

# Get Going!

Teacher's book

done s -l

Tatiana Bukia and Patricia Hall

gamomceml oba "ocdameerTe"

გრიფირებულია ეროვნული სასწავლო გეგმებისა და შეფასების ცენტრის მიერ.

**Get Going! tatiana bukia da patricia hol i**

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5. maswavl ebl is wigni

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### Book Map

Unit	Topic	Reading	Language structure vocabulary	Grammar	Results
<b>Unit 1</b> L 1	<b>Getting Started</b> First Things First	Georgian personal names	classroom objects, boy, girl, teacher; give me, show me.	Imperative sentences <i>show/give me</i> Article 'a' 'the' <i>you, your</i>	1,2,3,23, 24
L 2	How're you doing?	1.Known object names. 2.Touch the card' game	1.it's a...he/she is a... where is ;	Personal pronouns he/she/it Numerals 1 –10 Where is + singular noun	
L 3	<b>Erase the board please</b>	English personal names. Classroom objects.	1. May I? No, you can't/Yes, you may. 2. Come/go, sit down/stand up, close/open, turn on/off, erase 3. Please	1 Personal pronoun <i>I, we..</i> 2. Where are + plural noun (regular). 3. Be - <i>he / she / it is, we/ they are</i>	
<b>Unit 2</b> L 1	<b>How do you spell it?</b> I'd like you to meet your new teacher	Object names with adjectives.	This is,, Is this? That is His/her I don't know. How do you do? Nice to meet you.	Possessive adj. his/her	1,2,3, 4,5,6,7, 23, 24,
L 2	Now I know my ABC	English Alphabet Capital and small letters. Capitalization of personal names	Would you please. Thanks. You're welcome. Sure. O.K. How do you spell	Personal pronoun, objective case Me/him/her/them	
L 3	What color is it?	Pronunciation of vowels – short and long.	On the desk. On the right/left. I see. What color is.	Adjectives: colors	
<b>Unit 3</b> L 1	<b>What do they look like?</b> A Cute Girl	'Touch the card' game, new vocabulary	That's too bad. I'm very sorry. I'm so glad. That's great! Excuse me. It's OK. Cute, hair, eyes, pretty, tall, curly	3 <sup>rd</sup> person singular 's':  <i>I have-he/she has. Everybody thinks.</i>	1,2,3, 4,5,6,7, 13, 16, 23, 24
L2	A Cute Guy	letter combinations - oo ch sh ye	Be quiet. Short for. Straight, guy, good-looking	1.Yes/No questions with 'to be'. 2.Numbers 11 - 29	
L 3	Nick is happy	Letter combinations th, ow, er,ur, ir.	I feel bad. teeth, smile, lazy, clean, idea. children, party, dance, happy, hurt.	Noun. Irregular plural: <i>feet, teeth, men, women, children</i>	
<b>Unit 4</b> L1	<b>Mom and Dad and Baby Make Three</b> Family	ou, ow [AU] loud, now  but: cousin [V], aunt [A :] Text: Our family photo	There's a phone call for you. Just a moment. Father, mother, son, daughter, grandmother, grandfather, sister, brother, wife, husband, house	1. Questions to the subject. 2. Possessive adj. my, our	1,2,3, 4,5,6,7, 13, 9, 17, 20, 21, 24
L 2	Aunt, Uncle and Cousins	Names of family members.	How old are you? granddaughter, grandson,	1.Noun. Possessive case with 's, s' and	

		Text: The family photograph again.	parents, grandparents, aunt, uncle, cousin, baby	of. 2. Numbers 30 – 100.	
L 3	Chores and Housework	Matching English and Georgian equivalents.  Text: We've got a helper	What time is it? vacuum cleaner microwave, refrigerator, dishwasher, blender, washing machine, air conditioner, clothes dryer.	1. We have and we've got. 2. Expressing future: 'will' and 'be going to'.	
<b>Unit 5</b>	<b>Thank God I Am All Here</b>	Letter combinations wh, al Text: Let's make a robot.	Where does it hurt? Headache, stomach ache. Names for parts of the body.	Yes/No questions with 'do/does'	1,2,3, 4,5,6,7, 13, 17, 20, 21, 24, 25, 26
L 1	Body				
L2	Robbie the Robot	Text: Robbie	What's the homework for tomorrow? On page 10. Answers to the questions. Names for parts of the body.	'Wh' questions and negatives with 'do/does'.	
L3	Robbie Can Help Us	Letter combinations, air, ere, ay, ai, ee, ea.  Text: Who can help us?	Where do you live? What's your address? Sharpen the pencils Pick up the trash. Help	Imperatives with 'let's'	
<b>Unit 6</b>	<b>Animals</b>	Text: Pets and farm animals	Names for farm and wild animals. Names for little ones of some animals.	There is/are.  Irregular plural of nouns (2).	1,2,3, 4, 5, 6, 7, 9,12, 13, 17, 20, 21, 24, 30, 32, 33, 34, 35, 36
L 1	Pets and Farm Animals				
L2	E-mails	Phrases from e-mail.  Text: Emily e-mails her best friend Becky:	What's the matter? I'm sick. I have a sore throat. I guess so. Fun. How boring. Just.	This-that; these-those; plural of nouns.	
L 3	Call Her Right Now!	Text: Emily and Zack at home.	Call her right now! The line is busy. Try again. There's no answer. So leave a voice message.	Modal 'can – can't'	
<b>Unit 7</b>	<b>What's Your Job?</b>	Dialogues.	What's the problem? What's wrong? I have a fever. A pain in my chest. dentist journalist mechanic computer technician waiter (waitperson) policeman doctor teacher artist architect lawyer administrative assistant musician, hair stylist, nurse, engineer, cook	Present progressive	1,2,3, 4,5,6,7, 9,13, 20, 29, 30, 32, 33, 34, 35, 36
L1	What's the Problem?				
L2	What's Wrong?	Dialogues.	Play the piano or the violin. Paint a picture. Treat a patient. Cut/ comb your hair Design. Type. Fix. Take photos. Treat.	Adjectives. Irregular degrees of comparison.	

L3	A Busy Family	Text: A busy family.	retired, get tired, newspaper, busy, landscape, healthy.	Modal 'must'-'can't'.	
<b>Unit 8</b> L 1	<b>Keeping Track of Time.</b> What Date Is It Today?	Text: Bad news	What date is it? Names of seasons/months.	Rev. Present progressive.  Past simple tense.  Regular and irregular verbs.	1,2,3, 4,5,6,7, 9,13, 20, 30, 32, 33, 34, 35, 36
L2	What's the Shortest Day of the Year?	Dialogues. Names of the months and days of the week.	Names of the days of the week. Independence day. New Year. Christmas. October follows September.	Ordinal numbers	
L3	How Time Flies!	Text: My birthday will soon be here!	Last summer seemed so long. Birthday. Forget. Don't forget mine. Present. Hours, minutes. Important. How old will you be? Calendar. Current year.	Adjective. Degrees of comparison of 1–2 and more syllable adjectives	
<b>Unit 9</b> L 1	<b>What's Your Favorite Season?</b> Weather	Texts: 1. Let's go swimming. 2. Let's go skiing.	What's the weather like? It's raining. It's hot. It's fine/sunny. Umbrella.  Go swimming/ skiing/roller blading, swimming pool, snow, freeze, it's chilly/cool/ cold/warm It's windy. Outside/inside	Should/shouldn't	1,2,3, 4,5,6,7, 9, 13, 20, 23, 24, 29, 30, 32, 33, 34, 35, 36
L2	Vacation Time	Text: All the year round. Part 1.	Favorite season. Why/because. Vacation, flowers, happy, lots of, to plant	Adjective 1– .2 syllable (3)	
L3	Summer Is Over	Text: All the year round. Part 2	It's just right. Ocean. Watch T.V. Go south/north, enjoy warm days. What a sight! Family trip.	1. Modal 'have to' and 'must'  2. Enjoy + noun, or enjoy + verb + ing	
<b>Unit 10</b> L 1	<b>What Would You Like to Eat?</b> Breakfast Time	Text: In the kitchen, in the morning.	May I take your order? I'd like some juice, cheese, butter, bread, milk, sugar, cereal, bacon and eggs, toast, meat, vegetables, tea, coffee, leftover, pizza, tomato, onion. Soup, honey.	1. Let + him/her + V  2. Some-any	1,2,3, 4,5,6,7, 9,13,20, 23, 24, 29, 30, 32, 33, 34, 35, 36
L2	Lunch Time	Text: A ride in a taxi.	Ride, downtown, straight ahead, look out for, truck, don't worry, give a lift, keep the change.	Present simple instead of future simple after 'if'	
L3	Dinner Time	Text: Dinner time.	fork, plate knife – knives spoon, napkin, salt, pepper, apple, bread, fridge, package, freezer, for dessert, set the table.	Prepositions of place <i>on, under, inside</i>  There is/are	
<b>Unit 11</b>	<b>Clothes</b> What's the	Text: Where are my clothes?	skirt, blouse, sweater, shoes,	Rev. possessive adj. <i>my, your</i>	1,2,3, 4,5,6,7,

L 1	Latest Fashion?		jeans, T-shirt, jacket, sneakers, cap, scarf. Closet, bed, desk, floor.	possessive pronouns <i>mine</i> , <i>yours</i>	9,20, 23, 24, 29, 30, 32, 33, 34, 35, 36
L 2	Trendy Teens' Style	Text: I don't have anything to wear!	Boots, coat, fur collar, heels, nylons, scarf, trousers, suit, tie, dress. What's in style? It depends. Fantastic. Outfit.	Something, anything, nothing.	
L 3	Super Cute Style	Text: Emily and Mom keep on shopping	Hat, shorts, slacks, shirt, socks, tie, suit, make-up, slippers, robe, tights. Look for, cut too low, tight, find/found, cashier, cost, ended up not buying.	Article	
<b>Unit 12</b> L1	<b>What Makes a House a Home?</b> Find Your Way	Text: Pauline phones Emily	Living room, bedroom, dining room, kitchen, hallway. Mirror, armchair, dresser, coffee table, sofa, dresser, stove. Next door. Easy. Age. mover. Piece of furniture.	The present perfect tense	1,2,3, 4,5,6,7, 9,23, 24, 25, 26, 27, 29, 30, 32, 33, 34, 35, 36
L 2	There's No Place Like Home	Text: Pauline phones Emily later	Neighbors, kid, team, the third time, in two years, move, so often, find out, the most gorgeous, brand new, introduce, another time.	The present perfect tense Rev. future "will"	
L 3	Home Sweet Home		Have a fight, break up, make up. Carpet, chandelier. (In) tears. Best quality, cheap junk. No way! (He was so) mean! Hug. (Can't) afford.	The present perfect tense Rev. Adjective. Degrees of comparison	
<b>Unit 13</b> L1	<b>Hurray for Our Team!</b> What's Your Favorite Sport?	Text: After the Big Game	Golf, tennis, soccer, basketball, baseball, wrestling, boxing, karate, skiing, ice skating, ping pong, chess, volleyball.	The past progressive tense	1,2,3, 4,5,6,7,9, 20,23, 24, 25, 26, 27,29, 30, 32, 33, 34, 35, 36
L 2	What sport do You Go Out For?	Text: Going to a basketball game	A bat, a soccer ball, skates, a basketball and a net, a tennis racket and a tennis ball. Chess board. A swimming pool. Go out for sport.	Present for future	
L3	What Is Soccer, Anyway?	Text: What game is soccer?	If you are tired you need a break. They tackled each other. Get hold of the ball. Hit the ball. Golf. Hit a ball into a hole. Throw a ball into a basket. Baseball. Hit the ball with a bat and run to a base. Go shopping.	Present in conditional sentences with 'if' and adverbial clauses of time with 'when' after, as soon as'.	
<b>Unit 14</b> L 1	<b>Day In Day Out</b> Shop, Cook and Travel	Texts: 1. Easy lemon cheesecake. 2. A perfect summer outfit. 3. Return trips.	How much is it? Sorry? Will you please speak louder and slower? Thank you. You're welcome. May I help you? I'm just looking. How can I get to...		1,2,3,4,5,6, 7,8,9,11,14 ,15, 19,20,29, 30, 32, 33, 34, 35, 36

			Walk straight ahead.		
L 2	From Morning till Night	Text: Dad's daily dilemma	Get up, take a shower, shave, brush one's teeth, take a bath, wash, comb, brush one's hair, have breakfast, go to work, on time, makes one's bed, go to bed.	Past progressive	
L3	What Happened?	Traffic signs. Text: A car accident.	Stop on red, pedestrian crossing, ambulance, drive slow, parking, rush hour, accident, run the red light, injured, attendant, license plate number, headlight.	Questions in the past simple	1,2,3, 4,5,6,7,9,11, 14,15,

## ucxouri enebis standarti

sabazo da saSual o safexurebisaTvis

I done

**mimarTul eba: mosmena**

(mosmenis unaris gasaviTarebl ad gamoiyeneba didaqtizebul i\* da naxebrad avTenturi\* audioCanawerebi, sadac teqstebi mkafiod da nel a ismis)

**ucx.s.1.1. moswavl e ismens da igebis saerTaSoriso sityvebs, martiv frazebs, gamoTqmebs.**

*Sedegi Tval saCino, rodesac moswavl e:*

- sityvebis nakadSi gamoarCevs cal keul sityvebs/frazebs;
- amoicnobs frazebis/gamoTqmebis mniSvnel obas.

**ucx.s.1.2. moswavl e eufl eba ucxouri enisaTvis damaxasiaTebel fonol ogiur sistemas.**

*Sedegi Tval saCino, rodesac moswavl e:*

- ganarCevs msgavsi JReradobis bgerebs, sityvebs.

**ucx.s.1.3. moswavl e ismens da igebis martiv miTitebebs da savarj iSos instruqiebs.**

*Sedegi Tval saCino, rodesac moswavl e:*

- saTanadod reagirebs maswavl ebl is miTitebebs;
- asrul ebs savarj iSoebs.

**ucx.s.1.4. moswavl e ismens da igebis nacb Tematikaze agebul mcire zomis teqsts (dial ogs/monol ogs).**

*Sedegi Tval saCino, rodesac moswavl e:*

- amoicnobs Temas (personaJebi/Tanamosaubreebi, movl enebi da sxva)
- teqstidan amokrefs faqtobriv informacias (vin, sad, rodis, ramdeni, romel i, rogori da sxva);
- amoicnobs intonaciiT gamoxatul emociebs (sixarul i, gakvirveba, gabrazeba da sxva );
- dial ogSi ganasxvavebs metyvel ebis famil arul da Tavazian formebs.

### mosmenis strategiebi

**ucx.s.1.5. moswavl e mimarTavs sxvadasxva strategiebs Sinaarsis gagebis gasaadvil ebl ad.**

*Sedegi Tval saCino, rodesac moswavl e:*

- saTauris, il ustraciebis safuZvel ze gamoTqvams varauds teqstis Sinaarsis Sesaxeb;
- cocxal i metyvel ebis/Canaweris gasagebad iSvel iebis araverbal ur el ementebis (xmis tembri, intonacia, mimika, Jestikul acia, sxvadasxva tipis xmauri, l ogikuri maxvil ebi);
- damoukidebl ad amoicnobs ucnobis sityvebis, gamoTqmebis, winadadebebis mniSvnel obas nacnob el ementebze dayrdnobiT (konteqsti, intonacia, il ustraciada sxva);



- mSobl iur enaze aRwers, ra gziT moaxerxa ama Tu im mosasmeni amocanis gadaWra; adarebs sxvebis mier SerCeul xerxs da gamoaqvs daskvna imis Sesaxeb, Tu romel i midgoma iyo ufro misadagebul i/efeqturi da ratom;
- gaugebrobis SemTxvevaSi iTxovs ganmartebas, nel a da garkveiT warmoTqmas, gameorebas.

**mimarTul eba: kiTxva**

*(kiTxvis unaris gasaviTarebl ad gamoiyeneba didaqtizebul i\* an naxevrad avTenturi\* teqstebi)*

**ucx.s.1.6. moswavl e kiTxul obs anbans.**

*Sedegi Tval saCino, rodesac moswavl e:*

- asxvavebs mTavrul da aramTavrul asoebS;
- asxvavebs beWdur da nawer asoebS;
- amoicnobs yvel a mTavrul da aramTavrul beWdur/nawer asos, sworad warmoTqvams maT.

**ucx.s.1.7. moswavl e fl obs xmamaRal i kiTxvis el ementarul unars.**

*Sedegi Tval saCino, rodesac moswavl e:*

- axmovanebs asoebS, marcvl ebs;
- bgerebs akavSi rebs Sesabamis asoebTan, marcvl ebTan;
- xmamaRI a da garkveiT kiTxul obs naswavl siTyebS, gamoTqmebs, winadadebebs, teqstebs;

**ucx.s.1.8. moswavl e kiTxul obs da igebs saj aro warwerebs (gamafrTxil ebel i warwera, gaCerebis/quCis saxel i, maRaziis/saj aro Senobis dasaxel eba sxva).**

*Sedegi Tval saCino, rodesac moswavl e:*

- amoicnobs miTiTebul informacias.

**ucx.s.1.9. moswavl e kiTxul obs da igebs savarj iSos pirobas.**

*Sedegi Tval saCino, rodesac moswavl e:*

- amoicnobs da asrul ebs miTiTebebs;

**ucx.s.1.10. moswavl e kiTxul obs oficial auri/administraciul i xasiaTis dokumentebs, formul arebs (kviris ganrigi, gakveTil ebis cxril i, anketa, savizito baraTi, piradobis mowmoba, bil eTi da sxva).**

*Sedegi Tval saCino, rodesac moswavl e:*

- amoicnobs maCvenebl ebs;
- amokrefs konkretul informacias.

**ucx.s.1.11. moswavl e kiTxul obs da igebs yofITI xasiaTis informaciul teqsts. //**

**a. katal ogi.**

*Sedegi Tval saCino, rodesac moswavl e:*

- amoicnobs nivTis, sagnis niSan-Tvisebebs (wona, zoma, feri, masal a);
- amoicnobs fass.

**b. samarSruto gegma.**

*Sedegi Tval saCino, rodesac moswavl e:*

- amoicnobs pirobiT niSnebs;
- amoicnobs warwerebs.

**g. meniu.**

*Sedegi Tval saCino, rodesac moswavl e:*

- amoicnobs rubrikebs (cxel i/civi kerZebl, deserti, sasmel ebi da sxva);
- amoicnobs kerZebs/sasmel ebs;
- amoicnobs maT ingredientebsa da fass.

**b. kul inarul i recepti.**

*Sedegi Tval saCino, rodesac moswavl e:*

- amoicnobs cal keul ingredientebs;
- amoicnobs ingredientTa miTiTebul raodenobas;
- amoicnobs cal keul moqmedebebs (gafcqna, moreva, Cayra da sxva).

