

NEW 2000 PLUS

8

Tatiana Bukia, Irina Chiburdanidze

Teacher's book

რეკომენდებულია ეროვნული სასწავლო გეგმებისა და შეფასების ცენტრის მიერ.

New 2000 plus, ტატუკია ბუკია, ირინა ჩიბურდანიძე

ინგლისური ენის სახელმძღვანელო

მე-8 კლასი

მასწავლებლის წიგნი

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INTRODUCTION

Who this book is for

“New 2000 Plus” (8th grade) is a revised version of “2000 Plus” Book 4. It is revised according to the Standards set out by the Ministry of Education and Science of Georgia to meet the demands of school reform in the school year 2007. So the Standards, as well as the textbook, are designed for use in Grade 8 of the reformed school.

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

Course objectives

The overall objectives of *New 2000 Plus* (Gr.8) are:

- to bring learners to a level in English which corresponds to the standards set out by the Ministry of Education and Science (See Standards, სწავლის შედეგები და ინდიკატორები).
- to provide learners with adequate training in preparation for national English exams.
- to relate practice in skills, grammar and vocabulary to mastery of the functions of language.
- to provide thorough practice in the four language skills of listening, speaking, reading and writing on communicative level.
- to allow learners to acquire knowledge of subjects other than English Language.
- to motivate students to be actively involved in their learning.
- to cater for different types of intelligence and learning styles.

Course description

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

New 2000 Plus (8) is aimed to comply with level A2 of European Standards.

“New 2000 Plus (8)” is designed with support from the British Council. It represents an intention to introduce into schools in Georgia materials which are in line with modern approaches to foreign language learning.

8th year course provides learning materials for 144 contact hours: 11 units, 3 lessons in each, 3-4 contact hours for each lesson, 11 – 12 for each unit, plus time taken for self-assessment (after every 3 units, 1 contact hour each, total 4 contact hours), and 6 contact hours for tests (three progress tests in the middle, and three achievement tests at the end of each trimester).

The stages of introducing the learning material in each unit and, consequently, of each skill development in the 3 lessons of each unit are:

Lesson 1. Pre-reading → Reading 1 → While reading → After reading → Grammar → Writing → Speaking

Lesson 2. Pre-listening → Listening → While listening → After listening → Grammar → Writing → Speaking.

Lesson 3. Pre-reading → Reading 2 → After reading → Grammar → Writing → Speaking.

A **grammar** category and tasks for **writing**, and **speaking** are based on Reading text 1 and are introduced in all these 3 lessons.

Activities addressing each skill development are marked by **symbols** for easier orientation.

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

In order to develop in sts a skill of being independent, the textbook provides also tasks for **learning to learn - "What I know so far"** (in the appendix), to be done after units: 3, 6, 9 and 11 - 4 throughout the year, which the sts do **independently**, in class, checking the correctness with the key.

მეთოდური ორიენტირები

2000 Plus სახელმძღვანელოს ძირითადი პრინციპები

1. **ენის შესწავლა და მისი გათავისება (Acquisition and learning)**. ამ მიდგომის თანახმად მოსწავლეები უკეთ ითვისებენ ენობრივ მასალას, როდესაც მათი ყურადღება მიმართულია არა ენობრივ ფორმაზე, არამედ იმ ინფორმაციაზე, რომლის მატარებელიც ეს ფორმა არის.
2. **მოსწავლის მოტივაცია (Learner motivation)** მიხეულება ყველაზე დიდი მნიშვნელობის მქონე ფაქტორად. ამიტომ დავალებების შერჩევისას გამოყენებულია მიდგომა, რომელიც მოსწავლეზე არის ორიენტირებული (**student centred content**), გათვალისწინებულია მოსწავლეთა ასაკობრივი ინტერესები. არაენობრივი სასწავლო მასალა - სასწავლო თემები, ტექსტის ტიპები არჩეულია ისე, რომ იწვევდეს მოცემული ასაკის მოსწავლეთა ინტერესს.
გათვალისწინებულია დავალების **სიძნელის დონე**. მოსწავლეებისთვის მოცემული სიძნელის დონის დაძლევა ინტერესს უნდა წარმოადგენდეს. დავალების შესრულების დროს **მიღწეული წარმატება** აგრეთვე მოტივაციის წყაროს წარმოადგენს.
მაგალითად, ხშირად დავალება ატარებს მცირე - ოთხკაციან ჯგუფებს შორის შეჯიბრის ხასიათს, რომლის საბოლოო პროდუქტი ზეპირი კომენტარის თანხლებით რაიმე სახის წერილობითი ფორმით არის წარმოდგენილი. ცხადდება გამარჯვებული ჯგუფი.
3. **დავალების შესრულებაზე დაყრდნობა (Task-based learning)**. ენის დაუფლება ხდება სხვადასხვა დავალებების შესრულების პროცესში. დავალებები მიმართულია როგორც პრაქტიკული უნარ-ჩვევების განვითარებაზე, აგრეთვე მოსწავლის შემოქმედებითი აქტივობის მობილიზებაზე.
4. **შემეცნებითი მიდგომა (A cognitive approach)**. სწავლა უფრო ეფექტურია, თუ იგი წარმოადგენს ინტელექტუალური მოქმედების შედეგს. დავალებები ისე უნდა იყოს შედგენილი, რომ იწვევდეს გაანალიზებისა და დედუქციის გამოყენებას. **მაგალითად**, გრამატიკული მასალის ათვისება ხდება კონტექსტში - მოსწავლე პოულობს შესასწავლ მოვლენას ტექსტში, აანალიზებს მას მოცემულ კითხვებზე პასუხის გაცემის დახმარებით, და გამოჰყავს (დედუქციის გზით) წესი.
5. **მოსმენის უპირატესობა (Primacy of listening)**. ენობრივი კურსის შედგენის დროს დიდი ყურადღება ეთმობა მოსმენას, რადგან ზეპირმეტყველებაში მოსმენა წინ უსწრებს ლაპარაკს. გათვალისწინებულია ენობრივი მასალის შესწავლისას მიბაძვის ფაქტორის მნიშვნელობა მეტყველების პროდუცირების პროცესში.
6. **სიზუსტე და თავისუფალი მეტყველება (accuracy and fluency)**. სასწავლო დავალებებში მოსწავლეთა ყურადღების მიმართვა ზოგჯერ თავისუფალ მეტყველებაზე, აზრის გამოთქმაზე, სადაც გრამატიკულ შეცდომებს არ მიექცევა ყურადღება, რომ არ მოხდეს თავისუფალი მეტყველების დაბრკოლება, ზოგჯერ კი - გრამატიკულად სწორი გამონათქვამის აგებაზე.
7. **მოსწავლის პიროვნების ჩამოყალიბება (Personality development)**. მოსწავლის განვითარებისთვის აუცილებელ თვისებებად მიგვაჩნია: კვლევის წარმოების უნარი, თავდაჯერებულობა, დამოუკიდებლობა, თანამშრომლობა, ცნობისმოყვარეობა, ურთიერთპატივისცემა და ტოლერანტობა (creativity, confidence, independence, cooperation, curiosity, mutual respect and tolerance) ეს მიიღწევა რეგულარულად წყვილებში და მცირე სამუშაო ჯგუფებში მოსწავლეების ორგანიზებით დავალებების შესასრულებლად, ერთმანეთისა და მასწავლებლის შეჯიბრში გამოწვევით, ურთიერთდახმარებით და თანამშრომლობით დასახული საერთო მიზნის მისაღწევად. ამ თვისებების ჩამოყალიბების მიღწევის საფუძველს წარმოადგენს დავალებების შემეცნებითი ხასიათი, დამოუკიდებელი დასკვნის/აზრის გამოთქმის დავალებები და სხვა.

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

ლინგვისტური კომპეტენციის ჩამოყალიბების გარდა “New 2000 Plus” ითვალისწინებს ზოგადსაკაცობრიო მნიშვნელობის ფასეულობებში მოსწავლის გათვითცნობიერებას; მსოფლიო და შესასწავლი ენის ქვეყნების კულტურის, ხელოვნების, მუსიკის გაცნობას თავისი ქვეყნის კულტურასთან ერთად; მოსწავლე ჩართულია ე.წ. **კულტურათა დიალოგში (Dialogue of cultures)**. იგი ითავისებს, რომ ისიც ამ მსოფლიოს ნაწილს წარმოადგენს მიუხედავად ცალკეული განსხვავებებისა, რაც მასში აყალიბებს ტოლერანტობის, მოყვასის სიყვარულისა და პატივისცემის გრძნობებს. ამიტომ სახელმძღვანელოში მოცემულია თავისი ქვეყნის შესაბამის მოვლენასთან შედარების და განსხვავებებისა თუ მსგავსებების გამოვლენის დავალებები. ასეთი დავალებების მაგალითებს წარმოადგენს: მუსიკის სახეები; კვება; მოუშაადებელი “თათარიახნი” სადილი მეგობრებთან, ამერიკის ისტორიიდან – ოქროს ციგებ-ცხელება, და მასთან დაკავშირებული სიმღერა “კლემენტაინ”; ქართული კულტურის ძეგლები, მაგალითად ძველი თბილისის “აბანოთუბანი”.

How to introduce new language

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

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

A procedure for 8th grade TPR activity with new vocabulary:

1. Get one St to dictate to you the new words (from a new text, the ones which they were not able to guess from the context) and write them, in a column, on the board. While you are writing, everybody is comparing their list with the one on the board and dictating to you the words which they have written, in addition to this list.

Write Georgian equivalents in another column, in jumbled order.

Example:

| | |
|---------|----------------------|
| feed | გავრცელებული, ჩვეული |
| chirp | ჩვევა |
| common | ბუმბული |
| habit | ჭიკჭიკი |
| feather | შეხვევა (ჭრილობის) |
| bandage | კვება |

2. Say to class one Georgian word at a time, ask them to guess the English equivalent, ask one St to point to the word. If it is not true, ask another St, continue till they get it right.
3. All Sts match the English words with Georgian words in their notebooks.
4. The next step can be looking the words up in the dictionary/vocabulary list at the end of the book.

How to teach reading

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

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

Texts for intensive reading

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

Pre-reading task

The pre-reading tasks are aimed at motivating Sts to read the learning material. At this stage the teacher can use any of the following activities (not every one of which is given in each unit.):

1. The theme of the reading text is introduced – Sts are asked to relate the theme to their own experience.
2. Sts are asked to compare a pair of the given pictures. Example: Before a reading text on how to keep fit – in the first picture two teenagers are smoking. In the second picture years have passed. They have problems with their lungs.
3. a) Sts are asked to look at the title, the pictures around the text, and call out the words they expect to meet in the text (brainstorming). One St is invited to the board to write these words. b) The next task can be reading the text and finding the words from the board in it.
4. To form the skill of looking through the text fast (scanning) – a) Sts are asked to read the first sentence of every paragraph, the last sentence of the text, look at the pictures, and conclude what the text is about. b) The next task can be comparing the answers, in pairs, or in class.

While reading tasks.

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

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

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

After reading tasks.

Examples of after reading tasks:

- 1) Sts **deduce the meaning** of unknown words from the context.
- 2) If there are some words left, Sts **make a list of words** new to them. They can compare their lists in pairs. Then invite one St to dictate to you (the teacher) his list, others add their words. Write the words in a column on the board. When the list is complete, write Georgian equivalents of the new

words in another column, in jumbled order. Invite 2-3 Sts. Continue as described in **How to introduce new language** - TPR procedure (see above).

3) True or false.

- a. In a list of sentences one or more are not true. Sts find the false sentence(s), copy it (them) and then write why it is (they are) not true. E.g. *(number) is false, because the text says_____.*
- b. The summary of the text is given It contains a definite number of factual mistakes. Sts read it, find the mistakes, and copy the summary with mistakes corrected. (E.g. *There are 4 mistakes in the summary. Find and correct them, then copy the summary.*)

4) Filling in the table with information from the text.

5) Answering the questions (in different form. See exercises below), etc.

6) After this, it is advisable that Sts also train in reading aloud.

Texts for extensive reading.

Just for fun

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

Did you know?

The aim of this reading task is reading for information.

Sts read the text silently. You can check what information they got from it, asking one or two questions. You can ask and get the answer in Georgian, depending on the level of the group. The aim of this activity is developing a skill of getting information from an English text, without concentrating on unknown words.

Optional: what you can also use

1) Beat the teacher (აჯობე მასწავლებელს): sts try to demonstrate a better skill to memorise exact sentences from the text, than you.

Procedure: shut the book, Sts choose any word from the text, (they take turns) and say the word. You have to say the **exact** sentence, in which it was used in the text. If the sentence is not exact, they say 'No'. Continue until the sentence is right. The whole class is engaged in comparing the sentence you say with the one in the book. This fun activity stimulates them to read the text through several times while looking for the word in the text, and, consequently, to memorise it, which prepares them for the next step. .

Next step:

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

2) Chain writing (ჯაჭვური წერა), depending on the level of the group.

In small groups – **of four – six** Sts reconstruct the text in chain writing.

Procedure:

a. Books shut. Each St has a sheet of paper. He/she writes the first sentence (from memory), passes his sheet to the St on his left, and receives a similar sheet from his other neighbour on the right. The first sentence is written on this sheet, he has to read it, write the second one and pass it to his neighbour on the left and so on, until the whole text is written. In this way everybody writes the whole text sentence by sentence.

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

Fast reading

1) Unscrambling letters and writing a word. Example: mentattre – treatment.

2) Optional:

Putting the words in the order indicated. Identifying the difference between pronunciation and spelling. Also, developing a skill of fast reading, training in fast reading without learning 'reading rules'.

Procedure:

(1) Together with sts make a list of words. Each st has one list. In your copy give a number to each word in jumbled order. Dictate the word list.

Example: 1 – e .

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

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

a. You can read 2 - 3 times.

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

c. To check – read the correct sequence: *number 1 is e*, etc.

More words

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

Example:

1. parrot animal giraffe bird cock

2. Matching a situation with one of the given words according to the eaning.

Example: Tamuna can take care of herself. She washes her clothes, cooks breakfast, and does her lessons without her mum's help – independent.

3. Writing pairs of words according to combinability. There is one extra word.

Example: *all over + the world.* Electronic + computer, etc.

4. Odd one out. Finding a word which is different from the words in the group. Telling the class why it is different.

5. Making new words by means of affixes. Example: Catch – catchy, beauty – beautiful, do - undo.

6. Finding synonyms. Example: Find in the text 3 words close in meaning with 'beautiful'. Say the sentences with them – wonderful, magnificent, delightful.

How to teach listening

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

You can plan **pronunciation practice** for the second lesson of every unit.

Get your Sts to read new vocabulary of the unit after you to practise to pronounce it correctly.

How to teach grammar

Grammar is learned in context. The grammar material is usually present in the text for reading. So it is introduced in combination with the reading activity: students read the text, find the grammar material you (or textbook exercises) point out to them, analyse it (exercises show how to do it), and deduce the rule. The next stage is practising to use it. For examples - see rubric 'Grammar' in every unit. If it is marked 'Revision' – it was already introduced in this way – either in the previous book -7th grade, or in the present one.

How to teach writing

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

Some activities to practise speaking

The next stage is using all this acquired language – vocabulary and grammar – in speaking.

1. Sts make up a conversation on a given situation, in pairs, and perform it in class.

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

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

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

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

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

3. Finding a word according to definition.

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

The question sample: *Do you have _____?*

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

4. Finding a pair.

Students have to find a pair according to some tasks – a) a word for the definition: some students in class have slips with words, others – with definitions, by asking questions round the class they find a pair. b) an answer to the question. c) a continuation of a phrase. d) a synonym, etc.

Procedure: Prepare, with the students’ help, cards/slips of paper – some with one part of the task, some – with the other, e.g. 1.a. an animal’s coat - b. fur; 2.a. things that are not needed by anybody – b. garbage.

Put them on two stacks on your table. Half of the students take one slip from one stack, the other half – from the other. Each has to find a pair, by asking questions.

Allow some (definite) time for this activity. At your sign they stop, go back to their seats, and tell you or/and the class the result.

To help the students speak English, write the questions they may ask, on the board.

This is a greatly motivating activity, so the teacher’ll have to put up with the noise!

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

6. In groups of four.

Sts choose *Interviewer, Observer, Secretary and Presenter.*

Interviewer asks everybody questions according to the task.

Observer sees that everybody speaks English, keeps count of the words spoken in Georgian, and reports to the class.

Secretary keeps records.

Presenter tells class the result.

The group whose Reporter makes the best report, and where there are the fewest words in Georgian (native language), is the winner.

How to check homework

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

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

How to perform self-assessment (თვითმედიწმინდა)

There are 4 self-assessment units in the textbook appendix – What I know so far.

Allow one contact hour for each (after units 3, 6, 9, and 11).

Sts write the tasks, then – check the correctness with the key (in the appendix, after the tasks). They write the number of correct answers in the box after each task. You can help Sts to revise that section of the book in which they demonstrated insufficient skills.

How to use vocabulary list

Vocabulary list contains all the words that are new for this year. Each entry contains the word, indication of what part of speech it is, phonetic transcription and Georgian equivalent. Sts check the meaning of the words only after they try to guess the meaning from the context.

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

1) Begin with the signs that are used in transcription only - ≡ ≐: Y O { ζ Δ T Σ τΣ.

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

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

For this you can either use the vocabulary list of the book, telling the sts to cover the 1st and the 3rd columns with a slip of paper, look only at the 2nd column (with transcriptions), and find the word you read out loud.

They number the words and then check with your numbering (you have to prepare for this exercise by numbering the words in your list in jumbled order, and then read in that order).

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

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

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

| | | |
|---------------|-----------|-----------|
| √γΑ:βιδγ | √σπ:σΙζ | √Ο:ν≡μ≡ντ |
| ≡δ√ω≡: πσμ≡ντ | ι√νκϚριδγ | φ≡: |

სწავლის სწავლა (Learning to learn):

- 1) გაკვეთილებში მოცემულია დაავალებები, სადაც მოსწავლე ასრულებს რაიმე წერით სავარჯიშოს, მეწყვილეს უცვლის თავის ნაწერს, ამოწმებს მის ნაწერს, ცდილობს გაასწოროს შეცდომები, გაიაზროს მეწყვილის მიერ ნაპოვნი შეცდომები, შემდეგ ჩააბარებს მასწავლებელს გასასწორებლად. ყურადღების ასეთი კონცენტრირება შეცდომების გასწორებაზე ასწავლის მოსწავლეს როგორ უნდა ისწავლოს.
- 2) მოსწავლე ასრულებს თვითშემოწმების სავარჯიშოებს, ამოწმებს მათ სისწორეს გასაღებში, თვლის ქულებს.
- 3) მოსწავლე გაიაზრებს სწავლის პროცესს, ანუ - თითოეული უნარ-ჩვევის ჩამოყალიბების დროს შესრულებული საფეხურების (სავარჯიშოების) შინაარსსა და თანამიმდევრობას, რისთვისაც ავსებს ცხრილებს, პასუხობს კითხვებს.

