



ეროვნული სასწავლო გეგმებისა
და შეფასების ცენტრი
NATIONAL CURRICULUM AND
ASSESSMENT CENTRE

ENGLISH

დონე დ01

TEACHER'S GUIDE

2010

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ISBN 978-9941-0-2728-4

PREFACE

The book is aimed at the first grade pupils who are starting to learn English as a foreign language. It contains **60 detailed lesson plans** to help teachers. The lessons are grouped into **twelve topics**, each consisting of **five lessons**.

Lessons at this stage should include a great deal of visuals in order to develop pupils' understanding of the English language. That is why the twelve topics in the book are supplemented with the topic related sets of **flashcards**. We have selected the most commonly used words within the topics.

Games and activities in the book will help teachers to create contexts in which the language is useful and meaningful. Moreover, they will keep pupils motivated and challenged.

The book also includes a variety of **rhymes**. Teaching FL through rhymes at this stage is strongly recommended as they provide real language samples in chunks. With rhymes pupils are able to pick up complex language structures by practicing them in repetitious and rhythmic chunks. By systematic **revision** we help pupils to consolidate the acquired knowledge.

Workshops are connected with festivals and represent a nice combination of language learning, pupils' craftsmanship and fun with an exposure to the real life context. Workshops are meant to be scheduled according to the relevant festivals on the calendar.

We have selected activities for the book keeping in mind that pupils should be allowed a silent period when they are not forced to speak before they are ready but simply listen and develop a basic feel for the language (Stephen Krashen).

We have also considered the importance of allowing pupils to show comprehension using nonverbal means - a technique called Total Physical Response or TPR (popularized by James Asher). Pupils can gesture, point to objects or pictures, and demonstrate comprehension of commands by using physical movements.

Glossary will help teachers to deal with the specific terminology by giving Georgian definitions.

Suggestions to teachers:

1. Always greet pupils before starting your lesson (e.g. *Hi; Hello; How are you?*). Encourage pupils to respond (e.g. *Hi; Hello; Fine*). End your lessons by saying *Good-bye* and encourage pupils to respond.
2. As pupils at this stage are required to recognize their names written in English, it is recommended that you prepare a poster with pupils' names (preferably illustrated with their own photos.) Put up the poster in the classroom at the beginning of the academic year. The poster can be used to check the class register at the beginning of every lesson. In addition, for certain activities in the book pupils will need to copy their names from the poster.
3. Always give instructions in English (e.g. *Draw! Stand in a circle!* etc.) as it is important for pupils to recognize the language of instruction. Pupils will soon be able to comprehend and answer the basic questions if you ask them whenever relevant (e.g. when teaching clothes you can ask: *What colour is the dress?* etc.)
4. In the process of introducing new vocabulary special emphasis is made on drilling.

After clearly pronouncing the word/phrase and highlighting the stress it is necessary to drill the word/phrase. Drilling is usually carried out in two stages. First drill the word/phrase with the whole class to help pupils feel more confident (some children are shyer than others). Next, drill the word/phrase with individual pupils to make sure it is properly pronounced.

5. Although at this stage pupils are not required to read, it is important for them to realize that a single word consists of one or more syllables. It is also important to recognise the phonemic script of separate words. This will facilitate teaching reading at a later stage. Therefore, once you are sure that pupils feel confident about certain vocabulary, highlight the number of syllables by clapping and ask pupils to follow you. For extra practice use the games focused on the issues.
6. Take into consideration that you will need the flashcards throughout the year. To have them in good condition either keep them in files or put them on cardboard.
7. Make sure that colour pencil sets are always available as pupils will need them for certain activities.
8. Although we have suggested games for every lesson, experience will reveal that certain games are more effective and popular than others with your class. We encourage you to make any necessary changes.
9. The book is supplemented with the topic related visuals in the form of flashcards. However, you are welcome to bring in your own realia (real objects.)
10. Always sound encouraging. Boost pupils' motivation by often saying: *Well done! Good boy/girl! Brilliant! etc.*

GAMES

Vocabulary Race

Set up:

Line up a set of flashcards on the board or lay them on the floor at the front of the classroom. Divide the class into two teams, play a round with one pupil against another.

Play:

Call two pupils up to play. Line them up against the wall opposite the flashcards. Make sure there is enough running space for the pupils. Now, say the name of one the flashcards and then

shout "GO". The two pupils race to touch the correct flashcard; the first pupil to do so is the winner.

This game has endless variations, for example:

- a. The pupils can crawl, hop, carry an egg on a spoon, or a balloon between their knees as they move forward the flashcards.
- b. The pupils can point to the correct flashcard, point and identify the flashcard.
- c. The flashcards can be on the board, on the floor, in a bag or a box, upside down, or in the four corners of the classroom.

Nino Says

This is the game "Simon Says", but at this stage you can use your name for better understanding. You can also use L1 to make sure that everyone understands what to do.

Set up:

Get the class stand up in front of you.

Play:

Demonstrate to the class that they must follow your instructions (sit down, stand up, and point at, say: e.g. laptop computer) but if only you preface the command with e.g. "Nino Says:" Anyone who follows a command that was not prefaced with "Nino Says" must sit down. For example: T: *Nino says sit down* (pupils sit down) – correct reaction. T: *Stand up* (students stand up) – wrong reaction.

Chinese Whisper

Set up:

Divide the class into two groups: A and B. Organize pupils one after another to face you.

Play:

Call out the first two pupils and whisper a word (from the covered vocabulary). Encourage the pupils to go back to their groups and whisper the word to the next pupil standing behind and so on. The last pupil calls out the word aloud. The group with the correct word is the winner. Play again with another word.

Noughts and Crosses

Set up:

Organize nine flashcards in a grid on one side of the board. Draw a blank grid on the other side. Divide the class into two teams: Team "Crosses" and Team 'Noughts'.

Flashcard	Flashcard	Flashcard
Flashcard	Flashcard	Flashcard
Flashcard	Flashcard	Flashcard

Play:

“Crosses” start. A pupil from the team chooses one of the flashcards on the grid and says the word. If the answer is correct, the pupil puts a cross in the corresponding square in the blank grid. If the answer is incorrect, the pupil’s team helps him/her.

Follow the same procedure with the team “Noughts”

Flashcard	Flashcard	Flashcard
Flashcard	Flashcard	Flashcard
Flashcard	Flashcard	Flashcard

X		
		O

The first team to complete the line with either “Crosses” or “Noughts” vertically, horizontally or diagonally is the winner.

What’s Missing?

Set up:

Place the flashcards face up in front of you.

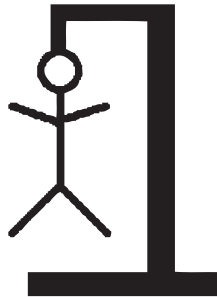
Play:

Ask one volunteer to stand by the wall with her/his back to the classroom. Hide one of the flashcards for the class to witness and ask the pupil to turn around. The pupil tries to identify the missing flashcard. If the answer is wrong, the class can help. Repeat the procedure with other pupils.

Hangman

Set up:

Draw a hangman on the board. Divide pupils into two teams. Choose a flashcard and put it up face down on the board.



Play:

Encourage pupils to call out words until they guess. Every wrong answer adds a part to the hangman. The team which makes the right guess wins a point.

Yes/No Game

Hold up flashcards one by one and ask pupils: *Is this (e.g. red?)*. Elicit answers: *Yes/No*. Try to mislead pupils from time to time.

Behind My Back

Hide the flashcard behind your back and show them one by one. Encourage pupils to guess and say the hidden word. Repeat the procedure until you are sure everyone can say and pronounce the word correctly.

Ball pass

Have all pupils sit in a circle. Use a ball and toss it to one pupil. Say one word as you pass. The pupil then throws the ball to another pupil and says a different English word. The pupil who drops the ball is out. The game keeps going until you have one winner. Alternatively, you can stop the game any time. It can be played with different vocabulary categories, such as food, animals, etc.

Blind toss

Place the numbers 1-10 and a flashcard on each number in front of the class. Taking turns each pupil gets blindfolded and chooses a number. She/he must call out the word as many times as the number indicates (e.g. 4-dog, dog, dog, dog!) The pupil gets four points. If you have more than ten pupils, when you run out of all ten flashcards, repeat the procedure with other words. At the end the pupil with most points wins.

Cross the river

Place flashcards on the floor in a winding manner. Each card represents a stepping stone in the river. Pupils must say a word in order to step on it and cross the river.

The odd one out

Put up four flashcards on the board. Pupils must identify the words and underline the odd one out (e.g. cat, dog, snake, bathroom)

Word Chain

Organize pupils in a circle. Pupil 1 says: I love (e.g. pizza), pupil 2 says: I love (e.g. pizza and ice-cream). Pupil 3 says: I love (e.g. pizza, ice-cream and my doll). The game goes on round in a circle, each pupil repeating the previous list and adding up one word of his/her own. Encourage pupils to use any words they have learnt. The aim of the game is to remember the word order. The first pupil to forget a word or mix up the order is out. If you have large groups, organize them into smaller groups as it may get difficult to remember very long chains.

Syllable Game

Set up:

Prepare flashcards with words consisting of a different number of syllables (one, two or three).



Bring in three boxes with symbols standing for one-, two-, three- syllable words.

Play:

Hold up a flashcard. Pupils identify the number of syllables by clapping. Put the flashcard into the appropriate box.

Vocabulary Matching Game

Help pupils organize sets of family words by cutting their individual cards out to be ready for the game.

Have all pupils sit in a circle. Put a flashcard face up in the middle. Ask pupils to open their workbooks and match the vocabulary items (word cards) with the flashcards. Then they discuss the results.