**ucx.s.1.12. moswavl e kiTxul obs da igebs martiv korespondencias: sxvadasxva xasiaTis RiA baraTs (misal oci, mosawevi, mowvevis samadl obel o da sxva), martiv Setyobinebas.**

*Sedegi Tval saCino, rodesac moswavl e:*

- amoicnobs avtoris/adresatis vinaobas;
- amoicnobs gagzavnis TariRsa da avtoris/adresatis misamarTs;
- amoicnobs korespondenciis mizans (Sobis, dabadebis dRis mil ocva, mokiTxva, dapatiJeba da sxva);

- amoicnobs faqtobriv informacias (rodīs, sad, vin, ratom da sxva).

**ucx.s.l.13. moswavl e kiTxul obs da iḡebs mciṛe zomis TxrobiT teqsts.**

*Sedegi Tval saCinoā, rodesac moswavl e:*

- amoicnobs personaJebS;
- amoicnobs personaJTa Tvisebebs;
- amoicnobs moqmedebebs, movl enebS;
- amoicnobs moqmedebaTa drosa da adgil s.

**ucx.s.l.14. moswavl e amoicnobs teqstis struqturul maxasiaTebl ebs da naswavl enobriv-gramatikul formebs.**

*Sedegi Tval saCinoā, rodesac moswavl e:*

- ganarCevs erTmaneTisagan sxvadasxva tipis teqstis struqturul i organizebis Taviseburebas (mag., katal ogisas meniusagan);
- amoicnobs teqstis struqturul i organizebis Taviseburebebs (magal iTad, aqvs Tu ara saTauri/qvesaTauri, rubrikebi, miTiTebul ia Tu ara avtori an adresati, teqsti svetebad aris organizebul i Tu abzacebad da sxva);
- amoicnobs sakomunikacio situaciis Sesatyvis gamoTqmebS, kl iSeebS, enobriv konstruqciebs (magal iTad, mimarTvis/damSvidobebis formul a korespondenciaSi);
- amoicnobs axl andel i/warsul i drois gamomxatvel zmnis formebs, zmnizebebs;
- ganarCevs TxrobiTi da brZanebiTi kil os gamomxatvel zmnis formebs;
- amoicnobs adgil mdebareobisa da drois gamomxatvel martiv enobriv saSual ebebs (zmnizeda, sityvaTSeTanxmeba, windebul i);
- amoicnobs sintaqsur mimarTebebs martivi winadadebebis wevrebs Soris (magal iTad, arsebiTi da zedsarTavi saxel ebis ricxvSi SeTanxmeba).

**kiTxvis strategiebi**

**ucx.s.l.15. moswavl e mimarTavs sxvadasxva strategias Sinaarsis gagebis gasaadvil ebl ad.**

*Sedegi Tval saCinoā, rodesac moswavl e:*

- konkretul i informaciis moZiebis mizniT mTI ianobaSi akvirdeba teqsts, mis sityvier da arasityvier maorganizebel el ementebs (saTauri, rubrika, il ustracia, warwera, abzaci, sveti, l ogo, tipografiul i maxasiaTebl ebi /mag., msxvil i Srifti/ da sxva) da iyenebs maT sayrdenebad;
- damoukidebl ad amoicnobs ucnobi sityvebis, gamoTqmebis mniSvnel obas nacnobi el ementebis daxmarebiT (il ustraciebi, nacnobi fuZe, konteqsti, mSobl iur enaSi damkvidrebul i ucxouri sityvebi /mag. tel efon, banani, transporti/ da sxva);
- mSobl iur enaze aRwers, ra gziT moaxerxa ama Tu im sakiTxavi amocanis gadaWra; adarebs sxvebis mier SerCeul xerxs da gamoaqvs daskvna imis Sesaxeb, Tu romel i midgoma iyo ufro misadagebul i/efeqturi da ratom;
- ixsenebs, Seuswavl ia Tu ara aseTi teqstebi sxva enebis Seswavl isas an sxva sagnebSi da gamouyenebia Tu ara aseTi strategiebi;
- gansazRvravs, ra tipis teqstebis aTvisebisas SeiZl eba msgavsi strategiebis gamoyeneba.

**mimarTul eba: wera**

**ucx.s.l.16. moswavl e gamowers asoebs, sityvebs, winadadebebs.**

*Sedegi Tval saCinoā, rodesac moswavl e:*

- xel is swori moZraobiT gamowers anbanis yvel a mTavrul da aramTavrul asos;
- naweridan an nabelWdi wyarodan gadawers sityvebs da winadadebebs; icavs asoTa gadabmis wesebs.

**ucx.s.l.17. moswavl e avsebs gakveTil ebis cxril s, kviris/dRis ganrigs, anketas.**

*Sedegi Tval saCinoā, rodesac moswavl e:*

- wers monacemebs/saqmianobebs saTanado adgil as.

**ucx.s.l.18. moswavl e nimuSis mixedviT wers Ria baraTs.**

*Sedegi Tval saCinoā, rodesac moswavl e:*

- icavs korespondenciis formal ur mxares (mimarTva, xel mowera, misamarTi, TariRi);
- ayal ibebs korespondenciis mizans (dabadebis dRis, Soba/axal i wl is mil ocva da sxva).

**ucx.s.l.19. moswavl e nimuSis mixedviT wers martivi yofITI xasiaTis informaciul teqstebs (katal ogi, meniu, kul inarul i recepti).**

*Sedegi Tval saCinoā, rodesac moswavl e:*

- mocemul yal ibs avsebs gansxvavebul i SinaarsiT (magal iTad, mozrdil TaTvis gankuTvnil i wignebis katal ogis mixedviT wers sabavSvo wignebis katal ogs; zamTris tansacml is katal ogis mixedviT \_ zafxul isas).

**ucx.s.l.20. moswavl e model is mixedvIT wers mcire zomis aRwerIT teqsts.**

*Sedegi Tval saCinoa, rodesac moswavl e:*

- aRwers adamians (Tval is feri, Tmis feri, simaRI e, wona);
- aRwers sagans, nivTs sxvadasxva parametris mixedvIT (feri, zoma, SemadgenI oba, forma, mdebareoba da sxva);
- aRwers sacxovrebel adgil s (mdebareoba, oTaxebis, nivTebis ganI ageba da sxva);
- aRwers yovel dRIur saqmianobebS;
- aRwers xel ovnebis Zegl s (dasaxel eba, epoqa, adgil mdebareoba, sxvadasxva maxasiaTebel i);
- iZl eva martiv dadebiT an uaryofiT Sefasebebs.

**ucx.s.l.21. moswavl e icavs weril obiTI teqstis struqturas, iZens el ementarul enobriv-gramatikul unar-Cvevebs da cdil obs funqciurad gamoiyenos isini.**

*Sedegi Tval saCinoa, rodesac moswavl e:*

- iyenebs adgil mdebareobis gamomxatvel martiv enobriv saSual ebebs (mag., windebul i, zmniZeda);
- icavs el ementarul sintaqsur mimarTebebs winadadebis wevrebs Soris ( mag., aTanxmebS arsebiT da zedsarTav saxel ebs ricxvSi/sqesSi; aTanxmebS zmnas pirsA da ricxvSi);
- SearCevs zmnis saTanado formebs miTiTebebis micemisas;
- icavs sityvaTa rigs mtkicebiTi, uaryofiTi da kiTxviTi Sinaarsis Semcvel martiv gavrcobel Tu gavrcobil winadadebebSi;
- icavs ortografiis wesebs, swored iyenebs sasven niSnebs.

**weris strategiebi**

**ucx.s.l.22. moswavl e mimarTavs weris strategiebs naweris gaumj obesebis mizniT.**

*Sedegi Tval saCinoa, rodesac moswavl e:*

- moiZiebs da amzadebs aucil ebel saswavl o resursebs (I eqsikoni, nimuSi, saWiRo enobriv masal a, gramatikul i cnobari da sxva);
- wers Sav variants;
- gadaikiTxavs Sav variants, saswavl o resursze dayrdnobiT amowmebs nawers da asworebs Secdomebs;
- aTeTrebs nawers.

**mimarTul eba: L aparaki**

**ucx.s.l.23. moswavl e eufl eba ucxouri enis fonol ogiur sistemas.**

*Sedegi Tval saCinoa, rodesac moswavl e:*

- garkveviT imeorebs bgerebs, sityvebs, gamoTqmebS;
- dial ogebis, sketCebis gaTamaSebisas an miniteqstebis zepirad wakiTxvisas cdil obs daicvas ucxouri enisaTvis damaxasiaTebel i intonacia, JReradoba.

**dial oguri metyvel eba**

**ucx.s.l.24. moswavl e monawil eobs martiv InteraqciaSi.**

*Sedegi Tval saCinoa, rodesac moswavl e:*

- svams da pasuxobs kiTxvebs nacnob Tematikaze (oj axi, sacxovrebel i adgil i, ardadegebi, aqtivobebi, amindi, sayvarel i nivTi, cxovel i da sxva);
- monawil eobs simul aciur situaciebSi (Sexvedra, gacnoba, kaFeSi SekveTis micema da sxva);
- saubrobs tel eFoniT yovel dRIur situaciebTan dakavSirebul sakiTxebze (mag., gakveTil ebis cxril i, Sexvedris daniSvna);
- saTanadod reagirebs Tanamosaubris repl ikebze;
- cdil obs, ucxour enaze gadmosces saTqmel i saswavl o procesSi warmoqmnil probl emebTan dakavSirebiT ("ver gavige"; "es ras niSnavs?"; "rveul i Sin damrCa", "maTxove fanqari" da sxva).

**monol oguri metyvel eba**

**ucx.s.l.25. moswavl e aRwers garemos.**

*Sedegi Tval saCinoa, rodesac moswavl e:*

- martivi frazebiT aRwers sakuTar sacxovrebel s/oTavs;
- saubrobs sakuTar Tavze, axl obl ebze (piradi monacemebi, yovel Riuri saqmianobebi, gatacebebi da sxva);
- aRwers suraTs.

**ucx.s.l.26. moswavi e iZens el ementarul i enobriv-gramatikul i unar-Çvevebi da cdil obs funqciurad gamoiyenos isini.**

*Sedegi Tval saÇino, rodesac moswavi e:*

- interaqciisas SearÇevs sakomunikacio situaciis Sesatyvis mimarTvis formebs, gamoTqmehs, kl iSeehs, enobriv konstruqciebs;
- marTebul ad iyenebs metyvel ebis Tavazian da famil arul formebs;
- saTanadod iyenebs sxvadasxva Sinaarsis (TxrobiTi, kiTxviTi, Zaxil is) mqone winadadebas;
- icavs Sesabamis intonacias sxvadasxva modal obis winadadebebis warmoTqmehs dros;
- iyenebs adgil mdebareobis gamomxatvel martiv enobriv saSual ebebs;
- icavs el ementarul sintaqsur mimarTebebs winadadebebis wevrebs Soris (zmnis saTanado piri da ricxvi);
- saTanadod iyenebs naswavi I eqsikur erTeul ebs.

### **zepirmetyvel ebis strategiebi**

**ucx.s.l.27. moswavi e mimarTavs strategiebs metyvel ebis unaris xel Sewyobis mizniT.**

*Sedegi Tval saÇino, rodesac moswavi e:*

- komunikaciis warmarTvisTvis iyenebs aucil ebel resursebs (model ebi, winadadebebi, gamoTqmehi, kl iSeehi);
- sityvis daviwyebis/arcodnis SemTxvevaSi iyenebs sakompensacio saSual ebebs (mag.: mimika, Jestikul acia, perifrazireba /aRwers nagul isxmev sagans an miuTitebs raSi gamoiyeneba/ da sxva);
- xvdeba da asworebs sakuTar/sxvis Secdomebs.

**mimarTul eba: kul turaTa dial ogi**

**ucx.s.l.28. moswavi e amoicnobs informacias kul turis sferodan.**

*Sedegi Tval saÇino, rodesac moswavi e:*

- akvirdeba da amoicnobs il ustraciebze/teqstebSi asaxul saxel mwifo simbol oebis, kul turul , sayofacxovrebo real iebis (mag., droSa, Zegl i da sxva).

**ucx.s.l.29. moswavi e iCens interess da avl ens tol erantul damokidebul ebas kul turul i Taviseburebebis mimarT.**

*Sedegi Tval saÇino, rodesac moswavi e:*

- amoicnobs ucxo kul turistTvis damaxasiaTebel qcevis etikets da simul aciuri situaciiebis gaTamaSebisas icavs ucxouri socio-kul turul i garemosTvis damaxasiaTebel normebs;
- mSobl iur enaze svams kiTxvebs/iTxovs ganmartebas konkretul socio-kul turul i sakiTxebis garSemo;
- koreqtul ad gamoTqvams sakuTar azrs, Sexedul ebas, damokidebul ebas kul turul Taviseburebebeze msj el obisas.

**mimarTul eba: ucxouri enis praqtikul i gamoyeneba**

**ucx.s.l.30. moswavi e ucxour enaze ganaxorciel ebs sxvadasxva tipis proeqts (mag., kul inarul i receptebis krebul i, skol is moswavi eTa naxatebis/nakeTobebis katal ogi saiTze dasadebad ucxoenovani moswavi eebis sayuradRebod, marSruti regionis RirsSesaniSanobebis dasaTval ierebl ad ucxoenovani turistebisaTvis da sxva).**

*Sedegi Tval saÇino, rodesac moswavi e:*

- maswavi ebel Tan erTad ayal ibeben proeqtis warmatebiT ganxorciel ebis kriteriუმებს;
- gundis wevrebi damokidebl ad gansazRvraven da gegmaven gansaxorciel ebel etapebs, Semdeg gundebl erTmaneTs uziareben Sedgenil gegmas, adareben, aumj obeseben;
- maswavi ebel Tan erTad adgenen Sestrul ebis vadebs;
- maswavi ebl is daxmarebiT axdenen codnisa da unarebis mobil izebas, gansazRvraven, Tu ra codna da unarebi unda SeiZinon dasmul i amocanebis gadasawrel ad;
- gundis wevrebi maswavi ebl is daxmarebiT gansazRvraven da inawil eben funqciebs;
- gundis wevrebi moiZieben, SearÇeven da daamuSaveben informacias; ganaxorcil eben proeqts;
- warudgenen sxva j gufs proeqtis gegmas, Sav variants;
- SeniSvnebis, komentarebis gaTval iswinebiT sabol ood aumj obeseben da asrul eben proeqts.

mimarTul eba: swavl is swavl a

**ucx.s.l.31. moswavl e maswavl ebl is daxmarebiT ganWvrets Sesasrul ebel i daval ebis moTxovnebs.**

*Sedegi Tval saCinoa, rodesac moswavl e:*

- monawil eobs daval ebis warmatebiT Sesarul ebis kriteriumebis Camoyal ibebaSi;
- gamokveTs daval ebis ganxorciel ebis etapebs;
- gansazRvravs, im codnasa da unarebs, romel sac fl obs da gamoiyenebs daval ebis Sesasrul ebad;
- gansazRvravs, Tu ra codna da unarebi unda SeiZinos axal i daval ebis gansaxorciel ebl ad;
- gansazRvravs ra gauadvil deba, ra gauWirdeba, raSi dasWirdeba daxmareba, konsul tacia;

**ucx.s.l.32. moswavl e izens strategiul unarebs warmatebul i swavl ebis uzrunvel sayofad.**

*Sedegi Tval saCinoa, rodesac moswavl e:*

- saWiroebis SemTxvevaSi iTxovs daxmarebas, konsul tacias;
- samuSaos dasrul ebis Semdeg warmoadgens gamoyenebul strategiებს, adarebs sxvebis mier gamoyenebul strategiებს;
- monawil eobs gamoyenebul i strategiებს efeqturobis SefasebaSi;
- Tanxmdeba gansxvavebul i strategiებს mosinj va-gamoyenebaze;
- adarebs sxvadasxva, maT Soris mSobl iuri enis Seswavl isas miRebul gamocdil ebas erTmaneTTan, gansazRvravs Tu ramdenad gamoadgeba esa Tu is strategia sxva enis an sxva sagnis swavl ebis procesSi;
- aanal izebs Secdomebis, xarvezebis mizezebs;
- monawil eobs TviTsefasebasa da TanaSefasebaSi (moswavl e-maswavl ebel i an moswavl e-moswavl e erTsa da imave naSroms erTmaneTisagan damoukidebl ad asworeben);
- Sedegebze dakvirvebiT aRniSnavs, sad aqvs winsvl a;
- aanal izebs warmatebis Tu warumatebl obis mizezebs maTi SemdgomSi gaTval iswinebis mizniT;
- asaxel ebs faqtorebsa da mizezebs, roml ebic xel s uSl is winsvl as (mag. uyuradRebodaa, ar imeorebs masal as, ver bedavs SekiTxvis dasmas, eSinia Secdomis daSvebisa da sxva);
- asaxel ebs, ra cxovrebiSeul situaciebSi SeiZl eba gamoiyenos ucxour enaSi miRebul i codna da gamocdil eba.

**ucx.s.l.33. moswavl e iyenebs resursebs saswavl o saqmianobis xel Sewyobis mizniT.**

*Sedegi Tval saCinoa, rodesac moswavl e:*

- efeqturad iyenebs saxel mZRvanel os resursebs (l eqsikoni, struqturul i nimuSebi, gramatikul i cnobari, il ustraciebi da sxva);
- moiZiebs informacias rogorc skol aSi, ise skol is gareT misawvdom resursebSi (saxel mZRvanel os Tval saCinoebebi, l eqsikoni, skol is/sofl is/qal aqis bibl ioTeka, maswavl ebel i, kompetenturi piri, interneti da sxva);
- moiZiebs informacias/saswavl o masal as informaciul sakomunikacio teqno logiebis (ist) meSveobiT;
- iyenebs ist –s ama Tu im masal is/teqstis Sesaqmnel ad/dasamuSavebl ad.

**ucx.s.l.34. moswavl e mimarTavs sxvadasxva xerxs l eqsikuri maragis gansamtkicebl ad da gasamdirdrebl ad.**

*Sedegi Tval saCinoa, rodesac moswavl e:*

- sistematurad imeorebs ganvl il l eqsikur masal as;
- amokrefs cudad aTvisebul l eqsikur erTeul ebs;
- iyenebs damaxsovrebi sxvadasxva xerxs (ramdenj erme gadawera, xmamaRl a gameoreba, erTi fuZis sityvebis, antonimuri/sinonimuri wyvil ebis daj gufeba, asociereba, konteqstSi gamoyeneba, Tematikis mixedvit daj gufeba da sxva).

**ucx.s.l.35. moswavl e iyenebs strategiებს gramatikis iol ad aTvisebis xel Sewyobis mizniT (gasaadvil ebl ad).**

*Sedegi Tval saCinoa, rodesac moswavl e:*

- konkretul magal iTebze dakvirvebiT amoicnobs gramatikul struqturebs/wesebs;
- iyenebs amocnobil struqturebs/wesebs gansxvavebul konteqstebSi;
- adarebs erTmaneTs ucxouri da mSobl iuri enebis gramatikul struqturebs/kanonzomierebebs;
- iyenebs da Tavdac qmnis sqemebs, tabul ebs, struqturul model ebs.