ასეთი დამხმარე ცხრილები სახელმძღვანელოში მოცემულია თვითშემოწმების ნაწილში – What I know so far წლის განმავლობაში 4-ჯერ. მასწავლებელმა უნდა დაგეგმოს მისი შესრულება წიგნის მე-3, მე-6, მე-9 და მე-11 თემის შემდეგ.

Notes on class management

Using English and Georgian in the classroom

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

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

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

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

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

- teacher interacts with one or more students while others observe
 - teacher interacts with all students at the same time
 - one student interacts with all other students
 - all students interact with each other in pairs
 - all students interact with each other in groups of more than two
- Although the teacher is not directly concerned when students are engaged in pair or group work, he should not remain 'outside' the activity. His role here is to go round the class, listen in, help out with difficulties, and take note of where the students are having problems. His job is to monitor and to assist, particularly with the weaker students.

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

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

Conventions (პირობითი აღნიშვნები) used in the text:

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

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

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

II

უცხოური ენის სტანდარტი

ინგლისური ენის სწავლება საქართველოს სკოლებში წარიმართება ეროვნულ სასწავლო გეგმაში არსებული უცხოური ენის სტანდარტის მიხედვით. მასში მოცემულია სწავლის ის შედეგები, რომელსაც უნდა მიაღწიოს ყველა მოსწავლემ სხვადასხვა კლასების მიხედვით სასწავლო წლის ბოლოს. აქვეა ინდიკატორები (მაჩვენებლები), რომლებიც გვინფორმებს, მიაღწიეს თუ არა მოსწავლეებმა ამ შედეგს. ეს სახელმძღვანელოც ამ სტანდარტის მიხედვით არის დამუშავებული. ამიტომ მოსწავლეებმა კლასში შესვლის წინ ამ სტანდარტის მიხედვით უნდა დაგეგმონ გაკვეთილი და გამოიყენონ სახელმძღვანელო როგორც დასახული მიზნის მიღწევაში, ასევე სტანდარტის მოთხოვნების დაკმაყოფილებაში.

VIII კლასი

წლის ბოლოს მისაღწევი შედეგები

| უცხ.VIII | მიმართულება: | | |
|--|--|--|--------|
| | მოსმენა | ლაპარაკი | კითხვა |
| 1. მოსწავლე იღებს მასწავლებლის მითითებებსა და სავარჯიშოს ინსტრუქციებს. | 6. მოსწავლე იცავს უცხოური ენისათვის დამახასიათებელ ინტონაციას და აქვს სათანადო გამოთქმა. | 11. მოსწავლე იღებს ინსტრუქციებს (სავარჯიშოს პირობა, აბრა, რჩევა- დარიგება, გამაფრთხილებელი წარწერა, თამაშის წესები). | |
| 2. მოსწავლე იღებს დიალოგს. | 7. მოსწავლე თავს ართმევს ყოფით საკომუნიკაციო სიტუაციას | 12. მოსწავლე იღებს მარტივ კორესპონდენციას: სხვადასხვა ხასიათის ღია ბარათს. | |
| 3. მოსწავლე იღებს საინფორმაციო აუდიოჩანაწერებს. | 8. მოსწავლე მონაწილეობს ინტერაქციაში. | 13. მოსწავლე ეცნობა პრესას (ინტერვიუ, რეპორტაჟი, | |
| 4. მოსწავლე იღებს საინფორმაციო აუდიოჩანაწერებს. | 9. მოსწავლე გაბმულად ლაპარაკობს. | | |
| 5. მოსწავლე | 10. მოსწავლე იყენებს ზეპირმეტყველების | | |

განსაზღვრავს
მოსმენის მიზანს
და იყენებს
შესაბამის
სტრატეგიას.

სათანადო სტრატეგიებს.

- ტელეპროგრამა,
ქრონიკა).
14. მოსწავლე იგებს სარეკლამო ხასიათის ტექსტს (ტურისტული ბუკლეტი, აფიშა, ანონსი).
 15. მოსწავლე იგებს კომიქსს.
 16. მოსწავლე იგებს ფაქტობრივი ინფორმაციის შემცველ შემეცნებით ტექსტს სხვადასხვა თემაზე (კულტურისა და საბუნებისმეტყველო სფეროებიდან).
 17. მოსწავლე იგებს თხრობით ტექსტს (ცხოვრებისეული ისტორია, მოგონება, დღიური).
 18. მოსწავლე განსაზღვრავს კითხვის მიზანს და შესაბამისად იყენებს კითხვის სხვადასხვა სახეობას (გაცნობითი, შესწავლითი, ძიებითი).

უცხ.VIII

| მიმართულება: სწავლის სწავლა | | კულტურათა დიალოგი |
|--|--|---|
| 19. მოსწავლე ნიშნის მიხედვით წერს სხვადასხვა შინაარსის ღია ბარათს. | 23. მოსწავლე აცნობიერებს, რომ მიზნის მიღწევის სხვადასხვა გზა არსებობს. | 27. მოსწავლე ამოიცნობს ინფორმაციას კულტურის სფეროდან. |
| 20. მოსწავლე ქმნის სარეკლამო ხასიათის ტექსტს (ბუკლეტი, აფიშა). | 24. მოსწავლე დამოუკიდებლად მართავს სასწავლო საქმიანობას. | 28. მოსწავლე ტოლერანტულია კულტურული და ინდივიდუალური განსხვავებების მიმართ. |
| 21. მოსწავლე ადგენს ტელეპროგრამას | 25. მოსწავლე მართავს რესურსებს. | 29. მოსწავლე ითვალისწინებს განსხვავებულ სოციოკულტურულ გარემოში მიღებულ ქცევის წესებს. |
| 22. მოსწავლე მიმართავს წერის სათანადო სტრატეგიებს. | 26. მოსწავლე თანამშრომლობს გუნდის წევრებთან. | |

სწავლის შედეგები და ინდიკატორები

მოსმენა

(მოსმენის უნარის გასავითარებლად გამოიყენება დიდაქტიზებული* და ნახევრად ავთენტური* აუდიოჩანაწერები, სადაც ტექსტები მკაფიოდ და ნელა ისმის)

უცხ.VIII.1. მოსწავლე იღებს მასწავლებლის მითითებებსა და სავარჯიშოს ინსტრუქციებს.

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- სათანადოდ რეაგირებს მასწავლებლის მითითებებზე
- ასრულებს სავარჯიშოებს

უცხ.VIII.2. მოსწავლე იღებს დიალოგს.

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- ამოიცნობს საკომუნიკაციო სიტუაციას (თანამოსაუბრეები, სასაუბრო თემა)
- ამოკრფის დიალოგიდან ფაქტობრივ ინფორმაციას (ვინ, სად, როდის, რამდენი, რომელი, როგორი. . .)
- ამოიცნობს დიალოგში მონაწილე პირთა დადებით და უარყოფით შეფასებებს
- განასხვავებს მეტყველების ფამილარულ და თავაზიან ფორმებს

უცხ.VIII.3. მოსწავლე იღებს საინფორმაციო აუდიოჩანაწერებს.

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

ა. მოსწავლე არკვევს ამინდის პროგნოზს.

- ამოიცნობს გეოგრაფიულ ადგილებს
- ამოიცნობს ატმოსფერულ მოვლენებს და ტემპერატურას

ბ. მოსწავლე იღებს სპორტის ახალ ამბებს.

- ამოიცნობს სახეობებს
- ამოიცნობს გამარჯვებულ და დამარცხებულ გუნდებს/მოთამაშეებს
- ამოიცნობს ანგარიშს

მოსმენის სტრატეგიები

უცხ.VIII.4. მოსწავლე შინაარსის გასაგებად იყენებს სათანადო სტრატეგიებს.

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- სათაურის, ილუსტრაციების საფუძველზე გამოთქვამს ვარაუდს ტექსტის შინაარსის შესახებ
- ცოცხალი მეტყველების/ჩანაწერის მოსმენისას იშველიებს არაგერბალურ ელემენტებს (ხმის ტემბრი, ინტონაცია, მიმიკა, ექსტიკულაცია, სხვადასხვა ტიპის ხმაური, ლოგიკური მახვილი . . .)
- ამოიცნობს უცნობი სიტყვების, გამოთქმების, წინადადებების მნიშვნელობას ნაცნობ ელემენტებზე დაყრდნობით (კონტექსტი, ინტონაცია, სიტყვის ფუძე . . .)

უცხ.VIII.5. მოსწავლე განსაზღვრავს მოსმენის მიზანს და იყენებს შესაბამის სტრატეგიას.

ა. მოსწავლე ამოიცნობს ზოგად შინაარსს.

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

ნაცნობ სიტყვებსა თუ გამოთქმებზე დაყრდნობით ამოიცნობს საკომუნიკაციო სიტუაციას, კონტექსტს, მთავარ თემას/საკითხებს

ბ. მოსწავლე ამოიცნობს კონკრეტულ ინფორმაციას.

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- ყურადღებას ამახვილებს მხოლოდ კონკრეტულ ინფორმაციაზე და ამოკრფის მას
ლაპარაკი

უცხ.VIII.6. მოსწავლე იცავს უცხოური ენისათვის დამახასიათებელ ინტონაციას და აქვს სათანადო გამოთქმა.

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- გამოთქმით კითხულობს ლექსებს, ტექსტებს
- გაითამაშებს დიალოგებს, სკეტჩებს

უცხ.VIII.7. მოსწავლე თავს ართმევს ყოფით საკომუნიკაციო სიტუაციას

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- მონაწილეობს სიმულაციურ სიტუაციებში (მაღაზიაში, ექიმთან, დაპატიჟება, შეხვედრის დანიშვნა და სხვა)

- ინტერაქციისას შეარჩევს საკომუნიკაციო სიტუაციის შესატყვის მიმართვის ფორმებს, ფრაზებს, გამოთქმებს, კლიშეებს
- სათანადოდ რეაგირებს თანამოსაუბრის რეპლიკებზე
- ახერხებს ტელეფონით საუბარს
- მართებულად იყენებს მეტყველების თავაზიან და ფამილარულ ფორმებს

უცხ.VIII.8. მოსწავლე მონაწილეობს ინტერაქციაში.

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- სვამს და პასუხობს კითხვებს ნაცნობ თემატიკაზე (ჩაცმულობა, საყვარელი გმირი, ჰობი, თავისუფალი დრო, სკოლა, მეგობრები და სხვა)
- გამოხატავს ემოციებს, შეხედულებებს, განწყობილებას
- აფასებს მოვლენებს, ფაქტებს, ადამიანებს
- სათანადოდ იყენებს მიმართვის თავაზიან და ფამილარულ ფორმებს
- უცხოურ ენაზე გადმოსცემს სათქმელს სასწავლო პროცესში წარმოქმნილ პრობლემებთან დაკავშირებით

უცხ.VIII.9. მოსწავლე გაბმულად ლაპარაკობს.

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- საუბრობს მისთვის ნაცნობ თემატიკაზე (ოჯახი, საცხოვრებელი ადგილი, ყოველდღიური აქტივობები და სხვა)
- ყვება ამბავს

ზეპირმეტყველების სტრატეგიები

უცხ.VIII.10. მოსწავლე იყენებს ზეპირმეტყველების სათანადო სტრატეგიებს.

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- კომუნიკაციის წარმართვისთვის იყენებს აუცილებელ რესურსებს (მოდელები, საკვანძო სიტყვები, ფრაზები, გამოთქმები, კლიშეები)
- ბლოკირების შემთხვევაში იყენებს საკომპენსაციო საშუალებებს (მაგ.: მიმიკა, უესტიკულაცია, ანტონიმის/სინონიმის მითითება, პერიფრაზირება /ნაგულისხმევი საგნის აღწერა ან მისი დანიშნულების მითითება/ და სხვა)
- ხდება და ასწორებს საკუთარ/სხვის შეცდომებს
- გაუგებრობის შემთხვევაში ითხოვს გამეორებას, განმარტებას, ნელა და გარკვევით წარმოთქმა

კითხვა

(კითხვის უნარის გასავეითარებლად გამოიყენება ნახევრად ავთენტური ან ავთენტური* ტექსტები)*

უცხ.VIII.11. მოსწავლე იგებს ინსტრუქციებს (სავარჯიშოს პირობა, აბრა, რჩევა- დარიგება, გამაფრთხილებელი წარწერა, თამაშის წესები).

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- სათანადოდ რეაგირებს მითითებებზე

უცხ.VIII.12. მოსწავლე იგებს მარტივ კორესპონდენციას: სხვადასხვა ხასიათის ღია ბარათს.

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- ამოიცნობს ავტორის/ადრესატის ვინაობას
- ამოიცნობს გაგზავნის თარიღსა და ავტორის/ადრესატის მისამართს
- ამოიცნობს კორესპონდენციის მიზანს (მილოცვა, მოწვევა, რაიმეს შეთავაზება და სხვა).
- ამოიცნობს ფაქტობრივ ინფორმაციას (როდის, სად, ვინ, რატომ . . .)

უცხ.VIII.13. მოსწავლე ეცნობა პრესას (ინტერვიუ, რეპორტაჟი, ტელეპროგრამა, ჟრონიკა).

ა. მოსწავლე იგებს ინტერვიუს, რეპორტაჟს.

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- ამოიცნობს კორესპონდენტს, რესპონდენტს
- ამოიცნობს თემას/საკითხებს

- ამოიცინობს ფაქტობრივ ინფორმაციას
- ამოიცინობს რესპონდენტის ემოციებს, დადებით და უარყოფით დამოკიდებულებებს

ბ. მოსწავლე იღებს ტელეპროგრამას.

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- ამოიცინობს პროგრამის ფორმატს (კვირის განრიგი, საათების განრიგი, გადაცემის სათაურები, არხების ლოგოები)
- ამოიცინობს გადაცემის ტიპს
- ამოიცინობს ანოტაციის ზოგად შინაარსს
- ამოიცინობს კონკრეტულ ინფორმაციას (მონაწილე, შემსრულებელი, დღე, დრო და სხვა)

7. მოსწავლე იღებს ქრონიკას.

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- ამოიცინობს სათაურს და ქვესათაურებს
- ამოიცინობს მთავარ სიუჟეტებს საკვანძო სიტყვებზე დაყრდნობით (სენსაცია, ქურდობა, დაჯილდოება, გატაცება და სხვა)
- ამოიცინობს მოქმედ პირებს და მათ დამახასიათებელ თვისებებს
- ამოიცინობს მოვლენათა თანმიმდევრობას
- ამოიცინობს კონკრეტულ ინფორმაციას (როლის, სად, რამდენი. . .)

უცხ.VIII.14. მოსწავლე იღებს სარეკლამო ხასიათის ტექსტს (ტურისტული ბუკლეტი, აფიშა, ანონსი).

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- ამოიცინობს საკომუნიკაციო სიტუაციას (ავტორი, ტექსტის მიზანი, ტექსტის ფორმატი, ადრესატი)
- ამოიცინობს სათაურს, ქვესათაურებს, რუბრიკებს, ილუსტრაციების წარწერებს
- ამოიცინობს ფაქტობრივ ინფორმაციას (თარიღი, ფასი, ადგილი, პირობები, მონაწილე და სხვა)

უცხ.VIII.15. მოსწავლე იღებს კომიქსს.

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- განასხვავებს ერთმანეთისგან დიალოგური და თხრობითი ტექსტების დიზაინს
- ერთმანეთთან აკავშირებს ტექსტსა და ნახატს
- ამოიცინობს სახვითი და ტიპოგრაფიული ხერხებით გამოხატულ ემოციებს, განწყობებს
- ამოიცინობს ეპიზოდის შინაარსს ილუსტრაციებზე დაყრდნობით
- ამოიცინობს ნახატებსა თუ ტექსტში მინიშნებულ კულტურულ ინფორმაციას (ეპოქა, ქვეყანა, ისტორიული მოვლენა, ამა თუ იმ სოციალური წრის ტიპური წარმომადგენელი და სხვა)

უცხ.VIII.16. მოსწავლე იღებს ფაქტობრივი ინფორმაციის შემცველ შემეცნებით ტექსტს სხვადასხვა თემაზე (კულტურისა და საბუნებისმეტყველო სფეროებიდან).

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- ამოიცინობს მთავარ თემას/საკითხებს
- ამოიცინობს ფაქტობრივ ინფორმაციას

უცხ.VIII.17. მოსწავლე იღებს თხრობით ტექსტს (ცხოვრებისეული ისტორია, მოგონება, დღიური).

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- ამოიცინობს პერსონაჟებს
- ამოიცინობს პერსონაჟთა განწყობილებებს, გრძნობებს, დამახასიათებელ თვისებებს
- ამოიცინობს ამბის მსვლელობის მთავარ ეტაპებს (დასაწყისი, ამბის განვითარება, დასასრული)
- ადგენს მოვლენათა თანამიმდევრობას

კითხვის სტრატეგიები

უცხ.VIII.18. მოსწავლე განსაზღვრავს კითხვის მიზანს და შესაბამისად იყენებს კითხვის სხვადასხვა სახეობას (გაცნობითი, შესწავლითი, ძიებითი).

ა. მოსწავლე ეცნობა ტექსტს (გაცნობითი კითხვა).

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- გამოთქვამს ვარაუდს ტექსტის შინაარსის შესახებ სხვადასხვა ელემენტების მოშველიებით (სათაური, ქვესათაური, ილუსტრაცია, აბზაცების დასაწყისი, ერთ-ერთი აბზაცი, გამოყოფილი სიტყვები)
- ერთხელ კითხულობს ტექსტს
- ყურადღებას არ ამახვილებს უცხო სიტყვებზე
- ეყრდნობა ნაცნობ სიტყვებს ზოგადი შინაარსის გასაგებად

ა. მოსწავლე გულდასმით კითხულობს ტექსტს (შესწავლითი კითხვა)

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- ეცნობა ტექსტს (იხ. გაცნობითი კითხვა)
- გამოწვლილვით კითხულობს ტექსტს
 1. ცდილობს უცნობი სიტყვების, გამოთქმების მნიშვნელობის ამოცნობას ნაცნობ ვერბალურ (კონტექსტი, ქართულში დამკვიდრებული უცხოური სიტყვები, სიტყვის ნაცნობი ფუძე, აფიქსები) და არავერბალურ (ტექსტის აგებულება, ილუსტრაციები, სხვადასხვაგვარი შრიფტი, ბრჭყალები,) ელემენტებზე დაყრდნობით
 2. უცნობ სიტყვებს, გამოთქმებს ეძებს მისთვის მისაწვდომ რესურსებში (სახელმძღვანელო, ლექსიკონი, კომპიუტერული პირი)
- საჭიროების შემთხვევაში ხელმეორედ კითხულობს ტექსტს ან მის ცალკეულ ნაწილებს

გ. მოსწავლე ტექსტში პოულობს კონკრეტულ ინფორმაციას (ძიებითი /სელექციური/ კითხვა)

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- თვალის გადავლებით ამოკრეფს მისთვის საჭირო ინფორმაციას

წერა

უცხ.VIII.19. მოსწავლე ნიმუშის მიხედვით წერს სხვადასხვა შინაარსის ღია ბარათს.

