There isn't a picture above the desk.  | <input type="checkbox"/> | 5 There is a family photo in front of the vase.    | <input type="checkbox"/> |
| 2 There is a picture next to the desk.   | <input type="checkbox"/> | 6 There isn't a cat behind the armchair.           | <input type="checkbox"/> |
| 3 There are flowers near the vase.       | <input type="checkbox"/> | 7 There is a chair between the sofa and the table. | <input type="checkbox"/> |
| 4 There aren't any shoes under the sofa. | <input type="checkbox"/> | 8 There is a window opposite the armchair.         | <input type="checkbox"/> |

**REMEMBER! p.30**  
**THERE IS / THERE ARE**

- Tell students they can use there is / there are at the beginning of the sentence when they describe a room or a house.
- Write some examples of sentences from Task G on the board. You can ask students to add some new sentences that are true.

	Positive	Negative
sg.	There is a book under the chair.	There isn't a picture next to the desk.
pl.	There are flowers in the vase.	There aren't any dogs behind the armchair.

- Ask students to think about the difference between *there is / there are* (they probably learned that in year 4).
- Ask volunteers to explain the difference in Georgian (the difference between singular and plural).
- Ask students to translate the sentences on the board.
- They will see the difference between the positive and negative sentences. (If not, explain it to them).
- Ask students a few questions about the picture in Task G.

Examples:

*Is there a cat on the chair?*  
*Is there a picture above the desk?*  
*Are there any flowers in the vase?*  
*Are there any books on the sofa?*

(Some students will answer the questions with: *Yes, there is. No, there isn't. Yes, there are. No, there aren't.*)

- Write these examples of questions and answers on the board:

*Is there a cat on the chair? Yes, there is. / No, there isn't.*  
*Are there any flowers in the vase? Yes, there are. / No, there aren't.*

- Tell students to read the sentences in the Remember box.
- Ask them to explain how to make questions. They can explain in Georgian.
- Students copy the sentences from the board.

**Task H, p.31**

- Tell students to circle the correct words.
- Students read out the sentences.



**Workbook, p.26, Task G**

**Answer key:** 1-There is, 2-Are there, 3-There are, 4-Is there, 5-There isn't, 6-There aren't.

**REMEMBER! p.30**  
**PREPOSITIONS OF PLACE**

- Ask students to look at the picture in Task G and answer your questions.

Examples:

*Where is the computer?*  
*Where is the photo?*  
*Where are the shoes?*

- Students will probably answer the questions with short answers: *on the desk, above the sofa, under the bed.*
- Write a few prepositions they say on the board and tell them that we call these words *prepositions of place.*

Prepositions of place				
on	in	under	behind	above
in front of		next to	near	
between		opposite		

- Tell students to read out the prepositions in the Remember box and translate them into Georgian.
- Students copy the prepositions from the board.

**TASK I, p.31**

- Tell students to look at the picture in task G and circle the correct preposition.
- Give them some time to do the task.
- Check what they have done.



**Workbook, p.26, Task H**

**Answer key:** 1-behind, 2-above, 3-under, 4-opposite, 5-on, 6-in front of.

**TEACHING TIPS**

**Extra activity**

• **Memory game**

Tell students you will read 6 sentences about the picture in task G. They have to write *T* (true) or *F* (false) in their notebooks without looking in the books.

Examples:

*There is a picture above the armchair. F*  
*There is a family photo in front of the vase. T*  
*There is a vase opposite the sofa. T*  
*There aren't any shoes under the desk. T*  
*There are books on the desk. F*  
*There isn't a cat behind the sofa. F*

Students then look at the picture to see how many sentences they have got right.

**SPEAKING**

**Task J, p.31**

- Tell students to work in pairs.
- Students interview their partners using the questions in the task.
- Monitor them, and help if necessary.
- They can report their partner's answers to the class.

**TEACHING TIPS**

Students can add some of their own questions in the interview.

**WRITING**

**Task K, p.31**

- Students write about their rooms using the questions from Task J.



## REMEMBER!

### THERE IS / THERE ARE

**There is** a book under the chair.

**Is there** a picture near the vase?  
Yes, there is. / No, there isn't.

**There are** flowers in the vase.

**Are there** any flowers in the vase?  
Yes, there are. / No, there aren't.

**There isn't** a picture above the table.  
**There aren't** any cats behind the armchair.

### PREPOSITIONS OF PLACE

on, in, under, behind, above, in front of, next to, near, between, opposite

#### H Circle the correct words.

- 1 There are / There is a computer on the desk.
- 2 Is there / Are there any flowers in the vase?
- 3 There is / There are shoes under her bed.
- 4 Is there / Are there a picture above the desk?
- 5 There isn't / There aren't a chair behind the door.
- 6 There isn't / There aren't three windows in the room.

#### I Look at the picture in Task G. Circle the correct preposition.

- 1 There is a cat on / behind the sofa.
- 2 There is a picture under / above the sofa.
- 3 There are shoes under / on the sofa.
- 4 There is a vase opposite / behind the sofa.
- 5 There are magazines under / on the table.
- 6 There is a family photo in front of / under the vase.

## SPEAKING

#### J Interview your classmate about his or her room.

- 1 Have you got your own room? Do you share it with your brother or sister?
- 2 What do you do in your room?
- 3 Is your room big or small?
- 4 Is your room tidy or untidy?
- 5 Who tidies up your room?
- 6 What furniture is there in your room?
- 7 Where's the bed? And the desk?
- 8 Where do you keep your books?
- 9 Where do you keep your clothes?
- 10 Are there any posters or pictures on the walls? What are they of?

## WRITING

#### K Think about your room and write the answers to the questions in Task J.

31

### TEACHING TIPS

This task can be done as a homework assignment.



#### Workbook, Task I, p.27

This task contains a lot of new vocabulary, so it would be a good idea to pre-teach the vocabulary or even do the task as a warm-up activity.

Explain to the students the concept of a mind map.

Go through the types of home, the adjectives connected with home, rooms that are in a home and furniture.

Explain the new vocabulary, and write it on the board.

a skyscraper  
a cottage  
cosy  
a washbasin  
the attic

a pillow  
a cushion  
the pantry  
the study

Tell students to do the five tasks.  
Monitor and help if necessary.

### HOMEWORK

Workbook, p.26 Tasks F, G, H  
p.27 Task I (Learning to learn)

Student's Book, p.31 Remember box – copy the prepositions into your notebook and translate them

Student's Book, p. 31 Task K

## 2.2. ELLIOT IS FAMOUS!

SUGGESTED TEACHING TIME: 3 lessons

LEARNING OUTCOMES: ၂၅၆. ၁၁၆၅. (II): 1,2,3,4,5,6,7,8,9,10,11

- GRAMMAR • the present simple (positive sentences)
- FUNCTIONS • describing a daily routine  
• listening for specific information
- VOCABULARY • collocations with make/do/have

### SKILLS

- READING • Why is Elliot famous?  
• Schoolchildren around the world
- LISTENING • interviews (April, Mum, Tess)  
• Schoolchildren around the world
- SPEAKING • describing a daily routine
- WRITING • your typical day

### CULTURE and CLIL

- Schoolchildren around the world

### LESSON 1

#### INTRODUCTION

- Start the lesson by checking homework.

#### TEACHING TIPS

If you didn't do Task I (Learning to learn) in the last lesson, you can start this lesson with it.

#### Extra activity

##### • A memory game

If you haven't played it so far, you can play the memory game using the picture in Task F (student's book, p.30).

Tell students you will read a few sentences about the picture in task F.

They have to write *T* (true) or *F* (false) in their notebooks.

Examples:

*There is a duck in the bathtub. T*

*There is an orange cushion on the armchair. F*

*There aren't any books in the living room. F*

Students then look at the picture to see how many sentences they got right.

You can change the sentences into questions so students write the answers in their notebooks.

(These are questions similar to sentences in Task G, student's book, p.30.)

Examples:

*Is there a carpet in the bathroom?*

*Are there any cups on the kitchen table?*

*Is there a picture in the bedroom?*

You can ask questions so that students use prepositions in the answers. (These are questions like those in Task H, student's book, p.31.)

Examples:

Where is the vase?

Where is the chicken?

Where is the fridge?

#### Task A, p.32

- Say some sentences about Elliot that students have to finish off.

Examples:

*Elliot goes to school with... Ana.*

*He likes... magic.*

*He reads... books.*

*He shares a room with... his sister, April.*

- Ask students to look at the picture in task A and tell you why Elliot is famous. (They will make various guesses, probably correct ones, but do not comment.)
- Some students will notice the trophy he is holding, so explain the word.
- Tell them to read the text to see if they were right.
- Students can read the text silently, or you can ask them to read it out loud, each student one sentence.
- Explain new words and write them on the board. (*winner, Junior Magician Talent Show*)

winner

Junior Magician Talent Show

a trophy

#### LISTENING

##### Task B, p.32

- Ask students to match the sentences with the same meaning. (Advise them to match the easy ones first.)
- Explain new vocabulary and write the words on the board.

under control

feel safe

turn off

give advice

fall asleep

- Give students some time to think about the sentences.
- Ask students to read out their examples.

**Answer key:** 5, 2, 3, 6, 4, 1

#### TEACHING TIPS

##### Extra activity

You can do this task by simply writing the key expressions on the board.

to shout

to feel safe

to turn off

to hurry

to look for

to give advice

Tell students you will read some sentences and they have to say the verb the sentence refers to. You can use examples of sentences from Task B or think of your own (*She speaks loudly so that we can hear her. She isn't scared when she is alone.*)

# 2.2

## ELLIOT IS FAMOUS!

### A Look at the picture. Why is Elliot famous? Read and check.

Elliot is famous in his school now. He is the winner of the Junior Magician Talent Show. He is talking to Mr Jones, who works for the school radio. Mr Jones would like to learn more about Elliot and his life. He is also interviewing Elliot's mum and sister and Tess the Owl. An owl that can talk? Well, in a magician's family, anything is possible!



### LISTENING

### B Before you listen to the interview, match the sentences with the same meaning.

- |  |  |
|--|--|
| 1 Elliot <i>shouts</i> , "Everything is under control, Mum!" | <input type="checkbox"/> When Elliot isn't sure about something, he listens to Tess. She tells him what to do. |
| 2 April <i>feels safe</i> at night.                          | <input type="checkbox"/> April is not alone in the room at night and she is not afraid.                        |
| 3 April <i>turns off the light</i> .                         | <input type="checkbox"/> It is dark in the room now.   |
| 4 April <i>looks for</i> her shoes.                          | <input type="checkbox"/> He walks home very fast.  |
| 5 Tess gives Elliot <i>advice</i> .                          | <input type="checkbox"/> April tries to find her shoes all around the house.                                   |
| 6 He <i>hurries</i> home.                                    | <input checked="" type="checkbox"/> 1 Elliot speaks loudly, so his mum can hear him.                           |

### C Listen to the interview and complete the sentences in the table.



	IN THE MORNING	IN THE AFTERNOON	IN THE EVENING
<b>APRIL</b>	looks for her s...	watches c...	feels safe because she is not a...
<b>MUM</b>	makes a big b...	cooks something for d...	reads about ....
<b>TESS</b>	flies round the r...	gives Elliot a...	sleeps with one eye o...



### D Can you remember what Elliot's day is like? Answer these questions first. Then listen again and check.

- 1 What does Elliot do in the morning?
- 2 Why does he hurry home in the afternoon?
- 3 What does he like to do in the evening?



### Task C, p.32

- Tell students they will listen to an interview with Elliot's mum, April and Tess.
- Ask students to look at the sentences in the table.
- Ask them to guess the words that are missing based on the first letter, which is given.
- Give them some time, then play track 14 on the CD.
- Students write the missing words.
- Check what they have done.

**Answer key:** APRIL looks for her shoes / watches cartoons / feels safe because she is not alone  
MUM makes a big breakfast / cooks something for dinner / reads about Harry Potter  
TESS flies round the room / gives Elliot advice / sleeps with one eye open

### Task D, p.32

- Ask students if they remember what Elliot's day is like.
- Tell them to look at the questions and try to answer them.
- Volunteers say their answers.
- Play track 14 on the CD again so students can check.

**Answer key:** 1-eats breakfast and gets ready for school ,  
2-to write stories or do magic tricks, 3-he likes to read.

### Tapescript

#### Track 14

**Radio host:** Good morning, April. Your brother is famous now, and children would like to know more about him. Can you describe your life with him?

**April:** Well, in the morning, we have breakfast together, and we get ready for school. I sometimes look for my shoes, but Tess always brings them to me. In the afternoon, I watch cartoons in the living room because Elliot would like to be alone in our room. We share the room, so I feel safe at night. But when I want to turn off the light, he always says, "Please leave the light on! I haven't finished yet."

**Radio host:** Thank you, April. Let me now talk to your mum. Mrs. Neill, what is a typical day with Elliot like for you?

**Mum:** Well, in the morning, I make the children a big breakfast: a big bowl of cereal and orange juice. In the afternoon, Elliot hurries home to write stories or do magic tricks and I usually cook something for dinner. I sometimes hear strange noises coming from his room. He shouts, "Don't worry, Mum. Everything is under control!" In the evening, we read about Harry Potter. He says he dreams about magic then.

**Radio host:** Thank you, Mrs. Neill. And now, for the first time in the history of this radio show, I would like to talk to an animal. Tess is a pet owl that can talk. Isn't that amazing?

**Tess:** Not really. I am Elliot's partner, not a pet, you know. When he is at school in the morning I fly round the room and think about special magic words. When he comes home, I give him advice, because I am very clever, you know. In the evening, he likes to read for a long time. I sometimes say, "Hoot hoot ho, to sleep you must go!" After that, he falls asleep immediately. I like to take care of my partner, so I always keep one eye open during the night.

**Radio host:** That's really interesting. Well, thank you all for coming here. We wish Elliot good luck in his work.

# 2.2

## ELLIOT IS FAMOUS!

### A Look at the picture. Why is Elliot famous? Read and check.

Elliot is famous in his school now. He is the winner of the Junior Magician Talent Show. He is talking to Mr Jones, who works for the school radio. Mr Jones would like to learn more about Elliot and his life. He is also interviewing Elliot's mum and sister and Tess the Owl. An owl that can talk? Well, in a magician's family, anything is possible!



### LISTENING

### B Before you listen to the interview, match the sentences with the same meaning.

- |  |  |
|--|--|
| 1 Elliot <i>shouts</i> , "Everything is under control, Mum!" | <input type="checkbox"/> When Elliot isn't sure about something, he listens to Tess. She tells him what to do. |
| 2 April <i>feels safe</i> at night.                          | <input type="checkbox"/> April is not alone in the room at night and she is not afraid.                        |
| 3 April <i>turns off the light</i> .                         | <input type="checkbox"/> It is dark in the room now.   |
| 4 April <i>looks for</i> her shoes.                          | <input type="checkbox"/> He walks home very fast.  |
| 5 Tess gives Elliot <i>advice</i> .                          | <input type="checkbox"/> April tries to find her shoes all around the house.                                   |
| 6 He <i>hurries</i> home.                                    | <input checked="" type="checkbox"/> 1 Elliot speaks loudly, so his mum can hear him.                           |

### C Listen to the interview and complete the sentences in the table.



	IN THE MORNING	IN THE AFTERNOON	IN THE EVENING
<b>APRIL</b>	looks for her s...	watches c...	feels safe because she is not a...
<b>MUM</b>	makes a big b...	cooks something for d...	reads about ...
<b>TESS</b>	flies round the r...	gives Elliot a...	sleeps with one eye o...



### D Can you remember what Elliot's day is like? Answer these questions first. Then listen again and check.

- 1 What does Elliot do in the morning?
- 2 Why does he hurry home in the afternoon?
- 3 What does he like to do in the evening?



### Task E, p.33

- Tell students to look at the speech bubbles and say who says what.
- They can write initial letters (Mum-M, Tess-T, April-A) in the speech bubbles.
- Students read out the sentences and say who says them.
- Ask them if they remember any more sentences that April, Mum or Tess say.
- Volunteers will probably remember some.



### Workbook, p.26, Task H

**Answer key:** Above: April, Mum, Mum, Tess.  
Below: Tess, April, Mum, Tess.

#### TEACHING TIPS

You can add some more sentences for students to guess who says them.

### REMEMBER!, p.33

#### THE PRESENT SIMPLE IN AFFIRMATIVE SENTENCES

- Write some of the sentences from Task E on the board and add some more.

#### The present simple (positive)

I make him breakfast.

You like Elliot.

He likes Harry Potter.

She puts on her shoes.

We share the same room.

They go to school every day.

- Explain to students that this is the present simple and that we use it for describing daily routines.
- Students read out the sentences and translate them.
- Ask them if they notice something different in 3<sup>rd</sup> person singular (*he* and *she*).
- Students will probably say they see an extra -s.
- Explain that we add -s in 3<sup>rd</sup> person singular, and also draw their attention to the changes in spelling.
- Students read the BE CAREFUL part of the Remember box.
- Write these examples on the board and ask students to explain the changes in Georgian:

I hurry home after school. He **hurries** home.  
hurry +es = **hurries**

You watch TV every day. She **watches** cartoons.  
watch + es = **watches**

- Students copy the sentences from the board.

### Task F, p.33

- Students circle the correct verb forms.
- Tell them to read out the sentences.

### SPEAKING

#### Task G, p.33

- Ask students to look at the expressions.
- Check if they understand all of them.
- Tell them to say at least three true sentences about themselves using the expressions.
- They talk to their partners.
- Volunteers tell their sentences to the class.
- Now students make three true sentences about a family member or friend of theirs.
- First they talk with their partners, and then they tell them to the rest of the class.

#### TEACHING TIPS

This task can also be done in written form.

Students write three true sentences about themselves and three true sentences about a family member or friend of theirs in their notebooks.

Then they read them out.



### Workbook, p.26, Task H

**Answer key:** 1-read, 2-look, 3-carry, 4- looks, 5-go, 6-loves.

#### TEACHING TIPS

##### Extra activity

Write 10 or more sentences from the interview on the board, or use the digital material if you have the necessary equipment. Some sentences should be true, some false. Tell students to copy only the true sentences into their notebooks.

Examples:

*Elliot and April share a room.*

*Tess flies round the room.*

*April likes Harry Potter.*

*I like cartoons.*

### HOMEWORK

Workbook p.28, Tasks A, B  
p.29, Tasks C, D

**E** Who says this: Mum, Tess or April?

I watch cartoons in the living room every day.

I make him breakfast.

We read about Harry Potter in the evening.

He falls asleep after my magic words.

I like to take care of my partner.

We share the same room.

He likes Harry Potter.

I give him advice.

**REMEMBER!**

**THE PRESENT SIMPLE – AFFIRMATIVE SENTENCES**

**I like** magic.  
**You go** to school every day.

**We work** together on new magic tricks.  
**You sleep** at night.  
**They** (The kids) **go** to school every day.

**He** (Elliot) **reads** a lot.  
**She** (April) **puts** on her shoes.  
**It** **looks** good.

**BE CAREFUL!**

- **y** → **ies** He **hurries** home.

- **ch** + **es** She **watches** cartoons.

**F** Choose the correct verb form.

- 1 I **read** / **reads** detective stories.
- 2 You **look** / **looks** beautiful today.
- 3 Children **carry** / **carries** heavy school bags.
- 4 This juice **look** / **looks** strange.
- 5 We **goes** / **go** to school every day.
- 6 Elliot **love** / **loves** writing.

**SPEAKING**

**G** Say three true sentences about yourself. Use the words and expressions below. Then make three true sentences about a family member or a friend.

**Example:** *I don't go to work every day. / My Dad loves music.*

- love music    go to work every day    do homework every day    watch TV in the evening  
play an instrument    do a sport    do magic tricks    have a pet    work a lot  
like Harry Potter    get up early    read a lot    have a lot of friends    cook every day

## LESSON 2

### INTRODUCTION

- Start the lesson by checking homework.
- Remind students of the rule for the present simple – 3<sup>rd</sup> person **-s**.
- Explain to them that verbs ending in ss, ch, sh, o, x, z get **-es** in 3<sup>rd</sup> person singular because they are easier to pronounce.
- You can write these examples of the verbs on the board:

#### **+es**

He guesses...	My friend goes...
She watches...	The mechanic fixes...
He washes...	The bee buzzes...

- Explain that verbs ending in **-y** (when preceded by a consonant) also get an **-es**, but the **y** changes into **i**.
- Write some examples.

#### **-y +es = ies**

The plane flies.  
Pete bullies other kids.  
He hurries to school.

- Tell them to pay attention to the verb **HAVE**: 3<sup>rd</sup> person singular – **HAS**.
- Also point out the verbs **PLAY** and **STAY**: they do not get **-es**, only **-s**.

#### **Careful!**

I have lunch... – He **has** breakfast...  
He plays tennis.  
She stays at school.

- Students copy the sentences.
- Tell students to do Task E in their workbooks, p.29, to see if they have understood the rules.
- They have to write 3<sup>rd</sup>-person singular forms of the verbs in the right-hand column.
- Give them some time to do the task.
- Check what they have done.

### TEACHING TIPS

#### **Extra activity**

- While checking homework, you can reinforce the vocabulary by playing a **DICTATION** game. Tell students you will read out the sentences, but some words will be missing. Tell them to write the missing words. (If you have a stronger class, students can write whole sentences, not just missing words.)

Examples:

*When I can't find my shoes, I \_\_\_\_\_ them all over the house. (look for)*

*When somebody can't hear what I am saying, I \_\_\_\_\_ the words. (shout)*

*Before you go to sleep, you \_\_\_\_\_ the light. (turn off)*

- You can add some more sentences similar to the ones in Task A, workbook, p.28.

You can say or write a sentence and write two, or maybe three, possible answers on the board.

Here are some examples:

1. When I don't know what to do, I:

a) give advice   b) take advice   c) make advice

2. When it is dark in the room, Tess always:

a) turns off   b) turns in   c) turns on the lights.

3. My sister often forgets where she has put her phone. Then she

a) looks up   b) looks at   c) looks for it.



**E** Who says this: Mum, Tess or April?

I watch cartoons in the living room every day.

I make him breakfast.

We read about Harry Potter in the evening.

He falls asleep after my magic words.

I like to take care of my partner.

We share the same room.

He likes Harry Potter.

I give him advice.

**REMEMBER!**



**THE PRESENT SIMPLE – AFFIRMATIVE SENTENCES**

**I like** magic.  
**You go** to school every day.

**We work** together on new magic tricks.  
**You sleep** at night.  
**They** (The kids) **go** to school every day.

**He** (Elliot) **reads** a lot.  
**She** (April) **puts** on her shoes.  
**It** **looks** good.

**BE CAREFUL!**

- y → **ies** He **hurries** home.

- ch + **es** She **watches** cartoons.

**F** Choose the correct verb form.

- 1 I **read** / **reads** detective stories.
- 2 You **look** / **looks** beautiful today.
- 3 Children **carry** / **carries** heavy school bags.
- 4 This juice **look** / **looks** strange.
- 5 We **goes** / **go** to school every day.
- 6 Elliot **love** / **loves** writing.

**SPEAKING**

**G** Say three true sentences about yourself. Use the words and expressions below. Then make three true sentences about a family member or a friend.

**Example:** *I don't go to work every day. / My Dad loves music.*

love music    go to work every day    do homework every day    watch TV in the evening

play an instrument    do a sport    do magic tricks    have a pet    work a lot

like Harry Potter    get up early    read a lot    have a lot of friends    cook every day

### Task H, p.34

- Ask students if they remember what Elliot's day is like.
- Tell them to look at the sentences and try to put them in the correct order.
- Students read out the sentences.
- Ask students to find all the expressions with the verb make.
- Volunteers read out the examples. (*makes his bed, makes spelling mistakes*)
- Repeat the activity with the verbs do (*does his homework, do magic tricks*) and have (*has a shower, has a bowl of cereal, has dinner*).



**Workbook, p.29, Tasks F, H, G**

**Answer key:** 1, 6, 2, 4, 3, 5

### WORDSPOT

#### Task I, p.34

- Draw three columns on the board with the following headings:

MAKE	DO	HAVE
------	----	------

- Tell students to look at the words in the task and to try to sort them out.
- Students come to the board and write the verbs under the correct heading.

**Answer key:** MAKE: breakfast, a bed, a mistake, trouble,  
DO: homework, magic tricks.  
HAVE: homework, fun, test, a shower, breakfast.

#### Task J, p.34

- Ask students if they make their beds, have a shower or do their homework.
- Tell them to look at the sentences in Task J and tick the ones that are true for them.
- Give them some time to do the task.
- Ask some students to read out the sentences that are true for them.



**Workbook, p.30, Task I**

### TEACHING TIPS

Tell students to copy sentences that are true for them into their notebooks.

They should add a few of their own examples.

This can be done as a homework assignment.

### WRITING

#### Task K, p.34

- Tell students to look at the text about their typical day.
- Ask them to complete it using phrases from Tasks I and J.
- Give students some time to do the task.
- Monitor what they do, and help if necessary.
- Ask them to read out the sentences.



**Workbook, p.30, Task J**

**Answer key:** Students' answers.

### HOMEWORK

Workbook, p.29 Task F  
p.30 Tasks G, H, I and J

Student's Book, p.34 Task J – turn the sentences into 3<sup>rd</sup> person singular and copy them into the notebooks

**H** Put the sentences in the correct order.

- 1 Every morning, Elliot gets up at 7. He always makes his bed.
- It is very late. Elliot has a shower and puts on his pyjamas. He falls asleep immediately.
- He has a bowl of cereal for breakfast, and then he goes to school with April.
- He does homework late in the afternoon. He never makes spelling mistakes.
- He hurries home after school because he wants to do magic tricks.
- In the evening, he has dinner with his family.

**WORDSPOT**



**I** Sort out the words.

breakfast      a bed      homework      a mistake  
 a shower      magic tricks      tests      fun      trouble

MAKE	DO	HAVE

**J** Tick the things you do every day.

- I make my bed.       I put on a white T-shirt.       I do magic tricks.
- I make spelling mistakes.       I have a shower.       I get up at 9 o'clock.       I have breakfast.
- I have a shower.       I make trouble at school.       I do a test at school.       I have fun.
- I brush my teeth.       I wash my hair.       I do my homework.

**WRITING**

**K** Complete the text about your typical school day. Use the phrases from Tasks I and J as help.

I usually get up at \_\_\_\_\_ o'clock. Then I go to the bathroom, where I \_\_\_\_\_ and \_\_\_\_\_. After that, I go to the kitchen to have \_\_\_\_\_.  
 I usually have \_\_\_\_\_. Then I put on my \_\_\_\_\_. I usually wear \_\_\_\_\_ and \_\_\_\_\_. I put on my \_\_\_\_\_ and take my school bag with me.  
 My school is \_\_\_\_\_ minutes away so \_\_\_\_\_ (*I walk / I take a bus / my mum takes me*). I have lunch at \_\_\_\_\_. I usually have \_\_\_\_\_.  
 In the afternoon I \_\_\_\_\_. After that I \_\_\_\_\_. In the evening I \_\_\_\_\_.  
 Dinner is at \_\_\_\_\_. I usually have \_\_\_\_\_. After dinner I \_\_\_\_\_.

## LESSON 3

### INTRODUCTION

- Start the lesson by checking homework.
- Use the sentences from Task J, workbook, p. 30 in a warm-up activity.
- Write some more examples of sentences with mistakes on the board, mixing them with the vocabulary from Lessons 2.1 and 2.2.

Here are some examples:

*My mum gets advice when she sees a mess in my room.*

*Elliot picks instructions to the Magic Broom.*

*In the morning, I turn off my pyjamas.*

*I feel upset when lights are on at night.*

*April tidies on her room.*

*I brush my room with my brother.*

### CULTURE CORNER

#### Task L, p.35

- Play HANGMAN to name the countries. (Tanzania, China and Great Britain)

\_\_\_\_\_ (Tanzania)

\_\_\_\_\_ (China)

\_\_\_\_\_ (Great Britain)

- Asks students if they know how children in these countries spend their days.
- Ask them what they think they do and whether their lives are different from theirs.
- Volunteers will probably have various ideas. (*they don't go to school, they sleep on the ground etc.*)

#### Task M, p.35

- Tell students to look at the pictures on page 35 and tell you which countries the kids come from. (1<sup>st</sup> – Tanzania, 2<sup>nd</sup> – China, and 3<sup>rd</sup> – Great Britain)
- Tell them to listen to the text and find out how children live in these countries.
- Play track 15 on the CD.
- Explain the new vocabulary, and write the words on the board.

look after  
milk a cow  
sweep the floor  
look forward to seeing  
pack lunch  
pick somebody up

#### Tapescript

##### Track 15

#### SCHOOLCHILDREN AROUND THE WORLD

Sophia is from Tanzania in Africa. In her village, many girls stay at home to clean the house and look after baby brothers and sisters. She is the first girl in her family to go to school.

Every day she wakes up at 4 a.m. She milks the cows, sweeps the floor and makes tea. Then she walks to school. She has lunch at school, which is good because sometimes there is little food at home. In the evening she is very tired and falls asleep at 9 p.m.

Tian Mi is ten. She doesn't live with her parents because they work far from her village, in a big city called Beijing. She lives with her grandparents, twin brothers and four cousins. On school days, she gets up early – at 6 a.m. After school, she helps her grandparents on the farm or teaches her twin brothers to sing.

She is like a mum to them. On Sundays she washes her clothes in the river. She misses her parents very much. She looks forward to seeing them on New Year's Day. Anna and Greg live with their parents in London. Every morning their mum takes them to school by car. Their school day is long, so their mum packs lunch for them: apples, sandwiches, orange juice and biscuits. In the afternoon, they go to their after-school club. They play games and learn new things. Their mum picks them up at 5.30. They have family dinner at 7. Before they go to bed they watch TV or play computer games.

#### Task N, p.35

- Ask students to look at the sentences and write *true* or *false*.
- Give them some time.
- Students read out the answers.
- Ask students some more questions about the text to check their understanding.

Examples:

*What do lots of girls in Sophia's village do? When does she wake up? What does she do then?*

*What does she do in the evening?*

*Why doesn't Tian Mi live with her parents? Where does she live? What does she do after school?*

*What does she do on Sundays? When will she see her parents?*

*How do Anna and Greg go to school? What do they have for lunch? What do they do in the afternoon?*

*What do they do in the evening?*

**Answer key:** 1- F, 2- T, 3- F, 4- T, 5- T, 6- F.


### TEACHING TIPS

#### Extra activity

- You can tell students to read out the text. Each student reads out a sentence and translates it.
- Tell students you will say some sentences in Georgian and they have to find them in the text. Say sentences like: "Ona muze krave." "Navečer je vrlo umorna." "Na dane kad je škola ustaje se vrlo rano." "Jako joj nedostaju roditelji." "Mama ih pokupi u pola 6." etc.
- Ask students to find examples of present simple in the text and underline them. Give them some time, and then check what they have done. Ask them to find only 3<sup>rd</sup>-person singular examples of present simple in the text. You can write some of their examples on the board to stress the -s.
- Write sentences from the text on the board, and ask students to find mistakes in them. (Students practise the present simple tense.)  
*She haves lunch at school.*  
*Anna and Greg goes to school by car.*  
*She washes her clothes in the river.*  
*She live with her grandparents.*  
Students can come to the board, cross out the mistake and write the correct form of the verb. Students can copy the sentences into their notebooks. They can think of some examples of sentences with mistakes, write them in their notebooks and give them to their partners to correct. Monitor them, and check the sentences they write. Volunteers can read out their examples.



**L** You are going to read a text about schoolchildren from Tanzania, China and Great Britain. What do you think: how are their lives different from yours?

**M**  Now read the text to check if you were right.  
track 03

## SCHOOLCHILDREN AROUND THE WORLD

Sophia is from Tanzania in Africa. In her village, many girls stay at home to clean the house and look after baby brothers and sisters. She is the first girl in her family to go to school. Every day she wakes up at 4 a.m. She milks the cows, sweeps the floor and makes tea. Then she walks to school. She has lunch at school, which is good because sometimes there is little food at home. In the evening she is very tired and falls asleep at 9 p.m.



Tian Mi is ten. She doesn't live with her parents because they work far from her village, in a big city called Beijing. She lives with her grandparents, twin brothers and four cousins. On school days, she gets up early – at 6 a.m. After school, she helps her grandparents on the farm or teaches her twin brothers to sing. She is like a mum to them. On Sundays she washes her clothes in the river. She misses her parents very much. She looks forward to seeing them on New Year's Day.



Anna and Greg live with their parents in London. Every morning their mum takes them to school by car. Their school day is long, so their mum packs lunch for them: apples, sandwiches, orange juice and biscuits. In the afternoon, they go to their after-school club. They play games and learn new things. Their mum picks them up at 5.30. They have family dinner at 7. Before they go to bed they watch TV or play computer games.



**N** Are these statements true (T) or false (F)?  
Correct the false ones.

- 1 In Tanzania all girls go to school.
- 2 Sometimes there is not enough food in Tanzania.
- 3 Tian Mi lives in Beijing.
- 4 She takes care of her twin brothers.
- 5 Anna and Greg eat a packed lunch at school.
- 6 They walk home from school.


### HOMEWORK

Tell students to write a short description, for a magazine, of how children in Georgia live. Tell them to think about how Georgian children go to school, when they wake up, and what they do after school and in the evening. Ask them to write what kind of games they play, whether they have got any pets, and if so what kind of pets. (The part about pets is important because it will be a good introduction to the next lesson.)

## 2.3. FAMILY AND PETS

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: უცბ. დანგ. (II): 1,2,3,4,5,6,7,8,9,10,13,14

- GRAMMAR • present simple in negative sentences  
• the indefinite article: a/an and -
- FUNCTIONS • describing pets
- VOCABULARY • animals and pets  
• adjectives describing people

### SKILLS

- READING • Internet forum: how do you feel about pets?  
• descriptions of pets
- LISTENING • Internet forum: how do you feel about pets?
- SPEAKING • talking about pets
- WRITING • describing pets

### CULTURE and CLIL

- science – animals

## LESSON 1

### INTRODUCTION

- Start the lesson by checking homework.
- Ask a few students to read out their descriptions of typical Georgian schoolchildren.
- Some students have mentioned pets, so ask the others what kind of pets they can think of.
- Draw a circle on the board and ask students to come up to the board and write as many pets as they can think of in English.

### PETS

- If students do not write them, add new ones on the board (iguana, spider, chameleon...).
- Explain the new words if necessary.
- Ask students to guess which animal you are describing.
- Make simple sentences using the present simple.  
Examples:  
*It goes woof, woof...*  
*It likes milk and can climb trees...*  
*It changes colour...*  
*It swims in a fish bowl...*
- As students guess the pet, cross out the word on the board.

### WORDSPOT

#### Task A, p.36

- Ask students to match the names of the pets to the pictures.
- Give them some time.
- Check what they have done.
- Ask them which of them are exotic and why they are called exotic. (*Because they live in faraway places*)
- Ask students if they have any of the pets mentioned in the task and why they like them.
- Ask them why it is good to have a pet.
- Ask them if there is a bad side to having pets.



Workbook, p.31, Tasks A, B, C

# FAMILY AND PETS

## WORDSPOT

**4** Match the names of the pets to the pictures. Which of them are exotic pets?



- a hamster   
  a dog   
  an iguana   
  a cat   
  a guinea pig  
 a tortoise   
  a parrot   
  a canary   
  a snake   
  a spider

### Task B, p.37

- Tell students to look at the eight sentences and decide which of them describe good aspects, and which bad ones, of having a pet.
- Give them some time.
- Explain the new words, and write them on the board.

responsible  
to take care of  
cruel

- Students read out the sentences and comment together.

### READING

#### Task C, p.37

- Tell students Ana would like to buy a pet. She surfs the Internet and finds a forum.
- Ask students if they know what an Internet forum is. (If they do not know, tell them it's a place on the internet, like a web page where lots of people say what they think about one subject, they ask for advice, they give advice...)
- Ask students to read and listen to six texts.
- Play track 16 on the CD.
- Ask them which texts talk about problems with pets and which are about fun with pets.
- Explain the new vocabulary, and write the words on the board.

quite  
to roll (down)  
to fuss over  
choosy  
shy  
a toy lorry



### Workbook, p.31, Tasks D, E

**Answer key:** Problems: Hannah, Tom, James, Emma.  
Fun: Susan, Albert.  
However, allow also individual interpretation.

### Tapescript

#### Track 16

#### INTERNET FORUM: HOW DO YOU FEEL ABOUT PETS?

We all love our cat so much that we want to take her on holiday with us, but it's quite difficult because hotels don't usually take cats or dogs.

Hannah, 10

My cat is alone at home in the morning because my parents work, and I have to go to school. In the afternoon, I must do homework, but she would like to play. So we play, and I don't do my homework. My mum then gets very angry!

James, 10

I love my hamster very much. He climbs up the pillow and then he rolls down. This is so funny! He doesn't want to drink from his bowl. He thinks it's more fun to drink from my cup.

Albert, 11

I always fuss over my dog when he is ill. When I am ill, I tell my mum where it hurts, but my dog doesn't speak. We have to take him to the vet and this is very expensive.  
Emma, 12

My canary is very choosy about its food. It doesn't want to eat everything. There is only one type of bird food it likes. I have to watch how much food it has and, when there is no more food left in the box, I go to the shop to buy a new box.

Tom, 9

My tortoise doesn't walk very fast and, when she gets hungry, this can be a problem. So, I help her and put her on my toy lorry. I then take her to her bowl of food. She likes it, and I can play with my toy lorry at the same time.

Susan, 9

### TEACHING TIPS

#### Extra activity

- Divide students into pairs, and tell them to name some more good aspects, and some more bad ones, of having pets. Give them some time, then ask them to read out their ideas. Other students can comment.
- Divide students into 6 groups. Each group has to memorise one text you assign them and pretend they are the kid who wrote the text on the forum. Play track 16 on the CD again. Give students some time to practise and question each other in groups. Choose students (one or more) from each group to say the texts. The group that has the least mistakes wins.
- If you have a stronger class, you can tell students to match the sentences from task B with the texts in task C. (They will have to leave out two sentences.)
- Ask students to read out and translate the texts.
- Read out the sentences from the texts, and students have to guess who says them. To make it more difficult, tell them to close the books.  
Examples: *My cat is alone at home in the morning.*

- James

*I always fuss over my dog when he is ill.*

- Emma

### HOMEWORK

Workbook, p.31, tasks A, B, C  
p.32, tasks D, E

Write a text for a forum on pets like the texts in task C, p.37. You can write about your real pet or an imaginary one.




## SPEAKING

**B** Are pets fun or are they a problem? What do you think? Talk about these sentences.

- 1 You can play with them.
- 2 You have to clean after them.
- 3 Pets teach you how to be responsible.
- 4 You have to take care of them when you haven't got enough time.
- 5 Animals are never cruel to you.
- 6 When they are ill, you take them to the vet. This can be very expensive.
- 7 Some pets are really funny and make you laugh.
- 8 Sometimes you don't know what to do with pets when you go on holidays.

## READING

**C**  track 04 Ana would like to get a pet. She searches the Internet and finds an Internet forum where children talk about pets. Read the texts. Which texts are about problems with pets, and which are about fun with pets?

### INTERNET FORUM: HOW DO YOU FEEL ABOUT PETS?

We all love our cat so much that we want to take her on holiday with us, but it's quite difficult because hotels don't usually take cats or dogs.

Hannah, 10

My cat is alone at home in the morning because my parents work, and I have to go to school. In the afternoon, I must do homework, but she would like to play. So we play, and I don't do my homework. My mum then gets very angry!

James, 10

I love my hamster very much. He climbs up the pillow and then he rolls down. This is so funny! He doesn't want to drink from his bowl. He thinks it's more fun to drink from my cup.

Albert, 11

I always fuss over my dog when he is ill. When I am ill, I tell my mum where it hurts, but my dog doesn't speak. We have to take him to the vet and this is very expensive.

Emma, 12

My canary is very choosy about its food. It doesn't want to eat everything. There is only one type of bird food it likes. I have to watch how much food it has and, when there is no more food left in the box, I go to the shop to buy a new box.

Tom, 9

My tortoise doesn't walk very fast and, when she gets hungry, this can be a problem. So, I help her and put her on my toy lorry. I then take her to her bowl of food. She likes it, and I can play with my toy lorry at the same time.

Susan, 9



## LESSON 2

### INTRODUCTION

- Start the lesson by checking homework.
- Students read out the texts they wrote for the forum. There may be some mistakes, especially in the negative sentences, but do not pay attention to them at this stage.
- Ask students if they remember the pets the kids wrote about in the Internet forum. (*Who has got a cat? What kind of pet has Susan got?...*)

### TEACHING TIPS

- If you didn't do it in the previous lesson, you can do the following activity as a warm-up.

#### Extra activity

- Read out the sentences from the texts, and students have to guess who says them. To make it more difficult, tell them to close the books.

#### • Definition game

To reinforce the vocabulary, play a definition game like the one in Task D, workbook, p.32. You say the definition of a word, and students have to say the correct word. You can add pets into the game, too. Examples:

*She doesn't like talking in front of lots of people.*

*She is ...shy.*

*He spent a lot of money on the watch. The watch is.... expensive.*

*It likes carrots and has big ears. It's.... a rabbit.*

*He gives too much attention to his car. He .... fusses over.... his car.*

*It has eight legs and can bite you. It's... a spider.*

### Task D, p.38

- Tell students to look at the sentences and say who these sentences describe.
- Give them some time.
- Students read out the sentences and answers.
- Ask them what all these sentences have in common. (*They are all negative.*)
- Ask them how they know they are negative, what the sign is.
- They will probably say the words doesn't and don't.

**Answer key:** 1- James, 2- Hannah, 3- Albert, 4- Emma, 5- Susan, 6- Tom.

### REMEMBER!, p.38

#### THE PRESENT SIMPLE – NEGATIVE SENTENCES

- Write a few examples of negative sentences on the board.
- You can ask students to read aloud some examples of negative sentences from the text, p.37.

#### The present simple – negative

I don't do my homework.

You don't take your canary to the vet.

She doesn't know what is wrong with her dog. BE CAREFUL!

We don't walk very fast.

They don't speak.

- Tell students to read out the sentences in the Remember box.
- Ask them what word (auxiliary verb) we use in 3rd person singular and what in other persons.
- Stress the difference between don't and doesn't.
- Tell students to read out the BE CAREFUL! part in the Remember box and discuss it.
- Point out that they do not have to add -s to the main verb because -s is already contained in doesn't.
- Also point out the difference between have got and have. In affirmative and interrogative, 'have' is for activities; 'have got' is for possession.
- Ask students to read the YOU CAN SAY part in the Remember box.
- Ask volunteers to explain it in Georgian so that everyone can understand. (Do not over-explain the difference between these two verbs as it will just confuse the students.)
- Students copy the sentences from the board.

### Task E, p.38

- Tell students to tick the correct box and to pay attention to the difference between don't and doesn't.
- Students do the task.
- Ask them to read out the correct answers. (You can discuss the answers they give with the rest of the class.)

**Answer key:** 1- I don't play..., 2- My dog doesn't drink..., 3- We don't take..., 4- Bruno doesn't buy..., 5- The kittens don't want..., 6- You don't clean...

**D** Who do these sentences describe:  
Hannah, James, Albert, Emma,  
Tom or Susan?

- 1 He doesn't do his homework because he plays with his cat.
- 2 She is unhappy because hotels don't take cats or dogs.
- 3 His pet doesn't want to drink from a bowl.
- 4 She doesn't know what is wrong with her dog when he looks ill.
- 5 Her pet doesn't walk fast.
- 6 His pet doesn't eat all types of food.



**REMEMBER!**

### THE PRESENT SIMPLE – NEGATIVE SENTENCES

<b>I</b> <b>You</b>	<b>don't do</b> my homework. I play with my cat. <b>don't play</b> with your dog enough.
<b>He</b> (Tom) <b>She</b> (Emma) <b>It</b> (The tortoise)	<b>doesn't buy</b> fish food. He buys bird food. <b>doesn't like</b> to take her pet to the vet. <b>doesn't walk</b> fast.
<b>We</b> <b>They</b> (Animals)	<b>don't take</b> our dog with us when we go to the seaside. <b>don't speak</b> .

**YOU CAN SAY:** I **haven't got** a dog. OR I **don't have** a dog.  
He **hasn't got** a cat. OR He **doesn't have** a cat.

### BE CAREFUL!

Tom **buys** bird food. Tom **doesn't buy** bird food.

**E** Tick the correct box.

- |   |             |  |  |                              |
|---|-------------|--|--|------------------------------|
| 1 | I           | <input type="checkbox"/> don't play    | <input type="checkbox"/> doesn't play  | with my goldfish very often. |
| 2 | My dog      | <input type="checkbox"/> don't drink   | <input type="checkbox"/> doesn't drink | milk.                        |
| 3 | We          | <input type="checkbox"/> doesn't take  | <input type="checkbox"/> don't take    | our cat to hotels.           |
| 4 | Bruno       | <input type="checkbox"/> doesn't buy   | <input type="checkbox"/> don't buy     | dog food every day.          |
| 5 | The kittens | <input type="checkbox"/> don't want    | <input type="checkbox"/> doesn't want  | to go to sleep early.        |
| 6 | You         | <input type="checkbox"/> doesn't clean | <input type="checkbox"/> don't clean   | after your pet.              |

### Task F, p.39

- Ask students to make true sentences and write them in their notebooks. Sentences can be affirmative or negative.
- Give students some time.
- Volunteers read out their examples.



### Workbook, p.32, Task F, P.33, Tasks G, H

**Answer key:** Students' answers.

#### TEACHING TIPS

- You can tell students to write a few of their own examples so they can read them to the rest of the class.

#### Extra activity

Tell students to correct the sentences you write on the board. (This activity is the same as Task G, workbook, p.33; they can do it for homework or you can do it in this lesson.)

Examples:

*We doesn't play football. She don't likes chocolate. My friends don't watches cartoons. Sam doesn't feeds his hamster.*

### REMEMBER BOX, p.39

#### THE INDEFINITE ARTICLE – a/an

- Tell students to read the Remember box.
- Explain that we do not have articles that we put in front of nouns in Georgian.
- Write sentences on the board. (You can use some pictures to stress the difference between singular and plural form).

#### The indefinite article - a/an

Tess is an owl. They are owls.  
It's a cat. They are cats.

Ask students if "They are a cats" sounds OK. Write it on the board and mark it as wrong.

~~They are a cats.~~ WRONG!

- Tell them that a/an is similar in meaning to the number one, so you cannot put it in front of a noun that's in plural form.
- They should know that an is used in front of vowels, but point it out in "an owl".

#### TEACHING TIPS

If you see that your students have not learned the difference between a and an, give them some words to practice:

\_\_\_ car      \_\_\_ hour      \_\_\_ apple  
\_\_\_ snake    \_\_\_ elephant    \_\_\_ sandwich  
\_\_\_ orange    \_\_\_ cake

### Task G, p.39

- Ask students to look at the sentences that describe pets.
- They should complete them with a or =.
- Give them some time. Monitor and help if necessary.

- Students read out their answers.
- Ask them to tell you which animals are described.

**Answer key:** 1 It is not a pig at all. It's a kind of mouse or hamster. It is very shy and often hides.

2 They are called -- puppies when they are young. They bark.

3 It is a fish. It lives in a fish bowl.

4 It is very slow, but it is not a snail. It doesn't make noise and it lives a very long time.

5 They are soft like -- rabbits. They are clean and easy to take care of. They have short tails. They don't live very long.

6 It makes a lot of noise, but it is not a chicken.

Sometimes it can talk. It can fly.

7 They are called -- kittens when they are young. They like to play with a ball of wool.

### Task H, p.39

- Tell students to complete the answers with a or = and match them to the sentences from Task G.
- Students do the task.
- Check what they have done.



### Workbook, p.33, Task I

**Answer key:** 2- They are dogs.

6- It's a parrot.

3- It's a goldfish.

1- It's a guinea pig.

5- They are hamsters.

7- They are cats.

4- It's a tortoise.

### WRITING

#### Task I, p.39

- Tell students to write about pets and finish off the sentences.
- Students read out their texts.

#### TEACHING TIPS

You can give this task as a homework assignment.

#### Extra activity

##### • Correct the teacher

Tell students you will say sentences that are wrong and they have to correct you by making a negative sentence.

Examples:

*A cat sleeps in a bath. (Students say: A cat doesn't sleep in a bath. It sleeps in a basket.)*

*A hamster eats chocolate. A parrot eats chicken. A kitten climbs a mountain. Puppies change colour. A goldfish swims in the ocean. A chameleon makes funny sounds. A goldfish eats meat. A guinea pig lives on a farm. Iguanas like cold places.*

### HOMEWORK

Workbook p.32, Task F,  
p.33, Tasks G, H

Student's Book, p.39, Task I

- Write a description of a pet. Task G (Student's Book, p.39) can help. Other students will have to guess the animal you described.

**F** Make true sentences. They can be affirmative or negative.

- |                        |                          |
|------------------------|--------------------------|
| 1 I / have / a pet.    | 4 Cats / like / dogs.    |
| 2 I / like / cats.     | 5 Hamsters / eat / fish. |
| 3 Cats / like / bones. | 6 Birds / have / teeth.  |

**REMEMBER!**

**THE INDEFINITE ARTICLE A / AN**

It's **a** dog.      They are dogs.

It's **an** iguana.      They are iguanas.

**G** Complete these descriptions of pets. Use: **a** or **-**. Which pets do they describe?

- 1 It is not \_\_\_\_\_ pig at all. It's a kind of mouse or hamster. It is very shy and often hides.
- 2 They are called \_\_\_\_\_ puppies when they are young. They bark.
- 3 It is \_\_\_\_\_ fish. It lives in a fish bowl.
- 4 It is very slow, but it is not \_\_\_\_\_ snail. It doesn't make noise and it lives a very long time.
- 5 They are soft like \_\_\_\_\_ rabbits. They are clean and easy to take care of. They have short tails. They don't live very long.
- 6 It makes a lot of noise, but it is not \_\_\_\_\_ chicken. Sometimes it can talk. It can fly.
- 7 They are called \_\_\_\_\_ kittens when they are young. They like to play with a ball of wool.

**H** Complete the answers. Use **a** or **-**. Match the descriptions from Task G to the answers.

- |   |   |
|---|---|
| <input type="checkbox"/> They are _____ dogs.   | <input type="checkbox"/> They are _____ hamsters. |
| <input type="checkbox"/> It's _____ parrot.     | <input type="checkbox"/> They are _____ cats.     |
| <input type="checkbox"/> It's _____ goldfish.   | <input type="checkbox"/> It's _____ tortoise.     |
| <input type="checkbox"/> It's _____ guinea pig. |   |

**WRITING**

**I** Write about pets. Finish these sentences.

I have a(n) \_\_\_\_\_ at home. OR:

I would like to have a(n) \_\_\_\_\_.

I like it because \_\_\_\_\_.

It is \_\_\_\_\_.

It likes \_\_\_\_\_.

It doesn't like \_\_\_\_\_.

I think it is a good idea to have a pet because \_\_\_\_\_.

\_\_\_\_\_.



## 2.4. MY MUM'S JOB

SUGGESTED TEACHING TIME: 2 lessons

### LEARNING OUTCOMES

- |            |   |
|------------|---|
| GRAMMAR    | <ul style="list-style-type: none"> <li>present simple – consolidation (negative and affirmative sentences)</li> <li>the indefinite article <i>a/an</i> with jobs</li> </ul> |
| FUNCTIONS  | <ul style="list-style-type: none"> <li>telling the time</li> <li>talking about time</li> <li>describing jobs, work routines and family life</li> </ul>                      |
| VOCABULARY | <ul style="list-style-type: none"> <li>jobs</li> <li>relating to jobs</li> </ul>  |

### SKILLS

- |           |  |
|-----------|--|
| READING   | <ul style="list-style-type: none"> <li><i>My mum's job</i> homework assignment</li> </ul>                                  |
| LISTENING | <ul style="list-style-type: none"> <li>Ms McCartney's job</li> <li>dialogues</li> <li>Ms McCartney's afternoon</li> </ul>  |
| SPEAKING  | <ul style="list-style-type: none"> <li>talking about jobs</li> <li>telling the time</li> <li>talking about time</li> </ul> |
| WRITING   | <ul style="list-style-type: none"> <li>describing jobs</li> <li>short dialogues</li> </ul>                                 |

### LESSON 1

#### INTRODUCTION

- Start the lesson by checking homework.
- Ask a few students to read out their descriptions of pets.
- Other students guess the pets.
- You can start the warm-up with a PICTONARY game.
- Tell the students that you will draw something on the board and they have to guess the profession/job connected with the symbol you draw.
- The student who first guesses the job writes it on the board. (If they guess in Georgian but do not know it in English, write it on the board.)
- When you have a couple of jobs on the board, ask students to tell you what these people do. "What does a dentist do?" (*a cook – she cooks food and meals / a dentist – he fixes people's teeth...*)

#### TEACHING TIPS

##### Extra activity

##### • Pictionary

You can start by drawing a big loaf of bread and some cakes for a baker, or a syringe for a doctor, a ball for a football player, etc. You can prompt the pupils' answers by asking questions like "Who uses this for his/her job?"

(It's good to offer some symbols to teachers, especially for those that do not feel comfortable drawing on the board.)



a cook



a dentist

#### • Guessing game

If you feel uncomfortable drawing symbols, you can play a guessing game: guess the job. The teacher describes a few jobs using sentences like: *He/she works in school. He/she makes bread.* The student who first guesses the job writes it on the board. (If they guess in Georgian but do not know it in English, write it on the board.)

When you have a couple of jobs on the board, ask students to tell you what these people do. (*She wears a white uniform and helps sick people. – a nurse / She helps sick animals. – a vet / She appears/performs/acts in films. – an actress / He fixes people's teeth. – a dentist / He makes children laugh in a circus. – a clown / He puts letters in people's post-boxes. – a postman / She writes articles in newspapers. – a journalist / He sings in a rock band. – a singer / She types letters and helps the director. – a secretary / She designs houses. – an architect / He serves food to people in restaurants. – a waiter / She reads journalists' stories. – an editor*). Students can try to recall your sentences or make up sentences of their own.

If you have a weaker class, you can write some jobs on the board and then describe the job. The student who first guesses the job crosses it out on the board.

# 2.4

# MY MUM'S JOB

## READING



**A** The teacher is reading the children's homework, "My Mum's Job". Read and guess the job.



1

My mum writes stories for newspapers. She often talks to people about interesting or important things in our town. When she gets back to her office, she writes the story on her computer. The next day I can read it in the newspaper.

- She is an architect.
- She is a journalist.
- She is a writer.

2

...and sometimes she gives them medicine. Patients love her because she often talks to them. Sometimes she has to call the doctor when patients don't feel well. The only problem with her job is that sometimes she has to work night shifts.

- She is a vet.
- She is a doctor.
- She is a nurse.

3

Most children are afraid of my mum because it sometimes hurts when she fixes their teeth. She tells them it is important to have healthy teeth. She doesn't like it when I eat chocolate and sweets because it's bad for my teeth. She makes fruit salad instead.

- She is a cook.
- She is a dentist.
- She is a nurse.

4

I would like to have the same job as my mum when I grow up. She works in the circus and children are surprised when I tell them what she does. They think this is not a job for a woman, but when they see her with a funny hat and big shoes, they laugh and say she is great.

- She is a teacher.
- She is a clown.
- She is an actress.

## READING

### Task A, p.40

- Ask students if they have ever had to describe their parents' jobs in an essay.
- If they have, prompt them to say some sentences from the essay.
- Ask students to look at the photo on page 40 and name some jobs. (*a pilot, a doctor, a nurse, a fire-fighter, a soldier...*)
- Tell them that students in one British school had to describe their mums' jobs and that they will hear their teacher reading parts of four assignments.
- Ask students to choose the job described in the text.
- Play track 17 on the CD.
- Students listen and tick the correct box.
- Ask students to read out the texts and the correct answers.
- Explain the new vocabulary, and write it on the board (depending on the occupations students are already familiar with).

#### My mum's job

a journalist  
a night shift  
a nurse  
a patient  
to fix teeth  
instead  
an actress

- Students copy the words into their notebooks.

**Answer key:** She is a journalist / a nurse / a dentist / a clown.

#### **Tapescript**

##### **Track 17**

1 My mum writes stories for newspapers. She often talks to people about interesting or important things in our town. When she gets back to her office, she writes the story on her computer. The next day I can read it in the newspaper.

She is a journalist.

2 ...and sometimes she gives them medicine. Patients love her because she often talks to them. Sometimes she has to call the doctor when patients don't feel well. The only problem with her job is that sometimes she has to work night shifts.

She is a nurse.

3 Most children are afraid of my mum because it sometimes hurts when she fixes their teeth. She tells them it is important to have healthy teeth. She doesn't like it when I eat chocolate and sweets because it's bad for my teeth. She makes fruit salad instead.

She is a dentist.

4 I would like to have the same job as my mum when I grow up. She works in the circus and children are surprised when I tell them what she does. They think this is not a job for a woman, but when they see her with a funny hat and big shoes, they laugh and say she is great.

She is a clown.

## TEACHING TIPS

### Extra activity

- If you have a stronger class, students can listen to the track without looking in the books. You stop after each text and write 3 possible answers (jobs) on the board. Pupils choose the job (writing the numbers in their notebooks, or just memorizing them), but they do not tell you the answer out loud – not until the track is finished.
- You can ask the students to read out and translate the texts just to do a comprehension check.



# 2.4

# MY MUM'S JOB

## READING



**A** The teacher is reading the children's homework, "My Mum's Job". Read and guess the job.



1

My mum writes stories for newspapers. She often talks to people about interesting or important things in our town. When she gets back to her office, she writes the story on her computer. The next day I can read it in the newspaper.

- She is an architect.
- She is a journalist.
- She is a writer.

2

...and sometimes she gives them medicine. Patients love her because she often talks to them. Sometimes she has to call the doctor when patients don't feel well. The only problem with her job is that sometimes she has to work night shifts.

- She is a vet.
- She is a doctor.
- She is a nurse.

3

Most children are afraid of my mum because it sometimes hurts when she fixes their teeth. She tells them it is important to have healthy teeth. She doesn't like it when I eat chocolate and sweets because it's bad for my teeth. She makes fruit salad instead.

- She is a cook.
- She is a dentist.
- She is a nurse.

4

I would like to have the same job as my mum when I grow up. She works in the circus and children are surprised when I tell them what she does. They think this is not a job for a woman, but when they see her with a funny hat and big shoes, they laugh and say she is great.

- She is a teacher.
- She is a clown.
- She is an actress.

## WORDSPOT

### Task B, p.41

- Ask students to look at the photographs in task B.
- Elicit the jobs represented in the photographs.
- Tell students to match the photographs to the jobs.
- Check what they have done.
- Explain any new words, and write them on the board.

an electrician  
a baker

**Answer key:** 1- A vet, 2- a nurse, 3- a dentist, 4- a mechanic, 5- a baker, 6- an electrician.

### TEACHING TIPS

- If you have some more photographs, show them to students and elicit the jobs.

### Task C, p.41

- Ask students what an electrician / a nurse / a vet / a baker / a dentist / a mechanic does.
- Students will offer their own definitions.
- Tell students to match the jobs to their descriptions in task C.
- Students read out the sentences.



**Workbook, p.34, Tasks A, B, C, p.35 Tasks D, E, F**

**Answer key:** 4, 5, 1, 3, 2, 6, 3.

### TEACHING TIPS

Tell students to look at photographs of some other jobs. (You can use photos of some famous people: actors, singers... and elicit the answers: "Who is she/he?")

## REMEMBER!, p.41

### THE INDEFINITE ARTICLE WITH JOBS

- You can use photographs of some people or simply ask the students what their mum's or dad's job is.
- Write some answers on the board.

#### The indefinite article with jobs

She is an actress.  
He is a mechanic. jobs  
I am a teacher.

- Underline the articles and ask students if they can remember what this is. (They will remember it from the previous lesson.)
- Ask them what the words actress, mechanic and teacher have in common. (*They are all jobs.*)
- Tell them that the indefinite article is used before jobs.
- Ask students to read out the sentences in the Remember box.
- Point to the BUT part and ask some students to explain it to other students. They can do it in Georgian. (They should remember the difference between singular and plural nouns from the last lesson.)

- Write an example on the board just to make sure everyone remembers it.

I'm a clown. We are clowns.

- Students copy the sentences from the board.



**Workbook, p.36, Task G**

## YOUR TURN!

### Task D, p.41

- Ask students to finish the sentences.
- Give them some time and help if necessary.
- Students read out their examples.

**Answer key:** Students' answers.

## WORDSPOT

**B** Match the photographs to the jobs.



- an electrician    a nurse    a vet    a baker    a dentist    a mechanic

**C** Match the jobs to their descriptions.

- |                  |   |
|------------------|---|
| 1 A vet          | <input type="checkbox"/> repairs cars.                |
| 2 A nurse        | <input type="checkbox"/> works with electrical wires. |
| 3 A dentist      | <input type="checkbox"/> helps animals.               |
| 4 A mechanic     | <input type="checkbox"/> gives patients medicine.     |
| 5 An electrician | <input type="checkbox"/> makes bread.                 |
| 6 A baker        | <input type="checkbox"/> fixes teeth.                 |

**REMEMBER!** 

### THE INDEFINITE ARTICLE WITH JOBS

**What's your job?**

I'm **a** clown.  
**BUT:** We're clowns.

**What is his job?**

He is **a** teacher.  
**BUT:** They are teachers.

**What is her job?**

She is **an** actress.  
**BUT:** They are actresses.

### YOUR TURN!

**D** Finish the sentences.

When I grow up I would like to be a / an \_\_\_\_\_ because \_\_\_\_\_.  
I would like to work with *animals / cars / clothes / people/...* \_\_\_\_\_.

## SPEAKING

### Task E, p.42

- After the students have read their examples and the jobs they would like to do when they grow up, ask them the questions from task E.
- Discuss the answers.

### TEACHING TIPS

#### Extra activity

##### • Describe a job

Distribute small pieces of paper or cards to the students, for each of them to write a job on. Collect the cards in a box. A student comes to the board, he/she picks a card from the box and he/she has to describe the job to the other kids. He can use definitions or he can draw some symbols connected with the job. The student that guesses the job wins and comes to the board and repeats the game.

##### • Pictionary

You can also play basic Pictionary with them: pupils draw symbols of jobs (he/she imagines an occupation); the pupil who guesses the job wins and comes to the board to draw a new symbol.

## HOMEWORK

Workbook, p.34, Tasks A, B, C  
p.35, Tasks D, E, F  
p. 36, Task G

## LESSON 2

## INTRODUCTION

- Start the lesson by checking homework.
- There might be some new vocabulary relating to jobs, so explain new words and write them on the board.

a lumberjack  
a chimneysweep  
to dive  
to grow corn  
to do check-ups

- As a warm-up activity, play the game CORRECT THE TEACHER. You say incorrect sentences describing the jobs, and students have to correct you by making a negative.

Examples:

*A nurse helps sick animals. (Students say: A nurse doesn't help sick animals. She helps sick people / patients.)*  
*An actor designs houses. A dentist fixes cars. A waiter helps the doctor. A vet sings in a rock band.*

## LISTENING

### Task F, p.42

- Tell students they will hear what a typical day of Ms McCartney is like.
- Ask them to guess her job.
- Ask them to listen to the track for the first time and circle the correct job.
- Play track 18 on the CD.
- Students circle the job and read the answer.

**Answer key:** a mechanic

### Tapescrpt

#### Track 18

Many people are surprised when I tell them what I do, but I just love cars. I work in shifts. Sometimes I work a morning shift, and sometimes I do an afternoon shift. When I work a morning shift, I get to work at a quarter to 8. I change my clothes and put on my blue uniform. I start work at 8. Between 8 and 12 we repair cars and change tyres. I'm really good at repairing engines. At 12 I have lunch. We start work again at half past 12. I paint cars then. At a quarter to 4 I clean the garage. I usually finish at 4. I love my job. I'm always happy to help people when their cars break down.

### Task G, p.42

- Ask them if they remember when Ms McCartney starts work, when she has lunch, when she usually finishes. (Some students might remember the details.)
- Tell them to look at task G and read out the hours.
- Tell them to listen to the track for the second time and match the activities to the hours.
- Play track 18 on the CD again.
- Check what the students have done.
- Ask students what time Ms McCartney gets to work / starts work / has lunch / cleans the garage / finishes.
- Write some of the answers on the board.

**Answer key:** 4, 1, 5, 3, 2, 6.

### TEACHING TIPS

#### Extra activity

##### • Charades

As an introduction to the Everyday English box, where you will practice hours in the context of the daily routine, you can play CHARADES. Ask a student to come to the board. Show him/her the list of verbs and ask him/her to act some of them out. Tell other students to guess the verbs acted out and write them on the board.

*Examples of the verbs: get up, go to bed, put on your pyjamas, brush your teeth, take a shower, take off your clothes, take off your pyjamas, say good night, put on your clothes, say good morning, comb your hair, wash your face, have breakfast / lunch / dinner...*

When you have some verbs on the board, write WHAT TIME DO YOU...?

Ask students questions about what time they get up, take a shower...

Write some of their answers on the board.



**Workbook, p.37, Task L**

## SPEAKING

### E Answer the questions.

- 1 What do boys usually want to be when they grow up? And girls?
- 2 What is your mum's (or dad's) job?

## LISTENING

### F Listen, then circle the correct answer.



track 06

- Ms McCartney is:
- a) a driver.
  - b) a mechanic.
  - c) an engineer.



### G Listen again and match the activities to the hours.



track 18

- |                                     |   |
|-------------------------------------|---|
| 1 She gets to work                  | <input type="checkbox"/> at half past 12. |
| 2 She starts work                   | <input type="checkbox"/> at quarter to 8. |
| 3 She has lunch                     | <input type="checkbox"/> at quarter to 4. |
| 4 She starts work again after lunch | <input type="checkbox"/> at 12.           |
| 5 She cleans the garage             | <input type="checkbox"/> at 8.            |
| 6 She usually finishes              | <input type="checkbox"/> at 4.            |

### EVERYDAY ENGLISH / Telling the time

- 1 8.00 It's eight **o'clock**.
- 2 8.15 It's **(a) quarter past** eight. OR It's eight fifteen.
- 3 8.30 It's **half past** eight. OR It's eight thirty.
- 4 8.45 It's **(a) quarter to** nine. OR It's eight forty-five.

**an hour** = 60 minutes

**a.m.** in the morning

**half** = 30 minutes

**p.m.** in the afternoon or in the evening

**(a) quarter** = 15 minutes

### Prepositions of time

**at** eight    **at** half past 8    **in** the afternoon / morning / evening



### H Ms McCartney is talking about her afternoon. Complete the sentences.

Use: **o'clock, past, p.m., half, to, twenty** and **(a) quarter**. Listen and check.



track 07

- |   |   |
|---|---|
| 1 <b>4.45</b> I take a bus at _____ to five.                | 5 <b>5.50</b> It's ten _____ six. I have dinner with my family. |
| 2 <b>5.00</b> I arrive home at five _____.                  | 6 <b>7.15</b> At a quarter _____ seven I watch TV.              |
| 3 <b>5.30</b> It's _____ past five. I start cooking dinner. | 7 <b>10.00</b> At ten _____ I go to bed.                        |
| 4 <b>5.40</b> It's _____ to six. I'm tired.                 |   |

## EVERYDAY ENGLISH / TELLING THE TIME, P.42

- You have written some hours on the board.
- Ask students to read them out.
- Tell students to look at the Everyday English box and read out the hours.
- Ask them to look at the clocks.
- Explain an hour / half / a quarter.
- Remind them of the difference between past and to in telling the time. (They learned to tell the time in year 4.)
- Point to the a.m. and p.m., and explain the difference.
- Write some hours on the board, and ask students to read them.
- Write the times, and point to the two ways of telling the time.

### Telling the time

Excuse me, what's the time?

10:00 It's ten o'clock.

10:15 It's (a) quarter past ten. / It's ten fifteen.

10:30 It's half past ten. / It's ten thirty.

10:45 It's (a) quarter to eleven. / It's ten forty-five.

It's 10 a.m. (in the morning)

It's 10 p.m. (in the evening)

Students copy the sentences into their notebooks.

- Remind students of the prepositions of time at and in.
- Students read the examples in the book.
- Write sentences on the board.

I get up at 8 o'clock. I have breakfast in the morning.

### TEACHING TIPS

#### Extra activity

##### • What's the time?

Tell students to write a few hours so that their partners can write the time. Give them some time and help if necessary. Volunteers can read out their examples.

This activity can also be a homework assignment.

### Task H, p.42

- Tell students to read the sentences about Ms McCartney's afternoon.
- Ask them to try to complete the sentences using: o'clock, past, p.m., half, to, twenty and (a) quarter.
- Give students some time.
- Tell them to listen to Ms McCartney and check what they have written.
- Play track 19 on the CD.
- Students read out the sentences.



**Workbook, p.36, Task H, I, J**

**Answer key:** 1- quarter, 2- o'clock, 3- half, 4-twenty, 5- to, 6- past, 7- p.m.

### Tapescript

#### Track 19

4:45 I take a bus at a quarter to five.

5:00 I arrive home at five o'clock.

5:30 It's half past five. I start cooking dinner.

5:40 It's twenty to six. I'm tired.

5:50 It's ten to six. I have dinner with my family.

7:15 At a quarter past seven I watch TV.

10:00 At ten o'clock I go to bed.

### TEACHING TIPS

#### Extra activity

- Ask students to write three sentences about their day, similar to the sentences in Task H. (This activity is the same as Task M, workbook, p.38, which they will have for homework.) Ask volunteers to read out the sentences.

## SPEAKING

### E Answer the questions.

- 1 What do boys usually want to be when they grow up? And girls?
- 2 What is your mum's (or dad's) job?

## LISTENING

### F Listen, then circle the correct answer.



track 06

- Ms McCartney is:
- a) a driver.
  - b) a mechanic.
  - c) an engineer.



### G Listen again and match the activities to the hours.



track 18

- |                                     |   |
|-------------------------------------|---|
| 1 She gets to work                  | <input type="checkbox"/> at half past 12. |
| 2 She starts work                   | <input type="checkbox"/> at quarter to 8. |
| 3 She has lunch                     | <input type="checkbox"/> at quarter to 4. |
| 4 She starts work again after lunch | <input type="checkbox"/> at 12.           |
| 5 She cleans the garage             | <input type="checkbox"/> at 8.            |
| 6 She usually finishes              | <input type="checkbox"/> at 4.            |

### EVERYDAY ENGLISH / Telling the time

- 1 8.00 It's eight **o'clock**.
- 2 8.15 It's **(a) quarter past** eight. OR It's eight fifteen.
- 3 8.30 It's **half past** eight. OR It's eight thirty.
- 4 8.45 It's **(a) quarter to** nine. OR It's eight forty-five.

**an hour** = 60 minutes

**a.m.** in the morning

**half** = 30 minutes

**p.m.** in the afternoon or in the evening

**(a) quarter** = 15 minutes

### Prepositions of time

**at** eight    **at** half past 8    **in** the afternoon / morning / evening



### H Ms McCartney is talking about her afternoon. Complete the sentences.

Use: **o'clock, past, p.m., half, to, twenty** and **(a) quarter**. Listen and check.



track 07

- |   |   |
|---|---|
| 1 <b>4.45</b> I take a bus at _____ to five.                | 5 <b>5.50</b> It's ten _____ six. I have dinner with my family. |
| 2 <b>5.00</b> I arrive home at five _____.                  | 6 <b>7.15</b> At a quarter _____ seven I watch TV.              |
| 3 <b>5.30</b> It's _____ past five. I start cooking dinner. | 7 <b>10.00</b> At ten _____ I go to bed.                        |
| 4 <b>5.40</b> It's _____ to six. I'm tired.                 |   |

### Task I, p. 43

- Ask students to look at the pictures and tell you who they can see.
- Ask them if they can guess what the people are talking about. (Students will have different ideas.)
- Tell them to listen to the four dialogues and match them to the pictures.
- Play track 20 on the CD.
- Ask students to tell you the numbers they have written.

**Answer key:** 2, 1, 4, 3.

#### Tapescript Track 20

##### Dialogue 1

A: Rise and shine, Cathy! It's time for school!  
B: (yawns) But I'm still sleepy!  
A: I know, but breakfast is ready. Please hurry up!

##### Dialogue 2

A: What time is the film?  
B: It starts at half past five.  
A: Great! Let's meet at a quarter past five in front of the cinema!

##### Dialogue 3

A: Excuse me, what's the time?  
B: It's half past 2.  
A: Thank you.

##### Dialogue 4

A: I'm sorry I'm late, Ms Beaver.  
B: Johnny, you're always late!  
A: I'm really sorry, Ms Beaver.

### Task J, p. 43

- Ask students to look at the phrases in the box.
- Tell them to read the dialogues and try to match the phrases to the dialogues.
- Play track 20 again.
- Students write the numbers.
- Check the numbers they have written.

**Answer key:** 1- 2, 5; 2- 1, 4; 3- 3; 4- 6, 7.

### EVERYDAY ENGLISH, TALKING ABOUT TIME, p. 43

- Tell students to read out the sentences.
- Ask them to translate the sentences into Georgian. (These are very familiar expressions that students learned in year 4.)

### Task K, p.43

- Divide students into pairs.
- Tell them to practise reading the dialogues.
- Give them some time. Monitor and help if necessary.
- In pairs, students read the dialogues. (Some of the students will even memorize the dialogues by heart.)



**Workbook, p.37, Task K**

### TEACHING TIPS

- You can do a class competition – Who read it best? Tell students to count the mistakes each pair makes. The pair with the fewest mistakes is the winner.

### SPEAKING

#### Task L, p.43

- Students stay in pairs and look at the three dialogues.
- They choose one and write the dialogue using phrases from task J.
- Tell them they can add some of their own sentences.
- Give them some time. Monitor and help if necessary.
- Ask the pairs to read out their examples.

### HOMEWORK

- Workbook p.36, Tasks H, I, J; p.37, Tasks K, L; p.38, Tasks M, N
- Student's Book, p.43, Task L – write two more dialogues (the ones that you didn't write in school)





**I** Listen and match the dialogues to the pictures.



**J** Listen again and complete the dialogues. Use the phrases from the box.



- 1 What time is the film?   2 It's time for school!   3 Excuse me, what's the time?  
 4 Let's meet at...   5 Please, hurry up!   6 I'm sorry I'm late...   7 ...you're always late!

1 A: Rise and shine, Cathy!   
 B: But I'm still sleepy!  
 A: I know, but breakfast is ready.

3 A:   
 B: It's half past two.  
 A: Thank you.

2 A:   
 B: It starts at half past five.  
 A: Great!  a quarter past five in front of the cinema!

4 A: , Ms Beaver.  
 B: Johnny,   
 A: I'm really sorry, Ms Beaver.

**EVERYDAY ENGLISH / Talking about time**

Excuse me, what's the time?	It's time for school!	I'm sorry I'm late.
What time is the film?	Please hurry up!	You're always late!
Let's meet at... (5 o'clock).		



**K** In pairs, practise reading the dialogues.

**SPEAKING**



In pairs, write and practise short dialogues. Use the phrases from Task J.

**1 Asking the time**

A: Ask someone in the street what time it is. Be polite.  
 B: Tell the time.  
 A: Say thank you and goodbye.

**2 Being late**

A: Apologise for being late.  
 B: You are angry – this is not the first time!  
 A: Apologise and promise that it won't happen again.

**3 Inviting a friend to the cinema**

B: Ask what time the film begins.  
 A: Say when.  
 B: Say when you can meet in front of the cinema.  
 A: Say that is okay.

# CINDY'S READER: WHY DOGS CHASE CATS

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES: ກູ່ບົດ ດຳລົງ. (II): 1,2,3,4,5,6,7,8,9,10,11

GRAMMAR • revision of the present simple, affirmative and negative sentences

FUNCTIONS • describing family members' obligations at home

VOCABULARY • story-related, family tree (members) • collocations with get

## SKILLS

READING • a story – Why dogs chase cats

LISTENING • a story – Why dogs chase cats

SPEAKING • what dogs and cats do • discussing the story

WRITING • what your mum usually does and doesn't do

## CULTURE and CLIL

- gender roles in the family

## LESSON 1

### INTRODUCTION

- Start the lesson by checking homework.
- You can ask students to swap workbooks and read their partner's sentences in Task M (workbook, p.38).
- Tell students to read out their partner's sentences. Remind them of the -s in 3<sup>rd</sup> person singular.
- Ask students if they know why dogs chase cats or why they run after them. Students will have various ideas.
- Ask them if cats sometimes chase dogs. They will probably say no.
- Draw two columns on the board with dogs/cats as headings.
- Elicit some things they do, and write them under the appropriate heading.

Example:

dogs	cats
eat bones	drink milk
bark	catch mice

- Ask questions like who purrs, who wags their tail, who barks. Some students will probably know the answers.

### TEACHING TIPS

- You can use a toy dog and a toy cat to explain some new words.

### SPEAKING

#### Task A, p. 44

- Tell students to look at the words and decide who does what.
- Tell them to write *D* or *C* next to each expression.
- Go through all the expressions together, and explain new words.
- Write them on the board.

Why dogs chase cats  
bark  
chase  
wool  
wag its tail  
scratch  
purr

- Students read what they have written.
- Students copy the words into their notebooks.

**Answer key:** Students' answers.

### TEACHING TIPS

#### Extra activity

- Tell pupils to make two columns in their notebooks with the headings dogs / cats. You dictate verbs from task A (student's book, p.44), and they write the verbs under the correct headings. Check what they have done.

### READING

#### Task B, p.44

- Tell students they are going to read a story about a dog and a cat.
- Tell them to look at the sentences in task B and try to guess who they refer to – a dog or a cat.
- Explain new words, and write them on the board.

pretend  
stick a marble in your cheek

- Students make their guesses. Accept all answers.
- Tell students to read and listen to the story and see if their guesses were correct.
- Play track 21 on the CD.
- After the track, check who does what.
- Explain any new vocabulary (*decide, patient, ever since*).

**Answer key:** Dog, Cat, Dog, Cat, Cat, Cat. Cat.

### Tapescript

#### Track 21

#### WHY DOGS CHASE CATS

One day Dog and Cat decide to get married. At first, they are very happy together, but every night, when Dog comes home from work, Cat says she is too sick to make him dinner. Dog is patient at first, but he soon gets tired of cooking dinner for them both after a hard day's work. After all, Cat just stays home all day long and doesn't go to work.

One day, Dog tells Cat he is going to work, but instead he hides in the cupboard and watches Cat to see if she really is sick. As soon as Cat thinks Dog has left, she starts playing games with Kitten. They laugh and run about. Cat isn't sick at all.

Dog jumps out of the cupboard. When Cat sees him, she sticks a marble in her cheek and tells Dog she has a toothache. Dog gets so angry at her that he starts chasing her around and around the house.

Dogs have been chasing cats ever since!

# WHY DOGS CHASE CATS

A folk tale from Virginia

## SPEAKING

**A** Who does it:  
dogs, cats or both?

- bark
- chase cars
- play with a ball of wool
- wag their tails
- scratch things
- purr
- sleep all the time
- chase cats
- eat grass
- jump on people
- put their heads out of car windows
- climb curtains



## READING

**B**

Read the story to find out who does this: Cat or Dog.



track 09

DOGS  
OR  
CATS?

goes to work every day  
stays at home all day  
makes dinner  
pretends to be sick  
plays games  
sticks a marble in her cheek

CINDY'S  
READER

### Task C, p. 45

- Tell students to read the sentences and put them in the correct order.
- Check what they have done.
- Do a comprehension check by asking questions like:  
*Why doesn't Cat cook dinner?*  
*What does Dog do one day?*  
*What does Cat do when Dog leaves home?*  
*What does Cat do when Dog jumps out of the cupboard?*  
*What happens then?*

**Answer key:** 6, 1, 2, 4, 5, 3, 7.

### Task D, p.45

- Tell students to work in pairs and read the story to their partners, replacing Dog with Dad, Cat with Mum and Kitten with Baby.
- Monitor students, and help if necessary.
- Ask a volunteer to read the story out in front of the class.
- Ask students if the story is funny and realistic.

**Answer key:** Students' answers.

### Task E, p.45

- Ask students who is unhappy in the story "Why dogs chase cats". (They will say *Dog*.)
- Ask them why he is unhappy and whether they would feel the same in his situation. (*They will probably say it's because Cat doesn't cook dinner and doesn't do anything. They would feel the same.*)

**Answer key:** Students' answers.

### Task F, p.45

- Tell students to read the other story.
- Students can read it out loud.
- Ask them who is unhappy in this story, and why. (*The answer will be Cat, and the reason the same as in the first story.*)
- Ask them who is happy. (*Dog*)



### Workbook, p.39, Task B

**Answer key:** Students' answers.

### Task G, p.45

- Tell students to put *Dad* or *Mum* in the sentences.
- Students do it on their own.
- Students read out what they have written.
- Discuss their answers.



### Workbook, p.39, Task A

**Answer key:** Students' answers.

### TEACHING TIPS

#### Extra activity

##### • Noughts and crosses

Play a game of noughts and crosses on the theme of family members. (This activity is a lead-in to task A (workbook, p.39), which students will have for homework.

Divide students into two groups (O and X).

Draw a grid on the board. It can be a 5x5 grid, too.

The aim of the game is to have three or five fields in a row filled with their symbol.

	1	2	3
A			
B			
C			

Each group chooses a field, and, in order to put O or X in the field, students have to answer your question correctly. Here are some examples of definitions you can use in this game: *Cat is Kitten's... mum. April is Elliot's... sister. Your mother's brother... uncle.* If students find some of the definitions too difficult, simply add the Georgian translation. Write their answers on the board. The winner is the group that has three fields in a row.

- This activity is a lead-in to task C (workbook, p.39), which students will have for homework. Ask students to find three expressions with the verb GET in the text. Write them on the board:

GET married  
GET upset  
GET angry

Ask them if they can think of any more words that go with GET.  
(*tired, a present, up...*)



### Workbook, p.39, Task C

### HOMEWORK

Workbook, p.39 Tasks A, B, C  
p.40 Tasks D, E



## REVISION 2

WORKBOOK pp. 42, 43

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: ກຽມ. ຄວາມ. (II): 1,2,3,4,5,6,7,8,9,10,12,13,14

- GRAMMAR
- prepositions of place: in, on, under, between, near, above, next to
  - determiners: this, that, these, those + there is, there are
  - revision of present simple (affirmative and negative sentences)
  - indefinite article: a/an or –
- FUNCTIONS
- self-evaluation
  - describing a daily routine
  - describing jobs, work routines
  - telling the time
- VOCABULARY
- vocabulary relating to houses, furniture
  - animals and pets
  - time words

SKILLS

- READING
- dialogues
  - work-routine descriptions
- SPEAKING
- describing a daily routine / a job / a pet / your room
- WRITING
- describing work routines

### LESSON 1

#### INTRODUCTION

- Start the lesson by checking homework.
- Play a short MEMORY game.
- Tell students to look around their classroom, and at their classmates, and try to memorize as many things as they can.
- Give them 1 minute, and then ask them to close their eyes. No peeking.
- Tell them all they have to do is say true or false to your sentences. At the end, they will find out how many guesses they made.
- Say sentences like:  
*There are two kids wearing blue T-shirts.*  
*There is a big poster on the wall.*  
*There aren't any red bags in the classroom.*  
*There isn't a computer in the classroom.*
- At the end, tell students how good their memories are.

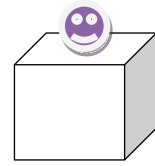
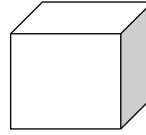


#### Workbook, GRAMMAR Task A, p.41

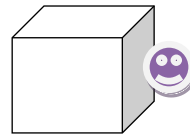
- Tell students to read the text and circle the right words.
- Give them some time.
- Monitor what they do.
- Ask students to read out the text.
- Discuss the mistakes they make. (Ask volunteers to explain their choices.)

#### Task B, p.41

- Draw a box or a desk on the board.



- Draw a ball or a smiley on the board, and ask students where the smiley is. (*It's on the ball.*)
- Draw another smiley next to the box.



There is a smiley next to the box.

- Ask students to describe the drawing using there is.
- Volunteers will probably say: *There's a smiley next to the box.*
- Write the sentence on the board.
- Tell students they will have to draw these things according to the instructions in Task B.
- Students draw. Monitor and help if necessary.
- In the end, to check what they have done, you can ask volunteers to come to the board and draw the answers.

#### TEACHING TIPS

##### Extra activity

##### • Sentence builder

Write prepositions on cards and ask volunteers to come to the board and pick out a card. They have to make a sentence using the preposition. (*under – A bag is under the desk.*)

You can play this game as a competition. Divide students into two groups. Members of the group come to the board to make sentences. For a sentence like *The bag is under the desk* they get one point, and if they use there is / there are / this / that / these / those in the sentence, they get 2 points.

**D** Write about their jobs. Use the **present simple**.



Start like this: He gets to work at 8.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I get to work at 8. First, I put on my uniform. Then I turn on my motorbike and ride across the town. Sometimes I see people in the street who don't respect the rules. Then I try to stop them.

She sometimes starts work at midnight. She puts on a uniform and gets on the aeroplane. She talks about important things in the aeroplane. She speaks lots of languages. She also gives passengers fruit juice, tea or water. She doesn't stay home a lot.

Start like this:  
I sometimes start work at midnight.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

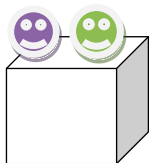
\_\_\_\_\_

**E** What do they do? Use the **present simple** of the verbs in brackets. Pay attention to the ending for the third person!

- |   |  |
|---|--|
| 1 A hairdresser _____ (cut) hair.                   | 5 A shop assistant _____ (sell) clothes. |
| 2 A baker _____ (bake) bread.                       | 6 A painter _____ (paint) pictures.      |
| 3 Ballet dancers _____ (dance) with their partners. | 7 Teachers _____ (work) at school.       |
| 4 Farmers _____ (milk) cows.                        | 8 Pilots _____ (fly) aeroplanes.         |

### Task C, p.41

- Draw two smileys on the box, and ask students to describe the drawing.



- Elicit the sentence *There are smileys on the box.*
- Point to the indefinite article in the previous sentence: There is **a** smiley.
- Remind students of the rule. You can only have 'a/an' with a singular (countable) noun, and you can never have it with a plural.
- Tell students to complete the text in Task C with a/an or -.
- Students do it on their own.
- Check what they have done, and discuss the answers.

### Task D, p.42

- Tell students you are going to read a description of a job and they have to guess the job.
- Read the first text from Task D.
- Most students will guess that it's a policeman / a police officer.
- Explain new words (*to respect the rules*).
- Say that you are going to read another text for them to guess.
- Read the second text from Task D.
- Some students will perhaps know the English expression a flight attendant / an air hostess, and if they don't, they can say it in Georgian.
- Write the expression on the board.
- Explain new words (passengers).
- Tell students to look at the descriptions in Task D and rewrite them in 3rd and 1st persons singular.
- Students write in their workbooks.
- Monitor them, and help if necessary.

#### TEACHING TIPS

- This task can be done for homework.

### Task E, p.42

- Ask students a few questions like: What does a hairdresser do? What does a baker / a painter / a teacher do? etc.
- Students will give answers like: she cuts hair, he bakes bread... Stress the -s if they don't use it.
- Tell students to complete the sentences in Task E using the present simple.
- Students do Task E.
- Check what they have done. They can read out the sentences.

#### TEACHING TIPS

##### Extra activity

##### • Definition game

You can play a variation of a DEFINITION game. Distribute blank cards to students. Tell them to write a job on the card. Monitor them. Collect the cards in a box. Go around the class and let each student choose a card. Now ask students to describe the job written on the card. They can use one or more sentences. Tell them to pay attention to -s. They can also use negative sentences. The first student to guess the job describes his/her job. Some jobs can even be mimed. (a singer, a dancer, a writer, a driver, a cook...) Another option is to write jobs on the cards yourself.



**D** Write about their jobs. Use the **present simple**.



Start like this: He gets to work at 8.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I get to work at 8. First, I put on my uniform. Then I turn on my motorbike and ride across the town. Sometimes I see people in the street who don't respect the rules. Then I try to stop them.

She sometimes starts work at midnight. She puts on a uniform and gets on the aeroplane. She talks about important things in the aeroplane. She speaks lots of languages. She also gives passengers fruit juice, tea or water. She doesn't stay home a lot.

Start like this:  
I sometimes start work at midnight.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**E** What do they do? Use the **present simple** of the verbs in brackets. Pay attention to the ending for the third person!

- |   |  |
|---|--|
| 1 A hairdresser _____ (cut) hair.                   | 5 A shop assistant _____ (sell) clothes. |
| 2 A baker _____ (bake) bread.                       | 6 A painter _____ (paint) pictures.      |
| 3 Ballet dancers _____ (dance) with their partners. | 7 Teachers _____ (work) at school.       |
| 4 Farmers _____ (milk) cows.                        | 8 Pilots _____ (fly) aeroplanes.         |

## VOCABULARY

### Task F, p. 43

- Draw four/five columns with the following headings.

PETS	JOBS	FURNITURE	TIME WORDS	FAMILY MEMBERS

- Tell students they have one minute to write as many pets as they can remember.
- Volunteers read out their examples. (You can write them on the board)
- Repeat the activity for jobs, furniture and time words. Explain that time words are expressions you use for telling the time.
- Tell students to sort out the words in Task F. One word will be the odd one (a grandmother)

### TEACHING TIPS

- This exercise can be done as a homework assignment.
- You can ask students to add two more words in each category.
- You can add a fifth category – family members.

### Task G, p.43

- Ask a student: "Excuse me, what's the time?" Let him/her answer.
- Ask another student: "What pet have you got?" Let him/her answer.
- Divide students into pairs and tell them to read the dialogues in Task G several times.
- Tell students to change the underlined words each time they read the dialogue. Give them an example (8.15-10:30, go to the cinema-play a computer game, puppy-parrot, small-old, bones-cold weather)
- Monitor students, and help if necessary.
- Students read out their examples.

### Task H, p.43

- Tell students to choose one task in Task H and make sentences.
- Give them some time to think about it.
- Volunteers share their descriptions.
- Tell other students to listen carefully because they will have to write the descriptions for homework.

## VOCABULARY

**F** Sort out these words:

a guinea pig  
half past six  
an electrician  
a sofa  
at six o'clock  
an architect  
a coffee table  
a washing machine  
a carpet  
ten to three  
a grandmother  
a kitten  
a guitar player  
a puppy  
a goldfish  
a pillow  
(a) quarter to five  
a musician

PETS

PEOPLE

HOME

TIME WORDS

a washing machine

## SPEAKING

**G** Read the dialogues in pairs several times. Each time you read, change the underlined words.

Dialogue 1

A: Excuse me, what's the time?

B: It's 8.15.

A: Thanks. I still have time to go to the cinema.

Dialogue 2

A: What pet have you got?

B: I've got a puppy. It's very small. It doesn't like bones.

**H** Here are four tasks. In each task, you must make sentences.

1 Describe your pet.

- What animal is it?
- What does it like to eat?
- Where does it sleep?
- What does it like to do?

3 Describe a job.

- Where does she / he work?
- Who does she / he work with?
- What does she / he do?
- What doesn't she / he do?

2 Describe your usual day.

- What time do you get up?
- What do you do before school?
- What do you do at school?
- What do you do after school?

4 Describe your room.

- What is your room like?
- What furniture is there?
- Where is the bed? And the desk?
- What is there on the bookshelf?

**STUDENT'S BOOK****FOR MY PORTFOLIO, p.46****What do you think about this Unit?**

- Tell students to look at My learning diary and think about the first six questions.
- Give them some time to write the answers. (They can go through the lessons and see what things they liked and didn't like.)
- Ask volunteers to read out their answers.
- You can have a short discussion about their favourite lessons and words, and also about the most difficult things in the Unit.

**Circle what you can do after this unit.**

- Tell students to look at the twelve sentences and circle what they can do after this unit.
- Tell them they can challenge their partners to do the things they say they can.
- Give students some time.
- Ask random students what they have circled, and challenge them to show you what they can do.

**PROJECTS, p.46**

- Projects are optional and can be done depending on the students' interests and motivation.
- Students do them in groups.

**1) PETS**

- Tell students to choose a couple of pets they like and stick pictures on a big piece of paper.
- Tell them to write a few sentences about each pet. The questions in the book might help them.
- Read out the questions, and make sure all the students understand them.
- They can make a poster or a PowerPoint presentation about them.

**2) JOBS BY ALPHABET**

- Tell students to work in pairs and/or groups.
- Tell them to make an alphabetic list of jobs first.
- Ask them to describe each job in one sentence and to illustrate the job.
- They can make a poster or a PowerPoint presentation about them.

**HOMEWORK**

Workbook, p.42, Task D (if you haven't done it at school)  
p.43, Tasks F, H (write descriptions)

# FOR MY PORTFOLIO

My learning diary

## PROJECTS

Choose one project and do it in a group.

### 1/ PETS

Work in groups. Stick magazine pictures of pets (dogs, cats, canaries, parrots, rabbits, guinea pigs, goldfish etc.) on a big piece of paper. Write a few sentences about each pet.

The following questions can help you: What does it look like? What does it eat? Where does it sleep? What does it like to do? What sounds does it make?

### 2/ JOBS BY ALPHABET


Make an alphabetic list of jobs in English. Bring photos and describe in one sentence what they do. Make a poster.


#### What do you think about this unit?

1/ What does "home sweet home" mean to you?

2/ I think this unit is (tick what is true for you):

 easy

 not very easy

 difficult

3/ What was easy? What was difficult?

4/ I like lesson \_\_\_\_\_ best.


5/ In this unit I don't like \_\_\_\_\_.



6/ My favourite word(s) from this unit is (are):  
\_\_\_\_\_

#### Circle what you can do after this unit.

 I CAN



 I NEED MORE PRACTICE



  I can describe my room.

  I can ask my friend about his / her room.

  I can describe my usual day.



  I can describe my friend's usual day.



  I can talk about the lives of schoolchildren in different countries.

  I can talk about pets.

  I can name 10 jobs.

  I can say what people do in their jobs.

  I can say what the time is.

  I can invite a friend to the cinema.

  I can apologise for being late.

  I can tell the story "Why Dogs Chase Cats".

### 3.1. SCHOOL IS COOL!

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: უცხ. დანყ. (II): 1,2,3,4,5,6,7,8,9,10,11,12

- |            |   |
|------------|---|
| GRAMMAR    | • the present simple with adverbs of frequency  |
| FUNCTIONS  | • describing a classroom<br>• describing school subjects<br>• how often you do things |
| VOCABULARY | • school subjects<br>• objects at school<br>• vocabulary relating to school life      |

#### SKILLS

- |           |  |
|-----------|--|
| READING   | • text about Elliot and Pete   |
| LISTENING | • passage about Elliot and Pete<br>• school subjects                         |
| SPEAKING  | • talking about favourite subjects and teachers<br>• how often you do things |
| WRITING   | • definitions of objects at school   |

#### CULTURE and CLIL

- British schools

### LESSON 1

#### INTRODUCTION

- Start the lesson by checking homework.
- Tell students to take a quick look at the introduction, page 47, to Unit 3 in their books.
- Ask them to tell you what is in the picture. (They will probably say *a uniform*.)
- Ask them whether they can guess whose uniform it is. (Some students might say *Elliot's*.)
- Ask students to tell you what this Unit is about. (school)
- Briefly introduce the things they will do in this Unit. (You can read the activities from page 47.)
- Continue with a warm-up activity – SCHOOL VOCABULARY BALL game.
- Tell students you are going to throw a ball and the one who catches the ball will have to say a word relating to school (objects in the classroom, school subjects, people, anything relating to school).
- Throw the ball to a student, and he/she should throw it to someone else only after saying a word. They cannot repeat a word someone else has already said.
- Write the words students say on the board.
- Students will probably name: *a board, a desk, a bag, a teacher, a student...*

#### Task A, p.48

- Tell students to open their books at page 48 and describe the picture.
- Cross out the words on the board as they say them.
- Tell students to look at Elliot's and Pete's desks.
- Ask students to describe Elliot and Pete, encouraging them to use *There is / there are*.
- Ask them if they can say what kind of student they are.
- Students will probably say that Elliot is tidy and a good student and that Pete is lazy, bored and untidy. (If students don't have any ideas of their own, prompt the answers by asking questions: *Who is lazy? Who is hardworking?*)

- Ask them how they can tell that. Students will probably mention the objects on the desk (*the slippers, the sandwich...*)

**Answer key:** Students' answers.

#### WORDSPOT

##### Task B, p.48

- Ask students to read all the words from the Wordspot.
- Explain new vocabulary, and write it on the board.

a pinboard

- Tell students to match the numbers (task A) to the correct words.
- Give students some time.
- Play track 22 on the CD.
- Students check the numbers.

**Answer key:** 1- a wastepaper basket, 2- an eraser, 3- a pinboard, 4- a mobile phone, 5- scissors, 6- a pencil sharpener, 7- a ruler, 8- slippers, 9- a blazer, 10- a pencil case, 11- a map, 12- chalk, 13- a comic, 14- a sponge.

#### Tapescript

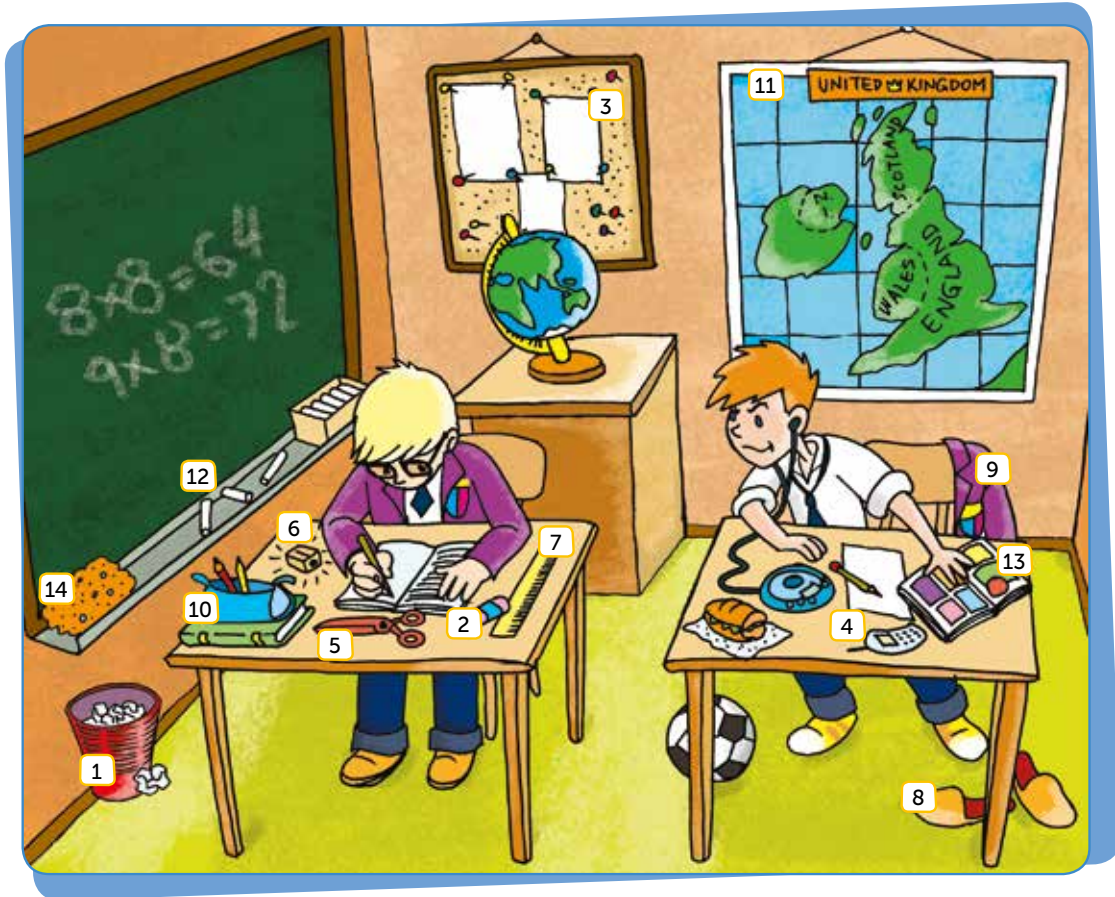
##### Track 22

- 1 a wastepaper basket
- 2 an eraser
- 3 a pinboard
- 4 a mobile phone
- 5 scissors
- 6 a pencil sharpener
- 7 a ruler
- 8 slippers
- 9 a blazer
- 10 a pencil case
- 11 a map
- 12 chalk
- 13 a comic
- 14 a sponge

# 3.1

## SCHOOL IS COOL!

**A** Describe the picture. Look at Elliot's and Pete's desks. What kind of pupils are they?



### WORDSPOT

**B** Match the numbers in the picture to the correct words. Then listen and check.



track 01

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> a pinboard          | <input type="checkbox"/> a mobile phone | <input type="checkbox"/> scissors      |
| <input type="checkbox"/> a pencil sharpener  | <input type="checkbox"/> a sponge       | <input type="checkbox"/> an eraser     |
| <input type="checkbox"/> a wastepaper basket | <input type="checkbox"/> a blazer       | <input type="checkbox"/> a pencil case |
| <input type="checkbox"/> a ruler             | <input type="checkbox"/> slippers       | <input type="checkbox"/> chalk         |
|  |   | <input type="checkbox"/> a comic       |

### Task C, p.49

- Ask students what you can do with scissors. They will probably say cut paper.
- Ask some more questions for a sponge, a mobile phone, chalk...
- Tell students to look at the definitions in Task C.
- Explain that each definition describes one of the objects from Task B.
- Tell them to find the objects in the picture.
- Give students some time to read the sentences. They can read them out loud to make sure that everyone understands the definitions.
- Check their answers.



### Workbook, p.44, Tasks A, B

**Answer key:** 1- a wastepaper basket, 2- chalk, 3- a pinboard, 4- a blazer, 5-scissors, 6- slippers.

### Task D, p.49

- Tell students to write definitions for the school objects.
- Write some prompts on the board to help them.

You use it to...  
You need it to...  
It is....

- Give students some time.
- Ask students to read out their definitions. Correct any mistakes they make.

**Answer key:** Students' answers.



### Workbook, p.44, Task C

#### TEACHING TIPS

##### Extra activity

You can add some more objects or people for students to define.

Example: a teacher, a headmaster, a map

You can also read some definitions, and students have to guess what/who you are describing.

Examples: *You use it to send text messages and call somebody. – a mobile phone*

*You write sentences in it. – a notebook*

*You sit on it. – a chair*

*You listen to tracks on it. – a CD player*

*To copy from your friend in a test. – to cheat*

### Task E, p.49

- Tell students they have already met Elliot and Pete and noticed they are different.
- Elliot is a very good student, and Pete doesn't like school very much.
- Ask them to listen to the texts about them and decide who the texts are about.
- They should write *E* for Elliot or *P* for Pete in the boxes.
- Play track 23 on the CD.
- Let students read the texts out loud and tell you who the text is about.
- Explain any new vocabulary, and write it on the board.

rarely	often
a pupil	to study hard
to stay sharp	once
to chew gum	to forget
a headmaster	

**Answer key:** P, E, E, P, P, P, E, E.

#### Tapescript

##### Track 23

He is always late for school because he goes to sleep late and he can't wake up on time. When he comes into the classroom he sometimes forgets to say "I'm sorry I'm late".

He is rarely late for school because his owl Tess wakes him up on time. Sometimes, when he comes to school early, he reads pupils' stories on the pinboard. He puts his stories up on the pinboard twice a week.

There are only school things on his desk: his notebook, his pencil case, and his magic pencil sharpener. Other pupils often use his magic sharpener because it makes pencils stay sharp for days.

He rarely wears a blazer in class, and the teacher often says: "Put on your blazer, please!" He usually has a sandwich on his desk because he is hungry all the time. In maths class, he sends text messages to his friends because he thinks that typing numbers is also part of maths.

He thinks that most school subjects are boring. For example, in geography class he sometimes chews gum, and in English class he talks all the time. But never to the teacher! He gets a lot of bad marks.

He doesn't study hard enough, and he sometimes cheats in tests. He often has to go to the headmaster's office.

He does homework only once a week. When the teacher asks about it he says, "I'm sorry, Miss. I'll do it next week!" He rarely forgets his homework, and he likes to help other pupils, especially when they have to do English homework. He always takes his notebooks to classmates when they are ill at home.

There is only one thing he doesn't like about school. He would like to learn more about magic and mystery!

#### TEACHING TIPS

If you have a stronger class, you can play the track after students close their books.

They write the letters, and after listening to the track they can open their books, read the text and check their answers.

##### Extra activity

###### • Translation

Ask pupils to find the examples of sentences in English you say in Georgian ("On uvijek kasni u školu." "Ispričavam se što kasnim." "Stavlja svoje priče na oglasnu ploču." "Drugi učenici često koriste njegovu čarobno šiljilo." "On šalje sms svojim prijateljima." etc.)

#### HOMEWORK

Workbook p.44, Tasks A, B, C



**C** Each definition describes one of the objects from Task B. Which object is it?

- 1 You throw paper into it.
- 2 You use it to write on the blackboard.
- 3 You put photos and stories on it.
- 4 You wear it as part of your school uniform in the UK.
- 5 You need them to cut paper.
- 6 You wear them at home instead of shoes.

**D** Write definitions for these school objects:  
a sponge, a book, a map, a blackboard,  
a pen, a pencil case and a sharpener.



**E** Read the texts about Elliot and Pete. Write **E** for Elliot or **P** for Pete in the boxes.



He is always late for school because he goes to sleep late and he can't wake up on time. When he comes into the classroom he sometimes forgets to say "I'm sorry I'm late".

He is rarely late for school because his owl Tess wakes him up on time. Sometimes, when he comes to school early, he reads pupils' stories on the pinboard. He puts his stories up on the pinboard twice a week.

There are only school things on his desk: his notebook, his pencil case, and his magic pencil sharpener. Other pupils often use his magic sharpener because it makes pencils stay sharp for days.

He rarely wears a blazer in class, and the teacher often says: "Put on your blazer, please!" He usually has a sandwich on his desk because he is hungry all the time. In maths class, he sends text messages to his friends because he thinks that typing numbers is also part of maths.

He thinks that most school subjects are boring. For example, in geography class he sometimes chews gum, and in English class he talks all the time. But never to the teacher! He gets a lot of bad marks.

He doesn't study hard enough, and he sometimes cheats in tests. He often has to go to the headmaster's office. He does homework only once a week. When the teacher asks about it he says, "I'm sorry, Miss. I'll do it next week!"

He rarely forgets his homework, and he likes to help other pupils, especially when they have to do English homework. He always takes his notebooks to classmates when they are ill at home.

There is only one thing he doesn't like about school. He would like to learn more about magic and mystery!

## LESSON 2

### INTRODUCTION

- Start the lesson by checking homework.
- Revise the lesson by playing the STAND UP IF IT'S TRUE game.
- Ask students to recall what kind of pupils/students Elliot and Pete are.
- Divide students into two groups: Elliot and Pete
- Tell students you are going to say sentences, and the groups have to stand up depending on who the sentence refers to (Elliot or Pete).
- Examples of sentences: *He is late for school. P He helps other students. E He studies hard. E He cheats in tests. P He forgets homework. P He teases girls. P He lends notebooks to his classmates. E He reads stories on the pinboard. E He writes stories. E He puts sandwiches on his desk. P etc.*

### TEACHING TIPS

#### Extra activity

##### • Elliot and Pete

Divide students into two or more groups. Assign a name to each group: Elliot or Pete. Give them four minutes to recall what kind of pupils/students Elliot and Pete are. Tell them to write as many things as they can remember that Elliot and Pete do. When the time is up, invite members of the group to come to the board and write some things about Elliot and Pete.



If you think this activity is too difficult for your students, you can invite students to come to the board. You say a sentence and the student decides who it refers to – Elliot or Pete – and writes it in the correct column.

### Task F, p.50

- Write the following adverbs of frequency on the board. (You do not have to write the title at this stage.)

#### ADVERBS OF FREQUENCY How often...?

always	rarely
often	never
sometimes	usually
once a day	
twice a week	
three times a month	
every day / week / year	

- Ask students to make sentences about Elliot and Pete. (They can use sentences from the game they have just played or make up new examples.)
- Tell students to look at the sentences in Task F and circle the correct word.
- Give them some time.
- Ask students to read out and translate the sentences.

**Answer key:** 1- rarely, 2- always, 3- rarely, 4- always, 5-sometimes, 6-often.

### REMEMBER!, p.50

#### ADVERBS OF FREQUENCY How often...?

- Tell students to read out the adverbs of frequency in the Remember box.
- Explain that we use adverbs of frequency when we want to say how often we do some things.
- Ask students to translate the adverbs.
- Add the title to the board, and ask students to copy the adverbs into their notebooks.

### Task G, p.50

- Ask students how often they are late for school and how often they have English lessons or maths.
- Tell them to look at the sentences in task G and circle the true answers.
- Give them some time.
- Students read the sentences aloud.



**Workbook, p.45, Tasks D, E, F**

### TEACHING TIPS

#### Extra activity

##### • Sentence builder

Write various adverbs of frequency on the cards. Distribute cards to students and tell them to make a sentence each using the adverb on the card. They can make sentences about themselves or their family and friends.

##### • Noughts and crosses

Divide students into two teams. Teams take turns to open the 9 fields on the board. They have to use the adverb of frequency that is 'hiding' behind each field. They use the adverb to make sentences (as in the previous activity).

The aim of the team is to have 3 symbols in a row. You can expand the grid and make 16 or more fields.

1 often	2 never	3 rarely
4 sometimes	5 twice a week	6 once a year
7 always	8 usually	9 once a month

Examples of some sentences:

*We have P.E. twice a week. I often buy milk. We sometimes sing at school.*

**F** Circle the correct word.

- 1 Elliot is **often** / rarely late for school.
- 2 Elliot **always** / never takes his notebooks to pupils who are ill.
- 3 Elliot **rarely** / always forgets his homework.
- 4 Pete is **always** / rarely late for school.
- 5 Pete **never** / sometimes chews gum in geography class.
- 6 Pete **often** / never sees the headmaster.



**REMEMBER!**

**ADVERBS OF FREQUENCY HOW OFTEN...?**

always    sometimes  
usually    rarely  
often    never

once a day  
twice a week  
three times a month

every day  
every week  
every year

**G** How often do things happen at school? Circle the answer which is true for you.

1 I am a) rarely late for class.  
b) sometimes  
c) never

2 I have English lessons a) once a week.  
b) twice a week.  
c) three times a week.

3 We a) often listen to music in class.  
b) rarely  
c) never

4 Children a) sometimes chew gum in class.  
b) rarely  
c) never

5 My parents come to school to check on my marks  
a) once a month.  
b) twice a month.  
c) every week.

6 I have maths  
a) every day.  
b) three times a week.  
c) four times a week.

7 I have P.E. a) every day.  
b) every week.  
c) once a month.

8 We a) never have school on Saturday.  
b) usually  
c) sometimes

## WORDSPOT

### Task H, p.51

- Ask students to name school subjects.
- Ask them if they have got any of these school subjects this year.
- Write their answers on the board. (Students learned most of the school subjects in year 4.)
- Tell students to look at the list of school subjects in task H.
- Ask them to listen to the track and repeat the words.
- Play track 24 on the CD.
- Ask individual students to translate the subjects you say in Georgian: "likovni, geografija, povijest, informatika" etc.

### Tapescript

#### Track 24

English	science	Georgian	geography
art	music	German	P.E.
history	maths	computer science	

### Task I, p.51

- Ask students to guess the subject you are talking about.
- Examples: *You learn about nature, animals and plants in... science.*  
*You learn about continents and countries in... geography.*  
*You do sport in... P.E.*
- Ask students to define some more subjects: history, art, music...
- They will say their ideas and probably make some mistakes, but do not pay great attention to it at this stage.
- Tell students to match the beginnings of sentences to their endings.
- Give students some time.
- Ask them to read the sentences aloud.
- Explain any new vocabulary, and write the words on the board.

literature

- Tell students to copy the school subjects into their notebooks.

	<u>School subjects</u>
English	music
science	history
maths	computer science
geography	Russian
Georgian	P.E. (physical education)
art	R.E. (religious education)

**Answer key:** 8, 9, 2, 6, 4, 5, 10, 1, 3, 7.

### Task J, p.51

- Ask students to make one more sentence about each subject.
- They can work in pairs and take turns to say sentences about a school subject to their partners. He/she has to guess what subject it is.
- They can do it orally, or they can write the sentences in their notebooks.

- Monitor students, and help if necessary.
- Ask some students to share their definitions with the rest of the class.

## TEACHING TIPS

### Extra activity

#### • Association game

Tell students you will say some words connected with school subjects, and they have to guess which school subject the word refers to. This activity is similar to task G (workbook, p.46), which students will have for homework.

Examples of words: *a number – maths / Shakespeare, Romeo and Juliet – English / a volcano – geography / plants and insects – science / pyramids – history, etc.*



**Workbook, p.46, Task G**

## SPEAKING

### Task K, p.51

- Tell students to work in pairs.
- Ask students to read the questions aloud.
- Tell them to talk about the school subjects with their partners.
- Let students ask and answer in pairs.
- Monitor and help if necessary.
- Ask students to report back to the class what their friends told them. (In this way they practice 3rd person -s.)



**Workbook, p.47, Task K**

## TEACHING TIPS

### Extra activity

#### • Correct the sentences

This activity is a lead-in to task I (workbook, p.46), which students will have for homework. Write sentences on the board. Tell students to correct them. Some sentences can be corrected in two ways: by changing the adverb of frequency or the school subject.

Examples:

*In music we often play football. (often-never/music-P.E.)*

*Our history teacher always talks about formulas and numbers. (always-never/history-maths)*

*In Georgian classes we sometimes sing songs. (Georgian-music/sometimes-never)*

*We rarely read texts in English. (rarely-often)*



**Workbook, p.47, Task K**

## HOMEWORK

Workbook, p.45, Tasks D, E, F  
p.46, Tasks G, H, I  
p.47, Tasks J, K

## WORDSPOT



H

Listen and repeat  
the names of  
school subjects.



track 03

English      geography      German      maths  
science      art      P.E.      computer science  
Georgian      music      history

I What do you learn about in different subjects? Match the beginnings to the endings.

- |                                      |                          |                                     |
|--------------------------------------|--------------------------|-------------------------------------|
| 1 In science we learn about          | <input type="checkbox"/> | computers.                          |
| 2 In Georgian we learn about         | <input type="checkbox"/> | numbers and geometry.               |
| 3 In English we read,                | <input type="checkbox"/> | literature and grammar.             |
| 4 In P.E. we do                      | <input type="checkbox"/> | the past.                           |
| 5 In geography we learn about        | <input type="checkbox"/> | sports.                             |
| 6 In history we learn about          | <input type="checkbox"/> | continents and countries.           |
| 7 In art we                          | <input type="checkbox"/> | instruments and sing.               |
| 8 In computer science we learn about | <input type="checkbox"/> | nature.                             |
| 9 In maths we learn about            | <input type="checkbox"/> | listen, write and speak in English. |
| 10 In music we play                  | <input type="checkbox"/> | draw and paint.                     |

J Can you make one more sentence about each subject?



## SPEAKING

K Talk about school subjects.

- Can you name all your school subjects in English?
- What's your favourite subject?
- Why do you like it?
- How many times a week do you have it?
- Which subjects are you good at?
- Who is your favourite teacher? Why?



## 3.2. THE "BRAIN POWER" QUIZ

SUGGESTED TEACHING TIME: 3 lessons

LEARNING OUTCOMES: უცბ. დანგ. (II): 1,2,3,4,5,6,7,8,9,10,11

**GRAMMAR** • the present simple: questions (YES/NO questions and short answers, WH questions)

**FUNCTIONS** • asking and answering questions  
• describing a daily routine

**VOCABULARY** • vocabulary relating to quizzes  
• vocabulary relating to the United Kingdom and geography

### SKILLS

**READING** • In the United Kingdom

**LISTENING** • Quiz – parts I and II  
• In the United Kingdom

**SPEAKING** • quiz questions  
• talking about your life and daily routine

**WRITING** • quiz questions

### CULTURE and CLIL

- United Kingdom, geography, science, history

### LESSON 1

#### INTRODUCTION

- Start the lesson by checking homework.
- Play HANGMAN with the following words:  
**contestant / building / expert / tent / igloo / competition**
- After students guess each word, ask them if they know what it means. Some students will probably know the Georgian translations of the words.