**ucx.s.l.36. moswavl e TanamSroml obs Tanakl asel ebTan, maswavl ebel Tan, mewyvil esTan Sedegebis gaumj obesebis mizniT.**

*Sedegi Tval saCinoa, rodesac moswavl e:*

- amxnevebs mewyvil es, Tanagundel ebs;
- iTxovs/sTavazobs daxmarebas;
- koreqtul ad miuTitebs sxvebis mier daSvebul Secdomebze;
- monawil eobs TanaSefasebaSi Sedegebis urTierTgaumj obesebis xel Sesawyobad.

## INTRODUCTION

### Who this book is for

“Get Going!” is designed for beginners in learning the English language in Middle or High school.

### Course objectives

The overall objectives of *Get Going* are:

- to bring learners to a level in English which corresponds to the **S-I** level of standards set out by the Ministry of Education and Science (See Standards, **swavi is Sedegebi da indikatorebi**).
- to provide learners with adequate training in mastering the first level.
- 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 motivate students to be actively involved in their learning.
- to cater for different types of intelligence and learning styles.

### Course description

**Get Going!** is a one-year course. It represents an intention to introduce into schools in Georgia materials which are in line with modern approaches to foreign language learning. It also introduces the American variant of English. The course provides learning materials for 144 contact hours: 14 units, about 9 (At the beginning, in Units 1 – 3 less, in the following units – more) contact hours for each unit, plus time taken for self-assessment (after every 2 units) and trimester final tests.

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

In order to develop in students a skill of being independent, the textbook provides also tasks for **self-assessment**, which the students do independently, consolidating their achievements and learning how to develop the skills of reading, writing, listening or speaking.

**Important:** The teacher does not participate in the self-assessment procedure in any way.

*Below is the procedure of how to teach these skills.*

### How to teach reading

In this book we begin teaching reading not by letters, but by whole images and whole utterances - “Look-Say” method. The learner can recognize a written word in the same way as s/he can recognize an object when s/he sees it. For example, s/he does not have to check for separate parts of the body to be able to recognize a cat. In the same way, s/he should not have to read a word letter by letter to be able to recognize that it is “cat”. This will come later, when the learner comes across one and the same letter in different words, for example “d” in dog, dig, do, dress. At the initial stage s/he sees an object and the word signifying it and memorizes the whole of it.

**The learner's first acquaintance with English script** starts at the very first lesson, through reading (recognizing, memorizing) his/her own and friends' names. The next step is reading object names in their immediate surrounding. This approach should also help students to develop a fast reading technique.

All print given in the Student Book is material for reading. There are instructions for doing exercises, which learners have to read and follow; there are texts of exercises, which they have to read and write; besides, there are special exercises to train students' ability to associate the print with the meaning, like matching words/sentences with pictures, finding objects in the picture according to a list of objects, solving math problems, to find either the correspondence or difference between texts, or between a written text and picture, identifying the order of items, categorizing, reading the instructions how to fill the grid, predicting vocabulary (fill in the blank) solving riddles, reading stories, doing exercises to check reading comprehension, like finding true and false sentences, reading the text for main ideas, and so forth.

**Listen, read and number.** This exercise is used throughout the textbook to help students remember the written forms of newly introduced words.

Procedure:

- Sts look at word list in boxes in textbook. They have to number the words in the sequence you read them.
- Say the names of the objects, in random order. Write on the board the numbers in a list as you call them. (So that they do not make mistakes in numbering). For example: Number 1 is 'little' –write just number 1 on the board.
- Students listen, look at the words, find the one you read, and insert the number in the correct box.
- To check, draw on the board empty boxes, like the ones in the textbook. Then either repeat the exercise with one student at the board inserting the numbers in the boxes, or invite students to repeat your sentences, e.g. No. 1 is *little*, etc., while you insert the numbers in the boxes.

### How to teach writing

The stages in teaching writing are:

- 1) Writing capital and small letters.
- 2) Writing words.
- 3) Writing a sentence.
- 4) Writing a short message.
- 5) Filling in a form, writing a day schedule.
- 6) A short letter.
- 7) Information – a recipe, a menu, a catalogue.
- 8) A person's description.
- 9) Description of a house, apartment.
- 10) Using punctuation, prepositions, correct grammar, like third person singular 's', word order.

## DICTATIONS

It is recommended that the teacher give a short (two or three sentences) **dictation** based on the material of each lesson at least once a week, depending on the frequency of class meetings. Dictations will give the students practice in spelling, handwriting, and listening skills, as well as reinforcing vocabulary and grammar structures.

Take care to pronounce words and phrases carefully and naturally. You should tell the students that you will read the dictation three times: first, read at a normal pace, so that students can just listen (without writing) to get an idea of what it is about; second, you will read slowly, pausing to give students time to write; third, you will read it again at a normal pace so that students can check their work.

### How to introduce new language (vocabulary, grammar)

**Students remember better and easier** if they have **to guess the new word** instead of being told the meaning of the word. So we suggest the following **technique when introducing new language material**:

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 typical teaching procedure** (for elementary students)

- 1 Show a set of pictures (not more than about eight if they are unknown) on the board, so that every student can see them.
- 2 If you think they may not be clear, make sure (in L1) that the students know what the pictures represent. (But do NOT tell them what they are in English!)
- 3 Invite one student - preferably a volunteer - to stand at the board.
- 4 Give instructions to this student to show, or point to, one of the pictures. You might say: *Show me the table. Point to the pencil. Show me the picture with 'come here'. Point to the picture with 'open the door'.* Or your instruction might be in question form; for example: *Which is the table? Where is the girl? Which picture is 'open the window'?* The student must show or point to the corresponding picture.
- 5 If he shows the correct picture, say: *Well done!/OK!/Fine!/Very good!* If his guess is not correct, repeat the instruction, saying: *No, that's not the (tree). Show me the (tree).* Repeat the instruction clearly until he finds the correct picture.
- 6 When this student has correctly identified 3 or 4 pictures, invite another student to the board. Ask him to identify 1 or 2 of the previous pictures and then 1 or 2 new ones.
- 7 Continue with other students, ending with one or two 'weaker' students, until you judge that every student can identify all the pictures.

### **How to help remember vocabulary (Language games)**

#### **1. ESL Game Circle-a-Word**

**You can practice almost any language material.**

This classic classroom game will wake up the doziest class.

It can be used for anything from learning the alphabet to revising irregular verbs. There are many variations dependent only on the teacher's imagination.

The basic idea is that the teacher covers the board randomly with words or letters. If, for example, you are teaching the alphabet, you might cover the board haphazardly with all the vowels and some of the more problematical consonants. It's a good idea to repeat some of the letters, perhaps in upper and lower case.

The class is divided into two teams. One team is given a white piece of chalk. The other team is given a different colored piece of chalk. (or, if there is a whiteboard in the classroom, a blue whiteboard marker and a red marker). The teams line up on either side of the board, with the students in front holding the chalk (or markers). The teacher calls out a letter and these students try to find it and draw a circle around it. Change students every time or every three times, and so on. The team with the most number of circles at the end wins.

This variation is called "Flyswatter." There are 2 teams, whose members take turns. Someone needs to keep score. The teacher calls the item and only the students who are up (one from each team) can look for it. Team members can't help them. The first one to swat the correct answer wins a point for his/her team.

**Some possible topics** (can be mixed):

- alphabet
- numbers
- dates
- times
- irregular verbs (for example, write 1<sup>st</sup> form and call out 2<sup>nd</sup> or vice versa)
- prepositions



- vocabulary

## 2. Touch the card.

- At home, students cut out flashcards with object pictures on one side, and names on the other from the workbook and bring them to class.
- Divide class into groups of about 6 students.
- Flashcards on the desks, face up. You call out the object name, students show you the card.
- Demonstrate how to give directions. For example, say "The time for this game is 5 minutes."
- Continue with students giving instructions.

Invite a student to the front. Instructions are *show me, give me* - all object names on flash cards. You supervise, the student who makes a mistake, is "out". Declare students remaining after 5 minutes the "winners".

## 3. What's in the Bag?

Keep students guessing with this antonym game. Give each student a paper bag with a "mystery" item inside (a small, everyday item, such as a pencil, stone, sticker, or toy car). Challenge students to write antonym clues for their mystery items. Then let each child read the description of his or her item and give the class a chance to guess what it is. For example, if a student has a new, sharp pencil in her paper bag, she might say: "My object is short and thick. It is old. The tip of it is dull." Your students will love this antonym challenge.

## 4. Who am I Not? (Antonym Riddles)

Here's a great "getting-to-know-you" activity that challenges students to use antonyms. Begin by asking each student to write his or her name and five simple, self-descriptive statements (clues) on a note card. For example, a student might write: I am a girl. I like to play basketball. Then, ask students to write opposite statements using antonyms on the other side of their cards. The same student might write: I am a boy. I don't know how to play basketball. When the riddles are complete, collect them. Each day over the span of a week, read a few antonym riddles out loud and invite the class to guess who wrote each one. By the end of the week, everyone will know more about antonyms and each other!

For younger students: As you read each clue, write them on the board so that children can follow along and read each antonym out loud.

## 5. What I Did (Didn't Do) This Summer

Students explore the concept of antonyms with this twist on the classic "What I Did This Summer" essay. Begin by having students write some phrases about their summer (or other) activities. Then ask them to write a second version in which they substitute opposite words (antonyms) wherever they can. For example, "It was rainy every day at the beach" could become "It was sunny every day at the beach." This will not only help them to understand opposites, but stretch their creative thinking skills as well. When students finish, post all the versions randomly on a bulletin board and see if students can match them up.

## 6. HOT POTATO Game

You should play this game with students near the beginning of the class period, while they are still "fresh" and full of energy! Play a musical cassette on your tape recorder. While the music is playing, the students play "catch" with any small object--a beanbag, small soft toy, or ball. Stop the music at any moment. When the music stops, the student who has the "hot potato" at the moment must talk on one of the topics which have been written on the blackboard, for about one minute.

## 7. Vocabulary drill

(to help remember vocabulary)

It is most important that students memorize ALL new vocabulary for each lesson, because if each set of new words is not learned very well, student progress in subsequent lessons will certainly be impeded. It is the teacher's responsibility to insure that ALL students know ALL the vocabulary words. You will find that some students learn the new vocabulary quite well on their own, while others never seem to have the time or inclination to do so. It is this latter group with whom you must spend time in class. Use one or both of the following Vocabulary Drill methods in class, keeping in mind that short intensive drill-periods bring the best results.

Both of the following drill methods are self-monitoring techniques. You will notice two results in using a technique of this kind: first, students become responsible for grading their own drills, thus removing the burden of drill-grading from the teacher; and second, students compete only with their own past record, not with each other, so that they become responsible for their own progress.

**Vocabulary Drill Method #1:** This is a silent writing drill which the student may do on scrap paper.

- a. Write the new English words in a column down the left hand side of a blank piece of paper.
- b. Fold the paper along the first column line.
- c. From memory, write the Georgian equivalent of each word next to the English word. Then, using the book, correct any mistakes and write in any missing equivalents.
- d. Fold the paper along the second column line so that the English words are covered, and only the Georgian equivalent is showing.
  - e. From memory, write each English word in the third column next to the Georgian one. Then, using the book, correct any mistakes and write in any missing equivalents.
- f. Fold the paper along the third column line so that the Georgian words are covered, and only the English ones are showing.
  - g. Continue in this manner: writing vocabulary from memory, checking, and folding, UNTIL YOU KNOW 100 PERCENT OF THE NEW VOCABULARY.

### **Vocabulary Drill Method #2:**

Students must write the Georgian equivalent of the new English vocabulary (or vice versa) within 60 seconds. Use 60 seconds of taped music (instruments only--no singing voices) followed by 10 seconds of silence. Students use the 60 seconds of music to write or correct their work, and the 10 seconds of silence to rest or change tasks.

The music acts as a non-invasive timer. Every 60 seconds the student is either practicing writing vocabulary meanings from memory OR checking and correcting his/her errors.

The drill is NOT complete until the student scores 100% correct. Students do not compete with each other. These drills are not to be graded UNTIL the student has achieved 100%. Each student completes only with him/herself. Every student will eventually score 100% on every new vocabulary list. The total daily drill time for the class must not exceed ten minutes.

### **How to teach listening**

#### **Procedure for listening tasks**

**Each text for listening goes through the following stages:**

1. Identifying vocabulary. For example, in the text about animals – *dog, cat, horse, cow, monkey, mouse, wolf, rabbit, turkey*.

You can also use the procedure described above, in the Introduction 'How to introduce new language (vocabulary, grammar)'. Or get students to listen to the recorded words and to match the pictures with the names, then see who has done what, and correct.

2. **Listening** to the text on CD (or read by the teacher).

There is some new vocabulary in these texts. The learner's ear has to hear it several times before they learn exactly what each means. **They should be given some time for guessing.**

a) So at the first (and second, or third listening, if once is not enough) the listening task is to check off the specific vocabulary to be learned in the unit – e.g. animal names, as they hear them.

Then they read what they checked off from the list and compare what they checked off in class. One word/phrase is usually extra; e.g. 'Wolf'

b) During the next listening, students have to check off all other new words and phrases, even though they don't know their meanings. You can ask them if they can guess the meaning of some of them from the context, or tell them to read the Georgian phrases below, in the next task.

Next step is (silent) reading, during which students see the words/phrases, and deducing the meaning.

### How to teach speaking

The stages in teaching speaking are:

<ol style="list-style-type: none"> <li>1. Pronunciation</li> <li>2. Using correct intonation, sounds.</li> </ol>	<p><b>In dialogues:</b></p> <ol style="list-style-type: none"> <li>3. Dialogues on everyday situations – introductions, ordering food in a café, etc.</li> <li>4. Telephone conversations</li> </ol>	<p><b>In monologues</b></p> <ol style="list-style-type: none"> <li>5. Describing one's own apartment, family</li> <li>6. Speaking about one's likes and dislikes</li> <li>7. Choosing forms of address suitable for the situation.</li> </ol>	<p><b>In groups of four.</b>          Sts choose <i>Interviewer, Observer, Secretary and Presenter.</i>  <i>Interviewer</i> asks everybody questions according to the task.  <i>Observer</i> sees that everybody speak English, keeps count of the words spoken in Georgian, and reports to the class.  <i>Secretary</i> keeps records.  <i>Presenter</i> tells class the result.          The winner group is chosen basing on their report.</p>
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### How to teach Everyday Conversations (at the beginning of each lesson)

For each lesson, the teacher should demonstrate correct pronunciation, stress, and intonation in teaching the Everyday Conversations and Classroom Requests. Students should repeat each phrase or sentence after the teacher; then they should practice in pairs. The teacher should monitor without being overly intrusive. It is best to "echo" corrections rather than interrupting student utterances to correct every mistake.

### How I do it

I generally MODEL a new conversation before telling them what it means. I sometimes prepare 2 students beforehand for this, or I tell the students I am going to **pretend to be 2 people**. (They love it when they think I'm going to do something crazy.) Then I use different voices and change positions to model the new conversation. I tell them NOT to shout out the translation, but simply listen, and when they know what I'm talking about, to raise their hand. After several repeats, I have students tell each other what it's all about, and we go on listening and repeating, both as a class and with partners.

I do not call on students in the same order all the time, but rather randomly, so they cannot anticipate when they'll be called on. (Pat Hall)

### How to conduct work on projects

#### Procedure for the task

This activity is designed to help students get accustomed to using the English language for practical purposes. They are given a task – in a group, not individually, so that they speak English in the process. At

the end they have to report to the class – What they created, i.e. the outcome of the project, and how they did it.

They can take a survey with questions based on the vocabulary.

Example from unit on animals: A survey to see who has an animal/s

1. Do you have a cat or a dog? What? How many?
2. Do you own a horse?
3. Do you own a farm animal, like a cow, or rabbits or turkeys?
4. Do you have an unusual pet, like a monkey or a hedgehog?
5. You don't have a ROBOT, do you?

After the responses are gathered, the results are tabulated and presented to the class.

You can organize these presentations as a competition, at the end of which the winner is nominated, which makes it more motivating, and more fun.

The class elects a jury – 2-3 students, who count 1) the vocabulary of the lesson used in the report, 2) the mistakes made. The winners are nominated after several reports.

### **How to begin a lesson**

Good planning is half the teaching battle. Good execution is the other half. You should always start each lesson promptly. Make the students realize that if they are not immediately ready for business when the class begins, they lose something. Have a system and routine for taking attendance and making announcements.

For example, one teacher has a five-minute quiz on the blackboard reviewing one phase of the previous day's lesson ("Let's Review" section). Another starts with a five-minute dictation reviewing a previous text. You may wish to start with a routine conversation ("Let's Chat" or "Hot Potato", for example) or a Vocabulary Drill.

Here is another idea for opening the class session:

**SCRAMBLED SENTENCES:** Because students often sit in the same seat, day after day, this activity encourages them to sit beside and work with someone they don't know. You should write out a sentence that contains one word for each member of the class. Put each word on a separate slip of paper, for example:

The - weather - today - will - be - cloudy - with - a - 50 - % - chance - of - rain.

Scramble the slips of paper. As the students come into the classroom, give them each a slip of paper with one of the words. They have to consult with each other to unscramble the sentence and seat themselves in order, according to the word order of the sentence. When everyone is seated, they call out their words, one after another, to form the original sentence.

Remember that your goal must be "**active student / passive teacher**". That means that your students should be busy in some activity most of the time, rather than the teacher talking most of the time. The teacher's job is one of **management** and **supervision**, that is, guiding student activity, not lecturing constantly.

Always strive to keep your students actively occupied, rather than yourself. Students learn more when they are active and not passively listening, and the teacher's time is better spent in encouraging this active behavior.

Praise freely. Teaching should be primarily stimulating and positive rather than critical and negative. Your aim is to release language power as well as to develop it.

### **What you need to know before using the teacher's notes of *Get Going!***

Conventions used in the text

**Activity numbers and letters.** Activities in the Student's Book are numbered. The same numbering is used in the teacher's lesson notes for the teaching steps for these activities.

Activities which are not given in the Student's Book, but need to be done to explain new grammar or other, are preceded by letters: A, B, C....

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

**Abbreviations:** L1 stands for the student's first language, native. L – lesson.

SB stands for Student's book, TB – Teacher's book, WB – workbook.

st. – student. sts – students.

**Slashes:** The use of a slash (/) indicates that you can use any, or all, of the items which are linked by the slashes. For example, if you read: *Ask the students to tell you where they were at midday/6 o'clock/midnight on Sunday*, this means that you can choose any of these times for your question.

## Teacher's notes for each lesson

### Unit 1 Getting started

#### Lesson 1

A Introduce yourself to the class.

- Coming into the classroom greet the class and introduce yourself in English. You should speak clearly and naturally. You may repeat your greeting a few times. *Hello, I am your English teacher, my name is...*

- Write your name in English on the board. (For example, Marina – first letter – capital, others – small. Introduce the usual forms from the start).

1. Address students you think you know and get them to confirm their names. T: *Your name is (Giorgi), is that right?* S: *No/Yes. Is your name Nato?* S: *No/Yes*

- Address students whose names you do not know and find out their names. Try to guess names, saying names at random and getting them to say *No* and *Yes*. T: *What's your name? Is it...?* S: *Yes/No*.

