



VET English Language Specialized Resource Pack

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VET Specialized Resource Preamble

1. Resource Development

In this section you will find the rational and important considerations for the resource development and usage.

- These are supplementary resources that were specifically designed to be used by English teachers in a classroom at vocational education institutions. However, this resource pack can also be used by English teachers in other educational institutions for formal or informal education purposes.
- The resource pack was developed with the input and support of vocational education teachers from five vocational colleges.
- Due to the relatively limited scope and time of the project, five vocational colleges were involved in the process of providing their input and feedback. These colleges have been actively participating in the Peace Corps Response Program and collaborating with the Response Program Volunteers.
- In order to identify professions and priorities in the resource development process, qualitative analysis was conducted using desk research, focus group, and individual interview methods.
- In order to make this resource pack tailored to the needs of vocational colleges, the first few units were developed and sent for feedback to English teachers from five colleges. Three pilot classes were implemented in three vocational colleges to trial the resources. The VET project team also had interviews with profession leads to clarify the terminology and ensure that the resources meet the module objectives.
- Due to the limited scope of work, the team selected 18 professions. The decision which professions to choose was based on the results of the focus groups and research findings.

- Based on the needs assessment, speaking and writing materials were identified as priority needs. Therefore, all units are targeted at speaking and writing exercises.
- These materials are developed for (CEFR) A1/A2, A2/B1 levels.
- Profession module goals and standards were used as a guide to meet speaking and writing needs of the professions. Therefore, the number of resources and units per profession varies according to the needs, module goals and priorities identified by colleges.

2. Resource pack description

The resource pack puts emphasis on practicing productive skills - Speaking and Writing. It can be used as a supplementary material for the existing core English syllabus. Although speaking and writing skills serve as the focus of attention, they are supported by other skills, vocabulary, as well as functional language. This will help the learners to focus on speaking and writing without losing touch with the reality of language use.

The resource develops speaking and writing skills in typical workplace situations. The activities include different interaction patterns such as: pair work/small group work, whole class, individual work. Students will learn how to conduct a small talk on work related topics with a customer or colleague, write an email, CV, fill in a form, speak about rules and regulations, give instructions, take part in interviews, create and present a poster. The target language is presented at the beginning of the unit in dialogues, notes, small texts. Students are invited to use the language in speaking or writing activities.

The resource pack can be used for the learners in the adjacent professions. For example, the unit about cooking can be used for teaching English to chefs, bakers, and bartenders. It does not require any specialist knowledge on the part of the English teacher. The specialist language is translated/defined in each unit.

How is the resource pack organized?

The resource pack consists of six sections:

- Information Technologies
- Restaurant Services (barmen, baker, chef, serviceperson)
- Hairdressing
- Nursing/ Veterinary medicine/Pharmacy
- Maintenance and Technical Services (mechanic, welder, plumber, electrician, drywall specialist, tiler)
- Hotel Management (manager, receptionist)

All sections are structured in a similar way. As the pack is a supplementary resource for teachers, there is no coherent set of units, and the units can be used in any order.

Differentiation - the activities in the pack could be transferable to suit lower/higher level learners - i.e. teachers can modify each exercise and adapt the level of difficulty tailoring the material to the students' needs.

Teacher's notes

Each unit has teacher's notes that will make using the resource easy. The notes contain classroom procedure, task management notes, keys for the exercises, and photocopiable materials. The resource pack is user-friendly and allows teachers to print units without the answer keys.

Unit Structure

1. Lead-in - aims to prepare learners for the activities that follow.
2. Focus on the functional language - students see the functional language used in the context.

3. Language Practice – controlled language practice, e.g. a gap-filling, putting words in the right order, etc.
4. Focus on Communication – this stage provides communication practice (e.g. role play, collaborative writing).

Interaction patterns

The teacher can use different interaction patterns for the activities in the units, depending on the achievement aims.

Teacher to the whole group interaction pattern could be used to elicit ideas and present the target language.



Pair work, or **group work** is suitable if students are engaged in a collaborative activity - roleplay a dialogue, ask and answer the questions, create a poster etc. Pair work/small group work gives learners more time for interaction and allows students to mix with everyone in class. Students can share their work as a whole class and give feedback.

Although changing interaction patterns can make the session more dynamic and communicative, it is important to consider several factors:

- using the right interaction pattern for the activity (recommendations are given in the teacher notes);
- arranging the classroom furniture to make the activity more interactive and suitable for rehearsing real life situations;
- giving clear instructions - although teachers can use Georgian to clarify the instructions, it is important to introduce classroom language at the beginning of the course;
- demonstrating what the students need to do;
- using instruction checking questions to make sure students understand what they are expected to do;

- changing interaction pattern if an exercise from a unit turns out to be challenging for the students. The teacher may ask students to work in pairs or groups of three and assign roles for each member;
- setting a time limit for the activity;
- giving students some time to prepare the ideas, the language they need to use and the pattern they should follow;
- asking students to swap the roles to make sure everyone has an equal chance to practice.

The teacher's role

When students are engaged in pair work or group work the teacher can:

- monitor the groups, move around the class and listen to the language produced;
- help with the language, encourage students to speak English;
- give feedback in the end of the activity praising students for what went well and commenting on the errors.

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INFORMATION TECHNOLOGIES

Computer Parts

Exercise 1: Work in pairs. Brainstorm all the computer related words that you know in English.

Exercise 2: Match the pictures with the words.



- Monitor
- Computer
- Laptop
- Mouse
- Keyboard
- Headphones
- Speakers
- Microphone
- Power cord

Exercise 3: Word scramble. Find 7 words related to a computer.

D	E	O	P	L	K	F	E	D	H
A	C	X	W	E	B	C	A	M	E
M	O	N	I	T	O	R	Z	S	A
G	S	J	Q	L	N	A	U	P	D
Y	X	F	K	A	Q	Y	M	E	P
E	F	J	I	P	M	U	O	A	H
L	W	C	Y	T	D	P	U	K	O
P	L	U	D	O	Z	G	S	E	N
N	C	O	M	P	U	T	E	R	E
Y	W	H	W	O	P	X	M	S	S

Exercise 4: a. Match the words from column A to Column B

A	B
Type	the webcam
Browse	on the button
Press	image on a monitor
Display	the computer
Point and click	a power cord
Turn on	a key
Turn off	the web
Plug	a report

b. Write them below.

1. Type _____
2. Browse _____
3. Press _____
4. Display _____
5. Point and click _____
6. Turn on _____
7. Turn off _____
8. Plug _____

c. Read the following sentences and finish them using the words from exercise 4b.

- a) We use a keyboard to _____.
- b) We use a mouse to _____.
- c) We _____ to chat with friends.
- d) We _____ when computer batteries are dying.
- e) We turn on a screen to _____.
- f) We use a keyboard to _____.
- g) We use a mouse to _____.
- h) We _____ when we are done working.

Exercise 5: Work in pairs. Finish the sentences. Write as many words as you can.

ex: I can type a report. I can also type a letter / a story / a...

1. I can click on the buttons. I can also click on a ..
2. I can point to the image. I can also point to a
3. I can use a monitor to display a report. I can also use a monitor to
4. I can use speakers to talk to my friend. I can also use speakers to
5. I can use a microphone to chat with my friends. I can also use a microphone to

Exercise 6: Please read the conversation between Andro, who is an IT specialist and his little sister Elene. Then circle the correct statements.

Elene: Hi Andro. What are you doing?

Andro: I am working on my computer. I am typing a report for work.

Elene: What is this?

Andro: This is a keyboard. I am using a keyboard to type.

Elene: How do you do that?

Andro: I press down on the keys. The words show up on the monitor. If I see that I made a mistake, I can go back and correct it.

Elene: How do you do that?

Andro: I use the mouse. The mouse helps me to point and click on the part of the report I want.

Elene: Will you teach me how to use the computer?

Andro: Of course, I will. But now my boss is calling, and I need to use a webcam to talk to him.

Elene: Will you use speakers or a headphone to talk to your boss?

Andro: I will use my headphones, not to bother you.

Elene: Ok, Andro. Do not forget to turn on the microphone as well. Bye.

Andro: Bye, be careful, there is a power cord on the floor.

Elene: Ok, I will not step on it.

Exercise 6 a: True or False. Please circle the correct answer.

Elene wants to know more about the computer	True / False
Andro is typing a story	True / False
Elene knows the difference between the headphones and speakers	True / False
Andro's friend is calling	True / False
Elene knows what a keyboard is.	True / False
Andro wants to use a webcam.	True / False

Exercise 7: Fill in the gaps with the following words:

power cord / click / display / browsing / press / type / turn on

1. Anna can _____ ten words in ten seconds.
2. David spends hours _____ the Internet every day.
3. No one could hear David, because he forgot to _____ the microphone.
4. Andro can _____ a three colored graph on the monitor in three seconds.
5. In order to continue, _____ any key.
6. Please _____ on an image of a train to proceed.
7. Plug a _____ if your computer batteries are running out.

Exercise 8: Write your own conversation. Imagine a similar conversation presented in exercise 6 between you and your grandparent. You are doing homework on a computer. Use as many phrases from exercise 4 and 5 as you can. Then find a partner and act out each other's dialogues.

Grandparent: Hello _____, what are you doing?

You: Hello grandma, I am working on a computer. I am typing a _____

Grandparent: What is this?

You: This is a keyboard, I use it _____

Grandparent: How do you do that?

You: I press down on keys and _____

Grandparent: Will you teach me how to use a computer?

You: Of course, I will. But now _____

Grandparent: Will you use _____ ?

You: Yes, I will.

Grandparent: Do not forget to _____.

You: Ok, grandma. Be careful, _____

Grandma: Ok, bye.

Teacher's notes

CEFR A1-A2

Aims:

- Get introduced to computer parts.
- Practice collocations

Objectives:

At the end of the session students will be able to:

- Name the computer parts.
- Know 8 main verbs associated with computers.
- Practice expressing collocations.

Stage 1

- Tell sts that the theme of the class will be computer parts.
- Ask sts to pair and brainstorm as many computer parts as they know.
- Give them 5 minutes to finish the task.
- Write all parts of the board.
- Version 2: If the task is too hard you can ask them to brainstorm all the laptop brands that they know .*

Potential answers for version 2: laptop brands: Asus, Samsung, Mac, Dell, HP.

- Version 3: If the task is too easy ask sts to find a partner and share what computer / laptop brand they have and invite them to share list three things they like / dislike about their computer/laptop.*

Potential answers for version 3:

I have a Samsung laptop. I like it because it is light, small and has a nice keyboard. I do not like that it has a small memory, short battery life and may break easily.

I have an Asus laptop. I like it because it is small, has two USB ports and additional power storage. I do not like that it is heavy, keyboard is not soft, and it does not have a CD player.

- Ask them to match the words with the pictures presented in exercise 2.
- Check the answers.

Key: Ex 1:



Monitor



Keyboard



Headphones



Laptop



Computer



Power cord



Microphone



Mouse



Speakers

- Introduce sts to word scramble.
- Tell them all the words are located from left to right (horizontally) and from top down (vertically).
- Give them 10 minutes to find the words.
- If they find the exercise difficult, ask them to work in pairs.

Key: Ex. 3:

									H
			W	E	B	C	A	M	E
M	O	N	I	T	O	R		S	A
				L				P	D
				A			M	E	P
				P			O	A	H
				T			U	K	O
				O			S	E	N
	C	O	M	P	U	T	E	R	E
								S	S

Version 2: More words including some verbs. 10 in total.

K	E	Y	T	E	Q	Y	M	W	V
M	Q	I	B	R	O	W	S	E	Z
H	C	L	K	J	D	E	D	B	G
M	O	N	I	T	O	R	W	T	P
T	R	H	J	Y	K	L	M	L	L
Y	D	R	E	P	O	R	T	C	U
I	F	V	F	E	R	X	A	F	G
P	D	S	A	G	T	B	U	I	M
L	S	R	B		P	R	E	S	S
L	D	I	S	P	L	A	Y	A	U

Version 2: Answer key:

K	E	Y						W	
			B	R	O	W	S	E	
	C							B	
M	O	N	I	T	O	R			P
	R			Y					L
	D	R	E	P	O	R	T		U
				E					G
					P	R	E	S	S
	D	I	S	P	L	A	Y		

Stage 2

- Tell the students that an exercise has three parts.
- Explain that first they have to match the columns.
- Check their answers to make sure they are correct.
- Then ask them to write down the words in the gaps.
- Check their answers one more time.
- Now ask sts to finish exercise 4c using the number from exercise b, so that the sentences make sense.

Key: Ex. 4 a:

Type a report / Browse the web / Press a key / Display an image on a monitor / Point and click on the button / Turn on the webcam / Turn off the computer / Plug a power cord.

Key: Ex 4c:

We use a keyboard to (1) type a report.

We use a mouse to (5) point and click on the buttons.

We (6) turn on the webcam to chat with friends.

We (8) plug a power cord, when computer batteries are dying.

We turn on a screen to (4) display an image on a monitor.

We use a keyboard to (3) press a key.

We use a mouse to (2) browse the web.

We (7) turn off the computer when we are done working.

Stage 3

- The aim of the exercise is to elicit more collocations from the students.
- Tell them that each verb can take other nouns too.
- Give them an example presented in exercise 5.
- Ask them to work on pairs and write as many words as they can to finish the sentences.

Key: Ex. 5:

I can type a report. I can also type a letter / a story / a...

I can click on the buttons. I can also click on an image.

I can point to the image. I can also point to a picture, a graph, a chart.

I can use a monitor to display a report. I can also use a monitor to watch a movie, play a game.

I can use speakers to talk to my friend. I can also use speakers to listen to music or video.

I can use a microphone to chat with my friends. I can also use a microphone to speak to my teacher.

Stage 4

- Tell sts that they will read a dialogue and then answer a true or false statement.
- Ask them to read instructions to an exercise 6.
- Give them 5 minutes to read the dialogue and another 5 to finish exercise 6 a.
- If they find it difficult, ask them to find a pair and do the exercise 6a.
- Check the answers.

Key: Ex. 6a

Elene wants to know more about the computer	True / False
Andro's is typing a story	True / False
Elene knows the difference between the headphones and speakers	True / False
Andro's friend is calling	True / False
Elene knows what a keyboard is.	True / False
Andro wants to use a webcam.	True / False

- To make sure that they understand the collocations, ask them to do an exercise 7.
- Ask them to do it individually.
- Give them 5 minutes.
- Check the answers.

Key: Ex. 7:

Anna can type ten words in ten seconds.

David spends hours browsing the Internet every day.

No one could hear David, because he forgot to turn on the microphone.

Andro can display a three colored graph on the monitor in three seconds.

In order to continue, press any key.

Please click on an image of a train to proceed.

Plug a power cord if your computer batteries are running out.

Stage 5

- Now sts will produce their own dialogue using sentences from exercise 4 and 5.
- Ask sts to read the instructions to exercise 8.
- Tell them that they can use exact sentences or add their own ones.
- Ask them to share with a partner.
- If desired some sts can read out their dialogues loud to the whole class.

Key: Ex. 8: Potential dialogue

Grandparent: Hello _____, what are you doing?

You: Hello grandma, I am working on a computer. I am typing a *homework assignment*.

Grandparent: What is this?

You: This is a keyboard; I use it *to type*.

Grandparent: How do you do that?

You: I press down on keys and *the words show up on the monitor*.

Grandparent: Will you teach me how to use a computer?

You: Of course, I will. But now *my classmate is calling, and I need to use a webcam to talk to him*.

Grandparent: Will you use *headphones*?

You: Yes, I will.

Grandparent: Do not forget to *turn on your microphone*.

You: Ok, grandma. Be careful, *there is a power cord on the floor*.

Grandma: Ok, bye.

IT Related Jobs

Exercise 1: Work in pairs. Name as many IT related professions as you can.

Exercise 2: Work in pairs. Guess who does the following things:

1. Creates usernames and passwords - a software developer or a network administrator?
2. Plans and designs the network - a network administrator or a database analyst?
3. Processes data - a database analyst or a programmer?
4. Designs websites - a software developer or a website developer?
5. Develops video games - a programmer or a database analyst?

Words you will need:

to create = to design = to develop = to do -

შექმნა/კეთება

to process = to analyze - გაანალიზება

to monitor = to control - თვალყურის

დევნება

to maintain = to keep - გამართვა,

შენარჩუნება

to identify = to know - აღმოჩენა

Exercise 3: Guess who earns the most. Match the professions with monthly salaries.

Web designer	3, 500 GEL
Database analyst	2, 450 GEL
Software developer	2, 700 GEL
Network administrator	3, 000 GEL
Programmer	3, 700 GEL
IT support specialist	4, 000 GEL

Exercise 4: Work in pairs. Please match professions and job responsibilities

Software developer	installs computer network, upgrades servers.
Network administrator	monitors and maintains computer systems and networks, identifies, diagnoses and solves the problems.
Database analyst	designs and tests software, develops modifications.
IT support officer	collects, processes and analyses data.

Exercise 5: Create job descriptions for the following positions using the information from exercises 2, 3, and 4. The first one has been done for you.

Position: A web designer

Functions: Create and maintain the company's web page

Salary: 3 000 GEL

A job advertisement:

A famous company is looking for a web designer.

The person will 1) create and manage the company's webpage, 2) combine text with sound, pictures, graphics and video clips.

Starting monthly salary is 3 000 GEL.

Position: **Software developer**

Functions:

Salary:

A job advertisement

A famous company is looking for a _____

The person will _____

Starting monthly salary is _____

Position: **Network administrator**

Functions:

Salary:

A job advertisement

A famous company is looking for a _____

The person will _____

Starting monthly salary is _____

Position: **Database analyst**

Functions:

Salary:

A job advertisement

A famous company is looking for a _____

The person will _____

Starting monthly salary is _____

Position: IT support specialist

Functions:

Salary:

A job advertisement

A famous company is looking for a _____

The person will _____

Starting monthly salary is _____

Exercise 6: Read the conversation at an IT conference.

Anna: Hello Andro, let me introduce my friend Levan. He is a web designer at a ULC Inc.

Andro: Hello Levan, nice to meet you.

Levan: Nice to meet you too.

Andro: Levan, what do you do at UCL?

Levan: As a web designer, I created the company's web page and now I manage it. I also combine text with sound, pictures, graphics, and video clips to produce the web content.

Andro: Wow, that is a lot. I hope the job pays you well.

Levan: Yes around 3,000 GEL. monthly

Andro: Are you happy with the job?

Levan: Yes, I am.

Exercise 6 a: Now work in groups of three. Choose one profession and act out a dialogue using information from exercise 5.

Anna: Hello Lela, let me introduce you to my friend Lika. She is a software developer at ULC Inc.

Lela: Hello Lika, nice to meet you.

Lika: Nice to meet you too.

Lela: Lika, what do you do at UCL?

Lika: As a _____, I _____

Lela: Wow, that is a lot. I hope the job pays you well.

Lika: Yes around _____ GEL monthly.

Lela: Are you happy with the job?

Lika: Yes, I am.

Exercise 6b: Now choose another profession and act out another dialogue.

Teacher's notes**CEFR A1-A2****Aims:**

- To practice speaking about IT related jobs and functions

Objectives:

By the end of the lesson students will be able to:

- Name five positions related to IT.
- Describe basic functions of each profession.

Stage 1

- Tell sts that the lesson will be about IT related jobs.
- Write on the board IT RELATED JOBS and ask students to brainstorm in pairs first.
- Then ask sts to share their ideas and write the jobs on the board.
- Write the new words on the board and make sure students understand their meaning.
- Ask the sts to read the instructions of exercise 2 and give them 5 minutes to finish the task.
- Check the answers.

Key: Ex. 2

1. Creates usernames and passwords - a network administrator
2. Plans and designs the network - a network administrator
3. Processes data - a database analyst
4. Designs websites - a website developer?
5. Develops video games - a programmer

Stage 2

- Ask sts to read the instructions to exercise 3.
- Give sts 3 - 5 minutes to finish an exercise. Check the answers with them.

Key: Ex 3:

Web designer - ვებ დიზაინერი	3,000 GEL
Database analyst - მონაცემთა ბაზის ანალიტიკოსი	2, 700 GEL
Software developer - სოფტის დეველოპერი	4, 000 GEL
Network administrator - ქსელის ადმინისტრატორი	3, 500 GEL
Programmer - პროგრამისტი	3, 700 GEL
IT support specialist - IT მხარდარის სპეციალისტი	2, 450 GEL

Stage 3

- Ask sts to work in pairs.
- Ask sts to follow the instructions of exercise 4.

- Make sure they understand the meanings of the words before they start the exercise.

Key: Ex. 4:

Software developer	designs and tests software, develops modifications.
network administrator	installs computer network, upgrades servers.
Database analyst	collects, processes and analyses data.
IT support officer	monitors and maintains computer systems and networks, identifies, diagnoses and solves the problems.

Stage 4

- Tell the sts that they will be creating a job advertisement.
- Tell the sts that they will need to collect the information from exercises 2, 3 and 4
- Read with them the first sample.
- Make sure they understand the instructions.
- Give sts about 15 minutes to finish the exercise.

Key: Ex. 5:

Position: A software developer

Functions: Create and maintain the company's web page.

Salary: 4,000 GEL

A job advertisement:

A famous company is looking for a software developer.

The person will 1) design and test software, 2) develop modifications.

Starting monthly salary is 4,000 GEL.

Position: Network administrator

Functions: 1) installs computer network 2) upgrades servers.

Salary: 3,500 GEL

A job advertisement

A famous company is looking for a network administrator.

The person will monitor and maintain computer systems and networks 2) identify, diagnose and solve the problems.

Starting monthly salary is 3,500 GEL.

Position: Database analyst

Functions: Collects, processes and analyses data.

Salary: 2,700 GEL

A job advertisement

A famous company is looking for a database analyst.

The person will collect, process and analyze data.

Starting monthly salary is 3, 500 GEL.

Position: IT support officer

Functions: 1) monitors and maintains computer systems and networks, 2) identifies, diagnoses and solves the problems

Salary: 2,450 GEL

A job advertisement

A famous company is looking for an IT support officer. (Note article AN here, compared to A)

The person will 1) monitor and maintain computer systems and networks, 2) identify, diagnose and solve the problems.

Starting monthly: 2450 GEL

Stage 5

- Ask sts to read the dialogue.
- Clarify any questions.
- Place sts in groups of three.
- Tell them, they have to act out a similar dialogue presented in exercise 6.
- Go through with them a dialogue 6a.
- They can choose any profession from exercise 5.
- Clarify the questions.
- Give them 15 minutes to practice in small groups.
- If needed, invite one group and act out the dialogue in front of the class.

Key: Exercise 6 a: A potential dialogue

Anna: Hello Lela, let me introduce you to my friend Lika. She is a software developer at ULC Inc.

Lela: Hello Lika, nice to meet you.

Lika: Nice to meet you too.

Lela: Lika, what do you do at UCL?

Lika: As a software developer, I design and test software. I also develop modifications as needed.

Lela: Wow, that is a lot. I hope the job pays you well.

Lika: Around 4 000 GEL monthly.

Lela: Are you happy with the job?

Lika: Yes, I am.

Issues with Hardware

Exercise 1: How frequently did you experience each of these problems with computers. Please write never, sometimes, always

1. Your computer screen is frozen _____
2. Your computer has a virus _____
3. Internet is not working _____
4. Computer does not recognize a USB drive _____
5. Computer does not print _____
6. You cannot log in _____

Words you will need

to fix = to solve - გადაჭრა

to crash = to break - გაფუჭება

an application = an app - აპლიკაცია

to restart = to reboot - გადატვირთვა

to update = to upgrade - განახლება

USB drive =  მეხსიერებათა ბარათი

log in / out = sign in / out - რეგისტრირება

to backup = to save - შენახვა

frozen = not working - არ მუშაობს

Exercise 2: Who says these sentences: an IT support officer or an upset client?

1. You just need to turn it off and on again. _____
2. I think I lost my documents. _____
3. I want to fix this problem. _____
4. How can I help you? _____
5. What system do you use? _____
6. It just crashed. _____
7. Do you have an antivirus program? _____
8. Did you have many apps open? _____
9. Press control alt delete at the same time. _____
10. Save important documents on a memory USB drive _____
11. You can upgrade your software. _____
12. My screen is frozen. _____

Exercise 3: Fill in the gaps using the following words.

USB drive	solve	security software	many windows	backup
restart	reboot	does not work		

1. You need to _____ your computer.
2. My screen is _____.
3. I want to _____ the problem.
4. Do you have a _____?
5. Did you have _____ open?
6. You must _____ important documents on a _____.
7. You need to _____ the system.

Exercise 4: Read the conversation.

IT Support: Hello, this is IT support.

Andro: Hello, my name is Andro. I have a computer problem. My screen is frozen.

IT Support: Ok, what system are you using?

Andro: Excuse me? What do you mean?

IT Support: Are you using PC? Laptop? Windows XP?

Andro: Oh, I see, I am using Windows 10 on a PC.

IT Support: Were you using many applications when it crashed?

Andro: Sorry, did you say applications?

IT Support: Yes, did you have many things open – documents, spreadsheets, videos, and other software?

Andro: I think, I did.

IT support: Try pressing control alt, delete the same time, it will shut down the computer. Then open the windows again. I will wait for you.

Andro: OK, done.

IT support: Now go to the menu button and type UPDATE in the box.

Andro: Give me a second

IT support: Sure.

Andro: Yes, I did that.

IT Support: Now open the system setting and press UPDATE icon.

Andro: Yes, I did that too.

IT support: Great. Does the computer work now?

Andro: Excellent, thank you so much for your help.

It Support: You are welcome.

Andro: Goodbye

It Support: Goodbye

Exercise 4 a: *The conversation has 5 parts. Please put the name of the parts in the right places.*

Explaining the problem

Introduction

Getting clarification

Thanking - saying goodbye

Fixing the problem

1. _____

IT Support: Hello, this is IT support.

Andro: Hello, my name is Andro

2. _____

Andro: I have a computer problem. My screen is frozen.

IT Support: Ok, what system are you using?

3. _____

Andro: Excuse me? What do you mean?

IT Support: Are you using? PC? Laptop? Windows XP?

Andro: Oh, I see, I am using Windows 10 on a PC.

IT Support: Were you using many applications when it crashed?

Andro: Sorry, did you say applications?

IT Support: Yes, did you have many things open – documents, spreadsheets, videos, and other software?

Andro: I think, I did.

4. _____

IT support: Try pressing control alt, delete the same time, it will shut down the computer. Then open the windows again. I will wait for you.

Andro: OK, done.

IT Support: Now go to the menu button and type UPDATE in the box.

Andro: Give me a second

IT Support: Sure.

Andro: Yes, I did that.

IT Support: Now open the system setting and press UPDATE icon.

Andro: Yes, I did that too.

IT support: Great. Does the computer work now?

5. _____

Andro: Excellent, thank you so much for your help.

IT Support: You are welcome.

Andro: Goodbye

It Support: Goodbye

Exercise 4 b: Match the sentences with 5 parts from the conversation. The first one has been done for you.

Introduction	It will take some time.
Explaining the problem	I'm glad I could help.
Getting clarification	I think I lost some documents.
Fixing the problem	I did not hear you.
Thanking – saying goodbye	How can I help you?

Exercise 4 c: Now put the sentences in the correct places. There may be several correct places. Then read the conversation again.

1. Introduction: How can I help you?

A: IT Support: Hello, this is IT support

B: Andro: Hello, my name is Andro

2. Explaining the problem: I think I lost some documents

A: Andro: I have a computer problem. My screen is frozen.

B: IT Support: Ok, what system are you using?

3. Getting clarification: I did not hear you

A: Andro: Excuse me? What do you mean?

B: IT Support: Are you using? PC? Laptop? Windows XP?

C: Andro: Oh, I see, I am using Windows 10 on a PC

D: IT Support: Were you using many applications when it crashed?

E: Andro: Sorry, did you say applications?

F: IT Support: Yes, did you have many things open – documents, spreadsheets, videos, and other software?

G: Andro: I think, I did

4. Fixing the problem: It will take some time

A: IT support: Try pressing control alt, delete the same time, it will shut down the computer. Then open the windows again. I will wait for you.

B: Andro: OK, done.

C: IT Support: Now go to the menu button and type UPDATE in the box

D: Andro: Give me a second.

E: IT Support: Sure.

F: Andro: Yes, I did that.

G: IT Support: Now open the system setting and press UPDATE icon.

H: Andro: Yes, I did that too.

I: IT support: Great. Does the computer work now?

5. Thanking – saying goodbye: I'm glad I could help

A: Andro: Excellent, thank you so much for your help.

B: IT Support: You are welcome.

C: Andro: Goodbye

D: IT Support: Goodbye

Exercise 5a: Match the problems with the hardware.

	Problem	Hardware
1	I bought a _____, but I cannot connect them to Bluetooth, I think they are broken.	Printer
2	I bought a _____ from your store yesterday. I connected it to my computer, but when I press print, it won't work.	Laptop
3	I think my _____ broke down. When I press the scan button does not do anything.	Headphones
4	I cannot log in to my account. The page says "wrong password"	Scanner

Exercise 5 b: Match the solution with the hardware.

	Solution	Hardware
1	You should plug the _____ to the computer using USB cable	Printer
2	You should turn on the _____	Laptop
3	You should plug the power cord to the socket.	Headphones
4	Restart your _____.	Scanner

Exercise 6: Work in groups of three. The conversation below has 5 parts. Sentences in each part are mixed. You should put the sentences to construct a conversation.

Issue with headphones!

Introduction

1. Hello, this is IT support.
2. Hello, my name is Nino.
3. how can I help you?

Explaining the problem

1. I cannot connect them to Bluetooth, I think they are broken.
2. Ok, let me help you.
3. I have a problem with my headphones
4. Are the headphone batteries charged?

Getting clarification

1. Let me see.
2. Sorry I did not hear you?
3. Ooh, I did not know that.
4. Sometimes, they will not connect because the batteries are not charged.
5. Can you check please?
6. No, they are not charged.
7. I asked if the batteries were charged.

Fixing the problem

1. OK, done.
2. Do they work now?
3. Yes, they do. I can connect them now.
4. Ok. You should plug the headphones to the computer using USB cable to charge the batteries

Thanking / Saying goodbye

1. Goodbye.
2. I am glad I could help.
3. No, thank you.
4. Goodbye
5. Anything else I can help you with?

Exercise 6 a: Work in pairs.

Person: Introduce yourself



IT support: Introduce yourself ask how you can help.

Person: Say what is your problem.



IT support: Ask if the CAPS LOCK button is on?

Person: You could not hear what the IT support said.



IT Support: Tell the person that when the CAPS LOCK button is on, the computer types with capital letters.

Person: Say you did not remember that.



IT Support: Tell the person to press the button and restart the computer.

Person: Say thank you and good-bye



IT Support: Finish the conversation and say good-bye

Some sentences which may help you:

The problem	I cannot log in to my account. The page says "wrong password"
Getting clarification	Is your caps lock on? Excuse me? When the CAPS LOCK button is on, the computer types with capital letters. Forgot about it.
Fixing the problem	Press your CAPS LOCK button and restart your laptop.
Saying goodbye	I am glad I could help. Anything else I can do for you today?

Teacher's notes

CEFR A1-A2

Aim:

- Practice speaking about malfunctioning of hardware.

Objectives:

By the end of the lesson students will be able to:

- Identify parts of the conversation.
- Practice conversations about issues with hardware
- Describe hardware problems and their solutions.

Stage 1

- Ask sts to read instructions to exercise 1 and write how often they face these issues with their computers.
- Make sure they understand the words.
- Once they are done ask them to read the sentences and share with their partner.
- Tell students that they will read some statements.
- They should guess who may say these statements and IT or an upset client.
- Make sure they understand the word upset (angry)
- Check the answers with them.

Key: Ex. 2: 1. IT. 2. Client. 3. Client. 4. IT. 5. IT. 6. Client. 7. IT. 8. IT. 9.IT. 10. IT. 11.IT 12. Client

- Ask sts to do this exercise individually.
- They need to find the synonyms.
- Check the answers with them.

Key: Ex. 3. 1. Restart. 2. Not responding. 3. Solve. 4. Security software. 5. Many windows. 6. Backup / USB drive. 7. Reboot.

Stage 2

- Ask sts to read the conversation.
- Help them understand all the words and phrases.
- Tell them that the conversation has several parts in it.
- Ask them to read instructions for exercise 4a.
- Ask them that they have to name parts of the conversation.
- Make sure they understand the part names: Introduction, explaining the problem, getting clarification, fixing the problem, thanking – saying goodbye.
- Check the answers with them.
- Ask them why they named the parts as they did. What words in the conversation made them name it the way they did.

Key: Ex. 4 a. 1. Introduction -გაცნობა 2. Explaining the problem - პრობლემის ახსნა 3. Getting clarifications - დამატებითი განმარტებები. 4. Fixing the problem- პრობლემის მოგვარება 5. Thanking – saying goodbye - მადლობის გადახდა -დამწვიდობება

- Now tell them, they will read the sentences and they have to match those sentences with the parts.
- They can work individually or on pairs.

Key: Ex. 4 b. .

1. Introduction: How can I help you
2. Explaining the problem: I think I lost some documents
3. Getting clarifications: I did not hear you
4. Fixing the problem: It will take some time
5. Thanking – saying goodbye: I am glad I could help.

- Now ask them to put the sentences from exercise 4 b in the correct lines in the conversation.

Key: Ex. 4.c

Introduction

IT Support: Hello, this is IT support, **how can I help you?**

Andro: Hello, my name is Andro

Explaining the problem

Andro: I have a computer problem. My screen is frozen, **and I think I lost some documents.**

IT Support: Ok, what system are you using?

Getting clarification

Andro: Excuse me? What do you mean? აქაც შეიძლება.

IT Support: Are you using? PC? Laptop? Windows XP?

Andro: Oh, I see, I am using Windows 10 on a PC

IT Support: Were you using many applications, when it crashed?

Andro: Sorry, **I did not hear you**, did you say applications?

IT Support: Yes, did you have many things open – documents, spreadsheets, videos and other software?

Andro: I think, I did

Fixing the problem

IT support: Try pressing control alt, delete the same time, it will shut down the computer. Then open the windows again. I will wait for you. აქაც შეიძლება

Andro: OK, done.

IT support: Now go to the menu button and type UPDATE in the box

Andro: Give me a second

IT support: Sure.

Andro: Yes, I did that.

IT Support: Now open the system setting and press UPDATE icon. **It will take some time.**

Andro: Yes, I did that too.

IT support: Great. Does the computer work now?

Thanking / Saying goodbye

Andro: Excellent, thank you so much for your help.

IT Support: You are welcome. **I am glad I could help.**

Andro: goodbye

IT Support: Goodbye

Stage 3

- Ask sts to match the problems with hardware names.
- Check the answers.

Key: Ex. 5 a: 1. Headphones. 2. Printer. 3. Scanner. 4. Laptop

- Now tell sts to match the solutions with the hardware.
- Check the answers.

Key: 5 b: 1. Headphones. 2. Printer. 3. Scanner. 4. Laptop.

- Ask students to group themselves into groups of three.
- Tell sts that they will see a conversation, where sentences are mixed.
- Tell sts that for every part they have to find a correct order of sentences, so that the sentences make a conversation.
- Tell sts to pay attention to the title of the conversation, it will help them to put the sentences in a correct order.
- Once they are done, check the answers with them.
- Then ask them to act out a conversation.

Key: 6.

Introduction - 1.3.2.

IT support: Hello, this is IT support. how can I help you?

Nino: Hello, my name is Nino.

Explaining the problem - 3.1.2.4

Nino: I have a problem with my headphones. I cannot connect them to Bluetooth, I think they are broken.

IT support: Ok, let me help you. Are the headphone batteries charged?

Getting clarification - 2. 7. 5. 6. 3. 1. 6.

Nino: Sorry I did not hear you?

IT support: I asked if the batteries were charged. Sometimes, they will not connect because the batteries are not charged. Can you check please?

Nino: Ooh, I did not know that. Let me see. No, they are not charged.

Fixing the problem - 4. 1. 2. 3

IT support: Ok. You should plug the headphones to the computer using USB cable to charge the batteries.

Adro: OK, done.

IT support: Do they work now?

Adro: Yes, they do. I can connect them now.

Thanking / Saying goodbye - 2. 5. 3. 4. 1

IT support: I am glad I could help. Anything else I can help you with?

Adro: No, thank you. Goodbye

IT Support: Goodbye

Computer Hardware

Exercise 1: Match the pictures with the words.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

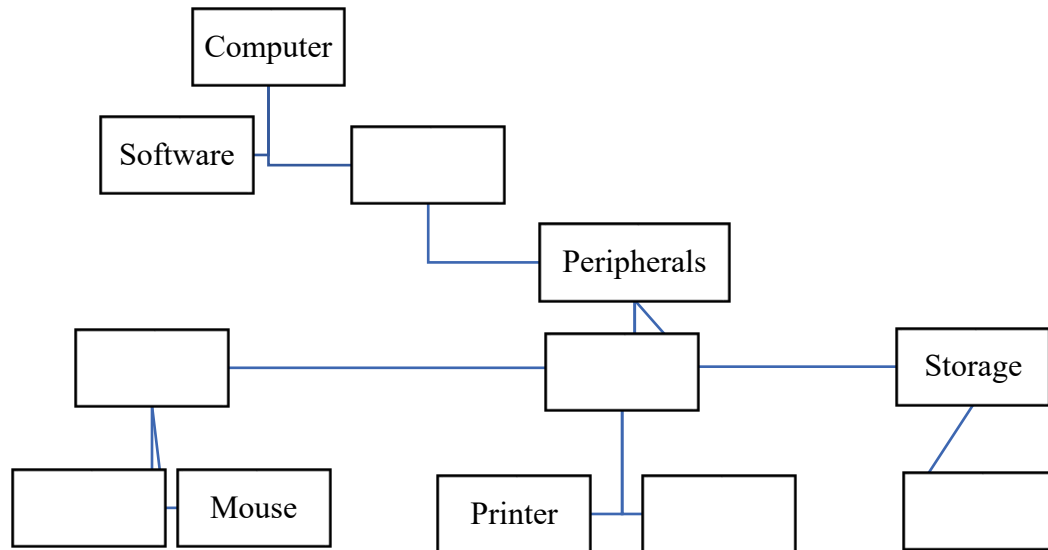
projector	scanner	lpad	laptop	printer
headphones				

Exercise 2: Work with partner. Tell your partner 1) how many of the items above you have, 2) Which items you don't have, 3) Which items do you want to have?

Exercise 3: Read the text and fill in the diagram below.

1. A computer consists of two parts: hardware and software.
2. Hardware is a part you can see and touch.
3. Software is a computer language which tells the computer what to do.
4. Computers have peripherals. These are devices connected to a computer.
5. These devices are called input, output, or storage devices.

6. Input devices help to enter information into a computer, for example a keyboard and a mouse.
7. Output devices help to display the information, for example a printer, a monitor.
8. Storage device helps to save and store the information, for example a USB drive.



Exercise 4: Work with a partner. Decide if an object is an input, output, or a storage device.

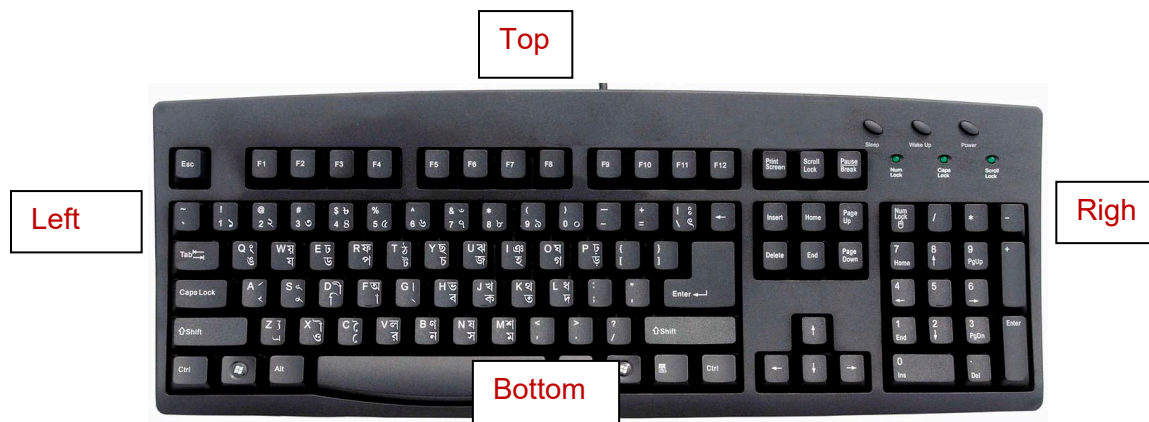
1. A microphone _____
2. Loudspeakers _____
3. CD _____
4. Scanner _____
5. Joystick _____
6. Webcam _____
7. Projector _____

Exercise 5: Which device from exercise 4 will you use to do the following?

1. To play a computer game _____
2. To copy images from paper to a computer _____
3. To store a large video file _____

4. To dictate a text into a computer _____
5. To show your image at a zoom meeting _____
6. To show a video on a large white screen _____

Exercise 6: Make sure you know these words before you do exercise 6



Port



socket



Cable

Exercise 6: Read an email and answer the questions that follow.

Date: January 25, 2021
To: IT Support
Subject: Help with a new projector

Hello IT Officer,

I am writing to ask for help with a new projector. I bought the projector yesterday and want to connect it to my office laptop, but I have some problems.

Can you please help me?

Sincerely,
Office manager

Reply

Dear Office Manager,

Connecting projector to a laptop is easy. First check that projector is off. Then connect projector cable to the laptop: just plug it in the video port. Most laptops have the port at the back or side. After that plug projector's power cable into a socket and turn on the projector and the laptop. Next press the "Function key" (fn) which is located on the bottom left, near "shift" key and the key with the screen picture on it, which is located on the top row on the left.

Last, do not forget to turn off the projector and unplug it when you are done.

Best regards

IT Support Officer



Exercise 6 a: How many steps should the office manager make to connect a projector to the laptop? Check the correct answer:

- 1 3 5

Exercise 6 b: Write out the words from the text that show the steps.

Exercise 6 c: Circle true or false

1	The email was sent on January 25, 2020	True / False
2	The email has a "subject" line	True / False
3	An office manager has a problem with a laptop	True / False
4	The projector is not working	True / False
5	Office manager's name is Zaza	True / False
6	Office manager is asking for help	True / False

Exercise 7: Match the opposite words.

Plug	Turn off
Connect	Bottom
Turn on	Unplug
Top	Left
Right	Disconnect
Switch on	Output
Software	Hardware
Input	Switch off

Exercise 8: Work individually. This is an email to IT Support Officer asking for the help with a new scanner. Please put sentences in the correct order to write a reply.

Date: 12 March 2021

To: IT Support

Subject: Help with the new scanner



Dear IT Officer,

I am writing to ask for help with a new scanner. I bought the scanner yesterday and want to connect it to my office laptop, but I have some problems.

Can you please help me?

Sincerely,

Office manager

=====

1. Next find a scanner in a device setting in the laptop and connect.
2. First check that the scanner is off.
3. Last, do not forget to disconnect the scanner and unplug it when you are done.
4. Best regards
5. IT Officer
6. Connecting a scanner to a laptop is easy.
7. Then connect scanner with a cable to the laptop: just plug it in the port on the left side.
8. After that plug scanner's power cable into a socket and turn on the scanner and the laptop.
9. Dear Office Manager

Teacher's notes

CEFR A1-A2

Aim

- To practice composing an email

Objectives:

By the end of the lesson students will be able to:

- Name computer hardware parts
- Understand email structure.
- Identify sequencers.

Stage 1.

- Tell sts that the unit will be about a computer hardware.
- Ask them to read instruction for exercise 1 and do the exercise individually.
- Check the answers with them.

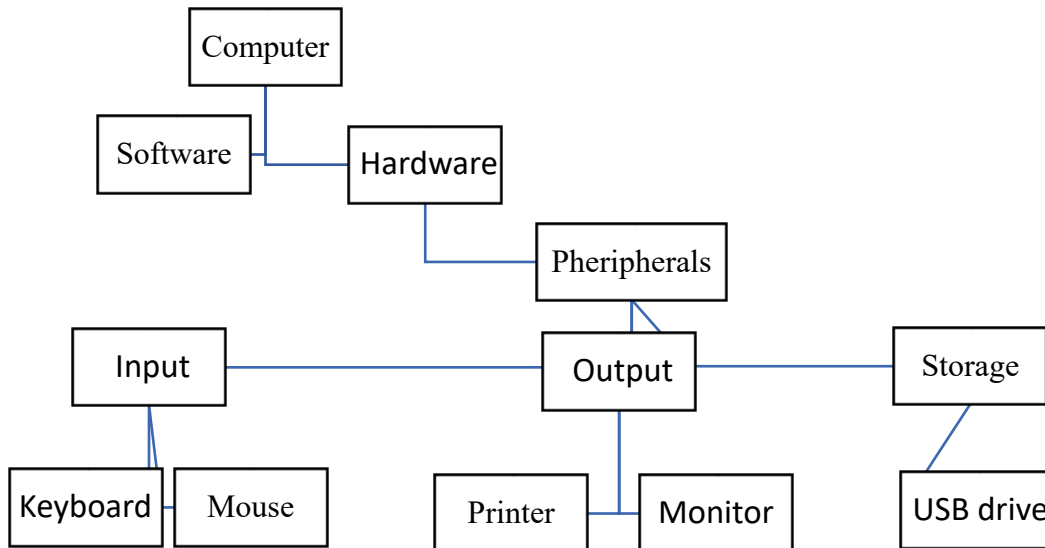
Key: Ex.1. 1. Scanner. 2. Printer. 3. Headphones. 4. Ipad. 5. Laptop. 6. Projector.

- Now ask sts to find a partner and do exercise 2.
- They need to just state which of the devices that have, they do not have and which devices they want to have. If sts are confident enough, ask them why they want to have specific devices?

Stage 2.

- Tell students they have to read a text and fill out a graph.
- Pre-teach: Input / Output / Storage
- Check the answers with them

Key. Ex. 3: Graph



- Tell students to work with a partner.
- Tell them that they have to identify each hardware as input, output or storage device.
- Pre-teach: Input / Output / Storage
- Check the answers with them.

Key: Ex.4. 1. Input. 2 output. 3. Storage. 4. Input. 5. Input. 6. Input. 7. Output.

- Now tell them that they have to write a name of a hardware they would use to do the tasks presented in exercise 5.
- Check the answers.

Key. Ex. 5. 1. Joystick. 2. Scanner. 3. CD. 4. Microphone. 5. Webcam. 6. Projector.

Stage 3

- Tell sts they will read an email and a response to the email.
- You can help them with the words if they do not understand.
- Ask them if they understand the content of the email, once they are done.
- Then tell them to do the exercise 6 a.
- Check the answers.

Key. Ex. 6a. 5

- Now ask them to do an exercise 6 b;
- You can help them with Georgian translations of the words: first - თავდაპირველად, then - შემდეგ, after - მოგვიანებით, next - მერე, last - ბოლოს
- Check the answers with them.

Key. Ex. 6b. First. Then. After. Next. Last.

- Ask sts to do exercise 6 c. If they find it difficult, they can find a partner.
- Check the answers with them.

Key. Ex. 6c. 1. F. 2. T. 3. F. 4. F. 5. F. 6. T

- Ask sts to read the instructions for exercise 7. Explain what OPPOSITE is if they do not know it.
- Let them do the exercise individually.
- Check the answers with them.

Key. Ex. 7. Plug – Unplug. Connect – Disconnect. Turn on – Turn off. Top – Bottom. Right – Left. Switch on – Swotch off. Hardware – Software. Input – Output.

- Now tell sts that they have to do the exercise individually.
- Ask them to read the instructions for exercise 8.
- Make sure they understand the task.
- Check the answers with them.

Key. Ex. 8:

Dear Office Manager (9)

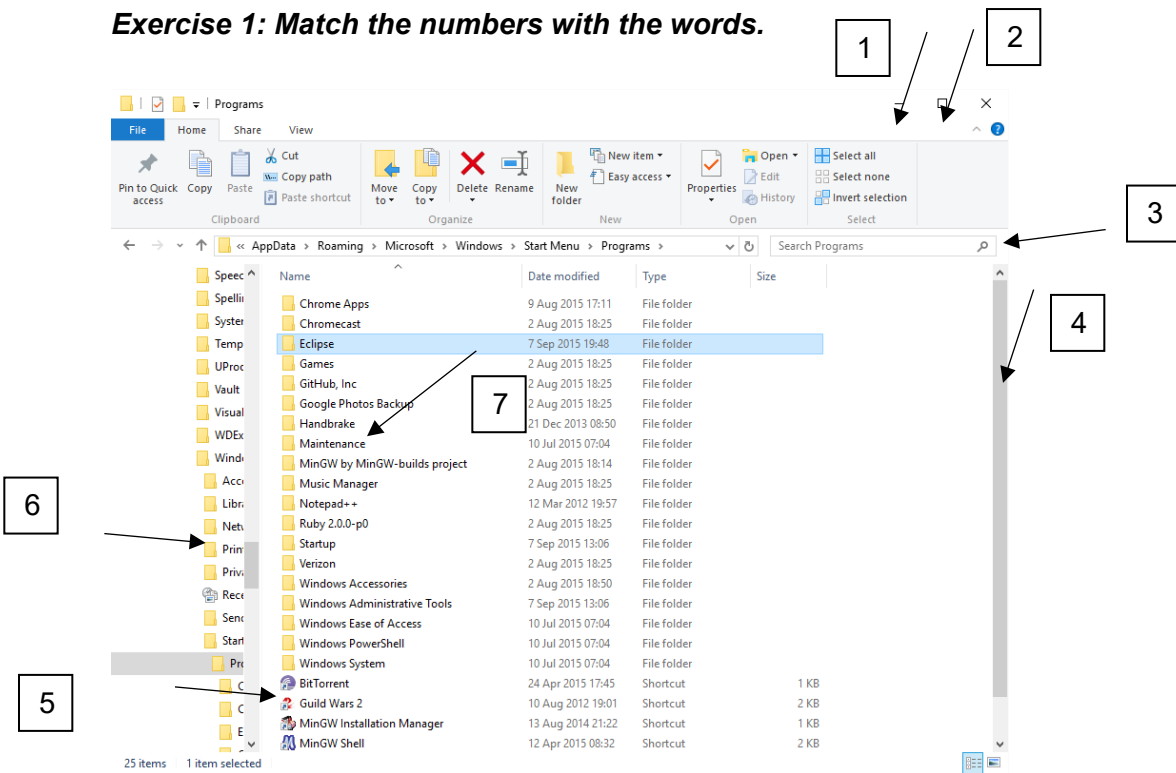
Connecting a scanner to a laptop is easy. (6). First check that the scanner is off. (2). Then connect scanner with a cable to the laptop: just plug it in the port on the left side. (7). After that plug scanner's power cable into a socket and turn on the scanner and the laptop. (8). Next find a scanner in a device setting in the laptop and connect. (1) Last, do not forget to disconnect the scanner and unplug it when you are done. (3)

Best regards (4)

IT Officer (5)

Computer Software

Exercise 1: Match the numbers with the words.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Words you will need:

- search pane - საძიებო ფანჯარა
- folder - საქალაღდე
- filename - ფაილის სახელი
- icon - გამოსახულება
- maximize button - გადიღების ღილაკი
- scroll bar – სვეტი
- minimize button - შემცირების ღილაკი
- slide - გასრია ლება
- drag - გადათრება

Exercise 2: Work in pairs. Match the actions 1- 7 to their results A - G

1	Slide the scroll bar	A	And the window fills the screen
2	Click the minimize button	B	To put it in another folder
3	Type a filename in search pane	C	To open the program
4	Drag the folder up or down	D	to move the window up and down
5	Double-click on an icon	E	To hide the window
6	Click the maximize button	F	To change the name
7	Right click on a filename	G	To find a file

Exercise 2 a. Work individually. Write out the full sentences from exercise 3.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Exercise 3: Read a conversation.

A: Ok, first open a folder with a file

B: Ok.

A: Then scroll down to find a file

B: Wait, I cannot find a file.

A: Ok, scroll up then. Did you find it?

B: Yes, I did.

A: Now right click on the file and a small window will show up

B: I see the small window

A: Good, now find RENAME and click it.

B: Ok, I did that

A: Now type a new file name

B: ok, got it.

Examples:

Imperatives	scroll down; click it; find a file; drag the file
Softeners	can you; could you; just
Sequencers	first; next; then; after; finally

Exercise 4 a: Work in pairs. Look at the illustration below. Then read the conversation.

Right click on C drive → Properties → Sharing tab → Advanced sharing →

Share this folder check box → Ok → Close

A: First right click on C drive

B: ok

A: Next click on “Properties”

B: I did that

A: After that find a “Sharing” tab and then find “Advanced sharing”

B: Ok, I did that too.

A: Now check the box that says “Share this folder” and click “OK”

B: Sure

A: Finally, press the “Close” icon.

B: Got it. Thanks

Exercise 4 b: What is the person B trying to do Check one

- 1) understand how to open an application
- 2) understand how to change time
- 3) understand how to find how large is the computer memory
- 4) understand how to share a folder

Exercise 4 c: Use the illustration below to explain to your partner what to do. Take turns.

Use softeners and **sequencers** from exercise 5.

1. “Start” button → Control Panel → “System and Security” → Under “System”: “View amount of RAM and processor Speed”
2. Find a clock button on bottom right of the screen → right click it → Adjust time/date → change time zone button → Georgia Tbilisi in drop-down menu → Ok → Ok

3. Find a search panel on the bottom left → type the name of the program “Calculator” → a new window shows up → press “open”

Exercise 4 b: What is the person trying to do in illustration 1, 2 and 3? Write the number of an illustration.

A. Open an application ____

C. Change time ____

B. Find how large is the computer memory _____

Exercise 5. Find another partner and draw an illustration yourself for the following purposes:

A. How to save a file in a new place

B. How to delete a file

Exercise 5a: Now create a conversation based on an illustration using softeners and sequencers.

Teacher's notes

CEFR A1-A2

Aim

- To practice speaking about computer software

Objectives

By the end of the lesson students will be able to:

- Give instructions related to computer software.
- Understand the use of softeners and sequencers.
- Practice giving instructions using softeners and sequencers.

Stage 1

- Tell sts to read the instructions and do an exercise 1 individually.
- Check the answers with them.
- Practice with sts the pronunciation of the words

Key. Ex: 1.

1. Minimize button
2. Maximize button
3. Search pane
4. Scroll bar
5. Icon
6. Folder
7. Filename

- Tell students to work in pairs and match actions 1 -7 to results A-G
- Make sure they understand the words ACTIONS and RESULTS.
- Check the answers with them and make sure they write out the pieces together.

Key: Ex. 3. 1 - D / 2 - E / 3 - G / 4 - B / 5 - C / 6 - A / 7 - F

Stage 2

- Ask students to read the conversation and if needed translate it into Georgian.
- Ask them to do the exercise 3 a
- Check the answers.

Key: Ex. 3 a. Rename the file

- Ask them to work in pairs if necessary and do an exercise 3 b.
- They have to write the correct order of the actions.
- Check the answers with them.

Key.: Ex. 3b

- | | |
|----------------------------|---|
| open a folder with a file | 1 |
| scroll down to find a file | 2 |
| right click on the file | 3 |
| find RENAME and click it | 4 |
| type a new file name | 5 |

- Now tell them to use the sentences from exercise 3b and add a sequencer.

Key. Ex. 3c.

First you open a folder with a file
Then you scroll down to find a file
After that right click on the file
Next find RENAME and click it
Finally type a new file name

Stage 3

- Now go through with the imperatives, softeners and sequencers with your sts
- Make sure they understand the difference.

Imperatives - ბრძანებები

Softeners - შემარბილებლები

Sequencers - თანმიმდევრობის მაჩვენებელი სიტყვები

We use imperatives to give instructions.	ინსტრუქციების მიცემის დროს ჩვენ ვიყენებთ ბრძანებებს. იმისათვის რომ ბრძანებები უფრო თავაზიანი იყოს, ჩვენ ვიყენებთ შემარბილებლებს. ჩვენ ასევე ვიყენებთ თანმიმდევრობის მაჩვენებელი სიტყვებს რათა ვაჩვენოთ ქმედებების თანმიმდევრობა.
We also use softeners to make the instructions sound more polite. We use sequencers to show the order of actions.	

- Make sure sts understand the illustration in exercise 4 a
- They should follow an arrow to understand the process.
- Ask them to find a partner and read the conversation.
- Make sure they understand the connection between the conversation and the illustration.
- Ask them to do an exercise 4b.
- Check the answers with them.

Key: Ex. 4 b. 4) understand how to share a folder

- Now tell sts that they will see three illustrations.
- They have to find the purpose of each illustration by doing exercise 4b.
- Check the answers.

Key. Exercise 4 b: A 3. B 1. C2.

- Now give students time to give instructions to their partners.
- Now write the softeners (you can, you could, just) and sequencers (first, then, after that, next, finally) on the board
- Ask the sts to change a partner and write their own illustrations for exercise 5
- Once they feel comfortable ask them to give instructions using softeners and sequencers.

Key: Ex. 5a. Potential conversation

A. How to save a file in a new location (place)

First you open a folder.

Then you can scroll down and find a file

After that you double click the file, and it will open.

Next you go to the left corner and click FILE.

You could scroll down and find SAVE AS option

Finally, you just find a new location and press OK.

B. How to delete a file

First you find a file in a folder.

Then just right click on file.

Next you could scroll down and find DELETE option.

Finally, you can click it.

Computer Specs

Exercise 1. Match prefixes in the box to the numbers.

dual giga kilo mega micro milli nano quad tera
--

1. 1, 000, 000, 000, 000 _____
2. 1, 000, 000, 000 _____
3. 1, 000, 000 _____
4. 1, 000 _____
5. 0, 000 000 001 _____
6. 0, 000 001 _____
7. 1 000 000 _____
8. 4 _____
9. 2 _____

Exercise 2: Match column A with column B.

A	B
A 3.5-millimetre	file
2.4	processor
A dual-core	socket
A quad-speed Blue ray	megahertz
A 26-kilobyte	terabytes
4	drive

Exercise 2 a. Write out the matched phrases.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Exercise 3: Fill in the gaps with the words from the box.

1. You can _____ your data in a USB drive
2. Before buying a computer, you should learn about its _____
3. Our exam _____ several parts.
4. My sister _____ her first ballet dance in opera house last night.
5. My _____ goal for this semester is to get As in all subjects.
6. The economy of China _____ in the last five years.
7. The _____ price is 3 GEL.

Words you will need:

technical specifications - ტექნიკური მახასიათებლები
consist of - შედგება
perform = Execute - შესრულება
unit - ერთეული
store - შენახვა
short-term / long-term - მოკლევადიანი / გრძელვადიანი
expand - გადიდება, დამატება

Exercise 4: Read the text and fill in the diagram.

The center of the computer is the processor, also called CPU, or Central Processing Unit.

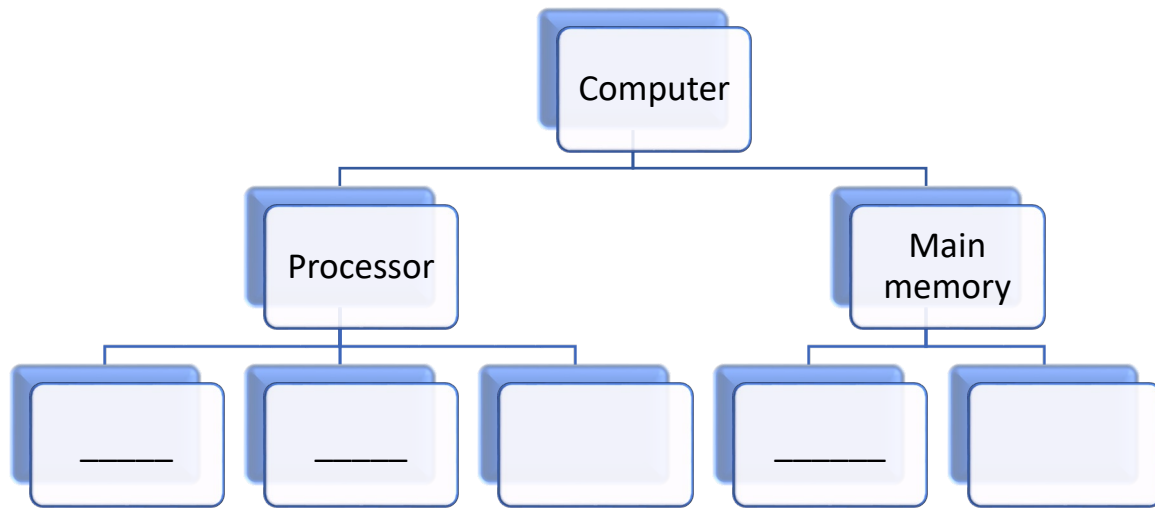
The processor consists of three parts:

The control unit executes different functions

The arithmetic logic unit (ALU) performs mathematical calculations

The registers are units of memory to store and control data

The computer also has a main memory, which has two parts: a short-term memory called RAM or random-access memory and a long-term memory ROM or read-only memory.



Exercise 5: Match the abbreviations with the definitions.

RAM	Central Processing Unit
ROM	Arithmetic Logic Unit
ALU	random access memory
CPU	Read only memory

Exercise 6: Read the conversation and fill in the charts below.

Assistant: Do you need any help?

Elene: Yes, I am looking for a Mac computer, something basic. What models do you have?

Assistant: Yes, sure. We have two models now. The iMac, which is a desktop computer with an Intel Core 2 DUO processor operating at 2.33 gigahertz, and MacBook laptop which has a processor running at 2.0 gigahertz. Core Duo technology means two processors, with twice as much speed.

Elene: So, they are both fast then. Which has more memory, I mean RAM?

Assistant: iMac has 2 gigabytes of RAM, which can be extended up to 4 and the MacBook has one gigabyte, expandable to 2 gigabytes.

Elene: What is the storage capacity of the hard drive?

Assistant: The iMac has a storage capacity of 650 gigabytes and the MacBook has a hard drive of 100 gigabytes.

Elene: Do they have Bluetooth?

Assistant: Yes, sure, they both do have a Bluetooth, and an in-built video camera. I think one is better as a desktop for home and the other one is better for travelling.

Elene: Great, how much do they cost?

Assistant: The iMac is 1500 GEL and the MacBook is 2700 GEL.

Elene: Ok, thank you very much. I will need to think a little before I decide.

iMac
Processor speed: 2.33 GHz
RAM: _____
Hard drive capacity: _____
Includes: _____
Price: _____ GEL

MacBook
Processor speed: _____
RAM: _____
Hard drive capacity: 100 GB
Includes: _____
Price: _____ GEL

Exercise 7: Work with a partner. Look at the charts. Compare the two laptops. Use the structure provided below. You can use sentences from exercise 6.



Dell Inspiron 9200
<ul style="list-style-type: none">• Intel Core 2 Duo processor 2.4 GHz• 2048 MB RAM, expandable to 4 GB• 5000 GB hard drive• Comes with Windows Vista Home Premium• Price: 1045 GEL

SONY VAIO SX 14

- Intel Dual Core processor 2.8 GHz
- 8GB Memory (RAM)
- 7000 GB Hard Drive
- Comes with Windows 10
- Price: 1650 GEL



Shop assistant

1. Greet the customer
3. Show two laptops to the customer
5. Give technical specs (specifications)
(describe the processor, RAM and storage capacity)
7. Give information and compare the two models
9. Tell the price

Client

2. Explain what you are looking for
4. Ask for technical specs
6. Ask about additional details
8. Ask the price.
10. Decide which computer to buy or say goodbye

Exercise 7 a: Now take turns and your partner. The other person will be a shop assistant. Use the same structure.



Asus ZenBook

- Operating system: Intel Core i7
- Processor Speed: 3.1 GHz
- RAM: 64GB
- Hard drive capacity: 800 GB
- Windows 10, Wifi 6, ultra-slim

Samsung Notebook

- Operating system: Intel Core I7
- Processor Speed: 2.5 GHz
- RAM: 256GB
- Hard drive capacity: 800 GB
- Latest technology with micro HDMI, 2x USB ports



Teacher's notes

CEFR A1-A2

Aim

- To practice speaking about computer specifications.

Objectives

By the end of the lesson students will be able to:

- Understand how the computer operates.
- Learn computer related abbreviations.
- Practice comparing different computers based on their specification.

Stage 1

- Tell sts to find a partner and read instructions for exercise 1.
- Check the answers .
- Gove Georgian translations in necessary

Key: Ex: 1. 1. tera 2.giga 3. mega 4. kilo 5.nano 6.micro 7.milli 8.quad 9. dual

- Now ask them to do an exercise 2 individually.
- Ask them to match phrases in column A to column B
- Check the answers with them.
- Ask to write them out in exercise 2 a.

Key: Ex. 2.

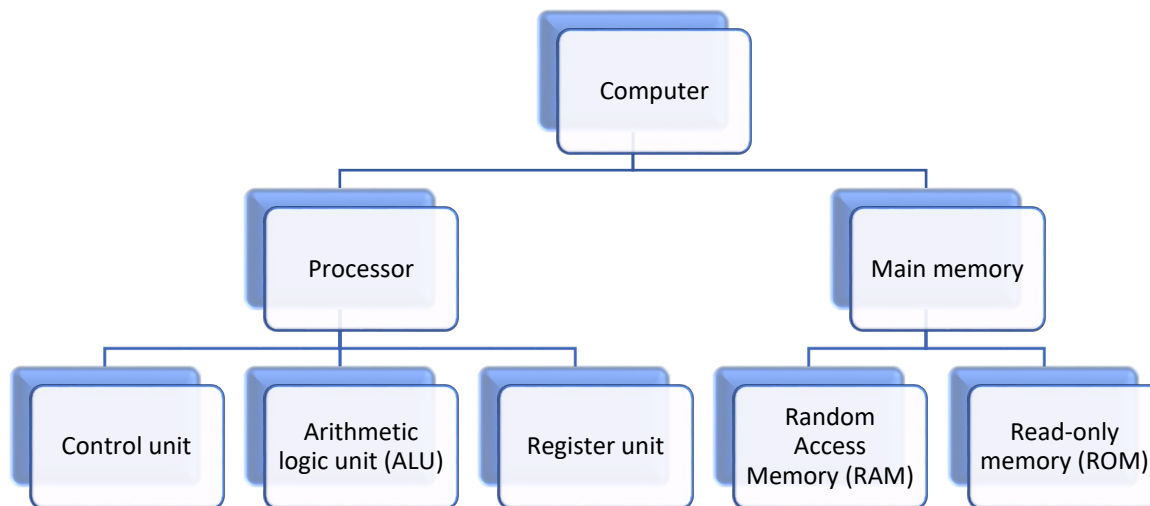
- A dual-core processor
- A quad-speed Blue ray drive
- A 3.5-millimetre socket
- A micrometer
- 18 nanometers
- A 26-kilobyte file
- 2.4 megahertz
- 4 terabytes

Stage 2

- Ask students to fill in the gaps with words from the box.
- Check answers with them.

Key: Ex. 3 . 1. store. 2. technical specifications. 3. Consists of 4. Performed. 5. Short-term. 6. Expanded. 7. unit.

- Ask them to work in pairs
- Tell them, that they will read a small text and have to fill out a diagram
- Check the answers with them



- Now tell them to do exercise 5 individually
- Make sure you explain what an abbreviation is
- Check the answers with them

Key. Ex. 5

RAM - random access memory - ოპერატიული მეხსიერება

ROM - Read only memory

ALU - Arithmetic Logic Unit

CPU - Central Processing Unit ცენტრალური პროცესორი

Stage 3

- Tell the sts to read the conversation and fill in the charts below.
- If they find it difficult, allow to work with partners or in groups of three.
- Make sure they understand all the words in the conversation.
- Check the answers with them
- You can draw the charts on the board and fill it out as they read it.
- Make sure they understand how to write gigahertz GHz and gigabyte GB

Key. Ex. 6.

iMac

Processor speed: 2.33 GHz

RAM: 2 GB

Hard drive capacity: 650 GB

Includes: Bluetooth, video camera

Price: 1500 GEL

MacBook

Processor speed: 2 GHz

RAM: 1 GB

Hard drive capacity: 100 GB

Includes: Bluetooth, video camera

Price: 2700 GEL

- Now tell students that they have to act out a conversation.
- Ask them to read the instructions for exercise 7.
- Let them find a partner.
- They can write the conversation first.
- Tell them that they have to compare the two laptops.
- They should use the structure provided below.
- They can also use sentences from exercise 6 to build sentences.
- Give them time to practice and then ask one pair to act it out in front of the class.
- Then tell them that they have another practice coming.
- Let them read the information in the charts.
- Now the other partner in the pair will lead the conversation.

Living with Computers

Exercise 1: How do you use technology in a daily life? List 5 things you do every day.

Exercise 2: Who do you think uses computer more often? Choose one. Why?

A secretary - მდივანი

A bank manager - ბანკის მენეჯერი

A publisher - გამომცემელი

A student - სტუდენტი

Exercise 3: Who would say these sentences: Write professions in the space at the end of the information?

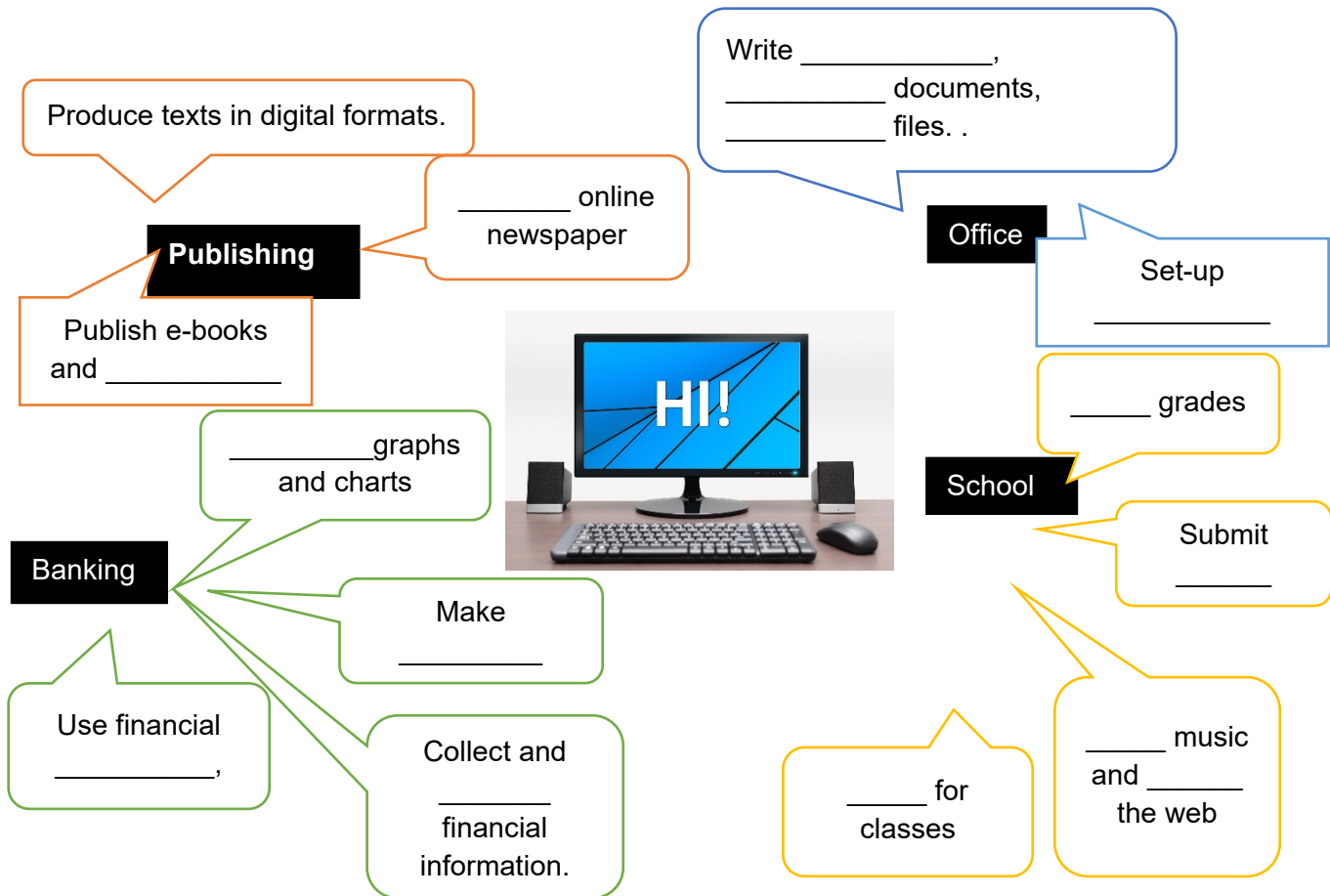
I use computers to do office work. I write emails, scan documents, organize files in folders. I work for an international company and I set-up video calls for the office directors all around the world.

I use computer to produce texts in digital format. The company I work for publishes e-books and audiobooks. I also help my co-worker to design an online newspaper to display on the website.

I use financial software to make calculations and produce different graphs and charts. I also use database to collect and store financial information, so that other co-workers can access it.

I use computer to register for classes, submit homework, and check my grades. I also type class notes and meet my professor online sometimes. I also download music using a computer and browse the web for information. _____

Exercise 4: Fill in the information based on exercise 3.



Exercise 5: Match the words from column A to column B

A	B
Transfer	information
Access	research
Give	social media
Make	the Internet
Do	money
Store	presentations
Use	A text
Format	video calls

Exercise 6: Now, check who would do each of these actions.

	Publisher	Banker	Secretary	Student
Transfer money				
Access the Internet				
Give presentations				
Make video calls				
Do research				
Store information				
Use social media				
Format texts				

Exercise 7: Write Georgian translations to these English phrases. The first two is done for you.

Write an email - ვწერ იმეილს

Submit homework

Scan a document - ვასკანირებ დოკუმენტს

Check grades

Organize files

Type class notes

Set-up a video call

Download music

Publish a book

Browse the web

Design a newspaper

Transfer money

Use software

Access the Internet

Make calculations

Give presentations

Produce graphs and charts

Make video calls

Collect information

Do research

Store data

Submit homework

Use database

Use social media

Register for classes

Format text

Print materials

Exercise 8: Work in pairs. You choose one profession SILENTLY! Your partner will ask how you use a computer. You should only answer YES, I DO or NO, I DO NOT. Then your partner should guess who you are: A BANKER, A SECRETARY, A PUBLISHER, or A STUDENT.

Student A: Do you print materials?

Student B: No, I don't,

Student A: Do you make calculations?

Student B: yes, I do.

Student A: Are you a banker?

Student B: Yes, I am!

Exercise 8: Adverbs of frequency.

<p>We use words: never, sometimes, always. These words show how frequently we do some actions.</p>	<p>ჩვენ ვიყენებთ ისეთ სიტყვებს არასოდეს, ხანდახან, ყოველთვის. ეს სიტყვები აჩვენებენ ჩვენი ქმედების სიხშირეს.</p>
--	--

Exercise 8a: Look at the four professions. Use the information from exercise 7 and write six sentences for each profession using NEVER, SOMETIMES, ALWAYS.

A student never publishes a book.

A student never designs a newspaper

A student sometimes writes emails.

A student sometimes browses the Internet.

A student always checks grades.

A student always submits homework.

A banker never _____

A banker never _____

A bankersometimes _____

A banker sometimes _____

A banker always _____

A banker always _____

A publisher never _____

A publisher never _____

A publisher sometimes _____

A publisher sometimes _____

A publisher always _____

A publisher always _____

A secretary never _____

A secretary never _____

A secretary sometimes _____

A secretary sometimes _____

A secretary always _____

A secretary always _____

Exercise 8 b: Work in pairs. Ask your partner how frequently they do each of the actions from exercise 7. When your partner answers, it is his/her turn to ask you a question. Practice asking questions until you ask ALL the questions.

Example:

Student A: How frequently do you browse the web?

Student B: I always browse the web.

Student B: How frequently do you transfer money?

Student A: I never transfer money.

Teacher's notes

CEFR A1-A2

Aim

- To practice speaking how people from different professions may use the computer

Objectives

By the end of the lesson students will be able to:

- Understand how the people from different professions can use the computers.
- Learn computer related collocations.
- Practice using NEVER, SOMETIMES, ALWAYS

Stage 1

- Ask sts to think how they use technology in their daily lives?
- They have to list 5 things they do every day using a technology.
- Check the answers.

Key. Ex. 1. Potential answers:

Download music / watch movies / use youtube / google information / send email / send a text through WHATSUP App / use calory calculator /

- Now ask them to do an exercise 2 individually.
- They may choose one profession or more.
- Ask them why they think so?
- No tell them that will read small textst
- They have to choose who says those sentences: a secretary, a publisher, a bank manager, a student.

Key: Ex. 3. A secretary. A publisher. A bank manager / A student.

Stage 2

- Now tell the student that they should fill in the gaps from the text in exercise 3.
- Ask them to work individually.
- Check answers with them.

Key: Ex. 4 .

Publishing: design, audiobooks

Office: emails, scan, organize

Banking: design, calculations, software, store

School: check, homework, register, download, browse

- They can work in pairs now.
- Ask them to read instructions for exercise 5.
- They should match the words column A to column B
- Check the answers with them.

Key: Ex. 5. Transfer money / Access the Internet / Give presentations / Make video calls / Do research /Store information / Use social media / Format a text

- Now tell the student that have to guess who does the actions.
- Nowadays everyone does these things. However, try to use the exercise 3 as a guide.
- Check the answers.

Key: Ex. 6.

	Publisher	Banker	Secretary	Student
Transfer money		X		
Access the Internet			X	
Give presentations		X		X
Make video calls	X		X	
Do research				
Store information		X		
Use social media				X
Format texts	X			

- Ask them to do exercise 7 individually.
- If it is difficult for them let them do it in pairs or small groups.

Key: Ex. 7.

Write an email - ვწერ იმეილს

Scan a document - ვასკანირებ დოკუმენტს

Organize files - ვაორგანიზებ ფაილებს

Set-up a video call - ვაორგანიზებ ვიდეო ზარს

Publish a book - გამოვცემ წიგნს

Design a newspaper - ვქმნი გაზეთის დიზაინს

Use software - ვიყენებ პროგრამებს

Make calculations - ვაწარმოებ გამოთვლებს

Produce graphs and charts - ვქმნი

Collect information - ვაგროვებ ინფორმაციას

Store data - ვინახავ მონაცემებს

Use database - ვიყენებ მონაცემთა ბაზას

Register for classes - ვრეგისტრირდები

კლასისთვის

Print materials - ვბეჭდავს მასალებს

Submit homework - ვაბარებ დავალებას

Check grades - ვამოწმებ ბიშნებს

Type class notes - ვაკეთებ ჩანიშვნებს

Download music - ვტვირთავ მუსიკას

Browse the web – ვათვალირებ ინტერნეტს

Transfer money - ვრიცხვ თანხას

Access the Internet - წვდომა მაქვს ინტერნეტზე

Give presentations - ვაკეთებ პრეზენტაციას

Make video calls - ვერთვები ვიდეო ზარში

Do research - ვაწარმოებ კვლევას

Store information - ვინახავ ინფორმაციას

Use social media - ვიყენებ სოციალურ მედიას

Format text - ვაფორმატირებ ტექსტს

Stage 3

- Now tell the student that will work in pairs.
 - It is a game.
 - ერთმა სტუდენტმა უნდა ჩაიფიქროს რომელიმე პროფესია.
 - მეორე სტუდენტმა უნდა დაუსვას კითხვები და გამოიცნოს ვინ ჩაიფიქრა.
 - მაგალითი მოცემულია მე-8 სავარჯიშოში.
 - They should use all the phrases from exercise 7
-
- They should read the information in the box.
 - Make sure they understand the words: NEVER, SOMETIMES, ALWAYS

We use words like: never, sometimes, always.
These words show how often we do some actions.

ჩვენ ვიყენებთ სიტყვებს არასოდეს, ხანდახან, ყოველთვის. ეს სიტყვები აჩვენებენ ჩვენი ქმედების სიხშირეს.

- Now they should write six sentences for each profession using the phrases from exercise 7.
 - An example is provided in exercise 8a.
 - There is no wrong answer.
 - Make sure they write sentences.
 - Check the sentences with them.
-
- Now tell sts to work in pairs.
 - They should ask each other the questions using phrases from exercise 7 and answer using the three adverbs of frequency.
 - An example is provided.
 - They just practice asking and answering the questions.

Phone Skills (1)

Exercise 1. Work in pairs. Tell your partner how often do you use your phone? How many hours a day?

Exercise 2: Work in pairs. First, write how many minutes (hours) you spend doing each of these things every day. Then share with your partner.

- To call a person _____
- To use social media _____
- To check weather _____
- To listen to music _____
- To check email _____
- To text a friend _____
- To watch videos _____

Exercise 3: Write down three or more things that you do with your phone?

1. _____
2. _____
3. _____
4. _____

Exercise 3: Read the conversations

Scenario 1 _____

A: Hi David,

B: Hello

A: This is Nino

B: Ooh hi Nino

A: David, are you free today after 3 o'clock?

B: Yes, I am.

A: Can you come and fix my computer. I think I have a problem with its antivirus software.

B: Sure. I will be there.

A: Bye

B: See you.





Scenario 2: _____

A: Hello. Could I speak to Elene Jojua, please?

B: Who's calling, please?

A: This is Nana. I am a client.

B: Hold the line, please. I'll put your call through. I'm afraid she's out at the moment. Can I take a message?

A: Yes. Can you ask her to give me a call? My number is 589-87-89

B: Could you repeat that, please?

A: Certainly. That is 5-8-9-8-7-8-9

B: I'll make sure Mrs. Elene gets your message.

A: Thank you. Goodbye.

B: Goodbye.

Scenario 3 _____



Thank you for calling Softline Georgia. To better assist you, please select from one of the following options. If you're calling about a training and consultation for companies, please press 1. To get help with computer troubleshooting, press 2. For purchasing new devices, press 3. For all other services please press 4. Our operators will assist you momentarily. Thank you.

Exercise 3a: Put a title for each scenario.

- An automated service message.
- A conversation between a receptionist and a client
- A conversation between friends

Exercise 3 b: How do people in the conversation greet each other?

Scenario 1 _____

Scenario 2 _____

Scenario 3 _____

Exercise 3 c: How to people introduce themselves?

Scenario 1 _____

Scenario 2 _____

Scenario 3 _____

Exercise 3 d: How do people say goodbye?

Scenario 1 _____

Scenario 2 _____

Scenario 3 _____

Exercise 3 e: Look at the underlined words in scenarios 1, 2 and 3 and answer the following questions.

1. What is an anti-virus software?

- It protects the computer from hackers
- It kills bacteria
- It is a photo editing program

2. By asking *who is calling* the person wants to know the client's

- Name
- Age
- Profession

3. *I'll put your call through* means

- I will connect you to the person
- I will call you back
- I will put your information in the system.

4. *Give me a call* means

- Call me back
- Give me your phone number
- Call me when you need me.

5. Automated message wants you to:
- Listen and press the right button
 - Listen and wait
 - Hang up.

6. *Momentarily* means
- immediately
 - Later
 - In one minute

Exercise 4: Read the conversation.

A: Hi, help desk here. My name is David. How can I help you?

B: Hello, I have a problem with my email. Whenever I try to send a message, the program crashes

A: Ok. Can you tell me exactly what happens?

B: Sure, when I press "send" I get an error message saying "This program has found a problem and needs to close"

A: Does it say anything else?

B: Yes, something about sending an error report to the software company. Ohm and an error code, it says error code 76D4

A: I see. Have you tried restarting the computer?

B: No, I have not.

A: Could you do that please. If you still have a problem, just call again.

B: Ok. Thank you very much.

Exercise 4 a: Now work in pairs and answer the questions.

1. Help desk means

- A desk with a chair
- A unit in the organization that answers questions to solve problems
- A helping hand

2. The program crashes means

- The program does not work
- The program needs re-coding
- The program works too fast

3. An error message means

- A text that says something is wrong
- A message that says everything is fine

- A text that tells you to unplug the computer

4. By asking Does it say anything else? the person wants:

- To know more about the problem
- To ask for an opinion
- To give an invitation

Exercise 5: Read the conversation.

A: Hello, can I start with your name please?

B: Sure, it is Lika Dzneldze. L-I-K-A D-Z-N-E-I-A-D-Z-E

A: Thanks, Lika. You are speaking to Temo today. How can I help you?

B: My company bought an Acrobat reader DC software last week, but we have a problem installing it.

A: Oh, I am so sorry to hear that. That is PDF software, right? Which version is it?

B: Version 3. 5

A: Thanks. So, you are having problem installing it? Can you take me step-by step through what you did?

B: Sure. I downloaded it from your website and double clicked on the icon. A window appeared and I followed the instructions, clicking through the steps. But in the last stage, there was an error message.

A: Right, what did the message say?

B: It just said Error type 2. I have no idea what it means.

A: Ok. Have you tried downloading it again?

B: Yes, I did that three times and got the same error message each time.

A: Ok, there might be a missing file in your computer. I will need to forward you to our support level 2 group. That means that our software engineer will call you back in 24 hours. I am sure he will be able to solve your problem quickly.

B: Thanks for your help. I will wait for the call.

A: Thanks for calling us. Goodbye.

Exercise 5 a: Now find a different partner and work in pairs to answer the questions.

1. By saying can I start with your name. the person

- Wants to know the name of the person he is talking to
- Want to start a conversation about food
- Wants to know the phone number

2. Take me step by step through means

- Show me how you dance
- Explain the process better
- Take a step back

3. By saying I followed the instructions, the person wanted to say that

- She/he read instructions and did what was asked
- She/he followed a new person in social media
- She/he read instructions

4. By asking what did the message say, the person wants to know

- How often the other person sends messages
- How often the other person receives messages
- More about the problem of the software installation

5. I have no idea means

- I do not know
- I know very well
- I have many ideas

Exercise 6: Read the conversation.

A: Hello, my computer keeps switching off by itself, but I can't understand what is causing the problem.

B: Have you tested the memory?

A: Yes, the memory test was fine.

B: Ok. Have you tried changing the old memory with the new one?

A: Yes, I've tested that too, but it has not helped either, unfortunately.

B: How about power supply?

A: Well, I've tried putting in a new one, but the same problem still appears

B: Hm, the problems must be in the motherboard. We may need to run some diagnostic tests and learn what is the problem. Can you bring your computer at our center?

A: Ok. Sure. When is the best time?

B: Well, we are open 9 to 5, Monday through Friday

A: Thank you. I will bring it immediately. Remind me your address please?

B: Sure, it is 31 Kazbegi Ave, Tbilisi.

A: Thank you. Be right there.

Exercise 6 a: Now find the third partner and answer the questions.

1. Switching off by itself means

- I turn the computer off
- My brother turns the computer off
- I have no control when it switches off

2. The person saying it has not helped either means that

- He already tried it and it did not work
- He tried it and it worked
- He does not want to try it

3. Run some diagnostic tests means

- A person needs to run
- A person wants to better understand what is wrong with the computer
- A person wants to pass a test

Exercise 7: Now find a different partner and choose one scenario to act out a conversation.

- Please remember to greet, introduce yourselves, and say goodbye at the end.

Scenario 1

Person A: You work in an IT company at the help desk.

Person B: You are calling a help desk because you have a problem with sending a text message with your new phone.

Scenario 2

Person A: You work in a company that sells computer software.

Person B: You are calling a company because you bought a software and have problems installing it.

Scenario 3

Person A: You are calling an IT company because your computer restarts itself every hour.

Person B: You work in an IT company and after a quick check with a client you think the computer needs more testing to understand the problem.

Teacher's notes

CEFR A1-A2

Aim

- To develop phoning skills

Objectives

By the end of the lesson students will be able to:

- Know how to greet and introduce themselves on the phone.
- Practice saying goodbyes.
- Practice conversations through phone skills

Stage 1

- Ask sts to find a partner and share how much time they spend in their phones.
- Then ask them to read instructions for exercise 2 and write down time in minutes or hours in each category.
- Ask them is it too much? Do they think they should spend less or more time with their phones?
- Then ask them to write down three more things how they use their phones.

Key: Ex: 1. Potential answers:

1. Take pictures
2. Use as alarm to wake up in the morning
3. Record videos or audios
4. To find a place on a map

Stage 2

- Now ask them to do an exercise 3 individually.
- Then do an exercise 3 a, b, c and d also individually.
- Then they can find a partner and do an exercise 3 e in pairs
- Check the answers with them.

Key: Ex. 3a. 1. Conversation between friends. 2. A conversation between a receptionist and a client. 3. An automated service message

Key: Ex. 3b: Hi David, Hello / Hello / Thank you for calling Softline Georgia.

Key: Ex. 3c: This is Nino / This is Nana, I am a client / Thank you for calling Softline Georgia

Key: Ex. 3d: Bye, see you / Thank you goodbye, goodbye / Thank you

Key: Ex. 3e:

1. What is an anti-virus software? = It protects the computer from hackers
2. By asking *who is calling* the person wants to know the client's = Name
3. *I'll put your call through* means = I will connect you to the person
4. *Give me a call* means = Call me back
5. Automated message wants you to = Listen and press the right button
6. *Momentarily* means = immediately

- Now ask sts to find another partner and do exercise 4 and 4 a together.
- Check the answers with them.