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Lesson 1

Greeting

Objective: By the end of the lesson pupils should be able to recognise/say: *Hi, Hello, Yes/No* and recognise the questions: *What's your name? What's his name/What's her name?*

Materials	Target	Teacher's language	Time
Ball Blindfold	<i>Hi, Hello,</i> <i>Yes/No</i> <i>I'm... (name)</i>	<i>Hi, Hello,</i> <i>Yes/No</i> <i>I'm... (name)</i> <i>What's your name?</i> <i>What's his name/What's her name?</i>	35 min.

Stage 1 (Approx. 5min.)

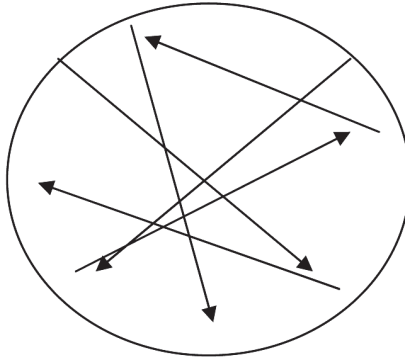
Say: *Hello* and encourage pupils to repeat after you. Say: *Hi* and pupils repeat again. Drill the words until everyone is involved and able to pronounce the words.

Stage 2 (Approx. 5min.)

Say: *I'm (Nino)*; use gestures to encourage pupils to repeat the phrase using their names in a group.

Stage 3 (Approx. 10 min.)

Stand in a circle together with pupils. Hold a ball and say: *Hello, I'm (Nino)*. Throw the ball and encourage pupils to do the same. The ball goes randomly round. Once you get the ball again, say *Hi, I'm (Nino)* and throw the ball again to let the pupils practise saying the phrase.



Stage 4 (Approx. 5min.)

Pupils stand in a line, point at one pupil at a time and ask the class: *What's her name? / What's his name?* and elicit answers.

Stage 5 (Approx. 10 min.)

Blindfold one pupil, bring him/her closer to the line and encourage the pupil to touch one pupil at a time and answer your question: *What's her name? / What's his name?* Encourage the rest of the class to give the answer. Use gestures to elicit the answers *yes/no*. After five attempts blindfold another pupil and repeat the procedure until the lesson time is up.

Lesson 2

Classroom Objects

Objective: By the end of the lesson pupils should be able to recognise/produce the target vocabulary of the lesson.

Materials	Target	Teacher's language	Time
Flashcards	Board	<i>Hi/Hello</i>	35 min.
	Laptop computer	<i>What's your name?</i>	
	Desk	<i>What's his/her name?</i>	
	Chair		
	Bag		

Stage 1

Warm up (Approx. 5 min.)

Greet pupils and elicit *Hi/Hello, I'm...* Then approach individual pupils and ask: *What's your name?* After that choose a pupil at a time and by pointing at the pupil ask the class: *What's his/her name?* and elicit answers.

Stage 2 (Approx. 10 min.)

Demonstrate the flashcards one by one. Hold up one of the flashcards and highlight the pronunciation of the word. First drill the word with the whole class and then individually. Stick the flashcard on the board. Repeat the procedure with the other four words.

Stage 3 (Approx. 10 min.)

Vocabulary Race

Set up:

Line up a set of flashcards on the board, or lay them on the floor at the front of the classroom.

Divide the class into two teams, play a round with one pupil against another.

Play:

Call two pupils up to play. Line them up against the wall opposite the flashcards. Make sure there is enough running space for the pupils. Now, say the name of one of the flashcards and then shout "GO". The two pupils race to touch the correct flashcard; the first pupil to do so is the winner.

This game has endless variations, for example:

- a) Pupils can crawl, hop, carry an egg on a spoon or a balloon between their knees as they move forward the flashcards.
- b) Pupils can point to the correct flashcard, point and identify the flashcard.
- c) The flashcards can be on the board, on the floor, in a bag or a box, upside down or in the four corners of the classroom.

Stage 4 (Optional) (Approx. 10 min.)

Divide the class into two teams—Team A and Team B. Put the flashcards face down in front of you. Now, take one flashcard at a time and elicit the right word from both teams. The first team to identify the word is the winner. Carry on the activity with other words.

Meanwhile, deal with any vocabulary or pronunciation problems.

Lesson 3

Classroom Instructions

Objective: By the end of the lesson pupils should be able to recognise/follow the teacher's instructions.

Materials	Target	Teacher's language	Time
Flashcards	Classroom instructions	<i>Stand up</i> <i>Sit down</i> <i>Point at</i> <i>Say</i>	35 min.

Stage 1

Revision (Approx. 5 min.)

Use the flashcards of classroom objects to revise the vocabulary. Hold up the flashcards one by one and elicit the words. Deal with pronunciation problems if needed.

Stage 2 (Approx. 15 min.)

Demonstrate the instructions: *Stand up*, *Sit down* by using gestures and encourage pupils to follow you. Now, give instructions without gesturing and make sure everyone follows your instructions. For more challenge try to mislead the class and pupils who get misled are out of the game.

Then follow the same procedures with the instructions *Say* and *Point at*. Try to introduce the instruction *Say* by using a hand gesture showing a talking mouth. To check understanding ask pupils to say the word on the flashcard by helping with gestures. Now, you can introduce *Point at* by pointing at the objects on the flashcards (note that the flashcards should be placed on different walls). Say a word and ask pupils to point at the right flashcard.

Stage 3 (Approx. 15 min.)

Nino Says

This is the game “Simon Says”, but at this stage you can use your name for better understanding. You can also use L1 to make sure that everyone understands what to do.

Set up:

Get the class stand up in front of you.

Play:

Demonstrate to the class that they must follow your instructions (sit down, stand up, and point at, say, e.g. laptop computer), but only if you preface the command with e.g. “Nino Says”. Anyone who follows a command that was not prefaced with “Nino Says” must sit down. For example, T: *Nino says sit down* (pupils sit down) – correct reaction. T: *Stand up* (students stand up) – wrong reaction.

Reminder: Ask pupils to bring colour pencil sets and paper for the next lesson.

Lesson 4

Numbers (1-5)

Objective: By the end of the lesson pupils should be able to recognise/say numbers from 1 to 5.

Materials	Target	Teacher's language	Time
Flashcards with objects and numbers	Numbers 1-5	<i>Hi/Hello</i> <i>Let's Play</i> <i>Draw</i>	35 min.

Stage 1 (Approx. 5 min.)

Use “Nino Says” game for revision. Follow the instructions given in the previous lesson.

Stage 2 (Approx. 10 min.)

Display the flashcards with numbers on the board. Highlight the pronunciation and drill the words with the whole class and individually. To check understanding, hold up the flashcards randomly and elicit the answers. Deal with any vocabulary or pronunciation problem.

Stage 3 (Approx. 20 min.)

Picture Dictation

Hand out paper and pencils and then slowly dictate the following for pupils to draw:

One desk, three laptop computers, five chairs, two bags.

Change combinations if needed.

Optional: If possible colour the drawings and display them on the walls. Pupils can also give scores using smilies ☺, or stars to each other's drawings. The one who gets the largest number of scores is the winner.

Lesson 5

Revision

Objective: By the end of the lesson pupils should be able to recognise/produce the target vocabulary from Topic 1.

Materials	Target	Teacher's language	Time
Flashcards	Revision of Topic 1	<i>Hi/Hello</i> <i>Let's Play</i> <i>Good-bye</i>	35 min.

Stage 1 (Approx. 20 min.)

Naughts and Crosses

Set up:

Organize nine flashcards in a grid on one side of the board. Draw a blank grid on the other side. Divide the class into two teams: Team "Crosses" and Team 'Naughts'.

Flashcard	Flashcard	Flashcard
Flashcard	Flashcard	Flashcard
Flashcard	Flashcard	Flashcard

Procedure

“Crosses” start. A pupil from the team chooses one of the flashcards on the grid and says the word. If the answer is correct, the pupil puts a cross in the corresponding square in the blank grid. If the answer is incorrect, the pupil’s team helps him or her. Follow the same procedure with the team “Naughts”

Flashcard	Flashcard	Flashcard
Flashcard	Flashcard	Flashcard
Flashcard	Flashcard	Flashcard

X		
		O

The first team to complete the line with either “Crosses” or “Naughts” vertically, horizontally or diagonally is the winner.

Optional: Play the game again as a time saver.

Stage 2 (Approx. 15 min.)

Chinese Whisper

Set Up:

Divide the class into two groups A and B. Organize pupils one after another to face you.

Play:

Call the first two pupils up and whisper a word (from the covered vocabulary). Encourage the pupils to go back to their groups and whisper the word to the next pupil standing behind and so on. The last pupil calls out the word aloud. The group with the correct word is the winner. Play again with another word.

Optional: Play **Nino Says** game as a time saver. (See the instructions above)



Lesson 1

Animals

Objective: By the end of the lesson pupils should be able to recognise/produce the target vocabulary of the lesson.

Materials	Target	Teacher's language	Time
Animal Flashcards	Dog	<i>Hi/Hello</i>	35 min.
	Cat	<i>What's this?</i>	
	Rabbit	<i>Let's play</i>	
	Mouse	<i>Go!</i>	
	Snake	<i>Well done!</i>	

Stage 1 (Approx. 10 min.)

Introduce the flashcards one by one. Hold up a flashcard and highlight the pronunciation of the word. Drill the word with the whole class and then individually; stick the flashcard on the board. Repeat the procedure with the other four words.