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- იცავს კორესპონდენციის ფორმალურ მხარეს (მიმართვის ფორმა, დამშვიდობების ფორმულა, ხელმოწერა, მისამართი, თარიღი)
- კორესპონდენციის მიზანს უსადაგებს შინაარსს (მიწვევა, რაიმეს შეთავაზება, მიწვევაზე/შეთავაზებაზე დათანხმება/უარის თქმა)
- რესპონდენტის ვინაობის გათვალისწინებით მართებულად შეარჩევს მეტყველების ფამილარულ და თავაზიან ფორმებს
- იცავს გრამატიკისა და ორთოგრაფიის ნორმებს

უცხ.VIII.20. მოსწავლე ქმნის სარეკლამო ხასიათის ტექსტს (ბუკლეტი, აფიშა).

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- განსაზღვრავს საკომუნიკაციო სიტუაციას (ავტორი, რეკლამის მიზანი, ტექსტის ფორმატი, ადრესატი)
- იგონებს სათაურს
- წერს ილუსტრაციის კომენტარებს
- ლაკონურად ადგენს ძირითად ტექსტს (ანოტაციას)
- მიუთითებს ფაქტობრივ ინფორმაციას (თარიღი, ფასი, ადგილი, პირობები და სხვა)
- ფაქტობრივ ინფორმაციას დაურთავს შეფასებებს
- იცავს გრამატიკისა და ორთოგრაფიის ნორმებს

უცხ.VIII.21. მოსწავლე ადგენს ტელეპროგრამას

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- შეარჩევს გადაცემის ტიპებს
- ანაწილებს მათ საათების მიხედვით
- ასათაურებს თითოეულ გადაცემას
- წერს ანოტაციას, სადაც მიუთითებს გადაცემის თემას, სიუჟეტს და ურთავს შეფასებას
- იცავს გრამატიკისა და ორთოგრაფიის ნორმებს

უცხ.VIII.22. მოსწავლე მიმართავს წერის სათანადო სტრატეგიებს.

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- მოიძიებს და ამზადებს აუცილებელ სასწავლო რესურსებს (ლექსიკონი, ნიმუში, გრამატიკული ცნობარი . . .)
- ადგენს შესასრულებელი სამუშაოს გეგმას და წერს შავ ვარიანტს
- გადაიკითხავს შავ ვარიანტს, სასწავლო რესურსზე დაყრდნობით ამოწმებს ნაწერს და ასწორებს შეცდომებს
- ათეთრებს ნაწერს

სწავლის სწავლა

უცხ.VIII.23. მოსწავლე აცნობიერებს, რომ მიზნის მიღწევის სხვადასხვა გზა არსებობს.

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- გამოკვეთს შესასრულებელი სამუშაოს მთავარ ამოცანას
- შესასრულებელ სამუშაოს ყოფს მონაკვეთებად
- შეარჩევს სამუშაოს შესრულების გზებს
- სამუშაოს დაწყებამდე თავს უყრის საჭირო რესურსებს და ახდენს ცოდნის მობილიზებას
- სამუშაოს დასრულების შემდეგ განიხილავს მის მიერ არჩეულ გზას (როგორი ტაქტიკა აირჩია, რა გაუადვილდა, რა გაუჭირდა, როგორ აჯობებდა)
- აკვირდება და აღარებს სხვების მიერ არჩეულ გზას და თანატოლებთან ერთად მსჯელობს იმის შესახებ, თუ რომელი იყო ოპტიმალური

უცხ.VIII.24. მოსწავლე დამოუკიდებლად მართავს სასწავლო საქმიანობას.

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- მიმართავს თვითშეფასებას
- მონაწილეობს თანაშეფასებაში (მოსწავლე-მასწავლებელი ან მოსწავლე-მოსწავლე ერთსა და იმავე ნაშრომს ერთმანეთისაგან დამოუკიდებლად ასწორებენ)
- შედეგებზე დაკვირვებით აღნიშნავს, სადა აქვს წინსვლა, სად უჭირს
- ასახელებს წარუმატებლობის ფაქტორებს, მიზეზებს (მაგ. სათანადოდ არ გამოიყენა რესურსი, ვერ გამოკვეთა აქტივობის მთავარი ამოცანა, გამოტოვა ერთი ეტაპი, ამოცანა დაუძლეველი მოეჩვენა, იყო უგუნებოდ და სხვა)
- ამჩნევს და ასახელებს საკუთარ ხარვეზებს
- ადგენს, თუ რა ზომებს უნდა მიმართოს ხარვეზების აღმოსაფხვრელად
- საკუთარი ინიციატივით მიმართავს გამოსასწორებელ ზომებს

უცხ.VIII.25. მოსწავლე მართავს რესურსებს.

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- მოიძიებს ინფორმაციას როგორც სკოლაში, ისე სკოლის გარეთ მისაწვდომ რესურსებში (სახელმძღვანელოს თვალსაჩინოებები, ლექსიკონი, სკოლის/სოფლის/ქალაქის ბიბლიოთეკა, მასწავლებელი, კომპუტერული პირი, ინტერნეტი და სხვა)
- სხვადასხვა მარცხვარეების მიხედვით ახარისხებს სხვადასხვა რესურსებში მოპოვებულ ინფორმაციას

უცხ.VIII.26. მოსწავლე თანამშრომლობს გუნდის წევრებთან.

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- მსჯელობს გუნდებთან (პრობლემის გადაჭრა, ფუნქციების განაწილება)
- სათანადოდ ასრულებს თავის ფუნქციას, როგორც ლიდერი ან გუნდის წევრი
- ითვალისწინებს ლიდერის, თანაგუნდელის რჩევებს
- ისმენს სხვების მოსაზრებებს, გამოთქვამს საკუთარს
- უთანხმოებისას ცდილობს შეთანხმების მიღწევას
- ცდილობს თავისი წვლილი შეიტანოს საერთო საქმეში

უცხ.VIII.27. მოსწავლე ამოიცნობს ინფორმაციას კულტურის სფეროდან.

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

აკვირდება და ამოიცნობს ილუსტრაციებზე/ტექსტებში ასახულ კულტურულ, სიმბოლურ, საყოფაცხოვრებო რეალიებს

უცხ.VIII.28. მოსწავლე ტოლერანტულია კულტურული და ინდივიდუალური განსხვავებების მიმართ.

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- პარალელურად ავლენს უცხო და მშობლიურ კულტურებს შორის და პოულობს მსგავსებებს/განსხვავებებს
- კულტურულ თავისებურებებზე საუბრისას კორექტულად გამოთქვამს საკუთარ მოსაზრებებს, დამოკიდებულებებს
- იჩენს ინტერესს ადამიანთა განცდების, დამოკიდებულებების მიმართ
- ავლენს პარალელურად, პოულობს და აღნიშნავს ანალოგიებს, განსხვავებებს საკუთარ და სხვათა სულიერ სამყაროებს შორის (განცდები, განწყობილებები, დამოკიდებულებები)

უცხ.VIII.29. მოსწავლე ითვალისწინებს განსხვავებულ სოციოკულტურულ გარემოში მიღებულ ქცევის წესებს.

შედეგი თვალსაჩინოა, როდესაც მოსწავლე:

- აკვირდება და ამოიცნობს სოციოკულტურულ თავისებურებებს
- სიმულაციურ სიტუაციების გათამაშებისას იცავს უცხოური სოციო-კულტურული გარემოსთვის დამახასიათებელ ნორმებს

III

BOOK MAP

| Unit | Topic | Language structure Vocabulary | Grammar | Results |
|--------|---|---|--|--|
| Unit 1 | 1. Thoughts about tomorrow 2. What I will do when I grow up (listening) 3. The Internet (Communication) | At least, save money, it doesn't matter, It's fun I want to keep fit, just my size, do they fit? Sounds great. | Future simple, be going present simple/pres.cont can-could-be able | L 1, 2, 4, 5. Sp 6,7,8, R 17 Wr 19 |
| Unit 2 | 1. Youth exchange program 2. Meet the winner (listening) 3. The American High School | Exchange program Make friends Pass a law. Under the law. Win a competition. Care about. In this case. Have been for...since.. Share with Must do | Pres. perf - pres. simple (since, for) Must Rev. Present tenses | L 1,5 Sp 9,10 R 11,16,18 Wr 22 |
| Unit 3 | 1. Being great 2. Great people are among us (listening) 3. Who looks on the bright side of things? Song 'Billy Boy'. | Build one's character. It is common among girls/boys behave toward others to do good be known for a trait start/keep/stop doing calm down score a basket | Passive voice Verb+ing; to+verb Polysemy – mean; | L1,3,5 Sp 6, 7 R11,16,18 Wr 22 |
| Unit 4 | 1. Endangered species 2. Don't kill sparrows | Natural selection Endangered species | May Past simple/present perfect | L 1, 4, 5 Sp 6, 7, R |

| | | | | |
|---------|--|---|---|--|
| | (listening) 3. Some dogs are not what they seem to be | Protecting animals Chain of species in nature Reasons for animals' disappearance Keep a balance Become extinct Die out Right away Produce young animals. Have a power to stop people kill animals. Say 'No' to fur. | Adjective | 14, 15 Wr 20 |
| Unit 5 | 1. A few reasons for going to school 2. How to work on a computer (listening) 3. A smart duck Song 'The Hammer Song'. | On one's own. Could you deliver it to this address? No space for. A least. Shall I...? Be angry with... Should/shouldn't do – Must/mustn't do | Should and must Shall. Direct speech/Reported speech. Decl. sent. | L 1, 3, 4, 5, Sp R 15, 17, Wr 20 |
| Unit 6 | 1. Keep fit 2. Take care, be healthy (listening) 3. Build your bones Song 'You Are My Sunshine'. | What is the problem? Get tired. Ruin one's health. Be good at... You can't miss it. | Direct/reported speech, imper.. sent. Word building (suffixes <i>ful</i> , <i>y</i>) Some, few, little, many, much | L1,3,5 Sp 6, 7, 9 R 13, 15 Wr 20 |
| Unit 7 | 1. Food 2. American schoolchildren's lunch (listening) 3. Potluck | First/second course. Ground walnuts. Chopped up onions, Boiled, fried, roasted, baked, stuffed; cooked, squashed, sliced. Will you pass me a glass, please? Me too. Neither have I! Nor I! Informal invitation. Cooking show. | Wh quest. in reported speech Yes/No quest. in reported speech Past continuous | L 1, 3, 4, 5 Sp 6,7, R 12, 13, 15, Wr 19, 21 |
| Unit 8 | 1. Our environment 2. A driving incident (listening) 4. The Forty-niners Song 'Clementine' | In blossom. Take pictures. back the car out of the garage/ into the main road Take the car out of reverse Put the car into first gear Pull forward Start the engine Smashed headlights | Could and be able Present perfect/past simple Passive voice. Article | L 1, 4, 5 Sp 6,7 R 13 Wr 21 |
| Unit 9 | 1. Art 2. Kinds of music (listening) 3. The Empire State Building | Changing moods Music with a strong beat Enjoy doing Express their roles by Book a ticket Tickets are available at... | Verb + ing Revision tenses. <i>Have to</i> <i>Don't have to</i> and <i>mustn't</i> | L 1,2,5 Sp 6,7, 9 R 13 Wr 19 |
| Unit 10 | 1. The tanning culture 2. Religious songs (listening) | Hang out at the pool/beach Can afford. Become popular Ultraviolet radiation | Adjective Revision tenses Questions in reported speech (main | L 1, 2 (song) 4, 5 Sp 8, 9, 10 R 13, 17 |

| | | | | |
|---------|---|--|---|---|
| | 3.Long-term effects of the sun 'Spirituals'. | The more...the better Either...or/Neither...nor | verb in the past tense) Neither....nor, either...or | Wr 19, 20 |
| Unit 11 | 1. The importance of water 2. River water (listening) 4. The Abanotubani district | Where do you keep it? Could you spare us a little water? Take as much as you want. Leave the rest. In the same place You can drink some of it. We did not know, so it was all right. | Revision: Passive voice Present instead of future (if, when clauses) Preposition (place of...) Word building (suffixes) Tag questions | L 1,2 Sp 6,7,8,9 R 11,16,18 Wr 20,22 |

IV

IV. სასწავლო მასალის წარდგენის ფაზები:

The learning material goes through the following phases:

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

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

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

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

მოვიყვანო საწყის ეტაპზე შესასრულებელი სავარჯიშოების მაგალითს:

მოტოვაციის ეტაპი მოსამზადებელია გაკვეთილისთვის. ამ დროს მოსწავლეები უნდა განეწყვიტონ გაკვეთილის თემისთვის. მიზანშეწონილია გაკვეთილის თემა დააკავშიროთ მოსწავლეების პირად გამოცდილებასთან. მაგალითად – არდადეგების თემის შემოტანის წინ ალაპარაკოთ მოსწავლეები თავიანთ არდადეგებზე; მოსწავლეების აშშ –ში სწავლის თემის წინ (Youth exchange program Youth exchange program) – გაიხსენონ, ვინ წასულა სასწავლად ასეთი პროგრამით, თვითონ როგორ უნდა მოემზადონ, რომ მოხვდნენ ასეთ პროგრამაში, რამდენად აქვთ ამის სურვილი, და ა. შ. სხვა შემთხვევაში – შეიძლება დაიწყოთ ე.წ. 'გონებრივი იერიშით' – 'brainstorming', რომელიც მდგომარეობს იმაში, რომ მოსწავლეები იხსენებენ, რაც ოდესმე გაუკიათ ამ თემასთან დაკავშირებით – სიტყვები, გამოთქმები – და წერენ დაფაზე, ან კარნახობენ, და მაწავლებელი/სხვა მოსწავლე წერს.

ამის შემდეგ კეთდება დასკვნა – მოსწავლეები აკავშირებენ იმას, რაზეც ისაუბრეს – გაკვეთილის თემასთან.

კითხვას ვიწვევთ გადათვალიერებითი კითხვით (scanning), როდესაც მოსწავლეები შეხედავენ ილუსტრაციებს (თუ არის), წაიკითხავენ სათაურს, თითოეული აბზაცის პირველ წინადადებას, მთელი ტექსტის ბოლო წინადადებას, და გამოთქვამენ აზრს, თუ რის შესახებ არის ეს ტექსტი.

იგივე – **მოსმენის** დროს: მოსმენის წინ მოსწავლეები შეხედავენ ილუსტრაციებს (თუ არის), წაიკითხავენ მოსასმენი ტექსტის სათაურს, გადახედავენ მოსასმენი ტექსტის შემდგომ სავარჯიშოებს და გამოთქვამენ აზრს, თუ რის შესახებ არის ეს ტექსტი. შემდეგ მოსმენენ ტექსტს და გააკეთებენ შემდეგი ეტაპის სავარჯიშოებს: შეავსებენ ცხრილებს ტექსტიდან ინფორმაციით, და ა.შ.

V

V. გაკვეთილის დაგეგმვა (ზოგადი პრინციპები)

A lesson planning is implemented according to the following criteria:

გაკვეთილის დაგეგმვის კრიტერიუმები:

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

A lesson can have different aims – it can be aimed either at developing one skill – that of listening, speaking, reading or writing, or at a combination of skills. Here are samples of lessons of both types.

The activities are given in the sequence in which the target skill is developed.

E.g. Reading:

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

VI

VI. Sample lessons (სანიმუშო გაკვეთილები)

Approximately 3-5 minutes of every class time is devoted to organizing class for the lesson, the aim of which is speaking English in a situation which is normal and brings up in students a habit of speaking English whenever the situation requires. You can use the language suggested in the TB appendix – ‘Glossary of class management language’.

Another 5 minutes is spent on checking homework. This brings up a habit of learning how to learn – checking the correctness of the written exercise with the key, learning to write correctly. So, a sample introductory part of every lesson is the following:

| Learning aims | Activities | Class organization | Resources | Assessing |
|---|--|--------------------|------------------|-----------|
| 0. Organizing class for the lesson – speaking | Calling the list – finding out who is absent, why, | Class work | Teacher-students | — |

| | | | | |
|---------------------|--|------------|--------------------|---|
| English. | who came after missing classes, finding out the reason, etc. | | | |
| 0.Checking homework | Teacher assigns. Sts, in turn, write on the board. | Class work | Workbook exercises | Inviting sts, randomly, to the board, to write those sentences, that were corrected with the key. |

Time allotted: approximately 10 minutes.

The following are sample 11 lessons – how to work with the textbook on the example of Unit 1.

Lesson I. Reading (Unit 1, lesson 1. Thoughts about tomorrow)

| Learning aims | Activities | Class organization | Resources | Assessing |
|---|---|----------------------------------|-------------------------------|---|
| 1. Scanning the text to see what it is about. | Read the title of the text, the first sentence of every paragraph and the last sentence of the text. Look at the pictures. | Individual work, silent reading. | The textbook text. | 1) Pair work; 2) Report to the class/teacher. |
| 2. Reading for meaning. | Read silently. Choose the text that sounds like your tomorrow. | Individual work, silent reading. | The textbook text. | 1) Pair work; 2) Report to the class/teacher. |
| 3. Understanding vocabulary in context. | While reading, find the English words for the given Georgian equivalents (the words are underlined in the text). Use the context to understand the meaning. | Individual work, silent reading. | The textbook text + exercise. | Self-assessment, Report to the teacher. |
| 4. Reading for details. | Find the text in which they speak about ... (details are given). | Individual work, silent reading. | The textbook text + exercise. | Report to the class/teacher |

| | | | | |
|-------------------------|--|-----------------|-------------------------------|-----------------------------|
| 5. Reading for details. | Mark at least one thing that you will do tomorrow that is different from the text you have chosen. | Individual work | The textbook text + exercise. | Report to the class/teacher |
|-------------------------|--|-----------------|-------------------------------|-----------------------------|

Time allotted: approximately 35 minutes.

Lesson 2 Reading and speaking (Unit 1, les 1. Thoughts about tomorrow. Continued)

| Learning aims | Activities | Class organisation | Resources | Assessing |
|--|---|--------------------|-------------------------------|--|
| 1. Reading for details. | True or False? | Individual work | The textbook text + exercise. | Report to the class/teacher |
| 2. Remembering details. | Write down short answers to these questions. Then choose 4 of your answers and read them to your partner. He will listen and tell you the numbers of the questions. | Pair work | The textbook text + exercise. | Peer (თანაბეჭობის) assessment |
| 3. Understanding and memorizing vocabulary | Match the words in the two languages. | Pair work | The textbook exercise | Peer assessment or report to the class/teacher |
| 4. Fast reading | Unscrambling words | Individual work | The textbook exercise | Peer assessment or report to the class/teacher |
| 5. Enhancing vocabulary (1) | a) Matching the words and definitions. | Pair work | The textbook exercise | Peer assessment or report to the class/teacher |
| 6. Enhancing vocabulary (2) | b) Completing the situations with these words. | Pair work | The textbook exercise | Peer assessment or report to the class/teacher |

Time allotted: approximately 35 minutes.

