

TUNE UP! 2

Teacher's Book

გრიფინიჭებულია საქართველოს განათლებისა და მეცნიერების
სამინისტროს მიერ 2022 წელს.

TUNE UP! 2

მასწავლებლის წიგნი

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TUNE UP! 2

Teacher's Book

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Introduction

About the course

Tune Up! 2 is a four-level course designed for secondary-school students. It is based on the English language syllabus prescribed by the Common European Framework.

The course provides 90 to 120 hours of teaching material. In addition to the core grammatical, reading, listening, writing and speaking activities, each course component (Student's Book, Workbook and Teacher's Book) includes plenty of warmers, communicative activities and projects that are optional and, therefore, can be left out if there is not enough time.

What is the thinking behind *Tune Up! 2*? Our wish was to create a course that is both teacher-friendly and student-friendly.

A teacher-friendly course

- is methodologically sound: each lesson moves smoothly from the warm-up/introduction stage, through the presentation stage to practice and follow-up stages.
- caters for the development of the four language skills.
- includes the reading, listening and writing tasks.
- includes a variety of projects and writing tasks which can contribute to a portfolio.
- establishes cross-curricular links, taking into account what students learn in other subjects in any given grade.
- includes plenty of exercises in both the Student's Book and Workbook, with the aim of reducing the burden on teachers to prepare extra materials to supplement the course.

A student-friendly course

- offers a balanced blend of topics that will appeal to a modern teenager and that will give them insight into the history and culture of targeted cultures in an imaginative way.
- stimulates the imagination, creativity and mental growth, never underestimating students' cognitive and creative potentials.
- promotes empathy, tolerance and team work.
- helps develop learner independence.

Course components

Student's Book

The Student's Book is divided into two major parts – first the six *Units*, and then *Across the Curriculum*. Each unit is loosely topic-based, and integrates separate syllabi for grammar, vocabulary, pronunciation and skills. The *Across the Curriculum* part establishes links between the target culture and the subject matter taught in other school subjects in the second grade of secondary school through the medium of English. At the back of the book, the *Grammar Summary*, *Tapescript* and *Wordlist* can be found. On the book's inside cover, there is a *Tense Review* and the *Phonetic Symbols* chart.

Workbook

The Workbook follows the Student's Book closely, organization- and content-wise. It provides an abundance of grammar, vocabulary and skills materials, with the aim of consolidating the main language points covered in the Student's Book and preparing students for the regular testing throughout the school year. In addition, there are reading tasks in each unit, which help prepare students for the Reading comprehension. At the back of the Workbook, there is a *List of Irregular Verbs*.

Teacher's Book

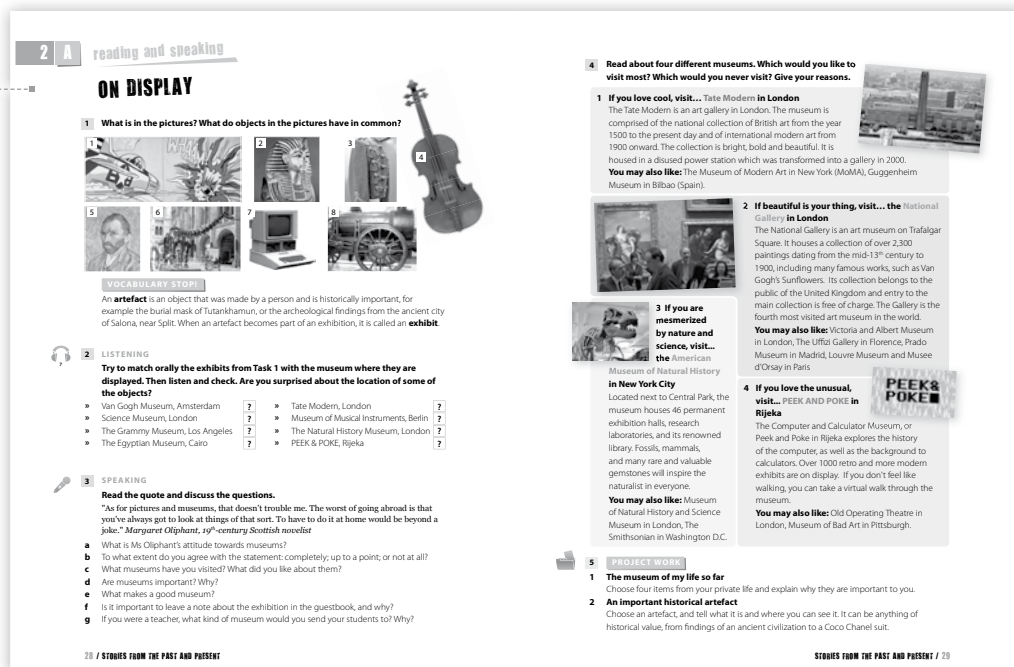
The Teacher's Book consists of three parts: an introductory part, where the course and unit structure is explained, step-by-step lesson notes, and a photocopiable *Resource Bank*.

The lesson notes are modelled on the standardized daily plans used in English-language teaching in secondary schools. They also include suggestions for warmers and optional activities, background cultural and linguistic information for teachers, tapescripts and answers to all the Student's Book exercises. The lesson notes are cross-referenced to the Workbook, Resource Bank and Grammar Summary.

A guide through the Student's Book



Each of the six units starts with a double-page spread containing the Unit objectives box that tells students what they are going to do. The picture is always connected to the topic of the Unit. Each unit consists of seven parts.



Section A presents the topic of the Unit. New, topic-related vocabulary is regularly introduced. Here, as elsewhere in the book, pictures play an important role in warming students up to the topic and motivating them for work.

OFF WITH HER HEAD!

1 Work in pairs. Look at the pictures. Which person does not belong here? Why?



Henry VII Henry VIII Edward VI Mary I Elizabeth I Elizabeth II

2 You are going to read a text about life in Elizabethan England. What do you find most surprising / interesting? In what ways were the lives of the Elizabethans different from our own?

3 Read the text again and answer the questions in your notebook.

- a Why was the English Navy important?
- b How was society organised?
- c What did the nobility eat? And what about the poor?
- d What were children taught (paper, manners)?
- e In what ways did social classes dress differently?
- f In what ways did education differ from education today?
- g What was one of the favourite pastimes?
- h Why did noble women wear masks when they went to the theatre?

England in the 16th Century

History
The Elizabethan Era, the epoch in English history during the reign of Queen Elizabeth I from 1558 and 1603, is considered the golden age of English history. Politically, it was a time of peace and economic development at home, and expansion abroad. The English Navy's power grew, demonstrated in a great victory over the Spanish Armada in 1588, which ended the Anglo-Spanish War. English ships were also used to explore the New World and started the colonisation of what is today the USA, the Caribbean and India. This was the beginning of the great British Empire.



SOCIETY

Elizabethan society was based on a social hierarchy that had the monarch at the top, the nobility in the second rank, the gentry as the third, merchants as fourth, yeomanry as fifth and labourers as sixth. During the reign of Elizabeth I, the English population rose from three to four million people. At that time it was common for a family to have 12 to 15 children. Rich families had servants who cared for the children.

FOOD

While the nobility enjoyed a wide variety of meats, which was a staple of their diet, the poor ate simple bread, cheese, and milk, and occasionally some meat. Vegetables were considered food for the poor, but no one ate enough vegetables and fresh fruit, which caused a lot of health problems. The nobility tried exotic new drinks from the New World, such as tea, coffee or chocolate, and beer and wine were enjoyed by all classes.

FASHION AND CLOTHING

Elizabethan clothing was also part of the social order. The well-off upper class wore elegant and luxurious clothing that was made of expensive velvet, silk and satin, while peasants wore simple materials such as cotton, wool and leather. The brightest colours were only available to the upper class because dyes were costly.

ELIZABETHAN THEATRE

Culturally, this was the era of the English Renaissance, which had its most magnificent expression in a very popular medium at the time – the theatre. The plays written by Elizabethan playwrights, such as William Shakespeare, were in great demand. The most famous playhouse was the Swan (1596), built by the carpenter in which Shakespeare had a stake. The biggest theatre could hold several thousand people. Women attended theatre performances, though often a prosperous woman would wear a mask to disguise her identity. Moreover, no woman performed in the plays. Female roles were generally performed by young boys.

EDUCATION

For most children, education would begin at home, where they were taught proper manners. Some basic principles of childhood included the need to respect their mother and father, asking for their parents' blessing and saying their prayers. Only children from middle- and upper-class families went to school. Girls didn't go to school, while for boys this at school was quite strict. During the summer, the school day started at six o'clock in the morning and finished at five o'clock in the evening, with a two-hour break at midday. The boys were shorter during the winter, as there was no artificial lighting. School boys learned Latin and French and were expected to converse in Latin at all times. Any boy caught speaking English at school was punished. The punishments were often as little strokes of the cane.

Many of England's famous schools and colleges were founded between 1530 and 1570.

VOCABULARY BOX

- army – the part of a country's armed forces that can fight at sea
- armoured – the food that a person or animal usually eats
- army – a man part of something
- to be rich
- to be poor
- to be smooth on one side and rough on the other
- to be someone who works on another person's farm or on their own small farm
- to be a substance used for changing the colour of something
- to be wanted by a lot of people
- the art of performing a play, dance, etc.
- to drink up
- traditionally accepted ways of behaving
- to be very strong feelings
- to occur always
- to be made with someone's hand, a stick, or another object
- a stick that someone uses to help them walk

5 Complete the sentences with the words from Task 4 in your notebook. Make all the necessary changes.

- a The English victory over the Spanish Armada was ... of its navy's great power.
- b Across Cape Blanchet was widely praised for her ... in the reign of Elizabeth and Elizabeth: The Golden Age.
- c The Elizabethan Era was an age of ..., much thanks to the wealth that poured into the country as a result of colonisation.
- d Arranged marriages were quite common between ... families.
- e Elizabethans did not ... their hair.
- f Queen Elizabeth I ... from 1558 to 1603.
- g Clothes in bright colours, such as red or blue, were ... that only well-off Elizabethans could afford.
- h At the beginning of the 17th century, England had a ... of about 4 million people.

6 TIME TRAVELLER

Work in groups. Prepare a short presentation about life in your country in the 21st century. Your audience, however, is very special: it is the nobility from Elizabethan England. Cover the topic below.

- society • food • education • fashion • entertainment

7 AFTERTHOUGHT

Work in pairs. Answer the questions.

- Do you like reading about ...?
- Is your country a better or worse place than it was 500 years ago?
- What would have been different in your life if you had lived in the 16th century? Make notes.

8 PROJECT IDEAS

If you are interested in historical intrigue, find out more about the relationship between Queen Elizabeth I and her cousin Mary, Queen of Scots, or about Elizabeth's father, King Henry VIII. Prepare a 10-minute presentation, or make a blog entry or short video.

9 SHAKESPEARE

Shakespeare in Love (1998), starring Gwyneth Paltrow, Joseph Fiennes, Ben Affleck and Judi Dench.

Elizabeth (1988), starring Cate Blanchett and Joseph Fiennes.

Elizabeth: The Golden Age (2007), starring Cate Blanchett and Clive Owen.



Section B focuses on developing reading skills and the acquisition of new vocabulary. Students are encouraged to infer the meaning of unfamiliar words from the context, but the focus here is primarily on reading skills. Each reading task is accompanied by two or more reading activities that range from tasks checking overall understanding to those that require in-depth understanding of the text.

Afterthought is a follow-up task that comes at the end of each reading section, before students move on to practising new vocabulary. Students are asked to express their opinions, talk about their experiences, or do a project.

4 BUILDING UP VOCABULARY

1 Copy the Vocabulary Box on page 69 into your notebook and complete it with the appropriate words and phrases from the text.

2 Complete in your notebook the sentences with the missing words. The first letters are given to help you.

- a Deep Tint was the pseudonym that Bob Woodward and Carl Bernstein used when they ... the Watergate affair.
- b You should trust his judgement - being an ... in the tobacco industry he knows what he's talking about.
- c Many businesses went down the drain and thousands of people were made redundant. This time ... hit really hard.
- d She struggled with leukaemia for a long time but, unfortunately, she couldn't ...
- e My neighbours decided to h ... fresh water and food in case there is a nuclear disaster like the one in Japan.
- f My brother had his break when he conducted an advertising campaign for Apple and became a well-known m ...
- g Oscar Wilde once said he could resist everything except t ...

3 Which part of speech are the words you wrote in Task 2?

4 Complete the sentences with the words below in your notebook. There are three words you do not need.

consumer goods slumber party hoard retailer prevail crime across trigger

- a It takes more than a fancy commercial to convince me to buy something - I do not ... brands so easily.
- b We should have known what was going to happen; there were plenty of ... but we took no notice.
- c His wife's a big-time corporate lawyer and he is just a ... running his own small grocery shop on the street corner.
- d I am very afraid of living on my own; I don't think I'll have enough money for all the ... I need.
- e I still remember my first ... we stayed up all night long, watching movies and reading magazines.
- f Be careful when sunbathing. Intense sunlight may be a ... for skin cancer.
- g I didn't plan on buying a new mobile but when I ... a 75% discount, I just couldn't resist.



5 Which sentences are true for you? Change the ones that are not so that they become true.

- a I have never thrown a slumber party.
- b I don't think I could expose my fears and insecurities to everyone.
- c There are no commercials that can appeal to me.
- d I tend to hoard magazines.
- e I usually fall for brands advertised in teenage magazines.
- f I'd like to conduct a recycling campaign in my school.

6 WORD BLOCK

Copy the table into your notebook and complete it with the missing parts of speech.

NOUN	VERB	ADJECTIVE
manipulation	advertise	?
?	?	influential
?	persuade	?
enhancer	?	?
?	?	addictive
instinct	-	?

7 Complete in your notebook the sentences with the correct forms of the words in brackets.

- a Tobacco is well known for creating an ... (addictive)
- b The measures the Ministry of Education has taken should ... the quality of education in our country. (enhance)
- c His ... are aimed at an older audience. I don't really get them. (advertise)
- d She used to ... everyone in order to get what she wanted. (manipulation)
- e One's religious beliefs should directly ... one's behaviour - we should all do what we consider to be right. (influential)
- f Hoarding food supplies is an ... reaction to hard times. (instinct)
- g Advertising is sometimes referred to as 'the art of ...' (persuade)

8 Match orally the expressions in A with their explanations in B.

- a on a daily basis
- b to do something deliberately
- c to know all the tricks of the trade
- d to be short on time
- B
- ? to be in a hurry, not have enough time
- ? to know methods that help you to do a job better or faster
- ? to do something intentionally or on purpose, not by chance
- ? regularly, every day

9 AFTERTHOUGHT

It has been proven that music has a huge influence on people's behaviour. Slower music makes us walk around more slowly and pay more attention to the things that surround us while faster rhythms make us do things more quickly. Can you think of the way marketers and retailers make use of these facts?

SELLING DREAMS / 11

Each section B contains a Building up vocabulary part, which offers a structured approach to practising less familiar vocabulary from the reading text.

This section, and sometimes also Section A, may contain a Word Block that provides students with practice in creating word families.

NOT AGENTS, BUT PATIENTS

- In groups, answer the questions.
 - When did the world's first adverts appear?
 - Which two of these are still used for advertising today?
 - walls
 - rocks
 - papyrus
 - How, before TV and radio, could you advertise to people who couldn't read?
 - In which century did newspapers start carrying adverts?

2 Read the passage below and check your answers.

Advertising goes back as far as ancient Egypt. In ancient Egypt, as well as in Greece and Rome, papyrus was used for making sales messages, wall posters and lost-and-found notices. Commercial messages and displays for political campaigns have been found in the ruins of Pompeii and ancient Arabia. Another ancient advertising form, wall or rock painting, is done to this day for commercial advertising in many parts of Asia, Africa and South America. The tradition of wall painting has been traced back to Indian rock art that dates to 4000 BC.

In the Middle Ages, the general populace was unable to read, so commercial signs would use an image that was associated with the trade they advertised: a boot, a clock, or a bag of flour. Fruit and vegetables were sold in the city square from the backs of carts and wagons, which were announced to the townspeople by shouting from the streets.

As reading developed, handbills were printed. In the 18th century, advertisements started to appear in weekly newspapers in England. They were designed mainly to promote books and newspapers, and also medicines, which were in demand more and more as Europe was ravaged by disease. The modern advertising industry has been boosted by radio and TV, where adverts are broadcast regularly. Will TV and radio's momentum be maintained through the 21st century? When will advertising's next technological breakthrough be made?



3 All the sentences in the first paragraph are in the passive voice. Look at them again, and answer the questions.

- Who, exactly, used papyrus for advertising in ancient Egypt, Greece and Rome?
- Who has found adverts in the ruins of Pompeii and ancient Arabia?
- Who does wall or rock painting in Asia, Africa and South America?
- Who has traced wall painting back to the Indian rock art of 4000 BC?

CONCLUDE BOX

Choose orally the correct options.

The **passive voice** is used when we know / don't know or we care / don't care who (or what) performs the action in the sentence. The person or thing that does the action is unknown / known or unimportant / important to us.

- Compare the sentences below. In each sentence, who or what is the agent? (the person or thing that performs the action), if there is one, and who or what is the patient? (the person or thing that 'receives' or 'suffers' the action)?
 - Adverts have been found in the ruins of Pompeii.
 - Archaeologists found adverts there.
 - A blacksmith would advertise his trade with a horsehoe.
 - Trades were advertised pictorially.

CONCLUDE BOX

Complete the rule in your notebook with the following words: agent, patient, happens, do.

An **active sentence** is about the ... and what they ...

A **passive sentence** is about the ... and what ... to them.

- Go back through the text in Task 2 and find all the verbs in the passive sentences. Copy the table below into your notebook and write one example for each tense in it.

Present simple passive	?
Past simple passive	?
Present perfect simple passive	?
"Will" future passive	?

CONCLUDE BOX

- Look at the main verbs in the table above. All of them are different, but something about them is the same in every case. What is it? Now look at the auxiliaries. What is the same about all of them?

2 Complete the rule in your notebook.

We form the passive voice with the auxiliary verb ... in the given tense and the ... of the main verb.

Section C is called *Grammar*, and deals with the Unit's main grammatical point. Each grammar lesson starts with a reading and/or listening text that provides a familiar context for the targeted grammar.

In the *Conclude* box, students are encouraged to work out the rules of form and usage themselves.

1 Practice

- Copy the table from page 15 into your notebook and complete it with more examples from the text and with examples of your own.
- Sophie and Chuck are having lunch in the school canteen. Complete their conversation only by choosing the correct forms of the verbs, either present simple or present continuous.

Sophie: Thanks for introducing me to your friends. They seem / 're seeming really nice.
Chuck: Yeah, I guess they are. So, what do you think / are you thinking of them?
Sophie: Honestly, I have / 'm having problems remembering some of their names. Tom is the one who talks / 's talking really fast, right?
Chuck: Yes, that's right. He is over there. He obviously explains / is obviously explaining something – look how he waves / 's waving his hand!
Sophie: And what's the name of the blonde girl who wears / is wearing a striped T-shirt?
Chuck: That's Ann. She attends / 's attending choir classes with me.
Sophie: Right. And who sits / 's sitting next to her? He's very cute. I don't think / am not thinking I have seen him before.
Chuck: You will see him in half an hour. That's Mr King, our drama teacher.
Sophie: Oh, my God. He looks / 's looking so young and he has / 's having lunch with students. How unusual!
Chuck: I've already told you. This school is very different from other schools.
- Sophie is sending an email to her old friend, Gigi. Copy it into your notebook and complete it with the correct forms of the words below. Then listen and check your answers.

ask spend enjoy show miss go take have find miss

Hi Gigi
 from: sophie@greenhills.sch
 to: gigi101@gmail.com
 subject: catching up

My dear Gigi,
 I know you won't believe me when I say how much I ... you because I haven't written for a while. I'm really sorry but I simply ... the time until now.
 As you know, this year I ... to an alternative school. I ... seven subjects, four compulsory and three electives. This year I ... warring. Choir and classical drama. Can you believe it? Sophie being an actress! I'm even acting some scenes out.
 Well, as you've probably guessed already, I didn't end up in drama classes by chance. On my very first day I met a really cute boy who offered to help me. What can I say? We ... almost all our free time together and he ... me around town for the last couple of weeks. He ... me to be his study partner and these days we're working on an ecology project. I really ... his company and when I am with him I ... you guys that much.
 Anyway, enough about me.
 How are you? How are the others in our class? Email me soon and say hello to everyone from me.
 XXXX, Sophie

- Match the sentences in A with the sentences in B in your notebook.

- | | |
|---|---|
| A | B |
| a My father has been driving for hours. | 7 He missed the bus. |
| b He has driven here. | 8 He feels completely stiff. |
| c I've read this book. | 9 I just couldn't put it down. |
| d I've been eating this book. | 10 I'm halfway through. |
| e We have eaten the chocolates. | 11 They are delicious. |
| f We have been eating the chocolates. | 12 There are none left. |
| g Mark has learnt Italian. | 13 He speaks it fluently. |
| h Mark has been learning Italian. | 14 He can introduce himself. |
| i She has been writing her English essay. | 15 It is only 6 pages long. |
| j She has written her English essay. | 16 The topic is demanding and it has taken a lot of time. |

5 LISTENING

Listen to Lucas and Nathan talking about their school experience. Copy the chart into your notebook and complete it. Then complete the third column with your own ideas and share them with the class.

The thing(s) they ...	Lucas	Nathan	You
always do at school			
never do			
have done and enjoyed			
have never done			

- Complete the questions with a correct form of the verbs in brackets and give answers which are true for you.

- For how long ... (you / learn) English?
- How often ... (you / have) English lessons?
- How long ... (usually / take) you to do your English homework?
- ... (you / ever / read) a book in English?
- How long ... (you / know) your English teacher?
- What book ... (you / read) at the moment?
- ... (you / have) a Facebook profile?
- For how long ... (you / have) it?
- ... (you / ever / try) blogging?
- For how long ... (you / do) it?



- Look at the pictures. Write at least four sentences about each, using a different present tense each time.

The *Practice* section offers various types of tasks which further practise the relevant grammar.

4 D **Listening and speaking**

CLOTHES DON'T MAKE THE MAN - OR DO THEY?

1 What kind of shopping places do you see in the pictures?

2 LISTENING
A mother and a daughter are having an argument in a clothes shop. What do you think they are arguing about? The picture below is a clue. Listen and check if you guessed correctly.

3 Listen again and answer the questions.
a Why does the girl insist on wearing branded clothes?
b What reasons does her mother give for not buying a brand name?
c How does the mother resolve the fight?

4 In your opinion, who is right: the mother or the daughter?

5 Listen to four people talking about shopping for clothes. For each speaker (1-4), decide what the person's attitude is (A-E). There is one letter you do not need.

Speaker 1 (Martha) 1 A It's a waste of time.
Speaker 2 (Lily) 2 B It's a necessary evil.
Speaker 3 (Mark) 3 C It's a fun pastime.
Speaker 4 (Emily) 4 D It's the favourite pastime.
E It's a frustrating experience.

6 Who might have said what? Read the sentences and match them with the right person: Martha, Lily, Mark or Emily.
a "I don't really care if my sweater is blue or green."
b "I used to have a good time while shopping for clothes."
c "I don't care if a piece of clothing is not the latest fashion as long as I like it."
d "I must get a hold of these new, torn jeans that are being advertised everywhere!"

7 Choose one of the situations below and write a dialogue similar to that in Task 2. Act it out in front of the class.
• a father buying his son a mobile phone
• a mother buying her son some sports equipment
• a father buying his daughter cosmetics

8 SPEAKING
In groups, discuss your shopping habits. Consider the following:
• how often you go shopping for clothes
• who you go shopping with
• what you buy
• how much money you spend
• what kind of products you buy – branded or no-name

9 PROJECT WORK
Film a documentary about your class's attitudes to clothes. Ask your classmates to answer one question or give their opinion on a topic related to clothes and shopping that you tell them about.

SHOPPING FOR CLOTHES

10 LISTENING
Listen to the conversation between Mona and Charley, who decided to go shopping for clothes. Then copy in your notebook and complete the Useful Expressions box with the missing expressions.

USEFUL EXPRESSIONS

Customer	Do you ... credit cards?
Do you have them in ... ?	Shop assistant
Do you have it in a different ... ? Red, maybe?	Do they ... ?
Can I ... it on?	Try on this ...
Which way is the ... room?	We also happen to have them ... blue.
Do you think it ... me?	How would you like to ... ?
	Could you please ... your PIN number?

11 SPEAKING Work in pairs. One of you is the customer and the other a shop assistant. Use the hints below to write a dialogue similar to that in Task 10. Act it out in front of the class.

Person A Customer	Person B Shop assistant
• choose an item of clothing you'd like to buy	• offer the same item in a different colour
• you need a different size	• offer something that can easily be combined with something else
• you want to pay with a credit card	• do not accept the credit card; ask for cash

78 / SELLING BUSINESS

Section D focuses on listening skills, and develops both general listening and listening for specific information. The section then moves on to a speaking or writing activity based on the listening.

Speaking often builds on the listening model, and includes a variety of communicative situations, such as a chance meeting, an interview, a role-play, a discussion or a debate.

6 E **writing**

A DESCRIPTION OF A CITY

1 Have you visited Dublin, Ireland's capital city, or do you know anyone who has? What were your or their impressions?

2 Read the text about Dublin on page 117. Which of the things below are mentioned? Make notes in your notebook under each topic.

General Facts
• historical background
• the geographical location
• the population
• the weather

Extra Information
• tourist sights (attractions)
• culture (museums, galleries, festivals)
• night life
• shopping

3 What is your overall impression of Dublin after reading the text? Which of the adjectives below would you use to describe Dublin?

chopped bustling historical spacious hectic atmospheric lively
exquisite crowded fancy quaint packed tacky awe-inspiring
picturesque thriving tranquil dispirited hospitable rundown eye-catching

4 WRITING
Write a description of: a) the place you live in, b) a city you have visited, or c) a city you would like to visit.

STEPPING STONES

1 Collect some background information on the topic mentioned in Task 2.
2 Organise your information into paragraphs.
3 Write a draft version and discuss it with your peers. Can they follow it easily? Did you give enough information, or is it too short? Rewrite the text in accordance with the feedback.
4 Check the clean version for any spelling and grammar mistakes.

5 PROJECT WORK
Design a brochure about your own town or another town you have visited.
Write a holiday advertisement for a place you know well.
Write a holiday advertisement for a place you would like to visit.

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IN THE CAPITAL OF THE EMERALD ISLE

Dublin, Ireland's beautiful capital city, derives its name from the Irish name 'Dubh Linn', which means 'black pool'. During its rich history, Vikings, Anglo-Normans and the English have ruled Dublin. Following the partition of Ireland in 1922, Dublin became the capital of the Irish Free State and later the Republic of Ireland.

Dublin is situated at the mouth of the River Liffey, which flows into the Irish Sea. It has a maritime climate, with mild winters and cool summers that never get too hot. With a population of about 1.27 million, it is the most populous city in the east of the country.

Dublin is a young city, with over 30% of the city's residents being under 30.

As a city with a rich and long history, Dublin boasts a lot of historical landmarks, such as Dublin Castle, founded in 1204 for the defence of the city. Many people visit Trinity College and its library to see the Book of Kells, an illustrated manuscript created by Irish monks circa 800 AD. Other attractions that tell stories of the city's history include the Mansion House, the Anna Livia monument, the Molly Malone statue, Christ Church Cathedral, St Patrick's Cathedral and others. There are many parks and green spaces all over the city, which makes it a nice place for taking walks and bike rides in nature.

As administrative and financial centre of Ireland, Dublin is home to all of the country's major institutions. Thanks to its many universities, including the well-known Trinity College, Dublin is also a student city, swarming with young people who come to study there not just from Ireland, but from all over the world. You'll see many of them on bicycles, since the city is one of the top ten bicycle-friendly major cities in the world.

Dublin is also the artistic centre of Ireland, with events taking place all around the city throughout the year. Much of Ireland's art originates from the city's (and the country's) rich literary and theatre tradition. Oscar Wilde, George Bernard Shaw, William Butler Yeats and James Joyce are just a few of the celebrated Irish literati.

The pubs and clubs in the city centre are at the heart of the city's vibrant nightlife. Despite modern developments, Dublin has managed to keep its pub culture very much alive. In the pubs you can often hear live Irish music played and, of course, enjoy the famous Irish beer. Music is yet another trademark of Dublin, and Ireland in general. The city has produced some of the Ireland's finest bands, such as U2 and The Dubliners.

Although the city has been criticised as being overpriced, there are still endless things to see and do there even if you are on a tight budget. So it isn't surprising that Dublin has been among the most visited cities in Europe for quite a while.

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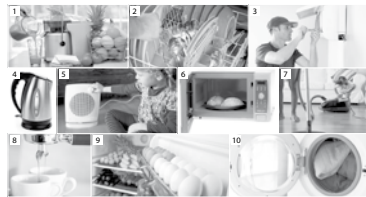
Section E is dedicated to writing skills. In each Unit, students analyse the structure and language of a different type of written text – from an application form, through a biography, a for-and-against essay, an invitation and a product description to a film review and a description of a city.

The **Writing stop!** offers useful tips on writing or explains some important and/or interesting point regarding the skill. The **Stepping stones** lead students through the stages of the writing process – preparation, structuring and writing, and proofreading.

3 F bits of... vocabulary and grammar

BIT 1 HOUSEHOLD APPLIANCES

1 What are the names of the home appliances in the pictures? What are they powered by?



2 LISTENING

Listen to four speakers talk about their favourite household appliance. Which appliance is each speaker talking about? There are two extra appliances.

- | | | | |
|-----------|---|-------------------|-------------------|
| Speaker 1 | ? | A Electric kettle | D Juicer |
| Speaker 2 | ? | B Air conditioner | E Washing machine |
| Speaker 3 | ? | C Refrigerator | F Dishwasher |
| Speaker 4 | ? | | |

3 Listen again and write in your notebook the words used in the recording next to their definition.

- Speaker 1 a ... easy to carry or move, so that you can use it in different places
 b ... fixed to a wall
 c ... uses less energy to provide the same service
 d ... designed not to harm the natural environment
- Speaker 2 e ... always works well and doesn't break down often or easily
- Speaker 3 f ... intended to be useful or suitable, not just fashionable or attractive
- Speaker 4 g ... designed to help you do something more quickly
 h ... works without being connected to an electricity supply

4 What else can be portable, wall mounted, etc.? Try to give one more example of an appliance or a device for each of the adjectives from Task 3.

5 How did the invention of these appliances change people's everyday life?

BIT 2 LET US COMPARE

6 Study the sentences, copy into your notebook and complete the Conclude Box.

Items on the top rack come out **dirtier than** when they were old.

It is **less expensive and more practical**.

It is still the **best** available on the market.

Of all my appliances this one is the **most practical**.

What happened was the **least desirable** result. I could have hoped for...

I don't think there's anything **as healthy as** this.

CONCLUDE BOX

- How do we form the comparative and superlative form of **short adjectives**?
- How do we form the comparative and superlative form of **adjectives more than two syllables long**?
- Which words do we use to express a **lesser degree**?
- How do we compare two things that have **equal** characteristics?

7 Complete the sentences in your notebook with the correct forms of the adjectives in brackets.

- a There is nothing as ... as the dishwasher in my household. I'd say it is the ... appliance ever invented. (practical, useful)
- b We bought a new air conditioner. It was ... than a few others we saw, but we didn't get the ... one either. (cheap, 2X)
- c I had a normal LCD TV screen. Then my dad decided mine was ... than the one my parents had, and he always wants to have the ... of everything. So he bought a new one, which turned out to be ... than mine because, although it was ... than mine, it did not have Full HD. It also had the ... reviews in its class. (good 2X, bad 2X, big)

BIT 3 CAUSATIVE HAVE

8 Read and compare the two texts below. Who has done the repair job in each case: the speaker or somebody else?

My computer broke down two days ago. I decided to inspect it myself and I actually found out what was wrong with it. And guess what – I repaired it!

My computer broke down two days ago. I've had it repaired, but it still doesn't work and now they tell me it will be done on Saturday. How am I going to survive without it for three more days?

CONCLUDE BOX

to have something done

Complete the sentences in your notebook. Use: for me and myself.

- I've repaired it – I've done it ...
- I've had it repaired – I've arranged for someone to do it ...

Section F is called *Bits of...* and deals with less complex grammar structures, lexical issues and pronunciation.

In the *Conclude Box* students are encouraged to further develop their knowledge of the structures dealt with in the Unit.

4 G fun box

ADVERTISING TRIVIA

1 Look at the photos. Do you recognize any of them? Why are they, in your opinion, important when it comes to advertising?



2 Read the four stories about famous advertisements and commercials on page 83. Why are they important? Were your ideas correct?

VOCABULARY STOP

trivia means unimportant matters, details or information, and especially obscure and useless knowledge. The adjective is *trivial*. The word often appears in compounds, e.g. *trivia quiz*, *film trivia*, etc.

3 Read the definitions below. Which of the highlighted words from the texts do they define? What part of speech are they: noun (N), verb (V) or adjective (A)?

- | | |
|--|---|
| a ... to describe someone or something using words or pictures | ? |
| b ... a short phrase for advertising something | ? |
| c ... the process of finding people to join the armed forces, or a company or organization | ? |
| d ... making you feel enthusiastic or excited about something | ? |
| e ... military weapons and equipment such as guns, bullets, and bombs | ? |
| f ... a sound, word, or phrase that is continuously repeated as a prayer or to help someone meditate | ? |
| g ... the practice of showing a particular quality in the form of a person | ? |
| h ... invented for a book, play, or film | ? |

DID YOU KNOW...?

"Reduce, Reuse, Recycle" is a catchy phrase used by the green movement, and is said to be one of the greatest *taglines* ever. No one can tell for sure who used it first and where that was, all we know is that the slogan comes from the 1980s and has been widely used ever since by various environmental organisations. These three Rs are generally considered as the basis of environmentally-responsible behaviour. The numerous variations on their theme became a *mantra* promoting a sustainable lifestyle that is necessary to help save the planet.

Besides being *inspiring*, ads and commercials can also shape our world. If it weren't for one well-known beverage producer, the picture that first comes to mind when someone mentions Santa Claus would probably be different. Today's popular image of Santa was created by the illustrator Thomas Nast in the 1860s. However, it didn't reach world fame until 1931, when Santa's red suit was *depicted* in a number of illustrations in one advertising campaign. The rest is history.

A well-known symbol of feminism and women's economic power also comes from an advertisement. "We Can Do It!" a famous poster designed by J. Howard Miller for Westinghouse Electric, shows Rosie the Riveter, a fictional character that became a cultural icon in the United States. Rosie represents all American women who worked in factories during World War II producing *ammunitions* and war supplies, where they replaced male workers who fought in the war.

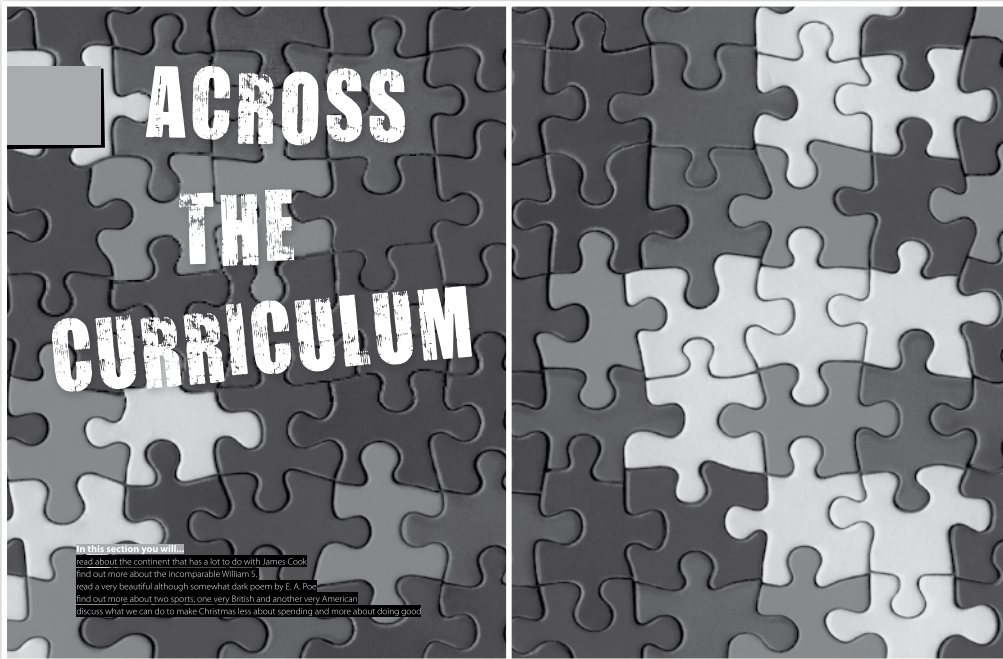
Another advertisement, one that encouraged *recruitment* for the United States Army during World War I, helped shape our concept of yet another fictional character – Uncle Sam. Using his own face as a model, James Montgomery Flagg, an American artist and illustrator, created the image of the national *personification* of the US government. His poster was hugely successful and adapted again for World War II, and the image of Uncle Sam has been used widely ever since.

4 Complete the sentences in your notebook with the words from Task 3.

- John Bull, a stout, middle-aged man, wearing a Union Flag waistcoat, is a national ... of Britain in general and England in particular.
- My personal ... is "Yes, I can." It works really well.
- Follett's *The Pillars of the Earth* ... medieval England and tells a wonderful story of the building of Kingsbridge Cathedral.
- It is very likely that they lost the war because of a shortage of ...
- Richard Dumb once said: "Don't follow your dreams; chase them." That is the most ... quote I've ever heard.
- She works in the company's ... department and is responsible for finding talented lawyers who will join the company.
- Grinch is my favourite ... character when it comes to Christmas.
- A ... all teenagers should remember is "Just Say No!" It is the only right approach when it comes to alcohol, smoking and drugs.

5 Find out about an advertisement that has had a significant cultural impact.

Section G expands students' cultural competences, ranging from school systems, music festivals, books, advertising, literature to different cultures.



The Across the Curriculum part consists of five cross-curricular lessons. Here is a short overview:

Lesson	Topic	Cross-curricular content	Number of lessons
Down Under	Australia	ethnology, geography, history	1
The Bard of Avon	William Shakespeare	literature	1-2
Romance and Darkness	Edgar Allan Poe	literature	1
Hit It with a Bat!	British and American traditional sports – cricket and baseball	P.E., history	1
Have Yourself a Different Little Christmas	Christmas traditions	ethnology, religion, social studies	1-2

GRAMMAR SUMMARY

UNIT 1

Present tenses (pages 14-17)

Affirmative	I / you / we / they are doing.
Negative	I / you / we / they are not (don't) doing.
Interrogative	Are you / we / they doing ?

Spelling changes in the 3rd person singular

- If the verb ends in **-s, -ss, -sh, -ch, -x, or -z**, we add **-es**.
teach – teaches / Miss – Misses / finish – finishes / watch – watches / go – goes

How do you use it?

You use the present simple to talk about:

- things that you do again and again – **habits and routines**.
He goes to the gym every day.
- permanent situations**, things that generally do not change.
Paris is the capital of France.
- facts** that are always true.
The sun rises in the east.
- feelings, opinions and impressions**.
I love this city.
- time** when my parents came together at weddings.
They always get married in the summer.

Affirmative	I am (I'm) talking .
Negative	I am not (I'm not) talking .
Interrogative	Are you / we / they talking ?

How do you use it?

You use the present continuous to talk about:

- things that are happening **now** or **these days**.
She is studying for her exam.
- actions that are **temporary** and will change.
He is working on his new project.

Spelling changes

- If the verb ends in **-s, -ss, -sh, -ch, -x, or -z**, we usually drop the **r** and add **-ing**.
teach – teaching / finish – finishing
- If the verb ends in **-t**, we usually drop the **t** and add **-ing**.
wait – waiting / begin – beginning

Affirmative	I / you / we / they have (I've) eaten .
Negative	I / you / we / they have not (haven't) eaten.
Interrogative	Have you / we / they eaten ?

How do you use it?

You use the present perfect:

- when you want to say that you have a certain **experience**, but it is not important when it happened.
I've been to Spain.
- to refer to **present consequences of a past event**.
I've cleaned my car, so it's shining now.
- with **for** or **since**, when the situation is still true at the moment of speaking.
We've known my best friend since primary school.
- with expressions such as **already**, **yet**, or **just**.
*My mum has **gone** to bed.*

Affirmative	I / you / we / they have (I've) been snapping .
Negative	I / you / we / they have not (haven't) been snapping .
Interrogative	Have you / we / they been snapping ?

How do you use it?

You use the present perfect continuous:

- to say you've been **doing** something for a long time.
*She **has** **been** **snapping** for hours.*
- to say you've been **doing** something recently, but you've stopped.
*He **has** **been** **snapping** recently.*

How do you use it?

We use the present perfect continuous to answer the questions 'why?' and 'how long?'. The activities started in the past and they might or might not be finished.
*Why are you hands dirty? – I've **been** **digging** in the garden.*

How do you use it?

We use the present perfect continuous to answer the questions 'why?' and 'how long?'. The activities started in the past and they might or might not be finished.
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In the *Grammar summary* at the end of the book, students will find a complete treatment of the grammatical points covered in the Student's Book.

1) განათლების რეფორმა და მისი მიზანი

რეფორმა მიზნად ისახავს სწავლა-სწავლების ხარისხის გაუმჯობესებას და სკოლაში კარგი პიროვნებისა და მოქალაქის აღზრდისთვის ხელსაყრელი პირობების ჩამოყალიბებას.

ეროვნული სასწავლო გეგმა არის მთავარი ინსტრუმენტი განათლების რეფორმის მიზნების მისაღწევად. დოკუმენტი განსაზღვრავს სავალდებულო მოთხოვნებს სასკოლო საზოგადოებისადმი სამი მიმართულებით:

1. სწავლა-სწავლების პროცესის ორიენტირება მოსწავლის პიროვნულ განვითარებაზე;
2. სასწავლო პროცესის დაფუძნება კონსტრუქტივისტულ საგანმანათლებლო პრინციპებზე;
3. ზრუნვასა და მხარდაჭერაზე ორიენტირებული სასკოლო კულტურის ჩამოყალიბება¹.

ეროვნულ სასწავლო გეგმაში ეს მიმართულებები შემთხვევით არ არის არჩეული; თითოეული მათგანის უკან დგას განათლების მეცნიერებისთვის აქტუალური საკითხები: **პირველი მიმართულება** ამთლიანებს დისკუსიას ზოგადი განათლების მიზნებთან დაკავშირებით. სწავლა-სწავლების პროცესში მასწავლებელი მკაფიოდ უნდა ხედავდეს, თუ რა წვლილი შეაქვს ამა თუ იმ საგნობრივ საკითხზე მუშაობას მოსწავლის ჰოლისტურ (ფიზიკური, კოგნიტური, სოციალ-ემოციური) განვითარებაში; **მეორე მიმართულება** გულისხმობს დისკუსიას იმასთან დაკავშირებით, თუ როგორ დაინერგოს სწავლა-სწავლების მოსწავლეზე ორიენტირებული მიდგომა, რომლის თანახმადაც მოსწავლე სასწავლო პროცესის სუბიექტი და საკუთარი სწავლის პროცესის წარმმართველია. აქ გათვალისწინებულია კოგნიტური ფსიქოლოგიისა და განათლების ფსიქოლოგიის მიღწევები, რომლებიც სწავლის კონსტრუქტივისტული ფილოსოფიის ჩამოყალიბების საფუძველს ქმნის; **მესამე მიმართულებას** კი საფუძვლად უდევს მეცნიერული თეორიები და კვლევები იმის შესახებ, თუ რა როლი აქვს სასწავლო გარემოს მოსწავლის პიროვნული ზრდისა და ცოდნის კონსტრუირების პროცესში; თუ როგორ ყალიბდება სკოლის „ფარული კურიკულუმი“; როგორი უნდა იყოს მართვის ეფექტური მოდელები სკოლაში; აქცენტი კეთდება დემოკრატიული სასკოლო კულტურის ჩამოყალიბებაზე, რაც ხელს უწყობს მოსწავლის აკადემიურ წინსვლას და პიროვნულ განვითარებას

2) ესგ და გრძელვადიანი მიზნები

მოსწავლის პიროვნულ განვითარებაზე ორიენტირება უზრუნველყოფილია მაშინ, როცა სასწავლო პროცესი დაფუძნებულია ეროვნული სასწავლო გეგმის გრძელვადიანი მიზნებსა და მეთოდოლოგიურ ორიენტირებას.

ეროვნულ სასწავლო გეგმაში გრძელვადიანი მიზნები ჩამოყალიბებულია საგნობრივი სამიზნე ცნებებისა და საფეხურის შედეგების სახით.

კურსის ფარგლებში ფართოვდება და ღრმავდება საბაზო საფეხურზე უცხო ენაში შეძენილი ცოდნა. სტანდარტში შედეგებისა და სამიზნე ცნებების სახით განსაზღვრულია გრძელვადიანი მიზნები. შინაარსი აღიწერება საგნობრივი ქვეცნებებისა და თემატური ჩარჩოს/თემების სახით.

შედეგების მიღწევის ინდიკატორები მიგვითითებს, თუ რა უნდა შეფასდეს სწავლა-სწავლების პროცესში სასწავლო თემის ფარგლებში. თითოეულ კრიტერიუმთან აღნიშნულია, თუ რომელ სამიზნე ცნებასთანაა ის დაკავშირებული.

საფეხურის შედეგები

სტანდარტში გაწერილ თითოეულ შედეგს წინ უძღვის ინდექსი, რომელიც მიუთითებს საგანს, სწავლების საფეხურსა და სტანდარტის შედეგის ნომერს; მაგ., **I უცხ.საშ.1.:**

„**I უცხ**“ - მიუთითებს პირველ უცხოურ ენას;

„**საშ**“ - მიუთითებს საშუალო საფეხურს;

„**1**“ - მიუთითებს სტანდარტის შედეგის ნომერს.

¹ სამივე მიმართულებასთან დაკავშირებული სამეცნიერო ლიტერატურის და მასთან მიმართებით საქართველოს ეროვნული სასწავლო გეგმის განვითარების ისტორია იხილეთ კონცეპტუალურ გზამკვლევაში - „კურიკულუმი, მასწავლებლის პედაგოგიკური პრაქტიკის სრულყოფის საშუალება“.

პირველი უცხოური ენის სტანდარტის შედეგები საშუალო საფეხურზე		
შედეგის ინდექსი		სამიზნე ცნებები
მოსწავლემ უნდა შეძლოს:		ჟანრი
Iუცხ.საშ.1.	ენობრივ-გრამატიკული საშუალებების, ჟანრული მახასიათებლების ცოდნისა და სტრატეგიების გამოყენებით სხვადასხვა ჟანრის ტექსტების მოსმენა/წაკითხვა და გაგება საჭირო ინფორმაციის მოსაპოვებლად.	(Iუცხ.საშ.1,2,3,5,6)
Iუცხ.საშ.2.	ენობრივ-გრამატიკული საშუალებების, ჟანრული მახასიათებლების ცოდნისა და სტრატეგიების გამოყენებით ზეპირი მეტყველება/ლაპარაკი კომუნიკაციის დასამყარებლად განსხვავებულ ფიზიკურ თუ ვირტუალურ საკომუნიკაციო სიტუაციებში.	სამეტყველო ქმედება (Iუცხ.საშ.2,3,4,5,6)
Iუცხ.საშ.3.	ენობრივ-გრამატიკული საშუალებების, ჟანრული მახასიათებლების ცოდნისა და სტრატეგიების გამოყენებით წერითი მეტყველება/წერა კომუნიკაციის დამყარების მიზნით განსხვავებულ საკომუნიკაციო სიტუაციებში, ტრადიციულ თუ ელექტრონულ ფორმატში.	ენობრივი საშუალებები (Iუცხ.საშ.1,2,3,4,5,6)
Iუცხ.საშ.4.	უცხოურენოვანი სხვადასხვა ჟანრის ზეპირი თუ წერილობითი ტექსტების შინაარსი ხელმისაწვდომი გახადოს დაინტერესებულ პირთათვის (მაგ., თანაგუნდელისთვის, უცხოელი თანატოლისთვის) თარგმნის, თარჯიმნობის, შეჯამებისა თუ ინტერპრეტირების გზით.	კულტურათა დიალოგი (Iუცხ.საშ.6)
Iუცხ.საშ.5	სათანადო სტრატეგიების შერჩევითა და გამოყენებით ინტერაქციის წარმართვა ან სხვების ინტერაქციაში ჩართვა ნაცნობ თემებზე, აქტუალურ საკითხებსა თუ პრობლემებზე ინფორმაციის გასაცვლელად.	
Iუცხ.საშ.6	სხვადასხვა ქვეყნის სოციოკულტურულ კონტექსტებსა და კულტურებს შორის არსებული მსგავსებებისა და განსხვავებების გაგება, დაფასება და გაზიარება განსხვავებულ ენობრივ-კულტურულ საზოგადოებრივ ჯგუფებს შორის დიალოგის ხელშეწყობის მიზნით.	

საფეხურის შედეგი - საფეხურის შედეგები არის ზოგადი ორიენტირები, რომლებიც სასკოლო საზოგადოებისთვის საგნის სწავლების მიზნებს განსაზღვრავს. პასუხს სცემს შეკითხვას: რა უნდა შეეძლოს მოსწავლეს საფეხურის/ქვესაფეხურის (და არა კონკრეტული სასწავლო წლის) ბოლოს? თითოეული სკოლა ვალდებულია მათზე დაფუძნებით შექმნას სასკოლო კურიკულუმი/სასკოლო სასწავლო გეგმა, სადაც აჩვენებს, თუ როგორ მიიღწევა საფეხურის შედეგები სკოლის საჭიროებებისა და შესაძლებლობების გათვალისწინებით¹.

შედეგები ჩამოყალიბებულია იმგვარად, რომ ისინი აქტუალურია საგნის სტანდარტით ან სასკოლო სასწავლო გეგმით განსაზღვრულ ნებისმიერ თემასთან მიმართებით.

შედეგი მოიცავს როგორც უნარებსა და ფაქტობრივ მასალას, ისე მიზანს/დანიშნულებას, რისთვისაც მოსწავლეს შეეძინილი ცოდნა სჭირდება.

¹ სასკოლო კურიკულუმი არის დოკუმენტი, რომელიც განსაზღვრავს, თუ რა საგნობრივ საკითხებს, დავალებებს, თემებს, ძირითად და დამატებით რესურსებს, შეფასების ინსტრუმენტებს სთავაზობს სკოლა საკუთარ მოსწავლეებს პიროვნული განვითარებისთვის/ეროვნული სასწავლო გეგმის შედეგების მისაღწევად. გამომდინარე იქიდან, რომ ყველა სკოლას განსხვავებული შესაძლებლობები და საჭიროებები აქვს, თითოეული სკოლის კურიკულუმი უნიკალურია.

- ეროვნული სასწავლო გეგმის დანერგვის პროცესში სასკოლო კურიკულუმი განიხილება მთავარ საშუალებად;
- სწავლა-სწავლების ხარისხის ასამაღლებლად;
- სასკოლო საზოგადოების ერთიან გუნდად ჩამოსაყალიბებლად;
- სასკოლო კულტურის გარდასაქმნელად;
- სკოლის ავტონომიურობის ხარისხის გასაზრდელად.

სასკოლო კურიკულუმთან მიმართებით, შინაარსის გარდა, მნიშვნელოვანია თავად ამ დოკუმენტზე მუშაობის პროცესიც. ეროვნული სასწავლო გეგმის დანერგვისას სკოლები სამინისტროსგან იღებენ რესურსებსა და ინსტრუმენტებს სასკოლო კურიკულუმის შესაქმნელად; კერძოდ, მათ განათლების სამინისტრო სთავაზობს თემატური მატრიცებისა და კომპლექსური დავალებების ნიმუშებს. მასწავლებლებმა ეს მასალა უნდა განიხილონ და საკუთარი სკოლის საჭიროებებს მოარგონ.

საგნობრივი სამიზნე ცნებები - ეროვნული სასწავლო გეგმის თითოეული შედეგი უკავშირდება საგნობრივ სამიზნე ცნებას. ეროვნულ სასწავლო გეგმაში ყველა საგნისთვის განსაზღვრულია რამდენიმე სამიზნე ცნება. საფეხურის დონეზე მათი დაუფლება, შედეგებთან ერთად, საგნის სწავლა-სწავლების გრძელვადიან მიზანს წარმოადგენს. ქვემოთ ჩამოთვლილია სამიზნე ცნებები საგნისთვის „პირველი უცხოური ენა, ინგლისური. თითოეული ცნების გვერდით ფრჩხილებში წერია, თუ რომელ შედეგებს უკავშირდება:

ჟანრი (შედეგი: I უცხ.საშ.1,2,3,4,5,6)

სამეტყველო ქმედება (შედეგი: I უცხ.საშ.2,3,4,5,6)

ენობრივი საშუალებები (შედეგი: I უცხ.საშ.1,2,3,4,5,6)

კულტურათა დიალოგი (შედეგი: II უცხ.საშ.6)

გრძელვადიან მიზნებს (შედეგებსა და სამიზნე ცნებებს) აზუსტებს და უფრო მკაფიოს ხდის ცნებასთან დაკავშირებული (ა) ქვეცნებები, (ბ) მკვიდრი წარმოდგენები და (გ) საფეხურის საკვანძო შეკითხვები.

ა) ქვეცნებები გამომდინარეობს სამიზნე ცნებიდან. მათი საშუალებით სასკოლო კურიკულუმში განისაზღვრება კონკრეტული საკითხები და ქვესაკითხები.

საგნის შინაარსი ქვეცნებები

სამიზნე ცნებები	ქვეცნებები
<p>ჟანრი (I უცხ.საშ.1,2,3,4,5,6)</p>	<p>კომუნიკაციის სიტუაციური მახასიათებლები:</p> <ul style="list-style-type: none"> • კომუნიკაციის მიზანი; • კომუნიკაციის მონაწილეები, ადრესატი, ადრესანტი, აუდიტორია და მათივინაობა (მაგ., გამყიდველი, შეკვეთის მიმღები, თანატოლები, ბლოგერი, კონფერენციის მონაწილეები და სხვ.); • კომუნიკაციის ადგილი და დრო; • კომუნიკაციის თემა; • კომუნიკაციის არხები/ფორმატი. <p>წერიტი კომუნიკაციის ჟანრები</p> <ul style="list-style-type: none"> • პრაგმატული ტექსტები (მაგ., განრიგი/პროგრამა, გზის მარშრუტი, ბეჭდური რეკლამა, აფიშა, განცხადება, ანონსი, რეზიუმე და სხვ.); • კორესპონდენცია (მაგ., ღია ბარათი, მეგობრული წერილი, ოფიციალური წერილი, გზავნილი, შეტყობინება/SMS/CHAT); • ესე მოსწავლისათვის ნაცნობ თემებზე; • საინფორმაციო-შემეცნებითი ტექსტები (მაგ., ცნობარი, ანოტაცია, ბუკლეტი, პოსტერი, ბროშურა, ტურისტული გზამკვლევი, პირადი გამომხაურება, საგაზეთო სტატია და სხვ.); • ოფიციალური-საქმიანი ტექსტები (მაგ., განცხადება, რეზიუმე/CV, სამოტივაციო წერილი, ბიოგრაფია, ავტობიოგრაფია, მოგონება, დღიური, დასხვ.); • მხატვრული ტექსტები (მაგ., მოგონება, ისტორიული მონათხრობი, მოთხრობა, იგავ-არაკი, ნოველა, ლეგენდა, ლექსი, პოემა). <p>ზეპირი მეტყველების ჟანრები - დიალოგი, ინტერვიუ, რეპორტაჟი, პრეზენტაცია, ზეპირი განცხადება, დისკუსია, ყოფით-საინფორმაციო რადიო ან ტელეგადაცემა (კულინარული, ამინდის პროგნოზი, სპორტული, შოუ და სხვ.).</p> <p>ტექსტის სტრუქტურა</p> <ul style="list-style-type: none"> • მარგანიზებული ვერბალური და არავერბალური ელემენტების განლაგება (მაგ., სათაური, ქვესათაური, აბზაცი, რუბრიკა, ილუსტრაცია, სქემა, ლოგო); • სასვენი ნიშნები; • ვიზუალური ეფექტები (ილუსტრაციები, ტიპოგრაფიული მინიშნებები - დახრილი, წვრილი/მსხვილი შრიფტი, ხაზგასმა). • არავერბალური კომუნიკაციის საშუალებები: ინტონაცია, მახვილი, პაუზა, ხმის ტემპი, მეტყველების ტემპი (ზეპირ ტექსტში). • ზეპირი ინტერაქციის სტრუქტურირება/ზეპირი დისკურსი - საუბრის/დისკუსიის წამოწყება, საუბარში/დისკუსიაში ჩართვა, გადამოწმება

	<p>იმის, რომ თანამოსაზრებმ გაიგო სათქმელი; საზღვრის/დისკუსიის დასრულება; სასაუბრო/სადისკუსიო თემის შემოტანა, გაშლა-განვითარება, თემის შეჯამება/დასრულება;</p> <ul style="list-style-type: none"> • სტრატეგიები: კითხვის, მოსმენის, ლაპარაკი და წერის სტრატეგიები
<p>სამეტყველო ქმედება (Iუცხ.საშ.2,3,4,5,6)</p>	<p>დისკურსული ფუნქციები (ფუნქციური სამეტყველო ქმედებები): ცალკეული ფუნქციური გამონათქვამები/გამონათქვამთა ბმული თანამიმდევრობა ინტერაქციისთვის:</p> <ul style="list-style-type: none"> • ინფორმაციის მოსაპოვებლად ან მის შესახებ (მაგ., სახელდება, აღწერა, თხრობა, უარყოფა/დადასტურება, ჩასწორება, კითხვის დასმა, პასუხის გაცემა მოთხოვნით ინფორმაციაზე და სხვ.); • ემოცია-გრძნობისა და შეხედულებების-დამოკიდებულებების შესახებ; • აქტივობებსა და ქმედებებზე (ნებართვის აღება, დაპირება, რაიმე გაკეთების შეთავაზება და სხვ.); • სოციალურ რიტუალებში (მაგ., ბოდიშის მოხდა, მილოცვა, წარდგენა და სხვ.); • დროისა და სივრცის შესახებ.
<p>ენობრივი საშუალებები (Iუცხ.საშ.1,2,3,4,5,6)</p>	<p>ლექსიკა</p> <ul style="list-style-type: none"> • სემანტიკური კავშირები - სინონიმები, ანტონიმები, ომონიმები, ლექსიკური ბუდეები (მაგ., პური, მეპურე, საპურე); • შესიტყვებები, ფრაზეოლოგიზმები; • სიტყვები და შესიტყვებები დროითი, სივრცითი, რაოდენობრივი, თვისებრივი მოცემულობებისა და ლოგიკური კავშირების გამოსახატავად; <p>გრამატიკა</p> <ul style="list-style-type: none"> • ფონეტიკა • ორთოეპია • მორფოლოგია • მართლწერის საკითხები • სინტაქსი <p>სტრატეგიები: ლექსიკის და გრამატიკის სწავლის სტრატეგიები</p>
<p>კულტურათა დიალოგი (Iუცხ. საშ.6)</p>	<p>სოციოკულტურული რეალიები</p> <ul style="list-style-type: none"> • ზნე-ჩვეულებები, ადათ-წესები; • ქცევისა და მეტყველების ეტიკეტი; • ზეიმები და დღესასწაულები; • სამზარეულო; • სასკოლო განათლების თავისებურებები (მაგ., სასკოლო საგნები, სასკოლო დღის განრიგი, სასკოლო კალენდარი, საფეხურების მოწყობა და სხვ.). <p>კულტურული არტეფაქტები სიმღერა, სპექტაკლი, სახვითი ხელოვნების ნიმუში, ფილმი, პოეზიის ნიმუში და სხვ.</p> <p>ენაში აღბეჭდილი სამყარო კომპოზიტები, ანდაზები, მყარი შესიტყვებები, ფრაზეოლოგიზმები.</p>

GRAMMAR (UPPER SECONDARY LEVEL)

Articles:

Indefinite, definite, zero: A(n), the, 0

Nouns:

- Countable/Uncountable
- Regular/Irregular
- Case
- Number

Numbers:

- Cardinal/Ordinal

Pronouns

- Personal
- Impersonal (e.g one, you, they),
- Possessive
- Indefinite
- Demonstrative
- Relative
- Reflexive
- Interrogative

Quantifiers and determiners:

- All, much, many, little, few, any, no
- Each, both, every
- Either, neither, none of

Adjectives

- Comparative and superlative degrees
- -ed/-ing adjectives
- Intensifiers: such, enough
- Order of adjectives
- Collocation of adjective

Adverbs

- Adverbial phrases of time and place
- Adjectives and adverbs
- Adverbial phrases of degree/extent
- Comparative and superlative form of adverbs
- Intensifiers (such as too, so, enough)
- Wide range (such as extremely, much, too)

Wordbuilding:

- Suffixes/Prefixes/Compound words

Types of sentences:

- Declarative/Imperative/Interrogative/Exclamatory

Sentence Structures and word order

- Sentence structures: Simple/Compound/Complex/Compound-complex

- Sentence patterns: Subject/Verb/Object; Subject-Verb-Adjective; Subject-Verb-Adverb; Subject-Verb-Noun
- Word order: adjectives, adverbs, indirect objects
- Impersonal sentences (e.g. It takes two hours to get there; it's a good idea!)
- Cleft sentences for making emphasis (e.g. it was him who invented this machine)

Conjunctions:

- Coordinating and subordinating (with the focus on B1 level connecting words expressing cause and effect, contrast, purpose and reason).

Question forms:

- Yes/No
- Wh questions
- Question tags with negative and positive statements (e.g. you're tired, aren't you? You won't go, will you?) for checking agreement and disagreement – meaning, form and intonation.

Verb Tenses:

Active voice:

- **Present** simple/continuous/perfect; perfect continuous
- **Past** simple/continuous/perfect;
- **Used to**
- **'Would'** expressing habit in the past (e.g. During the summer holiday we would get up early).
- **Future forms** –will and be going to (prediction), present continuous (planned future), present simple (timetables, schedules), future continuous

Passive voice:

- Present simple/continuous/perfect/
- Past simple/continuous
- Future forms

Modals

- Modals of probability (e.g. it may rain)
- Modals of obligation (e.g. you have to/must study)
- Modals of deduction in the present (certainty/uncertainty; possibility/impossibility) (e.g. your eyes are red, you must be tired; they look somewhat alike, they might be siblings)

Conditionals

- Zero Conditional (general truth): *If+present simple, present simple*
- First conditional (real future): *If+present simple, will+infinitive*
- Second Conditional (unreal present): *If+past simple, would+infinitive*

Reported speech:

- Range of tenses (see the list of tenses above): reported statements/ questions/imperatives

Phrasal verbs

- Repertoire meeting B1 level requirements

ბ) მკვიდრი წარმოდგენები შემოფარგლავს ცნების მოცულობას და განსაზღვრავს, რა უნდა ჰქონდეს გაცნობიერებული მოსწავლეს ამ ცნებასთან მიმართებით საფეხურის ბოლოს. მათი საშუალებით წარმოჩნდება განზოგადებები, რომლებამდეც მოსწავლე უნდა მივიდეს ნებისმიერი თემის სწავლა-სწავლების პროცესში. მკვიდრი წარმოდგენები მჭიდროდ უკავშირდება ერთმანეთს (არ შეიძლება მათი იზოლირებულად დამუშავება). ისინი განისაზღვრება სასკოლო კურიკულუმის და არა ეროვნული სასწავლო გეგმის დონეზე.

სამიზნე ცნება	სამიზნე ცნებასთან დაკავშირებული მკვიდრი წარმოდგენები მოსწავლემ უნდა გააცნობიეროს, რომ:
ჟანრი	<ol style="list-style-type: none"> 1. დისკურსული /დისკურსში გამოყენებული ჟანრი კომუნიკაციის სპეციფიკურიფორმაა, რომელიც ხორციელდება ტიპობრივ საკომუნიკაციო სიტუაციაში. ჟანრი ამოიცნობა სიტუაციური მახასიათებლებით - ადგილით, მიზნით, მონაწილეთა ვინაობით, თემით და სხვ. (მაგ., დიალოგი სავაჭრო ობიექტში); 2. ერთი და იმავე დისკურსული ჟანრის ტექსტებს აქვთ საერთო სტრუქტურული და შინაარსობრივი მახასიათებლები; 3. წარმატებული კომუნიკაციის დასამყარებლად მნიშვნელოვანია სიტუაციური ფაქტორების შესაბამისი ვერბალური (ლექსიკის, გრამატიკული ფორმების შერჩევა) და არავერბალური (ინტონაცია, პაუზა, ჟესტ-მიმიკა, რუბრიკები, ილუსტრაცია, სქემა და სხვა.) საშუალებების შერჩევა;
სამეტყველო ქმედება	<ol style="list-style-type: none"> 1. საკომუნიკაციო სიტუაციაში მეტყველება ხორციელდება სხვადასხვა ფუნქციით (<i>რჩევის მიცემა, აღწერა-დახასიათება, ინტერაქცია სოციალურ რიტუალებში, გზის მითითება, დამოკიდებულების გამოხატვა, ახსნა და სხვა</i>); 2. წარმატებული კომუნიკაციისთვის მნიშვნელოვანია სამეტყველო ქმედებების მიზნობრივად განხორციელება სათანადო გამონათქვამების და ენობრივ-გრამატიკული ფორმების გამოყენებით.
ენობრივი საშუალებები	<ol style="list-style-type: none"> 1. ყოველ ენას თავისებური, სხვა ენებისგან განსხვავებული სპეციფიკური ფონეტიკური, მორფოლოგიური, სინტაქსური და ლექსიკური სისტემები აქვს. 2. ფონეტიკის, ლექსიკისა და გრამატიკის შესწავლა და მათი ფუნქციურად გამოყენება მნიშვნელოვანია წარმატებული ზეპირი და წერიტი კომუნიკაციისთვის.
კულტურათა დიალოგი	<ol style="list-style-type: none"> 1. ენა და კულტურა ერთმანეთისაგან განუყოფელია: უცხო ენის შესწავლისას აღმოვაჩინებ განსხვავებულ სოციოკულტურულ და კულტურულ სამყაროსაც. 2. სხვადასხვა ქვეყნის სოციოკულტურულ კონტექსტებსა და კულტურებს შორის არსებობს მსგავსებებიც და განსხვავებებიც. 3. სოციოკულტურულ თავისებურებათა გაგება და გაზიარება ამდიდრებს ჩვენს ცოდნა-გამოცდილებას და გვეხმარება კულტურული თვითმყოფადობისმნიშვნელობის გაგებაში, საკუთარი ენისა და კულტურის უკეთ გაცნობიერებაში.

გ) საფეხურის საკვანძო შეკითხვების საშუალებით გამოიკვეთება აქცენტები, რომლებზე ორიენტირებითაც უნდა წარიმართოს სწავლა-სწავლების პროცესი.

ჟანრი

- როგორ შევუსაბამო კონკრეტული ჟანრის ტექსტის სტრუქტურა საკომუნიკაციო სიტუაციის მახასიათებლებს?
- როგორ შევარჩიო სიტყვები, გრამატიკული ფორმები საკომუნიკაციოსიტუაციის გათვალისწინებით?
- რა სტრატეგიები გამოვიყენო ზეპირი/წერილობითი ჟანრის ტექსტის უკეთ გასაგებად-გასააზრებლად?
- რა სტრატეგიები დამეხმარება ზეპირი/წერილობითი ჟანრის ტექსტის უკეთ შექმნაში/ როდუცირებაში?

სამეტყველო ქმედება

- როგორ შევძლო სამეტყველო ქმედებების თანმიმდევრულად განხორციელება?
- რომელი გამონათქვამები, რომელი ენობრივ-გრამატიკული ფორმები უნდა გამოვიყენო კონკრეტული ფუნქციის გამოსახატავად?

ენობრივი საშუალებები

- როგორ დავიმახსოვრო ლექსიკური მასალა და გრამატიკული ფორმები?
- როგორ გავიგო და ავითვისო გრამატიკული კანონზომიერებები?

კულტურათა დიალოგი

- როგორ წარმოვაჩინო მშობლიურ და უცხო ენასა და კულტურას შორის არსებული მსგავსებები და განსხვავებები?
- როგორ შევუწყო ხელი კულტურათა დიალოგს?

3) ესგ და შუალედური მიზნები

გრძელვადიანი მიზნების მისაღწევად საჭიროა სასწავლო პროცესი დაიყოს შუალედურ სასწავლო მიზნებად. განსხვავებით გრძელვადიანი მიზნებისგან (რომელიც უკვე განსაზღვრულია ეროვნული სასწავლო გეგმით), შუალედურ სასწავლო მიზნებს სკოლა განსაზღვრავს საკუთარი საჭიროებებისა და შესაძლებლობებიდან გამომდინარე.

გრძელვადიანი მიზნების საფუძველზე შუალედური მიზნების გამოსაყოფად, უპირველეს ყოვლისა, აუცილებელია სასწავლო თემის, როგორც სტრუქტურული ერთეულის მნიშვნელობის გააზრება. ეროვნული სასწავლო გეგმის მოთხოვნების მიხედვით, თემა წარმოადგენს კონტექსტს, რომლის ფარგლებშიც უნდა დამუშავდეს ეროვნული სასწავლო გეგმის ყველა შედეგი და სამიზნე ცნება. მნიშვნელოვანია მასწავლებელმა სწორად დაინახოს, თუ თემის ფარგლებში რა კონკრეტულ სახეს მიიღებს ეროვნული სასწავლო გეგმის გრძელვადიანი მიზნები (შედეგები და სამიზნე ცნებები). ამის გააზრებაში მას დაეხმარება შედეგების მიღწევის ინდიკატორები - ინდიკატორები აკავშირებს თემას საფეხურის შედეგებთან.

სასწავლო თემების ფარგლებში შედეგების მიღწევის ინდიკატორები

სტანდარტის ზოგადი კრიტერიუმები დაკონკრეტდება ცალკეულ თემაში წარმოდგენილი შინაარსის გათვალისწინებით.

თემის ფარგლებში შედეგების მიღწევის ზოგადი ინდიკატორები სამიზნე ცნებების მიხედვით ჟანრი (Iუცხ.საშ.1, 2, 3, 4, 5, 6) - მოსწავლემ უნდა შეძლოს:

- **მოსმენა/ კითხვა/ მოსმენა-ყურება** - განსახილველ თემატიკაზე კონკრეტული წერილობითი/ზეპირი ჟანრის ტექსტებზე დაყრდნობით მოსასმენი/საკითხავი ამოცანების გადაჭრა სათანადო სტრატეგიების გამოყენებით;
- **წერა/ წერითი მეტყველება** - ნაცნობ თემატიკაზე წერილობითი ჟანრის ტექსტების შექმნა სათანადო სტრატეგიების გამოყენებით: სტრუქტურული მახასიათებლების დაცვა, მიზნის შესაბამისად აზრის თანმიმდევრულად ჩამოყალიბება (ქრონოლოგიური, სივრცითი თუ ლოგიკური კავშირების გამოკვეთა მარტივი ენობრივი საშუალებების გამოყენების გზით);
- **ლაპარაკი/ზეპირი მეტყველება** - ზეპირი ჟანრის ტექსტების (მაგ. ინტერვიუ, დიალოგი, პრეზენტაცია) მახასიათებლების დაცვით ნაცნობ თემატიკაზე გასაგებად და თანმიმდევრულად ლაპარაკი საკომუნიკაციო სიტუაციის შესაბამისი არავერბალური კომუნიკაციის საშუალებებისა (ინტონაციის, მახვილის, პაუზის, მიმიკა-ჟესტიკულაციის) და სტრატეგიების გამოყენებით;
- **ინტერაქცია** - ნასწავლ თემატიკაზე ზეპირ თუ წერილობით ინტერაქციაში მონაწილეობა, ინტერაქციის სტრუქტურირება - ინტერაქციის წამოწყება, ინტერაქციაში თანმიმდევრულად ჩართვა, ინტერაქციის დასრულება;
- **მედიაცია** - ნაცნობი თემატიკის შემცველი უცხოენოვანი ზეპირი და წერილობითი ჟანრის ტექსტების შინაარსის მესამე პირისთვის გაზიარება სხვადასხვა გზით (შეჯამება, ჩანიშვნება, ინტერპრეტირება, თარგმნა, თარჯიმნობა).

სამეტყველო ქმედება (Iუცხ.საშ.2, 3, 4, 5, 6) - მოსწავლემ უნდა შეძლოს:

- ნაცნობ საკომუნიკაციო სიტუაციაში ფუნქციური სამეტყველო ქმედებების მიზნობრივად განხორციელება სათანადო ნასწავლი გამონათქვამებისა და ლექსიკურ-გრამატიკული ცოდნის გამოყენებით;

ენობრივი საშუალებები (Iუცხ.საშ.1, 2, 3, 4, 5, 6) - მოსწავლემ უნდა შეძლოს:

- სათანადო სტრატეგიების გამოყენებით თემაში ნასწავლი ლექსიკური თემატიკისა და გრამატიკული საკითხების ცოდნის ფუნქციურ კონტექსტებში მართებულად გამოყენება;

კულტურათა დიალოგი (Iუცხ.საშ.6) - მოსწავლემ უნდა შეძლოს:

- თემაში შესწავლილი კულტურული და სოციოკულტურული თავისებურებების წარმოჩენა და გაზიარება. მესამე თაობის ეროვნული სასწავლო გეგმის მოთხოვნების მიხედვით შუალედური მიზანი, რომელიც თემის

ფარგლებში გამოიყოფა, გულისხმობს სამ აუცილებელ კომპონენტს:

- (1) პროდუქტი, რომელსაც ქმნის მოსწავლე (მაგ. პირველ უცხოურ ენაში შეიძლება შეიქმნას შემდეგი პროდუქტები: პოსტერი, ინტერვიუ, ბლოგპოსტი, რეპორტაჟი, რეკლამა, აფიშა, კულინარული რეცეპტი და სხვ.);
- (2) ძირითადი საკითხი, რომელსაც შეეხება კომპლექსური დავალება;
- (3) შეფასების კრიტერიუმები, რომლებიც მიემართება სამიზნე ცნების მკვიდრ წარმოდგენებს.

4) ესა და სასწავლო თემები

წლიური პროგრამისა და სასწავლო თემის აგების პრინციპები

წლიური პროგრამა სტანდარტზე დაყრდნობით იგეგმება და გვიჩვენებს სტანდარტის მოთხოვნათა რეალიზების გზებს. წლიური პროგრამა სარეკომენდაციო ხასიათისაა. სკოლას შეუძლია გამოიყენოს რეკომენდაციის სახით შეთავაზებული წლიური პროგრამა ან თავად დასახოს სტანდარტის მიღწევის გზები. წლიური პროგრამები უნდა დაიგეგმოს სასწავლო თემების საშუალებით (შედეგი არ წარმოადგენს დამოუკიდებელ სასწავლო ერთეულს - თემას).

სასწავლო თემის დასაგეგმად გამოიყენება შემდეგი კომპონენტები:

<p>სასწავლო თემა</p> <p>სასწავლო თემა წარმოადგენს ფუნქციურ კონტექსტს, რომელიც სტანდარტის შედეგების, ცნებებისა თუ კონკრეტული საკითხების ინტეგრირებულად და ურთიერთდაკავშირებულად სწავლების საშუალებას იძლევა. თითოეული თემის ფარგლებში, შეძლებისდაგვარად, უნდა დამუშავდეს სტანდარტის ყველა შედეგი.</p>
<p>ცნებები, ტექსტები, საკითხები</p> <p>ტექსტებისა და საკითხების მეშვეობით მოსწავლე გაიაზრებს ცნების შინაარსს, ამუშავებს საკვანძო შეკითხვებს, ასრულებს კომპლექსურ დავალებებს.</p>
<p>საკვანძო შეკითხვები</p> <p>თემატური საკვანძო შეკითხვები გამომდინარეობს საფეხურებრივი საკვანძო შეკითხვებიდან და დაისმის თემის კონკრეტულ კონტექსტში. მათი ფუნქციაა:</p> <ul style="list-style-type: none"> • მოსწავლის წინარე ცოდნის გააქტიურება, ცნობისმოყვარეობის გაღვივება, პროვოცირება ახალი ცოდნის შესაძენად; • სასწავლო თემის შედეგზე ორიენტირებულად სწავლა-სწავლების უზრუნველყოფა; • თემის სწავლა-სწავლების პროცესში შუალედური ბიჯების/ეტაპების განსაზღვრა. საკვანძო შეკითხვა წარმოადგენს მაორგანიზებელ ელემენტს, რომელიც სასწავლო თემის ფარგლებში ასრულებს გაკვეთილ(ებ)ის მიზნის როლს.
<p>აქტივობები</p> <p>მიმდინარე დავალებების ტიპების/ნიმუშების ჩამონათვალი, რომლებიც შეიძლება იყოს გამოყენებული გაგება-გააზრების პროცესების ხელშესაწყობად, ასევე ცოდნის ათვისების, განმტკიცებისა თუ შეჯამების მიზნით.</p> <p>კომპლექსური/პროექტულ დავალებათა იდეების ჩამონათვალი</p> <p>კომპლექსური/პროექტული დავალებები წარმოადგენს იმგვარ აქტივობებს, რომელთა შესრულება მოითხოვს სხვადასხვა ცოდნათა ინტეგრირებულად გამოყენებას ფუნქციურ კონტექსტებში.</p>
<p>შეფასების ინდიკატორები</p> <p>შეფასების ინდიკატორები სტანდარტის შედეგებიდან გამომდინარეობს და აჩვენებს, რა უნდა შეძლოს მოსწავლემ კონკრეტული თემის ფარგლებში. სხვა სიტყვებით, ინდიკატორები წარმოადგენს კონკრეტულ თემაში რეალიზებულ შედეგებს. ინდიკატორებში დაკონკრეტებულია ცოდნის ის სავალდებულო მინიმუმი, რომელსაც მოსწავლე თემის ფარგლებში უნდა დაეუფლოს. შეფასების ინდიკატორებზე დაყრდნობით ყალიბდება კრიტერიუმები შეფასების რუბრიკებისთვის.</p>
<p>მკვიდრი წარმოდგენები</p> <p>მკვიდრი წარმოდგენები განისაზღვრება სტანდარტის შედეგებზე დაყრდნობით. ეს არის ზოგადი წარმოდგენები, რომლებიც თემის შესწავლისას უნდა ჩამოყალიბდეს მოსწავლის ხანგრძლივ მეხსიერებაში მის (მოსწავლის) წინარე წარმოდგენებზე დაყრდნობით, რათა მას თემის ფარგლებში დასახული მიზნების მიღწევა გაუადვილდეს. მკვიდრი წარმოდგენები აზროვნების საყრდენია გაგების აქტების განსახორციელებლად.</p>

როგორ აიგება სასწავლო თემა?

სასწავლო თემის ასაგებად უმთავრესი ორიენტირებია სტანდარტის შედეგები. ისინი სტანდარტში სავალდებულო სახითაა განსაზღვრული. სტანდარტის ცნებებსა და შედეგებზე დაყრდნობით განისაზღვრება საკვანძო შეკითხვები და შეფასების ინდიკატორები, შეირჩევა ტექსტები, შემუშავდება იდეები შემაჯამებელი კომპლექსური დავალებებისთვის. ამის შემდეგ განისაზღვრება საგნობრივი საკითხები, რესურსები, დავალებების ტიპები/ნიმუშები. თითოეულ თემაზე მუშაობის პროცესი მოემსახურება ზოგადი მკვიდრი წარმოდგენების ჩამოყალიბებას. უცხოურ ენაში მკვიდრი წარმოდგენები განისაზღვრება სტანდარტის მოთხოვნებზე დაყრდ- ნობით და საერთო სასწავლო წლის თემებისათვის.

ქვემოთ თემის ასაგებად გადასადგმელი ნაბიჯები წარმოდგენილია სქემატურად, ცხრილის სახით.

ცხრილი. სასწავლო თემის აგების პროცესი

ნაბიჯი 1. თემატური საკვანძო შეკითხვების დასმა
ნაბიჯი 2. შეფასების ინდიკატორების განსაზღვრა
ნაბიჯი 3. თემის ტექსტების/რესურსების შერჩევა
ნაბიჯი 4. შემაჯამებელი კომპლექსური დავალებების იდეების შემუშავება
ნაბიჯი 5. საკითხების განსაზღვრა
ნაბიჯი 6. მიმდინარე აქტივობებისა და დავალებების განსაზღვრა-დაგეგმვა
ნაბიჯი 7. მკვიდრი წარმოდგენების განსაზღვრა

თემის სწავლა-სწავლების პროცესის ტაბულა

ქვემოთ მოცემულია პროცესის ტაბულა, რომელიც აჩვენებს, თუ როგორ მუშავდება კომუნიკაციურ-ენობრივი უნარები, როგორ წარიმართება, ერთი თემატური ერთეულის ფარგლებში, მოსწავლის აქტივობასა და სწავლის პროცესზე ორიენტირებული სწავლა-სწავლება. სწავლის პროცესზე ორიენტირება მოსწავლეს ეხმარება სწავლის სტრატეგიების ათვისებაში, რაც ხელს უწყობს მას მიღწევების გაუმჯობესებაში.

თემა:
მოსმენა- გაგების პროცესი
საკვანძო შეკითხვები: როგორ მოვიქცე ტექსტის შინაარსის გასაგებად? რომელი სტრატეგია უნდა გამოვიყენო და რატომ? რატომ არის მნიშვნელოვანი მეტაკოგნიტური უნარები?
ტექსტი/ტექსტები:
ბიჯები და სწავლა-სწავლების სტრატეგიები

ფაზა: მოსმენამდე

საკვანძო შეკითხვები: როგორ მოვემზადო ტექსტის მოსასმენად?

მოსმენის წინარე სტრატეგიები:

ბიჯი 1. დავალების ნათლად გააზრება და დაზუსტება პირობის გაანალიზების გზით; საჭიროებისამებრ, დამატებითი დაზუსტებების მოთხოვნა;

ბიჯი 2. სხვადასხვა ხერხით შინაარსის წინასწარ განჭვრეტა (მაგ., ვარაუდის გამოთქმა ილუსტრაციებზე, სათაურზე დაყრდნობით);

ბიჯი 3. ტექსტის გასააზრებლად საჭირო წინარე ცოდნის (ენობრივი, ტექსტობრივი, თემასთან დაკავშირებული) გახსენება-გააქტიურება; საჭიროებისამებრ (ტექსტის სირთულის მიხედვით) რამდენიმე აუცილებელი საკვანძო სიტყვის/ მყარი შესიტყვების დამუშავება.

ფაზა: მოსმენის დროს

საკვანძო შეკითხვა: როგორ მოვიქცე, რომ უკეთ გავიგო ტექსტი? როგორ გავიადვილო ტექსტის გაგება?

მოსმენის სტრატეგიები:

ბიჯი 4. პირველი მოსმენა - ტექსტის ზოგადი შინაარსის გასაგებად გაცნობითი მოსმენა:

- ყურადღების გამახვილება მხოლოდ ნაცნობ სიტყვებსა და გამოთქმებზე, არავერბალურ ელემენტებზე (მაგ., მიმიკა-ჟესტიკულაცია, ხმის ტემბრი, ილუსტრაცია);

ბიჯი 5. სხვადასხვა ტიპის აქტივობის გამოყენებით ტექსტის მრავალჯერადი მოსმენა მთლიანი შინაარსის ეტაპობრივი კონსტრუირებისათვის:

მოსმენის სტრატეგიები:

- ჩანიშვნების გაკეთება;
- ინფორმაციის დაჯგუფება, ორგანიზება სხვადასხვა გრაფიკის, სქემის გამოყენებით;
- გაუგებარი მონაკვეთის თავიდან მოსმენა;
- უცნობი სიტყვების მნიშვნელობის გამოცნობა კონტექსტზე დაყრდნობით;
- სელექციური მოსმენა - ყურადღების მიზანმიმართულად გამახვილება კონკრეტულ ინფორმაციაზე.

ფაზა: მოსმენის შემდეგ

საკვანძო შეკითხვები: როგორ გავიგე ტექსტი? რით უკავშირდება ჩემს გამოცდილებას?

რამ შემაფარნა გაგების პროცესში? რატომ გამიჭირდა ტექსტის გაგება? როგორ უნდა გადაემეჭრა ეს პრობლემა? რამ შემინწყო ხელი მოსასმენი ამოცანის წარტმამეჭებით გადაჭრაში?

ბიჯი 6. გაგებულის გადამონმება, შეკითხვების, რეფორმულირებების და კომენტარების დახმარებით; დაზუსტება ინფორმაციის, მართებულ ვარიანტამდე მისვლა;

ბიჯი 7. მოსმენილის დაკავშირება საკუთარ გამოცდილებასთან; განცდილის, ნაზრევის გაზიარება(ენის ფლობის დაბალ საფეხურზე - მშობლიურ ენაზე);

ბიჯი 8. მეტაკოგნიტური პაუზა: დაფიქრება ტექსტის გაგებისათვის გამოყენებულ მიდგომებთან(მეტაკოგნიცია);

- დაფიქრება გამოყენებული სტრატეგიებზე, ეფექტიანობის შეფასება, შედარება სხვების მიერ გამოყენებულ სტრატეგიებთან;
- გაგების პროცესის გაუმჯობესებისათვის შესაძლო გზების შეთავაზება/მითითება.

როგორ მოვიქცე ენობრივ-გრამატიკული მასალის ასათვისებლად? როდის რომელი სტრატეგია უნდა გამოვიყენო და რატომ?

გარდამავალი ფაზა პროდუცირებისაკენ

ბიჯი 9.

- ტექსტზე დაფუძნებით ენობრივი (ფონეტიკური, ლექსიკური, გრამატიკული) უნარების განვითარება, ახალი ენობრივი მასალის (ლექსიკა, გრამატიკული ფორმები, შესიტყვებები, სამეტყველო ფუნქციები) ათვისება სხვადასხვა ენობრივი აქტივობით;

სწავლის სტრატეგიები:

- **ინდუქციური მიდგომა** - კონკრეტულ მაგალითებზე დაყრდნობით წესის გამოყვანა;
- **დედუქციური მიდგომა** - ენობრივი კანონზომიერების/წესის ამოცნობა, განზოგადება და გამოყენება კონკრეტულ მაგალითებში;
- **პარალელების გავლება მშობლიურ ან სხვა ენასთან** - ნიშანდობლივი ენათშორისი შედარებების გაკეთება შესასწავლი ენის სისტემისა და ფუნქციონირების გაგების ხელშესაწყობად;
- **დამახსოვრების ხერხების გამოყენება** - მაგ., რამდენჯერმე გადაწერა ან ხმამაღლა გამეორება, დაჯგუფება, კონტექსტში ჩასმა/გამოყენება, ასოცირება, ჩანიშვნების გაკეთება და სხვ.

ლაპარაკი

საკვანძო შეკითხვები: როგორ მოვიქცე, რომ წარმატებით გავართვათ თავი ზეპირ საკომუნიკაციო ამოცანას? როდის რომელი სტრატეგია უნდა გამოვიყენო და რატომ? რატომ არის მნიშვნელოვანი მეტაკოგნიტური სტრატეგიები?

ბიჯები და სწავლის სტრატეგიები

ფაზა: მომზადება კომუნიკაციისთვის

საკვანძო შეკითხვა: როგორ მოვემზადო ზეპირი კომუნიკაციისთვის?

ბიჯი 1. დავალების მოთხოვნათა ნათლად გააზრება, საჭიროებისამებრ, დამატებითი დაზუსტებების მოთხოვნა;
ბიჯი 2. საკომუნიკაციო სიტუაციის ელემენტების დაზუსტება (თემა, მიზანი, ადრესატი/აუდიტორია, კონტექსტი, ტექსტის ტიპი);

ბიჯი 3. მომზადება აუდიტორიის წინაშე გამოსასვლელად;

სწავლის სტრატეგიები

- **ცოდნის მობილიზება** - საჭირო ენობრივი რესურსების (შესიტყვებების, კლიშეების, საკვანძო სიტყვების, სამეტყველო აქტების, გრამატიკული ფორმების) გახსენება და/ან მოძიება და ჩანიშვნა. საჭიროებისამებრ, დამატებითი ინფორმაციის მოძიება-ჩანიშვნა
- **გეგმის მომზადება** (პრეზენტაციის შემთხვევაში - საპრეზენტაციო მასალის);
- **რეპეტიციის გავლა** - წარმოთქმის, ინტონაციის, თავისუფლად მეტყველების უნარის გასავარჯიშებლად, ლელვის შესამცირებლად; ვარჯიშისას ხმის, არავერბალური ელემენტების -სახის გამომეტყველების, შესტიკულაციის გაკონტროლება.