Key: Ex. 4 a:

1. Help desk means = A unit in the organization that answer questions to solve problems
2. The program crashes means = The program does not work

3. An error message means = A text that says something is wrong
4. By asking Does it say anything else? the person wants = To know more about the problem

- Now ask sts to find another partner and do exercise 5 and 5a together.
- Check the answers with them

Key: Ex 5a:

1. By saying can I start with your name, the person = Wants to know the name of the person he is talking
2. Take me step by step through means = Explain the process better
3. By saying I followed the instructions, the person wanted to say that = She/he read instructions and did what was asked
4. By asking what did the message say, the person wants to know = More about the problem of the software installation
5. I have no idea means = I do not know

- Now ask sts to find another partner and do exercise 6 and 6a together.
- Check the answers with them

Key: Ex 6a:

1. Switching off by itself means = I have no control when it switches off
2. The person saying it has not helped either means that = He already tried it and it did not work
3. Run some diagnostic tests means = A person wants to better understand what is wrong with the computer

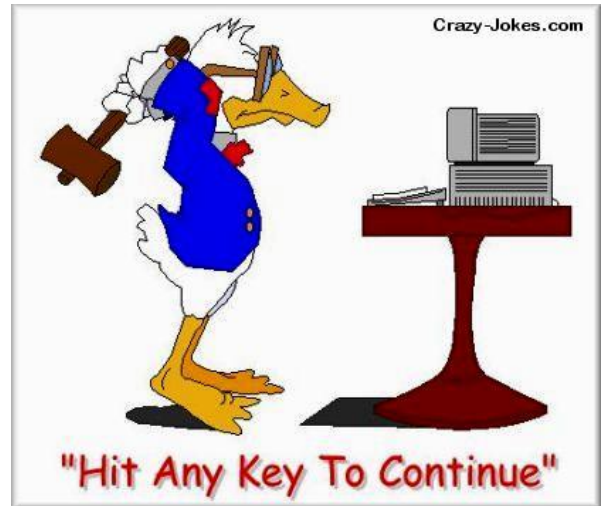
Stage 3

- Now ask the students to stay in the same pair or find a new one.
- Ask them to choose one scenario and act out a conversation
- They may need to draft it at first
- Remind them about greeting, introductions and goodbyes
- They can base their conversation based on the conversations in exercises 4, 5 and 6.
- Ask one or more of the pairs to act it out in the bigger group

Phone Skills (2)

Exercise 1: Work in pairs. Check the problems you had with your computer. Did you get angry?

- I lost a file
- My computer got a virus
- I forgot a password
- My computer crashed
- I could not recover a document
- I forgot to save changes in a document



Exercise 2: Read the conversation and answer the questions.

A: Hello, Nick speaking, how can I help you?

B: Hello, my name is Toma. I upgraded my computer to Windows 10 and now I cannot find my personal files anywhere!

A: I see

B: I checked Window's "HELP" and that didn't tell me anything. I badly need one old file.

A: I'm sure we can find your file. Don't worry.

B: Well, I hope so

A: What Windows version did you have before?

B: Before I had Windows Vista

A: Ok. Is your computer on?

B: Yes, it is.

A: Good. Find Windows Old folder in your C drive

B: I don't understand. How? I can't see it in in my Windows Explorer.

A: Please go to the search box, write Windows Old and click enter.

B: Ok.

A: The Windows Old folder contains different folders. Your folders and files are in Documents and Settings. You should find the files there.

Words you will need

recover - აღდგენა

upgrade - განახლება

cause - მიზეზი

suggestion - რჩევა

solution - გამოსავალი

B: I'll do that.

A: Please call back if you won't be able to solve the problem. Good luck.

B: Thanks

Questions:

1. What is Toma's problem

- He cannot print
- He lost a file
- He cannot connect to the Internet

2. What is the cause of the problem?

- Hardware update
- Software update
- A server problem

3. What is the IT support person's first suggestion?

- Go to a folder on the desktop
- Go to the folder on C drive
- Go to the folder on server

Exercise 2a: Fill in the gaps with the words.

See luck help sure Please

- How can I _____you
- I _____
- I'm _____we can find your file
- _____go to the search box
- Good _____

Exercise 2b: Translate the phrases in Georgian.

Exercise 3: Work in pairs. Imagine you work in an IT company helpdesk. Listen / Read to the phone calls and fill in the information below. The first one has been done for you.

Customer 1

Today is April 5, please leave your message after the tone.

Hi, my name is Nino. I received a word document, but it won't open.

Can you help? My contact number is 50 444 3567. Thank you.

Thank you for your call. Your IT support person is la

Customer 2

Today is June 4, please leave your message after the tone.

Hi, my name is Eka. I lost a file that I opened from attachment.

Please help. My contact number is 765 442 2345. Thank you

Thank you for your call. Your IT support person is Giga.

Customer 3

Today is May 8, please leave your message after the tone.

Hello my name is Kakha. I deleted some files. Can I recover them?

My contact number is 995 432 345. Thank you.

Thank you for your call. Your IT support person is Lina.

	Customer 1	Customer 2	Customer 3
Date	April 5		
Name	Nino		
Problem	Word file does not open		
Contact	50 444 3567		
IT support person	la		

Exercise 4: Read the reports

	Customer 1	Customer 2	Customer 3
Name	Nino	Eka	Kakha
Problem	Word file does not open	Lost a file	Wants to recover the file
Questions	<ol style="list-style-type: none">1. What version of Office do you have?2. What is the version of the file?	<ol style="list-style-type: none">1. Did you save the file?2. Are there any messages about the virus in the attachment?	<ol style="list-style-type: none">1. What version of Office do you have?2. Did you check the Recycle Bin?
Solutions	<ol style="list-style-type: none">1. If you have newer version, install it.2. Ask the sender to save the file in an older version and resend it.	<ol style="list-style-type: none">1. Check the attachment changes2. Look for the file in the Temporary Files	<ol style="list-style-type: none">1. If the file is the Recycle Bin, move it to a folder in My Documents.2. If the file isn't in the Recycle Bin, install undeleted software

Exercise 4a: Act out a dialogue. Ask the possible questions and give possible solutions.

A: Hello, IT company. How can I help you?

B: Hello My name is Nino and I have a problem with opening a file.

Teacher's notes

CEFR A1-A2

Aim

- To practice speaking about computer problems over the phone

Objectives

By the end of the lesson students will be able to:

- Introduce themselves on the phone
- Offer help related to computer software problems
- Ask about computer related problems
- Offer solutions.

Stage 1

- Tell sts that they will work on phone skills again.
- Ask them to read the instructions for exercise 1 and do an exercise.
- Ask what they think about the picture and how they feel about it.
- Allow them to share their experiences.
- Make sure to pre-teach the new words
- They can work in pairs or alone for exercise 2
- Check the answers

Key: Ex. 2.

1. He lost a file.
2. Software update
3. Go to the folder on C drive

Key: Ex. 2.a and 2 b.

- How can I help you - როთ დაგეხმაროთ?
- I see - მესმის თქვენი ან გასაგებია
- I'm sure we can find your file - დარწმუნებული ვარ ფაილს ვიპოვნით
- Please go to the search box - ძიების ფანჯარაში გადადით
- Good luck - წარმატებები

Stage 2

- Tell sts that they will work in pairs.
- Explain what is a HELPDESK one more time
- Ask them to information and fill out a chart at the end.
- The first one is done for them

Key: Ex. 2

	Customer 1	Customer 2	Customer 3
Date	April 5	June 4	May 8
Name	Nino	Eka	Kakha
Problem	Word file does not open	Lost a file	Wants to recover a file
Contact	50 444 3567	765 442 2345	995 432 345
IT support person	Ia	Giga	Lina

Stage 3

- Tell sts that they will work in pairs.
- Read the reports with hem

- Make sure you explain that the report gives potential questions an IT person can ask and potential solutions.
- They can choose one scenario only.
- If needed ask them to write out the conversation first.
- Then they can act out the conversation.
- They can use an exercise 2 as an example of the conversation.

Emailing (1)

Exercise 1: Work in pairs. Do you have an email? Can you dictate your email address to your partner?

Exercise 2: E-mail address.

Remember that @ is pronounced 'at' and . is pronounced 'dot'.

reservations@beachhotelbern.com is 'reservations at beach hotel bern dot com'

Sometimes there is a "." in the person's name. jeffery.amherst@languageschool.org is 'jeffery dot amherst at language school dot org'

_ in an email address is called 'underscore'. teaching_job@english_academy.edu is 'teaching underscore job at English underscore academy dot E D U'.

Exercise 2 a: Complete the email addresses by putting the words, letters or symbols in the correct place.

1. customerservice@_____ .com
2. conferencecentre_____ softlinegeorgia.com
3. hr@ softlinegeorgia. _____
4. vacancies@ softlinegeorgia ___com
5. _____@ softlinegeorgia.com

manager / softlinegeorgia / com / . / @

Exercise 2 b: Look at the email addresses and put the words in the right order. The complete email address should go first. The first one has been done for you

1. at / manager@softlinegeorgia.com / Soft line georgia / com / dot / manager

Email: manager@softlinegeorgia.com

Wording: manager / at / soft line Georgia / dot /com

2. P / H / international / GE / hr@ph_international.ge / H / dot / R / at / underscore

Email: _____

Wording: _____

3. dot / GE / at / edu / mtvaladze@iliauni.edu.ge / m / tvaladze / iliauni

E-mail: _____

Wording: _____

4. Tamuna / rain / tamuna.rain@gmail.com / at / gmail / dot / dot / com

E-mail: _____

Wording: _____

5. tom / cargo / dot / seventy-four / tom74@cargo.bj.cn / dot / J / N / B / C / at

E-mail: _____

Wording: _____

6. underscore / morioka / J / bizi / P / at / dot / yoshi / yoshi_morioka@bizi.jp

E-mail: _____

Wording: _____

Exercise 3: Which address do you use if you want to:

1. Organize a conference at the Beach Hotel in Reno

a) vacancies@beachhotelreno.com

b) conferencecenter@beachhotelreno.com

c) gym@beachhotelreno.com

2. Apply for a job at Beach Hotel in Reno?

a) hr@beachhotelreno.com

b) conferencecenter@beachhotelreno.com

c) gym@beachhotelreno.com

3. Reserve a table for 6 people to have dinner at Beach Hotel in Reno.

a) IT@beachhotelreno.com

b) conferencecenter@beachhotelreno.com

c) restaurant@beachhotelreno.com

4. Reserve a room at the Beach Hotel in Reno

- a) IT@beachhotelreno.com
- b) conferencecenter@beachhotelreno.com
- c) bookings@beachhotelreno.com

Exercise 4: Put the email addresses in alphabetical order from top to bottom.

- A. Ahmad (Ahmad@senen.kw)
- B. Nikolai (nikolai@smartsat.ru)
- C. Aziz (naziz.sharif@aeconconstruction.iq)
- D. Jeremy (jeremy.smith@hanson.kz)
- E. Melike (M.leclerc@sbbb.fr)
- F. Majid (majid@uniriyadh.sa)
- G. Vamsee (Vamsee.khan@gomail.ly)
- H. Sara (sara99@bata.ye)
- I. Tom (tom74@cargo.bj.cn)

Exercise 5: Match the email addresses with the countries associated with their domain names.

Saudi Arabia / China / Yemen / Kuwait / France / Japan / Kazakhstan / Russia / Libya / Iraq

- 1. natasha@smartsat.ru _____
- 2. munir.khan@gomail.ly _____
- 3. i.bata@bata.ye _____
- 4. hamad@senen.kw _____
- 5. mohamed@uniriyadh.sa _____
- 6. yoshi_morioka@bizi.jp _____
- 7. M.leclerc@sbbb.fr _____
- 8. tom74@cargo.bj.cn _____
- 9. nawaf.sharif@aeconconstruction.iq _____
- 10. jeremy.smith@hanson.kz _____

Exercise 6: Fill in the gaps with the words from the box

1. You can _____ an email to one or more people. When you get an email, you must _____ it before you can read it. With your email, you can include an _____ (like a photo or document).

delete	send
attachment	open
CC	link

2. If you do not want to keep an old email, you can _____ it.

3. You can include a _____ to a website in your email. If you are sending someone an email, and you want your manager to see it as well, you can _____ your manager.

Exercise 7: Read the email and then answer the questions that follow.

From: Levan

To: IT Team

CC: Irene Silvestri; Patricia Bartlett

Subject: RE: Meeting next week

Attachments: New plan .pdf (376KB)

Hello IT Team, I have an idea for next week – see the attached file. I would like to hear what you think about my idea. I think Irene and Patricia may be interested, so I've copied them in too. Let's talk more at the meeting next week.

Regards,

Levan

Answer the following questions:

1. Who is the email from

- a) Levan
- b) IT Team
- c) Irene Silvestri

2. What is the name of the attachment

- a) meeting next week
- b) New plan
- c) IT Team

3. What does the writer want you to do

- a) Contact Irene and Patricia
- b) read an attachment

c) organize a meeting

4. Who has received the email?

a) only you

b) You and everyone in IT team

c) You, everyone in IT team, Irene Silvestri and Patricia Bartlett

Exercise 8: Write an e-mail.

Imagine you are a web designer. You created a design of a webpage for a company. You are emailing the head of the company located in China and other branches as well located in Libya, Kuwait and France. You want to know what they think about your design. You will meet them in a week.

The Name of the organization in China is – Best Corporation

Their email is bestcorporation@email.cn

The name of the head of the organization in China is Mr. Lee.

The names of the other people: Basel Alnajab – Lybia, Aziz Alkandary – Kuwait, Jose Dupont – France.

Do not forget the attachment.

From:

To:

CC:

Subject:

Attachments: .pdf (376KB)

Hello

Regards,

Teacher's notes

CEFR A1-A2

Aim

- To practice writing emails

Objectives

By the end of the lesson students will be able to:

- understand the integral parts of an email address
- Identify different parts of an email address
- Understand the domain origins
- Write an email

Stage 1

- Tell sts that the class will be about emails – how to understand them and write them.
- Ask them do exercise 1 in pairs.
- Go through the information in exercise 2 with them.
- Pay attention how to pronounce @ at, _ underscore and . dot.
- Ask them to stay in pairs and do exercise 2 a together.
- The exercise is easy enough and they should be able to do it themselves.
- Check the answers

Key: Ex. 2a 1.

1. customerservice@softlinegeorgia.com
2. conferencecentre@softlinegeorgia.com
3. hr@ softlinegeorgia.com
4. vacancies@ softlinegeorgia.com
5. manager@ softlinegeorgia.com

- Now tell the students that that need to identify email address first and then write down its components as they would say it.
- The first example is done for them.
- Go through it and make sure they understand.
- First you write an email, then you put the words as you would say them.
- Check the answers with them

Key: Ex. 2b.

2. Email: hr@ph_international.ge
Wording: H / R / at / P / H/ underscore / International / dot /GE

3. E-mail: mtvaladze@iliauni.edu.ge
Wording: m / tvaladze / at / iliauni / edu / dot / GE

4. E-mail: tamuna.rain@gmail.com
Wording: Tamuna / dot / rain / at / gmail / dot / com

5. E-mail: tom74@cargo.bj.cn
Wording: tom / seventy-four / at / cargo / dot / B / J / dot / C / N

6. E-mail: yoshi_morioka@bizi.jp

Wording: yoshi / underscore / morioka / at / bizi / dot / J / P

- Now tell sts to read instructions for exercise 3 and choose the correct answer.
- Check the answers with hem.

Key: Ex: 3. 1. B. 2. A. 3. C. 4. C.

- Tell students they are still working with the email addresses.
- Now they have to rearrange the emails according to the English alphabet.
- Check the answers with them

Key: Ex. 4: A. C. D. F. E. B. H. I. G.

- This is the last exercise in the series.
- Sts have to match the emails and the domains of the email addresses.
- Explain domain if they don't know the word – ქვეყანა
- Check the answers with them

Key: Ex. 5: 1. Russia. 2. Libya. 3. Yemen. 4. Kuwait. 5. Saudi Arabia. 6. Japan. 7. France. 8. China. 9. Iraq. 10. Kazakhstan

Stage 2.

- Now tell the students to change partner and do some exercises with another partner.
- In exercise 6 and 6 a students will read sentences and small emails and will fill in the gap.
- You can write the words on the board: DELETE, SEND, ATTACHMENT, OPEN, LINK, CC (Carbon Copy)
- They may know all the words but explain what a CC does: adds more people and they can all see each other in the email. Compare it to BCC which is a BLIND CARBON COPY, where recipients cannot see each others' email addresses.
- Check the answers with them

Key: Ex. 6: 1. Send / open / attachment. 2. Delete. 3. Link / CC.

- Now they will read an email and should identify parts of it with the exercise that follows.
- They can find another partner and read it together and do the following exercise together as well.
- Check the answers.

Ke: Ex. 7: 1. A. 2.B. 3. B. 4. C.

Stage 3

- Now sts will create their own email, using a scenario in exercise 8.

From:

To: bestcorporation@email.cn

CC: basel.alnajab@email.ly, aziz.alkandary@email.kw, josedupont@email.fr

Subject: New webpage design

Attachments: .pdf (376KB)

Hello Mr. Lee,

I created a new webpage for the company. I would like to hear what you think about it at our next meeting. I would like to know Basel, Aziz and Jose's ideas, so I've copied them too.

Let's talk about more at our meeting next week.

Regards,

NAME

Emailing (2)

Exercise 1: Work in pairs. Look at the phrases and decide which of them is formal and which is informal English.

To whom it May concern	Bye for now
Hi Lika	Dear Mr. Wiseman
Hello Jim,	Morning George
Yours sincerely	Dear Sir or Madam
See you soon	Yours faithfully
Yours truly	Cheers

Formal	Informal

Exercise 2: Complete six emails using the words from the box.

Email 1:

Hello Nino,

Could you please send the calendar to Mr Jackson at GRT Ltd when it is ready? Please _____ me, so that I have the document as well.

Thanks,

Elene Tevzadze

Managing Director

delete	send
attachment	open
CC	link

Email 2:

Dear Mr Lee,

As we agreed, I am sending the contract as an _____. It is a PDF file.

Please let me know if you have any questions.

Best,

Andrew Maas

Email 3:

Hi George,

Here's a _____ to something I saw today:

<https://www.youtube.com/watch?v=iG9CE55wbtY>. Watch it if you can – it's really informative!

Enjoy!

Natia

delete	send
attachment	open
CC	link

Email 4:

Dear Mrs Telia,

I am interested in applying for the position of IT Manager. Could you please _____ me further details?

Sincerely,

Tamar Janashia

Email 5:

Hello everybody,

I must apologize. I gave you the wrong dates for this year's conference in my email this morning.

So please _____ that email as soon as you can. I will send you the correct dates soon.

Sorry again for the problem.

Andro

Email 6:

Hello Andy,

My computer is very slow this morning. I'm going through my inbox, but it's taking about one minute just to _____ every email. Attachments are even slower. What can I do?

Regards,

Kety

Exercise 2 a: Work in pairs. Which of these emails are formal and which are informal?

Formal: _____, _____, _____, _____

Informal: _____, _____

Exercise 3: Which endings are right which ones are not.

1. Which phrases are a correct way to end a formal email? (Three are not.)

- a) Yours truly,
- b) With best regards,
- c) For your information,
- d) Yours sincerely,
- e) For Attention Of:
- f) Best wishes,
- g) To Whom It May Concern:
- h) Yours faithfully,
- i) With many thanks and best wishes,

2. Which phrases are an appropriate way to end an informal email? (Three are not.)

- a) Regards,
- b) Cheers,
- c) Hi again,
- d) Rgds,
- e) Bye for now,
- f) CC
- g) With best wishes,
- h) See you soon,
- i) How are you?

Exercise 4: Complete the emails with the sentences.

- I look forward to meeting you.
- I look forward to receiving your application.
- We look forward to working with you.
- I look forward to hearing from you soon.

Email 1:

Dear Mr Simspon,

Please find an application form for the position of IT Manager. _____ for this job. The deadline is March 24.

Yours sincerely,

Nata Tughushi

IT support team

Email 2:

Hello Dr. Kong,

I can call you on Thursday at 10:30 am. Can you let me know if that is convenient for you, please? _____.

Regards, Jack

Email 3:

Dear Mr. Gogoladze, I am writing to confirm our appointment in our head office on Tuesday, January 28. Please get to Reception when you arrive, and they will direct you to my office.

_____ on Tuesday.

Best wishes

Tony Soselia

Email 4:

Dear Jackie,

Congratulations on getting the job. My team in the International Office and I would like to welcome you to Softline Georgia. I am sure you will enjoy your new role.

_____.

Best wishes,

Kakha

Director, International Office

Exercise 5: Put the phrases in the right order to make sentences.

1. I / forward / meeting / you. / to / look

2. hearing / to / forward / look / you. / from / We

3. to / speaking / to / soon. / forward / you / I / look

4. on / forward / to / seeing / We / look / Saturday. / you

5. look / possible. / your / to / receiving / as soon as / reply / forward / I

Exercise 5a: Now translate these 5 sentences in Georgian.

1. _____

2. _____

3. _____

4. _____

5. _____

Exercise 6: Match the descriptions and opening lines.

Levan, an IT Manager, wrote four different emails this morning. Read the descriptions of the emails and then match with the opening lines.

Descriptions

A. Levan emailed a man called Ian Hansen, a new client. He wanted to know if Mr. Hansen installed a new software properly.

B. Levan emailed IT team about a new training next week.

C. Levan emailed his friend to play football in the weekend.

D. Levan sent an email asking for more information about a conference. He did not know the name of the person who will read this email.

Opening lines

1. Morning everyone, just thought you might mark the time of the training for next week...
2. Hi Paata, hope you are well. Let's meet at 6 in the evening on Saturday to play football.
3. Dear Sir or Madam, could you please send me.....
4. Dear Mr. Hansen, I am writing to learn if you.....

Exercise 7: Put sentences in order to write a formal email.

- Sincerely,
- Please let us know if you are available on May 7, Thursday at 3 o'clock.
- Dear Mr. Soselia,
- I am writing to inform that you are invited to a job interview.
- Hiring Manager
- Your CV and cover letter were excellent, so we want to consider your candidacy for the position.

Exercise 8: Put sentences in order to write an informal email.

- The day will be sunny, and we can have fun.
- Are you free on Sunday?
- David
- I wanted to invite you to a football match with my friends.
- Hi Nick,
- Cheers,
- Let me know what you think.

Teacher's notes**CEFR A1-A2****Aim**

- To practice writing emails

Objectives

By the end of the lesson students will be able to:

- Understand the difference between formal and informal writing styles
- Practice formal and informal beginnings and endings of an email

Stage 1

- Tell sts that the class will be about a formal and informal writing
- They can do exercise 1 individually or in pairs. You decide based on the sts level
- Check the answers.

Key: Ex. 1.

Formal	Informal
To whom it May concern	Hello Jim,
Dear Mr.. Wiseman	Bye for now
Yours sincerely	Hi Lika
Yours faithfully	Morning George
Yours truly	See you soon
Dear Sir or Madam	Cheers

- Now tell the students that that they will revise the vocabulary from previous lesson.
- They can work individually or in pairs
- Read the instructions with them
- If necessary, ask them to translate the emails first
- Check the answers

Key: Ex. 2.

1. CC. 2. Attachment. 3. Link. 4. Send. 5. Delete. 6. Open

Key: Ex. 2 a:

Formal: 1, 2, 4, 5,

Informal: 3, 6,

Stage 2

- Tell students they will work individually now
- Ask them if they understand the difference between the formal and informal writing style. Make sure they do.
- Ask them if they understand the opening and ending lines of an email. Make sure they do.
- Check the answers

Key: Ex. 3

1. c) For your information. ,e) For Attention Of. g) To Whom It May Concern:

2. c) Hi again. f) CC. i) How are you?

- Tell students they will work individually or in pairs.
- Ask sts to read the emails first. JUST READ. And then look at the sentences at the beginning.
- Make sure the students understand the four sentences. Translate the sentences for them if needed.
- Check the answers.

Key: Ex. 4.

1. I look forward to receiving your application
- 2 I look forward to hearing from you soon
3. I look forward to meeting you
4. We look forward to working with you

- Tell students they will work in pairs.
- Ask then to read instructions for exercise 5.
- Check answers.

Key: Ex. 5.

1. *I look forward to meeting you*
2. *We look forward to hearing from you*
3. *I look forward to speaking to you soon.*
4. *We look forward to seeing you on Saturday.*
5. *I look forward to receiving your reply as soon as possible.*

- Now ask them to translate the sentences in Georgian.
- They can work in pairs again.
- Check the answers.

Key: Ex. 5 a:

1. *I look forward to meeting you - მოუთმენლად ველი თქვენთან შეხვედრას*
2. *We look forward to hearing from you. - მოუთმენლად ველით თქვენგან შეხმიანებას.*
3. *I look forward to speaking to you soon. - მოუთმენლად ველი თქვენთან საუბარს*
4. *We look forward to seeing you on Saturday. - მოუთმენლად ველით თქვენ შეხვედრას შაბათს.*
5. *I look forward to receiving your reply as soon as possible. - მოუთმენლად ველი თქვენგან პასუხს.*

Stage 3

- Tell sts they can work individually or in pairs.
- Explain the instructions. It may be confusing for students.
- Check the answers

Key: Ex. 6. A - 4; B - 1; C - 2; D - 3

- Tell sts they will put together once formal and one informal email.
- Check the answers.

Key: Ex. 7.

- Dear Mr. Socelia,
- I am writing to inform that you are invited to a job interview.
- Your CV and cover letter were excellent, so we want to consider your candidacy for the position.
- Please let us know if you are available on May 7, Thursday at 3 o'clock

- Sincerely,
- Hiring Manager

Key: Ex. 8

- Hi Nick,
- Are you free on Sunday?
- I wanted to invite you to a football match with my friends.
- The day will be sunny and we can have fun.
- Let me know what you think
- Cheers
- David

Using Social Media

Exercise 1: Write down the names of the apps.

















Exercise 2: Work in pairs. How many different apps do you have in our phone? What is your favorite app?

Exercise 3: Listen and fill in the words.

An ex-Facebook boss said social media (1) _____ society. His job was (2) _____ Facebook users. He feels (3) _____. Twenty years ago, people talked (4) _____. Today, they message and don't talk. People worry (5) _____ what others think. They get sad if people don't like the (6) _____.

The man wants people to (7) _____ from social media. He wants people to like each (8) _____ liking online "likes". Fake news (9) _____ world. A lot of "news" is untrue. People (10) _____ other people. This is (11) _____. The man banned his children (12) _____. But, he said Facebook was good.

Exercise 4: Now read the text and answer the questions.

An ex-Facebook boss said social media is harming our society. His job was to get more Facebook users. He feels bad about this. Twenty years ago, people talked to each other. Today, they message and don't talk. People worry too much about what others think. They get sad if people don't like the photos they post.

The man wants people to take a break from social media. He wants people to like each other instead of liking online "likes". Fake news is changing the world. A lot of "news" is untrue. People post lies about other people. This is a global problem. The man banned his children from social media. But, he said Facebook was good.

Exercise 4 a: Arrange words so that they make a question. Answers for the questions are the underlined words in the text.

For example:

Ex-Facebook boss

said / social media / was / Who / harmful?

Question: Who said social media was harmful?

Answer: Ex-Facebook boss

1. to get more Facebook users

was / his job / What ?

Q: _____

A: _____

2. bad

feel / How / he / about this / does?

Q: _____

A: _____

3. Twenty years ago

people / did / talk / When / to each other?

Q: _____

A: _____

4. what others think

worry about/ do / What / people /?

Q: _____

A: _____

Exercise 4 b: Look at the underlined words in paragraph 2. Answer the questions.

1. To take a break means

- To rest
- To enjoy
- To break

2. Fake news means

- False information
- International news
- Local news

3. Global means

- Worldwide
- Online
- New

4. Banned means

- He did not allow his children to use social media
- He joined the social media
- He followed his children's accounts.

Exercise 5: Match the words from column A to column B.

A	B
Log in	To type some info online
Comment	To become a group member
Post	To write your opinion under someone else's photo or post
Share	Sign up on someone's account
Follow someone	Connect to your account
Join a group	To publish someone's info
To be up to	To be going

Exercise 5 a: Fill in the gaps with the words from column A.

1. I could not _____ to my account last week.
2. My friends _____ their childhood pictures yesterday.
3. Ten new people _____ me last week on my Instagram page
4. Can you help to _____ a surfer's group on Facebook?
5. I wanted to _____ on Tatia's post but could not.
6. Nelly, can I _____ your post about cooking?
7. What are you _____ these days? Ooh I am working on my thesis to graduate school this Spring.

Exercise 7: Read the rules for social media. Then translate the sentences in Georgian.

Before you post THINK!!!!

T – is it true?

H – is it hurtful?

I – Is it illegal?

N – is it necessary?

K – Is it kind?

Exercise 8: Giving advice. Work in pairs. Look at an exercise 6. Use the sentences from exercise 6. Tell your partner what they *SHOULD* and *SHOULD NOT* do when using social media.

For example:

You should connect to people.

You should not tell people when and where you are going for a vacation.

Teacher's notes

CEFR A1-A2

Aim

- To practice giving advice about social media

Objectives

By the end of the lesson students will be able to:

- Give advice on how to use social media.
- Learn basic safety rules for using social media.
- Practice formulating questions.

Stage 1

- Tell sts to read the instructions and do an exercise 1 individually.
- Check the answers with them

Key. Ex: 1. 1. Facebook / 2. Tiktok / 3. Instagram / 4. Youtube / 5. Whatsapp / 6/ Viber / 7/ Signal

- Ask students to look at their phones and count how many apps they have.
- Let them work in pairs and share who has the most apps. Let them talk which app is their favorite.
- If the group is advanced ask them to rank three most useful apps in their opinion.

Stage 2

- Read the following text to them.
- Ask them to fill out the gaps.
- You can read the text twice or three times, if needed.
- It is fine if they do not know how to write a word.
- Then write the words on the board and make sure they understand the meaning.

An ex-Facebook boss said social media is harming our society. His job was to get more Facebook users. He feels bad about this. Twenty years ago, people talked to each other. Today, they message and don't talk. People worry too much about what others think. They get sad if people don't like the photos they post.

The man wants people to take a break from social media. He wants people to like each other instead of liking online "likes". Fake news is changing the world. A lot of "news" is untrue. People post lies about other people. This is a global problem. The man banned his children from social media. But, he said Facebook was good.

Key: Ex 3: 1. Harming. 2. To get more. 3. Bad about this. 4 to each other. 5. Too much about. 6. Photos they post. 7. Take a break. 8. Other instead of. 9. Is changing the 10. Post lies about 11. A global problem. 12. From social media.

- Now let the sts read the text again.
- Tell them they have to make questions to underlined words.
- The first example is done for them.
- Check the answers with them.
- If needed write the questions on the board.

Key: Ex. 4: 1. What was his job? 2. How does he feel about this? 3. When did people walk to each other? 4. What do people worry about?

- Now ask them to do an exercise 4b.
- Check the answers with them.

Key: Ex. 4b. 1. To rest 2. False information. 3. Worldwide. 4. He did not allow his children to use social media.

Stage 3

- Now tell the students to read instructions from an exercise 5.
- They can work in pairs or alone.
- Check the answers with them.

Key: Ex. 5:

- **Log in – connect to your account.**
- **Comment – to write your opinion under someone else’s photo or post.**
- **Post – to type some info online.**
- **Share – to publish someone’s info.**
- **Follow someone – sign up on someone’s account.**
- **Join a group – to become a group member.**
- **To be up to - to be going.**

- Now ask the students to read instructions for exercise 5 a and fill in the gaps individually.
- Check the answers with them.

Key: Ex. 5 a. 1. log in 2. Posted. 3. Followed. 4. Join 5. Comment. 6. Share 7. Up to.

- Now tell the students to read instructions from an exercise 6.
- They should decide in which column each sentence goes – column Do’s or column Don’ts.
- Check the answers with them.

Key: Ex. 6:

Do’s

- Connect to people.
- Share your photos.
- Listen to favorite songs.
- Follow pages.
- See what your friends are up to.
- Be careful choosing your online friends.
- Send requests to be added to the groups of your interest.

Don’ts

- Tell people where you are going for vacation.
- Share information with people you do not know.
- Add friend requests from people you do not know.
- Post information or photos that you would not like to see in the news or in newspapers.
- Let your online life get better than your real life.
- Tell jokes - აქ შეიძლება იკამათონ, რომ ანეგლოტების დაწერა არ არის პრობლემური. თუმცა, ანეგლოტებით შეიძლება ვინმეს აწყენინო. თუ მოესურვებათ, ეს წინადადება ზემოთ შეიძლება აიტანონ.
- Comment negatively on people’s posts

- Now introduce the THINK concept to students.
- Write the sentences on the board and ask them to write Georgian translation.
- Make sure they understand why people have to follow the THINK concept before posting.
- Ask them how they interpret it (if they can)
- Ask them if they agree with this or not.

Key: Ex. 7:

T – is it true? - მართალია?

H – is it hurtful? - მავნებელია ვინმესთვის?

I – Is it illegal? - ლეგალურია?

N – is it necessary? - საჭიროა?

K – Is it kind? - სასიკეთოა ადამიანებისთვის?

- Now tell student to find a partner.
- Tell them they will give advice using the words YOU SHOULD and YOU SHOULD NOT
- Tell them to use sentences from exercise 6 and even 5 if they want to.
- Once they practiced it in pairs ask them to brainstorm their advices to you
- You can write those sentences on the board under the headlines YOU SHOULD and YOU SHOULD NOT
- Ask if everyone agrees.

CV and Cover Letter

Exercise 1: Where do you find job vacancies in Georgia? Make a list.

Exercise 2: Read a short advertisement.

LTD Smart Technology is looking for an IT manager. The person will 1) create and manage the company's webpage, 2) design social media content. Monthly salary: 2000 GEL. To apply, send a CV and Cover letter in English to info@ltd.smart.com by April 15, 2021.

Exercise 3: Read the CV of Maka Ladaria below. Write a heading for each section.

Headings

- SKILLS
- PROFESSIONAL EXPERIENCE
- PERSONAL INFORMATION
- EDUCATION
- HOBBIES AND INTERESTS

Curriculum Vitae
1.-----
➤ Maka Ladaria
➤ Address: 15 High Street, Tbilisi, 0160
➤ Email: Ladaria_M@email.com
➤ Phone number: 995-334-2312
➤ Date of Birth: April 3, 2000

2.	
➤ Vocational College	2018
➤ Lingua School- English Language Certificate	2017
➤ Public School #62	2016
3.	
➤ IT Specialist - Softline Georgia	2021
➤ Intern – Softline Georgia	2017
➤ Team leader - Youth Summer Camp	2015
4.....	
➤ Basic computer skills: Microsoft programs, Programming	
➤ English (intermediate), German (beginner)	
➤ Driving Skills	
5.....	
➤ Swimming, gardening, video games	

Exercise 4: Read a cover letter. Circle the right answer.

1. Dear Sir or *Madam* / *Hi*

I am writing 2. *about* / *with* the job advertisement for an IT manager that I saw on geojobs.com. I

3. *believe* / *look* I have the right skills and knowledge for the position.

I worked in Sofline Georgia 4. *as* / *in* an intern for six months. Then I became an IT specialist and worked in that position 5. *for* / *since* 2 years.

I 6. *graduated* / *studied* from the Vocational College in 2020. I also have an English language Certificate from Lingua School. So, I can communicate in English very well.

In addition, I have excellent computer skills.

I look forward to hearing from you.

Yours faithfully,

Maka Ladaria

Exercise 5: Read the sentences. Put them in order to make a cover letter.

1. I graduated from Information Technology department of STU University in 2015.
2. Nick Zakaraia
3. I am writing to apply for the position of a web developer which I was advertised on jobs.ge.
4. Your Faithfully
5. I believe I have enough work experience and education for the position.

6. Since 2015 I worked as a web designer in a famous IT company.
7. In addition, I have an English Language certificate from Lingua House and can communicate in English very well.
8. I look forward to hearing from you soon.
9. Dear Sir/Madam
10. My responsibilities were to create and manage the company's webpage, which I did with high professionalism.

Exercise 6: Make your own CV now.

Curriculum Vitae	
Personal information	
<ul style="list-style-type: none"> ➤ Name: ➤ Address: ➤ Email: ➤ Phone number: ➤ Date of Birth: 	
Education	
➤ School name	Year
➤ Certificate - Organization	Year
Professional experience	
➤ Job title – organization	Year
Skills	
<ul style="list-style-type: none"> ➤ Computer skills: list the skills ➤ English (level) 	
Hobbies and Interests	
➤ List	

Exercise 7: Based on your CV please write a Cover letter to apply for the job advertised in Exercise 2.

Dear _____,

I am writing to apply for the position of an IT Manager advertised on your webpage. I believe I have _____.

In _____, I graduated from _____.

Since then I worked as a _____ in a famous company _____. My responsibilities were to _____ and _____.

In addition, I have _____.

I am looking forward to hearing from you soon.

Yours Sincerely,

Teacher's notes

CEFR A1-A2

Aim

- to produce a cover letter and CV, familiarize ss with an email structure and a formal register.

Objectives

By the end of the lesson students will be able to:

- Write a cover letter.
- Create their own CV.
- Speak/write about job responsibilities.

Stage 1

- Introduce the topic and ask students to do exercise 1. You can use the board to write down their answers.
- Ask them to read the advertisement. If needed translate the ad with them.
- Ask if they would apply for such a job.
- Ask if they know what a CV is and why it is used.
- Then ask them to do an exercise 2.
- Check the answers.

Key: Ex. 3: Personal information. 2. Education. 3. Professional experience. 4 Skills. 5. Hobbies and interests.

Stage 2

- Explain to sts what a cover letter is and when and why it is needed.
- Then ask them to do exercise 4 individually or in pairs.

Key: Ex. 4.

1. Dear Sir or Madam

2. about

3. believe

4. as

5. for

6. graduated

- Now sts should do exercise 5.
- Ask them to read the instructions first.

Key: Ex. 5:

9. 3. 5. 1. 6. 10 7. 8. 4. 2.

Dear Sir/Madam

I am writing to apply for the position of a web developer which I was advertised on jobs.ge.

I believe I have enough work experience and education for the position.

I graduated from Information Technology department of STU University in 2015. Since 2015 I worked as a web designer in a famous IT company. My responsibilities were to create and manage the company's webpage, which I did with high professionalism.

In addition, I have an English Language certificate from Lingua House and can communicate in English very well.

I look forward to hearing from you soon.

Your Faithfully

Nick Zakaraia

Stage 3

- Now tell sts they have to create their own CV
- Tell them that this is a draft, it is not a final version, so it is ok if it is not perfect.
- Now they have to look at job advertisement in exercise 2 and write their own cover letter.
- They can use their imagination to make a cover letter look more professional.

Spreadsheets

Exercise 1: Calculate the following:

A. $7+2 =$

B. $7 - 2 =$

C. $8 / 2 =$

D. $6 \times 2 =$

Exercise 2: Match the sentences to the calculation in exercise 1.

1. If we divide 8 by 2, we get 4
2. If we subtract 2 from 7, we get 5
3. If we multiply 8 by 2, we get 16
4. The sum of 7 and 2 is 9.

Words you will need

divide - გაყოფა

subtract - გამოკლება

multiply - გამრავლება

equal - ტოლობა, უდრის

sum - ჯამი

bracket - ფრჩხილი

colon - ორწერტილი

Exercise 3: Match the sentences from Column A to Column B.

Column A	Column B
If we divide 8 by 2, we get 4	Eight times two is sixteen
If we subtract 2 from 7, we get 5	Seven plus two equals nine
If we multiple 8 by 2, we get 16	Seven minus two equals 5
The sum of 7 and 2 is 9.	Eight divided by two equals 4

Exercise 4: Work in pairs. Ask your partner the following equations and let them answer you. Ask the following way:

What is eight divided by two?

What is seven minus two?

What is eight times two?

What is seven plus two?

Round 1

1. $10 \times 2 =$

3. $6 + 4 =$

2. $42 / 7 =$

4. $15 - 5 =$

Now take turns. Round 2

1. $50 / 10 =$

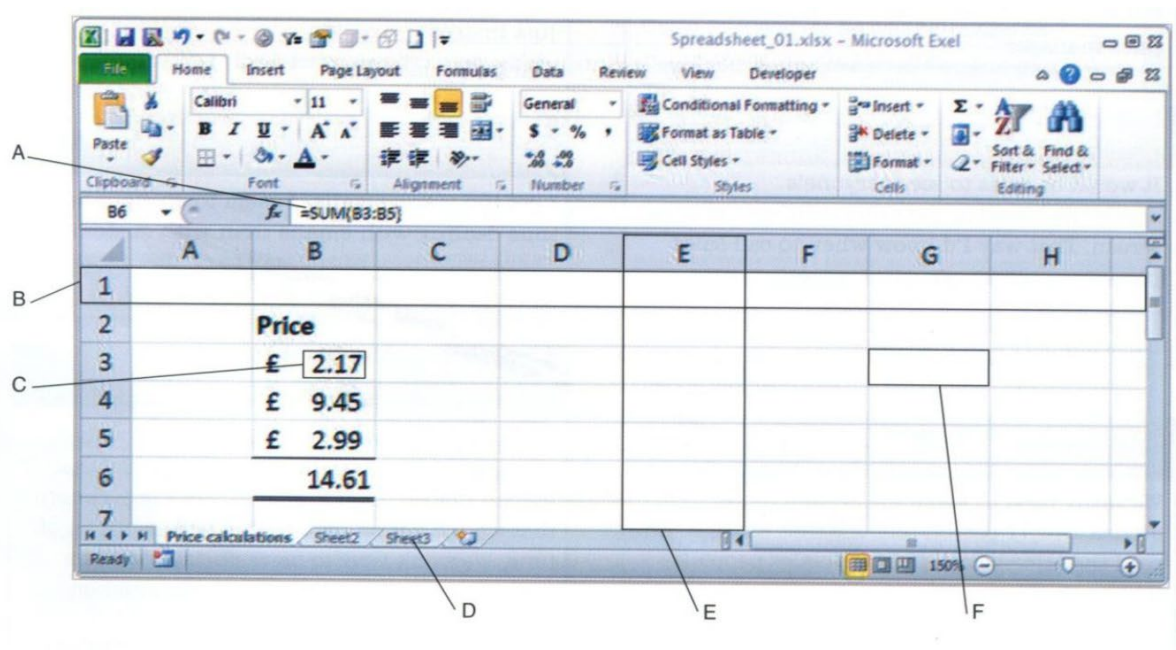
3. $20 - 7 =$

2. $18 + 5 =$

4. $3 \times 3 =$

Exercise 5: Look at the picture and match the words from the box.

Cell	Column	Formula	Row	Value	Worksheet
------	--------	---------	-----	-------	-----------



A. _____
B. _____
C. _____

D. _____
E. _____
F. _____

Exercise 6: Work in pairs. Look at the information.

Student A

Read the formula to student B. Student B writes it down. Then take turns

Example: fx =if(A=20, B2,0)

Function equals if open bracket A equals twenty comma B two comma zero close bracket

Student A

=if(D=15, C2, 4)
=B7*C8/100
=SUM(B2:B20)
=COUNT(C3:C147)

Student B

=COUNT(F2:F168)
=IF(C=17,D2,0)
= F2*G2/50
=SUM(B3:B87)

Teacher's notes

CEFR A1-A2

Aim

- to practice speaking about excel spreadsheets

Objectives

By the end of the lesson students will be able to:

- Identify and name main math functions.
- Pronounce excel spreadsheet related vocabulary.
- Dictate basic excel functions.

Stage 1

- Ask students if they loved math at school.
- Ask then to do basic calculations in exercise 1.
- Go through a vocabulary with them.
- Then ask then to do an exercise 2.
- Tell sts that sentences in column A in exercise 3 can be said in a different way. Then ask them to do an exercise 3.

Key: Ex. 3

Column A	Column B
If we divide 8 by 2, we get 4	Eight divided by two equals 4
If we subtract 2 from 7, we get 5	Seven minus two equals 5
If we multiple 8 by 2, we get 16	Eight times two is sixteen
The sum of 7 and 2 is 9.	Seven plus two equals nine

Stage 2

- Now sts work in pairs.
- One has to say the equations and the second student will reply. Then they change the roles.
- Listen as they pronounce the equations.

Stage 3

- Make sure sts know the words in the box in exercise 5.
- Ask them to look at a picture and name the items.
- Write Georgian translations to the words in necessary.

Key: Ex. 3

- A. Formula
- B. Row
- C. Value
- D. Worksheet
- E. Column
- F. Cell

- Make sure they understand the word function and its symbol in excel spreadsheet.
- Ask if they know what these functions mean. When they can use them.

Key: Ex. 6

Student A:

=if(D=15, C2, 4)

Equals if open bracket D equals fifteen comma C two comma four close bracket.

=B7*C8/100

Equals B seven times C eight divided by one hundred

=SUM(B2:B20)

Equals sum open bracket B two colon B twenty close bracket

=COUNT(C3:C147)

Equals count open bracket C three colon C one hundred and forty-seven close bracket

Student B:

=COUNT(F2:F168)

Equals count open bracket F two colon F one hundred and sixty-eight close bracket

=IF(C=17,D2,0)

Equals if open bracket C equals seventeen comma D two comma zero close bracket

= F2*G2/50

Equals F two times G twenty divided by fifty

=SUM(B3:B87)

Equals sum open bracket B three colon B eighty-seven close bracket

RESTAURANT SERVICES

(Barmen, Baker, Chef, Serviceperson)

World Food

Exercise 1: Match the pictures with countries.

Georgia	India	Greece	France
Italy	Japan	Mexico	Korea

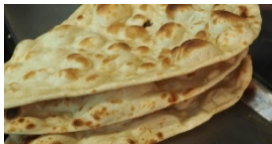
1. Croissant



2. Tzatziki sauce



3. Naan Bread



4. Pasta



5. Kimchi



6. Sushi



7. Khachapuri



8. Burrito



Exercise 2: Match the words and their definitions.

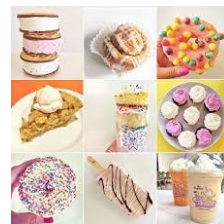
Column A	Column B
Appetizers	Liquids drank while eating
Main course	Main meal that includes meat or fish
Side dishes	Sweets that come after the meal
Deserts	Fresh or cooked vegetables with dressing
Salads	A smaller size food before a meal
Drinks	Food that comes with the main course

Make sure you know the difference between **desert** and **dessert**

des·ert
/ 'dezərt/



Dessert
/ dih-zurt /



Exercise 3: Match the appetizers with the pictures.

Appetizers:

Guacamole

Bruschetta

Hummus



1. _____



2. _____



3. _____

Main Courses:

Pork ribs

Chicken

Steak



1. _____



2. _____



3. _____

Salads:

Cezar Salad Greek salad Cucumber and tomato salad



1. _____



2. _____



3. _____

Side dishes:

Potatoes Beans and rice Mushroom



1 _____



2 _____



3. _____

Drinks:

Coke Orange juice Sparkling water Still water



1 _____



2 _____



3 _____



4. _____

Desserts:

Tiramisu	Éclair	Cheesecake
----------	--------	------------



1. _____



2. _____

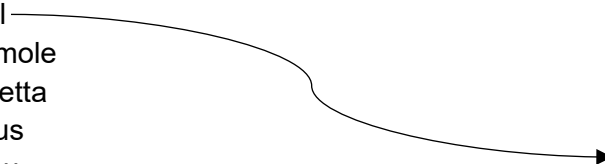


3. _____

Exercise 4: Match the food with the countries. Some countries have two foods.

- Egg roll
- Guacamole
- Bruschetta
- Hummus
- Tiramisu
- Éclair
- Cheesecake
- Borsch
- Vegetable curry
- Hot and sour soup
- Baklava

- India
- Turkey
- China
- Mexico
- U.S.
- France
- Italy
- Lebanon
- Ukraine



Exercise 5: Asking questions about food. Work in pairs. Read the sentences and ask questions.

Egg roll comes from China.

Write two questions for each sentence: **Where does egg roll come from?**

What food comes from China?

Then practice asking questions.

Student A : **Where does egg roll come from?**

Student B: **China**

Student A : **What food comes from China?**

Student B: **Egg roll**

Then take turns

1. Guacamole comes from Mexico.

Where does _____?

What food comes _____?

2. Bruschetta comes from Italy.

_____?

_____?

3. Humus comes from Lebanon.

_____?

_____?

4. Tiramisu comes from Italy

_____?

_____?

5. Éclair comes from France

_____?

_____?

6. Cheesecakes comes from the United States.

_____?

_____?

7. Borsch comes from Ukraine.

_____?

_____?

8. Vegetable curry comes from India.

_____?

_____?

9. Hot and sour soup comes from China

_____?

_____?

10. Baklava comes from Turkey.

_____?

_____?

Exercise 6: Guess the food based on its ingredients.

INGREDIENTS:



BREAD
OIL



TOMATO



BASIL



OREGANO



GARLIC



OLIVE

This is _____ . It comes from Italy.

INGREDIENTS:



AVOCADO



LIME



ONION



CHILI PEPPER



CORIANDER

This is _____. It comes from Mexico.

INGREDIENTS:



TAHINI



CHICKPEAS



LEMON



GARLIC



CUMIN

This is _____. It comes from Lebanon.

Exercise 7: Read the conversation.

Food ordering online

Nana: Lika, I am really hungry.

Lika: Me too.

Nana: Do you want to order food online?

Lika: Sure. That would be great. I have an app in my mobile to order food. We can use that.

Nana: Ooh, that is great. Do they deliver too?

Lika: Ooh yes. So, what would you like to eat?

Nana: I feel like having Mexican food today. And You?

Lika: I will have something Italian. So what would you like me to order for you?

Nana: I will have guacamole and burrito with chicken.

Lika: is that it? Do you want something to drink?

Nana: Coke would be nice.

Lika: OK. I will order bruschetta and Cesar salad with chicken. That should be fine. Nana, do you want some dessert too?

Nana: No, thank you. What about you?

Lika: I think I will have one tiramisu. Nana what is your home address?

Nana: It is 23 Rustaveli Ave, apartment 6.

Lika: Thank you. Our bill is 45 GEL. My food is 20 GEL and yours 22 GEL. 3 GEL for delivery. The app says the food will be here in 25 minutes.

Nana: Great.

Exercise 7 A: Fill in the graph with information from the conversation.

Person	Lika	Nana
Food		
Salad		
Desert		
Drinks		
Price		

Exercise 8: Ordering food online. Act out a conversation.

Student A: Ask if your partner is hungry

Student B: Say you are hungry

Student A: Ask what kind of food your friend would like to eat (Georgian or any other)

Student B: Say what food you like to eat and then ask the same question to your friend

Student A: Say what kind of food you want to eat

Student B: Choose a food from an online app. for yourself and ask what your friend wants

Student A: Name the food you want to eat.

Student B: Ask what your friend wants to drink?

Student A: Say the drink and ask about the desert too

Student B: Say the desert

student A: calculate the bill. Tell your friend how much the bill is.

Student B: Ask how long the delivery will take

Student A: Say the delivery time

You can write the conversation first and then act it out.

Teacher's notes

CEFR A1-A2

Aim

- To practice language related to ordering food online.

Objectives

By the end of the lesson students will be able to:

- Identify foods around the world.
- Practice naming international dishes.
- Differentiate between food categories.
- Ask questions about the food origin.
- Practice conversation with a friend about ordering food online.

Stage 1

- Tell students they will learn about world food this class.
- Ask students to read instructions for exercise 1 and match the foods with pictures.
- Help them with the pronunciation first.
- Check the answers with them.

Key. Ex. 1:

1. k(r)wä 'säN/ - France
2. tsä 'tsäkē/ - Greece
3. /näN/ bread – India
4. Pasta – Italy
5. Kimchi – Korea
6. Sushi - Japan
7. Khachapuri – Georgia
8. Burrito – Mexico

- Now ask them to do an exercise 2 individually.
- Make sure to teach the difference in pronunciation between desert (as sweets) and desert (as a location of dry land) desert / 'dezərt/ and dessert / dih-zurt /
- Check the answers with them.

Key: Ex. 2.

Column A	Column B
Appetizers	A smaller size food before a meal
Main course	Main meal that includes meat or fish
Side dishes	Food that comes with the main course
Deserts	Sweets that come after the meal
Salads	Fresh or cooked vegetables with dressing
Drinks	Liquids drank while eating

- Now ask sts to find a partner and work in pairs for exercise 3.
- Make sure they know how to pronounce the names.
- Write the headings on the board APPETIZERS, MAIN COURSE, SALADS, SIDE DISHES, DRINKS, DESSERTS.
- If they want, they can add more items for each category.
- Check the answers with them.

Key: Ex. 3 :

Appetizers: 1. Bruschetta 2. Hummus. 3. Guacamole

Main Courses: 1. Beef 2. Pork 3. Chicken

Salads: 1. Cucumber and tomato salad 2. Cezar salad. 3. Greek Salad

Side dishes: 1. Mushrooms. 2. Bean and rice. 3. Potatoes

Drinks: 1. Coke. 2. Oranje Juice. 3 Sparkling water. 4 Still water

Desserts: 1. Cheesecake. 2. Éclair 3. Tiramisu

Stage 2

- Now tell sts to do exercise 4.
- They can do it in pairs as well.
- Check the answers with them.

Key: Ex 4:

Egg roll – china, Guacamole – Mexico, Bruschetta – Italy, Hummus Lebanon, Tiramisu – Italy, Éclair – France, Cheesecake – the US, Borsch – Ukraine, Vegetable curry – India, Hot and sour soup – China, Baklava – Turkey.

- Tell sts they have to write two questions for each sentence.
- One question for the country of origin
- Another question about the food item.
- An example is provided.
- Once they write all the questions, they can practice asking each other.
- One student will ask two questions, the second one will answer.
- Then the second student will ask two questions and the first one answers.
- Check the questions with them first.

Key: Ex 6a:

1. Guacamole comes from Mexico.

Where does Guacamole come from?

What food comes from Mexico?

2. Bruschetta comes from Italy.

Where does Bruschetta come from?

What food comes from Italy?

3. Humus comes from Lebanon.

Where does Hummus come from?

What food comes from Lebanon?

4. Tiramisu comes from Italy

Where does Tiramisu come from?

What food comes from Italy?

5. Éclair comes from France

Where does Eclair come from?

What food comes from France?

6. Cheesecakes comes from the United States.

Where does Cheesecake come from?

What food comes from the United States?

7. Borsch comes from Ukraine.

Where does Borsch come from?
What food comes from Ukraine?

8. Vegetable curry comes from India.
Where does vegetable curry come from?
What food comes from India?

9. Hot and sour soup comes from China
Where does Hot and sour soup come from?
What food comes from China?

10. Baklava comes from Turkey.
Where does Baklava come from?
What food comes from Turkey?

Stage 3

- Now ask the students to read instructions for exercise 6
- If you feel like you can ask them to translate the ingredients in Georgia
- Write the word the INGREDIENT on the board and make sure sts understand its meaning.
- Some names of the ingredients: Basil - რეჰანი oregano – თავშავა coriander - ქინძი cumin - ძირა, lime - ლაიმი - ლიმონოს მსგავსი ციტრუსი, chilly pepper - წიწაკა, Tahini - ტაჰინი, სეზამის მარცვლების სოუსი, chickpeas - ბარდის სახეობა
- Check the answers with them
- If you have a stronger group ask them to write down the ingredients for Borsch, cucumber and tomato salad, or any other famous dish.

Key: Ex. 6. 1. Bruschetta. 2. Guacamole. 3. Hummus

- Ask sts to read the conversation
- Make sure they understand the meaning of the words
- Make sure they the word APP = APPLICATION
- No tell them that need to fill out the table
- Check the answers with them

Key: Ex. 6. 1. Bruschetta. 2. Guacamole. 3. Hummus

Person	Lika - Italian	Nana - Mexican
Food	Bruschetta	Guacamole and Burrito with chicken
Salad	Cezar salad	X
Desert	Tiramisu	X
Drinks	X	Coke
Price	20 GEL	22 GEL

- Now tell sts that they have to create similar conversation.
- First ask them to read the instructions
- Then tell them to choose a cuisine (სამზარეულო) first.
- They can use food items presented in the unit before.
- If sts are weaker, they can write the conversation first and then act it out.
- You can invite the pairs to act out in front of class.

Key: Ex. 8: Potential conversation

A: I am really hungry.

B: Me too.

A: Do you want to order food online?

B: Sure. That would be great. I have an app in my mobile to order food. We can use that.

A: Ooh, that is great. Do they deliver too?

B: Ooh yes. So, what would you like to eat?

A: I feel like having Lebanese food today. And You?

B: I will have something Georgian. So what would you like me to order for you?

A: I will have Hummus and beef.

B: Is that it? Do you want something to drink?

A: Sparkling water, like Nabeghlavi would be nice.

B: OK. I will order Khachapuri and cucumber and tomato salad. That should be fine. Do you want some dessert too?

A: Oh, yes, I will have some cheesecake. What about you?

B: I think I will have one Baklava. What is your home address?

A: It is 23 Rustaveli Ave, apartment 6.

B: Thank you. Our bill is 45 GEL. My food is 20 GEL and yours 22 GEL. 3 GEL for delivery. The app says the food will be here in 25 minutes.

A: Great.

Eating Places

Exercise 1: Work in pairs. Match the pictures with the places given in the box below.



1. _____



2. _____



3. _____



4. _____



5. _____

Coffee shop

Tea house

Steak house

Fast food

Restaurant

Exercise 2: Work in pairs. Read the conversation. Then answer the questions.

A: Hi. How are you doing this afternoon?

B: Fine, thank you. Can I see a menu, please?

A: Certainly, here you are.

Br: Thank you. What's today's special?

A: Hot and sour soup.

B: That sounds good. I'll have that.

A: What would you have for a main course?

B: I'll have fried rice with chicken.

A: Would you like something to drink?

B: Yes, I'd like a diet coke.

A: Thank you. (returning with the food) Here you are. Enjoy your meal!

B: Thank you.

A: Can I get you anything else?

B: No thanks. I'd like the check, please.

A: That'll be 14.95 GEL

B: Here you are.

A: Thank you! Have a good day!

B: Goodbye.

Exercise 2a: Answer the following questions:

1. Where is the conversation taking place

- a. Coffee shop
- b. Fast food
- c. Restaurant

2. How many people are there in the conversation?

- a. three
- b. two
- c. four

3. How does a customer ask for a menu. Write the sentence.

4. What does a waiter say when he brings a menu? Write the sentence.

5. How does a customer ask about a special dish. Write the sentence.

6. What does a waiter say when he brings the food? Write the sentence.

7. How does a waiter ask if the customer wants to eat more? Write the sentence.

8. What does a waiter say when he brings the check? Write the sentence.

9. How does a waiter say goodbye? Write the sentence.

Exercise 3 Work with another person. Read the conversation. Then answer the questions.

A: Can I help you?

B: Yes, can I have one cappuccino please?

A: Sure. Small or large?

B: Small please

A: What kind of milk? Regular or skimmed?

B: Regular please

A: Sure, for here or to go?

B: To go please.

A: Anything else ma'am?

B: Yes, can I have a muffin, please?

A: Of course. That will be GEL 9.50. in total.

B: Sure. Here you are.

A: Thank you

B: Thank you

Exercise 3a: Answer the following questions:

1. Where is the conversation taking place

- a. Coffee shop
- b. Fast food
- c. Restaurant

2. How many people are there in the conversation?

- a. three
- b. two
- c. four

3. What does a person A say to greet person B? Write the sentence.

4. What does a person A mean when he asks “for here or to go”?

- a. He asks if the person B wants to go.
- b. He asks if the person B wants to take coffee with her.
- c. He asks if the person B wants a sandwich.

5. Person B got _____ in the coffee shop.

- a. Coffee with Muffin.
- b. Cappuccino with skimmed milk
- c. Cappuccino with regular milk and a muffin.

6. Person B _____ the coffee shop.

- a. stayed in
- b. left
- c. bought

7. How does the person A asks if person B wants snacks with coffee? Write a sentence.

8. What does person B say when she gives money? Write the sentence.

Exercise 4: Work with another person. Read the conversation. Then answer the questions.

A: Welcome to our tea house. Table for two?

B: Yes please.

A: Follow me please. Here is the menu.

B: I'd like to have a cup of Earl Grey tea.

C: And I'd like green tea with Jasmine please.

A: Certainly. Anything else?

C: Do you have a marble cake?

A: Yes Ma'am,

C: Can I have two pieces of marble cake please, one for me and one for my friend.

A: Of course.

After some time

A: Can we have a check please?

B: Sure, that will be 17, 45 GEL

A: Here you are. Keep the change.

B: Thank you. Goodbye

A: Goodbye

Exercise 4a: Answer the following questions:

1. Where is the conversation taking place?

- a. Coffee shop
- b. Fast food
- c. Tea House

2. How many people are there in the conversation?

- a. three
- b. two
- c. four

3. How does the waiter greet the customer? Write the sentence.

4. Why does a waiter say "table for two?"

- a. She sees two customers.
- b. She sees one customer.
- c. She wants to buy two tables.

5. How does a person C says that she wants a marble cake? Write the sentence.

6. How does the person A say that she wants an Earl Grey tea? Write the sentence.

Exercise 5: Find a new partner.: Read the conversation. Then answer the questions.

A: Next in line, please

B: Hello, can we have one cheeseburger with a large fry and one double burger with small fry?

A: Sure, anything to drink?

B: Two small diet cokes please.

A: Sure; so one cheeseburger and one double burger with small and large fries and two diet cokes.

B: Yes please.

A: anything else?

B: No, thank you.

A: That will be 25.15 Gel.

B: Here you are

A: Thank you

B: Thank you.

Exercise 5a: Answer the following questions:

1. Where is the conversation taking place?

a. Coffee shop

b. Fast food

c. Tea House

2. How many people are there in the conversation?

- a. three
- b. two
- c. four

3. How does the waiter greet the customer? Write the sentence.

4. How does the waiter ask if the customer wants to eat more food? Write the sentence.

5. What does a customer say when she pays? Write the sentence.

Exercise 6: Find a new partner. **Read the conversation. Then answer the questions.**

A: The spaghetti looks really good.

B: It is! I had it the last time I was here. What would you recommend?

C: I'd recommend the steak. It's excellent!

A: That sounds great. I'll have that.

C: Fine. Would you like an appetizer?

A: No, thank you. What side dishes do you have?

C: We have broccoli, asparagus and mashed potatoes.

A: I will have asparagus please.

B: I think I'll have the steak with mashed potatoes.

C: Right. That's two steaks, one with asparagus and the other one with mashed potatoes.

Would you care for an appetizer?

B: Yes please.

C: The tomato soup is fresh, so I'd recommend that.

B: Ok. I will have that.

C: What would you like to drink?

B: I'll have water.

A: I'd like a beer.

C: Thank you. I'll get the drinks and the appetizers.

B: Thank you.

Exercise 6a: Answer the following questions:

1. Where is the conversation taking place?

- a. Coffee shop
- b. Fast food
- c. Steak House

2. How many people are there in the conversation?

- a. three
- b. two
- c. four

3. How does person B asks for recommendation? Write the sentence.

4. How does the person C ask if person B wants an appetizer? Write the sentence.

5. How does the person C ask if the guests want to drink something? Write the sentence.

Exercise 7: Answer the questions.

When you are a customer:

1. How do you ask what is the special dish of the day?

2. How do you ask for a menu?

3. How do you ask for recommendations?

4. How do you ask for a cup of tea?

5. How do you say goodbye?

When you are a waitperson:

1. How do you greet new customers?

2. How would you offer appetizers?

3. How will you ask if a customer wants to drink something?

4. What do you say when you bring menu, food or check to the customer?

5. How do you say goodbye?

Exercise 8. Find a new partner. Choose one of the places from the box. Then write out a conversation using the exercises above. Then act it out.

coffee shop	tea house	steak house	Fast food	Restaurant
-------------	-----------	-------------	-----------	------------

The conversation should have:

- Greetings
- Asking for or giving a menu
- Ordering food
- Asking questions about appetizers or salads, or drinks or anything else.
- Payment
- Saying goodbye

Teacher's notes

CEFR A1-A2

Aim:

- To practice ordering at different places

Objectives

By the end of the lesson students will be able to:

- Understand the difference between the food order expressions in different places.
- Practice ordering food at the coffee shop, tea house, steak house, restaurant and fast food.
- Greet and say goodbye to customers in different places.
- Ask for the check.
- Order food.
- Inquire about different food categories.

Stage 1

- Tell sts to read the instructions and do an exercise 1 individually.
- Check the answers with them.

Key. Ex: 1. 1. Coffee shop. 2. Tea House. 3. Fast food. 4. Steak House. 5. Restaurant.

Stage 2

- Tell sts they will read several conversations.
- For each conversation they have to answer the questions that follow.
- In some cases, they will have to write out the specific sentences.
- For every conversation they can change a partner.
- Once they read a conversation, you can go through it with them, making sure they understand all the expressions.
- Check the answers with them after reading every conversation.

Key: Ex. 2a: 1. C. 2. B. 3. Can I see a menu? 4. Here you are. 5. What's today's special. 6. Here you are. 7. Can I get you anything else? 8. Here you are. 9. Have a good day.

Key: Ex. 3a: 1. A. 2. B. 3. Can I help you. 4. B. 5. C. 6. B. 7. Anything else Ma'am? 8. Here you are.

Key: Ex. 4a: 1. C. 2. A. 3. Welcome to our tea house. 4. A. 5. Do you have a marble cake. 6. I'd like to have a cup of Ear Gray tea.

Key: Ex. 5a: 1. A. 2. B. 3. Next in line please. 4. Anything else? 5. Here you are.

Key: Ex. 6a: 1. C. 2. A. 3. What would you recommend? 4. Would you like an appetizer? 5. What would you like to drink?

Stage 3

- Now ask sts to work individually and do an exercise 7.
- Check the answers with them.

Key: Ex. 7.

When you are a customer:

1. *What's today's special*
2. *Can I see a menu*

3. *What would you recommend?*
4. *I'd like to have a cup of tea*
5. *Have a nice day.*

When you are a waitperson:

1. *Welcome to our*
2. *Would you like an appetizer?*
3. *What would you like to drink?*
4. *Here you are*
5. *Thank you. Goodbye.*

- Now ask sts to work in pairs.
- They have to choose place first.
- Then they can use phrases from exercise 7 to create a conversation.
- If the group is strong, they can act out.
- But if the group is weaker, ask them to write the conversation first and then act it out in front of the class.
- Make sure they say the phrase HERE YOU ARE correctly.

Diets

Exercise 1: Work in pairs. Share with your partner:

- Have you ever been on a diet?
- What was the name of the diet?
- What could you eat and what not?

Words you will need:

grain - მარცვალ
 dairy products - რძის
 პროდუქტები
 diet - კვება
 restriction - შეზღუდვა
 to be on a diet - იყო დიეტაზე
 poultry - ფრინველი
 food allergies - კვების
 ალერგია

Exercise 2: Fill in the gaps with the words from the box.

1. You look so healthy. What does your _____ consist of?
2. I am vegan, which means I do not eat meat and _____.
3. Because of my health, my doctor put me on a dietary _____.
4. I feel hungry all the time. I am _____
5. Keto diet allows to eat fats, oils, vegetables, meat and _____
6. Low-carb diet means that you eat very little _____ such as bread, pasta, and rice.
7. My sister has _____, she cannot eat nuts.

Exercise 3: Match the words in column A to definitions in column B.

A	B
Vegetarian	When a person who is allergic to foods like fish, dairy products, nuts.
Vegan	When a person who does not eat grain and sugar
Food allergies	When a person who eats very little grain and sugar but eats lots of fats, oils, meat, and vegetables.
Keto diet	A person who does not eat meat and poultry
Low-carb diet	A person who does not eat meat, poultry and dairy products

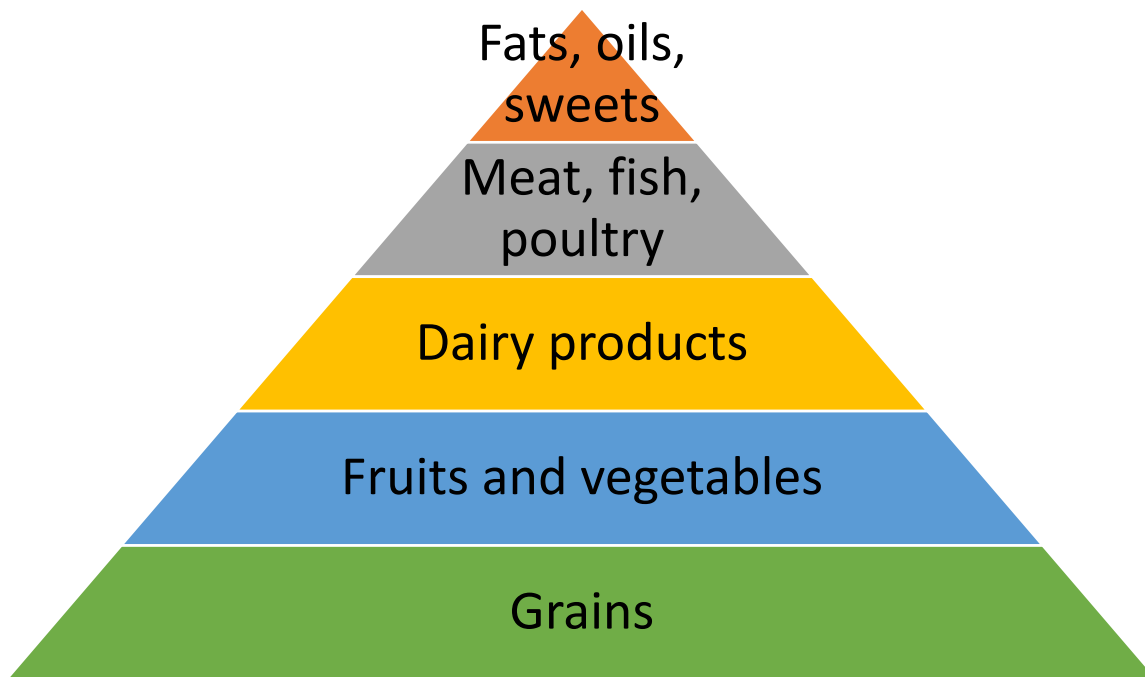
Exercise 4: Look at the food pyramid and read the text.

A balanced diet

This is a food pyramid.

It shows what we should eat more and what we should eat less of.

We should eat less fats, oils and sweets and eat more grains. Eat less meat, fish, poultry and more of fruits and vegetables.



Exercise 4 a: Work in pairs. Now look at the pictures and put them in the right place in the food pyramid.



1. Cottage cheese



2. Tomato



3. Walnuts



4. Pasta



5. Butter



6. Bread



7. Milk



8. Watermelon



9. Cauliflower



10. Chicken



11. Rice



12. Sour cream



13. Oranges



14. Olive oil



15. Chocolate



16. Pork



17. Eggplant



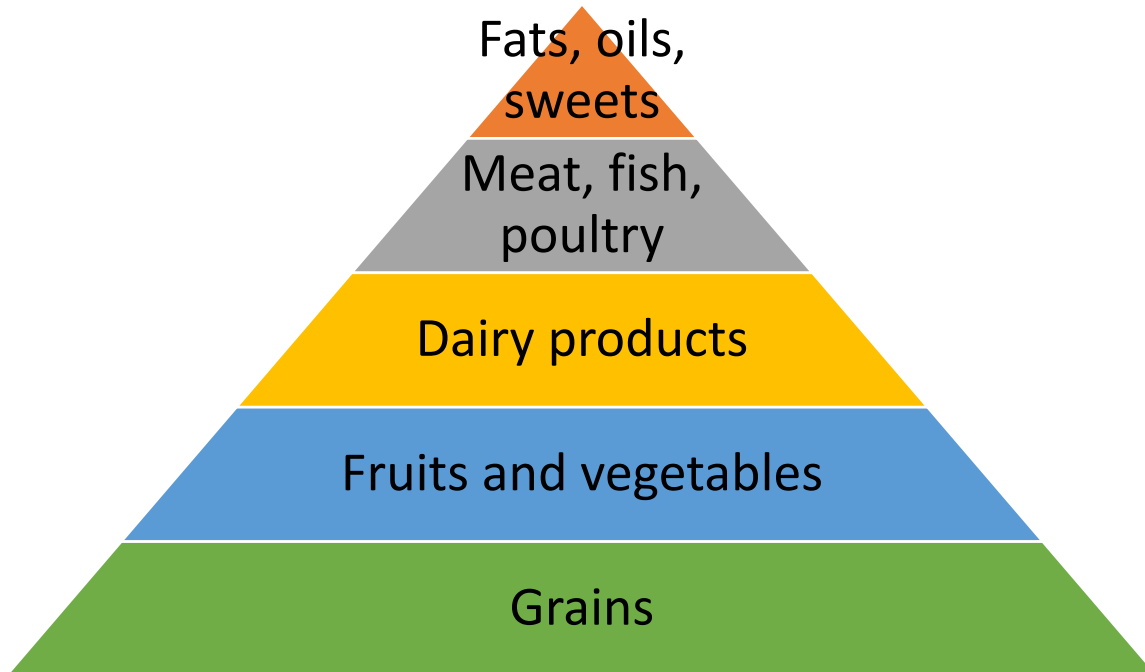
18. Oatmeal



19. Potatoes



20. Fish



A: Grains:

B: Fruits and vegetables

C: Dairy products:

D: Meat, fish, poultry:

E: Fats, oils, sweets

Exercise 5: Work in pairs. Your partner will tell you about a dietary restriction she / he has. Then you should guess what the person can and cannot eat. Use exercise 3 column A to choose dietary restriction and a food pyramid.

For example:

Student A: I am on a low-carb diet.

Student B: You can eat meat, fish, poultry, right?

Student A: Right.

Student B: You can also eat, fat and oils such as butter, olive oil, walnuts, and hazelnuts, right?

Student A: Right

Student B: You can also eat oatmeal, right?

Student A: Yes, I can, but very little. It is a grain.

Student B: You cannot eat bread, pasta, and rice.

Student A: Right.

Student B: You can eat sour cream and cottage cheese, right?

Student A: Right.

Now take turns. Choose another dietary restriction.

Teacher's notes

CEFR A1-A2

Aim:

- To practice speaking about different diets

Objectives

By the end of the lesson students will be able to:

- Understand the parts of the food pyramid.
- Practice asking about different diets.

Stage 1

- Tell sts that the lesson will be about diets.
- Make sure you explain the difference between the words DIET and expression BEING ON A DIET.
- Allow them to do exercise 1 in pairs.
- Then ask them to do exercise 2 individually.
- Check the answers with them.

Key. Ex: 2. 1. Diet 2. Dairy products. 3. restrictions. 4.on a diet. 5.Poultry. 6. Grain. 7. Food allergies.

- Now sts should match the words and the definitions. This will allow them to understand the difference between different diets.
- They can work individually or work in pairs.
- Check the answers with them.

Key. Ex: 3

A	B
Vegetarian	A person who does not eat meat and poultry
Vegan	A person who does not eat meat, poultry and dairy products
Food allergies	When a person who is allergic to foods like fish, dairy products, nuts.
Keto diet	When a person who does not eat grain and sugar
Low-carb diet	When a person who eats very little grain and sugar but eats lots of fats, oils, meat, and vegetables.

Stage 2

- Tell sts they will learn about a balanced diet.
- Make sure they know the word BALANCED.
- You can write it on the board and elicit meaning.
- Tell them that the triangle shows the amount of each food category a person should be eating.
- Now they have to put the food presented in exercise 4 in each category.
- If the group is strong you can ask them to generate additional food items for each category.
- They can work in pairs or individually.
- Check the answers with them.

Key: Ex. 4

A: Grains: 4. 6. 11. 18.

B: Fruits and vegetables: 2. 8. 9. 13. 17.19.

C: Dairy products: 1. 5. 7. 12.

D: Meat, fish, poultry: 10. 16. 20

E: Fats, oils, sweets: 3. 14. 15.

- ❑ Now tell sts they will work in pairs.
- ❑ One student should choose a diet and another student will tell what the person on a diet can and cannot eat.

Dietary Restrictions

Exercise 1: Work in pairs. Tell your partner if you have any dietary restrictions.

Exercise 2: Work in pairs. Do you fast? Tick the foods that you can eat when you fast.

- | | |
|-------------------|-----------------|
| 1. Vegetables | 6. Bean |
| 2. Fruits | 7. Eggs |
| 3. Cheese | 8. Nuts |
| 4. Fried potatoes | 9. Tea / coffee |
| 5. Burger | 10. Ice-cream |

Words you will need:

- lamb - ბატკანი
- shellfish - საჭმელი მოლუსკები და კიბოსებრნი
- Hindu - ჰინდუ
- Muslim - მუსულმანი
- Jew - ებრაელი
- Buddhist - ბუდისტი
- Christian - ქრისტიანი
- gluten-free - გლუტენის გარეშე
- lactose-free - ლაქტოზის გარეშე (ლაქტოზა - რძის შაქარი)
- digest - გადამუშავება
- fast - მარხვა

Exercise 3: Work in pairs. Fill in the gaps with the words from the table.

Some people cannot eat bread and others cannot digest dairy products.
Some may have allergies to nuts or shellfish.

Restriction	Cannot have	Can have
Gluten intolerance	Food that has grains in it: such as bread, pasta, cakes, pizza.	Gluten-free bread, rice, cauliflower pizza, Mchadi.
Lactose intolerance	Dairy products such as milk, yogurt, ice-cream, cheese.	Plant-based milk such as almond milk, coconut milk, lactose-free milk.
Allergies	Nuts or shellfish. Any nut butters such as peanut butter, hazelnut butter.	Can have regular fish.

1. People who have gluten intolerance cannot have pizza, but they can have _____
2. People who have lactose intolerance cannot have Latte with regular milk, but they can have a Latte with _____
3. People who have gluten intolerance cannot have bread, but they can have _____
4. People who have allergies to _____ should not have eggplants with walnut sauce.

Exercise 4: Work in pairs and do the tasks.

A: Write three deserts you would recommend to people who have gluten intolerance.

1. _____ 2. _____ 3. _____

B: Write three deserts you recommend to people who have lactose intolerance.

1. _____ 2. _____ 3. _____

C: Write three deserts you recommend to people who have nut allergies

1. _____ 2. _____ 3. _____

Exercise 4a: Find another pair and present your recommendations. You can say:

1. I recommend _____, _____, and _____ to people who have gluten intolerance.
2. I recommend _____, _____, and _____ to people who have lactose intolerance.
3. I recommend _____, _____, and _____ to people who have nut allergies.

Exercise 5: Work in pairs. Look at the table and share with your partner what you understand.

Some people cannot eat certain foods and drink alcohol because of their religion.

Group	Pork	Beef	Lamb	Chicken	Fish	Alcohol
Hindu	X	X				
Muslim	X	Halal	Halal	Halal		X
Jew	X	Kosher	Kosher	Kosher	No shellfish	
Buddhist	X	X	X	X	X	X
Christian	When not fasting	When not fasting	When not fasting	When not fasting		

Exercise 5a: Work in pairs. Look at the table and then fill in the gaps based on the table below.

- Hindu people cannot eat _____ and _____, but they can eat _____, _____, _____ and drink _____.
- Muslims cannot eat _____ and drink _____, but they can eat _____, _____, and _____ if they are halal.
- Jewish people cannot eat _____ and shellfish. They can eat _____, _____, and _____ only if they are kosher.
- Buddhists cannot eat _____ and fish. They also cannot drink _____.
- Christians can eat _____, _____, _____, and _____ when they are not fasting. They can drink alcohol.

Exercise 6: Read the conversation and fill in the gaps from the box.

A: Hello. Can I take your order?

B: Yes. I would like khachapuri, but I am _____. I cannot eat dairy products; Can you tell me the ingredients of khachapuri?

A: Khachapuri has cheese, which is a dairy product.

B: _____.

A: _____ instead. It is like khachapuri but instead of cheese, it has beans. It is very tasty.

B: Great. I will have Lobiani then.

A: Small, medium or large?

B: Medium, please

A: _____?

B: A sparkling water please.

A: OK. I'll get that for you too.

Anything else?
Oh, how sad!
Gluten intolerant.
I can recommend
Lobiani.

Exercise 7: Read the conversation and fill in the gaps from the box.

A: Hi, _____?

B: Hi, I would like some Khinkali. Is the meat in Khinkali halal?

A: I am afraid not sir. I recommend Khinkali with potatoes instead.

B: Ok, I'll have ten Khinkalis with potato

A: Would you like anything to drink with that? I could recommend a glass of beer. _____

B: Does beer have alcohol?

A: Yes sir.

B: Unfortunately, _____.

A: I see. Then let me offer you a bottle of sparkling water.

B: Thank you.

A: OK, O'll bring it over in five minutes.

It goes well with Khinkali.
What would you like to order today?
I'll have that.
I cannot have alcohol.

Exercise 9: Work in pairs. Put the sentences in order and make a conversation. Then act it out.

A:	I'll have an orange juice. I am vegan and cannot have dairy products. Does mashed potatoes have any milk in it?
B:	That would be great. I'll have that.
A:	I am afraid it does. I can offer fried potatoes instead.
B:	Hi, are you ready to order?
A:	OK. And anything to drink?
B:	Yes. Can I have fish and mashed potatoes?

Teacher's notes

CEFR A1-A2

Aim:

- To practice speaking about dietary restrictions

Objectives

By the end of the lesson students will be able to:

- Differentiate different dietary restrictions.
- Construct a conversation about offering options.

Stage 1

- Remind students the words restrictions.
- Explain the word Fasting and tell them to work in pairs and do exercise 2.
- Then explain what gluten and lactose is.
- Gluten – protein in grains that has no nutritional value.
- Lactose – special sugar found in milk.
- Tell them that some people cannot digest gluten and lactose and therefore are not eating them.
- Other people have allergies to nuts and fish and they can die if they eat them.
- Allow them to ask you further questions after looking at table in exercise 3.
- Let them work in pairs and do the exercise.
- Check the answers with them.

Key. Ex: 3. 1. Cauliflower pizza. 2. Coconut milk, or almond milk. 3. Mchadi 4.Nuts

- Once you make sure they understand the restrictions ask to work in pairs and think of deserts for people who have dietary restrictions.
- Ask them to read instruction for exercise 4;
- Answers will vary
- You can write all their answers on the board.

Key. Ex: 4 Potential answers:

A: ჩურჩხელა, ფელამუში, შოკოლადის მუსი, ნაყინი

B: გოზინაყი, ქადა, პერენიები **Note: Butter is lactose free**

C: Cheesecake, chocolate cake, apple pie

- Now tell them they each should present their work to class using a structure from exercise 4 a;
- This way they practice speaking.
- A teacher can write all those deserts on the board in three columns.

Stage 2

- Tell sts they will learn more about dietary restrictions.
- This time restrictions will be based on the religious preferences.
- Ask sts to work in pairs.
- Let them read the table and help them understand what X stands for.
- Explain what is HALAL and KOSHER (Halal means the way animal is killed. / Kosher means the way animal is killed, and then blessed in a special way).
- Then they have to do an exercise 5a.
- Check the answers with them.

Key. Ex: 5: 1. Pork, beef, lamb, chicken, alcohol. 2. Pork, alcohol, lamb, chicken, beef. 3. Pork, beef, lamb, chicken. 4. Meat, alcohol. 5. Pork, beef, lamb, chicken

Stage 3

- Now sts should read the conversations and fill in the gaps.
- The conversations are about people who have dietary restrictions.

- In the last conversation, they have to put sentences together and construct a conversation, which they will act out.
- Check the answers with them.

Key: Ex. 6.

Gluten intolerant.

Oh, so, sad.

I can recommend Lobiani

Anything else?

Key: Ex. 7.

What would you like to order today?

It goes well with Khinkali

I cannot have alcohol

I'll have that.

Key: Ex. 8:

A: Hi, are you ready to order?
B: Yes. Can I have fish and mashed potatoes?
A: OK. And anything to drink?
B: I'll have an orange juice. I am vegan and cannot have dairy products. Does mashed potatoes have any milk in it?
A: I am afraid it does. I can offer fried potatoes instead.
B: That would be great. I'll have that.

Ingredients

Exercise 1: Work in pairs. What is your favorite Georgian dish? Can you name the ingredients of this dish?

Exercise 2: Fill in the gaps with new words.

1. What makes Georgian dishes so delicious? Georgian _____
2. Cutlet is made out of _____, and some Georgian species.
3. You can use lemon juice in some _____ instead of a vinegar.
4. _____ is used in many Georgian dishes.

Words you will need:

species - სანელებლები
 walnut sauce - კერძი
 ნიგვზით
 dish - კერძი
 minced meat -
 დაკეპილი ხორცი

Exercise 3: Put the items into following categories:

Eggplant	Cilantro	Grapes	Pomegranate	Parsley	Plum		
Beans	Basil	Fig	Green beans	Celery	Beetroot	Mint	Cherry
Onion	Tarragon	Apricot	Spinach	Garlic	Peach	Bell pepper	

Vegetables	Greens	Fruit

Exercise 3a: Now write Georgian translation to these ingredients.

Exercise 4: Work in pairs. Make a dish with the following ingredients. Write the names of the ingredients first and then the name of the dish. One ingredient is missing. Guess which one?

1.



2.



3.



Exercise 5: What ingredients are in these Georgian dishes. List all of them.

Chakhokhbili: at least 5 ingredients

Kharcho: at least 5 ingredients

Exercise 6: Read the conversation and answer the questions.

Waitperson: May I take your order, or do you need a few more minutes?

Customer 1: I think we're ready.

Customer 2: What exactly is the Kalakuri Khinkali?

Waitperson: It is khinkali with some minced meat and greens in it, unlike Mtiuluri Khinkali which does not have greens in it, only minced meat.

Customer 2: That sounds delicious. I'll have 10 Kalakuri Khinkali and a bottle of Nabeghlavi please.

Waitperson: Great choice.

Customer 1: That sounds good! I'll have the same.

Waitperson: So, twenty khinkali and a bottle of Nabeghlavi.

1. How many people are in the conversation?

2. How does the customer 2 ask about what are ingredients in Kalakuri khinkali? Write the sentence.

3. What does the customer 2 say to show that she would love to order the food? Write the sentence.

4. What does a waitperson say to show that customers chose delicious food.

Exercise 7: Read the conversation and answer the questions.

A: Can I take your order?

B: Is there anything you recommend?

A: Rachuli Lobio is today's special dish. It is served with Jonjoli, which is a special Georgian pickle and chadi, which is a small corn bread.

B: I would like to know the ingredients of this dish.

A: Sure, it has red beans, and pieces of pork, onion, garlic and some Georgian species.

B: Oh, I am vegetarian, I do not eat pork.

A: No problem, I would recommend a regular Lobio instead. It does not have any meat and it is very delicious.

B: I'll have that then.

A: What would you like to drink?

B: A bottle of still water.

How many side dishes does Rachuli Lobio come with?

How does the customer ask about the ingredients of the dish? Write the sentence.

How does a waitperson offer another dish? Write the sentence.

Exercise 8: Now act out a conversation using this chart.

Waitperson:

Customer:

Ask for order.

Ask for recommendations.

Give recommendation.

Ask about the ingredients in the dish.

Name the ingredients.

Say yes to the dish or say not.

Offer another dish.

Say yes to the dish.

Give you positive reaction.

Waitperson can offer Georgian dishes: eggplant in walnut sauce, spinach in walnut sauce, Khinkali, Chakhokhbili, Chadi and Sulguni, Lobio, Kharcho, Ajapsandali, tarragon lemonade, Ojakhuri with tkemali.

Customer can have dietary restrictions: be vegan, ask for halal or kosher food, have gluten or lactose intolerance, have nut allergies.

Teacher's Notes

CEFR A1-A2

Aim:

- To practice explaining the ingredients in the dishes

Objectives

By the end of the lesson students will be able to:

- Name ingredients dominant in Georgian cuisine.
- Identify ingredients in Georgian dishes.
- Practice conversation between a waiter and a customer giving recommendations about specific dishes.

Stage 1

- Ask sts to share their favorite Georgian dishes and their ingredients (preferably in English)
- Pre-teach words and then ask sts to do an exercise 2

Key. Ex: 2. 1. Species. 2. Minced meat. 3. Dishes. 4. Walnut sauce

- Make sure you explain the difference between vegetable, greens and fruits.
- Ask the sts to do the exercises 2 l and 2a individually or in pairs.

Key. Ex: 3 and 3a

Vegetable	Greens	Fruit
Eggplant - ბადრიჯანი	Cilantro - კინძი	Pomegranate - ბროწეული
Spinach - ისპანახი	Parsley - ოხრახუმი	Plum - ქლიავი (ტყემალი)
Beans - ლობიო	Basil - რეჰანი	Fig - ლეღვი
Green beans - მწვანე ლობიო	Celery - ნიახური	Grapes - ყურძენი
Beetroot - ჭარხალი	Mint - პიტნა	Cherry - ბალი
Onion - ხახვი	Tarragon - ტარხუნა	Apricot - გარგარი
Garlic - ნიორი		Peach - ატამი
Bell pepper - ბულგარული წიწანა		

Stage 2

- Sts can work individually or in pairs or in groups of three.
- Check the answers.

Key. Ex: 4.

1. Eggplant, cilantro, onion, oil, walnuts, garlic. – Eggplant in walnut sauce (missing ingredient pomegranate) If they do not know the name of the pomegranate, let them search it.

2. Beans, oil, cilantro garlic, species -Lobio (missing ingredient onion)

3. Pork, onion, potatoes – Ojakhuri (missing ingredient – oil)

- Now ask the students to work in pairs and do an exercise 5
- If students need to use internet, let them.
- They may search for recipes and translation of ingredients as well.
- Allow them to do a research if needed.

