



Lesson Four
My Health

Lesson Four

My Health

Sessions Snapshot

Session	Content	Activities
1	Objectives	To talk about minor health problems: have a cold/the flu, sore eyes/throat, headache, stomachache,
	Warm up	I think I have a cold ☹️ What do you do when you have a cold? What's good for me?
	Conversation	Focus on health problems: cold/the flu Are you OK?
	Practice (1)	Are you OK? / What's wrong? / Is s/he all right? ...
	Practice (2)	I have a Why don't you... / You should...
2	Literacy skills: spelling & pronunciation; Reading	Spelling activities, pronunciation: [ch] for / <u>k</u> / as in <u>ache</u> ; [ea] for / <u>i</u> / as in <u>teacher</u> and / <u>e</u> / as in <u>head</u> ; Sight Word Reading; Talk To Your Teacher: I see/hear. . . . in this word, what is it?
3	Listening & Writing	Purposeful listening
	Language use	Integration of skills: reading, speaking, writing Role play; Class Project: First Aid Treatment

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: Flash cards for health problems; black/whiteboard, CD player;
Flash cards for [ea] in “head” and “teacher”, and for [ch] in “ache”;
Flash cards for health advice: Rest, See a doctor, See a dentist,
get vitamin C, Drink water;

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: Pretend that you have a cold with a sore throat, but greet the students with the same happy face you greet them every day. Cough a bit, and see if any of your students in class seems to have a cold.

1.1 Say,

Oh, I don't feel well today ☹️.

Observe the students' reactions to your words.

If any or some of the students have a cold or do not look well, address them and ask,

Amin/Zahra, are you OK?

And elicit "No" in English or Persian. Then ask,

Why? What's the problem?

Elicit "I have a cold/the flu/stomachache/etc." in English or Persian. If they answer you in Persian, provide the English equivalent of their health problem.

NOTE: Make sure you will have a Persian–English–Persian dictionary with you to check out the words that the students need and you may not know.

1.2 If you do not observe any health problems in class, go ahead with your pretention and say,

You know, I have a cold ☹️

Then cough a bit, wipe your nose, and ask,

What do you do when you have a cold?

وقتی سرما می خورید چه کار می کنید؟

Elicit health advice in English or Persian, and provide equivalents or suggestions in English: "Get some rest, see a doctor, drink water, have some soup, get vitamin C, ..."

1.3 Now hold your head in your hands, pretend you have a headache, and say,

I also have a headache; what should I do?

سر درد هم دارم، چه کار کنم؟

Elicit "Get some rest, see a doctor," etc.



Your students may joke and advise you to go home in Persian. Give positive feedback and provide the English equivalent:

You should go home and rest.

1.4 Now make a sad face and say,

But I have English class today!

ولی امروز کلاس انگلیسی دارم!

You may receive funny responses, advice to go home, etc. Induce a happy atmosphere and

1.5 start the lesson:

All right, listen up, please! Today we'll learn more about "Health" and "health problems":

Elicit the meaning of "health" (سلامتی) and "health problems" (بیماری ها).

2. Conversation

Tell the class that they are going to listen to a conversation between a student and a teacher. Ask them to listen carefully to understand what his problem is (مشکل او چیست).

2.1 Play the CD once and ask the following questions:

1. What's his problem? (Elicit "headache".)
2. معلم ابتدا چگونه از حال او می پرسد؟ (Elicit "Are you OK?")
3. What's wrong with his eyes? (Elicit "sore eyes" or "He has sore eyes.")
4. What's the teacher's advice? (Elicit "You should go home and rest.")
5. Is he happy to go home? (Elicit "No")
Why? (Elicit "He has/They have a math class".)
6. OK, what next? (بعد چه؟)

(Based on your students' language background and proficiency level, elicit "They go to the office", "English teacher will call Math teacher," "English teacher will call his parents first.")

Play the CD again and elicit answers to the questions which they may not have comprehended. In case they have answered all your questions, get them to

repeat the turns and check their pronunciation.

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 flash cards for health problems on the board: headache, sore throat, toothache, earache, running nose, backache, sore eyes, and stomachache.

1. Practice the English words for each of the pictures with the whole class first, and then with strong students.
2. Now ask a weak student to come to your desk, show him/her one of the pictures, and get him/her to mime the health problem. Then ask the class to say the word for the health problem.
3. Do the same activity with another weak student using a second picture. Ask the class, “What’s the matter?” Make sure they understand the meaning of your question. Write the prompt “S/he has a ...” on the board. Elicit the health problem in English using the new construction “S/he has a ...”
4. Tell them to listen to the CD for **Practice 1**. Draw their attention to the different forms they can use to ask about people’s health problems and the different health problems they can use to talk about theirs.
5. Play the CD once and make sure they are following the right lines in the Q/A boxes in Practice 1. Have them listen only and follow the written prompts.
6. Play the CD again and get them to repeat the turns.

