NEW BUILDING BLOCKS 4

TEACHER’S BOOK
შეგაძლიერებთ, რომ ყოველი საგაკვეთილო ერთეულის სცენართან მითითებულია, თუ რომელ შედეგებზე გადის წარმოდგენილი მასალა. ძირითადი და დამატებითი მასალის სიუხვე მოცემული ერთეულის სცენარში ძალიან დიდი როლი ასრულებს და შეგაძლიერებს თანამედროვე სამსახურებში და გამოსახულებაში როგორც განხილულია გამოხატვით, ამს-ტომე, თქვენი არჩევანი უნდა განაპირობოს იმან, თუ რაარა თქვენ ასწნოვი საგაკვეთილო განხილულ ოპერაციაში უნდა ჩანაწეროთ სამსახურების სათავსობებზე. თურქული მომსახურების ბრძანებები საზოგადო სამსახურებში გამოსახულებაში და გამოსახულებაში როგორც განხილულია ზღვის შტომით, ანუ ჩამოვალი ადამიანთა საშუალო ქალაქურები.
LESSON 1

INTRODUCTION

• Start the lesson by playing the game CALL MY BLUFF. Write three sentences on the board about yourself with two being true and one being false, e.g., I teach English. I live in a house. I have a cat.
• Have pupils guess what is true for you and what is not.

SPEAKING

Task 1, Student’s Book (p. 8)

• Ask pupils to name all the things they see in the picture. After that, let them name as many things as they can in their classroom as well.
• Tell pupils to take a look at the picture of the new teacher and to try and guess the right answers, e.g., What is her favourite colour? Pupils guess: blue, green, red, etc.

LISTENING AND READING

Task 2, Student’s Book (p. 8)

• Play Track 1. Pupils listen to the recording and circle the correct answers. To check comprehension, ask pupils to read out the correct sentences.

Tapescript:

Track 1

Teacher: Welcome back children! I’m your new teacher. Can you guess three things about me?
Jessica: Your favourite colour is red.
Teacher: Well done! I love red.
Greg: The first letter of your name is M.
Teacher: Yes, correct. My name is Mary.
Susan: You have a cat!
Teacher: Yes, I’ve got a little kitten. Its name is Muffin. Now tell me about yourselves.

Answer key:

1. The teacher’s name is Mary.
2. Her favourite colour is red.
3. She’s got a kitten.

• Ask pupils what characters they remember from previous textbooks (Ronnie, Jessica, Greg, Elliot, Uncle Phil, Ms Springfield, Susan, Luke, etc.). Ask them to tell you a few things about them.

Task 3, Student’s Book (p. 8)

• Play Track 2 and ask pupils to listen carefully and circle the words they hear in Task 3.

Tapescript:

Track 2

Jessica: Hi, everyone! My name is Jessica. I’m 9 years old. I live in a beautiful house in Oak Street. I like school very much. This year I’m in grade 4. My best friend is Susan. We are in the same class. We both like music. I can play the guitar, and Susan can play the violin.
Greg: Hello. I’m Greg. I’m 10 years old. I live with my family in Park Street. I like sports. My favourite sport is swimming. I can swim very well. My best friend is Luke. We are both crazy about computers. When I finish my homework, I read computer magazines or play online games with Luke.

Answer key:

Hi everyone! My name is Jessica. I’m 9 years old. I live in a beautiful house in Oak Street. I like school very much. This year I’m in grade 4. My best friend is Susan. We are in the same class. We both like music. I can play the guitar, and Susan can play the violin.

Hello. I’m Greg. I’m 10 years old. I live with my family in Park Street. I like sports. My favourite sport is swimming. I can swim very well. My best friend is Luke. We are both crazy about computers. When I finish my homework, I read computer magazines or I play online games with Luke.

• Draw two grids on the board and write the names of Jessica and Greg on either side. Prepare sentence cards about Jessica and Greg. After you read the sentences, pupils decide if the sentence is about Jessica or Greg. Put the sentences under the corresponding name.

JESSICA         GREG

I’m nine years old.  I’m ten years old...

• Play WAVE YOUR HANDS IF IT’S TRUE. Read a sentence from the board and pupils wave their hands if the sentence is true for them. If it’s true, let them repeat the sentence, e.g., I’m ten years old.
Welcome back to school, children!
I’m your new teacher. Let’s play a game! Can you guess three things about me?
The first letter of my name is...
My favourite colour is...
I’ve got a...

What can you see in the picture? Describe it.
Start like this: I can see...

Listen and circle the correct answer.
1. The teacher’s name is Sally / Mary / Wendy.
2. Her favourite colour is blue / pink / red.
3. She’s got a parrot / kitten / hamster.

Listen and circle the correct word.

Hi everyone! My name is Jessica. I’m 9 years old. I live in a beautiful flat / house in Oak Street. I like school / sports very much. This year I’m in grade 4. My best friend is Susan. We are in the same class. We both like music. I can play the guitar / the piano, and Susan can play the violin.