Key. Ex: 5

Potential ingredients for chakhokhbili - Chicken, tomatoes, oil, onion, cilantro

Potential ingredients for Kharcho – Beef, onion, garlic, pepper, walnut

- Now ask the students to do exercise 6
- Check the answers.

Key. Ex: 6

1. Three.

2. What exactly is the Kalakuri Khinkali?

3. I'll have 10 Kalakuri Khinkali

4. Great choice

- If students need to use internet, let them.
- They may search for recipes and translation of ingredients as well.

Cooking

Exercise 1: Walk around the class and ask what your classmates' favorite Georgian dish is. Ask 5 students and write the answers below.

YOU ASK: What is your favorite Georgian dish?

THEY ANSWER: My favorite Georgian dish is _____

Words you will need

mince - დაკეპვა
 stew - მოთუშვა
 grill - შამფურზე შეწვა
 smoke - შემოღვა
 fry - შეწვა
 boil - მოიხარშვა
 recipe - რეცეპტი
 pot - ქვაბი
 pan - ტაფა

Student Name	Favorite Georgian dish
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

Exercise 2: Match the words with their definitions.

Mince	To use smoke to prepare a dish
Stew	To cook food in water in a pot
Grill	To cook food over open fire
Smoke	To cook food in oil in a pan
Fry	To cook slowly in a closed pot
boil	To cut into very small pieces

Exercise 3: Write how is food prepared in each picture.



To _____



To _____



To _____



To _____



To _____



To _____

Exercise 4: Work in pairs. Write the name of the dish based on ingredients.

RECIPE 1

Step 1 - Take 500 grams of minced beef and minced pork. Add minced onion. Put 50 grams of bread in milk. Let it soften and add. Then add salt and pepper. Mix everything well.

Step 2 – Make small balls and fry them in the pan 5 minutes on each side.

YOU GET _____

RECIPE 2

Step 1 – Cut one onion and one clove of garlic. Then add, two potatoes. Let it stew for 5 minutes.

Step 2 – Then add slices of beef and one liter of water, let it boil and then cover the pot and let it stew for 2 hours.

YOU GET _____

Exercise 5: Read the conversation and answer the questions.

A: Are you ready to order?

B: Yes, I'd like Chakhohbili but can you please tell me how is it made?

A: Of course, sir. So, for Chachochbili you need one onion, one clove of garlic, chicken, and tomatoes. You stew all of these for an hour in a pot and then add lots of parsley and cilantro.

B: Sounds delicious. I'll have that.

A: And you?

C: I would like Ojakhuri but also want to know how is it made?

A: Well, for ojakhuri you fry potatoes and pork together with lots of onion in a large pan for 35 minutes, then add salt and pepper.

C: That sounds delicious! But I cannot eat pork. Can you recommend something else?

B: Actually, we can offer mushrooms instead of pork.

C: Ooh, that would be great! Thank you, I will try fried potatoes with mushrooms.

B: Does the food come with the side dishes?

A: Yes, it comes with Georgian bread and a plum sauce, called Tkhemali.

C: Excellent.

A: Would you like anything to drink?

B: Sure, can we have a bottle of tarragon lemonade?

A: OK, so that is one chakhokhbili, one ojakhuri with mushrooms and one bottle of Tarragon lemonade.

1. How is Chakhokhbili made?

2. How is Ojakhuri made?

3. How many people are there in a conversation?

4. How did the customer offer the change in the dish? Write the sentence.

5. Write the final order of the customers.

Exercise 6: Act out a conversation.

There are two guests. One wants Mtsvadi and another one Ghomi with smoked sulguni. A waiter has to explain how they are made.

Mtsvadi – grill pieces of pork and beef

Ghomi with smoked Sulguni – Boil corn in water and then stew it. Add slices of smoked sulguni

Side dish: Plum sauce, walnut sauce.

Teacher's Notes

CEFR A1-A2

Aim:

- To practice speaking about food preparation techniques

Objectives

By the end of the lesson students will be able to:

- Practice saying different food preparation techniques.
- Use the food preparation verbs in the recipes.
- Practice a conversation describing different food preparation techniques to a customer.

Stage 1

- Tell sts they will do a survey.
- They have to walk around in the class and ask their colleagues about their favorite Georgian dish.
- Then they have to collect the information and record it in their papers under exercise 1.
- Pre-teach some vocabulary if needed.
- Then ask them to do an exercise 2 and 3 individually or in pairs.
- Check the answers.

Key. Ex: 2

Mince	To cut into very small pieces
Stew	To cook slowly in a closed pot
Grill	To cook food over open fire
Smoke	To use smoke to prepare a dish
Fry	To cook food in oil in a pan
boil	To cook food in water in a pot

Key. Ex: 3

1. Grill

2. Mince

3. Smoke

4. Stew

5. Boil

6. Fry

Stage 2

- Ask sts to change the partner.
- Allow them to work in new pairs and do an exercise 4.
- Go through the recipe with them, if needed translate in Georgian.

Key. Ex: 4. Recipe 1 – Katleti (meat balls). Recipe 2 – Souzi (Beef stew)

- Ask sts to read the conversation in exercise 5 and answer the following questions.
- You can ask two students to act out the conversation.
- If needed use Georgian language to explain the phases in the conversation.

Key. Ex: 5

1. for Chachochbili you need one onion, one clove of garlic, chicken, and tomatoes. You stew all of these for an hour in a pot and then add lots of parsley and cilantro.

2. fry potatoes and pork together with lots of onion in a large pan for 35 minutes, then add salt and pepper.

3. Three

4. Actually, we can offer mushrooms instead of pork

5. one chakhokhbili, one ojakhuri with mushrooms and one bottle of Tarragon lemonade.

Stage 3

- Ask sts to find a new partner.
- Sts act out a dialogue now based on conversation in exercise 5.
- They can choose a dish and explain to the customer how it is made.
- If they want to choose any other Georgian dish, they are more than welcome.

- In addition, you can show sts the link and ask them to complete the exercise about role play, It is a 4minute long.
A role-play Video: <https://www.youtube.com/watch?v=vtBtTXhmYFY>

Baking

Exercise 1: Work in pairs. Name your favorite desserts. Do you know how to make them? If yes, share the recipe with your partners.

Exercise 2: Introduce your partner to class. Say the person's name and then his/her favorite dessert.

For example:

This is Natia and her favorite desert is Tiramisu.

Words you need:

pour - დასხმა
stir - არევა (მოურიე)
mix - არევა (აურიე)
blend - არევა
(ერთგვაროვანი მასის
მიღების მიზნით)
mash - დაჭყლეტვა

Exercise 3: Fill in the gaps with the words from the box.

1. You can _____ bananas like boiled potatoes
2. If you make fruit salad, you need to _____ small cut fruits.
3. When you cook a stew, you need to _____ from time to time.
4. Make sure you _____ all the ingredients well when you are making a smoothie.
5. _____ a glass of wine for me.

Exercise 4: Match the words with pictures.

Flour Sugar Oven Recipe Dough Stove Cookie Bowl
Butter Cup Kitchen Egg Spoon Chef Biscuit Baking tray

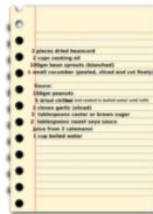
1



2



3



4



5



6



7



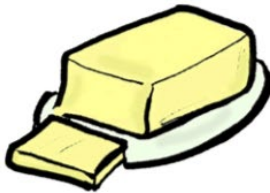
8



9



10



11



12



13



14



15



16



Exercise 5: Read the recipe and write the ingredients.

**Recipe
Banana Cake**

- Preheat oven to 200 C.
- In a big bowl, mix flour, soda and salt.
- In another bowl mix together butter and sugar.
- Stir eggs and mashed bananas.
- Stir banana mix to flour mix.
- Pour mix into the pan.
- Bake in preheated oven from 50 minutes.
- Let the cake cool in pan for 10 minutes and then take it out.

What are the ingredients.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



Exercise 5a: Now translate the recipe into Georgian language.

A large, empty rectangular box with a blue border, intended for the student to write the Georgian translation of the recipe.

Exercise 6: Listen to the video and follow the instructions.



Exercise 6a: Think of a desert you would want to bake and make your own show using the text.

- First think about ingredients.
- Then Use the text and change the words.
- Then present.

Hello and welcome to Kim's Kitchen.

Today I am going to show you a simple recipe for cookies.

Let's start with the ingredients. You will need three cups of flour, one and half teaspoons of baking powder, eight ounces of butter, one and half cups of sugar, and one egg.

First, mix the flour and baking powder in a bowl.

Then in another bowl, mix the sugar and butter.

Next add the egg and blend the mixture from the first bowl.

Finally, use a wooden spoon to put balls of the cookie dough onto a baking tray and bake in the oven for ten minutes.

Allow the cookies to cool for a few minutes.

But don't eat them all at once.

Teacher's notes

CEFR A1-A2

Aim:

- To practice speaking about baking related issues

Objectives

By the end of the lesson students will be able to:

- Understand baking related vocabulary.
- Talk about baking recipe.
- Present in a cooking show.

Stage 1

- Tell sts that the class is about baking and deserts.
- Make sure they know the difference between the word desert and desert (explained later in the unit)
- Ask them to find a partner and do an exercise 1. Once they share the desert, they each have to introduce their partner to the class and say their favorite desert.
- . Pre-teach the words and ask the students to do an exercise 3.

Key. Ex: 3: 1. Mash. 2. Mix. 3. Stir. 4. Blend. 5. Pour

Stage 2

- Ask sts to do an exercise 4.
- If they do not know the word, they can use their phones to translate them.
- Give them enough time.

Key. Ex: 4 . 1. Oven. 2. Biscuit. 3. Recipe. 4. Chef. 5. Dough [dou]. 6. Stive. 7. Bowl. 8. Egg. 9. Sugar. 10. Butter. 11. Cup. 12. Spoon. 13. Cookie. 14. Kitchen. 15. Flour 16. Baking tray.

- Ask sts to work individually. Let them read the recipe and write the ingredients.
- Help them with the word "preheat".
- Let them translate the recipe in Georgian, if you find it useful for the class.

Key. Ex: 5.

1. Flour. 2. Soda. 3. Salt. 4. Butter. 5. Sugar. 6. Eggs. 7. Bananas

Stage 3

- Let them watch the part of a cooking show
- https://www.youtube.com/watch?reload=9&v=PN_4lpCgVIQ - till 3:28
- The text is given to help them create their own cooking show.
- Ask them to think of their favorite recipe and using the text write their own script.
- Ask them to act it our and teach the rest of the class how to bake their favorite desert.
- Make sure they use the baking verbs.

Payment

Exercise 1: Work in pairs. Look at the menu of restaurant names WELCOME. You each have 20 GEL, please make an order of 40 GEL. Then present to the class as if you are ordering by saying I'd like

Welcome

MENU

Starters

Homemade soup of the day	4.35 GEL
Hummus dip	3.35 GEL
Bruschetta	3.35 GEL
Guacamole dip	4.05 GEL

Main course

Beef burger	8.95 GEL
<i>Served with fries</i>	
Homemade spicy bean burger (V)	7.95 GEL
<i>Served with pickles</i>	
Grilled chicken with walnut sauce	7.45 GEL
<i>Served with Georgian bread</i>	
Fried potatoes with pork	9.15 GEL
<i>Served with Plum sauce</i>	
Smoked Fish with mashed potatoes	8.05 GEL
<i>Served with fresh salad</i>	

Salads

Cezar Salad	3.00 GEL
Georgian Salad	3.00 GEL
Greek salad	3.00 GEL

Deserts

Ice crem	5.00 GEL
<i>(Vanilla, chocolate or strawberry)</i>	
Fruit Salad	5.25 GEL
<i>(Apple, banana, orange, kiwi and strawberries)</i>	
Banana cake	4.75 GEL
<i>(With or without nuts)</i>	
Eclair	4.00 GEL
<i>(Chef's original recipe)</i>	

***V (Vegetarian dish)**

Exercise 2: Read the conversation and do the exercises 2 a and 2 b.

Part 1 - Welcoming

Waiter: Welcome to WELCOME's. _____

Customer: Do you have any specials today?

Waiter: Yes. Today's special is homemade soup of the day. I'll be back to take your order in a minute.

Part 2 - Ordering

Waiter: _____?

Customer 1: Yes. I'd like the homemade soup of the day please.

Waiter: Would you like anything for starter?

Customer 2: Yes, I'd like hummus dip please.

Waiter: Ok sure.

Customer 1: I'll have Beef Burger and Georgian Salad please.

Customer 2: And I'll have Grilled Chicken with walnut sauce and Greek salad.

Waiter: So, that's beef burger with Georgian Salad and Grilled Chicken with Greek Salad. I'll take your menus.

Part 3 – Bringing the food

Waiter: _____. Enjoy your meal.

Part 4 – Checking

Waiter: How was everything?

Customers 2: Delicious, thanks.

Waiter: Would you like anything for dessert?

Customer 1: Can we have one fruit salad, please?

Waiter: Sure.

Part 5 - Paying

Customer 1: Can we have a bill please?

Waiters: Sure, that will be _____. How would you like to pay cash or card?

Customer 1: Card please.



Waiter: Sure. I will bring the portable credit card machine. Here you are. Sign here please.

Customer 1: Sure.

Waiter: Thank you

Customer 2: Have a good evening.

Exercise 2a: Add these phrases in the conversation.

- Here is your food.
- Here are your menus.
- 30.45 GEL – Thirty Lari and forty-five Tetri.
- Are you ready to order?

Exercise 2b: Look at the conversation and answer the questions.

1. How many parts does the conversation have? Write their names.

2. What does the customer when ready to pay? Write the sentence.

3. What are two ways to pay for the food? What does the waiter say?

4. What does the waiter say after hearing that the customer wants to pay by card. Write the sentence.

Exercise 2 c: Answer the questions.

1. Is there something missing in the menu of WELCOME? What?

2. Is there something missing in the conversation in exercise 2? What?

3. Where will you add that?

4. Make a conversation from these sentences and add it to the conversation in exercise 2

1. Anything to drink?
2. And you, what would you like to drink?
3. I would like a bottle of sparkling water.
4. Sure.
5. Yes, I'd like some coke.

Exercise 3: Put the sentences in the right order and make a conversation.

Getting the bill/ check

- A. Of course. Here you are.
- B. Thank you. I am ready to pay the bill.
- C. Can I have the bill please?
- D. By cash, please.
- E. That will be 80 GEL, please.
- F. Thank you.
- G. Of course, Sir. How would you like to pay, cash or card?
- H. Here you are.
- I. Thank you. Here's your change and your receipt.

Customer: _____

Waiter: _____

Customer: _____

Waiter: _____

Customer: _____

Waiter: _____

Customer: _____

Waiter: _____

Customer: _____

Exercise 4: Work in groups of three. Act out a conversation like in exercise 2.

- Make sure you have all five parts: Welcoming, ordering, bringing the food, checking and paying.
- Use the dishes you chose for exercise 1 for the conversation.
- Choose who will be a waitperson, a customer 1 and a customer 2.
- Do not forget to include the drinks in the menu and conversation as well.

Teacher's notes

CEFR A1-A2

Aim:

- To practice speaking about payment

Objectives

By the end of the lesson students will be able to:

- Constructing a waiter customer conversation.
- Identify conversation parts.
- To order food from menu.

Stage 1

- Tell sts that the class is about paying for food.
- Ask them to do an exercise 1. Let them each say what they would order for 40 GEL. Ask them to write their orders, they will need it for the last exercise.
- Ask them to work in pairs for exercise 2 and read the different parts of the conversation.
- They can even act out at the end.
- Check the answers with them.

Key. Ex: 2a

- Here are your menus.
- Are you ready to order?
- Here is your food.
- 30.45 GEL – Thirty Lari and forty-five Tetri.

Key. Ex: 2b

1. Five parts: welcoming, ordering, bringing the food, checking, paying.

2. Can I have a bill please.

3. How would you like to pay cash or card?

4. I will bring the portable credit card machine

Key. Ex: 2c

1. Drinks

2. Offering drinks

3. In part two – What would you like to drink?

4.

A. Anything to drink?

B: Yes, I'd like some coke.

A: And you, what would you like to drink?

B: I would like a bottle of sparkling water.

A: Sure.

Stage 2

- Ask students to do exercise 3 individually and then then can get in pairs, check their answers and act out a conversation.

Key. Ex: 3:

John: Can I have the bill please?

Cashier: Of course. Here you are.

John: Thank you. I am ready to pay the bill.

Cashier: Of course, Sir. How would you like to pay, cash or card?

John: By cash, please.

Cashier: That will be 80 GEL, please.

John: Here you are.

Cashier: Thank you. Here's your change and your receipt.

John: Thank you.

Stage 3

- Tell students they will need their orders from exercise 1.
- Put them in groups of three.
- They can use conversation from exercise 2 and act it out based on their food choices.
- Let them practice before they act out in front of the class.

Complaints (1)

Exercise 1: Read the sentences. Write next to a sentence if it is a compliment or a complaint.

Compliment



OR



Complaint

1. My salad is very soggy. _____
2. The vegetables are mushy. _____
3. The fish is a little dry. _____
4. The cake is too sweet. _____
5. My dish is delicious. _____
6. My meal is yummy. _____
7. The salad is so fresh. _____
8. The beans are too spicy. _____
9. There is a fly in my soup. _____
10. My omelet is unseasoned. _____
11. The stew is tasty. _____

Exercise 1a: Write Georgian translations to the sentences.

Exercise 2: Write the questions. Answers are given. For every two question, there is one answer.

Questions

You / ready / are / to order?

your order / take / can / I?

Answer

Yes, I'd like a one medium Khachapuri

Questions

Drink / to / anything?

Answer

Drink / like / you / would / what / to?

Coke, please

Questions

Answer

Else / anything / I / get / can / you / for ?

Just the check, please

Else / anything ?

Questions

Answer

cash or card / would / you / how / to / pay / like ?

Cash, please

by card / or / with cash / pay / will / you ?

Exercise 3: Writing the questions. Put the words in order to make questions.

Asking about menu

1. With salad / is / served / this ?

2. recommend / what / you / do?

_____ ?

3. have / any / this / meat / in / it / Does?

4. Is / a vegetable / this / soup?

5. dish / What / in / this / is?

6. anything / is there / you / recommend?

Getting the bill

7. check / have / Can / I a / please?

8. I / pay / Can ?

9. credit cards / you / Do / accept?

10. split / Can / the bill / we ?

11. How / is / much / our meal?

12. have / sperate / Can / we / checks?

Exercise 3 a: Act out the sentences. Work in pairs. Student A reads a question from exercise 3, Student B answers the question. Use short answers. Take turns.

Exercise 4: Who would say these sentences: a waiter or a customer?

1. Excuse me, but I didn't order this. _____
2. I am sorry that I misheard you. _____
3. I'm sorry, but this is cold. _____
4. Let me change it for you. _____
5. I'm so sorry. I'll change it for you straightaway. _____
6. Can I change my order please? _____
7. I'm sorry, but can I change my order? _____
8. I am sorry, but I think I ordered crepes. _____
9. I am so sorry! _____
10. Let me take it back for you. _____

Exercise 4a: Write Georgian translations to the sentences.

Exercise 5: Read the text.

How to handle a complaint?

Use a STARS Technique

S - orry

T - hank you

A - ct

R - ecover

S - hare

Sorry - მოიხადე ბოდიში

Say sorry, no matter what!

Thank you - გადაიხადე მადლობა

Say thank you that customer shared the complaint - told you and not their friends.

Act - იმოქმედე

Go and solve the problem: Reheat the food, change the stake, offer another dish.

Recover - გამოასწორე

Offer a special dessert, or a drink for free.

Share - გააზიარე

Discuss what happened with other workers in the restaurant and make sure it does not happen anymore.

Exercise 5a: Read the sentences and then decide which complaint was expressed from exercise 1.

A: I'm sorry. Thank you for informing me. Let me change the salad for you.

.....

Here's your new salad and a complementary fruit salad from the chef.

B: Sorry to hear that. Thanks for telling me. Let me ask the chef if we have less spicy one.

.....

Unfortunately, this is our only portion. Could I offer you something else instead? It will be on the house.

C. I'm so sorry. Thanks for telling me. I'll change it for you straightaway.

.....

The chef apologizes, here is your new soup and a complementary desert.

Exercise 5b: Work in pairs. Handle the complaints. Use STARTS technique. Act them out.

Complaint: My soup is cold

Waiter:

Complaint: I did not ask for a burger, I wanted a steak

Waiter:

Complaint: The spoon is dirty.

Waiter:

Teacher's notes

CEFR A1-A2

Aim:

- To practice listening to and speaking about complaints.

Objectives

By the end of the lesson students will be able to:

- Practice formulating questions about payment, and menu.
- Respond to customers' complaints.

Stage 1

- Make sure you explain the words COMPLIMENT and COMPLAINT.
- DO NOT pre-teach the words. Let sts figure out the words to do exercise 1.
- Let them use their phones to find the Georgian translation and do an exercise 1a.

Key. Ex: 1

My salad is very soggy - complaint
The vegetables are mushy. - complaint
The fish is a little dry - complaint
The cake is too sweet. - complaint
My dish is delicious. - compliment
My meal is yummy. - compliment
The salad is so fresh. - compliment
The beans are too spicy - complaint
There is a fly in my soup. - complaint
My omelet is unseasoned. - complaint
The stew is tasty – complaint

Stage 2

- Tell sts they can work in pairs.
- Ask them to read instructions: for everyone answer there are two questions.
- Check the answers.

Key. Ex: 2

Are you ready to order?

Can I take your order?

Anything to drink?

What would you like to drink?

Can I get anything else for you?

Anything else?

How would you like to pay cash or card?

Will you pay by card or with cash?

- Tell sts they can work in pairs.
- Ask them to read the instructions to exercise 3 and formulate questions.
- Check the answers.

Key. Ex: 3

1. Is this served with salad?

2. What do you recommend?

3. Does this have any meat in it?

4. Is this a vegetable soup?

5. What is in this dish?

6. Is there anything you recommend?

- 7. Can I have a check please?**
- 8. Can I pay?**
- 9. Do you accept credit cards?**
- 10. Can we split the bill?**
- 11. How much is our meal?**
- 12. Can we have separate checks?**

- Tell sts they can work in pairs.
- They can write the answers first and then act out or if their language level allows, they can act out directly.
- Give them time to write down the answers.
- The answers can be very short.
- Then ask them to do exercise 4 individually.
- Check the answers.

Key. Ex: 4

- 11. Excuse me, but I didn't order this - customer**
- 12. I am sorry that I misheard you - waiter**
- 13. I'm sorry, but this is cold. customer**
- 14. Let me change it for you. - waiter**
- 15. I'm so sorry. I'll change it for you straightaway. - waiter**
- 16. Can I change my order please? customer**
- 17. I'm sorry, but can I change my order? customer**
- 18. I am sorry, but I think I ordered pasta. customer**
- 19. I am so sorry! - waiter**
- 20. Let me take it back for you. - waiter**

- You can skip exercise 4a, if you feel the students are strong.
- Ask sts to read the text in exercise 5 and ask that what they think about it.
- If they want to share their feelings in Georgian, allow that.

Stage 3

- Ask them to do an exercise 5.
- Check the answers.

Key. Ex: 5a.

- A. My salad is very soggy.**
- B. The beans are too spicy**
- C. There is a fly in my soup.**

Complaints (2)

Exercise 1: Match the pictures with the words from the box.



1. _____

2. _____

3. _____

4. _____

5. _____



6. _____

7. _____

8. _____

9. _____

Teacup	Knife	Plate	Fork	Teaspoon
Bowl	Tablespoon	Coffee mug		Wine glass

Exercise 2: Put the words from exercise 1 in the right box.

BREAKFAST

LUNCH

DINNER

Exercise 3: End the conversation from the sentences in the box.

1.

A: Hello, my wine glass has a stain, can you please change it?

B: _____

2.

A: Excuse me?

B: Yes sir, how can I help you

A: My knife is dirty

B: _____

3.

A: I am sorry, my plate has a crack

B: _____

4.

A: Hello, I dropped the spoon. Can you please change it?

B: _____

5.

A: Can I have salt and pepper shakers?

B: Sure. Here you are.

A: I am sorry the saltshaker is greasy.

B: _____

6.

A: Excuse me, but I didn't order this.

B: I am sorry. I thought you ordered a vegetable soup.

A: No, I did not. I ordered a chicken soup.

B: _____

Words you will need:

stain - ლაქა

dirty - ჭუჭყიანი

crack - ბზარი

greasy - ცხიმოანი

- *Oh, I see. Let me change it*
- *I am so sorry. I will bring you a new one.*
- *I am so sorry sir. I will bring you a clean one immediately.*
- *My apologies. I will change it immediately.*
- *Sure ma'am. I will bring you a new one.*
- *I am sorry, I misheard you. I will bring your order in a minute.*

Exercise 4: Read the conversation and answer the questions.

A: Good evening, how can I help you?

B: We have a reservation for today at 7 pm.

A: What is your name sir?

A: David Sharia. That is S-H-A-R-I-A

B: I am sorry sir, but I cannot find your reservation.

A: But I called yesterday and made a reservation for a table for two.

B: Let me check one more time. No sir, unfortunately, we don't have reservation under your name.

A: This is unbelievable!

B: I apologize sir. We are fully booked now, but there is an opening in 30 minutes. If you wait, I will get you a table. Would you like to wait at the bar area?

A: Yes, we will wait.

B: Let me make sure that the drinks are on the house.

A: Ooh, thank you. That is very kind of you.

B: You are welcome sir.

Exercise 4a: Match the terms on the left to the sentences on the right.

Greeting	I apologize sir. We are fully booked now, but there is an opening in 30 minutes. If you wait, I will get you a table.
Asking for a name	Let me check one more time. No sir, unfortunately, we don't have reservation under your name.
Saying there is no reservation	Let me make sure that the drinks are on the house.
Looking for reservation one more time	I am sorry sir, but I cannot find your reservation.
Apologizing and offering a different solution	What is your name sir?

Making sure that the client gets free drinks	Good evening, how can I help you?
--	-----------------------------------

Exercise 4b: Put the actions in the right order. Write the number from 1 - 6

The client got upset.

The client spelled his name.

The client said he had a reservation.
1

The client accepted the offer.

The client explained that he called the day before.

The client thanked the waiter.

Exercise 5: Work in pairs. Act out a conversation. Use the conversation in exercise 4 as an example. Then change the roles.

A: Good evening, how can I help you?

B: _____

A: What is your name sir?

A: _____

B: I am sorry sir, but I cannot find your reservation.

A: _____

B: Let me check one more time. No sir, unfortunately, we don't have reservation under your name.

A: _____

B: I apologize sir. We are fully booked now, but there is an opening in 30 minutes. If you wait, I will get you a table. Would you like to wait at the bar area?

A: _____

B: Let me make sure that the drinks are on the house.

A: _____

B: You are welcome sir.

Teacher's' notes

CEFR A1-A2

Aim:

- To practice listening to and speaking about complaints related to utensils, and booking.

Objectives

By the end of the lesson students will be able to:

- Respond to complaints about service and reservation.

Stage 1

- Tell sts they will learn more about the customer complaints.
- Ask them to do exercise 1 individually.
- Check the answers.

Key. Ex: 1. 1. Tea cup. 2. Coffee mug. 3. Table spoon. 4. Tea spoon. 5. Knife. 6. Plate. 7. Fork. 8. Bowl. 9. Wine Glass

- They can work in pairs to do an exercise 2.
- Ask them to decide which item is used for each meal.
- Check the answers. Some answers may vary.

Key. Ex: 2

Breakfast. - Tea spoon, coffee mug

Lunch - Bowl, Table spoon, Tea cup

Dinner - Wine Glass, Plate, Knife, Fork

Stage 2

- Pre-teach the words.
- Ask the students to do exercise 3.
- Check the answers.
- You can allow them to translate the conversations in Georgian.

Key. Ex: 3

1.

A: Hello, my wine glass has a stain, can you please change it?

B: I am so sorry. I will bring you a new one.

2.

A: Excuse me

B: Yes sir, how can I help you

A: My knife it dirty

B: I am so sorry sir. I will bring you a clean one immediately.

3.

A; I am sorry, my plate has a crack

B: Oh, I see. Let me change it

4.

A: Hello, I dropped the spoon. Can you please change it?

B: Sure ma'am. I will bring you a new one.

5.

A: Can I have salt and pepper shakers?

B: Sure. Here you are.

A: I am sorry the saltshaker is greasy.

B: My apologies. I will change it immediately.

6.

A: Excuse me, but I didn't order this.

B: I am sorry. I thought you ordered a vegetable soup.

A: No, I did not. I ordered a chicken soup.

B: I am sorry, I misheard you. I will bring your order in a minute

- Ask sts to read the conversation.
- They can translate it into Georgian if necessary.
- They can do exercise 4 a individually or in pairs.
- Check the answers with them

Key. Ex: 4a:

Greeting	Good evening, how can I help you?
Asking for name	What is your name sir?
Saying there is no reservation	I am sorry sir, but I cannot find your reservation.
Looking for reservation one more time	Let me check one more time. No sir, unfortunately, we don't have reservation under your name.
Apologizing and offering a different solution	I apologize sir. We are fully booked now, but there is an opening in 30 minutes. If you wait, I will get you a table.
Making sure that the client gets free drinks	Let me make sure that the drinks are on the house.

- Sts should number the actions In order.
- The first one is done for them.
- Check the answers with hem

Exercise 4b

1- The client said he had a reservation

2 - The client spelled his name

3 - The client explained that he called the day before

4 - The client got upset

5 - The client accepted the offer

6- The client thanked the waiter

- Sts should read the conversation first.
- They can use the lines from exercise 4 or come up with something new.
- Sts can write the answers fist and then act it out.
- Or Directly act it out.

Making Reservations (1)

Exercise 1: Underline a food related word in these proverbs. Do you know the meaning of these proverbs? Can you translate them?

An apple a day keeps a doctor away.

Don't put all your eggs in one basket.

It's no use crying over spilt milk.

He who will steal an egg will steal an ox.

The only free cheese is in the mouse trap.



Word you will need:

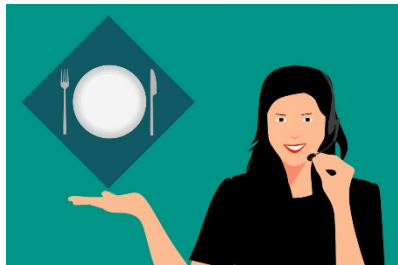
reserve = Book - დაჯავშნა

make booking = Make a reservation -

დაჯავშნა

extra - დამატებითი

decorate - დეკორაციების გაკეთება



Exercise 2: Watch a video and repeat the expressions.

<https://www.youtube.com/watch?v=IEWwkfJx00>

Exercise 3: Read the conversation and answer the questions below.

Making reservation for the next day

A: Hello Clarigio's Restaurant. What may I assist you with?

B: I'd like to make a reservation for two.

A: May I know your name please?

B: I'm Cindy Lautner

A: When is your reservation for?

B: It's for tomorrow evening at 5 pm

A: OK, done. We reserved your table for two for tomorrow evening.

B: OK Thank you.

A: You are welcome ma'am

Questions:

1. Who is reserving a table?
2. Where?
3. When?
4. For how many people?
5. What does the person A say instead of "Can I help you?" _____
6. How does the person A ask: "what is your name?" _____
7. What does the person A say that table is reserved? _____

Exercise 4: Read the conversation and answer the questions below.

Reserving for a party

A: Hi, is this Moon Luck Restaurant?

B: Yes, it is. Will this side. How many I help you?

A: Actually, I wanted to ask you if I could book a section of the restaurant for a birthday party

B: Yes, you can. But you will have to pay extra for that.

A: Yes, I am willing to pay extra. I have around 20 people on my guest list, how much would it cost?

B: With meal and extra charges, it would cost you around 1200 GEL.

A: Ok fine. Can you reserve tables for 25 people for the party coming this Thursday? From 2 to 6.

B: Yes, sure. If you want, we can also decorate the section for you, free of charge.

A: Yeah, sure, thank you.

B: You are welcome, have a nice day.

Questions:

1. What is the waiter's name?
2. What is the occasion?
3. Where is the birthday going to take place?
4. For how many people?
5. How long is the birthday party?
6. How much will it cost?
7. What does a person A say instead of "part of a restaurant"? _____
8. What does a person B say instead of "no additional cost"? _____

Exercise 5: Read the conversation and answer the questions below.

Reserving at short notice

A: Hello, this is Street House café. How many I help you?

B: Hi, my name is Nicole. I like to reserve a table for four people, today at 5 pm

A: Sorry Ma'am, the reservations for today are full. You can reserve for tomorrow.

B: I know, I am reserving at a very short notice. Can you please try to arrange something?
It's my husband's birthday today.

A: It's impossible right now at the restaurant, but you can try the Black City Café on the South Street. They will have a place and they are equally good.

B: Is that so? I think I will do that. Thank you for your suggestion.

Questions:

1. Restaurant name:
2. Who is calling:
3. Why does she want to reserve a table?
4. For how many people
5. What time?
6. What does a person A say instead of "You cannot reserve a table today"?

7. What does a person B say instead of "Can you help me to solve my problem?"

8. How does the person A say that another restaurant is also good?

Exercise 6: Read the conversation and answer the questions below.

Reserving two tables

A: Hello, this is Kenya Food restaurant. How can I help you?

B: Hello my name is Larry. I would like to reserve two different tables.

A: Ok, how many people on each table?

B: Two people each. Reservation is for the next week, June 27th, Monday at 4 pm

A: Yes sir. Would you like the corner table or the middle?

B: Reserve both in different corners with window view.

A: OK, we have reserved two tables for two people each for June 27th, Monday at 4 pm

B: Yes, thanks a lot

A: You are welcome. Hope you enjoy! Have a great day.

B: Yea, sure you too.

Questions:

1. What is restaurant name? _____
2. Who is calling? _____
3. When does Larry want to reserve a table? _____
4. Where does Larry want two tables? _____

Exercise 7: Arrange the reservation dates in correct order.

1. 8 pm, Tuesday, 24 April _____
2. 6 April, 4 pm Thursday _____
3. May 10, 5 pm, Wednesday. _____
4. 15 April, Sunday, 7 pm. _____

Exercise 7a: Now pronounce the dates.

Teacher's notes

CEFR A1-A2

Aim:

- To practice speaking about making reservations

Objectives

By the end of the lesson students will be able to:

- Make reservations.
- Respond to reservations.
- Pronounce the date and time.

Stage 1

- Ask students to read the proverbs, try to find a Georgian translation or ask them what the proverbs mean in their understanding.

Key. Ex: 1: *Potential translation*

- An apple a day keeps a doctor away.
- Don't put all your eggs in one basket.
- It's no use crying over spilt milk.
- He who will steal an egg will steal an ox. - აქლემის და ნემსის ქურდი, ორივე ქურდიაო.
- The only free cheese is in the mouse trap - უფასო ყველი მხოლოდ ხაფანგშიაო.

Stage 2

- Pre-teach the words.

Use the link in exercise 2 and allow the students to listen to the conversation

<https://www.youtube.com/watch?v=IEWwkfJx00>

- If you cannot do that, all the conversations are typed for you in exercises 3, 4, 5, and 6.
- Tell sts they will learn more about the customer complaints.
- Once sts do all the exercises you can ask them to act it out by reading them.
- Check the answers.

Key. Ex: 3

1. *Cindy Lautner*

2. *Clarigos Restaurant*

3. *5 pm*

4. *two*

5. *What may I assist you with?*

6. *May I know your name please?*

7. *We reserved your table for two for tomorrow evening*

Key. Ex: 4

1. *Will*

2. *Birthday party*

3. *in the restaurant*

4. *25 people*

5. *2 to 6 pm*

6. *1200 GEL*

7. *in a section of the restaurant*

8. *free of charge*

Key. Ex: 5

1. **Street House**
2. **Nicole**
3. **Husband's birthday**
4. **Two**
5. **5 pm**
6. the reservations for today are full
7. Can you please try to arrange something?
8. they are equally good

Key. Ex: 6

1. **Kenya Food Restaurant**
2. **Larry**
3. **June 27th, Monday**
4. **In the corners**

Stage 3

- Ask students to do exercise 7.
- They may ask what is PM,, they may not. AM and PM is an American way of describing morning or evening timing. PM is the evening hours.
- Check the answers.

Key. Ex: 7

1. **24 April, Tuesday, 8 pm,**
2. **6 April, Thursday, 4 pm**
3. **May 10, Wednesday, 5 pm.**
4. **15 April, Sunday, 7 pm**

- You can make sts listen to the conversations again, to show how to pronounce the dates.
- Then let them pronounce the dates in exercise 7.

Making Reservations (2)

Exercise 1: Work in pairs. Share the name and address of your favorite restaurant. Google the address if necessary, opening hours and telephone number. Tell it to your partner.

Exercise 2: Put the sentences in order to make a conversation.

1. No, we don't.
2. How sad. I did not know we had to reserve a table.
3. Hello. Can I help you?
4. Do you have a reservation?
5. Hi, yes. We'd like a table for two.
6. I'm sorry, we are fully packed tonight.
7. Yes, sometimes all the tables are full, so you'd rather reserve yours a day before.

Exercise 3: Read the conversation and fill in the gaps from the information in the box.

A: Tasty Grill, how can I help you?

B: Hello. I'd like to make an order.

A: Okay. For pick-up or delivery?

B: (1)_____

A: Can I have your address please?

B: (2)_____

A: Is that a house or an apartment?

B: (3)_____

A: And your phone number?

B: (4)_____

A: Great. What would you like?

B: I'll have some Georgian bread and the Pork Rib Dinner with Plum sauce

A: Okay. Would you like anything to drink?

B: No, thanks. That's everything.

A: (5)_____

B: Really? Why is it so much?

A: There is a small 5 GEL delivery fee.

B: I see. Okay. How long will it take to deliver?

A: (6)_____

B: Okay. Thanks.

- **A house**
- **Delivery please.**
- **43 Leselidze Street,**
- **995-337- 672**
- **Okay. That will be 29.27 GEL**
- **Around 30 minutes.**

Exercise 4: Act out the conversations using the information in the table. First one has been done for you. Then act out the conversations.

A: Hello Red Wood Café. How can I help you?

B: I'd like to make a reservation for three.

A: May I know your name please?

B: I'm Lili Shengelia

A: When is your reservation for?

B: It's for April 24th, Tuesday at 8 pm.

A: Where would you like to be seated?

B: I would like a table by the window.

A: OK, done. We reserved your table for three at the window for April 24th, Tuesday at 8 o'clock in the evening.

B: OK Thank you.

A: You are welcome ma'am

Name	Lili Shengelia	Harry Simpson	Dan Penski	Ian Hansen
Date	April 24, Tuesday	April 6, Thursday	May 10, Wednesday	April 15, Sunday
Time	20:00	16:00	17:00	19:00
How many people	3	5	2	2
Restaurant name	Red Wood Cafe	South Side Cafe	Blue Sonic	Rose Garden Restaurant
additional info	A table by the window	Outside area	Non-smoking area	Best table. Willing to pay extra

A: Hello _____. How can I help you?

B: I'd like to make a reservation for _____.

A: May I know your name please?

B: I'm _____

A: When is your reservation for?

B: It's for _____.

A: Where would you like to be seated?

B: I would like _____.

A: OK, done. We reserved your table for _____

B: OK Thank you.

A: You are welcome ma'am

Teacher's notes

Aim:

→ To practice speaking about reservations and deliveries

Objectives

By the end of the lesson students will be able to:

→ Make reservations for specific occasions.

Stage 1

- Ask students to work in pairs and do an exercise 1.
- They need to know how to pronounce addresses and telephone numbers.
- Then ask them to do an exercise 2.
- Check the answers.

Key. Ex: 2:

Waiter: Hello. Can I help you?

Guest: Hi, yes. We'd like a table for two.

Waiter: Do you have a reservation?

Guest: No, we don't.

Waiter: I'm sorry, we are fully packed tonight.

Guest: How sad. I did not know we had to reserve a table.

Waiter: Yes, sometimes all the tables are full, so you'd rather reserve yours a day before.

Stage 2

- Ask students to read the conversation first.
- If needed allow them to translate it.
- Once they read it, only then they can start putting the information from the box into the conversation.
- Check the answers.

Key. Ex: 3:

A: Tasty Grill, how can I help you?

B: Hello. I'd like to make an order.

A: Okay. For pick-up or delivery?

B: (1) Delivery please.

A: Can I have your address please?

B: (2) \$3 Leselidze Street.

A: Is that a house or an apartment?

B: (3) A house.

A: And your phone number?

B: (4) 995-337 672

A: Great. What would you like?

B: I'll have some Georgian bread and the Pork Rib Dinner with Plum sauce

A: Okay. Would you like anything to drink?

B: No, thanks. That's everything.

A: (5) OK. That will be 29.27 GEL.

B: Really? Why is it so much?

A: There is a small 5 GEL delivery fee.

B: I see. Okay. How long will it take to deliver?

A: (6) Around 30 minutes.

B: Okay. Thanks.

Stage 3

- Let sts to read the conversation in exercise 4
- Help them with the translation if needed.
- Then ask them to find a pair and act out one conversation.
- Then ask sts to take turn and act out another conversation.

At a Bar

Glass of Martini / Shot of Vodka / Mug of beer / Shot of Whisky / Glass of Wine

Exercise 1: Match the words from the box to the pictures



1. _____



2. _____



3. _____



4. _____



5. _____

Exercise 2: Put the names of alcoholic drinks into a right category.

Wine	Cocktails	Beer

Zedazeni Franziskaner Kindzmarauli Margarita Mukuzani

Cosmopolitan Khvanchkara Pina colada Guinness Tvishi

Screwdriver Natakhtari Kisi Long Island Iced Tea Lowenbrau

Exercise 3: Read the conversation. Put the sentences from the box in the right places.

A: Can I have a drink please?

B: _____

A: I would like a Pina Colada please.

B: Would you like the drink blended or on the rocks.

A: _____

B: Sure. I will get that for you

A: How much do I owe you?

B: That would be 7 lari.

A: Wow, that is not expensive.

B: _____

A: Great, here is the money. Keep the change.

B: Thanks.



Blended



On the

I would like on the rock, please.
All cocktails are half price until 7 pm
Sure, what would you like to have sir.

Exercise 4: Read the conversation then finish the responses.

Bartender: What can I get you?

You: Hi, what beer do you have (1) _____

- On the flow
- On tap
- On bottle

Bartender: Lowenbrau and Franziskaner

You: I'll have a Lowenbrau please. How much (2) _____

- Cash
- Do I owe you
- Payment

Bartender: 2 Lari please

You: Wow that's (3) _____

- Cheap

- Less
- More

Bartender: It's happy hour. Drought beer is half price until 8 pm

You: Here you are. Keep the (4)_____

- Money
- Change
- Lari

Exercise 5: Work in pairs. These are recipes of some cocktails. Some ingredients are missing. Use the ingredients from the box and add them to the cocktails.

Long Island Iced Tea

vodka, gin, rum, orange liqueur, lemon juice, (1)_____, on ice

Pina Colada

rum, coconut milk, (2)_____, blended with ice

Screwdriver

(3)_____ and orange juice, on ice

Margarita

(4)_____ lime, salt, blended with ice

Tequila,	pineapple juice,	coke,	vodka
----------	------------------	-------	-------

Exercise 6: Put the sentences in the right order to make a conversation. The first and the last sentences are there for you.

Bartender: Hi there. What can I get for you?

Guest: I need something cold.

Bartender: (1) _____

Guest: (2) _____

Bartender: (3) _____

Guest: (4) _____

Bartender: (5) _____

Guest: (6) _____

- That would be great.
- Do you have any specials on?
- You've come to the right place.
- This is good. What is your special ingredient?
- Here you are.
- We have a screwdriver on for half price.

Bartender: I use vodka, orange juice, and ice. My secret ingredient is a little bit of red orange juice.

Guest: I see. This is delicious.

Exercise 6a: Act out a conversation. Use the cocktails and ingredients from exercise 5.

Bartender: Hi there. What can I get for you?

Guest: I need something cold.

Bartender: You've come to the right place.

Guest: Do you have any specials on?

Bartender: We have a _____ on for half price.

Guest: That would be great.

Bartender: Here you are.

Guest: This is good. What is your secret ingredient?

Bartender: I use _____. These are my special ingredients.

Guest: I see. This is delicious. How much do I owe you?

Bartender: 4 Lari

Guest: Wow, that is not expensive. Here you are, keep the change.

Bartender: Thank you

Exercise 6b: Now take turns and use another cocktail.

Teacher's notes

CEFR A1-A2

Aim:

- To practice conversations at the bar.

Objectives

By the end of the lesson students will be able to:

- Speak about different cocktail recipes.
- Differentiate between different types of drinks.
- Talk about cocktail ingredients.

Stage 1

- Ask students to work in pairs and do an exercise 1.
- Allow them to translate.

Key. Ex: 1:

1. Shot of Vodka
2. Glass of wine
3. Mug of beer
4. Shot of Whisky
5. Glass of Martini

- Make sure you explain the difference between wine, Cocktails and Beer.
- Then ask sts to do an exercise 2 either in pairs or individually.
- Check the answers.

Key. Ex: 2:

Wine	Cocktails	Beer
Khvanchkara	Pina colada	Guinness
Tvishi	Screwdriver	Natakhtari
Kisi	Long Island Iced Tea	Lowenbrau
Kindzmarauli	Margarita	Zedazeni
Mukuzani	Cosmopolitan	Franziskaner

- Explain the difference between blended and on the rocks. (ცინულოთან ერთად)
- Tell them Pina Colada is a cocktail.
- Check the answers.

Key. Ex: 3:

A: Can I have a drink please?

B: Sure, what would you like to have sir

A: I would like a Pina Colada please

B: Would you like the drink blended or on the rocks

A: I would like on the rock, please

B: Sure. I will get that for you

A: How much do I owe you?

B: That would be 7 lari

A: Wow, that is not expensive.

B: All cocktails are half price until 7 pm

A: Great, here is the money. Keep the change

B: Thanks

Stage 2

- Pre-teach BEER ON TAP - ჩამოსასხმელი ლუდი
- Ask students to work in pairs and do an exercise 4.
- Once they are done with the exercise, allow them to translate the conversations if needed.
- Check the answers.

Key. Ex: 4:

1. *on tap?*
2. *Do I owe you*
3. *Cheap*
4. *Change*

- Introduce the cocktails to sts: Long Island Iced Tea, Pina Colada, Screwdriver, Margarita
- Check the answers.

Key. Ex: 5

1. *Coke*
2. *Pineapple juice*
3. *Vodka*
4. *Tequila*

- Ask students to change their partner.
- Then they can do an exercise 6
- Check the answers.

Key. Ex: 6

1. You've come to the right place.
2. Do you have any specials on?
3. We have a screwdriver on for half price.
4. That would be great.
5. Here you are.
6. This is good. What is your special ingredient?

Stage 3

- Ask students to change their partner.
- Then choose a cocktail from exercise 5
- And act out a conversation.
- They should take turns and find another cocktail recipe and act out another conversation.

Recipes

Exercise 1: Match the pictures with the words from the box.



1. _____

2. _____

3. _____

4. _____



5. _____

6. _____

7. _____

8. _____

Bowl

Baking tray

Mixer

Cutting board

Vegetable peeler

Can opener

Grater Colander

Exercise 2: Put the titles from the box.

1. Title: _____

You need the following items:

Pot Colander Grater

2. Title: _____

You need the following items:

Bowl Mixer Baking tray

3. Title: _____

You need the following items:

Cutting board Peeler Can opener

Titles

Making Italian pasta with cheese
Baking a cake
Making a salad

Exercise 3: Read the recipe and put the verbs from the box in the right places.

PASTA RECIPE

Ingredients:

1 onion	2 red peppers	Pasta
1 can of tomatoes	1 cup water	
Olive oil	Garlic	
Oregano	Cheese	



Method:

1. _____ the onion, red peppers in small pieces
2. _____ some olive oil in a pan and fry the onion, red peppers
3. _____ oregano, garlic, tomatoes and water and cook for 20 minutes
4. _____ the pasta in a big pot of boiling water
5. _____ the cheese
6. _____ pasta with the sauce and grated cheese. Enjoy!

P.S. **Use colander to rinse the pasta**

Words you need:

- A. Cook - მოამზადეთ
- B. Cut - დაჭერით
- C. Serve - მიირთვით
- D. Add - დაამატეთ
- E. Grate - გახეხეთ
- F. Heat - გააცხელეთ

Exercise 4: Read the recipe and put the verbs from the box in the right places.

VANILA CAKE RECIPE

Ingredients:

Butter 100 g Sugar - 1 cup
Salt – pinch Eggs – 2
Flour -2 cups Yogurt – ½ cup
Baking soda – 1 teaspoon Vanilla - 1 teaspoon



Method:

1. _____ oven to 180 C.
2. _____ the cake pan.
3. _____ flour, salt, baking soda in a bowl.
4. Using mixer, _____ butter and sugar, then add eggs, yogurt, vanilla.
5. _____ in flour mixture slowly.
6. _____ the mixture in the buttered pan and _____ it for 40 minutes.

Words you will need:

A. Pour- დაასხით B. Preheat - წინასწარ გაათბეთ
C. Butter - წაუსვით კარაქი D. Combine - შეურიეთ
E. Beat- ათქვიფეთ F. Mix - აურიეთ G. Bake - გამოაცხეთ

Exercise 5: You are writing a cooking book: Write your own recipes. One example is given below.

Fried eggs

Items you need:

- Bowl
- Frying pan

Ingredients:

- Oil
- 2 eggs
- Salt
- pepper



Methods:

1. Break two eggs and combine them well.
2. Preheat the pan and add 1 spoon of oil.
3. Pour the egg mixture in the pan.
4. Add a pinch of salt and pepper
4. Cook the eggs for 5 minutes.

+++++

Ideas for a cookbook:

- Fried potatoes
- Baking Chadi
- Lobio

Fried potatoes



Items you need:

Ingredients:

Method:

+++++

Baking Mchadi

Items you need:

Ingredients:

Method:



Lobio

Items you need:

Ingredients:

Method:



Teachers' Notes

CEFR A1-A2

Aim:

- To practice using cooking and baking related verbs.

Objectives

By the end of the lesson students will be able to:

- Write cooking and baking recipes.
- Identify ingredients, items and methods for six different recipes.

Stage 1

- Ask students to work in pairs and do an exercise 1.
- Allow them to translate.

Key. Ex: 1:

1. Baking tray
2. Mixer
3. Cutting board
4. Can opener
5. Colander
6. Vegetable peeler
7. Grater
8. Bowl

- Sts need to put titles for each box.
- Sts can work individually or in pairs.
- Check the answers.

Key. Ex: 2:

1. Making Italian pasta with cheese
2. Baking a cake
3. Making a salad

Stage 2

- Ask students to work in pairs and do an exercise 3
- Allow them to translate the ingredients if necessary.
- Go through the verbs in the box. Translate or make sure they know the meaning.
- Check the answers.

Key. Ex:3:

1. Cut. 2. Heat. 3. Add. 4. Cook. 5. Grate. 6. Serve

- Ask students to find another partner to do exercise 4.
- Preteach the verbs in the box if necessary.

Key. Ex:4:

1. Preheat. 2. Butter. 3. Mix. 4. Combine. 5. Beat. 6. Pour, Bake

Stage 3

- Ask students to find another partner to do exercise 5.
- If sts English level is proficient, they can work on exercise individually.
- Ask sts to read the recipe. They can translate it in Georgian if needed.
- Pay special attention to verbs.
- Once students write the recipes, they can read it out to other students.

CV and Cover Letter

Exercise 1: Where do you find restaurant related job vacancies in Georgia? Make a list.

Exercise 2: Read a short advertisement.

Rose Garden restaurant is looking for a Head Waiter. The person will 1) train waiters and waitresses, 2) check customer satisfaction and 3) solve customer complaints. Monthly salary: 1500 GEL. To apply, send a CV and Cover letter in English to info@rosegarden.com by April 15, 2021.

Exercise 3: Read the CV of George Daiauri below. Write a heading for each section.

Headings

- SKILLS
- PROFESSIONAL EXPERIENCE
- PERSONAL INFORMATION
- EDUCATION
- HOBBIES AND INTERESTS

Curriculum Vitae	
1.-----	
➤ George Daiauri	
➤ Address: 36 Teliani Street, Tbilisi, 0160	
➤ Email: Daiauri_G@email.com	
➤ Phone number: 995-334-2312	
➤ Date of Birth: April 3, 2000	
2.-----	
➤ Vocational College	2018
➤ Lingua School- English Language Certificate	2017
➤ Public School #62	2016

3. -----	
➤ Waiter – Rose Garden Restaurant	2021
➤ Trainee – Rose Garden Restaurant	2020
➤ Team leader - Youth Summer Camp	2015
4.....	
➤ Bartending skills: Cocktail recipes, food and wine pairing, customer service skills	
➤ English (intermediate), German (beginner)	
➤ Driving Skills	
5.....	
➤ Hiking positive psychology, video games	

Exercise 4: Read a cover letter. Circle the right answer.

1. Dear Sir or Madam / Hi

I am writing 2. about / with the job advertisement for a Head Waiter that I saw on geojobs.com. I

3. believe/look I have the right skills and knowledge for the position.

I worked in a Rose Garden Restaurant 4. as/ in a trainee for six months. Then I became a waiter and worked in that position 5. for / since 1 year.

I 6. graduated / studied from the Vocational College in 2020. I also have an English language Certificate from Lingua School. So, I can communicate in English very well.

In addition, I have people-friendly personality.

I look forward to hearing from you.

Yours faithfully,

Exercise 5: Read the sentences. Put them in order to make a cover letter.

1. I graduated from the Culinary School in 2015.
2. Tamila Shonia
3. I am writing to apply for the position of a Chef which I was advertised on jobs.ge.
4. Your Faithfully
5. I believe I have enough work experience and education for the position.
6. Since 2015 I worked as an assistant to chef in a famous restaurant.
7. In addition, I have an English Language certificate from Lingua House and can communicate in English very well.
8. I look forward to hearing from you soon.
9. Dear Sir/Madam
10. My responsibilities were to clean and prepare ingredients and manage staff in the kitchen, which I did with high professionalism.

Exercise 6: Make your own CV now.

Curriculum Vitae	
Personal information	
<ul style="list-style-type: none">➤ Name:➤ Address:➤ Email:➤ Phone number:➤ Date of Birth:	
Education	
➤ School name	Year
➤ Certificate - Organization	Year
Professional experience	
➤ Job title – organization	Year
Skills	
<ul style="list-style-type: none">➤ Computer skills: list the skills➤ English (level)	
Hobbies and Interests	
<ul style="list-style-type: none">➤ List	

Exercise 7: Based on your CV please write a Cover letter to apply for the job advertised in Exercise 2.

Dear _____,

I am writing to apply for the position of a Head Waiter advertised on your webpage. I believe I have _____.

In _____, I graduated from _____.

Since then, I worked as a _____ in a famous restaurant _____. My responsibilities were to _____ and _____.

In addition, I have _____.

I am looking forward to hearing from you soon.

Yours Sincerely,

Teacher's notes

CEFR A1-A2

Aim

- to produce a cover letter and CV, familiarize ss with an email structure and a formal register.

Objectives

By the end of the lesson students will be able to:

- Write a cover letter.
- Create their own CV.
- Speak/write about job responsibilities.

Stage 1

- Introduce the topic and ask students to do exercise 1. You can use the board to write down their answers.
- Ask them to read the advertisement. If needed translate the ad with them.
- Ask if they would apply for such a job.
- Ask if they know what CV is and why it is used.
- Then ask them to do an exercise 2.
- Check the answers.

Key: Ex. 3: Personal information. 2. Education. 3. Professional experience. 4 Skills. 5. Hobbies and interests.

Stage 2

- Explain to sts what a cover letter is and when and why it is needed.
- Then ask them to do exercise 4 individually or in pairs.

Key: Ex. 4.

1. Dear Sir or Madam

2. about

3. believe

4. as

5. for

6. graduated

- Now sts should do exercise 5.
- Ask them to read the instructions first.

Key: Ex. 5:

9. 3. 5. 1. 6. 10 7. 8. 4. 2.

Dear Sir/Madam

I am writing to apply for the position of a Chef which I was advertised on jobs.ge

I believe I have enough work experience and education for the position.

I graduated from The Culinary School in 2015. Since 2015 I worked as an assistant to chef in a famous restaurant. My responsibilities were to clean and prepare ingredients and manage staff in the kitchen, which I did with high professionalism.

In addition, I have an English Language certificate from Lingua House and can communicate in English very well.

I look forward to hearing from you soon.

Your Faithfully

Tamila Shonia

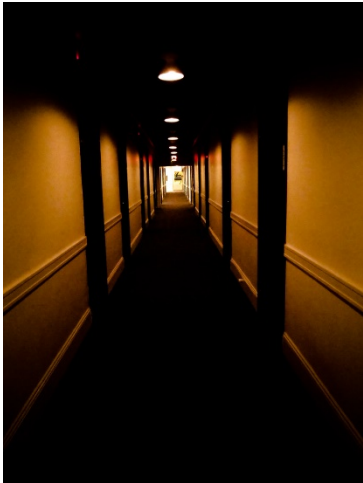
Stage 3

- Now tell sts they have to create their own CV
- Tell them that this is a draft, it is not a final version, so it is ok if it is not perfect.
- Now they have to look at job advertisement in exercise 2 and write their own cover letter.
- They can use their imagination to make a cover letter look more professional.

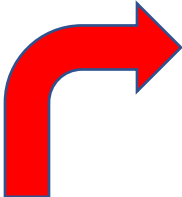
Giving Directions

Exercise 1: Match the pictures with the words from the box.

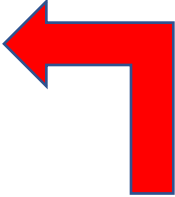
1. _____



2. _____



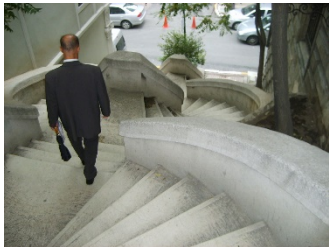
3. _____



4. _____



5. _____



6. _____



7. _____

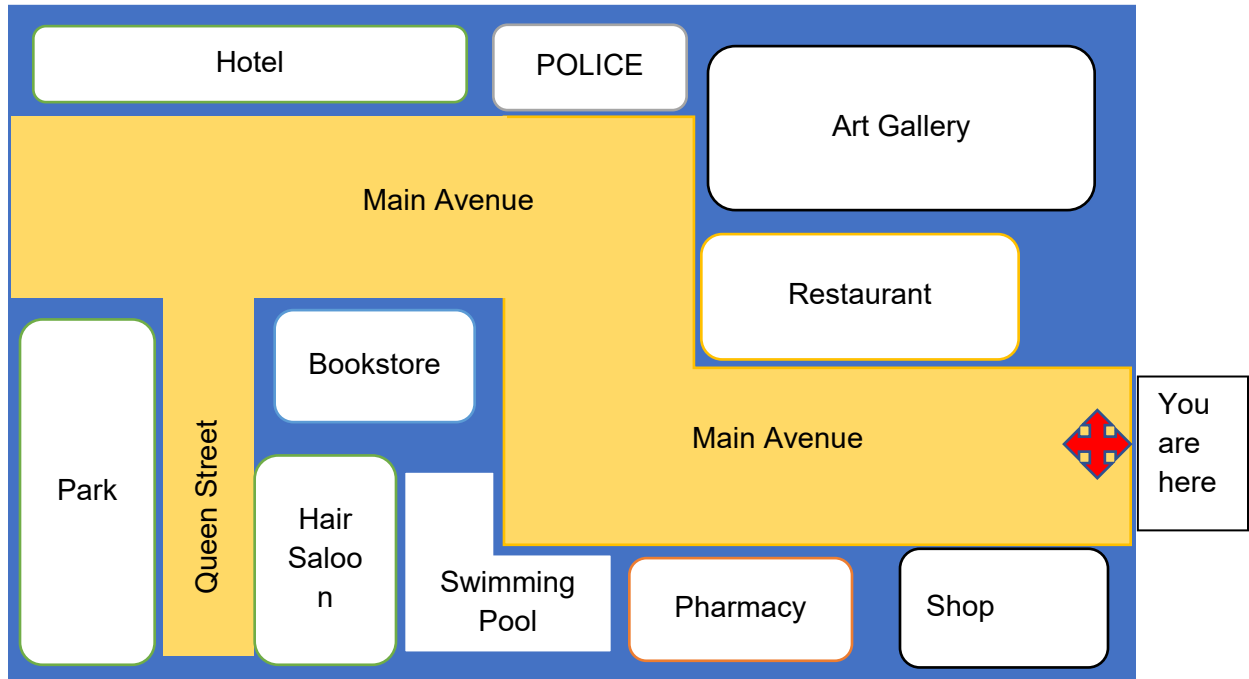


8. _____



- | | | | | |
|-----------|------------|---------------|----------|---------------|
| Turn left | Turn right | Go straight | Upstairs | Downstairs |
| Go around | | Down the hall | | In the corner |

Exercise 2: Read the directions and say where you get.



1. Go straight, pass the pharmacy and it is on the left in the corner _____
2. Go straight, turn right, pass the restaurant and it is on the right in the corner.

3. Go down the Main Avenue, turn right, pass by the restaurant, it is next to the art gallery, on the right side. _____
4. Go down the Main Avenue, first turn right, then turn left, you will see a bookstore. Turn one more left at the bookstore and go down the street. On your left you find _____
5. Go down the Main Avenue till the end. On the left side, there is a _____

Exercise 3: Work in pairs. Now you give directions to the following places. Take turns.

1. Shop
2. Pharmacy
3. Hotel
4. Bookstore
5. Park.

Exercise 4: Read the conversation, add sentences from the box.

A.

Excuse me?

Yes, how can I help you?

Can you please tell me where the bathroom is?

Oh sure, _____, across the dining room and you will see the sign in front.

B.

I am sorry, can you tell me where the restrooms are?

Yes sir, go down the hall, _____ and it is in the corner.

Thank you.

C.

Hello, can you please tell me where the bar is?

Sure _____. It is on the second floor.

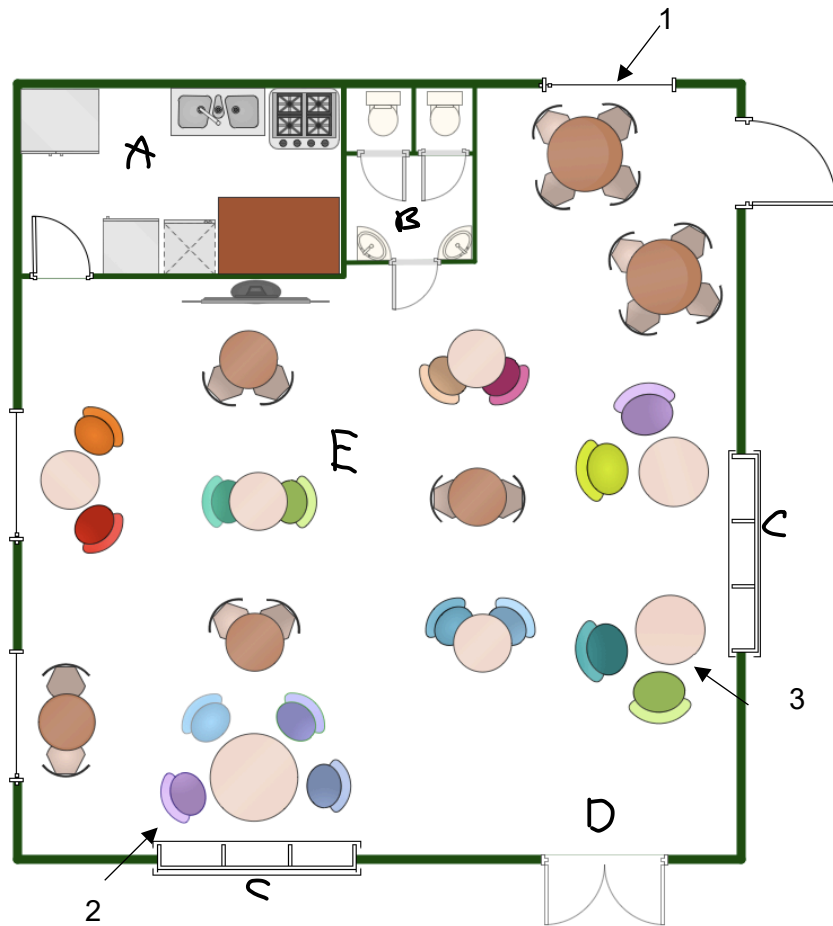
D.

Excuse me? Which way is the door?

Straight and _____ sir.

- go straight
- turn left
- go up the stair
- on your left

Exercise 5: Look at the restaurant floor map. Put the titles in the right places



A. _____ B. _____ C. _____ D. _____ E. _____

Entrance	Kitchen	Bathrooms	Dining area	Windows
----------	---------	-----------	-------------	---------

Exercise 6: Look at the floor plan in exercise 5. Read the conversation at table 2 and finish conversations at table 1 and table 3.

Conversation at table 2

Excuse me, where is the bathroom here?

You go across the dining room and it will be on the right side.

Conversation at table 1

I am sorry, can you tell me where the bathroom is?

Conversation at table 1

I am sorry, can you tell me where the kitchen is?

Conversation at table 3

Excuse me, where is the kitchen?

Conversation at table 3

Excuse me, where is the bathroom?

Teacher's notes

CEFR A1-A2

Aim

- To practice speaking about directions inside and outside the buildings

Objectives

By the end of the lesson students will be able to:

- Give directions to physical locations indoors and outdoors.

Stage 1

- Tell students they will practice giving directions.
- Ask them to do exercise 1 individually or in pairs.
- Make sure they know all the words in the box.
- Give them Georgian translations if necessary.
- Check the answers with them.

Key. Ex. 1:

1. Down the hall - დერეფნის ბოლოში
2. Turn right - მარჯვნივ
3. Turn left - მარცხნივ
4. Upstairs - ზევით
5. Downstairs - ქვევით
6. Go straight - პირდაპირ
7. Go around - შემოუარეთ
8. In the corner - კუთხეში

- Now ask them to do an exercise 2 in pairs or in groups of three.
- Check the answers with them
- If needed let them translate the directions at the end.

Key: Ex. 2.

1. Swimming pool
2. Art gallery
3. Police
4. Hair saloon
5. Park

- Now ask sts to change a partner.
- Tell them that this time they have to write directions, like in exercise 2.
- Make sure they know the name of locations in Georgian.
- Check the answers. They may vary. Below is a list of potential answers.

Key: Ex. 3.

1. *It is on the right side, next to you.*
2. *Go straight, pass by the shop. It is next to the shop.*
3. *Go straight, turn right, then left, down to the main avenue. The hotel is next to the police station.*
4. *Go straight, turn right, then left, the bookstore is on the left side, in front of the hotel.*
5. *You go down the main avenue, on the left there is a bookstore. After the bookstore, turn left, go down the Queen street. The park is on the right side.*

- Ask sts to change the partner.

- Once they finish the exercise, ask them to translate them in Georgian.
- You can also ask them to act the conversations out.
- Check the answers.

Key: Ex. 4:

A. Go straight. B. Turn left C. Go up the stairs. D. On your left

- Tell sts they are looking at a floor plan
- If they have trouble understanding what they see, explain that round circles are tables, small round circles are chairs.
- Ask them to name the places with letters A B C D E
- Check the answers

Key: Ex. 5:

A. Kitchen. B. Bathrooms. C. Windows. D. Entrance. E. Dining area

- Now ask sts to pay attention at the numbers on the floor plan.
- These are the numbers of tables.
- 1. Brown table with four chairs. 2. Beige table with four chairs. And 3. Beige table with two chairs.
- Ask sts to work in pairs.
- They should give directions to the customers seated at the different tables.
- Ask them to pay attention that customers are asking the way to the bathroom or the kitchen.
- The answers may vary, there is one right way to say it.

HAIRDRESSING

Let's Get a Haircut!

Words you will need:

trim - შესწორება, შეკრეჭა

clippers - თმის საკრეჭი მანქანა

razor – საპარსი, სამართებელი

reservation - დაჯავშნა

highlight - გაღიალება

Question of the unit



What is the name of this object?

1. Hairdresser's box
2. Barber's pole
3. Mirror

1. a) Work in pairs what is the difference between a barber and a hairdresser?

b) Complete the sentences. Write 'a barber' or 'a hairdresser' in the gaps.

- a) _____ cuts **men's** hair and shaves or trims beards.
- b) _____ cuts and styles **men's and women's** hair.
- c) _____ uses clippers and razors.
- d) _____ styles long hair.

2. Work with your partner. Who says these sentences? The hairdresser or the client? The first one has been done for you.

- a) How would you like your haircut? hairdresser

- b) My reservation is at 5 pm. _____
- c) Sit here please. _____
- d) I'd like to have a trim please _____
- e) It looks great! _____
- f) Can I get you a drink? _____

3. Now, complete the conversation between a hairdresser (Nino) and a client (Kate) with phrases a)-g), ex.2

Nino: Hello, how are you today? Do you have a reservation?

Kate: Yes, 1. _____.

Nino: Okay 2. _____ . I'll be ready in a minute. 3. _____?

Kate: Just a glass of water, please. Thank you.

Nino: 4. _____ Do you just want a trim or are you looking for a new style?

Kate: 5. _____.

Nino: How short?

Kate: Not much, just a centimeter

Nino: Fine then! Let's do it.

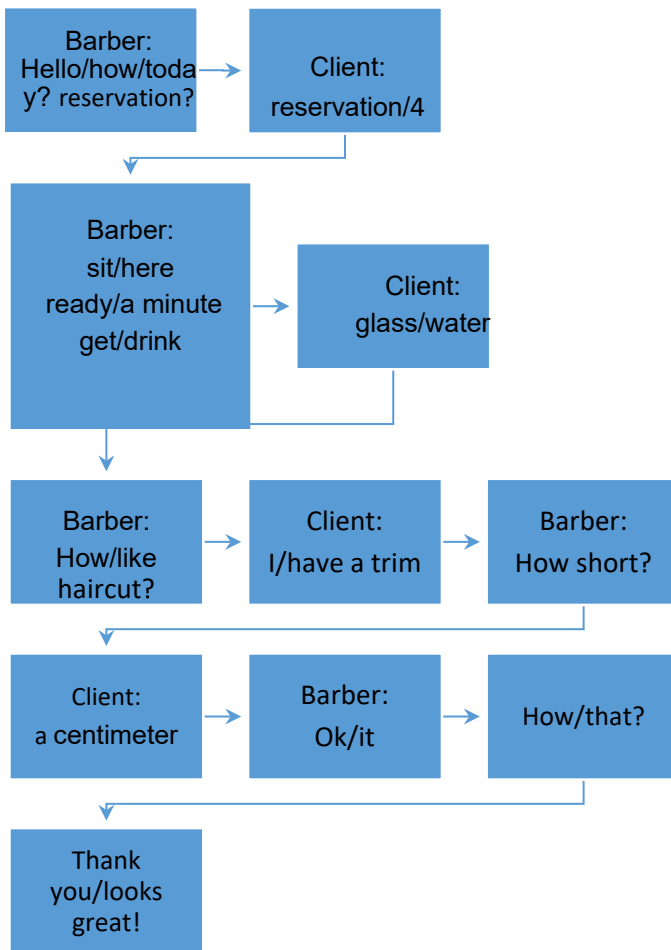
Nino: Okay. How is that?

Kate: Thank you very much! 6. _____

4. Put the words in the right order to make sentences from ex.2 and 3.

1. have/Do/you/a reservation? _____ ?
2. be/ready/I'll/a minute/in. _____.
3. just/Do/want/a trim/you? _____ ?
4. looking/new/for/style/Are/you/a _____ ?
5. just/Not/a centimeter/much _____.
6. get/Can/a drink/I/you? _____ ?

5. a) Work in pairs. Role-play the situation between a barber and a client. Use the prompts in the chart below and say full sentences.



b) Change the roles and practise again.

6. Work with a new partner role play similar dialogues using the situations below and the flow chart in ex.5

The client would like:

- to have his beard trimmed
- to have her gray hair colored
- to have her hair highlighted blond

Teacher's notes

CEFR level A1-A2

Aims:

- To provide an opportunity to practise typical salon communication between salon staff and clients;
- Practice pronunciation - intonation for asking questions, stress;
- Practice turn taking.

Objectives

By the end of the session learners will be able to:

- greet a client in a simple dialogue.
- use prompts to carry out simple dialogues with a client.

Stage 1

(Optional warmer) Start the session with a song. Hairdresser - 'we cut' **represented** by Cornelia Fabbricatore, Ambassador of Education for life. www.creativehairlounge.ch

<https://www.youtube.com/watch?v=xfHBMNs3SjU>

Tell students they are going to listen to a song called 'We cut'.

- Ask to watch/listen and write down as many words and phrases as they catch.
- Share the answers with the whole class.
- Write the answers on the board.

This activity leads into the topic and creates a positive atmosphere.

Possible answers: we cut/what 's your desire today? maybe long or maybe short/we make all your wishes come true/ please, take a seat/feel just like at home/welcome to a beauty salon/we'll take care of your hair/please, stand up.

Question of the unit – answer: Barber's pole

Stage 2

- Lead-in. Tell sts they are going to practice salon communication between a client and a hairdresser.
- Write 'hairdresser vs barber' on the board, or show pictures.
- Ask sts to work in pairs and tell the difference.
- Share the answers with the whole group.
- Now sts do ex.1 in pairs and share the answers with the whole group.
- Write the answers on the board.

Key: Ex.1 a) barber b) hairdresser c) barber d) hairdresser

Stage 3

- Tell sts they are going to read a dialogue between a client and a customer.
- Ask sts to work in pairs and decide who said the sentences in ex. 2 - the hairdresser or the customer.
- Read the first sentence for the whole group as an example.

Key: Ex. 2 a) hairdresser b) client c) hairdresser d) client e) client f) hairdresser

Stage 4

- Regroup the sts.
- Ask sts to do ex. 3. Complete the gaps with the sentences from ex. 2
- Check the answers. Write the answer on the board.

Key: Ex. 3 1.b 2.c 3.g 4. a 5.d 6. f

Stage 5

- Tell sts you are going to set the timer. <https://www.youtube.com/watch?v=K4Ik18QswHo>
- Sts put the jumbled words in the right order.
- Ask students to write the answer on the board.
- Read the sentences. Ask students to repeat. Focus on stress and intonation.

Key: Ex. 4 1. Do you have a reservation? 2.I'll be ready in a minute. 3. Do you just want a trim? 4.Are you looking for a new style? 5.Not much, just a centimeter. 6.Can I get you a drink?

Stage 6

- Tell students they are going to role-play the dialogue now.
- Give some time to prepare, reconstruct the sentences in the chart. Play background music to create a beauty salon atmosphere.
- Ask pairs to role-play. Monitor the groups and take notes of the errors (errors can be discussed by the end of the activity)
- Students change the roles
- (optional) ask a pair to perform for the whole group.

Stage 7

- Using the flowchart as a model sts role-play similar dialogues with different partners.

Text Your Client!

Question of the unit:

When was the first text message sent?

- a) 1985
- b) 1992
- c) 2000

1. a) Work with your partner. Draw a mind map and write up to 10 words about mobile phones. Compare your lists with other groups.

b) Do you use a mobile phone? What do you use it for? How often do you send/receive text messages?

2. Read the messages below. Which one:

- 1) is a thank you message to a client _____
- 2) is a thank you message to a hairdresser _____
- 3) confirms an appointment _____
- 4) reminds about an appointment _____
- 5) informs to come earlier _____
- 6) is a text marketing _____
- 7) uses emoji :) <3 to add feelings _____

a)

Hi, your appointment with Nino at Beauty Centre on 14th January at 3 pm has been successfully booked. To reschedule, please call (992) 477 4343. . Prefer 48 hours to reschedule or cancel. See you soon

b)

Dear Ms West, this is a reminder from Natia, Tbilisi Beauty Centre about your appointment on 15th January. Please, arrive at the salon 5 minutes before your

c)

My hair looks and feels fantastic, and I'm so grateful. Your advice, as always, was perfect. <3

d)

It was great seeing you yesterday. Thank you for choosing us! N&G Studio.

e)

Hi Tina, 50%off all color services with Dato for next week, till 20 June. Only 5 appointments left. Call or book your visit online www.datosalon.com

3. a) Find the words with the same meaning in the messages:

1. A planned meeting - _____

2. Reserved - _____

3. Change the time - _____

4. Discount - _____

5. Thankful - _____

6. The best - _____

7. Not to do/happen - _____

b) Write two opening phrases from two of the messages. Which one is more serious or formal?

c) Write two closing phrases from two of the messages.

4. Read the text messages below. 5 words are incorrect. Find and correct. Use the messages from ex.1

1. Hi Mike, your appointment was discount. N&N Studio will be delighted to serve you on 24th November, 4 pm. See you services!

2. Dear Shiela, this is a yesterday from Nata at Pearl Salon about your appointment on 15th December, 11am. If you need to reschedule, please play (345) 678 456. FYI – we accept cash and credit cards. Thank you & see you soon!

3. I feel I have to write to thank you again for doing my hair extensions. It looks and feels advice. You've done a great job and I love them! I really appreciate your advice on the best products. You're a fantastic hairdresser and I don't know what I'd do without you.

5. Read the situations. Send/Write text messages to your partner.

1. You work in a salon. Inform a client about an appointment.

➤ Include name of the client, salon name, date, time

➤ *Use appropriate phrases to start and finish the message*

2. *You work in a salon. Remind a client about the visit.*

➤ *Include name of the client, salon name, date, time*

➤ *Use appropriate phrases to start and finish the message*

3. *You are a client. You have just come back home very happy with your hairdo. Write a thank you message to your hairdresser.*

➤ *Say how happy you are*

➤ *Include the name of the hairdresser*

➤ *Use suitable phrases to start and finish the message.*

➤ *Use emoji to show your feelings*

Teacher's Notes

CEFR level A2

Aim:

- Give sts a chance to rehearse real-life writing.

Objectives:

By the end of the session sts will be able to write simple text messages in English:

- a thank you text message;
- a reminder text message;
- a promotion message;
- a message to confirm an appointment.

Stage 1

- Warmer. Game - chain story. Divide your students into teams (2 or 3). Write the word 'telephone' on the board. Ask sts to add as many words as they can in 4 mins. Tell the groups that the key rule is to start the new word with the last letter of the word before. E.g. Telephones - **Smart-texting** - **games** - **Samsung** - **gadget**. When the time is up, ask one student from each group to write the words on the board. Give 1 point for each word.
- (for weaker students) Ask sts to work in pairs and make a list of words they associate with telephones. Draw a mind map on the board. Elicit the words and add them to your map.



Stage 2

- Lead-in. Show your telephone to sts and tell them what you use it for. Mention text messages.
- Ask sts to work in pairs and speak about themselves, what they use telephones for. ex. 1.b
- Ask pairs to share for the whole group.
- Explain that a text message should be personal in order to be opened and read. It's important to include the client's name. Generic, mass messages are often deleted without being read.

Stage 3

- Ask sts to work individually, read the messages and answer the questions in ex.2.
- Sts compare the answer in small groups
- Sts share the answers with the whole group. Ask students to justify their answers by reading relevant parts from the messages

Key: ex. 2 1.d 2.c 3.a 4. b 5.b 6. e 7.c

Stage 4

- Students work in small groups and answer the questions in Ex. 3

Key: Ex.3.a) 1. Appointment 2. Booked 3. Reschedule 4. Off 5. Perfect 6. cancel

Stage 5

- Tell sts to work in small groups.
- Ask to read the 3 messages. Explain that there are 5 wrong words.
- Sts should find the words and replace them the right words from the sample messages.

Key: Ex.4 booked/soon/reminder/call/fantastic

Stage 6

- Sts work in pairs and produce their own text messages.
- When the pairs have finished, collect the messages and give to other pairs for a peer review.
- Write the checklist on the board or print out.

Question of the unit. Answer: B. In 1992, Neil Papworth, a 22-year-old software programmer from the UK, sent the first ever text message from a computer to his colleague.

Can you advise?

Words you will need:

hair loss - თმის ცვენა

dandruffs - ქერტლი

frizzy hair - დაუმორჩილებელი თმა

vinegar - მმარი

coconut milk - ქოქოსის რძე

dry - გაშრობა

apply - დადება, წასმა

1. Work with your partner. Make a list of common hair problems. Share your lists with the class.

2. a) Match the hair problems with the solutions.

hair loss

lemon juice

dandruffs

vinegar

frizzy hair

Coconut milk

2. b) Now, read the dialogues and check your answers.

Client: My hair is too frizzy. What should I do?

Hairdresser: *It is usually a good idea* to use Apple vinegar. Mix organic apple vinegar with warm water. Apply the mixture on your hair for 1 to 3 minutes. Wash your hair off with cool water and air dry. Use once or twice weekly.

Client: I lose my hair. What can you advise?

Hairdresser: You can try coconut milk. You can buy or you can make it at home. It's very simple. Take some coconut oil and pour it over your hair. Gently massage the milk into your hair. Keep it for about 1-2 hours and wash off as usual. In my experience, it works really well.

Client: You can see I have dandruffs. Can you advise on a special shampoo?

Hairdresser: I recommend lemon juice. Apply 3 tablespoons of lemon juice to your scalp for 20-25 minutes. Wash it off. Use this hair mask once in 10 days.

The vitamin C helps to fight dandruff.

3. Put the sentences from the hairdresser's advice in the right order

Answers: 1. __ 2. __ 3. __ 4. __

Client: I have split ends. Should I cut them all?

Hairdresser:

Personally, I prefer natural masks. You can make it yourself.

- a) Keep it for about 30-45 minutes.
- b) Gently apply the egg mask.
- c) Wash it off with warm water.
- d) Mix egg with olive oil, and honey.

4. Complete the gaps in the dialogue with the verbs in the box. One word is extra.

keep	mix	wash off	dry	use	apply
------	-----	----------	-----	-----	-------

Client: My hair is too greasy. I have tried some shampoos but they didn't help.

Hairdresser: Why don't you 1. baking soda? Take the baking soda and 2. it with a little water, not too much. 3. it to hair. 4. for 10 minutes and 5. with warm water. You should not use it more than once or twice a week

5. Work with your partner. Read the dialogues in ex2. again. Underline at least 4 phrases for asking for advice and 5 phrases for giving advice. Write your answers below. The first one has been done for you.

Asking for advice

1. What should I do? _____
2. _____
3. _____
4. _____

Giving advice

1. It is usually a good idea _____
2. _____
3. _____
4. _____

6. Which problem?

Work in pairs and take turns.

Student A: select a hair problem from this ex.2-4 and give advice. Do NOT mention the problem.

Student B: guess the problem.

Change the roles

Use the phrases for giving advice.

7. Change the partner. Role-play the situation below.

Student A

You are a client. You have dry hair.

Say what the problem is and ask for advice.

Use phrases for asking for advice

- **Student B**
- Your client has dry hair. Give advice:
- wash hair every day
- Use coconut oil
- Use masks and conditioners
- Use phrases for giving advice

Teacher's Notes

CEFR level A2

Aims:

- Get sts to cooperate in class. Role-play typical salon situations between a hairdresser and a client related to asking for and giving advice.

Objectives:

By the end of the session students will be able to:

- use phrases for asking for and giving advice;
- give instructions on haircare;
- use action verbs in the instructions;
- learn/revise words connected with hair problems.

Stage 1

Lead-in.

- Show pictures of one or two hair related problems
- Ask students to guess what the topic of the session will be.
- Elicit the word 'problems' and teach 'solutions'.

Stage 2

- Ask sts to work in small groups and quickly brainstorm some of the problems people have with their hair. Ss can use L1 (Georgian) at this stage.
- Write the problems on the board. Teach words: Hair loss - თმის ცვენა/Dandruffs - ქერტლი/Frizzy hair - დაუმორჩილებელი თმა/Vinegar - ძმარი/Coconut milk - ქოქოსის რძე/Dry - გაშრობა/Apply - დადება, წასმა.

Stage 3

- Ask sts to look at ex. 2. and match the problems with the solutions. Explain that they can guess at this stage. Sts feedback with the answers as a class. Do not give the right answers at this stage
- Ask sts to read the dialogues and check.
- Write the answers on the board.

Key: Ex.2a) Frizzy Hair - apple vinegar, Hair loss-coconut milk, Dandruffs- lemon juice

Stage 4

- Tell sts they are going to read one more dialogue. Ask sts to work individually and put the sentences in hairdresser's advice in the right order.
- Sts compare the answers in small groups and report to the class.

Key: Ex. 3 1.d 2. b 3.a 4.c

Stage 5

- At this stage sts focus on the action verbs used in the dialogues.
- Read the verbs for the class and check their understanding. Some students can be asked to mime the actions.
- Ask students to complete the gaps in ex.4 with the verb.

Key: Ex 4 1. use 2.mix 3. apply 4. keep 5. wash off (extra: dry)

Stage 6

- Sts focus on the phrases used for asking for and giving advice.
- Get sts work in pairs or threes. Ask to find and underline at least 4 phrases for asking for and giving advice.
- Share the answers
- Practise the intonation

Phrases for asking for advice: What should I do? /What can you advise? /Can you advise? /Should I? **Phrases for giving advice:** You can try/I recommend/Personally I prefer/Why don't you? /You should not

Stage 7

- At this stage sts should use the phrases for giving advice and the verbs in practice.
- Tell sts to work in pairs and take turns.

- One student should select a hair problem from this ex. 2-4 and give advice. The key rule is NOT to mention the problem. The other student should guess the problem.
- Sts change the roles
- Monitor the groups. Jot down the mistakes, help with the phrases and the verbs.

Stage 8

- Cut out the sts cards
- Get students work with a new partner
- Give the cards to As and Bs. Give some time to prepare
- Ask sts to role play

How can I help you?



Words you will need:

appointment - ჩაწერა, მიღება

blowout - თმის გამრობა და დავარცხნა

updo hairstyle - უკან შეკრული ვარცხნილობა

half up hairstyle - ნახევრად აწეული თმა

hang on - დამელოდეთ

available - თავისუფალი

put down - ჩაწერა, ჩანიშვნა

1. What kinds of telephone calls do you make? What useful telephone expressions (phrases) do you know in English or in Georgian? Make a list. e.g. Can I talk to...?

2. Read the telephone conversation below and complete the reservation form:

Client's name: 1. _____
Client's phone number: 2. _____
Salon service needed: 3. _____
Appointment: day 4. _____ 5. hour _____ 6. minutes _____

Receptionist: Hello. Cut & Smile hair salon, how can I help you?

Client: I would like to make an appointment for an up-do. How much is it to get an up-do in your salon?

Receptionist: Depends on the style. Simple blowout for a down or half-up hairstyle is 20 GEL. If you want your hair in an up-do, the cost is 25 GEL.

Client: Okay. I would like to get an up-do for long hair.

Receptionist: What day would you like to come in?

Client: How about Saturday afternoon?

Receptionist: Let me check the bookings. I am afraid we have openings only in the evening.

Client: Okay, How about 5:30?

Receptionist: Sorry, I don't have anything available before 6:00. Could you come a little later?
I have a 6:00 opening.

Client: OK, 6:00 sounds good.

Receptionist: Hang on a minute, please, I'll put you down for Saturday, 6:00. Can I have your name and telephone number?

Client: Sure, my name is Kate and my phone number is 888. 567 345

Receptionist: Thank you Kate. See you on Saturday.

Client: Thank you. Bye

3. Which of these does the receptionist not do?

1. asks the name
2. cancels the reservation
3. checks the time
4. puts down the phone number
5. gives price details

4. Write phrases the receptionist uses:

1. to ask to wait _____
2. to ask the name and phone number _____
3. to say the prices are different _____
4. to apologize and say there is no free place _____
5. to ask about the day of the appointment _____

5. Complete the phrases below with a missing word or phrase. One word is extra.

make come help I am afraid salon available later about bookings

1. How can I _____ you?
2. I would like to _____ an appointment for an up-do.
3. What day would you like to _____?
4. How _____ Saturday afternoon?
5. Let me check the _____ .
6. _____, we have openings only in the evening.

7. I don't have anything _____ before 6.
8. Could you come a little _____?

6. How do you say phone numbers in Georgia? Work with your partner. Write your phone number and read it in Georgian.

How do you say telephone numbers in English?

In English, you usually say each digit.

ex. eight - nine - six, five - seven - three - two.

0 in a phone number is pronounced as **oh**:

237-0980 is usually said as two - three - seven,
oh - nine - eight - oh.

This time, dictate your phone number in English to your partner. Check that your partner has written it correctly. Change the roles.

7. Work in pairs.

Student A. You are a client. Look at the service menu below and ask questions about the prices for different services.

Use the prompts:

Menu of our Services	
<u>Color</u>	<u>Cut and blow dry</u>
Highlights	Ladies
Short hair	Children
Medium hair	Gents
Long hair	
<u>Special Occasion</u>	<u>Permanent Wave</u>
Up Do	Perm with haircut
Bridal	
<u>Special Service</u>	
Express keratin/blow dry/cut	

ex. *How much is a gents' cut? /How much is a ladies' cut and style? /How much is express Keratin with low dry? /Do children pay a lower price? /What number do I call for an appointment?*

Student B You are a receptionist. Look at the service menu below and answer the client's questions about the prices for the services and the salon phone number.