Lesson 3 Reading and speaking. Unit 1. Lesson 1

| Learning aims | Activities | Class organization | Resources | Assessing |
|------------------|---------------|--------------------|--------------|-----------------|
| 1. Practicing to | Read quickly. | Individual work | The textbook | Peer assessment |

| | | | | |
|-------------------------------------|---|-----------------|-----------------------|--|
| understand vocabulary | In each line underline the word which means the same as the first word. | | exercise | or report to the class/teacher |
| 2. Practicing to use the vocabulary | Filling in the gaps with suitable words | Individual work | The textbook exercise | Peer assessment or report to the class/teacher |
| 3. Understanding whole texts | Matching dialogues with similar texts. | Individual work | The textbook exercise | Peer assessment or report to the class/teacher |
| 4. Speaking | Choose one conversation, take some time to memorize your roles in it. | 1) Pair work. | The textbook exercise | 1) Peer assessment. |

Time allotted: approximately 35 minutes.

Lesson 4. Grammar. Future simple and 'be going to'. (Unit 1, les 1.)

| Learning aims | Activities | Class organisation | Resources | Assessing |
|--|--|---------------------------------|-----------------------|---|
| 1. Speaking | Act out your conversations in class. | 1) Pair work. 2) Class work. | The textbook exercise | 1) Peer assessment. 2) Class and teacher assessment. |
| 2. Analysing text to find the grammatical category. Comparing sentences and deducing the rule. | Read the text that you have chosen again. Underline the sentences expressing future time. How is it expressed? | Individual work | The textbook exercise | Peer assessment or report to the class/teacher |
| 2. Comparing with the given rule. | Read the rule and the examples and remember. | Individual work | The textbook | — |
| 3. Associating the rule with practice. | Choose from list A what you will do or what you won't do tomorrow. | Individual work | The textbook | Peer assessment |
| 4. Practicing to express future actions in speaking (1). | Choose from list B a reason for each of your choices. Write at | Pair work | Textbook exercise | Peer assessment and report to the class/teacher |

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|--|---|-----------|-------------------|---|
| | least three sentences. Tell your partner why you are going to do the things | | | |
| 5. Practicing to express future actions in speaking (2). | Make questions about the future with <i>why</i> and answers with <i>because</i> . Then match the questions (column 1) and the answers (column 2). | Pair work | Textbook exercise | Peer assessment and report to the class/teacher |

Time allotted: approximately 35 minutes.

Lesson 5. Writing. Listening. Unit 1. Lesson 1 and 2

| Learning aims | Activities | Class organisation | Resources | Assessing |
|--|---|--------------------|---------------|---|
| 1. Practicing to express future actions in an informal letter writing (3). | Write a little note to a friend about what you are or you are not going to do tomorrow and why. | Individual work | The textbook | 1) Peer assessment, 2) Teacher's assessment. |
| 2. Predicting the topic of the listening text. | Write three sentences about what you think you are going to do when you grow up. | Individual work | The textbook | 1) Peer assessment, 2) Teacher's assessment. |
| 1. Listening for meaning (1). | Listen and mark the boxes showing what Mariam thinks and wants. | Class work | audiocassette | 1) Peer assessment, 2) Report to the teacher |
| 2. Listening for meaning (2). | Listen again and mark what Maram's brother thinks. | Class work | audiocassette | 1) Peer assessment, 2) Report to the teacher |
| 3. Listening for meaning (3). | Listen again and mark what Mariam's mother believes is right | Class work | audiocassette | 1) Peer assessment, 2) Report to the teacher |
| 4. After listening | Read the table | Individual work | The textbook | 1) Peer assessment, |

| | | | | |
|---|---|-----------------|--------------|--|
| task – thinking about the received information. | again. Copy sentences about what you do not like. | | | 2) Teacher's assessment. |
| 5. Practicing to express plans for the future in writing. | Write what you are going to do or to have when you grow up. | Individual work | The textbook | 1)Peer assessment, 2) Teacher's assessment. |

Time allotted: approximately 35 minutes.

Lesson 6. After listening practice. Grammar revision: Present simple and present continuous. Unit 1, Lesson 2.

| Learning aims | Activities | Class organization | Resources | Assessing |
|---|--|-------------------------------|--------------------|--|
| 1. Speaking | Chain conversation: telling the partner what you wrote, and listening to what they wrote. Then telling another pair (or the class) what you and your friend wrote. | Pair work | Workbook exercise | Teacher/class assessment |
| 2. Deducing the difference between two ways of expressing the present time. | Find and copy two sentences expressing present time in two different ways | Individual work | The textbook | 1)Peer assessment, 2) Teacher's assessment. |
| 3. Deducing the rule. | Reading/comparing the rule | Individual work | The textbook | Self assessment. |
| 4. Differentiating sentences in present simple/ continuous | Marking sent-s A for simple, or B for continuous. | Individual work | The textbook | Peer/teacher assessment. |
| 5. Practicing speaking about present actions in two ways. | Look at the pictures for 30 seconds. Then close the book and say to your partner about the actions. | 1)Pair work 2) Class work. | Textbook pictures. | Peer/teacher assessment. |

Time allotted: approximately 35 minutes.

Lesson 7. Speaking and grammar. Unit 1, Lesson 2.

| Learning aims | Activities | Class organization | Resources | Assessing |
|--|--|-------------------------------|-------------------|--------------------------|
| 1.Speaking: Practicing to ask questions using present simple and continuous. | Ask your partner questions about the actions. Get him to answer. | 1)Pair work 2) Class work. | Textbook pictures | Peer/teacher assessment. |
| 2. Practicing to predict grammatical forms. | Fill in the gaps with the correct form of the verb in brackets. | Individual work. | Textbook exercise | Peer/teacher assessment. |

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|---|---|------------------|-------------------|--------------------------|
| 3. Differentiating the forms of present and future tenses in sentences. | Mark each sentence A for Present simple, B for Present continuous, C for Future simple. | Individual work. | Textbook exercise | Peer/teacher assessment. |
| 4. Producing language | Describing pictures | Pair work | Textbook pictures | Peer/teacher assessment. |
| 5. Practicing to predict grammatical forms. | Fill in the gaps with the correct form of the verb in brackets (present simple, present continuous, future simple). | Individual work. | Textbook exercise | Peer/teacher assessment. |

Time allotted: approximately 35 minutes.

Lesson 8 a) Speaking. b) Writing. Unit 1, Lesson 2.

| Learning aims | Activities | Class organization | Resources | Assessing |
|---|---|--------------------|-------------------|--|
| 1. Practicing to express ideas in writing. | Writing a letter according to a given task, continuing the given beginning. | Individual work. | Textbook exercise | 1)Peer 2) Teacher assessment. |
| 2. Using the learned language structures in conversation. | Composing a conversation about what you are going to do tomorrow. | Pair work | Textbook | 1)Peer 2) Teacher/class assessment. |
| 3. Speaking about future plans. | Acting out the conversations in pairs. | Pair work | Students | Class/teacher |

Time allotted: approximately 35 minutes.

Lesson 9 Extensive reading. Unit 1, Lesson 3

| Learning aims | Activities | Class organization | Resources | Assessing |
|----------------------------|---|--------------------|-----------|---------------------|
| 1. Reading for information | Reading and writing in two columns: I Information new for you; II. Information old for you. | Individual work | Textbook | Comparing in pairs. |
| 2. Practicing using the | “Beat the | Class work | Textbook | Peer assessment. |

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| language of the text in speaking. | teacher”- Competition in reconstructing sentences* | | | |
| 3. Practicing using the language of the text in writing. | Chain writing* | Group work | Textbook | Self/peer assessment. |

Time allotted: approximately 35 minutes.

*See the procedure of teaching texts for extensive reading (TB Introduction).

Lesson 10 Unit 1, Vocabulary and grammar. Lesson 3

| Learning aims | Activities | Class organization | Resources | Assessing |
|--|--|--------------------|-------------------|----------------------------------|
| 1. Enhancing vocabulary | Building word pairs/groups | Individual work. | Textbook exercise | 1)Peer 2) Teacher assessment. |
| 2. Categorizing vocabulary | Odd one out. | Group/class work | Textbook exercise | 1)Peer 2) Teacher assessment. |
| 3. Comparing/ deducing the meaning of ‘can’. | Comparing 2 sentences- with ‘can’ and without it. Differentiating between: an action; attitude to an action; | Individual work | Textbook exercise | Self/teacher assessment. |
| 4. Deducing the rule. | Comparing with the given rule. | Individual work | Textbook exercise | Self/teacher assessment. |
| 5. Predicting the form of ‘can’. | Filling in the gaps with ‘can/can’t, ‘could/couldn’t’ | Individual work | Textbook exercise | Self/teacher assessment. |
| 6. Using ‘can’ in questions.(1) | Writing questions for given answers. | Individual work | Textbook exercise | Self/teacher assessment. |
| 7. Using ‘can’ in questions.(2) | Turning sentences into yes/no questions. | Individual work | Textbook exercise | Self/teacher assessment. |
| 8. Using ‘can’ in requests | Writing an email message asking to lend something. | Pair work | Textbook exercise | Peer/teacher assessment. |

Time allotted: approximately 35 minutes.

Lesson 11 Speaking. Unit 1, Lesson 3.

| Learning aims | Activities | Class organization | Resources | Assessing |
|----------------------------|-------------------------------|--------------------|-----------|---------------------------------|
| Speaking about one’s daily | Find out about your partners’ | In groups of four | Textbook | Peer, class, teacher assessment |

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|--|----------------------|-------------------|----------|---------------------------------|
| program | daily program. | | | |
| Speaking – using the language learned so far | Describing pictures. | In groups of four | Textbook | Peer, class, teacher assessment |

Time allotted: approximately 35 minutes.

VII

მოსწავლის წიგნის სტრუქტურა

New 2000 Plus, 8th grade სახელმძღვანელოს კომპონენტებია:

- student’s book
- workbook
- teacher’s book
- audiocassette
- test booklet

მოსწავლის წიგნის სტრუქტურა:

1. სარჩევი – შინაარსი (**Contents**);
2. II თემა (Unit);
3. თითოეულ თემაში სავარჯიშოები ოთხივე სამეტყველო უნარ-ჩვევის ჩამოსაყალიბებლად (**four skills: listening, speaking, reading and writing**);
4. სავარჯიშოები გრამატიკის გასააზრებლად და ასათვისებლად;
5. 4 თვითშეფასების ნაწილი (**Self-assessment**) – “What I know so far”, რომლის მიხედვითაც მოსწავლეს ახდენს თავისი ცოდნისა და უნარ-ჩვევების ორგანიზებას – სწავლობს სწავლას (**learning to learn**): ავსებს ცხრილებს, პასუხობს შეკითხვებს, აფასებს თავის ცოდნას.
6. წიგნის დანართში მოცემულია
 - ა. თვითშემოწმების ტესტები
 - ბ. პასუხები თვითშემოწმების ტესტებისთვის,
 - გ. დამატებითი მასალა გაკვეთილებისთვის,
 - დ. გრამატიკული ცნობარი,
 - ე. არაწესიერი ზმნების ცხრილი,
 - ვ. ინგლისურ-ქართული ლექსიკონი, თითოეული სიტყვის მეტყველების ნაწილის მითითებით და ტრანსკრიფციით.

სახელმძღვანელო უზრუნველყოფს გრამატიკული და ლექსიკური მასალის ციკლობრივად გამეორებას.

სამუშაო რეველი (workbook) შეიცავს საშინაო დავალებებს ყოველი თემის საკლასო დროისთვის – სავარჯიშოებს ყოველი გაკვეთილისთვის. სავარჯიშოებს ახლავს გასაღებები. მოსწავლეს უნდა გამოუმუშავდეს ჩვევა გასაღებში ჩაუხედავად დაწეროს სავარჯიშო, და შემდეგ გაასწოროს იგი გასაღებთან შედარებით.

შემოწმება: არჩევით, მოსწავლეების დაფასთან გამოძახებით, 1-2 მაგალითის გამოკითხვით, და შესაბამისად შეფასებით. ეს გამოუმუშავებს მოსწავლეებს დავალებისკეთისინდისიერად შესრულების ჩვევას.

აუდიოკასეტა (audiocassette) შეიცავს მოსასმენ ტექსტებსა და სიმღერებს.

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

ტესტებში გამოყენებული მოსასმენი ტექსტები და ტესტების პასუხები მოცემულია მასწავლებლის წიგნის დანართში, გვ. 59.

VIII. შეფასების ფორმები

შეფასება ხორციელდება **მიმდინარე** და **შემაჯამებელი** ფორმით.

ახალი მეთოდიკით ჩატარებულ გაკვეთილზე არ ხდება მოსწავლის ტრადიციული გზით გამოკითხვა (გაკვეთილის მოყოლით), ამიტომ ცალკეული მოსწავლეების წარმატების შეფასება წარმოებს სახელმძღვანელოში სხვადასხვა ეტაპზე გამოყენებული დავალებების შესრულების დროს. მასწავლებელს შეაქვს თავისი დაკვირვების შედეგი სპეციალურად ამისთვის განკუთვნილ რვეულში/ქურნალში. ამით მას ეძლევა საშუალება პერიოდულად (დაახლოებით ყოველკვირეულად) შეაფასოს მოსწავლე.

რადგან სახელმძღვანელოს მიზანია ჩამოუყალიბოს მოსწავლეს ოთხივე სამეტყველო უნარ-ჩვევა, შესაბამისად, **მიმდინარე** შეფასება/დაკვირვება ხდება:

ზეპირი საკლასო სამუშაოს, კითხვითი საკლასო სამუშაოს, წერიტი საკლასო სამუშაოს და საშინაო დავალების შესრულების პროცესში.

მიმდინარე შეფასების საწარმოებლად იხ. VIII კლასის სტანდარტი (*მოსმენა, კითხვა, ლაპარაკი*, გამოთქმა, წერა, გრამატიკული და ლექსიკური ცოდნა). იგი განსაზღვრავს მისაღწევი შედეგის მაჩვენებლებს. წერის შეფასებისას ყურადღება მიაქციეთ აგრეთვე, თუ რამდენად ახერხებს მოსწავლე თვითშეფასებას და თანაშეფასებას. სამეტყველო უნარ-ჩვევა მოწმდება ყოველი უნარ-ჩვევისთვის განკუთვნილი სავარჯიშოების შესრულების პროცესში.

საშინაო დავალებების შეფასებისას მიაქციეთ ყურადღება:

- შესრულებული დავალების ხარისხს.
- დავალებათა შესრულების სისტემურობას.

შემაჯამებელი შეფასება

შემაჯამებელი შეფასება ხდება **საკონტროლო სამუშაოს – ტესტის** მეშვეობით (ყოველ ტრიმესტრში ორჯერ).

თითოეული ტესტი შედგება 5 დავალებისგან, რომლებიც მიმართულია მოსმენის, კითხვის, წერის, ლექსიკისა და გრამატიკის შეფასებაზე. ტესტის თითოეული დავალება ფასდება 10 ბალიანი სისტემით, ხოლო საერთო ნიშნის გამოსაყვანად ნიშანთა ჯამი გაიყოფა ხუთზე.

მაგალითად, მოსწავლემ მიიღო ტესტირებაში 48 ქულა. ნიშანი იქნება $48:5=9,3$ (დამრგვალება მოახდინეთ - თუ 0,5 ნაკლებია – ქვედა ნიშანზე, 0,5 და მეტი – ზედაზე).

მიმდინარე და შემაჯამებელ შეფასებებს შორის არსებული განსხვავება

შემაჯამებელი შეფასების მიზანია საბოლოო მიღწევები სტანდარტის მოთხოვნებთან მიმართებაში, ანუ "მიღებული შედეგები". შედეგები კი კომუნიკაციურ უნარ-ჩვევებს გულისხმობს (იხ. სტანდარტი). ამდენად, შემაჯამებელი შეფასების დროს ყურადღებაში მისაღებია, თუ რამდენად შეუძლია მოსწავლეს კომუნიკაცია ოთხივე სამეტყველო უნარ-ჩვევის ფარგლებში. შესაბამისად, მისი შედეგი ფასდება ორგვარი სახის კრიტერიუმით, ერთი მხრივ, კომუნიკაციური, მეორე მხრივ, ენობრივი ხასიათის კრიტერიუმები:

1. კითხვის, წერისა და მოსმენის უნარ-ჩვევები (იხ. სტანდარტის მიმართულებები *მოსმენა* და *კითხვა*) მოწმდება **ტესტირებით**. დამატებით, წერითი მეტყველების უნარ-ჩვევები ფასდება **საკლასო წერითი დავალებებით** (იხ. სტანდარტის მიმართულება *წერა*);
2. ზეპირმეტყველება მოწმდება **საკლასო ზეპირი გამოკითხვით** (იხ. სტანდარტის მიმართულება *ლაპარაკი*).

წერითი უნარ-ჩვევების შემოწმების დროს გამოიყენეთ შემდეგი კრიტერიუმი:

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

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

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

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

საკონტროლო ზეპირი გამოკითხვის შეფასების კრიტერიუმები:

ზეპირმეტყველების შესაფასებლად, გარდა ყოველდღიური საკლასო სამუშაოს შესრულების დროს დაკვირვების, გამოყავით დრო, სასურველია - ტრიმესტრის ბოლოს, და ჩაატარეთ გამოკითხვა ქვემოთ მოცემული ნიმუშის შესაბამისად.

ნიმუში:

Work in pairs. Make up a dialogue about _____. Perform the dialogue in class.

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

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

SeniSvna: niSnis gamosayvanad qulaTa jami gayaviT 5-ze (kriteriumebis raodenobaze).

IX

Teacher's notes for lessons

Teacher's notes for each lesson contain:

1. Procedure for performing some tasks.
2. Keys for tasks.
3. Texts/sentences for tasks to be read by the teacher.
4. Tapescripts for texts/sentences on the audiocassette.

Unit 1

Lesson 1

Thoughts about tomorrow

A. Use the procedure described in Introduction – Texts for intensive reading.

Lesson 1

6. True or false. Key: Ia is a cruel girl; Ia exercises in the morning.
8. Find and write 6 words.

key: vineyard, cowherd, cruel, drown, hide, save.

9. a) In pairs. Ask and match the words and definitions.

Key:

clever - d. A person who can easily and quickly understand everything

- stupid - a. A person who is slow to learn and understand things.
 lazy - c. A person who does not work, who likes to do nothing,
 hard-working. b. A person who does things himself and does not need help
 generous e. A person who is ready to give freely.

b) A – clever; B – lazy; C – hard-working; D – generous; E – stupid.

10. In each line underline the word which means the same as the first word. The first line is done for you.

Key: cruel – not kind; drown – kill; promise – say; as soon as – when; vineyard – garden; exercise – train; crash – accident.

