

Lesson One

My Nationality

Sessions Snapshot

| Session | Content | Activities |
|---------|--|---|
| 1 | Objectives | To talk about countries and nationalities |
| | Warm up | “Iran,” “Iranian,” “Are you from...,” map of the world, countries |
| | Conversation | Focus on countries/nationalities |
| | Practice (1) | Are you from...? Yes/No |
| | Practice (2) | Are you Iranian/...? Yes/No |
| | Practice (3) | Where are you from? / Where is s/he from? |
| 2 | Literacy skills: spelling & pronunciation; | Spelling activities, pronunciation: [sh], [ch] Sight Word Reading Talk to Your Teacher: Which is correct? |
| 3 | Listening & Writing | Purposeful listening |
| | Language use | Integration of skills: reading, speaking, writing |
| | | Role play; Class Project: Week/Activity Grid |

NOTE: This lesson plan is designed for three sessions. You may follow the suggested schedule or re-schedule the lesson parts for three sessions as you consider more appropriate.

The First Session Teaching & Practicing Language Functions

Materials: Map of the world, white/blackboard, CD player, flash cards for countries flags; pictures of people from Iran, Germany, UK, China, Spain, Brazil, France, Turkey, India, and Africa shown in their local contexts with flags of their countries

Interaction: Teacher-Students (T-S); students in pairs/groups

Time: 50 minutes (*30 mins. for warm up and conversation; 20 mins. for Practice sections*)



1. Warm up

Greeting: Welcome the class to the new academic year in English and use the greetings they learned in Grade 1:

**Welcome to Grade 2.
How are you?**

Look at the names list. If there are any new students in your class, ask their first and last names and say yours. Use expressions like “Nice/Happy to meet you;” ask the new students if they are from the same city that you live in, e.g., “Are you from Shahrekord/ Chabahar/etc?”

If there are no new students, start the lesson by specifying the objectives. Tell them that they are going to learn about countries and nationalities. Do not provide the Persian equivalents of these key words at this stage.

1.1 Install the map on the board or use power point slides to show the map of the world if available.

1.2 Point to the map and ask,

What’s this called in English?

Elicit the word “map” or say the word yourself.

Then say,

This is the map of the world



and show the big size of the map/world using body language. Elicit the meaning of the “World.”

- 1.3 Say that there are many “countries” in the world; give the example of “Iran” first:

Iran is a country. We are from Iran. We are Iranian.”

Elicit the meaning of “country” and “Iranian.”

- 1.4 Write “Country” on the left side of the board and “Nationality” on the other side as the labels of two columns. Write ‘Iran’ under “Country” and ‘Iranian’ under “Nationality”. Elicit the meaning of “Nationality.”

- 1.5 Elicit examples of “country” from the students and write three or four examples which may include France, England, Germany, Iraq, Turkey, etc. Elicit the nationalities and write the correct nationality in front of each country.

2. Conversation

Tell the students that they are going to listen to a conversation about Shayan’s cousin. Ask if they understand where he is from. Play the CD once and ask,

1. “What’s the name of Shayan’s cousin?” Elicit “Sam.”
2. “What languages does he speak?” متوجه شدید که سام به چه زبان‌هایی صحبت می‌کند؟
Elicit “English, French.” If they answer correctly, clap for them and show that you are happy with their answer; if they have not understood, tell them not to worry, they’ll listen to the CD once more.

WARNING! Do not explain anything about the “does” construction in your question above! They should just follow the question as a chunk, not as a grammar point.

3. If they point to the phrase “a little Persian”, elicit the meaning of ‘a little’ and to confirm the correct answer, use your fingers to show a small amount:



4. هم کلاسی چگونه ملیت سام را می پرسد؟

Elicit “Are you from Iran?”