Use the prompts: *It depends/ for ladies it's .../Price for is .../ Our phone number is ...*

Menu of our Services

Color

Highlight/Lowlight 25 GEL

Short hair 15 GEL

Medium hair 12 GEL

Long hair 25 GEL

Cut and blow dry

Ladies 15 GEL

Children 7 GEL

Gents 10 GEL

Special Occasion

Up Do – 15 GEL

Bridal - 20 GEL`

Permanent Wave

Perm with haircut 20 GEL

Special Service

Express keratin/blow dry/cut – 30 GEL

Call us NOW - 877 578 904

8. Imagine you are making a phone call. Sit back-to-back to your partner, so that you don't see them.

Role-play the situation below.

Student A is a client. **Student B** is a receptionist.

Phone the salon and make an appointment.

Read these instructions first and take a minute to get ready. You can also look at the phone call in ex.2:

Client: Say hello

Receptionist: Say hello

Client: Say you would like to make an appointment for... (select the service) Ask the price.

Receptionist: Look at the menu and answer the questions about the prices and services.

Client: Say which service you would like to get.

Receptionist: Ask what day they would like to come.

Client: Say the day and time you are available.

Receptionist: Ask for the name and phone number.

Client: Say goodbye.

Receptionist: Say goodbye.

Teacher's notes

CEFR level A1/A2

Aim: Teach the language related to telephoning, role-play telephone conversations.

Objectives:

By the end of the session students will be able to:

- make a phone call in English;
- make a reservation;
- say a phone number in English;
- ask about the price of the service;

Stage 1

- Start the session with a brief discussion about making phone calls in English and in Georgian.
- Show your telephone to the group and say what kind of phone calls you make (for example, to a friend, student, family member, client etc.)
- Tell the groups to speak about themselves. Answer the questions in ex. 1
- (Optional) ask sts why speaking on the phone in English could be difficult (the answers could be 'you can't see the caller's facial expression, gestures).

Stage 2

- Ask sts to look at the reservation form in ex.2 Elicit/ask to provide the meaning of 'A registration form'. Point out that beauty salons use registration forms to note the details of the client.
- Ask what kind of information they need to fill in the registrations form (e.g. client's name, client's phone number, salon service, date, time).
- Give sts time to read the dialogue and complete the registration form.
- Sts compare the answers in pairs. Monitor the groups and check if they are on task, how the class is getting on. Help the slower pairs. Give time limit.
- Sts work as a whole group and share the answers.

Key: Ex.2 1. Kate 2. 888. 567 345 3. an up-do 4. Saturday 5. 6 6. 00

Stage 3

- Sts reread the dialogue and decide which of the actions the receptionist does not do. Check the meaning of 'cancel'.
- Sts can discuss the answers in pairs and share with the whole class.
- Ask sts to give examples from the dialogue.

Key: ex. 3 Cancel the reservation

Stage 4

- Sts practice the phrases used for telephoning and making a reservation.
- Sts can work in pairs and help each other to complete the sentences.

Key: Ex. 4 Hang on a minute, please 2. Can I have your name and telephone number? 3. Depends on the style 4. I don't have anything available before 6:00. 5. What day would you like to come in?

- Ex.5. Sts complete the phrases with a missing word or phrase.

Key: Ex. 5 help 2. make 3. come 4. about 5. bookings 6. I am afraid 7. available 8. later *extra*: salon

Stage 5

- Sts work in pairs. Each student writes down their phone number and reads it to the partner in Georgian. One of the pairs demonstrates for the whole group.
- Present the table about how to say a phone number in English.
- Sts read their phone number (this time) in English.

- Monitor/listen to the groups and check if they are reading the phone numbers correctly.

Stage 6

- In this part sts practice the dialogues using the language from the previous exercises.
- Put sts into pairs and ask them to prepare to role-play the situations in Ex. 7. Give some time for the preparation. Monitor the groups while role-playing. Make notes of the errors.
- For ex. 8, regroup the sts. Ask the pairs to sit back to back (ერთმანეთთან ზურგით), So that they don't see the face of the partner.
- Give sts two minutes to prepare their roles.
- Sts role-play.
- Invite one or two pairs to role-play the dialogues for the whole group.



Let's Talk about Hairstyles

Words you will need:

volume - მოცულობა

bushy - ხშირი, სქელი

bangs - წინამო

special occasion - განსაკუთრებული შემთხვევა

middle parting- თმის შუაზე გაყოფის ხაზი

side parting - თმის გვერდზე გაყოფის ხაზი

length - სიგრძე

1. Look at the pictures below. Match the hairstyles with the pictures.

Bob cut, Flattop, French braid, Ponytail, Bun, Pixie cut, Dreadlocks, Beehive, Crew cut



1. _____



2. _____



3. _____



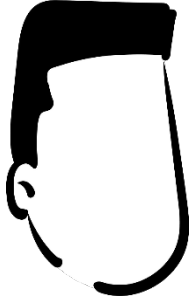
4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

2. Read the dialogues below. Which hairstyles from Ex.1 are mentioned? Compare your answers with your partner.

Dialogue 1: At the barbers:

Zura: What can I do for you?

George: Well, as you can see, my hair is thick and curly. When it's long, it has too much volume and becomes too bushy. I want it to be shorter, but I don't want a crew cut.

Zura: Are you sure you want to cut it? You can keep it long and have great dreadlocks

George: I'm not sure that would work for me. Let's try a flat top this time.

Zura: Okay.

Dialogue 2: Pixie or Bob cut?

Zura: Hi Kate, are we doing the same as always?

Kate: Actually I'd like it a bit shorter today.

Zura: OK. How much do you want off? Do you want pixie?

Kate: Well I don't want it too short. Leave a little bit of length.

Zura: Look at this picture. How about a Bob cut?

Kate: Sounds good! Let's give it a try!

Dialogue 3: The 1960s style

Natia: I want to create the 1960s look.

Jane: So, is there a special occasion?

Natia: A sort of. We are planning a party.

Jane: We can do a Beehive. It's classic and stylish.

Natia: Fantastic! I love beehives. But my hair is too short.

Jane: It's long enough and we can give it extra volume

Natia: How about the parting? Should I get a side parting or middle?

Jane: A middle part would be ideal for your face.

3. a) Read the dialogues again and complete the table below.

Name of the client	Hairstyle they want to get	Hairdresser's advice	What they choose
George			
Kate			

Natia			

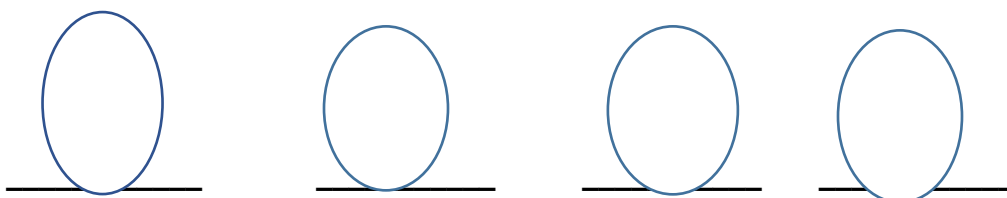
b) Write 3 words that George uses to describe his hair. 1. _____ 2. _____ 3. _____

4. Read the sentences from the dialogues and write the missing words. The first one has been done for you.

1. OK. How much do you want off ?
2. I am not sure that would _____ for me.
3. Let's _____ a flat top this time.
4. Actually, I'd like it _____ shorter today.
5. Leave a little bit of _____.
6. Well, as you can _____, my hair is thick and curly.
7. So, is _____ a special occasion?
8. Let's _____ it a try!

Guess which hairstyle!

5. Work with your partner. Look at the circles below and draw the hairstyles from ex.1. Show your pictures to your partner. Ask your partner to write the hairstyle below the pictures.



6. Work with your partner.

Student A:

You are a client.

- Tell your stylist you want something different today.
- Listen to the stylist's advice.
- Choose the hairstyle.

Useful phrases:

Well, as you can see my hair is.../ Actually, I would like it a bit shorter/longer today

Sounds good! /Fantastic! I love.../Let's give it a try!

I am not sure that would work for me/Let's try...this time/ Well, I don't want it too short/long

Student B:

You are a stylist.

- Ask the client what you can do
- Listen to the client
- Advise on the hairstyle

Useful phrases:

What can I do for you? /Are we doing the same as always? /So, is there a special occasion? /How much do you want off?

Are you sure you ...?/ We can do... /How about...?/Look at this picture.

Teacher's notes

CEFR level A2

Aims:

- Get sts to cooperate in class. Role-play typical salon situations between a hairdresser and a client related to different hairstyles.

Objectives:

By the end of the session students will be able to:

- speak about different hairstyles and types of hair;
- give advice on hairstyles;
- ask questions to the client;
- use phrases for agreeing and disagreeing.

Stage 1

- Put sts into pairs. Ask to make a list of different hairstyles. Accept the answers in Georgian.
- Read the list of hairstyles in ex.1. Ask to repeat. Check pronunciation.
- Ask the pairs to match the hairstyles with the pictures,

Key: Ex. 1 1. French braid 2. Crew cut 3. Bun 4. Ponytail 5. Bob cut 6. Pixie cut 7. Flat top 8. Dreadlocks 9. Beehive

- Sts read the dialogues and underline the hairstyles that are mentioned. Tell sts to compare the answers with their partner.

Key: Ex. 2 Crew cut, Flat top, pixie, bob cut, beehive

- Sts can work in small groups or in pairs to complete the table with the information from the dialogues. Monitor the group, help slower pairs.

Key: Ex. 3 a)

Name of the client	Hairstyle they want to get	Hairdresser's advice	What they choose
George	Shorter	Dreadlocks	Flat top
Kate	A bit shorter	Pixie and bob cut	Bob cut
Natia	The 1960s look	Beehive	Beehive

Key: Ex.3.b) Thick, curly, bushy

Key: Ex.4 1. off 2. work 3.try 4. a bit 5. length 6. see 7. there 8. give

Stage 3

- Ex.5. Students practise saying different hairstyles.
- Tell sts to draw hairstyles and show the drawings to the partner. The partner should guess the hairstyles and write the answers below the pictures. Remind sts not to worry about how accurate their pictures are.

Stage 4

- Cut out the sts cards
- Get students work with a new partner
- Give the cards to As and Bs. Give some time to prepare

- Ask sts to role-play
- Invite a pair to perform for the whole group

Going from Dark to Light

Words you will need:

supervisor - ხელმძღვანელი

hazelnut - თხილი, კაკალი

shade - ტონი, შეფერილობა

bleach - გაღიაება

apply - დადება, წასმა

remove - მოშორება, მოცილება

from the bottom up - ქვევიდან ზევით.

Background

You work at Tbilisi Beauty Studio. Nia is studying hairdressing at 'New Wave'. She visits your salon twice a week for practice. Your colleague, Nino, is her supervisor. Nino is away and she left this message to you:

Hi ...,

I will be away tomorrow. Nia (from New Wave) will come. Please give her instructions and demonstrate how to make hair color lighter.

I wrote the instructions in English. You can see them on my desk. The client will be there at 5pm.

Let me know how it goes. ;)

Thank you so much!

1. Read Nino's instructions below and answer the questions:

1. What color does the client want?
2. What is the first step?
3. What does bleach do?
4. What do you do after bleaching?

Instructions

Now 1.d) Let me begin.

Our client wants a bit lighter and naturally brighter hair. She chooses natural hazelnut shade.

This shade is 4 shades lighter than her hair.

2. ___ we do bleaching.

Bleach removes color from her hair and her dark brown hair becomes red.

Please, look. I apply bleach from the bottom and up. 3. ___ we wait and see how the hair reacts. In this client's case, we need the second bleaching to get a good color base. The result is red, orange and yellow shade.

After Bleaching 4. ___ We dry the hair and see the color base. It's time to start thinking about mixing the cover color. 5. _____ we can get the color our client wants.

2. Look at the phrases below. We use them to demonstrate something or make a presentation. Complete Nino's instructions with these phrases. The first one is an example.

- a) First of all
- b) Finally
- c) Let me begin 1
- d) after that
- e) As you can see

3. Phrase match. Match the beginnings of the phrases from the instructions with the endings. The first one has been done for you. 1. c)

- | | |
|-------------------|-----------------------------------|
| 1. Choose | a) becomes red |
| 2. Bleach | b) removes color from hair |
| 3. Dark hair | c) hazelnut shade |
| 4. I apply bleach | d) get the color our client wants |
| 5. We dry hair | e) and see the color base |
| 6. Now we can | f) from the bottom up gradually |

4. Work in pairs.

Student A.: Demonstrate/present how to make hair lighter using the prompts from Nino's instructions. Take some time to prepare.

Now, let me begin ...

Our client wants

First of all, we do bleaching. Bleaching

As you can see, I apply

After that, we wait and see ...

The result is

Finally, we dry the hair and ...

Students B: Listen to your partner. Write down the phrases they use to demonstrate/present.

Change the roles.

5. Write a text message to Nino.

1. Inform her that the presentation went well.
2. Nia will visit the salon on Monday
3. Wish a nice weekend.

Hi Nino.

See you on Monday,

.....

...

Teacher's notes

Aims:

Get sts to give instructions and explain the procedure in English. Produce a text message, provide information.

Objectives:

By the end of the session students be able to:

- give instructions using phrases for giving instructions and making a presentation;
- write a text message.

Stage 1

Lead-in.

- Write 'Going from dark to light' on the board. Elicit the words 'dark' and 'light'.
- Ask students to guess the topic of the session - changing hair color.

Stage 2

- Pre-teach the vocabulary - hazelnut - თხილი, კაკალი hazelnut color- ღია ყავისფერი bleach - გაღივება, apply - დადება, წასმა, remove - მოშორება, მოცილება, from the bottom up - ქვევიდან ზევით.
- Ask sts to read the background information and the message.
- Ask 'Where do you work?' 'What does Nia do?' 'Why does she visit your salon?' 'Who is Nino?' 'What does she ask you to do?'

Stage 3

- Ask sts to read the instructions in ex. 1 and answer the questions. Tell sts to ignore the gaps at this stage.

Key: Ex. 1 1. natural hazelnut shade 2. we do bleaching 3. bleach removes color from hair 4. wait and see how the hair reacts.

- Write the phrases on the board and tell sts that we use them to demonstrate something or make a presentation. Elicit which of these phrases are used at the beginning and in the end. Ask to complete Nino's instructions with the phrases.

Key: Ex. 2 1. c) Let me begin 2. a) First of all 3. d) After that 4. b) Finally 5. e) As you can see ...

- At this stage sts match the phrases from the instructions. Give time to complete the task individually. Encourage sts to look at the text.
- Ask sts to work in groups and share the answers.
- Write the answers on the board ask sts to check

Key: Ex. 3 1.c 2. b 3. a 4.f 5. e 6.d

Stage 4

- Divide sts into small groups. Sts demonstrate/present how to make hair lighter using the prompts from Nino's instructions. Give some time for the preparation.
- Encourage presenters to use the prompts. Listeners write down the phrases that are used.

Stage 5

- Sts write a text message.
- If you don't have time for sts to do this activity in class, you could use it for homework.

Sample answer

Hi Nino,
Nia visited our salon today. I gave her instructions and demonstrated how to make hair lighter. It went really well and the client was happy too. Nia will visit us on Monday.
Have a nice weekend.
.....

Washing Hair



Words you will need

wet (v) - დასველება

apply - წასმა, დადება

rinse off - წყლის გადავლება

massage (v) - მასაჟის გაკეთება

scalp - თავის ქალის კანი

flavor - არომატი, სუნი

scent - არომატი, სურნელება

manageable - დამყოლი, დამჯერი

towel - პირსახოცი

fingertip - თითის წვერი

1. Work with your partner and answer the questions:

1. How often do you use shampoo to wash your hair? Every day/once in two days/twice a week
2. What kind of shampoo do you use?
3. Do you use a conditioner?
4. Do you use scalp massage?

2. Read the dialogue about hair wash below and put the phrases in the right order. What do you do first?

- a. Check there is no shampoo on your hair.
- b. Take your favorite shampoo and apply it to your hair.

- c. Rinse off the soap.
 - d. Wet your hair.
 - e. Give a quick scalp massage.
 - f. Dry the hair.
1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___



Hairdresser: So, let's wet your hair. Is the water OK?

Client: It's a bit hot

Hairdresser: Let's make it a bit cooler. How is it?

Client: It's fine.

Hairdresser: Now, I'll take your favorite shampoo and apply it to your hair. It leaves the hair shiny and manageable.

Client: I like its vanilla scent and the shining

Hairdresser: Just a minute, I will rinse off the soap. Let's check there is no shampoo on your hair. Now your hair is clear of any shampoo.

Client: Are you using the same vanilla conditioner?

Hairdresser: Sure, now your favorite conditioner and I will give you a quick scalp massage. It stimulates the blood flow.

Client: It is the traditional scalp massage?

Hairdresser: Yes, I am using my fingertips to massage the conditioner into your hair.

Client: How long does it take?

Hairdresser: For about 5 minutes.

Client: My hair feels so clean now.

Hairdresser: I'll grab the towel. Let's dry the hair now.

3. Match the phrases from the dialogue. Read the dialogue again and check the answers.

- | | |
|-----------------------------|-------------------------------|
| 1. Let's make it | a) I will rinse off the soap. |
| 2. My hair feels | b) no shampoo on your hair. |
| 3. I'll grab | c) to massage. |
| 4. It leaves the hair | d) the towel. |
| 5. I am using my fingertips | e) shiny and manageable. |
| 6. Let's check there is | f) so clean now. |
| 7. Just a minute, | g) a bit cooler. |

1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____

4. put a slash (/) where the spaces are. გამოყავით სიტყვები.

1. Let'smakeitabitcooler

2. Itisabithot

3. Solet'swetyourhair

4. IstthewaterOK?

5. Itleavesthehairshinyandmanageable.

6. NowIlltakeyourfavoriteshampooandapplyittoyourhair.

7. Justaminutelwillrinseoffthesoap.

8. Letsdrythehairnow

5. Complete the gaps with the words in the box. One word is extra.

shining conditioner check clear massage manageable wet dry
rinse off

1. I like its fruity vanilla scent and the _____.
2. Let's _____ there is no shampoo on your hair.
3. Now your hair is _____ of any shampoo.
4. I will give you a quick scalp _____.
5. First, let's _____ your hair. Is the water OK?
6. I'll grab the towel. Let's _____ the hair now.
7. Just a minute, I will _____ the shampoo.
8. It leaves the hair shiny and _____.

6. Role-play the dialogue. Use the prompts below.

Student A: let's/wet/hair. water OK?

Student B: it/hot

Student A: make/bit cooler/ How/it?

Student B: /fine.

Student A: take/favorite/shampoo/apply/hair.

Student B: I like/the shining

Student A: Just/minute/rinse off/soap. /check/no shampoo/hair.

7. Now change the roles and role play.

Student A: you/using/vanilla/conditioner?

Student B: Sure/and/give/quick scalp massage.

Student A: Is/traditional scalp massage?

Student B: I/using/fingertips/massage/conditioner/hair.

Student A: How long/it take?

Student B: /5 minutes.

Student A: /hair feels/clean now.

Student B: I/grab/towel. /dry the hair now.

Teacher's notes

CEFR level A1-A2

Aims:

- To provide an opportunity to practise typical salon communication between salon staff and a client about hair wash;
- Practice pronunciation - intonation for asking questions, stress;
- Practise turn taking.

Objectives

By the end of the session learners will be able to:

- to talk about hair wash, explain the procedure;
- use the vocabulary related to hair wash;
- use prompts to carry out simple dialogues with a client.

Stage 1

- Tell sts they are going to practice salon communication between a client and a hairdresser.
- Show the picture and Elicit the topic of the session.
- Lead into the topic with a brief discussion. Ask questions in Ex.1.

Stage 2

- Elicit or preteach the vocabulary. wet (v) - დასველება, apply - წასმა, დადება, rinse off - წყლის გადავლება, massage (v) - მასაჟის გაკეთება, scalp - თავის ქალის კანი, flavor - არომატი, სუნის სcent - არომატი, სურნელება manageable - დამყოლი, დამჯერი.
- Tell sts they are going to read a dialogue between a client and a customer.
- Sts read the dialogue and put the sentences in Ex. 2 in the right order according to the dialogue.

Key: Ex. 2 1. d) Wet your hair 2.b) Take your favorite shampoo and apply it to your hair 3. e) Give a quick scalp massage 4. c) Rinse off the soap 5. a) Check there is no shampoo on your hair. 6.f) Dry the hair

Stage 3

- Regroup the sts.
- Ex. 3 Students work in pairs to help each other match the sentence halves.
- Sts read the dialogue and check the answers.
- Write the answer on the board. Check sts' answers.

Key: Ex. 3 1. g 2.f 3. d 4.e 5.c 6.b 7. a

Stage 4

- Tell sts to work individually.
- Sts put a slash to separate the words and write sentences.
- Do the first sentence with the group.
- Put sts into pairs and ask to compare the answers.
- Ask students to read the answers. Show the answers on the board.

Key: Ex. 4 1. Let's make it a bit cooler 2. It is a bit hot 3. So let's wet your hair. 4. Is the water OK? 5. It leaves the hair shiny and manageable. 6. Now I'll take your favorite shampoo and apply it to your hair. 7. Just a minute I will rinse off the soap. 8. Let's dry the hair now

- Ex. 5. Sts read the sentences and complete the gaps.
- Sts practise the sentences in pairs in preparation for the next stage.

Key: Ex. 5 1. shining 2. check 3. clear 4. massage 5. wet 6. dry 7. rinse off 8. Manageable **extra:** conditioner

Stage 5

- Sts work in pairs and role-play a conversation. Make sure you give enough time to read the prompts and prepare for the conversation. Sts can take notes but they should not write the conversation. Alternatively, you could read the prompts for the sts and elicit the answers before the role-play.
- While role-playing sts look at the prompts and speak. Tell sts to change the roles and practise the dialogue again.
- Monitor the groups. Make notes.
- Invite a pair to perform for the whole group.
- Give feedback.

Which Color?

Words you will need.

natural - ბუნებრივი

damage - დაზიანება

ammonia - ამიაკი

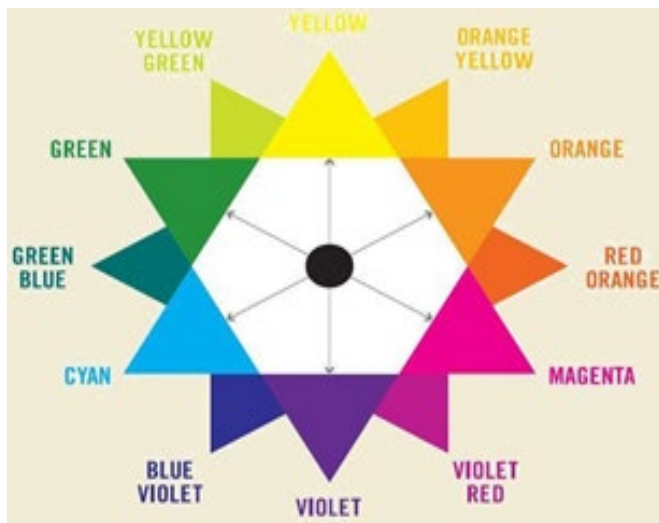
dye - საღებავი, შეღებვა

skin - კანი

light - ღია ფერის

shade - ტონი

1. a) Look at Oswald Star and try to remember as many colors as you can.



b) Now, cover the star and write what you remember. Compare your lists with your partner.

2. Read the dialogue below and answer the questions. Circle the right answer.

1. What color does Jane choose?

- a) golden Brown b) espresso c) reddish brown

2. The hairdresser advised Jane to choose ...

- a) blond dye b) something two shades lighter c) grey

3. The hairdresser says she uses:

- a) permanent hair dyes b) ammonia free hair dyes c) hair extensions

Let's Experiment!

Hairdresser: Hi Jane, how are you today? What can I do for you?

Jane: I'd like to get highlights today.

Hairdresser: Highlights? Are you sure?

Jane: Hmm not really. What can you advise?

Hairdresser: Well, when your hair looks natural, it looks better. Let's choose something two shades lighter than your natural hair first. It should match your skin color too.

Jane: Which colors do you recommend?

Hairdresser: Chocolate brown or Espresso would give your hair a more natural look.

Jane: How about something lighter?

Hairdresser: Look, this light golden brown looks nice too. I am using Ammonia free hair dyes and they do not damage the hair.

Jane: I like this one too. What do you call it?

Hairdresser: Reddish brown?

Jane: Yes, Reddish brown with highlights. Let's experiment.

3. Read the dialogue again and underline the colors. Write your answers below.

1. _____ 2. _____ 3. _____ 4. _____

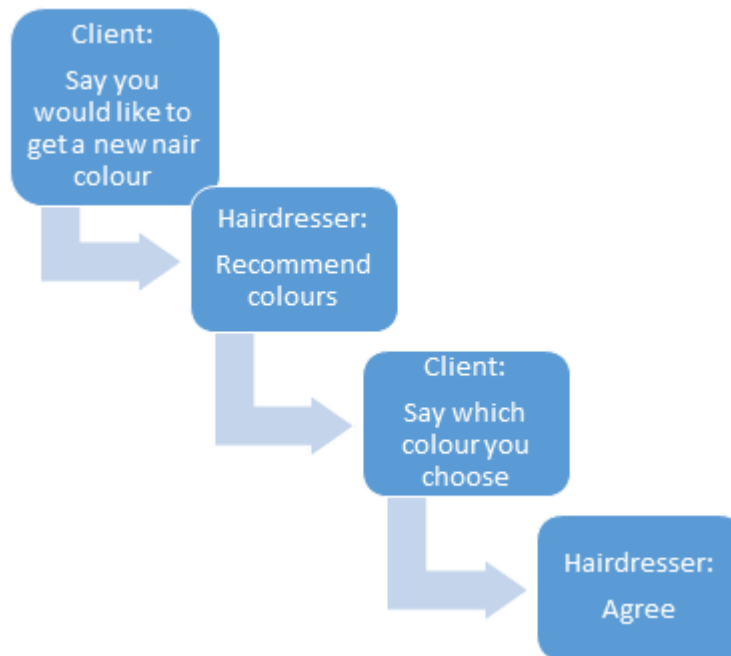
4. Choose the correct alternative. The first one is an example.

1. How are you today? What was/can I do for you? What can I do for you?
2. I'd like/want to get highlights today. _____
3. What do/can you advise? _____
4. Lets' choose someday/something two shades lighter than your natural hair first. _____
5. It should get/match your skin color too. _____
6. I am using Ammonia free hair dye/dry. _____
7. This natural dye does not manage/damage the hair. _____
8. Look, this light golden brown looking/looks nice too. _____

5. Work with your partner. Complete the sentences. Write your answers in the empty boxes. The first one has been done for you.

What can I →	<u>I do for you?</u>	It should match →		Espresso would give →	
I'd like to get→		Which colors →		Look, this light golden brown →	
What can you →		How about →		I am using →	

6. Work with your partner and role play a dialogue between the hairdresser and the client. Use the phrases from the dialogue in ex. 3.



Change the roles.

Teacher's notes

CEFR level A2

Aims:

- Get sts to cooperate in class. Role-play typical salon situations between a hairdresser and a client related to different colors.

Objectives:

By the end of the session students will be able to:

- speak about different hair colors;
- give advice on hair color.

Stage 1

- *Ex. 1. Ask sts to look at Oswald Star and try to remember as many colours as they can.*
- NB If you have a black and white printed version of the unit, ask students to read the colors in the star.
- Ask everyone to cover the star and write what they remember.
- Put sts in pairs. Ask to compare the lists.
- Write the colors on the board. Ask to repeat. Check pronunciation

Stage 2

- *Ex. 2. Ask sts to work individually and answer the questions.*
- Ask to compare the answers in small groups.
- Write the answers on the board.
- Ask sts to check.

Key: Ex. 2 1. c) 2. b) 3. b)

- *Ex. 3. Sts read the dialogue and write the 4 colors that are mentioned.*

Key: Ex. 3 1. chocolate brown 2. espresso 3. golden brown 4. reddish brown

- *Ex.4. Put sts in pairs or small groups.*
- Ask students to read the sentences and circle or underline the correct answer. Do the first sentence as an example.
- Sts check the answers.

Key: Ex. 4 1. What Can I do for you? 2. I'd like to get highlights today. 3. What can you advise? 4. Let's choose something two shades lighter than your natural hair first. 5. It should match your skin color too. 6. I am using Ammonia free hair dye. 7. This natural dye does not damage the hair. 8. Look, this light golden brown looks nice too.

- *Ex. 5. Sts can work in pairs or small groups to complete the sentences in the table. The arrows show where to write the endings. Monitor the groups, help slower pairs.*

Key: Ex. 5

What can I →	<u>I do for you?</u>	It should match →	your skin color too.	Espresso would give →	your hair a more natural look.
--------------	----------------------	-------------------	----------------------	-----------------------	--------------------------------

I'd like to get →	highlights today.	Which colors →	do you recommend?	Look, this light golden brown →	looks nice too.
What can you →	advise?	How about →	something lighter?		ammonia free hair dye.

Stage 3

- Sts work in pairs and role-play a conversation. Make sure you give enough time to read the flowchart and prepare for the conversation. Sts can take notes but they should not write the conversation. While role-playing sts look at the prompts and speak. Alternatively, you could read the flowchart for the students and elicit the answers.
- Tell sts to change the roles and practise the dialogue again.
- Monitor the groups. Make notes.
- Invite a pair to perform for the whole group
- Give feedback

The Wrong Order



Words you will need:

item - ნივთი

order - შეკვეთა

sum - თანხა

wrong- არასწორი

request - თხოვნა

deliver - მიტანა, გადაცემა

within - არა უგვიანეს

free of charge -უფასოდ

1. Work with your partner. Look at the pictures from a web site catalogue. Match the words with the pictures.

hairdryer, clips, gloves, hair rollers, trimmer, hair brush, water spray, hair straightener

Salon Accessories Shop NOW!  0 items

Search product



1. _____ 2. _____ 3. _____ 4. _____



5. _____

6. _____

7. _____

8. _____

2. a) Do you send or receive emails? Who do you send emails to? What's your email?

b) Read the email below from a beauty center manager to the online seller. What is the problem?

To	customer_care@online.ge
From	nino_center@beautycenter.com
Cc	beautyproducts@online.ge
Subject	Wrong Items

Dear Sir/Madam,

I am writing about the products our salon ordered on your website on 7th February. The products are a box of gloves and two hair dryers for the sum of 120 GEL.

The problem is that we received the wrong products. The received items are clippers and a hair straightener. They were not included in our shopping bag.

I request you to deliver the right products free of charge within 7 days and collect the wrong items.

I look forward to hearing from you,

Kind regards,

Nino Gugushvili

Ozurgeti Beauty Centre

3. Read the email again. What phrases does Nino use?

1. to start an email?

2. to end an email?

3. to speak about the problem?

4. to ask for the solution

4. What do these symbols and abbreviations stand for? Match the symbols with the words.

- | | |
|-----------------|----------------|
| 1. @ | a. carbon copy |
| 2. Cc | b. underscore |
| 3. . | c. slash |
| 4. beauty_ .com | d. dot |
| 5. / | e. at |

1. _____, 2. _____, 3. _____, 4. _____, 5. _____

5. Read this email and circle the correct answer.

To customer_care@online.ge
From nino_center@beautycenter.com
Cc beautyproducts@online.ge
Subject Wrong Items
<p>1. <u>Dear/Hi</u> Ms Gugushvili, I am writing 2. <u>about/for</u> the products you bought for your salon on our website. The products are a box of gloves and two hair dryers for the 3. <u>sum/number</u> of 120 GEL. We apologise for sending you the wrong products. We will deliver your products free of charge 4. <u>at/within</u> 7 days and 5. <u>collect/call</u> the wrong items. Please, do not hesitate to contact us if you need further assistance Thank you, Niko Customer Care</p>

6. a) Work with your partner.

You work for a beauty salon. You ordered hair rollers, two packs and three water sprays for the sum of 45 GEL. You received wrong products - two brushes and a trimmer.

Write an email to the online seller:

1. Start your email (*Dear ...*)
2. Say what you are writing about (*I am writing about .../the products are. / for the sum of.*)
3. Say what the problem is (*The problem is.../the received items are.*)
4. Ask to deliver the right products and collect the wrong ones (*I request you to ...*)
5. End your email (*I look forward to.../Kind regards.*)

b) Exchange the email with another pair. Write a reply.

You work for the customer care department. Write an email to your customer.

1. Start your email (Dear Ms/Mr.)
2. Apologize for sending the wrong items (We apologize...)
3. Say you will deliver the right products and collect the wrong ones (We will deliver .../within)
4. End your email (Thank you..., kind regards...)

Teacher's notes

CEFR level A2

Aims:

- To teach the rules of writing emails in English;
- Practise useful words and expressions for writing emails in English;
- Get sts to describe a problem and ask for a solution;
- Teach or revise the vocabulary related to salon equipment.

Objectives:

By the end of the session students be able to:

- write a short formal email.
- describe a problem and ask for a solution.

Stage 1

- Lead-in. Show the picture at the beginning of the unit and ask sts what the topic of the session will be - wrong order
- Pre-teach/revise the vocabulary.
- Give sts a few minutes to match the words with the pictures.
- Check the answers and drill words as a class. Focus on pronunciation.

Key Ex. 1 1. Hairdryer 2. hair brush 3. trimmer 4. hair straightener 5. gloves 6. spray 7. hair rollers 8. clips
Stage 2

- Find out if students send/receive emails.
- Ask sts to write their email address if they have one. Don't teach how to read the email address at this stage.
- Ask sts to work individually. Give a few minutes to read the email and tell the partner what the problem is.
- Sts share the answer with the whole group.

Key Ex. 2 b) The salon received the wrong products. The received items are clippers and a hair straightener.

- Ex. 3. Sts work in pairs to answer the questions.

Key Ex. 3 1. Dear Sir/Madam 2. Kind regards 3. The problem is that 4. I request you.,

- Ex. 4. Write the symbols and abbreviations on the board. Ask what they stand for.
- Sts match the symbols and abbreviations with the words.
- Check the answers.

Key Ex. 4 1.e 2. a 3.d 4. b 5.c

- Ex. 5. Tell sts they are going to read a reply from the company.
- Ask students to read the whole email first. Then sts work in pairs and choose the right answers.

Key Ex. 5 1. Dear 2. about 3.sum 4. within 5. collect

Stage 3

- Sts write emails. Before they start writing, remind them about the words and expressions for writing emails.
- Ask pairs to read the task carefully.
- Monitor the sts while they are writing and help if they have any questions.
- Encourage sts to correct the mistakes for themselves.
- Pairs exchange the emails and write the reply.

Salon Dos and Don'ts

Words you will need:

1. rules - წესები
2. tweezers - პინცეტი
3. cabinet - კარადა
4. bowl - თასი, ჯამი
5. gloves - ხელთათმანი
6. towel - პირსახოცი

1. Work with your partner. What are the rules for salons in your area? Make a list.

2. Read the brochure about health and safety at a beauty salon. Turn to your partner. How many rules do you remember? Compare the rules with your list in ex.1.

Dos

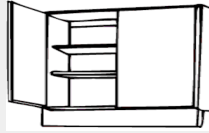
- Cover the headsets with a clean towel or paper sheet for each customer.



- Clean bowls with detergent or soap after each customer.



Put clean towels in a cabinet..



Clean and disinfect scissors, hair rollers, tweezers with

detergents.



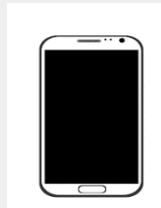
wear gloves and wash your hands before and after working with a client.

Keep aerosols in cabinets.



Don'ts

Don't use your phone while servicing a client.



Don't be late.



Don't have negative conversations with your clients.

3. Read the translations. Find the words in the brochure. The words are underlined.

1. სავარძლის თავმისადები _____
2. დაგვიანებული _____
3. გამწმენდი, სარეცხი საშუალება _____
4. მომსახურება _____
5. უარყოფითი საუბარი _____
6. დეზინფექციის გაკეთება _____

4. Put the words in the rights order.

1. Cover/with/a/clean/each/towel/for/customer/the headsets.
_____.
2. Don't/negative/have/with/your/conversations/clients.
_____.
3. Don't/your/use/phone/while/client/serving/a.
_____.
4. Clean/bowls/customer/with/detergent/soap/or/each/after.
_____.
5. Put/towels/in/a/clean/cabinet.
_____.
6. Wear/wash/gloves/and/your/hands.
_____.
7. Don't/late/be.
_____.

5. Match the phrases. Write the answer below.

- | | |
|------------------------|-------------------------|
| 1. Clean | a) late |
| 2. Put clean towels | b) scissors and rollers |
| 3. Clean and disinfect | c) in a cabinet |
| 4. Wear | d) gloves |
| 5. Cover the head set | e) with a towel |

6. Have _____ f) bowls
7. Be _____ g) negative conversations
1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____

6. Work with your partner:

Create a poster about the rules in your salon.

Dos











Don'ts









Present the poster to the class.

Teacher's notes:

CEFR level A2

Aims:

- Get sts speak about rules and regulations at beauty salons;
- Practise salon related vocabulary.

Objectives:

By the end of the session students will be able to:

- speak about rules and regulations in a salon.

Stage 1

- Ex. 1. Ask sts to look at the title of the unit and the picture (tick and cross).
- Elicit the topic of the session
- Write 'rules and regulations' on the board. Teach or elicit the meaning.
- Put sts in pairs. Ask to think about salon rules and regulations.
- Share the answers with the class. Write the answers on the board.

Stage 2

- Pre Teach the vocabulary - rules - წესები, tweezers -პ ინცეტი, cabinet - კარადა, bowl - თასი, ჯამი, gloves - ხელთათმანი, towel - პირსახოცი
- Ex.1. Ask sts to work individually and read the brochure about rules and regulations at a beauty salon.
- Ex.2. Sts work in pairs to share.

Stage 3

- Ex. 3 Tell sts to read the translations and find the words in the brochure. The words are underlined.
- Write correct answers on the board.
- Ask to repeat the words. Check pronunciation.

Key Ex. 3 1. headset 2. late 3. detergent 4. serve 4. negative conversations 6. disinfect

- Ex. 4 Sts put the words in the right order.

Key Ex. 4 1. Cover the headsets with a clean towel for each customer 2. Don't have negative conversations with your clients 3. Don't use your phone while serving a client. 4. Clean bowls with detergent or soap after each customer. 5. Put clean towels in a cabinet. 6. wear gloves and wash your hands. 7.. Don't be late.

- Ask sts to look at the brochure again and match the words to make phrases.

Key Ex. 5 1.f 2.c 3.b 4. d 5.e 6. g 7.a

Stage 4

- Ex. 6. Sts can work in pairs or small groups to produce a poster for rules and regulations at a beauty salon.
- Monitor the groups.
- Invite pairs to present the poster or share the posters online <https://padlet.com/>

Bangs and Face Shapes



Words you will need:

bangs - წინამო, შუბლზე შეჭრილი თმა

suit - მოხდენა

shape - ფორმა

draw attention - ყურადღების მიპყრობა, მიქცევა

contour - კონტური

brow - წარბი

nourish - /'nʌrɪʃ/ - კვება

look after - მოვლა

blow-dry - თმის გაშრობა და დავარცხნა

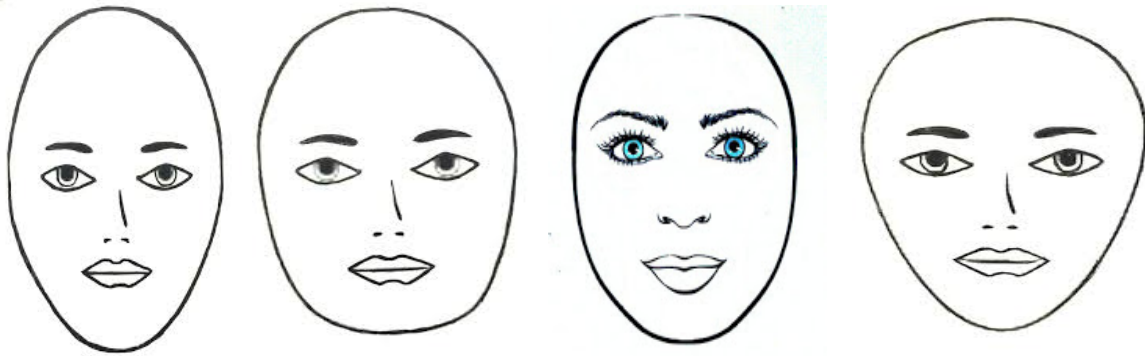
1. **Work with your partner. Match the face shapes with the words.**

square

round

heart

oval



1. _____ 2. _____ 3. _____ 4. _____

2. Read the interview with the stylist. Match the face shapes with the bangs:

- | | |
|----------------------|-------------------------|
| 1. Heart shaped face | a. long, side bangs |
| 2. Longer face | b. side bangs |
| 3. Round face | c. all bangs look great |
| 4. Oval face | d. choppy bangs |

Interviewer: Good morning, today in our studio we have a hair stylist Nino G. Nino will speak about bangs and face shapes. Nino, can everyone wear bangs?

Nino: Bangs are a classic way to update your look, and they look especially great during the cooler months. I am sure that there's a style of bangs to suit every woman. You should just know what works best for your face shape and hair type.

Interviewer: What are ideal bang styles for different shaped faces?

Nino: Well, for heart-shaped faces, try side bangs. They draw attention to the eyes and mouth. If your face is longer, I recommend long, side bangs.

Interviewer: What about round and oval shapes? Some people think bangs are not for them.

Nino: If you have a round face shape, you might think that bangs are not for you. But actually, bangs can add some contour and shape to the face. Choppy bangs about 3 centimeters above the brow will make your face look longer. If you have an oval face shape, Lucky you! All bangs look great on an oval face so have fun!

Interviewer: Finally, bangs need blow-drying and styling. Both can damage your hair. How can we look after the bangs?

Nino: Whatever your hair type, make sure you use a nourishing oil. Apply the oil to the brush, not the hair.

Interviewer: Nino, Thank you!

3. Look at the pictures of bangs. Match the styles with the pictures.

straight bangs

side bangs

choppy bangs



1. _____



2. _____



3. _____

4. Read the sentences. Complete the gaps with the words from the box.

try great contour nourishing attention damage update

1. Bangs are a classic way to _____ your look.
2. Well, for heart-shaped faces, _____ side bangs.
3. Bangs can add some _____ and shape to the face.
4. Blow drying and styling can _____ your hair.
5. Make sure you use a _____ oil.
6. Side bangs draw _____ to the eyes and mouth.
7. All bangs look _____ on an oval face so have fun!

Work with your partner.

Student A

You are a stylist. Tell **student B** what her/his face shape is.

Give advice about bangs.

Change the roles.

Teacher's notes

CEFR level A1-A2

Aims:

- to provide an opportunity to practise typical salon communication between salon staff and clients
- practise vocabulary related to face shapes and different styles of bangs

Objectives

By the end of the session learners will be able to:

- Carry out a simple dialogue about different face shapes and bang types using the prompts

Stage 1

- Lead-in. Draw different shapes on the board teach or elicit the word 'shape'
- Ask sts to work in pairs and match the pictures with the words for face shapes.
- Sts share the answers with the whole group.

Key: Ex. 1 1. oval 2. square 3. round 4. heart

Stage 2

- Ex. 2 Tell sts they are going to read an interview with a stylist. Ask to match the face shapes with the bangs.
- Ask sts to work in pairs and compare the answers.
- Write the correct answers on the board.

Key: Ex. 2 1.b 2. a 3.d 4.c

- Ex. 3 Sts match the pictures with the bangs.
- Point to the pictures. Ask sts to say the words.

Key: Ex. 3 1. choppy bangs 2. straight bangs 3. side bangs

- Ex. 4 Tell sts they are going to complete the gaps with the words from the box. Read the words first. Ask sts to give the definitions or examples from the text.
- Sts complete the gaps.

Key: Ex. 4 1. update 2.try 3. contour 4. damage 5. nourishing 6. attention 7. great

Stage 4

- Sts role-play the dialogue and give advice about bangs.
- Sts change the roles

**NURSING / VETERINARY
MEDICINE / PHARMACY**

I'll be Your Nurse Today

Words you will need:

surgery - ქირურგიული ოპერაცია

drip - წვეთოვანი გადასმა

shift - ცვლა

ankle - კოჭი

painkiller - ტკივილგამაყუჩებელი

X-ray - რენტგენოგრამა

hurt - ტკივილი

I hope - იმედი მაქვს

treatment - მკურნალობა



1, Work with your partner. Match the words with the pictures.

X-ray

surgery

drip

ankle

Call Nurse Button



1. _____

2. _____

3. _____

4. _____

5. _____

2. Read the dialogues below and answer the questions. Write the name of the patient next to the question.

Which patient:

1. will be operated? _____
2. has a football match? _____
3. is asked about family members? _____
4. has a question about treatment? _____

Dialogue 1

Natia: Good morning Mr. Jones. Sorry to disturb you. My name is Natia and I'll be your nurse today.

Mr. Jones: Nice to meet you Natia.

Natia: Well, I see you are here for Cataract surgery.

Mr. Jones: Yes, I have already seen my surgeon today. Last week I had 2 sessions of eye tests.

Natia: Great! Will someone from your family drive you back home?

Mr. Jones: Yes, my son and daughter in law will be here tomorrow morning.

Natia: Well, my shift finishes at 9:00. If you need something, press the Nurse Call button next to the bed.

Dialogue 2

Nurse: Good Afternoon, Ms. West. I'm Tina and I'm taking care of you.
Can I help you?

Ms. West: Well, yeah, I have a question. How long does this drip last?

Nurse: Let me have a look. About 45 minutes are left.

Ms. West: How many drips can I have in a week?

Nurse: Actually, we do not recommend more than two drips per week.

Ms. West: And can I see Nana today, the other nurse?

Nurse: Nana is on the night shift today. She will be here at 9:00.

Dialogue 3

Nurse: Hello Jim, I am your nurse on this shift. My Name is Levan.

Jim: Hi

Nurse: How is your ankle? Does it hurt?

Jim: No, the doctor gave me a painkiller.

Nurse: We will have the X-ray report in 30 minutes. If it doesn't hurt, what's wrong?

Jim: My football team is playing this weekend and I can't go.

Nurse: Oh, I am sorry. I hope they win!

3. a) Underline the phrases for greeting e.g. Good morning _____

b) Circle the phrases you use to introduce yourself (say who you are) _____

4. Write the missing words. The first letter is given.

1. I see you are here for Cataract s_____
2. How many d_____ can I have in a week?
3. And can I see Nana today, the o_____ nurse?
4. The doctor gave me a p_____.
5. Last week I had 2 sessions of eye t_____.
6. We will have the X-____ report in 30 minutes
7. How is your a_____?

5. Write a reply in each situation. Use the words/phrases below.

Let me have a look Oh, I am sorry Just a little Well, yeah. Great!

1. I've hurt my ankle. I can't play football.

2. Does it hurt?

3. Can I help you?

_____ I want to see the doctor.

4. My son will drive me back home.

5. How long does this drip last?

_____. About 30 minutes.

5. Work with your partner. Read your cards and role-play the dialogue.

Student A:

You are a nurse.

- Greet the patient and introduce yourself.
- Ask if you can help
- Answer their question
- Say when your shift finishes today

Use the prompts

Good morning, I am...

Can I help you

Let me have a look...

Actually/not/recommend more than 2 a day

My shift/finishes/9:00

Student B:

You are a patient.

- Greet the nurse
- Ask the question:
- Ask if you can see the other nurse

Use the prompts:

Nice to meet you.

Well, yeah, I have a question...

How many painkillers/can take/a day

And can I see...?

Change the roles.

Student B:

You are the nurse:

- Greet the patient and introduce yourself
- Your patient has a broken arm. Ask if it hurts
- Say you will have X-ray results in 5 minutes
- Ask what's wrong
- Reply to the patient's problem

Use the prompts:

Hello ...I am your nurse on this shift

My name is...

How/your arm? Does/hurt?

Oh, I am sorry, I hope...

Student A

You are a patient:

- Greet the nurse
- Say your ankle doesn't hurt
- Say you have a test at the college and can't write

Use the prompts:

Hi

Just a little. Doctor gave/painkillers

I have/test/can't write

Change the partner.

Student A:

You are a nurse

- Introduce yourself
- Say the patient is there for an appendectomy (აპენდიქსის მოშორება)
- Check if the family members will drive the patient back home

Use the prompts

Good morning

Sorry to disturb

My name is...

Well, I see you are here for ...

Great!

Student B:

You are a patient.

- Greet the nurse
- Say you have already seen the doctor and had a preoperative examination (წინასაოპერაციო კვლევები)
- Say your daughter will drive you back home

Use the prompts

Nice to meet you ...

Yes, I have already seen

I had/preoperative examination

My daughter/drive/back home

Teacher's notes

CEFR level A1-A2

Aims:

- to provide an opportunity to practise typical hospital communication between a nurse and a patient;
- practice turn taking;
- Encourage students use hospital related vocabulary and functions for introducing yourself /meeting new patients.

Objectives:

By the end of the session learners will be able to:

- greet a patient or a hospital visitor in a simple dialogue;
- introduce themselves;
- use prompts to carry out simple dialogues with a patient.

Stage 1

- Lead-in. Tell sts they are going to practice hospital communication between a nurse and a patient or visitor
- Read the words in ex. 1 and ask sts to repeat. Check the pronunciation.
- Divide sts into small groups and ask to match the pictures with the words.
- Check the answers with the whole group.

Key: ex. 1. 1.drip 2. surgery 3. X-ray 4. ankle 5. call nurse button

Stage 2

- Tell sts they are going to read three dialogues.
- Give them time to read the dialogues and answer the questions in ex. 2.
- When the students are ready, ask to compare the answers with the partner.
- Write the correct answers on the board. Ask sts to check.

Key: ex. 2. 1. Mr. Jones 2. Jim 3. Mr. Jones 4. Ms. West

- Teach sts the words '*introduce*' and '*greet*' give examples. Tell sts that nurses need to use self-introduction. After *greeting someone* you should say *your name* and *why you are there*. After someone greets you, it is important to *reply* e.g. It's nice to meet you/I am pleased to meet you/hello.
- Sts read the dialogues again and find examples of greeting and introducing.

Key: ex. 3 a) 1. Good morning, 2. Good afternoon, 3. Hello b) 1. My name is Natia and I'll be your nurse today. 2. I'm Tina and I'm taking care of you.3. I am your nurse on this shift. My name is Levan.

Stage 3

- Tell students they are going to look at the words in the dialogues.
- Divide students into groups and give them a time limit to complete the sentences with the words from the dialogues. This activity gives sts a chance to recycle the vocabulary from ex.1 and focus on the context.

Key: ex. 4 1. surgery, 2. drops 3. other 4. prescription 5. tests 6.X-ray 7. Ankle

Stage 4

- In ex. 5 students look at the phrases that are informal and are used to respond/react to what is said.

- Give sts time to complete the dialogues.
- Check the answers.
- Ask pairs to role-play.

Key: ex. 5 1. Oh, I am sorry 2. Just a little 3. Well, yeah 4. Great! 5. Let me have a look

Stage 5

- Divide sts into As and Bs.
- Sts read the role cards. Give them time to prepare/take notes.
- Ask to role-play the situations.
- Monitor the groups and take notes of the errors (errors can be discussed by the end of the activity).
- Students change the roles.
- (optional) ask a pair to perform for the whole group.

Checking in a Patient



Words you will need:

check in - რეგისტრაცია

patient - პაციენტი

occupation - პროფესია, სამსახური

date of birth - დაბადების თარიღი

marital status - ოჯახური მდგომარეობა

dust - მტვერი

pollen - ყვავილის მტვერი

itchy - რომ ექავება/ეფხანება

1. Read the dialogue between the nurse and the patient. Which of the topics below are not mentioned?

- a) Allergies
- b) Patient's name
- c) Home address
- d) Patient's job
- e) Patient's hobbies

Nurse: First we should check your personal information. What's your full name?

Patient: Mark Jones

Nurse: How do you spell it?

Patient: M-A-R-K J-O-N-E-S

Nurse: Thank you. Let me check- M-A-R-K J-O-N-E-S.

Patient: Yes, that's right.

Nurse: Where are you from Mark?

Patient: I am from the US. I teach English. I've lived in Georgia for two years.

Nurse: Really? I have been learning English for a year. What is your date of birth Mark?

Patient: The 9th of March, 1990.

Nurse: And what's your job? You are a teacher, right?

Patient: Yes, I teach English at Batumi Language School.

Nurse: Now, I also need to ask - what's your marital status?

Patient: I am single.

Nurse: Who is the person we can contact in case of emergency?

Patient: My sister, Hellen Jones. Her phone number is 09785 86745

Nurse: Can you give me your email address, please?

Patient: Sure, it's m.jones@teachenglish.com

Nurse: Thank you. Do you have any allergies?

Patient: I am allergic to dust and pollen. The symptoms are itchy eyes and sneezing.

Nurse: Hmm. Thank you Mr. Jones.

2. Read the dialogue again and complete the form with the information from the dialogue.
The first one is an example.



Georgian Clinic

First Name

Surname

1. ----- Ex. mark ----- 2. -----

Date of birth:

3. -----

Sex: 4. M F

Contact number:

5. -----

E-mail:

6. -----

Marital Status:

7. -----

In case of emergency

Emergency Contact:

8. ----- Relationship: 9. -----

Contact Number:

10. -----

Occupation: 11. -----

Allergies: 12. -----

3. Read the sentences and complete the gaps with: How/Where/What/Who

1. _____ is your full name?
2. _____ do you spell it?
3. _____ are you from?
4. _____ is your date of birth?

5. _____ is your job?
6. _____ is your marital status?
7. _____ is the person we can contact in case of emergency?

4. Put the words below in the right order. Read the dialogue to check your answers.

1. we/check/should/your/information/personal/First

2. check/Let/me

3. in/lived/Georgia/for/two/I've/years.

4. ask/I/also/Now/need/to

5. pollen/I/to/dust/and/allergic/am.

6. symptoms/The/are/sneezing/itchy eyes/and

5. Read the answers and write the questions:

1. **Nurse:** _____

Patient: Jim Davis.

2. **Nurse:** _____

Patient: I am an electrician at GGI Ltd.

3. **Nurse:** _____

Patient: Yes, I am allergic to eggs.

4. **Nurse:** _____

Patient: My mother, Jane Smith. Her contact number is 34798 45785

5. **Nurse:** _____

Patient: 28th June, 1998.

6. Nurse: _____ ?

Patient: J-I-M D-A-V-I-S

7. Nurse: _____ ?

Patient: Sure, it's Jim.Davis@electrics.com

6. *Work with your partner.*

Student A: You are a nurse. Ask questions to student B and complete the form below.

Central Clinic Georgia

First Name

Surname

Date of birth:

Sex: M F

Contact number:

E-mail:

Marital Status:

In case of emergency

Emergency Contact:

----- Relationship: -----

Contact Number:

Occupation: -----

Allergies: -----

Student B: *You are a patient. Look at the information and answer your partner's questions.*

Full Name: Jane Brigger
Spell: J-A-N-E B-R-I-G-G-E-R
Date of birth: 27 September, 1975
Contact number: 34805 5943
Email: davidbriger@email.com
Marital Status: Married
Emergency Contact: Nina Siphson, daughter
Occupation: Project manager at Ltd Construction

Change the roles.

Student B: *You are the nurse. Ask questions to student A and complete the form.*

Student A: *You are the patient. Answer your partner's questions. Give your personal information.*

Teacher's notes

CEFR level A1-A2

Aims:

- To provide an opportunity to practice communication between a nurse and a patient;
- Practice asking questions and complete a registration form;
- Encourage students use hospital related vocabulary and functions.

Objectives:

By the end of the session learners will be able to:

- ask questions to obtain patient's personal information;
- complete a registration form;
- give a telephone number and dictate an email;
- spell name and surname;
- check personal details.

Stage 1

- (Lead in) Ask sts what kind of questions are asked when patients first arrive at a hospital. Write question words on the board - What .../How. When.
- Ask sts to look at ex. 1 and guess which of the topics will not be mentioned in the dialogue between the nurse and the patient.
- Sts read the dialogues and check the answers.

Key: ex.1 c) Patient's home address and e) Patient's hobbies are not mentioned.

- Ask sts to work individually. Sts read the dialogue again and complete the registration form in ex.2
- Sts compare the answers with the partner.
- Elicit the answers by asking questions. E.g. What's his surname? What's his date of birth?

Key: ex. 2 1. Mark 2. Jones 3. The 9th of March, 1990 4. M 5. 09785 86745 6.

m.jones@teachenglish.com 7. single 8. Hellen Jones 9. Sister 10. 09785 86745 11. teacher 12. Yes, allergic to dust and pollen

Stage 3

- Sts focus on the question words. Ask to complete the sentences with a question word.
- Sts read the full questions aloud.

Key: ex.3 1. What 2. How 3. Where 4. What 5. What 6. What 7. Who

- Sts read the sentences and put the words in the right order. The first word of the sentence starts with the capital letter.

Key: ex.4 1. First we should check your personal information 2. Let me check 3. I've lived in Georgia for two years. 4. Now, I also need to ask 5. I am allergic to dust and pollen. 6. The symptoms are itchy eyes and sneezing.

Key: ex. 5 1. What's your name? 2. What's your job? 3. Do you have any allergies? 4. Who is the person we can contact in case of emergency? 5. What is your date of birth? 6. How do you spell it? 7. Can you give me your email address, please?

Stage 4

- Sts role play the dialogues
- Ask sts to maintain eye contact, use friendly body language
- Regroup the sts and ask to role-play with a different partner.

Which Department?

Words you will need:

blood pressure - სისხლის წნევა

spot - მუწუკი

arrhythmia - არითმია

equipment - აპარატურა

staff - მომსახურე პერსონალი

heal - განკურნება, მორჩენა

ward - პალატა

entrance - შესასვლელი

discharge - პაციენტის გამოწერა

1. a) *Work with your partner. How many hospital departments do you remember? Make a list. Compare your lists with other groups.*

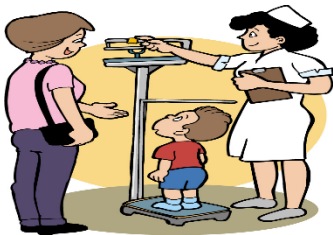
b) *Match the words with the pictures. One word is extra.*

Intensive Care Unit ICU
Cardiology

Nurse Station
Pharmacy

Pediatric Department ER (Emergency)

Dermatology



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

2. Read the dialogues below and complete the gaps with the words from ex. 1.

Dialogue 1:

Patient: I have spots on my face, and it doesn't heal. It has been this way for two months. I need to see the doctor. Which department should I visit?

Nurse: You need to go to the 1. _____ department. Mr. Vashakidze is on the 3rd floor, next to the nurse station.

Dialogue 2:

Patient: I have high blood pressure and Arrhythmia. My friend recommended this clinic.

Nurse: Our 2. _____ department is the best in the region. We have the latest equipment and professional staff.

Patient: Could you tell me how to get to the department?

Nurse: It is on the second floor. Please go straight along the hallway. Go up the stairs one floor. The department is on your left.

Dialogue 3:

Mother: My daughter fell off the bike and we need to see the doctor urgently.

Nurse: The 3. _____ is downstairs. You should use the elevator. I will get the wheelchair for you.

Dialogue 4:

Patient: My doctor prescribed these medicines. Do you have a 4. _____ in the clinic?
I need to buy them now.

Nurse: Yes, I will show you. It's on the first floor next to the registration office.

Dialogue 5:

Nurse: The surgery went well. Now your father is in 5. _____. Tomorrow he will be discharged to a ward.

Patient's Daughter: Oh, thank you! How can I send him reading glasses and a mobile charger?

Nurse: Leave it at the main reception desk in the main entrance.

Patient's Daughter: How do I get there?

Nurse: Walk straight ahead and turn left. You can't miss it.

3. a) Work with your partner. Read the sentences from the dialogues and guess the meaning of the underlined words.

1. I have spots on my face I need to see the dermatologist. _____
2. The patient has high blood pressure and Arrhythmia. _____
3. My daughter fell off the bike and we need to see the doctor. _____
4. The patient is in the ER. The doctor should see him urgently. _____
5. You can walk down the stairs or use the elevator. _____
6. If you can't walk, I can get you a wheelchair. _____
7. Leave the mobile charger at the main reception desk in the main entrance. _____
8. My doctor prescribed these medicines. _____

b) Now, match the underlined words with the Georgian translations.

1. სისხლის წნევა _____
2. მიმღები _____
3. სამედიცინო ეტლი _____
4. ამერ. ლიფტი _____
5. სასწრაფოდ _____
6. ჩამოვარდნა _____
7. მუწუკები _____
8. წამლის გამოწერა _____

Giving Directions

4. Read the dialogues again and write the answers to the questions.

1. Where is the dermatology department?
2. _____
3. How do you get to the cardiology department?
4. _____
5. Where is the ER?
6. _____
7. Where is the pharmacy?
8. _____
9. How do you get to the reception desk?
10. _____

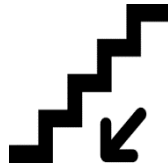
5. What do these signs show? Match the signs with phrases.

up go downstairs

turn left

next to

go up and down



1. _____

2. _____

3. _____

4. _____

5. _____

6. Put the words in the right order to make sentences.

1. straight/Walk/ahead/left/and/turn.

2. is/on/Mr. Vashakidze/floor/the 3rd.

3. is/next/to/the/nurse/It/station.

4. can't/You/it/miss.

5. straight/Go/the/hallway/along.

6. department/The/left/is/on/your

7. on/the/It's/first/floor.

7. Work with your partner. Role-play the dialogue.

Student A:

- Tell your partner your friend has a high temperature and a headache.
- Ask which department to visit
- Ask where the department is

Student B:

- You are a nurse
- Tell your partner to visit the GP
- Give directions. Use the phrases: *Go straight ahead, turn right/next to the pharmacy*

Student B:

- Tell your partner your 6-year old son has a stomachache
- Ask which department to visit
- Ask where the department is

Student A:

- You are a nurse
- Tell your partner to visit the Pediatric department
- Give directions. Use the phrases: *Go straight along the hallway/go downstairs/you can't miss it.*

Change the partner.**Student A:**

- Tell the nurse your little sister had a leg surgery
- Say thank you and ask how to send a toy train
- Ask how you can find the place

Student B:

- Tell student A the surgery went well and her sister will be in the ward tomorrow
- Tell them to leave the toy train at the reception
- Say you will show the reception.

Teacher's notes

CEFR level A1-A2

Aims:

- To provide an opportunity to practise typical hospital communication between a nurse and a patient, give directions and speak about hospital departments.

Objectives:

By the end of the session learners will be able to:

- use prompts to carry out simple dialogues with a patient;
- give directions using vocabulary for hospital departments and facilities.

Stage 1

- Lead-in. Ask sts to make a list of different hospital departments.
- Write the answers on the board.
- Read the words in ex.1 and ask sts to repeat. Check the pronunciation.
- Divide sts into small groups and ask to match the pictures with the words.
- Check the answers with the whole group.

Key: ex. 1 1. Pediatric Department 2.ER (Emergency) 3. Nurse Station 4. Intensive Care Unit ICU 5. Pharmacy 6. Cardiology extra: Dermatology

Stage 2

- Tell sts they are going to read small dialogues.
- Give sts time to read the dialogues and complete the gaps with the names of hospital departments from ex.1
- When the sts are ready, ask to compare the answers with the partner.
- Write the correct answers on the board. Ask sts to check.

Key: ex. 2 1. Dermatology 2. Cardiology 3. Pediatric Department 4. Pharmacy 5. Intensive Care Unit ICU

- Ex.3. Sts read the sentences from the dialogues and guess the meaning from the context.
- Sts match the underlined words with the Georgian translations.

Key: ex.3 b) 1. blood pressure 2. reception desk 3. wheelchair 4. elevator 5. urgently 6. fell off 7. spots 8. prescribe

Stage 3

- Write 'giving directions' on the board. Elicit the meaning.
- Ex.4 Students read the questions and find the answers in the dialogues in Ex. 2.

Key: ex.4 1. On the 3rd floor, next to the nurse station. 2.Go straight along the hallway. Go up the stairs one floor. The department is on your left. 3.Downstairs 4. It's on the first floor next to the registration office. 5.Walk straight ahead and turn left.

- Ex. 5 Sts match the words with the pictures.

Key: ex. 5 1. up 2. go up and down 3. go downstairs 4. turn left 5. next to

- Ex. 6 Sts put the words in the right order.

Key: ex. 6 1. Walk Straight ahead and turn left. 2.Mr. Vashakidze is on the 3rd floor. 3. It is next to the nurse station. 4.You can't miss it. 5.Go straight along the hallway. 6.The department is on your left. 7.It's on the first floor.

Stage 4

- Divide sts into As and Bs.
- Sts read the role cards. Give them time to prepare/take notes
- Ask to role-play the situations

- Monitor the groups and take notes of the errors (errors can be discussed by the end of the activity)
- Students change the roles
- (optional) ask a pair to perform for the whole group.

Symptoms and Diagnoses

Words you will need:

muscle - კუნთი

medication - სამკურნალო საშუალება

paracetamol - პარაცეტამოლი

swallow - ყლაპვა, ჩაყლაპვა

antihistamines - ანტიჰისტამინური პრეპარატი

ache - ტკივილი

blocked - გაჭედილი

roll up - აკაპიწება

sleeve - სახელო

soap - საპონი

inflammation - ანთეზა, ანთებითი პროცესის დაწყება

1. Work with your partner. Match the symptoms with the pictures.

watery eyes/sore throat/rash/cough/sneeze/swollen arm and insect bite/weakness/high temperature



1. _____



2. _____



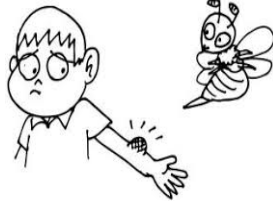
3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

2. Read the words below. There is one mistake. Can you find it?

Write the answer Here: _____

earache

stomachache

toothache

throat ache

headache

back ache

3. Read the dialogues and write a diagnosis for each patient.

The diagnoses:

- flu
- tonsillitis
- allergy
- insect bite

Dialogue 1 **Diagnosis 1.** _____

Nurse: Hello, how do you feel?

Sophia: I feel weak and tired. My muscles ache and I have a fever of 37.9°C.

Nurse: Let's check again. Put the thermometer under your arm for 5 minutes. Do you have any other symptoms?

Sophia: I sneeze and my nose is blocked.

Nurse: Did you take any medication?

Sophia: Just a Paracetamol.

Dialogue 2 Diagnosis 2. _____

Oliver: I have a sore throat. I can't eat or drink. I can't swallow.

Nurse: Do you have temperature?

Oliver: Yes 38.5°C and I feel sick.

Nurse: Can you open your mouth for me, please? Uhh, you have a red inflamed throat. The doctor will see it. And you should take a CBC too.

Oliver: CBC? What is it?

Nurse: It's a simple test - Complete Blood Count.

Dialogue 3 Diagnosis 3. _____

Emilia: My face and arms are itchy and I have a rash.

Nurse: Do you have any other symptoms?

Emilia: Yes, I've got a runny nose and my eyes are watery.

Nurse: Did you take Antihistamines?

Emilia: No, I didn't.

Nurse: Good. The doctor will be here in 5 minutes.

Dialogue 4 Diagnosis 4. _____

Mario: It is so painful and my hand is swollen.

Nurse: When did it happen?

Mario: An hour ago. I was in my garden, drinking lemonade.

Nurse: What did you do when it happened?

Mario: I washed it with water and soap.

Nurse: Roll up your sleeve and lift your arm, please. I need to see the area.

4. Read the dialogues again and write the name of the patient next to the symptom:

Which patient:

1. has muscle ache _____
2. can't eat or drink _____
3. has a swollen hand _____
4. should take a CBC test _____
5. has watery eyes _____
6. has the highest temperature _____
7. Has a skin rash _____

5. a) Work with your partner. Try to guess the meaning of the underlined words in the dialogues.

b) Now, match the translations with the words from the dialogues:

1. მტკივანი _____
2. საპონი _____
3. აკაპიწება _____
4. ავად _____
5. მარტივი, იოლი _____
6. რომ ექავება, ეფხანება _____
7. ყელი _____

6. Match the sentence halves.

- | | |
|--------------------------|----------------------------------|
| 1. Roll up your sleeve | a) when it happened? |
| 2. What did you do | b) and lift your arm, please. |
| 3. I've got a runny nose | c) under your arm for 5 minutes. |
| 4. Uhh, you have | d) and tired |
| 5. Put the thermometer | e) and my eyes are watery. |
| 6. I feel weak | f) a red inflamed throat. |
1. _ 2. _ 3. _ 4. _ 5. _ 6. _

7. Work with your partner. Role play the dialogues below.

Student A:

You are a nurse.

Ask questions to student B about the problem. You start the dialogue.

Use the questions:

- How do you feel?
- Do you have any other symptoms?
- Did you take medications?

Students B:

You have the flu. Describe the symptoms to your partner.

Use the phrases:

- I feel weak and tired.
- My muscles ache and I have a fever of 37.9°C.
- I sneeze and my nose is blocked.
- I took paracetamol

Change the roles.

Student B

You are a nurse.

Ask questions to student A about the problem. You start the dialogue.

Use the questions:

- How do you feel?
- Do you have any other symptoms?
- Did you take Antihistamines?

Student A

You are a patient.

You have an allergy. Describe your symptoms to your partner.

Use the phrases:

- My face and arms are itching
- I have a rash.
- I've got a runny nose
- my eyes are watery

8. Work in pairs.

Student A Chooses symptoms from ex. 3. and describes the symptoms to Student B.

Students B Gives diagnosis.

Change the roles.

Teacher's notes

CEFR level A1-A2

Aims:

- To provide an opportunity to practice typical hospital communication between a nurse and a patient, asking about and describing symptoms.

Objectives:

By the end of the session learners will be able to:

- use prompts to carry out simple dialogues with a patient;
- describe and ask about symptoms.

Stage 1

- Ex. 1. Tell sts to focus on the pictures. Ask if they can say the words for the symptoms in English.
- Read the words in ex.1 and ask sts to repeat. Check the pronunciation.
- Divide sts into small groups and ask to match the pictures with the words.
- Check the answers with the whole group.

Key: Ex. 1 1. sneeze 2. cough 3. sore throat 4. rash 5. high temperature 6. swollen arm and insect bite 7. weakness 8. watery eyes

- Ex.2 Ask sts to read the symptoms and find the wrong word.

Key: Ex. 2 throat ache

Stage 2

- Tell sts they are going to read small dialogues.
- Give sts time to read the dialogues and write a diagnosis for each patient.
- When the sts are ready, ask to compare the answers with the partner.
- Write the correct answers on the board. Ask sts to check.

Key: Ex. 3 1. flu 2. tonsillitis 3. allergy 4. insect bite

- Ex.4. Sts read the dialogues again and write the name of the patient next to the symptom:

Key: Ex. 4 1. Sophia 2. Oliver 3. Mario 4. Oliver 5. Emilia 6. Oliver 7. Emilia

- 5 a) Ask sts to work in small groups, focus on the underlined words in the dialogues and guess the meanings. Remind sts to use the context to work out the meaning.
- 5 b) Sts match the underlined words with the Georgian translations.

Key: Ex.5 b) 1. painful 2. soap 3. roll up 4. sick 5. simple 6. itchy 7. throat

- Ex. 6 sts Match the sentence halves.

Key: Ex.6 1.b 2. a 3.e 4. f 5.c 6. d

Stage 3

- Divide sts into As and Bs.
- Sts read the role cards. Give them time to prepare/take notes
- Ask to role-play the situations
- Monitor the groups and take notes of the errors (errors can be discussed by the end of the activity)
- Students change the roles
- (optional) ask a pair to perform for the whole group.



Caring for a Family Member

Words you will need:

visiting hours - პაციენტის ნახვის საათები
 shortness of breath - სუნთქვის უკმარისობა
 ward - საავადმყოფოს პალატა
 flu-გრიპი
 surgery - ქირურგიული ოპერაცია
 examine - ავადმყოფის გასინჯვა
 insurance - დაზღვევა
 care - ზრუნვა, მზრუნველობა

Family members.

1. a) *Work with your partner. Make a list of family members. How many do you remember?*

b) *Complete the table below*

Female	Male	Could be both male and female
mother	1. _____	parent
2. _____	grandfather	grandparent
aunt	3. _____	

4. _____	nephew	
5. _____	son	children
sister	6. _____	sibling
7. _____	husband	spouse
daughter-in-law	8. _____	
9. _____	brother-in-law	

2. Read the translations and write the words from the table.

1. რძალი, ვაჟიშვილის ცოლი _____
2. მეუღლე (ცოლი ან ქმარი) _____
3. და ან ძმა _____
4. ბებია ან ბაბუა _____
5. ცოლსძმა, მაზლი, ქვისლი _____
6. ძმისშვილი ან დისშვილი (ვაჟი) _____

3. Read the dialogues between the nurse and the patients' family members. Complete the table with the information from the dialogues. The first one has been done for you as an example.

Find the information about:	Your answers
How old the visitors can be	1. <u>12 or older</u>
visiting hours	2.
personal items Ms. Rossi can bring	3.
the diet Luka should eat	4.
what the nurse should check in dialogue 2	5.

Dialogue 1

Aunt: Hello, I am Nino's aunt. When do you have the visiting hours?

Nurse: Visiting hours begin at 5 p.m. and end at 8 p.m. daily.

Aunt: Lovely! I'll tell my son and husband.

Nurse: Oh, I am sorry. Only two visitors can come at one time. Visitors must be age 12 or older. Please, use hand sanitizer when you enter and leave the ward. You can't visit the patient if you have the flu or high temperature.

Dialogue 2

Daughter: My father has shortness of breath.

Nurse: Okay. We should bring him to the emergency room. I'll check the pulse. The doctor will examine him in a minute. Loosen the shirt first.

Doctor: Your father should stay for one or two days. We need to do more tests

Daughter: Sure, do we have to pay?

Nurse: No, just visit our financial department and they will call your insurance company.

Daughter: Okay.

Dialogue 3

Nurse: Your husband is in surgery at the moment

Ms. Rossi: Do you know if he is OK?

Nurse: The doctor will talk to you when he is out of surgery.

Ms. Rossi: Okay. Do I need to bring something for him?

Nurse: Actually, you can bring personal items: pajamas, a bathrobe, slippers, comb, toothbrush and toothpaste.

Dialogue 4

Luka: The food isn't tasty. Where is the spicy sauce?

Nurse: I'm sorry, you must eat a soft diet and be free from spicy, hot food. Oh yes, and you must drink water. Your body is losing water. Please, sit upright in your bed.

Kate: I will take care of my brother and give him a lot of water.

Nurse: Don't forget to take this medicine.

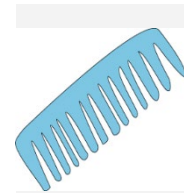
Kate: Yes, thank you.

4. Read the sentences and complete the gaps with the words from the box.

care use upright examine high temperature soft personal items

1. You should _____ hand sanitizer when you enter the hospital.
2. I will take _____ of my brother and give him much water.
3. Sit _____ in your bed when you eat.
4. Your son must eat a _____ diet and be free from spicy food.
5. You can't visit the patient if you have the _____.
6. The doctor will _____ your father.
7. Pajamas, a bathrobe toothbrush and toothpaste are _____.

5. Match the pictures with the words from the dialogue:



1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

toothbrush and toothpaste/slippers/bathrobe/pyjamas/comb/gown

6. Put a slash / to separate the words in the sentences.

1. Whendoyouhavethevisitinghours?

2. Onlytwovisitorscancomeatonetime.

3. They will call your insurance company.

4. The doctor will talk to you when he is out of surgery.

5. Actually you can bring personal items

6. Don't forget to take this medicine.

7. Oh yes and you must drink water.

7. Work in Pairs.

Students A:

You are the patient's family member. You start the dialogue.

- Say who you are
- Ask about the visiting hours
- Say who will visit the patient

Students B:

You are the nurse.

- Tell your partner about the visiting hours
- Say only two people can visit
- Say what to do before they enter the ward.
- Say not to come if they have the flu/high temperature.

Change the roles:

Student B:

Your family member is in surgery.

- Ask the nurse if your family member is OK.
- Ask what you can bring for the family member.

Students A:

You are the nurse.

- Tell your partner the doctor will see them when she is out of the surgery.
- Tell what personal items to bring.
- Tell the patient to eat a soft diet.

Teacher's notes

CEFR level A1-A2

Aims:

- Provide an opportunity to practice typical hospital communication between a nurse and patients' family members;
- Practice turn taking;
- Encourage students to use vocabulary related to family members, personal items, diet.

Objectives:

By the end of the session learners will be able to:

- conduct a simple dialogue with patients' family members,
- give information about visiting hours, personal items, diet,
- give advice.

Stage 1

- Lead-in. Tell sts they are going to practice hospital communication between a nurse and patients' family members.
- Ex.1 a) Ask sts to work in pairs or small groups. Give a time limit to make a list of family members. Write the answers on the board.
- Ex.1 b) Ask sts to complete the table. Share the answers with the whole group

Key: ex.1b 1. father 2. grandmother 3. uncle 4. niece 5. daughter 6. brother 7. wife 8. brother-in-law 9. son-in-law

- Ex. 2. Divide sts into small groups. Ask to match the words from the table with the translations.
- Check the answers.

Key: ex.2 1. daughter-in-law 2. spouse 3. sibling 4. grandparent 5. brother-in-law 6. nephew

Stage 2

- Tell sts they are going to read three dialogues.
- Give them time to read the dialogues and complete the table in ex. 3.
- When the sts are ready, ask to compare the answers with the partner.
- Write the correct answers on the board. Ask sts to check.

Key: ex 3 1.12 or older 2. begin at 5 p.m. and end at 8 p.m. daily. 3.pajamas, a bathrobe, slippers, comb, toothbrush and toothpaste. 4.a soft diet and be free from spicy, hot food 5. the pulse

Stage 3

- Tell students they are going to look at the words in the dialogues.
- Divide students into groups and give them a time limit to complete the sentences with the words from the dialogues. This activity gives sts a chance to recycle the vocabulary from ex.1 and focus on the context.

Key: ex 4 1.use 2. care 3. upright 4. soft 5. high temperature 6. examine 7. personal items

- Ex.5. Read the words and ask sts to repeat. Check the pronunciation.
- Divide sts into small groups and ask to match the pictures with the words.
- Check the answers with the whole group.

Key: ex 5 1. pajamas 2. toothpaste 3. slippers 4. bathrobe 5. gown 6. comb

- Ex.6. Ask sts to put a slash / to separate the words in the sentences.

Key: ex 6 1. When do you have the visiting hours? 2.Only two visitors can come at one time.

3.They will call your insurance company. 4.The doctor will talk to you when he is out of surgery. 5.Actually you can bring personal items 6. Don't forget to take this medicine. 7. Oh yes, and you must drink water.

Stage 4

- Divide sts into As and Bs.
- Sts read the role cards. Give them time to prepare/take notes
- Ask to role-play the situations
- Monitor the groups and take notes of the errors (errors can be discussed by the end of the activity)
- Students change the roles
- (optional) ask a pair to perform for the whole group.

I am Writing...

Words you will need:

intravenous infusions -ინტრავენური ინფუზია, გადასხმა

keep record -წერილობითი ანგარიშის წარმოება

support - მხარდაჭერა, დახმარება

junior (აქ) - დამწყები

staff - მომსახურე პერსონალი

salary - ხელფასი

advertisement - განცხადება

1. Work with your partner. Put the words in the right order and read the duties of a nurse.

The first one has been done for you.

1. Provide pre and post operation care.
2. medication/and/intravenous infusions/Monitor
3. medical/care/Provide/emergencies/in
4. patient's/temperature/Take
5. records/Write
6. to patients/emotional support/Give/and their relatives
7. junior/Help/staff

2. Read the job advertisement of a nurse below and answer the questions:

1. What are the duties?
2. What is the expected salary?
3. What should you do to apply?

Are you an enthusiastic person with good organizational skills who wants to work in a clinic?
Then we are looking for you.

Job Duties:

- Provide pre and post operation care
- Monitor medication and intravenous infusions
- Provide medical care in emergencies
- Take patient's pulse, temperature and blood pressure
- Write records
- Give emotional support to patients and their relatives
- Help junior staff
- Count pills and label bottles

Expected salary: 1100 Gel.

To apply, send a CV and a Cover letter in English to

geoclinic@georgianhospitals.ge

by April 15.

3. Read the CV of Giorgi Gagua below. Write a heading for each section.

Headings:

- SKILLS
- PROFESSIONAL EXPERIENCE
- PERSONAL INFORMATION
- EDUCATION
- HOBBIES AND INTERESTS

Curriculum Vitae

1. _____

Name: Giorgi Gagua

Address: 90 Uznadze St, Tbilisi, Georgia

Email: g.gagua@georgianmail.com

Phone number: 7459 59834

2. _____	
2019	Vocational College New Wave, Nursing
2018	English Language Center - English Language Certificate (B2 Level)
2017	Tbilisi Public school #2
3. _____	
2020-present	Tbilisi clinic #1, nurse
2019-2020	Nursing apprenticeship program, Apprentice
2014	Batumi Central Hotel, lifeguard
4. _____	
	Basic computer skills- Microsoft Word, Excel, Powerpoint, English (upper-intermediate), German (beginner) Driving Skills
5. _____	
	Swimming, weightlifting

4. Look at the CV again. What do you notice about the years?

5. Now read Giorgi's cover letter and circle the right answer. The first one has been done for you.

1. Dear Sir or Madam/ Hi

I am writing 2. *about/with* the job advertisement for a nurse that I saw on geojobs.com. I 3. *believe/look* I have the right skills and knowledge for the position.

I work at Tbilisi Clinic #1 4. *as/ in* a nurse.

I 5. *graduated/studied* from the vocational college New Wave in 2020. I am a qualified nurse. I also 6. *have/give* an English language Certificate from English Language Center. So, I can communicate in English very well. In addition, I have good communication skills and I work well in a team.

I look forward to 7. *hearing/listening* from you.

Yours faithfully,

Giorgi Gagua

6. Work with your partner. Look at the cover letter and complete the gaps.

When you don't know the name of the person you are writing to, you write Dear 1. _____
for salutation. You finish the letter with Yours 2. _____.

7. Read the sentences below and complete the gaps with the words from the box.

advertisement forward *position* communication
communicate graduated

1. I believe I have the right skills and knowledge for the _____.
2. I _____ from the vocational college New Wave in 2020.
3. I am writing about the job _____ for a nurse.
4. I have good _____ skills and I work well in a team.
5. I look _____ to hearing from you.
6. I can _____ in English very well.

8. Write a CV and Cover Letter to apply for the position of a nurse.

*remember to write the last job first.

Curriculum Vitae
PERSONAL INFORMATION Name: Address: Email: Phone number: Date of Birth:
EDUCATION
PROFESSIONAL EXPERIENCE
SKILLS
HOBBIES AND INTERESTS

In your cover letter:

- Say why you are writing
- Explain why you think you are the right candidate
- Give details about your qualifications and experience
- Close the letter with 'Yours faithfully'

Dear Sir or Madam

I am writing

I look forward to hearing from you.

.....

Teacher's notes

CEFR level A2

Aim:

- Sts will learn how to write a cover letter to respond to a job advert.

Objectives:

- By the end of the session sts will be able to create their CV and a cover letter outlining their interest in applying for a position.

Stage 1

- (Lead-in) Write 'duties' on the board. Elicit the meaning and ask sts to give examples.
- Ex.1 Put sts into small groups or pairs to brainstorm a list of duties for a nurse.
- Sts share their ideas as a class.
- Elicit or pre-teach the vocabulary (pre and post operation care, intravenous infusions, emergencies, records).
- Ex.1 Ask the groups/pairs to put the words in the right order and read the duties of a nurse.
- Ask the groups/pairs to share for the whole group.

Key: ex.1 Provide pre and post operation care. 2. Monitor medication and intravenous infusions. 3. Provide medical care in emergencies 4. Take patient's temperature 5. Write records 6. Give emotional support to patients and their relatives. 7. Help junior staff

Stage 2

- Ex.2 Tell sts they are going to read a job advertisement for a position of a nurse.
- Sts read the advertisement and answer the questions in pairs.

Key: ex.2 1. Duties: provide pre and post operation care, monitor medication and intravenous infusions, provide medical care in emergencies, take patient's pulse, temperature and blood pressure, write records, give emotional support to patients and their relatives, help junior staff, count pills and label bottles 2. Expected salary: 1100 Gel. 3. To apply, send a CV and a Cover letter in English to geoclinic@georgianhospitals.ge by April 15.

- Ex.3 Tell sts they are going to read a CV.
- First ask students to read the CV and ignore the gaps.
- Students reread the CV and write a heading for each section.

Key: ex.3 1. PERSONAL INFORMATION 2. EDUCATION 3. PROFESSIONAL EXPERIENCE 4. SKILLS 5. HOBBIES AND INTERESTS

- Ex.4 Focus sts on the CV again.
- Ask What they notice about the years.

Key: ex.4 The years are not in a chronological order. The most recent job or qualification is written first.

- Ex.5 Sts read Giorgi's cover letter and circle the right answer.

Key: ex. 5 1. Dear Sir/Madam 2. about 3. believe 4. as 5. graduated from 6. have 7. hearing

- Ex.6 Sts look at the cover letter and complete the gaps

Key: ex. 6 1. Sir/Madam 2. faithfully

- Ex.7. This exercise helps sts to practise the language used in a cover letter.
- Ask sts to read the sentences and complete the gaps with the words from the box.

Key: ex. 7 1. position 2. graduated 3. advertisement 4. communication 5. forward 6. communicate
Stage 3

- Sts work alone and produce their own CV and cover letter.
- Before they start writing, remind sts about structure, words and expressions.
- Monitor the sts while they are writing and help if they have any questions.
- Encourage sts to correct the mistakes for themselves.
- While sts are writing, be on hand to help with questions.

The First Visit



Words you will need:

puppy - ლეკვი

owner - პატრონი

grow - გაზრდა

flea - რწყილი

parasite - პარაზიტი

spray - აეროზოლი, სპრეი

parvovirus - პარვოვირუსული ენტერიტი

rabies - ცოფი

1. Work with your partner. Write at least two/three questions vet assistants ask when you visit a vet clinic for the first time.

2. Match the questions with the answers to make a dialogue between the vet and the dog owner.

1. your beautiful puppy called?

2. What's What breed is he?

3. How old is he?

4. Are you the owner

5. What's your home address?

6. How do you want us to contact you?

1. __ 2. __ 3. __ 4. __ 5. __ 6. __

a) Yes, I am.

b) 6 months

c) Max

d) German Shepherd

e) By phone

f) 32 Greenway St. Tbilisi, Georgia

**3. Read the dialogue in ex.2 again and complete the pet registration form below.
Compare the answers with your partner.**

NEW PATIENT/PET REGISTRATION FORM



Pet's Name: 1. _____

Pet's Species: Dog/Cat Breed: 2. _____

Pet's Age: 3. _____ 4. Male Female

Are you the owner of this pet? 5. Yes No

Address: Street 6. _____

City 7. _____ **County:** 8. _____

In case of emergency, which method of contact do you prefer? 9.. _____

4. This time, the owner has some questions for the Vet. Read the questions and match them with the answers.

1. What size will my dog grow?
 2. What kind of vaccination does my puppy need?
 3. What flea spray can I use?
 4. What diet do you recommend?
 5. How much exercise do you recommend?
-
- a) A minimum of two hours every day. You can go walking or playing.
 - b) Here is the vaccination schedule for dogs. We must vaccinate him against rabies and parvovirus now.
 - c) Feed twice per day. Choose a high quality puppy food for large breeds.
 - d) Anti-Flea Spray kills mosquitoes, fleas, flea eggs, and it doesn't have any dangerous chemicals.
 - e) It is difficult to say. Your puppy is 6 months old now. He will grow a bit more, by about 25%.

5. Read the questions below. Complete the gaps with 'What's'/'How'/'What'

1. _____ old is he?
2. _____ flea spray can I use?
3. _____ your home address?
4. _____ size will my dog grow?
5. _____ kind of vaccination does my puppy need?
6. _____ much exercise do you recommend?

6. Match the phrases from the vet's replies.

- | | |
|----------------------------|---|
| 1. Here is the vaccination | a) puppy food for large breeds. |
| 2. Choose a high quality | b) go walking or playing. |
| 3. Anti-Flea Spray | c) per day. |
| 4. You can | d) kills mosquitoes, fleas, flea eggs. |
| 5. Feed twice | e) him against rabies and parvovirus now. |
| 6. We must vaccinate | f) schedule for dogs. |

1. __ 2. __ 3. __ 4. __ 5. __ 6. __

7. a) What do the underlined words mean? Try to guess.

1. What breed is it? - It's a poodle.
2. You should buy high quality puppy food.
3. We must vaccinate him when he is 3 months old.
4. Feed your dog twice per day.
5. What size will my dog grow?
6. Here is the vaccination schedule.
7. This anti-flea spray kills fleas and mosquitos.

b) Match the underlined words with the translations below.

1. ზომა, სიდიდე
2. ჯიშო
3. აცრის გაკეთება
4. ერთ დღეში, დღის განმავლობაში
5. განრიგი
6. რწყილების საწინააღმდეგო
7. მაღალი ხარისხის

8. Work with your partner.

Student A:

You are the vet. Ask questions to get the information.