11. Choose a word from the box below to fill the gaps.

1. 'll help, 2. to wear, 3. is going, 4. have to. 5. 'll read, 6. goes.

12. Match the dialogues with the texts above. There are two to match one.

A – 2; B – 1; C – 1; D – 4; E – 3.

Lesson 2

1. Listen and mark the boxes showing what Mariam thinks and wants.
2. Listen again and mark what Maram's brother thinks.
3. Listen again and mark what Mariam's mother believes is right.

| What they think | Mariam | Mariam's brother | Mariam's mother |
|-------------------------------------|--------|------------------|-----------------|
| Wants to be famous | √ | | |
| Helps animals | | √ | |
| Thinks Mariam is lazy | | √ | |
| Wants to have lots of fun | √ | | |
| Wants to do good | | √ | |
| Wants to have an easy life | √ | | |
| Reads about film stars in magazines | √ | | |
| Wants to spend her money on clothes | √ | | |
| Wants to be admired | √ | | |

| | | | |
|--|--|---|---|
| Helps people who are in trouble | | √ | |
| Does not let a dirty homeless puppy into the house | | | √ |

What I would like to do when I grow up

Tapescript

Mariam, aged 14

Mariam thinks that musicians, and film stars and TV stars are heroes and heroines. She admires them. She thinks that they are great. And of course they are famous. She wants to be like them and to live as they do. She especially likes Liza B. – a film star. She always reads about her in magazines. She is very interested in her private life too. She wants to live like her.

Liza B. does not bother to think about anybody who is in trouble.

She is very rich. But she thinks it is a waste of time to spend her money on helping people.

She spends all her money on beautiful clothes and on having fun. That is why she looks so beautiful. And people admire her.

She has a very interesting and easy life. She does not need to work hard – she is so clever she can learn fast. She travels a lot. She has a lot of fun.

Mariam's brother thinks Mariam is stupid and lazy. He says everybody must try to do good. A week ago he found a dirty hungry homeless dog with a broken leg. He took care of it. Though he couldn't take it home. Their mother wouldn't let him. And Mariam thinks their mum may be right.

Yesterday he gave all his lunch money to an old beggar woman. He was very sorry for her. He says the more good you do the happier you'll be.

He says everybody has to work hard. Actors also have to work hard. He says their lives are not so easy and happy, as people think. But Mariam doesn't believe him.

Lesson 3

30. Fill in the gaps with the correct form of the verb in brackets. Key:

1. is talking. 2. talks. 3. are playing. 4. am running, am reading. 5. hear. 6. smells, 7. tastes. 8. has, loves.

37. Write seven pairs of words.

Electronic mail; get in touch; all over the world; computer network; telephone lines; on-line conversation; make friends.

Unit 2

Lesson 1

Youth exchange programs

A. Use the procedure described in Introduction – Texts for intensive reading.

3. Write the number of the paragraph which describes:

1 – 1; 2 – 1; 3 – 3; 4 – 3; 5 – 4; 6 – 4.

4. True or false. Key: 4 is false.

6. Match each situation with a word in the table (below). Key:

| Quality | Number of situation |
|-------------------------------|---------------------|
| გამბედავია | -- |
| პატიოსანია | 8 |
| სამართლიანია | 7 |
| მზრუნველია | 6 |
| სხვებს სცემს პატივს. | 4 |
| დამოუკიდებელია. | 2 |
| შეუძლია თანამშრომლობა | 5 |
| აქვს პასუხისმგებლობის გრძნობა | 3 |
| საკუთარ თავს სცემს პატივს | 1 |
| დამოუკიდებელია | 9 |

7. Find the English equivalent for these Georgian words.

| | |
|-------------------------------|-------------|
| პატიოსანი | honest |
| გამბედავი | courageous |
| სამართლიანი | fair |
| მზრუნველი | fair |
| პატივისცემა | caring |
| დამოუკიდებელი | respect |
| შეუძლია თანამშრომლობა | respect |
| აქვს პასუხისმგებლობის გრძნობა | independent |
| | cooperative |
| | responsible |

8. Find the Georgian equivalent for the underlined word

Host მასპინძელი prove დამტკიცება shared გაინაწილეს
 quality თვისება cares about აინტერესებს, ზრუნავს scholarship სტიპენდია

9. Find and write 6 words.

Key: scholarship, quality, share, responsible, independent, fair.

3. Read and fill in.

Key: 1. was, 2. scholarship, 3. win, 4. test, 5. wrote, 6. students, 7. best, 8. competition, 9. went, 10. guest.

4. Read and match.

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

15. Your teacher will read sentences with pauses instead of some words. When she stops, quickly write down *the next* word. Then call out whole sentences from memory.

Text for the teacher (In brackets – keys):

1. Groups _____ (of) people _____ (from) different countries visit each other. 2. They go _____ (to) someother country. 3. Youth exchange programs have existed _____ (for) more than 50 years. 4. In fact, they have been well-known _____ (since) 1945.

5. In 1992 the US government started to offer scholarships _____ (to) secondary school students _____ (of) the former Soviet Union. 6. They could travel _____ (to) the United States. 7. They could study there _____ (for) a year.

8. They live _____ (with) a host family. 9. They are not guests _____ (of) the family; 10. They become _____ (members) of the family. 11. And they do not go there _____ (for) a holiday. 12. They go _____ (to) an American high school. 13. They learn _____ (about) the country.

14. Only those students who are good _____(at) English are chosen to go. 15. They also have to show a recommendation _____(from) their teachers. 16. Their teachers have to write _____(about) them.

Lesson 2 Choose a student

Tapescript

Two teachers are discussing if they should give Dato the recommendation for going to the US as an exchange student.

Dato K.Choose a student

Tapescript

- I know Dato very well. He's always been really good at math.
- That's right. But that's not enough. What personal qualities does he have?
- Personal qualities? What qualities does he need for this competition? Let's look at the list.
- It says here that he has to be fair and honest, that he can cooperate with other people, that he is responsible, caring and independent. Can we remember examples of how he behaves in different situations?
- The first thing I think about is how responsible he is. If he promises to do something, you can be sure he'll do it.
- That's true. Another thing that comes to my mind is that he's also independent. The other day, when a couple of boys in his class were having a fight, he stopped them. All he said to them was: "Stop fighting. It's stupid. If you have a problem, talk about it. Just tell each other what you think." And they stopped fighting. Everybody listened, and then they knew who was right and who was wrong.
- Yes, that's a good example. It shows he is independent, and it shows he's: brave! too. You have to be brave to go up to boys who are fighting and speak to them. Even if they're your friends. It's not easy.
- Right. So let's mark on the list responsible, independent, and courageous
- And not only that. He also cared about his friends who were fighting. He was worried about them. So we can definitely say that he's a 'caring' person.
- That's right. And what's more, he didn't take anybody's side. He told them to listen to each other, so that they could decide themselves who was right and who was wrong.
- Yes, so he is also fair.
- Definitely fair. I agree. So, we agree that he is responsible, independent, courageous, fair and caring.
- Right. What else can we say about him?
- Well, in class he's always very active when we work in groups. So we can say he's cooperative, can't we?
- Yes, I think so. But... is he independent? This quality is very important when a boy of his age goes abroad without his parents. When he's living in another country, he has to take care of himself – I mean keeping clean, and wearing clean clothes and that sort of thing.
- Mmm, you're right. What I can say is he is always neatly dressed, his hands are clean, his hair is combed..... But maybe it's because his mum makes him do it!
- Yes, perhaps we should ask her about it.

23. Why do people do these? Find the answers in the two columns or add others.

| | |
|------------|-----------------------------------|
| Music | become a musician |
| English | communicate in English |
| Football | keep fit |
| Basketball | play well |
| Geography | know about countries of the world |
| Drawing | become an artist |
| Reading | know a lot of interesting things |

1. Read and choose. There is no right answer, Sts have to prove their opinion.

Lesson 3

What you give away is yours, what you keep to yourself – is lost

27. True or false.* There are four mistakes in this summary. Correct them and rewrite the summary.

Tamar was queen of Georgia in the 12th century. She was a very clever queen. Tamar was very rich and very generous, too. Though she liked to buy expensive clothes, she helped poor and sick people. She gave money to widows and orphans. Queen Tamar also gave rich presents to her servants. She wanted her people to be happy and created work for them, so that they could earn money for their living. She spent a lot of money on building churches, towns and palaces. We can see all of them today. All Georgians respect Queen Tamar because she lived for her people and her country.

Unit 3

Lesson 1

Being great

3. There are 6 paragraphs in the text. Write the number of the paragraph which describes:

1 – 2; 2 – 3; 3 – 5; 4 – 6; 5 – 3; 6 – 3; 7 – 6; 8 – 3.

4. True or false? Two of these sentences are false. Key: 2, 6.

5. Match the words. Key:

Team გუნდი (სპორტ.) Feed კვება Chirp ჭიკჭიკი Score a basket ბურთის ჩაგდება კალათში
Common გავრცელებული, ჩვეული Trait of your character ხასიათის თვისება Habit ჩვევა
Feather ბუმბული Bandage შესხვევა (ჭრილობის)

6. Find and write 6 words.

common, bandage, trait, team, chirp, score.

7. **Guess the next word.**

Read these sentences out loud. Make a pause at the underlined words. Sts have to choose a word from the list in SB and give to it the number of the sentence you read. You can read two or three times.

Then sts dictate to a st at the board the whole sentence from memory.

1. Many people write about their lives in diaries. They like keeping a diary.
2. Keeping a diary is much more common among girls than among boys.
3. When you do something regularly, it becomes a habit.
4. When you continue doing it, it becomes a trait of your character.
5. The little bird could not yet fly, there were no feathers on its wings
6. Its wing was broken and the children bandaged it.
7. Do you hear a bird chirping in the tree? It is the sign of spring.
8. Our team won the game. Dato scored ten baskets.

8. Fill in the gaps with suitable words. Key:

1 – of, 2 – keeping, 3 – him, 4 – time, 5 – he saw, 6 – every, 7 – wrote, 8 – keeping, 9 – common,
10 – than, 11 – heard, 12 – guy, 13 – mean, 14 – talking.

15. Listen to the sentences your teacher reads in Georgian. Choose the correct English equivalent.

Read these words:

1. მკითხველს
2. ვთხოვ
3. მითხროს
4. მეტყვიან
5. ვეტყვი
6. მომცეს
7. მომცემენ
8. გაგზავნე
9. გაგზავნიან
10. მთხოვენ

17. Read and complete. Complete the conversation.

Sts fill the gaps in the missing parts of the dialogue. Then read the full text of the dialogue and Sts will check what they wrote.

- Hello.

- (Hello). May I speak to Lela, (please)?

- Just a minute. Lela, it's for you.

- (Lela) (Hello).

- Hi, Lela. This is Nodar. (Would you like) to go to the theatre tonight?

- (Thank you.) (With pleasure.) I haven't been to the theatre for a long time.

- Very good. (I'll be waiting) for you at the theatre entrance at 7.30.

- Fine. (See you later).

- Bye.

Lesson 2

Great people are among us

1. Listen and mark the boxes. Play the tape.

Tapescript

Great people are among us

Tapescript

1. Paata Burchuladze is a Georgian opera singer. He's a wonderful singer and he's famous all over the world. But we have to remember that he is not only a great singer, but also a very generous, charitable person. He founded a foundation called "Iavnana". The aim of Iavnana is to help

homeless children. They organize lots of concerts – charity concerts - and they use the money they collect to help homeless children return to their families. They've already helped more than 50 children like these to go back and live with their families. The children are mainly from poor families – kids who were sent to different orphanages because the families had no money. When Burchuladze was interviewed for TV, he said that his aim is to help these poor families so that they can live together with their children.

2. Nino Ananiashvili is a Georgian ballet dancer. She's a world-famous ballerina. During her career she performed in many ballet theaters in various countries. She was Prima ballerina at the Moscow Bolshoi Theatre, and she became a principal dancer for the American Ballet Theatre in 1993. Now Nino heads the Tbilisi Opera House Ballet. When Nino gives charity performances, the money from these performances is used to help orphans and refugees who have no homes; it helps old pensioners who have nobody to take care of them.
3. Midori Goto is an American Musician, who is a world-famous violinist. She devotes much of her time giving free concerts to children in New York City.
4. In 2002 schoolchildren in Tbilisi collected a sum of money to invite children from orphanages to a performance of Chaikovsky's ballet "The Nutcracker".
5. The Opera House in Tbilisi refused to take the money. Instead, they gave a free performance for the children who had no parents and gave this money to an orphanage. They said that it should be spent on buying books for the children.

Lesson 3

Who looks on the bright side of things?

35. Fill in the gaps with either *verb + ing* or *to + verb*. Key:

1. to train. 2. riding. 3. to iron. 4. working. 5. taking. 6. to practice. 7. to stay.

38. Listen and fill in. Play the tape.

Tapescript:

BILLY BOY

- (1) {Mother} Oh, where have you been, Billy Boy, Billy Boy,
Oh, where have you been, charming Billy?
{Billy} I have been to seek a wife, she's the joy of my eye,
She's a young thing and cannot leave her (mother).
- (2) Did she ask you to come in, Billy Boy, Billy Boy,
Did she ask you to come in, (charming) Billy?
Yes, she asked me to come in,
There's a dimple in her chin,
She's a young thing and can not (leave) her mother.
- (3) Can she bake a cherry (pie), Billy Boy, Billy Boy,
Can she bake a cherry pie, charming Billy?
She can bake a cherry pie, (quick) as you can wink an (eye),
She's a (young) thing and can not leave her mother.
- (4) Can she make a feather bed, Billy Boy, Billy Boy,
Can she make a feather (bed), charming Billy?
She can make a feather bed, while a-standing on her (head),
She's a young thing and can not leave (her) mother.
- (5) How tall is she, Billy Boy, Billy Boy,
How (tall) is she, charming Billy?
She's tall as any pine, and as straight as a pumpkin vine,
She's a young thing and (can)not leave her mother.
- (6) How old is she, Billy Boy, Billy Boy,

How (old) is she, charming Billy?
She's sixty times eleven, and twenty-eight and forty-(seven),
She's a young thing (and) cannot leave her mother.

39. Listen to the song and say: Why is Billy's mother asking Billy such questions about the girl he is going to marry?

- She wants to know if she will make him a good wife.

Questions showing that the girl is:

- a. polite – Did she ask you to come in?
- b. attractive – How tall is she?
- c. good at housekeeping – Can she bake a cherry pie?
- d. young – How old is she?

Billy exaggerates all the qualities of the girl, he is joking.

40. Read and count. Solving problems.

Key: 1. 33 2. 30 3. 66 4. 14 5. 39

Unit 4

Lesson 1

Endangered species

2. Match the pictures of things and animals. How do people make these things?

Key: 1 – c, 2 – b; 3 - d, 4 – b, d. 5 – d, 6 – d, 7 – d, 8 – a.

4. Write the best title in the box before each part. Key: B. E. C. D. A.

5. Mark the boxes (column 2) to show why you think people kill some animals. Key: All but 6.

6. Find the text in which they speak about... Key: 1 – 1, 2 – 2, 3 – 3, 4 – 4, 5 – 5, 6 – 3.

7. True or False? Key: 3.

8. Match the words in the two languages. Key:

| | | | | |
|-----------------|-------------|-----------|---------|-------------------|
| saxeoba Species | gadaSenebis | safrTxeSi | myofi | Endangered |
| gadaSenebuli | Extinct | spilos | Zvali | Ivory |
| morTuloba | Ornament | dacva | Protect | maSinve |
| mtacebeli | Predator | Seqmna | Produce | bunebrivi |
| | | | SerCeva | Natural selection |

9. Write 6 words.

ciespes, angeendred, meornant, ectprot, torpreda, intcext. (TB. Key: species, endangered, ornament, protect, predator, extinct.)

13. Put the sentences in A in the right order. Then – make sentences from B and match with the sentences in A. Write the story.

Key:

A. 1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1, 6 = 6.

B. a = 4, b = 3, c = 2, d = 1, e = 6, f = 5.

15. Complete the conversation. Key:

Key:

- Hello.
- (Hello.) May I speak to Nia, (please)?
- Sorry. She is not at home. Can I (take a message)?
- Yes, please.
- But (who is speaking)?
- It's Levan. I have two tickets for the rock concert tonight.

- O.K.
- (Thank you). I'll call back later. (Bye).
- Bye.

Lesson 2
Don't kill sparrows!

18. Listen and mark. Play the tape.
Tapescript.

Don't kill sparrows

The red-cockaded woodpecker lived in the woods in North America. This woodpecker made holes in pine trees with its beak. It made these holes for its nests. It was the only bird to make a nest in pine trees.

Many other birds and animals also needed holes to live in: songbirds for example, and owls, bees, snakes and flying squirrels. But they could not make holes themselves, so they used the holes made by the woodpeckers. In this way many birds and animals found safe and very convenient homes!

However, people also needed the land, and the trees, where all these animals lived. People needed wood for building houses and making furniture. They also needed the land for farming. So they started cutting down trees.

With the disappearance of the trees, the red-cockaded woodpecker also began to disappear. And with the disappearance of the woodpecker, all the animals who were using the holes made by this woodpecker also began to disappear. Fortunately, people noticed this in time; they could see that the disappearance of the animals would be a catastrophe.

So, in 1993, people stopped cutting down the trees in those places where the woodpecker lived. The result of this is that the numbers of red-cockaded woodpeckers are now rising. This is good news for all the songbirds, the owls, the flying squirrels and the many other animals who depend on the woodpecker for their homes. Now they can continue to live peacefully in the holes made by woodpeckers.

20. Here is a short summary of the text. There are three mistakes in it. Correct them and copy the summary.

The red-cockaded woodpecker is the only bird which makes holes in living pine trees. Lots of other birds, insects and animals make their homes in these holes. So they greatly depend on the woodpecker.

However, people needed land where this woodpecker lived. They started cutting down trees. The more trees they cut down, the more woodpeckers came to live in this place. There were no holes left for other birds and animals. Woodpeckers lived in all the holes. People noticed this and stopped cutting down trees. Now all the inhabitants of the wood are safe.

22. Take the cards from the teacher. Card samples – In the appendix.

Use of present perfect with 'ever' and 'never'. Questions and answers based on given cues.

Reading and oral interaction.

Cut out or make a copy of the card samples in Teacher's book appendix. Give students a task to duplicate each card two or three times. Put the cards on your table. Tell students to take a card each and ask round the class "Have you ever ... "until they find someone who has, or until it is clear nobody has.

Write up on the board a sample of a correct sentence, e.g. 1. Nodar has ridden a horse. 2. He rode a horse last summer. 3. Nobody has ever ridden a camel.

They have to write the result in a full sentence, like the one on the board. Then they take another card.

Check the answers at the end. For this ask publicly for an answer to each task: "Has anyone ever ...?"

Students get one point for each correct answer. If a student writes a sentence for which there is no correct answer found in the class, - if a student cheats! - he loses a point. The student with most points is the winner.