5. Students may ask about an additional word they haven’t understood “originally” .

Draw their attention to the word “originally” . Give an example: “I am originally from Mashhad, but I live in Tehran” . Elicit اصالتاً

NOTE 1: Whether they answer all your questions or part of them, play the CD at least twice .

WARNING! Do not force the students to memorize the conversations! Repetition may be used only to correct their pronunciation . They are required to learn and use only the functions and expressions in the “Practice” and “Talk to Your Teacher” sections .

- 2.1 In the case of names (people, cities or countries) and other words that include /sh/ or /ch/ sounds (e.g., Shayan, French), underline the “digraphs” in the words and pronounce in a way to attract their attention to both the digraphs and the corresponding sounds. Explain that these two-letter consonant sounds are called “digraphs” (daIgræfs).
- 2.2 In the case of words like ‘France’ and ‘Spain’ or other examples containing initial consonant clusters or “blends”, underline them using color chalks or different color markers, and pronounce in a way to attract their attention to both the blends and the corresponding sounds. Explain that this combination of consonants at the beginning or middle or final position in a word is called “blend.”

NOTE 2: Make sure the pictures as the key materials for the Practice sections are already available and ready to use in this session.

3. Practice 1–2–3

- 3.1 Now, while you are shuffling the pictures and flash cards, show gestures of excitement in your face and say, “**Guess what we’re going to do!** حدس بزنید! الان می خواهیم چه کار کنیم in a way to make them more and more curious about what you are going to do. Let them guess, and make it more exciting with your facial gestures. Then explain that they are going to learn more about countries and nationalities. Divide the class into 5 groups with equal number of students in each group if possible. Make sure that each group includes both quick and weak students for better interaction and peer support.

3.2 You already have 10 pictures of 10 nationalities, so give two pictures to each group, and number the groups from 1 to 5. Explain the activity as follows:

We begin with Group 1. Group 1, please show one of your pictures to other groups (have one of the group members to stand up and show the picture to other groups). Now Groups 2, 3, 4, and 5: Ask about the country and nationality of the people in the pictures. How do you ask about their country of origin, کشور زادگاهشان?

Elicit 'Are you/they from...? Is s/he from...?' If they don't provide the correct/complete structure, give them the model. Then explain to Group 1:

You answer with Yes or No. We'll do one example.

Elicit 'Are you/they from...? Is s/he from...?' from other groups, then address Group 1 to answer Yes or No. If the groups cannot guess the correct country/nationality, help Group 1 to provide the correct answer, e.g., "No, she isn't. She's from China."

Do the activity with all groups with one of their pictures.

3.3 Now refer them to **Practice 1** and ask them to listen to the CD. Play it once

again and ask them to repeat the turns and monitor their question intonation and word pronunciation.

3.4 Now ask the following questions and elicit Yes/No answers:

(a) Are you from Spain?

(b) Are you from Turkey?

3.5 Refer them to **Practice 2** and play the CD. Play it once again and ask them to repeat the turns and monitor their question intonation and word pronunciation.

3.6 Now ask, “Where are you from?” Elicit “We are from Iran.” Repeat the answer and add, “Yes, we are from Iran. We are Iranian.” Write on the board:

“We are / I am from Iran. = We are / I am Iranian.”

Use one or two more examples for the countries, elicit the same structure from the students, write on the board, and underline the same phrases.

3.7 Repeat the activity in 3.2 with the second pictures in the groups. Introduce “Where is s/he from” as an example. Elicit correct response. Continue with all the groups.

3.8 Refer them to **Practice 3** and play the CD. Ask them to repeat the turns and monitor their question intonation and word pronunciation.

4. Workbook Assignment

Refer to WorkBook (WB). Do some exercises in the classroom. Make sure all students know what to do for each exercise. Explain in Persian if necessary, and then assign other activities in the WB for homework.

- 4.1 Before you finish the class, summarize the main teaching points of the session on the board, e.g., “Nationality, Country, Are you from... / Is s/he from...?”
- 4.2 Finally, tell them you will check their homework assignments and work on the Spelling/Pronunciation in the next session.