Ask:

- How old is the puppy?
- What's his name?
- What breed is he?
- How old is he?

Students B:

You have visited the vet clinic for the first time.

The vet will ask you the questions.

Use the information for your answers:

- You are the owner of the puppy.
- Dog's name: Rex
- Breed: Bulldog
- Age: 3 months

Teacher's notes

CEFR level A1-A2

Aims:

- To provide an opportunity to practice communication between a vet and a pet owner;
- Practice asking questions and complete a registration form;
- Encourage students to use vocabulary and functions related to visiting a vet clinic for the first time.

Objectives:

By the end of the session learners will be able to:

- ask questions to obtain information about the pet,
- complete a registration form,
- give/check personal details.

Stage 1

- (Lead in) Ask sts what kind of questions are asked when you first visit the vet clinic. Write question words on the board - What .../How..When..
- Ask sts to work in pairs and match the questions with the answers to make a dialogue between the vet and the dog owner.

Key: ex.2 1.c 2. d 3.b 4. a 5.f 6. e

Stage 2

- Ex.3 Ask sts to work individually, read the dialogue in ex.1 again and complete the pet registration form below.
- Compare the answers with the partner.
- Elicit the answers by asking questions. e.g. What's the pet's name? What breed is he?...

Key: ex.3 1. Max 2. German Shepherd 3.6 months 4. Male 5. Yes 6.32 Greenway St. 7. Tbilisi 8. Georgia 9. By phone

- Ex. 4 Tell sts that this time, the owner has some questions for the Vet.
- Ask sts to read the questions and match them with the answers.
- Write the answers on the board.
- Ask sts to practise by asking and answering the questions in pairs.

Key: ex. 4 1.e 2. b 3.d 4.c 5.a

Stage 3

- Ex. 5. Sts focus on the question words. Ask to complete the sentences with a question word.
- Sts read the full questions aloud.

Key: ex. 5 1. How 2. What 3. What's 4. What 5. what 6. How

- Ex.6. Sts match the phrases from the vet's replies.

Key: ex. 6 1.f 2. a 3.d 4. b 5.c 6. e

- Ex. 7 Sts work in pairs and guess the meaning of the underlined words.
- Sts match the words with the translations.

Key: ex. 7 1. size 2. breed 3. vaccinate 4.per day 5. schedule 6. anti-flea 7. high quality

Stage 4

- Sts role play the dialogues
- Ask sts to maintain eye contact, use friendly body language
- Regroup the sts and ask to role-play with a different partner.

An Email from a Vet

Words you will need:

local - ადგილობრივი

blood test - სისხლის ანალიზი

surgery - ქირურგიული ოპერაცია

weigh - აწონა

hamster - ზაზუნა

parrot - თუთიყუში

equipment - აღჭურვილობა, აპარატურა

bandage - ბინტით შეხვევა



1. **Work with your partner. What is a typical day like for a vet nurse? Describe.**

2. **Work with your partner. Which of these does a vet nurse not do?**

1. Cleans and sterilizes equipment
2. Feeds animals
3. Gives first aid
4. Helps the vet during surgery
5. Feeds and weighs animals
6. Diagnoses and prescribes a medicine
7. Gives advice about how to feeds pets
8. Takes blood tests
9. Fills in the registration form

3. Read the email written by Giorgi, a vet nurse and check the answers.

To	Ninogeorgia@vets.com
From	Geiogi573@vets.com
Cc	
Subject	My Day

Hi Nino,

I hope you are doing well. I saw your pictures on the central vet clinic website. The pets are so cute! :)

I have some good news too. I started working as a vet assistant last month in our local vet clinic. I am so happy to be a part of this big team. We all love animals and want to help them. I learn a lot at work.

I help the vet to take blood tests, and perform surgery. When our pet patients come for the first time, I fill in the registration form and weigh them. I often give advice about how to feed pets (puppies, kittens, hamsters, parrots) and how to play with them. I clean and sterilize equipment regularly. Sometimes, if it is an emergency, I give first aid too. An elderly lady brought a kitten with dog bites this morning. I examined the kitten's wounds, cleaned them and applied an antibiotic cream. I covered the wound with a clean bandage. Luckily, there was no infection. The vet prescribed some medications. Vet assistants cannot diagnose or prescribe medicines.

How about your day at the clinic? Email back when you have time.

Best wishes,

Giorgi.

4. Read the email again. What phrases does Giorgi use?

to start an email?

to end an email?

to give good information

5. What do these symbols and abbreviations stand for? Match the symbols with the words.

- | | |
|--------------|----------------|
| 1. @ | a. carbon copy |
| 2. Cc | b. underscore |
| 3. . | c. slash |
| 4. vet_ .com | d. dot |
| 5. / | e. at |

1. _____, 2. _____, 3. _____, 4. _____, 5. _____

6. Put the words in the right order to make sentences.

1. I/you/doing/are/well/hope.

_____ .

2. I/too/have/good/some/news.

_____ .

3. working/I/assistant/started/as a vet/month/last.

_____ .

4. about/ How/day/at/the/your/clinic?

_____ ?

5. back/when/Email/you/time/have.

_____ .

7. Match the beginnings with the endings of the sentences.

1. Vet assistants ...
2. When pet patients come for the first time...
3. They give advice ...
4. They clean and sterilize ...
5. Vet assistants cannot diagnose ...

- a) help the vet to take blood tests.
- b) about how to feed pets.
- c) equipment regularly.
- d) pet assistants fill in the registration form
- e) or prescribe medicines.

8. Write an email describing your day.

1. Start your email (*Hi ...*)
2. Tell the news
3. Describe your day
4. End your email (Email back when you have time, Best wishes)

Teacher's notes

CEFR level A2

Aim:

- Give sts a chance to rehearse real-life writing.

Objectives:

- By the end of the session sts will be able to write an informal email in English.
Describe the responsibilities of a vet
- Describe a daily routine

Stage 1

- Ask sts to work in small groups or pairs and describe a typical day for a vet
- Ask the groups/pairs to share for the whole group.
- Write the key activities on the board.

Stage 2

- Ex.2. Elicit or pre-teach the vocabulary (sterilize, feed, first aid, surgery, feed, weigh).
- Put sts into pairs. Ask to underline/tick the activity a vet nurse doesn't do.
- Invite sts to share their answers with the class.
- Ex.3. Ask sts to read the email written by Giorgi, a vet nurse and check the answers.

Key: ex.3 Diagnoses and prescribes a medicine

Stage 3

- Ex. 4. Ask sts to read the email again and find the phrases.

Key: ex. 4 1. Hi Nino 2. Best wishes 3. I have some good news

- Ex.5. Draw sts' attention to the symbols and abbreviations in the exercise. Ask sts to work in small groups and match

Key: ex. 5 1.e 2. a 3.d 4. b 5.c

- Ex.6. Sts work alone and put the words in the right order to make sentences.
- Ask students to write the answers in the spaces provided.
- Ask sts to read/say the sentences.

Key: ex. 6 1. I hope you are doing well. 2. I have some good news too. 3. I started working as a vet assistant last month. 3. How about your day at the clinic? 4. Email back when you have time

- Ex. 7. In this exercise sts practice the language used in the email. Ask sts to match the beginnings with the endings of the sentences.

Key: ex. 7 1.a 2. d 3.b 4.c 5.e

Stage 4

- Sts work alone and produce their own emails. Before they start writing, remind them about structure, words and expressions for writing emails.
- Monitor the sts while they are writing and help if they have any questions.
- Encourage sts to correct the mistakes for themselves.
- Sts exchange the emails and write the reply.

Emergency Vet

Words you will need:

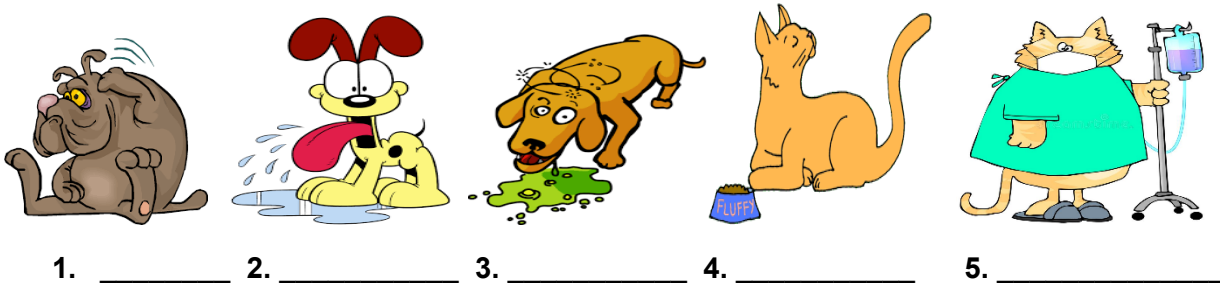
1. antihistamines - ანტიჰისტამინური პრეპარატი
2. beef - ძროხის, საქონლის ხორცი
3. dairy products - რძის პროდუქტები
4. chicken - ქათმის ხორცი
5. diarrhea - დიარეა, ფაღარათი
6. fluid - სითხე
7. Inflamed - ანთებიანი, ანთებული



1. Work with your partner. Make a list of different health problems dogs and cats have when they visit a vet.

2. Match the pictures with the words/phrases

drool blood test vomit loss of appetite fluid therapy itch/scratch lose hair
parasites leash red skin



1. _____ 2. _____ 3. _____ 4. _____ 5. _____



6. _____



7. _____



8. _____



9. _____



10. _____

3. Read the dialogues and complete the table below.

Dialogue 1

It's an Allergy

Vet: Good morning, I am David and I'll be examining Toby today.

Niko: Nice to meet you. Toby is Itching and scratching. His skin is red and inflamed.

Vet: Is he losing hair?

Niko: Yes, he is losing hair too.

Vet: When did it start?

Niko: Yesterday afternoon.

Vet: There are several reasons. It could be allergies or parasites. What do you usually feed him?

Niko: Excuse me?

Vet: What does he eat?

Niko: We started 'Dog's Favorite', the food you recommended. Yesterday he ate an egg...

Vet: Hmm...It is an allergy. I recommend this antihistamine. It reduces the symptoms. Avoid beef, dairy products, eggs and chicken.

Dialogue 2

My kitten is sick

Veterinary Assistant: Good afternoon. What is the problem with your kitten?

Jessica: Lucy is vomiting and drooling.

Veterinary Assistant: She looks unwell. Her eyes are watery. What other symptoms does she have?

Jessica: diarrhea and loss of appetite, she didn't eat anything in the morning. She is very quiet.

Assistant: When did it start?

Jessica: Last night when I took her for a walk on a leash in the street.

Assistant: We should start fluid therapy now. It makes the toxin leave the body. Then we will take a blood sample too. The doctor will examine her later.

Pet's name	Symptoms	Recommendations
1. _____	2. _____	3. _____
4. _____	5. _____	6. _____

4. Match the sentences with the answers.

1. - Good morning, I am David and I'll be examining Max today.
 2. - What other symptoms does she have?
 3. - When did it start?
 4. - What is the problem with your kitten?
 5. - What does he eat?
-
- a. - We started 'Dog's Favorite', the food you recommended.
 - b. - Nice to meet you.
 - c. - Other symptoms are diarrhea and loss of appetite.
 - d. - Lucy is vomiting and drooling.
 - e. - Last night when I took her for a walk on a leash in the street.
1. __ 2. __ 3. __ 4. __ 5. __

5. Unjumble the words.

1. satchrc scratch
2. lesha _____
3. snki _____
4. sparsitea _____
5. einfladm _____
6. bfee _____
7. chckeni _____

6. Put a slash / to separate the words.

1. Weshouldstartfluidtherapynow.
2. Itmakesthetoxinleavethebody.
3. Avoidbeefdairyproductseggsandchicken.
4. Hereyesarewatery.
5. Itookherforawalkonaleashinthestreet.
6. Irecommendthisantihistamine

7. Work with your partner.

Student A: describe the symptoms from ex. 2-3 to your partner.

Student B: Give recommendations

E.g.

A: Max is Itching and scratching. His skin is red and inflamed

B: I recommend antihistamines.

8. Work with your partner and role-play the situations.

Student A

You are the vet.

- Introduce yourself to your client
- Ask what the problem is
- Ask if the pet has any other symptoms
- Make a diagnosis and give recommendations

Use the prompts below:

Good morning/evening.../ Ill be examining.../When did it start?/What does she/he eat?

hmm... its.../ I recommend .../Avoid...

Student B

You are the client.

Tell the Vet about your cat's health problems.

Symptoms

Your cat is lethargic (უსიციცხლო ზანტი) and doesn't have a lot of energy. She has a very dry and warm nose.

Other symptoms

No appetite. Did not eat anything in the morning

Change the roles.

Teacher's notes

CEFR level A1-A2

Aims:

- to provide an opportunity to practice typical communication between a veterinary assistant and a pet owner. Asking about and describing symptoms.

Objectives:

By the end of the session learners will be able to:

- Use prompts to carry out simple dialogues with a patient;
- Describe and ask about symptoms.

Stage 1

- Ask sts to work in small groups and make a list of different health problems dogs and cats have when they visit a vet. Sts read the lists.
- Ex. 2. Tell sts to focus on the pictures. Ask if they can say the words for the symptoms in English.
- Read the words in ex.2 and ask sts to repeat. Check the pronunciation.
- Divide sts into small groups and ask to match the pictures with the words.
- Check the answers with the whole group.

Key: ex. 2 1. itch/scratch 2. drool 3. vomit 4. loss of appetite 5. fluid therapy 6. blood test 7. lose hair 8. parasites 9. red skin 10. leash

Stage 2

- Ex. 3. Tell sts they are going to read two small dialogues.
- Give sts time to read the dialogues and **complete** the table with the information.
- When the sts are ready, ask to compare the answers with the partner.
- Write the correct answers on the board. Ask sts to check.

Key: ex.3 1. Toby 2. Itching, scratching, red and inflamed skin 3. Take antihistamine, avoid beef, dairy products, eggs and chicken 4. Lucy 5. vomiting and drooling, diarrhea, loss of appetite, watery eyes, looks unwell 6. Start fluid therapy

- Ex. 4. Sts work in small groups and match the sentences with the answers.

Key: ex.4 1.b 2.c 3.e 4. d 5.a

- Ex.5. Tell sts the letters are jumbled (mixed up). Ask to write the words. Show the first word as an example.

Key: ex.5 1. scratch 2. leash 3. skin 4. parasites 5. Inflamed 6, beef 7. chicken

- Ex.6. Sts put a slash to separate the words. Sts can write the sentences in their notebooks.

Key: ex.6 1. We should start fluid therapy now. 2. It makes the toxins leave the body. 3. Avoid beef dairy products, eggs and chicken. 4. Her eyes are watery. 5. I took her for a walk in the street. 6. I recommend this antihistamine

Stage 3

- Divide sts into As and Bs.
- Sts read the role cards. Give them time to prepare/take notes
- Ask to role-play the situations
- Monitor the groups and take notes of the errors (errors can be discussed by the end of the activity)
- Students change the roles
- (optional) ask a pair to perform for the whole group.

Vet Health Checks



Words you will need:

heartbeat - გულისცემა

heart rate - პულსის სიხშირე

disease - დაავადება

place - მოთავსება

painful - მტკივნეული

a foreign body - უცხო სხეული

abdominal - მუცლის

chest - გულმკერდი

sample - სინჯი, ნიმუში

1. Work with your partner. Make a list of the equipment (აპარატურა, აღჭურვილობა) you find in vet clinics.

2. Work with your partner. Match the words with the pictures.

syringe sterilizer thermometer X-ray machine stethoscope cotton
ball plaster tubes operating table antiseptic wipe



1. _____ 2. _____ 3. _____ 4. _____ 5. _____



6. _____ 7. _____ 8. _____ 9. _____ 10. _____

3. Read the dialogues and underline the words from ex. 1. One word is extra.

Dialogue 1

Checking the heartbeat

Vet: First, let's check Lucy's heartbeat.

Mr. Evans: Oh, how do you do it?

Vet: Simple - I put the stethoscope on the pet's heart and count the heart beat or I can use my hand to check the heart rate. it's really easy to **feel a dog's heartbeat**.

Mr. Evans: So, Is the heartbeat normal?

Vet: Well, it is a bit slow, 40 beats per minute. It could be a sign of shock or heart disease. We need to examine Lucy and find the cause of the problem. When the examination is done, I'll let you know if we need any tests.

Dialogue 2

Taking a blood sample

Vet: We need to take a blood test.

Vet nurse: I have prepared the syringe, blood tubes and antiseptic wipes.

Vet: OK. Place the dog on the operating table. Let me look at the vein. I use the antiseptic wipe to clean the vein. I insert the syringe into the vein and draw back. OK when I'm done, I put on a cotton ball and a plaster. I fill the tube with a blood sample and write the name on it. It is not very painful. I try to use a small needle. But the smaller the needle, the longer it takes to take the blood sample.

Dialogue 3

Taking X-rays

Client: Max is sick. We can't stop the vomiting.

Vet: X-ray will show if there is a foreign body.

Client: How long does the X-ray take? Is it painful?

Vet: Chest and abdominal x rays are quick and not painful at all.

Client: Is it safe too?

Vet: Yes, it is safe too. and has low levels of radiation. Place Max on the operating table.

Client: OK. When will the result be?

Vet: Our x-ray images are now digital. We can see them on the server and share it with other specialists.

4. Put the sentences in the right order. The first one has been done for you.

Taking a blood sample

1. Put on a cotton ball and a plaster. ____
 2. Write the name on the tube. ____
 3. Use the antiseptic wipe to clean the vein. ____
 4. Insert the syringe into the vein and draw back. ____
 5. Fill the tube with the blood sample. ____
 6. Place the dog on the operating table. a
1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____

5. Complete the gaps with the verbs from the box.



Vet Helpline

Dialogue 1:

examine check count put find

Vet: You should 1. your dog's heartbeat.

Caller: Sorry, but I don't know how to do it.

Vet: 2. the stethoscope on the pet's heart and 3. the heartbeat or you can use your hand to check the heart rate.

Caller: It is too slow. 30 beats per minute

Vet: You should visit our clinic. We need to 4. your dog and 5. the cause of the problem.

Dialogue 2:

digital foreign body painful abdominal sick

Sophia: My kitten is 1. It keeps coughing and sneezing

Vet: X-ray will show if there is a 2.

Sophia: How long does the X-ray take? Is it 3.?

Vet: Chest and 4. X rays are quick and not painful at all. Our X-ray images are now 5..... We can see them on the server and share it with other specialists.

6. Role-play the situations below.

Student A

You are the vet. Explain to your assistant how you take a blood test for a dog.
Use the verbs in the dialogue ex. 3

Student B

You are the vet assistant. Tell the vet what you have prepared for the blood test. Listen to your partner's explanation.

Change the roles.

Teacher's notes

CEFR level A1-A2

Aims:

- To provide an opportunity to practise typical communication between a veterinary assistant and a pet owner during vet checkup.

Objectives:

- By the end of the session learners will be able to:
 - use prompts to carry out a simple dialogue with a pet owner during a vet checkup.

Stage 1

- Ex. 1. Ask sts to work in small groups and make a list of the equipment (აპარატურა, აღჭურვილობა) you find in vet clinics.
- Ex. 2. Tell sts to focus on the pictures.
- Read the words in and ask sts to repeat. Check the pronunciation.
- Divide sts into small groups and ask to match the pictures with the words.
- Check the answers with the whole group.

Key: ex.2 1. sterilizer 2. syringe 3. stethoscope 4. X-ray machine 5. thermometer 6. cotton ball 7. plaster 8. antiseptic wipe 9. operating table 10. Tubes

Stage 2

- Ex. 3. Tell sts they are going to read three small dialogues.
- Give sts time to read the dialogues and underline the words from ex. 1.
- When the sts are ready, ask to compare the answers with the partner.
- Write the extra word on the board.

Key: ex.3 Extra word: sterilizer

- Ex.4. Sts put the sentences in the right order to describe the procedure for taking a blood sample.

Key: ex.4 1.d 2. f 3.b 4.c 5.e 6. a

- Ex.5. Teach word 'helpline (a telephone service providing help with problems)
- Ask sts to read the dialogue and complete the gaps with the verbs from the box.

Key: ex.5 Dialogue 1: 1. check 2.put 3. count 4. examine 5. find Dialogue 2: 1. sick 2. Foreign body 3. painful 4. abdominal 5. digital

Stage 3

- Divide sts into As and Bs.
- Sts read the role cards. Give them time to prepare/take notes
- Ask to role-play the situations
- Monitor the groups and take notes of the errors (errors can be discussed by the end of the activity)
- Students change the roles
- (optional) ask a pair to perform for the whole group.

How to Make a Vet Appointment

Words you will need:

appointment - მიღება (ექიმის)

look up - ინფორმაციის ძებნა, ძიება

overnight - მთელი ღამე, ღამის განმავლობაში

record - ჩანაწერი, წერილობითი ანგარიში

hold on - მოცდა, დაცდა



1. a) Read the table below.

Can you tell time in English?

You can tell time in two ways in English:

Digital - 5:20

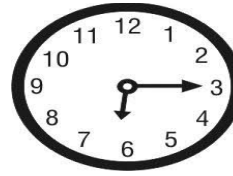
Classical - twenty minutes past 5

1. b) Work with your partner. Match the times that are the same. The first one has been done for you.

- | | |
|-----------------------|--------------------|
| 1. a quarter past six | a) nine forty-five |
| 2. five past twelve | b) twelve thirty |
| 3. a quarter to ten | c) six fifteen |
| 4. half past twelve | d) twelve oh five |
| 5. twenty to ten | e) nine forty |

1.c 2. _ 3. _ 4. _ 5. _

1. c) Now look at the pictures and say the time. Say digital and classic versions:



2. Read the telephone conversation between the vet assistant and the caller. Answer the questions below:

1. What time does the assistant offer first?
2. What time do the caller and the assistant agree on?

Vet Assistant: Georgian Vet Clinic. Nino speaking. How can I help you?

Caller: Good afternoon. I need to make an appointment with Maka.

Vet Assistant: May I ask your name and your pet's name?

Caller: Sure, Ann Hansen. Della is my dog's name.

Vet Assistant: Okay Ms Hansen. Hold on a moment while I look up the records.

Caller: Sure.

Vet Assistant: Thanks for waiting. Now, what do you need to see the doctor about?

Caller: Well, my dog has been vomiting and had diarrhea overnight. I think she has an infection or something. It is getting worse.

Vet Assistant: I'm sorry to hear that *Bella* has been vomiting and had diarrhea overnight. Let's schedule an urgent visit today. We could see her at 11 a.m. or 11:30. Does it fit your schedule?

Caller: I'm afraid I'm working at 11. Is there anything available after 12?

Vet Assistant: Let me see. We have an opening at 2 pm today. Would you like to come in then?

Caller: Yes, 2 pm would be great. Thanks for fitting me in.

Vet Assistant: You're welcome. We'll see you at 2 pm then. Please, come a bit earlier at about 1:45.

Caller: OK, I will. Goodbye.

Vet Assistant: Goodbye.

3. Read the extract from the dialogue below and put the sentences in the right order. The first sentence has been done for you.

- You are welcome. Please, come a bit earlier at about 5:45.
- We could see your kitten at 3 a.m. or 3:30. Does it fit your schedule? **a)**
- Let me see. We have the last opening at 6 pm today. Would you like to come in then?
- I'm afraid I'm working till 5. Is there anything available after 5?
- Yes, 6 pm would be great. Thanks for fitting me in.

4. Read the answers and write questions from the dialogue in ex.2.

1. _____

Good afternoon. I need to make an appointment with Maka.

2. _____

Sure, Ann Hansen. Della is my dog's name.

3. _____

Well, my dog has been vomiting and had diarrhea overnight.

4. _____

Let me see. We have an opening at 2 pm today.

5. _____

Yes, 2 pm would be great.

5. Put a slash / to separate the words in the sentences and write the answers below.

1. I/need/to/make/an/appointment/with/Maka.

2. HoldonamomentwhileIlookuptherecords.

3. Wellmydoghasbeenvomitingandhaddiarrheaovernight.

4. Wehaveanopeningat2pmtoday.

5. We'llseeyouat2pmthen.

6. Let's schedule an urgent visit today.

7. We'll see you at 2pm then.

6. Work with your partner.

Student A

You are the caller.

- Call the vet clinic.
- Ask for the vet appointment.
- Give the information - your name, your cat's name
- Say why you want to visit the vet - Your cat is limping (კოჭლობს) and has a swollen (შეშუპებული, შესივებული) paw.
- Say when you are available.
- Thank the vet assistant

Use the phrases below:

I need to make an appointment with...

Well, my dog has been limping and ...

I'm afraid I'm working at ...

Is there anything available after ...?

Would be great

Thanks for fitting me in...

Student B

You are the vet assistant.

- Answer the call
- Ask the name of the caller and the pet
- Find out what the problem is and say you are sorry the pet has the problem
- Say when you could see the pet
- Agree on the time

Use the phrases below:

..... speaking. How can I help you?

May I ask your name and your pet's name?

Hold on a moment

Thanks for waiting

I'm sorry to hear that

Let's schedule an urgent visit

Does it fit your schedule?

You're welcome.

Teacher's notes

CEFR level A1/A2

Aim:

- Teach the language related to telephoning, role-play telephone conversations. Practise telling the time in English.

Objectives:

By the end of the session students will be able to

- make a phone call in English
- make a reservation
- tell the time in English

Stage 1

- Ex.1a Show the table to sts. Ask to read. Elicit the ways of telling time.
- Put sts in pairs. Ask to match the times that are the same. Do the first one as an example.

Key: ex.1b) 1.c 2. d 3, a 4.b 5. e

- Ex.1c) Sts look at the pictures and say the time. Say digital and classic versions.
- Monitor/listen to the groups and check if they are telling the time correctly.
- Ex.2 Tell sts they are going to read a telephone conversation between the vet assistant and the caller.
- Give sts time to read the dialogue and answer the questions.

Key: ex.2 1.11 a.m. or 11: 30 2. 2pm

- Ex. 3 Sts read the extract from the dialogue and put the sentences in the right order.
- Write the answers on the board.
- Ask pairs to role-play the dialogue.

Key: ex.3

You are welcome. Please, come a bit earlier at about 5:45. **e)**

We could see your kitten at 3 a.m. or 3:30. Does it fit your schedule? **a)**

Let me see. We have the last opening at 6 pm today. Would you like to come in then? **c)**

I'm afraid I'm working till 5. Is there anything available after 5? **b)**

Yes, 6 pm would be great. Thanks for fitting me in. **d)**

- Ex.4 Sts read the answers and write questions from the dialogue.

Key: ex.4 1. How can I help you? 2. May I ask your name and your pet's name? 3. Now, what do you need to see the doctor about? 4. Is there anything available after 12? 5. Would you like to come in then?

- Sts put a slash to separate the words in the sentences and write the answers.

Key: ex.5 1. I need to make an appointment with Maka. 2. Hold on a moment while I look up the records. 3. Well my dog has been vomiting and had diarrhea overnight. 4. We have an opening at 2pm today. 5. We'll see you at 2pm then. 6. Let's schedule an urgent visit today. 7. We'll see you at 2pm Then.

- Ex.6. In this part sts practise the dialogues using the language from the previous exercises.
- Put sts into pairs and ask to prepare to role-play the situations in Ex. 6. Give some time for the preparation.
- Ask the pairs to sit back to back (ըրեմանդտոտան Բշրճոտ), So that they don't see the face of the partner.
- Sts role-play.
- Monitor the groups while role-playing. Make notes of the errors.
- Invite one or two pairs to role-play the dialogue for the whole group.

An Interview with a Livestock Veterinarian

Words you will need:

livestock - საქონელი, შინაური ცხოველები

cattle - მსხვილფეხა რქოსანი საქონელი

treat - მკურნალობა

wound - ჭრილობა

breed - ჯიში

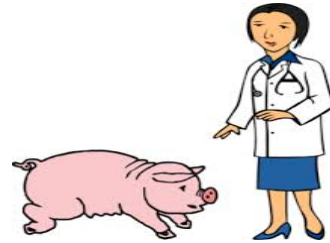
herd - ჯოგი

anthrax - ციმბირული წყლული, ჯილეხი

brucellosis - ბრუცელოზი

influenza - გრიპი

security - უსაფრთხოება



1. *Work with your partner. How many domestic animals do you remember? Make a list.*

2. *Match the words with the pictures:*

cow buffalo pig goat sheep rabbit donkey horse



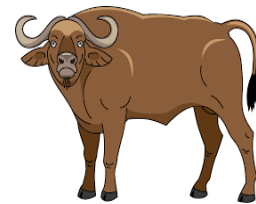
1. _____



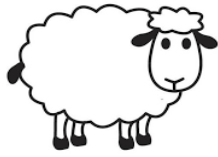
2. _____



3. _____



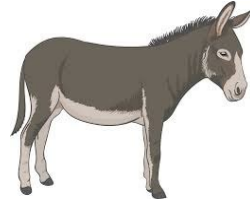
4. _____



5. _____



6. _____



7. _____



8. _____

3. Read the interview with a livestock Vet. Match the questions below with the answers.

Questions:

1. What do livestock vets do?
2. Who are livestock vets?
3. Is working with livestock different from working with cats and dogs?
4. Do you visit the livestock on the farms?
5. Which livestock breeds do you have in Samegrelo?
6. What are the common diseases of farm animals?

Interviewer: 1. _____

Vet: Livestock veterinarians are large animal veterinarians, we care for large animals - cows, horses, goats and pigs, usually on farms.

Interviewer: 2. _____

Vet: Livestock veterinarians treat wounds, vaccinate, prescribe medication, take diagnostic tests.

Interviewer: 3. _____

Vet: We have many different domestic animals in the region - cattle and buffalos, sheep and goats, horses.

Interviewer: 4. _____

Vet: Actually, it depends on what we're doing. We usually go to the farm for herd work.

Interviewer: 5. _____

Vet: Anthrax and brucellosis are common diseases. Farm animals can also catch influenza. Vaccination prevents many diseases. We have a special vaccination program. It is the best way to control diseases,

Interviewer: 6. _____

Vet: The biggest thing is safety. Dogs and cats might bite you, but a cow can kill you.

4. Complete the sentences with the information from the dialogue.

1. Livestock veterinarians care for ...
2. Livestock veterinarians treat
3. Domestic animals in Samegrelo are -
4. Common diseases are
5. The biggest thing about being a livestock vet

5. Match the phrases from the dialogue. Read the dialogue again and check the answers.

- | | |
|-----------------------|---------------------|
| 1. care for | a) diagnostic tests |
| 2. prescribe | b) wounds |
| 3. treat | c) large animals |
| 4. take | d) influenza |
| 5. catch | e) medication |
| 6. control | f) herd work |
| 7. go to the farm for | g) disease |

1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___ 7. ___

6. Put the words in the right order.

1. do/do/livestock/What/vets?
2. _____.
3. are/livestock/Who/vets?
4. _____.
5. Is/with livestock/working/different from/with/cats and dogs/working?
6. _____.
7. you/visit/the/Do/livestock/the/on farms?
8. _____.
9. livestock breeds/Which/do you/in Samegrelo/have?

7. Work with your partner. Read your role cards.

Student A

You are an interviewer. Ask questions to your partner about livestock vets in their region.

- Who are livestock vets?
- What do livestock vets do?
- Which livestock breeds do you have in your region?
- Do you visit livestock on the farms?

Student B

Think about livestock vets in your region. Before you start the interview take some time to take notes about:

- What livestock vets do
- How they work in your region
- Which livestock birds you have in your region
- Common diseases

Change the roles.

8. Discussion. Work with a different partner. Answer the questions.

Would you like to work as a livestock veterinarian? If yes, why? If not, why not? Is working with livestock different from working with cats and dogs? What are the differences?

Use the prompts: I would like because.... I would not like because

The biggest thing is ...

9. In small groups design a poster (პლაკატი) about livestock breeds in your region and what livestock vets do to help the farmers keep them healthy.



Name of the region:

Livestock breeds in the region:

How vets help the farmers:

Teacher's notes
CEFR level A1-A2

Aims:

- To provide an opportunity to practise communication between a journalist and a livestock vet;
- Take part in a discussion;
- Produce a poster about livestock breeds and what vets do to help the farmers keep them healthy.

Objectives:

By the end of the session learners will be able to:

- To describe the job of a livestock vet;
- Name different livestock breeds.

Stage 1

- Ex. 1. Ask sts to work pairs and make a list of domestic animals
- Ex. 2. Tell sts to focus on the pictures.
- Read the words in ex.2 and ask sts to repeat. Check the pronunciation.
- Divide sts into small groups and ask to match the pictures with the words.
- Check the answers with the whole group.

Key: ex.2 1.cow 2.pig 3. goat 4. buffalo 5. sheep 6. rabbit 7. donkey 8. horse

Stage 2

- Write 'livestock veterinarian' on the board. Elicit the meaning - Livestock veterinarians, also called large animal veterinarians, care for large animals, such as cows, horses, goats and pigs, usually on farms.
- Ex. 3. Tell sts they are going to read an interview with a livestock vet.
- Ask sts to read the answers from the interview and match the questions with the answers.
- When sts are ready, ask to compare the answers with the partner.
- Write the answers on the board.
- Sts check the answers.

Key: ex. 3 1b) 2a) 3.e) 4.d) 5.f) 6.c)

- Ex.4. Sts work individually to complete the sentences with the information from the dialogue.
- When sts are ready, ask to compare the answers with the partner.
- Sts share the answers with the whole group.

Key: ex.4 1. large animals - cows, horses, goats and pigs, usually on farms. 2. wounds, vaccinate, prescribe medication, take diagnostic tests. 3.cattle and buffalos, sheep and goats, horses.4. Anthrax, brucellosis, influenza.5. Safety

- Ex. 5 Sts match the phrases from the dialogue.
- Ask sts to read the dialogue again and check the answers.

Key: ex.5 1.c 2. e 3.b 4. a 5.d 6. g 7.f

- Ex. 6 Students work individually and put the words in the right order.
- Sts compare the answers in small groups or pairs.
- Share the answers with the whole class.

Key: ex.6 1. What do livestock vets do? 2. Who are livestock vets? 3. Is working with livestock different from working with cats and dogs? 4. Do you visit the livestock on the farms? 5. Which livestock breeds do you have in Samegrelo?

Stage 3

- Ex. 7. Regroup the sts
- Divide sts into As and Bs.
- Sts read the role cards. Give them time to prepare/take notes
- Ask to role-play the situations
- Monitor the groups and take notes of the errors (errors can be discussed by the end of the activity)
- Students change the roles
- (optional) ask a pair to perform for the whole group.
- Ex.8 Regroup the sts
- Sts discuss their answers. Encourage sts to use the prompts.
- Share the answers with the whole group

Stage 4

- Ex. 9 The poster could be prepared in class or as homework.

At the Pharmacy

Words you will need:

scratchy - ქავილის, ფხანის გამომწვევი

painful - მტკივნეული, მტკივანი

common - ფართოდ გავრცელებული

have a sore throat - ყელის ტკივილი

lozenge - საწუნწი აბები

painkillers - ტკივილგამაყუჩებლები

release pain - კტივილის მოხსნა

anesthetic - გამაუტკივარებელი საშუალება, ანესთეტიკი



1. Read the definition and complete the gaps with the words below.

person medicines shop drug store prepare



Pharmacy is a _____ in which _____ are prepared and sold.



Pharmacist is a _____ who is trained to _____ and give out medicines in a hospital or shop. Sometimes a pharmacy is also called a _____ or chemist.

2. Match the words with the pictures.

gargle lozenges spray prescription antibiotics sore throat headache



1. _____

2. _____

3. _____

4. _____



5. _____

6. _____

7. _____

3. Read the dialogue between the pharmacist and the customer and answer the questions:

1. What health problems does the customer have?

2. What does the pharmacist recommend?

3. What does the customer decide to take?



A sore throat

Pharmacist: Good afternoon. How can I help you?

Customer: Good afternoon. I need something for a sore throat. It's scratchy and painful.

Pharmacist: It's winter now and sore throats are very common. Do you have any other symptoms?

Customer: a bit of a headache too.

Pharmacist: To help soothe a sore throat you can use lozenges. They are small tablets like sweets.

Customer: Is strepsils a lozenge?

Pharmacist: Yes, it is.

Customer: Can you recommend any painkillers too?

Pharmacist: You can use paracetamol or ibuprofen to release the pain and discomfort of a sore throat. You can use anesthetic sprays too.

Customer: Do I need a prescription?

Pharmacist: No you don't.

Customer: Will antibiotics help?

Pharmacist: The doctor prescribes antibiotics if you have a bacterial infection. You should see the doctor first.

Customer: OK. I'll take paracetamol. I will gargle with warm water and salt too.

Pharmacist: That'll be 3 Lari please. Would you like to pay by cash or card?

Customer: By card.

4. Match the questions with the answers. Read the dialogue again and check.

1. - Good afternoon. How can I help you?
2. - Do you have any other symptoms?
3. - Is Strepsils a lozenge?
4. - Can you recommend any painkillers too?
5. - Will antibiotics help?

- a.- Good afternoon. I need something for a sore throat.
 - b. - You should see the doctor first.
 - c. - You can use paracetamol or ibuprofen to release the pain
 - d.- Yes, it is.
 - e. - a bit of a headache too.
1. __ 2. __ 3. __ 4. __ 5, __

5. Put the words in the right order to make sentences.

1. I/something/need/a sore throat/for.

2. throats/are/Sore/common/very.

3. small/tablets/are/They/like/sweets.

4. can/anesthetic/use/You/sprays/too.

5. prescribes/doctor/The/antibiotics.

6. should/You/the doctor/see.

6. Match the phrases from the dialogue

- | | |
|---------------------|-----------------------------|
| 1. It's scratchy | a. sore throat |
| 2. sore throats are | b. with warm water and salt |
| 3. soothe a | c. and painful. |
| 4. to release | d. antibiotics |
| 5. prescribe | e. the pain |
| 6. gargle | f. very common |

1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____

7. Work with your partner. Role-play the situation.

Student A

You are a pharmacist. The customer (your partner) has a toothache. Give advice. Use the phrases from the dialogue and the information below.

- Greet the customer
- Ask how you can help
- Ask if they have any other symptoms
- Recommend the medication - a painkiller
- Advise to rinse (გამოვლება) with salt water and see the dentist
- Say it will be 4 Lari
- Ask if the customer would like to pay by cash or card

Good afternoon. How can I help you? / Do you have any other symptoms? /To help soothe the toothache, you can use .../Use orto release the pain and discomfort/ you should visit.

Student B

You are a customer. You have a toothache.

- Say hello
- Tell the pharmacist (your partner) you have a toothache
- Other symptoms are a headache and swelling (შესივება, შეშუპება)
- Ask if they can recommend a painkiller
- Ask if you need a prescription
- Say you would like to pay by card

Good afternoon/Hello/I need something for a/Can you recommend any painkillers/Do I need a prescription?

Change the roles.

8. Work in small groups. Discuss these questions.

- Do you often have a sore throat?
- Do you use lozenges or anesthetic sprays?
- Do you think gargling with warm salty water is good?
- Do you have any other recommendations?

Teacher's notes

CEFR level A1-A2

Aims:

- To provide an opportunity to practise communication between a pharmacist and a customer;
- Practice turn taking;
- Encourage students use vocabulary and functions related to describing an illness and treatment.

Objectives:

By the end of the session learners will be able to:

- Greet a customer;
- Ask questions to find out the symptoms;
- Describe flu related symptoms;
- Ask for and give advice on medicines and treatment;

Stage 1

- Lead-in. Read the words in ex. 1 and ask sts to repeat. Elicit the meaning.
- Ask sts to read the definition and complete the gaps with the words.

Key: ex. 1 1. shop 2. medicines 3. person 4. prepare 5. drugstore

- Ex.2. Read the words and ask sts to repeat. Check the pronunciation.
- Divide sts into small groups and ask to match the pictures with the words.
- Check the answers with the whole group.

Key: ex.2 1. lozenges 2. spray 3. antibiotics 4. prescription 5. headache 6. sore throat 7. gargle

- Ex.3. Tell sts they are going to read a dialogue.
- Give time to read the dialogues and answer the questions in ex. 3
- When the sts are ready, ask to compare the answers with the partner.
- Write the correct answers on the board.
- Ask sts to check.

Key: ex.3 1. sore throat 2. lozenges 3. paracetamol, ibuprofen, anesthetic sprays

- Ex.4. Sts match the questions with the answers.
- Ask sts to read the dialogue again and check.
- Write the answers on the board

Key: ex.4 1.a 2. e 3.d 4.c 5.b

- Ex.5. Sts put the words in the right order to make sentences.
- Ask sts to write the answers in the spaces provided.
- Sts read/say the answers.

Key: ex. 5 1.I need something for a sore throat. 2. Sore throats are very common. 3. They are small tablets like sweets. 4. You can use anesthetic sprays too.5. The doctor prescribes antibiotics 6. You should see the doctor.

- Sts match the phrases from the dialogue. This activity gives sts a chance to recycle the vocabulary from ex.2-3 and focus on the context.

Key: ex.6 1.c 2. f 3.a 4. e 5.d 6. b

Stage 5

- Divide sts into As and Bs.
- Sts read the role cards. Give them time to prepare/take notes
- Ask to role-play the situations

- Monitor the groups and take notes of the errors (errors can be discussed by the end of the activity).
- Students change the roles
- (optional) ask a pair to perform for the whole group.

Giving instructions

Words you will need:

prescription - რეცეპტი

stock - მარაგი

substitute - შეცვლა, შენაცვლება

switch - რაიმეზე გადასვლა/გადართვა

ulcer - წყლული

heartburn - მმარვა, გულის წვა

swallow - ყლაპვა, ჩაყლაპვა

diarrhea - დიარეა, ფაღარათი

side effects - გვერდითი მოვლენები



1. Read the dialogues below. Decide if the sentences below are true or false.

1. The customer changes the medicine in dialogue 1. T/F
2. The medicine in dialogue 2 is used to treat allergies. T/F
3. You cannot take painkillers with the medicine in dialogue 3. T/F

A Pharmacist and a Customer

Dialogue 1

Pharmacist: Good afternoon. How can I help you?

Customer: Good afternoon, I have this prescription.

Pharmacist: Let me see. I am afraid we don't have it in stock. We can substitute the medication. It has the same effect.

Customer: Okay.

Pharmacist: Shall I get that for you?

Customer: Yes, please. I'll switch to it.

Pharmacist: Here it is.

Dialogue 2

Customer: Can you tell me exactly what it is used for?

Pharmacist: It is used to treat stomach problems like ulcers. It relieves heartburn, difficulty swallowing, and cough.

Customer: Can you tell me how I should use it?

Pharmacist: Sure! You need to take one pill once daily one hour before a meal. Don't increase your dose or take this drug more often.

Customer: Okay, how long do I need to take it for?

Pharmacist: Don't take it for more than 14 days. If the symptoms last longer, ask your doctor how long you should take this medication.

Dialogue 3

Customer: Okay, is it safe to take this medicine with painkillers?

Pharmacist: Yes, it's safe to take it with paracetamol or ibuprofen. It's best to take ibuprofen with, or just after, a meal so it does not upset your stomach.

Customer: I see, are there any side effects?

Pharmacist: The side effects could be diarrhea and a headache

Customer: Oh, I see

Pharmacist: It's really rare, but possible.

Customer: OK, thank you. I'll take it.

Pharmacist: that will be 9 Lari. Is there anything else I can help you with?

Customer: No, that would be all, thank you.

Pharmacist: You are welcome, here is your receipt.

Customer: Thank you for your help, have a nice day.

Pharmacist: Thank you.

2. Read the sentences below and complete the gaps with the words from the box. The first one has been done for you.

safe	effects	afraid	symptoms	relieves	welcome	treat
------	---------	--------	----------	----------	---------	-------

1. I am _____ we don't have it in stock.
2. You are _____, here is your receipt.
3. The side _____ could be diarrhea and a headache.
4. it's _____ to take it with paracetamol or ibuprofen.
5. It is used to _____ stomach problems like ulcers.
6. It _____ heartburn, difficulty swallowing, and cough.
7. If the _____ last longer, call your doctor.

3. a) Work with your partner. What do the underlined words in the sentences mean?

1. Is it safe to take with painkillers?
2. It's best to take ibuprofen after a meal so it does not upset your stomach.
3. You are welcome, here is your receipt.
4. You need to take one pill once daily one hour before a meal.
5. Don't increase your dose or take this drug more often.
6. Good afternoon, I have this prescription.
7. Yes, please. I'll switch to it.

3.b) Match the underlined words with Georgian definitions.

1. ქვითარი _____
2. რეცეპტი _____
3. ტკივილგამაყუჩებელი _____
4. რაიმეზე გადასვლა/გადართვა _____
5. ყოველდღიურად _____
6. გაზრდა _____
7. აშლილი კუჭი/კუჭ-ნაწლავი _____

4. Match the questions with the answers. The first one has been done for you:

1. - Shall I get that for you?
2. - Can you tell me exactly what it is used for?
3. - Can you tell me how I should use it?
4. - Okay, how long do I need to take it for?
5. - Okay, is it safe to take with painkillers?
6. - Are there any side effects?

- a) It is used to treat stomach problems like ulcers.
- b) earache and diarrhea.
- c) Yes, it's safe to take it with paracetamol or ibuprofen.
- d) Don't take it for more than 14 days.
- e) Sure! You need to take one pill daily.
- f) Yes, please.

1. F 2. ___ 3. ___ 4. ___ 5. ___ 6. ___

5. Work in pairs. Choose a medicine and speak about how to use it and its side effects

Teacher's notes

CEFR level A1-A2

Aims:

- To provide an opportunity to practise communication between a pharmacist and a customer;
- Practise giving instructions on the usage and side effects of a medicine, accepting payment.

Objectives:

By the end of the session learners will be able to:

- give instructions on the dosage;
- explain side effects of a medicine;
- accept payment.

Stage 1

- Write 'side effects' on the board. Elicit the meaning. Ask sts to give examples of side effects (possible answers: diarrhea, dizziness, drowsiness, dry mouth, headache, insomnia...).

Stage 2

- Tell sts they are going to read three small dialogues.
- Give sts time to read the dialogues and decide if the sentences are true or false
- When the sts are ready, ask to compare the answers with the partner.
- Write the answers on the board.

Key: ex.1 1.T 2. F 3.F

- Ex.2. Sts read the sentences and complete the gaps with the words from the box.

Key: ex.2 1. afraid 2. welcome 3. effects 4. safe 5. treat 6. relieves 7. symptoms

- Ex. 3a). sts work in pairs and discuss the meaning of the words.

- Ex. 3b). Sts match the underlined words with the translations.

Key: ex.3b) 1. receipt 2. prescription 3. painkiller 4. switch to 5. daily 6. increase 7. upset stomach

- Ex.4. Sts match the questions with the answers.

- Write the answers on the board.

- Sts check the answers.

- Ask pairs to practise asking and answering the questions.

Key: ex. 4 1.f 2. a 3.e 4. d 5.c 6. b

Stage 3

- Ex.5 Sts work in pairs or small groups. Ask to choose a medicine and speak about how to use it and its side effects.

- Monitor the groups and take notes of the errors (errors can be discussed by the end of the activity).

- Give feedback.

Dialogues with Customers

Words you will need:

register - დარეგისტრირება

date of birth - დაბადების თარიღი

ID number - პირადი ნომერი

ID card - პირადობის დამადასტურებელი მოწმობა

injection - ინიექცია, პრეპარატის შეყვანა

package - ყუთი, შეფუთვა



1. Read the dialogue below and complete the table.

Name of the patient: 1. _____
Medication the patient needs 2. _____
Address: Street # 3. _____ City 4. _____

Pharmacy assistant: Good morning. Can I help you?

Customer: I hope so. I would like to get my insulin medicine.

Pharmacy assistant: Let me check. What's your name?

Customer: Jim Williams.

Pharmacy assistant: Mr. Williams, you should get registered first. I will ask you some questions.

Customer: OK

Pharmacy assistant: What's your date of birth?

Customer: It's June 21, 1988

Pharmacy assistant: What's your home address?

Customer: My temporary address is 84 Machabeli St, Tbilisi, Georgia

Pharmacy assistant: What's your contact number?

Customer: My mobile phone number is 548 452 458.

Pharmacy assistant: Can I have your ID number please?

Customer: Sure, here is my ID card.

Pharmacy assistant: Thank you. Do you know how to give an insulin injection?

Customer: I have seen some videos and the nurse showed it to me.

Pharmacy assistant: Great. Okay Mr. Williams, here's your insulin package. You can read more information about it on the package.

Customer: Thank you, have a nice day.

Pharmacy assistant: Thank you. Wish you good health.

2. Read the instructions about how to inject an insulin shot. Put the sentences in the right order.

1. Clean the skin where you will **inject** the **insulin**. ___



2. Wash your hands with soap and water. ___

3. **Inject** the **insulin**. ___



4. Insert the needle into your skin. ___

5. Grab a fold of your skin. ___

6. Throw away your used **insulin** syringe as directed. ___



7. Pull out the needle. ____

3. Read the answers and write the questions.

1. _____

I hope so.

2. _____

Jim Williams.

3. _____

It's June 21, 1988

4. _____

84 Machabeli St, Tbilisi, Georgia

5. _____

Sure, here is my ID card.

6. _____

My mobile phone number is 548 452 458

7. _____

Yes, the nurse showed it to me.

4. Match the words to make phrases.

- | | |
|---------------|------------------------|
| 1. Wash | a) the skin |
| 2. Clean | b) your hands |
| 3. Grab | c) the needle |
| 4. Insert | d) the plunger |
| 5. Push down | e) a fold of your skin |
| 6. Pull | f) the used syringe |
| 7. Throw away | g) out the needle |

1. _ 2. _ 3. _ 4. _ 5. _ 6. _ 7. _

5. Work in pairs.

Student A: Your partner/customer needs to get medication. Ask questions to register the customer. Use the questions from the dialogue in ex. 1.

Students B: You are a customer. Tell your partner you need medication. Answer your partner's questions.

6. Explain to your partner how to give an injection. Use the phrases from the instructions in ex.2.

Teacher's notes
CEFR level A1-A2

Aims:

- To provide an opportunity to practice communication between a pharmacist and a customer;
- Practice turn taking.

Objectives:

By the end of the session learners will be able to:

- greet a customer,
- register a customer,
- ask questions to get personal information,
- give personal information,
- give instructions on how to give an insulin injection.

Stage 1

- Lead-in. Ask sts what kind of questions are asked to register a customer in a pharmacy. Write question words on the board - What .../How. When..
- Ex.1. Tell sts they are going to read a dialogue between a pharmacy assistant and a customer.
- Give time to read the dialogue and complete the table.
- When the sts are ready, ask to compare the answers with the partner.
- Write the correct answers on the board.
- Ask sts to check.

Key: ex.1 1. Jim Williams 2. Insulin 3. 84 Machabeli St, 4. Tbilisi

- Ex.2. Tell sts they are going to read the instructions about how to inject an insulin shot. Ask to put the sentences in the right order.

Key: ex.2 1. Wash your hands with soap and water. 2.Clean the skin where you will inject the insulin. 3.Grab a fold of your skin. 4.Insert the needle into your skin 5. Inject the insulin. 6.Pull out the needle. 7.Throw away your used insulin syringe as directed.

- Ex.3. Sts read the answers and write the questions.
- Sts check the answers by finding the questions in the dialogue.

Key: ex.3 1. Can I help you? 2. What's your name? 3. What's your date of birth? 4. What's your home address? 5. Can I have your ID number please? 6.What's your phone number? 7. Do you know how to give an insulin injection?

- Ex.4 Sts match the words to make phrases from the dialogue.

Key: ex.4 1.b 2. a 3.e 4.c 5.d 6. g 7.f

Stage 5

Ex.5, ex.6

- Divide sts into As and Bs.
- Sts read the role cards. Give them time to prepare/take notes.
- Ask to role-play the situations.
- Monitor the groups and take notes of the errors (errors can be discussed by the end of the activity).
- Students change the roles.
- (optional) ask a pair to perform for the whole group.

I am writing...

Words you will need:

1. duty - ფუნქცია, მოვალეობა
2. salary - ხელფასი
3. apply for a job - განცხადების შეტანა სამსახურში მიღების თაობაზე
4. pill - აბი, ტაბლეტი
5. label (v) - იარლიყის, ეტიკეტის მიკვრა

1. Work with your partner. Put the words in the right order and read the duties of a pharmacy assistant. The first one has been done for you.

1. telephone/calls/Answer

Answer telephone calls

2. patient/Organise/information

3. and/receive/emails/Send

4. customers'/Answer/questions

2. Read the job advertisement of a Pharmacy Assistant below and answer the questions:

1. What are the duties?

2. What is the expected salary?

3. What should you do to apply?

PHARMACY ASSISTANT

Are you an enthusiastic person with good organizational skills who wants to work in pharmacy?

Then we are looking for you.

Job Duties:

- Answer telephone calls
- Organize patient information
- Answer customers' questions about their medications
- Count pills and label bottles

Expected salary: 1000 Gel.

To apply, send a CV and a Cover letter in English to pharmacy@pharmaceuticals.ge by April 15.

3. Read the CV below. Write a heading for each section:

Headings:

- SKILLS
- PROFESSIONAL EXPERIENCE
- PERSONAL INFORMATION
- EDUCATION
- HOBBIES AND INTERESTS

Curriculum Vitae

1. _____

Name: Natia Danelia

Address: 90 Machabeli St, Tbilisi, Georgia

Email: n.danelia@pharmacygeo.com

Phone number: 8945347646

Date of Birth: 09/25/2000

2. _____	
2019	Vocational College New Wave, a pharmacy assistant.
2018	English Language Center - English Language Certificate (B1 Level)
2017	KobuleTi Public school #2
3. _____	
2020-present	Geo Pharmaceuticals, Pharmacy assistant
2019-2020	Pharmacy apprenticeship program, Apprentice
2014	Team leader - Youth Summer Camp
4. _____	
	Basic computer skills- Microsoft Word, Excel, Powerpoint, English (intermediate), German (beginner) Driving Skills
5. _____	
	Travelling, cooking and baking

4. Work with your partner. Look at the CV again. What do you notice about the years?

5. Now read Natia's cover letter and circle the right answer. The first one has been done for you.

1. Dear Sir or Madam/ Hi
 I am writing 2. *about/with* the job advertisement for a pharmacy assistant that I saw on geojobs.com. I 3. *believe/look* I have the right skills and knowledge for the position.
 I work at Geo Pharmaceuticals 4. *as/ in* a Pharmacy assistant.
 I 5. *graduated/studied* from the vocational college New Wave in 2020. I am a qualified pharmacist. I also 6. *have/give* an English language Certificate from English Language Center. So, I can communicate in English very well. In addition, I have good customer service skills and I work well in a team.
 I look forward to 7. *hearing/listening* from you.
 Yours faithfully,
 Natia Danelia

6. Work with your partner. Look at the cover letter and complete the gaps.

When you don't know the name of the person you are writing to, you write Dear _____
for salutation. You finish the letter with Yours _____.

7. Read the sentences below and complete the gaps with the words from the box.

advertisement forward position service communicate graduated

1. I believe I have the right skills and knowledge for the _____.
2. I _____ from the vocational college New Wave in 2020.
3. I am writing about the job _____ for a pharmacy assistant
4. I have good customer _____ skills and I work well in a team.
5. I look _____ to hearing from you.
6. I can _____ in English very well.

8. Write a CV and Cover Letter to apply for the position of a pharmacy assistant.

*remember to write the last job first.

Curriculum Vitae
PERSONAL INFORMATION Name: Address: Email: Phone number: Date of Birth:
EDUCATION
PROFESSIONAL EXPERIENCE
SKILLS
HOBBIES AND INTERESTS

In your cover letter:

- Say why you are writing
- Explain why you think you are the right candidate
- Give details about your qualifications and experience
- Close the letter with 'Yours faithfully'

Dear Sir or Madam

I am writing

I look forward to hearing from you.

.....

Teacher's notes

CEFR level A2

Aim:

- Sts will learn how to write a cover letter or email to respond to a job advert.

Objectives:

- By the end of the session sts will be able to create their CV and a cover letter outlining their interest in applying for a position.

Stage 1

- (Lead-in) Write 'duties' on the board. Elicit the meaning and ask sts to give examples.
- Ex.1 Put sts into small groups or pairs to brainstorm a list of duties for a pharmacy assistant.
- Sts share their ideas as a class
- Elicit or pre-teach the vocabulary (pills, label, salary)
- Ex.1 Ask the groups/pairs to put the words in the right order and read the duties of a pharmacy assistant.
- Ask the groups/pairs to share for the whole group.

Key: ex.1 1. Answer telephone calls 2. Organize patient information 3. Send and receive emails 4. Answer customers' questions

Stage 2

- Ex.2 Tell sts they are going to read a job advertisement for a position of a pharmacy assistant.
- Sts read the advertisement and answer the questions in pairs.

Key: ex.2 1. Job Duties: answer telephone calls, organize patient information, answer customers' questions about their medications, count pills and label bottles 2. expected salary: 1000 Gel. 3. to apply, send a CV and a cover letter in English to pharmacy@pharmaceuticals.ge by April 15.

- Ex.3 Tell sts they are going to read a CV.
- First ask students to read the CV and ignore the gaps.
- Students reread the CV and write a heading for each section.

Key: ex.3 1. PERSONAL INFORMATION 2. EDUCATION 3. PROFESSIONAL EXPERIENCE 4. SKILLS 5. HOBBIES AND INTERESTS

- Ex.4 Focus sts on the CV again.
- Ask What they notice about the years.

Key: ex.4 The years are not in a chronological order. The most recent job or qualification is written first.

- Ex.5 Sts read Natia's cover letter and circle the right answer.

Key: ex.5 1. Dear Sir/Madam 2. about 3. believe 4. as 5. graduated from 6. have 7. hearing

- Ex.6 Sts look at the cover letter and complete the gaps

Key: ex. 6 1. Sir/Madam 2. faithfully

- Ex.7. This exercise helps sts to practise the language used in a cover letter.
- Ask sts to read the sentences and complete the gaps with the words from the box.

Key: ex.7 1. position 2. graduated 3. advertisement 4. service 5. forward 6. communicate

Stage 3

- Sts work alone and produce their own CV and cover letter.
- Before they start writing, remind sts about structure, words and expressions.
- Monitor the sts while they are writing and help if they have any questions.
- Encourage sts to correct the mistakes for themselves.
- While sts are writing, be on hand to help with questions.

Advice on Antibiotics

Words you will need:

nausea - გულისრევა

adult - ზრდასრული

weigh (v) - იწონის

shake - ნჯღრევა, რყევა

measure - გაზომვა

side effects - გვერდითი მოვლენები

dosage - დოზირება

usage - გამოყენება, მოხმარება

amount - რაოდენობა, ოდენობა



1. Work with your partner. Read the information about Amoxicillin, an antibiotic and match the headings with the information.

usage

side effects

dosage

1. _____

The negative reaction of amoxicillin oral tablet can include:

nausea, vomiting, rash, diarrhea.

2. _____

For bacterial infections:

Adults, teenagers, and children weighing 40 kilograms (kg) or more—250 to 500 milligrams (mg) every 8 hours, or 500 to 875 mg every 12 hours.

3. _____

Shake the bottle well before each dose. Carefully measure the dose using a special measuring spoon. Do not use a kitchen spoon because you may not get the correct dose. Take this medication with or without food usually every 8 or 12 hours.

2. Work with your partner. Match the words with the pictures.

medicine spoon refrigerator oral syringe kitchen teaspoon



1. _____



2. _____



3. _____



4. _____

3. Read the dialogue between the pharmacist and the customer and find the information.

- *Name of the medicine prescribed:*
- *Age and weight of the Patient:*
- *How to use the medicine:*

Pharmacist: Hello, Can I help you?

Customer: The doctor prescribed this medicine for my son. He has a sore throat.

Pharmacist: Can I have the prescription, please?

Customer: Sure, here's the prescription.

Pharmacist: The prescription is for amoxicillin. It's a penicillin antibiotic. It is used to treat bacterial infections. How old is your son?

Customer: He's 4.

Pharmacist: How much does he weigh?

Customer: Around 15 kilos.

Pharmacist: Okay, so you need the amoxicillin suspension.

Customer: How should I give it?

Pharmacist: Shake the medicine well. Use an oral syringe or a medicine spoon to measure. Here is the spoon. Do not use a kitchen teaspoon. It will not give the right amount. Try to give the antibiotic at the same time each day.

Customer: When does the medicine start working?

Pharmacist: Your child will start to get better after 2 days. You should take the whole course of the medicine. Do not stop early.

Customer: Are there any side-effects?

Pharmacist: Side-effects are rare with amoxicillin and do not last for long. They should go away when the treatment course is finished. Oh, one more thing. Make sure you refrigerate the medicine.

Customer: Thank you so much.

Pharmacist: No problem. Glad to be of help

4. Match the questions with the answers:

1. - Can I have the prescription, please? ___
2. - How much does your son weigh? ___
3. - How should I use it? ___
4. - When does the medicine start working? ___
5. - Are there any side-effects? ___

- a) Around 20 kilos
 - b) They do not last for long and should go away soon.
 - c) Sure, Here's the prescription.
 - d) You will get better after 2 days.
 - e) Shake the medicine well. Use an oral syringe or a medicine spoon to measure.
1. _ 2. _ 3. _ 4. _ 5. _

5. Read the sentences below and complete the gaps with the words from the box.

refrigerate times last syringe amount whole better

- 1. Do not use a kitchen teaspoon. It will not give the right _____.
- 2. Make sure you _____ the medicine.
- 3. Try to give the antibiotic at the same _____ each day.
- 4. Side-effects are rare with amoxicillin and do not _____ for long.
- 5. Your child will start to get _____ after 2 days.
- 6. You should take the _____ course of the medicine. Do not stop early.
- 7. Shake the medicine well. Use an oral _____ or a medicine spoon to measure.

6. Match the words to make phrases.

- | | |
|----------|-------------------------|
| 1. Make | a) the medicine well |
| 2. Last | b) better |
| 3. Get | c) for long |
| 4. Shake | d) sure |
| 5. Treat | e) a medicine spoon |
| 6. Use | f) bacterial infections |
1. _ 2. _ 3. _ 4. _ 5. _ 6. _

6. Work in pairs.

Student A

You are the customer.

Your family member has earache. The doctor prescribed an antibiotic, Augmentin.

Tell your partner you need the medicine.

Ask questions about the usage, side effects and dosage.

Use the prompts:

The doctor prescribed this medicine for ...

Here's the prescription.

How should I give it?

When does it start working?

Are there any side-effects?

Student B

You are the pharmacist

Give information and advice to your partner about the prescribed antibiotic.

Ask about the age and weight

Say if they need tablets or syrup

Explain how to use

Give recommendations

Use the prompts below:

Hello, Can I help you?

Can I have the prescription, please?

How much does she/he weigh?

How old is she/he?

You should take ...

Make sure you ...

Glad to be of help.

Teacher's notes

CEFR level A1-A2

Aims:

- Provide an opportunity to practise a dialogue between a customer and a pharmacist;
- Practice turn taking;
- Encourage students to use vocabulary and functions for speaking about side effects, dosage and use of a medicine.

Objectives:

By the end of the session learners will be able to:

- Give recommendations about side effects, dosage and use of a medicine;
- Ask for advice/recommendations;
- use prompts to carry out simple dialogues with a customer.

Stage 1

- Lead in. Write 'side effects, dosage, usage' on the board. Elicit the meaning. Ask sts to give examples.

Stage 2

- Ex.1. Tell sts they are going to practise a dialogue between a customer and a pharmacist.
- Sts read the information about an antibiotic and match the headings with the information.
- When the sts are ready, ask to compare the answers with the partner.
- Write the correct answers on the board. Ask sts to check.

Key: ex.1 1. side effects 2. dosage 3. usage

- Ex.2. Sts Work in pairs and match the words with the pictures.

Key: ex.2 1. oral syringe 2. medicine spoon 3. kitchen teaspoon 4. refrigerator

- Ex.3. Sts find the information in the dialogue.

Key: ex.3 1. Amoxicillin 2.4 years, (around) 15 kilos 3. Shake the medicine well. Use an oral syringe or a medicine spoon to measure. Do not use a kitchen teaspoon. Try to give the antibiotic at the same times each day. Make sure you refrigerate the medicine.

- Ex.4. Sts match the questions with the answers:

Key: ex.4 1.c 2. a 3.e 4. d 5.b

- Ex.5. Ask sts to read the sentences and complete the gaps with the words from the box.

Key: ex.5 1. amount 2. refrigerate 3. times 4. last 5. better 6. whole 7. syringe

- Sts Match the words to make phrases.

Key: ex.6 1.d 2.c 3.b 4. a 5.f 6. e

Stage 3

- Divide sts into As and Bs.
- Sts read the role cards. Give them time to prepare/take notes.
- Ask to role-play the situations.
- Monitor the groups and take notes of the errors (errors can be discussed by the end of the activity).
- Students change the roles.
- (optional) ask a pair to perform for the whole group.

Sunburn



Words you will need:

sunburn - დამწვრობა (მზისგან)

skin - კანი

blister - სითხიანი ბუშტუკი

pop - გასკდომა

protect - რაიმესაგან დაცვა

infection - ინფექცია

moisturizer - დამნამავი

spread - წასმა

heal - მოშუშება, განკურნება

1. Work with your partner. Read the sentences below. What should you NOT do when you have a sunburn?

- Drink enough water.
- Put ice on sunburnt skin.
- Take a cool shower.
- Take a hot shower.

2. Work with your partner. Match the pictures with the words.

sunburn

blisters

pop

hydrocortisone cream

gel



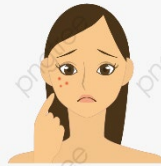
1. _____



2. _____



3. _____



4. _____



5. _____

3. Read the dialogue between the pharmacist and the customer and answer the questions below:

1. What health problem does the customer have?
2. What are the symptoms?

Pharmacist: Hello. Can I help you?

Customer: I hope so. I am on holiday in Kobuleti. I got a sunburn yesterday. My skin is red and it hurts. Oh, I have blisters too.

Pharmacist: Let me take a look at your arm. Blistering skin means you have a second-degree sunburn. Don't pop the blisters. They protect you from infection.

Customer: Can you recommend a medication?

Pharmacist: Use a moisturizer with Aloe Vera. You can also use hydrocortisone cream. You can buy it without a prescription.

Customer: Is it hard to use?

Pharmacist: No, wash and dry your hands. Spread the lotion on the skin. Be careful not to use too much. You can also use an aspirin or ibuprofen if it hurts.

Customer: Thank you. I'll take Aloe Vera gel, Hydrocortisone and ibuprofen too. How long will the sunburn last?

Pharmacist: A second-degree burn usually heals in 2 to 3 weeks. Here is Aloe Vera gel, hydrocortisone and ibuprofen.

Patient: Thank you so much.

Pharmacist: No problem. Glad to be of help.

4. a) Work with your partner. Try to guess the meaning of the underlined words.

1. My skin is red and it hurts.
2. Blistering skin means you have a second-degree sunburn.
3. Don't pop the blisters.
4. Blisters protect you from infection.
5. Spread the lotion on the skin.
6. Be careful not to use too much.
7. How long will the sunburn last?

b) This time, match the underlined words with the Georgian translations:

- a) გაგრძელება
- b) ფრთხილი, დაკვირვებული
- c) მტკივა
- d) წაისვი
- e) იცავს
- f) არ გახეთქო
- g) მეორე ხარისხის

5. Put the words in the right order to make sentences.

1. me/arm/take/Let/a look/at your.
_____.
2. pop/the/Don't/blisters.
_____.
3. can/prescription/buy it/You/without/a.

_____.

4. the lotion/Spread/the skin on.

_____.

5. to be/Glad/of help.

_____.

6. protect/They/from/you/infection.

_____.

6. Read the sentences. The letters in the underlined words are jumbled. Write the words.
The first one has been done for you.

- 1) Spread the lotion on the ksin. skin
- 2) A second-degree burn ehals in 2 to 3 weeks. _____
- 3) You can also use an ibuprofen if it urhts. _____
- 4) I am on olhaidy in Kobuleti. _____
- 5) Thank you so umch. _____
- 6) You can buy it without a crepsritipon. _____

7. Work with your partner.

Student A. You are the customer. You need advice about a boiling water burn (scald -

მდუღარე წყლით ან ცხელი ორთქლით გამოწვეული დამწვრობა).

1. Explain the problem
2. Describe the symptoms
3. Ask about how to use the gel and the cream.

Use the prompts: *got burned with hot water/My skin is red/it hurts/I have blisters/Can you recommend a medication? /Is it hard to use? I'll take.../Thank you*

Student B. You are the pharmacist.

1. Ask how you can help
2. Recommend the medications
3. Give advice about how to use the medications.

Use the prompts: *Hello. Can I help you? /Let me take a look at .../you have a second-degree sunburn/Don't pop the blisters/A second-degree burn usually heals in 2 to 3 weeks. /here is.../No problem. Glad to be of help*

Teacher's Notes

CEFR level A1-A2

Aims:

- To provide an opportunity to practise communication between a pharmacist and a customer;
- Practice turn-taking;
- Encourage students use vocabulary and functions related to describing an illness (sunburn) and treatment.

Objectives:

By the end of the session learners will be able to:

- greet a customer,
- ask questions to find out the symptoms,
- ask for and give advice on medicines and treatment.

Stage 1

- Lead-in. Direct sts to the picture and elicit the topic of the session (sunburns).
- Ex.1. Give sts a few minutes in pairs to read the sentences and say what you should not do when you have a sunburn.

Key: Ex.1 1. Take a hot shower.2. Put ice on sunburnt skin

- Ex.2. Read the words and ask sts to repeat. Check the pronunciation.
- Divide sts into small groups and ask to match the pictures with the words.
- Check the answers with the whole group.
- You could also invite sts up to the board to write the answers.

Key: Ex.2 1.gel 2. sunburn 3. hydrocortisone 4. blisters 5.pop

- Ex.3. Tell sts they are going to read a dialogue between a pharmacist and a customer.
- Give time to read the dialogues and answer the questions in ex. 3
- When sts are ready, ask to compare the answers with the partner.
- Write the correct answers on the board.
- Ask sts to check.

Key: Ex.3 1. sunburn 2.red skin, blisters, it hurts.

- Ex.4.a) In pairs sts guess the meaning of the underlined words.
- Sts share the answers with the class.
- Ex.4b. Sts match the underlined words with the Georgian translations.

Key: Ex.4 b) a) will last b) careful c) it hurts d) spread e) protect f) don't pop g) second degree

- Ex.5. Sts put the words in the right order to make sentences.
- Ask sts to write the answers in the spaces provided.
- Sts read/say the answers.

Key: Ex.5 1. Let me take a look at your arm. 2.Don't pop the blisters. 3.You can buy it without a prescription.4. Spread the lotion on the skin. 5.Glad to be of help. 6.They protect you from infection.

- Ex.6. Tell sts that the letters in the words are jumbled.
- Look at the first word with the class, as an example then put sts into pairs.
- Sts read the sentences and unjumble the words.

Key: Ex.6 1.skin 2. heals 3. hurts 4. holiday 5. much 6. prescription

Stage 2

- Divide sts into As and Bs.
- Sts read the role cards. Give them time to prepare/take notes
- Ask to role-play the situations
- Monitor the groups and take notes of the errors (errors can be discussed by the end of the activity)
- Students change the roles
- (optional) ask a pair to perform for the whole group.

Measurements and Quantities

Words you will need:

dosage - დოზირება, დოზა

capsule - კაფსულა

whole - სრული, მთელი

swallow - ყლაპვა, ჩაყლაპვა

adult - ზრდასრული

on an empty stomach - ცარიელ კუჭზე, უზმოზე



1. Work with your partner. Match the numbers with the words.

- | | |
|---------|-------------------------|
| 1. 5000 | a) 6 hundred and ninety |
| 2. 690 | b) 5 thousand |
| 3. 200 | c) seventy |
| 4. 70 | d) 2 hundred |

2. Match the short forms with full forms.

- | | |
|--------|----------------|
| 1. kg | a) milliliter |
| 2.l | b) gram |
| 3.g | c) kilojoule |
| 4.kcal | d) kilocalorie |
| 5.ml | e) kilogram |
| 6.kj | f) liter |

3. Read the dialogue below. What do these numbers stand for?

1.250

2.1200

3.12

4.24

Pharmacist: How can I help you?

Patient: I have ear infection and I feel terrible.

Pharmacist: Can I take a look at your prescription?

Patient: Here is my prescription for amoxicillin, 250gr capsules.

Pharmacist: OK. First let me explain to you how to use amoxicillin. Have you ever taken amoxicillin?

Patient: I am afraid not.

Pharmacy: Make sure to take the dosage prescribed by your doctor. It's very important to take all the amoxicillin. Even if you start feeling better, don't open the capsules. Swallow the whole capsule.

Patient: Can I take it with food?

Pharmacist: You can, and you can also take it on an empty stomach, but make sure you drink a full glass of water with the capsules.

Patient: And I have a high temperature. The doctor prescribed ibuprofen. Can you give advice about the dosage?

Pharmacist: Sure, ibuprofen dosage for adults and children from 12 years is 1 or 2 tablets every 4 to 6 hours as necessary. Do not take more than 6 tablets, 1200mg in 24 hours.

4. Read the sentences below and complete the gaps with the words from the box.

all empty whole better open dosage full

1. Make sure to take the _____ prescribed by your doctor.
2. You can also take it on an _____ stomach
3. It's very important to take _____ the amoxicillin.
4. Swallow the _____ capsule.
5. Even if you start feeling _____.

6. Don't _____ the capsules.
7. make sure you drink a _____ glass of water.

5. Read the sentences and put the words in the right order.

1. let me/explain/First/to you/amoxicillin/how to use.

_____.

2. to take/the dosage/Make sure/prescribed/by your doctor.

_____.

3. you/ever /taken/Have/amoxicillin?

_____.

4. can/You/take/it/empty stomach/on an.

_____.

5. take/more/Do not/than/1200mg in 24 hours.

_____.

6. I /afraid/not/am.

_____.

7. I take/Can/at your/a look/prescription?

_____.

Work with your partner.

Student A

You are the customer

- Explain your health problem
- Say you need to buy amoxicillin and ibuprofen
- Ask the pharmacist how to use the medicines.

Student B

You are the pharmacist.

Explain to your partner how to use amoxicillin and ibuprofen.

Teacher's notes

CEFR level A1-A2

Aims:

- Provide an opportunity to practise a dialogue between a customer and a pharmacist;
- Practice turn taking;
- Encourage students to use vocabulary and functions for speaking about measurements and quantities

Objectives:

By the end of the session learners will be able to:

- Give recommendations about the dosage and use of a medicine;
- Ask for advice/recommendations;
- use prompts to carry out simple dialogues with a customer.

Stage 1

- Lead in. Write '90 kg, 1 l, 200 lm, 500 g' on the board and elicit the meaning of 'measurements and quantities'.
- Ex.1. Ask sts to Work in pairs and match the numbers with the words.

Key: ex.1 1.b 2. a 3.d 4.c

- Ex.2 Sts match the short forms with full forms.

Key: ex.2 1.e 2. f 3.b 4. d 5.a 6.c

Stage 2

- Ex.3. Sts read the dialogue and say what the given numbers stand for.

Key: ex.3 1. 250gr capsules 2. Do not take more than 6 tablets, 1200mg 3. Children from 12 years. 4. 24 hours.

- Ex.4 Sts read the sentences and complete the gaps with the words from the box.

Key: ex.4 1. dosage 2. empty 3.all 4. whole 5. better 6. open 7. full

- Ex.5 Ask sts to read the sentences and put the words in the right order.

Key: ex.5 1. First let me explain to you how to use amoxicillin. 2.Make sure to take the dosage prescribed by your doctor. 3.Have you ever taken amoxicillin? 4.You can take it on an empty stomach. 5.Do not take more than 1200mg in 24 hours.6. I am afraid not 7. Can I take a look at your prescription?

Stage 3

- Divide sts into As and Bs.
- Ask to role-play the situations.
- Monitor the groups and take notes of the errors (errors can be discussed by the end of the activity).
- Students change the roles.
- (optional) ask a pair to perform for the whole group.

MAINTENANCE AND TECHNICAL SERVICES

(Mechanic, Plumber, Electrician, Drywall
Specialist, Welder, Tiler)

Talking About Technical Professions

- Exercise 1 a. Work with a partner. Introduce yourself (name, profession).**
b. Match the professions with the photos.

Welder, tiler, drywall specialist, electrician, architect, plumber, painter



1.



2.



3.



4.



5.



6.



7.

Exercise 2: Match the texts below with the photos above. Write 1, 2, 3... next to each sentence.

- A. Hello, I am Tiko Gorgodze. I'm from Telavi, Georgia. I'm a welder _____
- B. Hi, my name is Gia. I'm from Tbilisi. I'm a tiler _____
- C. Hi, I'm Rezo and this is Goga. We come from Georgia. We are both drywall specialists. _____

- D. My name is Luka Kay. I come from Kutaisi, Georgia. I'm an architect. _____
- E. Hello, I'm Zura. I come from Kobuleti, Georgia. I'm a painter. _____
- F. My name is Tariel. I am from Georgia, but I live and work in France now. I'm an electrician.

- G. Hello! I'm Niko and I am from Sokhumi, Georgia. I am a plumber. _____

Exercise 3: Work with a partner and introduce yourselves. Use the model to help you.

A: Hello! I'm John from Eagle Constructions.

B: Hi John! I'm Tariel from Georgia. I'm an electrician in this project.

A: Great! I'm a drywall specialist.

B: Nice to meet you!

Exercise 4: Work with a partner. Introduce each other to the class. Answer the following questions:

What is his/her name?

Where is he/she from?

What does he/she do?

Exercise 5a: Read Vako's card.

Name: Vako Daiauri

Age: 36

Job: Electrician

Typical projects: private houses, offices,
buildings under construction

Originally from: Kazbegi, Georgia

Extra information: trains new workers; likes to
spend weekends with his family



b. Complete the text with the information from Vako's Card.

My name is Vako Daiauri and I'm _____ years old. I come from _____, but I live and work in Tbilisi.

I am an _____. I install and repair electrical power, communications, lighting and control systems. My typical projects are _____
_____. I also train new workers to install electrical wires and equipment. I have a lot of experience in building sector.

I work full time. I sometimes also work on weekends. I do not like to work on weekends. I prefer to spend _____.

Exercise 6: Choose a role card. Introduce yourself to others. Use the model from Exercise 5.

Name: Giga Makharadze

Age: 21

Job: Welder

Typical projects: factories, schools, hospitals

Originally from: Grigoleti, Georgia

Extra information: new to profession, wants to train and become skilled

Name: Vladimer Darchia

Age: 42

Job: drywall specialist.

Typical projects: large commercial projects.

Originally from: Lanchkhuti, Georgia

Extra information: Skilled at dropped ceiling and Barisol stretched ceiling.

Name: Guram Moss

Age: 44

Job: tiling works

Typical projects: private houses, apartment buildings.

Originally from: Telavi, Georgia

Extra information: skilled at kitchen and bathroom tiles, laminate and wooden flooring.

Name: Vazha Pipia

Age: 24

Job: painter

Typical projects: mostly private, some commercial contracts.

Originally from: Kutaisi, Georgia

Extra information: New to profession. Wants to become skilled and work in commercial projects.

Teacher's notes

CEFR Level A1-A2

Aims:

- Introduce yourself and others
- Talk about your profession

Objectives:

By the end of the session students will be able to:

- introduce themselves and others
- use vocabulary related to technical fields specified
- use role cards to talk about their profession.
- Practise taking turns.

Stage 1 Lead-in.

- Ask ss to work in pairs and introduce themselves.
- If this is your first lesson with the class, introduce yourself to your new students (*your name, profession, where you come from, what you like/ dislike, etc*). Then ask sts to take turns to introduce themselves.
- Another way to introduce yourself is to have students **guess things about you** such as where you are from originally (city, country), what you like/dislike, some extra information about yourself and your profession, what you would like to learn/ where you would like to travel, etc.
- You may have a list of questions written on the board. Encourage sts to ask questions to you. They will learn the correct forms later in the lesson.
- At this stage, use the simple forms of language.
- After you have introduced yourself, encourage sts to work with a partner and introduce themselves.

Key: Exercise 1a.

- This time focus is only on the simple forms of language – *name, profession*.
- If sts want to add extra information, they may do so.

Stage 2.

- Pre-teach professions: welder- შემდღუღებელი, tiler- მეფილე, drywall specialist- თაბაშირ-მუყაოს სპეციალისტი, electric engineer- ელექტროინჟინერი, architect- არქიტექტორი, plumber- სანტექნიკოსი, painter- მღებავი
- Instruct sts to match the professions with photos in Exercise 1b.

Key: Exercise 1b. 1. Plumber, 2. Architect, 3. Drywall specialist/, 4. Tiler, 5. Painter, 6. Welder 7. Electrician

- Tell sts in Exercise 2 they should match the texts to the photos from Exercise 1
- Ex2. Do the first sentence with students.
- They should complete the task independently.
- Check and write the answers on the board.

Key: Exercise 2. A -6, B -4, C -3, D- 2, E-5, F-7, G-1

- In this exercise sts have a model to work with.
- Instruct them to work with a partner and introduce themselves.
- At this stage, tell them to only replace their names and professions.

- Make sure that sts pronounce the words correctly.
- If you have a weak class, you may act out the conversation with a strongest ss and then ask other sts to act it out one by one.
- In Exercise 4 sts work with a partner. Each partner introduces themselves to another. Tell sts they will later introduce each other to the class.
- SS take turns and introduce each other to the class. They should answer the following questions: What is his/her name? Where is he/ she from? What does he/ she do?
- You may give an example: His name is George. He comes from Poti. He is an electric engineer.
- Check that sts use articles correctly.

Stage 3

- Sts look at Vako's card and read it. (Exercise 5a)
- Tell them they will need this information to complete the task. Also, they will do the similar task later about other characters and professions as well.
- Instruct the tss to read the text about Vako and complete it based on the information from Vako's Card.
- Check the task and write the answers on the board.

Key: Exercise 5. b. a) 36, b) Kazbegi, c) electrician, d) private houses, offices, buildings under construction, e) weekends with my family

- Tell sts that in this exercise they will step into the shoes of others.
- Give sts freedom to choose a role card and introduce themselves to the class.
- Observe that they use all the information given in the role cards.

Vehicle Types and Body Styles

Words you will need:

body- კორპუსი

trunk- უკანა საბარგული

luxury car- ფემენებელური ავტომობილი

High Mobility Vehicle- HMV- მაღალი გამავლობის მანქანა

drivetrain- წამყვანი თვლები

front-wheel drive (FWD)- წინა წამყვანთვლიანი

all-drive Wheel (AWD)- ყველა წამყვანთვლიანი

rear-drive wheel (RDW)- უკანა წამყვანთვლიანი

Exercise 1a. Look at the car models below. Discuss the following?

1. Which of these cars are: Front-wheel drive (FWD), All-drive Wheel (AWD), Rear-Drive wheel (RDW)?
2. How many of these cars have seats for 4 passengers? 5 passengers? For more than 5 passengers?
3. Which of these cars run on gasoline? Diesel? Biodiesel? Ethanol?
4. Which of them uses the least fuel?

	<p>Ford Fusion or similar</p> <p>5 2 1</p>		<p>Chevrolet Cruze or similar</p> <p>5 2 1</p>
	<p>Toyota Yaris or similar</p> <p>4 0 3</p>		<p>Chrysler 200 or similar</p> <p>4 0 2</p>



Jeep Grand Cherokee
or similar



Chrysler 300
or similar



Hyundai Azera
or similar



Chrysler 200s
or similar



Ford Fiesta
or similar



Kia Sedona
or similar



b. Look at the cars again and group them according to the type:

1.	Economy	
2.	Standard	
3.	Compact	
4.	Premium	
5.	Luxury	
6.	Mid-size	
7.	Full size	
8.	Van	
9.	Sport Utility Vehicle (SUV)	
10.	Convertible	

Exercise 2a. Read the dialogue and fill in the blanks using the expressions below:

the cheapest, check, runs well, have a look, VIN code, park.

A: Hi, I am thinking of buying a used car. Can someone (a)_____ at it?

B: Sure. We can have a look. Is it that black BMW Crossover?

A: No, no. It's the white Nissan X-Trail next to that blue van. Do you see it?

B: Yes. Please take a number and (b)_____ here.

A: Okay. I'm not sure what to look for. It's better if you tell me.

B: First thing you do is to see online if this car has been in an accident. Do you have a (c)_____?

A: Yes. I check it. It has no history of accidents.

B: That's perfect! Let's start the car up and (d) _____ the belts and hoses.

A: Will you take a test drive with me? I will feel safer that way.

B: Of course, we will do that now...It (e)_____. The braking is good and the acceleration is fine too. How much is the owner asking?

A: He is asking 8,300 USD.

B: Well, this is (f) _____ and the most reliable car you can get at this price.

A: Really? I'm glad to hear that. Thank you for your help.

A: My pleasure. It really is in a good shape. Enjoy driving your car!

b. Choose the correct sentence- A, B or C:

1.

A. Don't' drive fast. You will have an accident.

B. Don't drive faster. You will have an accident.

C. Dont drive fast. You will have an accident.

2.

A: BMW is cheaper than Mercedes-Benz.

B: BMW is cheap Mercedes-Benz.

A: BMW is cheap than Mercedes-Benz.

3.

A: I would like to buy this luxury car. Can I test drive?

B: I would like to buy this luxury car. Can I take a test drive?

A: I would like buy this car. Can I take a test drive?

4.

A: The belts and hoses are in a perfect shape.

B: The belts and hose are in a perfect shape.

C: The belts and hose is in a perfect shape.

5.

A: The VIN code not show any history of accidents.

B: The VIN code does not show any histories of accidents.

C: The VIN code does not show any history of accidents.

6.

A: What are you look for?

B: What are you looking for?

C: What you looking for?

A: Did you checked the body of the car for any damage?

B: You check the body of the car for any damage?

C: Did you check the body of the car for any damage?

Exercise 3a. Work with a partner. Guess the car body style.

1. This type of car is usually a four-wheel drive and can be taken off-road.
2. This type of car is usually made for higher mountains.
3. This is a passenger car with two doors. It not the safest car in the world.
4. This is a passenger car with a closed body, four doors and a trunk.
5. This is a sport car and it does not have an all-wheel drive or four-wheel drive drivetrain.
6. This type of car is usually more comfortable for the families.

b. Group the cars according to the body styles:

hatchback, crossover, HMV , coupe, SUV, sedan



1. _____



2. _____



3. _____



4. _____



5. _____








6. _____

Exercise 3c. Answer the questions using the information from Exercise 3a and pictures from b):

1. What kind of car is an SUV?
2. What type of car is an HMY?
3. What is a coupe?
4. What is a sedan?
5. What kind of car is a crossover?
6. What kind of car is a hatchback?

Exercise 4. a) Work in groups. Compare cars. Write down as many questions as you can.

Car Model	BMW	Honda	Mercedes	Lexus	Bugatti
					
Price- \$	15000	5600	30 000	46 000	1 000 000
Speed limit-km/h	170	130	200	285	450
Engine-cc	4	41.5	3.0	5.0	8
Length-m	4.2	4.1	5.5	6	4.4
Doors	4	4	5	5	2
Drivetrain	AWD	FWD	AWD	AWD	RDW

b) Ask questions to the class. Use question words which, how much, how many, how long.

Exercise 5. Choose your favorite car model and compare. Create short dialogues. Follow the example:



Example:

Partner A: Which car brand is cheaper- Mercedes or BMW 3?

Partner B: BMW 3 is cheaper than Mercedes.

Partner A: Does this mean Mercedes is more expensive than BMW 3?

Partner B: Yes, it does.

Dialogue 1:

A: -----Lexus or Toyota? (reliable)

B: Lexus ----- than Toyota.

A: Does this mean -----than Lexus? (reliable)

B: Yes, -----.

Dialogue 2:

A: -----for a family - hatchback or sedan? (comfortable)

B: Hatchback is more comfortable for a family.

A: ----- than hatchback? (comfortable)

B: Yes, ----- for a family. (comfortable)

Dialogue 3:

A: Are SUVs ----- than sedans? (easy to drive)

B: Yes, ----- in the traffic. (easy to drive)

A: Does that mean sedans ----- in the traffic? (difficult to drive)

B: Maybe.

Dialogue 4:

A: Which ----- in snow- AWD or FWD? (safe)

B: AWD ----- FWD in snow. (safe)

A: Does this mean that -----? (dangerous)

B: No, it does not. FWD is just not ----- as AWD. (safe)

Teacher's Notes

CEFR A1-A2

Aim: to practise speaking about different car types

Objectives:

By the end of the session students will be able to:

- Use comparative and superlative forms to compare the cars
- Produce sentences using question words.
- Write short dialogues using a prompt

Stage 1:

- Lead In: What luxury cars do you know? Which of them are the most popular brands in Georgia? What type of car is your favorite? Why?
- Write a list of adjectives on the board: *popular, expensive, cheap, dangerous, comfortable, beautiful*
- Ask sts to compare the cars they talked about using these adjective.
 - *E.g. Toyota is cheaper than Hyundai. Lexus is more comfortable than Toyota.*
- Pre –teach vocabulary: body- კორპუსი, trunk- უკანა საბარგული, luxury car-ფემენბელური ავტომობილი, High Mobility Vehicle- HMV- მაღალი გამავლობის მანქანა, drivetrain- წამყვანი თვლები, front-wheel drive (FWD)-წინა წამყვანთვლიანი, all-drive Wheel (AWD)-ყველა წამყვანთვლიანი, rear-drive wheel (RDW)-უკანაწამყვანთვლიანი. Ask sts to repeat.
- Show the car models to the class in Ex1 and ask them to discuss the questions.
- Lead by asking questions and giving sts time to respond/ discuss.
- Instruct sts to group the cars according to the type. Distinguish between the car body style (hatchback, sedan, etc) and car type (FDW, AWD).

