**LESSON PLANS**
(გაკვეთილების სცენარები)

შეგახსენებთ, რომ ყოველი საგაკვეთილო ერთეულის სცენართან მითითებულია, თუ რომელ შედეგებზე გადის წარმოდგენილი მასალა. ძირითადი და დამატებითი მასალის სიუხვე საშუალებას გაძლევთ, მოცემული ერთეულის სცენარი თქვენთვის შეიძლება გამოიყენოთ განსახიერდეს ან პირად თანამშრომლობა - მათი რაოდენობით დამატებითი მასალის ხარჯზე.

თქვენი არჩევანი უნდა განაპირობოს იმ, თუ რა რაოდენობა უცხოურ ენაში თქვენი სასწავლო მასალები თავისთავად მოკლებული რაოდენობით შეიძლება, რა რაოდენობა ჯგუფში რჩეული შესაძლებლობები აქვთ, როგორც მათი ინტერესები და თავისი გაუკეთებელი ან ქალაქში გაკვეთილებები შესაძლო შეზღუდვის ხარჯს.

**Useful classroom expressions**

| Good morning! / Good afternoon! / Hello! | Open your books at page ten. |
| Goodbye! / Bye, bye!                  | Come out to the blackboard. |
| Homework check!                       | Have you finished? / Has everyone finished? |
| Please...                             | Are we ready to move on? |
| Thank you.                            | Just a minute / a moment. |
| Sorry!                                | Wait a moment. |
| Excuse me...                           | It’s time to stop / go home /... |
| Are you ready?                         | Be careful! |
| Let’s make a circle!                   | Ready? |
| Let’s listen/write/start/...!         | OK. |
| Let’s stand in a line!                | Good work! |
| Let’s do/ play/.../it again!          | Well done! |
| Let me see!                           | Excellent! Fantastic! Brilliant! |
| Raise your hand!                      | Beautiful! |
| Wave your hand!                       | That’s lovely! |
| Everybody listen!                     | Keep it up! |
| Show me...                             | |
| It’s my/your turn.                    | You can do better. |
| Can you... please?                    | One more try... |
| Get your pencils/notebooks/.../, please. | Sorry, try again. |
| Find a pair. / Make pairs.            | Can I borrow your...? |
| Point to...                            | It’s time to go home. |
| Go to...                              | |
| Look at...                             | |
| Listen to...                           | |
| Draw a...                              | |
| Copy this...                           | |
LESSON PLANS
**LET'S START**

**WELCOME BACK!**

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**LEARNING OUTCOMES: I უცხ. დაწყ. (I): 1,2,3,4,5,6,7,8**

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

**GRAMMAR**
- Use the present simple form of the verbs to be and have got
- Say some basic information on the characters in the Student’s Book
- Introduce themselves
- Ask and answer questions about themselves
- Understand classroom language in English
- List lexical units from previous Years (animals, food, school supplies, toys, numbers)

**LANGUAGE FUNCTIONS**

**VOCABULARY**

**SKILLS**

**READING**
- Welcome back!
- Ronnie’s friends
- Welcome back!
- Ronnie’s friends

**LISTENING**

**SPEAKING**
- Basic information on the student and the characters in the Student’s Book
- Basic information on the student

**WRITING**

**CROSS-CURRICULAR CORRELATION**
- Georgian language

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**LESSON 1**

**INTRODUCTION**

**TEACHER’S MESSAGE**

- Prepare word cards: Dear class, – welcome back – to school. – I’ve got – a lot of games – for you today. – Let’s have fun – with English again. – Your teacher. Put the word cards randomly on the board. Explain to the pupils that there is a welcome note on the board which they need to unjumble. Allow pupils some time to discern the familiar words on the board. Read out the words on the cards. Pupils volunteer to come to the board and put the cards in order.

**OFFICIAL TRANSLATORS**

- Invite volunteers to the board to translate a part of the note for the rest of the class. Bit by bit, pupils translate the entire note for everyone to understand. Help with the translation of unfamiliar words.

**TALK ABOUT THE TEACHER’S MESSAGE – ATMOSPHERE**

- After translating the note, discuss its meaning. Remind the pupils how much they have learned in previous Year by playing games, having fun and singing songs. Now that the summer holidays have ended, learning will continue in the same way. Create a welcoming atmosphere conducive to work. Invite the pupils to revise the acquired knowledge.

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**PRESENTATION**

**YEAR 2 REVISION**

**PICTURE GUESS**

- Prepare animal flashcards. Invite one pupil to the board and show him/her a flashcard. The pupil draws on the board while the rest of the class guesses the animal. The pupil who guesses correctly may draw the next animal. This can also be played as a group game.

**RACE TO TOUCH**

- Prepare food flashcards. Lay the flashcards on the floor in one corner of the classroom. Two teams of pupils are in the opposite corner. Call out a word and the first pupil in a team runs to the flashcards to try and find the appropriate card. The first pupil to find the correct flashcard wins a point for their team.

**THE BALL**

- Prepare toys flashcards. Pupils pass the card and at the appropriate sound (a whistle or a chime) the pupil holding the card says the name of the toy in the flashcard. The game can be played with multiple cards simultaneously.

