NEW BUILDING BLOCKS 2
შეგამორჩეთ, რომ ყოველი გამაგრების ადგილით გამოცემული მასალა რომელ შედეგებზე გადის მოცემული მასალა. თუ შეიძლება ხანდახან იქნებოდა უფრო ბრძანების გადმოცემა, მიუხედავად ამ ფაქტი თუ კონკრეტული გამოცემის გასატვირთვა გამოცემის განვითარებით მათგან არ არის გავლენა, თუმცა გამოცემის გამაგრების აღჭურვილობა უფრო უფრო დამატებით შეუძლია გააჩნდეს. თუმცა, განპატივებული - წიგნის დამატებით მასალა ხარჯი უფრო არ გამოიყოფის რეგულარული გამაგრების შედეგებზე გადის მოცემული მასალი. მაგრამ მოცემული მასალი უფრო ბრძანების გამოცემის შემდეგ განვითარება უფრო უფრო უფრო დამატებით შეუძლია გააჩნდეს.
LESSON PLANS
LET'S START

LESSON 1 HELLO AGAIN!

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

GRAMMAR
• revise simple questions and answers
• revise numbers 1 – 10

LANGUAGE FUNCTIONS
• answer simple questions about themselves
• impersonate characters
• Hi! Hello! Good afternoon!
• Nice to see you again!
• What’s your name? I’m Greg.
• How old are you? I’m eight. How are you today? I’m happy. What’s your favourite...? My favourite... is...
• I like...
• My teacher is...
• numbers 1 – 10

VOCABULARY

SKILLS

READING
• introducing characters
• reading sentences aloud
• presenting characters
• song: The Fishing Song

LISTENING
• relating visual to auditory content
• understanding simple sentences based on the model
• repeating after the model

SPEAKING
• answering questions
• singing a song
• writing individual words

WRITING

CROSS-CURRICULAR CORRELATION
• ART: making a hook and a game box
• MUSIC: singing a song
• REVISING: numbers 1 – 10

INTRODUCTION
Ask the pupils if they remember the characters from New Building Blocks 1. GAME – GUESS (bit by bit). Hide flashcards with characters using a piece of paper (flashcards: Greg, Luke, Kim, Ronnie, Ms Lemmon, Uncle Phil). Slowly reveal only one part of the flashcard and the pupils should try to guess the character. Say: Guess. Who is this? If they cannot guess, reveal more of the flashcard. When they say the correct name of the character, repeat it and say: Hello! Nice to see you again. Do the same with other flashcards. Stick the flashcards on the board.

TASK 1 WHO ARE THEY? POINT AND SAY. (p. 8)
• Prepare the cards with characters’ names on them. The pupils draw the cards and place them under the corresponding flashcard on the board. Once all the cards are on the board, repeat the names of characters once again.
• Open the Student’s Book on page 8. Ask: Who are they? Point and say. Ask volunteers to say the names of the characters in the flashcard. Point to the characters in the Student’s Book or the board so that the pupils can check if the matching is correct.

TASK 2 LISTEN AND POINT. (p. 8)
• GAME – CATCH THE BALL. Say that you will revise questions and answers from the last year. Ask a question and throw a ball to the pupil who wants to answer the question. The pupil answers and returns the ball to the teacher. Ask another pupil the next question and throw the ball to him/her. Continue the game. The questions can be repeated several times.

TIP: With advanced pupils you can play a different version of the game so that the pupils throw and catch the ball among themselves by asking each other questions. Prepare question cards or write questions on the board.

• What’s your name?
• How are you today?
• How old are you?
• What’s your favourite toy?
• What’s your favourite colour?
• What’s your favourite animal?

• Ask the pupils to look at the big picture on page 8 in the Student’s Book and point to the correct character. Listen and point. Play the recording. Pause after each character to allow the pupils to point to the correct character. A volunteer comes to the board to point to the characters.