#### WORDSPOT

##### Task A, p.52

- When all the words are on the board, read their definitions (you can use the definitions from the book).
- When you read the definition, students should guess the word you are describing.
- Continue with definitions until they have guessed all of them.

a contestant  
a building  
an expert  
a tent  
an igloo  
a competition

- Students copy the words from the board.
- Tell students that Ana is a contestant in the "Brain Power" quiz.
- Tell them to match each word from the quiz with its definition.
- Students do the task.
- They read the sentences aloud.



**Workbook, p.48, Task A**

**Answer key:** 2,1,5,6,3,4.

## LISTENING

### Task B, p.52

- Tell students to read the questions in task B.
- Tell them you are going to play the first part of the quiz, and they have to answer the questions.
- Play track 25 on the CD.
- Students say the answers to the questions.

**Answer key:** 1- Ana and Bruno, 2- Yes, they do. 3- They both like quizzes.

### Tapescript

#### Track 25

##### Part one

**Joe:** Hello, everyone, and welcome to the "Brain Power" Quiz. I am Joe, and I'll ask our contestants some questions. Our questions are about science, history and geography. Let us now meet our contestants – Ana and Bruno.

Welcome, Ana. How old are you?

**Ana:** Hello. I'm 11.

**Joe:** Where do you come from?

**Ana:** I come from Croatia.

**Joe:** Well, you are the first contestant from Croatia in our quiz! What do you do in your free time, Ana?

**Ana:** I read a lot and I listen to music.

**Joe:** Do you like your school?

**Ana:** Yes, I do! I've made many new friends. But I also have to study hard.

**Joe:** Thank you, Ana. Let's now meet our second contestant, Bruno.

**Bruno:** Hello, everyone. I'm Bruno, and I'm 11, too.

**Joe:** Where do you go to school?

**Bruno:** I actually go to the same school as Ana. We both like quizzes.

**Joe:** And what do you do when you're not in school?

**Bruno:** I read and watch documentaries on TV. And I play football with my friends.

**Joe:** Good! We'll have an interesting quiz, then! OK, Ana and Bruno, are you ready to start?

**Ana and Bruno:** Yes!

**Joe:** Let's start, then! Good luck to both of you!

# THE "BRAIN POWER" QUIZ



## WORDSPOT



**A** Ana is a contestant in the "Brain Power" Quiz. Before you listen to the quiz, match the words from the quiz to their definitions.

- |                 |                                     |   |
|-----------------|-------------------------------------|---|
| 1 a contestant  | <input type="checkbox"/>            | a place that people live or work in             |
| 2 a building    | <input checked="" type="checkbox"/> | a person who is in a quiz show                  |
| 3 an expert     | <input type="checkbox"/>            | a house made of ice                             |
| 4 a tent        | <input type="checkbox"/>            | an event in which people try to win prizes      |
| 5 an igloo      | <input type="checkbox"/>            | a person who knows a lot about something        |
| 6 a competition | <input type="checkbox"/>            | a place where people sleep when they go camping |

## LISTENING

**B** Listen to Part I of the quiz and answer the questions.



track 04

- Who are the contestants?
- Do they go to the same school?
- What do they both like?

**C**

Listen to Part II of the quiz and complete the sentences.



track 05

- There are \_\_\_\_\_ questions in the quiz.
- The winner is \_\_\_\_\_.
- The next quiz is \_\_\_\_\_.

**D**

Listen again to Part II and tick only the questions you hear in the quiz. Do you remember the answers?



track 26

Do penguins live at the North Pole?

Where do Indians live?

Do birds close their eyes when they sleep?

Where does the American President live?

Where do people sleep when they go camping?

What do we call traditional Eskimo houses?

Where does the sun rise?

Do basketball players jump high?

When does summer begin?

Where does the River Thames end?

Where does the River Mtkvari end?

### Task C, p.52

- Tell students they are going to listen to the second part of the quiz.
- Tell them to look at the sentences.
- They should listen to the track and complete them.
- Play track 26 on the CD.
- Students read their answers aloud.

**Answer key:** 1- six, 2. Ana, 3- in two weeks.

#### Tapescript

##### Track 26

##### Part two

**Joe:** OK, let's start! I am going to ask you six questions now. If you press the button first you can answer the question first. The winner must have three or more correct answers. Are you ready?

**Ana and Bruno:** Yes, we are.

**Joe:** OK. Here is the first question. Do penguins live at the North Pole? (sound) Ana?

**Ana:** No, they don't. They live in the Antarctic. That's the South Pole.

**Joe:** Good answer. One point for you, Ana. Here's the second question. Do birds close their eyes when they sleep? (sound) Bruno?

**Bruno:** Hmm, I'm not sure. Owls keep one eye open. Hmm ... no, they don't. My final answer is no.

**Joe:** I'm afraid this is not the correct answer, Bruno. Animal experts say that birds close their eyes when they sleep. The third question is about famous buildings. Where does the American President live?

**Ana:** He lives in the White House in Washington D.C.

**Joe:** Right you are. Two points for you. Listen to the fourth question. What do we call traditional Eskimo houses? (sound) Ana again? Your hand is very quick.

**Ana:** Well, Eskimo houses are made of ice. They're called igloos.

**Joe:** Good answer again. Moving on...Where does the sun rise? (sound) Bruno?

**Bruno:** Well, the sun rises in the east and goes down in the west.

**Joe:** Good answer, Bruno. The sixth and last question, now. Where does the River Thames end? (sound) Bruno again?

**Bruno:** Hmm, I think it starts somewhere near the North Sea and ends near Gloucestershire.

**Joe:** Quite the opposite, I'm afraid. It ends in the North Sea! Bruno, do you know what this means? This means that Ana is the winner of this week's "Brain Power" quiz. Congratulations, Ana! I'll see you again in two weeks. Goodbye, everyone.

### Task D, p.52

- Ask students if they can remember some of the questions from the quiz. (Some students will remember.)
- Tell students to read the questions in Task D and try to remember the ones that were in the quiz.
- Tell them to listen to the track one more time and tick the questions they hear in the quiz.
- Play track 26 again.
- Ask students to read aloud the questions that were in the quiz.
- Ask students if they can answer some of the questions. (Students will give their ideas. Correct them if necessary.)

**Answer key:** 1- Do penguins live at the North Pole?  
2- Do birds close their eyes when they sleep? 3- Where does the American President live? 4- What do we call traditional Eskimo houses? 5- Where does the sun rise? 6-Where does the River Thames end?



# THE "BRAIN POWER" QUIZ



## WORDSPOT



**A** Ana is a contestant in the "Brain Power" Quiz. Before you listen to the quiz, match the words from the quiz to their definitions.

- |                 |  |
|-----------------|--|
| 1 a contestant  | <input type="checkbox"/> a place that people live or work in             |
| 2 a building    | <input checked="" type="checkbox"/> 1 a person who is in a quiz show     |
| 3 an expert     | <input type="checkbox"/> a house made of ice                             |
| 4 a tent        | <input type="checkbox"/> an event in which people try to win prizes      |
| 5 an igloo      | <input type="checkbox"/> a person who knows a lot about something        |
| 6 a competition | <input type="checkbox"/> a place where people sleep when they go camping |

## LISTENING

**B** Listen to Part I of the quiz and answer the questions.



track 04

- Who are the contestants?
- Do they go to the same school?
- What do they both like?

**C**

Listen to Part II of the quiz and complete the sentences.



track 05

- There are \_\_\_\_\_ questions in the quiz.
- The winner is \_\_\_\_\_.
- The next quiz is \_\_\_\_\_.

**D**

Listen again to Part II and tick only the questions you hear in the quiz. Do you remember the answers?



track 26

Do penguins live at the North Pole?

Where do Indians live?

Do birds close their eyes when they sleep?

Where does the American President live?

Where do people sleep when they go camping?

What do we call traditional Eskimo houses?

Where does the sun rise?

Do basketball players jump high?

When does summer begin?

Where does the River Thames end?

Where does the River Mtkvari end?

### Task E, p.29

- Ask students to read out the questions in task E.
- Explain any new vocabulary, and write the words on the board.

to rise  
North Pole

- Tell them to match the questions to the answers.
- Monitor students, and help if necessary.
- Students read their answers aloud.

**Answer key:** 5, 3, 2, 6, 1, 4.

### REMEMBER!, p.53

#### THE PRESENT SIMPLE – QUESTIONS AND SHORT ANSWERS

- Write some of the questions from Task E on the board, and add some new ones.

#### The present simple - questions

Do I like the quiz?	Yes, I do. / No, I don't.
Do you like it in school?	Yes, you do. / No, you don't.
Do we like this lesson?	Yes, we do. / No, we don't.
Do they like the questions?	Yes, they do. / No, they don't.
Does she (Ana) live in London?	Yes, she does. / No, she doesn't.
Does he (Bruno) live at the North Pole?	Yes, he does. / No, he doesn't.

- Tell students these are questions in the present simple.
- Ask them what they have in common. (They will probably say *do* and *like*.)
- Ask them what they notice in 3<sup>rd</sup> person singular. (They will say *does*.)
- Point to the verb: it has no -s, just as in negative sentences, because the -s is incorporated in the *does*.
- Ask students to give positive and negative answers to the questions.
- Write the answers on the board.
- Tell students to read out the questions and answers in the Remember box.
- Point out the verb that is repeated in short answers (*do/don't, does/doesn't*).
- Point out the difference between HAVE GOT and HAVE in questions.
- Explain to students that these are two verbs that mean the same but behave in two separate ways in negatives and questions. Explain that HAVE GOT is primarily used in British English and HAVE in American English. (You can explain it in Georgian, of course).
- Tell students to copy the questions and the answers from the board.

### Task F, p.53

- Tell students to look at the questions and complete them with *do* or *does*.
- Give them some time to do the task on their own.
- Students read the questions and the answers aloud.
- Discuss the questions and possible mistakes.



#### Workbook, p.48, Tasks B, C

**Answer key:** 5, 3, 2, 6, 1, 4.

#### TEACHING TIPS

##### Extra activity

##### • Unscramble the questions

This activity is a lead-in to task D (workbook, p.49), which students will have for homework.

Tell students you are going to write some scrambled questions on the board. Their task is to unscramble the questions. Invite students to the board to write the questions.

After each question, let students answer it using short answers.

Examples:

*kangaroos live Do in Australia ? Yes, they do.*

*Lady Gaga Does speak Georgian ? No, she doesn't.*

*cucumbers lions Do eat ? No, they don't.*

*have your classroom Does a computer ? Yes, it does.*



#### Workbook, p.49, Task D

#### HOMEWORK

Workbook, p. 48, tasks A, B, C  
p.49, task D

Think of 5 more Yes/no (Do/does) questions to ask your friends. Write them in your notebook.

**E Match the questions to the answers.**

- |  |  |
|--|--|
| 1 Where do you come from?                    | <input type="checkbox"/> No, they don't.             |
| 2 What do you do in your free time?          | <input type="checkbox"/> Yes, I do.                  |
| 3 Do you like it in school?                  | <input type="checkbox"/> I read and listen to music. |
| 4 Where does the sun rise?                   | <input type="checkbox"/> We call them igloos.        |
| 5 Do penguins live at the North Pole?        | <input type="checkbox"/> I come from Georgia.        |
| 6 What do we call traditional Eskimo houses? | <input type="checkbox"/> It rises in the east.       |

**REMEMBER!**

**THE PRESENT SIMPLE – QUESTIONS AND SHORT ANSWERS**

<b>Do</b>	I you we they	<b>like</b> the quiz?	<b>Does</b>	she (Ana) he (Bruno) it (a penguin)	<b>sleep</b> a lot?
-----------	------------------------	-----------------------	-------------	---	---------------------

**YOU CAN SAY:** **Have** they **got** wings? OR **Do** they **have** wings?  
**Has** it **got** wings? OR **Does** it **have** wings?

**YES**

**NO**

**Yes, I do.**  
**Yes, you do.**  
**Yes, we do.**  
**Yes, they do.**

**Yes, he does.**  
**Yes, she does.**  
**Yes, it does.**

**No, I don't.**  
**No, you don't.**  
**No, we don't.**  
**No, they don't.**

**No, he doesn't.**  
**No, she doesn't.**  
**No, it doesn't.**

**F Complete the questions. Use: Do and Does.**

- |  |                 |
|--|-----------------|
| 1 _____ birds sleep with their eyes closed?      | Yes, they do.   |
| 2 _____ the American President live in New York? | No, he doesn't. |
| 3 _____ penguins live at the South Pole?         | Yes, they do.   |
| 4 _____ the Thames end in the North Sea?         | Yes, it does.   |



## LESSON 2

### INTRODUCTION

- Start the lesson by checking homework.
- Students had to write 5 questions for their friends to answer, so let them exchange their notebooks and write the answers to their classmate's questions.
- Ask volunteers to read out some of their questions so other students can try to answer them.
- Revise yes/no questions by playing the STAND UP IF IT'S YOUR ANSWER game.
- Divide students into four groups. Each group gets to "be" one of four answers:  
**Yes, it does. / No, it doesn't. / Yes, they do. / No, they don't.**
- You can write the answers on cards and give the cards to representatives of the groups.
- Tell students you will ask some questions; and, if the answer to the question is the one that their group has, their representative should stand up and hold up the card. They get one point for a correct answer and one negative point if they stand up and hold up the card and the answer is wrong.

Examples of questions:

*Do lions fly? Does a cow drink milk? Do fish swim? Does a kangaroo jump? Do tigers eat grass? Does a cow drink water? Do whales run? Do dogs bark? Does a cat purr? Do dogs chase postmen? Does a dog climb curtains? Does a cat drink milk? Do bats fly? Does an owl close its eyes when it sleeps? Do crocodiles have sharp teeth? Do monkeys like bananas? Does a horse run fast? Does a cat scratch things? etc.*

### TEACHING TIPS

#### Extra activity Stand up if it's your answer

This activity is similar to the STAND UP IF IT'S YOUR ANSWER game above, and you can do it instead if you have less time.

Write four answers on the board:

Yes, it does. No, it doesn't. Yes, they do.  
No, they don't.

Divide students into two teams. Their task is to ask the correct questions for each answer you point to. Each group should make four questions. They get a point for grammatically correct questions only.

### REMEMBER!, p.54

#### THE PRESENT SIMPLE – QUESTIONS WITH QUESTION WORDS

- Write the following answer on the board:  
**In Australia.**
- Ask students if they can remember the question from the quiz that this is the answer to. (Some students will remember, even if they do not say an entirely grammatically correct question.)
- Write the question on the board.

**Where** do koalas live?

- Ask students if they remember what we call questions beginning with WH words.

(Students will say WH questions.)

- Ask them why we call them WH. (The answer will probably be: *because they begin with WH words*)
- Ask students to say some WH-question words.
- Draw four columns on the board.
- Fill in the WH words as students say them. As you write the words on the board, ask students to translate them.

#### The present simple – questions with WH words

WH word	DO/DOES	animal	verb
What	do	lions	eat?
When	do	birds	sing?
Where	does	a kangaroo	sleep?
Why	does	a lion	roar?
How	does	a snake	move?
How long	do	turtles	live?
How much...	grass do	elephants	eat?
How many...	eggs do	penguins	lay?

- Tell students to read the questions in the Remember box.
- Ask them what word follows the WH word. They will say *do* or *does*.
- Ask what comes next. They will say *I, she...*
- Ask what comes last. They will probably say *eat*.
- You can explain it's a verb.
- Write:

What she eats? **WRONG**

- Explain it is wrong, that we always use do/does in questions (both yes/no and WH).

#### Task G, p.54

- Ask students to complete the questions in task G using *what / where / when* and *how many*.
- Give them some time.
- Ask students to read out the questions and translate them.
- Ask students to come to the board and make questions. They have to fill in the chart with *do/does*, animals and verbs.
- After a student writes a question, he/she chooses a student to answer.
- Tell students to copy 5 favourite questions from the chart and the wrong question.



**Workbook, p.49, Task E**

**Answer key:** 1-when, 2-how many, 3-where, 4-what

**REMEMBER!**

## THE PRESENT SIMPLE – QUESTIONS WITH QUESTION WORDS

**What  
When  
Where  
Why**

**do**

I  
you  
we  
they

eat?

**What  
When  
Where  
Why**

**does**

he (Bruno)  
she (Ana)  
it (the spider)

eat?

**G** Complete the questions. Use: **What, Where, When** and **How many**.

- |   |       |                          |                     |
|---|-------|--------------------------|---------------------|
| 1 | _____ | does the film begin?     | At five.            |
| 2 | _____ | legs does a spider have? | Eight.              |
| 3 | _____ | do elephants live?       | In Africa and Asia. |
| 4 | _____ | do you call this house?  | An igloo.           |

## SPEAKING AND WRITING

**H** In pairs, make five questions for the "Brain Power" Quiz. They should be about geography, science, history,...

**I** Ask another pair to answer your questions. They will ask you questions as well. Whose questions are more difficult? Are there any questions that you can't answer?

### YOUR TURN!

**J** Work in pairs. Ask your partner questions about her / him. Use the cues.

- 1 / you live in a flat / in a house?
- 2 What time / you get up at weekends?
- 3 What time / you / go / bed at weekends?
- 4 What / you usually eat / for Sunday lunch?
- 5 How / you / to school?
- 6 When / you get home / from school?
- 7 What / you / do after school?
- 8 How long / you do your homework?
- 9 / you help your parents with the housework?
- 10 How often / you / play computer games?



## SPEAKING AND WRITING

### Task H, p.54

- Divide students into pairs.
- Ask them to make 5 questions for the "Brain Power" quiz. Questions should be about geography, science and history. (They can use their geography, science and history books if they need to.)
- Give them some time.
- Monitor students, and help if necessary.

**Answer key:** Students' answers.

#### TEACHING TIPS

- This task can be done as a homework assignment so you can do a warm-up with students' questions.

### Task I, p.54

- Ask students to show their questions to another pair. That pair should try to answer them while they answer the other pair's questions.
- Ask students to read some of the questions aloud so that the rest of the class can try to answer them.



**Workbook, p.49, Tasks F, G**

**Answer key:** Students' answers.

#### TEACHING TIPS

- This task can be a warm-up activity in the next lesson.  
**Extra activity**
  - **Quiz**  
Students write some more questions in pairs, but on slips of paper. Questions should be about geography, science and history. They should also write the answers. Give them four minutes (or more) to make the questions.  
Collect the papers with questions. Divide the class into two teams. Each team answers a question you ask. Give one point for each correct answer.
  - **Translation task**  
Tell students to write the following questions in Georgian in their notebooks: *სად ცხოვრობენ სპილოები? როდის სძინავს ლომს? რას სვამს კატა? მღერიან/ვალობენ ჩიტები?*  
Tell students to translate them into English. You can add more questions.  
Students read aloud their translations. Discuss any mistakes they make.  
This can also be a homework assignment.

## YOUR TURN!

### Task J, p.54

- Tell students to work in pairs.
- Tell them to look at the questions in task J.
- Ask them what is missing in the questions. They will probably say *do/does*.
- Tell them to ask their partners questions using the cues and adding *do* to the questions.
- Give students some time. Students take turns in asking questions.
- Monitor them, and help if necessary.



**Workbook, p.50, Task H**

**Answer key:** Students' answers.

#### TEACHING TIP

- Students can report what their friends said in 3<sup>rd</sup> person singular. They can do it orally or in written form, as part of their homework assignment. It is a good way to practise the present simple.

## HOMEWORK

Workbook, p.49, Tasks E, F, G  
p.50, Tasks H, I, J  
Additional activity: Translation task.  
Student's Book, p.54, task H

**REMEMBER!**

## THE PRESENT SIMPLE – QUESTIONS WITH QUESTION WORDS

**What  
When  
Where  
Why**

**do**

I  
you  
we  
they

eat?

**What  
When  
Where  
Why**

**does**

he (Bruno)  
she (Ana)  
it (the spider)

eat?

**G** Complete the questions. Use: **What, Where, When** and **How many**.

- |   |                                |                     |
|---|--------------------------------|---------------------|
| 1 | _____ does the film begin?     | At five.            |
| 2 | _____ legs does a spider have? | Eight.              |
| 3 | _____ do elephants live?       | In Africa and Asia. |
| 4 | _____ do you call this house?  | An igloo.           |

## SPEAKING AND WRITING

**H** In pairs, make five questions for the "Brain Power" Quiz. They should be about geography, science, history,...

**I** Ask another pair to answer your questions. They will ask you questions as well. Whose questions are more difficult? Are there any questions that you can't answer?

### YOUR TURN!

**J** Work in pairs. Ask your partner questions about her / him. Use the cues.

- 1 / you live in a flat / in a house?
- 2 What time / you get up at weekends?
- 3 What time / you / go / bed at weekends?
- 4 What / you usually eat / for Sunday lunch?
- 5 How / you / to school?
- 6 When / you get home / from school?
- 7 What / you / do after school?
- 8 How long / you do your homework?
- 9 / you help your parents with the housework?
- 10 How often / you / play computer games?



## LESSON 3

### INTRODUCTION

- Start the lesson by checking homework.
- Do a warm-up activity: in Task I (workbook, p.50), students had to correct the mistakes in the questions.
- Write 6 questions on the board, and tell students to correct the mistakes in them.

What do a dog likes to eat?  
Where does some birds fly in autumn?  
Why some birds fly south?  
Do elephants has many baby elephants?  
Does a snake flies?  
Do fish sleeps?

- Ask students to come to the board and write the correct questions.
- When you have all the right questions on the board, write six answers on the board.

- |  |                              |
|--|------------------------------|
| <b>1. What does a dog like to eat?</b>           | A) Yes, they do.             |
| <b>2. Where do some birds fly in autumn?</b>     | B) It likes to eat bones.    |
| <b>3. Why do some birds fly south?</b>           | C) No, it doesn't.           |
| <b>4. Do elephants have many baby elephants?</b> | D) They fly south in autumn. |
| <b>5. Does a snake fly?</b>                      | E) No, they don't.           |
| <b>6. Do fish sleep?</b>                         | F) They fly south.           |

- Tell students to come to the board and match the questions to the answers.
- When they have done it, remove the questions and challenge the students to recall the questions.

### TEACHING TIPS

- You can change the correct the questions activity into an unscramble the questions activity.

### CULTURE CORNER

#### Task K, p.55

- Write the United Kingdom on the board.
- Ask students what things they connect with the United Kingdom.
- Students will probably say: *London, England, football (clubs, too) etc.*
- You can write the words they say on the board.
- Ask students what the capitals of England, Scotland and Wales are. (They probably won't know all the answers.)
- Write Union Jack on the board and ask them what it is. (Maybe some students will know it's the nickname of the UK flag.)

Union Jack

- Tell students to look at the questions in task K and explain the word *anthem*. (Some students have already given some answers; accept any new ideas students might have.)

anthem

- Tell students to listen to the track and find out if their answers were correct.
- Play track 27 on the CD.
- Discuss the answers to the questions.
- Show a map of the UK. (It would be great to use digital material; if not, stick a map on the board).
- Ask students to read the text aloud.
- As they read, paragraph by paragraph, invite them to come to the board and show the countries and the cities and pinpoint them. (The United Kingdom: Great Britain (England, Scotland, Wales) + Northern Ireland / London, Edinburgh, Birmingham, Manchester, Liverpool, Leeds, Belfast, Cardiff, Glasgow)
- Explain the new vocabulary, paragraph by paragraph, and write it on the board.
- If you can (depending on the equipment), show them photographs of the countries and the cities you discuss.
- Ask students if they know anything about the cities mentioned.
- Show them a picture of the Union Jack and explain that it's really three flags in one (English, Scottish and Welsh). If you can, show them the three flags the Union Jack is made up of.
- Explain to students that the other part of the island next to Great Britain is called the Republic of Ireland, and that is a separate country.

#### In the United Kingdom

to consist of	situated
north-eastern	corner
a flag	land
an anthem	landscape
a castle	
central	
to include	





## IN THE UNITED KINGDOM

**K** Try to answer these questions about the United Kingdom. Then read the texts and check your answers.



track 06

- 1 What is the difference between the UK, Great Britain and England?
- 2 What are the capitals of England, Scotland and Wales?
- 3 What is the Union Jack?
- 4 What is the national anthem of the UK called?

The United Kingdom of Great Britain and Northern Ireland consists of the island of Great Britain plus Northern Ireland and many smaller islands. **Great Britain** is the island which consists of England, Scotland and Wales. **Northern Ireland** is the north-eastern part of the island of Ireland. The capital of the United Kingdom is **London**.

The UK flag is known as the Union Jack. The UK anthem is called "God Save the Queen".

The capital of **Scotland** is Edinburgh. Scotland is famous for its castles and beautiful mountains.

**England** is in the central and southern part of Great Britain. Its capital is London. Other big English cities include Birmingham, Manchester, Liverpool, and Leeds.

Belfast is the capital of **Northern Ireland**. Northern Ireland is situated in the north-eastern corner of the island of Ireland.

The capital of **Wales** is Cardiff. Wales is sometimes called the land of song. It has a beautiful green landscape.

**L** What do you know about the following places? Look them up on the Internet or in your school library. Then write a sentence or two about them.

- 1 Oxford and Cambridge
- 2 The Channel Tunnel
- 3 Loch Ness and Nessie
- 4 Stonehenge



### TEACHING TIPS

- Ask students to read out the first paragraph. Explain the new words and write them on the board.
- Invite students to come to the board and show you parts of the UK and its capital. (If you can, pinpoint London on the map.)
- Ask students to read the second paragraph. Write the new words on the board. Show them a picture of the Union Jack and explain that it's really three flags in one (English, Scottish and Welsh). If you can, show them the three flags the Union Jack is made up of.
- Let students read the next paragraph.
- Explain and write any new words (*castle*).
- Invite them to come to the board, find Scotland and pinpoint Edinburgh. (Show them some pictures of Scotland.)
- Ask a student to read the fourth paragraph aloud.
- Explain and write any new words (*central, include*).
- Invite students to come to the board, find the cities and pinpoint them. (If you can, show some pictures.)
- Ask students if they know anything about the cities mentioned.
- Let them read aloud the paragraph about Northern Ireland.
- Explain and write any new words (*situated, corner*).
- Students find it on the map and pinpoint Belfast.
- Explain to students that the rest of the island is the Republic of Ireland, a separate country.
- Ask students to read the last paragraph aloud.
- Explain and write any new words (*land, landscape*).
- Students find the country on the map and pinpoint Cardiff.

- Tell students to copy words from the board.
- Write some words on the board.

London / "God Save the Queen" / Belfast

- Ask students to tell you what they are.
- Ask them a few more questions like: *What is the name of the UK flag? What colour is it? Which country is called the 'land of song'?*

**Answer key:** 1-The United Kingdom consists of island of Great Britain + Northern Ireland and small island. Great Britain is the island which consists of England, Scotland and Wales, England is a part of Great Britain. 2. –London, Edinburgh, Cardiff. 3- the UK flag.4- God Save the Queen.

### Tapescript

#### Track 27 IN THE UNITED KINGDOM

The United Kingdom of Great Britain and Northern Ireland consists of the island of Great Britain plus Northern Ireland and many smaller islands. Great Britain is the island which consists of England, Scotland and Wales. Northern Ireland is the north-eastern part of the island of Ireland. The capital of the United Kingdom is London.

The UK flag is known as the Union Jack. The UK anthem is called "God Save the Queen".

The capital of Scotland is Edinburgh. Scotland is famous for its castles and beautiful mountains.

England is in the central and southern part of Great Britain. Its capital is London. Other big English cities include Birmingham, Manchester, Liverpool, and Leeds.

Belfast is the capital of Northern Ireland. Northern Ireland is situated in the north-eastern corner of the island of Ireland.

The capital of Wales is Cardiff. Wales is sometimes called the land of song. It has a beautiful green landscape.

### TEACHING TIPS

#### Extra activity

##### • Quiz game

Tell students to work in pairs and think of 5 questions for a quiz. They can make 5 questions about the UK or some other countries. Tell them to write the questions on separate pieces of paper. Give them some time, then collect the papers. Read the questions aloud while other students try to answer them.

##### • Dictation

Tell students you are going to read some sentences with some words missing. Their task is to write just the words that are missing.

Examples of sentences:

*The UK \_\_\_\_\_ is known as the Union Jack. (flag)*

*The \_\_\_\_\_ of the United Kingdom is London.*

*(capital)*

*Scotland is famous for its \_\_\_\_\_ and beautiful mountains. (castles)*

*Belfast is the capital of Northern \_\_\_\_\_. (Ireland)*

*Wales has a beautiful green \_\_\_\_\_. (landscape)*

### Task L, p.55

- Show a picture of Nessie to students, and ask them if they know what it is. (Some students might know that it's a monster from a lake.)
- Tell them that it's a monster called Nessie.
- Show them a picture of Stonehenge and ask them if they recognize this place. (Some students might know something about it.)
- Do the same with the pictures of Oxford and Cambridge and the Channel Tunnel.
- Tell students that they will have to look up the places on the internet and write a sentence or two about them.
- That will be their homework assignment.

**Answer key:** 1- University towns, 2- the tunnel between the UK and France, 3- the lake in Scotland and the monster 4- historical sights

### HOMEWORK

Student's Book, p.55, task L



## IN THE UNITED KINGDOM

**K** Try to answer these questions about the United Kingdom. Then read the texts and check your answers.



track 06

- 1 What is the difference between the UK, Great Britain and England?
- 2 What are the capitals of England, Scotland and Wales?
- 3 What is the Union Jack?
- 4 What is the national anthem of the UK called?

The United Kingdom of Great Britain and Northern Ireland consists of the island of Great Britain plus Northern Ireland and many smaller islands. **Great Britain** is the island which consists of England, Scotland and Wales. **Northern Ireland** is the north-eastern part of the island of Ireland. The capital of the United Kingdom is **London**.

The UK flag is known as the Union Jack. The UK anthem is called "God Save the Queen".

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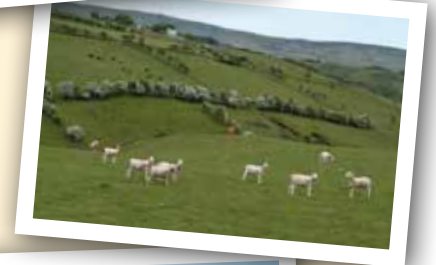
**England** is in the central and southern part of Great Britain. Its capital is London. Other big English cities include Birmingham, Manchester, Liverpool, and Leeds.

Belfast is the capital of **Northern Ireland**. Northern Ireland is situated in the north-eastern corner of the island of Ireland.

The capital of **Wales** is Cardiff. Wales is sometimes called the land of song. It has a beautiful green landscape.

**L** What do you know about the following places? Look them up on the Internet or in your school library. Then write a sentence or two about them.

- 1 Oxford and Cambridge
- 2 The Channel Tunnel
- 3 Loch Ness and Nessie
- 4 Stonehenge



### 3.3. AFTER SCHOOL: SPORTS, GAMES AND HOBBIES

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: უცხ. დანყ. (II): 1,2,3,4,5,6,7,8,9,10,13,14

GRAMMAR • the present simple with adverbs of frequency  
• ordinal numbers

FUNCTIONS • talking about free time and sport

VOCABULARY • free-time activities  
• sports and musical instruments  
• collocations with *do* and *play*

#### SKILLS

READING • text about Henry, Judy, Sandra and Joe

LISTENING • passage about Henry, Judy, Sandra and Joe  
• sports commentator talking about sport  
• ordinal numbers  
• "Sports and games" quiz

SPEAKING • talking about free time and sport

WRITING • ordinal numbers

CULTURE and CLIL

• P.E.

#### LESSON 1

#### INTRODUCTION

- Start the lesson by checking homework.
- Do a warm-up activity.
- Write the following words on the board.

DVDs / going to the cinema / computer games / dance lessons / basketball training

- Ask students what these words have in common. Maybe some students will guess – free time. If not, explain that the words are connected with free time.
- Write after school – free time on the board and elicit some more activities. (Students will have lots of ideas.)

#### Task A, p.56

- Tell students to open their books and read aloud the activities in task A.
- Explain new words and write them on the board.

After school – free time  
go sledging  
play tag  
stickers  
language lessons

- Tell students to tick the activities they do.
- Ask students how many of them do athletics. (They can raise their hands.)
- Ask them how often they do it.
- Let them look at the How often box in the book and make full sentences.
- Ask several students to answer about themselves, what they do in their free time.
- Ask about several more activities (one from each box); there is no need to go through all the activities.

- Tell students to write four sentences about their free time, saying how often.
- You can write examples about yourself on the board.

I play computer games once a month.  
I do exercises four times a week.  
I go rollerblading once a week.  
I go to piano lessons on Saturday.

- Tell students to use the underlined words as the beginnings of their sentences.
- Give students some time, monitor and help if necessary.
- Ask students to swap their notebooks and report about their partners to the class. (Remind them of the 3<sup>rd</sup>-person-singular rule: -s)

**Answer key:** Students' answers.

#### TEACHING TIPS

##### Extra activity

##### • Negative sentences

Tell students to make negative sentences about the activities they did not tick. Write an example on the board.

*I don't play football.*

Give them some time, then ask students to read out their examples.

They can also swap notebooks and report about their partners, this time using the negative sentences in 3<sup>rd</sup> person singular.

#### Task B, p.56

- Ask students to look at the pre-reading questions in task B.
- Tell them to listen to the track to find out the answers to the questions.
- Play track 28 on the CD.
- After listening, ask students to read the questions aloud and give you the answers.
- Ask students to read aloud the texts on page 57.
- Explain any new vocabulary, and write it on the board.

outdoors  
gym  
at the seaside

- Tell students to choose one text and report it to their partners.
- Monitor students, and remind them of -s in 3<sup>rd</sup> person singular.
- Ask some students to report the texts to the whole class.

**Answer key:** 1- Joe, 2- Sandra, 3- Henry, 4-Judy.

# 3.3

# AFTER SCHOOL: SPORTS, GAMES AND HOBBIES



**A** How do you spend your free time? In each box tick the activities that you do. Then say how often you do them.

## DO

athletics  
exercises  
judo  
karate

## PLAY

football  
basketball  
water polo  
hockey  
tennis  
table tennis  
badminton

## PLAY

games  
tag  
hide-and-seek

## GO

swimming  
skiing  
sledding  
cycling  
rollerblading

## HOW OFTEN?

OFTEN  
SOMETIMES  
ONCE A WEEK  
TWICE A WEEK  
THREE TIMES A WEEK  
ON TUESDAY AND THURSDAY

## PLAY

games  
chess  
board games  
(Ludo, Monopoly)  
computer games

## GO TO

music school  
ballet school  
piano lessons  
language lessons

## COLLECT

model cars  
stamps  
stickers  
CDs

## PLAY

a musical instrument  
the piano  
the guitar  
the violin  
the flute

## READING

**B** Read about Henry, Judy, Sandra and Joe. Answer these questions.



- 1 Who is crazy about sport?
- 2 Who doesn't like P.E.?
- 3 Who plays table tennis?
- 4 Who collects something?

### Task B, p.56

- Ask students to look at the pre-reading questions in task B.
- Tell them to listen to the track to find out the answers to the questions.
- Play track 28 on the CD.
- After listening, ask students to read the questions aloud and give you the answers.
- Ask students to read aloud the texts on page 57.
- Explain any new vocabulary, and write it on the board.

outdoors  
gym  
at the seaside

- Tell students to choose one text and report it to their partners.
- Monitor students, and remind them of -s in 3<sup>rd</sup> person singular.
- Ask some students to report the texts to the whole class.

**Answer key:** 1- Joe, 2- Sandra, 3- Henry, 4-Judy.

### Tapescript

#### Track 28 Henry

I play table tennis twice a week, and every January I go skiing. I play Ludo with my little brother. I sometimes play computer games, but if I play too much my father gets angry. He thinks it's better if I play outdoors with my friends.

#### Judy

I still collect little teddy bears. I keep them in a big box under my bed. I sometimes go cycling. When we have P.E. at school I like it when we stay in the gym and we do exercises. I go to music school, and I play the violin. I'm not sure I like it very much. I want to do ballet.

#### Sandra

I don't like P.E. I don't think I'm very good at sport. I can't run very fast. Or maybe I'm just lazy. I don't care.

#### Joe

I'm crazy about sport. I'm happiest at school when we have P.E. I'm in the school football team. I also play tennis, and I swim all July when I'm at the seaside. I want to do judo, but my parents think I need some time to do homework. I'm also a great Manchester United fan.

### TEACHING TIPS

- If you have a stronger class, you can play the track to students with their books closed.

### Task C, p.49

- Ask students to cover the texts with their notebooks and look at the sentences in task C.
- Students try to complete the sentences without looking at the text.
- If you see it is too difficult, let them take a look at the text.
- In the end, all students look at the text to see how good their memory is.
- Ask students to read the sentences aloud.

**Answer key:** 1 Henry plays table tennis twice a week.  
2 In winter, he goes skiing.  
3 When he plays computer games too much, his father gets angry.  
4 Judy sometimes goes cycling.  
5 In P.E. class, she likes to stay and do exercises.  
6 She plays the violin.  
7 Sandra thinks she's not very good at sport. But maybe she's just lazy.  
8 Joe plays football, tennis and swims.  
9 He wants to do judo.

### TEACHING TIPS

- You can start this task by writing the sentences in task C on the board. Student's books are closed, and students come to the board to finish the sentences.
- You can start the task by asking questions instead of writing the sentences.  
Here are some examples:  
*What does Henry do in winter? Why does his father get angry? What instrument does Judy play? Why does Sandra dislike P.E.? What does Joe do in summer? What club is he a fan of?*

### YOUR TURN!

#### Task D, p.57

- Tell students to look at the questions.
- Students work in pairs and take turns to ask each other questions and answer them.
- Give students some time.
- You can ask students to report what they do in their free time. Correct any mistakes they make.



**Workbook, p.51, Tasks B, D**

**Answer key:** 1- Joe, 2- Sandra, 3- Henry, 4-Judy.

### TEACHING TIPS

#### Extra activity

##### • Do / play / go

Draw three columns on the board with headings

do	play	go

Divide the class into three groups (do / play / go). Give them 2 minutes, and tell them to name as many activities for their category as they can. They aren't allowed to look in the books. When you say *stop*, a representative of each group comes to the board with their list. Do not show it to other students. Change the categories and give them another 2 minutes. Collect the lists. Repeat it for the third category. The group that has the most correct activities is the winner. This exercise is a lead-in to task A (workbook, p.51), which students will do for homework.



**Workbook, p.51, Task A**

### HOMEWORK

Workbook p.51, Tasks A, B, D

### Henry

I play table tennis twice a week, and every January I go skiing. I play Ludo with my little brother. I sometimes play computer games, but if I play too much, my father gets angry. He thinks it's better if I play outdoors with my friends.



### Judy

I still collect little teddy bears. I keep them in a big box under my bed. I sometimes go cycling. When we have P.E. at school I like it when we stay in the gym and we do exercises. I go to music school, and I play the violin. I'm not sure I like it very much. I want to do ballet.

### Sandra

I don't like P.E. I don't think I'm very good at sport. I can't run very fast. Or maybe I'm just lazy. I don't care.



### Joe

I'm crazy about sport. I'm happiest at school when we have P.E. I'm in the school football team. I also play tennis, and I swim all July when I'm at the seaside. I want to do judo, but my parents think I need some time to do homework. I'm also a great Manchester United fan.

## C How much do you remember? Complete the sentences.

- 1 Henry plays table tennis \_\_\_\_\_.
- 2 In winter, he \_\_\_\_\_.
- 3 When he plays computer games too much, his father \_\_\_\_\_.
- 4 Judy sometimes \_\_\_\_\_.
- 5 In P.E. class, she likes to stay \_\_\_\_\_ and \_\_\_\_\_.
- 6 She plays \_\_\_\_\_.
- 7 Sandra thinks she's not \_\_\_\_\_. But maybe she's just \_\_\_\_\_.
- 8 Joe plays \_\_\_\_\_ and \_\_\_\_\_.
- 9 He wants to \_\_\_\_\_.

## YOUR TURN!

### D Answer the questions.

- 1 What do you do after school?
- 2 What do you do at weekends?
- 3 Do you practise any sports?
- 4 How often do you play computer games?
- 5 Do you collect anything? What?
- 6 Do you learn a foreign language after school? Which one?

## LESSON 2

### INTRODUCTION

- Start the lesson by checking homework.
- To revise collocations, play the GUESS THE VERB game.
- Write an activity on the board, and students say which verb comes before it.

Examples of activities: *table tennis, karate, dancing, rollerblading, basketball, German lesson, stamps etc.*

#### TEACHING TIPS

In this activity you can divide students into groups (do / play / go / collect) so the members of the group stand up when their verb precedes the activity.

#### Task E, p.58

- When you have some activities on the board, ask the students to come to the board and circle only sports.

table tennis    karate    dancing    rollerblading  
basketball    German lessons    stamps

- Ask students to name some more sports and write them on the board.
- Tell students to open their books and match photographs to the sports.
- Ask them how many sports from task E they have already named.
- Explain *high jump* and write it on the board.

high jump

- Check what they have done.
- Now that you have some sports on the board, ask students to name some famous sportsmen/ sportswomen for each sport. (They will have lots of ideas.)

**Answer key:** 8, 2, 3, 5, 9, 6, 7, 1, 4

### YOUR TURN!

#### Task F, p.58

- Tell students to ask their partners the questions from task F.
- Students discuss the questions in pairs.
- Ask some students to report on their friends or say sentences about themselves.



**Workbook, p.53, Tasks J, G**

#### TEACHING TIPS

##### Extra activity

##### • Sports and games alphabet

Tell students you are going to say a letter and their task is to write as many sports and activities as they can think of in two minutes. Students can work in pairs or groups.

When the time is up, ask students to tell you the words they have thought of.

Write the sports and games they say on the board. Say the 'easier' letters: the ones that students can name a lot of sports for.

##### • Categories

This activity can be a follow-up to the previous one (Sports and games alphabet), or you can do it on its own.

Draw a few columns on the board with the following headings:

water	ball	outdoors	team	winter

You can add more categories if you wish. (*water – sports and games in water, ball – sports and games played with a ball, outdoor – sports and games played outside, not in the gym, team – team sports, winter – winter sports*)

Ask students to come to the board and write the sport or game you say in the correct column.

#### Task G, p.58

- Tell students to look at the sports in task G.
- Tell them to listen to the sports commentator and tick the sports he is talking about.
- Play track 29 on the CD.
- Let students tell you the sports they have ticked.
- Ask them how they knew which sport to tick, what the clues were.

**Answer key:** 1-tennis, 2- football, 3- skiing, 4-running, 5-swimming

#### Tapescript

##### Track 29

- 1) ...The match is over, and Goran is throwing his racket into the air! Yes, Goran is the first Croatian to win Wimbledon!
- 2) ...Welcome back to the second half. The score is 2-0, thanks to Ronaldo...
- 3) ...He is very fast...Yes; let's look at the time – one second faster than Monroe. But no! He's falling. This is the third skier who won't be able to finish the course today....
- 4) ...She is running slowly today. She is in fifth position now...no, she's picking up again, she's in fourth position, leaving Jones behind...can she make it after all?
- 5) ...Our contestant is in lane 7, next to him there is ... but no, he's diving in too soon! They'll have to start again!



**E** Match the photographs to the sports.



- football     basketball     handball     water polo     ice hockey  
 skiing     swimming     high jump     tennis

**YOUR TURN!**

**F** Answer the questions.

- 1 Is sport important to you? Why? Why not?
- 2 Which sports do you like to watch?
- 3 Which sport would you like to practise?
- 4 Are you a football fan? Which team do you support?
- 5 What do you usually do in P.E. lessons? Do you like it? Why? Why not?

**G**  Listen to a sports commentator. Which sports is he talking about?

- track 08     skiing     tennis     football     swimming     running

**H** What is wrong with these sentences? Listen again and check your answers.



- 1 Goran Ivanišević is the second Croatian to win Wimbledon!
- 2 Welcome back to the second half. The score is 2-0, thanks to Kostelić...
- 3 This is the third skier who hasn't finished the match today.
- 4 She is running fast today, and she is in fifth position...
- 5 Our contestant is in seventh place.

**REMEMBER!** 

**ORDINAL NUMBERS**

- |   |  |  |
|---|--|--|
| (the) <b>first</b> question (1 <sup>st</sup> )  | (the) <b>fourth</b> (4 <sup>th</sup> ) | (the) <b>thirty-first</b> (31 <sup>st</sup> )  |
| (the) <b>second</b> question (2 <sup>nd</sup> ) | (the) <b>fifth</b> (5 <sup>th</sup> )  | (the) <b>twenty-third</b> (23 <sup>rd</sup> )  |
| (the) <b>third</b> question (3 <sup>rd</sup> )  | (the) <b>ninth</b> (9 <sup>th</sup> )  | (the) <b>thirty-fourth</b> (34 <sup>th</sup> ) |

### Task H p.58

- Tell students to read the sentences in task H.
- Ask students to tell you what is wrong with the sentences. (Some students will know; accept their ideas.)
- Tell students to listen to the track again and check their answers.
- Students read aloud the sentences and the mistakes.
- Explain any new vocabulary, and write it on the board.

a score	position
a match	air
a half	a second
a course	faster
be able to	slowly
finish	she can make it
pick up	dive in
leave	

**Answer key:** 1- first, 2- Ronaldo, 3- course, 4-fourth, 5-in lane 7.



### Workbook, p.51, Task C, p.52 Task E

#### REMEMBER!, p.58

#### ORDINAL NUMBERS

- In the previous task, students noticed THE in front of some of the ordinal numbers.
- Tell students to read aloud and translate the numbers in the Remember box.
- Explain the endings and stress the use of the. Explain how to write ordinal numbers for two-digit numbers. (You only write the ordinal of the last number.)
- Write some ordinal numbers on the board.

<u>Ordinal numbers</u>	
(the) first - 1 <sup>st</sup>	(the) twenty-second - 22 <sup>nd</sup>
(the) second - 2 <sup>nd</sup>	(the) thirty-first - 31 <sup>st</sup>
(the) third - 3 <sup>rd</sup>	(the) seventy-eighth - 78 <sup>th</sup>
(the) fourth - 4 <sup>th</sup>	
(the) fifth - 5 <sup>th</sup>	
(the) ninth - 9 <sup>th</sup>	

- Let students copy the numbers into their notebooks.

**E** Match the photographs to the sports.



- football     basketball     handball     water polo     ice hockey  
 skiing     swimming     high jump     tennis

**YOUR TURN!**

**F** Answer the questions.

- 1 Is sport important to you? Why? Why not?
- 2 Which sports do you like to watch?
- 3 Which sport would you like to practise?
- 4 Are you a football fan? Which team do you support?
- 5 What do you usually do in P.E. lessons? Do you like it? Why? Why not?

**G**  Listen to a sports commentator. Which sports is he talking about?

- track 08     skiing     tennis     football     swimming     running

**H** What is wrong with these sentences? Listen again and check your answers.



- 1 Goran Ivanišević is the second Croatian to win Wimbledon!
- 2 Welcome back to the second half. The score is 2-0, thanks to Kostelić...
- 3 This is the third skier who hasn't finished the match today.
- 4 She is running fast today, and she is in fifth position...
- 5 Our contestant is in seventh place.

**REMEMBER!** 

**ORDINAL NUMBERS**

- |   |  |  |
|---|--|--|
| (the) <b>first</b> question (1 <sup>st</sup> )  | (the) <b>fourth</b> (4 <sup>th</sup> ) | (the) <b>thirty-first</b> (31 <sup>st</sup> )  |
| (the) <b>second</b> question (2 <sup>nd</sup> ) | (the) <b>fifth</b> (5 <sup>th</sup> )  | (the) <b>twenty-third</b> (23 <sup>rd</sup> )  |
| (the) <b>third</b> question (3 <sup>rd</sup> )  | (the) <b>ninth</b> (9 <sup>th</sup> )  | (the) <b>thirty-fourth</b> (34 <sup>th</sup> ) |

### Task I, p.59

- Tell students to look at the ordinal numbers written in words in task I.
- Tell them to tick the numbers they hear on the track.
- Play track 30 on the CD.
- Check their answers.
- Tell students to repeat the numbers after the tape.
- Invite students to come to the board and write the ordinal numbers in numbers: 7<sup>th</sup> etc.



### Workbook, p.52, Tasks F, G, H, I

**Answer key:** The first, the third, the fourth, the twelfth, the twentieth, the ninth, the eighth, the eleventh.

#### Tapescript

##### Track 30

the first  
the third  
the fourth  
the twelfth  
the twentieth  
the ninth  
the eighth  
the eleventh

#### TEACHING TIPS

##### Extra activity

###### • Dictation

Tell students to write down the ordinal numbers you say in numbers. Write an example on the board.

They hear: *the first* – they write: 1<sup>st</sup>

Examples of numbers: *the third* – 3<sup>rd</sup>, *the sixty-fifth* – 65<sup>th</sup>, *the thirty-second* – 32<sup>nd</sup>, *the fourth* – 4<sup>th</sup>, *the seventeenth* – 17<sup>th</sup>, *the ninety-first* – 91<sup>st</sup>, *the sixth* – 6<sup>th</sup>, *the twelfth* – 12<sup>th</sup>, etc.

Check how students have written the numbers. You can invite them to write the numbers on the board.

You can also challenge the students to write the numbers in words.

### Task J, p.59

- Tell students to do the quiz in pairs.
- Before they start answering the questions, explain new vocabulary and write it on the board.

#### Sports and games quiz

to score	a puck
a line	a helmet
a racket	a race
a disc	gold
fencing	silver
a stick	

- Monitor students and help if necessary.
- Ask some of the questions, and invite some students tell you their answers, but do not comment on the answers.

**Answer key:** 1-football, 2-45, 3-Los Angeles Galaxy, 4-basketball, 5 -5, 6-3, 7-ice hockey, 8-Canada, 9-puck, 10- athletics, 11-swimming, 12 - 300 metre race 13- Greece, 14- every four years, 15 –silver.

### Task K, p.59

- Tell students to listen to the track and check their answers.
- Play track 31 on the CD.
- Let students read aloud the questions and the answers.

#### Tapescript

##### Track 31

**1** Many children around the world practise football in their free time. This isn't surprising because football is the most popular sport in the world. One football match has two halves. Each half lasts 45 minutes. It can be difficult to run for 45 minutes especially in the second half! The most famous British football clubs are Manchester United and Liverpool.

**2** Another popular sport is basketball. Teams are made of 5 players. The most famous Croatian basketball player was Dražen Petrović. He played in Croatia and in NBA. Unfortunately, he died four and a half months before his 29th birthday. He was an excellent player. He could score from outside the 6.25 metre line; not many players can score from that distance. That is why it brings 3 points to a team!

**3** Tennis is also a very popular sport. Goran Ivanišević, a famous Croatian tennis player, in 2001 the first Croatian winner of Wimbledon.

**4** Ice hockey is very popular in northern countries, such as Canada and Russia. In Canada, it is the national sport. To play it, you don't need a racket or a ball. You need ice-skates, a stick and a puck.

**5** Athletics is called the queen of sports. For example, they practise long jump and high jump. It is hard to run fast in 100 and 200 metre races.

**6** The first Olympic Games were held in Greece. They are held every four years. Children like to watch who will win and get the gold medal. Some athletes get a silver medal for the second place or a bronze medal for the third place. For example, Blanka Vlašić won the silver medal in high jump at the Olympic Games in China in 2008.

Children who don't like running, swimming or jumping can play chess. The white player starts a game but it is difficult to win. It is easier to play Home You Go. All you need is a dice and a few pieces in different colours. Each dice has 21 spots. When you roll it, it's your turn to play. Children learn not to get angry if they lose.

#### TEACHING TIPS

##### Extra activity


###### • Quiz

Ask students to think of two more questions similar to the ones in the quiz (task J).

Monitor them, and help if necessary. Tell students to ask and answer in pairs.

After they have finished, invite students to read the questions aloud to the class so other students can answer them.

**I** Listen and tick the numbers you hear. Then repeat after the recording.

 track 09

seventh <input type="checkbox"/>	fourth <input type="checkbox"/>	twentieth <input type="checkbox"/>	sixth <input type="checkbox"/>	fifth <input type="checkbox"/>
first <input type="checkbox"/>	second <input type="checkbox"/>	ninth <input type="checkbox"/>	eighth <input type="checkbox"/>	eleventh <input type="checkbox"/>
third <input type="checkbox"/>	twelfth <input type="checkbox"/>	tenth <input type="checkbox"/>	twenty-fifth <input type="checkbox"/>	twenty-ninth <input type="checkbox"/>

**J** Do the quiz in pairs.

## SPORTS AND GAMES QUIZ

1 Which is the most popular sport in the world?

- a) Basketball.
- b) Football.
- c) Tennis.

2 How long is one half of a football match?

- a) 30 minutes.
- b) 40 minutes.
- c) 45 minutes.

3 Which team is not from Great Britain?

- a) Los Angeles Galaxy.
- b) Manchester United.
- c) Liverpool.

4 What sport did Dražen Petrović play?

- a) Handball.
- b) Football.
- c) Basketball.

5 How many basketball players are there in a basketball game?

- a) 5.
- b) 6.
- c) 7.

6 How many points do you get in basketball if you score from outside the 6.25 metre line?

- a) 2.
- b) 3.
- c) 4.

7 For which sport do you not need a racket?

- a) Ice hockey.
- b) Tennis.
- c) Badminton.

8 In which of these countries is ice hockey very popular?

- a) In Canada.
- b) In Ireland.
- c) In Australia.

9 What is the name of the small disc used instead of a ball in ice hockey?

- a) Stick.
- b) Puck.
- c) Helmet.

10 Which sport is called the "Queen of Sports"?

- a) Horse riding.
- b) Athletics.
- c) Fencing.

11 Which of these is not athletics?

- a) Swimming.
- b) Running.
- c) High jump.

12 Which is not a traditional race?

- a) 100 metre race.
- b) 200 metre race.
- c) 300 metre race.

13 Where do the Olympic Games come from?


- a) Britain.
- b) The USA.
- c) Greece.

14 How often do the Olympic Games take place?

- a) Every year.
- b) Every four years.
- c) Every six years.

15 Which medal do you get for coming second at the Olympic Games?

- a) Bronze.
- b) Gold.
- c) Silver.

**K**  track 10 Now listen and check your answers.

59



### Workbook, Task L – Learning to learn, p.54

This task deals with some new vocabulary, so it would be a good idea to pre-teach the vocabulary. Students have already been introduced to the concept of a mind map. Go through the words, explain new vocabulary and write it on the board.

an ice rink  
a football pitch  
a wrestler  
equipment

Tell students that they have to copy the words into the correct places. Monitor and help if necessary. They can do this task for homework.

### HOMEWORK

Workbook, p.51, C  
p.52, Task E, F, G, H, I  
p.53, Task J, K

### 3.4. ANA'S DIARY

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: **ကွဲပြားစွာ (II): 1,2,3,4,5,6,7,8,9,10,13,14**

- GRAMMAR**
- the present simple: consolidation
  - cardinal and ordinal numbers
  - prepositions of time with days, months, years
  - dates

- FUNCTIONS**
- describing feelings
  - saying dates
  - describing someone's timetable

- VOCABULARY**
- days and months
  - feelings

#### SKILLS

- READING**
- extracts from Ana's diary

- LISTENING**
- a rhyme of the months
  - saying dates
  - special dates

- SPEAKING**
- talking about timetables
  - talking about someone's feelings

- WRITING**
- dates, describing dates

#### CULTURE and CLIL

- Special dates in other countries (the USA)

#### LESSON 1

#### INTRODUCTION

- Start the lesson by checking homework.
- Play the GUESSING / definition game with the following adjectives: *dangerous (driving a motorbike without a helmet is...), interesting (opposite of boring), angry (when you don't do your homework, your teacher gets... / when you get a bad mark at school your parents are...), relaxed (when summer holidays start and you don't have to worry about your grades, you feel...), young (one of the opposites of old).*
- Paraphrase the adjectives in English; and, when students guess, write them on the board, one under the other.

**D**angerous  
**I**nteresting  
**A**ngry  
**R**elaxed  
**Y**oung

- Tell students to circle the first letter in each word. (These words read DIARY if you read the first letters vertically).
- Ask them what a diary is and whether they write one.

#### WORDSPOT

##### Task A, p.60

- Ask students to read the questions in task A and look at the words.
- Ask students to answer the questions using the adjectives.
- Explain new words and write them on the board.

worried  
in a good mood / in a bad mood  
cheerful

- Give students some time.
- Invite students to say their answers and discuss them with the rest of the class.
- If you have any new students in class, they can say how they felt on their first day in the new school.

**Answer key:** Students' answers.

##### Task B, p.60

- Tell students to look at the pictures.
- Ask them to describe how Ana feels at school on these two days.
- Tell them they can use words from task A.
- Students will probably say that on 15 September she is *nervous, worried and in a bad mood* and on 15 November she is *happy, relaxed and in a good mood*.
- Ask them why they think she feels like that. (*because she is new in class in September, and in November she has made some friends...*)

**Answer key:** 15 September - Ana is nervous and worried.  
15. November. Ana is not worried.

##### Task C, p.60

- Tell students to read the pages from Ana's diary silently to see how Ana feels at the beginning of school and two months later.
- Ask students to read the pages aloud.
- Explain new words and write them on the board.

to seem  
strict  
to bully

## ANA'S DIARY

WORDSPOT 

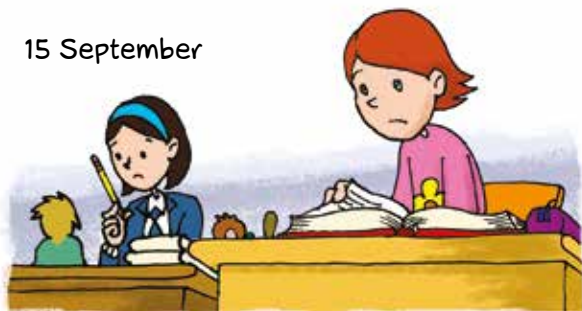
**A** Answer the questions. You can use these words:

- 1 How do you think new pupils feel when they go to a new school?
- 2 How can teachers and pupils help new pupils in class?
- 3 What is the first day at school usually like for pupils?
- 4 How do schoolchildren feel on Mondays? And on Fridays?
- 5 How do schoolchildren feel in September? And in June?

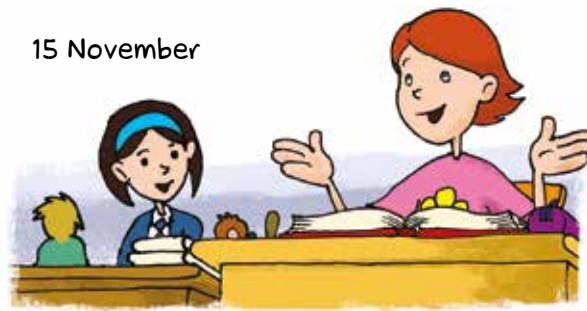
relaxed    worried  
 in a good mood  
 nervous  
 cheerful  
 in a bad mood  
 different    happy

**B** Look at the pictures. How does Ana feel at school on these two days?

15 September



15 November



**C** Read three pages from Ana's diary and check your answers in Task B.

Monday,  
15 September 2014

Mum says that the first day at school is always difficult. But here I'm really nervous. No one speaks Croatian, and I'm worried about my English! It's only Monday! The maths teacher seems strict.

Tuesday,  
23 September 2014

I'm still worried. The teachers don't know me well, and I don't speak English like the other children. I've met Pete. Everybody calls him Bully because he bullies little kids. I like Tuesdays because we have P.E. then.

Friday,  
21 November 2014

I can't believe it's November! I'm not worried about my English any more. The teachers are helpful, and they say I'm hardworking. Even the maths teacher is OK. I like it here now, but Friday is still my favourite day!

### Task D, p.61

- Tell students to look at the sentences in task D.
- Tell them to write *true* or *false*.
- Give them some time.
- Ask students to read the sentences aloud and tell you the answers.
- Ask them to correct the false ones.
- Students copy the words from the board.



**Workbook, p.55, Tasks A, B, p.56, Task C**

**Answer key:** 1-T, 2-F, 3-T, 4-F, 5-F

### TEACHING TIPS

#### Extra activity

##### • Comprehension check

Ask students some more questions about pages from Ana's diary.

Examples:

*What does the maths teacher seem like? When does she have P.E.? What do the teachers say about Ana? What are the teachers like? When does Ana meet Pete?*

##### • Opposites

Say some adjectives and expressions, and ask the students to name an opposite.

Examples: *lazy – hardworking, old – young, helpful – unhelpful, worried – relaxed, tidy – untidy/messy, in time – too late, small – big, short – tall, different – same, clever – stupid* etc.

This activity is similar to task A (workbook, p.55), which students will have for homework.

##### • Beep-dictation

Tell students you are going to read some sentences with missing words. Their task is to write only the words that are missing. Instead of reading the word, you say *beep*.

Examples of sentences:

*On 15 September Ana feels \_\_\_\_\_ . – worried*  
*Everybody calls him a bully because he \_\_\_\_\_ other kids. – bullies*  
*Ana has P.E. on \_\_\_\_\_ . – Tuesday*  
*Ana has \_\_\_\_\_ on Monday. – maths*  
*\_\_\_\_\_ is Ana's favourite day. – Friday*

Invite students to come to the board and write the words.

### REMEMBER!, p.61

#### DAYS / MONTHS / DATES / YEARS / PREPOSITIONS OF TIME

- Start off with one of the extra activities. Tell students to read aloud the days and months in the Remember box. (They learned them in year 3.)
- Tell them to read the dates aloud.
- Point out the difference between writing the date and saying the date.
- Write an example on the board.

#### DATES

We write: 16 June

We read: *the sixteenth of June*

- Ask students what the difference is, and mark it on the board.

- Ask them to look at the years in the Remember box and the way we read them.
- Write an example on the board.

#### YEARS

We write:

..... 19:71 ..... 20:14 .....

We read:

nineteen-seventy-one

two thousand and  
fourteen /

twenty fourteen

- Explain that when we read years we divide the year into two two-digit numbers and then we say them. (Point out that years like 2000-and-something-low can be read in two ways.)
- Students read the prepositions of time.
- Ask them to explain the rule in Georgian. When is IN or ON used? (They will probably come to the conclusion that on is used with dates and days and in with months and years.)
- Write the prepositions on the board.

#### Prepositions of time

on 22 September

in November

on Saturday

in 2014

ON	IN
dates	months
days	years

- Students copy the dates, years and prepositions of time from the board.



**D** Are these statements **true (T)** or **false (F)**? Correct the false ones.

- 1 Ana has maths on Monday.
- 2 School begins on 23 September.
- 3 Ana feels relaxed in November.
- 4 Her favourite day is Wednesday.
- 5 She feels happy on Tuesday because the weekend is near.

**REMEMBER!**

### DAYS

Monday Tuesday Wednesday  
Thursday Friday Saturday Sunday

### MONTHS OF THE YEAR

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

### DATES

15 September  
*Read: **the fifteenth of** September*

### YEARS

1988  
*Read: 19 88 (nineteen eighty-eight)*  
2014  
*Read: two thousand (and) fourteen or twenty  
fourteen*

### PREPOSITIONS OF TIME

**on** 15 November    **on** Monday    **BUT**    **in** September    **in** April    **in** 2006

**E** Complete the sentences. Use: **in** and **on**.

- 1 \_\_\_\_\_ 15 September Ana feels worried.
- 2 \_\_\_\_\_ November she is relaxed.
- 3 Pupils feel tired \_\_\_\_\_ Friday.
- 4 \_\_\_\_\_ 23 September she meets Pete.
- 5 Ana has P.E. \_\_\_\_\_ Tuesday.
- 6 \_\_\_\_\_ September some children feel nervous because school starts then.



## TEACHING TIPS

### Extra activity

#### • Number game

Divide the class into two teams (A and B, for example). Draw two columns on the board, and write 10 or more numbers in digits in each of them.

A			B		
17	25	56	13	66	91
70	34	11	44	38	19
88	103	47	107	75	50
63			26		

Call out the numbers at random. Students stand up as fast as they can if the number belongs to their team. After you have read all the numbers, ask the students to read aloud the numbers you point to on the board.

#### • Number bingo

Students choose 6 numbers (1-20/30), which they write in 6 squares in their notebooks, one number in each square. You call out the numbers, students repeat it and cross it out if it's among the numbers they have in their squares. The first students to cross out all six numbers is the winner and says *Bingo*. Ask the winner to read all the numbers from his/her squares. When you've got the winner, continue the game for second and third place. (Students are often disappointed if the game stops after the winner is proclaimed).

#### • Months and days HANGMAN

Play hangman with days and months. Write dashes on the board, and students guess the letters. For every wrong letter (one that is not in the word), draw one line of the drawing (it can be a house, flower, not necessarily a hangman).

Example:

\_\_\_\_\_ (Friday)    \_\_\_\_\_ (January)

Remind students that months and days are written with capital letters.

## Task E, p.61

- Tell students to complete the sentences using *in* or *on*.
- Students do it on their own.
- Ask students to read the sentences aloud.
- Discuss their answers.



Workbook, p.56, Task D

Answer key: 1-on, 2-in, 3-on, 4-on, 5-on, 6-in

## TEACHING TIPS

### Extra activity

- Tell students to write a few dates for their partners to read. Write the example on the board.  
*14 October 2008*  
Students take turns to read the dates. Monitor them. Ask some students to read out their examples.
- **Stand up if it's true**  
Divide students into two groups – IN and ON. Say some months, dates, days, years. Members of the 'correct' (in or on) group should stand up.  
Examples: *March, 16 June, Friday, 1996 etc.*

## HOMEWORK

Workbook, p. 55, tasks A, B  
p.56, tasks C, D

**D** Are these statements **true (T)** or **false (F)**? Correct the false ones.

- 1 Ana has maths on Monday.
- 2 School begins on 23 September.
- 3 Ana feels relaxed in November.
- 4 Her favourite day is Wednesday.
- 5 She feels happy on Tuesday because the weekend is near.

**REMEMBER!**

### DAYS

Monday Tuesday Wednesday  
Thursday Friday Saturday Sunday

### MONTHS OF THE YEAR

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

### DATES

15 September  
*Read: **the fifteenth of** September*

### YEARS

1988  
*Read: 19 88 (nineteen eighty-eight)*  
2014  
*Read: two thousand (and) fourteen or twenty  
fourteen*

### PREPOSITIONS OF TIME

**on** 15 November    **on** Monday    **BUT**    **in** September    **in** April    **in** 2006

**E** Complete the sentences. Use: **in** and **on**.

- 1 \_\_\_\_\_ 15 September Ana feels worried.
- 2 \_\_\_\_\_ November she is relaxed.
- 3 Pupils feel tired \_\_\_\_\_ Friday.
- 4 \_\_\_\_\_ 23 September she meets Pete.
- 5 Ana has P.E. \_\_\_\_\_ Tuesday.
- 6 \_\_\_\_\_ September some children feel nervous because school starts then.



## LESSON 2

### INTRODUCTION

- Start the lesson by checking homework.
- As a warm-up activity, you can play the 'UNSCRAMBLE the words' game.
- Write one day of the week on the board, but with scrambled letters.

SUDYATE

- Tell students to try to unscramble the day. It may take some time.
- When they unscramble it, write *Tuesday* on the board.
- Scramble some more days, and let students say the days. Write the answers on the board.

(RATSUDYA- Saturday / DEDSYEWAN – Wednesday / NYMADO – Monday / HATSYRUD – Thursday / YRADIF – Friday / YANDUS – Sunday)

- Ask students what they do on particular days: "What do you do on Monday?" (Elicit some special activities and chores they have.)
- Ask them how they know what day at what time they have piano lessons or basketball training. (They will probably say their parents write it on some kind of timetable.)
- If students do not come up with the word *timetable*, write it on the board and ask them if they know what it is. (A list of days of the week with all the activities, tasks, assignments and chores written in it.)

a timetable

### Task F, p. 62

- Tell students to take a look at Ana's timetable. Ask them if they think she is busy.
- Give them some time to look at the timetable.
- Explain new words and write them on the board.

choir practice

- Ask students to describe her week. (Ask them questions like *What does Ana do on...?*) Write an example on the board.

**On Monday at 4.p.m. she has a French lesson.**

- Invite students to say the sentences about Ana's week.
- Correct any mistakes they make.

### Task G, p.62

- Tell students to draw a timetable in their notebooks. Draw an example on the board.
- Tell them to write in their after-school activities. (Although students have the option to choose either a) school timetable or b) after-school activities, tell them to do b). There is no need to write school timetables twice because in task H (Workbook, p. 57) they will be writing their school timetables, too.) Remind them to write the times. Revise the difference between a.m. and p.m.
- Students write the timetables.
- Monitor them, and help them if necessary.
- Tell students to describe their activities to their partners.

- After they have finished, ask them to report about their friends or themselves to the rest of the class.



**Workbook, p.57, Tasks H, I**

### TEACHING TIPS

- You can choose to do tasks H and I (workbook, p.57) instead of option b) in task G. In task H, students complete the school timetable, and in task I they answer the questions and report to the class.

### LEARNING TO LEARN – A RHYME OF THE MONTHS

#### Task H, p.62

- You can play HANGMAN with months if you haven't played it in the previous lesson.
- If you have played it, just ask students to name the months.
- Ask them to name months beginning with J (January, June, July), then with M (March, May), with A (April, August), with D (December), with S (September), with F (February), with N (November) and with O (October).
- As students say the months, write them on the board.
- When you have all the months on the board, invite students to come to the board and put them in the correct order. (They write numbers next to them.)
- Ask them questions. "Which is the first month?" etc.

#### Months

January 1	August 8
June 6	December 12
July 7	September 9
March 3	February 2
May 5	November 11
April 4	October 10

- Help students, if necessary.
- Invite them to say the ordinal numbers as they write them (*January comes first.* etc)
- Ask students whether they know how many days each month has. (They have probably learned this in science lessons in year 3 or 4, so some students will know the answers.)
- Tell them to open their books and take a look at the rhyme in task H.
- Tell students to try to fill in the gaps with the following numbers: thirty, thirty-one, twenty-eight and twenty-nine.
- Give them some time to do the task.
- Play track 32 on the CD.
- Ask students to read full sentences aloud.
- Play the track again so students can say the rhyme.

**Answer key:** Thirty/thirty-one/twenty-eight/twenty-nine.

#### Tapescript

##### Track 32

THIRTY days have September, April, June, and November; All the rest have THRITY-ONE, Excepting February alone, Which has TWENTY-EIGHT days clear, And TWENTY-NINE in each leap year? THIRTY days have September, April, June and November.

**F** Ana is very busy after school. Look at her timetable and describe her week.

**Example:** *On Monday at 4 p.m. she has a French lesson.*

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
4 p.m. French lesson	5 p.m. Chess club 6.30 p.m. Choir practice	4-5 p.m. French lesson	4.30 p.m. Ballet lesson	5 p.m. Chess club	4.30 p.m. Ballet lesson	

### YOUR TURN!

**G** Work in pairs. Do a) or b). Then describe them to your partner.

- Draw your school timetable in the notebook.
- Draw a timetable of your after-school activities in the notebook.

### LEARNING TO LEARN

**H** Read the rhyme and fill in the gaps with these numbers: **thirty**, **thirty-one**, **twenty-eight**, **twenty-nine**. Then listen and check.



\_\_\_\_\_ days have September,  
 April, June, and November;  
 All the rest have \_\_\_\_\_,  
 Excepting February alone,  
 Which has \_\_\_\_\_ days clear,  
 And \_\_\_\_\_ in each leap year.  
 \_\_\_\_\_ days have September,  
 April, June and November.



#### TEACHING TIPS

- You can play the rhyme more times if students like it. You can even challenge them to learn the rhyme by heart.

## EVERYDAY ENGLISH / TELLING DATES, p.63

- If you have time, you can play a NOUGHTS AND CROSSES game with dates.
- If not, simply write a few dates on the board and ask students to read them out.  
5/10/2000    17/3/1843    23/5/2018
- Tell students to look at the dates in the Everyday English box.
- Tell them to read them out to their partners.
- Ask students to listen to the track and circle only the dates they hear.
- Play track 33 on the CD.
- Ask students to read aloud the dates they have heard.

**Answer key:** 24 June 1999 / 12 August 2005 / 25 May 2008 / 31 August 2014 / 13 March 2014 / 11 January 2016.

### Tapescript

#### Track 33

24 June 1999  
12 August 2003  
25 May 2008  
31 August 2003  
13 March 2001  
11 January 2003

### TEACHING TIPS

#### Extra activity

##### • Noughts and crosses

Draw a 3x3 or 4x4 grid on the board. Students are divided into two groups. They take turns in opening a field to read the dates. (You write the dates in digits on the board.) The aim of the game is to be the first group with 3 or 4 fields in a row. Accept only full answers.

Examples of some dates:

- 1) 1/12/2007    2) 5/4/2000    3) 13/5/1998  
4) 20/6/1964    5) 8/11/1937    6) 19/9/1999  
7) 12/8/2003    8) 31/2/1978    9) 31/10/2003

### Task J, p.63

- Ask students what their favourite date is and why. (Maybe some students will say 24 December or 1 January.)
- Write the following dates on the board.

1 November    24 December    1 January    4 July

- Ask them if they recognize any of these dates.
- Ask students what happens on these dates every year. (They will know what happens on 1 November, 24 December and on 1 January, and some students might know what happens on 4 July.)
- Tell students to look at the texts in task J and complete them with the missing dates.
- Give them some time.
- Play track 34 on the CD.
- Students read aloud the texts with the answers.
- Explain new words, and write them on the board.

celebrate  
Independence Day  
fireworks  
All Saints Day  
a cemetery  
Christmas Eve

- Ask students if they celebrate these days in a similar way and what they do on these dates.
- Ask students to think of some important dates in their families. (They can think of birthdays, wedding days, graduation days etc.)
- Give them some time.
- Ask individual students to read out the dates. (You can write them on the board.)
- Ask the rest of the class why these dates are important to their friends and what they think happened on these dates.
- Students copy the words from the board.



### Workbook, p.57, Task F

**Answer key:** 1- 4 July, 2- 1 November, 3- 24 December, 4- 1 January

### Tapescript

#### Track 34

- 1 On 4 JULY, Americans celebrate Independence Day. People all over the USA enjoy fireworks, parades and picnics on that day.
- 2 1 NOVEMBER is also called All Saints Day. People visit cemeteries and remember their loved ones. There are many candles and flowers in cemeteries on that day.
- 3 We celebrate Christmas Eve on 24 DECEMBER. Many families have a special dinner then. Some people go to church at midnight.
- 4 New Year's Day is on 1 JANUARY. Babies that are born on that day are sometimes called New Year babies.

### TEACHING TIPS

#### Extra activity

##### • Important dates and days

Write some important dates (they can also be historical dates) on the board, and ask students to tell you why these dates are important and what happened on these dates. This can be quite educational because students might learn some dates they haven't had the opportunity to learn about.

Examples:

22 March – World Water Day    12 October 1492 –  
Christopher Columbus reached America (Bahamas)  
7 April – World Health Day    20 May 1927 –  
first transatlantic flight (from New York to Europe,  
11 December – UNICEF Day  
Charles Lindbergh)

##### • Guess the date

Say some important events, and students have to guess the date. You can even play a guessing game with the date of your birthday or some other dates.

Examples:

Planet Earth Day – 22 April  
International Museum Day – 17 May  
International Youth Day – 12 August

## SPEAKING AND WRITING

## EVERYDAY ENGLISH / Telling dates

**I** Listen to the speaker. Circle only the dates you hear.



track 12

3 February 1971    24 June 1999    24 July 1998    12 August 2005  
25 May 2008    1 September 2009    31 August 2014  
13 March 2014    13 May 2015    11 January 2016



**J** What happens on these dates? Complete the texts with the missing dates, then listen and check.



track 13

1 November    24 December    1 January    4 July



1 On \_\_\_\_\_, Americans celebrate Independence Day. People all over the USA enjoy fireworks, parades and picnics on that day.

2 \_\_\_\_\_ is also called All Saints Day. People visit cemeteries and remember their loved ones. There are many candles and flowers in cemeteries on that day.



3 We celebrate Christmas Eve on \_\_\_\_\_. Many families have a special dinner then. Some people go to church at midnight.

4 New Year's Day is on \_\_\_\_\_. Babies that are born on that day are sometimes called New Year babies.



## SPEAKING AND WRITING

**K** In pairs, ask and answer these questions. Then write your answers in the notebook.

- 1 What is the date today?
- 2 When is your birthday?
- 3 What date is Easter this year?
- 4 What day is Christmas this year?
- 5 When does the school year end?
- 6 When do we have English?
- 7 When do we have summer holidays?
- 8 When do we have winter holidays?

**L** Write about the following dates: **7 January**, **14 February**, **31 December** and **1 April**. What do we celebrate on these days? What do people typically do on these days?

**Task K, p.63**

- Tell students to work in pairs and ask and answer the questions in task K.
- Monitor students, and help if necessary.
- Tell them to write their answers in the notebooks.
- Ask students to read the answers aloud.

**Task L, p.63**

- Write the following dates on the board:

7 January  
14 February  
31 December  
1 April

- Ask students what we celebrate on these days and what people typically do on these days. (Maybe some of the days have already been discussed in the lesson, or you may have used them in one of the extra activities.)
- Elicit their ideas, and tell them to write down the answers in their notebooks.
- Ask students to read aloud what they have written.

**Workbook, p.52, Tasks F, G, H, I**

**Answer key:** Students' answers.

**TEACHING TIPS**

This task can be a homework assignment.

**HOMEWORK**

Workbook, p.56, Task E  
p.57, Tasks F, G, H, I  
Student's Book, p.62, task G b)  
p.63, task L



## EVERYDAY ENGLISH / Telling dates

**I** Listen to the speaker. Circle only the dates you hear.



track 12

3 February 1971    24 June 1999    24 July 1998    12 August 2005  
 25 May 2008    1 September 2009    31 August 2014  
 13 March 2014    13 May 2015    11 January 2016



**J** What happens on these dates? Complete the texts with the missing dates, then listen and check.



track 13

1 November    24 December    1 January    4 July



1 On \_\_\_\_\_, Americans celebrate Independence Day. People all over the USA enjoy fireworks, parades and picnics on that day.

2 \_\_\_\_\_ is also called All Saints Day. People visit cemeteries and remember their loved ones. There are many candles and flowers in cemeteries on that day.



3 We celebrate Christmas Eve on \_\_\_\_\_. Many families have a special dinner then. Some people go to church at midnight.

4 New Year's Day is on \_\_\_\_\_. Babies that are born on that day are sometimes called New Year babies.



## SPEAKING AND WRITING

**K** In pairs, ask and answer these questions. Then write your answers in the notebook.

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1 What is the date today?          | 5 When does the school year end?   |
| 2 When is your birthday?           | 6 When do we have English?         |
| 3 What date is Easter this year?   | 7 When do we have summer holidays? |
| 4 What day is Christmas this year? | 8 When do we have winter holidays? |

**L** Write about the following dates: **7 January**, **14 February**, **31 December** and **1 April**. What do we celebrate on these days? What do people typically do on these days?

# CINDY'S READER: HBMC MEMBERS' FAVOURITE BOOKS

**SUGGESTED TEACHING TIME:** 1 lesson

**LEARNING OUTCOMES:** უცბ. დანტყ. (II): 1,2,3,4,5,6,7,8,9,10,13,14

**GRAMMAR**

- revision of the present simple
- can/can't

**FUNCTIONS**

- identifying literary genres
- discussing favourite books

**VOCABULARY**

- story-related – book genres

**SKILLS**

**READING**

- children's favourite books

**LISTENING**

- children's favourite books

**SPEAKING**

- discussing favourite books

**WRITING**

- title for a book

**CULTURE and CLIL**

- Georgian

## LESSON 1

### INTRODUCTION

- Start the lesson by checking homework.
- If any of the students have mentioned reading books in their timetables, ask them what kind of books they like reading.
- If not, start with a warm-up activity.
- Play a **MATCHING** game with some characters from books that children might know:

Robinson	Longstocking	Robinson Crusoe
Peter	Poirot	Peter Pan
Adrian	Twist	Adrian Mole
Harry	Pan	Harry Potter
Tom	Crusoe	Tom Sawyer
Hercule	Mole	Hercule Poirot
Pippi	Potter	Pippi Longstocking
Oliver	Sawyer	Oliver Twist

- Tell them to match the names with the surnames. (They come to the board and match. You can write the correct answers on the board, too. If students do not know the names, help them.)
- Ask students if they have heard of these people and what they have in common. (They will probably say they are characters from books.)
- Ask them if they can think of any more characters. (Students will probably have some ideas.)

### TEACHING TIPS

Many of the books children read are not translated into English, so there are no English titles of some books. Just leave the title in Georgian.

#### Extra activity

##### • HANGMAN

You can play a game of HANGMAN with the names of the characters or book titles.

Examples: *Alice in Wonderland*, *Pippi Longstocking*, *The Jungle Book*, *The Secret Diary of Adrian Mole*, *Harry Potter*, *Princess Diaries*

## SPEAKING

### Task A, p.64

- Tell them to look at some other books in task A.
- Discuss the questions by asking them how many of the books they know and how many they have read.
- Ask students to name some more books.
- Ask them which books they like best.

**Answer key:** Students' answers.

### Task B, p.64

- Tell students to look at the picture of Ana and her friends.
- Ask them if they recognize any of her friends. (Students will probably say *Elliot*, *Sam*, *Ella* and *Carlos*.)
- Explain that Ana and her friends are in an English lesson and that they are talking about the books they like.
- Ask students to read aloud what the kids say.
- Explain new vocabulary, and write it on the board.

### BOOK GENRES? Types of books and stories?

a nursery rhyme  
fables  
a book of records  
detective stories  
magic stories  
horror stories  
adventure stories  
legends

- Ask students which choice they like best and why.
- Ask students to name some more book genres, and add them to the list on the board. (Students will probably say the genres from their book first.)
- Ask students which types of books are their favourites and why.

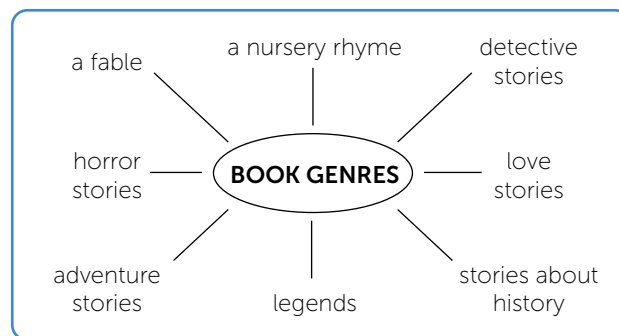


**Workbook, p.58, Task A**

**Answer key:** Students' answers.

### TEACHING TIPS

- You can put the list of book genres in the form of a mind map.



# HBMC MEMBERS' FAVOURITE BOOKS

## SPEAKING

### A Answer the questions.

- 1 How many of these books do you know?
- 2 Which ones have you read?
- 3 Which one do you like best?
- 4 Can you name any other books that you like?



### B Ana and her friends are in English class. Today they are talking about the books they like. Whose choice do you like best?



I like poems, love stories and nursery rhymes.

My favourite book isn't a story. My favourite book is... the Guinness Book of Records!

I like fables because in those stories animals can talk.

I like detective stories best.

I like books about magic, horror stories and legends.

## CINDY'S READER

## READING

### Task C, p. 65

- Tell students to look at four texts in task C.
- Tell them to listen to the track and circle the books the texts are about.
- Play track 35 on the CD.
- Ask students to read aloud the texts and the answers they have circled.
- Ask them whose favourite books they are.
- Explain any new vocabulary, and write the words on the board.

#### HBMC members' favourite books

a wizard  
fly a broom  
even  
invisible  
stone  
an enemy  
a happy ending  
language  
solve a problem

- Students copy the words into their notebooks.

**Answer key:** Students' answers.

#### **Tapescript** **Track 35**

1 This is a book about a boy who goes to a special school for wizards. After a year in this strange school, he can do a lot of things– he can fly a broom and he can even be invisible. His first year at this school is very interesting, and he meets a lot of friends.

This book is called:

Alice in Wonderland

Peter Pan or

Harry Potter and the Philosopher's Stone?

2 This is a love story about a boy called Romeo and a girl called Juliet. They love each other, but they can't be together because their families are enemies. This book hasn't got a happy ending.

The title of the book is:

Romeo and Juliet

Love Story or

Broken Hearts ?

3 This is a book about a boy, Mowgli, who lives in the jungle. He can run and swim fast, he can climb the tallest tree, and he can even speak the language of animals. He's got a lot of animal friends. But at the end of the book Mowgli goes back to live with people.

The book's title is:

The Jungle Book

Robinson Crusoe or

Robin Hood?

4 These are stories about a famous detective called Poirot. He can't fly a plane, he can't drive a car, he can't run fast, he can't even speak English very well, but he is very clever. So, when the police can't solve a problem, they call him.

The writer of the books about the detective Poirot is:

Ivana Brlić Mažuranić

William Shakespeare or

Agatha Christie?

## TEACHING TIPS

### Extra activity

#### • Translation

Ask pupils to find examples of sentences in English that you say in Georgian ("მას ისიც კი შეუძლია, უხილავი იყოს". "ამ წიგნს კეთილი ბოლო არა აქვს". "მას ცხოველების ენაზე ლაპარაკიც კი შეუძლია". "პოლიციას არ შეუძლია საქმის გახსნა/პრობლემის გადაჭრა. "მათ ერთმანეთი უყვართ" etc.)

### Task D, p.65

- Tell students to match the titles of the books to the descriptions.
- Give them some time.
- Ask students to read the answers aloud.



### Workbook, p.58, Task B

**Answer key:** 4,1,2,3.

## TEACHING TIPS

### Extra activity

#### • Descriptions

You can start off this task by giving descriptions of the books, and students have to guess which book you are talking about. You can use the descriptions from the task, or you can add some more descriptions and books.

Examples: *It's a book about a boy who doesn't want to grow up. He lives in Neverland. (Peter Pan)*

*It's a book about a knight (explain the word) who steals from the rich and gives to the poor. He wears green tights. (Robin Hood)*

*It's a book about a girl who falls down a rabbit hole into a fantasy world. (Alice's Adventures in Wonderland)*

### Task E, p. 65

- Tell students to read the sentences and complete them with the four words.
- Give them some time.
- Ask them to read the sentences aloud.
- Ask students which of the books the sentences are from.



### Workbook, p.58, Task C

**Answer key:** 1- wizard, 2- village, 3-enemies, 4-solve.

### Task F, p.45

- Tell students to think about the questions in task F.
- Give them some time.
- Ask students to tell you the titles of their favourite books and what they are about.
- Let them explain why they like them.



### Workbook, p.58, Task D

**Answer key:** Students' answers.

## READING

C



Read about the children's favourite books and circle the books they are talking about. Whose favourite books are they: Carlos's, Sam's, Elliot's or Ana's?

1

This is a book about a boy who goes to a special school for wizards. After a year in this strange school, he can do a lot of things – he can fly a broom and he can even be invisible. His first year at this school is very interesting, and he meets a lot of friends.

This book is called:

- a) *Alice in Wonderland.*
- b) *Peter Pan.*
- c) *Harry Potter and the Philosopher's Stone.*

2

This is a love story about a boy called Romeo and a girl called Juliet. They love each other, but they can't be together because their families are enemies. This book hasn't got a happy ending.

The title of the book is:

- a) *Romeo and Juliet.*
- b) *Love Story.*
- c) *Broken Hearts.*

3

This is a book about a boy, Mowgli, who lives in the jungle. He can run and swim fast, he can climb the tallest tree, and he can even speak the language of animals. He's got a lot of animal friends. But at the end of the book Mowgli goes back to live with people.

The book's title is:

- a) *The Jungle Book.*
- b) *Robinson Crusoe.*
- c) *Robin Hood.*

4

These are stories about a famous detective called Poirot. He can't fly a plane, he can't drive a car, he can't run fast, he can't even speak English very well, but he is very clever. So, when the police can't solve a problem, they call him.

The writer of the books about the detective Poirot is:

- a) Ivana Brlić Mažuranić.
- b) William Shakespeare.
- c) Agatha Christie.

D

Match the names of the books to their descriptions.

- 1 *Romeo and Juliet*
- 2 *The Jungle Book*
- 3 *Harry Potter*
- 4 *Poirot*

- is a famous detective.
- is a book about unhappy love.
- is about a boy who lives in the jungle with animals.
- is a boy who learns how to be a wizard.

E

Complete the sentences. Use: **solve**, **village**, **wizard** and **enemies**. Which of the books are these sentences from?

- 1 "I like magic and I'd like to be a \_\_\_\_\_."
- 2 "I like you, my friends, but I must go to the \_\_\_\_\_ and live with people."
- 3 "I am unhappy because our families are \_\_\_\_\_."
- 4 "This is not easy, Inspector, but I think I can \_\_\_\_\_ the problem."

F

What is your favourite book? What is it about? Why do you like it?

## TEACHING TIPS

### Extra activity

#### • Stand up if it's true/false

Tell students you are going to read some sentences about book characters, and students have to stand up if they are true.

(You can divide the class into two groups, TRUE and FALSE, so one group stands up if your sentence is true, and the other one if it's false.)

Examples:

*Mowgli lives in a big city.* F  
*Heidi can fly.* F  
*Tarzan lives in a jungle.* T Pippi  
*Longstocking has got red hair.* T  
*Harry Potter has a big family.* F? Alice lives  
*in Wonderland.* F  
*Peter Pan doesn't want to grow up.* T Doctor  
*Doolittle helps animals.* T  
*Huckleberry Finn drives a car.* F  
*Pinocchio has a big nose only when he tells lies.* T  
*Bambi lives in a forest.* T Peter Pan  
*wears yellow clothes.* F  
*Emil helps the detectives.* T  
*Harry Potter wears glasses.* T

## HOMEWORK

Workbook, p.58 Tasks A, B, C, D

Write a short description of your favourite book similar to the descriptions in task C (student's book, p.65).

## READING

C



track 14

Read about the children's favourite books and circle the books they are talking about. Whose favourite books are they: Carlos's, Sam's, Elliot's or Ana's?

1

This is a book about a boy who goes to a special school for wizards. After a year in this strange school, he can do a lot of things – he can fly a broom and he can even be invisible. His first year at this school is very interesting, and he meets a lot of friends.

This book is called:

- a) *Alice in Wonderland.*
- b) *Peter Pan.*
- c) *Harry Potter and the Philosopher's Stone.*

2

This is a love story about a boy called Romeo and a girl called Juliet. They love each other, but they can't be together because their families are enemies. This book hasn't got a happy ending.

The title of the book is:

- a) *Romeo and Juliet.*
- b) *Love Story.*
- c) *Broken Hearts.*

3

This is a book about a boy, Mowgli, who lives in the jungle. He can run and swim fast, he can climb the tallest tree, and he can even speak the language of animals. He's got a lot of animal friends. But at the end of the book Mowgli goes back to live with people.

The book's title is:

- a) *The Jungle Book.*
- b) *Robinson Crusoe.*
- c) *Robin Hood.*

4

These are stories about a famous detective called Poirot. He can't fly a plane, he can't drive a car, he can't run fast, he can't even speak English very well, but he is very clever. So, when the police can't solve a problem, they call him.

The writer of the books about the detective Poirot is:

- a) Ivana Brlić Mažuranić.
- b) William Shakespeare.
- c) Agatha Christie.

D

Match the names of the books to their descriptions.

- 1 *Romeo and Juliet*
- 2 *The Jungle Book*
- 3 *Harry Potter*
- 4 *Poirot*

- is a famous detective.
- is a book about unhappy love.
- is about a boy who lives in the jungle with animals.
- is a boy who learns how to be a wizard.

E

Complete the sentences. Use: **solve**, **village**, **wizard** and **enemies**. Which of the books are these sentences from?

- 1 "I like magic and I'd like to be a \_\_\_\_\_."
- 2 "I like you, my friends, but I must go to the \_\_\_\_\_ and live with people."
- 3 "I am unhappy because our families are \_\_\_\_\_."
- 4 "This is not easy, Inspector, but I think I can \_\_\_\_\_ the problem."

F

What is your favourite book? What is it about? Why do you like it?

# REVISION 3



Workbook pp. 59, 60

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: უცხ. დანყ. (II): 1,2,3,4,5,6,7,8,9,10,11, 12,13,14

- |            |   |
|------------|---|
| GRAMMAR    | <ul style="list-style-type: none"> <li>the present simple with adverbs of frequency</li> <li>the present simple: questions (YES/NO questions and short answers, WH questions)</li> <li>ordinal numbers</li> </ul> |
| FUNCTIONS  | <ul style="list-style-type: none"> <li>self-evaluation</li> <li>describing school subjects</li> <li>describing your school week</li> <li>describing a special holiday</li> </ul>                                  |
| VOCABULARY | <ul style="list-style-type: none"> <li>school subjects</li> <li>objects at school</li> <li>vocabulary relating to quizzes</li> <li>sports and activities</li> </ul>   |

### SKILLS

- |          |   |
|----------|---|
| READING  | • a dialogue  |
| SPEAKING | • describing a special holiday<br>• describing your daily routine |
| WRITING  | • completing the dialogue   |

## LESSON 1

### INTRODUCTION

- Start the lesson by checking the homework.
- For homework, students had to write a description of their favourite book.
- Ask students to read the description aloud without saying the title of the book.
- Other students have to guess the title of the book.
- To revise vocabulary, play HOW MANY WORDS DO YOU REMEMBER?
- Draw four columns on the board with the following headings:

school objects	school subjects	sports and games	what people feel
eraser	geography	volleyball	relaxed

- Divide students into 4 groups. Each group gets one topic and a piece of paper.
- Give them 5 minutes to write all the words they can remember that relate to the topic.
- When the time is up, collect the papers, copy the correct words on the board and count the points. (One point for each correct word. The other groups can expand their opponents' lists to win points for their group.)

### TEACHING TIPS

#### Extra activity

##### • Sinking words

Distribute photocopied grids to students. Put them in pairs. Tell them to copy some of the words from the board into their grid. (You should set a number of letters – for example, around 20-25 letters. It's important that students that are in a pair have the same number of letters.)

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

When students have written the words in their grids, they can start to play the game. Students take turn to 'open' fields in their partner's grid. If a student 'hits' a field containing a letter, their partner says the letter. The first one to open all the letter fields is the winner. If a student recognizes the word he/she has hit, he/she can say the whole word and 'sink' it.



Workbook, VOCABULARY Task A, p.59

- Tell students to look at the sentences in task A and complete them with the five words.
- Give them some time.
- Ask students to read the sentences aloud.

#### Task B, p.59

- Draw four columns on the board with the following headings.

play	do	go	collect
hockey	judo	swimming	CDs
tennis	exercises	to ballet school	stickers

- Ask students to come to the board and write words in each column.
- When they have written some words on the board (they do not have to write every word they have learned), tell students to fill in the sentences in task B.
- Give them some time.
- Ask students to read the sentences aloud. (There is more than one possibility.)



## VOCABULARY

### A Complete the sentences. Use: **competition, contestant, questions, nervous, answers.**

Mihoko likes watching quizzes on TV, but she is shy and doesn't want to be a \_\_\_\_\_ in a quiz. She gets \_\_\_\_\_ when everybody watches her.

Instead, she helps other pupils to prepare for the \_\_\_\_\_. She reads difficult \_\_\_\_\_ and students try to give her the correct \_\_\_\_\_.

### B Which word is missing? There is more than one possibility.

My name is Sven. I have lots of hobbies. I sometimes play \_\_\_\_\_, but I also do \_\_\_\_\_. I also collect \_\_\_\_\_. At weekends I go \_\_\_\_\_. Twice a week I go to \_\_\_\_\_ lessons.

### C Which object from school is it?

- 1 You use it when you want to correct a mistake. \_\_\_\_\_
- 2 You use it to clean the blackboard. \_\_\_\_\_
- 3 You use it to make a straight line. \_\_\_\_\_
- 4 You use it to sharpen a pencil. \_\_\_\_\_
- 5 You use it to write something in a notebook. \_\_\_\_\_

### D Choose the correct school subject.

- 1 In **geography / history** we learn about continents and climate.
- 2 In **maths / English** we learn about numbers and geometry.
- 3 In **P.E. / French** we do different sports.
- 4 In **science / music** we learn about plants and animals.
- 5 In **art / Croatian** we draw pictures.

59

#### Task C, p. 59

- Tell students you are going to say some definitions of things you find at school, and they have to guess which ones you are talking about.

*You throw paper into it. (a wastepaper basket)*

*You need them to cut paper. (scissors)*

*You put photos and stories on it. (a pinboard)*

- Ask students to define a blazer, a sponge, a map, slippers etc.
- Tell them to look at the definitions in task B and write the school things.
- Give them some time.
- Ask students to read the answers aloud.

#### Task D, p.59

- Ask students to name some school subjects.
- As they name the subjects, write them on the board.

English maths science art P.E.

- When you have some subjects on the board, ask students to tell you what we learn about in these subjects.
- Tell students to choose the correct school subjects in task D.
- Ask them to read the sentences aloud.

## GRAMMAR

### Task E, p.60

- Play SENTENCE BUILDER with adverbs of frequency that you have written on the cards.
- Put the cards in the box and invite students to pick one. A student has to make a sentence using the adverb on the card. (example: *often* – *I often play computer games.*)
- Tell students to circle the correct adverb in task E.
- Invite students to read the sentences aloud.

### Task F, p.60

- Write some ordinal numbers on the board, and ask students to correct the mistakes in some of the numbers.

<b>24rd</b>	24 <sup>th</sup>	(the) twenty-fourth
<b>57<sup>th</sup></b>		(the) fifty-seventh
<b>89nd</b>	89 <sup>th</sup>	(the) eighty-ninth
<b>5rd</b>	5 <sup>th</sup>	(the) fifth
<b>8<sup>th</sup></b>		(the) eighth
<b>40<sup>th</sup></b>		(the) fortieth

- Invite students to come to the board and correct the mistakes.
- Ask students to write the ordinal numbers in words.
- Tell students to complete the sentences in task F with the correct ordinal numbers. (They should write them in words.)
- Students read the sentences aloud.

### Task G, p.60

- Ask students some questions:  
*When do you usually get up?*  
*Does January have 30 days?*  
*Do you learn about numbers in maths?*  
*What do you do in the evening?*  
*How do you play football?*  
*Where do you write words from the board?*  
*Do teachers wear uniforms?*
- As students answer them, write their answers on the board.

I get up at 7 a.m.  
No, it doesn't.  
Yes, we do.  
I watch TV.  
You run across a field with a ball, and you try to put it in a goal.  
In my notebook.  
No, they don't.

- Ask students if they can remember the questions. (They will probably remember most of the questions right, but correct any mistakes they make. You can even write the questions on the board.)
- Tell students to circle the correct questions in task G.
- When they finish, ask students to read the questions and answers aloud.

### Task H, p.61

- Tell students to imagine there is a new student in class.
- Ask them what questions they would ask this girl, let's say Adede.
- Students may give their own examples, but elicit questions like: *Where do you come from? How old are you? What do you think of Tbilisi?*
- Tell students to look at the dialogue in task H and complete it. (If you have the necessary equipment, show the dialogue on the board.)
- Monitor what they do, and help if necessary.
- Tell students to read the dialogue in pairs.
- Ask some of the students to read the dialogue aloud.
- Students write in their workbooks.
- Monitor them, and help if necessary.

## SPEAKING

### Task I, p.61

- Tell students to look at the two of the speaking tasks in task I.
- Tell them to choose one and answer the questions so they can report to their friends.
- Give them some time to think about the questions.
- Invite students to report to the class.

### TEACHING TIPS

- The other speaking task can be done as a homework assignment in written form.

## GRAMMAR

### E Choose the correct word.

- 1 We **never** / **often** learn about grammar in English.
- 2 We **sometimes** / **never** learn about animals in science.
- 3 Schools **usually** / **rarely** have swimming pools.
- 4 We **sometimes** / **never** play rugby in P.E.
- 5 The teacher **never** / **rarely** uses a microphone in class.
- 6 Pupils are **always** / **sometimes** happy when they get a good mark.



### F Complete the sentences with the correct ordinal number.

- 1 The \_\_\_\_\_ month of the year is called January.
- 2 The \_\_\_\_\_ day of the week is Friday.
- 3 The \_\_\_\_\_ Thursday in November is Thanksgiving.
- 4 The \_\_\_\_\_ letter of the English alphabet is Q.
- 5 The athlete who comes \_\_\_\_\_ gets the silver medal.

### G Circle the correct question for each answer.

- 1 a) Where does the sun rise?  
b) Does the sun rise in the East? Yes, it does.
- 2 a) What do you usually do in the morning?  
b) What do you have for breakfast? I get up at 7, then I have breakfast and get ready for school.
- 3 a) How often do you have P.E.?  
b) Do you have P.E. at school? I have P.E. twice a week.
- 4 a) How do you play tag?  
b) How do you play chess? You run fast and try to catch your friends.
- 5 a) How often does it rain in the Sahara?  
b) Does it rain a lot in the Sahara? No, it doesn't.

**STUDENT'S BOOK****FOR MY PORTFOLIO, p.66****What do you think about this Unit?**

- Tell students to look at My learning diary and think about the first six questions.
- Give them some time to write the answers. (They can go through the lessons and see what things they liked and didn't like.)
- Ask volunteers to read out their answers.
- You can have a short discussion about their favourite lessons and words, and also about the most difficult things in the Unit.

**Circle what you can do after this unit.**

- Tell students to look at the twelve sentences and circle what they can do after this unit.
- Tell them they can challenge their partners to do the things they say they can.
- Give students some time.
- Ask random students what they have circled, and challenge them to show you what they can do.

**PROJECTS, p.66**

- Projects are optional and can be done depending on the students' interests and motivation.
- Students do them in groups. They can be done in school or at home.
- Some projects require some research, so it would be good to prepare students for them in the previous lesson.

**1) CLASS BIRTHDAYS POSTERS**

- Tell students to do a quick survey and find out when everyone's birthday is.
- Students can write their birthdays on slips of paper together with their names.
- Tell students to draw a calendar on a large piece of paper (or you can divide it into several pieces of paper, whatever is easier for them).
- Students mark each birthday on the calendar.
- They can decorate the calendar with photos or drawings.

**TEACHING TIPS**

- If you think drawing a calendar could be too difficult for students, or maybe time-consuming, you can bring pre-made blank calendar sheets on which students can mark their birthdays and decorate them.

**2) SPORTS VOCABULARY RESEARCH**

- Tell students to work in groups.
- Write the following sports on the board:

football	basketball	tennis
handball	skiing	ice skating
athletics	table tennis	water polo

- Ask students to find three English words that are connected with each sport.
- Give them ideas: it can be equipment, the place where the sport is played, something connected with the rules, etc.
- They can make a poster or a PowerPoint presentation about them.
- Students can add some sports they particularly like.

**HOMEWORK**

Workbook, p.61, Task I (the other speaking task they haven't done in school)

They should do it in writing.

# FOR MY PORTFOLIO

My learning diary

## PROJECTS

Choose one project and do it in a group.




### 1/ CLASS BIRTHDAYS POSTER

Do a class survey to find out when everyone's birthday is. Then get a large piece of paper and draw a calendar. Mark each birthday on the calendar, and decorate it with photos and drawings.

### 2/ SPORTS VOCABULARY RESEARCH

Do research on these sports in English: football, basketball, tennis, handball, skiing, ice skating, athletics, table tennis, and water polo. Find three English words that are connected with each of the sports.






















#### What do you think about this unit?

- 1/ Why is school important to you?
- 2/ I think this unit is (tick what is true for you):
  -  easy
  -  not very easy
  -  difficult
- 3/ What was easy? What was difficult?
- 4/ I like lesson \_\_\_\_\_ best.
- 5/ In this unit I don't like \_\_\_\_\_.
- 6/ My favourite word(s) from this unit is (are): \_\_\_\_\_.

#### Circle what you can do after this unit.

 I CAN

 I NEED MORE PRACTICE

-   I can describe classroom objects and say why we use them.
-   I can name school subjects.
-   I can say how often I do things at school.
-   I can make five questions for a school quiz.
-   I can say how I feel at school.
-   I can speak about the things I do after school.
-   I can talk about sport.
-   I can say ordinal numbers 1-100.
-   I can say dates.
-   I can talk about famous dates.
-   I can say something about my favourite book.

## 4.1. TOWN NEWS

SUGGESTED TEACHING TIME: 3 lessons

LEARNING OUTCOMES: უცბ. დანყ. (II):  
1,2,3,4,5,6,7,8,9,10,11,13,14

GRAMMAR • the present continuous tense in positive and negative sentences  
• plural of nouns

FUNCTIONS • describing things that are happening now  
• expressing plural of nouns

VOCABULARY • vocabulary relating to newspapers and towns

### SKILLS

READING • newspaper articles  
• Ana's poem  
• Three famous London streets

LISTENING • Three famous London streets

SPEAKING • talking about things that you are doing now

WRITING • a short article

### CULTURE and CLIL

• three famous London streets

## LESSON 1

### INTRODUCTION

- Start the lesson by checking homework.
- Tell students to take a quick look at the introduction page to the Unit in their books.
- Ask them to tell you what is in the picture. Some students might know it's a *phone booth*.
- Write the word on the board.

a phone booth

- Ask them whether they can guess where we can see these phone booths. (Some students will possibly say *in London*.)
- Ask students to tell you what this Unit is about. (*town*)
- Briefly introduce the things they will do in this Unit. (You can use the tips from the book, p.67)
- Continue with a warm-up activity – DEFINITION game.
- Write the following words on the board.

### Town news

crane	traffic jam
article	poetry
block of flats	news

- Tell students you will describe one word from the board and they have to guess the word.
- Say the following definitions:

*lots of flats/apartments in one building: a block of flats*

*a short text in a newspaper: an article*

*when there are too many cars that cannot move: a traffic jam*

*information about some new things that happen: news*

*lots of poems: poetry*

*this helps you to build a tall building: a crane*

### WORDSPOT

#### Task A, p.68

- Tell students to look at the words in task A.
- Ask them to translate the words into Georgian.
- Help them if necessary.
- Students copy the words from the board.

### READING

#### Task B, p.68

- Ask students if they recognize what is in the picture. (They will probably say: a newspaper.)
- Tell them it is the front page of a local newspaper.
- Ask students to look at the front page for a couple of moments and scan the articles.
- Explain the new words, and write them on the board.

a front page	a hit
wet	a square
carefully	a singer
traffic lights	a reporter
a kiss	sightseeing

- Go through questions in task B with students.
- Ask them to read the questions and answers aloud.

**Answer key:** 1 Saturday, 28 January. 2 Seven. 3 The new baby chimp. 4 The Rats. 5 A new block of flats. 6 Ana Padovan

## TOWN NEWS

## WORDSPOT



**A** Do you know these words?

a crane

an article

a block of flats

a traffic jam

news

poetry

## READING

**B** Look at the front page of the local newspaper. Answer the questions.

- 1 What day and date is it?
- 2 How many articles are there?
- 3 Who is Dolly?
- 4 Which popular band is visiting the town?
- 5 What are they building near the river?
- 6 Who is the winner of the poetry competition?

Saturday, 28 January

## THE MORNING SUN

**New Block of Flats**

There is a big crane near the river, next to the Sports Centre. They are building a new block of flats.

**Traffic News**

The streets are wet. Drive carefully! Remember, the traffic lights in Church Street are not working, so there could be traffic jams in the town centre. If you are going to the Rats concert tonight, take a bus or walk.

**The Thirty-Three Restaurant**

A new restaurant, the Thirty-Three, is opening today. It is in Church Street, near the river.

**Poetry Competition**

Ana Padovan, 11, from Croatia, wins the poetry competition. Read her poem on page 4.

**New at the Zoo**  
Dolly – the new baby chimp

This is the new baby chimp at the zoo. Her name is Dolly. She is a year old today. She is sleeping now. Her mum is sleeping, too.

**INTERVIEW****The Rats are in town!**

The popular band the Rats is visiting our town. Their new album *Seventy Kisses* is a big hit. They are staying at the hotel in the main square. Our reporter talks to Jack Dirty, their singer. He is wearing a black jacket, as usual.

**What are you doing in our town?**

We're playing at the Sports Centre tonight.

**How are you preparing for the concert?**

We aren't really preparing. We're trying

to relax. I'm sitting and reading and the other three members are sightseeing and shopping. After that we want to have lunch together.

**Good luck! See you at the concert.**

### Task C, p.69

- Tell students to read the interview with Jack Dirty carefully.
- You can ask students to read the interview aloud.
- Ask students the questions from task C.

**Answer key:** 1 They are staying at the hotel in the main square. 2 He's wearing a black leather jacket. 3 They are playing at the Sports Centre. 4 He is talking to a reporter. / He's giving an interview. 5 They are sightseeing and shopping. 6 Yes, he is.

### Task D, p.69

- Tell students to read other articles.
- They can also read them aloud.
- Tell students to look at the statements in task D.
- Ask students to read them aloud and say if they are true or false.
- They should correct the false ones.



### Workbook, p.62, Tasks A, B, C

**Answer key:** 1 F, 2 T, 3 T, 4 F

#### TEACHING TIPS

##### Extra activity

##### • Comprehension check

You can ask students some additional questions.

Examples:

*How old is Dolly? Where is the big crane? In what street are the traffic lights not working? How can you get to the Rats concert tonight? What's the name of the new restaurant? Where is it? Which page is Ana's poem on? What is the name of the Rats' new album? Where is the hotel they are staying at?*

##### • Memory game

Give students 2 minutes to look at the articles again. Tell them to try to memorize as many facts as they can.

When the two minutes are up, tell them to close their books. Divide them into 2 teams.

Ask the representatives of the teams questions. For each correct answer, they get one point. If they do not know the answer, the other team gets a chance to answer that question.

Examples of questions:

*How old is Dolly? Where is the big crane? In what street are the traffic lights not working? How can you get to the Rats concert tonight? What's the name of the new restaurant? Where is it? Which page is Ana's poem on? What is the name of the Rats' new album? Where is the hotel they are staying at?*

### REMEMBER!, p.69

#### THE PRESENT CONTINUOUS – affirmative and negative sentences

- Write some sentences in the present continuous tense on the board. (You can use examples from the articles.)

#### The present continuous

Affirmative	Negative
I am writing on the board.	I am not writing on the board.
You are reading.	You are not reading.
He/she/it is sitting.	He/she/it is not sitting.
We are staying at the hotel.	We are not staying at the hotel.
They are shopping.	They are not shopping.

- Underline the present continuous tense in the sentences.
- Ask students to translate the sentences into Georgian.
- Ask them to tell you if these sentences describe the future, present or past. (They will have learned these notions in Georgian lessons by then. They will say *present*).
- Explain that this tense is used to describe the present, but things happening right now, at this moment. (You can explain it in Georgian.)
- Ask some students to try to explain how we form the tense to their classmates. (Students will explain it in Georgian, and you can help them by marking the words in the sentences.)
- Write it on the board.

TO BE (am / are / is) verb+ing

- Tell students to read aloud the sentences in the Remember box.
- Ask students to explain how we form negative sentences. (Explain that we make negative by changing *am/is/are* into negative form.)
- Invite students to come to the board and write negative sentences. Insist on full forms.
- Write the first example.
- Point to the Remember box and the difference between full forms and short forms.
- Students copy all the sentences into their notebooks.



### Workbook, p.63, Task E

#### Task E, p.69

- Ask students to complete the sentences with the *-ing* form of the verbs in brackets.
- Monitor students, and help if necessary.
- Ask students to read the sentences aloud.



### Workbook, p.63, Task F

**Answer key:** 1 sitting, reading 2 running, sleeping 3 preparing 4 going, taking



**C** Read the interview with Jack Dirty. Answer the questions.

- 1 Where are the Rats staying?
- 2 What is Jack Dirty wearing?
- 3 Where are the Rats playing tonight?
- 4 What is Jack Dirty doing?
- 5 What are the other members of the group doing?
- 6 Is the reporter going to the concert?

**D** Read the other articles. Are these statements **true (T)** or **false (F)**? Correct the false ones.

- 1 In the picture, Dolly is eating.
- 2 They are building a new house near the Sports Centre.
- 3 A new restaurant is opening in town.
- 4 The traffic lights in Church Street are working.


**REMEMBER!**

**THE PRESENT CONTINUOUS – AFFIRMATIVE AND NEGATIVE SENTENCES**

I	<b>am</b> sleeping.	<b>'m</b> sleeping.	<b>am not</b> sleeping.	<b>'m not</b> sleeping.
He / She / It	<b>is</b> sleeping.	<b>'s</b> sleeping.	<b>is not</b> sleeping.	<b>isn't</b> sleeping.
You / We / You / They	<b>are</b> sleeping.	<b>'re</b> sleeping.	<b>are not</b> sleeping.	<b>aren't</b> sleeping.

**BE CAREFUL!**

build → building  
 prepare → preparing  
 sit → sitting, run → running

They **are building** a new block of flats.  
 We **aren't preparing** for the concert.  
 I'm **sitting**.

**E** Complete the sentences with the **-ing** form of the verbs in brackets.

- 1 Ana's parents are \_\_\_\_\_ (sit) and \_\_\_\_\_ (read) the Morning Sun.
- 2 Dolly isn't \_\_\_\_\_ (run) around; she's \_\_\_\_\_ (sleep).
- 3 The Rats' fans are \_\_\_\_\_ (prepare) for the concert.
- 4 They aren't \_\_\_\_\_ (go) by car. They're \_\_\_\_\_ (take) a bus.

**YOUR TURN!**

**F** Make sentences that are true for you. Use: **'m, 'm not, 's, isn't, 're** and **aren't**.

- 1 I \_\_\_\_\_ relaxing in my room now.
- 2 My friends \_\_\_\_\_ playing football.
- 3 My mother \_\_\_\_\_ working.
- 4 We \_\_\_\_\_ sleeping.
- 5 It \_\_\_\_\_ raining.
- 6 I \_\_\_\_\_ doing an exercise.

### Task F, p.69

- Ask students to look at the articles and find examples of the present continuous tense.
- As they say the sentences, write some of them on the board.

They are building...  
We're playing...  
I'm sitting...  
We aren't preparing...

- Point once again to the difference between full forms and short forms.
- Tell students to make sentences that are true for them and use the short forms. (It would be a good idea to write them on the board.)

I'm I'm not  
He's He's not / He isn't  
We're We're not / We aren't

- Give students some time to complete the sentences.
- Monitor them, and help if necessary.
- Ask students to read their examples aloud.
- Tell students to rewrite the sentences they copied from the board in short forms.
- You can write these examples:

#### Short forms

Affirmative	Negative
I'm writing on the board.	I'm not writing on the board.

- Play a BEEP game with task D (Workbook, p.63), which students will have for homework.
- Say a sentence, and beep when you omit the words/ prepositions.
- Students should say the word/preposition.

Examples:

*The Rats are staying **beep** a hotel. (at)*

*Dolly, the baby chimp, is **beep** the zoo. (in)*

*Today you can see her **beep** the first time. (for)*

*The hotel is **beep** the main square. (on)*



**Workbook, p.63, Tasks D, G**

**Answer key:** Students' answers.

### TEACHING TIPS

- If there is no time left, students can rewrite the sentences in short forms for homework.

#### Extra activity

##### • Town plan

To make the articles more 'real', tell students to turn to page 68 and look at the town plan.

Tell them to find the places mentioned in the articles: *the zoo, the new block of flats, traffic lights, the crane, Church Street, the new restaurant, the main square and the Sports Centre.*

To practise the present continuous tense, ask students questions:

*What are the Rats doing? They are crossing the street.*

*What is Ella doing? She is riding a bike.*

*What is Sam doing? He is walking his dog.*

*What is the policeman doing? He is standing at the traffic lights.*

### HOMEWORK

Workbook, p.62, Tasks A, B, C  
p.63, Tasks D, E, G

Rewrite sentences in the present continuous tense in short forms.

**C** Read the interview with Jack Dirty. Answer the questions.

- 1 Where are the Rats staying?
- 2 What is Jack Dirty wearing?
- 3 Where are the Rats playing tonight?
- 4 What is Jack Dirty doing?
- 5 What are the other members of the group doing?
- 6 Is the reporter going to the concert?

**D** Read the other articles. Are these statements **true (T)** or **false (F)**? Correct the false ones.

- 1 In the picture, Dolly is eating.
- 2 They are building a new house near the Sports Centre.
- 3 A new restaurant is opening in town.
- 4 The traffic lights in Church Street are working.