**All work in this lesson is oral.** See **How to teach Everyday Conversations** in Introduction.

You must NOT dwell on specific vocabulary and grammar rules at this point. Each conversation should be learned by rote. The conversations should be drilled again and again, so that the student's response becomes automatic.

**2. Identifying objects** – first acquaintance with English words printed.

1)

- As most of the objects to be learned in this lesson can be found in every classroom, you can put some of them on or near your desk: *book, notebook, table, pen, pencil, desk, chair, CD/DVD*.

- Invite one student to your desk.

- Instruct student to listen and point to objects as you say. *Show me the (book)/Show me the (pencil)*

- Repeat the instruction clearly until student points to the correct object: *No, show me the (book)*. (student points to book) *Very good/Well done. Now show me the (chair)*.

- Invite other students to come to your desk and identify 3 or 4 objects in the same way.

Continue until you are satisfied that all students can identify all eight objects. Then get the students to answer – *Here is...*

2)

- Put up each object/point to it, students call out the name, you print it on board. Continue until you print all words. No rules!

- Students look in the books, find the objects and corresponding words and write the name number next to the picture.

### 3. Give commands and answer them. Do it with a partner.

- In this activity focus your attention on **the/a**.

For this put several of each object – at least 2 – on the table, ask a student to show you – first ‘a’, then – ‘the’ object – point to it. Or – use ‘the’ and point to the object the student has pointed to.

Then ask students to sum up – in which case you said ‘a’ and ‘the’.

Refer them to the grammar reference.

- **With a partner. Students** do the activity.

### 4. Reading. Find your name

If your students **don’t know** the English alphabet:

**This activity can be done in two ways.**

#### 1 – with younger students (7<sup>th</sup> grade)

• Return to speaking about the students’ names. (After you find out each student’s name) give out the name cards. If possible, students attach the cards to their shirtfronts for everybody to see. Give them some time to study their cards and those of the students sitting near them, so that they can get acquainted with English letters. Give them time to walk around the class and look at everybody’s cards.

- Divide class into groups of about 6 students.
- In each group, put the name cards face up.
- Call out a name from your register. The first student to touch the correct name stands up. Call out other names until all cards have been touched and all students are standing.

#### D. Group competition to identify written names.

- Write the students’ English names on the board, divided into two columns. Label the columns A and B.
- One student from each group and one ‘referee’ stands at the board.
- Call out the names on the board: students at the board touch the name called out.
- For each name called out, the referee marks up a point for the team of the student who touched it first.
- Play with several pairs of students at the board, replacing names by others, until one team has reached 20 points.

#### 2 – with older students (10<sup>th</sup> grade)

Read the names in SB – students look in the book, compare and find.

Then students pick out their names, or, if they can’t find it there – ask you to write them on board.

## Unit 1 Lesson 2

**1. Students** first listen to the dialogue, then repeat it. The conversations should be drilled again and again, so that the student’s response becomes automatic. Tell them, that the second form of introduction is informal, between people of their age.

### A. Touch the card.

- At home, students cut out flashcards with object pictures on one side, and names on the other from the workbook and bring them to class.
- Divide class into groups of about 6 students.
- Flashcards on the desks, face up. You call out the object name, and students show you the card.
- Demonstrate how to give directions, and then say that the time for this game is 5 minutes.

- Continue with students giving instructions.
- Invite a student to the front. Instructions are *show me, give me* - all object names on flash cards. You supervise. The student who makes a mistake is "out". Declare students remaining after 5 minutes the "winners".

## 2. Differentiating *he/she/it*.

Point to yourself and say *I*. Point to a student in class and say *you*. Say a boy's name (Levan) - *He is a boy*. Say a girl's name (Tina) - *She is a girl*. Write *he* - *she* on the board.

When you say a boy's name from class, students say "he" and point to this boy. When you say a girl's name from class, all students point to this girl and say "she".

In the same way, teach the words '*boy*', '*girl*', '*man*', '*woman*'.

## B. Identifying written forms of words (without the pictures).

This exercise should be done in steps.

Books shut. Write (print) on the board object names in English. Invite 2-3 students to the board. Ask '*Show me a book. Right! Well done! Or 'no, it is not a 'book!' It is ...read the word. Show me a book!*' Continue until all students identify all eight words from the previous lesson. Invite another three students, and get them to identify all eight words, too.

### Optional. READ AND PASS ON. (5-7 minutes)

- Print the names of objects on slips of paper--about one for every two students.

#### **BOOK, TABLE, PENCIL, and so on.**

- Students stand in one or more circles of about 6 -10 each.
- Read aloud clearly the names on the slips and hand them to one student in each circle in turn.
- The student receiving the slip reads it aloud and passes it to the student on his/her right, who reads it aloud and passes it on.
- All the slips are passed around the circle like this, from person to person, each reading the name aloud.

## C. Identifying numbers 1-10. (3-5 minutes)

- Write 1 – 10 in figures on the board, invite 2-3 students. Say: *show me number 3, number 6, and so on*. Continue until all students in class can identify all numbers.
- Students count in chorus, together with you,
- individual students count to 10,
- Individual students count backwards: *ten nine eight seven six five four three two one zero*
- What's next? You say two or three numbers, and then students, in turn, say the next one. For example, *3,4,5, - Students: six! 9,8,7, - Students – six!*
- Match the words with numbers on the board – one by one. After everybody has had a chance to match a number with a word, proceed to next exercise, 4.

**3.Count.** Students, taking turns, do arithmetic problems (orally). One plus four is five; nine minus three is six, and so on.

**4. Write the numbers.** Students read the numbers in words silently and write the corresponding figures. Check by inviting individual students to the board and getting them to write numbers in the sequence in which they are written in the textbook.

**5. Plural of nouns.** This exercise is done orally. Students look at the model for comparison: a book -3 books, and deduce that to form plural, 's' is added to the noun. Then they say the number+object name, adding 's'. You can arrange this activity as pair work, to give more students a chance to speak.

**Lesson 3**

**1. Conversations**

For procedure see Introduction "How to teach Everyday Conversations". The conversations should be drilled again and again, so that the student's response becomes automatic.

1 conversation: SeiZI eba wyal i davi io? – Kki, SeiZI eba./ara, ar SeiZI eba.

SeiZI eba tual etSi gavide? - SeiZI eba./ara, axl a ar SeiZI eba.

**2. What's your name? – Choose an English name for yourself.**

Students listen to the names on tape, then everybody chooses an English name for themselves, writes each on a desk-plaque and has it on their desk in every English lesson.

Is your name ...? – Yes, it is/No, it isn't.

Then they try to remember each other's names and continue asking questions around the class:

*Is his name Robert? Is her name Britney? – Yes, it is/No, it isn't.*

GIRLS' NAMES	BOYS' NAMES
Amy	Anthony
Ann	Charles
Britney	Darren
Caitlyn [kaitlin]	Frank
Emily	George
Karen	Greg
Linda	James (Jim)
Mary	John
Meagan ['megan]	Mark
Michelle	Michael
Nancy	Nick
Rebecca	Philip
Robin	Robert
Sara (Sally)	Thomas
Sharon	William (Billy)
Susan	Zachary

**3. Names of objects.** With books shut, tell students in Georgian ( L1) they are going to identify these objects: *classroom, window, door, bag, computer, CD, laptop, CD player.* Then, without translating, tell the students in front to show or give you these objects. For example, *Show me the door. Give me a CD, Show me a window.* As each object is correctly identified, print its name on the board. When these new objects have been identified, continue the instructions with these objects plus the eight from Lesson 1.

- Print *Show me, Give me* (on the board).
- Invite 1-2 students to take your place and give similar instructions.

**4. Guess the actions.** (For procedure see Introduction, "How to introduce new language.")

**Students** have to identify the action words –

- |                 |                           |                         |
|-----------------|---------------------------|-------------------------|
| 1. Come in. c   | 5. Open your book. f      | 9. Turn off the light h |
| 2. Come here. e | 6. Close your notebook. a | 10. Go to the window. d |
| 3. Sit down. k  | 7. Open the window. g     | 11. Turn on the light i |
| 4. Stand up. j  | 8. Close the door. b      |                         |

**5. Speaking.** *May I open the door? – Yes, You may.*

*No, you can't open it now.*

In this exercise students should learn how to ask for a permission, using the verb 'may' and how to answer the question in the affirmative with 'may' and in the negative with 'can't'.



Get them to ask for a permission to do any action they learner so far – see the commands above – *come in, turn on /off the light*, etc.

Get them to do it in pairs, in front of the class.

**6. Where are... Here they are.** Tell students (in L1) that the singular form “is” becomes “are” in the plural form. For example, *Where is the book?* – *Where are the books?* Practice the question and the answers with all previously taught plural objects: first with individual students, then all together, then in pairs or groups of four.

7. Identifying more objects (**written**). 10 minutes

- Invite 2-3 students to the board. Print the object names (of the previous lesson) on the board, and tell them to point to them. For example, *Show me the word 'chair'*. student points to the word on the board. If s/he makes a mistake, say: *No this is the word...* (read the word), *Show me the word 'chair'!* Ask another student to correct it. Continue with all words. Then - with

• **Touch the card activity.**

Do this exercise first with object pictures (cut out from the workbook appendix), then – with the printed words. (For procedure see, Unit 1 Lesson 2, A.)

**6. Listen, read and number.**

## Unit 2

### HOW DO YOU SPELL THIS WORD?

#### Lesson 1

**1. Conversations.** For procedure see Introduction.

**Differentiate** *his – her*.

After students act out the conversation, draw their attention to these pronouns.

- point to different students in class – a boy – students should call out '*his name*', a girl – '*her name*'.
- say Georgian names – boy's-girl's . Students call out – after a girl's name (e.g. Nino) *her*, after a boy's name (e.g. Zuriko) *his name*.

**2. Identifying new vocabulary** - long – short big – little thick - thin

Use the procedure described in the Introduction “How to teach new language.”

Then - Circle-a-Word game: print on the board all other previously taught words, plus these. Continue until all the words have circles, and announce the winners. Continue with Yes/No questions about previously taught words having these qualities: *Is this a long pencil, a black box, a big window, a short pencil*, etc. Get students to answer Yes/No.

**b) Hot potato Game.** For procedure see p.20.

**c) Continue practicing, add *this/that*.** Model: *Is this book bog? No, this book is not big, that book is big.*

- You ask – student, in turn, answer, or – call out answers, whoever is ready.
- When you see that students are ready, get them to ask you questions, and you answer.

**3. a) Circle a word.** For procedure see p.19. This exercise helps them to recognize and memorize the written forms of the newly learned vocabulary.

**b) Listen, read and number.** For procedure see p. 17: How to teach reading.

#### Lesson 2

**1. Conversations.** For procedure see Introduction.

**Grammar** *him her them*

- 1.Four students – two boys and two girls – stand in front of the class. The teacher gives a boy some object – a book or a pencil, and says, addressing class: *I give him a book*. She writes on the board the word '*him*'. Then she gives another object to a girl and addresses class: *I give her a book*. She writes on the board the word '*her*'. Then she separates a boy and a girl from the

group, and gives them an object, addressing class: *I give them a book* She writes on the board the word 'them'. She does so 3-4 times. Then she asks class, in Georgian, in which case she used each of the words on the board – *I – me, he – him, she – her, they – them + in Georgian: me momeci, mas miei (2 varianti -bills Tu gogos), maT miei. .*

- The next step is inviting students to take the teacher's role.
- The next step is competition. Divide the class into two groups. Each group sends a team member to the front. There are four students standing to receive what is given to them. There are some objects, the names of which the students know, on the teacher's desk. Two students – one from each group – are task givers. They, in turn, announce: "Book – to Rebecca"; "notebook – to Sara," "a green pencil – to Sara and Nick", and so on. The competitors, in turn, have to say: *I give him (her, them) a book( pencil...)*

One student from the class is appointed to count the mistakes – S/he draws a line for each mistake on the board for everybody to see, in order to avoid cheating.

The competition continues until all objects are given out. The group whose representative has made the fewest mistakes wins.

#### 4. Teach the Alphabet. You can use the ABC song, which makes it easier.

**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

Then – to help them remember the letter names, choose either

a) **Game: Bingo!** Students choose 8 – 12 letters, write them in the table, like the one below, and cross out the one that the teacher reads. They say **Bingo!** when they cross them all out – the first one is the winner!

<b>A</b>	<b>D</b>	<b>K</b>
<b>a</b>	<b>h</b>	<b>T</b>
<b>W</b>	<b>B</b>	<b>b</b>
<b>V</b>	<b>S</b>	<b>t</b>

b) A Sample Game table with more squares for letters is in workbook Appendix. Get Students to cut out the tokens to cover the square with the letter the teacher calls out, so that they can re-use the table they make once, or exchange it with other Students. They could paste the tokens and the table on a cardboard.

**A. Find someone whose name begins with A; B; and so on. Name something in the classroom that begins with ...**

**A. Draw the Students' attention to small and capital letters – different from Georgian. Say, that Every letter can be a capital letter or a small letter.**

Ask - What is the first letter of a name? (in Georgian).

#### 5. Spell your name.

Students in class stand up, and taking turns, spell their names – first the original Georgian name, then – the English name they've chosen for themselves. While they spell it, you the teacher, write on the board what they say, even if they make a mistake. Everybody will see, if it is right or not. Students then can suggest the correction.

### Lesson 3

#### 2. Identifying the colors.

a) (Oral). Invite 4-5 Students to your desk. Colored pencils on a table, instruct Students: *Show me the red pencil. Show me the brown one. Give me the green one.* Put 7 colored pencils on your table. Say 3 color names. Invite a student to the front, and ask him/her to show you one of these colors, for example *a red pencil.* Let him/her try, until s/he gets it right. Then continue with other colors, asking other students to guess. Each time add one more color, saying all of them distinctly.

- (Written). The same words, i.e. color names, on board, point to a word, don't say it, s/he takes the correct pencil.
- Ask 4-5 students. Point to a pencil. One of the students has to point to the word on the board. If it is wrong, another student from the group corrects it. Continue until they get all colors right.
- Get students to join you together to say all the colors while you produce the corresponding colored pencil.

#### **B. GUESS WHAT COLOR.** Guessing game with colors.

##### Variant 1.

Put a colored pencil on a student's head, without him seeing it, if it falls, he loses. If it doesn't fall, the student asks 3 questions to guess the color. After which he wins or loses.

##### Variant 2.

Attach a colored sheet, or a card to a student's back, he tries to guess the color asking "Yes-No" questions.

E.g.: *Is it red?* - *Yes/No, etc.*

If he/she does not guess, he asks - *What color is it?* Class answers and he loses.

#### **3. Give commands and answer them.**

This exercise combines the vocabulary learned in the previous lesson (give me/him/her/them) and the new vocabulary (colors).

Procedure:

1<sup>st</sup> step: Invite two students to the front. Place colored pencils on your table. They, in turn, take a pencil, point to a student in class, and give a command to give him/her/them or show him/her/them the (color) pencil. You can tell them, that if they add 'please' to the command, it will be a request.

2<sup>nd</sup> step: Students, in pairs, have some colored pencils in front of them, on the desk, and do the same. The student to whom the command/request is addressed, performs the action.

Students should NOT pretend that they are performing the action, get them to actually DO what they say.

**4. Compare.** This is a reading exercise. So far, the students were encouraged to read whole words, without analyzing WHY they are pronouncing them in this way. At this point we, little by little, tell them to analyze what they are reading, and the first rule is – pronunciation of vowels: long and short. Students are told to compare and deduce the rule. We don't give them the rules, because there are numerous exceptions, too. So they read the words by analogy. Then they practice reading a list of words, familiar to them, now –having the rule in mind.

**5. Circle –a Word. a)** For procedure see p. 19. This exercise helps memorize the written forms of the familiar words. After which they test it by task -

##### **b) Listen, read and number.**

- Students have to number the words in the sequence you read them. Say the names of the eight objects, in random order. Write the numbers on the board in a list as you call them. (So that students do not make mistakes in numbering).
- Students listen, look at the words, find the object name, and then put the number in the correct box. Give one example.
- To check correctness, draw empty boxes on the board like the ones in the student book. Then either repeat the exercise with one student at the board inserting the numbers in the boxes, or invite students to repeat your sentences. For example, "a book is No. 3," and so on, while you insert the numbers in the boxes.

### **Unit 3**

#### **What do they look like?**

##### **Lesson 1**

**1. Conversations.** See Introduction.

Explain that this dialogue is a formal introduction, used when greeting an adult. The answer to *How do you do?* is not 'Thank you', it is either also *How do you do?* - which is very formal, now people don't use it, they mostly say "*Nice /pleased to meet you*", even in formal situations. At this stage, from this conversation the students should remember just - How do you do? Nice to meet you.

#### A. New vocabulary.

This is the vocabulary which students will come across in the reading text that follows. Pre-teach this vocabulary:

- Write these words and phrases on the board.
- Invite 2 students to the front.
- Read each English word/phrase, the students, in turn, point to any of the Georgian equivalents, which they think appropriate.
- If (and most probably) it is wrong, say – Wrong! and read the word/phrase again. Now the other student is given the chance to guess which it is.
- When the correct Georgian-English pair is guessed, get everybody to repeat it out loud.
- Continue until all Georgian-English pairs are found in this way.

**B. Optional. Touch** the card. (For procedure see Introduction). Students write on cards the following words: *pretty think everybody cute hair fourteen eyes*  
Play with the word side up.

## 2. Before listening.

### a) Find the Georgian and English pairs. How many pairs are there?

Students read silently and match the English words with the Georgian equivalents.

### b) Listen and check off what you hear.

**Students** listen to the text about Becky (on tape or read by the teacher at a normal speed), and check off the words as they hear them.

### c) Read this text.

Four words are given in Georgian (underlined /bold) in the text). While reading, students have to deduce the meaning. They have to deduce, that 'hair' – a familiar word, can be 'curly'. They did come across these words in listening, in combination with other words, so they shouldn't find it difficult to find them in the text, this time separated from a combination.

**3. Listen, read and number.** For procedure see p. 18.

### 4. Grammar 3<sup>rd</sup> person singular ending 's'

*I have – he/she has*

*I think – she /he /everybody thinks*

- Invite a girl and a boy to the front. Each of you and the students holds any object in your hand: book/pen/pencil/notebook.
- Say, then print on the board: I have a book. He has a book. She has a book.
- Ask: what is the difference in these sentences? (Answer should be: I have – he/she has).
- Sum up, in Georgian.
- Continue with: I think – He /she thinks. For this, pantomime "thinking", touching your forehead with your finger, and students do the same). Print on the board and underline, then 1) get the students to sum up, in Georgian. 2) You, too sum it up: **mxol obiTi ricxvis mesame pirsI awmyo droSi zmnas emateba dabol oeba** s. After this they practice by doing the exercise on partial translation – just the verb in the 3<sup>rd</sup> person singular is to be translated and written in the blanks.

This exercise is better be done silently, individually, then – checked by 1) calling on students in turn. Or 2) getting students, in turn, to write the verbs on the board.