**MATCHING GAME**

- Prepare school supplies flashcards and word cards. Distribute the flashcards to one group of pupils and the word cards to the other group. The pupils mingle around the classroom and try to pair up. The pairs come to the board and put their cards on the board.

**MATHS GAME**

- Ask the pupils to say a number in English. Write the number above one of the cards on the board. When all the cards have been numbered, ask a question, e.g. What number is a school bag?. The pupils say the number.
- After that, ask riddles, e.g. How much is a school bag plus a pen?. The pupils add up the amounts above the flashcards and give their answers. Instead of the sums pupils can say the word that corresponds to the flashcard.

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**VOCABULARY TENNIS**

- Put the pupils into smaller groups. Designate one lexical group which has previously been revised e.g. animals. Throw a ball to one of the groups, the pupil who catches the ball must say the word and then throw the ball to someone from the other groups. The game continues until one of the groups cannot name any more words from the lexical group.
MEETING THE NEW STUDENT’S BOOK AND THE MAIN CHARACTERS

NEW STUDENT’S BOOK
- Study the Student’s Book and the Workbook front pages with the pupils and discuss the title and the artwork, e.g. *What is the title of our new book? What can you see in the picture?* Revise the words book and workbook.
- Ask the pupils to open their Student’s Books to the contents page. Discuss in Georgian the contents of the Student’s Book, the number of units and what comes at the end of the Student’s Book.
- Prepare the flashcards with the main characters. Say the name of the character. The pupils search their Student’s Books to find the character. After a short discussion show the correct flashcard. If the pupils have used the Student’s Books in previous years, ask a few questions about the characters. If they are using the Student’s Book for the first time, ask the pupils to try and guess some basic information on the characters.
  Encourage the pupils to communicate in English by asking questions, e.g. *How old is Jessica? What does Greg like? Has Kim got a pet?*

PICTURE SYMBOLS
- Pupils open their Workbooks to page 5 (*Picture symbols*). Explain that those expressions will often be used in class while doing tasks. Guide the pupils through the symbols to understand what they signify. Say the names, the pupils listen and point to the correct symbol. Then they listen and mime the activity, e.g. *‘listen’* — they put their hands to their ears. Finally, they listen, point and repeat. Ask the question *Where does it say ‘copy’ (say the word in Georgian)?* The pupils suggest answers. In pairs, pupils give each other commands and mime the activities.

ENDING THE LESSON
CHARADES
- A pupil comes to the board and mimes an activity. The rest of the class guesses the word.
LESSON 2

INTRODUCTION
• Prepare a Ronnie flashcard and place it face down so the students cannot see the image. Explain to the pupils that they will listen to a song sung by this character. Pupils guess who it is, e.g. It’s Jessica, It’s Gizmo. Play the game Bit by bit to help pupils guess the correct answer.
• Finally, put the card on the board and write the title: Welcome Back!

PRESENTATION
TASK 1, STUDENT’S BOOK (p. 8)
• Discuss the picture, e.g. Where is Ronnie? What has he got?. Play recording 1. Pupils listen and read the lyrics in the Student’s Book. Then they listen and sing. Use the activity Where does it say? to translate parts of the song, e.g. What’s your name? How old are you? etc.
• Ask the pupils questions on the song, they give their answers. Ask several pupils the same question.

TAPESCRIPT 1
Welcome Back!
(song)
Welcome back, welcome back!
Welcome to Grade 3!
Which class are you in?
A, B, C, D or E?

What’s your name?
How old are you?
How are you today?
My name is Ronnie, be my friend,
Let’s learn and play!

TASK 2, STUDENT’S BOOK (p. 8)
Pupils answer Ronnie’s questions in the song. Volunteers read the text.

ANSWER KEY:
Pupil’s own answers.
LISTEN AND SING.

WELCOME BACK!

Welcome Back!
Welcome back, welcome back!
Welcome to Grade 3!
Which class are you in?
A, B, C, D or E?
What’s your name?
How old are you?
How are you today?
My name is Ronnie, be my friend,
Let’s learn and play!

ANSWER RONNIE’S QUESTIONS FROM THE SONG.

Hi, Ronnie!
My name is ____________.
I’m in class 3 ______________.
I’m ____________ years old.
I’m ______________ today.
**TASK 3, STUDENT’S BOOK (p. 9)**
- Play recording 2. Pupils listen and read and look for the answers to the question who Ronnie’s friends are. Play the game *Who am I?*. Say sentences from the text, pupils reply with the name of the character, e.g. *I like stories.* – Jessica! Prepare flashcards with the characters in the Student’s Book. Ask questions on them, e.g. *What is her name? What has Kim got? What does she like? etc.*

**WORKBOOK PRACTICE**

**TASK 1, WORKBOOK (p. 6)**
- Pupils match the sentences to the pictures. Show them a character flashcard and they read the correct sentences.