**REMEMBER!**

**THE PRESENT CONTINUOUS – AFFIRMATIVE AND NEGATIVE SENTENCES**

I	<b>am</b> sleeping.	<b>'m</b> sleeping.	<b>am not</b> sleeping.	<b>'m not</b> sleeping.
He / She / It	<b>is</b> sleeping.	<b>'s</b> sleeping.	<b>is not</b> sleeping.	<b>isn't</b> sleeping.
You / We / You / They	<b>are</b> sleeping.	<b>'re</b> sleeping.	<b>are not</b> sleeping.	<b>aren't</b> sleeping.

**BE CAREFUL!**

build → **building**  
 prepare → **preparing**  
 sit → **sitting**, run → **running**

They **are building** a new block of flats.  
 We **aren't preparing** for the concert.  
 I'm **sitting**.

**E** Complete the sentences with the **-ing** form of the verbs in brackets.

- 1 Ana's parents are \_\_\_\_\_ (sit) and \_\_\_\_\_ (read) the Morning Sun.
- 2 Dolly isn't \_\_\_\_\_ (run) around; she's \_\_\_\_\_ (sleep).
- 3 The Rats' fans are \_\_\_\_\_ (prepare) for the concert.
- 4 They aren't \_\_\_\_\_ (go) by car. They're \_\_\_\_\_ (take) a bus.

**YOUR TURN!**

**F** Make sentences that are true for you. Use: **'m, 'm not, 's, isn't, 're** and **aren't**.

- 1 I \_\_\_\_\_ relaxing in my room now.
- 2 My friends \_\_\_\_\_ playing football.
- 3 My mother \_\_\_\_\_ working.
- 4 We \_\_\_\_\_ sleeping.
- 5 It \_\_\_\_\_ raining.
- 6 I \_\_\_\_\_ doing an exercise.

## LESSON 2

### INTRODUCTION

- Start the lesson by checking homework.
- Play a MIMING GAME.
- Ask a student to mime an activity.
- Ask other students what he/she is doing now.
- When a student guesses, he/she comes to the board and writes the sentence.
- He/she mimes another activity.
- Examples:  
*You are eating chocolate. You are going to bed. You are giving a present to your friend. You are playing football. You are crying. You are riding a bike. You are playing the piano. You are running. You are watching a film. You are doing your homework.*

### REMEMBER!, p.69

#### BE CAREFUL!

- Ask students to translate some sentences into English. (You can stress the use of present continuous in the sentences.)  
*ჩვენ ვსხედვართ. ბიჭები დარბიან. ანა ცეკვავს. სემი და ელა ჩოგბურთს თამაშობენ.*
- Write the examples on the board.

#### BE CAREFUL!

We are sitting. sit + ing = sitting  
The boys are running. run + ing = running  
Ana is dancing. dance + ing = dancing  
Sam and Ella are playing tennis. play + ing = playing

- Ask students to pay attention to verbs in *-ing* form.
- Ask them if they notice some changes. (Some students will notice double *t* in *sitting* and double *n* in *running*, as well as missing *e* in *dancing*.)
- Mark the changes in the verbs.
- Point to the verb PLAYING and emphasize that there is no change.
- Ask students to read aloud the examples in the Remember box.
- Students copy the sentences from the board.

### TEACHING TIPS

#### Extra activity

##### • Correct the mistakes

Explain to students that you are going to write some sentences. They have to find the mistakes and correct them.  
Students should copy the sentences into their notebooks.

**I am n't sleeping. – not**

**We are prepareing for school. – preparing**

**She is'nt watching TV. – isn't**

**My friends are not play football. – playing**

**Sam sitting on the chair. – is**

**My friends are runing to school. - running**

### READING

#### Task G, p.70

- Ask students if they remember what kind of competition Ana has won. (*a poetry competition*)
- Ask them if they have any idea what her poem is about. (Some students read lessons up front, so they will probably say: *about a town*.)
- Tell students to look carefully at the words in the box in task G.
- Tell them to read Ana's poem silently.
- Explain the new words, and write them on board.

a tourist	a church
smile	litter
feel the life	light

- When they have finished reading, ask them to complete the poem with the words from the box.
- Give them some time.
- Ask students to read the poem aloud.

**Answer key:** 1 talk 2 different 3 faces 4 men 5 playing  
6 are 7 trees 8 and 9 taxis 10 stop 11 green 12 town

### TEACHING TIPS

#### Extra activity

##### • Reading the poem

Tell students to take turns to read the poem to their partners. They can do it 2 or 3 times.

When they finish, ask them to close the books and prepare for a memory test. Read the poem, and stop before each missing word. Students say the missing word out loud.

You can ask them to learn the poem by heart for homework.

##### • Funny poem

Ask students to think of some funny words that they might put in place of the ones in the task.

Example: *Take a bus or walk, you can walk and chalk. Go to horrible places and see lots of cases.* Give them some time. (They can work in pairs of they wish.)

Ask students to read their funny poems out loud.

## READING

**G** This is Ana's poem. Where do the words in the box go? Work in pairs. Read the poem to a partner.

are      playing      men      and      town  
different      faces      talk      taxis      trees      Stop      green

### Your Town and You

Take a bus or walk,  
You can walk and (1) \_\_\_\_\_,  
Go to (2) \_\_\_\_\_ places,  
And see lots of (3) \_\_\_\_\_.

See (4) \_\_\_\_\_ and women who are working,  
People who are shopping,  
Tourists who are taking pictures,  
Children who are (5) \_\_\_\_\_,  
And babies who (6) \_\_\_\_\_ smiling.

See the lives of its people.  
Feel the life of the town.

There are squares and streets,  
There are parks and (7) \_\_\_\_\_,  
There are houses (8) \_\_\_\_\_ churches,  
There are cars and (9) \_\_\_\_\_.

Just remember,  
(10) \_\_\_\_\_ when the light is red,  
Go when the light is (11) \_\_\_\_\_,  
Don't throw litter in the street,  
Keep your (12) \_\_\_\_\_ beautiful and clean.

Ana Padovan, 11



## REMEMBER!

### PLURAL OF NOUNS

#### Regular plural

a street  
a church  
a boy  
a baby  
a life

lots of streets  
two churches  
a group of boys  
some babies  
lives

#### Irregular plural

a child  
a man  
a woman

lots of children  
two men  
four women

**REMEMBER!, p.70**  
**PLURAL OF NOUNS**

- Write the following words on the board.

Plural of nouns			
Regular		Irregular	
Singular	Plural	Singular	Plural
a street	streets	a child	children
a church	churches	a man	men
a boy	boys	a woman	women
a baby	babies	a life	lives

- Tell students to find the plural of these nouns in Ana's poem.
- You can invite them to come to the board and write them. (They do not have to write them in the order you wrote them on the board.)
- Tell students to look at the Remember box and compare it with the nouns on the board.
- Ask them to explain the changes in plural form.
- Point to churches with -es ending and babies with -ies. Stress the change of y into i.
- Explain lives (f-v).
- Ask them what happens with irregular plural.
- Invite students to notice the changes.
- Students copy the words into their notebooks.



**Workbook, p.64, Task I**

**TEACHING TIPS**

**Extra activity**

**• Learning to learn**

This activity is a lead-in to task K (workbook, p.65), or it can be done as a warm-up activity in the next lesson.

Draw three columns on the board with the following headings:

traffic	newspaper	music

A student comes to the board and picks a slip of paper with a word on it. (You have written the words from the task on the slips or cards. You can add some more words.) He/she has to write it in the correct column.

If you do not have the cards, you can simply say the word.

To make it more complicated, students have to write the nouns in plural form.

More examples: *traffic - a bike, a bus station, a street*

*newspaper - The Morning Sun, a writer, photographs*

*music - a/the radio, a CD, a guitar*



**Workbook, p.65, Task K**

**HOMEWORK**

Workbook, p.63, Task F  
p.64, Tasks H, I  
p.65, Task K

## READING

**G** This is Ana's poem. Where do the words in the box go? Work in pairs. Read the poem to a partner.

are      playing      men      and      town  
different      faces      talk      taxis      trees      Stop      green

### Your Town and You

Take a bus or walk,  
You can walk and (1) \_\_\_\_\_,  
Go to (2) \_\_\_\_\_ places,  
And see lots of (3) \_\_\_\_\_.

See (4) \_\_\_\_\_ and women who are working,  
People who are shopping,  
Tourists who are taking pictures,  
Children who are (5) \_\_\_\_\_,  
And babies who (6) \_\_\_\_\_ smiling.

See the lives of its people.  
Feel the life of the town.

There are squares and streets,  
There are parks and (7) \_\_\_\_\_,  
There are houses (8) \_\_\_\_\_ churches,  
There are cars and (9) \_\_\_\_\_.

Just remember,  
(10) \_\_\_\_\_ when the light is red,  
Go when the light is (11) \_\_\_\_\_,  
Don't throw litter in the street,  
Keep your (12) \_\_\_\_\_ beautiful and clean.

Ana Padovan, 11



## REMEMBER!

### PLURAL OF NOUNS

#### Regular plural

a street  
a church  
a boy  
a baby  
a life

lots of streets  
two churches  
a group of boys  
some babies  
lives

#### Irregular plural

a child  
a man  
a woman

lots of children  
two men  
four women

### LESSON 3

#### INTRODUCTION

- Start the lesson by checking homework.
- If you didn't have time to do the *Learning to learn* activity described in the previous lesson, you can do it now.
- This time draw four (not three) columns on the board with the following headings:

traffic	newspaper	music	town

- Invite students to come to the board and pick a slip of paper with a word on it.
- Each one has to write it in the correct column.
- If you do not have the cards, you can simply say the word.
- To make it more complicated, students have to write the nouns in plural form.
- Here are some examples:  
*traffic* - a bike, a motorcycle, a drive, a stop  
*newspaper* - The Morning Sun, a writer, photographs, an interview  
*music* - a/the radio, a CD, a guitar, to play  
*town* - a block of flats, a square, a church, a school

#### TEACHING TIPS

##### Extra activity

##### • Categories game

You can turn this activity into a competition game. Divide the class into four teams. Each team gets one topic. Students get 4 minutes to think of as many words as they can for their topic. When the time is up, invite students to come to the board and write their examples. The team with the most correct words wins.

#### CULTURE CORNER – THREE FAMOUS LONDON STREETS

##### Task H, p.36

- Ask students a few questions, and write their answers on the board.  
*What do we call someone who bakes bread?*  
*What is the opposite of up?*  
*What 3 letters do we write at the end of the verb in the present continuous tense?*  
*A famous university town near London? (Answer can be both Oxford and Cambridge.)*
- When you have the words on the board, connect *down+ing*.

Baker  
Downing Street  
Oxford

- Ask students what they think these words have in common. (Some students might know they are *streets* because they have read the student's book or they have remembered 10 Downing Street from Unit 1)
- If not, write Street on the board.

- Ask students why these streets are so important. (Maybe some students will remember the Prime Minister lives at 10 Downing Street.)
- Tell them to look at the pictures in task H.
- Ask students if they recognize the man with the pipe. (Some students might say it's Sherlock Holmes.)
- Tell them to try to match the names of the streets with their descriptions.
- Play track 36 on the CD.
- Ask students to read aloud the matched sentences and the texts.
- Explain the new vocabulary, and write the words on the board.

a department store  
the busiest  
a fan

- If you have the necessary equipment, show a map of London on the board.
- If not, just bring a regular map and place it on the board.
- Invite students to come to the board, and help them find the three famous streets.
- Explain what the City of Westminster is. (It is a very old part/borough of London.)
- Show, on the map, some other important places in London, like Big Ben, the Houses of Parliament, Buckingham Palace, Madame Tussaud's etc.
- Show students some pictures of the places.
- Students copy the words.

**Answer key:** 1 c 2 a 3 b

#### Tapescript

**Track 36** - see right

#### TEACHING TIPS

##### Extra activity

##### • Top-5 list

Ask students to work in pairs and think of some important streets and places in Tbilisi. Ask them to make a top-5 list of places tourists should see in Tbilisi. (If you do not live in Tbilisi, you can also name the top 5 places in your home town.)

- Monitor students, and help them with your suggestions.





# THREE FAMOUS LONDON STREETS



**H** Read about three famous London streets, then match the names of the streets with what makes them famous.



- |                  |                          |                                |
|------------------|--------------------------|--------------------------------|
| 1 Baker Street   | <input type="checkbox"/> | the home of the Prime Minister |
| 2 Downing Street | <input type="checkbox"/> | shopping                       |
| 3 Oxford Street  | <input type="checkbox"/> | the home of a famous detective |

## OXFORD STREET

If you love shopping, Oxford Street is the place for you. It is famous for its shops and department stores. It is the busiest shopping street in Europe. Traffic is a problem. There are no cars in Oxford Street, but there are lots of red buses and taxis. And, of course, there are people: people from London and all over the world.



## DOWNING STREET

Downing Street is a small street in the centre of London. Why is it important? Every British Prime Minister lives in Downing Street. His or her address is 10 Downing Street.



## BAKER STREET

All over the world people know about Baker Street. This is because of the house number 221b. 221b Baker Street is the address of Sherlock Holmes, the most famous detective of all time. There is a Sherlock Holmes Museum in Baker Street, but it is in a different house, at number 239. So, if you are a Sherlock Holmes fan, come to Baker Street.



**I** Complete the sentences with the nouns in the singular or in the plural.

car taxi man story bus address woman

- 221b Baker Street and 10 Downing Street are two famous \_\_\_\_\_.
- People around the world love Sherlock Holmes \_\_\_\_\_.
- You can't drive a \_\_\_\_\_ in Oxford Street.
- You can take a \_\_\_\_\_ or a bus.
- The \_\_\_\_\_ in London are red.
- They say that \_\_\_\_\_ don't like shopping, but \_\_\_\_\_ love it.



### Task I, p.71

- Write the following words on the board:

address - addresses  
bus - buses  
car - cars  
man - men  
taxi - taxis  
woman - women

- Invite students to choose letters.
- When they have chosen the letter, say the word and write it on the board. (For example, a student chooses letter m: you write the word man on the board.)
- Ask the students to find the plural of the noun in the text.
- Repeat this until you have all the nouns and their plural forms on the board.
- Tell students to complete the sentences in task I using the singular or plural form of the nouns.
- Monitor and help if necessary.
- Ask students to read the sentences aloud.

**Answer key:** 1 addresses 2 stories 3 car 4 taxi 5 buses 6 men, women

### TEACHING TIPS

#### Extra activity

- **Unscramble the sentences**

This activity is a lead-in to task J (workbook, p.64), which students will have for homework.

Write sentences on the board. Tell students to unscramble them.

Students come to the board and write the unscrambled sentences.

Examples:

*red buses / are / lots of / taxis / there / and (There are lots of red buses and taxis.)*

*in the centre / is / Downing Street / of London / a small street (Downing Street is a small street in the centre of London.)*

*Baker Street / people / the world / know about / all over (People all over the world know about Baker Street.)*

*a Sherlock Holmes / there / in / Museum / is / Baker Street (There is a Sherlock Holmes Museum in Baker Street.)*



### Workbook, p.64, Task J, L

### HOMEWORK

Workbook, p.64, Task J

p.65, Task L (you can tell students that you will choose the best articles for the project they will do at the end of the lesson)



# THREE FAMOUS LONDON STREETS



**H** Read about three famous London streets, then match the names of the streets with what makes them famous.



- |                  |                          |                                |
|------------------|--------------------------|--------------------------------|
| 1 Baker Street   | <input type="checkbox"/> | the home of the Prime Minister |
| 2 Downing Street | <input type="checkbox"/> | shopping                       |
| 3 Oxford Street  | <input type="checkbox"/> | the home of a famous detective |

## OXFORD STREET

If you love shopping, Oxford Street is the place for you. It is famous for its shops and department stores. It is the busiest shopping street in Europe. Traffic is a problem. There are no cars in Oxford Street, but there are lots of red buses and taxis. And, of course, there are people: people from London and all over the world.



## DOWNING STREET

Downing Street is a small street in the centre of London. Why is it important? Every British Prime Minister lives in Downing Street. His or her address is 10 Downing Street.



## BAKER STREET

All over the world people know about Baker Street. This is because of the house number 221b. 221b Baker Street is the address of Sherlock Holmes, the most famous detective of all time. There is a Sherlock Holmes Museum in Baker Street, but it is in a different house, at number 239. So, if you are a Sherlock Holmes fan, come to Baker Street.



**I** Complete the sentences with the nouns in the singular or in the plural.

car taxi man story bus address woman

- 221b Baker Street and 10 Downing Street are two famous \_\_\_\_\_.
- People around the world love Sherlock Holmes \_\_\_\_\_.
- You can't drive a \_\_\_\_\_ in Oxford Street.
- You can take a \_\_\_\_\_ or a bus.
- The \_\_\_\_\_ in London are red.
- They say that \_\_\_\_\_ don't like shopping, but \_\_\_\_\_ love it.



## 4.2 PETE IS SPYING AGAIN

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: **لغة** (II): 1,2,3,4,5,6,7,8,9,10,13,14

- GRAMMAR**
- there is / there are
  - prepositions of place – in, on, across, near, in the middle of, at the corner of
  - the present continuous tense in questions and short answers

- FUNCTIONS**
- describing your town
  - describing things that are happening now

- VOCABULARY**
- vocabulary relating to towns

### SKILLS

- LISTENING**
- Pete following a girl
  - conversation between Sam and Pete

- SPEAKING**
- talking about things that are happening now

- WRITING**
- describing your town

### CULTURE and CLIL

- places in town

- Tell students to write the green words into the web under the correct categories.
- Monitor them, and help if necessary.
- Ask students to read the word web aloud.
- Tell them to look at the word web for 30 seconds and then close their eyes.
- Ask students to tell you the words they can remember.
- Students copy the words from the board.

### STUDENT'S BOOK

#### Task A, p.72

- Tell students to look at the town plan on page 73.
- Ask them to find the places in town from the word web (workbook, p.65).
- Tell them to tick the things they find, and ask them to say what they have found. (To avoid unnecessary repetition, write the words they find on the board. All the green words can be found on the map.)
- Ask students the following questions:  
*Where is the post office? (It's next to the museum.)*  
*Where is the cinema? It's opposite the hospital.*  
*Where is the zoo? It's across/over the river.*  
*Where is the statue? It's in the middle of the square.*
- Write the prepositions to help students.
- Write students' answers on the board.

### LESSON 1

#### INTRODUCTION

- Start the lesson by checking homework.
- Draw two columns on the board with the following headings:

Places in town	
shops	buildings
bakery	sports centre
supermarket	library
book shop	cinema

- Ask students to think of words that can go in each column. (Students will know a lot of words. There are some examples in the columns.)

#### TEACHING TIPS

- For homework, students had to write short articles for the local newspaper.
- Ask students to read their articles aloud.
- Choose the best ones, and ask students to copy them onto a piece of paper so you can make the front page of an imaginary newspaper.



#### Workbook, LEARNING TO LEARN, Task A, p.66

- Ask students to look at the word web in task A.
- Invite students to read the green words aloud.
- Explain the new vocabulary, and write it on the board.

theatre  
clothes shop  
library  
hospital  
zebra crossing

#### Prepositions of place

next to	The post office is next to the museum.
opposite	The cinema is opposite the hospital.
across	The zoo is across the river.
in the middle of	The statue is in the middle of the square.
at the corner of	

- Tell students to look at the sentences in task A and circle the correct ending.
- Ask them to read the sentences aloud.

**Answer key:** 1b 2a 3b 4a 5b 6b 7b 8a

#### TEACHING TIPS

##### Extra activity

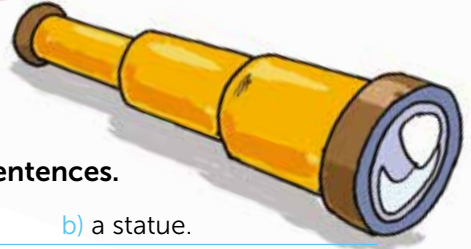
##### • Memory game

You can ask additional questions about the town plan.

To make it more interesting, you can tell students to look at the picture for 1 minute and then close their books.

Examples: *What are the names of the streets? What movie is on this week? Where are the buses? Where are the Rats? How many people are walking dogs? What animals can you see in the zoo? What colour is the car in Church Street? What toy is on the sign of the toyshop? What is Ella doing? How many cars are on the shopping-centre car park?*

# PETE IS SPYING AGAIN



## A Look at the plan. Choose the correct ending for the sentences.

- |   |                        |                         |
|---|------------------------|-------------------------|
| 1 In the middle of the square there is                    | a) a tree.             | b) a statue.            |
| 2 The theatre and the library are                         | a) in the square.      | b) in Park Street.      |
| 3 The post office is                                      | a) near the cinema.    | b) opposite the museum. |
| 4 At the corner of Park Street and Market Street there is | a) a market.           | b) a hospital.          |
| 5 In Market Street there are two                          | a) bus stops.          | b) zebra crossings.     |
| 6 The shopping mall is                                    | a) in the town centre. | b) across the river.    |
| 7 The shoe shop is next to                                | a) a coffee bar.       | b) a clothes shop.      |
| 8 Between the supermarket and the bakery there is         | a) a toy shop.         | b) a restaurant.        |

## REMEMBER!

### PREPOSITIONS OF PLACE

The Sports Centre is **in** Church Street.  
The church is **in** the square.

The zoo is **across** the river.

The statue is **in the middle of** the square.

The cinema is **at the corner of** Church Street and the High Street.

## B This is what is happening in the town right now. Look at the plan and find a letter for each sentence. Then complete the sentences with the prepositions below.

across    at the corner of    in (2X)    in the middle of    on

- Peter is \_\_\_\_\_ the crane and he's looking through his binoculars.  The Rats are \_\_\_\_\_ the road. They're crossing the street and going to a restaurant.  Sam is walking his dog Max. They are \_\_\_\_\_ the river.  There is a girl \_\_\_\_\_ the square. She's coming from the library.  There is a policeman standing \_\_\_\_\_ Park Street and the High Street.  A bus is stopping \_\_\_\_\_ Market Street.

## LISTENING



**C** Pete is following a girl. Listen. Look at the map and follow the girl. Who is she? Where is she going?

## REMEMBER!, p.72

### PREPOSITIONS OF PLACE

- Tell students to read out loud the sentences in the Remember box.
- Ask them to translate the sentences into Georgian.
- Explain the prepositions if necessary. (Students have already learned prepositions of place in Unit 2, so this is just revision.)
- Students copy the words from the board.

### Task B, p.72

- Tell students to look at the text in task B.
- Tell them to find a letter for each sentence on the plan.
- Give them some time to look at the plan and find the letters.
- Ask students to complete the sentences with the prepositions.
- Invite students to read the sentences aloud, together with the letters.



### Workbook, p.67, Task C, p.68, Task E

**Answer key:** 1 on 2 in the middle of 3 across 4 in  
5 at the corner of 6 in

### TEACHING TIPS

#### Extra activity

##### • Describe a picture

Tell students to write 5 sentences that describe the town plan.

Write *there is / there are* and *there isn't / there aren't* on the board, and elicit when we use these expressions.

Give students some time. Ask them to read out their examples.

Tell students to write 5 sentences that describe the town plan, but ask them to write incorrect sentences, with one mistake.

Write *there is / there are* and *there isn't / there aren't* on the board, and elicit when we use these expressions.

Give students some time. Ask them to read out their examples. Other students have to correct the sentences.

## LISTENING

### Task C, p.72

- Ask students why Pete is on the crane and what he is doing there.
- Tell them that Pete is following a girl.
- Ask them if they can guess who she is and why Pete is following her. (Students will give their ideas.)
- Tell students to listen to the track and follow the girl on the map.
- Play track 37 on the CD.
- Ask students to tell you who she is and where she is going.

**Answer key:** The girl is Ella.

### Tapescript

#### Track 37

**Pete:** A bus is arriving at the bus stop in Market Street.  
The bus is stopping.

A girl's getting off the bus. Hey, that's Ella! Where is she going?

She's waiting at the zebra crossing.

She's crossing Market Street.

She's in the square now.

She is walking to the theatre.

She's in front of the theatre now.

She's stopping. What is she doing?

She's going into the theatre. Why?

What's she doing in the theatre?

She's coming out of the theatre.

She's got a paper bag. What's in it?

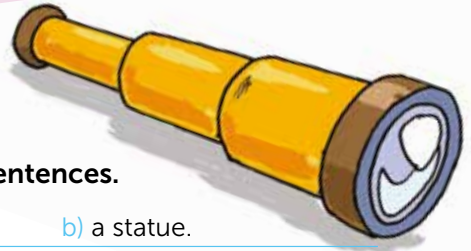
She's crossing the High Street.

She's walking down the High Street.

She's passing the bookshop... the clothes shop... the shoe shop.

She's talking to a boy. Who is he? Where are they going?

# PETE IS SPYING AGAIN



## A Look at the plan. Choose the correct ending for the sentences.

- |   |                        |                         |
|---|------------------------|-------------------------|
| 1 In the middle of the square there is                    | a) a tree.             | b) a statue.            |
| 2 The theatre and the library are                         | a) in the square.      | b) in Park Street.      |
| 3 The post office is                                      | a) near the cinema.    | b) opposite the museum. |
| 4 At the corner of Park Street and Market Street there is | a) a market.           | b) a hospital.          |
| 5 In Market Street there are two                          | a) bus stops.          | b) zebra crossings.     |
| 6 The shopping mall is                                    | a) in the town centre. | b) across the river.    |
| 7 The shoe shop is next to                                | a) a coffee bar.       | b) a clothes shop.      |
| 8 Between the supermarket and the bakery there is         | a) a toy shop.         | b) a restaurant.        |

## REMEMBER!

### PREPOSITIONS OF PLACE

The Sports Centre is **in** Church Street.  
The church is **in** the square.

The zoo is **across** the river.

The statue is **in the middle of** the square.

The cinema is **at the corner of** Church Street and the High Street.

## B This is what is happening in the town right now. Look at the plan and find a letter for each sentence. Then complete the sentences with the prepositions below.

across    at the corner of    in (2X)    in the middle of    on

- Peter is \_\_\_\_\_ the crane and he's looking through his binoculars.  The Rats are \_\_\_\_\_ the road. They're crossing the street and going to a restaurant.  Sam is walking his dog Max. They are \_\_\_\_\_ the river.  There is a girl \_\_\_\_\_ the square. She's coming from the library.  There is a policeman standing \_\_\_\_\_ Park Street and the High Street.  A bus is stopping \_\_\_\_\_ Market Street.

## LISTENING



**C** Pete is following a girl. Listen. Look at the map and follow the girl. Who is she? Where is she going?

### Task D, p.74

- Tell students to read aloud the sentences in task D.
- Tell them to try to put the sentences into the correct order.
- Give students some time.
- Play track 37 on the CD again.
- Ask students to read the sentences aloud in the correct order.



### Workbook, p.68, Task D

Answer key: 3, 8, 2, 6, 4, 1, 7, 5

#### TEACHING TIPS

- If you have a weaker class you, can stop the track after each sentence.

#### TEACHING TIPS

##### Extra activity Definition game

This activity is a lead-in to task B (workbook, p.67). Tell students you will say some sentences that describe some places in town. Ask them to guess the place.  
Examples:  
*a place where you can watch films – a cinema*  
*a place where you can buy clothes – a clothes shop*  
*a place where you can buy books – a bookshop*  
*a place where you can buy bread – a bakery*  
If you have a stronger class, you can ask students to write their own definitions and tell them to other students so they can guess the place.



### Workbook, p.67, Task B

#### • Matching game

Draw two columns on the board. Write the words in both columns. Explain to students they have to write the missing word of each pair. Give them an example (*green light*)

A	B
green	light
traffic	jam
post	office
clothes	shop
zebra	crossing
cross	the street
coffee	shop/house
shopping	centre
get on	the bus

Invite students to come to the board and write the words.

#### • Stand up if it's true/false

Divide students into two groups (*true* and *false*). Explain that you will say sentences about the picture in the book (p.73); and, if the sentence is true, the *true* group stands up, and if false, the *false* group stands up.

Examples:

*There is a boy running across the street. (true)*

*The boy with the red hat is walking his dog. (true)*

*An ambulance is driving through/along Church Street. (false)*

*There's a girl riding a bike. (true)*

*The man in a yellow coat is standing next to the cinema. (false)*

*There's an elephant standing next to a lion. (false)*

#### HOMEWORK

Workbook, p.67, Tasks B, C  
p.68, Tasks D, E



**D**

Put the sentences into the correct order. Then listen again and check.



track 37

- She's walking to the theatre.
- She's talking to a boy.
- She's crossing Market Street.
- She's crossing the High Street.
- She's going into the theatre.
- 1 A girl is getting off the bus in Market Street.
- She's walking down the High Street.
- She's coming out of the theatre with a bag.



**LISTENING**

**E**

Sam sees Pete on the crane. He and Max go to the crane. Listen to the conversation between Pete and Sam, and answer the questions.



track 03

- 1 Is Pete telling the truth?
- 2 Why doesn't he want to come down?

**F**

Match Sam's questions to Pete's answers. Then listen again and check.



track 38

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| 1 Hey, what are you doing up there? | <input type="checkbox"/> Binoculars.  |
| 2 Who are you talking to?           | <input type="checkbox"/> Nothing.     |
| 3 What have you got in your hands?  | <input type="checkbox"/> No, I'm not. |
| 4 Are you spying again?             | <input type="checkbox"/> Yes, I am.   |
| 5 Are you watching the birds?       | <input type="checkbox"/> Nobody.      |



**REMEMBER!**

**THE PRESENT CONTINUOUS – QUESTIONS AND SHORT ANSWERS**

Am I  
Are you  
Is he  
Is she  
Is it

standing?

Yes, I am.  
Yes, you are.  
Yes, he is.  
Yes, she is.  
Yes, it is.

No, I'm not.  
No, you aren't.  
No, he isn't.  
No, she isn't.  
No, it isn't.

Are we  
Are you  
Are they

going?

Yes, we are.  
Yes, you are.  
Yes, they are.

No, we aren't.  
No, you aren't.  
No, they aren't.

## LESSON 2

### INTRODUCTION

- Start the lesson by checking homework.
- To revise the last lesson, ask students what Pete is doing on a big crane. (They will say he is following Ella.)
- Ask students to look at the town plan on page 73 and to try to tell you what Ella is doing. (They will probably remember the sentences from task D. – *She is getting off the bus. She is crossing the market street. She is walking to the theatre. She is going into the theatre. She's coming out of the theatre with a bag. She's walking down High Street. She's talking to a boy.*)
- Play a SENTENCE BUILDER game.
- Prepare slips of paper or cards with words on them.
- Invite students to come to the board and choose a slip of paper/card.
- Their task is to make a sentence that describes the picture on page 73. (If you have the necessary equipment, put the picture on page 73 on the screen.)

Examples: verbs – *ride a bike, stand, cross, walk, run, watch*  
nouns – *a boy, a policeman, the Rats, Pete, Sam, a girl, a woman, a man, a statue, a cinema, a hospital, a supermarket, a zoo etc.*  
prepositions of place – *at the corner of, across, in the middle of, in, on, in front of, behind, opposite*

### LISTENING

#### Task E, p.74

- Tell students that Sam sees Pete and he is talking to him.
- Ask them if they can guess what Sam is asking Pete. (Students will have some ideas.)
- Tell students to listen to the conversation and answer the questions in task D.
- Play track 38 on the CD.
- Ask students to tell you the answers.

**Answer key:** 1 No. 2 He's afraid of dogs.

#### Tapescript

##### Track 38

- Max:** Woof. Woof.  
**Sam:** Hey, what are you doing up there?  
**Pete:** Nothing.  
**Sam:** Who are you talking to?  
**Pete:** Nobody.  
**Sam:** What have you got in your hands?  
**Pete:** Binoculars.  
**Sam:** Are you spying again?  
**Pete:** No, I'm not.  
**Sam:** Are you watching the birds?  
**Pete:** Yes, I am.  
**Sam:** I don't believe you. Come down immediately.

#### Task F, p.74

- Write the questions from task E on the board.

Hey, what are you doing up there?  
Who are you talking to?  
What have you got in your hands?  
Are you spying again?  
Are you watching the birds?

- Ask students to read the questions aloud.
- Ask them if they can remember Pete's answers. (Some students will remember.)
- Tell students to match Sam's questions to Pete's answers in task D.
- Explain the word *binoculars*, and write it on the board.

binoculars

- Give them some time.
- Play track 38 again.
- Ask students to read the questions and answers aloud.
- Cover the questions on the board (or just wipe them off), and challenge the students to reconstruct some of the questions.

**Answer key:** 2, 5, 1, 3, 4

D

Put the sentences into the correct order. Then listen again and check.



track 37

- She's walking to the theatre.
- She's talking to a boy.
- She's crossing Market Street.
- She's crossing the High Street.
- She's going into the theatre.
- 1 A girl is getting off the bus in Market Street.
- She's walking down the High Street.
- She's coming out of the theatre with a bag.



## LISTENING

E

Sam sees Pete on the crane. He and Max go to the crane. Listen to the conversation between Pete and Sam, and answer the questions.



track 03

- 1 Is Pete telling the truth?
- 2 Why doesn't he want to come down?

F

Match Sam's questions to Pete's answers. Then listen again and check.



track 38

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| 1 Hey, what are you doing up there? | <input type="checkbox"/> Binoculars.  |
| 2 Who are you talking to?           | <input type="checkbox"/> Nothing.     |
| 3 What have you got in your hands?  | <input type="checkbox"/> No, I'm not. |
| 4 Are you spying again?             | <input type="checkbox"/> Yes, I am.   |
| 5 Are you watching the birds?       | <input type="checkbox"/> Nobody.      |



REMEMBER!

### THE PRESENT CONTINUOUS – QUESTIONS AND SHORT ANSWERS

Am I  
Are you  
Is he  
Is she  
Is it

standing?

Yes, I am.  
Yes, you are.  
Yes, he is.  
Yes, she is.  
Yes, it is.

No, I'm not.  
No, you aren't.  
No, he isn't.  
No, she isn't.  
No, it isn't.

Are we  
Are you  
Are they

going?

Yes, we are.  
Yes, you are.  
Yes, they are.

No, we aren't.  
No, you aren't.  
No, they aren't.

**REMEMBER!, p.74**

**THE PRESENT CONTINUOUS – questions and short answers**

- Write a sentence on the board: *Pete is spying again.*
- Then write a question.

Pete is spying again.  
Is Pete spying again?

- Ask students to explain the difference between an affirmative sentence and a question. (They can explain it in Georgian.)
- Explain that, to make a question in the present continuous, you switch the places of the subject and the verb *to be*.
- Say sentences and ask students to turn them into question form.
- Examples: *I am sleeping. You are dancing. He is standing. She is working. We are walking. They are talking.*
- As they say the questions, write them on the board.

The present continuous – questions  
and short answers

Am I sleeping?	Yes, I am.	No, I'm not.
Are you dancing?	Yes, you are.	No you aren't.
Is he standing?	Yes, he is.	No, he isn't.
Is she working?	Yes, she is.	No, she isn't.
Are we walking?	Yes, we are.	No, we aren't.
Are they talking?	Yes, they are	No, they aren't.

- Tell students to read out the questions and short answers in the Remember box.
- Ask them what verb we use in short answers. (They will say *am/is/are – to be.*)
- Invite students to the board to write short yes-no answers to the questions.
- Write a sentence on the board. (*The policeman is standing.*)
- First ask students to make a question and write it on the board.
- Then add *where* in front of the question.

WH questions

The policeman is standing.  
Where is the policeman standing?

- Ask students where we put the WH words in questions. (They will say *at the beginning.*)
- Ask them what follows the WH word – an affirmative sentence or a question form. (They will say *a question form.*)
- Tell students to think of some more examples of WH questions in the present continuous. (They can look at the picture on page 73 to get some ideas.)
- Write their examples on the board.
- Students copy the questions and the answers into their notebooks.

**D**

Put the sentences into the correct order.  
Then listen again and check.



track 37

- She's walking to the theatre.
- She's talking to a boy.
- She's crossing Market Street.
- She's crossing the High Street.
- She's going into the theatre.
- 1 A girl is getting off the bus in Market Street.
- She's walking down the High Street.
- She's coming out of the theatre with a bag.



## LISTENING

**E**

Sam sees Pete on the crane. He and Max go to the crane. Listen to the conversation between Pete and Sam, and answer the questions.



track 03

- 1 Is Pete telling the truth?
- 2 Why doesn't he want to come down?

**F**

Match Sam's questions to Pete's answers.  
Then listen again and check.



track 38

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| 1 Hey, what are you doing up there? | <input type="checkbox"/> Binoculars.  |
| 2 Who are you talking to?           | <input type="checkbox"/> Nothing.     |
| 3 What have you got in your hands?  | <input type="checkbox"/> No, I'm not. |
| 4 Are you spying again?             | <input type="checkbox"/> Yes, I am.   |
| 5 Are you watching the birds?       | <input type="checkbox"/> Nobody.      |



**REMEMBER!**

### THE PRESENT CONTINUOUS – QUESTIONS AND SHORT ANSWERS

Am I  
Are you  
Is he  
Is she  
Is it

standing?

Yes, I am.  
Yes, you are.  
Yes, he is.  
Yes, she is.  
Yes, it is.

No, I'm not.  
No, you aren't.  
No, he isn't.  
No, she isn't.  
No, it isn't.

Are we  
Are you  
Are they

going?

Yes, we are.  
Yes, you are.  
Yes, they are.

No, we aren't.  
No, you aren't.  
No, they aren't.

### Task G, p.75

- Tell students to look at the sentences in task G.
- Ask them to read the sentences aloud.
- Tell them to unscramble the questions.
- Give them some time.
- Invite students to write the questions on the board.
- When you have all the questions on the board, tell students to read the answers aloud.
- Ask them to match them with the questions.
- Students come to the board and write the answers.
- Cover the questions, and ask them to reconstruct them



### Workbook, p.69, Task F

**Answer key:** 1 Where is he going? - To the zoo. 2 What is she doing? - She's reading a book. 3 Is she sleeping? - Yes, she is. 4 Are they walking in the park? - No, they aren't. They're walking near the river. 5 Why are they going to the restaurant? - Because they're hungry. 6 What are they buying? - Shoes.

### TEACHING TIPS

#### Extra activity

##### • Make a question

Students work in pairs. Distribute slips of paper with some answers on them. Give each pair one answer. (Some answers could be the same – students will think of different questions.)

Students should think of a question to get the answer. Point out that they have to make questions in the present continuous. Give them some time. Invite students to come to the board, read the question and then the answer.

Examples:

*To the theatre.*

*At the corner of Church Street and Market Street.  
Chocolate biscuits.*

*No, she isn't. She is buying some milk and apples.*

*Because he is late for school.*

*Yes, they are.*

*No, he isn't.*

*Across the bridge.*

*A red jacket and blue jeans.*

### SPEAKING

#### Task H, p.75

- Tell students to work in pairs and look at the questions in task H.
- Tell them to ask each other questions. (A and B students have A and B questions).
- Monitor and help if necessary.
- Ask students to read the questions and answers out loud in pairs.



### Workbook, p.69, Task G

### TEACHING TIPS

#### Extra activity

##### • Make some more questions

Ask students to think of some more questions for their friends. Distribute blank slips of paper.

They should write the questions on them and put them in the box.

Students then take a slip of paper from the box and answer the question. They answer it and try to guess whose question it was. The writer of the question is the next student to answer a question from a slip of paper.

### WRITING

#### Task I, p.75

- Show students some pictures of well-known places in your town, and ask them to name them.
- You can also show them pictures of some famous sights in cities from around the world (Paris, New York, London, Rome, Washington etc.)
- They can try to guess which city the sight is in.
- Tell students to look at the questions in task I.
- Ask them to read the questions aloud.
- Tell them to think about the questions and write the answers.
- Ask them to name some theatres, museums and parks.
- Give them some time.
- Monitor students, and help if necessary.
- Ask students to read their answers aloud.
- Discuss the answers with the rest of the class.



### Workbook, p.69, Task H

### TEACHING TIPS

#### Extra activity

##### • Your favourite place in town

Ask students to think of their favourite place in town and write why it is their favourite place. Help them with questions: *What does it look like? Where is it? What can you do there? Why do you like it?*

Ask students to read their descriptions out loud. This task can be done as a homework assignment. Students can add some photos of their favourite place.

### HOMEWORK

Workbook, p.69, Tasks F, G, H

Write about your favourite place in town.

**G** What are they doing? Unscramble the questions. Find the answers below.

- |                                       |   |
|---------------------------------------|---|
| 1 Carlos is on the bus.               | is / going / he / Where?                          |
| 2 Cindy is at home, in her room.      | she / is / What / doing?                          |
| 3 Tess is at home.                    | sleeping / Is / she?                              |
| 4 Sam and Max are not at home.        | the / walking / park / they / in / Are?           |
| 5 The Rats are going to a restaurant. | to / going / Why / the / are / they / restaurant? |
| 6 Zack and his parents are in a shop. | they / What / are / buying?                       |

Yes, she is.

No, they aren't. They're walking near the river.

Because they're hungry.

Shoes.

She's reading a book.

To the zoo.

## SPEAKING

**H** Work in pairs. Ask your partner questions. Give true short answers.

- A**
- 1 Is it raining now?
  - 2 Are you sitting next to a girl?
  - 3 Is the teacher standing at the moment?
  - 4 Are we going home after this class?

- B**
- 1 Are you wearing jeans today?
  - 2 Are your friends playing now?
  - 3 Are we studying English now?
  - 4 Is the bell ringing?

## WRITING

**I** Write about your town.

- 1 What is the name of the main square in your town? What is in it?
- 2 What are the most important streets? Why are they important?
- 3 Is there a theatre / a cinema / a museum / a library / a post office / a market / a park?
- 4 Are there buses / trams?



## 4.3 EVERYBODY'S HUNGRY

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: უცბ. დანგ. (II): 1,2,3,4,5,6,7,8,9,10,11

GRAMMAR	<ul style="list-style-type: none"> <li>• some/any</li> <li>• describing meals</li> </ul>
FUNCTIONS	<ul style="list-style-type: none"> <li>• advice on eating well and staying healthy</li> <li>• buying a sandwich</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>• vocabulary relating to food and meals</li> </ul>
SKILLS	
READING	<ul style="list-style-type: none"> <li>• text about breakfast</li> <li>• English and American breakfasts</li> <li>• dialogues – ordering a meal, buying some food</li> </ul>
LISTENING	<ul style="list-style-type: none"> <li>• English and American breakfasts</li> <li>• buying some food</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>• talking about breakfast, meals and food</li> <li>• buying some food</li> <li>• advice on eating well and staying healthy</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>• my breakfast + food that I like and food that I don't like</li> </ul>
CULTURE and CLIL	<ul style="list-style-type: none"> <li>• breakfast in the USA and England, science</li> </ul>

### LESSON 1

#### INTRODUCTION

- Start the lesson by checking homework.
- Write the following words on the board:

milk  
bread  
butter  
toast  
fruit juice  
yoghurt

breakfast

- Ask students what they think of when they see these words. (Some students will probably say breakfast.)
- Write it on the board.
- Ask students to name some more meals. (Students will probably say *lunch*, *dinner*, some maybe *supper*.)

#### Task A, p.76

- Write the meals on the board and add the ones students did not mention.
- Explain that these are the usual meals British people have.

Meals  
breakfast  
brunch  
lunch  
dinner  
supper

- Tell students you are going to say definitions of the meals and they have to guess the meal you are describing. (As they guess the meal, tick the word on the board.)

- Read the definitions from task A in this order:  
*It is the meal that we eat first thing in the morning. - breakfast*  
*It is the biggest meal of the day. We eat it in the afternoon or in the evening. - dinner*  
*It is the meal that is like a late breakfast or an early lunch. - brunch*  
*It is the last meal of the day. - supper*  
*It is the meal that we have in the middle of the working day. It's not a big meal. - lunch*
- When they have guessed all the words, explain the origin of the word brunch (that it is derived from: breakfast + lunch = brunch)

Answer key: 4, 1, 5, 3, 2

#### READING

##### Task B, p.76

- Ask students which meal they think is the most important and why. (They will probably say breakfast because it gives us energy for the rest of the day. If not, ask students which meal they eat first in a day.)
- Ask students why children sometimes skip breakfast. (They might say it is because they are not hungry.)
- Ask them why it is bad to skip breakfast. (Some students will probably say that it is bad because you will feel hungry.)
- Tell students to read the text in task B and to find out the answers to the questions.
- Ask them to read the text out loud.
- Explain the new words, and write them on the board.

need  
brains  
skip  
concentrate  
pack  
a breakfast bag

- Let them answer the questions in task B one more time.
- Students copy the words from the board.

Answer key: Students' answers.



# EVERYBODY'S HUNGRY



## A Which meal is it? Match the names of the meals to their descriptions.

- |             |                          |  |
|-------------|--------------------------|--|
| 1 BREAKFAST | <input type="checkbox"/> | It is the biggest meal of the day. We eat it in the afternoon or in the evening. |
| 2 BRUNCH    | <input type="checkbox"/> | It is the meal that we eat first thing in the morning.                           |
| 3 LUNCH     | <input type="checkbox"/> | It is the last meal of the day.  |
| 4 DINNER    | <input type="checkbox"/> | It is a meal that we have in the middle of the day. It's not a big meal.         |
| 5 SUPPER    | <input type="checkbox"/> | It is a meal that is like a late breakfast or an early lunch.                    |

## READING

### B Answer the questions. Then read about breakfast.

- Is breakfast important?
- Why do children sometimes skip breakfast?
- Why is skipping breakfast bad?

Do you know that breakfast is the most important meal of the day? Children need breakfast for their bodies and their brains. If they skip breakfast, they are hungry for a very long time, from supper the night before until lunch. This is very bad. They can't think well, they can't concentrate at school, they can't do sport. Don't skip breakfast for a few extra minutes of sleep! If you are always late in the morning, pack a breakfast bag the night before, so that you can eat on the way to school.

### C Look at the pictures of breakfast food on the opposite page. How many food words do you know?

### D Read the texts on the opposite page. Where do these words go? Listen and check.

- track 04  bread  butter  egg  blackberries  juice  milk  
 strawberries  tomatoes

## YOUR TURN!

### E Work in pairs. Ask your partner these questions. Answer his / her questions.

- Do you have breakfast every morning?
- Do you usually have a small breakfast or a big one?
- What is your nightmare breakfast?
- Do you sometimes eat breakfast cereals in the morning?
- Do you like pancakes? Do you eat them with jam, chocolate or something else?
- What is your favourite sandwich?



### Task C, p.76

- Ask students what they usually have for breakfast. (They will probably name the things you have already written on the board. If students name some new items of food, invite them to come to the board and add them to the breakfast list.)
- Ask them if they think people all over the world eat the same food for breakfast. (Students will say *no*.)
- Elicit their ideas about food that people in some other countries eat. (*What do people eat in China/England/Italy?* Students can say the food in Georgian if they do not know the English words.)
- Tell students to look at the pictures on page 77 and name the food they see. (They will probably recognize pancakes and sandwiches.)
- Name the pictures, and write the words on the board on the breakfast list.

milk		cereals
bread		strawberries
butter	breakfast	cornflakes
toast		pancakes
juice		a sandwich
yoghurt		bacon and eggs

### Task D, p.76

- Ask students to look at the words in task D.
- Invite them to read the words aloud and come to the board and tick the ones from task D. (bread, butter, egg, strawberries, milk, juice)
- Tell students to try to put the words into the text on page 77.
- Give students some time to go through the text and complete it with the words.
- Play track 39 on the CD.
- Ask students to read the text aloud.
- Explain the new words, and write them on the board.

crunchy	tomato
yummy	lettuce
quick	ham
maple syrup	fried
blackberries	sausages
perfect	beans
peanut butter	mushrooms

- Ask students which of the four breakfasts is their favourite and why.
- Students copy the words from the board.



### Workbook, p.70, Tasks B, C, p.71, Task D

**Answer key:** 1 milk 2 strawberries 3 butter 4 blackberries 5 bread 6 tomatoes 7 egg 8 juice

### Tapescript

#### Track 39

Breakfast cereals are popular all over the world. These crunchy cornflakes with cold milk are really yummy! And there are some strawberries too. This breakfast is easy and quick to make. It is also good to eat. How about pancakes for breakfast? Pancakes are a part of the traditional family breakfast in America.

American children love them. These pancakes have some butter, some maple syrup and some grapes on them – a perfect breakfast for a Sunday morning. People on all continents eat sandwiches. Many children sometimes have a sandwich for breakfast. Of course, sandwiches can be very different. For example, peanut butter sandwiches are popular in America. This is a classic sandwich – fresh bread, ham, tomatoes and lettuce. You can eat it at home or take it to school. In some parts of the world breakfast is small, but in others it is a big, important meal. This is a traditional English breakfast. There is a fried egg, bacon, sausages, beans, mushrooms, tomatoes and toast. That's a lot of food! There is also orange juice and tea, with milk, of course.

### TEACHING TIPS

#### Extra activity

##### • Translation

Say some sentences in Georgian and ask students to translate them. They will find the English sentences in the text.

Examples: „ეს საუზმე ადვილი გასაკეთებელია“.

„მაგალითად, არაქისის კარაქის სენდვიჩები ძალიან პოპულარულია ამერიკაში“. „ეს ხრამუნა სიმინდის ბურბუშელა ცივი რძით მართლაც გემრიელია“. „აქ არის შემწვარი კვერცხი, ბეკონი, სოსისები, ლობიო, სოკო, პომიდორი და ტოსტი“. „ამ ბლინებს აქვს კარაქი, ნეკერჩხლის სიროფი და ყურძენი.“

##### • Comprehension check

Ask students to close the books so you can test their memory.

Ask them questions about the text.

Examples:

*What kind of breakfast is quick and easy to make?*

*What kind of pancakes do people have for breakfast in the USA?*

*What is a classic sandwich?*

*Where are peanut butter sandwiches popular?*

*Can you describe a traditional English breakfast?*

*What do English people drink with breakfast?*

### YOUR TURN!

#### Task E, p.76

- Tell students to work in pairs.
- Tell them to look at the questions in task E.
- Ask students to read the questions aloud.
- Explain the new words, and write them on the board.

a nightmare

- Tell students to ask their partners these questions and then answer their questions.
- Give them some time.
- Monitor them, and help if necessary.
- Ask students to report their partner's answers to the rest of the class. (revision of present simple)

### TEACHING TIPS

#### Extra activity

- Ask the teacher

Invite students to ask you the questions from task E.

Give them 60 seconds to think of some more questions for you (connected with breakfast and food).

Encourage them to ask you their questions.

# EVERYBODY'S HUNGRY



## A Which meal is it? Match the names of the meals to their descriptions.

- |             |                          |  |
|-------------|--------------------------|--|
| 1 BREAKFAST | <input type="checkbox"/> | It is the biggest meal of the day. We eat it in the afternoon or in the evening. |
| 2 BRUNCH    | <input type="checkbox"/> | It is the meal that we eat first thing in the morning.                           |
| 3 LUNCH     | <input type="checkbox"/> | It is the last meal of the day.  |
| 4 DINNER    | <input type="checkbox"/> | It is a meal that we have in the middle of the day. It's not a big meal.         |
| 5 SUPPER    | <input type="checkbox"/> | It is a meal that is like a late breakfast or an early lunch.                    |

## READING

### B Answer the questions. Then read about breakfast.

- Is breakfast important?
- Why do children sometimes skip breakfast?
- Why is skipping breakfast bad?

Do you know that breakfast is the most important meal of the day? Children need breakfast for their bodies and their brains. If they skip breakfast, they are hungry for a very long time, from supper the night before until lunch. This is very bad. They can't think well, they can't concentrate at school, they can't do sport. Don't skip breakfast for a few extra minutes of sleep! If you are always late in the morning, pack a breakfast bag the night before, so that you can eat on the way to school.

### C Look at the pictures of breakfast food on the opposite page. How many food words do you know?

### D Read the texts on the opposite page. Where do these words go? Listen and check.

- track 04  bread     butter     egg     blackberries     juice     milk  
 strawberries     tomatoes

## YOUR TURN!

### E Work in pairs. Ask your partner these questions. Answer his / her questions.

- Do you have breakfast every morning?
- Do you usually have a small breakfast or a big one?
- What is your nightmare breakfast?
- Do you sometimes eat breakfast cereals in the morning?
- Do you like pancakes? Do you eat them with jam, chocolate or something else?
- What is your favourite sandwich?



## SPEAKING

### Task F, p.77

- Divide students into groups.
- Tell them to plan a perfect breakfast for their group.
- Ask students to read the questions.
- Tell them to write, on a piece of paper, all the food that they would have in their perfect breakfast.
- Give students some time, and monitor if necessary.
- Ask the representatives of the groups to report on their perfect breakfast.



### Workbook, p.71, Task E

- Tell students to look at the words in task E.
- Explain the new vocabulary, and write it on the board.

cherries            steak  
spinach            salami  
mineral water    pears

- Challenge them to find the odd line out.
- Give students some time.
- Ask them to read the words aloud and explain what makes some words the odd ones.
- Students copy the words into their notebooks.

## TEACHING TIPS

### Extra activity

#### • Odd one out

Tell students to think of their odd-one-out example. They can work in pairs.

Give them some time, and help if necessary.

Invite students to come to the board and write their task on the board so the rest of the class can find the odd one out.

#### • Eat well and stay healthy

This activity is a lead-in to task A (workbook, p.70), which students will have for homework.

Draw four columns on the board with the following headings:

eat	drink	don't eat	drink

Explain to students that you will say some expressions and they have to decide which columns to put them in. Invite students to come to the board and write the words you say.

Examples: *a lot of hamburgers, lots of sweets, a lot of water, fast, breakfast every morning, too many sweet drinks, a lot of fruit and vegetables, etc.*



### Workbook, p.70, Task A

## HOMEWORK

Workbook, p.70, Tasks A, B, C  
p.71, Tasks D, E, F



Breakfast cereals are popular all over the world.

These crunchy cornflakes with cold (1) \_\_\_\_\_ are really yummy! And there are some (2) \_\_\_\_\_, too.

This breakfast is easy and quick to make. It is also good to eat.

How about pancakes for breakfast? Pancakes are a part of the traditional family breakfast in America. American children love them. These pancakes have some (3) \_\_\_\_\_, some maple syrup and some (4) \_\_\_\_\_ on them – a perfect breakfast for a Sunday morning.



People on all continents eat sandwiches. Many children sometimes have a sandwich for breakfast. Of course, sandwiches can be very different. For example, peanut butter sandwiches are popular in America.

This is a classic sandwich - fresh (5) \_\_\_\_\_, ham, (6) \_\_\_\_\_ and lettuce. You can eat it at home or take it to school.

In some parts of the world breakfast is small, but in others it is a big, important meal.

This is a traditional English breakfast. There is a fried (7) \_\_\_\_\_, bacon, sausages, beans, mushrooms, tomatoes and toast. That's a lot of food! There is also orange (8) \_\_\_\_\_ and tea, with milk, of course.



## SPEAKING

**F** Work in groups. Plan a perfect breakfast for your group. Tell the class.

- 1 What would you like to eat?
- 2 What would you like to drink?
- 3 When and where would you like to have breakfast?

## LESSON 2

### INTRODUCTION/ STARTING THE LESSON

- Start the lesson by checking homework.
- As students have read the words from task F (workbook, p.71), explain any new vocabulary, and write the words on the board.

pepper  
pie

- Divide students into 5 groups.
- Draw 5 columns on the board with the following headings:

fruit	vegetables	meat	drinks	others

- Tell students to think of food that belongs to their column.
- Tell them to write down the words on a piece of paper.
- Give them 5 minutes, and collect the papers.
- The group with the most correct words is the winner. (Some food might be in more than one column.)

### READING

#### Task G, p.78

- Ask students where people usually go to have dinner. (They will probably say to a restaurant.)
- Ask them if they remember the name of the restaurant in Church Street. (They will remember it's called Thirty-Three.)
- Ask them where people buy fresh fruit and vegetables. (*At the market. In shops.*)
- Tell students to look at the pictures in task G.
- Ask them to read the questions aloud and answer them. (As students name the food, tick the food words on the board.)
- Ask them some more questions: *Where is Ana? Where is Mr Strawberry? How much do bananas/apples/oranges/pears/strawberries cost? What is a Chicken / (an) Ocean / Classic / Vegetable Surprise sandwich made of?*
- Explain the new words, and write them on the board.

menu  
extra large  
giant  
fresh  
straight  
mayonnaise

- Students copy the words from the board.

**Answer key:** 1 Fish and vegetables. 2 Strawberries, pears, apples, bananas and oranges. 3 Classic, Vegetable surprise, Chicken and Ocean. 4 Large, extra-large and giant.

#### Task H, p.78

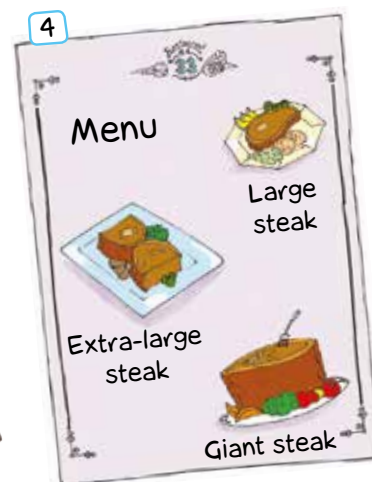
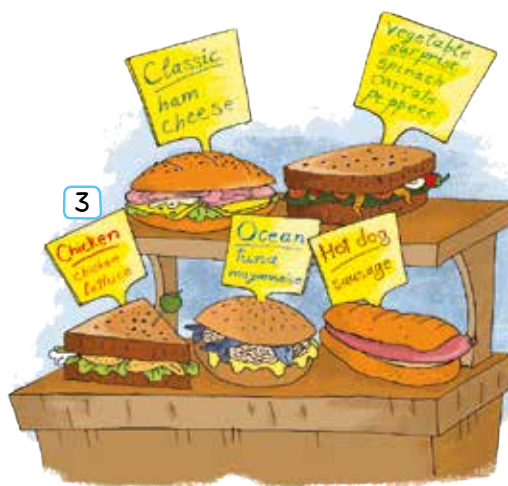
- Explain to students that these are not complete dialogues and that you will listen to them a bit later.
- Ask students to read the dialogues aloud in pairs.
- Tell them to match the pictures to the dialogues.
- Check what they have done.

**Answer key:** 2, 1, 4, 3

## READING

**G** Look at the pictures. Answer the questions.

- 1 What does Ana have for lunch?
- 2 What fruit does Mr Strawberry sell?
- 3 What sandwiches can Ella choose from?
- 4 What kind of steak can the Rats order at the restaurant?



**H** Match the pictures to the dialogues. Do not worry about the missing endings.

- Mrs Doyle: I need some strawberries. I'm making a strawberry cake.  
Mr Strawberry: Yes, of course. They're fresh, straight from a farm.  
Mrs Doyle: They're lovely. I also need some bananas.  
Mr Strawberry: How many?  
Mrs Doyle: Just two, please. And...

- Mum: Is the fish good?  
Ana: It's okay.  
Mum: How about the vegetables?  
Ana: They're okay. Is there any cake, Mum?  
Mum: Finish your fish and vegetables first. There isn't any cake, but there is some...

- Ella: Can I have a tuna sandwich, please?  
Girl: What would you like with the tuna?  
Ella: Some tomatoes and some lettuce, please.  
Girl: How about mayonnaise?  
Ella: ...

- Jack Dirty: Are the steaks good? We need the energy for the concert tonight.  
Waiter: They're excellent. And can I ask you for a ticket? I'd like to go to the concert.  
Jack Dirty: Sorry, there aren't any tickets left. We'd like four steaks, please.  
Waiter: We have large, extra-large and giant.  
Jack Dirty: Four...

## LISTENING

### Task I, p.79

- Tell students to look at the questions in task I.
- Tell them they are going to listen to the complete dialogues so they can answer the questions.
- Play track 40 on the CD.
- Ask students to tell you the answers.
- Assign one dialogue to each pair.
- Tell students they have to listen to the dialogue again and try to write down the part that is missing.
- Play the track one more time. Pause after key sentences.
- As some parts are longer, help students to reconstruct them.
- Invite students to tell you the sentences that are missing.
- Write the missing parts on the board with their help.

**Dialogue 1** ... ice cream in the fridge. You can have some ice cream.

**Dialogue 2** ... I mustn't forget some apples for my husband. He loves apples.

**Mr Strawberry:** How many apples?

**Mrs Doyle:** Five or six.

**Dialogue 3** ... I don't want any mayonnaise, thank you.

**Dialogue 4** ... giant steaks, please.

- Tell students to practise reading their dialogue in pairs.
- Give them some time.
- Invite students to act out the dialogues.

**Answer key:** 1 Apples. 2 Ice-cream. 3 No. 4 Giant steaks.

### Tapescript

#### Track 40

1

**Mrs Doyle:** I need some strawberries. I'm making a strawberry cake.

**Mr Strawberry:** Yes, of course. They're fresh, straight from a farm.

**Mrs Doyle:** They're lovely. I also need some bananas.

**Mr Strawberry:** How many?

**Mrs Doyle:** Just two, please. And I mustn't forget some apples for my husband. He loves apples.

**Mr Strawberry:** How many apples?

**Mrs Doyle:** Five or six.

2

**Mum:** Is the fish good?

**Ana:** It's okay.

**Mum:** How about the vegetables?

**Ana:** They're okay. Is there any cake, mum?

**Mum:** Finish your fish and your vegetables first. There isn't any cake but there is some ice-cream in the fridge. You can have some ice-cream.

3

**Ella:** Can I have a tuna sandwich, please?

**Girl:** What would you like with the tuna?

**Ella:** Some tomatoes and some lettuce, please.

**Girl:** How about mayonnaise?

**Ella:** I don't want any mayonnaise, thank you.

4

**Jack Dirty:** Are the steaks good? We need the energy for the concert tonight.

**Waiter:** They're excellent. And can I ask you for a ticket? I'd like to go to the concert.

**Jack Dirty:** Sorry, there aren't any tickets left. We'd like four steaks, please.

**Waiter:** We have large, extra-large and giant.

**Jack Dirty:** Four giant steaks, please.

### TEACHING TIPS

- You can extend this last activity by asking students to read one more dialogue of their own choice in pairs. When they finish practising, ask them to act out the dialogue.

### Task J, p.79

- Tell students to read the sentences in task J and replace the pronouns with personal names.
- Give them some time.
- Ask students to read the sentences aloud.

**Answer key:** 1 Ella 2 Mrs Doyle 3 The waiter 4 Ana 5 The Rats 6 Mr Strawberry 7 Mum 8 Jack Dirty

### REMEMBER!, p.79

#### SOME / ANY

- Ask students to find the following sentences in the dialogues: "ცოტა მარწყვი მჭირდება. შეგიძლია ჭამო ცოტა ნაყინი. ნამცხვარი არის, დედა? ნამცხვარი არ არის..."
- As students say the sentences, write them on the board.

#### Some / any

I need **some** strawberries. (affirmative)

You can have **some** ice cream. (affirmative)

Is there **any** cake, mum? (question)

There isn't **any** cake. (negative)

- Ask students which sentences are affirmative, which are negative and which are questions.
- Ask students to tell you which word we use in affirmative, which in negative and which in questions. (They will realize it is some in affirmative and any in negative and questions.)
- Tell students to read the sentences in the Remember box and complete the rule.
- Ask them to read the rule aloud. (You can also point out that we use some and any with nouns in plural and also with uncountable nouns like milk, cake and cheese.)
- Students copy the sentences from the board.



## LISTENING

**I** Listen to the complete dialogues. Answer the questions.



- 1 Which other fruit does Mrs Doyle buy?
- 2 What can Ana have for dessert?
- 3 Does Ella want any mayonnaise?
- 4 Which steaks do the Rats want?

**J** Replace **He, She and They** with **Mr Strawberry, Jack Dirty, The Waiter, Ana, Mum, Mrs Doyle, Ella and The Rats**.

- 1 **She's** having a sandwich for lunch.
- 2 **She's** buying fruit.
- 3 **He** wants to go to the concert.
- 4 **She's** eating her lunch.
- 5 **They** need a lot of energy.
- 6 **He's** selling fruit at the market.
- 7 **She's** talking to her daughter.
- 8 **He's** talking to the waiter.

**REMEMBER!**

### SOME / ANY

You can have **some** ice cream. I need **some** strawberries.

Is there **any** cake? Are there **any** tickets?

There isn't **any** cake. There aren't **any** tickets left.

Complete the rule: We use \_\_\_\_\_ in affirmative sentences.  
We use \_\_\_\_\_ in questions and negative sentences.

**K** Circle the correct word: **some** or **any**.

- 1 Is there **some** / **any** ham in the sandwich?
- 2 There is **some** / **any** cheese but there isn't **some** / **any** ham.
- 3 Is there **some** / **any** fruit?
- 4 There are **some** / **any** pears but there aren't **some** / **any** bananas.

## SPEAKING

**Work in pairs. One of you is A, the other B. Act out the conversation. Then change roles.**



**A** You want to buy a ham / cheese / chicken / tuna sandwich.

Can I have a..., please? / I'd like a..., please.

Can I have / I'd like...  
some tomatoes / cucumbers... please.

I don't want any..., thank you.

Thank you.

**B** You sell sandwiches.

What would you like with the ham / cheese...?

Would you like some tomatoes / lettuce / green peppers...?

How about some mayonnaise / ketchup?

Here you are.

### Task K, p.79

- Tell students to look at the sentences in task K and circle the correct word.
- Give them some time.
- Ask them to read the sentences aloud.



### Workbook, p.72, Task G

**Answer key:** 1 some 2 some, any 3 any 4 some, any

#### TEACHING TIPS

##### Extra activity

###### • Fill in

Write sentences on the board, and invite students to come to the board and complete them with *some* or *any*.

Examples:

There is \_\_\_\_\_ butter in the fridge.  
There isn't \_\_\_\_\_ ham.  
Is there \_\_\_\_\_ cheese in the fridge?  
There aren't \_\_\_\_\_ bananas.  
Are there \_\_\_\_\_ oranges?  
There are \_\_\_\_\_ pears.

When all the sentences on the board are complete, point to *is / isn't* and *are / aren't*. Ask students to explain the difference to you. If they do not get the concept, explain. (*We use are / aren't with nouns in plural like bananas, oranges, pears and is / isn't with uncountable nouns like ham, cheese and butter.*) You can give explanations in Georgian.



### Workbook, p.72, Task H

## SPEAKING

### Task L, p.79

- Tell students to work in pairs and look at the two conversations in task L.
- One of the students is A, and one is B.
- Students act out the conversations using their own examples.
- They change roles.
- Invite students to act out the conversations in front of the class.



### Workbook, p.72, Task I

#### TEACHING TIPS

##### Extra activity

###### • Alphabet list

Divide students into groups. Tell them you are going to say a letter of the alphabet and their task is to think of as many food words as they can beginning with that letter.

Give each group a piece of paper. Write the letter on the board.

Give students 2 minutes. Collect their lists of words and count the correct words. The group wins a point for each word.

Continue with other letters.

###### • Top-5 list

Ask students to write their top-5 list of foods they like to eat. Give them some time. Ask students to read their lists out loud so they can compare them with others.

## HOMEWORK

Workbook, p.72, Tasks G, H, I, J

## LISTENING

**I** Listen to the complete dialogues. Answer the questions.



- 1 Which other fruit does Mrs Doyle buy?
- 2 What can Ana have for dessert?
- 3 Does Ella want any mayonnaise?
- 4 Which steaks do the Rats want?

**J** Replace **He, She and They** with **Mr Strawberry, Jack Dirty, The Waiter, Ana, Mum, Mrs Doyle, Ella and The Rats**.

- 1 **She's** having a sandwich for lunch.
- 2 **She's** buying fruit.
- 3 **He** wants to go to the concert.
- 4 **She's** eating her lunch.
- 5 **They** need a lot of energy.
- 6 **He's** selling fruit at the market.
- 7 **She's** talking to her daughter.
- 8 **He's** talking to the waiter.

## REMEMBER!

### SOME / ANY

You can have **some** ice cream. I need **some** strawberries.

Is there **any** cake? Are there **any** tickets?

There isn't **any** cake. There aren't **any** tickets left.

Complete the rule: We use \_\_\_\_\_ in affirmative sentences.  
We use \_\_\_\_\_ in questions and negative sentences.

**K** Circle the correct word: **some** or **any**.

- 1 Is there **some** / **any** ham in the sandwich?
- 2 There is **some** / **any** cheese but there isn't **some** / **any** ham.
- 3 Is there **some** / **any** fruit?
- 4 There are **some** / **any** pears but there aren't **some** / **any** bananas.

## SPEAKING

**Work in pairs. One of you is A, the other B. Act out the conversation. Then change roles.**



**A** You want to buy a ham / cheese / chicken / tuna sandwich.

Can I have a..., please? / I'd like a..., please.

Can I have / I'd like... some tomatoes / cucumbers... please.

I don't want any..., thank you.

Thank you.

**B** You sell sandwiches.

What would you like with the ham / cheese...?

Would you like some tomatoes / lettuce / green peppers...?

How about some mayonnaise / ketchup?

Here you are.

## 4. 4 ANA IS BUYING CLOTHES

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: **၂၆.၆.၄၆၅. (II): 1,2,3,4,5,6,7,8,9,10**

GRAMMAR	<ul style="list-style-type: none"> <li>the present simple and the present continuous: contrast</li> </ul>
FUNCTIONS	<ul style="list-style-type: none"> <li>describing clothes and what people are wearing</li> <li>buying clothes</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>vocabulary relating to clothes and shopping</li> </ul>
<b>SKILLS</b>	
READING	<ul style="list-style-type: none"> <li>What does Ana wear / is Ana wearing?</li> <li>Clothes quiz</li> <li>clothes in Ana's room</li> </ul>
LISTENING	<ul style="list-style-type: none"> <li>What does Ana wear / is Ana wearing?</li> <li>in a clothes shop</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>describing clothes</li> <li>buying clothes</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>What are the people wearing?</li> <li>Clothes in fashion</li> </ul>

### LESSON 1

#### INTRODUCTION

- Start the lesson by checking homework.
- Invite students to come to the board and act out the conversation from task 1 (Workbook, p. 72).
- While students are in front of the class, ask them to stop for a while.
- Tell other students to describe what they are wearing.
- As students name the clothes, write the words on the board.
- You will probably have the following words on the board:

jeans  
T-shirt  
trainers

- As a warm-up activity, play SCRABBLE.
- Write the following letters on the board:

C V E R A T H N K B  
F D I S U W J O L G

- Divide students into three groups.
- Tell them to think of as many clothes words and colours as they can using the letters on the board. Each letter can be used only once. (Students should keep their books closed.)
- Give students a couple of minutes.
- When the time is up, ask the groups to give their word lists.
- The group with the most correct words is the winner.
- Write the words on the board.

Clothes: jacket, gloves, shirt, sock, coat, tie, jeans, skirt, hat, scarf...  
Colours: red, blue, white, black, orange...

#### Task A, p. 80

- Tell students to look at the picture in task A. (If you have the necessary equipment, you can display it on the screen.)
- Ask them whose room they think it is and whether it is a tidy room. (They will probably say it's Ana's room and that her room is messy.)
- Ask them to name the clothes they can see.
- As they say the words, tick them on the board.
- Ask them to read the words and write down the numbers next to them.
- Give students some time.
- Play track 41 on the CD.
- Ask students to read the numbers and words aloud.
- Explain the new words, and write them on the board.

a hooded sweatshirt  
a striped scarf  
a sweater  
gloves  
rubber boots

#### Answer key:

a hooded sweatshirt 11	rubber boots 9	a striped scarf 3	a coat 18
a sweater 6	shorts 7	a dress 13	a hat 15
a T-shirt 16	trousers 1	gloves 10	jeans 8
trainers 4	a skirt 5	a jacket 12	shoes 2
a blouse 17	sunglasses 14		

#### Tapescript Track 41

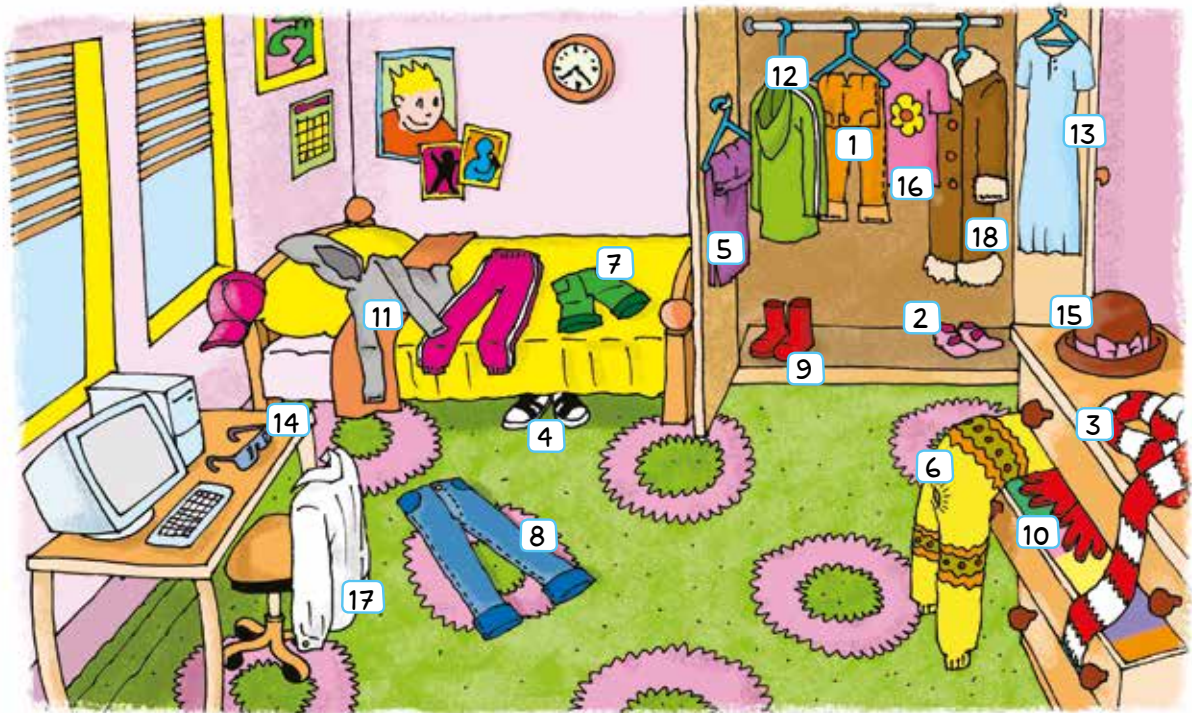
a hooded sweatshirt 11	rubber boots 9	a striped scarf 3	a coat 18
a sweater 6	shorts 7	a dress 13	a hat 15
a T-shirt 16	trousers 1	gloves 10	jeans 8
trainers 4	a skirt 5	a jacket 12	shoes 2
a blouse 17	sunglasses 14		

# ANA IS BUYING CLOTHES

**A**



Look at Ana's room. Her clothes and shoes are all over the place. Write down the numbers next to the clothes and shoes. Then listen and check.



- |   |                                       |  |                                 |
|---|---------------------------------------|--|---------------------------------|
| <input type="checkbox"/> 11 a hooded sweatshirt | <input type="checkbox"/> rubber boots | <input type="checkbox"/> a striped scarf | <input type="checkbox"/> a coat |
| <input type="checkbox"/> a sweater              | <input type="checkbox"/> shorts       | <input type="checkbox"/> a dress         | <input type="checkbox"/> a hat  |
| <input type="checkbox"/> a T-shirt              | <input type="checkbox"/> trousers     | <input type="checkbox"/> gloves          | <input type="checkbox"/> jeans  |
| <input type="checkbox"/> trainers               | <input type="checkbox"/> a skirt      | <input type="checkbox"/> a jacket        | <input type="checkbox"/> shoes  |
| <input type="checkbox"/> a blouse               | <input type="checkbox"/> sunglasses   |  |                                 |

**B**

Say what colour they are.

**Example:** *The sweatshirt is grey. / The boots are red.*

**C**

Help Ana choose what to wear...

...for a walk in the summer.

...to a party.

...for a day trip with her class.

...on a cold winter morning.

**Task B, p. 80**

- Ask students to look at the picture of Ana's room again and say what colour her clothes and shoes are.
- Write an example on the board:

The sweatshirt is grey.

- Point out that some clothes are in plural form (*gloves, shorts, trousers, trainers, boots, sunglasses*).
- Write the words on the board:

Nouns in plural: gloves, shorts, trousers, trainers, boots, sunglasses

- Ask students to say their examples out loud.
- Students copy the words from the board.

**TEACHING TIPS**

**Extra activity**

• **Prepositions of place**

If you wish to revise prepositions of place, ask students questions.

Examples: *Where is the skirt? Where are the trainers? Where are the gloves? Where are the shorts? Where is the blouse? Where is the hat? Where is the coat? etc.*

• **I SPY game**

Say *I spy, with my little eye, something beginning with 'b'*, and students have to guess which object in the picture you are thinking of. (*a blouse*)

The student who guesses the object continues with *I spy, with my little eye, something beginning with...*

**Task C, p. 80**

- Divide students into four groups.
- Draw four columns on the board with the following headings:

a walk in the summer	a party	a day trip with the class	a cold winter morning

- Explain to students that they have to dress Ana for a particular situation.
- Give them two minutes to think of the clothes she will wear.
- Invite students to come to the board and write the clothes.



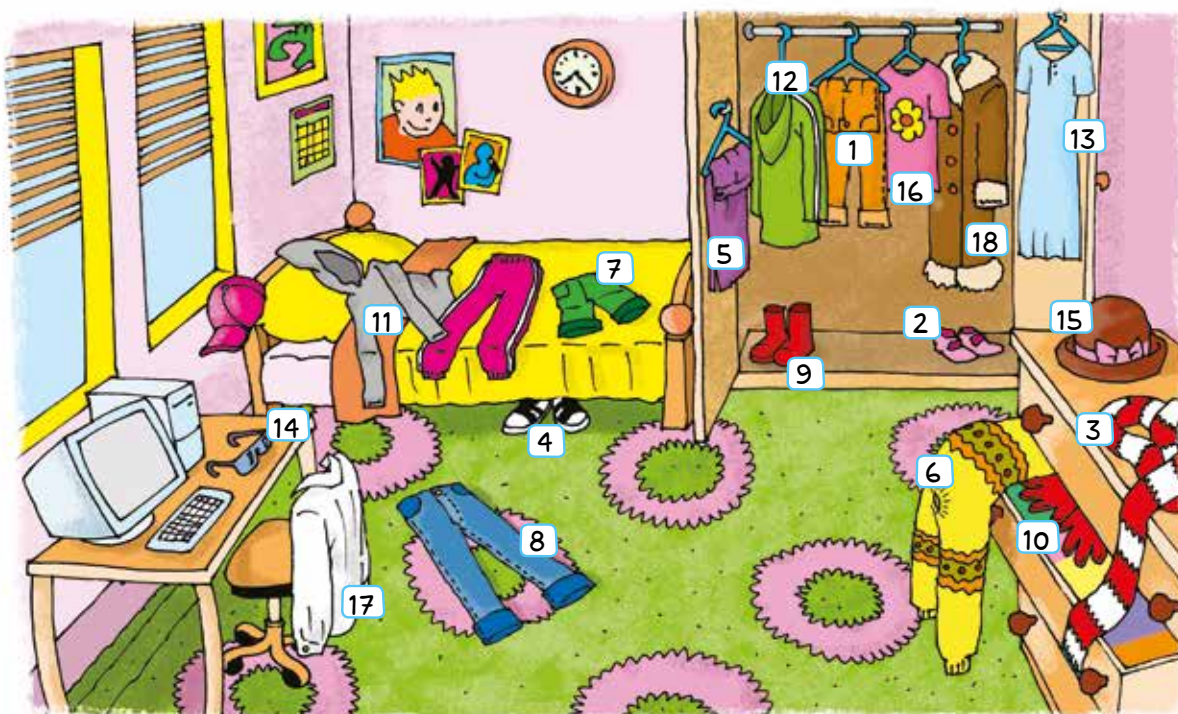
**Workbook, p.73, Tasks A, B**

**Answer key:** Students' answers.

# ANA IS BUYING CLOTHES



**A** Look at Ana's room. Her clothes and shoes are all over the place. Write down the numbers next to the clothes and shoes. Then listen and check.



- |   |                                       |  |                                 |
|---|---------------------------------------|--|---------------------------------|
| <input type="checkbox"/> 11 a hooded sweatshirt | <input type="checkbox"/> rubber boots | <input type="checkbox"/> a striped scarf | <input type="checkbox"/> a coat |
| <input type="checkbox"/> a sweater              | <input type="checkbox"/> shorts       | <input type="checkbox"/> a dress         | <input type="checkbox"/> a hat  |
| <input type="checkbox"/> a T-shirt              | <input type="checkbox"/> trousers     | <input type="checkbox"/> gloves          | <input type="checkbox"/> jeans  |
| <input type="checkbox"/> trainers               | <input type="checkbox"/> a skirt      | <input type="checkbox"/> a jacket        | <input type="checkbox"/> shoes  |
| <input type="checkbox"/> a blouse               | <input type="checkbox"/> sunglasses   |  |                                 |

**B** Say what colour they are.

**Example:** *The sweatshirt is grey. / The boots are red.*

**C** Help Ana choose what to wear...

...for a walk in the summer.

...to a party.

...for a day trip with her class.

...on a cold winter morning.

### Task D, p. 81

- Tell students to look at the pictures of Ana.
- Ask them what she is wearing in each picture.
- Ask students to listen to the track.
- Play track 42 on the CD.
- Ask students what Ana usually wears to school.
- Write the answer on the board.
- Ask students what Ana is wearing now.
- Write the answer on the board.

Ana usually wears jeans and a T-shirt.      Ana is wearing a skirt and a blouse now.

- Ask students why Ana is wearing different clothes today. (*Because she's going shopping with her mum.*)



### Workbook, p.74, Task C

**Answer key:** 1 At school she wears a uniform. After school she wears jeans, her favourite T-shirt and trainers. 2 Now she is wearing a pink skirt, a white blouse and shoes.

### Tapcript

Track 42

What does Ana usually wear?

At school, Ana wears a uniform. When she comes home she takes off the uniform and puts on her jeans and her favourite T-shirt. It's pink with a yellow flower on it. Ana doesn't wear skirts or dresses very often. She usually wears trainers. When she needs new clothes, she goes shopping with her mum.

What is Ana wearing now?

It's Saturday. Ana isn't wearing her uniform. But she isn't wearing jeans or her favourite pink T-shirt, either. Today she's wearing a pink skirt and a white blouse. She's not wearing trainers, for a change. She's wearing shoes. She's going shopping for clothes with her mum today.

### REMEMBER!, p. 81

#### THE PRESENT SIMPLE / THE PRESENT CONTINUOUS

- Ask students to read aloud some more examples of what Ana usually does and wears in the text.
- Write some examples on the board.

Ana usually wears jeans and a T-shirt.      Today Ana is wearing a skirt and a blouse.  
Ana doesn't wear skirts very often.      She's not wearing trainers now.  
She goes shopping with her mum.      She's going shopping with her mum today.

- Ask students to read aloud some more examples of what Ana is wearing and doing today.
- Write the examples on the board.
- Ask students what the difference is between the sentences on the left-hand side and the sentences on the right-hand side of the board. Help them by asking a question: *When does Ana wear jeans, and when is she wearing a skirt?* (They will probably say that the sentences on the left describe what Ana does / wears

every day and the sentences on the right what she is wearing / doing now, today.)

- Tell students to read aloud the sentences in the Remember box and the definitions.
- Invite students to explain the rules in their mother tongue.
- Invite students to tell you what they usually wear to school.
- Go around the classroom and ask students to tell you what they are wearing now.
- Write the simplified rules on the board.

#### THE PRESENT SIMPLE

Ana usually wears jeans and a T-shirt.

Ana doesn't wear skirts very often.

She goes shopping with her mum.

– we use the present simple to talk about things we do every day, usually, in general

#### THE PRESENT CONTINUOUS

Today Ana is wearing a skirt and a blouse.

She's not wearing trainers now.

She's going shopping with her mum today.

– we use the present continuous to talk about things that are happening now, today, at this moment

- Students copy the sentences and the rules from the board.





Look at the pictures and read the texts. Answer the questions.



**1 What does Ana usually wear?**

At school, Ana wears a uniform. When she comes home she takes off the uniform and puts on her jeans and her favourite T-shirt. It's pink with a yellow flower on it. Ana doesn't wear skirts or dresses very often. She usually wears trainers. When she needs new clothes, she goes shopping with her mum.



**2 What is Ana wearing now?**

It's Saturday. Ana isn't wearing her uniform. But she isn't wearing jeans or her favourite pink T-shirt, either. Today she's wearing a pink skirt and a white blouse. She's not wearing trainers, for a change. She's wearing shoes. She's going shopping for clothes with her mum today.



**REMEMBER!**

**THE PRESENT SIMPLE**

Ana usually **wears** jeans.  
Ana **goes** shopping with her mum.  
She **doesn't wear** skirts very often.

We use the **present simple** when we speak about things **in general, as they usually are**.

**THE PRESENT CONTINUOUS**

Now Ana **is wearing** a skirt.  
This afternoon Ana **'s going** shopping.  
She **isn't wearing** her favourite T-shirt now.

We use the **present continuous** when we are speaking about **now**.



What do our friends from the HBMC usually do? What are they doing this Saturday afternoon? Choose the correct tense: **the present simple** or **the present continuous**.

- 1 Cindy is on a bus now, and she **reads / is reading** a book. She **reads / is reading** a lot.
- 2 Ella sometimes **wears / is wearing** wigs. She **doesn't wear / isn't wearing** a wig now. She's at the cinema with her father.
- 3 Tess is an owl, and she **sleeps / is sleeping** a lot during the day. Today she's not sleepy; she **talks / is talking** to Elliot.
- 4 Carlos **plays / is playing** football now. He **plays / is playing** football very well.
- 5 Sam usually **takes / is taking** Max for a walk in the afternoon. This afternoon he **takes / is taking** Max to a vet. Max is not happy.
- 6 Zack is at home and he **watches / is watching** a quiz on TV. He knows all the answers. He doesn't **watch / isn't watching** TV very often.

**SPEAKING**



Describe what one of your classmates is wearing. Others guess who it is.

### Task E, p. 81

- Elicit the names of HBMC members.
- Ask students to look at the sentences that describe what they usually do.
- Tell them to circle the correct tense: the present simple or the present continuous.
- Give them some time.
- Ask students to read the sentences aloud.
- Discuss the answer and the possible mistakes.



Workbook, p.74, Task E, p. 75, Task F

**Answer key:** 1 is reading, reads 2 is wearing, wears 3 sleeps, is talking 4 is playing, plays 5 takes, is taking

### TEACHING TIPS

#### Extra activity

##### • Complete the sentences

Write sentences on the board, and tell students to complete them with the verbs in the present simple or the present continuous.

1 play  
I \_\_\_\_\_ tennis every Saturday.  
Today I \_\_\_\_\_ basketball.  
2 go  
Elliot usually \_\_\_\_\_ to school at 7: 30.  
But today he \_\_\_\_\_ at 8: 30.  
3 eat  
George often \_\_\_\_\_ cereals for breakfast.  
This morning he \_\_\_\_\_ them with some fruit.  
4 watch  
My friends \_\_\_\_\_ TV shows and series every night.  
They \_\_\_\_\_ Oprah at the moment.

Students come to the board and write the missing verbs.  
Discuss every answer and possible mistakes.

### SPEAKING

#### Task F, p. 81

- Tell students to look around the classroom.
- Ask them to describe one of their classmates but not tell us his / her name.
- Other students have to guess who it is.

### TEACHING TIPS

#### Extra activity

##### • The present simple / the present continuous

Tell students to work in pairs. Tell them to think of their own examples of present-simple / present-continuous sentences.

You can write an example on the board:

*My sister usually walks / is walking to school, but this Monday my dad drives / is driving her.*

Distribute slips of paper to pairs. Each pair should write at least one example.

Monitor students, and help if necessary.

When they are finished, collect the papers and invite students to come to the board, pick one slip and complete the sentence.

They can write the complete sentence on the board so that other students can copy it.

##### • Dress Ana

Explain that Ana is going out. She is going to the cinema with her friends, and she must choose which clothes to wear.

Divide pupils into groups of four, and tell them to choose clothes for Ana. Explain that they can be as creative and as silly as they like. They can even draw Ana in her new clothes.

Give students some time. Invite them to come in front of the class and show their choice of clothes for Ana.

##### • Memory game

Tell students to look at the picture of Ana's room for two minutes. Students close their books. Tell them to work in pairs and describe the picture. Students write as many sentences as they can remember.

Write the prompts on the board: *there is / there are*  
The pair with the most sentences reads them aloud while other students look at the picture in the book. You can invite the pair to write the sentences on the board so other students can copy them.

### HOMEWORK

Workbook, p. 73, Tasks A, B  
p. 74, Tasks C, E  
p. 75, Task F



Look at the pictures and read the texts. Answer the questions.



**1 What does Ana usually wear?**

At school, Ana wears a uniform. When she comes home she takes off the uniform and puts on her jeans and her favourite T-shirt. It's pink with a yellow flower on it. Ana doesn't wear skirts or dresses very often. She usually wears trainers. When she needs new clothes, she goes shopping with her mum.



**2 What is Ana wearing now?**

It's Saturday. Ana isn't wearing her uniform. But she isn't wearing jeans or her favourite pink T-shirt, either. Today she's wearing a pink skirt and a white blouse. She's not wearing trainers, for a change. She's wearing shoes. She's going shopping for clothes with her mum today.



**REMEMBER!**

**THE PRESENT SIMPLE**

Ana usually **wears** jeans.  
Ana **goes** shopping with her mum.  
She **doesn't wear** skirts very often.

We use the **present simple** when we speak about things **in general, as they usually are**.

**THE PRESENT CONTINUOUS**

Now Ana **is wearing** a skirt.  
This afternoon Ana **'s going** shopping.  
She **isn't wearing** her favourite T-shirt now.

We use the **present continuous** when we are speaking about **now**.



What do our friends from the HBMC usually do? What are they doing this Saturday afternoon? Choose the correct tense: **the present simple** or **the present continuous**.

- 1 Cindy is on a bus now, and she **reads / is reading** a book. She **reads / is reading** a lot.
- 2 Ella sometimes **wears / is wearing** wigs. She **doesn't wear / isn't wearing** a wig now. She's at the cinema with her father.
- 3 Tess is an owl, and she **sleeps / is sleeping** a lot during the day. Today she's not sleepy; she **talks / is talking** to Elliot.
- 4 Carlos **plays / is playing** football now. He **plays / is playing** football very well.
- 5 Sam usually **takes / is taking** Max for a walk in the afternoon. This afternoon he **takes / is taking** Max to a vet. Max is not happy.
- 6 Zack is at home and he **watches / is watching** a quiz on TV. He knows all the answers. He doesn't **watch / isn't watching** TV very often.

**SPEAKING**



Describe what one of your classmates is wearing. Others guess who it is.

## LESSON 2

### INTRODUCTION

- Start the lesson by checking homework.
- As a warm-up activity play a game – STAND UP IF IT'S TRUE questionnaire.
- Tell students you will read some sentences about clothes and fashion.
- If the sentence is true for them, students have to stand up.

*I go shopping for my clothes with my parents.*

*I don't like shopping for clothes.*

*My mum chooses my clothes for school.*

*I think clothes are important.*

*Clothes aren't important. They should just be clean and comfortable.*

*When I buy clothes, my favourite colour is blue.*

### LISTENING

#### Task G, p. 82

- Write *buying clothes* on the board.
- Brainstorm students' ideas about expressions they associate with buying clothes. Write them on the board. (Help students with questions: *Where do you usually buy clothes? Who works there? What do you usually do before you buy something?*)

a clothes shop	size
a shop assistant	How much does it cost?
Can I try this on?	How much is it?

- Write the £ sign on the board.
- Asks students if they know what it is. (Some students might know it's the pound – British money.)
- If there are no students who know what it is, explain it to students.
- Ask students to look at the picture in task G and describe the picture.
- Invite students to tell you the prices of the blouse, the jacket and the sweater.
- Ask them to guess which of the clothes in the picture Ana likes, which her mum likes and which they both like.
- Tell students to listen to the track and check their guesses.
- Play track 43 on the CD.
- Ask students if their guesses were right.

**Answer key:** Mum likes the white blouse. Ana likes the brown sweater. They both like the jacket.

### Tapescript

#### Track 43

**Mum:** What do you think about this white blouse?

**Ana:** It's too long and it's too expensive.

**Mum:** I like it.

**Ana:** I hate blouses. I already have a white blouse. I never wear it.

**Mum:** You're wearing it now.

**Ana:** Yeah, it's the first time in a year. Look at this sweater.

**Mum:** It's not too expensive, but I don't like the colour.

**Ana:** It's nice I like brown. Mum, I love this jacket!

**Mum:** It's not bad. Let's see. Fifteen pounds. The price is okay. It's a nice colour.

**Ana:** I can wear it with my pink T-shirt!

**Mum:** Not that T-shirt again! I'm sick of that T-shirt.

#### Task H, p. 82

- Tell students to read the sentences aloud and try to remember who says them.
- Tell them to listen to the dialogue again and write the letters *A* for Ana and *M* for Mum in the boxes.
- Play the track again.
- Check the answers.
- Ask students some additional questions: *Why doesn't Ana like the sweater? What does Ana's mum say about the blouse?*

**Answer key:** 1 A 2 A 3 M 4 M 5 M 6 A

#### Task I, p. 82

- Tell students that Ana wants to buy the jacket.
- Ask them to look at the dialogue in task I.
- Give them some time to put the questions in the right place.
- Play track 44 on the CD.
- Ask students to read the dialogue aloud. (They can read it several times.)

**Answer key:** 3, 2, 1

### Tapescript

#### Track 44

**Shop assistant:** Can I help you?

**Ana:** Yes. I like this jacket, but it's too big. Can I try it on?

**Shop assistant:** Yes, here you are.

**Ana:** Have you got it in a smaller size?

**Shop assistant:** Yes, of course.

**Ana:** How much is it?

**Shop assistant:** It's £15.

**Ana:** I'll take it.

## LISTENING



**G** Ana and her mum are in a clothes shop. Listen to their conversation. Which clothes do they like?

track 08

Mum likes... Ana likes...  
They both like...



**H** Listen to the conversation again. Who says what? Write **A** for Ana and **M** for Mum.



track 43

It's too long, and it's too expensive.

Look at this sweater!

I don't like the colour.

It's not bad.

It's a nice colour.

I can wear it with my pink T-shirt!

**I** Ana talks to the shop assistant. Where do the questions go? Complete the dialogue, then listen and check.



track 09

Shop assistant: Can I help you?

Ana: Yes. I like this jacket, but it's too big.

Shop assistant: Yes, here you are.

Ana:

Shop assistant: Yes, of course.

Ana:

Shop assistant: It's £15.

Ana: I'll take it.

2 Can I try it on?

1 How much is it?

3 Have you got it in a smaller size?

### EVERYDAY ENGLISH / Buying clothes

It's **too** big / small / long / short / expensive.

Have you got it **in a smaller size** / **in blue**?

I like **it** / **them**.

I'll take **it** / **them**.

**How much is** this T-shirt?

Can I **try it on**?

**How much are** these trousers?

Can I **try them on**?

## SPEAKING

**J** Work in pairs. One of you is **A**, the other **B**. Act out the conversation. Then change roles.

**A** You want to buy... jeans / a T-shirt.

- ask for a smaller / bigger size
- ask to try it / them on
- ask about the price

**B** You are the shop assistant.

- you have all the sizes
- the jeans are £20
- the T-shirt is £10

### EVERYDAY ENGLISH / Buying clothes

- Say some expressions in Georgian, and ask students to find them in English in the text: “შეიძლება ეს მოვიზომო?” “რა ღირს ეს მაისურა?” “ძალიან ძვირია”. “ეს უფრო პატარა ზომის გაქვთ?” “ამათ ავიღებ”.
- As students say the expressions, write them on the board.
- Ask students to read aloud the expressions from the Everyday English box.
- Write the new expressions on the board.

#### Everyday English / Buying clothes

It's too expensive / small    Can I try it / them on? / long...

Have you got it / them in a smaller size?    How much is this T-shirt?

I like it / them.    How much are these trousers?

I'll take it / them.

- Students copy the words and expressions from the board.

#### TEACHING TIPS

##### • Correct the mistakes

Write a conversation between a shop assistant and Ana's mum on the board.

SA: Will I help you? can

M: Yes. I like this skirt, but it's two small. Have you got it in a size bigger? too, bigger size

SA: Yes, here you are.

M: Do I try it on? can

SA: Yes, of course.

M: How many is it? much

SA: It's £20.

M: I'll take them. It

Tell students there are some mistakes in the dialogue. Invite students to come to the board and write the correct words.

Ask students to read the dialogue aloud in pairs.

### SPEAKING

#### Task J, p. 82

- Tell students to work in pairs.
- One student is A, the customer, and the other one is B, the shop assistant.
- Tell them to act out the conversation and then change roles.
- They can change the clothes they want to buy and the prices.



Workbook, p.74, Task D

#### TEACHING TIPS

- Students can write down the conversation in their notebooks.
- If you have a stronger class, tell students they can make more changes to the dialogue. (*sizes, prices, more items to try on, etc.*)

## LISTENING



**G** Ana and her mum are in a clothes shop. Listen to their conversation. Which clothes do they like?

track 08

Mum likes... Ana likes...  
They both like...



## H

Listen to the conversation again. Who says what? Write **A** for Ana and **M** for Mum.



track 43

It's too long, and it's too expensive.

It's not bad.

Look at this sweater!

It's a nice colour.

I don't like the colour.

I can wear it with my pink T-shirt!

## I

Ana talks to the shop assistant. Where do the questions go? Complete the dialogue, then listen and check.



track 09

Shop assistant: Can I help you?

Ana: Yes. I like this jacket, but it's too big.

2 Can I try it on?

Shop assistant: Yes, here you are.

Ana:

1 How much is it?

Shop assistant: Yes, of course.

Ana:

Shop assistant: It's £15.

3 Have you got it in a smaller size?

Ana: I'll take it.

### EVERYDAY ENGLISH / Buying clothes

It's **too** big / small / long / short / expensive.

Have you got it **in a smaller size** / **in blue**?

I like **it / them**.

I'll take **it / them**.

**How much is** this T-shirt?

Can I **try it on**?

**How much are** these trousers?

Can I **try them on**?

## SPEAKING

### J

Work in pairs. One of you is **A**, the other **B**. Act out the conversation. Then change roles.

**A**

You want to buy... jeans / a T-shirt.

- ask for a smaller / bigger size
- ask to try it / them on
- ask about the price

**B**

You are the shop assistant.

- you have all the sizes
- the jeans are £20
- the T-shirt is £10

## WORDSPOT

### Task K, p. 83

- Play a short SIMON SAYS game with students. (Students do only the actions Simon says. If they do the other actions, they are out of the game).
- Use the expressions: *sit down, stand up, pick up your..., open..., stand on one leg, put your... on, touch your...*
- You can use put on or take off if students have jackets in their classroom or if they are wearing some sweatshirts or hoodies, or you can say these commands at the end with no "Simon says" in front of them: *take off your shoes, put on your pyjamas.*
- Write *put on* and *take off* on the board.

put on take off

- Ask students what these words mean in Georgian. (Most of the students will know the meaning of the words.)
- Tell students to read the sentences in task K and complete them with *put on* or *take off*.
- Give them some time.
- Ask students to read the sentences aloud.



### Workbook, p.75, Task G

**Answer key:** 1 Put on 2 Put on 3 Take off 4 Put on 5 Take off 6 Take off

## YOUR TURN!

### Task L, p. 83

- Tell students to look at the clothes quiz in task L.
- Tell them to circle the answers that best describe them.
- Monitor students, and help if necessary.
- Tell them to compare answers in groups.
- Students can report their answers to the rest of the class.
- You can also tell the students what you scored in the quiz.

## TEACHING TIPS

### Extra activity

#### • Reorder the sentences

Divide students into four groups. Distribute shopping dialogues in envelopes. (In each envelope there are slips of paper. On each slip of paper there is a sentence from the dialogue.) The students' task is to arrange the sentences in order to make the dialogue. The first group to finish the task comes in front of the class, copies the dialogue and acts it out.

The shopping dialogue is from task H (workbook p. 75), which students will have for homework.

*Can I help you?*

*Yes, please.*

*Have you got this sweatshirt in a smaller size?*

*Yes, we have. Would you like to try it on?*

*Yes, thank you.*

*Is it ok?*

*I'm afraid not. It's too short.*

*Try this one with a hood.*

*How much is it?*

*Only £10.*

*I like it. I'll take it.*



### Workbook, p.75, Task H

## TEACHING TIPS

### Extra activity

#### • Sinking words

Distribute photocopied grids to students. Put them in pairs. Tell them to write some of the clothes words and colours from this lesson from the board into their grid. (You should set a number of letters – for example, around 20-25 letters. It's important that students that are in a pair have the same number of letters.)

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

When students have written some words in their grids they can start to play the game. Students take turn to 'open' the fields in their partner's grid. If one student 'hits' a field containing a letter, the other student says the letter. The first one to open all the fields that contain letters is the winner. If a student recognizes the word he / she has hit, he / she can say the whole word and 'sink' it.

## HOMEWORK

Workbook, p. 74, Task D  
p. 75, Tasks G, H



## WORDSPOT

**K** Put on or take off? Complete the sentences.

- \_\_\_\_\_ a jacket! It's cold today.
- Hurry up! \_\_\_\_\_ your clothes and go to school.
- \_\_\_\_\_ your dirty boots before you come in!
- \_\_\_\_\_ something nice! You're going to a party.
- \_\_\_\_\_ your sweater. It's warm in here.
- It's late. \_\_\_\_\_ your clothes and go to bed.



## YOUR TURN!

**L** Do the clothes quiz. Read the score. Compare your answers with your classmates.

### CLOTHES QUIZ

- Are clothes important?
  - I think clothes are very important.
  - I think clothes should just be clean and comfortable.
  - I don't think clothes are important.
- How do you choose what to wear?
  - I always plan what to wear.
  - I sometimes plan what to wear.
  - I put on the first thing I find.
- What do you think about shopping for clothes?
  - I love it.
  - It's all right.
  - I hate it.
- What do you think about expensive clothes?
  - Some expensive clothes are very beautiful.
  - You can find cheap clothes that look good.
  - I think it's stupid to spend a lot of money on clothes.
- How do you keep your clothes?
  - All my clothes are always clean and tidy.
  - When I take off my clothes I sometimes leave them around my room.
  - My clothes are all over my room, especially on the floor.



### SCORE:

**Most a) answers:**  
You love clothes, maybe a little too much.

**Most b) answers:**  
You don't think about clothes very much.

**Most c) answers:**  
You don't care about clothes at all.

# CINDY'S READER: DUBROVNIK – FROM A GUIDE BOOK

**SUGGESTED TEACHING TIME:** 1 lesson

**LEARNING OUTCOMES:** უცბ. დანყ. (II): 1,2,3,4,5,6,7,8,9,10,11

**GRAMMAR**

- revision of adverbs of frequency
- revision of prepositions (in, on)
- there is / there are

**FUNCTIONS**

- describing your holidays

**VOCABULARY**

- text-related – cities, towns, guide book, points of the compass

**SKILLS**

**READING**

- a factual text about the city
- maps and plans

**LISTENING**

- a factual text about the city

**SPEAKING**

- talking about tourism

**WRITING**

- a postcard
- describing a village or town

**CULTURE and CLIL**

- geography

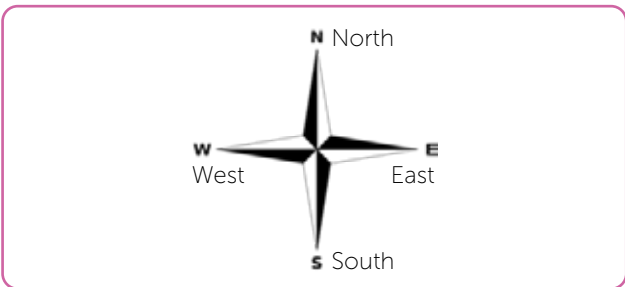
## LESSON 1

### INTRODUCTION

- Start the lesson by checking homework.
- Introduce the topic with a warm-up activity: write the following sentence (We are from Georgia) on the board:

W \_ \_    A \_ \_    F \_ \_ \_    G \_ \_ \_ \_ \_ .

- Explain to students that this is a sentence, every dash is a letter, and they have to guess the sentence.
- They are not allowed to ask about the individual letters – only words.
- When students guess the sentence, tell them to look at the map on page 85.
- Point to the compass, and draw it on the board:



- Ask students what the letters *N*, *S*, *E*, *W* stand for. (Some students will know).
- Write the points of the compass on the board.
- Ask students if they have learned in geography classes where North is on the map. (They will say they know.)
- Invite students to read the name of the sea aloud.
- Write it on the board and explain the meaning.

the Adriatic Sea

- Students copy the compass and the words from the board.

### Task A, p.84

- Ask students to look at the plan of Dubrovnik.
- Explain the key words, and write them on the board.

walls  
fortress  
gate

- Tell students that this is a plan of the Old Town of Dubrovnik, where the walls protected the town.
- Ask them to try to complete the text with the missing words. (You can help them by giving them a hint: two of the words are numbers...)
- Give them some time.
- Play track 45 on the CD.
- Invite the students to read the sentences out loud.
- Explain new words, and write them on the board.

historic  
stone  
protect  
palace

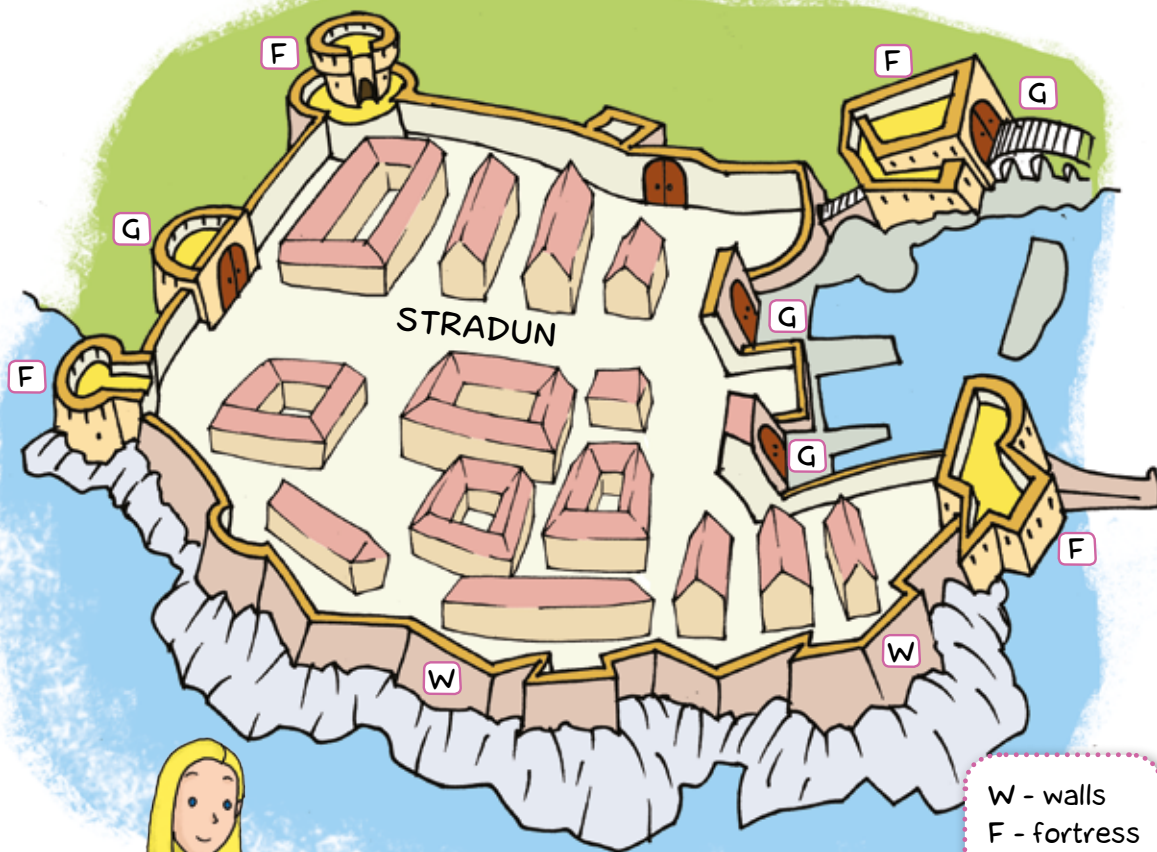
- Ask students some more questions about the text:  
*Where is Dubrovnik?*  
*Where are the walls?*  
*How can you get into the city?*  
*How many city gates are there?*  
*How many fortresses are there?*  
*What is the name of the main street in the old town?*

**Answer key:** walls, fortresses, four, Stradun.

### Tapescript Track 45

Dubrovnik is a historic city. There are big stone walls around the Old Town. There are also fortresses that protect the city. If you want to go into the Old Town you have to go through one of the gates. There are four gates. Two of them are from the sea. There are lots of churches and palaces. The main street is called Stradun.

# DUBROVNIK - FROM A GUIDE BOOK



**CINDY'S  
READER**

**A**

Look at the plan of Dubrovnik, and complete the text. Then listen and check.



track 10

Dubrovnik is a historic city. There are big stone \_\_\_\_\_ around the Old Town. There are also \_\_\_\_\_ that protect the city. If you want to go into the Old Town, you have to go through one of the city gates. There are \_\_\_\_\_ gates. Two of them are from the sea. There are lots of churches and palaces. The main street is called \_\_\_\_\_.

### Task B, p.85

- Tell students that Cindy is reading a little book about Dubrovnik that she got from Ana. There are lots of pictures in the book
- Ask students if they know what we call little books about places that people visit, like famous cities. (Some students might know it is a guide book.)
- Write a guide book on the board.

a guide book

- Ask students to look at the sentences and pictures in task B.
- Ask them what they see in the pictures. (*a map of Georgia, a beach, a city/town*)
- Tell them to match the sentences to the pictures.
- Give students some time.
- Ask them to read the sentences and numbers aloud.

**Answer key:** 2, 1, 3.

### Task C, p.85

- Ask students why so many tourists visit Dubrovnik and what they do there. (Students will probably say that it is because *the city is beautiful, has a lot of nice buildings and beaches* etc. *They come to take pictures, swim, walk* etc.)
- Ask students to look at the words in task C.
- Explain any new vocabulary, and write it on the board. (All the vocabulary has already been introduced to students in the previous lessons.)

during

- Tell students to complete the sentences with the words.
- Monitor students, and help if necessary.
- Ask students to read the sentences aloud.
- Write the verbs on the board.

take  
visit  
see  
go  
go

- Ask students to find the words that follow these verbs in task C.
- As students say the words, write them on the board.

take a photograph  
visit a museum  
see a play  
go to a concert  
go swimming /sightseeing

- Ask students to translate the collocations into Georgian and think of some examples of sentences with them. (Help them with questions: *What do tourists usually do? Where do they go?*)
- Invite students to say their examples out loud.
- Write some of their examples on the board.

Tourists take photographs of famous buildings.  
They visit lots of museums in famous cities.  
Tourists can see a play about Hamlet.  
In the evening they can go to an RHCP concert.  
They go sightseeing during the day.

- Students copy the words, the collocations and the sentences into their notebooks.

**Answer key:** 1- sightseeng. 2- photographs. 3- museums. 4- restaurants. 5- swimming, 6- play, concert.

- This activity is a lead-in to task B (workbook, p.76), which students will have for homework.
- Draw two columns on the board.

IN	ON
the world	the coast
the south	12 June
the Old Town	Monday
one of the restaurants	page 77
the summer	
the evening	

- Ask students to find all the examples of IN in task B.
- As they say the examples, write them on the board.
- Ask students to think of some more expressions with ON. (They will probably say: on Monday, on 12th June.) Elicit the dates, months, page etc.



### Workbook, p.76, Task B

- This activity is a lead-in to task D (workbook, p.77), which students will have for homework.
- Tell students to look at the postcard Pam is writing to her friend in England.
- Ask students to read the postcard aloud and try to decode the text.
- As students read the coded words, write them on the board and decode them.

LN - Ellen  
UC - you see  
R - are  
gr8 - great  
C - sea  
CT - city  
U - you  
C - see  
4 - for  
CU - see you  
<3 (♥) - love

- When you have all the words on the board, tell students to read the postcard out loud again.
- Students copy the words.
- Tell them to write an answer to Pam for homework using the coded words.



### Workbook, p.77, Task D

**B** Cindy is reading a little book about Dubrovnik. She got it from Ana. There are lots of pictures in the book. Match the pictures to the texts.

- Some people say that Dubrovnik is the most beautiful town in the world. Ana thinks so, too.
- Dubrovnik is in the south of Croatia, on the coast of the Adriatic Sea.
- There are lots of beautiful beaches. The sea is clean. It is blue-green.



**C** Every year lots of tourists come to Dubrovnik. What do they do? Complete the sentences with these words:

swimming photographs restaurants sightseeing museums play concert

- 1 They go \_\_\_\_\_ in the Old Town.
- 2 They take \_\_\_\_\_.
- 3 They visit the \_\_\_\_\_.
- 4 They eat in one of the \_\_\_\_\_.
- 5 In the summer they go \_\_\_\_\_ during the day.
- 6 In the evening they can see a \_\_\_\_\_ or go to a \_\_\_\_\_.

## TEACHING TIPS

### Extra activity

#### • Imagine

Tell students to work in pairs. One student is A; the other one is B. Student A has to imagine he/she lives in Dubrovnik, or some other famous city, and has to describe to student B what tourists do in his/her city. Student B has to imagine he/she is a tourist in Dubrovnik, or some other famous city, and has to describe to student A what he/she is doing now in that city.

Give students handouts with questions to help them in this task. Point out the difference between student A, who uses the present simple, and student B, who uses the present continuous.

#### Student A

*You live in Dubrovnik / Tbilisi / Istanbul / London / New York.*

*What do tourists do in your city?*

*What can they do during the day?*

*Where can you eat?*

*What can they do in the evening?*

*Where do they go?*

*What can they see?*

#### Student B

*You are a tourist in Dubrovnik / Zagreb / Split / London / New York.*

*It's Saturday.*

*What are you doing in this city?*

*What are you doing during the day?*

*What are you doing in the evening?*

*Where are you going? Where are you eating?*

*What are you visiting, sightseeing?*

Give students some time to think about the task.

Let them talk in pairs. Invite students to come in front of the class and share their ideas. Students can switch roles, think about the task and do the activity again.

#### • Opposites

This activity is a lead-in to task A (workbook, p.76), which students will have for homework.

Tell students you are going to say a word or an expression and they have to think of its opposite.

(You can write the words/expressions on cards and ask students to pick one.)

You can distribute cards to students with all the expressions on them. Their task is to find their opposite to make up a pair. Students can go around the classroom in search of their opposite.

Examples:

*cheap – expensive*

*small – big*

*east – west*

*healthy – unhealthy*

*a historic city – a modern city*

*ugly – beautiful*

*summer – winter*



## Workbook, p.76, Task A

## HOMEWORK

Workbook, p.76 Tasks A, B, C

p.77 Tasks D, E (Project is optional; assign it to students or groups who show interest.)

**B** Cindy is reading a little book about Dubrovnik. She got it from Ana. There are lots of pictures in the book. Match the pictures to the texts.

- Some people say that Dubrovnik is the most beautiful town in the world. Ana thinks so, too.
- Dubrovnik is in the south of Croatia, on the coast of the Adriatic Sea.
- There are lots of beautiful beaches. The sea is clean. It is blue-green.



**C** Every year lots of tourists come to Dubrovnik. What do they do? Complete the sentences with these words:

swimming photographs restaurants sightseeing museums play concert

- 1 They go \_\_\_\_\_ in the Old Town.
- 2 They take \_\_\_\_\_.
- 3 They visit the \_\_\_\_\_.
- 4 They eat in one of the \_\_\_\_\_.
- 5 In the summer they go \_\_\_\_\_ during the day.
- 6 In the evening they can see a \_\_\_\_\_ or go to a \_\_\_\_\_.