ზეპირი კომუნიკაციისას

საკვანძო შეკითხვა: როგორი სტრატეგიები გამოვიყენო ზეპირი კომუნიკაციის ამოცანის წარმატებით გადასაჭრელად?

ბიჯი 4. გამოსვლა აუდიტორიის წინაშე;

- **სტრატეგია - პარაფრაზირება** - საუბრის დროს სიტყვის დავიწყების/არცოდნის შემთხვევაში საკომპენსაციო საშუალებების (მაგ., შესტიკულაციით მითითება, ნაგულისხმევი საგნის აღწერა ანმისი დანიშნულების აღნიშვნა) გამოყენება.

ფაზა: ზეპირი კომუნიკაციის შემდეგ

საკვანძო კითხვები: რატომ ვერ გადავჭერი წარმატებით საკომუნიკაციო ამოცანა? როგორ სტრატეგიების გამოვიყენე? რამ შემაფერხა? როგორ გავაუმჯობესო ზეპირი მეტყველების უნარი? რამ შემინყო წინსვლაში ხელი?

ბიჯი 5. საკუთარი გამოსვლის შეფასება - წარმატებული ასპექტებისა და ხარვეზების ამოცნობა;

ბიჯი 6. მეტაკოგნიტური პაუზა: დაფიქრება გამოყენებულ სტრატეგიებზე, გაუმჯობესების სამოქმედო გეგმის შედგენა.

კითხვა
საკვანძო შეკითხვები: როგორ მოვიქცე ტექსტის ტიპის ამოსაცნობად და ტექსტის შინაარსის გასაგებად? რომელი სტრატეგია უნდა გამოვიყენო და რატომ? რატომ არის მნიშვნელოვანი მეტაკოგნიტური სტრატეგიები?
ბიჯები და სტრატეგიები
ფაზა: კითხვამდე საკვანძო შეკითხვა: როგორ მოვემზადო ტექსტის წასაკითხად?
<p>ბიჯი 1. დავალების მოთხოვნათა ნათლად გააზრება და დაზუსტება პირობის გაანალიზების გზით, საჭიროებისამებრ, დამატებითი დაზუსტებების მოთხოვნა;</p> <p>ბიჯი 2. მომზადება ტექსტის გაგების პროცესის ხელშესაწყობად.</p> <p>კითხვის წინარე სტრატეგიები სტრატეგიები:</p> <ul style="list-style-type: none"> • სხვადასხვა ხერხით შინაარსის წინასწარ განჭვრეტა (მაგ., ვარაუდის გამოთქმა ილუსტრაციებზე, სათაურზე. ტექსტის სტრუქტურაზე დაყრდნობით) • ტექსტის გასააზრებლად საჭირო წინარე ცოდნის (ენობრივი, ტექსტობრივი, თემასთან დაკავშირებული) გახსენება-გააქტიურება; • თუ ტექსტი მოსწავლეთა ენის ცოდნის დონესთან შედარებით რთულია, ტექსტის გაგებისათვის საჭირო საკვანძო სიტყვების/შესიტყვებების ენობრივ ფორმების დამუშავება.
ფაზა: კითხვის დროს, შინაარსის კონტრუირების პროცესი; საკვანძო შეკითხვა: როგორ მოვიქცე, რომ უკეთ გავიგო ტექსტი? როგორ გავიადვილო ტექსტის გაგება?
<p>ბიჯი 3. პირველი წაკითხვა ტექსტის ზოგადი შინაარსის გასაგებად გაცნობითი კითხვის სტრატეგიის გამოყენებით;</p> <ul style="list-style-type: none"> • სწავლის სტრატეგიები: • ყურადღების მიმართვა ტექსტის სტრუქტურაზე, მის მარჯვნივ სიტყვიერ და არასიტყვიერ ელემენტებზე; სათაურის/ქვესათაურების, წარწერების, გამოყოფილი სიტყვების, აბზაცების პირველი და/ან ბოლო წინადადების წაკითხვით და მათზე დაყრდნობით შინაარსზე წარმოდგენის შექმნა. <p>ბიჯი 4. სხვადასხვა აქტივობის გამოყენებით ტექსტის მრავალგვარად დამუშავება მისი შინაარსის ეტაპობრივი კონსტრუირებისათვის;</p> <p>შესწავლითი კითხვის სტრატეგიები:</p> <ul style="list-style-type: none"> • ტექსტის მთლიანად ჩაკითხვა უცნობ სიტყვებზე შეჩერების გარეშე; • გაუგებარ მონაკვეთებთან მიბრუნება; • მონაკვეთების, ეპიზოდების წარმოდგენაში გაცოცხლება; • გამოცნობა - უცნობი სიტყვების, გამოთქმების მნიშვნელობის ამოცნობა ნაცნობი ელემენტების (ილუსტრაციების, ნაცნობი ფუნქციის, კონტექსტის, მშობლიურ ენაში დამკვიდრებული უცხოური სიტყვების და სხვ.) დახმარებით. • უცნობი სიტყვების ამონერა და ლექსიკონში წახვლა; • შეკითხვების დასმა; • ტექსტის მომდევნო მონაკვეთის შინაარსის განჭვრეტა; • ინფორმაციის დაჯგუფება სხვადასხვა ხერხის (სემანტიკური რუკის, სქემატური ჩანაწერების, მარჯვნივზე გრაფიკის) გამოყენებით; • ტექსტის მონაკვეთის, აბზაცის შეჯამება;
ფაზა: კითხვის შემდეგ საკვანძო შეკითხვები: როგორ გავიგე ტექსტი? რით უკავშირდება ჩემს გამოცდილებას? რამ შემაფარნა გაგების პროცესში? რატომ ვერ გადავჭერი საკითხავი ამოცანა? როგორ უნდა გადაემეჭრა ეს პრობლემა? რამ შემინწყო ხელი წარმატებით საკითხავი ამოცანის წარმატებით გადაჭრაში?
<p>ბიჯი 5. გაგებულის გადამოწმება, შეკითხვების, რეფორმულირებების და კომენტარების დახმარებით; ინფორმაციის დაზუსტება, მართებულ ვარიანტამდე მისვლა;</p> <p>ბიჯი 6. წაკითხულის დაკავშირება საკუთარ ცხოვრებისეულ თუ წინააღმდეგობრივ გამოცდილებასთან; განცდილის, ნააზრების გაზიარება (ენის ფლობის დაბალ საფეხურზე - მშობლიურ ენაზე);</p> <p>ბიჯი 7. მეტაკოგნიტური პაუზა: დაფიქრება ტექსტის გაგებისათვის გამოყენებულ სტრატეგიებზე, მეტაკოგნიტური პაუზა:</p> <ul style="list-style-type: none"> • დაფიქრება გამოყენებულ სტრატეგიებზე, ეფექტიანობის შეფასება, შედარება სხვების მიერ გამოყენებულ სტრატეგიებთან; • სწავლის პროცესზე დაფიქრება-რეფლექსია, შემაფერხებელი და ხელშემწყობი პირობების გაცნობიერება; • გაგების პროცესის გაუმჯობესებისათვის შესაძლო გზების შეთავაზება/მითითება.

<p>➤ როგორ მოვიქცე ენობრივ-გრამატიკული მასალის ასათვისებლად? როდის რომელი სტრატეგია უნდა გამოვიყენო და რატომ?</p>
<p>ფაზა: გადასვლა რეცეფციიდან პროდუქციებისაკენ</p>
<p>ბიჯი 8. გარდამავალი ბიჯი წერისაკენ - ტექსტის ახალი ენობრივი მასალის (ლექსიკა, გრამატიკული ფორმები, შესიტყვებები, სამეტყველო ფუნქციები და სხვ.) გაგება-გამოყენება სხვადასხვა ტიპის ენობრივი სავარჯიშოებით;</p> <p>სწავლის სტრატეგიები:</p> <ul style="list-style-type: none"> • დამახსოვრების სხვადასხვა ხერხის გამოყენება - (რამდენჯერმე გადაწერა, პერიოდული გამეორება, დაჯგუფება, კონტექსტში ჩასმა, რაიმესთან ასოცირება და სხვ.); • პარალელურად გაგება მშობლიურ ან სხვა ენასთან - ნიშანდობლივი ენათშორისი შედარებების გაკეთება შესასწავლი ენის სისტემისა და ფუნქციონირების გაგების ხელშესაწყობად; • დედუქცია - ენობრივი კანონზომიერების/წესის ამოცნობა, განზოგადება და გამოყენება კონკრეტულ მაგალითებში; • ინდუქცია - კონკრეტულ მაგალითებზე დაყრდნობით წესის გამოყვანა; • დამხმარე რესურსების შექმნა-გამოყენება (მაგ., გრამატიკული ცნობარის; სტრუქტურული მოდელები).
<p>წერა</p>
<p>➤ როგორ მოვიქცე იმისთვის, რომ შევძლო წერილობითი ტექსტის შექმნა? როდის რომელი სტრატეგია უნდა გამოვიყენო და რატომ? რატომ არის მნიშვნელოვანი მეტაკოგნიტური სტრატეგიები?</p>
<p>ბიჯები და სტრატეგიები</p>
<p>ფაზა: წერის წინა სამზადისი საკვანძო: როგორ მოვემზადო წერითი ამოცანის გადასაჭრელად?</p>
<p>ბიჯი 1. წერის ჩანაფიქრის გამოკვეთა;</p> <p>წერის წინა რეცეფციები:</p> <ul style="list-style-type: none"> • საკომუნიკაციო სიტუაციის განსაზღვრა - წერის მიზნისა და ადრესატის განსაზღვრა, თემისა და ტექსტის სახეობის შერჩევა. • იდეების გენერირება - იდეების მოფიქრება-ჩამოყრა. • ცოდნის მოზილიზება/თავმოყრა - საჭირო ცოდნის (ენობრივი, ტექსტობრივი, თემასთან დაკავშირებული და სხვ.) გონებაში მოძიება-გააქტიურება; საჭიროებისამებრ, დამატებითი ინფორმაციის მოძიება სათანადო რესურსებში. • იდეების დაჯგუფება - იდეების დახარისხება, ურთიერთდაკავშირება მაორგანიზებელი სქემების გამოყენებით. • დამხმარე რესურსების მოზილიზება - სტრუქტურული მოდელი, საკვანძო სიტყვები, გრამატიკული ცნობარი, დახარისხებული ლექსიკური ერთეულები, ჩანიშვნები). <p>ბიჯი 2. გეგმის შედგენა დაჯგუფებულ იდეებზე დაყრდნობით.</p>
<p>ფაზა: წერის დროს საკვანძო შეკითხვა: როგორ მოვიქცე წერითი ამოცანის წარმატებით გადასაჭრელად?</p>
<p>ბიჯი 3. პირველადი ვარიანტის შედგენა გეგმაზე დაყრდნობით.</p> <ul style="list-style-type: none"> • ფაზა: წერის შემდეგ რატომ ვერ გადავჭერი წარმატებით წერითი ამოცანა? როგორ სტრატეგიების გამოვიყენე? რამ შემაფერხა? რამ შემინწყო ხელი ამოცანის წარმატებით გადაჭრაში? როგორ გაიუმჯობესო წერითიმეტყველების უნარი?
<p>ბიჯი 4. პირველადი ვარიანტის გაუმჯობესება.</p> <p>სწავლის სტრატეგიები:</p> <ul style="list-style-type: none"> • ნაწერის პოტენციური მკითხველის თვალთახედვით შეფასება; • შინაარსობრივი, სტრუქტურული შესწორებების შეტანა; • გრამატიკული და ორთოგრაფიული შეცდომების გასწორება დამხმარე რესურსების და ისტ-ის გამოყენებით; <p>ბიჯი 5. საბოლოო ვარიანტის შემუშავება და გაფორმება.</p>
<p>თემის შემაჯამებელი (კომპლექსური) დავალებები შესაბამისი შეფასების რუბრიკებით</p>

თემატური ჩარჩო საშუალო საფეხურის სასწავლო თემებისათვის

თემატური ჩარჩო			
კატეგორია	სფერო		
	პირადი	საზოგადოებრივი	საგანმანათლებლო
ადგილი	კერძო სივრცეები, მაგ., სახლი, ბინა, ეზო.	საჯარო სივრცეები სოფელსა თუ ქალაქში (მაგ., უბანი, ქუჩა, მოედანი, სხვადასხვა ტიპის ტრანსპორტი, პარკი, კაფე, რესტორანი, მაღაზია, ბანკი, ბიბლიოთეკა / მედიათეკა, საგამოფენო დარბაზი, კინო, თეატრი, საავადმყოფო, აეროპორტი, სადგური).	სკოლის შენობა და მისი მიმდებარე ტერიტორია, კოლეჯი, ლიცეუმი, პროფესიული სასწავლებელი, უნივერსიტეტი, აუდიტორია.
ინსტიტუცია	ოჯახი, თემი, სოციალური ქსელები.	მერია, პოლიცია, სამაშველო სამსახური, სახელმწიფო, ხელისუფლების ორგანოები, საერთაშორისო ჰუმანიტარული ორგანიზაციები.	სკოლა და სასკოლო საზოგადოება, განათლების სისტემა (ზოგადი, პროფესიული და უმაღლესი განათლება), სამეცნიერო დაწესებულება.
ადამიანი	ოჯახის წევრები, ნათესავები, წინაპრები, თანატოლები, მეგობრები, ნაცნობები.	სხვადასხვა საქმიანობის და პროფესიის ადამიანები მოქალაქე, მგზავრი, მაყურებელი, გულშემმატკივარი და სხვ.	სკოლისა და უნივერსიტეტის პერსონალი (მაგ., მასწავლებელი, დამრიგებელი, დირექტორი, ლექტორი, რექტორი, ბიბლიოთეკარი, დარაჯი, მოსწავლე, სტუდენტი).
მოვლენა	ოჯახური დღესასწაულები, ავადმყოფობა, დღეობები, სტუმრობა, წვეულება, კულტურული და სპორტული აქტივობები, არდადეგები, ექსკურსიები და სხვ.	ბუნებრივი მოვლენები, ეკოლოგიური პრობლემები, ბუნებრივი კატასტროფები, ცხოველებისა და გარემოს დაცვა, უბედური შემთხვევა, ბაზრობა, სპექტაკლი, ფესტივალი, სამოქალაქო და რელიგიური ზეიმები და სხვ.	სასწავლო წლის დასაწყისი/დასასრული, კლასგარეშე ღონისძიებები, კონკურსები, კონფლიქტები სკოლაში და სხვ.

5) რა შემთხვევაში მიიჩნევა ესგ-ს მიზნები მიღწეულად?

ამ შეკითხვაზე პასუხის გაცემაში გვეხმარება ერთი მხრივ ეროვნული სასწავლო გეგმის შედეგების მიღწევის ტაქსონომია, რომელიც ხუთ დონეს გულისხმობს: პრესტრუქტურულს, უნისტრუქტურულს, მულტისტრუქტურულს, მიმართებით და აბსტრაქტულ დონეებს, მეორე მხრივ კი - ფუნქციურ-კოგნიტურ უნარებზე (კრიტიკული აზროვნება, შემოქმედებითობა, კოლაბორაცია, კომუნიკაცია, მოქალაქეობა, ხასიათი/ ნებელობა) დაფუძნებული განმავითარებელი შეფასების რუბრიკები. მათი საშუალებით აღიწერება მოსწავლის ემოციურ-სოციალური და კოგნიტური განვითარება.

ეროვნული სასწავლო გეგმის შედეგების მიღწევის ტაქსონომია - მისი თითოეული საფეხური წარმოაჩენს სამიზნე ცნების ფლობის დონეს / სამიზნე ცნებასთან დაკავშირებული საკითხის/საკითხების გააზრების ხარისხს. პირველ სამ დონეზე სამიზნე ცნებასთან დაკავშირებული საკითხების გააზრების ხარისხი არ არის დამაკმაყოფილებელი. ცნების დაუფლება/შედეგის მიღწევა იგივედ მიაჩნდება მიმართებით და აბსტრაქტულ დონეებთან.

<p>პრესტრუქტურული დონე მოსწავლეს საკითხთან დაკავშირებით არ აქვს რელევანტური ინფორმაცია.</p>
<p>უნისტრუქტურული დონე მოსწავლეს აქვს მხოლოდ ერთი არასტრუქტურირებული ასოციაცია/წარმოდგენა განსახილველსაკითხთან დაკავშირებით.</p>
<p>მულტისტრუქტურული დონე მოსწავლეს აქვს მხოლოდ რამდენიმე, ერთმანეთთან დაუკავშირებელი, უსისტემო ასოციაცია/წარმოდგენა განსახილველ საკითხთან დაკავშირებით.</p>
<p>მიმართებითი დონე მოსწავლეს შეუძლია:</p> <ul style="list-style-type: none"> • სამიზნე ცნებასთან დაკავშირებული ფაქტებისა და მოვლენების კრიტიკულად და ურთიერთდაკავშირებულად გააზრება და გაანალიზება; • სამიზნე ცნების მკვიდრი წარმოდგენების ურთიერთდაკავშირებულად გაანალიზება; • კონკრეტულ სამიზნე ცნებასთან დაკავშირებული ინფორმაციის კონტექსტუალიზება (საგნის სხვა სამიზნე ცნებებთან დაკავშირება). • მიმართებითი დონეზე საკითხის/სამიზნე ცნების გააზრება ნიშნავს ეროვნული სასწავლო გეგმით განსაზღვრული შედეგის მიღწევას. თუმცა, შესაძლებელია მოსწავლე უფრო შორსაცვაიდეოს, ანუ იმ განზოგადებებისკენ, რომელიც აბსტრაქტული დონისთვისაა განსაზღვრული.
<p>აბსტრაქტული დონე მოსწავლეს შეუძლია სამიზნე ცნებაზე მუშაობის პროცესში შექმნილი ცოდნისა და გამოცდილების ეროვნული სასწავლო გეგმის ზესაგნობრივ(მაკრო) ცნებებთან დაკავშირება.</p>

პერსონალური, სოციალური დასწავლის სწავლის კომპეტენცია	სტრატეგია	სტრატეგიების შერჩევა საკითხის შესასწავლად ან დავალების შესასრულებლად
სამოქალაქო კომპეტენცია	მოქალაქე	გაანალიზოს, რა გავლენა მოახდინა მის მოქალაქეობრივ მსოფლმხედველობაზე შექმნილმა ცოდნამ.
მეწარმეობა	ინოვაციური პროექტი	შექმნილი ცოდნის გამოყენებითი ასპექტების მოძიება საკუთარი, ან საზოგადოებრივი საჭიროებებისთვის.

ზესაგნობრივ (მაკრო)ცნებებზე მსჯელობისას აუცილებელია რამდენიმე გარემოების გათვალისწინება:

- ისინი არასოდეს მუშავდება დამოუკიდებელი ცნებების სახით. მათი გააზრება ხდება საგნობრივ სამიზნე ცნებებზე მუშაობის პროცესში;

- ზესაგნობრივი (მაკრო) ცნებები არ უკავშირდება რომელიმე ერთ საგანს, ან სამიზნე ცნებას. მაგალითად, წიგნიერებასთან დაკავშირებული მაკროცნებებია: **კონსტრუქტი** და **ნარატივი**, რომლებზე მუშაობაც აქტუალურია ყველა საგნის სამიზნე ცნებისთვის და საგნობრივი საკითხისთვის. ზუსტად იგივე ითქმის სხვა კომპეტენციების / ზესაგნობრივი (მაკრო) ცნების შესახებ. როდესაც საგნობრივ საკითხზე და მასთან დაკავშირებულ სამიზნე ცნებაზე ვმუშაობთ, გარდა იმისა, რომ მოსწავლე ქმნის კონსტრუქტებს და აყალიბებს ნარატივს, ანუ მუშაობს „წიგნიერებაზე“, ამავე დროს:
 - აღმოაჩენს **კანონზომიერებებს**, აკეთებს **მოდელირებას** და უკავშირებს ახალ მასალას სხვა **სამეცნიერო კონსტრუქციებს (რაოდენობრივი წიგნიერება)**;
 - ეძებს შეძენილი ცოდნის გამოყენებით ასპექტებს საკუთარი, ან საზოგადოებრივი საჭიროებებისთვის (**მეწარმეობა**);
 - არჩევს **სტრატეგიებს** საკითხის შესასწავლად თუ დავალების შესასრულებლად (**პერსონალური, სოციალური და სწავლის სწავლის კომპეტენცია**);
 - ფიქრობს, რა გავლენას ახდენს შეძენილი ცოდნა მისი, როგორც **მოქალაქის**, საფიქრალსა და საკეთებელზე (**მოქალაქეობა**);
 - ფიქრობს, როგორ შეიძლება გაიაზრონ განსხვავებულად იგივე ინფორმაცია სხვა კულტურის ადამიანებმა (**მულტილინგვური კომპეტენცია, კულტურული ცნობიერება და თვითგამოხატვა**).

ზესაგნობრივ(მაკრო) ცნებებთან დაკავშირებული განზოგადებები, რა თქმა უნდა, ერთი კომპლექსური დავალების, ან ერთი სასწავლო წლის განმავლობაში არ მიიღწევა. მათზე მასწავლებელი და მოსწავლე მთელი სასკოლო პერიოდის მანძილზე მუშაობს.

საგნობრივ სამიზნე და ზესაგნობრივ(მაკრო) ცნებებზე მუშაობა ხელს უწყობს იმ პრიორიტეტების მოსწავლემდე მიტანას, რომლებიც ზოგადი განათლების ეროვნული მიზნებითა და საერთაშორისო დოკუმენტებით არის განსაზღვრული(უპირველეს ყოვლისა, ევროსაბჭოს საკვანძო კომპეტენციებით განსაზღვრული მოთხოვნების რეალიზებას.)

მესამე თობის ეროვნული სასწავლო გეგმის მიხედვით გრძელვადიან მიზნებზე (სამიზნე ცნება, საფეხურის შედეგი) მუშაობა გულისხმობს ერთი მხრივ ფუნქციურ-კომპონენტურ უნარებსა (კრიტიკული აზროვნება, შემოქმედებითობა, კოლაბორაცია, კომუნიკაცია და სხვა) და მეტაკოგნიციაზე ყურადღების გამახვილებას, მეორე მხრივ კი სამიზნე ცნებებთან დაკავშირებული კონკრეტული სასწავლო შინაარსების/საგნობრივი საკითხების დამუშავებას.

ეროვნული სასწავლო გეგმაში შინაარსები მოცემულია სავალდებულო საგნების მიხედვით. საგნობრივი სამიზნე ცნებები და საფეხურის შედეგები სწორედ მათზე დაყრდნობით ყალიბდება. საერთაშორისო და საავტორო სკოლებს უფლება აქვთ, მხედველობაში არ მიიღონ საგნობრივი სამიზნე ცნებები და საფეხურის შედეგები და სასწავლო პროცესი მხოლოდ ზესაგნობრივ(მაკრო) ცნებებზე ორიენტირებით დაგეგმონ. ასეთ შემთხვევაში ისინი თავად გამოყოფენ შედეგებსა და სამიზნე ცნებებს იმ საგნებისთვის, რომელთა სწავლებასაც კონკრეტული სკოლის კურიკულუმი გულისხმობს.

ეროვნული სასწავლო გეგმა უშვებს შესაძლებლობას, რომ უშუალოდ ზესაგნობრივ(მაკრო) ცნებებზე ორიენტირებით დაიგეგმოს ასევე სხვადასხვა ტიპის კურიკულუმები: მძიმე და მრავლობითი გონებრივი დარღვევების მქონე მოსწავლეებისთვის, სენსორული კურიკულუმი და კურიკულუმი განათლების მეორე შესაძლებლობის პროგრამისთვის.

¹ საქართველოს ეროვნული სასწავლო გეგმა ეფუძნება შემდეგ ადგილობრივ და საერთაშორისო დოკუმენტებს:

- **ზოგადი განათლების ეროვნული მიზნები**- აღწერს, თუ როგორი მოქალაქე უნდა აღზარდოს სკოლამ;
- **მდგრადი განვითარების მიზნები**- აყალიბებს იმ პრინციპებს, რომლებსაც საგანმანათლებლო სისტემებში უნდა აკმაყოფილებდნენ;
- **21-ე საუკუნის საკვანძო კომპეტენციები**- განსაზღვრავს იმ კომპეტენციებს, რომლებიც ადამიანს თანამედროვე სამყაროში თვითრეალიზებისთვის სჭირდება.

საერთაშორისო დოკუმენტების მოთხოვნები კიდევ უფრო მეტად დაზუსტებულია სხვა დოკუმენტებში, მაგალითად, **დემოკრატიული კომპეტენციების ჩარჩო** - რომელიც აზუსტებს სამოქალაქო და სოციალური კომპეტენციების მიხედვით მოთხოვნებს.

6) შეფასება

სწავლა-სწავლების პროცესის გრძელვადიან მიზნებზე ორიენტირებასთან უშუალოდ არის დაკავშირებული მოსწავლის შეფასება. სწავლება და შეფასება ერთი მედლის ორი მხარეა და არ წარმოადგენს ერთმანეთისგან იზოლირებულ ორ კომპონენტს. მოსწავლე შეიძლება შეფასდეს უშუალოდ სასწავლო პროცესში, სპეციალურად დანიშნული გამოკითხვებისა და საკონტროლო წერების გარეშე. აღსანიშნავია ისიც, რომ განმავითარებელ შეფასებაში შემფასებელი შეიძლება იყოს როგორც მასწავლებელი, ასევე მოსწავლეც. მაგალითად, მოსწავლეებს უნდა მიეცეთ საშუალება, გასცენ და მიიღონ უკუკავშირი თავიანთი თანაკლესელებისგან და ასევე აქტიურად გამოიყენონ მეტაკოგნიტური და კოგნიტური სტრატეგიები თვითშეფასების მიზნით.

სწავლის პროცესის შეფასებაში ამგვარი ჩართულობა მოსწავლეს გამოუმუშავებს დამოუკიდებლად სწავლის უნარ-ჩვევებს, დაეხმარება სწავლის სტრატეგიების ათვისებაში, საშუალებას მისცემს, გაცნობიერებულად შეუწყოს ხელი საკუთარ წინსვლასა და წარმატებას. შეფასებაში ჩართვის ძირითადი მიზანია მოსწავლის გათვითცნობიერება სწავლის პროცესებში, რაც მას შეასწავლის ამ პროცესების გააზრებულად და დამოუკიდებლად მართვას.

ეროვნულ სასწავლო გეგმაში გამოიყენება ორი ტიპის შეფასება: განმავითარებელი და განმსაზღვრელი.

	საკლასო შეფასება		გარე შეფასებები
განმავითარებელი თუ განმსაზღვრელი?	განმავითარებელი	განმსაზღვრელი	განმსაზღვრელი
შეფასების ფორმები და შემფასებლები	მასწავლებელი: ზეპირსიტყვიერი ან წერილობითი უკუკავშირი, წამახალისებელი მითითებები, ცოდნის/გაგების შემამოწმებელი კითხვები, რუბრიკები, ქვიზები და ა.შ. მოსწავლეები: თვითშეფასება, თვითრეგულირებული სწავლა (მეტაკოგნიცია და თვითრეგულაცია), ურთიერთშეფასება	მასწავლებელი: ქულით ან/და კომენტარით შეფასებული შემაჯამებელი შეფასებები (ქულას შეიძლება ახლდეს კომენტარი ძლიერი და სუსტი მხარეების აღწერით, ხარვეზების გამოსასწორებელი მითითებებით)	გარე შემფასებელი: ერთიანი ეროვნული გამოცდები, სტანდარტიზებული ტესტები, Cambridge KET, PET, FCE; PISA, PIRLS, TIMMS
ამოცანები	ცოდნის კონსტრუირებისა და ცოდნათა ურთიერთდაკავშირების პროცესის შეფასება; წინარე ცოდნის/წარმოდგენების დადგენა; მოსწავლის მიერ თავისივე ძლიერი და სუსტი მხარეების დადგენის უნარის შეფასება; მოსწავლის მიერ საკუთარი წინსვლის ხელშესაწყობად გააზრებული ნაბიჯების გადადგმის უნარის შეფასება; ცოდნის სამივე კატეგორიის ათვისების პროცესის შეფასება; ცოდნის ერთობლიობათა ფუნქციურად გამოყენების უნარის შეფასება.	ცოდნათა ურთიერთდაკავშირების უნარის შეფასება; ცოდნის სამივე კატეგორიის გამოყენების უნარის შეფასება; ცოდნის ერთობლიობათა ფუნქციურად გამოყენების უნარის შეფასება. კურიკულუმის, გამოყენებული ინსტრუქციული სტრატეგიების ეფექტურობის შეფასება და ა.შ.	აკადემიური წლის მანძილზე ცოდნის შემაჯამებელი შეფასება; მოსწავლეების სელექცია უნივერსიტეტებში ჩასარიცხად, ა.შ.

მიზნები	სწავლის ხარისხის გაუმჯობესება; მოსწავლის წინსვლისა და განვითარების ხელშეწყობა.	მოსწავლის აკადემიური მიღწევის დონის დადგენასაგნობრივი სასწავლო გეგმის შედეგებთან მიმართებაში.	სასერტიფიკატო შეფასება, მოსწავლეების მიღწევის დონის შეფასება.
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აღსანიშნავია ისიც, რომ შესაძლებელია ყოველი განმსაზღვრელი შეფასების შედეგი, იქნება ეს ნიშანი თუ რეკომენდაცია, გამოყენებული იქნეს განმავითარებელი მიზნებისთვისაც.

განმავითარებელი შეფასების წარმოებისას მასწავლებელმა აუცილებლად უნდა გაითვალისწინოს განმავითარებელი შეფასების 5 სტრატეგია/ფაქტორი:

- რომელ მიზანზეა (გრძელვადიანი/შუალედური) ორიენტირებული განმავითარებელი შეფასება;
- რამდენად აძლევს სასწავლო პროცესში შესრულებული დავალებები მოსწავლეს ცოდნის/საკუთარი შესაძლებლობების წარმოჩენის საშუალებას და რამდენად შეუწყო ხელი კომპლექსურ დავალებაზე მუშაობის პროცესში მოსწავლის ფუნქციური უნარების განვითარებას?
- რამდენად ეფექტურად გამოიყენება განმავითარებელი უკუკავშირი მოსწავლის წინსვლისა და განვითარების ხელშესაწყობად?
- რამდენად იყენებენ მოსწავლეები ურთიერთშეფასების სტრატეგიებს?
- რამდენად აქცევს მოსწავლე ყურადღებას მეტაკოგნიტურ ასპექტებს?

	საით მიემართება მოსწავლე	რა ეტაპზეა ახლა მოსწავლე	როგორ მივალწიოთ მიზანს
მასწავლებელი	რა სასწავლო მიზნებთან, მათ შორის გრძელვადიან მიზნობრივ ორიენტირთან, მიმართებით ყალიბდება განმავითარებელი შეფასება?	რამდენად აძლევს სასწავლო პროცესში შესრულებული დავალებები მოსწავლეს ცოდნის/საკუთარი შესაძლებლობების წარმოჩენის საშუალებას და რამდენად შეუწყო ხელი კომპლექსურ დავალებაზე მუშაობის პროცესში მოსწავლის ფუნქციური უნარების განვითარებას?	რამდენად ეფექტურად გამოიყენება განმავითარებელი უკუკავშირი მოსწავლის წინსვლისა და განვითარების ხელშესაწყობად?
თანატოლი		რამდენად იყენებენ მოსწავლეები ურთიერთშეფასების სტრატეგიებს?	
მოსწავლე		რამდენად აქცევს მოსწავლე ყურადღებას მეტაკოგნიტურ ასპექტებს?	

განმავითარებელი შეფასების ნაწილს წარმოადგენს ასევე მასწავლებლის თვითრეფლექსია, ანუ იმის ანალიზი, თუ რამდენად მოახდინა მასწავლებლის საქმიანობამ ზეგავლენა მოსწავლის მიღწევებზე; რა უნდა იქნას გათვალისწინებული შემდგომ პერიოდში სასწავლო პროცესის დაგეგმვისას.

განმავითარებელი შეფასება		
მიზნობრივი ორიენტირი	მეტაკოგნიცია	ფუნქციური/კომპონენტური უნარები
<p>მოსწავლის მიღწევების აღწერა -</p> <p>რჩევა მოსწავლეებს-</p> <p>მასწავლებლის თვითრეფლექსია -</p>		

სწავლის ხარისხის გაუმჯობესების ხელშესაწყობად უპირატესობა უნდა მიენიჭოს განმავითარებელ შეფასებას, რომელიც აფასებს მოსწავლეს თავის წინარე შედეგებთან მიმართებით, ზომავს ინდივიდუალურ წინსვლას და, ამდენად, აძლევს მოსწავლეს ცოდნის ეტაპობრივად აგების (კონსტრუირების) საშუალებას.

მოსწავლის მიღწევების გაანალიზებაში მასწავლებელს დაეხმარება ეროვნული სასწავლო გეგმის შედეგების მიღწევის ზემოთ ნახსენები ტაქსონომია, რომლის საშუალებითაც კონკრეტულ საკითხთან მიმართებით სამიზნე ცნების გააზრების ხარისხი აღიწერება.

განმსაზღვრელი შეფასებისთვის ეროვნული სასწავლო გეგმის მიხედვით ორი მოდელი გამოიყენება.

მოდელი 1 - ნიშანი იწერება მიმდინარე საკლასო, საშინაო და შემაჯამებელი დავალების კომპონენტებში, ხოლო სემესტრული ქულა გამოითვლება ამ სამი კომპონენტის საშუალო არითმეტიკულის საფუძველზე.

მოდელი 2 - ნიშანი იწერება მხოლოდ შემაჯამებელ დავალებებში. მათ რაოდენობას თავად სკოლა განსაზღვრავს სასკოლო სასწავლო გეგმის პრიორიტეტებიდან გამომდინარე.

სკოლას უფლება აქვს სხვადასხვა კლასში, სხვადასხვა საგანში განმსაზღვრელი შეფასების სხვადასხვა მოდელი გამოიყენოს.

ქვემოთ წარმოდგენილია შეფასები რუბრიკა, რომელიც წარმოაჩენს, თუ რა ნიუანსები უნდა შეფასდეს ნიშნით სწავლა-სწავლების პროცესში.

ზოგადი კრიტერიუმი (ზოგადი)	შეფასების კრიტერიუმები (კონკრეტული)	ქულა	კომენტარი
მოსწავლე აქტიურადაა ჩართული სასწავლო პროცესში	მოსწავლემ მართებულად გაიგო კომპლექსური დავალების პირობა.		
მოსწავლე ამჟღავნებს ფაქტობრივი მასალის ცოდნას; პროცედურული ცოდნის გამოყენებით განაზოგადებს სამიზნე ცნებასთან დაკავშირებულ მოსაზრებებს.	საგნობრივი საკითხი/საკითხები:		
მოსწავლეს შეუძლია განაზოგადოს კომპლექსური დავალების შეფასების კრიტერიუმის სახით ჩამოყალიბებული მოსაზრებები.	კომპლექსური დავალების შეფასების კრიტერიუმი 1.		
	კომპლექსური დავალების შეფასების კრიტერიუმი 2.		

შემაჯამებელი (განმავითარებელი და განმსაზღვრელი) შეფასება

შემაჯამებელი შეფასებისათვის გამოიყენება კომპლექსური, კონტექსტის მქონე დავალებები, რომელთა შესრულება მოითხოვს სტანდარტით განსაზღვრული ცოდნისა და უნარების ინტეგრირებულად და ფუნქციურად გამოყენებას. ამ დავალებათა შესაფასებლად გამოიყენება შეფასების რუბრიკები, ანუ კრიტერიუმების ბადე.

ტიპობრივი დავალებები შემაჯამებელი შეფასებისათვის

სტანდარტში შემოთავაზებულია ტიპობრივ დავალებათა ფართო არჩევანი. შემაჯამებელი შეფასებისათვის მასწავლებელი და/ან მოსწავლე შეარჩევს დავალების სასურველ ტიპს/ტიპებს.

- შემეცნებითი ხასიათის კონკრეტული საკითხის გამოკვლევა (მაგ. „რა ვიცი თუ წყლის შესახებ“, „ჩვენი უცხოელი თანატოლების სასკოლო ცხოვრება“) და ძიების შედეგების წარმოდგენა სასურველი ფორმატით (მაგ., პრეზენტაცია, პოსტერი, ბროშურა);
- მინი სოციალური კვლევა ყმანვილებისათვის საინტერესო საკითხზე (მაგ. „რა მუსიკას უსმენენ ჩვენი თანატოლები“, „რა გადაცემებს ვუყურობთ უმეტესწილად“) კითხვარის შედგენა, გამოკითხვის ჩატარება, მონაცემების გაანალიზება და ზეპირი ან წერილობითი ანგარიშის წარდგენა; კორესპონდენციაში მონაწილეობა (წერილების მიწერა რეალური ან წარმოსახვითი უცხოელი თანატოლისთვის, ანონონი-მური საკლასო მიმონერა განვლილ თემატიკასთან დაკავშირებულ საკითხზე, რომელშიც ადრესატები ცდილობენ ამოიცნონ ავტორი.)
- ინტერვიუება აქტუალურ საკითხზე (მაგ., „როგორია შენი ოცნების სკოლა“, „უნდა გვყავდეს თუ არა

შინაური ცხოველები?“) კითხვების მომზადება, ინტერვიუების აღება/მიცემა და შედეგების წარდგენა.

- კულტურათა დიალოგის ხელშემწყობი პროექტის/აქტივობის განხორციელება (მაგ., ორენოვანი ტურისტული ვებგვერდის/ბუკლეტის; უცხო ქვეყნის დღესასწაულთა კალენდარის შექმნა, თეატრალური წარმოდგენა და სხვ.);
- შემოქმედებითი პროდუქტების შექმნა და წარდგენა (მაგ., სკეტჩი, რეპი, კლიპი, ვიდეორგოლი, რეკლამა, თანატოლთა ნაკეთობების კატალოგი და სხვ.);
- ტექსტის სხვა ფორმატში „გადაწერა“ (მაგ., ბიოგრაფიის საფუძველზე ბიოგრაფიული ცნობარის შედგენა, დღის წესრიგის საფუძველზე - დღიურის და სხვ.)

მოთხოვნები, რომლებსაც უნდა აკმაყოფილებდეს შემაჯამებელი განმსაზღვრელი შეფასებისათვის განკუთვნილი დავალება

- დავალების თითოეულ ტიპს უნდა ახლდეს თავისი შეფასების ზოგადი რუბრიკა;
- ზოგადი რუბრიკა უნდა დაზუსტდეს კონკრეტული დავალების პირობისა და განვლილი მასალის გათვალისწინებით;
- 10 ქულა უნდა გადანანილდეს რუბრიკაში შემავალ კრიტერიუმებზე;

მოსწავლეთა შეფასებისა და თვითშეფასების რუბრიკები

მოსწავლეების საკლასო შეფასება

კრიტერიუმი	არადაამაკმაყოფილებელი (1 ქულა)	დამაკმაყოფილებელი (2 ქულა)	კარგი (3 ქულა)	ქალიან კარგი (4 ქულა)
ჩართულობა	არ მონაწილეობს აქტივობებში, ან მონაწილეობს ძალიან იშვიათად.	იშვიათად მონაწილეობს და შეაქვს წვლილი მხოლოდ ზოგიერთ აქტივობაში.	აქტიურად მონაწილეობს და შეაქვს წვლილი აქტივობების უმრავლესობაში.	აქტიურად მონაწილეობს და შეაქვს მნიშვნელოვანი წვლილი ყველა აქტივობაში.
თანამშრომლობა	არ თანამშრომლობს ან ძალიან იშვიათად წყვილებში/ჯგუფებში მუშაობის დროს.	იშვიათად თანამშრომლობს წყვილებში/ჯგუფებში მუშაობის დროს.	ხშირად თანამშრომლობს წყვილებში/ჯგუფებში მუშაობის დროს.	ყოველთვის თანამშრომლობს წყვილებში/ჯგუფებში მუშაობის დროს.

გაკვეთილში ჩართულობა

ქულა და კრიტერიუმი	ქალიან კარგი	კარგი	დამაკმაყოფილებელი	არადაამაკმაყოფილებელი
აქტიური მონაწილეობა	ყოველ ჯერზე სწორად ასრულებს ინსტრუქციით განსაზღვრულ დავალებებს.	უმნიშვნელო ხარვეზებით ასრულებს ინსტრუქციით განსაზღვრულ დავალებებს.	მნიშვნელოვანი შეცდომებით ასრულებს ინსტრუქციით განსაზღვრულ დავალებებს.	ვერ ასრულებს დავალებებს.

გამართული და სწორი ტერმინოლოგიით მეტყველება	გამართულად მეტყველებს, ყოველთვის ადეკვატურად იყენებს ტერმინოლოგიას.	გამართულად მეტყველებს და ხშირად იყენებს ტერმინოლოგიას.	მეტ-ნაკლებად გამართულად საუბრობს, იშვიათად იყენებს ტერმინოლოგიას.	ვერ საუბრობს გამართულად და ვერ იყენებს ტერმინოლოგიას.
საკუთარი აზრის დასაბუთებულად წარმოდგენა	ყოველთვის დამაჯერებლად და არგუმენტირებულად წარმოადგენს თავის მოსაზრებას.	თითქმის ყოველთვის ასაბუთებს საკუთარ მოსაზრებას.	ხშირად ასერხებს საკუთარი აზრის დასაბუთებას.	უჭირს გამართულად საუბარი, ხშირად ვერ ასაბუთებს საკუთარ აზრს.
სხვისი აზრისადმი პატივისცემის გამოვლინება	უსმენს სხვებს და საკუთარ მოსაზრებას გამოთქვამს მოსმენილზე დაყრდნობით. კორექტულია და ამჟღავნებს სხვისი აზრის მიმართ პატივისცემას.	უსმენს სხვებს და საკუთარ მოსაზრებას გამოთქვამს მოსმენილზე დაყრდნობით.	უსმენს სხვებს და აცდის საუბრის დამთავრებას.	არ უსმენს სხვებს და არ აცდის საუბრის დამთავრებას.

პრეზენტაცია

კრიტერიუმები	ცუდი (1)	საშუალო (2)	კარგი (3)
საინტერესო შესავალი			
დავალების შემოქმედებითად დასაინტერესოდ წარმოდგენა			
თემის გასაგებად წარმოდგენა (ლოგიკური ჯაჭვი)			
გამართული საუბარი			
აუდიტორიასთან კონტაქტი			
ინფორმაციის ფლობის უნარი (ადეკვატური კითხვა-პასუხი)			
დროის ლიმიტის დაცვა			
ჯამი			

პრეზენტაციის თვითშეფასების კრიტერიუმები	კომენტარი, რატომ იყო...		
	საშუალო	კარგი	ქალიან კარგი
საინტერესო შესავალი			
დავალების შემოქმედებითად და საინტერესოდ წარმოდგენა			
თემის გასაგებად წარმოდგენა (ლოგიკური ჯაჭვი)			

გამართული საუბარი			
აუდიტორიასთან კონტაქტი			
ინფორმაციის ფლობის უნარი (ადეკვატური კითხვა-პასუხი)			
დროის ლიმიტის დაცვა			

პრეზენტაციის შეფასების რუბრიკა

კრიტერიუმები	საუკეთესო	კარგი	საშუალო	დაბალი	არადამაკ-მაყოფილებელი
პრეზენტაციის ვიზუალური ნაწილი	ზუსტად შეესაბამება შინაარსის ყოველ კომპონენტს.	მეტ-ნაკლებად მონეს-რიგებულია, ზოგადად შეესაბამება შინაარსს.	მონესრიგებულია. ვიზუალური მასალა ნაკლებად შეესაბამება შინაარსს.	არ არის მონეს-რიგებული, მხოლოდ მცირედ შეესაბამება შინაარსს.	არ არის მონეს-რიგებული, არ შეესაბამება შინაარსს.
დავლებასთან შესაბამისობა	ინსტრუქციები გააზრებულია მკაფიოდ, დავლება სრულყოფილად არის შესრულებული.	მიჰყვება ინსტრუქციებს, თუმცა დავლების შესრულება ზოგჯერ სცდება მი-ზანს.	მიჰყვება ინსტრუქციებს, თუმცა ზოგჯერ ზედაპირულად.	ასრულებს მხოლოდ ზოგიერთ ინსტრუქციას, დავლებები არ არის დასრულებული.	საერთოდ არ შეესაბამება დავლებას.
მსჯელობა	საუბრისას მიზნობრივად იყენებს მონაცემებს და არგუმენტებს.	საუბრისას მხოლოდ ზოგჯერ იყენებს მონაცემებს და არგუმენტებს.	საუბრისას მინიმალურად იყენებს მონაცემებს და არგუმენტებს.	საუბრისას არ იყენებს მონაცემებს და არგუმენტებს.	უჭირს საუბარი ვერ იყენებს მონაცემებს და არგუმენტებს.

პრაქტიკის თვითშეფასების კრიტერიუმები	კომენტარი, რატომ იყო...		
	საშუალო	კარგი	ქალიან კარგი
საინტერესო შესავალი			
დავლების შემოქმედებითად და საინტერესოდ წარმოდგენა			
თემის გასაგებად წარმოდგენა (ლოგიკური ჯაჭვი)			
გამართული საუბარი			
აუდიტორიასთან კონტაქტი			
ინფორმაციის ფლობის უნარი (ადეკვატური კითხვა-პასუხი)			
დროის ლიმიტის დაცვა			

დისკუსია

	ქალთან კარგი	კარგი	საშუალო	დაბალი
მოსმენა	ყოველთვის უსმენს დათვალყურს ადევენებს ორატორს.	ხშირად უსმენს და უყურებს ორატორს.	იშვიათად უსმენს და უყურებს ორატორს.	არ უსმენს და არ უყურებს ორატორს.
საუბარი	მკაფიოდ მეტყველებს და უყურებს მსმენელებს.	ძირითადად მეტყველება გასაგებია და უყურებს მსმენელებს.	მეტყველება არამკაფიოა, მსმენელებს უჭირთ გაგება.	მეტყველება გაურკვეველია, არამკაფიოა, მსმენელებს უჭირთ გაგება.
არავერბალური კომუნიკაცია	შეუძლია ეფექტიანად აღიქვას და გამოიყენოს არავერბალური კომუნიკაციის ფორმები (თვალით, ჟესტებით, გამომეტყველებით, ხმით).	ხშირად შეუძლია დაამყაროს არავერბალური კონტაქტი.	იშვიათად იყენებს არავერბალური კომუნიკაციის ფორმებს.	არ იყენებს არავერბალური კომუნიკაციის ფორმებს.
მონაწილეობა	ავლენს ინტერესს დისკუსიის თემისადმისაჭირო კომენტარებითა და აზრების გამოთქმით.	ძირითადად გამოხატავს ინტერესს. კომენტარები და აზრები ყოველთვის არაა თემის შესატყვისი.	მცირე ინტერესი აქვს. არ გამოხატავს ან ვერ უკავშირებს თავის მოსაზრებებს სადისკუსიო თემას.	ინტერესი არ აქვს. არ გამოხატავს ან ვერ უკავშირებს თავის მოსაზრებებს სადისკუსიო თემას.
თანამშრომლობა	თანამშრომლობს თანაკლასელებთან, აცდის სხვებს აზრის გამოთქმას და იცავს დისკუსიის წესებს.	ძირითადად თანამშრომლობს თანაკლასელებთან, ზოგჯერ ერთვება სხვის საუბარში, ძირითადად იცავს დისკუსიის წესებს.	იშვიათად თანამშრომლობს და იცავს დისკუსიის წესებს.	არ თანამშრომლობს და არ იცავს დისკუსიის წესებს.
მოსაზრების არგუმენტირება	მოსაზრება ორიგინალურია და გამყარებულია ფაქტებით, ცნებებით. არის ლოგიკური კავშირი საკითხთან.	მოსაზრების გასამყარებლად გამოყენებულია სადავო ფაქტები და ცნებები.	მოსაზრება მოკლებულია ლოგიკურ კავშირს საკითხთან და არ არის გამყარებული ფაქტებით.	მოსაზრება არ აქვს, ვერ ამყარებს ლოგიკურ კავშირს საკითხთან.

დისკუსიის თვითშეფასების კრიტერიუმები	ყოველთვის	ხშირად	მიჭირს
გამართული და სწორი ტერმინოლოგიით მე-ტყველება	ყოველთვის ვმეტყველებ გამართულად, ადეკვატურად ვიყენებ ტერმინოლოგიას.	ვმეტყველებ გამართულად, ხშირად ადეკვატურად ვიყენებ ტერმინოლოგიას ან ხშირად ვმეტყველებ გამართულად, ადეკვატურად ვიყენებ ტერმინოლოგიას.	ვსაუბრობ გამართულად, თუმცა მიჭირს შესაბამისი ტერმინოლოგიით საუბარი, ან მიჭირს გამართულად საუბარი.

საკუთარი აზრის დასაბ-უთებულად გამოთქმა	ყოველთვის დამაჯერებლად და არგუმენტირებულად გამოვთქვამ ჩემს მოსაზრებას.	ხშირად ვახერხებ საკუთარი აზრის დასაბუთებას.	მიჭირს გამართულად საუბარი, ხშირად ვერ ვასაბუთებ საკუთარ აზრს.
ვარაუდების გამოთქმა	საკითხთან დაკავშირებით ყოველთვის გამოვთქვამ ვარაუდს.	საკითხთან დაკავშირებით ხშირად გამოვთქვამ ვარაუდს.	მიჭირს ვარაუდის გამოთქმა.
თანამშრომლობა, განსხვავებული აზრისპატივისცემა	ვუსმენ მეწყვილეს/ჯგუფის წევრს, ვაყალიბებ და გამოვთქვამ საკუთარ აზრს და პატივის ვცემ განსხვავებულ აზრს	ვუსმენ მეწყვილეს/ჯგუფის წევრს, გამოვთქვამ საკუთარ აზრს და ხშირად ვამჟღავნებ სხვისი აზრის მიმართ პატივისცემას.	მიჭირს მოვუსმინო მეწყვილეს/ჯგუფის წევრს და გამოვამჟღავნო სხვისი აზრის მიმართ პატივისცემა.

პროექტში საკუთარი საქმიანობის შეფასება

რა შეკითხვები გამიჩნდა პროექტის განხორციელების პროცესში? პროექტის შემდეგ?

- 1.
- 2.
- 3.

რა ახალი ცოდნა და გამოცდილება მივიღე? (მოიყვანე მაგალითები)

- 1.
- 2.
- 3.

რომელი აქტივობის განხორციელება გამიადვილდა და რატომ? რომელი გამიჭირდა და რატომ?

- 1.
- 2.
- 3.

საჭიროა თუ არა მსგავსი პროექტების მომავალშიც განხორციელება?

- 1.
- 2.
- 3.

როგორ გამოვიყენებ მომავალში პროექტის ფარგლებში მიღებულ ცოდნას და გამოცდილებას?

- 1.
- 2.
- 3.

7) მეთოდოლოგიური ორიენტირები

ეროვნული სასწავლო გეგმის მეთოდოლოგიური ნაწილი ორიენტირდება შემდეგ საკითხებზე:

- ❖ პრინციპები, რომლებსაც უნდა ეფუძნებოდეს სწავლა-სწავლების პროცესი; (ხარისხიანი განათლება)
- ❖ ინკლუზიური განათლება (განათლების თანაბარი ხელმისაწვდომობა);
- ❖ მეტაკოგნიცია და ფუნქციურ-კომპონენტური უნარები;
- ❖ საგანთა შორის ინტეგრაცია და პრიორიტეტული თემები;
- ❖ ტექნოლოგიების გამოყენება სასწავლო პროცესში.

გარდა გრძელვადიანი მიზნებისა, ეროვნული სასწავლო გეგმა განსაზღვრავს მეთოდოლოგიურ ორიენტირებს.

პრინციპები, რომლებსაც უნდა ეფუძნებოდეს სწავლა-სწავლების პროცესი:

ეროვნულ სასწავლო გეგმაში მოთხოვნები მეთოდოლოგიურ ორიენტირებთან დაკავშირებით ჩამოყალიბებულია 5 საგანმანათლებლო პრინციპის სახით:

- 1) სწავლა-სწავლება ხელს უნდა უწყობდეს მოსწავლეთა შინაგანი ძალების გააქტიურებას;
- 2) სწავლა-სწავლება ხელს უნდა უწყობდეს ცოდნის ეტაპობრივად კონსტრუირებას წინარე ცოდნაზე დაფუძნებით;
- 3) სწავლა-სწავლება ხელს უნდა უწყობდეს ცოდნათა ურთიერთდაკავშირებასა და ორგანიზებას;
- 4) სწავლა-სწავლება უნდა უზრუნველყოფდეს სწავლის სტრატეგიების დაუფლებას (სწავლის სწავლას);
- 5) სწავლა-სწავლება უნდა მოიცავდეს ცოდნის სამივე კატეგორიას: დეკლარატიულს, პროცედურულსა და პირობისეულს.

ამ პრინციპების სასწავლო პროცესში რეალიზებისთვის გამოყენებულ უნდა იქნეს კომპლექსური (პროექტული, ავთენტური კონტექსტის, კვლევაზე ან/და პრობლემაზე დაფუძნებული) დავალებები, რომლებიც ხასიათდება შემდეგი თვისებებით:



ინკლუზიური განათლება

ეროვნული სასწავლო გეგმის ხუთი საგანმანათლებლო პრინციპის რეალიზებაუნდა მოხდეს **ინკლუზიურ** გარემოში, რაც თანაბრად ხელმისაწვდომს ხდის ხარისხიან განათლებას ყველა მოსწავლისთვის.

ინკლუზიური განათლების პრაქტიკაში რეალიზებას ხელს უწყობს:

- **სამიზნე ცნება და შედეგის ბუნება** - თითოეული საგნის შედეგები და სამიზნე ცნებები განსაზღვრულია საფეხურის და არა კონკრეტული წლის ან თემის ფარგლებში. შედეგებზე განგრძობითად, მთელი საფეხურის მანძილზე მიმდინარეობს მუშაობა; ის არ წარმოადგენს მოკლევადიან ნიშნულს, რომელიც აუცილებელი წინაპირობაა მომდევნო შედეგზე გადასასვლელად. მაგ.: **მისაღწევ შედეგზე - მოსწავლემ უნდა შეძლოს ენობრივ-გრამატიკული საშუალებების, ჟანრული მახასიათებლების ცოდნისა და სტრატეგიების გამოყენებით წერილობითი ტექსტის შექმნა კონკრეტული მოდელის მიხედვით ან საყრდენების დახმარებით** - მუშაობა მთელი სასწავლო კურსის განმავლობაში მიმდინარეობს. მასწავლებლის ამოცანაა, ამ კომპეტენციასთან მიმართებით მოსწავლის წინსვლის უზრუნველყოფა და არა მკაცრად განსაზღვრული ნიშნულების „გადაღახვა“.
- **ფუნქციური კონტექსტი** - ეროვნულ სასწავლო გეგმაში თემები წარმოადგენს გამამთლიანებელ კონტექსტს, რომლის ფარგლებშიც უნდა მოხდეს შედეგის გააზრება. ეს კურიკულუმს აახლოებს ცხოვრებისეულ სიტუაციებთან და ხელს უწყობს ფუნქციური უნარების განვითარებას;
- **კომპლექსური დავალება, როგორც შუალედური სასწავლო მიზნის მიღწევის აუცილებელი ინსტრუმენტი** - მასწავლებელს შეუძლია საკუთარი კლასის მოსწავლეებს მათი ინტერესებისა და შესაძლებლობების შესაბამისი დავალება შესთავაზოს, ცალკეული მოსწავლეებისთვის კი ამ დავალების ადაპტირებული ვერსია მოამზადოს (იგულისხმება არა მხოლოდ სსსმ, არამედ კლასის ნებისმიერი მოსწავლე).

მეტაკოგნიცია და ფუნქციური/კომპონენტური უნარები

ეროვნული სასწავლო გეგმა გამოკვეთს 6 ფუნქციურ უნარს და მათთან დაკავშირებულ კოგნიტურ ოპერაციებს, რომლებზე სპეციალური ყურადღების გამახვილების გარეშე ვერ მოხერხდება სამიზნე ცნებების განვითარება. ამ უნარებზე მუშაობა ყველა საგნის მასწავლებელს მოეთხოვება ყველა საფეხურზე, თითოეულ სამიზნე ცნებასთან მიმართებით. ყველა კომპლექსური დავალება გულისხმობს საკვანძო შეკითხვის განსაზღვრასაც, რომელზე ფიქრიც ლაიტმოტივად გასდევს კომპლექსურ დავალებაზე მუშაობის პროცესს. მაგ.: ზემოთ განხილულ კომპლექსურ დავალებებთან დაკავშირებული საკვანძო შეკითხვებია:

- რით და როგორ გამოხატავთ თავაზიან დამოკიდებულებას, ამისთვის რომელ ენობრივ ფორმულებს და გრამატიკული ფორმებს იყენებთ?
- როგორ მოვემზადო ეფექტიანად როლური თამაშისათვის?

პირველ შეკითხვაში მნიშვნელოვანია იმის განსაზღვრა, თუ რას შეიმეცნებს მოსწავლე, მეორეში კი - როგორ შეძლებს დასახული ამოცანის განხორციელებას (ზოგჯერ ეს ორი კომპონენტი შესაძლოა ერთ შეკითხვაშიც იყოს გაერთიანებული). სხვა შეკითხვაზე/შეკითხვებზე აქცენტებისას სწავლა- სწავლების პროცესში შემოდის ფუნქციურ-კომპონენტური უნარები.

ქვემოთ მოცემულია ცხრილები თითოეულ ფუნქციურ-კომპონენტურ უნარებთან დაკავშირებით; ისინი მასწავლებელს განმავითარებელი შეფასების წარმოებაში დაეხმარება.

ფუნქციური უნარი - კრიტიკული აზროვნება	კოგნიტური ოპერაციები / კომპონენტები
დაკვირვება	გახსენება
	ამოცნობა
კანონზომიერების აღმოჩენა დაგანზოგადება	შედარება და დაპირისპირება (კონტრასტი)
	კლასიფიცირება
	რელევანტური და არარელევანტური ინფორმაციის იდენტიფიცირება
დასკვნების ჩამოყალიბება	პირველადი დასკვნა

კანონზომიერებების საფუძველზე	ვარაუდის გამოთქმა
დასკვნების შეფასება დაკვირვების საფუძველზე	თანმიმდევრულობის შემოწმება
	ტენდენციურობის, სტერეოტიპების, კლიშეების პროპაგანდის იდენტიფიცირება და
	უსაფუძვლო დაშვებების იდენტიფიცირება
	გადამეტებული განზოგადების ან მცირედ განზოგადების ამოცნობა
	დასკვნების ფაქტებით დადასტურება

ფუნქციური უნარი - შემოქმედებითობა	კოგნიტური ოპერაციები/კომპონენტები
თავისუფლად აზროვნება	კითხვების დასმა იდევნის გენერირება; პრობლემის გადაჭრის გზების დასახელება; ალტერნატიული პასუხების ძიება და პრობლემის გადაჭრის გზების შემოთავაზება
ფლექსიურობა	პრობლემის დანახვა და შეფასება სხვადასხვა პერსპექტივიდან მოდგომების მრავალფეროვნება (approach)
ორიგინალობა	უნიკალური და ახალი იდეის გენერირება სხვადასხვა ელემენტისგან უნიკალური კომბინაციების შექმნა
დეტალებზე ყურადღების გამახვილება	იდევნის განვითარება და გამდიდრება დეტალიზაციის ხარჯზე

ფუნქციური უნარი - კომუნიკაცია	კოგნიტური ოპერაციები/კომპონენტები
ინფორმაციის ნათლად და შინაარსიანად გამოხატვა	მიზნობრიობა (ინფორმირება, ინსტრუქტირება, მოტივირება, დარწმუნება)
	მეტყველების ტიპის შერჩევა - აღწერა, თხრობა, მსჯელობა
	აქტიური მოსმენა (კავშირის დამყარება, ნდობის მოპოვება, დიალოგში გაყოლა (ანუ მონიტორინგი), მიზნობრივი ფრაგმენტულობა)
	კონტექსტუალიზება (საკომუნიკაციო სიტუაციის გაანალიზება და გამოხატვის რელევანტური საშუალების შერჩევა (სათანადო ფუნქციური სამეტყველო ქმედების გამოყენება)
	არავერბალური სიგნალები (სხეულის ენა, მიმიკა, ჟესტიკულაცია და ა.შ.)
თავდაჯერებულობა	ღიაობა კეთილგანწყობა
ემპათია (სხვის თვალთ დანახვა)	თვითრეფლექსია/უკუკავშირი ურთიერთობის მონიტორინგი
ადიარება	თანაწროობა პასუხისმგებლობა ტოლერანტობა (განსხვავებულის მიმდებლობა) ორიენტაცია პრობლემაზე და არა კომუნიკაციაში ჩართულ სუბიექტზე

ფუნქციური უნარი -თანამშრომლობა	კოგნიტური ოპერაციები/კომპონენტები
ერთად მუშაობა	პირისპირ და ტექნოლოგიების გამოყენებით იდეებისა და რესურსების გაზიარების გზით
საერთო პასუხისმგებლობა	საერთო მიზანი ანგარიშვალდებულება შედეგთან მიმართებით
არსებითი გადაწყვეტილებები(შინაარსი, პროცესი, პროდუქტი)	წინარე ცოდნის გამოყენება გადაწყვეტილებების მიღების მიზნით როლებისა და პასუხისმგებლობების განაწილება პროდუქტის დიზაინი, ბუნება და გამოყენებითობა ურთიერთდამოკიდებულობა (ანგარიშვალდებულების ორი დონე - ინდივიდუალური და ჯგუფური)

ფუნქციური უნარი - მოქალაქეობა	კოგნიტური ოპერაციები/კომპონენტები
უზენაესი ეთიკის პრინციპები	ადამიანის ღირსება გაურკვევლობებისადმი შემწყნარებლური დამოკიდებულება
ანგარიშვალდებულება საზოგადოებისადმი დათანამშრომლებითობა	პასუხისმგებლობა კონფლიქტების მართვა კანონის უზენაესობის დაფასება
თემის პრიორიტეტების გააზრება	ლოკალური თემისთვის აქტუალური პრობლემები
	ქვეყნისთვის აქტუალური პრობლემები; მსოფლიოს ცოდნა და შემეცნება

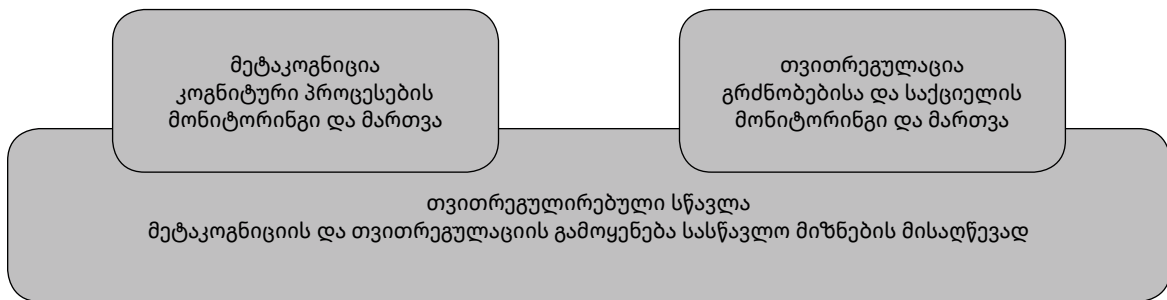
ფუნქციური/კომპონენტური უნარი - ხასიათი ნებისყოფა/ნებელობა	კოგნიტური ოპერაციები/კომპონენტები
იდენტობა	საკუთარი შესაძლებლობებისა და ინტერესების გაცნობიერება (ვინ ვარ მე) გადაწყვეტილების მიღება თვითრეალიზაციისთვის (რასთან ვაფილრდები)
თვითრეგულაცია	მიზნების დასახვა დაგეგმვა თვითეფექტურობის განცდა სწავლის სტრატეგიები მონიტორინგი და შეფასება დახმარებისთვის სხვებისთვის მიმართვა
თვითაქტუალიზაცია	ენტუზიაზმი ყველა საქმის მიმართ ავტონომიურობა საკუთარი თავის პოზიტიური შეფასება ადამიანებისა და სამყაროს მიმართ კეთილგანწყობა პროცესზე ორიენტირებულობა

ფუნქციურ უნარებზე მუშაობა არ ხდება იზოლირებულად. მოსწავლეს თითოეულ კომპლექსურ დავალებაზე მუშაობის პროცესში უწევს მათი სინერგიული გამოყენება. ფუნქციურ-კომპონენტური უნარები საკითხის ღრმად გააზრების საშუალებას წარმოადგენს, თუმცა, მეორე მხრივ საკითხი თავად წარმოადგენს მათი განვითარების საშუალებას.

აქვე ყურადღება უნდა გამახვილდეს **მეტაკოგნიციაზე**. მეტაკოგნიცია არის აზროვნების პროცესების მონიტორინგი და მართვა (კონტროლი). იმისათვის, რომ მოსწავლემ წარმატებით მართოს აზროვნების პროცესები, მან უნდა შეძლოს დამოკიდებულების (ყოფა-ქცევის) და გრძნობების მართვაც - ამ პროცესს თვითრეგულირება ჰქვია. მისი ვიზუალიზაცია შემდეგი გზითაა შესაძლებელი:

	კოგნიტური პროცესები/ აზროვნება	ყოფა-ქცევა	გრძნობები
მონიტორინგი	მეტაკოგნიცია	თვითრეგულაცია	
კონტროლი/გამოყენება			

როგორც ზემოთ ცხრილში ჩანს, მეტაკოგნიცია და თვითრეგულაცია ერთმანეთთან მჭიდროდ არის დაკავშირებული, რაც იმას ნიშნავს, რომ მეტაკოგნიტური სტრატეგიების ეფექტურად გამოყენებისთვის აუცილებელია მოსწავლემ ერთობლივად შეძლოს საკუთარი გრძნობების და ყოფაქცევის კონტროლი და მართვა. ამ ერთობლივ პროცესს კი თვითრეგულირება სწავლა ეწოდება. ეს პროცესი თავისთავად ამგვარად შეიძლება იქნას გამოსახული:



მეტაკოგნიციის უნარების განვითარებისთვის მასწავლებელმა პერიოდულად სამი ტიპის აქტივობა უნდა ჩაატაროს. ეს აქტივობებია:

- **სტრატეგიების მოდელირება** - მასწავლებელი მოსწავლეებთან ერთად ასრულებს დავალებას და მისი შესრულებისას „ხმამაღლა ფიქრობს“ იმაზე, თუ როგორ შეასრულოს ეს აქტივობა (მაგ., კარგად გავეცნოთ პირობას და დავაკვირდეთ, რას მოითხოვს იგი; აქვს თუ არა პირობას თანხმლები მასალა, მაგ., სურათები? სანამ ტექსტს წავიკითხავთ, ხომ არ სჯობს, ჯერ სურათებს გავეცნოთ და ვნახოთ, რა ინფორმაციის შემცველია ეს სურათები? და მისთ).
- **წინმსწრები მეტაკოგნიტური პაუზა, ანუ დავალების შესრულებამდე დაფიქრება და მსჯელობა გადასადგმელ ნაბიჯებზე** - მას შემდეგ, რაც მოსწავლეები გაეცნობიან დავალების პირობას, შევასრულებინებთ მეტაკოგნიტური ხასიათის ამგვარ აქტივობას: მათ ჯგუფურად უნდა განსაზღვრონ ის გზა, რომლითაც დავალებას შეასრულებენ, სახელდობრ: დეტალურად აღწერონ დავალების შესრულების ეტაპები (რას შეასრულებენ რის შემდეგ და სხვ.) და სტრატეგიები, რომლებსაც გამოიყენებენ თითოეულ

ეტაპზე. ჯგუფებმა უნდა წარმოადგინონ თავიანთი ნამუშევრები და იმსჯელონ შერჩეული გზებისა თუ სტრატეგიების მიზანშეწონილობაზე.

- **შემდგომი მეტაკოგნიტური პაუზა, ანუ დავალების შესრულების შემდეგ დაფიქრება და მსჯელობა გადადგმულ ნაბიჯებზე** - მას შემდეგ, რაც მოსწავლეები შეასრულებენ კონკრეტულ დავალებას, მათ უნდა გაიხსენონ და აღწერონ განვლილი გზა: რა გააკეთეს რის შემდეგ? რა ხერხები გამოიყენეს მუშაობისას? რა გაუჭირდათ ან რა გაუადვილდათ? შესრულებული მოქმედებების აღწერის შედეგად მოსწავლეები გააცნობიერებენ იმ ფაქტს, რომ მიზნის მისაღწევად არსებობს სხვადასხვა გზა და ხერხი, რომლებზეც დავალების შესრულებამდე უნდა დაფიქრდნენ (ოპტიმალური გადაწყვეტილების მისაღებად). მეტაკოგნიტური პაუზა მოსწავლეებს განუვითარებს სწავლის უნარებსა და ქმედობაუნარიანობას.

სამიზნე ცნებებზე მუშაობის პროცესში საჭიროა, ასევე, ზრუნვა **თვითრეგულირების** უნარების განვითარებაზე, რისთვისაც მოსწავლემ პერიოდულად შემდეგი კითხვები უნდა დაუსვას საკუთარ თავს:

სტრატეგია: ოდესმე თუ გამოიყენებია ეს სტრატეგია წარმატებულად? რატომ გამოდგა ეს სტრატეგია წარმატებული? როგორ დავრწმუნდე, რომ ამჯერადაც წარმატებულად გამოვიყენებ ამა თუ იმ სტრატეგიას?

კომპლექსური დავალების დროს: როგორ ვართმევ დავალებას თავს? ზოგადად ამგვარ დავალებებში რა შეცდომებს ვუშვებ? როგორ ავარიდო თავი ამ შეცდომებს? ამ კომპლექსურ დავალებაში რა მიჭირს ყველაზე მეტად? რა არის ყველაზე რთული? რატომ? რა გამომდის კარგად და რატომ?

მოტივაცია: კომპლექსური დავალების შესრულების დროს როგორ ვგრძნობ თავს? ვარ მოტივირებული, რომ შევასრულო დავალება მაღალ ხარისხზე? რა შემიძლია მოვიმოქმედო ახლა მოტივაციის ასამაღლებლად? დავალების შესრულების შემდგომ: როგორ ვიყო უფრო მოტივირებული შემდგომი კომპლექსური დავალებისთვის?

თვითრეგულირებელი სწავლისთვის საჭიროა მოსწავლემ მოახდინოს რეფლექსია შემდეგ კითხვებზე:

- რა ვისწავლე დღეს/ამ კვირაში/ამ სემესტრში?
- რა გრძნობა მეუფლება, როდესაც ვიცი, რომ რაღაც ახალი შევიმიცნე?
- რა დრო დამჭირდა გარკვეული საკითხის სასწავლად? დამჭირდა თუ არა უფრო მეტი, ვიდრე თავიდან მეგონა?
- რა სხვაობაა სწავლასა და დამახსოვრებას შორის?
- რა სტრატეგიების გამოყენება შემიძლია, რომ უკეთ დავიმახსოვრო ფაქტები?

საგანთა შორის ინტეგრირება და პრიორიტეტული თემები

გარდა ინკლუზიური განათლებისა და სწავლა-სწავლების ხუთი პრინციპისა, ეროვნული სასწავლო გეგმის მეთოდოლოგიური ნაწილის მოთხოვნაა, ყურადღების გამახვილება ისეთ კატეგორიებზე, როგორებიცაა:

- საგანთა შორის ინტეგრაცია;
- პრიორიტეტული თემები;
- ტექნოლოგიების მიზნობრივი გამოყენება.

საგანთა შორის ინტეგრაცია

ინტეგრირება დიდად ეხმარება მოსწავლეს საკითხის ღრმად და მრავალმხრივად გააზრებაში. ეროვნული სასწავლო გეგმის მიხედვით ინტეგრირება სამი სხვადასხვა გზით შეიძლება:

1. **სასწავლო მასალის დაკავშირება თემის ერთიან კონტექსტთან** - განზოგადებების გაკეთება რამდენიმე საგნისთვის ერთ საერთო კონტექსტთან მიმართებით. მაგალითად, პირველ უცხოურ ენაში თემა „მოგზაურობა“ შესაძლებელია დაემთხვეს რომელიმე თემსა საგანში „გეოგრაფია“; ბ) ფასეულობ(ებ) ის თემატიკაზე შექმნილი ტექსტების შესწავლა შესაძლებელია დაუკავშირდეს მსგავს თემსა საგანში - „მოქალაქეობა“. ეს საშუალებას მისცემს მასწავლებელს, ერთი თემის ფარგლებში ინტეგრირებულად იმუშავოს როგორც უცხოური ენის, ისე საგნების - „მოქალაქეობისა“ და „გეოგრაფიის“ სამიზნე ცნებებზე (კონკრეტული თემების შესაბამისად).
2. **ერთ საკითხთან მიმართებით სხვადასხვა საგნის ინტეგრირების არეალის გამოკვეთა** - ერთი საგნობრივი საკითხის გამოყენება რამდენიმე საგნის სამიზნე ცნებაზე ორიენტირებისთვის. მაგალითად: ა) სამიზნე ცნებაზე „ჟანრი“ მუშაობის პროცესში საკითხად შეიძლება შერჩეულ იქნას კომიქსის შექმნა. პარალელურად, იმავე საკითხებზე შეიძლება გამახვილდეს ყურადღება სახვითი ხელოვნების სწავლა-

სწავლების პროცესში. ბ) სამიზნე ცნებაზე - „კულტურათა დიალოგი“ - მუშაობის პროცესში საკითხად შეიძლება შერჩეულ იქნას „ენაში აღბეჭდილი სამყარო“ (მაგალითად, ანდაზები, ფრაზეოლოგიზმები.) პარალელურად, იმავე საკითხებზე შეიძლება გამახვილდეს ყურადღება ქართული ენისა და ლიტერატურის სწავლა-სწავლების პროცესში (მაგ., პეიზაჟების გაცნობა-შესწავლის გზით).

3. ინტეგრირება კომპლექსური დავალების პირობაზე დაყრდნობით - ერთი კომპლექსური დავალების კონტექსტის გამოყენება ორი სხვადასხვა საგნის საკითხების ურთიერთდაკავშირებულად დასამუშავებლად. მაგალითად: შესაძლოა მოსწავლეს კომპლექსური დავალების სახით დაევალოს ვიდეომეგზურის მომზადება საკუთარი ქალაქის/სოფლის/რეგიონის ღირსშესანიშნაობების შესახებ. იგივე დავალება საკუთარი მიზნებისთვის შესაძლოა გამოიყენოს ციფრული ტექნოლოგიების მასწავლებელმა ან ისტორიამ თუ გეოგრაფიამ, თუკი ამავე კომპლექსური დავალების ფარგლებში ყურადღებას გამახვილებს შესაბამის ციფრულ პროგრამებზე ან საკითხებზე.

ეროვნული სასწავლო გეგმა არ აწესებს მკაცრ მოთხოვნებს ინტეგრირებასთან დაკავშირებით. ეს არის პროცესი, რომელიც ყველა სკოლამ უნდა განავითაროს საკუთარი პრიორიტეტებიდან და შესაძლებლობებიდან გამომდინარე.

ინტეგრირების ზემოხსენებული მექანიზმები შეიძლება გამოყენებულ იქნას ეროვნული სასწავლო გეგმის პრიორიტეტული თემების ფორმალურ განათლებაში შემოსაყვანად.

პრიორიტეტული თემები

ზოგადი განათლების ეროვნული მიზნებიდან გამომდინარე, ეროვნული სასწავლო გეგმა გამოყოფს პრიორიტეტულ თემებს, რომელთაც დიდი მნიშვნელობა აქვს მოსწავლის სამოქალაქო ცნობიერების ჩამოსაყალიბებლად:

- ა) კულტურული მემკვიდრეობის დაცვა; ბ) გარემოს დაცვა;
- გ) ჯანსაღი ცხოვრება;
- დ) სამოქალაქო უსაფრთხოება; ე) კონფლიქტების მართვა;
- ვ) ფინანსური წიგნიერება;
- ზ) კულტურული მრავალფეროვნება; თ) ადამიანის უფლებები.

პრიორიტეტულ სასწავლო თემებზე აქცენტირებული მუშაობა უნდა მიმდინარეობდეს სასკოლო პროექტების განხორციელებით. სასკოლო პროექტების განსახორციელებლად სკოლები სწავლობენ საკუთარ საჭიროებებს და გეგმავენ აქტივობებს გამოკვეთილი პრობლემების გადასაჭრელად/სკოლის განსავითარებლად; ეს აქტივობები ხელს უწყობს, ერთი მხრივ, მოსწავლეთა ცნობიერების ამაღლებას პრიორიტეტულ თემებთან მიმართებით და მეორე მხრივ კი - სკოლის საორგანიზაციო კულტურის განვითარებას.

სასკოლო პროექტებზე მუშაობისას სკოლებმა უნდა გაითალისწინონ შემდეგი კრიტერიუმები:

- რამდენად ორიენტირებულია სასკოლო პროექტი დემოკრატიული კულტურის კომპეტენციების განვითარებაზე;
- რამდენად ორიენტირებულია პროექტი ეროვნული სასწავლო გეგმის სამიზნე ცნებასთან/ცნებებსა და მკვიდრ წარმოდგენებზე;
- უწყობს თუ არა პროექტი ხელს ეროვნული სასწავლო გეგმის პრიორიტეტულ თემაზე/თემებზე მოსწავლეთა ცნობიერების ამაღლებას;
- რამდენად გამოკვეთს პროექტი ინტერდისციპლინურ კავშირებს, ასევე კლასებს/საფეხურებს შორის კავშირებს;
- რამდენად ითვალისწინებს პროექტი სკოლის სტრუქტურულ ერთეულებთან (კათედრები, სამეურვეო საბჭო, პედაგოგიური საბჭო, მოსწავლეთა თვითმმართველობა და სხვა) თანამშრომლობას და სასკოლო საზოგადოების/თემის ჩართულობას;
- რამდენად ავითარებს პროექტი თემთან/გარე ორგანიზაციებთან თანამშრომლობის შესაძლებლობებს;
- რამდენად ითვალისწინებს სასკოლო პროექტი ფორმალური და არაფორმალური განათლების კომპონენტს;
- რამდენად აქვს ყველა მოსწავლეს თანაბრად ჩართვის შესაძლებლობა;
- რამდენად მოაიაზრებს პროექტის იდეა და შედეგები კავშირს სკოლის განვითარებასთან.

ტექნოლოგიების მიზნობრივი გამოყენება

ტექნოლოგიები სწავლა-სწავლების პროცესში ორ ფუნქციას ასრულებს:

1. მათი საშუალებით სასწავლო პროცესი უფრო საინტერესო ხდება მოსწავლისთვის;
2. მათი საშუალებით უფრო ეფექტურად მიმდინარეობს კომუნიკაცია სასკოლო საზოგადოების წევრებს შორის.

ეროვნული სასწავლო გეგმის დანერგვის პროცესში მასწავლებლებმა ციფრული ტექნოლოგიები შეიძლება გამოიყენონ კომპლექსური დავალებებისა და თემატური მატრიცების შესაქმნელად.

გამოყენებული ლიტერატურა:

მესამე თაობის ეროვნული სასწავლო გეგმა - პირველი უცხოური ენა საშუალო საფეხურზე;
საგანი - პირველი უცხოური ენა (ინგლისური ენა), საბაზო საფეხურის გზამკვლევი მესამე თაობის ეროვნული სასწავლო გეგმის მიხედვით, საქართველოს განათლებისა და მეცნიერების სამინისტროს სკოლამდელი და ზოგადი განათლების განვითარების დეპარტამენტი, 2022 წელი

8) პირველი თავის მატრიცა

თემატური მატრიცა

Unit 1. Not Just Another Brick in the Wall
შუალედური მიზანი 1 - ინტერვიუ განმცხადებელთან (აპლიკანტთან) საზღვარგარეთ სწავლის გაგრძელების დაფინანსების მოსაპოვებლად.
შუალედური მიზანი 2 - სტატია თემაზე „მშობლიური და უცხო ქვეყნის განათლების სისტემებს შორის არსებული მსგავსება-განსხვავება“.

შუალედური სასწავლო მიზანი N1

თემა - სკოლა და სასკოლო საზოგადოება, განათლების სისტემა საკითხი - ინტერვიუ განმცხადებელთან (აპლიკანტთან) საზღვარგარეთ სწავლის გაგრძელების დაფინანსების მოსაპოვებლად.

სამიზნე ცნება	ქვეცნებები	ქვესაკითხები
ჟანრი (Iუცხ. საშ.1,2,3,5,6)	1. კომუნიკაციის სიტუაციური მახასიათებლები; თემა; 2. ზეპირი კომუნიკაციის ჟანრები; 3. ტექსტის სტრუქტურა;	1. ინტერვიუ განმცხადებელთან საზღვარგარეთსწავლის გაგრძელების დაფინანსების მოსაპოვებლად; 2. ინტერვიუ; 3. ზეპირი ინტერაქციის/ინტერვიუს სტრუქტურირება: საუბრის წამოწყება, სასაუბროთემის შემოტანა, თემის შეჯამება/დასრულება; ინტონაცია, მახვილი, პაუზა, ხმის ტემბრი, მეტყველების ტემპი.
სამეტყველო ქმედება (Iუცხ. საშ.2,3,4,5,6)	ფუნქციური სამეტყველო ქმედებები - ცალკეული ფუნქციური გამონათქვამები/ გამონათქვამთა ბმული თანამიმდევრობა ინტერაქციისთვის:	

	ინტერაქცია ინფორმაციის მოსაპოვებლად; ინტერაქცია ინფორმაციისგასაცემად; ინტერაქცია შეხედულებებსა დადამოკიდებულებებზე; ინტერაქცია ემოციებსა და გრძნობებზე; ლოგიკური კავშირების გამოხატვა.	<u>Asking for information</u> - e.g. Tell us about yourself.. <u>Giving Personal information</u> - e.g. My name is..., I am from... <u>Expressing feelings, emotions</u> - e.g. I am impressed, I am a fan of... It is my pleasure... exceed my expectation <u>Giving opinion</u> e.g. To my mind, in my point of view....., I believe that....., I'm sure that...., I feel that, I'd say that, it seems to me that....; I'm no expert (on this), but, As far as I know.... <u>Using logical linkers:</u> because, so, and, but, lthough, also...
ენობრივი საშუალებები (Iუცხ.საშ.1,2,3,4,5,6)	ლექსიკა გრამატიკა	<ul style="list-style-type: none"> • School systems; • Application procedures; • Present Tenses

საკვანძო შეკითხვა - როგორ/რა სტრატეგიების გამოყენებით ავითვისო ინტერვიუსთვის საჭირო ლექსიკური და გრამატიკული ერთეულები? როგორ, რა სტრატეგიების გამოყენებით წარვმართო ინტერვიუ?

კომპლექსური დავალება - (Student's Book. p. 20. ex3)

როლური თამაში - დაიყავით ჯგუფებად და გაითამაშეთ ინტერვიუ (გასაუბრება) სკოლის ადმინისტრაციასა და განმცხადებელ (აპლიკანტ) მოსწავლეს შორის, რომელსაც სურს სტიპენდიის მიღება საზღვარგარეთის სკოლაში სწავლის გასაგრძელებლად. ინტერვიუში განმცხადებელს (აპლიკანტს) დაუსვით შეკითხვები მისი წარმოდგენილი აპლიკაციის საფუძველზე (მოსწავლის წიგნი, გვ. 21, აპლიკაცია), რაც გადაწყვეტილების მიღებაში დაგეხმარება (მაგ., სახელი, გვარი, საცხოვრებელი ადგილი, რომელ კლასში სწავლობ, ინტერესები, უნარები, რომელ უცხოურ ენებს ფლობს, რომელი საგანი აინტერესებს ყველაზე მეტად, რომელ კლასგარეშე აქტივობებშია ჩართული, ხასიათის თვისებები, ძლიერი და სუსტი მხარეები). დაიცავი ინტერვიუს სტრუქტურა, ინგლისური ენისთვის დამახასიათებელი ინტონაცია, გამოთქმა და მახვილები;

ამისთვის გამოიყენე ნასწავლი **სიტყვები, გრამატიკული საკითხები და საჭირო გამონათქვამები** - education, Public School, Private School, Grammar School, General, Bilingual, Science, Classical, Vocational School, Languages, Academic, Extracurricular And Personal Interests, visual art forms,

languages, future occupation, integrate, attend, knowledge, exam, grade, interdisciplinary, skill, cognitive, experience, explore, core, projects, fee, curriculum, demanding, headmaster, woodwork, bookbinding, excursion, compulsory, involving various areas of study, going to school regularly, forming aspecial relationship, Present Simple, Present Continuous, Present Perfect.

<p>სამიზნე ცნებასთან/ცნებებთან დაკავშირებული მკვიდრი წარმოდგენები მოსწავლემ უნდა გააცნობიეროს. რომ:</p>	<p>შეფასების კრიტერიუმი მოსწავლეს შეუძლია:</p>	<p>ნაშრომში/ნაშრომის პრეზენტაციისას ხაზგასმით წარმოაჩინე:</p>
<p>ჟანრი 1. დისკურსული /დისკურსში გამოყენებული ჟანრი კომუნიკაციის სპეციფიკური ფორმაა, რომელიც ხორციელდებატიკობრივ საკომუნიკაციო სიტუაციაში. ჟანრი ამოიცნობა სიტუაციური მახასიათებლებით - ადგილით, მიზნით, მონაწილეთა ვინაობით, თემით და სხვ. (მაგ., დიალოგი სავაჭრო ობიექტში); 2. ერთი და იმავე დისკურსული ჟანრის ტექსტებს აქვს საერთო სტრუქტურული და შინაარსობრივი მახასიათებლები; 3. წარმატებული კომუნიკაციის დასამყარებლად მნიშვნელოვანია სიტუაციური ფაქტორების შესაბამისი ვერბალური (ლექსიკის, გრამატიკული ფორმების შერჩევა) და არავერბალური (ინტონაცია, პაუზა, შესტ-მიმიკა, რუბრიკები, ილუსტრაცია, სქემა და სხვა.) საშუალებების შერჩევა;</p> <p>სამეტყველო ქმედება 1. საკომუნიკაციო სიტუაციაში მეტყველება ხორციელდება სხვადასხვა ფუნქციით (რჩევის მიცემა, აღწერა-დახასიათება, ინტერაქცია სოციალურ რიტუალებში, გზის მითითება, დამოკიდებულების გამოხატვა, ახსნა და სხვა); 2. წარმატებული კომუნიკაციისთვის მნიშვნელოვანია სამეტყველო ქმედებების მიზნობრივად განხორციელება სათანადო გამონათქვამების და ენობრივ-გრამატიკული ფორმების გამოყენებით.</p> <p>ენობრივი საშუალებები 1. ყოველ ენას თავისებური, სხვა ენებისგან განსხვავებული სპეციფიკური ფონეტიკური, მორფოლოგიური, სინტაქსური დალექსიკური სისტემები აქვს; 2. ფონეტიკის, ლექსიკისა და გრამატიკის შესწავლა და მათი ფუნქციურად გამოყენება მნიშვნელოვანია წარმატებული</p>	<p>ჟანრი</p> <ul style="list-style-type: none"> • კონკრეტული საკომუნიკაციო სიტუაციის შესაფერისი ჟანრის გამოყენება; (მკვ.წ.4) • ჟანრის სტრუქტურული და შინაარსობრივი მახასიათებლების დაცვა; (მკვ.წ.1,5,6) • სიტუაციური ფაქტორების შესაბამისი ვერბალური და არავერბალური საშუალებების შერჩევა. (მკვ.წ.2,3) <p>სამეტყველო ქმედება</p> <ul style="list-style-type: none"> • სიტუაციის შესაბამისი სამეტყველო ქმედებების მიზნობრივად განხორციელება. (მკვ.წ.1, 2) <p>ენობრივი საშუალებები</p> <ul style="list-style-type: none"> • ახალი ლექსიკური ერთეულებისა და გრამატიკული საკითხების კონტექსტში გამოყენება. (მკვ.წ.1, 2) 	<ul style="list-style-type: none"> • რა არის ინტერვიუს მთავარი მახასიათებლები, თემა დამიზანი, ვინ არის შენი მსმენელი (ჟანრი); • რამდენად შეესაბამება ინტერვიუს მიზანს და საკომუნიკაციო სიტუაციას გამონათქვამები, სიტყვები და გრამატიკული ფორმები (სამეტყველო ქმედება, ენობრივი საშუალებები, ჟანრი), რომლებიც გამოიყენე.

