

# Lesson Outline



**Introduction to the conversation**

- Gives an overview of the dialogue

**Conversation**

- Functions as an input source
- Presents new vocabulary and grammar
- Presents language function

**Practices**

- Focus on teaching grammar inductively
- Provide students with corresponding language functions



## New vocabulary

– Presents new words with pictures



## Language Melody

Listen to the conversation and pay attention to the intonations of "informative" sentences.

Teacher: Farzaneh is a clever student. Everybody likes her.  
Student: Yes, I know. She is also very helpful.  
Teacher: Well, you can ask her for help.  
Student: Oh, I'll ask her to help me with my English.

Listen to the sentences below and then practice.



1. He's very kind.
2. She's very patient.
3. You are very clever.
4. Everybody likes her.
5. I do my homework.
6. She works for a company.



## Language Melody

– Provides models and practices for English intonation contours



Let me check it in the dictionary.

### Talk to Your Teacher

—Presents handy expressions for class use

### Grammar

— Provides simple patterns of grammar followed by some examples

**Grammar**

Look at the table below and discuss your teacher's explanation.

Affirmative		
I	you	happy
I'm	are	
you	are	
she	is	
he	is	
it	is	
we	are	
you	are	
they	are	

Negative		
I	you	unhappy
I'm	not	
you	are	
she	is	
he	is	
it	is	
we	are	
you	are	
they	are	

I am not unhappy + I'm not unhappy.  
 He is not shy + He's not shy + He isn't shy.  
 They are not rude + They're not rude + They aren't rude.

**See also**

I am a teacher + I'm a teacher.  
 He is polite + He's polite.  
 It is cold + It's cold.  
 We are British + We're British.  
 You are students + You're students.  
 They are hard-working + They're hard-working.

### See Also

—Presents useful grammatical structures



**Find it**  
 \_Makes students aware of the taught grammatical structures  
 \_Provides students with controlled written practice

**Tell Your Classmates**  
 \_Provides students with controlled oral practice

**Listening, Reading, and Writing**  
 \_Functions as the oral input and supports written output production



Reading, Speaking, Listening and Writing

Read the following questions (p. 26). Think out your answers, and write their answers on card (2).

What is your father like?	
Who is friendly?	
Who is brave?	
Is your brother humorous?	
Is your father kind?	
Are your family members neat?	

Unit 7  
26

**Listening, Speaking, Reading, and Writing**

– Focuses on integrated language skills

Role Play

Talk with your classmates about the personality of your friend/ classmate/ teacher/ relative.

**Role Play**

– Functions as a language task  
– Demands fluency



# Introduction

## **This part includes**

- Introducing different parts of each lesson
- Teaching Objectives
- Teaching procedures
- Teaching hints
- Theoretical explanations

## **The *Gantt Chart* of the Lesson**

A Gantt chart, commonly used in project management, is one of the most popular and useful ways of showing activities (tasks or events) displayed against time. On the left of the chart is a list of the activities and along the top is a suitable time scale.

You can use the Gantt Chart as a quick lesson plan, if you don't have time to write a detailed one. The following *Gantt chart* helps you manage the class activities. Whenever the activity is complete, put a tick in the cell. If it is not complete, draw an arrow and determine when you want to complete it.

The activities of each lesson are expected to be done in four 75– minute sessions. Please find in the following what is expected to be done in each session.

Planned	Activities	Min	Session 1	Session 2	Session 3	Session 4
Session 1 (75 min)	Conversation	25	✓			
	Practice 1	25				
	Practice 2	25		→		
Session 2 (75 min)	Language	25				
	Melody					
	Grammar (+See Also)	50				
Session 3 (75 min)	Find it	15				
	Tell your classmates	15				
	Workbook	45				
Session 4 (75 min)	LRW	20				
	LRWS	20				
	Role Play	35				

# 1

## Conversation

---

### Objectives

Conversation is defined as “a joint activity in which two or more participants use linguistic forms and nonverbal signals to communicate interactively” (Brennan, 2012). In course books, conversations may have different functions. In Prospect 3, the main function of Conversation is providing the learners with ‘*comprehensible input*’. Other objectives of Conversation are:

- Presenting language function
- Presenting new vocabulary/expressions related to the theme of the lesson
- Raising students’ awareness towards the structure presented in the lesson

### Teaching Procedure

As conversation is primarily a listening task, one possible way to teach it is using the three-phase cycle of *pre-listening, listening, and post-listening*. In Prospect 3, using this procedure to teach Conversation is recommended. For more information about how to teach listening, please refer to Celce–Murcia (2002) and Celce–Murcia, Brinton, and Snow (2014).

### Phase 1. Preparation (Pre listening)

The aim of the pre-listening stage is to “prepare learners to listen by using activities that focus on the content of the text and/or the language in the text”



(Goh, 2014, p. 84). Different types of activities can be used in this stage to activate your students' background knowledge on the topic. The activities may include (ibid): *brainstorming, researching, reading, viewing pictures, watching movies, and discussing*. The teacher may also focus on linguistic forms in pre- listening. To do that, the teacher may review grammatical points or present new words of the Conversation.

