

**New 2000 Plus**

**English for schools**

საბაზო/საშუალო საფეხური

დონე 2

**Tatiana Bukia**  
**Irina Chiburdanidze**

**Consultant Barrie Watson**

**British Council**

**Teacher's book**

გამომცემლობა "ლტდამეერთე"

## შ ი ნ ა ა რ ს ი

### I შესავალი

(სახელმძღვანელოს დანიშნულება, სახელმძღვანელოს გამოყენების ინსტრუქცია, საგნის სწავლების სპეციფიკა და მეთოდური ორიენტირები,

II. ეროვნული სასწავლო გეგმა, სტანდარტი

III. სახელმძღვანელოს შინაარსისა და მიზნების რუკა

IV. სასწავლო მასალის წარდგენის ფაზების ახსნა-განმარტება

V. გაკვეთილის დაგეგმვა (ზოგადი პრინციპები)

VI. რამდენიმე სანიმუშო გაკვეთილის სცენარი

VII. დეტალური კომენტარები მოსწავლის წიგნის თითოეულ სტრუქტურულ ელემენტთან (თავი, პარაგრაფი, თემა) და მის შემადგენელ ნაწილებთან დაკავშირებით;

VIII. შეფასების ფორმები, რეკომენდაციები შეფასებისათვის, საკონტროლოების და ტესტების ნიმუშები;

IX. სავარჯიშოების პასუხები;

X. დამატებითი მასალა მასწავლებლისათვის: დანართი (**Appendix**)

1. გაკვეთილის წარმართვის ლექსიკონი (Glossary of class management language)
2. დამატებითი აქტივობები (Supplementary activities)
3. ტესტების პასუხები (Answer keys for the tests)
4. Tapescripts

## INTRODUCTION

(სახელმძღვანელოს დანიშნულება და მისი გამოყენების ინსტრუქცია, საგნის სწავლების სპეციფიკა)

### Who this book is for

“New 2000 Plus” (7<sup>th</sup> grade) is a revised version of “2000 Plus” Book 3. It is revised according to the Standards set out by the Ministry of Education and Science of Georgia to meet the demands of school reform in the school year 2006. So the Standards, as well as the textbook, are designed for use in Grade 7 of the reformed school.

It can be used in classes after any textbook which was provided by the school program and used at the preliminary stage.

### Course objectives

The overall objectives of *New 2000 Plus* are:

- to bring learners to a level in English which corresponds to the standards set out by the Ministry of Education and Science (See Standards, სწავლის შედეგები და ინდიკატორები).
- to provide learners with adequate training in preparation for national English exams.
- to relate practice in skills, grammar and vocabulary to mastery of the functions of language.
- to provide thorough practice in the four language skills of listening, speaking, reading and writing on communicative level.

- to allow learners to acquire knowledge of subjects other than English Language.
- to motivate students to be actively involved in their learning.
- to cater for different types of intelligence and learning styles.

## Course description

The complete **New 2000 Plus** course will cover grades 3-9 of English learning in schools.

“New 2000 Plus” is designed with support from the British Council. It represents an intention to introduce into schools in Georgia materials which are in line with modern approaches to foreign language learning. 7<sup>th</sup> year course provides learning materials for 144 contact hours: 15 units, 8-9 contact hours for each unit, plus time taken for self-assessment (after every 2 units, 20 min. each, total 3,5 contact hours), and 6 contact hours for tests (three progress tests in the middle, and three achievement test at the end of each trimestre).

The course provides for differentiation of learning for advanced classes – those Sts who would like to do some more work, or those classes who cope with the obligatory part of the unit sooner, there are additional texts for reading – “Did you know” and “Just for fun” texts, also activities in the Teacher’s book appendix (Supplementary Activity Bank).

### Basic principles of New 2000 Plus

1. **ენის შესწავლა და მისი გათავისება (Acquisition and learning).** ამ მიდგომის თანახმად მოსწავლეები უკეთ ითვისებენ ენობრივ მასალას, როდესაც მათი ყურადღება მიმართულია არა ენობრივ ფორმაზე, არამედ იმ ინფორმაციაზე, რომლის მატარებელიც ეს ფორმა არის. **მაგალითი:** ზედსართავი სახელის შედარების ხარისხების შესწავლის დროს მოსწავლეებს ეძლევათ დავალება გაზომონ ერთმანეთის მაჯისცემა, შეიტანონ ცხრილში, შეადარონ ერთმანეთს, დაასკვნან შედარებით სწრაფი/ნელი/ უსწრაფესი/ყველაზე ნელი/ძლიერი/ სუსტი და ა.შ. მაჯისცემა, დაწერონ ამ ინფორმაციის შესახებ წინადადებები და მოახსენონ კლასს.
2. **მოსწავლის მოტივაცია (Learner motivation)** მიხნეულია ყველაზე დიდი მნიშვნელობის მქონე ფაქტორად. ამიტომ დავალებების შერჩევისას გამოყენებულია მიდგომა, რომელიც მოსწავლეზე არის ორიენტირებული (**student centred content**), გათვალისწინებულია მოსწავლეთა ასაკობრივი ინტერესები. არაენობრივი სასწავლო მასალა - სასწავლო თემები, ტექსტის ტიპები არჩეულია ისე, რომ იწვევდეს მოცემული ასაკის მოსწავლეთა ინტერესს. გათვალისწინებულია დავალებების **სიძნელის დონე**. მოსწავლეებისთვის მოცემული სიძნელის დონის დაძლევა ინტერესს უნდა წარმოადგენდეს. დავალებების შესრულების დროს **მიღწეული წარმატება** აგრეთვე მოტივაციის წყაროს წარმოადგენს. **მაგალითად**, ხშირად დავალება ატარებს მცირე – ოთხკაციან ჯგუფებს შორის შეჯიბრის ხასიათს, რომლის საბოლოო პროდუქტი ზეპირი კომენტარის თანხლებით რაიმე სახის წერილობითი ფორმით არის წარმოდგენილი. ცხადდება გამარჯვებული ჯგუფი.
3. **დავალების შესრულებაზე დაყრდნობა (Task-based learning).** ენის დაუფლება ხდება სხვადასხვა დავალებების შესრულების პროცესში. დავალებები მიმართულია როგორც პრაქტიკული უნარ-ჩვევების განვითარებაზე, აგრეთვე მოსწავლის შემოქმედებითი აქტივობის მობილიზებაზე. **მაგალითად**, ოთხივე სამეტყველო უნარ-ჩვევის ჩამოყალიბებისთვის: სხვადასხვა კითხვებზე (არჩევითი) პასუხების გაცემის საფუძველზე მოსწავლეები ადგენენ ტექსტს **წერილობითი** ფორმით (მაგალითად, ბუნების რაიმე მოვლენის წარმოშობისა და აღწერილობის შესახებ, როგორცაა ცისარტყელა – თემა 11.) შემდეგ **ისმენენ** მაგნიტურ ფირზე ჩაწერილ იგივე შინაარსის ტექსტს, ადარებენ თავის დაწერილ ტექსტს, პოულობენ და ხაზის გასმით აღნიშნავენ განსხვავებას, რაც ავითარებს **კითხვის** უნარ-ჩვევას, და კლასს მოახსენებენ შედეგს, რაც ავითარებს **ლაპარაკის** უნარ-ჩვევას. ამრიგად, ერთი სავარჯიშოს შესრულების დროს ამოქმედებულია ოთხივე სამეტყველო უნარ-ჩვევა.
4. **შემეცნებითი მიდგომა (A cognitive approach).** სწავლა უფრო ეფექტურია, თუ იგი წარმოადგენს ინტელექტუალური მოქმედების შედეგს. დავალებები ისე უნდა იყოს შედგენილი, რომ იწვევდეს გაანალიზებისა და დედუქციის გამოყენებას. **მაგალითად**, გრამატიკული მასალის ათვისება ხდება კონტექსტში – მოსწავლე პოულობს შესასწავლ მოვლენას ტექსტში, ანალიზებს მას მოცემულ კითხვებზე პასუხის გაცემის დახმარებით, და გამოჰყავს (დედუქციის გზით) წესი.
5. **მოსმენის უპირატესობა (Primacy of listening).** ენობრივი კურსის შედგენის დროს დიდი ყურადღება ეთმობა მოსმენას, რადგან ზეპირმეტყველებაში მოსმენა წინ უსწრებს ლაპარაკს.

გათვალისწინებულია ენობრივი მასალის შესწავლისას მიბაძვის ფაქტორის მნიშვნელობა მეტყველების პროდუცირების პროცესში.

6. **სიზუსტე და თავისუფალი მეტყველება (accuracy and fluency).** სასწავლო დავალებებში მოსწავლეთა ყურადღების მიმართვა ზოგჯერ თავისუფალ მეტყველებაზე, აზრის გამოთქმაზე, სადაც გრამატიკულ შეცდომებს არ მიექცევა ყურადღება, რომ არ მოხდეს თავისუფალი მეტყველების დაბრკოლება, ზოგჯერ კი – გრამატიკულად სწორი გამონათქვამის აგებაზე.
7. **მოსწავლის პიროვნების ჩამოყალიბება (Personality development).** მოსწავლის განვითარებისთვის აუცილებელ თვისებებად მიგვაჩნია: კვლევის წარმოების უნარი, თავდაჯერებულობა, დამოუკიდებლობა, თანამშრომლობა, ცნობისმოყვარეობა, ურთიერთპატივისცემა და ტოლერანტობა (creativity, confidence, independence, cooperation, curiosity, mutual respect and tolerance) ეს მიიღწევა რეგულარულად წყვილებში და მცირე სამუშაო ჯგუფებში მოსწავლეების ორგანიზებით დავალებების შესასრულებლად, ერთმანეთისა და მასწავლებლის შეჯიბრში გამოწვევით, ურთიერთდახმარებით და თანამშრომლობით დასახული საერთო მიზნის მისაღწევად. ამ თვისებების ჩამოყალიბების მიღწევის საფუძველს წარმოადგენს დავალებების შემეცნებითი ხასიათი, დამოუკიდებელი დასკვნის/აზრის გამოთქმის დავალებები და სხვა.

## მეთოდური ორიენტირები

“New 2000 Plus” უზრუნველყოფს სწავლის ყველა სტილის ამოქმედებას. სწავლა უფრო ეფექტურია, თუ თითოეულ მოსწავლეს ეძლევა საშუალება მოქმედებაში მოიყვანოს სწავლის თავისი სტილი – სმენითი, მხედველობითი, შეხებითი თუ კინესთეტიკური. ასეთი მიდგომა ეწოდება **‘addressing various learning styles’**. ამ მიდგომის მაგალითს წარმოადგენს ე.წ. TPR (Total Physical Response), რომელშიც ჩართულია მოსწავლის სმენაც, მხედველობაც და მოძრაობითი რეაგირებაც და რომელიც დეტალურად ქვემოთ არის აღწერილი.

ლინგვისტური კომპეტენციის ჩამოყალიბების გარდა “New 2000 Plus” ითვალისწინებს ზოგადსაკაცობრიო მნიშვნელობის ფასეულობებში მოსწავლის გათვითცნობიერებას; მსოფლიო და შესასწავლი ენის ქვეყნების კულტურის გაცნობას თავისი ქვეყნის კულტურასთან ერთად; მოსწავლე ჩართულია ე.წ. **კულტურათა დიალოგში (Dialogue of cultures)**. იგი ითავისებს, რომ ისიც ამ მსოფლიოს ნაწილს წარმოადგენს მიუხედავად ცალკეული განსხვავებებისა, რაც მასში აყალიბებს ტოლერანტობის, მოყვასის სიყვარულისა და პატივისცემის გრძნობებს. ამიტომ სახელმძღვანელოში მოცემულია დავალებები შეადაროს თავისი ქვეყნის შესაბამის მოვლენასთან და ილაპარაკოს განსხვავებებისა თუ მსგავსებების შესახებ. ასეთი დავალების მაგალითს წარმოადგენს ამერიკელი ბავშვის საუზმე, მისი დაბადების დღის აღნიშვნა, ახალი წლის ზეიმობა, ცურვის წესები, ამინდი (ტორნადო), დროში განსხვავება დედამიწის ნახევარსფეროებს შორის, და სხვ.

მოსწავლეები ეცნობიან ქართული და მსოფლიო კულტურის ძეგლებსა და ხანას: სევეტიცხოველს, ჯვრის მონასტერს, მთაწმინდის მონასტერს, რომის კოლიზეუმს, ლონდონის ტაუერს, თავისუფლების ქანდაკებას ნიუ-იორკში, ეიფელის კოშკს პარიზში, ეგვიპტის პირამიდებსა და ინდოეთის ტაჯ მაჰალს, მათ ისტორიას; ეცნობიან ქვეყნების წეს-ჩვეულებებს, დღესასწაულებს, მუსიკას; ავლებენ პარალელურებს.

“New 2000 Plus” მიზნად ისახავს მოსწავლეებში ოთხივე სამეტყველო უნარ-ჩვევის ჩამოყალიბებას. ქვემოთ მოცემულია დეტალურად, თუ როგორ ხდება ეს.

“New 2000 Plus” aims to develop integrated skills of **listening, speaking, reading and writing**. So every unit provides activities for this purpose at different stages of each skill development.

The stages of introducing the learning material and, consequently, of each skill development in each unit are:

1. A **reading** text (below are described stages of teaching reading).
2. A **listening** task (different stages of developing a listening skill).
3. **Grammar** in context (the one of the texts for reading and/or listening),
4. **Writing**,
5. **Speaking**.

In order to develop in sts a skill of being independent, the textbook provides also tasks for **learning to learn**, which the sts do independently, learning how to develop the skills of reading, writing, listening or speaking.

Below is the procedure of how to teach these skills.

### How to teach reading

წიგნში ყურადღება გამახვილებულია ორი სახის კითხვის უნარ-ჩვევის გამომუშავებაზე. ამ მიზნით მოცემულია როგორც შესწავლითი – ენის ლექსიკისა და გრამატიკის პროლუქტიულ გამოყენებაზე მიმართული, ასევე გაცნობითი ხასიათის ტექსტები – მიმართული ინფორმაციის მიღებაზე. ეს განპირობებულია პიროვნების მიერ მზარდი ინფორმაციის ფლობის თანამედროვეობის მოთხოვნით. კითხვის სწავლება მოიცავს სწრაფი კითხვის ჩვევის გამომუშავებაზე მიმართულ სავარჯიშოებსაც.

**Texts for reading** are categorised as texts for **intensive reading** (ღრმა, ინტენსიური), and texts for **extensive** (ვრცელი) **reading**.

Texts for **extensive** reading are of two categories – 1. For fun, they are marked **Just for fun** (გასართობი)- Sts have to read and evaluate them; 2. For information, they are marked **Did you know?** (იცოდი თუ არა?) The procedure for reading all kinds of new texts is given below.

It is not advisable that students use a dictionary while reading. Sts read the text **silently**, without asking questions or looking up new words in the dictionary. They should be encouraged to use the context to guess the meaning of new words. Tell them to read sentences before and after the new word (context) and try to guess the meaning. This exercise helps Sts to develop a fluent reading skill.

The procedure for reading texts for **intensive reading** is divided into **pre-reading task, while reading task and after reading task**. All these reading tasks are aimed at helping/checking understanding the text. So they do not contain tasks for re-telling the text.

#### Pre-reading task

The pre-reading tasks are aimed at motivating Sts to read the learning material. At this stage the theme of the reading text is introduced – Sts are asked to relate the theme to their own experience.

E.g. Before a reading text on vacation time, they are asked to think about their vacation activities and answer the question: *What do you usually do during summer vacation?*

Before a text on different feelings, they are asked to match the parts of the body with what they do: eyes with seeing, ears – with hearing, etc.

Sometimes Sts are asked to look at the title, the pictures around the text, and call out the words they expect to meet in the text (brainstorming). One St is invited to the board to write these words. The next task can be reading the text and finding the words from the board in it.

The textbook aims to form the skill of looking through the text fast – reading the first sentence of every paragraph, the last sentence of the text and looking at the pictures, and deciding what the text is about. The following task can be comparing the answers, in pairs.

#### While reading tasks.

It is important that Sts read the text *silently*. They do not use the dictionary. You don't have to translate anything for them, either. Their task is to *deduce* the meaning of new words from the context. While reading, they may have to find and then copy at least one sentence/words (either true about themselves, or any other, specified in the task), and read them to their partner. But they have to transform the sentence. E.g.: In the text: *He always helps...* - they write: *I always help...*

Sometimes parts of the text are jumbled – they are not in the right order. Sts are asked to put them in order, according to the contents, or according to a given plan.

Another reading task focused on mobilizing the Sts' attention and checking reading for meaning is matching paragraphs of the text with appropriate titles. Then – checking, comparing with the partner, with the class, etc.

### After reading tasks.

Examples of after reading tasks:

- 1) Sts **deduce the meaning** (გამოეკანა) of unknown words from the context.
- 2) If there are some words left, Sts **make a list of words** new to them. They can compare their lists in pairs. Then invite one St to dictate to you (the teacher) his list, others add their words. Write the words in a column on the board. When the list is complete, write Georgian equivalents of the new words in another column, in jumbled order. Invite 2-3 Sts. Continue as described in **How to introduce new language** - TPR procedure (see below).
- 3) **True or false.**
  - a. In a list of sentences one or more are not true. Sts find the false sentence(s), copy it (them) and then write why it is (they are) not true. E.g. *(number) is false, because the text says \_\_\_\_\_.*
  - b. The summary of the text is given It contains a definite number of factual mistakes. Sts read it, find the mistakes, and copy the summary with mistakes corrected. *(E.g. There are 4 mistakes in the summary. Find and correct them, then copy the summary.)*
- 4) **Filling in the table** with information from the text.
- 5) **Answering the questions** (in different form. See exercises below), etc.

ზემოთ მოცემული კითხვის სწავლის მეთოდი ეხება ტექსტის მნიშვნელობის გაგებას. შემდეგ ეტაპზე ავარჯიშეთ მოსწავლეები ხმამაღლა კითხვაში. თითოეული თემის გარჩევის დროს მოცემულია გამოთქმის სავარჯიშო, რომლის შემდეგ ჩართეთ ტექსტის ნაწილის ხმამაღლა, გამოთქმით კითხვა.

### The procedure of reading text for **extensive reading**.

#### **Just for fun**

Sts have to read and evaluate the text, grading it as 'It is interesting', 'It is not interesting', 'It is OK', 'It is boring' 'it is funny', etc. They don't have to learn the text. This task aims at developing in students the skill of reading for fun.

#### **Did you know?**

The aim of this reading task is reading for information.

- a. Sts read the text silently. You can check what information they got from it, asking one or two questions. You can ask and get the answer in Georgian, depending on the level of the group. The aim of this activity is developing a skill of getting information from an English text, without concentrating on unknown words.
- b. You can also use the activity – **Beat the teacher** (აჯობე მასწავლებელს) - in which sts try to demonstrate a better skill to memorise exact sentences from the text, than you. Procedure: shut the book, Sts choose any word from the text, (they take turns) and say the word. You have to say the **exact** sentence, in which it was used in the text. If the sentence is not exact, they say 'No'. Continue until the sentence is right. The whole class is engaged in comparing the sentence you say with the one in the book. This fun activity stimulates them to read the text through several times while looking for the word in the text, and, consequently, to memorise it, which prepares them for the next step. .

Next step:

- c. Now Sts shut their books. Continue with the same procedure: you say a word, Sts try to remember and say the sentence. Do not help! If their sentence is not exact, just say 'No', ask another St, until one of them produces the exact sentence. This prepares class for the next step.

The next step can be **chain writing** (ჯაჭვური წერა).

- d. In small groups – of four – six Sts reconstruct the text in chain writing. **Procedure:** Books shut. Each St has a sheet of paper. He/she writes the first sentence (from memory), passes his sheet to the St on his left, and receives a similar sheet from his other neighbour on the right. The first sentence is written on this sheet, he has to read it, write the second one and pass it to his neighbour on the left and so on, until the whole text is written. In this way everybody writes the whole text sentence by sentence,

d. After the text is written (4-6 copies in each small group), Sts open their books and compare the text on the sheet with the one in the book. If there is a difference, they correct it.

### Fast reading

This exercise is aimed at improving sts' reading speed. Putting the words in the order indicated. Identifying the difference between pronunciation and spelling. Also, developing a skill of fast reading, training in fast reading without learning 'reading rules'. Procedure:

a. SB exercise contains a list of words. Before dictating the word list, give a number to each word in jumbled order in your copy.

Example: *l – e*.

1. (5) a. beach (4) b. excited (3) c. laugh. (2) d. worry. (1) e. stay.

Dictate: *Number 1 is 'stay', number 2 is 'worry', etc.*

b. You can read 2 - 3 times.

c. Read in the order numbered. Say – No1 is (the word). Do it at a normal speed.

d. To check – read the correct sequence: *number 1 is \_\_\_\_\_.*

### More words

1. One of the exercises under this rubric is finding a word closest in meaning with the "test word" in one line. This exercise provides the material for practising to recognise the meaning of words in the process of reading. It will also help sts to improve their reading speed. It consists of 6-9 lines of words. In each line the first words is a 'test' words. Sts have to read quickly, without stopping at each word, and underline the word close in meaning with the first word in the line. The teacher times this activity to speed it up. The st who finishes first should be awarded – announced the "winner", or other.

E.g.

1. parrot                      animal                      giraffe                      bird                      cock

### How to teach listening

**Listening** is divided into stages, similar to **reading**. Sts start with pre-listening exercise – trying to guess what the text will be about, basing on the title, the pictures, some preliminary questions, etc. Then, while listening, they have to fill in the table with information from the text. After listening, they are asked to answer some *who, when, where, why, how* questions.

**Pronunciation practice** is planned for the second lesson of every unit. Allow this time for acquainting the students with transcription signs.

Procedure:

1) Read the words in one column ('Pronunciation practice' in Teacher's Notes for each unit), where they are grouped according to the vowel sounds in them.