Hello. I’m Greg. I’m 9 / 10 years old. I live with my family in Park Street. I like sports / magic. My favourite sport is swimming. I can swim / sing very well. My best friend is Luke. We are both crazy about music / computers. When I finish my homework, I read sports / computer magazines or I play online games with Luke.
Task 4, Student’s Book (p. 9)
- Play Track 3 and have pupils match Susan’s questions to Uncle Phil’s answers in Task 4. To check, ask pupils to read out the questions and answers.

Answer key:
1 What are you afraid of? 2 It’s travelling.
2 What’s your hobby? 3 It’s green.
3 Where do you live? 4 Yes, I’ve got a monkey.
4 Have you got a pet? 5 I’m afraid of ghosts.
5 What’s your favourite colour?

Task 5, Student’s Book (p. 9)
- Pupils interview each other and report back. You could ask more confident pupils to say a few sentences about their classmates.

Tapescript:
Track 3
Susan is interviewing Uncle Phil for the school magazine.

Susan: What are you afraid of?
Phil: I’m afraid of ghosts.

Susan: And where do you live?
Phil: I live in Park Street.

Susan: Tell me, what is your favourite hobby?
Phil: I like travelling very much.

Susan: Travelling? How interesting! Have you got a pet?
Phil: Yes, I’ve got a pet monkey. Her name is Molly.

Susan: Thank you very much.

SPEAKING AND READING
Task 4, Student’s Book (p. 9)
- Pupils look for the ODD ONE OUT. Discuss why that word does not belong in the group. Accept more than one answer if pupils can come up with a convincing reason for their choice.

Answer key:
1 judo
2 red
3 cat
4 singing

Task 3, Workbook (p. 6)
- Pupils need to complete the text about Elliot using correct forms of the verbs. After they have finished, ask a few pupils to read out the text.

Workbook (p. 7)
- These two tasks can be used for the further practice of asking and answering questions.

WORKBOOK PRACTICE
Task 1, Workbook (p. 6)
- Ask pupils to tick off all the sentences that are true for them. Then ask a few pupils to read out some of the sentences.

Task 4, Workbook (p. 7)
- Pupils match sentences and write two more sentences about their friends. When they have finished, check as a class.

END THE LESSON
- You can finish a lesson by playing CALL MY BLUFF, where pupils write down three things about themselves, one of which is not true. Pupils read out their sentences and their classmates try to recognise which sentence is not true.

HOMEWORK:
Workbook (p. 6 and 7) Tasks 2 and 5

NOTES
Susan is interviewing Uncle Phil. Listen and match her questions to his answers.

1. What are you afraid of?
   - I'm afraid of ghosts.
2. What's your hobby?
   - It's travelling.
3. Where do you live?
   - I live in Park Street.
4. Have you got a pet?
   - Yes, I've got a monkey.
5. What's your favourite colour?
   - It's green.

Circle the odd one out.

1. flute   piano   judo   drums   violin
2. monkey   red   owl   dog   kitten
3. green   cat   blue   yellow   pink
4. football   swimming   singing   ice hockey   tennis

Interview your partner. Report back to the class.

1. Have you got a sister?
2. Have you got a brother?
3. Have you got a pet?
4. Who's your best friend?
5. What's your favourite hobby?
6. What are you afraid of?
7. Have you got a sweetheart?
8. What's your favourite sport?
9. Who's your favourite singer?
10. What's your favourite magazine?
UNIT 1 THE ANIMAL WORLD

LESSON 1 WHERE IS THE FOREST?

INTRODUCTION

MIND MAPS
- Write habitats on the board. Pupils volunteer to say where animals live: a forest, a jungle, a farm, a zoo, a desert. Introduce the word: an ocean.
- BRAINSTORMING: Put the pupils into groups. Each group writes into their notebooks the animals which live in a certain habitat.
- Write all the animals on the board.

TOUCH THE RIGHT WORD
- Ask two pupils to come to the board. Say a few sentences about animals, e.g. It is big. It is white. It lives in the Arctic. The pupil to first touch the correct word on the board wins.

PRESENTATION

TASK 1, STUDENT’S BOOK (p. 10)
- Pupils study the picture and compare it to the mind map on the board. Pupils guess whether the animals have been placed into the correct habitat.
- Play recording 4. Pupils listen and point.
- Play the recording again. Pupils listen and repeat, first in choir, then individually.

TAPESCRIPT 4
Narrator: 1 – the Arctic, 2 – an ocean, 3 – a forest, 4 – a farm, 5 – a desert, 6 – a jungle.

WHAT CAN YOU SEE?
- Pupils say the animals they see in the picture in Task 1.

ENDING THE LESSON

RUN AND GET IT
- Put the pupils into two or three groups. Group representatives stand opposite the board. Describe animals. Pupils listen and, after they have guessed the animal, they need to run to the board to take the correct picture. The group to collect the most flashcards wins.

HOMEWORK Task 1, Workbook (p. 9)
WHERE IS THE FOREST?

1 Listen and point, then listen and repeat.

Where do these animals live? Speak.

Example: The fox lives in the forest.