What follows is a brief description of the activities that can be done in prelistening phase.



**Brainstorming:** is “a group activity in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas” (Richards & Schmidt, 2002, p. 58).

Drawing a concept map on the board can give some directions to students on how to brainstorm in the classroom. To do that, start off with the theme of the lesson (e. g., personality) in the center and then branch out into the major sub- topics and then continue to branch out into as many sub-sub-topics as needed. Different shapes can be used to draw a concept map (See figure 1).

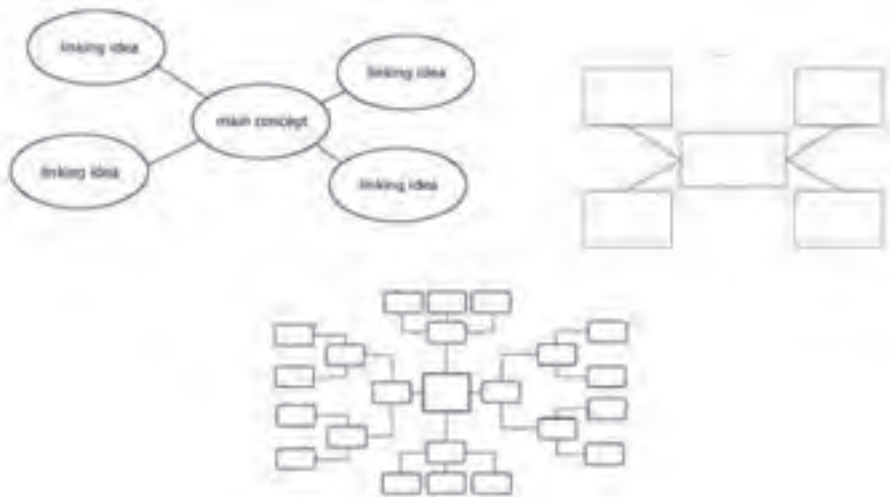


Figure 1. Concept maps



**Researching:** The students can use dictionaries, encyclopedias, atlases or the Internet to do some kind of research on the theme of the lesson. The teacher can write the result of students' researching on the board and ask students to discuss (in Persian or English) about their findings.



Researching is basically used with advanced students.



**Reading:** The teacher can bring some mini paragraphs on the theme of the lesson into the class and ask students to read them. The reading materials should be easy and interesting enough for students and make them familiar with the topic in a short amount of time.



**Viewing pictures or photographs:** A variety of pictures and photographs can be brought into the classroom to give students some ideas about the theme of the lesson. If a video-projector is available in your class, you may make a slideshow to show interesting pictures to the class. The teacher can also show a short movie to students about the theme of the lesson.



**Discussing:** The students may talk about the theme of the lesson when they are doing the above-mentioned activities.



**Focusing on new words:** New words and expressions of the conversation can be presented to students in this phase. It is basically suggested that comprehension of listening and reading tasks increases if their key words are presented to students beforehand. There are certain techniques for presenting new words. Some of them are:

- Using real objects (realia)
- Showing pictures or photos
- Using gestures or acting out
- Board drawings: drawing the images on the board
- Definition: giving concise dictionary definition(s)
- Giving synonyms/antonyms
- Describing a scene/situation
- Using flashcards (commercial, teacher– made)
- Using wallcharts or posters (commercial, teacher– made)
- Exemplification: providing collocations or examples
- Word mapping: making word maps by the help of superordinate words
- Translation: giving Persian equivalents

## **Phase 2. Listening**

Basically, the goal of listening part is ‘comprehension’. Therefore students should rely on their bottom– up and top– down processing ability to process the aural input. It is recommended that students keep their books closed while listening. In listening phase:

- Ask students to listen carefully for the gist of meaning. You may write some questions on the board and ask them to listen and find their answers.
- Check students’ answer when the listening is done.
- If necessary, replay the audio for students to check their answers.

## **Phase 3. Post– listening**

Post–listening is done to check if comprehension has taken place and to

diagnose the problems students have with the Conversation. In this phase the teacher asks comprehension questions. Three types of questions can be asked: display, inference, and opinion gap:

– Display questions: The answers to these types of questions can be found in the conversation directly.

– Inference questions: The answers to these types of questions are indirectly included in the conversation. The students should infer the answers from the conversation.

– Opinion–gap questions: The answers to these questions are based on personal information, experiences, and preferences.



Listening can be taught by integrating 'listening strategies' into the cycle of pre–listening, listening, and postlistening. Refer to Vandergrift et al. (2006) and Vandergrift and Tafaghodtari (2010) for more information on this topic.

- Pre–listening:** Setting goals, predicting
- Listening:** Checking predictions, monitoring the listening process
- Post–listening:** Evaluating the listening process, setting goals for next listening tasks



Different types of techniques and tasks can be used in teaching listening. Please find below the complete list of techniques for teaching listening grouped according to learners' language ability (Brown, 2001); and the list of listening tasks, both one-way and two-way (Goh, 2014).