2) Get the students: to repeat the vowel sound from this word, e.g. \_\_\_\_\_.

3) Write on the board the transcription sign for the corresponding vowel sound.

4) Continue with other sounds (in other columns).

5) Get your Sts to read the new vocabulary after you to practise to pronounce it correctly.

### How to teach grammar

Grammar is learned in context. The grammar material is usually present in the text for reading/listening. So it is introduced in combination with the reading/listening activity: students read/listen to the text, find the grammar material you (or textbook exercises) point out to them, analyse it (exercises show how to do it), and deduce the rule. The next stage is practising to use it.

**Stages of learning the Present Perfect tense:** 1. წინადადების აგება ანალოგიის საფუძველზე: მასწავლებელი ცდილობს კლასში იპოვნოს ვინმე, ვისაც დაუწერია ლექსი, რისთვისაც ვეელას უსვამს კითხვას "Have you ever written a poem?" პასუხს დაფაზე წერს: "N has written a poem/poems many times/once, "Nobody has ever written a poem." 2. **თამაში:** მოსწავლეები მასწავლებლის მაგიდიდან იღებენ წინასწარ მომზადებულ კითხვებს. მაგალითები: Find someone who has played the piano in a concert/who has seen Queen Tamar's cross/ who has spoken English to a foreigner/ who has ridden a horse... **შეჯიბრი:** დადიან

კლასში, ერთმანეთს უსვამენ ამ კითხვას, პასუხს (დაფაზე მოცემული ნიმუშის მიხედვით) წერენ ფურცლის მეორე მხარეს. გარკვეული დროის (5-8 წუთი) გასვლის შემდეგ მასწავლებელი აჩერებს მათ, გამარჯვებულია ის, რომელსაც მეტი პასუხი აქვს დაწერილი. 3. **შემოწმება:** გამარჯვებული მოსწავლის ფურცლის მიხედვით მასწავლებელი ამოწმებს გაცემული პასუხების სისწორეს. არასწორი პასუხის აღმოჩენის შემთხვევაში მოსწავლე გამოცხადდება წაგებულად. 4. შემდეგი საფეხური – არეულად მოცემული კითხვებისა და პასუხების შეჯერება. 5. არჩევითი წესით, სწორი პასუხის გამოძებნა: A man is holding a cage with a canary – a. He has bought a canary; b. He bought a canary. 6. **განალიზება და დასკვნის გამოტანა**, თუ რა შემთხვევაში გამოიყენება ეს დრო. 7. ვარჯიში თამაშით.

### How to teach writing

The textbook aims to teach Sts to fill in forms with personal information, write postcards to congratulate on different occasions, informal letters, etc. So the textbook provides samples to learn how to do it, and activities for this purpose.

Besides, to practise spelling, textbook provides an activity in which sts, in pairs, dictate at least one sentence from the reading text to each other, then swap the notebooks and check each other's texts.

Besides, to develop writing skills, to help your pupils acquire literacy skills, we suggest that you use this ongoing activity:

#### Mail Box.

Sts may be motivated to write addressing some particular person, than writing an exercise. They will acquire a habit of exchanging information in English with their friends and the teacher, too. A post-box in the classroom can serve as such motivating object. Initiate this everyday activity at the beginning of school year.

**This activity will help your pupils with the language to exchange information, invitation and requests.**

#### How to begin

Begin by entering the classroom on one day, and sticking to the board, or writing a note on the board with some real information either from your own life, or from news on TV, a gossip that interests everybody. It is very important that the information should be **real**, like:

*"I bought a new pair of shoes". "My dog / cat had four puppies/kittens, who wants one?" " We are going on an excursion to Saguramo this Saturday. The bus fare is 5 lari. Ask your parents today and those, who want to come, put your names on the list on my table tomorrow". " My neighbour's daughter was robbed in the street yesterday". "Gio is singing in a concert on Tuesday, 3 o'clock" "I read a good book (title)." " Who can lend me a good book? (Signed)"*

*Thank you for the invitation!*

*Happy birthday, (name)*

*Come to my party.*

*I have three movie tickets. Who wants to come?*

*I have a good book. Who wants to read it?*

Keep the messages on the message board for a week, then remove.

#### How to keep it going

- Do it often, at least once a week, whenever you find some information, real, to tell class. After about a month, arrange a message board in the classroom. It can be a large sheet of paper, where Sts can stick their notes with a piece of scotch, a pin or glue.
- Give the task to groups of four to write **real messages** every week/month regularly, sign it and put it up
- After your Sts get used to this activity, in about 6 weeks, have your Sts arrange a cardboard mailbox, with a slot at one side or top to put the letters through. The post-box should be bright in colour and have inscriptions like *collection 5 days a week at 2 p.m. post mail here* - and an arrow pointing to the slot.
- You can, together with the Sts, decide whether or not you would like to have a separate compartment in the box for letters addressed to you, to save time for categorising the letters, if there are too many.
- Envelope: *24 Kostava Str. flat 15. Tbilisi 0175.*
- Encourage them to write short letters to each other and to you. **Don't leave** the letters addressed to you **unanswered**.



- Elect a mailman in class, who will open the mailbox at some definite time every day, and deliver the letters to the person addressed.

### Some activities to practise speaking

The next stage is using all this acquired language – vocabulary and grammar – in speaking. Sts make up a conversation on a given situation, in pairs, and perform it in class.

#### 1. Twenty-second texts. Make sure you have a watch with a second hand!

Preparation: Give Sts 1 minute (time it) to write out of the text the words that he/she is going to use in the text for speaking, add his own.

Sts stand in pairs. Give a sign (clap hands) to start.

St A takes 20 seconds to tell St B one text out of the three written on the board. They cannot stop until the 20 seconds are out, telling their partner in as much detail as possible everything they can think of about the topic. They have to think of answers to questions “When”, “Where” “Why”, “Who”, “What”. They stop at the teacher’s sign. Then the two of them join another pair, and now St B will tell them St A’s text. They can invent any details, if they run out of true details. When the teacher says “Change”, the other pair will tell their text to the first pair.

Each St grades his partner and tells the grade to the teacher.

#### 2. Reconstructing a sentence

‘Reconstructing’ is saying, from memory, a sentence as it was written in the text. For procedure – see above – Reading. “Did you know” texts.

#### 3. Finding a word according to definition.

- Get Sts to write on one slip of paper – a word, on another - a definition. Each student prepares 3 copies of one word and one definition. 6 slips altogether. Put the slips on your table.
- Each St takes one slip – either a word or a definition. Sts walk about the classroom asking each other questions to find a pair. They shouldn’t show the slips to each other.

The question sample: *Do you have \_\_\_\_\_?*

- After a St finds one pair, he takes another slip, and looks for another pair.
- Allow 7-10 minutes for this activity. At your sign (clap hands) Sts should stand in pairs, word + definition. The St who finds more pairs, is the winner.

#### 4. Finding a pair.

ნება დართეთ მოსწავლეებს იარონ კლასში და კითხვების დასმით რაიმე მოცემული ნიშნით მოძებნონ წყვილი – მაგალითად, თავისი ზოდიაქოს ნიშნის ქვეშ დაბადებული ამხანაგი.

ილაპარაკონ, თუ რამდენად ეთანხმებიან ტექსტში მათი ნიშნის შესახებ დაწერილს, და შედეგი მოახსენონ კლასს/მასწავლებელს.

გამოსაყენებელი წინადადებების მოდელები წინასწარ დაუწერეთ დაფაზე.

მოსწავლეებს მოსწონთ ასეთი თავისუფალი სიარულისა და ილაპარაკის შესაძლებლობა, ამიტომ გამოიყენეთ ეს როგორც მამოტივირებელი მომენტი და ნუ შეზღუდავთ მათ. გამოიყენეთ მოსწავლეთა დაინტერესება, აგრეთვე - თქვენი ავტორიტეტი, რომ ამავე დროს შეინარჩუნოთ კლასში დისციპლინა. (იხილეთ ასეთი დავალების ვარიანტები - 5, 6).

5. Put slips with different questions on your table. Each St chooses one. Allow them to walk about the room asking everybody this question and hearing the answer. They should keep count of the students with whom they speak. Allow 3 - 5 minutes for this activity. When you clap hands, everybody writes on the slip of paper his name and the number of students interviewed. Collect the slips. Look at the numbers, find the winner and let him say his question to class.

#### 6. In groups of four.

Sts choose an Interviewer, Supervisor, a Secretary and a Reporter.

The Supervisor sees that everybody speaks English and keeps count of the words spoken in L1.

The Secretary keeps records.

The Reporter tells class the result.

The Supervisor tells class how many words were spoken in the native language.

The group whose Reporter makes the best report, and where there are the fewest words in L1, is the winner.

### How to check homework

Homework exercises are given in the WB (workbook). Homework should be checked in every lesson. At home, Students do the home task, then check it with the key at the end of WB, mark the mistakes with a red pen, and write the correction.

It shouldn't take the teacher long to walk along the rows of desks and look through the home tasks marked in red pen. Then, at random, call several Sts to the board to write the sentences which they corrected at home. This will give the teacher a chance to see who cheated (copied from the keys). It is necessary to grade (assess) this activity accordingly. Sts will see that cheating is revealed and cheaters get bad marks for cheating. Little by little they will get used to this kind of work.

### How to perform self-assessment (თვითმეზომეზობა)

There are 7 self-assessment units in the textbook– after every 2 units of lessons. Allow one contact hour for each. Sts write the tasks, then – check the correctness with the key in the Appendix at the end of the book. They write the number of correct answers in the box after each task. You can help Sts to revise that section of the book in which they demonstrated insufficient skills.

### How to use vocabulary list

Vocabulary list contains all the words that are new for this year. Each entry contains the word, indication of what part of speech it is, phonetic transcription and Georgian equivalent. Sts check the meaning of the words only after they try to guess the meaning from the context (See Units of lessons, exercises after Reading). To train in finding the words faster, sts use the procedure described in Unit 9.

If Phonetic transcription signs are new for the students, use the TPR approach (described below).

1) Begin with the signs that are used in transcription only -

2) Tell them that: 1) the sign . after a vowel sound means that the sign is long; 2) the stress mark is placed **before** a stressed syllable.

3) Read the word and get the students find it looking at the phonetic transcription.

For this you can either use the vocabulary list of the book, telling the sts to cover the 1<sup>st</sup> and the 3<sup>rd</sup> columns with a slip of paper, look only at the 2<sup>nd</sup> column (with transcriptions), and find the word you read out loud. They number the words and then check with your numbering (you have to prepare for this exercise by numbering the words in your list in jumbled order, and then read in that order).

4) You can organize it as a competition: write some words in transcription signs on the board. Invite three-four sts (One from each row of desks/ each group of sts). Each st acts for his group, so the whole class are his supporters. Invite one st to keep count of the words found – to draw a line for each found word for each st. This will ensure everybody's participation. The st who is finds more words in a fixed period of time, is the winner.

5) Game 'Bingo' with words in transcription signs. Description:

Sts draw a table with 6 boxes. They select six words from a list of 20 – 30 words in the vocabulary list (the selection should be agreed upon beforehand). Then the teacher reads the words in any random order, and the sts cross out the ones in their table. The student who is the first to cross out all his words, shouts "Bingo", and is the winner. E.g.

'æksidənt	ɑ:ftə'nu:n	'æmbjʊləns
ə'freid	ə'la:m'klək	ə'raiv

### სწავლის სწავლა (Learning to learn):

1) ამისთვის მოსწავლე გაიაზრებს სწავლის პროცესს, ანუ - თითოეული უნარ-ჩვევის ჩამოყალიბების დროს შესრულებული საფეხურების (სავარჯიშოების) შინაარსსა და თანამიმდევრობას, რისთვისაც ავსებს ცხრილებს, პასუხობს კითხვებს. ასეთი დამხმარე ცხრილები სახელმძღვანელოში პერიოდულად არის მოცემული და მოსწავლე მათ ავსებს თემაზე მუშაობის პროცესში. მაგალითად, წერილის წერის სწავლის დროს იგი ადარებს ორ წერილს და ავსებს ცხრილებს:

b) What is the difference between these letters?

What you find out	Letter to an older person	Letter to a friend
Begins the letters with -	✓	✓
Finishes the letters with -		
Information about the weather		
Asking about health		
The swimming pool is described		
Naughty activities on the beach		
A day during vacations.is described		

შედარების შემდეგ, იმისდა მიხედვით თუ ვის უნდა მისწეროს წერილი, მოსწავლე გამოიყენებს ერთერთ ნიმუშს. წერის პროცესში ცხრილში აღნიშნავს იმ ინფორმაციას, რომელიც წერილისთვის არის აუცილებელი – მისალმების შესატყვისი ფორმა, გამომშვიდობება, შინაარსში – რაიმე საინტერესო ამბავი ყოველდღიურ ცხოვრებიდან, და სხვ. წერილის დამთავრების შემდეგ გაუცვლის მას ტავის გვერდით მჯდომს, და გაასწორებს, როგორც ინფორმაციის შემცველობის მხრივ, ასევე – შეცდომების მხრივ, რომელსაც შეამჩნევს. როდესაც თანატოლის მიერ გასწორებულ წერილს მიიღებს, შეიტანს ცხრილში მის შესწორებებს, და გადასცემს მასწავლებელს. მასწავლებლის შესწორებებსაც შეიტანს ცხრილში. ასეთი გააზრების შემდეგ შემდგომში მას გაუადვილდება მსგავსი ამოცანის შესრულება.

თანაშეფასების ცხრილი

Information	I	Student 2	Teacher
<ul style="list-style-type: none"> <li>The greeting.</li> <li>About today's situation: where I am.</li> <li>Something interesting from my everyday life.</li> <li>Then I write about some interesting event.</li> <li>At the end - 'I'll be looking forward to getting an answer from you'.</li> <li>Saying good-bye - 'All the best', or 'Love' and signature.</li> </ul> <p><b>Mistakes:</b></p> <ul style="list-style-type: none"> <li>Grammar</li> <li>Vocabulary</li> <li>Spelling</li> </ul>			

### Notes on class management

#### Using English and Georgian in the classroom

It is fundamental to the approach that students hear, and see, as much English as possible in each hour. However, *New 2000 Plus* consists of a series of language learning activities, which are of varied types, and some of which are difficult to organise. It may therefore be necessary to use the student's native language (L1):

- to explain exactly what it is that students have to do in a given activity, if their English is not adequate to understand the instructions.
- to find out if students have understood a grammatical 'rule.'
- to give a prompt to understanding a text for listening/reading: Before presenting to Sts the text you can write on board, in a column, the words that might be unknown to them, in Georgian (L 1). In the process of listening/reading Sts guess the corresponding English word and mark it in the book. After listening/reading invite Sts to the board to write, in another column, the words they marked, and match them with the L 1 equivalents.
- However, we do NOT recommend that L1 be used to give the meanings of words or texts, or grammar items, which we want the students to find themselves. This deduction (deduqcia) process is the most valuable means of learning that the students have.

- Every opportunity should be seized to use English for ‘social’ purposes, as well as everyday classroom management. Provide the students with a continual ‘bath’ of English.

**When and how to correct students' mistakes:** For exercises which are based on accuracy, when correctness is the goal, mistakes should be corrected immediately, by the teacher, or by another student, or both.

However, for fluency-based activities, where the aim is to exchange information, not demonstrate correct language, we suggest you do not demand that the student repeat the correct word, or sentence, after you; doing this will interrupt what he is saying and switch his attention from what he is saying to how he should be saying it. A more effective correction technique is one that consists in the teacher 'rephrasing' what the student has tried to say, but without demanding a repetition. Let us suppose for example that a student gives you the instruction: 'Go standing next the window.' You would of course understand this instruction - it is quite clear - but you would like the student to hear the correct version. You could therefore ask him: 'You want me to.... go and stand next to the window?' In this way the student has heard the correct language for what he wanted to say, but at the same time he has the satisfaction of knowing that he has successfully given you an intelligible order.

**Organising pair and group work:** It is an aim of “New 2000 Plus” that all students should be involved in all the learning activities all the time: a student learns more effectively if he is an active participant in the class. To achieve this aim, several patterns of interaction, or dialogue, are used:

- teacher interacts with one or more students while others observe
- teacher interacts with all students at the same time
- one student interacts with all other students
- all students interact with each other in pairs
- all students interact with each other in groups of more than two

Although the teacher is not directly concerned when students are engaged in pair or group work, he should not remain 'outside' the activity. His role here is to go round the class, listen in, help out with difficulties, and take note of where the students are having problems. His job is to monitor and to assist, particularly with the weaker students.

**Inviting volunteer students:** You will regularly see, in the lesson notes, the instruction to ‘invite students to....’ The word ‘invite’ is deliberately used, to indicate that where possible students should willingly volunteer to carry out your instructions, rather than being designated. We believe that students learn better when they do not feel threatened by the possibility of the teacher suddenly ‘interrogating’ them.

**საბაზო სკოლის უცხოური ენის სტანდარტი  
იხილეთ « უცხოური ენის სტანდარტი »**

დღეს ინგლისური ენის სწავლება საქართველოს სკოლებში წარმართება ეროვნულ სასწავლო გეგმაში არსებული უცხოური ენის სტანდარტის მიხედვით. მასში მოცემულია სწავლის ის შედეგები, რომელსაც უნდა მიაღწიოს ყველა მოსწავლემ სხვადასხვა კლასების მიხედვით სასწავლო წლის ბოლოს. აქვია ინდიკატორები (მაჩვენებლები), რომლებიც გვიჩვენებს, მიაღწიეს თუ არა მოსწავლეებმა ამ შედეგს. ეს სახელმძღვანელოც ამ სტანდარტის მიხედვით არის დამუშავებული. ამიტომ მოსწავლეებელმა კლასში შესვლის წინ ამ სტანდარტის მიხედვით უნდა დაგეგმოს გაკვეთილი. ჩვენი სახელმძღვანელო მოგეხმარებათ თქვენი მიზნის მიღწევაში და სტანდარტის მოთხოვნების დაკმაყოფილებაში.

**III. სახელმძღვანელოს შინაარსისა და მიზნების რუკა  
BOOK MAP**

**IV. სასწავლო მასალის წარდგენის ფაზები:**

As you already saw above, in "How to teach reading," "How to teach listening", and others, the learning material goes through the following phases:

1) Motivation, i.e. **preparation** for the activity: pre-reading/pre-listening exercises, when the student is getting ready for performing the task – looks at the pictures, compares the theme with his personal experience, or other. 2) The learning material itself – text for reading/listening, 3) Exercises after the text, i.e. **practice** to understand the meaning, the language – vocabulary/grammar, 4) Exercises proving that the student has mastered the language of the given theme – that the sts has learned to use the language on a **communicative level** both in writing and in speaking, i.e. **production** (პროდუცირება, წარმოქმნა.) 5) Every stage of mastering the language of a unit is followed by homework exercises, which the st does on his own, and checks with the key, i.e. **independent work**.

These are the phases of learning material presentation (in Georgian):

1. მოტივაცია - მომზადება;
2. საკითხის დასმა, ამოცანის განსაზღვრა;
3. ძირითადი სასწავლო მასალა (მაგ. ტექსტი, ილუსტრაცია);
4. საწყის ეტაპზე შესასრულებელი სავარჯიშოები;
5. დამაგვირგვინებელ ეტაპზე შესასრულებელი სავარჯიშოები;
6. დამოუკიდებელი სამუშაო.

სასწავლო მასალის წარდგენის ზემოსხენებული ფაზების შესატყვისი სავარჯიშოები მოცემულია მოსწავლის წიგნში თითოეული რუბრიკის (კითხვა, მოსმენა, გრამატიკა, წერა, ლაპარაკი) ქვეშ.

მოვიყვანო საწყის ეტაპზე შესასრულებელი სავარჯიშოების მაგალითს:

**კითხვას** ვიწყებთ გადათვალიერებითი კითხვით (scanning), როდესაც მოსწავლეები შეხედავენ ილუსტრაციებს (თუ არის), წაიკითხავენ სათაურს, თითოეული აბზაცის პირველ წინადადებას, მთელი ტექსტის ბოლო წინადადებას, და გამოთქვამენ აზრს, თუ რის შესახებ არის ეს ტექსტი. იგივე – **მოსმენის** დროს: მოსმენის წინ მოსწავლეები შეხედავენ ილუსტრაციებს (თუ არის), წაიკითხავენ მოსასმენი ტექსტის სათაურს, გამოთქვამენ აზრს, თუ რის შესახებ არის ეს ტექსტი, რომლის შემდეგ მოისმენენ ტექსტს და გააკეთებენ შემდეგი ეტაპის სავარჯიშოებს: შეაფასებენ ცხრილებს ტექსტიდან ინფორმაციით, და ა.შ.

ქვემოთ მოცემულია საწყის ეტაპზე შესასრულებელი იმ სავარჯიშოს აღწერა, რომელიც არ არის მოსწავლის წიგნში მოცემული.

### How to introduce new language

**Total Physical Response (TPR):** This is a technique that is regularly used. In the beginning stages of "2000 Plus" it was used to help identify names of things. At this more advanced stage it is used to help identify any new language material.

TPR means that the teacher gives instructions - usually orally but sometimes in writing - and the students **listen** (or **read** silently) and carry out the instructions, and at the same time **show** that they have followed the instruction by performing a visible action. By observing the student's response, the teacher is able to know immediately if the instruction has been understood, or whether it is too difficult. She can then, if necessary, repeat the instruction, simplify the instruction, or give an alternative instruction.

A procedure for 7<sup>th</sup> grade TPR activity with new vocabulary:

1. Get one St to dictate to you the new words (from a new text, the ones which they were not able to guess from the context) and write them, in a column, on the board. While you are writing, everybody is comparing their list with the one on the board and dictating to you the words which they have written, in addition to this list.
2. Write L1 (Georgian) equivalents in another column, in jumbled order, marking each word with a letter of the alphabet. E.g. a. butter  
b. cheese, etc.
3. Say to class one L1 word at a time, ask them to guess the English equivalent, ask one St to run to the board and point to the word. If it is not true, ask another St, continue till they get it right.