Stage 2 (Approx. 15 min)

Vocabulary Race

Set up:

Line up a set of animal flashcards on the board or lay them on the floor at the front of the classroom. Divide the class into two teams or play a round with one pupil against another

Play:

Call two pupils up to play. Line them up against the wall opposite the flashcards. Make sure there is a clear running space for the pupils. Now, say the name of one of the flashcards and then shout "GO". The two pupils race to touch the correct flashcard; the first pupil to do so is the winner. Repeat the procedure with other pupils.

This game has endless variations, for example

- Pupils can crawl, hop, carry an egg on a spoon, or a balloon between their knees as they move forward to the flashcards.
- Pupils can point to the correct flashcard and identify the word.
- The flashcards can be on the board, on the floor, in a bag or box, upside down, or in the floor corners of the classroom.

Stage 3 (Approx. 10 min.)

Divide the class into two teams — A and B. Put the flashcards face down in front of you. Draw out one flashcard at a time so that pupils cannot see the picture and ask: *What's this?* Elicit the answer from both teams. The first team to identify the word wins a point. Carry on the activity with other words. Deal with any problems concerning vocabulary or pronunciation.

Lesson 2

Numbers

Objective: By the end of the lesson pupils should be able to recognise/produce the target vocabulary of the lesson.

Materials	Target	Teacher's language	Time
Number Flashcards	Numbers (6-10)	<i>Hi/Hello</i> <i>Go!</i> <i>Point at!</i> <i>Good-bye/ Bye-bye</i>	35 min.

Stage 1 (Approx. 10 min.)

Introduce the flashcards one by one. Hold up a flashcard and highlight the pronunciation of the word. Drill the word with the whole class, and then individually; stick the flashcard on the board. Repeat the procedure with the other four words.

Stage 2 (Approx. 15 min.)

Vocabulary Race

Play the game with number flashcards. (See the instructions)

Stage 3 (Approx. 10 min.)

What's Missing?

Set up:

Place the flashcards face up in front of you.

Procedure:

Ask one volunteer to stand by the wall with her/his back to the classroom. Hide one of the flashcards for the class to witness and ask the pupil to turn around. The pupil tries to identify the missing flashcard. If the answer is wrong, the class can help. Repeat the procedure with other pupils.

Reminder: Remind pupils they will need colour pencil sets and paper for the next lesson.

Lesson 3

Colours

Objective: By the end of the lesson pupils should be able to recognise/produce the target vocabulary of the lesson.

Materials	Target	Teacher's language	Time
Colour Flashcards	Red Green Yellow Blue Pink	<i>Hi/Hello</i> <i>What's this?</i> <i>Point at...</i> <i>Draw</i> <i>Good-bye/ Bye-bye</i>	35 min.

Stage 1 (Approx. 5. min.)

Place the animal flashcards face down on the board. Point randomly at various flashcards and encourage pupils to guess the word by asking: *What's this?* If pupils guess correctly, turn the flashcard face up.

Stage 2 (Approx. 10 min.)

Introduce the flashcards one by one; hold up a flashcard and highlight the pronunciation of the word. Drill the word with the whole class and then individually; stick the flashcard on the board. Repeat the procedure with the other four words.

Stage 3 (Approx. 10 min.)

Put the colour flashcards in different places around the classroom. Call out various colours for pupils to find and point at them, e.g. say: **Point at red!** Encourage pupils to follow your instructions.

Stage 4 (Approx. 10 min.)

Picture dictation

Make sure all pupils have paper and colour pencil sets. Dictate the following: *pink rabbit, red dog, blue cat, green mouse, yellow snake* and ask pupils to draw. Provide enough time for the task.

Lesson 4

Rhyme (Revision 1)

Objective: By the end of the lesson pupils should be able to say the rhyme.

Materials	Target	Teacher's language	Time
Animal flashcards Colour flashcards Number flashcards	Revise animal, colour and number vocabulary Rhyme	<i>Hi/Hello</i> <i>Let's say the rhyme</i> <i>Good-bye/Bye-bye</i>	35 min.

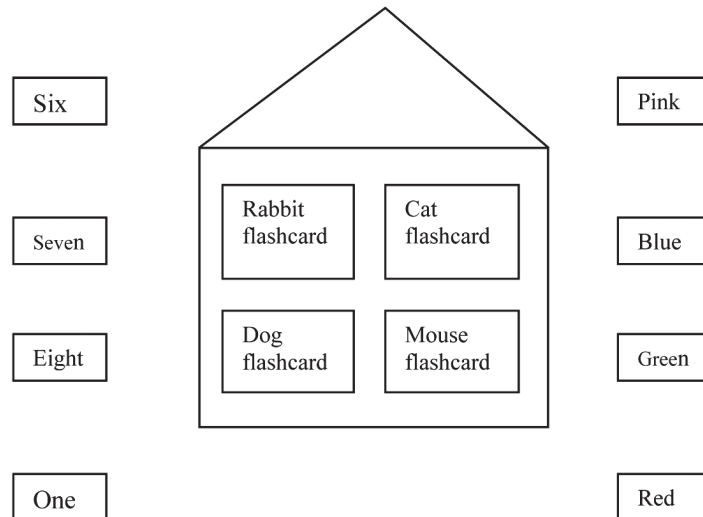
*Six pink rabbits,
 rabbits, rabbits
Seven blue cats,
 cats, cats
Eight red dogs,
 dogs, dogs*

*One green mouse,
 mouse, mouse
All live in my house!*

Set up:

Draw a simple image of a house on the board and stick the rabbit, dog, cat, and mouse flashcards inside the house. On one side of the house stick the color flashcards (pink; green; red; blue). On the opposite side of the house stick the number flashcards (one; six; seven, eight).

Board layout:

**Procedure:**

- ❖ In L1 tell the pupils that the animals on the flashcards live in the house. Start saying the rhyme line by line. Use fingers to highlight the numbers and point to the right animal in the house.
- ❖ Involve pupils by encouraging them to chant the animal words. Repeat the procedure several times.
- ❖ Drill the rhyme line by line tapping your hands on the table to keep the rhythm.
- ❖ Start saying the rhyme again. Pause before each color and clap for the pupils to call out the right color. Help by pointing to the right color on the board.
- ❖ Start saying the rhyme again. This time pause before each number and clap for the pupils to call out the right number. Help by pointing to the right number on the board.
- ❖ Say the rhyme with the class.

Lesson 5

Revision 2

Objective: By the end of the lesson pupils should be able to recognise/produce the target language of Topic 2.

Materials	Target	Teacher's language	Time
Animal flashcards	Revise animal, colour and number vocabulary	<i>Hi/Hello</i>	35 min.
Colour flashcards		<i>Let's say the rhyme</i>	
Number flashcards		<i>Let's play</i> <i>Good-bye/ Bye-bye</i>	

Stage 1 (Approx. 20 min.)

Go through the rhyme together with the whole class.

Set up:

Divide the class into two groups A and B. Put the right flashcards (animals, colors, numbers) on the board.

Procedure:

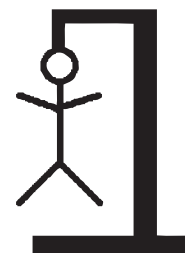
Group A starts the rhyme, and group B chants. The groups change roles.

Stage 2 (Approx. 15 min.)

Hangman

Set up:

Draw a hangman on the board. Divide pupils into two teams. Choose a flashcard and put it up face down on the board.



Procedure:

Encourage pupils to call out words until they guess. Every wrong answer adds a part to the hangman. The team which makes the right guess wins a point.

Reminder: Ask pupils to bring family photos for the next lesson.



Lesson 1

Family Vocabulary

Objective: By the end of the lesson pupils should be able to recognise/produce the target vocabulary of the lesson.

Materials	Target	Teacher's language	Time
Family flashcards	Mother	<i>Hi/Hello</i>	35 min.
	Father	<i>Let's play</i>	
	Sister	<i>Go!</i>	
	Brother	<i>What's missing?</i>	
		<i>Good-bye! Bye-bye</i>	

Stage 1 (Approx. 5 min.)

As a warm up for the topic in L1 encourage pupils to talk about their families. Ask questions about the members of their family, who they look like and who they love most.

Stage 2 (Approx. 10 min.)

Introduce the flashcards one by one; hold up a flashcard and highlight the pronunciation of the word. Drill the word with the whole class and then individually; stick the flashcard onto the board. Repeat the procedure with the other words.

Stage 3 (Approx 10 min.)

Leave the flashcards and play the **Vocabulary Race**. (See the instructions)

Stage 4 (Approx 10 min.)

Play **What's Missing?** game with family flashcards. (See the instructions)

Note: Don't forget to bring a family photo for the coming lesson (real or imaginary)

Lesson 2

My family

Objective: By the end of the lesson pupils should be able to recognise/produce the target vocabulary of the lesson.

Materials	Target	Teacher’s language	Time
Family flashcards	Mother	<i>Hi/Hello</i>	35 min.
Paper and colour pencil sets	Father	<i>How are you?</i>	
Family photo	Sister	<i>Draw!</i>	
	Brother	<i>Good-bye/ Bye-bye</i>	
	My...		

Stage 1 (Approx. 5 min.)

Quickly revise family words by holding up the flashcards one by one and eliciting the words from the pupils.

Stage 2 (Approx. 30 min.)

Show your own family photo (real or imaginary), put it up on the board and introduce the people. For example, **My** father Dato, **my** mother Nana, **my** brother....

Ask pupils to draw their family members. Then point to your father's photo again and say: *my father*, ask individual pupils to point at their father's drawing and repeat after you: *my father*. Do the same with other family members.