**Techniques for Teaching Listening Comprehension (adapted from Peterson, 1991, 114– 121, as cited in Brown, 2001, pp. 260– 264).**

**FOR BEGINNING-LEVEL LISTENERS**

**Bottom-Up Exercises**

**1) Goal: *Discriminating Between Intonation Contours in Sentences***

Listen to a sequence of sentence patterns with either rising or falling intonation. Place a check in column 1 (rising) or column 2 (falling), depending on the pattern you hear.

**2) Goal: *Discriminating Between Phonemes***

Listen to pairs of words. Some pairs differ in their final consonant, and some pairs are the same. Circle the word "same" or "different", depending on what you hear.

**3) Goal: *Selective Listening for Morphological Endings***

Listen to a series of sentences. Circle "yes" if the verb has an -ed ending, and circle "no" if it does not.

Listen to a series of sentences. On your answer sheet, circle the one (of three) verb forms contained in the sentence that you hear.

**4) Goal: *Selecting Details from the Text (Word Recognition)***

Match a word that you hear with its picture.

Listen to a weather report. Look at a list of words and circle the words that you hear.

Listen to a sentence that contains clock time. Circle the clock time that you hear, among three choices (5: 30, 5: 45, 6: 15).

Listen to an advertisement, select the price of an item, and write the amount on a price tag.

Listen to a series of recorded telephone message from an answering machine. Fill in a

chart with the following information from the caller: name, number, time, and message.

**5) Goal: *Listening for Normal Sentence Word Order***

Listen to a short dialogue and fill in the missing words that have been deleted in a partial transcript.

### **Top–Down Exercises**

**6) Goal: *Discriminating Between Emotional Reactions***

Listen to a sequence of utterances. Place a check in the column that describes the emotional reaction that you hear: interested, happy, surprised, or unhappy.

**7) Goal: *Getting the Gist of a Sentence***

Listen to a sentence describing a picture and select the correct picture.

**8) Goal: *Recognize the Topic***

Listen to a dialogue and decide where the conversation occurred. Circle the correct location among three multiple–choice items.

Listen to a conversation and look at the pictured greeting cards. Decide which of the greeting cards was sent. Write the greeting under the appropriate card.

Listen to a conversation and decide what the people are talking about. Choose the picture that shows the topic.

### **Interactive Exercises**

**9) Goal: *Build a Semantic Network of Word Associations***

Listen to a word and associate all the related words that come to mind.

**10) Goal: *Recognize a Familiar Word and Relate It to a Category***

Listen to words from a shopping list and match each word to the store that sells it.

**11) Goal: *Following Directions***

Listen to a description of a route and trace it on a map.

---

## **FOR INTERMEDIATE LEVEL LISTENERS**

---

### **Bottom–Up Exercises**

**12) Goal: *Recognizing Fast Speech Forms***

Listen to a series of sentences that contain unstressed function words. Circle your choice among these words on the answer sheet—for example: “up”, “a”, “of”.

**13) Goal: *Finding the Stressed Syllable***

Listen to words of two (or three) syllables. Mark them for word stress and predict the pronunciation of the unstressed syllable.

**14) Goal: *Recognizing Words with Reduced Syllables***

Read a list of polysyllabic words and predict which syllabic vowel will be dropped.

Listen to the words read in fast speech and confirm your prediction.

**15) Goal: *Recognize Words as They Are Linked in the Speech Stream***

Listen to a series of short sentences with consonant/vowel linking between words. Mark the linkages on your answer sheet.

**16) Goal: *Recognize Pertinent Details in the Speech Stream***

Listen to a short dialogue between a boss and a secretary regarding changes in the daily schedule. Use an appointment calendar. Cross out appointments that are being changed and write in new ones.

Listen to announcements of airline arrivals and departures. With a model of an airline information board in front of you, fill in the flight numbers, destinations, gate numbers, and departure times.

Listen to a series of short dialogues after reading questions that apply to the dialogues.

While listening, find the answers to questions about prices, places, names, and numbers.

**Example:** “Where are the shoppers?” “How much is whole wheat bread?”

Listen to a short telephone conversation between a customer and a service station manager. Fill in a chart which lists the car repairs that must be done. Check the part of the car that needs repair, the reason, and the approximate cost.

### **Top-Down Exercises**

**17) Goal: *Analyze Discourse Structure to Suggest Effective Listening Strategies***

Listen to six radio commercials with attention to the use of music, repetition of key words, and number of speakers. Talk about the effect these techniques have on the listeners.

**18) Goal: *Listen to Identify the Speaker or the Topic***

Listen to a series of radio commercials. On your answer sheet, choose among four types of sponsors or products and identify the picture that goes with the commercial.

**19) Goal: *Listen to Evaluate Themes and Motives***

Listen to a series of radio commercials. On your answer sheet are four possible motives that the companies use to appeal to their customers. Circle all the motives that you feel each commercial promotes: escape from reality, family security, snob appeal

**20) Goal: *Finding Main Ideas and Supporting Details***

Listen to a short conversation between two friends. On your answer sheet are scenes from television programs. Find and write the name of the program and the channel. Decide which speaker watched which program.

