აღწერეთ, რომ ყოველი საგაკვეთილო ერთეულის სცენარითა მოითხოვთ, თუ როგორ შეუდგება გალაპოგი მოგვითქვა, მაგრამ გამოიყენოთ სხვადასხვა მოცემული მასალები. უნდა იქნას საშუალება, რომ მოცემულ განკუთვნილებებს გამოთქვათ მოცემული ერთეულის საცენაროზე და მასალებით დამატებითი ბრუნვა გააცალებოთ და გაზარდოთ ამსწავლების დროს. მათი არჩევანი უზრუნველყოფს, თუ მოცემული პროექტი გამოიყენება თქვენი სასწავლო წარმოებაში. ამასთან არჩევანი უზრუნველყოფს თქვენი სასწავლო წარმოების გაუმჯობესებულ გამოძახვება და ფიქრობა მოცემულ აქტივობებზე გავლენა.
Useful classroom expressions

**Starting the lesson**
Hello!
Good morning!
Sit down, please.
How are you?
Is everybody here?
Let’s begin.
Have you done your homework?

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

**Classroom communication**
Thank you.
Sorry.
Excuse me?
I’ve finished.
Has everybody finished?
Ready?
Raise your hand, please.
Well done!
Excellent!
Great!
Beautiful!
You can do better.
Not quite right, try again.
Much better.
Any questions?
Can you repeat that, please?
What’s this... in English?
What does... mean?

**Pairwork and group work**
Work in pairs.
Find a partner.
Now ask your partner...
Now show your partner...
Work in groups of four.
Get into teams.
Let’s make a circle.

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

**Ending the lesson**
That’s all for today.
You worked really well today.
Clean your desks, please.
Clean the board!
See you next time.
Goodbye!
LESSON PLANS
LETS START!
ENGLISH IS FUN!

LEARNING OUTCOMES: Печем печеня с:
By the end of this class, pupils will be able to:

- understand the 1st person of the verb to be – I’m
- answer the question - What’s your name?
- guess the word on the flashcard
- greet at the beginning of the lesson and say goodbye at the end of the lesson
- reproduce individual English words
- reproduce a song

VOCABULARY
- greetings: Hi! Hello! Goodbye teacher!
- What’s your name? I’m… / My name is...
- chocolate, a sandwich, juice, a doctor, a cowboy, a clown, a balloon, a skateboard, a bus

SKILLS
- Narrator
- English is fun (song)
- Worksheets: Ronnie’s Bingo
- relating auditory and visual content
- repeating after the model
- reproducing the song
- answering questions
- drawing, tracing the dots to get the shape of the drawing

CROSS-CURRICULAR CORRELATION
- PE: throwing and catching the ball
- ART: drawing, connecting the dots in the drawing, colouring
- MUSIC: singing a song

INTRODUCTION
- Enter the classroom and greet the class - Hello! You can take Ronnie the puppet with you and use it during the lesson.
- Create a relaxed atmosphere through a casual chat in the mother tongue asking the following questions: Where did you hear someone speak English? (cartoons, computer games, film, songs, kindergarten…) Do you remember any names of cartoons/games/stories…? (Hello Kitty, Spiderman, Sponge Bob…)
- Introduce: My name is teacher_________(and this is Ronnie) – explain to the class that Ronnie does not speak to anyone but the teacher and that he whispers to her/his ear if he notices a problem in the classroom. Ronnie can also understand everything the pupils are saying. He is actually the teacher’s assistant.
- Introduce yourself and ask: What’s your name? Answer: My name is ______/ I’m _____ / or just the name. Say Hello________ to the pupils who introduce themselves.

CATCH THE BALL AND ANSWER.
- Tell the class that you will play a game with a soft ball. They need to catch it and answer the question: What’s your name?
- Throw the ball to one pupil and say My name is_____. What’s your name? Help them answer with I’m______. Say Hello_______ . The game is finished when all the pupils have caught the ball.

LOOK AT THE BUILDING BLOCKS CARDS, LISTEN AND REPEAT.
- Prepare the flashcards with: chocolate, a sandwich, juice, a doctor, a cowboy, a clown, a balloon, a skateboard, a bus.
- Tell the class that they will see some English words they already know because they are similar to the words in their mother tongue.
- Raise flashcards one by one and ask the class what they see in the picture. Once the pupils see the flashcard, stick it on the board and ask them to repeat that word after you. When all the flashcards are on the board, ask the class to repeat all the words on the flashcards because you (pretend that) you have forgotten the words on the cards.

OPEN YOUR BOOKS AND SAY WHAT YOU SEE.
- Show Ronnie to the class once again and ask who remembers his name.
- Ask the class to look at the cover of their English Student’s Book and tell you who they see there. Ask in mother tongue, Who has a green T-shirt with the letter R? What is Ronnie doing? – Building blocks! Explain that you will build the blocks of English language knowledge together and that is the reason why the books are called New Building Blocks – as in toy blocks to be built.
- Ask the class to open their Student’s Books. Open your books! Show page 9. Write 9 on the board. Ask the class which familiar words they see in the picture, and the pupils say the words.