4. All Sts match the English words with Georgian (L1) words in their notebooks.
5. The next step can be looking the words up in the dictionary/vocabulary list at the end of the book.

## V. გაკვეთილის დაგეგმვა (ზოგადი პრინციპები)

A lesson planning is implemented according to the following criteria:

გაკვეთილის დაგეგმვის კრიტერიუმები:

1. სასწავლო მიზნები, 2. აქტივობები, 3. მოსწავლის ორგანიზება, 4. დროის განაწილება,
5. რესურსები (სახელმძღვანელო, კასეტა, თუ რაიმე სხვა დამატებითი მასალა, საჭიროებისამებრ),
6. შემოწმების ფორმები.

A lesson can have different aims – it can be aimed either at developing one skill – that of listening, speaking, reading or writing, or at a combination of skills. Here are samples of lessons of both types, from Unit 1 “Vacation time”. The activities are given in the sequence in which the target skill is developed.

E.g. Reading:

- 1 – Scanning (გადათვალიერებითი კითხვა), 2. Undersatnding vocabulary in context, 3. Skimming (reading for details).

VI. რამდენიმე სანიმუშო გაკვეთილი

### Sample lessons

#### I. Reading

Learning aims	Activities	Class organisation	Time allotted	Resources	Assessing
0. Checking homework	Teacher assigns. Sts, in turn, write on the board.	Class work	5 min.	Workbook exercises	Inviting sts, randomly, to the board, to write those sentences, that were corrected with the key.
1. Scanning the text to see what it is about.	Read the title of the text, the first sentence of every paragraph and the last sentence of the text. Look at the pictures.	.Individual work, silent reading.	3 min.	The textbook text.	1) Pair work; 2) Report to the class/teacher.
2. Reading for meaning.	Read silently. Mark what these children do in summer. Compare with what you do. What is the difference?	Individual work, silent reading.	15 min.	The textbook text.	1) Pair work; 2) Report to the class/teacher.
3. Undersatnding vocabulary in context.	Match the underlined words with the Georgian equivalent. Use	Individual work, silent reading.	10 min.	The textbook text + exercise.	Individual work, Report to the class/teacher.

	the context to understand the meaning.				
4. Reading for details.	Competition. Who finishes first? Quickly mark the right boxes – who likes what?	Individual work, silent reading.	Approximately 5 min.	The textbook text + exercise.	Report to the class/teacher
5. Reading for details.	How did they feel? Mark the right boxes in the table.	Individual work	5 min.	The textbook text + exercise.	Report to the class/teacher
6. Categorizing vocabulary	Odd word out.	Pair work	5 min.	The textbook exercise	Report to the class/teacher

## II. Listening and grammar. The present simple tense (Combined with listening).

In some units there are several grammar focuses. So you can combine each of them with any other kind of lesson – Listening and grammar, speaking and grammar, writing and grammar.

E.g. In Unit 2: 1) The past simple tense (regular/irregular verbs) + reading; 2) “Wh” questions + reading; 3) Making comparison with adjectives + listening, 4) Numerals + speaking.

Learning aims	Activities	Class organisation	Time allotted	Resources	Assessing
0. Checking homework	Teacher assigns. Sts, in turn, write on the board.	Class work	5 min.	Workbook exercises	Inviting sts, randomly, to the board, to write those sentences, that were corrected with the key.
1. Predicting the theme of the text.	Look at the pictures and the title. What is the text about?	individual/class work	3 min.	Textbook	Report to the class/teacher
2. Preparation: getting acquainted with the vocabulary used in the listening text	Find the best pair (answer) for each phrase. E.g. <i>Thank you – You are welcome.</i>	Individual work/pair work	2 min.	textbook exercise	Report to the class/teacher
2. Listening for information	Listen to the dialogue and fill in the table: (Information about <i>When</i> ,	Class /individual work	10 min.	Tape recording	Report to the class/teacher

	<i>where, who,)</i>				
3.(1)Identifying 3 <sup>rd</sup> person singular ending in the present simple	In the text, find 5 verbs with verbs ending in 's'.	Individual work	5 min.	textbook exercise	Report to the class/teacher
4. (2) Relating 's' to 3 <sup>rd</sup> person singular	Look at the verb forms: <i>swims, catches, fishes</i> . Who does these actions?	Individual work	3 min.	textbook exercise	Report to the class/teacher
5 (3)Identifying the difference in ending in different persons	Complete these sentences (with the verbs above): I s _____, you c _____, they f _____.	Individual work	2 - 3min.	textbook exercise	Report to the class/teacher
6 (4) Deducing the rule	In which person (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> ) is the ending 's' (es) added?	Individual work	2 - 3min.	textbook exercise	Report to the class/teacher
7 (5)Practising in using 's' (es) in the present simple	Choose and tell your partner about one of the children	Pair work	10 min.	textbook exercise	Peer (თანატოლეგობის) assessment

### III Writing, Learning to learn and listening

Learning aims	Activities	Class organisation	Time allotted	Resources	Assessing
0.Checking homework	Teacher assigns. Sts, in turn, write on the board.	Class work	5 min.	Workbook exercises	Inviting sts, randomly, to the board, to write those sentences that were corrected with the key.
1.Letter writing: getting acquainted with samples of letters addressed to different people – to an older person and to a peer.	Fill in the gaps with words given in the box.	Individual /pair work	7 – 10 min.	Textbook	In pairs, then – report to the class/teacher
2. Comparing the letters to see how to address and finish letters to different addressees.	Find the difference in: forms of greeting, finishing the letters; information.	Pair/individual work	3-5 min.	Textbook	In pairs, then – report to the class/teacher



3. Writing an answer following the sample.	Write your letter and check if you have all necessary information in it.	Individual work	15 min.	Textbook. List of necessary information for a letter.	Pair work, then – teacher's corrections, filling in the table of joint assessment.
4. Correcting partner's letter.	Check if there is all necessary information in it, also correct forms of beginning and finishing the letter.	Pair work.	5 min.	Written work of the partner.	Pair work, then – teacher's corrections, filling in the table of joint assessment.
5. Song time	Listening to the song, filling in the blanks.	Individual/class work	5 min.	Cassette.	Key on the board/listening again to check.

#### IV Speaking and Listening

Learning aims	Activities	Class organisation	Time allotted	Resources	Assessing
1. Choosing language for making up a conversation	1. Listen to the conversation after vacations again and write down the phrases which you will use in your conversation.	Individual work	10 min.	Audiocassette	Writing in the notebook.
2. A conversation between friends after vacations	Make up and write a dialogue	Pair work	15 min. for preparing, 20 min. for performing and comparing.	Textbook. Texts for reading and listening.	Performing in class

#### V. Detailed sample grammar lesson, combined with speaking (on the basis of this grammar material) Theme: The present perfect tense (1)

A) How to introduce: (10 min)

- Begin with raising the Sts' motivation – tell them something interesting that has ever happened to you, e.g. *I want to tell you something interesting about myself – I have been in Disneyland, have you?*
- Sts. will probably say – *No.*
- Write the sentences on the board: *I have been in Disneyland, nobody else has ever been there.*
- Continue by asking the class questions, like:

*Have you ever eaten a pineapple? - I have eaten a pineapple, it's delicious.* (You can continue with the names of some exotic fruit, etc.)

Then say some sentences about your personal experience, like – *I have been to Turkey* (or some other place), *who else has been there? I have seen an alien, is there anybody in our class who has seen an alien? I have driven a lorry, it is very hard, etc.*

- Write the sentences in the present perfect tense on the board – those said by the Sts. E.g. *Maka has been to Turkey, Nika has eaten a pineapple, etc.*

- Draw a parallel with Georgian (write on the board) – ვყოფილვარ, მინახია, მიჭამია = ნახაბი მაქვს, ნაჭამი მაქვს... draw the students' attention to the equivalent of 'to have' auxiliary verb in Georgian.
- Ask questions: 1) Which time does the sentence express – present, past or future? 2) Does the sentence show the exact time - when the action took place? (NO.) 3) Does it express the result of the action which took place at some time in the past? (YES). What result is it? - მინახია, მიჭამია = ახლა ვიცი ამის შესახებ, მახსოვს გემო = შედეგი: მიღებული გამოცდილება. (You can ask/answer all these questions in Georgian).

You can stop here, and continue with a reading lesson. Go on working on the present perfect in the next lesson, and combine it with reading or listening.

შ

### The present perfect tense (2)

- Write on the board a sentence in the present perfect tense – better, from your experience. E.g. I have eaten a roast pheasant! [I (ხობობი), or – I have seen a live (ცოცხალი) python [I (ძიითონი, მახრხობელა გველი] etc.
- From the sentence on the board, get the Sts to deduce the rule of how it is formed – Ask which of these verbs is the main verb, and which – the auxiliary. Invite Sts to the board to underline the main and the auxiliary verbs with different lines – straight and wavy.
- Draw Sts' attention to the time expressions – *ever, never* – their place in the sentence – between the main and the auxiliary verb. (5 – 7 min.)
- Organize a game – Sts get in groups of six. (15 – 20 min.)

How to prepare for the game:

- 1) Sts cut up a sheet of paper in 2 long slips, to write one sentence on each.
- 2) They choose one task out of the 10 in the box (**Examples of tasks are in SB**) and make 2 copies of it on these slips. (They should agree not make the same. Thus, there will be 2 copies of each task).
- 3) Sts put all these slips on one table, face down.
- 4) They take turns - pick up one slip, and ask all 6 students in their group the question. Write the answer on the reverse side.

Example: Task: Find someone who has seen a live dinosaur.

Question to ask - “*Have you ever seen a live dinosaur?*” [I “

Example of the result, written on the reverse side “*Nobody has ever seen a live dinosaur*”, or “*N and M (names) have never seen a live dinosaur*,” or “*N has eaten a pineapple*”.

Sts tell the teacher.

You can stop here, and continue with a listening t/reading task.

შ

### The present perfect tense (3)

- Invite 3 Sts to the board to conjugate one verb affirmative, interrogative, negative, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular and plural. (5-7 min)

## VII. დეტალური კომენტარები მოსწავლის წიგნის თითოეულ სტრუქტურულ ელემენტთან და მის შემადგენელ ნაწილებთან დაკავშირებით;

**New 2000 Plus, 7<sup>th</sup> grade** სახელმძღვანელოს კომპონენტებია:

- a student's book
- a workbook
- a teacher's book
- an audiocassette
- a test booklet

### მოსწავლის წიგნის სტრუქტურა:

1. სარჩევი – შინაარსი (**Contents**); 2. 15 თემა (Unit); 3. თითოეულ თემაში სავარჯიშოები ოთხივე სამეტყველო უნარ-ჩვევის ჩამოსაყალიბებლად (**four skills: listening, speaking, reading and writing**); 4. სავარჯიშოები გრამატიკის გასააზრებლად და ასათვისებლად; 5. ყოველი ორი თემის შემდეგ – თვითშეფასების ნაწილი (**Self-assessment**) – “What I know so far”, რომლის მიხედვითაც მოსწავლე ახდენს თავისი ცოდნისა და უნარ-ჩვევების ორგანიზებას – სწავლობს სწავლას (**learning to learn**): ავსებს ცხრილებს, პასუხობს შეკითხვებს, აფასებს თავის ცოდნას. 6. წიგნის ბოლოს მოცემულია ა. პასუხები თვითშემოწმების ტესტებისთვის, ბ. გრამატიკული ცნობარი (ცხრილების სახით), გ. არაწესიერი ზმნების ცხრილი, დ. ინგლისურ-ქართული ლექსიკონი (430 ლექსიკური ერთეული), თითოეული სიტყვის მეტყველების ნაწილის მითითებით და ტრანსკრიფციით.  
სახელმძღვანელო უზრუნველყოფს გრამატიკული და ლექსიკური მასალის ციკლობრივად გამეორებას.

**სამუშაო რვეული (workbook)** შეიცავს საშინაო დავალებებს ყოველი თემის 9 საკლასო დროისთვის: 2 სავარჯიშოს ყოველი გაკვეთილისთვის. სავარჯიშოებს ახლავს გასაღებები.. მოსწავლეს უნდა გამოუმუშავდეს ჩვევა გასაღებში ჩაუხედავად დაწეროს სავარჯიშო, და შემდეგ გაასწოროს იგი გასაღებთან შედარებით. შემოწმება: არჩევით, მოსწავლეების დაფასთან გამოძახებით, 1-2 მაგალითის გამოკითხვით, და შესაბამისად შეფასებით. ეს გამოუმუშავებს მოსწავლეებს დავალების კეთილსინდისიერად შესრულების ჩვევას.

**აუდიოკასეტა (audiocassette)** შეიცავს მოსასმენ ტექსტებსა და სიმღერებს.

**ტესტების წიგნი (a test booklet)** შეიცავს 6 ტესტს – 2 თითო სემესტრისთვის – 1 მომდინარე მოსწავლის შესამოწმებლად, 1 – სემესტრის საბოლოო მოსწავლის შესაფასებლად.

## VIII. შეფასების ფორმები, რეკომენდაციები შეფასებისათვის, საკონტროლოების და ტესტების ნიმუშები;

### VII კლასის შეფასების კომპონენტები

კომპონენტი 1	ზეპირი და კითხვითი საკლასო აქტივობები
კომპონენტი 2	საკლასო წერა
კომპონენტი 3	საშინაო დავალება
კომპონენტი 4	საკონტროლო სამუშაო

კომპონენტებზე პროცენტული თანაფარდობა შემდეგნაირია:

1. **ზეპირი და კითხვითი საკლასო აქტივობები 20 %**
2. **საკლასო წერა 20 %**
3. **საშინაო დავალება 10 %**
4. **საკონტროლო სამუშაო 50 %** (ყოველი ტრიმესტრის ბოლოს)

1. პირველი სამი კომპონენტი (*ზეპირი და კითხვითი საკლასო აქტივობები, საკლასო წერა, საშინაო დავალება*) გულისხმობს **მიმდინარე**, ბოლო (*საკონტროლო სამუშაო*) კი – **შემაჯამებელ შეფასებას**.

### მიმდინარე შეფასება

მიმდინარე შეფასების მიზანი არის მოსწავლეთა საჭიროებების დადგენა მათი დახმარებისა და სწავლის დონის ამაღლების მიზნით. რადგან ახალი მეთოდიკით ჩატარებულ გაკვეთილზე არ ხდება მოსწავლის ტრადიციული გზით გამოკითხვა (გაკვეთილის მოყოლით), დააკვირდით ცალკეული მოსწავლეების წარმატებას სახელმძღვანელოში სხვადასხვა ეტაპზე გამოყენებული აქტივობების შესრულების დროს, და შეიტანეთ თქვენი დაკვირვების შედეგი სპეციალურად

ამისთვის განკუთვნილ რეგულში/ჟურნალში. ეს მოგცემთ საშუალებას პერიოდულად (დაახლოებით ყოველკვირეულად) შეაფასოთ მოსწავლე.

1. **ზეპირი და კითხვითი საკლასო აქტივობები** (იხ. VII კლასის სტანდარტი, *მოსმენა, კითხვა, ლაპარაკი*, გამოთქმა, გრამატიკული და ლექსიკური ცოდნა).

**უნარები ფასდება შემდეგი აქტივობებით:**

- უცნობი სიტყვების ამოცნობა კონტექსტის მიხედვით,
- ტექსტზე მუშაობა ლექსიკონის დახმარებით,
- არეული აბზაცების/დიალოგის დალაგება,
- ტექსტის/აბზაცის დასათაურება,
- არეულად მოცემული სიტყვების ნაკლულ ტექსტში ჩასმა,
- სიმულაციური სიტუაციის გათამაშება,
- კითხვების დასმა,
- პასუხების გაცემა,
- ამბის მოყოლა,
- გრამატიკული კონსტრუქციებისა და ფორმების ამოცნობა,
- ზმნის უღლება,
- სინონიმური/ანტონიმური წყვილების დაკავშირება,
- თვითშეფასების სქემების შევსება და სხვა მრავალი.

## 2. საკლასო წერის აქტივობები

**ფასდება შემდეგი უნარები:**

- წერითი მეტყველების უნარ-ჩვევა (იხ. VII კლასის სტანდარტი, *წერა*)
- გრამატიკული, ლექსიკური და ორთოგრაფიული უნარ-ჩვევა
- თვითშეფასება, თანაშეფასება

**უნარები ფასდება შემდეგი აქტივობებით:**

- სხვადასხვა ტიპის ტექსტის შედგენა (მისალოცი ბარათი, კულინარული რეცეპტი, ობიექტის აღწერა. . . ),
- წინადადებებში/ტექსტში ზმნის სათანადო ფორმით ჩასმა, ნაკლულ ტექსტში წინდებულების ჩასმა,
- სიტყვების წარმოება პრეფიქს/სუფიქსებით,
- წინადადებების დასრულება, კითხვებზე პასუხის გაცემა,
- პასუხების მიხედვით კითხვების დასმა და სხვა მრავალი.

## 3. საშინაო დავალებები.

**ფასდება შემდეგი უნარები:**

- შესრულებული დავალების ხარისხი
- დავალებათა შესრულების სისტემურობა

**შემაჯამებელი შეფასება** (ტრიმესტრის ბოლოს)

**შემაჯამებელი შეფასება ხორციელდება საკონტროლო სამუშაოთი, რომლის კომპონენტებია:**

1. ტესტირება,
2. საკონტროლო ზეპირი გამოკითხვა.

### ნიშნის გამოყვანა

საკონტროლო სამუშაოს თითოეული ქვეკომპონენტი შეფასდება 10 ბალიანი სისტემით, ხოლო საერთო ნიშნის გამოსაყვანად ნიშანთა ჯამი გაიყოფა ორზე.

მაგალითად, მოსწავლემ მიიღო:

- ტესტირებაში – 7
- საკონტროლო ზეპირ დავალებაში - 10

საკონტროლო სამუშაოს ნიშანი იქნება –  $7+6+10 = 23$ ;  $3 = 7, 6$  (დამრგვალების შედეგად -7 ან 8)

### მიმდინარე და შემაჯამებელ შეფასებებს შორის არსებული განსხვავება

შემაჯამებელი შეფასების ობიექტია საბოლოო მიღწევები სტანდარტის მოთხოვნებთან მიმართებაში ანუ "მიღებული შედეგები". შედეგები კი კომუნიკაციურ უნარ-ჩვევებს გულისხმობს (იხ. სტანდარტი). ამდენად, შემაჯამებელი შეფასების დროს მოსწავლეს ეძლევა ისეთი დავალებები, რომლებიც მისგან კომუნიკაციას ითხოვს; შესაბამისად, მისი შედეგი ფასდება ორგვარი სახის კრიტერიუმით, ერთი მხრივ, კომუნიკაციური, მეორე მხრივ, ენობრივი ხასიათის კრიტერიუმები, რაც სანიმუშოდ ქვემოთ მოცემულ სქემებში აისახება. ამრიგად,

1. **ტესტირებით მოწმდება** კითხვისა და მოსმენის უნარ-ჩვევები (იხ. სტანდარტის მიმართულებები *მოსმენა* და *კითხვა*);
2. **საკონტროლო ზეპირი გამოკითხვით** – ზეპირმეტყველება (იხ. სტანდარტის მიმართულება *ლაპარაკი*).

სახელმძღვანელოს ნაწილი „ტესტები“ შეიცავს კითხვის, მოსმენის და წერითი მეტყველების უნარ-ჩვევების შესამოწმებელ დავალებებს. ზეპირმეტყველების შესაფასებლად გამოყავით დრო ტრიმესტრის ბოლოს, და ჩაატარეთ გამოკითხვა ქვემოთ მოცემული ნიმუშის შესაბამისად.

### საკონტროლო სამუშაოს ნიმუშები

#### ტესტირება

ქვემოთ მოცემულ ტესტის ნიმუშებში გთავაზობთ ოთხი ტიპის დავალებას (*არჩევითი პასუხი, სწორია/მცდარია, შესაბამისობათა ცხრილი, არეული თანმიმდევრობა*).

**ტესტის ნიმუში მოსმენის უნარის შესამოწმებლად** (სახელმძღვანელოს თემა 5-დან).

ტექსტის მოსმენის წინ მასწავლებელი მოსწავლეებს სთხოვს დახედონ ქვემოთ მოცემულ დავალებას და აძლევს შემდეგ მითითებას:

**Listen to the conversation and answer the questions. You can use words from the box below.**

1. Where is the conversation taking place? \_\_\_\_\_

2. How many persons are talking?  
\_\_\_\_\_

4. What does the first person want to do? \_\_\_\_\_

5. What does the second person do? \_\_\_\_\_

მოსასმენი ტექსტი:

- Can I help you?
- Yes, please. I'm looking for a pair of shoes.
- The shoe department is over there. Go straight ahead, then turn left.
- Thank you very much.
- You're welcome.

მასწავლებელი სწორ პასუხს აფასებს 2 ქულით, არასწორ პასუხს - 0 ქულით, მაქსიმალური ქულა - 10.

ტესტის ნიმუში კითხვის უნარის შესამოწმებლად - მოქმედებების სწორი თანამიმდევრობის დადგენა (სახელმძღვანელოს თემა 8-დან).

კითხვა 1

Read this recipe. The sentences are jumbled. Put the sentences in order and number them 1 to 5.

Scrambled eggs

a. Put a little oil or butter in the pan. b.. Add a little salt and milk. c Pour the mixture into the hot frying-pan. d. e. f. Beat the eggs with a fork. g. Heat the frying-pan.

მასწავლებელი სწორ პასუხს აფასებს 1 ქულით, არასწორ პასუხს - 0 ქულით და ქულებს შეკრებს. (მაქსიმალური ქულა - 5)

კითხვა 2.