Tapescript
Track 1

GREG: Hello. I’m Greg. What’s your name?
LUKE: Hi. I’m Luke. I’m eight. How old are you?
KIM: I’m Kim. My favourite animal is a dog. What’s your favourite animal?
GIZMO: Bow-wow. I’m Gizmo. I’m hungry. How are you today?
RONNIE: I’m Ronnie. I like carrots. And you?
MISS LEMMON: I’m Miss Lemmon. I’m a teacher. Who is your teacher?
UNCLE PHIL: Good afternoon. I’m Uncle Phil. But, where is Jessica?

TASK 3 LISTEN AND REPEAT. (p. 8)
• Play the recording again. The pupils should repeat the sentences after the recording all together. Knock-knock reading! Read the text once again and the pupils should repeat after you, but instead of saying some words, knock on the desk. The pupils say the words which are missing (replaced by knocking). Where does it say...? Say the sentences in Georgian and the pupils find them and read them out in English.

FURTHER PRACTICE: The pupils in the role-play can choose other pupils to answer their questions.
HELLO AGAIN!

Who are they? Point and say.

Hello! Nice to see you again!

Listen and point. Listen and repeat. Act out.

Hello. I’m Greg. What’s your name?
Hi. I’m Luke. I’m eight. How old are you?
I’m Kim. My favourite animal is a dog. What’s your favourite animal?

Bow-wow! I’m Gizmo. I’m hungry. How are you today?
I’m Ronnie. I like carrots. And you?

I’m Miss Lemmon. I’m a teacher. Who is your teacher?
Good afternoon. I’m Uncle Phil.

But where is Jessica?
TASK 5 LISTEN AND POINT. (p. 9)
- Revise numbers from 1 to 10. Let's count together! Let's count backwards! Count backwards. How many fingers have you got? Together count your fingers.

FURTHER PRACTICE: GAME – NUMBERS RACE.
Divide the pupils into two groups. Have them stand in two lines, at an equal distance from the board. Give a chalk stick/marker to the pupils at the head of lines. Divide the board into two parts. Randomly say numbers and the pupils run to the board and write down the number they hear on their half of the board. The pupil who first writes the number scores a point. When all the numbers are on the board, randomly say numbers again and the pupils circle the correct number.

- Start a conversation on fishing. Talk about their personal experiences.
- Ask the pupils to open the Student's Book on page 9. What can you see? Who is fishing? What happened to Jessica? The pupils describe what they see in the pictures in their mother tongue.
- Listen to the recording and the pupils point to the corresponding picture. Listen again and the pupils point to the numbers.

Workbook tapescript 1
Narrator: Hello. What's your name?
Narrator: How old are you?
Luke: I'm eight.
Narrator: How are you today?
Luke: I'm fine, thank you.
Narrator: What's your favourite animal?
Narrator: Thank you. Goodbye.

TASK 6 LISTEN AND SING. (p. 9)
- Read the text of the song line by line. The pupils should point to the picture and explain what that line means in their mother tongue. Repeat the lines again, miming them at the same time. The pupils repeat and point to the picture. First say the lines in the correct order and then in a jumbled order.

- LET'S SOUND LIKE... a tiger. The pupils repeat after you in a deep voice. Repeat the activity several times. Say: Let's sound sleepy / happy / angry!

- Play the song again and ask the pupils to sing along.

RONNIE'S WORKSHOP (p. 9)
- Prepare a box, empty cards, paperclips, a magnet, and a piece of thread for the fishing hook.
- The pupils write the words on the cards. Put the paper clips on the cards and place the cards in the box. Using the magnet ("hook") hanging at the end of the thread, the pupils catch the cards. If they can read the word, they get to keep the card, if they don't, they return it to the box.

TIP: You can play the fishing game in groups.
What’s your name? I’m Greg. / How old are you? I’m eight. / How are you today? I’m happy. / What’s your favourite...? / My favourite... is... / I like... / My teacher is... / Numbers 1-10.