7. Now have them close their books, play the CD once more, and pause after the first question (Are you OK?). Show them the flash card for “headache” and elicit the answer “No, I have a headache.”
8. Repeat 3.7 using flash cards for other health problems in Practice 1.
9. Now tell them they are going to listen to health problems and health advice in **Practice 2**. Play the CD once and make sure they are following the right lines in Practice 2. Have them listen only and follow the written prompts.
10. Play the CD again and get them to repeat the turns.
11. Now have them close their books, play the CD once more, and pause after the first speaker’s health problem (I have a headache). Show them the flash card for “resting” and elicit the answer “You should get some rest/Why don’t you get some rest?”
12. Repeat 3.11 using flash cards for other health advice in Practice 2.

4. 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.

- a. Before you finish the class, summarize the main teaching points of the session including health problems, health advice, and question forms to ask about people’s health problems.
- b. Tell them you will check their homework assignments and tell them to work on the Spelling/Pronunciation in the next session.

The second Session: Teaching Literacy Skills

Materials: Flash cards for [ea] as in head, health and [ch] as in ache,

mechanic; CD player;

Interaction: Teacher–Student(s); Student–Student

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 alternative sounds of [ea] and [ch] as /e/ and /k/ respectively.

2.1 Write “head” and “teacher” on the board and underline differently as indicated.

Ask them to pronounce the two words and make sure they pronounce the first [ea] in “head” as /e/ and the second [ea] in “teacher” as /i/. Show them the flash cards for the different pronunciations of the digraph [ea] and emphasize the lips shape as indicated in the flash cards. Then show the flash card for “health” and emphasize the /e/ sound of the digraph [ea] in the word.

2.2 Write “chair” and “headche” on the board and underline differently as indicated.

Ask them to pronounce the two words and make sure they pronounce the first [ch] in “chair” as /tʃ/ (چ) and the second [ch] in “headache” as /k/. Show them the flash cards for the different pronunciations of the digraph [ch] and emphasize the places of articulation as indicated in the flash cards. Then show the flash card for “mechanic” and emphasize the /k/ sound for the digraph [ch] in the word.

- 2.3 Tell the class that they are going to listen to a conversation between a teacher and his/her student. Ask them to listen carefully and find out what the question of the student is about.
- 2.4 Play the CD once and make sure they are following the right lines in the conversation.
- 2.5 Now ask, "What's s/he asking?" Elicit "Pronunciation of [ch] in 'ache'."
- 2.6 Ask, "What's his/her next question?" Elicit "Pronunciation of [ea] in 'headache' and 'health'."
- 2.7 Draw the students' attention to the *Talk to your Teacher* section. Elicit the meaning of the expressions. Have them follow the model and ask any question they have regarding the new words and sounds in the lesson.



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 including the alternative pronunciations of the digraphs [ea] and [ch], and the new vocabulary in the Reading activity.
- 3.2 Tell them you will check their homework assignments and work on the Spelling/Pronunciation in the next session.

The Third Session

Communicative Activities

Materials: Cards for 6 health problems: Headache, Sore eyes, Toothache, Sore throat, Stomachache, the flu;

Flash cards for general health advice: resting, seeing a dentist, seeing a doctor, drinking fresh juice, drinking water

CD player;

Interaction: Teacher–Student(s); Student–Student

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. Listening and Writing

This is an individual activity. Ask them to listen to the CD and fill out the table using the information given in each conversation. Play the CD one more time and let them check their answers.

3. Reading, Speaking, and Writing: Integrated skills

Divide the class into 6 groups. Give one health problem card to each group and keep the health advice cards with you on your desk. Have one member of Group 1 mime the health problem based on their card, then ask Group 2 to choose a representative (Rep.) to say the English word for the health problem and take the relevant health advice card from your desk. Group 2 Rep. should now mime the health advice and Group 1 should say the health advice in English.

Do the same activity with Groups 3–4.

Let Groups 5–6 get ready for the Role Play section.

4. Role Play

Now assign Two doctor (dentist)–patient roles to the members of Groups 5 and 6.

5. Class Project: First Aid Treatment

Regroup the class and make four new groups. Use the attached photocopiable worksheet with four stories about minor accidents. Before distributing the copies, tell the groups that they need to think about these health problems that may sound new to them. First, elicit the treatment in Persian if they cannot say it in English, and then provide the English words they need to do the tasks.