ორი ტექსტიდან ინფორმაციის ამოკრება - (სახელმძღვანელოს თემა 9-დან).

In which text do you read about the following?

Information	Text 1	Text 2
1.What makes the universe._____		
2.All the planets move around the sun._____		
3.The earth is different from other planets._____		
4.Animals cannot live without oxygen._____		
5.The earth moves round the sun._____		

Text 1	Text 2
All the stars, including the sun, all the planets	The Earth is different from all the other planets.

<p>which move round the sun, the earth, the moon which moves round the earth, all the people and animals and birds and insects that live on the earth; all these things make the universe.</p> <p>Our earth is one of the planets in the solar system which travels along an orbit round the sun.</p>	<p>People and animals and plants live on the earth but they do not live on other planets. So the earth is a special place. Why is it special? Because it has an atmosphere around it. The earth's atmosphere is the air which we breathe. There is oxygen in the atmosphere. This is why there are living things on the earth. There can be no life without oxygen. So our earth is a very small, but very special, part of the universe.</p>
---	---

მასწავლებელი სწორ პასუხს აფასებს 1 ქულით, არასწორ პასუხს – 0 ქულით.  
(მაქსიმალური ქულა – 5)

ტესტის ეს ორი კითხვითი დავალება (კითხვა 1 და კითხვა 2) შედგება სულ 10 საკითხისაგან. მასწავლებელი ქულათა საერთო რაოდენობას შეკრებს. (მაქსიმალური ქულა – 10)

**საკონტროლო წერითი დავალების ნიმუში**

**დაწერეთ ღია ბარათი თქვენი ახალი განრიგის შესახებ.**

- გადმოეცით ინფორმაცია თქვენი ახალი განრიგის შესახებ
- გამოხატეთ თქვენი დამოკიდებულება (რომელი საგანი /დავალება მოგწონთ, რომელი დღე გიყვართ ან არ გიყვართ).

**შეფასების კრიტერიუმი:**

- ა.- ვერ ახერხებს,
- ბ. – ნაწილობრივ ახერხებს,
- გ. თავისუფლად ახერხებს.

	ა	ბ	გ
	1-3	4-7	8-10
<b>კომუნიკაციური უნარ-ჩვევები</b>			
იცავს წერილის ფორმალურ მხარეს (მიმარვა, ხელმოწერა, სათანადო			
გამომშვიდობების ფორმულა)			
თანმიმდევრულად გადმოსცემს სათანადო ინფორმაციას			
გამოხატავს დამოკიდებულებას			
<b>ენობრივი უნარ-ჩვევები</b>			
იყენებს სათანადო ლექსიკურ ცოდნას			
სწორად იყენებს ზმნის დროსა და ფორმას			
იცავს მართლწერის წესებს			
<b>ქულათა ჯამი</b>			

**შენიშვნა: 1.** ნიშნის გამოსაყვანად მასწავლებელი ქულათა ჯამს გაყოფს კრიტერიუმების რაოდენობაზე

2.. ეს ცხრილი მიიღეთ როგორც ნიშნის გამოყვანის ერთი შესაძლო და არა სავალდებულო ვარიანტი. თქვენი შეხედულებისამებრ გამოიყენეთ ამ ცხრილში მოცემული კრიტერიუმები. მთავარია, შეფასება აწარმოთ **კომუნიკაციური უნარ-ჩვევებისა და ენობრივი უნარ-ჩვევების** მიხედვით.

**საკონტროლო ზეპირი გამოკითხვის ნიმუში** (სახელმძღვანელოს თემა 1-დან)

Work in pairs. Make up a dialogue about meeting your friends after summer. Perform the dialogue in class.

**შეფასების კრიტერიუმები:**

- ა.- ვერ ასერხებს,
- ბ. – ნაწილობრივ ასერხებს,
- გ. თავისუფლად ასერხებს.

	ა	ბ	გ
	1-3	4-7	8-10
<b>კომუნიკაციური კრიტერიუმები</b>			
1. მოსწავლე მონაწილეობს ინტერაქციაში.			
2. ინფორმაციებს მარტივად და მკაფიოდ აბამს ერთმანეთს			
<b>ენობრივი კრიტერიუმები</b>			
3. სათანადოდ იყენებს განვლილ ლექსიკას			
4. იყენებს ნასწავლ გრამატიკულ სტრუქტურებსა და ფორმებს			
5. გამოთქმა და ინტონაცია საკმაოდ მკაფიოა და ხელს არ უშლის შინაარსის გაგებას			
<b>ქულათა ჯამი</b>			

*შენიშვნა: ნიშნის გამოსაყვანად მასწავლებელი ქულათა ჯამს გაყოფს კრიტერიუმების რაოდენობაზე (ე.ი. 5-ზე).*

**What you need to know before using the teacher’s notes of New 2000 Plus**

Conventions (პირობითი აღნიშვნები) used in the text:

**Activity numbers and letters.** Activities (exercises) in the Student’s Book are numbered. The same numbering is used in the teacher’s book for the teaching steps for these activities. Activities which are not given in Student’s Book and the teacher can use as supplementary task either to introduce or to practise some learning material, are preceded by letters: A, B, C....

**Italics:** Where *italics* are used this indicates language which is to be used in the activities.

**Slashes:** The use of a slash (/) indicates that you can use any, or all, of the items which are linked by the slashes.

**Abbreviations:** The only abbreviations used regularly in the lesson notes are: St (student), Sts (students), SB (Student’s Book), WB (Workbook), TB (Teacher’s Book), L (Lesson, e.g. L 24) and L1 (students’ first language, e.g. Georgian).



## Teacher's notes for each unit

### გაკვეთილების საგარჯოშობის პასუხები

#### Unit 1

4. 1 Stay – დარჩენა; 2 Some – ზოგიერთი; 3 Beach – პლიაჟი; 4 Gym – სპორტდარბაზი; 5 – Go fishing თევზაობა; 6 Be bored – მობეზრება; Miss - მონატრება; 7 Spend – გატარება; 8 Enjoy – სიამოვნება (მსიამოვნებს, მიყვარს)

#### 5. Competition. Who finishes first?

Tornike – likes playing basketball, roller-blading, swimming, riding a bike, playing volleyball.

Elene – likes staying on the beach, swimming, reading.

Levan – likes fishing and rowing, playing basketball, football and volleyball.

#### 6. How do they feel?

Tornike – happy, fine, tired, bored Elene – great, happy, tired. Levan - fine, great, excited..

#### 7. Odd one out.

1 – summer – a season; others are months. 2 – look – verb, others are adjectives; 3 – garden – land and trees, others are water. 4 – great – adjective (quality), others are actions (verbs); 5 – school year – long period of time; others are parts of the day.

8. The text is about students meeting after vacations.

9. 1 – g; 2 – h; 3 – f; 4 – e; 5 – c; 6 – a; 7 – b; 8 – d.

#### A. Pronunciation practice. Students read the words after the teacher.

beach	missed	basketball	words	dog	mountains	bored	happy	row
three	swimming	dark	work	a lot	counting	taught	swam	boat
week	mirror		first	box	drown	August	catch	most
teacher	middle		heard	o'clock		all	began	home
	gym			hot			back	whole
	village						cap	
	river							
	busy							
	switched							
	kids							

10. a) 3 people are talking; they are in the school yard; it is the first day of school, after vacations; the old students are Lali and Thea; the new student is Goga.

b) My family moved house; What is your name? Nice to meet you; Take it easy; It's O.K. with me.

#### 11. Listening 2

#### Old McDonald had a farm.

**Key:** 1. on that farm. 2. Here. 3 there.. 4. Everywhere.5. and. 6. a. 7. that. 8.here. 9. here. 10. Everywhere. 11.that. 12. a. 13. there. 14. there. 15. there.

#### Grammar.

12. a) my mother asks, who wants, she knows, my dog comes, she swims, Dato likes, he says, Dato throws, Jerry brings, Dato trains it, Dato enjoys it, Rossi fishes, she catches.

b) my dog swims, she catches, she fishes. c) I swim, you catch, they fish. d) 3<sup>rd</sup> person.

13. Where do you want to go? Whose dog swims faster? Who wants to go to the village?

14. 1. Tornike 2. Levan. 3. Elene's. 4. Levan. 5. Till it is dark. 6. Playing basketball. 7. He roller-blades.

8. Basketball. 9. As soon as school is over. 10. Better than any of the boys.

15. Main verbs: 1. do. 2. swim. 3. read. 4. spends. 5. stay. 6. want.

Auxiliary verbs: 1. do. 2. does. 3. doesn't. 4. -- . 5. do. 6. do.

## B. How to introduce the Article

Follow this procedure:

1. a) Sts read the sentence: 'The sun was very hot, so Beka wore a cap all the time'. Find an example of article "a".

b. Is the thing - cap - a definite ( განსაზღვრული) one?

Yes	No
-----	----

c. Does it mean "any of the class of caps"?

Yes	No
-----	----

d. Read these sentences with other example of article "a" and "the". How can you explain their meaning?

1. I like to read a book. The book which I am reading now is about schoolchildren's life.

2. Sometimes my dog catches a frog. Today the frog which she caught ran away.

3. We row a boat. We don't have a boat. The boat that we row is Toma's father's.

After this sts read the rule in SB, and do the exercises.

To check – invite a st to the board to write the key, everybody compares and says their variant – you correct. Here is the key:

16. 1. a. the. 2. the. a. 3. a. the. 4. the. 5. the. 6. the. a. 7. a. the.

17.a) a – 2; b – 1. b) a – 2. b – 1. c – 1. d – 1. e – 1.

19. Key: Letter 1. boys and girls. wonderful. swimming-pool. Letter 2. camp. a camp. swimming-pool. guys. funny. I have to go. later.

25. Answers to the questions:

1. Two people are mentioned in the text. 2. It is happening at the photographer's studio. 3. The man who wanted to have his photo is displeased. 4. The photographer is joking.

**Unit 2**

**You look great!**

3. b. Getting ready for school after summer vacations.

4. 1. C 2. A 3.B

5.1. suntanned - d. მზით გარეუჯული 2. hairdresser – c. პარიკმახერი 3. plump - a. მსუქანი 4. put on weight - b. წონაში მომატა

6. True/False. 7. Luka wasn't suntanned.is false, because he thought he was too brown after staying in the sun all day. His suntan was too dark.

7. 1 – weight is odd, it is a noun, others are adjectives. 2 – waist is noun, others are adjectives. 3 – blond, it is colour, others show the form. 4 - bored, it is a negative feeling, others are positive.

9. 1. invited - დაპატიუება 2. dressed up - გამოწყობილი, გამოპრანჭული 3. make-up – კოსმეტიკა 4. high heels – მაღალქუსლიანი ფეხსაცმელი 5. you can count on me - ჩემი იმედი გქონდეს 6. looked awful - საშინლად გამოიყურებოდა

**A. Pronunciation practice.** Read after your teacher.

plump, sun, cut, suntanned, muscles, lovely.	thin, thick, finger.	like, right, mind,	weight, waist, face.	throat, brow, nose, boat, coat.	hairdresser, care	body, wrong .	fat, back, hand.	foot, look, book.
--	----------------------------	--------------------------	----------------------------	---	----------------------	------------------	---------------------	-------------------------

Read the words in each column, with pauses, so that the class can repeat, in chorus, after you. Tell them, that since the pronunciation and the spelling are different, there are signs, called transcription, to show how the word is pronounced. In each you can give some time – not more than 3-4 minutes, to find in a row of words some words which contain this or that sound. 1 – 2 in one lesson.

**10. Listening.** Maka's Party.

**KEY**

The children's names	Was wearing	Felt	Looked
Maka	make-up, a long skirt	excited	Pretty very tall, awful great, cool and calm great cool and calm very nice, great, cool and calm
Leila	high heels, mini skirt	excited, unhappy	
Dato	a blue shirt, a tie	a little nervous	
Tornike	a striped shirt. a blue suit	happy	
Giorgi	a white shirt, a blue sweater	great	

Reconstructing the text. Invite Sts one by one to the board and ask them to tell about the children.10 min.

**11. Song time Roll over**

**Key:** 1.there were. 2. said. 3. over. 4.fell. 5. four. 6. little one. 7. out. 8. three in the bed. 9. said. 10. roll over. and. 11. over. 12. one. 13. the. 14. all. 15. fell. 16. was. 17. good.

**Grammar 1.**

**B. Regular/irregular verbs.** (You can do it in Georgian).

1) Tell Sts to look through the text (or part of the text, at your choice) and write out 6-7 verbs in the affirmative form. Below is the list for your use:

*were was looked seemed thought went cut came told whispered felt liked wore shortened*

- 2) Invite a st to write his/her list on the board, others add their verbs.
- 3) Ask sts about the time the text describes – present, past or future. (Answer – past).
- 4) Tell Sts to cross out the forms of ‘to be’, since it is a special case.
- 5) Draw two columns on the board. Invite Sts, one by one, to write the verbs from this list in two columns – 1. Ending in ‘ed’ 2. Others.
- 6) Tell the class, that those ending in ‘ed’ in the past are regular verbs, others are irregular.
- 7) Invite Sts to write any other verbs they remember.
- 8) Tell Sts to look at the List of irregular verbs in the appendix. Sts write out those verbs, which they know, and read in class out loud. At home they learn the forms.

Continue with SB exercises.

13. a) Fill in the missing forms of the verbs.

buy	bought	did he buy?	he didn't buy
ride	rode	did he ride?	he didn't ride
drink	drank	did he drink?	he didn't drink
stay	stayed	did he stay?	he didn't stay
play	played	did he play?	he didn't play
cry	cried	did he cry?	he didn't cry
fish	fished	did he fish?	he didn't fish
think	thought	did he think?	he didn't think

14. 1 – went. 2 – liked. 3 – played. 4 – went. 5 – came. 6 – was. 7 – swam. 8 – threw. 9 – brought. 10. enjoyed. 11 – rowed. 12 – fished. caught.

15. 2 – What did. 3 – How did Nino look? 4 – Why did. 5 – Why was. 6 – What did. 7 – What did Luka think. 8 – What did Nino do. 9 – Who were. 10 – Who cut.

16. main verb 1. think. 2. put on. 3. cut. 4. look. 5. think.  
auxiliary verb *did* in all sentences.

**Grammar 3**

**Degrees of comparison of 1-syllable adjectives.**

C. In groups of four:

ზედსართავი სახელის შედარების ხარისხების შესწავლისთვის მიეცით მოსწავლეებს დავალება გაზომონ ერთმანეთის მაჯისცემა, ამისთვის უნდა ჰქონდეთ საათი წამზომით. დათვალონ ერთმანეთის მაჯისცემა, შეიტანონ ცხრილში, შეადარონ ერთმანეთს, დაასკვნან შედარებით სწრაფი/ნელი/ უსწრაფესი/ყველაზე ნელი/ძლიერი/ სუსტი/ხმამაღალი და ა.შ. მაჯისცემა, დაწერონ ამ ინფორმაციის შესახებ წინადადებები (წერა) და მოახსენონ კლასს (მოსმენა, ლაპარაკი). ცხრილის ნიმუში დაუხატეთ დაფაზე:

Names (4 students)	How many beats in a minute	Loud/soft	Strong/weak
--------------------	----------------------------	-----------	-------------

1.			
2.			
3.			
4.			

შედეგს მოახსენებს კლასს მომხსენებელი (Presenter). იგი გამოიტანს დაფასთან თავიანთ ცხრილს (დიდ ფურცელზე ფერადი ფანქრებით ლამაზად გაკეთებულს) და იტყვის:

I'll tell you whose pulse beats fast, loud, slow.

\_\_\_'s pulse beats \_\_\_ times a minute, \_\_\_'s pulse beats \_\_\_ times a minute, \_\_\_' (ყველას ჩამოვლის.

ამის შემდეგ მიეხმარეთ დასკვნის გამოტანაში: So, \_\_\_ pulse beats faster than \_\_\_'s, and \_\_\_'s pulse beats the fastest. (დაწერეთ დაფაზე ეს ფორმები). მოსწავლეები უყურებენ დაფაზე ფორმებს faster, the fastest, და უნდა მიხედნენ – რომელია 'უფრო სწრაფი' – შედარებითი, და რომელი – 'უსწრაფესი' – აღმატებითი ხარისხი. მიხედვის საფუძველს აძლევთ ცხრილის მონაცემები. გამოაყვანინეთ წესი (- er, the + -est ) დაბოლოების დამატება. მიეცით კლასს 1 წუთი მოსაფიქრებლად, და ათქმევინეთ დაახლოებით ასეთი წინადადება:

\_\_\_' pulse is the fastest, it is also the loudest and the strongest in this group. \_\_\_'s pulse is slower, and \_\_\_'s pulse is slower than \_\_\_'s. ....

C. 1) Tell sts to read these two sentences:

Tatia is very *tall* now. She is *taller than* all the students. In fact she is *the tallest* in class.

2) Ask: What is the difference between *tall* and *taller*? (You can say it in Georgian).

So, to compare two things – უფრო დიდი... use 'er' at the end of the adjective – bigger.

To compare one thing with two or more other things – ყველაზე დიდი... use 'est' at the end and 'the' before the adjective: the biggest.

Example: Tatia is taller than ALL the other students in the class, so we say that Tatia is the tallest.

3) Tell sts to use this rule if the adjective has one syllable (მარცვალი).

17. longer – shorter, bigger – smaller, biggest – smallest, thinner – thicker, stronger – weaker, slimmer – fatter, longest – shortest. strongest – weakest.

18. fat – fatter, the fattest; slim – slimmer – the slimmest; long – longer – the longest; plump – plumper – the plumpest; short – shorter – the shortest; tall – taller – the tallest; weak – weaker – the weakest; fast – faster – the fastest; thin – thinner – the thinnest.

19. 1.the slimmest. 2. longer. 3. shorter. 4. the fastest. 5. thinner.

23. a. Everybody tried to look cool today. b. I don't care what is happening around. c. She wore sun glasses in summer. d. The children wanted to look different on the first day of school.

25. 1 – h. 2 – f. 3 – b. 4 – a. 5 – c. 6 – e. 7 – g.

### Unit 3

### Different feelings

1. eyes – see; nose – smells; tongue – tastes; ears – hear; skin – feels the touch.

2. I hear. 2. I touch. 3. I smell. 4. I taste. I see.

3. 1 – It smells good! 2 – It sounds great! 3 – It smells awful! 4 - It feels disgusting! 5 – It tastes delicious! 6 – You look beautiful!

4.a)

You feel with your body	Show your mood
ენოსვა, ხედვა, სმენა, შეხება, გემოს შეგრძნება,	სიამოვნება, უსიამოვნება, დარდი, სიხარული, ზიზღი,წუხილი, შიში

b) 1- disgusted;. 2 – pleased; 3 – pleased; 4 – worried; 5 – glad; 6 – comfortable.

5. Crashed შეეჯახნენ; Happen მოხდა; Fault ბრალი; Emergency service სასწრაფო დახმარების სამსახური; Ambulance სასწრაფო დახმარების მანქანა

7. enough - There was enough time to speak to their friends. Crashed - two cars crashed into each other! Hurt - The people in the cars were hurt. Slow - some people are are very slow. Felt great - The two boys felt great. Caught - Misha caught him by his arm. Decide - they decided that the best they could do was call an ambulance.

**A. Pronunciation practice.** Read after your teacher.

	Ē	u						
number	quickly	car	hurt	phone	care	problem	crash	
enough	think	started	heard		is there	clock	ambulance	
suddenly	minutes		emergency		where	shop	accident	
come			service			what	happened	
somewhere	po'lice						ran	
summer	people							

**Listening 1**

9. Which is the right answer for each question?

**Key:** 1 – b; 2 – c; 3 – c; 4 – c; 5 – c; 6 – b; 7 – c.

**Listening 2**

**Song time**

**Go Tell Aunt Rhody**

**Key:** 1 – old; 2 – make; 3 – standing; 4 – because; 5 – their mother; 6 – only had one feather; head.

**The story of the song:**

The song is about an old grey goose who died because she kept her head under water too long. The death of a goose was a serious problem in the eighteenth century America because geese had many uses: they used a feather out of a geese's wing to write; they used goose eggs for food; They ate goose for a Sunday dinner, and they used the soft under-feathers to fill a pillow or a mattress. Everybody had to know how to make a feather bed. So in colonial America, a teacher was expected to show her pupils how to pluck (pull the feathers off) a goose.

This song is a lullaby – a song to put a baby to sleep.

This song is also humorous, because her husband, the gander is crying, and the goslings are crying, and the old goose had just one feather.

**Words and expressions:**

Gander – the male goose, goslings – the babies.

Feather bed – they needed the feathers of approximately 200 geese to make a feather-filled mattress.

Millpond – water from a river is used to turn the mill wheel to grind grain to make flour. Then the water collects in a pond next to the mill

A-standing, a-sticking – the prefix 'a' was usually used with –ing forms of the verb. In modern English we come across it in folk songs.

Mother's = mother is.

10.a) დეიდა -aunt; მოკვდა (ორნაირად) - is dead; died; ინახავდა -was saving; ბუმბულის ლეიბი - feather bed; წისქვილის გუბურა - millpond; მამალი ბატი - gander; ქვითინებს - is weeping; ბატის ჭუკები - goslings; გლოვობენ - are mourning;

**Grammar**

**B. There is/are**

- Read the sentence: *There were not many people in the street.* Answer the questions:

1. Where were there not many people? (Answer: - In the street)
2. Who was not in the street? (Answer: Many people)

- When the sentence begins with “*there...*” are you more interested in  
1. the place? 2. the thing?

- Write these sentences on the board: Get sts to underline the main thing in the pairs of sentences. The first one is done for you.