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|---------------------------|---------------------------------|
| The Second Session | Teaching Literacy Skills |
|---------------------------|---------------------------------|

Materials: CD player; nationality flash cards/pictures; a blank map of the world (see below)

Interaction: Teacher–Students (T–S), Students (Ss) in pairs/groups

Time: 50 minutes

1. Greeting and checking homework assignments

Greet the students warmly. Make sure they have their workbooks on their desks. Ask if they were able to do the assigned activities at home:

خوب بچه‌ها، تمرین‌های Workbook چطور بود؟ موردی بود که نتوانسته باشید جواب بدهید؟
الآن با هم انجام می‌دهیم. . . .

Check their homework one by one. If they have left some parts undone, see if they had lacked the general information to complete the activities or they had not learned the lesson. Make them feel comfortable to tell you why they have not

done their homework or parts of it. The first session should assure them that you are there to help, not to punish. Practice the problem areas on the board and make sure that all the students learned the materials in their workbook.

NOTE: If you have a **large class**, divide them in groups of 3 or 4, and choose one member of each group as the coordinator. Give them 10 minutes to check their homework together. Ask the Coordinator to list the items that his/her group members have not done in their workbooks. Collect the lists, and see if there are any items that the majority of the students have not done. Explain the problem areas and do the activities in class.

In case the students have had different problem areas, list them all on the board, and explain them to the whole class.

You may decide to change the Group Coordinators weekly or biweekly (every two sessions) or whenever you wish.

2. Spelling & Pronunciation: Literacy Skills

2.1 Now you focus more closely on the /sh/ and /ch/ sounds. If some of your students' first and/or last names contain /sh/ or /ch/, call their names and draw the students' attention to these sounds. Write the example names on the board and underline the digraphs. You may misspell a name on the board and ask the class,

Which is correct, ... (misspelled name)... or(correct spell)...?

to practice the expression. Elicit the meaning of “Which is correct” in Persian as well as the correct spelling of the name you misspelled.

2.2 Tell them they are going to listen to a conversation about a crossword puzzle.

Draw their attention to page 14 of the lesson while they are listening. Play the CD once more if necessary.

2.3 Ask the class if they can give examples of classroom objects, actions, or names that contain /sh/ or /ch/ sounds. Elicit “bench,” “chalk,” “show,” and add “Shahid Chamran.”

2.4 Help them do the crossword puzzle in groups and monitor their interactions. Give them 10 minutes, and check the correct answers when time is up.

2.5 Refer them to Work Book (WB). Do some exercises in the classroom. Make sure all students know what to do for each exercise. Explain in Persian if necessary, and then assign other activities in the WB for homework.



3. Workbook Assignment

Refer to WorkBook (WB). Do some exercises in the classroom. Make sure all students know what to do for each exercise. Explain in Persian if necessary, and then assign other activities in the WB for homework.

- 3.1 Before you finish the class, summarize the main teaching points of the session on the board, e.g., “Where is s/he from...?” “Which is correct?” and some words with /sh/ and /ch/ sounds.
- 3.2 Brief them about the Role Play next session and suggest the situations (see 3. Role Play below) in advance, so that they can think ahead and prepare themselves for the activity.

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|--------------------------|---------------------------------|
| The Third Session | Communicative Activities |
|--------------------------|---------------------------------|

Materials: CD player

Interaction: Teacher–Students (T–S), Students (Ss) in pairs/groups

Time: 50 minutes

1. Greeting and checking homework assignments

Greet the students and call the roll. Check their assignments, and practice the problem areas on the board. Make sure all students have learned the teaching points and the problem areas are removed.

2. Listening and Writing

2.1 Review the key language and functions before starting the Listening & Writing section.

You may use the flash cards and ask students to talk about the countries and nationalities of the people in the pictures.