კომპლექსური დავალების განხორციელების ეტაპები (აქტივობები, რესურსები, შეკითხვები)

ძირითადი რესურსი:

Tune Up! 2 Student's book Tune Up! 2 Workbook

რესურსი 1. Mock Interview for students <https://youtu.be/gEfPlwK2eC8>

რესურსი 2. Scholarship interview questions and answers <https://youtu.be/q6323JL8a24>

ეტაპი I – კომპლექსური დავალების პირობის გაცნობარესურსები/განსახილველი შემთხვევები:
(პირველი ეტაპის ნაწილად მოიაზრება ძირითადი შემთხვევის განხილვის დაწყება).

აქტივობა. მასწავლებელი მართავს დისკუსიას შემდეგ საკითხებზე, მაგ.,

- რას ეხებოდა ვიდეორგოლი? (რესურსი 1)
- რა სახის რჩევები განიხილეს ვიდეოში?
- როგორ ფიქრობ, რამდენად მნიშვნელოვანია გასაუბრების დროს ვიდეოში მოცემული რჩევების გათვალისწინება?

ამის შემდეგ პედაგოგი მოსწავლეებს აცნობს დავალების პირობას, რომ უნდა მოამზადონ და გაითამაშონ ინტერვიუ - გასაუბრება მოსწავლესთან დაფინანსების მოსაპოვებლად. დავალების პირობის გაცნობის შემდეგ კლასი კვლავ მსჯელობს შემდეგ საკითხებზე:

კომპლექსური დავალების პირობის გააზრებაზე ორიენტირებული შეკითხვები:
ქვეცნება/ქვესაკითხი

კომუნიკაციის სიტუაციური მახასიათებლები, - როლური თამაში-ინტერვიუ

- როგორ მოემზადები როლური თამაშისთვის? რა სტრატეგიებს/მახასიათებლებს გამოიყენებ როლური თამაშისთვის? (მაგ., ვინ უნდა იყვნენ ინტერვიუს მონაწილეები? სად წარიმართება ინტერვიუ? რა მიზანი ექნება ინტერვიუს?)

დისკურსული ჟანრები /ტექსტის სტრუქტურა - ზეპირი კომუნიკაციის ჟანრი - ინტერვიუ:

- რა მახასიათებლები აქვს ინტერვიუს? (რესურსი 1, რესურსი 2)
- რატომაა საჭირო მეტყველებისას სიტყვების სწორად გამოთქმაზე დაფიქრება? მიმიკა-ჟესტიკულაციაზე დაფიქრება? ფუნქციური სამეტყველო ქმედებები
- რომელი ფრაზებს გამოიყენებ ინფორმაციის მოსაპოვებლად/გასაცემად? *ლექსიკა, გრამატიკა*
- რომელ დროებს გამოიყენებ პირად ინფორმაციაზე სასაუბროდ, გამოცდილების გასაზიარებლად... გამოსახატავად?

ყურადღება უნდა გამახვილდეს იმაზე, თუ რამდენად ესმის მოსწავლეს, რა არის კომპლექსური დავალება

- შენი სიტყვებით ჩამოაყალიბე, რას შეეხება დღეს მოცემული დავალება, რომელზეც რამდენიმე გაკვეთილის განმავლობაში უნდა იმუშაო? მსგავსი ფორმის, ან შინაარსის დავალება სხვა დროს თუ შეგისრულებია?

მასწავლებელი რწმუნდება, რომ თითოეულმა მოსწავლემ გაიგო კომპლექსური დავალების ტიპი, დანიშნულება და შეფასების კრიტერიუმები.

ეტაპი II – კომპლექსურ დავალებაზე მუშაობა

სამიზნე ცოდნის (დეკლარატიული, პროცედურული, პირობისეული) კონსტრუირებაზე ორიენტირებული შეკითხვები

ქვეცნება-სტრატეგიები: ლექსიკის ათვისების, მოსმენილი/აკითხული ტექსტის გაგების, გრამატიკის.

ლექსიკა :

St. b. - p. 8-9; ex. 1,2,3,4;5;6. p. 10-11; ex. 1,2;3;4 p.12-13; ex. 1;2;3;4;5;6;7;8.

w. b. - p.8-14;

- რა სიტყვები გახსოვს სკოლის ცხოვრებასთან და განათლებასთან დაკავშირებულ თემებთან?
- რომელი ხერხი დაგეხმარება ყველაზე უკეთ სკოლის ცხოვრებასთან და განათლებასთან დაკავშირებული სიტყვების ათვისებასა და დამახსოვრებაში?
- რა სიტყვები და ფრაზები დაგჭირდება პირადი ინფორმაციის გასაცემად, გამოცდილებაზე სასაუბროდ?
- რა სტრატეგიების გამოყენებით შეძელი სხვადასხვა ქვეყნის სკოლების შესახებ წაკითხული ტექსტის გაგება?

გრამატიკა:

st. b. p.14-15; ex. 1;2;3. p.16-17; ex.1;2;3;4;5;6. p.18-19. ex. 1;2;3;4;5;6;7. p.20-21. ex. 1;2;3. w. b. p.15-22;

- რომელ დროებს გამოიყენებ სასკოლო ცხოვრებაზე, განათლებაზე სასაუბროდ?
- გაიხსენე როგორ იწარმოება Present Tenses, რით განსხვავდება ერთმანეთისგან?
- რომელი ხერხები გეხმარება Present Tenses ფორმების/წესების უკეთ დამახსოვრებაში? (კონტექსტში გამოყენება? სქემატური ვიზუალური მოდელის შექმნა და გონებაში წარმოდგენა? სავარჯიშოების შესრულება? გონებაში წესის გამეორება?) ჯერ წესი გავიაზრო და მერე გამოვიყენო კონკრეტულ მაგალითებში? თუ პირიქით: კონკრეტულ მაგალითებს დავაკვირდე წესის აღმოსაჩენად?
- რა ინფორმაცია შეიძლება შეიტყო წინასწარ მოსასმენი ტექსტის შესახებ, მოცემულ სურათებსა თუ სიტყვებზე დაყრდნობით?
- რა ხერხს გამოიყენებ იმისათვის, რომ მოსმენილი ტექსტის შემდეგ სწორად გაიგო ინფორმაცია სკოლის ცხოვრებასთან დაკავშირებულ საკითხებზე, ქვეყნის წესებზე და სხვა?
- რა ხერხებს გამოიყენებ ზეპირი კომუნიკაციისას? (მაგ., წინასწარ გაივლი რეპეტიციას დელვის შესამცირებლად)

ნაბიჯი 2. რა არის ინტერვიუს მთავარი მახასიათებლები, თემა და მიზანი, ვინ არის შენი მსმენელი?

ზეპირი ტექსტის ჟანრობრივი მახასიათებლების/სტრუქტურის გაცნობა და დამუშავება რესურსები და აქტივობები:

რესურსი 1. Mock Interview for students <https://youtu.be/gEfPlwK2eC8>

რესურსი 2. Scholarship interview questions and answers <https://youtu.be/q6323JL8a24>

აქტივობა: მეტყველების ხერხებზე/სტრატეგიებზე მსჯელობა;

1. იდეების გენერირება ენობრივი საშუალებების მიზნობრივად გამოყენებისთვის;
2. ჯგუფის წევრებთან ერთად ინტერვიუს სცენარის შედგენა;
3. ცოდნის მობილიზების მიზნით ჩანიშვნების გაკეთება;
5. კრიტერიუმების ბადის მომზადება და თანაკლასელებთან ერთად რეპეტიციის გავლა. შეფასება გაუმჯობესების მიზნით;
6. როლური თამაშის წარდგენა;
7. როლური თამაშის წარდგენის შემდეგ განვლილი სამუშაო ეტაპების განხილვა და გასაუმჯობესებელი გზების დადგენა.

კომპლექსური დავალების შესრულების და პრეზენტაციის პროცესში მასწავლებლის მიერ დასმული შეკითხვები კონკრეტულ მოსწავლესთან ინდივიდუალური მუშაობის საწარმოებლად

აღწერე, როგორ მიმდინარეობს/წარიმართა დავალებაზე მუშაობის პროცესი;

- როგორ გეგმავ/დაგეგმე კომპლექსურ დავალებაზე მუშაობის პროცესი? რას ითვალისწინებდი სამუშაო პროცესის დაგეგმვისას?
- დაგეხმარა თუ არა პირველადი გეგმა მუშაობის პროცესში?
- რა დეტალები იყო აქცენტირებული პრეზენტაციის მომზადებისას?
- წარიმართა თუ არა კომპლექსურ დავალებაზე მუშაობის პროცესი დაგეგმილის შესაბამისად?
- გახდა თუ არა საჭირო თავდაპირველად შემუშავებულ გეგმებში ცვლილებების შეტანა?
- რატომ არის საჭირო დავალების პირველადი ვერსიის შექმნა?
- რა განასხვავებს შესრულებული დავალების პირველად ვერსიას საბოლოოსგან?
- რა ფაქტორებმა გამოიწვია/შეიძლება გამოიწვიოს პირველადი დასკვნების გადასინჯვა?
- რა პროდუქტი შექმენით კომპლექსური დავალების სახით?

ახსენი, რატომ შექმენი პრეზენტაცია? რა საკითხის შესახებ გამოხატე შენი ცოდნა კომპლექსური დავალების საშუალებით?

- რატომ განახორციელე კომპლექსური დავალება?
- რა გრძელვადიან და მოკლევადიან მიზნებს ისახავდი კომპლექსურ დავალებაზე მუშაობის პროცესში?
- ვისთვის და რატომ არის ეს პროდუქტი სასარგებლო და საინტერესო?
- რა იცოდი შესასწავლი საკითხის შესახებ? რა გაიგე ახალი? დამატებით რის გაგებას ისურვებდი?
- რამდენად შედეგიანად წარადგინე როლური თამაში თანატოლებისთვის?
- რა ხერხები გამოიყენე სასწავლო მასალის უკეთ გასააზრებლად? / კომპლექსური დავალების უკეთ შესასრულებლად?

რა დაბრკოლებებს წააწყდი დავალებაზე მუშაობის პროცესში? რა დაგეხმარა კომპლექსურ დავალებაზე მუშაობის პროცესში?

- რა საერთო მიზანი გქონდათ შენ და შენს მასწავლებელს კომპლექსურ დავალებაზე მუშაობის პროცესში?
- გქონდა თუ არა საერთო მიზნები თანაკლასელებთან ერთად? იყო თუ არა საინტერესო და სასიამოვნო კომპლექსურ დავალებაზე მუშაობის პროცესი?
- რა გააკეთე დამოუკიდებლად კომპლექსურ დავალებაზე მუშაობის პროცესში?
- რა გამოგივიდა კარგად კომპლექსურ დავალებაზე მუშაობის პროცესში?
- ვინ და როგორ დაგეხმარა კომპლექსურ დავალებაზე მუშაობის პროცესში? ვისთან ითანამშრომლე კომპლექსურ დავალებაზე მუშაობის პროცესში? (რა დახმარება გაუწიე თანაკლასელებს/მასწავლებელს; რა მხარდაჭერა მიიღე მათგან?);
- წააწყდი თუ არა კონფლიქტურ სიტუაციებს კომპლექსურ დავალებაზე მუშაობის პროცესში? როგორ შეძელი კონფლიქტის დარეგულირება?
- წააწყდი თუ არა გაურკვევლობებს კომპლექსურ დავალებაზე მუშაობის პროცესში? როგორ გაერკვიე ბუნდოვანებით მოცულ საკითხებში?
- შეხვედი თუ არა განსხვავებულ მოსაზრებებს კომპლექსურ დავალებაზე მუშაობის პროცესში? რამდენად შეძელი თანამშრომლობა განსხვავებული შეხედულებების ადამიანებთან? რა დაგეხმარება, რომ უკეთ გაიგო თანაკლასელების, მასწავლებლის სათქმელი?
- გააანალიზე, რა წესებს/კანონებს იცავდი და რატომ, კომპლექსურ დავალებაზე მუშაობის პროცესში? (მაგალითად, რამდენად მოახერხე აზრთა სხვადასხვაობის ვითარებაში ორიენტირებული ყოფილიყავი პრობლემაზე და არა კომუნიკაციაში ჩართულ ადამიანებზე? რით და როგორ გამოხატავდი ადამიანების მიმართ პატივისცემას კომპლექსურ დავალებაზე მუშაობის პროცესში)?
- რით დაგეხმარა მასწავლებელთან, სხვა მოსწავლეებთან დიალოგი კომპლექსური დავალების შესრულებაში?

- როგორ შეიძლება დაეხმაროს შენი შეკითხვები თანაკლასელებს სათქმელის უკეთ ჩამოყალიბებაში?
- რა ფაქტორები გაითვალისწინე/უნდა გაითვალისწინო საიმისოდ, რომ შენი კომპლექსური დავალების პრეზენტაცია მსმენელისთვის გასაგები და მისაღები იყოს (მაგ.: ფუნქციური სამეტყველო ქმედების (თხრობა, აღწერა, მსჯელობა) სწორად შერჩევა, სენსიტიური ნიუანსების წინ წამოწევა; შესტიკულაციის, მიმიკის, არავერბალური სიგნალების გამოყენება);
- გამოიყენე თუ არა ტექნოლოგიები კომპლექსურ დავალებაზე მუშაობის პროცესში? რაში დაგეხმარა ტექნოლოგიების გამოყენება?
- რას გააკეთებდი სხვაგვარად, ახლა რომ იწყებდე დავალებაზე მუშაობას?
- შენი აზრით, რით ჰგავს და რით განსხვავდება შენი დავალება შენი თანაკლასელების ნაშრომებისგან? როგორ წარმოაჩინ ამ განსხვავებებს შეკითხვების სახით?
- შეაფასე, რამდენად გამოგივიდა ის, რაც მასწავლებლისგან გქონდათ დავალებული?

შუალედური მიზანი 1 - კომპლექსური დავალების შეფასება სოლო ტაქსონომიის მიხედვით

სამიზნე ცნებებისა და საფეხურის შედეგების მიმართულებით პროგრესი მოწმდება შემდეგ ქვეცნებებსა და ქვესაკითხებზე დაყრდნობით. მოსწავლის ცოდნის შესამოწმებლად გამოყენებული უნდა იყოს არა მხოლოდ ის შეკითხვები, რომლებიც აქცენტირებულად რომელიმე სამიზნე ცნებას (მაგალითად, ჟანრს, ენობრივ საშუალებას, სამეტყველო ქმედებას და კულტურათა დიალოგს) შეეხება. დასკვნები უნდა გაკეთდეს ნაშრომის მთლიანი ანალიზის საფუძველზე.				
ცნება	ქვეცნებები	ქვესაკითხი (რამდენად ოპერირებს მოსწავლე ქვემოთ მოცემული ქვესაკითხებით)	ეროვნული სასწავლო გეგმის ტაქსონომიის მიხედვით	მასწავლებლის კომენტარი
<p>ჟანრი (შედეგები: I უცხ.საბ.1,2,3,4,5) 1. დისკურსული / დისკურსში გამოყენებული ჟანრი კომუნიკაციის სპეციფიკური ფორმაა, რომელიც ხორციელდება ტიპობრივ საკომუნიკაციო სიტუაციაში. ჟანრი ამოიცნობა სიტუაციური მახასიათებლებით - ადგილით, მიზნით, მონაწილეთა ვინაობით და სხვ. (მაგ., დიალოგი სავაჭრო ობიექტში); 2. ერთი და იმავე დისკურსული ჟანრის ტექსტებს აქვთ საერთო სტრუქტურული და შინაარსობრივი მახასიათებლები; 3. წარმატებული კომუნიკაციის დასამყარებლად მნიშვნელოვანია სიტუაციური ფაქტორების შესაბამისი ვერბალური (ლექსიკა, გრამატიკული ფორმები) და არავერბალური (ინტონაცია, პაუზა, ილუსტრაცია, სქემა და სხვა.) საშუალებების შერჩევა.</p>	<p>ზეპირი კომუნიკაციის ჟანრი - როლური თამაში: ინტერვიუ</p> <p>კომუნიკაციის სიტუაციური მახასიათებლები - მიზანი, თემა, ადრესატი;</p> <p>ზეპირი ტექსტის სტრუქტურა. ფუნქციური სამეტყველო ქმედებები:</p> <ul style="list-style-type: none"> • ინტერაქცია ინფორმაციის მოსაპოვებლად; 	<p>ინტერვიუ განმცხადებელთან საზღვარგარეთ სწავლის გაგრძელების დაფინანსების მოსაპოვებლად;</p> <p>სიტუაციური მახასიათებლები - მიზანი - ინტერვიუს ჩატარება განმცხადებელთან საზღვარგარეთ სწავლის გაგრძელების დაფინანსების მოსაპოვებლად. (ჟანრი)</p> <p>ზეპირი ინტერაქციის/ ინტერვიუს სტრუქტურირება - საუბრის წამოწყება, სასაუბრო თემის შემოტანა, თემის შეჯამება/დასრულება; ინტონაცია, მახვილი, პაუზა, ხმის ტემპი, მეტყველების ტემპი</p>	<p>მიმართებითი დონე მოსწავლეს მართებულად აქვს გააზრებული საკითხთან დაკავშირებული ქვეცნებები და ქვესაკითხების მნიშვნელობა. ქვესაკითხებთან დაკავშირებულ ცოდნას ურთიერთ-დაკავშირებულად იყენებს და ქმნის შინაარსობრივად და გრამატიკულად გამართულ მიზნობრივ მთლიანობას (სტრუქტურა თანამიმდევრულია, გამოყენებულია თემისა და მიზნის შესაბამისი საჭირო კონსტრუქციები და ლექსიკური ერთეულები, გამოყენებულია ახლანდელი დროის ფორმები).</p>	

			<p>მულტიტრუქტურული დონე</p> <p>ინტერვიუში მოსწავლე ურთიერთდაკავშირებულად ვერ იყენებს ქვესაკითხებთან დაკავშირებულ სხვადასხვა ცოდნას, რის გამოც ვერ ქმნის შინაარსობრივად და გრამატიკულად გამართულ მიზნობრივ მთლიანობას.</p> <p>უნიტრუქტურული დონე</p> <p>მოსწავლე აღიქვამს დავალების მოთხოვნებს, მაგრამ ვერ იყენებს ქვესაკითხების შესაბამის ცოდნას პრეზენტაციის წარსადგენად.</p> <p>პრესტრუქტურული დონე</p>	
<p>სამეტყველო ქმედება (შედეგები: IUCB.საბ.2,3,4,5)</p> <p>1. საკომუნიკაციო სიტუაციაში მეტყველება ხორციელდება სხვადასხვა ფუნქციით (რჩევის მიცემა, აღწერა-დახასიათება, ინტერაქცია სოციალურ რიტუალებში, გზის მითითება, დამოკიდებულების გამოხატვა, ახსნა და სხვა);</p> <p>2. წარმატებული კომუნიკაციისთვის საჭიროა მიზნის შესაბამისი გამონათქვამების და ენობრივ-გრამატიკული ფორმების შერჩევა და გამოყენება.</p>	<ul style="list-style-type: none"> • ინტერაქცია ინფორმაციის გასაცემად; • ინტერაქცია ემოციებსა და გრძნობებზე; • ინტერაქცია შეხედულებებისა და დამოკიდებულებების შესახებ; • ლოგიკური კავშირების გამოხატვა. 	<p><u>Asking for information</u> - e.g. Tell us about yourself..</p> <p><u>Giving Personal information</u> - e.g. My name is..., I am from...</p> <p><u>Expressing feelings, emotions</u> - e.g. I am impressed, I am a fan of... It is my pleasure... exceed my expectation</p> <p><u>Giving opinion</u> e.g. To my mind, in my point of view....., I believe that....., I'm sure that...., I feel that, I'd say that, it seems to me that...; I'm no expert (on this), but, As far as I know....</p> <p><u>Using logical linkers:</u> because, so, and, but, although, also...</p>	<p>მოსწავლე ვერ იგებს/ვერ აკმაყოფილებს დავალების მოთხოვნებს.</p>	
<p>ენობრივი საშუალებები (შედეგები: IUCB. საბ.1,2,3,4,5)</p> <p>1. ყოველ ენას თავისებური, სხვა ენებისგან განსხვავებული სპეციფიკური ფონეტიკური, მორფოლოგიური, სინტაქსური და ლექსიკური სისტემები აქვს;</p> <p>2. ფონეტიკის, ლექსიკისა და გრამატიკის შესწავლა და მათი ფუნქციურად გამოყენება მნიშვნელოვანია წარმატებული ზეპირი და წერილი კომუნიკაციისთვის.</p>	<p>ლექსიკა გრამატიკა</p>	<p>ინტერვიუსთვის საჭირო ლექსიკური - School systems; Application procedures - და გრამატიკული ერთეულები -Present Tenses.</p>		

შუალედური სასწავლო მიზანი N2

თემა - სკოლა და სასკოლო საზოგადოება, განათლების სისტემა

საკითხი - სტატია თემაზე „მშობლიური და უცხო ქვეყნის განათლების სისტემებს შორის არსებული მსგავსება- განსხვავება“.

სამიზნე ცნება	ქვეცნებები	ქვესაკითხები
ჟანრი (Iუცხ.საშ.1,2,3,5,6)	1.კომუნიკაციის სიტუაციური მახასიათებლები; 2.წერილი კომუნიკაციის ჟანრები; 3. ტექსტის სტრუქტურა.	1. მშობლიური და უცხო ქვეყნის განათლების სისტემებს შორის არსებული მსგავსება- განსხვავებების წარმოჩენა თანატოლებისთვის; 2. სტატია; 3. მაორგანიზებელი არავერბალური ელემენტები, სასვენი ნიშნები, ვიზუალური ეფექტები.
სამეტყველო ქმედება (Iუცხ.საშ.2,3,4,5,6)	ფუნქციური სამეტყველო ქმედებები - ცალკეული ფუნქციური გამონათქვამები/ გამონათქვამთა ბმული თანამიმდევრობა ინტერაქციისთვის: ინტერაქცია ინფორმაციის გასაცემად; ინტერაქცია შეხედულებებსა და დამოკიდებულებებზე. ინტერაქცია ემოციებსა და გრძნობებზე.	<ul style="list-style-type: none"> • <u>Giving information about Schools</u>- e.g. Legalbackground, education and students' age, school subjects, further studies... • <u>Expressing feelings, emotions</u> - e.g. I am impressed, I am a fan of... It is my pleasure... exceed my expectation. • <u>Giving opinion</u> e.g. To my mind, in my point of view....., I believe that....., I'm sure that...., I feel that, I'd say that, it seems to me that....; I'm no expert (on this), but, As far as I know.... • <u>Using logical linkers</u>: because, so, and, but, although, also...
ენობრივი საშუალებები (Iუცხ. საშ.1,2,3,4,5,6)	ლექსიკა გრამატიკა	<ul style="list-style-type: none"> • School systems; • Educational issues • Modal Verbs

კულტურათა დიალოგი (Iუცხ. საშ.6)	სოციოკულტურული რეალიები	<ul style="list-style-type: none"> • სასკოლო განათლების თავისებურებები (მაგ., სასკოლო საგნები, სასკოლო დღის განრიგი, სასკოლო კალენდარი, საფეხურების მოწყობა და სხვ.).
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საკვანძო შეკითხვა - როგორ/რა სტრატეგიების გამოყენებით ავითვისო საჭირო ენობრივი მასალა სხვადასხვა ქვეყნის განათლების სისტემაზე სასაუბროდ? როგორ, რა სტრატეგიების გამოყენებით დავეწერო სტატია მშობლიური ქვეყნის განათლების სიტემაზე? როგორ წარმოვაჩინო მშობლიური და უცხო ქვეყნის განათლების სისტემებს შორის არსებული მსგავსება-განსხვავებები?

კომპლექსური დავალება (Student's Book. p.24. ex.4)

დაწერე სტატია მშობლიური ქვეყნის განათლების სისტემის/სკოლის შესახებ, კანონით რა ასაკიდან იწყებენ/ამთავრებენ სწავლას, რა საგნები ისწავლება, სკოლის დასრულების შემდეგ სად აგრძელებენ სწავლას და სხვა. შეადარე უცხოური ქვეყნის (მაგ., ამერიკა, დიდი ბრიტანეთი) განათლების სისტემას, ისაუბრე მსგავსება-განსხვავებებზე, გამოხატე შენი დამოკიდებულება: რა მოგწონს/რას შეცვლიდი შენი ქვეყნის განათლების სისტემაში. დაიცავი სტატიის სტრუქტურა, გრაფიკულ-მაორგანიზებელი საშუალებები - სათაური, აზნაცები, სასვენი ნიშნები.

ამისთვის გამოიყენე ნასწავლი **სიტყვები, გრამატიკა და საჭირო გამონათქვამები** - education, integrate, attend, knowledge, exam, grade, interdisciplinary, skill, cognitive, experience, optional, explore, core, issue, projects, fee, curriculum, demanding, headmaster, woodwork, bookbinding, excursion, compulsory, fee- charging schools, involving various areas of study, going to school regularly, forming a special relationship, boarding school, strict rules of behaviour, Modal verbs.

სამიზნე ცნებასთან/ცნებებთან დაკავშირებული მკვიდრი წარმოდგენები მოსწავლემ უნდა გააცნობიეროს, რომ:	შეფასების კრიტერიუმი მოსწავლეს შეუძლია:	ნაშრომში/ნაშრომში პრეზენტაციისას ხაზგასმით წარმოაჩინეთ:
<p>ჟანრი</p> <ol style="list-style-type: none"> 1. დისკურსული /დისკურსში გამოყენებული ჟანრი კომუნიკაციის სპეციფიკური ფორმაა, რომელიც ხორციელდება ტიპობრივ საკომუნიკაციო სიტუაციაში. ჟანრი ამოიცნობა სიტუაციური მახასიათებლებით - ადგილით, მიზნით, მონაწილეთა ვინაობით, თემით და სხვ. (მაგ., დიალოგი სავაჭრო ობიექტში); 2. ერთი და იმავე დისკურსული ჟანრის ტექსტებს აქვთ საერთო სტრუქტურული და შინაარსობრივი მახასიათებლები; 3. წარმატებული კომუნიკაციის დასამყარებლად მნიშვნელოვანია სიტუაციური ფაქტორების შესაბამისი ვერბალური (ლექსიკის, გრამატიკული ფორმების შერჩევა) და არავერბალური (ინტონაცია, პაუზა, შესტ-მიმიკა, რუბრიკები, ილუსტრაცია, სქემა და სხვა.) საშუალებების შერჩევა. <p>სამეტყველო ქმედება</p> <ol style="list-style-type: none"> 1. საკომუნიკაციო სიტუაციაში მეტყველება ხორციელდება სხვადასხვა ფუნქციით (რჩევის მიცემა, აღწერა-დახასიათება, ინტერაქცია სოციალურ რიტუალებში, გზისმითითება, დამოკიდებულების გამოხატვა, ახსნა და სხვა); 2. წარმატებული კომუნიკაციისთვის მნიშვნელოვანია სამეტყველო ქმედებების მიზნობრივად განხორციელება სათანადო გამონათქვამების და ენობრივ-გრამატიკული ფორმების გამოყენებით. <p>ენობრივი საშუალებები</p> <ol style="list-style-type: none"> 1. ყოველ ენას თავისებური, სხვა ენებისგან განსხვავებული სპეციფიკური ფონეტიკური, მორფოლოგიური, სინტაქსური და ლექსიკური სისტემები აქვს; 2. ფონეტიკის, ლექსიკისა და გრამატიკის შესწავლა და მათი ფუნქციურად გამოყენება მნიშვნელოვანია წარმატებული ზეპირი და წერილი კომუნიკაციისთვის. <p>კულტურათა დიალოგი</p> <ol style="list-style-type: none"> 1. ენა და კულტურა ერთმანეთისაგან განუყოფელია: უცხო ენის შესწავლისას აღმოვაჩინთ განსხვავებულ სოციოკულტურულ და კულტურულ სამყაროსაც; 2. სხვადასხვა ქვეყნის სოციოკულტურულ კონტექსტებსა და კულტურებს შორის არსებობს მსგავსებებიც და განსხვავებებიც; 3. სოციოკულტურულ თავისებურებათა გაგება და გაზიარება ამდიდრებს ჩვენს ცოდნა-გამოცდილებას და გვეხმარება კულტურული თვითმყოფადობის მნიშვნელობის გაგებაში, საკუთარი ენისა და კულტურის უკეთ გააცნობიერებაში. 	<p>ჟანრი</p> <ul style="list-style-type: none"> • კონკრეტული საკომუნიკაციო სიტუაციის შესაფერისი ჟანრის გამოყენება; (მკვ.წ.4) • ჟანრის სტრუქტურული დაშინაარსობრივი მახასიათებლების დაცვა; (მკვ.წ.1,5,6) • სიტუაციური ფაქტორების შესაბამისი ვერბალური და არავერბალური საშუალებების შერჩევა. (მკვ.წ.2,3) <p>სამეტყველო ქმედება</p> <ul style="list-style-type: none"> • სიტუაციის შესაბამისი სამეტყველო ქმედებების მიზნობრივად განხორციელება. (მკვ.წ.1, 2) <p>ენობრივი საშუალებები</p> <ul style="list-style-type: none"> • ახალი ლექსიკური ერთეულებისა და გრამატიკული საკითხების კონტექსტში გამოყენება. (მკვ.წ.1, 2) <p>კულტურათა დიალოგი</p> <ul style="list-style-type: none"> • სოციოკულტურული და კულტურული თავისებურებების ამოცნობა და მათ შორის არსებული მსგავსება-განსხვავებების აღმოჩენა/დადგენა; (მკვ.წ.1, 2) • სოციოკულტურულ თავისებურებათა გაგება, დაფასება და გაზიარება. (მკვ.წ.3) 	<ul style="list-style-type: none"> • რა არის სტატიის მთავარი მახასიათებლები, თემა და მიზანი, ვინ არის შენი მსმენელი (ჟანრი); • რამდენად შეესაბამება სტატიის მიზანს და საკომუნიკაციოსიტუაციას გამონათქვამები, სიტყვები და გრამატიკული ფორმები (სამეტყველო ქმედება, ენობრივი საშუალებები, ჟანრი, კულტურათა დიალოგი), რომლებიც გამოიყენე; • რა მსგავსება-განსხვავება არსებობს მშობლიურ და უცხოქვეყნის კულტურას შორის (კულტურათა დიალოგი).

კომპლექსური დავალების განხორციელების ეტაპები (აქტივობები, რესურსები, შეკითხვები)
ძირითადი რესურსი: English 10 Student's book English 10 Workbook

რესურსი 1. განათლების სისტემა გაერთიანებულ სამეფოში https://youtu.be/h6A_WrkjGzs
რესურსი 2. How to write an article <https://youtu.be/93VBdWgPpMw>

ეტაპი I – კომპლექსური დავალების პირობის გაცნობა რესურსები/განსახილველი შემთხვევები:

აქტივობა. მასწავლებელი მართავს დისკუსიას შემდეგ საკითხებზე:

- რა შინაარსის ინფორმაციას შეიცავდა ვიდეორგოლი? (რესურსი 1)
- რა კატეგორიებად დაყოფდით ვიდეორგოლში მოცემულ ინფორმაციას?

ამის შემდეგ პედაგოგი მოსწავლეებს აცნობს დავალების პირობას, რომ უნდა წარადგინონ პრეზენტაცია საკუთარი ქვეყნისა და უცხოური ქვეყნის სკოლებს შორის არსებული მსგავსება-განსხვავებებზე. დავალების პირობის გაცნობის შემდეგ კლასი კვლავ მსჯელობს შემდეგ საკითხებზე :

კომპლექსური დავალების პირობის გააზრებაზე ორიენტირებული შეკითხვები:

ქვეყნება /ქვესაკითხი

კომუნიკაციის სიტუაციური მახასიათებლები - სტატიის თემა და მიზანი

- რა თემაზე უნდა შექმნა სტატია?
- რა იქნება სტატიის მიზანი? (მკითხველს გააცნოთ მსგავსება-განსხვავება საქართველოსა და უცხოური

ქვეყნის განათლების სისტემას შორის) დისკურსული ჟანრები /ტექსტის სტრუქტურა - წერიტი კომუნიკაციის ჟანრი - სტატია;

- რა მახასიათებლები აქვს წერილობით ტექსტებს?
- როგორ აგებულა აქვს ამ კონკრეტული ჟანრის ტექსტს?
- რა მახასიათებლები აქვს სტატიას? (რესურსი 2)
- როგორ გამოიყენებ გრაფიკულ-გამომსახველობითი საშუალებების ცოდნა?
- სად დასვამ სასვენ ნიშნებს?

ფუნქციური სამეტყველო ქმედებები

- რომელი ფრაზებს გამოიყენებთ საკუთარი შეხედულების/დამოკიდებულების გამოსახატავად? მსგავსება-განსხვავებაზე სასაუბროდ?

ლექსიკა, გრამატიკა

- რომელი ფრაზები და სიტყვები გახსენდება სასკოლო სისტემის შესახებ?
- რომელ გრამატიკულ ერთეულებს გამოიყენებ სასკოლო ცხოვრების აღსაწერად?

ყურადღება უნდა გამახვილდეს იმაზე, თუ რამდენად ესმის მოსწავლეს რა არის **კომპლექსური დავალება**

- შენი სიტყვებით ჩამოაყალიბე, რას შეეხება დღეს მოცემული დავალება, რომელზეც რამდენიმე გაკვეთილის განმავლობაში უნდა იმუშაო? მსგავსი ფორმის, ან შინაარსის დავალება სხვა დროს თუ შეგისრულებია?

მასწავლებელი რწმუნდება, რომ თითოეულმა მოსწავლემ გაიგო კომპლექსური დავალების ტიპი, დანიშნულება და შეფასების კრიტერიუმები.

ეტაპი II – კომპლექსურ დავალებაზე მუშაობა

ნაბიჯი 1. რამდენად შეესაბამება სტატიის მიზანს და საკომუნიკაციო სიტუაციას გამონათქვამები, სიტყვები და გრამატიკული ფორმები, რომლებიც გამოიყენე?

სამიზნე ცოდნის (დეკლარატიული, პროცედურული, პირობისეული) კონსტრუირებაზე ორიენტირებული შეკითხვები **ქვეცნება-სტრატეგიები**: ლექსიკის ათვისების, მოსმენილი/წაკითხული ტექსტის გაგების, გრამატიკის.

ლექსიკა :

St. b. - p. 22-23; ex. 1,2,3,4;5;6 p. 24-25; ex. 1,2;3;4;5. w. b. - p.22-25;

- გაიხსენე სასკოლო განათლებასთან დაკავშირებული ლექსიკა.
- როგორ დაიმახსოვრე სკოლის, სკოლასთან დაკავშირებული თავისებურებებზე სასაუბროდ საჭირო სიტყვები და გამოთქმები? *რომელი ხერხი დაგეხმარა? (რამდენჯერმე გადაწერა? კონტექსტში გამოყენება? რაიმესთან ასოცირება/დაკავშირება? ხმამაღლა გამოთქმა? პირადი ლექსიკონის შედგენა?)* რომელზე გჭირდება დამატებითი მუშაობა ?
- რა ინფორმაცია შეიძლება შეიტყო წინასწარ, წასაკითხი ტექსტის შესახებ, ტექსტის სათაურზე, ქვესათაურებზე ან სიტყვებზე დაყრდნობით?
- რა ხერხს გამოიყენებ იმისათვის, რომ წაკითხული ტექსტის შემდეგ სწორად გაიგო სკოლების შესახებ მოცემული ინფორმაცია (მაგ., კანონით რა ასაკიდან იწყებენ/ამთავრებენ სწავლას, რა საგნები ისწავლება, სკოლის დასრულების შემდეგ სად აგრძელებენ სწავლას და სხვა.)?
- რომელი ხერხები გამოიყენე/დაგეხმარა ინფორმაციის გაგებაში (მოსმენისას/წაკითხვისას)? (მაგ., გაცნობითი მოსმენის სტრატეგია - პირველი მოსმენისას ყურადღების გამახვილება ზოგად შინაარსზე (კონტექსტი/საკომუნიკაციო სიტუაცია, თემა, მონაწილეები), ნაცნობ სიტყვებსა და შესიტყვებებზე, არავერბალურ ელემენტებზე (ინტონაცია, მიმიკა-ჟესტიკულაცია, ხმის ტემბრი და სხვ.).
- რომელი ხერხის გამოყენება შეიძლებოდა უკეთესი შედეგის მისაღწევად?
- რა ხერხს გამოიყენებ იმისთვის, რომ წაკითხული ტექსტის შემდეგ შეძლო ერთმანეთს შეადარო ორი სხვადასხვა ქვეყნის სასკოლო თავისებურებები?

გრამატიკა:

- რომელი გრამატიკული საკითხი გჭირდება ზოგადი ინფორმაციის გადმოსაცემად?
- როგორ იწარმოება Present Simple Tense?
- რა განსხვავებაა მოდალურ ზმნებსა და ძირითად ზმნებს შორის?
- რომელი მოდალური ზმნები დაგჭირდება სკოლის ცხოვრებასთან დაკავშირებული წესების/სტანდარტების დასაწერად?
- რომელი ხერხები გეხმარება გრამატიკული ფორმების/წესების უკეთ დამახსოვრებაში? (კონტექსტში გამოყენება? სქემატური ვიზუალური მოდელის შექმნა და გონებაში წარმოდგენა? სავარჯიშოების შესრულება? გონებაში წესის გამოთქმა?) ჯერ წესი გავიაზრო და მერე მისი გამოვიყენო კონკრეტულ მაგალითებში? თუ პირიქით: კონკრეტულ მაგალითებს დავაკვირდე წესის აღმოსაჩენად?
- რა საკითხთან მიმართებაში გჭირდება დამატებით ვარჯიში?

ნაბიჯი 2. რა არის სტატიის მთავარი მახასიათებლები, თემა და მიზანი, ვინ არის შენი მკითხველი?

წერითი ტექსტის ჟანრობრივი მახასიათებლების/სტრუქტურის გაცნობა და დამუშავება რესურსები და აქტივობები:

რესურსი 2. How to write an article <https://youtu.be/93VBdWgPpMw>

აქტივობა: წერის ხერხებზე/სტრატეგიებზე მსჯელობა;

- გაიხსენე უცხოური და მშობლიური ქვეყნის განათლების სისტემის შესახებ.
- დაალაგე ინფორმაცია თემების მიხედვით.
 - შეადგინე ნაწერის პირველადი ვერსია
 - შეადარე შენი ნაწერი შეფასების კრიტერიუმებს. შეიტანე ცვლილებები საჭიროებისამებრ.

- შექმენი საბოლოო ვერსია.
- წარადგინე დავალება
- წარდგენის შემდეგ ისაუბრე სამუშაო ეტაპების შესახებ. დაასახელე დავალების გასაუმჯობესებელი გზები.

კომპლექსური დავალების შესრულების და პრეზენტაციის პროცესში მასწავლებლის მიერ დასმული შეკითხვები კონკრეტულ მოსწავლესთან ინდივიდუალური მუშაობის საწარმოებლად

აღწერე, როგორ მიმდინარეობს/წარიმართა დავალებაზე მუშაობის პროცესი;

- როგორ გეგმავ/დაგეგმე კომპლექსურ დავალებაზე მუშაობის პროცესი? რას ითვალისწინებდი სამუშაო პროცესის დაგეგმვისას?
- დაგეხმარა თუ არა პირველადი გეგმა მუშაობის პროცესში?
- რა დეტალები იყო აქცენტირებული სტატიის მომზადებისას?
- წარიმართა თუ არა კომპლექსურ დავალებაზე მუშაობის პროცესი დაგეგმილის შესაბამისად?
- გახდა თუ არა საჭირო თავდაპირველად შემუშავებულ გეგმებში ცვლილებების შეტანა?
- რატომ არის საჭირო დავალების პირველადი ვერსიის შექმნა?
- რით განსხვავდება შესრულებული დავალების პირველადი ვერსია საბოლოოსგან?
- რა ფაქტორებმა გამოიწვია/შეიძლება გამოიწვიოს პირველადი დასკვნების გადასინჯვა?
- რა პროდუქტი შექმენი კომპლექსური დავალების სახით?

ახსენი, რატომ შექმენი პრეზენტაცია? რა საკითხის შესახებ გამოხატე შენი ცოდნა კომპლექსური დავალების საშუალებით?

- რატომ განახორციელე კომპლექსური დავალება?
- რა გრძელვადიან და მოკლევადიან მიზნებს ისახავდი კომპლექსურ დავალებაზე მუშაობის პროცესში?
- ვისთვის და რატომ არის ეს პროდუქტი სასარგებლო და საინტერესო?
- რა იცოდი შესასწავლი საკითხის შესახებ? რა გაიგე ახალი? დამატებით რის გაგებას ისურვებდი?
- რამდენად შედეგიანად წარადგინე სტატია თანატოლებისთვის? (მაგ., რამდენად მართებულად გამოიყენე ნასწავლი ლექსიკა და გრამატიკა, გრაფიკულ-მორგანიზებელი საშუალებები და ა.შ)
- რა ხერხები გამოიყენე სასწავლო მასალის უკეთ გასააზრებლად? / კომპლექსური დავალების უკეთ შესასრულებლად?

რა დაბრკოლებებს წააწყდი დავალებაზე მუშაობის პროცესში? რა დაგეხმარათ კომპლექსურ დავალებაზე მუშაობის პროცესში?

- რა საერთო მიზანი გქონდათ შენ და შენს მასწავლებელს კომპლექსურ დავალებაზე მუშაობის პროცესში?
- გქონდა თუ არა საერთო მიზნები თანაკლასელებთან ერთად? იყო თუ არა საინტერესო და სასიამოვნო შენთვის კომპლექსურ დავალებაზე მუშაობის პროცესი?
- რა გააკეთე დამოუკიდებლად კომპლექსურ დავალებაზე მუშაობის პროცესში?
- რა გამოგივიდა კარგად კომპლექსურ დავალებაზე მუშაობის პროცესში?
- ვინ და როგორ დაგეხმარა კომპლექსურ დავალებაზე მუშაობის პროცესში? ვისთან ითანამშრომლე კომპლექსურ დავალებაზე მუშაობის პროცესში? (რა დახმარება გაუწიე თანაკლასელებს / მასწავლებელს; რა მხარდაჭერა მიიღეთ მათგან);
- წააწყდი თუ არა კონფლიქტურ სიტუაციებს კომპლექსურ დავალებაზე მუშაობის პროცესში? როგორ შეძელი კონფლიქტის დარეგულირება?
- წააწყდი თუ არა გაურკვევლობებს კომპლექსურ დავალებაზე მუშაობის პროცესში? როგორ გაერკვიე ბუნდოვანებით მოცულ საკითხებში?
- შეხვდი თუ არა განსხვავებულ მოსაზრებებს კომპლექსურ დავალებაზე მუშაობის პროცესში? რამდენად შეძელი თანამშრომლობა განსხვავებული შეხედულებების ადამიანებთან? რა დაგეხმარება, რომ უკეთ გაიგო თანაკლასელების, მასწავლებლის სათქმელი?

- გაანალიზე, რა წესებს/კანონებს იცავდი და რატომ, კომპლექსურ დავალებაზე მუშაობის პროცესში? (მაგალითად, რამდენად მოახერხე აზრთა სხვადასხვაობის ვითარებაში ორიენტირებული ყოფილიყავით პრობლემაზე და არა კომუნიკაციაში ჩართულ ადამიანებზე? რით და როგორ გამოხატავდი ადამიანების მიმართ პატივისცემას კომპლექსურ დავალებაზე მუშაობის პროცესში?)
- რით დაგეხმარა მასწავლებელთან, სხვა მოსწავლეებთან დიალოგი კომპლექსური დავალების შესრულებაში?
- როგორ შეიძლება დაეხმაროს შენი შეკითხვები თანაკლასელებს სათქმელის უკეთ ჩამოყალიბებაში?
- რა ფაქტორები გაითვალისწინე/უნდა გაითვალისწინო საიმისოდ, რომ შენი კომპლექსური დავალების პრეზენტაცია მსმენელისთვის გასაგები და მისაღები იყოს (მაგ.: ფუნქციური სამეცნიერო ქმედების (თხრობა, აღწერა, მსჯელობა) სწორად შერჩევა, სენსიტიური ნიუანსების წინ წამოწევა; შესტიკულაციის, მიმიკის, არავერბალური სიგნალების გამოყენება);
- გამოიყენე თუ არა ტექნოლოგიები კომპლექსურ დავალებაზე მუშაობის პროცესში? რაში დაგეხმარა ტექნოლოგიების გამოყენება?
- რას გააკეთებდი სხვაგვარად, ახლა რომ იწყებდე დავალებაზე მუშაობას?
- შენი აზრით, რით ჰგავს და რით განსხვავდება შენი დავალება შენი თანაკლასელების ნაშრომებისგან? როგორ წარმოაჩინე ამ განსხვავებებს შეკითხვების სახით?
- შეაფასე, რამდენად გამოგივიდა ის, რაც მასწავლებლისგან გქონდა დავალებული?

შუალედური მიზანი 2 - კომპლექსური დავალების შეფასება სოლო ტაქსონომიის მიხედვით

სამიზნე ცნებებისა და საფეხურის შედეგების მიმართულებით პროგრესი მოწმდება შემდეგ ქვეცნებებსა და ქვესაკითხებზე დაყრდნობით. მოსწავლის ცოდნის შესამოწმებლად გამოყენებულ უნდა იქნას არა მხოლოდ ის შეკითხვები, რომლებიც აქცენტირებულად რომელიმე სამიზნე ცნებას (მაგალითად, ჟანრს, ენობრივ საშუალებას, სამეტყველო ქმედებას და კულტურათა დიალოგს) შეეხება. დასკვნები უნდა გაკეთდეს ნაშრომის მთლიანობითი ანალიზის საფუძველზე.				
ცნება	ქვეცნებები	ქვესაკითხი (რამდენად ოპერირებს მოსწავლე ქვემოთ მოცემული ქვესაკითხებით)	ეროვნული სასწავლო გეგმის ტაქსონომიის მიხედვით	მასწავლებლის კომენტარი
<p>ჟანრი (შედეგები: I უცხ. საბ.1,2,3,4,5) 1. დისკურსული / დისკურსში გამოყენებული ჟანრი კომუნიკაციის სპეციფიკური ფორმაა, რომელიც ხორციელდება ტიპობრივ საკომუნიკაციო სიტუაციაში. ჟანრი ამოიცნობა სიტუაციური მახასიათებლებით - ადგილით, მიზნით, მონაწილეთა ვინაობით დასხვ. (მაგ., დიალოგი სავაჭრო ობიექტში); 2. ერთი და იმავე დისკურსული ჟანრის ტექსტებს აქვთ საერთო სტრუქტურული და შინაარსობრივი მახასიათებლები; 3. წარმატებული კომუნიკაციის დასამყარებლად მნიშვნელოვანია სიტუაციური ფაქტორების შესაბამისი ვერბალური (ლექსიკა, გრამატიკული ფორმები) და არავერბალური (ინტონაცია, პაუზა, ილუსტრაცია, სქემა და სხვა.) საშუალებების შერჩევა.</p>	<p>წერიტი კომუნიკაციის ჟანრი -სტატია;</p> <p>კომუნიკაციის სიტუაციური მახასიათებლები - მიზანი, თემა, ადრესატი;</p> <p>წერილობითი ტექსტის აგებულება/ სტრუქტურა.</p>	<p>მშობლიური და უცხო ქვეყნის განათლების სისტემებს შორის არსებული მსგავსება- განსხვავებების წარმოჩენასტატიაში;</p> <p>სიტუაციური მახასიათებლები - მიზანი -მშობლიური და უცხო ქვეყნის განათლების სისტემებს შორის არსებული მსგავსება- განსხვავებების წარმოჩენა. ადრესანტი (ვინ წერს) ადრესატი - თანატოლები; (ჟანრი)</p> <p>სტატიის სტრუქტურა, მარგანიზებელი ელემენტები - სათაური, აზვაცი, სასვენი ნიშნები.</p>	<p>მიმართებითი დონე მოსწავლეს მართებულად აქვს გააზრებული საკითხთან დაკავშირებული ქვეცნებები და ქვესაკითხების მნიშვნელობა. ქვესაკითხებთან დაკავშირებულ ცოდნას ურთიერთდაკავშირებულად იყენებს და ქმნის შინაარსობრივად და გრამატიკულად გამართულ მიზნობრივ მთლიანობას (სტრუქტურა თანამიმდევრულია, გამოყენებულია თემისა დამიზნის შესაბამისი საჭიროკონსტრუქციები და ლექსიკური ერთეულები, გამოყენებულია საჭირო ზმნების აწმყო დროისა და მოდალური ზმნის ფორმები). მოსწავლე წარმოაჩენს მშობლიური და უცხო ქვეყნის განათლების სისტემებს შორის არსებულ მსგავსება- განსხვავებებს. გამოხატავს დამოკიდებულებებს.</p> <p>მულტისტრუქტურული დონე სტატიაში მოსწავლე ურთიერთდაკავშირებულად ვერ იყენებს ქვესაკითხებთან დაკავშირებულ სხვადასხვა ცოდნას, რის გამოც ვერ ქმნის შინაარსობრივად და გრამატიკულად გამართულ მიზნობრივ მთლიანობას. მოსწავლე ავლენს მშობლიური და უცხო სოციოკულტურული ცალკეული რეალიების ცოდნას, მაგრამ ვერ ახერხებს მათ შორის არსებული მსგავსება განსხვავების მწყობრად წარმოჩენას.</p>	

			<p>უნიტრუქტურული დონე მოსწავლე აღიქვამს დავალების მოთხოვნებს, მაგრამ ვერიყენებს ქვესაკითხების შესაბამის ცოდნას</p>	
<p>სამეტყველო ქმედება (შედეგები: Iუცხ.საბ.2,3,4,5) 2. საკომუნიკაციო სიტუაციაში მეტყველება ხორციელდება სხვადასხვა ფუნქციით, (რჩევისმიცემა, აღწერა-დახასიათება, ინტერაქცია სოციალურ რიტუალებში, გზის მითითება, დამოკიდებულების გამოხატვა, ახსნა და სხვა); 3. წარმატებული კომუნიკაციისთვის საჭიროამიზნის შესაბამისი გამონათქვამების და ენობრივ-გრამატიკული ფორმების შერჩევა და გამოყენება.</p>	<p>ფუნქციური სამეტყველოქმედებები:</p> <ul style="list-style-type: none"> • ინტერაქცია ინფორმაციის გასაცემად; • ინტერაქცია ემოციებსა და გრძობებზე; • ინტერაქცია შეხედულებებისა და დამოკიდებულებების შესახებ; • ლოგიკური კავშირების გამოხატვა. 	<p>სტატიის დასაწერად საჭირო ენობრივი კონსტრუქციები:</p> <ul style="list-style-type: none"> • <u>Giving information</u> about Schools- e.g. Legal background, education and students' age, school subjects, farther studies... • <u>Expressing feelings, emotions</u> - e.g. I am impressed, I am a fan of... It is my pleasure... exceed my expectation. • <u>Giving opinion</u> e.g. To my mind, in my point of view....., I believe that....., I'm sure that..., I feel that, I'd say that, it seems to me that...; I'm no expert (on this), but ..., As far as I know.... • <u>Using logical linkers</u>: because, so, and, but, although, also... 	<p>სტატიის დასაწერად საჭირო ენობრივი კონსტრუქციები:</p> <p>მოსწავლე ვერ განარჩევს მშობლიური და უცხო ქვეყნის კულტურებს შორის არსებულ მსგავსება- განსხვავებებს.</p> <p>პრესტრუქტურული დონე მოსწავლე ვერ იგებს/ ვერ აკმაყოფილებს დავალების მოთხოვნებს.</p>	
<p>ენობრივი საშუალებები (შედეგები: Iუცხ. საბ.1,2,3,4,5) 2. ყოველ ენას თავისებური, სხვა ენებისგან განსხვავებული სპეციფიკური ფონეტიკური, მორფოლოგიური, სინტაქსური და ლექსიკური სისტემები აქვს; 3. ფონეტიკის, ლექსიკისა და გრამატიკის შესწავლა და მათი ფუნქციურად გამოყენება მნიშვნელოვანია წარმატებული ზეპირი და წერიტი კომუნიკაციისთვის.</p>	<p>ლექსიკა გრამატიკა</p>	<p>სტატიის დასაწერად საჭირო ლექსიკური - related to educational systems, School systems, Educational issues - და გრამატიკული ერთეულები - Present Tenses, Modal Verbs.</p>		

<p>კულტურათა დიალოგი (შედეგი: Iუცხ.საშ.5) 1. ენა და კულტურა ერთმანეთისაგან განუყოფელია: უცხო ენის შესწავლისას აღმოვაჩინეთ განსხვავებულ სოციოკულტურულ და კულტურულ სამყაროსაც; 2. სხვადასხვა ქვეყნის სოციოკულტურულ კონტექსტებსა და კულტურებს შორის არსებობს მსგავსებებიც და განსხვავებებიც; სოციოკულტურულ თავისებურებათა გაგება და გაზიარება ამდიდრებს ჩვენს ცოდნა-გამოცდილებას და გვეხმარება კულტურული თვითმყოფადობის მნიშვნელობის გაგებაში, საკუთარი ენისა და კულტურის უკეთ გაცნობიერებაში.</p>	<p>სოციოკულტურული რეალიები</p>	<p>მშობლიური და უცხო ქვეყნის განათლების სისტემებს შორის არსებული მსგავსება-განსხვავებები.</p>		
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მასალის ავტორი: ნინო წერეთელი, სსიპ ქალაქ ხაშურის N1 საჯარო სკოლის ინგლისური ენის მენტორი მასწავლებელი, ინგლისური ენის მასწავლებელთა ტრენერი, ესგ-ს განვითარებისა და დანერგვის ექსპერტი.

9) კომპლექსური დავალების ბარათები

<p>Unit 2 - Stories from the past and present (Student's book p.33. ex. 6, 8)</p>
<p>სამიზნე ცნებები: ჟანრი (Iუცხ.საშ.1,2,3,5,6), სამეტყველო ქმედება (Iუცხ.საშ.2,3,4,5,6) ენობრივი საშუალებები (Iუცხ.საშ.1,2,3,4,5,6) კულტურათა დიალოგი (Iუცხ.საშ.6)</p>
<p>საკითხი: პრეზენტაცია - მოგზაურობა მე-16 საუკუნის ინგლისში</p>
<p>კომპლექსური დავალების პირობა</p> <p>წარმოიდგინე, რომ დროის მანქანით იმოგზაურე მე-16 საუკუნის ინგლისში: მაგ., სტუმრობდი სამეფო კარს, გასინჯე კერძები, დაათვალიერე კულტურული დაწესებულებები, გაეცანი განათლების სისტემას. მოამზადე პრეზენტაცია თანაკლასელებისთვის, გაუზიარე შთაბეჭდილებები, გამოხატე შენი დამოკიდებულება - რა მოგეწონა/არ მოგეწონა, შეადარე შენი ქვეყნის 21-ე საუკუნის სიტუაციას; ისაუბრე, რამსგავსება-განსხვავება აღმოაჩინე. დაიცავი პრეზენტაციის სტრუქტურა და ინგლისური ენისთვის დამახასიათებელი ინტონაცია, გამოთქმა და მახვილები;</p> <p>ამისთვის გამოიყენე ნასწავლი სიტყვები, გრამატიკული საკითხები და საჭირო გამონათქვამები: related to museums, galleries, exhibits, artefacts related to historical periods, particularly Elizabethan England, social classes, religion, etc. Past simple, past continuous, past perfect, present simple.</p> <p>ნაშრომში/ნაშრომის პრეზენტაციისას ხაზგასმით წარმოაჩინე:</p> <ul style="list-style-type: none"> • რა არის პრეზენტაციის მთავარი მახასიათებლები, თემა და მიზანი, ვინ არის შენიმშენელი (ჟანრი); • რამდენად შეესაბამება პრეზენტაციის მიზანსა და საკომუნიკაციო სიტუაციას გამონათქვამები, სიტყვები და გრამატიკული ფორმები (სამეტყველო ქმედება, ენობრივი საშუალებები, ჟანრი, კულტურათა დიალოგი), რომლებიც გამოიყენე; • რა მსგავსება-განსხვავება არსებობს მშობლიურ და უცხო ქვეყნის კულტურას შორის (კულტურათა დიალოგი).

Unit 2 - Stories from the past and present (Student's book p.45. ex. 8)
სამიზნე ცნებები: ჟანრი (Iუცხ.საშ.1,2,3,5,6), სამეტყველო ქმედება (Iუცხ.საშ.2,3,4,5,6) ენობრივი საშუალებები (Iუცხ.საშ.1,2,3,4,5,6)
საკითხი: სტატია სკოლაში ჩატარებული საშობაო კონცერტის შესახებ
<p>კომპლექსური დავალების პირობა დაწერე სტატია სასკოლო გაზეთისთვის სკოლაში ჩატარებული საშობაო კონცერტის შესახებ (მაგ., სად ჩატარდა, როდის, ბილეთის ფასი, მონაწილეები, აქტივობები, კონცერტის ჩატარების მიზანი - ქველმოქმედება ან სხვა), გამოხატე შენი დამოკიდებულება</p> <p>- რა მოგეწონა/არ მოგეწონა, რატომ? გამოიყენე სტატიის სტრუქტურა და მახასიათებლები (მაგ., შესავალი, ძირითადი ნაწილი, დასკვნითი ნაწილი), დაიცავი სასვენი ნიშნები.</p> <p>ამისთვის გამოიყენე ნასწავლი სიტყვები, გრამატიკული საკითხები და საჭირო გამონათქვამები: over a two day period, take place, price for the concert, including free drinks, attendance, music fans, genres are represented, performers, crew, concert goers etc. Past simple, past continuous, past perfect, present simple.</p> <p>ნაშრომში/ნაშრომის პრეზენტაციისას ხაზგასმით წარმოაჩინე:</p> <ul style="list-style-type: none"> • რა არის სტატიის მთავარი მახასიათებლები, თემა და მიზანი, ვინ არის შენი მკითხველი (ჟანრი); • რამდენად შეესაბამება სტატიის მიზანსა და საკომუნიკაციო სიტუაციას; გამონათქვამები, სიტყვები და გრამატიკული ფორმები (სამეტყველო ქმედება, ენობრივი საშუალებები, ჟანრი), რომლებიც გამოიყენე.

Unit 3 - Our Changing World (Student's book p.59. ex. 6)
სამიზნე ცნებები: ჟანრი (Iუცხ.საშ.1,2,3,5,6), სამეტყველო ქმედება (Iუცხ.საშ.2,3,4,5,6) ენობრივი საშუალებები (Iუცხ.საშ.1,2,3,4,5,6) კულტურათა დიალოგი (Iუცხ.საშ.6)
საკითხი: ესე სკოლაში მობილური ტელეფონების ტარების შესახებ
<p>კომპლექსური დავალების პირობა დაწერე ესე, რომელშიც ასახავ საქართველოში გავრცელებულ ტენდენციას - საკლასო ოთახში მობილურ ტელეფონების გამოყენებას. გამოხატე შენი შეხედულება, მოიყვანე არგუმენტები: რას ეთანხმები/არ ეთანხმები და რატომ, შეადარე საზღვარგარეთის ქვეყნებში გავრცელებულ ტენდენციებს. გამოიყენე ესეს წერის სტრუქტურა (შესავალი, ძირითადი ნაწილი, დასკვნა), გრაფიკულ-მორგანიზებელი საშუალებები (სათაური, აბზაცები, სასვენი ნიშნები).</p> <p>ამისთვის გამოიყენე ნასწავლი სიტყვები, გრამატიკული საკითხები და საჭირო გამონათქვამები: however, personally, moreover, I want to believe that, be sure, there is no otherway, nanotechnology, humankind, technological advances, unpredictable, social networks, environmentally friendly, the Internet, changes, Future Forms-will, going to, present simple, present continuous.</p> <p>ნაშრომში/ნაშრომის პრეზენტაციისას ხაზგასმით წარმოაჩინე:</p> <ul style="list-style-type: none"> • რა არის ესეს მთავარი მახასიათებლები, თემა და მიზანი, ვინ არის შენი მკითხველი (ჟანრი); • რამდენად შეესაბამება ესეს მიზანსა და საკომუნიკაციო სიტუაციას გამონათქვამები, სიტყვები და გრამატიკული ფორმები (სამეტყველო ქმედება, ენობრივი საშუალებები, ჟანრი), რომლებიც გამოიყენე; • რა მსგავსება-განსხვავება არსებობს მშობლიურ და უცხო ქვეყნის კულტურას შორის (კულტურათა დიალოგი).

Unit 3 - Our Changing World (Student's book. p. 63)
სამიზნე ცნებები: ჟანრი (Iუცხ.საშ.1,2,3,5,6), სამეტყველო ქმედება (Iუცხ.საშ.2,3,4,5,6) ენობრივი საშუალებები (Iუცხ.საშ.1,2,3,4,5,6) კულტურათა დიალოგი (Iუცხ.საშ.6)
საკითხი: პრეზენტაცია - ქართული დამწერლობა
<p>კომპლექსური დავალების პირობა</p> <p>წარმოიდგინე, რომ უცხოელ თანატოლებს უნდა გააცნო ქართული დამწერლობა, მოამზადე პრეზენტაცია, რომელიც აღწერს: მაგ., როდის შეიქმნა ქართული დამწერლობა, რამდენი სახის დამწერლობა გვქონდა, ახლა რომელს ვიყენებთ, ძველად რას იყენებდნენ დასაწერად, რა თავისებურებები გამოარჩევს ქართულ დამწერლობას (მაგ., ერთ ასოს ერთი ბგერა შეესაბამება). გამოხატე შენი დამოკიდებულება, ემოციები, რამდენად ახერხებ ქართული ენისა და დამწერლობის სიწმინდის დაცვას. დაიცავი პრეზენტაციის სტუქტურა და ინგლისური ენისთვის დამახასიათებელი ინტონაცია, გამოთქმა და მახვილები;</p> <p>ამისთვის გამოიყენე ნასწავლი სიტყვები, გრამატიკული საკითხები და საჭირო გამონათქვამები: picture writing, ideographic writing, alphabet, script, unique, origin, letters, parchment. PastSimple, Present Simple, Future</p> <p>ნაშრომში/ნაშრომის პრეზენტაციისას ხაზგასმით წარმოაჩინე:</p> <ul style="list-style-type: none"> • რა არის სტატიის მთავარი მახასიათებლები, თემა და მიზანი, ვინ არის შენიმსმენელი (ჟანრი); • რამდენად შეესაბამება სტატიის მიზანს და საკომუნიკაციო სიტუაციას გამონათქვამები, სიტყვები და გრამატიკული ფორმები (სამეტყველო ქმედება, ენობრივი საშუალებები, ჟანრი), რომლებიც გამოიყენე; • როგორ აისახება ერის სამყაროსეული ხედვა ენაში (კულტურათა დიალოგი).

Unit 4 - Selling Dreams (Student's book p.77. ex. 9)
სამიზნე ცნებები: ჟანრი (Iუცხ.საშ.1,2,3,5,6), სამეტყველო ქმედება (Iუცხ.საშ.2,3,4,5,6) ენობრივი საშუალებები (Iუცხ.საშ.1,2,3,4,5,6)
საკითხი: დოკუმენტური ფილმი ტანსაცმლისადმი თინეიჯერების დამოკიდებულების შესახებ.
<p>კომპლექსური დავალების პირობა</p> <p>გადაიღე დოკუმენტური ფილმი კლასელების ტანსაცმლისადმი დამოკიდებულების შესახებ. გამოკითხე ისინი და წარმოაჩინე მაგ., რამდენად ხშირად დადიან ტანსაცმლის საყიდლად, ვისთან ერთად დადიან საყიდლებზე, რას ყიდულობენ, რა თანხას ხარჯავენ, რა სახის პროდუქციას ყიდულობენ – ბრენდულს თუ არაბრენდულს. დაიცავი ინგლისური ენისთვის დამახასიათებელი ინტონაცია, გამოთქმა და მახვილები.</p> <p>ამისთვის გამოიყენე ნასწავლი სიტყვები, გრამატიკული საკითხები და საჭირო გამონათქვამები: branded clothes, afford, not enough, better quality, go shopping, product, spend money on something, style, suite, good taste, disaster, dressing room, vintage clothes, jewelry, cheap, expensive... Passive voice: Present Simple, Past Simple, Present Perfect Simple.</p> <p>ნაშრომში/ნაშრომის პრეზენტაციისას ხაზგასმით წარმოაჩინე:</p> <ul style="list-style-type: none"> • რა არის დოკუმენტური ფილმის მთავარი მახასიათებლები, თემა და მიზანი, ვინ არის შენი მსმენელი (ჟანრი); • რამდენად შეესაბამება დოკუმენტური ფილმის მიზანსა და საკომუნიკაციო სიტუაციას გამონათქვამები, სიტყვები და გრამატიკული ფორმები (სამეტყველო ქმედება, ენობრივი საშუალებები, ჟანრი), რომლებიც გამოიყენე.

Unit 4 - Selling Dreams (Student's book. p. 79 ex.6)

სამიზნე ცნებები: **ჟანრი** (Iუცხ.საშ.1,2,3,5,6), **სამეტყველო ქმედება** (Iუცხ.საშ.2,3,4,5,6)
ენობრივი საშუალებები (Iუცხ.საშ.1,2,3,4,5,6) **კულტურათა დიალოგი** (Iუცხ.საშ.6)

საკითხი: ქართული წარმოების პროდუქტის რეკლამირება

კომპლექსური დავალების პირობა

წარმოიდგინე, რომ ხარ საზღვარგარეთ, ფესტივალზე; აირჩიე ნებისმიერი ქართული წარმოების პროდუქტი და გაუწიე რეკლამა. რეკლამირებისთვის გამოიყენე შენთვის სასურველი რესურსი, მაგ., პოსტერი, PPT, ციფრული რესურსი და სხვ. რეკლამაში წარმოაჩინე: რა პროდუქტია, როგორ ან რისთვის გამოიყენება, რატომ არის უნიკალური და ა.შ. საკომუნიკაციო მიზნების შესაბამისად გამოიყენე გრაფიკულ-მაორგანიზებელი ელემენტები (რუბრიკა, ილუსტრაცია), ვიზუალური ეფექტები, დაიცავი პუნქტუაციის წესები.

ამისთვის გამოიყენე ნასწავლი **სიტყვები, გრამატიკული საკითხები და საჭირო გამონათქვამები** - eye-pleasing, announcing, sensational remarkable, revolutionary, startling, bargain, wanted, It blends beauty with performance., It keeps you feeling and looking young, It's sure to attract admiring looks. All the smart money is going on ..., Enjoy the amazing beauty of ..., Make an impression with ..., You can't lose with a ..., How could you be without a...? Passive Voice, Relative clauses

ნაშრომში/ნაშრომის პრეზენტაციისას ხაზგასმით წარმოაჩინე:

- რა არის პოსტერის მთავარი მახასიათებლები, თემა და მიზანი, ვინ არის შენი მსმენელი/მაცურებელი (**ჟანრი**);
- რამდენად შეესაბამება პოსტერის მიზანს და საკომუნიკაციო სიტუაციას გამონათქვამები, სიტყვები და გრამატიკული ფორმები (**სამეტყველო ქმედება, ენობრივი საშუალებები, ჟანრი, კულტურათა დიალოგი**), რომლებიც გამოიყენე;
- როგორ უნდა დაეხმარო კულტურულ თავისებურებათა გაზიარებასა და დაფასებას (**კულტურათა დიალოგი**).

Unit 5- Right or Wrong (Workbook. p. 92 ex.3)

სამიზნე ცნებები: **ჟანრი** (Iუცხ.საშ.1,2,3,5,6), **სამეტყველო ქმედება** (Iუცხ.საშ.2,3,4,5,6)
ენობრივი საშუალებები (Iუცხ.საშ.1,2,3,4,5,6)

საკითხი: დებატი თემაზე: „აიკრძალოს თუ არა ვიდეო თამაშები?“

კომპლექსური დავალების პირობა

დაიკავით ორ ჯგუფად და მოაწყვეთ დებატი თემაზე: „აიკრძალოს თუ არა ვიდეო თამაშები?“. წარმოადგინე შენი მოსაზრებები საპირისპირო აზრის მქონე ჯგუფის წინაშე. გამოხატე საკუთარი მოსაზრება განსახილველ საკითხთან დაკავშირებით; მოიყვანე სათანადო არგუმენტები და კონკრეტული მაგალითები შენი თვალსაზრისის გასამყარებლად; დაიცავი ინგლისური ენისთვის დამახასიათებელი ინტონაცია, გამოთქმა და მახვილები.

ამისთვის გამოიყენე ნასწავლი **სიტყვები, გრამატიკული საკითხები და საჭირო გამონათქვამები:** video game, violence, aggressive, to play, kill, background story, sounds disappointing, addict, creators, What do you think about...? What is your opinion on that? How do you feel about that? Do you think so? I'm not sure I follow you. What do you mean by that? Could you elaborate/illustrate? In my opinion/view... I feel that... It seems to me that... ..to my mind... ..in my view... I don't have strong views either way. There's nothing to consider. That's simply not an option. I believe it's decided that...

ნაშრომში/ნაშრომის პრეზენტაციისას ხაზგასმით წარმოაჩინე:

- რა არის დებატის მთავარი მახასიათებლები, თემა და მიზანი, ვინ არის შენი მსმენელი (**ჟანრი**);
- რამდენად შეესაბამება დებატის მიზანსა და საკომუნიკაციო სიტუაციას გამონათქვამები, სიტყვები და გრამატიკული ფორმები (**სამეტყველო ქმედება, ენობრივი საშუალებები, ჟანრი**), რომლებიც გამოიყენე.

Unit 5- Right or Wrong (Student's book p.97. ex.7)
სამიზნე ცნებები: ჟანრი (Iუცხ.საშ.1,2,3,5,6), სამეტყველო ქმედება (Iუცხ.საშ.2,3,4,5,6) ენობრივი საშუალებები (Iუცხ.საშ.1,2,3,4,5,6)
საკითხი: საყვარელი ფილმის მიმოხილვა
<p>კომპლექსური დავალების პირობა</p> <p>დაწერე შენი საყვარელი ფილმის მიმოხილვა, გამოიყენე მიმოხილვის ოთხნაწილიანი სტრუქტურა და წარმოაჩინე: ვინ არის რეჟისორი, ვინ არის ფილმის მთავარი პერსონაჟი/პერსონაჟები, ვინ ასრულებს მთავარ როლს, რა ჟანრის ფილმია, სად და როდისარის გადაღებული, რეალურ ამბავს გადმოსცემს თუ წიგნზეა დაფუძნებული? თუ ასეა, რომელი წიგნია და ვინ დაწერა. გამოხატე შენი დამოკიდებულება ფილმისადმი: რა მოგწონს/არ მოგწონს, რას ურჩევდი მაყურებელს, რატომ უნდა ნახონ ეს ფილმი. გამოიყენეგრადიკულ-მარგანიზებული საშუალებები, სასვენი ნიშნები.</p> <p>ამისთვის გამოიყენე ნასწავლი სიტყვები, გრამატიკული საკითხები და საჭირო გამონათქვამები: directed, characters, genre, plot, based on a book, based on a true story, retrospectively, worth watching, final remarks, spoil, first-rate, flawed, insightful, juvenile, enjoyable, predictable, gripping, intriguing, unpretentious, powerful, second-rate, distasteful, producer, leading role, low-budget, director, dubbed, flop, stunt, trailer, sequel, script.</p> <p>ნაშრომში/ნაშრომის პრეზენტაციისას ხაზგასმით წარმოაჩინე:</p> <ul style="list-style-type: none"> • რა არის ფილმის მიმოხილვის მთავარი მახასიათებლები, თემა და მიზანი, ვინარის შენი მკითხველი (ჟანრი); • რამდენად შეესაბამება ფილმის მიმოხილვის მიზანსა და საკომუნიკაციო სიტუაციას გამონათქვამები, სიტყვები და გრამატიკული ფორმები (სამეტყველო ქმედება, ენობრივი საშუალებები, ჟანრი), რომლებიც გამოიყენე.

Unit 6 - Bitten by the travel bug (Student's book. p. 109. ex. 6)
სამიზნე ცნებები: ჟანრი (Iუცხ.საშ.1,2,3,5,6), სამეტყველო ქმედება (Iუცხ.საშ.2,3,4,5,6) ენობრივი საშუალებები (Iუცხ.საშ.1,2,3,4,5,6) კულტურათა დიალოგი (Iუცხ.საშ.6)
საკითხი: პრეზენტაცია იმ ადგილების შესახებ, რომლებსაც განადგურება ემუქრება
<p>კომპლექსური დავალების პირობა</p> <p>ამბობენ, რომ მსოფლიოს რამდენიმე ადგილმა წლების შემდეგ შეიძლება აღარ იარსებოს (მაგ., ვენეცია, მალდივის კ-ები, მადაგასკარის ტენიანი ტყეები, ნაირობის ეროვნული პარკი კენიაში, კილიმანჯარო, დიდი ბარიერული რიფი ავსტრალიაში, მეფეთა ველი ეგვიპტეში). ამირჩიე, რომლის ნახვა გენდომებოდა, მოიძიე მასზე ინფორმაცია, დასახელები ძირითადისაფრთხეები (მაგ. მინერალების მოპოვება, გლობალური დათბობა, გაზრდილი წყლის მოხმარება, ხეტყის ჭრა, ბრაკონიერობა, ტურისტული ინდუსტრია და ა.შ.). მოამზადე პრეზენტაცია და წარუდგინე კლასელებს. გამოხატე შენი შეხედულება: რა გაცნობიერე, რა აღმოაჩინე ახალი. დაიცავი პრეზენტაციის სტრუქტურა და ინგლისური ენისთვის დამახასიათებელი ინტონაცია, გამოთქმა და მახვილები;</p> <p>ამისთვის გამოიყენე ნასწავლი სიტყვები, გრამატიკული საკითხები და საჭირო გამონათქვამები: alive, amazing beautiful, colourful, creepy, crowded, deserted, different, dry, enchanting, hot, incredible, interesting, magnificent, modern, mysterious, natural, noisy, ancient, pleasant, quiet, remarkable, silent, stormy, strange, terrific, unique, unusual, harmonious, sensational. Reported speech.</p> <p>ნაშრომში/ნაშრომის პრეზენტაციისას ხაზგასმით წარმოაჩინე:</p> <ul style="list-style-type: none"> • რა არის პრეზენტაციის მთავარი მახასიათებლები, თემა და მიზანი, ვინ არის შენი მსმენელი (ჟანრი); • რამდენად შეესაბამება პრეზენტაციის მიზანს და საკომუნიკაციო სიტუაციას გამონათქვამები, სიტყვები და გრამატიკული ფორმები (სამეტყველო ქმედება, ენობრივი საშუალებები, ჟანრი), რომლებიც გამოიყენე. • რით გაიმდიდრე ცოდნა-გამოცდილება, რა გაცნობიერე, რა აღმოაჩინე ახალი, რისთვისაც აქამდე ყურადღება არ მიგიქცევია (კულტურათა დიალოგი).

Unit 6 - Bitten by the travel bug (Student's book. p.116. ex. 5)

სამიზნე ცნებები: ჟანრი (Iუცხ.საშ.1,2,3,5,6), სამეტყველო ქმედება (Iუცხ.საშ.2,3,4,5,6)
ენობრივი საშუალებები (Iუცხ.საშ.1,2,3,4,5,6) კულტურათა დიალოგი (Iუცხ.საშ.6)

საკითხი: ბროშურა მშობლიური ქალაქის შესახებ

კომპლექსური დავალების პირობა

წარმოიდგინე, რომ ტურისტულმა სააგენტომ გთხოვა ბროშურის დამზადება შენი ქალაქის შესახებ. ბროშურაში წარმოაჩინე: გეოგრაფიული მდებარეობა, ამინდი, ტურისტული ღირშესანიშნაობები, კულტურა (მუზეუმები, გალერეები, ფესტივალები), ღამის ცხოვრება, შოპინგი. წარუდგინე ბროშურა კლასიკურს. გააზიარე, რა აღმოაჩინე ახალი შენი ქალაქის შესახებ, რისთვისაც აქამდე ყურადღება არ მიგიქცევია. გამოიყენე ბროშურის სტრუქტურა, გრაფიკულ-მაორგანიზებელი საშუალებები: სათაური, ქვესათაურები, აბზაცები, ვიზუალური ეფექტები, სასვენი ნიშნები.

ამისთვის გამოიყენე ნასწავლი სიტყვები, გრამატიკული საკითხები და საჭირო გამონათქვამები: crowded, historical, atmospheric, lively, hospitable, eye-catching, picturesque, population, tourist sight, culture, shopping, nightlife, capital, situated, climate, mild, cathedral, churches, financial centre, pubs, clubs, museums... Modal verbs, Present tense, Past tense. Reported speech.

ნაშრომში/ნაშრომის პრეზენტაციისას ხაზგასმით წარმოაჩინე:

- რა არის ბროშურის მთავარი მახასიათებლები, თემა და მიზანი, ვინ არის შენიმსმენელი (ჟანრი);
- რამდენად შეესაბამება ბროშურის მიზანსა და საკომუნიკაციო სიტუაციას გამონათქვამები, სიტყვები და გრამატიკული ფორმები (სამეტყველო ქმედება, ენობრივი საშუალებები, ჟანრი, კულტურათა დიალოგი), რომლებიც გამოიყენე;
- რით გაიმდიდრე ცოდნა-გამოცდილება, რა გააცნობიერე, რა აღმოაჩინე ახალი, რისთვისაც აქამდე ყურადღება არ მიგიქცევია (კულტურათა დიალოგი).

მასალის ავტორი: ნინო წერეთელი, სსიპ ქალაქ ხაშურის N1 საჯარო სკოლის ინგლისური ენის მენტორი მასწავლებელი, ინგლისური ენის მასწავლებელთა ტრენერი, ესგ-ს განვითარებისა და დანერგვის ექსპერტი.

UNIT 1 NOT JUST ANOTHER BRICK IN THE WALL

(1ᄁᄁᄁ.ᄁᄁ. 1, 2, 3, 4, 5, 6)

This unit includes:

- **VOCABULARY:** Learning styles, school systems, application procedures
- **GRAMMAR:** Present tenses
- **SPEAKING:** Describing one's learning styles and preferences, expressing opinions on different educational systems, comparing different school systems
- **WRITING:** An application form

Student's Book: pages 6-25

Workbook: pages 7-25

A READING AND SPEAKING

Learning with a style

Lesson summary:

- **READING:** A test on learning styles – multiple choice task, a short article about multiple intelligences – sentence insertion
- **SPEAKING:** Preferences regarding learning styles
- **LISTENING and WRITING:** Learning styles – listening for gist, taking notes

Suggested teaching time: 2 lessons

LESSON 1

Student's Book, pages 8-9

TOPIC	Learning with a style (SB Tasks 1-6, pages 8-9)
AIMS	<ul style="list-style-type: none"> • To acquire new vocabulary related to learning styles • To talk about learning styles • To practise reading skills (a quiz) • To practise listening skills (ideas on how to make the most of a particular learning style) while taking notes
MATERIALS	<ul style="list-style-type: none"> • Student's Book
AIDS	<ul style="list-style-type: none"> • Board • Handouts/transparencies/computer/projector • Resource Bank
CLASS ORGANIZATION	T-class, individual work, pair work, group work

INTRODUCTION (10')

Choose between the two warmers below:

Warmer 1:

Listen to the song 'Another Brick in the Wall', as this is the title of the whole unit. Make them guess what Unit 1 deals with.

TIP!

You may either prepare handouts or project the lyrics on the screen, so that students can sing along. When the song is over, urge the students to discuss what the song is about, and by doing so they predict the topic of Unit 1.

CULTURE NOTE 1:

ANOTHER BRICK IN THE WALL (LYRICS)

We don't need no education
 We don't need no thought control
 No dark sarcasm in the classroom
 Teachers leave them kids alone
 Hey teacher leave them kids alone
 All in all it's just another brick in the wall
 All in all you're just another brick in the wall

„Chorus at end by pupils from the Fourth Form Music Class Islington Green School, London“

We don't need no education
 We don't need no thought control
 No dark sarcasm in the classroom
 Teachers leave them kids alone
 Hey teacher leave us kids alone
 All in all you're just another brick in the wall
 All in all you're just another brick in the wall

CULTURE NOTE 2:

'Another Brick in the Wall' is the title of three songs set to variations of the same basic theme in Pink Floyd's 1979 rock opera, *The Wall*, subtitled Part 1 (working title: Reminiscing), Part 2 (working title: Education), and Part 3 (working title: Drugs). All parts were written by Pink Floyd's bassist, Roger Waters.

Part 2 is a protest song against rigid schooling in general and boarding schools in the UK in particular. It was also released as a single and provided the band's only number-one hit in the UK, USA and Germany. In South Africa the song was adopted by supporters of a nationwide school boycott protesting against racial inequities in education under the apartheid regime, because of which it was banned there in 1980.

KEY: *Students' answers.*

Warmer 2:

Start the lesson by asking questions about whether your students like to study, and if they say they do, let them explain the methods they use for learning. Do the same if their answer is negative.

NEW MATERIAL DEVELOPMENT (20')

SB Task 1, page 8

Tell students to open SB, pages 8-9. Encourage them to define what a *learning style* is. When they brainstorm their ideas, ask them which learning styles they prefer and why. Let them explain and give reasons.

SB Task 2, page 8

Focus on the test. Tell students to read the test carefully in order to define their own learning style, i. e. what kind of learners they are. Allow them enough time to understand the questions. Conduct whole-class feedback. You may apply simple statistical methods in order to see which learners prevail in your class.

SB Task 3, page 9

Once the students have defined whether they are *visual*, *auditory* or *tactile* learners, make them comment on the test results and do SB Tasks 3, page 9, i. e. answer questions a-e. Invite several students to share their opinions with the whole class.

KEY: *Students' answers.*

T 1 – SB Task 4, page 9

Focus on listening and the pictures. Tell the students they are going to listen to ideas on how to make the most of each preferred learning style. Draw their attention to the pictures on page 9. Students' task is to match them to the pictures representing respective learning styles. Let them compare their answers in pairs before sharing them with the whole class. The texts are rather short so there is no need to make pauses in between.

T 1 – SB Task 5, page 9

Focus on listening and writing. Play the recording again. While listening for the second time, the students are supposed to take notes on how to improve their learning style. They do it individually. Check the answers with the whole class.

KEY:

- *Auditory type: a study-pal to discuss the contents of the lesson, reading out loud, recording the materials, making a connection between the contents and a melody*
- *Visual type: taking notes, drawing sketches, tables or mind-maps, different colours for highlighting important information, picturing things in our heads*
- *Tactile type: walking around the room while studying, performing some kind of physical activity, making use of 3D models and real-life objects for studying*

PRACTICE (15')

SB Task 6, page 9

Students are divided into three groups. Each group is given an A-3 sheet of paper. Assign each group a particular learning style to deal with. They have to write down their ideas on how to improve their respective learning style. Go round, monitoring and helping if necessary. Encourage the members of the groups to share their ideas. At the end of the lesson,

their posters will be displayed for the rest of the class to see and discuss.

HOMEWORK

For homework, tell students to write a short description (100-150 words) on their learning style.

LESSON 2

Workbook, pages 8-9

TOPIC

Learning with a style (WB Tasks 1-6, pages 8-10)

AIMS

- To revise the new vocabulary related to learning styles
- To define respective learning styles
- To practise reading skills (gapped texts)
- To learn about Harvard psychologist Howard Gardner and his seven intelligences (spatial, interpersonal, musical, kinaesthetic, linguistic, intrapersonal, logical-mathematical)

MATERIALS

- Workbook

AIDS

- Board
- Resource Bank
- Dictionary

CLASS ORGANIZATION

T-class, individual work, pair work

INTRODUCTION (5')

Check homework.

Warmer:

Students name and describe the three different learning styles, thus revising vocabulary acquired in the previous session. Write them on the board and ask students to copy the three styles into their notebooks.

PRACTICE (40')

WB Task 1, page 8

TAPESCRIPT: T1

1

Find a study-pal to discuss the contents of the lesson. Read all the materials out loud, record them and use the recording for revising. Make a connection between the things you have to remember and a melody, and sing it to yourself.

2

While studying or revising, walk around the room or perform some kind of physical activity. Make three-dimensional models and use real life objects for studying.

3

Take notes; draw sketches, tables and mind maps. Use different colours to highlight important information in the text. While studying, try to picture things in your head.

Students do WB Task 1 on page 8. Go through the questions together. Do the first one or two together, as a class, and then let the students work on their own. Ask for feedback.

WB Task 2, page 8

Focus on the task, the given words and the sentences which are to be filled in. In pairs, students define the parts of speech of the words that are offered. Ask for feedback. Make sure students are able to recognize the function of individual parts of speech within a sentence.

WB Task 3, page 8

Students work in pairs. Their task is to tell the difference between verbs LEARN and STUDY, TEACH and LEARN, and to give examples showing they understand the differences. If necessary, they may use a dictionary. Set a time limit. Go round, monitor the activities and help them if necessary. When the time is up, check the answers as a whole-class activity.

WB Task 4, page 9

Focus on the three learning styles and the phrases which go with the particular type of learning. Go through the task as a class. Students work in pairs. Ask for feedback.

WB Task 5, page 9

Focus on the task and read out the fragments. Tell students to fill in the gaps. They do it individually, within the limited time. Conduct whole-class feedback.

TIP!

Before they do this, you may choose to tell them something about multiple intelligences and the man who defined them, psychologist Howard Gardner.

CULTURE NOTE:

Howard Earl Gardner (born July 11, 1943) is an American developmental psychologist at Harvard University. He wrote *Frames of Mind: The Theory of Multiple Intelligences* (1983). According to Gardner's theory of multiple intelligences, humans have several different ways of processing information and these ways are relatively independent of one another. Gardner has identified eight intelligences: linguistic, logical-mathematical, musical, spatial, bodily/kinaesthetic, interpersonal, intrapersonal, and naturalistic.

WB Task 6, page 10

Focus on the seven intelligences and their definitions. Go through the first definition as a class and then give students some time to do the task on their own. Ask for feedback.

TIP!

With stronger classes, you may do the Project work (SB Task 6, page 9). If there is time, you can do Resource Bank activities 1 and 2, the former dealing with two different types of thinking: logical and lateral, and the latter dealing with linguistic and logical riddles.

B READING AND VOCABULARY

(Just) a little bit different

Lesson summary:

- **READING:** Alternative school systems; multiple choice task
- **VOCABULARY:** Educational issues; gap filling, translation
- **SPEAKING:** Preferred school system and timetables

Suggested teaching time: 4 lessons

LESSON 1

Student's Book, pages 10-11

TOPIC

(Just) A little bit different (SB Tasks 1-4, pages 10, 11)

AIMS

- To acquire new vocabulary related to educational issues
- To talk about one's school system, curriculum and syllabus
- To practise reading skills
- To practise: Reading comprehension – Multiple choice

MATERIALS

- Student's Book

AIDS

- Board
- Monolingual English-English dictionary

CLASS ORGANIZATION

T-class, individual work, pair work, group work

INTRODUCTION (10')

Choose between the two warmers below:

Warmer 1:

Introduce the topic by asking a student to describe the picture on page 10. When they say there is a pile of books there, ask him or her whether they carry a lot of books to school and, if he or she does, whether that poses a problem. Start a brief classroom discussion on the number of subjects and the number of books students have to bring to school on a daily basis.

Warmer 2:

Introduce the topic by asking students to list the subjects they have that respective day and for each day throughout the week and to express what they think of their timetable. Urge a classroom discussion.

TIP!