# REVISION 4

 **Workbook pp. 78, 79**

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: უცბ. დანყ. (II): 1,2,3,4,5,6,7,12,13,14

GRAMMAR	<ul style="list-style-type: none"> <li>the present continuous</li> <li>the present simple and the present continuous: contrast</li> <li>prepositions (in, on, at)</li> <li>plural of nouns</li> <li>some and any</li> <li>self-evaluation</li> </ul>
FUNCTIONS	<ul style="list-style-type: none"> <li>describing things that are happening now</li> <li>expressing plural of nouns</li> <li>buying a sandwich</li> <li>buying clothes</li> <li>collocations</li> <li>vocabulary relating to newspapers and town</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>vocabulary relating to food and meals</li> <li>vocabulary relating to clothes and shopping</li> </ul>
SKILLS	
SPEAKING	<ul style="list-style-type: none"> <li>buying a sandwich</li> <li>shopping for clothes</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>completing questions</li> <li>article for a newspaper</li> </ul>

## LESSON 1

### INTRODUCTION

- Start the lesson by checking the homework.
- Do a warm-up activity ASSOCIATION game that is a lead-in to task A (workbook, p.78).
- Divide students into 4 groups.
- Tell students to pull out a card each from the box.
- Each card has a certain topic. The student's task is to name as many words as he can think of connected with the topic.
- He/she has 15 seconds to name the things.
- For each correct word, the group gets a point.
- Write an example on the board:

things we find in a newspaper: an article, an interview etc.

- Members of the group take turns to come to the board, pick a card and name the things.
- Each group has one lifeline (ask the other members of the group).
- Cards with topics: things we wear, meals, places where we buy things, things we can do in town, what we say in the clothes shop, things people eat for breakfast, words about music, words about traffic and transport.

 **Workbook, VOCABULARY Task A, p.78**

- Tell students to look at the wordbox in task A.
- Tell them to find five words or phrases in the wordbox for each of the topics.
- Give them some time.
- Ask students to read aloud the topics and words and the expressions they have circled for each one.
- Discuss the answers.

### TEACHING TIPS

#### Extra activity

##### Categories

You can write the words and expressions from the wordbox on pieces of paper.

Distribute them to students.

Draw nine columns, and write the topics on the board.

Tell students to come to the board and copy their word into the correct column.

### Task B, p.78

- Draw three columns on the board with the following headings.

homework	breakfast	a bus
write	have	drive
do	eat	miss
forget to do	skip	get on
		get off

- Ask students to think of verbs that go with these nouns.
- Write their examples on the board.
- Tell students to look at task B and match a verb to each noun.
- Ask students to read the pairs aloud.
- Challenge them to make a sentence with each collocation.

### Task C, p.78

- Write the following sentences on the board.

My father is staying ~~on~~ a hotel. at  
 I go shopping ~~in~~ clothes ~~for~~ the town centre. for in  
 My friends meet ~~for~~ the bus stop every morning. at  
 The supermarket is ~~in~~ the corner of Market Street and Church Street. on/at  
 We're playing ~~on~~ the Sports Centre tonight. at

- Ask students to look at the sentences and find the mistakes in them.
- Invite them to come to the board and cross out the wrong words and write the correct ones.
- Tell students to look at the sentences in task C and complete them with at, in or for.
- Give them some time.
- Ask students to read the sentences out loud.



# REVISION

## VOCABULARY

**A GIVE ME FIVE!** Find **five** words or phrases in the wordbox for each of the topics.

things we wear      meals      things we find in a newspaper  
 places where we buy things      things we can do in a town  
 what we say in a clothes shop      things people eat for breakfast  
 words about traffic and transport      what we do with clothes      words about music

buy	a bus stop	go sightseeing	the date	It's too big.
I'll take it.	a sweater	a clothes shop	a traffic jam	a bookshop
a zebra crossing	a shopping mall	a breakfast cereal	How much is it?	go to a restaurant
pancakes	an album	a scarf	dinner	a sweatshirt
breakfast	the front page	a singer	trousers	a taxi
Can I try it on?	take off	go to the cinema	a photograph	lunch
visit a museum	wear	a concert	a fried egg	an article
bread and butter	a market	supper	traffic lights	an interview
jeans	put on	a hit	a bakery	a sandwich
I like that.	brunch	wash	a band	go shopping

**B Match a verb to each noun.**

1 skip      2 get on      3 cross      4 do      5 spend      6 pack

homework       money       a bag       breakfast       the road       a bus

**C Complete the sentences. Use: at, in, for.**

- My friends are staying \_\_\_\_\_ the hotel \_\_\_\_\_ the main square.
- I go shopping \_\_\_\_\_ clothes \_\_\_\_\_ the town centre.
- We can meet \_\_\_\_\_ the bus stop and wait \_\_\_\_\_ the 23 bus.
- The shop is \_\_\_\_\_ the corner of Park Street and Market Street.

## GRAMMAR

### Task D, p.79

- Divide students into pairs.
- Distribute photocopied dialogues to each pair.
- Each student has to complete one dialogue (A or B).
- Tell students to discuss in pairs which tense they should use in dialogue A and which in dialogue B.
- Write the present simple and the present continuous on the board.

#### the present simple

usually  
every day  
always

#### the present continuous

now  
at the moment  
today

- Elicit their ideas as to when we use each tense.
- Give them time to complete the dialogues.
- Monitor and help if necessary.
- Invite them to read the dialogues out loud in pairs.
- Discuss their answers.

### Dialogue A

Reporter: So, Mrs Pumpkin, you \_\_\_\_\_ (open) your restaurant, the Pumpkin Surprise, at 9 o'clock each day. Are you busy?

Mrs Pumpkin: We \_\_\_\_\_ (work) very hard. The waiters \_\_\_\_\_ (prepare) the tables at 8 a.m. My husband \_\_\_\_\_ (put) the flowers on the tables every morning. The cooks are in the kitchen all the time. I \_\_\_\_\_ (run) around and check things. As you can see, we \_\_\_\_\_ (not relax) very often.

### Dialogue B

Reporter: So, Mr Rossi you \_\_\_\_\_ (open) your restaurant, the 'Thirty three' today. Are you busy?

Mr Rossi: We \_\_\_\_\_ (work) very hard. The waiters \_\_\_\_\_ (prepare) the tables. My wife \_\_\_\_\_ (put) the flowers on the tables. The cooks are in the kitchen all the time. I \_\_\_\_\_ (run) around checking things. As you can see, we (not relax).

### TEACHING TIPS

- Write only dialogue A on the board (or put it on the screen). Invite students to come to the board and complete the dialogue. Help them if necessary.
- Students do task D on their own.
- Ask them to read the dialogue aloud.

### Task E, p.79

- Write the following answers on the board.

We're going to a concert.      Where are you going?  
Where?  
She's wearing a skirt.      What is she wearing?  
What?  
Yes, I am. watching TV?      Are you watching TV?  
No, he isn't. He is doing his homework. sleeping?      Is he sleeping?

- Ask students to think of some questions for these answers.
- Help them by giving some WH words and cues.
- Invite students to come to the board and write the questions.

- Tell students to complete the questions in task E.
- Give them some time.
- Ask students to read out the questions.

### Task F, p.79

- Write the following sentences on the board.

**There is a man in a bus.**      *There are some men in buses.*

**There is a woman and a child in the street.**      *There are women and children in the streets.*

**There is a shop next to the church.**      *There are shops next to the churches.*

**There is a map of a country in their room.**      *There are maps of countries in their rooms.*

- Tell students to copy them into their notebooks, but change them into plural.
- Write the first sentence as an example.
- Invite students to come to the board and write the sentences.
- Discuss the mistakes if there are any.

### Task G, p.79

- Ask students what they are doing now. (They will probably say: *We are sitting and doing tasks in the workbook.*)
- Ask them what they usually do at this time on Sunday. (They will probably say many things like: *We sleep, we play computer games, I play football, I study, I go outside* etc.)
- Write the following sentence on the board.

I always am watching TV on Friday night. *I always watch TV on Friday night.*

- Ask students what is wrong with this sentence. (Many students will say *am watching*).
- Ask them to correct the sentence.
- Write it on the board.
- Remind them again of the difference between the present simple and the present continuous.
- Ask students to look at the sentences in task G and circle the correct tense.
- Ask students to read the sentences aloud.
- Discuss the answers.

## GRAMMAR

### D Complete the interview with the verbs in the **present continuous**.

Reporter: So, Mr Rossi, you \_\_\_\_\_ (open) your restaurant, the "Thirty-three", today. Are you busy?

Mr Rossi: We \_\_\_\_\_ (work) very hard. The waiters \_\_\_\_\_ (prepare) the tables. My wife \_\_\_\_\_ (put) flowers on the tables. The cooks are in the kitchen. I \_\_\_\_\_ (run) around checking things. As you can see, we \_\_\_\_\_ (not relax).

### E Look at the answers and complete the questions.

- 1 Where \_\_\_\_\_? We're going to the cinema.
- 2 What \_\_\_\_\_? He's wearing jeans.
- 3 \_\_\_\_\_ eating? Yes, I am.
- 4 \_\_\_\_\_ sleeping? No she isn't. She's reading.

### F Write the plural of these nouns.

- |                |               |                 |
|----------------|---------------|-----------------|
| 1 shop _____   | 4 man _____   | 7 toy _____     |
| 2 church _____ | 5 woman _____ | 8 country _____ |
| 3 bus _____    | 6 child _____ | 9 life _____    |

### G Choose the correct tense, the **present simple** or the **present continuous**.

- 1 I **play** / 'm **playing** tennis every Monday. I **play** / 'm **playing** tennis today.
- 2 My little brother **doesn't sleep now** / **isn't sleeping**. He never **sleeps** / **is sleeping** in the afternoon.

### H Complete the sentences. Use: **some** or **any**.

- 1 I usually have \_\_\_\_\_ milk and cereal for breakfast.
- 2 I haven't got \_\_\_\_\_ money today.
- 3 Is there \_\_\_\_\_ cheese in the fridge?
- 4 I'd like \_\_\_\_\_ vegetables with my steak.

## SPEAKING

### I Work with a friend. Role-play a conversation in:

- a) a sandwich bar    OR    b) a clothes shop.

### Task H, p.79

- Ask students to name some food they like to eat.
- Write their words on the board.

pizza                  chicken  
chocolate          ice-cream  
pasta                  potato  
cake

- Make some sentences using the words.
- Write them on the board.

I usually have some cake after dinner.  
I haven't got any ice-cream in my fridge.  
Have you got any potatoes in your bag?

- Ask students if they remember when we use some and any. (They will probably remember: some in affirmative sentences and any in negative sentences and questions.)
- Tell students to look at the sentences in task H and complete them with some and any.
- Give them some time to circle the correct questions in task H.
- Ask students to read the sentences aloud.

### SPEAKING

#### Task I, p.79

- Tell students to look at the two speaking tasks in task I.
- Tell them to work in pairs and choose one conversation as a pair.
- Give them some time to think about the conversation.
- Ask students to write down the dialogue.
- Monitor them, and help if necessary.
- Invite students to come in front of the class and role-play the conversation.

#### TEACHING TIPS

- The other speaking task can be done as a homework assignment in written form.

#### Extra activity

##### • Dictation

You can give this dictation to students as practice. Ana's town in the UK isn't very big. In the town centre there's a big church, a museum, a theatre, a cinema, a hospital, a library, a hotel and a lot of shops. There's a new restaurant opposite the supermarket and a zoo across the river. Ana's visiting the zoo today. She wants to see Dolly, a new baby chimp.

## GRAMMAR

### D Complete the interview with the verbs in the **present continuous**.

Reporter: So, Mr Rossi, you \_\_\_\_\_ (open) your restaurant, the "Thirty-three", today. Are you busy?

Mr Rossi: We \_\_\_\_\_ (work) very hard. The waiters \_\_\_\_\_ (prepare) the tables. My wife \_\_\_\_\_ (put) flowers on the tables. The cooks are in the kitchen. I \_\_\_\_\_ (run) around checking things. As you can see, we \_\_\_\_\_ (not relax).

### E Look at the answers and complete the questions.

- 1 Where \_\_\_\_\_? We're going to the cinema.
- 2 What \_\_\_\_\_? He's wearing jeans.
- 3 \_\_\_\_\_ eating? Yes, I am.
- 4 \_\_\_\_\_ sleeping? No she isn't. She's reading.

### F Write the plural of these nouns.

- |                |               |                 |
|----------------|---------------|-----------------|
| 1 shop _____   | 4 man _____   | 7 toy _____     |
| 2 church _____ | 5 woman _____ | 8 country _____ |
| 3 bus _____    | 6 child _____ | 9 life _____    |

### G Choose the correct tense, the **present simple** or the **present continuous**.

- 1 I **play** / 'm **playing** tennis every Monday. I **play** / 'm **playing** tennis today.
- 2 My little brother **doesn't sleep now** / **isn't sleeping**. He never **sleeps** / **is sleeping** in the afternoon.

### H Complete the sentences. Use: **some** or **any**.

- 1 I usually have \_\_\_\_\_ milk and cereal for breakfast.
- 2 I haven't got \_\_\_\_\_ money today.
- 3 Is there \_\_\_\_\_ cheese in the fridge?
- 4 I'd like \_\_\_\_\_ vegetables with my steak.

## SPEAKING

### I Work with a friend. Role-play a conversation in:

- a) a sandwich bar    OR    b) a clothes shop.

**STUDENT'S BOOK****FOR MY PORTFOLIO, p.86****What do you think about this Unit?**

- Tell students to look at My learning diary and think about the first six questions.
- Give them some time to write the answers. (They can go through the lessons and see what things they liked and didn't like.)
- Ask volunteers to read out the answers.
- You can have a short discussion about their favourite lessons and words, and also about the most difficult things in the Unit.

**Circle what you can do after this unit.**

- Tell students to look at the twelve sentences and circle what they can do after this unit.
- Tell them they can challenge their partners to do the things they say they can.
- Give students some time.
- Ask random students what they have circled, and challenge them to show you what they can do.

**PROJECTS, p.86**

- Projects are optional and can be done depending on the students' interests and motivation.
- Students do them in groups. They can be done in school or at home.
- Some projects require some research, so it would be good to prepare students for them in the previous lesson.

**1) FRONT PAGE OF A NEWSPAPER**

- Tell students to write some short stories for the front page of a local, or maybe school, newspaper.
- The stories can be true, or they can make them up.
- Students work in groups and write the stories.
- They can stick the articles, and the photos or drawings, on a large sheet of paper.
- Invite students to present their front page in front of the class.

**TEACHING TIPS**

- You can bring some newspapers or magazines to show them to students, just to give them some ideas.
- It would be a good idea to tell students to bring some cutouts or photos to make the front page more realistic.

**2) BREAKFAST**

Tell students to work in groups.

- Students bring their materials and organize them on a poster.
- They can make a poster or a PowerPoint presentation about them.
- Students present their posters or PowerPoint presentations in front of the class.

**TEACHING TIPS**

- This project requires some preparation, so students should bring some pictures and find out some information before they start making the poster.

**HOMEWORK**

Workbook, p.79, Task I (the other speaking task they haven't done in school).

They should do it in writing.

# FOR MY PORTFOLIO

My learning diary

## PROJECTS

Choose one project and do it in a group.




### 1/ FRONT PAGE OF A NEWSPAPER

Write the front page of your local newspaper. The stories can be true, or you can make them up.

### 2/ BREAKFAST

Find out what children in different parts of the world eat for breakfast. Find some pictures and make a poster.

#### What do you think about this unit?

- 1/ Why is it called "In Town"?
- 2/ I think this unit is (tick what is true for you):
  -  easy
  -  not very easy
  -  difficult
- 3/ What was easy? What was difficult?
- 4/ I like lesson \_\_\_\_\_ best.
- 5/ In this unit I don't like \_\_\_\_\_.
- 6/ My favourite word(s) from this unit is (are):  
\_\_\_\_\_.

#### Circle what you can do after this unit.

 I CAN

 I NEED MORE PRACTICE

-   I can say what I and other people are doing now.
-   I can ask my friends what they are doing now.
-   I can name places in town.
-   I can say where something is in town.
-   I can speak about the place where I live.
-   I can name meals.
-   I can name different kinds of food.
-   I can ask for and buy a sandwich I like.
-   I can name different kinds of clothes.
-   I can say what I usually wear and what I am wearing now.
-   I can talk to a shop assistant in a clothes shop.

## 5.1. THE WORLD

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: უცბ. დანყ. (II): 1,2,3,4,5,6,7,8,9,10,11

GRAMMAR	<ul style="list-style-type: none"> <li>comparative and superlative of short adjectives</li> </ul>
FUNCTIONS	<ul style="list-style-type: none"> <li>talking about weather and climate</li> <li>map reading</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>vocabulary relating to weather</li> </ul>
SKILLS	
READING	<ul style="list-style-type: none"> <li>texts about weather in different parts of the world</li> <li>texts about the desert, the rainforest and the poles</li> </ul>
LISTENING	<ul style="list-style-type: none"> <li>passages about the desert, the rainforest and the poles</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>talking about weather and climate</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>what kind of weather you like/don't like</li> </ul>
CULTURE and CLIL	
	<ul style="list-style-type: none"> <li>science, geography</li> </ul>

### LESSON 1

#### INTRODUCTION

- Start the lesson by checking homework.
- Tell students to take a quick look at the introduction page to the Unit in their books.
- Ask them to tell you what is in the picture. Some students might say a woman and a man. (They will probably say that the man is black.)
- Ask students some more questions:
  - Where are the man and woman? What country do you think they're in?*
  - Do you think they know each other? Do they speak the same language?*
  - Do they come from the same culture? What are they drinking? What is the woman wearing? What is the man wearing?*
- Ask students to tell you what this Unit is about. (worlds)
- Briefly introduce the things they will do in this Unit. (You can use the tips from the book, p.87.)
- Continue with a warm-up activity – ASSOCIATION game.
- Draw an empty grid with letters and numbers on the board.
- Divide the class into two teams.
- One team opens a box. If they guess the solution of the column, they get one point and a chance to have another go. If not, the other team opens a box. If the team guesses the whole sentence, they get 3 points.

	A	B	C	D
1	_____ the time?	in _____ north	sunny	I _____ English.
2	_____ the date?	on _____ wall	cloudy	Do you _____ fish?
3	_____ for homework?	in _____ corner	windy	Rabbits _____ carrots.
4	_____ he doing?	in _____ morning	foggy	What does she look _____ ?
	WHAT'S	THE	WEATHER	LIKE

- The solution is the question: **What's the weather like?**

#### WORDSPOT

##### Task A, p.88

- Tell students to look at the symbols in task A.
- Ask them if they recognize the symbols.
- Tell them to match the symbols.
- Help if necessary.
- Ask students to read the symbols aloud.
- Write them on the board.

##### What's the weather like?

It's sunny.  
It's snowing.  
It's foggy.  
It's windy.  
It's raining.  
It's cloudy.

- Students copy the words and draw the symbols.



##### Workbook p.80, Task A

**Answer key:** 1- It's cloudy, 2- It's raining, 3- It's windy, 4- It's sunny, 5- It's snowing. It's foggy.

#### TEACHING TIPS

- You can invite students to come to the board and write the expressions instead of you.

##### Task B, p.88

- Ask students to look at the questions in task B.
- Ask students to answer them.
- Explain new words, and write them on the board.
- Ask students to name the seasons.
- Write them on the board.

##### Seasons

spring  
summer  
autumn  
winter

- Students copy the words.

**Answer key:** Students' answers.



# 5.1

## THE WORLD

### WORDSPOT

**A** Match the symbols to the text.

- |               |                          |               |                          |
|---------------|--------------------------|---------------|--------------------------|
| It's sunny.   | <input type="checkbox"/> | It's windy.   | <input type="checkbox"/> |
| It's snowing. | <input type="checkbox"/> | It's raining. | <input type="checkbox"/> |
| It's foggy.   | <input type="checkbox"/> | It's cloudy.  | <input type="checkbox"/> |

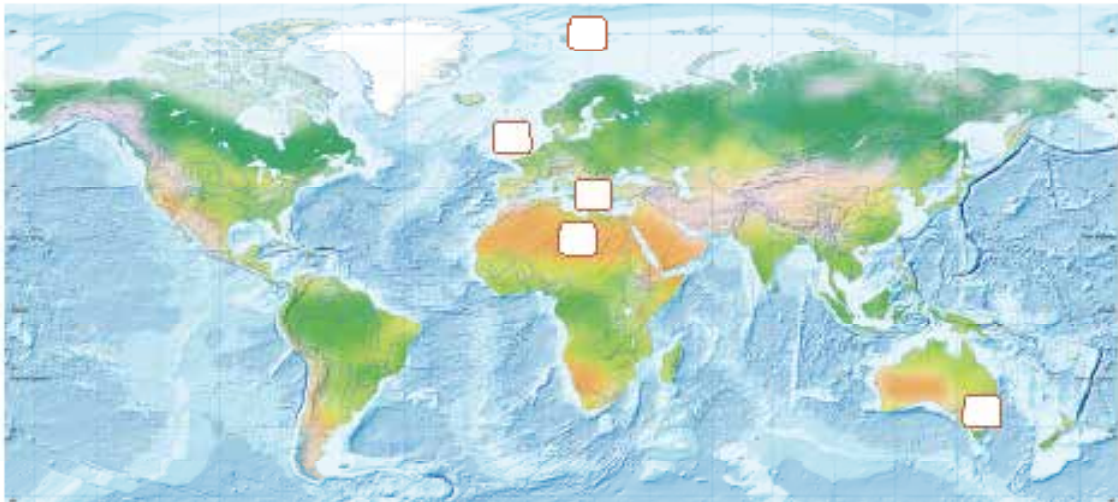


**B** Answer the questions.

- |                                   |  |
|-----------------------------------|--|
| 1 What is the weather like today? | 3 Which is your favourite season? Why?   |
| 2 What season and month is it?    | 4 What kind of weather do you like? Why? |

### READING

**C** Read the texts on the opposite page. Find a place on the map for each text.



**D** Read again and complete the table.

Place	Season	Temperature	Weather
Egypt	winter		sunny
Sydney, Australia			sunny
London			foggy, cloudy, rainy
the Arctic	winter		
Tbilisi	winter	not cold	

## READING

### Task C, p.88

- Tell students to look at the map of the world in task C.
- Ask them to name the continents and the oceans.
- Ask pupils how many places are marked on the map.
- Ask them to name the places if they can. (Students will probably name all the places.)
- Elicit their ideas about the places:  
*What do you remember about Dubrovnik?*  
*What is Egypt famous for?*  
*Which animals live in the Arctic?*  
*What's the weather like in London?*  
*What's the weather like in Australia?*
- Tell students to read the texts on page 89 and match them with the places on the map.
- Students read out the texts and write the numbers in the boxes.
- Check the answers.
- Explain new words, and write them on the board.

I'm sure...  
must  
dry  
freezing  
polar bears  
pyramids

- Ask students some questions about the texts:  
*Why are Ana's friends in Dubrovnik going for a walk?*  
*Where are the kids in Australia going?*  
*Why are the polar bears happy?*  
*What is the tourist in Egypt doing?*

**Answer key:** Egypt: - warm Sydney: summer, hot and dry London: winter, cold the Arctic: freezing, windy Dubrovnik: sunny

### TEACHING TIPS

- If students ask about comparatives warmer, colder etc., just explain the meaning of the words.

### Task D, p.88

- Tell students to look at the table in task D.
- Explain the headings.
- If you have the necessary equipment, display the table on the screen. If not, draw it on the board.

Place	Season	Temperature	Weather
Egypt	winter	warm	sunny
Sydney, Australia	summer	hot	sunny
London	winter	cold	foggy, cloudy, rainy
the Arctic	winter	freezing	windy
Dubrovnik	winter	not cold	sunny

- Tell students to go through the texts again and complete the table with the missing information.
- Give them some time.
- Monitor students, and help if necessary.

- Invite students to come to the board and write the words into the table.



### Workbook p.80, Task B

### TEACHING TIPS

#### Extra activity

#### • Opposites

Write the words on the board, and ask students to find their opposites for them in the text. Invite them to come to the board and write them.

wet-dry  
sunny - rainy, cloudy  
warm - cold/cool  
hot - freezing/cold

#### • Vowel game

Divide students into 5 teams. Each team represents one vowel.

Stick cards with the following words on the board.

F\_GGY R\_ NY SN \_ WYW \_ RM  
S\_NNY CL \_ \_ DY C \_ LD FR \_ \_ Z \_ NG  
W\_NDY H \_ T W \_ T

Stick more than one card of each word on the board because some words have more than one vowel missing. (You can stick 2-3 sets of the words.) Tell the teams to look at the word cards and think which cards belong to them.

Invite representatives of the teams to come to the board and take the cards that belong to their team. (They have 60 seconds to do that.)

When there are no cards left, count the cards of each team. For every correct card they get one point, and for an incorrect card the team gets a penalty point.

# 5.1

## THE WORLD

### WORDSPOT

**A** Match the symbols to the text.

- |               |                          |               |                          |
|---------------|--------------------------|---------------|--------------------------|
| It's sunny.   | <input type="checkbox"/> | It's windy.   | <input type="checkbox"/> |
| It's snowing. | <input type="checkbox"/> | It's raining. | <input type="checkbox"/> |
| It's foggy.   | <input type="checkbox"/> | It's cloudy.  | <input type="checkbox"/> |

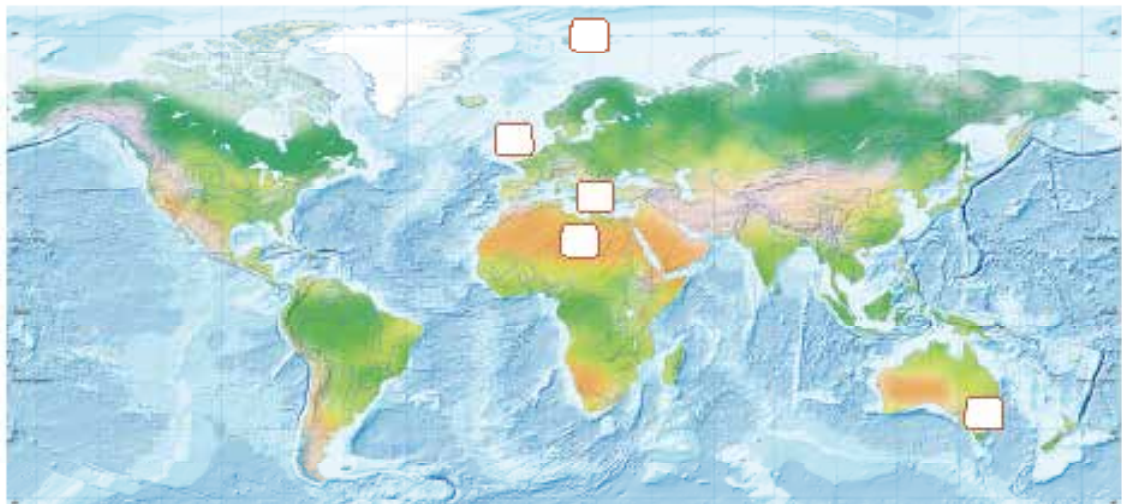


**B** Answer the questions.

- |                                   |  |
|-----------------------------------|--|
| 1 What is the weather like today? | 3 Which is your favourite season? Why?   |
| 2 What season and month is it?    | 4 What kind of weather do you like? Why? |

### READING

**C** Read the texts on the opposite page. Find a place on the map for each text.



**D** Read again and complete the table.

Place	Season	Temperature	Weather
Egypt	winter		sunny
Sydney, Australia			sunny
London			foggy, cloudy, rainy
the Arctic	winter		
Tbilisi	winter	not cold	

## REMEMBER!, p.89

### COMPARATIVE – SHORT ADJECTIVES

- Ask students to find the following sentences in the texts in the task:  
“აქ უფრო თბილა და მზიანი დარია.” “ხვალ უფრო აცივდება”.
- Write these examples on the board:

It's warmer and sunnier here.  
Colder tomorrow.

- Underline the comparatives and ask students what they notice in these words. (They will probably say that the words end in -er.)
- Explain that these are comparatives.
- Ask them what they know about comparatives. (What it is? What is the rule in the Georgian language? They will give the answers in Georgian, of course.)
- Ask students to try to explain the rule for comparative of short adjectives in English. (They will notice the -er.)
- Write the rule on the board.

#### **Comparative – short adjectives**

cold + **er** = colder

London is colder **than** Dubrovnik.

- Explain the use of **than**.
- Ask students to read the examples in the Remember box.
- Write the examples on the board.

It's much nicer than in London.  
It's hotter during the day.  
It's sunnier than in England.

- Invite students to come to the board and underline the comparatives.
- Ask them what they notice in these comparatives. (Is there something different?)
- Students will probably notice the changes in spelling.
- Explain them, and write them on the board.

#### **Be careful!**

nice + er = nicer (e is omitted)

hot + er = hotter (double t)

sunny + er = sunnier (y turns into i)

- Students copy the words from the board.

### Task E, p.89

- Ask students to look at the sentences in task E and circle the correct words.
- Give them some time.
- Ask students to read the sentences aloud.
- Discuss the answers.



### Workbook p.82, Task F

**Answer key:** 1- warmer, 2- warmer, 3- nicer, 4- hotter, 5- sunnier.

### TEACHING TIPS



#### Workbook, p.81 Task C

You can do this task as a closure. Students write the good-weather words in the sun and the bad-weather words in the cloud. They write short sentences to explain what kind of weather they like and what kind of weather they don't like. Monitor students, and help if necessary. Ask students to read their sentences aloud.

### HOMEWORK

Workbook, p.80, Tasks A, B  
p.81, Task C  
p.82, Task F

1 **Dubrovnik**

Dear Ana,  
Today it's sunny and it isn't cold. We are going for a walk. I'm sure it must be colder in England than in Dubrovnik! It's warmer and sunnier here. Write back soon!



2 **Sydney, Australia**

It's summer again! It's hot in the morning and even hotter during the day. We're going to the beach. No rain! This time of the year is always very dry in Australia.

3 **The Arctic**

It's freezing and it's very windy. Only the polar bears are happy.



4 **Egypt**

It's much nicer here than in London. It's warm. There are no clouds in the sky, and the sun's shining. A perfect day for visiting the pyramids.

5 **London**

Weather today: foggy in the morning, cloudy and rainy during the day. Cold. Colder tomorrow.



**REMEMBER!**

**COMPARATIVE – SHORT ADJECTIVES**

cold - colder than

It's colder in London than in Dubrovnik.

**BE CAREFUL!**

nice → nicer  
hot → hotter  
sunny → sunnier

It's much nicer than in London.  
It's hot in the morning and even hotter during the day.  
It's sunnier than in England.

**E** Look at Task D again. Choose the correct word.

- 1 It's warmer / colder in Sydney than in London.
- 2 It's warmer / colder in London than in the Arctic.
- 3 It's nicer / cloudier in Egypt than in London.
- 4 It's hotter / colder in Australia than in Egypt.
- 5 Dubrovnik is sunnier / cloudier than London.

## LESSON 2

### INTRODUCTION

- Start the lesson by checking homework.
- In task F (workbook, p.82) students had to write the comparative of the adjectives and use the comparatives to complete the sentences.
- Using these comparatives and adding some more, play a SENTENCE BUILDER game as a warm-up activity.
- Place cards with the comparatives on them in the box.
- Invite students to come to the board and pick a card.
- Each student has to make a sentence using the comparative written on the card.
- To make it more challenging, write the positive of the adjectives so students have to say its comparative and use it in a sentence.
- Examples:

short big wet cold happy tall  
long small dry hot old young

### WORDSPOT

#### Task F, p.90

- Play a GUESSING game.
- Say sentences that describe some animal, and students have to guess which animal you are describing.
- Examples:  
*It is big and white. It likes very cold weather. – a polar bear*  
*It is a bird but it can't fly. It is black and white. It can swim. It eats fish. – a penguin*  
*It is a big animal that can live without water for a long time. It has got 1 or 2 humps. (explain the word) – a camel*  
*It is a very large snake. Its name begins with A. – an anaconda*
- Write the names of the animals on the board.

a polar bear a penguin a camel an anaconda

- Ask students where these animals live. (Students can say some places in Georgian if they do not know the English word.)
- Write the places on the board.

the North Pole the South Pole the desert the Amazon

- Tell students to look at the words in task F.
- Explain to students that we call the North Pole and the South Pole poles and that the Amazon is a large rainforest.
- Draw three columns on the board with the following headings:

the poles	the desert	the rainforest
a polar bear	a camel	wood
ice	the Sahara	rain
the Arctic	sand	tall trees
the Antarctic	dry	wet
penguins		South America

- Invite students to come to the board and write the words from task F in the correct columns.
- Explain all the new words.
- Ask students to find the places on the map on page 88.

- Students copy the words from the board.

**Answer key:** Desert: a camel, sand, Africa, The Sahara, dry.  
Rainforest: wood, tall trees, wet, South America, rain  
The pole: a polar bear, ice, penguins, the Antarctic, Arctic.

### READING

#### Task G, p.90

- Ask students to look at the pictures in task G and tell you what they see in each picture.
- Tell them to listen to the texts and match the pictures to the texts.
- Play track 46 on the CD.
- Ask students to read the texts aloud.
- As they read, explain the new vocabulary and write the words on the board.

tropical forests top  
plants bottom  
become is home to  
cut down a seal  
destroy rest  
thirsty

- Ask students comprehension questions:  
*Where are the rainforests?*  
*What are rainforests full of?*  
*Why are there a lot of animals in rainforests?*  
*Why are the rainforests becoming smaller and smaller?*  
*What are the driest places on Earth?*  
*Why are they the driest places?*  
*What is the name of the largest hot desert in the world?*  
*What is the other name for a camel?*  
*Why can camels travel through deserts?*  
*What does a camel do when it finishes a journey without water?*  
*What are the coldest places on Earth?*  
*Which animals live at the poles?*  
*Why is the winter the happiest time for polar bears?*  
*Where do penguins live?*
- Students copy the words from the board.

#### Tapescript

##### Track 46

The biggest tropical forests are in South America. They are called rainforests. The rainforest is a hot, wet place. It often rains there. It is full of tall trees and lots of different plants. There are lots of animals because there is a lot of food for them. Every year these forests are becoming smaller and smaller because people cut down trees to get wood. When people destroy the forest, they also destroy lots of plant and animal homes.

The top and the bottom of the world are the coldest places on Earth. They are lands of ice and snow. But some animals live there. The Arctic is home to polar bears, and they love its cold, windy weather. Winter is the happiest time for the bears because that is the time when they catch seals. For the penguins that live there, the Antarctic is the nicest place in the world.

They are the driest places on Earth. It almost never rains there. The Sahara, in Africa, is the largest hot desert in the world. It is like an ocean of sand. To travel in the desert you need "the ship of the desert", or the camel. The camel can travel in the desert for ten days without food or water. After that it is very hungry and thirsty, and it just rests, eats and drinks for days.

**Answer key:** 1- The rainforest, 2- the desert, 3- the poles

## WORDSPOT

**F** Do these words describe the desert, the rainforest or the poles? Explain why they belong in that group.

a polar bear   ice   a camel   wood  
 the Arctic   tall trees   the Sahara  
 sand   wet   Africa   dry   rain  
 South America   penguins   the Antarctic

## READING

**6** Listen and read. Match the pictures to the texts.



Track 01

**1** The biggest tropical forests are in South America. They are called rainforests. The rainforest is a hot, wet place. It often rains there. It is full of tall trees and lots of different plants. There are lots of animals because there is a lot of food for them. Every year these forests are becoming smaller and smaller because people cut down trees to get wood. When people destroy the forest, they also destroy lots of plant and animal homes.

**2** They are the driest places on Earth. It almost never rains there. The Sahara, in Africa, is the largest hot desert in the world. It is like an ocean of sand. To travel in the desert you need "the ship of the desert", or the camel. The camel can travel in the desert for ten days without food or water. After that it is very hungry and thirsty, and it just rests, eats and drinks for days.

**3** The top and the bottom of the world are the coldest places on Earth. They are lands of ice and snow. But some animals live there. The Arctic is home to polar bears, and they love its cold, windy weather. Winter is the happiest time for the bears because that is the time when they catch seals. For the penguins that live there, the Antarctic is the nicest place in the world.

The poles



The rainforest



The desert



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### TEACHING TIPS

#### Extra activity

##### • Quiz

You can divide the class into 3 teams. Give students 2 minutes to go through the texts again. (You can advise the teams to split into 3 groups, and each group within a team memorizes one text.) Teams take turns to answer the questions. For each correct answer they get a point. If a team does not know the answer, other teams get a chance to answer the question.

### Task H, p.91

- Ask students to look at the sentences in task H.
- Tell them to replace **it** and **they** with the word from the texts.
- Give them some time.
- Ask students to read the sentences aloud.



### Workbook p.81, Tasks D, E

**Answer key:** 1- Deserts, 2- the Sahara, 3- South America, 4-the poles, 5- winter, 6- Antarctic.

### REMEMBER!, p.91

#### SUPERLATIVE - SHORT ADJECTIVES

- Ask students to find the following words in the sentences in task H: “ყველაზე მშრალი ადგილები, ყველაზე დიდი უდაბნო, ყველაზე დიდი ტროპიკული ტყე, ყველაზე ცივი ადგილები, უბედნიერესი სეზონი, ყველაზე კარგი ადგილი”.
- As students say the expressions, write them on the board.

the driest places  
the largest desert  
the biggest tropical forest  
the coldest places  
the happiest season  
the nicest place

- Ask students to find what these expressions have in common. (They will probably say they all begin with the and have -est ending in adjectives.)
- Ask them what they call this form of adjective in Georgian.
- Explain that this is superlative.
- Ask students to try to explain **the** rule for superlative of short adjectives in English.
- Write the rule on the board.

#### Superlative – short adjectives

the cold + **est** = **the coldest**  
They are the coldest places on Earth.

- Stress the use of the definite article the in front of the superlatives.
- Ask students to read the examples in the Remember box.
- Write the examples on the board.

The Sahara is the largest hot desert in the world.  
The biggest tropical forests are in South America.  
Winter is the happiest time for polar bears.

- Invite students to come to the board and underline the superlatives.
- Ask them what they notice in these superlatives. (Students will remember the changes in spelling in comparative from the previous lesson.)
- Explain the changes, and write them on the board.

#### Be careful!

the nice + est = the nicest (e is omitted)  
the hot + est = the hottest (double t)  
the sunny + est = the sunniest (y turns into i)

- Explain that the changes are the same as in comparative.
- Students copy the sentences and the rule from the board.

### Task I, p.91

- Ask students to look at the sentences in task I and circle the correct words.
- Give them some time.
- Ask students to read the sentences aloud.
- Discuss the answers.



### Workbook p.82, Task G, p.83, Tasks H, I

**Answer key:** 1-driest, 2-largest, 3-wettest, 4-biggest, 5-coldest, 6-happiest.

#### TEACHING TIPS

##### Extra activity

- **Circle the correct answer**  
Write the following sentences on the board.

1. The poles are **colder / the coldest** places on Earth.
2. Winter is the **happiest / happier** time for the bears on the Arctic.
3. In rainforests **there is / there are** lots of animals because there is a lot of food.
4. The biggest tropical forests **on the world / in the world** are in South America.
5. My favourite **desert / dessert** is apple pie.
6. Most **deserts / desserts** are hot.

Invite students to come to the board and circle the correct word.  
If you have a stronger class, you can omit the words (leaving just the adjective) and ask students which word they would write in the gaps.

#### SPEAKING

##### Task J, p.91

- Ask students which of the following places they would like to visit: the desert, the rainforest or the poles.
- According to their choices, divide the class into three groups.
- Each group gets together.
- Ask them why they have chosen these particular places.
- Ask them what kind of animals and plants live in these places.
- Ask them if they know anything else about these places.
- Tell students to imagine they are in the desert / at one of the poles / in the rainforest.
- Ask students to read the questions in task J.
- You can ask students to close their eyes and try to imagine what they see and hear.
- They relate their experience to the rest of the group.
- Tell students to write down the answers to the questions.
- Invite them to report their experience to the rest of the class.

**Answer key:** Students' answers.



**H** Use words from the text instead of **It** and **They**.

- 1 **They** are the driest places on Earth.
- 2 **It** is the largest hot desert in the world.
- 3 **It** is the continent which has the biggest tropical forests.
- 4 **They** are the coldest places on Earth.
- 5 **It** is the happiest season for polar bears.
- 6 **It** is the nicest place in the world for penguins.

**REMEMBER!**

### SUPERLATIVE – SHORT ADJECTIVES

cold - (the) coldest

The top and the bottom of the world are **the coldest** places on Earth.

### BE CAREFUL!

large → the largest  
big → the biggest  
happy → the happiest

The Sahara is **the largest** hot desert in the world.  
**The biggest** tropical forests are in South America.  
Winter is **the happiest** time for polar bears.

**I** Choose the correct word.

- 1 The desert is the **driest** / **wettest** place in the world.
- 2 The Sahara is the **largest** / **smallest** hot desert in the world.
- 3 Rainforests are the **driest** / **wettest** places in the world.
- 4 The **biggest** / **smallest** tropical forests are in South America.
- 5 The poles are the **coldest** / **hottest** places in the world.
- 6 Winter is the **saddest** / **happiest** time for polar bears.

### SPEAKING

- J**
- 1 Which would you prefer to visit: the desert, the rainforest or one of the poles? Why?
  - 2 Imagine that you are... in **the desert**, or at one of **the poles**, or in **the rainforest**.

- 1 What is the weather like?
- 2 What are you wearing?
- 3 What can you see? What can you hear?
- 4 What do you need to survive in this place?



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### TEACHING TIPS

- You can show students some pictures of animals and plants that live in the desert, in the rainforest or at the poles to help them visualize the places.

### HOMEWORK

Workbook, p.81, Tasks D, E  
p.82, Task G  
p.83, Tasks H, I, J

## 5.2. LIFE ON THE FARM

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: უცბ. დანჯ. (II): 1,2,3,4,5,6,7,8,9,10

GRAMMAR • comparative of long adjectives  
• irregular comparative

FUNCTIONS • talking about life on a farm  
• comparing life on a farm with life in the city

VOCABULARY • vocabulary relating to farm life

### SKILLS

READING • story about a happy farm  
• Quiz: Are you a country kid or a city one?

LISTENING • story about a sad farm  
• story about a happy farm

SPEAKING • talking about life on a farm

WRITING • comparing things

### CULTURE and CLIL

• science – animal husbandry

### LESSON 1

#### INTRODUCTION

- Start the lesson by checking homework.
- Tell students that today you will talk about life on a farm.
- Elicit the animals that we can find on a farm.
- Write the words students say on the board.

a cow a dog a goose  
a sheep a cat a pig  
a horse a mouse  
a goat a hen  
a chicken a duck

- Ask students what else we can find on a farm.
- Elicit words like a tractor, a garden, vegetables, a farmhouse.
- Write the words on the board.

a tractor  
a garden  
vegetables  
a farmhouse

- Ask students to tell you what life on a farm is like. (Help them with questions: Is life on a farm hard? Is it beautiful? Why?)

#### A SAD FARM

##### Task A, p.92

- Tell students to look at the pictures in task A.
- Ask them what kind of farm it is. (They will probably read the title and say a sad farm.)
- Ask students to name the animals and things in the pictures.
- Explain the vocabulary, and write the words on the board.

mice thin  
a roof afraid  
broken  
thirsty

- Tell students to describe the pictures using the words in the boxes.
- Write an example on the board:

The tractor is broken.

- Give students some time to think.
- Invite students to come to the board and write the sentences. Help them if necessary.

*The flowers are dying.  
The dog is thin and hungry.  
The farmhouse is ugly and broken.  
The mice are happy.  
The fox is happy.  
There aren't any vegetables in the garden.  
The roof is broken.  
The hen and the chickens are afraid.  
The cows are dirty.*

- Students copy the words (not the sentences) from the board.

**Answer key:** Students' answers. Some suggested answers: The tractor is broken. The dog is hungry. The fox is happy. The flowers need water. etc.

# 5.2

## LIFE ON THE FARM

### A SAD FARM

**A** Describe the pictures. These words can help you:

tractor flowers dog farmhouse mice fox  
vegetable garden roof

hungry dirty broken dry thirsty happy  
afraid ugly thin sad



### LISTENING



**B** Listen to the story about the sad farm, and put the pictures in the right order.

**C** Listen again and answer the questions.



- 1 What do the cows need?
- 2 Why can't the tractor go?
- 3 Why are the chickens cold at night?
- 4 Why is the fox happy?
- 5 Why are the flowers dying?
- 6 How do the mice feel?
- 7 Are there any vegetables in the garden?
- 8 Why is the dog so thin and sad?

## LISTENING

### Task B, p. 92

- Tell students to listen to the story and put the pictures in the correct order.
- Play track 47 on the CD.
- Ask students to read the answers aloud.

**Answer key:** 1, 5, 6, 4, 9, 2, 8, 3, 1.  
Alternative: 4, 5, 6, 3, 9, 1, 8, 2.

### Tapescript Track 47

This is a story about a sad farm. Look at the flowers. The flowers are dying. Why? They need water. *(pause)* The vegetable garden also needs water. So there are no vegetables there. *(pause)* The hen and the chicken are very worried. There's a hole in their roof. They are cold at night, and they are afraid of the fox. *(pause)* And the cows? They are dirty, and they really need a good bath. *(pause)* The farmhouse also looks old and ugly. It has a bad roof. What a mess! *(pause)* There is a tractor on the farm. But it doesn't work because some of its parts are broken. *(pause)* And the dog. Oh, the poor dog! He's hungry and hasn't got any friends. *(pause)* But life is good for the mice and the fox. Why? The mice can run around all day because there is no cat on the farm. And the fox is really happy. "Chicken for dinner. Yummy!" says the fox.

### Task C, p.92

- Ask students to read the questions in task C on their own.
- Explain the new words, and write them on the board.

die  
a hole  
a bath

- Tell students to listen to the track again and focus on the questions.
- Play the track again.
- Ask students to read out the questions and say the answers.
- Discuss the answers.



### Workbook, p. 84, Tasks A, B

**Answer key:** 1-water, 2-some parts are broken, 3-there is a hole in the roof, 4-the mice are running around, 5-they need water, 6-happy, 7-no, there aren't, 8- he is hungry and has no friends

# 5.2

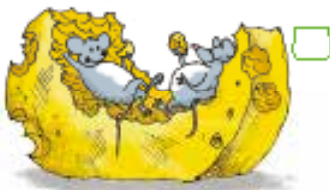
## LIFE ON THE FARM

### A SAD FARM

**A** Describe the pictures. These words can help you:

tractor flowers dog farmhouse mice fox  
vegetable garden roof

hungry dirty broken dry thirsty happy  
afraid ugly thin sad



### LISTENING

**B**  Listen to the story about the sad farm, and put the pictures in the right order.  
Track 06

**C** Listen again and answer the questions.



Track 07

- 1 What do the cows need?
- 2 Why can't the tractor go?
- 3 Why are the chickens cold at night?
- 4 Why is the fox happy?
- 5 Why are the flowers dying?
- 6 How do the mice feel?
- 7 Are there any vegetables in the garden?
- 8 Why is the dog so thin and sad?

## A HAPPY FARM

### Task D, p.93

- Ask students to look at the picture in task D.
- Explain that there is a new farmer, Fred.
- Ask them to name the changes they can see. (Students will probably say: the cows are clean, the farmhouse is nice, the dog is happy, the vegetables are growing in the garden, the tractor has been repaired etc.)

**Answer key:** Students' answers.

### Task E, p.93

- Tell students to look at the words and the texts in task E.
- Explain the new vocabulary, and write the words on the board.

painted comfortable  
useful worse  
fields any more  
better

- Tell students to complete the first part of the text with the words.
- Give them some time.
- Play track 48 (Part I) on the CD.
- Ask students to complete the second part of the text with the words.
- Play track 48 (Part II) on the CD.
- Ask students to read the texts out loud.
- Students copy the words from the board.

**Answer key:** Fields, lots of, cooks, cleaner, cheese, with.

### Tapescript Track 48

The farmhouse is painted, and it looks nicer. The flowers are more beautiful. The tractor is more useful. Farmer Fred drives it and works in the fields. In the vegetable garden there are lots of vegetables. Fred's wife Lisa cooks them for dinner. The cows are cleaner. They are happier and give a lot of milk. Fred sells it, and he also makes cheese. The dog's life is better and more interesting. He plays with Fred's son Tim. He eats better food. He's not so thin any more. He's fatter.

The chicken house has a new roof, and it is more comfortable. The chickens are warmer, and they aren't afraid of the fox any more. They give more eggs, so farmer Fred and his family can have fresh eggs for breakfast in the morning. But not everybody is happy. The mice can't run around. Their life is more difficult and more dangerous. There is a big cat on the farm now, and the mice are afraid. Life is also worse for the fox. He is not so fat, and he is hungry. He doesn't have chicken for dinner any more.

## TEACHING TIPS

### • Noughts and crosses

Divide students into two teams. Teams take turns to open the 9 fields on the board. They have to answer the question that is 'hiding' behind each field. The aim of the team is to have 3 symbols in a row. If a team doesn't know the answer to the question, the other team can have a go.

1	2	3
4	5	6
7	8	9

Questions:

1. *Why does the farmhouse look nicer?*
2. *Where does farmer Fred work with the tractor?*
3. *What does Fred's wife Lisa do?*
4. *What do the cows do?*
5. *What does farmer Fred do with the milk?*
6. *What is different at the chicken house?*
7. *What do the chickens do?*
8. *What does farmer Fred do with the eggs?*
9. *What has happened to the fox?*



### Workbook, Task I, p.87

- Write the following names of animals on cards: **a duck / a pig / a cat / a sheep / a dog / a chicken / a horse / a cow**
- Invite students to come to the board and pick a card.
- They should imitate the sound of the animal on the card.
- Other students have to guess which animal the student is imitating.
- When they guess the animal, write the sound on the board.

*a duck – quack, quack*  
*a pig – oink, oink*  
*a cat – meow, meow*  
*a sheep – baa, baa*  
*a dog – woof, woof*  
*a chicken – cluck, cluck*  
*a horse – neigh, neigh*  
*a cow – moo, moo*

- Explain the differences between the Georgian sounds and the English ones.
- Tell students to look at the pictures in task I and match the farm animals to the sounds they make.
- Check what they have done.

**Answer key:** Of, eggs, the, can't, a, dinner.

## HOMEWORK

Workbook, p.84, Tasks A, B  
p.86, Task G

## A HAPPY FARM

**D** Look at the picture. It is the same farm, but things are much better now. There is a new farmer. His name is Fred. What changes can you see?



**E** Where do these words go? Complete the texts, then listen and check.

cheese cleaner cooks fields with lots of

The farmhouse is painted, and it looks nicer. The flowers are more beautiful. The tractor is more useful. Farmer Fred drives it and works in the \_\_\_\_\_. In the vegetable garden there are \_\_\_\_\_ vegetables. Fred's wife Lisa \_\_\_\_\_ them for dinner. The cows are \_\_\_\_\_. They are happier and give a lot of milk. Fred sells it, and he also makes \_\_\_\_\_. The dog's life is better and more interesting. He plays \_\_\_\_\_ Fred's son Tim. He eats better food. He's not so thin any more. He's fatter.

a can't dinner eggs of the

The chicken house has a new roof, and it is more comfortable. The chickens are warmer, and they aren't afraid \_\_\_\_\_ the fox any more. They give more \_\_\_\_\_, so farmer Fred and his family can have fresh eggs for breakfast in \_\_\_\_\_ morning. But not everybody is happy. The mice \_\_\_\_\_ run around. Their life is more difficult and more dangerous. There is \_\_\_\_\_ big cat on the farm now, and the mice are afraid. Life is also worse for the fox. He is not so fat, and he is hungry. He doesn't have chicken for \_\_\_\_\_ any more.

## LESSON 2

### INTRODUCTION

- Start the lesson by checking homework.
- In task G (workbook, p.86), students had to circle what they like about the farm and underline what they think is difficult.
- Draw two columns on the board with the following headings:

What I like about the farm	What I think is difficult
<i>You can have a pet.</i>	<i>You have to feed the animals every day.</i>
<i>There are a lot of animals there.</i>	<i>There is a lot of work.</i>
<i>You can play outside.</i>	<i>You have to wake up early.</i>
<i>You can ride a horse.</i>	
<i>You can ride a tractor.</i>	
<i>You can ride a bike.</i>	
<i>You can drink your own milk.</i>	
<i>You can eat your own fruit and vegetables.</i>	

- Ask students to read aloud the things they like about the farm and then what they think is difficult.
- Write their answers on the board.
- When you have all the sentences on the board, ask students if they would like to be a farmer. Why (not)? (These are the questions from task H – workbook, p.87.)
- Discuss the students' choices.



### Workbook, p. 87, Task H

#### Task F, p.94

- As a warm-up, play a SPOT THE DIFFERENCE game.
- Divide students into two teams. One team is a sad farm, the other one is a happy farm.
- Explain that you will write some adjectives on the board.
- The task of the team is to write, as quickly as possible, all the adjectives connected with their farm on a piece of paper.
- The first team to finish is the winner.
- Draw two columns on the board with the following headings.

A sad farm	A happy farm
bad	good
boring	interesting
ugly	beautiful
difficult	easy
uncomfortable	comfortable

- Invite students to come to the board and write the adjectives in the sad farm column.
- Tell them to write the opposites of these adjectives in the happy farm column.
- Help them if necessary.
- Students copy the columns into their notebooks.

**Answer key:** (Left part of the pair is for a sad and right for a happy farm), bad – good, uncomfortable-comfortable, ugly- beautiful, difficult-easy, boring-interesting.

#### Task G, p.94

- Ask students to describe the life and things on a happy farm.
- Help them by asking the following questions: What do the flowers look like? What is the chicken house like? What is the dog's food like? What is the mice's life like? (Students can look in their books.)
- Tell students to look at the sentences in task G and circle the correct form.
- Ask them to read the sentences out loud.

**Answer key:** 1-more beautiful, 2-more comfortable, 3-more interesting, 4-better, 5-more difficult, 6-worse.

#### REMEMBER!, p.94

##### COMPARATIVE – LONG ADJECTIVES

- Write the following examples of sentences from task G on the board.

The new farm is more beautiful than the old farm.  
The mice have a more difficult life.

- Ask students to translate the sentences into Georgian.
- Invite students to translate უფრო ლამაზი, უფრო ძნელი into English.
- Underline the comparatives in the sentences.
- Ask them what they call this form of adjective. (They will say comparative.)
- Remind them of the comparative of short adjectives. How do we form comparative of short adjectives? (They will remember the -er ending.)
- Ask them what is different with these two adjectives on the board. (Students will notice more in front of the adjectives and no ending.)
- Write the rule on the board.

##### Comparative – long adjectives

**more** + beautiful = **more** beautiful

The new farm is **more** beautiful **than** the old farm

- Point out the use of than.
- Ask students to read the examples in the Remember box.
- Write the examples on the board.

##### Irregular comparative

good- **better**

bad-**worse**

The dog eats better food.

Life is worse for the fox.

- Invite students to find უკეთესად, უარესად in the sentences.
- Underline the adjectives as they say them.
- Ask students to tell you the positive form of these adjectives: good, bad.
- Write them on the board.
- Explain that these are adjectives with irregular comparative and they should be learned by heart.
- Students copy the words from the board.



**F** Do these adjectives describe the sad or the happy farm? Find the opposites.



bad boring comfortable  
beautiful easy good ugly difficult  
uncomfortable interesting



**G** Circle the correct form.

- 1 The new farm is **more beautiful** / uglier than the old farm.
- 2 The chicken house is **more uncomfortable** / more comfortable now.
- 3 The dog's life is **more boring** / more interesting now.
- 4 His food is **better** / worse.
- 5 The mice have a **more difficult** / an easier life.
- 6 The fox's life is **better** / worse.

**REMEMBER!**

### COMPARATIVE – LONG ADJECTIVES

Life is **more interesting than** before.      more interesting

### IRREGULAR COMPARATIVE

The dog eats **better** food.      good - better  
Life is **worse** for the fox.      bad - worse

**H** Complete the sentences with the comparative form.

- 1 The house looks nicer (nice).
- 2 The cows are cleaner (clean).
- 3 The dog is happier (happy).
- 4 He is fatter (fat).
- 5 The chickens are warmer (warm).
- 6 The fox is thinner (thin).

## SPEAKING

In groups, talk about life on a farm.

- 1 Think of two reasons why life on a farm is difficult.
- 2 Think of three reasons (or more) why it is interesting and beautiful.
- 3 Decide which six animals you would like to have on your farm. Explain why.
- 4 Choose a representative who will report your opinions to the class.



### TEACHING TIPS

#### Extra activity

- Comparatives
- Draw three columns on the board with the following headings.
- Ask students to go through the text in task E and find the comparatives.
- Invite them to come to the board and write them in the correct column.

short adjectives	long adjectives	irregular comparative
nicer	more beautiful	better
cleaner	more useful	worse
happier	more interesting	
fatter	more comfortable	
warmer	more difficult	
	more dangerous	

- Ask students to circle the adjectives with some spelling changes.
- Ask them to explain the spelling changes. (nicer, happier, fatter)

#### Task H, p.94

- Ask students to look at the sentences in task H and complete them with the comparative form.
- Give them some time.
- Ask students to read the sentences aloud.
- Discuss the answers.



**Workbook, p. 85, Tasks C, D, E**

**Answer key:** 1-nicer, 1-cleaner, 3-happier, 4-fatter, 5-warmer, 6-thinner.

### SPEAKING

#### Task I, p.94

- Divide students into groups of four-five students.
- Tell students to look at the questions in task I.
- Explain the task. (You can write the tips on the board.)

#### Life on a farm:

**Difficult (2 reasons)**

**Interesting and beautiful (3 or more reasons)**

Six animals on our farm (why?)

- Explain any new vocabulary. (reasons, decide, representative)
- Let students discuss the questions and write their reasons and choices.
- Monitor them, and help if necessary.
- Invite representatives to come in front of the class and report the group's opinion.
- When all the groups have reported, discuss their choices. (You can write the reasons and animals on the board so you can compare them in the end.)

**Answer key:** Students' answers.

**F** Do these adjectives describe the sad or the happy farm? Find the opposites.



bad boring comfortable  
beautiful easy good ugly difficult  
uncomfortable interesting



**G** Circle the correct form.

- The new farm is **more beautiful** / uglier than the old farm.
- The chicken house is **more uncomfortable** / more comfortable now.
- The dog's life is **more boring** / more interesting now.
- His food is **better** / worse.
- The mice have a **more difficult** / an easier life.
- The fox's life is **better** / worse.

**REMEMBER!**

### COMPARATIVE – LONG ADJECTIVES

Life is **more interesting than** before.      more interesting

### IRREGULAR COMPARATIVE

The dog eats **better** food.      good - better  
Life is **worse** for the fox.      bad - worse

**H** Complete the sentences with the comparative form.

- The house looks nicer (nice).
- The cows are cleaner (clean).
- The dog is happier (happy).
- He is fatter (fat).
- The chickens are warmer (warm).
- The fox is thinner (thin).

## SPEAKING

In groups, talk about life on a farm.

- Think of two reasons why life on a farm is difficult.
- Think of three reasons (or more) why it is interesting and beautiful.
- Decide which six animals you would like to have on your farm. Explain why.
- Choose a representative who will report your opinions to the class.



### Task J, p.95

- Ask students to think about life on a farm and make a choice: are they a country kid or a city kid?
- Write country or city on the board.

Country or city?

- Ask students to raise their hands if they think they are country kids. Count the hands.
- Repeat this for city kids.
- Tell them to look at the quiz in task J.
- Tell students to do the quiz and find out if they really are country or city kids.
- Ask students to read the questions and answers aloud.
- Students then circle the answers on their own. (They do not share their answers with the rest of the class.)
- As they read the questions, explain the new words and write them on the board.

#### **Country or city?**

strike  
mysterious  
scare  
milking a cow  
a bee  
sting

- When students have read all the questions aloud, tell them to count how many a), b) and c) answers they have.
- Ask students to read the score aloud.
- Explain the new words, and write them on the board.

noisy streets  
crowded buses  
feel at home  
spend a weekend  
nature  
air

- Invite students to report their score to the rest of the class.
- Ask them if they agree with the results they got.

### TEACHING TIPS

#### Extra activity

##### • Good things / bad things

Divide students into two groups: *good things* and *bad things*.

Tell each group to think of a few (at least 3) good/bad things about country and city life.

Help them with an example: *one good thing about city life is: you can go to the cinema when you want / one bad thing about city life: noisy streets*

Give students some time to think, discuss and write their examples. Monitor the groups, and help if necessary.

Invite representatives of the groups to come to the board and write their examples.

	Country life	City life
Good things		
Bad things		

Discuss the students' ideas with the whole class.

##### • Country vs. city

Draw two columns on the board:

Country	City

Invite students to come to the board. Explain that you will say a word and their task is to write the word in the correct column, depending on what it refers to.

Examples: *museum, chicken, shopping, nature, cars, vegetables, cinema, cows, eggs, streets, tractor, building etc.*

### HOMework

Workbook, p.85, Tasks C, D, E  
p.86, Task F

**J** Are you a country kid or a city one? Do the quiz and find out. Do you agree with the results?

1 What is your favourite animal?

- a) The goldfish.
- b) The tiger.
- c) The horse.

2 Which of these films would you like to see?

- a) City Bikers Strike Again.
- b) Mysterious Arctic.
- c) Miranda, the Dancing Cow.

3 Can you wake up early?

- a) I can't. I really don't like early mornings.
- b) Sometimes, when I have interesting plans.
- c) Of course I can. I like mornings.

4 What scares you most?

- a) Milking a cow.
- b) A tomado.
- c) Getting hit by a car.

5 You see a bee flying around you. What do you think?

- a) Help!
- b) Oh, a bee! I must be very careful.
- c) It's so lovely! Poor animal, it dies if it stings me.

6 What would you like to try out?

- a) A ride in a sports car.
- b) A ride on a horse.
- c) A ride on a tractor.

7 Where would you like to celebrate your birthday?

- a) In a fast-food restaurant.
- b) At home.
- c) At a picnic.

### SCORE:

**Most a) answers:**

You really are a city kid. You like noisy streets and crowded buses, and you feel at home in a shopping mall. How about spending a weekend in the country? Just for a change.

**Most b) answers:**

You like towns and cities, cinemas and museums. But you also like animals and playing in nature. By the way, what do you think of the Dr Doolittle books?

**Most c) answers:**

You like animals and nature. Cities scare you a little. You love spending time outside, in the fresh air, running around. But don't forget that reading books can be fun, too.



## 5.3. MY FAVOURITE ANIMAL

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES **ကွက်. (II):**  
1,2,3,4,5,6,7,8,9,10,11,13,14

- GRAMMAR**
- superlative of long adjectives
  - irregular superlative
  - irregular plural
  - WH questions
  - the present simple – revision

**FUNCTIONS** • describing animals

**VOCABULARY** • vocabulary relating to animals and parts of the body

### SKILLS

**READING** • texts about the chameleon, the owl, the great white shark and the chimpanzee

**LISTENING** • passages about the chameleon, the owl, the great white shark and the chimpanzee

**SPEAKING** • describing animals

**WRITING** • describing an animal you like

### CULTURE and CLIL

- science

### LESSON 1

#### INTRODUCTION

- Start the lesson by checking homework.
- As a warm-up, play a GUESS THE ANIMAL game.
- Tell students you are going to describe some animals and they have to guess which animal you are describing.

*This animal can change colour. It lives in the trees. It has got a very long tongue, and it catches insects with it. – a chameleon*

*It is a very intelligent animal. It likes bananas. It is Tarzan's friend. – a chimpanzee*

*It is a very big fish. It's got very big teeth. People are afraid of it. – a (great white) shark*

*This animal is a bird. It doesn't sleep at night. It's got very big eyes. – an owl*

- As students guess the animal, write it on the board. (Write the names of the animals in four columns.)

a chameleon	a chimpanzee	a (great white) shark	an owl

- Ask students if they know anything else about these four animals.
- Ask students what their favourite animal is.
- Tell them to think of some other (wild) animals, not just dogs, cats and other pets.
- Ask students why they like this particular animal.

#### TEACHING TIPS

##### • Association game

You can elicit the names of the animals by playing an association game instead of a definition game. Draw an empty grid with letters and numbers on the board.

Divide the class into two teams.

One team opens a box. If they guess the solution of the column, they get one point and a chance to have another go. If not, the other team opens a box.

	A	B	C	D
1	Elliot	long tongue	likes bananas	big teeth
2	bird	changes colour	Tarzan's friend	very big ("great") fish
3	big eyes	climbs trees	a monkey	swims very fast
4	doesn't sleep at night	eats insects	very intelligent	people are afraid of it
	THE OWL	THE CHAMELEON	THE CHIMPANZEE	THE GREAT WHITE SHARK

#### Task A, p.96

- Tell students to look at the pictures in task A and name the animals.
- Explain that Elliot, Cindy, Ella and Pete are talking about their favourite animals.
- Ask students if they can guess which is whose favourite. (They will probably guess that Elliot likes owls.)

**Answer key:** Ella – chameleon, Pete-great white shark, Elliot-owl, Cindy-chimpanzee.

# MY FAVOURITE ANIMAL

**A** Elliot, Cindy, Ella and Pete are talking about their favourite animals. Look at the pictures. Can you guess which is whose favourite?



## READING



**B** Listen and read. Which text is about which animal: the great white shark, the owl, the chameleon or the chimpanzee?

It lives in Africa. It is the most interesting lizard in the world. It is also the best actor among animals. It changes the colour of its skin like actors change clothes. It can be brown, green, yellow, black, blue or white. When it is calm, it is green. It becomes yellow when it is angry. But this is not all. It has strange feet that are perfect for climbing trees. It has a strange tail and funny eyes. It can move one eye left and the other right. It eats insects. It catches them with a very long tongue. Its tongue is longer than its body.

It is the most popular bird in this book. It doesn't sleep at night like other birds. It sleeps during the day and hunts at night. It has very large eyes to see better in the dark. It can't move its eyes, so it moves its neck. It flies without making any noise. It catches mice, lizards, spiders and other small animals.

They are the most intelligent of all animals. They live in African tropical forests in small family groups. Their families and friends are important to them. They eat fruit, leaves, ants and other things. Sometimes they hunt and eat meat. They love learning and playing. People like them because they are funny. Unfortunately, people are also their worst enemies. They destroy the forest, kill them and take their babies as pets.

They are very big fish. They are called "white", but they have a grey back. They are the best hunters in the sea. Some are 8 metres long. They live alone. They have long tails and swim very fast – 69 kilometres an hour. They have lots of very sharp teeth. They eat big fish and seals. They have excellent noses. They can smell one drop of blood in 100 litres of water. When they smell blood, they attack. Many people think they are the most dangerous animals of all. People are afraid of them when they go swimming, but they don't often attack people.

## READING

### Task B, p.96

- Tell students to look at the texts in task B.
- Tell them to listen to the track, find out which text is about which animal and write the numbers in the boxes.
- Play track 49 on the CD.
- Invite students to read the text aloud.
- Explain any new vocabulary, and write the words in the appropriate columns.

a chameleon	a chimpanzee	a (great white) shark	an owl
a lizard	family groups	back	large
an actor	leaves (a leaf)	great	neck
calm	an ant	hunter	noise
strange	hunt	alone	
skin	destroy	smell	
feet	kill	a drop of blood	
a tail	chimps	attack	
insects		sharp	
tongue			

- Students copy the words from the board.

**Answer key:** 1, 3, 4, 2.

### Tapescript

#### Track 49

It lives in Africa. It is the most interesting lizard in the world. It is also the best actor among animals. It changes the colour of its skin like actors change clothes. It can be brown, green, yellow, black, blue or white. When it is calm, it is green. It becomes yellow when it is angry. But this is not all. It has strange feet that are perfect for climbing trees. It has a strange tail and funny eyes. It can move one eye left and the other right. It eats insects. It catches them with a very long tongue. Its tongue is longer than its body.

It is the most popular bird in this book. It doesn't sleep at night like other birds.

It sleeps during the day and hunts at night. It has very large eyes to see better in the dark. It can't move its eyes, so it moves its neck. It flies without making any noise. It catches mice, lizards, spiders and other small animals. They are the most intelligent of all animals. They live in African tropical forests in small family groups. Their families and friends are important to them. They eat fruit, leaves, ants and other things. Sometimes they hunt and eat meat. They love learning and playing.

People like them because they are funny. Unfortunately, people are also their worst enemies. They destroy the forest, kill them and take their babies as pets.

They are very big fish. They are called "white", but they have a grey back. They are the best hunters in the sea. Some are 8 metres long. They live alone. They have long tails and swim very fast – 69 kilometres an hour. They have lots of very sharp teeth. They eat big fish and seals. They have excellent noses. They can smell one drop of blood in 100 litres of water. When they smell blood, they attack. Many people think they are the most dangerous animals of all. People are afraid of them when they go swimming, but they don't often attack people.

## TEACHING TIPS

### Extra activity

#### • Beep dictation

Ask students to close the books. Explain that you will read some sentences and say *beep* instead of a missing word. The students' task is to write the missing words.

1. *The chameleon is the most interesting \_\_\_\_\_ in the world. (lizard)*
2. *The chameleon can change the colour of its \_\_\_\_\_. (skin)*
3. *It has got strange \_\_\_\_\_, perfect for climbing trees. (feet)*
4. *It catches insects with a very long \_\_\_\_\_. (tongue)*
5. *Chimpanzees live in African \_\_\_\_\_ forests. (tropical)*
6. *People \_\_\_\_\_ the forest where chimpanzees live. (destroy)*
7. *Great white sharks are the best \_\_\_\_\_ in the sea. (hunters)*
8. *They have very \_\_\_\_\_ teeth. (sharp)*
9. *They can smell one \_\_\_\_\_ of \_\_\_\_\_ in 100 litres of water. (drop, blood) People are afraid of them when they go \_\_\_\_\_. (swimming)*
10. *The owl doesn't sleep at \_\_\_\_\_. (night)*
11. *It can't move its eyes, so it moves its \_\_\_\_\_. (neck)*
12. *It flies without making any \_\_\_\_\_. (noise)*



# MY FAVOURITE ANIMAL

**A** Elliot, Cindy, Ella and Pete are talking about their favourite animals. Look at the pictures. Can you guess which is whose favourite?



## READING



**B** Listen and read. Which text is about which animal: the great white shark, the owl, the chameleon or the chimpanzee?

It lives in Africa. It is the most interesting lizard in the world. It is also the best actor among animals. It changes the colour of its skin like actors change clothes. It can be brown, green, yellow, black, blue or white. When it is calm, it is green. It becomes yellow when it is angry. But this is not all. It has strange feet that are perfect for climbing trees. It has a strange tail and funny eyes. It can move one eye left and the other right. It eats insects. It catches them with a very long tongue. Its tongue is longer than its body.

They are the most intelligent of all animals. They live in African tropical forests in small family groups. Their families and friends are important to them. They eat fruit, leaves, ants and other things. Sometimes they hunt and eat meat. They love learning and playing. People like them because they are funny. Unfortunately, people are also their worst enemies. They destroy the forest, kill them and take their babies as pets.

It is the most popular bird in this book. It doesn't sleep at night like other birds. It sleeps during the day and hunts at night. It has very large eyes to see better in the dark. It can't move its eyes, so it moves its neck. It flies without making any noise. It catches mice, lizards, spiders and other small animals.

They are very big fish. They are called "white", but they have a grey back. They are the best hunters in the sea. Some are 8 metres long. They live alone. They have long tails and swim very fast – 69 kilometres an hour. They have lots of very sharp teeth. They eat big fish and seals. They have excellent noses. They can smell one drop of blood in 100 litres of water. When they smell blood, they attack. Many people think they are the most dangerous animals of all. People are afraid of them when they go swimming, but they don't often attack people.

### Task C, p.97

- Ask students to look at the sentences in task C.
- Tell them to circle the correct form.
- Give them some time.
- Ask students to read the sentences aloud.



### Workbook p.88, Task A

**Answer key:** 1-most interesting, 2-the most popular, 3-the most intelligent, 4-the best.

### REMEMBER!, p.97

#### SUPERLATIVE – LONG ADJECTIVES / IRREGULAR SUPERLATIVE

- Write some of the sentences from task C on the board.

The owl is the most popular animal in this book.

- Underline the most popular and ask students to translate it.
- Ask them what it is. (By now they will know it is the superlative.)
- Ask students to explain the rule for superlative of long adjectives. (They will notice the most in front of the adjective.)
- Ask students to read aloud the examples in the Remember box.
- Write the rule on the board.

#### Superlative – long adjectives

The owl is the most popular animal in this book.  
popular – (the) most popular

- Write two more examples on the board.

The great white shark is the best actor among animals.  
People are the worst enemies of chimps.

- Underline the best and the worst and ask students to translate the words.
- Ask them again what these words are. (They will say they are also superlatives.)
- Tell students to read aloud the examples from the Remember box.
- Ask them which adjectives **the best** and **the worst** are superlatives of. (Students will say good and bad.)
- Remind students how to make comparative of these adjectives. (They will remember these are irregular adjectives.)
- Write the rule on the board.

#### Irregular superlative

The great white shark is the best good – (the) hunters in the sea. best

People are the worst bad – (the) enemies of chimps. worst

- Students copy the words from the board.

### Task D, p.97

- Tell students to look at the questions in task D.
- Give them time to think about the answers. (Challenge them to try to answer the questions without looking in the texts.)
- Invite students to read the questions and answers aloud.



### Workbook p.89, Tasks C, D

**Answer key:** Students' answers.

#### TEACHING TIPS

- To practise the superlatives further, you can do task E (Workbook, p.89).



#### Workbook Task E, p.89

- Ask students what they think: Which is the most beautiful animal? Which one is the most interesting? Which one is the most popular? Which one is the most useful?
- Write their answers on the board.
- Tell students to look at the animals in task E and see if they have mentioned some of the animals in the task.
- Explain the new words, and write them on the board.

a swan  
useful  
among

- Tell students to choose from the animals and answer the questions.
- Give them some time.
- Ask students to read the answers out loud.
- Discuss their answers.
- Ask them if they would write some other answers (animals) to these questions.

#### Extra activity

##### Finish the sentences

Write the following sentences on the board, and ask students to finish them:

*The most interesting book I have read is \_\_\_\_\_.*  
*The most popular student in the class is \_\_\_\_\_.*  
*The funniest movie I have watched is \_\_\_\_\_.*  
*The best actor is \_\_\_\_\_.*  
*The best singer is \_\_\_\_\_.*  
*The worst grade I have ever got is \_\_\_\_\_.*  
*The most beautiful building in our city is \_\_\_\_\_.*

Give them some time. Monitor them, and help if necessary. Invite students to read their examples aloud.

**C** Circle the correct form.

- 1 The chameleon is **the most interesting** / **the most dangerous** lizard in the world.
- 2 The owl is **the most popular** / **the most boring** animal in this book.
- 3 The chimpanzee is **the most intelligent** / **the most beautiful** of all animals.
- 4 The great white shark is **the worst** / **the best** hunter in the sea.

**REMEMBER!**

**SUPERLATIVE – LONG ADJECTIVES**

The chameleon is the **most interesting** lizard in the world. interesting - (the) **most interesting**

**IRREGULAR SUPERLATIVE**

The chameleon is the **best** actor among animals. good - (the) **best**  
People are the **worst** enemies of chimps. bad - (the) **worst**

**D** Which of the animals from Task B is...

the fastest?    the most dangerous?    the longest?    the strangest?    the funniest?    the most intelligent?  
the biggest?    the best actor?    the most popular in this book?  
the most interesting?    the hairiest?

**E** Match the questions to the answers. They are all about **chameleons** and **owls**.

- |   |  |
|---|--|
| 1 Where does the chameleon live?        | <input type="checkbox"/> At night.                     |
| 2 When does the owl hunt?               | <input type="checkbox"/> Mice and other small animals. |
| 3 What does the owl eat?                | <input type="checkbox"/> To see better in the dark.    |
| 4 Why does the owl have big eyes?       | <input type="checkbox"/> With a long tongue.           |
| 5 How does the chameleon catch insects? | <input type="checkbox"/> In Africa.                    |

**F** Answer the questions about **chimps** and **sharks**.

- |                          |                              |
|--------------------------|------------------------------|
| 1 Where do chimps live?  | 4 What do sharks eat?        |
| 2 When do sharks attack? | 5 Why do people like chimps? |
| 3 What do chimps eat?    | 6 How do sharks swim?        |

**SPEAKING**

**G** Test your memory! Close the book. Choose one of the four animals and say five sentences about it.

### Task E, p.97

- Ask students the questions from task E.
- Let them answer the questions without looking at the task.
- Tell students to read the questions in task E and match them with the correct answers.
- Give them some time.
- Tell students to read the questions and answers aloud.

**Answer key:** 2, 3, 4, 5, 1.

### Task F, p.97

- Ask students the questions from task F.
- Write their answers on the board.

In tropical forests.  
When they smell blood.  
Fruit, leaves, ants and other things.  
Big fish and seals.  
Very fast.

- Tell students to close their books.
- Tell them to think of the questions for the answers on the board. (You can help them by saying the WH question.)

**Answer key:** 1-in African tropical forests/small family groups. 2-When they smell blood, 3-fruit, leaves, ants and sometimes meat, 4-fish, 5- because they are funny, 6-fast.

### TEACHING TIPS

#### Extra activity

#### • Comprehension questions

Ask students some more questions about the texts. (You can write their answers in the end, when you have asked all the questions, and let students think of the questions.)

*What does the chameleon change?*

*Which animal is called the best actor among animals?*

*When is the chameleon green?*

*When does it become yellow?*

*Name three strange parts of the body that the chameleon has got.*

*What does the chameleon eat?*

*How long is its tongue?*

*What is important to chimpanzees?*

*What do they like?*

*Who are the chimpanzees' worst enemies? Why?*

*What can't the owl move?*

*What colour is the great white shark?*

*How long are these sharks?*

*How fast can they swim?*

#### • Guess the animal

Tell students you are going to think of an animal.

Divide the class into two groups.

Their task is to ask you questions until they guess the animal. Groups take turns to ask you questions.

You can also let students play this game in groups.

Each group thinks of an animal. By asking questions, the members of the other group guess which animal it is.

### SPEAKING

#### Task G, p.97

- Ask students to close their books.
- Divide them into four groups, and assign one animal (the chameleon, the chimp, the owl, the great white shark) to each group.
- Students have to say five sentences about the animal of their group.
- First they discuss it in group.
- They choose a representative who says out loud the information his/her group has remembered about the particular animal.

**Answer key:** Students' answers.

### HOMEWORK

Workbook, p.88, Task A  
p.87, Tasks C, D, E

- tell students to do some research on an animal of their choice. Questions in task L, p.99 might help them. Go through the questions with the students. Ask them to bring a photo of their favourite animal.

**C** Circle the correct form.

- 1 The chameleon is **the most interesting / the most dangerous** lizard in the world.
- 2 The owl is **the most popular / the most boring** animal in this book.
- 3 The chimpanzee is **the most intelligent / the most beautiful** of all animals.
- 4 The great white shark is **the worst / the best** hunter in the sea.

**REMEMBER!**

**SUPERLATIVE – LONG ADJECTIVES**

The chameleon is the **most interesting** lizard in the world. interesting - (the) **most interesting**

**IRREGULAR SUPERLATIVE**

The chameleon is the **best** actor among animals. good - (the) **best**  
People are the **worst** enemies of chimps. bad - (the) **worst**

**D** Which of the animals from Task B is...

the fastest?    the most dangerous?    the longest?    the strangest?    the funniest?    the most intelligent?  
the biggest?    the best actor?    the most popular in this book?  
the most interesting?    the hairiest?

**E** Match the questions to the answers. They are all about **chameleons** and **owls**.

- |   |  |
|---|--|
| 1 Where does the chameleon live?        | <input type="checkbox"/> At night.                     |
| 2 When does the owl hunt?               | <input type="checkbox"/> Mice and other small animals. |
| 3 What does the owl eat?                | <input type="checkbox"/> To see better in the dark.    |
| 4 Why does the owl have big eyes?       | <input type="checkbox"/> With a long tongue.           |
| 5 How does the chameleon catch insects? | <input type="checkbox"/> In Africa.                    |

**F** Answer the questions about **chimps** and **sharks**.

- |                          |                              |
|--------------------------|------------------------------|
| 1 Where do chimps live?  | 4 What do sharks eat?        |
| 2 When do sharks attack? | 5 Why do people like chimps? |
| 3 What do chimps eat?    | 6 How do sharks swim?        |

**SPEAKING**

**G** Test your memory! Close the book. Choose one of the four animals and say five sentences about it.

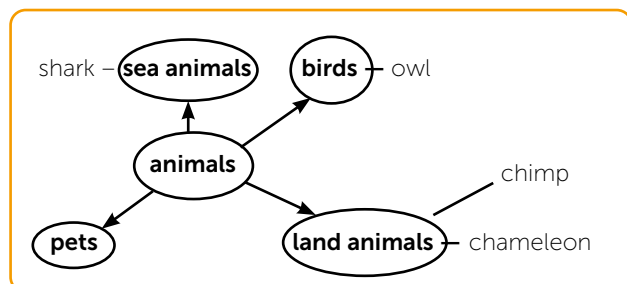
## LESSON 2

### INTRODUCTION

- Start the lesson by checking homework.
- As a warm-up, do task B (workbook, p.88).

#### **Workbook, Learning to learn, Task B, p.88**

- Ask students to name the animals they read about in the previous lesson. (They will name the chameleon, the chimpanzee, the great white shark and the owl.)
- Ask students where sharks live. (They will say: in the sea.)
- Ask them what kind of animal the owl is. (They will say: a bird.)
- Draw the following map on the board.



- Ask students which category they would put the owl and the shark in. (*the owl – birds, the shark – sea animals.*)
- Write them in the word web.
- Invite students to come to the board and write chameleon and chimp. (both *land animals*)
- Tell students to think about some more animals they would write in the word web.
- Tell them to take a look at the word web in task B.
- You can divide students into four groups (each group dealing with one category), or you can do the activity as a whole class.
- Students have to name the animals for each category.
- Give them some time.
- Monitor them, and help if necessary.
- Invite students to come to the board and write the animals.
- Other students copy the words into their workbooks.

#### **Task H, p.98**

- Ask students to look at the pictures in task H.
- Ask them to name the animals. (They will name all of them: fish, crocodile, elephant, mice, sheep and wolf.)
- Ask students to tell you the numbers of the pictures in which they can see: feet, teeth, fish, wolves, mice and sheep.
- Write the animals on the board.
- Ask students how many feet, teeth, fish, wolves, mice and sheep they can see. (They do not need to count the crocodile's teeth.)
- Write the numbers next to the words.

**Answer key:** 1-fish, 2-teeth, 3-feet, 4-mice, 5-sheep, 6-wolves.

#### **REMEMBER!, p.98**

##### **IRREGULAR PLURAL**

- Explain that these words on the board are in plural form.
- Ask students if they know the singular form of these words. (They might know most of them.)
- Tell students to read aloud the examples from the Remember box.

- Invite students to come to the board and write the singular form.

#### **Irregular plural**

singular		plural
a foot	–	3 feet
a tooth	–	lots of teeth
one fish	–	3 fish
one wolf	–	3 wolves
one mouse	–	3 mice
one sheep	–	4 sheep

- Students copy the words from the board.

#### **Task I, p.98**

- Tell students to complete the sentences using the plural: teeth, feet, fish and mice.
- Give them some time.
- Ask students to read the sentences aloud.

#### **Workbook p.90, Tasks G, H**

**Answer key:** 1-mice, 2-fish, 3-teeth, 4-feet.

#### **TEACHING TIPS**

##### **Extra activity**

##### **• Correct the mistakes**

Write the following sentences on the board, and invite the students to come to the board and correct them.

*Wolfs are animals that live in packs. – wolves*

*Sharks are dangerouser animals than goldfish. – more dangerous*

*The chameleon has very strange foot. – feet*

*There were seven mices in the farmhouse. – mice*

*The owl is the popularest bird in the book. – the most popular*

*Ella bought three fishes for her aquarium. – fish*

*A chimp is intelligenter than a mouse. – more intelligent*

*Lions have big teeths. –teeth*

#### **WRITING**

##### **Task J, p.98**

- Tell students to look at the mind map in task J.
- Ask them to read the words in the map.
- Explain any new vocabulary, and write the words on the board.

hairy

- Tell students to write about these animals using the words from the mind map.
- Point to the verbs they should use in describing the animals.
- Explain that, in some sentences, they have to change the verb into negative form, depending on the words in the map.
- Give students some time.
- Monitor them, and help if necessary.
- Ask students to read their sentences aloud.
- Discuss any mistakes students make.

**Answer key:** Students' answers.

**H** Look at the pictures. In which picture can you see: **feet**, **teeth**, **fish**, **wolves**, **mice** and **sheep**? What is the singular form of each of these words?



**REMEMBER!**

### IRREGULAR PLURAL

a tooth – teeth  
a foot – feet  
one mouse – two mice

one fish – a lot of fish  
one sheep – twenty sheep  
one wolf – some wolves

**I** Complete the sentences. Use: **teeth**, **feet**, **fish** and **mice**.

- 1 Owls catch \_\_\_\_\_ .      3 Sharks have sharp \_\_\_\_\_ .  
2 Sharks eat \_\_\_\_\_ .      4 Chameleons' \_\_\_\_\_ are perfect for climbing trees.

### WRITING

**J** Write about these four animals using the words from the mind map.



## WORDSPOT

### Task K, p.99

- Divide students into groups of 4-5 students.
- Tell them to look at the pictures in task K.
- Their task is to write the names of the animals in the pictures. (Although the help of a dictionary is mentioned, students will know all the names of the animals.)
- Tell students to add some more animals to the list. (They can use a dictionary now to find the names of the animals.)
- Monitor students, and help if necessary.
- Draw two columns on the board with the following headings:

domestic animals	wild animals
sheep	wolf
horse	elephant
cow	crocodile
mouse	fox
goat	giraffe
goose	dolphin
duck	tiger
dog	zebra
	turtle
	cobra
	gorilla

- Invite students to read out loud the names of the animals in the pictures.
- Ask them whether they are domestic or wild animals.
- Invite students to come to the board and write the animals in the correct columns. (They are all wild animals.)
- Ask students to read out some of the other animals they have added to the list.
- Invite them to name some domestic animals.
- Write them on the board.
- Students copy the words from the board.



### Workbook p.90, Tasks G, H

**Answer key:** Suggested answers: 1- wolf, 2- elephant, 3- crocodile, 4- fox, 5- giraffe, 6- dolphin, 7- tiger, 8, zebra, 9- tortoise, 10 – snake, 11 – gorilla.

### TEACHING TIPS

#### Extra activity

##### • Plural

Circle some of the words in the columns (task K), and ask students to write their plural forms.

(*wolf, elephant, crocodile, fox, cobra, sheep, goat, mouse, goose, horse etc.*)

Invite them to come to the board and write the plural.

singular	plural
wolf	wolves
elephant	elephants
crocodile	crocodiles
fox	foxes
cobra	cobras
sheep	sheep
goat	goats
mouse	mice
goose	geese
horse	horses

Explain the plural of *goose*.

Students copy the words from the board.

##### • Top 5 list

Ask students to make a list of their five favourite animals.

Invite them to read their choices aloud and explain why they are their favourite animals.

Tell students to make a list of the five fastest animals in the world.

Ask them to read their lists aloud. Discuss their examples.

You can also ask them to write top 5 lists of: the biggest animals, the hairiest animals, the most intelligent, the slowest, best friends etc.

## SPEAKING AND WRITING

### Task L, p.99

- Ask students to look at the material and information about their favourite animal that they have prepared for homework.
- Tell them to write about that animal using the questions and guidelines in task L.
- Ask them not to show the name or the picture of the animal to other students.
- Give students some time.
- Monitor them, and help if necessary.
- When students have finished, ask students to read aloud the description of their favourite animal, but to keep the name a secret.
- Other students should try to guess which animal their classmate is describing.
- If students describe some animals you have not mentioned before, write the names on the board.

**Answer key:** Students' answers.

### TEACHING TIPS

#### Extra activity

##### • Alphabet list

Tell students you are going to say a letter and their task is to write as many animals beginning with that letter as they can think of in two minutes. Students can work in pairs or groups.

When the time is up, ask students to tell you the words they have thought of.

Write the names of the animals.

Say the 'easier' letters: the ones that students can name a lot of animals with.

## HOMEWORK

Workbook, p.90, Tasks F, G, H  
p.91, Tasks I, J



## WORDSPOT

**K** Work in groups. Use a dictionary.

- 1 Write the names of the animals in the pictures.
- 2 Do you know any other animal names in English? Add them to the list.
- 3 Which of them are domestic animals, and which are wild?



## SPEAKING AND WRITING

**6** Write about an animal you like or find interesting. Write:

- 1 its name
- 2 where it lives
- 3 what it looks like
- 4 what it is like (for example, intelligent, dangerous, fast etc.)
- 5 what it eats
- 6 why it is interesting

Find a photo and glue it near the text. Show it to your classmates. Can you talk for a minute about your favourite animal?

## 5.4. THE “BRAIN POWER” QUIZ NO.2

SUGGESTED TEACHING TIME: 3 lessons

LEARNING OUTCOMES: ၂၅၆. ၄၁၆၅. (II): 1,2,3,4,5,6,7,8,9,10

- GRAMMAR
- big numbers
  - comparative and superlative – consolidation
- FUNCTIONS
- reading numbers
  - asking for help with difficult words
  - asking and answering WH questions
- VOCABULARY
- vocabulary relating to animals and geography
  - natural disasters

### SKILLS

- READING
- a school quiz in biology and geography
  - a dialogue – asking for help with difficult words
  - When nature gets angry
- LISTENING
- a school quiz in biology and geography
  - a dialogue – asking for help with difficult words
  - When nature gets angry
- SPEAKING
- reading numbers
  - asking for help with difficult words
  - asking and answering WH questions
- WRITING
- big numbers
  - WH questions

### CULTURE and CLIL

- science (biology, geography)
- When nature gets angry

### LESSON 1

#### INTRODUCTION

- Start the lesson by checking homework.
- As a warm-up, play HANGMAN.
- Write the following dashes on the board:

-----  
(THE “BRAIN POWER” QUIZ)

- Ask students if they remember anything about the quiz from Unit 3. (They will probably remember that Ana took part in that quiz.)
- Elicit some vocabulary connected with the quiz.
- You can say definitions and ask students to guess the word.  
*a person who is in a quiz show – a contestant*  
*an event in which people try to win prizes – a competition*
- Tell students that there is a new episode of the “Brain Power” Quiz.
- Ask them what they think this new episode of the quiz is about. (Maybe some students will know the quiz is about animals and geography.)

#### Task A, p.100

- Ask students if they think they would be good in a quiz.
- Tell them to read aloud the questions in task A.
- Ask them to write down the answers to the questions in their notebooks. (Ask them not to look in the text.)
- Invite students to read their guesses aloud.
- Write some of them on the board.

#### Task B, p.100

- Tell students to read and listen to the “Brain Power” Quiz No. 2 and check the answers.
- Tell students to write down the answers in the book as they hear them on the CD.
- Play track 50 on the CD.
- Invite students to read the quiz out loud.
- Write the answers on the board, and compare them with students’ guesses.

a giraffe  
a cheetah  
a whale  
Asia  
the Sahara  
the Vatican

- Explain the new vocabulary, and write the words on the board.

as usual  
press the button  
a gazelle  
(the) second fastest  
to run up to  
per hour  
weigh  
extreme weather  
a wildfire  
a tornado  
an avalanche  
congratulations

- Divide students into groups of 3.
- Tell them to practise reading the quiz.
- Monitor them, and help if necessary.
- Invite students to role-play the quiz in front of the class.

**Answer key:** A giraffe, a cheetah, a big white shark, Asia, the Sahara, the Vatican.

## 5.4

## THE "BRAIN POWER" QUIZ NO. 2



## A

Are you ready for the quiz? Test yourself. How many questions can you answer? Listen to the "Brain Power" Quiz No. 2 and check.



Track 09

What is the tallest land animal?

What is the fastest land animal?

Which is heavier; an elephant or a blue whale?

What is the largest continent?

What is the biggest desert in the world?

What is the smallest country?

## B

Listen to the quiz again and complete it with the missing words.



Track 09

**Joe:** Hello, everyone, and welcome again to our "Brain Power" Quiz. I'm Joe, and, as usual, I'm going to ask six questions. The person who presses the button first can answer the question. This time the questions will be about animals and geography. Are you ready?

**Carlos**

and **Ana:** Yes.

**Joe:** Good luck. The first question is about animals. Do you know what the tallest land animal is?

**Ana:** The tallest land animal is the \_\_\_\_\_.

**Joe:** Good job, Ana! Next question. What is the fastest land animal?

**Ana:** Just a second. It's... the gazelle.

**Joe:** Sorry. I'm afraid that is not the correct answer. Some people say the gazelle is the second fastest. So, Carlos, do you know the answer? What is the fastest land animal?

**Carlos:** It's the \_\_\_\_\_. This cat can run up to 112 kilometres per hour.

**Joe:** Yes, well done! One more question about animals. Which is heavier: an elephant or a blue whale?

**Carlos:** Hmm. African elephants can be very, very heavy. But the \_\_\_\_\_ can be more than 20 metres long and can weigh 120 tonnes.

**Joe:** Very well. One more point for you. Now let me see who is better at geography. The fourth question: what is the largest continent in the world?

**Ana:** The largest continent is \_\_\_\_\_.

**Joe:** Yes, correct. And what is the largest hot desert in the world?

**Ana:** It's the \_\_\_\_\_, a desert in Africa.

**Joe:** Correct! One more point to Ana. And the most difficult question today: what is the smallest country in the world?

**Carlos:** The smallest country... I think it's Monaco.

**Joe:** No. Bad luck, Carlos. Ana, do you know the answer?

**Ana:** I think it's the \_\_\_\_\_. It's in Rome. I think it doesn't have more than 1,000 inhabitants.

**Joe:** Right again, Ana! You're the winner. See you again next week. This time the quiz will be more difficult, about extreme weather: wildfires, tornadoes, avalanches.

**Carlos:** Congratulations, Ana. And good luck next week.

## Tapescript

### Track 50

**Joe:** Hello, everyone, and welcome again to our "Brain Power Quiz". I'm Joe, and, as usual, I'm going to ask six questions. The person who presses the button first can answer the question. This time the questions will be about animals and geography. Are you ready?

**Carlos and Ana:** Yes.

**Joe:** Good luck. The first question is about animals. Do you know what the tallest land animal is?

**Ana:** The tallest land animal is the giraffe.

**Joe:** Good job, Ana! Next question. What is the fastest land animal?

**Ana:** Just a second. It's... the gazelle.

**Joe:** Sorry. I'm afraid that is not the correct answer. Some people say the gazelle is the second fastest. So, Carlos, do you know the answer? What is the fastest land animal?

**Carlos:** It's the cheetah. This cat can run up to 112 kilometres per hour.

**Joe:** Yes, well done! One more question about animals. Which is heavier: an elephant or a blue whale?

**Carlos:** Hmm. African elephants can be very, very heavy. But the big blue whale can be more than 20 metres long and can weigh 120 tonnes.

**Joe:** Very well. One more point for you. Now let me see who is better at geography. The fourth question: what is the largest continent in the world?

**Ana:** The largest continent is Asia.

**Joe:** Yes, correct. And what is the largest hot desert in the world?

**Ana:** It's the Sahara, a desert in Africa.

**Joe:** Correct! One more point to Ana. And the most difficult question today: what is the smallest country in the world?

**Carlos:** The smallest country... I think it's Monaco.

**Joe:** No. Bad luck, Carlos. Ana, do you know the answer?

**Ana:** I think it's the Vatican. It's in Rome. I think it doesn't have more than 1,000 inhabitants.

**Joe:** Right again, Ana! You're the winner. See you again next week. This time the quiz will be more difficult, about extreme weather: wildfires, tornadoes, avalanches.

**Carlos:** Congratulations, Ana. And good luck next week.

## TEACHING TIPS

### • Comparatives and superlatives

Divide the class into two teams. One team is comparative, the other is superlative.

Draw three columns on the board. Tell students to find examples of comparative and superlative adjectives in the text. Invite them to come to the board and write them in the correct columns. Make sure that they write each adjective on a separate row.

Tell students to come to the board and write the other forms of the adjectives.

positive	comparative	superlative
heavy	<b>heavier</b>	the heaviest
good	<b>better</b>	the best
difficult	<b>more difficult</b>	<b>the most difficult</b>
tall	taller	<b>the tallest</b>
fast	faster	<b>the fastest</b>
large	larger	<b>the largest</b>
small	smaller	<b>the smallest</b>

### • Quiz

Students write some more questions in pairs, but on slips of paper. Questions should be about animals and geography. They should also write the answers. You can tell students to prepare the questions and the answers for homework because they might not know the answers to all the questions they think of. (The quiz can be a warm-up in the next lesson.)

## 5.4

## THE "BRAIN POWER" QUIZ NO. 2



## A

Are you ready for the quiz? Test yourself. How many questions can you answer? Listen to the "Brain Power" Quiz No. 2 and check.



Track 09

What is the tallest land animal?

What is the fastest land animal?

Which is heavier; an elephant or a blue whale?

What is the largest continent?

What is the biggest desert in the world?

What is the smallest country?

## B

Listen to the quiz again and complete it with the missing words.



Track 50

**Joe:** Hello, everyone, and welcome again to our "Brain Power" Quiz. I'm Joe, and, as usual, I'm going to ask six questions. The person who presses the button first can answer the question. This time the questions will be about animals and geography. Are you ready?

**Carlos and Ana:** Yes.

**Joe:** Good luck. The first question is about animals. Do you know what the tallest land animal is?

**Ana:** The tallest land animal is the \_\_\_\_\_.

**Joe:** Good job, Ana! Next question. What is the fastest land animal?

**Ana:** Just a second. It's... the gazelle.

**Joe:** Sorry. I'm afraid that is not the correct answer. Some people say the gazelle is the second fastest. So, Carlos, do you know the answer? What is the fastest land animal?

**Carlos:** It's the \_\_\_\_\_. This cat can run up to 112 kilometres per hour.

**Joe:** Yes, well done! One more question about animals. Which is heavier: an elephant or a blue whale?

**Carlos:** Hmm. African elephants can be very, very heavy. But the \_\_\_\_\_ can be more than 20 metres long and can weigh 120 tonnes.

**Joe:** Very well. One more point for you. Now let me see who is better at geography. The fourth question: what is the largest continent in the world?

**Ana:** The largest continent is \_\_\_\_\_.

**Joe:** Yes, correct. And what is the largest hot desert in the world?

**Ana:** It's the \_\_\_\_\_, a desert in Africa.

**Joe:** Correct! One more point to Ana. And the most difficult question today: what is the smallest country in the world?

**Carlos:** The smallest country... I think it's Monaco.

**Joe:** No. Bad luck, Carlos. Ana, do you know the answer?

**Ana:** I think it's the \_\_\_\_\_. It's in Rome. I think it doesn't have more than 1,000 inhabitants.

**Joe:** Right again, Ana! You're the winner. See you again next week. This time the quiz will be more difficult, about extreme weather: wildfires, tornadoes, avalanches.

**Carlos:** Congratulations, Ana. And good luck next week.

### Task C, p.101

- Tell students to find all the numbers in the quiz.
- Invite students to come to the board and write the numbers.

112 one hundred and twelve  
20 twenty  
120 one hundred and twenty  
1000 one thousand

- Ask students to look at task C and read the words in the instruction.
- Write the words on the board.
- Invite students to come to the board and match the words to the numbers.
- Tell students to look at the text again and complete the sentences.
- Give them some time.
- Ask students to read the sentences aloud.

**Answer key:** 1- One hundred and twelve, 2- twenty, one hundred and twenty, 3- one thousand.

### REMEMBER!, p.101

#### BIG NUMBERS

- Tell students to look at the Remember box.
- Ask them to read the sentences and numbers out loud.
- Help them with pronunciation if necessary.
- Tell students you will write some numbers in words on the board.

#### Big numbers

100 – <b>a/one hundred</b>	1000 – <b>a/one thousand</b>
200 – <b>two hundred</b>	2000 – <b>two thousand</b>
500 – <b>five hundred</b>	4062 – <b>four thousand (and) sixty-two</b>
134 – <b>one hundred (and) thirty-four</b>	7004 – <b>seven thousand (and) four</b>
227 – <b>two hundred (and) twenty-six</b>	
681 – <b>six hundred (and) eighty-one</b>	

- Invite students to come to the board and write the numbers.
- Help them if necessary.
- Students copy the numbers from the board.

### Task D, p.101

- Ask students the following questions: How much does a baby elephant weigh? How many days are there in a year? How many countries are there in the world? (Students will make guesses about the first and third questions, but they will know the second question.)
- Tell students to look at the sentences in task D.
- Ask students to read the sentences aloud.
- Explain the new words, and write them on the board.

a drop of blood

- As they read the sentences, write the numbers on the board.

**500** – five hundred  
**100** – a hundred  
**450** – four hundred (and) fifty  
**400** – four hundred  
**196** – one hundred (and) ninety-six  
**365** – three hundred (and) sixty-five

- Invite the students to come to the board and write the numbers in words.



### Workbook p.92, Task A

**Answer key:** 1- Five hundred, 2-hundred, 3- four hundred (and) fifty, 4-four hundred, 5-one hundred (and) ninety-six, 6- three hundred (and) sixty-five/six.

**C** Read the text again and complete the sentences with these numbers: **twenty, one thousand, one hundred and twenty and one hundred and twelve.**

- 1 This cat can run up to \_\_\_\_\_ kilometres per hour.
- 2 The big blue whale can be more than \_\_\_\_\_ metres long and can weigh \_\_\_\_\_ tonnes.
- 3 The Vatican has about \_\_\_\_\_ inhabitants.

**REMEMBER!**

### BIG NUMBERS

The cheetah can run up to **112** kilometres per hour.  
The Vatican doesn't have more than **1,000** inhabitants.

100 – a / one hundred

200 – two hundred

300 – three hundred

112 – one hundred (and) twelve

365 – three hundred (and) sixty-five

1,000 – a / one thousand

2,000 – two thousand

2,050 – two thousand (and) fifty

**D** Here are some more facts about animals and geography. Can you read these numbers?

- 1 A shark can hear a fish moving from more than **500** metres away.
- 2 It can also smell one drop of blood in **100** litres of water.
- 3 A baby elephant weighs about **450** kilos.
- 4 There are more than **400** million dogs in the world.
- 5 There are **196** countries in the world.
- 6 There are **365** days in a year (**366** every **4** years).

### SPEAKING

**E** Find some interesting numbers from geography or the animal world. Tell the class.



## TEACHING TIPS

### Extra activity

#### • Odd and even numbers

Write numbers on the board. Divide students into two groups: odd and even numbers. Tell students to copy the numbers into their notebooks (odd numbers group, only odd numbers; even numbers group, only even numbers). Invite students to come to the board and write the numbers in words.  
Example: 190 245 622 739 1008  
2091 3074 7056 413 5087

Odd numbers	Even numbers
245 – two hundred (and) forty-five	190 – a hundred (and) ninety
739 – seven hundred (and) thirty-nine	622 – six hundred (and) twenty-two
2091 – two thousand (and) ninety-one	1008 – a thousand (and) eight
413 – four hundred (and) thirteen	3074 – three thousand (and) seventy-four
5087 – five thousand (and) eighty-seven	7056 – seven thousand (and) fifty-six

#### • Number cards

Distribute cards with numbers to students. (Some students will get the same numbers.) Tell students you are going to read numbers and their task is to circle the numbers they hear. You can do this activity until some students circle all the numbers (like BINGO). Students swap the cards and try to read aloud the numbers from the card. Other students can try to write the numbers in their notebooks.  
Examples of cards:

129	156	103	264	280	214
307	322	271	411	463	430
500	538	592	618	677	628
764	770	825	840	945	976
1007	1049	2004	2027	3051	3063
4052	9001	5037	6055	7032	8009

- Ask students if they are good at maths. (Some will say yes, some will say no.)
- Write the following maths exercises on the board:

**24 + 16 = 40 + plus**  
**215 – 15 = 200 – minus**  
**5 x 200 = 1000 x times**  
**100 / 10 = 10 / divided by**  
**= equals / is**

- Invite students to come to the board and do the sums.
- Ask them to try to read the sums.
- Help them with the symbols.
- Write the symbols in words.
- Students copy the sums and the words from the board.



## Workbook, Task C, p.92

- Tell students to do the sums in task C.
- Give them some time.
- Ask students to say the sums.
- Correct any mistakes they make.

## SPEAKING

### Task E, p.101

- Tell students to find some interesting numbers from geography or the animal world for homework.
- Give them an example: The grey-headed albatross can fly at up to 127 kilometres per hour.
- Ask students to write 3-5 sentences as a homework assignment.

**Answer key:** Students' answers.

## HOMEWORK

Workbook, p.92, Tasks A, B, D (Students write some (3-5) sums at home. They will give the sums to their partners in the next lesson.)

Student's book, p.101, Task E

**OPTIONAL** – prepare questions and answers about animals and geography on slips of paper for the quiz. Each student should write at least one.



**C** Read the text again and complete the sentences with these numbers: **twenty, one thousand, one hundred and twenty and one hundred and twelve.**

- 1 This cat can run up to \_\_\_\_\_ kilometres per hour.
- 2 The big blue whale can be more than \_\_\_\_\_ metres long and can weigh \_\_\_\_\_ tonnes.
- 3 The Vatican has about \_\_\_\_\_ inhabitants.

**REMEMBER!**

### BIG NUMBERS

The cheetah can run up to **112** kilometres per hour.  
The Vatican doesn't have more than **1,000** inhabitants.

100 – a / one hundred

200 – two hundred

300 – three hundred

112 – one hundred (and) twelve

365 – three hundred (and) sixty-five

1,000 – a / one thousand

2,000 – two thousand

2,050 – two thousand (and) fifty

**D** Here are some more facts about animals and geography. Can you read these numbers?

- 1 A shark can hear a fish moving from more than **500** metres away.
- 2 It can also smell one drop of blood in **100** litres of water.
- 3 A baby elephant weighs about **450** kilos.
- 4 There are more than **400** million dogs in the world.
- 5 There are **196** countries in the world.
- 6 There are **365** days in a year (**366** every **4** years).

### SPEAKING

**E** Find some interesting numbers from geography or the animal world. Tell the class.



## LESSON 2

### INTRODUCTION

- Start the lesson by checking homework.
- Tell students to read aloud their sentences with interesting numbers from geography or the animal world.
- Invite other students to come to the board and write the numbers they hear.
- When you have the numbers on the board, point to them randomly.
- Ask students if they remember what the number is about, what it refers to. (*Is it the longest river? The biggest sea animal?*)

### TEACHING TIPS

- As a further warm-up, you can play a quiz or do maths exercises.

#### Extra activity

##### • Quiz

If students have prepared the questions and answers for the quiz, you can organise it. Divide the class into two teams. Each team answers a question you ask. Give one point for each correct answer.

(Since the answers are numbers, you can ask the teams to write the number they think is the answer. The number closer to the real answer wins a point for the team.)

##### • Maths exercises

For homework, students had to write some sums. Ask them each to show the sums to their partner. He/she has to do each sum and then read it to their partner. Ask students to read aloud some of the sums they have done.

### WORDSPOT

#### Task F, p.102

- Ask students if they remember what the next "Brain Power" Quiz will be about. (Some students will remember: *extreme weather*.)
- Write the expression on the board, and elicit the words connected with it:

extreme weather:

a wildfire  
a tornado  
an avalanche

- Some students will remember the words from the previous lesson: *wildfire, tornado, avalanche*. (Maybe they will think of some more examples, but these 3 are enough.)
- Tell students to look at the pictures in task F.
- Explain that Ana is studying for the next "Brain Power" Quiz, but the quiz is difficult, and there are lots of words Ana doesn't know.
- Ask students to say in Georgian what they see in the pictures.
- Ask them if they perhaps know the English words. (They will know *tornado, wildfire and avalanche*.)
- Explain the last word and write all four on the board.

a flood

- Students copy the words.

**Answer key:** 1- tornado (ქარბორბალა), 2- წყალდიდობა, 3- ხანძარი, 4- ზვავი.

#### Task G, p.102

- Ask students who they ask when they need some help. (They will probably say *parents, friends*.)
- Explain that Ana calls Cindy to help her with some words.
- Tell students to read and listen to the dialogue in task F.
- Play track 51 on the CD.
- Explain the new words, and write them on the board.

shoot  
giant  
snowball  
roll down  
pronounce  
repeat

- Explain the word written in the phonetic symbols (*/ævɔːlɑːntʃ/*) just by saying that these are the symbols used in the English language to help people read/pronounce the words. (You do not have to explain the symbols to students.)
- Students copy the words from the board.

**Answer key:** Photo no. 4

#### Tapescript

##### Track 51

**Ana:** Cindy, I need your help. There are some words I don't know.

**Cindy:** Don't worry. I can help you. Shoot.

**Ana:** What does "avalanche" mean?

**Cindy:** Oh, you mean "avalanche"? It's a giant snowball that rolls down the

mountain and gets bigger and bigger.

**Ana:** How do you pronounce it?

**Cindy:** /*ævɔːlɑːntʃ*/.

**Ana:** Could you repeat that? But not so fast, please!

**Cindy:** OK. Avalanche.

**Ana:** How do you spell it?

**Cindy:** A-V-A-L-A-N-C-H-E. And how do you say "avalanche" in Georgian?

**Ana:** "Lavina".

**Cindy:** Oh, so difficult. Could you repeat that? But not so fast, please!

#### EVERDAY ENGLISH / Asking for help with difficult words, p.102

- Ask students to find the following expressions in English in the dialogue: "Što znači lavina? Kako se to izgovara? Možeš li to molim te ponoviti? Kako se kaže "lavina" na engleskom?"
- As students read out the expressions, write them on the board.

Asking for help with difficult words

What does "avalanche" mean?

How do you pronounce it?

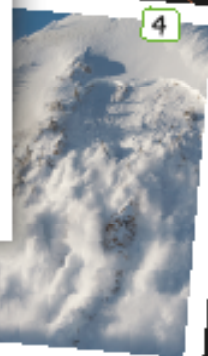
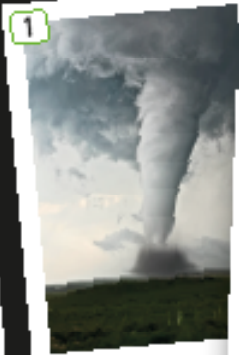
Could you repeat that, please?

How do you say "lavina" in English?

- Students copy the expressions into their notebooks.

## WORDSPOT

Ana is studying for the next "Brain Power" Quiz. But this time the quiz is difficult, and there are lots of words Ana doesn't know. Look at the photos from Ana's book. Say in Croatian what you see. Do you know the English words?



**6** Listen and read the dialogue. Find an avalanche in the photos.



**Ana:** Cindy, I need your help. There are some words I don't know.

**Cindy:** Don't worry. I can help you. Shoot.

**Ana:** What does "avalanche" mean?

**Cindy:** Oh, you mean "avalanche"? It's a giant snowball that rolls down the mountain and gets bigger and bigger.

**Ana:** How do you pronounce it?

**Cindy:** /ə'veɪ.læntʃ/.

**Ana:** Could you repeat that? But not so fast, please!

**Cindy:** OK. Avalanche.

**Ana:** How do you spell it?

**Cindy:** A-V-A-L-A-N-C-H-E. And how do you say "avalanche" in Croatian?

**Ana:** "Lavina".

**Cindy:** Oh, so difficult. Could you repeat that? But not so fast, please!

### EVERYDAY ENGLISH / Asking for help with difficult words

What does "avalanche" mean?

How do you pronounce it?

Could you repeat that, please?

How do you say "lavina" in English?



**H** Match. Then read and practise the dialogue in pairs.

1 How do you say "poplava" in English?

2 Could you repeat that, please?

3 How do you pronounce it?

4 What does "flood" mean?

5 How do you spell it?

It means "poplava".

Yes. Flood.

A flood.

F-L-O-O-D.

/flʌd/.

**I** Make conversations similar to the one in Task G for the words **fire** and **volcano**.

### Task H, p.102

- Tell students to look at the questions in task H.
- Ask them to match them with the answers.
- Give them some time.
- Invite students to read the questions and answers aloud.
- Divide students into pairs.
- Tell them to practise reading the dialogue in task G.
- Monitor students, and help if necessary.
- Ask students to role-play the dialogue.

**Answer key:** 4, 2, 1, 5, 3.

#### TEACHING TIPS

##### Extra activity

#### READING COMPETITION

Tell students you will count the mistakes they make while reading the dialogue. The pair with the fewest mistakes is the winner. Since this is a short dialogue, you can invite several pairs to role-play the dialogue.

##### • Reorder the sentences

Divide the dialogue into 12 parts. Write the twelve parts on separate slips of paper. Distribute slips of paper to each student. (Some students will have the same sentences.)

Write the following on the board.

- 1 Ana: *Cindy, I need your help. There are some words I don't know.*
- 2 Cindy: *Don't worry. I can help you. Shoot.*
- 3 Ana: *What does "avalshe" mean?*
- 4 Cindy: *Oh, you mean "avalanche"? It's a giant snowball that rolls down the mountain and gets bigger and bigger.*
- 5 Ana: *How do you pronounce it?*
- 6 Cindy: */ævəˌlɑːntʃ/.*
- 7 Ana: *Could you repeat that? But not so fast, please!*
- 8 Cindy: *OK. Avalanche.*
- 9 Ana: *How do you spell it?*
- 10 Cindy: *A-V-A-L-A-N-C-H-E. And how do you say "avalanche" in Georgian?*
- 11 Ana: *"Lavina".*
- 12 Cindy: *Oh, so difficult. Could you repeat that? But not so fast, please!*

Invite students with the right sentences to come to the board when you call out the number. To make it more challenging, students should not look in their books. The students who come should copy the sentences into the right place.

### Task I, p.102

- Students work in pairs.
- Tell them to make conversations similar to the one in task G for the words fire and volcano.
- Students should write down the dialogue in their notebooks.
- Give students some time.
- Monitor them, and help if necessary.
- Ask students to read out loud / role-play their dialogues.
- Discuss any mistakes students make.



#### Workbook p.93, Task E

**Answer key:** Students' answers.

#### TEACHING TIPS

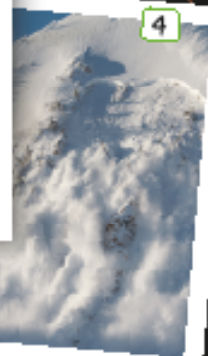
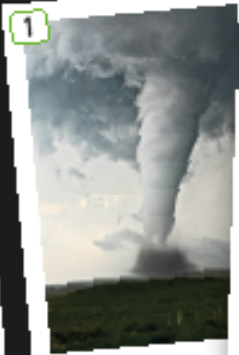
- Students can make conversations for some other words (not just fire and volcano) from Unit 5.

#### HOMEWORK

Workbook, p.93, Task E

## WORDSPOT

Ana is studying for the next "Brain Power" Quiz. But this time the quiz is difficult, and there are lots of words Ana doesn't know. Look at the photos from Ana's book. Say in Croatian what you see. Do you know the English words?



**6** Listen and read the dialogue. Find an avalanche in the photos.



**Ana:** Cindy, I need your help. There are some words I don't know.

**Cindy:** Don't worry. I can help you. Shoot.

**Ana:** What does "avalanche" mean?

**Cindy:** Oh, you mean "avalanche"? It's a giant snowball that rolls down the mountain and gets bigger and bigger.

**Ana:** How do you pronounce it?

**Cindy:** /ə'veɪ.læntʃ/.

**Ana:** Could you repeat that? But not so fast, please!

**Cindy:** OK. Avalanche.

**Ana:** How do you spell it?

**Cindy:** A-V-A-L-A-N-C-H-E. And how do you say "avalanche" in Croatian?

**Ana:** "Lavina".

**Cindy:** Oh, so difficult. Could you repeat that? But not so fast, please!

### EVERYDAY ENGLISH / Asking for help with difficult words

What does "avalanche" mean?

How do you pronounce it?

Could you repeat that, please?

How do you say "lavina" in English?



**H** Match. Then read and practise the dialogue in pairs.

1 How do you say "poplava" in English?

2 Could you repeat that, please?

3 How do you pronounce it?

4 What does "flood" mean?

5 How do you spell it?

It means "poplava".

Yes. Flood.

A flood.

F-L-O-O-D.

/flʌd/.