- |  |  |
|--|--|
| 1. There was a telephone <u>in the shop.</u> | 3. <u>The telephone</u> was in the shop. |
| 2. There were many people in the street.     | 4. People were in the street.            |
| 3. There were police nearby.                 | 5. Police were nearby.                   |

- Compare with Georgian sentences:

1. მღაზიის ტელეფონი იყო. 2. ტელეფონი მღაზიის ტელეფონი იყო. (Get sts to deduce: Georgian 1=Eng. 1; Georg. 2=Eng. 3.)

**Question:** Is (was) there a telephone on the table? Are (were) there telephones on the table?

Negative: There is (was) no telephone on the table. There are (were) no telephones on the table (plural).

Continue with SB exercises,

14. lovely – lovelier – the loveliest; happy – happier – the happiest; heavy – heavier – the heaviest; ugly – uglier – the ugliest; curly – curlier – the curliest; wavy – wavier – the waviest.

15. 1 – bigger; 2 – the tallest; 3 – the nicest; 4 – curlier; 5 – the waviest.

17. Comparative: 1. bigger, 2. happier, 3. heavier, 4. heavier.  
Superlative: 2. the happiest, 5. the loveliest.

18. 1 – Who was. 2 – What was the time? 3 – What did. 4 – What did. 5 – Who ran. 6 – Who. 7 – Where did. 8 – Where did. 9 – When did. 10. Why did.

20. 3. locking – unlock. 4,5 – unhappy – happy. 6 – discoloured – 7 – coloured. 8 – disconnected – 8 – connected.

23. Mistakes in the summary (corrected in brackets): 1 – Nobody (everybody) was interested; 2 - The boys ran to the people (to the nearest shop); 3 - The boys didn't know the phone number (Misha knew it); 4 - Levan (Misha) remembered the phone number; 5 – 01 (03); 6 - came in ten minutes (15).

#### 24. Letter to the teacher.

*Dear Mrs. Chichua,*

*Today on my way to school I saw a car accident. The people were injured. They needed help. My friend (name)\_\_\_\_\_ and I found a telephone and called the emergency service. It took me fifteen minutes. I am sorry for being late.*

\_\_\_\_\_ (first name, family name, date)

28. See procedure for Twenty-second texts. in the Introduction.

#### Did you know

29. One of these pictures is Taj Mahal. Which is it? What are the other pictures?

**Key:** 2. Svetitskhoveli in Mtskheta. 3. Gelati in Kutaisi. 11<sup>th</sup>-12<sup>th</sup> centuries.

**Unit 4 Family**

3. c) All of them are special to somebody.

4.

actor (actress) მსახიობი (კაცი, ქალი)	can't afford ვერ გაწვდე	orphan ობოლი
twins ტყუპები	quarrel ჩხუბი	delicious გემრიელი
earn გამომუშაება (ფულის)	nurse ექთანი	artist მხატვარი
share უწილადო	carpenter ღურგალი	to be friends with ... დამეგობრება
	bit უკბინა	

5. Some of the boxes are filled. Mark other boxes and find the names.

Information	Rezo	Teona	Beka	Mariam
the only child		+		
2 brothers and 2 sisters			+	
a mother and a dog	+			
no parents				+
many friends				+
everybody is scared of being rude to him	+			
Shares everything with her friends				+
all the five kids are special to their parents	+			
4 tennis rackets		+		
architect			+	
1 football			+	
his dog bit a boy in the yard	+			

6. 4. is false. Teona gets a tennis racket from her grandfather every year – she doesn't.

7. a) actor actress writer artist photographer carpenter nurse architect engineer.

b):

1. Carpenter - makes kitchen furniture – tables and cupboards
2. Nurse - takes care of sick people.
3. Artist - Likes painting
4. Photographer - takes photos of my father's paintings.
5. Actor, actress - work at the theatre

**A. Pronunciation practice**

twin, shop- assistant, bit, delicious	doctor problem, quarrel	orphan lawyer afford,	share. hairdresser,	nurse, earn	photo	artist, bark, architect carpenter	actor, actress	teacher, , engineer, writer, shoe-maker waiter,.
---	-------------------------------	-----------------------------	------------------------	----------------	-------	--	-------------------	--

**9. Listening Key:**



1. Two people are talking
2. They are c) Friends.
3. One of them is c) Unhappy
4. They are talking about c) A problem.
5. The problem about c) A quarrel between a brother and a sister.
6. It happened while they were b) playing chess,
7. They quarrelled because c) The sister cheated.

10. a) 1 – ბ, 2 – ა, 3 – ვ, 4 – გ, 5 – დ, 6 – ზ, 7 – ე.  
 b) 1=4 – გ, 2=2 – ა, 3=5 – დ, 4=6 – ზ, 5=7 – ე, 6= 3 – ვ, 7=1 – ბ.
11. d) 1 – good, the best, better. 2 – good, the worst. worse. stronger.

**12.**

worse- better, fast - slow, worst - best, the fastest - the slowest, more important - less important, more beautiful - less beautiful, expensive - cheap, hot - cold, easy - difficult, the most difficult - the easiest, less comfortable - more comfortable, more - less, the most - the least.

15. 2 – an architect. 3 – an actor and an actress. 4 – a nurse. 5 – a waiter. 6 – a salesperson. 7 – a hairdresser. 8 – a shoemaker.

**Unit 5 What do you wear?**

2. c). Problems of changing size of clothes when children grow bigger.
3. a) – 3; b) – 2; d) – 1.

**A. Practising clothes names:**

Write these clothes names in three columns. One example is given.

We wear them only when it's very cold	We wear them only when it's very hot	We wear them when it's hot or cold
Jacket pullover scarf gloves overcoat	T-shirt sandals shorts	Trainers shoes skirt trousers shirt blouse suit tights pyjamas dress jeans cap hat

4. A – 2; B – 1; C – 3.

5. 1. tried on - h. მოიზომა; 2. expensive.- b. ძვირი; 3. fit - e. მორგება, კარგად დადგომა (ტანსაცმლის);

4. tight - c. ვიწრო; 5. size.- g. ზომა; 6. Leather – ტყავის; 7. slippers - d. ქოშები.

**B. Pronunciation practice.** Read the words, make a pause after each, get the sts, in chorus, to repeat after you.

sandals jacket cloud sneakers slippers torn handbag pullover umbrella tight trainers tights expensive dress

cheap sneakers	fit slippers mittens	wide tight tights	weight trainers	genuine leather dress	blouse cloud	worn torn	casual pants sandals jacket handbag	overcoat pullover
----------------	----------------------	-------------------	-----------------	-----------------------	--------------	-----------	-------------------------------------	-------------------

--	--	--	--	--	--	--	--	--

**Call out the next word.** It can be done after the second reading. Read aloud and stop before important lexical items - you may write them on the board in jumbled order. Sts call out the next word. You then repeat this word/phrase and continue reading.

**Listening**

6. Listen to the conversation and answer the questions, using the words in the box below.

1. two persons are talking 2. They are in a shop. 3. They are a salesperson and a customer. 4. The first person want s to buy jeans and a T-shirt.5. The second person wants to help the customer and sell some clothes.

8. Listen again. Then answer the questions:

1. ვინ თავაზობს დახმარებას? - გამყიდველი
2. რა სიტყვებით თავაზობს დახმარებას? Can I help you?
3. როგორ თავაზობს მიზომვას? You can try them on.
4. სად არის საღარო? – გასასვლელთან

**C. (After listening task)**

Call out a word or a phrase from the dialogue. The Sts say the complete sentences. Example: You say: *fit*. Sts.: *They fit perfectly.*

You can organize this activity as a **competition**.

Divide class into three groups. Each group sends one student to the board to say sentences with the words that you call out. Each student acts for his group. They take turns to say a sentence. One more student counts the correct answers – draws a vertical line for each. The group whose representative says more correct sentences, is te winner.

**D. Grammar 2**

**Present simple vs. present continuous.**

a. Write on the board 1 sentence in the present simple. 1 – in the present continuous, from the dialogue: I always wear a T-shirt and trainers in summer. I am wearing a T-shirt and trainers..

Discuss in Georgian the difference: 1. Regular, repeated action, 2. The action, taking place at the moment of speaking.

b. Sts choose the verb in the present simple or present continuous and fill in the blanks.

13. 1 – has. 2 – looks. 3 – wears. 4 – is wearing. 5 – has. 6 – wear. 7 – wear. 8 – is wearing. 9 – likes. 10. does...like.

16. 1 – her. 2 – her. 3 – her. 4 – her. 5 – her. 6 – her. 7 – her. 8 - her. 9 – her.

17. 1 – d); 2 – a); 3 – f); 4 – g); 5 – e); 6 – c); 7\_b);

19. 2 . travel – travellers – travelling; 3. invited – inviting; 4. begins – beginning;

23. a. Her sister’s shoes are too big for Nino. b. You can wear your sister’s shoes. c. She put on weight during the summer. d. Her pyjamas were just her size.

**25. A note to a friend asking to buy a piece of clothing**

Hi, (name) \_\_\_\_\_,

I am going to (name) \_\_\_\_\_'s party tomorrow, and my pants are too short and too tight. I saw some pants at the shop in Main Street. They are just my size and the colour I wanted. Will you please buy them for me?

When you enter the shop, go straight on, then turn left, then turn right, and on your left you'll see the pants on the hanger. They are blue, with white stripes, size \_\_\_\_\_. They're having a sale at the moment, so now the price is only 9 laris. I'll come and see you at 7.30. Thank you!

(Name) \_\_\_\_\_

### Speaking

**Game.** Two students stand at the front. They look at each other's clothes quickly and then turn round and stand back to back. Then they call out what the other one is wearing, and the colour too. Other students listen and call out: *Right! Wrong!*

Examples: *He is wearing black pants. She is wearing a blue scarf.*

## Unit 6

### Shopping for shoes

6. The answers to the questions:

1. For a girl - 64992 and 34559. 2. Soft navy blue shoes – 64992. 3. Cheap – 64992. 4. I can buy men's Wrangler shoes cheap. 5. shoes for summer- 34559. 6. Shoes with laces – 84792. 7. For wide feet - wide widths. 8. To feel comfortable - Walking shoes. 9. Shoes with laces - 43996 for \$19,99.

**A. Pronunciation practice.** Read the words, make a pause after each, get the sts, in chorus, to repeat after you.

width fit	size wide white style price	half large	were perfect	strap sandals black narrow

After 'listening' task.

### Listening . Shopping

**7. Answers:** 1. There are three situations. 2. The conversations are taking place in a shop 3. There are two people talking in each situation. 4. They are: salesperson – customer (woman); salesperson – customer (man); cashier - customer (man). 5. The customer wants to buy shoes. 6. The salesperson helps the customer to buy shoes. 7. The cashier is taking money and giving the change. 8. They are using dollars. 9. It is happening in the U.S.A.

**9. Answers:** 1. The answer to "thank you" is "You're welcome". 2. "ပဲတူဝဲဝဲ" - I'm sorry. 3. The answer to "I'm sorry" is "It's all right"/It's O.K. 4. When offering to show something the shop-assistant says "What kind of shoes would you like to buy and what size do you wear?"

**A.** 1) To practise the dialogue use this procedure: Sts and listen to the teacher. You (the teacher) will call out a word from the dialogue, and sts will say the complete sentences. Example: The teacher will say: looking. Sts will call out: I'm just looking.

2) Another variant: **Competition.** Sts shut the books. Divide the class into three groups. Choose a jury – one student from each group – to choose the winner.

Each group sends a student to perform the conversation between the customer, the salesperson and the cashier. The group whose representative speaks without stopping, and makes fewer mistakes, wins.

**Grammar.**

13. Answers.

1. if you switch off the light - It will be dark. 2. if you put salt in your brother’s tea instead of sugar - he will be angry. 3. if it rains tomorrow and you don’t take your umbrella – I’ll get wet. 4. if you eat too many sweets – I’ll have a toothache. 5. if you switch on the radio – I’ll listen to the news. 6. if you order a pair of shoes by catalogue – I’ll get them by mail.

14. Nouns in plural: shelves, shelves, books, books, boys, girls, books, men, women, questions, children, men, women, books, countries.

**More words**

20. 1. I never carry much cash with me. I usually pay with my mother’s card. 2. ‘Can you lend me five laris?’ ‘Sorry, I don’t have any cash on me’. 3. ‘Can I pay with my card?’ ‘Sorry, we don’t accept Visa cards. You will have to pay cash’.

21. 1 – f; 2 – d; 3 – b; 4 – c; 5 – e; 6 – a.

22. 2 – sneakers; 3 – width; 4 – best; 5 – shoes; 6 – skin; 7 – real.

27. Key: There is no stamp on the envelope.

**Unit 7 School time**

5. graders schedule arrive on time math do well Pre-Algebra Grade. creative writing, poetry, chorus, PE supervisor as long as disturb Algebra Geography Physics, Chemistry Biology Music Appreciation.

6. Answers:

1. School year starts on August 15. 2. The school hours are 7:40 a.m. - 2:50 p.m.

3. Basic subjects –Math (Pre-Algebra or Algebra), Social Studies (Geography), and Science (Physics, Chemistry, Biology). 4. Classes to choose from - play in the band or orchestra or take classes such as creative writing, poetry, chorus, and PE. 5. Foreign languages to choose from - Latin, Spanish, French, or German. 6. “Arts” is literature, history – subjects, other than science. 7. Classes for 9 weeks each- Computers, PE, Art, and Music Appreciation. 8. One to two hours of homework.

7. 1. Students learn different subjects at school. 2. All 8<sup>th</sup> graders start foreign languages. 3. Math teaches you to count the money. 4. February is a winter month.

8. 1 – island is land, others are water; 2 – east is a noun, others are prepositions. 3 – Egypt is a country, others are continents. 4 – ice is a noun, others are verbs. 5 –Georgian is nationality, others are subjects. 6 – Africa is a continent, others are parts of the world.

9. 1 – c, f. 2 – a, i. 3 – b, j, m, n, o. 4 – e, h,. 5 – g. 6 – k, l.

**A. Pronunciation practice.** Write the words in each column according to the vowel sound. Then - read after your teacher.

ʌ	ɪ	aɪ	ə:	eɪ	ju:	ɔ	æ	əʊ
<u>Stu</u> di <u>es</u>	<u>L</u> iterature <u>H</u> istory <u>C</u> hem <u>is</u> try <u>Ph</u> ysics	<u>W</u> riting <u>Sci</u> ence	<u>Distu</u> rb	<u>C</u> reative <u>App</u> reciation	<u>Mu</u> sic	<u>B</u> iology <u>Geo</u> graphy	<u>Pre</u> Algebra <u>Math</u> <u>A</u> lgebra	<u>Chorus</u> <u>Social</u> <u>Poetry</u>

**Listening**

10. 1 – Geography; 2 – Biology; 3 – Literature, poetry. 4 – P.E. 5 – History.

11. a – 9, b – 10, c – 1, d – 3, e – 4, f – 11, g – 6, h – 7, i – 8, j – 12, k – 13, l – 2, m – 5.

### Grammar

14. 1 – 0, 2 – the, 3 – the., 4 – 0, 5 – the, 6 – 0, 7 – the, 8 – the, 9 – a, 10 – the, 11 – a, 12 – 0, 13 – the, 14 – 0, 15 – the, 16 – the, 17 – the, 18 – the.

**B.** Get the sts to find in the text of the lesson the names of children. and see if there is an article before them.

Get them to deduce the rule:

**Don't use any article with proper nouns (names of people, towns, countries, months...)**

*E.g. Tbilisi, London, Georgia, America, Luka, Jon, Maya, Margaret...*

You can tell sts that in computer translation (when the translation is performed by the computer) the choice of the correct article for each example is done in a form similar to the one given below. Write these rules in this form on the board:

The best article is next to “Yes” or “No” answer.

Example: *Give me a book (any book)* – (answers to questions in the rule) *not proper, not definite, singular – use “a”*.

<b>A noun</b> (a book)			Use article
Is the noun proper? →	yes	→	0
	↓		
	No		
Is the noun definite? →	Yes	→	the
	↓		
	No		
	↓		
Is the noun singular? →	No	→	0
	↓		
	Yes	→	a

Get the Sts to call out the article when you read the sentence out loud, pausing at blanks, where the article should be used:

Fill in the gaps with ‘a’, ‘the’ or 0 (nothing).

1. \_\_\_\_\_second lesson of \_\_\_\_\_ book is very interesting.
2. I saw \_\_\_\_\_ Guram at \_\_\_\_\_beginning of summer. He was going to \_\_\_\_\_seaside.

3. After \_\_\_\_\_ classes my little brother plays in \_\_\_\_\_ yard with his friends.
4. I train in \_\_\_\_\_ gym three times \_\_\_\_\_ week. - Do you take \_\_\_\_\_ ball when you go to train? - No, there is \_\_\_\_\_ ball in \_\_\_\_\_ gym.
5. From \_\_\_\_\_ middle of \_\_\_\_\_ August \_\_\_\_\_ Dato was bored.
6. In \_\_\_\_\_ summer she wore \_\_\_\_\_ hat all the time.
7. - Are there any fruit trees in \_\_\_\_\_ garden? - Yes, there are.
16. 1 – will go. 2 – will see. 3 – will teach. 4 – will –start. 5 – starts, will give.
18. a – 2. b – 2. c – 1, d – 2.

**Unit 8 Help yourself!**

8. It is happening at the pizza house. There are four people - Tamta and Dato Sandy and Jon. They are talking about having a pizza for lunch. Dato is economical – he chooses pizza which is not very expensive. The money they are using is pounds, they are in England. York is a town in the North of England.

10. 1. soft drinks – d. უაღკოპოლო სასმელი; 2. recipes - f. რეცეპტი; 3. ingredients:- a. შემადგენელი ნაწილები; 4. peel - c. გაფცქვნა; 5. dishes. - b. საჭმელი, კერძი.

11.

- |                                     |  |
|-------------------------------------|--|
| 1. What do you want?                | 1. I want cheese and eggs.                           |
| 2. What will you eat/drink?         | 2. I'll have a sandwich and a cup of tea, please.    |
| 3. Eat.                             | 3 Thank you..  |
| 4. Help yourself to some ice cream. | 4. Thank you.  |
| 5. Would you like...?               | 5. Yes, please./ Just a little, please./ No, thanks. |
| 6. Help yourself...                 | 6. I don't want it./I'm not hungry./I've had enough. |
| 7. What would you like?             | 7. I'll have some pizza, please.                     |
| 8. Would you like some more...      | 8. Yes, please./ No, Thank you.                      |

**A. Pronunciation practice.** Read the words, make a pause after each, get the sts, in chorus, to repeat after you.

onion	chicken	fries	herbs	care	menu	sausage	salad	large
mushroom	fish	pineapple		parents		yogurt	sandwich	tomato
summer	pizza	prices		vegetarian			ham	garlic
							black	

**Listening. 14. At the cafe Key:**

1. They are at the cafe. 2. They are talking. 3. They are drinking Coke. 5. They are eating fish and french fries, and ice cream. 6. They like it very much. 7. These words show they like it: Can I have some more? I like it very much. It's delicious.

**Grammar 1** - Many, much; few, little.

16. 1 – much. 2 – many. 3 – much. 4 – many. 5 – much. 6 – much. 7 – little. 8 – much.

**Article a (an) /some.**

17.b) 1.a. 2.some.3.some.4.some, some. 5.some.6.an. 7.some. 8.some. 9. some.

20. 1- sandwich; 2 – recipe; 3 – menu; 4 – lunch; 5 – umbrella; 6 – chips; 7 – hamburger; 8 – soup.

**Writing**

22. პილპილი- pepper

დაასხი- pour ჩანგალი - fork ათქვიფე - beat დაუმატე - add სუფრის კოფი -  
tablespoonful ტაფა – frying- pan ხუფი – lid.

**Recipe for scrambled eggs.**

Mix eggs with a fork, add a little salt and milk. Heat the frying-pan, pour some oil (or put some butter). Pour the egg mixture on the heated frying-pan. Mix it slightly with a fork. Cover the frying-pan with a lid. Wait 20 seconds. Put on two plates. Sprinkle with black pepper.

Key: h,c,i,b,d,a,e,f,g.

24. დაკეპე -chop; თხლად დაჭერი -slice; მოხრაკე ცხიმში- fry; შეწვი ღუმელში  
(მშრალად) -roast; ბასრი დანა -sharp knife; დაჭერი- cut.

**Speaking**

**Remember**

If you want to be polite when speaking at table,  
1. Add please to the sentence.  
2. When asking for some food, begin with would you please or can /could I have  
3. When offering some food, use the phrase would you like, help yourself.

**Unit 9 I love to walk in the rain**

(1) ამინდი.

(2) The sun, the air and the water make the weather.

(3) A) *Matching picture numbers with sentence letters.*

B) The right order of sentences:

1. The sun heats water in the sea.
2. The water gets hot and changes into gas, or steam
3. The gas rises because it is lighter than air.
4. The gas meets cold air.
5. The gas changes into water again.
6. This water makes clouds.
7. The water is heavy and falls on the ground

2. title - b. Water cycle

3. ჰაერი -air, ღრუბლები- clouds, ცა- sky, მძიმე -heavy, ორთქლი –steam, მიწაზე - on the ground, წვეთები - drops, კრისტალი-crystal)

4. 1- 1. Plants can live without the air; 6. Animals can live without the air.

5. 1. When the sun is shining. 2. Sometimes it rains. Sometimes the wind is blowing and all the trees shake.

3. Warm air goes up, and the cold air comes down. So the air moves, and the wind blows. 4. The water gets hot and changes into steam. 5. Clouds are made of water drops.

6. Drops of water are so heavy that the clouds cannot hold them, so they fall down.7. On the ground. 8. From the sky.

6. 1. spring – it is season, others are planets; 2.wind, others are made of water. 3.a cucumber is a vegetable, others are animals. 4. weather – noncount noun, others are count nouns.

8.