## Lesson 2

**1. Conversations.** (See p. 22). Students first listen to the dialogues, then repeat them. The conversations should be drilled again and again, so that the student's response becomes automatic.

You can begin the lesson with students acting out all dialogues learned so far.

You can play "Would you please" Game.

### 2.3 - the same as in Les. 1

#### 4. Reading. Meet Zack. Listening, then - Reading.

Students listen to the text to remember pronunciation. Ask them to repeat phrases after you or the CD.

#### 5. Make sentences from two parts.

Sentences are split and written in two columns, with parts of sentences in jumbled order. Students have to read the whole column of phrases to find the right ending in the second column. This is a reading exercise, which provides practice in reading for meaning.

#### Grammar - present simple (be) in questions.

Follow the procedure in student's book.

### 7. Numbers 11- 29.

a) Follow the procedure described in Unit 1 Les. 2. Ex. 2c.

**A.** To practice in numbers, do exercise 'What's next?'

Read any numbers – you can use these – make a pause (clap hands), students have to call out the next number.

8, 9 \_\_\_\_ 12, 13, \_\_\_\_ 14, 15, 16, \_\_\_\_ 17, 18, \_\_\_\_\_, 25, 26,  
27, \_\_\_\_\_, 28, 29 \_\_\_\_\_...

#### b) Count.

Pre-teach vocabulary – plus, minus – it's easy, since the root of the words is familiar. Then – 1) read the problem, get the students call out the answer.

2) To involve more students, arrange pairs, let them do the counting, changing roles: first student A asks – B- answers, then – vice versa.

**8. Write the numbers.** This reading task is a continuation of task 7, when the students had to recognize the written words on the board. Now they are given more practice in reading numbers written in words.

To check correctness, after they did it individually, silently, in their books, invite students, in turn, to the board, to draw the boxed similar to those in the textbook, and to write in the numbers in the same sequence.

**9. Listen, read and number.** See p. 22. Students listen to the word list read by teacher, and number the words as they hear them. The teacher numbers the words in her copy as she reads, at a normal speed.

To check – ask a student to read the numbers, as they marked the words for example, 3, 1, 5, 7, and so on.

**10. Pronunciation of some letter combinations.** This is again a reading exercise. Students are told to analyze what they are reading, and in this part it is – pronunciation of some letter combinations – *th*, *ow*, *er.ur/ir*.

Students are told to compare and deduce the rule. Then they practice reading a list of words, familiar to them, now –having the rule in mind.

### Lesson 3

**1. Conversations.** For procedure see p 22.

**2. Reading task.** Students read the text silently. While reading they should find the English words corresponding to the Georgian ones written in column 2. The English words are in bold type in the text, which makes it easier –is a prompt – to find them, deduce their meaning, basing on the context.

**4. Vocabulary practice.** Students read the English and Georgian word lists, find pairs and write the corresponding numbers and letters.

To check – ask students, in turn, to read aloud each English-Georgian pair.

**5. True/False.** This task checks reading comprehension and is a practice in **reading for meaning**: students have to find two sentences out of 10, which are not true to the text.

**Key:** 7 and 8. It is Tom who says 'My feet hurt' and Walt, who says 'My teeth hurt'.

**6. Fill in the blanks.** This task is both reading and writing. Students need to **read** a sentence and understand it in order to be able to find a suitable missing word, and **write** it. The words are from the reading text, so this task also helps students to revise the vocabulary learned.

**7. Fill in the blanks.** This is a grammar exercise, aimed at writing correct sentences – the third person singular with/without 's'. *I say – he/she says.*

**Grammar – Plural of nouns.**

**They differentiate – plural with 's' – regular, and irregular – feet, teeth.**

**Then –**

**8. partial translation.**

Part of the sentence is in English, the new words in plural – in Georgian.

**9. Listen, read and number.** Procedure on p. 18.

## Unit 4

### Mom and Dad and Baby Make Three

#### Lesson 1

**Before this lesson tell students to bring photos of their family members – either in a group, or each one separately.**

**1. Conversations.** See p. 22

**2. Finding names for family members.** Students look at the family tree, first defining the family members in L1, then – in English.

You can organize it

- 1) as a guessing activity – whoever guesses which is, e.g. 'father', runs to the board and point to the picture.
- 2) You say the names for family members and get a) the class, the b) individual students repeat them after you.

**3. Listening.** Identifying the vocabulary for family members – *mother father grandmother grandfather cousin brother sister uncle aunt.*

Students listen to the text on tape/Cd or read by you, and tick off the words in the textbook as they hear them.

a) Tell students, in Georgian, they are going to listen to a text about family, and that they have to identify the words for family members, say which - *deda, mama, bebia, babua, Zma, da, biZaSvi l i, biZa, bi col a(dei da, mami da)* - (One word in English).

You can read the words (above) to them several times.

They should identify the meaning of words from the context - by their position in the photo. So write on the board - *next, next to, in front* and tell them the meanings.

b) Text on CD. Students listen to the text on CD or read by the teacher and check off the words as they hear them. Ask who has checked off what.

c) Text on CD. Students listen to the text again and write the numbers (from the exercise title) in the circles under the pictures. For example Zack – 1. They guess that he is a brother Besides, this word is familiar to them from unit 3.

d) Students listen to the text again and repeat the sentences.

e) They look at the picture in the book. Point to each family member. Students have to call out who it is. After all the family member names have been found, tell the class to read the names together with you, pointing to them in the picture in the book.

**4. Reading.** Students read the text and find the English equivalents of the Georgian words in column next to the family photo.

5. Students deduce the meaning of *next, next to, in front* – with the help of the given Georgian words, and copy them.

**6. Reading.** Students find the answers to the questions with ‘Who’ around the text and match the questions and the answers.

### Grammar 1

#### Questions to the subject with ‘Who’.

Students read and compare sentences with ‘be’ (are) and a question with it, and other verb than ‘be’ (here: speak) and the question.

Tell them to sum up, in L 1. “Who” is placed before the subject, with any verb, no other changes are made in the sentence. . “Who” *dgeba qvemdebaris win, miuxedavad imisa, romel i zmnac ar unda iyos winadadebaSi. sxva cvl il eba winadadebis wyobaSi ar xdeba.* The next step is completing questions.

### 6. Grammar 2

#### Possessive adjectives *my, our.*

Students read the text, silently, again, and find these pronouns.

Next step – reading sentences with blanks, silently, filling in the corresponding words, and calling them out, to check.

**7.Listen, read and number.** (For procedure see p 18).

**8. Learning the pronunciation of some letters.** Actually, the newly learned words are an exception. So point it out to students.

**10. Speaking.** Students produce their family photos. Invite 2-3 students to the front to show each family member in their family photos. Ask them to describe the place he/she is in and say who is who.

For example *In front is my \_\_\_\_\_, she is next to\_\_\_\_\_*

## Lesson 2

### Aunt, Uncle and Cousins

**1, Conversations.** See p. 15.

**2. Listening.** Identifying vocabulary:

*daughter son grandson granddaughter grandparents husband wife parents baby*

a) Students listen to the text and check off the words they hear.

b) Students listen again and, according to description, find the people in the picture and number them with the numbers in the exercise title. For example *Daughter – 1.*

**3. Reading.** Students read the text silently and find the English words for the given Georgian ones.

**4. Find the answers to the questions.** Students match the questions and the answers round the text. One answer will be left over, to motivate students to read for meaning.

**5. More words.** This task gives diminutive names for family members. Student guess and match:  
**mother-** mom, mommy (American usage, mum - British) father – dad, daddy, sister – sis, grandmother – gram, grandma (American usage, granny -British), grandfather – grandpa, aunt – auntie.

#### Grammar. a) Possessives with ‘s.

#### HOW TO INTRODUCE

A. Reading the address on the board and learning how to form possessive case of singular nouns.

Print on the board your address and phone number. E.g. 40 Kazbegi street, 33.58.27. Say: "This is my address and my phone number. We write the number before the student's name."

- Print on the board one student's name.
- Ask this student his address and phone number. E.g. "What is your address and your phone number?" Write it to his dictation on the board.
- Add 's to the name, print the words "address" and "phone number" and say: 22.33.44 is ...'s phone number. Read the address and say: "... is ...'s address."
- Invite 5-6 students to the board in turn and ask them to write their addresses and phone numbers with the possessive nouns: *Nana's phone number ...*, etc.
- Finding out the Student to whom the address and phone number belongs.

**GUESSING GAME.** Ask 4-6 students to the board, tell them to write each his/her address and phone number. Stand with your back to the board.

- Ask: *Are you ready?* They answer *yes, we are*. Turn to the board and, addressing the group, ask the question - "Is..

( read address and the number) *Giorgi's phone number?*

When you guess, the student whose phone number it is, prints his name in front of it, with 's. E.g. *Nana's address: 38 Kostava street. Nana's telephone number: 99.38.00.*

You are allowed 5 questions, if you manage, say *I WON!* If not - say: *I LOST.*

- Continue with Students taking the guesser's part.

**Write on the board:**

**this girl's room – these girls' room**

Ask students to compare and find the difference. They should say, that the first one is singular, the second – plural.

Ask where is the apostrophe in the singular/plural. The ask them to sum up, in Georgian.

**Sum up:** *kuTvni l ebiTi brunva iwar moeba mxol obiT ricxvSi 's, mravl obiTSi, romel ic Tavdeba s -ze - mxol od ' meSveobi T.*

**'Of' phrase possessive**

**Write on the board:**

*Nana's address = the address of Nana.* Tell students to point to the addresses on the board and say to whom they belong using 'of' phrase.

**RETURN TO SB.**

**a)** Students read the sentences with possessives and complete them according to their meaning, thus practicing the names for family members too. For example *My mother's brother is my uncle.*

Note. To express possession to more than one person 's is added to the last name.

E.g. *My mother and father's room.*

**Key: Grammar. a) Possessives with 's.**

2. father's. 3. uncle and aunt's. 4. brother's. 5. mother's, father's. 6. mother's. father's. 7. cousins'. 8. grandmother's. 9. grandmother's. 10. grandparents'.

**b) Possessives with 'of' phrase.** Students compare the sentences with 's and synonymous 'of', then – change given sentences with 's' into 'of' phrase. For example *My mother's brother = the brother of my mother.*

**6. Listen, read and number.** See p. 18.

**7. Speaking.** Students bring their family photos and speak about them: 1) in pairs. 2) In groups of four. 3) Show them to the class – while describing a photo, get the students in class guess who they are speaking about each time.

**8. Count. Numbers by tens.** To introduce, use the same procedure as in Unit 1, Lesson 2 C.

Write 20 – 30.....100 in figures on the board, invite 2-3 students to the front of the room. Say: *show me number 30, number 06,* and so forth. Continue until all students in the class can identify all numbers.

**5.** Students count together with you,



6. individual students count every 10 to 100,
7. Individual Students count backwards: *hundred ninety eighty seventy sixty fifty forty, thirty, twenty, ten.*

Then – listening exercise. Students listen to the numbers on tape/CD/read by you and check off the corresponding numbers in their textbooks.

### 9. Practicing reading numbers in words.

- a) Students read the numbers in words, silently and write the numbers in the blanks.
- b) In groups of four. First they fill in the blanks in the sentences. Then -
- c) Students speak about the ages of their family members.

#### A. More practice in numbers:

Read these problems out loud. Students call out the answers. You can arrange it as a competition – between two-three students or groups of students .

11+ 7=	17 – 5 =	3x5=	12÷ 4	10 + 3 – 7 =
10+8=	19 – 6 =	10x2=	20 ÷ 2	4 + 11 – 5 =
5+4=	20 – 11 =	5x0=	15 ÷ 3	7 + 3 – 4 =

## Lesson 3

### Chores and Housework

1. Introduce 'What time is it?'
  - Draw on the board several faces of a clock, with the hour hand and minute hand.
  - Draw the positions with whole hours – 3 o'clock, 5 o'clock, etc. Say the times, ask students to point to the clock.
  - When you decide that everybody can tell the time – whole hours, draw the position with half-hours.
  - Tell them what '*half past*' means. Continue in the same way – you say the time, they point to the clock. Then vice-versa – they say the time, you draw the clock face.
  - Do the same with other time indicators – 5 past, 10 past, a quarter past (15 minutes past), etc.

**Conversations.** See p. 22.

2. **Find names for these objects.** For procedure see p. 36.

**3.Listen and check off the words as you hear them.** A listening task. There is one extra item in the list, to motivate listening for meaning.

Students listen to the text "We've got a helper" On CD/tape, and check off the words/phrases as they hear them.

To check – get the students to read out loud what they checked off.

**4. Read and find the English equivalents.** Students read the text silently, and find the equivalents of the Georgian words in the list in the column on the right. To help, these words/phrases are in bold type.

**5. Find Georgian and English pairs.** This is vocabulary work. Newly learned words and phrases are given in two columns, students read silently and match Georgian-English pairs. Then they write/copy the English words/phrases in a column in the sequence in which the Georgian words/phrases are written.

To check – get the students to read out loud what they checked off.

### Grammar 1.

'Have got' and 'have'.

These two forms have the same meaning. The first one is more often used in speaking. There is a difference in forming interrogative and negative forms. 'Have got' forms them without the auxiliary, while as with 'have' they are formed with the auxiliary 'do/does.'

Get the students to deduce this rule by comparing the two forms in the textbook. Then there's a task to transform sentences with 'have' into ones with 'have got.' **Key for task 6:**

- 1.They've got a mixer.
- 2.*Have* they got a washing machine?
- 3.She *hasn't got* an air conditioner.
- 4.*Has she got* a vacuum cleaner?
- 5.She *hasn't got* a meat grinder.

6. We've got a refrigerator.

### Grammar 2.

**Expressing the future.** In the conversation students find two ways of expressing the future – 'be going to' and 'will' ('ll). They have to find them matching with Georgian equivalents and see by means of what forms future is expressed. After this they do an exercise – matching English and Georgian sentences expressing the future. In this task : a - 4. b - 3. c – 5. d – 1. e – 2.

They also see the difference in usage – 'be going' is used to show that the speaker plans the action beforehand, 'will' – a future action decided upon on the spot.

**Key:** a-4, b-5, c-6, d-9, e-7, f-8, g-2, h-3, i-1..  
There is more practice in the WORKBOOK.

**7. Fill in the blanks.** Students learned that there are 2 ways of expressing the future. So when doing this exercise they have to choose between these two ways, according to the context.

**Key:** 1-are going to. 2 is going to. 3. will. 4. is going. 5. will. 6. will.

**Project.** See p. 20.

## Unit 5

### THANK GOD I'M ALL HERE

#### Lesson 1

#### Body

The unit title is humorous. Explain that speaking about parts of the body it means *I have all parts, nothing is missing* - მაქვს ყველა ნაწილი (სრულია).

**1. Conversations.** For procedure see p. 22.

**2. Find the names for parts of the body.** For procedure see p.18,

**a)** First students listen to the names of parts of the body on CD or read by the teacher and repeat them. They can listen more than once.

**b)** Ask two or three students to the front of the room to show each body part on the body outline on the board/in the picture. Students point to the name of each part they find.

**c)** After all the names have been found, tell class to read the names together with you, pointing to the parts of the body on the picture.

**2. a) Students listen to the text 'Let's make a robot' and check off the words as they hear them.**

**b)** Students read their lists out loud and see which words were not mentioned. Key: ears.

**3.** Then they listen again and answer the questions about the text.

Key: 1. Check off all. 2. Feet- two or three. 3. Toes – two big toes on each foot. 4. Three fingers on each hand. 5. A long neck. 6. To look to the left and to the right, and behind, 7. No clothes. 8. He is not a boy.

**4. Reading.** Students read the text silently.

While reading, they circle the body parts in the text and count them.

They also find the English words for:

ვირდება,	need
ტიტოული ხელი,	on each hand
უკან,	behind
ტანსაცმელი რა ვნახა?	What about clothes?

**5. Reading.** Checking reading comprehension - Students find the details from the text by matching jumbled pairs.

**Key:** 1 – d. 2 – a, 3 – b. 4 – c. 5 – e.

**A. Optional: "Draw an Alien"** activity. Teacher gives directions: Draw 2 heads. One head has 3 eyes. The other head has one eye, etc. Students don't show their drawings to each other until the end.

### Grammar. Yes - No' Questions with 'do' 'does'

Students should deduce the rule. They analyze by comparing sentences, in order to come to the conclusion, when to form a question with 'do/does' and when – without.

1) You can write each pair of sentences on the board, for everybody to see. *This is a robot – Is this a robot?* Tell them to compare and say, in Georgian, that the question is formed by placing 'to be' (am, is, are) before the subject.

2) Write another pair of sentences - *I (you) need clothes - Do I (you) need clothes?* Students compare and say, in Georgian, that the question is formed by means of the auxiliary 'do' which is placed before the subject.

3) Write another pair of sentences - *She needs clothes - Does our robot (he, she) need clothes?* Students compare and say, in Georgian, that the question is formed by means of the auxiliary 'does' (3<sup>rd</sup> person sg. 's' is added to 'do'). The questions in SB lead to deducing the answers.

Then students Follow the procedure in the textbook.

**6. Fill in the gaps.** In this exercise students practice forming questions with/without do/does.

**7. Circle-a-Word game** with parts of the body. See p. 19.

### 8. "Would You Please" Game

Explain that "would you please" is a very polite form of just "please." Tell the students you will give them a series of commands using the "parts of the body" vocabulary and the command "Touch your card" They obey and perform only those commands that are preceded by the phrase "Would you please." Then start everyone off with "Would you please stand up." When everyone is standing, continue the commands rapidly, occasionally dropping "Would you" or "please" or the whole phrase. Students who obey incomplete commands sit down. Continue until one person remains standing.

(Courtesy LANGUAGE TEACHING TECHNIQUES, p. 119)

**9. Speaking task.** To prepare for making a conversation, a conversation with gaps is given. Students have to remember the conversations from the beginning of the unit – asking about health, to prepare for it. Then

a. they speak, in pairs.

b. invite pairs to the front to speak.

c. form pairs from different students, place them in different parts of the classroom, so that they speak loudly and distinctly.

**10. Reading task.** It draws the students' attention to some letter combinations, which are usually pronounced in this way. They read words containing these letter combinations.

## Lesson 2

### Robbie the Robot

**1. Conversation.** See p. 22

**2. Listening.** Students listen to the text "Robbie", and check off the names of parts of the body as they hear them.

b) They listen again and write the answers to the questions about the text.

Key: arms – 4. legs – 3. head – 1. ear – 1. eye – 1. mouth – 1. nose – none.

**2. Reading.** Students read the text 'Robbie' and a) check their answers. b) deduce the meaning of new vocabulary.

#### Key:

ar vici.

I don't know

vTqvaT.

Let's say

kargi azria.

Good idea

ase, mSvenieria!

O.K. That's fine

ratom?

Why?

tvini.

brain

Put.

Let's see him go.

Cade.  
vnaxoT rogor wava.

They compare their answers in pairs or read out the answers to class. You supervise/correct if necessary.