2.2 There are no transcripts provided in the Student Book for this section, so the students should rely on their auditory memory and you can help them improve their listening skills by giving them the following advice:

Look at this table. You had the same practice in Grade 1. You will listen to the people talking to each other about things like their names, nationality, and other additional information. You only need to focus on Name and Nationality– the two things you need to check or write in the table."

Say the same directions in Persian if necessary:

"در این بخش همانند کتاب سال گذشته، در هر مکالمه به گفتگوی دو یا چند نفر گوش می کنید. صحبت گویندگان ممکن است شامل اطلاعات مختلف باشد، ولی شما فقط روی مواردی که در جدول مشخص شده تمرکز کنید، یعنی name و nationality."

2.3 Play the CD once and make sure that each and every student is following the right row/column for each conversation.

2.4 Check the answers when both conversations are played, but do not give them the correct answers.

2.5 Play the CD again and ask the students to check and/or correct their answers. If they have misspelled some of the words, write the correct form on the board.

3. Reading, Speaking, and Writing

Two sample cards are provided in this section, but you'd better make more cards with different nationalities/countries/jobs for further practice in the classroom.

Provide 2 or 3 sets of cards (2 cards in each set) and divide the class into groups. Each group should receive one of the cards in each set. The two groups that receive the same set will work together: For example, Group 1 receives the card with the name Franco and group 2 receives the card with the last name Sanchez. Each group asks questions about the missing information on their card (e.g., "What's the last name?" or "He's Spanish, what's the name of his country?" etc.) and the other group provides the missing information and, in turn, asks questions to fill in the missing information on their own cards.

This activity can be done between students in pairs.

4. Role Play

With the help of the language functions, expressions, and structures presented in this lesson, you can help your students play different roles, e.g., (1) new student in a school from a different city/country and others to help him/her get familiar with other people and the neighborhood, (2) new family who have moved to a new apartment building and meet new neighbors, (3) meeting foreign tourists in your city who look for a hotel, restaurant, places to visit, etc.

Suggest these situations to your students and help them with any new words or functions or expressions they need to use in their drama.

5. Class Project: Map of the World (see Appendix)

- 5.1 Divide the class into 5 groups (depending on the number of students, divide them into groups with 4 or 5 members in each), and give each group a copy of the blank Map of the World. Give them 10 to 15 minutes to write the names of countries and continents on the map. Provide the Persian meaning of continent **قاره** and encourage them to write as many names as they know on the map in English or Persian.
- 5.2 When time is up, see which group has completed the map or has written more countries. Give them the key and tell them to check their answers. Read the names of the countries with correct pronunciation. Make sure you know the correct pronunciation of the names of the countries and continents.

6. Finishing the lesson

Recapitulate the main teaching points in Lesson 1 (name of countries, asking and talking about nationalities, etc.), and tell them they will use the language they have learned in Lesson 1 in the other lessons such as “My city.”

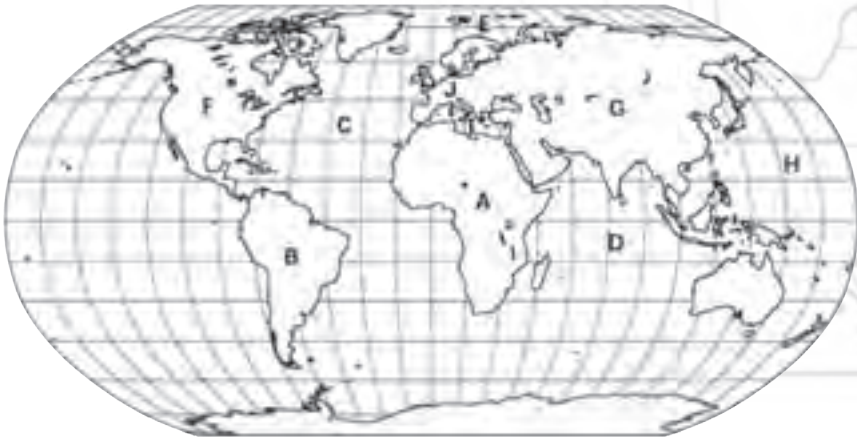
7. Your thoughts about Lesson 1

7.1 Are you happy with your teaching in Lesson 1? How about your students?

Did they like the way you taught them nationalities?