Spring 1. <u>March</u>	Summer 1. <u>June</u>	Autumn 1. <u>September</u>	Winter 1. <u>December</u>
---------------------------	--------------------------	-------------------------------	------------------------------

2. <u>April</u> 3. May	2. <u>July</u> 3. August	2. October 3. <u>November</u>	2. <u>January</u> 3. <u>February</u>
---------------------------	-----------------------------	----------------------------------	---

**A. Pronunciation practice.** Make a list of words which you think would be good for your sts to practice. Ask your students to say the new words from the lesson after you.

### Listening.

10. The rainbow has 7 colours.

11. Colours in the rainbow: 1. red 2. orange 3. yellow 4. green 5. light blue 6. dark blue 7. purple

12. A rainbow is a semi-circle.

13. You can see a rainbow: never in winter; sometimes in spring and autumn; sometimes in summer.

### B. Grammar – Impersonal sentences.

1) To introduce – write on the board two or three examples: *It is hot, it is cold, it is sunny.* (ex. 16)

2) Ask Sts what kind of weather they can think of, it can also be in Georgian, you translate, and write on the board the adjectives: *sunny cloudy chilly windy...*

3) Tell the Sts, that they can speak about the weather using this construction. Ask them to remember the time and the weather - e.g. *last year in March it was chilly; yesterday it was cloudy, today it is warm, etc.*

4) Continue with textbook exercises. Divide the board into two parts, invite sts to write *it is + adj.* on one part, *it + verb (It rains)* on the other part.

5) Write on the board sentences with adverbs *it often rains – it is often cold.*

Give the task to replace one adverb by some others and remember the place of adverb in a sentence.

19. 1. Why does the water fall on the ground? 2. When do. 3. Where does water... 4. When do we say... 5. Where does the sun... 6. When does... 7. What colour... 8. When is it cold? 9. When does it...

### More words

22. rainy – sunny, cold - warm, light - heavy, ugly – pretty, cry - laugh, happy – sad.

23. b) 2. ice – icy. 3. flowery – flowers – flowerless. 4. frost – frosty. 5. water – watery. 6. rain – rained – rainy.

24. 1. wind - windy, 2. air - airless, 3. fun - funny, 4. rain - rainy, 5. water - watery, 6. cloud - cloudy, cloudless, 7. steam - steamy, 8. sun - sunny, sunless.

26. Who the postcard is from - from Sarah

- where it is from - San Francisco, Calif
- what is in the picture - aerial view shows the financial center of downtown with the pyramid-shaped Transamerica Building in the foreground.

- when it was sent - 10 Nov. 2005
- how long it took for the postcard to reach Tbilisi – 1 month.
- what information is in the postcard – she is on vacation, staying in a hotel. .

27. Find these places on the map of the world or map of the United States of America and write the answers:

- Where is the State of Maine? – In the North-East of the United States, bordering Canada.
- Where is San Francisco? – In the South – West of the U.S.
- In which state is San Francisco? – California.
- Where was this postcard printed? - San Francisco, Calif.

### Unit 10 Communication

1. a 'message' is c) information - a) *შეტყობინება* .

4. a) People. b) Animals. c) Plants can communicate.

5. 1-d; 2 - f; 3 - a; 4 - g; 5 - c; 6 - b; 7 - c.

6. 1. How do. 2. What do. 3. Why do. 4. How do. 5. How do. 6. Who. 7. How far do. 8. What.



7. People speak. Flowers have bright colour. Bees “dance”. Whales “sing.” Dolphins make sounds. Bats make sounds. Lions roar.

A. Pronunciation practice. Repeat after your teacher.

roar	dolphin	signal message distance	speak bee	bat	dance	flower sound	danger	communicate	whale
------	---------	-------------------------------	--------------	-----	-------	-----------------	--------	-------------	-------

**Listening. Task 8. A telephone conversation with an American. Key:**

1. Sarah is not at home.
2. Sarah’s mother says “I’m sorry” because she is speaking too fast.
3. Mari understands at last what Sara’s mother says because she speaks slower and in other words.
4. Mari says “I’m sorry” because Sarah’s mother has to repeat several times.
5. Mari says “I’m sorry” 4 times.
6. Mari says they are going sightseeing – to visit a historical place called Jvari.

**Song time**

**She’ll Be Coming ‘Round the Mountain**

1. Students listen to the song, then – listen again for the missing words (the verses repeat, so the words can be found in the song text itself).

10. Key: 1. she’ll. 2. be coming. 3. the. 4. round. 5. comes. 6. driving. 7. comes. 8. white. 9. she’ll. 10. when. 11. go out. 12. to meet. 13. her. 14. we’ll. 15. chicken. 16. singing.

2. Some points of the song are marked by asterisk (\*). Students can add spoken words and a gesture:

After: *Coming ‘round the mountain*: **Gi-Yap!** + shake imaginary reins to make the imaginary horses go faster. **Gi-Yap!** or **giddy-yap**, (both pronounced [g]) is the command to a horse to make it go faster, or to start moving (Georgian აჩუქ!).

After: *Driving six white horses*: **Whoa, there!** (Pulling back on the imaginary reins to slow down the horses). **Whoa** is the command to a horse to slow down or stop.

After: *Go out to meet her*: **Hi, babe!** (waving broadly from left to right with the right arm). This is a very informal greeting for a woman. Many women find it offensive.

After *have chicken and dumplings*: **MM, good!** (Rubbing or patting the stomach with the right hand). Showing that the food is tasting good. The expression and the gesture are very informal. They are appropriate for a picnic.

**“Halleluyah”** – hands on either side of the mouth to make the sound louder. The exclamation was popular at the camp meetings when this tune originated.

Students can add a verse after *“Oh, we’ll all go out to meet her when she comes.”* *Oh, we’ll kill the old red rooster when she comes*, **HACK, HACK** – making a chopping motion with your right hand. A rooster is მამაცლი – which can be used for chicken and dumplings.

**B. Grammar – The present perfect tense** (See Detailed sample grammar lesson).

15. 1. has never sung. 2. has danced. 3. has driven. 4. has never scratched. 5. Have you ever cooked. 6. has never told a lie. 7. Have you ever heard.

16. 1 – b. 2 – a.

17. 1. kind. 2. kind. 3. protects. 4. fit. 5. famous. 6. about. 7. trained. 8. about. 9. lost.

18. **More words:** 2 – foot, 3 – matter, 4 – wrong, 5 – valley, 6 – hurt, 7 – thin, 8 – information, 9 – listen.

22. 1-j, 2-i, 3-a, 4-b, 5-e, 6-c, 7-f, 8-g, 9-h.

**Unit 11. The Sun, the Earth, the Moon**

1- the universe, 2 – planet Earth.  
5. solar system. the Galaxy. Contains. tiny. travels.

8. 1.What makes the universe. 1(1). 2.All the planets move around the sun. 1(1). 3.The earth is also a planet, only different from others. 2 (1). 4.Animals cannot live without oxygen. 2 (1).  
5.The earth moves round the sun. 1(1). 6.An orbit is a circle around the sun 1(3). 7.The earth travels along an orbit 1(3). 8.There is no air where astronauts travel. 2(2). 9.Astronauts can see the rivers and the mountains and rivers from space. 2(3). 10.Pictures of the earth are taken from a satellite 2(3).

9. 1.What moves round the earth? -The moon 2.What moves round the sun? - The Earth. 3.On what planet do people, animals and plants live? -The planet Earth 4.Who can see the earth from space? - Astronauts. 5.What makes the earth special?- Atmosphere. 6.From where do people take pictures of the earth? -From cosmos. 7.Round what does the earth travel? Round the sun. 8.What is the earth like from spaceA blue ball 9.What can astronauts see from space? - The continents and the great mountains covered in snow, even rivers and cities. 10.What is the earth's atmosphere? The air which we breathe.

10. 1 - special, 2 – atmosphere, 3 – atmosphere, 4 – air, 5 – oxygen, 6 – living, 7 – without.

**Listening 11.** 1. b. Sarah is from America. 2. a. 3.b. 4. a. 5. a.

**Grammar 1 - 14.** 1 – the. 2 – 0, 0. 3 – 0. 4 – 0. 5 – the. 6 – 0. 7 – the. 8 – the, 0.

**Grammar 3 The present perfect and the past simple tenses.**

A)

1) You can start by motivating the Sts to see the difference - ask Sts about somebody who is absent that day – *Has N (name) phoned anybody to tell why he isn't here?* - Write the answer OR the question on the board.

2) Ask the next questions: I. *What did he say?* And II. *When (at what time) did he call?*

Write the answers OR (AND) the questions on the board.

3) Invite Sts to analyse the sentences in the pr. perf. and past simple and deduce the difference, which is:

(1) გვაინტერესებდა შედეგი – ვინმეს თუ აქვს რაიმე ინფორმაცია;

(2) I შემთხვევაში დრო იგულისხმებოდა (რა თქვა, როდესაც დარეკა), II შემთხვევაში – დრო გვაინტერესებდა (როდის?).

4) After this phase turn to textbook exercises, where there are also sentences to emphasize this difference.

17. 1. has never seen. 2. has never been. 3. has visited. 4. has sent. 5. planted. 6. passed. 7. has not fown. 8. has sung. 9. has not (hasn't sung), has danced. 10. have you ever heard. 11. haven't.

18. 1 – this week. 2 – never. 3 – ever. 4 – This month. 5 – yesterday. 6 – never. 7. – before? 8. in summer/yesterday/an hour ago. 9. when.

19. 1. Have you done.... 2. Where did you buy... 3 – When did you play... 4. I've had my lunch...

1. Match the opposites. Write the pair out.

Example: shout – whisper

21. shout – whisper, laugh - cry, happy – sad, pretty – ugly, cold – hot, light – dark, man- woman, excited – calm.

22. accident - crash, sad - bored, cry – shout, difficult – hard, nervous – excited, circle – ball, water – rain, house – building.

## Writing

### 24. Key:

Dear Mrs. Hall,

Thank you very much for calling. I am really sorry I had to ask you to speak slower or to repeat words.

I am trying to learn English and I work hard – I write a lot of exercises and read a lot, and Sarah is glad to help – we talk a lot. But I wasn't used to your voice and I never spoke on the phone before. It sounds quite different. When you are looking at the lips of the person with whom you are talking, it is much easier.

Sarah was excited the whole evening after talking with you. We are having a wonderful time. She is learning Georgian and is doing very well. But sometimes she misses you. We are hurrying to the gym now. I will write again soon. Sincerely, Mari.

27. 1 – g, 2 – f, 3 – b, c. 4 – a, 5 – h, 6 – i. 7 – d. 8 – e.

**Unit 12 Home**

**Reading**

3. Boston, Massachusetts - East of the USA, Telavi - East Georgia, Batumi - West Georgia.

4. View of the sea - ზღვის ხედი. 2. Closet – ტანსაცმლის კარადა. 3. Cooker – სამზარეულოს ქურა . 4. Fireplace – ბუხარი . 5. Block - მრავალბინიანი სახლი. 6. Refrigerator=fridge – მაცივარი.

5. Where will you go to live if you want a house with -

- a view of the lake – Boston, Massachusetts
- a view of the sea. - Batumi
- two bedrooms and a kitchen with cupboards -. Batumi
- a fruit garden. - Telavi
- a view of the river.- Telavi
- a refrigerator.- Batumi
- closets in the bedrooms. - Boston or Batumi
- a closet in the hallway.- Boston or Batumi
- a fireplace in the living room.- Telavi
- a cellar with shelves.- Batumi

**A. Pronunciation practice.**

bathroom car far	livingroom refrigerator sink kitchen	diningroom library	hallway orchard floor	cellar cooker	cabinet garage	view new cube	upstairs downstairs careful	block closet

‘Call out the next word.’ Sts listen to you (teacher) reading one of the texts, and call out the next word when you make a pause.

Example: Teacher: There is a fireplace in the \_\_\_\_\_ Students: *living room* -Teacher: *living room* where you can make wood fire.

**Listening**

6. b. Moving into a new flat.

7. 1. Two people are talking. 2. c) Putting old furniture in the new flat.

8.

Cupboards – kitchen

Clothes - wardrobes/closets

Hammer - kitchen

Iron - kitchen

Broom - kitchen

Beds - bedroom

Dressing table - bedroom

Armchairs– dining room/living room

Sofa - dining room/living room

Carpet - dining room/living room

Children’s beds - Children’s bedroom

**10.**

**Song “Home on the range”**

You (teacher) tell the story behind this song (you can do it in Georgian), pointing out the world problem of wildlife preservation, bringing examples of the immediate surroundings of the students, where trees are cut down, wild animals disappear with them, and the area is open to mudslides, winds and othe natural disaster.

**The story of the song:**

This song was sung in Texas as early as 1867. In 1947 Kansas adopted it as its state song. The Homestead Law of 1862 encouraged people to go and live in the west of the United States. Under this law, a settler became the owner of land after paying \$15 fee and farming the land for five years. This law soon brought an end to the open range. Railroad tracks and barbed wire fences (მაკოულხლართიანი ღობე) divided the land.

By the turn of the century, most of the buffalo, deer and antelope had been killed. Buffalo can now be found only in zoos and on small private ranches. The deer and the antelope herds have grown in recent years. They present a problem for the government wishing to preserve wildlife, because there isn't enough open land to support them. The range mentioned in this song – thousands of miles of unfenced grassland between the Mississippi River and the Rocky Mountains – now exists only in memory.

**Words and expressions**

Range – U.S. Area of grazing or hunting ground, where plants are found growing and/or animals are found living.

Buffalo    ჭ                    Ⴡ კამეხი  
A                                    - ანტილოპა

Discourage – გულის აცრუება.

Where seldom is heard a discouraging word = People there are always optimistic.

10. Key: 1.give me. 2.where. 3.roam. 4.seldom. 5.word. 6.cloudy. 7.home. 8.deer. 9.heard. 10.discouraging. 11.skies.

**Grammar – Passive voice**

Tell the sts to find in the text of the advertisement a sentence about a house “Built in 2001”. Ask:

1) Find the information about *who built it?* There is no such information.

2) Write on the board two pairs of sentences:

1.Grandfather built this house.	a.This house is built in 2004.
2.Charles Dickens wrote “Oliver Twist”.	b.This book was written in the 19 <sup>th</sup> century.
3. Mum keeps butter in the fridge.	c. Butter is kept in the fridge.

3) Ask Sts to find and underline subjects in both sentences of the pair.

4) Ask: Who does the action? - The answer for the sentences in the first column is the subject=the doer of the action.

For the sentences in the second column – the doer is not known.

5) Get the sts to compare with Georgian: 1. მშენებლებმა ააშენეს. 2. აშენებულია.

Say, in Georgian: ზმნის ფორმა, რომელიც გვიჩვენებს, რომ ქვემდებარე მოქმედების შემსრულებელი არ არის, იგი იღებს მოქმედებას თავის თავზე, არის ვნებითი გვარი. ინგლისურ ენაში ვნებითი გვარი იხმარება უფრო ხშირად, ვიდრე ქართულში. განსაკუთრებით, როდესაც მოქმედ პირს არ ვანიჭებთ განსაკუთრებულ მნიშვნელობას.

Then – continue with exercises in SB Grammar a, b, c, d.

**Next step** – How is passive voice formed?

6) Invite 2 sts to the board to underline the predicate of the sentences in the passive voice (2<sup>nd</sup> column).

7) Ask students (better, different sts., to involve more from the class) to point out the main and the auxiliary verbs (it can be done in Georgian).

8) Question: which auxiliary is it, and which form of the main verb? (Answer: to be + the 3<sup>rd</sup> form of the main verb).

9) Ask to say the past and the future forms for ‘be’ (was/were, will be).

10) Forms for all persons singular/plural:

- Invite 3 sts to the board, divide it into 3 parts,

- You (teacher) write in one column (others will copy for the other 2 columns) personal pronouns *I, he, she, we, you, they* (you can skip 'it' not to create a difficulty with the verb).
- Sts write the forms for each person. Sts in the class also do it in their notebooks. Then they compare with the board and correct.
- Do the same with interrogative and negative forms:
- Invite two sts for each tense (Present, past, future: *is written, was written, will be written*). Leave the affirmative form for one tense, erase the rest, divide the board in two more columns, and get sts to write the forms – one st – interrogative, the other – negative.

Continue with SB exercises Grammar e, f, g, h.

**More words**

12. 1 – g; 2 – f; 3 – e; 4 – d; 5 – c. 6 – b. 7 – a.  
 14. 1 – room. 2 – room. 3 – rooms. 4 – kitchen. 5 – rooms. room. living room.  
 15. a) wardrobe in the hall – Closet, hallway. b) Kitchen cupboard – Kitchen cabinet. c) Toilet - Bathroom. d) Trainers – Sneakers. e) Trousers – Pants.

**Writing**

19. a) This is the Meladzes' flat. This is what Tatia Meladze writes about it. Fill in the gaps using the words from the box.

I live in a block (house). Our flat is on the 5<sup>th</sup> floor, with a view of mountains. There are three rooms in our flat, a kitchen and two bathrooms, with toilets. We don't have a separate room for a dining room, so we have a living room which we use in the daytime. There is a piano and a TV set in the living room. There are two armchairs and one comfortable sofa, too.

There are two bedrooms in our flat: our parents' and the children's. My sister and I share one room. There are two writing desks and two beds in our room. We also have two cassette-players, and we listen to some music through headphones, not to disturb each other. So we are quite comfortable.

We have our meals in the kitchen. It is a large room with kitchen cupboards, a large kitchen table and four chairs. We use the large dinner table in the living room only on special days – on birthdays, Christmas, the New Year's day, and so on.

For the procedure of writing see above - VII. დეტალური კომენტარები მოსწავლის წიგნის თითოეულ სტრუქტურულ ელემენტთან (თემა -Unit) და მის შემადგენელ ნაწილებთან დაკავშირებით – **სწავლის სწავლა** – How to write a letter.

25. Thirteen Holy Fathers arrived in Georgia.. They built churches. Father Davit taught people Christian religion.

Father Davit prayed in the church that he built. The new church on Mtatsminda was built in the 19<sup>th</sup> century. There is a Pantheon in the garden around the church.

**Unit 13 Fantastic insects - Ants**

**Reading**

4. 1 – e, 2 – g, 3 – b, 4 – c, 5 – a, 6 – d.  
 5. Key: 1. – D, 2. – F, 3. – A, 4. – B, 5. – F, 6. – C, 7. – E..  
 6. **True or false?** - 2, 3, 5,

**A. Pronunciation practice.** Write the words with similar sounds in each column. Then - read after your teacher.

ɪ	i:	ə	ʌ	ə:	ɛə	æ	u:
dig	feed	babysitter	tunnel	learn	care	gather	juice
milk	female	together	mother	learning	share	ant	food

build	clean	housekeeper		work	pair	an'tenna	
defend	sweet	heavier			their	family	
live	teach	bigger				hang	
stick	eat	larger					
kill	queen						
instinct							

**'Call out the next word.'** Sts listen to you (teacher) reading one of the texts, and call out the next word when you make a pause.

**8.** Soldier ants defend the family. Workers do all the work in the family. Housekeeper ants clean up the home. Babysitter ants look after the eggs. Some ants gather food. Ants store sweet juice from leaves. Other ants 'milk' them – get the food stored in them. Ants always stick together; they try to be together all the time.

**9.** Ants stick together; lay eggs; fifty times heavier than thie body; dig tunnels; clean up; they are born with this knowledge; instinct is inborn;

**11.** Wash hands - bathroom; cook meals – kitchen; sleep – bedroom; ring – alarm clock; get dressed – clothes; brush – teeth; drawer – writing-desk, etc.

**Listening 12.** 1. Two. 2. Mother and son. 3. It is morning. 4. Bedroom, bathroom and kitchen. 5. Coffee, milk, sugar. 6. Excited. 7. He wants to see some boys before school.

### Grammar

#### B. How to introduce the past continuous tense

1) Write on the board two sentences:

1. I came home at 10 in the evening yesterday. . 2. My daughter was watching T.V.

Ask:

- When did the action of sentence 1 began and finish? (At 10 oclock)
- When did the action of sentence 2 begin and finish? (Began – before 10, we don't know, when, and continued after 10, we don't know, how long).
- So, which is a lon action, and which –short? (1 – short, 2 – long).
- How is the short action expressed? (The past simple tense).
- Invite a st. to the board to underline the predicate in sentence 2 (The long action) - *was watching*.
- Get the st to point out the main and the auxiliary verb. Write on the board the name: the past continuous tense.

Continue with SB exercises.

#### C. Article

ქვემოთ მოცემულია არტიკლის გამოყენების წესი. დაწერეთ იგი ასეთი ფორმით დაფაზე. უთხარით მოსწავლეებს, რომ კონპიუტერული პროგრამაც წინადადების შექმნისას მოქმედებს ასეთი წესით. კლასში მოახდინეთ დემონსტრირება რამდენიმე მაგალითზე. უთხარით მოსწავლეებს, წარმოიდგინონ თავისი თავი კომპიუტერის ადგილზე და აარჩიონ სწორი არტიკლი ყოველი წინადადებისთვის.

#### Rules to choose the best article. It is next to “Yes” or “No” answer.

Example: *Give me a book (any book)* – (answers to questions in the rule) *not proper, not unique, countable, not definite, singular – use “a”*.

<b>A noun</b> (a book)		Use article
Is the noun proper? →	yes →	0

↓			
No			
Is the noun unique?	→	Yes →	the
↓			
No			
Is the noun countable?	→	No →	0
↓			
Yes			
Is the noun definite?	→	Yes →	the
↓			
No			
↓			
Is the noun singular?	→	No →	0
↓			
Yes	→		a

### Comparisons

20. 1. Those shoes are smaller than these. 2. Your sweater is thinner than mine. 3. The nights are cooler than the days. 4. Chemistry is more interesting to me... 5. Tamuna is shorter... 6. Horror films are worse... 7. Walking in the sun is worse... 8. Singing is better than...

22. 1 – f; 2 – e; 3 – a; 4 – b; 5 – d; 6 – c.