**21) Goal: *Making Inferences***

Listen to a series of sentences, which may be either statements or questions. After each sentence, answer inferential questions such as “Where might the speaker be?” “How might the speaker be feeling?” “What might the speaker be referring to?”

Listen to a series of sentences. After each sentence, suggest a possible correct context for the sentence (place, situation, time, participants).

## Interactive Exercises

### **22) Goal: *Discriminating Between Registers of Speech and Tones of Voice***

Listen to a series of sentence. On your answer sheet, mark whether the sentence is polite or impolite.

### **23) Goal: *Recognize Missing Grammar Markers in colloquial Speech***

Listen to a series of short questions in which the auxiliary verb and subject have been deleted. Use grammatical knowledge to fill in the missing words: (“Have you) got some extra?”

Listen to a series of questions with reduced verb auxiliary and subject and identify the missing verb (does it/is it) by checking the form of the main verb. Example: “Zit Come with anything else?” “Zit arriving on time?”

### **24) Goal: *Use Knowledge of Reduce Forms to Clarify the Meaning of an Utterance***

Listen to a short sentence containing a reduced form. Decide what the sentence means.

On your answer sheet, choose the one (of three) alternatives that is the best paraphrase of the sentence you heard. Example: You hear “You can’t be happy with that.” You read: (a) “Why can’t you be happy?” (b) “That will make you happy.” (c) “I don’t think you are happy.”

### **25) Goal: *Use Context to Build Listening Expectations***

Read a short want-ad describing job qualifications from the employment section of a newspaper. Brainstorm additional qualifications that would be important for that type of job.

### **26) Goal: *Use Context to Confirm Expectations***

Listen to short radio advertisement for jobs that are available. Check the job qualifications against your expectations.

### **27) Goal: *Use Context to Build Listening Expectations. Use Bottom-Up Processing to Recognize Missing Words. Compare Your Predictions to What You Actually Heard***

Read some telephone messages with missing words. Decide what kinds of information are missing so you know what to listen for. Listen to the information and fill in the blanks. Finally, discuss with the class what strategies you used for your predictions.

### **28) Goal: *Use Incomplete Sensory Data and Cultural Background Information to Construct a More Complete Understanding of a Text***

Listen to one side of a telephone conversation. Decide what the topic of the conversation might be and create a title for it.

Listen to the beginning of a conversation between two people and answer questions about the number of participants, their ages, gender, and social roles. Guess the time of day, location, temperature, season, and topic. Choose among some segments to guess what might come next.



## FOR ADVANCED LEVEL LEARNERS

### Bottom-Up Exercises

**29) Goal:** *Use Features of Sentence Stress and Volume to Identify Important Information for Note-taking*

Listen to a number of sentences and extract the content words, which are read with greater stress. Write the content words as notes.

**30) Goal:** *Become Aware of Sentence-Level Features in Lecture Text*

Listen to a segment of a lecture while reading a transcript of the material. Notice the incomplete sentences, pauses, and verbal fillers.

**31) Goal:** *Become Aware of Organizational Cues in Lecture Text*

Look at a lecture transcript and circle all the cue words used to enumerate the main points. Then listen to the lecture segment and note the organizational cues.

**32) Goal:** *Become Aware of Lexical and Suprasegmental Markers for Definitions*

Read a list of lexical cues that signal a definition; listen to signals of the speaker's intent, such as rhetorical questions; listen to special intonation patterns and pause patterns used with appositives.

Listen to short lecture segments that contain new terms and their definitions in context. Use knowledge of lexical and intonational cues to identify the definition of the word.

**33) Goal:** *Identify Specific Points of Intonation*

Read a skeleton outline of a lecture in which the main categories are given but the specific examples are left blank. Listen to the lecture and find the information that belongs in the blanks.

### Top-Down Exercises

**34) Goal:** *Use the Introduction to the Lecture to Predict Its Focus and Direction*

Listen to the introductory section of a lecture. Then read number of topics on your answer sheet and choose the topic that best expresses what the lecture will discuss.

**35) Goal:** *Use the Lecture Transcript to Predict the Content of the Next Section*

Read a section of a lecture transcript. Stop reading at a juncture point and predict what will come next. Then read on to confirm your prediction.

**36) Goal:** *Find the Main Idea of a Lecture Segment*

Listen to a section of a lecture that describes a statistical trend. While you listen, look at three graphs that show a change over time and select the graph that best illustrates the lecture.

### Interactive Exercises

**37) Goal:** *Use Incoming Details to Determine the Accuracy of Predictions About Content*

Listen to the introductory sentences to predict some of the main ideas you expect to hear

in the lecture. Then listen to the lecture. Note whether or not the instructor talks about the points you predicted: If she/he does, note a detail about the point

**38) Goal: *Determine the Main ideas of a Selection of a Lecture by Analysis of the Details in That Section***

Listen to a section of a lecture and take notes on the important details. Then relate the details to form an understanding of the main point of that section. Choose from a list of possible controlling ideas.