Give each story to one group. The group should discuss the health problem, decide about the appropriate treatment, and report it to other groups in English.

By the end of the activity, the class will have learned four more health problems and advice.

6. Finishing the lesson

Recapitulate the main teaching points in Lesson 4 (health problems, health advice), and see if they have any questions about the points taught in this lesson.

Wish them luck!

7. Your thoughts about Lesson 4

7.1 How useful was this lesson?

7.2 Did you add any other health problems to the existing list in the lesson? Any suggestions?

7.3 Can your students express minor health problems if they do not feel well?

First–Aid Treatments (cont.)

Name _____

Date _____

Directions: Read the following stories. Decide the course of treatment you would use in each story. Be prepared to discuss your decisions with the class.



Story A

You are playing in the park near your house one day. John and you are throwing the baseball back and forth. John's brother, Timmy, is walking barefoot in the grass and steps on a sharp object. The foot is cut and is bleeding. What do you do?



Story B

The family is having a picnic in your backyard. The adults are all inside, and the children are playing. Your sister is over near a flower bush, and suddenly a bee lands on her arm. She gets scared and tries to shake it off. It stings her. What do you do?



Story C

It is late at night, and you are doing your homework. You hear your brother says "ouch," and you go into his room to see what is the matter. He is holding his eye and sitting on his bed. "There's something in my eye," he complains. What do you do?



Story D

It is getting near dinnertime, and the roast in the oven is almost done. Your sister is playing with her friend. They run into the kitchen, and her friend slides on the floor. She puts out her hand to keep herself from falling, and she puts it right on the door of the hot oven. It really hurts. What do you do?



Lesson Five

My City

Lesson Five



Sessions Snapshot

Session	Content	Activities
1	Objectives	To describe cities, introduce tourist attractions
	Warm up	What's our city like?
	Conversation	Focus on famous places in a city;
	Practice (1)	Where is...? It's in the north.
	Practice (2)	What's (<i>name of a city</i>) like?
	Practice (3)	Is/Are there any/many ... in (<i>name of a city</i>)?
2	Literacy skills: spelling & pronunciation;	Spelling activities, pronunciation: [ph], [th], [que], [wh]; 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: My Favorite City

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: White/blackboard, CD player, flash cards for famous cities in Iran; Map of Iran.

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

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



1. Warm up

Greet the students.

1.1 In case some students' last names show affiliation with certain cities or geographical areas (e.g., Reza Sohrabi *Kermani*, Maryam Jafari *Tafreshi*), pause for a second, show curiosity and interest, and ask,

“Are you from Kerman/Tafresh?”

If the answer is “No,” ask,

How about your family: father, mother, grandparents?”

Again if the answer is “No,” say,

“Humm... I know Tafresh/Kerman. It’s a nice/small/big city.”

If the answer is “Yes,” ask,

“Oh, really? What’s Kerman/Tafresh like?”

If the student does not understand the meaning of the question, elaborate on the question in English:

“Is Kerman/Tafresh a big/beautiful city?”

Elicit ‘Yes/No’ answer, nod, and smile to show your satisfaction with the interaction and finish calling the roll. If your own last name includes the name of a city/area, you may use it as a further example if you wish.

Start the lesson by specifying the objectives. Tell them they are going to learn how to “describe” (= talk about) cities. Give the example of the city that you and your students live in. If your school is in a village, say that your village *is in the city of X*, and you will talk about your village later (*Village* is the topic of Lesson 6).

1.2 Show the flash cards of famous landmarks in Iran, e.g., Imam Reza’s Holy Shrine, Imam Khomeini’s Holy Shrine, bridges or mosques in Isfahan, and other pictures from other cities in Iran. Elicit the names of the cities, e.g., Mashhad, Tehran, Isfahan, Bamm (Kerman), etc.

1.3 Write the word “City” on the board, and elicit 2, 3 names of the cities that students know of, and write them on the board.

1.4 Point to one of the cities on the board and ask, **“What’s Mashhad/Tehran/**

etc. like?" Elicit the meaning of the question,

مشهد / تهران / کرمان / چه جور شهری است (چه شکلی است)؟

and an adjective for it, e.g. big/beautiful/...

1.5 Show the flash cards of “mosque” and “museum”, and elicit the meanings in Persian.

1.6 Ask, “Are there any mosques /^omɒsks/ in Mashhad/Isfahan/etc?.” “Is there any museums /mjʊ^oziəməz/ in ... (your city/village/area)?” Elicit “Yes, (there are)” or “No, (there isn’t)”.