**I** Make conversations similar to the one in Task G for the words **fire** and **volcano**.

## LESSON 3

### INTRODUCTION

- Start the lesson by checking homework.
- As a warm-up, play a DEFINITION game.
- Ask students to write the answers in their notebooks.
  - The heaviest land animal.* elephant
  - A red animal that causes problems for the farmer.* fox
  - A big wild cat, yellow with black stripes.* tiger
  - A big domestic animal that gives milk.* cow
  - A small animal that likes cheese.* mouse
  - A black-and-white animal that looks like a horse (with stripes).* zebra
- As students say the names of the animals, write the words on the board.

ELEPHANT  
FOX  
TIGER  
COW  
MOUSE  
ZEBRA  
EXTREME WEATHER

- Invite students to come to the board and circle the letters you are going to say.
- After they circle the letter, tell them to write the letter beneath the words.
 

*The first letter in the first word /elephant E*  
*The third/last letter in the second word /fox X*  
*The first letter in the third word /tiger T*  
*The last letter in the third word /tiger R*  
*The third letter in the first word /elephant E*  
*The first letter in the fifth word /mouse M*  
*The last letter in the fifth word /mouse E*  
*The last letter in the fourth word /cow W*  
*The second letter in the sixth word /zebra E*  
*The last letter in the sixth word /zebra A*  
*The last letter in the first word /elephant T*  
*The fifth letter in the first word /elephant H*  
*The fourth letter in the second word /tiger E*  
*The fourth letter in the sixth word /zebra R*
- When all the letters are on the board, they will spell EXTREME WEATHER.

### CULTURE CORNER – When nature gets angry Task J, p.103

- Ask students if they remember any words connected with extreme weather from Ana's book. (They will remember tornado, flood, wildfire and avalanche.)
- Write the words on the board in four columns.

tornado	wildfire	flood	avalanche
wind	summer	river	snow
cloud	plane	rain	mountain
fast	firefighters	water	skiing
destroy	put out	banks	melt
mix	dry	electricity	danger sign

- Tell students to look at the words in task J.
- Explain that these words are connected with the four extreme-weather words.
- Tell students to sort out the words in their books.
- Ask them why the title of the text is When nature gets angry. (They will have some ideas. If students cannot explain in English, they can do it in Georgian.)

- Tell students to listen to the track and check the answers.
- Play track 52 on the CD.
- Invite students to come to the board and write the words in the correct column.
- Add some more words: skiing, put out, banks, fast, melt, dry, electricity, danger sign, destroy, mix.
- Explain the new words, and write them on the board.

mass	a bank
a cloud	switch off
destroy	electricity
put out	boiled/bottled water
drop	move down
firefighter	danger sign
melt	

- Students copy the words from the board.

**Answer key:** Suggested answers: tornado, wind, cloud (firefighters)  
Wildfire, firefighters, summer, wind, plane (water)  
Flood, river, water, rain (snow, firefighter, clouds)  
Avalanche, mountain, snow, (wind, plane).

### Tapescript

#### Track 52

#### Culture corner WHEN NATURE GETS ANGRY

A tornado is a strong mass of air, like a very strong wind. It looks like a strange cloud. It happens when hot and cold air mix. It travels very fast, sometimes more than 300 km per hour. It is very dangerous and can destroy trees, cars and houses. There are about 700 tornadoes in the USA every year, but not all of them are very strong.

A wildfire is a big fire that destroys everything; trees, farms and houses. It usually happens in the summer when everything is dry. There are lots of wildfires in Australia. It is very difficult to put out a wildfire. The firefighters often use special planes that drop water. If there is a wildfire near the place where you live, stay away from the fire and do what the firefighters say.

A flood is a result of lots of days of rain or melting snow, when rivers go over their banks. In 2005 there was a big flood in the American city of New Orleans. More than 1,700 people died. If there is a flood, switch off all the electricity. Move to the highest floor of your home. Drink only boiled or bottled water. An avalanche is a large mass of snow that suddenly moves down the mountain. As it moves down, it collects more and more snow and becomes bigger and bigger. So if you go skiing, always look for the AVALANCHE DANGER sign.

### TEACHING TIPS

- You can do the sort-out-the-words activity by distributing slips of paper to students. Write the words from task J on the slips. Give each student one slip. As you say the extreme-weather words, students who have the right words should come to the board and give you the slip.

#### Extra activity

##### Read and translate

Tell students to read the text aloud. Each student reads and translates one sentence. Pay attention to how they pronounce the words as well as how they translate them. Invite other students to listen carefully and spot the mistakes. Correct and discuss any mistakes students make.



# WHEN NATURE GETS ANGRY

**J** Sort out the words (more than one answer is possible). Then listen and read. Check your answers.



river snow mountain summer rain  
plane water wind firefighters cloud

tornado wildfire flood avalanche  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



A **tornado** is a strong mass of air, like a very strong wind. It looks like a strange cloud. It happens when hot and cold air mix. It travels very fast, sometimes more than 300 km per hour. It is very dangerous and can destroy trees, cars and houses. There are about 700 tornadoes in the USA every year, but not all of them are very strong.

A **wildfire** is a big fire that destroys everything; trees, farms and houses. It usually happens in the summer when everything is dry. There are lots of wildfires in Australia. It is very difficult to put out a wildfire. The firefighters often use special planes that drop water. If there is a wildfire near the place where you live, stay away from the fire and do what the firefighters say.

A **flood** is a result of lots of days of rain or melting snow, when rivers go over their banks. In 2005 there was a big flood in the American city of New Orleans. More than 1,700 people died. If there is a flood, switch off all the electricity. Move to the highest floor of your home. Drink only boiled or bottled water.

An **avalanche** is a large mass of snow that suddenly moves down the mountain. As it moves down, it collects more and more snow and becomes bigger and bigger. So if you go skiing, always look for the AVALANCHE DANGER sign.

**K** Complete the sentences. Use: **tomado**, **flood**, **wildfire** and **avalanche**.

- 1 In the summer, when everything is dry, there is a danger of \_\_\_\_\_.
- 2 There is a lot of snow on this mountain, so there is a danger of \_\_\_\_\_.
- 3 After many rainy days there is the danger of a \_\_\_\_\_.
- 4 Look at those strange-looking clouds coming fast! Let's go into the house, because I think we are in danger of a \_\_\_\_\_.

### Task K, p.103

- Tell students to look at the sentences in task K and complete them with the following words: tornado, flood, wildfire and avalanche.
- Give students some time.
- Ask them to read the sentences aloud.
- Ask students to think of the countries where tornadoes, floods, wildfires and avalanches happen. (They will probably say: tornado – the USA, wildfire – Australia, avalanche – Austria/Italy/France/Georgia, flood – the USA / Georgia / some Asian countries.)



### Workbook p.93, Tasks F, G

**Answer key:** 1-wildfire, 2-avalanche, 3-flood, 4-tornado.

- Do a comprehension check of the text.
- Ask students to close their books.
- Ask students the following questions:
  - What is a tornado?*
  - What does it look like?*
  - When does it happen?*
  - How fast can a tornado travel?*
  - Where do tornadoes often happen?*
  - What is a wildfire?*
  - When does it usually happen? Why?*
  - Where do wildfires often happen?*
  - How do firefighters put out a wildfire?*
  - What should you do if there is a wildfire near the place where you live?*
  - What causes a flood?*
  - What happened in 2005 in New Orleans?*
  - What should you do if there is a flood?*
  - What is an avalanche?*
  - What should you look for when you go skiing?*

### TEACHING TIPS

- You can do a comprehension check in the form of a quiz. Divide the class into two teams. Each team answers a question you ask. Give one point for each correct answer. If the team does not know the answer, the other can try to answer the question and win a point.

### Extra activity

#### • Beep dictation

Tell students you are going to read some sentences with missing words. Their task is to write only the words that are missing. Instead of reading the word, you say *beep*. Students should close their books.

Examples of sentences:

*A tornado looks like a strange \_\_\_\_\_. – cloud*

*A tornado is very \_\_\_\_\_ and can \_\_\_\_\_ trees, cars and houses. – dangerous, destroy*

*It is very difficult to \_\_\_\_\_ \_\_\_\_\_ a wildfire. – put out*

*The firefighters often use special planes that \_\_\_\_\_ water. – drop*

*A flood can happen when rivers go over \_\_\_\_\_. – banks*

*If there is a flood, switch off all the \_\_\_\_\_. – electricity*

*If you go skiing, always look for the \_\_\_\_\_ \_\_\_\_\_ sign. – avalanche danger*

Invite students to come to the board and write the words.

### HOMEWORK

Workbook, p.93, Tasks F, G





# WHEN NATURE GETS ANGRY

**J** Sort out the words (more than one answer is possible). Then listen and read. Check your answers.



river snow mountain summer rain  
plane water wind firefighters cloud

tornado wildfire flood avalanche  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



A **tornado** is a strong mass of air, like a very strong wind. It looks like a strange cloud. It happens when hot and cold air mix. It travels very fast, sometimes more than 300 km per hour. It is very dangerous and can destroy trees, cars and houses. There are about 700 tornadoes in the USA every year, but not all of them are very strong.

A **wildfire** is a big fire that destroys everything; trees, farms and houses. It usually happens in the summer when everything is dry. There are lots of wildfires in Australia. It is very difficult to put out a wildfire. The firefighters often use special planes that drop water. If there is a wildfire near the place where you live, stay away from the fire and do what the firefighters say.

A **flood** is a result of lots of days of rain or melting snow, when rivers go over their banks. In 2005 there was a big flood in the American city of New Orleans. More than 1,700 people died. If there is a flood, switch off all the electricity. Move to the highest floor of your home. Drink only boiled or bottled water.

An **avalanche** is a large mass of snow that suddenly moves down the mountain. As it moves down, it collects more and more snow and becomes bigger and bigger. So if you go skiing, always look for the AVALANCHE DANGER sign.

**K** Complete the sentences. Use: **tomado**, **flood**, **wildfire** and **avalanche**.

- 1 In the summer, when everything is dry, there is a danger of \_\_\_\_\_.
- 2 There is a lot of snow on this mountain, so there is a danger of \_\_\_\_\_.
- 3 After many rainy days there is the danger of a \_\_\_\_\_.
- 4 Look at those strange-looking clouds coming fast! Let's go into the house, because I think we are in danger of a \_\_\_\_\_.

# CINDY'S READER: THE TORTOISE AND THE HARE

**SUGGESTED TEACHING TIME:** 1 lesson

**LEARNING OUTCOMES:** უცბ. დანყ. (II): 1,2,3,4,5,6,7,8,9,10,11

**GRAMMAR**

- revision of comparative and superlative
- the present simple and the present continuous: revision

**FUNCTIONS**

- describing animals
- describing events

**VOCABULARY**

- fable-related
- animals

**SKILLS**

**READING**

- The tortoise and the hare – a fable

**LISTENING**

- The tortoise and the hare – a fable

**SPEAKING**

- discussing the moral of the story

**WRITING**

- reporting on the race

**CULTURE and CLIL**

- Georgian

## LESSON 1

### INTRODUCTION

- Start the lesson by checking homework.
- Introduce the topic with a warm-up activity. Play a PICTONARY game.
- Tell students to guess the animal you are drawing:

an ant      a tortoise      a hare

a grasshopper      a stork      a raven

- As students guess the animals, write them on the board. (Help them out with the new words: a tortoise, a hare, a grasshopper, a stork, a raven.)
- Explain the difference between a tortoise and a turtle. (A tortoise is a land animal and a turtle is a water animal.)
- Explain the difference between a hare and a rabbit. (A hare is bigger than a rabbit, has longer ears and legs. Rabbits and hares are compared in more detail in the workbook, p.96, task A)
- Ask them if they know what stories in which animals speak are called. (They will probably know how to say it in Georgian.)
- Write the English word on the board.

a fable

- Tell students to read the introduction in their books, p.104.
- Explain the new words, and write them on the board.

teach a lesson (a moral)  
Aesop  
Greek

- Draw students' attention to the painting of Aesop on page 105.
- Ask them if they know any other fables. (Students will probably name some; they can say them in Georgian.)
- Students copy the words from the board.

**TEACHING TIPS**

If you do not feel comfortable drawing, you can use some pictures, especially if you have a computerised classroom, or you can give definitions or descriptions of the animals so students can guess.

Examples:

*A small black insect that works very hard. – an ant*  
*A very, very slow animal that has a shell. – a tortoise*  
*An animal that looks like a rabbit but has longer ears and legs. – a hare*  
*An insect that can jump very high; it is usually green. – a grasshopper*  
*A black-and-white bird that carries babies. – a stork*  
*A black bird that looks like a crow. – a raven*

### Task A, p.104

- Tell students to look at the animals in task A.
- Ask them to pair off the animals to get the titles of four fables.
- If they do not know how to match them, tell them to wait until you read some sentences that will help them.
- Read the short descriptions of the fables from the workbook, p.95, task E.
- Students read out the titles of the fables from task A.
- Ask students if they have read any of the fables.

**Workbook, p.95, Task D**

**Answer key:** 3, 1(4), 2, 4 (1).

**Workbook, Task E, p.95**

- Ask students to read the fables in task E and match them to the morals.
- Explain the new words, and write them on the board.

invite	fair
shallow	expect
tall-necked glass	trust
a lie	a flatterer

- Ask students to read the texts and morals aloud.
- Discuss the answers.

# THE TORTOISE AND THE HARE

Fables are short stories in which animals speak.  
All fables teach us a lesson.

Aesop, a Greek writer, wrote a lot of fables.  
Here is one about the tortoise and the hare.



**A** Pair off the animals to get the titles of four fables. Have you read any of them? Who is wise and who is silly in these fables?

- |                       |                                    |
|-----------------------|------------------------------------|
| 1 The Fox and         | <input type="checkbox"/> the Ant   |
| 2 The Mouse and       | <input type="checkbox"/> the Stork |
| 3 The Grasshopper and | <input type="checkbox"/> the Lion  |
| 4 The Fox and         | <input type="checkbox"/> the Raven |

**CINDY'S  
READER**

### Task B, p.105

- Divide students into two groups.
- One group is the tortoise, and the other is the hare.
- Explain that you are going to ask some questions about these animals, and when the answer is the tortoise, all the tortoises have to stand up and say the tortoise, and when the answer is the hare, all the hares have to stand up and say the hare.
- Ask the following questions (the first 10 are from task B):
  1. Which animal is slower?
  2. Which animal is faster?
  3. Which animal has bigger ears?
  4. Which animal lives longer?
  5. Which animal carries a shell on its back?
  6. Which animal sleeps during winter?
  7. Which animal is prettier?
  8. Which animal is slower?
  9. Which animal is more nervous?
  10. Which animal is calmer?
  11. Which animal is wiser?
  12. Which animal can jump?
  13. Which animal has a short tail? (both)
  14. Which animal can grow to be very big?
  15. Which animal hides its head when in danger?
  16. Which animal runs very fast when in danger?
- Explain the word shell if students do not know it, and write it on the board.

a shell

### TEACHING TIPS

- You can do this activity by drawing two columns on the board, and, instead of students standing up, invite the members of the group to come to the board and write the adjective in the correct column.

the tortoise	the hare
slower	faster
lives longer	bigger ears
carries a shell on its back	prettier
sleeps during winter	more nervous
calmer	can jump
wiser	has a short tail
has a short tail	runs very fast when in danger
hides its head when in danger	

**Answer key:** Tortoise, hare, hare, tortoise, tortoise, tortoise, hare/tortoise, tortoise, hare, tortoise.

### Task C, p.105

- Tell students they are going to read the beginning of the fable about the tortoise and the hare.
- Tell them to write H for hare and T for tortoise in the boxes.
- Give them some time.
- Ask students to read the sentences aloud.
- Explain the new words, and write them on the board.

tease  
have a race

- Students copy the words into their notebooks.

**Answer key:** Hare, tortoise, tortoise, tortoise/hare.

### Task D, p.105

- Ask students who will win the race and whether the tortoise has got any chance.
- Discuss their ideas.

**Answer key:** Students' answers.

### Task E, p.105

- Tell students to look at the sentences in task E.
- Ask students to work in pairs and try to put the sentences in the correct order.
- Give them some time.
- Play track 53 on the CD.
- Ask students to read the sentences aloud in the correct order.
- Explain any new vocabulary, and write the words on the board.

far behind  
feel hot  
decide  
pass  
a finish line

- Ask students some questions about the story:  
*Why does the hare decide to rest?*  
*Where does the hare rest?*  
*What is the hare doing when the tortoise passes the hare?*  
*What does the hare see when he opens his eyes?*  
*How do all the animals feel?*



### Workbook, p.94, Task A

**Answer key:** 2,6,1,3,4,5.

### Tapescript Track 53

The race starts. At the beginning, the hare is much faster than the tortoise.  
The hare turns round. He can't see the tortoise, who is far behind. The hare feels hot.  
The hare decides to rest under a tree near the finish line. He goes to sleep.  
A few hours later, the tortoise passes the hare, who is sleeping.  
The hare opens his eyes and sees the tortoise at the finish line. The tortoise is the winner!  
All the animals are very happy for the tortoise.

## B The tortoise or the hare? Say which...

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1 ...is slower.                   | 6 ...sleeps during the winter. |
| 2 ...is faster.                   | 7 ...is prettier.              |
| 3 ...has bigger ears.             | 8 ...is more relaxed.          |
| 4 ...lives longer.                | 9 ...is calmer.                |
| 5 ...carries a shell on its back. | 10 ...is wise.                 |

## C Read the beginning of the story. Complete it with: H (hare) or T (tortoise).

There is a very fast hare and a very slow tortoise. The  always teases the  because he is so slow. After some time the  is really angry about the hare's teasing. He wants to stop it. One sunny summer day the  says, "Let's have a race!" All the animals come to watch it.

## D What do you think? Who will win the race? Does the tortoise have any chance?

## E This is what happens. Put the story in the correct order. Then listen and check.



- The hare turns round. He can't see the tortoise, who is far behind. The hare feels hot.
- All the animals are very happy for the tortoise.
- 1 The race starts. At the beginning, the hare is much faster than the tortoise.
- The hare decides to rest under a tree near the finish line. He goes to sleep.
- A few hours later, the tortoise passes the hare, who is sleeping.
- The hare opens his eyes and sees the tortoise at the finish line. The tortoise is the winner!

## SPEAKING

### F The hare has learned a lesson. What is the lesson? Discuss it with a friend.

A Don't stop until you complete the task.

B If you try hard enough, you can do whatever you like.

Are you more like the tortoise or the hare?



A painting of Aesop

## SPEAKING

### Task F, p.105

- Ask students if they think the hare has learned a lesson. (They will probably say yes.)
- Ask them to look at the two morals/lessons in task F.
- Explain any new words, and write them on the board.

complete  
whatever  
until  
hard enough

- Write the two lessons on the board, and ask students to copy the one that they think is better.

Don't stop until you complete the task.  
If you try hard enough, you can do whatever you like.

- Tell students to discuss their choices with their partners.
- Read aloud the lessons/sentences on the board, and ask students to raise their hands and vote for the better moral.
- Count their hands, and write the numbers next to the sentences.
- Ask students if they are more like the tortoise or the hare. Ask them to explain.

**Answer key:** Students' answers.

## TEACHING TIPS

### Extra activity

#### • Opposites

This activity is a lead-in to task B (workbook, p.94), which students will have for homework.

Explain to students that you are going to say some expressions and they have to find their opposites in the story.

Examples:

*rainy winter night – sunny summer day*

*near – far*

*fast – slow*

*loser – winner*

*finish a race – start a race*

*at the end – at the beginning*

*wake up – go to sleep*

*never – always*

*in front – behind*

*cold – hot*

*close – open*



**Workbook, p.94, Task B**

## HOMEWORK

Workbook, p.94, Tasks A, B  
p.95, Tasks C, D

## B The tortoise or the hare? Say which...

- |                                   |                                |
|-----------------------------------|--------------------------------|
| 1 ...is slower.                   | 6 ...sleeps during the winter. |
| 2 ...is faster.                   | 7 ...is prettier.              |
| 3 ...has bigger ears.             | 8 ...is more relaxed.          |
| 4 ...lives longer.                | 9 ...is calmer.                |
| 5 ...carries a shell on its back. | 10 ...is wise.                 |

## C Read the beginning of the story. Complete it with: H (hare) or T (tortoise).

There is a very fast hare and a very slow tortoise. The  always teases the  because he is so slow. After some time the  is really angry about the hare's teasing. He wants to stop it. One sunny summer day the  says, "Let's have a race!" All the animals come to watch it.

## D What do you think? Who will win the race? Does the tortoise have any chance?

## E This is what happens. Put the story in the correct order. Then listen and check.



- The hare turns round. He can't see the tortoise, who is far behind. The hare feels hot.
- All the animals are very happy for the tortoise.
- 1 The race starts. At the beginning, the hare is much faster than the tortoise.
- The hare decides to rest under a tree near the finish line. He goes to sleep.
- A few hours later, the tortoise passes the hare, who is sleeping.
- The hare opens his eyes and sees the tortoise at the finish line. The tortoise is the winner!

## SPEAKING

### F The hare has learned a lesson. What is the lesson? Discuss it with a friend.

A Don't stop until you complete the task.

B If you try hard enough, you can do whatever you like.

Are you more like the tortoise or the hare?



A painting of Aesop

## REVISION 5



Workbook pp. 97, 98

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: უცბ. დანყ. (II):  
1,2,3,4,5,6,7,8,9,10,12,13,14

- GRAMMAR**
- comparative and superlative of short, long and irregular adjectives
  - the present simple: revision
  - big numbers
- FUNCTIONS**
- self-evaluation
  - describing the desert, the rainforest and the poles
  - describing animals
  - describing a happy/sad farm
  - comparing things
  - reading numbers
  - asking for help with difficult words
- VOCABULARY**
- vocabulary relating to weather

### SKILLS

- READING**
- big numbers
- SPEAKING**
- talking about the desert, the rainforest and the poles
  - describing animals
  - talking about a happy/sad farm
  - comparing animals
  - asking for help with difficult words
- WRITING**
- answering yes/no questions

### CULTURE and CLIL

- science – animals

- Correct any mistakes they make.
- Draw two columns on the board.

rabbits	hares
smaller	larger
shorter ears and legs	longer ears
smaller feet	stronger legs
born without fur	born with fur
prettier	live in the bushes
more popular as pets	
Live under the ground	

- Invite students to come to the board and write the differences they found in the text.

### Task B, p.96

- Play a short association game.
- Draw one column on the board:

<b>A</b> fortress
<b>B</b> gates
<b>C</b> Old Town
<b>D</b> the coast of the Adriatic sea
<b>Dubrovnik</b>

- Tell students to open the fields and try to guess the solution.
- When they guess the word, explain that Ella's family wants to spend the summer holidays in Croatia and that Ana thinks they should visit Dubrovnik.
- Tell students to complete the text with the superlatives of the adjectives.
- Give students some time.
- Ask them to read the sentences out loud.

## LESSON 1

### INTRODUCTION

- Start the lesson by checking the homework.
- Do a warm-up activity: COMPARISON game.
- Prepare cards with different animals written on them.
- Divide students into pairs.
- Each pair picks two cards.
- The students have to compare the two animals.
- Give students an example:

#### a cow / a lion

*A cow is bigger than a lion.*

*A lion is more dangerous than a cow.*

- Give them some time to think.
- Ask students to read aloud the animals and the comparisons they have made.
- Discuss their examples with the rest of the class.  
Animals: *a lion / a cow / a monkey / a chameleon / a shark / a tiger / an owl / a tortoise / a wolf / a crocodile / a fox / a snake / a zebra / a horse / a mouse / an elephant / a sheep / a dolphin / a giraffe / a grasshopper / an ant / a raven / a stork / a whale / a gazelle / a cheetah*



Workbook, GRAMMAR Task A, p.96

- Ask students if they remember what the difference between rabbits and hares is. (Some students will remember the things you said in the previous lesson.)
- Tell them to read the text in task A and complete it with the comparatives of the adjectives.
- Give them some time.
- Ask students to read the sentences aloud.



**C** Circle the correct word. Then give a short answer.

- 1 Do / Does a chameleon climb trees? \_\_\_\_\_
- 2 Is its tongue longer / long than its body? \_\_\_\_\_
- 3 Does it have long foot / feet? \_\_\_\_\_
- 4 Do owls / owl sleep at night? \_\_\_\_\_
- 5 Do owls eat mouse / mice? \_\_\_\_\_
- 6 Is a chimpanzee one of the  
most intelligent / more intelligent of all animals? \_\_\_\_\_
- 7 Do / Are sharks live in groups? \_\_\_\_\_
- 8 Do / Are you afraid of sharks? \_\_\_\_\_

## VOCABULARY

**D** Complete these weather words with the missing letters. Use: **a, e, i, o** or **u**.

F__GGY	S__NNY	W__NDY	R__ __NY	CL__ __DY	H__T
SN__WY	C__LD	W__T	W__RM	FR__ __Z__NG	CL__ __R

**E** How many animals can you name?

They live on the farm: \_\_\_\_\_

They live in the rainforest or jungle: \_\_\_\_\_

They live in the desert: \_\_\_\_\_

They live in the sea: \_\_\_\_\_

## SPEAKING

**F** Here are five tasks. Choose **two** and show what you can do.

- 1 Say what you know about the desert, the rainforest or the poles.
- 2 Describe a happy or a sad farm.
- 3 Compare any two animals.
- 4 Read these numbers: 365 121 999 768
- 5 Translate into English:
  - a) როგორ იტყვი ინგლისურად „ზვავს“?
  - b) რას ნიშნავს „rainforest“?
  - c) როგორ წარმოითქმის „desert“?
  - d) ხომ ვერ გაიმეორებდი?

### TEACHING TIPS

#### Extra activity

##### • Plural hunt

Divide the students into five groups. Tell them to find as many plurals in tasks A and B as they can in 100 seconds.

The groups write the plurals on a piece of paper. When the time is up, a representative brings each group's list. The group with the most plurals is the winner. The representative of the winning group writes the plurals on the board.

rabbits	ears	legs	feet
eyes	hares		pets
groups	homes	bushes	people
things	beaches		

When all the plurals are on the board, ask students to find the irregular ones. (*feet, people*) Ask them to find the plurals with -es ending. (*bushes, beaches*)

##### • Irregular plural

For further practice of plurals, write the following sentences on the board:

Sharks have lots of \_\_\_\_\_. (*tooth*)

\_\_\_\_\_ are crossing the street. (*child*)

Three \_\_\_\_\_ are waiting for the bus. (*woman*)

\_\_\_\_\_ live in packs. (*wolf*)

\_\_\_\_\_ have thin tails. (*mouse*)

Seven of the \_\_\_\_\_ on Tom's farm have black wool. (*sheep*)

### Task C, p.97

Write the following questions on the board:

Does elephants have tails?

Do a monkey like bananas?

Do owls birds?

Is a mouse more bigger than a tortoise?

Are ants the more beautiful insects in the world?

- Tell students that each question has one mistake.
- Invite the students to come to the board and write the correct questions.

Do elephants have tails? Yes, they do.

Does a monkey like bananas? Yes, it does.

Are owls birds? Yes, they are.

Is a mouse bigger than a tortoise? No, it isn't.

Are ants the most beautiful insects in the world? No, they aren't.

- Ask students to answer the questions using short answers.
- Invite them to come to the board and write the answers.
- Tell students to read the questions in task C.
- Tell them to circle the correct words and write short answers.
- Give them some time.
- Monitor students, and help if necessary.
- Ask students to read the questions and answers aloud.

### VOCABULARY

#### Task D, p.97

- Stick cards with the following words on the board.

F_GGY	R_ _ NY	SN _ WY	W _ RM
S_NNY	CL _ _ DY	C _ LD	FR _ _ Z _ NG
W_NDY	H _ T	W _ T	

- Divide students into 5 teams.
- Each team represents one vowel (A, E, I, O, U).
- Stick more than one card of each word on the board, because some words have more than one these letters missing. (You can stick 2-3 sets of the words.)
- Tell the teams to look at the word cards and think which cards belong to them.
- Invite the representatives of the teams to come to the board and take the cards that belong to their team. (They have 60 seconds to do that.)
- When there are no cards left, count the cards of each team. For every correct card they get one point, and for the wrong card the team gets a penalty point.
- Tell students to complete the weather words in task D.

#### Task E, p.97

- Divide the class into the following four teams: the farm, the jungle/the rainforest, the desert and the sea.
- Give students 2 minutes to think of as many animals as they can that live in those places.
- Draw four columns on the board:

the farm	the jungle/the rainforest	the desert	the sea

- When the time is up, invite representatives of the teams to come to the board and write the animals in their columns.
- Tell students to write the animals in task E.

### TEACHING TIPS

#### Extra activity

##### • Sinking words

Distribute photocopied grids to students. Put them in pairs. Tell them to write some of the words (weather, animals, numbers) from this Unit into their grid. (You should set a number of letters – for example around 20-25 letters. It's important that students that are in a pair have the same number of letters.)

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

**C** Circle the correct word. Then give a short answer.

- 1 Do / Does a chameleon climb trees? \_\_\_\_\_
- 2 Is its tongue longer / long than its body? \_\_\_\_\_
- 3 Does it have long foot / feet? \_\_\_\_\_
- 4 Do owls / owl sleep at night? \_\_\_\_\_
- 5 Do owls eat mouse / mice? \_\_\_\_\_
- 6 Is a chimpanzee one of the most intelligent / more intelligent of all animals? \_\_\_\_\_
- 7 Do / Are sharks live in groups? \_\_\_\_\_
- 8 Do / Are you afraid of sharks? \_\_\_\_\_

**VOCABULARY**

**D** Complete these weather words with the missing letters. Use: a, e, i, o or u.

F__GGY	S__NNY	W__NDY	R____NY	CL__DY	H__T
SN__WY	C__LD	W__T	W__RM	FR__Z__NG	CL__R

**E** How many animals can you name?

- They live on the farm: \_\_\_\_\_
- They live in the rainforest or jungle: \_\_\_\_\_
- They live in the desert: \_\_\_\_\_
- They live in the sea: \_\_\_\_\_

**SPEAKING**

**F** Here are five tasks. Choose two and show what you can do.

- 1 Say what you know about the desert, the rainforest or the poles.
- 2 Describe a happy or a sad farm.
- 3 Compare any two animals.
- 4 Read these numbers: 365 121 999 768
- 5 Translate into English:
  - a) როგორ იტყვი ინგლისურად „ზევს“?
  - b) რას ნიშნავს „rainforest“?
  - c) როგორ წარმოითქმის „desert“?
  - d) ხომ ვერ გაიმეორებდი?

When students have written the words in their grids, they can start to play the game. Students take turns to 'open' fields in their partner's grid. If a student 'hits' a field containing a letter, their partner says the letter. The first one to open all the letter fields is the winner. If a student recognizes the word he/she has hit, he/she can say the whole word and 'sink' it.

**SPEAKING**

**Task F, p.97**

- Tell students to look at the five tasks in task F.
- They should choose two of them and show what they can do.
- Students practise and show their partners what they know.
- Monitor them, and help if necessary.
- Ask students to show the whole class what they can do.

**STUDENT'S BOOK****FOR MY PORTFOLIO, p.106****What do you think about this Unit?**

- Tell students to look at My learning diary and think about the first six questions.
- Give them some time to write the answers. (They can go through the lessons and see what things they liked and didn't like.)
- Ask students to read the answers aloud.
- You can have a short discussion about their favourite lessons and words, and also about the most difficult things in the Unit.

**Circle what you can do after this unit.**

- Tell students to look at the six sentences and circle what they can do after this unit.
- Tell them they can challenge their partners to do the things they say they can.
- Give students some time.
- Ask random students what they have circled, and challenge them to show you what they can do.

**PROJECTS, p.106**

- Projects are optional and can be done depending on the students' interests and motivation.
- Students do them in groups. They can be done in school or at home.
- Both of the projects require some research at home, so it would be good to prepare students for them in the previous lesson.

**1) OUR FAVOURITE ANIMALS**

- Tell students to write some facts about an animal they like. (What does it look like? Where does it live? What does it eat? Why is it interesting?)
- Students work in groups to make posters about animals. (They put a few animals together on one poster.)
- They stick the texts and photos on a large sheet of paper.
- Invite students to present their posters in front of the class.
- Motivate other students to ask some questions about the animals their classmates are presenting.

**TEACHING TIPS**

- It would be a good idea to tell students in the previous lesson to prepare some information about the animals and some photos of them.
- The presentation can also be done in PowerPoint.

**2) GEORGIA IN SUPERLATIVES**

- Tell students to work in groups.
- Students bring their materials (information about Georgia's biggest and smallest towns, highest mountain, longest river, hottest and coldest places, most beautiful/interesting places and some other distinctive features of Georgia they find interesting) and organize them on a poster.
- They can make a poster or a PowerPoint presentation about them.
- Students present their posters or PowerPoint presentations in front of the class.

- Invite students to ask some questions and comment on their classmates' presentations and posters.

**TEACHING TIPS**

- This project also requires some preparation at home, so students should bring some pictures and find out some information before they start making the poster.

# FOR MY PORTFOLIO

My learning diary

## PROJECTS

Choose one project and do it in a group.

### 1/ OUR FAVOURITE ANIMALS

Write about an animal that you like or find interesting.

Write what it looks like, where it lives, what it eats, why it is interesting. Find some photos, too. With your classmates make a poster about your favourite animals.

### 2/ GEORGIA IN SUPERLATIVES


Write about Georgia: about its biggest / smallest city, highest mountain, longest river, hottest / coldest place, most beautiful / interesting place for you, etc. Find some photos and make a poster.


### What do you think about this unit?

1/ Why is it called "One World, Different Worlds"?

2/ I think this unit is (tick what is true for you):

 easy

 not very easy

 difficult

3/ What was easy? What was difficult?

4/ I like lesson \_\_\_\_\_ best.



5/ In this unit I don't like \_\_\_\_\_

6/ My favourite word(s) from this unit is (are):  
\_\_\_\_\_

### Circle what you can do after this unit.



 I CAN



 I NEED MORE PRACTICE



  I can say what the weather is like in different parts of the world.



  I can talk about the poles, the rainforest and the desert.

  I can talk about life on a farm.

  I can compare animals.

  I can say big numbers.

  I can say something about tornadoes, wildfires, floods and avalanches.

  I can ask for help with difficult words in English.

## 6.1. THE HISTORY TEST WAS HARD

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES უცბ. დანყ. (II): 1,2,3,4,5,6,7,8,9,10

GRAMMAR • the past simple of the verb to be in positive and negative sentences

FUNCTIONS • talking about past time

VOCABULARY • some common expressions

SKILLS

READING • Ana's diary  
• a rap song

LISTENING • talking about past time  
• travelling to the past

SPEAKING • a rap song

WRITING • Ana's diary  
• Elliot's time machine

CULTURE and CLIL

• history

### LESSON 1

#### INTRODUCTION

- Tell students to take a quick look at the introduction page to the Unit in their books.
- Ask them to tell you what is in the picture. Some students may know that it is a mummy.
- Ask students what they know about mummies. What are mummies? Where do they come from? Are there any special beliefs about mummies?
- Students will know some of the answers, maybe not in English, but allow them to say it in Georgian.
- Ask students to look at the title of the Unit: Back to the Past.
- Ask them what the connection between the mummies and the past is. (Mummies come from the past.)
- Briefly introduce the things they will do in this Unit. (You can use the tips from the book, p.107.)
- Ask students what subject they learn about the past in. (They will say history.)
- As a warm-up, do a NAME THE ADJECTIVES activity.
- Divide the students into two groups: one group names the adjectives that answer the question How do you feel?, and the other one adjectives ending in -Y.
- Explain to students that they have to think of as many adjectives as they can.
- Give students a few minutes.
- Invite students to read the adjectives aloud.
- Write some of their examples on the board.

How do you feel?	-y adjectives
<i>nervous</i>	<i>happy</i>
<i>happy</i>	<i>thirsty</i>
<i>sad</i>	<i>ugly</i>
<i>relaxed</i>	<i>sunny</i>
<i>worried</i>	<i>dirty</i>
<i>cheerful</i>	<i>rainy</i>

- Ask students if they remember how Ana felt on her first day in the new school.
- They will probably say nervous and worried.

- Ask students when they feel like that. (They will say many things, but some of the students will mention the tests.)
- Ask them if they think history tests are hard.

#### READING

##### Task A, p.108

- Remind students that Ana keeps a diary.
- Tell them to look at the picture in task A, at the two pages from Ana's diary.
- Explain that Ana is untidy and that she sometimes eats and drinks while she's writing the diary.
- Ask students to guess what she has spilt on the diary. (They will probably say it was a cup of cocoa.)
- Tell students to look at the two pages and tell you the days and the dates.
- Ask them which was a good day and which was a bad day for Ana.

**Answer key:** Thursday was a bad day. Friday was a good day.

##### Task B, p.108

- Explain that, because of the spilt cocoa, some words from Ana's pages are missing.
- Ask students to look at the words missing for Thursday.
- Invite students to read the words aloud.
- Give students time to complete the Thursday page with the words.
- Tell students to read aloud the words missing from the Friday page.
- Students complete the Friday page with the words.

##### Answer key:

Thursday, 5 April It was cold and rainy I was late for school, The History test was hard, The day wasn't cool. Elliot was strange, Cindy wasn't there, We were all a little down, We weren't in the mood. My parents were busy, They were not at home. I wasn't very happy, I was all alone.	Friday, 6 April It was warm and sunny, It wasn't bad at school. The science test was easy, The day was really cool. Elliot was just as always, Cindy wasn't there, We were all together, And the mood was good. My parents weren't busy, They were home with me. I was very happy, Happy as can be.
--	---

# THE HISTORY TEST WAS HARD

## READING

- A** Read these two pages from Ana's diary. Which was a good day, and which was a bad one, for Ana?



- B** Because of an accident with a cup of cocoa, some words are missing from Ana's diary.

These words are missing from Ana's diary for Thursday. Where do they go?

down mood hard rainy  
 school home

These words are missing from Ana's diary for Friday. Where do they go?

The science It wasn't I was  
 The day We were They were

## LISTENING

- C**  Listen to the rap and check. Do the rap with a friend or in a group.

- D** Test your memory. Close your book and see if you can answer the questions.

- 1 Why was Ana unhappy on Thursday?
- 2 Why was Friday a better day for her?

## LISTENING

### Task C, p.108

- Tell students to listen to the rap and check their answers.
- Play track 54 on the CD.
- Explain the new words, and write them on the board.

be late for school	all alone
be down	just as always
be in the mood for (something)	all together

- Play the rap again for students to rap along.
- Repeat it several times.
- Play a game of PING PONG with the two raps.
- Divide the class into two groups
- Each group focuses on one rap.
- Students rap the songs so that one half of the class raps the first line of the Thursday rap and the second half raps the first line of the Friday rap, and so on.
- Groups can change roles.
- Students copy the words from the board.



### Workbook, p.98, tasks A, B

#### Task C (Rap)

##### Track 54

Thursday, 5th April  
It was cold and rainy  
I was late for school,  
The History test was hard,  
The day wasn't cool.  
Elliot was strange,  
Cindy wasn't there,  
We were all a little down,  
We weren't in the mood.  
My parents were busy,  
They weren't at home.  
I wasn't very happy,  
I was all alone.  
Friday, 6th April  
It was warm and sunny,  
I wasn't bad at school.  
The science test was easy,  
The day was really cool.  
Elliot was just as always,  
Cindy wasn't there,  
We were all together,  
And the mood was good.  
My parents weren't busy,  
They were home with me.  
I was very happy,  
Happy as can be.

### Task D, p.108

- Tell students to close their books.
- Ask them why Ana was unhappy on Thursday.
- Ask them why Friday was a better day for her.
- Write some of their answers on the board. (You will use them to explain the past simple of the verb to be.)

**Answer key:** Students' answers.



## 6.1

## THE HISTORY TEST WAS HARD

## READING

- A** Read these two pages from Ana's diary. Which was a good day, and which was a bad one, for Ana?



- B** Because of an accident with a cup of cocoa, some words are missing from Ana's diary.

These words are missing from Ana's diary for Thursday. Where do they go?

down mood hard rainy  
 school home

These words are missing from Ana's diary for Friday. Where do they go?

The science It wasn't I was  
 The day We were They were

## LISTENING

- C**  Listen to the rap and check. Do the rap with a friend or in a group.

- D** Test your memory. Close your book and see if you can answer the questions.

- 1 Why was Ana unhappy on Thursday?
- 2 Why was Friday a better day for her?

**REMEMBER!, p.109**  
**THE PAST SIMPLE OF TO BE**

**The past simple of 'to be'**

She was late for school. They were all together.  
 Cindy wasn't there. Her parents weren't busy.

- Write the following sentences on the board:

I am relaxed today. -present simple  
 I was nervous yesterday. -past simple

- Ask students to translate the sentences into Georgian.
- Ask them which sentences talk about the past and which about the present. (They will know the difference.)
- Underline the verbs in the sentences and write present simple and past simple next to them.
- Ask students to read out the verbs in the previous sentences (was, wasn't, were, weren't).
- As they read the verbs, underline them.
- Explain that this is the past simple of the verb to be.
- Draw two columns on the board:

present simple	past simple
<b>am</b>	<b>was</b>
<b>is</b>	<i>was</i>
<i>are</i>	<i>were</i>

- Write the verbs in the first row, reading the sentences aloud. (I am relaxed today. I was nervous yesterday.)
- Say a sentence: It is cloudy today, but yesterday....
- Elicit the ending of the sentence (it was sunny.)
- Invite a student to come and write the past simple forms in the column.
- Say another sentence: We are happy today, but yesterday we....
- Elicit the ending of the sentence (we were sad.)
- Invite a student to come and write the present simple and past simple forms in the columns.



**Workbook, p.98, tasks C, D**

- Invite students to read aloud the examples in the Remember box.
- Draw their attention to the short forms.
- Tell them to copy the sentences from the board and write 5 affirmative sentences on their own.
- Write the beginnings on the board. (Tell students they can use the adjectives they wrote at the beginning of the lesson.)

Yesterday I \_\_\_\_\_.  
 You \_\_\_\_\_.  
 My mother/brother/sister \_\_\_\_\_.  
 We \_\_\_\_\_.  
 My friends \_\_\_\_\_.

- Give students some time.
- Monitor and help if necessary.
- Invite students to read their examples aloud and write some of them on the board.

**Task E, p.109**

- Tell students to look at the sentences in task E.
- Challenge them to circle the correct words without looking at the rap songs.
- Ask students to read the sentences aloud.



**Workbook, p.99, task E**

**Answer key:** 1 wasn't 2 was 3 wasn't 4 was 5 weren't 6 were 7 were 8 weren't

**TEACHING TIPS**

**Extra activity**

• **Past-simple hunt**

Divide students into two groups: affirmative and negative.  
 Draw two columns on the board.

Affirmative	Negative
was 9 x	wasn't 4 x
were 3 x	weren't 2 x
	were not 1 x

Tell students to find the examples of the past simple of the verb *to be* in the raps. (The affirmative group looks for the affirmative forms, and the negative group for the negative forms.)

Ask them to count how many times each form is repeated.

Invite students to come to the board and write the examples from the rap songs together with the numbers.

• **Beep reading**

Divide students into two groups: *Thursday* and *Friday*. Explain that you will read the sentences from the rap songs, but that you will omit some words and say *beep* instead.

Their task is to write the missing words. (*was, wasn't, were, weren't*)

Give an example: *It \_\_\_\_\_ cold and rainy.*

Group *Thursday* writes was and group *Friday* wasn't (because it wasn't cold and rainy on Friday).

*The day \_\_\_\_\_ cool. (T-wasn't / F-was)*

*Elliot \_\_\_\_\_ strange. (T-was / F-wasn't)*

*Cindy \_\_\_\_\_ there. (T-wasn't / F-wasn't)*

*The mood \_\_\_\_\_ good. (T-wasn't / F-was)*

*My parents \_\_\_\_\_ busy. (T-were / F-weren't)*

*They \_\_\_\_\_ at home. (T-weren't / F-were)*

Read the sentences one more time. After each sentence, invite students to read their answers.

## REMEMBER!

### THE PAST SIMPLE OF TO BE

	Affirmative	Negative	Negative Short Form	
I	was	was not	wasn't	busy.
You	were	were not	weren't	
He She It	was	was not	wasn't	
We You They	were	were not	weren't	

### E Circle the correct word.

- On Thursday the weather **was** / **wasn't** good.
- On Friday the weather **was** / **wasn't** good.
- The history test **was** / **wasn't** easy.
- The science test **was** / **wasn't** easy.
- On Thursday, Ana and her friends **were** / **weren't** in a good mood.
- On Friday, Ana and her friends **were** / **weren't** in a good mood.
- On Thursday, Ana's parents **were** / **weren't** busy.
- On Friday, Ana's parents **were** / **weren't** busy.

## SPEAKING

### F Work in pairs. Ask and answer the questions.

- What day was it yesterday?
- What date was it?
- What was the weather like?
- Were you at school?
- Were any classes very interesting or very difficult?
- Who were you with in the morning / afternoon / evening?
- What was your day like? Was it good or bad, interesting or boring?
- Were you in a good mood or a little down?



## WRITING

- Look at Ana's rap, and write a rap about your day yesterday. You can write alone or with a partner.

## SPEAKING

### Task F, p.109

- Students work in pairs.
- Ask students to look at the questions in task F.
- Ask students to ask their partners the questions and then answer them themselves.
- Monitor students, and help if necessary.
- Invite some pairs to come to the board and ask and answer the questions in front of the class.

**Answer key:** Students' answers.

## WRITING

### Task G, p.109

- Students continue to work in pairs.
- Ask students to look at Ana's rap and write a similar rap about their day yesterday.
- Monitor students, and help if necessary.
- Invite students to read their raps aloud.

### TEACHING TIPS

- If you have a stronger class, students can write a rap on their own (not in pairs).

#### Extra activity

##### • Similar meaning/paraphrasing

This activity is a lead-in to task A (workbook, p.98), which students will do for homework.

Explain to students that you are going to say some sentences and they have to find sentences with similar meaning in Ana's raps.

*The weather was bad. (It was cold and rainy.)*

*The history test was difficult. (The history test was hard.)*

*The weather was good. (It was warm and sunny.)*

*It was a very good day. (The day was really cool.)*

*I was very happy. (I was happy as can be.)*

Invite students to read the sentences aloud.

## HOMEWORK

Workbook, p.98, Tasks A, B, C  
p.99, Tasks D, E

Tell students to turn the 5 affirmative sentences they wrote in the REMEMBER task into negative ones, using both the long form and the short form. (That's a total of 10 sentences.)

## REMEMBER!

### THE PAST SIMPLE OF TO BE

	Affirmative	Negative	Negative Short Form	
I	was	was not	wasn't	busy.
You	were	were not	weren't	
He She It	was	was not	wasn't	
We You They	were	were not	weren't	

### E Circle the correct word.

- On Thursday the weather **was** / **wasn't** good.
- On Friday the weather **was** / **wasn't** good.
- The history test **was** / **wasn't** easy.
- The science test **was** / **wasn't** easy.
- On Thursday, Ana and her friends **were** / **weren't** in a good mood.
- On Friday, Ana and her friends **were** / **weren't** in a good mood.
- On Thursday, Ana's parents **were** / **weren't** busy.
- On Friday, Ana's parents **were** / **weren't** busy.

## SPEAKING

### F Work in pairs. Ask and answer the questions.

- What day was it yesterday?
- What date was it?
- What was the weather like?
- Were you at school?
- Were any classes very interesting or very difficult?
- Who were you with in the morning / afternoon / evening?
- What was your day like? Was it good or bad, interesting or boring?
- Were you in a good mood or a little down?



## WRITING

- Look at Ana's rap, and write a rap about your day yesterday. You can write alone or with a partner.

## LESSON 2

### INTRODUCTION

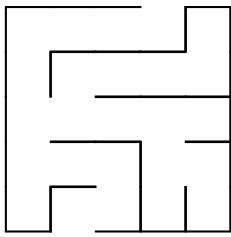
- Start the lesson by checking homework.
- Ask students where they were yesterday. (They will probably answer: *at home, at the sports centre, in the park, in the supermarket etc.*)
- Write some of the places on the board.

at home at the sports centre in the park in the supermarket

- Point to a place, and ask students if they remember the names of the kids who said they were in the park, for example.
- Repeat this with some more places.
- Tell students you were in a *maze* yesterday.
- Write the word on the board, and ask students if they know what it means.

a maze

- Draw a diagram so they can guess the meaning.



- Ask them if they have ever been in a maze and why it is difficult to find the way through a maze.

### Task H, p.110

- Ask students to name some members of the HBMC.
- Write their names on the board.

Cindy Elliot Sam Zack Ella

- Ask students if they can guess where the kids were on Saturday afternoon. (Students will maybe make some correct guesses.)
- Ask students to look at the maze and the characters in task H.
- Tell them to work in pairs and find out where they were on Saturday.
- Ask students to say the answers out loud.
- Explain the new words, and write them on the board.

the woods  
the library

- Students copy the words from the board.

**Answer key:** 1 Cindy was at home. 2 Tess was in the woods. 3 Edith was at a restaurant. 4 Elliot was at the club. 5 Sam and Max were in the park. 6 Zack was at the club. 7 Pete was at home. 8 Ella was at the library.

### Task I, p.110

- Ask students to look at the sentences in task I.
- Tell them to write *T* for true and *F* for false sentences in the boxes.
- If the sentence is false, they should correct it in their notebooks.
- Give students some time.

**Answer key:** 1 T 2 F 3 F 4 F 5 F 6 T

### Task J, p.110

- Tell students you are going to play the answers on the CD.
- Tell them to check what they have written.
- Play track 55 on the CD.
- Invite students to come to the board and write the correct sentences.
- Others check their sentences in the notebooks.

### Task J

#### Track 55

- 1 The first sentence is true. Cindy and Pete were at home.
- 2 This is false. Tess wasn't at the club. She was in the woods.
- 3 This is false. Edith wasn't in the park. She was at a restaurant.
- 4 False again. Elliot and Zack weren't at the restaurant. They were at the club.
- 5 False. Sam and Max weren't in the woods. They were in the park.
- 6 The last sentence is true. Ella was at the library.

**H** Work with a friend. Where were they on Saturday afternoon? Follow them through the maze and find the answers.

Cindy      Tess      Edith      Elliot      Sam and Max      Zack      Pete      Ella



**I** Are these statements **true (T)** or **false (F)**? Correct the false sentences.

- |   |  |
|---|--|
| 1 Cindy and Pete were at home. <input type="checkbox"/> | 4 Elliot and Zack were at the restaurant. <input type="checkbox"/> |
| 2 Tess was at the Club. <input type="checkbox"/>        | 5 Sam and Max were in the woods. <input type="checkbox"/>          |
| 3 Edith was in the park. <input type="checkbox"/>       | 6 Ella was at the library. <input type="checkbox"/>                |

**J**  Listen and check.  
track 02

## READING

### Task K, p.111

- Play HANGMAN with the following expression: **time machine**

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- Ask students if they know what it is. (Most of the students have heard of it.)
- Ask them what it is used for. (*For travelling through time.*)
- Ask them why people want to travel through time. (Students will have many ideas; accept them and help them with some English words.)
- Ask students who, among the characters, might be interested in a time machine. (They will guess it is Elliot.)
- Tell students to look at the picture of Elliot in task K.
- Ask students to describe the picture: *Where is Elliot? What is he driving? What animals can you see?*
- Ask students to take a quick look at the questions and read the text about Elliot out loud.
- Explain the new words, and write them on the board.

upset	present
mark	past
have an idea	future
take back	press the button
lamps	travel
(fast) forward	

- Tell students to read the questions more carefully and find the answers in the text.
- Ask students to read the answers aloud.
- Focus on the third and fourth questions. Tell students to look at Elliot's drawing and read out the lamps.
- Explain the lamps. (Use the concept of a timeline, which students have learned in history classes.)
- Draw the timeline on the board.

past past	now	future
-----------	-----	--------

- Ask students to count and read the buttons out loud.
- Ask them what they think buttons A-G represent. (Maybe students will take a peek at task L and know the answer, or they can simply make guesses.)
- Students copy the words from the board.



### Workbook, p.99, Task F

**Answer key:** 1 Elliot is upset because of the history test. 2 He wants to travel back to the past to see it with his own eyes. 3 It has three lamps. The lamp for the past is on. 4 The machine has 10 buttons for the past. It has 2 buttons for the future.

### Task L, p.111

- Draw the buttons on the board.

a very, very long time ago	a very long time ago	a long time ago	G	F	E	D	⇒
C	B	A	now	tomorrow	fast forward		

- Explain that buttons A-G represent periods in the past, A being closest to the present, B a little bit further from the present, C even further, and so on.
- Ask students to look at the time expressions in task L.
- Ask them which of them is the closest to now / the present. (They will read in the task: 5 minutes ago)
- Write it on the board:

a very, very long time ago	a very long time ago	a long time ago	G	F	E	D	⇒
C	B	A	now	tomorrow	fast forward		

#### A – 5 minutes ago

B – an hour ago

C – yesterday

D – 2 days ago

E – last week

F – last year

#### G – 5 years ago

- Ask students to find the expression that is the furthest from now / the present. (5 years ago)
- Write that on the board, too.
- Ask students to try to organize the other expressions, writing the letters on the lines.
- Ask them to read aloud the expressions and the letters.
- Invite students to come to the board and write the expressions.



### Workbook, p.99, Task G

**Answer key:** G A D C B E F

### Task M, p.111

- Tell students to work in pairs and read the sentences.
- Tell them to finish the sentences and say them to their partners.
- Say a few examples:  
*My last birthday was 3 months ago.*  
*I was 8 years old 40 years ago.*
- Monitor students, and help if necessary.
- Invite students to read the sentences aloud.
- Write some of the time expressions they use on the board.

2 months ago	3 years ago	17 minutes ago
On Monday	two days ago	4 months ago

- Ask students if they can remember what the time expressions refer to.
- Tell students to put the time expressions that are on the board into the timeline.
- Ask them which letters they would place them between.



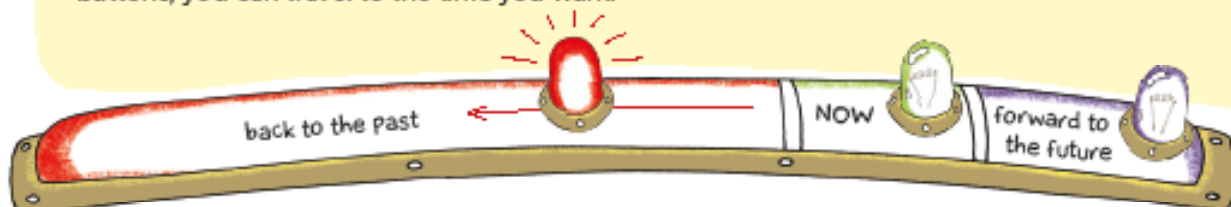
## READING

**K** Read about Elliot's time machine and look at his drawing. Answer the questions.

- 1 Why is Elliot upset?
- 2 Where does he want to travel? Why?
- 3 How many lamps does the machine have? Which of them is on?
- 4 How many buttons are there for the past, and how many for the future?



Elliot is upset about the history test on Thursday. It was really hard, and his mark wasn't good. How can he make history easy to learn? Finally, he has an idea. He needs a time machine! It can take him back to the past! He wants to see the past with his own eyes. He draws the machine. It has lamps for the present, past and future. It also has buttons. When you press one of the buttons, you can travel to the time you want.



a very, very long time ago	a very long time ago	a long time ago	G	F	E	D	C	B	A	NOW	tomorrow	fast forward
----------------------------	----------------------	-----------------	---	---	---	---	---	---	---	-----	----------	--------------

**L** These are buttons from A to G. Which is which?

5 years ago	5 minutes ago	2 days ago	yesterday	an hour ago	last week	last year
-------------	---------------	------------	-----------	-------------	-----------	-----------

This is G. This is A. \_\_\_\_\_

**M** Work in pairs. How long ago was this? Finish the sentences.

- 1 Our last English lesson was...
- 2 Our last break was...
- 3 My last birthday...
- 4 I was 8 years old...
- 5 It was Sunday...
- 6 It was Christmas...

## SPEAKING

**N** Answer the questions.

- 1 Would you like to travel in a time machine? Give your reasons.
- 2 Would you like to travel back to the past or forward to the future?
- 3 Choose one of these periods in the past you would like to visit and see. Report to the class. Take a class vote. Which period wins?

Ancient Greece  
the time of the dinosaurs  
Ancient Rome  
the Stone Age  
Ancient Egypt

- Ask them to think of some more sentences with the expressions on the board.
- Invite them to say their examples aloud.
- Discuss any mistakes they make.

**Answer key:** Students' answers.

### TEACHING TIPS

#### Extra activity

##### • Where were you?

Write the time expressions on the cards. Invite students to come and pick a card. They have to say where they were or weren't at that point in time. (For example: a student picks a card – 2 hours ago – and he/she has to say where he/she was at that time. If they find it too difficult to remember where they were, students can make a negative sentence.)

Example: *I was at home 2 hours ago. / I wasn't in school 2 hours ago.*

##### • Ago / yesterday / last

Write the following sentence on the board:

*Mum was at the supermarket two hours \_\_\_\_\_. (ago)*  
*I was at the seaside with my family \_\_\_\_\_. (last)*  
*There wasn't a lot of snow \_\_\_\_\_. (last)*  
*He was at the dentist an hour \_\_\_\_\_. (ago)*  
*The kids were at the club \_\_\_\_\_. (yesterday evening)*

Tell students to come to the board and complete the sentences. To make it more interesting, you can play a STAND UP game. Divide the class into three groups: ago / yesterday / last. Tell them you will say sentences with the missing words. If they think their group's word is the one missing from the sentence, they should stand up. Add some more sentences.

*I was at the cinema \_\_\_\_\_. (last night)*  
*My friends were in Svaneti \_\_\_\_\_. (last)*  
*My brother was 14 ten days \_\_\_\_\_. (ago)*  
*Were you at school \_\_\_\_\_? (yesterday)*

### SPEAKING

#### Task N, p.111

- Ask students the questions in task N.
- Start off with whether they would like to travel in a time machine and why.
- Help students out with some words.
- Ask them if they would like to travel to the past or to the future.
- Invite students to raise their hands, and count them.
- Show students a picture of a mummy. (If you have the necessary equipment, display it on the screen. If not, bring one or use the one in the books, page 97).
- Ask them what country / period in the past they think of when they see a mummy. (They will know it is Egypt.)
- Write on the board and explain the word ancient:

### Ancient Egypt

- Ask students to brainstorm things they know about Egypt.
- Show students a picture of Julius Caesar, a temple or an amphitheatre.
- Repeat the same questions you asked about Egypt and brainstorm ideas about Ancient Rome.
- Repeat the activity for all the periods in task N, showing the students pictures or giving them clues about a particular period. (Trojan horse for Ancient Greece, cavemen for the Stone Age, dinosaurs for the time of dinosaurs.)

Ancient Egypt  
 Ancient Greece  
 Ancient Rome  
 the time of the dinosaurs  
 the Stone Age

- When you have written all the periods on the board, tell students to choose one they would like to visit and see.
- Do a class vote to find out which period wins.
- Tell students to place the periods in the timeline.
- Invite them to come to the board and write them in the timeline.

past past	now	future
The time of the dinosaurs The Stone Age Ancient Egypt Ancient Greece Ancient Rome		

- Students copy the words from the board.

**Answer key:** Students' answers.

### TEACHING TIPS

#### Extra activity

##### • Draw!

If your students like to draw, ask them to draw a picture each representing the period they would like to visit. Give students pieces of paper, and when they finish drawing stick their drawings on the pinboard. Ask other students to guess the periods their classmates have drawn.

### HOMEWORK

Workbook, p.99, Tasks F, G

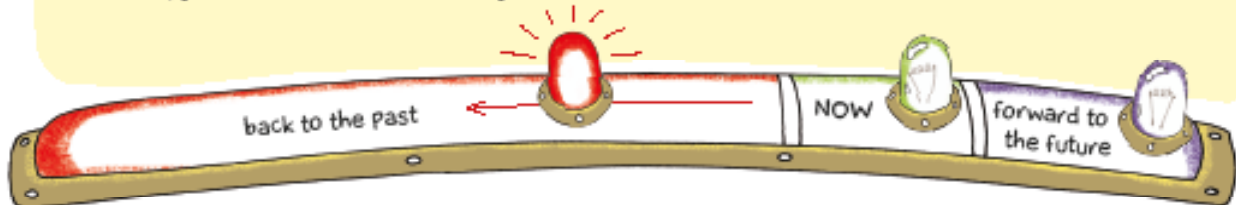
## READING

**K** Read about Elliot's time machine and look at his drawing. Answer the questions.

- 1 Why is Elliot upset?
- 2 Where does he want to travel? Why?
- 3 How many lamps does the machine have? Which of them is on?
- 4 How many buttons are there for the past, and how many for the future?



Elliot is upset about the history test on Thursday. It was really hard, and his mark wasn't good. How can he make history easy to learn? Finally, he has an idea. He needs a time machine! It can take him back to the past! He wants to see the past with his own eyes. He draws the machine. It has lamps for the present, past and future. It also has buttons. When you press one of the buttons, you can travel to the time you want.



a very, very long time ago	a very long time ago	a long time ago	G	F	E	D	C	B	A	NOW	tomorrow	fast forward
----------------------------	----------------------	-----------------	---	---	---	---	---	---	---	-----	----------	--------------

**L** These are buttons from A to G. Which is which?

5 years ago	5 minutes ago	2 days ago	yesterday	an hour ago	last week	last year
-------------	---------------	------------	-----------	-------------	-----------	-----------

This is G. This is A. \_\_\_\_\_

**M** Work in pairs. How long ago was this? Finish the sentences.

- 1 Our last English lesson was...
- 2 Our last break was...
- 3 My last birthday...
- 4 I was 8 years old...
- 5 It was Sunday...
- 6 It was Christmas...

## SPEAKING

**N** Answer the questions.

- 1 Would you like to travel in a time machine? Give your reasons.
- 2 Would you like to travel back to the past or forward to the future?
- 3 Choose one of these periods in the past you would like to visit and see. Report to the class. Take a class vote. Which period wins?

Ancient Greece  
the time of the dinosaurs  
Ancient Rome  
the Stone Age  
Ancient Egypt

## 6.2. WHY WEREN'T YOU AT SCHOOL?

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: უცბ. დანყ. (II): 1,2,3,4,5,6,7,8,9,10

**GRAMMAR**

- the past simple of the verb to be in questions and short answers
- imperatives

**FUNCTIONS**

- talking about your day yesterday
- giving advice
- talking about being ill
- asking questions in the past simple (to be)
- telling people what to do and not to do

**VOCABULARY**

- vocabulary relating to being ill

**SKILLS**

**READING**

- telephone conversation between Cindy and Ana
- parents' sick notes
- four dialogues

**LISTENING**

- telephone conversation between Cindy and Ana
- four dialogues

**SPEAKING**

- talking about your day yesterday
- giving advice
- talking about being ill

**WRITING**

- answering questions using short answers (the past simple of the verb to be)
- completing a text with the past simple of the verb to be

**CULTURE and CLIL**

- science–health

### LESSON 1

#### INTRODUCTION

- Start the lesson by checking homework.
- Ask students who was absent from school on Thursday and Friday. (They will remember it was Cindy.)
- Ask them if anybody is absent today and whether they know why.
- Ask students what the usual reason is when they stay at home. (They will probably say they are ill.)

#### Task A, p.112

- Tell students to look at the picture in task A.
- Write the scrambled words on the board:

NOHYE – *honey*  
 ATE – *tea*  
 KOBO – *book*  
 REMOMHETRET – *thermometer*  
 ISSTUE – *tissue*  
 CIDEMINE – *medicine*  
 CAFRS – *scarf*  
 TEKLANB – *blanket*  
 MYASPJA – *pyjamas*  
 DBE – *bed*  
 HONETPELE – *telephone*

- Tell students to unscramble the words. They can see all the words in the picture.
- Ask them what is wrong with Cindy. (She's got a cold and a temperature.)
- Ask students to guess who Cindy is talking to. (They will probably guess it is Ana.)
- Ask them if they phone their friends when they are ill and what they talk about.

**Answer key:** Students' answers.

#### Task B, p.112

- Tell students to look at the questions in task B.
- Tell them to decide which questions are Ana's and which are Cindy's.
- Students circle the letters.
- Tell students to read their answers aloud.
- As students read the questions, write them on the board.

**Answer key:** 1 A 2 C 3 C 4 C 5 C 6 A

#### Task C, p.112

- Tell students to think of the answers to the questions.
- Read the questions aloud, and elicit students' ideas.

Why weren't you at school?  
 How were things at school?  
 Where were you on Saturday?  
 Were you at the cinema?  
 Was Elliot with you?  
 Were you bored at home?

- Tell students to look at the answers in task C and match them to the questions.
- Students write the numbers in the boxes.
- Ask students to read out the numbers.

**Answer key:** A 5 B 4 C 6 D 2 E 1 F 3

# 6.2

## WHY WEREN'T YOU AT SCHOOL?

**A** It's Sunday.  
Cindy is in bed.  
Describe the picture.



**B** Ana phones Cindy. Which questions are **Ana's (A)** and which are **Cindy's (C)**?

- |                               |     |                           |     |
|-------------------------------|-----|---------------------------|-----|
| 1 Why weren't you at school?  | A/C | 4 Were you at the cinema? | A/C |
| 2 How were things at school?  | A/C | 5 Was Elliot with you?    | A/C |
| 3 Where were you on Saturday? | A/C | 6 Were you bored at home? | A/C |

**C** Match the questions from Task B to the answers.

- |                   |                          |                                       |                          |
|-------------------|--------------------------|---------------------------------------|--------------------------|
| A Yes, he was.    | <input type="checkbox"/> | D Good mostly, but the test was hard. | <input type="checkbox"/> |
| B No, we weren't. | <input type="checkbox"/> | E I was ill.                          | <input type="checkbox"/> |
| C No, I wasn't.   | <input type="checkbox"/> | F It's a long story.                  | <input type="checkbox"/> |

### REMEMBER!

#### THE PAST SIMPLE OF TO BE – QUESTIONS AND SHORT ANSWERS

QUESTIONS			SHORT ANSWERS	
Was	I	at home?	Yes, I was.	No, I wasn't.
Were	you		Yes, you were.	No, you weren't.
Was	he she it		he Yes, she was. it	he No, she wasn't. it
Were	we you they		we Yes, you were. they	we No, you weren't. they

**REMEMBER!, p.112**

**THE PAST SIMPLE OF *TO BE* – QUESTIONS AND SHORT ANSWERS**

- Ask students to underline all the questions in the conversation. (There are 18 questions all together.)
- Ask students if they can find the questions from task B in the conversation.
- Ask students to read out the questions and say the answers. (Only two questions are repeated word for word in the conversation (*Were you at the cinema? Were you bored at home?*); other questions are pretty similar, but not the same. You can ask students to find the exact and similar questions.)
- Write some of the questions on the board.

Was Elliot with you? *Yes, he was.*  
Were you bored at home? *No, I wasn't.*

- Explain to students that these are the past-simple questions of *to be*.
- Ask them to explain how questions are formed. (Students will probably say that you just switch the places of the subject and *was/were*.)
- Tell students to read aloud the questions and the short answers in the Remember box.
- Invite students to come to the board and write the answers to the questions.
- Write a few more examples of the questions on the board.

**The past simple of 'to be' – questions and short answers**

**Was** I at home? *Yes, I was. / No, I wasn't.*  
Were you at the cinema? *Yes, you were. / No, you weren't.*  
Was Carlos with you? *Yes, he was. / No, he wasn't.*  
Were we bored? *Yes, we were. No, we weren't.*  
Were they at school? *Yes, they were. No, they weren't.*

- Write the answers to the first question, and point out the verb that is repeated in the answer.
- Invite students to come to the board and write two possible short answers for each question.
- Students copy the questions and the answers from the board.
- 



**Workbook, p.100, Tasks A, B, D**

# 6.2

## WHY WEREN'T YOU AT SCHOOL?

**A** It's Sunday.  
Cindy is in bed.  
Describe the picture.



**B** Ana phones Cindy. Which questions are Ana's (A) and which are Cindy's (C)?

- |                               |       |                           |       |
|-------------------------------|-------|---------------------------|-------|
| 1 Why weren't you at school?  | A / C | 4 Were you at the cinema? | A / C |
| 2 How were things at school?  | A / C | 5 Was Elliot with you?    | A / C |
| 3 Where were you on Saturday? | A / C | 6 Were you bored at home? | A / C |

**C** Match the questions from Task B to the answers.

- |                   |                          |                                       |                          |
|-------------------|--------------------------|---------------------------------------|--------------------------|
| A Yes, he was.    | <input type="checkbox"/> | D Good mostly, but the test was hard. | <input type="checkbox"/> |
| B No, we weren't. | <input type="checkbox"/> | E I was ill.                          | <input type="checkbox"/> |
| C No, I wasn't.   | <input type="checkbox"/> | F It's a long story.                  | <input type="checkbox"/> |

### REMEMBER!

#### THE PAST SIMPLE OF TO BE – QUESTIONS AND SHORT ANSWERS

QUESTIONS			SHORT ANSWERS	
Was	I	at home?	Yes, I was.	No, I wasn't.
Were	you		Yes, you were.	No, you weren't.
Was	he she it		Yes, he was.	No, he wasn't.
			Yes, she was.	No, she wasn't.
			Yes, it was.	No, it wasn't.
Were	we you they		Yes, we were.	No, we weren't.
			Yes, you were.	No, you weren't.
			Yes, they were.	No, they weren't.

## LISTENING

### Task D, p. 113

- Tell students they will hear the actual conversation Ana and Cindy had.
- Draw their attention to the words in brown.
- Explain that they have to choose/circle/underline the words they hear.
- Play track 56 on the CD.
- Ask a pair to read the conversation aloud.
- Explain the new words, and write them on the board.

a cold  
(the) flu  
a cough  
awful  
upset  
quiet  
worried  
back to normal  
a guest  
the States  
borrow

**Answer key:** 1 a cold 2 So-so 3 the science test 4 quiet 5 the History Museum 6 Zack 7 an interesting

### Task D Track 56

**Ana:** Hi Cindy. It's Ana. You weren't at school yesterday. Were you ill?

**Cindy:** Yes, I was. I was at home.

**Ana:** Are you better now?

**Cindy:** Yes. It was just a cold. I'm coming back to school tomorrow. How was everything?

**Ana:** So-so.

**Cindy:** Was the history test hard?

**Ana:** Yes, it was.

**Cindy:** How about the science test? Was it hard?

**Ana:** No, it wasn't.

**Cindy:** That's good. How was everybody?

**Ana:** Well, first we were all upset about the history test. And Elliot was a little strange. He was very quiet worried. Then on Friday he was back to normal, full of plans, you know.

**Cindy:** What plans?

**Ana:** Plans for Saturday, of course. Guess where we were yesterday!

**Cindy:** Were you at the cinema?

**Ana:** No, we weren't.

**Cindy:** Don't keep me guessing. Where were you?

**Ana:** At the History Museum.

**Cindy:** Really? Who was there? Were Ella and Sam with you?

**Ana:** Yes, they were.

**Cindy:** Was Zack with you?

**Ana:** No, he wasn't. He's got some guests from the States.

**Cindy:** How was it?

**Ana:** That's a long story. I'll tell you tomorrow. How about you? Were you bored at home?

**Cindy:** No, I wasn't. I'm reading an interesting book.

**Ana:** What's it about?

**Cindy:** It's about strange things from history. The title is "Legend or History?".

**Ana:** Can I borrow it from you when you finish it?

### Task E, p.113

- Divide students into pairs.
- Tell them to practise reading the conversation.
- Monitor students, and help if necessary.
- Invite pairs to read the conversation aloud.
- Ask other students to pay attention to the mistakes the pair that reads makes.
- The pair with the fewest mistakes is the winner.

## TEACHING TIPS

### Extra activity

#### • Complete the sentences / beep reading

Ask students to close the books. Explain that you are going to read some sentences and say *beep* instead of the missing word or words. Students' task is to write the missing words.

*Ana was ill, but it was just \_\_\_\_\_ .(a cold).*

*The \_\_\_\_\_ test wasn't hard. (science)*

*They were all \_\_\_\_\_ about the history test. (upset)*

*Elliot was very \_\_\_\_\_ . (quiet)*

*Elliot and Ana were at \_\_\_\_\_ on Saturday. (the History Museum)*

*Zack had some \_\_\_\_\_ from the States. (guests)*

*Cindy was reading an \_\_\_\_\_ book. (interesting)*

*The title of the book is " \_\_\_\_\_ or History?". (Legend)*

When you have read all the sentences, ask students

to read the missing words aloud. Write them on

the board, and ask them to try to use the words in

sentences. They can say the same sentences you

have read, or they can think of some of their own

examples.

### Task F, p.113

- Ask students to look at the questions in task F.
- Tell them to complete the questions with *was* or *were*.
- Give them some time.
- Ask students to read the questions aloud.
- Draw their attention to the questions beginning with *WH* words. (You can briefly revise the *WH* words by asking students to name and translate them.)
- Ask them where we put the *WH* words in the past-simple questions of the verb *to be*. (They will say in front of *was* or *were*.)
- Tell students to answer the questions in their notebooks.
- Give them some time.
- Monitor and help if necessary.
- Ask students to read the answers aloud.
- Tell them to close their books and try to reconstruct the questions.
- Help them if necessary.



### Workbook, p.100, Task C

**Answer key:** 1 was 2 was 3 Was 4 Were 5 were 6 Was



## LISTENING



**D** Listen to the telephone conversation and read. Circle the words you hear.

- Ana:** Hi Cindy. It's Ana. You weren't at school yesterday. Were you ill?
- Cindy:** Yes, I was. I was at home.
- Ana:** Are you better now?
- Cindy:** Yes. It was just a cold / flu / a cough. I'm coming back to school tomorrow. How was everything?
- Ana:** Great. / So-so. / Awful.
- Cindy:** Was the history test hard?
- Ana:** Yes, it was.
- Cindy:** How about the maths test / the English test / the science test? Was it hard?
- Ana:** No, it wasn't.
- Cindy:** That's good. How was everybody?
- Ana:** Well, first we were all upset about the history test. And Elliot was a little strange. He was very angry / quiet / worried. Then on Friday he was back to normal, full of plans, you know.
- Cindy:** What plans?
- Ana:** Plans for Saturday, of course. Guess where we were yesterday!
- Cindy:** Were you at the cinema?
- Ana:** No, we weren't.
- Cindy:** Don't keep me guessing. Where were you?
- Ana:** At the mall / the History Museum / the swimming pool.
- Cindy:** Really? Who was there? Were Ella and Sam with you?
- Ana:** Yes, they were.
- Cindy:** Was Zack / Pete / Carlos with you?
- Ana:** No, he wasn't. He's got some guests from the States.
- Cindy:** How was it?
- Ana:** That's a long story. I'll tell you tomorrow. How about you? Were you bored at home?
- Cindy:** No, I wasn't. I'm reading an interesting / a fantastic / a brilliant book.
- Ana:** What's it about?
- Cindy:** It's about strange things from history. The title is *Legend or History?*
- Ana:** Can I borrow it from you when you finish it?



**E** Work in pairs. Read the conversation with a partner.

**F** Complete the questions. Use: **was** or **were**. Then answer the questions.

- 1 Where \_\_\_\_\_ Cindy on Thursday and Friday?
- 2 Why \_\_\_\_\_ Cindy absent from school?
- 3 \_\_\_\_\_ she bored at home?
- 4 \_\_\_\_\_ Ana, Ella, Sam and Elliot at the mall?
- 5 Where \_\_\_\_\_ they?
- 6 \_\_\_\_\_ Zack with them?

## TEACHING TIPS

### Extra activity

#### • Question your friend

Divide students into pairs. Tell students to think of 3 more questions about the telephone conversation or some other questions about their friend's day yesterday. Tell them to make questions similar to the ones in task F.

Monitor students, and help if necessary.

When they are finished, tell students to close their books and ask their partners the questions. Invite students to read their questions aloud so the rest of the class can try to answer them.

#### • Milling game – Were you at home at 6 o'clock yesterday?

Write the name of the game on the board, as well as two possible short answers.

*Were you at home at 6 o'clock yesterday? Yes, I was. / No, I wasn't.*

Each pupil will get a card / slip of paper saying where he/she was at 6 o'clock yesterday. His/her task is to walk around the classroom and ask other students questions to find out who was at the same place as he/she yesterday.

Anyone who tries to shout out where he/she was will be disqualified. Make sure you have an even number of students. (If not, take part in the activity yourself.)

Copy two sets of the cards, and cut them out.

Cards:

You were at the cinema.

You were at the theatre.

You were at the library.

You were at the supermarket.

You were at the sports centre.

You were at a party.

You were at a concert.

You were at the hospital.

You were at a restaurant.

You were in the park.

You were on a bus.

You were at a football match.

You were at the bus stop.

You were at the zoo.

You were in the main square.

## HOMEWORK

Workbook, p.100, Tasks A, B, C, D

## LISTENING



**D** Listen to the telephone conversation and read. Circle the words you hear.

- Ana:** Hi Cindy. It's Ana. You weren't at school yesterday. Were you ill?
- Cindy:** Yes, I was. I was at home.
- Ana:** Are you better now?
- Cindy:** Yes. It was just a cold / flu / a cough. I'm coming back to school tomorrow. How was everything?
- Ana:** Great. / So-so. / Awful.
- Cindy:** Was the history test hard?
- Ana:** Yes, it was.
- Cindy:** How about the maths test / the English test / the science test? Was it hard?
- Ana:** No, it wasn't.
- Cindy:** That's good. How was everybody?
- Ana:** Well, first we were all upset about the history test. And Elliot was a little strange. He was very angry / quiet / worried. Then on Friday he was back to normal, full of plans, you know.
- Cindy:** What plans?
- Ana:** Plans for Saturday, of course. Guess where we were yesterday!
- Cindy:** Were you at the cinema?
- Ana:** No, we weren't.
- Cindy:** Don't keep me guessing. Where were you?
- Ana:** At the mall / the History Museum / the swimming pool.
- Cindy:** Really? Who was there? Were Ella and Sam with you?
- Ana:** Yes, they were.
- Cindy:** Was Zack / Pete / Carlos with you?
- Ana:** No, he wasn't. He's got some guests from the States.
- Cindy:** How was it?
- Ana:** That's a long story. I'll tell you tomorrow. How about you? Were you bored at home?
- Cindy:** No, I wasn't. I'm reading an interesting / a fantastic / a brilliant book.
- Ana:** What's it about?
- Cindy:** It's about strange things from history. The title is *Legend or History?*
- Ana:** Can I borrow it from you when you finish it?



**E** Work in pairs. Read the conversation with a partner.

**F** Complete the questions. Use: **was** or **were**. Then answer the questions.

- Where \_\_\_\_\_ Cindy on Thursday and Friday?
- Why \_\_\_\_\_ Cindy absent from school?
- \_\_\_\_\_ she bored at home?
- \_\_\_\_\_ Ana, Ella, Sam and Elliot at the mall?
- Where \_\_\_\_\_ they?
- \_\_\_\_\_ Zack with them?

## LESSON 2

### INTRODUCTION

- Start the lesson by checking homework.
- Brainstorm all the expressions connected with being ill.
- As students say the expressions, write them on the board. (If students do not have many ideas, help them: elicit the expressions in Georgian.)

I have got a headache, a toothache, a stomachache, a cold, (the) flu, a sore throat, a temperature, a cough, a runny nose...  
I cough, I sneeze...  
I have got a pain in ....  
My ..... hurts ....  
I'm ill, I'm sick, I don't feel well...  
medicine, doctor, dentist, tablets...

### WORDSPOT

#### Task G, p.114

- Ask students to look at the words in task G.
- Explain that these are also words we use to say what's wrong when we are ill.
- Tell students to listen to the CD and read the words.
- Play track 58 on the CD.
- Tell students you are going to say words in Georgian, and ask them to say them in English. (*კბილის ტკივილი, თავის ტკივილი, ხველება, გაცივება, გრიპი, ტკივილი, მაღალი ტემპერატურა, სურდო, მუცლის ტკივილი, ყელის ტკივილი*) (Students will recognize most of the expressions, but if you have a weaker class you can first explain the vocabulary and then say the words in Georgian.)
- Add the expressions students didn't mention in the introduction on the board.
- Tell students to work in pairs and mime the words from the WORDSPOT.
- Their partners guess which expression/word they are miming.
- Students switch roles.
- You can invite students to come in front of the class and mime the problems.
- The rest of the class guesses, and then the student who first guesses the word comes in front of the class and mimes another problem.
- Students copy the expressions from the board.

#### Task G Track 57

Toothache, a headache, a sore throat, a cold, pain, a runny nose, a high temperature, a cough, a stomachache, flu.

### TEACHING TIPS

#### Extra activity

##### • I'm-not-well chain game

Start the game by saying: *I'm not well, I've got a headache.*

At the same time, hold your head to illustrate it. A student follows, repeats your sentence and adds a new one. (*I'm not well, I've got a headache and I've got a cold...*). The student also tries to demonstrate what he/she says.

The next student follows, repeats the sentence and adds a new one. (*I'm not well, I've got a headache, I've got a cold and my ear hurts...*)

The game goes on with every student repeating and showing all the complaints of those before them and adding a new one. (If students do not know which one to add, point to an expression on the board.)

If a student forgets one of the sentences, he/she is out of the game.

### READING

#### Task H, p.114

- Ask students if they go to school when they are ill. (They will say they do not go to school.)
- Ask them what their parents do if they cannot go to school. (Students will probably say their parents call the school or write notes or take them to the doctors.)
- Ask students to look at the pictures in task H and tell you what is wrong with the children in the picture. (*1-a toothache, 2-a runny nose, a sore throat, 3 - a stomachache, 4 - a runny nose, a high temperature*)
- Tell students that the children were absent from school and that here are parts of their parents' sick notes.
- Ask them to match the notes to the sentences.
- Give students some time.
- Ask students to read the notes and answers aloud.
- Explain the new vocabulary, and write the words on the board.

absent  
sick notes  
sneeze

- Students copy the words into their notebooks.

**Answer key:** 1 Paul has got toothache. 2 Mary has got a cold. 3 Lucy has got a stomachache. 4 Jack has got flu.

### TEACHING TIPS

#### Extra activity

##### • What's wrong?

Write the following sentences on the board and tell students to fill in the gaps with the appropriate words. Write the initial letter of each missing word.

- 1 I have got a r\_\_\_\_\_ nose. (*runny*)
- 2 He has got a h\_\_\_\_\_ temperature. (*high*)
- 3 She has got a s\_\_\_\_\_ throat. (*sore*)
- 4 They aren't at school because they have got c\_\_\_\_\_. (*colds*)
- 5 My sister is ill. She c\_\_\_\_\_ a lot. (*coughs*)

Invite students to come to the board and write the words.

Students copy the sentences into their notebooks.

## WORDSPOT



**G** We use these words to say what's wrong when we are ill. Check what they mean. Work in pairs. Mime a word. Your partner guesses which one. Then switch roles.

toothache  
 a sore throat (a) pain  
 a cold a cough  
 a runny nose a stomachache  
 a headache a high temperature flu

## READING

**H** Some children are absent from school because they are ill. Here are parts of their parents' sick notes. Match the notes with the sentences, and find out what is wrong with them.

**1** ...is not at school because he has got a bad tooth. He is going to the dentist today.



**2** ... has got a sore throat and a runny nose but she has not got a temperature. She is sneezing a lot. She is coming to school on Monday.



**3** ... cannot come to school today. She is sick because of eating bad hot dogs.



**4** ... has got a high temperature, a headache and pains in his arms and his legs. He has also got a sore throat and he is coughing a lot.

Mary has got a cold.  
 Paul has got a toothache.

Jack has got flu.  
 Lucy has got a stomachache.

## LISTENING

### Task I, p.115

- Ask students which of the problems from task H they have had. (They will probably say all of them.)
- Ask students to tell you the symptoms of each problem.
- As students name the symptoms, write them on the board.

	a toothache	a cold
<b>symptom</b>	a pain in my tooth and head	a sore throat a runny nose, sneezing watery eyes
<b>child</b>	<b>Jack</b>	<b>Lucy</b>
<b>What to do?</b>	call a dentist	put on some warm socks take an aspirin and vitamin C

	a stomachache	flu
<b>symptom</b>	feeling sick pain in my stomach	high temperature coughing pain in my arms and legs a headache
<b>child</b>	<b>Mary</b>	<b>Paul</b>
<b>What to do?</b>	don't eat junk food	lie down stay in bed drink some tea

- Ask them which they think is the worst and why. (*What makes you stay at home the longest?*)
- Ask students what they do when they have a problem like that. (*Do you stay in bed, go to the doctor, ask your parents...?*)
- Ask students to look at the four dialogues in task I.
- Ask them what is missing in each dialogue. (They will probably say *the name of the child and the final sentence.*)
- Write the names of the children on the board:

**Jack, Lucy, Mary, Paul**

- Tell students to listen to the dialogues and write the last line as well as the name of the child.
- Play track 58 on the CD. (Maybe students will not write down everything in the first listening, so play the track again, pausing after each dialogue.)
- Ask students to tell you the names of the children.
- Write them on the board.
- Ask students to read the dialogues aloud to check the last line. (If it is necessary, write them on the board. If you have the necessary equipment, you can display the dialogues on the screen.)
- Explain the new vocabulary, and write the words on the board.

Aa-choo!  
Bless you.  
take an aspirin / vitamin C  
junk food  
... speaking  
You look sick.  
I feel sick.  
I don't feel well.  
lie down  
I feel terrible.

- Ask students to copy the words and the chart from the board.

**Answer key:** 1 Good. 2 You like hot dogs, too. 3 My tooth! 4 Thanks, Mum.  
1 Mary 2 Lucy 3 Paul 4 Jack

### Task I

#### Track 58

**1**

**Child:** Aa-choo! I can't stop sneezing.

**Mother:** Bless you. Put on some warm socks.

**Child:** Aa-choo! Aa-choo!

**Mother:** Take an aspirin and some vitamin C.

**Child:** Aa-choo! Aa-choo! Aa-choo!

**Mother:** Don't go to school.

**Child:** Good.

**2**

**Child:** I feel really sick.

**Father:** You look sick.

**Child:** My stomach hurts.

**Father:** It's that junk food. Don't eat junk food!

**Child:** What junk food?

**Father:** Hot dogs!

**Child:** You like hot dogs, too.

**3**

**Dentist:** Dr Jordan speaking.

**Father:** Hello, this is Dave Martin.

**Dentist:** Hello, Mr Martin. How can I help?

**Father:** Can you see my son today, please?

**Dentist:** What's the problem?

**Father:** Well, ...

**Child:** My tooth!

**4**

**Child:** I'm cold.

**Mother:** You've got a high temperature.

**Child:** I don't feel well.

**Mother:** Just lie down and stay in bed.

**Child:** I feel terrible.

**Mother:** Drink some tea.

**Child:** Thanks, Mum.

## LISTENING



Listen to the dialogues. What are the last lines? Who is the child in each dialogue: Jack, Lucy, Mary or Paul?

1  
**Child:** Aa-choo! I can't stop sneezing.  
**Mother:** Bless you. Put on some warm socks.  
**Child:** Aa-choo! Aa-choo!  
**Mother:** Take an aspirin and some vitamin C.  
**Child:** Aa-choo! Aa-choo! Aa-choo!  
**Mother:** Don't go to school.  
**Child:** \_\_\_\_\_

2  
**Child:** I feel really sick.  
**Father:** You look sick.  
**Child:** My stomach hurts.  
**Father:** It's that junk food. Don't eat junk food!  
**Child:** What junk food?  
**Father:** Hot dogs!  
**Child:** \_\_\_\_\_

3  
**Dentist:** Dr Jordan speaking.  
**Father:** Hello, this is Dave Martin.  
**Dentist:** Hello, Mr Martin. How can I help?  
**Father:** Can you see my son today, please?  
**Dentist:** What's the problem?  
**Father:** Well, ..  
**Child:** \_\_\_\_\_

4  
**Child:** I'm cold.  
**Mother:** You've got a high temperature.  
**Child:** I don't feel well.  
**Mother:** Just lie down and stay in bed.  
**Child:** I feel terrible.  
**Mother:** Drink some tea.  
**Child:** \_\_\_\_\_

J Complete the sentences with the missing words. All the words are from the dialogues in Task I.

- 1 A doctor for your teeth is a **d** \_\_\_\_\_.
- 2 Don't stand, **l** \_\_\_\_\_ down.
- 3 If you have a cold, take some **v** \_\_\_\_\_ C.
- 4 The fast food that is bad for you is also called **j** \_\_\_\_\_ food.
- 5 When somebody sneezes you say "B \_\_\_\_\_ you!"
- 6 I've got a pain in my stomach. My stomach **h** \_\_\_\_\_.

K Work in pairs. Read the dialogues with a partner.



## SPEAKING

L Work in pairs. One of you is **A**, the other **B**. Act out the conversation. Then change roles.

**A** You don't feel well. Tell your friend about it.  
*I don't feel well. / I feel ill. / I feel sick.  
 I've got... a toothache / a headache /  
 a cold / a sore throat / a stomachache /  
 a temperature.  
 My ear / stomach / leg / arm... hurts.*

**B** You want to help your friend. Give some advice.  
*How do you feel?  
 Tell the teacher. / Call your parents.  
 Lie down. / Go home. / Stay at home.  
 See a doctor. / See a dentist.  
 Drink some tea.*

### Task J, p.115

- Tell students to look at the sentences in task J.
- Tell them to complete them with the missing words.
- Give students some time.
- Monitor them, and help if necessary.
- Students read the sentences aloud.
- Tell students to look at the dialogues again and find what the mother or father says or does to solve each problem.
- As students read the sentences, write them on the chart.
- Ask students if they can add something more. (Some students might have some more examples like: a toothache – take a tablet; a cold – drink some tea, take some syrup; a stomachache – drink some tea, eat toast; flu – take an aspirin.)



### Workbook, p.101, Tasks E, F

**Answer key:** 1 dentist 2 lie 3 vitamin 4 junk 5 Bless 6 hurts

### Task K, p.115

- Divide students into pairs. Assign one of the four dialogues to each pair.
- Tell students to practise reading the dialogues.
- Monitor them, and help if necessary.
- Invite students to read the dialogues aloud in front of the class.
- You can give another dialogue to each pair so they practise the new one.
- They also read the dialogues aloud in front of the class.



### Workbook, p.101, Task G

#### TEACHING TIPS

##### Extra activity

##### • Cindy's mother is worried

Tell students that Cindy's mother is worried about Cindy's cold.  
Write the things she says to Cindy on the board.

**Don't go to** \_\_\_\_\_! (*school*)

**Stay in** \_\_\_\_\_! (*bed*)

**Drink a lot of** \_\_\_\_\_! (*tea*)

**Eat some** \_\_\_\_\_! (*honey*)

**Take your** \_\_\_\_\_! (*medicine*)

**If you don't feel better, we can see a** \_\_\_\_\_.  
(*doctor*)

Tell students to unscramble the following words and complete the sentences.

**HOSCLO**  
**CEDIMENI**

**EBD**    **ETA**  
**TOROCD**

**NOYHE**

Invite students to come to the board and write the answers.

### SPEAKING

#### Task L, p.115

- Ask students to work in pairs and look at the instruction in task L.

- Tell students that one of them is A and that they don't feel well and they tell their partner about it.
- The other student is B, and they want to help their partner by giving advice.
- Tell them to read the cues.
- Explain to students that they can use the cues or add some of their own examples.
- Give them some time.
- Monitor and help if necessary.
- Ask students to read the conversation aloud.
- Tell students to change roles.
- Give them time.
- Ask students to read the second conversation aloud.



### Workbook, p.101, Task H

#### Extra activity

##### • What should I do?

This activity is a lead-in to task H (workbook, p.101), which students will have for homework.

Tell students you have got a problem: *I'm always tired. What should I do?*

Elicit advice from students.

Write some of their examples on the board.

*Go to sleep early.*

*Don't get up too early.*

*Sleep 8 hours a day.*

*Don't watch too much TV.*

Distribute blank slips of paper. Ask students to write a problem on it.

Go round the class and monitor students. Help them if necessary.

Collect their papers, and put them in the box. Go around the classroom, and let each student pick one slip of paper.

Tell students to think about the advice they would give to their friend. Invite students to read the problems aloud and say the advice. The student who wrote the problem can stand up after hearing the advice and say if he/she thinks the advice is OK.

### HOMEWORK

Workbook, p.101 Tasks E, F, G, H



## LISTENING



Listen to the dialogues. What are the last lines? Who is the child in each dialogue: **Jack, Lucy, Mary or Paul?**

1  
**Child:** Aa-choo! I can't stop sneezing.  
**Mother:** Bless you. Put on some warm socks.  
**Child:** Aa-choo! Aa-choo!  
**Mother:** Take an aspirin and some vitamin C.  
**Child:** Aa-choo! Aa-choo! Aa-choo!  
**Mother:** Don't go to school.  
**Child:** \_\_\_\_\_

2  
**Child:** I feel really sick.  
**Father:** You look sick.  
**Child:** My stomach hurts.  
**Father:** It's that junk food. Don't eat junk food!  
**Child:** What junk food?  
**Father:** Hot dogs!  
**Child:** \_\_\_\_\_

3  
**Dentist:** Dr Jordan speaking.  
**Father:** Hello, this is Dave Martin.  
**Dentist:** Hello, Mr Martin. How can I help?  
**Father:** Can you see my son today, please?  
**Dentist:** What's the problem?  
**Father:** Well, ...  
**Child:** \_\_\_\_\_

4  
**Child:** I'm cold.  
**Mother:** You've got a high temperature.  
**Child:** I don't feel well.  
**Mother:** Just lie down and stay in bed.  
**Child:** I feel terrible.  
**Mother:** Drink some tea.  
**Child:** \_\_\_\_\_

**J** Complete the sentences with the missing words. All the words are from the dialogues in Task 1.

- 1 A doctor for your teeth is a **d** \_\_\_\_\_.
- 2 Don't stand, **l** \_\_\_\_\_ down.
- 3 If you have a cold, take some **v** \_\_\_\_\_ C.
- 4 The fast food that is bad for you is also called **j** \_\_\_\_\_ food.
- 5 When somebody sneezes you say "B \_\_\_\_\_ you!"
- 6 I've got a pain in my stomach. My stomach **h** \_\_\_\_\_.

**K** Work in pairs. Read the dialogues with a partner.



## SPEAKING

**L** Work in pairs. One of you is **A**, the other **B**. Act out the conversation. Then change roles.

**A** You don't feel well. Tell your friend about it.  
*I don't feel well. / I feel ill. / I feel sick.  
 I've got... a toothache / a headache /  
 a cold / a sore throat / a stomachache /  
 a temperature.  
 My ear / stomach / leg / arm... hurts.*

**B** You want to help your friend. Give some advice.  
*How do you feel?  
 Tell the teacher. / Call your parents.  
 Lie down. / Go home. / Stay at home.  
 See a doctor. / See a dentist.  
 Drink some tea.*

## 6.3. A VERY LONG TIME AGO

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: უცბ. დანჯ. (II): 1,2,3,4,5,6,7,8,9,10

GRAMMAR	<ul style="list-style-type: none"> <li>the past simple of regular verbs</li> </ul>
FUNCTIONS	<ul style="list-style-type: none"> <li>talking about the past and history</li> <li>talking about a museum</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>vocabulary relating to the Stone Age and the ancient civilisations of Egypt, Greece and Rome</li> </ul>

### SKILLS

READING	<ul style="list-style-type: none"> <li>four periods in history</li> <li>The Stone Age people of Krapina</li> </ul>
LISTENING	<ul style="list-style-type: none"> <li>four periods in history</li> <li>The Stone Age people of Krapina</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>talking about the job of an archaeologist</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>crossword puzzle</li> </ul>

### CULTURE and CLIL

- The Stone Age people of Krapina
- history

## LESSON 1

### INTRODUCTION

- Start the lesson by checking homework.
- Show students a poster of a museum. (If you have the necessary equipment, you can display it on the screen. If you do not have a poster, just tell students to look at the picture in the book, p.116.)
- Ask students if anybody was in a museum yesterday / at the weekend / last week.
- Ask students some more questions: *Whose favourite subject is history? Do you sometimes go to a museum with your history teacher/parents/friends? What can you see there?*
- Ask students to look at the poster and say how many rooms they can see. (*Four.*)
- Ask them to name the rooms and other places they can see in the museum. (*They will name the four rooms – the Stone Age, Ancient Egypt, Ancient Greece, Ancient Rome – and these places: coffee bar, gift shop, toilets, ticket office, hall*)
- Explain the new words, and write them on the board.

coffee bar  
gift shop  
toilets  
ticket office  
hall

### Task A, p.116

- Ask students who is in the museum and where. (They will name Elliot, Ana and Sam at the coffee bar.)
- Draw four columns on the board:

the Stone Age	Ancient Egypt	Ancient Greece	Ancient Rome
stone tools and weapons	mummy	god	soldier
hunt	coffin	goddess	war
cave	bury	Mount Olympus	great empire
art	pyramid	Olympic Games	construct
paint			gladiator sword road

- Remind students of their favourite period, chosen in Lesson 6.1.
- Ask students to look at the picture, at Room 1 (the Stone Age), and name the things they can see.
- If students can't name the things in English, help them and pre-teach the vocabulary.
- Elicit expressions like stone tools and weapons, hunt, cave, art, paint.
- As students (or you) say the words, write them in the column and explain the meaning.
- Repeat this activity with every room.
- Draw students' attention to the people in the museum.
- Ask them what they are doing. (drinking, buying tickets, buying gifts, looking around, reading etc.)
- Tell students to work in pairs and read the text.
- Explain that there are some mistakes in the text and that they should correct them.
- When students are finished, play track 59 on the CD to check their answers.
- Ask students to read the text aloud with the correct words.
- Students copy the words from the board

**Answer key:** This is a history museum. It has four big rooms. In the first room you can see things from the Stone Age. The second room is the Ancient Egypt room. The third room has many interesting things from Ancient Greece. In the last room there are things from Ancient Rome. You buy tickets at the ticket office and if you want to buy a gift for a friend you can find it in the gift shop. Of course, there is a toilet and if you are thirsty you can get something to drink in the coffee bar.

### Task A Track 59

This is a history museum. It has four big rooms. In the first room you can see things from the Stone Age. The second room is Ancient Egypt room. The third room has many interesting things from Ancient Greece. In the last room there are things from Ancient Rome. You buy tickets at the ticket office and if you want to buy a gift for a friend you can find it in the gift shop. Of course, there is a toilet and if you are thirsty you can get something to drink in the coffee bar.

### TEACHING TIPS

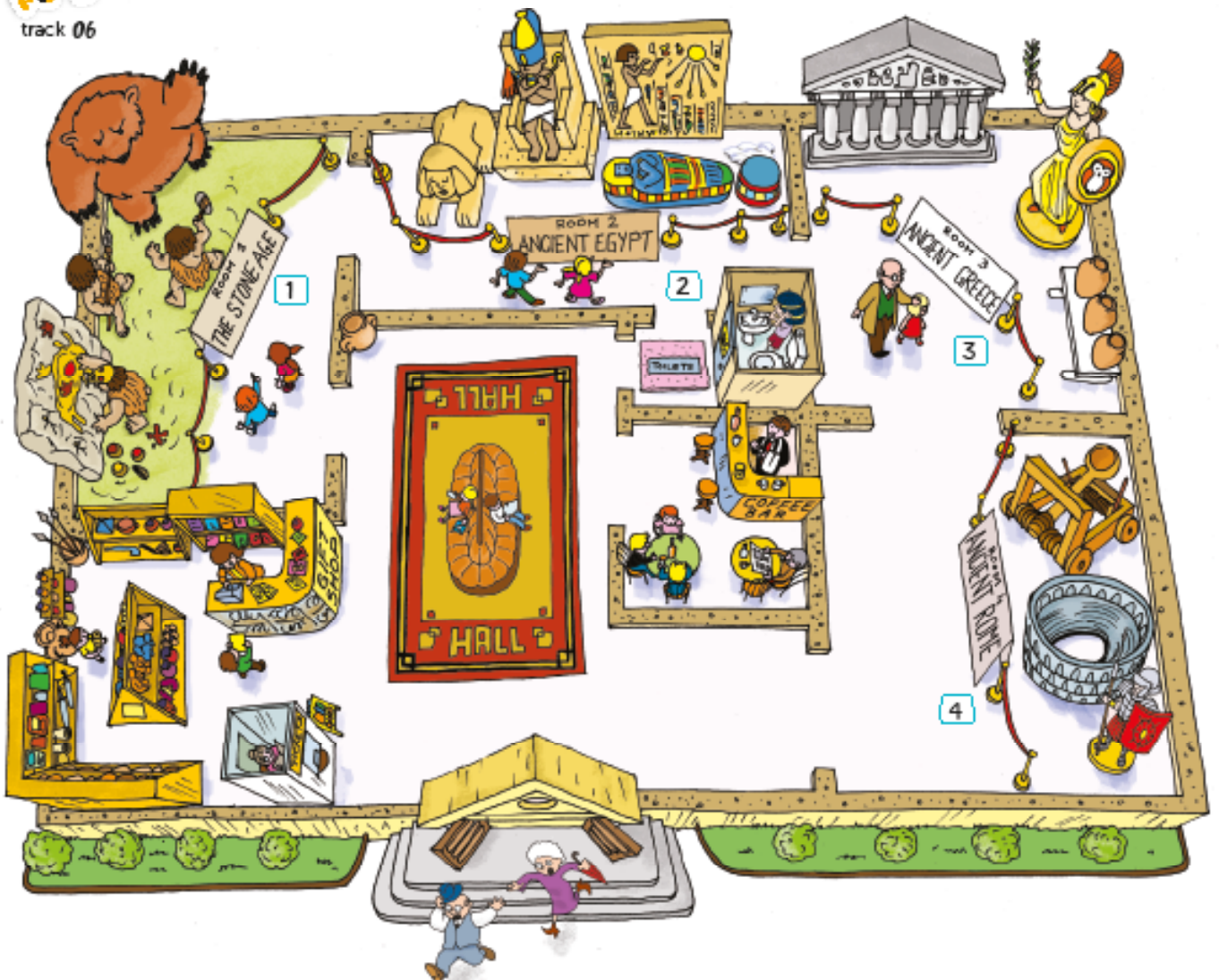
It would be useful to show some pictures to students when eliciting the words. If you have the necessary equipment, it is easy to show them the photos on the screen; if not, bring some of your own.

# A VERY LONG TIME AGO

**A** Look at the plan of the museum and read the text. There are eight mistakes in the text. Find them and correct them. Then listen and check.



track 06



This is a history museum. It has three big rooms. In the first room you can see things from Ancient Greece. The second room is the Stone Age room. The third room has many interesting things from Ancient Rome. In the last room there are things from Ancient Egypt. You buy gifts at the ticket office, and if you want to buy a ticket for a friend you can find it in the gift shop. Of course, there is a toilet, and if you are thirsty you can get something to drink in the restaurant.

**Task B, p.117**

- Tell students to look at the words in task B and match them to the correct period.
- Students write the numbers in the boxes.
- Ask students to read the answers out loud.

**Answer key:** 1 The Stone Age – caves, stone tools 2 Ancient Egypt – mummies, pyramids 3 Ancient Greece – Mount Olympus, the Olympic Games 4 Ancient Rome – a great empire, gladiators

**Task C, p.117**

- Tell students to take a quick look at the texts in task C to find out which room in the museum each one describes.
- Give students some time. (But not too much.)
- Ask students to tell you the names of the rooms. (The brown, yellow, orange and blue texts.)
- Ask students to work in pairs and complete the texts with the words from task B. (You can point out that they have already matched the words to the periods, so this shouldn't be too difficult.)
- Students work in pairs.
- Play track 60 on the CD. (If necessary, pause after each gap.)
- Explain any new vocabulary, and write the words on the board.

study	body
believe	treasure
dead	brave
king	nut
prepare	hunting magic
on foot	

- Tell students to close their books.
- Play the track again, and pause before each gap.
- Encourage students to supply the missing word.
- Students copy the words from the board.



**Workbook, p.102, tasks A, B**

**Answer key:** 1 Room 3 2 Room 2 3 Room 4 4 Room 1

**Task C Track 60**

People constructed beautiful buildings. They loved art and watched plays at the theatre. Some boys studied with wise teachers. They organised sports games called the Olympic Games. They believed in many gods. They believed that the gods lived on Mount Olympus.

**ROOM: 3**

The River Nile was the centre of their world. People worked in the fields.

They constructed pyramids for their dead kings. When important men or women died they prepared their bodies and buried the mummies. With the mummies they also buried gold and other treasure.

**ROOM: 2**

This great empire started as a small village in Italy. People constructed many roads for their brave soldiers, who usually travelled on foot. People washed in public baths. In their free time they watched gladiators fighting.

**ROOM: 4**

People lived in caves. They used stone tools. They looked for food like fruit and nuts. They also hunted and killed wild animals for food. Sometimes they died of cold, and sometimes wild animals killed them. They believed in hunting magic and painted animals on cave walls.

**ROOM: 1**

**TEACHING TIPS**

**Extra activity**

• **Translation game**

Say the sentences from the text in Georgian. Students have to find them in the text and read them out loud.

Say the sentences in English. Students have to translate them into Georgian.

You can do this activity as a team game. Divide the class into two teams. Each team gets a sentence, either to find in English or to translate into Georgian. For each correct sentence, the team wins a point. If the sentence is not correct, the other team gets a chance to find it or translate it.

Examples:

*ადამიანები აგებდნენ ლამაზ შენობებს.*

*მათ ბევრი ღმერთისა სწამდათ.*

*მუმიებთან ერთად ისინი მარხავდნენ ოქროს და სხვა განძს.*

*ადამიანები საჯარო აბანოებში ბანაობდნენ.*

*ისინი ეძებდნენ ისეთ საკვებს, როგორცაა ხილი და თხილგული.*

*They loved art and watched plays at the theatre.*

*They believed that the gods lived on Mount Olympus.*

*People worked in the fields.*

*People lived in caves.*

*They also hunted and killed wild animals for food.*

• **Grab the word**

Divide students into four teams: *the Stone Age, Ancient Egypt, Ancient Greece, Ancient Rome.*

Put cards with words written on them on the board. Tell students to look at the words on the board for 60 seconds. The aim of each team is to grab the words connected with their period.

When you say *go*, a student from each team comes to the board and takes a card. You repeat this activity until all the cards are gone.

Ask students to read aloud the words they have grabbed.

Draw four columns on the board, and ask students to stick the cards in the right column.

the Stone Age	Ancient Egypt	Ancient Greece	Ancient Rome
stone tools	Nile	plays	Italy
wild animals	dead kings	theatre	constructed roads
cave	gold and treasure	sports games	great empire
hunting magic	pyramid	Mount Olympus	public baths
painted animals	prepared bodies	lots of gods	gladiator fighting
cold	worked in the fields	wise teachers	a small village

**HOMEWORK:**

Workbook, p.102, Tasks A, B

**B** Which age do they belong to? Match the words and the periods.

1 the Stone Age

2 Ancient Egypt

3 Ancient Greece

4 Ancient Rome

caves  
 pyramids

a great empire  
 the Olympic Games

mummies  
 stone tools

Mount Olympus  
 gladiators

## READING



**C** Read the texts. First, decide which room in the museum has things from this period. Then complete the texts with the words above. Listen and check.

People constructed beautiful buildings. They loved art and watched plays at the theatre. Some boys studied with wise teachers. They organised sports games called \_\_\_\_\_. They believed in many gods. They believed that the gods lived on \_\_\_\_\_.  
ROOM: \_\_\_\_\_

The River Nile was the centre of their world. People worked in the fields. They constructed \_\_\_\_\_ for their dead kings. When important men or women died they prepared their bodies and buried the \_\_\_\_\_. With the mummies they also buried gold and other treasure.  
ROOM: \_\_\_\_\_

This \_\_\_\_\_ started as a small village in Italy. People constructed many roads for their brave soldiers, who usually travelled on foot. People washed in public baths. In their free time they watched \_\_\_\_\_ fighting.  
ROOM: \_\_\_\_\_

People lived in \_\_\_\_\_. They used \_\_\_\_\_. They looked for food like fruit and nuts. They also hunted and killed wild animals for food. Sometimes they died of cold, and sometimes wild animals killed them. They believed in hunting magic and painted animals on cave walls.  
ROOM: \_\_\_\_\_

**D** Find sentences in the text which show that...

- 1 Stone Age people were hunters.
- 2 their life was dangerous.
- 3 the River Nile was very important in Ancient Egypt.
- 4 people in Ancient Egypt were good builders.
- 5 In Ancient Greece people loved the theatre.
- 6 they loved sport.
- 7 most Roman soldiers walked.
- 8 the Ancient Romans enjoyed cruel sports.

## LESSON 2

### INTRODUCTION

- Start the lesson by checking homework.
- As a warm-up, do a comprehension check game: MATCH THE WORDS game.
- Write the following words on the board:

People in the past:

1 buried	A in caves
2 constructed	B in public baths
3 studied with	C pyramids
4 washed	D in lots of gods
5 lived	E wise teachers
6 believed	F mummies

- Tell students to try to match the verbs to the expressions.
- Invite them to come to the board and write the expressions.
- As students write the expressions, ask them if they remember which period people did those things in.

**People in the past:**

1 buried	F mummies (Egypt)
2 constructed	C pyramids (Egypt)
3 studied with	E wise teachers (Greece)
4 washed	B in public baths (Rome)
5 lived	A in caves (the Stone Age)
6 believed	D in lots of gods (Greece)

### Task D, p.117

- Tell students to look at the sentences in task D.
- Tell them to try to find the answers in the text.
- Read the sentences aloud, and ask students to read out loud the sentences in the text.

**Answer key:**

- 1 They also hunted and killed wild animals for food.
- 2 Sometimes they died of cold, and sometimes wild animals killed them.
- 3 The River Nile was the centre of their world.
- 4 They constructed pyramids for their dead kings.
- 5 They loved art and watched plays at the theatre.
- 6 They organised sports games called the Olympic Games.
- 7 People constructed many roads for their brave soldiers, who usually travelled on foot.
- 8 In their free time they watched gladiators fighting.

- As students say the sentences, write some of their examples on the board.

**B** Which age do they belong to? Match the words and the periods.

1 the Stone Age

2 Ancient Egypt

3 Ancient Greece

4 Ancient Rome

caves  
 pyramids

a great empire  
 the Olympic Games

mummies  
 stone tools

Mount Olympus  
 gladiators

## READING



**C** Read the texts. First, decide which room in the museum has things from this period. Then complete the texts with the words above. Listen and check.

People constructed beautiful buildings. They loved art and watched plays at the theatre. Some boys studied with wise teachers. They organised sports games called \_\_\_\_\_. They believed in many gods. They believed that the gods lived on \_\_\_\_\_.  
ROOM: \_\_\_\_\_

The River Nile was the centre of their world. People worked in the fields. They constructed \_\_\_\_\_ for their dead kings. When important men or women died they prepared their bodies and buried the \_\_\_\_\_. With the mummies they also buried gold and other treasure.  
ROOM: \_\_\_\_\_

This \_\_\_\_\_ started as a small village in Italy. People constructed many roads for their brave soldiers, who usually travelled on foot. People washed in public baths. In their free time they watched \_\_\_\_\_ fighting.  
ROOM: \_\_\_\_\_

People lived in \_\_\_\_\_. They used \_\_\_\_\_. They looked for food like fruit and nuts. They also hunted and killed wild animals for food. Sometimes they died of cold, and sometimes wild animals killed them. They believed in hunting magic and painted animals on cave walls.  
ROOM: \_\_\_\_\_

**D** Find sentences in the text which show that...

- |   |   |
|---|---|
| 1 Stone Age people were hunters.                      | 5 In Ancient Greece people loved the theatre. |
| 2 their life was dangerous.                           | 6 they loved sport.                           |
| 3 the River Nile was very important in Ancient Egypt. | 7 most Roman soldiers walked.                 |
| 4 people in Ancient Egypt were good builders.         | 8 the Ancient Romans enjoyed cruel sports.    |

## REMEMBER!, p.118

### THE PAST SIMPLE TENSE OF REGULAR VERBS

- Draw students' attention to the sentences you have written on the board. (Add some more.)
- Ask them what period they describe (They will say the past.)
- Underline the verbs in the sentences and ask students to say what they notice in these verbs. (They will probably say that all the verbs end in -ed.)

#### The past simple tense of regular verbs

People in Ancient Egypt constructed pyramids.  
Greek people loved art.  
Some Greek boys studied with wise teachers.  
Roman soldiers travelled on foot.

- Write the rule on the board, and explain it.

construct + **ed** = constructed

- Tell students that we add an -ed ending to form the past tense of regular verbs.
- Ask students to read out loud the examples from the Remember box.
- Point to the BE CAREFUL part, and ask students if something changes when adding the -ed ending to these verbs. (They will say yes.)
- Explain the changes for each verb, and write the changes on the board.

#### Spelling changes

love + ed = loved (only one e)  
study + ed = studied (y→i)  
travel + ed = travelled (double l – only in British English)

- Students copy the words from the board.



### Workbook, p.103, Task C / p.104, Task E

#### Task E, p.118

- Ask students to look at the instruction in task E.
- Ask them why it is called *Things change!*? (Students will probably say it is because things now are not like they were in the past. If students do not know why, explain it to them.)
- Draw two columns on the board:

NOW/PRESENT	PAST
We live in houses.	Stone Age people <i>lived in caves.</i>
We wash in the bathroom.	Ancient Romans <i>washed in public baths.</i>
We travel by car, bus, train or plane.	Roman soldiers <i>travelled on foot.</i>

- Write sentences in the PRESENT column.
- Ask students to translate these sentences.
- Explain that these are things we do now, in the present.
- Ask students if things have always been like that. (They will say no.)
- Ask them to remember how things were before, in the past.

- Write the cues in the PAST column.
- Ask students to finish the sentences in the PAST column.
- Help them if necessary.
- As students say the sentences, write them on the board.
- Tell students to look at the sentences in task E and complete them with the verbs in the past simple.
- Give students some time.
- Monitor them, and help if necessary.
- Ask students to read the sentences out loud.
- Tell them to look at the photographs on page 118.
- Ask them what period in the past each photograph represents.
- Ask students to name the things they see in the pictures.
- Write the words on the board:

#### 1 – pictures in caves

#### 2 – a gladiator

#### 3 – a theatre *watch*

#### 4 – stone tools *use*

#### 5 – a pyramid *construct*

#### 6 – a road

#### 7 – a temple? *- gods believe in*

- Ask students if they can match some of the pictures to the sentences in task E. (Not all pictures are directly connected with the sentences, but 1, 2 and 6 are.)
- Ask students if they can say something about the other pictures. (You can help them out by writing the verbs on the board as cues.)
- Help them out if necessary.



### Workbook, p.103, Task D

**Answer key:** 1 lived 2 painted 3 worked 4 studied 5 washed 6 watched 7 constructed 8 travelled

### TEACHING TIPS

#### Extra activity

##### • Discussion

Divide students into five groups. Prepare questions on slips of paper. Assign one question to each group. Explain that each group has to discuss the question and then report to the class.

Questions:

*What are the differences between living in a cave and living in a house?*

*Why was the Nile important for Egypt?*

*Is it good that all children go to school and study today?*

*Do people watch any cruel sports today?*

*Why did Ancient Romans need roads?*

While students discuss the questions, walk around, encourage them and help them with some ideas. When they are finished, ask students to read the questions and their ideas aloud to the rest of the class. Discuss the answers.

### HOMEWORK

Workbook, p.103, Tasks C, D  
p.104, Tasks E, F



## REMEMBER!

### THE PAST SIMPLE – REGULAR VERBS

#### PRESENT

We **watch** the Olympic Games.

#### PAST

In Ancient Greece people **watched** the Olympic Games, too.

To make the past tense of regular verbs we add **-ed** to the verb.

### BE CAREFUL!

The Roman Empire **started** as a small village in Italy.  
Greek gods **lived** on Mount Olympus.  
Some Greek boys **studied** with wise teachers.  
Roman soldiers **travelled** on foot.

start – start-**ed**  
live – live-**d**  
study – stud-**-i-ed**  
travel – travel-**-l-ed**

**E** Things change! Complete the sentences with the verbs in the past simple.

- 1 We live in houses. Stone Age people \_\_\_\_\_ in caves.
- 2 Artists paint pictures today. Stone Age people \_\_\_\_\_ pictures, too.
- 3 People work in the fields today. In Ancient Egypt they \_\_\_\_\_ in the fields, too.
- 4 Today all children go to school and study. In Ancient Greece only some children \_\_\_\_\_.
- 5 We wash in the bathroom. Ancient Romans \_\_\_\_\_ in public baths.
- 6 We watch football. Ancient Romans \_\_\_\_\_ gladiator games.
- 7 We construct roads. Ancient Romans \_\_\_\_\_ roads, too.
- 8 We travel by car, bus, train or plane. Roman soldiers usually \_\_\_\_\_ on foot.