**Grammar.** Follow the procedure in the textbook. You can use the same procedure as in Lesson 1 of this unit. Students should deduce the rule from analyzing examples.

**5. Speaking.** Use the same procedure as in Lesson 1 of this unit.

**6. Speaking.** See p 20 for procedure.

### Lesson 3

**1. Conversation.** See p 22 for procedure.

**2. Find the words for these pictures.** Vocabulary activity - guessing words and phrases using the pictures. For procedure see p. 18.

**3. Listening.** Students listen to the text 'Who can help?' and check off the words and phrases in their textbooks as they hear them.

**4. Reading.** a). Students read the text and find the English words for the given Georgian ones.

**Key:**

metismetad bevri samuSao. Too much work.

daxmareba gvWi rdeba! We need help.

b) Ask the new words from the text in Georgian – Students call out the English equivalents, and vice versa.

**A. Competition** giving directions – divide class into 2 groups, each sends a representative to act for the group to the front, they in turn give directions to the opposite group, including – put, erase, clean, close, open + come here, go to... givr him/her, show him/her ...

Teacher + 2 Students. -1 from each group are the judges. The points are given both for the directions and for carrying them out.

Time – 5-7minutes, set at the beginning. The tempo also counts. The side pausing in either giving directions or carrying them out is the loser. At the end of the time the winners are announced.

### 4. Grammar. Imperatives with 'Let's.'

Follow the procedure in the textbook. You can use the same procedure as in Lesson 1 of this unit. Students should deduce the rule from analyzing examples.

**5. Reading task.** It draws the students' attention to some letter combinations, which are usually pronounced in this way. They read words containing these letter combinations.

**Project.** For procedure see p. 20. How to conduct work on projects.

## Unit 6

### ANIMALS

#### Lesson 1

#### Pets and Farm Animals

**1. Conversation.** For procedure see p. 22, How to teach everyday conversations.

**2. Listening.** a) Identifying vocabulary – *dog, cat, horse, cow, monkey, mouse, wolf, rabbit, turkey.* First you can use the procedure described in the Introduction 'How to introduce new language (vocabulary, grammar)'. Then – b) Get students to listen to the recorded words and repeat.

**3. Listen to the text 'Pets and farm animals' and check off the words as you hear them.**

Students listen to the text on CD/tape/read by you, and check off the names of animals in their textbooks as they hear them.

To check – get them to read their lists out loud.

Next step is making a list of farm animals. Students do it individually, then compare in pairs/class.

**3. Reading.** Students read the text 'Pets and Farm Animals' silently and find the words for the baby animals.

**Key:** cat 1. kitten                      dog 2. puppy  
pig 3. piglet                              cow 4. calf  
chicken 5. chick                        horse 6. colt

### **Grammar 1. There is there are.**

Follow the procedure in the textbook. You can use the same procedure as in Lesson 1 of unit 5. Students should deduce the rule from analyzing examples.

**5, 6** – practicing on using 'there+be' construction.

**Grammar 2. Plural of nouns. Irregular.** Students should deduce the rule from analyzing examples.

Follow the procedure in the textbook.

**7** - practicing on using nouns in plural.

**8. Reading task. Listen, read and number.** For procedure see p. 18.

**9. Hot potato game.** Vocabulary practice. For procedure see p. 20.

**10. Reading comprehension.** Silent reading, reading for meaning, finding true/false sentences.

## **Lesson 2**

### **E-mails**

**1. Conversation.** For procedure see p. 22, How to teach everyday conversations.

**2. Listening** to the emails on CD or read by the teacher.

There is some new vocabulary in these emails, which is characteristic for colloquial language. The learner's ear has to hear it several times before a student learns exactly what each means. They should be given some time for guessing.

a) So at the first (and second, or third) listening the task is to check off some familiar words – animal and color names - as they hear them. Then they read what they checked off from the list.

b) During the next listening, students have to check off the new words and phrases, even though they don't know their meanings. You can ask them if they can guess the meaning of some of them, or tell them to read the Georgian phrases below, in task 4.

**3. Reading.** a) Text "E-Mails". Silent reading. Deducing the meaning of the underlined phrases with the help of the Georgian ones. Matching the pairs.

b) Answering questions about the text. Students read silently, find the answers and tell the class.

**4. Reading task. Matching questions and answers, jumbled.** Silent reading, then – checking, either comparing in pairs, or reading out loud in class.

**5. Writing.** Ask 2-3 students to the board, divide the board into sections allotting one for each, and spell animal names. Students in class also write. **It must be done at a normal speed, without pauses.** In the whole list you dictate say one or two words which are not animals. After you finish, ask, which of the words is not an animal. You may not have to ask, they may guess before you do.

### **Grammar this – that, these – those**

**A.** Ask a boy and a girl to the front. Put some objects on your table, some closer to you others – at a distance. Say:

*This is a boy, and that is a girl (farther away). These are books and those are notebooks.*

*Stand at the window, the door is farther away. Say: This is a window and that is a door.*

Ask, in Georgian: *when do we say this, these, and when – that, those?*

After you get the answer, continue with textbook exercise 'Complete the sentences'. They do it silently, then read it in class.

**6. Listen, read and number. Reading task.** For procedure see p. 18.

### **7. a,b,c – Speaking task.**

a) and b) prepare students for speaking. in c) students get in pairs and write e-mail messages about an animal they have (or, if they don't, about a friend who does).

Next step is comparing the messages with another pair, then – reading the messages in class.

Students should choose the best. The teacher gives her opinion.

### Lesson 3

**2. Listening.** Students listen to the text 'Emily and Becky e-mail each other' on CD/read by you and match the animal names and the colors in the table. Then they read it in class.

**b)** During next listening, they have to check off the new words and phrases, even though they don't know their meanings. You can ask them if they can guess the meaning of some of them, or tell them to read the Georgian phrases below, in task 3.

**3. Reading.** While reading, they have to deduce the meaning of the unknown words/phrases (they are underlined in the text).

**4. Reading.** Matching the questions round the text and the answers. Students do it silently, then read the questions and the answers in class.

**5. Listen, read and number.** For procedure see Introduction.

#### 6. Grammar Can – can't

A. Remember Robbie the Robot. What can he do? He can – ask different students from class, elicit the answers:

He can go! He can pick up the trash! He can clean the desks! He can close the windows! He can erase the board!

Ask - Which of these can you do? Get almost the same answers.

Ask – What does 'can' mean? The answer should be 'SeuZI ia'.

Look at the emails. What can't you see in this room now? – The answers can be animals + animals of any color.

Ask – What does 'can't' mean? The answer should be 'ar SeuZI ia'.

Say: In Georgian we don't always say the word 'SeuZI ia/SemiZI ia/ar SemiZI ia', it is implied. It shows, that physically or mentally you are able to do smth. (fiziKurad/gonebrivad Zal a Segwevs). mag. me gxedav/ver gxedav = I can see you/I can't see you. mesmis/ar mesmis = I can/I can't hear you. ver davur ekav = I can't call her/him. ver gipasuxeb = I can't answer you. ki Txva: mxedav? Can you see me? – Yes, I can,/No, I can't.

Ask: How is the question formed? The answer (in L 1): "Can" is placed before the subject.

### Lesson 3

#### Call Her Right Now

**1. Conversation.** For procedure See p 22, How to teach everyday conversations.

**2. Listening. a)** Students listen to the text 'Emily and Zack at home'. First they check off the words they hear and read them in class.

**b)** Then they deduce the meaning of phrases and match them with Georgian phrases, jumbled.

**c)** Then they find answers to the questions – match the answers and questions, jumbled. They write the answers below, in the space allotted for this.

**3. Reading. a)** They read the text 'Emily and Zack at home'. While reading, they find the English equivalents for the Georgian words and phrases given in the task direction.

**Grammar. Can – can't.** Students practice using can/can't by completing the sentences. They do it silently, then check by reading the sentences out loud in class.

**4. Speaking.** tasks a) and b) prepare them for making up a conversation, task c) is making up a similar conversation and acting it out in class.

#### Project

For procedure see Project in the introduction p 20.

The class elects a jury – 2-3 students, who count 1) the vocabulary of the lesson used in the report, 2) the mistakes made. After several reports they nominate the winners.

## UNIT 7

### WHAT'S YOUR JOB?

#### Lesson 1

##### What's the Problem?

The dialogues to be learned in this lesson are divided into 2 parts, to make memorizing words and phrases easier. The procedure for introducing each part – 3-4 dialogues- is the following:

1. **Conversation.** For procedure See p 22, How to teach everyday conversations.
2. **a) Find the names for the jobs in the pictures.** Use the procedure described in the Introduction 'How to introduce new language (vocabulary, grammar)'.  
**b)** Students check off the names of the jobs that their family members have. Then they compare their list with at least 4 students in class and tell the result to the teacher/the class.
3. **Listening.** Students listen to six conversations on CD/cassette/read by you and decide on the job of the person speaking. Then they write the conversation number next to the job name in the textbook.

**To check** students read their choices out loud in class/in pairs/in groups of four – as the teacher decides.

**4. Now read... and find the English phrases for...** Is a reading exercise. Students read the text silently, the new vocabulary is in bold type, they have to guess the meaning (basing on the previously given Georgian phrases).

**5. Vocabulary work.** The new phrases are given in a list, students have to match them with the Georgian phrases, jumbled. Check it in class. **Key:**

jarimis gadaxda	pay a fine
kbilis tkivili	toothache
jarimis qviTari	ticket
Tqveni azri	your opinion
telemayurebeli	TV viewers
mtkiva	It hurts.
SeakeTeT.	Fix it.

**6. Find the answers for the questions.** A silent reading exercise. Matching questions and appropriate answers. **Key:** 1 – c, 2 – f, 3 – b, 4 – a, 5 – d, 6 – e.

#### Grammar. The present progressive tense

**For this activity tell your students, beforehand, to bring their family photos – they should choose the ones with some actions.**

The purpose is - Commenting on actions in progress using the present progressive tense.

Prepare class for this activity:

- If the names of actions in their pictures are not known, they should ask you before you begin to introduce this grammar. You write on the board the infinitives for these actions.
- Write the questions *who is this? What is/ are he/she doing?*
- Write the answers: *This is \_\_\_\_\_.He/she is \_\_\_\_\_ing.*
- **With a partner.** Students show each other their photos and comment about them. E.g. -*Who is this? - My Dad.- What is he doing?- He is sitting in the garden.*

**8. Speaking exercise.** Give students some time – 2-3 minutes (time it) to memorize the dialogues, then ask two partners to the front to act them out in front of the class.

After all 7 dialogues are learned in this way, there is an exercise to guess the vocabulary for job names. Sts have to match the words and pictures. When they have identified all job names, they are referred to the dialogues again, to guess and say, what job each of them is associated with. **Key:**

1. Mechanic
2. Dentist

3. Journalist
4. Policeman
5. Computer technician
6. Lawyer
7. Waiter/waitress

### 8. Speaking exercise.

- Give students some time – 2-3 minutes (time it) to memorize the dialogues, then ask two partners to the front to act them out in front of the class. They should perform the dialogues in pairs.
- Then, in pairs, they choose a job, make a similar conversation to the one given, and perform it in front of the class.
- Make new pairs from different students in class, ask them to perform any dialogue on which they agree on the spot, in front of the class.

## Lesson 2

### What's Wrong?

1 - 7, The same procedure as in Lesson 1.

#### 2. What can these people do? Key:

A doctor	3
An administrative assistant	7
An architect	6
An engineer	5
A mechanic	8
A dentist	10
A hair stylist	4
An artist	2
A musician	1
A photographer	9

#### 3. Fill in the blanks. Key:

1 –doctor. 2 – teacher. 3 – mechanic. 4 – hair stylist. 5 – dentist. 6 – cook. cook.

4. **Hot potato game with job names.** For procedure see p 20.

#### Grammar Irregular comparison of adjectives:

Students read the 2 sentences and compare, thus deducing, that good and better are two different forms of the same word good, the same as in Georgian – **kar gi** – **ukeTesi**.

Add other adjectives which form degrees of comparison in an irregular way – many (much - more, little = small – smaller; little=few **co ta** – less.)

Then they silently do exercises 5 and 6 filling in the blanks with appropriate words and writing 4 sentences (eah) about the jobs of their family members. Check it in class.

## Lesson 3

### A Busy Family

1. **Conversation.** For procedure see p. 22, How to teach everyday conversations.

2. **Listening.** Students listen to the text "A Busy Family", read the questions in the first column of ex. 2 and find the answers to them in the second column. **Key:**

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

3. **Reading.** Students read the text 'A busy family' silently, and deduce the meaning of unknown words (in bold), basing on the given Georgian vocabulary.

#### Key:

<b>j anmrTel i</b>	healthy
<b>sasi amovno</b>	nice
<b>Rimil i</b>	smile
<b>pei za Ji</b>	landscape
<b>pensia Si gasul i</b>	retired
<b>gaze Ti</b>	newspaper
<b>da RI a</b>	get tired



saqmi ani

busy

**4. Finding Georgian and English pairs.** The same vocabulary.

**5. Filling in the blanks. Key:**

1 – healthy. 2 – smile. 3 – newspaper. 4 – get tired, doctor. 5 – retired. 6 – landscapes/pictures. tired.

**Grammar Can't – Must**

Sts compare these two sentences - *You can't make a U-turn here! You must pay a fine.* Then compare them with Georgian equivalents. They have to sum up, that *can't* is a prohibition, and *must* – obligation. After which they practice using them in the given exercise.

**6. Fill in the blanks.** Practicing using *can't* and *must*. **Key:**

1 – can't, must. 2 – can't, must. 3 – must, can't. 4 – must. 6 – must. 7. must.

**6. Hot potato game.** For procedure see p. 20.

**Project** – is aimed at practicing using the language learned so far for practical purposes. In this case we suggest that they choose a future job for themselves basing on their personal likes and dislikes. For procedure see p. 22, How to conduct work on projects.

## Unit 8

### Keeping Track of Time

#### Lesson 1

##### What date is it today?

**1. Conversations.** For procedure see p. 22. How to teach everyday conversations.

**2. Listen and find the seasons for these months.**

a) Students listen and, basing on the known vocabulary of the text, deduce the meaning of the names for seasons.

b) They listen again and looking at the names for months in a list in SB, check off the name as they hear it. To check -they read them out loud in class.

**3. Listening.** Listen to the text “Bad News” and find the answers to the questions.

**4. Reading.** a) While reading the text/conversation ‘Bad News’ students find the English words which are equivalents of given Georgian words/phrases – they deduce the meaning of the new vocabulary with the help of the Georgian words. **Key:**

axal i ambavi	bad news
gatexil ia	broken
unda akeTo	have to do
imuSava	worked
TiTqmis ori	nearly two
rogor mi frinavs dro!	How time flies!

**5. Find the answers to the questions.** A reading task. Sts read the questions about the text and match each one with an appropriate answer. They write the answers in the allotted places. Then – read the questions and the answers in class, aloud.

**Key:** 2 – For nearly two months. 3 – September 30<sup>th</sup>. 4 – October and November. 5 – Fall. 6 – December and winter.

**6. Fill in the blanks with question words. Key:**

1. Who. 2. What. 3. What. 4. How. 5. When. 6. What.

**7. Identifying the meaning of some phrases.** English and Georgian phrases (from the text) are given, students have to match the pairs.

**Key:** a – 8. b – 6. c – 10. d – 5. e – 4. f - g – 3. h – 1. l – 2. j – 9.

**Grammar 1. Revision**

1. Instruct students, in Georgian, to remember what they know about the present progressive and find a sentence in the text.

To practice, sts rewrite sentences using the present progressive tense.

## Grammar 2. The past simple tense

**A. Regular/irregular verbs.** (You can do it in Georgian). Sts should deduce the rule, finding sentences in the text, comparing, answering questions in the SB.

1) Tell Sts to look through the text (or part of the text, at your choice) and write out 2-3 verbs in the affirmative form. (*worked got had*)

2) Ask a student to write his/her verbs on the board.

3) Ask students about the time the text describes – present, past or future. (Answer – *past*).

4) Tell students that there are not many verbs in this text, since it is short, but they know quite a few verbs already. Draw two columns – for present and past tense forms. Write the verbs in the second one, in past tense forms. Students have to guess the present tense forms, come to the board, 2-3 students at a time, and write, in the first column. Example: *closed* – they add: *close*

If there isn't anybody who can guess the present tense forms for some irregular verbs, leave them out. Return to them after you say that they are **irregular**, and tell students to look them up in the list of irregular verbs in the Appendix.

Below is the list for your use, with verbs from units 1-7, in the past tense form:

*gave closed came had went opened sat down stood up turned on thought looked cleaned counted helped picked up, sharpened said saw guessed went loved called saw broke fixed wrote*

5) Tell students to write out in their notebooks the verbs from this list in two columns – 1. Ending in 'ed' 2. Others. Then – come to the board and underline those ending in 'ed',

6) Tell the class, that those ending in 'ed' in the past are **regular verbs**, others are **irregular**.

7) Tell students to find, in the text, the past tense negative (He didn't make it till December).

8) Ask how it is formed. (didn't + infinitive *sawyi si*, which is the same as the present tense form).

9) Tell students to call out negatives for some of the verbs on the board.

10) Ask them how a question will be formed. (They should answer, by analogy with the present simple – do – did + the infinitive).

11) Tell them to ask questions with the verbs on the board, in turn. You can also organize it as pair work.

**Continue with SB exercise.**

## Lesson 2

### Which Is the Shortest Day of the Year?

**Begin the lesson with -**

**A. Identifying ordinal numerals.**

**If your students are aged 13-14, or if you think they will enjoy this activity:**

Otherwise, just write the names of months, in a list, and continue in the same way.

Take a large sheet of paper to draw a spider picture in the middle and a cobweb around it, with 12 vertical lines - starting from the spider, to represent the months, slanting in all directions, and some circular threads, approximately one for every 5 days of the month – to represent the days.

**Optional:** You can do it on the board too.

**1. Saying birthday dates.**

2. Invite one student to look at the spider picture.

- Print the names of the 12 months at the end of each vertical line. Students copy the spider picture in their notebooks, devoting one whole page to it.
- Write your name (or: teacher) in the cobweb to mark your birthday.
- Each student comes to the board and writes his/her name in the appropriate place in the cobweb.

- Ask each student: *When is your birthday?* – The student marks his birthday on the spider picture. Every time a birthday is marked, pronounce the corresponding ordinal numeral. E.g. *May the fourteenth, June the twelfth.*
- Then write ordinals 1 - 31 on the board. *First, second, third,* for others – in numbers with *th*, e.g. *14<sup>th</sup>, 12<sup>th</sup>.* Then – in words, e.g. *twelfth, thirteenth, fourteenth, fifteenth, ... twentieth.*

After all birthdays have been marked,.

- ask in L 1: *How are ordinal numerals formed?* Keep asking different students until you get the right answer.
- Invite three students to the board, tell them to divide the board into three parts for numerals 1-10, 11-20, 21-31. Each writes 3-4 ordinal numerals in the column allotted to him..
- Then invite 3 more students to add what is missing, and correct if there are any mistakes. Keep calling Sts until all the numerals 1-31 are correctly written. Other students do the same in their notebooks.

first	eleventh	twenty – first
second	twelfth	twenty – second
third	thirteenth	twenty - third
fourth	fourteenth	twenty - fourth
fifth.....	fifteenth.....	twenty – fifth .....