7.2 Was there any section you couldn't cover successfully? If so, why? How can you improve your own performance?

Appendix: Blank Map of the World







Lesson Two

My Week

Lesson Two

My Week

Sessions Snapshot

| Session | Content | Activities |
|---------|---|--|
| 1 | Objectives | To talk about daily activities: use weekdays, weekend, and time of the day with prepositions (on, in) |
| | Warm up | What day is today (day of the English class)? / So, we have English on ... (day of the week). / What days do you have math in the week? |
| | Conversation | Focus on daily activities, days of the week |
| | Practice (1) | What do you do in the mornings/afternoons? |
| | Practice (2) | When/What days do you...? |
| 2 | Literacy skills: spelling & pronunciation; | Spelling activities, pronunciation: [st], [ee], [ay] Sight Word Reading Talk to Your Teacher: How do you say...? |
| 3 | Listening & Writing | Purposeful listening |
| | Language use | Integration of skills: reading, speaking, writing Role play; Class Project: Week/Activity Grid |

NOTE: This lesson plan is designed for three sessions. You may follow the suggested schedule or re-schedule the lesson parts for three sessions as you consider more appropriate.

The First Session Teaching & Practicing Language Functions

Materials: Poster and flash cards for (1) Days of the Week, (2) Time Expressions, (3) Daily activities (going shopping, going to the gym, etc. in the conversation and Practice sections);

Interaction: Teacher–Student(s); Students–Students (pairs/groups)

Time: 50 minutes (*30 mins. for warm up and conversation; 20 mins. for Practice sections*)



1. Warm up

Greeting: Greet the students happily, ask **“How are you today?”**, and say good things about today, e.g., the weather, a happy occasion if applicable, etc.

1.1 Ask, **“What day is today?”** Elicit the correct answer for today– the day of your class (e.g., Monday, Tuesday, etc.). If they can't follow you, ask "امروز چند شنبه است؟" They may answer in both English and Persian. Give positive feedback on the correct English answer.

1.2 Now say, “So, we have English on ... (day of your class, e.g., Monday, Tuesday, etc.) morning/afternoon”, and write the words on the board. To brief them about time expressions in your warm up, you may write the following example on the board:

We have English on Tuesday mornings / afternoons.
(8 a.m.) (2 p.m.)

Say the sentence in Persian if necessary: پس ما سه شنبه ها بعد از ظهر انگلیسی داریم.

And repeat the English equivalent: **We have English on ...?...** and elicit the answer in English.

1.3 Ask,

“What days do you have History– تاریخ?”

and elicit the English or Persian word for the day they have History. Confirm the correct English answer, and write it on the board.

1.4 Then ask,

“When on ...day (e.g., Sunday)? Morning? Afternoon?”

and elicit the correct answer in English.

2. Conversation

Tell the students they are going to listen to a conversation between Reihaneh and her teacher. Ask if they can understand what days she goes to the gym.

2.1 Play the CD once and then ask the following questions to elicit as much English as they can produce:

1. Reihaneh goes to the gym on ...?...
2. What days does she stay at home?

NOTE 1: Do not worry about the “does she...” construction at this stage. YOU SHOULD NOT TEACH DO/DOES QUESTION FORMS! You use these constructions only to elicit the answers about the days of the week.

3. Can she help Shiva?
4. When can they start?

NOTE 2: Emphasize the correct pronunciation of [st] and [ay], but do not explain the digraphs at this stage.