Key: Exercise 1b.

Look at the car models again and group them:

1.	Economy	Toyota Yaris
2.	Standard	Chrysler 200s
3.	Compact	Ford Fiesta
4.	Premium	Hyundai Azera
5.	Luxury	Chrysler 300
6.	Mid-size	Chevrolet cruze
7.	Full size	Ford Fusion
8.	Van	Kia Sedona
9.	Sport Utility Vehicle (SUV)	Jeep Grand Cherokee
10.	Convertible	Chrysler 200

Stage 2

- Go through the phrases in the box. Then
- Tell sts to read the dialogue and fill in the blanks using expressions in the box.

Key: Exercise 2a.

- a) Have a look, b) park, c) VIN code, d) check, e) runs well, f) the cheapest.

Key: Exercise 2b) 1a, 2a, 3b, 4a, 5c, 6b, 7c.

Key: Exercise 3a.Car body style:

1. This type of car is usually a four-wheel drive and can be taken off-road. (SUV)
2. This type of car is usually made for higher mountains. (HMV)
3. This is a passenger car with two doors. It not the safest car in the world. (Coupe)
4. This is a passenger car with a closed body, four doors and a trunk. (Sedan)
5. This is a sport car and it does not have an all-wheel drive or four-wheel drive drivetrain.(Crossover)
6. This type of cars are usually more comfortable for the families. (Hatchback)

Key: Exercise 3b). 1.SUV, 2.Coupe, 3.hatchback, 4.Crossover, 5. Sedan, 6. HMV

Key: Exercise3 c). 1. SUV is a four-wheel drive car and can be taken off-road (It is a sports car). 2. HMV is a car made for higher mountains, 3. Coupe is a passenger car with two doors. 4. Sedan is a passenger

car with a closed body, four doors and a trunk. 5. Crossover is a sport car and it does not have an all-wheel drive or four-wheel drive drivetrain. 6. Hatchback is a family car.

- Tell sts that they will now work in groups.
- Divide them into groups of three.
- Observe that everyone is participating.

Key: Exercise 4. Use question words which, how much, how many.

1. Which car is the fastest/ slowest/shortest/longest/shortest/ most expensive?
2. Which car has got the biggest/smallest engine?
3. Which car is faster – Bugatti or Mercedes?
4. Which car is more expensive – Honda or BMW?
5. How much is Honda?
6. Which cars have FWD drivetrain? Etc

Stage 3

- Tell sts that they can now choose their favorite car model and compare the using a model.
- Give sts time to work in pairs.
- Encourage the use of comparative and superlative forms.
- As they prepare in pairs, correct their pronunciation.
- Ask them to act out the dialogues.

Key: Exercise 5- Possible dialogues

A: Which car brand is *more reliable* - Lexus or Toyota?

B: Lexus is more reliable than Toyota.

A: Does this mean Toyota is less reliable than Lexus?

B: Yes, it does.

A: Which car type is more comfortable for a family - hatchback or sedan?

B: Hatchback is more comfortable for a family.

A: That means sedan is less comfortable than hatchback?

B: Yes, it is less comfortable for a family.

A: Are SUVs easier to drive than sedans?

B: Yes, they are easier to drive in the traffic.

A: Does that mean sedans are more difficult to drive in traffic?

B: Maybe.

A: Which wheel drive is safer in snow- AWD or FWD?

B: AWD is safer than FWD in snow.

A: Does this mean that FWD cars are more dangerous?

B: No, it does not. FWD is just not as safe as AWD

Describing Car Model to a Customer

Words you will need:

inter-cooler- ჰაერის რადიატორი

Inter-cooled engine- ინტენსიური გაგრილების ძრავი

mid-engine-ცენტრალური გაგრილების ძრავი

mhp- სამუხრუჭე სიმძლავრე

mearbox- გადაცემათა კოლოფი

mph- მილი საათში

acceleration-აქსელერაცია, აჩქარება

specs= specifications - სპეციფიკაციები, მახასიათებლები

Exercise 1. Match the logos with car brands. Compare your answers with a partner

1.



2.



3.



4.



5.



6.



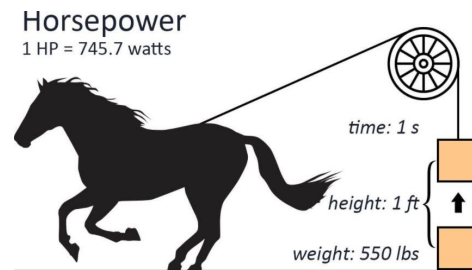
Exercise 2. Work with a partner. Think of the car models above. Can you name some of their features?

Exercise 3. Read the following sentences. Guess the meaning of the words in bold.

- a). Volvo has a speed limit of 112 **mph**.
112 mph is the same as 180 **km/h**.



c). Peugeot 508 has 201 **bhp** and runs on diesel.



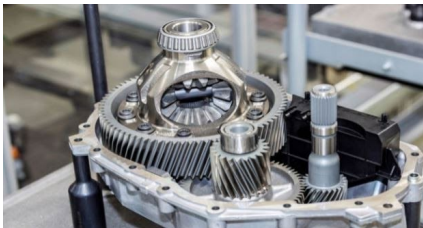
b). Volvo S60 is a **mid-engine** car. The engine is located in the middle of the car.



d). Peugeot 508's **acceleration** is up to 145 mph or 233 km/h.



e). Volkswagen ID.3 is a new electric car with a single-speed **gearbox**.



f). This is an **intercooler**. It is used to lower the temperature of the hot air in the engine.



**Exercise 4. Work in pairs. Read the description of two car models by a sales manager.
Can you guess which cars they are? Choose from the following:**

Ferrari, Lamborghini, Mini Cooper, Tesla, Nissan

1. This is a two-door, mid-engine, four-wheel -drive sports car.
Its engine is 6.2 -liter V12, with 571 bhp.
The acceleration is 0-60 mph in 3.8 seconds with a top speed of 205 mph.
The doors do not open as usual.
2. The original model came in the market 60 years ago and became an icon of the 1960s Britain.
The car became popular in the film *The Italian Job*.
The new version has 163 bhp, inter-cooled engine and a six speed manual gearbox.

Exercise 5. Match the words with the meaning.

- | | |
|---------------------------------|------------------------|
| 1. აქსელერაცია | A. inter-cooled engine |
| 2. ინტენსიური გაგრილების ძრავა | B. mph |
| 3. ძრავის ცენტრალური მდებარეობა | C. gearbox |
| 4. სამუხრუჭო სიმძლავრე | D. specifications |
| 5. გადაცემათა კოლოფი | E. mid-engine |
| 6. მილი საათში | F. acceleration |
| 7. მახასიათებლები | G. bhp |

Exercise 6. Read about other car models and their specifications. Fill in the gaps using words from exercise 5.

1. BMW 5 Series is a very popular car designed by a German manufacturer in 1972.
Its first generation was powered by petrol.....
In 1982, they added diesel engines to the series.
Third generation of BMW 5 had a 6-speed automatic

BMW M5 comes with 560 4.4-liter V8 engine.

The M5's can be from zero to 60 mph in 4.2 seconds.

2. The Toyota MR2 is a two-seat, sports car made in Japan.
It has 5-speed manual and 4-speed automatic transmission. It is one of the most dangerous sports cars.
Its top speed is up to 205

Exercise 7. Work with a partner. Imagine you are a salesperson. Describe the car to your customer. Use the example from Exercise 6. Then change roles.

MODEL 1

MODEL 2

Nissan Rogue 2014	Toyota Prius 2020
Doors – 4 Passenger Capacity -5 Engine- 4 cylinder, 170 bhp. Transmission: CVT, automatic Engine position: front Acceleration: 0-30 mph (sec)	Doors- 4 Passenger capacity-5 Engine: Gas/Electric I-4, 1.8 L, 121 bph Transmission: 1 Eco-friendly

Teacher's notes

CEFR Level A2

Aims:

- Learn about technical specifications of car models;
- Practise the language related to car specifications

Objectives:

By the end of the sessions students will be able to:

- Name car models and describe their specifications
- describe different car models to a customer

Stage1

Lead In

- Instruct the students to match the logos with car brands. They can work in pairs or individually.
 - **Answer Key: Exercise 1**
- Bentley 2. Lamborghini [*lambor'gi:ni*] 3. Volvo 4. Citroen 5. Peugeot
 - 6. Volkswagen
- Ask sts to discuss the features of the car models given in Exercise 1.
- Ask questions to elicit new words such as miles, kilometers, gearbox, horsepower, acceleration, specifications. Help them with the pronunciation.
- Additional answers can be elicited using these questions:
 - Which is the most popular car brand in Georgia? Why?
 - What is the speed limit of [*the car brand*]?
 - Which of the above models run on diesel/petrol?

Stage 2

- Students read the sentences and guess the meaning of the words. The teacher helps with the pronunciation and meaning.
- *Alternatively*, the teacher shows the images to the class and has them guess the meanings. This may work better in a mixed ability classroom.

mph- აბრევ. miles per hour.- მილი საათში/ ასევე **kmph**=kilometers per hour- კილომეტრი საათში

gear box- გადაცემათა კოლოფი

manual gearbox - მექანიკური გადაცემათა კოლოფი

acceleration- ავტ. 1) აჩქარება, სიჩქარის ან ბრუნთა რიცხვის გაზრდა

mid-engined car- ავტომანქანა ძრავას ცენტრალური მდებარეობით

inter-cool - ინტენსიური გაგრილების

Specs= specifications - სპეციფიკაციები, მახასიათებლები

bhp- აბრ. brake horsepower. ავტ. სამუხრუჭო სიმძლავრე, ეფექტური სიმძლავრე (ცხენის ძალით გამოხატული ძრავას სიმძლავრე მუხლა ლილვზე).

Stage 3

- In **Exercise 4** students work in pairs to reinforce the new vocabulary.
- Tell sts what the task is. Read the list of car models with them. Clarify that they should choose the answers from these models.
- Sts should report the answers to the class.
Answer Key: Exercise 4
1. Lamborghini, 2. Mini-Cooper
- In **Exercise 5** students work individually. This will test how well they picked up the vocabulary.
Answer Key: Exercise 5
1. f, 2. A, 3 e, 4.g, 5. C, 6.b, 7. D.

In **Exercise 6** students read about other car models and fill in the words from the previous exercise.

Answer Key: Exercise 6

a) BMW 5 Series is a very popular car designed by a German manufacturer in 1972.

Its first generation was powered by petrol **engine**.

In 1982, they added diesel engines to the series.

Third generation of BMW 5 had a 6-speed automatic **gearbox**.

BMW M5 comes with 560 **bhp** and a 4.4-liter V8 engine.

The M5's **acceleration** can be from zero to 60 mph in 4.2 seconds.

b) The Toyota MR2 is a two-seat, **mid-engine**, sports car made in Japan.

It has 5-speed manual and 4-speed automatic transmission. It is one of the most dangerous sports cars.

Its top speed is up to **205 km/h**.

Stage 4

→ At this stage sts should describe a car to a customer using a model.

→ Tell sts to use the structure from Exercise 4.

A prompt for a teacher:

Model 1: The Nissan Rogue [**'rōg**] is a Japanese SUV car. It first appeared in 2008.

This specific model- Nissan Rogue 2014 has a 2.5 liter engine and 170 bhp.

The engine is located in the front.

The 2014 Rogue model has a 170-horsepower and CVT, which is a type of automatic.

The engine acceleration is generally good – up to 30 mph, but it's a bit noisy and slow on a highway.

However, the Nissan Rogue is a very economical car.

Model 2: Toyota Prius is a world's bestselling car.

It is a very practical car for many reasons: it runs on less fuel and on longer distance, it has a large passenger capacity and an easy to use interior.

Toyota Prius 2020 Prius has a 1.8-liter gasoline four-cylinder engine with 121 horsepower.

That's not a lot, of course, but it's enough to move the Prius with adequate speed.

Writing an Email to a Friend



Exercise 1. Match the phrases in Column A with the meaning in Column B. Draw the line.

Column A	Column B
<p>a) Dear George, I hope you are well.</p> <p>b) I am sorry I couldn't write earlier</p> <p>c) The engine runs smoothly and the air conditioning system is perfect.</p> <p>d) I recently replaced the air filter and the windshield wipers.</p> <p>e) All the best, David</p> <p>f) There is hardly any scratch on its exterior.</p>	<p>1. Giving Information</p> <p>2. Apologizing</p> <p>3. Greeting/Opening</p> <p>4. Ending an email</p>

Exercise 2a. Read an email below. Circle the correct word.

To: georgeLB@mail.ge

Cc:

Subject: Selling my car

Dear George,

I hope you are well. I am sorry I couldn't **write/ wrote** earlier. I got a new job as a sales manager at BMW Georgia. They have an office in Dighomi, **close to/near the** my apartment.

By the way, do you still like my car? I want to sell it and I remembered that you wanted to **buy/bought** it last year. It is still in a good condition. The engine runs smoothly and the air conditioning system is perfect. I recently replaced the air filter and the windshield wipers, so they are in **excellent/ exelent** shape. There is hardly any scratch on its exterior. The only problem with this car is the rearview mirror, which has a small damage. You can **easily/easy** fix it. The price is 6700 USD, but we can discuss.

It is a very reliable and economical car. Let me know what you think and when you want to see it. I will ask a **mechanic/ mechanical** to check it.

All the best,

David

b) Answer the questions.

1. What is the subject of the email?
2. Who writes the email?
3. Who is the recipient of the email?

Exercise 3. Choose the word groups from the box to complete the sentences.

fix the mirror, a perfect condition, has some damage, know each other well, replaced the air filter, a sales manager

1. George is _____.
2. The car engine is in _____.
3. The owner of the car recently _____.
4. The outer part of the car _____.
5. If David buys the car, he can easily _____.
6. David and George _____.

Exercise 4. Put the words in the right order to make sentences.

1. Are/ hope / I / you/ well.
2. You/ car/ still/ my/ like?/ do.
3. And./ is/ the/ system/the/ smoothly/ engine/ conditioning/ perfect/ air/ / runs
4. Exterior/ scratch/there/ on/ any/ hardly/ is/its
5. Will/ it/ check/ mechanic/ ask// a/to .

Exercise 5: Work with a partner. Put the sentences in order to create an email reply from George.

- Hello David, Great to hear from you.
- Can you please schedule an appointment with the mechanic?
- See you soon.
- Thank you again for writing.
- All the best,
George
- I now work at the European Dealers Office in Baku.
- I am moving back to Tbilisi soon and I will need a car. Your car is a perfect fit for me.
The price is also reasonable for this model.
- Congratulations on your new job!
- I will be in Tbilisi in two weeks. We can meet and discuss the details.

Exercise 6. Write an email to a friend who lives abroad. Use the prompt below.

- Greet the recipient
- Apologize for not writing
- Inform them about your plans
- Inform them about your car. Ask if they still want to buy it. Close the email.

To:

Cc:

Subject:

Exercise 7. Swap your email with a partner. Use the space below to write a reply.

- Include a recipient's email address and a subject
- Include a greeting/ opening, some information, a thank you and an ending.

To:

Cc:

Subject:

Teacher's notes

Aim: to practise writing an email.

Objectives:

- Identify different parts of the email;
- Inform about the condition of the car;
- Apologize, ask for help, thank.
- Use a prompt to write an email

Stage 1- Lead In.

- Let ss discuss the email writing. Ask them: *Do you write emails? Have you ever written an email to a friend/ a colleague/ a stranger? What was the subject? What is the difference between different types of emails?*
- Elicit *formal and informal email styles*. Tell sts that today's lesson will focus on some of the expressions used in informal writing.
- Introduce useful expressions below.
- Divide the board into four parts and write: *Saying Thank you, giving news/information, asking for help, apologizing*.
- Ask sts to repeat these expressions after you.
- Then ask them to group these expressions according to their functions.

Useful Expressions:

Saying Thank you <i>I am writing to thank you for...</i> <i>It was great to hear from you...</i> <i>It was very kind of you to...</i> <i>Thanks very much for...</i>	Asking for help <i>I wonder if you can help me.</i> <i>I hope it is not too much to ask.</i> <i>Could you...</i>
Giving news/information <i>I just want to share with you...</i> <i>By the way, did you know...</i> <i>I am happy to tell you that...</i> <i>I am sorry to tell you that...</i>	Apologizing <i>I am so sorry that...</i> <i>I am writing to say sorry for...</i>

- Instruct sts to do Exercise 1 independently.
- Go through any new words if necessary. Runs smoothly- შეუფერხებლად მუშაობს, recently- ახლახან, replace- შეცვლა, windshield wipers- მინის მწმენდები, air filter- ჰაერის ფილტრი. Scratch- ნაფხაჭნი, ნაკაწრი.

Key. Exercise 1 a- Greeting/ Opening, b- Apologizing, c- Giving Information, d – Giving information, e – Ending an email. F- Giving information.

Stage 2

- Tell sts to read instructions in Ex. 2.
- They should read an email and circle the correct word form/spelling/tense.
- Highlight the subject, author and recipient of the email in b)

Key. Exercise 2a. write, close to, buy, excellent, easily, mechanic.

Exercise 2b. 1. Selling a car (David is selling his car), 2. David, 3. George.

- After completing this exercise summarizing the email structure.
- Give students the following tips:

Tips for Writing an Email:

- *Write a subject line*
- *Begin with "Dear" + name*
- *Give the news/ information*

- Write a body paragraph
- End with closin

- Tell sts that Exercise 3 gives them an opportunity for an additional practice of the sentences from the email.
- Tell sts that in Exercise 4 also gives an opportunity for an additional practice of the sentences from the email. Make sure that they write down the sentences in a correct order.

Key Ex3. 1. A sales manager, 2. A perfect condition, 3. replaced the air filter, 4. Has some damage, 5. Fix the mirror, 6. Know each other well.

Key Ex4.

1. I hope you are well.
2. Do you still like my car?
3. The engine runs smoothly and the air conditioning system is perfect.
4. There is hardly any scratch on its exterior.
5. I will ask a mechanic to check it.

- Tell sts that they are not going to arrange the sentences which is from an email reply from George.
- Highlight that this email builds on the previous one.
- Tell sts to work with a partner and pay attention to the structure of the email.

Key Ex. 5.

Hello David,

Great to hear from you. Congratulations on your new job.

I now work at the European Dealers Office in Baku.

I am moving back to Tbilisi soon and I will need a car. Your car is a perfect fit for me. The price is also reasonable for this model.

I will be in Tbilisi in two weeks. We can meet and discuss the details.

Can you please schedule an appointment with the mechanic?

Thank you again for writing.

See you soon.

All the best,
George

Stage 3

- At this stage sts use the prompt to write an email.
- Clarify the instructions. Draw sts attention to what should be included in the email (Greet the recipient. Apologize for not writing, inform them about your plans, inform them about your car. Ask if they still want to buy it. Close the email.)
- Some sts may need to revise the model email in Exercise 2. Give them a chance to do so.
- All sts work independently.
- When sts complete the task, they should swap their writings.
- SS produce a reply based on the information from the email written by the partner.
- Highlight once again that an email reply should *include a recipient's email address and a subject, a greeting/ opening, some information, a thank you and an ending.*

Getting a Car Service

Words you will need:

steering wheel - საჭე

engine - ძრავა

windshield - საქარე მინა

license plate - სანომრე ნიშანი

brake disk - საყრდენი დისკი

headlight - ფარ-პროექტორი

dashboard - ხელსაწყოების პანელი

rear-view mirror - უკანა ხედვის სარკე

clutch plate - გადაბმულობის ქუროს ფილა

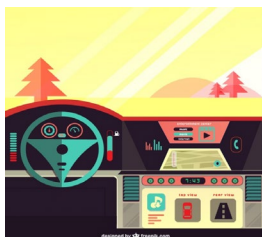
Exercise 1 a. Work with a partner.

What are the most common car-related problems?

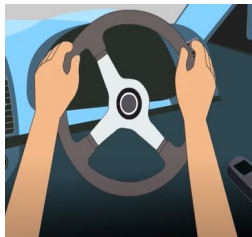
Which of them are the easiest to deal with?

Which are the most difficult?

b. Match the words from the box above with the pictures.



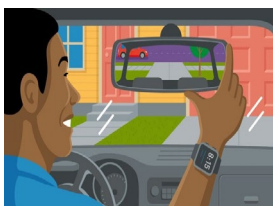
1. _____



2. _____



3. _____



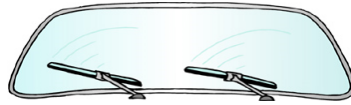
4. _____



5. _____



6. _____



7. _____



8. _____

Exercise 2. Fill in the blanks with the words below.

license plate, rear-view mirror, dashboard, windshield, headlights, engine.

1. This car has got leather seats and a wooden _____.
2. When I stop the car at the red light, the _____ dies.
3. I don't want to drive with a broken _____ any more.
4. You should turn on your _____ when it gets dark.
5. The police are looking for a black SUV with a Russian _____.
6. A _____ helps the driver to see through the back window of the car.

Exercise 3. Read the dialogue in the auto shop. Underline the sentences related to the questions (a-e). Then discuss with a partner.

- a) Problem with the car: _____
- b) Possible problem with the clutch plate: _____
- c) The cost of plate: _____
- d) The client also wants to replace: _____
- e) The client has to pay the total of : _____

Client: I noticed that clutch is very noisy when I change gear.

Mechanic: Ah, it is possible that the clutch plate is worn out, but it's normal for this mileage.

Client: I see. How much is the plate?

Mechanic: It's 120 GEL, labor included, but I can give you a 10 % discount. You are our loyal customer.

Client: Oh, I appreciate that. I will then also replace the tires, change the brake disks and check the oil level. How much is it going to cost?

Mechanic: Let me calculate. So...all tires- 30 GEL. Brake disks... I can make it 90 GEL. And you said you also want to check the oil level, right? That's free of charge.

Client: Great. So, the total is 348 GEL. I will leave 100 GEL now and pay the rest of the amount later, if that's fine.

Mechanic: Absolutely!

Client: When should I come back for the car?

Mechanic: Come back in 2 hours.

Exercise 4. Read the dialogue again and answer the questions.

1. How much does it cost to replace the tires? _____
2. How much is the labor? _____
3. How much does it cost to replace break disks? _____
4. How much is 10 % discount of 120 GEL? _____
5. How much does it cost to check the oil level? _____

Exercise 5. Match the translations from the box with the words and phrases from the dialogue.

გადაბმულობის ქუროს ფილა, მადლობელი ვარ, ზეთის შემოწმება, ერთგული მომხმარებელი, საბურავების გამოცვლა, გაცვეთილი, უფასო, სიჩქარეების გადაცემათა კოლოფი, ფასდაკლება.

1. gear _____
2. discount _____
3. loyal customer _____
4. clutch plate _____
5. I appreciate that _____
6. to replace tires _____
7. worn out _____
8. free of charge _____
9. check the oil level _____

Exercise 6. Work in Pairs. Choose any car problem from Exercise 1 and Exercise 2 and act out a dialogue between a client and a mechanic. Use the dialogue in Exercise 3 as a model.

Problem with the car: _____

→ Possible problem with the car

part: _____

→ The cost:

→ The client also wants to

replace: _____

→ The client has to pay the total of :

Exercise 7. Work with a partner. Create a dialogue. Then switch the roles.

Partner A: Car Owner - Your old car needs a repair. The windshield is cracked, the driver's side mirror is broken and the engine won't start.

Partner B: Mechanic - You are the mechanic on duty. Help the customer.

Teacher's notes

CEFR A2- B1

Aim: to practise typical garage conversations between a client and a mechanic.

Objectives: By the end of the session sts will be able to:

- Describe mechanical problems.
- Give information about the service costs and prices
- Practise technical vocabulary, such as spare parts.

Stage 1 Lead In

- Tell sts that they will work in pairs. They should make a list possible problems with a car. At this stage, sts may speak Georgian. Then share it with the class.
- Common problems with a car: *engine failure, dead battery, flat tire, gearbox failure, lost license plate, broken windshield, windshield wipers are not working properly, etc.*
- Discuss questions in Exercise 1a. They may continue discussion in Georgian.

Stage 2

- Read the words in the box and ask sts to repeat. *steering wheel- საჭე, engine- ძრავი, windshield- საქარე მინა, license plate-სანომრე ნიშანი, brake disk - საყრდენი დისკი, headlight-ფარ-პროექტორი, dashboard-ხელსაწყოების პანელი, rear-view mirror- უკანა ხედვის სარკე, clutch plate - გადაბმულობის ქუროს ფილა*
- After you have introduced the vocabulary, divide sts into groups of three and ask them to match the words from the box with the pictures.
- Write the answers on the board.

Key. Exercise 1b. 1. Dashboard, 2. Steering wheel, 3. Engine, 4. Rearview mirror, 5. License plate, 6. Headlight, 7. Windshield, 8. Brake disk.

- Instruct sts to do Exercise 2 with pairs.
- Write the answers on the board.

Key Exercise 2. 1. Dashboard 2. Engine, 3. Windshield, 4. Headlights, 5. License plate, 6. rear-view mirror.

Stage 2

- At this stage sts will practice a dialogue.
- Ask them to work with a partner. Give them time to read the dialogue and underline the sentences related to the questions in Exercise 3.

Key Exercise 3. a) Clutch is very noisy when I change gear, b) It is possible that the clutch plate is worn out, c) 120 GEL, labor included, d) The tires, e). 348 GEL.

- Instruct sts to read the dialogue again and answer the questions in Exercise 4.
- Check the task and write the answers on the board.

Key Exercise 4. 1. 30 GEL, 2. Included in charge, 3. 90 GEL, 4. 108 GEL, 5. That's free of charge.

- Tell sts they are going to find the meaning of the words and phrases in the dialogue.
- They should work on this task individually. Weaker sts may continue working with a partner.
- When checking, ask ss to take turns reading the sentences.
- Check pronunciation.

Key. Exercise 5. 1. სიჩქარეების გადაცემათა კოლოფი, 2. ფასდაკლება, 3. ერთგული მომხმარებელი, 4. გადაბმულობის ქუროს ფილა, 5. მადლობელი ვარ, 6. საბურავების გამოცვლა 7. გაცვეთილი, 8. უფასო, 9. ზეთის შემოწმება.

Stage 3

- Tell sts that they will now choose a car problem discussed in Ex1 and Ex2.
- They will act out a dialogue between a client and a mechanic.
- They should use the notes to prepare the task. Give sts some time to practise.
- As they practise, go to each pair and check/ correct any mistakes, (pronunciation, grammar).
- Encourage sts to act out a dialogue in front of the class.
- In Exercise 7 sts create their own dialogues. Encourage them to make notes as in Ex 7.
- Give them plenty of time to practice.
- Then present the dialogue in front of the class.

Optional Material

To supplement the material or to engage stronger sts more, you may refer to this dialogue and create additional tasks with it.

Key: A Dialogue in an Auto Repair Shop. (a) I'm having a problem with my car. (b) Let's check the brakes, (c) When can you leave the car? (d) This may take 2 to 3 hours. (e) I can't tell you exact price now.

Read the dialogue in an auto repair shop. Complete the sentences with the phrases from the box.

1. *This may take 2 or 3 hours*
2. *I'm having a problem with my car.*
3. *I can't tell you exact price now.*
4. *Let's check the brakes.*
5. *When can you leave the car?*



Mary: Hello. I'm Mary.

(a) _____

Gio: Hi Mary. I'm Gio. What's your problem?

Mary: When I put on my brakes, I hear a noise and a steering wheel shakes.

Gio: Ok. (b) _____ The brakes look fine. What else?

Mary: I really don't know much about the cars, but I feel it when there's something wrong with the engine.

Gio: Tell me more.

Mary: Well. Almost every time I stop at a red light or stop sign, the engine dies.

Gio: Alright. (c) _____

Mary: How about now? I will come back after work at 19:30.

Gio: Sounds good. (d) _____ We will finish by 19:00. Let's get your name and contact information.

Mary: Sure. Wait! How much is it going to cost me?

Gio: (e) _____ It depends what the problem is. If it's the brakes, it may cost you around 350 GEL.

Completing a Vehicle Service Order



Words you will need:

suspension- დაკიდება, დაკიდების სისტემა
chassis- შასი, სავალი ნაწილი
tire fitting- ვულკანიზაცია
electricity-ელექტროობა
vehicle service order- ავტო მომსახურების ფორმულარი
wheel alignment- თვლების გასწორება
brake fluid- სამუხრუჭო სითხე
to pump up the tire- საბურავის დაბერვა
coolant/antifreeze- ანტიფრიზი
tire wear- სალტის/საბურავის ცვეთა

Exercise 1.a. Class discussion.

- i. For what type of services do you usually take your car at the garage?
- ii. Do they complete the vehicle service orders in Georgia?
- iii. What kind of information is usually included in the Vehicle Service Order?

- b. Dictate your partner your personal information and the information about your vehicle. What did you include?

Exercise 2. Look at the Vehicle Service Order by Karl below.

a. What parts is the Vehicle Service Order made of?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

b. What type of services does his car require?

1. _____
2. _____
3. _____

c. What additional services is Karl asking for?

1. _____
2. _____
3. _____

VEHICLE SERVICE ORDER	
Personal Information	Vehicle Description
Full Name: <i>Karl Vogel</i> Address: <i>128 Hatsville Road, Tbilisi, Georgia, 01007</i> Phone Number: <i>863 45 59 6987</i> Email: <i>earthly@mars.com</i>	Year: <i>2009</i> Make: <i>Mercedes-Benz</i> Model: <i>E-Class</i> Plate Number: <i>ABC157985</i>
CHECK/REPAIR THE FOLLOWING	
Type of Service	Add comments
<input checked="" type="checkbox"/> Tire fitting- <input type="checkbox"/> Chassis maintenance and repair <input type="checkbox"/> Diagnostics and repair of electrical systems <input checked="" type="checkbox"/> Engine diagnostics and repair <input type="checkbox"/> Wheel alignment <input type="checkbox"/> Wheel disc repair <input checked="" type="checkbox"/> Engine oil change <input type="checkbox"/> Transmission oil change <input type="checkbox"/> Headlights correction <input type="checkbox"/> Gear box repair <input type="checkbox"/> Fuel system diagnostics and repair <input type="checkbox"/> Repair of air management systems (brakes and suspension) <input type="checkbox"/> Painting and body works <input type="checkbox"/> Car Wash	<p><i>Please check the engine air filter and a battery and replace both, if needed.</i></p> <p><i>Also, please call me to discuss any additional repair or replacement details.</i></p> <p>Do you want back your old spare parts? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p>
NOTE: We are not responsible for any items left on the vehicle	
Your Name and Signature:	Date: <i>16.01.2021</i>

Exercise 3. What service is needed in the following situations? The first one has been done for you.

1. You use your car once a month. When you start the engine up, it starts slowly and dies quickly.

Battery replacement

2. You are driving on a rough road. The steering wheel is shaking and the car starts to wobble. You hear the knocking.
-

3. After 10 000 km on it, your car starts making noises when you drive. You also notice that the tires are worn out and the steering wheel pulls to one direction or another.
-

4. Your cousin had an accident and the side of his car is badly damaged. He wants to sell it, but he needs some repair work and painting to do.
-

5. The engine stutters and dies. The oil is leaking under the car and there is unpleasant smell inside the car. The car uses more fuel than normal. The Check Engine Light on your dashboard keep turning on.
-

6. Your car manual recommends to change oil after every 300 000 kilometers. Your car is now at 500 000 km.
-

7. You bought a new set of tires. You want to fit them to the wheels of your car at once. You can do it yourself, but it will take you forever.
-

Exercise 4.a Read the phone conversation below. Underline the sentences with Personal Information, Vehicle Description, Types of Service, and Comments.

Service Manager: Good afternoon. This is Avto from Georgian Formula Services. How can I help you?

Farid: Hello. My name is Farid Hussain. I left the car for a service this morning. I was wondering when can I pick it up?

Service Manager: Which year and model is it?

Farid: It's a 2015 model Honda Civic. Plate number ARC986258

Service Manager: Please hold the line while I'm checking your order... Hello. Thank you for holding. Your car is on a lift and the mechanic is repairing a chassis. They changed the air filter and fitted the tires already, but there's something else the mechanic wanted to discuss with you.

Farid: Is there any additional repair needed?

Service Manager: Yes, sir. It seems that the brake lights are not functioning properly and diagnostics is recommended for electrical systems. This will be an additional 30 GEL. Would you like me to proceed with an order?

Farid: Yes please. Could you send me an estimate of cost?

Service Manager: Sure. I will also send you an updated Vehicle Service Order and an invoice shortly. The email address that we have on file is FH@QW8.net. Is that correct?

Farid: Yes, that's correct. I believe you also need a phone number and a home address. My phone number is 777 589 42256 . The home address is 678 Tiripebi Street, Tbilisi, Georgia.

Service Manager: Thank you, Sir. Do you want your old spare parts back?

Farid: Just the tires, please.

Service Manager: All right, Sir. We will be in touch. Have a nice day.

Exercise 5. Work in pairs. Use the model above and fill out the Vehicle Service Order for your own car.

You can discuss what service is needed with a partner.

Partner A: Car Service Manager

Partner B: Customer

VEHICLE SERVICE ORDER	
Personal Information	Vehicle Description
Full Name: Address: Phone Number: Email:	Year: Make: Model: Plate Number:
CHECK/REPAIR THE FOLLOWING	
Type of Service	Add comments
<input type="checkbox"/> Tire fitting <input type="checkbox"/> Chassis maintenance and repair <input type="checkbox"/> Diagnostics and repair of electrical systems <input type="checkbox"/> Engine diagnostics and repair <input type="checkbox"/> Wheel alignment <input type="checkbox"/> Wheel disc repair <input type="checkbox"/> Engine oil change <input type="checkbox"/> Air filter change <input type="checkbox"/> Transmission oil change <input type="checkbox"/> Headlights correction <input type="checkbox"/> Gear box repair <input type="checkbox"/> Fuel system diagnostics and repair <input type="checkbox"/> Repair of air management systems (brakes and suspension) <input type="checkbox"/> Painting and body works <input type="checkbox"/> Car Wash	Do you want back your old spare parts? <input type="checkbox"/> Yes <input type="checkbox"/> No
NOTE: We are not responsible for any items left on the vehicle	
Your Name:	Date:

Teacher's notes
CEFR- A2-B1

Aim

→ To practice writing; to complete formal documentation.

Objectives

By the end of the lesson students will be able to:

- Fill out the typical forms used in car maintenance and repair services;
- Say and write phone numbers, addresses, emails;

Stage 1

- Ask sts questions in Exercise 1a to introduce the topic.
- At this stage you may just need to clarify the meanings of the two words *vehicle*- სატრანსპორტო საშუალება“, *service order*- მომსახურების ფორმულარი.
- You may also stress that sometimes Order and Form are used interchangeably.
- Tell sts what the lesson will be about.
- Write on the board *Completing a Vehicle Service Order*.

- *After you have discussed all the questions in Exercise 1a, Ask sts to work with a partner and dictate them personal information and the information about their vehicle.*
- *Encourage sts to share the what they have included.*

Stage 2

- Introduce the new words in the box and ask sts to repeat.
suspension- დაკიდება, დაკიდების სისტემა, **chassis** /'fasi/ - შასი, სავალი ნაწილი, *tire fitting*- ვულკანიზაცია , *electricity*-ელექტროობა, **vehicle service order** /'vi:ɪk(ə)l/ - ავტო მომსახურების ფორმულარი, *wheel alignment*- თვლების გასწორება, *brake fluid*- სამუხრუჭო სითხე, *to pump up the tire*- საბურავის დაბერვ, *coolant/antifreeze*- ანტიფრიზი, *tire wear*- სალტის/საბურავის ცვეთა.
- Check pronunciation. Pay special attention to the pronunciation of the words **chassis** and **vehicle**.
- Ask sts to look at the Vehicle Service Order by Karl and complete Exercise 2.

Key: Exercise 2.a) 1. Personal Information, 2. Vehicle Description. 3. Type of Service , 4. Comments 5. Note. 6. Name/signature, 7. Date. **b)** 1. Tire fitting, 2. engine diagnostics and repair, 3. engine oil change. **c)** 1. To check the engine air filter and a battery. Replace both if needed, 2. Call to discuss any details.

- Sts may continue working in pairs to complete Exercise 3.
- Check that they write the answers in the given space.
- Ask them to read the sentences as you check them. Check the pronunciation once again.
- Write the answers on the board.

Key: Exercise 3. 1. Battery Replacement. 2. Chassis maintenance and repair. 3. Wheel alignment. 4. Painting and body works, 5. Engine diagnostics and repair, 6. Transmission oil change. 7. Tire fitting.

Stage 3

- Tell sts that they will now read the phone conversation.
- Ask them to read the instructions and give some time to complete the exercise.
- Stress that they should underline all the sentences with ***Personal Information, Vehicle Description, Types of Service, and Comments.***
- Tell them to check the answers with the partner.
- Ask the class what they have underlined in each section.

Key: Exercise 4. Underlined sentences:

PERSONAL INFORMATION: Farid Hussain, email address - FH@QW8.net., phone number is 777 589 42256 . The home address is 678 Tiripebi Street, Tbilisi, Georgia

VEHICLE DESCRIPTION: 2015 model Honda Civic. Plate number ARC986258

TYPES OF SERVICE: repairing a chassis, changed the air filter and fitted the tires.

COMMENTS: wants old tires back

- Ask sts to refer to the underlined sentences in the dialogue and complete the Vehicle Service Order in Exercise 4b.
- Tell sts to work with a partner and complete a Vehicle Service Order for their own car.

Water Pumping Systems

Words you will need:

impeller- ფრთოვანა
centrifugal-ცენტრიდანული
pump- საქაჩი ტუმბო
liquid- სითხე
rotate-ბრუნვა
cast iron- თუჯი
pressure- წნევა
pipe-მილი



Exercise 1. Look at the picture and discuss what it is with a partner.

Exercise 2. Work with a partner. Write your answers in a form of notes and report to class.

1) What is it?

2) What does it do?

3) What are its main parts?

4) What material is it made of?

5) How does it work?

Exercise 3. Read the dialogue.

David: Niko. Can you please come here for a minute? I would like to show you a diagram. Do you know what this is?

Niko: It looks like some kind of a pump.

David: You are absolutely right. This is a *centrifugal water pump*.

Niko: Centrifugal? You mean it moves around the center?

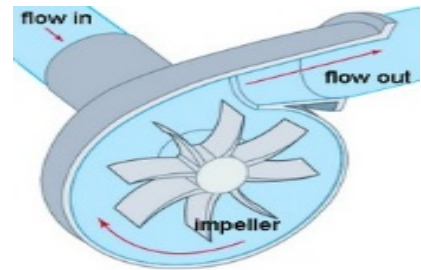
David: Well, it's more correct to say that it *moves away* or *pushes away* from the center. Do you know what it is used for?

Niko: It has many uses, but mostly is used for pumping water, oil, acids – all kinds of *liquids* so to say. What is this part called?

David: This is *impeller*. It's made of *cast iron*. The impeller *rotates* the water, slowly builds *pressure* and finally, pushes water away to the *pipe*. Does this diagram make sense to you?

Niko: I like it, but I if I were you, I would use different colors.

David: Oh, I know what you mean, but this is just a pencil drawing. I'll ask our graphic designer to help.



Exercise 4. Work with a partner. Why does the speaker say this? Match the columns.

- | | |
|--|---|
| 1. I would like to show you a diagram. | a. To agree with the speaker |
| 2. This is impeller. | b. To show the diagram |
| 3. The impeller pushes water away to the pipe. | c. To check if the diagram is easy to understand. |
| 4. You are absolutely right! | d. To explain how the impeller works. |
| 5. Does this diagram make sense to you? | e. To show the impeller. |

Exercise 5. Write down the phrases which speakers use in this dialogue.

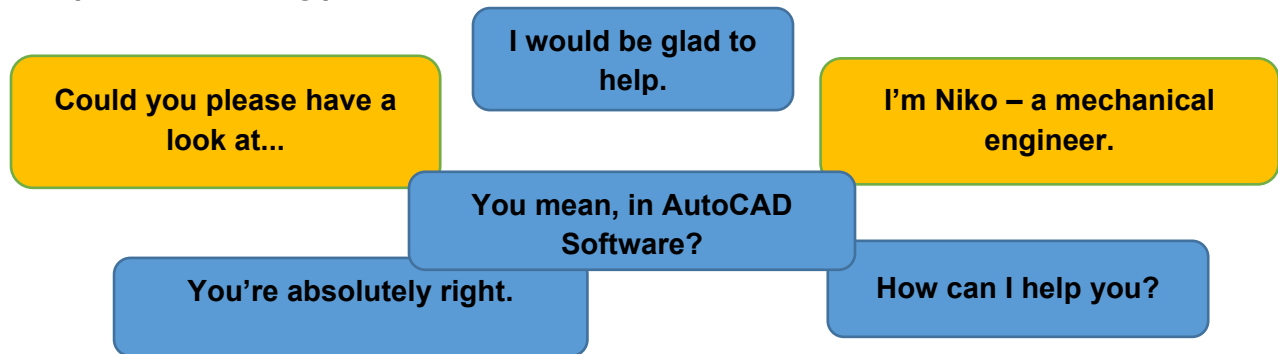
- a) To ask to come informally-----
- b) To agree with a speaker -----
- c) To check with a speaker that you understand what he said -----
- d) To check if the diagram is easy to understand -----
- e) To give advice-----
- f) To show that you understand -----

Exercise.6 Fill in the gaps with the words and phrases from the box.

make sense, come, show, mean, would use, impeller, water pump.

1. Can you please here for a minute?
2. This is a centrifugal
3. Does this diagram to you?
4. I know what you.....
5. I would like to you a diagram.
6. The pushes the water away from the pipe.
7. If I were you, I blue to paint the pipe.

Exercise 7. Now read a dialogue between a mechanical engineer and a graphic designer. Complete the missing parts.



Niko: Hello George!.....I work on the second floor.

George: Oh, Hi Niko. It's a pleasure to meet you.?

Niko: I know you work in Cad software and you also have an experience with pumping systems.

George: You mean, in AutoCad Software? Yes, I do and I would be glad to help.

Niko: I was asked to design a centrifugal pump for the agricultural sector.

.....my drawing and tell me if this can be done in 3 D design?

George: Let' me see. Did you draw this yourself? It's impressive.

Niko: Oh, thanks. A colleague told me that the 3 D diagram in color would show better how the impeller works.

George: Yes.I will see what I can do with it and get back to you in a couple of days.

Niko: Thanks George.

Exercise 8. Read the dialogue again and answer the questions.

1. The dialogue shows that George:
 - a) is happy to help Niko.
 - b) does not want to help Niko.
 - c) does not work in AutoCad Software.
2. Niko:
 - a) didn't draw the diagram
 - b) wants George to draw the diagram
 - c) drew the diagram himself
3. George :
 - a) has worked with pumping systems before
 - b) never worked with pumping systems before.
4. Niko wants to know if:
 - a) an AutoCad software has different colors.
 - b) George can make a 3D design of a centrifugal pump.
 - c) George can draw a simple diagram of the centrifugal pump.
5. George tells Niko that :
 - a) He will see if he can help.
 - b) He will ask his manager if he can help.
 - b) He cannot help Niko with 3D diagram of a centrifugal pump.
6. Niko is:
 - a) A water pumping specialist
 - b) a mechanical engineer
 - c) a software developer

Exercise 9. Put the words in the correct order to make sentences. Then practise sentences in pairs.

1.

Partner A: There is no water in the tank and the engine stopped.

Partner B:

(to fill, tank, water, please, can)

2.

Partner A: Hi. ?

(to help, how)

Partner B: I'm looking for a technician.

3.

Partner A: 3 D diagram can show better how the impeller works.

Partner B: ----- !

(right, absolutely)

4.

Partner A: The walls are too dark. This color makes me feel depressed.

Partner B:----- !

(to know, to mean, you)

5.

Partner A: -----?

(*here, come, minute, please*)

Partner B: I'll be there in a second. [*5 seconds later*] So, what's the problem?

Teacher's notes

CEFR level A2- B1

Aims:

- Practice speaking about water pumping systems

Objectives:

By the end of the session students will:

- Be able to describe an object
- Be able to describe a simple diagram in English
- Know how to produce simple sentences using new vocabulary.

Stage 1

- Warmer: Put students into groups of 3-5. Give each group a theme (*profession, technology, environment*).
- Students take turns and say one word linked to this theme.
 - For example: *technology* (mechanics, automation, computers, robots, systems, IT, etc) .
 - If someone takes longer than 2-3 seconds to think of a word they are out. The last man standing wins.

Stage 2

- Show sts pictures of different water pumping equipment. Elicit the topic : **Water Pumping Systems**
- Then show the picture in Exercise. 1. Tell sts to work in pairs and discuss the picture.
- Introduce new words in the box. Make sure students repeat them after you and know the meaning.
- Instruct sts to answer the questions in Exercise 2. Ask them to write down the answers in a form of a note. Sts are not expected to produce full sentences. You may help them with vocabulary.
- If you have strong students in the class, give them a chance to speak English. You may help with the vocabulary and pronunciation. Weaker students may speak Georgian at this stage.

Key: Exercise 2

- 1) It is a water pump.
- 2) It pumps the water from a lower level to a higher.
- 3) Impeller (იმპელერი, იგივე ფრთოვანა) , casing (გარსი), shaft (ტარი), bearings (საკისრები) - *write these words on the board.*
- 4) Mostly made of cast iron.
- 5) Water pump uses a piston (დგუმი) or a turbine to draw the water out of the well. The piston or a turbine is used to increase the pressure of the water. The pressure pushes the water out of the pump and down the pipes.

Stage 3

- Ask students to discuss the diagram in pairs. What is it? They should be able to work out from the diagram that *this is a centrifugal water pump* and say that it *uses impellers to push water through the engine and back.* (pay sts attention to pronunciation of words such as *centrifugal water pump, impeller, flow in and flow out*)
- The diagram shows the flow of water from the pipe (მილი) . The impeller (იმპელერი , ფრთოვანა) rotates the water, building pressure inside and then forces the water out.
 - *აქ სტუდენტებს დონის მიხედვით შეუძლიათ ქართულადაც ისაუბრონ ცენტრიდანული წყლის ტუმბოს მახასიათებლებზე, მათ ფუნქციაზე და გამოყენებაზე სხვადასხვა ინდუსტრიაში. მასწავლებელს შეუძლია დაეხმაროს ლექსიკური მარაგით.*

- Instruct sts to read the dialogue in **Exercise 3** in pairs. You may correct pronunciation.
- Tell the sts to do Ex. 4 individually. Write the answers on the board so that sts can check.

Key: Exercise 4 b, 2. E, 3.d, 4. A, 5. C

- Tell the sts to do Exercise 5 individually. They may check in pairs.

Key: Exercise 5 1. Can you please come here for a minute? 2. You are absolutely right, 3. You mean it moves around the center? 4. Does the diagram make sense to you? 5. If I were you, I would use different colors 6. I know what you mean.

- You may instruct sts look at the dialogue again and then complete a gap filling task in Exercise 6 individually. Be sure to check the task.

Key: Exercise 6 - 1. come, 2. Water pump, 3. make sense, 4. Mean, 5. Show, 6. Impeller, 7. Would use

- Ask sts to work in pairs on Ex. 7 and complete the missing parts. Go through the phrases in the box if you need to.

Key: Exercise 7

Niko: Hello George. *I'm Niko – a mechanical engineer.* I work on the second floor.

George: Oh, hi Niko. It's a pleasure to meet you. *How can I help you?*

Niko: I know you work in Cad software and you also have an experience with pumping systems.

George: You mean, in AutoCad Software? *Yes I do and I would be glad to help.*

Niko: I was asked to design a centrifugal pump for the agricultural sector. *Could you please have a look at* my drawing and tell me if this can be done in 3 D design?

George: Let me see. Did you draw this yourself? It's impressive.

Niko: Oh, thanks. A colleague told me that the 3 D diagram in color would show better how the impeller works.

George: *You're absolutely right.* I will see what I can do with it and get back to you in a couple of days.

Niko: Thanks George.

- Sts work on this task individually.

Key: Exercise 8 - 1. a, 2c, 3.a, 4.b, 5a, 6a.

Stage 4.

- მე-9 სავარჯიშო შეიძლება გაკეთდეს როგორც ინდივიდუალურად, ისე წყვილში. ჯგუფის სპეციფიკიდან გამომდინარე შეგიძლიათ აირჩიოთ შესაბამისი მეთოდი.

- Exercise 9 can be done either individually or as a group activity:

- Individually: instruct sts to put the words in the correct order to make sentences.

- Group: და ა ც ა ლ ე ვ ე თ Partner A და Partner B-ს როლ ბ ი და და ა რ ი გ ე თ კ ლ ს შ ი ლ უ ნ ი რ ა ო დ ნ ო ბ ი თ ი ს ე , რომ ყ ვ ე ლ ს შ ე ხ ვ დ ს . თ უ კ ე ნ ტ ი ა ღ მ ო ჩ ნ და , პ ა რ ტ ნ ი ო რ ი ს რო ლ შ ე გ ი ძ ლ ა თ თ ა ვ ა და ც მ ო ი რ გ ო თ პ ა რ ტ ნ ი ო რ ე ბ მ ა უ ნ და ი ვ ო ვ ო ნ ე რ თ ბ ა ნ ე თ .

- Remind sts to switch roles.

Key: Exercise 9

1. Could you please fill the tank with water?
2. How can I help you?
3. You are absolutely right!
4. I know what you mean!
5. Can you come here for a minute?

Fixing a Plumbing Problem

Words you will need:

toolbox - ხელსაწყოების ყუთი
plunger - პლუნჯერი, დგუში
a pocket knife- დასაკეცი დანა,ჯაყვა
wrench- ქანჩი
pliers- ბრტყელტუჩა
adjustable wrench- გასაშლელი ქანჩი
flashlight- ფარანი
measuring tape- საზომი ლენტი
electric drill- ელექტრო ბურღი
a set of drill bits- ბურღების კომპლექტი
dripping faucet - ონკანიდან გაჟონვა, წვეთვა

Exercise 1a. What can you guess from these one- liners?

We repair what your
husband fixed!

Let the water stay in the
pipes only.

Don't sleep with your
drip. Call your plumber!

Do you need hot water in
the house? We will help
you!

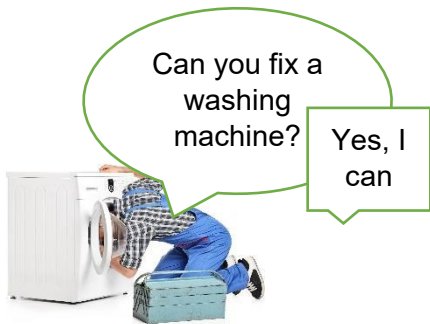
Our company
fixes every leak

b) Describe the picture:

1. Where is the couple?
2. What is happening in the picture?
3. What is the husband trying to do?
4. What do you think is the wife saying?
5. What do you think they will do next?



Exercise 2. Stand up and walk around the class. Ask other students questions using the model. Use words from the toolbox below. The first one has been done for you.



TOOLBOX





1. Fix a washing machine
2. Fix the toilet
3. Fix the water pressure
4. Repair the sink
5. Replace the dripping faucet.

Exercise 3a. Read the Dialogue.

Irakli is a plumber. He has to fix a problem with the sink in the bathroom in the client's apartment. Lasha is helping him with the tools. What tools does Irakli need in his toolbox?

Lasha: What tools do you need, Irakli?

Irakli: I need a.....  and a 




Lasha: What else do you need?

Irakli: I need a  and a pair of 

Lasha: Which wrench do you want?

Irakli: Put in an adjustable wrench, please.

Lasha: Anything else?

Irakli: I'm not sure. Let me think. I will also need a flashlight, a 
 , an  and a set of 

Lasha: Ok. I hope that's all. Here is your toolbox. I will call the driver now.

b) What is the meaning of these phrases? Write down in Georgian.

- 1) What else do you need?

- 2) Which wrench do you want?

- 3) I hope that's all _____

4) I'm not sure. Let me think.

Exercise 4 . Lasha and Irakli are now at the client's apartment. Read the dialogue.

Irakli: We repaired the sink. Is there anything else we can do?

Client: Yes. Can you have a look at the bathroom? The *water pressure is very low* and we have a *leaking toilet*. My husband wanted to fix it too, but we don't have a wrench and screwdriver in this apartment.

Irakli: No problem. Let me see...How do you close the water?

Client: What do you mean?

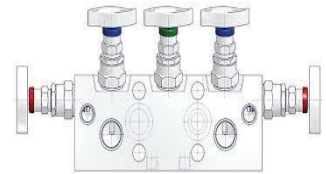
Irakli: I mean, where is the valve that stops the water?

Client: Ah, it's here, behind the bathtub.

Irakli: Ok. Let's flush the toilet first. Lasha, can you please pass me the plunger and gloves?

Lasha: Looks like toilet *sea/* is broken. We have to replace it.

Irakli: Yes. We will do that now.



Answer the questions.

1. What is wrong with the bathroom? _____
2. Which phrase shows the problem? _____
3. Which phrase shows the solution? _____
4. What phrase does the plumber use to make a request? _____
5. What phrase shows that the client does not understand the word? _____

Exercise 5. Read the dialogue again and complete the sentences.

1. We _____ the sink.
2. _____ close the water?
3. My husband wanted _____ it.
4. It's here, _____ the bathtub.
5. Can you _____ the plunger and gloves?
6. Where is the valve that stops the water _____?

Exercise 6. Read about the situations. Work with a partner. Follow the steps and use phrases from the dialogues.

SITUATION 1: Fix a problem with the sink in the bathroom.

SITUATION 2: Fix the leaking toilet

SITUATION 3: Repair the sink

SITUATION 4: Repair the dripping faucet.

SITUATION 5: Fix a washing machine.

STEPS:

1. *Say what the problem is.*
2. *Say what the solution is.*
3. *Say what tools you will need to fix the problem.*
4. *Ask a client if there is anything else you can do.*

Teacher's notes

CEFR Level A1-A2

Aims:

- Identify basic tools and home appliances related to plumbing.
- Describe common plumbing problems in a household.

Objectives:

By the end of the session students will be able to:

- Use simple words and phrases related to plumbing;
- Be able to use prompts to describe a problem to the client;

Stage 1

- Ask sts what these one liners are about. They should answer – **fixing a plumbing problem**
- Write the answer on the board.

Stage 2

- Pre-teach vocabulary: toolbox - ხელსაწყოების ყუთი, plunger - პლუნჯერი, დეგუში, a pocket knife- დასაკეცი დანა,ჯაყვა, wrench- ქანჩი, pliers- ბრტყელტუჩა, adjustable wrench- გასაშლელი ქანჩი, flashlight- ფარანი, measuring tape- საზომი ლენტო, electric drill- ელექტრო ბურღი, a set of drill bits- ბურღების კომპლექტი, dripping faucet- ონკანიდან წვეთვა.
- Ask sts to repeat. Pay attention to pronunciation.
- Tell sts that they will now describe the picture in Exercise 1b. Use questions as a guide. Encourage the use of new words.
- Write the words on the board as sts describe the picture.
- You may also write sentences/ phrases (such as Do you need a wrench? Shall we call a plumber?)

Key: Exercise 1b. Suggested answers:

1. The couple is in the kitchen.
 2. The sink is broken/cracked/ blocked/dripping/leaking.
 3. The husband is trying to fix the sink.
 4. The wife is probably saying the following: A) What tools do you need? Do you need a flashlight? Do you need a wrench? What kind of wrench do you need?. B) Can you fix it? Shall we call the plumber?
 5. They will call the plumber.
- Tell sts that in this exercise they will work with a partner and act out short dialogues.
 - Tell sts they should read a plumbing problem and decide what tools they need.
 - Do the demonstration with one of the students. Act out a short dialogue as in the model.
 - Encourage sts to walk around and ask questions to each other using the model.

Key: Exercise 2. Suggested dialogues:

-Can you fix a washing machine?

- Yes, I can.

-What tools do you need?

-I need pliers.

-Can you repair a sink?

-Yes, I can.

- What tools do you need?

- I need an adjustable wrench, pliers and a hammer.

-Can you fix the clogged toilet?

- Yes, I can.

-What tools do you need?

-I need a plunger and safety glasses.

-Can you fix the low water pressure?

-No, I can't. You need to call the Plumbing Services.

-Can you replace a dripping faucet?

-Yes, I can.

- What tools do you need?

-I need an adjustable wrench, pliers and a hammer.

Stage 3.

- Ask sts to complete the dialogues. They should work independently on this task.
- Write the answers on the board and ask sts to check.
- Instruct them to translate the meaning of the phrases from the dialogue.
- Ask sts to repeat the sentences from the dialogue. Check pronunciation

Key: Exercise 3a. a plunger, a pocket knife, a wrench, a set of pliers, a measuring tape, electric drill, drill bits.

b) 1. კიდევ რა გჭირდება? 2. რომელი ქანჩი გინდა? 3. იმედია, სულ ეს არის. 4. დაწმუნებული არ ვარ/ ზუსტად არ ვიცი, მოვიფიქრებ.

- Tell sts to read a dialogue in Exercise 4 at the client's apartment and answer the questions.
- Draw sts' attention to *problem, solution, advice, making a request*.
- Check the task.

Key: Exercise 4.

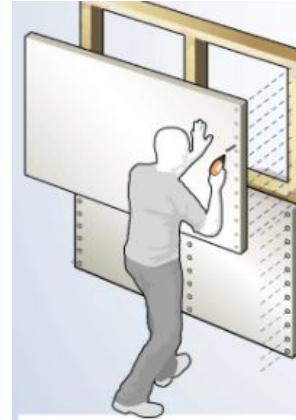
1. The water pressure is very low and we have a leaking toilet.
2. We don't have a wrench and screwdriver in this apartment.
3. No problem. Let me see.
4. Can you please pass me the plunger and gloves?
5. What do you mean?

Key: Exercise 5. 1. repaired, 2. How do you..., 3. To fix, 4. Behind, 5. Pass me, 6. Stops.

Stage 4

- At this stage sts should produce a dialogue. Ask them to work in pairs.
- Tell them to make note of phrases/ vocabulary they will need.
- Give them time to practise
- Give each pair a chance to present in front of the class.

What Materials Do You Use?



Words you will need:

gypsum board/drywall- თაბაშირმუყაო
insulation - იზოლაცია, თბოიზოლიაცია
vinyl - ვინილი (პლასტიკური მასალა)
plywood- ფანერი
fiberglass- მინაბოჭკო
spray foam- იზოლაცია ქაფის შესხურებით
sanding and polishing- მოხვეწა და ლაქის წასმა (იატაკის)
scaffold- ხარაჩო
mould- ობი
drop ceiling- შეკიდული ჭერი

Exercise 1. Read the notices below and finish the sentences. The first one is an example.

UNITED DRYWALL: Framing, gypsum board, interior and exterior insulation. High quality service guaranteed. Call 96468954 Goga

FRENCH CEILINGS LTD: Barrisol Stretch Ceiling, drop ceiling, drywall, tile and flooring, wallpaper and painting works. 20 years of experience in construction and renovation. Call 64789568 Merab

LTD POWER: Electrical work, small and big. Under floor installations electrical service boxes, and wiring. Low prices. Call 459 689 458. Ask David

RENOVATION SUPPLIES: acoustic, thermal and fire protection insulation for walls and floors. Wallpaper, paintings, spray equipment. Only high quality material.

FLYING PAINTERS: vinyl, tile and hardwood floors, sanding and polishing. Repair and renovation services. Quality guaranteed. Call 0689754895 or email: flyingspainters@neverland.com.ge

1. We are from **LTD POWER**.

We specialize in electrical wiring and lighting systems.

2. We are from the **UNITED DRYWALL**.

We specialize in ...

3. We are from **FRENCH CEILINGS LTD**.
-

4. We are from **FLYING PAINTERS**.
-

5. We are from **RENOVATION SUPPLIES**.
-

Exercise 2. Work with a partner. What materials do you use? The first one is an example.

1. We are from **LTD POWER**. (metal, such as copper and aluminum for electrical wiring)

We use metal, such as copper and aluminum for electrical wiring.

2. We are from the **UNITED DRYWALL**. (wood and steel for framing, gypsum board and plywood for walls)
-

3. We are from **FRENCH CEILINGS LTD**. (plaster, ceramic, clay, wallpaper, natural paint)
-

4. We are from **FLYNG PAINTERS**. (vinyl, tile and hardwood for floors, polish and paint)
-

5. We are from **RENOVATION SUPPLIES**. (insulation materials such as fiberglass, spray foam, natural paint and wallpaper for walls)
-

Exercise 3. Complete the sentences with to and for.

1. Scaffold is used _____ support workers and materials during construction.
2. Scaffold is also used _____ cleaning windows of tall buildings.
3. Spray foam is used _____ insulate walls.
4. Spray foam can be used _____ insulation.
5. Foam is often used _____ reduce noise.

What do you notice about the sentences above? When do we say used to and used for?

Exercise 4. Read the dialogues and match the titles with each dialogue.

a) Planning an insulation, b) Insulation materials, c) Interior and exterior insulation

DIALOGUE 1 _____

Contractor: Have you thought about wall insulation in your house?

Client: Well, What choices are there?

Contractor: You can choose either interior or exterior insulation. They both provide thermal and acoustic protection.

Client: Can you explain the difference?

Contractor: Interior insulation is inside the wall and it reduces living space. It also does not protect against water. Exterior insulation means that the material is outside the wall. It is more expensive but very effective protection against moisture.

Client: I see. I will think about it.

DIALOGUE 2 _____

Client: Do you insulate walls?

Contractor: Yes, we do. We have interior insulation. Usually, the walls are insulated before the drywall is installed.

Client: What materials do you use to insulate walls?

Contractor: Of course. Fiberglass is the cheapest option, and most people choose to install it behind drywall. We usually recommend spray foam, which is expensive, but provides better protection than fiberglass.

DIALOGUE 3 _____

Contractor: So, you are planning a renovation. Can you tell me about the house?

Client: It is an old building. It has two floors, a kitchen, one bathroom, one toilet and three bedrooms.

Contractor: Did you say one toilet and one bathroom?

Client: Yes, the toilet is on the first floor and the bathroom is on the second. There is mold all over the place and we want to install insulation.

Contractor: That's very smart. Mold can cause health problems, so insulation is very important.

Client: Yes. What kind of insulation do you suggest?

Contractor: We usually suggest sprayed insulation, such as foam. It fills all the holes and is the best option on the market. Spray foam can be used for insulation in walls and ceiling. It is often used to reduce noise.

Exercise 5a. Complete the missing words from the dialogue.

spray foam, mold, material, either, inside, insulated, against, protection.

1. You can choose _____ interior or exterior insulation.
2. They both provide thermal and acoustic _____.
3. Interior insulation is _____ the wall, so it can reduce living space.
4. It does not protect _____ water either.
5. Exterior insulation means that the _____ is outside the wall.
6. Usually the walls are _____ before the drywall is installed.
7. We usually recommend _____, which is more expensive, but provides better protection than fiberglass.
8. There is _____ all over the place and we want to install insulation.

b. Finish the sentences from the dialogues:

- 1) You can choose either interior or exterior insulation. They both _____.
- 2) We usually suggest _____
- 3) Interior insulation is inside the wall, so it _____

- 4) Exterior insulation means
that_____.
- 5) Fiberglass is the cheapest option and most people_____.
- 6) Mold can cause_____.
- 7) Spray foam can be_____.

Exercise 6. Work with a partner. Check what you remember from the dialogues. Then switch pairs.

- a) How does a client ask about the choices?
- b) How does the contractor explain the exterior insulation?
- c) What does the contractor say about fiberglass?
- d) What does the contractor say to suggest the insulation material?

Exercise 7. Put the words in order to make sentences.

- a) the/Can/explain/difference/you?
- b) space/reduces/living/insulation/Interior/the.
- c) option/market/holes/and/is/the best/It/fills/the/on/the.
- d) protection/better/fiberglass/than/Spray foam/provides.
- e) cause/Mold/problems/can/health.

Exercise 8. Act out a dialogue between a client and a contractor.

SITUATION 1

Student A is a client who wants to know about interior and exterior insulation.

Student B is a contractor, who explains the details.

Use the scaffold below:

Contractor: Ask if the client has thought about wall insulation.

Client: Ask about the choices.

Contractor: Tell the client about interior and exterior insulation and what protection they provide.

Client: Ask if the contractor can explain the difference.

Contractor: Explain the difference, say what interior insulation is. Say what exterior insulation is. Say which one is more expensive.

SITUATION 2

Student A is a client who wants to know about insulation materials.

Student B is a contractor, who explains the types of insulation materials.

Use the scaffold below:

Client: Ask if they insulate walls.

Contractor: Say yes. Say you have interior insulation. Say when walls are usually insulated.

Client: Ask what insulation materials they use.

Contractor: Name cheap and expensive options and explain what they are.

SITUATION 3

Student A is a contractor.

Student B is a client who is planning an insulation in the house. Suggest what kind of insulation they should use.

Use the scaffold below:

Contractor: Ask about the house.

Client: Say how many rooms there are and what types of rooms there are.

Contractor: Ask about toilet and a bathroom.

Client: Say that there is one toilet and a bathroom. Say that there is mould and you want to install insulation.

Contractor: Say that it is smart. Say what problems mould may cause.

Client: Ask about insulation kinds.

Contractor: Suggest sprayed insulation and explain why it is a good choice.

Teacher's notes

Aim: practice speaking about materials used in construction; talk about their specializations; build sentences.

Objectives:

By the end of the session sts will be able to:

- talk about their specializations;
- list renovation materials and speak about their functions.
- explain the materials, suggest what materials to use, give advice.
- build a dialogue between a client and a contractor.

Stage 1. Lead-in

- Show sts the picture on Page 1 and ask to describe it.
- Elicit the answers by asking questions such as: What is the man doing? (*Installing the drywall/replacing a drywall*) What do you think his job is? (*He is a drywall specialist/ renovator/home owner*). What does a drywall specialist specialize in? (*Drywall, gypsum board, renovation, etc*). What material does a drywall specialist use? (*gypsum board, insulation, spray foam, etc*)
- Ask sts if they can guess the topic of the lesson –Renovation Materials (სარემონტო მასალები) . Write **Renovation Materials** on the board.

Stage 2

- Pre-teach vocabulary and phrases: Gypsum board/drywall- თაბაშირმუყაო, Insulation - იზოლაცია, თბოიზოლაცია, Vinyl - ვინილი (პლასტიკური მასალა), Plywood- ფანერი, Fiberglass- მინაბოჭკო, Spray foam- იზოლაცია ქაფის შესხურებით, Sanding and polishing- მოხვეწა და ლაქის წასმა (იატაკის), Scaffold- ხარაზო, Mould- ობი, Drop ceiling- შეკიდული ჭერი
- Instruct sts to read instructions in Ex 1 and do the task. Repeat the task, if needed. Tell sts that they should use information from the texts to complete the sentences. Each sentence should start as follows: *We specialize in.....*
- Do the first example together. Allow some time for sts to read each notice and process the vocabulary.
- Check the task.

Key Ex. 1.

1. We specialize in electrical wiring and lightening systems
 2. We specialize in framing, gypsum board, interior and exterior insulation.
 3. We specialize in ceiling, drywall, tile and flooring, wallpaper and painting works.
 4. We specialize in tile and hardwood floors, sanding and polishing.
 5. We specialize in insulation for walls and floors.
- Now instruct sts to work with a partner on Ex2. Tell them to read the instructions carefully.
 - Sentences should follow the example.
 - Check the task.

Key Ex.2

1. We use metal, such as copper and aluminum for electrical wiring.
 2. We use wood and steel for framing, gypsum board and plywood for walls.
 3. We use plaster, ceramic, clay, wallpaper and natural paint for renovation.
 4. We use vinyl, tile and hardwood for floors, polish and paint.
 5. We use insulation materials such as fiberglass, spray foam, natural paint and wallpaper .for walls.
- This time sts will practice the functional/instrumental action of the verb “use” + verb/noun.
 - Instruct the sts to do the exercise independently.
 - Then ask: What do you notice about the sentences above? When do we say *used to* and *used for*?
 - Sts may be able to tell the difference. Used to + Verb, Used for + Noun.
 - Explain that *used to* is followed by the Verb, while *used for* is followed by the Noun. Write each example on the board.
 - Check the task.

Key Ex. 3

1. Scaffold is used to **support** workers and materials during construction.

2. Scaffold is also used for **cleaning** windows and tall buildings.
3. Spray foam is used to **insulate** walls.
4. Spray foam can be used for **insulation**.
5. Foam is often used to **reduce** noise.

Stage 3

- At this stage sts practice the language in the context of a dialogue.
- Go through the titles with them. Then instruct to read the dialogues and match with the titles.
- This task may be done in pairs or individually.

Key Ex4. Dialogue 1- C) Interior and exterior insulation, Dialogue 2- B) Insulation Materials, Dialogue 3- A) planning an insulation

- Instruct sts to do Ex 5, Ex 6, Ex 7 individually. Tell them that these tasks are based on the information provided in the dialogues in Ex4.
- Check each task upon completion.

Key Ex5 a) 1. either, 2. protection, 3. inside, 4. against, 5. material 6. Insulated, 7. spray foam, 8. mold.

- b) 1. Provide thermal and acoustic protection 2. sprayed insulation, such as foam. 3. Reduces living space, 4. The material is outside the wall, 5. choose to install is behind the drywall. 6. Health problems, 7. used for insulation in walls and ceiling.

Key Ex 6.

1. What choices are there?
2. Interior insulation is inside the wall and it reduces living space. It does not protect against water either. Exterior insulation means that the material is outside the wall. It is more expensive but very effective protection against moisture.
3. Fiberglass is the cheapest option and most people choose to install it behind drywall.
4. We usually suggest sprayed insulation, such as foam.

Key Ex.7.

- a) Can you explain the difference?
- b) Interior insulation reduces the living space.
- c) It fills the holes and is the best option on the market.
- d) Spray foam provides better protection than fiberglass.
- e) Mold can cause health problems.

Stage 4.

- At this stage sts should produce the dialogues between a client and a contractor using a scaffold.
- Ask them to use the scaffold as a prompt. Give them some time to plan and practice in pairs. Then present in front of the class.
- If there is plenty of time, all three dialogues should be practiced and sts should change the roles in each situation. However, you may give sts freedom to choose one of the three situations and present it to class.

Personal Protective Equipment (PPE)

Which equipment should I use?

Words you will need:

- gloves - ხელთათმანები
- welding helmet - შემდუღებლის ჩაფხუტი
- leather apron - ტყავის წინსაფარი
- safety glasses/goggles - დამცავი სათვალე
- reflective jacket - უსაფრთხოების ჟილეტი
- paint suit - სამღებრო სპეცტანსაცმელი
- rubber - რეზინი
- spray gun - პულვერიზატორი

Exercise 1. Match the Words with the pictures.

- gloves
- welding helmet
- welding respirator
- leather apron
- safety glasses/goggles
- reflective jacket
- paint suit
- spray gun



2. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____

8. _____

Exercise 2. Which items do these workers wear?

1. A mechanic _____
2. An automotive painter _____
3. A welder _____
4. A construction worker _____
5. A lab technician _____

Exercise 3. What do these objects do? Complete the sentences using words from the box. The first one is an example.

body, hands, chemicals, smoke, at night, eyes, head

1. Safety goggles *protect your eyes.*
2. Welding helmet _____
3. Working gloves _____
4. Reflective jacket _____
5. Leather apron _____
6. Respirator _____
7. A paint suit _____

Exercise 4. Read the dialogues and complete the words from exercise 1.

Dialogue 1.

A: My eyes hurt and I can't stand these sparks!

B: You should get the _____ and



A: Can you order them online for me?

Dialogue 2.

A: I should get a new _____.



B: But you just got one last week.

A: My wife washed it in hot water and bleach yesterday. It's useless now.

B: Then you should definitely get a new one!

Dialogue 3.

A: I can't find my _____ . I have a client waiting for me at the painting booth!



B: You should be more organized!

A: I keep everything in a storage room. Where are my _____ ?



B: Here. Take mine.

A: Thanks. Can I borrow your _____ and a painting suit too?



Exercise 5 a). Work with a partner. What should they do? Give advice. The first one has been done for you.

- 1) What should I wear when painting a car? You should wear a paint suit.
- 2) What should I wear when doing welding work? _____
- 3) What should I wear to protect my lungs? _____
- 4) What equipment should I get if I want to do welding work? _____
- 5) What clothing should I wear if I want to do roadworks? _____
- 6) Which tool should I use to paint a car? _____

b) Circle the correct word:

1. In cold weather, you *should/shouldn't* wear warm boots.
2. You *should/shouldn't* start work without protective clothing.
3. If you are using an electric drill, you *should/shouldn't* wear a tight-fitting T-shirt.
4. If you are removing oily parts of the car, you *should/ shouldn't* use rubber gloves.
5. You *should/shouldn't* smoke near repair garages.
6. You *should/shouldn't* always wear goggles or safety glasses when drilling.

Exercise 6.a. Read a dialogue. Complete the phrases from the box:

What do I need it for? You should keep it away from... MIG welding
shouldn't use it Why don't you...

A: Hi Paata. This is my new rubber respirator from Amazon.

B: How about the manual? Does it have an instruction manual?

A: I don't think so. (1) _____?

B: Well, I can show you how to use it, but you (2) _____ without the manual.

A: Why do I need a manual?

B: It will have a description of how to wash and dry a rubber respirator after using.

(3) _____ dust, oil and sunlight after cleaning.

A: (4) _____ show me how it works now? I will find the manual later. I have a client who needs to do (5) _____ .as soon as possible and I need a respirator.

b. Discuss with a partner:

- 1) What is an instruction manual? _____

- 2) Which phrase asks for advice? _____
- 3) Which phrase shows negative advice? _____
- 4) Which phrase shows positive advice? _____

Exercise 7. Work with a partner. Create short dialogues.

EXAMPLE:

A: rubber/my/gloves/seen/ you/ have?
B: haven't/ I/no.
A: a storage/ room/ the/ left/ I /them/in/
morning/this.
B: don't/why / ask/you/room/in the
storage?



A: Have you seen my rubber gloves?
B: No, I haven't.
A: I left them in a storage room this
morning.
B: Why don't you ask in the storage
room?

A: *not have/ welding helmet/ I*
B: take/ you/ one of these/ should
A: you/ thank.

A: This is/ today/ car spraying/
my fifth. So tired/ I'm.
B: take/break/should/you. The
next/ do/will/ I.
A: you thank. Really?

A: get/ you/ did/ these/ safety
goggles/ where/?
B: on Ebay/ I/for 10/ got/them.
A: get/ should/ them/ too/ I/

Exercise 8. Read the situations and create short dialogues. Use the dialogues from Exercise 4 as a model.

A: You are performing a welding task and you complain about the eyes.

B: Give advice.

A: You need a new protective clothing (say, which one)

B: Give advice.

A: The client is waiting for you at the painting booth and you can't find the spray gun/ paint suit/gloves/ safety glasses.

B: Give advice.

Then switch the roles.

Teacher's notes
CEFR A2- B1

Aims:

- To practise typical conversations in technical professions
- To use vocabulary related to protective equipment and clothing when giving advice

Objectives:

By the end of the session sts will be able to:

- talk about the functions and characteristics of the PPE used in Welding
- suggest, offer, give advice on the use of protective equipment.
- use prompts to carry out simple conversations.

Stage 1

- Tell sts that today's lesson will focus on Personal Protective Equipment in Welding.
- Introduce the new words from the box. Ask sts to repeat.
- Ask them to complete Ex. 1. Then check.
- Tell sts that in Exercise 2 they should complete the sentences. All the items are from the Word Box on p1. Do the first one together.
- Ask sts to take turns reading the sentences as you check them.

Key: Exercise 1. 1. Safety glasses/goggles, 2. gloves, 3. Spray gun, 4. Spray suit, 5. Leather apron, 6. Reflective jacket, 7. Welding respirator, 8. Welding helmet.

Key: Exercise 2. 1. A mechanic wears gloves, 2. An automotive painter wears a paint suit, 3. A welder wears a leather apron and a welding helmet, 4. A construction worker wears a reflective jacket. 5. A lab technician wears safety goggles.

- Tell sts that they should now read the instructions in Exercise 3 and complete the sentences using the words from the box.
- Give sts time to complete the task. Then ask them take turns to read sentences. Check the pronunciation.
- When checking, draw sts' attention to subject-verb agreement, singular and plural forms where necessary.

Key: Exercise 3.

1. Safety goggles *protect your eyes.*
2. A welding helmet *protects your head.*
3. Working gloves *protect your hands.*
4. A reflective jacket *protects you at night.*
5. A leather apron *protects your body (against welding work)*
6. A respirator *protects you from smoke. (from breathing in smoke and general fumes)*
7. A paint suit *protects you against chemicals.*

Stage 2

- Tell sts to read short dialogues and complete the missing words. They may remember the word in English but may struggle with the spelling. Tell them not to worry about spelling at this point.
- Check the dialogues.

Key: Exercise 4. Dialogue 1- goggles and welding helmet, Dialogue 2- reflective jacket, Dialogue 3- paint suit, (working) gloves, spray gun?

- Write on the board- *Should or Shouldn't?*
- Ask sts to explain the difference.
- Tell sts to read the instructions in Exercise 5 and work with a partner.
- Write the answers on the board.

Key: Exercise 5 a) 1. You should wear a paint suit, 2. You should wear a welding helmet, 3. You should wear a welding respirator. 4. You should get a welding helmet and a welding respirator. 5. You should wear a reflective jacket. 6. You should use a spray gun.

b) 1. Should, 2. Shouldn't, 3. Shouldn't. 4. Should, 5. Shouldn't, 6. Should.

- Ask sts to repeat the phrases in the box in Exercise 6a. Make sure they understand the meaning.
- MIG welding is a welding technique.
- Give them time to complete the exercise independently.
- Then check.

Key: Exercise 6 a) 1. What do I need it for? 2. Shouldn't use it. 3. You should keep it away from, 4. Why don't you, 5. MIG welding.

b) 1. ინსტრუქციების სახელმძღვანელო (sts may write in Georgian), 2. Why don't you show me how it works? 3. You shouldn't use it without a manual, 4. You should keep it away from dust, oil, and sunlight after cleaning.

Stage 3

- Tell sts that at this stage they will act out the dialogues.
- Explain that first they should put the sentences in the right order and then act out the dialogue.
- Read the example with sts and clarify the task. Give sts time to practise.
- Ask sts to act out the dialogues.
- In Ex8 sts use the dialogues from Exercise 4 as a model.
- This time they should read the situation and give advice.
- Give sts time to practice and then switch the roles.
- Make note of the mistakes and correct them later.

OPTIONAL TASK: If you have stronger sts, you can give them the dialogue below with some additional tasks. These tasks may focus on *giving advice, recommending, suggesting*. Print out a copy for students.

Key: 1. დაზიანება, 2. სპეციალური ტანსაცმელი და აღჭურვა, 3. სახის დამცავი ფარი, 4. რისკის ქვეშ, 5. რეკომენდებულია, 6. ნაპერწკლები.

Read the dialogue between the supervisor and a welder on training.

Supervisor: Now, listen up! You all know that welding can damage your eyes if you do not use the Personal Protective Equipment (PPE)!

Welder: Excuse me, what equipment? PPE?

Supervisor: Yes, that's what it's called. Personal Protective Equipment (PPE) protects you from injuries. Helmets and goggles are examples of face shields.

Welder: But what about the rest of the body?

Supervisor: When carrying out a welding work, your whole body is at risk. It is recommended that you cover your head and the whole body.

Welder: Should the skin be covered too?

Supervisor: Of course. If you do not wear PPE, you cannot protect the skin from hot metal, sparks and UV radiation.

Welder: What about the respirators? Should we wear them all the time when doing the welding work?

Supervisor: Good question! Respirators are recommended for some welding jobs. But you should not wear them if you have breathing problems or a heart disease.

Read the sentences from the dialogue. What is the meaning of the words?

1. Welding can damage your eyes. -----
2. Personal Protective Equipment (PPE) protects you from injuries.-----
3. Helmets and goggles are examples of face shields-----
4. When performing a welding operation, your whole body is at risk. -----
5. It is recommended that you cover your head and the whole body. -----
6. PPE protects the skin from hot metal, sparks and UV radiation.-----

CV and Cover Letter

Applying for a Job

Words you will need:

duty - ფუნქცია, მოვალეობა
supervise- მეთვალყურეობა
safe environment- უსაფრთხო გარემო
salary -ხელფასი
apply for a job - განცხადების შეტანა
სამსახურში მიღების თაობაზე

Exercise 1. Work with your partner. Put the words in the right order and read the job duties of an Electrician.

a) electrical/ projects/ construction/ Supervise.

b) safe/ a/ work/ Maintain/ environment.

c) the/ client/ with/ Communicate.

Exercise 2. Put the words in the correct column.

welder, electrician, driving skills, mechanic, project manager, English, electrical engineer, vocational college diploma, secondary school, English Language certificate, computer skills.

Jobs	Education	Skills

Exercise 3. Read the job advertisement of an Electrician below and answer the questions.

- What are the duties?
- What is the starting monthly salary?
- What should you do to apply?

Electrician

LTD Builder is looking for a qualified Electrician to join our construction team for various projects in Georgia.

Job Duties:

- d) Supervise electrical construction projects
- e) Install and repair wiring, electrical fixtures and electronic equipment
- f) Maintain a safe work environment
- g) Communicate with the client

Starting Monthly Salary: 1200 GEL.

To apply, send a CV and a Cover Letter in English to vacancy@geobuilder.ge by **May 3**.

Exercise 4. Read the CV of Merab Vashakidze below. Write a heading for each section:

Headings:

- SKILLS
- PROFESSIONAL EXPERIENCE
- PERSONAL INFORMATION
- EDUCATION
- HOBBIES AND INTERESTS

Curriculum Vitae

1. _____

Name: Merab Vashakidze

Address: 190 Tsatskhvebi St, Tbilisi, Georgia

Email: merab.vashakidze@geoprojects.com

Phone number: 89645347646

Date of Birth: 06/14/2000

2. _____

2019 Vocational College Aisi, Electrician

2018 English Language Center - English Language Certificate (B1 Level)

2017 Gurjaani Public school #3

3. _____

2020-present **LTD Gurjaani Electrics**, Electrician

2019-2020 Electrician Apprenticeship Program

2014 Team leader - Youth Summer Camp

4. _____

Basic computer skills- Microsoft Word, Excel, Powerpoint,

English (intermediate), German (beginner)

Driving Skills

5. _____

Fishing, Swimming, Travelling

Exercise 5. Work with your partner. Look at the CV again. What do you notice about the years?

Exercise 6. Read Merab's cover letter and circle the right answer.

(1) Dear Sir or Madam/ Hi

I am writing (2) *about/with* the job advertisement for an electrician that I saw on europejobs.com. I (3) *believe/look* I have the right skills and knowledge for the position.

I work at LTD Gurjaani Electrics (4) *as/ in* an Electrician.

I (5) *graduated/studied* from the vocational college "Aisi" in 2020. I am a qualified electrician.

I also (6) *have/give* an English language Certificate from English Language Center. So, I can communicate in English very well. In addition, I have good communication skills and I work well in a team.

Please find enclosed my CV for more information.

I look forward to (7) *hearing/listening* from you.

Yours faithfully,

Merab Vashakidze

Exercise 7. Look at the Cover Letter in Exercise 6. Choose the correct answer.

- Which of these should you not use to start a Cover Letter or email?
a. Dear Mr. Green b. Hi c. Dear Sir or Madam
- Which of these phrases can you not use to complete this sentence? I am writing
a. for a vacancy b. about the job advertisement c. to apply for the position.
- What should you not include in your CV?
a. Your skills b. all of your work experience c. the names of your family members.
- What is another word for CV?
a. Cover b. Resume c. job application

Exercise 8. Read the sentences below and complete the gaps with the words from the box.

advertisement forward position communicate graduated

- I believe I have the right skills and knowledge for the _____.

2. I _____ from the vocational college Aisi in 2020.
3. I am writing about the job _____ for an electrical technician.
4. I look _____ to hearing from you.
5. I can _____ in English very well.

Exercise 9. Look again at advertisement in Exercise 3. Write a CV and a Cover Letter to apply for the position of an Electrician at LTD Builder.

*remember to write the last job first.

Curriculum Vitae
<p>PERSONAL INFORMATION</p> <p>Name: Address: Email: Phone number: Date of Birth:</p>
<p>EDUCATION</p>
<p>PROFESSIONAL EXPERIENCE</p>
<p>SKILLS</p>
<p>HOBBIES AND INTERESTS</p>

In your cover letter:

- Say why you are writing
- Explain why you think you are the right candidate
- Give details about your qualifications and experience
- Close the letter with “Yours faithfully”

Dear Sir or Madam,

I am writing

I look forward to hearing from you.

.....

Teacher's notes:

Aim:

- to produce a cover letter and CV;
- to familiarize sts with an email structure and a formal register.

Objectives:

By the end of the session sts will be able to:

- Write a cover letter
- Create their own CV
- Speak/write about job responsibilities

Stage 1

→ **Lead-In:** Ask sts to discuss the following:

- Where do you look for vacancies in Georgia?
 - What are the responsibilities of an electrician/ plumber/mechanic/welder, etc? Make a list.
 - What kind of information would you include in your CV or résumé?
- Pre-teach words : *duty* - ფუნქცია, მოვალეობა, *supervise*- მეთვალყურეობა, *safe environment*- უსაფრთხო გარემო, *salary* - ხელფასი, *apply for a job* - განცხადების შეტანა სამსახურში მიღების თაობაზე
- Tell sts that today's lesson will focus on CV and Cover Letter Writing
- Write Job Duties of an Electrician on the board.
- Instruct sts to work with the partner on Exercise 1.
- Check the exercise. Sts may write the correct sentences on the board.

Key: Exercise 1. 1) Supervise electrical construction projects, 2) maintain a safe work environment, 3) communicate with the client.

→ Give sts time to do Exercise 2.

→ Then draw the three columns with each heading and ask the sts to complete the columns on the board.

Key: Exercise 2.

Jobs	Education	Skills
Welder, electrician, mechanic, project manager, electrical engineer	Secondary school Vocational college diploma English language certificate	Driving skills, Computer skills English

Stage 2

- Tell sts to read the instructions.
- Highlight the job duties. Ask sts questions. Give them time to reflect and respond.
- What are the duties?
 - What is the expected salary?
 - What should you do to apply?
- Give sts time to read the CV of Merab Vashakidze. Instruct them to fill in the headings.
- Highlight the parts of the CV. Ask sts if they notice anything about the years (CV starts with recent experience and education).
- Tell sts they will now read Merab's cover letter based on his CV.

Key: Exercise 6. 1. Dear Sir or Madam, 2. About, 3. Believe, 4. As, 5. Graduated, 6. Have, 7. Hearing.

Key: Exercise 7. 1b, 2b, 3c, 4.b.

Key: Exercise 8. 1. position, 2.graduated, 3.advertisement, 4.forward, 5.communicate.

Stage 3

- Tell sts that at this stage they will create their own CV and write a cover letter
- Remind sts to write the last job first in the CV
- Remind sts what they should include in the cover letter.
- Check sts' writing and give feedback.

Giving First Aid



Word you will need:

flash burns- ნაპერწკლების ზემოქმედებით

გამოწვეული თვალის ტრავმა

sprain- ღრძობა, ნაღრძობი

strain-დაჭიმვა

sterile plaster- სტერილური პლასტირი

sterile dressing- სტერილური სახვევი

eye pad- თვალის საფენი

disposable gloves- ერთჯერადი ხელთათმანი

painkillers- ტკივილგამაყუჩებელი

Exercise 1. Discuss in Groups.

- Do you know what to do if someone is injured at work?
- Have you ever given first aid to someone else?
- Do you have a First Aid Kit at your working site?
- What is included in the first aid kit at your work?

Exercise 2. Work with a partner and put the sentences in order. Write 1, 2, 3... Then write what kind of injury it is.

a).

flash burns, sprain, cut

1. Wash your hands.

___ Clean the cut with water or disinfect it.

___ Put on disposable gloves.

___ Cover the cut with a sterile dressing or a plaster.

___ Dry the cut using sterile dressing or cotton ball.

b) _____

___ Drop the eye drops in your lower eyelid.

- ___ Put on disposable gloves.
- ___ Wear sunglasses.
- ___ Wash your hands or disinfect them.

- ___ Cover your eyes with eye pads or a clean cloth to rest them.

c) _____

- ___ Put ice on the injury before the doctor comes.
- ___ Put the injured leg on a pillow.
- ___ Lie down and rest the injured area.
- ___ Take a painkiller, such as aspirin or ibuprofen.

Exercise 3. Your colleague at work cut his finger. Write down how you treated him. The first one has been done for you.

cleaned, covered, call, washed, put on, dried

1. First I **washed** my hands.
2. Then I _____ disposable gloves.
3. We didn't have water, so I _____ cut with a disinfectant.
4. Then I _____ the cut using a cotton ball.
5. Finally, I _____ the cut with a sterile dressing.
6. It was not a bad cut, so I didn't _____ an ambulance.