On a handout or a transparency, you may prepare useful vocabulary, explaining terms such as CURRICULUM, SYLLABUS and TIMETABLE, and a list of all the subjects taught in their school.

SB Task 1, page 10

Students work in pairs. They have to compare the extracts from the two timetables. Encourage them to discuss which timetable they prefer and why. Give them 5 minutes to do the task. Ask for feedback.

NEW MATERIAL DEVELOPMENT (30')

SB Task 2, pages 10-11

Focus on the task and then on the paragraph headings. Invite one of the students to read the paragraph headings a-f aloud. Tell students to write out the key words in the headings. Give your students plenty of time to read the text intensively. Help them to deal with any vocabulary problems that arise. Use a dictionary if necessary.

You may prepare a handout or transparency with the vocabulary that you think may be new to your students.

CULTURE NOTE:

You might prepare info on Waldorf Schools and vocabulary from the text on page 11, trying to avoid definitions given in the Vocabulary box.

Waldorf Steiner education is a humanistic approach to pedagogy based on the educational philosophy of the Austrian philosopher Rudolf Steiner. Waldorf pedagogy distinguishes three broad stages in child development. Education in the early years focuses on providing practical, hands-on activities that encourage creative play. In elementary school, the emphasis is on developing pupils' artistic expression and social capacities, fostering both creative and analytical modes of understanding. Secondary education focuses on developing critical understanding and fostering idealism. The approach stresses the role of the imagination in learning and places a strong value on integrating intellectual, practical, and artistic themes. The goal is to develop free, morally responsible, and integrated individuals equipped with a high degree of social competence.

KEY:

- a *The key feature of Waldorf schools – paragraph 4*
- b *Individualism and togetherness – paragraph 5*
- c *Problems of traditional education – paragraph 1*
- d *The most famous alternative approach – paragraph 3*
- e *Disadvantages of alternative education – paragraph 6*
- f *The ideas behind alternative education – paragraph 2*

SB Task 3, pages 10-11

Focus on the text again. Read the questions as a whole-class activity and then have the students read the text again. Conduct whole-class feedback.

KEY: A, B, C, D, E

PRACTICE (5')

Afterthought, page 10

In groups of four, students talk about alternative education and express their opinions on such schools. Tell them to explain and give reasons. Circulate and monitor, helping if necessary. Conduct whole-class feedback.

CULTURE NOTE:

You might prepare info on Montessori schools, so that students would know that there are alternatives in alternative education.

Montessori education is an educational approach developed by Italian physician and educator Maria Montessori and characterised by an emphasis on independence, freedom within limits, and respect for a child's natural psychological, physical, and social development.

Characteristics:

- Mixed age classrooms, with classrooms for children ages 2½ or 3 to 6 years old by far the most common
- Student choice of activity from within a prescribed range of options
- Uninterrupted blocks of work time, ideally three hours
- Freedom of movement within the classroom

CULTURE NOTE:

The difference between Waldorf and Montessori schools:

Teaching Style

Montessori believes in following the child, so the child chooses what he or she wants to learn and the teacher guides the learning. Waldorf uses a teacher-directed approach in the classroom.

Spirituality

Montessori is very flexible and adaptable to individual needs and beliefs. Waldorf is rooted in anthroposophy. This philosophy believes that in order to understand the workings of the universe, people must first have an understanding of humanity.

Learning Activities

Montessori and Waldorf recognize and respect a child's need for rhythm and order in his or her daily routine. They choose to recognize that need in different ways. Take toys, for example. Madame Montessori felt that children shouldn't just play but should play with toys that will teach them concepts. Montessori schools use Montessori designed and approved toys. A Waldorf education encourages the child to create his or her own toys from materials which happen to be at hand. Both Montessori and Waldorf use curricula which are developmentally appropriate. Both approaches believe in a hands-on as well as an intellectual approach to learning. Both approaches also work in multi-year cycles when it comes to child development. Montessori uses six year cycles. Waldorf works in seven year cycles. Both Montessori and Waldorf believe in developing the whole child, teaching him or her to think for him – or herself and, above all, showing him or her how to avoid violence. These are beautiful ideals which will help build a better world for the future. Montessori and Waldorf use non-traditional methods of assessments. Testing and grading are not part of either methodology.

Use of Computers and TV

Montessori generally leaves the use of popular media to individual parents to decide. Ideally, the amount of TV a child watches will be limited. The same applies to the use of mobile phones and MP3 players. Waldorf is usually pretty rigid about not wanting young people exposed to popular media. Waldorf wants children to create their own worlds. You will not find computers in a Waldorf classroom except in upper school grades. The reason why TV and DVDs are not popular in Montessori and Waldorf circles is that both want children to develop their imaginations. Watching TV gives children something to copy, not to create. Waldorf tends to place a premium on fantasy or imagination in the early years even to the point where reading is delayed somewhat.

LESSON 2

Workbook, pages 10-12

TOPIC	Alternative school systems (WB Tasks 1-6, pages 10-12)
AIMS	<ul style="list-style-type: none">• To revise the new vocabulary related to alternative educational systems• To practise Reading comprehension: multiple choice• To learn about homeschooling and discuss its advantages and disadvantages
MATERIALS	<ul style="list-style-type: none">• Workbook
AIDS	<ul style="list-style-type: none">• Board• Georgian-English/English-Georgian dictionary
CLASS ORGANIZATION	T-class, individual work, pair work, group work

INTRODUCTION (15')

Warmer:

Elicit students' definitions of the terms they have acquired: *CURRICULUM*, *SYLLABUS* and *TIMETABLE*. Make sure they can tell the difference between *curriculum* and *syllabus*. You may even ask whether they approve of the term *CURRICULUM* to be translated, or, better to say, adopted in Georgian as „კურიკულუმი“. Ask for alternatives.

WB Task 1, page 10

Ask students to complete the chart with their timetable. Let some of them share which schooldays they like/dislike with the class, giving reasons.

WB Task 2, page 10

Organize students into groups of four. Ask them to create their ideal timetable, planning lessons and breaks. They also decide on which subjects they would introduce or remove. Go round the class, helping them with vocabulary. Afterwards conduct brief feedback, asking a few students to report back to the class on their choices.

PRACTICE (30')

WB Task 3, page 11

Focus on the task and the phrases, and then on the gapped sentences. Encourage students to make all the necessary changes in the word forms. After they have compared their answers in pairs, conduct whole-class feedback.

WB Task 4, page 11

Focus on the task, phrases and gapped sentences. Working individually, students are asked to replace the words in colour with the words given above the sentences a-e. Check the answers as a whole-class activity.

WB Task 5, page 11

Gap filling. Help students by emphasizing that there are some words in the text which help them decide whether they need a noun or a verb: the word 'to' indicates a verb, while articles always precede singular countable nouns which haven't been mentioned before. Students fill in the gaps. After they have compared their answers in pairs, conduct whole-class feedback.

WB Task 6, pages 11, 12

Tell students to choose the correct prepositions to complete sentences a-h. After the feedback, write the combinations on the board and urge students to write down dependent prepositions in their notebooks.

TIP!

This is an activity which can be set as homework fairly regularly. Students should keep a careful record of new dependent prepositions.

LESSON 3

Student's Book, pages 11-13

TOPIC	(Just) A little... Building up vocabulary (SB Tasks 1-8, pages 11-13)
AIMS	<ul style="list-style-type: none"> To acquire new vocabulary related to alternative school systems To implement newly acquired vocabulary To translate words and phrases related to education into Georgian To practise irregular plural of foreign nouns To practise distinguishing parts of speech To talk about one's schooling experience
MATERIALS	<ul style="list-style-type: none"> Student's Book
AIDS	<ul style="list-style-type: none"> Board
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (10')

Warmer:

SB Task 1: Vocabulary box, pages 11-12

As a warmer, students revise previously acquired vocabulary and do Vocabulary box Task 1 on pages 11-12. Ask for feedback.

KEY:

attending classes – going to school regularly
drill – a way of learning something by means of repeated Tasks
cognitive – related to mental processes of understanding
curriculum – the subjects that are included in a course of study or taught in a school or college
interdisciplinary – involving various areas of study
explore – to examine something completely or carefully in order to find out more about it
integrate – combine, put together
issue – an important topic that people are discussing or arguing about
core – most important; main or essential
optional – not compulsory, elective
bonding – forming a special relationship
fee – an amount of money that you pay for professional advice or services

VOCABULARY STOP!

Elicit students' knowledge on the irregular plural of the words with Latin and Greek origin. Write some of the most frequent nouns on the board and tell students to copy them into their notebooks.

PRACTICE (35')

SB Task 2, page 12

In pairs, students have to insert some words, whose first letters are given. Encourage them to find as many words as they can think of to get meaningful sentences related to education. Conduct whole-class feedback.

SB Task 3, page 12

Encourage students to name the parts of speech they inserted into SB Task 2. What is the function of these words within a sentence? Conduct whole-class feedback.

KEY:

a *bonding*, n.
 b *attend*, v.
 c *curriculum*, n.
 d *fee*, n.
 e *interdisciplinary*, adj.
 f *optional*, adj.

SB Task 4, page 12

Students work in pairs. Their task is to say which of the sentences a-f are true for them. Have them change the statements which are not true for them so that they become true. Ask for feedback.

KEY: Students' answers.

SB Task 5, page 13

In pairs, students focus on the task – they have to complete sentences a-f – and then on the offered words. Ask students to translate the words. While filling in the gaps, they will notice on their own that they have three words too many. Set a time limit. Conduct whole-class feedback.

KEY:

a *integrate*
 b *drill*
 c *cognitive*
 d *explore*
 e *issue*
 f *core*

SB Task 6, page 13

Students work in pairs. They have to complete the table with the missing parts of speech (nouns, verbs and adjectives). Conduct whole-class feedback.

KEY:

NOUN	VERB	ADJECTIVE
<i>knowledge</i>	<i>know</i>	<i>knowledgeable</i>
<i>education</i>	<i>educate</i>	<i>educated/educational</i>
<i>attendance</i>	<i>attend</i>	<i>attending/attended</i>
<i>exam</i>	<i>examine</i>	<i>examined</i>
<i>integration</i>	<i>integrate</i>	<i>integrated</i>
<i>grade</i>	<i>grade</i>	<i>graded</i>

SB Task 7, page 13

Students work in pairs, using the coined words from SB Task 6, page 13 in order to complete sentences a-f with the correct form of the words in brackets. Check their results. Make sure they know the meaning of these words. Write them on the board for students to copy.

KEY:

a *integration*
 b *educational*
 c *attend*
 d *exams*
 e *knowledgeable*
 f *grade*

HOMEWORK

SB Task 8, page 13

Go through the questions together, helping students with any vocabulary problems that arise. Give them time to think about their answers and then have a few students share their answers with the whole class. Tell the rest of the class that they have to write down their answers as homework. Insist on originality.

KEY: *Students' answers.*

LESSON 4

Workbook, pages 12-14

TOPIC	Being Homeschooled (WB Tasks 7-10, pages 12-14)
AIMS	<ul style="list-style-type: none">• To revise the new vocabulary related to education• To practise reading skills – Reading comprehension: Multiple choice• To learn about the possibility of homeschooling• To learn collocations related to education in both English and Georgian
MATERIALS	<ul style="list-style-type: none">• Workbook
AIDS	<ul style="list-style-type: none">• Board• Georgian/English or English/Georgian dictionary
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (5')

Check homework.

Choose between the two warmers below:

Warmer 1:

Introduce the topic of homeschooling by asking students what makes Montessori and Waldorf schools different from mainstream school system and whether they would like to be homeschooled.

Warmer 2:

Elicit a short classroom discussion on what's good about going to school. Ask for the positive aspects of attending school.

NEW MATERIAL DEVELOPMENT (35')

WB Task 7, pages 12-13

Give students plenty of time to read the text about homeschooling and to choose the correct answers (A, B, C or D) for questions 1-6.

TIP!

You should warn the students that there are 6 paragraphs and 6 questions and each paragraph has an answer to one of the questions. You might help them with new vocabulary and prepare a handout or transparency with the words which might be new to your students.

VOCABULARY STOP, WB PAGE 14

Students are taught the difference between a *test* and an *exam*. They make sentences in which they will prove they have understood the difference.

TIP!

EXAM: a formal written, spoken or practical test, especially at school or college, to see how much you know about a subject, or what you can do
TEST: a shorter, less formal examination of somebody's knowledge or ability, consisting of questions for them to answer or activities for them to carry out

WB Task 8, page 14

Focus on the task and the words that are offered. Tell students to complete the collocations related to the word *exam*, for which they are given Georgian phrases. They work in pairs. Conduct whole-class feedback.

PRACTICE (5')

WB Task 10, page 14

Revision of parts of speech. Ask students to complete the sentences a-h with the correct forms of the words in brackets. Conduct whole-class feedback.

HOMEWORK

Set WB Task 9, page 14, for homework. The aim of the homework is to practise the acquired collocations. Encourage originality.

C GRAMMAR

All tenses present

Lesson summary:

- **GRAMMAR:** Present simple, present continuous, present perfect simple and present perfect continuous
- **READING:** Reading comprehension: a gapped dialogue with verbs in brackets; multiple choice task
- **LISTENING:** For students to check their answers; short monologues for students to complete the chart
- **SPEAKING:** Implementation of grammar rules related to present tenses

Suggested teaching time: 4 lessons

LESSON 1

Student's Book, pages 14-15

TOPIC	All tenses present (SB Tasks 1-3, pages 14-15)
AIMS	<ul style="list-style-type: none">• To revise present simple, present continuous, present perfect simple and present perfect continuous• To practise reading skills• To practise listening skills
MATERIALS	<ul style="list-style-type: none">• Student's Book
AIDS	<ul style="list-style-type: none">• Board• Handouts/transparencies/computer/projector
CLASS ORGANIZATION	T-class, individual work, group work

INTRODUCTION (10')

Check homework.

Warmer:

Elicit the rules regarding the English tense system. Tell students to name 4 present tenses, 4 past tenses and 7 ways in which the Future can be expressed, and then let them share whatever they know about present tenses (form and use). Write the tenses on the board or prepare a transparency.

PRACTICE (35')

SB Task 1, pages 14-15

Students read a dialogue between Sophie and Chuck individually. Their task is to fill in the gaps in the text with the correct forms of the verbs in brackets. Limit the time. Get whole-class feedback.

T 2 – SB Task 2, page 15

Students listen to the text and check their answers.

KEY: Answers in the tapescript.

TAPESCRIPT – T2

Chuck: Hi! I haven't seen you around before. You're new here, aren't you?

Sophie: Yeah, I am. My family has just moved here from Ashby.

Chuck: Welcome, then. I'm Chuck. Nice to meet you.

Sophie: Sophie. Nice to meet you, too.

Chuck: Do you need any help getting around?

Sophie: Oh, yes, I could definitely use some help. This school is quite different from an ordinary school, isn't it?

Chuck: Quite. Alternative schools differ from traditional ones in many ways and that can be confusing. For example, we have some non-traditional subjects.

Sophie: Yeah, I've heard about that. So, how long have you been going to this school?

Chuck: Oh, since forever! I've been a student here since the first grade.

Sophie: Wow! So, what does a school day look like around here?

Chuck: We have classes from 8 am to 5 pm, and a one-hour lunch break. Each school day starts with the Main Lesson. This month it is global warming.

Sophie: Sounds interesting. And what do you do after the Main Lesson?

Chuck: Most days we have electives. This year I'm taking courses in bookbinding, choir and classical drama. Have you chosen your electives yet?

Sophie: No, I haven't made any decisions yet. Do you have any suggestions?

Chuck: It all depends on what you're interested in. You have to take one subject in arts, one in music and one in drama. I've just started these three and I've really enjoyed them all, especially drama. We've had classes for three weeks now. We're reading some classical plays and we're translating them into modern English. This week we're acting some of them out. It's really good fun.

Sophie: I haven't talked to my counsellor yet, but it sounds good. Anything else?

Chuck: Students usually take more than three electives because all of us love sports. We play cricket and football and we also have Eurythmy classes. Have you ever played any sports?

Sophie: Actually, I have. But I've never played cricket or football. I'm not really into sports.

Chuck: Never mind. There are plenty of other things you can do around here. Oh, one more thing. We go on a field trip twice a month. Actually, I'm preparing for the next field trip at the moment.

Sophie: Really? What are you doing?

Chuck: I'm conducting research into the effects of global warming on polar bears. I've been gathering information for two weeks now.

Sophie: Yes, I've read about those projects in the school brochure. How do you usually work: alone, or with a partner?

Chuck: It's up to you. Teachers don't mind if we work in pairs. Actually, they encourage it. But this time I'm working alone. Hey, why don't you join me? You haven't chosen a study partner yet, have you?

Sophie: No, I haven't. You are the first person I've met. It's really nice of you. We could meet after school; I'd like to see how much you've done so far.

Chuck: Great! It's a deal.

SB Task 3, page 15

In groups of 4, students study sentences 1-12 and define the rule that applies to these sentences. Give them enough time to do that. Conduct whole-class feedback.

KEY:

Use the PRESENT SIMPLE...

to talk about things that are done again and again – habits and routines

e. g. 7 *Each school day starts with the Main Lesson.*

to talk about permanent situations – things that generally do not change

e. g. 6 *Students usually take more than three electives.*

to talk about facts that are always true

e. g. 10 *Alternative schools differ from traditional in many ways.*

to talk about feelings and opinions

e. g. 5 *Teachers don't mind if we work in pairs.*

Use the PRESENT CONTINUOUS...

to talk about things which you are doing now or these days

e. g. 3 *At the moment I'm preparing for the next field trip.*

to talk about things that are temporary and will change

e. g. 4 *This year I'm taking courses in bookbinding, choir and classical drama.*

Use the PRESENT PERFECT SIMPLE...

to talk about experiences, regardless of the fact when they actually happened

e. g. 11 *Have you ever tried Eurythmy?*

to talk about a past event that has consequences in the present

e. g. 2 *I've read about those projects in the school brochure.*

with 'since' and 'for', when something is still true at the moment of speaking

e. g. 12 *I've been a student here since the first grade.*

with expressions 'already', 'yet', and 'just'

e. g. 9 *I haven't talked to my counsellor yet.*

Use the PRESENT PERFECT CONTINUOUS...

when the focus is on the activity, not its result

e. g. 1 *We've been reading some classical plays.*

when the information given focuses on the reason (why) and duration (how long)

e. g. 8 *I've been gathering information for two weeks now.*

LESSON 2

Student's Book, pages 16-17

TOPIC

All tenses present (SB Tasks 1-6, pages 16-17)

AIMS

- To revise present simple, present continuous, present perfect simple and present perfect continuous and to practise their usage
- To practise reading skills – implementing appropriate tenses
- To practise listening skills – completing the chart; checking answers

MATERIALS

- Student's Book

AIDS

- Board

CLASS ORGANIZATION

T-class, individual work, pair work

INTRODUCTION (5')

Elicit the use and form of all the 4 present tenses.

HOMEWORK 1:

SB Task 1, page 16. For homework 1, students should copy the chart from the previous page into their notebooks and complete it with more examples from the text or with examples of their own.

PRACTICE (40')

SB Task 2, page 16

Students complete the dialogue, choosing the correct form of the verbs (Present simple and Present continuous). Check their answers.

KEY:

Sophie: *seem*

Chuck: *do you think*

Sophie: *I'm having / talks*

Chuck: *is obviously explaining / he is waving*

Sophie: *who is wearing*

Chuck: *attends*

Sophie: *And who is sitting / I don't think*

Chuck:

Sophie: *He looks / he is having lunch*

T3 - SB Task 3, page 16

Students complete the correct form of the missing verbs and, once they have done so, they listen to the text and check their answers.

KEY: *Answers can be found in the tapescript.*

SB Task 4, page 17

In pairs, students match the sentences a-j that go together. Ask for feedback, insisting on translations.

KEY:

- a My father has been driving for hours. He feels completely stiff.
- b He has driven here. He missed the bus.
- c I've read this book. I just couldn't put it down.
- d I've been reading this book. I'm halfway through.
- e We have eaten the chocolates. There are none left.
- f We have been eating the chocolates. They are delicious.
- g Mark has learnt Italian. He speaks it fluently.
- h Mark has been learning Italian. He can introduce himself.
- i She has been writing her English essay. The topic is demanding and it takes a lot of time.
- j She has written her English essay. It is only 60 pages long.

T4 - SB Task 5, page 17

Students are listening to the dialogue between Lucas and Nathan and complete the chart about their school experiences. They also have to complete the third column with their own ideas. Have them write their answers in their notebooks. Conduct whole-class feedback.

KEY:

Lucas – answers can be found in the tapescript
Nathan – answers can be found in the tapescript
You – students' answers

SB Task 7, page 17

Describing pictures. Organized in pairs, students have to write 4 sentences about each picture, using a different present tense each time. Help them with vocabulary, if necessary. Ask for feedback.

KEY: Students' answers.

HOMEWORK 2:

Set SB Task 6, page 17 for homework 2. Students have to complete the questions with the correct verb forms and to give answers which are true for them.

KEY:

- a For how long have you been learning English?
- b How often do you have English lessons?

- c How long does it usually take you to do your English homework?
- d Have you ever read a book in English?
- e How long have you known your English teacher?
- f What book are you reading at the moment?
- g Do you have a Facebook profile?
- h For how long have you had it?
- i Have you ever tried blogging?
- j For how long have you been doing it?

LESSON 3

Workbook, pages 15-16

TOPIC	All tenses present (WB Tasks 1-5, pages 15-16)
AIMS	<ul style="list-style-type: none"> • To revise present simple, present continuous, present perfect simple and present perfect continuous • To practise reading skills – gap filling • To practise paraphrasing • To practise sentence building
MATERIALS	<ul style="list-style-type: none"> • Workbook
AIDS	<ul style="list-style-type: none"> • Board • Handouts/transparency/computer/projector
CLASS ORGANIZATION	T-class, individual work, pair work, group work

INTRODUCTION (10')

Check homework 1 and 2.

Warmer:

Ask students to name some of the verbs which do not have the continuous form (stative verbs). They learnt it as

TAPESCRIPT: T3

My dear Gigi,
I know you won't believe me when I say how much I have missed you because I haven't written for a while. I'm really sorry but I simply haven't found the time until now.
As you know, this year I'm going to an alternative school. I have seven subjects, four compulsory and three electives. This year I'm taking weaving, choir and classical drama. Can you believe it? Sophie being an actress! I'm even acting some scenes out. Well, as you've probably guessed already, I didn't end up in drama classes by chance. On my very first day I met a really cute boy who offered to help me. What can I say? We have been spending almost all our free time together and he's been showing me around town for the last couple of weeks. He's asked me to be his study partner and these days we're working on an ecology project. I really enjoy his company and when I am with him I don't miss you guys that much. Anyway, enough about me.
How are you? How are the others from our class?
Email me soon and say hello to everyone from me.
XOXO
Sophie

TAPESCRIPT: T4

Speaker 1 (Lucas)

As far as I am concerned, going to school is an amazing experience. I love preparing for presentations and discussing complex issues with my classmates and I am happy that we do it all the time. Unfortunately, my school doesn't have a gym, so we don't do any sports and I'd really like to play basketball. But, we've done several interdisciplinary projects which I've liked a lot although I have never had the chance to give a presentation in English. I think it would be great.

Speaker 2 (Nathan)

If you ask me, going to school is a complete waste of time. All we ever do are drills and study. We never organize any sports competitions or go on excursions. I think that is something all students would enjoy. However, I have to admit there is something I like: I've taken part in a debate about alternative schools and, although my team didn't win, it was really interesting. We could have a debate in English. We haven't tried that yet, but I think we could do it.

LESSON 4

Workbook, pages 16-18

1st graders and this is only a revision. You may prepare a transparency or handouts for this purpose. Insist on the difference in meaning between present simple and present continuous with these verbs (to have, to be, to think, to taste, to smell, to weigh, to see, etc.).

PRACTICE (35')

WB Task 1, page 15

Students complete the text with either present simple or present continuous. There is one verb they do not need. Get one student to read the text out loud for the whole class to check their answers.

WB Task 2, page 15

In pairs, students paraphrase sentences a-e using the verbs given in brackets. Give them 5 minutes for this task. Get whole-class feedback.

WB Task 3, page 15

Elicit the use and form of present perfect simple and present perfect continuous.

Make students complete the dialogue with the appropriate present perfect tense of the verbs in brackets. Check what they have done by inviting two students to read out the dialogue between Sophie and her mum.

WB Task 4, page 16

Sentence building. Organized in groups of four, students have to write as many correct sentences with the given phrases and time expressions from columns A and B as possible. Give them plenty of time. Circulate and help them if needed. When they finish the task, make them share their answers with the rest of the class by assigning a spokesperson for each of the groups.

HOMEWORK

Set WB Task 5, page 16 for homework. The aim is to make sentences out of the given words, using the appropriate tenses.

TOPIC

All tenses present (WB Tasks 6-11, pages 17-18)

AIMS

- To revise present simple, present continuous, present perfect simple and present perfect continuous
- To practise the use of auxiliaries *be*, *have* and *do*
- To practise reading skills and to spot the mistakes
- To practise translating (English-Georgian, Georgian-English)

MATERIALS

- Workbook

AIDS

- Board

CLASS ORGANIZATION

T-class, individual work, pair work

INTRODUCTION (5)

Check homework.

Warmer:

Elicit what students know about all of the 4 present tenses and their usage.

PRACTICE (40')

WB Task 6, page 17

In pairs, students match the beginnings of the sentences with their endings, explaining the difference in meaning between each sentence in a pair. Ask for feedback.

WB Task 7, page 17

Students have to find mistakes in five out of the 8 sentences a-h individually. Conduct whole-class feedback.

WB Task 8, pages 17-18

Elicit the use of auxiliary verbs BE, HAVE and DO. Students have to complete the two dialogues with the correct forms of the auxiliary verbs. Invite two students to read the dialogue as Raina and Chuck and an additional two to read the dialogue between Tom and Sophie for the whole class to check.

WB Task 9, page 18

In pairs, students have to make appropriate questions using prompts and the given answers. Warn them that the tense in the answers indicates the tense in the question. Do the first question together as a class. Conduct feedback.

WB Task 10, page 18

In pairs, students correct the mistakes in sentences a-f. While they are working, circulate and help them if necessary. Ask for feedback.

HOMEWORK

Set WB Task 11, page 18 for homework. The aim is to translate sentences a-h into English, practising present tenses.

D LISTENING AND SPEAKING

A year abroad

Lesson summary:

- **VOCABULARY:** American English vocabulary referring to education; Georgian-English translation
- **LISTENING:** Listening for specific information; true/false sentences; sentence completion
- **SPEAKING:** Role-play: interviewing Georgian students on education in Georgia; interviewing an exchange student
- **GRAMMAR:** Prepositions

Suggested teaching time: 2 lessons

LESSON 1

Student's Book, pages 18-19

TOPIC	A year abroad (SB Tasks 1-7, pages 18-19)
AIMS	<ul style="list-style-type: none">• To learn something about American high school education and to compare it with the Georgian school system• To practise interviewing people; role-play• To practise listening skills: listening for gist, listening for specific information
MATERIALS	<ul style="list-style-type: none">• Student's Book
AIDS	<ul style="list-style-type: none">• Board• Handouts/transparency• OHP
CLASS ORGANIZATION	T-class, individual work, pair work, group work

CULTURE NOTE:

Although the American school system will be dealt with in lesson 1G, at this stage teachers should be prepared to answer students' possible questions related to education in the USA.

American high school system

Education is compulsory in the United States between ages five to eight and ending somewhere between ages sixteen and eighteen, depending on the state. In most schools, education is divided into three levels: elementary school (grades 1-8, 1-4 or 1-5), middle school (5-8) or junior high school (6-9), and high school (9-12). Children are usually divided into grades by age groups, ranging from kindergarten and first grade for the youngest children, up to twelfth grade as the final year of high school. High school usually runs from 9th through 12th grades. Students in these grades are commonly referred to as freshmen (grade 9), sophomores (grade 10), juniors (grade 11) and seniors (grade 12). Generally, at the high school level,

students take a broad variety of classes without special emphasis in any particular subject. They are required to take certain mandatory subjects, but may choose additional subjects ("electives") to fill out their required hours of learning.

Many high schools provide Advanced Placement (AP) or International Baccalaureate (IB) courses, which are special classes where the curriculum is more challenging and lessons more aggressively paced than standard courses.

In schools in the United States children are constantly assessed throughout the school year by their teachers, and report cards are issued to parents at varying intervals. Generally the scores for individual assignments and tests are recorded for each student in a grade book, along with the maximum number of points for each assignment. At any time, the total number of points for a student, when divided by the total number of possible points, produces a percentage grade, which can be translated to a letter grade.

Although grading scales usually differ from school to school, the most common grade scale is letter grades – "A" through "F" – derived from a scale of 0–100 or a percentile. In some areas, Texas or Virginia for example, the "D" grade (or that between 70–60 per cent) is considered a failing grade. In other jurisdictions, such as Hawaii, a "D" grade is considered passing in certain classes, and failing in others.

Grading scale:

A+	100-97
A	96-93
A–	92-90
B+	89-87
B	86-83
B–	82-80
C+	79-77
C	76-73
C–	72-70
D+	69-67
D	66-63
D–	62-60
F or E	below 60 per cent

INTRODUCTION (10')

Check homework.

Choose between the two warmers below:

Warmer 1:

You may choose to brainstorm whatever students know about the Georgian educational system, curriculum and syllabi.

Warmer 2:

Brainstorm the students' knowledge on the American school system, and then give a very short presentation of American high school education, as opposed to Georgian secondary schools.

PRACTICE (35')

SB Task 1, page 18

Focus on the words. They are all related to school and are typical for American English. Help students understand their meaning by providing translations and then let them do Task 1. Ask for feedback.

KEY:

grades in high school	places connected to school	things you do / get at school
<i>freshman</i>	<i>dorm</i>	<i>final grade</i>
<i>sophomore</i>	<i>campus</i>	<i>pop quiz</i>
<i>junior</i>	<i>boarding school</i>	<i>paper</i>
<i>senior</i>		

SB Task 2, page 18

In pairs, students match words and their definitions. Give them 5 minutes to do the task and check their answers.

KEY:

A campus: the buildings of a school, university or college and the land around them

B junior: the third grade at high school

C pop quiz: a short test that is given to students without any warning

D senior: the fourth grade at high school

E final grade: the mark that you get at the end of a course

F paper: a piece of written work that a student does on a subject that is part of a course of study

G dorm: a building for students to live in

H freshman: the first grade of high school

I boarding school: schools where students live and study for the entire school year

J sophomore: the second grade at high school

T 5 – SB Task 3, page 18

Students listen to a short monologue, during which they have to take notes that will help them answer the questions. Before they do so, go through the questions together, so that they know what they are expected to memorise.

KEY: Answers can be found in the tapescript.

T 5 – SB Task 4, page 19

Students listen for the second time, this time paying attention to False/True statements. They should read the statements before they start listening. Tell them they have to pay attention, as they are expected to correct the false sentences. Get whole-class feedback.

TAPESCRIPT: T5

I = Interviewer, N = Nina

I: So, Nina, you decided to spend a year abroad. How did you make that decision?

N: In our freshman year our teacher told us about different scholarships and the possibility to spend one school year abroad. So, a couple of my friends and I decided to try it out. The scholarships were for the junior year so we had to apply for them in our sophomore year. It seemed a great opportunity for us to go abroad and, for some of us, it was the chance of a lifetime.

I: OK. So what did you have to do to make it all happen?

N: I had to write an essay about myself; it had to be, I believe, two pages long; I had to take a couple of tests, including listening and writing to check my understanding of English and after that I was called for an interview in English. The questions were about me,

KEY: A F B F C T D F E F F T G T H F I F J F

SB Task 5, page 19

Make students fill in the gaps in the sentences with the expressions Nina used. Listen again in order to check the answers.

KEY:

A lifetime

B called for

C sit for exams

D (on campus), (in the) dorm

E pop quiz

F papers

G expelled

H crew

I fees

J tear

SB Task 6, page 19

Students work in groups of four. They have to prepare questions which they will use to interview Georgian students, considering the hints in SB Task 6, in order to write a website about secondary schools in Georgia.

KEY: Students' answers.

TIP!

You might explain the difference between *interviewer* and *interviewee*, and make students read the SPEAKING STOP tip, page 19.

SB Task 7, page 19

In pairs, students role-play the interview they wrote in SB Task 6.

about my school and my life and there were a couple of questions regarding the world situation and similar interesting topics. Several months later everyone got a letter saying whether you passed or you didn't. And that's about it. You write an essay, sit for exams, and have an interview.

I: You won a scholarship for the USA.

N: Yes. It was a one-year scholarship for a country abroad and mine was the USA. The school was the Webb School, situated in Bell Buckle, Tennessee.

I: Where did you stay while you were in the States?

N: I stayed on campus, in the dorm. It is a private boarding school with a couple of dorms for girls and others for boys and I stayed in one of the dorms for girls.

I: So, after ten years of education in Croatia, in what ways was

your school life different there?

N: It was completely different. The classes are from 8 am to about 3 pm. You get up and have breakfast and then you go to the chapel. The chapel is not for praying, it's for gathering before the school day begins. You have different speakers there who come to speak about their lives and everything that can affect you as a person. After chapel the school day starts. There are two classes and then a break, two more classes and then a one-hour lunch break and after that, two or three classes that last until 3 pm.

I: Which classes did you take?

N: I took English III, Spanish I, Computer Literacy, US History, Math, Freshwater Ecology and World Religions. As you can see, the classes are different than those we take here and you choose them for yourself. You have a couple that are obligatory – English, math and history, but all the others are up to you. You get five classes per term. You have them every day and you have to be prepared for them.

I: What does it mean that you have to be prepared?

N: It depends on the teacher and the class you're taking. You have to read what you are assigned and you have to write papers or do homework or whatever it is that you got as an assignment the day before.

I: How did the teachers check if you had done what you were supposed to do?

N: There could be a pop quiz at the beginning of the class or if there was something to do at home, you have to turn it in at the beginning of the lesson. There is also homework similar to what we get in Croatia. Students have to write many papers on different topics. It is a great way to prepare for university.

I: But if you don't prepare, you can always cheat on a test, can't you?

N: No. You cannot cheat, ever. Because if you cheat and they catch you or just the rumour goes around that you're cheating, you get expelled. No questions asked and no matter who you are.

I: That's different.

N: Yes, very.

I: There were some extra lessons after school, some after school activities.

N: Yes.

I: What were those?

N: Most of them were sports. I played volleyball and I played tennis for the school team and we had tournaments almost every week after school. I also prepared for a play, but I wasn't the actor, I mean the actress, I was in the tech crew. We prepared everything for the whole play; we built the stage, organized the scenes and the seating arrangements, we printed the programs and invitations. We did everything related to the play except for the acting part.

I: Why are those after school activities important?

N: Because, in America, when applying for colleges, you have to write down the activities that you did. The more activities you participate in, the more points you get. Moreover, some scholarships are based on different activities, like sports scholarships, and since colleges in the USA are very expensive most students try to get one. If you don't have a scholarship, you have to get a bank loan to pay the fees.

I: Considering all that, which part did you like the best?

N: I liked participating in classes and knowing that no one will laugh at you or think you are a nerd just because you express your opinion. People there are always willing to try to prove that their opinion is as good as anyone else's. There are always discussions about different topics, and it really feels great to know you can participate, you can learn something or just do your best at

a class and no one will think less of you. Also, I like sports, and I was really famous at school for my sports activities because every morning, in the chapel, our chaplain would read the sports results from the day before and I was always called up. The problem was that he didn't know how to pronounce my last name, since it's very unusual, so he came up with a different way of pronouncing it every morning. After one term of really strange variants of my last name, one morning, when he mispronounced it, the entire chapel corrected him. I was really proud, that was my best moment in the chapel.

I: You mentioned you were famous for your sports activities. We often see in films how athletes and cheerleaders are very popular in US schools while students participating in other activities are considered less worthy. What do you think of that?

N: Yes, athletes and cheerleaders are very popular, but I wouldn't agree that other activities are not as popular. For instance, our theatre cast was very popular and everyone wanted to participate in the play. The pottery class, which is another after school activity, was full all year long, and you would be surprised how many students wanted to participate in creating our school yearbook. Also, the most popular athletes were not only great athletes, but also excellent students, top of their classes. For example, our best lacrosse player was the captain of our lacrosse team, the captain of our basketball team, the president of the Student Council and among the top five students of his class. I believe that says it all.

I: All right. Is there anything you didn't like at all?

N: Well, you know how everyone here is used to cheating. Well, I didn't like it when I didn't know the answer and, even though my teacher wasn't in the classroom I couldn't look in my bag, rummage through my papers or ask my friends. But I got over it and I started studying and it was great and in the end I was really proud of myself because I didn't cheat. But also, I didn't like being alone for the holidays; it's not the best time of the year to be alone anyway, let alone in a foreign country. But, then, I had a couple of friends I could stay with and they were my family while I was there. They accepted me, I accepted them and we're still in contact.

I: You said that you stayed in touch with some of the people you met there.

N: I stayed in touch with a couple of my friends. One of them even came to Croatia, twice. Then, there was one special teacher; he was my US history teacher. It's easy to stay in touch today – not only do we send birthday and Christmas cards, there's also Facebook, email, and Skype. I also stay in touch with the people I care about and I'm planning to go back there again, to visit all of them.

I: That's nice. So, with all those differences, was it difficult to return to Croatia to do a senior year?

N: Yes, it was pretty hard. I had to take some tests from my junior year because they didn't have all the courses in the States, together with all the stuff in my senior year. It was really demanding.

I: All things considered, would you recommend such an experience to teenagers today?

N: Yes. I would strongly recommend it to anyone with any interest in studying abroad or just visiting another country. It's great experience and it changes you. I became more conscious of the world and more aware of other things, other people and cultures. As my Dad said when I returned, I went there as a girl and came back a woman. That really brought a tear to my eye.

I: OK. Thank you very much for the interview.

N: Thank you.

LESSON 2

Workbook, pages 19-20

TOPIC	Exchange students (WB Tasks 1-6, pages 19-20)
AIMS	<ul style="list-style-type: none">• To learn something about exchange programmes and American high school education system vs. the Georgian system• To practise interviewing people; role-play• To practise translating• To practise prepositions
MATERIALS	<ul style="list-style-type: none">• Workbook
AIDS	<ul style="list-style-type: none">• Board• Dictionary
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (5')

Warmer:

Elicit the difference between *interviewer* and *interviewee*. Once the students clearly distinguish the terms, remind them of the SPEAKING STOP (Student's Book, page 19), which says that interviewers should introduce themselves at the beginning of the interview and explain what they need the interview for. At the end of the interview, they have to thank the interviewee.

PRACTICE (40')

WB Task 1, page 19

In pairs, students make questions for the student who is spending a term abroad as an exchange student. They are given hints. Circulate and monitor, helping if necessary. Ask for feedback.

WB Task 2, page 19

In pairs, students answer the questions they made in WB Task 1 and role-play the interview. Circulate as they are speaking and make note of any important mistakes to be used in feedback at the end.

WB Task 3, page 19

In pairs, students translate the phrases in WB Task 3. Give them enough time to enable them to use a dictionary. Ask individual students to read their translations. Correct the mistakes. Put the correct version on the blackboard, for students to copy.

WB Task 4, page 19

Students complete sentences a-h with the correct words and phrases from WB Task 3 individually. Check their answers.

WB Task 5, page 20

Multiple choice prepositions. Students, working individually, choose the correct preposition and write full sentences in their

notebooks, underlying or circling the preposition. Suggest using different colours for prepositions.

WB Task 6, page 20

In pairs, students translate sentences a-f into English. They are allowed to use a dictionary. At the end of the lesson, write the correct sentences on the board, so that the students know where they have made a mistake.

E WRITING

Filling out an application form

Lesson summary:

- **VOCABULARY:** Vocabulary related to letters of application and application forms; different types of schools
- **READING:** To develop reading skills
- **WRITING:** To fill out an application form

Suggested teaching time: 2 lessons

LESSON 1

Student's Book, pages 20-21

TOPIC	Filling out an application form (SB Tasks 1-3, pages 20-21)
AIMS	<ul style="list-style-type: none">• To learn what application forms are and how to fill them out• To practise reading skills• To practise writing skills• To learn about three different schools (Ireland, UK, USA)• To talk about the reasons which made them choose one of the three schools
MATERIALS	<ul style="list-style-type: none">• Student's Book
AIDS	<ul style="list-style-type: none">• Board• Handout/transparency on Georgian education• OHP/computer/projector
CLASS ORGANIZATION	T-class, individual work, group work

INTRODUCTION (10')

Warmer:

Elicit students' knowledge on Georgian education (obligatory and optional education, school-leaving age, elementary and secondary schools, private schools, etc.). You might prepare a PowerPoint presentation or transparency to help them understand the Georgian school system, as they will have to compare it with the American and British systems, or any other culture they know details about.

NEW MATERIAL DEVELOPMENT (35')

SB Task 1, page 20

Go through the application form together, explaining what is expected in each of the boxes of the form. The handwriting should be legible and the information complete and correct.

SB Task 2, page 20

Ask students to read the texts about three different schools (in Ireland, USA and UK). Help them with vocabulary if necessary. Without saying which school they have chosen and why, students complete the application form on page 21. Help them with expressions and vocabulary if needed.

Limit time. When the time is out, ask for feedback: first establish how many students have chosen the Irish school,

how many the American school and how many the British school. Put the results on the board. Ask for explanation – what attracted them mostly.

SB Task 3, page 20

In groups of four, students assess other students' applications for schools and decide whose application is the best, i. e. who is going to get the scholarship to spend a year abroad.

HOMEWORK

Ask students to copy an application form in their notebooks and to fill it in with data they find essential for enrolment in their school.

LESSON 2

Workbook, pages 20-21

TOPIC	Filling out an application form (WB Tasks 1-4, pages 20-22)
AIMS	<ul style="list-style-type: none">• To revise what application forms are and what data is required• To practise reading skills• To practise vocabulary related to educational issues• To practise writing skills: a 250-500-word response to one of the topics listed in the application form• To practise translating
MATERIALS	<ul style="list-style-type: none">• Workbook
AIDS	<ul style="list-style-type: none">• Board• Georgian/English, English-Georgian dictionary
CLASS ORGANIZATION	T-class, individual work, pair work, group work

INTRODUCTION (5')

Check homework.

Warmer:

Elicit students' knowledge about application forms: in which occasions they are usually written, what data they contain, etc.

PRACTICE (40')

WB Task 1, page 20

Focus on the chart and the three columns. Put students in pairs and make them fill in the columns with the appropriate phrases. Ask for classroom feedback.

WB Task 2, page 21

In pairs, students translate sentences a-f into English. Invite individual students to translate the questions. Once you have heard and corrected them, make students answer the questions individually. Ask for feedback.

WB Task 3, page 21

Go through sentences a-f together. Such sentences may be found in different application forms. In groups of four, students translate the sentences into Georgian, using a dictionary, if necessary. Ask for feedback.

HOMework

For homework, students will do WB Task 4, page 22. They have to write a motivational essay (100-150 words) for a school they are applying to. They may choose among 6 topics. Go through the task together, so that they know what they are expected to do.

F BITS OF... GRAMMAR AND VOCABULARY

Boarding school rules

Lesson summary:

- **VOCABULARY:** Vocabulary related to boarding schools and rules in general
- **LISTENING:** To develop listening skills
- **WRITING:** To write down boarding school rules into a chart; to think of their own rules
- **GRAMMAR:** Modal auxiliaries

Suggested teaching time: 2 lessons

LESSON 1

BIT 1 – MODAL VERBS

BIT 2 – A SCHOOL YEAR

Student's Book, pages 20-23

TOPIC	Boarding schools (SB Tasks 1-6, pages 20-23)
AIMS	<ul style="list-style-type: none"> • To learn about boarding schools • To practise listening skills: listening for specific information, listening for gist • To talk about boarding schools • To practise writing skills • To establish the rules students would like to introduce into their schools
MATERIALS	<ul style="list-style-type: none"> • Student's Book
AIDS	<ul style="list-style-type: none"> • Board
CLASS ORGANIZATION	T-class, individual work, pair work, group work

INTRODUCTION (10')

Check homework. Have one or two students read their homework.

Warmer:

Task 1, page 22

Elicit knowledge on Harry Potter. Do not go into details. Your objective is to make students realize you are going to talk about boarding schools, not the Harry Potter series. Still, you have to be informed. Encourage students to talk about such schools.

CULTURE NOTE 1:

Harry Potter is a series of seven fantasy novels written by the British author J. K. Rowling. The series chronicles the adventures of a young wizard, Harry Potter, and his friends Ronald and Hermione, all of whom are students at Hogwarts School of Witchcraft and Wizardry, which is a boarding school.

CULTURE NOTE 2:

Joanne "Jo" Rowling (her pen names being **J. K. Rowling** and **Robert Galbraith**) is a British novelist best known as the author of the *Harry Potter* fantasy series. The books have gained worldwide attention, won multiple awards, and sold more than 400 million copies. She is the United Kingdom's best-selling author of all time, with sales in excess of £238m. In October 2010, Rowling was named the "Most Influential Woman in Britain" by leading magazine editors.

Harry Potter series:

- 1) *Harry Potter and the Philosopher's Stone* (1997),
- 2) *Harry Potter and the Chamber of Secrets* (1998),
- 3) *Harry Potter and the Prisoner of Azkaban* (1999),
- 4) *Harry Potter and the Goblet of Fire* (2000),
- 5) *Harry Potter and the Order of the Phoenix* (2003),
- 6) *Harry Potter and the Half-Blood Prince* (2005),
- 7) *Harry Potter and the Deathly Hallows* (2007).

CULTURE NOTE 3:

A **boarding school** is a school where some or all pupils study and live during the school year with their fellow students and possibly teachers or administrators. The word 'boarding' is used in the sense of "bed and board," i. e., lodging and meals. Some boarding schools also have day students who attend the institution by day and return to their families in the evenings.

NEW MATERIAL DEVELOPMENT (30')

T 6 – SB Task 2, page 22 – BIT 1: Modal verbs
Tells students they are going to listen to the rules established in a certain boarding school. They have to write down the examples they hear, sorting their answers into 4 columns. Ask for feedback.

KEY: *Answers can be found in the tapescript.*

TAPESCRIPT: T6

When it comes to behaviour in boarding schools, good manners are required at all times. There must be a high standard of behaviour for all students, including treating everybody with respect. Moreover, both teachers and students ought to listen to the comments of others, even if those differ from their own.

Of course, students should follow the classroom rules and the instructions of prefects. Homework must be done carefully at the allocated time and handed in promptly. Students are allowed to use the Internet to do research and prepare projects. They can also ask their teachers for additional instructions.

Some boarding schools have uniforms, others have a dress code; jeans and trainers are normally not allowed, girls ought to wear skirts and boys ought to wear suits with a tie. But whatever clothes the students wear, they have to be neat and tidy. No extreme hair styles are allowed, together with

SB Task 3, page 23

In groups of 4, students write down the rules of behaviour in their school. Circulate and help them if necessary.

SB Task 4, page 23

This task may be done at home, as homework: Based on their parents' experience, students have to prepare 5-minute presentations about school rules in the past.

SB Task 5, page 23 – BIT 2: A school year

Focus on the words and then on the text. Students work individually, inserting the appropriate words in the gapped text about the organization of the school year in Britain. Give them 5 minutes.

KEY:

terms, spring break, lessons, subjects, compulsory, optional, Grades, fail, flying colours

SB Task 6, page 23

Students are given 5 minutes to write a short text about the organization of the school year in Georgia, using the text in SB Task 5 as a model.

PRACTICE (5')

Conclude box, page 22

In pairs, students read the examples and do the tasks including modal auxiliary verbs. Elicit their knowledge on modals and the functions they express (ability, obligation, permission, logical conclusion, necessity, criticism, etc.). Make sure they understand the difference between *must* and *have to* while expressing obligation.

no jewellery or make up. All forms of body piercing are not permitted and in the case a student arrives at school breaking any of these rules, he or she may be sent home.

There are certain rules that students find hard to obey. For instance, chewing gum is not allowed in school and doing so will result in a weekend detention. Boarders must also not bring mobile phones into school during school hours nor can they use them during prep or at meal times and certainly not after lights-out.

Most of the rules today are much different than those of a hundred years ago or more. Boarding schools at that time were mostly run by the church. Girls did not have to go to school and the rules about discipline were much stricter. Students had to sit still all day long and had to listen to their teachers, without asking any questions. They had to learn a lot of information by heart and recite it in front of their colleagues.

LESSON 2

Workbook, pages 22-23

TOPIC	Boarding school (WB Tasks 1-8, pages 22-24)
AIMS	<ul style="list-style-type: none">• To practise school-related vocabulary• To practise modal auxiliaries and their use• To practise translation
MATERIALS	<ul style="list-style-type: none">• Workbook
AIDS	<ul style="list-style-type: none">• Board• Dictionary (Georgian/English, English/Georgian)
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (5')

Check homework.

Warmer:

Elicit students' knowledge of boarding schools and then check what they know about modal auxiliaries expressing necessity and obligation, permission, ability and prohibition.

PRACTICE (40')

WB Task 1, page 22

Give students 5 minutes to match the beginnings of the sentences a-h to their endings. Ask for feedback. Have them translate the sentences.

WB Task 2, page 22

Focus on the task. Students have to complete the sentences with different forms of 'have to'. Remind students of the difference between *must* and *have to* when expressing obligation. Give them 5 minutes to do the task. Ask for feedback.

WB Task 3, page 23

Remind students of the possibilities of expressing permission. Tell them that in this task they have to focus only on *can* and *be allowed to*. Give them 5 minutes to paraphrase sentences a-e. Conduct whole-class feedback.

WB Task 4, page 23

Remind students of the ways of expressing obligation and prohibition. Give them 5 minutes to complete sentences a-f with either *must* or *must not*. Ask for feedback.

WB Task 5, page 23

In pairs, students do WB Task 5, showing they have mastered the difference between *must* and *have to*. Check their answers.

WB Task 6, page 24

In pairs, students translate sentences a-e into English. Circulate and help them with vocabulary, or let them use a dictionary. Write the translations on the board.

WB Task 7, page 24

Working individually, students make their own sentences to prove they understand the difference in meaning between the given pairs of words. Set time for the task and conduct whole-class feedback.

HOMEWORK

Set WB Task 8, page 24 for homework. Go through the task together, so that students know what they are expected to do.

G BROADENING YOUR HORIZONS

Two different school systems

Lesson summary:

- **VOCABULARY:** Vocabulary related to education
- **READING:** Reading articles about education in the UK and USA
- **SPEAKING:** Talking about three school systems (Georgian, British and American) and comparing them; discussion

Suggested teaching time: 2 lessons

LESSON 1

Student's Book, pages 24-25

TOPIC	Two different school systems (SB Tasks 1-4, pages 24-25)
AIMS	<ul style="list-style-type: none">• To develop students' cultural competence and to learn about British and American school systems• To talk about British, American and Georgian school system• To acquire vocabulary related to British and American school system
MATERIALS	<ul style="list-style-type: none">• Student's Book
AIDS	<ul style="list-style-type: none">• Board
CLASS ORGANIZATION	T-class, individual work, group work

INTRODUCTION (10')

Check homework.

Warmer:

Elicit students' knowledge of American and British school system. Ask them to express their preferences and to give reasons.

NEW MATERIAL DEVELOPMENT (30')

SB Task 1, page 24

Focus on the task: students are going to read two texts depicting the UK and the USA school system. Tell students that the two systems are analysed and presented in four paragraphs, in terms of 1) Legal background, 2) Education and the students' age, 3) School subjects and 4) Further studies. You may choose to do it as group work: One group (the 'odd' row) does the UK school system, and the 'even' row has to master the USA school system. Once they do it, assign representatives from each of the two groups to present their respective school system: one student from the 'odd' group does the Legal background of the UK schools, and one student from the 'even' group does the same for the USA schools and so on. After all four aspects of the school systems have been presented, students read the other text, so that they have read both texts.

SB Task 2, page 25

Students do SB Task 2 individually. They have to decide which countries statements a-h refer to. For that purpose, they have to skim the two texts again. Give them 5 minutes and check their answers as a whole-class activity.

KEY:

- a UK, USA
- b UK, USA
- c School year divided into 3 terms – not mentioned in the text.
- d Breaks – not mentioned in the text.
- e UK, USA
- f UK, USA
- g UK, USA
- h UK, USA

SB Task 3, page 25

Have students skim the two texts again in order to do SB Task 3, page 25. This time they have to find appropriate words. Set a time limit. Ask for feedback.

KEY:

- a *obligatory*
- b *grade*
- c *eligible*
- d *diploma*
- e *pottery*
- f *nursery*

HOMEWORK

Set SB Task 4, page 25 (Project work) for homework. In four paragraphs, students should present the Georgian school systems in terms of Legal background, Education and the students' age, School subjects and Further studies.

LESSON 2

Student's Book, page 25

Workbook, page 25

TOPIC	Two different school systems (SB Task 5, page 25; WB Tasks 1-2, page 25)
AIMS	<ul style="list-style-type: none">• To develop students' cultural competence and to learn about British and American school systems• To talk extensively about the British, American and Georgian school systems• To acquire vocabulary related to British and American school systems
MATERIALS	<ul style="list-style-type: none">• Student's Book• Workbook
AIDS	<ul style="list-style-type: none">• Board
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (30')

Have several students read their homework on the Georgian school system out loud.

Warmer:

Encourage students to speak freely about the Georgian school system and its disadvantages. Ask whether they approve of the curriculum, and, if not, what they would change. Discuss the syllabi of particular subjects. Is there anything wrong with some of them? Would they change anything?

SB Task 5, page 25

Organize a 10-minute classroom discussion. Compare the three school systems in terms of issues like school-leaving age, organization of the school year, optional and obligatory subjects, cross-curricular activities, options for continued education, the National Exams and the subjects which are tested, etc. Urge students to be critical and constructive at the same time.

CULTURE NOTE 1:**The British School System**

The UK education system is divided into early years (ages 3–4), primary education (ages 4–11), secondary education (ages 11–18) and tertiary education (ages 18+). Full-time education is compulsory for all children aged between 5 and 16, either at school or otherwise, with a child beginning primary education during the school year in which he or she turns 5. At the age of 11 students start secondary education, which lasts for 5 years. At the age of 16, which is the school-leaving age, they take the GCES exam. If their results are satisfactory, students may then continue their secondary studies for a further two years (sixth form), leading most typically to the A-level exam, taken at the age of 18 in the 3-4 subjects they have been studying for 2 years. England also has a tradition of independent schooling (fee-paying, public schools). Higher education often begins with a three-year bachelor's degree. Postgraduate degrees include master's degrees, and the doctorate, a research degree that usually takes at least three years.

CULTURE NOTE 2:**GCSE and A-level exams**

The General Certificate of Secondary Education (GCSE) is an academic qualification awarded in a specified subject, generally taken in a number of subjects (usually 10) by students aged 14-16 in secondary education. Virtually all students take GCSEs in English, mathematics and science. In addition, many schools also require that students take English literature, at least one modern foreign language, at least one design and technology subject, religious education and some others. Students can then fill the remainder of their timetable with their own choice of subjects. Receiving five or more A*-C grades, including English and Maths, is often a requirement for taking A-levels in the sixth form. The 6th form lasts for 2 years, during which students study 2-4 subjects of their choice.

CULTURE NOTE 3:**Georgian education**

Early childhood education in Georgia is organized in nurseries and kindergartens (ages 2-5), which are not compulsory. Some kids attend pre-schools at the age of 5 as well. All pre-schools and some of the kindergartens and schools are privately owned.

Children begin schools at the age of 6.

The schooling is split into 3 stages: the primary stage (grades 1-6), the basic stage (grades 7-9), and the secondary stage (grades 10-12). The students in lower grades are mostly taught by one teacher, and in upper grades, when they start different subjects, they are taught by different teachers.

The Georgian language, 2 foreign languages, mathematics, sciences, history, geography, IT, physical education, music and visual arts are compulsory subjects, but students might be taught some optional subjects as well.

The first two stages of education are compulsory, whereas the third stage is not. The students who wish to get a higher education must continue their studies on the secondary stage as well.

Earlier, the students had to take the school-leaving exams, but those exams were abolished several years ago.

CULTURE NOTE 4**The Georgian National Exams**

In order to enroll at the institutions of higher education the applicants have to take and pass the National Exams at list in three subjects, among which the Georgian language and a foreign language are compulsory, while the third subject is optional.

The National exams are taken in July and the results are available in August. Students then are enrolled in different universities to which they are admitted according to their test results.

Croatian Matura exam

CULTURE NOTE 5:**SAT exam**

The SAT is a standardised test widely used for college admissions in the United States. It was first introduced in 1926, and its name and scoring have changed several times, being originally called the Scholastic Aptitude Test, then the Scholastic Assessment Test, then the SAT Reasoning Test, and now simply the SAT. The SAT is owned and published by the College Board, a private, nonprofit organization in the United States. The test is intended to assess a student's readiness for college.

The current SAT, introduced in 2005, takes 3 hours and 45 minutes to finish, and, as of 2010, costs 51 USD. Possible scores on the SAT range from 600 to 2400, combining test results from three 800-point sections – Mathematics, Critical Reading, and Writing.

PRACTICE (15')

WB Task 1, page 25

Students do WB Task 1, page 24 in pairs. First, student A asks student B questions about the legal background, students' age, school subjects and further studies of one country, and then student B does the same for another country, showing that they have mastered information about the three school systems. Then they do WB Task 1. Conduct whole-class feedback.

WB Task 2, page 25

Focus on the task and then on the words. Give students 5 minutes to complete the sentences with the appropriate words. Check the answers.

UNIT 2 STORIES FROM THE PAST AND PRESENT

(1፲፱፭.፭፮. 1, 2, 3, 4, 5, 6)

This unit includes:

- **VOCABULARY:** Museums and galleries, history, Elizabethan England, daily routines, music festivals, etc.
- **GRAMMAR:** Past tenses; multi-word (phrasal) verbs, articles
- **SPEAKING:** Discussion
- **WRITING:** Biography

Student's Book: pages 26-45

Workbook: pages 27-39

A READING AND SPEAKING

On display

Lesson summary:

- **READING:** Reading about 4 different museums; England in the 16th century; the development of English; J. R. R. Tolkien's biography; 2 music festivals
- **SPEAKING:** Talking about preferences regarding museums and galleries, narrative tenses in telling a story about an event, discussing similarities and differences between 2 music festivals
- **LISTENING:** Listening for gist and specific information (museums, historical periods); Roald Dahl's stories
- **WRITING:** A famous person's biography

Suggested teaching time: 2 lessons

LESSON 1

Student's Book, pages 28-29

Workbook, pages 26-27

TOPIC	On display (SB Tasks 1, 2, 4, 5, page 28-29; WB Tasks 3-4, pages 26-27)
AIMS	<ul style="list-style-type: none"> • To acquire new vocabulary related to museums, galleries, exhibits, artefacts • To talk about museums and galleries, to express preferences, to match museums and exhibits • To practise reading skills • To practise: Reading skills (gap filling) – <i>The 2004 Indian Ocean Tsunami</i> • To practise geography knowledge – marking the cities in which museums are located on the world map • To practise collocations
MATERIALS	<ul style="list-style-type: none"> • Student's Book • Workbook
AIDS	<ul style="list-style-type: none"> • Board • Map of the world • Dictionary • Resource Bank
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (10')

Warmer:

SB Task 1, page 28

Focus on the pictures. Give students one minute to study the pictures and then ask them: *What is in pictures 1-8?* Have individual students answer the questions and elicit knowledge on the objects/people presented in the pictures. Before that, make sure they acquire an understanding of what *artefact* and *exhibit* mean. Write these words on the board and elicit definitions. If necessary, you may use a dictionary.

KEY:

- 1 *Whaam! – a diptych painting*
- 2 *Tutankhamun's burial mask / Mask of Tutankhamun's mummy*
- 3 *Michael Jackson's jacket*
- 4 *The Antonio Stradivari violin*
- 5 *Self-portrait with a straw by Vincent van Gogh*
- 6 *Dinosaur skeleton*
- 7 *Apple II*
- 8 *Stephenson's Rocket – the world's first modern steam locomotive*

All of the objects in the pictures can be found at museums.

NEW MATERIAL DEVELOPMENT (35')

T 7 – SB Task 2, page 28

Explain that students are going to listen to 10 short extracts about the museums in which exhibits from SB Task 1 are displayed. Before they start the listening task have them work in pairs and guess where the exhibits from Task 1 might be displayed. Go through the list of museums together as a class, and then give students two minutes to match the exhibits and the museums. Once they have done so, play the recording for students to check their answers. Ask them whether they are surprised about the location of some of the objects and conduct whole-class feedback.

KEY:

- Van Gogh Museum, Amsterdam* 5
Science Museum, London 8
The Grammy Museum, Los Angeles 3
The Egyptian Museum, Cairo 2
Tate Modern, London 1
Museum of Musical Instruments, Berlin 4
The Natural History Museum, London 6
PEEK & POKE, Rijeka 7

SB Task 4, page 29

Focus on the task. Ask students to read about 4 different museums and to express their preferences. In pairs, they discuss which museums they like or dislike. Invite several students to give feedback on what their partner said, making sure that they listen to each other. Circulate and monitor what they are doing, helping them with vocabulary and phrases.

WB Task 3, page 27

Students work individually, matching world famous museums with their main attractions. Ask for feedback, encouraging students to talk about the attractions and their personal experiences. Set an example.

WB Task 4, page 28

Students mark the locations of the world famous museums on the world map. Help them if their knowledge of geography is insufficient.

HOMEWORK

Set SB Task 5, page 29 for homework: students have to write an article (100-150 words) on either of the topics in SB Task 5. Read the topics as a class and make sure students understand the task.

If there is time, you may choose to do Resource Bank Activity 3.

LESSON 2

Student's Book, pages 28
Workbook, pages 27-28

TOPIC

On display (SB Task 3, page 28; WB Tasks 1, 2, 5, pages 27-28)

AIMS

- To talk about museums and galleries
- To distinguish similar but different words
- To practise collocations
- To practise: Reading skills (gap filling)

MATERIALS

- Student's Book
- Workbook

AIDS

- Board

CLASS ORGANIZATION

T-class, individual work, pair work

INTRODUCTION (5')

Check homework – ask two students to read their homework on topic 1 and another two on topic 2.

TAPESCRIPT: T7

1 Vincent van Gogh painted over 30 self-portraits, which places him among the most prolific self-portraitists of all time. The largest collection of his work, which includes paintings, drawings and prints, can be found in the Van Gogh Museum in Amsterdam.

2 Stephenson's *Rocket* was the world's first modern steam locomotive. After *Rocket's* success, the railways expanded quickly and, for the first time, huge numbers of people were able to travel simultaneously and rather quickly. It is one of the most famous exhibits in the Science Museum in London.

3 Celebrating the life and work of Michael Jackson, the GRAMMY Museum in Los Angeles is sharing a collection of Jackson's most iconic wardrobe pieces. This jacket was worn on the Victory Tour, at Jackson's 1984 American Music Awards appearance.

4 The mask of Tutankhamen's mummy is on display in the Egyptian Museum in Cairo. The Egyptian pharaoh was buried in three coffins, all fitted one inside the other. His famous gold *burial*, or *funerary mask*, rested directly on the pharaoh's mummy, inside the third coffin.

5 *Whaam!* is a diptych painting by the American pop artist Roy Lichtenstein. It is part of the Tate Modern's collection in London. Acrylic and oil paint on canvas show the exploding plane and the exclamation "WHAAM!", which is the graphic equivalent of a sound effect.

6 A *Stradivarius* is any of the *violins* built by Antonio Stradivari, a famous Italian violin maker. One them, made in 1703, is on exhibit, behind glass, at the Musikinstrumentenmuseum in Berlin.

7 The first dinosaurs appeared about 230 million years ago and for the next 160 million years the Earth belonged to these ancient reptiles. The *Natural History Museum* in London houses the largest natural history collection in the world, from microscopic slides to mammoth skeletons.

8 PEEK&POKE in Rijeka is one of just a few permanent displays of vintage computing technology in Europe. The collection contains more than 1000 exhibits from world-wide and local computer history, ranging from very early calculators and game consoles to rare and obsolete computers from the nineties.

NEW MATERIAL DEVELOPMENT (10')

SB Task 3, page 28

Ask one of the students to read the quote by Margaret Oliphant, a 19th century Scottish novelist. Elicit a translation of the quote to make sure students understand what she wanted to say. In pairs, students answer questions a-g, taking turns. Ask some students to give feedback on what their partners said.

CULTURE NOTE:

Margaret Oliphant (1828 – 1897) was a Scottish novelist and historical writer, who usually published as **Mrs. Oliphant**. Her fictional works encompass "domestic realism, the historical novel and tales of the supernatural". She wrote novels, short stories, articles, etc.

KEY:

- a *She is not very enthusiastic about them.*
b–g *Students' answers.*

With stronger classes you might do the project work, SB Task 5, page 29.

PRACTICE (30')

WB Task 1, page 27

Students work in pairs to choose which word is correct. Set a time limit of 5 minutes. Go through the answers as a class. Check students' understanding of the vocabulary by asking questions such as: *Which word means: cheap? Which word means: related to the economy?*

TIP!

ECONOMIC – connected with the trade, industry and development of wealth of a country, an area or a society
ECONOMICAL – not spending more money, gas, etc. than necessary
HISTORIC – important in history; likely to be thought of as important at some time in the future
HISTORICAL – connected with the past
CLASSIC – accepted or deserving to be accepted as one of the best or most important of its kind
CLASSICAL – connected with or influenced by the culture of ancient Greece and Rome
EXHIBIT – to show something in a public place for people to enjoy or to give them information
EXHIBITION – a collection of things, for example works of art, that are shown to the public

WB Task 2, page 27

In pairs, students match the words that go together, forming collocations. They are allowed to use the tapescript in the Student's Book, pages 146-147. Set a time limit. Ask for feedback.

WB Task 5, page 28

Tell students they have to fill in the gaps with one word only. Suggest they should first skim the text and then decide on the part of speech which is to be used in each of the gaps. Encourage comment and peer correction before you give the answers.

HOMEWORK

Ask students to practise similar but different words from WB Task 1, page 26, using them in sentences of their own. Suggest adding one more opposition: music/musical. Thus, for their homework, students should write 8 sentences, practising the following words: historic/historical, classic/classical, exhibit/exhibition, music/musical.

B READING AND VOCABULARY

Off with her head!

Lesson summary:

- **READING:** Articles about life in Elizabethan England and the Tudors
- **VOCABULARY:** Vocabulary related to historical periods, customs, entertainment, fashion, religion, geography, etc.
- **SPEAKING:** Talking about historical times and the history of England and Georgia

Suggested teaching time: 3 lessons

LESSON 1

Student's Book, pages 30-32

Workbook, pages 29-33

TOPIC	Off with her head! (SB Tasks 1-3, Building up... Tasks 1-3, pages 30, 32; WB, Tasks 1-2, page 29)
AIMS	<ul style="list-style-type: none">• To acquire and practise new vocabulary related to historical periods, particularly Elizabethan England, social classes, religion, etc.• To talk about historical periods and their customs• To practise reading skills• To practise asking questions• To practise: Reading skills (gapped text and multiple choice)• To practise word formation• To practise translation
MATERIALS	<ul style="list-style-type: none">• Student's Book• Workbook
AIDS	<ul style="list-style-type: none">• Board• Monolingual English-English dictionary• English/Georgian dictionary
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (10')

Check homework.

Warmer:

SB Task 1, page 30

In pairs, students study the pictures in SB Task 1 and decide which one is the odd one out. They should give reasons. Elicit their knowledge on English history. Check with the whole class. Help them by providing information on the people in the pictures.

CULTURE NOTE:

Henry VII (1457 – 1509) was King of England and the first monarch of the House of Tudor. He founded the Tudor dynasty and, after a reign of nearly 24 years, was peacefully succeeded by his son, Henry VIII.

Henry VIII (1491 – 1547) was King of England, the second monarch of the Tudor dynasty, succeeding his father, Henry VII. Besides his six marriages, Henry VIII is known for his role in the separation of the Church of England from the Pope and the Roman Catholic Church.

Edward VI (1537 – 1553) was the third monarch of the Tudor dynasty and England's first monarch raised as a Protestant. He was Jane Seymour's son. He was crowned at the age of nine, but died at the age of 16. He is the character described in Mark Twain's 'The Prince and the Pauper.'

Mary I (1516 – 1558) was the only child of King Henry VIII and his first wife, Catherine of Aragon. She was the Queen of England and Ireland from 1553 until her death in 1558. Her execution of Protestants caused her opponents to give her the nickname 'Bloody Mary'. During her five-year reign, she had over 280 religious dissenters burned at the stake. Her re-establishment of Roman Catholicism was reversed after her death in 1558 by her younger half-sister and successor, Elizabeth I.

Elizabeth I (1533-1603) (a. k. a. the Virgin Queen, Gloriana or Good Queen Bess), was the fifth and last monarch of the Tudor dynasty. Elizabeth, as the daughter of Henry VIII, was born into the royal succession, but her mother, Anne Boleyn, was executed two and a half years after Elizabeth's birth and Anne's marriage to Henry VIII was annulled. Elizabeth was hence declared illegitimate. Her half-brother, Edward VI, ruled as king until his death in 1553. Before he died, he had bequeathed the crown to Lady Jane Grey, cutting his two half-sisters, Elizabeth and the Roman Catholic Mary out of the succession. However his will was set aside, Mary became queen, and Lady Jane Grey was executed. During Mary's reign, Elizabeth was imprisoned for nearly a year on suspicion of supporting Protestant rebels. In 1558 Elizabeth succeeded her half-sister, and set out to rule. One of her first moves as queen was the establishment of an English Protestant church. Elizabeth's reign is known as the Elizabethan era, the period famous for the flourishing of English drama, led by playwrights such as William Shakespeare.

Elizabeth II (1926) is the constitutional monarch of the 53-member Commonwealth of Nations (she is queen regnant of the UK, Canada, Australia, New Zealand, South Africa, Pakistan and Ceylon, queen of the UK, Canada, Australia, New Zealand, Jamaica, Barbados, the Bahamas, Grenada, Papua New Guinea, Solomon Islands, Tuvalu, Saint Lucia, Saint Vincent and the Grenadines, Belize, Antigua and Barbuda and Saint Kitts and Nevis. She is also Head of the Commonwealth and Supreme Governor of the Church of England. She is the longest-living and, after her great-great grandmother, Queen Victoria, the second longest-reigning British monarch of all time.

KEY:

Elizabeth II – 1957 –... She is still alive.

Elizabeth II – Elizabeth II (Elizabeth Alexandra Mary; born 21 April 1926) is the current constitutional monarch of 16 sovereign states (known as the Commonwealth realms)

NEW MATERIAL DEVELOPMENT (30')**SB Task 2-3, page 30**

Tell students they are going to read a text about Elizabethan England. Read the questions in SB Task 3, page 30 as a class. Make them write out the key words in each question. This will help them focus on the appropriate data and enable them to give the correct answers. If necessary, help them with possibly unknown vocabulary. Write the words they don't know on the board. Although it is important that students develop the skill of understanding the meaning of unfamiliar words using the context, in this case they will have to deal with the vocabulary later on. Once students have individually read the text, they should be given some time to think about it for and to find answers to questions a-h. Conduct whole-class feedback for both SB Task 2 and 3.

KEY:

- a *It explored the New World and started colonization of the USA, the Caribbean and India which was the beginning of the great British Empire.*
- b *It was based on a social hierarchy.*
- c *The nobility enjoyed a wide variety of meat and the poor based their diet on bread, cheese, and milk, and occasionally some meat. Vegetables were considered food for the poor.*
- d *At home.*
- e *The well-off upper class wore elegant and luxurious clothing that was made of expensive velvet, silk and satin, while peasants wore simple materials such as cotton, wool and leather.*
- f *Only children from middle – and upper-class families went to school. Girls didn't go to school. The school day started at six o'clock in the morning and finished at five o'clock in the evening, with a two-hour break at midday. Any boy caught speaking English at school was punished because school boys were expected to converse in Latin at all times.*
- g *The theatre.*
- h *To disguise their identity.*

SB Building up vocabulary, Task 1, page 32

Having read the article about Elizabethan England, students have to complete the Vocabulary box, page 31, i. e. to find words whose definitions are given on page 31. Give them sufficient time to find the words. Check the answers by calling out one student who will first read the meaning and another student who will then say the corresponding word.

KEY:

navy: the part of a country's armed forces that can fight at sea
diet: the food that a person or animal usually eats
staple: a main part of something
(to be) well-off: to be rich
velvet: cloth that is very soft on one side and smooth on the other
peasant: someone who works on another person's farm or on his/her own small farm
dye: a substance used for changing the colour of something
to be in great demand: to be wanted by a lot of people
performance: the act of performing a play, dance, etc.
to disguise: to dress up
proper: traditionally accepted ways of behaving

fierce: involving very strong feelings

stroke: a hit made with someone's hand, a stick, or another object

cane: a stick that someone uses to help them walk (to occur) at all times: to occur always

SB Building up vocabulary, Task 2, page 32

Focus on the vocabulary and the task: students are given words which they are to apply in the gapped sentences. However, they have to change their form. Students work individually. Let them check their answers in pairs before checking them as a class.

KEY:

- a *well off*
- b *Dyeing, Velvet*
- c *in great demand*
- d *fierce, at all times*
- e *disguises*
- f *performances*
- g *diet*

CLOSURE (5')**SB Building up vocabulary, Task 3, page 32**

Students work individually and their task is to skim the text again, focusing on the terms related to social classes. They should find words describing different social classes and try to translate them into Georgian. Emphasise the use of the definite article.

KEY:

- a *the monarch – მონარქი*
- b *the nobility – დიდგვაროვნები*
- c *the gentry – ჯენტრი, საშუალო და წვრილი თავადაზნაურობა, უტიტულო*
- d *the merchants – ვაჭრები*
- e *the yeomanry – იომენები, წვრილი მინათმფლობელები*
- f *the laborers – შავი მუშები*

HOMEWORK

Have students do WB Tasks 1 and 2, page 28 as homework. The aim of the homework is to revise the acquired vocabulary and to practise the newly acquired terms in context.

LESSON 2

Workbook, pages 29-30

TOPIC	Off with her head (WB Tasks 3-5, pages 29-30)
AIMS	<ul style="list-style-type: none">• To acquire new vocabulary related to Elizabethan England lifestyle• To practise reading skills – a text on the Tudors• To practise asking questions• To practise word formation
MATERIALS	<ul style="list-style-type: none">• Workbook
AIDS	<ul style="list-style-type: none">• Board• Handouts/transparencies• You Tube link
CLASS ORGANIZATION	T-class, pair work, group work

INTRODUCTION (15')

Check homework.

Warmer:

WB Task 3, page 29

Focus on the task and the given words and phrases. In pairs, students do WB Task 3, making all the necessary changes to the word form. Set a time limit and ask for whole-class feedback.

WB Task 4, page 29

Remind students of the text on Elizabethan England in the Student's Book. In groups of four, they study pictures 1-4 and try to find the link between the pictures and the text. Have each group select a representative who will talk about the links.

NEW MATERIAL DEVELOPMENT (20')

WB Task 5, page 30

In groups of four, students read the text about the Tudor period in English history. Tell them that paragraphs a-f are actually answers to the questions they have to form. Suggest reading the answers for gist. Read answer A as an example and do the task as a whole-class activity. Write the question on the board. Give students 10 minutes to do the task. Circle the room, monitor and help if necessary. Conduct whole-class feedback.

CLOSURE (10')

End the lesson in a humorous way: show students the You Tube link: *I Am King Henry* (4.11 minutes) so that they will know something about his 6 wives. On the board you might choose to write the catchy rhyme: divorced, beheaded, died, divorced, beheaded, survived, which will help them memorise the historical facts.

LESSON 3

Student's Book, pages 32-33

Workbook, pages 31-33

TOPIC	Off with her head!, Building up vocabulary (SB Tasks 4-5, pages 32-33, WB Tasks 6-8, pages 31-33)
AIMS	<ul style="list-style-type: none">• To practise vocabulary and phrases related to Elizabethan England, social classes• To practise talking/giving presentations about a historical period• To practise: Reading skills (gapped text and multiple choice)• To revise and practise parts of speech
MATERIALS	<ul style="list-style-type: none">• Student's Book• Workbook
AIDS	<ul style="list-style-type: none">• Board• Handouts/transparencies/computer/projector
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (10')

Lead-in:

Briefly revise parts of speech, asking students to provide examples.

You may write a sentence on the board, asking students to analyse individual words.

Ah! My husband and I wish we could travel yearly to Europe and take in all the amazing sites.

KEY:

ah – interjection
my – possessive adjective
husband – noun
and – conjunction
wish – verb
we – pronoun
could – verb
travel – verb
yearly – adverb
to – preposition
Europe – noun
and – conjunction
take – verb
in – preposition
all – quantifier
the – article
amazing – adjective
sites – noun

PRACTICE (10')

SB Task 4, page 32

In pairs, students fill in the table with the missing parts of speech (nouns, verbs or adjectives). Set a time limit and ask for feedback. Write the missing words on the board so that students can check their spelling.

KEY:

noun	verb	adjective
<i>demonstration</i>	<i>demonstrate</i>	–
<i>dye</i>	<i>dye</i>	<i>dyed</i>
<i>luxury</i>	–	<i>luxurious</i>
<i>nobility</i>	–	<i>noble</i>
<i>performance</i>	<i>perform</i>	–
<i>population</i>	<i>populate</i>	<i>populous</i>
<i>prosperity</i>	<i>prosper</i>	<i>prosperous</i>
<i>reign</i>	<i>reign</i>	–

SB Task 5, page 33

In pairs, students complete sentences a-h with words from SB Task 4. Walk around and monitor their work, helping them if necessary. Conduct whole-class feedback.

KEY:

- a *demonstration*
- b *performance*
- c *prosperity*
- d *noble*
- e *dye*
- f *reigned*
- g *luxury*
- h *population*

WB Task 6, page 31

Although students are already acquainted with the technique of dealing with gapped texts, you should briefly remind them of the method they should use: they first have to read sentences a-g, writing in their notebook the key word or phrase. Then they read the text, in this case about education in Tudor times, and fill in the gaps with appropriate sentences. Remind them that they have two sentences too many. The task is to be done individually.

WB Task 7, pages 31-32

In this task, students read an article about leap year, filling in the gaps with one of the 4 available options. They do it individually. Do not provide vocabulary – they have to get used to dealing with text in which they have some unknown words, i. e. they have to try to guess the meaning from the context.

HOMEWORK

Set WB Task 8 on pages 32-33 for homework. The aim of this task is twofold: the first is to be acquainted with different religions and to acquire new vocabulary, and the second is to practise task on a gapped text.

C GRAMMAR
All tenses past

Lesson summary:

- **GRAMMAR:** Past simple, past continuous, past perfect simple and past perfect continuous
- **READING:** Reading comprehension: development of the English language
- **VOCABULARY:** Vocabulary related to the history of English
- **SPEAKING:** Retelling a past story/event using past tenses; asking and answering questions with past tenses

Suggested teaching time: 1 lesson

LESSON 1

Student's Book, pages 34-35

Workbook, pages 33-34

TOPIC

All tenses past (SB Tasks 1-6, pages 34-35, WB Tasks 1-5, pages 33-34 SB Practise Tasks 1-2, page 35)

AIMS

- To practise past simple, past continuous and past perfect
- To practise defining the timing of actions
- To practise translating

MATERIALS

- Student's Book
- Workbook

AIDS

- Board
- Handouts/transparencies/computer/projector
- Dictionary
- Resource Bank

CLASS ORGANIZATION

T-class, individual work, pair work

INTRODUCTION (5')

Check homework.

Warmer:

Tell students they are going to revise past tenses. Elicit the 4 past tenses, their use and form.

NEW MATERIAL DEVELOPMENT (20')**SB Task 1 and 2, page 34**

Tell students they are going to have a twofold task: they have to read the text about the development of English and find four different names of the languages spoken on the territory of the UK in the past and, simultaneously, they have to write out the tenses as asked for in SB Task 2. Give students 10 minutes to do both tasks. Check with the whole class.

KEY:

- 1 *Celtic language, Old English (Anglo-Saxon), Middle English, Early Modern English*
- 2 *A Paragraph 1: left, started, crossed, made, landed, found, were, took over, called.*

B Paragraph 4: *were ruling, were finding, was building, was writing.*

C Paragraph 3: *had settled, had learned, had accepted, had developed.*

D Paragraph 2: *has survived, has turned (into).*

SB Task 3, page 35

In pairs, students decide which of the two actions happened first. Set a time limit of maximum 5 minutes. Conduct whole-class feedback.

KEY:

1 *cross the North Sea*

2 *settle*

3 *colonize parts of Eastern Britain*

4 *settle in Normandy*

5 *influence English*

6 *come from Latin*

SB Task 4, page 35

Students have to decide which action happened first. Let them check their answers in pairs before checking them as a class.

KEY:

1 *speak a Celtic language*

2 *develop*

3 *still speak French*

4 *rule England*

5 *(Can't say)*

6 *write in*

SB Task 5, page 35

Students have to define the timing of actions within a sentence. Their task is to decide whether activities occurred simultaneously or successively because the tenses they are going to use depend on the timing. In pairs, students do SB Task 5. Conduct whole-class feedback.

KEY:

1 *past simple + past continuous: B started first, but A happened before B had finished.*

2 *past simple + past perfect: B happened before A.*

3 *past simple + past simple: A happened before B.*

PRACTICE (20')

SB Task 6, page 35

Students have to define the combination of tenses in the explanation which says: *A and B happened over the same period of time*, and provide an example from the text. Give them 2 minutes to do the task and check their answers.

KEY:

past continuous + past continuous: English explorers were finding new places to colonise, and England was building an empire. (See task 4, question 5.)

WB Task 1, page 33

Students practise the use of the past simple and past continuous. Give them 5 minutes to do the task. Check with the whole class.

WB Task 2, page 33

Students practise the use of the past simple and past perfect. Give them 5 minutes. Check with the whole class.

You may choose between the following:

Weaker classes:

SB Practice Task 1, page 36 – 37

With weak classes, you may choose to do Task 1 and 2 in the Student's Book (pages 36-37) in which students will practise the use of the past tenses and asking questions with the past tenses. Tell them that their answers should match the tense of the question.

SB Practice Task 2, page 37

Students are asked to change the tenses in a diary entry into past. They are to do it in pairs. Set a time limit. Conduct whole-class feedback.

KEY:

It was really hot that day, so she wasn't enjoying being indoors. She wished she was "NOT had been" at the beach, but she had to stay in. She was trying to revise for the next day's exam. She was feeling pretty nervous, but she thought she'd pass it. Fido had "OR Fido'd" been barking all afternoon, which hadn't helped, because it had "OR it'd" been a bit distracting. But there was a good film on TV that evening, and she was going to watch that with friends, so she was looking forward to it.

Stronger classes:

WB Task 5, page 34

With stronger classes, conduct a translation task. Draw your students' attention to the timings of the actions, which will influence the use of the tenses. Help them with vocabulary. Ask for feedback. You might invite a student to write the sentences on the board.

HOMEWORK

For homework, set WB Tasks 3 and 4, pages 33-34. The aim of these tasks is to practise past tenses.

If there is time, you may do Resource Bank Activities 4 and 5.

D LISTENING AND SPEAKING

Telling stories

Lesson summary:

- **VOCABULARY:** Vocabulary used in excerpts from Roald Dahl's short stories and memorable childhood experiences
- **LISTENING:** Listening to 4 excerpts of Roald Dahl's *Landlady*; memorable childhood memories
- **SPEAKING:** Talking about memorable childhood experiences; talking about literature

Suggested teaching time: 1 lesson

LESSON

TOPIC	Telling stories (SB Tasks 1-8, pages 38-39)
AIMS	<ul style="list-style-type: none">• To practise listening comprehension skills• To talk about one's most memorable childhood experiences• To get acquainted with Roald Dahl and his work and the sting-in-the-tail tales in particular
MATERIALS	<ul style="list-style-type: none">• Student's Book
AIDS	<ul style="list-style-type: none">• Board• Handouts/transparencies/computer/projector• Resource Bank
CLASS ORGANIZATION	T-class, individual work, group work

INTRODUCTION (5')

Check homework.

Warmer:

SB Task 1, page 38

Do this task as a Warmer. Tell students they are going to listen to a story by Roald Dahl, a famous Welsh short story writer and a novelist. Invite one of the students to read the introduction to the story and let the students guess what type of story it is (a-d).

KEY: d

NEW MATERIAL DEVELOPMENT (35')

T 8 – SB Task 2, page 38

Tell students that the story is rather long and that they are going to listen to it in four separate guided parts. Each step requires active participation from students, so tell them they should focus on the particular tasks. In SB Task 2 students listen to the first excerpt from the short story *The Landlady* and decide whether the statements a-d are true (T) or false (F).

KEY:

a F

b T

c T

d F

T 8 – SB Task 3, page 38

While listening to excerpt 2, students work in two groups: one group has to write down what Billy found strange in the landlady's behaviour. The other group has to write down the actions that support the image of the landlady as a kind, warm and motherly host. Conduct whole-class feedback.

TAPESCRIPT: T8

Excerpt 1

"Excuse me," he said, "but is there a fairly cheap hotel not too far away from here?" "Try The Bell and Dragon," the porter answered, pointing down the road. "They might take you in. It's about a quarter of a mile along on the other side."

[...]

Billy was seventeen years old. He was wearing a new navyblue overcoat, a new brown trilby hat, and a new brown suit, and he was feeling fine. He walked briskly down the street. He was trying to do everything briskly these days. Briskness, he had decided, was one of the common characteristic of all successful businessmen. The big shots up at Head Office were absolutely fantastically brisk all the time. They were amazing

[...]

Suddenly, in a downstairs window that was brightly illuminated by a street lamp not six yards away, Billy caught sight of a printed notice propped up against the glass in one of the upper panes. It said BED AND BREAKFAST. There was a vase of yellow chrysanthemums, tall and beautiful, standing just underneath the notice.

He stopped walking. He moved a bit closer. [...] He went right up and peered through the glass into the room, and the first thing he saw was a bright fire burning in the hearth. On the carpet in front of the fire, a pretty dachshund was curled up asleep with its nose tucked into its belly. The room itself, so far as he could see in the half-

darkness, was filled with pleasant furniture. There was a baby-grand piano and a big sofa and several plump armchairs; and in one corner he spotted a large parrot in a cage. Animals were usually a good sign in a place like this, Billy told himself; and all in all, it looked to him as though it would be a pretty decent house to stay in. Certainly it would be more comfortable than The Bell and Dragon.

[...]

He pressed the bell.

Excerpt 2

Far away in a back room he heard it ringing, and then at once—it must have been at once because he hadn't even had time to take his finger from the bell button—the door swung open and a woman was standing there. Normally you ring the bell and you have at least half a minute's wait before the door opens. But this dame was like a jack-in-the-box. He pressed the bell – and out she popped! It made him jump. She was about forty-five or fifty years old, and the moment she saw him, she gave him a warm, welcoming smile.

"Please come in," she said pleasantly.

She stepped aside, holding the door wide open, and Billy found himself automatically starting forward into the house. The compulsion or, more accurately, the desire to follow after her into that house was extraordinarily strong. "I saw the notice in the window," he said, holding himself back.

"Yes, I know."

"I was wondering about a room."
"It's all ready for you, my dear," she said. She had a round pink face and very gentle blue eyes.
[...]

"How much do you charge?"
"Five and sixpence a night, including breakfast."
It was fantastically cheap. It was less than half of what he had been willing to pay.
[...]

She seemed terribly nice. She looked exactly like the mother of one's best school friend welcoming one into the house to stay for the Christmas holidays. Billy took off his hat, and stepped over the threshold. "Just hang it there," she said, "and let me help you with your coat." There were no other hats or coats in the hall. There were no umbrellas, no walking sticks – nothing. "We have it all to ourselves," she said, smiling at him over her shoulder as she led the way upstairs.
"You see, it isn't very often I have the pleasure of taking a visitor into my little nest."
[...]

"But I'm always ready. Everything is always ready day and night in this house just on the off-chance that an acceptable young gentleman will come along. And it is such a pleasure, my dear, such a very great pleasure when now and again I open the door and see someone standing there who is just exactly right."
[...]