2.2 Play the CD once more. You may want them to repeat words and phrases like “gym, stay, relax, sure, Sounds great!, start, I’ll let her know” to check their

pronunciation. Make sure they understand the meaning of these words. Elicit the meanings from the students, and provide the Persian equivalents if necessary, for instance,

gym سالن ورزش stay (at home) در خانه ماندن relax استراحت کردن
sure! حتماً Sounds great. عالیهِ. خیلی خوبه
(When can you) start? از کی می‌توانید شروع کنید؟
I'll let her know. به او خبر می‌دهم.

2.3 Based on your students' pronunciation and comprehension of the dialog, you may decide to play the CD one more time or go to Practice 1–2.

WARNING! Do not force the students to memorize the conversations! Repetition may be used only to correct their pronunciation. They are required to learn and use only the functions and expressions in the “Practice” and “Talk to Your Teacher” sections.

3. Practice 1–2

Warm up: Install the Week poster on the board. You need both the poster and the flash cards for the days of the week and time expressions. The illustrations for time expressions will help you use more English and less Persian equivalents in the classroom.

3.1 Ask them to look at the poster on the board: “What do you see on this poster?” Elicit “days of the week,” “morning/afternoon/evening” or “time of the day.” Confirm the English answers and provide the Persian equivalents only if no

student follows you. Provide the English words/phrases yourself if students cannot.

- 3.2 Show them how times of the day (morning, afternoon, evening, night) are expressed by the relevant English words/phrases. Use a pointer, ruler, or your own fingers to match the illustrations with the relevant time expressions on the poster.
- 3.3 Now tell them they are going to listen to daily activities.

NOTE 1: Make sure you will have the flash cards for daily activities in Practice 1. Install them on the board using tapes or glue. You may also prepare and use your own PowerPoint slides if PC or laptop computers are available.

Play the CD for **Practice 1**, and ask the students to follow the written prompts in the first box while listening. Make sure they are following the right lines.

- 3.4 Play the CD once more, pause at the end of each Question/Answer (Q/A), and have them repeat to check their pronunciation.
- 3.5 For the words “Friday” and “Thursday”, show the flash card for [ay] sound, and draw their attention to this digraph in these words. Ask if they know any other words that contain this sound. Elicit “Play,” “Say,” “May”, etc. depending on their English background, or say “Play” yourself if they have no idea.
- 3.6 When you are finished with the Q/As, play the CD for the Week/Time Expressions box. Make sure they are following the right written prompts while listening. They should only listen without repetition.

- 3.7 For the words “Week” and “Weekdays”, show the flash card for [ee] sound, and draw their attention to this digraph in these words. Ask if they know any other words that contain this sound. You may provide some examples like “Teeth”, “Cheek” and give the Persian meanings if necessary.
- 3.8 Play the CD again, and have them repeat to check their pronunciation.
- 3.9 Now, draw their attention to the calendar in **Practice 2**. Ask, “What’s this called in English?” Elicit “Calendar”, or say it yourself if they do not know the English word. Refer to their book and say, “You see the days of the week on the calendar: *Saturday*, (use body language to invite for choral practice), *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday!*”

If you detect mispronunciations, stop your pointer/ruler on the mispronounced word, and use appropriate facial gestures to make them aware of their mispronunciation. Without saying a word and using body language, encourage them to repeat the word with correct pronunciation. You should be the last one in the classroom to provide correct answers.

NOTE 2: Minimize Teacher Talk Time (TTT) as far as you can. Using body language, self and peer correction, and flash cards or other pictorial materials will help you minimize TTT and maximize students’ interaction in English to a great extent.

- 3.10 Use sample daily activities presented in the lesson and ask,

1. When do you go shopping with your family?
2. What days do you go to school?

3. When do you play sports at school?

If they can't understand the meaning of "when", elicit the meaning by giving more clues, e.g., "Thursday afternoons? / On weekdays? / Friday mornings?" Students should now be able to answer your questions.