After having finished drilling organise pupils in pairs and tell them to introduce their family members to each other. Circulate and monitor and help if needed.

By the end of the lesson display the drawings on the walls.

Note: keep the drawings on the walls for the next lesson.

Lesson 3

More family words

Objective: By the end of the lesson pupils should be able to recognise/produce the target vocabulary of the lesson.

Materials	Target	Teacher's language	Time
Family flashcards	Grandmother/ Grandfather Family Yes/No	<i>Hi/Hello</i> <i>How are you?</i> <i>Is this...?</i> <i>Who's this?</i> <i>Good-bye/ Bye-bye</i>	35 min.

Stage 1 (Approx. 7 min.)

Go round the classroom, randomly approach the drawings and ask: *Who's this?* and encourage pupils to identify their family members and elicit the answers: *my sister, my brother, etc.*

Stage 2 (Approx. 5 min.)

Introduce the flashcards one by one, highlight the pronunciation, drill and stick them on the board. (Use L1 to clarify the meaning of the words.)

Stage 3 (Approx. 10 min.)

Yes/No Game

Use the flashcards of all family members and play **Yes/No Game**.

(Pre-teach *Yes/No*) Hold up father-flashcard and ask: *Is this father?* (Use L1 if needed) and encourage pupils to say **Yes** and drill as many times as needed. Then hold up a mother-flashcard and ask: *Is this brother?* Encourage pupils to say **No** and drill as many times as needed.

Now take family flashcards one by one and ask the same type of questions eliciting *yes/no* from pupils. Try to mislead pupils.

Stage 4 (Approx. 13 min.)

Place family flashcards face down in front of you.

Divide the class into two teams: team A and team B.

Ask one pupil from team A to pick up one flashcard and identify the word. If the word is correct, the team wins the flashcard. Team B does the same. Follow the procedure with other pupils using up all the flashcards. At the end of the game the team with more flashcards is the winner.

Lesson 4

Finger Rhyme

Objective: By the end of the lesson pupils should be able to say the rhyme.

Materials	Target	Teacher's language	Time
Family flashcards Pens	Rhyme	<i>Hi/Hello</i> <i>How are you?</i> <i>Let's play</i> <i>Let's say the rhyme</i> <i>Who's this?</i> <i>Good-bye/ Bye-bye</i>	35 min.

Stage 1 (Approx. 5 min.)

Play **Yes/No Game** with all family flashcards. (See the instructions above.)

Stage 2 (Approx. 10 min.)

Draw simple faces on your finger tips and ask pupils to do the same. (See the illustration below)
Each finger symbolises a member of a family.
Say the rhyme touching your fingers at the same time:

My father – Bill

My mother – Jill

My brother – Will

My sister – Emily

And me are my family.

Say the rhyme again pausing after each line and drill. Say the whole rhyme together with the whole class using fingers to help. Repeat the procedure until the pupils feel confident about saying the rhyme. Ask volunteers to say the rhyme in front of the class.



Lesson 5

Revision

Objective: By the end of the lesson pupils should be able to recognise/produce the target language of topic 3.

Materials	Target	Teacher's language	Time
Family flashcards	Revision	<i>Hi/Hello</i> <i>How are you?</i> <i>Let's play</i> <i>Let's say the rhyme</i> <i>Who's this?</i> <i>Good-bye/ Bye-bye</i>	35 min.

Stage 1 (Approx. 10 min.)

Revise the rhyme first with the whole class and then ask individual volunteers.

Stage 2 (Approx. 15 min.)

Play **Naughts and Crosses** with nine words from family and animal vocabulary. (See the instructions.)

Stage 3 (Approx. 15 min.)

Play **Hangman** with the family and animal vocabulary flashcards. (See the instructions.)



Lesson 1

Toys

Objective: By the end of the lesson pupils should be able to recognise/produce the target vocabulary of the lesson.

Materials	Target	Teacher's language	Time
Flashcards Pencil set paper	Car	<i>Hi/Hello</i>	35 min.
	Doll	<i>How are you?</i>	
	Train	<i>Draw</i>	
	Ball	<i>Colour</i>	
	Skateboard	<i>What's behind my back?</i>	
		<i>Good-bye/ Bye-bye</i>	

Stage 1 (Approx. 10 min.)

Demonstrate the flashcards one by one. Hold up one of the flashcards and highlight the pronunciation of the word. Drill the word with the whole class and then individually and stick the flashcard on the board. Repeat the procedure with the other four words.

Stage 2 (Approx. 5 min.)

Yes/No Game (See the instructions.)

Stage 3 (Approx. 5 min.)

Behind My Back

Hide the flashcards behind your back and show them one by one. Encourage pupils to guess and say the hidden word. Repeat the procedure until you are sure everyone can say and pronounce the word correctly.

Stage 4 (Approx. 15 min.)

Picture Dictation

Ask pupils to draw the objects, e.g. car, skateboard, etc and colour them. Make sure they use a limited range of colours (pink, red, blue, green, yellow). Now, ask individual pupils to present their drawings to the class by pointing to the objects and saying: *Red car, yellow ball*.

Lesson 2

Possessive -' s

Objective: By the end of the lesson pupils should be able to recognise/produce the target language of the lesson.

Materials	Target	Teacher's language	Time
Flashcards Pencil set paper	Possessive - 's	<i>Hi/Hello</i> <i>How are you?</i> <i>What's this?</i> <i>Good-bye/ Bye-bye</i>	35 min.

Stage 1 (Approx. 5 min.)

Revise the vocabulary from the previous lesson.

Stage 2 (Approx. 15 min.)

Draw three simple figures on the board and give them familiar names (Emily, Bill, Will). Place the flashcards face down and ask individual pupils to take one flashcard at a time and decide who it belongs to and stick the chosen flashcard on the relevant figure: Emily, Bill or Will.

Stage 3 (Approx. 5 min.)

Drill the name + object combinations by pointing at the board at the same time, e. g. Emily's doll, Will's car.

Stage 4 (Approx. 10 min.)

Now, point at one toy from the board and ask: *What's this?* and elicit answers e.g. Emily's doll, Will's car, etc.

Repeat the procedure several times and make sure pupils use possessive-s'.

Lesson 3

More objects

Objective: By the end of the lesson pupils should be able to recognise/produce the target vocabulary.

Materials	Target	Teacher's language	Time
Flashcards	Book	<i>Hi/Hello</i>	35 min.
	Pen	<i>How are you?</i>	
	Pencil	<i>What's this?</i>	
	Umbrella	<i>Good-bye/ Bye-bye</i>	
	Mobile phone		

Stage 1 (Approx. 7 min.)

Choose three pupils to stand in front of the class and let them hold toy flashcards. Then ask the class: *What's this?* and elicit answers from the class, e.g. Giorgi's car, Anna's doll.

Stage 2 (Approx. 10 min.)

This time bring in real objects, e.g. a mobile phone, pens, pencils, a book, if possible an umbrella. Show one of the objects to pupils and ask: *What's this?* Try to elicit answers from the class. If

you get the right answer, highlight the pronunciation and drill the word. Repeat the procedure with the remaining objects.

Stage 3 (Approx. 5 min.)

Yes/No game (See the instructions.)

Stage 4 (Approx. 15 min.)

Set up

Divide the class into two teams: team A and team B. Then divide the board into two halves to keep the score. Put the flashcards facedown on the table.

Procedure

Call up one pupil from team A and ask to take one object flashcard from the table. Then the pupil shows the flashcard to team B. If team B identifies the right word it gets a score. If not, team A should say the word and, if the answer is correct, team A gets a point. If not, none of the teams get the point. Repeat the procedure as many times as needed.

Teacher's note: If you realize that pupils have problems with pronunciation, drill the words as many times as needed.

Lesson 4

Revision 1 (Topic 4)

Objective: By the end of the lesson pupils should be able to recognise/produce the target language of Topic 4.

Materials	Target	Teacher's language	Time
Flashcards	Revision	<i>Hi/Hello</i> <i>How are you?</i> <i>Let's play</i> <i>What's this?</i> <i>Good-bye/ Bye-bye</i>	35 min.

Stage 1 (Approx.20 min.)

Naughts and Crosses (See the instruction)

Stage 2 (Approx.15 min.)

Hand out ten flashcards face down to pupils at random. Then ask one of the pupils, e.g. Nika to hold up the flashcards for the class to see and ask: *What's this?* As an example answer the question Nika's car. Make sure that pupils use possessive's and help if needed. Repeat the procedure with other flashcards.

Lesson 5

Revision 2 (Topics 3-4)

Objective: By the end of the lesson pupils should be able to recognise/produce the target language of Topics 3 and 4.