The room was wonderfully warm and cosy. "I'm a lucky fellow," he thought, rubbing his hands. "This is a bit of all right". He found the guest-book lying open on the piano, so he took out his pen and wrote down his name and address. There were only two other entries above his on the page, and, as one always does with guest-books, he started to read them. One was a Christopher Mulholland from Cardiff. The other was Gregory W. Temple from Bristol. That's funny, he thought suddenly. Christopher Mulholland. It rings a bell. Now where on earth had he heard that rather unusual name before?

Excerpt 3

"Such charming boys," a voice behind him answered, and he turned and saw his landlady sailing into the room with a large silver tea-tray in her hands. [...]
"They sound somehow familiar," he said.
"They do? How interesting."
"I'm almost positive I've heard those names before somewhere. Isn't that queer? Maybe it was in the newspapers. They weren't famous in any way, were they? I mean famous Cricketers or footballers or something like that?"
"Famous," she said, setting the tea-tray down on the low table in front of the sofa. "No, I don't think they were famous. But they were extraordinarily handsome, both of them, I can promise you that. They were tall and young and handsome, my dear, just exactly like you." Once more, Billy glanced down at the book.
"Look here," he said, noticing the dates. "This last entry is over two years old."
"It is?"
"Yes, indeed. And Christopher Mulholland's is nearly a year before that – more than three years ago."
[...]

"Now wait a minute," he said. "Just wait a minute. Mulholland ... Christopher Mulholland... wasn't that the name of the Eton schoolboy who was on a walking-tour through the West Country, and then all of a sudden..."
"Milk?" she said. "And sugar?"
"Yes, please. And then all of a sudden..."
"Eton schoolboy?" she said. "Oh no, my dear, that can't possibly be

right because my Mr Mulholland was certainly not an Eton schoolboy when he came to see me. He was a Cambridge undergraduate. Come over here now and sit next to me and warm yourself in front of this lovely fire. Come on. Your tea's all ready for you."
[...]

Now and again, he caught a whiff of a peculiar smell that seemed to emanate directly from her person. It was not in the least unpleasant, and it reminded him – well, he wasn't quite sure what it reminded him of. Pickled walnuts? New leather? Or was it the corridors of a hospital?

Excerpt 4

"I suppose he left fairly recently," Billy said. He was still puzzling his head about the two names. He was positive now that he had seen them in the newspapers – in the headlines.
"Left?" she said, arching her brows. "But my dear boy, he never left. He's still here. Mr Temple is also here. They're on the third floor, both of them together."
[...]

"Mr Temple, of course, was a little older," she said, ignoring his remark. "He was actually twenty eight. And yet I never would have guessed it if he hadn't told me, never in my whole life. There wasn't a blemish on his body."
"A what?" Billy said.
"His skin was just like a baby's."
There was a pause. Billy picked up his teacup and took another sip of his tea, then he set it down again gently in its saucer.
[...]

"That parrot," he said at last. "You know something? It had me completely fooled when I first saw it through the window from the street. I could have sworn it was alive."
"Alas, no longer."
"It's most terribly clever the way it's been done," he said. "It doesn't look in the least bit dead. Who did it?"
"I did."
"You did?"
"Of course," she said. "And have you met my little Basil as well?" She nodded towards the dachshund curled up so comfortably in front of the fire. Billy looked at it. And suddenly, he realised that this animal had all the time been just as silent and motionless as the parrot. He put out a hand and touched it gently on the top of its back. The back was hard and cold, and when he pushed the hair to one side with his fingers, he could see the skin underneath, greyish-black and dry and perfectly preserved.
"Good gracious me," he said. "How absolutely fascinating." He turned away from the dog and stared with deep admiration at the little woman beside him on the sofa. "It must be most awfully difficult to do a thing like that."
"Not in the least," she said. "I stuff all my little pets myself when they pass away. Will you have another cup of tea?"
"No, thank you," Billy said. The tea tasted faintly of bitter almonds, and he didn't much care for it.
"You did sign the book, didn't you?"
"Oh, yes."
"That's good. Because later on, if I happen to forget what you were called, then I can always come down here and look it up. I still do that almost every day with Mr Mulholland and Mr... Mr..." "Temple," Billy said. "Gregory Temple. Excuse my asking, but haven't there been any other guests here except them in the last two or three years?"
Holding her teacup high in one hand, inclining her head slightly to the left, she looked up at him out of the corners of her eyes and gave him another gentle little smile.
"No, my dear," she said. "Only you."

KEY:

Unusual actions = she opened the door very quickly; she was holding the door wide open so his desire to follow her was extraordinarily strong; she already had a room ready for him; a kind and warm host = she gives him a warm, welcoming smile; she acted terribly nice helping him with the hat and the coat; she was smiling at him over her shoulder while taking him upstairs

T 8 – SB Task 4, page 38

Students listen to excerpt 3 and answer the 2 questions.

KEY:

- a** *He was murdered.*
b *They are both tall and young and handsome schoolboys.*

SB Task 6, page 38

Students discuss their understanding of the story.

KEY:

- a, b** *Students' answers.*
c *A sting-in-the-tail tale is a tale with an unexpected end.*

CULTURE NOTE:

Roald Dahl was the master of the **sting-in-the-tail** tale (a story with an unexpected and/or unpleasant ending). Roald Dahl (1916 – 1990) was a British novelist, short story writer and poet. Born in Wales to Norwegian parents, Dahl served in the Royal Air Force during World War II. He became popular in the 1940s with works for both children and adults and became one of the world's best-selling authors. He has been referred to as 'one of the greatest storytellers for children of the 20th century'. Dahl's short stories are known for their unexpected endings (sting-in-the-tail) and his children's books for their unsentimental, often very dark humour. His works include *James and the Giant Peach*, *Charlie and the Chocolate Factory*, *Matilda*, *The Witches*, *Fantastic Mr Fox*, *The Twits*, *George's Marvellous Medicine* and *The BFG*.

T 9 – SB Task 7 and 8, page 39

Students are going to listen to 5 people talking about their most memorable childhood experiences. Before they listen,

TAPESCRIPT: T9**Speaker 1**

As I recall, I was around 7: 00 at the time, and it was one of those days, you know; my sisters were bossing me around, my mom getting on my case about every little thing I was doing, my brother was causing mischief and blaming it on me. What I remember most is how I felt really isolated, angry and fed up, so I did what any 7 year old would do: pack some things and run away. Well, I made it as far as the back yard, behind a bush, and after about half an hour of sitting out there, feeling sorry for myself, my dad comes running outside calling out my name like a lunatic. I had never seen him that worried before. After about a minute of yelling I came out from the bushes. He was on the verge of tears. He picked me up, took me inside the house and told me that he loved me and that I should never feel like I had to run away, ever. I still reminisce about it with nostalgia.

Speaker 2

I've always thought of my father's parenting as a good example of when a parent disrupts a normal routine for a special treat – making a special experience for the child. When I was in the first grade, there was to be a total solar eclipse one day. The upper grades were learning about it and getting out of class to see it, but someone decided that the young students would stay in class – either that we wouldn't care about a solar eclipse, or that it was too much hassle to keep us from blinding ourselves, I don't know. My dad came and took me out of class and spent a long time explaining to me what we would see, and then, on top of that, showed me the eclipse through a little card. I was so lucky to have such a great parent!

Speaker 3

I remember that sunny day when I was a little girl, and we were going back home with mom. In one of the shop windows I saw this beautiful doll; a big toy girl was gracefully sitting there in her luxurious creamy dress, wearing a huge lacy hat. She had long, thick hair and hazel eyes. Her skin was so naturally pale, with a soft pink colour in her cheeks that she looked almost alive. No need to say I adored her. I knew, though, that she must be too

costly for us to buy and didn't even say a word to mom about it. So, imagine the scale of my astonishment when in two weeks I received that dream-doll for my birthday! I remember my mom handing it to me with the words: "You see, darling, dreams sometimes come true." I almost cried with happiness. I was speechless. Anyway, I still have a clear recollection of that doll and the thrill of that day.

Speaker 4

Here goes a funny story I can still picture clearly. It was winter and we had that huge tree in the backyard. It was one of those winters when there was so much snow that there were snowdrifts all the way round. I decided to be the bravest – to climb up the tree and dive into the snow from up there. That's what I intended to do, at least. I climbed up and dropped myself down from the branch. Oops, something was wrong! I looked up and saw that I was caught by my own skirt and was levitating there! I started panicking, shouting and crying. But the neighbour boys just stood below me and laughed loudly. I can't express in words how I felt! Yes, I calmed down soon and got myself liberated from the evil tree, but that was a shock anyway, back then.

Speaker 5

My family was spending a holiday at the Black Sea. As in every 'resort-like' town at the seaside, there was that 'entertainment boardwalk' with restaurants, cafés, rides and those arcade machines with the scheme of 'put-in-a-coin-and-try-to-wintwo'. We asked dad to give us some change, because we wanted to give it a try. Dad didn't have any change so he gave us a big note and told us to change it and to take some money for ourselves and to bring the rest back to him. After changing the note, we rushed to the magic arcade machine anticipating the adventure. We put in a coin, then the second one, we won something, then lost something, then again and again. And then, suddenly, we realized that we had no money left; we searched our pockets – nothing! It brought us back to the ground and we felt a big shock. Can you imagine our dad's reaction?!

let them take turns and describe the photos and try to guess what happens in each story. Tell them that they should take notes, as they will hear the story only once and will have a two-fold task to complete: to decide how each person felt or behaved and to complete the phrases in Task 8. Go through vocabulary as a class before you start listening.

KEY to Task 7:

Story 1 – at home, she was 7 trying to run away from her family, sad

Story 2 – at school, his father showed him a solar eclipse, happy

Story 3 – on the street/ at home, her mother bought her a very expensive doll for her birthday, happy

Story 4 – in the backyard, she was levitating on the tree, happy

Story 5 – at the seaside; they spend all the money; sad

KEY to Task 8:

Speaker 1 B furious

Speaker 2 A proud

Speaker 3 E overwhelmed

Speaker 4 H embarrassed

Speaker 5 F reckless

T 9 – SB Task 9, page 39

Ask students to complete the phrases with the listed words and check their answers with their partner. Listen again. Elicit feedback.

KEY:

a recall...

b remember..

c top

d scale

e recollection

f picture

g then

h anticipating

i back

If there is time, you may do all or some of WB Tasks 1-3, page 35.

HOMEWORK

Tell your students to prepare a two-minute talk on a memorable experience from their childhood. They have to write it down in their notebooks, but the presentation will have to be done without reading.

E WRITING

From the cradle to the grave

Lesson summary:

- **VOCABULARY:** Vocabulary related to the biography of J. R. R. Tolkien and George Eliot
- **READING:** To develop reading skills
- **WRITING:** Structure and format of a 100-word biography
- **SPEAKING:** To talk about literature, reading habits, literary genres, etc.

Suggested teaching time: 1 lesson

LESSON

Student's Book, pages 40-41

Workbook, pages 36-37

TOPIC	From the cradle to the grave (SB Tasks 1-3, pages 40-41, WB Tasks 1-2, pages 36-37)
AIMS	<ul style="list-style-type: none"> • To get acquainted with biographies of the famous British authors J. R. R. Tolkien and George Eliot • To learn the structure of a biography and to write a short biography • To practise summarising • To learn expressions which might be useful while writing a biography • To practise gap-filling tasks
MATERIALS	<ul style="list-style-type: none"> • Student's Book • Workbook
AIDS	<ul style="list-style-type: none"> • Board • Resource Bank
CLASS ORGANIZATION	T-class, individual work

INTRODUCTION (10')

Check homework, inviting 2-3 students to talk about their most memorable childhood experiences.

You may choose between the following:

Warmer 1:

You may choose to start by writing the word LITERATURE on the board. Elicit genres and preferences.

Warmer 2:

Elicit the meaning of the word *biography*. Write the word on the board and elicit information which should be part of a biography.

SB Task 1, page 40

Ask students to share whatever they know about J. R. R. Tolkien. Avoid talking about *The Lord of the Rings* and *The Hobbit* at this point. Tell them they are going to read his biography.

KEY:

The symbol is Tolkien's monogram, formed by the letters of his initials. He started using variants of this monogram to sign his pictures and paintings, around 1912.

CULTURE NOTE:

J. R. R. Tolkien (1892–1973) was a leading philologist, translator, and fantasy author best known for *The Hobbit* and *The Lord of the Rings*. As a schoolboy he excelled in languages and in 1911 he received a scholarship to Oxford, where he specialized in Norse, Anglo-Saxon, Old and Middle English, and other Germanic languages. After graduating, Tolkien served in the First World War and was present at the Battle of the Somme, where the horrors of the trenches may have inspired the grim aspects of his novels. At the same time he began his greatest work, developing the elaborate languages and epic history of Middle-earth, weaving the two together to create a fully textured world based on the languages and folklore of Britain and northern Europe. After the war, Tolkien worked as a professor at Leeds and then at Merton College, Oxford. As the leading Anglo-Saxon scholar of the period he published a now standard translation of *Sir Gawain and the Green Knight* and a significant essay entitled "Beowulf: The Monsters and the Critics", which revolutionised the study of the poem. Tolkien died in 1973 and much of the mythology that he had written for Middle-earth was posthumously edited and published by his son, Christopher.

NEW MATERIAL DEVELOPMENT (20')**SB Task 2, page 40**

Students read Tolkien's biography, writing in their notebook the parts they find important. Ask for short feedback. *What were the most important things he did?* Encourage classroom discussion.

KEY: *Students' answers.*

SB Task 3, page 41

Once students have read the biography, ask them first about Tolkien's life and then how many paragraphs his biography consists of. Tell them to focus on the descriptions in SB Task 3: they should assign them to paragraphs a-f. Draw students' attention to the phrases which might be useful while writing a biography.

KEY:

- 1 *Introduction/ Legacy*
- 2 *Early years*
- 5 *Youth and development*
- 3 *Education*
- 4 *Family life/ Relationships*
- 6 *Maturity and later years*

PRACTICE (15')**WB Task 1, page 36**

Students fill in the gaps in the biography of the famous English writer George Eliot. You may choose to tell them something about George Eliot. If not, just focus on the words and check that students understand their meaning. Then give them some time to fill in the gaps. Ask for feedback.

CULTURE NOTE:

Mary Ann Evans (1819 – 1880), known by her pen name **George Eliot**, was an English novelist, journalist, translator and one of the leading writers of the Victorian era. She is the author of seven novels, including *Adam Bede*, *The Mill on the Floss*, *Silas Marner*, *Middlemarch*, and *Daniel Deronda*. She used a male pen name, she said, to ensure her works would be taken seriously. Female authors were published under their own names during Eliot's life, but she wanted to escape the stereotype of women only writing lighthearted romances. Her 1872 work *Middlemarch* has been described as the greatest novel in the English language.

HOMEWORK

For homework, students have to write either Geoffrey Chaucer's biography or a biography of a person of their choice (WB Task 2, pages 36-37) in 100-150 words.

If there is time, you might either tell students something about Geoffrey Chaucer and his masterpiece, *The Canterbury Tales*,

CULTURE NOTE:

Geoffrey Chaucer (1343 – 1400), known as the Father of English literature, is widely considered the greatest English poet of the Middle Ages and was the first poet to be buried in Poet's Corner in Westminster Abbey. He is best known today for *The Canterbury Tales*, a collection of over 20 stories written in Middle English. The tales (mostly written in verse, although some are in prose) are presented as part of a story-telling contest by a group of pilgrims as they travel together on a journey from Southwark to the shrine of Saint Thomas Becket at Canterbury Cathedral.

or:

do some or all of Resource Bank Activities 6-8, which are rather amusing.

F BITS OF... VOCABULARY AND GRAMMAR

Lesson summary:

- **VOCABULARY:** Vocabulary related to historical periods, Tolkien's Middle-earth, multi-part (phrasal) verbs, idioms and collocations
- **LISTENING:** To develop listening skills (ordering historical periods)
- **GRAMMAR:** Multi-part (phrasal) verbs, articles, tenses

Suggested teaching time: 1 lesson

LESSON

BIT 1 – MODAL AUXILIARIES

BIT 2 – MULTI-WORD VERBS

BIT 3 – WITH OR WITHOUT *THE*

Student's Book, pages 42-43

Workbook, pages 36-38

TOPIC	BITS... 1, 2, 3 (SB Tasks 1-5, pages 42-43; WB Tasks 1-6, pages 37-39)
AIMS	<ul style="list-style-type: none"> • To acquire vocabulary related to historical periods • To practise listening skills: listening for specific information • To acquire and practise multi-part (phrasal) verbs and tenses • To practise the use of articles with proper names
MATERIALS	<ul style="list-style-type: none"> • Student's Book • Workbook
AIDS	<ul style="list-style-type: none"> • Board
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (5')

Check homework. Invite 2-3 students to read the biographies they have written. Ask them what made them choose the people whose biographies they wrote and what aspects of their lives they admire.

NEW MATERIAL DEVELOPMENT (5')

T 10 – SB Task 1, page 42 – BIT 1

In pairs, students order the 6 historical periods in SB Task 1 chronologically. Once they have done so, they will listen to the text in order to check their answers.

KEY:

- 1 *Classical Antiquity*
- 2 *The Middle Ages*
- 3 *The Renaissance*
- 4 *The Age of Enlightenment*
- 5 *The Victorian Era*
- 6 *The Information Age*

PRACTICE (35')

WB Task 1, page 37

In pairs, students match the historical periods they were listening about with their definitions. Give them 5 minutes to do the task. Ask for feedback.

SB Task 3, page 42 – BIT 2

Briefly revise what multi-part verbs are as a class. In pairs, students do SB Task 4, forming multi-part verbs in appropriate tenses. The task is facilitated by the first letter having been given. Ask for feedback. Let them try to guess the meaning of the particular multi-part verbs from the context. Shift to Georgian, if necessary.

KEY:

- a *acting up* – უზნეობდნენ
 b *broke down* – გაფუჭდა
 c *called off* – უარი თქვა, გააუქმა
 d *dropped me off* – მანქანიდან გადმომსვეს
 e *was eating up* – ხარჯავდა, „ჭამდა“
 f *fell through* – ჩავარდა, ჩაიშალა
 g *got in* – ჩამოვიდა
 h *was handing out* – ურიგებდა
 i *jumped all over me* – ძალიან გამიბრაზდა
 j *had been keeping... from...* – გვიმალავდა
 k *looked it up* – მოძებნა
 l *made it out* – მოახერხა, აღასრულა
 m *was nodding* – ყვინთავდა, თვლებდა
 n *pulled over* – გზიდან გადავდექით და გავჩერდით
 o (*had run*), *ran into* – ერთმანეთს გადავეყარეთ
 p *stood out* – გამოირჩეოდა
 q *turned up* – გამოჩნდა
 r *used up* – გამოიყენა, დახარჯა
 s *was working out* – ვარჯიშობდა

WB Task 3, page 38

Students do WB Task 3 individually, underlining multi-part verbs and suggesting synonyms. Ask for feedback and check with the whole class.

SB Task 2, page 42 BIT 1

Briefly revise what idioms and collocations are as a class. Then ask students to do SB Task 2, page 42. They do it individually. Conduct whole-class feedback.

KEY:

- a *story*
- b *story*
- c *history*
- d *story*
- e *story*

TAPESCRIPT: T10

- 1 *Classical Antiquity;*
- 2 *The Middle Ages;*
- 3 *The Renaissance;*

- 4 *The Age of Enlightenment;*
- 5 *The Victorian Era;*
- 6 *The Information Age*

WB Task 2, page 38

In pairs, students form correct idioms and collocations in WB Task 2, page 37. Ask for feedback and have students write the collocations and idioms in their notebooks.

SB Task 4, page 43 – BITS 3

Briefly revise the usage of definite and indefinite articles as a class. Then elicit the types of nouns and ask what proper nouns are. In pairs, students do Task 4, in which they have to write out geographical names in the extract from Tolkien's novel. Once they have done it, they do the Conclude box, drawing conclusions on the usage of definite articles and zero articles with proper names.

KEY:

The Shire – the home of hobbits – is located in Eriador, a region that lies in the west of Middle-earth. The Brandywine River flows through central Eriador, from Lake Evendim to the Great Sea in the south. To hobbits, the Brandywine River is the boundary between the known and unknown. To the north of Eriador lies the Icebay of Forochel, a huge body of water. To the far west of Eriador there are the Blue Mountains. Finally, to the east of Eriador, there are the Misty Mountains, a big mountain range. It is the border between the peaceful Eriador and the more It has five important peaks, and its northernmost peak is called Mount Gundabad. This is where orcs live.

CONCLUDE BOX: 1 a, c, e

SB Task 5, page 43

Students do SB Task 5 on page 43 individually. They have to complete the sentences with *the* or *zero* article. Conduct whole-class feedback.

KEY:

- a *The, the*
- b –
- c *The*
- d –
- e *The*
- f *The, –, –*
- g –, *the*

WB Task 5, page 39

Students do WB Task 5, page 37 individually. Ask for feedback. Make sure that they write the rules regarding proper names and the use of definite article in their notebooks.

HOMEWORK

Set WB Task 4, page 37 and WB Task 6, pages 38-39 for homework. Urge students to keep record of all the multi-part verbs they come or have come across, thus forming a practical multi-part verb dictionary. The same could be done with idioms.

G MUSIC BOX

Let yourself go!

Lesson summary:

- **VOCABULARY:** Vocabulary related to music festivals (Woodstock and Glastonbury)
- **READING:** Reading an article about the 2 festivals
- **SPEAKING:** Talking about festivals and concerts

Suggested teaching time: 1 lesson

LESSON

Student's Book, pages 44-45

Workbook, page 39

TOPIC

Let yourself go (SB Tasks 1-8, pages 44-45, WB Task 1, page 39)

AIMS

- To develop students' cultural competence and to learn about two famous music festivals
- To talk about attending festivals and concerts
- To acquire vocabulary related to festivals and concerts

MATERIALS

- Student's Book
- Workbook

AIDS

- Board

CLASS ORGANIZATION

T-class, individual work, pair work, group work

INTRODUCTION (10')

Check homework.

Warmer:

Elicit students' knowledge of music festivals in general. Initiate a short classroom discussion: ask about the atmosphere, the audience, the price of the tickets, etc.

SB Task 1, page 44

Elicit students' knowledge of the music festivals mentioned in SB Task 1. Brainstorm ideas on any other festivals students may think of.

CULTURE NOTE:

Woodstock = was a music festival, billed as "An Aquarian Exposition: 3 Days of Peace & Music". It was held at a dairy farm in the town of Bethel, New York, from August 15 to 18, 1969. Bethel is 69 km southwest of the town of Woodstock, New York.

During the sometimes rainy weekend, 32 acts performed outdoors before an audience of 400,000 young people. It is widely regarded as a pivotal moment in popular music history. Rolling Stone listed it as one of the 50 Moments That Changed the History of Rock and Roll

Glastonbury = a huge performing arts and summer solstice festival that turns a West Country farm into a mudfest on Worthy Farm, Somerset, outside Glastonbury

Rock in Rio = one of the largest music festivals in the world, an event originating in Brazil. It is a series of music festivals held in three cities: Rio de Janeiro in Brazil, Lisbon in Portugal and Madrid in Spain. In 2015, Las Vegas will be the fourth.

Ibiza rocks = a summer festival held in the hotel of the same name in Spain, starting in June and finishing in September;

SB Task 2, page 44

Ask students whether they agree or disagree with the statement in SB Task 2, which says: *Music festivals are precious lifetime events where you'll be able to drench in the waters of music and experience a totally different world.* Let them explain their answers.

KEY: Students' answers.

NEW MATERIAL DEVELOPMENT (30')

SB Task 3, page 44

In pairs, students fill in the fact file table with the information they know or simply guess. Set a time limit and let them check with another pair before you do it as a class task.

KEY:

	Location	Founded
Woodstock	Bethel, New York (state)	1969
Glastonbury Festival	Pilton, Somerset, England	1970
	Attendance	Genre
Woodstock	500.000	rock, folk
Glastonbury Festival	175.000	rock, electronic, reggae, folk, hip hop, dance, pop

SB Task 4, page 144

Students turn to page 144 and check whether their predictions were right.

SB Task 5, page 44-45

Students read the article about the two festivals individually and use the information from SB Task 4 in order to complete the gaps. Set a time limit and ask for feedback.

KEY:

Woodstock New York, 1969, 500, 000

Glastonbury Festival England, 175, 000, indie bands, folk, hip hop, dance

SB Task 6, page 45

Students read the text again and write out the answers to questions a-d in SB Task 6. Before they start reading, go through the questions as a class. Set a time limit. Conduct feedback.

KEY:

- a Early arrivals created a lot of problems because the organizers couldn't make thousands of people leave the area in order that they may pay for tickets. So, the organizers made the event a free concert.
- b The profit from the film of the Woodstock Festival covered a large chunk of the debt.
- c The first Glastonbury Festival, influenced by hippie ethics and the free festival movement, was held at a dairy farm, in England, over a two day period. The price was £1, including free milk. 1500 people attended the Festival.
- d You can find music, comedy, dance, visual arts, circus on site. Performers, crew and festival goers stay in tents and caravans. The majority of staff are volunteers, helping to raise money for Greenpeace, Oxfam and many other organizations.

SB Task 7, page 45

In groups of 4, students discuss differences and similarities between the two festivals. Invite representatives of individual groups to talk about their group members' findings.

PRACTICE (5')

WB Task 1, page 39

Individually, students do WB Task 1, page 38, in which they have to say whether statements a-j are false or correct. Ask for feedback.

HOMEWORK

SB Task 8, page 45

Set homework: students should write a 100-150-word article about a concert they have recently attended, as suggested in SB Task 8, page 45.

UNIT 3 OUR CHANGING WORLD

(1ጊጌጌ.ጌጌጌ. 1, 2, 3, 4, 5, 6)

This unit includes:

- **VOCABULARY:** Modern technology, schools in the future, household appliances; the history of the book
- **GRAMMAR:** Future tense; parts of speech (word formation); comparing adjectives; causative have
- **SPEAKING:** Talking about modern technology, discussing the role of new technology in the classroom; talking about future, giving instructions on how to do various things
- **WRITING:** For and against essay
- **LISTENING:** Listening about the use of modern technology, listening to funny anecdotes

Student's Book: pages 46-63

Workbook: pages 41-57

A VOCABULARY AND SPEAKING A CD? How quaint!

Lesson summary:

- **VOCABULARY:** Modern and outdated technological devices
- **SPEAKING:** Talking about the most important devices, appliances and gadgets; discussing similarities and differences among them
- **LISTENING:** Listening to 6 people talking about modern technology

Suggested teaching time: 2 lessons

LESSON 1

Student's Book, pages 48-49

Workbook, page 41

TOPIC	A CD? How quaint! (SB Tasks 1-4, pages 48-49, WB Task 1, page 41)
AIMS	<ul style="list-style-type: none">• To acquire new vocabulary related to modern and outdated technological devices• To talk about technological devices and their importance• To practise reading skills
MATERIALS	<ul style="list-style-type: none">• Student's Book• Workbook
AIDS	<ul style="list-style-type: none">• Board• Dictionary
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (10')

Check homework.

Warmer:

SB Task 1, page 48

Start by asking students whether they are fond of technology and then focus on the task, asking the following question: *Which of the following statements apply to you?* Go through the statements as a class. Conduct whole-class feedback.

NEW MATERIAL DEVELOPMENT (30')

SB Task 2, page 48

Focus on the pictures. Ask students what they can see and what these objects are used for. Help them with vocabulary if necessary. Urge them to speak freely, disregarding their mistakes.

KEY:

- 1 *antenna (rabbit ears)*
- 2 *cassette player*
- 3 *VHS cassette*
- 4 *electronic typewriter*
- 5 *record player*
- 6 *telephone*
- 7 *floppy disc*
- 8 *typewriter*
- 9 *audio cassette*
- 10 *CD player*

SB Task 3, page 48

Still studying the pictures in SB Task 2, ask students what their counterparts are and in what way they are different from their predecessors. Students take turns talking about state-of-the-art technological devices.

SB Task 4, page 49

Go through the vocabulary as a class. Translate the terms. Ask individual students to go from item 1 to item 10 and to describe them with the given vocabulary.

WB Task 1, page 41

Go through the vocabulary (a-i) referring to outdated technology with the whole class. Translate if necessary. In pairs, student read the definitions and match them to the appropriate items (a-i). Go round the class and monitor what they are doing. Help them with unknown vocabulary. Invite individual students to name the 9 definitions. Put the unknown words on the board and make students copy these words into their notebooks.

HOMEWORK

Set WB Tasks 2 (page 42) and 4 (page 43) for homework. It is a time-consuming task. Instruct your students to use a dictionary.

LESSON 2

Student's Book, page 49

Workbook, pages 42-44

TOPIC	A CD? How quaint! (SB Tasks 5-7, page 49, WB Tasks 3, 5, 6, pages 42-44)
AIMS	<ul style="list-style-type: none">To acquire new vocabulary related to modern and outdated technological devicesTo talk about technological devices and their importance; discussion and comparisonTo practise listening skills
MATERIALS	<ul style="list-style-type: none">Student's BookWorkbook
AIDS	<ul style="list-style-type: none">Board
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (10')

Check homework, thus revising vocabulary related to modern technological devices.

NEW MATERIAL DEVELOPMENT (20')

T 11 – SB Task 5, page 49

Students listen to 5 people talking about modern technology. Their task is to define the characteristics of the people's attitude towards technology. Check with the whole class.

KEY:

- 1 +
- 2 ?
- 3 –
- 4 +
- 5 –
- 6 –

T 11 – SB Task 6, page 49

Students listen to the text again in order to define how the ideas (a-e) are related to modern technology. Ask individual students for feedback.

WB Task 3, page 42

Students prove they have mastered vocabulary from SB Task 6 by doing Task 3 in their Workbook. Give them 3 minutes to do the task. Ask for feedback.

PRACTICE (15')

SB Task 7, page 49

Students work in pairs. Each one of them makes a list of the 5 devices, appliances and gadgets that have the most important roles in their everyday lives. They compare their respective lists and discuss the similarities and differences between them. They mutually try to influence each other's lists. While they are talking, circulate and monitor, making sure they stick to English and helping them with vocabulary.

HOMEWORK

For homework, students do WB Tasks 5 and 6, pages 43-44. Tell them that the aim of WB Task 5 is to learn compound nouns as part of a word building task, while in WB Task 6 they have to complete the sentences with the words of their choice.

TAPESCRIPT: T11

Speaker 1

I use technology on a daily basis. It makes my life easier. I can video chat with my co-workers, use my smartphone for directions, and use software to help streamline our business processes. I run a technology company and create technology and software services. Our apps make life easy for many people.

Speaker 2

Back in the old days before the technological revolution, people would send snail mail [yes, physical mail using the postal service]. But, nowadays we can get in touch with just about anyone at the touch of a button via phone, email, instant messenger, Twitter, fax, LinkedIn, Google Plus, video chat, Skype, etc. Communication has become incredibly easy... But on the other hand, I feel as if I'm too connected, you know what I mean? Often, I don't want to be able to be reached in an instant. At times you may not want your GPS to know where you are.

Speaker 3

I think we rely on technology too much to accomplish certain tasks. Do you remember your friends' phone numbers anymore? The fact that about 22% of our time spent online is on social media sites is also cause for alarm. Not to mention the hundreds of time-sucking technology games that are available for free all over the web.

Speaker 4

The use of technology, specifically smartphones and mobile devices, has dramatically increased productivity. I can wake up and, from the comfort of my own bed, pull out my iPad and clear through emails, so by the time I get out of bed it is almost as if I'd worked half a day already.

Speaker 5

I have met multiple people who have had their relationships ruined by Facebook. Posting pictures of things you weren't supposed to be doing can get you into trouble. Employers check Facebook profiles and view pictures and have the ability to discover all sorts of secrets about your personal life.

Speaker 6

Modern technology uses electricity and fuel, which are non-renewable and limited resources. Their production and distribution is harmful to the environment. Also, technology typically uses harmful processes in production, for example, highly toxic processes are involved in the making of computer chips. In addition, all the new state-of-the-art gadgets and devices have a short lifetime because there are always newer versions coming out on the market – leaving behind toxic waste, slowly degrading plastics, etc. Technology in general changes the environment, rarely for the better, and often for the worse.

B READING AND VOCABULARY

Some day in the future...

Lesson summary:

- **READING:** An article by Isaac Asimov: 'The Fun They Had'
- **VOCABULARY:** Vocabulary related to a science-fiction story
- **GRAMMAR:** Parts of speech, word formation
- **TO PRACTICE:** Reading skills (multiple matching and gap filling)

Suggested teaching time: 2 lessons

LESSON 1

Student's Book, pages 50-52

TOPIC	Some day in the future (SB Tasks 1-2, pages 50-52)
AIMS	<ul style="list-style-type: none"> • To acquire and practise new vocabulary from Isaac Asimov's SF story • To practise reading skills • To practise: Reading comprehension – multiple choice
MATERIALS	<ul style="list-style-type: none"> • Student's Book
AIDS	<ul style="list-style-type: none"> • Board • Vocabulary transparency/handouts/computer/projector • OHP • Resource Bank
CLASS ORGANIZATION	T-class, individual work

INTRODUCTION (5')

Check homework.

NEW MATERIAL DEVELOPMENT (40')

SB Task 1, pages 50-51

First read sentences 1-6 as a class. Allow a minute for students to collect their thoughts. Ask them about their predictions regarding the plot.

Tell students to read the SF story 'The Fun They Had' by Isaac Asimov. Provide vocabulary on a transparency for them to check if necessary. Set a time limit. Once they have read the story, check whether they predicted well.

SB Task 2, page 52

Tell students to skim the text quickly before they answer questions a-h.

KEY:

a-h Students' answers.

SB Building up vocabulary, page 51

If there is time, tell students to complete the vocabulary box with appropriate words or phrases from the text. If not, make this task part of their homework.

HOMEWORK

- a) Set homework as suggested in SB Task 3, Afterthought, page 52, or/and
 b) Set homework as suggested in SB Task 4, page 53, or/and

KEY:

computer 1, 3, 6
 tiger 4, 5
 clothes 1, 4, 6
 house cat 1, 4, 5
 school 3, 7
 phone 1, 2, 3

- c) Set homework as suggested in WB Task 2, page 45

At this point, if there is time, you may choose to do Resource Bank Activity 3.

LESSON 2

Student's Book, pages 52-53

Workbook, pages 44-47

TOPIC	Some day in the future (SB Building up... Task 2-3, pages 52-53; Exam tasks WB pages 44-47)
AIMS	<ul style="list-style-type: none"> • To acquire and practise new vocabulary • To practise reading skills • To practise: Reading skills (assigning, gap filling) • To practise parts of speech and word formation
MATERIALS	<ul style="list-style-type: none"> • Student's Book • Workbook
AIDS	<ul style="list-style-type: none"> • Board
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (5')

Check homework.

PRACTICE (40')

SB Building up vocabulary, Task 2, page 52

In pairs, students complete the table with the missing words, thus practising word formation and parts of speech. Let them check their answers in pairs before checking them as a class.

KEY:

VERB	NOUN	ADJECTIVE	ADVERB
head	heading	–	–
scorn	scorn	scornful	scornfully
–	sorrow	sorrowful	sorrowfully
adjust	adjustment	adjusted	–
add	addition	additional	additionally

SB Building up vocabulary, Task 3, page 53

Still in pairs, students do SB Task 3. They have to apply the words from Task 3 in the context. Once you elicit the questions, invite some of them to answer questions a-e.

KEY:

- a *headed*
- b *scornful*
- c *sorrowful*
- d *adjust*
- e *add*

WB Task 3, pages 45-46

Tell students they are going to read an article about technology. Pre-teach students how to deal with this task: tell them they should read the questions first and underline the key words. Then they have to read what the people (a-f) say, dealing with one person at a time: first they read person A, then they try to assign the questions related to this person. When they find evidence, they should underline it and assign the correct person to each of the questions. Conduct classroom feedback.

WB Task 4, page 47

In pairs, students have to fill in the gaps with one word only. Remind them of the technique if necessary. Set a time limit. Ask for feedback.

HOMEWORK

a) WB Task 1, page 44

Still in pairs, students complete sentences a-e with the correct form of the words in brackets. Ask for feedback.

and/or

b) WB Task 2, page 45 and SB Task 6, page 53

For homework, students do WB Task 2 (gap filling), page 44 and SB Task 6 (substitution), page 53. Make sure students understand what they have to do in SB Task 6. Go through the task together as a class.

C GRAMMAR

Ways of talking about the future

Lesson summary:

- **GRAMMAR:** Practising the 7 tenses used for future activities
- **LISTENING:** Listening to dialogues to check answers
- **VOCABULARY:** Practising vocabulary

Suggested teaching time: 1 lesson

LESSON

Student's Book, pages 54-55

Workbook, pages 47-49

TOPIC	Ways of talking about the future (SB Tasks 1-4, pages 54-55, SB Practise Tasks 1-3, page 55; WB Tasks 1-3, pages 47-49)
AIMS	<ul style="list-style-type: none">• To revise present simple, present continuous, will future, going-to future, future continuous, future perfect and future perfect continuous• To practise reading and listening skills
MATERIALS	<ul style="list-style-type: none">• Student's Book• Workbook
AIDS	<ul style="list-style-type: none">• Board• Transparency/handout/computer/projector
CLASS ORGANIZATION	T-class, individual work, pair work, group work

INTRODUCTION (10')

Check homework.

Warmer:

Explain that these are revision tasks to check how much students remember about the ways of expressing future activities. On the board (or prepared as a transparency), write a list containing the 7 tenses which are used for future activities. Elicit their usage and forms.

NEW MATERIAL DEVELOPMENT (10')

T12 – SB Task 1, page 54

Tell students they are going to listen to a 4-part conversation between Audrey and Beryl, two boarding school pupils. Each part of the conversation is taking place in a different place (at school, on the platform, in a café and on the train). Instead of the 7 tenses that can be used to denote future actions, the tapescripts contain only 4: present simple, present continuous, *will* future and *going-to* future. Before they hear the conversation they fill in the gaps. While listening, they check their answers.

KEY:**1 At school**

I'm helping, we're going, are taking, I'm not doing.

2 On the platform

arrives, doesn't depart, gets in, hangs around, leaves, waits, add, I'll ask.

3 In the station café

I'm going to do, we're waiting, Are you going to study, I'm going to take, I'm not going to ask, He'll let, is going to go, don't hurry up.

4 On the train

will there be, will be, will take over, won't be.

SB Task 2, page 55

In groups of four, students search for at least one positive statement, one negative statement and one question that all use the same future form in each part of the conversations between Audrey and Beryl. Set a time limit. Conduct whole-class feedback.

KEY:**Part 1**

Positive: I'm helping, we're going, are taking

Negative: I'm not doing

Question: What are you doing

Part 2

Positive: arrives, gets in, hangs around, leaves, waits, add

Negative: doesn't depart

Question: When's the next train

Part 3

Positive: I'm going to do, I'm going to take, is going to go

Negative: I'm not going to ask

Question: Are you going to study

Part 4

Positive: will be, will take over

Negative: won't be

Question: will there be

SB Task 3, page 55

Students are given an assignment to match the tense with the aspect of the future it describes. They do so in pairs. Give them 5 minutes. In the meantime, draw the same table on the board and write all the possible usages (not only the ones used in the conversation) of these future forms next to the tenses, (right-hand column) for students to copy.

KEY:

1 *present continuous: arrangements*

2 *present simple: scheduled events*

3 *going to: events for which there is clear evidence, intentions*

4 *will: nothing special (general predictions), spontaneous decisions*

SB Task 4, page 55

Warn students that there are two focuses left: one at the end of part 1 and 2 and another at the end of part 3. Students should match them with their verb forms. Give them 2 minutes. Check answers as a class.

KEY:

A *will: on-the-spot decisions*

B *going to: events for which there is clear evidence*

SB Task 5, page 55

Students brainstorm the difference between 'I will' and 'it will' and 'I'm going to' and 'it's going to'. Make sure they all understand the difference. Call out several students to drill the rule. Conduct whole-class feedback.

KEY:

A *"I will" usually expresses a spontaneous decision; "it will" is normally a mere prediction.*

B *"I'm going to" usually expresses an intention; "it's going to" normally makes a prediction for which there is clear evidence*

TAPESCRIPT: T12

Narrator: Audrey and Beryl are boarding school pupils and it's the end of their school week.

Their conversation is in four parts, each one occurring in a different place. For each part fill in the gaps and then listen to it again to check your answers.

1 At school

Audrey: What are you doing at the weekend, then?

Beryl: Oh, I'm helping my big brother paint his new flat on Saturday, then we're going to a party in the evening. On Sunday my parents are taking me off to see relatives, worse luck. How about you?

Audrey: I'm not doing anything, as far as I know. Anyway, must dash. I'm off to the station.

Beryl: Are you? That's where I'm going, too. I'll come with you.

2 On the platform

Beryl: When's the next train to town, then?

Audrey: The information's on that screen over there. Look, it arrives at 10:05 and doesn't depart until 10:25.

Beryl: What? You mean it gets in, then just hangs around for twenty minutes before it leaves?

Audrey: Apparently. Maybe it waits while they add new carriages at the back. Here's a railway official; I'll ask her.

3 In the station café

Beryl: Sorry to be unsocial, but I'm going to do some reading while we're waiting for that train, if you don't mind.

Audrey: What's that? A history book! Are you going to study that at university?

Beryl: Maybe. I haven't decided what subject I'm going to take at university yet. But I'm not going to ask my parents for their advice.

Audrey: My brother's already doing history at university. He'll let you know what it's like, if you want to ask him.

Beryl: Oh, thanks.

Audrey: Hey, look at the time! That train is going to go without us if we don't hurry up!

4 On the train

Audrey: History – it's not really a profession of the future, is it?

Beryl: Ha, ha.

Audrey: But, I mean, will there be any jobs for historians in twenty years' time? The world will be full of modern technology and stuff.

Beryl: And Chinese. They say the Chinese will take over the world. It's even possible that English won't be the top language any more.

Audrey: Oh, no! Are we studying the wrong subject, then?

PRACTICE (20')

SB Practice: Task 1, page 55

In pairs, students complete the responses in SB Task 1 with spontaneous decisions.

KEY:

(Students' answers.)

or:

- a I'll get
- b (e. g. Will you try again?)
- c (e. g. I'll hold your hand.)
- d (e. g. I'll give you a hand / I'll open the door for you.)
- e (e. g. Then we'll take a tram/bus.)

SB Practice: Task 2, page 55

Still arranged in pairs, students complete sentences in SB Task 2 with people's plans and intentions. Give them 2 minutes to do the task and check as a class.

KEY:

- a she's going to dump
- b are you going to spend
- c I'm not going to listen
- d are they going to build
- e I'm never going to rely
- f We're not going to stay
- g Somebody's going to hear

SB Practice: Task 3, page 55

In pairs, students do SB Task 3, applying the present continuous as a confirmed intention becomes an arrangement.

KEY:

- a I'm seeing
- b you're not doing
- c we're getting
- d I'm going out
- e isn't coming

WB Task 1, page 47

Working individually, students complete the sentences in WB Task 1 with either the present simple or present continuous, both of them referring to the future. Check the answers as a class.

WB Task 2, page 48

Working individually, students choose between *will* and *going-to* future. Tell them that sometimes both are correct and elicit the difference.

WB Task 3, page 48

Students, working individually, do the multiple choice task related to future activities. Tell them that sometimes there may be more than 1 correct answer. Conduct whole-class feedback.

HOMEWORK

Set WB Tasks 4 and 5 on page 49 for homework. Tell them that in Task 4 they should consider all four of the types of future they have been dealing with. As far as translation is regarded, warn them that before they start translating they should read the text and define the aspect of the future they are to express.

D LISTENING AND SPEAKING

Switch on, switch off

Lesson summary:

- **VOCABULARY:** Technological devices and their parts
- **LISTENING:** Listening for specific information
- **SPEAKING:** Role-play: talking on the phone about using technological devices
- **GRAMMAR:** Prepositions and multi-part (phrasal) verbs

Suggested teaching time: 1 lesson

LESSON

Student's Book, page 56

Workbook, page 50

TOPIC

Switch on, switch off (SB Tasks 1-3, 5, page 56; WB Task 1, page 50)

AIMS

- To acquire and practise vocabulary related to technological devices
- To practise role-playing about how to use technological devices
- To develop listening skills

MATERIALS

- Student's Book
- Workbook

AIDS

- Board

CLASS ORGANIZATION

T-class, individual work, pair work

INTRODUCTION (5')

Check homework.

NEW MATERIAL DEVELOPMENT (25')

T 13 – SB Task 1, page 56

Explain that students are going to listen to five people talking about their family members' encounters with technology. In pairs, students discuss what makes these anecdotes humorous and which anecdote they find the most entertaining. Ask for feedback. Check whether someone has similar stories about the people they know.

T 14 – SB Task 2, page 56

Tell students they are going to hear 5 conversations in which people are dealing with technology. In pairs, students listen and decide what the people are doing, matching the number of the tapescript with the correct information.

KEY:

- 1 A
- 2 D
- 3 C
- 4 E
- 5 B

TAPESCRIPT: T13

Speaker 1

My dad once accidentally deleted his photos from his camera after copying them to the computer. In his panic to get them back on the camera's SD card (where all the photos are stored permanently) he spent the next half an hour taking photos of the computer screen as he viewed each photo one by one.

Speaker 2

Every time I bring my laptop to my grandma's house, she asks me to show her Facebook photos, and every time, I have to explain to her that she doesn't have an Internet connection. She then yells at me because I "keep forgetting to bring the Internet with me".

Speaker 3

My mum and I were driving home and I was using the Internet on my phone when my mum asked, "What are you doing?" I then replied that I was checking Facebook. Amazed, my mum said, "Wow, the Internet must be pretty fast around here 'cause I'm going 100km/h."

Speaker 4

I received an email from my grandfather for my birthday on the 22nd of July. My birthday's on the 24th. I asked him why he sent it on the 22nd and he said, "I wanted the email to get to you in time."

Speaker 5

While helping my dad install a new printer over the phone, he could not find the My Computer icon on the desktop. When I asked him to close all the windows he had open, the line went silent for 5 minutes. When he came back on the line I understood that he had closed all the windows in the house.

TAPESCRIPT: T14

1

B: OK, this is what you have to do. You know where the panel is, next to the entrance door, right? So, go there and tap the digits of the code, you know the code, don't you? It's mum and dad's anniversary and her initials before it and his after. Have you done it?

A: Hold on... Yes, got it, what next? Oh, it's beeping.

B: That's fine, it's supposed to beep, that means you've turned it on. Now, just press the setup button once again and it's activated. You have thirty seconds to leave the house, or it will sound. The motion sensors are also on, so you shouldn't go anywhere but out. And, switch off all the lights, OK?

S: OK, I'm out now. Thank you and see you tomorrow.

2

A: OK, Miss, I'll guide you through the whole thing. First, check if the top set and your router are plugged in? Are they?

B: Er, yes. The electricity cord is in the socket, if that's what you mean.

A: OK, now. Turn on the TV set.

B: It's on but I don't see anything on the screen, it's blank, and my favourite show is on soon.

A: Don't worry, there should be a button on your remote control that says AV. Press that button and then take the other remote control – the grey one – and press the start button in order to turn it on.

B: Hm... AV button, press start button, right, oh, here it is, thank you very much.

A: You are welcome, miss. Is there anything else I can help you with?

B: No, thanks, that would be all. Oh, yes, how do I turn it off again?

A: It's easy, just press the start button again and it's off. And turn

off the TV. Or just call us again and we will be happy to assist you. Thank you for calling. Goodbye!

3

A: Thank you for buying our product. This short recording will guide you through your device's setup process. If you haven't recharged your device, please do so before proceeding with these instructions. You can do so by plugging the device into the charger in your car. To activate the device, press the start button on the top right side of the display panel. Then press the setup button on the display, which will appear right after you have activated the device. If necessary, insert an SD card into the slot on the left side of the device. Hold the setup button for 5 seconds until the menu appears on the display. Then choose your destination by selecting the country, town and the address from the menu. After selecting your destination the device will calculate all the necessary parameters of your route. Please note that the road traffic regulations appear prior to these instructions. Please do not operate the device while driving.

4

A: So, what is it exactly you want to do?

B: I want my son to see this. I took it last weekend in the mountains. Here's his email address.

A.: It would be better if you did it yourself, that way you won't have to ask anybody else for help. I'll tell you what to do, and you do it, OK?

B: OK, if you say so, but you know how terrible I am with this new technology. You taught me how to shut down the computer and I managed to forget it...

A: But it's quite simple, look, do you see this icon that looks like a paper clip? Just click there and a window will open. See?

B: OK, what next? Oh, I know this folder; it's My Documents.

A: Yes, now you have to keep opening folders until you open the folder where you have saved the photo you want to send.

A: But I haven't saved it; it's on my camera.

B: OK, then you have to connect the camera with the computer using a USB cable. Oh, you've done that already. Now you just click the camera folder and find the photo and double click it and it will be sent with your e-mail.

B: Oh, thanks Tom. You're ever so kind. Thank you for spending your coffee break helping me. Coffee's on me after the staff meeting.

A: Oh, that's OK Ms Huffington. It's good to be friends with the boss's secretary.

5

A: Oh I don't know, are you sure it's safe? I'd feel much more comfortable if I went there and simply bought the tickets.

B: Yeah, but the concert is in London, and we're in Glasgow now, and the tickets will be sold out in a matter of minutes, I'm telling you, don't you remember how it was two years ago – we missed it because the tickets sold out in 10 minutes?

A: OK, what do I have to do?

B: You need to have an account with the site, do you have one?

A: No, what's that?

B: Oh, you need to register first... it'll take ages now... OK, I'll log in with my account but we're using your credit card, just so you know. Here, now select the concert – there you go, U2 unplugged, August 14th Royal Albert Hall, London. See, only 20 tickets left. Good thing you didn't get on that train.

A: OK, quickly, select the seats as close to the stage as possible.

B: No, you do it, you're buying them. Right, now click "purchase", type in your credit card number, your name and address under shipping details.

A: Are you sure? What if somebody steals my credit card number?

B: Oh, stop worrying, it's the 21st century, it is a secure site and their privacy policy is OK, I've checked their security certificate, trust me. Just click... look, while we've been talking 5 more tickets have been bought... hurry...

T 14 – SB Task 3, page 56

Play the recording again, stopping after each speaker for students to fill in the gaps related to what the people are saying. Ask for feedback.

KEY:

- | | |
|-----------------------------------|---------------------------|
| 1 | 4 |
| 1 <i>tap, digits</i> | 1 <i>down</i> |
| 2 <i>beeping</i> | 2 <i>icon</i> |
| 3 <i>press, setup</i> | 3 <i>click</i> |
| | 4 <i>connect the</i> |
| 2 | 5 <i>double</i> |
| 1 <i>plugged in</i> | |
| 2 <i>electricity card, socket</i> | 5 |
| 3 <i>turn on</i> | 1 <i>account, site</i> |
| 4 <i>blank</i> | 2 <i>register</i> |
| 5 <i>turn off</i> | 3 <i>log in</i> |
| | 4 <i>click „purchase“</i> |
| 3 | 5 <i>shipping details</i> |
| 1 <i>device</i> | 6 <i>secure</i> |
| 2 <i>plugging into</i> | 7 <i>privacy policy</i> |
| 3 <i>insert, the slot</i> | 8 <i>security</i> |
| 4 <i>display</i> | |
| 5 <i>operate</i> | |

PRACTICE (15')

WB Task 1, page 50

Explain that these are multi-part verbs (phrasal verbs) that may be used when talking about technological devices. Students have to insert the appropriate prepositions in order to get phrasal verbs that will match the given definitions. Ask for feedback.

SB Task 5, SPEAKING, page 57

In pairs, students practise talking on the phone and giving each other instructions on how to use technological devices in order to open an e-mail account, to upload a video to YouTube, to copy photos from a camera to a flash drive and to upload some pictures to one's Facebook account. Walk around and monitor what they are doing, helping them if necessary.

HOMEWORK

Set SB Task 4, page 57 and WB Task 2, page 50 for homework. They have to form questions by completing the sentences with the appropriate words, and then answer the questions.

KEY to SB Task 4:

- a *purchased*
- b *beeps*
- c *digits*
- d *sockets*
- e *account*
- f *shipping*
- g *privacy*
- h *security*

E WRITING

A for-and-against essay

Lesson summary:

- **WRITING:** Structure and format of a for-and-against essay (revision)
- **READING:** Reading comprehension
- **VOCABULARY:** Practising vocabulary

Suggested teaching time: 1 lesson

LESSON

Student's Book, pages 58-59

Workbook, pages 52-51

TOPIC

A for-and-against essay (SB Tasks 1-6, pages 58-59; WB Tasks 2-3, pages 51-52)

AIMS

- To revise the structure and format of a For and Against essay by deciding on the order in which pieces of information or paragraphs appear
- To practise the use of linking devices
- To develop writing skills

MATERIALS

- Student's Book
- Workbook

AIDS

- Board

CLASS ORGANIZATION

T-class, individual work, pair work

INTRODUCTION (10')

Check homework.

Warmer:

Remind students that as 1st graders they learned how to write a for-and-against essay. First discuss what an essay is and what a for-and-against essay is specifically. Then ask about what the paragraphs should be made up of and the most important features of the essay.

NEW MATERIAL DEVELOPMENT (15')

SB Task 1, page 58

In pairs, students decide on the position of sentences (a-f) taken out of an essay. They have to classify them according to whether they belong to the introduction (I), the body (B) or the conclusion (C). Set a time limit and ask for feedback.

KEY:

- a B
- b C
- c B
- d C
- e I
- f B

SB Task 2, page 58

Encourage students to explain which contents belong to particular paragraphs. Their task is to assign letters a-h denoting information to each of the paragraphs. Some letters can be used more than once.

KEY:

INTRODUCTION – b, c, e

BODY I – a, f

BODY II – d, f

CONCLUSION – g, h

PRACTICE (15')

SB Task 3, page 59

Explain to students that they will have to insert sentences a-f from SB Task 1 back into the essay. Set a time limit and conduct whole-class feedback.

KEY:

1 e

2 f

3 a

4 c

5 d

SB Task 4, page 59

In pairs, students look for the linking devices used in the essay in SB Task 3. Ask them what linkers or linking devices are and what their function is. (Linking devices are used to add, contrast and sum up ideas). Have students write down the linking devices and what they express in their notebooks.

KEY:

words that show the order of things – *first of all, firstly, secondly to give examples or illustrate meaning – because*
words that show addition – *moreover*
expressing opinions – *personally, I*
summing up, concluding – *moreover, to conclude*
words that show causes – *because*
words that show contrast – *however, but, whereas*
words that show results – *for example, so, for instance*

SB Task 5, page 59

Students work on SB Task 5 individually, i. e. using the new vocabulary in context. Limit the time. Let them compare their answers in pairs before conducting whole-class feedback. Sometimes more than one choice is possible.

WB Task 2, page 51

In pairs, students complete the phrases in WB Task 2 to make meaningful sentences. Limit the time. Conduct whole-class feedback.

WB Task 3, page 52

In pairs, students put the sentences that have been scrambled into the correct order. Limit the time and ask for feedback.

HOMEWORK

Set SB Task 6, page 59 for homework. Students have to write a 100-150-word for-and-against essay on the following topic: *Some people think that students should not be allowed to bring mobile phones to school. Others disagree.*

F BITS OF... VOCABULARY AND GRAMMAR

Lesson summary:

- **VOCABULARY:** Vocabulary related to household appliances
- **LISTENING:** To develop listening skills (listening for specific information)
- **GRAMMAR:** Comparison of long, short and irregular adjectives; causative have

Suggested teaching time: 1 lesson

LESSON

BIT 1 – HOUSEHOLD APPLIANCES

BIT 2 – LET US COMPARE

BIT 3 – CAUSATIVE HAVE

Student's Book, pages 60-61

Workbook, pages 53-56

TOPIC	BITS... 1, 2, 3 (SB Tasks 1-3, 6-8 pages 60 – 61; WB Tasks 3-4, pages 53-56)
AIMS	<ul style="list-style-type: none">• To acquire vocabulary related to household appliances and to be able to name them• To practise listening skills: listening for specific information• To practise adjective comparison• To practise Causative <i>Have</i>• To practise <i>like vs. as</i>
MATERIALS	<ul style="list-style-type: none">• Student's Book• Workbook
AIDS	<ul style="list-style-type: none">• Board
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (5')

Check homework. Invite one student to read his or her essay, asking the class to comment on anything they find inappropriate as far as the For and Against rules are concerned.

NEW MATERIAL DEVELOPMENT (10')

SB Task 1, page 60

Focus on the pictures and ask students to name the household appliances in the pictures and to say how they work and what their function is.

T 15 – SB Task 2, page 60

Explain that students are going to listen to four speakers talking about their favourite household appliances. Their task is to match the speakers (1-4) with the household appliances (a-f). Before you start listening, go through the task as a class. Conduct whole-class feedback.

KEY:

- 1 B
- 2 F
- 3 D
- 4 A

T 15 – SB Task 3, page 60

Read the task in SB Task 3, so that students know what is expected of them. Play the recording again, stopping after each speaker so that students can write down the answers. Conduct whole-class feedback.

KEY:

- a portable
- b mounted
- c energy efficient
- d environmentally friendly
- e reliable
- f practical
- g timesaving
- h cordless

PRACTICE 1 (5')

WB Task 3, page 54

In pairs, students complete the sentences with the words given below. Read the words as a class. Limit the time and ask for feedback.

NEW MATERIAL DEVELOPMENT 2 (5')

SB Task 6, page 61

Invite one student to read SB Task 6 and elicit the three different ways English adjectives are compared. Do the Conclude box as a class and put the phrases on the board so that students can copy them.

PRACTICE 2 (10')

SB Task 7, page 61

Individually, students complete the sentences in SB Task 7 with the correct form of the adjectives in brackets. Limit the time and ask for feedback.

KEY:

- a practical, most useful
- b cheaper, the cheapest
- c better, best, worse, bigger, worst

WB Task 4, page 54

Individually, students fill in the comparative and superlative of the irregular adjectives. Set a time limit and conduct whole-class feedback. Write the comparative and superlative forms on the board so that students can copy it.

WB Task 5, pages 54-55

Students do WB Task 5, choosing better options and showing that they have mastered the comparison of long, short and irregular adjectives. They do it individually. Tell them to compare answers with their partners before conducting open class feedback.

TAPESCRIPT: T15

Speaker 1

I simply cannot imagine living without it. I have one in my living room, in my bedroom, in my car, at work. I avoid places without it – you'll never see me entering a bar or a shop without one. I hear they've produced portable ones now, beside the wall – mounted ones. Can you imagine, my girlfriend left me because she said I'm obsessed with temperature regulation... and because of high utilities. But mine's totally energy efficient: it saves you more energy than it actually consumes – well, at least that's what they advertise. I know there have been debates on whether they are environmentally friendly or not, but you cannot say that they aren't healthy. They remove the heat that is generated inside a room and maintain the temperature. I personally feel comfortable at 25 degrees Celsius. My heat obsessed ex-girlfriend thought that that's too cold, so we always fought about it. I'm not giving mine up – you can be sure of that.

Speaker 2

My old one did a great job on the bottom rack, but items on the top rack came out dirtier than when they went in! So we got a new one. The biggest selling point in this one is the quietness. It makes virtually no noise when running! It's easy to use, gets everything clean and it's the quietest unit I have ever used. It works like clockwork. A very reliable appliance, I should say. Nobody in the house appreciates it as much as I do. I have a large family, but nobody ever wants to do the dishes. You know what I think? I think a man invented it when women started doing other things apart from housework, you know, emancipation and stuff, so they wouldn't have to take over their chores... This new one has

also saved us a lot of money on utility bills, as it's an Energy Saver.

Speaker 3

Just last week I dusted it off and started using it again. As a nutritionist, I know it is the best way to get some vegetable goodness into my kids' diet. Score! The biggest hits are carrot and spinach. It's the same as eating them in their original form, but my boys don't know they're eating vegetables. With fresh fruit as with fresh vegetables – my smoothies are equally tasty and healthy. They never notice. It's very practical; you can also use it to make ice cream and nut butters. You just place frozen fruit such as bananas or strawberries through the feeder and what comes out is sugar-free ice cream. And for nut butters and ground seeds, you just put them through... The more times you do it, the creamier it becomes. I don't think there is anything as healthy as this. Plus, your body will love it... I promise.

Speaker 4

Although it is quite pricy, heavier than I would have expected, and has a plastic lid, it is still the best one available on the market. True, it was more expensive than a few others that I had to return, because they had a bad plastic smell [while boiling], or plastic parts inside. It is the workhorse of my kitchen and gets used more than any other appliance. It's energy-efficient. It is quite timesaving when you cook, as well. I use it to boil water to blanch vegetables or for pasta, and also for endless cups of tea. It's given me many good years of service, it's quick, easy to clean, cordless, large enough to serve my guests and me a cuppa with no refilling. Of all my appliances, this one is the most practical.

NEW MATERIAL DEVELOPMENT 3 AND PRACTICE 3 (10')

SB Task 8, page 61

Explain that this is a revision of the Causative *Have* structure. Brainstorm about what this structure expresses. Invite two students to read the two short texts aloud. Ask questions, such as: *Who has done the job in each case: the speaker or somebody else?* Elicit students' answers and have them do the Conclude box.

WB Task 8, page 56

Working individually, students do WB Task 8, the Causative *Have* task. Give them 5 minutes and conduct whole-class feedback. Have 5 different students write the sentences on the board and the rest of the class can copy it.

WB Task 7, page 56

Elicit students' understanding of *like* vs. *as*. Do it by reading examples as a class and making conclusions. Then tell them that they have to do WB Task 7 in pairs. Limit the time and conduct whole-class feedback.

HOMEWORK

Set WB Task 1 and 2, page 53, for homework.

G BROADENING YOUR HORIZONS

Long live the book!

Lesson summary:

- **VOCABULARY:** Vocabulary related to historical periods, literacy and the development of the book
- **READING:** An article about the history of the book
- **SPEAKING:** About availability of information today and about digital literacy

Suggested teaching time: 1 lesson

LESSON

Student's Book, pages 62-63

Workbook, pages 56-57

TOPIC	Long live the book! (SB Tasks 1-5, page 62-63; WB Tasks 1-3, pages 56-57)
AIMS	<ul style="list-style-type: none">• To develop students' cultural competence and allow them to learn about the history of the book• To acquire vocabulary related to books and writing• To develop reading competences while reading an article about the history of the book• To practise translation
MATERIALS	<ul style="list-style-type: none">• Student's Book• Workbook
AIDS	<ul style="list-style-type: none">• Board• Dictionary
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (10')

Check homework.

Warmer:

SB Task 1, page 62

Write/draw some of the pictographs from the book on the board. Explain that pictographs are pictures used to represent certain words and that they were first used in ancient Mesopotamia.

Elicit the meanings.

SB Task 2, page 62

Tell students that the article on page 63 contains some highlighted expressions. In pairs, students should match the highlighted expressions with the Georgian expressions (a-j). Conduct whole-class feedback.

KEY:

- a *parchment*
- b *scroll*
- c *cuneiform script*
- d *the printing press*
- e *papyrus*
- f *clay tablet*

g wooden tablet
h scribe
i hieroglyphs
j literacy

NEW MATERIAL DEVELOPMENT (20')

SB Task 3, page 62

Ask students to read the article 'From Clay Tablets to E-books'. Give them sufficient time so that they can understand the article. In pairs, they do SB Task 3, i. e. decide which statements are true and which are false. Tell them to read the statements first and to write out the key parts (for instance: a) ancient Egypt, b) The Phoenician alphabet, c) the alphabet we use today, d) the Middle Ages, e) the Renaissance). This will help them to find the answers by skimming the text and focusing on the phrases they have underlined. Check with the whole class.

KEY:

a F
b F
c F
d F
e F

SB Task 4, page 62

Elicit information and start a discussion on questions a-f in SB Task 4. Encourage students to say what they think and know, urging them to retell what they have just learnt about the history of the book.

KEY: *Students' answers.*

SB Task 5, page 62

Elicit students' interpretation of the future of the paper book, etc. Have students participate in a class discussion.

KEY:

Students' answers.

PRACTICE (15')

WB Task 1, page 56

Don't allow students to open their Student's Books. They should do the task first, showing how much they remember and then check their answers by looking for the information in the text.

WB Task 2, page 57

In pairs, students are asked to write synonyms for words a-l. Forbid them to open their Student's Books. Let them do the task first, and then they may compare their answers with their partners. After that, allow them to open their books and check the vocabulary in the text. Conduct whole-class feedback.

WB Task 3, page 57

You may choose to remind students of the SF story by Isaac Asimov, 'The Fun They Had', which they have recently read. Elicit a quick summary of the story. After that, tell students they are going to read a short text about eBooks and real books. The text is written as a multiple choice. Set a time limit and conduct whole-class feedback.

UNIT 4 SELLING DREAMS

(1 უცხ.საშ. 1, 2, 3, 4, 5, 6)

This unit includes:

- **VOCABULARY:** Advertising, shopping
- **GRAMMAR:** Passive voice, relative clauses
- **SPEAKING:** Describing one's shopping habits, discussing advertising and consumerism
- **WRITING:** Product description, an invitation

Student's Book: pages 64 – 83

Workbook: pages 59 – 78

A LISTENING AND SPEAKING

Ads are all around

Lesson summary:

- **READING:** A short article about unwanted advertisements; vocabulary check, an article about funny ads; multiple choice task, an article about trusting ads; gap-fill task
- **SPEAKING:** Preferences regarding advertisements and commercials
- **LISTENING:** Different opinions about commercials on TV
- **WRITING:** A survey regarding favourite commercials, advantages and disadvantages of commercials

Suggested teaching time: 2 lessons

LESSON 1

Student's Book: pages 66, 67

Workbook: pages 59, 60, 61, 62

TOPIC	Ads are all around (SB Tasks 1-6, pages 66, 67; WB Tasks 1-6, pages 59-61)
AIMS	<ul style="list-style-type: none">• To acquire new vocabulary related to advertising• To talk about advertising agencies and their aims, unwanted advertising via e-mail, the relationship between the media and advertising• To practise reading skills• To practise listening skills (opinions about commercials and advertising)
MATERIALS	<ul style="list-style-type: none">• Student's Book, Workbook
AIDS	<ul style="list-style-type: none">• Board• Handouts/transparencies/computer/projector• Resource Bank
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (5')

Choose between the two warmers below.

Warmer 1:

Make students guess what the introductory picture (pages 64, 65) represents. Once you get to the topic of commercials

and advertising, brainstorm what exactly that picture might advertise.

Warmer 2:

Show students some logos or slogans of different companies advertising themselves. Let them guess what each logo or slogan represents. Discuss why they decided to use that symbol/slogan, and how they are trying to affect the public.

SB Task 1, page 66

Students read what some people have said about certain advertisements. Discuss the purpose of advertising in general and how it is aimed at certain age groups.

SB Task 2, page 66

Elicit explanations of the listed words, as well as their Georgian equivalents. Make sure students understand exactly what the words mean.

T16 – SB Task 3

Students listen to the explanation of the previously listed words and write numbers next to the correct concept in Task 2. Ask students to provide an example for each concept.

KEY:

- 1 *advertisement* რეკლამა, განცხადება (დაბეჭდილი)
- 2 *hoarding / billboard* ბილბორდი/ქუჩის რეკლამა
- 3 *commercial* სარეკლამო კლიპი
- 4 *spam* მეილზე გამოგზავნილი რეკლამა
- 5 *slogan* სხარტი სარეკლამო ფრაზა, სლოგანი

NEW MATERIAL DEVELOPMENT (15')

T17 – SB Task 4, page 66

Discuss with students whether they see the point in advertising and what they think the best way to do it is. Students listen to the dialogue between Ivy and Dan. Ask them what the two of them are talking about and discuss the potentially unknown words. Write these words on the board.

KEY: Answers can be found in the tapescript.

TAPESCRIPT: T16

1 This is a notice or a picture telling people about a product, job or service; it is also called an ad or advert.

2 This is a large board on the outside of a building or at the side of the road, used for putting advertisements on.

3 This is an advertisement on the radio or on television; it usually has a catchy song in it so it is easily remembered.

4 This is advertising material sent by email to people who have not asked for it; it is very similar to junk mail.

5 This is a word or phrase that is easy to remember, used in advertising to attract people's attention or to suggest an idea quickly.

T17 – SB Task 5, page 67

Ask students whether they have anything against commercials while watching a movie or a show on TV, and if they do, whether there is a solution to the problem. If they were working for an advertising agency, ask them what the best way to influence the public would be. Guide students to form different opinions, so that they can work in pairs and fill in the chart with arguments, firstly the ones they have heard in the dialogue and then their own. Encourage them to be as creative as possible. Listen to the recording again to check their answers.

KEY: *Answers can be found in the tapescript.*

SB Task 6, page 67

Use the questions in this task as guidance into a discussion of the topic. You can either make the students read these questions for themselves and discuss them in pairs before you start a conversation, or you can be the one who starts the discussion calling out students randomly and listening to different opinions, always encouraging the ones who think differently to express themselves.

KEY: *Students' answers.*

PRACTICE (15')

WB – Task 3, page 60

Having mentioned several negative effects advertising may have in the previous task, have students create collocations from the expressions used in the Workbook.

WB – Task 4, page 60

Students should use the collocations they have made in the previous task to complete the sentences. Warn them to change verb forms if necessary. Elicit feedback.

WB – Task 5, pages 60-61

Have students read the text about unwanted advertising via e-mail. Let them find the words defined below and discuss their answers in pairs. Elicit feedback as a class. Encourage discussion: *Have you ever had some bad experience with this kind of advertisements? What is the most frequent junk mail you receive? Is there a way to get rid of it permanently? Why is it there after all?*

TAPESCRIPT: T17

Ivy: I saw graffiti today saying there are only two kinds of people – those who like TV shows and those who like commercials. What do you think about that?

Dan: Well, it makes sense to me. I am definitely the TV shows type. I can't stand commercials.

Ivy: Really? Don't you find them amusing?

Dan: For most part – no. And it seems there is no way you can escape them; they are everywhere, it's so annoying. In newspapers and magazines, on TV and on the radio... Then there are billboards in every street, displays on building tops, there are even ads on buses! Whenever I open a website I am bombarded with spam. At least I protected my inbox against junk mail.

Ivy: I guess you're right... to a point... I still like them, well, most of them, anyway. They are imaginative, creative, fun, and some are even beautiful.

Dan: Oh, come on... most of these ads are so unrealistic; they show things as if everything were perfect. They have nothing to

WB – Task 6, page 61

Have students write their own sentences using the words from the previous task. Invite several students to read their sentences.

CLOSURE (10')

Encourage students to use their imagination and their experience and write a short spam mail in pairs. They are supposed to tell its purpose. Limit the time to five minutes. Go round, monitor the activity and help where necessary. Ask a few pairs to share their ideas with the rest of the class.

HOMEWORK

WB Task 1, 2 and 3, pages 59, 60.

do with real life.

Ivy: Perhaps, but you have to admit they catch your imagination; most of them are entertaining and funny.

Dan: As I see it, they catch people's imagination only to make them desire more than they already have. As if everything will be just fine if you buy that new toothpaste which is, of course, the best ever. Or you apply for another credit card, which you do not actually need, but you cannot resist all those priceless moments that you are missing now.

Ivy: I have to agree with you about that. But you can't deny that commercials and ads have become a part of pop-culture. There are numerous catchy songs that everybody recognizes instantly and slogans we all use daily that first appeared in commercials.

Dan: I know. But I wish there were specialised newspapers and TV channels devoted only to advertising. That way I could enjoy reading or watching telly without fear of commercials.

Ivy: Well, now, you know that's impossible – advertisements make money for publishers and TV companies.

LESSON 2

Student's Book: page 67

Workbook: pages 61-62

TOPIC	Ads are all around (SB Tasks 7, 8, page 67; WB Tasks 7, 8, pages 61-62)
AIMS	<ul style="list-style-type: none"> To acquire new vocabulary related to advertising To talk about the purpose of funny adverts and non-profit advertisements To practise reading skills (multiple choice and gap-fill tasks)
MATERIALS	<ul style="list-style-type: none"> Student's Book, Workbook
AIDS	<ul style="list-style-type: none"> Board Handouts/transparencies/computer/projector Resource Bank
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (10')

Check homework (WB Tasks 1, 2 and 3, pages 59, 60).
Go through the vocabulary acquired in the previous lesson: *advertisement, commercial, hoarding/billboard, catchy phrase, spam, slogan, junk email, attachment, chat room, spammer*, etc. You can either provide a definition and the students have to guess the word, or the other way around.

NEW MATERIAL DEVELOPMENT AND PRACTICE (35')

SB Task 7, page 67

Conduct a survey to find everyone's favourite commercial. Hand them this questionnaire:

What is your favourite commercial?	
What product or service does it advertise?	
Is there a story in the commercial?	
What is it about?	
Is it funny/ silly/ clever/ emotional/ boring...?	
Is it accompanied by a slogan or a song?	

Check whether several of the commercials that students have selected are repeated. Choose the winning commercial.

WB – Task 7, page 61

Focus on the task. Remind students that a good strategy for answering multiple choice questions is to read the question stem and to try to answer it without looking at the options.

Next check the options for something similar, and finally, read the appropriate section of the text in detail to double check. Ask for feedback and explain why only one solution is possible. Explain the unknown words if necessary.

WB – Task 8, page 62

Focus on the task. Tell students that filling in gaps is a very demanding task and that they have to grasp the overall meaning of the text in order to be able to do it. If they encounter problems while completing the text, tell them to focus first on which part of speech has to be used and then move on to finding a proper solution. Explain the unknown words if necessary. Ask for feedback.

SB Task 8 (Afterthought), page 67

Introduce the notion of non-profit advertisements before reading the afterthought. Having seen and discussed the three adverts in the book, ask students to think of other non-profit commercials and companies. You can bring some ads to class, or ask students to find some as a part of their homework. Discuss what the main fields these advertisements cover are, how they try to influence the public, etc.

HOMEWORK

Ask students to find some non-profit ads and prepare a short presentation about what their purpose is.

B READING AND VOCABULARY

Brand addicted

Lesson summary:

- **READING:** An article about advertising tricks (multiple matching), an article about junk food (sentence insertion)
- **SPEAKING:** Influence on consumers
- **VOCABULARY:** Production, launching and advertising

Suggested teaching time: 2 lessons

LESSON 1

Student's Book: pages 68-71

TOPIC	Brand addicted (SB Tasks 1-9, pages 68-71)
AIMS	<ul style="list-style-type: none">• To acquire and practise new vocabulary related to advertising• To practise reading skills (advertising tricks)
MATERIALS	<ul style="list-style-type: none">• Student's Book
AIDS	<ul style="list-style-type: none">• Board• Resource Bank
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (5')

Warmer:

Ask students to think of the websites they go to. What are the commercials that appear on the margins of the screen? Why is it always something we are interested in? How is it possible that we are so easily manipulated? How do they do it? Where can we find similar examples of customer manipulation?

NEW MATERIAL DEVELOPMENT (15')

CULTURE NOTE:

Martin Lindstrom (Lindstrøm) is a Danish author and a *TIME* magazine Influential 100 Honouree. Lindstrom's books include *Buyology: Truth and Lies About Why We Buy* and *Brandwashed: Tricks Companies Use to Manipulate Our Minds and Persuade Us to Buy*, his first title written for consumers, for which Lindstrom conducted a \$3 million word-of-mouth marketing experiment – inspired by the 2009 film, *The Joneses* – to study the effects of social influence on purchasing decisions. Lindstrom is a columnist for *Fast Company*, *TIME* Magazine and *Harvard Business Review* and frequently contributes to NBC's *Today* show. Lindstrom has written six books on brands and consumer behaviour. He is the founding partner and Chairman of the Board of Buyology Inc. and the Director of Brand Sense Agency. In 2011, Lindstrom appeared in the Morgan Spurlock (*Super Size Me*) movie documentary *The Greatest Movie Ever Sold* and on *America's Next Top Model*.

SB Task 1, page 68

Students read the sentences individually and read the first and the last paragraph of the text, and write which statements are true and which false. They can compare their answers to their partner's, correcting the sentences that are not correct. Suggest that they begin by underlining the key words in the sentences, before finding the relevant parts in the text. Check their answers.

KEY:

- A true
- B false
- C true
- D false

SB Task 2, page 68

Explain that these types of tasks should be done in a way in which students read the sentences first and focus on the words which might potentially help them link the sentence with the rest of the text. Students read the second paragraph individually. Elicit feedback.

KEY:

- 1 c
- 2 d
- 3 e
- 4 a

SB Task 3, page 68

Tell students to focus on the third and fourth paragraphs and answer the questions. They should discuss their answers with a partner before you ask for feedback.

KEY: Answers can be found in the text.

PRACTICE (25')

SB Task 1, page 70

Suggest that students reread the text and complete the vocabulary box individually.

KEY:

conducted: carried out
expose: to allow something that is usually covered or hidden to be seen
marketer: someone whose job involves encouraging people to buy a particular company's products
retailer: a person or company that sells goods directly to the public
cue: indirect sign
enhancers: substances used to improve the taste of a food or drink
slumber party: an occasion when a group of children all sleep at the house of one child
fall for: believe into something that is not true
trigger: something that causes immediate result
recession: economic crisis
consumer goods: things you buy for personal or home use, such as food and clothing
hoard: to get and keep a large amount of something
insider: a person within an organization or group who knows about all the things happening within it
temptation: a strong feeling of wanting to have or do something
come across: to meet someone or find something by chance
prevail: to defeat someone

SB Task 2, page 70

Students complete the sentences with the missing words. They can do it individually or in pairs. Elicit feedback as a class.

SB Task 3, page 70

While giving feedback for the previous task, ask students to define the parts of speech in order to revise them once again.

KEY:

- a *exposed, v.*
- b *insider, n.*
- c *recession, n.*
- d *prevail, v.*
- e *hoard, v.*
- f *marketer, n.*
- g *temptation, n.*

SB Task 4, page 70

Students do the task individually. Check understanding by asking comprehension questions such as: *Have you ever fallen for a brand just by seeing the commercial? Do you think people today earn enough money to afford all the consumer goods they "need"? What do Georgian slumber parties look like?*

KEY:

- a *fall for*
- b *cues*
- c *retailer*
- d *consumer goods*
- e *slumber party*
- f *trigger*
- g *came across*

SB Task 5, page 71

You can either ask students to read these sentences, correct them and ask for feedback, or, to make it more challenging, you can ask students to deal with it as a survey. They can ask their partner questions (such as: *Have you ever thrown a slumber party? Can you expose your fears and insecurities to other people?* etc.) in order to practise forming questions, and correct the sentences according to their partner's answers.

KEY: *Student's answers.*

SB Task 6, page 71

Students work in pairs. They have to complete the table with the missing parts of speech (nouns, verbs and adjectives).

KEY:

NOUN	VERB	ADJECTIVE
<i>ad/advert/ advertisement/ advertising</i>	<i>advertise</i>	<i>advertised</i>
<i>manipulation</i>	<i>manipulate</i>	<i>manipulated/ing</i>
<i>influence</i>	<i>influence</i>	<i>influential</i>
<i>persuasion</i>	<i>persuade</i>	<i>persuasive</i>
<i>enhancer</i>	<i>enhance</i>	<i>enhanced</i>
<i>addiction/addict</i>	–	<i>addictive</i>
<i>instinct</i>	–	<i>instinctive</i>

SB Task 7, page 71

Students work in pairs, completing the sentences with the correct forms of the words in brackets.

KEY:

- a *addiction*
- b *enhance*
- c *adverts/ads/advertisements*
- d *manipulate*
- e *influence*
- f *instinctive*
- g *persuasion*

SB Task 8, page 71

Students work individually and connect the phrases with their meaning. Have students translate the expressions which are offered and write their own sentences to show that they understand their meaning. Elicit feedback.

KEY:

- a *regularly, every day*
- b *to do something intentionally or on purpose; not by chance*
- c *to know methods that help you to do a job better or faster*
- d *to be in a hurry, not have enough time*

HOMEWORK

SB Task 9 (Afterthought), page 71

Ask students how music can affect them into buying something. Brainstorm famous commercials and their music and ask students if they think music has helped them achieve what they wanted. Boost students' imagination and encourage them to do this task at home.

LESSON 2

Student's Book: pages 68-71

TOPIC

Brand addicted (WB Tasks 1-11, pages 62-66)

AIMS

- To acquire and practise new vocabulary related to advertising
- To practise reading skills (junk food)
- To translate

MATERIALS

- Workbook

AIDS

- Board
- Resource Bank

CLASS ORGANIZATION

T-class, individual work, pair work

INTRODUCTION (5')

Remind the students what the text you have previously read is about. Ask questions to help them remember: *Who is Martin Lindstrom? What food tricks have been mentioned in the text? Why are teenagers easily manipulated?* etc.

PRACTICE (40')

WB – Task 1, page 62

Let students revise previously acquired vocabulary by completing the task individually. Ask for feedback.

WB – Task 2, page 63

Students should translate the sentences into Georgian individually and then compare their translations with their partner's. Tell students there are several ways to translate them and discuss different translations.

WB – Task 3, page 63

Students take a look at the pictures and discuss them with their partners. Ask them to explain how consumers might be influenced by the companies selling/advertising these goods.

WB – Task 4, page 63

Students combine the words to form collocations in pairs and complete the sentences. Ask for feedback.

WB – Task 5, page 64

Students should complete the box individually – put the listed words where they belong according to their parts of speech. Elicit feedback.

WB – Task 6, page 64

Ask students to use the nouns from the previous task to complete the sentences. You can ask for a translation or an explanation to make sure they understand the word exactly.

WB – Task 7, page 64

Ask students to use the verbs from the previous task to complete the sentences. Warn them that the verb should be put in the appropriate form.

WB – Task 8, page 65

Ask students to complete the sentences with those words from Task 5 that have the same form for nouns and verbs. Direct students' attention to the different pronunciation of these words, and make sure they learn that these groups of words are called *homographs*.

WB – Task 9, page 65

Students should complete the sentences with an appropriate form of the words in brackets individually.

WB – Task 10, page 65

Practise prepositions with students. They should do the task individually and check their answers with their partners, before giving feedback.

WB – Task 11, page 66

Remind students how to approach this kind of reading task. Ask them to read the text individually. Have them reread the text carefully, stop at the gap, look at the sentence after the gap and try to predict what kind of information might come in between. Then refer them to the ideas (a-f) and see if the idea they predicted is there. Students continue alone. During feedback, ask students to explain the linguistic or conceptual link between the inserted sentences and the sentences before and after.

HOMEWORK

If there was not enough time to do any of these tasks in class, have students do them at home.

C GRAMMAR

Not agents, but patients

Lesson summary:

- READING: An article about the history of advertising
- GRAMMAR: The passive voice
- SPEAKING: Implementation of grammar rules related to the passive voice

Suggested teaching time: 2 lessons

LESSON 1

Student's Book: pages 72-74

Workbook: pages 67-68

TOPIC	Not agents, but patients (SB Tasks 1-5, pages 72-74, WB Tasks 1-5, pages 66-68)
AIMS	<ul style="list-style-type: none">• To acquire and practise the passive voice rules• To practise reading skills (the history of advertising)
MATERIALS	<ul style="list-style-type: none">• Student's Book, Workbook
AIDS	<ul style="list-style-type: none">• Board
CLASS ORGANIZATION	T-class, individual work, pair work, group work

INTRODUCTION (5')

Check homework.

Pre-teach vocabulary: papyrus, display, handbill, to broadcast, etc. Ask students to guess when the first adverts and commercials began.

NEW MATERIAL DEVELOPMENT (20')

CULTURE NOTE:

Ancient Egypt was an ancient civilization in Northeastern Africa, concentrated along the lower reaches of the Nile River in what is now the modern country of Egypt. Egyptian civilization coalesced around 3150 BC (according to conventional Egyptian chronology) with the political unification of Upper and Lower Egypt under the first pharaoh.

Ancient Greece was a Greek civilization belonging to a period of Greek history that lasted from the Archaic period of the 8th to 6th centuries BC to the end of antiquity (ca. 600 AD). Included in Ancient Greece is the period of Classical Greece, which flourished during the 5th to 4th centuries BC. Classical Greece began with the repelling of a Persian invasion by Athenian leadership. Because of conquests by Alexander the Great, Hellenistic civilization flourished from Central Asia to the western end of the Mediterranean Sea.

Ancient Rome was an Italic civilization that began on the Italian Peninsula as early as the 8th century BC.

Located along the Mediterranean Sea and centred on the city of Rome, it expanded to become one of the largest empires in the ancient world, with an estimated 50 to 90 million inhabitants (roughly 20% of the world's population) and covering 6.5 million square kilometres (2.5 million sq. mi) during its height between the first and second centuries AD. In its approximately 12 centuries of existence, it came to dominate Southern and Western Europe, Asia Minor, North Africa, and parts of Northern and Eastern Europe.

Papyrus /pə'paɪrəs/ is a thin paper-like material made from the pith of the papyrus plant, *Cyperus papyrus*, a wetland sedge that was once abundant in the Sudd of Southern Sudan along with the Nile Delta of Egypt. Papyrus is first known to have been used in ancient Egypt (at least as far back as the First Dynasty), but it was also used throughout the Mediterranean region and in the Kingdom of Kush. The Ancient Egyptians are thought to have used papyrus as a writing material, as well as employing it commonly in the construction of other artefacts such as reed boats, mats, rope, sandals, and baskets.

The city of **Pompeii** was an Ancient Roman town-city near modern Naples in the Italian region of Campania, in the territory of the Comune of Pompeii. Pompeii, along with Herculaneum and many villas in the surrounding area, was mostly destroyed and buried under 4 to 6 m (13 to 20 ft.) of ash and pumice from the eruption of Mount Vesuvius in 79 AD.

SB Task 1, page 72

Ask students to read and answer the questions in small groups or pairs. They are to brainstorm their knowledge of the first civilizations and guess how they were able to advertise.

KEY: *Answers can be found in the text.*

SB Task 2, page 72

Give students 3 minutes to read the text and check their answers that they had written down previously. Ask questions to check comprehension. *What was wall painting used for? Can it still be seen? Why were images used to advertise something, instead of slogans? What were the first newspaper advertisements promoting?*

SB Task 3, page 72

This task is a move towards the grammatical focus of the lesson. Ask students to write out all the verbs in the first paragraph and tell them they are all in the passive voice. Have students read the questions and answer them in pairs.

KEY:

a – d *We don't know / can't tell.*

Ask students to read the **Conclude box** and choose the correct options. Repeat the rule again and make sure everyone understands what you are talking about, since these are the basics of the passive voice.

KEY:

Conclude box: don't know, don't care, unknown, unimportant.

SB Task 4, page 73

Students are supposed to see the difference between active and passive sentences, which refer only to the agent or patient of the action respectively. Take time to let them know that the passive voice is not only used when we do not know or do not care who the agent is, but also when we want to emphasize the action rather than the agent.

Write the following example sentences on the board:

Albert Einstein developed the first theory of relativity.

– The emphasis is on Albert Einstein.

The first theory of relativity was developed by Albert Einstein.

– The emphasis is on the theory of relativity.

However, make sure the students understand that the meaning is the same while the emphasis is different.

Having explained that, have students to copy in their notebook and to complete the **Conclude box** using the knowledge they have just gained.

KEY:

- a Agent: (none); patient: adverts.
- b Agent: Archaeologists; patient: adverts.
- c Agent: A blacksmith; patient: his trade.
- d Agent: (none); patient: Trades.

Conclude box: agent, do; patient, happens.

SB Task 5, page 73

Ask students to reread the text and find all the verbs in the passive sentences. Tell them to write one example for each tense in the table.

Students should copy the table into their notebooks and complete it. Only then you should explain the rules of how the passive voice is formed and ask them to complete the rule in their notebooks.

KEY:

- 5.1
- 5.2 The main verbs are all in participle form.
- 5.3 The auxiliaries are all to be.
- 5.4 will: will be
present simple: is, are
present perfect: have been, has been
past simple: was, were
- 5.5 Conclude box:
tense, auxiliary verb, participle, main verb

Tenses	Auxiliaries	Main verbs
'will' future	was have been	used found
present simple	is were has been	practised traced associated
present perfect	are will be	sold announced
past simple		printed designed demanded ravaged boosted broadcast maintained made

Write this sentence on the board:

Active sentence: *I eat apples.*

Explain how to get a passive sentence in four steps:

1. Start with the OBJECT (apples)
2. Detect the tense in which the active sentence is and put TO BE into that tense (present simple)
3. Put the verb in the active sentence into the PAST PARTICIPLE (regular verbs – ed, irregular verbs 3rd column) (eaten)
4. Doer/agent of the action (BY SOMEBODY) is not always important.