3.11 Tell them they are going to listen to activities that people do on different days of the week, at different times of the day. Depending on the language background of your students, you may use simple English instructions, e.g., "Listen to the CD for daily activities on different days of the week, at different times of the day." Use as many simple and familiar words as they have learned to give orders and instructions. Use Persian only if they cannot follow your English instructions.

Play the CD once. You may use the poster on the board or the calendar and Week box in their book to help them understand the prompts in Practice 2.

Play the CD one more time if you consider necessary.

3.12 **Group Work:** Divide the class into groups of 3 or 4. Encourage them to use the prompts in Practice 2 to ask questions about the daily activities they have learned. Give them 5 minutes to practice the Q/As in their group. Choose a member from one group and a member from another group to ask and answer about daily activities using "What days/When do you...?" Groups can help their members in this interaction.

4. Workbook Assignment

Refer to WorkBook (WB). Do some exercises in the classroom. Make sure all students know what to do for each exercise. Explain in Persian if necessary, and then assign other activities in the WB for homework.

4.1 Before you finish the class, summarize the main teaching points of the session, e.g., the days of the week, time expressions, and daily activities, What days/When constructions, etc.

4.2 Tell them they will check their homework assignments and work on the Spelling/Pronunciation in the next session.

The Second Session Teaching Literacy Skills

Materials: “Flash cards” for words “Stop”, “Student”, “Stay”, “Study”, “Stomach”, “Week”, “Day”, “Weekend”,

Interaction: T–S, Ss–Ss

Time: 50 minutes

1. Greeting and checking homework assignments

Greet the students. Make sure they have their workbooks on their desks. Check their homework one by one. For large classes, follow the suggestions for assigning group coordinators in Lesson 1.

2. Spelling and Pronunciation: Literacy skills

In this section, you will focus more on the pronunciation of [st] in the initial position of words.

2.1 Show the flash card for the word “Stop”: Say, “Look at this card everybody! How do you say this word?” Elicit the correct pronunciation from the whole class first, and then call on 2–3 students to say the word. Check their pronunciations carefully to make sure there is no [e] sound before or after “s” in the blend [st].

2.2 Tell them they are going to listen to a conversation between a student and his/her teacher about the meaning and pronunciation of words. Say, “Listen and tell me what the student’s question is.”

به سی دی گوش کنید و بگویید این دانش آموز در چه موردی سؤال می کند.

Play the CD, and repeat your question: “What’s his/her questions?” Elicit one or all of the following answers:

a) “What’s روزهای هفته in English?”

b) “How do you spell it?” If they say this question, ask, “Spell what?” and make sure they pronounce [sp] in “spell” correctly. Elicit, “Spell ‘weekdays’ .”

c) “How do you say S–T in *study*?”

2.3 Now address one of your fast students by their first name and say, “Excuse me, Mina/Amin/etc. , what’s آخر هفته in English?” Elicit “Weekend.” Then ask, “How do you spell it?” Elicit “W–E–E–K–E–N–D”.

پس شما هر موقع بخواهید از معلم یا دوستان سؤال بپرسید، چطور آنها را مخاطب قرار می دهید؟

Elicit, “Excuse me, ... (name of a person/sir/madam).”

Explain that this is a polite form, and they should say “Thank you” for the answers they receive.

Call on two more students to do the interaction using the same model. Pay attention to their pronunciation of [st], [sp], [ee], [ay], and correct if necessary. If they already pronounce correctly, acknowledge their good performance: “Very Good! / Well done!”

2.4 Divide them into groups. Give them 3–4 minutes to find words with initial [st] as well as words including [ee] and [ay] in groups. List their suggestions on the board, and use your own flash cards as further examples or as clues.



3. Workbook Assignment

Refer to Work Book (WB). Do some exercises in the classroom. Make sure all students know what to do for each exercise. Explain in Persian if necessary, and then assign other activities in the WB for homework.