## LESSON 3

### INTRODUCTION

- Start the lesson by checking homework.
- As a warm-up, play the MUSEUM MEMORY game.
- Draw two grids on the board.

A Stone Age people lived in...	F Stone Age people hunted...
B Stone Age people collected...	G The Nile is...
C In Ancient Egypt they buried their kings in...	H Ancient Rome was a great...
D Roman soldiers travelled...	I In Ancient Rome people watched...
E The Greek gods lived on...	J In Ancient Greece people organised...
1 on foot.	6 the pyramids.
2 gladiators.	7 the Olympic games.
3 in caves.	8 Mount Olympus.
4 wild animals.	9 empire.
5 fruit and nuts.	10 a river in Egypt.

- Divide students into two teams.
- In turns, each team opens a field. They can choose the left-hand grid or the right-hand one.
- If the team chooses a letter with the beginning of a sentence, they should complete it.
- If the team chooses a number with the ending of a sentence, they should try to think of the beginning of the sentence.
- After they complete the sentence, students open a field in the other grid, hoping it is the field corresponding to their initial one.
- The team with the most pairs is the winner.

### CULTURE CORNER – The Stone Age people of Krapina

- Ask students if they have seen any things from these periods from the past. (They will probably say yes.)
- Ask where they have seen them. (They will name some museums.)
- Ask them if they have seen anything about people from the Stone Age and what it was like.
- Add the word *Neanderthal*.

-----

- Ask students if they know what it means.
- Explain that Neanderthals are people that lived in the Stone Age.

### Task F, p.119

- Tell students to look at the pictures. (If you have the necessary equipment, show the photographs on the screen.)
- Ask them to say what is in the photographs. (1 – Krapina, 2 – Neanderthals, 3 – a man)
- Tell students to match the photographs to the texts. (Students do not have to read the text in detail: just skim to find the information they need.)

- Play track 61 on the CD.
- Ask students to read the texts and numbers out loud.
- As they read, explain the new words and write them on the board.

Neanderthal  
a scientist  
pieces of bones  
a hill  
discover  
a half-cave  
to dig sand  
amazing  
a cave bear

- Students copy the words from the board.

**Answer key:** 3, 1, 2

### Task F Track 61

Culture Corner THE STONE AGE PEOPLE FROM KRAPINA

Dragutin Gorjanović – Kramberger was a Croatian scientist. For 6 years he worked in a cave near Krapina, where he looked for the bones of Krapina man – a Neanderthal. After that, for many years he studied the pieces of bones. He showed what Krapina Neanderthals looked like and how they lived.

This is Krapina. In 1899 some workers wanted to dig sand in a half-cave on Hušnjak hill near Krapina. They discovered pieces of strange old bones and teeth. For scientists this was gold. They were the bones of the people who lived in this cave in the Stone Age.

This is a photograph from the amazing new museum in Krapina. It shows a group of Neanderthals. In this museum you can see, hear, smell and feel their world. You can see their food, their fire and their stone tools. You can hear the cave bear and other animals of the forest.

### TEACHING TIPS

#### Extra activity

##### • Visit the museum

If you have the necessary equipment, show students some pictures of the actual museum in Krapina.

If you visit the web pages of the museum, you can show students the story about the Neanderthals, adapted for children.

<http://www.mkn.mhz.hr/en/education/for-children/the-neanderthals/>

You can read aloud the text on the page, and discuss the photographs and their everyday life, fire and hunting.



# THE STONE AGE PEOPLE OF KRAPINA



**F** Match the photographs to the texts. Then listen and read.

Dragutin Gorjanović-Kramberger was a Croatian scientist. For 6 years he worked in a cave near Krapina, where he looked for the bones of Krapina man – a Neanderthal. After that, for many years he studied the pieces of bones. He showed what Krapina Neanderthals looked like and how they lived.

This is Krapina. In 1899 some workers wanted to dig sand in a half-cave on Hušnjak hill near Krapina. They discovered pieces of strange old bones and teeth. For scientists this was gold. They were the bones of the people who lived in this cave in the Stone Age.








This is a photograph from the amazing new museum in Krapina. It shows a group of Neanderthals. In this museum you can see, hear, smell and feel their world. You can see their food, their fire and their stone tools. You can hear the cave bear and other animals of the forest.



Elisabeth Daynéš



**G** Use the words from the text to read about Krapina men.

Krapina Neanderthals lived in a  on Hušnjak  more than one hundred thousand years ago. Gorjanović-Kramberger discovered about 900 pieces of their  and . They were not tall, but they were very strong. They hunted animals and looked for food in the . They used  and . About thirty thousand years ago the Neanderthals disappeared. Modern humans probably pushed them out.

## SPEAKING

**H** In groups, think of two reasons why the job of an archaeologist is:

- a) interesting.
- b) difficult.

### Task G, p.119

- Ask students to look at the sentences in the text in task G.
- Ask them what is missing. (They will say some words.)
- Tell them to try to read the sentences and supply the words instead of the pictures.
- Give students some time.
- Ask students to read the sentences aloud.
- Invite students to come to the board and write the words.
- Explain the new vocabulary, and write the words on the board.

a half-cave  
hill  
bones and teeth  
forest  
stone tools  
fire  
disappear  
modern humans  
push out

- Students copy the new words into their notebooks.

**Answer key:** Words in pictures: 1 cave 2 hill 3 bones 4 teeth 5 woods / forest(s) 6 tools 7 fire

### TEACHING TIPS

#### Extra activity

- Noughts and crosses  
Divide students into two teams. Tell students to read the texts in tasks F and G one more time. Teams take turns to open the 9 fields on the board. To get a point, they have to answer the question correctly. The aim of the team is to have 3 symbols in a row. You can expand the grid and make 16 or more fields.

1	2	3
4	5	6
7	8	9

Questions:

1. What did Dragutin Gorjanović-Kramberger look for in a cave near Krapina?  
(He looked for the bones of Neanderthals.)
2. What did the workers discover near Krapina?  
(They discovered pieces of strange old bones and teeth.)
3. What can you see in the museum in Krapina?  
(You can see the food, fire and stone tools of the Neanderthals.)
4. What can you hear in the museum in Krapina?  
(You can hear the cave bear and other animals of the forest.)
5. What is the name of the hill where the Neanderthals were found?  
(The name of the hill is Hušnjak.)
6. How many pieces of the Neanderthals' bones and teeth did Gorjanović-Kramberger discover?  
(He discovered about 900 pieces of their bones and teeth.)
7. What did the Neanderthals use?  
(They used stone tools and fire.)

8. What did the Neanderthals look like?  
(They weren't tall, but they were strong.)
9. Who was Dragutin Gorjanović-Kramberger?  
(He was a Georgian scientist.)



### Workbook, Task G, p.119

- Ask students who Dragutin Gorjanović-Kramberger was. (They will say he was a scientist.)
- Ask students what we call a person who digs in the ground and looks for bones and old tools in caves. (They will probably know it is an archaeologist, but they might not know the word in English.)
- Explain that it is a very unusual word to write.
- Write it on the board and ask random students to spell it.

### archaeologist

- Ask students if they know anything about Georgian archeologists and their important discoveries (They probably will not know much). Tell students to look at the sentences in task G.
- Tell students they have to put the sentences into the correct order.
- If you have the necessary equipment, display the sentences on the board to make the task easier.
- Ask students to read the sentences aloud.
- Give students some time to think about the sentences.
- Ask them to read the sentences aloud in the correct order.
- You can write the sentences on the board and help students if necessary by pointing to the years.

**Answer key:** Students' answers.

### SPEAKING

#### Task H, p.119

- Divide students into groups of four.
- Tell students to think of two reasons why the job of an archaeologist is interesting and why it is difficult.
- Give students some time to discuss the reasons in groups.
- Monitor them, and help if necessary.
- Draw two columns on the board.

interesting	difficult
-------------	-----------

- Ask representatives of the groups to give their reasons.
- Write the ideas on the board, and discuss them with the rest of the class.

### HOMEWORK

Write sentences about the story of the Neanderthals using the following verbs.

**discover, study, live, use, work, hunt**



# THE STONE AGE PEOPLE OF KRAPINA



**F** Match the photographs to the texts. Then listen and read.

Dragutin Gorjanović-Kramberger was a Croatian scientist. For 6 years he worked in a cave near Krapina, where he looked for the bones of Krapina man – a Neanderthal. After that, for many years he studied the pieces of bones. He showed what Krapina Neanderthals looked like and how they lived.

This is Krapina. In 1899 some workers wanted to dig sand in a half-cave on Hušnjak hill near Krapina. They discovered pieces of strange old bones and teeth. For scientists this was gold. They were the bones of the people who lived in this cave in the Stone Age.








This is a photograph from the amazing new museum in Krapina. It shows a group of Neanderthals. In this museum you can see, hear, smell and feel their world. You can see their food, their fire and their stone tools. You can hear the cave bear and other animals of the forest.



Elisabeth Daynés



**G** Use the words from the text to read about Krapina men.

Krapina Neanderthals lived in a  on Hušnjak  more than one hundred thousand years ago. Gorjanović-Kramberger discovered about 900 pieces of their  and . They were not tall, but they were very strong. They hunted animals and looked for food in the . They used  and . About thirty thousand years ago the Neanderthals disappeared. Modern humans probably pushed them out.

## SPEAKING

**H** In groups, think of two reasons why the job of an archaeologist is:

- a) interesting.
- b) difficult.

## 6.4. YESTERDAY

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: უცბ. დანყ. (II): 1,2,3,4,5,6,7,8,9,10

- GRAMMAR • the past simple of regular verbs (pronunciation)
- FUNCTIONS • talking about your day yesterday  
• talking about past actions  
• responding to news
- VOCABULARY • vocabulary relating to everyday activities

### SKILLS

- READING • Dice game  
• three dialogues about children's days
- LISTENING • telephone conversation between Cindy and Ana  
• three dialogues about children's days
- SPEAKING • talking about your day yesterday  
• talking about past actions  
• responding to news
- WRITING • describing your day yesterday

### LESSON 1

#### INTRODUCTION

- Start the lesson by checking homework.
- Students read aloud the sentences they have written about the story of the Neanderthals.
- Tell students that we are travelling in Elliot's time machine from the Stone Age into a more recent past: yesterday.
- Ask students what they did yesterday. They will probably make some mistakes, but do not emphasize the mistakes. (Help students to say what they did if necessary.)
- Play the GUESS THE KID game.
- Explain to students that you will say some things about a character from the book and their task is to guess the name of the character.

*This character has got fair hair. This character has got a brother and also a dog. (Sam)*

*This character has got fair hair. This character was upset about a history test, so he/she built a time machine. (Elliot)*

*This character is a bit messy. This character writes a diary and likes to write songs. (Ana)*

*This character has got brown hair. This character likes to wear wigs. (Ella)*

*This character has got brown hair. This character can understand animal languages and speak Spanish, English, French, Italian and German. (Carlos)*

*This character has got brown hair. This character has guests from the USA. (Zack)*

*This character has got a mobile phone. This character is often late for school and thinks that most school subjects are boring. (Pete)*

*This character cleans and tidies children's rooms. (Elliot's magic broom)*

*This character likes reading books. This character was ill during the history test. (Cindy)*

#### Task A, p.120

- Ask students to look at task A and tell you who they see in the pictures. (Elliot's magic broom, Pete, Ella, Carlos, Zack)
- Divide students into 5 groups.

- Assign one character to each group.
- The task of the group is to find out what the characters did yesterday.
- Explain that each character did exactly five things.
- Students work in groups, follow the line, and circle the things they think their character did.
- Draw five columns on the board.

Elliot's magic broom	Pete	Ella
<i>danced around the house,</i>	<i>stayed at home,</i>	<i>borrowed a book from the library,</i>
<i>cleaned Elliot's room,</i>	<i>watched a very sad film,</i>	<i>opened the book,</i>
<i>cooked dinner,</i>	<i>cried,</i>	<i>looked at some pictures,</i>
<i>washed April's socks</i>	<i>stopped crying</i>	<i>changed her clothes</i>
<i>and rested in the corner.</i>	<i>and decided to change.</i>	<i>and tried on a new wig.</i>

Carlos	Zack
<i>played football,</i>	<i>talked to his American friends,</i>
<i>scored 2 goals,</i>	<i>showed them the town,</i>
<i>celebrated with his friends,</i>	<i>helped his mother with dinner,</i>
<i>walked home</i>	<i>played a little basketball</i>
<i>and listened to some music.</i>	<i>and phoned Sam.</i>

- Tell students to listen to the track and check their answers.
- Play track 62 on the CD.
- Invite students to come to the board and write the things their characters did yesterday.
- Discuss the changes in Pete's behaviour. (What is strange in Pete's day? What did he do unlike himself?)
- Explain the new words and write them on the board.

rest  
try on  
cry  
decide  
borrow  
score a goal  
celebrate






- Students copy the words from the board.

**Answer key:** Elliot's magic broom danced around the house, cleaned Elliot's room, cooked dinner, washed April's socks and rested in the corner. Pete stayed at home, watched a very sad film on TV, cried, stopped crying and decided to change. Ella borrowed a book from the library, opened the book, looked at some pictures, changed her clothes and tried on a new wig. Carlos played football, scored 2 goals, celebrated with his friends, walked home and phoned Sam. Zack talked to his American friends, showed them the town, helped his mother with dinner, played a little basketball and listened to some music.

# YESTERDAY



**A** Follow the line and find out about the children's day yesterday. Each of them did five things. Then listen and check.

 <p>Elliot's magic broom</p> <p>danced around the house,</p>	 <p>Pete</p> <p>Stayed at home, stopped crying and decided to change.</p>
<p>and rested in the corner.</p> <p>cleaned Elliot's room,</p> <p>and tried on a new wig.</p> <p>watched a very sad film on TV,</p> <p>cried,</p>	 <p>Ella</p> <p>borrowed a book from the library,</p>
<p>washed April's socks</p> <p>cooked dinner,</p> <p>changed her clothes</p> <p>looked at some pictures,</p> <p>opened the book,</p>	 <p>Carlos</p> <p>played football,</p>
<p>talked to his American friends,</p> <p>showed them the town,</p> <p>and phoned Sam.</p> <p>walked home</p> <p>celebrated with his friends,</p>	 <p>Zack</p> <p>helped his mother with dinner,</p> <p>played a little basketball</p> <p>and listened to some music.</p> <p>Scored 2 goals,</p>

**B** How much do you remember? Complete these sentences with a verb in the past simple.

- 1 Elliot's magic broom \_\_\_\_\_ around the house.
- 2 It \_\_\_\_\_ April's socks.
- 3 Pete \_\_\_\_\_ a film on TV.
- 4 He was sad, and he \_\_\_\_\_.
- 5 Ella \_\_\_\_\_ on a new wig.
- 6 Zack \_\_\_\_\_ to his American friends.
- 7 Carlos \_\_\_\_\_ football.
- 8 He \_\_\_\_\_ two goals.

**Task A**  
**Track 62**

Elliot's magic broom danced around the house, cleaned Elliot's room, cooked dinner, washed April's socks and rested in the corner.

Pete stayed at home, watched a very sad film on TV, cried, stopped crying and decided to change.

Ella borrowed a book from the library, opened the book, looked at some pictures, changed her clothes and tried on a new wig.

Carlos played football, scored 2 goals, celebrated with his friends, walked home and phoned Sam.

Zack talked to his American friend, showed them the town, helped his mother with dinner, played a little basketball and listened to some music.

**TEACHING TIPS**

If writing the sentences on the board takes too much time, you can write them yourself or display them on the screen.

**Task B, p.120**

- Clean the board.
- Ask students to close their books.
- Write or display the sentences from task B on the board.

- 1 Elliot's magic broom \_\_\_\_\_ around the house. (danced)
- 2 It \_\_\_\_\_ April's socks. (washed)
- 3 Pete \_\_\_\_\_ a film on TV. (watched)
- 4 He was sad, and he \_\_\_\_\_. (cried)
- 5 Ella \_\_\_\_\_ on a new wig. (tried)
- 6 Zack \_\_\_\_\_ to his American friends. (talked)
- 7 Carlos \_\_\_\_\_ football. (played)
- 8 He \_\_\_\_\_ two goals. (scored)

- Tell students they have to complete these sentences.
- Invite them to come to the board and write the missing verbs in the past simple.
- (If students find it too difficult, write the first letter of each verb.)
- Ask students to read out loud the sentences from the board.
- Tell them to complete the sentences in task B. (You can clean the board.)

**Answer key:** 1 danced 2 washed 3 watched 4 cried 5 tried 6 talked 7 played 8 scored

**TEACHING TIPS**

**Extra activity**



**Workbook, p.105, Task A**

Draw two columns on the board.

1 lie
2 miss
3 make
4 score
5 tidy up
6 worry
7 borrow
8 wash
9 try on
10 listen to

A your socks
B the bus
C music
D a book
E a wig
F your room
G breakfast
H about a test
I a goal
J to your parents

Students take turns opening one field from the left-hand column and one field from the right-hand column. They have to match the words to get an expression.

As students make pairs, invite them to come to the board and write them. (If there are any new expressions, explain them.)

- 1 lie to your parents
- 2 miss the bus
- 3 make breakfast
- 4 score a goal
- 5 tidy up your room
- 6 worry about the test
- 7 borrow a book
- 8 wash your socks
- 9 try on a wig
- 10 listen to music

- Students can now do task A in their workbooks, p.105.








# YESTERDAY



Track 09

Follow the line and find out about the children's day yesterday. Each of them did five things. Then listen and check.

 <p>Elliot's magic broom</p> <p>danced around the house,</p>	 <p>Pete</p> <p>Stayed at home,</p>	<p>stopped crying</p>	<p>and decided to change.</p>
<p>and rested in the corner.</p>	<p>cleaned Elliot's room,</p>	<p>and tried on a new wig.</p>	 <p>Ella</p> <p>cried,</p>
<p>washed April's socks</p>	<p>cooked dinner,</p>	<p>changed her clothes</p>	<p>opened the book,</p>
<p>talked to his American friends,</p>	<p>showed them the town,</p>	<p>and phoned Sam.</p>	 <p>Carlos</p> <p>celebrated with his friends,</p>
 <p>Zack</p> <p>helped his mother with dinner,</p>	<p>played a little basketball</p>	<p>and listened to some music.</p>	<p>scored 2 goals,</p>
			<p>played football,</p>

How much do you remember? Complete these sentences with a verb in the past simple.

- 1 Elliot's magic broom \_\_\_\_\_ around the house.
- 2 It \_\_\_\_\_ April's socks.
- 3 Pete \_\_\_\_\_ a film on TV.
- 4 He was sad, and he \_\_\_\_\_.
- 5 Ella \_\_\_\_\_ on a new wig.
- 6 Zack \_\_\_\_\_ to his American friends.
- 7 Carlos \_\_\_\_\_ football.
- 8 He \_\_\_\_\_ two goals.

**REMEMBER!, p.121**

- Tell students to find all the verbs in past tense in task A.
- Ask them to read them aloud.
- As students say the verbs, write them on the board.

danced stayed borrowed **played talked** cleaned  
**watched opened** scored showed  
 cooked **cried** looked **celebrated** helped washed  
**stopped** changed walked  
**rested decided** tried listened phoned

- Tell students that all these verbs end in -ed.
- Ask students if they are all read the same. (Students will notice some differences in pronunciation and will say no.)
- Draw their attention to the verbs in the Remember box.
- Explain that the ending -ed is pronounced in three different ways: /-d/, /-t/, /-^d/.
- Tell students to listen to the track and repeat the verbs.
- Pause after the first pronunciation column, and ask students to read the verbs aloud.
- As students read the verbs, circle/underline them on the verb list in blue/pink/green.
- Draw three columns on the board.

/-d/	/-t/	/-^d/
<b>opened</b>	<b>talked</b>	<b>rested</b>
<b>played</b>	<b>watched</b>	<b>decided</b>
<b>cried</b>	<b>stopped</b>	<b>celebrated</b>
<i>lived</i>	<i>helped</i>	<i>started</i>
<i>travelled</i>	<i>worked</i>	<i>painting</i>

- Copy the verbs into the column.
- Do the same activity with the two other pronunciation columns.

**Tapescript**  
**REMEMBER**  
**Track 63**

We pronounce the past tense ending -ed in different ways. Listen and repeat.

**/d/      /t/      /-^d/**  
**opened talked rested**  
**played watched decided**  
**cried stopped celebrated**

**Task C, p.121**

- Tell students to look at the verbs in task C.
- Ask them to put the verbs in the correct columns.
- Give students some time.
- Play track 64 on the CD.
- Ask students to read the verbs aloud.
- Invite them to come to the board and write them in the correct columns. (Students may find this task a bit challenging, so help them if necessary by stressing the endings in the verbs.)
- Students copy the columns into their notebooks.

**Answer key:**

/d/ lived travelled	/t/ helped worked	/id/ started ended
---------------------------	-------------------------	--------------------------

**Task C**  
**Track 64**

helped  
 lived  
 started  
 ended  
 travelled  
 worked

**TEACHING TIPS**

**Extra activity**

• **Pronunciation**

Write some more regular verbs in the past tense on the board.

**wanted ended liked showed moved carried  
 visited helped walked**

Ask students to look at the verbs and pronounce them.  
 Ask them to come to the board and write them in the appropriate columns.  
 Help students if necessary.  
 Ask students to read out loud all the verbs from each column. (It would be good if the whole class read at the same time.)

/-d/	/-t/	/- d/
<b>opened</b>	<b>talked</b>	<b>rested</b>
<b>played</b>	<b>watched</b>	<b>decided</b>
<b>cried</b>	<b>stopped</b>	<b>celebrated</b>
<i>lived</i>	<i>helped</i>	<i>started</i>
<i>travelled</i>	<i>worked</i>	<i>painting</i>
showed	liked	wanted
moved	helped	ended
carried	walked	visited

**Task D, p. 121**

- Tell students to choose four verbs in the past tense from the Remember box and task C.
- Tell them to write four sentences with these verbs.
- Give students some time.
- Monitor them, and help if necessary.
- Ask students to read their sentences aloud to their partners.
- Ask students to read their sentences out loud to the rest of the class.
- Write some of the examples on the board to practise the pronunciation of the verbs.
- Ask the whole class to read the verbs aloud.

**Answer key:** Students' answers.



## TEACHING TIPS

### Extra activity

#### • Sentence builder

Write the verbs listed below onto cards/slips of paper in the infinitive. (Copy the verbs twice; there are 15 verbs, so one verb will be repeated.) Give a card to each student.

Tell students they have to think of a sentence in the past simple using the verb from the card.

Give them some time. Invite students to read their examples out loud. Write the verbs in the past tense on the board.

Draw three columns on the board.

/-d/	/-t/	/-^d/
prepared	coughed	needed
loved	dropped	paintd
cleaned	finished	hunted
called	brushed	waited
opened	liked	studied

Invite other students to read the verbs aloud and tell you which pronunciation column they would put the verb in.

Ask students to read aloud all the verbs in each column one more time.

Verbs: prepare cough need love drop  
paint clean finish hunt call brush  
wait open like study

### Task E, p.121

- Ask students to remember what Elliot's broom usually does. (Students will give some examples like: it cleans the room, it cooks dinner etc.)
- Write an example on the board.

Elliot's broom often cleans Elliot's room. – present

- Ask students to tell you what Elliot's broom did yesterday. (They will say: It cleaned Elliot's room, cooked dinner, washed April's socks.)
- Write an example on the board.

It cleaned Elliot's room yesterday.–past

- Ask students to tell you what the difference between these two sentences is. (They will probably say that the first one is in the present and the second one is in the past.)
- Write the answers next to the sentences.
- Tell students to look at the sentences in task E and circle the correct tense.
- Give them some time.
- Monitor students, and help if necessary.
- Invite students to read the sentences aloud.
- Tell students you will say some sentences in Georgian and they have to read aloud the English translation from task E.

დაკი ხშირად ეხმარება დედამისს.

ის გუშინ დაეხმარა მას.

ელამ წიგნი გამოიტანა გუშინ.

მას ზოგჯერ წიგნები ბიბლიოთეკიდან გამოაქვს.



Workbook, p.105, task C / p.106, task D

**Answer key:** 1 plays 2 played 3 borrowed 4 borrows 5 cleans 6 cleaned 7 helps 8 helped

## YOUR TURN!

### Task F, p.121

- Tell students to look at the sentences in task F.
- Explain that it is a kind of quiz about the things they did yesterday.
- Students put ticks next to the activities they did yesterday.
- Give students some time.
- Divide students into groups of four.
- Tell them to compare their lists in groups.
- Ask groups to report on the activities they did yesterday.
- You can find out how many students cleaned their rooms, washed their hair, etc., by asking students to raise their hands after you read each activity.



Workbook, p.105, task B

**Answer key:** Students' answers.

## TEACHING TIPS

### Extra activity

- Present and past

Write a sentence from task F on the board, saying to students:

I washed my hair yesterday. I always wash my hair on Tuesday.

I watched a film yesterday. I often watch films in the evening.

Invite students to say some of their own examples. Tell students to think of 3 examples like the ones on the board. They can use any verb from this Unit. Ask students to write down their examples. If you want to expand the activity, tell students to write down their sentences on slips of paper. Collect the slips, and read some of the sentences aloud. Ask students to guess who wrote them.

## HOMEWORK

Workbook, p.105, Tasks A, B, C  
p.106, Task D



## LESSON 2

### INTRODUCTION

- Start the lesson by checking homework.
- For a warm-up, play the WHAT DID YOU DO YESTERDAY? game.
- Write the beginnings of the sentences on slips of paper.
- Divide students into two teams.
- Members of the teams take turns to come to the board and pick out a slip.
- Their task is to say the ending of the sentence.
- If the sentence is correct, their team wins a point. (There is more than one possible ending of the sentence.)

Sentences:

At 9 am I walked \_\_\_\_\_. (my dog)  
In the evening I watched \_\_\_\_\_. (a film, a match)  
In the morning I cleaned \_\_\_\_\_. (my room)  
I visited \_\_\_\_\_. (my grandparents)  
At 6 pm I phoned \_\_\_\_\_. (my friend)  
In the afternoon I played \_\_\_\_\_. (football, tennis)  
I cooked \_\_\_\_\_. (dinner)  
After school I talked to \_\_\_\_\_. (my friends)  
After school I washed \_\_\_\_\_. (my hair, my dog)  
I tidied up \_\_\_\_\_. (my room)

- Ask students what their day was really like. (*Did anything unusual, strange or exciting happen, or was it just a normal day?*)
- Elicit the answers, and help with some English words.
- Write some interesting examples on the board.
- Explain to students they will play a kind of board game.
- Write it on the board.
- Elicit the names of some board games. (They will probably name: *Monopoly, Ludo / Risk, A Game of Thrones* etc.)
- Ask students what they need to play a board game. (They will say they need a dice and some playing pieces.)
- Ask students if they know any expressions that are used in board games. (They might know some, but since this is a bit of an unknown topic for them, help them by explaining and writing the key expressions on the board.)

go forward  
go back  
miss a turn  
have one more go

### TEACHING TIPS

You can make the WHAT DID YOU DO YESTERDAY? game more challenging by omitting the verbs from the sentences instead of the nouns. (Example: In the evening I \_\_\_\_\_ a film. (*watched*))

### Task G, p.122

- Divide students into groups of four.
- Give each group a dice and 4 playing pieces.
- Explain to students they will play a HOW WAS YOUR DAY? game in task G.
- Ask students to look at the squares and the sentences written on them.

- Explain that they take turns throwing a dice and reading aloud the text and the comments from the squares.
- They can move their playing pieces in accordance with the commands.
- The winner is the first student to reach the finish.
- Monitor students, and help if necessary.
- Make sure that all students read the text and commands aloud.
- After each group finishes the game, ask students to translate some of the expressions into English.
- They write the expressions in their notebooks.  
*ძალის გასეირნება, ოთახის დასუფთავება, მერხის მონესრიგება, ბევრი სიცილი, ბებია-ბაბუის მონახულება, გოლის გატანა, ავტობუსზე დაგვიანება, დაბადების დღის საჩუქრების გახსნა, ტესტის გამოწერვიულობა, მეგობრების მოტყუება, მატჩის ყურება, დინოზავრების კოლექციის ნახვა.*
- Invite students to come to the board and write the expressions.

walk the dog  
clean the room  
tidy up my desk  
laugh a lot  
visit grandparents  
score a goal  
miss the bus  
open birthday presents  
worry about a test  
lie to a friend  
watch a match  
look at a dinosaur collection

- Students check their answers.
- Students copy the words from the board.

### TEACHING TIPS

#### Extra activity

##### • Memory quiz

You can organise a QUIZ with questions. Divide the class into two teams. Teams take turns to answer the questions. (They can choose the number of the question.) The team with the most correct answers wins.

Questions:

1. What did the dog want to do?
2. What did the child tidy up?
3. Who did he/she wash?
4. Who did he/she phone?
5. Who did he/she visit?
6. Why was the teacher angry?
7. What did he/she play?
8. Why was he/she late for school?
9. What did he/she open?
10. Why was he /she bored?
11. What did he/she worry about?
12. Who did he/she lie to?
13. Why didn't he/she watch a film?
14. What did he/she look at?



Workbook, p.106, task E

**6 DICE GAME** How was your day? Have fun with your classmates and answer the questions. How? Take the dice and play. Read aloud the text and the comments from the squares.

<p><b>START:</b> How was your day? →</p>	<p>1 I cooked lunch for my sisters and me. <b>REALLY? HAVE ONE MORE GO WITH THE DICE!</b></p>	<p>2 I walked the dog. He wanted to fight with other dogs and pulled me all the time. <b>OH, NO! POOR YOU!</b></p>	<p>3 I cleaned my room, finished my project and helped my brother with his maths. <b>WELL DONE! GO FORWARD 2 SQUARES!</b></p>
<p>7 I tidied up my desk. <b>YOU'RE KIDDING! GO FORWARD 4 SQUARES!</b></p>	<p>6 I washed my cat. He was very angry. The bathroom was a mess! <b>POOR CAT! MISS A TURN!</b></p>	<p>5 I was out with friends. We laughed a lot. <b>THAT'S GREAT!</b></p>	<p>4 I phoned my best friend, and we talked for an hour. <b>TOO LONG! GO BACK 2 SQUARES!</b></p>
<p>8 I visited my grandparents. They were happy to see me. <b>THAT'S GREAT! GO FORWARD 3 SQUARES!</b></p>	<p>9 I talked to my friends during class, and the teacher was angry. <b>WHAT HAPPENED AFTER THAT? GO BACK 4 SQUARES!</b></p>	<p>10 I played football after school. I scored three goals. <b>WOW! GO FORWARD 1 SQUARE!</b></p>	<p>11 I missed the bus, and I was late for school. <b>I'M SORRY TO HEAR THAT.</b></p>
<p>15 I opened all my birthday presents. They were great! <b>LUCKY YOU!</b></p>	<p>14 I stayed at home all afternoon. I was so bored! <b>BORED? GO BACK 3 SQUARES!</b></p>	<p>13 I worried about the test. But my mark was the best in class. <b>CONGRATULATIONS! GO FORWARD 4 SQUARES!</b></p>	<p>12 I lied to my friend. Now I feel bad. <b>THAT'S TERRIBLE! GO BACK TO THE START!</b></p>
<p>16 I wanted to watch a film, but my brother watched a stupid match. I was really angry! <b>POOR YOU!</b></p>	<p>17 I looked at my dinosaur collection. I've got 125 dinosaurs! <b>WOW!</b></p>	<p>18 I watched TV all evening. <b>TOO MUCH TV! GO BACK TO 8!</b></p>	<p><b>FINISH</b></p>

### Task H, p.123

- Ask students what their parents ask them when they come home after school. (They will probably say they ask about school, what was for homework etc.)
- Tell students they will hear three dialogues with 3 kids: Claire, Tim and Beth and their parents and friends.
- Explain that they just have to listen and say whether the kids' days were good or bad.
- Draw a smiley and a sad face on the board.

good 😊      bad ☹️

- Tell students to listen to the CD and circle the correct face in task I, according to what the kid's day was like. (If you have a stronger class, you can tell students to close their books and draw a smiley or a sad face in their notebooks.)
- Play track 65 on the CD.
- Ask students to tell you how the kids' days were.

Answer key: 1 ☹️      2 😊      3 ☹️

#### Tasks H/I

#### Track 65

##### 1

**Mum:** How was your day?

**Claire:** Not very good. I cleaned the bathroom. I'm dead tired.

**Mum:** The bathroom?! You're kidding.

**Claire:** You see, I washed Tiger and the bathroom was a mess.

**Mum:** Poor Tiger!

##### 2

**Dad:** How was your day at school, son?

**Tim:** Great, daddy. I played football and scored 3 goals. I was very happy.

**Dad:** Well done! How about school?

**Tim:** It was all right. And how was your day, daddy?

**Dad:** Not bad. Thanks for asking.

##### 3

**Kim:** How was your day?

**Jessica:** Good, very good. First, I worried about the maths test. But it was easy!

**Kim:** That's great!

**Jessica:** Then, Tom invited me to his party. Can you believe it? I was very happy.

**Kim:** Wow!

### Task I, p.123

- Tell students to look at the three dialogues in the books.
- Ask them if they could know just by looking at the pictures what the day was like for Claire, Tim and Beth. (They will say yes.)
- Draw their attention to the words in brown letters.
- Ask students to listen to the dialogues again and circle the right words.
- Play track 65 again.
- Ask students to read the dialogues aloud with their partners, changing roles.
- Invite some pairs to come in front of the class and role-play the dialogues.
- Explain the new vocabulary, and write the words on the board.

a mess  
Congratulations!  
Thanks for asking.  
invite someone to a party  
Can you believe it?

- Students copy the words from the board.

Answer key: 1 You're kidding. Poor Tiger! 2 Well done! Thanks 3 That's great! Wow!

### EVERYDAY ENGLISH / Reacting to news, p.123

- Draw three columns on the board.

Good news	Bad news	Surprising news
<i>That's great!</i>	<i>That's terrible.</i>	<i>You're kidding!</i>
<i>Wow!</i>	<i>Poor you!</i>	<i>Really?</i>
<i>Lucky you!</i>	<i>I'm sorry.</i>	<i>Wow!</i>
<i>Well done!</i>		
<i>Congratulations!</i>		

- Explain the headings.
- Ask students to try to find the expressions for good news in the dialogues.
- Help them by pointing out that they are all written in brown letters.
- Invite students to read them aloud and write them on the board. (There will be two more expressions connected with good news: *Well done!* and *Congratulations!*)
- Repeat the activity with the expressions for bad news and surprising news.
- Tell students to look at the Everyday English box and read the expressions out loud.
- Ask them which of these expressions they did not find in the text.
- They will say: *I'm sorry.*
- Add it to the chart.
- Students copy the expressions from the board.
- Ask students to translate the expressions into Georgian.





Listen to three dialogues. How were their days? Circle **good** 😊 or **bad** ☹️.

1 😊 or ☹️

2 😊 or ☹️

3 😊 or ☹️



Listen to the dialogues again and circle the right words. Then read the dialogues with a partner.

- 1 Mum: How was your day?  
 Claire: Not very good. I cleaned the bathroom. I'm dead tired.  
 Mum: The bathroom?! **That's terrible!** / You're kidding!  
 Claire: You see, I washed Tiger and the bathroom was a mess.  
 Mum: **Poor you!** / Poor Tiger!



- 2 Dad: How was your day at school, son?  
 Tim: Great, Dad. I played football and scored 3 goals. I was very happy.  
 Dad: **Well done!** / **Congratulations!** How about school?  
 Tim: It was all right. And how was your day, Dad?  
 Dad: Not bad. **Thank you** / **Thanks** for asking.



- 3 Kim: How was your day?  
 Beth: Good, very good. First, I worried about the maths test. But it was easy!  
 Kim: **Really?** / **That's great!**  
 Beth: Then Tom invited me to his party. Can you believe it? I was very happy.  
 Kim: **Lucky you!** / **Wow!**



### EVERYDAY ENGLISH / Reacting to news

#### GOOD NEWS

That's great!  
 Wow!  
 Lucky you!  
 Congratulations!  
 Well done!

#### BAD NEWS

I'm sorry to hear that.  
 Oh, no!  
 Poor you!  
 That's terrible.

#### SUPRISING NEWS

Really?  
 You're kidding!

## SPEAKING

Work in pairs. One of you is **A**, the other **B**. Act out the conversation. Then change roles.

- A**
- 1 Ask: *How was your day?*
  - 2 Ask: *What happened?*
  - 3 React to the news using an expression from the Everyday English box.

- B**
- 1 Answer: *Good. / Great. / Not bad. / Not very good.*
  - 2 Give your news, for example: *I stayed at home. I was ill. / My test result was bad. / I was the best in the dancing competition. / We decided to get a dog.*

## SPEAKING

### Task J, p.123

- Ask students to work in pairs and look at the instruction in task J.
- Tell students that one of them is A and that they ask their partner questions about their day.
- The other student is B, and they give the news and answers the questions.
- Tell them to read the cues.
- Give them some time to practise.
- Monitor and help if necessary.
- Ask students to act out the conversation.
- Tell students to change roles.
- Give them time.
- Ask students to act out the second conversation.



Workbook, p.101, Tasks E, F

## HOMEWORK

Workbook, p.106 Task E  
p.107, Task F

### TEACHING TIPS

#### Extra activity

##### • Good news or bad news?

Prepare some news on slips of paper or cards. Divide students into two groups: group A asks questions and reacts to news, and group B answers the questions and gives the news. Distribute the cards to students.

Students from group A go around the classroom, and each looks for someone with good or bad news, depending on the card they've got. Meanwhile, students from group B wait and answer the questions.

Student A starts the dialogue with: *How was your day yesterday?*

When a student A finds the right partner, they finish the conversation.

Cards:

A

You have to find someone who had a good day yesterday.
--

You have to find someone who had a bad day yesterday.
---

B

Good news	Bad news
I prepared breakfast for my family.	I lied to my parents.
My history test result was great.	I was late for school.
I phoned my friend from Greece.	I missed the bus.
I played tennis and won the match.	I washed my three cats.
I opened my birthday presents.	I stayed at home all day.
I borrowed a great book from the library.	I watched a sad film on TV.
I danced and listened to great music.	I cried the whole evening.

Make sure there is the same number of good and bad news items in group A and group B. When all the students have paired up, ask some pairs to act out the dialogues they had.



Listen to three dialogues. How were their days? Circle **good** 😊 or **bad** ☹️.

1 😊 or ☹️

2 😊 or ☹️

3 😊 or ☹️



Listen to the dialogues again and circle the right words. Then read the dialogues with a partner.

- 1 Mum: How was your day?  
 Claire: Not very good. I cleaned the bathroom. I'm dead tired.  
 Mum: The bathroom?! **That's terrible!** / You're kidding!  
 Claire: You see, I washed Tiger and the bathroom was a mess.  
 Mum: **Poor you!** / Poor Tiger!



- 2 Dad: How was your day at school, son?  
 Tim: Great, Dad. I played football and scored 3 goals. I was very happy.  
 Dad: **Well done!** / **Congratulations!** How about school?  
 Tim: It was all right. And how was your day, Dad?  
 Dad: Not bad. **Thank you** / **Thanks** for asking.



- 3 Kim: How was your day?  
 Beth: Good, very good. First, I worried about the maths test. But it was easy!  
 Kim: **Really?** / **That's great!**  
 Beth: Then Tom invited me to his party. Can you believe it? I was very happy.  
 Kim: **Lucky you!** / **Wow!**



### EVERYDAY ENGLISH / Reacting to news

#### GOOD NEWS

That's great!  
 Wow!  
 Lucky you!  
 Congratulations!  
 Well done!

#### BAD NEWS

I'm sorry to hear that.  
 Oh, no!  
 Poor you!  
 That's terrible.

#### SUPRISING NEWS

Really?  
 You're kidding!

## SPEAKING

Work in pairs. One of you is **A**, the other **B**. Act out the conversation. Then change roles.

- A**
- 1 Ask: *How was your day?*
  - 2 Ask: *What happened?*
  - 3 React to the news using an expression from the Everyday English box.

- B**
- 1 Answer: *Good. / Great. / Not bad. / Not very good.*
  - 2 Give your news, for example: *I stayed at home. I was ill. / My test result was bad. / I was the best in the dancing competition. / We decided to get a dog.*

# CINDY'S READER: LEGEND OR HISTORY? TUTANKHAMUN

SUGGESTED TEACHING TIME: 1 lesson	
LEARNING OUTCOMES: უცბ. დანყ. (II): 1,2,3,4,5,6,7,8,9,10	
GRAMMAR	<ul style="list-style-type: none"> <li>the past simple of the verb to be in positive and negative sentences</li> <li>the past simple of the verb to be in questions and short answers</li> <li>the past simple of regular verbs</li> </ul>
FUNCTIONS	<ul style="list-style-type: none"> <li>talking about past time and history</li> <li>retelling a story</li> </ul>
VOCABULARY	<ul style="list-style-type: none"> <li>relating to archaeology and history</li> </ul>
SKILLS	
READING	<ul style="list-style-type: none"> <li>Legend or history? Tutankhamun</li> <li>a traditional rhyme</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>answering questions</li> <li>talking about past time and history</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>answering questions</li> <li>correcting sentences</li> <li>past-tense sentences</li> </ul>
CULTURE and CLIL	
<ul style="list-style-type: none"> <li>history, ancient Egypt</li> </ul>	

## LESSON 1

### INTRODUCTION

- Start the lesson by checking homework.
- Introduce the topic with a traditional rhyme: *Salomon Grundy*.
- Play HANGMAN to introduce the title of the rhyme:

-----

- When you have the name on the board, ask students if they know who this is. (Some students who are Batman fans might know the name as that of a villain in the Batman comics. Explain that the Batman villain was named after this character.)
- Tell students that important things in Salomon's life happened on special days of the week.
- Ask students if they can name some of the important things that happen in one's life. (They will probably say: *be born, go to school, get married, have children, die, etc.*)
- Tell students they are going to read a nursery rhyme about Salomon Grundy, a man who lived a short life and died. Write on the board:

a nursery rhyme

- Explain that nursery rhymes are traditional rhymes for children.

### Workbook, Task D, p.109

- Ask students to look at the rhyme in task D.
- Ask students to read aloud the words in the box.
- Explain the new words, and write them on the board.

be born  
be christened  
get married  
take ill (took ill)

- Tell students to complete the rhyme.
- Give them some time.
- Write the lines of the rhyme on 10 slips of paper, and shuffle them.
- Give each of the 10 slips to a student in the class.
- Tell them they have to stand in the correct order in front of the class and say their lines to reproduce the rhyme.
- Read the rhyme together with the class.
- Students copy the words from the board.

### TEACHING TIPS

You can repeat the activity with the slips of paper if you see that students are motivated and like saying the rhyme.

- Ask students if they remember what the name of the book was that Cindy was reading when she was ill. (Some students will probably remember it was *Legend or History?*)
- Write the title on the board:

Legend or History?

- Ask students if they can think what kind of stories are in that book. (They will say *stories from history, stories about kings and heroes etc.*)
- Ask them if they are interested in that kind of book.
- Ask them what the difference between legend and history is. (They can use Georgian language to explain it.)
- Ask them if they can guess who the story Cindy is reading now is about. (Some students will know it is about Tutankhamun.)
- Write the name on the board:

Tutankhamun

- Ask students who he was and what they know about him. (Students might say *he was a king / a pharaoh in Egypt, he lived a long time ago, he died young etc.*)
- Accept all their ideas (students can say the expressions in Georgian), and write some key words on the board.

Egypt a pharaoh

- Tell students that Tutankhamun was a king in Ancient Egypt and that he lived a short life, just like Salomon Grundy, and he died young.
- You can tell students that in American English Tutankhamun is sometimes called King Tut. (Short for Tutankhamun.)

# LEGEND OR HISTORY?

## From a history book

Cindy is reading a book called *Legend or History?* In it there is a story about Tutankhamun. Do you know who he was?

### WORDSPOT

**A** Here are some words from the text. Do you know what they mean?

a coffin      a statue      a candle  
revenge      a treasure  
an explorer      a tomb      a mask



## TUTANKHAMUN

**B** Read the text about Tutankhamun and answer the questions.

### Part 1: Tutankhamun's Life

- 1 Who was Tutankhamun?
- 2 Why do people call him the Boy King?
- 3 Was he a very important king?

Tutankhamun was a king in Ancient Egypt. He lived 3,300 years ago. He lived a short life. He died when he was only 18 years old. He was 6 or 7 when he got married, and he was king when he was 9 years old. That is why many people call him the Boy King. Some also call him King Tut. He was not a very important king, but today everybody knows about him. Why?



**CINDY'S  
READER**

## WORDSPOT

### Task A, p.124

- Brainstorm some other words connected with Ancient Egypt. (Students will remember them from Unit 6.)
- Write them on the board:

Egypt a pharaoh a mummy an explorer ...

- Tell students to look at the words in task A.
- Ask them to read aloud the words they haven't mentioned before. (Help them with pronunciation if necessary.)
- As they read the words, explain them and write them on the board.

a coffin  
a statue  
a candle  
revenge  
an explorer  
a tomb  
treasure  
a mask

- When you have all the words on the board, ask students if they can predict the story of Tutankhamun. (They can use Georgian language to express their ideas.)
- Discuss the photograph of the sign on his tomb. (*What letters are some words written in? In what way is Tutankhamun's name written on the sign?*)

**Answer key:** Suggested answers for the question: he was an Egyptian King whose tomb was discovered.  
Vocabulary: Students answers.

### Task B, p.124

#### Part 1: Tutankhamun's Life

- Tell students to look at the 4 parts of the story of Tutankhamun.
- Write and read the questions on the board (or display them on the screen):

*Who was Tutankhamun?  
Why do people call him the Boy King?  
Was he a very important king?*

- Ask students to tell you their guesses.
- Tell students to read Part 1 silently.
- Give them some time.
- Ask students to read Part 1 aloud.
- Ask them to tell you the answers to the questions.
- Discuss the last question in Part 1: *Why does everybody know about Tutankhamun today?*
- Tell students to look at the picture of Tutankhamun and ask them if they can imagine what he looked like in real life.

**Answer key:** 1- a king in Ancient Egypt. 2- He was a king when he was 9 years old and died when he was 18. 3- No, he wasn't important.

# LEGEND OR HISTORY?

## From a history book

Cindy is reading a book called *Legend or History?* In it there is a story about Tutankhamun. Do you know who he was?

### WORDSPOT

**A** Here are some words from the text. Do you know what they mean?

a coffin      a statue      a candle  
revenge      a treasure  
an explorer      a tomb      a mask



## TUTANKHAMUN

**B** Read the text about Tutankhamun and answer the questions.

### Part 1: Tutankhamun's Life

- 1 Who was Tutankhamun?
- 2 Why do people call him the Boy King?
- 3 Was he a very important king?

Tutankhamun was a king in Ancient Egypt. He lived 3,300 years ago. He lived a short life. He died when he was only 18 years old. He was 6 or 7 when he got married, and he was king when he was 9 years old. That is why many people call him the Boy King. Some also call him King Tut. He was not a very important king, but today everybody knows about him. Why?



## CINDY'S READER

**Part 2: Tutankhamun's Tomb**

- Ask students to read the questions aloud.
- Elicit any ideas students have.
- Students read the text aloud.
- As they read, explain and write the new words on the board.

a hole

- Invite students to answer the questions.
- Ask them whether they can guess what was inside the tomb.
- Draw students' attention to the picture of Howard Carter.

**Part 3: Tutankhamun's Treasure**

- Read the questions to students.
- Invite students to read the text aloud.
- Explain the new words, and write them on the board.

gold /golden  
furniture  
the stone coffin

- Students answer the questions.
- Focus on the last question in the text: *What about the legend?*
- Ask students if they have heard of some beliefs connected with Egyptian tombs. (They will probably mention some curses; help them with words in English.)

**Part 4: Tutankhamun's Revenge?**

- Invite students to read the questions aloud.
- Elicit students' ideas.
- Students read the text aloud.
- As they read, explain the new words and write them on the board.

pet canary  
beginning

- Ask students to tell you the answers to the questions.
- Write another question on the board:

Was it just chance, or was it revenge?

- Tell students to think about the answer, and let them discuss it with their partners.
- Invite students to vote for chance or revenge.
- Ask some students to explain their choice. (They will probably use Georgian language, so help them with some English words.)
- Students copy the words from the board.

**Answer key:** Part 2: 1- an English explorer, Howard Carter. Carter opened the first hole in the door of the king's tomb. 3- No, the tomb wasn't empty.  
Part 3: 1- treasures: gold, statues, beautiful furniture and a coffin. 2- Yes he was happy. 3- A wonderful golden mask.  
Part 4: 1- a snake killed his pet canary. 2-Carter's friend died. 3- Some people think that this was Tutankhamen's revenge.

**TEACHING TIPS**

As you read the parts from the story about Tutankhamun, show pictures of the coffin, the tomb and the treasure. You can display them on the screen if you have the necessary equipment, or you can show them some pictures of your own.

• **Extra activity**

 **Workbook, Task C, p.109**

Tell students to look at the questions in task C. Give them some time to think about the answers. Invite students to share their ideas. Discuss the answers with the rest of the class.

**Task C, p.125**

- Ask students to try to answer your questions without looking in the text.  
*Where did Tutankhamun live?*  
*What did Howard Carter discover?*  
*What was on the king's mummy?*
- Tell students to look at the sentences in task C.
- Tell them to match the beginnings and the endings.
- Ask students to read the sentences aloud.

 **Workbook, p.108, Task A, B**

**Answer key:** 2, 6, 4, 1, 3, 5.

**TEACHING TIPS**

**Extra activity**

• **Word hunt**

Divide students into 5 groups. Give each group a piece of paper with four columns.

Part 1	Part 2	Part 3	Part 4

Write the following words on the board:

married	worried	important	died
wanted	discovered	opened	queen
hole	curse		candle
something	furniture	bones	coffin
revenge	tools		golden
diamonds	legend	archaeologist	
history	studied	beginning	start
end	tomb	statues	parrot

The task of each group is to find as many words as they can in the story. They should write them in the corresponding columns. Some of the words are not from the story. (These words are a sort of insurance against cheating.)

Give groups 60 seconds. When the time is up, take the papers and invite representatives of the groups to come in front of the class and read aloud the words they have found.



## Part 2: Tutankhamun's Tomb

- 1 Who discovered King Tut's tomb?
- 2 What happened on 26 November 1921?
- 3 Was the tomb empty?

In 1921 an English explorer, Howard Carter, discovered the place where King Tut was buried, his tomb. On 26 November, Carter opened up the first hole in the door of the king's tomb. The tomb was dark. Carter could not see anything. Then Carter looked inside with a candle. His friend asked, "Can you see anything?" Carter answered, "Yes, wonderful things." What was inside the tomb?



## Part 3: Tutankhamun's Treasure

- 1 What was in King Tut's tomb?
- 2 Was Carter happy?
- 3 What was on King Tut's mummy?

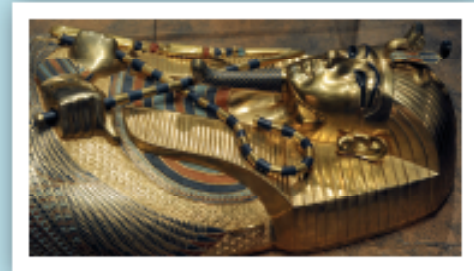
There were great treasures inside: gold, statues, beautiful furniture and a coffin. It was the happiest and the most exciting day of Carter's life. Some days later, Carter and his friends opened the stone coffin. The king's mummy was inside the fourth coffin. The coffin was golden, and there was a wonderful golden mask on the mummy. All this is history. What about the legend?



## Part 4: Tutankhamun's Revenge?

- 1 What happened to Carter's pet bird?
- 2 What happened to Carter's friend?
- 3 What do some people think?

And then some strange things happened. On the same day that Carter opened King Tut's tomb, a snake killed his pet canary! This was only the beginning. Carter's friend, who was with him on that day, soon died. Some other people who helped Carter also died. Was the king angry that people had opened his tomb? Was this Tutankhamun's revenge? Some people think so.



## C Match the beginnings and endings.

- |                                 |                          |                              |
|---------------------------------|--------------------------|------------------------------|
| 1 Tutankhamun lived             | <input type="checkbox"/> | when he was young.           |
| 2 The king died                 | <input type="checkbox"/> | a golden mask.               |
| 3 Howard Carter discovered      | <input type="checkbox"/> | about Tutankhamun's revenge. |
| 4 There are legends             | <input type="checkbox"/> | in Ancient Egypt.            |
| 5 Inside the tomb               | <input type="checkbox"/> | Tutankhamun's tomb.          |
| 6 On the king's mummy there was | <input type="checkbox"/> | there were great treasures.  |

## TEACHING TIPS

### • Translation

Ask pupils to find examples of sentences in English that you say in Georgian. You can divide the class into two teams and turn this activity into a competition.

Teams take turns to translate the sentences you say using the text. They have 15 seconds to say the sentence in English. For every correct sentence, the team wins a point.

Sentences:

*შიგნით დიდებული განძი იყო: ოქრო, ქანდაკება, ლამაზი ავეჯი და სარკოფაგი. ამის გამო ეძახის ბევრი ადამიანი მას ბიჭუნა-მეფეს.*

*გველმა მოკლა მისი საყვარელი კანარის ჩიტი.*

*აკლდამა ბნელი იყო.*

*ის ცხოვრობდა 3300 წლის წინ.*

*მერე კარტერმა სანთლით შეიხედა შიგნით.*

*მეფე გაბრაზდა, რომ ადამიანებმა მისი აკლდამა გახსნეს?*

*მეფის მუმია მეოთხე სარკოფაგში იყო.*

*შეგიძლიათ იმავეს ნახვა?*

*ეს ტუტანხამონის რევანში იყო?*

### • Quiz

Divide students into two teams. Teams take turns to answer the questions. Students should close their books.

You can write the questions on slips of paper, so members of the teams pick a slip and answer the questions. For each correct answer, the team wins a point. If a student doesn't know the answer, the other team can try to answer the question. (The questions are from the story.)

*Who was Tutankhamun?*

*Why do people call him the Boy King?*

*Was he a very important king?*

*Who discovered King Tut's tomb?*

*What happened on 26 November 1921?*

*Was the tomb empty?*

*What was in King Tut's tomb?*

*Was Carter happy?*

*What was on King Tut's mummy?*

*What happened to Carter's pet bird?*

*What happened to Carter's friend?*

*What do some people think?*

## HOMEWORK

Workbook, p.108, Tasks A, B

## Part 2: Tutankhamun's Tomb

- 1 Who discovered King Tut's tomb?
- 2 What happened on 26 November 1921?
- 3 Was the tomb empty?

In 1921 an English explorer, Howard Carter, discovered the place where King Tut was buried, his tomb. On 26 November, Carter opened up the first hole in the door of the king's tomb. The tomb was dark. Carter could not see anything. Then Carter looked inside with a candle. His friend asked, "Can you see anything?" Carter answered, "Yes, wonderful things." What was inside the tomb?



## Part 3: Tutankhamun's Treasure

- 1 What was in King Tut's tomb?
- 2 Was Carter happy?
- 3 What was on King Tut's mummy?

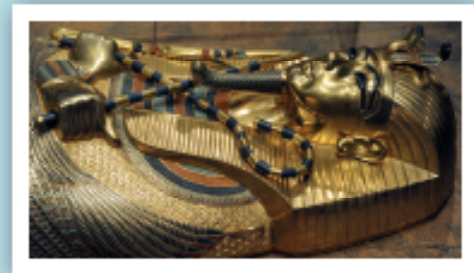
There were great treasures inside: gold, statues, beautiful furniture and a coffin. It was the happiest and the most exciting day of Carter's life. Some days later, Carter and his friends opened the stone coffin. The king's mummy was inside the fourth coffin. The coffin was golden, and there was a wonderful golden mask on the mummy. All this is history. What about the legend?



## Part 4: Tutankhamun's Revenge?

- 1 What happened to Carter's pet bird?
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## C Match the beginnings and endings.

- |                                 |                          |                              |
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| 3 Howard Carter discovered      | <input type="checkbox"/> | about Tutankhamun's revenge. |
| 4 There are legends             | <input type="checkbox"/> | in Ancient Egypt.            |
| 5 Inside the tomb               | <input type="checkbox"/> | Tutankhamun's tomb.          |
| 6 On the king's mummy there was | <input type="checkbox"/> | there were great treasures.  |

## REVISION 6



Workbook pp. 110, 111

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: უცბ. დანგ. (II): 1,2,3,4,5,6,7,8,9,10,11,12,13,14

- GRAMMAR**
- the past simple of the verb to be in positive and negative sentences
  - the past simple of the verb to be in questions and short answers
  - the past simple of regular verbs
  - prepositions

- FUNCTIONS**
- self-evaluation
  - talking about past time, history and periods in the past

- VOCABULARY**
- vocabulary relating to being ill
  - vocabulary relating to everyday activities
  - vocabulary relating to the ancient civilisation of Rome

### SKILLS

- READING**
- life in Ancient Rome
- SPEAKING**
- talking about past time (Ancient Rome)
- WRITING**
- completing a text in past tenses
  - answering questions using short answers (the past simple of the verb to be)

### CULTURE and CLIL

- history

## LESSON 1

### INTRODUCTION

- Start the lesson by checking the homework.
- Do a warm-up activity: a MATCHING game.
- Draw two columns on the board.

1 history	A throat
2 runny	B bear
3 great	C soldiers
4 public	D mood
5 sore	E temperature
6 cave	F Greece
7 high	G museum
8 good	H empire
9 Ancient	I baths
10 Roman	J nose

- Divide the class into two teams.
- Each team picks one field in the first column and one field in the second column.
- The aim of the game is to find a match: a pair.
- The team with the most pairs is the winner.

#### Answer key:

1-G	2-J	3-H	4-I	5-A	6-B
7-E	8-D	9-F	10-C		



Workbook, VOCABULARY Task A, p.110

- Ask students to look at the expressions in task A and fill in the missing letters.
- Give them some time.
- Ask students to read the expressions aloud.
- Ask them to translate the expressions into Georgian.

### Task B, p.110

- Play a SENTENCE BUILDER game.
- Write the verbs on cards.
- Invite students to come in front of the class and pick a card.
- The student has to make a sentence using the verb.

Cards:      *make*    *press*    *lie*    *put on*  
                  *tidy up*   *miss*    *score*   *worry*

- As students say the sentences, write them on the board.

*I can make breakfast.*  
*Elliot pressed a button.*  
*Zack lied to his friends yesterday.*  
*Ella puts on her jacket every morning.*  
*I tidied up my room yesterday.*  
*He missed the bus last night.*  
*We scored a goal last weekend.*  
*She worried about the maths test yesterday.*

- Tell students to look at the verbs in task B and match them with the correct words.
- Give students some time.
- Ask them to read the expressions out loud.

### Task C, p.110

- Tell students you are going to give them some news or tell them a problem, and they have to react using the correct expression, or give advice.  
*We decided to spend our summer holiday in the Bahamas. (Wow! Lucky you!)*  
*I've got a cold. (Drink some tea.)*  
*My geography test result was awful. (That's terrible!)*  
*I've got a toothache. (See a dentist.)*  
*Tom invited me to the cinema. (That's great!)*  
*Our maths teacher wasn't in school today. (Really?)*
- Tell students to look at the sentences in task C and circle the correct answer.
- Give them some time.
- Ask students to read the sentences and answers aloud.

### TEACHING TIPS

#### Extra activity

##### • Where were you?

Write time expressions on cards. Invite students to come and pick a card.

They have to say where they were or weren't at that point in time. (For example: a student picks a card – *2 hours ago* – and he/she has to say where he/she was at that time. If they find it too difficult to remember where they were, students can make a negative sentence.)

Example: *I was at home 2 hours ago. / I wasn't in school 2 hours ago.*

Examples of time expressions:

*10 minutes ago / yesterday / last Monday / last weekend / 3 days ago / 2 hours ago / last Friday / last month / 30 minutes ago / last year / a month ago / 10 years ago*

# REVISION

## VOCABULARY

### A What is the second word? Fill in the missing letters.

- sore t\_\_roa\_\_
- good m\_\_ \_\_d
- Olympic \_\_ame\_\_
- high t\_\_ \_\_perature
- ancient histo\_\_ \_\_
- runny n\_\_ \_\_e
- junk \_\_oo\_\_
- Stone A\_\_ \_\_

### B Match.

- 1 make   2 press   3 don't lie   4 put on   5 tidy up   6 miss   7 score   8 worry
- a button    breakfast    the bus    a goal    your room  
 about school    your socks    to a teacher

### C Choose a, b or c.

- |   |               |                     |                  |
|---|---------------|---------------------|------------------|
| 1 Aa-choo! I can't stop sneezing.                         | a) Well done! | b) Lucky you!       | c) Bless you.    |
| 2 I can't go shopping with you. I'm in bed. I've got flu. | a) Poor you!  | b) Congratulations! | c) That's great. |
| 3 The film started an hour _____.                         | a) before     | b) ago              | c) last          |
| 4 We talked _____ afternoon.                              | a) last       | b) yesterday        | c) ago           |
| 5 History studies the _____.                              | a) future     | b) present          | c) past          |
| 6 I've got toothache. I have to see my _____.             | a) dentist    | b) archaeologist    | c) doctor        |

### D Complete the sentences. Use: at, for, in, to.

- We listened \_\_\_\_\_ music and danced.
- Would you like to look \_\_\_\_\_ my dinosaur collection?
- I'm looking \_\_\_\_\_ my bag. I can't find it.
- It's Friday and we're all \_\_\_\_\_ a good mood.
- I'm never late \_\_\_\_\_ school. I get up early.
- She's talking \_\_\_\_\_ the maths teacher.
- I can't write. I've got a pain \_\_\_\_\_ my hand.
- Elliot isn't here; he's \_\_\_\_\_ the Club.

110

### Task D, p.110

- Divide students into 4 groups: at / for / in / to.
- Explain that you are going to write some sentences on the board in which one word/preposition is missing.
- Each group represents one preposition.
- The task of the team is to copy only the sentences that they think have their preposition. (Each student in the team should copy the sentences into his/her notebook.)

We listened \_\_\_\_\_ music and danced last night. (to)  
Would you like to look \_\_\_\_\_ my Barbie doll collection? (at)  
I'm looking \_\_\_\_\_ my keys. I can't find them. (for)  
It's Friday and we're all \_\_\_\_\_ a good mood. (in)  
I'm never late \_\_\_\_\_ school. (for)

She's talking \_\_\_\_\_ the maths teacher. (to/with)  
I've got a pain \_\_\_\_\_ my knee. (in)  
Elliot isn't here. He's \_\_\_\_\_ the club. (at)  
I feel bad because I lied \_\_\_\_\_ my friends. (to/for)  
I phoned my friend and we talked \_\_\_\_\_ two hours. (for)  
I was ill, so I stayed \_\_\_\_\_ home. (at)  
My mark in the maths test was the best \_\_\_\_\_ the class. (in)

- Tell representatives of the teams to read aloud the sentences they have copied, together with the missing preposition.
- Correct any possible mistakes.
- Tell students to complete each sentence in task D with one of the prepositions.
- Invite students to read the sentences aloud.

## GRAMMAR

### Task E, p.111

- Play a STAND UP IF IT'S TRUE game.
- Tell students you are going to say some sentences.
- Divide the students into two teams: TRUE and FALSE.
- If they think a sentence is true, the TRUE team should stand up.
- If they think a sentence is false, the FALSE team should stand up.

Examples:

*When I was seven I started school.*

*You were at school yesterday.*

*Luka wasn't at school yesterday.*

*Lana was in Paris on Friday.*

*You weren't on a school trip last week.*

*My friends were in Spain last month.*

*I wasn't at home yesterday.*

*My kitchen was a mess on Saturday.*

*Martin and Dora were in a dance competition last weekend*

- Tell students if each sentence was true or false.
- Tell students to complete the sentences in task E.
- Give them some time.
- Ask students to read the sentences aloud.

### TEACHING TIPS

Use the names of children from the class, and say sentences about yourself, so students have to guess.

### Task F, p.111

- Ask students a few questions:  
*Were you in Paris yesterday? (No, we weren't.)*  
*Was Luka ill last week? (Yes, he was.)*  
*Were you hungry 10 minutes ago? (Yes, I was.)*  
*Where were you last week? (On holiday.)*
- Distribute slips of paper to students, and ask them to write a question using *was* or *were*.
- You can write some words on the board to stimulate students' imagination like:

*Spain / Rome / nervous / relaxed / why / where / different places*

- Monitor them, and help if necessary.
- Collect the slips of paper, and distribute them to other students.
- Students write their answers to the questions.
- Ask students to read the questions and answers aloud.
- Tell students to look at the questions and answers in task F.
- Ask them to fill in the missing parts.
- Give students some time.
- Ask students to read the questions and answers aloud.

### TEACHING TIPS

Extra activity

- Question maker

Tell students to think of some sentences using *was* / *were*.

Tell them they can be creative and think of some funny and strange sentences like:

*I was in Ancient Egypt 2 hours ago.*

*My friends were clowns.*

Distribute slips of paper to students, and tell them to write the sentences on them.

Collect the papers, and distribute them to other students.

They should write questions to the sentences like:

*Were you in Ancient Egypt 2 hours ago? or Where were you 2 hours ago?*

Give students some time, and ask them to read aloud the questions they have written.

### Task G, p.111

- Play a BACK TO THE PAST game.
- Write the following verbs on the board:

*construct / cook / work / travel / clean / live / decide / share / want / watch / kill / play / carry / celebrate*

- Explain to students they are going to make sentences using the verbs in the past simple tense and repeating the sentence from a previous student.
- Start the game by saying: *A long time ago...*
- A student follows, repeats your sentence and adds a new one using a verb from the board. (*The Romans constructed roads, Julia cooked a soup...*)
- The next student follows, repeats the sentences and adds a new one.
- The game goes on with every student repeating the sentences of those before them and adding a new one.
- If a student forgets one of the sentences, he/she is out of the game.
- Tell students to look at the text in task G about Ancient Rome.
- Ask them to complete the text with the simple past tense of the verbs.
- Give students some time.
- Monitor them, and help if necessary.
- Ask students to read the text aloud.
- Explain the new words, and write them on the board.

*town houses  
country villas  
slaves  
poor  
block of flats  
share  
a sword  
a knife  
a net  
a fighter*

- Students copy the words from the board.

## GRAMMAR

### THE PAST SIMPLE

**E** Complete the sentences. Use: **was, were, wasn't, weren't**.

- 1 I was in the park in the afternoon, but the weather \_\_\_\_\_ good.
- 2 We \_\_\_\_\_ all tired after the long walk, so we decided to go home early.
- 3 They \_\_\_\_\_ at home in the evening. They were at the cinema.
- 4 I started learning English when I \_\_\_\_\_ six.

**F** Fill in the missing parts of the questions and answers.

- 1 Were you angry? Yes, I \_\_\_\_\_.
- 2 \_\_\_\_\_ Cindy at school today? No, she wasn't.
- 3 Where \_\_\_\_\_ you during the break? We were in front of the school.
- 4 \_\_\_\_\_ Kim and Jessica at the party? No, they \_\_\_\_\_.

**G** *Life in Ancient Rome* Complete the text with the **past simple** tense of the verbs.

Rich Romans \_\_\_\_\_ (construct) large town houses. In the summer they \_\_\_\_\_ (travel) to their beautiful country villas. Slaves \_\_\_\_\_ (cook) and \_\_\_\_\_ (clean) for them, \_\_\_\_\_ (work) in their fields and were their children's teachers. Poor people \_\_\_\_\_ (live) in blocks of flats where whole families \_\_\_\_\_ (share) one room. Many poor Romans \_\_\_\_\_ (decide) to become soldiers. It was a hard life, but there was food and some money. When Romans \_\_\_\_\_ (want) to have fun they \_\_\_\_\_ (watch) gladiator fights. Gladiators, some with swords, some with knives and some with nets, \_\_\_\_\_ (kill) each other in front of thousands of people. Music \_\_\_\_\_ (play) during the fights. When one of the fighters \_\_\_\_\_ (die) and slaves \_\_\_\_\_ (carry) out his body, Romans \_\_\_\_\_ (celebrate) the winner.

## SPEAKING

**H** Talk in small groups. Answer the questions.

- 1 How were the lives of rich Romans, poor Romans and slaves different?
- 2 What do you think about gladiator fights?
- 3 In what ways are life today and life in Ancient Rome different / similar?

## TEACHING TIPS

### Extra activity

#### • Pronunciation hunt

Divide students into three groups: /-d/, /-t/ and /-^d/. Tell students to find the verbs in the text that are pronounced in the past simple like their group's name. Draw three columns on the board:

/-d/	/-t/	/-^d/
<i>travelled</i>	<i>cooked</i>	<i>constructed</i>
<i>cleaned</i>	<i>worked</i>	<i>decided</i>
<i>lived</i>	<i>watched</i>	<i>wanted</i>
<i>killed</i>		<i>Celebrated</i>
<i>played</i>		
<i>died</i>		
<i>shared</i>		
<i>carried</i>		

Invite members of the groups to come to the board and write the verbs in the appropriate columns. Help students if necessary.

#### • Noughts and crosses

Divide students into two teams. Tell students to read the text in task G one more time. Teams take turns to open the 9 fields on the board. To get a point, they have to answer the question correctly. The aim of the team is to have 3 symbols in a row. You can expand the grid and make 16 or more fields.

1	2	3
4	5	6
7	8	9

Questions:

1. Where did rich Romans travel in summer?  
(To country villas.)
2. What did the slaves do?  
(They cooked, cleaned and worked in the fields.)
3. Where did the poor people live?  
(In blocks of flats.)
4. What did many poor Romans decide to become?  
(Soldiers.)
5. What did Romans watch when they wanted to have fun?  
(They watched gladiator fights.)
6. What did the gladiators have?  
(Swords, knives and nets.)
7. What did they play during the fights?  
(Music.)
8. What did the slaves do when one of the fighters died?  
(They carried his body out.)
9. What did the Romans do when one of the fighters died?  
(They celebrated the winner.)

## SPEAKING

### Task H, p.111

- Divide students into groups of four.
- Tell them to discuss the questions in task H.
- Let students talk in groups.
- Monitor them, and help if necessary.
- At the end, ask representatives of the groups to share their ideas with the rest of the class.
- Invite students to comment and add their ideas.



## GRAMMAR

### THE PAST SIMPLE

**E** Complete the sentences. Use: **was, were, wasn't, weren't**.

- 1 I was in the park in the afternoon, but the weather \_\_\_\_\_ good.
- 2 We \_\_\_\_\_ all tired after the long walk, so we decided to go home early.
- 3 They \_\_\_\_\_ at home in the evening. They were at the cinema.
- 4 I started learning English when I \_\_\_\_\_ six.

**F** Fill in the missing parts of the questions and answers.

- 1 Were you angry? Yes, I \_\_\_\_\_.
- 2 \_\_\_\_\_ Cindy at school today? No, she wasn't.
- 3 Where \_\_\_\_\_ you during the break? We were in front of the school.
- 4 \_\_\_\_\_ Kim and Jessica at the party? No, they \_\_\_\_\_.

**G** *Life in Ancient Rome* Complete the text with the **past simple** tense of the verbs.

Rich Romans \_\_\_\_\_ (construct) large town houses. In the summer they \_\_\_\_\_ (travel) to their beautiful country villas. Slaves \_\_\_\_\_ (cook) and \_\_\_\_\_ (clean) for them, \_\_\_\_\_ (work) in their fields and were their children's teachers. Poor people \_\_\_\_\_ (live) in blocks of flats where whole families \_\_\_\_\_ (share) one room. Many poor Romans \_\_\_\_\_ (decide) to become soldiers. It was a hard life, but there was food and some money. When Romans \_\_\_\_\_ (want) to have fun they \_\_\_\_\_ (watch) gladiator fights. Gladiators, some with swords, some with knives and some with nets, \_\_\_\_\_ (kill) each other in front of thousands of people. Music \_\_\_\_\_ (play) during the fights. When one of the fighters \_\_\_\_\_ (die) and slaves \_\_\_\_\_ (carry) out his body, Romans \_\_\_\_\_ (celebrate) the winner.

## SPEAKING

**H** Talk in small groups. Answer the questions.

- 1 How were the lives of rich Romans, poor Romans and slaves different?
- 2 What do you think about gladiator fights?
- 3 In what ways are life today and life in Ancient Rome different / similar?

## LESSON 2

### STUDENT'S BOOK

#### FOR MY PORTFOLIO, p.126

##### What do you think about this Unit?

- Tell students to look at My learning diary and think about the first six questions.
- Give them some time to write the answers. (They can go through the lessons and see what things they liked and didn't like.)
- Ask students to read their answers aloud.
- You can have a short discussion about their favourite lessons and words, and also about the most difficult things in the Unit.

##### Circle what you can do after this unit.

- Tell students to look at the ten sentences and circle what they can do after this unit.
- Tell them they can challenge their partners to do the things they say they can.
- Give students some time.
- Ask random students what they have circled, and challenge them to show you what they can do.

#### PROJECTS, p.126

- Projects are optional and can be done depending on the students' interests and motivation.
- Students do them in groups. They can be done in school or at home.
- The second project, about the Neanderthal Museum in Krapina, requires some research on the internet, so it would be good to prepare students for it in the previous lesson.
- (You can also ask students to do some additional research on Ancient Egypt, Greece or Rome and prepare some pictures or drawings.)

#### 1) TIME MACHINE

- Tell students to imagine they are in Ancient Egypt, Ancient Greece or Ancient Rome. (What does it look like? Where do you live? What do you eat? Why is it interesting?)
- Tell them to write about what they see and what people's lives are like. (Help them with questions: What do people look like? What kinds of buildings can you see? What are people doing/eating/wearing? What are their rituals?)
- Students work in groups to write about and illustrate the period of their choice.
- They stick the texts and photos on a large sheet of paper.
- Invite students to present their work in front of the class.
- Motivate other students to ask some questions about the people and customs their classmates are presenting.

#### TEACHING TIPS

You can tell students in the previous lesson to do some additional research on Ancient Egypt, Greece or Rome and prepare some pictures or drawings.

#### 2) THE NEANDERTHAL MUSEUM IN KRAPINA

- Tell students to work in groups.
- Students organize material about the Neanderthal Museum (information and some pictures) on a poster or in a PowerPoint presentation.
- Students present their posters or PowerPoint presentations in front of the class.
- Invite students to ask some questions and comment on their friends' presentations and posters.

#### TEACHING TIPS

This project also requires some preparation at home, so students should bring some pictures and find out some information before they start making the poster.

# FOR MY PORTFOLIO

My learning diary

## PROJECTS

Choose one project and do it in a group.




### 1/ THE TIME MACHINE

Using a time machine, you are now in Ancient Egypt, Ancient Greece or Ancient Rome. Write about what you see and what people's lives are like.


### 2/ THE NEANDERTHAL MUSEUM IN KRAPINA

Find out more about this museum. Write about it or make a poster.










#### What do you think about this unit?

- 1/ Why is it called "Back to the Past"?
- 2/ I think this unit is (tick what is true for you):
  -  easy
  -  not very easy
  -  difficult
- 3/ What was easy? What was difficult?
- 4/ I like lesson \_\_\_\_\_ best.
- 5/ In this unit I don't like \_\_\_\_\_
- 6/ My favourite word(s) from this unit is (are):  
\_\_\_\_\_

#### Circle what you can do after this unit.

 I CAN

 I NEED MORE PRACTICE

-   I can say where I was yesterday.
-   I can say where other people were yesterday.
-   I can ask my friends where they were yesterday.
-   I can say how long ago my last birthday was.
-   I can say what's wrong when I'm ill.
-   I can say something about people who lived in the Stone Age and Ancient Egypt / Greece / Rome.
-   I can say what my friends and I did yesterday.
-   I can say what my day was like.
-   I can ask my friends about their day.
-   I can react to my friend's good or bad news.

## 7.1. WHAT HAPPENED AT THE HISTORY MUSEUM?

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: უცხ. დანყ. (II): 1,2,3,4,5,6,7,8,9,10

GRAMMAR • the past simple of irregular verbs  
• prepositions

FUNCTIONS • talking about past events

VOCABULARY • vocabulary relating to daily activities

### SKILLS

READING • In the History Museum

LISTENING • Ana's diary  
• a rhyme

SPEAKING • talking about past events  
• travelling to the past  
• saying the rhyme

WRITING • sentences in the past simple  
• describing your day

### CULTURE and CLIL

• history

## LESSON 1

### INTRODUCTION

- Tell students to take a look at the introduction page to the Unit in their books.
- Ask them to tell you what is in the picture. (*It's a girl.*)
- Ask them what she is wearing and what she looks like. (They will say she is wearing a hat and that she looks happy.)
- Read the title aloud and write it on the board:

#### All's well that ends well.

- Ask students if they know what it means. (They will probably say the Georgian translation: *ყველაფერი კარგია, რაც კარგად მთავრდება.*)
- Explain to students that it is a proverb.
- Ask students what proverbs are. (They can explain it in Georgian. *Proverbs are old but familiar sayings that usually give advice.*)
- Elicit their ideas about the meaning of this proverb. (Problems do not matter so long as the outcome is good.)
- You can also tell students that it is the name of a play by William Shakespeare, a famous English poet and playwright from the 16th century.
- Briefly introduce the things they will do in this Unit. (You can use the tips from the book, p.127.)
- Ask students why the title of the Unit is All's well that ends well. (They will probably say it is because this is the last Unit.)
- As a warm-up, play a DEFINITION game.
- Tell students you will give the definitions of some places in the city and their task is to guess them.
- As students guess, invite them to come to the board and write the places.

*You do sport and other activities there.*

*You go there when you are very ill.*

*When you want to borrow a book, this is the place to go.*

*If you are hungry and want a nice meal, you go to...  
You go there when you need to buy a new pair of shoes.*

*When you need fresh bread, you go to...*

*You go there when you need to buy some food.*

*You go there when you need to buy some fruit and vegetables.*

*When you want to see statues and things from the past, you go to...*

*When you want to watch a good film, you go to...*

*You go there when you want to see a play...*

*When you want to buy a book, you go...*

*When you want to buy some new things to wear, you go to...*

- When you have all the words on the board, ask students to think of the definitions for each place.

a sports centre  
a hospital  
a restaurant  
a shoe shop  
a bakery  
a supermarket  
a market  
a museum  
a cinema  
a theatre  
a bookshop  
a clothes shop

- A student describes a place, and the others have to guess which one he is describing.
- The student who guesses come to the board, crosses out the word and gives another definition.
- Ask students if they remember where Ana and her friends were. (They will remember they were in a museum.)
- Ask them if they remember what they were doing there. (Sitting in a coffee shop.)
- Tell students to look at the poster of the History Museum. (If you do not have the poster, you can display the picture of the History Museum from the books, page 116, or just ask students to look at the picture on page 116.)
- Ask students why the two people are running from the museum. (They will have some ideas; accept them without commenting on them.)
- Ask them if they see anybody else they know in the picture. (Some students might find Ella, so ask them what she is doing.)

# 7.1

# WHAT HAPPENED AT THE HISTORY MUSEUM?

## READING

**A** Read to find out what happened when Ann, Elliot, Sam and Ella visited the History Museum on Saturday.



## READING

### Task A, p.128

- Tell students they are going to read a comic.
- Explain what a comic is, and ask them to name some comics they know.
- Tell students to read the comic and find out what happened at the History Museum.
- Give students time to read it on their own.
- Ask them a few questions: What happened? Are Mr and Mrs Doyle lying? Do you believe in ghosts?
- Go through the comic in more detail, asking the students questions:
  - 1- *Where are the kids? What are they doing? What time is it?*
  - 2- *What is Ana doing?*
  - 3- *What room are the kids visiting?*
  - 4- *Where are they now?*
  - 5- *Who arrives?*
  - 6- *Where are the kids? What is Ella carrying in her backpack?*
  - 7- *What are Sam and Elliot looking at? What is the article about? What are the visitors' names? How old are they? What, exactly, did they see?*
- As students answer the questions, explain the new words and write them on the board.

a backpack  
the following day  
a ghost  
a visitor  
in shock

- Students copy the words from the board.



### Workbook, p.112, task A

#### TEACHING TIPS

##### Extra activity

##### • Act-out

Divide students into groups of five. Assign each student in the group one role. (Sam, Elliot, Ana, Ella and the article)

Tell students to practise reading the story. Monitor them, and help if necessary.

Invite groups to act out the story in front of the class.

You can ask students to vote for the best group.

# 7.1

# WHAT HAPPENED AT THE HISTORY MUSEUM?

## READING

**A** Read to find out what happened when Ann, Elliot, Sam and Ella visited the History Museum on Saturday.



**Task B, p.129**

- Divide students into groups of four. (If there aren't exactly four students in the group, it doesn't matter, but try to make as many four-member groups as you can.)
- Copy the sentences from task B onto slips of paper.
- Give one set of sentences to each group. (Each student gets two sentences.)
- Tell students to work in groups and put the sentences in the correct order. (Each student reads his/her sentences to the group.)
- Write the first sentence on the board if you think it is necessary. (At 10 o'clock Ana, Elliot and Sam were in front of the History Museum. Everybody arrived on time except Ella.)
- Give students time to read and reorder the sentences.
- Help them if necessary.
- When the groups have finished their work, ask students to read the sentences aloud in the correct order.
- Students now do task B.

**Workbook, p.112, task B**

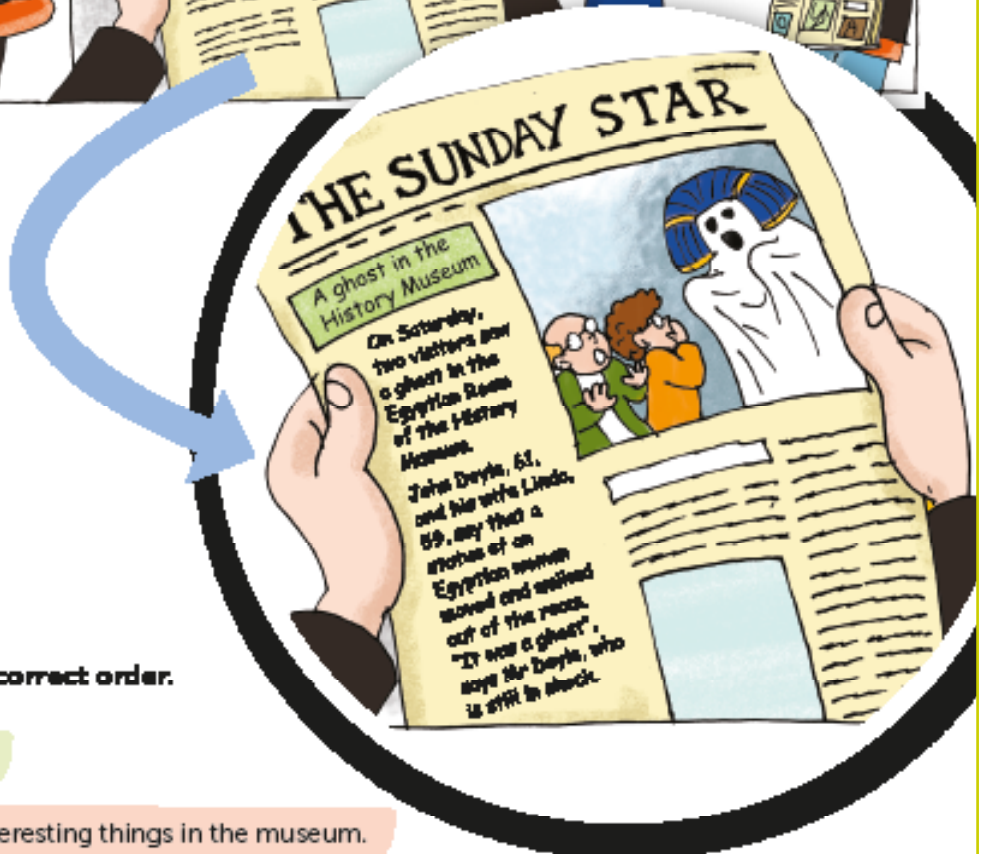
**Answer key:** 3,4,5,8,1,7,2,6.

**Task C, p.129**

- Ask students if there really was a ghost in the museum.
- Elicit their ideas about the ghost. (Many students will guess it was Ella wearing a wig and a white sheet.)

**Answer key:** It was Ella disguised as a ghost.





**B** Put the story into the correct order.

- Ana got the tickets.
- They saw lots of interesting things in the museum.
- They were thirsty. They had some fruit juice in the museum coffee bar.
- The next day Elliot and Sam read an article in the newspaper. While they were at the museum, two other people saw a ghost there. Sam had an idea about this ghost.
- 1 At 10 o'clock Ana, Elliot and Sam were in front of the History Museum. Everybody arrived on time except Ella.
- They got on a bus and went home. Ella had a big backpack. She said that she had some clothes in it.
- They waited for 15 minutes, and after that they went into the museum.
- Suddenly Ella walked into the coffee bar. Everybody was surprised.

**C** Was there a ghost in the museum? Do you have any ideas about this ghost?

**REMEMBER!, p.130**

**THE PAST SIMPLE – IRREGULAR VERBS**

- Ask students to find the verbs in the past simple in the sentences in task B.
- Ask them to read each sentence aloud and circle the verb. (Help students if necessary.)
- Write the verbs they say on the board.

were	arrived	waited	went	got	saw
were	had	walked	was	got	had
said	read	were	saw	had	

- When you have all the verbs on the board, invite a student to come to the board and cross out all the regular verbs.
- Invite another student to cross out the past tense of the verb to be.
- When all the known verbs have been crossed out, tell students that these are also verbs in the past tense.
- Write a few sentences using the verbs:

**The past simple – irregular verbs**

They **went** into the museum. – **go** (present simple/infinitive)

They **saw** lots of interesting things. – **see** (present simple/infinitive)

– you have to learn the past simple of irregular verbs by heart

- Ask students what the present simple / infinitive form of these verbs is. (Some students will know it's *go* and *see*.)
- Write the present simple form on the board.
- Ask students to remember how we form the past simple of regular verbs. (They will say that we add the *-ed* ending.)
- Ask them if there is any rule for these other verbs. (They will say *no*.)
- Explain that is the reason why we call these verbs irregular and that we have to learn and remember the past simple of these verbs.
- Ask students to read aloud the examples in the Remember box.
- Draw their attention to the chart, and explain that the infinitive / present simple is in the first column, and the past simple tense is in the second.
- Explain the phonetic symbols in a basic way. (Tell students that these symbols help them to pronounce the verbs.)
- Draw two columns on the board.

Verb (infinitive / present simple)	Past Simple Tense
come	came
get	got
go	went
have	had
read	read
say	said
see	saw

- First write the infinitive form of the verbs.
- Invite students to come to the board and write the past simple form of the verbs.
- Draw students' attention to the list of irregular verbs, and explain that, every time they forget the past simple form of an irregular verb, they can look it up here.

- Students copy the sentences and the chart from the board.
- Ask students to name the easiest irregular verb. (Invite them to vote for Number 1 irregular verb.)

**Task D, p.130**

- Tell students to look at the sentences in task D.
- Tell them they have to make true sentences about the story using the words.
- Tell students to work in pairs and write sentences.
- Give them three minutes.
- Invite students to tell you how many sentences they have written, and ask them to read them aloud.



**Workbook, p.113, tasks D, E**

**Answer key:** Some suggested answers: The friends came /went to the museum/to the coffee bar. Ana got the tickets. Elliot and Sam read the article. Ella came later/ said "Hi everybody". John and Linda Doyle saw a ghost. Sam had an idea.

**TEACHING TIPS**

**Extra activity**

• **True or false?**

Divide students into two teams.

Each team has to think of 6 sentences using the words from task D.

The sentences can be true or false. (Students can add some of their own examples, but the sentences have to be connected with the story.)

When both teams are finished, organise a competition. Members of the teams come to the board and listen to a sentence from the opposing team. They have exactly 5 seconds to answer as to whether the sentence is true or false.

Every correct answer wins a point for the team.

• **The past-simple scramble**

Introduce some more irregular verbs, and write them on the board.

Verb (infinitive/present simple)	Past Simple Tense
write	wrote
run	ran
make	made
buy	bought
put	put

Write scrambled past simple forms of all the irregular verbs:

tower dame tup nra gobhut mace  
tog twen dha disa swa dear

Divide students into two groups.

Give each group a piece of paper.

The group to unscramble the verbs first is the winner.

Invite students to write the unscrambled past tense forms of the verbs on the board.

Tell students to copy the verbs from the chart and write the infinitives.

**HOMEWORK**

Workbook, p.112, Tasks A, B  
p.113, Tasks D, E

## REMEMBER!

### THE PAST SIMPLE – IRREGULAR VERBS

They waited for Ella. After 15 minutes they **went** into the museum.

We make the past simple of **regular verbs** with **-ed**.

But many verbs in English are **irregular**.

You have to **learn and remember** the past simple of **irregular verbs**.

VERB (simple form)	PAST SIMPLE	VERB (simple form)	PAST SIMPLE
come /kʌm/	came /keɪm/	read /ri:d/	read /red/
get /get/	got /got/	say /seɪ/	said /sed/
go /gəʊ/	went /went/	see /si:/	saw /sɔ:/
have /hæv/	had /həd/		

### Make six sentences.

The friends  
Ana  
Elliot and Sam  
Ella  
John and Linda Doyle  
Sam

came  
said  
read  
saw  
got  
went  
had

lots of interesting things.  
a drink.  
an article in the newspaper.  
the tickets.  
"Hi everybody".  
at 10.  
a ghost.  
an idea.  
on a bus.  
to the museum.  
on time.  
later.  
to the coffee bar.  
a backpack.



## LESSON 2

### INTRODUCTION

- Start the lesson by checking homework.
- Ask students a few questions about the story they read last lesson:  
*Where did the kids go last Saturday? (To the museum.)*  
*Was everybody on time? (No, Ella wasn't.)*  
*Where did they wait for her? (In front of the museum.)*  
*When did they go into the museum? (After a quarter of an hour.)*  
*How did they go home? (By bus.)*

#### Prepositions

The kids went **to** the museum.  
They waited **in front of** the museum.  
They went home **by** bus.  
They waited **for** Ella.

- Write some of their answers on the board:

They went **into** the museum.  
Ella wasn't **on** time.

- Underline/circle the prepositions and explain to students that these words are called prepositions.
- Ask students why they think prepositions are important. (They will probably say *because they tell us where something is.*)
- Ask them if they can name any other prepositions. (*under, between, over etc.*)



#### Workbook, Task C, p.112

- Tell students to look at the sentences and complete them with the correct words.
- Give them some time.
- Ask students to read the sentences aloud.
- Students copy the sentences from the board.

#### TEACHING TIPS

##### Extra activity

##### • Correct the mistakes

Write some sentences on the board. Tell students that each sentence has a mistake. Their task is to correct them.

You can divide students into groups, and the group to correct the mistakes first is the winner.

*Let's wait by Ella. (for)*

*The kids waited on the museum. (in front of)*

*Everybody arrived for time. (on)*

*Sam had an idea for this ghost. (about)*

*The kids got for the bus. (on)*

*Ella walked in front of the coffee bar. (into)*

*Mr Doyle is still into shock. (in)*

*The Egyptian woman walked on the room. (out of)*

*In Saturday, two visitors saw a ghost in the History Museum. (on)*

#### LEARNING TO LEARN

##### Task E, p.131

- Write 7 names on the board:

Gordon  
Harry  
Wendy said hello read a story  
Kate got up went to bed had breakfast  
Ronnie came home saw a bird  
Sid  
Sophie

- Explain to students that these are the names of 7 children.
- Pronounce every name, and ask students to repeat after you.
- Ask students if the names are girls' or boys' names.
- Ask them which of the names they like.
- Elicit some other British names.
- Write the following expressions on the board in random fashion:  
*said hello, read a story, got up, went to bed, had breakfast, came home, saw a bird*
- Tell students that these 7 kids did these 7 things.
- Ask them to guess which child did what. (Maybe they will see a connection between the first letter of the name and the first letter of the verb, but do not tell students the answers.)
- Tell students to look at the rap in task E.
- Ask them who did what. (*Who got up? Who had a shower? etc.*)
- Tell students to listen and clap to the rhythm.
- Play track 66 on the CD.
- Reproduce the rap with the whole class.
- Play the track again, and invite students to rap along.
- Ask seven students to read the rap aloud.
- Ask students to read the rap in pairs. (They can change pairs and read the rap again.)

#### Task E (Rap)

##### Track 66

##### GORDON GOT

Gordon got up.  
Gordon got on a bus.  
Gordon got to school.  
Gordon got a good mark.  
Gordon got a present.

##### HARRY HAD

Harry had a shower.  
Harry had breakfast.  
Harry had a lot of homework.  
Harry had a test.  
After that Harry had a rest.

##### WENDY WENT

Wendy went out.  
Wendy went for a walk.  
Wendy went to the cinema.  
Wendy went home.  
Wendy went to bed.

##### KATE CAME

Kate came alone.  
Kate came late.  
Kate came last.  
Kate came on foot.  
Kate came running.

##### RONNIE READ

Ronnie read a book.  
Ronnie read a newspaper.  
Ronnie read a story.  
Ronnie read a message.  
Ronnie read a letter.

##### SID SAID

Sid said Good morning.  
Sid said Please.  
Sid said Thank you.  
Sid said I'm sorry.  
Everybody said: *What a polite boy he is.*

##### SOPHIE SAW

Sophie saw her friends.  
Sophie saw a film.  
Sophie saw a play.  
Sophie saw a doctor.  
Sophie saw a clown.

**Answer key:** Student's answers.

## LEARNING TO LEARN

**E** First listen, then listen and read. After that read in pairs.



### GORDON GOT

Gordon got up.  
Gordon got on a bus.  
Gordon got to school.  
Gordon got a good mark.  
Gordon got a present.

### HARRY HAD

Harry had a shower.  
Harry had breakfast.  
Harry had a lot of homework.  
Harry had a test.  
After that Harry had a rest.

### WENDY WENT

Wendy went out.  
Wendy went for a walk.  
Wendy went to the cinema.  
Wendy went home.  
Wendy went to bed.

### KATE CAME

Kate came alone.  
Kate came late.  
Kate came last.  
Kate came on foot.  
Kate came running.

### RONNIE READ

Ronnie read a book.  
Ronnie read a newspaper.  
Ronnie read a story.  
Ronnie read a message.  
Ronnie read a letter.

### SID SAID

Sid said, "Good morning".  
Sid said, "Please".  
Sid said, "Thank you".  
Sid said, "I'm sorry".  
Everybody said, "What a polite boy he is".

### SOPHIE SAW

Sophie saw her friends.  
Sophie saw a film.  
Sophie saw a play.  
Sophie saw a doctor.  
Sophie saw a clown.

**F** Cover the texts and complete these sentences with the correct name.

- |                               |                          |
|-------------------------------|--------------------------|
| 1 _____ said, "Good morning". | 5 _____ came late.       |
| 2 _____ went for a walk.      | 6 _____ saw her friends. |
| 3 _____ read a story.         | 7 _____ had a test.      |
| 4 _____ got up.               |                          |

**G** Complete the sentences with the correct verb in the past simple tense.

- |                          |                              |
|--------------------------|------------------------------|
| 1 Harry _____ breakfast. | 5 Wendy _____ to the cinema. |
| 2 Ronnie _____ a book.   | 6 Gordon _____ a present.    |
| 3 Sophie _____ a film.   | 7 Sid _____, "Thank you".    |
| 4 Kate _____ alone.      |                              |

## SPEAKING AND WRITING

**H** Say and then write in your notebook:

This morning I got up at \_\_\_\_\_ . For breakfast I had \_\_\_\_\_ .

I went to school \_\_\_\_\_ (on foot / by bus / by car).

I got to school \_\_\_\_\_ (early / on time / late).

Our English teacher came in and said, \_\_\_\_\_ ("Hi" / "Hello" / "Good morning" / "Good afternoon").

The last book I read was \_\_\_\_\_ . The last film I saw was \_\_\_\_\_ .

### Task F, p.131

- Ask students to cover the texts and complete the sentences in task F with the correct names.
- Monitor students.
- Ask them to read the sentences aloud.

**Answer key:** 1-Sid, 2-Wendy, 3- Ronnie, 4-Gordon, 5-Kate,6-Sophie , 7-Hary.

### Task G, p.131

- Students cover the texts again.
- Tell them to complete the sentences with the correct verb in the past simple tense.
- Ask students to read the sentences aloud.
- Tell students to work in pairs and think of one more thing each of the children did. (Students might use some other irregular verbs, so help them if necessary.)
- Give them some time.
- Invite students to read their examples aloud.
- Let the class choose the best sentences (one for each child), and invite students to come to the board and write them.
- Students copy them into their notebooks.

**Answer key:** 1- had, 2- read, 3-saw, 4-came, 5-went, 6-got, 7-said.

#### TEACHING TIPS

##### Extra activity

- Word hunt

Divide students into seven groups, each group being one child from the rap.

Write some words in random fashion on the board.

Explain to students that they have to copy only the words connected with their child/name.

Give each group a piece of paper, and start the clock. (Students will get 100 seconds for the task.)

When the time is up, collect the papers and check the words. The group with the most correct words is the winner.

(There are 5 words for each group, but also some odd ones. Students aren't allowed to look in the books.)

up / shower / bed / *museum* / friends / foot / story  
please / *mummy* / bus / late / morning / out

letter / thank / play / test / *history* / last  
clown / *dentist* / school / *library* / homework / *maths*

film / walk / breakfast / alone / *lunch* / home

doctor / mark / *swimming* / message / sorry / rest  
running / newspaper / cinema / polite / *theatre*

present / *past* / book

## SPEAKING AND WRITING

### Task H, p.131

- Ask students how their day was, when they got up this morning, and what they had for breakfast.
- Tell students to look at the sentences in task H and complete them.
- Students write the answers.
- Tell students to work in pairs and read their answers aloud to their partners.
- Invite students to read the sentences aloud to the rest of the class.

#### TEACHING TIPS

##### Extra activity

- **Sentence builder**

Prepare verbs in the infinitive on slips of paper. (You can write only irregular verbs, or you can mix them with regular verbs.) Distribute slips to students. Tell students to think of, and write, a sentence in the past simple tense using the verb.

Give students some time. Invite students to read their examples aloud.

You can turn this activity into a competition. Divide the class into groups of 4-5 students. Give each group 4-5 slips with verbs on them. The task of the group is to write sentences in the past simple tense using the verbs, but they have a time limit (2 minutes or more.)

Start counting, and when the time is up, collect papers from the groups and read aloud the sentences they have written. Each group wins a point for each grammatically correct sentence.

## LEARNING TO LEARN

**E** First listen, then listen and read. After that read in pairs.



### GORDON GOT

Gordon got up.  
Gordon got on a bus.  
Gordon got to school.  
Gordon got a good mark.  
Gordon got a present.

### HARRY HAD

Harry had a shower.  
Harry had breakfast.  
Harry had a lot of homework.  
Harry had a test.  
After that Harry had a rest.

### WENDY WENT

Wendy went out.  
Wendy went for a walk.  
Wendy went to the cinema.  
Wendy went home.  
Wendy went to bed.

### KATE CAME

Kate came alone.  
Kate came late.  
Kate came last.  
Kate came on foot.  
Kate came running.

### RONNIE READ

Ronnie read a book.  
Ronnie read a newspaper.  
Ronnie read a story.  
Ronnie read a message.  
Ronnie read a letter.

### SID SAID

Sid said, "Good morning".  
Sid said, "Please".  
Sid said, "Thank you".  
Sid said, "I'm sorry".  
Everybody said, "What a polite boy he is".

### SOPHIE SAW

Sophie saw her friends.  
Sophie saw a film.  
Sophie saw a play.  
Sophie saw a doctor.  
Sophie saw a clown.

**F** Cover the texts and complete these sentences with the correct name.

- |                               |                          |
|-------------------------------|--------------------------|
| 1 _____ said, "Good morning". | 5 _____ came late.       |
| 2 _____ went for a walk.      | 6 _____ saw her friends. |
| 3 _____ read a story.         | 7 _____ had a test.      |
| 4 _____ got up.               |                          |

**G** Complete the sentences with the correct verb in the past simple tense.

- |                          |                              |
|--------------------------|------------------------------|
| 1 Harry _____ breakfast. | 5 Wendy _____ to the cinema. |
| 2 Ronnie _____ a book.   | 6 Gordon _____ a present.    |
| 3 Sophie _____ a film.   | 7 Sid _____, "Thank you".    |
| 4 Kate _____ alone.      |                              |

## SPEAKING AND WRITING

**H** Say and then write in your notebook:

This morning I got up at \_\_\_\_\_, For breakfast I had \_\_\_\_\_.

I went to school \_\_\_\_\_ (on foot / by bus / by car).

I got to school \_\_\_\_\_ (early / on time / late).

Our English teacher came in and said, \_\_\_\_\_ ("Hi" / "Hello" / "Good morning" / "Good afternoon").

The last book I read was \_\_\_\_\_. The last film I saw was \_\_\_\_\_.



### Workbook, Task F, p.113

- Ask students if they have any idea what book Ronnie read. Elicit their ideas.
- Tell them it was a fairy tale, and explain what fairy tales are. (A simple children's story about magical creatures, a story in which improbable events lead to a happy ending)
- (You can also explain what a tale is and what fairies are.)
- 
- Write the word on the board:

#### a fairy tale

- Play a DEFINITION game. Tell students you are going to describe a fairy tale and they have to guess which one.
- (To help the students, you can write the hangman version of the title of the fairy tale on the board, and also the initial letter.)

*This is a fairy tale about a princess who can't wake up; only a kiss from her true love can wake her. \_ \_ \_ \_ \_*

*\_\_\_\_\_ (Sleeping Beauty)*

*This is a story about three farm animals who fight against a wolf. \_ \_ \_ \_ \_ (Three little pigs)*

*This is a fairy tale about a brother and sister who get lost in the woods, and a witch keeps them in her house because she wants to eat them. \_ \_ \_ \_ \_*

*\_\_\_\_\_ (Hansel and Gretel)*

*This is a story about a girl who wants to visit her grandma in the forest. She is dressed in red. \_ \_ \_ \_ \_*

*\_\_\_\_\_ (Little Red Riding Hood)*

*This is a fairy tale about a young woman who tries on a glass slipper so that she can go to the ball. \_ \_ \_ \_ \_*

*\_\_\_\_\_ (Cinderella)*

*This is a story about a cat who wears boots. \_ \_ \_ \_ \_*

*\_\_\_\_\_ (Puss in Boots)*

*This is a fairy tale about a lovely girl who eats a poisoned apple. \_ \_ \_ \_ \_*

*\_\_\_\_\_ (Snow White)*

- When you have all the titles on the board, ask students if they can tell you something more about the stories. Elicit their ideas, but do not spend much time on retelling the stories.
- Tell students to look at the sentences in task F and complete them with the correct titles.
- Give them some time.
- Invite students to read the sentences aloud.
- Discuss their favourite fairy tales, and ask them why they are their favourites.

### HOMEWORK

Workbook, p.113, Tasks F, G

Student's Book, p. 131, Task H – copy the sentences into the notebook



## LEARNING TO LEARN

**E** First listen, then listen and read. After that read in pairs.



### GORDON GOT

Gordon got up.  
Gordon got on a bus.  
Gordon got to school.  
Gordon got a good mark.  
Gordon got a present.

### HARRY HAD

Harry had a shower.  
Harry had breakfast.  
Harry had a lot of homework.  
Harry had a test.  
After that Harry had a rest.

### WENDY WENT

Wendy went out.  
Wendy went for a walk.  
Wendy went to the cinema.  
Wendy went home.  
Wendy went to bed.

### KATE CAME

Kate came alone.  
Kate came late.  
Kate came last.  
Kate came on foot.  
Kate came running.

### RONNIE READ

Ronnie read a book.  
Ronnie read a newspaper.  
Ronnie read a story.  
Ronnie read a message.  
Ronnie read a letter.

### SID SAID

Sid said, "Good morning".  
Sid said, "Please".  
Sid said, "Thank you".  
Sid said, "I'm sorry".  
Everybody said, "What a polite boy he is".

### SOPHIE SAW

Sophie saw her friends.  
Sophie saw a film.  
Sophie saw a play.  
Sophie saw a doctor.  
Sophie saw a clown.

**F** Cover the texts and complete these sentences with the correct name.

- |                               |                          |
|-------------------------------|--------------------------|
| 1 _____ said, "Good morning". | 5 _____ came late.       |
| 2 _____ went for a walk.      | 6 _____ saw her friends. |
| 3 _____ read a story.         | 7 _____ had a test.      |
| 4 _____ got up.               |                          |

**G** Complete the sentences with the correct verb in the past simple tense.

- |                          |                              |
|--------------------------|------------------------------|
| 1 Harry _____ breakfast. | 5 Wendy _____ to the cinema. |
| 2 Ronnie _____ a book.   | 6 Gordon _____ a present.    |
| 3 Sophie _____ a film.   | 7 Sid _____, "Thank you".    |
| 4 Kate _____ alone.      |                              |

## SPEAKING AND WRITING

**H** Say and then write in your notebook:

This morning I got up at \_\_\_\_\_ . For breakfast I had \_\_\_\_\_ .

I went to school \_\_\_\_\_ (on foot / by bus / by car).

I got to school \_\_\_\_\_ (early / on time / late).

Our English teacher came in and said, \_\_\_\_\_ ("Hi" / "Hello" / "Good morning" / "Good afternoon").

The last book I read was \_\_\_\_\_ . The last film I saw was \_\_\_\_\_ .

## 7.2. THE SHARK AND THE GHOST

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: უცბ. დანყ. (II):  
1,2,3,4,5,6,7,8,9,10,13,14

- GRAMMAR**
- the past simple in negative sentences
  - the past simple in questions and short answers
  - irregular verbs

- FUNCTIONS**
- asking for information about past events

- VOCABULARY**
- vocabulary relating to the HBMC (detective story)

### SKILLS

- READING**
- Episode 1: Elliot gets a letter
  - Episode 3: Elliot talks to Zack
- LISTENING**
- Episode 2: Sam plays detective
  - Episode 3: Elliot talks to Zack
- SPEAKING**
- asking questions about past events
  - answering questions about past events
- WRITING**
- completing a text – negative sentences in the past simple tense
  - making questions
  - answering questions

### CULTURE and CLIL

- detective story

## LESSON 1

### INTRODUCTION

- Start the lesson by checking homework.
- As a warm-up, play an ASSOCIATION game.
- Draw an empty grid with letters and numbers on the board.
- Divide the class into two teams.
- Teams take turns to open fields.
- Write the corresponding words.
- If they guess the solution of the column, they get one point and a chance to have another go. If not, the other team opens a field.
- If the team guesses the final solution, they get 3 points.

	A	B	C	D
1	Hercule Poirot	woman	a guitar	___ a bus
2	Sherlock Holmes	Gaga	a piano	___ friends
3	police	polite and nicely dressed	a trumpet	___ Universe
4	investigate	opposite of gentleman	a violin	___ a spot?
	DETECTIVE	LADY	INSTRUMENT	MISS

- The solution is the Miss Agatha story. (Remind students of the story Miss Agatha investigates if they do not see the connections. You can explain why some words are associated with the solution.)
- Ask students that they will investigate again, but this time a different case.

### TEACHING TIPS

#### Extra activity

##### • Association game 2

You can play one more association game to elicit the title of the first episode.

	A	B	C	D
1	Tess	ready	have _ shower	get
2	books	angry	the alphabet	envelope
3	broom	dressed	the best mark	send
4	magic	up	have _ rest	write
	ELLIOT	GET +s	A	LETTER

### READING

#### Episode one: Elliot gets a letter

##### Task A, p.132

- Ask students if they write letters. (They might say yes.)
- Ask them questions like: Who do you write letters to? What do you write about? Do you get letters? Who from? Do you write notes or e-mails? Who to? What do you write in e-mails and notes?
- Tell students to look at the picture in task A.
- Ask them what they can see. (A letter.)
- Ask them who it is from. (Shark)
- Ask them why they think the person who wrote the letter chose Shark as their secret name. (They will have ideas like: because sharks are dangerous, everybody is afraid of them etc.)
- Explain to students they will try to solve a case together with the members of the HBMC.
- Tell them that Elliot found a letter in his pocket during the break.
- Ask students to read the letter silently.
- Ask them if they have any idea who Shark is. (Maybe some students will know it's Pete.)
- Read the letter aloud.
- As you read, repeat the difficult expressions, explain the new words, and write them on the board.

invite  
hiding place  
wife  
believe  
once  
revenge  
warn

- Invite a student to read the letter aloud.
- Ask students to read the letter aloud in pairs.
- Students copy the words from the board.



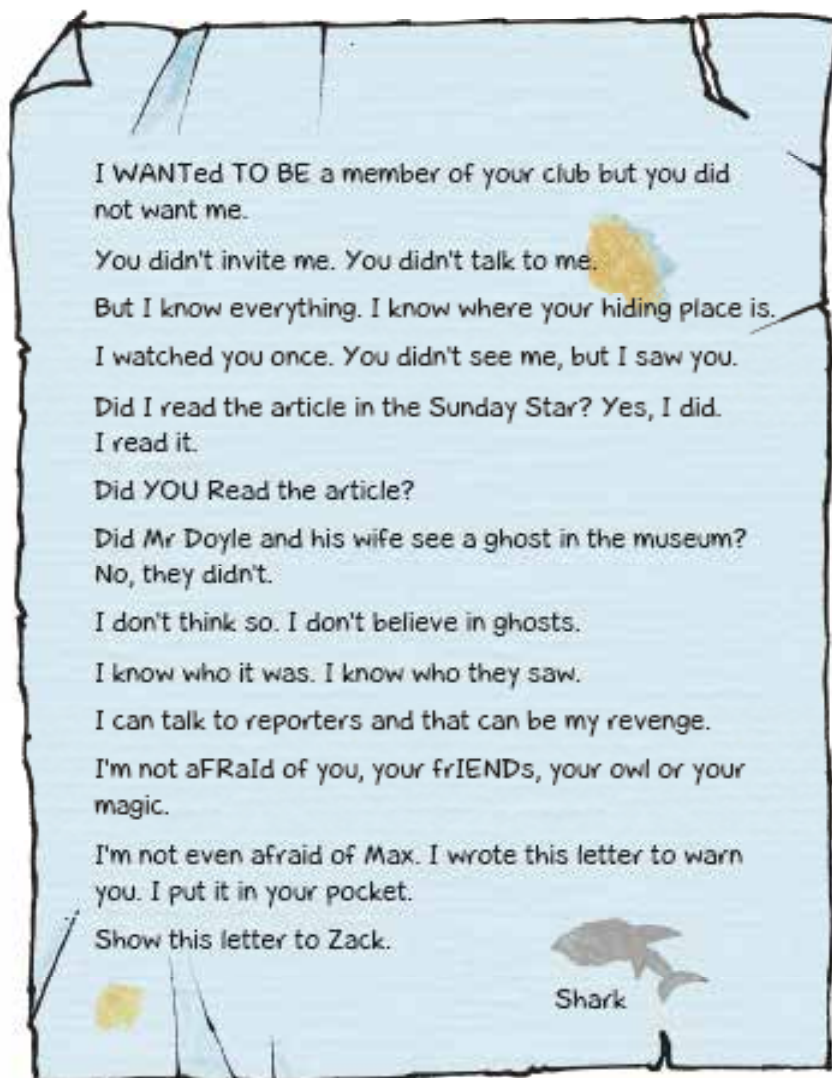
Workbook, p.114, task A

Answer key: Shark (Pete)

## READING

## EPISODE ONE: Elliot gets a letter

- A** During the break, Elliot found a letter in his pocket. Read the letter. Who do you think wrote it? Who is Shark?



- B** Do you remember? Answer the questions.

- 1 What does Shark know?
- 2 Does Shark believe in ghosts?
- 3 What can Shark's revenge be?
- 4 Who must Elliot show this letter to?

**Task B, p.132**

- Ask students to look at the questions in task B.
- Give students some time to think of the answers.
- Invite students to read the questions and answers aloud.

**Answer key:** 1 – He knows where the kids meet and who the ghost is. 2 - No, he doesn't. 3 Students' answer (suggested: go to their place, reveal their secrets/ghost story), 4 - to Zack.

**TEACHING TIPS****Extra activity****• Noughts and crosses**

Divide students into two teams. Teams take turn to open the 9 fields on the board. To get a point, they have to answer the question correctly. The aim of the team is to have 3 symbols in a row.

1	2	3
4	5	6
7	8	9

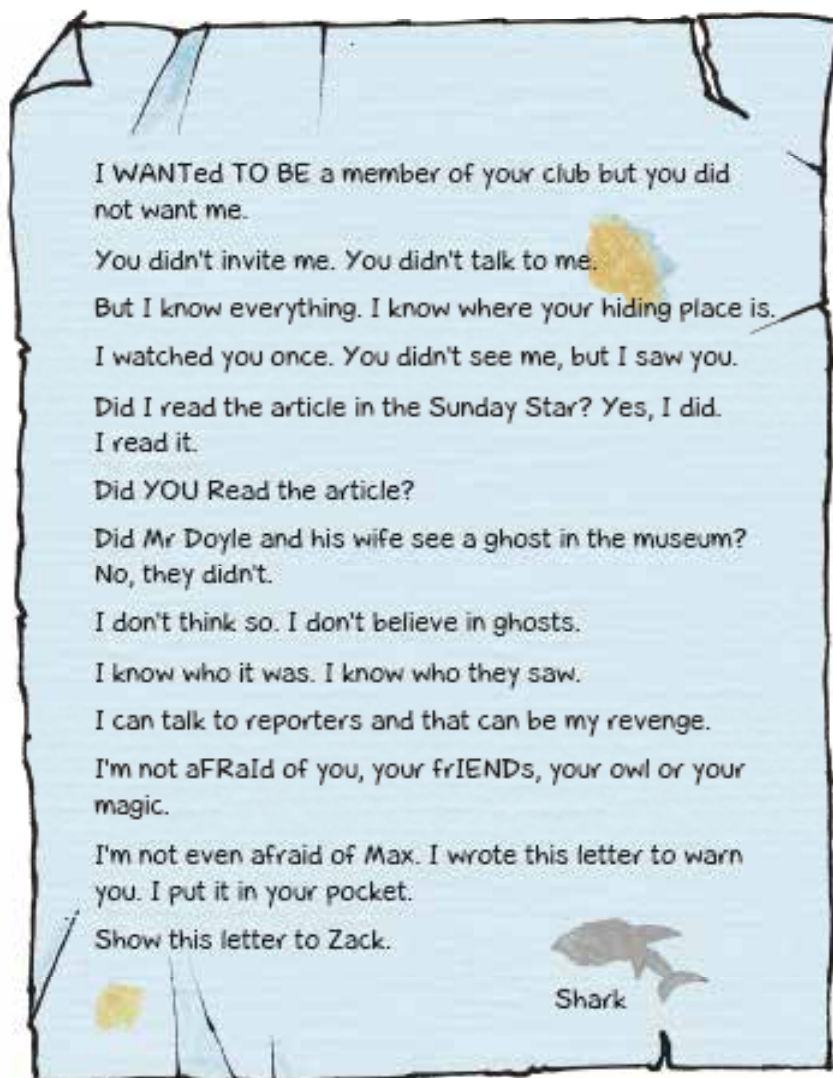
Questions:

1. *Why did Shark write this letter?*
2. *Who isn't Shark afraid of?*
3. *What did Shark want in the beginning?*
4. *How many times did Shark watch the HMBC members?*
5. *Which newspaper was the article in?*
6. *What names does Shark mention in the letter?*
7. *Who must Elliot show this letter to?*
8. *What could Shark's revenge be?*
9. *What does Shark know?*

## READING

## EPISODE ONE: Elliot gets a letter

- A** During the break, Elliot found a letter in his pocket. Read the letter. Who do you think wrote it? Who is Shark?



- B** Do you remember? Answer the questions.

- 1 What does Shark know?
- 2 Does Shark believe in ghosts?
- 3 What can Shark's revenge be?
- 4 Who must Elliot show this letter to?