Passive sentence: *Apples are eaten (by me).*

PRACTICE (15')

SB Task 1, page 74

Guide students to copy these sentences into their notebooks and form passive sentences. Go around and see if they need any help. Invite a few students to read their answers.

KEY:

- a Coffee is drunk all over the world.
- b That new Adele CD will be released next week.
- c The Berlin Wall was destroyed in 1989.
- d My biscuit's been stolen!
- e Smoking is prohibited.
- f A new café has been opened on the corner.
- g I'll be laughed at if I wear this!
- h Poor Mrs Brown was run over while she was crossing the road.
- i We'll be eaten alive if we play Man United!
- j A lot of Earth-like planets have been found.

WB Task 1, page 67

Students do the task individually and then provide feedback. If there are several mistakes made while forming irregular past participles, take time to go through them again, or suggest checking them on pages 121 and 122 in their Workbook.

WB Task 2, page 67

Students do this task individually.

HOMEWORK

WB Task 3 and 5, page 68

LESSON 2

Student's Book: pages 74, 75

Workbook: page 69

TOPIC	Not agents, but patients (SB Tasks 2-5, pages 74-75, WB Tasks 6-8, page 69)
AIMS	<ul style="list-style-type: none"> To acquire and practise the passive voice rules To practise the use of prepositions
MATERIALS	<ul style="list-style-type: none"> Student's Book, Workbook
AIDS	<ul style="list-style-type: none"> Board
CLASS ORGANIZATION	T-class, individual work, pair work, group work

INTRODUCTION (5')

Check homework.

Invite a student or two to revise how passive sentences are formed and to explain what their purpose is.

Write a scheme on the board so that all the students can be reminded:

<i>Object</i>
+
<i>'to be' in the appropriate tense</i>
+
<i>the main verb in past participle form</i>
+
<i>BY subject</i>

PRACTICE (40')

WB Task 4, page 68

Students discuss the sentences in pairs and decide which sound more natural to them. Elicit feedback.

Write a negative active sentence on the board and ask students to write the passive form of the same sentence.

He is not cleaning the car now.

Suggest that forming negative passive sentences is not in any way different from creating affirmative passive sentences.

The car is not being cleaned now.

Now write an active question and guide students to write a passive sentence again. This time they might be confused by the inversion introduced. Tell them that the same thing happens. They are supposed to keep the same word order, but turn the subject into the object and the other way around.

Will you do the dishes?

Will the dishes be done?

If they have problems doing it, suggest turning the interrogative active sentence into an affirmative one, creating an affirmative passive sentence and then moving it back to the question form again.

Will you do the dishes?

You will do the dishes.

The dishes will be done.

Will the dishes be done?

SB Task 2, page 74

Students do this task individually, copying these sentences into their notebook first. Go round and check if they need any help. Invite students to provide feedback.

KEY:

a *When are the bins emptied?*

b *That letter won't be delivered until Thursday.*

c *Britain hasn't been invaded for nearly 1, 000 years.*

d *Smoking isn't allowed.*

e *What will we be taught next?*

f *Has a gorilla ever been launched into space?*

g *We're not paid to go to school.*

h *Rome wasn't built in a day.*

i *Hasn't your singing talent been discovered yet?*

SB Task 3, page 74

Students do this task individually, but have them check the tenses with their partners before providing feedback.

KEY:

a *is spoken in*

b *is broken by*

c *are reserved for*

d *has been awarded (an Oscar) for*

e *has been translated into*

f *have been released from*

g *was defeated at/in*

h *was recorded by*

i *was invented in*

j *will be held in*

k *'ll be sent (no preposition)*

l *will be remembered for*

SB Task 4, page 75

Students do the task in pairs. These tasks help them revise the use of prepositions and tenses as well.

a) There are 14 *verb + preposition* combinations in the list, but only 13 questions to use them in: *invent + in* is superfluous;

b) The last 4 questions should all have 4 gaps, not 3;

KEY:

1 *(given)*

2 *is better known as*

3 *is named after*

4 *Is, made from*

5 *are constructed of*

6 *was, discovered in*

7 *was invented by*

8 *was (n't) built in*

9 *Was, baked, for*

10 *will be held across*

11 *will be blown at*

12 *has been closed for*

13 *has been eaten by*

SB Task 5, page 75

Guide students to do this task individually, having in mind which adverbials require which tenses. The same verb should be used in **a** and **b**, but the tenses are different. Let them check their answers in pairs. Elicit feedback.

KEY:

- | | |
|------------------------------|------------------------------|
| 1a <i>will be cancelled;</i> | b <i>has been cancelled.</i> |
| 2a <i>was located;</i> | b <i>is... located.</i> |
| 3a <i>will be sung;</i> | b <i>are sung.</i> |
| 4a <i>'ll be arrested;</i> | b <i>were... arrested.</i> |
| 5a <i>was taken;</i> | b <i>is taken.</i> |
| 6a <i>has been found;</i> | b <i>was found</i> |

WB Task 6, page 69

This task is somewhat different from those that students have encountered so far. Suggest determining the tense in which the sentence must be and finding the agent (which will be transformed into the subject in active sentences) before doing anything else.

WB – Task 7, page 69

Students do this task individually and check their answers with their partner. Invite students to read paragraph by paragraph in order to check whether they have done it correctly. Ask students what they think of e-books. What are the advantages and disadvantages of having them? Encourage students to read in English no matter which source they might use.

WB – Task 8, page 69

Students do this task individually. Check feedback.

HOMEWORK

WB – Task 9, page 70 – Encourage student to be as creative as possible while making a quiz. You should make the creation of passive questions only a medium here, not the objective. You could even bring a quiz of your own to try it on them before setting this homework, so that students' interest is raised for the task.

D LISTENING AND SPEAKING

Clothes don't make the man or do they?

Lesson summary:

- **VOCABULARY:** Shopping vocabulary
- **LISTENING:** Multiple matching, listening for specific information
- **SPEAKING:** Role-play: argument in a shop; discussing shopping habits; debate: Brand vs. No-name

Suggested teaching time: 1 lesson

LESSON 1

Student's Book, pages 76, 77

Workbook, pages 70-72

TOPIC	Clothes don't make the man – or do they? (SB Tasks 1-11, pages 76, 77; WB Tasks 1-6, pages 70-72)
AIMS	<ul style="list-style-type: none"> • To discuss different shopping habits and clothes preferences • To practise speaking skills; role-plays and organize a debate • To practise listening skills: listening for gist, listening for specific information
MATERIALS	<ul style="list-style-type: none"> • Student's Book • Workbook
AIDS	<ul style="list-style-type: none"> • Board • Handouts/transparency
CLASS ORGANIZATION	T-class, individual work, pair work, group work

INTRODUCTION (5')

Check homework.

Write 'shopping' on the board. Brainstorm and write places where shopping can be done (market, shopping centre, grocery store, etc.) on the board.

TAPESCRIPT: T18

Daughter: Look, mum. There is no point in trying on these jeans. I'm never going to wear them.

Mother: But, what's wrong with them?

Daughter: They just... don't look good enough. I want Levi's jeans. All my friends have Levi's. I'm the only one walking around in these cheap no-name jeans.

Mother: But you know more than well that a pair of Levi's jeans is too expensive. We can buy three pairs in this shop instead of one pair of Levi's.

Daughter: But I bet brand names are better quality. I'm sure that's why they cost so much.

Mother: Oh, come on. You can't honestly believe that! All the brand names are overpriced. Put a label on something, and the price doubles. We're paying for their advertising costs,

SB Task 1, page 76

Focus on the photos and ask which of these places you have already mentioned.

NEW MATERIAL DEVELOPMENT (40')

T18 – SB Task 2, page 76

Before you listen to the recording, brainstorm what potential arguments might occur while going shopping. Announce that they will be listening to a dialogue between a mother and a daughter in a clothes shop. Students take a look at the photo and try to guess what the argument might be about.

SB Task 3 and 4, page 76

Listen to the recording again and guide students to answer the questions in pairs. Ask them if any similar situation has ever happened to them, who they agree with, what they would do if they were in the mother's place, and what the connection between a brand and quality is.

KEY: Answers can be found in the tapescript.

T 19 – SB Task 5, page 76

Announce that another recording will be played where 4 people will be talking about shopping for clothes. Students have to connect these speakers with sentences which describe their attitude towards shopping. There is one letter extra, so warn students to be careful. It is only their attitude they have to pay attention to. Students do the task individually. Check feedback.

KEY:

- 1 d
- 2 c
- 3 b
- 4 e

SB Task 6, page 76

Students can do this task in pairs. Check feedback.

KEY:

- a Mark
- b Emily
- c Lilly
- d Martha

not for the quality.

Daughter: But still... Mum, I don't want my friends to think that they are better than me. No-name jeans simply aren't cool.

Mother: Now Molly, you know that's nonsense. Clothes don't make the man. If your friends don't like you for what you wear instead of liking you for who you are, well, then they don't deserve to be your friends.

Daughter: (*almost crying*) Oh, Mum... You just don't get it, do you? I just want to be like everybody else. Why can't you understand that?

Mother: OK, that's enough now. Sorry sweetie, but we just can't afford the jeans you want. You got the boots, but the jeans are too much. Now, are you going to try on these jeans or not?

Daughter: Oh, OK...

Task 7, page 77

Students should do this task in pairs. Limit the time to 5 minutes. Invite several pairs to act it out in front of the class. If your class is not a very imaginative group, you can tell them to do **Task 1, 2 and 3** in their **Workbook** instead.

SB Task 8, page 77

Form smaller groups (of some 4-5 students) and have them discuss their shopping habits by following the guidelines in the books. Suggest making notes and forming it into a report about their peers.

SB Task 9, page 77

This is a task that requires more time than is offered in class. Therefore, encourage students to be creative and make a project that might be handed in, or shown, at the end of the semester / term about the class' attitudes to clothes.

T20 – SB Task 10, page 77

After listening to the conversation between Mona and Charlie, have students complete orally the useful expressions and copy them into their notebooks, if necessary.

KEY: Answers can be found in the tapescript.

Choose between these two options:

SB Task 11, page 77

Write a dialogue in pairs following the guidelines offered. Invite several pairs to act them out in front of the class.

or

WB – Task 5, page 72

Write a dialogue in pairs following the guidelines offered. Invite several pairs to act them out in front of the class.

If you have enough time, organize a classroom debate (**WB – Task 6, page 71**) and discuss Brands vs. No-name products. Select one student as a moderator and divide the rest of the class into two, regardless of what their opinion of the topic is. Suggest writing down several sentences in favour of the topic they represent. Limit the time to 5 minutes and start a debate. Encourage respect toward other opinions and have the moderator keep class discipline. Intervene if necessary.

HOMEWORK

WB – Task 4, page 72

TAPESCRIPT: T19

Speaker 1 (Martha, 16)

I just love shopping and shopping for clothes is what I like most. Then comes buying cosmetics and accessories. I usually go shopping with my friends, and my mum also takes me shopping every time I get a good grade at school. Of course, I buy only brand names, because I could never, ever wear a no-name product. You may find me shallow, but I believe clothes make the man and I'm not ashamed of it. The shopping mall is my favourite place in the world.

Speaker 2 (Lilly, 16)

Well, I don't know, it's really not the right question for me I guess because I simply don't have money to spend on shopping. When I really need something, like a new pair of jeans or sneakers, Mum and I go and buy it. Sometimes we buy brands, sometimes not – I don't really care about that, it's just important that I like it and that it fits. Still, I love flea markets – there you can find some really interesting stuff, such as old records and magazines, vintage clothes, jewellery... and it's all quite cheap.

Speaker 3 (Mark, 17)

I'm not really into shopping. It's a kind of torture for me to go shopping for clothes, or – and that's even worse – shoes. My mom and my sister buy everything for me, and I'm really grateful to them for doing that. The only exception is my sports equipment. When it comes to tracksuits and trainers I have to try them on first. Even that I don't like but there is nothing I can do about it, it's something that has to be done.

Speaker 4 (Emily, 18)

I used to love shopping for clothes. It didn't happen very often since we don't have that much money to spend on clothes, but it was always a fun thing to do. My mum has a really good taste in clothes and she would always help me pick out some nice pieces. Then I spent one school year abroad and came back 12 kilos overweight! Going shopping for clothes has been a disaster ever since. There is much less choice for me, and I generally don't like how I look in most of these clothes. I can't wait to go back to my normal weight.

TAPESCRIPT: T20

Mona: What do you think of these boots? They have them in black and dark red.

Charley: I think they're very cute. And they're definitely your style. Do they have your size?

Mona: I'm not sure. Excuse me. Do you have these boots in size 8?

Shop assistant: Let me just check... Yes, we do. I'll bring them out immediately... Here you go. Try these on.

Mona: They fit well. I do like them, but I would also like to try them in red.

A bit later...

Charley: Do you think this skirt would suit me?

Mona: Definitely! You should try it on.

Charley: Which way is the dressing room, please?

Shop assistant: Over there, on the left.

Charley: OK, I'll take this cashmere sweater to try on as well.

Charley: So... What do you think?

Mona: I think it's very pretty. And it looks great with the sweater.

Charley: Maybe the sweater is a little too big. Do you happen to have a smaller size?

Shop assistant: Here you go Miss, try this size on.

Charley: Thanks.

Mona: So, are we done? Shall we pay? I'll take the red boots. You?

Charley: I'll take both the skirt and the sweater.

Shop assistant: OK, that will be £89.99 for the boots, please.

Mona: Here you are.

Shop assistant: £100.00. Thank you. And here is your change.

Charley: I'll take this skirt and the sweater, please.

Shop assistant: Your total is £65.49.

Charley: Do you accept credit cards?

Shop assistant: Of course.

Charley: There you go.

Shop assistant: OK, Miss, can you please enter your PIN number? OK, that's fine. Have a good day!

Mona and Charlie: Thank you and good-bye.

E WRITING

An advertising campaign

Lesson summary:

- **VOCABULARY:** Learn-pad, phrases commonly used in advertising
- **READING:** To develop reading skills
- **WRITING:** To write a description of a product, to write an invitation

Suggested teaching time: 1 lesson

LESSON 1

Student's Book: pages 78, 79

Workbook: pages 73-75

TOPIC	An advertising campaign (SB Tasks 1-6, pages 78, 79, Workbook Tasks 1-6, pages 73-75)
AIMS	<ul style="list-style-type: none">• To learn how to start an advertising campaign• To learn how to write a description of a product• To learn how to write an invitation• To practise reading skills• To practise writing skills
MATERIALS	<ul style="list-style-type: none">• Student's Book
AIDS	<ul style="list-style-type: none">• Board
CLASS ORGANIZATION	T-class, individual work, group work

INTRODUCTION (5')

Check homework.

NEW MATERIAL DEVELOPMENT (10')

SB Task 1, page 78

Students read the text individually and discuss the way the product is described with their partners. You can ask them: *What is it that makes it so appealing? What is it that would make you buy it? What does this advertisement include?*

SB Task 2, page 78

Have students reread the text and write out the parts that reveal what is asked from them. They should do it in pairs. This way they are conceptualising how marketing works and start preparing their minds for the task they are to face after this lesson.

PRACTICE (13')

WB – Task 1, page 73

Students do this task individually so as to raise their interest in the subject and take a look at the **Vocabulary stop** table to see how the objects are to be described.

WB – Task 2, page 73

Students do this task in pairs. In order for students to understand what is expected of them, you can start a game by describing one product, so that students can follow your example.

This product is a common electrical appliance, usually used as a kitchen appliance. It is made of plastic, metal and glass, and is often distributed in black, white or grey colours. It produces heat by the absorption of energy by water molecules in the food, so that the food placed inside is quickly heated or cooked. (MICROWAVE)

NEW MATERIAL DEVELOPMENT (10')

SB Task 3, page 79

Students pay attention to the expressions commonly used in advertisements and commercials. Have them translate these phrases and words and think of others frequently used in Georgian commercials.

SB Task 4, page 79

Set the time limit for this task at approximately 3 minutes. Let students think of the list of products in pairs. While eliciting feedback, write some of the product names on the board.

SB Task 5, page 79

With their partners, students look at the invitation and discuss what information an invitation has to contain and how it should be organized.

PRACTICE (7')

WB Task 5, page 74

Student should study these invitations as well and try to answer the questions in pairs.

KEY:

Regrets only, please – respond/call only if you CANNOT be at the party

RSVP – Répondez, s'il vous plaît – means that you should respond anyway

WB – Task 6, page 75

Set a time limit for this task (3 minutes) and have students pick two out of three parties listed in the workbook and write invitations for the events. They can either do it in pairs or individually.

Set the project as long-term homework (Task 6, page 79). Divide the class into several smaller groups and give them a task to invent a product and describe it. They should also make a sketch of what their product looks like and draw a poster advertising it. They should show it to you in a week's time. The next step will be the promotion of this product. They should think of an event where it will be presented and make invitations. If your class is creative enough and if you have enough time to dedicate to this task, have them write a script, do the casting, make a video and present it to the class. Offer your help throughout and tell them that the class will elect a winner from these advertising campaigns.

KEY: Student's answers.

F BITS OF... GRAMMAR AND VOCABULARY

Lesson summary:

- **LISTENING:** To develop listening skills
- **WRITING:** Translation
- **GRAMMAR:** Relative clauses
- **SPEAKING:** Saying numbers

Suggested teaching time: 2 lessons

LESSON 1

Student's Book, pages 80, 81

Workbook, pages 75-76

TOPIC	BIT 1 Relative clauses (SB Tasks 1-4, pages 80, 81, WB Tasks 1-3, pages 75-76)
AIMS	<ul style="list-style-type: none">• To practise the form and use of relative clauses• To learn the difference between defining and non-defining relative clauses
MATERIALS	<ul style="list-style-type: none">• Student's Book• Workbook
AIDS	<ul style="list-style-type: none">• Board
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (5')

Check homework.

NEW MATERIAL DEVELOPMENT (30')

SB Task 1, page 80

Ask two students to read these sentences (a boy and a girl, if possible). Write the two sentences on the board:

Norah is visiting her client, who publishes books.

Derek is visiting his client who publishes books.

Use the sentences in the book as guidelines to explain the difference between defining and non-defining relative clauses. Discuss the importance of the comma here. When is comma used in Georgian? What are these clauses called in Georgian? What is their purpose?

KEY:

- a *Norah's sentence contains a comma; No, they don't.*
- b *Just one; Yes, we do.*
- c *More than one; No, we don't.*
- d *She only has one client, and here comes some information about that client; Without the comma, what comes next picks out the client we mean, instead of just giving extra information.*

Set another example before moving on to the **Conclude box**.

Write these two sentences on the board:

Mary's brother, who lives in Spain, is an architect.

Mary's brother who lives in Spain is an architect.

Ask students to explain the difference now.

Tell them that sentences with commas are called **non-defining relative clauses**, because they provide extra information about the noun preceding them. In other words, if we hid the clause in between commas, we would still know who the person (Mary's brother) is.

Explain that the sentence without commas is called a **defining relative clause**, because, as the name says, it defines the noun preceding it. It means that without that clause we wouldn't be able to determine which person we are talking about, so we need additional data.

In this example it means that in the first sentence, Mary has only one brother (an architect), who, by the way, lives in Spain. The second example tells us that Mary has several brothers and that the following information (that he lives in Spain) is crucial for us to understand which one she is talking about.

Ask students to copy in their notebook and to complete the **Conclude box** now that they know the difference between defining and non-defining relative clauses.

Check feedback.

KEY:

Conclude box:

with; just gives us extra information.

without; answers the question 'which one (s)?'

SB Task 2, page 80

Write these two sentences on the board:

The girl _____ is standing right behind you is my sister.

The book _____ you lent me is broken now.

Ask the students to fill the sentences with relative pronouns.

If they answer correctly, write *who* in the first sentence and *which* in the second one. Ask them if *that* can be used in either one. Have them do the task in their books. emphasize that **that** cannot be used as the relative pronoun in a non-defining clause!

KEY:

a *that: things and people (and pets)*

b *which: things only*

c *who: people (and pets) only*

SB Task 3, page 80

Now ask students to decide in which of the above mentioned sentences (with Norah, Derek and Mary's brother) *that* can be used. Check feedback.

KEY: *Derek's*

PRACTICE (10')

SB Task 4, page 81

Students do this task in pairs. Check feedback.

KEY:

- a *... art that...*
- b *... painting, which...*
- c *... Barratt, who was...*
- d *... girls who...*
- e *... products which...*
- f *... (correct)*
- g *... slogan that...*
- h *... women who worked...*

WB – Task 1, page 75

Students do this task individually and check with their partners before giving feedback.

WB – Task 2 and 3, pages 75-76

Ask students to do this task in pairs. Give them several minutes, go round and check whether they are able to combine sentences on their own. Then get feedback. Ask students why all of the sentences in Task 2 have to be defining and those in Task 3 non-defining.

HOMEWORK

If there was not enough time to do all the tasks from the workbook, do only several of the sentences in class, and set the rest as homework.

LESSON 2

BIT 2 SAYING NUMBERS

TOPIC	BIT 2 Saying numbers (SB Tasks 1-4, page 81, Workbook Tasks 4-6, pages 76-77)
AIMS	<ul style="list-style-type: none">• To practise saying numbers• To learn the world's currencies• To practise listening skills• To practise translations
MATERIALS	<ul style="list-style-type: none">• Student's Book• Workbook
AIDS	<ul style="list-style-type: none">• Board• Dictionary (Georgian/English)
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (10')

Check homework.

Warmer:

Draw this table on the board and ask students to fill it in with the currencies (and fractional units) they know:

COUNTRY:	CURRENCY:
Germany	Euro / cent (EUR)
Japan	Japanese yen / sen (JPY)
the USA	United States dollar / cent (USD)
the UK	British pound / penny (GBP)
the Czech Republic	Czech koruna / haler (CZK)
Hungary	Hungarian forint / filler (HUF)
Bosnia and Herzegovina	Bosnia and Herzegovina convertible mark / fening (BAM)
Canada	Canadian dollar / cent (CAD)
Republic of Georgia	Georgian Lari / tetri (GEL)
Australia	Australian dollar / cent (AUD)
Mexico	Mexican peso / centavo (MXN)
Brazil	Brazilian real / centavo (BRL)
Montenegro	Euro / cent (EUR)

They probably won't know all the currencies, especially fractional units, so help them out. Ask them which currencies they have had a chance to see, or pay with. Ask them if they know its value. For example, how much is one convertible dollar, compared to the lari?

NEW MATERIAL DEVELOPMENT (35')

T21 – SB Task 1, page 81

Ask several students to read these numbers out loud. They don't have to copy anything into their notebooks. If other students don't agree with what was read, let them try as well.

Afterwards, play the recording and check the answers. Draw students' attention to the plural form of a 'penny'.

CULTURE NOTE:

The word **penny** (a small coin) has two plural forms. One, **pennies**, is regular. The other is not – **pence**. As a rule of thumb, use the latter when you are giving a precise cost. When you are talking about the coins in general, use **pennies** – e. g. "I have a pocket full of **pennies**" but "The postage costs twenty **pence**."

T22 – SB Task 2, page 81

Have students do this task in pairs. Before listing to the recording, have some students read the answers to check if they understood how the prices have to be read.

T23 – Task 3, page 81

Students listen to the recording and write down the numbers they hear. Check their answers by asking students to write the numbers on the board.

You can prolong this task by introducing pair work in which students write 5 numbers into their notebooks, read them to their partners and check if the numbers are correct. You can make it a tournament: those students who have all the correct answers go into another round. You gather only those students and repeat the task. And keep going in the same way until you have a winner.

SB, Task 4, page 81

Students do this task individually. While checking feedback, elicit explanations of all three words in English.

KEY:

- a *affordable*
- b *overpriced*
- c *much too high*
- d *bargain*

WB – Task 4, page 76

Have students do this interesting task individually and check it in pairs before providing you with feedback.

WB – Task 6, page 77

Students do this task individually. Elicit feedback.

HOMEWORK

WB – Task 3, page 76 – Students should translate these sentences into English. Tell them that they should consult a dictionary if necessary. Check homework next time, because some of the expressions in this task are very important. For example, PDV – VAT/ Value-added tax; popust – discount; kreditna kartica – credit card; napojnica – tip, etc.

TAPESCRIPT: T21

six pounds fifty
ninety pence
two thousand five hundred Euros
forty-nine Euro cents
one hundred and ninety-nine dollars and ninety-nine
twenty-five cents

TAPESCRIPT: T22

- 1 You said I could get a discount? – That's right. 15% if you pay in cash.
- 2 Is this price with tax? – No, sir. 17.5% VAT should be added.
- 3 Am I required to leave a tip? – Yes and no. It depends if you are happy with the service. However, most customers add 15% to the bill.
- 4 Don't you think £50 is a bit too much for a white T-shirt? – But it's not! This is real Egyptian cotton. It's worth every penny!
- 5 Can you put it on my credit card? – Unfortunately not. All bills below €20 have to be paid in cash.

- 6 Excuse me, are you sure this price is correct? – Yes, madam. The vase is £1059.99. It's handmade and unique.
- 7 How much did you pay for the car? – We agreed on \$8,000. I think I got a real bargain!
- 8 How much does the total come to? – That will be £3,550, service included.

TAPESCRIPT: T23

You won't believe how much money I spent last weekend. On Saturday morning I had my hair done and it cost £49.99! The price went up by almost 20%! Then I had lunch with Maggie and it was my turn to pay. The bill was £52.50 and when I left the waiter a tip another £60 was gone. On Sunday afternoon Jack took me to the cinema, but I didn't let him pay for my ticket, so when he got them both for £8.80 I had to give him my part, which turned out to be £5 since I didn't have any change. I think I'm going to stay home next weekend and spend a maximum of £15 on take-away dinner.

G WRITING

Advertising trivia

Lesson summary:

- **VOCABULARY:** Vocabulary related to advertising
- **READING:** Reading articles about advertising and the TV series *Mad Men*
- **SPEAKING:** Talking about a TV series dealing with the topic of advertising, talking about the logos and symbols used in advertising
- **WRITING:** Slogans

Suggested teaching time: 1 lesson

LESSON 1

Student's Book, page 82
Workbook 76

TOPIC	TOPIC: Advertising trivia (SB Tasks 1-5, pages 82, 83, WB Tasks 1 and 2, pages 77-78)
AIMS	<ul style="list-style-type: none">• To develop students' cultural competence and to learn about the logos and symbols used in advertising• To talk about a TV series related to the topic of advertising• To acquire advertising vocabulary• To learn how to write a slogan
MATERIALS	<ul style="list-style-type: none">• Student's Book• Workbook
AIDS	<ul style="list-style-type: none">• Board
CLASS ORGANIZATION	T-class, individual work, group work

INTRODUCTION (5')

Check homework.

Pre-teach the word *trivia* (details or information that are not important). Brainstorm potential meanings. Have students look at the photos and brainstorm ideas about them (SB Task 1, page 82). Can they recognize them? Where have they seen them? Why are they important? Have they become symbols of anything today?

NEW MATERIAL DEVELOPMENT (40')

SB Task 2, page 82

Students read the text individually. Talk to the class to see if their brainstormed ideas from the previous task are correct. Ask comprehension questions if the class is not very talkative: *What do three Rs represent today? Who used them for the first time? When was the picture of Santa Claus first used? When did it become famous and why? Who is Rosie the Riveter and what does she represent? Uncle Sam is a fictional character first used for what? What has it been representing ever since?*

SB Task 3, page 82

Have students reread the text and complete the task with the appropriate highlighted words. Ask them to write out any other words whose meaning they are not familiar with. Ask for feedback, and if there is other unknown vocabulary, write it on the board and elicit its meaning before explaining it yourself. Let students discuss what part of speech these words are.

KEY:

- a *depict, v.*
- b *tag line, n.*
- c *recruitment, n.*
- d *inspiring, adj.*
- e *munitions, n.*
- f *mantra, n.*
- g *personification, n.*
- h *fictional, adj.*

SB Task 4, page 83 – Students should do this task individually. You can ask them to write additional sentences in pairs for the other unknown words written on the board, if any. Elicit feedback.

KEY:

- a *personification*
- b *mantra*
- c *depicts*
- d *munitions*
- e *inspiring*
- f *recruitment*
- g *fictional*
- h *tag line*

SB Task 5, page 83

Brainstorm about Georgian advertisements that had a significant cultural impact. Have students discuss it in pairs before sharing their ideas with the class. Ask students if they have ever seen any TV series dealing with advertising or advertising companies. If they have, let them retell the summary.

KEY: *Potential answers might be: Mad Men, Trust Me, The Pitch, The Crazy Ones, Bosom Buddies, Bewitched, Melrose Place, Full House, One and a Half Men, Who's the Boss?*

WB – Task 1, page 77

Have students read the **Information Stop!** and check if they knew this before. Ask them if they have ever seen or heard about the series 'Mad Men' (if you haven't already discussed it in the previous task). Have students read the text and insert the three out of four parts of the sentences taken out. Remind them that this type of task requires reading the text, rereading the text, stopping at each gap, looking at the sentence after the gap, predicting what kind of information might come in between and then referring to the listed ideas and selecting the one they find that closest fits their prediction. Students should do this task alone. Elicit feedback.

WB – Task 2, page 78

If you have another 10 minutes, divide the class into several groups (4-5 students) and ask them to pick three out of the six products listed below and think of a good slogan for them. Suggest following the guidelines written in the workbook. Ask a representative of each group to share their slogans with the rest of the class.

HOMEWORK

Ask students to write slogans for the other 3 products listed in the workbook, or provide them with other product ideas: anti-ageing night cream, anti-cellulite cream, hair-growth shampoo, etc.



UNIT 5 RIGHT OR WRONG?

(1ᄁᄁᄁ.ᄁᄁᄁ. 1, 2, 3, 4, 5, 6)

This unit includes:

- **VOCABULARY:** Conman, ethical dilemmas, film, courtroom, crime, careers, prejudice
- **GRAMMAR:** Conditionals
- **SPEAKING:** Describing preferences in terms of movies, talking about right and wrong decisions, different careers and prejudice
- **WRITING:** A film review

Student's Book: pages 84-101

Workbook: pages 80-98

A LISTENING AND SPEAKING

Doing the right thing

Lesson summary:

- **VOCABULARY:** Criminal activities
- **SPEAKING:** Talking about right and wrong, difficult decisions, consequences
- **LISTENING:** Listening to people talking about good or bad decisions they made in the past

Suggested teaching time: 1 lesson

LESSON 1

Student's Book, pages 86, 87

Workbook, pages 80-85

TOPIC	Doing the right thing (SB Tasks 1-7, pages 86, 87, WB Task 1-10, page 80-85)
AIMS	<ul style="list-style-type: none">• To acquire new vocabulary• To talk about what is right and what is wrong• To practise reading skills (multiple matching, multiple choice and gap-fill reading comprehension)• To practise listening skills
MATERIALS	<ul style="list-style-type: none">• Student's Book• Workbook
AIDS	<ul style="list-style-type: none">• Board
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (10')

Ask students to take a look at the picture on page 84 and to say which character is shown there. What is special about him and why has he been chosen for the topic called 'Right or wrong'? Start a discussion by asking students if they have ever done anything they have been ashamed of, or that might have caused trouble to other people. If the class is not very talkative, ask additional questions: *Have you ever stolen anything? Have you ever lied to your parents? Why? What were you trying to achieve? Have you ever lied to your friend? Why?*

NEW MATERIAL DEVELOPMENT (35')

SB Task 1, page 86

Have students take a look at the three pictures in the book and discuss in pairs what they are doing and what decisions they are about to make. Ask them if they have ever done anything similar.

KEY: *Students' answers.*

SB Task 2, page 86

Ask students to write 3 sentences in their notebooks commenting on the pictures from the previous task. Have them start their comments using the listed phrases. Once they have done so, have them discuss different opinions with their partners and explain their reasons (which they don't need to write down).

WB Task 1, page 80

Pre-teach the term 'con artist' (a person who deceives other people by making them believe something false or making them give money away). This task should be an atmosphere booster, so let students do it individually and then compare it to their partner's answers. Discuss the scores with the class and make statistics about the number of 'future criminals' your class has.

SB Task 3, page 86

Divide the class into several groups and have them discuss the following situations. Draw their attention to the guidelines in the books and tell them that the answers to those questions will be required while giving feedback in front of the whole class. You can also ask them to put these situations into the right order, according to how frequently they have found themselves in them. Check the frequency in which these occur with the whole class and have them draw conclusions about the lives of teenagers.

KEY: *Students' answers.*

T24 – SB Task 4, page 87

Students listen to the recording and do the task in pairs. Elicit feedback.

KEY: *Answers can be found in the tapescript.*

SB Task 5, page 87

Students do this task individually. They should listen to the text again and complete the sentences with the 4-word expressions required in the task. Check feedback and write these expressions on the board.

KEY:

- a ... *ashamed of myself for...*
- b ... *sudden pang of guilt...*
- c ... *kept thinking about it...*
- d ... *I had come clean...*
- e ... *something pricking my conscience.*
- f ... *known better than to...*
- g ... *too ashamed to admit...*
- h ... *didn't say a word.*

SB Task 6, page 87

Students pay attention to the previous task and connect the phrases (that have now been placed

on the board as well) to the sentences with a similar meaning listed in this task.

KEY:

- a *extra sentence*
- b *There is something pricking my conscience.*
- c *I knew that was cheating and felt ashamed of myself for doing it but I chose not to think about it.*
- d *I was too ashamed to admit I'd made a mistake.*
- e *If I had come clean, everything would have been taken away from me.*
- f *extra sentence*
- g *I felt a sudden pang of guilt because I knew she was a much better student than I was.*
- h *He also didn't say a word.*
- i *I kept thinking about it, but didn't know what else to do.*
- j *I should have known better than to get into his car.*

In order for students to remember these phrases, you can add an additional 10-minute task in which you work on their memory.

Write the sentences from Task 4 on the board. Invite a student to the front of the class and ask him/her to erase all the prepositions from the sentences. Then, pointing at the (now gapped) sentences one by one, elicit the full sentences from the class. Don't write the prepositions back in the gaps. Call another student to the front, and ask him/her to erase all the verbs. Ask the class to complete the sentences now. Repeat the process with adverbs, pronouns, adjectives, and nouns, etc. You can stop at anytime, but the students will soon be able to perform the full sentences by heart. This is a good way to make them memorise something you find very important. If you don't have enough time, do the Workbook tasks:

WB Tasks 2 and 3, page 81

Students do both of these tasks individually. Elicit feedback once they have checked their answers with their partners.

SB Task 7, page 87

If there is enough time, let students do this task individually first. They should discuss it with their partners afterwards.

Choose several students to share their experience with the rest of the class.

If you are short of time, set this task as homework. Students should write a short essay about their experience, following the questions in the book as a guideline.

HOMEWORK

Any of the remaining tasks in the workbook: **WB – Tasks 4, 5, 6, 7, 8, 9 and/or 10, pages 81-85)**

There are so many tasks in the workbook that you can make a new lesson if you find them all interesting and useful.

TAPESCRIPT: T24

Speaker 1

During my senior year, my family was having some financial difficulties and the only way for me to go to college was to get a scholarship. I applied for one that asked for a very long motivation essay. I had been trying for weeks to write something, but whatever I wrote sounded dull. I was convinced there was no way I'd get a scholarship like that. So I searched the Internet and I downloaded a perfect essay. I knew that was cheating and I felt ashamed of myself for doing it, but I chose not to think about that. "My" essay impressed the school board and I got the scholarship. However, several weeks later I discovered that a girl from my class who applied for the same scholarship didn't get it. She didn't enrol in college because of that. I felt a sudden pang of guilt because I knew she was a much better student than I was, and she deserved it much more than I did. If anything, she sure didn't plagiarize her motivation essay. I kept thinking about it, but didn't know what to do. If I had come clean, everything would have been taken away from me. So I didn't say anything. To be honest, if I were in a similar situation again, I'd probably do the same thing. It might have been wrong, but it was right for me at that point.

Speaker 2

There is something pricking my conscience that happened a year ago. We were at a party. There were dozens of people, most of whom I didn't know. My best friend was somewhere with her boyfriend, and I was standing there alone, feeling awkward. A group of people was in one room with a keg in the middle and all of them were drinking. I had to drink something; otherwise they would have thought I wasn't cool enough. But I didn't have much. I explained that I didn't know how I'd get home. Then, a very cute boy said he'd give me a lift. He was a bit tipsy, he couldn't have been drunk, but I should have known better than to get into his car. But he was so nice and talkative, I just couldn't resist. I guess he fancied me too because he was speeding and showing off. Suddenly, a bicycle appeared right in front of us. There was nothing he could have done. He hit it and the person fell on the ground. I panicked. When he stopped the car, I ran away. All I could think of was my parents telling me never to sit in a drunken person's car. Later on I found out that the person on the bike wasn't seriously hurt. The boy lost his licence for driving under the influence. I never told anyone I was in the car with him, I was too ashamed to admit I'd made a mistake. He also didn't say a word. But, we never spoke again.

B READING AND VOCABULARY

Flying high

Lesson summary:

- **READING:** An article about Frank W. Abagnale
- **VOCABULARY:** Vocabulary related to different careers
- **GRAMMAR:** Parts of speech, word formation
- **TO PRACTICE:** Reading skills (multiple choice)

Suggested teaching time: 2 lessons

LESSON 1

Student's Book, pages 88-91

Workbook, pages 85-86

TOPIC	Flying high (SB Tasks 1-4, pages 88-90, WB Tasks 1-2, page 85)
AIMS	<ul style="list-style-type: none">• To acquire and practise new vocabulary from the article about Frank W. Abagnale• To acquire new vocabulary related to crime• To practise reading skills• To practise parts of speech and word formation
MATERIALS	<ul style="list-style-type: none">• Student's Book
AIDS	<ul style="list-style-type: none">• Board• Vocabulary transparency/handouts/ computer/projector• OHP• Resource Bank
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (10')

Check homework.

Brainstorm different crimes and write them on the board. Have students explain them in English. Possible ideas: *embezzlement, arson, robbery, fraud, burglary, theft, murder, shoplifting, mugging, trespassing, rape, looting, smuggling, drug peddling, slender, blackmail, bribe, kidnap, hijack, forgery, counterfeiting, etc.*

SB Task 1, page 88

Write these words on the board and ask several students to explain them in English. Ask for a Georgian equivalent as well.

KEY:

embezzlement: the crime of stealing money that people trust you to look after as part of your work – მითვისება, გაფლანგვა

impersonation: the act of pretending to be someone else in order to trick people – თავის გასაღება სხვა ადამიანად

to extradite: to send someone accused of a crime back to the country where the crime was committed for a trial – ექსტრადირება (დამნაშავეს გადაცემა სხვა სახელმწიფოსთვის)

fraud: the crime of obtaining money from someone by tricking them – თაღლითობით ფულის გამოძალვა

con artist: someone who lies in order to make people give him money – თაღლითი

forgery: the crime of making copies of valuable documents or works of art in order to make money by selling them – გაყალბება

to grant parole: to give a prisoner permission to leave prison before the official time if they promise to obey particular rules – ვადაზე ადრე გათავისუფლება

imposter: someone who pretends to be someone else, in order to trick people – თვითმარქვია, შარლატანი

CULTURE NOTE:

Frank William Abagnale, Jr. (¹/ˈæbəɡneɪ/), Italian pronunciation: "abagnale"; born April 27, 1948) is an American security consultant known for his history as a former confidence trickster, check forger, and impostor. He became one of the most famous impostors ever, claiming to have assumed no fewer than eight identities as an airline pilot, a doctor, a U. S. Bureau of Prisons agent, and a lawyer. He escaped from police custody twice (once from a taxiing airliner and once from a U. S. federal penitentiary), before he was 21 years old. He served less than five years in prison before starting to work for the federal government. He is currently a consultant and lecturer for the FBI academy and field offices. He also runs Abagnale & Associates, a financial fraud consultancy company.

Abagnale's life story provided the inspiration for the feature film *Catch Me If You Can*, starring Leonardo DiCaprio as Abagnale, a Broadway musical of the same name which opened in April 2011, and a ghostwritten autobiography also of the same name.

NEW MATERIAL DEVELOPMENT (20')

SB Task 2, page 88

Check with students if they have ever seen the movie *Catch Me If You Can*. If they have, pick a student to tell you what the movie is about. If they haven't, have them read the information below the title, discuss it in pairs and share their predictions about the text/story with the rest of the class.

Ask them to scan the text and see if their predictions were right.

SB Task 3, page 88

Have students read the text carefully and do the multiple choice task individually. Suggest predicting what the answer might be before looking at the options. Have them compare the answers in pairs before checking with the rest of the class.

KEY:

- 1 b
- 2 a
- 3 b
- 4 c
- 5 a

Ask students if there were other unknown words in the text and write them on the board. Elicit both meaning and translation.

PRATICE (15')

SB Task 1, page 90

Having read the article, students have to complete the Vocabulary box, i. e. to find words whose definitions are given on page 89. Check the answers by calling out a student who will first read the meaning and another student who will say the corresponding word. Ask for translations if necessary.

KEY:

- white-collar crime: crime in which people working in offices steal money from the company that they work for*
- depict: to describe using words or pictures*
- ghostwritten: written by someone on behalf of the named author*
- petty crime: a type of crime that isn't very serious*
- overdraw one's account: spend more money than you have in your account*
- intern: someone who works in a job in order to get experience*
- issue: a problem*
- malicious: showing a strong feeling of wanting to hurt someone*
- perpetrate: to do something illegal or dishonest*
- remuneration: payment*
- make amends: do something good in order to show that you are sorry about something you had done*

SB Task 2, page 90

Let students do this word formation task individually, but before eliciting feedback, suggest checking their answers with their partners.

KEY:

NOUN	VERB	ADJECTIVE
<i>con/con artist/con man</i>	<i>con</i>	<i>conned</i>
<i>extradition</i>	<i>extradite</i>	<i>extradited</i>
<i>forgery</i>	<i>forge</i>	<i>forged</i>
<i>perpetrator</i>	<i>perpetrate</i>	<i>perpetrated</i>
<i>impersonation</i>	<i>impersonate</i>	<i>impersonated/ling</i>
<i>malice</i>	–	<i>malicious</i>
<i>fraud</i>	–	<i>fraudulent</i>
<i>embezzlement/ embezzler</i>	<i>embezzle</i>	<i>embezzled</i>

You can add all the crimes mentioned at the beginning of the lesson to this table. Have students draw the table into their notebooks and fill it in with crimes. Elicit the verb and the noun (but not only of the name of the crime, but also its perpetrator).

noun CRIME	noun CRIMINAL	verb WHAT THEY DO
FORGERY RAPE RIOT MURDER THEFT DRUG PEDDLING ARSON CONSPIRACY ROBBERY TREASON FRAUD ASSASSINATION SMUGGLING ASSAULT SHOPLIFTING BLACKMAIL TERRORISM HIJACKING BURGLARY MUGGING KIDNAPPING ESPIONAGE EMBEZZLEMENT LOOTING EXTORTION, IDENTITY THEFT, PIRACY, STALKING, TAX EVASION, TRESPASSING, VANDALISM, WEAPON POSSESSION, etc.		

SB Task 4, page 90 (Afterthought)

Use the questions provided in this task as a guideline for the discussion. Help students with the vocabulary used in these questions and encourage cooperation between peers before you elicit feedback. While talking to students about what identity theft is, its examples, opportunists etc., try to select different students to perform orally, so that the class can hear different opinions and so that some students can practise their speaking skills. While talking about Frank's behaviour, divide the class into several groups: one to find excuses for his behaviour, one to be his judge and decide what the best penalty might be, etc.

HOMEWORK

Have students complete the table drawn on the board/handed in if there was not enough time to do it in class or make them do **WB Tasks 1 and 2, page 85.**

LESSON 2

Student's Book, pages 90, 91
Workbook, page 86

TOPIC	Flying high (SB Task 3-6, pages 90, 91; WB Tasks 3-5, page 86)
AIMS	<ul style="list-style-type: none">To revise and practise new vocabularyTo learn about the story of Frank W. AbagnaleTo practise reading skills
MATERIALS	<ul style="list-style-type: none">Student's BookWorkbook
AIDS	<ul style="list-style-type: none">Board
CLASS ORGANIZATION	T-class, individual work, pair work, group work

INTRODUCTION (10')

Check homework.

Ask students if they know any famous criminals and what they are known for. You can suggest a discussion about: Al Capone (bootlegger), Charles Manson (murderer), Jack the Ripper (murderer), Pablo Escobar (drug dealer), Bonnie and Clyde (robbers), etc.

Remind the students of the text you have read. Ask a student (or several) to tell the story of Frank W. Abagnale.

NEW MATERIAL DEVELOPMENT (35')

SB Task 3, page 90

Brainstorm some vocabulary learnt in the previous lesson and ask students to do the task individually. As you check the answers, elicit the meaning of the other word as well.

KEY:

- a B
- b A
- c A
- d B
- e A
- f B

SB Task 4, page 91

Have students do this text in pairs. Suggest they read the words first and warn them that there is one extra word. Ask for other unknown words from the article and write them on the board (i. e. *to swindle* – to get money dishonestly from someone by deceiving or cheating them; *to entrust* – to give someone a thing or a duty for which they are responsible; *on-going* – continuing to exist or develop or happening at the present moment; *bogus* – false, not real or not legal).

KEY:

con artist, granted parole, impersonation, accused of embezzling, extradited, embezzlement, fraud

Ask a student to retell the text.

SB Task 5, page 91

Students do this text in pairs. Elicit feedback. You can ask students to create their own sentences using the remaining two words.

KEY:

- a *intern*
- b *malicious*
- c *issue*
- d *make amends*
- e *petty crime*
- f *depicted*

WB Task 3, page 86

Ask students to read the sentences they are to complete and, in pairs, decide which part of speech has to be used. They complete the sentences individually and check them with their partner before giving feedback.

WB Task 4, page 86

Students should try to do this task individually and then check it with their peers. Draw their attention to the right word order. Elicit feedback.

WB Task 5, page 86

Have students do this task in pairs. Remind them that the right use of prepositions is extremely important in English and might help them greatly while doing gap-filling tasks. Elicit feedback.

SB Task 6, page 91

If there is enough time, divide the class into 3 groups and give each group one of the statements to discuss. Limit the time to 10 minutes and suggest writing several notes that might help them express their opinion when called upon. Elicit feedback from the representative of each group, asking additional questions to the other members. If you are short of time, ask students to pick one of the three statements and write an opinion essay at home.

C GRAMMAR

Imagine...

Lesson summary:

- **GRAMMAR:** Acquiring and practising conditionals (zero, first, second and third)
- **LISTENING:** Listening to John Lennon and Beyoncé's songs
- **VOCABULARY:** Practising vocabulary

Suggested teaching time: 2 lessons

LESSON 1

Student's Book, pages 92, 93

Workbook, pages 87-88

TOPIC	Imagine... (SB Tasks 1-4, pages 92, 93, WB Tasks 1-5, pages 87-88)
AIMS	<ul style="list-style-type: none">• To acquire and practise the form and use of conditionals• To practise reading and speaking skills• To apply the knowledge of conditionals to John Lennon's song 'Imagine'
MATERIALS	<ul style="list-style-type: none">• Student's Book• Workbook
AIDS	<ul style="list-style-type: none">• Board• Transparency/handout/computer/projector
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (10')

Check homework.

Encourage students to share their experience in terms of wishful thinking, i. e. what fantasies they have had about their lives. *Where would they like to live? Where would they travel if they had a lot of money? What would they buy?*

NEW MATERIAL DEVELOPMENT (25')

SB Task 1, page 92

Divide the class into several groups and ask them to read the imaginary scenarios listed in the book. Ask them to answer the questions individually and then discuss the different/similar ideas that they wrote down with the rest of the group. Elicit feedback by asking several students to share their ideas.

SB Task 2, page 92

According to the several answers you have received from your students, ask them whether those scenarios are likely to happen. Have students copy in their notebooks and complete the table with the degree of likelihood for each scenario. In addition, draw their attention to the time in which these imaginary situations happen/

will happen/ might happen/ have happened and ask them to complete the second column of the table. Have them do the rest of the task in the previously selected groups. Elicit feedback.

KEY:

Most likely: a.

Least likely: d (which, being in the past, is impossible). (Option c is, presumably, impossible in the actual present, but could conceivably become true in some future 'present'.)

Future: a & b (and arguably c, in part).

Present: c (and arguably the future, in part).

Past: d.

Table:

a Possible, future, present, Will you...?, first.

b Unlikely, future, past simple, Would you...?, second.

c Impossible (at present), now, past simple, Would you...?, second.

d Impossible, past, past perfect, Would you have...?, third.

SB Task 3, page 92

Deduce (based on what you have just gone through) what word we normally use to combine sentences into conditionals. Elicit a translation of the word.

KEY: „if“ (and sometimes „when“)

SB Task 4, page 92

Ask students to do this task in pairs and encourage them to think carefully when answering the questions. These questions are here to enable the understanding of conditionals, which is often a problem because of the tenses used in hypothetical situations.

KEY:

a ... freezes;... boils; zero conditional; when.

b Possible, general time (future, now AND past, but just now will do), present, Does it / Do you...?, zero.

c The 'time' column, because it relates to no particular time, but to all time in general.

d The optimist; the pessimist would use past simple (and "would").

e Present; it says he's an optimist; it wouldn't be so inspiring.

Students should now understand that both clauses (the if-clause and the main clause) can be **real or unreal** and refer to **present (future) or past**. Depending on these factors, the clause will look different.

Real conditional describes real-life, possible situations.

Unreal conditional describes imaginary situations.

First of all, you must decide if the situation in the if-clause is real or unreal.

Examples of real if-clauses:

- **If he sees me**, he looks away. (Zero conditional or first conditional can be used.)
It's a situation that happens very often.

- **When I lost my keys**, my dad would always yell at me.
I lost my keys many times.

Examples of unreal if-clauses.

- **If I could read people's minds**, I...
But that will never happen.

- **If I had studied harder**,...
but I didn't.

Once you've decided about that, it's time to choose the correct tense. As mentioned earlier, there are two choices: **the present (future) or the past.**

Draw this table on the board.

TYPE	IF CLAUSE
0 (always)	Present Simple
1 (future)	Present Simple
2 (present)	Simple Past
3 (past)	Past Perfect

MAIN CLAUSE	TRANSLATION
Present Simple	როცა კარგი ამინდია, სალამქროდ მივდივართ
Will & shall Future/ Imperative/modals	თუ ასე იქნება... წავალთ.
Would (should, could) + bare infinitive	ასე რომ იყოს... ხომ წავიდოდით.
Would (should, could) + have + past participle	ასე რომ ყოფილიყო... წავიდოდით.

Explain that 0 conditional always occurs if the condition has been met.

First conditional is possible/ likely to happen if the conditional is met (in the future).

However, second and third conditionals are not likely to happen. In the second one we wish the situation was different from what it actually is now, while in the third we regret about something that happened in the past and there is nothing we can do to change it.

It is crucial that students understand that tenses don't provide us with the real picture here (in the second and third conditional) and that they should be sure what each tense represents and when it should be used. If they have problems with it, use Georgian to help them. They first have to know what they want to say or what is being said.

Before moving on to practising conditionals, you can listen to John Lennon's song 'Imagine' and show students the song with reduced lyrics on a transparency (with all the conditionals removed from the song).

CULTURE NOTE:

John Winston Ono Lennon, MBE (born **John Winston Lennon**; 9 October 1940 – 8 December 1980) was an English musician, singer and songwriter who rose to worldwide fame as a founding member of the rock group the Beatles, the most commercially successful band in the history of popular music. With Paul McCartney, he formed a songwriting partnership that is one of the most celebrated of the 20th century. "Imagine" is a song written and performed by John Lennon. The best-selling single of his solo career, its lyrics encourage the listener to imagine a world at peace without the barriers of borders or the divisiveness of religions and nationalities, and to consider the possibility that the focus of humanity should be on living a life unattached to material possessions.

Beyoncé Giselle Knowles-Carter (/biːˈjɒnsɛɪ/ bee-YON-say) (born September 4, 1981) is an American singer and actress. Born and raised in Houston, Texas, she performed in various singing and dancing competitions as a child, and rose to fame in the late 1990s as the lead singer of R&B girl-group Destiny's Child. Managed by her father Mathew Knowles, the group became one of the world's best-selling girl groups of all time. Their hiatus saw the release of Beyoncé's debut album, *Dangerously in Love* (2003), which established her as a solo artist worldwide; it sold 11 million copies, earned five Grammy Awards and featured the Billboard Hot 100 number-one singles "Crazy in Love" and "Baby Boy".

"Imagine"

Imagine there _____ no heaven
 It _____ easy if you _____
 No hell below us
 Above us only sky
 Imagine all the people
 Living for today...

Imagine there _____ no countries
 It _____ hard to do
 Nothing to kill or die for
 And no religion too
 Imagine all the people
 Living life in peace...

You may say I'm a dreamer
 But I'm not the only one
 I hope someday you'll join us
 And the world will be as one

Imagine no possessions
 I _____ if you _____
 No need for greed or hunger
 A brotherhood of man
 Imagine all the people
 Sharing all the world...

You may say I'm a dreamer
 But I'm not the only one
 I hope someday you'll join us
 And the world will live as one

KEY:

"Imagine"

*Imagine there's no heaven
 It's easy if you try
 No hell below us
 Above us only sky
 Imagine all the people
 Living for today..*

*Imagine there's no countries
 It isn't hard to do
 Nothing to kill or die for
 And no religion too
 Imagine all the people
 Living life in peace...*

*You may say I'm a dreamer
 But I'm not the only one
 I hope someday you'll join us
 And the world will be as one*

Imagine no possessions
I wonder if you can
No need for greed or hunger
A brotherhood of man
Imagine all the people
Sharing all the world...

You may say I'm a dreamer
But I'm not the only one
I hope someday you'll join us
And the world will live as one

Check if the students have understood the notion of conditional sentences by completing the tasks from the Workbook.

PRACTICE (10')

WB Task 1, page 87

Have students connect the sentences in pairs, but let them create zero conditional sentences on their own. Elicit feedback. Warn them about when a comma is used (it is used only when conditional sentences are inverted, i. e. when an 'if-clause' (a subordinate clause) starts the sentence and is followed by the main clause. Ask students what the zero conditional represents.

WB Task 2, page 87

Students now move on to dealing with the first conditional, but only the one with modal verbs. Ask them to do this task individually and check the answers with their partners before giving feedback.

WB Task 3, page 88

Students do this task in pairs. When eliciting feedback, ask for translations in order to check their understanding of the zero and first conditionals.

HOMEWORK

WB Tasks 4 and 5, page 88

LESSON 2

Student's Book, pages 93
Workbook, pages 89-91

TOPIC	Imagine... (SB Tasks 1-4, pages 93, WB Tasks 6-12, pages 89-91)
AIMS	<ul style="list-style-type: none">To practise the form and use of conditionalsTo practise reading, listening and speaking skills
MATERIALS	<ul style="list-style-type: none">Student's BookWorkbook
AIDS	<ul style="list-style-type: none">BoardTransparency/handout/computer/projectorResource bank
CLASS ORGANIZATION	T-class, individual work, pair work, group work

INTRODUCTION (10')

Check homework.

Revise the forms and use of conditionals and show the table drawn in the previous lesson on the transparency so that students can check anything that they might be insecure about. Write these sentences on the board and ask students to translate them:

თუ დროზე გავიღვიძებ, ვისაუზმებ.

თუ შინ დროზე დავბრუნდები, ჩემს საყვარელ სერიალს ვუყურებ.

18 წლის რომ გავხდები, საცხოვრებლად საზღვარგარეთ წავალ.

This way they are revising what has been previously learnt.

As a warmer, you can also do the **Resource bank activity** (giving advice), but have in mind that you need about 20 minutes to do it.

PRACTICE (35')

SB Task 1, page 93

Have students do this task in pairs. Make it an interview where the interviewer, whom you elect, writes the question that he or she is about to ask in his or her notebook before actually asking it. The answers needn't be written. Students should revise the use of the zero conditional. Ask a pair or two to perform out loud.

KEY: Students' answers.

SB Task 2, page 93

This task should be done in the same way as the previous one, but this time elect another student to be the interviewer and write down the questions he or she will ask. Students should revise the use of the first conditional. Check feedback from several pairs.

KEY: Students' answers.

Make sure students understand the difference between 'if' and 'when'. Ask them to deduce the difference themselves. ('When' is used when the scenario is likely to happen or will happen definitely, while 'if' raises a question of unlikelihood.)

SB Task 3, page 93

Have students do this task in pairs, asking each other questions in the second conditional. Draw their attention to the unreal scenarios they have created and remind them that the second conditional is used to form unreal scenarios in the present (although present tenses are not used). Elicit feedback from several pairs.

KEY: *Students' answers.*

SB Task 4, page 93

Students should practise the use of the third conditional. Ask them to write down 5 things that have happened recently and made a difference in their lives. Let them take turns, following the guidelines in the book and asking each other questions. Make sure that they understand it is used for hypothetical scenarios that show our regret for something that happened in the past, or fantasies about what would have been different if things hadn't happened the way they did. Ask several pairs to converse in front of the class.

KEY: *Students' answers.*

In order to practise conditionals some more, have students do some additional tasks from their Workbook.

WB Task 6, page 89

Ask students to do this task individually. Elicit both the correct answers and translations.

WB Task 8, page 89

Students do this task in pairs. Elicit feedback and check why they have used either of the conditionals. They need to know the difference by now.

WB Task 9, page 90

Students do this task individually in order to practise the third conditional. Suggest checking the answers with their partner before giving feedback. Elicit translations.

If there is enough time, play Beyoncé's song 'If I Were a Boy' and have students complete the gaps with one of the conditionals. Discuss which conditional it is and why it is used. Draw their attention to the last stanza where the tenses are real, not used in the subjunctive, and where the real time action can be seen.

CULTURAL NOTE:

Beyoncé Giselle Knowles-Carter (/biːˈjɒnseɪ/ bee-YON-say) (born September 4, 1981) is an American singer and actress. Born and raised in Houston, Texas, she performed in various singing and dancing competitions as a child, and rose to fame in the late 1990s as lead singer of R&B girl-group Destiny's Child. Managed by her father Mathew Knowles, the group became one of the world's best-selling girl groups of all time. Their hiatus saw the release of Beyoncé's debut album, *Dangerously in Love* (2003), which established her as a solo artist worldwide; it sold 11 million copies, earned five Grammy Awards and featured the Billboard Hot 100 number-one singles "Crazy in Love" and "Baby Boy".

"If I _____ A Boy"

If I _____ a boy
Even just for a day
I _____ outta bed in the morning
And _____ on what I wanted and _____
Drink _____ with the guys
And _____ after girls
I _____ it with who I wanted
And I _____ never _____ confronted for it.
'Cause they _____ for me.

If I _____ a boy
I think I _____
How it feels to love a girl
I swear I _____ a better man.
I _____ to her
'Cause I know how it hurts
When you lose the one you wanted
'Cause he's taken you for granted
And everything you had got destroyed

If I _____ a boy
I _____ my phone
_____ everyone it's broken
So they _____ that I was sleepin' alone
I _____ myself first
And _____ the rules as I go
'Cause I know that she _____ faithful
Waitin' for me to come home (to come home)

If I _____ a boy
I think I _____
How it feels to love a girl
I swear I _____ a better man.
I _____ to her
'Cause I know how it hurts
When you lose the one you wanted (wanted)
'Cause he's taken you for granted (granted)
And everything you had got destroyed

It's a little too late for you to come back
Say it's just a mistake
Think I _____ you like that
If you _____ I would wait for you
You thought wrong

But you're just a boy
You don't understand
Yeah, you don't understand, oh
How it feels to love a girl someday
You wish you were a better man
You don't listen to her
You don't care how it hurts
Until you lose the one you wanted
'Cause you've taken her for granted
And everything you had got destroyed

But you're just a boy

KEY:

"If I Were A Boy"

„Verse“

*If I were a boy
Even just for a day
I'd roll outta bed in the morning
And throw on what I wanted and go
Drink beer with the guys*

And chase after girls
I'd kick it with who I wanted
And I'd never get confronted for it.
'Cause they'd stick up for me.

„Chorus”
If I were a boy
I think I could understand
How it feels to love a girl
I swear I'd be a better man.
I'd listen to her
'Cause I know how it hurts
When you lose the one you wanted
'Cause he's taken you for granted
And everything you had got destroyed

„Verse”
If I were a boy
I would turn off my phone
Tell everyone it's broken
So they'd think that I was sleepin' alone
I'd put myself first
And make the rules as I go
'Cause I know that she'd be faithful
Waitin' for me to come home (to come home)

„Chorus”
If I were a boy
I think I could understand
How it feels to love a girl
I swear I'd be a better man.
I'd listen to her
'Cause I know how it hurts
When you lose the one you wanted (wanted)
'Cause he's taken you for granted (granted)
And everything you had got destroyed

„Bridge”
It's a little too late for you to come back
Say it's just a mistake
Think I'd forgive you like that
If you thought I would wait for you
You thought wrong

„Chorus 2”
But you're just a boy
You don't understand
Yeah, you don't understand, oh
How it feels to love a girl someday
You wish you were a better man
You don't listen to her
You don't care how it hurts
Until you lose the one you wanted
'Cause you've taken her for granted
And everything you had got destroyed

But you're just a boy

HOMework

WB Tasks 7, 10, 11 and 12, pages 89, 90, 91

D LISTENING AND SPEAKING

What would you do?

Lesson summary:

- **VOCABULARY:** Moral and ethical dilemmas
- **LISTENING:** Listening for specific information (ethical dilemmas)
- **SPEAKING:** Giving advice, helping someone to make a decision
- **GRAMMAR:** Prepositions and multi-part (phrasal) verbs

Suggested teaching time: 1 lesson

LESSON 1

Student's Book, pages 94, 95

Workbook, pages 91-93

TOPIC

What would you do? (SB Tasks 1-8, pages 94, 95; WB Task 1-6, pages 91-93)

AIMS

- To talk about morality and ethical dilemmas
- Sharing and discussing different opinions
- To develop listening skills
- Role-play – giving advice

MATERIALS

- Student's Book
- Workbook

AIDS

- Board
- Resource bank

CLASS ORGANIZATION

T-class, individual work, pair work

INTRODUCTION (10')

Check homework.

Raise interest in class by asking students whether they have ever been in any kind of a dilemma (more important than what to wear or what to eat). Ask questions to start a discussion: *How can you make a decision? What are the factors that affect you? Have you ever seen a movie in which someone has been faced with a serious dilemma? What was the film about?*

NEW MATERIAL DEVELOPMENT (35')

SB Task 1, page 94

Select two students to read these two situations and have them do the task in pairs. Have them write down their answers and then elicit feedback. Ask several students to read their answers out loud and say what they would do in a similar situation.

KEY: *Students' answers.*

To make this topic even more interesting, ask students what they think is moral: two boys are hanging from a cliff and are about to fall. A woman comes. One of the boys is her son.

She can only save one of them. What is the moral thing to do: to save her son or to be impartial and save the other boy? Once again, the question is not what a real mother would do, but what is the moral thing to do. According to philosophers, the moral thing to do is to act quickly and instinctively, without thinking about who the boy is; only then is she doing the right thing. This is not the answer that students usually give. They usually think that the moral thing to do is to save the other boy from falling, because you show that you are not biased, but it is actually equally 'terrible' as saving only your son. This dilemma is highly improbable in everyday life, but makes students think and opens a discussion where they can practise their speaking skills.

T25 – SB Task 2, page 94

Have students read the listed topics before listening to the recording. Play the recording and let students tick the topics that have been mentioned. Suggest checking their answers with their peers before giving feedback.

KEY: *Answers can be found in the tapescript.*

SB Task 3, page 94

According to what has been said on the tape, students should decide which of the two situations from Task 1 is an example of what an ethical dilemma is. Ask a random student to explain why.

KEY: *Students' answers.*

TAPESCRIPT: T25

A: What is an ethical dilemma?

B: An ethical dilemma is a situation where you have to choose between two alternatives. It is rarely easy, and sometimes whatever you do is harmful and you must decide on the course of action that is less harmful.

A: Can you give us some examples?

B: Many ethical dilemmas are based on the opposition of logic and emotions. These are often portrayed in books and films, because they are very engaging for the audience. In these situations, there is a clear logical choice but also an issue caused by an intense emotional weight presented by the problem. A famous example is *Sophie's Choice*. It is a novel written by William Styron, and there is also a film version, starring Meryl Streep. It tells the story of a woman sent to a prison camp by the Nazis, together with her two children. She is told she can spare one of her children, if she chooses which one. Otherwise, both die. She chooses her son, since he's bigger and has better chances of surviving the camp, but is, of course, torn by guilt.

A: Is there such a thing as an easy solution to an ethical dilemma?

B: Well, there is something called utilitarian thinking, which can help one solve a dilemma. Utilitarianism basically tells us that the solution that produces the least unhappiness or harm is the best one. If you are in a situation whose outcomes can make either five or twenty people unhappy, you have to choose the one which will make only five people miserable. A famous illustration of a utilitarian choice is the overcrowded lifeboat dilemma. A storm hits a ship and thirty survivors end up on a lifeboat designed for ten people. Another storm is coming and the lifeboat will sink unless it is made lighter. This actually happened once, and the captain decided to throw the weaker people overboard so that the strong ones could row to safety. The question is whether his decision was worse than letting everyone die, and if the captain should be convicted of murder.

A: There is one particular moral dilemma that you've set your heart on, isn't there?

B: Yes, I'm doing research into dilemmas which relate to the idea of having a moral obligation to help other people. Unfortunately, nowadays people don't pay much attention to others but strictly mind their own business. How many times have you witnessed the situation in which someone was attacked or mugged on the street, or in public transport, and passers-by did nothing? My question is: should we be punished for just being onlookers, for not helping the victim? Is it moral to turn your head the other way?

A: And finally, could you give our listeners some advice on how to deal with ethical dilemmas?

B: Well, the most important thing, in my opinion, is to consider your own motives and try to separate them from your decision. For example, you've found out that your good friend's girlfriend is cheating on him. You are facing a dilemma whether to tell your friend what you've found out or not. Your first instinct is to keep quiet rather than risk losing your friend's friendship. But you shouldn't be thinking about yourself only; you should think about the consequences for your friend and his girlfriend. Ask yourself what would happen if you didn't say anything, and also, what would the consequences be if you did say something.

A: You've certainly given us some food for thought. Thank you, Professor Harmon.

B: Thank you for having me.

TAPESCRIPT: T26

John: Can I ask you something? How do you feel about cheating on exams?

Patrick: Hm, I guess it's wrong, but to my mind it depends on the situation. Why are you asking me?

John: Well, I have an important exam coming up next month and I might have come across an easy way out.

Patrick: I don't get it. What do you mean?

John: Last time we had history, the teacher gave me some notes to catch up on the lectures she gave when I was ill. Among the notes, there was this list of questions for my final exam. What do you think? Should I use them?

Patrick: Wow! That sounds great, but it definitely brings up several questions.

John: What questions?

Patrick: Well, even with the exam questions, you still need to study for it, but it seems to me it would be unfair to the others in your class. In my view, you wouldn't be cheating at the exam as much as you would be lying to your friends.

John: Yeah, I know. Any ideas on what to do about it?

Patrick: Well, to my way of thinking, if you decide to use those questions, you have to share them with the others, too. On the other hand, the teacher's then bound to find out what happened.

John: You think so? If she finds out, I might get expelled.

Patrick: That's what I'm talking about. Have you considered that option?

John: There's nothing to consider. That's simply not an option!

Patrick: I believe it's decided then. You won't use the questions, will you?

John: I guess not. There's too much at stake. Thanks for helping me clear things up.

SB Task 4, page 94

Play the recording again. Allow students 2 minutes to answer these questions and write them down. They should check them with their partner before giving feedback.

KEY: *Answers can be found in the tapescript.*

SB Task 5, page 94

Ask several students to share their opinion with the class.

KEY: *Students' answers.*

T26 – SB Task 6, page 95

Start a discussion about cheating in exams. Ask several questions: *Do they do it? If yes, how do they do it? Do they have a guilty conscience? Do they think that it is unfair? Is there a situation in school in which they wouldn't cheat?* Play the recording and check their understanding by answering the questions in the book.

KEY: *Answers can be found in the tapescript..*

SB Task 7, page 95

Ask students to do this task in pairs. Elicit feedback. Have students discuss with their partner what they would do in a similar situation. Discuss their morality.

KEY: *Answers can be found in the tapescript.*

SB Task 8, page 95

If you have enough time, follow the instructions in the book. If you are short of time, allow students to pick one of the 3 situations and discuss them with their partner. Encourage several pairs to perform their conversation in front of the class.

HOMEWORK

Any of the **WB** tasks on pages 91-93.

E WRITING

Have you seen it?

Lesson summary:

- **WRITING:** A film review
- **READING:** Reading comprehension
- **VOCABULARY:** Practising vocabulary (films)

Suggested teaching time: 1 lesson

LESSON 1

Student's Book, pages 96, 97

Workbook, pages 93-95

TOPIC

Have you seen it? (SB Tasks 1-7, pages 96-97; WB Tasks 1-9, pages 93-95)

AIMS

- To learn how to write a film review
- To acquire new vocabulary (movie-related)
- To practise organizing your thoughts into paragraphs
- To develop writing skills

MATERIALS

- Student's Book
- Workbook

AIDS

- Board

CLASS ORGANIZATION

T-class, individual work, pair work, group work

INTRODUCTION (10')

Check homework.

Choose between these two warmers:

Warmer 1:

Brainstorm movie genres from class and write them on the board. Discuss what their favourite genre is and why (possible ideas may be: *comedy, action film, horror, thriller, drama, romantic comedy, adventure movie, science fiction, animated movie, western, fantasy, historical, crime, etc.*).

Warmer 2:

Talk about any movie (preferably a famous one) and students have to guess which film you are referring to. Select 3-4 students, one by one, to do the same, thus introducing the topic of today's lesson.

NEW MATERIAL DEVELOPMENT (35')

SB Task 1, page 96

Tell students this is vocabulary related to films and ask them to explain the words in English. Elicit translations as well to make sure students understand the words exactly.

KEY:

producer: *a person responsible for the financial and managerial aspects of the making of a film or broadcast or for staging a play, opera, etc.*

leading role: most important role; star part in a movie or theatre performance

dubbed: (of a soundtrack of a film) replaced with one in a different language, so that the actors seem to be speaking the other language

flop: a complete failure

low-budget: made with a small amount of money

stunt: something dangerous, for example jumping from a building, that is done to entertain people, often as part of a film

trailer: an advertisement for a film or television programme that shows a short part of that film or programme

sequel: a book, film, play etc. that continues the story of an earlier one

director: a person who supervises the actors and other staff in a film, play, or similar production.

script: the written words of a play, film, television programme, speech etc.

plot: the main events of a play, novel, film, or similar work, devised and presented by the writer as an interrelated sequence

SB Task 2, page 96

Students should write **P** or **N** above the words they think have positive or negative connotations. Ask for feedback.

KEY:

Positive	Negative
<i>first-rate, intriguing, insightful, powerful, enjoyable, gripping</i>	<i>flawed, unpretentious, juvenile, second-rate, overrated, predictable, distasteful, bland</i>

SB Task 3, page 96

Ask students to do this task individually and consult their partner if a problem occurs. Elicit translations.

KEY:

- a enjoyable
- b unpretentious
- c second-rate
- d juvenile
- e bland
- f distasteful
- g predictable
- h insightful
- i powerful
- j first-rate
- k intriguing
- k flawed
- m gripping
- n overrated

SB Task 4, page 96

Ask 4 students to shortly say what the listed movies are about. Let students talk to their partners using these sentences and adjectives just learnt to express their opinions about the films. Ask some students to give feedback on what their partners say.

KEY: Students' answers.

WB Task 1, page 93

Ask students to comment on the listed words with their partner and then complete the sentences individually. Elicit feedback.

WB Task 2, page 93

Students should do this short task individually and then check it with their partner. If you are not short of time, suggest writing another 2 movie trivia questions and then brainstorm answers from the class.

WB Task 3, page 94

Limit the time for this task to 2 minutes. This should be enough since genres have already been dealt with at the beginning of the lesson. Elicit feedback.

WB Tasks 4 and 5, page 94

Students do these tasks in pairs. Elicit feedback.

SB Task 5, page 97

Have students skim the text to be able to answer the questions in pairs. Draw students' attention to the type of text they have read. This is a movie review and has strict rules of how it has to be written. The questions students are supposed to answer in this task show them what information has to be included in a review.

KEY: Answers can be found in the text.

SB Task 6, page 97

This task is the second step in teaching students how to write a proper film review. They should reread the text and complete the sentences individually. Apart from the guidelines in the book, tell students that reviews are usually written in the present simple tense.

KEY:

- introduction, title, director, genre
- summary, plot, ending
- opinion, conclusion, recommendation

Go back to the text and ask if students encountered some unknown vocabulary. Write them on the board and explain them. Elicit translations if necessary. Possible unknown words: *wittily* (cleverly, in a funny way); *compelling* (very exciting and interesting and making you want to watch); *retrospectively* (looking back on or dealing with past events or situations); *blooming* (flourishing, prospering); *respectable* (regarded by society to be good, proper, or correct); *venerable* (accorded a great deal of respect, especially because of age, wisdom, or character); *to skyrocket* (increase very steeply or rapidly); *allegation* (a statement which has not been proved to be true which says that someone has done something wrong or illegal); *suspense* (the feeling of excitement or nervousness which you have when you are waiting for something to happen and are uncertain about what it is going to be); *to aspire* (to have a strong want or hope to do or have something); *enticing* (attractive or tempting; alluring).

HOMEWORK

SB Task 7, page 97 – Students should write a movie review following the instructions in the book. You can also ask them to do the remaining tasks in the workbook on page 95.

F BITS OF... VOCABULARY AND GRAMMAR

Lesson summary:

- **VOCABULARY:** Vocabulary related to the judiciary system
- **LISTENING:** To develop listening skills (listening for specific information)
- **GRAMMAR:** Wishes

Suggested teaching time: 1 lesson

LESSON 1

BIT 1 IN THE COURTROOM

BIT 2 WISHES

Student's Book, pages 98, 99

Workbook, pages 96-97

TOPIC	BIT 1 In the Courtroom, BIT 2 Wishes (SB Tasks 1-5/1-3, pages 98, 99; WB Tasks 1-4, pages 96-97)
AIMS	<ul style="list-style-type: none"> • To acquire vocabulary related to the courtroom and judiciary system • To practise listening skills: listening for specific information • To practise wishes
MATERIALS	<ul style="list-style-type: none"> • Student's Book • Workbook
AIDS	<ul style="list-style-type: none"> • Board • Resource bank
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (5')

Check homework. Invite one student to read his or her essay, asking the class to comment on anything they find inappropriate as far as movie review rules are concerned.

NEW MATERIAL DEVELOPMENT (20')

Elicit students' knowledge of a courtroom. Which people have to be present during a trial? What does each of them do?

SB Task 1, page 98

Have students discuss the words in pairs and put them in the right category. Elicit feedback as a class.

KEY:

WHO?	WHAT?	WHERE?
<i>plaintiff</i>	<i>reach the verdict</i>	<i>chambers</i>
<i>defendant</i>	<i>acquit</i>	<i>court martial</i>
<i>jury</i>	<i>be accused of</i>	<i>courtroom</i>
<i>lawyer</i>	<i>plead guilty</i>	<i>criminal court</i>
<i>attorney</i>	<i>subpoena</i>	<i>supreme court</i>
<i>barrister</i>	<i>release on bail</i>	<i>civil court</i>
<i>solicitor</i>	<i>testify</i>	
<i>QC</i>	<i>issue a summons</i>	
<i>judge</i>	<i>convict</i>	
<i>district attorney</i>	<i>plead innocent</i>	
	<i>appeal</i>	
	<i>file a lawsuit</i>	
	<i>be charged with</i>	
	<i>rule on a sentence</i>	

SB Task 2, page 98

Students talk to their partners about the meaning of the listed words. They should try to find a proper Georgian equivalent. Elicit feedback by inviting students randomly to read their answers.

T27 – SB Task 3, page 98

Play the recording and tell students to write the numbers of the correct explanations next to the words in the previous task. Check feedback.

KEY: Definitions can be found in the tapescript.

TAPESCRIPT: T27

1 lawyer: this is a general term for a person who is qualified to advise people about the law, to prepare legal documents for them and/or to represent them in a court of law

2 attorney: in North American English this is a more formal word used for a lawyer and is used especially in job titles

3 district attorney: in the US, this is a lawyer who is responsible for bringing criminal charges against people in a particular area or state

4 jury: this a group made up of members of the public who listen to the facts of a case in a court and decide whether or not somebody is guilty of a crime

5 QC: in Britain, this is the highest level of barrister, and is someone who can speak for the government in court; it is the abbreviation for 'Queen's Counsel'

6 solicitor: this is the British English term for a lawyer who gives legal advice and prepares documents but doesn't usually represent people in court

7 defendant: this is a person who is accused of a crime and is on trial

8 judge: this is a person in a court who has the authority to decide how criminals should be punished or to make legal decisions

9 plaintiff: this is a person who brings a legal case against someone else in the court of law

10 barrister: in Britain, this is a lawyer who is qualified to speak in the higher courts of law

T28 – SB Task 4, page 98

Play the recording and have students write numbers next to the people's location. After having done the task, ask students to tell you what the difference between these locations is. Make sure they understand it exactly.

KEY:

- a courtroom
- b chambers
- c court martial
- d supreme court
- e civil court
- f criminal court

SB Task 5, page 99

In pairs, students read the sentences and try to deal with unknown vocabulary (if there is any). Have them put the sentences into the right order according to the sequence of events in a court case. Ask a pair to read their answers in turns and check its accuracy with the rest of the class.

KEY:

The plaintiff files a lawsuit against the defendant.
The defendant is charged with committing a crime, i. e. is accused of breaking the law.
At the beginning of the trial, the defendant pleads either innocent or guilty.
If the judge allows it, the defendant can be released on bail, i. e. stay out of prison while waiting for the trial.
The court issues a summons for the witnesses to testify on the trial. (If they do not come willingly, they are then subpoenaed.)
Once the jury reaches the verdict, the defendant can be either acquitted or convicted of the crime.
In case the defendant is convicted, the judge will rule on a sentence which can be a fine, imprisonment or community punishment.
The defendant has a right to appeal to a higher court and, possibly, stand another trial.

NEW MATERIAL DEVELOPMENT (15')

Brainstorm students' hopes and dreams. Tell them to write 3 sentences starting with *I hope...*

Write *I hope...* on the board and complete it with one of the examples that the students provide.

For example: *I hope the weather will be nice this evening.*

Underline the verb in the subordinate clause and ask the students which tense this verb is in (*Will/shall* future). Tell students the verb 'to hope' is considered to refer to possible scenarios. A person might hope something will happen because it has either happened before, or there is some (even if slight) evidence. Now draw their attention to the sentences in the book.

SB Task 1, page 99

Students read the sentences carefully and focus on the questions. Encourage them to discuss it with their partner before sharing their opinion with the class.

KEY:

- 1A: now
- 1B: in the past.

It is important that you explain that wishes are hypothetical scenarios, thus unreal, so that they are used in the same way unreal conditionals are used. When you refer to something in the present, or future (just like in the second conditional), the tense used is simple past (or past continuous). In the same way, when referring to something in the past (like in the third conditional), the past perfect tense should be used.

Ask students to complete the **Conclude box** individually in their notebooks.

KEY:

Conclude box: present; past.

Warn students that it is not only the *I wish* expression that requires these rules, but also *I would rather, If only...*

SB Task 2, page 99

Have students talk to their partner using the rules just learnt. Have them write down what their partner says to be able to report it to the class. Elicit feedback from several students.

SB Task 3, page 99

Have students talk to their partner using the rules just learnt. Have them write down what their partner says to be able to report it to the class. Elicit feedback from several students.

HOMEWORK

Have students write down 5 things that they wish for their friends now or in the future, and 5 things that they wish their friends had done differently. Also, set any tasks from the **WB**, pages 96-97, if you haven't done them in class.

TAPESCRIPT: T28

1

Dear law students, once you get your degree and qualify for barristers this room will be the place where you will work. The judge will be sitting here, in front of you, and the jury here, on your right. If you will be representing the plaintiff, you will be sitting closer to the jury and if you'll be representing the defendant, you will be sitting here, to your left, next to your client.

2 We have to research and prepare all the legal documents for the Haines trial. I will interview both plaintiffs and you can talk to the detectives to see what evidence the police have.

3 Ladies and gentlemen of the jury, you are all enlisted officers and your duty is to decide whether the members of the armed forces are guilty according to military law.

4 I'm very sorry, sir, but you are in the wrong place. You cannot file for a divorce here, this is the highest court in the country and the judges here decide only whether acts are constitutional or not. We do not deal with divorces, speeding tickets, thefts or murders.

5 This court is now in session. Today, we are hearing the case against Mr Jones, accused of speeding. He was driving 80 mph while passing the school in the village. Since this is his first offence, we suggest a hefty fine.

6 Your Honour, ladies and gentlemen of the jury, by the end of this trial, we, the prosecution are going to prove, without reasonable doubt, that the defendant is guilty of murder in the first degree.

G BROADENING YOUR HORIZONS

The new girl

Lesson summary:

- **VOCABULARY:** Vocabulary related to discrimination and being different
- **READING:** An article by Marc Mitchell: 'The new girl'
- **SPEAKING:** Speaking about prejudice, discrimination and bad decisions

Suggested teaching time: 1 lesson

LESSON 1

Student's Book, pages 100, 101

Workbook, pages 97-98

TOPIC	The new girl (SB Tasks 1-4, pages 100, 101; WB Tasks 1-3, pages 97-98)
AIMS	<ul style="list-style-type: none">• To develop students' cultural competence• To develop students' awareness of the injustice in the world (prejudice and discrimination)• To acquire vocabulary related to prejudice• To develop reading competences while reading an article
MATERIALS	<ul style="list-style-type: none">• Student's Book• Workbook
AIDS	<ul style="list-style-type: none">• Board• Dictionary
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (10')

Check homework.

Brainstorm ideas about prejudice. What can prejudice be based on? (Gender, political opinion, social class, age, disability, religion, sexuality, race/ethnicity, language, nationality or other personal characteristics.)

What is a common prejudice we face? What is a common prejudice in the world? Tell students to focus on the picture in the book and guess which one this text will be dealing with.

NEW MATERIAL DEVELOPMENT (35')

SB Task 1, page 100

Students do this task in pairs. It should pre-teach them some of the unknown vocabulary they will encounter while reading the text. Elicit feedback as a class.

KEY:

- a soggy
- b straddle
- c slit
- d halo
- e sneer
- f knot

g shuffle

h quiver

SB Task 2, page 100

Have students scan the text only to find answers to the listed questions. Set a time limit of 2 minutes. Check feedback as a class.

KEY: Answers can be found in the text.

SB Task 3, page 100

Ask students to read the text carefully, underlining all the other words they are not familiar with. Since this is an extract from a book written by Marc Mitchell and therefore not adapted, there will probably be several things to discuss. Students should answer the questions individually and discuss their answers with their partners.

KEY: Answers can be found in the text.

SB Task 4, page 100 (Afterthought)

Divide the class into several groups and allow 5 minutes to discuss the questions. Give students enough time to answer them and start a discussion. Elicit students' interpretation of the discrimination illustrated in the text.

KEY: Students' answers.

WB Task 1, page 97

Don't allow students to open their Student's Books. They should do the task first, showing how much they remember and then check their answers by looking for the information in the text. Elicit feedback.

WB Task 2, page 98

In pairs, students are asked to write synonyms for words a-l. Suggest not opening the Student's Book. Let them do the task first, and then they can compare their answers with their partner. After that, allow them to open their books and check the vocabulary in the text. Conduct whole-class feedback.

WB Task 3, page 98

Have students do this task in pairs. This task allows them to see how important the context sometimes is, and how individual words don't always help us understand. Elicit feedback from class.

HOMEWORK

If some of the tasks from the **Workbook on pages 97-98** haven't been done yet, set them as homework.

UNIT 6 BITTEN BY THE TRAVEL BUG

(1ᄁᄁᄁ.ᄁᄁᄁ. 1, 2, 3, 4, 5, 6)

This unit includes:

- **VOCABULARY:** Travelling preferences and styles, cities of the world
- **GRAMMAR:** Reported speech
- **SPEAKING:** Describing one's travelling preferences, being polite, role-play: travel situations
- **WRITING:** A description of a town

A SPEAKING AND VOCABULARY

Are your feet getting itchy?

Lesson summary:

- **VOCABULARY:** Vocabulary related to travelling
- **SPEAKING:** Talking about the means of transport and ways to travel
- **READING:** Traveller's quiz

Suggested teaching time: 1 lesson

LESSON 1

Student's Book, pages 104, 105

Workbook, pages 100-112

TOPIC	Are your feet getting itchy? (SB Tasks 1-7, pages 104, 195, WB Task 1-5, pages 100-101)
AIMS	<ul style="list-style-type: none">• To acquire new vocabulary related to travelling• To talk about different travelling preferences• To practise reading skills• To acquire phrasal verbs• To compare photos
MATERIALS	<ul style="list-style-type: none">• Student's Book• Workbook
AIDS	<ul style="list-style-type: none">• Board• Resource bank
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (5')

Check homework.

In order to start a conversation about travelling, ask students what the most famous tourist destinations in the world are. And in Europe? Why are they so popular? What is it that tourists usually look for?

NEW MATERIAL DEVELOPMENT (40')

SB Task 1, page 104

Let students read the quote and discuss it with their partner. Check if they know who Bilbo and Frodo are in the first place and then move on to the discussion. Ask the class what the term *to get itchy feet* means (to start to want to

travel or do something different). Talk to the class about their affection for travelling.

KEY: *No, he didn't.*

SB Task 2, page 104

Students do this task individually, compare their answers with their partner and share them with the class. Talk about the places they have visited so far and places they wish to see.

KEY: *Students' answers.*

SB Task 3, page 104

Students describe and react to the photos in pairs. Have a class feedback. Brainstorm other modes of travel that they can think of and suggest writing them down. Give them two minutes. When the time is up, have them complete their lists with the ideas their peers had.

KEY: *Students' answers.*

SB Task 4, page 104

Having already discussed whether students like to travel or not, let them check what type of traveller they are. Ask them to do the task individually. Go round, monitor them and offer your help with potentially unknown vocabulary (*to stroll* – to walk in a slow relaxed manner, especially for pleasure; *getaway* – a holiday destination; *bonfire* – a large open-air fire used for burning rubbish or as part of a celebration; *sizzling* – very hot; *underfoot* – under your feet as you walk, on the ground, etc.). Have students compare their answers with their partner's. Turn to page 144 and read all three types as a class. Ask students if they agree with their personality's analysis.

KEY: *Students' answers.*

WB Task 3, page 100

Ask students to draw their attention to the vocabulary in the quiz and to do this task in pairs. Elicit translations of the words in question while checking feedback.

SB Task 5, page 104

In pairs, ask students to discuss what prepositions would fit perfectly with the listed verbs to form phrasal verbs. Elicit feedback, asking for the explanation and translation of these phrasal verbs.

KEY:

a – e off **f** – j up

SB Task 6, page 104

Students do this task individually and check their answers with their partner's. Ask for feedback.

KEY:

- a** held up
- b** speed up
- c** see. off (drop. off)
- d** pick... up
- e** takes off
- f** set off

WB Task 1, page 100

Suggest not looking at the Student's Book while doing this task. Ask students to do the task individually. Suggest whole class feedback afterwards.

WB Task 2, page 100

This is another task where students should practise previously learnt phrasal verbs. Let them do it individually, check it with their partner and then share their answers with the rest of the class.

WB Task 5, page 101

Tell students that in the gap-fill tasks they have to grasp the overall meaning of the text in order to be able to fill it in. Suggest focusing on which part of speech has to be used for the particular gap and then moving on to finding a proper solution. Explain the unknown words if necessary. Ask for feedback.

SB Task 7, page 105

Pre-teach the term 'to travel light' (to make a journey without taking a lot of heavy things with you) or brainstorm ideas before telling students the right explanation. Encourage students to work in groups and discuss these questions. Start a discussion eliciting different opinions or experiences. If there is not enough time to do it in class, ask students to write a short report about it at home.