Exercise 4. Read the conversations and circle the correct form of the verb.

DIALOGUE 1

A: What's the matter with Karl?

B: He *burnt/burn* his knee. He was welding.

A: Ouch! Did he get a first –aid?

B: Yes, luckily I *was/were* there when he was welding.

A: And what did you do?

B: First, I got him out of the heat quickly and *clean/ cleaned* the burn. Then I ran to fetch cold water and made him keep his knee in it for some time. It reduced pain. The burn *not looked/ didn't look* as bad in the beginning but then blisters appeared. So we called the doctor and he is treating the burn now.

DIALOGUE 2

A: What *happened/happen* to you?

B: I was cutting a glass this morning and I cut my hand.

A: Was anyone there to help you?

B: David *brought/ bring* the first aid kit from the manager's office and cleaned the cut. There was no water, so I used disinfectant. Then I *dried/dry* the cut with a cotton ball and covered it with a plaster. I *took/take* two painkillers. It does not hurt much now.

A: Be careful and next time, wear gloves!

DIALOGUE 3

A: What happened to you, Mark?

B: I *fall off / fell off* a ladder when I was installing a gypsum and broke my arm.

A: Ouch! What did you do? *Were/was* you alone?

B: My supervisor was there. He applied pressure to stop bleeding and then the ice cubes to keep the area cool. He then *called/ call* the ambulance and they took me to the hospital.

A: I hope you feel better soon. Next time be more careful.

Exercise 5 a. Match the phrases from the dialogue. Then read the dialogue again and check the answers.

- | | |
|-------------|-------------------|
| 1. get a | a) the burn |
| 2. clean | b) a ladder |
| 3. take | c) pain |
| 4. reduce | d) first aid |
| 5. apply | e) with a plaster |
| 6. cover | f) painkillers |
| 7. fell off | g) pressure |

Exercise 5b. Read the questions and write the answers from the dialogue.

1. What happened to Karl?

2. What did Karl's co-worker do first?

3. How did David help his colleague?

4. What happened to Mark?

5. What did the supervisor do?

Exercise 6. Complete the sentences with First, then, finally.

_____ I got him out of the heat and cleaned the burn.

_____ I brought cold water and made him keep his knee in it for some time.

_____ I called the ambulance.

Exercise 7. Work in pairs. Choose one injury and tell your partner what happened.

cut finger, burned skin, broken leg, cut hand, injured knee.

Student A: Ask what happened

Student B: Describe what happened and how the first aid was given.

Switch the roles.

Teacher's notes

Aim:

- Practice speaking about giving first aid

Objectives:

By the end of the session students will be able to:

- Explain and talk about the types of injuries using simple words and phrases;
- Describe an accident in the past tense and speak about the first aid they have given to an injured person;
- Use sequencers;

Stage 1

→ Lead In: **Discuss the questions in Exercise 1 with a class.**

- Do you know what to do if someone is injured at work?
- Have you ever given first aid to someone else?
- Do you have a First Aid Kit at your working site?
- What is included in the first aid kit at your work?

→ Pre-teach Vocabulary. Ask sts to repeat. Correct pronunciation Flash burns- ნაპერწკლების ზემოქმედებით გამოწვეული თვალის ტრამვა, Sprain- ღრძობა, ნალრძობი, Strain-დაჭიმვა, Sterile Plaster- სტერილური პლასტიკი, Sterile dressing- სტერილური სახვევი, Eye pads- თვალის საფენი

→ Encourage sts to work with the partner and do ex. 1. Remind them to write what kind of injury it is. At this stage, you may help sts with the sequence.

→ Ask sts to take turns reading each example.

Key: Exercise 2

a) Cut

1. Wash your hands.
2. Put on disposable gloves.
3. Clean the cut with water or disinfect it.
4. Dry the cut using sterile dressing or cotton ball.
5. Cover the cut with a sterile dressing or a plaster.

b) Flash burns

1. Wash your hands or disinfect them.
2. Put on disposable gloves.
3. Drop the eye drops in your lower eyelid.
4. Cover your eyes with eye pads or a clean cloth to rest them.
5. Wear sunglasses.

c) Sprain

1. Lie down and rest the injured area.
2. Put the injured leg on a pillow.
3. Put ice on the injury before the doctor comes.
4. Take a painkiller, such as aspirin or ibuprofen.

→ **Ask sts to read instructions and do exercise 3.**

Key: Exercise 3. 1. Washed, 2. Put on, 3. Cleaned, 4. Dried, 5.call.

Stage 2

→ Tell sts that they will read three short dialogues and circle the correct verb.

→ Remind them regular and irregular verb forms. Check the pronunciation.

Key: Exercise 4. DIALOGUE 1- burnt, was, cleaned, didn't look; DIALOGUE 2- happened, brought, dried, took; DIALOGUE 3- fell off, were, called.

→ After checking Exercise 4, instruct sts to match the phrases in Ex5 and read the dialogues again to check then. Tell them to underline these phrases in the dialogue.

Key: Exercise 5a. 1d, a, 3f, 4c, 5g, 6e, 7b.

→ Sts read the questions and write down the answers from the dialogue.

Key: Exercise 5b.

1. He burnt his knee.
2. He got him out of the heat quickly and cleaned the burn.
3. David brought the first aid kit from the manager's office and cleaned the cut.
4. Mark fell off a ladder and broke his arm.
5. He applied pressure to stop bleeding and then the ice cubes to keep the area cool.

Key: Exercise 6. First, then, finally.

- Remind sts that *first, then, finally* should be used to organize their speaking.
- Encourage them to use these sequencers at Stage 3.

Stage 3.

- Tell sts that they will now choose one injury and describe how first aid was given.
- Remind them to use sequencers;
- After they finish, tell them to switch the roles and practice again.

Placing an Order



Words you will need:

urgently - სასწრაფოდ, დაუყოვნებლივ
discount - ფასდაკლება
invoice - ინვოისი, ანგარიშფაქტურა
a bulk order - საბითუმო შეკვეთა
to track a delivery - გზავნილზე თვალ-ყურის მიდევნება
to dispatch - გაგზავნა
queries - შეკითხვები, კითხვები



Exercise 1. Do you place orders with others by email? What do you order? Which websites do you order from?

Exercise 2. Read the emails below. What is the order for?

Dear Mr. Ali,

We would like to place an order for 30 packs of Motul Engine Oil and 20 sets of brake pads. We need them urgently because we do not have any engine oil left to meet our clients' needs.

Please find attached the order form including our payment details. Do you give a discount on bulk orders?

I look forward to hearing from you.

Regards,
Irakli Mokashvili

Dear Mr. Mokashvili,

Thank you for your order. Please find attached the invoice with the 10% discount. We will dispatch your order this afternoon. Use the tracking number below to track your delivery. You should receive it within two working days.

If you experience any delays or have queries about this order, please contact me directly.

Sincerely,

Mohammed Ali.
Majid Spare Parts LTD

2 Do you _____ on bulk orders?

3 Please find _____ with our payment details.

4 You can _____ online with this tracking number: 68PRT89645.

5 You should _____ two working days.

6. If you _____, please contact me directly.

Exercise 6. What words are missing in this email?

_____ Mr. Ross,

I would like to _____ an order for 20 sets of brake pads and 50 packs of Engine oil. We need them urgently because we do not have any engine oil _____ to meet our clients' needs.

Please find attached the order form including our _____ details. Do you give a discount on _____ orders?

I look forward _____ hearing from you.

Regards,

Irakli Mokashvili

Exercise 7. Write an Email.

- a) You own an Auto Repair Shop. You need 20 packs of brake pads urgently. Write an email to Majid Spare Parts LTD. Ask about discounts on bulk orders. Give your email to a partner.
- b) You work at Majid Spare Parts LTD. Write a reply to a client. Give a discount and tell when they will receive it.

Other items you may order: an air compressor, 50 pairs of tires, 20 pack of brake fluid, 10 airbags, 10 windshield wipers, 8 headlights, 60 boxes of acrylic paint.

Check your writing.

In your email:

- Did you ask about any discounts?
- Did you place an order and send an order form with payment details?
- Did you give information about an order and discounts?
- Did you inform the client about the order and the delivery time?
- Did you send an invoice?

Teacher's notes

Aim: To produce an email, to place an order.

Objectives: by the end of the session sts will be able to:

- write and respond to an email related to ordering items.
- place an order.
- practice common collocations related to business orders.

Stage 1

- **Exercise 1.** Discuss the questions as a class.
- Write responses on the board.
- Ask sts: Do you ask for discounts for large orders? Encourage them to speak about what they order online.

Stage 2

- Pre- teach vocabulary. Urgently- სასწრაფოდ, დაუყოვნებლივ, Discount- ფასდაკლება, Invoice- ინვოისი, ანგარიშფაქტურა, A Bulk order -საბითუმო შეკვეთა, To track a delivery - გზავნილზე თვალყურის მიდევნება, To dispatch - გაგზავნა, Queries- შეკითხვები, კითხვები
- **Exercise 2.** Ask sts to scan the emails to find out what the order is for. Tell them that they do not need to spend much time reading the details. Encourage them to focus on the main idea.
- Ask sts again- what is the order for? Write the answer on the board.

Answer: 30 packs of Motul Engine Oil and 20 sets of brake pads

Stage 3

- **Exercise 3.** SS should try to use the context clues to figure out the meanings of the words.

Ex 3. Key

Urgently – immediately

Discount- pay less money

Invoice – a list of items and their cost

A bulk order – a large amount

To track delivery – to find out where your order is

To dispatch – to send items

Queries- questions

- **Exercise 4.** Sts should work individually on this task. They should remember the phrases from the emails and should be able to match them easily.

Key. Ex 4. 1. Please find attached the invoice. 2. I would like to place an order, 3. We want to meet our clients' needs. 4. I attach the payment details, 5. Do you give a discount? 6. We will dispatch your order.

- **Exercise 5.** Sts work on this task individually. They should complete the missing words without looking at the email in exercise 2.

Key. Ex 5. 1. Place an order, 2. Give a discount, 3. Attached the order form, 4. Track the delivery, 5. Receive it within, 6. Experience any delays.

- **Exercise 6.** Make sure that at this stage sts are not looking at the text in Ex 2.

Key. Ex 6. Dear, place, left, payment, bulk, to.

Stage 4

- **Exercise 7.** At this stage sts produce their own emails.
- Encourage them to order different items.
- Remind them to check their writings using the rubric in Exercise 6.

Dealing with Problems

Words you will need:

lineman - მონტიორი

metal framing - რკინის კარკასი

surface - ზედაპირი

install - დამონტაჟება

maintenance work - ტექნიკური სამუშაოები

high power electricity system - მაღალი ძაბვის ელექტროსისტემა

priming agent - დასაგრუნტი საშუალება

circuit breaker - ამომრთველი

Exercise 1. Look at the pictures below and answer the questions.

- What is happening in the pictures?
- What are the people going to do?
- What problems do you think they will have?
- Can you think of a possible solution?



3. _____



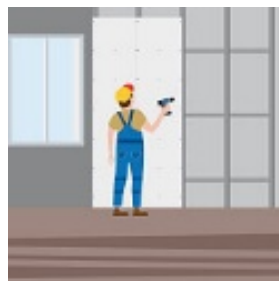
2. _____



3. _____



4. _____



5. _____



6. _____

Exercise 2. Match the verbs with noun phrases. Include all possible versions.

Verb	Noun Phrases
Install	a tile floor
Repair/ fix	a drywall
Cut	metal framing
	a car engine
	the light
	a sink
	high powered electrical systems

Exercise 3. Read the sentences and write solutions.

a) I will go, b) You should, c) Why don't you..., d) Don't worry. They will...

1)PROBLEM: This rubber glove has a hole.

SOLUTION: _____ get a new one?

2)PROBLEM: The electric current can pass through these gloves!

SOLUTION: _____ and shut off the circuit breaker.



3)PROBLEM: The "check engine" light is on.

SOLUTION: _____ replace the entire air flow sensor.

4)PROBLEM: It started raining. What should we do?

SOLUTION: _____ send a helicopter.



5) PROBLEM: It is difficult to install tiling on this floor. The surface is uneven.

SOLUTION: _____ use priming agent and correct uneven areas with a rolling brush.



Exercise 4. Choose the correct word. Then match the dialogues with the pictures in Exercise 1.

a)

A: I am *installing/install* a drywall. I'm working alone and I need a helper. Another problem is that I don't have a ladder and I can't cover the ceiling without it.

B: Why *don't you call/ aren't you calling* the supervisor and ask him to send you a helper? As for the ladder, check the garage. The owner may have it.

b)

A: It is difficult to install tiling on this floor. The surface *is/are* uneven.

B: You *should/will* use a priming agent and correct uneven areas with a rolling brush.

c)

A: Is this your first day at work? Stay focused. *We repairing/ are repairing* a high power electricity line.

B: Yes, it is. But the rain has started! It's unsafe for us to do a repair work now. What *we do/ should we do?*

A: Don't worry. They will send a helicopter now. This is still just a drizzle.

d)

A: I repaired the sink, but the water is still not coming from the tap. Can you check with the neighbors?

B: Oh, I just got a text message *on/in* the phone from the company that they will be doing maintenance work from 2:00 pm to 8:00 pm today. What *you/do you* suggest?

A: Well... There's not much I can do in this case.

e)

A: I need another pair of rubber gloves. This one *has/have* holes. The electric current can pass through it.

B: Wait! I *will go/ am going* and shut off the circuit breaker.

f)

A: I repaired the engine, but the “check engine” light is still on. You need *replace/ to replace* the air flow sensor.

B: I only asked you to change the engine oil and fix the “check engine” light and you are suggesting that I replace the entire air flow sensor?

A: I did everything correctly. The car is just too old and some of the components started failing altogether.

Exercise 5. Read sentences. Write Problem or Solution.

- 1) Another problem is that I don't have a ladder and I can't cover the ceiling without it.

- 2) Why don't you call the supervisor? _____
- 3) The owner may have it in the garage. _____
- 4) The surface is uneven. _____
- 5) They will send a helicopter now. _____
- 6) I will go and shut off the circuit breaker. _____
- 7) The “check engine” light is still on. _____

Exercise 6. Put the words in the correct order to make sentences.

- 1) working/helper/need/I/alone/am/and/I.
- 2) uneven/is/surface/The.
- 3) do/should/What/we?
- 4) through/it/pass/The/electric/can/current.
- 5) you/ladder/help/Can/the/with/me.
- 6) pair/gloves/another/need/rubber/I/of.

Exercise 7a. Work with a partner. Give solutions to the problems.

1. A: You are installing a drywall and he needs a helper. Describe a problem.
B: Give a solution.
2. You and your colleague are repairing a high power electricity line. Describe a problem.
B: Give a solution.
3. You repaired the sink at the client's apartment, but the water is still not coming from the tap.
Describe a problem.

B: Give a solution.

4. A: You are installing the light. Your rubber gloves have holes in it. Describe a problem.

B: Give a solution.

5. A: You repaired the engine, but the “check engine” light is still on. Describe a problem.

B: Give a solution.

b) Think about a problem and solution in your own professions. Act out a dialogue.

STUDENT A: Has a problem

STUDENT B: Gives a solution

Teacher's notes

Aim:

- to practice speaking about problems and solutions

Objectives:

By the end of the session sts will be able to:

- Describe a technical problem and give a solution;
- Talk about predictions ;
- Use simple vocabulary related to technical fields;
- Use the model dialogues to create their own.

Stage 1

- Ask sts to look at the pictures in Exercise 1 and answer the questions. Clarify the meaning of the word and "Solution" (გამოსავალი, პრობლემის გადაწყვეტა).
- Pre-teach words. Ask sts to repeat. lineman- მონტიორი, metal framing- რკინის კარკასი, Surface- ზედაპირი, install- დამონტაჟება, maintenance work- ტექნიკური სამუშაოები, high power electricity system- მაღალი ძაბვის ელექტროსისტემა, priming agent- დასაგრუნტი საშუალება , circuit breaker- ამომრთველი

Key: Exercise 1. Picture Description- possible answers:

- 1) The plumber is repairing/fixing a sink.
- 2) The mechanic is repairing a car engine.
- 3) The linemen are installing/ repairing high powered electrical systems and lights.
- 4) The electrician is installing a light.
- 5) A drywall specialist is installing a drywall.
- 6) The tiler is installing a tile floor.

- Tell sts to work with the partner and match the verbs with noun phrases. They can think of all possible versions.
- Write verbs (install, repair/ fix, cut) on the board;

Key: Exercise 2 Install – a tile floor, a metal framing, high powered electrical system

Repair/fix – a car engine, the light, a sink,

Cut – a drywall.

- Instruct sts to do Exercise 3.

Key: Exercise 3. 1. Why don't you, 2. I will go, 3. You should, 4. Don't worry. They will..., 5. You should.

Stage 2

- Give sts time to read the dialogues and choose the correct words.
- Check. Write answers on the board.
- Then tell sts that will now match the dialogues with the pictures in Exercise 1.

Key: Exercise 4. Choose the correct words in the dialogue.

Dialogue a) installing, don't you call,

Dialogue b) should,

Dialogue c) are repairing,

Dialogue d) on the phone, do you,

Dialogue e) has, will go,

Dialogue f) to replace.

Key: Exercise 5. 1. Problem, 2. Solution, 3. Solution, 4. Problem, 5. Solution, 6. Solution, 7. Problem.

- Tell sts to work with the partner and put the words in the correct order.
- Ask them to read the sentences as you check them.

Key: Exercise 6.

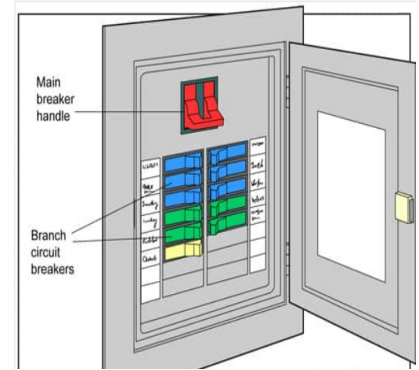
1. I'm working alone and I need a helper.
2. I need another pair of rubber gloves.
3. The surface is uneven.

4. What should we do?
5. The electric current can pass through it.
6. Can you help me with the ladder?

Stage 3

- At this stage sts describe a problem and give a solution.
- Tell them to get in pairs.
- Sts read the situations and prepare short dialogues similar to the ones in Exercise 4.
- Then they present the dialogues.
- Encourage students to think about a problem and solution in their own professions/lives or allow them to use an examples from the lesson.
- Assign the roles – Student A, Student B.

Electrical Symbols and Functions



Words you will need:

circuit breaker - ავტომატური ამომრთველი (წრედის დამცავი ელექტრული მოწყობილობა)

trip - ამორთვა, გათიშვა

melt - დნობა

wire insulation - სადენების იზოლაცია

fuse - დნობადი მცველი

capacitor - კონდენსატორი

run through - გატარება (დენის)

voltage tester - ძაბვის საზომი ტესტერი

to reduce the current - ძაბვის შემცირება

Exercise 1a. Work with a partner. Find 5 words related to electricity.

D	E	O	P	L	K	F	E	D	H
T	R	A	N	S	I	S	T	O	R
P	R	N	I	T	O	R	Z	K	A
G	S	J	Q	C	N	A	U	R	D
Y	X	F	K	U	Q	Y	G	S	P
E	F	W	I	R	E	U	F	E	H
L	W	C	Y	R	D	P	U	P	O
P	L	U	D	E	Z	G	S	W	N
N	C	O	M	N	U	M	E	L	T
Y	W	H	W	T	P	X	M	R	S

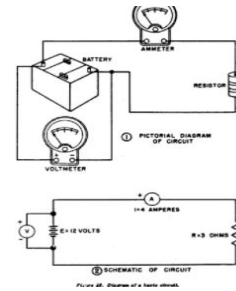
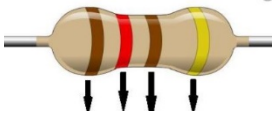
Exercise 1b. Choose a, b or c.

- 1) Which kind of schematic symbols are used in Georgia today?
 - a. European
 - b. American
 - c. Georgian
- 2) Why do we use electrical symbols?
 - a. to draw a circuit diagram
 - b. to reduce the flow of current
 - c. to stop a short circuit
- 3) What do the symbols represent on a circuit diagram?
 - a. transistor
 - b. electrical components
 - c. electricity
- 4) What does this symbol represent?
 - a. capacitor
 - b. switch
 - c. fuse.

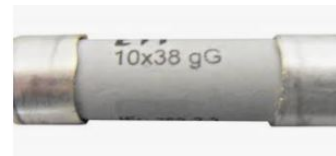
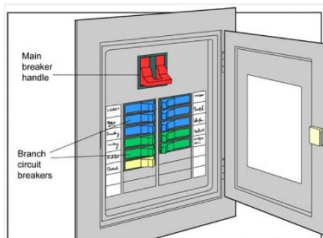


Exercise 2. a) Match the words with the pictures.

circuit diagram, capacitor, voltage tester, fuse, resistor, circuit breaker



1. _____ 2. _____ 3. _____



4. _____ 5. _____ 6. _____

Exercise 2b). Fill in the gaps with the words from the box.

capacitor, transformer, fuse, transistor, batteries, resistor

7. A _____ is a device that stores electrical energy in an electric field.



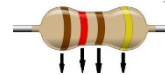
8. Electric _____ has a metal wire which melts when too much current flows _____ through it.



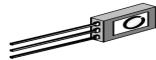
9. _____ provide convenient sources of energy for powering _____ devices without cables.



10. The function of _____ is to reduce the flow of current and change the voltage. In the USA they use a zigzag _____ symbol.



11. _____ has at least three _____ terminals which are used to connect to an _____ external circuit.



12. A _____ is a passive electrical device that transfers electrical _____ power from one circuit to another.



Exercise 3. Work with a partner. Student A ask questions. Student B- answer the question based on the information from Exercise 3b.

1. What do batteries do?
2. What is a capacitor?
3. What is an electric fuse made of?
4. What does a transformer do?
5. What is the function of a resistor?
6. What is the function of the three terminals in a transistor?

Exercise 4. Read the dialogues and match the titles.

A) Diagnosis and solution, B) Asking and giving advice, C) Reading a diagram D) Describing a problem.

DIALOGUE 1 _____

ELECTRICIAN: Hello, I'm George from LTD Power. Did you call an electrician?

CUSTOMER: Yes, we did. Please come inside and have a look.

ELECTRICIAN: What is the problem?

CUSTOMER: There was a smell of burning and the lights were dimming. Then the circuit breaker tripped.

ELECTRICIAN: It could be faulty wiring or an overloaded circuit. I will check now.

DIALOGUE 2 _____

ELECTRICIAN: It seems that the wire insulation is damaged and the circuit breaker is melting because of an overload. Did you have too many appliances plugged in at a time?

CUSTOMER: Yes, we did. We have a lot of things going on today- cooking, cleaning, washing, and ironing. I didn't think this could cause a short circuit.

ELECTRICIAN: You were very lucky that it didn't cause a fire. We should replace the circuit breaker now.

CUSTOMER: Is it possible to repair it?

DIALOGUE 3 _____

APPRENTICE: Now, they will have to replace the circuit breaker. Why don't we just repair it?

ELECTRICIAN: It is possible to repair the breaker, but not the faulty one. You can reset it to see if it is working properly. But if there are too many appliances and lights connected to the circuit, the breaker will keep tripping.

APPRENTICE: How do I know that the circuit breaker should be replaced?


ELECTRICIAN: You can use the voltage tester to check if current is running through it and then replace it. You should turn off lights before testing.

APPRENTICE: Yes, that is an important precaution.

DIALOGUE 4 _____

APPRENTICE: I'm not quite sure I understand this symbol on a circuit diagram. 

ELECTRICIAN: This is a schematic symbol of a resistor.

APPRENTICE: I thought a resistor was a zigzag symbol. 

ELECTRICIAN: You are absolutely right. A resistor symbol can be drawn in two ways: the European style has a rectangular shape and the American style has a zigzag shape.

APPRENTICE: And in Georgia we now use European symbols to draw circuit diagrams.

ELECTRICIAN: That's right. These symbols may differ from one country to another, but it is more or less standardized.

APPRENTICE: At least it shows the function of **resistor** - to reduce the flow of current and change the voltage.

Exercise 5a). Work with the partner. Who are the people talking in each dialogue?

b) Who says these sentences? Write E (Electrician), C (Customer), A (Apprentice) next to each sentence.

1. Please come inside and have a look.
2. What is the problem?
3. I didn't think this could cause a short circuit.
4. It seems that the wire insulation is damaged
5. Is it possible to repair it?
6. How do I know that the circuit breaker should be replaced?
7. I thought a resistor was a zigzag symbol.

c). Write Problem or Solution next to each sentence.

1. You should turn off lights before testing. _____
2. The circuit breaker tripped. _____
3. The wire insulation is damaged and the circuit breaker is melting because of an overload.
_____.
4. There was a smell of burning and the lights were dimming. _____

5. If there are too many appliances and lights connected to the circuit, the breaker will keep tripping. _____
6. We should replace the circuit breaker now. _____
7. Why don't we just repair it? _____

Exercise 6. Choose the correct word.

1. There was a smell of burning and the lights *dim/ were dimming*.
2. Then the circuit breaker *tripped/ tripping*.
3. It seems that the wire insulation *is/ are* damaged.
4. *Did you have/ did you had* too many appliances plugged in at a time?
5. You *were/was* very lucky that it didn't cause a fire.
6. *We replace/ should replace* the circuit breaker.
7. How do I know that the circuit breaker *has/ should be* replaced?

Exercise 7. Match the phrases in column A with phrases in column B.

COLUMN A	COLUMN B
a) Batteries provide ... b) You should replace the circuit breaker... c) A transistor is a d) The circuit breaker trips when ... e) You can use the voltage tester ... f) The function of resistor is...	1. ...there is a circuit overload. 2. ... to check if current is running through the device. 3. ... to reduce the flow of current and change the voltage. 4. ... convenient sources of energy for a powering device. 5. ... if it is damaged . 6. ...three terminal electronic component.

Exercise 8. Finish the sentences.

- a) I'm not quite sure I understand this symbol on a _____.
- b) European style has a _____.
- c) You can use the voltage tester to check _____.
- d) These symbols may differ _____.
- e) A resistor symbol can be _____.

Exercise 9. Work with a partner. Act out a dialogue between:

- a) An electrician and a customer.
- b) An electrician and an apprentice.

Follow the model below.

- a) An electrician and a customer.

ELECTRICIAN: Greet and introduce yourself

CUSTOMER: Invite and explain what problem you have.

ELECTRICIAN: Diagnose the problem. Ask if they plugged in too many appliances.

CUSTOMER: Say what you were doing.

ELECTRICIAN: Give a solution. Tell what you should do now.

- b) An Electrician and an apprentice

APPRENTICE: Ask why not replace the circuit breaker.

ELECTRICIAN: Explain why not .Say what may happen if too many
appliances are connected.

APPRENTICE: Ask how to know if the circuit breaker can be replaced.

ELECTRICIAN: Explain how.

Now switch roles.

**Exercise 8. An apprentice wants to read a circuit diagram and asks an electrician to help.
Act out a dialogue between an apprentice and an electrician.**

APPRENTICE: not understand/ symbol/ on a circuit diagram

ELECTRICIAN: this/ schematic symbol /resistor

APPRENTICE: think/ resistor / a zigzag symbol.

ELECTRICIAN: drawn in two ways/ European style/ American style.

APPRENTICE: Georgia/ European symbols.

ELECTRICIAN: Different countries/ different symbols/ but more or less standardized.

APPRENTICE: shows the function of resistor.

Now switch roles.

Teacher's notes

Aim:

- to practise a typical communication with a client;
- to practise a communication between the electricians;

Objectives:

- Describe and talk about the electrical components using technical vocabulary;
- Identify the problem and give solution;
- Give advice;
- Read a simple circuit diagram.

Stage 1:

- Lead- in. Ask sts to name basic electrical components (They may speak Georgian at this stage).
- Ask them to draw how these components are represented on circuit diagrams.
- Then ask what the function of each component is.
- Tell sts today's lesson will be about Electrical symbols and their functions.
- Pre-Teach vocabulary. Ask sts to repeat the words after you. Check pronunciation.
- Tell sts to work with a partner and find 5 words related to electricity in a word scramble.
- Give them a hint- they should look for the words both down and across.
- Check.

Key: Exercise 1a.

- *Transistor, Capacitor, Fuse, Wire, Current, Melt*

D	E	O	P	L	K	F	E	D	H
T	R	A	N	S	I	S	T	O	R
P	R	N	I	T	O	R	Z	K	A
G	S	J	Q	C	N	A	U	R	D
Y	X	F	K	U	Q	Y	M	S	P
E	F	W	I	R	E	U	F	E	H
L	W	C	Y	R	D	P	U	P	O
P	L	U	D	E	Z	G	S	W	N
N	C	O	M	N	U	M	E	L	T
Y	W	H	W	T	P	X	M	R	S

- Tell sts to continue working in pairs and match the words with the pictures.
- Write the answers on the board.

Key: Exercise 2a.

 1. resistor 2. Voltage tester, 3. Circuit diagram, 4. Circuit breaker, 5. Capacitor, 6.fuse

- Ask sts to remain in their pairs and fill in the gaps with the words from the box.
- When they are done, ask them to take turns to read the sentences.
- Write the answers on the board.

Key: Exercise 2b).

 1. a capacitor, 2.fuse, 3.batteries, 4. Resistor, 5. Transistor 6. Transformer.

Stage 2

- Tell sts they are now going to do work in pairs again and using information from Exercise 3b they will ask and answer the questions;
- Assign student roles- Tell student A to ask questions. Tell student B to look for the answer in Exercise 3b.

Key: Exercise 3.

- 1) What do batteries do? Batteries provide convenient sources of energy for powering devices without cables.
 - 2) What is a capacitor? A capacitor is a device that stores electrical energy in an electric field.
 - 3) What is an electric fuse made of? An electric fuse is made of metal wires which melts when too much current flows through it.
 - 4) What does transformer do? It transfers electrical power from one circuit to another.
 - 5) What is the function of a resistor? to reduce the flow of current and change the voltage.
 - 6) What is the function of the three terminals in a transistor? to connect to an external circuit.
- Tell sts that they will now read 4 small dialogues and have to decide the title for each.
 → Read the possible titles with students. Check if the task is clear and give them time for silent reading.
 → When they finish reading, tell them to work with a partner to complete the task.
 → Then check.

Key: Exercise 4.

Dialogue 1 – D) *Describing a problem.*

Dialogue 2- A) *Diagnosis and solution*

Dialogue 3- B) *Asking and giving advice,*

Dialogue 4- C) *Reading a diagram*

- Ask sts to read the dialogues again and complete Exercise 5b individually.
 → Then check with the partner.
 → Write answers on the board.

Key: Exercise 5 b. Who says these sentences?

- 1) Please come inside and have a look. **C**
 - 2) What is the problem? **E**
 - 3) I didn't think this could cause a short circuit. **C**
 - 4) It seems that the wire insulation is damaged. **E**
 - 5) Is it possible to repair it? **C**
 - 6) How do I know that the circuit breaker should be replaced? **A**
 - 7) I thought a resistor was a zigzag symbol. **A**
- Tell sts to continue working on Exercise 5c. This time their task is to write Problem or Solution
 → Give them time to complete the task.
 → Then ask sts to read the sentences. Check.

c) Write Problem or Solution next to each sentence.

- 1) Solution
- 2) Problem.
- 3) Problem.
- 4) Problem.
- 5) Problem.
- 6) Solution
- 7) Solution. (also Advice)

- Sts should do Exercise 6 independently. Then compare answers.
 → Write answers on the board.

Key: Exercise 6. 1) were dimming, 2) tripped, 3) is damaged, 4) did you have, 5. You were, 6. should replace, 7. should be

- Tell sts they are now going to do the matching activity to check what they have remembered so far.
 → Give them time to complete Exercise 7. They may do it in pairs.
 → Ask them to read the sentences and check.

Key: Exercise 7.

- a) Batteries provide convenient sources of energy for a powering device.
- b) You should replace the circuit breaker if it is damaged.
- c) A transistor is a three terminal electronic component.
- d) The circuit breaker trips when there is a circuit overload.
- e) You can use the voltage tester to check if current is running through the device.

f) The function of resistor is to reduce the flow of current and change the voltage.

→ Ask sts to complete exercise 8 independently.

→ Check the answers.

Key: Exercise 8. Finish the sentences.

a) to draw circuit diagrams.

b) style has a rectangular shape.

c) to check if current is running through the device.

d) from one country to another.

e) drawn in two ways.

Stage 3

→ At this stage sts should produce a dialogue. Ask them to work in pairs.

→ Remind them to make note of phrases/ vocabulary they will need.

→ Give them time to practise ;

→ Give each pair a chance to present in front of the class.

HOTEL MANAGEMENT

Checking in a Guest



Words you will need:

continental breakfast- კონტინენტური საუზმე
porter- მეკორიდორე, მებარგული
lobby-სასტუმროს მისაღები, ფოიე
hand out- დარიგება, მიცემა
double room- ორადგილიანი ნომერი
single room- ერთადგილიანი ნომერი
airport shuttle service- აეროპორტის ტრანსფერი
toiletries- საპირფარეოს ნივთები

Exercise 1a. Work with a partner. Write "a hotel receptionist" and "a guest" in the gaps.

1. _____ deals with bookings.
2. _____ checks in and checks out guests.
3. _____ arrives and goes to the reception desk.
4. _____ signs the guest book.
5. _____ answers questions.
6. _____ ask for additional toiletries.
7. _____ chooses rooms and hands out keys.
8. _____ introduces himself/herself and presents the ID.
9. _____ tips the porter.

b. Who says these sentences? Write a receptionist or a guest in the space.

1. What's included in my room rate? _____
2. A porter will bring your bags up. _____
3. I have a reservation for today. _____
4. Could you please spell that for me, madam? _____
5. Enjoy your stay at the Willow Hotel Tbilisi _____
6. We reserved a double room for you with a view of old Tbilisi for three nights. _____
7. Please, just sign the receipt. _____
8. If you have any questions, please dial 'O' from your room. _____

c. Work with a partner. Which of these sentences are polite (P) and which are not polite (NP)?

1. Could you spell your name, please? _____
2. What do you want? _____
3. I'm afraid, we are fully booked.
4. Show me your ID. _____
5. Tell the bell boy to bring my bags. _____
6. I would like to request some extra toiletries. _____

Can you make think of other sentences?

d. Mark the sentences G (Guest) and R (Receptionist). Then put the sentences in order to make a dialogue. First two are the examples.

 1 R : Good afternoon, welcome to The Phasis Hotel.

 Thank you. Enjoy your stay.

 Sure. S-U-A-R-E-Z.

 Good afternoon. I have a reservation.

 Thank you, sir. Here's your room key. It's on the third floor. Room 306. A porter will bring your bags up. Could you just sign here?

 Miguel Suarez.

 Certainly.

 Could you spell it for me, please?

 Thank you.

 Yes, of course. Could I have your name please?

Exercise 2. Complete the conversation with phrases from Exercise 1b.

Hotel: Good afternoon. Welcome to the Willow Hotel Kutaisi. How may I help you?

Guest: 1) _____ . It's under the name of Edwards.

Hotel: . 2) _____ ?

Guest: Sure. It's E-d-w-a-r-d-s.

Hotel: Yes, Mrs. Edwards. 3) _____



_____. Is that correct?

Guest: Yes, it is.

Hotel: Excellent. We have your credit card information on file. 4)_____.

Guest: Sure! 5) _____?

Hotel: A full Continental breakfast, free airport shuttle service, and use of the hotel's safe are all included.

Guest: Excellent. So what room am I in?

Hotel: Room 345. Here is your key. Take the elevator on the right up to the third floor. Your room is on the left hand side. 6)_____.

Guest: Great. Thanks.

Hotel: 7)_____. Also, there is internet available in the lobby 24 hours a day.

Guest: Ok. What time is check-out?

Hotel: At noon, Ma'am.

Guest: Ok, thanks.

Hotel: My pleasure. 8)_____.

Exercise 3. Match the responses to the questions:

<ol style="list-style-type: none">1. What is included in my room rate?2. Do you have an airport shuttle service?3. What time is check-out?4. Does the hotel have Wi-Fi access?5. By the way, where is an information desk?6. What time is the room service?7. How may I help you?	<ol style="list-style-type: none">a) No, but there is free internet in the lobby.b) Between 11 and 2 daily.c) Continental Breakfast.d) I have a reservation for today.e) At 11:30 am.f) Yes, we do. We also have a transportation service to the train station.g) It's around the corner from the elevator.
---	---

Exercise 4. Read the conversation at the hotel front desk and complete the gaps with the phrases from box.

- a) *What is included in my room rate?*
- b) *Take the stairs to the second floor.*
- c) *It's around the corner from the elevator.*
- d) *How may I help you?*
- e) *Between 11 and 2 daily*
- f) *We reserved a single room for you*
- g) *Do you have an airport shuttle service?*

Hotel: Good morning. Welcome to the Dandalia Hotel. (1)_____?

Guest: Hello. I have a reservation for today.

Hotel: Under what name is your reservation?

Guest: It's under the name of Suarez. Would you like me to spell it for you?

Hotel: Yes, please.

Guest: S-U-A-R-E-Z.

Hotel: Yes, Mr. Suarez. (2)_____ for two nights. Is that correct?

Guest: Yes, it is.

Hotel: Excellent. We have your credit card information on file. Please, just sign the receipt.

Guest: Sure! (3)_____?

Hotel: A full continental breakfast.

Guest: (4)_____?

Hotel: Yes. The airport shuttle service is included in your room rate. Here's your room key, sir. It's a room number 245. (5)_____. Your room is the third one on the right.

Guest: Thanks. What time is the room service?

Hotel: (6)_____.

Guest: All right. I guess that should be it. Oh, By the way, where is an information desk?

Hotel: (7)_____.

Guest: Ok, thank you.

Hotel: You're welcome, sir. Have a pleasant stay at the Holiday Inn.

Exercise 5. Work in pairs. Role–play the situation between the hotel receptionist and a guest. Use the model below.

Receptionist: *Say hello and welcome.*

Guest: *Say hello/ say you have a reservation.*

Receptionist: *Ask a name.*

Guest: *Say your name and spell it.*

Receptionist: *Tell the guest about the reservation and the room.*

Guest: *Ask what is included in the room rate.*

Receptionist: *Say what is included. Give a room key and give the directions.*

Guest: *Thank and ask about the information desk/ shuttle service/ toiletries.*

Receptionist: *Give information.*

Guest: *Thank and say good bye.*

Receptionist: *Wish a pleasant stay.*

Change the roles and practice again.

Teacher's notes
CEFR A1- A2

Aim: to practise typical front desk communication between the hotel receptionist and guests.

Objectives: By the end of the session students will be able to:

- check in a guest at a hotel;
- use polite expressions and phrases;
- use prompts to carry out simple dialogues with guests.

Stage 1 Lead in:

- Ask sts to brainstorm questions the guests usually ask when they check in at a hotel. Questions may be as follows: - *What time is breakfast? Where is the swimming pool? What is the wifi password? What time is check out? etc.*
- Write the questions on the board.
- Choose one question from the list and ask sts how they could make it more polite. Elicit questions such as: *Can you tell me...? Do you know...? Would you mind...?*
- Ask sts to guess the topic of the lesson- Checking in a Guest.
- Write the topic on the board.

Stage2

- Pre-teach vocabulary: Continental breakfast- კონტინენტური საუზმე, Porter- მეკორიდორე, მეზარგული, Lobby-სასტუმროს მისაღები, ფოიე, Hand out- დარიგება, მიცემა, Double room- ორადგილიანი ნომერი, Single room- ერთადგილიანი ნომერი, airport shuttle service- აეროპორტის ტრანსფერი, toiletries- საპირფარეშოს ნივთები.
- Tell sts to read instructions in Ex 1. Check if they understand the task.
- When they are done, ask them to take turns and read the sentences as you check them.

Key: Exercise 1a. 1. A hotel receptionist, 2. A hotel receptionist, 3. A guest, 4. A guest 5. A hotel receptionist, 6. A guest, 7. A hotel receptionist, 8 . a guest, 9. A guest

1b. 1. A guest, 2. A receptionist, 3. A guest, 4. A receptionist, 5. A receptionist, 6. A receptionist, 7. A receptionist, 8.a receptionist.

1c. 1. P, 2. NP, 3. P, 4. NP, 5. NP, 6. P

- You may ask sts to make impolite sentences into polite ones.

1d. Dialogue Order is as follows. Ask sts to read it in pairs while checking the order.

1. Good afternoon, welcome to The Phasis Hotel.
2. Good afternoon. I have a reservation.
3. Yes of course. Could I have your name please?
4. Miguel Suarez.
5. Could you please spell it for me?
6. Sure, S-U-A-R-E-Z.
7. Thank you, sir. Here's your room key. It's on the third floor. Room 306. A porter will bring your bags up. Could you just sign here?
8. Certainly.
9. Thank you. Enjoy your stay.
10. Thank you.

Key: Exercise 2 1. *I have a reservation for today.* 2. *Could you please spell that for me?*

3. *We reserved a double room for you with a view of old Tbilisi for three nights,* 4. *Please, just sign the receipt,* 5. *What's included in my room rate?* 6. *A porter will bring your bags up,* 7. *If you have any questions, please dial 'O' from your room.* 8. *Enjoy your stay at the Willow Hotel Tbilisi*

- When you have finished checking the exercise, ask sts to read the dialogue in pairs. Pay attention to pronunciation and correct where necessary.
- Exercise 3. Sts are already familiar with the phrases and the vocabulary. This exercise will reinforce the knowledge and build the fluency.
- Instruct sts to match the phrases.
- Write the answers on the board for sts to check.

Key: Ex 3. 1 c, 2. f, 3. e, 4 a, 5 h, 6. b, 7. d

Stage 3

- At this stage sts put the phrases in a real life context.
- Instruct sts to read the conversation at the front desk and complete the phrases from Ex 3.

Key: Ex. 4. 1. How may I help you? 2. *We reserved a single room for you,* 3. *What's included in my room rate?* 4. *Do you have an airport shuttle service?* 5. *Take the stairs to the second floor.* 6. *between 11 and 2 daily.* 7. *It's around the corner from the elevator.*

Stage 4.

- At this stage sts use prompts to build a conversation between the guest and a hotel receptionist.
- Go through the prompt with sts. Review the phrases and vocabulary, if needed.
- Allow sts time to make notes and practice in pairs.
- Sts act out the dialogue in front of the class.

Dealing with Complaints in a Hotel

Words you will need:

to make a complaint- პრეტენზიის გამოთქმა
a repairman-შემკეთებელი
concrete jungles- „ბეტონის ჯუნგლები“, ცათამბჯენები
medium-spiced - ზომიერად შეზავებული
decent view -წესიერი, რიგიანი ხედი
loyal-ერთგული
inconvenience- უხერხულობა
hot water shortage- ცხელი წყლის არქონა

Exercise 1. Look at the pictures. Match the complaints with the pictures.

1. The service is too slow.
2. It's too noisy. I can't sleep.
3. 210 GEL just for a bottle of wine from the mini bar? It's too expensive!
4. It's too hot in the room. The air conditioner is not working.
5. The view is too ugly and the room is too dusty. As if someone dropped a bomb outside.
6. I couldn't take a shower this morning. The water was too cold.
7. I ordered medium-spiced chili. This one is too spicy for me.

1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



Exercise 2. Read the responses to the complaints below. Then read the complaints in Ex.1 and match the responses (a-g). The first one has been done for you.

- | | | |
|---|-------|-------|
| 1. I'll check to see if we can upgrade you to a better room with a decent view. | _____ | _____ |
| 2. There must have been a mistake, Madam. I'll bring another one. | _____ | _____ |
| 3. I apologize Sir. There must have been a mistake. I'll check the bill. | _____ | _____ |
| 4. I'm terribly sorry, Sir. We had hot water shortage this morning. We can offer you a discount off of the room rate. | _____ | _____ |
| 5. I'll ask the maintenance service to repair it. | _____ | _____ |
| 6. I will be with you in a minute, Miss. | _____ | _____ |
| 7. I'm very sorry, Sir. I'll deal with the noise right away. | _____ | _____ |

Exercise 3. Match the phrases in Column A to the functions in Column B. Then repeat the sentences.

COLUMN A- PHRASES	COLUMN B- FUNCTIONS
a) I'm terribly sorry. There must have been a mistake. b) Is this how you treat your loyal customers? c) I will check the neighboring hotels to see if they have any rooms available. d) I reserved a sea view, but I have got a street view. e) Here is a customer service number. Please feel free to call them and share your complaint. f) I would be happy to help you make a reservation. g) I apologize for the inconvenience, Sir.	<p>Make a Complaint</p> <p>Apologize</p> <p>Take Action/Offer a Solution</p>

Exercise 4. Read the dialogue. Fill in the gaps.

loyal customers, decent view, check the neighboring hotels, inconvenience, share your complaint

Guest: Hello, I have a complaint to make. I reserved a sea view, but I only see the concrete jungles outside my window.

Staff: I apologize for the (a) _____, Sir. Unfortunately, all of our sea view rooms are taken. We are hosting an International Film Festival this week and all the sea views are taken.

Guest: That's disappointing. I reserved the room a week ago. Can you upgrade me to a better room with a (b) _____?

Staff: I'm terribly sorry, Sir. There is nothing I can do in this situation. Here is a customer service number. Please feel free to call them and (c) _____.

Guest: Is this how you treat your (d) _____?

Staff: Again, I'm very sorry about the inconvenience, Sir. If you'd like, I will (e) _____
 _____ to see if they have any rooms with the sea view available.

Exercise 5. Work with your partner. Put a slash / to separate the words in the sentences. The first one has been done for you.

1. Theremusthavebeenamistake.
There/must/ have/ been/ a/ mistake.
2. Iapologizefortheinconveniencsir.

3. Canyouupgrademetoabetterroomwithadecentview?

4. I'lldealwiththenoiserightaway.

5. I'llaskhemaintenanceservicetorepairit.

6. Pleasefeelfreetocallthemandshareyour complaint.

7. Iwillchecktheneighboringhotelstoseeiftheyhaveanyroomswiththeseaviewavailable.

8. Letmetalkwithmymanagertoseewhatwecanofferyou.

Exercise 6. Work in pairs. Look at the pictures in Exercise 1. Choose and role play the situation. Use phrases from Exercise 1 and Exercise 2.

Student A: You are a guest who complains about:

1. Slow service
2. Noise
3. Expensive bill
4. Air conditioner
5. Ugly view and dusty room
6. Cold water
7. Spicy chili meal.

Student B: You are a hotel staff who takes action/offers a solution.

Switch roles

Exercise 7. Work in pairs.

Student A: You are a guest at a hotel. You start a dialogue.

- ✚ Say that you want to make a complaint.
- ✚ Say what your complaint is.
- ✚ Ask about an upgrade.

Student B: You are a hotel manager.

- ✚ Apologize and say that all the rooms are taken.
- ✚ Say why all the rooms are with a sea view reserved.
- ✚ Offer solution.

Switch roles

.

Teacher's notes

CEFR A1-A2

Aim:

- Practice how to react to complaints in English.

Objectives:

By the end of the session sts will be able to:

- Understand the complaints and make an apology
- Respond and resolve the complaint
- Role-play a dialogue between a hotel manager and a visitor.

Stage 1.

- Lead-In: Ask sts to brainstorm about the common complaints they deal with visitors on a daily basis.
- Ask sts to look at the pictures and match the complaints with the pictures.
- Write the answers on the board.

Key: Exercise 1. 1f, 2g, 3a, 4d, 5c, 6b, 7e.

- Tell sts that they now read the responses and they should match them with the complaints given in Exercise 1.
- Give them an example.
- Remind sts that they should refer to Exercise 1 for complaints.
- When they are done, check the task. Write answers on the board.

Key: Exercise 2. 1e, 2g, 3c, 4f, 5d, 6a, 7b.

Stage 2

- At this stage sts are expected to understand the functions of the phrases and match them accordingly.
- Go through the phrases "Make a complaint, apologize, take action/offer a solution". Ask sts to translate the meanings and repeat.
- Give sts time to complete Exercise 3.
- When they are done, ask sts to read the complaints and say what the function is.
- Write the answers on the board.

Key: Exercise 3. b, d – Make a Complaint; a, g. – Apologize, c, e, f- Take Action/Offer Solution.

- Tell sts that they are going to read a short dialogue and fill in the phrases from the box.
- Go through the phrases in the box.
- Give sts time to complete the task.
- Write answers on the board.

Key: Exercise 4. a. inconvenience, b. decent view, c. share your complaint, d. loyal customers, e. check the neighboring hotels.

- Tell sts that in exercise 5 they should separate the words;
- Provide an example.
- When sts are done, ask them to check with a partner.
- Then check the task. When checking, you ask sts about the function of each sentence. (apologize, complain/request, solution/ offer.

Key: Exercise 5.

1. There must have been a mistake.
2. I apologize for the inconvenience, sir.
3. Can you upgrade me to a better room with a decent view?
4. I'll deal with the noise right away.
5. I'll ask the maintenance service to repair it.
6. Please, feel free to call them and share your complaint.
7. I will check the neighboring hotels to see if they have any rooms with the sea view available.
8. Let me talk with my manager to see what we can offer you.

Stage 3

- At this stage ask sts to work in pairs.
- If you have time, you may ask them to act out all of the situation. If you are short in time, give them freedom to choose a situation.
- Review phrases from Exercise 1 and Exercise 2 with sts.
- Assign roles – Student A and Student B. Remind sts that they will switch the roles.
- Give sts time to prepare the dialogues. Ask them to make notes.
- Ask a volunteer to act out the first dialogue. Make notes on any mistakes.
- Give feedback at the end.

- Exercise 7 - ask sts to find a different partner.
- Assign roles again- Student A and Student B.
- Give sts time for preparation.
- Ask volunteers to act out the first dialogue.
- Give feedback at the end. Make notes on any mistakes.

Responding to Reservation Emails

Exercise 1. Look at the calendar. Repeat the days and dates:

Monday Tuesday Wednesday Thursday
 Friday Saturday Sunday

1st January, 2nd February, 3rd March, 4th April, 5th May, 6th June, 7th July, 8th August, 9th September, 10th October, 11th November, 12th December.

2020 JULY						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Exercise 2. Read the situations and match them to the email openings. Write a) b) c), etc.

This is Nato. She is a Reservations Manager at Dandalia Hotel. She has written 5 emails today.



Situations:

1. Nato emailed Ms. Seagull who wanted to reserve an accessible single room on 21st July.
2. Nato wrote an email to the conference organizer asking for more information and the number of people. She didn't know the name of the organizer.
3. Nato emailed Michael Vogel and his wife who wanted to know how to get to the hotel from Kutaisi International Airport.
4. Nato emailed the staff at Dandalia hotel to let them know about the conference bookings in July.
5. Nato sent an email to a friend to let her know that she has a day off on Thursday.

Email Openings:

- a) Hi Mari. Just wanted to let you know that I have a day off on Thursday and...
- b) Good morning everyone. I just found out that we are fully booked in July....
- c) Dear Ms. Seagull. Thank you for your email. Unfortunately, all of our single rooms are taken in July....
- d) Dear Sir or Madam,
Could you please send me

- e) Dear Mr. and Mrs. Vogel, I'm writing to let you know that there is a Mini Bus service from Kutaisi Airport to our hotel....

Exercise 3. Which of these phrases are an appropriate way to end a formal email? Circle all that apply.

- a) Sincerely
- b) Many thanks
- c) Kind Regards
- d) Best wishes
- e) To Whom It May Concern:
- f) Yours faithfully
- g) Love

Exercise 4. Put the phrases in the right order to make sentences.

- 1) I / forward / meeting / you. / to / look _____
- 2) welcoming / to / forward / look / you. / We _____
- 3) to / speaking to / soon. / forward / you / I / look _____
- 4) on / forward / to / seeing / We / look / in July / you _____
- 5) this/ confirm/ replying/ by/please/ email/ your/ to/ booking. _____

Exercise 5. Complete the emails below with the missing phrases.

We are pleased to confirm your reservation at Dandalia Hotel/ Yours sincerely/ We enclose a short description / 18th April 2021/ I am writing to confirm/ We look forward to welcoming you/ We look forward to seeing you/ We are looking forward to having you with us.

EMAIL1

Dear Mrs. Ross,
 _____ your two days at Rose Spa. We expect you to arrive on the evening of Tuesday, 14th July. If you are interested in booking other hotel facilities, please check our website and booking system.
 _____ and I hope you have a pleasant stay at Rose Spa.

Sincerely,
 Ella
 Spa Administrator

EMAIL2

Dear Mr. Vogel,
 Enclosed please find the bus schedule and a city map. _____
 _____ and your wife at our hotel and wishing you a pleasant stay.

Kind Regards,
 Nika
 Hotel Administrator

EMAIL3

Dear Mrs. Fox,

 _____.

Your reservation details are as follows:

Arrival Date: November, 02, 2021
Departure Date: November 06, 2021
Nightly room rate: 140 GEL
Confirmation number: 458975

_____ If there is anything we can do for you prior to your arrival, please let us know.

Sincerely,
 Dandalia Hotel Administration

EMAIL 4

Dear Ms. Jones,
 Thank you for your letter of _____.

We are writing to confirm the accommodation you describe for the month of September 2021.

_____ of how you reach our hotel. We look forward to your stay with us.

_____.

Levan Moss
 Reservations Manager

Exercise 6. Read a reply from the reservation's manager. Choose the correct word.

Hello/ Dear Mr. Vogel,

Thank you for your letter of **12th June/ 12 st June** about the rooms and services. In response to your questions, we do have a **non-smoking room/ not-smoking room** available for you from the 15th to 18th July. The price will be 195 GEL per night for a double bedroom. This includes the tax and service charge. All of our double rooms **is/ are** non-smoking.

There is a Mini Bus service from Kutaisi Airport to our hotel, which **run/ runs** in every 30 minutes. The fare is 8 GEL. It takes about 25 minutes to get **to/ in the hotel** from the airport.

Please confirm your booking by replying to this email.

We are looking forward to **host/ hosting** you at the Dandalia Hotel.

Sincerely,

Nato,

Reservations Manager

Exercise 7. Read an email from Maggie Seagull. Write a reply. Use phrases from Exercise 2 and Exercise 3.

To: info@ dandalia.com.ge
From: Maggie Seagull
Subject: Inquiring about the rooms
Date: June 17

Dear Sir or Madam,

I would like to reserve a double room with a balcony for me and my husband from the 15th to 20th July. We will be spending three nights.

Could you let me know the room rates and how we can get to the hotel from the airport? We will arrive at 7 o'clock in the morning at Kutaisi Airport.

Thank you for your help and information.

Maggie Seagull.

To: Maggie.Seagull@com
From: info@ dandalia.com.ge
Subject: RE: Inquiring about the rooms

_____.

Thank you for your letter of _____.

In response to your questions, _____.

The price will be 195 GEL per night. _____.

All of our double rooms _____.

There is a Mini Bus service _____.

_____. The fare is _____.

It takes _____.

Please confirm _____.

We _____.

_____.

_____.

_____.

Teacher's notes

Aims:

- to familiarize sts with the formal email structure;
- to respond to the reservation inquiry;

Objectives:

By the end of the session sts will be able to:

- Differentiate formal and informal email structure;
- Respond to an inquiry in writing;
- Begin and end an email appropriately;
- Write an email.

Stage 1. Lead-In

- Write the following questions on the board:
 1. How many emails do you write a day?
 2. What kind of emails do you write? Make a list.
 3. How do you usually begin an email? How do you end it?
- Give sts time to discuss these questions in pairs. Tell them to make notes of the answers and present to the class.
- Ask sts if they can guess the topic of the lesson- Writing Emails.
- Tell sts that today's lesson is specifically about Responding to Reservation Emails.

Stage 2

- Go through Ex1 with sts and practice the pronunciation of days and dates.
- Give sts instructions about Ex2. Allow some time to work on the task individually.
- When checking, ask each sts to take turns to read a situation and match an email opening.
- Write the answers on the board.

Key Ex.2. 1.c, 2 d, 3 e, 4 b, 5.a.

- Ask sts if they know which phrases are appropriate to end a formal email.
- They should circle all that apply.
- You may tell them that other endings are used in informal situations.
- Highlight that ***To whom it may concern*** is not an ending, but an opening and it is used in formal situations, when the recipient is not known.

Key Ex 3. *Sincerely, Kind Regards, Yours Faithfully.*

- Tell sts that in Ex4 they will practise the phrases commonly used in formal emails.
- Sts work on this task individually.
- Check the task.

Key Ex 4. 1. I look forward to meeting you. 2. We look forward to welcoming you. 3. I look forward to speaking to you soon. 4. We look forward to seeing you in July. 5. Please confirm your booking by replying to this email.

Stage 3

- At this stage sts practise various tasks in the context.
- Ex5. Instruct sts to complete the emails with the missing sentences.
- Then go through each email separately.
- Draw sts attention to the format and structure of the emails.

Key. Exercise 5.

Email 1

Dear Mrs. Ross,

I am writing to confirm your two days at Rose Spa. We expect you to arrive on the evening of Tuesday, 14th July.

If you are interested in booking other hotel facilities, please check our website and booking system.

We look forward to seeing you and I hope you have a pleasant stay at Rose Spa.

Sincerely,

Ella
Spa Administrator

Email 2

Dear Mr. Vogel,
Enclosed please find the bus schedule and a city map. **We look forward to welcoming you** and your wife at our hotel and wishing you a pleasant stay.
Kind Regards,
Nika
Hotel Administrator

Email 3

Dear Mrs. Fox,
We are pleased to confirm your reservation at Dandalia Hotel. Your reservation details are as follows:
Arrival Date: November, 02, 2021
Departure Date: November 06, 2021
Nightly room rate: 140 GEL
Confirmation number: 458975
We are looking forward to having you with us. If there is anything we can do for you prior to your arrival, please let us know.
Sincerely,
Dandalia Hotel Administration

Email 4.

Dear Ms. Jones,
Thank you for your letter of **18th April 2021.**
We are writing to confirm the accommodation you describe for the month of September 2021.
We enclose a short description of how you reach our hotel. We look forward to your stay with us.
Yours sincerely,
Levan Moss
Reservations Manager

- Exercise 6. Tell sts to read instructions. They should choose the correct word.
- Go through the grammar points if you need to.

Key: Exercise 6. a) Dear, b) non-smoking rooms, c) are, d) runs, e) to, f) hosting.

Stage 4

- At this stage sts produce an email response based on the information provided.
- Instruct sts that they should first read an email from Maggie Seagull and write the reply afterwards.
- Remind them the phrases from Exercise 2 and Exercise 3.
- Ask sts to peer review each other's writing.

Changing a Booking

Words you will need:

room occupancy - ნომრის სტატუსი (თავისუფალი ან დაკავებული)

enquiry - შეკითხვა, გამორკვევა

upgrade - განახლება, გაუმჯობესება

complimentary- უფასო, სასაჩუქრე

anniversary - იუბილე

guided tour - ექსკურსია გიდთან ერთად

special occasion - განსაკუთრებული შემთხვევა

spectacular - მიმზიდველი, სანახაობრივი

a baby cot - ბავშვის საწოლი

Exercise 1. Match the phrases in Column A with the ones in Column B. What do the phrases in Column A mean in Georgian? Discuss with a partner.

COLUMN A	COLUMN B
<ol style="list-style-type: none"> 1. to reserve a room 2. to inform 3. special occasion 4. an enquiry 5. reservations department 6. complimentary private dinner 7. a spectacular view 	<ol style="list-style-type: none"> a) the process of asking b) an important day or event c) a dinner that is offered free of charge and in private. d) especially great view e) to book a room f) to let someone know g) the unit in a hotel which deals with reservations.

Exercise 2. Read an email from David Jones to a SkyBlue Hotel.

To: bookings@skybluehotel.geo
From: David Jones
Subject: Requesting an upgrade

Dear Sir/ Madam,

My name is David Jones. I have a reservation at SkyBlue Hotel for two nights from 6th to 9th May. The booking was made by a conference organizer- booking number 486495. I would like to request a room upgrade, if possible.

My wife and I have a wedding anniversary on 7th May and I want to surprise her with a private dinner on a terrace. Is it possible to change from a single room to a suite with a terrace? I would be grateful for your help.

Could you please also inform me about the guided tours your hotel offers?

Thank you in advance.

Regards,

David Jones.

Read the questions and write down the answers.

a) What is the subject of the email?

b) Which dates is his reservation for?

c) What kind of room does he want to upgrade to?

d) Why does he want to change a room?

e) What sentence does he use to request a room upgrade?

f) What sentence does he use to make a special request?

g) How does he end the email?

Exercise 3. Look at the Room Occupancy Report below.

- + Is there a suitable room available for Mr. Jones?
- + What do you think the hotel will offer Mr. Jones and his wife?

ROOM NO:	217	219	222	315
ROOM TYPE:	SINGLE- BATHROOM	DOUBLE- BATHROOM	TWIN ROOM- BALCONY	SUITE-TERRACE
MONTH: MAY DATE:				
5		Ms. Resch	Ms. Huang	
6	Mr. Jones	Ms. Resch		
7	Mr. Jones	Mrs. Abuladze		
8		Mrs. Abuladze		Navarro
9	Mr.Chen			Navarro
10	Mr. Chen		Mr. Zhang	
11				Mr. Hamdan
12		Mr. Ervin		Mr. Hamdan
13	Mr. Nakashidze		Valisvhili	
14			Valishvili	

a. Read a reply from the BlueSky hotel. Use the words from the box to complete the sentences.

help arrange a private tour, to book a special dinner, for your enquiry, to offer you a free upgrade, We will be pleased to welcome, complimentary private dinner.

From: bookings@ skybluehotel.geo
To: David Jones
Subject: RE: Requesting an upgrade

Dear Mr. Jones.

Thank you (a) _____ and for choosing to celebrate your wedding anniversary at our hotel.

We will be delighted (b) _____ to the Suite with a terrace on the top floor. It has a spectacular view of the city at night.

We can also arrange a (c) _____ on a terrace to celebrate this special occasion. I will forward your email to our reservations department. Please speak to a concierge upon arrival (d) _____ on the evening of your choice.

Our organizer pre-booked a local tour for the conference participants. We can also (e) _____ and an English-speaking guide upon your request. The price for the private tour varies from 30 to 100 GEL.

Thank you once again for choosing our hotel. We (f) _____ you on the 6th of May.

Sincerely,

Avtandil Mokashvili

b. What does the new confirmation look like for David Jones?

Check-in: _____ Checkout: _____

Room Number: _____

Room Type: _____

Exercise 4. Put the words in the correct order to make sentences.

1. your/ enquiry/ for/ you/ Thank.

2. forward/ department/ your/ will/ to/ our/ I/ reservations/ email.

3. upgrade/ offer/ We/ can/ a free/ you/ to/ a suite/ a terrace/ with.

4. arrive/ you/ when/ speak/ employee/ desk/ Please/ to/ a/ front.

5. choosing/ Thank/ hotel/ for/ our/ again/ once/ you.

6. a/ room/ Can/ balcony/ a/ I/ request/ single/ with?

Exercise 5. Read an email from Anne Resch.

From: Anne Resch

To: bookings@skybluehotel.geo

Subject: RE: Requesting a change in reservation

Dear Sir/Madam,

My name is Anne Resch and I booked a double room for 220 GEL in your hotel for two days in September. I am writing to request you to change our booking dates for the period.

My husband and I were expected to stay in the hotel from 5th September till 7th September, 2021. We also requested a taxi for the sight-seeing. However, our plans have changed and we will arrive on 9th September.

I would like to request you to kindly change our check-in date to the 9th of September and checkout date to 11th of September. Also, will you be able to provide a baby cot as well? This time we will bring our daughter with us.



I apologize for any inconvenience due to the above changes.

I look forward to your reply.

Yours Faithfully,

Anne Resch

a. Look at the room occupancy report in Exercise 3.

- ✚ Is it possible to change Ms. Resch's booking dates to 9th - 11th September?
- ✚ What would you offer Ms. Resch? Discuss with a partner.

b. Work in pairs. Write an email reply to Anne Resch.

Use the prompt



Start with a greeting;

Thank the guest for choosing to stay in your hotel;

Say that you are pleased to confirm the new booking;

Check-in: _____ Checkout: _____

Room Number: _____

Room Type: _____

Room rate: _____

Say that the hotel will provide the baby cot.

End an email.

Your name

From: -----

To: -----

Subject: -----

_____,

_____,

_____.

Teacher's notes

Aims:

- to practice the formal email structure;
- to practice making notes;

Objectives:

By the end of the session sts will be able to:

- Respond to the reservation inquiry using formal language;
- Begin and end an email appropriately;
- Make notes on arrival and check-in time;
- Make predictions on possible scenarios;
- Write an email.

Stage 1

- Pre-teach words: room occupancy - ნომრის სტატუსი (თავისუფალი ან დაკავებული), enquiry- შეკითხვა, გამორკვევა, upgrade- განახლება, გაუმჯობესება, complimentary- უფასო, სასაჩუქრე, anniversary- იუბილე, guided tour- ექსკურსია გიდთან ერთად, special occasion- განსაკუთრებული შემთხვევა
- Write the words on the board.
- Ask sts to repeat words and pay attention to spelling. (occasion, **ann**iversary, **en**quiry).
- Tell sts to work in pairs and match the phrases. Ask them to discuss the phrases with a partner.
- Then ask sts to translate the phrases into Georgian. Check for understanding.

Key: Exercise 1. 1 e, 2.f, 3b, 4a, 5g, 6c, 7d.

Stage 2

- Instruct sts to work in pairs and complete Exercise 2.
- Give them time to read the email first and then answer the questions.
- Ask sts to take turns and write the answers on the board.

Key: Exercise 2.

- Requesting an upgrade
- 6th to 9th September
- A suite with a terrace.
- He wants to surprise his wife with a private dinner on a terrace.
- I would like to request a room upgrade, if possible.
- Could you please also inform me about the guided tours your hotel offers?
- Thank you in advance. Regards, David Jones.

- Ask sts to look at the Room Occupancy Report. Is it similar to the one their hotel has?
- Ask sts to discuss the questions in Exercise 3.

Key: Exercise 3a. a. for your enquiry, b.to offer you a free upgrade, c. complimentary private dinner, d.to book a special dinner, e. help arrange a private tour, f. We will be pleased to welcome.

b) New Reservation for Mr. Jones.

Check-in: May 6th

Checkout: May 8th

Room number: 315

Room type: Suite- Terrace

- Instruct sts to work individually and put the words in the correct order.
- Compare with partners.
- Check.

Key: Exercise 4.

1. Thank you for your enquiry.
2. I will forward your email to our reservations department.
3. We can offer you a free upgrade to a suite with a terrace.
4. Please speak to a front desk employee when you arrive.
5. Can I request a single room with a balcony?
6. Thank you once again for choosing our hotel.

Stage 3

- Give sts time to read and understand the email;
- Put them in pairs and let them discuss the questions (booking dates and offer);
- Instruct sts to work in pairs and write an email reply using the prompt;
- Remind them to make notes.
- You may ask sts to produce an email in pairs or you may tell them to work individually.
- In either case, you can ask them to swap their email replies with one another and give feedback.
- Alternatively, you may check them yourself.

Answering a Phone in a Hotel

Words you will need:

Words you will need:

waiting charge - ლოდინის საფასური
arrange - მოგვარება, დაეირავება (მაგ. ტაქსის)
a wake-up call - გაღვიძების ზარი
wheelchair - სამედიცინო ეტლი
to book - დაჯავშნა
confirm - დადასტურება (მაგ. ჯავშანის)
conference venue - კონფერენციის ჩატარების ადგილი
to settle a bill- ანგარიშის გასწორება



Exercise1 a. Repeat the sentences with your teacher.

- a) *I'm afraid Mr. Jones is not available.*
- b) *Could you please confirm your name and address?*
- c) *Would you also like me to arrange a taxi for you?*
- d) *Please hold the line. I will check if there are any double rooms available.*
- e) *We will hold the room for you until 6 pm.*
- f) *I'm sorry, but we only have one room left at that price.*
- g) *I'm afraid the hotel is fully booked.*
- h) *Would you like me to take a message? / Would you like to leave a message?*

b. Talk to your partner. What does a hotel employee say in these situations? Choose from the box above. The first one is an example.

1. A caller would like to speak to the guest in a hotel, but he is not available. (*Hotel Employee says: I'm afraid Mr. Jones is not available*)
2. A caller wants to book a double room, but the hotel is fully booked.
3. A hotel employee needs to check if there are any double rooms available.
4. A hotel employee is sorry and says that there is only one room left at that price.

5. A hotel employee offers the guest to arrange a taxi.
6. A hotel employee asks the caller to confirm his name and address.
7. A hotel employee offers the caller to leave a message for a guest.
8. A hotel employee offers to hold a room until 6 pm.

Exercise 2.a *Work with partner. Match the boxes and act out a dialogue. Then switch the roles.*

Dialogue 1

Front Desk: Good morning. Hotel Dandalia. Can I help you?

Front Desk: Let me check... Yes, there are two doubles left for 190 GEL including breakfast

Guest: Oh, that's a shame. Do you have any doubles left?

Front Desk: I'm sorry we have no more single rooms for those days.

Guest: Hello. I'd like a single room from the 19th to the 21st June.

Dialogue 2

Front Desk: Please hold the line... I apologize for making you wait. We only have one triple room left for 210 GEL, not including breakfast.

Guest: Oh, what a pity! Do you have any doubles left?

Guest: Hi. I'd like to reserve a double room from the 9th to the 12th July.

Front Desk: Hello. Hotel Zovri. How may I help you?

Front Desk: I'm very sorry madam, we are fully booked for that weekend.

b. Write down the phrases from the dialogues. Sometimes there is more than one phrase.

a) Answer the phone _____

b) Make a request _____

c) Make an apology _____

d) Offer an alternative _____

Exercise 3a. Read the dialogue and fill in the gaps with your partner.

- The room will be on hold until 7pm.
- Thank you for calling.
- What kind of room would you like?
- Would you like me to reserve it for you?
- Please hold on.

Hotel Employee: Hello. Hotel Dandalia. Can I help you?

Guest: Hello. I called on Monday to reserve a room, but I wasn't sure about the dates. Can I make a reservation now?

Hotel Employee: Of course, sir. (a) _____

Guest: I'd like to book a double room from the 15th to the 17th October.

Hotel Employee: (b) _____ I will check. I'm afraid we only have one twin room with two single beds left for that weekend.

Guest: Alright. And how much is it?

Hotel Employee: It's 330 GEL for three nights, breakfast included.

Guest: I see, so it's 110 GEL per night.

Hotel Employee: That's right. (c) _____

Guest: Yes, please.

Hotel Employee: May I have your name please?

Guest: It's Paolo Mancini. M- A- N- C-I-N-I.

Hotel Employee: Thank you. Mr. Mancini. So, it's one twin room with two single beds for three nights from the 15th to the 17th October. (d)

_____ Could you please confirm your name and credit card number by email?

Guest: Of course. Thank you.

Hotel Employee: (e) _____. Have a nice day.

b. Underline sentences in the dialogue:

- *to answer a phone call*
- *to make a request*
- *to make an apology*
- *to offer an alternative*
- *to end a phone call*

Exercise 4. Choose the correct word.

1. **Receptionist:** Good morning. This is front desk. How can I call/ help you?
2. **Receptionist:** What kind of room would you/ you like?
3. **Receptionist:** If you need anything, please dial zero to call/ say the front desk. I'll be here all night.
4. **Receptionist:** We have a valet parking service. Lasha can take/ run your car to the parking are.
5. **Receptionist:** Thanks. And here are your room keys. Do you / Would you like one or two?
Guest: Two, so that my wife and I can both get into our rooms whenever we like.
6. **Receptionist:** Could you/ do you please confirm your name and credit card number by email?
7. **Receptionist:** We'll hold/ make the room until 4 pm.
Caller: Great. I'll call you back. I have to find my credit card.
8. **Caller:** Sounds good. Have you/do you have any rooms with two double beds? We are a family of four.

Receptionist: Yes, all of our rooms have/are two double beds. The rate for that weekend is 120 GEL a night.

9. **Receptionist:** I'm afraid we're fully booked/regularly booked for that weekend. There's a conference in town and we're the closest hotel to the conference venue.

10. **Receptionist:** Thank you for holding. But I'm afraid Mr. Kruger is not available. Would you like to leave/send a message for him?

Exercise 5. Work with a partner. Put the sentences in the right order to create a dialogue between a staff member and a guest. The first one is an example:



Staff Member	Guest
<p>___ I can arrange a taxi and it would cost you 30 GEL, including the waiting charge. You can also take a minivan from the city center. They run every hour and the fare is 5 GEL.</p> <p><u>1</u> Hello, front desk. How can I help you?</p> <p>___ See you at 10:50 Ma'am. Good bye.</p> <p>___ Certainly ma'am. When would you like to go?</p> <p>___ Would you also like me to arrange transportation to and from the Cave?</p> <p>___ All right, Ma'am. I'm arranging the taxi right now. If you could meet me in the Lounge at 10:50 I'll escort you to the taxi.</p>	<p><u>2</u> Yes, this is Jane from room 250. I'd like to arrange a visit to Prometheus Cave.</p> <p>___ How about 11:00 AM?</p> <p>___ It depends how much the ride is.</p> <p>___ Well... There are three of us and my husband is in a wheelchair. We'd rather take a taxi then.</p> <p>___ Sounds perfect. I'll see you then. Bye.</p>

Exercise 6. Translate the following sentences.

1) მსურს ვესტუმრო პრომეთეს მღვიმეს.

2) რით შემიძლია დაგეხმაროთ?

3) რა თქმა უნდა, ქალბატონო.

4) რა დროისთვის გსურთ წასვლა?

5) 11 საათზე რას ფიქრობთ?

6) შემიძლია ტაქსი დაგიქირავოთ.

7) ლოდინის საფასურის ჩათვლით.

8) შეგიძლიათ მიკროავტობუსს გაჰყვეთ ქალაქის ცენტრიდან.

9) ტაქსამდე მიგაცილებთ.

10) გვირჩევნია ტაქსი ავიყვანოთ.

Exercise 7. Put the words in the right order. Check with a partner. Then read the sentences.

1. calling/ room/ 608/ from/ I'm/ number.

2. morning/ a bus/ to catch/ to Tbilisi/ have/ I/in/ the.

3. you/help/ I/ may/ How?

4. at 7:30/ Give/ a wake-up call/ could/ me/you?

5. else/ there/ is/ help/ with/ can/ I/ anything/ with/ you?

6. breakfast/ my/ delivered/ to/ room/ I/ like/ would/ have/ to.

7. arrange/to/ me/ like/ you/ Would/ also/ a taxi/ for you?

Exercise 8. Write the correct words in the spaces. Choose these phrases from exercise 7.

Requesting a wakeup call



Receptionist: Good afternoon. Thank you for calling front desk.

Guest: Hello. This is Joana calling from room 103.

Receptionist: Yes, Ma'am. How _____?

Guest: I have a plane to catch tomorrow morning from Kutaisi airport.

_____?

Receptionist: Sure. You'll get a wake-up call from us at 6:00 in the morning.

_____?

Guest: Yes, I'd like to have some breakfast and a cup of coffee delivered to my room after my wake up call.

Receptionist: Alright. Would you like anything else, Ma'am?

Guest: That will be all for now. I will settle my bill, when I check out in the morning.

Receptionist: _____?

Guest: Yes, please. That would be great. Can you order one for 7:30 am?

Receptionist: I can certainly do that.

Guest: Thanks for your help.

Receptionist: It was my pleasure. Have a good evening.

Exercise 9. Use the prompt to role play the situation as in Exercise 8.

Student A: You are a **guest**. You would like to request a wake-up call.

Student B: You are a **front desk staff member**. Arrange a wake-up call and help the guest to plan the morning.

PROMPT

Front Desk: Greet and thank the guest for calling.

Guest: Say hello. Say your name. Say which room you are calling from.

Front Desk: Ask how you may help.

Guest: Say you have a plane to catch in the morning. Request a wakeup call at xyz time.

Front Desk: Say that you will call at xyz time. Ask if the guest wants anything else.

Guest: Order whatever you'd like for breakfast.

Front desk: Ask if the guest also wants you to arrange a taxi.

Guest: thank the staff, say yes and say what time.

Front desk: Be polite. Say good bye.

Exercise 10. Role Play the situations.

Situation 1.

Student A: You are a caller. You would like to make a reservation.

Student B: You are a hotel receptionist. Help the caller to make a reservation.

Situation 2.

Student A: You are a guest. You would like to arrange a visit to Martvili Canyon.

Student B: You are a front desk staff member. Help the guest arrange a visit.

Teacher's notes:

Aim: to practise handling bookings and requests on the phone.

Objectives: by the end of the session students will be able to:

- answer the phone and respond accordingly
- make an apology and offer an alternative
- build short dialogues using a model

Stage 1

→ Ask sts following questions:

- *How often do you get phone calls from the English speaking guests at the hotel where you work?*
- *How do you begin and end a phone conversation with them?*
- *What do you say if there are no rooms available for those days?*
- *What other kinds of services do guests usually ask for?*

→ Elicit answers and write them on the board. (Hello, *How may I help you? I'm sorry, we do not have any rooms available for those days, Thank you. Have a good day, etc*).

→ Tell sts the lesson will be about handling phone calls in the hotel.

→ Have sts repeat the words in the box after you. These words will come up later in the dialogues.

Waiting charge- ლოდინის საფასური, Arrange- მოგვარება, დაქირავება (მაგ. ტაქსის), A wake-up call- გაღვიძების ზარი, Wheelchair- უნარშეზღუდულთა ეტლი, To book- დაჯავშნა, Confirm- დადასტურება (მაგ. ჯავშანის), Conference venue - კონფერენციის ჩატარების ადგილი, To settle a bill- ანგარიშის გასწორება

→ Do **Exercise 1a** together with sts. Ask sts to repeat sentences after you.

→ STS do **Exercise 1 b** with a partner

Key: Exercise 1 b.

1. **Hotel Employee says:** i) *I'm afraid Mr. Jones is not available.*
2. **Hotel Employee says:** l) *Please hold the line. I will check if there are any double rooms available.*
3. **Hotel Employee says:** o) *I'm afraid the hotel is fully booked.*
4. **Hotel Employee says:** n) *I'm sorry, but we only have one room left at that price.*
5. **Hotel Employee says:** k) *Would you also like me to arrange a taxi for you?*
6. **Hotel Employee says:** j) *Could you please confirm your name and address?*
7. **Hotel Employee says:** p) *Would you like me to take a message? / Would you like to leave a message?*
8. **Hotel Employee says:** m) *We will hold the room for you until 6 pm.*

Stage 2

→ STS do this **Exercise 2a** with a partner. To make it more fun and engaging, you may cut the pieces ahead and distribute the slips among the pairs. Sts act out a dialogue.

→ Make sure that they switch roles, so that both partners practise equally.

Key: Exercise 2a.

Dialogue 1

Front Desk: Good morning. Hotel Dandalia. Can I help you?

Guest: Hello. I'd like a single room from the 19th to the 21st June.

Front Desk: I'm sorry we have no more single rooms for those days.

Guest: Oh, that's a shame. Do you have any doubles left?

Front Desk: Let me check. Yes, there are two doubles left for 190 GEL including breakfast.

Dialogue 2

Front Desk: Hello. Hotel Zovri. How may I help you?

Guest: Hi. I'd like to reserve a double room from the 9th to the 12th July.

Front Desk: I'm very sorry madam, we are fully booked for that weekend.

Guest: Oh, what a pity! Do you have any doubles left?

Front Desk: Let me see. We only have one triple room left for 210 GEL, not including breakfast.

Key: Exercise 2 b. a) *Good morning. Hotel Dandalia. Can I help you?/ Hello. Hotel Zovri. How may I help you?* b) *I'd like a single room from the 19th to the 21st June/ I'd like to reserve a double room from the 9th to the 12th July , c) I'm sorry we have no more single rooms for those days/ I'm very sorry madam, we are fully booked for that weekend, d) there are two doubles left for 190 GEL including breakfast/ We only have one triple room left for 210 GEL, not including breakfast.*

→ Sts may do a gap filling exercise individually and then check their answers with a partner. You may also ask two sts to read the dialogue in pairs as you check the answers.

Key: Exercise 3a. a) *What kind of room would you like? , b. Please hold on. c. Would you like me to reserve it for you? , d.. The room will be on hold until 7pm. , e. Thank you for calling.*

→ Ask sts to go through the dialogue again and underline the sentences which are used to *answer a phone call, make a request, make an apology, offer an alternative, and end a phone call.* Tell them there may be more than one for each.

→ *Drill these sentences from the dialogues with sts:*

*I'd like to book a double room from **the 15th to the 17th October.***

*It's **330 GEL** for three nights. (Three hundred and thirty Georgian Lari)*

*It's **110 GEL** per night. (One hundred and ten Georgian Lari)*

*It's Paolo Mancini. **M- A- N- C-I-N-I.** (EM- EI-EN- CI-EN- AI)*

I called on Monday to reserve a room.

*The room will be on hold until **7pm.***

→ In exercise 3- Read the sentences out loud and have sts repeat them after you. If you have a good student with a clear pronunciation, have them read the sentences instead. Others may repeat altogether. Draw attention to pronunciation.

→ STS do exercise 4 individually. You may ask them to read and check the answers.

Key: Exercise 4. 1. *Help,* 2. *Would,* 3. *Call,* 4. *Take,* 5. *Would you,* 6. *Could you,* 7. *Hold,* 8. *Do you; Have.* 9. *Fully booked,* 10. *Leave.*

→ Exercise 5 is an individual task. STS follow an example and arrange the sentences into a dialogue. If you have more time, you may make this a fun group activity. For a group work, cut the entire dialogue into pieces and distribute among the sts.

Key: Exercise 5:

1. **Staff:** Hello, front desk. How can I help you?

2. **Guest:** Yes, this is Jane from room 250. I'd like to arrange a visit to Prometheus Cave.

3. **Staff:** Certainly ma'am. When would you like to go?

4. **Guest:** How about 11:00 AM?

5. **Staff:** Would you also like me to arrange transportation to and from the Cave?

6. **Guest:** It depends how much the ride is.

7. **Staff:** I can arrange a taxi and it would cost you 30 GEL, including the waiting charge. You can also take a minivan from the city center. They run in every hour and the fare is 5 GEL.

8. **Guest:** Well...There are three of us and my husband is in a wheelchair... We'd rather take a taxi then.

9. **Staff:** All right, Ma'am. I'm arranging the taxi right now. If you could meet me in the Lounge at

10. 10:50 I'll escort you to the taxi.

11. **Guest:** Sounds perfect. I'll see you then.
12. **Staff:** See you at 10:50 Ma'am. Good bye.

→ Exercise 6, 7 and 8 are individual tasks.

Key: Exercise 6. 1. I'd like to arrange a visit to Prometheus Cave, 2. How can I help you? 3. Certainly ma'am, 4. When would you like to go?, 5. How about 11:00 AM? 6. I can arrange a taxi, 7. including the waiting charge, 8. You can also take a minivan from the city center. 9. I'll escort you to the taxi, 10. We'd rather take a taxi.

Key: Exercise 7. 1. I'm calling from room number 608. 2. I have a bus to catch to Tbilisi in the morning. 3. How may I help you? 4. Could you give me a wake-up call at 7:30? 5. Is there anything else I can help you with? 6. I would like to have breakfast delivered to my room. 7. Would you also like me to arrange a taxi for you?

Key: Exercise 8. *How may I help you?/ Could you give me a wake-up call at 7:30? / Is there anything else I can help you with?/ Would you also like me to arrange a taxi for you?*

Stage 3

- At this stage sts role play the situations.
- Ex 9 uses a prompt to build a dialogue
- Ex 10 sts can produce the dialogues using the language they've learned throughout the lesson.

Hotel Facilities and Services

Words you will need:

valet parking - მანქანის გადაყენების მომსახურება

wellness center - ჯანმრთელობის ცენტრი

laundry - სარეცხი

newly renovated - ახალი გარემონტებული

lobby - სასტუმროს ვესტიბიული, მოსაცდელი ოთახი

ground floor - პირველი სართული

top floor - ბოლო სართული

basement - ნახევრად სარდაფის სართული

mouth-watering - მადისაღმძვრელი, გემრიელი

Exercise 1. Match the words with the pictures.

Laundry Service, Swimming pool, Gym, Excursions and Tours, Airport transfer, Babysitting Service, Spa & Wellness Center, Valet parking, bar



4. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

Exercise 2. a. Group the services and facilities from Exercise 1.

Guest Services	Hotel Facilities

b. What other guest services and hotel facilities can you think of?

Exercise 3. Work with a partner. What time do these services open and close? Write down the answers. The first one has been done for you as an example.

HOTEL BABUATSVERA

SERVICE	HOURS
<i>Gym</i>	<i>Open every day from 7 am to 10 pm.</i>
<i>Bar</i>	<i>Open until 10 am.</i>
<i>Laundry Service</i>	<i>Available from 8 am to 10 pm.</i>
<i>Room Service</i>	<i>Open every day from 7:30 am to 10 pm.</i>
<i>Pool</i>	<i>Closed for renovation.</i>

1. Guest: Hello. What time does the bar close?

Employee: (a) *We are open until 10 am, Ma'am.*

2. Guest: Hello. I was wondering if I can get a laundry service now. I know it's a bit late.

Employee: I'm sorry sir. (b) _____

3. Guest: Good evening. Can you tell me if the pool is open?

Employee: I'm sorry, Sir. (c) _____

4. Guest: Hello. This is Catherine from Room 224. Is the room service still open? (*It's 9:30 pm*).

Employee: (d) _____

5. Guest: What time does the gym open?

Employee: (e) _____

Exercise 4. Work with the partner. Put the sentences in the correct order to make a conversation between the guest and a hotel concierge. The first and last sentences have been done for you.

___ Good. Do you also have a swimming pool?

___ I will ask there. What about the fitness center?

___ Great. We are planning a conference next month. Do you have conference facilities?

___ Certainly Sir. Our hotel offers a full range of top-class restaurants and bars.

1 Hello. Could you tell me something about the facilities in your hotel?

___ We don't, but there is a business center just across the street.

___ Of course. There's a large indoor swimming pool. It was recently opened.

9 Thank you very for the information.

___ We do have a gym and a newly renovated wellness center.

Exercise 5. Match the sentences in column A with column B.

Column A	Column B
<ol style="list-style-type: none">1. Excuse me, where is the restaurant?2. How do I get to the coffee shop?3. By the way, where is the information desk?4. Is this the gift shop?5. What time does the restaurant close?6. Pardon me, where is the bar?	<ol style="list-style-type: none">A. No, this is a book store. The gift shop is opposite the reception desk.B. The information desk is on the left of the elevator.C. The bar is on the top floor. Take the elevator.D. The coffee shop is on the second floor, to the left, past the elevator.E. The restaurant is on the first floor.F. Sorry, they just closed, sir. They close at 11pm. It's 11:05 already.

Exercise 6. Read the dialogues.

Dialogue 1

Guest: Excuse me, where is the restaurant located?

Employee: It's on the first floor. We have a Georgian restaurant and a European one. Which one do you prefer?

Guest: Oh, I love Georgian food. Do they have *Gebzhalia* on the menu?

Employee: I'm sure they do. The chef is Megrelian. He makes mouth-watering Gebzhalia!

Guest: Ah, how do I get to the restaurant?

Employee: Take the stairs to the ground floor. The Georgian Restaurant is at the western side of the lobby.

Guest: Thank you.

Dialogue 2

Guest: Hello. Is there a gym in the hotel?

Employee: Yes, we have an excellent gym in the basement of the hotel with the latest treadmills and the training system. We also have a Khridoli instructor here.

Guest: I'm sorry, what instructor?

Employee: Khridoli is an ancient Georgian Martial Art. It involves sword-fighting and wrestling.

Guest: Sounds interesting. By the way, where is the coffee shop?

Employee: Take the stairs to the second floor. The coffee shop is to the left, past the elevator.

Guest: Thanks a lot.

Employee: You are welcome.

Find the answers to the questions in the dialogue and write them down.

1. Where is the restaurant located?

2. How do you get to the restaurant?

3. Where is the gym located?

4. Where is the coffee shop?

5. How do you get to the coffee shop?

Exercise 7. Read about the facility hours at Hotel Derchi. Create dialogues with a partner as in Exercise 3.

HOTEL DERCHI




SERVICE	Hours
Gym	Open every day from 7 am to 10 pm
Restaurant	Open until 11pm.
Valet Parking	From 3 pm.
Room Service	Open every day from 7:30 am to 10 pm.
Outdoor pool	Open only in summer
Babysitting Service	Available from 9 pm to 7 am.
Excursions and Tours	Available from 10:30 am.

Exercise 8. Work with the partner. Act out a dialogue between a guest and a hotel employee.

DIALOGUE 1

Student A: You are a guest in a hotel. You are looking for a hotel restaurant. Ask the hotel employee about the location of the restaurant, menu and directions.




Student B: You are a hotel employee. Provide information about the restaurant. Give directions.

-  *Make notes of the words and phrases you will need.*
-  *Practice the dialogue.*
-  *Present it in front of the class.*

DIALOGUE 2

Student A: You are a guest in a hotel. You are looking for a gym.

Student B: You are a hotel employee. Provide information about the hotel facilities. (gym, coffee shop)

-  *Make notes of the words and phrases you will need.*
-  *Practice the dialogue.*
-  *Present it in front of the class.*

Teacher's notes

Aim: To practice typical conversations about the services and facilities in a hotel.