**REMEMBER!, p.133****THE PAST SIMPLE – NEGATIVE SENTENCES**

- Tell students to find all the examples of negative sentences in the letter.
- Ask students to read aloud the sentences they have found.
- As they read them, write the sentences on the board.

**The past simple – negative sentences**

I **wanted** to be a member of your club but you **did not want** me.

You **didn't invite** me.

You **didn't talk** to me.

did not – didn't (short form)

I **saw** you, but you **didn't see** me.

didn't /did not + simple/infinitive form of the verb

- Ask students what they notice in these sentences. (They will probably say *did not* and *didn't*).
- Explain the short form of did not: didn't.
- Point to the positive form in the first sentence. (Highlight the *-ed* ending.)
- Contrast it with the verb in the negative form.
- Ask students if they notice any difference. (They will see that there is no ending in the negative sentence.)
- Tell students to read aloud the sentences in the Remember box.
- Write the sentences with irregular verbs on the board.
- Ask students if saw is a regular or an irregular verb. (They will know it is an irregular verb.)
- Ask them what happens with this verb in a negative sentence.
- Underline see in the sentence. (Students will probably say that it returns back to the simple/infinitive form of the verb.)
- Students copy the sentences from the board.

**Workbook, p.114, task B****TEACHING TIPS****Extra activity**

- **Negative transformer**

Write some verbs in simple/infinitive form on the board.

Write them in two columns.

Regular verbs	Irregular verbs
play	see
want	come
invite	have
talk	say
show	go

Tell students to choose 1 regular and one irregular verb and make 2 sentences in the past simple tense. (They can write them on a separate piece of paper.) Monitor them, and help if necessary.

Tell students to give their sentences to their partners. Their task is to make the sentences negative.

Give students some time, and help if necessary. Invite students to read the positive and negative sentences aloud.

**THE PAST SIMPLE – QUESTIONS AND SHORT ANSWERS**

- Tell students to find all the examples of question sentences in the letter.
- Ask students to read aloud the questions they have found.
- As they read them, write some of the questions on the board.
- Add one question with a regular verb.

**The past simple – questions and short answers**

**Did** I **read** the article in the Sunday Star? Yes, I **did**.

**Did** Mr Doyle and his wife **see** a ghost? No, they **didn't**.

**Did** you **want** to scare them? No, you didn't.

- Ask students what word they notice in these sentences. (They will probably say *did*).
- Point to the verb in each question and underline it.
- Ask students if it has an ending or is in the past simple form (irregular verbs). (They will say *no, it has no ending and it doesn't change into affirmative past simple form.*)
- Compare it with the verb in the negative form.
- Ask students if they notice any difference. (They will see that there is no ending in the negative sentence.)
- Ask students to find some short answers to the questions in the letter.
- Ask them to read them aloud.
- As they read them, write them on the board.
- Ask them what word is repeated in short answers. (They will say *did* and *didn't*.)
- Explain that we use *did* in positive/yes answers and *didn't* in negative/no answers.
- Tell students to read aloud the sentences in the Remember box.
- Ask a student to explain the use of past simple in questions and short answers in Georgian to the other students.

**TWO MORE IRREGULAR VERBS**

- Ask them to read aloud two more irregular verbs in the Remember box.
- Write them on the board.

Verb (infinitive / present simple)	Past Simple Tense
put	<i>put</i>
write	<i>wrote</i>

- Ask them if they remember an irregular verb that also doesn't change in past simple. (Students will probably say read.)
- Explain that the difference with the verb READ is in pronunciation, not in spelling, but in PUT the pronunciation is the same.
- Students copy the questions and the verbs from the board.

**Workbook, p.115, task D**

## REMEMBER!

### THE PAST SIMPLE – NEGATIVE SENTENCES

I **wanted** to be a member of your club but you **did not want** me.  
I **saw** you but you **didn't see** me.

We make the **negative past simple** with **did not** or **didn't** and the **simple form of the verb**.

### THE PAST SIMPLE – QUESTIONS AND SHORT ANSWERS

**Did I read** the article in the Sunday Star? **Yes, I did.**  
**Did Mr Doyle and his wife see** a ghost? **No, they didn't.**  
**Did you want** to scare them? **No, I didn't.**

We make **questions in the past simple** with **did** and the **simple form of the verb**.  
Short answers are with **did** or **didn't**.

### TWO MORE IRREGULAR VERBS

VERB (simple form)    PAST SIMPLE

put /put/

put /put/

VERB (simple form)    PAST SIMPLE

write /raɪt/

wrote /raʊt/

## EPISODE TWO: Sam plays detective

**C** Look at the picture. What is going on?

**D** Sam is talking to Ella. Listen, then answer the questions.



track 02

- 1 Who was the ghost at the museum?
- 2 How does she feel now?
- 3 What should she do?
- 4 Does Sam think that she is a good actress?



**E** Listen again and answer the questions.

Use: **Yes, she did.**, **No, she didn't.**, **Yes, they did.** and **No, they didn't.**



track 02

- 1 Did Ella read the article in The Sunday Star? \_\_\_\_\_
- 2 Did Mr Doyle and his wife see a ghost? \_\_\_\_\_
- 3 Did Mr Doyle and his wife see Ella? \_\_\_\_\_
- 4 Did Ella scare two people? \_\_\_\_\_
- 5 Did she want to scare them? \_\_\_\_\_
- 6 Did she call the Doyles? \_\_\_\_\_

## TEACHING TIPS

### Extra activity

#### • Question maker

Tell students to work in pairs and write 3 questions beginning with *Did*.

Write a few examples on the board:

*Did you go to the park yesterday?*  
*Did you watch a good film last night?*  
*Did you buy apples in the shop yesterday?*

Give students time. Monitor them, and help if necessary.

When pairs are finished, they take turns to ask and answer the questions. They should write their answers in the notebooks.

Invite students to read their questions and answers aloud.

Write a few good examples on the board, and tell other students to copy and answer them.

## Episode two: Sam plays detective

### Task C, p.133

- Write the following scrambled words on the board.

MAS SLAPY CEDEVITET

### Sam plays detective

- Ask students to unscramble the words to get the title of the new episode. (Some students will probably know the title because they have read it before.)
- When students guess the title, write it on the board.
- Ask students what Sam is investigating. (a ghost mystery)
- Tell students to look at the picture and guess what is happening. (Sam is talking to Ella about the ghost in the museum.)

**Answer key:** An interview.

### Task D, p.133

- Tell students they are going to listen to Sam talking to Ella.
- Draw their attention to the four questions.
- Play track 67 on the CD.
- Invite students to read the questions and answers aloud.

## Tasks D/E

### Track 67

**Sam:** Did you read the article in The Sunday Star?

**Ella:** Yes, I did. I read it. It was very interesting.

**Sam:** Tell me Ella. Did Mr Doyle and his wife see a ghost?

**Ella:** No they didn't. They didn't see a real ghost. There are no ghosts in the museum.

**Sam:** What did they see? Did they see you?

**Ella:** Well... yes, they did. They saw me.

**Sam:** So, you were the ghost.

**Ella:** Yes, I was. I was the ghost.

**Sam:** Oh Ella, you scared two people. Did you want to scare them?

**Ella:** No, of course I didn't. I'm really sorry about that.

**Sam:** I think you should call Mr and Mrs Doyle and say you are sorry.

**Ella:** I did. I called them and explained everything.

**Sam:** So, you did. Were they angry at you?

**Ella:** No, they weren't angry. They were very kind.

**Sam:** Fine then. And, by the way, you are a very good actress.

**Answer key:** 1 Ella. 2- She is sorry, 3- Call Mr and Mrs Doyle. 4- Yes, he does.

### Task E, p.133

- Tell students to look at the questions in task E.
- Ask students to read them aloud.
- Tell them you are going to play the track again and their task is to answer the questions using short answers.
- Play track 67 again.
- Ask students to read the questions and answers aloud.
- Explain any new words, and write them on the board.

scare  
real  
explain

- Students copy the words from the board.
- Tell students to close their books.
- Write the answers to task E on the board:

*Yes, she did. Did Ella read the article in The Sunday Star?*

*No, they didn't. Did Mr Doyle and his wife see a ghost?*

*Yes, they did. Did Mr Doyle and his wife see Ella?*

*Yes, she did. Did Ella scare two people?*

*No, she didn't. Did she want to scare them?*

*Yes, she did. Did she call the Doyles?*

Challenge students to reconstruct the questions. You can write the questions students say on the board next to the answers.

**Answer key:** 1- Yes, she did. 2- No they didn't really (they thought they did). 3- No, they didn't. 4- Yes, she did, 5- No, she didn't. 6- Yes, she did.



## REMEMBER!

### THE PAST SIMPLE – NEGATIVE SENTENCES

I **wanted** to be a member of your club but you **did not want** me.  
I **saw** you but you **didn't see** me.

We make the **negative past simple** with **did not** or **didn't** and the **simple form of the verb**.

### THE PAST SIMPLE – QUESTIONS AND SHORT ANSWERS

**Did I read** the article in the Sunday Star? **Yes, I did.**  
**Did Mr Doyle and his wife see** a ghost? **No, they didn't.**  
**Did you want** to scare them? **No, I didn't.**

We make **questions in the past simple** with **did** and the **simple form of the verb**.  
Short answers are with **did** or **didn't**.

### TWO MORE IRREGULAR VERBS

VERB (simple form)    PAST SIMPLE

put /put/

put /put/

VERB (simple form)    PAST SIMPLE

write /raɪt/

wrote /raʊt/

## EPISODE TWO: Sam plays detective

**C** Look at the picture. What is going on?

**D** Sam is talking to Ella. Listen, then answer the questions.



track 62

- 1 Who was the ghost at the museum?
- 2 How does she feel now?
- 3 What should she do?
- 4 Does Sam think that she is a good actress?



**E** Listen again and answer the questions.

Use: **Yes, she did.**, **No, she didn't.**, **Yes, they did.** and **No, they didn't.**



track 63

- 1 Did Ella read the article in The Sunday Star? \_\_\_\_\_
- 2 Did Mr Doyle and his wife see a ghost? \_\_\_\_\_
- 3 Did Mr Doyle and his wife see Ella? \_\_\_\_\_
- 4 Did Ella scare two people? \_\_\_\_\_
- 5 Did she want to scare them? \_\_\_\_\_
- 6 Did she call the Doyles? \_\_\_\_\_

**Task F, p.134**

- Tell students that Sam asks Ella some more questions.
- Ask them to read aloud and translate the questions from task F.
- Ask them what these questions have in common. (Students will notice they all begin with WH words).
- Ask them if they remember where we put the WH words in questions. (*At the beginning of the question.*)
- Tell students to try to match the questions to the answers.
- Give them some time.
- Play track 68 on the CD.
- Ask students to read the questions and answers aloud.
- Explain the new words, and write them on the board.

make up  
fool  
toilet  
get the idea

- Tell students to close their books.
- Write the scrambled questions from task F on the board.

did / get / wig / where / you / the ?  
you / why / it / do / did ?  
to the museum / you / when / come / did ?  
put on / you / did / the wig / where ?  
you / to do / get the idea / how / this / did ?  
your / did / have / bag / you / what / in ?

- Tell students to work in pairs and unscramble the questions.
- Give students some time.
- Monitor them, and help if necessary.
- Invite students to come to the board and write the questions.
- When all the unscrambled questions are on the board, ask students to answer them.
- Students copy the words from the board.



**Workbook, p.115, task C**

**Answer key:** 5, 4, 2, 6, 1, 3.

**Tapescript  
Track 68**

- 1 When did you come to the museum?  
I came early, before you.
- 2 What did you have in your bag?  
I had a black wig and some make up.
- 3 Where did you put on the wig?  
I put it on in the toilet.
- 4 Where did you get the wig?  
I got it from my aunt. She works at the theatre.
- 5 How did you get the idea to do this?  
I saw a picture of an Egyptian woman in a book.
- 6 Why did you do it?  
I did it because I wanted to fool you, Elliot and Ana.

**TEACHING TIPS**

Answer Pete: You can discuss with students how they would answer Pete if he sent them a letter like that. What would you do if you got a letter from Pete?

**Extra activity**

• **Make questions**

Divide students into 4 groups.

Give each group two sentences written on slips of paper. Both sentences are in past simple tense, one with a regular verb, one with an irregular verb.

Tell students to make questions using DID.

Write an example on the board.

*Elliot got a letter. Did Elliot get a letter?*

Sentences:

Regular verbs	Irregular verbs
Ella wanted to scare the Doyles.	Shark wrote the letter.
Sam talked to Ella.	Shark put the letter in Elliot's pocket.
Elliot showed Zack the letter.	Elliot read the letter.
Pete watched the HBMC members.	Mr and Mrs Doyle saw the ghost
Ella called the Doyles.	Ella had a wig.
Elliot, Sam and Ana waited in front of the museum.	Elliot, Sam and Ana went to the museum.
Ella walked into the coffee bar.	Ella said that she had some clothes in the backpack.

Give students time to write the questions. Monitor them, and help if necessary.

Invite members of the group to read aloud the questions they have written. Other students should try to answer them.

**HOMEWORK**

Workbook, p.114, Tasks A, B  
p.115, Tasks C, D, E

**F**

Sam asks Ella some questions. Match the questions to the answers. Then listen and check.



- |  |                                     |  |
|--|-------------------------------------|--|
| 1 When did you come to the museum?     | <input type="checkbox"/>            | I saw a picture of an Egyptian woman in a book.        |
| 2 What did you have in your bag?       | <input type="checkbox"/>            | I got it from my aunt. She works at the theatre.       |
| 3 Where did you put on the wig?        | <input type="checkbox"/>            | I had a black wig and some make-up.                    |
| 4 Where did you get the wig?           | <input type="checkbox"/>            | I did it because I wanted to fool you, Elliot and Ana. |
| 5 How did you get the idea to do this? | <input checked="" type="checkbox"/> | I came early, before you.                              |
| 6 Why did you do it?                   | <input type="checkbox"/>            | I put it on in the toilet.                             |

## EPISODE THREE: Elliot talks to Zack

**G**

Do you remember?

- 1 What did Elliot get in Episode One?
- 2 Where was the letter?
- 3 What was the last sentence of the letter?

**H**

Complete the conversation of the two boys. Use **did** or **didn't**. Then listen and check.



**Elliot:** What do you think? \_\_\_\_\_

Pete write the letter?

**Zack:** Yes, he \_\_\_\_\_.

**Elliot:** Why \_\_\_\_\_ he use the code name *Shark*?

**Zack:** Because sharks are his favourite animals.

**Elliot:** Why \_\_\_\_\_ he write the letter? \_\_\_\_\_ he want to scare us?

**Zack:** No, he \_\_\_\_\_. He wanted to send a secret message.

**Elliot:** What secret message?

**Zack:** There's a secret message in the letter. \_\_\_\_\_ you look at the letter carefully?

**Elliot:** Yes, I \_\_\_\_\_.

**Zack:** No, you \_\_\_\_\_. Look at the capital letters! What do they spell?

**Elliot:** Oh, I see! So the letter is horrible, but the message is nice.

**Zack:** Yes, I think Pete wants to change.



**I** What is the secret message? Look at the letter. Can you see the secret message?

## LESSON 2

### INTRODUCTION

- Start the lesson by checking homework.
- For a warm-up, play REORDER THE STORY.
- Copy the sentences from task E, workbook, page 115 (which students had for homework) on slips of paper.
- Copy the slips four times.
- Divide the class into four groups, and give each group one set of sentences.
- Give students some time.
- The first group to finish comes to the board and sticks the sentences in the correct order.

Sentences:

1. Last Saturday Ella wasn't late.
2. She got to the museum early.
3. She had a backpack.
4. She didn't have clothes in it.
5. She had a wig and some make-up in it.
6. She got them from her aunt at the theatre.
7. She didn't wait for the others to come.
8. She went to the toilet and put the wig on.
9. Then she went to the Egyptian room.
10. Mr and Mrs Doyle didn't see a ghost there.
11. They saw Ella.

### TEACHING TIPS

#### Extra activity

##### • Complete the sentences

Tell students to try to complete the sentences from Shark's letter. Write them on the board, or you can divide the class into two teams and give each team 5 sentences. (Students must not look in their books.) The first team to complete the sentences correctly is the winner.

Sentences:

I wanted to be a \_\_\_\_\_ of your \_\_\_\_\_ but you did not want me. (member, club)  
You didn't \_\_\_\_\_ me to your club (invite)  
I know where your \_\_\_\_\_ is. (hiding place)  
I watched you \_\_\_\_\_. (once)  
Did I read the \_\_\_\_\_ in the \_\_\_\_\_ Star? (article, Sunday)  
Did Mr Doyle and \_\_\_\_\_ see a \_\_\_\_\_ in the museum? (his wife, ghost)  
I don't \_\_\_\_\_ in ghosts. (believe)  
I can talk to \_\_\_\_\_, and that can be my \_\_\_\_\_. (reporters, revenge)  
I'm not afraid of you, your friends, your \_\_\_\_\_ or your magic. (owl)  
I wrote this letter to \_\_\_\_\_ you. (warn)  
I put it in your \_\_\_\_\_. (pocket)

When the first team is finished, end the game. Invite students to read the sentences and missing words aloud.

Tell members of the team to write only the missing words on the board. (If the word is not written correctly, the other team is the winner then, unless that team also misspells their word.)

Make sure that both teams get the same number of missing words in the sentences.

### Task G, p.134

- Ask students the questions from task G.  
*What did Elliot get in Episode One?*  
*Where was the letter?*  
*What was the last sentence of the letter?*
- Ask them if they think Elliot will show the letter to Zack and whether they can guess what Zack will say. (Accept all students' ideas.)

**Answer key:** 1 - A letter. 2 - In his pocket 3 - Show this letter to Zack

### Task H, p.134

- Tell students to look at the conversation between Elliot and Zack.
- Tell them to complete it with did and didn't.
- Give students some time.
- Tell them to listen to the track and check their answers.
- Play track 69 on the CD.
- Invite students to read the dialogue aloud.
- Explain new words, and write them on the board.

use  
a code name  
a secret message  
carefully  
capital letters  
horrible

- Ask students to practise reading the dialogue in pairs.
- Monitor them, and help if necessary.
- Invite pairs to read the dialogue aloud.
- In the end, the class can vote for the best pair.

### TEACHING TIPS

#### Extra activity

##### • Translation reading

Say sentences from the dialogue in task H in Georgian. Students have to find them in the text and read them out loud.

You can do this activity as a team game. Divide the class into two teams. Each team gets a sentence. For each correct sentence, the team wins a point. If the sentence is not correct, the other team gets a chance to find it or translate it.

Examples:

რას ფიქრობ?  
რატომ გამოიყენა კოდური სახელი „ზვიგენი“?  
რატომ დანერა წერილი?  
ჩვენი შეშინება უნდოდა?  
წერილში საიდუმლო შეტყობინებაა.  
ყურადღებით შეხედე წერილს?  
შეხედე მთავრულ ასოებს.  
წერილი საზარელია, მაგრამ შეტყობინება კარგია.

**Answer key:** Did, did, did, did, did, didn't, did, did, didn't.

**F**

Sam asks Ella some questions. Match the questions to the answers. Then listen and check.



- |  |                                     |  |
|--|-------------------------------------|--|
| 1 When did you come to the museum?     | <input type="checkbox"/>            | I saw a picture of an Egyptian woman in a book.        |
| 2 What did you have in your bag?       | <input type="checkbox"/>            | I got it from my aunt. She works at the theatre.       |
| 3 Where did you put on the wig?        | <input type="checkbox"/>            | I had a black wig and some make-up.                    |
| 4 Where did you get the wig?           | <input type="checkbox"/>            | I did it because I wanted to fool you, Elliot and Ana. |
| 5 How did you get the idea to do this? | <input checked="" type="checkbox"/> | I came early, before you.                              |
| 6 Why did you do it?                   | <input type="checkbox"/>            | I put it on in the toilet.                             |

## EPISODE THREE: Elliot talks to Zack

**G**

Do you remember?

- 1 What did Elliot get in Episode One?
- 2 Where was the letter?
- 3 What was the last sentence of the letter?

**H**

Complete the conversation of the two boys. Use **did** or **didn't**. Then listen and check.



**Elliot:** What do you think? \_\_\_\_\_

Pete write the letter?

**Zack:** Yes, he \_\_\_\_\_.

**Elliot:** Why \_\_\_\_\_ he use the code name *Shark*?

**Zack:** Because sharks are his favourite animals.

**Elliot:** Why \_\_\_\_\_ he write the letter? \_\_\_\_\_ he want to scare us?

**Zack:** No, he \_\_\_\_\_. He wanted to send a secret message.

**Elliot:** What secret message?

**Zack:** There's a secret message in the letter. \_\_\_\_\_ you look at the letter carefully?

**Elliot:** Yes, I \_\_\_\_\_.

**Zack:** No, you \_\_\_\_\_. Look at the capital letters! What do they spell?

**Elliot:** Oh, I see! So the letter is horrible, but the message is nice.

**Zack:** Yes, I think Pete wants to change.



**I** What is the secret message? Look at the letter. Can you see the secret message?

**Task H****TRACK 69**

**Elliot:** What do you think? Did Pete write the letter?

**Zack:** Yes, he did.

**Elliot:** Why did he use the code name "Shark"?

**Zack:** Because sharks are his favourite animals.

**Elliot:** Why did he write the letter? Did he want to scare us?

**Zack:** No, didn't. He wanted to send a secret message.

**Elliot:** What secret message?

**Zack:** There's a secret message in the letter. Did you look at the letter carefully?

**Elliot:** Yes, I did.

**Zack:** No, you didn't. Look at the capital letters. What do they spell?

**Elliot:** Oh, I see. So the letter is horrible but the message is nice.

**Zack:** Yes, I think Pete wants to change.

**Task I, p.134**

- Tell students to try to find the secret message in the letter.
- Give them some time.
- Invite students to read the secret message aloud and explain it to other students.
- Ask them if they have ever written a coded message to their friends. (Some students will say yes.)
- Elicit their ideas on how to write a coded message. (Students will probably explain it in Georgian.)
- Ask students if they remember when Pete decided to change. (*After he watched a very sad film on TV the other day.*)

**Answer key:** I want to be your friend.

**F**

Sam asks Ella some questions. Match the questions to the answers. Then listen and check.



- |  |                                     |  |
|--|-------------------------------------|--|
| 1 When did you come to the museum?     | <input type="checkbox"/>            | I saw a picture of an Egyptian woman in a book.        |
| 2 What did you have in your bag?       | <input type="checkbox"/>            | I got it from my aunt. She works at the theatre.       |
| 3 Where did you put on the wig?        | <input type="checkbox"/>            | I had a black wig and some make-up.                    |
| 4 Where did you get the wig?           | <input type="checkbox"/>            | I did it because I wanted to fool you, Elliot and Ana. |
| 5 How did you get the idea to do this? | <input checked="" type="checkbox"/> | I came early, before you.                              |
| 6 Why did you do it?                   | <input type="checkbox"/>            | I put it on in the toilet.                             |

## EPISODE THREE: Elliot talks to Zack

**G**

Do you remember?

- 1 What did Elliot get in Episode One?
- 2 Where was the letter?
- 3 What was the last sentence of the letter?

**H**

Complete the conversation of the two boys. Use **did** or **didn't**. Then listen and check.



**Elliot:** What do you think? \_\_\_\_\_

Pete write the letter?

**Zack:** Yes, he \_\_\_\_\_.

**Elliot:** Why \_\_\_\_\_ he use the code name *Shark*?

**Zack:** Because sharks are his favourite animals.

**Elliot:** Why \_\_\_\_\_ he write the letter? \_\_\_\_\_ he want to scare us?

**Zack:** No, he \_\_\_\_\_. He wanted to send a secret message.

**Elliot:** What secret message?

**Zack:** There's a secret message in the letter. \_\_\_\_\_ you look at the letter carefully?

**Elliot:** Yes, I \_\_\_\_\_.

**Zack:** No, you \_\_\_\_\_. Look at the capital letters! What do they spell?

**Elliot:** Oh, I see! So the letter is horrible, but the message is nice.

**Zack:** Yes, I think Pete wants to change.



**I** What is the secret message? Look at the letter. Can you see the secret message?

### Task J, p.135

- Ask students to read the questions silently.
- Tell them to work in pairs and think of the answers.
- Invite students to read the questions and answers aloud.
- Discuss the last question about how Pete can change. (*What do you think he will do? Compare Pete before and after he decided to change.*)



### Workbook, p.115, Task F

**Answer key:** 1- Shark is his favourite animal. 2- Not really (he wanted to send a secret message—he wants to be their friend). 3-Yes, he did. 4- Elliot and Zack. 5- He thinks Pete wants to change. 6- Students answers.

#### TEACHING TIPS

##### • Coded message

Write a coded message for students:

**Every Number Grows Like Snow in the bush.**

Tell them to read your secret message. – *English*  
Ask them to write a similar coded message for their partners. Monitor students, and help if necessary.  
Ask students to come and write some of their coded messages on the board so that other students can try to read the secret messages.

### THE STORY SO FAR

#### Task K, p.135

- Tell students to work in pairs again.
- Tell them they are going to do a task in four steps and that they will ask and answer questions about the HMBC members' story.
- Draw students' attention to the chart.
- Explain the first step, part A: students have four minutes to make questions so the answers are positive. Students can leaf/read through previous lessons. (Students do not write the questions at this stage; just make them by drawing lines or writing numbers next to the words.)
- Monitor them, and help if necessary.
- Continue with part B of the first step: students have four minutes to make questions so the answers are negative.
- Explain step two: students choose four of the questions they have made and copy them on a piece of paper.
- Monitor students, and correct any possible mistakes.
- Explain step three: students give their questions to their partners and answer their questions. They have two minutes.
- When the time is up, explain the fourth step: students check their partners' answers and keep score.
- Ask them who had more answers.
- Invite students to read aloud some of the questions they wrote and the answers to their questions.
- Ask students if they remember what is in the pictures.
- Discuss the answers.



### Workbook, p.116, Task G

**Answer key:** Students answers.

#### TEACHING TIPS

##### Extra activity

##### • Another question maker

Divide students into 5 groups. Assign each group one of the following WH words:  
*why / when / what / where / how*  
Each group has to think of 3 questions beginning with the WH word they have got.  
Write an example of each question on the board. (Explain that questions can be book-related but can also be about their lives and things they have done.)

*Why did Pete write a letter?  
When did Mr and Mrs Doyle see a ghost in the museum?  
What did Ella put on her head?  
Where did you go yesterday?  
How did you know what was for homework?*

Distribute slips of paper to the groups. They should write one question on each slip of paper.  
When they are finished, collect the slips and give them to other groups.  
Groups now answer the questions.  
Ask students to read the questions and answers aloud. Discuss any possible mistakes. Ask the groups if they are satisfied with the answers to their questions.

#### HOMEWORK

Workbook, p.115 Task F  
p.116, Task G



## J Do you remember?

- 1 Why did Pete use the code name *Shark*?
- 2 Did he want to scare Elliot and his friends?
- 3 Did Elliot see the secret message?
- 4 Who saw the message?
- 5 What does Zack think?
- 6 What do you think? Can Pete change?

## THE STORY SO FAR

### K In pairs, ask and answer questions about the HBMC members' story.

#### Step 1 - Making questions

- a) Make questions so that the answers are positive. You have four minutes.
- b) Now make questions so that the answers are negative. You have four minutes.

Did	Ana Ella Sam Zack Cindy Ana and Cindy Sam and Carlos Elliot Carlos Pete	borrow a book from the library? buy a sandwich? go for a walk? write a letter? go to the museum? go to the theatre? go to the club meeting? play basketball? play football? talk on the phone? read <i>Peter Pan</i> ? write a poem?	he Yes, she did. they
			he No, she didn't. they

#### Step 2 - Choosing questions

Choose 4 questions (without answers) and copy them on a piece of paper.

#### Step 3 - Answering questions

Your partner has to answer your questions and you have to answer his / hers. You have two minutes.

#### Step 4 - Checking answers

Check the answers and keep the score. Who had more correct answers?



## 7.3. NEW YORK, NEW YORK

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: უცბ. დანყ. (II):  
1,2,3,4,5,6,7,8,9,10,13,14

- GRAMMAR • tense mix in context  
• alphabet (revision)
- FUNCTIONS • talking about New York  
• talking about a museum
- VOCABULARY • vocabulary relating to New York –  
history and attractions

### SKILLS

- READING • story about New York  
• New York quiz
- LISTENING • story about New York  
• an ABC of New York
- SPEAKING • talking about New York  
• saying the alphabet
- WRITING • an ABC of New York

### CULTURE and CLIL

- geography
- history

## LESSON 1

### INTRODUCTION

- Start the lesson by checking homework.
- For a warm-up, play a GUESS THE CITY game.
- Tell students that you are going to write some puzzles on the board and their task is to guess which city you are describing.

City 1:

- Draw or show students a picture of a croissant.
- Write the following dashes and ask students to guess the word (You might want to tell the students that the word is not English):  
\_ \_ \_ \_ \_ (*Merci*)
- Finally, write this sentence on the board:

*On of the most famous and most beautiful towers in the world is \_\_\_\_\_.* (*The Eiffel Tower*).

- The answer is Paris.

City 2:

- Draw or show students a picture of a London Bus or of a telephone booth.
- Write the following dashes, and ask students to guess the word:

\_ \_ \_ \_ \_ (*Queen*)

- Finally, write this sentence on the board:

*A big, famous clock that is 96 metres high.* (*Big Ben*)

### TEACHING TIPS

Big Ben is actually not the 96-m high tower, nor the clock on it, but the bell inside it. Your students might not know this fact so this could be a good moment to alert them to the fact.

- The answer is London.

City 3:

- Draw or show students a picture of an apple.
- Write the following and ask students to guess the word:

\_ \_ \_ (*New*)

- Finally, write this sentence on the board:

*This is a very big statue of a woman holding a torch.*  
S\_ \_ \_ \_ \_ of L\_ \_ \_ \_ \_ \_ \_ (*Statue of Liberty*.)

### TEACHING TIPS

Note that the original is in Paris with the Eiffel Tower!

- The answer is New York.

### TEACHING TIPS

You do not have to give the puzzles to the students in this particular order. You can write the sentences first, then draw, etc.

### Task A, p.136

- Show students some other pictures of famous New York sights, or display them on the screen.
- Ask them if they can name the sights.
- Elicit the sentence that New York is the most famous city in the world.
- Show them a map of the USA (on the screen, or you can use a geography map), and invite a student to find New York on it. (There is also a small map of the USA on page 136.)
- Tell students to look at the short quiz in task A.
- Give them time to do the quiz.
- Ask students to read the questions and answers aloud.
- Discuss the answers.
- Explain the new words, and write them on the board.

wish  
heart  
the eastern/western part  
pear  
plum

- Ask students to look at the drawing of New York and elicit the names of the things in the picture: the Statue of Liberty, Central Park, Times Square, the Empire State Building, Brooklyn Bridge, and the United Nations Building. (You can show students some more photos of the places.)
- Students copy the words from the board.

**Answer key:** 1-c, 2- b, 3-c, 4-c, 5-b, 6,- b.

# NEW YORK, NEW YORK

**A** New York is the most famous city in the world. How much do you know about it? Do the quiz.

## A SHORT NEW YORK QUIZ

1 Who is from New York?

- a) Ana.
- b) Elliot.
- c) Zack.

2 What does I ♥ NY mean?

- a) I wish you a happy New Year.
- b) I love New York.
- c) I heart New York.

3 New York is in \_\_\_\_\_

of the United States.

- a) the eastern part
- b) the centre
- c) the western part

4 It lies on the coast of \_\_\_\_\_ Ocean.

- a) the Pacific
- b) the Indian
- c) the Atlantic

5 New York is \_\_\_\_\_ city in the United States.

- a) the capital
- b) the biggest
- c) the oldest

6 New York is also called the Big \_\_\_\_\_.

- a) Pear
- b) Apple
- c) Plum



**WORDSPOT**

**Task B, p.137**

- Brainstorm students' ideas about New York.
- Ask them to tell you all the words they can come up with when they think about New York.
- Write the 'good' examples on the board.

Central Park      skyscrapers      taxis      King Kong  
 Manhattan      9/11      the Statue of Liberty

- Ask students to look at the words in task B.
- Explain that all these words are important for New York.
- Ask students to read the words aloud and think of why these words are important for New York. (Students can use the Georgian language to explain.)
- As students read the words, write them on the board to complete the New York mind map.

**New York**

Central Park / skyscrapers / taxis / King Kong /  
 Manhattan  
 9/11 / the Statue of Liberty / theatres / rivers / great /  
 Brooklyn Bridge  
 zoo / ocean / dollars / Xmas / jams / harbour /  
 yellow  
 international / Valentine's Day / people / the Empire  
 State Building  
 / the United Nations / wonderful / fast / apple  
 subway

- Explain any new vocabulary. (*skyscrapers, international, harbour, jams, 9/11, Xmas*)
- Explain why *Xmas* is short for Christmas.

**TEACHING TIPS**

*Xmas* is a common abbreviation of the word *Christmas*; the "-mas" part is from the Latin-derived Old English word for Mass, while the "X" comes from the Greek letter Chi, which is the first letter of the Greek word **Χριστός** which comes into English as "Christ". The use of the abbreviation dates back to the 16<sup>th</sup> century.

- Draw students' attention to the photographs on page 136 and 137.
- Ask them to name the things they can see in the photos and put numbers next to the words in task B.
- Students copy the words from the board.

**Answer key:** 1- Subway. 2- traffic jam. 3- Skyscrapers. 4- Brooklyn Bridge. 5-Central Park. 6- a yellow cab.

**AN ABC OF NEW YORK**

**Task C, p.137**

- To revise the alphabet, play an ALPHABET EXERCISE game.
- Write the letters of the alphabet on the board in the following way.

<b>LEFT</b>	<b>RIGHT</b>
A F K Q V	B G H E Z
I S T O	J N Y P
<b>BOTH</b>	
C D M R U W X L	

- Explain to students that you are going to pronounce the letters, and as you say them they should raise their left hands if you pronounce a letter from the *left* column, their right hands if you pronounce a letter from the *right* column and both their hands if you pronounce a letter from the *both* column. (Pronounce the letters slowly, and pause after each letter so students have time to raise the correct hand(s).)
- Tell students to look at the alphabet about New York in task C.
- Tell them to work in pairs and try to complete the alphabet using the words from task B.
- Give students some time.
- When students are finished, play track 70 on the CD to check their answers.
- Ask students to read the alphabet aloud with the correct words.
- Invite students to read the alphabet aloud again, each student reading one letter. (You can repeat the activity if students like it.)



**Workbook, p.118, Tasks E, F**

**Answer key:** Apple, Brooklyn Bridge, Central Park, dollars, the Empire State Building, great, harbour, international, jams, King Kong, Liberty, Manhattan/museums, Nine eleven 9/11. Ocean, people, quite, rivers, subway/skyscrapers, theatres, United Nations, Valentine's Day, wonderful, Xmas, yellow cabs, Zoo.

**Task C**

**TRACK 70**

**AN ABC OF NEW YORK**

A is for apple.  
 New York is also called the Big Apple.  
 B is for Brooklyn Bridge,  
 the most famous of all New York bridges.  
 C is for Central Park,  
 a big and beautiful park in the centre of Manhattan.  
 D is for dollars.  
 because New York is the centre of world business and banking.  
 E is for the Empire State Building.  
 F is for fast.  
 Life in New York is fast. It is a city that never sleeps.  
 G is for great.  
 H is for harbour.  
 I is for international.  
 New York is the most international city in the world.  
 People from all over the world live in this great city.  
 J is for jams.  
 Traffic in the city is often a problem.  
 K is for King Kong.  
 L is for Liberty.  
 M is for Manhattan and museums.  
 N is for 9/11.  
 O is for ocean.  
 P is for people.  
 There are over 8 million people in New York.  
 Q is for not quiet.  
 It is not a quiet city.  
 R is for rivers.  
 New York has two big rivers: the Hudson River and the East River.  
 S is for subway and skyscrapers.  
 T is for theatres.  
 U is for the United Nations.  
 V is for Valentine's Day  
 W is for wonderful.  
 X is for Xmas.  
 Y is yellow cabs.  
 Z is for Zoo.  
 New York has the largest zoo in the USA.

## WORDSPOT

**B** All these words are important for New York. Do you know why? What do you see in the photographs?

Central Park theatres rivers fast skyscrapers great  
 Brooklyn Bridge apple zoo ocean dollars Liberty xmas jams  
 yellow Valentine's Day King Kong wonderful Manhattan harbour  
 international people 9/11 (nine-eleven) the Empire State Building the United Nations

## AN ABC OF NEW YORK

**C** Complete the alphabet with the words from Task B. Then listen and check.



- A** is for \_\_\_\_\_.  
New York is also called the Big Apple.
- B** is for \_\_\_\_\_.  
the most famous of all New York bridges.
- C** is for \_\_\_\_\_.  
a big, beautiful park in the centre of Manhattan.
- D** is for \_\_\_\_\_.  
because New York is the centre of world business and banking.
- E** is for \_\_\_\_\_.
- F** is for \_\_\_\_\_.  
Life in New York is fast. It is a city that never sleeps.
- G** is for \_\_\_\_\_.
- H** is for \_\_\_\_\_.
- I** is for \_\_\_\_\_.  
New York is the most international city in the world. People from all over the world live in this great city.
- J** is for \_\_\_\_\_.  
Traffic in the city is often a problem.
- K** is for \_\_\_\_\_.

- L** is for \_\_\_\_\_.
- M** is for \_\_\_\_\_ and museums.
- N** is for \_\_\_\_\_.
- O** is for \_\_\_\_\_.
- P** is for \_\_\_\_\_.  
There are over 8 million people in New York.
- Q** is for not quiet.  
It is not a quiet city.
- R** is for \_\_\_\_\_.  
New York has two big rivers: the Hudson River and the East River.
- S** is for subway and \_\_\_\_\_.
- T** is for \_\_\_\_\_.
- U** is for \_\_\_\_\_.
- V** is for \_\_\_\_\_.
- W** is for \_\_\_\_\_.
- X** is for \_\_\_\_\_.
- Y** is for \_\_\_\_\_ cabs.
- Z** is for \_\_\_\_\_.  
New York has the largest zoo in the USA.



## TEACHING TIPS



### Workbook, Task E, p.118

It would be good to do tasks E and F together with students because of the pronunciation of the letters of the alphabet.

Tell students to read aloud the letters in each line and circle the odd one, the letter that does not rhyme with the others.

Help students if necessary by pronouncing the letters yourself and drawing attention to the odd letter.

### Task F, p.118

Tell students to look at the letters in task F.

Tell students to work in pairs. One student will read the letters on the left-hand side and the other those on the right-hand side.

Tell them to pronounce each letter to each other and find pairs.

Monitor students, and help them if necessary.

Ask students to read aloud the letters and their pairs.

### Extra activity

#### • Alphabet word list

Write the letters of the alphabet on cards. Divide students into 4 teams, and give each team 6 cards.

The task of the team is to write the words connected with New York beginning with the letters they have got. (Students are not allowed to look in the books.)

The first team to finish comes to the board and writes the words.

They should also spell the words correctly. (If they do not spell them, the team cannot win the game, so another team gets a chance.)

Invite other teams to write their words in their columns.

Team 1	Team 2	Team 3	Team 4

#### • Alphabet exercise II

- You can use the alphabet chart you have written on the board (in task C).

LEFT	RIGHT
A F K Q V	B G H E Z
I S T O	J N Y P
BOTH	
C D M R U W X L	

- Explain to students that now they have to pronounce the letters of the alphabet in the correct order and that they should raise their left hands as they pronounce the letters from the left column, right hands as they pronounce the letters from the right column and both hands as they pronounce the letters from the both column.

### Homework:

Workbook, p.118, Tasks E, F

## WORDSPOT

**B** All these words are important for New York. Do you know why? What do you see in the photographs?

Central Park theatres rivers fast skyscrapers great  
 Brooklyn Bridge apple zoo ocean dollars Liberty xmas jams  
 yellow wonderful Manhattan harbour  
 international Valentine's Day King Kong 9/11 (nine-eleven)  
 people the Empire State Building the United Nations

## AN ABC OF NEW YORK

**C** Complete the alphabet with the words from Task B. Then listen and check.



- A** is for \_\_\_\_\_.  
New York is also called the Big Apple.
- B** is for \_\_\_\_\_.  
the most famous of all New York bridges.
- C** is for \_\_\_\_\_.  
a big, beautiful park in the centre of Manhattan.
- D** is for \_\_\_\_\_.  
because New York is the centre of world business and banking.
- E** is for \_\_\_\_\_.
- F** is for \_\_\_\_\_.  
Life in New York is fast. It is a city that never sleeps.
- G** is for \_\_\_\_\_.
- H** is for \_\_\_\_\_.
- I** is for \_\_\_\_\_.  
New York is the most international city in the world. People from all over the world live in this great city.
- J** is for \_\_\_\_\_.  
Traffic in the city is often a problem.
- K** is for \_\_\_\_\_.

- L** is for \_\_\_\_\_.
- M** is for \_\_\_\_\_ and museums.
- N** is for \_\_\_\_\_.
- O** is for \_\_\_\_\_.
- P** is for \_\_\_\_\_.  
There are over 8 million people in New York.
- Q** is for not quiet.  
It is not a quiet city.
- R** is for \_\_\_\_\_.  
New York has two big rivers: the Hudson River and the East River.
- S** is for subway and \_\_\_\_\_.
- T** is for \_\_\_\_\_.
- U** is for \_\_\_\_\_.
- V** is for \_\_\_\_\_.
- W** is for \_\_\_\_\_.
- X** is for \_\_\_\_\_.
- Y** is for \_\_\_\_\_ cabs.
- Z** is for \_\_\_\_\_.  
New York has the largest zoo in the USA.



## LESSON 2

### INTRODUCTION

- Start the lesson by checking homework.
- As a warm-up, play an ALPHABET STOP game.
- Divide students into two teams.
- Explain that you are going to say the alphabet (not out loud) and a representative of each team should say STOP.
- After he/she says STOP, you say out loud the letter of the alphabet you have stopped on, and the representative of the team has to say something about New York on that letter. (For example *I for international* etc.)
- Show students a map of New York, and invite them to come to the board and find the places, buildings and rivers from the alphabet they listened to in the previous lesson. (*Brooklyn Bridge, the Empire State Building, Central Park, the Statue of Liberty, the Hudson River, the East River, the United Nations, the zoo*)
- Name the places, and help students to find them on the map.
- Tell students they will have to solve a kind of rebus/ puzzle. (Explain what a rebus is.)
- Tell them you will say some definitions and they have to guess the words. When they have all three words on the board, they should put them together.

The first word: opposite of woman – **man**

The second word: what you wear on your head – **hat**

The third word: when you sunbathe a lot you get a – **tan**

- (If the third word is too difficult, write after nine comes – ten, and then tell students to change the e into a.)
- As students say the words, write them on the board.
- Ask students what part of New York we get if we put together all three words. (*Manhattan*)
- Ask students what they know about Manhattan. (*What is it famous for?*)

### READING

#### Task D, p.138

- Draw six columns on the board, and write Manhattan in the first one.

Manhattan	The Statue of Liberty	The Empire State Building
heart	mean	floor
island	freedom	shine
Europeans	most	bright lights
cloth	immigrants	change colour
bead	arrive	Earth Day
worth	symbol	giant
The United Nations Building	Christmas	9/11
	especially	terrible
	put up	tragedy
	enormous	twin
	decorate	destroy
	light up	

- Ask students to tell you the name of the famous statue in New York. (*The Statue of Liberty*)
- Write it in the second column.
- Ask students to tell you the names of two famous buildings in New York. (*The Empire State Building and the United Nations Building*)
- Write them in the third and fourth columns.
- Ask students to name a holiday people celebrate in winter. (*Christmas*)
- Write it in the fifth column.
- Ask students to name a terrible event that happened in New York in 2001. (*9/11*)
- Elicit students' ideas about the places and events on the board.
- Explain to students that today they will learn something new about the places on the board.
- Ask students to look at the text in task D.
- They should listen to the text and complete the sentences.
- Play track 71 on the CD.
- Invite students to read the answers.
- Students read the text aloud.
- As they read, explain the words, and write them in the column.
- Draw their attention to the beads in the picture.
- Students copy the words from the board.

**Answer key:** 1- An island. 2- \$24.

#### Tapescript

##### Track 71

##### Manhattan

Manhattan is the heart of New York. It is a long island between two rivers. Which ones, do you know? The first Europeans who came to America got it from the Indians for some cloth and some beads (worth about 24 dollars).



## READING

**D** Listen and read, then complete the sentences.



- 1 Manhattan is an \_\_\_\_\_.
- 2 The price of Manhattan was \_\_\_\_\_.

**E** Listen and read, then answer the questions.



- 1 What does *liberty* mean?
- 2 Where did the Statue of Liberty come from?
- 3 How do people usually arrive in the USA these days?
- 4 How did people travel to the USA in the past?
- 5 Why did so many immigrants arrive in the USA?
- 6 What did they see first when they came to New York?



### The Statue of Liberty

Liberty means freedom. The statue stands on a small island in New York harbour. The statue came from France. It was a present from the French people to the United States.

Today most people who travel to the USA fly. But in the past, people travelled by ship. They were usually immigrants who arrived in the USA because they were poor or because they were not free in their own countries. The first thing they saw was the Statue of Liberty. To them it was a symbol of freedom in the new world.

### Manhattan

Manhattan is the heart of New York. It is a long island between two rivers. Do you know which ones?



The first Europeans who came to America got it from the Indians for some cloth and some beads (worth about 24 dollars).

**F** Listen and read. Are these statements **true (T)** or **false (F)**? Correct the false ones.



- 1 The Empire State Building is a skyscraper.
- 2 It has 100 floors.
- 3 It is very beautiful at night.
- 4 King Kong was an elephant.



### The Empire State Building

It is New York's most famous skyscraper. It is very tall. It has 102 floors. At night it shines with bright lights. The lights at the top of the skyscraper change colour: at Christmas they are red and green, on Earth Day they are green and blue, and on Valentine's Day they are red. You can see the Empire State Building in many films. One of them is *King Kong*, a film about a giant gorilla. In the film, King Kong climbs the skyscraper.

### Task E, p.138

- Ask students to take a look at the questions in task E.
- Ask them if they know any of the answers. (Probably to the first question.)
- Tell students to listen to the track and read the text about the Statue of Liberty.
- Play track 72 on the CD.
- Invite students to read the text aloud.
- Explain the new words, and write them on the board.
- Tell students to work in pairs and cover the text.
- They should try to answer the questions in their notebooks.
- Invite students to read the questions and answers aloud.
- Tell students to check their answers in the text.
- Students copy the words from the board.

**Answer key:** 1- Freedom. 2- France. 3- They fly. 4- By ships. 5- Because they were poor or they were not free in their countries. 6- The Statue of Liberty.

#### Tapescript

##### Track 72

##### The Statue of Liberty

Liberty means freedom. The statue stands on a small island in New York harbour. The statue came from France. It was a present from the French people to the United States.

Today most people who travel to the USA fly. But in the past, people travelled by ship. They were usually immigrants who arrived in the USA because they were poor or because they were not free in their own countries. The first thing they saw was the Statue of Liberty. To them it was a symbol of freedom in the new world.

### Task F, p.138

- Write the four sentences from task E on the board:

*The Empire State Building is a skyscraper.  
It has got 100 floors.  
It is very beautiful at night.  
King Kong was an elephant.*

- Ask students to guess which of these sentences are true and which are false.
- Write their guesses next to the sentences.
- Tell them to listen to the track and check their guesses. (They do not open the books yet.)
- Play track 73 on the CD.
- Ask students how many answers they guessed.
- Tell them to look at task E and write T for true and F for false in the boxes.
- Invite students to read the text aloud.
- Tell students to read the true or false sentences aloud.
- Invite students to come to the board and correct the false sentences.
- Students copy the sentences and the words into their notebooks.

**Answer key:** 1-T, 2-F, 3-T, 4-F.

#### Tapescript

##### Track 73

##### The Empire State Building

It is New York's most famous skyscraper. It is very tall. It has 102 floors. At night it shines with bright lights. The lights at the top of the skyscraper change colour: at Christmas they are red and green, on Earth Day they are green and blue, and on Valentine's Day they are red. You can see the Empire State Building in many films. One of them is King Kong, a film about a giant gorilla. In the film, King Kong climbs the skyscraper.

## READING

**D** Listen and read, then complete the sentences.



- 1 Manhattan is an \_\_\_\_\_.
- 2 The price of Manhattan was \_\_\_\_\_.

**E** Listen and read, then answer the questions.



- 1 What does *liberty* mean?
- 2 Where did the Statue of Liberty come from?
- 3 How do people usually arrive in the USA these days?
- 4 How did people travel to the USA in the past?
- 5 Why did so many immigrants arrive in the USA?
- 6 What did they see first when they came to New York?



### The Statue of Liberty

Liberty means freedom. The statue stands on a small island in New York harbour. The statue came from France. It was a present from the French people to the United States.

Today most people who travel to the USA fly. But in the past, people travelled by ship. They were usually immigrants who arrived in the USA because they were poor or because they were not free in their own countries. The first thing they saw was the Statue of Liberty. To them it was a symbol of freedom in the new world.

### Manhattan

Manhattan is the heart of New York. It is a long island between two rivers. Do you know which ones?



The first Europeans who came to America got it from the Indians for some cloth and some beads (worth about 24 dollars).

**F** Listen and read. Are these statements **true (T)** or **false (F)**? Correct the false ones.



- 1 The Empire State Building is a skyscraper.
- 2 It has 100 floors.
- 3 It is very beautiful at night.
- 4 King Kong was an elephant.



### The Empire State Building

It is New York's most famous skyscraper. It is very tall. It has 102 floors. At night it shines with bright lights. The lights at the top of the skyscraper change colour: at Christmas they are red and green, on Earth Day they are green and blue, and on Valentine's Day they are red. You can see the Empire State Building in many films. One of them is *King Kong*, a film about a giant gorilla. In the film, King Kong climbs the skyscraper.

### Task G, p.139

- Write the expressions from task G on the board or on cards.
- Invite students to come to the board and match them.
- Ask students if they know what the United Nations is. (Accept all their ideas.)
- Ask them if they know anything more about 9/11. (Students will probably know about the plane crashing into the Twin Towers.)
- Tell students to look at the texts in task G and listen to the track.
- Play track 74 on the CD.
- Ask students to read the texts aloud. Tell them that Georgia is also a member of the United Nations.
- As they read each text, ask students questions from task H and draw their attention to the pictures.
- Tell them to match the pictures to the texts.
- Ask them some more questions like: *How long are the lights on the Christmas tree? When do New Yorkers light up the Christmas tree? What were the Twin Towers?*
- Explain the new words after each text, and write them on the board.

**Answer key:** 3, 1, 2.

#### Tapescript

##### Track 74

##### The United Nations Building

One hundred and ninety- three countries in the world are members of the United Nations (or the UN). Georgia is also a member. The building of the UN is in New York.

##### X-mas

Christmas in New York is especially beautiful. They put up an enormous Christmas tree and decorate it with more than 8 kilometres of lights. They light up the tree at the end of November. Millions of New Yorkers and tourists come to see it.

##### 9 /11

On 9/11 (11 September) 2001, a terrible tragedy happened in New York. The two tallest skyscrapers in the city, called the Twin Towers were destroyed and many people died.

### Task H, p.139

- Students answer the questions while reading the texts in task G.



**Workbook, p.117, Tasks B, C / p.118, Task D**

**Answer key:** 1- 93. 2- The Christmas tree. 3- The Twin Towers towers were destroyed.

### TEACHING TIPS

#### Extra activity

##### • New York

Students close their books. Divide them into 6 groups.

Tell them to try to reconstruct the stories about places and events in New York using the words on the board. Give them some time. They can write notes.

Invite representatives of the groups to report to the class what they have remembered. Let each group report on one event or place. (Do not tell them which place or event they are going to report on until the end of the preparations.)

If they miss some details, students from other groups can say them.

##### • Translation game

Say sentences from the text in Georgian. Students have to find them in the text and read them out loud.

Say the sentences in English. Students have to translate them into Georgian.

You can do this activity as a team game. Divide the class into two teams. Each team gets a sentence, either to find in English or to translate into Georgian. For each correct sentence, the team wins a point. Limit the time students have to find the sentence.

(10 seconds?) If the sentence is not correct, the other team gets a chance to find it or translate it.

Examples:

*The statue stands on a small island.*

*Manhattan is the heart of New York.*

*The lights at the top of the skyscraper change colour.*

*'Liberty' means 'freedom'.*

*The two tallest skyscrapers in the city were destroyed.*

- *ეს არის გრძელი კუნძული ორ მდინარეს შორის. / დღეს აშშ-ში ადამიანთა უმეტესობა თვითმფრინავით მგზავრობს. / ფილმში კინგ კონგი ცათამბჯენზე ძვრება. / ისინი უზარმაზარ ნაძვის ხეს დგამენ. / საქართველო ერთ-ერთი წევრია.*

**6** Match, then listen and read.



- |          |                          |                    |
|----------|--------------------------|--------------------|
| 1 the UN | <input type="checkbox"/> | 11 September 2001  |
| 2 Xmas   | <input type="checkbox"/> | the United Nations |
| 3 9/11   | <input type="checkbox"/> | Christmas          |

**The United Nations Building**

One hundred and ninety-three countries in the world are members of the United Nations (or the UN). Croatia is also a member. The building of the UN is in New York.

**Xmas**

Christmas in New York is especially beautiful. They put up an enormous Christmas tree and decorate it with more than 8 kilometres of lights. They light up the tree at the end of November. Millions of New Yorkers and tourists come to see it.

**9/11**

On 9/11 (11 September) 2001, a terrible tragedy happened in New York. The two tallest skyscrapers in the city, called the Twin Towers, were destroyed, and many people died.

**H** Do you remember? Answer the questions.

- 1 How many countries are UN members? Is Georgia a member, too?
- 2 What do tourists and New Yorkers come to see at Christmas?
- 3 What happened on 11 September 2001?



**SPEAKING**

**I** Would you like to visit New York? Give at least three reasons why.

### TEACHING TIPS

#### • Stand up if it's your word

Divide students into 6 groups. Assign each group one place or event. Explain that you are going to say some words from the texts and that all the members of the group should stand up if you say a word from their text. Students should close their books.

Manhattan	The Statue of Liberty	The Empire State Building
heart	freedom	floor
Europeans	present	bright
cloth	immigrants	colour
beads	poor	film
Indians	ship	gorilla

The United Nations Building	Christmas	9/11
193	tree	terrible
members	enormous	happened
countries	decorate	towers
UN	kilometres	destroy
Georgia	tourists	died

### SPEAKING

#### Task I, p.139

- Ask students if they would like to visit New York.
- Tell them to work in pairs and explain to their partners why (not).
- They should give at least three reasons.
- Give students some time.
- Invite students to tell you their reasons for (not) visiting New York.
- Discuss them with the rest of the class.

### TEACHING TIPS

#### Extra activity



#### Workbook, Task A, p.117

Tell students you are going to say some descriptions and they have to guess which word you are describing. Explain that all the words are from Lesson 7.3.

You can divide the class into two teams. Teams take turns to guess a word. If they guess the word without the help of the initial letter, they win 3 points. If they guess the word with the help of the initial letter, they win 1 point.

Examples: (some are from task A, Workbook, page 117)

*American money – dollars*

*a red fruit that Snow White ate – apple*

*'freedom' means – 'liberty'*

*the colour of a banana – yellow*

*opposite of slow – fast*

*to get stuck in traffic, not be able to move – jam*

*the largest in the USA is in New York – zoo*

*people from Europe – Europeans*

*a place where ships are safe – harbour*

*a giant gorilla – King Kong*

*a gift – present*

*very big – giant, enormous*

*someone who belongs to a club – member*

Tell students to look at the descriptions in task A and write the words. Give them some time.

Check what they have done.

### HOMEWORK

Workbook, p.117, Tasks A, B, C  
p.118, Task D

**6** Match, then listen and read.



- |          |                          |                    |
|----------|--------------------------|--------------------|
| 1 the UN | <input type="checkbox"/> | 11 September 2001  |
| 2 Xmas   | <input type="checkbox"/> | the United Nations |
| 3 9/11   | <input type="checkbox"/> | Christmas          |

**The United Nations Building**

One hundred and ninety-three countries in the world are members of the United Nations (or the UN). Croatia is also a member. The building of the UN is in New York.

**Xmas**

Christmas in New York is especially beautiful. They put up an enormous Christmas tree and decorate it with more than 8 kilometres of lights. They light up the tree at the end of November. Millions of New Yorkers and tourists come to see it.

**9/11**

On 9/11 (11 September) 2001, a terrible tragedy happened in New York. The two tallest skyscrapers in the city, called the Twin Towers, were destroyed, and many people died.

**H** Do you remember? Answer the questions.

- 1 How many countries are UN members? Is Georgia a member, too?
- 2 What do tourists and New Yorkers come to see at Christmas?
- 3 What happened on 11 September 2001?



**SPEAKING**

**I** Would you like to visit New York? Give at least three reasons why.

## 7.4. WHAT A DAY!

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: უცბ. დანყ. (II):  
1,2,3,4,5,6,7,8,9,10,13,14

- GRAMMAR
- the past simple: consolidation
  - the past simple – irregular verbs: become, can, can't, take

- FUNCTIONS
- talking about a school event
  - talking about past actions

- VOCABULARY
- vocabulary relating to an Open Day programme
  - vocabulary relating to the story of King Arthur (descriptive adjectives)
  - expressions with play, do, have

### SKILLS

- READING
- Open Day programme
  - the story of King Arthur

- LISTENING
- the story of King Arthur

- SPEAKING
- talking about a school event
  - talking about past actions
  - role-play

- WRITING
- correcting sentences in the past simple

### CULTURE and CLIL

- literature
- history

## LESSON 1

### INTRODUCTION

- Start the lesson by checking homework.
- For a warm-up, start with a COPY THE RIGHT WORD activity.
- Draw three columns on the board:

play	do	have
------	----	------

- Divide students into 3 groups (play/do/have).
- Tell them that you are going to write some words on the board and the task of their group is to copy only those connected with their group's verb. Explain any words if necessary. (It would be good to write the words before you assign the verbs to the groups. You can display them on the screen if you have the necessary equipment.)

*table tennis / lunch / the violin / a party / athletics / chess*  
*a drink / the long jump / a great time / the high jump*  
*the piano / crossword puzzles*

- The first group to copy all the words is the winner.
- Invite the members of the groups to write the words in the corresponding columns.

play	do	have
table tennis	athletics	lunch
the piano	crossword puzzles	a party
the violin	the long jump	a drink
chess	the high jump	a great time

- Tell students to copy the columns.
- Tell them to work in pairs and add two more words in each column.
- Invite students to read their examples aloud.



**Workbook, p.119, Task B**

### TEACHING TIPS

#### Extra activity

##### • Sports-and-games alphabet

This can also be done as a warm-up activity. Divide students into two groups. Tell them you are going to say the alphabet silently, and when a student says STOP, you will write the letter of the alphabet on the board.

Their task is to write as many sports and activities as they can think of in one minute. When the time is up, ask representatives of the groups to bring you their lists.

The group with more correct answers wins a point for each word the group has supplied.

Continue with other letters.

(Say the 'easier' letters: the ones that students can name a lot of sports for.)

### READING

#### Task A, p.140

- Ask students when their School Day is.
- Elicit some information about the School Day. (*What happens on that day? Do you have lessons? Do you go on a school trip? Do pupils do sport? What happened last year? How did you celebrate your School Day?*)
- Say that at Ana's school they had an Open Day on School Day.
- Write it on the board.

#### Open Day

- Ask students if they know what an Open Day is and what teachers and students do on that day. (Some schools have open days, so students will have ideas.)
- Explain that in Ana's school there were guests, and that Ana's friends were all in the programme.
- Ask students to name Ana's friends.
- Write their names on the board.

Open Day  
Elliot  
Sam  
Ella  
Pete  
Carlos  
Zack  
Tess



## WHAT A DAY!

## READING

**A** Last Saturday was Open Day at Ann's school. It's a special day when the school is open to parents and other guests. Read the programme of Open Day and answer the questions.

- 1 When did the programme start?
- 2 Who opened the programme?
- 3 Which sports did everybody watch?
- 4 When did everybody have lunch?
- 5 What was the name of the school play?
- 6 When did the programme finish?



**OPEN DAY**  
Saturday 1 June

We warmly invite all parents, family and friends to spend this day at our school.

**Programme**

9 a.m.	<b>Opening</b> The headmaster, Mr Wood, talks about the school. Amadeus Jones plays the piano.
9.30 a.m.	<b>Football match</b> Teachers (captain: Mr Wood) play against pupils (captain: Carlos).
11 a.m.	<b>Athletics and swimming</b> Watch for Pete. He is doing the long jump.
12.30 a.m.	<b>Lunch</b> You are welcome to sandwiches, cakes and drinks in the garden.
2 p.m.	<b>School play: King Arthur</b> Actors: Sam – plays the part of King Arthur Ella – as his Queen Elliot – as Merlin, the wizard and the special guest star Tess – as Merlin's assistant
3 p.m.	<b>Basketball match</b> Our school team (captain: Zack) play for the Town Cup.
4 p.m.	<b>An hour with our writers and poets</b> Young talents read their stories and poems.
5 p.m.	<b>Closing</b>



**B** What did Elliot, Pete, Zack, Amadeus Jones, Ella, Mr Wood, Sam, Carlos, Ana and Tess do last Saturday? Ask questions and then answer.

**Example:** *What did Elliot do? – He played Merlin in the school play.*

- Elicit students' ideas about what they did on Open Day. (What did Carlos do? Who did he play against? What did Ella do? Who opened the programme? What did Ana do? (Remember her poem?))
- Tell students to open their books and look at task A.
- Read the instruction aloud.
- Ask students to read the questions aloud.
- Tell students to scan the programme to find the answers.
- Ask them to read the answers aloud.
- Tell students to read the programme aloud, each student reading one activity.
- As they read, explain the new words, and write them on the board.

opening	you are welcome to
warmly	a queen
invite	a wizard
a headmaster	a special guest star
a captain	an assistant
play against	the Town Cup
athletics	a poet / a poem
do the long jump / high jump	talent
a part	closing
a school play	

- Ask students some more questions about the text: What is Amadeus Jones good at? Is the headmaster/headteacher good at football? Who is doing the long jump? What's for lunch? Who plays the part of Merlin, the wizard? Why? Who's his assistant? Do the pupils play basketball against the teachers?
- Students copy the names and the words from the board.



### Workbook, p.119, Task A

**Answer key:** 1- At 9. 2- Football (Athletics, swimming and basketball). 3- 12.30. 4- King Arthur. 5- 5 p.m.

### Task B, p.140

- Ask students to name some more characters that took part in the programme, but whose names aren't written on the board.
- As students name them, add their names to the list.

#### **Open Day**

**Elliot** – *He played Merlin in the school play.*

**Sam** – *He played King Arthur.*

**Ella** – *She played the Queen.*

**Pete** – *He did the long jump.*

**Carlos** – *He played football.*

**Zack** – *He played basketball.*

**Mr Wood** – *He talked about the school.*

**Amadeus Jones** – *He played the piano.*

**Tess** – *She played Merlin's assistant.*

- Say that one of the students was absent on Open Day and that he/she wants to know what happened and who did what. (What questions does he/she ask?)

- Write an example on the board:

*What did Elliot do? He played Merlin in the school play.*

- Tell students to work in pairs.
- Explain that one of them should ask questions and the other should answer the questions about what Elliot, Pete, Zack, Amadeus Jones, Ella, Mr Wood, Sam, Carlos, Ana and Tess did last Saturday.
- Monitor students, and help them if necessary.
- Ask students to say the questions and answers aloud.
- Invite students to come to the board and write the sentences next to the names.

**Answer key:** Elliot played in the play, Pete did the long jump, Zack played basketball, Amadeus Jones played the piano, Ella played in the play, Mr Wood talked about the school and played football, Sam played in the play, Carlos played football, Ana read her poems and Tess was a special star in the play.

## WHAT A DAY!

## READING

**A** Last Saturday was Open Day at Ann's school. It's a special day when the school is open to parents and other guests. Read the programme of Open Day and answer the questions.

- 1 When did the programme start?
- 2 Who opened the programme?
- 3 Which sports did everybody watch?
- 4 When did everybody have lunch?
- 5 What was the name of the school play?
- 6 When did the programme finish?

**OPEN DAY**  
Saturday 1 June

We warmly invite all parents, family and friends  
to spend this day at our school.

**Programme**

9 a.m.	<b>Opening</b> The headmaster, Mr Wood, talks about the school. Amadeus Jones plays the piano.
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2 p.m.	<b>School play: King Arthur</b> Actors: Sam – plays the part of King Arthur Ella – as his Queen Elliot – as Merlin, the wizard and the special guest star Tess – as Merlin's assistant
3 p.m.	<b>Basketball match</b> Our school team (captain: Zack) play for the Town Cup.
4 p.m.	<b>An hour with our writers and poets</b> Young talents read their stories and poems.
5 p.m.	<b>Closing</b>

**B** What did Elliot, Pete, Zack, Amadeus Jones, Ella, Mr Wood, Sam, Carlos, Ana and Tess do last Saturday? Ask questions and then answer.

**Example:** *What did Elliot do? – He played Merlin in the school play.*

### Task C, p.141

- Explain to students that another student who was absent on Open Day wrote an e-mail to his/her friend, who answered the questions.
- Something went wrong, and some words are missing from those e-mails.
- Tell students to look at the questions and answers in task C and complete them with the missing words.
- Invite students to read the questions and answers aloud.
- Ask students what poems Ana read.
- Elicit some more questions that students would ask if they were absent from Open Day. (*What would you ask your friend?*)
- Help the students by giving your own examples: *What was Ella wearing in the school play? What kind of cake did you eat? What stories did the writers read out?*
- Tell students to work in pairs and think of 2 more questions and answers about the Open Day.
- Monitor students, and help them if necessary.
- Ask students to read their questions and answers aloud.
- Write some interesting answers on the board.

*Students ate a strawberry cake.  
One writer read a scary horror story.  
Ella was wearing a beautiful red dress.*



### Workbook, p.120, Task C

**Answer key:** 1- Did, did. 2-Did, didn't. 3 play, didn't. 4- read, did.

### Task D, p.141

- Explain that one of the students wrote an article about the Open Day for the school magazine, but he got all the facts wrong.
- Tell students to look at his article in task D.
- Divide students into two groups.
- One group writes the negative sentences and the other writes the affirmative ones.
- Read aloud the examples that Ana gives.
- Depending on the number of students, each student should write at least one sentence. (There are 9 sentences.)
- Give students some time.
- Monitor them, and help if necessary.
- Invite students to read their sentences aloud. (You can ask the 'negative' group to read first, or groups can take turns to read sentence by sentence – 'negative' group then 'affirmative' group.)



### Workbook, p.120, Task D

**Answer key:** The programme started at **9** o'clock. **Amadeus Jones** opened the programme. He played the **piano**. **Mr Wood** talked about the **school**. Then there was a football match. Mr Wood was the captain of the **teachers'** team. There were other sports. Pete did the **long** jump. The parents and the children had **sandwiches** and **cakes** for lunch. In the school play Elliot played the part of **Merlin**. Some **children** read their stories and poems. The programme finished at **5** o'clock. Jim Wrongly

### TEACHING TIPS

#### Extra activity

##### • Order the story

Write the correct sentences from task D on slips of paper. Divide students into 4 groups. Give each group one set of sentences. The task of the group is to put the sentences in the correct order. They should write them on a piece of paper. The first group to finish comes to the board and says *Game over!* A representative of the group then reads the sentences aloud. Other groups check their sentences.

Sentences:

The programme started at 9 o'clock.  
Mr Wood opened the programme.  
Mr Wood talked about the school.  
Amadeus Jones played the piano.  
Then there was a football match.  
Carlos was the captain of the pupils' team.  
There were other sports.  
Pete did the long jump.  
The parents and children had sandwiches, cakes and drinks for lunch.  
In the school play, Elliot played the part of the wizard. (In the school play, Sam played the part of King Arthur.)  
Some pupils (young talents) read out their stories and poems.  
The programme finished at 5 o'clock.

### Task E, p.141

- Tell students they are going to find out some more details about the Open Day.
- Explain that there are 8 sentences without names.
- Tell them to look at the sentences in task E.
- Read aloud the sentences in number 1.
- Ask students who they think he is. (*Can you find the name?*)
- As students say the name, write the sentence on the board.

*Mr Wood was boring.*

- Ask them what or who the missing nouns or people (he, she, it) in the sentences are.
- Write the sentence on the board.

*The children didn't listen to him.*

- Tell students to work in pairs and replace the pronouns with the names or words from task E.
- Tell them to write the sentences in their notebooks.
- Monitor students, and help if necessary.
- Ask students to read the sentences aloud. (You can invite students to come to the board and write the sentences so that other students can check their answers.)

**Answer key:** 1- Mr Wood. 2- Amadeus Jones. 3- Carlos, Mr Wood. 4- Pete. 5- The lunch, the cakes. 6- The play, Ella, Tess, Elliot. 7- Zack, The basketball team. 8- Ana.

### HOMEWORK

Workbook, p.119, Tasks A, B  
p.120, Tasks C, D, E



## LESSON 2

### INTRODUCTION

- Start the lesson by checking homework.
- For a warm-up, play a DEFINITION game.
- Tell students you are going to say a description or a definition of a word.
- They have to write the word in their notebooks.
- Invite some students to the board to write the words as the class guesses them.

A small cat:  
A piece of land with water all around:  
The Big Apple:  
A black animal like a very big monkey:  
Very old:  
A place where you can have a nice meal:  
A very sad event:  
A place where ships are safe:  
Not comfortable:  
A tropical forest:

- When you have all the words on the board, tell students to circle the initial letter in each word.

**K**itten  
**I**sland  
**N**ew York  
**G**orilla  
**A**ncient  
**R**estaurant  
**T**ragedy  
**H**arbour  
**U**ncomfortable  
**R**ainforest

- Ask them to read out the words they have got.
- Write them on the board.
- Elicit some information about King Arthur. (*Who was he? Where did he live? When did he live? What is he famous for?*) (Students can explain in Georgian.)

### READING

#### THE STORY OF KING ARTHUR

#### WORDSPOT

##### Task F, p. 142

- Display pictures on the screen, or tell students to look at the pictures in task F.
- Ask them if they can name the things in the pictures.
- Write the words from task F on the board, and explain them.

King Arthur  
a knight  
a castle  
a round table  
a white beard  
a wizard  
a sword  
a battle

- Ask students to match the words to the pictures.
- Invite students to read the answers aloud and come to the board and write the numbers.
- Ask students if they know why the sword is important for the story or to a knight.

**Answer key:** A knight -1, a white beard-5, a sword-3, a round table - 2, a wizard-5, a castle - 2, a battle -1.

##### Task G, p.142

- Tell students they will listen to the story and find out more about King Arthur.
- Explain that it is a legend, and remind students what a legend is. (*a story about some historical event or person or folk belief*)
- Tell them to match each part of the text with the picture.
- Play track 75 on the CD.
- Invite students to read aloud the parts of the texts and the matching numbers of the pictures.
- As they read, explain the new words and write them on the board.

once upon a time	a lake
a baby boy	a hand
Sir	marry
could	place
change into an animal	brave
become invisible	adventures

- Do a BEEP READING activity.
- Read some of the sentences from the texts and say beep instead of some words.
- Students have to say/write the words instead of beep.

Examples:

*Once upon a time there was a king and a beep. (queen)*

*Merlin had white hair and a long white beep. (beard)*

*Merlin could change into an animal and become beep. (invisible)*

*One day Arthur came to a blue beep. (lake)*

*The magic beep was called Excalibur. (sword)*

*King Arthur beep the most beautiful girl in England. (married)*

*He and his queen lived in a wonderful beep called Camelot. (castle)*

*He and his Knights of the beep travelled round the country. (Round Table)*

- Students copy the words from the board.



**Workbook, p.121, tasks F, G**

**Answer key:** 4, 5, 3, 2, 1.

## READING

### THE STORY OF KING ARTHUR

#### WORDSPOT

**F** Look at the pictures from the King Arthur story. In which pictures can you see...

a knight? a white beard? a sword?  
a round table? a wizard? a castle?  
a round table? a castle? a battle?



**G**



Learn more about King Arthur. Listen and read. Then find the picture for each part of the text.

Once upon a time there was a king and a queen. They had a baby boy called Arthur. When Arthur was only three days old, Merlin took him from his parents. Arthur lived with Sir Ector and his son.

Merlin was Arthur's teacher and his friend. He had white hair, a long white beard and a funny hat. He was a wizard. He was clever, and he could do magic. He could change into an animal or become invisible.

One day King Arthur went through a dark forest. He came to a blue lake. In the middle of the lake Arthur saw a hand with a sword. It was a magic sword called Excalibur. Arthur took it. It helped him in many battles.

King Arthur married the most beautiful girl in England. He and his queen lived in a wonderful castle called Camelot. There was a very large round table there with 150 places for the king and his brave knights.

Arthur was a good, brave king. He and his Knights of the Round Table travelled round the country and helped the people. They had many adventures and many battles.

#### REMEMBER!

#### THREE MORE IRREGULAR VERBS

VERB (simple form) PAST SIMPLE

become /br'kʌm/  
can /kæn/

became /br'keɪm/  
could /kʊd/

VERB (simple form) PAST SIMPLE

take /teɪk/

took /tu:k/

### Tapescript

#### Track 75

Once upon a time there was a king and a queen. They had a baby boy called Arthur. When Arthur was only three days old, Merlin took him from his parents. Arthur lived with Sir Ector and his son.

Merlin was Arthur's teacher and his friend. He had white hair, a long white beard and a funny hat. He was a wizard. He was clever, and he could do magic. He could change into an animal or become invisible.

One day King Arthur went through a dark forest. He came to a blue lake. In the middle of the lake Arthur saw a hand with a sword. It was a magic sword called Excalibur. Arthur took it. It helped him in many battles.

King Arthur married the most beautiful girl in England. He and his queen lived in a wonderful castle called Camelot. There was a very

large round table there with 150 places for the king and his brave knights.

Arthur was a good, brave king. He and his Knights of the Round Table travelled round the country and helped the people. They had many adventures and many battles.

Once upon a time there was a king and a queen. He and his queen lived in a wonderful castle called Camelot. Arthur lived with Sir Ector and his son. There was a very large round table there with 150 places for the king and his brave knights.

They had many adventures and many battles. He had white hair, a long white beard and a funny hat. It helped him in many battles. One day King Arthur went through a dark forest. Merlin was Arthur's teacher and his friend. Arthur took it.

He and his Knights of the Round Table travelled round the country and helped the people. He came to a blue lake. It was a magic sword called Excalibur. They had a baby boy called Arthur. He could change into an animal or become invisible. King Arthur married the most beautiful girl in England.

When Arthur was only three days old, Merlin took him from his parents. He was clever, and he could do magic. Arthur was a good, brave king. He was a wizard. In the middle of the lake Arthur saw a hand with a sword.

### TEACHING TIPS

#### Extra activity

##### • Quiz

Divide students into two teams. Teams take turns to answer the questions. For every correct answer, they win a point. If a student doesn't know the answer, the opposing team can try to answer the question.

The team with the most correct answers is the winner.

Questions:

*Who was Merlin?*

*How old was Arthur when Merlin took him from his parents?*

*Who did Arthur live with?*

*What did Merlin look like?*

*What could he do?*

*What did Arthur see in the lake?*

*What is Excalibur?*

*What is Camelot?*

*How many places were there at the round table?*

*What did King Arthur and his Knights of the Round Table do?*

##### • Help Pete

Divide students into five groups. Assign one part of the text to each group.

Give each group copies of all parts of the text.

Explain that Pete got some things wrong when he copied this text.

The sentences in the text are mixed, and the task of each group is to find and copy all the sentences connected with their part of the text. They should also put them in the correct order.

Monitor students, and help if necessary.

Invite members of the groups to read their texts aloud.

### THREE MORE IRREGULAR VERBS, p.142

- Ask students to work in pairs and find all the verbs in the past simple in the texts.
- Draw two columns on the board.
- Invite students to come to the board and write them in the past-simple column.

Infinitive	The past simple
be	was
have	had
<b>take</b>	<b>took</b>
live	lived
<b>can</b>	<b>could</b>
go	went
come	came
see	saw
help	helped
marry	married
travel	travelled
<b>become</b>	became

- Add one more verb on the board: became.
- Invite students to come to the board and write the infinitive of the verbs they have learned.
- Draw students' attention to three more irregular verbs on page 142.
- Read the verbs aloud, and ask students to repeat after you.
- Invite students to write the infinitive of the verbs on the board.
- Tell students to copy the three new irregular verbs into their notebooks.



**Workbook, p.121, task H**



## READING

### THE STORY OF KING ARTHUR

#### WORDSPOT

**F** Look at the pictures from the King Arthur story. In which pictures can you see...

a knight? a white beard? a sword?  
a round table? a wizard? a castle?  
a battle?



**G**



Learn more about King Arthur. Listen and read. Then find the picture for each part of the text.

Once upon a time there was a king and a queen. They had a baby boy called Arthur. When Arthur was only three days old, Merlin took him from his parents. Arthur lived with Sir Ector and his son.

Merlin was Arthur's teacher and his friend. He had white hair, a long white beard and a funny hat. He was a wizard. He was clever, and he could do magic. He could change into an animal or become invisible.

One day King Arthur went through a dark forest. He came to a blue lake. In the middle of the lake Arthur saw a hand with a sword. It was a magic sword called Excalibur. Arthur took it. It helped him in many battles.

King Arthur married the most beautiful girl in England. He and his queen lived in a wonderful castle called Camelot. There was a very large round table there with 150 places for the king and his brave knights.

Arthur was a good, brave king. He and his Knights of the Round Table travelled round the country and helped the people. They had many adventures and many battles.

#### REMEMBER!

#### THREE MORE IRREGULAR VERBS

VERB (simple form) PAST SIMPLE

become /br'keɪm/  
can /kæn/

became /br'keɪm/  
could /kʊd/

VERB (simple form) PAST SIMPLE

take /teɪk/

took /tuːk/

### Task H, p.143

- Ask students if they remember the roles Ana's friends played in the school play, "King Arthur". (*Elliot – Merlin, Sam – King Arthur, Ella – the Queen, Tess – Merlin's assistant*)
- Explain that only the first scene is in task H. It explains how young Arthur became a king.
- Tell students to look at the text and name all the parts in scene I. (You can write them on the board.)

old man            man  
girl                old woman  
boy                Arthur  
woman             Merlin  
(owl)

- Tell students to read the first part of Scene I on their own.
- Ask them what the first part is about. (About the sword in the stone.)
- Ask a few more questions: *Where are the people? Where is the stone? Why is the stone magic? Who put the sword in the stone? Who might know that? What do the people say about Merlin? Who is watching the people? Why is the owl watching them?*
- Invite students to read the first part aloud.
- Explain the new words, and write them on the board.

shining  
pull the sword out  
hard times

- Ask students to read the second part silently.
- Elicit students' ideas about why Arthur needs a sword.
- Ask them about Arthur's age. (*How old is he?*)
- Ask students to say whether Arthur will pull out the sword.
- Invite students to read the second part aloud.
- As they read, explain the new words and write them on the board.

enter  
quickly  
for a day  
Can you help me, please?  
Yes, of course.  
No problem at all.  
May I?  
Really?

- Students read the third part of Scene I on their own.
- Ask students some questions: *What does the woman say about Arthur's pulling out the sword? What does the girl ask? Do you have any idea what will happen next?*
- Invite students to read the third part aloud.
- Explain the new words, and write them on the board.

as if out of butter  
What does this mean?

- Students read the last part of Scene I silently.
- Ask students to say who appears with Merlin. (the owl)

- Ask them some more questions: *What does Merlin say about Arthur? Is Arthur surprised? Why? What do you think the owl said to Merlin?*
- Invite students to read the third part aloud.
- Explain the new words, and write them on the board.

Long live the King!

- Students copy the words from the board.



Read the first scene from the school play *King Arthur* and find out how Arthur became king.

### Scene I

*Some people are standing and talking in front of a church near a stone with a sword in it.*

**Old man:** Look, children! In our beautiful city of London, in front of this church there is this large stone.

**Girl:** They say it's magic.

**Old man:** And look! In the stone there is this great shining sword.

**Girl:** They say it's magic.

**Boy:** Nobody can pull the sword out of the stone.

**Woman:** Not the strongest men. Not the best knights.

**Girl:** Because it's magic.

**Man:** They say that he who pulls the sword from the stone is the king of the country.

**Old woman:** These are hard times. The country has no king.

**Old man:** The old king is dead, and now we have no king.

**Man:** The country needs a brave king.

**Old man:** The people need a good king.

**Boy:** How did the stone get here? Who put the sword in it?

**Man:** Nobody knows.

**Girl:** It's magic.

**Old woman:** Maybe Merlin knows. He's a wizard. He's clever. He can do magic.

**Girl:** They say that he can change into an animal or a bird.

**Boy:** Like that owl over there. It's watching us.

*Young Arthur enters.*

**Arthur:** I need a sword for my brother! Quickly! I need a sword! Good people, can you help me? Who can give me a sword, just for a day?

**Man:** So... you need a sword, young man?

**Arthur:** Yes, I do. Can you help me, please?

**Woman:** Yes, of course. Can't you see? There is a sword right in front of you. Ha, ha.

**Man:** Why don't you take it? Pull it out of the stone! It's easy. No problem, at all.

**Arthur:** May I? Really? All right.

*Arthur pulls out the sword.*

**Arthur:** Here it is. It's a beautiful sword.

**Old man:** Look! The boy has the sword! He pulled it out of the stone!

**Man:** The boy took the sword!

**Woman:** It came from the stone as if out of butter!

**Girl:** What does this mean?

**Old man:** What's your name, boy?

**Arthur:** My name's Arthur.

*Merlin enters. The owl flies and sits on his shoulder.*

**Merlin:** And do you know who I am?

**Man:** Yes, old man. We know your white hair, your long white beard and your hat. You are Merlin, the wizard. Tell us, Merlin, who is this boy?

**Merlin:** He is Arthur. He doesn't know it, but he is the son of the king who died years ago. I took him from his parents when he was a baby. Now he

is a good and brave young man. He is your king now. He's my king. He's our king.

**Arthur:** But Merlin...

**Old man:** We have a king!

**Old woman:** Arthur is our king!

**All:** Long live the King! Long live King Arthur!



Act out the scene in groups.

**Task 1, p.143**

- Divide students into groups of 8-9. (If there aren't an exact number of students, you can organize the parts according to the number of students in the group.)
- Explain to students they will act out the scene in groups.
- Give each group some space in the classroom to practise.
- Monitor groups, and help them if necessary.
- Invite groups to act out the scene in front of the class.
- Motivate students to act it out with lots of energy.
- Let students vote for the best group and award 'Oscar for best performance' to them.

**TEACHING TIPS**

Prepare a plastic sword or ask students to bring one.

**Extra activity**

• **Mistakes in the lines**

Invite students to act out Scene 1 again, but this time they should change some lines to make it funny or more interesting.

Give an example:

*Old man: Look, grandparents! In our beautiful village of London, in front of this building there is this small stone.*

Monitor groups, and help them if necessary. Invite groups to act out the scene in front of the class. Other groups should try to write down the 'mistakes' they notice and report them when the group finishes.

**Who says it?**

Divide students into two teams. Write sentences from Scene 1 on slips of paper.

Give each team slips of paper, and tell them to find out who says the sentences. (They should write the name of the person on the back.) Students aren't allowed to look in the books.

Draw columns on the board.

old man	girl	boy	woman	man	old woman	Arthur	Merlin

The first group to finish comes to the board and sticks the sentences in the correct column. Invite students to read the sentences aloud.

Sentences:

*What does this mean? (girl)*

*He is your king now. (Merlin)*

*It's a beautiful sword. (Arthur)*

*Nobody can pull the sword out of the stone. (boy)*

*These are hard times. (old woman)*

*Can you help me, please? (Arthur)*

*The country needs a brave king. (man)*

*They say it's magic. (girl)*

*It came from the stone as if out of butter. (woman)*

*What's your name, boy? (old man)*

*And do you know who I am? (Merlin)*

*Pull it out of the stone! (man)*

*Like that owl over there. (boy)*

(If you think that this activity will be too easy for the students after they have acted out Scene 1, you can do it before they act it out.)

• **Match the sentences**

Draw two columns on the board with numbers and letters written on them. Divide students into two groups.

Their task is to match the sentences from the left-hand column to the ones in the right-hand column. Groups take turn to open the columns. The group with more pairs is the winner.

- |     |     |      |
|-----|-----|------|
| 1-I | 5-C | 9-A  |
| 2-E | 6-H | 10-F |
| 3-G | 7-D |      |
| 4-J | 8-B |      |

1 Arthur had a large
2 The name of this sword was
3 In the middle of the lake Arthur saw
4 In front of the church there was
5 Arthur came to a blue
6 Arthur became
7 Merlin took Arthur
8 Arthur had a beautiful castle
9 Arthur pulled
10 Young Arthur lived with

A the sword from the stone.
B at Camelot.
C lake.
D from his parents.
E Excalibur.
F Sir Ector.
G a hand with a sword.
H king.
I round table.
J a large stone with a sword in it.

**HOMEWORK**

Workbook, p.121 Tasks F, G, H



Read the first scene from the school play *King Arthur* and find out how Arthur became king.

### Scene I

*Some people are standing and talking in front of a church near a stone with a sword in it.*

**Old man:** Look, children! In our beautiful city of London, in front of this church there is this large stone.

**Girl:** They say it's magic.

**Old man:** And look! In the stone there is this great shining sword.

**Girl:** They say it's magic.

**Boy:** Nobody can pull the sword out of the stone.

**Woman:** Not the strongest men. Not the best knights.

**Girl:** Because it's magic.

**Man:** They say that he who pulls the sword from the stone is the king of the country.

**Old woman:** These are hard times. The country has no king.

**Old man:** The old king is dead, and now we have no king.

**Man:** The country needs a brave king.

**Old man:** The people need a good king.

**Boy:** How did the stone get here? Who put the sword in it?

**Man:** Nobody knows.

**Girl:** It's magic.

**Old woman:** Maybe Merlin knows. He's a wizard. He's clever. He can do magic.

**Girl:** They say that he can change into an animal or a bird.

**Boy:** Like that owl over there. It's watching us.

*Young Arthur enters.*

**Arthur:** I need a sword for my brother! Quickly! I need a sword! Good people, can you help me? Who can give me a sword, just for a day?

**Man:** So... you need a sword, young man?

**Arthur:** Yes, I do. Can you help me, please?

**Woman:** Yes, of course. Can't you see? There is a sword right in front of you. Ha, ha.

**Man:** Why don't you take it? Pull it out of the stone! It's easy. No problem, at all.

**Arthur:** May I? Really? All right.

*Arthur pulls out the sword.*

**Arthur:** Here it is. It's a beautiful sword.

**Old man:** Look! The boy has the sword! He pulled it out of the stone!

**Man:** The boy took the sword!

**Woman:** It came from the stone as if out of butter!

**Girl:** What does this mean?

**Old man:** What's your name, boy?

**Arthur:** My name's Arthur.

*Merlin enters. The owl flies and sits on his shoulder.*

**Merlin:** And do you know who I am?

**Man:** Yes, old man. We know your white hair, your long white beard and your hat. You are Merlin, the wizard. Tell us, Merlin, who is this boy?

**Merlin:** He is Arthur. He doesn't know it, but he is the son of the king who died years ago. I took him from his parents when he was a baby. Now he

is a good and brave young man. He is your king now. He's my king. He's our king.

**Arthur:** But Merlin...

**Old man:** We have a king!

**Old woman:** Arthur is our king!

**All:** Long live the King! Long live King Arthur!



Act out the scene in groups.

# CINDY'S READER: PETER AND HARRY – TWO BOOK REPORTS

SUGGESTED TEACHING TIME: 1 lesson

LEARNING OUTCOMES: ၂၅၆. ၄၁၆၅. (II): 1,2,3,4,5,6,7,8,9,10

**GRAMMAR** • WH questions in the past simple tense  
• the past simple of regular and irregular verbs

**FUNCTIONS** • describing favourite books  
• asking and answering questions

**VOCABULARY** • relating to archaeology and history

## SKILLS

**READING** • Peter and Harry – two book reports

**LISTENING** • Peter and Harry – two book reports

**SPEAKING** • asking and answering questions  
• talking about favourite books

**WRITING** • answering questions  
• a book report

## CULTURE and CLIL

- Literature

## LESSON 1

### INTRODUCTION

- Start the lesson by checking homework.
- Introduce the topic by writing the following titles on the board. (These are all titles of stories that the students read in Cindy's Reader.)

\_\_\_\_\_ DOGS \_\_\_\_\_ (Why dogs chase cats)

THE TORTOISE \_\_\_\_\_ (The tortoise and the hare)

THE \_\_\_\_\_ THE STOLEN \_\_\_\_\_ (The case of the stolen instrument)

\_\_\_\_\_ MEMBERS' FAVOURITE \_\_\_\_\_ (HBMC members' favourite books)

LEGEND OR \_\_\_\_\_ ? - \_\_\_\_\_ (Legend or history – Tutankhamun)

\_\_\_\_\_ A GUIDEBOOK: \_\_\_\_\_ (From a guidebook: Dubrovnik)

- Ask students to complete the titles of Cindy's stories that they have read.
- Write the full titles on the board.

Why dogs chase cats – a folktale  
The tortoise and the hare – a fable  
The case of the stolen instrument – a detective story  
HBMC members' favourite books – book reports  
Legend or history – Tutankhamun – a story about a person from history / a historical story  
From a guidebook: Dubrovnik – a guide book

- Ask students what kind of stories they were.
- As they say the type of the story, write it next to the title.
- Explain that they will read two more book reports that Cindy has written.
- Play an ASSOCIATION game.

A1 Wendy	B1 wizard	C1 orphan	D1 wonder
A2 fly	B2 glasses	C2 Baloo	D2 girl
A3 green	B3 broomstick	C3 tiger	D3 hole
A4 Cook	B4 orphan	C4 jungle	D4 rabbit
<b>Peter Pan</b>	<b>Harry Potter</b>	<b>Mowgli</b>	<b>Alice</b>

- Students open the fields and try to guess the answer for each column.
- When you have all the characters on the board, invite students to guess which two are in Cindy's book reports. (Some students have already read the last Cindy's Reader, so they will know it's Harry and Peter Pan.)

### TEACHING TIPS

#### Extra activity

##### • Stand up if it's true/false

Tell students you are going to read some sentences about book characters, and students have to stand up if they are true.

(You can divide the class into two groups – TRUE and FALSE – so one group stands up if your sentence is true, and the other one if it's false.)

Examples (which are the same sentences as in the final extra activity in 3.5 *Cindy's reader – HBMC members' favourite books*):

<i>Mowgli lives in a big city.</i>	T
<i>Heidi can fly.</i>	F
<i>Tarzan lives in a jungle</i>	T
<i>Pippi Longstocking has got red hair.</i>	T
<i>Harry Potter has a big family.</i>	F
<i>Alice lives in the Wonderland.</i>	F
<i>Peter Pan doesn't want to grow up.</i>	T
<i>Doctor Doolittle helps animals.</i>	T
<i>Huckleberry Finn drives a car.</i>	F
<i>Pinocchio has a big nose only when he tells lies.</i>	T
<i>Bambi lives in a forest.</i>	T
<i>Peter Pan wears yellow clothes.</i>	F
<i>Emil helps the detectives.</i>	T
<i>Harry Potter wears glasses.</i>	T

#### Task A, p.144

- When you have all the characters on the board, invite students to guess which two are in Cindy's book reports. (Some students have already read the last Cindy's Reader, so they will know it's Harry and Peter Pan.)
- Ask students to say what more they know about Peter Pan or Harry.
- Ask students to look at the introduction in task A and explain what Pete has done.
- Ask students to go through the texts and try to find out which paragraph belongs to Harry and which to Peter.
- Tell them to write H for Harry and P for Peter Pan in the correct boxes and to put the paragraphs in the correct order.
- Give students some time.



# PETER AND HARRY

## Two book reports

**A** This is Cindy's report on two books: *Harry Potter and the Philosopher's Stone* and *Peter Pan*. Pete cut her report into pieces. Can you put the pieces together? Write which story each paragraph belongs to. Put **H** for Harry or **P** for Peter Pan in the boxes.

Harry was an orphan who lived with his horrible uncle, aunt and cousin Dudley. One day he got a letter and went to the Hogwarts School of Witchcraft and Wizardry.

Peter Pan was a boy who didn't want to grow up. He lived with the Lost Boys in a country called the Neverland.

He could do a lot of things: fly a broom, be invisible, make light and talk to snakes. At school he had a lot of interesting friends, and his first year at school was full of adventures and danger. His enemy was Voldemort, an evil wizard who wanted to take the Philosopher's Stone, which gives eternal life.

He had a friend called Tinkerbell: she was a little fairy who helped Peter when he was in trouble. Peter could fly. One day he visited a girl called Wendy and her two brothers. They went to the Neverland. Wendy was like a mother to the boys. One day an evil pirate called Captain Hook took them away. Peter Pan saved them, and the crocodile with a ticking clock ate Captain Hook. Wendy and her brothers went back home.

My favourite characters are Harry's friends Ron Weasley and Hermione Granger because they are clever and brave. They help friends in trouble and Harry can trust them.

My favourite character is Tinkerbell because she is really special and sweet.



# CINDY'S READER

**B**



Now listen and check.

### Task B, p.144

- Play track 76 on the CD.
- Invite students to read the paragraphs aloud, first about Harry, then about Peter.
- As they read, explain the new words, and write them on the board.

#### Book reports

Harry Potter	Peter Pan
horrible	grow up
uncle	the Lost Boys
aunt	Neverland
cousin	Tinkerbell
witchcraft	a fairy
wizardry	a pirate
fly a broom	a cook
be invisible	save
make light	a ticking clock
full of	sweet
danger	special
an enemy	
evil	
Philosopher's Stone	
eternal life	
in trouble	
trust	

- Students copy the words from the board.



### Workbook, p.122, Task A

**Answer key:** H, P, H, P,H, P

#### Tapescript Track 76

Harry was an orphan who lived with his horrible uncle, aunt and cousin Dudley. One day he got a letter and went to the Hogwarts School of Witchcraft and Wizardry. He could do a lot of things: fly a broom, be invisible, make light and talk to snakes. At school he had a lot of interesting friends, and his first year at school was full of adventures and danger. His enemy was Voldemort, an evil wizard who wanted to take the Philosopher's Stone, which gives eternal life. My favourite characters are Harry's friends Ron Wesley and Hermione Granger because they are clever and brave. They help friends in trouble and Harry can trust them.

Peter Pan was a boy who didn't want to grow up. He lived with the Lost Boys in a country called the Neverland. He had a friend called Tinkerbell: she was a little fairy who helped Peter when he was in trouble. Peter could fly. One day he visited a girl called Wendy and her two brothers. They went to the Neverland. Wendy was like a mother to the boys. One day an evil pirate called Captain Hook took them away. Peter Pan saved them, and the crocodile with a ticking clock ate Captain Hook. Wendy and her brothers went back home.

My favourite character is Tinkerbell because she is really special and sweet.

### TEACHING TIPS

#### Extra activity

##### • Noughts and crosses

Divide students into two teams. Teams take turns to open the 9 fields on the board. They have to answer the question correctly to win a point.

The aim of the team is to have 3 symbols in a row. If one team doesn't know the answer, the other team can try to answer the question.

1	2	3
4	5	6
7	8	9

Questions:

1. Who did Harry live with? (He lived with his uncle, aunt and cousin.)
2. Who did Peter Pan live with? (He lived with the Lost Boys.)
3. What could Harry do? Name 2 things. (He could fly a broom, be invisible and talk to snakes.)
4. Who was Tinkerbell? (She was a little fairy who helped Peter.)
5. Who was Harry's enemy? (It was Voldemort.)
6. What did Peter Pan do one day? (He visited a girl called Wendy and her two brothers.)
7. Who was Captain Cook? (He was an evil pirate.)
8. Who were Harry's friends? (Hermione and Ron.)
9. What happened to Captain Cook? (The crocodile with the ticking clock ate him.)

##### • Stand up if it's true

Explain to students you are going to say some words from the texts. Divide students into two groups: Peter Pan and Harry.

If you say a word connected with the group, students should stand up. (Some words are connected with both groups, so both groups should stand up.)

Words:

Harry Potter	Peter Pan
horrible	grow up
uncle	cook
aunt	ticking
cousin	sweet
invisible	a fairy
make light	pirate
enemy	brothers
evil	evil
fly	fly
eternal	mother





## PETER AND HARRY

### Two book reports

**A** This is Cindy's report on two books: *Harry Potter and the Philosopher's Stone* and *Peter Pan*. Pete cut her report into pieces. Can you put the pieces together? Write which story each paragraph belongs to. Put **H** for Harry or **P** for Peter Pan in the boxes.

Harry was an orphan who lived with his horrible uncle, aunt and cousin Dudley. One day he got a letter and went to the Hogwarts School of Witchcraft and Wizardry.

Peter Pan was a boy who didn't want to grow up. He lived with the Lost Boys in a country called the Neverland.

He could do a lot of things: fly a broom, be invisible, make light and talk to snakes. At school he had a lot of interesting friends, and his first year at school was full of adventures and danger. His enemy was Voldemort, an evil wizard who wanted to take the Philosopher's Stone, which gives eternal life.

He had a friend called Tinkerbell: she was a little fairy who helped Peter when he was in trouble. Peter could fly. One day he visited a girl called Wendy and her two brothers. They went to the Neverland. Wendy was like a mother to the boys. One day an evil pirate called Captain Hook took them away. Peter Pan saved them, and the crocodile with a ticking clock ate Captain Hook. Wendy and her brothers went back home.

My favourite characters are Harry's friends Ron Weasley and Hermione Granger because they are clever and brave. They help friends in trouble and Harry can trust them.

My favourite character is Tinkerbell because she is really special and sweet.



# CINDY'S READER

**B**



track 11

Now listen and check.

**Task C, p.145**

- Tell students that Pete has also written a book report on Harry Potter and the Philosopher’s Stone and Peter Pan, but he got some things wrong.
- Invite students to read Pete’s reports aloud.
- Divide students into two groups: Harry and Peter Pan.
- Tell students to go through the texts and circle the wrong words.
- Each group writes the correct sentences in their notebooks.
- Draw two columns on the board:

Harry Potter and the Philosopher’s stone		Peter Pan	
wrong	correct	wrong	correct
elephant	orphan	wake up	grow up
grandfather	uncle	the Lost Girls	The Lost Boys
grandmother	aunt	bird	fairy
brother	cousin	four	two
a postcard	a letter	Alwaysland	Neverland
a helicopter	a broom	girls	boys
boring	interesting	Doctor Hook	Captain Cook
best friend	enemy	shark	crocodile
dinosaur	wizard		

- Invite students from each group to come to the board and first write the words that are wrong.
- Ask students to write the correct words on the board.
- When you have all the words on the board, tell students to write the other text in their notebook using the correct words.



**Workbook, p.122, Task B /p.123, Task C**

**Answer key:** Harry was an ORPHAN who lived with his horrible UNCLE, AUNT and COUSIN Dudley. One day he got a LETTER and went to the Hogwarts School of Witchcraft and Wizardry. He could do a lot of things: fly a BROOM, be invisible, make light and talk to snakes. At school he had a lot of INTERESTING friends and his first year at school was full of adventures and danger. His ENEMY was Voldemort, an evil WIZARD who wanted to take the Philosopher’s Stone, which gives eternal life. Peter Pan was a boy who didn’t want to GROW up. He lived with the Lost BOYS in a country called NEVERLAND. He had a friend called Tinkerbelle. She was a little FAIRY. Peter could fly. One day he visited a girl called Wendy and her TWO brothers. They went to the NEVERLAND. Wendy was like a mother to the BOYS. One day, a pirate called CAPTAIN Hook took them away. Peter Pan saved them, and the CROCODILE with a ticking clock ate CAPTAIN Hook. Wendy and her brothers went back home.

**TEACHING TIPS**

**Extra activity**

• **Beep reading**

Tell students you are going to read the texts by omitting some words from the text. Instead of the omitted words, you will say BEEP. Clean the board. Students have to say the correct word.

*Harry was a beep who lived with his beep uncle, aunt and cousin Dudley. (orphan, horrible)*  
*One day he got a letter and went to the Hogwarts School of beep and Wizardry. (Witchcraft)*  
*He could do a lot of things: fly a broom, be beep, make light and talk to snakes. (invisible)*  
*His first year at school was full of beep and danger. (adventures)*  
*Voldemort wanted to take the Philosopher’s Stone, which gives beep life. (eternal)*  
*Peter Pan was a boy who didn’t want to beep. (grow up)*  
*He lived with the Lost Boys in a country called beep. (Neverland)*  
*He had a friend called beep. (Tinkerbelle)*  
*One day Peter Pan beep a girl called Wendy and her two brothers. (visited)*  
*One day a beep called Captain Cook took the boys away. (pirate)*  
*The crocodile with a beep clock ate Captain Cook. (ticking)*

**C Correct the mistakes in these two texts.**

Harry was an elephant who lived with his horrible grandfather, grandmother and brother Dudley. One day he got a postcard and went to the Hogwarts School of Witchcraft and Wizardry. He could do a lot of things: fly a helicopter, be invisible, make light and talk to snakes. At school he had a lot of boring friends and his first year at school was full of adventures and danger. His best friend was Voldemort, an evil dinosaur who wanted to take the Philosopher's Stone, which gives eternal life.

Peter Pan was a boy who didn't want to wake up. He lived with the Lost Girls in a country called Alwaysland. He had a friend called Tinkerbelle. She was a little bird. Peter could fly. One day he visited a girl called Wendy and her four brothers. They went to the Alwaysland. Wendy was like a mother to the girls. One day, a pirate called Doctor Hook took them away. Peter Pan saved them, and the shark with a ticking clock ate Doctor Hook. Wendy and her brothers went back home.

**D Complete the sentences. Use: What, Where, Who, When and Why.**

- |  |   |
|--|---|
| 1 _____ did Peter Pan live?                | He lived in the Neverland.                                |
| 2 _____ did Harry get one day?             | He got a letter.  |
| 3 _____ did Peter Pan visit one day?       | He visited Wendy and her brothers.                        |
| 4 _____ did Harry fight against Voldemort? | Because Voldemort wanted to take the Philosopher's Stone. |
| 5 _____ did Tinkerbelle help Peter Pan?    | She helped him when he was in trouble.                    |

## SPEAKING

**E In pairs, ask and answer the questions.**

- 1 What books do you like reading (fairy tales, detective stories, adventure stories, fantasy books...)?
- 2 What is your favourite book?
- 3 Why do you like it?
- 4 How many books do you read a month?
- 5 How many pages can you read in one day?
- 6 Does anybody help you with your book reports for school?



### Task D, p.145

- Write the answers from task D on the board.
- Invite students to ask questions using the question word you have written next to the answer.

He lived in Neverland. – Where...?  
He got a letter. – What...?  
He visited Wendy and her brother. – Who...?  
Because Voldemort wanted to take the Philosopher's Stone. – Why...?  
She helped him when he was in trouble. – How...?

- Help students to make questions.
- Clean the board.
- Tell students to look at the questions in task D and complete them with the WH words.
- Invite students to read the questions and answers aloud.

**Answer key:** 1-where, 2- what, 3- who, 4-why, 5-when.

### TEACHING TIPS

#### Extra activity

##### • Unscramble the questions

Write scrambled questions on slips of paper. Divide students into four groups. Distribute questions to students. Students have to unscramble the questions, and as they do so they come to the board and write them. The group to write the most unscrambled questions on the board is the winner.

Questions:

1. did / live / Harry / Who / with ? (Who did Harry live with?)
2. his body / the crocodile / What did / have / in ? (What did the crocodile have in his body?)
3. do / Peter Pan / one day / did / What ? (What did Peter Pan do one day?)
4. Harry's / were / Who / friends ? (Who were Harry's friends?)
5. take away / Who / Captain Cook / did ? (Who did Captain Cook take away?)
6. Harry / What / do / could? (What could Harry do?)
7. save / Who / Peter Pan / did ? (Who did Peter Pan save?)
8. did / Voldemort / What / want ? (What did Voldemort want?)

When all the questions are written on the board, invite students to answer them.

### SPEAKING

#### Task E, p.145

- Tell students to work in pairs.
- Ask students to look at the questions in task E.
- Tell them to take turns to ask and answer the questions in pairs.
- Monitor students, and help them if necessary.
- Invite students to read aloud the questions and their answers.
- Discuss their answers with the rest of the class.
- Ask them to name the book reports they have written this year.

**Answer key:** Students' answers.

### TEACHING TIPS

#### Extra activity

##### • Movie scene

If you have the necessary equipment, play a scene from the film *Harry Potter and the Philosopher's Stone*.

Discuss the scene, and ask students to name the characters and the things that happen in the scene. Ask them if they know what happens next in the film.

Ask students to name the other Harry Potter books/ movies. Discuss what happens in each of them. Elicit the names of the new characters.

2001: *Harry Potter and the Philosopher's Stone*

2002: *Harry Potter and the Chamber of Secrets*

2004: *Harry Potter and the Prisoner of Azkaban*

2005: *Harry Potter and the Goblet of Fire*

2007: *Harry Potter and the Order of the Phoenix*

2009: *Harry Potter and the Half-Blood Prince*

2010: *Harry Potter and the Deathly Hallows – Part 1*

2011: *Harry Potter and the Deathly Hallows – Part 2*

### HOMEWORK

Workbook, p.122, Tasks A, B  
p.123, Tasks C, D

**C Correct the mistakes in these two texts.**

Harry was an elephant who lived with his horrible grandfather, grandmother and brother Dudley. One day he got a postcard and went to the Hogwarts School of Witchcraft and Wizardry. He could do a lot of things: fly a helicopter, be invisible, make light and talk to snakes. At school he had a lot of boring friends and his first year at school was full of adventures and danger. His best friend was Voldemort, an evil dinosaur who wanted to take the Philosopher's Stone, which gives eternal life.

Peter Pan was a boy who didn't want to wake up. He lived with the Lost Girls in a country called Alwaysland. He had a friend called Tinkerbelle. She was a little bird. Peter could fly. One day he visited a girl called Wendy and her four brothers. They went to the Alwaysland. Wendy was like a mother to the girls. One day, a pirate called Doctor Hook took them away. Peter Pan saved them, and the shark with a ticking clock ate Doctor Hook. Wendy and her brothers went back home.

**D Complete the sentences. Use: What, Where, Who, When and Why.**

- |  |   |
|--|---|
| 1 _____ did Peter Pan live?                | He lived in the Neverland.                                |
| 2 _____ did Harry get one day?             | He got a letter.  |
| 3 _____ did Peter Pan visit one day?       | He visited Wendy and her brothers.                        |
| 4 _____ did Harry fight against Voldemort? | Because Voldemort wanted to take the Philosopher's Stone. |
| 5 _____ did Tinkerbelle help Peter Pan?    | She helped him when he was in trouble.                    |

## SPEAKING

**E In pairs, ask and answer the questions.**

- 1 What books do you like reading (fairy tales, detective stories, adventure stories, fantasy books...)?
- 2 What is your favourite book?
- 3 Why do you like it?
- 4 How many books do you read a month?
- 5 How many pages can you read in one day?
- 6 Does anybody help you with your book reports for school?



# REVISION 7



**Workbook pp. 124, 125**

SUGGESTED TEACHING TIME: 2 lessons

LEARNING OUTCOMES: **၂၇၆. ၵၢၼ်ႈ (II): 2,3,4,5,6,7,8,9,10,11,12,13,14**

**GRAMMAR** • the past simple of the verb to be, regular and irregular verbs (all forms)

**FUNCTIONS** • talking about past time and stories  
• describing a city

**VOCABULARY** • vocabulary relating to Unit 7 (history and attractions, stories, books)

**SKILLS**

**READING** • A Scottish Ghost Story

**SPEAKING** • talking about the Scottish Ghost Story/ Harry Potter, Peter Pan or King Arthur / New York

**WRITING** • negative sentences in the past simple tense  
• completing the story and questions

**CULTURE and CLIL**

- history

**LESSON 1**

## INTRODUCTION

- Start the lesson by checking the homework.
- Do a warm-up activity: a CROSSWORD game.
- Draw the following
- g blank crossword puzzle on the board.

							<b>6</b>						
<b>1</b>		S	T	R	A	N	<b>G</b>	E					
<b>2</b>				C	L	O	<b>T</b>	<b>H</b>					
<b>3</b>	S	I	R	E	C	T	<b>O</b>	R					
<b>4</b>							<b>I</b>	<b>S</b>	L	A	N	D	
<b>5</b>	C	A	M	E	L	O	<b>T</b>						

- Invite students to choose a number.
- Write or read the description of the word.

1 – *unusual*  
 2 – *material we use for clothes*  
 3 – *Arthur lived with him when he was a boy*  
 4 – *a piece of land with water all around*  
 5 – *the castle where Arthur and his queen lived*

- When students guess the words, invite them to come and write them in the crossword.
- When all the words are written, tell them to read the word under 6 – GHOST.



**Workbook, Task A, p.124**

- Ask students if they believe in ghosts and what they know about them. (*What are they?*)
- Explain that they are going to read the beginning of a ghost story, an old folk tale from Scotland.

- Ask students if they remember where Scotland is.
- Display the map on the screen, or put the map on the board.
- Invite a student to come to the board and point to Scotland.
- Ask them what they remember about Scotland from Unit 3.2.
- Tell students that in Scotland there are lots of stories about ghosts and haunted houses. (Explain what haunted houses are: *houses where ghosts live.*)
- Ask them if they have seen any films about haunted houses and what usually happens in them.
- Read the story yourself, or ask a student to read the story.
- Ask students questions: *Who is the story about? What was she like? Where did she keep her treasure?*
- Tell students to read the text in task A on their own.

### Task B, p.124

- Write the following sentences on the board:

She didn't live alone in a big house.	<i>She lived alone in a big house.</i>
She wasn't rich.	<i>She was rich.</i>
She didn't have a lot of money.	<i>She had a lot of money.</i>
She didn't die.	<i>She died.</i>

- Ask students what is wrong with the sentences. (They are not correct.)
- Invite students to come to the board and write the correct sentences.
- Tell students they are going to do a similar activity, but instead of writing positive sentences, they are going to write negative ones.
- Tell students to look at the sentences in task B.
- Ask students to read the sentences aloud.
- Tell students to write the negative sentences.
- Give them some time.
- Monitor students, and help if necessary.
- Ask students to read the sentences aloud.
- Discuss any mistakes they make.

# REVISION

## GRAMMAR

### THE PAST SIMPLE - REGULAR AND IRREGULAR



- A** This is a story about a ghost. Read the first part of the story. Who is the story about?

#### A SCOTTISH GHOST STORY

There was an old woman in Scotland. She lived alone in a big house, and she was very rich. But she was not a good woman. She never invited anybody to dinner; she never helped the poor people in the village. She had a lot of money and a lot of gold, and she put all her gold and treasure in a hole under the kitchen floor. When she died, nobody was sad, nobody cried.

- B** Write negative sentences.

- 1 The old woman lived with her family. She didn't live with her family.
- 2 She was poor. \_\_\_\_\_
- 3 She helped the poor. \_\_\_\_\_
- 4 The people in the village liked her. \_\_\_\_\_
- 5 She put her money in a bank. \_\_\_\_\_
- 6 People cried when she died. \_\_\_\_\_

- C** Complete the second part of the story. Put the verbs into the **past simple**.

For many years her house \_\_\_\_\_ (be) empty, but the people in the village \_\_\_\_\_ (see) strange lights in the windows at night. They \_\_\_\_\_ (be) scared. They \_\_\_\_\_ (say) that the old woman's ghost lived there. In the village there was a good man who \_\_\_\_\_ (have) a large family, but who \_\_\_\_\_ (not have) a house, so he and his family \_\_\_\_\_ (go) to live in the old house. They \_\_\_\_\_ (not be) afraid of the ghost.

## TEACHING TIPS

### Extra activity

#### • Unscramble the sentences

Divide students into two groups. Give each group slips of paper with scrambled sentences written on them.

The groups have to write the unscrambled sentences on pieces of paper. The first group to finish comes to the board with the sentences. Check the sentences, and if they are all correct, pronounce the group the winner.

GROUP 1	GROUP 2
with /old / her family / woman /The / lived The old woman lived with her family.	with /old / didn't / her family / woman /The / live The old woman didn't live with her family.
a lot of / She / didn't / money / have She didn't have a lot of money.	a lot of / She / money / had She had a lot of money.
alone / She / house / lived / in / a big She lived alone in a big house.	didn't / She / alone / house / live / in / a big She didn't live alone in a big house.
in / The people / didn't / the / her / village like The people in the village didn't like her.	in / The people / the / her / village liked The people in the village liked her.
put / a bank / She / her / money / in She put her money in a bank.	put / a bank / She / her / didn't / money / in She didn't put her money in a bank.
when / didn't / she / cry / died / People People didn't cry when she died.	when / she / cried / died / People People cried when she died.

Ask students to read only the true sentences aloud from the pieces of paper.

- Give students some time.
- Monitor them, and help if necessary.
- Invite students to read the sentences and answers aloud.
- Clean the board.
- Tell students to complete the sentences in task C.

### Task C, p.124

- Ask students to guess what happens next in the story. (Accept all their ideas.)
- Write the following verbs on the board:

**be** – was/were – wasn't/weren't  
**have** – had – didn't have  
**go** – went – didn't go  
**say** – said – didn't say  
**see** – saw – didn't see

- Invite students to come to the board and write the past simple of the verbs.
- Invite other students to come and write the past simple negative form of the verbs.
- Tell students to work in pairs, and give each pair the photocopied text from task C, but leave out the verbs in brackets. (If you have a weaker class, underline the verbs on the board that students need to complete the text.)
- Tell students to complete the text with the verbs in the past simple that are on the board.



# REVISION

## GRAMMAR

### THE PAST SIMPLE - REGULAR AND IRREGULAR



- A** This is a story about a ghost. Read the first part of the story. Who is the story about?

#### A SCOTTISH GHOST STORY

There was an old woman in Scotland. She lived alone in a big house, and she was very rich. But she was not a good woman. She never invited anybody to dinner; she never helped the poor people in the village. She had a lot of money and a lot of gold, and she put all her gold and treasure in a hole under the kitchen floor. When she died, nobody was sad, nobody cried.

- B** Write negative sentences.

- 1 The old woman lived with her family. \_\_\_\_\_ She didn't live with her family.
- 2 She was poor. \_\_\_\_\_
- 3 She helped the poor. \_\_\_\_\_
- 4 The people in the village liked her. \_\_\_\_\_
- 5 She put her money in a bank. \_\_\_\_\_
- 6 People cried when she died. \_\_\_\_\_

- C** Complete the second part of the story. Put the verbs into the **past simple**.

For many years her house \_\_\_\_\_ (be) empty, but the people in the village \_\_\_\_\_ (see) strange lights in the windows at night. They \_\_\_\_\_ (be) scared. They \_\_\_\_\_ (say) that the old woman's ghost lived there. In the village there was a good man who \_\_\_\_\_ (have) a large family, but who \_\_\_\_\_ (not have) a house, so he and his family \_\_\_\_\_ (go) to live in the old house. They \_\_\_\_\_ (not be) afraid of the ghost.

### Task D, p. 125

- Ask students to tell you their ideas about what happens to the good man and his family. (Were they right not to be afraid?)
- Tell students to look at the text in task D.
- You can read the text slowly, emphasizing and imitating the details.
- Ask students a few questions about the ending: Who saw the ghost of the old woman? Who did the ghost of the old woman tell the girl she was? What did she tell her to do with the treasure? What is the point of the story?
- Explain the new words, and write them on the board.

a servant  
a master  
cruel  
half  
finally  
rest in peace

- Tell students to find all the verbs in the past simple tense in the text.
- Invite students to come to the board and write them.

the past simple	infinitive
went	go
saw	see
closed	close
opened	open
said	say
was	be
asked	ask
lived	live
put	put
got	get
rested	rest

- Invite students to come to the board and write the infinitive of the verbs. (Verbs put and get are new ones, so help students out.)
- Students copy the words from the board.