HOMEWORK

WB Task 4, page 101, as well as any of the other Workbook tasks you haven't had time to do in class. There are so many tasks in the Workbook that you could split this lesson into two depending on how strong/weak your class is and how much time you need for each task.

B READING AND VOCABULARY

Holiday surprises

Lesson summary:

- **READING:** An article about different travel experiences
- **VOCABULARY:** Vocabulary related to travelling
- **GRAMMAR:** Parts of speech, word formation, phrasal verbs
- **TO PRACTICE:** Reading comprehension and skills (multiple matching, multiple choice – reading conversation, multiple choice – use of English and gap filling)

Suggested teaching time: 2 lessons

LESSON 1

Student's Book, pages 106-108

Workbook, pages 102-103

TOPIC	Holiday surprises (SB Tasks 1-3/ 1-5, pages 106-108, Workbook pages 102-103)
AIMS	<ul style="list-style-type: none">• To acquire and practise new vocabulary from the text about different travel experiences• To practise reading skills• To practise: Use of English – multiple choice
MATERIALS	<ul style="list-style-type: none">• Student's Book• Workbook
AIDS	<ul style="list-style-type: none">• Board• Resource Bank
CLASS ORGANIZATION	T-class, individual work, pair work, group work

INTRODUCTION (10')

Check homework.

SB Task 1, page 106

Start a conversation about the positive and negative aspects of being on holiday. Have students write three expectations and three things that might go wrong. They should compare them with their partner before giving feedback.

KEY: *Students' answers.*

NEW MATERIAL DEVELOPMENT (35')

SB Task 2, page 106

Tell students to skim the texts only to the extent that they be able to tell you which of them describe positive and which negative experiences. Set a time limit of only 2 minutes.

KEY:

Positive: B, D,

Negative: E, (F)

In – between: A, C, F

SB Task 3, page 106

Tell students to read the questions carefully, riting out the important words.

Warn them the text might have distractors, so they should think of other ways of saying the same thing. Ask them to read text A first and read the questions again to see if anything can be matched with person A. They should read text B and check the questions again. Let them keep doing the same thing until they have read the text entirely. Encourage them to read the text once again to check their answers, to identify the parts of the text that helped them to answer each question and compare them with their partner's.

You can also do this task differently. You can divide the class into 6 groups. Tell the students in group A to read text A, in group B – text B, etc. Tell them they'll have to report the text to the rest of the class. Allow three minutes for individual reading. In groups, ask students to report their text to one another in order to prepare a summary for the remaining groups. Ask one student from each group to present the story to the class. Ask students to answer the questions individually and do only those questions that they can answer without referring to the texts. Have students read the rest of the text and answer the questions they haven't been able to answer so far. For each question, ask them to identify the part of the text that helped them to answer.

KEY: 1 E, 2 A, 3 D, 4 B, 5 C, 6 F, 7 D, 8 A, 9 E, 10 F, 11 B, 12

SB Task 1, page 108

Have students complete the **Vocabulary box** on page 107 in their notebook. Ask them to do the task in pairs. Elicit feedback.

Ask students if they have encountered any other unknown vocabulary and write these words on the board. Elicit explanations and translations.

KEY:

It wasn't to my liking – I didn't like it
follow-up – happening later as a continuation of the previous action

slopes – sides of the mountain

a natural – born with a certain talent

seemingly – appearing to be something that it isn't

nuisance – someone annoying

before long – soon

fractured – broke

positive – certain

serene and easy – peaceful and calm

reservations – doubts

severe – extreme, harsh, difficult

stranded – unable to leave

humid – containing a high level of water in the air

dish – food prepared in a particular way

SB Task 2, page 108

Students should do this task individually. Now that they are familiar with all the words from the **Vocabulary box**, there shouldn't be any problem replacing the words in this task. Elicit feedback.

KEY:

a severe

b positive

c nuisance

d reservations

e before long

f *It wasn't to his liking*

g easy

h fractured

SB Task 3 and 4, page 108

Have students form collocations in pairs, and then try to complete the sentences individually. Check their answers.

KEY to Task 3:

a severe consequences

b seemingly effortless

c traditional dishes

d a mountain slope

e a follow-up task

f humid climate

KEY to Task 4:

a severe consequences

b traditional dishes

c mountain slope

d follow-up task

e humid climate

f seemingly effortless

SB Task 5, page 108

Ask students to match the highlighted phrasal verbs from the text with their definitions. Encourage them to check their answers with their partner.

KEY:

a to fall out with somebody

b to deal with

c to turn out

d to get across to somebody

e to crave for

f to take away

h to get by

g to get away

i to check on

WB Task 5, page 103

Ask students to read the text and try to guess which word is taken out from the text. Only then should they check what is offered. If their guess matches one of the answers offered, it is probably correct. Go round, monitor them and help them with unknown vocabulary. Check class feedback by asking several students to read the text in turns.

HOMEWORK

Tell students they will be doing some project work in the next lesson. Divide the class into several groups and ask them to choose one of the tasks from **SB Task 6, Project work**. Encourage them to investigate these places and find pictures or clips to make their presentation more interesting. They don't have to write anything, just gather enough information to prepare a proper presentation next time.

LESSON 2

Student's Book, pages 107, 109

Workbook, pages 102-105

TOPIC	Holiday surprises (SB Tasks 4, 6, 7, 8, pages 107-109, WB Tasks 1-4, 6, pages 102-105)
AIMS	<ul style="list-style-type: none">• To practise new vocabulary• To practise reading skills• To make a presentation• To practise: Reading comprehension – multiple choice
MATERIALS	<ul style="list-style-type: none">• Student's Book• Workbook
AIDS	<ul style="list-style-type: none">• Board• Pictures/clips• Resource Bank
CLASS ORGANIZATION	T-class, individual work, pair work, group work

INTRODUCTION (10')

Brainstorm what the text in the previous lesson was about.

SB Task 4, page 106 (Afterthought)

Have students deal with the task in pairs. Ask them to make a list of their ideas and discuss them with their partner. Elicit class feedback on this and start a conversation. Enrich the discussion by enumerating the advantages and disadvantages of travelling in a group/alone.

PRACTICE (10')

WB Task 1, page 102

Have students do this task in pairs. They should first decide which part of speech the missing word should be. Give them 3 minutes to deal with this task. Elicit class feedback.

WB Task 2, page 102

Using the learnt phrasal verbs, students should be able to do this task individually. Have them compare their answers with their partner's. Elicit feedback.

WB Tasks 3 and 4, pages 102-103

Students should form collocations in pairs and try to make sentences on their own. Ask several students to read their answers.

NEW MATERIAL DEVELOPMENT (25')

SB Task 6, page 109, Project work

Divide the class into the same groups as in the last lesson. Tell them to use their ideas and pictures (or anything else) they have prepared at home to make a presentation. Give them 10 minutes to organize their presentations. Suggest using the adjectives listed in **Vocabulary stop!** You can go through the list of adjective to make sure that they know what they are dealing with, or you can encourage them to ask

what the words they don't know mean while you go around monitoring them.

Ask the representatives of all groups to present their ideas in front of the class.

SB Task 7, page 109

Organize a class survey: they should decide which of the presented places they would like to visit and why. Elicit feedback as a class.

SB Task 8, page 109

In the same groups, students discuss their travel experiences using the questions from this task as their guideline.

HOMEWORK

WB Task 6, pages 104-105 – Tell students they should scan the text first to get general information and then read the questions. Tell them not to read the offered answers, but only the questions in order to know what information they should look for in the text. Tell them all the questions are in the right order and that the answer for the first question can be found in the first paragraph, for the second in the second paragraph, etc. For each question, ask them to underline the part of the text that helped them answer it.

C GRAMMAR

What did they say

Lesson summary:

- **GRAMMAR:** Acquiring and practising rules of reported speech
- **LISTENING:** Listening to the dialogues

Suggested teaching time: 2 lessons

LESSON 1

Student's Book, pages 110-112

Workbook, page 106

TOPIC	What did they say? (SB Tasks 1-6/1, 2, pages 110-112; WB Task 2, page 106)
AIMS	<ul style="list-style-type: none">• To learn the rules of how to report present and past speech• To practise reading and listening skills
MATERIALS	<ul style="list-style-type: none">• Student's Book• Workbook
AIDS	<ul style="list-style-type: none">• Board• Transparency/handout/computer/projector
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (10')

Check homework.

Ask students to think of something funny that has happened to them recently. Once they have thought of something, tell them to share their story with their partner. Ask several students to report what their partner has told them.

NEW MATERIAL DEVELOPMENT (35')

T 29 – SB Task 1, page 110

Have students read the text individually and guess what the missing words might be. Let them check it with their

partner. Play the recording and have students check their answers. Ask two students to read the text.

KEY: *been; told; stick; coast; coach; money; crime.*

SB Task 2 and 3, page 110

Ask students to do this task individually and then compare the two columns with their partner. Ask them about the conclusions they have made.

KEY:

They really liked it.

They said... they were writing an article on it.

They said they'd already been there twice.

They told me the war had ended a long time ago.

They said... after they'd been walking.

They said... they were going to go again.

Tell students a sentence that someone said or says can be quoted in both the present and past tense.

If the sentence is quoted in the present, the tense will remain the same.

However, if the sentence is quoted in the past, the original sentence will be changed, according to the rules regarding the SEQUENCE OF TENSES.

Ask students to take a look at the **Conclude box** and complete it according to the sentences they have dealt with in Task 2.

KEY:

Conclude box: 1. past simple; past continuous; past perfect; past perfect; past perfect; 'was/were' + 'going to'

Warn them that reporting past speech is also accompanied by other changes: those of demonstratives, adverbs of time and place.

You can add other tenses and adverbials to the list:

SEQUENCE OF TENSES:

Present simple becomes simple past

Present continuous becomes past continuous

Simple past becomes past perfect

Past continuous becomes past perfect continuous

Present perfect becomes past perfect

Past perfect remains the same

Will future becomes future in the past WOULD, SHOULD

0 and 1 if clauses change (2nd and 3rd remain the same)

TAPESCRIPT: T29

M = Mark, J = Janet

M: So what did your friends think of Croatia?

J: They really liked it. They said they'd already been there twice, they were going to go again, and they were writing an article on it for a travel magazine.

M: Sounds good. Has the place recovered from the war, then?

J: They told me the war had ended a long time ago, but in some places they'd seen bullet holes in the walls of houses.

M: Oh, how sad!

J: Yes, and they told me we should stick to paths and roads, since there are unexploded land mines in some places.

M: Blimey! So what's the good news?

J: They said the coast is beautiful, so that's where most

of the tourists go, but that they'd really enjoyed going inland, too. But they said they'd had to pull ticks out of themselves after they'd been walking.

M: Ugh! Any alternatives to walking?

J: Yes, but they said it's weird because the trains are slow and cheap, not like they are in Britain. Anyway, they told me most people prefer to travel from town to town by coach. And they said they'd done a bit of island-hopping, since there are daily ferries that connected the main islands.

M: What about changing money?

J: They told me that that had been easy, since they'd found bureaux de change in all the places they'd been to. And, by the way, they claimed we'd be pretty safe, since there isn't much crime.

OTHER CHANGES:

this > that, these > those, here > there, tonight > that night, today > that day, yesterday > the day before, tomorrow > the following day, etc.

Before you ask students to start reporting themselves, draw their attention to the difference between the verb **to say** and **to tell**.

Write this sentence to the board and ask the class to complete it:

Marina _____ me last week that her parents were coming home the following day.

They will probably know that the sentence should be completed with the verb 'to tell', but might have problems explaining why.

With 'tell' we **NEED** the object (e. g. 'me', 'you', 'her').

With 'say' we **CAN'T** use the object (e. g. 'me', 'them', 'us').

So we CAN'T say:

*John said me that he would be late.

*John told he would be late.

Write this on the board:

1) **STATEMENTS** – *I have never seen a mouse.*

She says (that) she has never seen a mouse.

She said (that) she had never seen a mouse.

CHANGE: optional **THAT**, changed pronouns, sequence of tenses applied in the past, etc.

SB Task 4, page 111

Ask students to do this task individually and compare it with their partner. They should write these sentences on the board. Check feedback with the class and make sure everyone understands the rules.

KEY:

Janet told her mother that...

a ... she'd just spoken to Mark, and he said his bags were packed.

b ... everything was ready.

c ... they were going on the morning flight, so they had to get up early.

d ... they were taking the train to the airport.

e ... they hadn't got much luggage.

f ... she'd checked the flight details.

g ... their plane took off at 10am.

h ... the flight lasted just over two hours.

i ... she didn't know what the weather would be like.

j ... she would call her as soon as they arrived.

SB Task 5, page 112

Have students read the sentences individually and ask them to write out the modal verbs.

KEY:

a can

b will

c must

d could

e should

T 30 – SB Task 6, page 112

Play the recording and ask students to deduce the rules from what they have just heard while completing the **Conclude box**. Allow them to discuss them with their partner.

KEY:

a It's become "had to"

b nothing

c They've gone into past tense.

Conclude box:

a changes to past tense

b stays the same

c changes to "had to"

After you explain the rules of what happens to modal verbs when reporting past speech, you can also add an explanation of what happens to conditionals when being reported (since several conditionals appeared in Task 5).

0 and 1 conditionals change according to the sequence of tenses (2nd and 3rd remain the same). It is also common to start reporting a conditional sentence with the main clause (while the *if*-clause follows).

SB Task 7, page 112

Ask students to do this task individually, writing sentences down in their notebooks. Let them check their answers with their partner. Elicit class feedback and correct typical mistakes.

KEY:

a She said the journey had been comfortable, but the view had been a disappointment.

b She said they'd been sitting by the window, but it had been cloudy, so they couldn't "OR hadn't been able to" see anything from the plane.

TAPESCRIPT: T30

M = Mark, J = Janet

J: So what did they say at the embassy?

M: Well, a woman there told me we could stay for up to 90 days without a visa, but that we were required to register with the police when we arrived in the country.

J: The police? Do they think we're criminals?

M: I don't know, but she said that if we were staying at a hotel, the hotel would register for us.

J: That's a relief.

M: And she said we had to carry our passports with us wherever we went.

J: Fair enough, I suppose, since we don't have ID cards. Do we need insurance?

M: She said we do, since it could end up being very expensive otherwise. She told me we'd have to pay 20% of the cost if we had a medical emergency. The insurance company might pay that, she said, but that would depend on our policy.

J: Any natural disasters to worry about?

M: She said forest fires started very easily, and they were usually caused by cigarette ends or empty bottles.

J: OK; no smoking or drinking on long walks in the woods, then!

M: Right! No major dangers otherwise, right? But if we had any kind of accident, she said, we should call 112.

- c She said they hadn't been expecting rain, so they hadn't taken "If students want "brought", they need to argue for it!" an umbrella.
- d And she said they hadn't packed any clothes for cold weather, either.
- e But she said they should be all right when they got to the coast.

SB Task 8, page 112

Tell students to work in pairs and to think of several situations from which they could make a conversation from. Encourage students to talk to each other. Go round and monitor them. Ask several pairs to perform in front of the class.

HOMEWORK

WB Task 2, page 106

LESSON 2

Student's Book, pages 113
 Workbook, pages 106-108

TOPIC	What did they say? (SB Tasks 9, 10 / 1, 2, page 113; WB Task 1, 3-5, pages 106-108)
AIMS	<ul style="list-style-type: none"> • To revise the rules of how to report present and past speech • To learn the rules of how to form reported questions • To practise reading and listening skills
MATERIALS	<ul style="list-style-type: none"> • Student's Book • Workbook
AIDS	<ul style="list-style-type: none"> • Board • Transparency/handout/computer/projector
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (10')

Check homework.
 Ask a student or two to repeat the rules of how we report someone's speech, both present and past. Write a sentence on the board and ask a student to come to the board and report it.
Direct speech
 Bill: „I'm very busy today."
Reported speech

Bill says...
 Bill said...

NEW MATERIAL DEVELOPMENT (15')

T31 – SB Task 9, page 113

Having repeated the rules, ask students to try to form direct questions made in real conversations before listening to the dialogue. Let them do it pairs and then play the recording. Elicit class feedback.

KEY:

- How long can we stay in the country?
- Should we carry our passports?
- What will happen in an emergency?
- Will the insurance company pay for medical problems?
- How are forest fires caused?

SB Task 10, page 113

Ask students to deduce the rules of how to form reported questions themselves. Ask students to take a look at the listed rules in pairs and decide what mistakes have been made. Once they have done so, explain the rules.

KEY:

- a leave it in
- b "whether" or "if"
- c goes into past tense
- d statement
- e full stop (or exclamation mark)

Write this on the board:

2) WH-QUESTIONS – Where do you come from?
 She asks me where I come from.
 She asked me where I came from.

CHANGE: question becomes a statement, with word order WH + subject + predicate, changed pronouns, sequence of tenses applied in the past, etc.

3) YES/NO QUESTIONS – Do you believe in ghosts?
 She asks me IF/WHETHER I believe in ghosts.
 She asked me IF/WHETHER I believed in ghosts.

CHANGE: question becomes a statement, changed pronouns, with word order IF/WHETHER + subject + predicate, sequence of tenses applied in the past, etc.

Draw students' attention to the word order, which is very specific and important in reported questions.

PRACTICE (20')

SB Task 1, page 113

Ask students to report Janet's questions. Tell them they have to be very careful as there are many rules that they have to have in mind. Remind them once again to pay attention to what type of question they are reporting, to the word order,

TAPESCRIPT: T31

- 1 How long can we stay in the country?
- 2 Should we carry our passports?
- 3 What will happen in an emergency?

- 4 Will the insurance company pay for medical problems?
- 5 How are forest fires caused?

sequence of tenses, etc. Allow them to check their answers in pairs before giving feedback. Expect several mistakes here, since reported questions don't usually sound natural to students. Help them out by explaining the rules as many times as it takes.

KEY:

- a Janet asked what they'd said at the embassy.
- b She asked whether "OR if" they thought they were criminals.
- c She asked whether "OR if" they needed insurance.
- d She asked whether "OR if" there were any natural disasters to worry about.

Task 2, page 113 – Students should do this task individually. Give them 3 minutes to do it and write the sentences into their notebook. Invite several students to come to the board and write the answers on the board. Discuss the accuracy of sentences as a class.

KEY:

- a Mark asked what the best way into town was.
- b He asked how long the journey would take.
- c He asked whether "OR if" they could afford a taxi.
- d He asked how they should travel within Zagreb.
- e He asked whether "OR if" the trams were expensive.

WB Task 1, page 104

In pairs, have students decide which of the three options in each sentence is correct. This task should just be a quick revision of what you have been talking about. Give them one minute to do it and then check feedback as a class.

WB Task 3, page 104

Ask students to report these questions in past speech individually. Give them 6-7 minutes, go round and monitor them. Be ready to clear up their doubts. This task, among other things, shows students that a verb reporting questions doesn't necessarily have to be 'to ask'. Tell them they can also use 'to wonder', 'not to know', 'to be interested in', etc. Invite different students to report on what Jim has asked. Tell students there is another sentence type that can be reported: commands. In commands, they don't have to think about whether they are reporting in the present or past tense, since there is no sequence of tenses. Commands are always put into the infinitive when reported. Also, warn them that in negative commands they mustn't split the infinitive. Write this on the board:

- 4) COMMANDS** – *Open the door! Don't open the door.*
She tells/told me to open the door.
*She tells/told me not to open the door. (*She tells/told me to not open the door. – WRONG)*

CHANGE: always the same principle, regardless of past/present: a positive command becomes an infinitive, a negative one NOT + infinitive

Write these sentences on the board as well, and ask students to report them:

- Michael: "Stop talking!"
 Deborah: "Don't do this task. Solve only these problems!"

HOMEWORK

WB Task 4 or 5, pages 105, 106

D LISTENING AND SPEAKING

On the road

Lesson summary:

- **VOCABULARY:** Travel-related vocabulary
- **LISTENING:** Listening for specific information
- **SPEAKING:** Role-play: acting out travel situations

Suggested teaching time: 1 lesson

LESSON 1

Student's Book, pages 114, 115

Workbook, page 109

TOPIC	On the road (SB Tasks 1-3, 5, page 56; WB Tasks 1-3, page 109)
AIMS	<ul style="list-style-type: none"> • To acquire and practise vocabulary related to travelling • To practise role-playing on how to give and ask for travel instructions • To develop listening skills
MATERIALS	<ul style="list-style-type: none"> • Student's Book • Workbook
AIDS	<ul style="list-style-type: none"> • Board
CLASS ORGANIZATION	T-class, individual work, pair work

INTRODUCTION (10')

Check homework.

Ask students if they have ever travelled by plane. Brainstorm the signs that can be seen at the airport (*departures, arrivals, gate, customs control, passport control, baggage claim, connecting flights, terminal, etc.*). If the number of students who have travelled by plane is scarce or non-existent, do the same thing for buses or trains (*terminal, coach, departures, arrivals, meeting point, etc.*)

NEW MATERIAL DEVELOPMENT (25')

SB Task 1, page 114

Take a look at the signs and brainstorm ideas about where they can be found and what their significance is. Some signs might have been mentioned already, but have students repeat their meaning again.

KEY:

- NOTHING TO DECLARE** – *at customs: it shows you which route to follow if you have not brought anything that is forbidden or restricted into the country*
PAY AND DISPLAY – *in a car park: it indicates you need to purchase a ticket from an automatic machine and display the ticket on your dashboard where traffic wardens can check it*
No vacancies – *in a hotel window means that a building, often a hotel or motel, has no additional room for guests*
BŽB – *in a hotel/hostel window – a place where you sleep and have breakfast but no evening meal*

Baggage reclaim – in airport terminals: an area where arriving passengers claim checked-in baggage after disembarking from an airline flight.

Departure lounge – in a hotel or airport: a room with seating where people can wait

T 32 – SB Task 2, page 114

Have students match questions with answers individually and then check them with their partner. Let them discuss where these conversations may be taking place. Afterwards play the recording and allow them to check their answers.

KEY:

- a *Go straight... (airport)*
- b *I think it's better.. (airport)*
- c *No, nothing. (airport)*
- d *It's number 11, sir (train station).*
- e *It's 20... (airport)*

TAPESCRIPT: T32

- a Can you tell me where the international arrivals are? – Go straight down this corridor, then turn left.
- b Do you know if I take the next exit? – I think it's better if you take the one after that.
- c Do you have anything to declare? – No, nothing.
- d What platform does it leave from? – It's number 11, sir.
- e Could you tell me how much I pay for an extra item of baggage? – It's £20 per item, madam.

TAPESCRIPT: T33

C = Check-in staff, P = Passenger

- C: Hello. Where are you flying to today?
- P: To Madrid. But I can see my flight has been delayed for three hours.
- C: I'm sorry, but I can't help you with that, sir. If you're on an international flight, you have to check-in 3 hours prior to your flight.
- P: OK, no problem.
- C: Can I see your ticket and your passport, please?
- P: Sure. Here's my passport. And here's my e-ticket.
- C: Thank you. Would you like a window seat?
- P: No, I'd like an aisle seat, please.
- C: OK. Did you pack all of your luggage yourself? And have you had your baggage with you at all times?
- P: Yes. These three bags are mine.
- C: All right. One of your bags is overweight... I'm going to have to charge you for the excess weight.
- P: I see. How much extra do I have to pay? And can I pay by credit card?
- C: 10 pounds over the limit, sir, and yes, we do accept credit cards.
- P: That's fine. Here you are.
- C: Thank you. Enjoy your flight!

T33, T34, and T35 – SB Task 3, page 114

Read the questions out loud so that all the students know what information they should pay attention to while listening. Play the three recordings. Ask three students to retell the conversations and answer the questions.

KEY:

- 1 *a check-in worker/ a passenger*
- 2 *hotel receptionist/ a guest*
- 3 *receptionist at the train station/customer*

SB Task 4, page 114

Have students do this task individually. They should complete the dialogues in their notebook with the missing words and phrases. Ask another 3 pairs to read the dialogues and check the potentially unknown vocabulary.

TAPESCRIPT: T34

R = Receptionist, G = Guest

- R: Good afternoon. Welcome to The Elliot Hotel.
- G: Hello, good afternoon. I'd like to make a reservation for the first weekend in July. Do you have any vacancies?
- R: Yes, sir, we have several rooms available for that particular weekend. And what time will you be arriving?
- G: On the 4th, in the afternoon, around 3.
- R: OK, thank you. How long will you be staying?
- G: I'll be staying for three nights.
- R: And what sort of room would you like? Single, double or suite?
- G: A double, please. With a balcony. What's the rate for the room?
- R: Your room is £90 per night.
- G: Hmm. That's a bit more than I wanted to pay. Have you got anything cheaper?
- R: Well, there's a cheaper room without a balcony, £60 per night.
- G: Is breakfast included?
- R: Yes, of course.
- G: Ok, I'll take that one.
- R: Great. Could I take your name, sir?
- G: James Storn.
- R: If you have any other questions, please do not hesitate to call us.
- G: Great, thank you so much.
- R: My pleasure. We'll see you in July, Mr Storn. Have a nice day.

TAPESCRIPT: T35

C = Clerk, J = John

- C: Hello. How can I help you?
- J: Could I have two tickets to Victoria Station, please?
- C: That's £30, please.
- J: Here you are. How long will it take?
- C: Well, there's been an accident so there might be some delays.
- J: Hm, at least we can spend some time in the buffet car.
- C: I am sorry to inform you that there is no buffet service available due to staff shortages. You can take another train, but then you would have to change at Harrow. I'm sorry it's not a direct service.
- J: Oh, great.
- C: Your train leaves in 10 minutes. You should hurry up if you want to catch it.
- J: OK, thank you. Keep the change.
- C: Thank you.

KEY:**Dialogue 1**

- a flying
- b has been delayed
- c check-in... prior
- d window
- e aisle
- f at all times
- g overweight... charge
- h extra... by credit card
- i flight

Dialogue 2

- a Welcome
- b make... vacancies
- c available
- d will you be staying
- e Single, double
- f rate
- g included

Dialogue 3

- a help
- b tickets
- c will it take
- d delays
- e buffet
- f tell... available... take... change... direct
- g leaves

SB Task 5, page 115

Having listened and read the three dialogues, students are familiar with the expressions necessary to ask for and give travel instructions. Encourage them to act out, and afterwards write down, these three travel situations with their partner. You can also divide the class in 3 groups and assign one situation to each group (depending on how much time you want to spend on this task). Set a time limit. Ask several pairs to act out each situation,

PRACTICE (10')**WB Task 1, page 109**

Ask students to match these sentences individually and check their answers in pairs. Elicit feedback.

WB Task 2, page 109

Ask students to discuss these expressions in pairs. Elicit explanations as a class. Ask for translations as well.

WB Task 3, page 109

This is a photo comparison task. When comparing photos, students should start by saying what is similar and what is different about what they can see before they start to offer opinions about other aspects of the photos. Let them work in pairs and to talk about the photos. One student should compare and contrast the photos focusing on what they can see for one minute, and then the other student should offer opinions and speculate about what it might be like to travel (un) comfortably. Ask a pair of students to repeat their description to the class.

HOMEWORK

SB Task 6, page 115 – Encourage students to describe a journey they have experienced, following the guidelines listed in the book.

E WRITING**A description of a city**

Lesson summary:

- **WRITING:** Structure and format of a proper description
- **READING:** Reading comprehension
- **VOCABULARY:** Practising vocabulary

Suggested teaching time: 1 lesson

LESSON 1

Student's Book, pages 116, 117

Workbook, page 110

TOPIC

A description of a city (SB Tasks 1-6, pages 116, 117; WB Tasks 1-3, page 110)

AIMS

- To learn how to write a proper description of a place
- To practise adjectives
- To develop writing skills

MATERIALS

- Student's Book
- Workbook

AIDS

- Board

CLASS ORGANIZATION

T-class, individual work, pair work, group work

INTRODUCTION (10')

Check homework.

SB Task 1, page 116

Start a discussion about Dublin. If your students, or any friends of theirs, have ever been to Dublin, brainstorm their knowledge of the city.

KEY: *Students' answers.*

NEW MATERIAL DEVELOPMENT (35')**SB Task 2, page 116**

Ask students to read the text. Students should do this task in pairs so that one of the students looks for general facts and makes notes about them and the other searches for extra information and writes them down. Ask them to tell one another what they have found and complete the other information from what they have heard. Elicit feedback from one pair in the class.

KEY:

historical background = ruled by Vikings, Anglo-Normans and the English; the capital of the Irish Free State, (later the Republic of Ireland) after the partition of Ireland in 1922

the geographical location = at the mouth of the River Liffey, which flows into the Irish Sea

the population = 1.27 million people; a young city, with over 30% of the city's residents being under 30

the weather = maritime climate, mild winters and cool summers

tourist sights (attractions) = Dublin Castle, Trinity College and its library, the Mansion House, the Anna Livia monument, the Molly Malone statue, Christ Church Cathedral, St Patrick's Cathedral

culture (museums, galleries, festivals) = the artistic centre of Ireland, rich literary and theatre tradition; events taking place all around the city throughout the year;

night life = there are pubs and clubs; live Irish music in the pubs

SB Task 3, page 116

Brainstorm opinions of Dublin after having read the text. Ask several students to express their opinion. Go through the adjectives as a class and elicit explanations (and translations, if necessary). Ask students to select those adjectives they would use to describe Dublin.

KEY: *Students' answers.*

SB Task 4, page 116

Have students reread the text and write out these adjectives. Elicit explanations of what they describe.

KEY:

beautiful capital city; rich history; maritime climate; mild winters; cool summers; populous city; a young city; a rich and long history; historical landmarks; an illustrated manuscript; green spaces; a nice place; administrative and financial centre; major institutions; young people; bicycle friendly major cities; the artistic centre; rich literary and theatre tradition; celebrated literati; vibrant nightlife; modern developments; live music; the famous beer; finest brands; overpriced city; a tight budget; the most visited cities

WB Task 1, page 110

Students should do this task in pairs and match the words on the left with their synonyms on the right. Check feedback.

WB Task 2, page 110

Ask students to read the text about the city of Bath and complete the gaps with the missing parts of the sentences. Allow them to check their answers in pairs before giving feedback.

SB Task 5, page 116

Read the **Stepping Stones** part and draw students' attention to the rules of how to write a proper description of a city. Have students write a description of the place they live, a city they have visited or a city they would like to visit. Give them 5 minutes to think about the place they will describe and collect background information from their peers. Once they have done so, ask them to organize their thoughts into paragraphs, i. e. to plan what they will write in each paragraph. Ask them to write a full description at home.

HOMEWORK

Ask students to write a description of the city they have chosen in the previous task. You can also ask them to do

WB Task 3, page 110 or you can organize **Project work, SB Task 6, page 116** where students should form groups and promote any town by writing a brochure or a holiday advertisement for that place.

F BITS OF... GRAMMAR AND VOCABULARY

Lesson summary:

- **VOCABULARY:** Vocabulary related to travelling and means of transportation
- **GRAMMAR:** Indirect speech

Suggested teaching time: 1 lesson

LESSON 1

Student's Book, pages 118, 119

Workbook, pages 111-112

TOPIC	BIT 1 – Indirectly, please; BIT 2 – Vocabulary (SB Tasks 1-3, 6-8 pages 118-119; WB Tasks 3-4, page 111-112)
AIMS	<ul style="list-style-type: none"> • To acquire vocabulary related to travelling and means of transportation • To practise indirect speech
MATERIALS	<ul style="list-style-type: none"> • Student's Book • Workbook
AIDS	<ul style="list-style-type: none"> • Board
CLASS ORGANIZATION	T-class, individual work, pair work, group work

BIT 1 INDIRECTLY, PLEASE

INTRODUCTION (10')

Check homework.

Ask a student to remind the class of the two types of questions you have been dealing with recently. What happens to them when they are reported? Brainstorm rules of how to write reported questions. Write these two sentences on the board. Ask students to copy them into their notebooks and ask two students to come to the board and write the correct answer.

Fiona: "What have you been doing all day today?"

Fiona asked me...

Ben: "Are you going to the concert tonight?"

Ben asked Sylvia....

NEW MATERIAL DEVELOPMENT AND PRACTICE (20')

SB Task 1, page 118

Tell students that when one wants to be polite, one uses indirect questions instead of direct ones. For example, when you want to know what time it is, you might ask:

What's the time? but a more polite way of doing it would be: *Could you tell me what time it is?*

Remind students of the conversation between Mark and Janet about his visit to the Croatian embassy. Mark probably used indirect questions to be polite, so read them as a class.

According to the sentences written in the book, ask students to complete the **Conclude box** individually and compare their answers to their partner's.

KEY:

Conclude box:

- a *Could you tell me; Do you know.*
- b *statement*
- c *question*
- d *"whether" or "if"*

SB Task 2, page 118

Ask students to turn to page 154 and take a look at the audio script number 30, which has previously been listened to. There are four questions made by Janet. Have students report these questions in past speech starting with *She asked...*

KEY:

- 1 *Janet asked what they had said at the embassy.*
- 2 *Janet asked if they thought they were criminals.*
- 3 *Janet asked if they needed insurance.*
- 4 *Janet asked if there were any natural disasters to worry about.*

SB Task 3, page 118

Tell students to imagine that Janet was being very polite and have them rewrite her questions by starting with *Could you tell me...* or *Do you know.*

KEY:

(In all these answers, "Do you know" can be replaced by "Could you tell me" and vice versa, and "whether" can be replaced by "if".)

- Do you know what they said at the embassy?*
- Could you tell me whether they think we're criminals?*
- Could you tell me whether we need insurance?*
- Do you know whether there are any natural disasters to worry about?*

SB Task 4, page 118

Allow students 5 minutes to do this task. Before giving feedback, ask them to check their answers with their partner.

KEY:

- a *... where the train / railway station is?*
- b *... which bus will take me to the port?*
- c *... where the nearest post office is?*
- d *... where the lost property / left luggage office is?*
- e *... whether/if there's a restaurant car on the train?*
- f *... whether/if there's a chemist's / pharmacy nearby?*
- g *... whether/if there's a cable car / funicular to the mountain top?*

BIT 2 VOCABULARY

NEW MATERIAL DEVELOPMENT (15')

SB Task 1, page 119

Divide the class into groups of six. Have two students from each group deal with one group of expressions related to travelling. Ask them to discuss what the difference between the words in each group is in pairs. Students should discuss the vocabulary among themselves within a group and try to provide an explanation for each word/expression. Encourage them to look up the meaning if they are not sure. Elicit translations when you go round and monitor their conversations. Have each student choose 5 expressions (from different chunks of words) and write their own sentences using them.

KEY:

- eco-tourism = a form of tourism involving visiting fragile, pristine, and relatively undisturbed natural areas*
- space tourism = space travel for recreational, leisure or business purposes*
- medical tourism = the travel of people to another country for the purpose of obtaining medical treatment in that country*
- sport tourism = refers to travel which involves either observing or participating in a sporting event staying apart from their usual environment*
- religious tourism = a type of tourism, where people travel individually or in groups for pilgrimage, missionary, or leisure (fellowship) purposes.*

- package holiday = a holiday that is organized by a company at a fixed price and that includes the cost of travel, hotels, etc.*
- backpacking = to travel on holiday carrying your equipment and clothes in a backpack*
- hitch-hiking = to travel by asking for free rides in other people's cars by standing at the side of the road and trying to get passing cars to stop*
- weekend getaway = a short holiday*
- a journey = travelling from one place to another, especially when they are far apart*
- a trip = travelling from one place to another, and usually back again; it's shorter than a journey;*
- a voyage = a long journey, especially by sea or in space*
- a cruise = a journey by sea, visiting different places*
- a flight = a journey made by air, especially in a plane*

SB Task 2, page 119

Ask students to discuss the words and expressions listed in the task in groups. Encourage them to cooperate and sort them under the correct headings. Elicit feedback as a class if necessary. Give several pieces of paper to each group of students. Ask each student to write the meaning of one or two words from the list on this piece of paper, not allowing other members of the group to see it. Students should shuffle the words, pick one and guess what the word is.

KEY:

by car <i>boot, steering wheel, coach, van, lorry, brakes, bonnet, commuter, gridlock, bypass</i>	by train <i>buffet, sleeping car, compartment, tracks, rails</i>
by boat <i>set sail, dock, ferry, deck, port, marooned, wreck, sundeck</i>	by plane <i>ground staff, cabin crew, departure lounge, trolley, check-in, aisle, take off,</i>

HOMEWORK

Any of the tasks from the **WB, pages 108, 111 and 112.**

G BROADENING YOUR HORIZONS

In a land far, far away

Lesson summary:

- **VOCABULARY:** Vocabulary related to the description of Australia and its capital
- **READING:** Reading an article about Canberra
- **SPEAKING:** Talking about festivals and concerts

Suggested teaching time: 1 lesson

LESSON 1

Student's Book, pages 120, 121

Workbook, page 112

TOPIC	In a land far, far away (SB Tasks 1-6, pages 120, 121, WB Task 1, page 112)
AIMS	<ul style="list-style-type: none">• To develop students' cultural competence and to learn how to travel in a financially sustainable way• To talk about travelling• To acquire vocabulary related to travelling, Australia, etc.
MATERIALS	<ul style="list-style-type: none">• Student's Book• Workbook
AIDS	<ul style="list-style-type: none">• Board
CLASS ORGANIZATION	T-class, individual work, pair work, group work

INTRODUCTION (5')

Check homework.

Brainstorm students' memories of the trips/journeys they have been on. Ask them how they recollect their memories. How is it possible to remember things if we travel a lot? What are the means of reminiscing?

NEW MATERIAL DEVELOPMENT (40')

SB Task 1, page 120

Have students discuss these questions in pairs and then start a discussion. Brainstorm what the word *travelogue* might be (a description of someone's travels, given in the form of narrative, public lecture, slide show or motion picture) and what it might contain.

SB Task 2, page 120

Brainstorm possible meanings of the word *hobo* (a homeless person; a tramp or vagrant). Ask students who a professional hobo might be. Ask students to read the text individually and write out unknown vocabulary (*sustainable* – able to be maintained at a certain rate or level; *belongings* – a person's movable possessions; *expense* – a thing on which one is required to spend money.) Ask a student or two to explain what the author meant by a 'professional hobo' now that they have read the text.

KEY:

A professional hobo is the one who wanders from place to place without a permanent home or a means of livelihood. They can show people how to travel full-time in a financially sustainable way both through travelling creatively and inexpensively with techniques such as getting free accommodation by volunteering or house-sitting, using frequent flyer miles and exploring slow travel and secondly highlighting ways to earn money on the road such as with a location independent career, teaching English, writing about travel for many financial publications, blogs etc.

SB Task 3, page 120

Ask students to read the text individually and discuss with their partner what the following concepts refer to. Invite several students to tell you what their pair has concluded.

KEY:

bad rep = Canberra has a bad reputation because it lacks nightlife

Walter Burley Griffin = Canberra's creator

341,000 residents

round = Canberra is round because the main roads are arranged in concentric circles

20 minutes = rush hour lasts about 20 minutes or it doesn't take you much longer than 20 minutes to get anywhere in the city

SB Task 4, page 120

Have students reread the text carefully and answer the questions. Suggest underlining those parts of text that reveal the answers. Elicit feedback.

KEY:

a *No, she wasn't.*

b *Yes, it is.*

c *No, it isn't.*

d *Because the main roads are arranged in concentric circles so he couldn't figure out which way was North.*

e *It is very expensive, especially real estate and rental prices.*

f *The incredible hospitality. It is also a very liveable city because it is safe and friendly, it is easy to get to most places and there are many nature trails and mountains.*

SB Task 5, page 120

Help students with the unknown vocabulary by writing unknown words on the board. First ask them to do the task in pairs, and then invite the class to share their ideas of the meaning of the words on the board. Ask for translations to make sure they have understood everything.

KEY:

a *hobo* = a person who travels from place to place looking for work

b *sustainable* = that can continue or be continued for a long time

c *rap* = an unfair judgement on something or somebody

d *miscellaneous* = not connected

e *to scribble* = to write/draw something quickly and carelessly

f *cloth* = fabric, used for cleaning things or covering a table

g *haven* = a safe and peaceful place where people go to rest

h *havoc* = a situation in which there is a lot of disorder

i *trail* = a track that can be followed

j *to showcase* = to present

k *to levy* = to demand and collect a payment

SB Task 6, page 121

Divide the class into smaller groups and encourage them to talk among themselves about the 5 travelling ideas listed in the book. Ask them to think of an example for each. Invite a representative of each group to share their thoughts with the rest of the class. Continue the discussion as a class, by asking whether they agree with those points and by eliciting explanations. Ask as many questions as possible to make students practise their speaking skills.

HOMEWORK

WB Task 1, page 112

ACROSS THE CURRICULUM

In this section you will:

- Read about Australia
- Find out more about William Shakespeare, his life and work
- Read a poem by Edgar Allan Poe
- Get acquainted with cricket and baseball
- Talk about the real Christmas spirit

CROSS-CURRICULAR LESSON 1

Down Under

Lesson summary:

- **VOCABULARY:** Vocabulary related to Australia, its past, inhabitants, culture, etc.
- **READING:** An article about Australia

Suggested teaching time: 1 lesson

LESSON

Student's Book, pages 124-125

Workbook, pages 114-115

TOPIC	Down under (SB Tasks 1-5 pages 124-125; WB Tasks 1-4 pages 114-115)
AIMS	<ul style="list-style-type: none">• To develop students' cultural competence and to help them expand their knowledge about Australia• To develop reading competences while reading an article about Australia• To acquire and practise vocabulary related to Australia• To practise word forms• To practise translation
MATERIALS	<ul style="list-style-type: none">• Student's Book• Workbook
AIDS	<ul style="list-style-type: none">• Board• Dictionary
CLASS ORGANIZATION	T-class, individual work, pair work, group work

INTRODUCTION (5')

Warm up:

Briefly elicit whatever they have learnt about Australia and its capital (SB 6G, pages 120–121).

NEW MATERIAL DEVELOPMENT (30')

SB Task 1, page 124-125

Tell students they are going to read an article about Australia. Working in pairs, students have to put paragraphs 1-9 in the correct order. Set a time limit. Students take turns reading the paragraphs in the correct order out loud so that the whole class can check their answers. Help them with vocabulary.

SB Task 2, page 124-125

Invite one student to read the task and the headings.

Tell the class they have 5 minutes to find the paragraphs that belong under the given headings. Students work in pairs. Check their answers.

SB Task 3, page 124-125

Students read the article again, this time with a different task: working individually, they have to write out the parts in the article which refer to questions a-l in SB Task 3, page 124. Set a time limit and conduct whole-class feedback.

SB Task 4, page 124-125

Working individually, students have to scan the text, searching for the numbers quoted in SB Task 4, page 124 and making notes on what these numbers stand for. Set a time limit and ask for feedback.

With stronger classes, you might do **SB Task 5, page 124 (Afterthought)**, in which students have a chance to talk about Australia.

PRACTICE (10')

WB Task 2, page 112

In pairs, students do WB Task 2, page 114, completing the table with the missing parts of speech. Give them 2 minutes to do the task and ask for feedback.

WB Task 4, page 115

Working in pairs, students translate sentences a-e into English. Set a time limit, circulate and help them with vocabulary if necessary, although some words are already given in brackets. You may allow them to use a dictionary. Ask for feedback and put the correct sentences on the blackboard for students to copy.

HOMEWORK

Set **WB Tasks 1 and 3, pages 114-115** for homework.

CROSS-CURRICULAR LESSON 2

The Bard of Avon

Lesson summary:

- **VOCABULARY:** Vocabulary related to historical periods and the work and life of William Shakespeare
- **READING:** An article about Shakespeare; reading *Sonnet 18* and *Sonnet 130* and excerpts from *Hamlet* and *Romeo and Juliet*; getting acquainted with Shakespeare's plays
- **SPEAKING:** Speaking about Shakespeare's work and life
- **WRITING:** Practising translating

Suggested teaching time: 2 lessons

LESSON 1

Student's Book, pages 126-128

Workbook, pages 116-118

TOPIC	The Bard of Avon (SB Tasks 1-4, pages 126-128; WB Tasks 3 and 5, pages 116-118)
AIMS	<ul style="list-style-type: none">• To develop students' cultural competence and make them learn more about William Shakespeare, his life and work• To develop reading competences while reading an article about W. Shakespeare• To practise translation
MATERIALS	<ul style="list-style-type: none">• Student's Book• Workbook
AIDS	<ul style="list-style-type: none">• Board• Dictionary
CLASS ORGANIZATION	T-class, individual work, pair work, group work

INTRODUCTION (10')

Warm up:

Elicit knowledge on Elizabethan England and tell students that this lesson has something to do with that period of English history.

SB Task 1, page 126

Have students look at the pictures. Elicit whatever they know about them (The Globe, Juliet's balcony in Verona, Tudor houses, *Hamlet*, W. Shakespeare). Tell them that they all have something to do with the life of William Shakespeare.

SB Task 2, page 126

In groups of four, students do SB Task 2. Set a time limit and circulate, helping if necessary. When the time is up, check the answers with the class.

NEW MATERIAL DEVELOPMENT (35')

SB Task 3, page 127

Tell students they are going to read a text about William Shakespeare and that they will have a twofold task:

in SB Task 3 they will have to decide on the headlines for paragraphs A-D. Working in pairs, students first read the headlines, then scan the text and choose appropriate matches. Give them 5 minutes, because at this point they do not need to provide detailed answers nor insert the missing sentences. Tell them to disregard the missing sentences at this point. Check the answers. Have students read the text taking turns. Help them with vocabulary if necessary, putting new words on the board.

SB Task 4, page 128

At this point, students have to complete the text with the missing sentences. Tell them to read the sentences first, underlining the most important part of the sentence. Then they read the text and fill in the gaps 2-7 with appropriate sentences. Give them 10 minutes and check their answers as a class.

WB Task 3, pages 116-117

Having learnt something about Shakespeare's plays, students are going to expand their knowledge about them by finding out about their main characters. In WB Task 3, in groups of 4, students match the 8 characters to the 8 plays. Give them 10 minutes to accomplish the task and conduct whole-class feedback.

WB Task 5, page 118

Students have already learnt that Shakespeare introduced numerous words and phrases into everyday language and that he initiated what today is called Modern English. Some of these words and phrases are given in WB Task 5, page 116. In pairs, students translate expressions a-h and explain their meaning. They may use a dictionary, but you must warn them that it is not about translation only – these sayings have somewhat different equivalents in Georgian, so be ready to help them. Conduct whole-class feedback.

HOMEWORK

Set **WB Task 1, 2 and 4 (pages 115-117)** for homework.

LESSON 2

Student's Book, page 129

TOPIC	The Bard of Avon (SB Task 7, pages 129)
AIMS	<ul style="list-style-type: none">• To develop students' cultural competence and to make them learn more about William Shakespeare• To develop an understanding of poetry and learn something about the sonnet as a form• To learn the sonnet by heart
MATERIALS	<ul style="list-style-type: none">• Student's Book
AIDS	<ul style="list-style-type: none">• Board• Resource Bank
CLASS ORGANIZATION	T-class, individual work, group work

INTRODUCTION (15')

Check homework. Two of the tasks included translating, so write the correct answers on the board for students to copy.

Warm up:

Tell students that they are going to read two of Shakespeare's sonnets, no. 18 and no. 130. Elicit their knowledge about the sonnet as a poetic form.

TIP!

You may choose to tell them there are two types of sonnets: Italian (or Petrarch's sonnet, with the rhyming scheme ABBA ABBA CDE CDE) and Elizabethan (or Shakespeare's sonnet, with the rhyming scheme ABAB CDCD EFEF GG).

Tell students that Shakespeare wrote 154 sonnets. *Sonnets 1-126* were dedicated to 'a fair youth', probably Shakespeare's patron, the Earl of Southampton, and sonnets 127-154 are about 'a dark lady'.

NEW MATERIAL DEVELOPMENT (30')

SB Task 7

Invite one student to read *Sonnet 18* out loud and another to read *Sonnet 130*. Divide your students into groups of four and give them the following task: groups A will analyse *Sonnet 18* in terms of a) stanzas, b) rhyming scheme, c) theme, d) the questions to be answered, and groups B will do the same with *Sonnet 130*. Give them 20 minutes. Circulate and help them, offering suggestions.

Questions for group A:

- 1) What is wrong with summer?
- 2) Why is Shakespeare's patron better than summer?
- 3) What makes Shakespeare's patron immortal?

Questions for group B:

- 1) What is Shakespeare's mistress like?
- 2) What metaphors does Shakespeare use in order to describe his mistress?
- 3) Shakespeare makes fun of Petrarch's sonnets, in which Petrarch idealised Laura. If Laura is the total opposite of Shakespeare's mistress, what does she look like? Use metaphors.

When the time is up, ask the group representatives to write their answers on the board, for all the students to copy.

HOMEWORK

Tell students to learn the sonnet by heart.

At this point, if there is time and if students show genuine interest, you may do **Resource Bank Activity 16** (provided they have read *Hamlet* in Georgian).

CROSS-CURRICULAR LESSON 3

Romance and darkness

Lesson summary:

- **VOCABULARY:** 19th century vocabulary used in Poe's poem
- **READING:** 'Annabel Lee'
- **SPEAKING:** Analysing a poem

Suggested teaching time: 1 lesson

LESSON 1

Student's Book, pages 130, 131

Workbook, page 118

TOPIC	Romance and darkness (SB Tasks 1-12 pages 130, 131; WB Task 1, page 118)
AIMS	<ul style="list-style-type: none">• To develop students' cultural and literary competence and to help them expand their knowledge• To develop reading competences while reading 'Annabel Lee'• To learn how to analyse a poem• To acquire and practise vocabulary• To be able to compare periods in the World Literature with the Georgian ones
MATERIALS	<ul style="list-style-type: none">• Student's Book• Workbook
AIDS	<ul style="list-style-type: none">• Board• Dictionary• Resource Bank Activity 17
CLASS ORGANIZATION	T-class, individual work, pair work, group work

INTRODUCTION (5')

Ask students what the title might reveal. How would they relate romance to darkness? What do they know about the romantic period in literature?

CULTURE NOTE:

Romanticism is a literary, artistic, and philosophical movement originating in the 18th century, characterised chiefly by a reaction against neoclassicism and an emphasis on the imagination and emotions and marked, especially in English literature, by sensibility and the use of autobiographical material, an exaltation of the primitive and the common man, an appreciation of external nature, an interest in the remote, a predilection for the melancholy, and the use of older verse forms in poetry.

In literature, Romanticism found recurrent themes in the evocation or criticism of the past, the cult of "sensibility" with its emphasis on women and children, the heroic isolation of the artist or narrator, and respect for a new, wilder, untrammelled and "pure" nature. Furthermore, several romantic authors, such as Edgar Allan Poe and Nathaniel Hawthorne, based their writings on the supernatural/occult and human

psychology. Romanticism tended to regard satire as something unworthy of serious attention, a prejudice still influential today.

The precursors of Romanticism in English poetry go back to the middle of the 18th century, including figures such as Joseph Warton (headmaster at Winchester College) and his brother Thomas Warton, professor of Poetry at Oxford University. Joseph maintained that invention and imagination were the chief qualities of a poet. Thomas Chatterton is generally considered to be the first Romantic poet in English. The Scottish poet James Macpherson influenced the early development of Romanticism with the international success of his Ossian cycle of poems published in 1762, inspiring both Goethe and the young Walter Scott. Both Chatterton and Macpherson's work involved elements of fraud, as what they claimed to be literature from an earlier time that they had subsequently discovered or compiled was in fact entirely their own work. The Gothic novel, beginning with Horace Walpole's *The Castle of Otranto* (1764), was an important precursor of one strain of Romanticism, delighting in horror, threat and exotic picturesque settings, matched, in Walpole's case, by his role in the early revival of Gothic architecture. *Tristram Shandy*, a novel by Laurence Sterne (written in instalments from 1759 until 1767) introduced a whimsical version of the anti-rational, sentimental novel to the English literary public.

Edgar Allan Poe (/pou/; born Edgar Poe; January 19, 1809 – October 7, 1849) was an American author, poet, editor, and literary critic, and is considered to be part of the American Romantic Movement. Best known for his tales of mystery and the macabre, Poe was one of the earliest American practitioners of the short story, and is generally considered to be the inventor of the detective fiction genre. He is further credited with contributing to the emerging genre of science fiction. He was the first well-known American writer to try to earn a living through writing alone, resulting in a financially difficult life and career.

He was born in Massachusetts. His mother died when he was two years old and his father was an alcoholic. As a consequence, Poe went to live with a wealthy Scottish tobacco merchant, John Allan, in Richmond. Allan always refused to adopt Poe and this led to bad feeling between the two.

Poe went to school at Stoke Newington in London from 1815 to 1820. Despite his considerable academic success, he had amassed a large debt from gambling and this forced him to leave the University of Virginia, where he had gone to study, after one year. He gained a good reputation in the army which he joined in 1827, but then spent an unhappy year at the US Military Academy at West Point in 1830, before he was dishonourably discharged.

Poe stayed in Baltimore from 1831 to 35 and began writing more seriously. In 1836 he married his 13 year old cousin, Virginia. He worked as a journalist from 1831, earning the bare minimum needed to survive, and from 1835 to 1837 he edited the Southern Literary Messenger.

His short stories expose an enthrallment with emotional extremes; predominantly fear, although his essays demonstrate that he was able to be objective and critical.

In 1844 Poe moved to New York City, and although he had popular acclaim, his life was still miserable. Virginia died of consumption (tuberculosis) in 1847 and Poe, still poor and an alcoholic like his father, died in Baltimore two years later.

His famous tales include: 'The Black Cat', 'The Cask of Amontillado', 'The Fall of the House of Usher', 'Ligeia', 'The Masque of the Red Death', 'The Murders in the Rue Morgue', 'The Pit and the Pendulum', 'The Purloined Letter', 'The Tell-Tale Heart', etc.

His famous poetry includes "Annabel Lee" and 'The Raven'.

NEW MATERIAL DEVELOPMENT (40')

SB Task 1, page 130

Brainstorm students' knowledge of Edgar Allan Poe. Ask students to talk to their partners before sharing what they know with the class.

SB Task 2, page 130

Have students read the sentences individually and choose orally one of the three options offered. Encourage checking their answers with their partners before giving feedback.

KEY:

- a American
- b horror tale, the romance
- c the horror tale
- d cousin
- e lost
- f a beautiful, but painful memory
- g depression, addiction to alcohol
- h remains uncertain
- i poor man

WB Task 1, page 118

Having been introduced to the life and work of Edgar Allan Poe, students should try to do this task individually. Elicit feedback.

SB Task 3, page 130

Brainstorm students' knowledge of the Gothic story. They should do this task in pairs.

KEY: a, c, f, g

SB Task 4, page 130

Students focus on the two pictures and try to find the poet in themselves. Start a discussion by introducing a topic of inspiration.

KEY: Students' answers.

SB Task 5, page 130

Introduce the students to the poem 'Annabel Lee', brainstorm what the most poetical topic in the world might be (this poem's topic is a good option) and ask them to

read it carefully. Invite a student or two to tell you briefly what the poem is about. If you doubt their understanding, ask comprehension questions to help them (*Who is Annabel Lee? What happened to her? How does the poet feel?*).

KEY: *The death of a beautiful woman.*

SB Task 6, page 130

Tell students to discuss what gothic elements can be found in the poem in pairs. Elicit feedback.

KEY: *The setting/the atmosphere, the kingdom by the sea is lonely and in an undefined but mysterious location /the horrific image of a "sepulchre" there by the sea.*

SB Task 7, page 130

Divide the class into smaller groups and ask them to find symbols in the poem. The interpretation of poems is something they were introduced to in their Georgian classes, so this shouldn't be a difficult task. Ask them to write them down.

KEY: *The sea, the sepulchre, the kingdom, Annabel Lee, the Highborn Kinsman, Angels/ Seraphs, The Moon and the Stars.*

SB Task 8, page 131

Having discussed what the main symbols in the poem are, have students match them with their explanations. Elicit feedback.

KEY:

- abc Angels/ Seraphs
- de Annabel Lee
- f the kingdom
- gh the Highborn Kinsman

SB Task 9, page 131

Since this poem contains many unfamiliar words, some further vocabulary check is advisable. Have students match the words from the text with the listed explanations. Ask for feedback and translation.

KEY:

- a maiden
- b seraph
- c to covet
- d highborn
- e kinsman
- f bear away
- g sepulchre
- h to dissever
- i to beam
- j tomb

SB Task 10, page 131

Ask students to do this task in pairs. It requires further reading and analysis, so allow at least 5 minutes for this task. Invite several students to read what their pair has written down.

KEY: Students' answers.

SB Task 11, page 131

Have students focus on the elements Poe uses to evoke a dreamland and haunted atmosphere, and write out them. Elicit feedback as a class.

KEY:

Rhythm/repetition:

He repeats key phrases—such as *in this kingdom by the sea and my Annabel Lee (or my beautiful Annabel Lee)*—to create haunting refrains. In addition, Poe sometimes repeats words or word patterns within a single line, as in

(1) *many and many a year ago,*

(2) *we loved with a love that was more than love, and*

(3) *my darling—my darling.*

Poe further enhances the rhythm of the poem

with the repetition of consonant sounds (alliteration). Notice, for example, the repetition of the "w" and "l" sounds in this line in Stanza 2: *But we loved with a love that was more than love.*"

Poe sometimes couples repetition of consonant sounds with repetition of vowel sounds, as in *many and many, love and be loved, and those who were older than we.*

Internal rhyme:

4th stanza *"Chilling and killing my Annabel Lee.*

5th stanza... *ever dissever..*

HOMEWORK

SB Task 12, page 131

Ask students to think of a Georgian poem, regardless of what period it belongs to (although Romanticism would be the best option), and prepare a presentation about it, analysing it in the same way you have analysed Poe's 'Annabel Lee'.

CROSS-CURRICULAR LESSON 4

Hit it with a bat!

Lesson summary:

- **VOCABULARY:** Vocabulary related to cricket and baseball
- **READING:** Two articles about two different sports, one American and the other British

Suggested teaching time: 1 lesson

LESSON

Student's Book, pages 132-133

Workbook, pages 119-120

TOPIC

Hit it with a bat! (SB Tasks 1-2, pages 132-133; WB Tasks 1-4, pages 119-120)

AIMS

- To develop students' cultural competence and to make them learn more about two sports, one typically British and the other one typically American
- To acquire vocabulary related to various sports
- To speak about sport in general and different sports
- To learn something about extreme sports

MATERIALS

- Student's Book
- Workbook

AIDS

- Board
- Resource Bank

CLASS ORGANIZATION

T-class, individual work, pair work, group work

INTRODUCTION (5')

Warm up:

Ask students if they are into sports and if they train anything. Elicit vocabulary and terms related to various sports and announce the theme: cricket and baseball.

NEW MATERIAL DEVELOPMENT (25')

SB Task 1, pages 132-133

Divide students into groups of four. Groups A are going to work on the text about cricket and groups B on baseball. First they have to read the headings they will have to insert and then work on the text. They will have to report what they have learned to the other groups. Give them 10 minutes. Invite several students to report on their respective sports.

SB Task 1, page 133

Students from different groups work in pairs. They have to answer the questions in SB Task 2 related to both sports. Give them 5 minutes to do the task and conduct whole-class feedback.

PRACTICE (15')

WB Task 1, page 119

In pairs, students do WB Task 1, completing the chart with words related to different sports. Help them with vocabulary if necessary. Set a time limit and ask for whole-class feedback.

WB Task 2, page 119

Elicit students' knowledge of extreme sports. In pairs, students fill in the gaps and discuss the extreme sports whose names they have coined. Ask for feedback.

WB Task 3, page 119

Students work individually, matching the objects in pictures 1-7 with the appropriate sports. Set a time limit. Conduct whole-class feedback.

HOMEWORK

Set **WB Task 4, page 120** for homework.

If there is time, do **Resource Bank Activities 18 and 19**.

CROSS-CURRICULAR LESSON 5

Have yourself a different little Christmas

Lesson summary:

- **VOCABULARY:** Vocabulary related to Christmas, Christmas spirit, customs, etc.
- **LISTENING:** Different people talking about the ways they celebrate Christmas
- **READING:** A Christmas carol, six texts about different Christmas celebration habits
- **SPEAKING:** Talking about Georgian Christmas celebrations

Suggested teaching time: 2 lessons

LESSON 1

Student's Book, pages 134-135

Workbook, pages 120-122

TOPIC	A different little Christmas (SB Tasks 1-4 pages 134, 135; WB Tasks 1, 2 pages 120-122)
AIMS	<ul style="list-style-type: none">• To develop students' cultural competence and to help them expand their knowledge about celebrating Christmas around the world• To develop listening competences while listening to people talking about different habits of celebrating Christmas• To acquire and practise vocabulary related to Christmas and consumerism• To boost creativity• To practise translation
MATERIALS	<ul style="list-style-type: none">• Student's Book• Workbook
AIDS	<ul style="list-style-type: none">• Board• Resource Bank Activity 20• Dictionary
CLASS ORGANIZATION	T-class, individual work, pair work, group work

INTRODUCTION (5')

Warm up:

Start a discussion by brainstorming Christmas customs in your students' homes. Ask them how they decorate their houses, what their typical Christmas menu is, how much money they spend on presents and what the typical gifts are.

NEW MATERIAL DEVELOPMENT (35')

SB Task 1, page 134

Ask students to do this task in pairs. They should guess the numbers related to Christmas consumerism. While giving them the correct answers, discuss the statistics provided for the Christmas holidays in the USA. Elicit

a comparison between Georgia and the USA in terms of the figures.

SB Task 2, page 134

Brainstorm what a Christmas carol is (a traditional or religious song that people sing at Christmas). Ask students who Rudolph is and if they are familiar with any Christmas carols about him.

CULTURE NOTE:

The famous Christmas song Rudolph the Red-Nosed Reindeer started life as a poem created by an American advertising executive called Robert May. He was requested to produce a poem that could be given away to children by the Santa Claus employed by Department Stores at Christmas!

Rudolph the Red-Nosed Reindeer

Rudolph, the red-nosed reindeer
had a very shiny nose.
And if you ever saw him,
you would even say it glows.

All of the other reindeer
used to laugh and call him names.
They never let poor Rudolph
join in any reindeer games.

Then one foggy Christmas Eve
Santa came to say:
"Rudolph with your nose so bright,
won't you guide my sleigh tonight?"

Then all the reindeer loved him
as they shouted out with glee,
Rudolph the red-nosed reindeer,
you'll go down in history!

Ask students to read the 21st century version of this song and to choose the best options to complete the gaps. In pairs, have them discuss the difference between the Christmas spirit now and as it once was. Encourage them to share their ideas.

TIP!

You may ask them to try to sing this modern song to the tune of the original *Rudolph the Red-nosed Reindeer*. You can even provide the instrumental version of the song to help them sing it.

T36 – SB Task 3, page 135

Tell students they will be listening to six people talk about the way they like to celebrate Christmas. Ask them to write **F** if they think a person is in favour of the Christmas frenzy and **A** if they think they are against it. Play the recording.

SB Task 4, page 136

Before checking their answers, ask students to read the texts they have listened to and complete them with the missing words. Ask them to compare their answers to their partner's and complete them with the words they couldn't remember themselves. Elicit feedback by asking six students to

read the texts. Brainstorm their opinions about the same topic. Ask them who they agree with and why.

WB Task 1, page 120

Have students discuss the words with their partners and explain them to one another. Ask them to complete the sentences individually, having in mind there is some extra vocabulary listed above. Invite students to read these sentences out loud.

WB Task 2, page 121

Ask students to read the sentences and discuss, in pairs, how certain expressions can be translated. Ask them to do the task individually. Set the time limit to 10 minutes and elicit feedback. Invite several students to read the sentences that were to be translated into Georgian, while, for the English translation, invite students to write them on the board so that they can be analysed by the class.

HOMEWORK

Ask students to use their imagination and write a poem similar to the one read in class, but this time to the tune of *Jingle Bells*. You can divide the class into several groups so that they can join their ideas and be more efficient. Its topic should also be modern and related to consumerism, if possible.

LESSON 2

Student's Book, pages 136, 137

Workbook, pages 121-122

TOPIC	A different little Christmas (SB Tasks 5-7 pages 136, 137; WB Tasks 3, 4 pages 121-122)
AIMS	<ul style="list-style-type: none">To develop students' cultural competence and to help them expand their knowledge about celebrating Christmas around the worldTo develop reading competences while reading an article about alternative Christmas giftsTo acquire and practise vocabulary related to Christmas
MATERIALS	<ul style="list-style-type: none">Student's BookWorkbook
AIDS	<ul style="list-style-type: none">BoardResource Bank
CLASS ORGANIZATION	T-class, individual work, pair work, group work

INTRODUCTION (10')

Check homework. Ask a member of each group to read/sing their song. Have the class decide which one is the best and elect the winner.

TAPESCRIPT: T36

Speaker 1 (Bruce, 40, a manager)

I think Christmas nowadays comes too early. My wife is crazy about decorations and our house is decorated from the beginning of December. By the time Christmas actually comes, I get tired of all that and I just want my living room back as it used to be. When I was younger we didn't put up any decorations until Christmas Eve and then I really enjoyed it.

Speaker 2 (Martha, 39, a psychotherapist)

I reckon there is something seriously wrong with the way people celebrate Christmas these days. There must be, because half of my patients in December report stomach aches caused by worrying if the presents they have bought their in-laws and bosses are good enough and whether or not they will be to their liking. The expectations grow higher and higher every year and it just doesn't add up.

Speaker 3 (Tina, 17, a high-school student)

I adore the holidays, it doesn't matter how we celebrate them. You get to stay home with your family and friends, enjoy the food and exchange gifts. Sometimes I get the feeling all of that costs a bit too much, because my parents are always in the red after holidays, but isn't that why grown-ups work all the year around? Money doesn't have any meaning unless it is spent on special occasions, such as Christmas, and on the people you care about.

Elicit ideas about which negative feelings Christmas can arouse (sadness, loneliness, etc.). Why might this happen? (For example: unemployment, debts, not having your family around, not having anyone by your side, etc.)

NEW MATERIAL DEVELOPMENT (35')

Task 5, page 136

Use these questions as an outline for a discussion. You can either ask the students to read them in pairs and discuss them between themselves, and then share their opinion with the rest of the class, or you can be the moderator of the discussion, using these questions only to keep the conversation going (without drawing students' attention to them at all).

Task 6, page 136

Brainstorm ideas about what an alternative Christmas gift might be. Ask students to read the text and comment on it as a class. Check vocabulary and write potentially unknown words on the board.

WB Task 3 and 4, page 121

Have students read the descriptions of some alternative gift ideas. Ask them to guess what they refer to. Brainstorm ideas and then tell them to turn the page and match the gifts with their descriptions.

Have students read the **Culture stop!** on page 137, SB, and make them think about it. Ask them if they see the point in it. Spread the Christmas spirit.

Speaker 4 (Mark, 13, an elementary school student)

Presents are the best part of Christmas. I start writing letters to Santa in the autumn, when school starts, and my mum posts them for me. Santa usually brings everything I ask for, although he leaves some of the presents at my grandma's or auntie Milly's houses and we go there to get them. Granny says they didn't get any presents when she was little. What kind of Christmas was that?

Speaker 5 (Anita, 21, a shop assistant)

I work in a supermarket and we always work extra hours in December. I shouldn't complain – I love it because it is wellpaid and I need the money. Sometimes I wonder why people spend so much – as if there's no Christmas next year—but I do the same. I go from one retail chain to another because I love giving treats to my loved ones to show I've been thinking about them.

Speaker 6 (Nina, 18, a student)

For years now I have been trying to talk some sense into my mother's head, but she refuses to listen. We live alone and aren't well-off, finances are really tight. But every year in December she loses control and goes on a shopping spree. I guess she's trying to make up for the fact there's just the two of us, but I don't have my heart in it. Especially when I know we'll be still paying off the debts in June.

CULTURE NOTE:

The **Grinch** is a fictional character created by Dr. Seuss. He first appeared as the main character of the 1957 Christmas story 'How the Grinch Stole Christmas!' The grumpy, anti-holiday spirit of the character has led to the term Grinch, coming to refer to a person opposed to Christmas time celebrations or to someone with a coarse, greedy attitude. In fact, a document in the live-action film (*The Book of Who*) stated that "The term Grinchy shall apply when Christmas spirit is in short supply".

Charles John Huffam Dickens (/ˈtʃɑrlz ˈdɪkɪnz/; 7 February 1812 – 9 June 1870) was an English writer and social critic. He created some of the world's most memorable fictional characters and is generally regarded as the greatest novelist of the Victorian period. During his life, his works enjoyed unprecedented fame, and by the twentieth century his literary genius was broadly acknowledged by critics and scholars. His novels and short stories continue to be widely popular. His most notable works include *The Pickwick Papers*, *Oliver Twist*, *A Christmas Carol*, *David Copperfield*, *Bleak House*, *Hard Times*, *Little Dorrit*, *A Tale of Two Cities*, *Great Expectations*, etc.

Ebenezer Scrooge is the focal character of Charles Dickens' 1843 novel, *A Christmas Carol*. At the beginning of the novel, Scrooge is a cold-hearted miser who despises Christmas. Dickens describes him thus: "The cold within him froze his old features, nipped his pointed nose, made his eyes red, his thin lips blue, and he spoke out shrewdly in his grating voice..." His last name has entered the English language as a byword for miserliness and misanthropy. The tale

of his redemption by the three Ghosts of Christmas (Ghost of Christmas Past, Ghost of Christmas Present, and Ghost of Christmas Yet to Come) has become a defining tale of the Christmas holiday in the English-speaking world. Scrooge's catchphrase, "Bah, humbug!" is often used to express disgust with many of the modern Christmas traditions.

HOMEWORK

Task 7, page 137 – Set project work. Organize a Secret Santa (a type of gift exchange in which you write the names of all the students on pieces of paper and have them pick one. They read the name of a peer and don't show their paper to the others. The person whose name is on the paper is the person they should give a gift to.). Ask students to make one of the alternative gifts listed on the previous page or invent a gift themselves. Limit the cost (of the material or the gift itself) to 25 laris. You can also broaden the Christmas spirit to some charity work or donations.

CLOSURE (10')

WB Task 5, page 122

Go through the vocabulary in the task in a way that students explain the meanings to their partner. Once they

get familiar with all the vocabulary, tell them to close their books and play *Pictionary*. Divide the class into three teams. Each team chooses a representative who will draw the pictures. The game is played by one team at a time – while one team is drawing and guessing, the other two teams are watching and listening. The representative from Team 1 comes to the board and draws one of the words from the list without using verbal or physical communication. Drawing letters or numbers is not allowed. The team has twenty seconds to guess the word, starting from the moment their representative has started drawing. Keep score on the opposite side of the board. The winner is the team with the most correct guesses.

RESOURCE BANK

Activity 1**LOGICAL VS. LATERAL THINKING****AIM**

To practise logical and lateral thinking

PREPARATION

Put students in pairs. Give each pair a worksheet with these questions.

PROCEDURE

Set a time limit for students to solve these problems in pairs. Point out that lateral thinking doesn't have right or wrong answers. The idea is to brainstorm all the possibilities and to find as many answers as possible. Still, the authors of these puzzles insist on one 'correct' answer, for which they have offered a clue.

KEY:

1 *LOGICAL THINKING*

a) 9

b) *GUJ*

2 *LATERAL THINKING*

Clues:

a *she was a knife-thrower's assistant*

b *he lived before 1775*

c *one of them was a vegetarian*

LATERAL vs. LOGICAL THINKING

1 LOGICAL THINKING:

a In this series, which number comes next?

18 12 15 10 12 8 _____?

b Continue this series of letters:

BAD CEF DIG FOH _____?

2 LATERAL THINKING (CREATIVE WAY OF THINKING)

Consider this problem

a NEW SHOES

A woman bought a new pair of shoes and then went back to work. She died. Why?

Clue: She was involved in entertainment.

b BOSTONIAN

A man was born in Boston, Massachusetts. Both of his parents were born in Boston, Massachusetts. He lived all his life in Boston, but he was not a United States citizen. How come?

Clue: His friends and neighbours in Boston were also not US citizens.

c SACRIFICE

Three castaways were starving on a desert island. When they had run out of food, they decided that one of them had to die to be eaten by the other two. All three were single, of the same age, experience, size and skills. But they easily decided who should die. How?

Clue: They didn't choose by chance.

Activity 2**Linguistic riddles****AIM**

To practise creative thinking and solve numerical and verbal puzzles

PREPARATION

Put students in groups of four and prepare this worksheet for each group.

PROCEDURE

Students are given 10 minutes to solve the problems. Insist on their speaking English only.

KEY:

- 1 *sister-in-law*
- 2 *her sister-in-law's brother's wife*
- 3 *her brother*
- 4 *9, six boys and 3 girls*
- 5 *evan*
- 6 *25, square*
- 7 *w, alphabet forward and backward*

Consider the following riddles:

- 1 Jim did an errand for his mother-in-law's only son's only wife. Who was she to Jim?
- 2 Rachel went to a wedding. The bride was Rachel's brother's only wife's mother's only daughter's brother's wife. What was she to Rachel?
- 3 Samantha received an invitation to a birthday party for Ryan. He was her maternal grandmother's only child's only son. What relation was he to Samantha?
- 4 Pat has three times as many brothers as she has sisters. Her brother Tom has two more brothers than he has sisters. How many siblings are there in the family? (Hint: there are no more than 10.)
- 5 In a pie-eating contest, Alice was neither first nor last, but she beat Evan. Ben beat Alice. Carol beat Dan and Ben. Who was last?
- 6 Find the number that best completes the following sequence:
1 4 9 16 ____ 36 49
- 7 What letter comes next in the following series?
A Z B Y C X D ____

Activity 3**A TIME CAPSULE in the museum****AIMS**

To practise vocabulary

PREPARATION

Tell students to draw their own time capsules with 5 storage boxes. Explain that a time capsule is a box (encourage them to use their imaginations while drawing their time capsules!) containing goods or information, usually intended as a method of communication with future people, i. e. they will be opened or accessed at a future date and their purpose is to preserve the culture of a particular time and place.

PROCEDURE

The Chicago Museum of Science and Natural History has invited sophomores to make a time capsule in which they will put their five most precious objects, without which they cannot imagine their lives today, so that future generations will be better acquainted with today's generation and their lifestyle.

The time capsule will be buried for a hundred years and exhibited when the time expires. Next to the objects, students should put a note explaining the use of the object they enclosed, as it is possible that future generations won't know what these objects are.

TIME CAPSULE

1)	2)	3)	4)	5)
----	----	----	----	----

Activity 4

PAST TENSES – A TORN POSTCARD

AIMS

- To practise past tenses
- To develop the imagination and write a past narrative

PREPARATION:

Prepare a partially 'torn' postcard for each of the students. Part of the message is missing.

PROCEDURE:

Tell students they have to complete the missing parts so that they make an interesting story.

KEY:

Suggested answers:

Hi. Guess what! Last night I went outside and I heard some sirens. I was really scared but I remembered that my dog was beside me. Still, I couldn't move.

I ran over to my friend's house and found out that the sirens were actually police sirens.

It was a very scary moment. I thought I was in trouble.

See you later,

PAST TENSES – A TORN POSTCARD

Hi. Guess what! Last night _____
outside and _____
sirens. _____
scared but _____
my dog _____
I couldn't _____
I ran over to my friend's house _____
found out that _____
were actually _____
It was a very _____
was in trouble.
See you later,



PAST TENSES – A TORN POSTCARD

Hi. Guess what! Last night _____
outside and _____
sirens. _____
scared but _____
my dog _____
I couldn't _____
I ran over to my friend's house _____
found out that _____
were actually _____
It was a very _____
was in trouble.
See you later,

Activity 5

PAST TENSES – FADING MEMORIES

AIMS

- To compare information from four accounts to find the correct version; telling a past story
- To develop reading skills
- To develop speaking skills
- To practise past tenses

PREPARATION

Prepare one copy of the worksheet cut up for groups of four students

PROCEDURE

Explain that students are going to read accounts written by four friends: Tom, Fred, Peter and Alex. Tell them that each person is old and may not remember some of the facts very accurately. The students' task is to find the correct version of events.

Divide students into groups of 4 and give each a different worksheet: A, B, C or D. Allow students time to read through their account. Circulate and monitor, helping them with vocabulary if necessary. Tell them there are 8 facts to discuss.

When they have read their accounts, students assume the role of that person. In their groups, they talk to each other about their memories. Each person has 2 facts that are incorrect while the other 3 can be correct. Their task is to find out the correct version of events by majority consensus.

Conduct whole-class feedback to check the answers.

KEY:

- 1 *They lived on Oxfam Street (Fred is incorrect.)*
- 2 *They played basketball in the street. (Peter was incorrect.)*
- 3 *They went to Bradnox Hill School. (Alex is incorrect.)*
- 4 *They left school in 1948. (Tom is incorrect.)*
- 5 *They went for a beer in the Yellow Willow. (Fred is incorrect.)*
- 6 *They all got married in 1950. (Peter was incorrect.)*
- 7 *Fred was Tom's best man. (Tom is incorrect.)*
- 8 *Tom and his wife went on their honeymoon to Scotland. (Alex is incorrect.)*

PAST TENSES – FADING MEMORIES

<p>A TOM Fred, Peter and Alex are my best friends. I have known them for more than 60 years now. We all lived in Birmingham on Oxfam street 62. We had a beautiful childhood. We played basketball in the street every night. We were in the same class at school. It was Bradnox Hill School. When we left school in 1947 we all went to work in the bicycle factory. Every Wednesday night we had a beer together in <i>The Yellow Willow</i>. We all got married in the same year, too, in 1950. Alex was my best man. My wife and I went on our honeymoon to Scotland. Fred, Peter and Alex came to the airport to see us off.</p>	<p>B FRED Tom, Peter and Alex are my best friends. I have known them for more than 60 years now. We lived in Birmingham on Stronghold street. We had beautiful childhood. We played basketball in the street every night. We were in the same class at school. It was Bradnox Hill School. When we left school in 1948 we all went to work in the bicycle factory. Every Wednesday night we had a beer together in <i>The Sad Horse</i>. We all got married in the same year, too, in 1950. I was Tom's best man. Tom and his wife went on their honeymoon to Scotland. Peter, Alex and I came to the airport to see them off.</p>
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PAST TENSES – FADING MEMORIES

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Activity 6

PUNS AND HOMOPHONES: AUTHORS AND BOOK TITLES

AIM

To have fun with homophones while reading these fake authors and book titles

PREPARATION

Prepare a transparency with 11 fake authors and book titles.

PROCEDURE

Urge students to pronounce the names of the authors. If they do it correctly, they will have fun when they realise that the authors are actually homophones and have a completely different meaning.

KEY:

- 1) ROLL AND COFFEE
- 2) I LEANED OVER
- 3) I'VE AN IDEA
- 4) MOWS HIS LAWN
- 5) FILL MY CAVITY
- 6) HORROR STORY
- 7) WHAT'S HE DONE
- 8) TOP C SHARP
- 9) JUST IN TIME
- 10) PTERODACTYL AND DYNOSAUR
- 11) ROBBING BANKS

PUNS AND HOMOPHONES: AUTHORS AND BOOK TITLES

- | | |
|-----------------------------|-----------------------------|
| 1) CONTINENTAL BREAKFAST | ROLAND COFFY |
| 2) THE WHITE CLIFFS | EILEEN DOVER |
| 3) PHILOSOPHY FOR BEGINNERS | IVAN I. DEAR |
| 4) CUTTING IT FINE | MOSES LAWN |
| 5) THE DENTIST AT WORK | PHIL MACCAVITY |
| 6) BLOOD ON THE COFFIN | HORACE TORY |
| 7) UNDER ARREST | WATSS E. DUNN |
| 8) THE BOY SOPRANO | TOPSY SHARP |
| 9) AT THE ELEVENTH HOUR | JUSTIN TIME |
| 10) PREHISTORIC ANIMALS | TERRY DACTYL & DINAH SAWYER |
| 11) CRIME PAYS | ROBIN BANKS |

Activity 7**DO-YOU-AND-HOW-MUCH-DO-YOU READ QUESTIONNAIRE****PREPARATION**

Prepare a transparency with these 8 questions testing students' reading habits.

PROCEDURE

Ask individual students to answer the questions. Organize a competition, offering a symbolic prize for the winner.

Do-you-and-how-much-do-you read questionnaire

- 1) How much time do you spend reading (books, papers, comics) each day?
a 20 minutes **b** 2 hours **c** I never read **d** I don't read regularly
- 2) Why do you normally read?
a I have to **b** I am intrigued **c** I am curious **d** I am bored
- 3) Where do you normally read?
a in the bathroom **b** in bed **c** on bed **d** sitting in a chair
or at my desk
- 4) Do you ever read in foreign languages?
a yes, sometimes **b** never **c** only newspapers **d** only comics
- 5) What do you prefer?
a poems **b** novels **c** short stories **d** biographies
- 6) Which genre do you prefer?
a crime **b** sci-fi **c** love **d** other
- 7) How many novels have you read so far?
a 10 **b** 15 **c** 5 **d** a few
- 8) Name five novels you have read:
1 _____
2 _____
3 _____
4 _____
5 _____

Activity 8

Write the type of book/text next to the author/title

AIM

To practise literary genres

PREPARATION

Put students in groups of 4. Give each group a copy of the worksheet.

PROCEDURE

Ask students to write the type of book/text next to the author/title. Set a time limit. Conduct whole-class feedback.

Write the type of book/text next to the author/title

biography / short story / drama / novel / travel guide / reference book / ghost story / autobiography / children's book / detective story / essay / cookery book

- 1 _____ Walter Isaacson, *Einstein, his Life and Work*
- 2 _____ Helen Fielding, *Bridget Jones's Diary*
- 3 _____ Ernest Hemingway, *The Old Man and the Sea*
- 4 _____ Luke Thomas, *Luke's Cookbook*
- 5 _____ Agatha Christie, *Murder at the Vicarage*
- 6 _____ William Shakespeare: *Macbeth*
- 7 _____ Charles Lamb, *Essays of Elia*
- 8 _____ E. A. Poe, *The Masque of the Red Death*
- 9 _____ William Faulkner, *The Sound and the Fury*
- 10 _____ *The World Bank Encyclopaedia*
- 11 _____ Roald Dahl, *Charlie and Chocolate Factory*
- 12 _____ *Scotland's Highlands and Islands Travel Guides* by Lonely Planet



Write the type of book/text next to the author/title

biography / short story / drama / novel / travel guide / reference book / ghost story / autobiography / children's book / detective story / essay / cookery book

- 1 _____ Walter Isaacson, *Einstein, his Life and Work*
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- 11 _____ Roald Dahl, *Charlie and Chocolate Factory*
- 12 _____ *Scotland's Highlands and Islands Travel Guides* by Lonely Planet

Activity 9

Write the professions next to the literary works

AIM:

To practise vocabulary related to literature

PREPARATION

Write these 9 words on the board. While you are writing, invite individual students to define these words.

PROCEDURE

Once you have written these 9 words on the board, elicit vocabulary denoting the professions.

Write the professions next to the literary works

- 1) biography _____
- 2) essay _____
- 3) journalism _____
- 4) drama _____
- 5) short story _____
- 6) play _____
- 7) poem _____
- 8) novel _____
- 9) narration _____

Activity 10**Advertising****PREPARATION**

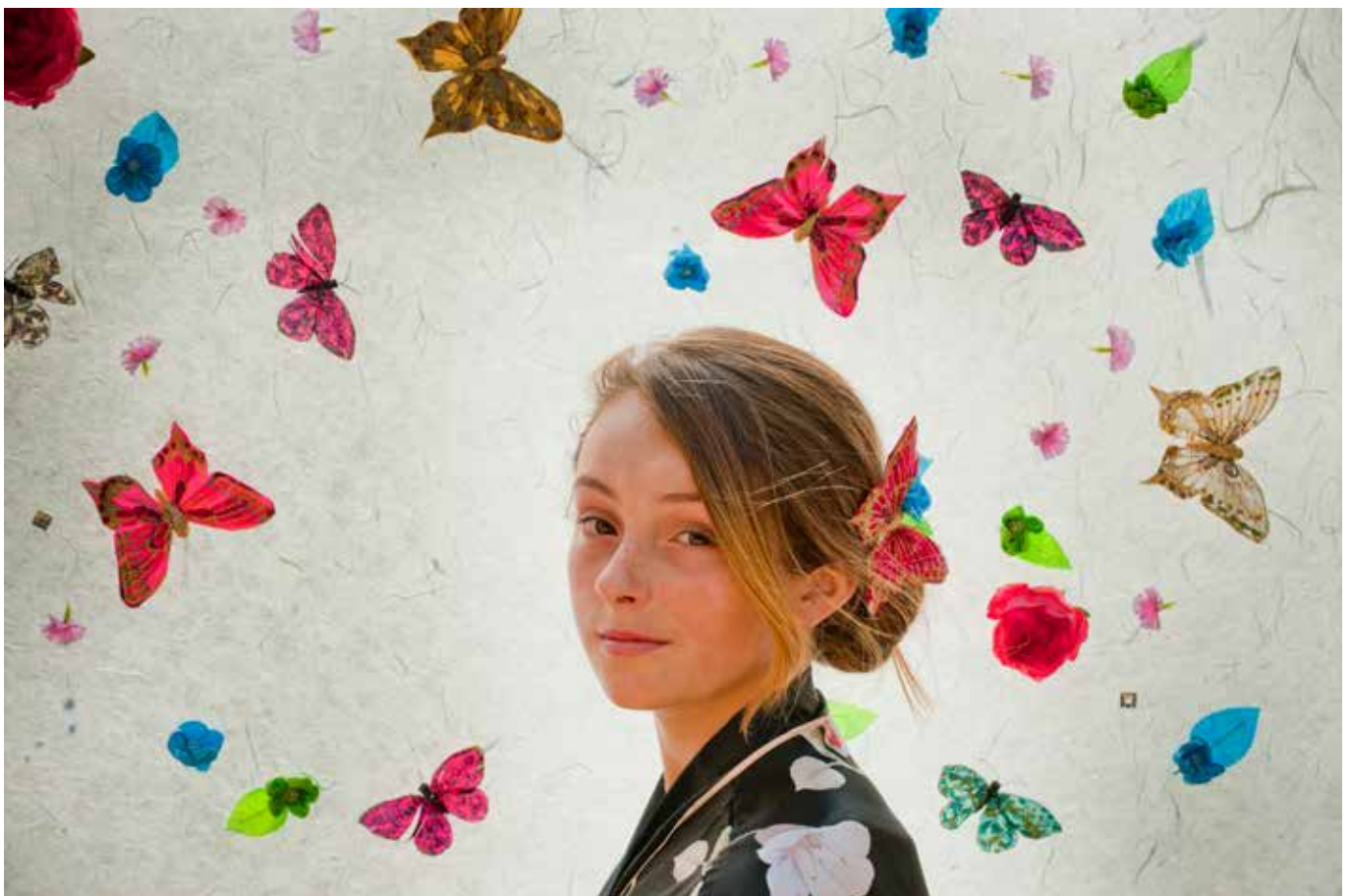
Cut out the photos. Prepare scissors, glue, coloured pencils and markers. Divide the class into 6 groups (or less, depending on the size of the class) and give them an A3 piece of paper.

PROCEDURE

Go around the class holding the photos face down. Have each group pick two photos. Tell them they are going to make a poster of the product they are about to advertise. Have these two photos inspire them as they should be pasted on the poster. Tell them to think of the name of the product and the slogan that should be written on the poster. Encourage them to use their imagination. Set the time limit to 30 minutes. Suggest not talking to the rest of the class while preparing the poster so as not to spoil the surprise. Tell each group to elect a representative that will present their product to the rest of the class. The representative has to be as convincing as the poster itself. As soon as one representative has finished his or her presentation, write the name of their product on the board. Once all names of the products are on the board, elicit voting for the best one. Each student can give his or her vote to one group only (except for his or her own). Announce the winner.

Advertising





Advertising







Activity 11**Giving advice****PREPARATION**

Cut out worksheet along the lines marked.

PROCEDURE

Ask for a volunteer who will come and sit in your chair, facing the class. Tell the class their friend (the volunteer) has a problem or something bothers him/her. He/she is open for suggestions and eager to get a piece of advice. Pick one of the cut-out situations and write it on the board, so that the volunteer doesn't see it. The class can see what his/her situation is and starts offering advice (one student at a time). Encourage the class to start their sentences with *If I were you...* and not to be too obvious, at least at first. As soon as each piece of advice is given, the volunteer tries to guess what the problem is. Some 10 pieces of advice are usually necessary for a person to discover what their situation is. Once the volunteer figures it out, ask for another one to come to the board and do the same procedure with a different situation.