TASK 1 LISTEN AND POINT. (pp. 8-9)
- Listen to the CD recording. Pupils point to the word on p. 9 which is pronounced by the speaker.

TAPESCRIPT 1
NARRATOR:
CHOCOLATE
A SANDWICH
JUICE
A DOCTOR
A BALLOON
A BUS
A COWBOY
A CLOWN
A SKATEBOARD

TASK 1 LISTEN AND REPEAT. (pp. 8-9)
- In the second listening, the class repeats the words after the speaker. Confident pupils can try to say the words they remember individually.

WORKSHEETS, TASK 1 (p. 6)
- Pupils draw themselves in the airplane piloted by Ronnie.

WORKSHEETS, TASK 2 (p.6)
- Pupils trace the dots to obtain the drawing they need to colour.
LET’S START!

ENGLISH IS FUN!

1 🎧 Listen and point.
2 🎧 Listen and repeat.
3 🎧 English Is Fun!
   Listen and sing.
**TASK 3 LISTEN AND SING. (pp. 8-9)**
- Play the Conductor game. Ask the class in mother tongue if they know what a conductor is and what s/he does. Say that the teacher will be a conductor and the class an orchestra. The class needs to carefully look and listen because each pupil will be assigned their part/tune. Stick the flashcards on the board in the order they appear in the song — chocolate, juice, a sandwich / a skateboard, a bus, a balloon / a cowboy, a doctor, a clown. Divide the class in four groups and whisper to each group one line from the first verse. Give them a couple of minutes to practise. Under the guidance of the conductor, the class then sings the song. Say and mime the text from the second verse together. Repeat the activity by giving groups different lines each time. At the end, play the recording again and listen.

**Tapescript 2**
ENGLISH IS FUN!
(song)
ENGLISH IS FUN, ENGLISH IS COOL.
HURRAY, HURRAY, LET’S GO TO SCHOOL!
SNAP, SNAP, SNAP.
CHOCOLATE, JUICE, SANDWICH.
SKATEBOARD, BUS, BALLOON.
COWBOY, DOCTOR, CLOWN.
CLAP, CLAP, CLAP.
ENGLISH IS FUN, ENGLISH IS COOL.
HURRAY, HURRAY, LET’S GO TO SCHOOL!

**FURTHER PRACTICE**: pupils can draw their two favourite words from the English class in their notebooks. They can also do tasks in worksheets. At the end of the lesson, say that the class has finished. Wave to them saying Goodbye children! Ask them to reply with Goodbye teacher!

**WORKSHEETS, TASK 4 (p. 7)**
- Tell the class that Ronnie really likes to play Bingo. Play the game.

**WORKSHEETS, TASK 3 (p. 7)**
- Listen to the recording and point to the pictures in the correct order.

**Tapescript 1**
RONNIE: BINGO TIME! A SANDWICH!
CHILDREN: A SANDWICH! YES!
RONNIE: A SKATEBOARD! CHILDREN: A SKATEBOARD! YES! RONNIE: A BALLOON!
CHILDREN: A BALLOON! BINGO!
UNIT 1 DO YOU SPEAK ENGLISH?

LESSON 1 HELLO AND GOODBYE

LEARNING OUTCOMES: I ოფაქტობრივი გთავაზობა (I): 1, 2, 3, 4, 5, 7

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

GRAMMAR
- repeat structures I’m / My name is...
- use the structure This is...
- be able to introduce oneself and somebody else using names
- correctly use communication patterns when meeting somebody
- reproduce The Hello Song and The Goodbye Song
- reproduce a brief conversation
- feelings: I’m happy/sad/hungry/sleepy

LANGUAGE FUNCTIONS
- characters: Uncle Phil, Ronnie, Kim, Jessica, Greg, Ms Lemmon

VOCABULARY
- It’s a beautiful day

SKILLS
READING
- global reading strategies: My name is... The Hello Song and The Goodbye Song
- relating visual to auditory content
- understanding simple sentences
- task-based listening

LISTENING
- introducing yourself and somebody else
- expressing one’s feelings

SPEAKING
- connecting the dots based on the model
- ticking the boxes
- colouring and drawing
- writing one’s name

CROSS-CURRICULAR LINKS
- Art: colouring and drawing

INTRODUCTION
- Greet the class as you enter the classroom: Hello children! The class replies: Hello teacher!
- Play a game using a soft ball. Ask pupils: What’s your name? They reply: My name is... or I’m... Pupils throw the ball to one another and ask the question. The pupil who catches the ball answers and throws the ball to someone else, again asking the question: What’s your name? The game is over when all pupils have had their turn.
- Revise the song English is fun.

GAME – MEMORY
- Show the class the flashcards from the previous lesson. The class identifies what is in the flashcard (chocolate, juice, a balloon, a skateboard, a bus, a cowboy, a doctor, a clown). Stick the flashcards on the board at the same time. Repeat all the flashcards together if necessary (several times if necessary) and pupils need to memorise the order in which we put the flashcards on the board. Then turn the flashcards face down so that the pupils cannot see what is on the card. Ask volunteers to come to the board and say what they think or remember is on the card. They flip the card to see the front side. If they make a mistake, they return the flashcard face down.