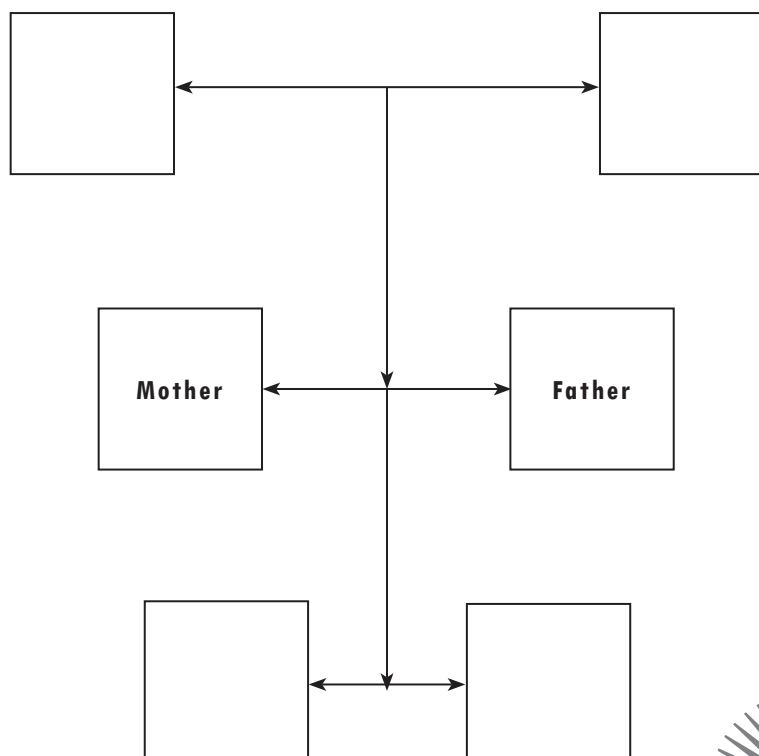
Materials	Target	Teacher's language	Time
Flashcards	Revision	<i>Hi/Hello</i> <i>How are you?</i> <i>Let's say the rhyme</i> <i>What's this?</i> <i>Good-bye/ Bye-bye</i>	35 min.

Stage 1 (Approx.10 min.)

Go through the family rhyme line by line with the whole class. (See the rhyme above). Say the rhyme with everyone involved. Encourage volunteers to say the rhyme in front of the class.

Stage 2 (Approx.7 min.)

Draw a family tree on the board.



Leave windows for grandmother, grandfather, sister and brother blank. Put the flashcards in front of the class and encourage pupils to identify the words and to place them in the right window.

Stage 3 (Approx. 18 min.)

Make sure all pupils have got paper and pencils. Ask pupils to draw one out of the ten covered object words. Pupils stand in a circle and hold their drawings up for others to see. Pupils take turns to look at their neighbour's object and say, e.g. *Ann's skateboard* or *Nick's book*, etc. Show one as an example.



Lesson 1

Parts of Body

Objective: By the end of the lesson pupils should be able to recognise/produce the target vocabulary of the lesson.

Materials	Target	Teacher's vocabulary	Time
Body flashcards	Head	<i>Hi/Hello</i>	35 min.
	Shoulders	<i>How are you?</i>	
	Knees	<i>Point to...</i>	
	Toes	<i>Let's say the rhyme/sing the song</i>	
		<i>Good-bye/ Bye-bye</i>	

Stage 1 (Approx. 5 min)

Follow the standard procedure. Introduce the new vocabulary, highlight the pronunciation, drill the words.

Stage 2 (Approx. 10 min.)

Ask pupils to stand in front of you. Give the instruction: *Point to your head!* Pupils point to their heads. Help with a gesture. Repeat the procedure with *shoulders, knees, toes*.

Stage 3 (Approx 20 min.)

Introduce the song/rhyme: *Head and shoulders,
knees and toes, knees and toes.
Head and shoulders,
knees and toes, knees and toes.*

- As you sing/say the rhyme point to the right part of your body.
- Organise pupils in a circle. Follow the above - mentioned procedure and encourage pupils to follow your movements.
- Drill the song/rhyme with the whole class.

Lesson 2

Face

Objective: By the end of the lesson pupils should be able to recognise/produce the target vocabulary of the lesson.

Materials	Target	Teacher's vocabulary	Time
Face flashcards	Eyes Ears Nose Mouth	<i>Hi/Hello</i> <i>How are you?</i> <i>Point to...</i> <i>Let's say the rhyme/sing the song</i> <i>Good-bye/ Bye-bye</i>	35 min.

Stage 1 (Approx. 5 min.)

Follow the standard procedure. Introduce the new vocabulary, highlight the pronunciation, drill the words.

Stage 2 (Approx. 10 min.)

Ask pupils to stand in front of you. Give the instruction: *Point to your eyes!* Pupils point to their eyes. Help with a gesture. Repeat the procedure with *ears, nose, mouth*.

Stage 3 (Approx. 20 min.)

Introduce the whole song/rhyme:

*Head and shoulders,
knees and toes, knees and toes.
Head and shoulders,
knees and toes, knees and toes.*

*Eyes and ears and nose and mouth,
Head and shoulders,
knees and toes, knees and toes.*

- As you sing/say the rhyme point to the right part of your body.
- Organise pupils in a circle. Follow the above-mentioned procedure and encourage pupils to follow your movements.
- Drill the song/rhyme with the whole class.

Lesson 3

Revision

Objective: Revision of the previous material.

Materials	Target	Teacher's vocabulary	Time
Flashcards	Parts of the body and face Song/rhyme- Head and Shoulders	<i>Hi/Hello</i> <i>How are you?</i> <i>Let's play</i> <i>Let's say the rhyme/sing the song</i> <i>Good-bye/ Bye-bye</i>	35 min.

Stage 1 (Approx.15 min.)

Play *Nino Says*. (See Topic 1, Lesson 3)

Stage 2 (Approx.10 min.)

Play *Chinese whisper*. (See Topic 1, Lesson 5)

Stage 3 (Approx. 10 min.)

Go through the song/rhyme *Head and Shoulders*. (See Topic 5, Lesson 1). Follow the procedure in **Stage 3**.

Note: You will need a balloon and a marker for the next lesson.
Pupils will need colour pencil sets.

Lesson 4

Revision

Objective: Revision of the previous material.

Materials	Target	Teacher's vocabulary	Time
Flashcards Balloon Marker	Parts of the body and face Song/rhyme- Head and Shoulders Possessive-'s My + noun	<i>Hi/Hello</i> <i>How are you?</i> <i>Draw</i> <i>Let's say the rhyme/sing the song</i> <i>Good-bye/ Bye-bye</i>	35 min.

Stage 1 (Approx. 5 min.)

Warm-up: **Head and Shoulders.**

Stage 2 (Approx. 15 min.)

Set up:

Bring in a balloon and a marker.

Procedure: In L1 tell pupils you are going to draw a face on the balloon. Encourage pupils to dictate what to draw (e.g. nose, eyes, etc.) Add the features to the balloon. Encourage pupils to come up with a name for the balloon (e.g. Tom). As an example point to the mouth on the balloon and say: *Tom's mouth*. Point to the mouth and ask the class: *What's this?* Elicit the answer from the class (e.g. Tom's mouth). Repeat the procedure with other words (nose, eyes, ears).

Stage 3 (Approx. 15 min.)

Set up:

Pupils will need paper and colour pencil sets.

Procedure: In L1 ask pupils to draw themselves. Circulate and help to write their names on the drawings. Draw an imaginary image of yourself on the board. As an example point to different parts of the body and say: *My nose, My shoulders, etc.* Ask individual pupils to describe themselves on the drawings. **Note:** This can be done in pairs or with the whole class. Help where needed.

Lesson 5

Adjectives

Objective: By the end of the lesson pupils should be able to recognise/produce the target vocabulary of the lesson.

Materials	Target	Teacher's vocabulary	Time
Colour pencil sets	Adjectives: Big Small Happy Sad	<i>Hi/Hello</i> <i>How are you?</i> <i>Draw</i> <i>Is this...?</i> <i>Good-bye/ Bye-bye</i>	35 min.

Stage 1 (Approx 10 min.)

Draw two round faces - big and small. Point to the small circle and using a hand gesture say: *small*. Drill the word. This time point to the big circle and using a hand gesture say: *big*. Drill the word. To check understanding point to different objects around you and ask: *Is this big? Is this small?* Elicit Yes/No answers.

Insert happy and sad emotions into the circles. Point to the happy face and drill *happy*. Point to the sad face and drill *sad*. To check understanding ask pupils to make happy and sad faces.

Stage 2 (Approx.15 min.)

Picture dictation

Set up:

Pupils will need paper and colour pencils.

Procedure:

Dictate: big cat, small mouse, happy rabbit, sad dog. Give pupils enough time to draw. Monitor and help. Repeat the phrases until pupils feel confident about the target language.

Stage 3 (Approx.10 min.)

(Feedback to Stage 2)

Set up:

Organise pupils into pairs.

Procedure:

Pupils present their drawings to each other. Monitor and help. Make sure pupils use the target vocabulary correctly.

Optional: individual pupils present their drawings to the class.

**Lesson 1****Clothes**

Objective: By the end of the lesson pupils will be able to recognise/produce the target vocabulary.

Materials	Target	Teacher's vocabulary	Time
Flashcards	Dress	<i>Hi/Hello</i>	35 min.
Jill and Bill flashcards (teacher's note: add colour to their clothes.)	Jeans	<i>How are you?</i>	
	Top	<i>Is this...?</i>	
Colour pencil sets.	Cap	<i>Are these ...?</i>	
Paper.	Shoes	<i>Draw</i> <i>Good-bye/ Bye-bye</i>	

Stage 1 (Approx. 5 min.)

Introduce the new words following the standard procedure.

Stage 2 (Approx. 10 min.)

Show pictures of Bill and Jill and ask yes/no questions: *Is this a cap? Are these shoes? Are these jeans? Is this a top? Is this a dress?* Elicit **yes/no** answers. Try to mislead pupils from time to time.

Stage 3 (Approx. 20 min.)

In L1 tell the pupils they have two minutes to remember the details of the pictures as well as possible. Give pupils enough time to draw the pictures from memory. As they finish pupils compare the drawings and encourage them to use the target vocabulary.

Reminder: Keep the drawings for the lesson.

Remind pupils to bring scissors for the next lesson.

Lesson 2

What colour...?