23. a) babysitter – to babysit; glue – to glue; water – to water; store – to store, scream – to scream; food – to feed; stop – to stop; smile – to smile; cut – to cut; quarrel – to quarrel.

ბიბა – ბავშვის მოვლა; წებო – დაწებება; წყალი – მორწყვა; კივილი – დაკივლება; საჭმელი – გამოკვება; გაჩერების ადგილი – გაჩერება; ჭრილობა – გაჭრა; ჩხუბი – წახუბება.

c) 1. water. 2. glue. cut out. 3. store. 4. screamed. 5. babysit. 6. quarrel. 7. milks. 8. smile.

### Unit 14. Your personal page

1. **Key** Astrology believes that the positions of the stars and the movements of the planets influence people's lives?

3. The name of the person working in this field - b. Astrologer

### Zodiac signs

You can tell your students this information about zodiac signs – in Georgian or in English.

Ancient astronomers imagined a band in the sky along which the sun, the moon and the main planets moved. – called the zodiac. They divided the band into 12 equal parts and named them after 12 groups of stars – the signs of the zodiac. They made a diagram of 12 zodiac signs.

Ancient astronomers believed that the way planets moved had an influence on people, their lives, their health – at present and in the future.

Despite the development of modern science, people are very much interested in astrology to the present time.

7. Aries ვერძი, Taurus კურო, Gemini ტყუპები, Cancer კირჩხიბი, Leo ლომი, Virgo ქალწული, Libra სასწორი. Scorpio დრიანკალი Sagittarius მშვილდოსანი, Capricorn თხის რქა, Aquarius მერწყული, Pisces თევზები.

10. 1 – a. 2 – d. 3 – f. 4 – d. 5 – c. 6 – b.

11. 1.you. 2.are. 3.do. 4.make. 5.very. 6. and. 7. too.

12. 1. cheese – it is food, others are weather. 2.nobody – it is negative, others are positive. 3. the ocean – it is water, others are planets. 4. lazy – it is a negative quality, others are positive qualities. 5.country – it is not water, others are. 6. river – it is water, others are not.

**A. Game. Bingo.** Use this game to help students memorize quality adjectives:

Dictate to a student at the board as many adjectives as you can remember, then choose six, and play.

friendly	popular	generous
cheerful	moody	stingy
smart	cruel	shy

### Listening

13.

Feelings	Conversation I	Conversation II
1. One of them is worried (შეწუხებული)		+
2. One of them is bored (მობეზრებული)		+
3. One of them is interested (დაინტერესებული)	+	
4. One of them is surprised (გაკვირვებული)	+	
5. One of them is friendly (მეგობრული)		+
6. One of them is hungry (მშიერი)		+
7. One of them is sure (დარწმუნებული)	+	
8. One of them is in a bad mood (ცუდ ხასიათზე)		+

14.

Situations	Sentences
1.Surprise (გაკვირვება)	Do you? Don't you know?
2.Worry (წუხილი)	What's wrong? You don't look very happy.
3.Thanking (მადლიერება)	. I feel fine now. Thank you.
4.Answer to thanking (მადლობაზე პასუხი)	- You're welcome!
5.Refusing to take a help (დახმარებაზე უარი)	I don't want to do anything.
6.Offering a help (დახმარების შეთავაზება)	I'll share it with you.
7.Accepting an offer (შეთავაზების მიღება)	Oh, great, I love apple pie

### Grammar

16. I - The action is done, II - the action is not done. c. It is advisable to do it.

### More words



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

19. 1 – honest. 2 – hard-working. 3 – successful. 4 – successful. 5 – lazy. 6 – friendly. 7 – mean. 8 – curious.

**20.**

Pronouns	Adjectives	Verbs
everybody, nobody, somebody, everything.	expensive, special, wonderful, happy, unhappy, glad,	love, share, buy, know, tear, catch, appear, jump,

**21.** smart – stupid, curious – uninterested, hard-working – lazy, stingy – generous, popular – unpopular, cheerful – moody.

**Writing.**

23. 1-easy. 2 – everything. 3 – something. 4 – should. 5 – shouldn't.

**Speaking**

**B.** At your choice, you can give your students a task to look at the table (with phrases from the dialogues 1. I want to do a test. 2. Friendly feelings) and perform the dialogues in class.

**24. How to organize this activity:**

1. Write on the board the phrases Sts may use in their conversations (see below, in italics).

2.

Allow Sts to walk around the classroom and ask each other questions like: “*Who is born between \_\_\_\_\_ and \_\_\_\_\_?*” “*I am Aquarius, are you the same zodiac sign?*” “*Who is \_\_\_\_\_ (name of zodiac sign).*”

3. When they find a pair, they speak like this: “*Do you agree with what is written about our sign?*”, or “*I agree that \_\_\_\_\_ (name of zodiac sign) is generous, because I love to give presents, but I don't agree that \_\_\_\_\_*”

4. Sts return to their sets. They tell the teacher/class the result of their talks. Model: \_\_\_\_\_ (name) *and I are* (name of zodiac sign). *We agree with most of the things written about \_\_\_\_\_.* *We are really \_\_\_\_\_ and \_\_\_\_\_.* *But* (name) \_\_\_\_\_ *says that she/he is not \_\_\_\_\_.*

**25.** For how to organize this activity, see Introduction - Some activities to practise speaking (6)..

**28.** True/False. Key: 6. is false: Because nobody came to see how a volcano was formed.

## Unit 15 Holidays

**Reading**

**2. Key:** 1 – B, 2 – C, 3 – A,

**4. True or false?** Three of these sentences are not true. - 1, 4, 6

**5.** 1 – b. 2 – d. 3 – c. 4 – a.

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

**A. Pronunciation practice.**

For procedure, see Introduction - How to teach listening and speaking.

Sts read after the teacher.

ɔ	æ	ʌ	ʊ	εə	ɪ	i:	əʊ
cost <u>u</u> mes hor <u>o</u> r kn <u>o</u> cking or <u>o</u> nge	jack-o-lan <u>ter</u> ns black cat <u>s</u> cand <u>y</u> wr <u>ap</u> ped app <u>e</u>	p <u>u</u> mpkins up m <u>o</u> ney som <u>et</u> hing tub d <u>u</u> cking	co <u>o</u> okies mov <u>i</u> es	sc <u>a</u> ry ch <u>a</u> ir	Trick w <u>i</u> tches wh <u>i</u> isper	treat Hall <u>o</u> ween	ghost <u>s</u> hol <u>e</u>

**Listening**

**8. Key:**

1. Jimmy celebrated (what?) his birthday.
2. Jimmy celebrated it (where?) at home.
3. Jimmy celebrated it (when?) on 14 May.
4. He invited (whom?) 10 of his friends.
5. His guests brought him (what?) gifts.
6. Jimmy gave his guests (what?) small presents.
7. At the table was served (what?) a birthday cake.
8. There were thirteen (what?) candles on the birthday cake.
9. Jimmy made three (what?) wishes.
10. Then he (did what) blew out all the thirteen candles (how?) in one breath.
11. He blew out the candles in one breath (why?) so that his wishes come true.

9. 1 – lesson, it is connected with studies, others – with having fun. 2 – forget – it denies remembering something, others are connected with wishes, 3 – candle, it burns, others don't. 4 – classroom – you study there in others- you have meals.

**Grammar.**

**B. How to introduce conditional sentences (1)** (Present simple instead of future simple).

1) Divide the board into three columns. Fill in the second column, get the sts to say (or write) in the 3<sup>rd</sup> column:

	What is done/What is the first step	What will happen/What is the next step
<i>If</i>	I take a pen. I take a book. I take a phone/ the phone rings. It rains. <i>(Tell sts to do some action – e.g. go to the window, to the door, look up, sit next to somebody, etc.)</i>	(you will write) (you will read) (you will speak on the phone) (I/you will stay at home/take an umbrella...) <i>(he will open it, close it, see a lamp on the ceiling, talk to ...)</i>

2) Write 'if' in the 1<sup>st</sup> column. Get the sts read the whole sentence: If it rains, I'll take an umbrella.

3) Ask: What is the time (ფიზიკური დრო, არა გრამატიკული) – present, past, or future? (Answer – future.) What is the tense (გრამატიკული დრო) in the 1<sup>st</sup>, the 2<sup>nd</sup> parts of the sentence?

4) Get Sts to deduce the rule, in Georgian: პირობით წინადადებაში, 'if' შემდეგ, მომავლის მაგივრად ვიყენებთ აწმყო დროს (present simple).

5) Continue with SB exercises.

**More words**

15. 2 – smile. 3 – get. 4 – whisper. 5 – terrible. 6 – come. 7 – shout. 8 – want. 9 – holiday.

**26.**

I Alcoholic drinks	II Soft drinks
Wine, rum, brandy, beer, whisky.	Sprite, Coka-Cola, Fanta, lemonade, juice,

27. set off fireworks ფეიერვერკის გაშვება, shoot guns თოფის გასროლა, fly balloons ბუშტების გაშვება, blow whistles სასტვენით სტვენა, decorate a fir-tree ნაძვის ხის მორთვა, get/ give presents საჩუქრების მიღება (ჩუქება).

**29. Key:**

Pyramids -Egypt 1500 BC; Taj Mahal India 17<sup>th</sup> century; Statue of Liberty USA 1886; Eiffel tower France, Paris 1889;

Tower of London London, England 1078; Vardzia Georgia 1156 – 1203;  
Svetitskhoveli Mtskheta, Georgia 1010 – 1029;  
Jvari Mtskheta, Georgia 7<sup>th</sup> century;. Colosseum Rome, Italy 1<sup>st</sup> century;

## APPENDIX

### 1. Glossary of Class Management Language

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

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

#### 1. Coming and going

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

#### 2. Personal enquiries

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

#### 3. Inviting volunteers

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

#### 4. Encouraging students

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

#### 5. Moving them around

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

#### 6. Keeping them in order

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

#### 7. Starting off an activity

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

#### 8. Closing an activity

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

## 2. SUPPLEMENTARY ACTIVITIES

### G General knowledge quizz

Using general knowledge tests is a powerful way of ensuring intensive language practice of a communicative kind. Here are two 'geography' exercises we have done. With a little thought, you, or your students, can devise many more general knowledge tests. They can be given to the whole class, or competitions can be organised between groups.

#### 1 Placing countries in relation to Georgia

- Put up the following table:

Turkey	south
Syria	north
Armenia	east
Azerbaijan	west
Bulgaria	
England	
India	
China	
Others, at your choice	

#### 2 The geography of Georgia

- Read out the following sentences, tapping, or saying 'blank,' in place of each gap. Students listen and write down the missing items in a list.

1. The name of the region in the south of the country is .....
2. The biggest town in Georgia is .....
3. Kutaisi is the regional capital of .....
4. The population of ..... is nearly one million.
5. Batumi is the capital of the region called .....
6. .... is 133 km east of Tbilisi.

- To correct, ask volunteers to remember and call out the original sentences to a student at the board, who then writes up the answers.

#### 3. General Says

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

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

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

Two versions are given here.

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

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

#### 4. Counting

Students write a number of letters corresponding to the number of questions you want to give (e.g. A - J, if there are 10 questions)

- Dictate sums (e.g.  $9 + 1$ ,  $13 + 5$ ,  $22 + 33$ ). Students listen and write the total of each addition next to the correct letter.

- This can also be done as a competition between group representatives on the board.

- If done as a whole class activity, you might want to have the problems corrected simultaneously on the board by one good student.

- The first time you do this activity, you should use only additions of single figures ( $5 + 2$ ,  $3 + 8$ ). Then progress to additions of single and double figures, before requiring additions of double figures only.

- Obviously this basic activity can be used for subtractions (e.g. 7 minus 2), multiplications (6 multiplied by 4, 3 times 5) and divisions (8 divided by 4). And after about Unit 25 you should be able to combine two or more of these operations in the same activity.

#### 4. Guessing the shape

- Invite a student to draw one of the 8 shapes they know on the board. You should face the class and not look at the board.

- You then have 4 guesses to find the name of the shape. E.g. Is it a circle? Is it a vertical line? Class calls out Yes or No to each question. If you find the name of the shape, give yourself a point. If not, give the class a point.

- Compete against a pre-arranged number of students in this way and announce the winner at the end.

#### 5. Drawing geometrical shapes(7)

- Students write 6 numbers in a list: e.g. 21 - 25.

- Instruct students to draw numbers of shapes against each number in their list, repeating each instruction twice. E.g. Number 21: Draw 4 very small squares. Number 22: Draw 5 very short vertical lines. Number 23: Draw 1 small circle.

- This can be corrected by a student simultaneously at the board, or at the end by a student from others' instructions.

#### 6. Selecting shapes from oral descriptions

- Put up 7 pairs of shapes, e.g. a rectangle with a circle under it, a square with a horizontal line above it, a vertical line with an arrow on the left, a triangle with a dot in it. Give a letter to each pair (A to G).

- Describe the pictures in jumbled order, repeating each description twice. Students write the letter of the picture described. E.g. *Number one is a triangle with a dot in it. Number two is a vertical line with an arrow on the left.*

#### 7. Drawing personal pictures

- Write up the following instructions. Do **not** read them aloud, or ask a student to read them aloud.

Students read the instructions silently and draw a picture with the suggested elements. At the same time 2 students can do their pictures on the board, if you think others need a model.

**Instructions:** Draw a picture in your exercise-book. In your picture there are three rectangles, a triangle, two circles and four lines. There is also an arrow.

#### 8. Coffee pot

- The aim is to guess a verb by asking questions in which the unknown word is replaced by the word 'coffee pot.'

- Think of a verb, e.g. speak. Invite students to ask you questions to discover the verb, using the verb 'coffee pot' in place of the unknown verb.

E.g. 1. *Do you coffee pot in the classroom?* 2. *Do you coffee pot with a pen?* 3. *Can you coffee pot rice?*

..... Answer only Yes or No.

- Students can only have three guesses at the verb. E.g. 1 – Is it 'boil'? – No! Is it 'study'? – Yes! You are right.

The player who guesses the verb takes over the role of the teacher for the next round.

#### 9. What happened?

- Carry out a series of 5 actions in front of the class, quickly and once only. Then, in pairs, or small groups, students decide and write down the actions in their correct order.
- Collect the papers and read out the different versions. The whole class then decides which group has the most correct version of what happened.
- Examples of actions: writing a word on the board, standing on a desk, taking off a shoe, shaking hands with a student, putting an object in your pocket, erasing something from the board, moving an object to another place, saying something to a student, shouting a word, looking closely at a student, touching the top of a window, sitting on your desk....
- Note: You must decide exactly what actions you will carry out before you start, in order to do them quickly and clearly.

#### 10. One word each

- 2 students come to the board. Their job is to write as long a sentence as possible, each of them writing one word alternately. E.g. S1: Last, S2: Thursday, S1: at, S2: the, S1: cinema, S2: Alpha, S1: saw.....
- Stop them when a word which is put up is not grammatically possible in the context, or when a complete sentence has been written. Note how many words they manage to write up, or the number of words in the sentence.
- It is possible to have 2 or even 3 pairs at the board at the same time. See which pair makes the longest sentence.

#### K4 Dialogue writing in pairs

- Put up a number of vocabulary items: e.g. five o'clock - orange - 50 tetris - thirsty - like - brother - cinema.
- Instruct students to write a short dialogue - of 5 or 6 sentences - using as many of these words as possible. They should write on one piece of paper, passing the paper to each other for each sentence. Allow not more than about 8 minutes
- Pick up some papers and read the dialogues to the whole class.

## Tapescrpts

### Unit 1 Task 10.

#### Hi! How are you all?

Thea: Hi! How are you? Glad to see you!  
Lali: Fine, thanks. I'm glad to see you too. And how are you?  
Th. I'm fine too.  
L. You look great! You look sun-tanned. And you look much taller too!  
Th. Really? Thank you! I was at the seaside. You look great too. And everybody looks different.  
L. It's great to be back to school, isn't it?  
Th. It really is. And who's that? He looks a bit shy and nervous. Maybe because he is a new student?  
L. Which one? The one with brown curly hair?  
Th. That's right. Let's go meet him.  
L. Hello, my name's Lali, and this is Thea. What's your name?  
Goga. Oh hello! Nice to meet you, Lali. Nice to meet you Thea. My name's Goga.  
Th. Are you a new student?  
Goga: Yes, I was at School No. 11. My family moved house quite near here. That's why I changed schools.  
L. That's great! Let's go meet everybody. Only they'll ask you lots of questions.  
Goga. That's fine. I don't mind.  
Th. You look a little nervous. Take it easy!  
Goga. Ok.

### Unit 1. Task 11. Song time. Old McDonald had a farm

### Unit 2. Task 10. Maka's party

Yesterday Maka had a birthday party. All the nine girls from her class were invited. Maka has an elder brother Levan. He is fourteen. Maka asked him:

*Maka:* “Will you invite three or four of your friends, too?”

*Levan:* “No problem, you can count on me”.

So he invited four of his friends.

The girls came dressed up. Maka was wearing make-up – her lips were red, and her eyes were penciled. She was wearing a long skirt. She was wearing make-up for the first time, and she was excited. She looked very pretty.

But Leila made a mistake. She was wearing high heels and a mini skirt. She looked too tall in her high heels. Even without shoes, she is a tall girl, but in high heels she was taller than many of the boys. She looked awful. Nobody wanted to dance with her. She was excited but she was unhappy too.

The girls tried to look cool and calm. But in fact they felt excited.

All the boys also came dressed up. And everybody looked great.

Almost all of them were wearing suits and shirts. Dato was wearing a blue shirt and a tie. He looked great, but he was a little nervous. Tornike was wearing a striped shirt, and a blue suit. He looked great, too. And he felt happy. Giorgi was wearing a white shirt and a blue sweater. He looked very, very nice. In fact, he looked great. And he felt great too.

Of course all the boys tried to look cool and calm, but in fact they all felt a little nervous.

### **Unit 2. Task 11. Song time. “Roll over”.**

### **Unit 3. Task 9. What are they doing?**

1. They're laughing.
2. He's shouting.
3. The girl is crying.
4. She's whispering.
5. Somebody's playing the guitar.
6. He 's singing.
7. He 's knocking.

### **Unit 3. Task 10 Song time. “Go Tell Aunt Rhody”.**

### **Unit 4. Task 8. A quarrel over cheating**

**B.** Hi! You look worried. What's wrong?

**G.** We quarreled.

**B.** Quarreled? Who with?

**G.** With my big brother.

**B.** Come on! I don't believe you! You're joking. You never quarrel. He loves you more than anybody else in the world.

**G.** That may be true. But he shouted at me.

**B.** Shouted at you? Why?

**G.** We were playing chess and I hid one of the pieces. It was just a joke. And he was mad at me.

**B.** So you cheated! What did he shout? What did he say?

**G.** He said I was a cheat. And he shouted at me.

**B.** Oh, I see. But take it easy. Don't get upset about it. He'll soon forget it. You know that you are special to him! It was your fault, so why not just tell him you want to make up?

### **Unit 5 Task 6. What do you wear?**

*Salesperson:* Can I help you?

*Customer:* Yes, please. I'm looking for some jeans and a T-shirt.

*Salesperson:* This is the jeans department. Go straight along there and then you'll see the T-shirts on the right.

*Customer:* O.K. Thanks.

*Salesperson:* What size jeans do you wear, and what color would you like to buy?

*Customer:* Blue. And I think my size is 14.

*Salesperson:* Here's some size 14 in blue. And they're on sale. So you can get them for just \$10.99. You can try them on too if you like, to see that they fit.

*Customer:* Fine! They are just my size. They fit perfectly. Where do I pay?

*Salesperson:* The cash desk is at the exit. Thank you and goodbye.

*Customer:* Thank you. Bye.

**Unit 6 Task 5. Shopping for shoes**

*(salesperson - women, customer 1- woman, 1- man)*

*Salesperson:* Can I help you?

*Customer:* No, thank you. I'm just looking.

*Salesperson:* Fine. OR: I see.

*Woman Customer:* Oh, I'm sorry! The shirts have fallen off the hangers.

*Salesperson:* That's O.K. I'll take care of it. I'll put them back.

*Customer:* Thanks again. Bye.

Another department. Another shop-assistant.

*Salesperson:* Can I help you?

*Man Customer:* Yes, please. I'm looking for a pair of shoes.

*Salesperson:* The shoe department is over there. Go straight ahead, then turn left.

*Customer:* Thank you very much.

*Salesperson:* You're welcome.

At the shoe department.

*Salesperson:* What kind of shoes would you like to buy and what size do you wear?

*Man customer:* I'm looking for some walking shoes. And my size is 11, wide. I like these. Can I try them on? ... Yes, they fit perfectly. How much are they?

*Salesperson:* \$23.99.

*Customer:* Where do I pay?

*Salesperson:* The cash desk is over there, at the exit.

*Customer:* Thank you.

At the cash desk:

*Cashier:* Will you pay cash or by credit card?

*Customer:* Cash.. Here's \$30.

*Cashier:* And here's your change. \$ 7.01. Have a nice day.

*Customer:* Thanks a lot.

**Unit 7 Task 10. Conversations and school subjects.**

**No 1.** Father: Are you going to take your fishing rod when we go to Zestaponi?  
Son: My fishing rod? Is there a river in Zestaponi ?

Father: Sure there is. What do they teach you at school?

**No 2.** Girl: Oh! Look! A bee!



Boy: A bee? Don't be scared. It isn't going to bite. It's working to make honey.

No 3. Boy: I'm happy spring's coming soon.

Girl: Me too. Spring is like love. They're both..... beautiful.

Boy: Mm, how poetic! I was thinking about vacations.

No 4. Boy: Hurry up! Run!

Girl: I am running.

Boy: If you don't run faster we won't catch the bus.

Girl: I can't run any faster.

No 5. Boy: What did people call George V?

Girl: Are you doing a crossword?

Boy: Yes. I need a word with eleven letters.

Girl: Didn't they call him "Brtskinvale"?