**39) Goal: *Make Inferences by Identifying Ideas on the Sentence Level That Lead To Evaluative Statements***

Listen to a section of a lecture and take notes on the important details. Indicate what further meaning can be inferred from the statement. Indicate the words in the original statement. Indicate the words in the original statement that serve to cue the inference.

**40) Goal: *Use Knowledge of the Text and the Lecture Content to Fill in Missing Information***

Listen to a lecture segment of its gist. Then listen to a statement from which words have been omitted. Using your knowledge of the text and of the general content, fill in the missing information. Check your understanding by listening to the entire segment.

**41) Goal: *Use Knowledge of the Text and the Lecture Content to Discover the Lecturer's Misstatements and to Supply the Ideas That He Meant to Say***

Listen to a lecture segment that contains an incorrect term. Write the incorrect term and the term that the lecturer should have used. Finally, indicate what clues helped you find the misstatement.

## One-Way (Non-participatory) Listening Tasks (Goh, 2014, p. 82)

Task	Skills	Product	Materials	Procedure
Listen and restore	Listening for global understanding; listening for details	An amended text in print	Different types of listening texts such as narrative and information reports; the transcript of a text with incorrect details.	<ol style="list-style-type: none"> <li>1. Students work individually or in pairs to read the printed text.</li> <li>2. They discuss the gist of the text and listen to the text once.</li> <li>3. When they listen again, they correct the details in the written texts by changing, adding, or deleting words.</li> </ol>
Listen and sort	Listening for main ideas; listening for details	A rearranged sequence of text or pictures	A text that describes a sequence, a procedure, a chronological event, or items in ranked order; sets of jumbled up texts and/or pictures	<ol style="list-style-type: none"> <li>1. Students work in pairs to examine the jumbled texts or pictures.</li> <li>2. They discuss what the text might be about and sort the texts/pictures according to their speculations.</li> <li>3. They listen to the text and use the information to sequence the texts/pictures</li> </ol>
Listen and compare	Listening for main ideas; listening for details	A list of similarities and differences	Several short texts that have a common theme or topic	<ol style="list-style-type: none"> <li>1. Students listen individually to the texts and identify similarities and differences.</li> <li>2. They compare their answers with another student to confirm what they have identified.</li> <li>3. The class listens to the texts again and students check their answers.</li> </ol>
Listen and match	Listening for global understanding	Texts matched to themes	Several short texts that have different themes; theme cards (small cards with a single word written on each one, e.g., recycling, marriage, health). Note: Teachers should prepare more theme cards than the number of texts.	<ol style="list-style-type: none"> <li>1. The teacher checks that students understand the meaning of the words in the theme cards.</li> <li>2. Students listen individually to the texts and identify the most appropriate theme for each text.</li> </ol>
Listen and combine	Listening for main ideas; listening selectively	A combined summary based on information from different sources	A fairly long text (e.g., a news broadcast, narrative, or procedure) divide into several parts	<ol style="list-style-type: none"> <li>1. Students listen to one part of the text individually</li> <li>2. They make notes of what they hear.</li> <li>3. In small groups, they report to one another and reconstruct a summarized form of the original text.</li> </ol>

Listen and compose	Listening and predicting; listening and making inferences	The beginning or conclusion of a text	A narrative text (e.g., a short story) with either the beginning or the end missing	<ol style="list-style-type: none"> <li>1. Students listen to the text in pairs or in a small group.</li> <li>2. They discuss what the text is about and what the missing part should be like.</li> <li>3. They write the missing part and a representative reads the part aloud to the rest of the class.</li> </ol>
Listen and evaluate	Listening for details; listening for main ideas; listening and making inferences (depending on the criteria for evaluation)	A list of items based on their relative merits	Several short texts on a common theme or topic	<ol style="list-style-type: none"> <li>1. Students listen to the texts individually and assess the information or message based on predetermined criteria, such as clarity, interest level, accuracy, and effectiveness.</li> <li>2. In groups or pairs, they explain their choices.</li> </ol>
Listen and reconstruct	Listening for global understanding; listening for main ideas; listening for details	A text that is reconstructed based on the content of the original text	A short text (e.g., an information report, procedures, or exposition of a viewpoint)	<ol style="list-style-type: none"> <li>1. Students listen individually to the text once.</li> <li>2. They listen to it again and take notes of key content words or key points in a text (e.g., problems, solutions, and recommendations).</li> <li>3. They use their notes to produce a text that is close in meaning to the original one.</li> </ol>