Objective: By the end of the lesson pupils should be able to use adjective+noun combinations (e.g. a red dress) and understand the question: *What colour is this?*

Materials	Target	Teacher's vocabulary	Time
Flashcards	Dress	<i>Hi/Hello</i>	35 min.
Pupil's own drawings.	Jeans	<i>How are you?</i>	
Papers	Top	<i>What colour is this?</i>	
Pencil sets	Cap	<i>What's this?</i>	
Scissors	Shoes	<i>Draw</i>	
		<i>Colour</i>	
		<i>Cut out</i>	
		<i>Good-bye/ Bye-bye</i>	

Stage 1 (Approx. 10 min.)

Hold up one of the drawings from the previous lesson and ask: *What colour is the top?* ... (Use L1 if necessary) Repeat the procedure with several other drawings.

Stage 2 (Approx 30 min.)

Ask pupils to draw three pieces of clothing, add colours (from the covered range) and cut them out. Place the cut-outs in a box/sack, organise pupils in a circle and circulate. Pupils take turns to pick up a cut-out. Ask a question: *What's this?* Elicit answers and encourage pupils to use adjective+noun combinations. (E.g. a red dress)

Reminder: Keep the box with the cut-outs for the next lesson.

Lesson 3

A rhyme

Objective: By the end of the lesson pupils should be able to say the rhyme.

Materials	Target	Teacher's vocabulary	Time
A box/sack with the cut-outs	Rhyme	<i>Hi/Hello</i> <i>How are you?</i> <i>What colour is this?</i> <i>What's this?</i> <i>Let's say the rhyme</i> <i>Good-bye/ Bye-bye</i>	35 min.

Stage 1 (Approx 5 min.)

Use the same box with the cut-outs, randomly take out the cut-outs and ask the questions: *What's this? What colour is this?*

Stage 2 (Approx 30 min)

Introduce the rhyme. Point at your own clothes and imitate the movements at the same time.

*This is my top,
I hop, hop, hop,
This is my bag,
I bang, bang, bang,
This is my cap,
I clap, clap, clap.*

Drill the rhyme line by line and encourage the pupils to imitate the movements. Divide the class into two groups A and B. Group A starts the rhyme, and group B chants. The groups change roles. Say the rhyme with the whole class.

Lesson 4

Revision 1

Objective: By the end of the lesson pupils should be able to recognise produce the target vocabulary of the topic and say the rhyme.

Materials	Target	Teacher's vocabulary	Time
Flashcards	Revision	<i>Hi/Hello</i> <i>How are you?</i> <i>Let's say the rhyme</i> <i>Let's play</i> <i>Good-bye/ Bye-bye</i>	35 min.

Stage 1 (Approx. 10 min.)

Revise the rhyme, first with the whole class, then in A/B groups. Ask individual volunteers to say the rhyme in front of the class.

Stage 2 (Approx. 15 min.)

Play **Yes/No Game** with the clothes vocabulary flashcards followed by **Behind My Back** game.

Stage 3 (Approx. 10 min.)

Play **Chinese Whisper** game with the same words.

Lesson 5

Revision 2

Objective: By the end of the lesson pupils will be able to say the rhymes and recognise/ produce the target vocabulary from Topics 5 and 6.

Materials	Target	Teacher's vocabulary	Time
Flashcards	Revision	<i>Hi/Hello</i> <i>How are you?</i> <i>Let's say the rhyme</i> <i>Let's play</i> <i>Good-bye/ Bye-bye</i>	35 min.

Stage 1 (Approx. 20 min.)

- Revise **Head and Shoulders** rhyme with the whole class. Use mimes at the same time. Ask individual volunteers to say the rhyme to the class.
- Revise ***This is my top....*** rhyme following the same procedure.

Stage 2 (Approx. 15 min.)

Play **Chinese Whisper** with adjective+noun combinations: *A red dress, a green cap, blue jeans, yellow shoes, a pink top.* (Note: it is not important if pupils don't reproduce indefinite articles at this stage)



Lesson 1

Rooms

Objective: By the end of the lesson pupils should be able to recognise/produce the target vocabulary of the lesson.

Materials	Target	Teacher's language	Time
Flashcards	Bedroom	<i>Hi/Hello</i>	35 min.
	Bathroom	<i>How are you?</i>	
	Living room	<i>What's this?</i>	
	Kitchen	<i>Draw</i>	
		<i>Colour</i>	
		<i>Good-bye/ Bye-bye</i>	

Stage 1 (Approx.5 min.)

Introduce the new vocabulary, highlight the pronunciation, drill the words.

Stage 2 (Approx.10 min.)

Play **Chinese Whisper** (See the instructions)

Stage 3 (Approx. 20 min.)

Ask pupils to draw one of the rooms in their homes. Collect the drawings, randomly hold up one by one and ask: *What's this?* Elicit the target vocabulary.

Note: Keep the drawings for Lesson 4.

Lesson 2

Rhyme

Objective: By the end of the lesson pupils should be able to say the rhyme.

Materials	Target	Teacher's language	Time
Flashcards	Bedroom	<i>Hi/Hello</i>	35 min.
	Bathroom	<i>How are you?</i>	
	Living room	<i>Let's say the rhyme</i>	
	Kitchen	<i>Good-bye/ Bye-bye</i>	

A: *A cat in the kitchen.*

B: *A cat in the kitchen?*

ALL: *Where's the kitten?*

A: *A dog in the bedroom alone.*

B: *A dog in the bedroom alone?*

ALL: *Where is the bone?*

A: *A snake in the bathroom.*

B: *A snake in the bathroom?*

ALL: *BUBBLY-BUBBLY-BOOM!!!*

Stage 1 (Approx. 5 min.)

Revise the vocabulary from the previous lesson.

Stage 2 (Approx. 5 min.)

Pre-teach the words *kitten* and *bone*. Give definitions in L1. Highlight the pronunciation and drill the words.

Stage 3 (Approx. 15 min.)

Read the rhyme, try to use the right intonation, emotions (surprised face), and hand gestures.

Read the rhyme line by line and drill each line with the whole class. Spend plenty of time on the procedure.

Stage 4 (Approx. 10 min)

Divide the class into two groups: A and B and role-play the rhyme. The teams repeat the lines after you. Encourage the right intonation (especially the rising and falling intonation at the end of the questions).

Lesson 3

Furniture

Objective: By the end of the lesson pupils should be able to recognise/produce the target vocabulary of the lesson.

Materials	Target	Teacher's language	Time
Flashcards	Bed	<i>Hi/Hello</i>	35 min.
	Table	<i>How are you?</i>	
	TV	<i>Let's say the rhyme</i>	
	Fridge	<i>Good-bye/ Bye-bye</i>	
	Mirror		

Stage 1 (Approx. 15 min)

Revise the rhyme from the previous lesson. First with the whole class and then according to the scheme: A, B, ALL.

Stage 2 (Approx. 5 min.)

Introduce the new vocabulary, highlight the pronunciation, drill the words.

Stage 3 (Approx. 15 min.)

Put two sets of flashcards (rooms/furniture) in front of the class. Invite 5 pupils at a time to match the rooms with the furniture, e.g. bedroom + bed. Encourage pupils to identify the words. Shuffle the flashcards and invite the next five students.

Reminder: You will need the drawings from Lesson 1 for the following lesson.

Lesson 4

Where's the fridge?

Objective: By the end of the lesson pupils should be able to recognise/produce the target language of the lesson.

Materials	Target	Teacher's language	Time
Flashcards	<i>In...</i>	<i>Hi/Hello</i> <i>How are you?</i> <i>Draw</i> <i>Where's...?</i> <i>Good-bye/ Bye-bye</i>	35 min.

Stage 1 (Approx. 10 min)

Revise the rhyme from the previous lesson. First with the whole class and then according to the scheme: A, B, ALL.

Stage 2 (Approx. 15 min)

Stick the furniture flashcards on the board. Distribute the drawings from the first lesson. Ask pupils to add objects to their drawings.

Stage 3 (Approx. 10 min)

Ask individual pupils: *Where's the fridge, table, etc.?* Encourage pupils to answer: *In my bedroom. /In my living room. ...*

Lesson 5

Revision

Objective: By the end of the lesson pupils should be able to recognise/produce the target language of Topic 7.

Materials	Target	Teacher's language	Time
Flashcards	<i>Revision</i>	<i>Hi/Hello</i> <i>How are you?</i> <i>Let's play</i> <i>Where's...?</i> <i>Good-bye/ Bye-bye</i>	35 min.

Stage 1 (Approx. 10 min.)

Revise the rhyme. Follow the standard procedure.

Stage 2 (Approx 15 min.)

Play **Naughts and Crosses** with Topic 7 flashcards.

Stage 3 (Approx. 10 min.)

Ask individual pupils the following questions: *Where is your bed?* Elicit: ***In my bedroom.***
Where is your fridge? Elicit: ***In my kitchen,*** etc.



Lesson 1

Food

Objective: By the end of the lesson pupils should be able to recognise/produce the target vocabulary of the lesson.

Materials	Target	Teacher's language	Time
Flashcards	Chips	<i>Hi/Hello</i>	35 min.
	Pizza	<i>How are you?</i>	
	Banana	<i>Let's play</i>	
	Sweets	<i>Go!</i>	
	Ice-cream	<i>Good-bye/ Bye-bye</i>	

Stage 1 (Approx. 5 min.)

Introduce the new vocabulary, highlight the pronunciation, drill the words.

Stage 2 (Approx. 15 min.)

Play **Vocabulary Race** with the lesson flashcards. (See the instructions)

Stage 3 (Approx. 15 min.)