Boy: Great! 11 letters! Thank you.

#### Unit 7. Task 11. What will you do when your teacher says this?

a. Open your books at page twenty-nine	h. Get into groups of three or four!
b. Turn over to the next page.	i. Hurry up!
c. Read the text to yourselves.	j. Listen to the tape, please.
d. Correct your mistake.	k. Clean the board.
e. Describe your room.	l. Can you help me?
f. What do you mean?	m. What's the Georgian for 'volcano'?
g. Do this exercise in pairs!	n. What's the English for 'ცეცქიძი'? [tselqi]

#### Unit 8. Task 15. At the cafe

M. What will you have – ice cream, or just tea or coffee?

W. I'm really hungry. Let's have lunch first. And then we can have some ice cream too.

M. What would you like to drink?

W. Coke, please.

M. How many shall we get?

W. Two of course. One for you and one for me.

M. Right. What would you like to eat?

W. Fish and French fries.

M. Me too. (*sound of plate on the table*). Here we are. Help yourself.

W. (*pause, they are eating.*) Can I have some more? I like it very much. It's delicious.

M. Sure.

W. My glass is empty. Can I have some more Coke?

M. Of course. (*sound of pouring Coke*) Now it is full. How much ice cream would you like?

W. I'll have 200 grams. I love ice cream.

M. Me too.

#### Unit 9. Task 9. The rainbow story

A rainbow has seven colours, and the colours always appear in the same order: red first, then orange, then yellow, green, light blue, dark blue and finally purple. When we look at a rainbow, we see an enormous semi-circle, like half of a gigantic ring which is several kilometers wide. And it seems to be standing on the earth.

You can never see a rainbow in winter. You can sometimes see a rainbow in other seasons – spring and autumn, but they are quite rare. And you can't see one very often in summer either. Rainbows appear only occasionally. You can see them when it is raining, and the sun is shining through the rain. If you are very lucky, you may sometimes see two rainbows in the sky, one above the other. But this happens very rarely. I expect you have seen a rainbow with one ring, but have you seen double rainbow?

Some people believe that rainbows can bring you luck. If you believe this, all you have to do, when you see a rainbow, is to walk under the rainbow ring and think of a wish. You can say to yourself: *I want to have a bike. Or... I want to go skiing in Gudauri. Or.... I want my father to help me with my maths homework. Or.... I want a pet dog. Or even.... I want to get good grades at school.....* . Who knows? If you really believe in the power of the rainbow, your wish may come true!

### Unit 9. Task 32. A phone call. Offering to bring an umbrella

(Two girls – Mari – Georgian, Sarah – American)

(Cell phone ringing)

M: Sarah, it's Mari. I'm sorry to interrupt your lesson. But it's raining hard, so I'll come and bring you an umbrella or a raincoat, O.K.?

Sarah.: Oh, you don't have to. I am not scared of getting wet! But thank you anyway!

M.: Just tell me. When will the lesson be over?

Sarah.: Well, we are almost finishing. The lesson will be over in about 15 minutes.

M: Ok, I'm leaving the house now. Don't come outside. Wait inside.

Sarah: All right, I'll wait inside, I won't come outside. Thanks again.

M: I'm catching a bus now. Now I'm on the bus. It takes about 15 minutes to get there. As soon as I get there, I'll give you a call. ok?

Sarah: Ok. Fine. As soon as you call, I'll come downstairs. Bye!

M.: Bye!

### Unit 10 Task 22. A telephone conversation with an American

H. Hello. This is Sarah's mother. Can I speak to Sarah, please?

M: Hello! Oh, hello, Mrs. Hall! This is Mari. I'm sorry, Sarah is not at home at the moment.

H: Oh hello Mari. So Sarah's not there? It's all right. I wanted to speak to you as well. I haven't called for quite a long time, so I decided it was time to talk to both of you. How are you getting on?

M. We are fine, thank you. I'm so sorry Sarah is not at home. And sorry, what else did you say? Can you speak a bit slower?

H. Oh, I'm sorry Mari. It's true, I do speak too fast. I forgot English is not your first language. All right, I'll speak slower. What I said was: I'm glad to speak to you too. I haven't phoned for a long time, and today I said to myself that it was time I talked to both of you. How are things with you?

M. I'm really sorry Mrs Hall. I still don't quite understand what you are saying. Sarah will be home very soon. She should be here any minute now. Could you please say it again. With different words this time?

H. (*speaking slowly and distinctly*) Ok, I'll say it with other words. I just said: I have not telephoned for a long time. I miss both of you, Sarah and you. Are you well and are you working hard at school?

M: Ah, OK. Thank you, now I understand. Yes, we are fine thanks, both of us. And we are studying really hard.

H. . (*speaking slowly and distinctly*) What's the weather like over there in Georgia? It's so windy here. The wind has been blowing for two days and it's really quite cold.

M. The weather? Oh, it's fine at the moment. We're lucky. The sun is shining and it is very warm. This weekend we are going sightseeing – to visit a historical place called Jvari. It is about 20 kilometres from Tbilisi. I wish you could also see it, it's very beautiful. But we'll take photos, and we'll send some postcards too. Ah, here's Sarah. You can talk to Sarah now. Bye-bye.

### Unit 10. Task 23. Song time. She'll Be Coming 'Round the Mountain.

### Unit 11 Task 11. Time difference between Georgia, England and America

*Author:* Sarah is from Maine, in the U.S.A. She is staying with her friend Mari at Mari's grandparents' house, in a mountain village in Georgia. From the balcony of the house, the girls can see the whole village. Every day the girls think of something interesting to do. One day

Mari said:

M: Sarah, you know what? Let's watch the stars tonight."

*Author:* And Sarah said:

S: OK. That's a great idea!

*Author:* So when it got dark, they sat down on the balcony and looked at the sky.

Mari: Look at the stars! How beautiful!

Sarah: And just think! They are the same stars that are shining in England, too. So maybe my sister Liza - you know, she is staying with our aunt Margaret there – maybe she's looking at them too, just like we are!"

Mari: Ah, no, you're wrong there. Because when it's 10 o'clock in the evening here in Georgia, it's only 7 o'clock in England. So in England it's not dark yet!

Sarah: Yes, of course. You're right! Sorry, I made a mistake! And, at the moment, it's 2 o'clock in the afternoon in New York. and in my home-town in Maine, too. With 8 hours' difference, it is still daytime over there!

Mari: And when we get up in the morning here in Georgia, it is midnight over there, in New York. When you're at home, and I phone you from here, I always have to think about it. And I count the hours. Because if I phone you when it is morning here in Georgia, I'll wake you up in the middle of the night! And you won't like that at all!

Sarah: You're right there! No, I won't.

## Unit 12 Task 6. Where shall we put each piece of furniture?

W. Here we are, in a new flat, at last. And with all the furniture – who’s speaking here?? All these things must be put in their places. It’s not an easy job

M. The rooms are not as large as in our old flat. So maybe we can’t keep all the furniture we had.

W. I hope we can. All right, let’s start. Where do these beds go? Ah, they are the children’s beds. They go in the children’s bedroom.

M. So we start with beds. OUR beds will be carried to OUR bedroom. Where does the dinner table go?

W. To the dining room, of course. Or shall we call it the living room?

M. Right. There is no room in this flat for a separate dining room. O.K, living room. What else goes in the living room? – This carpet...

W. Don’t lift it by yourself It’s heavy. I’ll help you.

M. And the armchairs, and the coffee table, and the sofa, and the chairs, let’s take them to the living room too. They are heavy, but we can manage.

W. All right. Now... the kitchen cupboards go to the kitchen, also – the cooker. But they are too heavy for us to carry. We’ll need help. Let’s leave them here till we get some help, then. Can you carry the dressing table to the bedroom too? Shall I help you?

M. Yes, please. It’s quite big, I can’t carry it on my own.

W. And we can take the hammer and the iron to the kitchen at the same time.

M. And the broom? –That goes in the kitchen.

W. And all the clothes must be put away in the wardrobes . Some in the bedroom and some in the hallway.

M. Great!

## Unit 12. Task 10. Song time. Home on the Range

### Unit 13. Task 12. Family before school.

W. Get up Nika! Quick! Can't you hear your alarm clock ringing?

B. I'm getting dressed. I already have my shirt on.

W. Are you talking in your sleep? You're still sleeping.

N. I'm not sleeping. I am almost ready. I'll be ready in a minute.

W. Hurry up. I'm going to the kitchen. Breakfast will be ready in a minute.

(from the kitchen)

W. Nika! Where are you and what are you doing?

B. (from the bathroom)

- I am in the bathroom. I'm washing my hands and brushing my teeth. I'll be right there.

W. Ah, you're here at last. Do you want tea or coffee?

B. Coffee.

W. O.K. Coffee - white, with sugar? Wait! What are you putting in your coffee? That's not sugar, it's salt. Here's the sugar. What's the hurry? You have plenty of time.

B. Sorry. But I want to see the boys before the lesson. I don't want to be late.

W. Look out! You are spilling your coffee on the table!

B. OK. Sorry, Mum. Bye!

### Unit 14. Task 13. Two conversations.

#### Conversation 1

G. I want to do a test. I like doing tests

B. Do you? Why?

G. I want to know what kind of person I am.

B. Don't you know?

G. Well, I always wonder what others will say.

B. Do you really? I'm always sure that I'm the best.

G. I envy you. I'm not so sure. So I need to take tests.

#### Conversation 2 (2 girls, or a boy and a girl)

B. What's wrong? You don't look very happy.

G. I am just in a bad mood. And I'm Bored.

B. Why don't you do something!

G. I don't want to do anything. And I am bored with doing nothing.

B. I have a delicious apple pie. My mum baked it. I'll share it with you.

G. Oh, great, I love apple pie. And I am a little hungry, too.

B. Ah I see now. That's why you are in a bad mood.

G. (Eating the pie) Perhaps you were right. I feel fine now. Thank you.

- You're welcome!

### Unit 15. Task 8. Jimmy's birthday

My name is Jimmy Blake. I live in Georgia, in the United States. I was born on the 14<sup>th</sup> of May. This May I had my 13<sup>th</sup> birthday. I celebrated it with my family and friends, at home. Last year I celebrated it at school, in the classroom. My Mum brought a cake to school, with some candy and some Coca-Cola, and we had a good time. The year before that, when I was 11, I had my party at a restaurant, in a special room, just for the birthday group. That was fine too, but now I think home is the best place for birthdays.

I invited ten friends to my last birthday party. They all wore birthday hats. And everybody got a small present from me. They loved it. I knew what each of my friends liked. My elder brother helped me to choose the presents.

We had a birthday cake with candles. there were 13 candles on it - of course, because I was 13. When the candles were lit I made three wishes, in my mind, of course, and then I blew the candles out in one breath. Everybody knows that if you blow them all out at once , your wishes will come true. Then everybody sang "Happy Birthday" and wished me good health and long life.

Everybody brought me gifts and I liked them all. It's the first time I got a watch. It is great that everybody knows what I like.

**Unit 15. Task 20.**

**Boats Sail on the Rivers**

By Christina Rossetti

Boats sail on the rivers, And ships sail on the seas; But the clouds that sail across the sky Are prettier far than these.	There are bridges on the rivers, As pretty as you please; But the bow that bridges heaven, And overtops the trees, And builds a road from earth to sky, Is prettier far than these.
---	--

## Answer keys to the Tests

### Test One Units 1-2

**Ex. 1:** 1.B 2.B 3.A 4.B 5.A 6.A 7.B 8.A 9.B 10.A

**Ex. 2:** 11.rowed 12.bored 13.dressed up 14.put on 15.ride 16.suntanned 17.count on 18.enjoy  
19.went 20.take (extra: looked)

**Ex.3:** 21.am 22.go 23.have 24.play 25.were 26.likes 27.do 28.plays 29.enjoy 30.tell (extra: takes)

**Ex. 4:** 31.Whose cat caught a mouse? 32.What do I choose for summer? 33.How long does he stay on the beach? 34.How did Gigi look? 35.What did everybody think? 36.What does my dog/Roy (sometimes) catch? 37.Who is a real football fan? 38.When does the first term finish? 39.Where does Liza go to school? 40. Who are my closest friends?

**Ex: 5** 41.B 42.A 43.C 44.B 45.B 46.C 47.C 48.A 49.C 50.A

*Tapescript to ex. 5.*

My name is Lika. I want to tell you about my first day at school. I was seven years old then, but I still remember that day very well. First of all, I remember that I was dressed in a beautiful white dress and had a big red schoolbag in my hand. I was a little excited and nervous, but I tried to look cool and calm. I wondered: "What will my teacher look like? What will my friends look like? What will my class look like?"

*I remember that it was a hot and windy day. My mother was with me. I remember her dress too. It was white. It was the same colour as my dress. My mother was excited too, but she seemed very happy. I don't remember my father on that day. I think he was at work, so he wasn't with us.*

### Test Two Units 3-5

**Ex. 1:** 1.B 2.B 3.B 4.A 5.B 6.B 7.A 8.A 9.A 10.B

**Ex. 2:** 11.tastes 12.afford 13.smell 14.fits 15.felt 16.special 17.fit 18.disgusting 19.earns 20.share (extra: weight)

**Ex. 3:** 21.had 22.was 23.want 24.elder 25.gave 26.remember 27.is 28.is playing 29.am sending 30.bought (extra: takes)

**Ex. 4:** 31...are a number of nice shops... 32....is one swimming pool and two gyms... 33...are high mountains... 34. Is one daughter and three sons... 35.is bigger than Kutaisi... 36...better... 37...youngest... 38...older than... 39....taller than... 40... the best

**Ex. 5:** 41.C 42.B 43.C 44.A 45.B 46.A 47.C 48.B 49.B 50.A

### **Tapescript to ex. 5**

*My name is Liliana. I am fourteen. I live with my mum, dad, two younger brothers and a granny. We don't have a dog or a cat. We live in a small flat and my dad says that in order to have a pet at home one should have a house with an yard. My mother is a school teacher. She teaches English. My father does not have an everyday job. He is a photo journalist. He takes photos and sends them to different magazines. Sometimes the magazines put his photos in journals, sometimes – not. My brothers are both younger than me. Gigi is 10 and Nika is 8. They share a room. I have my room. It's very small with blue walls. I like it. Our car is 10 years old. It's white. We can't afford to buy a new one. But that's all right. We all love our old car. Father tells me that he will teach me how to drive when I am seventeen.*

### **Test Three Units 6-7**

**Ex. 1:** 1.B 2.A 3.B 4.A 5.B 6.B 7.A 8.B 9.A 10.A

**Ex. 2:** 11.did 12.nearly 13.fit 14.disturb 15.lend 16.cash 17.on sale 18.tried 19.credit card 20. leather (extra: type)

**Ex. 3:** 21.am going to 22.will 23.will 24.am going to 25.will 26.won't 27. is going to 28.am going to 29. will 30.will

**Ex. 4:** 1.I am (I'm) going to buy... 32....I will go... 33.I am (I'm) going to paint... 34.I will... 35. I am (I'm) going to lend 36.We will (We'll) have... 37.We will (We'll) teach 38.I am (I'm) going to take... 39...They will (they'll) repair ... 40.I am (I'm) going to enter...

**Ex. 5:** 41.B 42.C 43.A 44.C 45.C 46.A 47.A 48.B 49.B 50.A

### *Tapescript to ex. 5*

*Shop assistance:* Can I help you?

*Nutsa:* Yes, please. I am looking for a pair of winter shoes.

*Shop assistant:* What size shoes do you wear?

*Nutsa:* 35

*Shop assistant:* And what colour would you like to buy?

*Nutsa:* Well... I like both: blue and green. What colour do YOU have?

*Shop assistant:* Let me see. We have both of these colours, but I'm afraid only green is left of your size. Do you want to try them on?

*Nutsa:* Yes please.... They fit well. And I really like the colour. How much are they?

*Shop assistant:* 43 laris. Do you want one pair or two pairs?

*Nutsa:* Two please. Where do I pay?

*Shop assistant:* At the cash desk on the left.

*Nutsa:* Thank you very much.

*Shop assistant:* You're welcome.

## Test Four Units 8-10

**Ex. 1:** 1.A 2.C 3.B 4.A 5.B 6.C 7.A 8.A 9.C 10.B

**Ex. 2:** 11.like 12.ingredients 13.communicate 14.dishes 15.protect 16.kind 17.help 18.danger  
19.need 20.message (extra: send)

**Ex. 3:** 21.are 22.have never seen 23.have never made 24. has 25.have never been 26.think  
27.have never tasted 28.have you ever eaten 29.talk 30.have never spoken

**Ex. 4:** 31.I bought some cheese and some tea. 32.He has never seen a white bear. 33.It's often windy in this place. 34.Help yourself to some ice-cream. 35.There is much salt in this salad. 36.Have you ever planted a tree? 37.It is often very hot in Tbilisi in summer. 38.What kind of clothes do you wear? 39. There are few children left in the yard. 40. How many languages does Ketik speak?

**Ex. 5:** 41.C 42.C 43.A 44.A 45.B 46.C 47.C 48.A 49. B 50.A

*Tapescript to ex. 5*

*Waiter:* Hello, Khachapuri House listening. May I help you?

*Tornike:* I'd like to order a khachapuri and some lemonade please.

*Waiter:* Sure. What size of khachapuri would you like?

*Tornike:* Medium please.

*Waiter:* And what type? I mean we have different kinds of khachapuri. Which one do you want?

*Tornike:* I would like Imeruli please. And five in all please.

*Waiter:* OK. And what about lemonade? What size of bottle would you like?

*Tornike:* Large please.

*Waiter:* Fine. Could I have your phone number please?

*Tornike:* Sure. It's 224334. And probably you want to know my address too. It's 45 Tabidze St.

*Waiter:* OK. We'll bring the order to you in 20 minutes. And the price is 2 laris and 70 tetris for one

khachapuri and one lari 20 tetris for a bottle of Lemonade. Will you pay by a credit card?

*Tornike:* I'll pay cash.

*Waiter:* Thanks.

## Test Five Units 11-12

**Ex. 1:** 1.A 2.C 3.A 4.B 5.C 6.B 7.B 8.A 9.B 10.C

**Ex. 2:** 11.view 12.round 13.take 14. two-storey 15.furniture 16.comfortable 17.floor 18.movie  
19.the earth 20.space (extra: stars)

**Ex. 3:** 21.asked 22.felt 23.was made 24.didn't enjoy 25.have/'ve just come 26.was 27. read 28.is  
written 29.have/'ve already done 30.haven't / have not prepared

**Ex. 4:** 31.no article 32.a 33.the 34.the 35.no article 36.the 37.no article 38.the 39.the 40.no article

**Ex. 5:** 1.B 2.C 3.B 4.C 5.A 6.A 7.B 8.C 9.C 10.A

### **Tapescript to ex. 5**

**Mike:** *Hi Simon. How are you? I've heard you've moved to a new house. Tell me what it's like.*

**Simon:** *It's really nice.*

**Mike:** *Where is it? Is it near your old house?*

**Simon:** *Yes, it's quite close actually. About 15 minutes walk from my old house.*

**Mike:** *How big is it? How many rooms are there?*

**Simon:** *It's much bigger than our old house. It has three bedrooms which are all on the second floor. Our old house had only one bedroom and it had only one floor, you remember.*

**Mike:** *And what other rooms are there?*

**Simon:** *Well... There is a dining room and a living room and a small study.. All of them are downstairs, on the first floor.*

**Mike:** *This seems quite a big house.*

**Simon:** *The main thing is not that it is big. The best thing about our new house is that we bought it all furnished - with carpets on the floor and two TV sets and closets in every bedroom and things like that. And yes... there is a wonderful rose garden all around it.*

**Simon:** *It must be really nice. What about the heating?*

**Mike:** *This was the only thing we did ourselves. The house didn't have a heating system.*

**Simon:** *I would like to come and see your new house.*

**Mike:** *Please do. The address is 22 Kent St. Give me a call beforehand.*

**Simon:** *All right. I'll bring my wife with me.*

**Mike:** *Very good.. My wife will bake a cake for you then.*

### **Test Six Units 13-15**

**Ex. 1:** 1.A 2.B 3.B 4.A 5.A 6.B 7.A 8.A 9.B 10.B

**Ex. 2:** 11.born 12.stick 13.looks 14.sense 15.generous 16.decorated 17.worried 18.problem  
19.should 20.celebrated (extra: tired)

**Ex. 3:** 21.have never read 22.say 23.was born 24.have never left/never leave 25.need

26.felt 27.don't know 28.grow 29.will/'ll give 30.is not/isn't

**Ex. 4:** 31.Who should work harder? 32.When did I hear a strange noise? 33.How old was my mother when she got married? 34.How many people does Natya know who can speak Japanese? 35.How many times did Peter come to Georgia last year? 36.What do ants like? / What do ants like to do? 37.Where was my brother a minute ago? 38.Who was born on May 22? 39.When I will learn how to drive a car? 40.What have I never listened to?

**Ex. 5:** 41.B 42.C 43.A 44.C 45.A 46.B 47.A 48.C 49.B 50.B

### **Tapescript to ex. 5**

It was about 8 o'clock last night. We were all at home, except my younger brother Dato. My mother was reading some English book and my father was watching football on TV. I was writing an e-mail to my friend who lives in England. Dato was in the shop to buy some bread and butter.

Then a telephone rang. It was Giorgi. Dato and Giorgi are very close friends. They went to one and the same school and shared a desk for about 6 years. Now Giorgi lives in Germany. He goes to a college there. It was a pity Dato was not at home. I talked to Giorgi a little and told him that Dato was not in and that he would call him back soon.

Fifteen minutes later Dato came home from the shop. He immediately called Giorgi. They talked for 10 minutes! My mother was a bit worried because it's expensive to call Germany. It costs 70 tetris a minute in the evening time! So when Dato and Giorgi talked it cost 7 laris. But my mother said it was OK because she could see that Dato and Giorgi were happy.