**Continue with Listening exercise 1, names of the days of the week.**

**1, Listening.** Students listen to the text on CD/read by you, deduce the meaning of the names for the days of the week, and match them with the Georgian equivalents.

**2. Reading.** Students have to deduce the meaning of new vocabulary, basing on known elements in the sentences. Then they match the English and the Georgian pairs.

**Key:** b – 2. c – 1. d – 8. e – 6. f – 7. g – 5. h – 9.

**3. Speaking. a)** Students read the conversation silently

**b) With a partner.** They make a similar conversation, about 5 questions and answers, and act

it out in class.

**4. Listen, read and number.** A reading exercise. For procedure see p 18.

### Lesson 3

#### How Time Flies!

**1. Listening.** Students listen to the conversation “My Birthday will Soon Be Here!!” and check off the words/phrases they hear, even though they don’t know some of them. Then they read the list in class, out loud.

**2. Reading.** Deducing the meaning of new (in bold type) words/phrases in “My Birthday will Soon Be Here!!”

**Key:**

swrafad	quickly
Ti Tqmi s	almost
Rame	night
damavi wyda	forget
saCuqar i	present
Cemi c	mine too
saaTebi	hours
wuTebi	minutes
ufro mniSvnel ovani	more important

**3. Reading.** Matching the questions about the text with the given answers. Then reading them out loud.

**Key:**

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

**4. Speaking.** Sts take some time (5 minutes) to build a similar conversation – changing dates, remind them they can use the New year’s day, Independence day, any name of the day of the week, etc.

Then ask partners to act out their conversations in class.

**Grammar - Adjective.**

**A. In groups of four.**

To learn degrees of comparison of adjectives, give your class a task to measure each other's pulse beats. For this they should have a watch with the hand counting seconds.

1) They count the pulse beats and enter the figure in the table – thus getting acquainted with the vocabulary *fast, slow, loud, soft, strong, weak*.

Presenter for each group brings their list to the board and enters the figures.

**2) Write on the board the sample for the presenters to build their sentences:**

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

\_\_\_\_\_'s pulse beats \_\_\_\_ times a minute, \_\_\_\_'s pulse beats \_\_\_\_ times a minute, \_\_\_\_'

3) After all presenters fill in the table, compare the data for any two -three students and say sentences using *faster – the fastest, slower – the slowest, louder – the loudest, softer – the softest, stronger – the strongest, weaker – the weakest*.

4) Write these words on the board, next to the appropriate names.

5) Tell students to prepare a sentence, each, using any of these parameters, and tell it in class.

Give them a sample:

\_\_\_\_\_' 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. ....

6) Ask students to deduce from the examples and say the rule – comparative degree can be expressed by adding 'er' to the adjective (1-syllable) and superlative degree – by adding 'est' to 1-syllable adjectives.

7) The same rule applies to 2-syllable adjectives ending in 'y'. Example – *happy – happier – the happiest*, (1. *gaxarebul i*. 2. *bedni eri*), *curly – curlier – the curliest*.

Names (4 students)	How many beats in a minute	Loud/soft	Strong/weak
1.			
2.			
3.			
4.			

8) Return to the text of lesson 2. Students find other examples of superlative degree – the shortest day/the longest night.

**9) Sum up:**

- The adjective has 3 degrees: positive, comparative and superlative.
- 1 and 2-syllable adjectives form degrees of comparison by suffixes 'er' and 'est'.
- Some adjectives form degrees of comparison in an irregular way. They are: *good, bad, little, many and much*.

Then – they write/read exercise 5 in SB.

**Project**

Help the student read the text of the project assignment. They don't have to memorize it. Explain what they don't understand. Refer them to the lesson vocabulary list for translation of some words.

For procedure see p. 20, How to conduct work on projects.

Students can do this task as a group, or with a partner, and then report in front of the class. Choose the best.

**Note:** **Wal-Mart** a chain of stores in the US, not expensive, so a lot of people shop there.

## Unit 9

### What's Your Favorite Season?

#### Lesson 1

##### Weather

1. **Conversations.** For procedure see p. 19. How to teach everyday conversations.

2. **Find the English words for these pictures. Listening.** For procedure see p. 18. **How to introduce new language.**

3. **Find the answers for the questions.** Students read the questions silently and find the answers. Then they should compare the answers in pairs/read them out loud in class.

4. **Find the English sentences for these pictures.**

For procedure see p. 18. How to introduce new language.

**Note:** While the students get to know the weather vocabulary, tell them :

'It is chilly' is unpleasant, and

'It's cool' is pleasant. Though both mean **გრილია**.

##### 5 a) Listening task.

Students have to listen several times and each time they are given a different task – to check off different vocabulary. Each time, after doing the exercise, students read what they checked off out loud in class.

a) One phrase will be left over: *The sun is shining.*

b) One phrase will be left over: *It's cloudy.*

6. **Reading.** Now the students are already acquainted with most of the vocabulary they come across in the text for reading. Still, there is some new vocabulary for them. They have to deduce the meaning of this vocabulary basing on the context. In the task title they are assigned to find the English words meaning – the meaning is given in Georgian, which helps deduce the new vocabulary.

**Key:**

ამის მაგივრად	instead
გარეთ	out/outside
არ უნდა წახვიდე	you shouldn't go
საქვით ამუროდ ვარა	go skiing
არ ყინავს	it isn't freezing

7. **Find the English and the Georgian pairs.** The next step is memorizing the new vocabulary. For this new words/phrases are given in a list, corresponding Georgian words/phrases are given, jumbled, in another list, they have to find the corresponding pairs, which will also help them memorize them.

**Key:**

1-	2 - It's windy and cold out.	3 - It's sunny and warm today.
4 – You shouldn't go skiing.	5. – It isn't freezing.	6 – We should go swimming today.
7 – The pool is inside.	8 – There isn't any snow.	9 – computer games

##### Grammar. Should – shouldn't.

Comparing to see the difference is always the best way to understand the meaning. Write on the board 2 sentences to compare – *You must close the door at once (a fierce dog is running)* . – *You should close the door if you feel cold.*

Students deduce, that '*must*' means necessity, '*should*' – that it's better to do so.

After which they do 2 exercises on filling in the blanks with 'should' in the required form.

#### Lesson 2

##### Vacation Time

1. **Conversation.** For procedure see p. 22. How to teach everyday conversations.

2. **Words in context.** Reading. Matching English and Georgian pairs. This is a reading exercise the aim of which is deducing the meaning of new vocabulary basing on the context.

**Key:**

a lot - uamravi plant - dargva (rgavs) flowers – yvavi l ebi pretty - l amazi  
busy – dakavebul i concert – koncer ti vacation – ar dadegebi happy - gaxarebul i, bednier i

**3. a) Listen and check off the phrases as you hear them.** Next task is listening to the text ‘All the year round’ and checking off some specific vocabulary they are given in a list, as they hear it.

To check – students read the phrases out loud.

**b) Sts listen to the text again, now checking off different vocabulary, and again read it out loud in class.**

**4. Reading.** Students read the text, a great part of which they already understand, and deduce the remaining vocabulary, basing on the context.

**5. Find the answers for these questions. Reading.** The questions are about the text. Students have to match them with the given, jumbled, answers.

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

**6. Listen, read and number.** For procedure see p. 18.

**7. Fill in the blanks.** Grammar revision. See grammar of units 6 – lesson 2, 7 – lesson 3. Adjective.

**Key:** 1. faster. 2. better. 3. earlier. 4. the most. 5. the best. 6. bigger. 7. the biggest. 8. prettier. 9. curlier.

**Lesson 3**

**Summer is Over**

**1. Conversation.** For procedure see p. 22. How to teach everyday conversations.

**2. Words in context.** Reading. Procedure of deducing the meaning of new vocabulary, listening and reading – the same as in Lesson 2.

**Key:** 2. in the north– Cr di l oeTSi. 3. leaves – foTI ebi. 4. What a sight!- ra xedia! 5. in the south - samxreTSi. 6. enjoy –si amovnebi s mi Reba. 7. ocedan – okeane. 8. watch T,V.- tel evizoris yureba. 9. eat – Wama.

**3 a) Listen to the text “All the Year Round” and check off the words as you hear them.**

**b) Listen again....**

Students listen to the text twice (or more), and each time they are given a different task – to tick off different vocabulary.

**4. Read the text and find the words and phrases...** A reading task. While reading, students have to deduce the meaning of some words/phrases in the text. For this purpose the Georgian equivalents are given in the text direction. So their attention is drawn to this vocabulary in the text. **Key:**

Cr di l oeTisken wasvl a aRar aris mwvane xedi samxreTisken wasvl a si amovnebi s mi Reba dResaswaul i Sesani Snavi	go north no longer green sight go south enjoy holiday wonderful
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**5. Find the answers to the questions.** A reading task. **Key:**

1 – c. 2 – d. 3 – a. 4 – b. 5 – e.

**6. Reading.**

Sentences are cut in two, jumbled and given in two columns. Students have to find the correct ending for the sentences. Then they read the whole sentences in class/compare them with a partner.

**Key:**

Father takes everyone on a family trip; In September the kids are back to school; Go north and see beautiful autumn leaves; go south to enjoy the warm days; ocean swimming; everyone eats a big turkey dinner; everyone watches football on TV.

**7. Find the answers to the questions.** A reading task. One answer is left over to hold the sts' attention.  
**Key:** 2 – d. 3 – c. 4 – f. 5 – b. 6 – a. e – is left over.

**8. Listen, read and number.** For procedure see p 18.

**Grammar** Have to

Explanation again is based on comparing sentences (given in SB, but better write them up on the board for everybody to see and discuss, in Georgian.)

Then – to sum up the points discussed, students do the exercises ( 9, 10) – filling in the blanks.

**11. Speaking. a)** Students, in pairs, make up conversations similar to the one given in task 7 and perform them in class.

**b) In groups of four.** Students choose a season and tell what each member of their family does in this season. For procedure see p. 22.

**More Words**

Sts practice using constructions 'enjoy'+verb+ing – *enjoy swimming*.

'enjoy' + noun – enjoy a book, warm days, etc.

To practice, they do exercise **12** – filling in the blanks.

**13. Writing.** Students should choose one season and write 3 – 5 sentences about what they do in this season. Then they compare them with a partner, and read to the class.

**Project.** Help sts to read it, since they don't have so much vocabulary at this point, then give this assignment to 2-3 students for home task. In the next lesson they should report. Choose the best and announce the winner.

**UNIT 10**

**WHAT WOULD YOU LIKE TO EAT?**

**Lesson 1**

**Breakfast Time**

**1. Conversation.** For procedure see p. 19. How to teach everyday conversations.

**2. Identifying new vocabulary.** Students match the names with the pictures. You can use the method described in the introduction, p. 15, "How to introduce new language".

**3.** "Circle a word" game, described on p 16.

**4. Listening. a)** Students listen to the text "In the kitchen, in the morning", more than once, and check off the words/phrases in the list. Then they read it in class.

**b)** They listen again, and check off other words in the same list – they haven't identified this vocabulary, so they have to 'guess' the meaning now. You can refer them to the Georgian word list in the next exercise 4, they look at it, and while listening, try to guess the meaning of the unknown words. They listen once again specially to repeat each phrase of the conversation while listening. Then they read the list in class, out loud.

**5. Read and find....** Now students are exposed to the written text, in which this new vocabulary is underlined, and they have to deduce the meaning with the help of both – the context and the Georgian words/phrases. **Key:**

sauzme	breakfast
yvel aferi	everything
restorani	restaurant
Zal ian mSia.	I'm really hungry.
darCenil i pica.	leftover pizza
arc ki gai fiqro!	Forget it!
Wamos.	Let him have it.
kargi.	All right

**6. Find the answers to the questions.** Silent reading. Matching the questions and the answers. Then – checking by 1) comparing with a partner, 2) reading out loud in class.

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

**7. Find the Georgian and the English pairs.** Matching Georgian and English words. Students do it silently, then a) compare with a partner, b) Call out the English words as the teacher says the Georgian ones.

**Key:** 2 – e. 3 – g. 4 – h. 5 – i. 6 – a. 7 – b. 8 – c. 9 – d.

**Note.** After Exercise 7 – Matching English and Georgian words, it is advisable that you organize 'Circle -a Word' game.

**More words .** Comparing 'Do you want' and 'Would you like', the question – 'Which is more polite?' leads them to deducing, that the second one is. After this they have to rephrase the questions in the exercise, using a more polite form.

### Grammar 1. Let him do it.

This form is for remembering the structure let + object pronoun + infinitive (bare, without to).

Examples: *Let him do it! Let me/us go! Let him eat! Let him go!*

In Georgian - gaakeTos! (gami Svi /gagvi Svi, Wamos = gauSvi, Wamos. wavi des = gauSvi, wavi des,.....)

Write on the board objective pronouns, in a list – (revision from Unit 2), in another list – write the verbs students dictate (or ask them to come to the board, in turn, and write a verb each).

me                                  us  
him/her/it                      them

**Possible verbs:** write, read, show, close, go, come, stand up, sit down, work, count, say, guess, eat, try, have, begin.

Ask students to say/write on the board a sentence.

### Grammar 2. 'Some'.

Get the students to practice using 'some' to express some amount of food (uncountable nouns).

**9. Speaking.** Students, with a partner, make a similar dialogue to the one in the kitchen – using the foods they usually eat in the morning, and act their dialogues out in front of the class.

You can choose the best performance.

## Lesson 2

### Lunch Time

**1 – 6. Procedure the same as in Lesson 1.**

**One difference:** In reading task 4 the Georgian words – helpers to deduce the meaning are placed in a column on the right. While reading, students should match the equivalents (as shown).

**Key:**

taqsiT mgzavroba	a ride in a taxi
qal aqis centrSi	downtown
pi rdapi r	straight ahead
ufrTxil diT	look out for
satvirTo manqana	truck
nu wuxxarT!	Don't worry!
mi vi yvanoT	Let's give him a lift.
xurda Tqveni iyos.	Keep the change.

**5. Match the questions and the answers, Key:**

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

### Grammar.

**A)Revision: Future: be going to do**

Tell students to find a sentence with 'be going to' in the text: *You're going to eat soup and sandwiches and you're going to like it!*



Ask what 'be going to' means (They should remember it from Unit 4 L 2).

Ask them to translate it into Georgian: axl a Tqven am sups da sendviCebS SeWamT, da moiwonebT ki dec! (= aba, erTi vinmem Tqvas, ar momwonso! daqadnebiT ambobs deda).

### 1. Present simple instead of future simple after 'if'.

Students have to deduce the rule. So follow the procedure in student's textbook.

After they deduce the rule, they practice, in exercise 1: Fill in the blanks.

## Lesson 3

### Dinner Time

1 – 6. Procedure the same as in Lessons 1 and 2.

#### 5. Key:

sadi i	dinner
daaxl oebiT erT saaTSi	in about an hour
sufriS gawyoba	set the table
marcxniv	on the left
marj vniv	on the right
qveS	under
Soris	between
desertad	for dessert
RmerTo Cemo	my goodness
RvTis gul isaTvis	for heaven's sake
sanam	until

#### 6. Key:

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

### Grammar 1. There is/are

Follow the procedure in the textbook.

### Grammar 2. Prepositions. Key:

next to	gverdiT	at 7 o'clock	7 saaTze
between	Soris	between 6 and 7	Soris
in	Si (CanTaSi	until dinner is ready	mde
inside	SigniT	in July	ivl isSi
on	ze (magidaze)	on Sunday	kvi ras

**Exercise. Key:** 1 – next to. 2 – in. 3 – at. between. 4 – on, on, on. 5 – on. 6 – in, on. 7. on.

**7 - 8. Writing, Speaking.** Students, with a partner, first write a similar dialogue – using the foods they usually eat in the morning, and act their dialogues out in front of the class.

You can choose the best performance.

### Project

For procedure see Introduction. p. 20, How to conduct work on projects.

### Vocabulary for Project.

batter	Txel i comi	fry (Un.10 project)	Sewva cximSi
beef	saqonl is xorci	ice cream (Un.10 project)	nayini
candy	kamfeti	jelly (Un.10 project)	Jel e
carrot	stafil o	onion rings (Un.10 project)	xaxvis rgol ebi
celery	niaxuri	peanut butter (Un.10 project)	araqisis karaqi
chocolate	Sokol adi	pickles (Un.10 project)	kitris mwnil i
cream cheese	mdnari yvel i	radish (Un.10 project)	bol oki
cut	daWra	sandwich (Un.10 project)	buterbrodi
cut celery	daWril i	sliced ham (Un.10 project)	Txl ad daWril i l ori
decoration	dekoracia, mokazmva	tomato (Un.10 project)	pami dori
dip (dipped)	Caweba	vanilla (Un.10 project)	vanil i
fries (Un.10 project)	Semwvari		
fruit (Un.10 project)			

	kartofil i xil i		
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## Unit 11

### Clothes

#### Lesson 1

#### What's the latest fashion?

Procedure the same as above, Unit 9, Lesson 1-3.

#### 1. Conversations.

- axal i Sarval i gWirdeba, es age-ager Camogvardeba.
- yvel as aseTi acvia.
- ager 25 dol ari, wadi maRaziaSi da iyide normal uro Sarval i.
- kargi. xval waval .

#### 4. Find the English word for the articles of clothing in the picture.

1. skirt	qvedabol o
2. blouse	bl uza
3. sweater	j empri
4. shoes	fexsacmel i
5. jeans	j insebi
6. T-shirt	maisuri (biWs acvia suraTSi)
7 jacket	qurTuki (kostumi) gogos acvia suraTSi
8. sneakers	botasebi
9. cap	kepi

#### 6.Listen again and find where these articles of clothing are.

**Key:** 1-d. 2 – g. 3 – h. 4 – f.. 5 – b. 6 – a. 7 – e. 8 – c.

#### 7. Find the answers to the questions.

**Key:** 1 – f. 2 –h. 3 – a. 4 – d. 5 – e 6 – c. 7 – b. 8 - g

#### 7. Join parts of sentences to make one whole. Key:

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

#### 9. Writing and speaking. With a partner, students write a similar conversation and act it out in class.

#### Grammar. Possessive pronouns.

Write examples on the board, get the students to deduce the difference between possessive adjectives *my, his, her, its, our, your, their / mine, his, hers, its, ours, yours, theirs.*

Then they practice –exercise on filling in the blanks.

#### Lesson 2

#### Trendy Teens' Style

#### 1.a) Find names for these items of clothing.

**Key:**

1.boots	Ceqma
2. coat	pal to
3.fur collar	bewvis sayel o
4.heels	maRal qusl iani fexscmel i
5.nylons	Txel i (neil onis) windebi
6.scarf	Sarfi
7.trousers	Sarval i
8.T-shirt	maisuri
9. dress	kaba
10. jacket	qurTuki, kostumi

2, 3, 4, 5 Procedure as above, in lesson 1.