Play **Hangman** with the lesson flashcards. (See the instructions)

Lesson 2

I love...

Objective: By the end of the lesson pupils should be able to recognise/produce the target language of the lesson and say the rhyme.

Materials	Target	Teacher's language	Time
Flashcards	I love + food Rhyme	<i>Hi/Hello</i> <i>How are you?</i> <i>Let's say the rhyme</i> <i>What's behind my back?</i> <i>Good-bye/ Bye-bye</i>	35 min.

Stage 1 (Approx. 5 min.)

Revise the vocabulary of the previous lesson with the game **Behind My Back**. (See the instructions.)

Stage 2 (Approx. 15 min.)

Put the 'I love' flashcard on one side of the board. On the opposite side stick the food flashcards. As an example say: *I love ice-cream* or *I love pizza* and match the 'I love' flashcard with the right food flashcards. Encourage pupils to say what they love. Drill the phrase as many times as needed.

Stage 3 (Approx. 15 min.)

I love pizza,
I love chips,
Duckle, duckle, dip!
I love ice-cream,
I love sweets,
Duckle, duckle, dip!

Read the rhyme and drill it first line by line, then the whole rhyme.

Lesson 3

More food and drinks

Objective: By the end of the lesson pupils should be able to recognise/produce the target language of the lesson.

Materials	Target	Teacher's language	Time
Flashcards	Revision	<i>Hi/Hello</i>	35 min.
Colour pencil sets	Lemonade	<i>How are you?</i>	
Paper	Bread	<i>Draw</i>	
	Cheese	<i>Copy</i>	
	Apple	<i>Colour</i>	
	Orange	<i>Good-bye/ Bye-bye</i>	

Stage 1 (Approx. 5 min.)

Revise the rhyme with the whole class. Ask volunteers to say the rhyme in front of the class.

Stage 2 (Approx. 5 min.)

Introduce the new vocabulary, highlight the pronunciation, drill the words.

Stage 3 (Approx. 10 min.)

Use all the food and drink flashcards. Put the flashcards up on the walls around the classroom.

Say: *Point at (e.g. the pizza!)*

Stage 4 (Approx. 15 min.)

Leave the flashcards on the walls around the classroom. Write on the board: *I LOVE and* ask the pupils to copy the phrase from the board. Tell them to draw their favourite food/drinks.

In pairs pupils present their drawings to each other. Monitor and help.

Lesson 4

Revision

Objective: By the end of the lesson pupils should be able to recognise/produce the target language of the topic.

Materials	Target	Teacher's language	Time
	Revision (topic 8)	<i>Hi/Hello</i> <i>How are you?</i> <i>Let's say the rhyme</i> <i>Let's play</i> <i>Good-bye/ Bye-bye</i>	35 min.

Stage 1 (Approx. 10 min.)

Revise the food rhyme.

Stage 2 (Approx. 15 min.)

Choose an item from the topic and draw it slowly on the board. Pupils have to guess what it is as quickly as possible. Repeat the procedure several times.

Stage 2 (Approx. 10 min.)

Play **Chinese Whisper**. Use the phrase *I love.....*

Lesson 5

Revision (Topic 7-8)

Objective: By the end of the lesson pupils should be able to recognise/produce the target language of the topics.

Materials	Target	Teacher's language	Time
	Revision (topics 7-8)	<i>Hi/Hello</i> <i>How are you?</i> <i>Let's say the rhyme</i> <i>Let's play</i> <i>Good-bye/ Bye-bye</i>	35 min.

Stage 1 (Approx. 15 min.)

Revise the rhyme: *A cat in the kitchen....*

Stage 2 (Approx. 10 min.)

Play **Crosses and Naughts** with the House and Food flashcards. See the instructions above.

Stage 3 (Approx. 15 min.)

Revise the rhyme: *I love pizza...*



Lesson 1

In the morning

Objective: By the end of the lesson pupils should be able to recognise/produce the target vocabulary of the lesson.

Materials	Target	Teacher's language	Time
Flashcards	Wash hands Brush teeth Comb hair Walk to school	<i>Hi/Hello</i> <i>How are you?</i> <i>Let's play</i> <i>Good-bye/ Bye-bye</i>	35 min.

Stage 1 (Approx. 10 min.)

Introduce the new vocabulary, demonstrate the actions in front of the class, highlight the pronunciation, drill the phrases.

Stage 2 (Approx. 10 min.)

Play **Nino Says** game with the target phrases. (See the instructions)

Stage 3 (Approx. 15 min.)

Call up pupils randomly. Encourage them to demonstrate the actions in front of the class. The rest of the pupils identify the actions.

Lesson 2

This is the way... (Rhyme)

Objective: By the end of the lesson pupils should be able to recognise/produce the target language of the lesson and say the rhyme.

Materials	Target	Teacher's language	Time
Flashcards	The rhyme	<i>Hi/Hello</i> <i>How are you?</i> <i>Let's say the rhyme</i> <i>Good-bye/ Bye-bye</i>	35 min.

*This is the way I wash my hands, wash my hands, and wash my hands,
This is the way I wash my hands on every sunny morning!
This is the way I brush my teeth, brush my teeth, brush my teeth,
This is the way I brush my teeth on every sunny morning!
This is the way I comb my hair, comb my hair, comb my hair,
This is the way I comb my hair on every sunny morning!
This is the way I walk to school, walk to school, walk to school,
This is the way I walk to school on every sunny morning.*

- Introduce the whole rhyme. Demonstrate the actions in the process. Pre-teach *sunny morning* and use L1 for comprehension.
- Drill the rhyme line by line and encourage pupils to demonstrate the actions at the same time.
- Divide the pupils into two groups: A and B and encourage acting out the rhyme following the A-B scheme. (Group A line 1, Group B line 2, etc). The groups change roles.
- Say the rhyme with the whole class.

Lesson 3

I can...

Objective: By the end of the lesson pupils should be able to recognise/produce the target language of the lesson.

Materials	Target	Teacher's language	Time
Flashcards Colour pencil sets Paper	I can...	<i>Hi/Hello</i> <i>How are you?</i> <i>Let's say the rhyme</i> <i>Good-bye/ Bye-bye</i>	35 min.

Stage 1 (Approx. 10 min)

Revise the rhyme with the whole class.

Stage 2 (Approx. 15 min)

Put the action flashcards on the board. In L1 ask pupils if they can do the actions by themselves. Talk about the topic for several minutes. Then point at different action flashcards and say: *I can brush my teeth, I can wash my hands, etc.* Drill the phrases.

Stage 3 (Approx. 10 min)

Hold the action flashcards face down, walk around the classroom, approach individual pupils and ask them to choose one of the flashcards. Pupils hold up the flashcard for others to see and say: *I can...e.g. comb my hair.*

Lesson 4

More Actions

Objective: By the end of the lesson pupils should be able to recognise/produce the target language of the topic.

Materials	Target	Teacher's language	Time
Flashcards	Swim Sing Draw	<i>Hi/Hello</i> <i>How are you?</i> <i>Let's say the rhyme</i> <i>Good-bye/ Bye-bye</i>	35 min.

Stage 1 (Approx. 10 min.)

Revise the rhyme: *This is the way...*

Stage 2 (Approx. 5 min.)

Introduce the new vocabulary and demonstrate the actions. Highlight the pronunciation and drill the words.

Stage 3 (Approx. 10 min.)

Ask individual pupils to stand in front of the class and demonstrate the actions from Lessons 3 and 4. Show an example if necessary. The rest of the class have to identify the action.

Stage 3 (Approx. 10 min)

Put all seven action flashcards on the board. Encourage individual pupils to talk about their abilities, e.g. *I can sing, I can draw, I can walk to school.*

Lesson 5

Revision

Objective: By the end of the lesson pupils should be able to recognise/produce the target language of the topics.

Materials	Target	Teacher's language	Time
Flashcards	Revision	<i>Hi/Hello</i> <i>How are you?</i> <i>Let's say the rhyme</i> <i>Good-bye/ Bye-bye</i>	35 min.

Stage 1 (Approx. 10 min.)

Revise the rhyme: *This is the way...*

Stage 2 (Approx. 10 min.)

Play **Nino Says** game with the action words. (See the instruction)

Stage 3 (Approx. 15 min)

Hold all seven action flashcards face down, walk around the classroom, approach individual pupils and ask them to choose one of the flashcards. Pupils hold up the flashcard for others to see and say: *I can...e.g. comb my hair, etc.*

New Year

(Workshop)

Target: By the end of the lesson pupils should be able to recognise/produce the target language of the lesson.

Materials	Target	Teacher's language	Time
Paper Colour pencil sets Glue Scissors Cotton thread.	New Year Tree Snow Man Angel Ball	<i>What's this?</i>	35 min.

Set up:

Pupils will need paper (preferably colour paper) and colour pencil sets, glue, scissors, cotton thread.

Procedure:

Pupils make New Year decorations. Suggestions: New Year Tree, Snow Man, Angel, Balls. (See the illustration for some ideas)

As a follow-up collect pupils' hand-made items in a box, choose items randomly, introduce and drill the words. Ask: *What's this? What colour is it?*

Christmas

(Workshop)

Objective: By the end of the lesson pupils should be able to recognise/produce the target language of the lesson.

Materials	Target	Teacher's language	Time
Flashcards Paper Colour pencil sets Glue Scissors	Merry Christmas Christmas Tree Christmas stocking Snow Man Flakes Star	<i>What's this?</i> <i>What colour is it?</i>	35 min.

Set up:

Pupils will need colour paper, pencil sets, scissors and glue. Write: *Merry Christmas* on the board. (Explain the meaning, highlight the pronunciation of the phrases and drill.)