**ANSWER KEY:**
Ronnie’s friends are Jessica, Greg, Uncle Phil, and Kim.

**TAPESCRIPT 2**

Ronnie: This is Jessica. She has got red hair. She is a good friend.
Jessica: Hi! I’m Jessica. I like stories!
Ronnie: This is Greg. He has got a funny uncle. His name is Uncle Phil.
Uncle Phil: Hi! I’m Uncle Phil. I like music!
La-la-la...

Ronnie: This is Kim. She has got a dog called Gizmo. Gizmo is happy and clever.
Kim: Hi! I’m Kim. I like English!
Gizmo: Bow-wow! I’ve got a new pet! It’s a big black spider. His name is Buggy. Yuck!

**TASK 2, WORKBOOK (p. 6)**
- Play recording 1. Pupils listen and circle the correct word. First in pairs and then as a class they check their answers.

**ANSWER KEY:**
Ronnie’s friends are Jessica, Greg, Uncle Phil, and Kim.

**WORKBOOK TAPESCRIPT 1**

Kim:
Hi, I’m Kim. I’m 9.
I’ve got a dog. His name is Gizmo. I’m happy today.
Gizmo is happy, too.

**WORKBOOK TAPESCRIPT 2**

Elliot:
Hi, I’m Elliot. I’m 10.
I like books and magic. I’ve got a pet owl. Her name is Tess. She is very clever.

I’ve got a sister. Her name is April.
She has got a pet, too. It’s a big black spider. His name is Buggy. Yuck!

**TASK 3, WORKBOOK (p. 6)**
- Pupils complete the text with the given words.

**ANSWER KEY:**
Building Blocks.

**TASK 4, STUDENT’S BOOK (p. 9)**
- Discuss the meaning of *BB Club*. Pupils suggest answers. Ask the pupils who the members of the *BB Club* are.

**ANSWER KEY:**
Building Blocks.

**TASK 5, STUDENT’S BOOK (p. 9)**
- Draw a table with three columns on the board. Title the columns *I’m / I like / I’ve got*. Prepare word cards, e.g. *a pet, games, happy, sad, a dog, 8, etc.* Pupils come to the board and place the word cards in the correct column.
- Pupils copy the table in their notebooks and complete it with their own answers.

<table>
<thead>
<tr>
<th>I’m</th>
<th>I like</th>
<th>I’ve got</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>games</td>
<td>a dog</td>
</tr>
</tbody>
</table>

- Pair the pupils up to ask and answer the questions in the task. Finally, ask a few pairs to role-play the dialogue in front of the class.

**ANSWER KEY:**
Pupil’s own answers.

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**NEW BUILDING BLOCKS 3**
Listen and read. Who are Ronnie’s friends?

This is Jessica. She has got red hair. She is a good friend.

Hi! I’m Jessica. I like stories!

This is Greg. He has got a funny uncle. His name is Uncle Phil.

Hi! I’m Greg. I like games.

Hi! I’m Uncle Phil. I like music! La-la-la...

This is Kim. She has got a dog called Gizmo. Gizmo is funny and clever.

Hi! I’m Kim. I like English.

Bow-wow! I’ve got a new pet!

What does BB mean? Can you guess?

Welcome to the BB Club!

Work with a friend. Ask and answer these questions.

1. What’s your name?
2. How old are you?
3. How are you today?
4. Have you got a pet?
5. Do you like English?

What’s your name? My name is... / How old are you? I’m 9. / How are you today? I’m happy. Have you got a pet? Yes, I’ve got a pet. / Do you like English? Yes, I like English.
TASK 5, WORKBOOK (PAGE 7)
• Play recording 3. Pupils listen and match the questions to the answers. Alternatively, the pupils first match the questions to the answers and then listen and check.

WORKBOOK TAPESCRPT 3
Ronnie: What’s your name?
Chi: My name’s Chi.
Ronnie: How old are you?
Chi: I’m 9.
Ronnie: Is your family very big?
Chi: No, only my mum and me.
Ronnie: Have you got a pet?
Chi: Yes, a turtle. His name is Zu. Ronnie: Who is your best friend?
Chi: My best friend is Li.
Ronnie: What’s your favourite book?
Chi: It’s Pinocchio.
Ronnie: How are you today?
Chi: I’m very happy.
Ronnie: Do you like English?
Chi: Yes, very much!
Ronnie: Well done, Chi! Welcome to BB Club!

ENDING THE LESSON
• Distribute the worksheets with incomplete sentences. Pupils complete the sentences with personal information and draw a picture of themselves. When they are finished, they paste the worksheet in their notebooks.

HOMEWORK
Task 6, Workbook (p. 7)
<table>
<thead>
<tr>
<th>BB CLUB</th>
<th>MY PICTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi!</td>
<td></td>
</tr>
<tr>
<td>My name is …</td>
<td></td>
</tr>
<tr>
<td>I'm in class 3 …</td>
<td></td>
</tr>
<tr>
<td>I'm … years old.</td>
<td></td>
</tr>
<tr>
<td>I live in …</td>
<td></td>
</tr>
<tr>
<td>I've got a …</td>
<td></td>
</tr>
<tr>
<td>I like …</td>
<td></td>
</tr>
<tr>
<td>Signature</td>
<td></td>
</tr>
</tbody>
</table>