## Two– Way (Participatory) Listening Tasks (Goh, 2014, p. 83)

Task	Skills	Product	Materials	Procedure
Dictate and complete	Listening for details, listening selectively	A restored and complete text	Different types of listening texts (e. g., narrative and information reports); versions A and B of the text with blanks inserted in different parts of the text	<ol style="list-style-type: none"> <li>1. Students read their version of the incomplete text individually.</li> <li>2. They take turns dictating their version without showing it to their partners. Listeners must ask for clarification and repetition where necessary.</li> <li>3. They write down the missing words in their version of the text.</li> </ol>
Describe and draw	Listening for main ideas; listening for details	Pictures, maps, sketches, and objects	Pictures of scenery and objects, plans, and maps	<ol style="list-style-type: none"> <li>1. Students work in pairs, with one of them describing the content of a picture.</li> <li>2. The other student draws it or completes a similar picture that is incomplete.</li> <li>3. Listeners must ask for clarification and repetition where necessary.</li> </ol>
Stimulate and discuss	Listening for main ideas; listening for details; listening and inferring; listening and predicting	Views and recommendations	Cards with scenarios for simulations, roles, or statements of a problem and an issue and the required outcome, such as a set of recommendations	<ol style="list-style-type: none"> <li>1. Students from small groups to discuss a problem or an issue in the simulation.</li> <li>2. A moderator or the chairperson in the simulation is assigned to ask questions, elicit views, challenge assumptions, and clarify understanding.</li> <li>3. Students in their respective roles listen to one another's views, make notes, respond to views, and seek clarifications.</li> <li>4. They agree on a set of outcomes following the discussion.</li> </ol>
Take notes and clarify	Listening for global understanding; listening for main ideas; listening for details; listening and making inferences	A set of notes; a list of questions for clarifying understanding of the content	Presentations by students or guest speakers	<ol style="list-style-type: none"> <li>1. Students listen to a presentation and take notes.</li> <li>2. They review their notes and prepare some questions about the content of the presentation to ask the presenter.</li> </ol>

## 2

## Practice: Talking about the Theme of the Lesson

---

### Objectives

The objectives of this part include:

- Presenting instances of *language function*.
- Helping students have *focused attention* on the structure.
- Providing opportunities for *repetition of the structure*.
- Helping students *use* the structure *correctly*.
- *Giving feedback* to students if they make mistakes.

### Teaching Procedure

- Tell your students that they are going to learn how to talk about the theme of the lesson.
- Let them know what each turn means.
- Let them know what the topic of the lesson mean and talk about it in Persian.
- Play the CD two or three times and ask students to repeat the turns. You can divide the class into two groups and ask each group to repeat one turn.
- Then tell the class to ask about the theme.
- Next ask your students to pair up and practice asking each other about the theme. They can refer to the Photo Dictionary at the end of their book for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.



Students may need more vocabulary to talk about the theme. In this case you may present the words written after Practice 1 and 2, to help them talk about the theme, expand their vocabulary stock, and learn some collocations.

Present the words with the help of the techniques explained in Section 1.

If necessary, refer to the workbook for practicing the vocabulary.

# 3

## Language Melody

---

### Objectives

The objectives of Language Melody include:

- Helping students *recognize intonation* contours of English language.
- Helping students *produce proper intonation* contours associated with the function of the utterances.

### Teaching Procedure

“The communicative framework suggests a division of the pronunciation lesson into five phases moving from analysis and consciousness raising to listening discrimination and finally production” (Celce– Murcia, Brinton, & Goodwin, 2010, p. 45). Follow the steps in Table 1 below to teach pronunciation based on CLT.

---

#### Phase DESCRIPTION

1	<b>DESCRIPTION AND ANALYSIS</b> – oral and written illustrations of how the feature is produced and when it occurs within spoken discourse.
2	<b>LISTENING DISCRIMINATION</b> – focused listening practice with feedback on learners’ ability to correctly discriminate the feature.
3	<b>CONTROLLED PRACTICE</b> – oral reading of minimal– pair sentences, short dialogues, etc. , with special attention paid to the highlighted feature in order to raise consciousness.



- 4 **GUIDED PRACTICE** – structured communication exercises, such as information-gap activities or cued dialogues, that enable the learner to monitor for the special feature.
- 5 **COMMUNICATIVE PRACTICE** – less structured, fluency- building activities (e.g., role play, problem solving) that require the learner to attend to both form and content of utterances.

According to Celce– Murcia et al. (2010, p. 45), this communicative framework recognizes;

- the key role each phase plays in the acquisition of new pronunciation features,
- learners’ progression from one phase to another, that is from controlled to automatic processing/production of L2 phonology is gradual,
- the application of this framework should extend the course of several lessons not just one,
- learning pronunciation is not linear, and practice must extend beyond the controlled phase of repetition and oral drills to more communicative activities when learners gain control over the feature.



For more information on this topic please refer to Celce– Murcia, Brinton and Goodwin (2010) pages 44 to 49.

## Grammar

---

### Objectives

Although “the term grammar has multiple meanings” (Larsen– Freeman, 2002, p. 34), its core meaning is “how words are formed (morphology) and how words are combined (syntax)” (ibid).