24. How do we know that these things have happened? What is the visible result now?
What result is important at the moment of speaking?

1. The bald eagle has been saved = it is alive, it is no longer endangered.
2. All sparrows have disappeared = they no longer exist, not a single one can be found.
3. I have written a letter to my grandmother – the written letter.
4. My friends have seen this play = they know all about it.
5. My dad has washed his car = it is clean.
6. I have bought bananas today = I have bananas.
7. Mum has baked cookies – we have cookies

25. Choose and mark. Mark the words expressing past-time situations.

1. Before 2001 our family lived in the village.
2. My brother finished school last year.
3. I met my boyfriend two months ago.
4. My sister had a haircut yesterday.
5. What was your address when you lived in the village?
6. My uncle won a sports car in lottery.

26. Your teacher will read sentences in Georgian. Listen, choose the correct English equivalent

(present perfect or past simple) and mark it. Then tell the class why you chose this answer.

1. - რა კარგად გამოიყურები! – ახალი პომადა წავისვი.
2. - დიდი ხანია ქეთი არ მინახავს. – კანადაში წავიდა უნივერსიტეტში.
3. თხილამურები ვიყიდე ერთი კვირის წინ.
4. თმა გავიკრიჭე. მისდება?
5. მეც გავიკრიჭე, მაგრამ უკვე ისევ შესაკრეჭია.
6. ყველა სავარჯიშო დაწერე?
7. დაწერით კი დაგწერე, მაგრამ სახლში დამრჩა.
8. - ვაი! – რა მოხდა? – წავიქეცი.
9. მაიაც წაიქცა გუშინ, და ხელი მოიტეხა.
10. ნიკომ ნანა ითხოვა ცოლად.
11. რას ამბობ! როდის დაქორწინდნენ?

27. With your partner, look at these pictures. Write down what has happened to the objects in the pictures. You can use the verbs in the box below.

Key:

1. The egg has broken.
2. The watch has fallen on the floor and broken.
3. The ice cream has melted,
4. The kite has flown up,
5. The balloon has flown up/blown up.
6. The bird has sat down, the girl has fallen, the water has boiled.

29. Guess the next word. Your teacher will read sentences with pauses instead of some words. When she stops, quickly write down the next word. Then call out whole sentences from memory. The words below will help.

Procedure: Read the text with numbers before each sentence. Stop before a gap and either clap hands, or tap on the table, to show that students have to find and number the next word. The word in brackets is the key –don't read it. Use it for checking.

Text for listening

- 1 Some kinds of animals and ___ (plants) are in great danger.
- 2 They are in ___ (danger) of disappearing.
- 3 It means that some ___ (species) of plants and animals will no longer exist.
- 4 About thirty ___ (thousand) species of plants and animals are disappearing.
- 5 The bald eagle is an ___ (example) of a species which was disappearing.
- 6 It was in danger of disappearing only thirty ___ (years) ago.
- 7 Another example is the elephant, whose ___ (tusks) are very valuable.
- 8 Hunters have ___ (killed) thousands of elephants to use their tusks.
- 9 Now people have begun to ___ (understand) this problem.
- 10 But it may be too late, and elephants may one day ___ (disappear),

Lesson 3 Dog's nature

31.*Match pictures with names.

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

32. Key:

განსაკუთრებით especially წაყვანა get them მომთმენი patient სევდა sadness მაგრად
ჩაძინებული fast asleep წკაგწკაგი yelp მიწვდენა reach დაცვა defend ნაზი gentle
სანდომიანი sweet მოიკალათა nestled

Note: In line 11/12. He seemed, judging from the expression on his face, to be thinking of his mother = It seemed, as if he was thinking of his mother.

36. In every sentence one word is missing. Find the place and complete the sentences with the right word from the box. One is extra.

All plants and animals are important to each other. They are all important to each other because they are all part of life on our planet. No part of life can be taken out. If any plant or animal disappears, this will disturb everything else – some other species will also disappear. We may not be able to see it right away, but sooner or later problems in the natural world will be visible.

Unit 5

Lesson 1

A few reasons for going to school

4. True or false. Key: 8 is false.

5. In pairs. Find the text in which they speak about... Key: 1 – 1, 2 – 1, 3 – 2, 4 – 2, 5 – 3, 6 – 4, 7 – 6, 8 – 5.

7. a) Match the words in the two columns. Key:

Closely dakvirvebiT Deliver saxlSi mitana On his own TviTon
Lend Txoveba Piggy bank yulaba Realize mixvedra window (shop window) maRaziis vitrina

8. Write 6 words. Key: Closely, deliver, lend, realize, surprised, delivery)

15. What do these notices mean?. Key:

People should not hunt any animal or bird in this place.

People should not pick the wild flowers in this field.

People should not throw away garbage in this place.

People should not enter this place.

People should not fish in this place.

People should not arrange picnics in this place.

People should not smoke here.

Lesson 2

How to work on a computer

17. Match the names with parts of the computer.

Key: 1-e, 2-a, 3-f, 4-c, 5- d,.

Tapescript:

This is how to work on a computer:

You sit in front of the computer, look at the screen and press the keys on the keyboard, or click the mouse. The first thing you see on the screen when you switch on the computer is the desktop. There are all the program names on the desktop, like "My Computer," "My Documents," "Recycle Bin," and so on.

The screen that you look at is part of the computer monitor.

Another piece of equipment that you need is the computer keyboard. It is called keyboard because it has keys, each with a letter, a number or a sign on it. By pressing the keys you can put information into the computer. The keyboard also works like a typewriter. By pressing the keys, you print the letters and the words which appear on the screen.

A computer mouse is a small device. You hold it in your hand. The mouse has a button. When you press the button with your forefinger, the mouse makes a "click" sound. So, you click the mouse. In this way you give the computer a command to do something.

On the computer screen there is a little line which we call the cursor. When you press the keys on the keyboard, or click the mouse, the cursor moves on the screen. And the situation on the screen changes – either words appear, or words and even whole lines are moved from one place to another.

18. Fill in the gaps with suitable words.

Key:

Sandro began (saving) money two years ago when he got a piggy (bank) from his uncle. From time to (time) he put in as much money (as) he could save. Some days ago Sandro opened his piggy bank and (counted) his money. There was enough to buy a (pair) of good trainers, a jacket or jeans. But Sandro (thought): "It's better to buy (something) that I'll have for many years. I'll always (remember) that it was my first (independent) task."

23. Fill in the gaps. Play the tape:

Tapescript

The hammer song

1. If I had a hammer, I'd hammer in the morning;
I'd hammer in the evening all over this land,-
I'd hammer out danger; I'd hammer out a warning;
I'd hammer out love between my brothers and my sisters, -
All over this land.

2. If I had a bell, I'd ring it in the morning;
I'd ring it in the evening all over this land, -
I'd ring out danger; I'd ring out a warning;
I'd ring out love between my brothers and my sisters, -
All over this land.

3. If I had a song, I'd sing it in the morning;
I'd sing it in the evening all over this land, -
I'd sing out danger; I'd sing out a warning;
I'd sing out love between my brothers and my sisters, -
All over this land.

Well, I've got a hammer, and I've got a bell;
And I've got a song to sing all over this land.
It's the hammer of justice; it's the bell of freedom;
It's a song about love between my brothers and my sisters,
All over this land.

24. Find a mistake in the song summary and copy the text.

The "Hammer Song" sings to love in the whole world. The song is against all kinds of danger.

The song sings to love and justice among members of a family.

Unit 6

Lesson 1

Keep fit

1. Match the pictures and the conversations. Key: A -3, B - 2, C - 1, D - 4.
4. The best title - c. Smoking is bad for your health.
5. There are two paragraphs in the text that best describe two of the above pictures. Find them.

Key:

1. a. It is well-known that lots and lots of boys and even girls start smoking at one time or another. At first the taste is most unpleasant. But children still keep smoking and after some time they begin to like the taste. Little by little they begin to enjoy smoking.
1. b. Nobody remembers the warning that smoking is bad for the health. Every teenager who smokes, thinks, "Other people will have health problems; I won't." Nobody thinks it may be they who will get ill.

7. Which words in the two languages mean the same? Key:

Pay attention to... ყურადღების მიქცევა Are good at... ეხერხებათ Catchy თვალში მოსახვედრი You cannot miss them ვერ გამოგრჩება Magazine ჟურნალი Advertisement განცხადება Ad განცხადება Encourage შეგულისწება Warn გაფრთხილება

8. Write 6 words. Key: magazine, catchy, colourful, attention, advertisement, encourage.

12. a) Find three adjectives with suffixes in the conversations above. Key: sugary, fatty, healthy.

b) Make adjectives from the words below.

Key: tricky, healthy, delightful, rainy, dirty, curly, sleepy, helpful, sunny, successful, careful, caring, windy.

13. Listen to the teacher and fill in the gaps with *there are, they are* or *their*.

Read these sentences. In brackets – key.

1. (There are) twelve months in a year. (There are) 30 days in some of them.

1. Where are my new boots? (They are) in the drawer.

3. - Are Temur and Gio at home?

- Yes, (they are).

- But I can't see (their) jackets in the hall.

- I have put them away.

4. - Who are those girls in Keti's room?

- (They are) her friends.

- I don't know them. What are (their) names?

- Rusiko and Tina.

5. - May I have a roll with my coffee?

- Yes, (there are) some in the bread basket.

- Oh, (they are) so nice and crisp! I think I'll take another one.

Key: 1. there are, there are 2. they are 3. they are. their 4. they are, their 5. there are, they are.

17. Look and say.

Key:

1. The kids are smoking. Years have passed. They have fallen ill, and are visiting the doctor.

2. The kids are eating sweets. Years have passed. Their teeth have rotten. They are visiting the dentist.

3. One girl is eating cakes, in the picture below – Years have passed. She has grown fat, and is visiting the doctor.

4. The kids are drinking wine. Years have passed. They have grown up, but they are not healthy. They have fallen ill. They are visiting the doctor.

5. This man is healthy, he rides a bike, he doesn't have to go to the doctor. When he was young - he trained in the gym.

Lesson 2

Take care, be healthy

20.

Tapescript

Don't worry, be healthy!

Good health depends on many different things. And a lot of things depend on us. You need to look after your own bodies. You need to think about your own life. If you take care, you will be strong. Your body will be able to fight against microbes and viruses.

And a lot depends on the conditions in which you live. You need a healthy environment. What is the environment? – Well, it's the food, and it's everything in nature around us – the air and the soil, the water in the rivers, the seas and the oceans. All of these should be clean and healthy.

Because if you drink dirty water and if you breathe dirty air, if you don't eat healthy food, this will encourage disease – you may fall ill. If there is always a lot of loud noise around, you may suffer from

nervous stress – you will feel bad, you will feel worried and have headaches. Many diseases can be caused by the environment, which is not clean.

In rich countries – such as Europe and North America, there are laws to protect environment. There are also inspectors to make sure that nobody breaks these laws. The government, and the people themselves, take care of the environment. They take care that nobody falls ill simply because he lives in an environment which is not clean.

Listen to “Take care, be healthy!” a) Tick in column 2 information about what the environment is, b) Write in column 3 - main words for the problems that can be caused if it is not healthy.

| | 2. Environment | 3. Health problems |
|--------------------------|----------------|--------------------|
| The air | √ | |
| The water | √ | |
| The trees | √ | |
| The ground | √ | |
| The rivers, sea or ocean | √ | |
| The food | √ | |
| Dirty air | | √ |
| Dirty water | | √ |
| Unhealthy food | | √ |
| Noise | | √ |

21. What is the problem in each conversation?

1 - dirty water. 2 – noise. 3 – dirty air.

24. Find the word for the definition. Key: 1 – d, 2 – c, 3 – e, 4 – b, 5 – f, 6 – a.

27. SONG You are my sunshine

Tapescript.

You are my sunshine, (my) only sunshine;
 You (make) me happy when skies (are) grey,
 You'll (never) know, dear,
 How (much) I love you;
 Please don't take (my) sunshine away.

Lesson 4 Build your bones

28. What is the subject of the interview?

Key: How much teenagers know about how to keep fit.

40. Guess the answer.

Key: The gentleman posted the key, but it got into the same letter-box, which the woman could not open.

Unit 7

Lesson 1

Georgian food

1. Match the words with pictures. Key: 1. – f, 2 – c, 3 – e, 4 – g, 5 – d, 6 – h, 7 – a, 8 – j, 9 – i, 10 – b.

3. There are six paragraphs in this text. In which do you read about:

- a. A party dinner food - 2
- b. Everyday food – 3,4,5
- c. Georgian food which is very common - 6
- d. Likeness between the cooking in neighbouring countries - 1
- e. A usual dinner -5
- f. A “bean house” menu - 6

4. Which words in the two languages mean the same? Key:

special განსაკუთრებული veal ხბოს ხორცი lamb ზატკანი variety ნაირსახეობა
 stuffing გული(სატენი) spices სანელებლები beef საქონლის ხორცი fresh herbs ახალი
 მწვანილი
 first course პირველი ულუფა on the whole მთლიანობაში
 ground walnuts გატარებული ნიგოზი calf ხბო

5. Write 6 words. Key: variety stuffing spices veal walnuts pickles

6. Find the next word. Play the tape.

Tapescript:

Georgian food

1. Georgian cooking is very different from European ____ (cooking). 2. However, it has something in ____ (common) with its neighbouring Caucasian countries – Armenia and Azerbaijan. 3. But on the whole it differs ____ (from) them greatly. 4. You cannot make a ____ (mistake).
 5. Georgians use all fresh ____ (vegetables). 6. Many dishes are cooked with ground ____ (walnuts), garlic, different herbs and spices. 7. West ____ (Georgian) cooking is often very hot. 8. It uses a lot of chili – red ____ (pepper). 9. The Georgian table is usually covered ____ (with) a great variety of dishes. 10. The most typical breakfast is bread with ____ (cheese), eggs, honey and jam.

7. Match the recipes with the Georgian name. Key: 1-c, 2-f, 3-d, 4-e, 5-a.

8. Mark the sentences, where somebody else is saying the guest's words.

Guest – What dish is this?

Anna – Sorry?

Nana – Pat (the guest) asks what dish this is.

Anna – Ah, yes. This is turkey in walnut sauce.

Guest – I have never seen it. How do they make it?

Anna – Sorry?

Nana – Pat says she has never tasted it. She is asking how they make it.

Anna – Ah, yes. I'm not sure. I only know it is very delicious, and that there are walnuts in it.

13. Find a pair for each word.

Key:

- a. ground walnuts
- b. boiled eggs
- c. chicken potatoes
- d. fried potatoes
- e. chopped onions herbs
- f. sliced tomatoes
- g. squashed garlic
- h. baked bread
- i. roasted chicken
- j. stuffed tomatoes

1. Find the word for the definition.... Key:

cook by dry heat, like bread - bake

cook (meat) in front of a fire or in an oven - roast
cook in boiling oil or fat - fry
kind of nut, which ripens in the ground - peanut
plant whose leaves or seeds are used in food - herbs
nut which contains a soft part in two boat-shaped shells - walnut

2. Match the dialogue with the corresponding place in the text. Key: Paragraph 6.

Lesson 2

American schoolchildren's lunch

19. Look and match. What kind of meat do we eat? Match the meat name with the animal picture.

Key: 1. – a (10), 3 – b (4), 5 – c (6), 7 – g (8), 9 – f (2), 11 – e (6), 12 – d (6).

In brackets – the number of the meat picture.

21. Tapescript:

1. Many Americans, especially schoolchildren, fix their lunches at home, pack them in a metal box and carry them to school. Some children bring their lunches in a paper bag. Paper bags are typically brown in colour. What can you call this kind of lunch? (Brown bag)
2. For lunch they usually take two slices of bread and put something between the two slices. A peanut butter is a favourite among children. Peanut butter is a thick spread made from peanuts. This kind of lunch is called _____. (peanut butter sandwich)
3. Many children take two slices of bread and apply jam to their bread with peanut butter. This kind of lunch is called _____ (Peanut and jam sandwich)
4. Another common thing to put between the two slices of bread is canned fish. They take canned fish from a small metal box called a can and mix it with mayonnaise. Mayonnaise is a white spread made with egg yolk, oil, lemon and spices. This kind of lunch is called _____ (Fish sandwich)
5. Another kind of lunch is two slices of bread, with sliced ham and cheese, chopped into small pieces and mixed with mayonnaise. This kind of lunch is called _____. (Ham and cheese sandwich)
6. Children like to take two slices of bread and put turkey, chopped into small pieces and mixed with mayonnaise between the two slices. This kind of lunch is called _____ (Turkey salad sandwich)
7. Often the school lunch is two slices of bread, and between the two slices there is chicken chopped into small pieces and mixed with mayonnaise. It is called _____. (Chicken salad sandwich)
8. If you want to fix a lunch to take to school, you can take a piece of ham, chop it into small pieces, mix it with mayonnaise and put it between the two slices. Put it in a paper bag. You will get _____. (Ham salad sandwich)
9. You can also chop one or two hard-boiled eggs into small pieces, mix them with mayonnaise and put the mixture between two slices of bread. It'll be _____. (Egg salad sandwich)

28. Read these sentences:

1. – რას ამბობს? - ინგლისური თუ გესმისო.
2. - რაო? – სად ცხოვრობო.
3. – რას ამბობს? – წითელი ვაშლი თუ გიყვარსო.
4. – რას გეკითხება? – გამოცდა თუ ჩააბარეო.
5. – რა თქვი? – ბექა თუ დაპატიჟე-მეთქი.
6. – ბატონო? – ღვინო თუ გინდა სუფრაზე – მეთქი.
7. – რა თქვი? – ბევრ ხალხს თუ ელოდები – მეთქი.
8. – რა? – კარი თუ გავიღო – მეთქი.

Lesson 3

Potluck

30. Which of the sentences below best describes what the text is about?

Key: c) Food is just a pleasant addition to a good company of friends.

36. In groups of four. Fill the blanks in the telephone conversation. Compose at least one more. Use the ideas below. ... Key:

Inviting friends to a potluck dinner

- Hello! It's ____ (name) speaking. Can I speak to ____ (name) ____, please?
- Just a moment. _ (Name) ____, There's a phone call for you.
- Hi, (Name) _____. I'm so glad you called. How're you?
- Fine, thanks. Why don't you come to dinner?
- Where? To your place? For dinner? Are you going to cook?
- No, of course, not. It's a potluck dinner.
- Great! What a wonderful idea! I have never been to a potluck dinner before!
- Neither have I. I've just read about it in the textbook.
- Good for you! Now, what do you want me to bring?
- Anything you like, only tell me what. You are the first person I called.
- Can I make a vegetable salad? Is that O.K.?
- Great. I'll call others now.
- Bye. See you at 8, then.
- See you.