Procedure:

Demonstrate how to make a card. Ask students to copy *Merry Christmas* onto the card. Help if needed. Pupils cut out small Christmas items (Christmas Tree, Christmas stocking, Snow Man, Flakes, Star) and stick them on the card. Monitor and help. Ask: *What's this? What colour is it?* Highlight the pronunciation of the new words. Drill the words.

St. Valentine's Day

(Workshop)

Objective: By the end of the lesson pupils should be able to recognise/produce the target language of the lesson.

Materials	Target	Teacher's language	Time
Flashcards Paper Colour pencil sets Scissors Blindfold	Be My Valentine	<i>What's this?</i> <i>What colour is it?</i>	35 min.

Set up:

Pupils will need paper, colour pencil sets and scissors. Draw a heart on the board and write inside: *Be My Valentine*. (Explain the meaning, highlight the pronunciation of the phrase and drill it.)

Procedure:

Ask Pupils to cut out heart-shaped cards and copy the phrase from the board: *Be My Valentine* onto their cards. Pupils colour and decorate their cards as they wish. Monitor and help. Ask: *What's this? What colour is it?*

Play the game:

Organise pupils in a circle. Blindfold one of the pupils. The pupil moves around the circle holding out his/her card. She/he then chooses one of the pupils, gives him/her the card and says: *Be My Valentine*. Have fun!

Mother's Day

(Workshop)

Objective: By the end of the lesson pupils should be able to recognise/produce the target language of the lesson.

Materials	Target	Teacher's language	Time
Flashcards Paper Colour pencil sets	Happy Mother's Day!!!	<i>What's this?</i> <i>What colour is it?</i> <i>Who's this?</i>	35 min.

Set up:

Pupils will need paper and colour pencil sets. Write on the board: *Happy Mother's Day* (Explain the meaning, highlight the pronunciation and drill the phrase)

Procedure:

Ask pupils to make cards for their mothers. Pupils decorate and colour their cards as they wish. Display the cards on the walls. Circulate and ask questions: *What's this? What colour is it? Who's this?*

Easter

(Workshop)

Objective: Create an Easter poster. By the end of the lesson pupils should be able to recognise/produce the target language of the lesson.

Materials	Target	Teacher's language	Time
Flashcards Paper (A3 size for the poster) Colour pencil sets Glue	Happy Easter Egg Bunny Basket	<i>What's this?</i> <i>What colour is it?</i>	35 min.

Set up:

Put up an A3 size sheet of paper on the wall and draw a big basket on it. Write *Happy Easter* on top. (Explain the meaning, highlight the pronunciation and drill the phrase)

Procedure:

Pupils draw, colour and cut out Easter eggs or bunnies. (Use the illustration in the book to visualise the words, highlight the pronunciation and drill the words.) Ask pupils to stick their cut-outs on the basket. Ask questions: *What's this? What colour is it?*

Consolidation 1 (Topics 1,2,3,4)

Objective: Revision of the previous material.

Materials	Target	Teacher's language	Time
All vocabulary flashcards	Revision	<i>Hi/Hello</i> <i>How are you?</i> <i>Let's say the rhyme</i> <i>Good-bye/ Bye-bye</i>	35 min.

Word Competition

Set up

Divide pupils into two groups: Team A and Team B. Place all flashcards face up in front of you. Provide enough running space.

Procedure

- Call out a word. A pupil from each team runs up to the flashcards and tries to find the right flashcard. The first pupil to pick up the flashcard wins the flashcard. Now call out the next word and invite the next pair. Carry on until everyone has a chance to participate.
- Give pupils a few minutes to identify the words on the flashcards they have won. Circulate and help pupils.
- The teams stand opposite each other. Pupils take turns to hold up a flashcard from their pile for the opposite team to identify the word. If the answer is right, the team wins a point.

Consolidation 2 (Topics 1,2,3,4)

Objective: Revision of the previous material.

Materials	Target	Teacher's language	Time
Flashcards	Animal rhyme family rhyme revision	<i>Hi/Hello</i> <i>How are you?</i> <i>Let's say the rhyme</i> <i>Good-bye/ Bye-bye</i>	35 min.

Stage 1 (Approx. 10 min.)

Draw a simple image of a house on the board. Encourage pupils to remember which animals live in the house and put the relevant flashcards into the house.

For each animal ask a question '*What colour is it?*' and elicit colours.

Place number flashcards 1-10 in front of the class. Encourage pupils to remember how many of each kind of animals live in the house and stick the relevant flashcard on the right animal.

Stage 2 (Approx. 10 min.)

Go through the rhyme line by line with the whole class. Now, say the rhyme together. Encourage volunteers to say the rhyme in front of the class. See the rhyme in Topic 2.

Stage 3 (Approx. 15 min.)

Draw a palm on the board and draw faces on the finger tips (see the photo in Topic 3). Encourage pupils to remember the rhyme.

Say the rhyme line by line with the whole class. Encourage volunteers to say the rhyme in front of the class.

Consolidation 3 (Topics 5,6,7,8)

Objective: Revision of the previous material.

Materials	Target	Teeacher's language	Time
	Revision	<i>Hi/Hello</i> <i>How are you?</i> <i>Let's play</i> <i>Let's say the rhyme</i> <i>Good-bye/Bye-bye</i>	35 min.

Stage 1 (Approx. 15 min.)

Revise the rhyme: *Head and Shoulders...* (See the procedure in Topic 5)

Stage 2 (Approx. 10 min.)

Revise the rhyme: *This is my top...*

Stage 3 (Approx. 10 min.)

Play **Chinese Whisper** with any vocabulary from topics 5-8. (See the instructions) As an option use adjective+noun combinations (e.g. yellow cap) or I love + food combinations (e.g. I love pizza).

Consolidation 4 (Topics 5,6,7,8)

Objective: Revision of the previous material.

Materials	Target	Teacher's language	Time
Flashcards	Revision	<i>Hi/Hello</i> <i>How are you?</i> <i>Let's say the rhyme</i> <i>What's this?</i> <i>Good-bye/ Bye-bye</i>	35 min.

Stage 1 (Approx. 20 min.)

Revise the rhyme: *A cat in the kitchen...* (See the procedure in Topic 7)

Stage 2 (Approx. 10 min.)

Revise the rhyme: *I love pizza...*

Stage 3 (Approx. 5 min.)

Go through the vocabulary from Topics 5 to 8, randomly take out the flashcards, hold up and elicit the words from the whole class.

Consolidation 5 (Approx. 35 mins.)

Objective: Revision of numbers, colours and pets.

- Revise the rhyme: *Six pink rabbits* (see the procedure above).
- Play a game with number, colour and pet vocabulary (see the instructions).

Consolidation 6

(Approx. 35 min.)

Objective: Revision of family and toy vocabulary; possessive -s', my.

Set up:

Place the family member flashcards and a toy flashcard on each of them face down.

Procedure:

Each pupil chooses a pair of flashcards e.g. Father+Car, holds them up for the class to see and says: *My father's car*. If you have more than six pupils, when you run out of all six pairs of flashcards, rearrange the flashcards and repeat the procedure.

Play a game with the target vocabulary (see the instructions).

Consolidation 7

(Approx. 35 min.)

Objective: Revision of body and clothes vocabulary.

- Revise the rhyme: *Head and Shoulders...* (see the procedure above).
- Play a game with body and clothes vocabulary (see the instructions).

Consolidation 8

(Approx. 35 min.)

Objective: Revision of house vocabulary.

- Revise the rhyme: *A cat in the kitchen...* (see the procedure above).
- Play a game with house vocabulary (see the instructions).

Consolidation 9

(Approx. 35 min.)

Objective: Revision of food vocabulary.

- Revise the rhyme: *I love pizza...* (see the procedure above).
- Play a game with food vocabulary (see the instructions).

Consolidation 10

(Approx. 35 min.)

Objective: Revision of actions.

- Revise the rhyme/song: *This is the way...* (see the procedure above).
- Play a game with action vocabulary (see the instructions).

GLOSSARY

- Objective** - მიზანი, ამოცანა
- Recognize** - ცნობა, გამოცნობა, მიხვედრა
- Encourage** - გამხმნევა, წახალისება
- Drill** - გამეორება
- Stand in a circle** - წრეზე დადგომა
- Randomly** - არა თანმიმდევრულად, არეულად
- Stand in a line** - ერთ ხაზზე დადგომა
- Blindfold** - თვალის ახვევა, თვალსახვევი
- Approach individual pupils** - სათითაოდ მიმართვა
- Line up** - გამწკრივება
- Demonstrate** - დემონსტრირება, ჩვენება
- To check understanding** - გაგების შემოწმება
- Display** - ჩვენება, გამოფენა
- Highlight** - ხაზგასმა, მკვეთრად გამოხატვა
- Optional** - ალტერნატიული, შემცვლელი
- Chant** - მისამღერი, მიმღერება
- Reminder** - შეხსენება
- Note** - შენიშვნა
- Elicit** - გამოვლენა, გამოაშკარავება (შეკითხვების საშუალებით)
- Circulate** - წრიულად მოძრაობა
- Monitor** - დაკვირვება
- Identify** - გამოცნობა, მიხვედრა
- Facedown** - პირდაღმა, სახით ქვემოთ
- Introduce** - წარდგენა
- Imitate** - იმიტირება, მიმგვანება
- Revise** - გამეორება
- Target vocabulary** - მიზნობრივი ლექსიკა
- Pre-teach** - წინასწარ სწავლება
- Shuffle** - არევა, შერევა
- L1-** პირველი ენა