### TEACHING TIPS

#### Extra activity

- **Irregular-verb memory game**

Draw two columns on the board:

INFINITIVE	PAST SIMPLE
6 come	C
16 go	S
36 have	X
60 can	Y
8 do	U
18 meet	W
28 see	Q
80 say	P

Divide the class into four teams. They take turns to choose an infinitive. You reveal the verb that is in that field. If students say the past form of the verb from the infinitive column, they can open the past-form column. If they match, the team wins a point. You can add some more verbs to the list.

### Task E, p.125

- Write the question and the answer from task E on the board.

What did the servant girl see in the kitchen?  
She saw a light.

- Ask student what is missing in the question. (did)
- Ask them what verb they should write in the answer. (saw)
- Invite students to come to the board and complete the question and answer.
- Ask students to look at the questions and answers in task E.
- Tell them to complete them with the correct verbs.
- Give students some time.
- Invite students to read the questions and answers aloud.
- Discuss any mistakes they make.

### TEACHING TIPS

#### Extra activity

- **Sentence tennis**

Divide students into two teams. Teams take turns to say questions and other sentences they remember from the task, but they must not repeat sentences the other team has already said.

**D** Were they right not to be afraid? Read the last part of the story and find out.

Early one morning a servant girl went into the kitchen. Suddenly she saw a strange light. The light was so strong that she closed her eyes. When she opened her eyes she saw an old woman in old brown clothes. "I'm cold," said the old woman. "Come near the fire!" said the servant girl. She was a very kind girl. "Who are you?" she asked. "I am a ghost. I lived in this house long ago. I was bad, cruel and stupid, and now I can't rest. I put all my treasure in a hole under the floor in this place. You must take it. Some of it is for you, some for your master, but you must give one half of all my treasure to the poor." The poor people in the village, the kind girl and her master got the money. Everybody was happy. And the old woman finally rested in peace.

**E** Complete these questions and the answers.

- 1 What did the servant girl see in the kitchen?  
She saw a light.
- 2 What \_\_\_\_\_ the old woman say?  
She \_\_\_\_\_ "I'm cold."
- 3 Where \_\_\_\_\_ the old woman put her treasure?  
She \_\_\_\_\_ it in a hole under the kitchen floor.
- 4 What \_\_\_\_\_ the poor people in the village get?  
They \_\_\_\_\_ some money.

## VOCABULARY

**F** Complete. Use: **a cab, a bridge, visitors, on time, dollars.**

- 1 People who visit a place are called \_\_\_\_\_.
- 2 If you are not late, you are \_\_\_\_\_.
- 3 American money is called \_\_\_\_\_.
- 4 It connects two river banks: \_\_\_\_\_.
- 5 Another word for a taxi is \_\_\_\_\_.

## SPEAKING

**G** Choose one of these topics and talk about it:

- 1 Tell the *Scottish Ghost Story*: say what the lady was like, what happened to the servant girl, how the story ended, and what you think about the story.
- 2 Talk about Harry Potter, Peter Pan or King Arthur: say who they were, where they lived, and what happened to them.
- 3 Talk about New York: say why people like it, and describe its famous places and its colours.

## VOCABULARY

### Task F, p.125

- Play a DEFINITION game.
- Say some definitions, and students have to guess the word you are defining.

Definitions:

American money is called the \_\_\_\_\_. (dollar)

Camelot is a very big \_\_\_\_\_. (castle)

A king's wife is called a \_\_\_\_\_. (queen)

Another word for 'liberty' is ' \_\_\_\_\_. (freedom)

A very tall building is called a \_\_\_\_\_. (skyscraper)

A short text in a newspaper is an \_\_\_\_\_. (article)

The opposite of ON TIME is \_\_\_\_\_. (late)

The underground in New York is called the \_\_\_\_\_.  
(subway)

- Ask students to look at the definitions in task F.
- Tell them to complete them with the words in green.
- Ask students to read the words aloud.
- Give them some time.
- Ask students to read aloud the sentences and the answers.

### TEACHING TIPS

#### Extra activity

##### • Sentence builder

Divide the class into groups of 4-5 students.  
Prepare verbs in the infinitive on slips of paper. (You can use the verbs from the texts: invite, help, have, die, cry, see, go, close, open, say, be, ask, live, put, get, rest)

Tell students you are going to give each of them a slip of paper, and they must think of a sentence in the past simple tense using the verb on their slip. Give each student one slip. Each student has 20 seconds to say the sentence. If the sentence is correct, his/her team wins a point.

## SPEAKING

### Task G, p.125

- Tell students to look at the topics in task G.
- They should choose one of them and talk about it.
- Divide students into groups according to the topic they have chosen.
- Students take turns to talk in groups about Harry Potter, Peter Pan or King Arthur, or New York, or to retell the Scottish Ghost Story.
- Monitor students, and help them if necessary.
- Invite students to talk about the topic they have chosen to the rest of the class.
- Go through all three topics, and discuss them with the class.

### TEACHING TIPS

#### Extra activity

##### • Dictation

You can give this dictation to students as practice.  
Last Saturday was Open Day at Sam's school. A lot of people were there. The teachers played football against the pupils. Pete did the high jump. Sam, Ella and Elliot were excellent in the school play. Everybody liked Ana's poems at the end of the programme. Open Day was a great success.

## HOMEWORK

Choose one of the two topics from task G (workbook p.125) that you didn't talk about in class. Write about it in your notebook.

**D** Were they right not to be afraid? Read the last part of the story and find out.

Early one morning a servant girl went into the kitchen. Suddenly she saw a strange light. The light was so strong that she closed her eyes. When she opened her eyes she saw an old woman in old brown clothes. "I'm cold," said the old woman. "Come near the fire!" said the servant girl. She was a very kind girl. "Who are you?" she asked. "I am a ghost. I lived in this house long ago. I was bad, cruel and stupid, and now I can't rest. I put all my treasure in a hole under the floor in this place. You must take it. Some of it is for you, some for your master, but you must give one half of all my treasure to the poor." The poor people in the village, the kind girl and her master got the money. Everybody was happy. And the old woman finally rested in peace.

**E** Complete these questions and the answers.

- 1 What did the servant girl see in the kitchen?  
She saw a light.
- 2 What \_\_\_\_\_ the old woman say?  
She \_\_\_\_\_ "I'm cold."
- 3 Where \_\_\_\_\_ the old woman put her treasure?  
She \_\_\_\_\_ it in a hole under the kitchen floor.
- 4 What \_\_\_\_\_ the poor people in the village get?  
They \_\_\_\_\_ some money.

## VOCABULARY

**F** Complete. Use: **a cab, a bridge, visitors, on time, dollars.**

- 1 People who visit a place are called \_\_\_\_\_.
- 2 If you are not late, you are \_\_\_\_\_.
- 3 American money is called \_\_\_\_\_.
- 4 It connects two river banks: \_\_\_\_\_.
- 5 Another word for a taxi is \_\_\_\_\_.

## SPEAKING

**G** Choose one of these topics and talk about it:

- 1 Tell the *Scottish Ghost Story*: say what the lady was like, what happened to the servant girl, how the story ended, and what you think about the story.
- 2 Talk about Harry Potter, Peter Pan or King Arthur: say who they were, where they lived, and what happened to them.
- 3 Talk about New York: say why people like it, and describe its famous places and its colours.

**STUDENT'S BOOK****FOR MY PORTFOLIO, p.146**

- What do you think about this Unit?
- Tell students to look at My learning diary and think about the first six questions.
- Give them some time to write the answers. (They can go through the lessons and see what things they liked and didn't like.)
- Ask students to read the answers aloud.
- You can have a short discussion about their favourite lessons and words, and also about the most difficult things in the Unit.
- Circle what you can do after this unit.
- Tell students to look at the eight sentences and circle what they can do after this unit.
- Tell them they can challenge their partners to do the things they say they can.
- Give students some time.
- Ask random students what they have circled, and challenge them to show you what they can do.

**PROJECTS, p.146**

- Projects are optional and can be done depending on the students' interests and motivation.
- Students do them in groups. They can be done in school or at home.
- It would be good to prepare students for the projects in the previous lesson. Students can do some additional research on New York, King Arthur and Harry Potter, and prepare some photographs, pictures or drawings.

**1) NEW YORK, NEW YORK**

- Tell students to pick four places in New York they would like to visit. These can be places that you have learned about in Lesson 7.3, but students can pick some new places they have researched on the internet or in books.
- Tell them to write about these places and explain why they would like to visit them. (Help them with questions: What can you see or do there? What do you find interesting/fun/enjoyable? How do you know about this place?)
- Students work in groups to write and illustrate the places. They stick the texts and the photos on a large sheet of paper, or they can make a PowerPoint presentation.
- Students present their posters or PowerPoint presentations in front of the class.
- Motivate other students to ask some questions about the sights and places on the poster / in the PowerPoint presentation.

**2) SHOW AND TELL**

- Tell students to work in groups. Students choose to be in groups that write about King Arthur or in groups that write about Harry Potter. (It is up to the students.)
- Students write the texts following the questions in their books, page 146. Help them if necessary.
- Students organise the texts and the pictures on a poster or in a PowerPoint presentation.
- Students present their posters or PowerPoint presentations in front of the class.
- Invite students to ask some questions and comment on their friends' presentations and posters.

# FOR MY PORTFOLIO

My learning diary

## PROJECTS

Choose one project and do it in a group.

### 1/ NEW YORK, NEW YORK

Pick four places in New York you would like to visit.

Explain why. Find some photos, too. Make a poster.

### 2/ SHOW AND TELL

Work in groups. A few groups choose *The Story of King Arthur* and the others choose *Harry Potter*.

"Arthur" groups: Who was Merlin? Who was King Arthur?

What is Excalibur? What is Camelot? Why is the Round Table important? Write about them. Find some pictures and make a poster.

"Harry" groups: Who is Harry Potter? What is his school like? Who are his friends, and what


are they like? Who are his enemies, and what are they like? Find some pictures and make a poster.

### What do you think about this unit?

1/ Why is it called "All's Well That Ends Well"?

2/ I think this unit is (tick what is true for you):

 easy

 not very easy

 difficult

3/ What was easy? What was difficult?


4/ I like lesson \_\_\_\_\_ best.

5/ In this unit I don't like \_\_\_\_\_

6/ My favourite word(s) from this unit is (are):  
\_\_\_\_\_



### Tick what you can do after this unit.

 I CAN

 I NEED MORE PRACTICE



  I can say what happened in the past.

  I can say that something didn't happen in the past.

  I can ask questions and give short answers about the past.

  I can understand a short interview about a past event.

  I can talk about New York.

  I can say the English alphabet.

  I can understand a programme for a school event.

  I can tell the story of King Arthur.

# HALLOWEEN

SUGGESTED TEACHING TIME: 1-2 lessons

LEARNING OUTCOMES: უცბ. დანტყ. (II): 1,2,3,4,5,6,7,8,9,10,11

GRAMMAR • revision of can, revision of the present simple

FUNCTIONS • talking about customs on Halloween

VOCABULARY • vocabulary relating to Halloween

## SKILLS

READING • conversation in front of the school building  
• instructions (bobbing for apples)

LISTENING • conversation in front of the school building

SPEAKING • talking about customs on Halloween

WRITING • completing a text about Halloween  
• What can children do on Halloween?  
• completing a crossword puzzle

## CULTURE and CLIL

- different customs on Halloween

## LESSON 1

### INTRODUCTION

- Start the lesson with a warm-up activity, and play a DEFINITION game.
- Explain to students that you are going to say some descriptions and they have to name the thing you are describing.

Descriptions:

*a red fruit that is good for your teeth – apple*  
*clothes you wear when you want to look like somebody else – a costume*  
*chocolate, cakes, biscuits are – sweets*  
*a big round orange vegetable – a pumpkin \_ \_ \_ \_ \_*

- As students guess the words, write them on the board. (If students do not know how to say pumpkin, help them out by writing the word using the dashes and eliciting the letters.)

apple  
a costume  
sweets  
a pumpkin

- Ask students if they know what these words have in common. (Some students will guess Halloween, but if they do not, just move on and say they will soon find out.)

### Task A, p.148

- Tell students to look at the picture in task A.
- Ask them some questions about the picture: *What is the season? What month is it? How do you know?* (falling leaves, their clothes, the weather etc.)
- Ask students to read the introduction in task A.
- Ask them what the children are talking about. *How many of you think that they are talking about a birthday party or going out?*

- Let students decide and put a tick next to the correct statement / their guesses. (Ask students not to read the conversation yet.)
- Tell students to scan the conversation quickly to find the answers.
- Invite them to read the answers aloud.
- Play track 77 on the CD.
- Ask students to explain the connection between Halloween and the words that you have previously written on the board.
- Ask students to explain some expressions from the text: *apple picking / trick-or-treating / creature / pumpkin lantern* etc.
- As students explain them, write them on the board.

apple picking  
trick-or-treating  
spooky  
creature  
a costume  
bobbing for apples  
kind of  
pumpkin lantern  
excited

- Students copy the words from the board.

**Answer key:** Celebrating Halloween.

### Tapescript

#### Track 77

**Sam:** Hi, Ana! Have you got any plans for the evening?

**Ana:** No, I haven't. Why?

**Sam:** It's Halloween. We can all go trick-or-treating. You can meet a lot of spooky creatures in the street.

**Ana:** I'll have to ask my mum first. And I haven't got a costume or a mask to wear.

**Ella:** Take one of mine. I've got a lot of spooky costumes at home.

**Ana:** OK. Thanks.

**Ella:** Come to my Halloween party after that. We can dance and play bobbing for apples.

**Ana:** Bobbing for apples? What kind of game is that?

**Ella:** Come and see. We'll have good fun!

**Sam:** And Ana, don't forget to put a pumpkin lantern in your window!

**Ana:** I won't. I'm so excited. It's my first Halloween in England!

### TEACHING TIPS

#### Trick-or-treating (short explanation)

Children dress like witches or ghosts and go to houses in their neighbourhood, often in a small group. When someone answers the door, the children say 'Trick or treat?'. This means that the person in the house must decide. Either they give the children a treat (like sweets, fruit or sometimes money), or the children will play a trick or practical joke on them. For a trick, the children sometimes throw something like an egg or flour at the house or, in the US, they put toilet paper in the trees in their garden.)



# APPENDIX HALLOWEEN

## READING

**A** It's the morning of 31 October. The children meet in front of the school building. What are they talking about? Read the conversation and find out.



The kids are talking about:

- a birthday party.
- going out.
- celebrating Halloween.
- a Geography test.
- a new teacher.
- apple picking.

**Sam:** Hi, Ana! Have you got any plans for the evening?

**Ana:** No, I haven't. Why?

**Sam:** It's Halloween. We can all go trick-or-treating. You can meet a lot of spooky creatures in the street.

**Ana:** I'll have to ask my mum first. And I haven't got a costume or a mask to wear.

**Ella:** Take one of mine. I've got a lot of spooky costumes at home.

**Ana:** OK. Thanks.

**Ella:** Come to my Halloween party after that. We can dance and play bobbing for apples.

**Ana:** Bobbing for apples? What kind of game is that?

**Ella:** Come and see. We'll have good fun!

**Sam:** And Ana, don't forget to put a pumpkin lantern in your window!

**Ana:** I won't. I'm so excited. It's my first Halloween in England!



**B** Look at the pictures. In which picture can you see:



- a pumpkin lantern?     trick-or-treating?     bobbing for apples?     spooky costumes?

## SPEAKING

**C** Answer the questions.

- 1 Is there a similar tradition in your country?
- 2 When do you and your friends go from door to door dressed up in funny costumes?
- 3 What do you usually wear?
- 4 What do you get from your neighbours?
- 5 What do you usually eat on that day?
- 6 Would you like to join Ana and her friends on Halloween? Why?



### Workbook, Task B, p.126

- Ask students if they can explain how to play the game of bobbing for apples. (Elicit their ideas, but do not comment.)
- Ask students to look at the instructions in task B.
- Tell them to work in pairs and put the instructions in the correct order.
- Ask students to read the instructions aloud.
- Ask them if they'd like to try this game at home.

#### TEACHING TIPS

##### Extra activity

###### • Role play

Divide students into groups of three, and tell them to practise reading the dialogues.

Monitor them, and help if necessary.

Invite the groups to come in front of the class and act out the conversation.

#### Task B, p.148

- Tell students to look at the pictures and match them with the expressions.
- They should put the numbers in the correct boxes. Invite students to read the numbers and expressions aloud.



### Workbook, p.126, tasks A, C, D

**Answer key:** 2, 3, 4, 1.

#### TEACHING TIPS

##### Extra activity

###### • Match

Draw two columns on the board. Tell students they should match the expressions from column A to the expressions from column B.

When students make a match, invite them to come to the board and write it.

A	B
spooky	for apples
bob	a Halloween party
wear	creatures
go	lantern
a pumpkin	a costume
go to	trick-or-treating

*spooky creatures*  
*bob for apples*  
*wear a costume*  
*go trick-or-treating*  
*a pumpkin lantern*  
*go to a Halloween party*

## SPEAKING

### Task C, p.148

- Ask students to look at the questions in task C.
- Explain any new words, and write them on the board.

similar  
 dress up  
 neighbour  
 join

- Tell students to work in groups and discuss the questions.
- Monitor them, and help if necessary.
- Invite students to say the answers.
- Discuss the answers with the rest of the class.



### Workbook, p.127, task E

**Answer key:** Students answers.

## HOMEWORK

Workbook, p.126, Tasks A, C, D  
 p.127, Task E

#### TEACHING TIPS

Tell students to bring pumpkins and some coloured paper so they can carve pumpkins and make some masks in the next lesson. They could also bring some candles.

# APPENDIX HALLOWEEN

## READING

**A** It's the morning of 31 October. The children meet in front of the school building. What are they talking about? Read the conversation and find out.



The kids are talking about:

- a birthday party.
- going out.
- celebrating Halloween.
- a Geography test.
- a new teacher.
- apple picking.

**Sam:** Hi, Ana! Have you got any plans for the evening?

**Ana:** No, I haven't. Why?

**Sam:** It's Halloween. We can all go trick-or-treating. You can meet a lot of spooky creatures in the street.

**Ana:** I'll have to ask my mum first. And I haven't got a costume or a mask to wear.

**Ella:** Take one of mine. I've got a lot of spooky costumes at home.

**Ana:** OK. Thanks.

**Ella:** Come to my Halloween party after that. We can dance and play bobbing for apples.

**Ana:** Bobbing for apples? What kind of game is that?

**Ella:** Come and see. We'll have good fun!

**Sam:** And Ana, don't forget to put a pumpkin lantern in your window!

**Ana:** I won't. I'm so excited. It's my first Halloween in England!



**B** Look at the pictures. In which picture can you see:



- a pumpkin lantern?     trick-or-treating?     bobbing for apples?     spooky costumes?

## SPEAKING

**C** Answer the questions.

- 1 Is there a similar tradition in your country?
- 2 When do you and your friends go from door to door dressed up in funny costumes?
- 3 What do you usually wear?
- 4 What do you get from your neighbours?
- 5 What do you usually eat on that day?
- 6 Would you like to join Ana and her friends on Halloween? Why?

# IT'S CHRISTMAS!

SUGGESTED TEACHING TIME: 1-2 lessons	
LEARNING OUTCOMES: უცბ. დანე. (II): 1,2,3,4,5,6,7,8,9,10,11	
GRAMMAR	• the present simple
FUNCTIONS	• talking about Father Christmas and Christmas traditions
VOCABULARY	• vocabulary relating to Christmas
SKILLS	
READING	• texts about Father Christmas
SPEAKING	• Christmas song • Jingle Bells
WRITING	• completing a song – Jingle Bells
CULTURE and CLIL	
• Christmas traditions and customs	

## LESSON 1

### INTRODUCTION

- Start the lesson with a warm-up activity – COMPLETE THE STORY.
- Write the following words on the board:

star animals Jesus Bethlehem full

- Distribute this photocopied story to students.  
*Mary and Joseph come to the little town of \_\_\_\_\_. It is night, but they cannot find a place to stay because all the inns are \_\_\_\_\_. They spend the night in a stable together with some \_\_\_\_\_. When \_\_\_\_\_ is born they put him in the manger. There is a bright \_\_\_\_\_ in the sky. Shepherds follow it and come to see the baby.*
- Explain the new words from the story and write them on the board.

inns  
a stable  
a manger  
shepherds

- Tell students to work in pairs and try to complete the story with the missing words.
- Give students some time.
- Invite students to read the story aloud.
- Ask students which holiday they associate with the story. (They will probably say *Christmas*.)
- Write *Christmas* on the board and elicit some customs connected with *Christmas*. (*What do you usually do on Christmas Eve? What do you do on Christmas Day? What do you usually eat? When do you open your presents?*)

### Task A, p.149

- Tell students to look at the picture in task A.
- Ask them what the kids are doing. (*Singing*.)
- Elicit the expression *Christmas carol*.
- Write it on the board, and explain the word. (A *Christmas carol* is a traditional song whose lyrics are on the theme of *Christmas* or the *Christmas* and holiday season in general.)

Christmas carol

- Ask students to name some *Christmas* carols that they sing. (They can say them in *Georgian*.)
- Tell students they are going to sing a carol from task A.
- Ask students to look at the picture of a pudding.
- Explain the meaning of *figgy pudding*, and write the expression on the board.

figgy pudding

- Play track 78 on the CD.
- Invite students to sing along. (You can play the song a couple of times.)
- Students copy the words from the board.

### Tapescript

#### Track 78

#### We Wish You a Merry Christmas (A TRADITIONAL SONG)

We wish you a Merry Christmas,  
We wish you a Merry Christmas,  
We wish you a Merry Christmas,  
And a Happy New Year.

Now bring us some figgy pudding,  
Now bring us some figgy pudding,  
Now bring us some figgy pudding,  
And bring some out here!

**Answer key:** Students sing.

### Task B, p.149

- Play a *Father Christmas* quiz.
- Divide students into groups of four.
- Give each group a blank piece of paper, and tell them to write their names and numbers 1-10 (for the answers) on the papers.
- Ask students to close their books, and explain that they are going to do a *Father Christmas* quiz. (Although most of the students know who *Father Christmas* is, just to make sure, explain to students who he is.)
- Tell them you will read some questions which they must answer. (Tell students not to shout out their answers, but to write them down on their piece of paper.)
- Explain to students they have to write down the answers in *English*, but that you will tolerate a *Georgian* word or two if they do not know the *English* word.
- Tell students to write words, not full sentences.
- Read out the 10 questions from task B, and explain any new vocabulary.
- Write the words on the board. (Pause after each question to allow students to write the answers.)

passport  
garage  
Christmas Eve  
chimney  
the tops of Christmas trees

- After you have read all the questions, collect students' answers, and tell them they will find out the correct answers very soon.
- Students copy the words from the board.

**A** Listen to a traditional Christmas song. Sing along.



We wish you a Merry Christmas,  
We wish you a Merry Christmas,  
We wish you a Merry Christmas,  
And a Happy New Year.



Now bring us some figgy pudding,  
Now bring us some figgy pudding,  
Now bring us some figgy pudding,  
And bring some out here!



**B** What does Father Christmas see? Try to answer these questions.

- 1 Which name does Father Christmas see when he looks in his American passport?
- 2 What address does Father Christmas see on his house?
- 3 What does Father Christmas see when he opens his window in the morning?
- 4 What clothes does Father Christmas see on the chair near his bed in the morning?
- 5 What does Father Christmas see on his desk?
- 6 What does Father Christmas see when he opens a very big room in his house?
- 7 What does Father Christmas see in his garage?
- 8 What does Father Christmas see when he flies around the world on Christmas Eve?
- 9 What does Father Christmas see when he goes down chimneys?
- 10 What does Father Christmas see at the tops of Christmas trees in the homes he visits?

**Answer key:** Students answers. Suggested answers: 1 – Santa Claus. 2- North Pole. 3- snow, ice and polar bears. 4- Red jacket, trousers, socks, boots 5-children's letters. 6- presents. 7- sleigh. 8- night sky and stars. 9- nothing, it's dark there. 10- a shining star at the top.

### Task C, p.150

- Students remain in groups.
- Ask students to look at the pictures in task C.
- Ask them to name the things they see.
- Explain that the pictures are the answers to the questions from the quiz.
- Tell them to check the answers they gave (if they remember them) by looking at the pictures.
- While students are looking at the pictures, you can check the number of correct answers each group has.
- The group with the most correct answers is the winner.
- Pronounce the winner.

**Answer key:** Students answers. Suggested answers: 1 – Santa Claus. 2- North Pole. 3- snow, ice and polar bears. 4- Red jacket, trousers, socks, boots 5-children’s letters. 6- presents. 7- sleigh. 8- night sky and stars. 9- nothing, it’s dark there. 10- a shining star at the top.

### Task D, p.151

- Tell students to look at the texts in task D.
- Tell them to match the pictures from task C to the texts.
- Give students some time. (Students can work in the same groups.)
- Ask students to read the numbers they put next to the pictures.
- Invite students to read aloud the questions from task B and then the corresponding answers from task D. (Some of the questions do not have exact answers in the text, so help the students if necessary.)
- As they read, explain the new words, and write them on the board.

North Pole  
ice  
a sleigh  
helpers  
reindeer  
pull  
sky  
heavy boots  
shining star  
impossible  
keep

- Students copy the words from the board.



### Workbook, p.128, tasks A, B, C

**Answer key:** 1, 7, 2, 6, 5, 4, 3, 10, 9, 8.



### Workbook, Task D, p.129

- Tell students to look at the pictures in task D. (If you have the necessary equipment, show the pictures to students on the screen and elicit the words.)
- Students match the pictures to the words.
- Ask them to read the words aloud.

### TEACHING TIPS

#### Extra activity

##### • What does Father Christmas...?

Write the answers to questions from task B on slips of paper. Divide students into two groups. Write the beginning of a question on the board:

What does Father Christmas...?

Give each group 5 answers. Students have to think of questions to get the answers. They should write the questions on a piece of paper.

Give them 5-10 minutes. Help students if necessary. When the time is up, collect the papers and check the questions.

The answers:

1. Santa Claus.
2. 1, North Pole
3. Snow and ice.
4. Socks and heavy boots.
5. Letters from children.
6. The presents for children.
7. His sleigh.
8. The beautiful night sky and lots of stars.
9. He can't see anything.
10. A beautiful shining star at the top.

##### • Memory game

You can make several photocopies of pages 150 and 151 in the book, stick them on thicker paper, cut out the text and the picture squares, and use these cards for a round of the Memory Game.

Divide students into groups, and give each group one set of cards.

Students turn the cards face down and take turns to turn the cards and find the matches. (Text to the picture.)

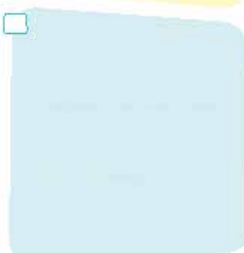
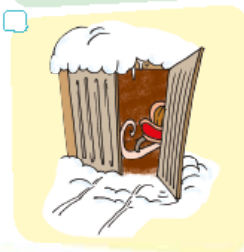
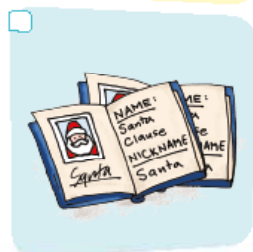
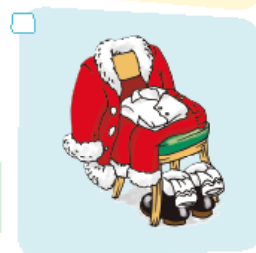


### Workbook, Task E, p.129

- Explain to students that they are going to complete a song they have probably heard many times for Christmas.
- Ask students to look at the song in task E.
- Explain that they should use words instead of pictures.
- Give students time to complete the song.
- Explain the meaning of *bob-tail*.
- Sing the song together with students. (Sing it as many times as they like.)

# APPENDIX

**C** Look at the pictures and find out how many of your answers are correct.



150

## TEACHING TIPS

### Extra activity

#### • Definition game

This activity is a lead-in to task B in the workbook, page 128, which students will have for homework. Explain to students that you are going to say some descriptions and they have to name the thing you are describing.

You can help them out by writing the first letters of any words they cannot think of.

Definitions:

It is something white that falls from the sky. – snow

It is an animal that pulls Father Christmas's sleigh. – a reindeer

It is a kind of small book that you need to travel to another country. – a passport

It is the place where Father Christmas lives. – the North Pole

Smoke goes up it. – a chimney

You put a shining star on top of it. – a Christmas tree

Bears that live at the North Pole. – polar bears

It is a gift that you give to someone for Christmas or a birthday. – a present

## HOMework

Workbook, p.128, Tasks A, B, C

## TEACHING TIPS

Tell students to bring some coloured paper and scissors to the next lesson so they can make Christmas decorations.

# ST VALENTINE'S DAY

SUGGESTED TEACHING TIME: 1 lesson	
LEARNING OUTCOMES: <b>ལྷན་ཁྲིམས་ (II): 1,2,3,4,5,6,7,8,9,10,11</b>	
GRAMMAR	• the present simple
FUNCTIONS	• talking about St Valentine • retelling the story
VOCABULARY	• vocabulary relating to St Valentine's Day
<b>SKILLS</b>	
READING	• short text about St Valentine
LISTENING	• Cindy and Errol
SPEAKING	• talking about St Valentine's Day traditions and customs • retelling the story
WRITING	• completing the poems
<b>CULTURE and CLIL</b>	
• St Valentine's Day traditions and customs	

## LESSON 1

### INTRODUCTION

- Start the lesson with a warm-up activity, and play HANGMAN.
- Write St Valentine on the board using dashes:  
\_ \_ \_ \_ \_ \_ \_ \_ \_ \_
- Divide students into two teams.
- Teams take turns to call out letters.
- The first team to guess the word is the winner.
- Elicit some ideas about Valentine's Day. (Do you know who St Valentine was? When is his day celebrated? What do people usually do on that day?)

#### Task A, p.152

- Ask students to look at the text in task A.
- Tell them to circle the right words.
- Explain the new words, and write them on the board.  
a wizard  
a saint  
protect  
in love  
valentine cards
- Invite students to read the sentences aloud.
- Students copy the words from the board.

**Answer key:** c, a, b, b

### CINDY AND EROL

#### Task B, p.152

- Tell students they are going to listen to a story.
- Ask students to look at the pictures in task B and tell you who the story is about. (about Cindy and a boy)
- Ask them what they think happens in the story. (Students will make various guesses, so accept their ideas.)
- Play track 79 on the CD.

**Answer key:** Students' answers.

### Tapescript

#### Track 79

#### CINDY AND EROL

Errol is a handsome boy who lives with his father and two older brothers. One Saturday his brothers go to the skateboard park competition. "May I go to the skateboard park, too?" Errol asks. "No, the skateboard competition is too dangerous and you are not old enough."—his father says. Errol is very sad.

He switches on his computer. There is a cyber fairy on the screen: "How can I help you?"—she asks. "Everybody is going to the competition and I must stay at home. Besides, I have no tennis shoes, and no skateboard."

The fairy pushes a button on the keyboard and ... there is a pair of tennis shoes and a cyber skateboard on the screen. Errol puts on the tennis shoes, jumps into the screen and rides off on the board. "Errol, you must be back before nine o'clock!" — the cyber fairy shouts.

The competition is in a big park. There are a lot of bikers and skaters. Cindy, the Skateboard Queen is watching them. She is bored because nobody can skate like she can. Suddenly she sees Errol. Everybody looks at him because he is really good on the board. Cindy takes her board and starts skating with him. The time passes fast. "Oh no, it's nine o'clock. Sorry, I must go now. Bye!" Errol says. "Hey, I don't know your name!"—Cindy shouts but it's too late. Errol hurries home as fast as he can but falls over. He stands up but he can't find his skateboard. He has no time to look for it and runs back home.

Next day on her way to the skate park Cindy, the Skateboard Queen, finds Errol's board. All the boys from the park try to skate the board but they are not good enough. Then Errol comes, takes the board, jumps on it and... what a show! Errol's father sees them and smiles. Cindy and Errol are happy together and they go to the skateboard park every Saturday.

#### Task C, p.152

- Ask students if their guesses about the story were right.

**Answer key:** Students' answers.

#### Task D, p.152

- Ask students to look at the questions in task D. (Can you answer the questions?)
- Invite students to answer the questions if they can.
- Play track 79 again. (The story is quite long, so pause after each paragraph to explain the new words.)
- Ask students questions after each paragraph.  
*Paragraph 1: Why can't Errol go to the skateboard park competition? What does his father say?*  
*Paragraph 2: What does the fairy give Errol? What does Errol do? When does he have to be back?*  
*Paragraph 3: Who is the Skateboard Queen? What do Cindy and Errol do?*  
*Paragraph 4: What happens to Errol?*  
*Paragraph 5: Who finds Errol's skateboard? Who can ride his skateboard? How does the story end? Why can nobody ride Errol's skateboard?*
- As you play the track, write the words on the board.



# APPENDIX ST VALENTINE'S DAY

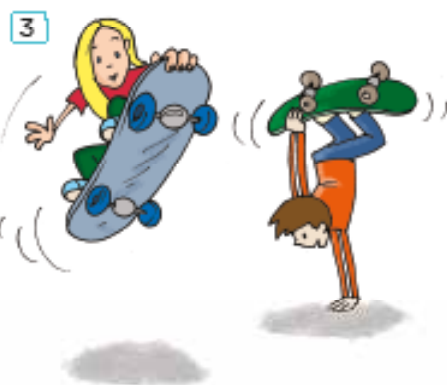


**A** Read the text and circle the right answer.

St Valentine is **a) a wizard** **b) a captain** **c) a saint** who protects and helps **a) people in love.** **b) mothers.** **c) teachers.** St Valentine's Day is on **a) 4 February.** **b) 14 February.** **c) 24 February.** On that day people usually **a) put a pumpkin lantern in a window.** **b) write love cards.** **c) paint eggs.**

## CINDY AND ERROL

**B** Look at the pictures. What do you think the story is about?



**C**  Listen and check your guesses.  
track 05

**D** Now listen to the story again and answer the questions.



- 1 Who is Errol and who is Cindy?
- 2 Why is the cyber-fairy important to Errol?
- 3 Is there a happy ending to this story?

**E** Sounds familiar? Do you recognise the fairy tale? Is it...

- a) The Ugly Duckling?
- b) Cinderella?
- c) Beauty and the Beast?

skateboard park competition  
 switch on  
 a cyber-fairy  
 besides  
 push a button  
 a keyboard  
 screen  
 bikers  
 skaters  
 Queen  
 pass  
 fall over  
 smile

- Discuss the answers from task D.
- Students copy the words from the board.



**Workbook, p.130, tasks A, B, C**

**Answer key:** 1- Errol is a boy who likes skateboards. Cindy is the skateboard Queen. The cyber-fairy gets Errol a pair of tennis shoes and a skateboard. 3- Yes, there is.

#### Task E, p.152

- Ask students if the story about Cindy and Errol is similar to a fairy tale they have read. (Students will probably guess it is the fairy tale about Cinderella.)
- Tell them to look at the titles of fairy tales and circle the one that is most similar to the story about Cindy and Errol.

**Answer key:** b- Cinderella.

#### TEACHING TIPS

If you have a weaker class, you can photocopy the whole story and give photocopies to students so they can read it while listening.



**Workbook, Task A, p.130**

- a)** Ask students to read Errol's poem to Cindy. Invite a student to read the poem out loud. Ask students questions: *What is Cindy's smile like? What are her eyes like? How does Errol feel when he sees her? Why?*
- b)** Tell students to look at Cindy's poem to Errol. Ask them to help her finish the poem by writing the missing words. Tell them to think of food, colours, objects and an animal Cindy might write about in the poem. Give students some time. Invite students to read their poems aloud. Discuss their choices of food, colours, objects and animals.

#### TEACHING TIPS

##### Extra activity

- **Love poems**  
 Distribute photocopies of two love poems to students. Explain that these are two St Valentine's Day love poems, but some verses are missing. Ask students to fix them. Write the missing lines on the board. Explain the new words. (*violets, deep*)

**Violets are blue,  
 The sea is deep,  
 Sugar is sweet,  
 The sky is blue,**

Tell students to work in pairs. They should complete the poems. Give them some time. Help them if necessary. Invite students to read the poems out loud.

*Roses are red,*

\_\_\_\_\_

\_\_\_\_\_

*and so are you.*

*The grass is green,*

\_\_\_\_\_

\_\_\_\_\_

*and I love you.*

Roses are red,

Violets are blue,

Sugar is sweet,

And so are you.

The grass is green,

The sky is blue,

The sea is deep,

And I love you.

- **And / because / but**

Photocopy the story and give it to students.

They should replace the skateboards (@) with *and / because / but*. Revise the meanings of the connectors.

Students can work in pairs. Monitor them, and help if necessary. Invite students to read the story aloud.

*Errol can't go to the skateboard competition @ (because) his father thinks Errol is too young. A fairy comes @ (and) helps him, @ (but) he has to be back before nine o'clock.*

*At the skating park, Cindy @ (and) Errol are skating together. When Errol sees what time it is he hurries back home.*

*On his way home he falls over @ (and) loses his skateboard.*

*Cindy finds the board. All the boys try to skate on Errol's board, @ (but) Cindy is not satisfied. Then Errol comes to the skating park @ (and) jumps onto the board.*

*When Errol's father sees Errol and Cindy skating together, he is not angry @ (because) he can see they are happy.*

#### HOMEWORK

Workbook, p.130, Tasks A, B, C

# APPENDIX ST VALENTINE'S DAY



**A** Read the text and circle the right answer.

St Valentine is **a) a wizard** **b) a captain** **c) a saint** who protects and helps **a) people in love.** **b) mothers.** **c) teachers.** St Valentine's Day is on **a) 4 February.** **b) 14 February.** **c) 24 February.** On that day people usually **a) put a pumpkin lantern in a window.** **b) write love cards.** **c) paint eggs.**

## CINDY AND ERROL

**B** Look at the pictures. What do you think the story is about?



**C**  Listen and check your guesses.  
track 05

**D** Now listen to the story again and answer the questions.



- 1 Who is Errol and who is Cindy?
- 2 Why is the cyber-fairy important to Errol?
- 3 Is there a happy ending to this story?

**E** Sounds familiar? Do you recognise the fairy tale? Is it...

- a) The Ugly Duckling?
- b) Cinderella?
- c) Beauty and the Beast?

# EASTER

SUGGESTED TEACHING TIME: 1-2 lessons	
LEARNING OUTCOMES: უცბ. დანყ. (II): 1,2,3,4,5,6,7,8,9,10,11	
GRAMMAR	• revision of can
FUNCTIONS	• talking about Easter traditions and customs
VOCABULARY	• vocabulary relating to Easter
SKILLS	
READING	• Easter Egg Hunt and Easter Egg Roll
LISTENING	• Easter Egg Hunt and Easter Egg Roll
SPEAKING	• talking about Easter traditions and customs
WRITING	• completing a text about children's Easter habits
CULTURE and CLIL	
• different Easter traditions and customs	

## LESSON 1

### INTRODUCTION

- Start the lesson with a warm-up activity, and play an ASSOCIATION game.
- Divide students into two teams.
- Draw the following table on the board:

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>1</b>	carrot	Humpty-Dumpty	weekend	market
<b>2</b>	ears	boiled ...	church	ball
<b>3</b>	hop	hen	sleeping late	carry a ...
<b>4</b>	rabbit	lay an ...	... clothes	wastepaper
	<b>BUNNY</b>	<b>EGG</b>	<b>SUNDAY</b>	<b>BASKET</b>
<b>EASTER</b>				

- Teams take turns to open fields.
- Write the corresponding words.
- Students from the team which opened the field can try to guess the solution of that column.
- If they do not guess, let the other team open a field and guess.
- When the solutions to the columns have been guessed, you can explain why some of the words are associated with the solution.
- If students guess some solutions before opening all the fields, have them invent other things (associations) they could put in the fields.
- Ask students what they associate with Easter and what they usually do at Easter.
- Elicit some words, and write them on the board.

eggs      chocolate      basket      Sunday

### Task A, p.153

- Tell students to look at the words in task A and find the words they have already said.
- Tell them to circle some other words that are connected with Easter.
- Ask them to read the words aloud.
- Explain the new words, and write them on the board.

egg-hunting  
egg-rolling  
egg-knocking

- Students copy the words from the board.

**Answer key:** Suggested answers: eggs, chocolates, chocolate bunnies, baskets, chicks, egg-rolling, Sunday, egg-hunting, egg-knocking.

### READING

#### Task B, p.153

- Ask students if they have heard about egg-hunting and egg-rolling and if they can guess what they are. (Some students probably have, so accept students' ideas.)
- Tell students that in the USA and the UK it is customary for children to play these two games: Easter Egg Hunt and Easter Egg Roll.
- Draw two columns on the board.

<b>Egg Hunt</b>	<b>Egg Roll</b>
<i>hide</i>	<i>spoon</i>
<b>a lawn</b>	<b>a lawn</b>
<i>sweets</i>	<i>a hill</i>
<b>a basket</b>	<b>a basket</b>
<i>find</i>	<i>the farthest</i>
<i>bunny</i>	<i>White House</i>

- Tell students to listen and read the texts in task B to see if their guesses were right.
- Play track 80 on the CD.
- Ask students a few questions: Who hides the eggs on the lawn? What do the children have to do? Who is the winner? What do children need for an Egg Roll? Where do they roll the egg? Who is the winner?
- Explain the new words, and write them on the board.

hide  
a lawn  
basket  
roll  
a spoon  
hard-boiled egg  
decorated

- Divide students into two groups: Egg Hunt and Egg Roll.
- Explain that you are going to say some words from the texts, and their task is to write down the words connected with their group.
- Say the words, and give students time to write them down.
- Invite students from both groups to come to the board and write the words in their column. (Some words are connected with both games.)
- Students copy the words from the board.



**Workbook, p.131, tasks A, B / p.132, task E**

**Answer key:** Students answers.

# APPENDIX EASTER

**A** Circle the words that are connected with Easter.

a pumpkin    eggs    chocolates    chocolate bunnies    baskets    chicks  
scary costumes    paper hearts    trick-or-treating    egg-rolling    Sunday  
bobbing for apples    egg-hunting    Christmas tree    egg-knocking

## READING



**B** Easter Egg Hunt and Easter Egg Roll are the most popular Easter games. Look at the pictures and guess how you play them. Then read the text and check.

### EGG HUNT

One day before Easter, the Easter Bunny hides the eggs all round the house or on the lawn outside the house. On Easter morning, children try to find the eggs and put them in their baskets. Sometimes older children help the youngest. The children who find the most eggs get sweets.



### EGG ROLL

In an Easter Egg Roll children play to see who can roll an egg the farthest. They need a spoon and a hard-boiled egg to roll down a hill or a lawn. The most famous egg rolling takes place on the White House Lawn. Hundreds of children come with baskets filled with decorated eggs and roll them down the famous lawn.

**C** Tick the correct box.

- 1 On Easter  evening  morning children try to find eggs.
- 2 The children who find the most eggs get a  kiss.  sweet.
- 3 In an egg roll, children  throw  roll the egg down the hill.
- 4 In an egg roll, children roll the egg  down the lawn.  down on the street.

### Tapescript

#### Track 80

#### EGG-HUNT

One day before Easter, the Easter Bunny hides the eggs all around the house or on the lawn outside the house. On Easter morning children try to find the eggs and put them in their baskets. Sometimes older children help the youngest. The children who find the most eggs get a candy.

#### EGG ROLL

In an Easter Egg Roll children play to see who can roll an egg the farthest. They need a spoon and a hard-boiled egg to roll down a hill or a lawn. The most famous egg rolling takes place on the White House Lawn. Hundreds of children come with baskets filled with decorated eggs and roll them down the famous lawn.

#### Task C, p.153

- Ask students to look at the sentences in task C.
- Tell them to tick the correct box.
- Give students some time.
- Invite students to read the sentences aloud.
- Elicit at Easter and some other customs that are different or similar from the ones in the UK or the USA.
- Invite students to describe a typical Easter in our country.



**Workbook, p.132, tasks C, D**

**Answer key:** 1- morning, 2- sweet. 3- roll. 4- on the lawn.

### TEACHING TIPS

#### Extra activity

##### • Beep reading

Tell students that you will read some of the sentences from the texts and say *beep* instead of some words. Students have to write/say the words instead of *beep*.

Examples:

*One day before Easter, Easter Bunny BEEP the eggs. (hides)*

*On Easter BEEP children try to find the eggs. (morning)*

*Sometimes older children help the BEEP. (youngest)*

*The children who find the most eggs get a BEEP. (candy)*

*In an Easter Egg Roll children play to see who can roll an egg the BEEP. (farthest)*

*They need a spoon and a BEEP egg to roll down a hill or a lawn. (hard-boiled)*

*The most famous egg rolling takes place on the BEEP Lawn. (White House)*

*Hundreds of children come with baskets filled with BEEP eggs. (decorated)*

##### • What can you...?

This exercise is a lead-in to tasks C and D, workbook, page 132.

Divide students into 5 groups. Assign each group one verb: paint / carry / decorate / colour / hunt. The task of the group is to name as many things as possible that you can: paint / carry / decorate / colour / hunt.

Give students some time.

**Invite students to read their examples aloud.**

**You can write the words on the board in random order and then ask students to say the verbs which match the words.**

### HOMEWORK

Workbook, p.131, Tasks A, B  
p.132, Tasks C, D, E

### TEACHING TIPS

Tell students to bring hard-boiled eggs, some watercolours or tempera paint to the next lesson so they can decorate the eggs for Easter.

# APPENDIX EASTER

**A** Circle the words that are connected with Easter.

a pumpkin    eggs    chocolates    chocolate bunnies    baskets    chicks  
 scary costumes    paper hearts    trick-or-treating    egg-rolling    Sunday  
 bobbing for apples    egg-hunting    Christmas tree    egg-knocking

## READING



**B** Easter Egg Hunt and Easter Egg Roll are the most popular Easter games. Look at the pictures and guess how you play them. Then read the text and check.

### EGG HUNT

One day before Easter, the Easter Bunny hides the eggs all round the house or on the lawn outside the house. On Easter morning, children try to find the eggs and put them in their baskets. Sometimes older children help the youngest. The children who find the most eggs get sweets.



### EGG ROLL

In an Easter Egg Roll children play to see who can roll an egg the farthest. They need a spoon and a hard-boiled egg to roll down a hill or a lawn. The most famous egg rolling takes place on the White House Lawn. Hundreds of children come with baskets filled with decorated eggs and roll them down the famous lawn.

**C** Tick the correct box.

- On Easter  evening  morning children try to find eggs.
- The children who find the most eggs get a  kiss.  sweet.
- In an egg roll, children  throw  roll the egg down the hill.
- In an egg roll, children roll the egg  down the lawn.  down on the street.

## WORD BOX – ADDITIONAL VOCABULARY ACTIVITIES

In the first four grades vocabulary was organised around certain semantic fields such as toys, animals, clothes, furniture, food, etc. and activities used for practising vocabulary followed this pattern. Besides, most of the words were not abstract and flashcards (together with word cards) could be, and were used. Since the scope of interest has moved from strictly topic-oriented to text-related vocabulary, with a lot of abstract words, we suggest some new activities for practising vocabulary, some of which may be carried out by means of the WORD BOX. For each class you teach prepare a cardboard box or a shoe box. As you progress through lessons and units, agree on what the new and important words are with your pupils, write each on a separate slip of paper and place them in the box. You can colour code them: i.e. easy-difficult, active-optional, according to parts of speech or the units they appear in, etc. Whenever time permits, spare a few minutes and revise the words from the box as a warm-up activity or as a filler.

**TRANSLATION GAME:** A teacher (or a pupil) reads the words from the box to check if all the pupils know the meaning. If any of the pupils do not know the meaning, he/she says: STOP and the word is explained. After that, divide the class into small groups of three to four members. Say a word from the box in Georgian and pupils (or groups), in order to score a point, take turns translating the word into English.

**FINALS-SEMI FINALS:** Pupils read the words from the slips. After that, all the pupils stand up. The teacher says a word from a slip in Georgian while 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.

**ONE-WORD ASSOCIATION:** A pupil takes out a card, reads it and says an association word explaining the relation between the two words: e.g. LUCKY CHARM – a teddy bear (because my teddy bear brings me luck at tests).

**CHAIN ASSOCIATION:** A pupil takes out a card, reads it and says an association word explaining the relation between the two words: e.g. LUCKY CHARM – a teddy bear (because it brings me luck at test) and passes it on to another pupil who gives his/her association. When a pupil does not have an association word, he/she takes out another card and the procedure is repeated with a new word.

**PICTIONARY:** Divide pupils into two groups. Invite a pupil from team A to approach the board. She/he takes out a slip of paper and silently reads the word. He/she should draw the word in the hope that his or her team will guess the word from the slip. The time limit is 30 seconds. If the team guesses correctly before the time runs out, they score a point. If the playing team does not guess correctly within 30 seconds, the other team has five seconds to try to come up with the correct answer. If they guess correctly, they score a point and it is their turn to play.

**DEFINITION GAME:** Take out and read fifteen-twenty word cards from the box. Stick them on the board. Divide the class into three – five groups with representatives. Make it



clear that you will communicate only with the representatives, but the group can always consult amongst themselves within the group. Say the definition (e.g. It's opposite of young./ It's a place in a town/ Something that brings luck/ It's an animal that lives in the jungle, etc.). The representatives take turns to tick the word that suits the definition. After this part of the game is over, groups can score more points if they remember the definition for each word.

**DEFINITION BINGO:** Take out and read about twenty word slips. Divide pupils into groups of five and give each group five word slips. They copy the words into their notebooks and return the word slips. You tell them the definitions of the words from the slips. If pupils recognise the word you defined, they cross it out. Play on until a group has crossed out all its words and then shouts "Bingo". Check by getting them read the card. The pupils try to "reconstruct" the definitions from the bingo.

**CONNECTION GAME:** Pupils take out about twenty word slips from the box and copy them onto the board. Divide the class into two teams. In order to get a point, pupils have to find connections between two words; they have to explain how the two words are connected. Insist on English, but help with words they need for their explanation. They should not repeat the same pair that the other team has chosen. The game is over when there are no more connections between the words.

**SENTENCE BUILDING:** Each pupil has a word slip from the box and so does the teacher. The teacher starts. She/he reads the word and makes a sentence with it. Pupils produce sentences with their words as a chain activity. You can also play this as a game. In that case, divide pupils into groups. Pupils take turns to take out a word slip and produce a sentence with the word. The group gets 2 points if the appointed pupil has made the sentence on his/her own, or 1 point if he/she has consulted with the team.

### **HOT SEAT(S):**

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 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 you (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 in each group takes the hot seat.

**TRANSCRIPTION RACE:** Groups of pupils are given a small pile of words. Write about ten-twelve phonetic transcriptions of the words you have in the box. Each group looks through the pile to see if the transcribed word(s) correspond(s) to the words they have. If they find a word, they stick it on the board next to its transcription. All the pairs should be read and corrected if necessary. After that, remove the word slips and ask pupils to read the transcription.

**GROUPING:** Pairs of pupils are given a small pile of words to group. They can categorise them according to different criteria: easy-difficult, positive-negative, useful-useless, parts of speech, topic, the unit they come from, etc. After the categorisation, each pair explains the criteria for their groupings.

**THE BEAUTY CONTEST:** Pupils read about twenty words from the box and copy them onto the board. Divide the class into four-five groups. Make clear that you will only communicate with representatives from each group, but pupils may consult within the group. Each group has 1 point, 3 points, 5 points, 10 points at their disposition, in the manner of the Eurovision song contest, and distributes its points among four "selected" words from the list. They vote for the most beautiful word. When the most beautiful word is "elected", give this word a certain dignity. The game could be repeated with different types of contests: the most popular, the funniest, the most interesting, the most useful, the most useless, etc. word.

**COMPARING BOXES:** If you have two or more classes of the same level, at the end of term, ask pupils if they want to see the boxes from your other classes. Pupils will probably want to. Let pupils compare the lists (e.g. which group has more words, which words the other classes have and they do not, whose list is more difficult, etc.) At the end, suggest playing one of the vocabulary games but with another class's words.

**GROUPING:** Pairs of pupils are given a small pile of words to group. They can categorise them according to different criteria: easy-difficult, positive-negative, useful-useless, parts of speech, topic, the unit they come from, etc. After the categorisation, each pair explains the criteria for their groupings.

# TAPESCRIPT

## UNIT 1 NEW COUNTRY, NEW SCHOOL, NEW FRIENDS

### Lesson 1 A SCARY PLACE?

#### Task A

#### Track 1

##### Part one: The school building.

It is a cloudy morning in September. Ana Padovan is in front of a big, old building. "So this is my new school. It looks dark and scary", thinks Ana. She is a little bit afraid. But Ana is a brave girl! She opens the big door.

##### Part two: Meet Ana

And who is Ana? Ana is from Dubrovnik, a city in Croatia. She is in England for two years, because her parents have got a job in the UK. Ana is eleven. She is tall and slim. She has got short, reddish hair and green eyes. She is kind and clever.

##### Part three: The pupils and the teacher

Ana is in her new classroom now. Her new teacher looks nice. She has got funny hair and a big smile. She says, "Welcome, Ana!"

Ana's classmates look friendly, too. They are in their school uniforms. They smile and say: "Nice to meet you".

Ana feels better now. She can understand and speak English.

##### Part four: A letter

During the break, Ana finds a letter in her bag. "This is strange", thinks Ana. "What's in the letter?" She wants to open it, but the school bell rings. She puts the letter into her pocket. She can open it at home. But who put it in her bag? And why?

#### Task K

#### Track 2

### Culture corner PRIMARY SCHOOLS IN THE UK

Ana's new school is a primary school. In most parts of England, pupils leave primary school at the age of eleven, and then they go to secondary school.

Some pupils go to boarding schools, where they study and live with other pupils. They go home for weekends and holidays.

In most British school pupils wear school uniforms. Girls usually wear white blouses and skirts. Boys wear white shirts and trousers. Pupils often wear blazers with the name of the school. Sometimes they wear ties and caps. Some pupils don't like uniforms. They would rather go to school in their everyday clothes. Most of the time, however, pupils in the UK do not worry about uniforms.

Marks in the UK are different from marks in Croatia: they are numbers in Croatian schools, but letters in the UK. A is for excellent, B for very good, C for good, D for satisfactory, and F for fail. We hope that Ana will get good marks this year. You too!

## Lesson 2 A LOT OF QUESTIONS AND A LETTER

### Tasks A/B

#### Track 3

**Sam:** Ana, where are you from?

**Ana:** From Dubrovnik.

**Sam:** Where is that?

**Ana:** In Croatia.

**Sam:** Why are you in the UK?

**Ana:** Because my parents work here.

**Sam:** When's your birthday?

**Ana:** In September.

**Ella:** Have you got any brothers or sisters?

**Ana:** I've got an older brother.

**Ella:** How old is he?

**Ana:** He'll be fifteen in December.

**Ella:** Interesting. What does he look like?

**Ana:** He's tall and slim.

**Ella:** And what's he like?

**Ana:** I don't know. Big brothers are boring.

**Ella:** Ana, what are you interested in?

**Ana:** Hmm, I'm interested in reading, dancing, swimming and music.

**Ella:** And are you good at singing?

**Ana:** I don't know. Well, I think I am.

**Sam:** I've got one more question. Ana, are you in love?

**Ana:** Sorry, I don't understand your question.

**Sam:** Have you got a boyfriend?

**Ana:** No, I haven't. Well, not yet.

*(ring)*

**Sam:** Break's over. Geography is next.

**Ella:** Oh, Sam, where are your books?

**Sam:** Oh no, I've forgotten them!

## Task H

### Track 4

Dear Ana

Can you keep secrets?

If your answer is NO, forget everything.

If your answer is YES, go on!

Answer these questions, solve the riddle and fill in the membership card.

Are you interested in adventure?

Are you interested in mystery?

Are you interested in meeting interesting kids?

Are you afraid of the dark?

Are you afraid of the bats?

Are you afraid of working hard?

Are you good at maths, science or sport?

Are you good at solving riddles?

Are you good at writing stories?

The riddle:

HBMC stands for:

- a) Heart and Brain Mystery Club
- b) Play Station Magic Club
- c) Heavy Metal an Blues Club

Finished? Now, go down Elm Street and find a big tree. There is an old house behind it. Climb the stairs and knock three times. Be there at six. Don't be late. And don't tell anyone about the letter!

## Lesson 3 ACROSS THE CURRICULUM: THE CLUB AND THE WORLD

### Task C Track 5

Knock, knock. "May I come in?" Ana can't see very well. There are some kids around a candle. Ana looks at their faces. The boy with the red hat is Sam. There are two other boys, also from her school, but she can't remember their names. There's a boy with a funny hat and an owl on his shoulder! Who is he? The boy takes off his hat.

It's Elliot!

"Hello, Ana. Come in", he says. "Welcome to our club. You know Sam. He writes detective stories. Sherlock Holmes is his hero. On my left is Zack. He's from the USA. He's a maths whiz kid. He can also play basketball and the guitar. Can you recognise Ella? I'm sure you can't. Her hair is brown, but today she has a wig on. She can change how she looks in a second. She would like to be an actress or a journalist and travel the world. Carlos is from Spain. He can speak Spanish, English, French, Italian and German. He says he can understand animal languages, too. Can you believe that? He also plays football like a pro. And finally, I'm Elliot. I'm not good at football, I can't run fast, but I can do magic tricks. This is my owl Tess. One member of the club isn't here today. Her name is Cindy. She loves reading. She can read a book a day. Sit down Ana. Can I ask you a question? Do you know Pete? We call him Pete the Bully because he is horrible to other kids. He can be a problem for the club."

### Task F Track 6

- 1 **Elliot:** Can you read maps?  
**Ana:** Yes, I can.
- 2 **Elliot:** Can you speak French?  
**Ana:** No, I can't.
- 3 **Elliot:** Can you keep a secret?  
**Ana:** Yes, I can.
- 4 **Elliot:** Can you climb a tree?  
**Ana:** Yes, I can.
- 5 **Elliot:** Can you run fast?  
**Ana:** Yes, I can.
- 6 **Elliot:** Can you swim?  
**Ana:** Yes, I can.
- 7 **Elliot:** Can you understand codes?  
**Ana:** No, I can't.
- 8 **Elliot:** Can you write stories?  
**Ana:** No, I can't. I can write poems.

**Task L**  
**Track 7**

**On which continent is Croatia?**

Croatia is in Europe.

**Is China in Asia?**

Yes, it is. China is in Asia.

**Are North and South America one continent or two?**

North and South America are two continents.

**Which country is a country and a continent too?**

Australia is a country and a continent, too

**Which continent looks like a heart?**

Africa looks like a heart.

**How many continents are there for a start?**

There are seven continents in the world. They are called Europe, Asia, Africa, North America, South America, Australia and Antarctica.

**Can you travel from Britain to the USA by train?**

No, you can't. Between Britain and the USA there is an ocean, the Atlantic Ocean. From Britain to the USA you can travel by plane or by ship, but not by train.

**Is northern Africa very far from Spain?**

No it isn't. You can go from Spain to Morocco by ship. It takes 35 minutes.

**Can you go by train from Britain to France?**

Yes, you can. There is a tunnel under the English Channel.

**Is Christmas in Australia a good time for a swim and a beech dance?**

Yes, it is. In Australia it is summer at Christmas.

**What is the opposite of north? What is the opposite of west?**

The opposite of north is south. The opposite of west is east.

**Is Britain in the south-east or the north-west of Europe? Can you do the test?**

Britain is in the north-west of Europe.

**Which of these can you climb: mountains, lakes, rivers, trees?**

You can climb mountains and trees.

**Which of these are water: forests, countries, oceans, seas?**

Oceans and seas are water.

**What are the capitals of Croatia and Britain? Can you say?**

The capital of Croatia is Zagreb. The capital of Britain is London.

**Is New York the capital city of the USA?**

No, it isn't. The capital is Washington DC.

## Lesson 4 THE BIG COMPETITION

### Task A

#### Track 8

**Ana:** Good morning. This is Ana. May I speak to Ella, please?

**Ella:** Speaking. How are you Ana?

**Ana:** I'm fine, thanks. And you?

**Ella:** I'm OK.

**Ana:** Listen, Ella... I'm calling to ask you about the competition next week.

**Ella:** Competition? I don't know anything about it, but perhaps Sam knows. Or Carlos.

**Ana:** Can you give me their phone numbers, please?

**Ella:** Of course. Just a second... I have got them in my address book! Here they are:  
Sam's number is 964 20 71. And Carlos's number is 853 11 49.

**Ana:** Thanks a lot.

**Ella:** No problem, Ana. See you soon!

### Task B

#### Track 9

**Carlos:** Good morning. This is Carlos. May I speak to Ella, please?

**Ella:** Hi, Carlos. It's me. How are you?

**Carlos:** I'm fine, thanks... Actually, I'm calling to ask you about Ana's phone number.  
Have you got it?

**Ella:** Sure, here it is: 22 34 511.

**Carlos:** Thanks.

**Ella:** No problem. Bye.

**Carlos:** Bye. See you at school.

### Task C

#### Track 10

Hello this is Ana. May I speak to Sam, please?

Hello, Ana. I'm afraid Sam's not at home right now.

Oh, I see. Can you please tell him to call me?

No problem, Ana.

Thanks. Bye!

### Task L

#### Track 11

**Host:** ...the next word is "chair".... Yes, Sam!

**Sam:** C-H-A-I-R.

**Host:** Well done, another point for you! The new word is "RABBIT". Yes, Tom!

**Tom:** R-A-B-I-T.

**Host:** I'm sorry, but your spelling is not correct! Sam, can you spell it correctly please?

**Sam:** R-A-B-B-I-T.

**Host:** That is correct! We have a winner, everybody! Great job, Sam!



**Task M**  
**Track 12**  
**SPELLING RAP**

A K H Y and I  
Don't ask why!  
B C D E G P V and Z.  
Can't you see?  
F L M N and S.  
Don't make a mess!  
R U W and U.  
Spelling is fun for you!  
X Z and O.  
Don't say I don't know!

## UNIT 2 HOME SWEET HOME

### Lesson 1 THERE'S NO PLACE LIKE HOME

#### Task C Track 13

"Home sweet home!" I say this every time I come home from school. I can relax here and do my magic tricks. This is my room. I share it with my sister April. I love her, but she is not very tidy, and our mum gets upset when she sees the mess in our room.

This is my bed. These books on my bed are about magic tricks. My new magic trick is really interesting: a magic broom that can walk and clean the room! Why?

Look at that bed over there. That bed is April's. She is not very tidy, but she is OK with that. She can sleep with those socks on the bed and those shoes under the bed!

"So what?" she says. "Socks have to sleep, too".

Mum would like to have a clean house all the time, but this is difficult because our house is very big. When she comes into our room, she always says, "This room is a mess! Look at those shoes there! Pick up those socks, April, please."

But my magic can help April and Mum. I can stay in my bed and give instructions to my magic broom: "Moppety mop, broomety broom, 1, 2, 3 – clean this room!" The magic broom cleans and tidies up children's rooms. Would you like to have one?

## Lesson 2 ELLIOT IS FAMOUS!

### Tasks C/D

#### Track 14

**Radio host:** Good morning, April. Your brother is famous now, and children would like to know more about him. Can you describe your life with him?

**April:** Well, in the morning, we have breakfast together, and we get ready for school. I sometimes look for my shoes, but Tess always brings them to me. In the afternoon, I watch cartoons in the living room because Elliot would like to be alone in our room. We share the room, so I feel safe at night. But when I want to turn off the light, he always says, "Please leave the light on! I haven't finished yet."

**Radio host:** Thank you, April. Let me now talk to your mum. Mrs. Neill, what is a typical day with Elliot like for you?

**Mum:** Well, in the morning, I make the children a big breakfast: a big bowl of cereal and orange juice. In the afternoon, Elliot hurries home to write stories or do magic tricks and I usually cook something for dinner. I sometimes hear strange noises coming from his room. He shouts, "Don't worry, Mum. Everything is under control!" In the evening, we read about Harry Potter. He says he dreams about magic then.

**Radio host:** Thank you, Mrs. Neill. And now, for the first time in the history of this radio show, I would like to talk to an animal. Tess is a pet owl that can talk. Isn't that amazing?

**Tess:** Not really. I am Elliot's partner, not a pet, you know. When he is at school in the morning I fly round the room and think about special magic words. When he comes home, I give him advice, because I am very clever, you know. In the evening, he likes to read for a long time. I sometimes say, "Hoot hoot ho, to sleep you must go!" After that, he falls asleep immediately. I like to take care of my partner, so I always keep one eye open during the night.

**Radio host:** That's really interesting. Well, thank you all for coming here. We wish Elliot good luck in his work.

**Task M**  
**Track 15**

**Culture Corner** **SCHOOLCHILDREN AROUND THE WORLD**

Sophia is from Tanzania in Africa. In her village, many girls stay at home to clean the house and look after baby brothers and sisters. She is the first girl in her family to go to school.

Every day she wakes up at 4 a.m. She milks the cows, sweeps the floor and makes tea. Then she walks to school. She has lunch at school, which is good because sometimes there is little food at home. In the evening she is very tired and falls asleep at 9 p.m.

Tian Mi is ten. She doesn't live with her parents because they work far from her village, in a big city called Beijing. She lives with her grandparents, twin brothers and four cousins. On school days, she gets up early – at 6 a.m. After school, she helps her grandparents on the farm or teaches her twin brothers to sing.

She is like a mum to them. On Sundays she washes her clothes in the river. She misses her parents very much. She looks forward to seeing them on New Year's Day.

Anna and Greg live with their parents in London. Every morning their mum takes them to school by car. Their school day is long, so their mum packs lunch for them: apples, sandwiches, orange juice and biscuits. In the afternoon, they go to their after-school club. They play games and learn new things. Their mum picks them up at 5.30. They have family dinner at 7. Before they go to bed they watch TV or play computer games.

## Lesson 3 FAMILY AND PETS

### Task C Track 16

#### INTERNET FORUM: HOW DO YOU FEEL ABOUT PETS?

We all love our cat so much that we want to take her on holiday with us, but it's quite difficult because hotels don't usually take cats or dogs.

Hannah, 10

My cat is alone at home in the morning because my parents work, and I have to go to school. In the afternoon, I must do homework, but she would like to play. So we play, and I don't do my homework. My mum then gets very angry!

James, 10

I love my hamster very much. He climbs up the pillow and then he rolls down. This is so funny! He doesn't want to drink from his bowl. He thinks it's more fun to drink from my cup.

Albert, 11

I always fuss over my dog when he is ill. When I am ill, I tell my mum where it hurts, but my dog doesn't speak. We have to take him to the vet and this is very expensive.

Emma, 12

My canary is very choosy about its food. It doesn't want to eat everything. There is only one type of bird food it likes. I have to watch how much food it has and, when there is no more food left in the box, I go to the shop to buy a new box.

Tom, 9

My tortoise doesn't walk very fast and, when she gets hungry, this can be a problem. So, I help her and put her on my toy lorry. I then take her to her bowl of food. She likes it, and I can play with my toy lorry at the same time.

Susan, 9

## Lesson 4 MY MUM'S JOB

### Task A

#### Track 17

- 1 My mum writes stories for newspapers. She often talks to people about interesting or important things in our town. When she gets back to her office, she writes the story on her computer. The next day I can read it in the newspaper.  
She is a journalist.
- 2 ...and sometimes she gives them medicine. patients love her because she often talks to them. Sometimes she has to call the doctor when patients don't feel well. The only problem with her job is that sometimes she has to work night shifts.  
She is a nurse.
- 3 Most children are afraid of my mum because it sometimes hurts when she fixes their teeth. She tells them it is important to have healthy teeth. She doesn't like it when I eat chocolate and sweets because it's bad for my teeth. She makes fruit salad instead.  
She is a dentist.
- 4 I would like to have the same job as my mum when I grow up. She works in the circus and children are surprised when I tell them what she does. They think this is not a job for a woman, but when they see her with a funny hat and big shoes, they laugh and say she is great.  
She is a clown.

### Tasks F/G

#### Track 18

Many people are surprised when I tell them what I do, but I just love cars. I work in shifts. Sometimes I work a morning shift, and sometimes I do an afternoon shift.

When I work a morning shift, I get to work at a quarter to 8. I change my clothes and put on my blue uniform.

I start work at 8.

Between 8 and 12 we repair cars and change tyres. I'm really good at repairing engines.

At 12 I have lunch.

We start work again at half past 12.

I paint cars then.

At a quarter to 4 I clean the garage.

I usually finish at 4.

I love my job. I'm always happy to help people when their cars break down.

## **Task H**

### **Track 19**

4:45 I take a bus at a quarter to five.  
5:00 I arrive home at five o'clock.  
5:30 It's half past five. I start cooking dinner.  
5:40 It's twenty to six. I'm tired.  
5:50 It's ten to six. I have dinner with my family.  
7:15 At a quarter past seven I watch TV.  
10:00 At ten o'clock I go to bed.

## **Tasks I/J**

### **Track 20**

#### **Dialogue 1**

**A:** Rise and shine, Cathy! It's time for school!  
**B:** (*yawns*) But I'm still sleepy!  
**A:** I know, but breakfast is ready. Please hurry up!

#### **Dialogue 2**

**A:** What time is the film?  
**B:** It starts at half past five.  
**A:** Great! Let's meet at a quarter past five in front of the cinema!

#### **Dialogue 3**

**A:** Excuse me, what's the time?  
**B:** It's half past 2.  
**A:** Thank you.

#### **Dialogue 4**

**A:** I'm sorry I'm late, Ms Beaver.  
**B:** Johnny, you're always late!  
**A:** I'm really sorry, Ms Beaver.

**Task B**  
**Track 21**

**Cindy's Reader WHY DOGS CHASE CATS**

One day Dog and Cat decide to get married. At first, they are very happy together, but every night, when Dog comes home from work, Cat says she is too sick to make him dinner. Dog is patient at first, but he soon gets tired of cooking dinner for them both after a hard day's work. After all, Cat just stays home all day long and doesn't go to work.

One day, Dog tells Cat he is going to work, but instead he hides in the cupboard and watches Cat to see if she really is sick. As soon as Cat thinks Dog has left, she starts playing games with Kitten. They laugh and run about. Cat isn't sick at all.

Dog jumps out of the cupboard. When Cat sees him, she sticks a marble in her cheek and tells Dog she has a toothache. Dog gets so angry at her that he starts chasing her around and around the house.

Dogs have been chasing cats ever since!



## UNIT 3 SCHOOL TIME

### Lesson 1 SCHOOL TIME

#### Task B

#### Track 22

- |                       |                      |              |                  |
|-----------------------|----------------------|--------------|------------------|
| 1 a wastepaper basket | 2 an eraser          | 3 a pinboard | 4 a mobile phone |
| 5 scissors            | 6 a pencil sharpener | 7 a ruler    | 8 slippers       |
| 9 a blazer            | 10 a pencil case     | 11 a map     | 12 a chalk       |
| 13 a comic            | 14 a sponge          |              |                  |

#### Task E

#### Track 23

He is always late for school because he goes to sleep late and he can't wake up on time. When he comes into the classroom he sometimes forgets to say "I'm sorry I'm late".

He is rarely late for school because his owl Tess wakes him up on time. Sometimes, when he comes to school early, he reads pupils' stories on the pinboard. He puts his stories up on the pinboard twice a week.

There are only school things on his desk: his notebook, his pencil case, and his magic pencil sharpener. Other pupils often use his magic sharpener because it makes pencils stay sharp for days.

He rarely wears a blazer in class, and the teacher often says: "Put on your blazer, please!" He usually has a sandwich on his desk because he is hungry all the time. In maths class, he sends text messages to his friends because he thinks that typing numbers is also part of maths.

He thinks that most school subjects are boring. For example, in geography class he sometimes chews gum, and in English class he talks all the time. But never to the teacher! He gets a lot of bad marks.

He doesn't study hard enough, and he sometimes cheats in tests. He often has to go to the headmaster's office. He does homework only once a week. When the teacher asks about it he says, "I'm sorry, Miss. I'll do it next week!"

He rarely forgets his homework, and he likes to help other pupils, especially when they have to do English homework. He always takes his notebooks to classmates when they are ill at home.

There is only one thing he doesn't like about school. He would like to learn more about magic and mystery!

#### Task H

#### Track 24

- |         |         |                  |           |
|---------|---------|------------------|-----------|
| English | science | Georgian         | geography |
| art     | music   | German           | P.E.      |
| history | maths   | computer science |           |

## Lesson 2 THE "BRAIN POWER" QUIZ

### Task B

### Track 25

#### Part one

**Joe:** Hello, everyone, and welcome to the "Brain Power" Quiz. I am Joe, and I'll ask our contestants some questions. Our questions are about science, history and geography. Let us now meet our contestants – Ana and Bruno.  
Welcome, Ana. How old are you?

**Ana:** Hello. I'm 11.

**Joe:** Where do you come from?

**Ana:** I come from Croatia.

**Joe:** Well, you are the first contestant from Croatia in our quiz! What do you do in your free time, Ana?

**Ana:** I read a lot and I listen to music.

**Joe:** Do you like your school?

**Ana:** Yes, I do! I've made many new friends. But I also have to study hard.

**Joe:** Thank you, Ana. Let's now meet our second contestant, Bruno.

**Bruno:** Hello, everyone. I'm Bruno, and I'm 11, too.

**Joe:** Where do you go to school?

**Bruno:** I actually go to the same school as Ana. We both like quizzes.

**Joe:** And what do you do when you're not in school?

**Bruno:** I read and watch documentaries on TV. And I play football with my friends.

**Joe:** Good! We'll have an interesting quiz, then! OK, Ana and Bruno, are you ready to start?

**Ana and Bruno:** Yes!

**Joe:** Let's start, then! Good luck to both of you!

**Tasks C/D**  
**Track 26**

**Part two**

**Joe:** OK, let's start! I am going to ask you six questions now. If you press the button first you can answer the question first. The winner must have three or more correct answers. Are you ready?

**Ana and Bruno:** Yes, we are.

**Joe:** OK. Here is the first question. Do penguins live at the North Pole? (sound) Ana?

**Ana:** No, they don't. They live in the Antarctic. That's the South Pole.

**Joe:** Good answer. One point for you, Ana. Here's the second question. Do birds close their eyes when they sleep? (sound) Bruno?

**Bruno:** Hmm, I'm not sure. Owls keep one eye open. Hmm ... no, they don't. My final answer is no.

**Joe:** I'm afraid this is not the correct answer, Bruno. Animal experts say that birds close their eyes when they sleep. The third question is about famous buildings. Where does the American President live?

**Ana:** He lives in the White House in Washington D.C.

**Joe:** Right you are. Two points for you. Listen to the fourth question. What do we call traditional Eskimo houses? (sound) Ana again? Your hand is very quick.

**Ana:** Well, Eskimo houses are made of ice. They're called igloos.

**Joe:** Good answer again. Moving on...Where does the sun rise? (sound) Bruno?

**Bruno:** Well, the sun rises in the east and goes down in the west.

**Joe:** Good answer, Bruno. The sixth and last question, now. Where does the River Thames end? (sound) Bruno again?

**Bruno:** Hmm, I think it starts somewhere near the North Sea and ends near Gloucestershire.

**Joe:** Quite the opposite, I'm afraid. It ends in the North Sea! Bruno, do you know what this means? This means that Ana is the winner of this week's "Brain Power" quiz. Congratulations, Ana! I'll see you again in two weeks. Goodbye, everyone.

**Task K**  
**Track 27**

**Culture Corner IN THE UNITED KINGDOM**

The United Kingdom of Great Britain and Northern Ireland consists of the island of Great Britain plus Northern Ireland and many smaller islands. Great Britain is the island which consists of England, Scotland and Wales. Northern Ireland is the north-eastern part of the island of Ireland. The capital of the United Kingdom is London.

The UK flag is known as the Union Jack. The UK anthem is called "God Save the Queen".

The capital of Scotland is Edinburgh. Scotland is famous for its castles and beautiful mountains.

England is in the central and southern part of Great Britain. Its capital is London. Other big English cities include Birmingham, Manchester, Liverpool, and Leeds.

Belfast is the capital of Northern Ireland. Northern Ireland is situated in the north-eastern corner of the island of Ireland.

The capital of Wales is Cardiff. Wales is sometimes called the land of song. It has a beautiful green landscape.

## Lesson 3 AFTER SCHOOL: SPORTS, GAMES AND HOBBIES

### Task B Track 28

#### Henry

I play table tennis twice a week, and every January I go skiing. I play Ludo with my little brother. I sometimes play computer games, but if I play too much my father gets angry. He thinks it's better if I play outdoors with my friends.

#### Judy

I still collect little teddy bears. I keep them in a big box under my bed. I sometimes go cycling. When we have P.E. at school I like it when we stay in the gym and we do exercises. I go to music school, and I play the violin. I'm not sure I like it very much. I want to do ballet.

#### Sandra

I don't like P.E. I don't think I'm very good at sport. I can't run very fast. Or maybe I'm just lazy. I don't care.

#### Joe

I'm crazy about sport. I'm happiest at school when we have P.E. I'm in the school football team. I also play tennis, and I swim all July when I'm at the seaside. I want to do judo, but my parents think I need some time to do homework. I'm also a great Manchester United fan.

### Tasks G/H Track 29

- 1 ...The match is over, and Goran is throwing his racket into the air! Yes, Goran is the first Croatian to win Wimbledon!
- 2 ...Welcome back to the second half. The score is 2-0, thanks to Ronaldo...
- 3 ...He is very fast...Yes; let's look at the time – one second faster than Monroe. But no! He's falling. This is the third skier who won't be able to finish the course today...
- 4 ...She is running slowly today. She is in fifth position now...no, she's picking up again, she's in fourth position, leaving Jones behind...can she make it after all?
- 5 ...Our contestant is in lane 7, next to him there is ... but no, he's diving in too soon! They'll have to start again!

### Task I Track 30

the first  
the third  
the fourth  
the twelfth  
the twentieth  
the ninth  
the eighth  
the eleventh

## **Task K**

### **Track 31**

#### **1**

Many children around the world practise football in their free time. This isn't surprising because football is the most popular sport in the world. One football match has two halves. Each half lasts 45 minutes. It can be difficult to run for 45 minutes especially in the second half! The most famous British football clubs are Manchester United and Liverpool.

#### **2**

Another popular sport is basketball. Teams are made of 5 players. The most famous Croatian basketball player was Dražen Petrović. He played in Croatia and in NBA. Unfortunately, he died four and a half months before his 29th birthday. He was an excellent player. He could score from outside the 6.25 metre line; not many players can score from that distance. That is why it brings 3 points to a team!

#### **3**

Tennis is also a very popular sport. Goran Ivanišević, a famous Croatian tennis player, in 2001 the first Croatian winner of Wimbledon.

#### **4**

Ice hockey is very popular in northern countries, such as Canada and Russia. In Canada, it is the national sport. To play it, you don't need a racket or a ball. You need ice-skates, a stick and a puck.

#### **5**

Athletics is called the queen of sports. For example, they practise long jump and high jump. It is hard to run fast in 100 and 200 metre races.

#### **6**

The first Olympic Games were held in Greece. They are held every four years. Children like to watch who will win and get the gold medal. Some athletes get a silver medal for the second place or a bronze medal for the third place. For example, Blanka Vlašić won the silver medal in high jump at the Olympic Games in China in 2008.

#### **7**

Children who don't like running, swimming or jumping can play chess. The white player starts a game but it is difficult to win. It is easier to play Home You Go. All you need is a dice and a few pieces in different colours. Each dice has 21 spots. When you roll it, it's your turn to play. Children learn not to get angry if they lose.

## Lesson 4 ANA'S DIARY

### Task H Track 32

THIRTY days have September, April, June, and November;  
All the rest have THIRTY ONE, Excepting February alone,  
Which has TWENTY EIGHT days clear, And TWENTY NINE in each leap year?  
THIRTY days have September, April, June and November.

### Task I Track 33

24 June 1999  
12 August 2003  
25 May 2008  
31 August 2003  
13 March 2001  
11 January 2003

### Task J Track 34

- 1 On 4 JULY, Americans celebrate Independence Day. People all over the USA enjoy fireworks, parades and picnics on that day.
- 2 1 NOVEMBER is also called All Saints Day. People visit cemeteries and remember their loved ones. There are many candles and flowers in cemeteries on that day.
- 3 We celebrate Christmas Eve on 24 DECEMBER. Many families have a special dinner then. Some people go to church at midnight.
- 4 New Year's Day is on 1 JANUARY. Babies that are born on that day are sometimes called New Year babies.

**Task C**  
**Track 35**

**Cindy's Reader HBMC MEMBERS' FAVOURITE BOOKS**

- 1** This is a book about a boy who goes to a special school for wizards. After a year in this strange school, he can do a lot of things– he can fly a broom and he can even be invisible. His first year at this school is very interesting, and he meets a lot of friends.

This book is called:

Alice in Wonderland  
Peter Pan or  
Harry Potter and the Philosopher's Stone?

- 2** This is a love story about a boy called Romeo and a girl called Juliet. They love each other, but they can't be together because their families are enemies. This book hasn't got a happy ending.

The title of the book is:

Romeo and Juliet  
Love Story or  
Broken Hearts?

- 3** This is a book about a boy, Mowgli, who lives in the jungle. He can run and swim fast, he can climb the tallest tree, and he can even speak the language of animals. He's got a lot of animal friends. But at the end of the book Mowgli goes back to live with people.

The book's title is:

The Jungle Book  
Robinson Crusoe or  
Robin Hood?

- 4** These are stories about a famous detective called Poirot. He can't fly a plane, he can't drive a car, he can't run fast, he can't even speak English very well, but he is very clever. So, when the police can't solve a problem, they call him.

The writer of the books about the detective Poirot is:

Ivana Brlić Mažuranić  
William Shakespeare or  
Agatha Christie?



## UNIT 4 IN TOWN

### Lesson 1 TOWN NEWS

Task H  
Track 36

#### Culture Corner THREE FAMOUS LONDON STREETS

##### OXFORD STREET

If you love shopping, Oxford Street is the place for you. It is famous for its shops and department stores. It is the busiest shopping street in Europe. Traffic is a problem. There are no cars in Oxford Street, but there are lots of red buses and taxis. And, of course, there are people: people from London and all over the world.

##### DOWNING STREET

Downing Street is a small street in the centre of London. Why is it important? Every British Prime Minister lives in Downing Street. His or her address is 10 Downing Street.

##### BAKER STREET

All over the world people know about Baker Street. This is because of the house number 221b; 221b Baker Street is the address of Sherlock Holmes, the most famous detective of all time. There is a Sherlock Holmes Museum in Baker Street, but it is in a different house, at number 239. So, if you are a Sherlock Holmes fan, come to Baker Street.

## Lesson 2 PETE IS SPYING AGAIN

### Tasks C/D

#### Track 37

**Pete:** A bus is arriving at the bus stop in Market Street.

The bus is stopping.

A girl's getting off the bus. Hey, that's Ella! Where is she going?

She's waiting at the zebra crossing.

She's crossing Market Street.

She's in the square now.

She is walking to the theatre.

She's in front of the theatre now.

She's stopping. What is she doing?

She's going into the theatre. Why?

What's she doing in the theatre?

She's coming out of the theatre.

She's got a paper bag. What's in it?

She's crossing the High Street.

She's walking down the High Street.

She's passing the bookshop... the clothes shop... the shoe shop.

She's talking to a boy. Who is he? Where are they going?

### Tasks E/F

#### Track 38

**Max:** Woof. Woof.

**Sam:** Hey, what are you doing up there?

**Pete:** Nothing.

**Sam:** Who are you talking to?

**Pete:** Nobody.

**Sam:** What have you got in your hands?

**Pete:** Binoculars.

**Sam:** Are you spying again?

**Pete:** No, I'm not.

**Sam:** Are you watching the birds?

**Pete:** Yes, I am.

**Sam:** I don't believe you. Come down immediately.

## Lesson 3 EVERYBODY'S HUNGRY

### Task D Track 39

Breakfast cereals are popular all over the world.

These crunchy cornflakes with cold milk are really yummy! And there are some strawberries too. This breakfast is easy and quick to make. It is also good to eat.

How about pancakes for breakfast? Pancakes are a part of the traditional family breakfast in America. American children love them. These pancakes have some butter, some maple syrup and some grapes on them – a perfect breakfast for a Sunday morning.

People on all continents eat sandwiches. Many children sometimes have a sandwich for breakfast. Of course, sandwiches can be very different. For example, peanut butter sandwiches are popular in America.

This is a classic sandwich - fresh bread, ham, tomatoes and lettuce. You can eat it at home or take it to school.

In some parts of the world breakfast is small, but in others it is a big, important meal.

This is a traditional English breakfast. There is a fried egg, bacon, sausages, beans, mushrooms, tomatoes and toast. That's a lot of food! There is also orange juice and tea, with milk, of course.

**Task I**  
**Track 40**

**1**

**Mrs Doyle:** I need some strawberries. I'm making a strawberry cake.

**Mr Strawberry:** Yes, of course. They're fresh, straight from a farm.

**Mrs Doyle:** They're lovely. I also need some bananas.

**Mr Strawberry:** How many?

**Mrs Doyle:** Just two, please. And I mustn't forget some apples for my husband. He loves apples.

**Mr Strawberry:** How many apples?

**Mrs Doyle:** Five or six.

**2**

**Mum:** Is the fish good?

**Ana:** It's okay.

**Mum:** How about the vegetables?

**Ana:** They're okay. Is there any cake, mum?

**Mum:** Finish your fish and your vegetables first. There isn't any cake but there is some ice-cream in the fridge. You can have some ice-cream.

**3**

**Ella:** Can I have a tuna sandwich, please?

**Girl:** What would you like with the tuna?

**Ella:** Some tomatoes and some lettuce, please.

**Girl:** How about mayonnaise?

**Ella:** I don't want any mayonnaise, thank you.

**4**

**Jack Dirty:** Are the steaks good? We need the energy for the concert tonight.

**Waiter:** They're excellent. And can I ask you for a ticket? I'd like to go to the concert.

**Jack Dirty:** Sorry, there aren't any tickets left. We'd like four steaks, please.

**Waiter:** We have large, extra-large and giant.

**Jack Dirty:** Four giant steaks, please.

## Lesson 4 ANA IS BUYING CLOTHES

### Task A

#### Track 41

a hooded sweatshirt <b>11</b>	rubber boots <b>9</b>	a striped scarf <b>3</b>	a coat <b>18</b>
a sweater <b>6</b>	shorts <b>7</b>	a dress <b>13</b>	a hat <b>15</b>
a T-shirt <b>16</b>	trousers <b>1</b>	gloves <b>10</b>	jeans <b>8</b>
trainers <b>4</b>	a skirt <b>5</b>	a jacket <b>12</b>	shoes <b>2</b>
a blouse <b>17</b>	sunglasses <b>14</b>		

### Task D

#### Track 42

What does Ana usually wear?

At school, Ana wears a uniform. When she comes home she takes off the uniform and puts on her jeans and her favourite T-shirt. It's pink with a yellow flower on it. Ana doesn't wear skirts or dresses very often. She usually wears trainers. When she needs new clothes, she goes shopping with her mum.

What is Ana wearing now?

It's Saturday. Ana isn't wearing her uniform. But she isn't wearing jeans or her favourite pink T-shirt, either. Today she's wearing a pink skirt and a white blouse. She's not wearing trainers, for a change.

She's wearing shoes. She's going shopping for clothes with her mum today.

### Tasks G/H

#### Track 43

**Mum:** What do you think about this white blouse?

**Ana:** It's too long and it's too expensive.

**Mum:** I like it.

**Ana:** I hate blouses. I already have a white blouse. I never wear it.

**Mum:** You're wearing it now.

**Ana:** Yeah, it's the first time in a year. Look at this sweater.

**Mum:** It's not too expensive, but I don't like the colour.

**Ana:** It's nice I like brown. Mum, I love this jacket!

**Mum:** It's not bad. Let's see. Fifteen pounds. The price is okay. It's a nice colour.

**Ana:** I can wear it with my pink T-shirt!

**Mum:** Not that T-shirt again! I'm sick of that T-shirt.

**Task I**  
**Track 44**

- Shop assistant:** Can I help you?  
**Ana:** Yes. I like this jacket, but it's too big. Can I try it on?  
**Shop assistant:** Yes, here you are.  
**Ana:** Have you got it in a smaller size?  
**Shop assistant:** Yes, of course.  
**Ana:** How much is it?  
**Shop assistant:** It's £15.  
**Ana:** I'll take it.

**Task A**  
**Track 45**

Dubrovnik is a historic city. There are big stone walls around the Old Town. If you want to go into the Old Town you have to go through one of the gates. There are five gates. Two of them are from the sea. Big fortresses protect the city. There are five fortresses. There are lots of churches and palaces. The main street is called Stradun.

## UNIT 5 ONE WORLD, DIFFERENT WORLDS

### Lesson 1 THE WORLD

#### Task G Track 46

The biggest tropical forests are in South America. They are called rainforests. The rainforest is a hot, wet place. It often rains there. It is full of tall trees and lots of different plants. There are lots of animals because there is a lot of food for them. Every year these forests are becoming smaller and smaller because people cut down trees to get wood. When people destroy the forest, they also destroy lots of plant and animal homes.

The top and the bottom of the world are the coldest places on Earth. They are lands of ice and snow. But some animals live there. The Arctic is home to polar bears, and they love its cold, windy weather. Winter is the happiest time for the bears because that is the time when they catch seals. For the penguins that live there, the Antarctic is the nicest place in the world.

They are the driest places on Earth. It almost never rains there. The Sahara, in Africa, is the largest hot desert in the world. It is like an ocean of sand. To travel in the desert you need "the ship of the desert", or the camel.

The camel can travel in the desert for ten days without food or water. After that it is very hungry and thirsty, and it just rests, eats and drinks for days.

## Lesson 2 LIFE ON THE FARM

### Tasks B/C

#### Track 47

This is a story about a sad farm. Look at the flowers. The flowers are dying. Why? They need water. *(pause)* The vegetable garden also needs water. So there are no vegetables there. *(pause)* The hen and the chicken are very worried. There's a hole in their roof. They are cold at night, and they are afraid of the fox. *(pause)* And the cows? They are dirty, and they really need a good bath. *(pause)* The farmhouse also looks old and ugly. It has a bad roof. What a mess! *(pause)* There is a tractor on the farm. But it doesn't work because some of its parts are broken. *(pause)* And the dog. Oh, the poor dog! He's hungry and hasn't got any friends. *(pause)*

But life is good for the mice and the fox. Why? The mice can run around all day because there is no cat on the farm. And the fox is really happy. "Chicken for dinner. Yummy!" says the fox.

### Task E

#### TRACK 48

The farmhouse is painted, and it looks nicer. The flowers are more beautiful. The tractor is more useful. Farmer Fred drives it and works in the fields. In the vegetable garden there are lots of vegetables. Fred's wife Lisa cooks them for dinner. The cows are cleaner. They are happier and give a lot of milk. Fred sells it, and he also makes cheese. The dog's life is better and more interesting. He plays with Fred's son Tim. He eats better food. He's not so thin any more. He's fatter.

The chicken house has a new roof, and it is more comfortable. The chickens are warmer, and they aren't afraid of the fox any more. They give more eggs, so farmer Fred and his family can have fresh eggs for breakfast in the morning. But not everybody is happy. The mice can't run around. Their life is more difficult and more dangerous. There is a big cat on the farm now, and the mice are afraid. Life is also worse for the fox. He is not so fat, and he is hungry. He doesn't have chicken for dinner any more.



## Lesson 3 MY FAVOURITE ANIMAL

### Task B

#### Track 49

It lives in Africa. It is the most interesting lizard in the world. It is also the best actor among animals. It changes the colour of its skin like actors change clothes. It can be brown, green, yellow, black, blue or white. When it is calm, it is green. It becomes yellow when it is angry. But this is not all. It has strange feet that are perfect for climbing trees. It has a strange tail and funny eyes. It can move one eye left and the other right. It eats insects. It catches them with a very long tongue. Its tongue is longer than its body.

It is the most popular bird in this book. It doesn't sleep at night like other birds.

It sleeps during the day and hunts at night. It has very large eyes to see better in the dark. It can't move its eyes, so it moves its neck. It flies without making any noise. It catches mice, lizards, spiders and other small animals.

They are the most intelligent of all animals. They live in African tropical forests in small family groups. Their families and friends are important to them. They eat fruit, leaves, ants and other things. Sometimes they hunt and eat meat. They love learning and playing. People like them because they are funny. Unfortunately, people are also their worst enemies. They destroy the forest, kill them and take their babies as pets.

They are very big fish. They are called "white", but they have a grey back. They are the best hunters in the sea. Some are 8 metres long. They live alone. They have long tails and swim very fast – 69 kilometres an hour. They have lots of very sharp teeth. They eat big fish and seals. They have excellent noses. They can smell one drop of blood in 100 litres of water. When they smell blood, they attack. Many people think they are the most dangerous animals of all. People are afraid of them when they go swimming, but they don't often attack people.

## Lesson 4 THE "BRAIN POWER" QUIZ NO. 2

### Tasks A/B

#### Track 50

**Joe:** Hello, everyone, and welcome again to our "Brain Power Quiz". I'm Joe, and, as usual, I'm going to ask six questions. The person who presses the button first can answer the question. This time the questions will be about animals and geography. Are you ready?

**Carlos and Ana:** Yes.

**Joe:** Good luck. The first question is about animals. Do you know what the tallest land animal is?

**Ana:** The tallest land animal is the giraffe.

**Joe:** Good job, Ana! Next question. What is the fastest land animal?

**Ana:** Just a second. It's... the gazelle.

**Joe:** Sorry. I'm afraid that is not the correct answer. Some people say the gazelle is the second fastest. So, Carlos, do you know the answer? What is the fastest land animal?

**Carlos:** It's the cheetah. This cat can run up to 112 kilometres per hour.

**Joe:** Yes, well done! One more question about animals. Which is heavier: an elephant or a blue whale?

**Carlos:** Hmm. African elephants can be very, very heavy. But the big blue whale can be more than 20 metres long and can weigh 120 tonnes.

**Joe:** Very well. One more point for you. Now let me see who is better at geography. The fourth question: what is the largest continent in the world?

**Ana:** The largest continent is Asia.

**Joe:** Yes, correct. And what is the largest hot desert in the world?

**Ana:** It's the Sahara, a desert in Africa.

**Joe:** Correct! One more point to Ana. And the most difficult question today: what is the smallest country in the world?

**Carlos:** The smallest country... I think it's Monaco.

**Joe:** No. Bad luck, Carlos. Ana, do you know the answer?

**Ana:** I think it's the Vatican. It's in Rome. I think it doesn't have more than 1,000 inhabitants.

**Joe:** Right again, Ana! You're the winner. See you again next week. This time the quiz will be more difficult, about extreme weather: wildfires, tornadoes, avalanches.

**Carlos:** Congratulations, Ana. And good luck next week.

## Task G

### Track 51

**Ana:** Cindy, I need your help. There are some words I don't know.

**Cindy:** Don't worry. I can help you. Shoot.

**Ana:** What does "avalanche" mean?

**Cindy:** Oh, you mean "avalanche"? It's a giant snowball that rolls down the mountain and gets bigger and bigger.

**Ana:** How do you pronounce it?

**Cindy:** /ˈævəntʃ/.

**Ana:** Could you repeat that? But not so fast, please!

**Cindy:** OK. Avalanche.

**Ana:** How do you spell it?

**Cindy:** A-V-A-L-A-N-C-H-E. And how do you say "avalanche" in Croatian?

**Ana:** "Lavina".

**Cindy:** Oh, so difficult. Could you repeat that? But not so fast, please!

## Task J

### Track 52

#### Culture corner WHEN NATURE GETS ANGRY

A tornado is a strong mass of air, like a very strong wind. It looks like a strange cloud. It happens when hot and cold air mix. It travels very fast, sometimes more than 300 km per hour. It is very dangerous and can destroy trees, cars and houses. There are about 700 tornadoes in the USA every year, but not all of them are very strong.

A wildfire is a big fire that destroys everything; trees, farms and houses. It usually happens in the summer when everything is dry. There are lots of wildfires in Australia. It is very difficult to put out a wildfire. The firefighters often use special planes that drop water. If there is a wildfire near the place where you live, stay away from the fire and do what the firefighters say.

A flood is a result of lots of days of rain or melting snow, when rivers go over their banks. In 2005 there was a big flood in the American city of New Orleans. More than 1,700 people died. If there is a flood, switch off all the electricity. Move to the highest floor of your home. Drink only boiled or bottled water. An avalanche is a large mass of snow that suddenly moves down the mountain. As it moves down, it collects more and more snow and becomes bigger and bigger. So if you go skiing, always look for the AVALANCHE DANGER sign.

## Task E

### Track 53

#### Cindy's Reader THE TORTOISE AND THE HARE

The race starts. At the beginning, the hare is much faster than the tortoise.

The hare turns round. He can't see the tortoise, who is far behind. The hare feels hot.

The hare decides to rest under a tree near the finish line. He goes to sleep.

A few hours later, the tortoise passes the hare, who is sleeping.

The hare opens his eyes and sees the tortoise at the finish line. The tortoise is the winner!

All the animals are very happy for the tortoise.

## UNIT 6 BACK TO THE PAST

### Lesson 1 THE HISTORY TEST WAS HARD

#### Task C (Rap)

##### Track 54

Thursday, 5th April  
It was cold and rainy  
I was late for school,  
The History test was hard,  
The day wasn't cool.  
Elliot was strange,  
Cindy wasn't there,  
We were all a little down,  
We weren't in the mood.  
My parents were busy,  
They weren't at home.  
I wasn't very happy,  
I was all alone.

Friday, 6th April  
It was warm and sunny,  
I wasn't bad at school.  
The science test was easy,  
The day was really cool.  
Elliot was just as always,  
Cindy wasn't there,  
We were all together,  
And the mood was good.  
My parents weren't busy,  
They were home with me.  
I was very happy,  
Happy as can be.

#### Task J

##### Track 55

- 1 The first sentence is true. Cindy and Pete were at home.
- 2 This is false. Tess wasn't at the club. She was in the woods.
- 3 This is false. Edith wasn't in the park. She was at a restaurant.
- 4 False again. Elliot and Zack weren't at the restaurant. They were at the club.
- 5 False. Sam and Max weren't in the woods. They were in the park.
- 6 The last sentence is true. Ella was at the library.

## Lesson 2 WHY WEREN'T YOU AT SCHOOL?

### Task D

#### Track 56

**Ana:** Hi Cindy. It's Ana. You weren't at school yesterday. Were you ill?

**Cindy:** Yes, I was. I was at home.

**Ana:** Are you better now?

**Cindy:** Yes. It was just a cold. I'm coming back to school tomorrow. How was everything?

**Ana:** So-so.

**Cindy:** Was the history test hard?

**Ana:** Yes, it was.

**Cindy:** How about the science test? Was it hard?

**Ana:** No, it wasn't.

**Cindy:** That's good. How was everybody?

**Ana:** Well, first we were all upset about the history test. And Elliot was a little strange. He was very quiet worried. Then on Friday he was back to normal, full of plans, you know.

**Cindy:** What plans?

**Ana:** Plans for Saturday, of course. Guess where we were yesterday!

**Cindy:** Were you at the cinema?

**Ana:** No, we weren't.

**Cindy:** Don't keep me guessing. Where were you?

**Ana:** At the History Museum.

**Cindy:** Really? Who was there? Were Ella and Sam with you?

**Ana:** Yes, they were.

**Cindy:** Was Zack with you?

**Ana:** No, he wasn't. He's got some guests from the States.

**Cindy:** How was it?

**Ana:** That's a long story. I'll tell you tomorrow. How about you? Were you bored at home?

**Cindy:** No, I wasn't. I'm reading an interesting book.

**Ana:** What's it about?

**Cindy:** It's about strange things from history. The title is "Legend or History?".

**Ana:** Can I borrow it from you when you finish it?

### Task G

#### Track 57

Toothache, a headache, a sore throat, a cold, pain, a runny nose, a high temperature, a cough, a stomachache, flu.

**Task I**  
**Track 58**

**1**

**Child:** Aa-choo! I can't stop sneezing.  
**Mother:** Bless you. Put on some warm socks.  
**Child:** Aa-choo! Aa-choo!  
**Mother:** Take an aspirin and some vitamin C.  
**Child:** Aa-choo! Aa-choo! Aa-choo!  
**Mother:** Don't go to school.  
**Child:** Good.

**2**

**Child:** I feel really sick.  
**Father:** You look sick.  
**Child:** My stomach hurts.  
**Father:** It's that junk food. Don't eat junk food!  
**Child:** What junk food?  
**Father:** Hot dogs!  
**Child:** You like hot dogs, too.

**3**

**Dentist:** Dr Jordan speaking.  
**Father:** Hello, this is Dave Martin.  
**Dentist:** Hello, Mr Martin. How can I help?  
**Father:** Can you see my son today, please?  
**Dentist:** What's the problem?  
**Father:** Well, ...  
**Child:** My tooth!

**4**

**Child:** I'm cold.  
**Mother:** You've got a high temperature.  
**Child:** I don't feel well.  
**Mother:** Just lie down and stay in bed.  
**Child:** I feel terrible.  
**Mother:** Drink some tea.  
**Child:** Thanks, Mum.

## Lesson 3 A VERY LONG TIME AGO

### Task A Track 59

This is a history museum. It has four big rooms. In the first room you can see things from the Stone Age. The second room is Ancient Egypt room. The third room has many interesting things from Ancient Greece. In the last room there are things from Ancient Rome. You buy tickets at the ticket office and if you want to buy a gift for a friend you can find it in the gift shop. Of course, there is a toilet and if you are thirsty you can get something to drink in the coffee bar.

### Task C Track 60

People constructed beautiful buildings. They loved art and watched plays at the theatre. Some boys studied with wise teachers. They organised sports games called the Olympic Games. They believed in many gods. They believed that the gods lived on Mount Olympus.

#### ROOM: 3

The River Nile was the centre of their world. People worked in the fields.

They constructed pyramids for their dead kings. When important men or women died they prepared their bodies and buried the mummies. With the mummies they also buried gold and other treasure.

#### ROOM: 2

This great empire started as a small village in Italy. People constructed many roads for their brave soldiers, who usually travelled on foot. People washed in public baths. In their free time they watched gladiators fighting.

#### ROOM: 4

People lived in caves. They used stone tools. They looked for food like fruit and nuts. They also hunted and killed wild animals for food. Sometimes they died of cold, and sometimes wild animals killed them. They believed in hunting magic and painted animals on cave walls.

#### ROOM: 1

**Task F**  
**Track 61**

**Culture Corner THE STONE AGE PEOPLE FROM KRAPINA**

Dragutin Gorjanović – Kramberger was a Croatian scientist. For 6 years he worked in a cave near Krapina, where he looked for the bones of Krapina man – a Neanderthal. After that, for many years he studied the pieces of bones. He showed what Krapina Neanderthals looked like and how they lived.

This is Krapina. In 1899 some workers wanted to dig sand in a half-cave on Hušnjak hill near Krapina. They discovered pieces of strange old bones and teeth. For scientists this was gold. They were the bones of the people who lived in this cave in the Stone Age.

This is a photograph from the amazing new museum in Krapina. It shows a group of Neanderthals. In this museum you can see, hear, smell and feel their world. You can see their food, their fire and their stone tools. You can hear the cave bear and other animals of the forest.



## Lesson 4 YESTERDAY

### Task A Track 62

Elliot's magic broom danced around the house, cleaned Elliot's room, cooked dinner, washed April's socks and rested in the corner.

Pete stayed at home, watched a very sad film on TV, cried, stopped crying and decided to change.

Ella borrowed a book from the library, opened the book, looked at some pictures, changed her clothes and tried on a new wig.

Carlos played football, scored 2 goals, celebrated with his friends, walked home and phoned Sam.

Zack talked to his American friend, showed them the town, helped his mother with dinner, played a little basketball and listened to some music.

### REMEMBER Track 63

We pronounce the past tense ending -ed in different ways. Listen and repeat.

/d/	/t/	/ɪd/
opened	talked	rested
played	watched	decided
cried	stopped	celebrated

### Task C Track 64

helped  
lived  
started  
ended  
travelled  
worked

## Tasks H/I

### Track 65

#### 1

**Mum:** How was your day?

**Claire:** Not very good. I cleaned the bathroom. I'm dead tired.

**Mum:** The bathroom?! You're kidding.

**Claire:** You see, I washed Tiger and the bathroom was a mess.

**Mum:** Poor Tiger!

#### 2

**Dad:** How was your day at school, son?

**Tim:** Great, daddy. I played football and scored 3 goals. I was very happy.

**Dad:** Well done! How about school?

**Tim:** It was all right. And how was your day, daddy?

**Dad:** Not bad. Thanks for asking.

#### 3

**Kim:** How was your day?

**Jessica:** Good, very good. First, I worried about the maths test. But it was easy!

**Kim:** That's great!

**Jessica:** Then, Tom invited me to his party. Can you believe it? I was very happy.

**Kim:** Wow!

## UNIT 7 ALL'S WELL THAT ENDS WELL

### Lesson 1 WHAT HAPPENED AT THE HISTORY MUSEUM?

#### Task E (Rap)

#### Track 66

##### **GORDON GOT**

Gordon got up.  
Gordon got on a bus.  
Gordon got to school.  
Gordon got a good mark.  
Gordon got a present.

##### **HARRY HAD**

Harry had a shower.  
Harry had breakfast.  
Harry had a lot of homework.  
Harry had a test.  
After that Harry had a rest.

##### **WENDY WENT**

Wendy went out.  
Wendy went for a walk.  
Wendy went to the cinema.  
Wendy went home.  
Wendy went to bed.

##### **KATE CAME**

Kate came alone.  
Kate came late.  
Kate came last.  
Kate came on foot.  
Kate came running.

##### **RONNIE READ**

Ronnie read a book.  
Ronnie read a newspaper.  
Ronnie read a story.  
Ronnie read a message.  
Ronnie read a letter.

##### **SID SAID**

Sid said Good morning.  
Sid said Please.  
Sid said Thank you.  
Sid said I'm sorry.  
Everybody said: What a polite boy he is.

##### **SOPHIE SAW**

Sophie saw her friends.  
Sophie saw a film.  
Sophie saw a play.  
Sophie saw a doctor.  
Sophie saw a clown.

## Lesson 2 THE SHARK AND THE GHOST

### Tasks D/E

#### Track 67

- Sam:** Did you read the article in The Sunday Star?  
**Ella:** Yes, I did. I read it. It was very interesting.  
**Sam:** Tell me Ella. Did Mr Doyle and his wife see a ghost?  
**Ella:** No they didn't. They didn't see a real ghost. There are no ghosts in the museum.  
**Sam:** What did they see? Did they see you?  
**Ella:** Well... yes, they did. They saw me.  
**Sam:** So, you were the ghost.  
**Ella:** Yes, I was. I was the ghost.  
**Sam:** Oh Ella, you scared two people. Did you want to scare them?  
**Ella:** No, of course I didn't. I'm really sorry about that.  
**Sam:** I think you should call Mr and Mrs Doyle and say you are sorry.  
**Ella:** I did. I called them and explained everything.  
**Sam:** So, you did. Were they angry at you?  
**Ella:** No ,they weren't angry. They were very kind.  
**Sam:** Fine then. And, by the way, you are a very good actress.

### Tasks F

#### Track 68

- 1 When did you come to the museum?  
I came early, before you.
- 2 What did you have in your bag?  
I had a black wig and some make up.
- 3 Where did you put on the wig?  
I put it on in the toilet.
- 4 Where did you get the wig?  
I got it from my aunt. She works at the theatre.
- 5 How did you get the idea to do this?  
I saw a picture of an Egyptian woman in a book.
- 6 Why did you do it?  
I did it because I wanted to fool you, Elliot and Ana.

### Tasks H

#### Track 69

- Elliot:** What do you think? Did Pete write the letter?  
**Zack:** Yes, he did.  
**Elliot:** Why did he use the code name "Shark"?  
**Zack:** Because sharks are his favourite animals.  
**Elliot:** Why did he write the letter? Did he want to scare us?  
**Zack:** No, he didn't. He wanted to send a secret message.  
**Elliot:** What secret message?  
**Zack:** There's a secret message in the letter. Did you look at the letter carefully?  
**Elliot:** Yes, I did.  
**Zack:** No, you didn't. Look at the capital letters. What do they spell?  
**Elliot:** Oh, I see. So the letter is horrible but the message is nice.  
**Zack:** Yes, I think Pete wants to change.

## Lesson 3 NEW YORK, NEW YORK

### Task C Track 70

#### AN ABC OF NEW YORK

A is for apple.

New York is also called the Big Apple.

B is for Brooklyn Bridge,  
the most famous of all New York bridges.

C is for Central Park,  
a big and beautiful park in the centre of Manhattan.

D is for dollars.

because New York is the centre of world business and banking.

E is for the Empire State Building.

F is for fast.

Life in New York is fast. It is a city that never sleeps.

G is for great.

H is for harbour.

I is for international.

New York is the most international city in the world. People from all over the world live in this great city.

J is for jams.

Traffic in the city is often a problem.

K is for King Kong.

L is for Liberty.

M is for Manhattan and museums.

N is for 9/11.

O is for ocean.

P is for people.

There are over 8 million people in New York.

Q is for not quiet.

It is not a quiet city.

R is for rivers.

New York has two big rivers: the Hudson River and the East River.

S is for subway and skyscrapers.

T is for theatres.

U is for the United Nations.

V is for Valentine's Day

W is for wonderful.

X is for Xmas.

Y is yellow cabs.

Z is for Zoo.

New York has the largest zoo in the USA.

## **Task D**

### **Track 71**

#### **Manhattan**

Manhattan is the heart of New York. It is a long island between two rivers. Which ones, do you know? The first Europeans who came to America got it from the Indians for some cloth and some beads (worth about 24 dollars).

## **Task E**

### **Track 72**

#### **The Statue of Liberty**

Liberty means freedom. The statue stands on a small island in New York harbour. The statue came from France. It was a present from the French people to the United States. Today most people who travel to the United States fly. But in the past, people travelled by ship. They were usually immigrants who arrived in the USA because they were poor or because they were not free in their own countries. The first thing they saw was the Statue of Liberty. To them it was a symbol of freedom in the new world.

## **Task F**

### **Track 73**

#### **The Empire State Building**

It is New York's most famous skyscraper. It is very tall. It has 102 floors. At night it shines with bright lights. The lights at the top of the skyscraper change colour: at Christmas they are red and green, on Earth Day they are green and blue, and on Valentine's Day they are red. You can see the Empire State Building in many films. One of them is King Kong, a film about a giant gorilla. In the film, King Kong climbs the skyscraper.

## **Task G**

### **Track 74**

#### **The United Nations Building**

One hundred and ninety- three countries in the world are members of the United Nations (or the UN). Croatia is also a member. The building of the UN is in New York.

#### **X-mas**

Christmas in New York is especially beautiful. They put up an enormous Christmas tree and decorate it with more than 8 kilometres of lights. They light up the tree at the end of November. Millions of New Yorkers and tourists come to see it.

#### **9 /11**

On 9/11 (11 September) 2001, a terrible tragedy happened in New York. The two tallest skyscrapers in the city, called the Twin Towers were destroyed and many people died.

## Lesson 4 WHAT A DAY!

### Task G Track 75

Once upon a time there was a king and a queen. They had a baby boy called Arthur. When Arthur was only three days old, Merlin took him from his parents. Arthur lived with Sir Ector and his son.

Merlin was Arthur's teacher and his friend. He had white hair, a long white beard and a funny hat. He was a wizard. He was clever, and he could do magic. He could change into an animal or become invisible.

One day King Arthur went through a dark forest. He came to a blue lake. In the middle of the lake Arthur saw a hand with a sword. It was a magic sword called Excalibur. Arthur took it. It helped him in many battles.

King Arthur married the most beautiful girl in England.

He and his queen lived in a wonderful castle called Camelot. There was a very large round table there with 150 places for the king and his brave knights.

Arthur was a good, brave king. He and his Knights of the Round Table travelled round the country and helped the people. They had many adventures and many battles.

### Cindy's Reader PETER AND HARRY

#### Task B Track 76

Harry was an orphan who lived with his horrible uncle, aunt and cousin Dudley. One day he got a letter and went to the Hogwarts School of Witchcraft and Wizardry.

He could do a lot of things: fly a broom, be invisible, make light and talk to snakes. At school he had a lot of interesting friends, and his first year at school was full of adventures and danger. His enemy was Voldemort, an evil wizard who wanted to take the Philosopher's Stone, which gives eternal life.

My favourite characters are Harry's friends Ron Wesley and Hermione Granger because they are clever and brave. They help friends in trouble and Harry can trust them.

Peter Pan was a boy who didn't want to grow up. He lived with the Lost Boys in a country called the Neverland.

He had a friend called Tinkerbell: she was a little fairy who helped Peter when he was in trouble. Peter could fly. One day he visited a girl called Wendy and her two brothers. They went to the Neverland. Wendy was like a mother to the boys. One day an evil pirate called Captain Hook took them away. Peter Pan saved them, and the crocodile with a ticking clock ate Captain Hook. Wendy and her brothers went back home.

My favourite character is Tinkerbell because she is really special and sweet.

## APPENDIX

### Task A Track 77

#### Halloween

- Sam:** Hi, Ana! Have you got any plans for the evening?  
**Ana:** No, I haven't. Why?  
**Sam:** It's Halloween. We can all go trick-or-treating. You can meet a lot of spooky creatures in the street.  
**Ana:** I'll have to ask my mum first. And I haven't got a costume or a mask to wear.  
**Ella:** Take one of mine. I've got a lot of spooky costumes at home.  
**Ana:** OK. Thanks.  
**Ella:** Come to my Halloween party after that. We can dance and play bobbing for apples.  
**Ana:** Bobbing for apples? What kind of game is that?  
**Ella:** Come and see. We'll have good fun!  
**Sam:** And Ana, don't forget to put a pumpkin lantern in your window!  
**Ana:** I won't. I'm so excited. It's my first Halloween in England!

### Task A Track 78

#### It's Christmas!

*(a traditional song)*

We wish you a Merry Christmas,  
We wish you a Merry Christmas,  
We wish you a Merry Christmas,  
And a Happy New Year.

Now bring us some figgy pudding,  
Now bring us some figgy pudding,  
Now bring us some figgy pudding,  
And bring some out here!



**Tasks C/D**  
**Track 79**

**St Valentine's Day CINDY AND ERROL**

Errol is a handsome boy who lives with his father and two older brothers. One Saturday his brothers go to the skateboard park competition. "May I go to the skateboard park, too?" Errol asks. "No, the skateboard competition is too dangerous and you are not old enough." - his father says. Errol is very sad.

He switches on his computer. There is a cyber fairy on the screen: "How can I help you?" - she asks. "Everybody is going to the competition and I must stay at home. Besides, I have no tennis shoes, and no skateboard." The fairy pushes a button on the keyboard and ... there is a pair of tennis shoes and a cyber skateboard on the screen. Errol puts on the tennis shoes, jumps into the screen and rides off on the board. "Errol, you must be back before nine o'clock!" - the cyber fairy shouts.

The competition is in a big park. There are a lot of bikers and skaters. Cindy, the Skateboard Queen is watching them. She is bored because nobody can skate like she can. Suddenly she sees Errol. Everybody looks at him because he is really good on the board. Cindy takes her board and starts skating with him. The time passes fast. "Oh no, it's nine o'clock. Sorry, I must go now. Bye!" Errol says. "Hey, I don't know your name!" - Cindy shouts but it's too late. Errol hurries home as fast as he can but falls over. He stands up but he can't find his skateboard. He has no time to look for it and runs back home.

Next day on her way to the skate park Cindy, the Skateboard Queen, finds Errol's board. All the boys from the park try to skate the board but they are not good enough. Then Errol comes, takes the board, jumps on it and.... what a show! Errol's father sees them and smiles. Cindy and Errol are happy together and they go to the skateboard park every Saturday.

**Task B**  
**Track 80**

**Easter**

**EGG HUNT**

One day before Easter, the Easter Bunny hides the eggs all around the house or on the lawn outside the house. On Easter morning children try to find the eggs and put them in their baskets. Sometimes older children help the youngest. The children who find the most eggs get a candy.

**EGG ROLL**

In an Easter Egg Roll children play to see who can roll an egg the farthest. They need a spoon and a hard-boiled egg to roll down a hill or a lawn. The most famous egg rolling takes place on the White House Lawn. Hundreds of children come with baskets filled with decorated eggs and roll them down the famous lawn.