Unit 8

Lesson 1

Trees around us

4. Choose and write the best title in the box before each paragraph.

D A(1) B (3) E(2, 4) C(5)

6. Read the list of teleprograms that you can see on TV on Monday this week. Imagine that the above text is accompanying a teleshow. Match it with the title of the program. **Key: Save the earth.**

9. Match the words. Key:

space თავისუფალი სივრცე boulevard ბულევარი huge უზარმაზარი take pictures სურათის გადაღება
valuable ძვირფასი be proud of ამაყობა royal სამეფო
peacefully წყნარად spaceship კოსმოსური ხომალდი island კუნძული
bloom ყვავილობა plane tree ჭადარი in blossom აყვავებული
vast ვრცელი embankment სანაპირო

10. Write 6 words. Key: royal, blossom, embankment, spaceship, valuable, peacefully

13. Find a pair for each word.

Key: architectural monuments, vast sea, across the bridge, fantastic beauty, take pictures, green cover, throughout the world, make room for

14. Find in the text one example of 'be able'.

Key: Gagarin was able to tell the first stories about the fantastic beauty of the moon...

Lesson 2

A Driving Incident

22. Match the names with the parts of the car on the picture.

Key: a – 4, b – 5, c – 6, d – 8, e – 2, f – 1, g – 10, h – 9, i – 3, j – 7.

23. **Listen and match.** Play the tape. Students deduce the meanings of phrases, and match them with their L1 equivalents.

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

24. Listen again and tick the right boxes. Key: 7 and 8 – No, the rest – Yes.

Tapescript

A Driving Incident

I'm going to tell you a terrible story, horrifying story that was told by a friend of mine.

This friend of mine lived in a house and next door to him there was a man who'd just bought a new car. One morning he (I mean my friend) was looking out of the window and noticed that his neighbour, the man with the new car, was, very unwisely, allowing his wife to drive the car, and she was going to have her first drive in it. He (the husband) backed the car out of the garage so that now it was standing on the driveway between the garage and the gates. And then he'd closed the garage doors. A minute later his wife came out of the house to take this car out and go shopping in it. Remember, this was the first time she had driven the car. So she opened the car door very carefully, sat in the car, started it, put it into reverse and began to back very, very gently, very slowly and taking great care, not to do anything to damage the new car. And as she backed, there was an unpleasant crunching sound. She slapped on the brakes to stop the car, and looked around frantically. Then she realized that she hadn't opened the gates behind her that led on to the main road. So the rear bumper of the car sort of touched the gates and bent them slightly, which of course put her into a bit of a flap. Made her panic a little. Anyway, before she could do anything about this she had to move the car forward so that she could open the gates. She took the car out of reverse, put it into first gear, and pulled forward very gently. But unfortunately she miscalculated the distance to the garage doors. So as she pulled forward, she ran into the garage doors, thump, and smashed in the front bumper of the car and bent the garage doors.

She stopped the car but by this stage she was getting into a bit of a flutter. So when she got out of the car, she was shaking like a leaf. She went behind the car and opened the gates that led on to the main road. Then – she was determined not to be defeated by this state of affairs, she got into the car, started the engine, looked through the back window very, very carefully and backed out without any hesitation through the gateway and into the main road. She managed it absolutely perfectly. The only problem was that she'd left the car door open and had forgotten to close it so that as she backed out through the gates into the main road, she tore off the door. And now the new car had two bent bumpers, and only three doors.

25. Listen again and tick the right boxes.

| What was the result | Yes/No |
|---|--------|
| 1. The bumpers were bent | √ |
| 2. The gates were bent | √ |
| 3. The front bumper was smashed in against the garage doors | √ |
| 4. The garage doors were bent | √ |
| 5. The driving side door was torn off | √ |
| 6. The headlights were smashed | √ |
| 7. The new car had only three doors. | |

27. Make a list of

| | |
|---|---|
| a) all verbs connected with driving | b) all verbs connected with the car damage. |
| drive, put into reverse, start the engine, back the car, slap (put) on the brakes, stop, move forward, take out of reverse, put it into the first gear, pull forward, | run into, smash, bend, tear off the door |

32. There is a word missing in the following sentences. Fill it in and copy the sentences.

- Hospital patients get better faster and use fewer painkillers when their rooms have a view of trees.
- Trees make workers happier.
- A big tree keeps soil from washing away, there are no mud-slides in places where trees grow.
- Trees hide ugly areas.
- Trees protect buildings against strong winds.
- The value of your house is much bigger if you have trees around it.
- Trees give us fruit and flowers.

Lesson 3

The Gold Rush

Tapescript

37. Song time

Clementine

1. In a cavern, in
a canyon,
Excavating for a
mine,
Lived a miner,
forty-niner,
And his daughter
Clementine.

Chorus:

Oh, my darling,
Oh, my darling,
Oh, my darling
Clementine,
You are lost
and gone
forever
Dreadful sorry,
Clementine.

Light she was
and like a
feather
And her shoes
were number
nine,
Herring boxes
without topses
Sandals were for
Clementine.

(Chorus)

Drove she
ducklings
To the water
Every morning
just at nine
Stubbed her toe
against a splinter
Fell into the
foaming brine.

(Chorus)

Ruby lips above
the water
Blowing bubbles
soft and fine,
But alas, I was no
swimmer,
So I lost my
Clementine.

(Chorus)

How I missed
her,
How I missed
her,
How I missed
my Clementine,
Until I kissed
her little sister
And forgot my
Clementine!

41. Women's faces are often compared to precious stones – ruby, diamond, pearl, sapphire, and metals – Gold, silver.

Can you unscramble these descriptions?

1. gold, 2. sapphire, diamond. 3. pearl.

46.b. **Listen and fill in the gaps...** For the underlined words there are gaps in SB.

Read these sentences:

He's a nice man. He has a dog. His dog is friendly with all people. It's kind.

You're the best student in this semester. Your grades are the highest.

There is a bird in the cage. It's a canary. Its voice is beautiful. People keep it for its singing.

They're Lucy's neighbours. Their house is next to hers.

His mother is quite young. He's only eighteen years younger than she.

You're not very attentive. Mind your bag. It's open. You may lose everything.

They're very nice people. Their house is always open for everybody.

Unit 9

Lesson 1

Art

3. There are 5 paragraphs in the text. Write the number of the paragraph which describes:

1. Different professions - 2
2. Different pictures - 4
3. Different books - 5
4. Different music - 3

4. True or false. Key: 5

5. Match the word and its description. Find the student who has a pair for your card.

Procedure: Sts write 6 sentences: on 3 slips 1 word, on other 3 slips – its definition. Put on the teacher's table. Then take one, walk about the classroom and ask questions to find the pair).

- | | |
|---|--------------|
| a. Expresses what he feels through music. | 1. Sculptor |
| b. Expresses his feelings through poetry – rhymes and poems. | 2. Architect |
| c. Expresses his feelings through pictures. | 3. Artist |
| d. Tries to make the world more beautiful by designing buildings to match the nature. | 4. Writer |
| e. Makes monuments, statues and sculptures. | 5. Poet |
| f. Expresses what he feels through words – stories and novels. | 6. Composer |

Key:

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

6. Match the words in the two languages. Key:

crash მიჯახება novel რომანი (ნაწარმ.) changing mood ცვალებადი ხასიათი
dishonest უპატიოსნო coward მშიშარა rhyme რითმა rhythm რიტმი magnificent
დიდებული view შეხედულება delightful მშვენიერი creative შემოქმედი

7. Write 6 words. Key:

magnificent coward delightful creative novel rhythm

8. Words close in meaning to 'beautiful' – magnificent, delightful, wonderful.

a. Tell Sts. to Read the text again. Find five words describing works of art and six words describing people.

b. Read these sentences out loud. Sts replace the adjectives (the describing words) by others with similar meanings.

Example: delightful – fantastic.

c. Sts say the word pair to the class. Example: delightful music – fantastic music; beautiful pictures – wonderful pictures, etc.

Sentences:

1. Some people compose delightful music. 2. Some people paint beautiful pictures. 3. There are some people who write wonderful books about this world. 4. Poets write charming poetry. 5. Architects build magnificent buildings – houses and palaces, bridges and churches. 6. Sculptors make beautiful statues and sculptures.

15. Read and match. Key:

a – 4, b – 4, c – 2, d – 5, e – 1, f – 3.

Lesson 2

Kinds of music

19. Tapescript

Kinds of music

Music is of different kinds. Classical music is written for symphony orchestra, for ballet, and for church choires.

Opera is not only music. It is a play in which characters sing and not speak their roles. There is another kind of music which is not only music, but a play in which characters express their roles by dancing, it is ballet.

A kind of music that many generations of people living in one place or in one country have been singing for many years, even centuries, is folk music.

There is one kind of music, which is called America's 'classical' music. It developed from several other kinds of music - African music and European band and dance music. This music is Jazz.

Music with a strong beat usually played with electronic instruments is Rock.

Find the description of 'jazz'. Key: d – 5.

20. Match the telephone conversations with the descriptions above.

Key: 1 - 1, 2 - 4, 3 – 5, 4 – 2, 5 – 3.

21. A sentence with 'have to...' Key:

So they have to write not only about happy times, but also about the times which are tragic.

24. Active or passive?... Key:

1. is. 2. was played. 3. developed. 4. includes. 5. is. 6. is. 7. were sung. 8. were sung. 9. sang, worked. 10. are. is played, sung. 11. is called.

25. See if you know the words which you may also need in your poster. Match them with the Georgian equivalents:

Key: a – 9, b – 6, c – 1, d – 2, e – 3, f – 4, g – 5, h – 7, I – 8.

Lesson 3

33. One word is missing in each sentence. Fill it in and copy the summary.

Music is of different kinds. Some music makes us feel like dancing, some makes us feel like singing, and some is serious music, which makes us think about happy or unhappy times of our life.

Unit 10

Lesson 1

Summer time

3. Read the text silently. Choose and write the best title. Key: C. The tanning culture

4. True or false. Key: 6, 8.

5. Which words in the two languages mean the same?

pale ფერმკრთალი affect ზეგავლენა tan ნამზეური royal court სამეფო კარი
can afford მატერიალურად შეძლება hang out უსაქმოდ დროის ტარება

ultraviolet radiation ულტრაიისფერი რადიაცია popular მოდაში cause გამოწვევა
cell უჯრედი surface ზედაპირი manual work ფიზიკური სამუშაო

6. Find a pair for each word. Write the pairs. Compare with your partner. There is one extra word.

Key:

ultraviolet radiation, brown pigment, protect from the sun, upper layer, hang out, golden tan,
tanning culture, become popular, cause sunburn, royal court, manual work.

7. Write 6 words. **Key:**

surface manual affect ultraviolet royal fashion

8. Fill in suitable words from the box. Then say whole sentences, from memory, to the class.

1. for years 2. always 3. in 1922 4. since that time 5. always 6. in the 18th century 7. in the 18th
century 8. in the 20s of the 20th century

11. Use the right form of the adjective in brackets.

Key:

1. deeper, 2. as beautiful as 3. the prettiest, 4. as quiet as 5. hotter 6. the strongest, violent
7. fashionable, as pale as

12. Fill in "than", "of all" or "as... as," and the right form of the adjective in brackets.

1. younger than. 2. paler than/as pale as. 3. the youngest of all. 4. the prettiest. 5. hotter than. 6.
stronger than. 7. as brown as.

14. Fill in the gaps. ...

1. more...the. 2. the...more. 3. more, the. 4. the better. 5. the better. 6. darker...the better.

16. a) For which of these conversations can you find a corresponding place in the text?

1 – paragraph 1.

Lesson 2
Religious songs

17. Which sentence is from which song?

Spirituals

Negro spirituals are religious folk songs. Negro slaves in America sing them in church. Actually, spirituals are prayers. They are mostly written by unknown composers.

There are lots of different spirituals. In each spiritual the singer prays to God in a different way. He prays to the God, or "the Lord." "The Lord" is another name for the God, for Christ.

In the spiritual 'Do Lord, Remember me!' the singer calls on 'the Lord' for help with problems in everyday life on earth.

He calls on God for help at the time of dying. How does he imagine this moment? Maybe he imagines that the Lord will send him a chariot to take him to heaven. Certainly he wants the Lord to open the door to heaven and let him in.

Finally, he asks the Lord for help in the next life, after death. How does he imagine this? He imagines the day of the Last Judgement, "*When the world is on fire.*" According to the Bible, this is the day when the end of the world comes. On this day God will choose a certain number of souls and save them, forgive them for all their sins. So God will choose these souls for eternal Salvation. Only those souls will live forever. All the rest will die.

In another spiritual, the unknown composer praises God's power over the world – a world in which a slave has no power. He says that God has the whole world in his hand. The composer calls all people "brothers" and "sisters" and tells other slaves, that, in God's sight, whether they are babies or old people, they are equal to everyone else in the world. Negro spirituals have a strong rhythm and they formed a foundation for Jazz.

18. Fill in the missing words while listening.

Tapescript

| | |
|---|--|
| <p>Do Lord, Remember Me! Do Lord, oh, do Lord, Oh, do remember me, Do Lord, oh, do Lord, Oh, do remember me, (Oh, Lordy!) Do Lord, oh, do Lord, Oh, do remember me, Look away beyond the blue!</p> <p>2. When I'm in trouble, Oh, do remember me, (Oh, Lordy!) When I'm in trouble, Oh, do remember me, When I'm in trouble, Oh, do remember me, Look away beyond the blue!</p> <p>When I am dying, Oh, do remember me (Oh, Lordy!) When I am dying Oh, do remember me, When I am dying Oh, do remember me, Look away beyond the blue!</p> <p>When this world's on fire Oh, do remember me, (Oh, Lordy!) When this world's on fire Oh, do remember me, When this world's on fire Oh, do remember me,</p> | <p>He's Got the Whole World in His Hands He's got the whole world in His hands, He's got the whole wide world in His hands, He's got the whole world in His hands, He's got the whole world in His hands. He's got you an' me, sister, in His hands, He's got you an' me, brother, in His hands, He's got you an' me, sister, in His hands, He's got the whole world in His hands. He's got the little tiny baby in His hands, He's got the little tiny baby in His hands, He's got the little tiny baby in His hands, He's got the whole world in His hands. He's got all of us her in His hands, He's got all of us her in His hands, He's got all of us her in His hands, He's got the whole world in His hands.</p> |
|---|--|

| | |
|----------------------------|--|
| Look away beyond the blue! | |
|----------------------------|--|

Correct and write. Here is a short summary of the text. There are four mistakes in it. Correct them and copy the summary.

Spirituals are folk songs. African slaves sing them in church. In other words, spirituals are prayers. They are written by famous composers. There are not many spirituals. In each spiritual the singer praises God and asks Him to save his soul. He imagines that Christ will come for his soul in a car or a plane, and take it to heaven. The singer understands that God has power over this land. Slaves have no power here. He praises God for whom all men are equal.

Mark the word with nearly the same meaning as the first word in each line. Key:
fashionable –popular, white – pale, perfect – complete, brown – tan, affect – influence.

26. Present perfect or past simple? Key:

1. have bought. – was.
2. have you stopped. – has run.
3. did you go.
4. invited. has decided.
5. stopped.
6. has lost.
7. left.
8. have phoned.

27. Listen to the sentences your teacher reads in Georgian. Choose the correct English equivalent and mark it. Then say to the class, in Georgian, why you chose this answer.

Read these sentences to the students.

1. ყოფილხარ მთაში?
2. როდის იყავი?
3. გინახავს მზის ამოსვლა მთაში?
4. სად ნახე?
5. როდის ნახე?
6. დაგეხატია ოდესმე აღელვებული ზღვა?
7. მამა მოვიდა?
8. გაკვეთილები მოამზადე?
9. ზარი დაირეკა?
10. მასწავლებელი გავიდა ოთახიდან?

Lesson 3

Long-term effects of the Sun

32. Read this interview. Decide what it is about. Key:

c) The future result of sunburns.

36. What did they say? Change from reported into direct speech.

1. - Hi, Tamuna, will you come to the movies with me? - Sure, I will.
2. - When will you come home?
3. -Don't stay out till late.
4. - Come back before dark.
5. - Please, bring me an ice cream when you come.
6. - Where are you going?
7. - Who are you going with?

Unit 11

Lesson 1

Water

3. Read the text silently. Match each part of the text with a title.

Key: 1 – D, 2 – A, 3 – B, 4 – C

The importance of water

5. Which words in the two languages mean the same?

flow მიედინება sewer კანალიზაციის გაყვანილობა sewage ჩამდინარე წყლები purify

გაწმენდა

usable გამოსაყენებლად ვარგისი raft ტივი waste ნარჩენები industrial სამრეწველო

canal არხი aqueduct akveduki (wylis xidi) pipe მილი treatment წამლობა, დამუშავება

develop განვითარება

6. Write 6 words

Key: industrial, aqueduct, treatment, sewer, waste, usable

8. Fill in the missing words from the text. Then dictate them to a student at the board.

Key: 1. to 2. were 3. by 4. to, and 5. the 6. their, or, the, of, the, for.

12. Choose the correct English equivalent and mark it.

Read these sentences to the students. They have to choose from two variants the correct verb tense.

1. მე ხშირად დავდივარ საცუროდ.
2. სად არის ნინიკო? – წყალშია, ცურობს.
3. აღარ მინდა ცურვა, დღეს ბევრი ვიცურავე.
4. მე უკვე ნაბანავები ვარ.
5. დიდ ხანს დარჩები მზეზე?
6. როგორც კი მზე ცხელი გახდება, წავალ სახლში.
7. ნინო ისევ ცურავს?
8. მალე წავა სახლში.
9. ბავშვები მზეზე იწვნენ.
10. არავინ არ ცურობდა?

13. b) Match the words in these two columns. Key:

industry - industrial
chemistry - chemical
clear – clarify, clearly
move – movement,
movable

centre - central
beauty – beautify
simple - simplify
peace - peaceful
arrange - arrangement

Lesson 2

River Water

16. Listen and mark. Who said this? You will have to listen several times to mark all.

Tapescript

River Water

(Taken from 'Three men in a boat' by Jerome K. Jerome)

We found ourselves short of water; so we took our jar and went up to a house on the bank of the river to ask for some.

George was our spokesman. He put on a winning smile and said:

"Oh, please could you spare us a little water?"

"Certainly," replied the old gentleman; "take as much as you want, and leave the rest."

"Thank you so much," murmured George, looking about him. "Where – where do you keep it?"

"It's always in the same place, my boy," was the reply: "just behind you."

"I don't see it," said George, turning round.

"Why, bless us, where's your eyes?" was the man's comment as he twisted George round and pointed up and down the river. "There's enough of it to see, isn't there?"

"Oh!" exclaimed George, "but we can't drink the river, you know!"

"No, but you can drink some of it," replied the old fellow. "It's what I've drunk for the last fifteen years."

George told him that he would prefer to get some water out of a pump.

We got some from a cottage a little higher up. I think that was also river water, if we had known. But we did not know, so it was all right. What the eye does not see, the stomach does not get upset over.

We tried river water once, later, but it was not a success. We found out that our jar was empty. And it was a case of going without our tea or taking water from the river. So we were for chancing it. We thought it must be all right if we boiled the water. We thought that if the various germs of poison would be killed by boiling. So we filled our kettle with Thames water, and boiled it.