- 3.1 Before you finish the class, summarize the main teaching points of the session on the board, e.g., “Excuse me sir/miss/...,” “How do you say...”, and some words with [st] and [sp] initial sounds.
- 3.2 Brief them about the Role Play next session and suggest the situations in advance so that they can think ahead and prepare themselves for the activity.
- 3.3 Finally, inform them that for the **Class Project** next session, they will need pictures of activities that they do on weekdays or on the weekend (e.g., running, biking, painting, doing homework, helping parents, etc.). Ask them to paint or search for these pictures on the net and bring them to class next session.

Materials: CD player, Activity flash cards

Interaction: T-S, Ss-Ss

Time: 50 minutes

1. Greeting and checking homework

Greet the students. Check their assignments, and practice the problem areas on the board. Make sure all students have learned the teaching points and the problem areas are removed. Use group checking as suggested in Lesson 1, Session 2.

2. Listening and Writing

- Tell them they are going to listen to two conversations about daily activities. Explain that they should fill out the boxes in “When” column by day and time, and in “What” column by activity.
- Play the CD once and monitor their performance. This is an individual practice, so they should not ask each other for help.
- Play the CD once more to check their answers.

3. Reading, Speaking, and Writing

This activity is similar to the class project in Session 2 except that students are now required to “write” the activities in the blank cards similar to the form in their student book.

3.1 Give 3 blank cards to three students, and ask them to interview 3 classmates,

and fill out the form.

3.2 You can make 3 copies of the form attached to this lesson and give them to the students.

Further activity– Optional

You may do this activity in class if you still have time:

3.3 Divide the class into three groups. Ask 3 students from each group to come to your desk and give each of them 3 activity cards (pictures of daily activities, e.g., studying, shopping, etc.).

3.4 Each group leader will give his/her cards to 3 members of his/her group. The card holders use the activity in their card to make a question about daily activities. Then the group leader selects other group members to answer the card holder's question as in the model:

Card holder: "What days/When do you...(activity shown in the card)?"

Other group member: "I (the activity) on (day of the week, time of the day).

4. Role Play

For this activity, they need to be prepared in advance as suggested in Session 2, 5.2 above.

Let them use as much English as they can. Help them with the unfamiliar words for the new activities that they wish to use in their role play.

5. Class Project: Week/Activity Grid

Ask two students to go to the board. Tell them to draw a table like below:



| Days of the Week | Time of the Day | | | | |
|------------------|-----------------|------|--|---------|-------|
| | Morning | Noon | Afternoon | Evening | Night |
| Saturday | | | | | |
| Sunday | | | | | |
| Monday | | | | | |
| Tuesday | | | | | |
| Wednesday | | | | | |
| Thursday | | | <i>Card for Going to the gym</i> | | |
| Friday | | | | | |

Now ask two other students to go to the front of the class. One of them will ask, “What days/When do you... (an activity)?” The partner answers, and then chooses the corresponding activity card for his/her answer and installs the activity card onto the correct box (e.g., if s/he answers, “I go to the gym on Thursday afternoons,” s/he should install the gym card onto the box indicated on the grid above).

6. Finishing the lesson

Recapitulate the main teaching points in Lesson 2 (days of the week, time expressions, daily activities), and tell them they will use the language they have learned in Lesson 2 in the next lesson about “My Abilities.”

7. Your thoughts about Lesson 2

7.1 Do you think this lesson was appropriately placed in the book?

7.2 Was there any section you couldn't cover successfully? If so, why?

7.3 Were the Workbook activities suitable for this lesson?

7.4 Are you happy with your students' performance?

APPENDIX: Students' Daily Activities Form

| Student's name | Activities | |
|----------------|--|----------------|
| | On weekday (mornings/ afternoons / evenings) | On the weekend |
| | | |
| | | |
| | | |



Lesson Three
My Abilities