MIME AND REPEAT.
- The game Mirror and Echo introduces I’m happy / I’m sad / I’m hungry / I’m sleepy. (For the explanation of the game, please refer to the Appendix (Classroom ideas) at the end of the Teacher’s Book).
- Say the phrases and mime the feeling. The pupils only mime the feeling at first, and then also repeat the phrases after the teacher. Gradually, pupils take over and say the phrases autonomously. Introduce It’s a beautiful day through a chat in mother tongue. Say you are happy because it’s a beautiful day.

TASK 1 THE HELLO SONG. LISTEN AND SING. (p. 10.)
- Stick the flashcards of Uncle Phil, Greg and Ronnie on the board (they already know Ronnie). Introduce them as characters from the Student’s Book who will help them to learn English. Explain in mother tongue that you will follow their adventures in the Student’s Book and Worksheets.
- Ask pupils to open their books: Open your books to page 10! Listen to The Hello Song.
- Listen again and ask the class to sing along.

Tapescript
3

THE HELLO SONG
(song)
HELLO, HELLO, HELLO!
IT’S A BEAUTIFUL DAY.
HELLO, HELLO, HELLO!
I’M HAPPY TODAY.
UNIT 1 DO YOU SPEAK ENGLISH?

HELLO AND GOODBYE

The Hello Song  Listen and sing.
**TASK 2 LISTEN AND POINT. (p. 11)**
- Prepare flashcards with the remaining characters from the Student's Book (Jessica, Kim, Ms Lemmon). Say their names and stick the flashcards on the board. Ask the class to repeat their names several times.
- Tell the class that they will listen to their conversation from the Student's Book on p. 10. Ask them to follow by pointing to the correct picture with their fingers.

**WORKSHEETS, TASK 3 (p. 9)**
- Draw and write. Pupils draw themselves and write their names below the picture: My name is...
- When they finish with the task, ask them to read the sentence aloud in English.

**WORKSHEETS, TASK 4 (p. 9)**
- Pupils trace the dots to get the pictures of Jessica, Greg, Uncle Phil and Ronnie. When they have traced the dots and the character is revealed, they say the character's name aloud. Then they colour it.

**Tapescript 4**

**NARRATOR:** WHAT'S YOUR NAME?
**JESSICA:** MY NAME IS JESSICA.

**NARRATOR:** WHAT'S YOUR NAME?
**RONNIE:** MY NAME IS RONNIE!

**NARRATOR:** WHAT'S YOUR NAME?
**GREG:** MY NAME IS GREG.

**NARRATOR:** WHAT'S YOUR NAME?
**MISS LEMMON:** MY NAME IS KIM.

**TASK 3 LISTEN AND REPEAT. (p. 11)**
- Listen to the conversation several times and ask the class to repeat the text.

**TASK 4 ACT OUT. (p. 11)**
- Confident pupils can come to the board and act out the conversation and the rest of the class points to the corresponding picture. Then, the teacher reads sentences in a random order and pupils point to corresponding pictures.

**WORKSHEETS, TASK 1 (p. 8)**
- Ask the pupils to open their workbooks. Open your workbooks.
- Read the instruction and explain that they will now colour the characters from the Student's Book.
- Pupils colour Jessica, Greg and Ronnie. Before colouring, repeat the names of the characters in the picture.

**WORKSHEETS, TASK 2 (p. 8)**
- Pupils listen to the text and tick the character who is introducing himself/herself.

**Tapescript 2**

**NARRATOR:** WHAT’S YOUR NAME?
**JESSICA:** MY NAME IS JESSICA.

**NARRATOR:** WHAT’S YOUR NAME?
**RONNIE:** MY NAME IS RONNIE.

**NARRATOR:** WHAT’S YOUR NAME?
**GREG:** MY NAME IS GREG.

**NARRATOR:** WHAT’S YOUR NAME?
**MISS LEMMON:** MY NAME IS KIM.

**WORKSHEETS, TASK 5 (p. 9)**
- Draw and write. Pupils draw themselves and write their names below the picture: My name is...
- When they finish with the task, ask them to read the sentence aloud in English.

**WORKSHEETS, TASK 6 (p. 9)**
- Pupils trace the dots to get the pictures of Jessica, Greg, Uncle Phil and Ronnie. When they have traced the dots and the character is revealed, they say the character's name aloud. Then they colour it.

**Tapescript 5**

**THE GOODBYE SONG**

**GOODBYE, GOODBYE, GOODBYE!**
**HIP, HIP, HOORAY.**
**GOODBYE, GOODBYE, GOODBYE!**
**THAT’S ALL FOR TODAY!**

**ENDING THE LESSON**
- At the end of the lesson, say Goodbye children! That’s all for today!
LESSON 1

Hello! / Goodbye! / What’s your name? My name is... / This is our teacher.

The Goodbye Song
Listen and sing.