We had made the tea, and were just settling down comfortably to drink it, when George, with his cup half-way to his lips, paused and exclaimed:

"What's that?"

"What's what?" asked Harris and I.

"Why, that!" said George, looking at the river.

Harris and I looked and saw, coming down towards us on the river, a dog. It was one of the quietest and the most peaceful dogs I have ever seen. I never met a dog who seemed more peaceful. It was floating dreamily on its back, with its four legs stuck up straight into the air.

George said he didn't want any tea, and emptied his cup into the water. Harris did not feel thirsty, either, and did the same. I had drunk half of my tea, but I wished I had not.

Who said this? You will have to listen several times to mark all.

| | The old gentleman from the house on the river bank | George | Harris | The author – "I" |
|---|--|--------|--------|------------------|
| 1. Oh, please could you spare us a little water? | √ | | | |
| 2. Certainly, take as much as you want, and leave the rest. | | √ | | |
| 3. Thank you so much. Where – where do you keep it? | √ | | | |
| 4. It's always in the same place, my boy, just behind you. | √ | √ | | |
| 5. I don't see it. | √ | | √ | |
| 6. Why, bless us, where's your eyes? | | | | |
| 7. There's enough of it to see, isn't there? | √ | | | |

| | | | | |
|---|---|---|---|---|
| 8. Oh! But we can't drink the river, you know! | √ | | | |
| 9. No, but you can drink some of it. | | | | √ |
| 10. It's what I've drunk for the last fifteen years. | | | | |
| 11. We got some from a cottage a little higher up. | | | | √ |
| 12. I think that was only river water, if we had known. But we did not know, so it was all right. | | √ | | |
| 13. What the eye does not see, the stomach does not get upset over. | | | √ | |
| 14. What's that? | | | | |
| 15. What's what? | | | | |
| 16. Why, that! | | | | |
| 17. I don't want any tea. | | | | |
| 18. I'm not thirsty, either. | | | | |
| 19. I wish I had not drunk half of my tea! | | | | |

18. Fill in the gaps with the right form of the verb.

2. stops. 3. is not purified. 4. get. 5. calls. 6. is. 7. will you know. comes. 8. 'll be late. 9. 'll be. 10. go. won't be drinkable.

19. Read these sentences. Students must choose out of two the right variant of verb tense.

1. ახლა არ შემიძლია, ხვალ გეტყვი.

2. თუ ყველა მოვა, წავალთ.

3. როდის წახვალთ?

4. როგორც კი ნინო დამირეკავს.

5. როდის დაგირეკავს?

6. როცა გაკვეთილები დამთავრდება.

7. თუ სიცოცხე იქნება, ნუ წავალთ.

8. როდის შემხვდები?

9. თუ ბილეთს იშოვი, შეგხვდები თეატრთან.

10. თუ ვერ ვიშოვი?

11. არ შეგხვდები.

12. გწუხვარ. მაშინ ნინოს დაგურეკავ.

20. Find the next word. Key:

1. Turn round, off, on, down

2. look round, down, up, after

3. fall down, asleep

4. take off, some water, after, over

5. point up, down

6. get on, up, off, some water, upset over

1. შემოტრიალება, გამორთვა, ჩართვა, ხმის დაწვევა

2. მიმოიხედო, ქვევით ჩაიხედო, ამოიხედო, მიხედო/მოუარო

3. დავარდე, დაიძინო

4. გაიხადო ტანსაცმელი, აიღო წყალი, დაემსგავსო, დაეწიო

5. მიუთითო ზევით - ქვევით

6. ა. საქმეს გაუძღვე, ბ. ტრანსპორტში ახვიდე. ადგე ლოგინიდან, ტრანსპორტიდან ჩასვლა, იშოვო წყალი, გაწყინოს რაიმემ

Lesson 3

The Abanotubani baths

27. Complete the questions. Key:

1. has it? 2. isn't there? 3. can't we? 4. can't they? 5. can we? 6. don't we? 7. isn't it? 8. won't we?

29. Read these little conversations and write the name of the action for each.

1. Drink. 2. Take a shower. 3. Clean the windows. 4. Wash himself.

1 – 4, 2 – 1, 3 – 4, 4 – 3, 5 – 4, 6 – 1.

APPENDICES

APPENDIX 1

GLOSSARY OF CLASS MANAGEMENT LANGUAGE

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

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

1. Coming and going

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

2. Personal enquiries

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

3. Inviting volunteers

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

4. Encouraging students

Good. Very good. Excellent! Wonderful! Marvellous! Terrific! Fantastic! Well done! 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.....

APPENDIX 2

SUPPLEMENTARY ACTIVITY BANK

As pairwork

- Put up 10 words whose letters have been jumbled (e.g; YBO, GRLI, RAICH, RECLIC) and invite students to work in pairs to find, and write down, as many words as possible in a specified time (e.g. 3 minutes).

Individually on the board

- Put up several words jumbled and invite students to come and write up the correct words on the board.
- Students may thus win a point for their group, or the competition may be between individuals.

Finding words from a letter table

- Put up the alphabet in 5 numbered lines, as follows:

1. A B C D E
2. F G H I J
3. K L M N O etc.

- Think of a word and tell students to find and write it down, following your directions: E.g. Find the second letter in the third line. (Sts write L) Find the fifth letter in the first line. (E) What is the second letter in the second line? (G)

- The first student to call out the correct word can then take your place and instruct the class to find a word in the same way.

Words from many letters

This is a variant on making words from jumbled letters. It consists in finding as many words as possible from a given number of letters.

- Put up 8 to 10 letters. Then invite students, working alone or in pairs, to find and write down as many words as they can, using only the letters on the board. They may use each letter several times if necessary; for example, if the letter 's' appears on the board they may use it twice.
- Tell them how long they have to find the words and respect the time limit. 4 minutes is a reasonable time to allow.
- When the time has expired, find out which student, or pair, has found the most words and write these up. If all the words are acceptable (ie. words which they have met in class) declare him the winner.
- Then invite other students to call out words they have found which are not already on the board and add them to the list.
- Note: Instead of using 8-10 random letters you may want to use the letters of a long word, e.g. *importance* or *blackboard*.

Building up words inside a square

In this activity, students write letters in specified positions in a square, from the teacher's, or other students', instructions.

- Jot down 5 words the class have seen (e.g. paper, duster, ruler, house, pencil). Put up a large square, with a line in each corner and in the middle. The lines will be used to write on.
- Instruct a student at the board: e.g. Put a D at the top on the right. Put an R in the middle. Write a U at the top on the right. Put an H at the bottom on the left.... The student writes the letters on the correct lines. Continue to build up the prepared words in this way.
- When other students can guess a word, they should take over the instructions in your place.

Clues and definitions:

- Instead of calling out the items, a useful variant is to call out definitions of the items, or clues which are sufficient to identify the item. This activity involves listening comprehension as well as vocabulary revision. Here's an example to revise the names of public places.
- Tell students to write down, from memory or from your list on the board, the names of 4 public places: e.g. church, police station, chemist's, taxi-park.
- Call out clues to identify places, without saying the name of the place. E.g. You go there if you want to read a book (library). Tonight you can see Rambo III if you go there (cinema). This is a good place to put your money (bank). Hundreds of people go there to pray (church)... Make a note of the items you have 'defined.'
- Students match the clues with the items and tick them off their lists.
- When a student calls Bingo! check his items against your list.

Alibi

- Tell two students that there has been a crime. Tell them when and where it happened. They are suspected of committing the crime. They will be interrogated and they must prepare their alibi. Preferably tell them the day before to give them time to prepare.
- For the interrogation, put one of the two in front of the class. His partner must be outside and must not hear what answers he gives. Other students are the police, and ask detailed questions: e.g. Where were you? What time did you arrive? What was the colour of your shirt? What was the name of the television programme?....
- Then bring in the partner and interrogate him. If his answers are not consistent with his friend's, they are guilty of the crime. If the police are not able to 'break' their alibi, they are not guilty.

Dictation by students to teacher

- This is a good test of students' pronunciation. Have a student dictate (e.g. 5 numbers between 1 and 100) to you, preferably from the back of the room. Write what you hear on the board. Invite the student to correct you or repeat, if you have made a mistake.
- Note: The same technique can be used with letters, words, or short sentences. The dictation can also be given to a student at the board.

Answer keys and tapescripts to the Tests

Test One

Ex. 1 1.spent 2.worked 3.year 4.win 5.passed 6.sense 7.nervous 8.live 9.favourite
10.father 11.interview 12.test

Ex. 2 13.matter 14.fit 15.great 16.friends 17.case 18.a competition 19.fun 20.least
21.others 22.experience (extra: share)

Ex. 3 23.since 24.were 25.can't 26.will 27.for 28.won't 29.must 30.didn't (extra: could)

Ex. 4 31.for my birthday 32. we can stay together 33.to come in July. 34.in that period
35.shall I take with me 36.the Dolphin Show. 37.close to the Turkish boarder 38.a hundred
times. 39.telephone call would be OK too. 40.All the best (extra:one week in Batumi)

Ex. 5 41.a 42.c 43.a 44.c 45.a 46.b 47.a 48.b 49.c 50.a

Tapescript to ex. 5

Alice and Katie are two friends (ex.) who have known each other for many years. They have been neighbours since they were born (42). Alice's family moved to the house they're in now fifteen years ago. Katie's family have lived in their place for sixteen years already. Alice and Katie grew up together. They have been at the same school since they were five. Every morning they walk to school together. Both of them like drama classes most and they've been members of the same drama club for two years. Last year they both acted in a play called "Live or Die". Alice and her family are going to move to another town next month. The friends will miss each other very much. But Alice has already decided that she will spend next New Year with Katie's family.

Test Two

Ex. 1 1.danger 2.species 3.twenty-five 4.three 5.habitats 6.hunting 7.protect 8.homes
9.space 10.care 11.extinct 12.website

Ex. 2. 13.a balance 14.the world 15.smoking 16.extinct 17.down 18.animals
19.out 20.a problem 21.a law 22. alone (extra: to smoke)

Ex. 3 23.to go 24.smoking 25.to stop 26.was spent 27. are taken 28.was brought 29.having
30.will be (extra: to smoke)

Ex. 4 31.even the teachers 32.to the park that's nearby 33.top models and pop stars 34.very
boring. 35.was working again 36.preparing for it ages ago. 37. to turn that music down? 38.it
very loudly 39.behave like this 40.I've ever seen. (extra: would like to do it)

Ex. 5 41.a 42.c 43.a. 44.b 45.a 46.c 47.b 48.b 49.c 50.a

Tapescript to ex. 5

Sandro loves going to the mountains. He's been on trips to the mountain many times. He can remember his first trip to Kazbegi. He was six years old at the time and he went there with his family – his mother and father and his younger brother, Giorgi. He was small then and couldn't walk very far, but he still enjoyed going to different places and one that he remembers well is a 12th century church, high up on a mountain. Since then he has spent almost all his summer holidays in mountainous villages. The villages look very beautiful in summer with different wild flowers all around. He has been to Khevsureti and Tusheti as well. And He has been to Kazbegi four times already. Last time he stayed there with his two close friends: Saba and Lasha. Lasha lives at the seaside and has never seen a snowy mountain. He was really impressed with its beauty. Sandro is sure Kazbegi will be known to the whole world one fine day.

Test Three

Ex. 1 1.Yellowstone National Park 2.Borjomi National Park 3.The Lake District 4.Serengeti
National Park 5.Borjomi National Park 6. The Lake District 7. Tanzania/East Africa/Africa
8.north-west (corner) 9.states 10. Serengeti 11.1872 12.Borjomi National Park

Ex. 2 13.least 14 tired 15.health 16.fit 17.care 18.miss it 19.own 20.hurts
21.better 22.attention
Ex. 3 23.shouldn't 24.mustn't 25.Shall 26.was 27.saw 28. could 29.should 30. to lend

(extra: to see)

Ex. 4 31.until 15 January 32.have a nice house 33.take a bus 34.away from here 35.much better now 36.they need 37.hard work 38.must bring 39.in winter 40.all the best (extra: visit me)

Ex. 5 41.b 42.b 43.c 44.a 45.c 46.b 47.c 48.b 49.a 50.c

Tapescript to ex. 5

The Animal Lovers' Club is an organization for those who love animals and want to help them. The club was established five years ago by a few 8th and 9th graders in one of the Tbilisi schools. Anyone who wants to help animals can join. Last year about 148 pupils 148 OR about 150 from different schools joined the club. This year over 100 pupils have already become members. 'All you need is love for animals. If you think that you can help any animal in any way, please join our Club', says Alex, who is the club's president. This month the club published two school newspapers. Right now the president of the club is preparing some information to put on the Internet. Club members hope that in the near future the organization will become even more popular and that they will have many more members.

Test Four

Ex. 1 1.dirty 2.water 3.drink 4.waste 5.land/water 6.dangerous 7. smoke 8.toxic 9.billion
10.throw 11.produce 12.keep/be/feel

Ex. 2 13.party 14.well with 15.potatoes 16.welcome 17.tea 18.a picture 19.engine
20.show/programme 21.cartoon 22.programme (extra:skin)

Ex. 3 23.how 24.what 25.can't 26.able 27.been 28.if 29.could 30.was (extra: can)

Ex. 4 31.have got 32.got to school 33. teacher's desk 34.dropped it 35.stopped writing
36.didn't want me 37.Valentine symbols 38.heart-shaped chocolate 39.about St. Valentine 40.
leave school (extra: his card)

Ex. 5 41.a 42.b 43.c 44.b 45.a 46.a 47.c 48.b 49.a 50.b

Tapescript to ex. 5

Michael grew up in a small town in the south of England. His family moved to Vancouver, a town in Canada when he was 15 years old. He is 23 now so he has already lived in Canada for eight years. It was only last summer that he went back to see his home-town in England. When he arrived there he found that his town had changed a lot. He remembered it as a very quiet place but what he saw now was completely different. He saw that his nice quiet little town had become a very noisy and dirty place. There were some boys riding motorbikes through the streets and they didn't seem to care about the terrible noise they were making. The place seemed to be full of tourists too, walking around everywhere. All this made Michael's home-town a very dirty and noisy place. And in fact he didn't think that staying there would be much fun at all and the next morning he left again.

Test Five

Ex. 1 1.book 2.money 3.twelve 4.riverboat 5.The (civil war) war 6.Nevada 7.1864 8.name
9.Missouri 10.river/ Mississippi /Mississippi river 11.deep 12.1910

Ex. 2 13.ticket 14.available 15.singing/music 16.out 17.afford 18.music 19.mean 20.tan /
ticket 21.coast 22.pool (extra: paper)

Ex. 3 23. worse 24. mustn't 25. neither...nor 26. to do 27. either 28. least 29. eating
30. have to (extra: to eat)

Ex. 4 31. have to decide 32. on the other hand 33. a bit lazy 34. don't understand 35. was beautiful
36. noise of the traffic 37. had lunch 38. take care 39. lying everywhere 40. when I grow up (extra: am always busy)

Ex. 5 41.c 42.a 43.a 44.b 45.c 46.a 47.c 48.a 49.c 50.b

Tapescript to ex. 5

It is 6 o'clock in the evening and Nick is having dinner. It is Sunday and Nick and his family, including his grandma who stays in their house at week-ends, are enjoying being together. Mum prepared an excellent dinner: vegetable salad and roast chicken, and some apple pie too. Nick says he is very hungry because he only had a sandwich for lunch today. Mum asks Nick to have some more chicken but he says he's already had two pieces. Dad says: it is the most delicious chicken I have ever tasted. Mum tells Edward, Nick's little brother, not to eat with his mouth open. Then Dad asks what there is for dessert. Mum says there is apple pie and that she has bought some vanilla ice-cream as well. Sal, Nick's elder sister, has two portions of ice-cream and then she says she is starting her diet the next day. This is what she always says. After dinner, everybody tells Mum that the dinner was great and that the ice-cream she bought was one of the best they've ever had.

Test Six

Ex. 1 1. Cam 2. London 3. Cambridge 4. Tbilisi 5. Los Angeles 6. coast/side

7. population 8. department 9. industry 10. resorts 11. university 12. underground

Ex. 2 13. right/purified 14. animals/waste 15. seaside 16. waste 17. care 18. river
19. something/animals/waste 20. pairs 21. mistake 22. purified (extra: left)

Ex. 3 23. have 24. is 25. aren't 26. was/is 27. will 28. has 29. were 30. are (extra: should/are)

Ex. 4 31. myself so much 32. exchange programme 33. walked around 34. are rather high
35. before I leave 36. lovely souvenir shops 37. some of his friends 38. one hour's drive
39. a lovely garden 40. Take care (extra: old-fashioned district)

Ex. 5 41.c 42.b 43.a 44.b 45.c 46.b 47.a 48.b 49.a 50.c

Tapescript to ex. 5

Tornike lives in Batumi – a seaside town in the western part of Georgia. He lives there with his mother, grandmother and a big red cat. They have lived there for more than ten years already. Tornike goes to school in the centre of the city. He is fourteen and is in the 8th grade. At the moment Beso, his best friend from Tbilisi, is staying with him. Tornike and his friend are enjoying their holidays very much. They have already visited the Botanical Gardens and have been to the theatre three times. Next week they are going to have lunch at *Nijara* - a newly-opened café on the boulevard. Last Saturday they went to a disco with some friends of theirs. They didn't come home until late. Tornike's mother and grandmother were very worried and didn't let them go to a disco the next evening. Tornike and his friend had a walk along the boulevard instead. Beso is leaving next Sunday but he says that he likes Batumi so much that he will soon come back and stay there longer.

APPENDIX 4

Unit 4, Lesson 2, Task 20. Ask and find. Card samples

| | | | | |
|--|--|---|--|--|
| Find someone who has eaten a snake. Ask when this happened. | Find someone who has ridden a donkey. Ask when this happened. | Find someone who has driven a car. Ask when this happened. | Find someone who has travelled alone. Ask when this happened. | Find someone who has been to a dentist. Ask when this happened |
| Find someone who has traveled to Africa. Ask when this happened. | Find someone who has seen a bull fight live [laiv]. Ask when this happened. | Find someone who has read an English book. Ask when this happened and what book it was.. | Find someone who has smoked a cigar. Ask when this happened. | Find someone who has drunk beer. Ask when this happened. |
| Find someone who has danced in a concert. Ask when this happened. | Find someone who has met a live [laiv] shark. Ask when this happened. | Find someone who has met an alien. Ask when this happened. | Find someone who has been on a date. Ask when this happened. | Find someone who has swum in the ocean. Ask when this happened. |
| Find someone who has slept in a tent. Ask when this happened. | Find someone who has spent a week or more in hospital. Ask when this happened | Find someone who has spoken to a foreigner. Ask when this happened. | Find someone who has won in a boxing match. Ask when this happened. | Find someone who has played baseball. Ask when this happened. |