**Conversations.** for procedure see p 22, How to teach everyday conversations.

4. Read and find the English for the Georgian words. Key:

Casacmel i	to wear
mTel i karada	a whole closet
tansacml iT savse	full of clothes
saSinel i	awful
mWirdeba	I need
Zal ian magari Casacmel ebi	really cool outfits
zoma	size
gadasarevia	awesome
fantastiuria	fantastic
Rmad aris amoWril i	cut too low
modaSia	in style
wesieri	decent
pi rdapir saxl Si!	straight home

5. Find the answers to the questions below. Key:

2 – a. 3 – h. 4 – c. 5 – e. 6 – f. b and d are left over.

**Grammar. Something, anything, nothing.**

Write the examples from the book on the board. Get the students to deduce the difference in usage between *something* and *anything*. By answering the questions in the textbook they should deduce the rule. after which they practice, by filling in the blanks.

6. **Writing and speaking.** In pairs, students write similar conversations to the one between Emily and her mother, and act them out on front of the class.

### Lesson 3

### Super Cute Style

1.- 5 Procedure as above.

1a) Find names for these items.

hat	SI apa
shorts	Sortebi
slacks	farTe Sarval i, SI aqsebi
shirt	perangi
socks	windebi
suit	kostumi
make-up	kosmetika
slippers	qoSebi/fl ostebi
robe	saxl is xal aTi
tights	el astikebi

Then organize b) Hot potato game, and c) Circle-a-Word. For procedure see p. 20 and 19.

4. Read and find the English for the Georgian words in column 2. Key:

agrZel ebdnen	kept on
rogoric saWiroa	just right
Zebna	look for
viwro	tight
ipova	found
mol are	cashier
Zal ian Zviri Rirda.	cost too much
saSini ad ar moswonda.	hated
daasrul es	ended up

5. Find the answers to the questions below. Key:

2 – e. 3 – d. 4 – f. 5 – a.

**Grammar. Article.**

Write examples on the board, get the students to deduce the difference between *a*, *the*.

Then they practice –exercise on filling in the blanks.

**6, 7 – writing and speaking.** In pairs, students write similar conversations to the one between Emily and her mother shopping, and act them out on front of the class.

**8. Writing.** Help students to read the situation about Emily and Zack going to a party on Valentine’s day. Then they should write , on their own, their advice to both on what clothes to wear. Read what they write in class.

**Project.** See p. 20, How to conduct work on projects.

## Unit 12

### What makes a house a home?

#### Lesson 1

#### Find Your Way

##### 1. Which of these places will you choose...

This is a reading exercise, which aims to teach reading names of public places.

Students have to use the reading strategy they should by now be used to – guessing the meaning of unknown words basing on the known elements in the whole.

**Procedure: a)** they read silently each problem – then read all the ads, find an appropriate one for the task in question, and write its name in the place allotted. Example: a) – the address: 25 Main Street...

b) – Central Bank. c) - Fine Clothing. d) – Drug Store. e) – Cinema.

**b)** Tell students to read the remaining items too and say in what cases they will go to these places.

Expected answers:

Hospital – if somebody is sick. Central High School – if you need a school for a teenager, after middle school; Martin Luther King Elementary School – if you need a school for a child aged 6-10. Schools often are named after an outstanding person.

**Note:** Martin Luther King (1929 –1968) was an American clergyman, activist and prominent leader in the African-American civil rights. His dream that everybody be equal came true this year, when an African-American was elected President of the U.S.

**For procedure** see introduction, ‘How to introduce new language’. Then – **ESL Game ‘Circle-a-Word,’** then - **‘How to remember vocabulary’.**

##### 2. Find the English words for these rooms and pieces of furniture.

**Key:**

living room __5__	dresser __11__	fridge __4__
bedroom __10__	hallway __1__	sofa __8__
dining room __9__	mirror __2__	stove __13__
kitchen __3__	armchair __6__	bed __12__
	coffee table __7__	

**3. Listening. a, b.** Students listen to the text and check off the words as they hear them. Then they listen again and repeat every phrase.

**3. Reading.** Silent reading. Students deduce the meaning of each new word from the context, with the help of Georgian, too. After they finish, check – you say the Georgian word, they call out the equivalent. The fact that the new vocabulary is underlined makes their task easier. Still, it is better for skill development to concentrate on the deducing procedure, than just have the translation.

**Key:**

mezobl ebi	neighbors
karis mezobl ad	next door
asaki	age
avej is gadamtanebi	movers
	piece of furniture

naWeri advil i iseTi rameebi rogoricaa romel ic odesme minaxavs	easy things like /stuff like I have ever seen
--	---

**5. Find the answers to the questions. Silent reading.** The answers are also given, students have to find the question – answer pair. This exercise develops a skill of silent reading in the process of answering questions.

**Key:** 1 – h. 2 – g. 3 – f. 4 – b. 5 – e. 6 – d. 7 – c. One is extra - (a – in the bathroom).

**6. Match the Georgian and the English words/phrases.** Students do it silently, then you check by asking the Georgian word – they call out the English equivalent.

**Key:** 1 – i. 2 – m. 3 – l. 4 – a. 5 – c. 6 – g. 7 – h. 8 – e. 9 – extra. 10 – d. 11 – j. 12 – k. 13 – f. 14 – b.

**Note.** 1. You can continue with ‘Hot potato’ game.

2. After Exercise 5 – Matching English and Georgian words, it is advisable that you organize ‘Circle -a Word’ game.

**6. Speaking.** Students use the text of the lesson as a sample and make their own similar conversations. even if their conversation don’t differ a lot, still this exercise fulfils its task of skill development – when students look at the text not as at the material to be learned by rote, but as a sample to make something similar, they remember the vocabulary better.

**Grammar. The present perfect tense.**

Introduce this tense throughout the whole unit, bit by bit.

1) comparing with the past simple and summing up that present perfect is connected with the present, while as past simple remains in the past time.

2) The rule of formation and the forms of the verb.

3) Using the present perfect with the adverbs of indefinite time – ever, never, just, already, yet.

**Exercise 2. Complete the sentences. Key:**

1. have written. 2. has seen. 3. has come. 4. have eaten. 5. have found. 6. has planted. 7. has cooked. 8. have forgotten.

**Exercise 3. Key: Present perfect or past simple?**

1. Have you ever seen. I have. 2. did you see. 3. Have you told. 4. did you put. 5. did the new neighbors move. 6. have you met.

## Lesson 2

### There’s no place like home

**1 – 6. Procedure the same as in Lesson 1.**

**Note.** After Exercise 5 – Matching English and Georgian words, it is advisable that you organize ‘Circle -a Word’ game.

**3. Read and find the English for the Georgian words. Key:**

danarCeni ymawvil i kal aTburTis gundi, gadavidnen sacxovrebl ad ase xSirad ar gamomir kvevia didebul i axal Taxal i gamacnob? axl ave SesaZl ebel ia sxva dros	the rest of... a guy basketball team so often I didn’t find out gorgeous brand new Will you introduce me? right now Maybe another time.
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**5. Match the Georgian and the English equivalents.**

Georgian 5 is extra. *sacxovrebl ad.* **Key:**

2 – i. 3 – j. 4 – k. 5 – extra. 6 – a. 7 – b. 8 – c. 9 – d. 10 – e. 11 – f. 12 – g.

**Grammar – continuation of Present perfect.** Questions and negative forms.

Students first find a sentence in the text, then – read a sentence in the interrogative form and deduce the rule, then – read a negative sentence and deduce the rule. They say it in Georgian. Then they do one exercise in SB. There are more exercises in WB.

**Key:** 1. turned off. 2. have seen. 3. hasn't seen. 4. have bought. 5. have moved. 6. have seen. 7. has put.

**Lesson 3**

**Home Sweet Home**

**1-3 and 5-7 – Procedure the same as in Lesson 1.**

**3. Where will you put these pieces of furniture? Key:**

a -2, b -3. c -3. d -2, e -4. f -1. g -2. h -1. i -3.

**4. Listening task** there is a different aim – students have to understand the listening text without having read it. They have to answer 3 basic questions, which will show if they understood what they listened to. The previous exercises helped them to cope with the language, little by little. They have to do a multiple choice exercise, (which is also a reading task, and revision of some vocabulary of previous units – cry=in tears; says that he can't afford = doesn't want to spend much money).

**Key:** 1 – c. 2 – b. 3 – c.

**Grammar – Present perfect or past simple?**

Students see grammar reference in SB, then do the exercise in SB, and in WB.

**6. Read and find the English for the Georgian words in column 2. Key:**

acremI ebul i	in tears
saqmro	fiancé
saSi nl ad viCxubeT	had a terrible fight
ra moxda?	What happened?
saukeTeso xarisxi	best quality
iaffasiani xaraxura	cheap junk
aravi Tar SemTxvevaSi	no way
saZagel i	mean
saSual eba ara aqvs	he can't afford it
moexvia	hugged
akoceT erTmaneTs da Ser igdi T	kiss and make up

**7. Find the answers to the questions. You will have one answer left over. Key:**

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

**8. Find the Georgian and the English pairs. Key:**

2 – h. 3 – i. 4 – j. 5 – k. 6 – a. 7 - b. 8 – c. 9 – d. 10 – e. 11 – f.

**Grammar. The present perfect tense with just.**

Exercise – practice is placing 'just' after the main verb.

**8. Speaking.** Help students to read about the situation, then they should decide and speak about what the couple really need most.

**Project** – see introduction, p 20, How to conduct work on projects. .

**Unit 13**

**Hurray for Our Team!**

**Lesson 1**

**What's Your Favorite Sport?**

**1. Conversation.** For procedure see p. 22.

**2. Identifying the names for kinds of sport. Key:**

swimming	7	boxing	1
golf	3	karate	8
tennis	9	skiing	12
soccer	2	ice skating	13
basketball	10	ping pong	11
baseball	4	chess	6
wrestling	14	volleyball	5

**3. Words in context.** There are sentences specially to help students identify the vocabulary using the context. **Key:**

Sej ibreba	competition
ej ibrebian	compete
gundi	team
qul ebis mopoveba	score points
varj iSi	practice
TamaSoben	play
i gebs (mogebs)	win
agebs (wagebs)	lose
Tanagundel ebi	teammates

**4. Listening.** Students listen to the text and check off the words as they hear them. Then they read them in class out loud.

**5. Reading.** Students should be able, at this point, to identify the vocabulary basing on the context and using the Georgian words, given. **Key:**

didebul i TamaSi	a great game
mxol od erTi qul iT	by just one point
Caagdo burTi	scored a goal
maxsebdeba	It reminds me
amis msgavsi	like that
bol o wuTSi	at the last minute
ver ipova	couldn't find

**6. Find the answers to the questions. Reading.** Matching questions about the text and the answers. Then checking by students reading the questions and corresponding answers out loud. **Key:**

2 - c. Their team won by one point. 3 - e. He won at the last minute. 4 - b. The other golfer lost his ball. 5 - a. Gene was standing on it.

**7. Categorizing kinds of sports. Key: sports in which one team plays against another team.** a) 1. soccer, 2. basketball. 3. volleyball.

**b) sports in which one player competes with another player.** 1. wrestling. 2. boxing. 3. chess.

**Grammar. The past progressive (progressive) tense.**

Students already know the present progressive tense. They know that it expresses action in progress. So in order to explain the past progressive – also action in progress, in the past, it's better to draw a parallel – compare with the present progressive, also, Georgian **war sul i uwyvetel i: gavakeTe – vakeTebdi.**

See sentences for comparison in SB. Then they sum it up, in Georgian. If they think that they can read the summary in English, it is given in SB.

Tell them to read grammar reference too.

There are more exercises in WB.

**Lesson 2**

**What sport do you go out for?**

**1. Identifying object names.** You can use the procedure described in "How to teach new language" in the introduction. **Key:**

fexburTis burTi 2

sacurao auzi 7

beisbol is burTi da bita 1  
 cigurebi 3  
 kal aTburTSi varj iSob. 8  
 kal aTburTis burTi da kal aTi 4  
 Wadrakis dafa 6

**2. What do they need? Reading.** More practice in using the new vocabulary – they have to find which object is used for which purpose. **Key:**

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

**3. Reading** silently. Deducing the meaning of new vocabulary using the context (and the Georgian equivalents).

To check – say the Georgian words, students call out the English variant. **Key:**

Cogani	racket
Tu dagvagvi anda	if we are late
imuSave.	get going on it
Wadrakis dafa	chess board
frenburTis bade	volleyball net
krivis xel TaTmanebi	boxing gloves
wavedi.	I'm off
Tu Sewyvi tav kamaTs	stop arguing
morCebi	you'll be finished

Then organize the **Circle-a-Word game**.

**4. Listening.** Students listen to the text 'Going to a basketball game', find the answers (given) to the questions and match the sentences,. To check – get the students to read the questions and the answers out loud, one for each student, in turn. **Key:**

2 – f. 3 – g. 4 – b. 5 – d. 6 – c.

**5. Reading.** Students read the text and deduce the meaning of the new words, with the help of the Georgian words (given).

**6. Find the English words for the Georgian ones. Key:**

Cogani 7, burTi 8, Wadrakis dafa 1, Tu dagvagvi anda 6, midi, imuSave 3, frenburTis bade 4, krivis xel TaTmanebi 9, cigurebi 2, kal aTburTis burTi da kal aTi 5.

**Grammar. Present for future.**

Students read a sentence from the text where the present progressive is used for future time. They answer the question what time it expresses – see that it expresses the future time. Then they compare 2 sentences the same sentence in the future simple (will) and in the present progressive. When asked – what is the difference, and compare with the Georgian similar verb – they should come to the conclusion, that the present progressive expresses a future action, which is planned and decided upon. The next step is summing up. They should sum it up in Georgian, then, if they have a wish, read it in English and in Georgian.

There are exercises in WB to practice this.

### Lesson 3

#### What Game Is Soccer?

1 – 7 For procedure see lessons 1 - 2.

2. **Key:**

mowyeni l i var	I'm bored
Sesveneba	break
ej aj gurebodnen	tackle each other
daar tya burTs.	hit the ball
ormoSi.	into a hole
kal aTSi agdeben burTs.	throw a ball into a basket
bi ti T ur tyamen burTs	hit the ball with a bat
sayi dl ebze.	go shopping



**3. Listen and find the answers to the questions. Key:**

2 – soccer. 3. golf. 4 – volleyball. 5 – baseball. 6 – the boys think that girls don't understand sports.

**4. Read and write the Georgian words for English ones in bold type. Key:**

around the house	saxl Si
I'm bored	momwyinda
Let's take a break	modi SevisvenoT
tackle each other	ej aj gurebian erTmaneTs
wrestling	Wi daoba
over a net	badeze
of course	ra Tqma unda
throw a ball into a basket	isvrian burTs kal aTSi
go shopping	wadiT sayidl ebze

**Grammar. Present for future in sentences with *if, when, as soon as, after.***

SB provides steps for introducing the material. The essence is that students first read the sentences from the text of the lesson with this grammar phenomenon, then analyze it – the questions help them do it, and sum up. Then they do an exercise in SB. There are more exercises in WB.

**Project**

For procedure see Introduction, p 20. How to conduct work on projects.

**Unit 14**

**Day In Day Out**

**Lesson 1**

**Shop Till You Drop**

**1. Conversations.** See p 19

**2. Read these texts. Which of them will help you - Key:**

Buy clothes – 2. A perfect summer outfit. Go from Boston to New York – 3 – Return trips. Cook a dessert – 1 – Easy Lemon Cheesecake.

**2. a) Guess and write words for the following. Key:**

1. qerqi	crust	9. aTqvi fe bl enderSi	blend in a blender
2. vanil i	vanilla	10. SeaerTe	combine
3. dariCini	cinnamon	11. gayine macivarSi	refrigerate in a fridge
4. krekerebi	crackers	12. datkepne	press
5. namcecebi	crumbs	13. CaaTqvi fe	beat
6. Cais kovzi	teaspoonful	14. Seurie	mix in
7. mdnari yvel i	cream cheese	15. daasxi	pour
8. Sededebul i rZe	condensed milk		

1. el astiuri	elastic	1. ormxrivi	return trip
2. bamba/kotoni	cotton	mgzavroba	
3. manqanaSi irecxeba	machine-wash	2. adgil ovbrivi dro	local time
4. manqanaSi gaSroba	machine dry	3. gangzavreba (_dan)	depart from
5. gadasaxadi	tax	4. Casvl a	arrive
6. gadmogzavnis	shipping	5. 1 adgil i	1 seat
Tanxa			

c) 1 ounce is 28 grams.

**Lesson 2**

**From Morning Till Night**

**1. Conversation.** For procedure see p. 19, How to teach everyday conversations.

**2. Find the English words for these actions.** For procedure see p 18, How to introduce new language.

**4. Read and find the English for the Georgian words. Key:**

maRvi Zar a.	alarm
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mi emar Teba. Caketil ia. Sxaps iRebs. abazanas vi Reb. j er kidev mand xar? erTidai give amooxvra	heads for is locked is taking a shower I'm taking a bath Are you still there? the same thing sigh
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**5. Fill in the blanks. Key:**

1. taking. 2. washing. 3. knocking. 4. take. 5. washing. 6. brushing/cleaning. 7. running.

**Grammar. The past progressive tense.**

It is a revision. So students find in the text and copy sentences 1) in the present progressive and 2) in the past progressive tenses.

Next step is practicing: exercise on completing sentences matching parts of sentences, jumbled. There can be different pairs, so the answers will vary.

To check – students read their variants out loud in class, or do it in pairs/groups of four.

**7. Complete the sentences. Partial translation. Key:**

1. I was washing my face.... 2. I was practicing on the piano.... 3. We were having breakfast out... 4. The driver was speaking on the mobile... 5. We were going to school...6. We were playing volleyball.....

**8. Complete the sentences.**

1. Wash – face, hands. 2. Brush – teeth, hair. 3. Take a shoe, a bath. 5. Go to school, to a cafeteria.

**9. Speaking . a)** Students make up conversations and act them out in front of the class.

b) Sts tell about what I happening in their families in the morning.

c) Sts tell about their family members – describe them, tell what they like to do, when they take a shower/a bath, how old they are, etc.

**Lesson 3**

**What Happened?**

**1. Traffic signs. Key:**

Signs necessary for safe driving: 1. Stop here on red. 3. Pedestrian crossing. 8. Drive slow please. .

**2. Quickly read the text 'A Car Accident' below and find the words. Key:**

b – 7. c – 2. d – 10. e – 11. f – 6. g – 4. h – 5. i – 3. j – 8. j – 1.

**5. What happened? Check off the right sentences. How many are left unchecked?**

True: 1, 2, 3, 4, 6, 7, 9.

False: 5, 8.

**6. Complete the sentences with question words. Key:**

1. Who. 2. When. 3. How many. 4. Who. 5. Why. 6. Who. 7. What color. 8. What. 9. What color.

**7.Key:** The hit-and-run driver didn't read the signs: Stop here on red. Drive slow, please.

**Project.** See p. 20, How to conduct work on projects.

## 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.

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! 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.....