There are two basic views towards grammar: formal and functional. While the former is about the form of the language, the latter focuses on the fact that “grammar is not a static system of rules; grammar is a dynamic system” (Larsen– Freeman, 2014, p. 257). In other words, the grammar of a language is not what its speakers have to say (prescriptive grammar) but how the language is actually used (descriptive grammar). In this sense, the goal of teaching grammar is helping “students use the language accurately, meaningfully, and appropriately” (Larsen– Freeman, 2014, p. 258). As a result a major departure from some traditional analyses of English grammar

**is in keeping with attempting to view grammar with a communicative end in mind, is the recognition that grammar is not merely a collection of forms but rather involves the three dimensions of what linguists refer to as (morpho) syntas, semantics, and pragmatics. Grammatical structures not only have a morphosyntactic form, they are also used to express meaning (semantics) in context–appropriate use (pragmatics). We refer to these as the dimensions of *form*, *meaning*, and *use*, because the three are interrelated– that is, a change in one will involve a change in another– it is helpful to view the three dimensions as a pie chart, with arrows depicting the interaction among the three.**

(Celce– Murcia and Larsen– Freeman, 1990, p. 4)

In this framework, the three components of Freeman’s pie chart will focus on

form, meaning, and use (Larsen– Freeman, 2014, p. 258) (See figure 2).

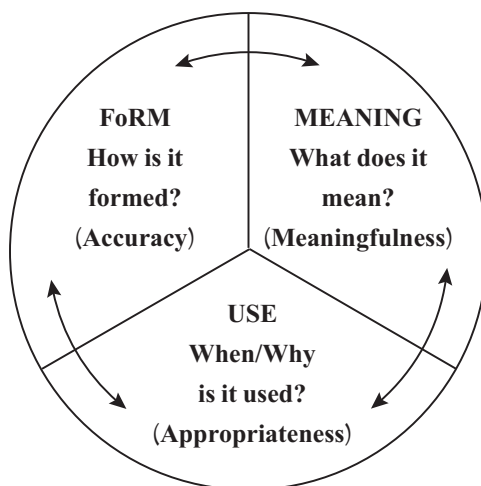


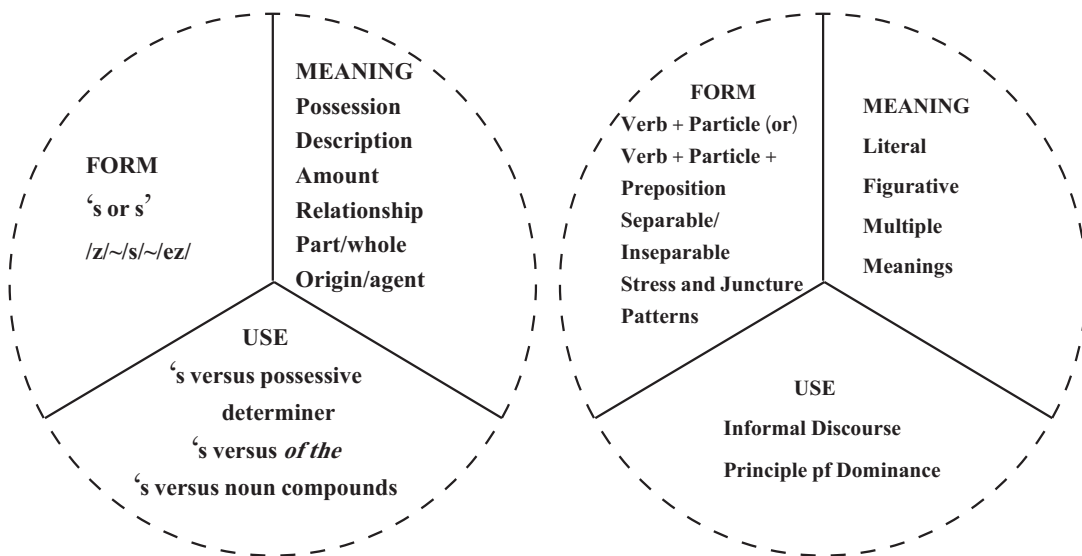
Figure 2. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)

**1. In the wedge of the pie having to do with form, we have those overt lexicogrammatical patterns and morphosyntactic forms that tell us how a particular construction is put together and how it is sequenced with other constructions in a sequence or text.**

**2. In semantic wedge,** we deal with what a grammar construction means. The meaning can be lexical (a dictionary definition for a preposition like *down*, for instance), or it can be grammatical (e.g., the conditional states both a condition and an outcome or result).

**3. Pragmatics in the use wedge** means the use of the language in context. The context can be social (i.e., a context created by speakers, their relationships to one another, or the setting), or it can be a linguistic discourse co- text (i.e., the language that precedes or follows a particular structure in the discourse, or how a particular genre or register affects the use of a construction).