Giving advice

Situation 1

I'm offered a role in a Hollywood movie if I go to plastic surgery.

Situation 2

I look like a famous criminal so the police keep apprehending me and asking for my ID.

Situation 3

I found a hair in the soup prepared by my mother-in law while having dinner at their house.

Situation 4

My jeans ripped in the middle in the back while dancing in the club.

Situation 5

I saw my dad shoplifting the other day.

Activity 12**Moral dilemmas****PREPARATION**

Divide the class into groups of 3-4 students. Make one copy of the worksheet per group.

PROCEDURE

Having already discussed moral dilemmas in class, ask students to write down what they would do and then check their answers with their peers within the group. Ask them to discuss why each person would do each action and what the moral thing to do would be.

Moral dilemmas

1 Your best friend asked you to keep an eye on his pet goldfish while he is on a business trip. Unfortunately, the fish died the very next day. What would you do?

2 The test you did was written in pencil and you failed it by a point – if you had one more point you would have got a passing grade. What would you do? Would you correct the test and then go to the teacher and demand a higher grade?

3 Your father has an illegitimate child, a boy, who is 8 years old and has just learnt about your father being his parent. Your father admits to his past sins and acknowledges the child. Your mother and you are shocked, but you are doing your best to get over the shock. One day the child comes to your doorstep and wants to speak to your father. What would you do?

4 Your mother is worried that you will start taking drugs if you continue hanging around with your boyfriend, an ex-addict. You love your mother, but you love your boyfriend as well. What will you do?

5 You are not willing to share your sandwich with other people. If you eat it in class, half of it will be eaten. How about going to the toilet and eating it there? What would you do?

6 An old beggar is sitting on the pavement in front of your house. He really is a person in need. He is starving and has nothing to put on. He asks you if he could use your bathroom. What would you do?

Activity 13**(Un)reasonable rules****PREPARATION**

Make one copy of the worksheet per pair.

PROCEDURE

Start a discussion with students about the law and constitution, and their purpose. Tell them the law is something we should all obey, but there are often some illogical rules and regulations that are outdated, but haven't been changed yet, or simply make no sense.

Ask students to read these statements about the law in different countries around the world and discuss whether they are true or false.

Key:

- 1) *True. The king is represented on all the notes and coins of Thailand. Stepping on his image is a sign of disrespect for the monarch, for which imprisonment is expected.*
- 2) *True.*
- 3) *False.*
- 4) *True. The ban was lifted in 2004.*
- 5) *True, but only if he is carrying a bow and an arrow.*
- 6) *False.*
- 7) *False.*
- 8) *True. It's officially recognized as American.*
- 9) *True.*
- 10) *True. Technically anyone who dies within the walls of Parliament is automatically granted a Royal state funeral.*
- 11) *False.*
- 12) *True. He doesn't wear any pants.*

(Un)reasonable rules

<p>1 In Thailand, you can go to prison for stepping on paper money or coins.</p>	<p>2 In Alaska, you are allowed to kill a bear, but it is forbidden to wake it up in order to take a picture of it.</p>
<p>3 In Congo, it is OK to rob a bank if you give at least half of the money to charity.</p>	<p>4 In Singapore, it has been forbidden to sell chewing gum for 12 years because of the hooligans who like to stick it everywhere.</p>
<p>5 In the city of New York, it is legal to murder a Scotsman within the ancient city walls.</p>	<p>6 In Russia, the age requirement for consuming alcohol is 12.</p>
<p>7 In Mexico, you are allowed to steal a car if there is an emergency, such as an urgent trip to hospital.</p>	<p>8 In Illinois, it is illegal to speak English.</p>
<p>9 In France, it is still forbidden to name pigs after Napoleon.</p>	<p>10 It is illegal to die in the Houses of Parliament.</p>
<p>11 In some cities in the US, including Detroit and Atlanta, it is strictly forbidden to spit from the top of a building higher than 20 floors because you can seriously hurt a pedestrian walking in the street.</p>	<p>12 In Finland, the image of Donald Duck used to be banned.</p>

Activity 14**Travelling****PREPARATION**

Arrange the class in a circle (if the classroom or the number of students allows it).

PROCEDURE

Tell the class you are going to play a game. Pretend you are all going on a trip together, let's say to the Bahamas. Each person, including you, is going to name one thing he or she would like to take with him or her, and you are the one who will say whether that can or cannot be brought. Start with the first student sitting to your left and keep going clockwise. The aim of this game is to guess what the logic is: why something can or cannot be brought with you. You can decide that only things starting with the letter "p", for example, can be brought with you, so only those students that mention a word starting with that letter will get an affirmative response, regardless of how much sense it makes in terms of your trip.

The principle has to be the same, but the solution can vary. You can choose any other letter or make the game more difficult by accepting only five-letter words.

Whatever you say has to be correct. Ask those students who know how to play this game or figure it out soon to play along, until all the students guess what the logic is.

Activity 15

Gossiper

PREPARATION

Make one copy of the worksheet per pair.

PROCEDURE

Have students read the dialogue in pairs and discuss it. Ask them to spread the gossip on to their friends by reporting what they have heard. Tell them to add a fake piece of information to their story while telling it forward, or to slightly change the information that has reached them to make it more interesting. Students should then exchange their notebooks with their partner and detect a lie. Draw students' attention to the use of reported speech.

Gossip girl

Brian: Has Mary told you what happened to Gina the other day?

You: No, but it sounds interesting! I'm all ears.

Brian: She was on her way to the store when she saw Dana holding hands with Julie's boyfriend.

You: What? Are you serious?

Brian: Of course I am. But that's not all. Allegedly, they have been seeing each other quite some time now. They are even going on holidays together this summer. I don't think Julie knows anything about it. As a matter of fact, I think Julie is head over heels in love at the moment and doesn't seem to be noticing anything.

You: Don't you think she is turning a blind eye? You know how desperate she was to find someone.

Brian: It is possible, but I talked to her last week and she was telling me about the present she got from him. Listen carefully... He got her a trip to Spain this summer.

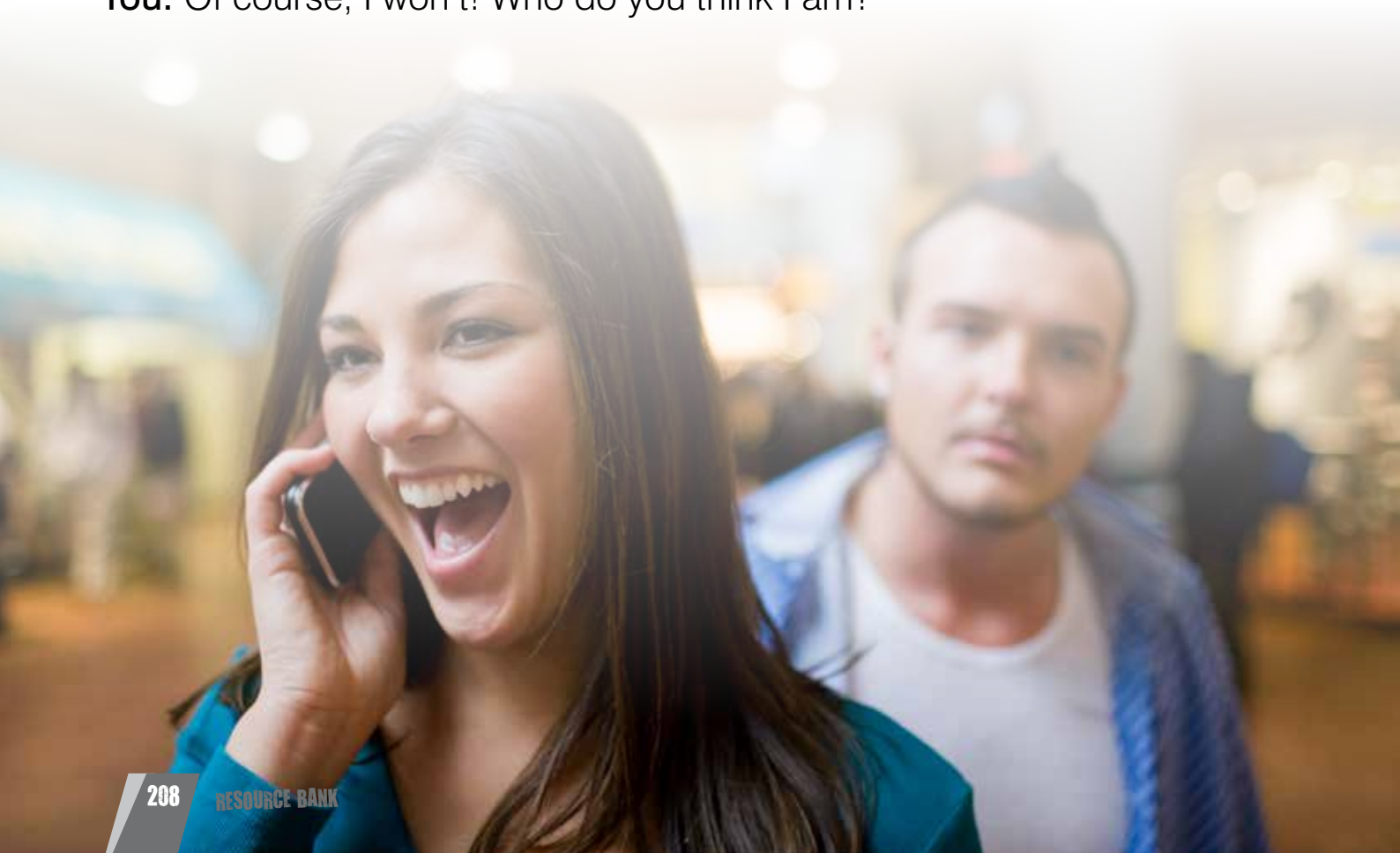
You: How is that possible if he is taking Julie somewhere?

Brian: Exactly! That's what I'm talking about!! He's such a player! Shall we tell her? Will you tell her?

You: I don't know what to do...

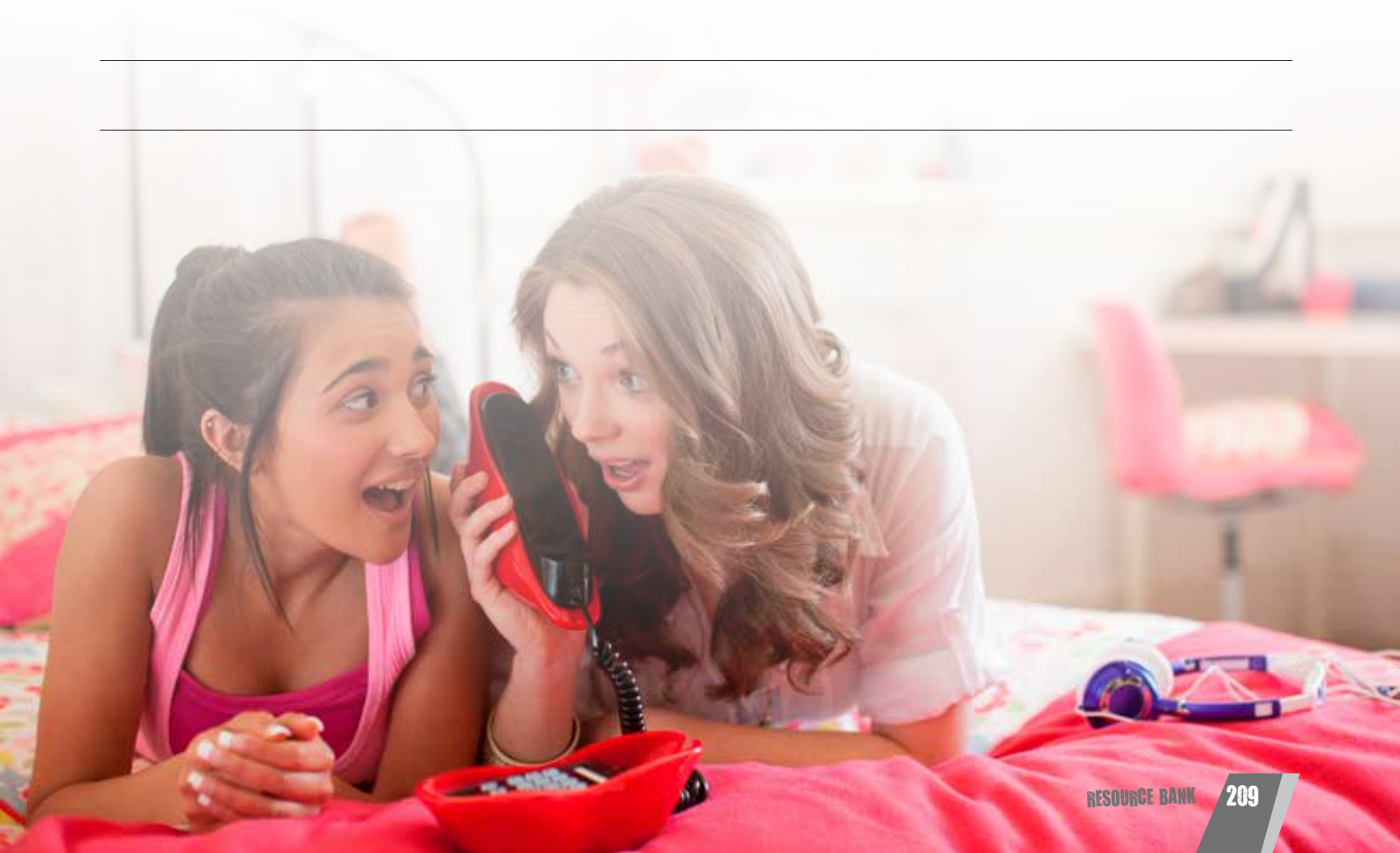
Brian: Just don't tell anyone, please. It's top secret.

You: Of course, I won't! Who do you think I am?



As soon as you hang up, you give a ring to Tina:

You: Hi, Tina. Listen, I have to tell you something, but promise you won't tell anyone. I talked to Brian a few minutes ago and he told me that...



Activity 16

William Shakespeare

AIM

To show how much they know about *Hamlet*

PREPARATION

Prepare a transparency with the Hamlet quiz.

PROCEDURE

Put students in pairs and give them 5 minutes to do the test. They have to write their answers into their notebooks. Conduct whole-class feedback.

KEY: 1) b 2) d, 3) b, 4) b, 5) b, 6) d

Hamlet quiz

- 1 What is Hamlet's father's name?
 - a Claudius.
 - b Hamlet.
 - c Polonius.
 - d Fortinbras.

- 2 One of the guards of the royal castle says this memorable line: Something is rotten in the state of....
 - a England.
 - b Scotland.
 - c Germany.
 - d Denmark.

- 3 Hamlet doesn't commit suicide because he is afraid of
 - a his mother.
 - b dreaming.
 - c his father's ghost.
 - d uncle.

- 4 How does Ophelia die?
 - a She hangs herself.
 - b She drowns.
 - c She is killed by Hamlet.
 - d She stabs herself.

- 5 Who is Gertrud's murderer?
 - a Hamlet.
 - b Claudius.
 - c Leartes.
 - d Horatio.

- 6 Who stays alive at the end of the play?
 - a Hamlet.
 - b Gertrude.
 - c Leartes.
 - d None of these.

Activity 17

Edgar Allan Poe – The Black Cat

PREPARATION

Give each student a handout.

PROCEDURE

Without any previous lesson regarding Poe's tale 'The Black Cat' except for what they have done in their Georgian classes, ask students to do the quiz about the tale. Put students in pairs and give them 5 minutes to do the test. They have to write their answers into their notebooks. Conduct whole-class feedback. Ask a random student to retell the short story. Brainstorm ideas about why it is shocking, and why it is considered to be one of the first horror stories ever written.

KEY:

1) *b*, 2) *a*, 3) *b*, 4) *b*, 5) *a*, 6) *d*, 7) *b*

The Black Cat

- 1 How many cats did the author have?
 - a one.
 - b Two.
 - c Three.
 - d Four.

- 2 What happened to Pluto after he bit the narrator?
 - a The narrator cut his eye out.
 - b The author walled him up in the cellar.
 - c The author wanted to drown him in a bathtub.
 - d The author set him on fire.

- 3 How did Pluto die?
 - a The author's wife stabbed him.
 - b The author hanged him.
 - c We don't know.
 - d He didn't die.

- 4 What was the feature that made the second cat different from the first one?
 - a His blue eye.
 - b The white hair on his breast.
 - c It was smaller.
 - d The star on his white feet.

- 5 How did the narrator's wife die?
 - a He struck her with an axe after she stopped him from striking the cat.
 - b He poisoned her wine after imagining the cat told him to do so.
 - c He flung the cat into the cellar and then pushed his wife down the stairs.
 - d Her life faded as the sickly cat gained strength.

- 6 How did the second cat die?
 - a The narrator killed it with an axe.
 - b It starved behind the wall.
 - c It was burned.
 - d It didn't die.

- 7 What happened in the end?
 - a A noise was heard.
 - b The narrator confessed.
 - c The police smelled something.
 - d A white cat came in and led the police to the wall.

Activity 18

Sport and leisure

AIM

To practise vocabulary related to sports

PREPARATION

Draw a 3-column grid on the board. Tell students to copy it into their notebooks.

PROCEDURE

Read the sports, one after another. Do it slowly, so that they have time to think. Working in pairs, students divide these sports into three categories: Team Games, Games for Two, Solo Sports. Some may fit more than one category. Conduct whole-class feedback.

Sport and leisure

SWIMMING TENNIS SQUASH SAILING
RIDING BASKETBALL SKIING FOOTBALL WINDSURFING
JOGGING CYCLING BOXING FENCING
HOCKEY BADMINTON VOLLEYBALL

TEAM GAMES	GAMES FOR TWO	SOLO SPORTS

Activity 19

Sport and leisure

AIM

To practise vocabulary related to particular sports

PREPARATION

Put students in pairs. Prepare one copy of the worksheet per pair.

PROCEDURE

In pairs, students try to define the sport in which the given words are used.

KEY:

- | | |
|--|--------------|
| 1) <i>course, hole, flag, clubs</i> | – GOLF |
| 2) <i>beam, bars, horse, rings</i> | – GYMNASTICS |
| 3) <i>court, serve, volley, umpire</i> | – TENNIS |
| 4) <i>pool, butterfly, breaststroke, turn</i> | – SWIMMING |
| 5) <i>corner, goalkeeper, referee, offside</i> | – FOOTBALL |
| 6) <i>rink, puck, stick, goal</i> | – ICE HOCKEY |
| 7) <i>board, pawns, queen, rook</i> | – CHESS |
| 8) <i>bow, arrow, target, bull</i> | – ARCHERY |
| 9) <i>racket, shuttlecock, smash, lob</i> | – BADMINTON |
| 10) <i>shorts, gloves, gumshield, ring</i> | – BOXING |

Sport and leisure

Look at the groups of 4 words below. Decide in which sport all four words would be used.

- 1 course, hole, flag, clubs _____
- 2 beam, bars, horse, rings _____
- 3 court, serve, volley, umpire _____
- 4 pool, butterfly, breaststroke, turn _____
- 5 corner, goalkeeper, referee, offside _____
- 6 rink, puck, stick, goal _____
- 7 board, pawns, queen, rook _____
- 8 bow, arrow, target, bull _____
- 9 racket, shuttlecock, smash, lob _____
- 10 shorts, gloves, gumshield, ring _____



Sport and leisure

Look at the groups of 4 words below. Decide in which sport all four words would be used.

- 1 course, hole, flag, clubs _____
- 2 beam, bars, horse, rings _____
- 3 court, serve, volley, umpire _____
- 4 pool, butterfly, breaststroke, turn _____
- 5 corner, goalkeeper, referee, offside _____
- 6 rink, puck, stick, goal _____
- 7 board, pawns, queen, rook _____
- 8 bow, arrow, target, bull _____
- 9 racket, shuttlecock, smash, lob _____
- 10 shorts, gloves, gumshield, ring _____



Sport and leisure

Look at the groups of 4 words below. Decide in which sport all four words would be used.

- 1 course, hole, flag, clubs _____
- 2 beam, bars, horse, rings _____
- 3 court, serve, volley, umpire _____
- 4 pool, butterfly, breaststroke, turn _____
- 5 corner, goalkeeper, referee, offside _____
- 6 rink, puck, stick, goal _____
- 7 board, pawns, queen, rook _____
- 8 bow, arrow, target, bull _____
- 9 racket, shuttlecock, smash, lob _____
- 10 shorts, gloves, gumshield, ring _____

Activity 20**Taboo****PREPARATION**

Cut out the vocabulary cards. Put students into three teams. Each team chooses a representative who will explain the words.

PROCEDURE

A representative of Team 1 comes to the board and has to explain the words to his or her team only. The rest of the class should sit quietly and listen. The representative should give verbal clues to his or her teammates to help them guess the word printed at the top of the card. The clues can be sentences or single words. The words that are printed on the Taboo list on the card can't be used. The list on the card contains a number of words or terms that are considered "taboo," and therefore cannot be said aloud by the clue giver. The listed words, and any parts or forms of them, are forbidden as clues. For instance, you cannot say the words "baby" or "sitter" if the word "babysitter" is listed. You also cannot say "work" if one of the words listed is "work". The card should be hidden from the team but visible to at least one of the opponents (therefore, a person from one of the remaining teams should stand next to the clue giver). That opponent should scream the word "taboo" if he or she hears the clue giver use the Taboo word. If this happens, the clue giver must move on to another word. The clue giver may continue giving clues until the time (one minute) expires. The team with the biggest number of words guessed wins. Score one point for the clue giver's team for each word the team guesses correctly. There is no penalty for wrong answers. Award one point to the clue giver's opponents for each time a Taboo word is used and for each time the clue giver passes on a word. Keep the score on the opposite side of the board.

Taboo



<p>SLEIGH</p> <p>Santa Claus reindeer to pull to move</p>	<p>REINDEER</p> <p>animal Rudolph Santa Claus sleigh</p>
<p>SNOWMAN</p> <p>to melt carrot broom pot</p>	<p>CHRISTMAS TREE</p> <p>to decorate plant green Christmas Eve</p>
<p>CHRISTMAS CARD</p> <p>to write to send to wish merry</p>	<p>BELLS</p> <p>church to ring tower jingle</p>
<p>DONKEY</p> <p>animal grey stubborn horse</p>	<p>SANTA CLAUS</p> <p>old presents beard man</p>
<p>MISTLETOE</p> <p>plant to kiss New Year's Eve under</p>	<p>BAUBLE</p> <p>to decorate ball round colourful</p>



THREE WISE MEN

Bethlehem
presents
king
birth

CHRISTMAS WREATH

door
to hang
decoration
plant

RUDOLPH

reindeer
red
nose
Santa Claus

CHRISTMAS STOCKING

sock
hang
chimney
presents

GRINCH

green
monster
to hate
Who

ELF

Santa Claus
to help
presents
small

CHRISTMAS EVE

day
before
night
midnight

MIDNIGHT MASS

Christmas Eve
church
twelve
to pray

ANSWER KEY FOR WORKBOOK



1

UNIT

NOT JUST ANOTHER BRICK IN THE WALL

A reading and speaking

1

- A T/K
- b V
- c T/K
- d A
- e A
- f V
- g A
- h A
- i A
- j T/K
- k V

2

- a learner, learning
- b taught, learnt
- c student
- d studying, studies
- e teacher
- f teach
- g study

3

Students' answers.

4

VISUAL	AUDITORY KINAESTHETIC	
c I get the picture.	a That rings a bell!	b I'll get in touch.
e I see what you mean.	f Loud and clear!	d I can't grasp that idea.
g We see eye to eye.	i That sounds OK to me.	h I get the hang of it.
k That looks good to me.	l Something tells me...	j How does that grab you?

5

1 D, 2 C, 3 A

6

- a Linguistic
- b Logical-mathematical
- c Musical
- d Spatial
- e Kinaesthetic
- f Interpersonal
- g Intrapersonal

B reading and vocabulary

1

Students' answers.

2

Students' answers.

3

- a attending
- b well, do
- c specialist teachers
- d taking courses
- e core subjects

4

- a revise
- b have problems
- c acquire
- d drill
- e characteristic

5

- a alternative
- b high
- c attend
- d compulsory
- e fee

6

- a for
- b on
- c of
- d on
- e at
- f of
- g for
- h to

7

1 c, 2 b, 3 b, 4 d, 5 a, 6 a

8

- a study
- b take

- c grade
- d fail
- e pass
- f do well
- g retake

9

Students' answers.

10

- a graded
- b educate
- c knowledge
- d exams
- e knowledgeable
- f integrated
- g attendance
- h examined

C grammar

1

wish, am having, get up, go, get, don't do, making, planning, comes up, is having, is running, is calling

2

- a It **belongs** to Mike.
- b They **are travelling** to China.
- c They **like** Italian food.
- d I'm **reading** the last *Harry Potter* book.
- e The phone **is ringing**.

3

- Mom:** haven't seen
- Sophie:** have been trying; haven't had
- Mom:** have seen
- Sophie:** have met; has helped
- Mom:** Have you met
- Sophie:** have done
- Sophie:** haven't spent; have been

4

Students' answers.

5

- a I have been attending classes here for five years.
 - b She has never done that.
 - c He has lost it.
 - d We are preparing for it this week.
 - e I don't like it.
 - f We have checked all the slides several times.
 - g At the moment I am analysing figures from a study and my partner is watch documentaries.
 - h The teacher has been working on the curriculum for three months.
- c, h, a, g, b, f, d, e**

6

c, h, a, g, b, f, d, e

1 Sentence **a** is in present simple tense, and sentence **b** is in present continuous tense. **a** How can that be? He comes from Brazil but he doesn't speak Portuguese. **b** Frank is coming back from Brazil after being away for two months.

2 Sentence **a** is in present simple tense, and sentence **b** is in present continuous tense. **c** I think vegetarianism is a valid choice. **d** Who knows! She's thinking about becoming a vegetarian.

3 Sentence **a** is in present perfect simple tense, and sentence **b** is in present perfect continuous tense. **e** He's done nothing but hurt her.

f He's been doing that since the day they met.

4 Sentence **a** is in present perfect continuous tense, and sentence **b** is in present perfect simple tense.

g They have been performing together since they were children. **h** They have performed together in Buckingham Palace.

7

a Correct.

b I shouldn't have come. I'm thinking this party is boring. *think*

c I honestly can't tell when we met. I have been knowing him for as long as I can remember. *have known*

d Correct.

e The only thing I have ever been wanting is to study Music. *have ever wanted*

f My family has been owning this estate for almost two centuries. *has owned*

g Are you sure these papers are belonging together? They seem to be mixed up. *belong*

h Correct.

8

1 Raina: is;
been **Chuck:**
has **Raina:**
does **Chuck:**
is **2**

Tom: Have

Sophie: haven't

Tom: are

Sophie: have; am; Do

9

a What does he do?

b What is she doing?

c Have you eaten yet?

d Who is playing the violin?

e How long have you been studying?

f Have you thought about a proposition?

10

a We live in this house my entire life. *have lived*

b This is Juan. He is coming from Mexico. *comes*

c Altogether, I have been writing twelve pages for my History paper. *have written*

d A: What are you doing? – **B: I teach Geography in** primary school. *do you do*

e We haven't gone to the States, but we'd really like to go. *been*

f I learn English for ten years now, since the first grade. *have been learning*

11

Students' answers.

D listening and speaking

1

a How have you travelled there?

b How far is it from here?

c Where are you staying?

d Which school are you attending?

e Which subjects are you taking?

f What do you like about your new school?

g What don't you like about your new school?

h Do you take part in after school activities?

i Have you made any friends?

2

Students' answers.

3

- a paper
- b freshman year
- c sophomore year
- d junior year
- e senior year
- f pop quiz
- g boarding school
- h dorm

4

- a freshman year
- b pop quiz
- c boarding school
- d senior year
- e papers
- f sophomore year
- g dorm
- h junior year

5

- a of
- b in
- c for
- d in
- e at
- f on
- g around
- h to

6

Suggested answers:

- a Students need to get accustomed to the new way of studying during their freshman year.
- b It is cheaper to live in the dorm than in a rented apartment.
- c Georgian seniors finish with their classes three weeks earlier than other students.
- d In junior year students don't take Sociology and Logics classes.
- e I think there are no private boarding schools in Georgia. I'd like to attend such a school.
- f I have just started my senior year, but I still don't know which university to enrol.



1

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EDUCATION

Sciencegrammarschool
English and German
Mathematics and IT

2

Suggested answers:

- a Which secondary school do you attend?
- b What type of school is it?
- c Which languages do you speak and how fluently do you speak them?
- d Which extracurricular activities do you currently do?
- e Which major you most interested in?
- f What would you like to study?

3

Suggested answers:

ა) ვადასტურებ, რომ ჩარიცხვის პროცესში გადმოგზავნილი ინფორმაცია - განცხადებისა თუ სხვა საჭირო მასალის ჩათვლით - ჩემ მიერაა დანერგილი, ფაქტობრივად ზუსტია და პირნათლადაა წარმოდგენილი.

ბ) მესმის და ვეთანხმები, რომ გადმოგზავნილი დოკუმენტები იმ ინსტიტუციების საკუთრება ხდება, რომლებსაც მივმართავ და უკან არ დამიბრუნდება.

გ) მესმის, რომ შესაძლოა დავექვემდებარო რიგ დისციპლინურ ღონისძიებებს - ჩარიცხვის ანუ-ლირებისა და გარიცხვის ჩათვლით -იმ შემთხვევაში, თუ გადმოგზავნილი ინფორმაცია ყალბი აღმოჩნდება.

დ) რამდენადაც ჩემთვისაა ცნობილი, ამ ანკეტაში წარმოდგენილი ინფორმაცია ზუსტი და ამომწურავია.

ე) უფლებას გაძლევთ, გადაამოწმოთ ამ ანკეტაში წარმოდგენილი ინფორმაცია.

ვ) მესმის, რომ წერილობით დაუყოვნებლივ უნდა გაცნობოთ გარემოებათა ნებისმიერი ცვლილების შესახებ.

4

Students' answers.



bits of... grammar and vocabulary

1

c, d, a, g, h, b, e, f

2

- a don't have to
- b doesn't have to
- c had to
- d didn't have to

3

Suggested answers:

- a Anita is not allowed to stay out after midnight.
- b Students can / are allowed to borrow books from the school library but not from the teachers' section.
- c Using mobile phones in the classrooms without the teacher's permission is not allowed.
- d When Professor Langdon finishes with his lecture, you can ask him whatever you want.
- e Surfing the Net in the classroom is not allowed, but doing it in the library is.

4

- a mustn't
- b mustn't
- c must
- d must
- e must
- f mustn't

5

- a All passengers have to show their passports when checking in.
- b The company director sent a memo informing all workers that they must / have to start work at 7:30.
- c You must eat more fruit and vegetables.
- d Parents decided their five-year-olds mustn't stay up after 9 p.m.
- e You mustn't park here unless you pay.
- e You mustn't park here unless you pay.

6

Suggested answers:

- a Students have to / must behave (politely) at school.
- b Papers have to / must be emailed.

- c Students don't have to wear uniforms at our school.
- d Students mustn't smoke here.
- e Three years ago students had to wear ties, but they don't have any more.

7

Students' answers.

NOTE:

a

compulsory: something that is compulsory must be done because of a rule or law

Example: School uniform is no longer compulsory in many British schools.

optional: something that is optional is available or possible if you want it, but you do not have to have it or do it

Example: The history course is optional, but English is compulsory.

b

pass: to be successful in an examination or test by achieving a satisfactory standard Example: She passed her driving test.

fail: to be unsuccessful in achieving a satisfactory level or standard

Example: She failed all her exams.

c

school year: the period of the year when students must go to school

term: one of the periods of time into which the year is divided for students. In the UK, there are usually three terms: the autumn term, the spring term, and the summer term

Example: What classes are you taking this term?

d

lesson: a period of time in which students are taught about a subject in school. The usual American word is class.

Example: a French/English/maths/history lesson

subject: something that you learn or teach in a school, for example English, mathematics, or biology

8

- a boarder
- b break
- c prefect
- d dress code
- e detention
- f prep
- g lights-out

G broadening your horizons

1

	the UK	the USA	Georgia
a Education is compulsory until the age of 15.			
b All children have to go to some kind of preschool.		✓	
c The school year is divided into three terms.	✓		
d There are breaks during the winter, spring and summer.	✓	✓	✓
e All school subjects are compulsory.			
f Enrolling at a university isn't allowed without a secondary / high school diploma.	✓	✓	✓

2

- a** eligible
- b** attend
- c** admissions
- d** certificate, secondary
- e** grade
- f** kindergarten, nurseries
- g** compulsory

2

UNIT

STORIES FROM THE PAST AND PRESENT

A reading and speaking

1

- a historical
- b historic
- c historical
- d historic
- e classical
- f classic
- g classic
- h exhibition

2

- Left column: e, h, f, a, i
- Right column: g, j, b, d, c

3

- c, j, f, i, h, b, e, a, d, g

4



The Prado, Madrid	Madrid, Spain	The Three Graces by Peter Paul Rubens
The State Hermitage Museum, St Petersburg	St. Petersburg, Russia	The Golden Rooms
Rijksmuseum, Amsterdam	Netherlands	The Night Watch by Rembrandt van Rijn
The Smithsonian, Washington D.C.	Washington, D.C.	American Stories
The Guggenheim Museum, New York	Bilbao, Spain	Works of modern and contemporary art, for example by Andy Warhol
The Uffizi Gallery, Florence	Florence, Italy	The Birth of Venus by Sandro Botticelli
The Metropolitan Museum of Art, New York	New York, NY	Adam and Eve by Albrecht Dürer
The British Museum, London	London, UK	Ancient Egyptian material outside Cairo
The Vatican Museums, Rome	Vatican City, Italy	The Sistine Chapel and Raphael Rooms
Le Louvre, Paris	Paris, France	Mona Lisa by Leonardo da Vinci

5

- 1 able
- 2 be
- 3 However
- 4 to
- 5 they
- 6 Because
- 7 not / hard
- 8 was

2

- a exhibits
- b prosperity
- c nobility
- d victory
- e reign
- f expand

3

- a well off
- b dyes
- c strokes
- d at all times
- e in great demand
- f diet
- g fierce

4

Students' answers.

5

- a Who were the Tudors?
- b When did the Tudors rule England?
- c Who was the first Tudor king?
- d Why are they so famous?
- e What was living like during the Tudor times? What kind of society was Tudor England?
- f What did the Tudors do for Britain?

6

1 G, 2 C, 3 F, 4 B, 5 D
Extra sentences: A, E

B reading and vocabulary

1

- a yeomanry
Explanation: yeomanry refers to farmers; the other words refer to upper classes
- b noble
Explanation: can be both a noun and an adjective; the other words are nouns
- c various
Explanation: a neutral word
- d reign
Explanation: could be both a noun and a verb
- e exhibition
Explanation: the verb is formed without the suffix -ion; the other words have to change the form or add a letter

7

1 D, **2** A, **3** C, **4** B, **5** D, **6** A, **7** B, **8** A

8

1 H, **2** C, **3** E, **4** B, **5** G, **6** D

Extra sentences: A, F

C grammar

1

a called

b rented, got

c was getting, were packing, were

d was leaving, stopped

e met, was living

f was shining

2

a saw, had already broken up

b had prepared, arrived

c got, had already started

d did ...realize, had met

e understood, had followed

f had lived, turned

3

a was having, helped

b was becoming

c got, had stolen

d wanted, realized, had lost

e did you do

f were having, rang

4

had, would, did, were, would, had happened, called, was, had argued, spelled, mattered, had, met, had moved, were visiting, could, were able to

5

Suggested answers:

a While we were watching a film, there was a power cut.

b It was already late when I remembered that I had forgotten to write my homework.

c Mia called / phoned while we were having lunch.

d I didn't know you had lived in Germany. When was

that?

e We didn't say anything, but it was obvious that he/ she was lying.

f First we gave him a bath, and then we put him to bed.

g We were about to leave when it started to rain.

h When we arrived at the party, half of the guests had already gone.

D listening and speaking

1

Students' answers.

2

a top

b recall

c scale

d most

e back

f recollection

g anticipated

h picture

Extrawords: reminisce, nostalgia

3

Students' answers.

E writing

1

1 reader

2 editor

3 accepted

4 literary

5 curiosity

6 novelist

7 controversies

2

Students' answers.

F**bits of... grammar and vocabulary****1**

- a** The Victorian Era
- b** The Middle Ages
- c** Classical Antiquity
- d** The Renaissance
- e** The Information Age
- f** The Age of Enlightenment

2

- a** of
- b** a tall
- c** made
- d** tell
- e** cut

3

- a** nod off: to fall asleep for a short time
Synonym: sleep, doze off, drift off, nap, drowse, snooze, drop off, go off, go to sleep
- b** work out: to train the body by physical exercise
Synonym: burn off, exercise, firm up, hold, jog, loosen up, sculpt, warm up, work out
- c** stands out: to be noticeable
Synonym: vary, distinguish, contrast, stick out, jump out at, get noticed
- d** looked up: to look for information in a dictionary
Synonym: investigate, look into, gather, dig, research, check up on
- e** ran into: to meet somebody by chance
Synonym: meet, see, come across
- f** pull ...over: to move to the side of the road, to be ordered (usually by the police) to stop at the side of the road
Synonym: back up, belt up, block in, box in, bypass
- g** make out: to understand
Synonym: interpret, make of, construe, understand, be quick/slow on the uptake
- h** eaten up: to use something in large quantities
Synonym: use up, run out, eat into, get down to, finish, exhaust, deplete
- i** fell through: to not be completed, or not hap-

4

- pen
Synonym: stop, die, fade away, vanish, dissolve, evaporate, disappear, finish, go away
- a** You should **keep** the truth about the accident **from** Paul until he gets better.
- b** How often have they **acted up** badly like this?
- c** The whole system **had broken down**.
- d** We've **used up** the milk. Don't forget to buy some.
- e** Could you **hand out** the papers, please?
- f** What time do they **get in** here?
- g** When my mum saw the report she **jumped all over** me.
- h** Is this the place where we can **drop off** our luggage?
- i** The match has been **called off** due to bad weather.

5

- a** the
- b** Ø
- c** the
- d** Ø
- e** the
- f** the
- g** Ø
- h** the
- i** the
- j** the
- k** Ø
- l** the
- m** Ø
- n** the

6

- 1** The, **2** Ø, **3** Ø, **4** Ø, **5** Ø, **6** the, **7** the, **8** The, **9** the, **10** the, **11** The, **12** the, **13** the, **14** the

G**broadening your horizons****1**

- a** T
- b** DK
- c** T
- d** F
- e** F
- f** T
- g** DK
- h** DK
- i** T
- j** DK

3

UNIT

OUR CHANGING WORLD

A reading and speaking

1

b, e, h, d, f, c, i

2

a images, available. **Item:** LCD flat screen TV
b fixed, distance. **Item:** portable/cordless phone
c device, rewritable, capacity, durable, reliable.
Item: USB flash drive
d capable, stored. **Item:** MP3 player
e touch-screen, conventional, virtual, diagonally.
Item: tablet
f format, adapted. **Item:** compact disc (CD)

3

a ease of communication
b flexibility at work
c productivity
d damage to the environment
e digital addiction

4

j, g, q, b, p, t, s, m, l, a, k, h, o, e, i, n, v, f, u, r, d, c

5

a key
b pass
c short
d help
e joy
f lap
g web
h tool
i desk
j down
k home

6

a delete, bin
b service, helpline
c website
d undo
e save as, create
f plug-in
g bug, system
h app

B reading and vocabulary

1

- a head
- b scornfully
- c sorrowful
- d adjustable
- e addition

2

sigh, lit up, slot, crinkly, through with, pattern, blanked out, pat

3

1 C, 2 B, 3 D, 4 A, 5 F, 6 C, 7 D, 8 A, B, 9 E, 10 F, 11 A

4

1 least, 2 like, 3 order, 4 their, 5 a, 6 keep, 7 which, 8 before

C grammar

1

are going, starts, leaves, arrives, are spending, are flying, are meeting, is taking, are attending, are watching, are visiting, are leaving, is waiting

2

- a will close
- b am going to wash, will help
- c will be, will definitely be, will be, will have, is going to increase / will increase, will lead
- d is going to rain / will rain
- e are going to fail
- f am going to surprise, are you going to do, am going to play
- g will probably be, will start
- h will help, will finish

3

are all getting, am going to be, I'm meeting, will teach / is going to teach, I'm going to learn, will be, will all want, I'm definitely going to surprise / will definitely surprise, will probably prepare, is going to decorate, leaves, arrives, arrives, will have

4

a

Tia: are you doing, are getting

Emma: am actually meeting, are going, 'll see, finish

Tia: is going to bring, will have, find / will find, will be / is going to be

b

Mark: are you getting off

Lena: finish / am finishing

Mark: are getting

Lena: 'm taking

5

Suggested answer:

The bus leaves at 8 on Sunday morning. We won't wait for anybody so be punctual. Along the way there will be / we will take a few breaks for you to stretch your legs. When we arrive there will be an orientation meeting. On the first day there will be swimming and horse-riding lessons. On the second day you will visit / are going to visit a nearby old castle. The bus leaves for the castle at 8.30 a.m. and returns at 1 p.m. The afternoon activities have already been planned, so some of you will be going mountain-climbing, others will be horse-riding, and some of you will stay / will be staying at the camp and prepare dinner. On the third day we will all go on / take a trip. You will find out more about the trip at the orientation meeting. The meals are (served) every day at the same time. The breakfast is at 7 a.m., lunch is at 12.30 p.m., and dinner is served at 6 p.m. I am certain / sure that this experience is going to be unforgettable.

D listening and speaking

1

a in, c

b on, e

c off

d down, d

e on, a

f off

f, b, c, d, a, e

2

- a setup
- b cord
- c socket
- d plug
- e display
- f insert
- g register
- h purchase
- i ship
- j secure
- k privacy policy

E writing

1

Students' answers.

2

Students' answers.

3

D, A, C, B, F, E, H, L, Q, G, K, J, N, I, O, M, P

F bits of... grammar and vocabulary

1

- a air conditioner
- b dishwasher
- c juicer
- d vacuum cleaner
- e electric kettle
- f space heater
- g microwave oven
- h coffee maker
- i refrigerator
- j washing machine
- k tumble dryer

2

a air conditioner, electric kettle, coffee maker, or whatever the students can justify

b dishwasher, tumble dryer, air conditioner, refrigerator or whatever the students can justify

c washing machine, dishwasher

d juicer

e dishwasher, tumble dryer, air conditioner, refrigerator or whatever the students can justify

f dishwasher, tumble dryer or whatever the students can justify

3

a environmentally friendly

b energy efficient

c cordless

d portable

e reliable

f timesaving

g wall-mounted

4

ADJECTIVE COMPARATIVESUPERLATIVE

good	better	the best
bad	worse	the worst
little	less	the least
much	more	the most
old (for family members)	elder	the eldest
far (physical distance)	farther	the farthest
far (metaphorical distance)	further	the furthest

5

a the latter

b elder

c the nearest

d later

e The oldest

f the oldest

g better

h as good

i The stronger, the stronger, stronger

j smart, better, more

k fewer

6

a Honey is sweet, sugar is sweeter, but victory is **the** sweetest.

b Tom is the laziest **laziest** person I have ever met.

- c** This summer was the hottest **hottest** in the last ten years.
- d** He is one of the most silly **silliest** people I know.
- e** Today is the worse **worst** day of my life.
- f** You are the funnest **funniest** person I know.
- g** My brother is the youngest **younger** of the two of us.

We use **like** with nouns or pronouns to talk about similarity.

We use **as** with clauses /sentences (subject + verb) or expressions with prepositions. We also use **as** with jobs or functions.

7

- a** as
b as
c as
d like
e as

8

- b** Dad had had the oil changed.
c We have had a burglar alarm fitted.
d I have had my eyes checked.
e I have had my wisdom teeth taken out.

G broadening your horizons

1

- 1** c, **2** b, **3** c, **4** a, **5** b, **6** a

2

- a** restricted
b merchant
c keep record
d adapt
e found
f demand
g inscription
h flourish
i possess
j preserve
k master

3

- 1** C, **2** C, **3** A, **4** B, **5** D, **6** A, **7** D, **8** A

4

SELLING DREAMS

UNIT

A listening and speaking

1

- a agency
- b advert
- c commercial
- d spam
- e slogan
- f spim
- g billboard
- h ad

2

- a billboard
- b slogan
- c commercials
- d advert
- e junk mail
- f spam

3

- a catch one's imagination
- b study boring figures
- c fill one's inbox with spam
- d open a website
- e bombard with spam
- f hear some horrifying news

4

- a studying boring figures
- b to hear some horrifying news
- c catch one's imagination
- d is filled with spam
- e am bombarded with spam

M	F	D	H	V	X	V	W	H	L	J	Y	T	O
I	R	M	C	Z	E	T	R	P	J	J	C	I	Q
P	M	A	W	O	N	N	L	D	I	Q	N	Z	U
S	Z	V	B	V	M	E	X	K	V	Z	E	O	P
P	O	H	I	Q	U	M	U	S	L	Y	G	G	Y
N	K	S	L	M	T	E	E	Z	V	N	A	Z	T
K	A	E	L	R	Q	S	A	R	O	R	Y	P	G
Q	F	G	B	Q	W	I	R	M	C	Z	R	E	O
Q	A	N	O	E	L	T	J	R	N	I	W	D	S
T	F	O	A	L	L	R	Z	C	V	Q	A	P	J
Z	C	K	R	E	S	E	T	I	Y	Q	A	L	Q
L	M	I	D	U	X	V	V	K	L	M	C	W	D
Z	F	N	K	Q	J	D	N	H	P	L	C	I	T
I	T	R	E	V	D	A	R	H	R	N	T	Y	W

5

- a recipient
- b link
- c phishing web sites
- d malware
- e attachment
- f chat room
- g spammer

6

Students' answers.

7

1 D, 2 A, 3 C, 4 D, 5 A, 6 B, 7 D, 8 B

8

- 1 as
- 2 be
- 3 were
- 4 by
- 5 on
- 6 has
- 7 were
- 8 to

B reading and vocabulary

1

- a deliberately
- b threw him a surprise party
- c on a daily basis
- d are short on time
- e knows all the tricks all the trade

2

Suggested answers:

- a He knows all the tricks of the trade.
- b He practises playing the piano on a daily basis.
- c She did not (didn't) do it deliberately.
- d They threw a great party.
- e I have too much to do / too much work and I'm short on time.

3

- 1 ice bed
- 2 canned food

3 light bulb

4 wooden crate

5 cardboard box

6 chalk board

4

- a advisory board
- b advertising campaign
- c flavour enhancers
- d slumber party
- e detox program
- f consumer goods

5

NOUN	VERB	NOUN AND VERB
temptation retailer insider recession marketer	prevail expose come across fall for fail	hoard conduct trigger appeal cue

6

- a retailer
- b temptation
- c marketer
- d insider
- e recession

7

- a failed
- b expose
- c come across
- d prevail
- e fall for

8

- 1 a conduct
b conduct
- 2 a cue
b cue
- 3 a appeal
b appeal
- 4 a hoard
b hoard
- 5 a trigger
b trigger

9

- a addiction
- b manipulative
- c influential
- d persuasion
- e advert
- f instinctive

10

- a to
- b on
- c in
- d on
- e with
- f to
- g for
- h to

11

- 1 D, 2 E, 3 H, 4 C, 5 A, 6 G

C grammar

1

ACTIVE	PASSIVE
People recognize him everywhere.	He is recognized everywhere.
Workers cover the ski slopes with real snow.	The ski slopes are covered with real snow.
They opened the first factory in Texas.	The first factory was opened in Texas.
Shops sold 5 million copies of this gadget in 2005.	5 million copies of this gadget were sold in 2005.
The company has redesigned its original smartphone model several times.	Its original smartphone model has been redesigned several times.
Organizers have held many events there since the opening.	Many events have been held there since the opening.
They will hold this event next year as well.	This event will be held next year as well.
They will build similar resorts around the world.	Similar resorts will be built around the world.

2

- a was done
- b did
- c has booked
- d has been booked
- e is grown
- f grow
- g will be built
- h will build

3

- a is spoken
- b will be produced
- c have been declared
- d are sent
- e was first put
- f will be used
- g were produced
- h has been found

4

- a Mom made a huge cake for my birthday.
- b Numerous anti-globalization protests have been organized lately.
- c Louis Pasteur created the first vaccine for rabies. / The first vaccine for rabies was created by Louis Pasteur. - **both**
- d William Shakespeare wrote *Hamlet* in 1601. / *Hamlet* was written in 1601 by William Shakespeare. - **both**
- e The plants in this garden are watered every morning.
- f My old computer will soon be repaired.

5

- a These products aren't tested on animals.
- b I will be interviewed for the job.
- c That machine hasn't been used for two years.
- d New traffic lights were put on the street corner.
- e A new exhibition will be opened next Friday.
- f The mistakes haven't been corrected yet.

6

- a Fleming discovered penicillin.
- b Someone has stolen my mobile.
- c The Chinese use chopsticks for eating.
- d He hasn't solved the problem yet.
- e Our grandparents brought up my sister and me.
- f The construction workers will finish the bridge next month.

7

will replace, were hit, released, was sold, was introduced, became, was announced, is said, has received, say, marks

8

- a has just published
- b will be signed
- c attend
- d has just been published
- e received
- f cleared
- g were built
- h was cleared

9

a In Scotland.

NOTE: Haggis is a savoury pudding containing sheep's pluck (heart, liver and lungs); minced with onion, oatmeal, suet, spices, and salt, mixed with stock, and traditionally encased in the animal's stomach and simmered for approximately three hours. Most modern commercial haggis is prepared in a sausage casing rather than an actual stomach. Haggis is a traditional Scottish dish, considered the national dish of Scotland as a result of Robert Burns' poem *Address to a Haggis* of 1787.

b Portuguese is spoken in Brazil and Spanish is spoken in Mexico.

NOTE: Brazil is the largest Portuguese-speaking country in the world, and the only one in the Americas.

c By Alexander Graham Bell.

NOTE: Credit for the invention of the electric telephone is frequently disputed. Several inventors pioneered experimental work on *voice transmission over a wire* and improved on each other's ideas. New controversies over the issue still arise from time to time. Charles Bourseul, Antonio Meucci, Johann Philipp Reis, Alexander Graham Bell, and Elisha Gray, amongst others, have all been credited with the invention of the telephone. Alexander Graham Bell was the first to be awarded a patent for the electric telephone by the United States Patent and Trademark Office (USPTO) in March 1876.

d In Switzerland.

NOTE: Rolex was founded by Hans Wilsdorf and Alfred Davis in London, England in 1905 as Wilsdorf and Davis, Rolex moved its base of operations to Geneva, Switzerland in 1919.

e By Friedrich Miescher.

NOTE: DNA was first identified and isolated by Friedrich Miescher and the double helix structure of

DNA was first discovered by James Watson and Francis Crick, using experimental data collected by Rosalind Franklin and Maurice Wilkins.

f In Damascus.

NOTE: In 1530, the first coffee house was opened in Damascus, and not long after there were many coffee houses in Cairo. The first European coffee house apart from those in the Ottoman Empire was opened in Venice in 1645. The first coffeehouse in England was opened in St Michael's Alley in Cornhill.

g Three films have won 11 Academy Awards: *Ben-Hur* (1959); *Titanic* (1997); *The Lord of the Rings: The Return of the King* (2003).

h Students' answers depend on the year. **NOTE:** Winner of the Nobel Peace Prize, starting with the most recent: Maria Ressa and Dmitry Andreyevich Muratov (2021), World Food Programme (WFP) (2020), Abiy Ahmed Ali (2019), Denis Mukwege and Nadia Murad (2018), International Campaign to Abolish Nuclear Weapons (ICAN) (2017), Juan Manuel Santos (2016), National Dialogue Quartet (2015), Malala Yousafzai; Kailash Satyarthi (2014), Organisation for the Prohibition of Chemical Weapons (2013), European Union (2012), Ellen Johnson Sirleaf; Leymah Gbowee; Tawakkul Karman (2011), Liu Xiaobo (2010), Barack Obama (2009), Marti Ahtisaari (2008), Al Gore; Intergovernmental Panel on Climate Change (2007), Muhammad Yunus; Grameen Bank (2006), International Atomic Energy Agency; Mohamed ElBaradei (2005); Wangari Muta Maathai (2004); Shirin Ebadi (2003), Jimmy Carter (2002), United Nations; Kofi Annan (2001), Kim Dae-jung (2000), Médecins Sans Frontières aka Doctors Without Borders (1999), John Hume; David Trimble (1998), International Campaign to Ban Landmines; Jody Williams (1997), Carlos Filipe Ximenes Belo; José Manuel Ramos-Horta (1996), Joseph Rotblat; Pugwash Conferences on Science and World Affairs (1995), Yasser Arafat, Yitzhak Rabin, Shimon Peres (1994), Nelson Mandela; Frederik Willem de Klerk (1993), Rigoberta Menchú (1992), Aung San Suu Kyi (1991), Mikhail Sergeevich Gorbachev (1990), Tenzin Gyatso, 14th Dalai Lama (1989), United Nations Peace-Keeping Forces (1988), Óscar Arias (1987), Elie Wiesel (1986), International Physicians for the Prevention of Nuclear War (1985), Desmond Tutu (1984), Lech Wałęsa (1983), Alva Myrdal; Alfonso García Robles (1982), United Nations High Commissioner for Refugees (1981), Adolfo Pérez Esquivel (1980), Mother Teresa (1979), Mohamed Anwar Al-Sadat; Menachem Begin (1978), Amnesty International (1977), Betty Williams; Mairead Corrigan (1976), Andrei Dmitrievich Sakharov (1975), Seán MacBride; Eisaku Satō (1974), Henry Kissinger; Le Duc Tho (1973), not awarded in 1972, Willy Brandt (1971), Norman E. Borlaug (1970), International Labour Organization (1969), René Cassin (1968), not awarded in 1966 and 1967, United

Nations Children's Fund (UNICEF) (1965). Martin Luther King, Jr. (1964), International Committee of the Red Cross; League of Red Cross Societies (1963), Linus Carl Pauling (1962), Dag Hammarskjöld (1961), Albert Lutuli (1960), Philip J. Noel-Baker (1959), Georges Pire (1958), Lester Bowles Pearson (1957), not awarded in 1955 and 1956, United Nations High Commissioner for Refugees (1954), George Catlett Marshall (1953), Albert Schweitzer (1952), Léon Jouhaux (1951), Ralph Bunche (1950), The Lord Boyd-Orr (1949), not awarded in 1948 because "there was no suitable living candidate" (in tribute to the recently assassinated Ghandi), Friends Service Council; American Friends Service Committee (1947), Emily Greene Balch; John Raleigh Mott (1946), Cordell Hull (1945), International Committee of the Red Cross (1944), not awarded in 1939, 1940, 1941, 1942, 1943 due to WWII, Nansen International Office for Refugees (1938), Robert Cecil (1937), Carlos Saavedra Lamas (1936), Carl von Ossietzky (1935), Arthur Henderson (1934), Norman Angell (1933), not awarded in 1932, Jane Addams; Nicholas Murray Butler (1931), Nathan Söderblom (1930), Frank B. Kellogg (1929), not awarded in 1928, Ferdinand Buisson; Ludwig Quidde (1927), Aristide Briand; Gustav Stresemann (1926), Austen Chamberlain; Charles G. Dawes (1925), not awarded in 1923 and 1924, Fridtjof Nansen (1922), Hjalmar Branting; Christian Lange (1921), Léon Bourgeois (1920), Woodrow Wilson (1919), not awarded in 1918 due to WWI, International Committee of the Red Cross (1917), not awarded in 1914, 1915, 1916 due to WWI, Henri La Fontaine (1913), Elihu Root (1912), Tobias Asser; Alfred Fried (1911), Permanent International Peace Bureau (1910), Auguste Beernaert; Paul Henri d'Estournelles de Constant (1909), Klas Pontus Arnoldson; Fredrik Bajer (1908), Ernesto Teodoro Moneta; Louis Renault (1907), Theodore Roosevelt (1906), Bertha von Suttner (1905), Institute of International Law (1904), William Randal Cremer (1903), Élie Ducommun; Charles Albert Gobat (1902), Henry Dunant; Frédéric Passy (1901).

i In 1986 in Athens.

j The key inventors of the Internet were Vinton Cerf and Robert Kahn. WWW was invented by Tim Berners-Lee.

NOTE: The initial idea of the Internet is credited as being Leonard Kleinrock's after he published his first paper entitled "Information Flow in Large Communication Nets" on May 31, 1961. In 1962, J.C.R. Licklider became the first Director of Information Processing Technology Office (IPTO) and gave his vision of a galactic network. In addition to ideas from Licklider and Kleinrock, Robert Taylor helped create the idea of the network that later became Advanced Research Projects Agency

Network (ARPANET). The Internet as we know it today first started being developed in the late 1960s. The UCLA (University of California, Los Angeles) put out a press release introducing the public to the Internet on July 3, 1969. On Friday October 29, 1969 at 10:30 p.m., the first Internet message was sent from computer science Professor Leonard Kleinrock's laboratory at UCLA. Ray Tomlinson sent the first network email in 1971. Vinton Cerf and Robert Kahn designed Transmission Control Protocol/Internet Protocol (TCP) during 1973 and later publish it with the help of Yogen Dalal and Carl Sunshine in December of 1974. Tim Berners-Lee introduced WWW to the public on August 6, 1991. The World Wide Web (WWW) is what most people today consider the "Internet" or a series of sites and pages that are connected with links.

k-m Students' questions and answers.

D listening and speaking

1

- a** I can't afford these sunglasses.
- b** I'd never wear a no-name product.
- c** This bag is over-priced.
- d** Parents usually decide which products are affordable.
- e** My neighbours often buy second-hand furniture.

2

- C** Which way is the **dressing** room? I'd like to **try** this on.
- S** I think they're the right **size** for you. They **fit** like a glove.
- C** Size 6 is too small and 7 is **too big**. Do you happen to have these in **half-size**?
- C** I'm so disappointed. They don't have bigger boots and these **pinch** my toes.
- S** The dressing **room** is over there. I'll bring a **different** size if you need it.
- S** We **accept** credit cards but you get 10% **discount** if you pay in cash.
- C** Can I try this in different **colour**? Grey or beige?
- C** These jeans are **too tight**. I feel uncomfortable when I sit down. Do they **come** in size 32? **S** How would you like to **pay**?
- C** Look at it! It fits me **perfectly** and I feel great in it! I'll **take** it.
- S** Just make sure that neither shoe pinches your **feet**.

S If your **bill** is over £100, you get this scarf or this cap as a gift, free of **charge**.

3

Customer: size

Customer: check

Customer: pinch

Saleswoman: half sizes

Customer: try

Customer: fit

Saleswoman: pack

Saleswoman: put

4

C (*enthusiastic, loud, jolly*): Hello! What a nice shop you have here! Lovely, just lovely!

S Good day madam. Thank you madam.

C I need something little for my husband. Can you recommend some good Australian wine? Not too expensive?

S This one is very good. It's also great value for money. Shall I put it aside for you?

C Yes, please. Now, for my daughter... oh, look at these cute fridge magnets! I'll have three – a kangaroo for my daughter, a Sydney Opera House for my sister, and an emu for Aunt Florence. She loves birds, poor soul! And this nice desk calendar, also for my daughter.

S Very good madam.

C (*less enthusiastically*) And now little something for my no-good son-in-law... A bottle opener will do. I'll have the one with a kangaroo.

S Here it is.

C Well, I think that's it.

S Haven't you forgotten something madam?

C (*wondering*) I don't know, have I?

S Something little for yourself?

C Well, young man, you're absolutely right! I do need a new perfume... And a box of chocolates!

5

Students' answers.

6

Students' answers.

F writing

1

A toothbrush

B iron

2

Students' answers.

3

Students' answers.

4

Students' answers.

5

a Respond only if you're not coming

b *Répondez s'il vous plaît* - a request for a response from the invited person or people.

6

Students' answers.

F bits of... grammar and vocabulary

1

a who

b (who)

c (which)

d whose

e (who)

f which

g (which)

h whose

i who

j (which)

2

a A robber who stole €100,000 in diamonds was arrested this morning.

b A company which produces sports equipment made two hundred workers redundant.

c The man you saw at the concert is my neighbour.

- d** Nobody knows the name of the burglar the police are questioning.
- e** A bomb which went off last night destroyed an entire building.
- f** Dinner Jenny made was absolutely delicious.

3

- a** Theodore Roosevelt, who was sworn in after McKinley assassination in 1901, was the youngest American president.
- b** Titanic, which was nominated in 14 categories, won eleven Oscars.
- c** The Great Wall of China, which can allegedly be seen from space, was built between 220 – 206 BC.
- d** The pyramid of Khufu, which is the only one of Seven Wonders of the Ancient World still in existence, is the largest Egyptian pyramid.
- e** Albert Einstein, who didn't start talking until he was three years old, is one of the greatest physicists of all time.
- f** Shirley Temple, who started acting when she was only three, is America's first sweetheart.

4

- a** \$184.95
- b** £63
- c** HRK 430.20
- d** €87.50
- e** £58
- f** \$142.20

5

Suggested answers:

- a** Could I get a discount?
- b** Is the VAT included in the price?
- c** VAT on all products except for food is 25%.
- d** What is the usual tip?
- e** May I pay with credit card?
- f** Is the service included in the price?

6

- a** reasonable
- b** environmentally friendly
- c** durable
- d** bargains
- e** exorbitant
- f** taxes

G Broadening your horizons

1

1 D, **2** A, **3** C

2

Students' answers.

5

RIGHT AND WRONG

UNIT

A listening and speaking

1

Students' answers.

2

c, a, e, b, d

3

- a feel ashamed of yourself
- b keep thinking about
- c come clean
- d was too ashamed to admit
- e not to say a word

4

- a clean
- b on
- c struggling with
- d weighs
- e clear, troubles

5

- a He should come clean about what he'd done.
- b I was too ashamed to admit what I'd done.
- c My conscience is clear.
- d I keep thinking about it.

6

1 B, 2 C, 3 A, 4 D, 5 B, 6 C, 7 A, 8 D

7

- 1 of
- 2 lost
- 3 it
- 4 up
- 5 to
- 6 you / one
- 7 in
- 8 not

8

e, a, b, f, g, d, c

9

- a make inquiries
- b practice law
- c serve time in prison
- d forging documents
- e seize an opportunity

10

- 1** B (...copying from my neighbours during tests, but somebody told on me once and I was suspended for a week.), F (...I got expelled from school for truancy...)
- 2** E (There were lots of gangs where we used to live, and quite a high crime rate.)
- 3** A (...found a boxer-style knuckle duster... decided to show my new discovery to my teacher and my friends.)
- 4** C (I wish I hadn't been such a bully at school...)
- 5** D (...I guess I was lucky to get away with it...)
- 6** E (I hung out with some problematic kids for some time... I soon hooked up with the new kids from the block...)
- 7** A (I decided it was only fair to take the blame...)
- 8** B (...being listed in the police database of teen offenders.)
- 9** D (The only thing I got is one speeding ticket...)
- 10** F (During the classes I was skipping I went to spend time with a neighbour, ... he taught me fencing in return.)
- 11** E (...we sprayed some graffiti over the walls of a company.)
- 12** B (I also got mugged once in the street...)

B reading and vocabulary

1

- a** white-collar
b depicts
c overdrawn
d petty crime
e ghostwritten
f malicious

2

- a** depicted
b intern, forging
c extradited
d remuneration
e make amends
f granted bail

3

- a** extradition
b conned

- c** forgery
d impersonation
e embezzlement

4

- a** He bypassed the law to get a pilot's uniform.
b Everyone was shocked when he suddenly gave up his medical career.
c His colleague started checking his past.
d He lead an extravagant life.
e His girlfriend recognized him on a wanted poster and reported him to the police.
f At the end, he decided to live an honest life.

5

- a** in
b with
c in
d for
e to
f of
g into

C grammar

1

- a** If you eat a lot of junk food, you get fat.
b If you heat water to 100 degrees, it boils.
c If you throw a stone into a river, it sinks.
d If you don't water the houseplants, they die.
e If you put oil on water, it floats.
f If you get caught speeding, you pay the fine
g If you press the 'on' button, computer comes on.

2

- a** If you wear expensive jewellery in dark alleys, you might get mugged.
b If you lose your credit card, you must call the bank.
c If you drink caffeine in the evening, you can't sleep.
d If you don't know what to do, you should ask for advice.
e If you don't have a passport, you can't go abroad.
f If you don't have Internet access, you can't surf.
g If you are ill, you should see the doctor.

3

- a we won't **have a picnic**
- b If you **tease the dog**
- c If you don't **study hard**
- d we won't **buy it**
- e we will **miss the flight**
- f If you don't **insert the correct password**

4

He thinks:

- a don't pick, will think
- b take, will want
- c don't call, will know

She thinks:

- a talk, will think
- b send, will think
- c don't introduce, will know

5

- a 1, b 1, c 1, d 2

6

- a I would go on holiday if I could get a paid holiday.
- b If he didn't work all the time, he'd have social life.
- c If I had a camera, I could take a photo of the two of you.
- d We could pay the bills if we had some money.
- e I could surf the Internet if there was an Internet connection here.
- f He could play the match if his arm wasn't injured.
- g She would visit her relatives in the US if she weren't afraid of flying.

7

Students' answers.

8

- a If the room were tidy, I could find everything.
- b If we leave now, we will catch the bus.
- c If he were here, we could start the meeting.
- d If I knew it, I could help you.
- e If you don't mind waiting, you will see the manager.
- f If you eat something, you won't feel dizzy.

9

- a If he had proposed, they would have probably got married.
- b Jose would have bought the CD if he had had enough money.
- c Kim would have phoned her friend if her battery hadn't been dead.
- d I would have caught the bus if I hadn't stayed in the library for too long.
- e My parents would have seen that performance if the show hadn't been sold out.
- f We would have had a barbecue if it hadn't rained.
- g Their team would have won the match if the goalkeeper hadn't been injured.

10

Students' answers.

11

- a B: were, wouldn't happen
- b B: hadn't had, would have gone out
- c B: had, would buy
- d B: took up, would feel
- e B: hadn't left, would have called
- f B: were, would come

12

- a would have passed - Type III
- b start - Type I
- c had looked - Type III
- d will understand - Type I
- e doesn't dry- Type 0
- f would do - Type II
- g would do - Type II
- h did - Type II
- i would have gotten - Type III
- j commit - Type 0
- k had - Type II
- m turn off- Type 0
- n had read - Type III

D listening and speaking

1

SEEKING OPINIONS	ASKING FOR CLARIFICATION	GIVING OPINIONS
What do you think about allowing 16 year-olds to vote?	What do you mean by saying that he wasn't entirely honest?	Doing nothing is simply not an option.
How do you feel about vegetarianism?	I'm not sure I understand what you're trying to say.	Both is fine by me; I don't have strong views either way.
Have you considered the option Mark suggested?	Could you elaborate this a little further?	There's nothing to consider.

2

B: Is it any good?

A: It seems to me it is a bit too violent.

B: I'm not sure that I follow you.

A: But I feel they have overdone it this time.

B: What do you mean by that?

B: Have you considered that option?

A: There's nothing to consider.

B: In my opinion you should speak up.

A: Do you really think so?

B: I believe it's decided then.

B: It seems to me they are too young. In my opinion 18 is the right age.

A: Right. I'll write down that you don't agree with lowering the age limit for driving a car. Do you have any opinions on the right age to begin voting?

B: I guess it should also stay the way it is now, just like driving a car.

A: Thank you, sir. You've been very helpful.

B: Thank you. I'm glad I can help.

3

Students' answers.

4

A: Good afternoon. Are you willing to take part in a telephone survey about teenagers?

B: Hello. Yes, I am, if it doesn't take too long.

A: Thank you. Here is my first question: What is your general opinion on the behaviour of teenagers today? Positive or negative?"

B: I don't have strong views either way. I think it depends on the person.

A: I have to write down your exact answer. So, could you elaborate, please?

B: Well, what I'm trying to say is that some teenagers behave well while others behave badly.

A: All right. How do you feel about teenage drinking?

B: In my opinion, young people shouldn't drink at all. The same goes for smoking.

A: I guess that means you're against it. What do you think about allowing 16 year-olds to take the driving test?

5

Students' answers.

6

Students' answers.

E writing

1

a stunt

b subtitles, dubbed

c box office, low budget

d trailers

e sequel

f crew

g special effects

h nominees

2

Students' answers.

3

PEOPLE IN FILMS	FILM GENRES	ADJECTIVES TO DESCRIBE FILMS
director stuntman actor cameo extra star	romance documentary action comedy sci-fi horror	juvenile distasteful powerful second-rate intriguing

4

- a setting
- b plot
- c star
- d cameo
- e extra
- f documentary
- g sequel
- h sci-fi

5

- a first-rate
- b juvenile
- c distasteful
- d intriguing
- e powerful

6

- Students' answers.
Suggested answers:
- a Synonyms for bad: sad, poor, terrible, appalling, disgusting, horrendous, disgraceful
 - b Synonyms for excellent: exceptional, superlative, superb, wonderful, high-grade
 - c Synonyms for brilliant: genius, epic, nice, lovely, pleasant, superlative
 - d Synonyms for weak: limited, restricted, restrictive, sad, poor
 - e Synonyms for strong: brilliant, capable, professional, powerful, formidable, dominant

7

GENRE	What kind of movie is it?
ACTORS	Who is in it?
SETTING	Where does it take place?
PLOT	What's it about?
ENDING	How does it end?
REVIEWS	What did the critics say?

8

Students' answers.

9

The Lord of the Rings - The Return of the King
Students' answers.

F bits of... grammar and vocabulary

1

- a reached the verdict
- b judge's chambers
- c acquitted
- d plaintiff, defendant
- e testify, received a summons
- f subpoena
- g convict
- h pleaded guilty, lawyer, plead innocent

2

- a supreme court
- b court martial
- c civil court
- d chambers
- e courtroom
- f criminal court

3

- a lawyer
- b counsel(or) and attorney
- c counsel, solicitor and barrister

d barrister (advocate in Scotland)

e Queen's Counsel

f Attorney is a more formal word used for a lawyer and is used especially in job titles. District attorney (or DA) is a lawyer who is responsible for bringing criminal charges against somebody in a particular area or state.

4

Students' answers.

G broadening your horizons

1

a halo

b soggy

c straddle

d quiver

e squat

f sneer

2

a sturdy

b quivering

c shuffled

d knot

e slit

f sneer

3

1 b

2 b

3 a

4 a

5 b

6 b

6

UNIT

BITTEN BY THE TRAVEL BUG

A speaking and vocabulary

1

- a see
- b set
- c held
- d drop
- e speed, end
- f take / taking

2

- a set off on a journey
- b take off
- c get off the bus
- d speed up
- e drop off the children at school
- f pick up the children after school
- g drop off a book on the counter

3

- a exploring, resort
- b suite, bathtub, getaway
- c truffles
- d itchy
- e sizzling

- f bargains
- g light
- h trail
- i laundry, roses
- j traits

4

Suggested answers:

Hi, you two!

It's great here! We landed on time and the coach journey to our **exotic location** only took 15 minutes. The weather is unbelievable: sunny and hot (35°C every day since we arrived). You should see the **glamorous** hotel.

The pool is massive and there's a great minipool for the children to swim in, with lots of slides for them to play on **where they can have more exhilarating moments**. They've made a couple of friends already, so that's a relief. The only time we ever see them is when they want a lemonade or an ice cream.

The food's great, buffet style, as much as you can eat and lots of variety. There are also enough **exclusive** shops to supply everything I need :). It seems that every **picturesque** street is a perfect place to go for bargain gifts. Tom is slightly freaking out! **He thinks this will be a costly holiday!** But everything is

good value for money **thanks to their unbeatable prices**. What's more, the friendly staff **with their legendary hospitality** do everything they can to make you feel like royalty. **It's a real learning experience**.

We're going on a trip tomorrow—they say there's a **mighty** river nearby (we can enjoy **some leisurely walks there**). Got some great photos to show you when we get back. There **are limitless possibilities** for both adventure and relaxation **in a cosy atmosphere**.

Well, time we hit the beach. Gotta keep the tan going :)! See you next week! Love,
Jenny, Tom, Tony & Alice

5

- 1 without
- 2 such
- 3 need / have
- 4 possible
- 5 but
- 6 them
- 7 they
- 8 every

B reading and vocabulary

1

- a complaint
- b experienced
- c appreciation
- d optimistically
- e confidential
- f sickly
- g hurtful
- h argumentative
- i fright
- j certainly
- k curiosity

2

- a get
- b check on
- c fall
- d deal with
- e get
- f away

3

- a a fractured skull
- b serene view
- c a severe injury
- d a ski slope
- e to somebody's liking
- f before long
- g humid air
- h seemingly endless
- i stranded on the seashore
- j traditional dishes

4

Students' answers.

5

1 A, 2 B, 3 B, 4 D, 5 C, 6 D, 7 A, 8 B

6

1 a, 2 d, 3 b, 4 d, 5 c, 6 b

C grammar

1

1 A, 2 B, 3 B, 4 C, 5 A

2

- a Alex said (that) he had always wanted to visit Spain.
- b My brother rang to say (that) he was leaving the next day.
- c Joan said (that) her granny had died the week before.
- d Peter's brother told us (that) nobody would find out.
- e Thomas and Jack said (that) they should tell the truth.
- f He pretended (that) he couldn't read that.
- g Peter told me (that) he didn't like that party.
- h My neighbour said (that) those seats were taken.

3

- 1 ...when he would see his friends and family again.
- 2 ...what kind of job he was going to look for.
- 3 ...where he could get the right information about a particular position.

- 4 ...what he had done.
- 5 ...if/whether he needed a single or return ticket.
- 6 ...if/whether it was safe there.
- 7 ...if/whether it was going to be easy for him to find a job.
- 8 ...if/whether the wages were really that good.
- 9 ...if/whether he would have to work a lot of overtime.
- 10...why he had decided to go there
- 11...if he had made a big mistake.

4

Suggested answers:

Betty asked Cailin what her plans for the weekend were.

Cailin answered she didn't have any plans and asked Betty if she wanted to get together or something. Betty suggested going to the cinema and added there was a new James Bond film on.

Cailin thought / noticed that was / sounded like a good idea and suggested / thought that they should have a pizza or something after the film. Betty said it was fine with her/Betty agreed and wanted to know where she wanted to meet. Cailin suggested Old Bicycle Pub and mentioned / added / noticed / said she hadn't been there for ages.

Cailin asked when they would meet.

Betty suggested going to the 8 o'clock show and asked if she could bring her sister along.

Cailin agreed and asked what she was doing those days.

Betty explained that she had graduated the month before, and that she would start her teaching career the month after.

5

- 1 Have you already been there?
- 2 I have been there a few times before
- 3 How long will you stay there?
- 4 Why do you want to visit the USA only at this time?
- 5 That's / It's a 2-week holiday.
- 6 Do you have any relatives there?
- 7 How long has it been since you last saw them?
- 8 I don't have any close relatives there.
- 9 Have you already booked your ticket?
- 10 Do you have a credit card?
- 11 I haven't booked anything yet.
- 12 I have several credit cards.
- 13 Are you planning to work in the USA?

14 Can I see your leave approval?

15 Who will take care of your flat while you are away?

16 My parents will take care of everything.

D listening and speaking

1

d, h, i, g, a, b, e, j, c, f

2

a

A single room is designed for only one person.

A double room is for double occupancy with either one double (king or queen size) or two single beds.

b

A single ticket entitles a passenger to travel only to his destination, without returning.

A return ticket entitles a passenger to travel only to his destination and back again.

c

An aisle seat a seat which is closest to a passage between rows of seats on a plane.

A window seat a seat which is closest to the window on a plane.

d

An international flight is a form of commercial flight where the departure and the arrival take place in different countries.

A domestic flight is a form of commercial flight where the departure and the arrival take place in the same country.

3

Students' answers.

E writing

1

d, f, j, a, i, g, e, b, h, c

2

1 B, 2 F, 3 D, 4 G, 5 I, 6 A, 7 E

Extra answers: C, H

3

Students' answers.

F

bits of... grammar and vocabulary

1

- a Could you tell me / Do you know how much the ticket costs?
- b Could you tell me / Do you know when she arrived?
- c Could you tell me / Do you know how fast the train is?
- d Could you tell me / Do you know if / whether you have the receipt?
- e Could you tell me / Do you know if / whether she has done it yet?
- f Could you tell me / Do you know if / whether they will be there when we arrive?

2

- a Do you know is she going on holiday to Spain?
- b Could you tell me what has she done?
- c Could you tell me where she wants to go for her holiday?
- d Do you know did they catch the flight?
- e Could you tell me whether this bus goes to Paddington Station?
- f Do you know if can I pay by credit card?

- a Do you know if she is going on holiday to Spain?
- b Could you tell me what she has done?
- d Do you know if they caught the flight?
- f Do you know if I can pay by credit card?

3

- a aisle
- b bypass
- c buffet
- d deck
- e trolley
- f ferry
- g bonnet
- h gridlock
- i coach
- j dock

4

- SEA**
- a sundeck
 - b cruise
 - c marooned
 - d wreck

AIR

- a ground staff
- b cabin crew
- c departure lounge

RAIL

- a stations
- b car
- c compartment
- d tracks

ROAD

- a boot
- b steering wheel
- c van
- d commuter

G

broadening your horizons

1

A	H	I	S	S	O	L	H	A	V	E	N	N	E	O	A
I	C	O	N	S	U	H	I	E	A	C	I	S	B	E	D
L	I	C	S	D	T	S	H	V	E	N	U	O	T	X	M
F	C	E	O	P	E	S	T	L	E	O	H	A	S	P	I
V	M	H	A	M	I	P	A	A	E	A	T	E	C	E	S
F	A	I	A	N	M	T	E	N	I	S	B	U	N	S	
E	I	R	R	V	N	O	A	N	E	N	R	L	E	S	I
A	N	S	I	E	O	L	D	L	D	N	A	E	E	E	O
T	T	T	R	E	L	C	A	A	I	E	F	B	C	S	N
U	A	O	H	E	T	E	A	U	T	T	N	O	L	H	E
R	I	S	C	U	R	Y	A	E	E	I	Y	T	O	E	X
E	N	S	R	E	S	I	D	E	N	T	O	F	T	I	H
L	I	T	S	C	R	I	B	B	L	E	L	N	H	G	I
M	C	H	U	N	K	F	A	B	U	L	O	U	S	H	B
A	U	S	S	I	E	S	B	S	R	F	H	D	N	T	I
C	C	R	O	N	T	Y	E	E	T	D	N	R	T	O	T

Aussies, hobo, cloth, admission, expenses, liveable, havoc, feature, real estate, rental, chunk, scribble, miscellaneous, maintain, enthusiast, fabulous, accommodation, independent, variety, hospitality, haven, exhibit, resident, sustainable, height, fee

ACROSS THE CURRICULUM

1 Down Under

1

a F, b F, c T, d T, e T, f N, g N, h T, i T

2

VERB	NOUN	ADJECTIVE	ADVERB
disrupt	disruption	disruptive	disruptively
–	privilege	privileged	–
convict	convict	convicted	–
settle	settler	–	–
possess	possession	possessive	possessively

3

- a disrupted
- b settling a dispute
- c anchorage
- d underprivileged
- e indigenous
- f take possession
- g pass on
- h ancestors

4

Suggested answers:

- a The news of cheap land and work opportunities in Australia were the cause of boatloads of migrants from Britain.
- b Since the Aborigines had not formal system of legal ownership, the British would force them to relocate.

c In 1770 Lieutenant James Cook was sent to take possession of Australia on behalf of Britain. d There is a lot more to be done.

e The survival of the indigenous peoples depended on the land.

2 The Bard of Avon

1

a Hamlet.

b 14.

c 16th and 17th centuries.

d It is assumed that he was born and died on the same date - April 23.

e Students' answers.

Suggested answers: vanish into thin air, to be tongue-tied, to be hoodwinked, to be in a pickle, fair play, to sleep not one wink, to laugh yourself into stitches, to have seen better days, fool's paradise, it's high time, the long and short of it, the game is up, to be dead as a door-nail, a laughing stock, the devil incarnate, a blinking idiot, by Jove

f According to some conspiracy theories, either of them could have been the real author of Shakespeare's works.

g The Bard of Avon. It is a combination of the words "bard" and Avon. Bard means poet and Shakespeare was considered to be the greatest poet that ever lived. He was born and died in Stratford-upon-Avon.

2

- a apparently
- b capture
- c claim
- d coin
- e enduring
- f immortal
- g insightful
- h plot
- i propose
- j remarkable
- k speculation

3

- 1 Character: King Lear; Play: King Lear
- 2 Character: Falstaff, Play: Henry IV and Henry V
- 3 Character: Iago; Play: Othello
- 4 Character: Desdemona; Play: Othello
- 5 Character: Viola; Play: Twelfth Night or What You Will
- 6 Character: Lady Macbeth; Play: Macbeth
- 7 Character: Hamlet; Play: Hamlet
- 8 Character: Shylock; Play: The Merchant of Venice

4

- ა) მეთორმეტე ღამე ანუ რაც გნებავთ
- ბ) როგორც გნებოთ
- გ) აურზაური არაფრის გამო
- დ) ყველაფერი კარგია, რაც კარგად მთავრდება
- ე) ჭირვეულის მორჯულება
- ვ) ზაფხულის ღამის სიზმარი

5

- ა) რაც ბზინავს, ყველაფერი ოქრო არ არის
- ბ) მამაცი ახალი სამყარო
- გ) ყინულის გაჭრა
- დ) მოსახდენი მოხდეს
- ე) ბრძოლა უკანასკნელ ამოსუნთქვამდე
- ვ) სიყვარული ბრმაა
- ზ) შიშველი სიმართლე
- თ) რაც მოხდა, მოხდა

3 Romance and Darkness

1

American, horror, father, born, married, of, woman, poem, died, cause, addiction

4 Hit It with a Bat

1

SPORT PLAYER EQUIPMENT			PLACE
handball	handball player	handball, net, trainers, uniform, knee/elbow pads	handball court
basketball	basketball player	basketball, hoops / rims and nets, basketball apparel (T-shirt and shorts)	basketball court
water polo	water polo player	water polo ball, caps, swimsuits and goals	water polo pool
skiing	skier	skis, ski poles, ski suit, goggles	ski slope
swimming	swimmer	swimsuits	swimming pool
boxing	boxer	heavy bag, T-shirt, shorts, shoes, hand wraps, bag gloves, headgear, mouth guard, sparring gloves, groin/chest protector	boxing gym
tennis	tennis player	tennis racket, ball, net	tennis court
baseball	baseball player	baseball, bat, glove, catcher's mitt, cap, helmet, uniform	diamond
surfing	surfer	board shorts, surfboards, wetsuits	ocean
fishing	fisherman	rod, reel, bait, hook, line, sinker	river, lake, sea
badminton	badminton player	rackets, shuttlecock	badminton court
cricket	cricket player	cricket ball, bat, cap, stump, wicket	cricket field
rugby	rugby player	rugby ball, shorts, jersey, shoulder pads, headgear, boots	rugby court
volleyball	volleyball player	volleyball, net	volleyball court
football	football player	football, football boots, shorts, jersey, goals	football pitch
golf	golfer	golf ball, clubs, gloves	golf course

2

- a paragliding
- b skydiving
- c snowboarding
- d bungee jumping
- e water skiing
- f windsurfing
- g white-water rafting
- h basejumping

3

- 1 stumps (cricket)
- 2 baseball bat
- 3 cricket bat
- 4 helmet (baseball)
- 5 cricket ball
- 6 baseball glove
- 7 baseball

4

- a athletes
- b sportsmanship
- c competitive
- d supporter
- e competition
- f sporting event, take part
- g doing, play, go, do

5

Have Yourself a Different Little Christmas

1

- a frenzy
- b put on
- c in-laws
- d exchanging
- e in the red
- f extra hours
- g tight
- h treat

2

a რომ ვანგარიშობ, აღმოჩნდება, რომ ოჯახის წევრების, მძახლებისა და მეგობრების საჩუქრები ორი თვის ხელფასი მიჯდება.

b ძვირფასი საჩუქრების ყიდვა სულაც არ მიყვარს; მირჩევნია, რამე განსაკუთრებული ვაჩუქო ჩემს საყვარელ ადამიანებს, ნიშნად ჩემი სიყვარულისა.

c ზოგი ჩემი მეგობარი ყიდვის ბუმში დეკემბრიდან ერთვება, თუმცა იციან, რომ ვალების დაფარვა რამდენიმე თვეს მოუწევთ.

e Of all the special occasions throughout the year, I like Christmas most.

f I think that people's expectations of the holidays are too high and they end up being disappointed very often.

3

Students' answers.

4

c, d, b, a

5

Students' answers.

Suggested answers:

Baubles (ნაძვის ხის მოსართავი ბურთები): shiny coloured balls used as a decoration on a Christmas tree.

Candy canes (კარამელის სანუნნი ჯოხები): cane-shaped hard candy sticks associated with Christmastide, as well as Saint Nicholas Day. They are traditionally white with red stripes and flavoured with peppermint; but are also made in a variety of other flavours and colours.

Carollers (მეალილოები): singers who sing traditional Christmas songs.

Candles (სანთლები): sticks of wax with a string in them called a wick that you burn to give light.

Christmas pudding (საშობაო პუდინგი): a sweet food made with dried fruits and spices, eaten at Christmas.

Christmas cookies for Santa (საშობაო კვერები სანტასთვის): in American tradition, cookies children leave for Santa, along with a glass of milk.

Gift boxes (საჩუქრის ყუთი): decorated boxes which contain a present.

Fruitcake (ჩირის ნამცხვარი): a heavy cake containing dried fruit.

Holly (ბაძგი): branches or leaves and berries of the holly bush, used as a decoration at Christmas.

Sleigh bells (მარხილის ზანზალაკები): metal objects shaped like an upside down cup that make a noise when their sides are hit by a metal piece inside them which can be found on a vehicle that is pulled by animals and used for travelling over snow.

Ivy (სურო): a plant that grows up walls or that spreads over a large area. It has shiny dark green leaves with several points.

Snowflakes (ფიფქები): single pieces of snow that fall from the sky.

Mantelpiece (ბუხრის თარო): a shelf above the opening of a fireplace.

Fireplace (ბუხარი): a place in a room where a fire burns.

Angels (ანგელოზები): spirits that in some religions are believed to live in heaven with God. In pictures, they are shown as people with wings.

Bells (ზარები): metal objects shaped like an upside down cup that make a noise when their sides are hit by a metal piece inside.

Christmas tree (საშობაო ნაძვის ხე): a tree that you cover with lights and other decorations at Christmas. Christmas presents are often placed under the tree.

Lights (ნათურები): pieces of electrical equipment that produce brightness.

Mistletoe (ფითრი): a bush that produces small white fruits. Its branches are often used as a Christmas decoration.

Poinsettia (პუანსეტია): a plant with red, pink, or white leaves that look like flowers.

Santa's sleigh (სანტას მარხილი): a vehicle that is pulled by reindeer and used by Santa Claus for travelling over snow.

Decorations (მოსართავეები): something nice that you put on or in something else to make it look more attractive.

Chimney (საკვამური): a tube or passage that takes smoke from a fire up through a building and out through the roof.

Elves (ელფები): small imaginary people with magic powers.

Crackers (სასროლი ტკაცუნები): tubes of coloured paper wrapped round small presents for Christmas. They make a sudden sharp noise when two people pull them apart.

Reindeer (ჩრდილოეთის ირემი): an animal like a deer with large antlers growing from its head that lives in the Arctic and in northern regions of Europe and America.

Tinsel („წვიმა“): long thin pieces of shiny paper

used as a Christmas decoration.

Toys (სათამაშოები): objects that a child can play with, especially a model of a real thing such as a car or an animal.

Turkey (ინდაური): a large bird similar to a chicken that has no feathers on its head and is often eaten at Christmas and Thanksgiving. The sound that turkeys make is called gobbling.

Stockings (წინდები): large socks that children hang on their beds the night before Christmas that are filled with presents while they sleep.

Wrapping paper (შესაფუთი ქაღალდი): special paper that you use for wrapping presents.

Star (ვარსკვლავი): an object or shape with five or more points that looks like a star.

Wreath (საშობაო გვირგვინი): a circle of flowers or leaves that you hang up for decoration.