Objectives:

By the end of the session, sts will be able to:

- Name different types of services and facilities in a hospitality context;
- Provide information about facility hours;
- Respond questions about location of the facilities;
- Provide information about the services and facilities.

Stage 1

- Lead in: Ask sts to name facilities and services in their workplace. A
- Write the answers on the board.
- Tell sts today's lesson will focus on services and facilities in a hotel.
- Pre-teach vocabulary. Ask sts to repeat valet parking- მანქანის გადაყენების მომსახურება, wellness center- ჯანმრთელობის ცენტრი. laundry -სარეცხი, newly renovated- ახალი გარემონტებული, lobby-სასტუმროს ვესტიბიული, მოსაცდელი ოთახი., ground floor- პირველი სართული, top floor- ბოლო სართული, basement- ნახევრად სარდაფის სართული , mouth-watering- მადისაღმძვრელი, გემრიელი.
- Tell sts to work in pairs and complete Exercise 1.
- Write answers on the board.

Key: Exercise 1. 1. *Swimming pool*, 2. *Excursions and Tours*, 3. *Gym*, 4. *Spa*, 5. *Valet parking*, 6. *Laundry Service*, 7. *Bar* 8. *Airport transfer*, 9. *Babysitting Service*

- Ask sts to group the services and facilities from Exercise 1. Then check with the partner.

Key: Exercise 2a. Guest services: *Valet Parking, Babysitting Service, Laundry Service, Excursions and Tours, Airport Transfer. Hotel Facilities: *Gym, Swimming Pool, Spa and Wellness Center, Bar.**

- Ask sts what other services and facilities they can name. If you have sts who are already working in a hotel industry, you may invite them to share information about the guest services and hotel facilities in their hotels.

Key: Exercise 2b. Suggested answers:

Guest services - free wireless internet access, 24-hour concierge, 24-hour doctor on call,

Hotel Facilities - Meeting rooms/ Conference rooms, facilities adapted for people with disabilities (შპმ პირებზე მორგებული გარემო), Jacuzzi, air conditioning, room service Outdoor restaurant, Gift shop, interconnected rooms (გამჭობლი ოთახები ოჯახისთვის).

Stage 2

- Ask sts to work with the partner. Read the information in the box. Then read the questions and write down the answers.
- Ask them to look at the example and use it as a model.
- When students are done, ask them to read the sentences.
- Tell sts that they have created short dialogues between the employee and a guest.

Key: Exercise 3.

1. **Employee:** I'm sorry sir. The Laundry Service closes at 10 pm. It opens again at 8 am tomorrow.
2. **Guest:** Hello. What time does the bar close?

- Employee:** We are open until 10 am, Ma'am.
3. **Guest:** Good evening. Can you tell me if the pool is open?
Employee: The pool is closed for renovation at the moment.
4. **Guest:**
Employee: Yes, of course. It's available until 10 pm.
5. **Guest:** What time does the gym open?
Employee: At 7 am every day, Ma'am.

- Tell sts that now they will put the sentences in the correct order to create a conversation between the guest and a hotel concierge.
- Ask them to put numbers next to each sentence as in the example.
- Instruct them to work with the partner.

Key: Exercise 4.

1. Hello. Could you tell me something about the facilities in your hotel?
2. Certainly Sir. Our hotel offers a full range of top-class restaurants and bars.
3. Great. We are planning a conference next month. Do you have conference facilities?
4. We don't, but there is a business center just across the street.
5. I will ask there. What about the fitness center?
6. We do have a gym and a newly renovated wellness center.
7. Good. Do you also have a swimming pool?
8. Of course. There's a large indoor swimming pool. It was recently opened.
9. Thank you very for the information.

- Put sts in pairs again and instruct them to do the matching exercise.

Key: Exercise 5.

1f, 2d, 3b, 4a, 5g, 6.c.

Stage 3

- Tell sts that they will read two short dialogues and complete the exercise based on these dialogues.
- Give sts time to read each dialogue. Then ask them to find the answers to the questions in the exercise and write them down.
- Ask sts to compare their answers with the partner.
- Write answers on the board.

Key: Exercise 6 1. on the first floor, 2. Take the stairs to the ground floor. The Georgian Restaurant is at the western side of the lobby. 3. in the basement of the hotel. 4. on the second floor, to the left, past the elevator. 5. Take the stairs to the second floor.

Stage 4

- Give sts time to read about the facility hours and create short exchanges between a guest and a hotel employee. Ask them to use the model in Exercise 3.
- When they complete this practice, ask them assign them a new partner and a new task.
- Assign roles – Student A and Student B and give instructions.
- Remind sts to make notes of the words and phrases they will need;
- Give sts time to practise a dialogue in pairs;
- Encourage sts to act out a dialogue;

Giving Directions Inside and Outside the Hotel

Words you will need:

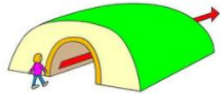
souvenir shop- სუვენირების მაღაზია
 past- გაცდენა (გასცდით), ჩავლა
 along- გასწვრივ
 straight- პირდაპირ
 at the end of the corridor- კორიდორის ბოლოს
 fountain- შადრევანი
 narrow- ვიწრო

Exercise 1. Match the pictures with the phrases from the box:

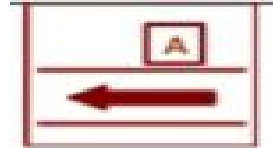
go through, continue straight, go out/exit, pass by, turn left, cross the street



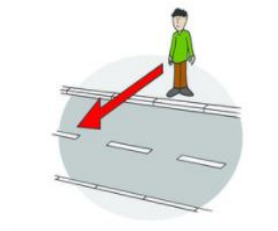
2. _____



3. _____



1. _____



4. _____



5. _____



6. _____

Exercise 2. Work with a partner. Unscramble the expressions and give directions.

1. rtnu ithgr. Then og tsgrthrai.

2. txei the hotel. rntu ftel.
3. ktae the elevator to the otp roofl.
4. Your room is at eht ned of eht rridcoro.
5. og ughtouhr the door.

Exercise 3. Complete the dialogues with the words from the box:

along, end, out, pass, though, past, outside

DIALOGUE 1

Visitor: Excuse me, I'm lost. I'm trying to get to the swimming pool.

Receptionist: You are on a wrong floor, I'm afraid. The swimming pool is on the ground floor. Take the stairs to the ground floor, pass the fountain and turn left to the corridor. Go _____ the fitness center. The swimming pool is at the _____ of the corridor.

Visitor: Thank you so much.

DIALOGUE 2

Visitor: Excuse me, how do I find the hotel bar?

Receptionist: Take the elevator to the top floor. Turn right when you come _____ of the elevator. Go **through** the glass door to get to the bar.

DIALOGUE 3

Visitor: Are there any souvenir shops around the town where I can buy traditional souvenirs?

Receptionist: Yes, you can find many souvenir shops on Varlamisvhili street. It's very close from here. Go straight on. _____ the traffic light. Then turn right at the corner of the street. You will see many souvenir shops there.

DIALOGUE 4

Visitor: Could you tell me how to get to the local market?

Receptionist: The market is close to the city center. You can take a bus number 2. The bus stop is right _____ the hotel and it runs every 5 minutes.

Visitor: I'd rather walk. Is it far from here?

Receptionist: *It's about 15 minutes on foot.* Go along the street and then turn right into Paliashvili street. Pass the Library and a bookstore. Continue _____ the street and go through the narrow hall. Then walk about 100 meters and turn right again. The market is inside the large backyard of the block of the houses.

Exercise 4. Match responses (a-e) to questions (1-5) questions to complete a dialogue:

- a) Yes, you can find many souvenir shops on Varlamishvili street.
 - b) You are on a wrong floor, I'm afraid.
 - c) *It's about 15 minutes on foot.*
 - d) Take the elevator to the top floor. Turn right when you come out of the elevator. Go through the glass door to get to the bar.
 - e) The market is close to the city center. You can either walk or take a bus.
1. Excuse me, I'm lost. I'm trying to get to the swimming pool.
 2. Are there any souvenir shops around the town where I can buy traditional souvenirs?
 3. Could you tell me how to get to the local market?
 4. I'd rather walk. Is it far from here?
 5. Excuse me, how do I find the hotel bar?

Exercise 5. Read the dialogues again and finish the sentences.

1. You are on a wrong ...
2. Pass the fountain and ...
3. The swimming pool is at ...
4. Take the elevator to the top floor. Turn ...
5. The bus stop is ...
6. Continue along the street and ...

Exercise 6. Put the phrases in the space:

across the street, past the hair salon, get to the square, go down, come out, walk straight, pass

1. _____ the traffic light and keep going straight.
2. The Supermarket is _____ from the Art Gallery.
3. _____ for 200 meters.
4. _____ the stairs, turn right and the gym is at the end of the corridor.
5. When you _____, turn around and go up the hill.
6. As you enter the lobby, continue _____ to get to the sauna.
7. When you _____ of the elevator, turn right.

Exercise 7. Work with a partner. Act out the situations between a receptionist and guest.

Student A: You are:

- A Guest who is *lost*.
- A Guest who is *looking for souvenir shops*.
- A guest who is *looking for a bar in a hotel*.
- A guest who *wants to get to the local market*.

Student B: You are a hotel receptionist. Give directions to the guest.

Teacher's notes

Aim

- To practice speaking about directions inside and outside the buildings.

Objectives

By the end of the lesson students will be able to:

- Give directions to physical locations indoors and outdoors;
- Use prepositions of place;

Stage 1:

- Lead in: Ask sts what their hotel does to make the visitor's stay comfortable.
- Ask sts if visitors ask for directions in the hotels. Some sts may say that visitors usually do not ask for directions because everybody uses google to get around.
- Tell sts today they will practise giving directions.
- Introduce the vocabulary. souvenir shop- სუვენირების მაღაზია, along- გასწვრივ, straight- პირდაპირ, at the end of the corridor- კორიდორის ბოლოს, fountain- შადრევანი, narrow- ვიწრო. past- გაცდენა (გასცდით), ჩავლა. Explain the difference between "to pass by" and "go past".

Stage 2

- Give sts time to match the words with the pictures.
- Write the answers on the board.

Key: Exercise 1. 1 turn left, 2.go through, 3. pass by, 4. cross the street, 5. go out/ exit, 6.continue straight.

- Tell sts they are now going to practise the expressions for giving directions.
- Ask sts to work with a partner and unscramble the expressions.
- Help them with Georgian translation, if needed.

Key: Exercise 2.

1. Turn right. Then go straight.
2. Exit the hotel. Turn left.
3. Take the elevator to the top floor.
4. Your room is at the end of the corridor.
5. Go through the door.

- Tell sts they are going to read four small dialogues.
- Give sts time to read the dialogues and complete with the words from the box.
- Then ask to compare the answers with the partner.
- Write the answers on the boards.

Stage 3

Key: Exercise 3. 1 past, 2 end, 3 out, 4 through, 5 pass, 6 outside, 7 along.

- Tell sts that they are going to match the responses from the dialogue to the answers.
- Check if they understand the task.
- Allow them some time to complete the task. Then check.

Key: Exercise 4. a)2, b)1, c)4, d)5, e)3

- Instruct sts to read the dialogues again and finish the sentences.
- Remind them to write down the missing fragment.
- Then ask them to read as you check.

Key: Exercise 5.

1. You are on a wrong **floor, I'm afraid.**
2. Pass the fountain and **turn left to the corridor.**
3. The swimming pool is at **the end of the corridor.**
4. Take the elevator to the top floor. Turn **right when you come out of the elevator.**
5. The bus stop is **right outside the hotel and it runs every 5 minutes.**
6. Continue along the street and **go through the narrow hall.**
 - Ask sts to read the phrases in the box in Ex6. Check the pronunciation.
 - Ask them to complete the tasks. Then check.
 - Write the answers on the board

Key: Exercise 6.

- 1 pass, 2. across the street, 3. walk straight, 4. go down, 5. get to the square, 6. past the hair salon, 7. come out.

Stage 4

- Tell sts that they will act out a dialogue between a visitor and a hotel receptionist.
- Assign the roles and give them time to prepare.
- Remind them to switch the pairs after the first round of role play.

Optional Material:

For additional practise, you can ask students to complete various tasks based on the dialogue below.

Read the dialogue and choose the correct word.

Visitor: Can you *recommend/ say* a good restaurant around here?

Receptionist: I'm afraid there aren't any restaurants around here...

Visitor: What about *in/ in the* city?

Receptionist: There are a lot of good restaurants in the old part of the city. If you go to the Europe Square, you'll see many restaurants. All of them are highly recommendable

Visitor: Perfect! How do we *get to/ come at* the Europe Square from here?

Receptionist: When you exit the hotel, turn left and go towards Tsereteli Street. Keep *walking/walking*. Then turn left at the corner of Chavchavadze street. Walk another 100 meters and you'll get to Europe Square. The restaurant zone is in 2 blocks from there. Would you like me to draw you a map?

Visitor: No, thanks. I think we will be fine.

Suggesting the Tours and Places to Visit

Words you will need:

route- მარშრუტი

a pickup point -მგზავრის აცვანის ადგილი

hop on-op off bus- ექსკურსიის ავტობუსი

voucher - ვაუჩერი

landmark- ღირსშესანიშნაობა

wine cellar- მარანი

ruins - ნანგრევები

cultural heritage- კულტურული მემკვიდრეობა

ancient settlement- უძველესი დასახლება

Exercise 1. Match the types of tours with the pictures. Then discuss with a partner which of these tours your hotel offers.

wine tours and tasting, a food tour, a self-guided tour, an archeological tour, a walking tour, historical and cultural heritage tours,



1. _____

2. _____

3. _____



4. _____

5. _____

6. _____

Exercise 2. Match the words with their meaning in English. Translate the words in Column A in Georgian.

Column A	Column B
1. a pickup point	a) a place in a hotel or conference where visitors can get help and advice.
2. a voucher	b) a place where the guide meets the tourists.
3. a walking tour	c) a short tour of a historical or cultural site, usually on foot.
4. a hospitality desk	d) the activity of visiting places of interest in a particular location.
5. sightseeing	
6. a hop-on hop off bus tour	
7. a self-guided tour	

	<p>e) A tour where the traveler has a route and information arranged by a company, but is responsible from getting between point A and B on their own.</p> <p>f) A tour on a bus that follows a circular route with fixed stops.</p> <p>g) a ticket tourists can use instead of cash to enter a place</p>
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Exercise 3a. Take turns and study these sentences. Practice them with your teacher.

- *Do you enjoy historical sites or would you rather check out the nature and parks?*
- *How familiar are you with the city?*
- *We offer many different routes. Is there anything particular you'd like to see?*
- *We also have an excellent Wine Tasting and Tour.*
- *What kind of experience are you looking for?*
- *There are a number of choices.*
- *We will be able to book your tours here.*

b) Work in Pairs. Use phrases from the box above to answer the questions.

1. The visitor asks about the wine tour. What do you say?
2. You want to let the visitors know that they can book tours here. What do you say?
3. You want to know if the visitor wants to see historical sites or something else. What do you say?
4. You would like to offer several different routes. What do you say?
5. You would like to know if the visitor already has any ideas. How do you ask?

6. You want to find out about the kind of experience the visitor wants.
7. You want to offer the visitor different choices. What do you say?

Exercise 4. Complete the sentences with the words and phrases from the box.

will be able to , is full of, any ideas, some of the self-guided, walking tour, I'll show you, landmarks, anything particular, picked up.

1. Do you have _____ what you would like to see?
2. The downtown area _____ places to eat.
3. You'll get _____ at a hotel at 10:15 am.
4. Is there _____ you'd like to see?
5. We _____ book your tours here.
6. It's very near the hotel. _____ on the map.
7. If you have a voucher, we can arrange a _____ tour for you.
8. Our guide will show you some of the _____ of the city.

Exercise 5. Read the dialogue.

Visitor: Hi. This is my first time visiting the city. I need help with booking a tour.

Hotel Employee: We will be able to book your tours here. How long are you staying?

Visitor: I am only staying for three days.

Hotel Employee: What kind of experience are you looking for?

Visitor: I'm not quite sure...I only have one day for the tour.

Hotel Employee: Do you enjoy historical sites, or would you rather check out the nature and parks?

Visitor: I'd really like to visit the natural monuments and parks nearby.

Hotel Employee: I think that you would enjoy a number of our tours. I usually suggest visitors to begin with Okatse Canyon. You can use our voucher to pay.

a) Answer the questions.

- a. Where is the conversation taking place? _____
- b. What does the visitor want? _____
- c. What does the hotel employee want to know? _____
- d. What does the hotel employee suggest to the visitor? _____

b) Complete the missing words from the dialogue.

1. I need help with _____ a tour.
2. _____ are you staying?
3. What kind of _____ are you looking for?
4. I'd really like to visit _____ and parks nearby.
5. I usually suggest visitors _____ Okatse Canyon.

Exercise 6. Do you remember sentences from Exercise 3a? Read the conversation between a visitor and a tour guide at the hospitality desk. Which sentences are missing?

Visitor: Hi. My flight is tonight, and I have only 6 hours for sightseeing. What do you recommend?

Tour Guide: (a) _____

Visitor: Well, I lived here for two years as an exchange student in early 2000s.

Tour Guide: (b) _____

Visitor: Well, I was interested to see local cellars and perhaps an ethnographic museum.

Tour Guide: The ethnographic museum is just around the corner and it's open till 7 pm. (c)

_____. It's in Terjola, which is 30 minutes' drive from here. It will introduce you to the traditional way of making wine in Kvevri and you'll taste various types of wine.

Exercise 7. Put the sentences in the correct order to make a conversation between visitor and a hotel employee.

___ **Hotel:** Yes, Sataplia Cave and Nature Reserve is the next on the route. The whole tour will take about 5 hours and you will hear a lot of interesting stories about ancient Georgians along the way.

___ **Hotel:** We offer many different routes. Is there anything particular you'd like to see?

___ **Visitor:** Hello. My family and I are thinking of doing a sightseeing tour tomorrow. Could you tell me more about the routes you offer?

___ **Hotel:** In that case I recommend a private tour. You'll get picked up at a hotel and you will walk around with a guide to see some landmarks of the city. Then you will head to Vani – to see the ruins of ancient settlements.

___ **Visitor:** That sounds exciting. Is the Sataplia Cave also included in the tour?

___ **Visitor:** Well, I think we want to see more of the city's culture and learn about the ancient Land of Colchis.

Exercise 8. Work with a partner and act out a dialogue.

Student A: You are in a hotel. You see a hospitality desk and you want to book a tour.

Student B: You work at a hospitality desk. Suggest the tour.

B: Say hello. Say you would like to book a tour.

A: Say you can help with it. Ask what s/he would you like to see.

B: Say you only have one day. Ask what your choices are.

A: Say there are a number of choices. Ask if s/he is looking for anything in particular.

B: Say you'd like to visit natural monuments and parks near the city.

A: Recommend the natural monuments/parks/ botanical gardens/ closest to town and say how long the tour is.

B: Say that you have a voucher and ask about the price of the tour.

A: Say how much the tour is with a voucher. Show a map of the city and say where the pickup point is. Say that s/he can join the tour anytime and anywhere when s/he sees a yellow umbrella of a guide.

B: Say thanks.

A: Say goodbye.

Teacher's notes

Aim:

→ practice typical conversations at the hospitality desk;

Objectives:

By the end of the session sts will be able to:

- distinguish between the types of tours;
- understand visitor's requests;
- describe the tours and suggest the places to visit;
- use common expressions for giving suggestion;

Stage 1

- Lead-in: Ask class to brainstorm about the places to visit in Georgia
- Ask questions to sts: *Where do visitors book tours? Where do you usually take visitors? What do they generally want to see in Georgia? Does your hotel offer any tours? Make a list.*
- Write the answers on the board.
- Introduce the topic- Suggesting the tours and places to visit. Write it on the board.
- Pre-teach vocabulary. route- მარშრუტი, a pickup point - მგზავრის აცვანის ადგილი, hop on-off bus- ექსკურსიის ავტობუსი, voucher - ვაუჩერი, landmark- ღირსშესანიშნაობა, attractions- სანახაობები, wine cellar- მარანი, ruins - ნანგრევები, cultural heritage- კულტურული მემკვიდრეობა, ancient settlement- უძველესი დასახლება.
- Ask sts to do Exercise 1 in pairs. Discuss it with class.
- Write the answers on the board.
- Pay sts attention to singular and plural forms (article).

Key: Exercise 1. 1. a self-guided tour 2. food tours, 3. wine tours and tasting, 4. a walking tour, 5. historical and cultural heritage tours, 6. an archaeological tour.

- Tell sts they will now work in pairs again.
- Instruct them to do exercise 2. Sts should discuss the exercise in pairs.
- When they are done, ask them to take turns and read answers.
- Write answers on the board.

Key: Exercise 2. 1.b, 2.g, 3.c, 4.a, 5.d, 6. f, 7.e.

Stage 2

- Tell sts that they will now practice common expressions for asking and suggesting tours.
- Read the sentences from the box in Exercise 3b and ask sts to repeat.
- Correct pronunciation and provide translation, if necessary.
- Ask sts to get in pairs and complete Exercise 3b).
- Remind them that all the phrases should be from the box in Exercise 2a.

Key: Exercise 3b.

1. We also have an excellent Wine Tasting and Tour.
2. We will be able to book your tours here.
3. Do you enjoy historical sites or would you rather check out the nature and parks?
4. We offer many different routes. Is there anything particular you would like to see?
5. Do you have any ideas of what you would like to see?
6. What kind of experience are you looking for?
7. There are a number of choices.

- Put students in pairs and ask them complete the sentences with the phrases from the box.
- Write answers on the board.

Key: Exercise 4. any ideas, 2) is full of, 3) picked up, 4) anything particular, 5) will be able to, 6) I'll show you, 7) a walking tour, 8) landmarks

- Instruct sts to read the dialogue.

- When they have finished reading, tell them to answer the questions about the dialogue and write in the given space.
- Check the answers.

Key: Exercise 5a. a) hospitality desk, b) help with booking a tour, c) how long is the guest staying, d) to begin with Okatse Canyon.

Key: Exercise 5b. 1.booking, 2. How long, 3.experience, 4. the natural monuments,5. to begin with.

- Ask sts what phrases they remember from the lesson.
- Then ask sts to do Exercise 6 individually.
- Compare the answers.

Key: Exercise 6. (a) *How familiar are you with the city?*, (b) *What kind of experience are you looking for?*, (c) *We also have an excellent Wine Tasting and Tour* .

- Ask sts to arrange the sentences.
- Compare the answers.

Key: Exercise 7.

1. Visitor: Hello. My family and I are thinking of doing a sightseeing tour tomorrow. Could you tell me more about the routes you offer?
2. Hotel: We offer many different routes. Is there anything particular you'd like to see?
3. Visitor: I think we want to see more of the city's culture and learn about the ancient Land of Colchis.
4. Hotel: In that case I recommend a private tour. You'll get picked up at a hotel and you will walk around with a guide to see some landmarks of the city. Then you will head to Vani – to see the ruins of ancient settlements.
5. Visitor: That sounds exciting. Is the Sataplia Cave also included in the tour?
6. Hotel: Yes, Sataplia Cave and Nature Reserve is the next on the route. The whole tour will take about 5 hours and you will hear a lot of interesting stories about ancient Georgians along the way.

Stage 3

- Assign roles. Remind sts that Student B will start the dialogue.
- Remind sts to make notes;
- Give them time to practice;
- When they are done, ask sts to volunteer and act out the dialogue in front of the class.

Health and Safety in a Hotel



Words you will need:







emergency exit-საავარიო გასასვლელი
prohibition- აკრძალვა, ამკრძალავი
warning signs - მაფრთხილებელი ნიშნები
slip- მოცურება, მოსრიალება
hazard- რისკი, საფრთხე
fire extinguisher-ცეცხლმაქრი
flames- ცეცხლის ალი
lever-ჩამკვეტი, ბერკეტი



Exercise 1: Match the health and safety signs with the phrases in the box:

No entry
Slipping hazard- wet floor
Emergency exit
Caution- hot surface
Do not drink
First aid
Fire hazard
No smoking

	1.
	2.
	3.

	
	4.
	5.
	6.
	7.
	8.

Exercise 2a. Work with the partner. Look at the signs in Exercise 1 and discuss:

- What are the colors of the signs?
- What shapes do you see?
- What do the colors mean for each sign?

Exercise 2b. Group the signs.

Prohibition signs	Warning signs	Emergency signs.

Exercise 2c. Work with a partner. Put mustn't for the prohibition signs and can, but be careful, for the warning signs. First two examples have been done for you.

1. No entry- (room) You mustn't enter this room.
2. Slipping hazard- (wet floor) - You can walk on the floor, but be careful.
3. Caution- hot surface - (cook)
4. Do not drink – (water)
5. Fire hazard – (light a candle)
6. No smoking – (smoke)

Exercise 3a. Read the dialogues. Circle the correct word.

Guest: Hello. The floor outside my room door is wet. I slipped and almost broke/braked my leg. I'm afraid other people will slip.

Receptionist: Oh, I'm so sorry about it. What is the room number?

Guest: It's/ its room 256.

Receptionist: Thank you for letting us know. I will inform the housekeeper. We will place a slipping hazard sign meantime.

Nick: Hello, Nino. Where should I place a slipping hazard sign?

Nino: On the second floor, outside the room 258. A housekeeper was cleaning the room and forgot/forget to place the warning sign. The guest in room 256 stepped onto/about the wet floor and slipped.

Nick: Alright. I will place extra signs at the top of the staircase and by the elevator.

Nino: That would be great. Thank you.

Employee 1: There is a fire in the kitchen! Fetch the fire extinguisher!

Employee 2: Where is it?

Employee 1: It's near the stairs. It's red and has a pin at/in the top.

Employee 2: OK. Here it is. I can't/mustn't read the instructions. How do I use it?

Employee 1: Pull the pin at the top. Now you can use it. You must aim at the bottom of the fire, not at the flames. Do not get too close to the fire. Squeeze the lever slowly. You must move the fire extinguisher back and forth until the fire is completely out.

3b. Work with a partner. Write down the answers from the dialogue.

1. What does the hotel receptionist say they will do? _____.
2. Where should Nick place a slipping hazard sign? _____.
3. What did the guest in room 256 do? _____.
4. What is the fire extinguisher like? _____.
5. Where must you aim the fire extinguisher? _____.

3c. Put a slash / to separate the words in the sentences as in the example.

1. The/floor/outside/my/room/door/is/wet.
2. Islippedandalmostbrokemyleg.
3. Wewillplacetheslippinghazardsignsimeantime.
4. Whereshouldlplacetheslippinghazardsign?
5. Ican'treadtheinstructions.
6. Donotgettooclosetothefire.

Exercise 4. Complete the sentences from the dialogues.

1. I will place extra signs _____.
2. The guest in room 256 _____.
3. Pull the pin _____.
4. Squeeze the _____.
5. Move the fire extinguisher _____.

Exercise 5. Read the sentences and fill in the gaps.

sound the alarm , hazards , prohibited, use an elevator , leave , fire exit, safe

1. You must _____ the building immediately.
2. You _____ an elevator in a fire. They may stop working.
3. You should wait until the supervisor tells you it is _____ to go back.
4. Do not block the _____. It could trap people inside the building.
5. A kitchen and cooking equipment presents a number of fire _____
6. If you smell burning, you must _____ and warn other people.
7. Smoking is _____ in most public places and in some restaurants and bars.

Exercise 6. Work in groups. Use the prompt below to talk about health and safety at your workplace. Remember to make notes.

Tell your partners:

- Your name
- Where you work now (or where you want to work)
- What you do (or what you want to do in your job)

Tell your partners about:

- Things you must do you your workplace
- Health and safety issues you can have in your workplace
- What you must do to be safe and to keep others safe.

Switch the roles.

Teacher's notes

Aims:

- To introduce basic health and safety signs;
- To talk about health and safety;

Objectives:

By the end of the session sts will be able to:

- recognize basic health and safety signs in the context the hotels and restaurants;
- talk about health and safety using *can't* and *must not and can*.
- practice turn-taking and note-taking.
- use prompts and notes to speak about safety situations at their workplace.

Stage 1

- Lead-in: ask sts where they work currently (restaurant, café, bar, hotel) or where they have worked. Write the answers on the board
- Ask sts to look at the signs in Exercise 1 and discuss where they have seen these signs.
- Introduce the topic of the lesson. Write the topic on the board.
- Pre-Teach vocabulary. Tell sts to repeat.
- Ask sts to work in groups of three or in pairs and discuss what each sign means.
- Tell sts to complete Exercise 1. Correct answers.
- Ask learners to repeat each phrase. Correct pronunciation.
- For further drilling, you may print and cut out the signs beforehand and distribute to learners. Then ask them to work in pairs – one partner shows the sign and another has to identify it.

Key: Exercise 1.

1. Emergency exit
2. Do not drink
3. Fire hazard
4. Slipping hazard- wet floor.
5. No smoking
6. No entry
7. Caution- hot surface
8. First aid

Stage 2

- Put sts in pairs and ask them to discuss the colors and shapes of the signs.

Key: Exercise 2a.

-What are the colors of the signs? (*red, green, yellow*)

-What shapes do you see? (*rectangular, circle, triangle*)

- Elicit answers from sts on question such as: Which sign is red? Which sign is yellow? What does a rectangular shape represent? (emergency sign), Which color represents prohibition? (red). Which shapes represent warning?
- Explain the meaning of the words “prohibition”- აკრძალვა, “warning”- გაფრთხილება, “emergency”- საავარიო.
- Put sts in pairs and ask them to do Exercise 2b.
- Write the answers on the board.

Key: Exercise 2b.

Prohibition signs	Warning signs	Emergency signs.
No entry No smoking Do not drink	Caution- hot surface Slipping hazard- wet floor Fire hazard	Emergency exit First aid

- Choose 3 signs from each group and ask sts what they must do/mustn't do/ can do, but be careful about. Clarify the meaning of each one.
- Then ask sts to do Exercise 2c in pairs.
- Write the students' versions on the board.

Key: Exercise 2c. Possible answers:

1. You **mustn't** enter this room, 2. You **can** walk on the floor, **but be careful**, 3. You **can** cook in the kitchen/ on the stove, **but be careful**. 4. You **mustn't** drink this water, 5. You **can** light a candle, **but be careful**.

Stage 3

- Tell sts that they are now going to read the dialogues. As they read, remind them to circle the correct version of the underlined word. Remind them verb forms, prepositions, simple modals.
- When they are done, check. Ask the volunteers to read the dialogues. Give a chance to different pairs to read.
- Write the answers on the board.

Key: Exercise 3 a. broke, it's, forgot, onto, at the top, can't.

- Put sts in pairs and ask them to read the instructions in 3b.
- Give them time to complete the task.
- Check.

3b.

1. *We will place the slipping hazard sign meantime.*
2. *On the second floor, outside the room 258.*
3. *The guest in room 256 stepped onto the wet floor and slipped.*
4. *It's red and has a pin at the top.*
5. *At the bottom of the fire (not at the flames).*

- Tell sts to work individually on this task and put slashes as in the example.
- Go through the example with sts.
- Give sts time to complete the task,
- Ask volunteers to read the sentences in turns. Drill the phrases.
- Check that all sts completed the task.

3c.

1. The/floor/outside/my/room/door/is/wet.

2. I slipped and almost broke my leg.
3. We will place the slipping hazard sign meantime.
4. Where should I place the slipping hazard sign?
5. Fetch the fire extinguisher!
6. I can't read the instructions.
7. Do not get too close to the fire.

- Tell sts that this exercise will check how much they've remembered from the dialogue.
- Give them time to complete the task.
- Check. Drill the phrases.
-

Key: Exercise 4.

1.at the top of the staircase and by the elevator.
 2. stepped onto the wet floor and slipped.
 3. at the top.
 4. lever slowly.
 5. back and forth until the fire is completely out.
- Tell sts to work in pairs and fill in the gaps in Exercise 5.
 - Drill the phrases.

Exercise 5 Key: 1.leave, 2. mustn't use, 3.safe, 4. fire exit, 5. hazards, 6. sound the alarm, 7. Prohibited

Stage 4.

- Tell sts they should think of their professions/ future roles in the hotel industry and brainstorm about the health and safety situations in groups of three.
- Tell them to use the prompt to prepare for the presentation.
- Give them time to practise in their own groups.
- Give each student chance to present.

Asking for and Giving Instructions

Words you will need:

dial - აკრეფა (v), ციფერბლატი (n)
plug - შეერთება, ჩართვა
lock - ჩაკეტვა
operate - ოპერირება, ამუშავება
treadmill - ტრენაჟორი/სარბენი ბილიკი
reservation - ჯავშანი
confirm - დადასტურება
6- digit number- ექვსნიშნა ციფრი
valuables - ძვირფასეულობა



Exercise 1. Work with a partner. Which expressions do you use in given hotel scenarios?

Expressions

How do I connect to Wi-Fi?

Can you show me how to operate the coffee machine?

How do I make changes to a reservation?

How do you operate a treadmill?

Can you help me to change the TV channel?

Do you know how to host a zoom meeting?

Can you fix the air-conditioner in my room?

The guest wants to change the TV channel.

The guest wants to fix an air-conditioner.

The guest does not know how to use a treadmill.

The guest is trying to connect to internet.

The guest wants to change the reservation

The guest does not now know how to host a zoom meeting.

The guest wants to make coffee in his room.

Exercise 2. Read the dialogue below and answer the questions. Circle the correct answer.

Front Desk: Hello, Front Desk. How can I help you?

Wilhelm: Hello. This is Room 152. Is there a safe in this room? I would like to store my valuables.

Front Desk: Yes, it is on a top shelf of the wardrobe.

Wilhelm: Oh, just found it! How do I lock it?

Front Desk: Put your valuables inside and close the door. Look at the front door of the safe. You will see some letters and numbers.

Wilhelm: Ok. Now I must dial the numbers and remember them. Is this right?

Front Desk: Yes, Sir. Tap A, then tap any 6 digit numbers and then C.

Wilhelm: Tap A , then tap... Any numbers?

Front Desk: Yes, just remember those numbers and letters. You will need them to open the safe later.

Wilhelm: Of course. Okay. Now what?

Front Desk: Now turn the dial quickly and the safe is locked.

Answer the questions:

1. What is Wilhelm looking for?
 - a. Valuables
 - b. safe
 - c. shelf
2. The front desk staff tells Wilhelm to look for safe:
 - a. Under the chair
 - b. on a front door
 - c. On a top shelf in the wardrobe
3. Wilhelm knows that he must :
 - a. remember the numbers and letters
 - b. tell the numbers and letters to the front desk staff
 - c. make sure that he has his valuables with him all the time.



Exercise 3. Now read the dialogue again and underline all phrases which give instructions. Write the phrases below.

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
-

Exercise 4. Find and correct mistakes. Follow the example.

1. Hello. Front Desk. What I do for you? **What can I do for you?**
2. I would like store my valuables. _____
3. It is in a top shelf in the wardrobe. _____
4. How I lock it? _____
5. Put your valuables outside and close the door. _____
6. Tap A, than tap any 6 digit numbers and then C. _____
7. Make to remember those numbers and letters. _____
8. Turn the dial quickly and the safe is lock _____

Exercise 5. Work with a partner. Match the phrases from the dialogue.

How Can I ...

...open the safe later.

I would like to ...

...to remember the numbers and letters

Is there a safe ...

...lock it?

Make sure ...

...in this room?

How do I ...

...help you?

Look at the ...

...6-digit numbers and then C.

You will need them to ...

...front door of the safe.

Tap A, then tap any ...

...store my valuables

Exercise 6. Match the sentences with their meaning.

1	How do you lock the room?	A	შეგიძლიათ დამეხმაროთ ამ ტექსტის ინგლისურად თარგმნაში?
2	How do I change the TV channel?-	B	ხომ არ იცით, როგორ უნდა დავრეკო გერმანიაში მობილურიდან?
3	Can you show me how to connect to Wi-Fi?	C	ეს ტრენაჟორი როგორ ფუნქციონირებს?
4	Can you help me translate this text into English?	D	ოთახს როგორ კეტავ?
5	Do you know how to call in Germany from mobile phone?	E	სეიფი როგორ ჩავკეტო?
6	How do I operate this treadmill?	F	შეგიძლიათ მიჩვენოთ როგორ დავუკავშიდე უსადენო ინტერნეტს?
7	How do I lock the safe?	G	არხი როგორ გადავრთო?

Exercise 7. Put the instructions in the correct order. Write 1,2,3 etc. Then answer the question.

1)

- Enter the password – 1234567hotel
- Open the Wi-Fi settings on your device.
- Open your browser and check connection. You are now connected.
- Select the hotel's network and choose Connect.

What does the guest want to do? -----

2)

- Login to your account
- Check your reservation code. It has letters and numbers.
- . Check the new details and click Confirm.
- Click on My Reservations. Then click on Change Reservation
- You may be asked to enter your credit card information again. Your card will not be charged.
- Click on Next and change the dates of your stay.

What does the guest want to do? -----



3)

- Plug in the power cord
- Turn off “demo mode”
- Get on the sides and prepare the key
- Insert the key and set the parameters
- Select the mode
- Press the Start button and start walking slowly



What does the guest want to do? -----

Exercise 8. Work in Pairs. Use the phrases from previous exercises and instructions from Exercise 7. Act out a dialogue.

1.

You are in a hotel getting ready for an important Zoom meeting. You want to host the meeting, but you do not know how. Act out a dialogue with a front desk staff.

You: Say you would like someone to show you how to host a Zoom meeting.

Front desk: Give instructions.

2.

A VIP guest from room 552 has a reservation on Booking. com and wants to change it. He calls the hotel front desk and asks for help. Give him instructions on how to make changes in a reservation.

Front Desk: Answer the call. Ask how you can help.

Guest: Introduce yourself and say what you would like to do. Ask for help.

Front Desk: Give instructions

Teacher's notes:
CEFR A1-A2

Aim:

→ to practice asking for and giving instructions

Objectives:

By the end of the session students will:

- know how to ask for help and how to give instructions in English.
- use imperative verb forms in the instructions.
- use basic collocations related to instructions.

Stage 1

- Tell sts that you just arrived in town and want to check in a luxury hotel.
- Ask sts to tell you what to do when you enter the hotel, where and how to check in a hotel. Elicit instructions by asking questions such as: Where is the front desk? How do I check in? How do I connect to Wi-Fi?
- Write sentences on the board in a form of instructions (bullet-points).
- Then ask students "Can you guests our subject today?"
- Write INSTRUCTIONS on the top of the list.

Stage 2

- Ask sts to brainstorm in groups and think of possible scenarios when guests may ask for instructions in a hotel. - რა ტიპის სიტუაციებში შეიძლება დასჭირდეს ვიზიტორს სასტუმროში დახარების თხოვნა? აქ შეიძლება ისაუბრონ ქართულად.
- Write possible scenarios on the board. Teach/revise words *Plug* - შეერთება, *ჩართვა*, *Lock-ჩაკეტვა*, *Dial- აკრეფა (v)*, *Operate-ოპერირება, ამუშავება*, *Treadmill- ტრენაჟორი*, *Reservation - ჯავშანი*, *Confirm- დადასტურება*, *6 digit number- ექვსნიშნა ციფრი*, *Valuables- ძვირფასეულობა*

Stage 3:

- Ask sts to work in pairs and do Exercise 1.
- Check the exercise with them. დაუსვით კითხვები (რაც მოცემულია Expressions-ის სვეტში) და მიიღეთ პასუხები (Scenarios) . შეგიძლიათ კითხვებიც და პასუხებიც გაამეორებინოთ, რათა დარწმუნდეთ, რომ სწორად გამოთქვამენ.

Key: Exercise

EXPRESSIONS	SCENARIOS
1. How do I connect to Wi-Fi?	The guest is trying to connect to internet.
2. Can you show me how to operate the coffee machine?	The guest wants to brew coffee in his room.
3. How do I make changes to a reservation?	The guest wants to change the reservation.
4. How do you operate a treadmill?	The guest does not know how to use a treadmill.
5. Can you help me to change the TV channel?	The guest wants to change the TV channel.
6. Do you know how to host a zoom meeting?	The guest does not know how to host a zoom meeting.
7. Can you fix the air conditioner in my room?	The guest wants to fix the air conditioner.

- Sts read the dialogue in **Exercise2** and answer the questions individually.

Key: Exercise 2

1. b. safe, 2. c. on a top shelf in the wardrobe, 3. a. remember the numbers and letters

- Sts do exercise 3 individually. Encourage them to read the dialogue again and underline the sentences that give instructions. They should rewrite the instructions in the provided space.

Key: Exercise 3.

1. Put your valuables inside and close the door.
2. Look at the front door of the safe. You will see some letters and numbers.
3. Dial the numbers and letters.
4. Tap A, then tap any 6 digit numbers and then C.
5. Make sure to remember those numbers and letters. You will need them to open the safe later.
6. Turn the dial quickly and the safe is locked.

- Sts do exercise 4 individually. Double check that students understand the task. Remind them to follow the example. You may also emphasize that each sentence has only one mistake.

Key: Exercise 4

1. What can I do for you?
2. I would like to put my valuables in the safe.
3. It is on a top shelf in the wardrobe.
4. How do I lock it?
5. Put your valuables inside and close the door.
6. Tap A, then tap any 6 digit numbers and then C.
7. Make sure to remember those numbers and letters.
8. Turn the dial quickly and the safe is locked.

- Sts work with a partner on this exercise. Some of them may not remember the exact phrases, so remind them to go through the dialogue in Exercise 2 before the task.
- To make this a more interactive activity, you may cut the pieces and instruct the sts to go around the classroom and find the match.

Key: Exercise 5.

- How can I help you?
- I would like to put my valuables inside.
- Is there a safe in this room?
- Make sure to remember the numbers and letters.
- How do I lock it?
- Look at the front door of the safe.
- You will need them to open the safe later.
- Tap A, then tap any 6 digit number and then tap C.
- Sts work on this exercise individually. When they are done, they may check the answers in pairs. Write the answers on the board for sts to check.

Key: Exercise 6. 1.D, 2. G, 3.F, 4. A, 5.B, 6. C, 7. E.

- STS work on this tasks in pairs. Clarify the task and tell sts that these are steps.
- აქ მნიშვნელოვანია არა იმდენად რიგითობა,რამდენადაც ის ფაქტი, რომ რომ სტუდენტებმა განამტკიცონ ინსტრუქციების მიცემის ფორმა და გაიაზრონ მოცემული ინსტრუქციების ფუნქცია მათი შინაარსიდან გამომდინარე. *ძიარეცით ყურადღება, რომ აუცილებლად დაწერონ რას ეხება ეს ინსტრუქცია. შეამოწმეთ.*

Key: Exercise 7.

- 1) -1- Open the Wi-Fi settings on your device.
- 2-Select the hotel's network and choose Connect.

- 3-Enter the password – 1234567hotel
- 4-Open your browser and check connection. You are now connected.
The guest wants to connect to Wi-Fi.

2)

- 1-- Check your reservation code. It has letters and numbers.
- 2-Login to your account.
- 3-Click on My Reservations. Then click on Change Reservation.
- 4- Click on Next and change the dates of your stay.
- 5- You may be asked to enter your credit card information again. Your card will not be charged.
- 6-Check the new details and click Confirm.
The guest wants to change a reservation.

3)

- 1-Plug in the power cord
- 2-Turn off “demo mode”
- 3-Get on the sides and prepare the key
- 4-Insert the key and set the parameters
- 5-Select the mode
- 6-Prests the Start button and start walking slowly
The guest wants to operate a treadmill.

ზოგიერთმა სტუდენტმა შეიძლება დაწეროს The guest wants to use the treadmill ან The guest wants to exercise. მიაქციეთ ყურადღება, რომ გამოიყენონ ის სიტყვები და ფრაზები, რომლებიც ისწავლეს ამ გაკვეთილზე.

Stage 4.

- Tell sts they will work in pairs again. They may continue working with the same partner or change a partner.
- ამ სავარჯიშოში მოცემულია ორი სხვადასხვა სიტუაცია. ამ სიტუაციებისთვის საჭირო ინსტრუქციები და ფრაზები სტუდენტებისთვის უკვე ნაცნობია.
- მიეცით სტუდენტებს საშუალება რომ აირჩიონ სიტუაცია, რომელზეც ააგებენ დიალოგს.
- სტუდენტებმა უნდა გამოიყენონ ფრაზები წინა სავარჯიშოებიდან და ასევე, მე-7 სავარჯიშოში მოცემული ინსტრუქციები.
- Sts should read the information in the box and use prompts to construct a short dialogue.
- Remind sts to change pairs after the first round.

:

Handling Conference Bookings

Words you will need:

spacious - ფართო, ვრცელი

to overlook - გადაჰყურებს

up to 65 - 65 პერსონამდე

a venue - კონფერენციის, ღონისძიების ჩატარების ადგილი

seating capacity - ადგილების რაოდენობა

a breakout room - ჯგუფური/სამუშაო შეხვედრის ოთახი

panel discussion - დისკუსია მოწვეულ სტუმრებთან (ე.წ.

პანელური დისკუსია)



Exercise 1. Work with a partner.

You go to the hotel to choose the venue for a conference. Write down phrases and vocabulary you would hear or say. The first one is an example.

Words	Phrases
Conference room	I'd like to book a conference room.

Exercise 2. Match the definitions with the vocabulary.

Column A	Column B
1. spacious	a) a place
2. to overlook	b) close to 65
3. up to 65	c) large
4. a venue	d) to have the face or front pointing in a specified direction.
5. seating capacity	e) a room for a smaller group meeting
6. a breakout room	f) the number of people who can be seated in a space

Read the Dialogue between the hotel staff and a conference organizer about booking a conference venue.

Conference Organizer: Good morning. I'd like to ask about booking a conference venue here in September.

Hotel Staff: Ok. I'm sure we can help you with that. What are the conference dates?

Conference Organizer: September 21-24.

Hotel Staff: Do you know how many people will be attending?

Conference Organizer: Around 60, I think. Maybe up to 65.

Hotel Staff: Well, we have two rooms which can hold that number. One is the Velvet Room- with an area of 140 square meters. It can sit 70 people freely. It is located on the second floor, has a garden view and gets plenty of daylight.

Conference Organizer: I see. What about another option?

Hotel Staff: Another option is a Lotus Room, which is a bit bigger. It has a seating capacity of 100 people. The Lotus Room has a stage, which is useful for presentations, graphics or even panel discussions. It also has a spacious terrace overlooking a river – just perfect for outdoor coffee-breaks.

Conference Organizer: And do either of these rooms have a video-conferencing system? Two of our conference participants are presenting virtually and we want to accommodate them as well.

Hotel Staff: We can certainly arrange Video-Conferencing at your request. Would you like to hear about some of the additional services we offer?



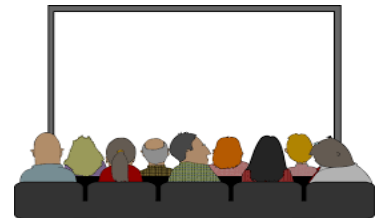
Conference Organizer: Of course.

Hotel Staff: We have 3 small breakout rooms for group discussions or lectures which can hold up to 15 people. There is also a copy room on the first floor, in case you need to print conference materials.

Conference organizer: That's brilliant. I think Lotus Room is the right option. We might need some of those services as well, but I will let you know when we have a full conference program. Can I have the facilities tour sometime today?

Exercise 3. Write the words in the correct group.

Velvet Room presentation Lotus Room conference
breakout room copy room panel discussion



Rooms	Events

Exercise 4. Work with the partner. Complete the notes below based on the information from the dialogue above:

<p>Room 1- Velvet Room</p> <p>Number of people it can hold: a) _____</p> <p>Total area is b) _____</p> <p>Has a c) _____ and gets d) _____.</p>
--

Room 2 – Lotus Room

Number of people it can hold – e) _____

Has a f) _____ and a g) _____ overlooking a river.

Additional Services

3 small breakout rooms for h) _____..

Copy room in case you need to i) _____

Exercise 5. Circle the correct word:

1. I'd like to ask **about/ to** booking a conference venue here in September.
2. It can **sit/ seat** 70 people freely.
3. The Lotus Room has a stage, which is **useful/using** for presentations, graphics or even panel discussions.
4. Two of our conference participants **present/ are presenting** virtually.
5. Would you like **hear/ to hear** about some of the additional services we offer?
6. There is also a copy room **on/ to** the first floor.

Exercise 6. Read the room descriptions from the dialogue and complete the missing parts. What do you remember?

Hotel Staff: Well, we have two rooms which a) _____. One is the Velvet Room- with an area of 140 square meters. It can sit b) _____. It is located on the second floor, It is located on the second floor, has a garden view and gets plenty of daylight.

Conference Organizer: I see. c) _____?

Hotel Staff: Another option is a Lotus Room, which is a bit bigger. It has a
d) _____ 100 people. The Lotus Room has a stage
e) _____ for presentations, graphics or even panel
discussions. It also has f) _____ – just perfect
for outdoor coffee-breaks.

Exercise 7. Read the sentences and complete the missing parts space.

1. **A:** I'd like to ask about booking a conference venue here in September.

B: Ok. _____?

2. **A:** Do you know how many people will be attending?

B: _____.

3. **A:** _____?

B: Another option is a Lotus Room, which is a bit bigger.

4. **A:** _____?

B: We can certainly arrange Video-Conferencing at your request.

5. **A:** Would you like to hear about some of the additional services we offer?

B: _____.

Exercise 8. Group Work: Your teacher will give you the slips of paper with the phrases from the dialogue. Role play the dialogue in groups.

Exercise 9. Work in Pairs. Act out a dialogue between the Hotel Staff and a Conference Organizer. Follow the prompt below:

Hotel Staff	Conference Organizer
<p>→ Greet the guest and ask how you can help.</p> <p>→ Ask about the conference dates, ask about the number of people.</p> <p>→ Offer two options – Velvet Room and Lotus Room. Describe each conference room.</p> <p>→ Offer additional services – breakout rooms, copy room, etc.</p>	<p>→ Greet and say what you would like to do.</p> <p>→ Say how many people will be attending.</p> <p>→ Ask about video-conferencing system.</p> <p>→ Decide which option is right for you. Request a facilities tour.</p>

Teacher's notes
CEFR A2

Aim: to practice speaking about conference bookings, describe facilities and services, provide information.

Objectives:

By the end of the session sts will be able to:

- describe conference venue and facilities.
- give information about services.
- produce a dialogue between a Hotel Staff and a Conference Organizer about booking a conference venue.

Stage 1.

→ Introduce the topic by leading into the discussion. Ask sts questions to guide a discussion:

What facilities are the most important for you when you go to a conference or meeting? Why?

How many persons can your hotel accommodate?

How many conference participants can your conference room accommodate?

→ Sts may talk about the hotel where they work.

→ Write down the answers on the board. Then ask sts:

What do you think our today's topic is?

They should guess Handling Conference Bookings.

Write the topic on the board.

Stage 2

→ Exercise 1. Ask sts to read instructions. Elicit vocabulary and phrases below:

Suggested Vocabulary: *Conference facilities, seating capacity, venue, a number of people, audio-visual equipment, video-conferencing equipment, presentation, etc.*

Suggested Phrases:

I'd like to book a conference venue.

What are the conference dates?

How many people do you expect to attend the conference?

Do you have audio-visual equipment?

Is there an overhead projector?

Is there a stage? Etc.

→ Pre-teach vocabulary: Spacious- ფართო, ვრცელი, to overlook- გადაჰყურებს, up to 65- 65 პერსონამდე, a venue - კონფერენციის, ღონისძიების ჩატარების ადგილი, seating capacity- ადგილების რაოდენობა, a breakout room- ჯგუფური/სამუშაო შეხვედრის ოთახი, panel discussion- დისკუსია მრგვალ მაგიდასთან

→ Ask sts to read instructions in Ex. 2 and match the definitions. Check the task.

Exercise 2 Answer Key:

1c, 2.d, 3.b, 4.c, 5.f, 6.e

Stage 3

→ Instruct students to read the dialogue. Help them with any new words.

→ In Ex. 3. Students group the word from the dialogue. This is an individual task.

Exercise 3 Answer Key:

Rooms: velvet room, lotus room, breakout room, copy room

Events: Conference, panel discussion, presentation

- Ask sts to work with a partner on Ex4. Instruct them to look at the dialogue again to recall the information.

Exercise 4 Answer Key:

a) 70. b) 140 square meters, c) garden view, d) plenty of daylight, e) 100, f) stage, g) a spacious terrace. h) group discussions or lectures, i) print conference materials.

- Encourage students to work on exercise 5 independently.

- Check the task and write the answers on the board.

Exercise 5. Answer Key: 1. About, 2. Sit, 3. Useful, 4. Are presenting, 5. To hear, 6. On.

- Ask sts to read the instructions. They should do this task independently.

- Check the answers by reading the sentences aloud. Pay attention to pronunciation.

Exercise 6. Answer Key: a) Can hold that number. b) 70 people freely, c) What about another option?

d) seating capacity of, e) which is useful, f) a spacious terrace overlooking a river

- Instruct sts to write the answers in the space. They may work on this task in pairs or individually.

Exercise 7 Answer Key: 1. I'm sure we can help you with that. What are the conference dates? 2.

Around 60, I think. Maybe up to 65. 3. What about another option? 4. And do either of these rooms have a video-conferencing system? 5. Of course.

Stage 4

- Divide sts into two groups.

- Cut out the dialogue in **Exercise 3** beforehand.

Give Group 1 *Conference Organizer* parts and Group 2- *Hotel Staff* parts.

- Students should act out the dialogue. You may also be the part of the game yourself.

To start the game, give a hint:

Conference Organizer: *Good morning. I'd like to ask about booking a conference venue here in September.*

- A student from a **Hotel Staff** group should respond. Students are already familiar with the dialogue and some of them may even respond without looking at the slip of paper. Tell students they may use the slips as a prompt if they need to.

- In Exercise 9 sts work in pairs. Sts should act out a dialogue on handling a conference booking.

- Tell sts to use the prompt given in Exercise 8.

CV and Cover Letter

Applying for a Job

Words you will need:

duty - ფუნქცია, მოვალეობა

handle- განკარგვა, მართვა

salary -ხელფასი

verbally- სიტყვიერად

apply for a job - განცხადების შეტანა

სამსახურში მიღების თაობაზე

Exercise 1. Work with your partner. Put the words in the right order and read the job duties of a Receptionist?

a) operations/ Manage/ day-to-day.

b) special/ bookings/ Deal/ and/ with/requests.

c) phone reservations/ online/ check-out/ check-in/ services/ guest/ Handle.

d) with/ Communicate/ the/ client.

Exercise 2. Put the words in the correct column.

Housekeeper, driving skills, maintenance technician, hotel manager, English, receptionist, vocational college diploma, secondary school, English Language certificate, computer skills, concierge, Italian.

Jobs	Education	Skills

Exercise 3. Read the job advertisement of a hotel receptionist below and answer the questions:

- What are the duties?
- What is the expected salary?
- What should you do to apply?

Hotel Receptionist

Adjara Resort Services is looking for a qualified Receptionist to join our newly opened hotel in Kobuleti.

Job Duties and Responsibilities:

- a) Manage day-to day operations in a hotel
- b) Handle online and phone reservations, guest services, check-in, check out.
- c) Deal with bookings and special requests
- d) Communicate with the client

Preference will be given to candidates with good English language skills.

Starting Monthly Salary: 1400 GEL.

To apply, send a CV and a Cover Letter in English to receptionist@adjarahotelvacancies.ge by **May 3**.

Exercise 4. Read the CV of Lana Tsintsabadze below. Write a heading for each section.

Headings:

- SKILLS
- PROFESSIONAL EXPERIENCE
- PERSONAL INFORMATION
- EDUCATION
- HOBBIES AND INTERESTS

Curriculum Vitae	
1. _____	
Name: Lana Tsintsabadze	
Address: 190 Sanapiro St, Kobuleti, Georgia	
Email: Lkalandadze@allmymail.com	
Phone number: 823395656485	
Date of Birth: 02/18/2000	
2. _____	
2019	Vocational College "New Wave", Receptionist
2018	English Language Center - English Language Certificate (B1 Level)
2017	Makhinjauri Public school #3
3. _____	
2020-present	The Blue Wave Hotel, Receptionist
2019-2020	The Sky Hotel- Internship in Reservations
2014	Team leader - Youth Summer Camp
4. _____	
	Basic computer skills- Microsoft Word, Excel, Powerpoint, English (intermediate), Italian (beginner) Driving Skills
5. _____	
	Reading, Swimming, Travelling

Exercise 5. Work with your partner. Look at the CV again. What do you notice about the years?

Exercise 6. Now read Lana's cover letter and circle the right answer.

(1) Dear Sir or Madam/ Hi

I am writing (2) *about/with* the job advertisement for a Receptionist that I saw on europejobs.com. I (3) *believe/look* I have the right skills and knowledge for the position.

I work at the Blue Wave Hotel (4) *as/ in* a Receptionist.

I (5) *graduated/studied* from the vocational college "New Wave" in 2020. I am a qualified receptionist. I also (6) *have/give* an English language Certificate from English Language Center. So, I can communicate in English very well- both verbally and in writing. In addition, I have excellent customer service skills and I work well in a team as well as independently.

Please find enclosed my CV for more information.

I look forward to (7) *hearing/listening* from you.

Sincerely,

Lana Tsintsabadze

Exercise 7. Look at the Cover Letter in Exercise 6. Choose the correct answer.

1. Which of these should you not use to start a Cover Letter or email?
b. Dear Mr. Green b. Hi c. Dear Sir or Madam
2. Which of these phrases can you not use to complete this sentence? I'm writing
b. for a vacancy b. about the job advertisement c. to apply for the position.
3. What should you not include in your CV?
b. Your skills b. all of your work experience c. the names of your family members.
4. What is another word for CV?
a. Cover b. Resume c. job application

Exercise 8. Read the sentences below and complete the gaps with the words from the box.

advertisement forward position communicate graduated service.

6. I believe I have the right skills and knowledge for the _____.
7. I _____ from the vocational college New Wave in 2020.
8. I am writing about the job _____ for a receptionist.
9. I look _____ to hearing from you.
10. I can _____ in English very well.
11. I have excellent customer _____ skills.

Exercise 9. Look again at advertisement in Exercise 3. Write a CV and a Cover Letter to apply for the position of a Receptionist.

*remember to write the last job first.

Curriculum Vitae
PERSONAL INFORMATION Name: Address: Email: Phone number: Date of Birth:
EDUCATION
PROFESSIONAL EXPERIENCE
SKILLS
HOBBIES AND INTERESTS

In your cover letter:

- Say why you are writing
- Explain why you think you are the right candidate
- Give details about your qualifications and experience
- Close the letter with “Sincerely”

Dear Sir or Madam,

I am writing

I look forward to hearing from you.

Yours Faithfully,

.....

Teacher's notes:

Aims:

- to produce a cover letter and CV;
- to familiarize sts with an email structure and a formal register.

Objectives:

By the end of the session sts will be able to:

- Write a cover letter
- Create their own CV
- Speak/write about job responsibilities

Stage 1

- **Lead-In:** Ask sts to discuss the following:
 - Where do you look for vacancies in Georgia?
 - What are the responsibilities of a receptionist/ room service staff/ concierge/ hotel manager? Make a list.
 - What kind of information would you include in your CV or résumé?
- Pre-teach words : duty - ფუნქცია, მოვალეობა, handle- განკარგვა, მართვა, salary -ხელფასი, verbally- სიტყვიერად, apply for a job - განცხადების შეტანა სამსახურში მიღების თაობაზე
- Tell sts that today's lesson will focus on CV and Cover Letter Writing
- Write **Job Duties of a Hotel Receptionist** on the board.
- Instruct sts to work with the partner on Exercise 1.
- Check the exercise. Sts may write the correct sentences on the board.

Key: Exercise 1

- a) Manage day-to day operations in a hotel
- b) Handle online and phone reservations, guest services, check-in, check out.
- c) Deal with bookings and special requests
- d) Communicate with the client.
- Give sts time to do Exercise 2.
- Then draw the three columns with each heading and ask the sts to complete the columns on the board.

Key: Exercise 2.

Jobs	Education	Skills
Housekeeper, maintenance technician, hotel manager, receptionist, concierge.	Secondary school Vocational college diploma English language certificate	Computer skills, English, Italian, Driving Skills

Stage 2

- Tell sts to read the instructions.
- Highlight the job duties. Ask sts questions. Give them time to reflect and respond.
 - What are the duties?
 - What is the expected salary?

- What should you do to apply?
 - Give sts time to read the CV of Lana Tsintsabadze. Instruct them to fill in the headings.
 - Highlight the parts of the CV. Ask sts if they notice anything about the years (listed in chronological order, starts with recent experience and education)
 - Tell sts they will now read Lana's cover letter based on her CV.

Key: Exercise 6. 1. Dear Sir or Madam, 2. about, 3. believe, 4. As, 5. graduated, 6. have, 7. hearing.

Key: Exercise 7. 1b, 2b, 3c, 4.b.

Key: Exercise 8. 1. position, 2.graduated, 3.advertisement, 4.forward, 5.communicate.

Stage 3

- Tell sts that at this stage they will create their own CV and write a cover letter
- Remind sts to write the last job first in the CV
- Remind sts what they should include in the cover letter.
- Check sts' writing and give feedback.

Taking and Delivering Room Service Orders



Words you will need:

amenities – (აქ) ერთჯერადი მოხმარების ნივთები
slippers - ჩუსტები
pomegranate seeds - ბროწეულის მარცვლები
brined curd - კვეთიანი ხაჭო
cornbread - მჭადი
three prong plug adapter - სამკბილა ჩამრთველის გადამყვანი
housekeeping - სასტუმროს საქმის წარმოება
dry cleaning - ქიმწმენდა
laundry service - რეცხვის სერვისი
mode of payment - გადახდის წესი
hair straightener brush - თმის გასასწორებელი სავარცხელი



Exercise 1. Work with a partner. Who says these sentences? Write Guest (G) or Room Service Staff (RS).

1. _____ What would you like to order?
2. _____ May I repeat your order?
3. _____ Do you need anything else, sir?
4. _____ No, that will be all for now.
5. _____ At what time would you like the order to be served?
6. _____ Please give us a minute and we will be there with your order.
7. _____ Would you mind to repeat?
8. _____ Can I have it delivered in my room?
9. _____ How about the mode of payment- is it through credit card or cash?
10. _____ I'll ask the housekeeping staff to pick it up immediately.

Exercise 2. Fill in the gaps using the words from the box.

drinks, a robe, Room Service, Laundry Service, amenities, offers, slippers, an iron.

1. You may need to call (1) a _____ to order extra towels to be delivered to your room by a housekeeper.
2. When you call a Room Service, you may also request a hair dryer, and (2) _____.
3. The Skyblue Hotel (3) _____ 5-star amenities to all of its guests.
4. Many hotels provide complimentary (4) _____ such as shampoo, soap, toothpaste, toothbrush, and a comb for your hair. And most hotels will offer free bottles of water.
5. Most vacation resorts will provide (5) _____ and (6) _____ for guests to wear around the room.
6. (7) _____ in the minibar are not complimentary and are usually overpriced.

Exercise 3. Read these short conversations. What kind of service are the guests requesting? Write in the space.

Ordering breakfast, asking for laundry services, asking for the items, ordering from the Housekeeping Department.

1. Dialogue 1. _____

Guest: I'd like to get some fresh towels and an extra pillowcase, please.

Room Service: Sure, do you need anything else, sir?

Guest: No, that's all for now. Actually, can I also have extra pair of slippers?

Room Service: Of course. I'm sending someone right away.

Dialogue 2. _____

Room Service: Room Service, how may I help you?

Guest: Good morning. This is room 123. Can I have some breakfast?

Room Service: Certainly, Sir. Do you want the English breakfast with coffee?

Guest: No, I just want some fruits and a glass of orange juice. Oh, and can I have a bottle of water, please?

Room Service: Of course.

Guest: How long will it take?

Room Service: Your order will be delivered in about 10 minutes, Sir.

Guest: Great! Thank you.

Dialogue 3 _____

Guest: Hello. Can you send someone to pick up the laundry from my room? It's number 123.

Room Service: Sure. Is there anyone in the room?

Guest: Yes, my wife is here. Can you send someone right away? We are leaving in 15 minutes.

Room Service: Alright, I'll ask the housekeeping staff to pick it up immediately.

Guest: Thank you.

Dialogue 4. _____

Housekeeping Department: Housekeeping Department. This is Elena. How may I help you?

Guest: Hi. Do you happen to have a phone charger? I forgot to bring a travel adaptor and now I can't charge my phone.

Housekeeping Department: Please hold the line.... I'm sorry, we don't have a phone charger, but we do have a standard three prong plug adapter.

Guest: Great. Can I have it delivered in my room?

Housekeeping Department: Of course. Would you like anything else?



Guest: No. That will be all.

Housekeeping Department: Alright, Sir. I will be up in a minute.

Exercise 4. Look at the dialogues again. How do you say in English? Repeat sentences.

1. კიდევ რამეს ხომ არ ინებებთ?
2. ახლავე გამოვავზავნით ვინმეს.
3. ვკითხავ სასტუმროს საემის მწარმოებელს.
4. შეგიძლიათ ასევე მომიტანოთ კიდევ ერთი ბალშის პირი და პირსახოცი?
5. ახლავე ამოგიტანთ.

Exercise 5. Read the dialogue between a guest and a staff. Then do Exercise 5a.

Room Service: Good evening, this is room service. Shorena is speaking. How may I assist you?

Guest: Hello. I would like to request a room service for dinner, please.

Room Service: Certainly, Madam. What is your room number and name please?

Guest: It's room 115 and the name is Katerina Argyros.

Room Service: Alright Madam. What would you like to order?

Guest: I would like to order eggplant rolls with walnut paste (*badrijani nigvzit*). It's one of my favorite Georgian dishes.



Room Service: Would you like it with or without pomegranate seeds?

Guest: With pomegranate seeds, please.

Room Service: Would you also like cornbread and Imeruli cheese with it?

Guest: What kind of cheese is it?

Room Service: Imeruli is a brined curd white cheese, a little salty, just like Greek Feta Cheese. It goes well with cornbread and eggplant.

Guest: Ok. I'll have it.

Room Service: Alright. At what time would you like the order to be served?

Guest: Could you serve it now?

Room Service: Of course. Please give us a moment and your order will be delivered shortly.

Exercise 5a. Read the questions below. Write down the answers.

1. Why does the guest call the room service?

- a. to thank for dinner b. to request breakfast. c. to request a room service for dinner

2. What does the guest order? _____

3. *What phrases does the room service staff use in these situations?*

To ask about the order

To explain the type of dish _____

To ask about the time of service

Exercise 6. Work in pairs. Put the missing phrases in the space.

without pomegranate, room number, rolls with walnut paste, with cornbread , request a room service.

1. I would like to request _____ for dinner, please.
2. I would like to order eggplant _____ with _____.
3. What is your room number and name please?
4. Would you like it with or _____ seeds?
5. It goes well _____ and eggplant.

Exercise 7. Work in Pairs. Act out a dialogue as in Exercise 3.

Dialogue 1.

Student A: Ask if a hotel can provide an item (*fresh towels/ extra pillowcase/ a robe and slippers/hair dryer/ iron, etc*)

Student B: Ask questions. Say it will be delivered right away.

Dialogue 2.

Student A: Pick up a phone.

Student B: Ask if you can order breakfast?

Student A: Ask questions- what kind of breakfast/

Student B: Say what you would like to have for breakfast (*coffee/ tea/ apple juice/ orange juice/ boiled eggs, etc*)

Student A: Say at what time the order will be delivered.

Dialogue 3.

Student A: Pick up a phone.

Student B: Ask if they have a hair straightener brush.

Student A: Ask to hold the line. They say that you don't have a hair straightener brush. Offer a hair iron.

Student B: Ask if they can deliver the hair iron to your room.

Student A: Answer and hang up.

Exercise 8. Work in Pairs. Choose a room service (order breakfast/ lunch/ dinner/ /laundry service). Act out a conversation- Take an Order.

Student A: Request a room service (order breakfast/ lunch/ dinner/ /laundry service etc.)

Student B: Take an order. (Use the dialogue in Exercise 5 as a model)

Teacher's notes

Aim: to practise taking and delivering room service orders.

Objectives: by the end of the session sts will be able to:

- take room service orders on the phone;
- deliver orders;
- explain the services to the guest.
-

Stage 1

- Lead-in: Ask sts to come up with a list of items you can order from the hotel room service. Write on the board.
- Then ask what types of hotels offer such services? Does their hotel offer a room service? What is the strangest request you have ever received from a hotel guest?
- Introduce the topic of the lesson. Write *Taking and delivering room service orders* on the board.
- Pre-teach vocabulary.
- Ask sts to do Exercise 1 as a groups.

Key: Exercise 1. 1. RS, 2. RS, 3. RS, 4. G, 5. RS, 6. RS, 7. RS, 8. G, 9. RS, 10. RS.

- Put sts in pairs and assign them Exercise 2.
- Go through the words in the box before telling sts to begin;
- Give sts time to complete the task in pairs and share the answers with the class;
- Write the answers on the board.

Key: Exercise 2. 1. a Laundry Service, 2. an iron, 3. offers, 4. amenities, 5. slippers, 6. a robe, 7. drinks.

Stage 2

- Tell sts they are going to read small dialogues and should decide what each dialogue is about.
- Read the first dialogue with students as an example.
- Give sts time to read and then remind them to work on the task in pairs.
- Share the answers with the group.

Key: Exercise 3. 1. asking for the items, 2. Ordering breakfast, 3. asking for laundry services, 4. ordering from the Housekeeping Department.

- Ask sts to read the dialogues again and do exercise 4. Compare the answers with partners.
- Drill sentences by asking sts to take turns.

Key: Exercise 4. 1. Do you need anything else? 2. I'm sending someone right away. 3. I'll ask the housekeeping staff. 4. Can I also have extra pair of slippers? 5. I will be up in a minute.

- Ask sts to read a dialogue between a guest and a hotel staff member.
- Assign different partners and give sts time to complete exercise 5a.
- Write the answers on the board. Drill phrases.

Key: Exercise 5a. 1. to request a room service for dinner, 2. eggplant rolls with walnut paste. 3. What would you like to order?; Imeruli is a brined curd white cheese, a little salty, just like Greek Feta Cheese; Would you also like cornbread and Imeruli cheese with it? At what time would you like the order to be served?

- Assign students different partners and ask to complete the missing phrases.
- Write the answers on the board.

Key: Exercise 6. request a room service, 2. rolls with walnut paste, 3. room number, 4. without pomegranate, 5. with cornbread

Stage 3

- Tell sts they are going to role- play the situations;
- Assign the dialogues to each pair; You should assign 1 dialogue per each pair.
- Give time to prepare; Ask sts to make note of phrases;
- Ask sts to role-play the situation.
- Observe sts and make note of any errors.
- Students change the roles.
- Discuss the errors at the end of the activity.

Stage 4

- Tell sts they are now going to choose any room service and act out a conversation- *Take an Order*
- Remind sts to make notes as they prepare.
- Ask sts to present in front of the class

Optional Material:

Below is some additional material, which is not included in the unit.

If you want sts to have extra practice about delivering room service orders, you may ask them to do the following exercises.

Read the dialogue and fill in the missing parts.

Delivering the Room Service.

we will clear up, May I come in?, Where should I place the tray, Madam?

Room Service: Room Service! _____?

Guest: Yes, please.

Room Service: Alright Ms. Argyros. I'm Shorena. Here is your order: one portion of eggplant with walnuts and pomegranate seeds, 1 portion of cornbread and Imeruli Cheese, one bottle of Borjomi and a diet coke. _____?

Guest: You can put it on a table beside the window.

Room Service: If you don't mind, please call us at 012 and _____ after you finish. Enjoy your meal.

Exercise 8 a. Answer the questions about the dialogue.

1. What is this dialogue about?
 - a. confirming an order
 - b. delivering an order
 - c. clearing and bussing
2. Can you repeat the order without looking at the text?

→ Drill additional phrases for taking and ordering meals.

1. *I would like to order a bean soup and khachapuri, please.*
2. *Kubdari is a dough staffed with meat, spices and onions.*
3. *How would you like your steak cooked- medium or rare?*
4. *I would like to order one serving of vegetarian platter and 2 servings of pasta.*
5. *Your order will be delivered at 7:30.*
6. *Would you like it with or without extra salt?*

Checking out of the Hotel

Words you will need:

prepare a bill - ანგარიშის მომზადება

receipt - ქვითარი

a service charge - მომსახურების
საკომისიო

fill out a questionnaire - კითხვარის შევსება

luggage - ბარგი

storage room - შესანახი ოთახი

bank transfer - საბანკო გადარიცხვა

split the payment - ორ ნაწილად გადახდა

Exercise 1a. What is the difference between these words?

- a) Checking in – checking out
- b) Bill- receipt
- c) Cash – card
- d) Minibar- bar
- e) Shuttle – taxi

b. How do the guests usually pay at your hotel?

in cash by credit card by a bank transfer by a Visa card

c. Listen to the dialogue and take notes about the following:

- a) Who are the two people talking?
- b) What does the guest want to do?
- c) What does the receptionist want to know?

d. Listen to the dialogue again. Circle the correct answers.

1. The guest asks if the hotel accepts:

- a) cash b) credit card c) Visa card

2. The guest pays by:

- a) one credit card b) two credit cards c) three credit cards

3. The guest wants to know if he can:

- a) store his luggage after check out
b) someone can take his luggage to the airport

4. He says that:

- a) he didn't like staying in the hotel
b) really enjoyed staying in the hotel

Exercise 2. What do you say when a guest is checking out? Match the words in Column A to Column B.

Column A	Column B
1. How would you... 2. How many pieces of... 3. Did you have anything...? 4. Everything is... 5. The service... 6. Here is ... 7. Your total would be...	a) ...from the minibar? b) ...charge is 10%. c) ...345 GEL. d) ...your receipt, sir. e) ...included. f) ...luggage do you have? g) ...like to pay?

Exercise 3. Read the dialogue and complete the missing words from the box.

receipt, charge, sign, store, storage room, key

Guest: I'd like to check out, please. My name is James Donald, room 207. Here's the (a) _____.

Receptionist: Just a moment, sir...Here's your (b)_____. How would you like to pay?

Guest: I will pay by credit card.

Receptionist: Of course.

Guest: Can you tell me what the (c) _____ is for?

Receptionist: That's for the drinks you ordered last night.

Guest: OK. One more thing. My flight is at 9:15 pm tonight. Can I (d)_____ my bags somewhere till then?

Receptionist: Certainly. You can store them in the (e)_____ on the first floor. Would you be so kind as to (f)_____ here, please?

Guest: Sure. Thank you. Goodbye.

Exercise 4. Put the words in these questions in a correct order.

1. morning/ this/ out/ Did/ Ms. Sanchez/ check?

2. the/ paid/ you/ yet/ Have/ bill?

3. the/ Is/ included/ breakfast?

4. is/ tonight/ flight/ time/ What/ your?

5. today/ used/ Have/ minibar/ you?

6. luggage/ you/ do/ many/ have/ How/ of/ pieces?

Exercise 5. Read the dialogue. Circle the correct word.

Receptionist: Good morning. May I help you?

Guest: Yes, I'd like to **check in/ check out** now. My name is Ann Sanchez, room 321. Here **is/ are** the key.

Receptionist: One moment, please, Miss.... Here's your receipt. Would you like to see if it is correct?

Guest: What's the 58 GEL **for/about**?

Receptionist: That's for the room service you **ordered/order** yesterday.

Guest: All right. Can I pay **with/ in** cash?

Receptionist: Certainly. **May/will** I have your passport, please? Here's your passport, Miss Sanchez. Could you sign here for me?

Guest: Sure.

Receptionist: Here are your receipt and your change, Miss. Thank you and have a safe trip.

Guest: Thank you. Goodbye.

Exercise 6. Do you remember the sentences from Exercise 2? Work with a partner to complete the dialogue.

Guest: Hello. I'd like to check out, please.

Receptionist: What is your room number?

Guest: Room 321. Ann Sanchez. Here's the key.

Receptionist: All right. Here's your receipt, Ms. Sanchez.(a)

_____?

Guest: I will pay by credit card.

Receptionist: Of course. (b) _____?

Guest: Yes, I only had an iced tea from the minibar.

Receptionist: Ok.(c) _____ 450 Gel, Miss Sanchez.

Guest: Here is my card. Oh, I have to catch a train to Tbilisi tonight. Can I leave my bags somewhere for a couple of hours?

Receptionist: Certainly. (d) _____?

Guest: I have one small and one medium bag.

Receptionist: You can leave them in the storage room. Would you be so kind as to sign here, please?

Guest: Of course.

Exercise 7. Work with a partner. Role-play the dialogue using expressions from this unit.

Guest: Check out of a hotel. Return your key and pay for your stay.

Receptionist: Give the guest his/her bill.

Switch pairs

Teachers' notes

Aim: To practise typical conversations between a guest and a hotel receptionist during a check-out; to practise listening;

Objectives: By the end of the session sts will be able to:

- check out a guest using a simple dialogue
- discuss payment modes;

Stage1

- Introduce the topic. Tell sts they are going to listen to the native conversation and read the dialogues between a guest and a hotel receptionist at checking out.
- Pre-teach vocabulary.
- Discuss with sts the differences between the following words.
- Elicit the answers in Georgian and provide English equivalents;

Key: Exercise 1a.

check in- to arrive at a hotel and to register;

check out- means to pay for the services and leave the hotel.

a bill- shows the price or cost of something which you have to pay. (სტეკარიშვილი), a receipt- a printed piece of statement which shows how much you paid (ქვითარი),

cash- money in the physical form of currency,

card- a small piece of plastic used for payments.

minibar- a refrigerator in a hotel room containing snacks and drinks, which are not free.

bar- an establishment where alcohol and sometimes other refreshments are served.

shuttle- a bus that travels regularly between two places, usually for airport transfer.

taxi- a licensed transport to carry passengers in return for payment of a fare.

- Read questions in Exercise 1c with students.
- Tell sts that they are now going to listen to the audio. Ask them to take notes. They will need these notes to answer the questions in Exercise 1c.
- Play the audio : <https://www.enpodcast.com/podcasts/item/hotel-reservation-reservation-check-in-check-out/> (Last 3.44 minutes of the audio. It's called Check - out). See audio script below:

Audio Script

Check-out

Guest: Good afternoon, Madam! I'm leaving tomorrow morning and I'd like to ask you to prepare my bill.

Receptionist: No problem, Mr. Diers. May I know if you are paying in cash or by credit card?

Guest: Do you accept Visa cards?

Receptionist: Yes, we do.

Guest: Can I split the payment into two credit cards?

Receptionist: Certainly, Sir.

Guest: Great! Thank you! I've got one more question, though. Is it possible for me to store my luggage in the hotel for a couple of hours after check-out?

Receptionist: Yes, sir. You may leave your luggage on the first floor in the storage room. And would you be so kind as to fill out this questionnaire, we really care about your opinion and would like to know if you enjoyed staying with us.

Guest: I really enjoyed it, thanks. I'll bring the questionnaire back when I return my key.

Receptionist: Thank you.

Key: Exercise 1c. a) a guest and a receptionist, b) to prepare his bill, c) if the guest is paying in cash or by credit card.

→ Play the audio again. This time tell sts to do Exercise 1d.

→ Write the answers on the board.

Key: Exercise 1d. 1. visa card, 2. two cards., 3.)store his luggage after check-out. 4. really enjoyed staying in the hotel.

Stage 2

→ Put sts in pairs and ask to discuss the phrases in Exercise 2.

→ Tell them to complete the task in pairs.

→ Drill the phrases.

→ Write answers on the board.

Key: Exercise 2. 1g, 2f, 3a, 4e, 5b, 6d, 7c.

→ Tell sts they are going to read a dialogue now and fill in the missing words. They may work in pairs.

→ When they are done, ask sts to read the dialogue.

→ Write the answers on the board.

Key: Exercise 3. a. key, b. receipt, c. charge, d. store, e. storage room, f. sign.

→ Now sts work in groups of three.

→ They complete the task and compare the answers.

Key. Exercise 4.

1. Did Ms. Sanchez check out this morning?

2. Have you paid the bill yet?

3. Is the breakfast included?

4. What time is your flight tonight?

5. Have you used the mini bar today?

6. How many pieces of luggage do you have?

Stage 3

→ Ask sts to read the dialogue.

→ Tell them that they should circle the correct word. Only one word is correct.

→ Then compare the answers.

→ Ask volunteers to read the dialogue aloud. Monitor that other sts check.

→ Write the answers on the board.

Key. Exercise 5. *check out, is, for, ordered, with, may.*

→ Refer sts back to Exercise 2. If you have drilled the phrases, they should remember them well.

→ Remind students phrases once again. Then tell them to do Exercise 6 with a partner.

Key. Exercise 6. a) How would you like to pay?, b) Did you have anything from the minibar? / Have you used the mini bar today? c) Your charge is..., d) How many pieces of luggage do you have?

Stage 4

→ At this stage students role play the dialogue between the guest and a receptionist using expressions from this unit.

→ Assign students roles and tell them to make notes of useful expressions.

→ Give them time to practise.

→ Make note of any errors as students present. Discuss them at the end of the activity.

Are you ready to order?

Words you will need:

cilantro - ოხრახუში
 tarragon - ტარხუნა
 chopped - დაჭრილი
 minced - დაკეპილი
 trout - კალმახი
 clay pot - ქოთანა
 simmering - შიშხინა
 assortment - ასორტი

MENU

Appetizers

Assorted Pkhali- 15 GEL

Ajapsandali – 12 GEL

Main Course

Beans in a Clay Pot -11 GEL

Chashushuli – 18 GEL

Chakhokhbili – 14 GEL

Trout- 19 GEL

DESSERTS

Pelamushi - 7

Shu - 5

Cheesecake - 9

Exercise 1a. Look at the menu on the left. What would you order to eat? Which of these dishes are most popular in your restaurant?

b. Work with a group. Find out what their favorite Georgian dishes are. List the ingredients.

Exercise 2. Put these words in a correct group.

trout, beef, spinach, bell pepper, chicken, cilantro, turkey, tuna, grapes, banana, beans, apple, salmon

Meat	Fish	Vegetables	Fruit

Exercise 3. Match the dishes with the description.

DISHES	Description
1. Pkhali	a) Grilled trout served with tarragon.
2. Beans in a Clay Pot	b) Grape pudding with walnuts.
3. Ajapsandali	c) Chopped vegetables mixed with ground walnuts, vinegar, onions, garlic and herbs served with corn bread.
4. Chashushuli	d) Grilled vegetables served with cheese and herbs.
5. Chakhokhbili	e) Cream puffs, suitable for vegans.
6. Pelamushi	f) Bean stew made with kidney beans, fresh coriander, garlic, onions and pepper served in a clay pot with a cornbread as a side.
7. Trout	g) Beef stew with tomato sauce, red wine, dry cilantro and onions served with Georgian bread.
8. Shu	h) Chicken in tomato sauce, herbs and spices, served on a simmering clay plate with Georgian bread.

Exercise 4. Which of these ingredients are used in these dishes? Choose the ingredients from the box. Some of them can be used more than once.

Beans, vegetables, spinach, walnut, turkey, vinegar, coriander, Georgian spices, pomegranate, cilantro, beets, cabbage, eggplant, vegetables, garlic, onion







Exercise 5. Work with a partner. Look at Exercise 3. Name a dish and ask your partner to describe it.

1. What exactly is Beans in a Clay Pot?
2. Does Lobio contain any meat?
3. Can you tell me how Chakhokhbili is served?
4. What is in Ajapsandali?
5. Do you have any fish on the menu?
6. Does Ajapsandali come with any cheese?

Exercise 6. Read the conversation and circle the correct word.

Waiter: Are you ready to order?

Customer1: Yes, we are. What exactly is Lobio *in/from* a Clay Pot?

Waiter: Lobio is a bean stew made *with/in* kidney beans, fresh coriander, garlic, unions and pepper. It is served in a clay pot and is usually eaten with a cornbread as a side.

Customer 1: That sounds delicious. Is it too spicy?

Waiter: It's mildly spicy, but we can make it less spicy for you.

Customer 1: Great. I'll have it.

Customer 2: And what is Pkhali? A mix of vegetables?

Waiter: Yes, Pkhali is an assortment of chopped and minced vegetables such *as/is* cabbage, eggplant, spinach, red pepper and beets – all mixed with ground walnuts, vinegar, onions, garlic and herbs. *It's/ its* usually served as an appetizer.

Customer 2: All right. We *will have/ having* an assortment of Pkhali and Lobio in a Clay Pot.

Waiter: What would you like to drink?

Customer 2: Oh, a bottle of water for me, please.

Customer 1: I'll have the same.

Waiter: So, an assortment of Pkhali, two portions of Lobio in a Clay Pot and two *bottle/ bottles* of water.

Exercise 7. Answer the questions.

1. How many people are in the conversation?

2. How does the customer 1 ask about the ingredients in Lobio in a Clay Pot?

3. What does the waiter say to show that Lobio is not too spicy?

4. What does the waiter say to offer a drink?

Exercise 8: Look at the menu in Exercise and act out a conversation. Follow the instructions.

Waiter:	Customer:
<i>Ask for order</i>	
	<i>Ask about the dish</i>
<i>Describe the dish</i>	
	<i>Ask about the ingredients in the dish.</i>
<i>Name the ingredients</i>	
	<i>Say yes to the dish or say not</i>
<i>Offer another dish or a drink.</i>	
	<i>Say yes to the dish</i>
<i>Confirm the order.</i>	

Teacher's notes

Aim:

- to practise a dialogue in a restaurant between the customer and a waiter.

Objectives:

- take order from a customer;
- talk about popular dishes;
- describe traditional dishes;
- name ingredients;
- give recommendation about the dishes;

Stage 1

- Lead-in : Ask sts what are the most popular dishes in Georgia. Ask them to describe the dishes. Elicit discussion about the common dishes that foreigners order in Georgia. If you have sts who work or have worked in a restaurant, ask them to share their experience about taking orders from customers. *What are some differences of ordering food in a popular restaurant in the city and in a hotel restaurant?* Sts may say the menu is different- less options in a hotel.
- Introduce the topic- Taking orders in a restaurant.
- Pre-teach vocabulary. cilantro- ოხრახუში, tarragon- ტარხუნა, chopped- დაჭრილი minced- დაკეპილი (გამოიყენება როგორც ხორციან, ისე ბოსტნეულთან- minced beef, minced vegetables) . (*minced* is the same as *chopped* into small pieces.) trout-კალმახი, clay pot- ქოთან, simmering- შიშხინა, assortment- ასორტი
- Pay attention to pronunciation.
- Ask sts to look at the menu and discuss with them the questions.
- Then put students into small groups and ask them to list the ingredients of their favorite Georgian dishes. Encourage the use the new words, but tell them not to worry, if they don't know all the spices and ingredients in English. At this stage they may use Georgian.
- Tell sts to stay in their groups and do exercise 2.
- Write the answers on the board.

Key: Exercise 2. Meat: beef, chicken, **Fish:** trout, salmon, tuna., Vegetables: spinach, bell pepper, cilantro, **Fruit:** banana, apple, grapes.

- Sts continue to work in groups – you may assign them different groups for more variety.
- Read the descriptions with sts and help them with translation where necessary.
- Tell sts to match the dishes with the description.
- Ask sts to repeat the descriptions until they build confidence.

Key: Exercise 3. 1c, 2f, 3d, 4g, 5h, 6b, 7a, 8e.

Stage 2

- Put sts into pairs and tell them to look at the pictures in Exercise 4.
- Go through the ingredients in the box and reinforce the meaning.
- Then tell sts to work in pairs on this task.
- After they have finished, ask sts to take turns and read the list of ingredients for each dish. There may be different opinions among regarding the ingredients.
- Discuss suggested answers.

Key: Exercise 4. Suggested answers. 1. beans, cilantro, coriander, garlic, onion, Georgian spices 2. walnut, Georgian spices, turkey. 3. cabbage, spinach, eggplant, beets, Georgian spices, walnut, pomegranate, vinegar.

→ Change the partners. Ask sts to take turns and describe the dishes.

→ Check intonation and monitor students' pronunciation.

Key: Exercise 5. Suggested answers:

1. It is a bean stew made *with/in* kidney beans, fresh coriander, garlic, onions and pepper. It is served in a clay pot and is usually eaten with a cornbread as a side.

2. No, Lobio does not contain meat.

3. Chakhokhbili is served on a simmering clay plate with Georgian bread.

4. Ajapsandali is made of grilled vegetables served with cheese and herbs.

5. Yes, we do. We have grilled trout served with tarragon.

6. Yes. It comes with cheese.

Stage 3

→ Tell sts they are going to read a dialogue now. They should circle the correct word.

→ Write the answers on the board.

Key: Exercise 6. *in, with, as, it's, have, bottles.*

→ Ask sts to work independently and answer the questions based on the dialogue.

→ Tell them to write down the answers.

→ Then compare with each other.

Key: Exercise 7. 1. There are three people in the dialogue. 2. What exactly is Lobio *in* a Clay Pot? 3. It's mildly spicy. 4. What would you like to drink?

Stage 4

→ At this stage students' act out a conversation between a waiter and a customer using the prompt.

→ Assign partners. Tell sts to make notes of the phrases and words. Look at the menu and ingredients in the beginning of the unit.

→ Give time for practise.

→ Give an opportunity for each pair to present.

→ Discuss and correct errors at the end of the activity.