Two examples taken from Larsen– Freeman (2014, pp. 259– 60) may provide more illuminating insights:

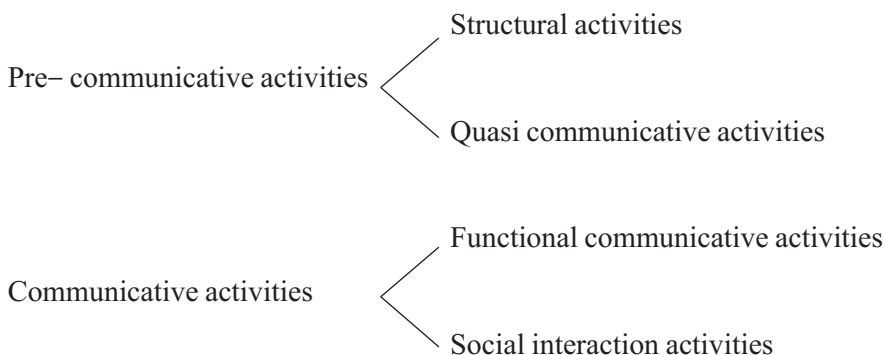


### Teaching Procedure

In order to teach the grammar in Prospect 3, the procedure suggested by Richards and Rodgers (2014, p. 103) will be followed:

New teaching points are introduced with dialogues, followed by controlled practice of the main grammatical patterns. The teaching points are then contextualized through situational practice. This serves as an introduction to a freer practice activity, such as a role play or improvisation.

The methodological procedures underlying CLT textbooks include “teaching points are often introduced in dialogue form, grammatical items are isolated for controlled practice and freer activities are provided. Pair and group work is suggested to encourage students to use and practice function and forms” (ibid). This reflects a sequence of activities represented in the figure 3 (Littlewood, 1981, p. 86, as cited in Richards and Rodgers, 2014, p. 103).



**Figure 3. The sequence of CLT teaching activities**

As a result, the following steps will be followed to teach grammar in Prospect 3:

1. Presentation of grammar in a dialogue (contextualization) in **CONVERSATION & Practice (1 & 2)**
2. Isolation of grammatical items to be presented in **GRAMMAR**.
3. Controlled practice in **Find it** and **Tell Your Classmates**.
4. Situational practice with contextualization in **LRW** and **RSLW**
5. Pair and group work in **Role Play**
6. A Multiple Intelligence (MI) task or a game would be optionally used in the end.

**Phase 1. Presentation of grammar in a dialogue (contextualization) in CONVERSATION & Practice (1 & 2)**

In order to start teaching grammar, the teacher rereads the conversation with an emphasis over the grammatical structure. Students can help the teacher by finding the grammatical points. The 3 components of the grammatical structure can be focused on here:

- form,
- meaning, and
- function.

## Phase 2. Isolation of grammatical items to be presented in GRAMMAR

The 'Grammar part' is worked on in this phase. The teacher may:

- Explain the tables briefly.
- Ask students to go through the examples written below the tables.
- Ask students to provide him/her with the rules they understand.

The rest of teaching grammar is done by going through separate sections of the book:

- **Find it and Tell Your Classmates.**
- **LRW**
- **RSLW**
- **Role Play**

### See also

---

#### Objectives

It is a grammatical point that is explained very briefly. Most of the time, this grammatical point is required to carry out conversations and/or do meaningful tasks and exercises.

#### Teaching Procedure

To teach this grammatical point just refer to the 3 dimensional grammatical pie. Some exercises are predicted to be done on this structure in the rest of the book/workbook.

## 5 Find it and Tell Your Classmates.

---

### Objectives

The objectives of this section are:

- *Making students aware* of the taught grammatical structures.
- Providing students with *controlled oral practice*

### Teaching Procedure

This part should be covered after teaching Grammar:

- Ask students to take a red pencil or highlighter.
- Ask them to
  - circle the structures, or
  - underline the structures

'Find It' is followed by *a controlled oral practice*. The students should follow the model to produce the learned structure orally.

- Ask students to do the oral drill.
- If necessary, give them some hints.



**Don't let students write their answers!**

## 6 Listening, Reading and Writing

---

### Objectives

The main goal of this section is providing situational practice with contextualization for the taught grammatical point. It also aims at

- Providing *oral input* for listening and reading practices
- Giving students some opportunities to produce *meaningful output*.

### Teaching Procedure

- Play the CD.
- If necessary play the CD, 2 times.
- Ask students to read the questions and answer them after listening to the audio.
  - Play the audio again.
  - Ask students to check their answers.

The same procedure is followed for Part B.



## 7 Listening, Speaking, Reading and Writing

---

### Objectives

This is another situational practice with contextualization of the taught grammatical point. It also has the following objectives:

- Providing students with opportunities to practice all 4 skills integratively.
- Exposing students to comprehensible input.
- Providing students with some opportunities to produce *meaningful output*.

### Teaching Procedure

This activity is a real or pedagogical task that asks students to share their personal information and preferences with their classmates.

To do that:

- Ask students to pair up.
- Ask them to do the interview.



## Role Play

---

### Objectives

This is a role– play activity that completes the procedure of teaching grammar. It has the following objectives as well:

- Providing students with a *fluency activity*.
- Giving students the opportunity to *put together* whatever they have learned in the lesson.

### Teaching Procedure

- Ask students to pair up.
- They have to talk about the theme of the lesson.
- Ask them to use the conversation of the lesson as a model.



You may bring a game or task to the classroom after teaching the grammar or at the end of the lesson if you have time.