2. Conversation

2.1 Tell them they are going to listen to a conversation between Phanindra and Morteza about a city (write the names on the board, underline **Ph** and emphasize the /f/ sound). Students may be surprised at the unfamiliar name “Phanindra.” Tell them that they will know more about him later: “Wait. You’ll get to know him soon”. Play the CD once and ask,

1. “What’s the name of the city?” Elicit “Isfahan.”

2. “What’s Isfahan like?” Elicit “old, big, clean.”

3. “What else? دیگر چه؟”

Elicit as many pieces of information as they can provide from the conversation, e.g., “boulevards,” “bridges,” “mosques,” “museums,” “old buildings,” “restaurants,” “stores.” If they can, clap for them and say “Well done!” Then tell them that Phanindra comes from India, and “Phanindra” is an Indian name.

NOTE 1: When you clap, always say “Well done!” or “Good job!” to help them learn the meaning of the expression incidentally.

2.2 If they can't, or in case they provide few words from the conversation, install the flash cards of these places as well as other places that are not mentioned in the conversation on the board (or show them on the Power Point slides if available). Ask them to listen to the CD once again and see if they can identify the places that Phanindra and Morteza talk about.

“Now, can you say which places they are talking about?” Elicit as many places as they can remember.

2.3 Play the CD again, pause at the name of each place that the speakers mention, point to the corresponding picture on the board/Power Point slides, and continue to the end of the conversation.

2.4 If necessary, play the CD one more time, and elicit the meaning of the unfamiliar expressions (e.g., I should see the city soon / Why not? / Let's go see the city) in English or Persian.

2.5 Show the flash card for [que] with different pronunciations in “question” and “mosque.” Pronounce the first word as /kwɛstʃɛn/ and the second one as /mɔsk/. Emphasize that [que] is pronounced [kwe] in “question”, and [k] in “mosque.”

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 1–2–3

3.1 Install the map of Iran on the board. Tell the class to think of questions they may want to ask about a city:

“What do you want to know about a city?”

در مورد یک شهر چه چیزهایی می خواهید بدانید؟

Let them say in Persian if they can't ask in English. Try to link their questions to the expressions and structures in Practice 1, 2, and 3. Give your own examples:

1. Where is Rasht?
2. What's Kish like?
3. Is there much traffic in Sanandaj?

Elicit answers and encourage them even if they say one word for your question. For the first question, point to the map on the board and repeat, “Where is Rasht?” and locate it on the map using a ruler, pointer, or your own fingers. Say, “It's in the **north** of Iran.” Elicit the meaning of north. Then point to some cities in the **south**, **west**, and **east** of Iran on the map, and practice the locations. Make sure they understand the directions. You may also use an image like the following, and ask them to guess what NW, NE, SW, and SE stand for:



3.2 Play the CD for **Practice 1**, and then write the key phrases on the board:

Where is...? It's in the ... / It's in the north-west.

Play the CD once again and ask them to repeat to check their pronunciation.

3.3 Now ask, “What’s Yasooj like?” Elicit answers based on the warm up above.

If they cannot answer in English, give clues like, “Beautiful? Is it a big city?”

Help them ask similar questions about other cities. Encourage student–student interaction for this Q/A practice.

3.4 Play the CD for **Practice 2**, and write the key phrases on the board:

It’s old.

... a big city.

... (very) clean / famous for ...

Show the meaning of “very” by facial expressions and body language; elicit the meaning of other words (adjectives) to make sure they have learned them from the conversation.

Play the CD once again and ask them to repeat to check their pronunciation.

3.5 Pair up the students to practice the interaction. First, tell one partner in a pair to ask “What’s ... like” about the city/area where you and other students live in; elicit an answer (e.g., It’s old/big/clean/famous for/...) from the other partner. Continue with 2 more pairs using the name of other cities.

3.6 Now you ask,

“Is there much traffic in ... (your city/area)?” Elicit an answer.

“Are there any museums in ... (your city/area)?” Elicit an answer.

Make sure they understand the meaning of this construction. Provide the Persian equivalent if necessary.

3.7 Play the CD for **Practice 3**, and then write the question forms on the board:

“Is there much traffic in ...?”

“Are there any / many stadiums in ...?”

Provide the Persian meaning of “any” if necessary:

«هیچ» استادیومی در هست؟

Play the CD once again and ask them to repeat the Q/As, and check their pronunciation.

3.8 Ask if they know the places in the pictures. They may say the Persian words for the pictures, or they may be able to read the English words. Play the CD for the pictures, and have them repeat.

NOTE 1: If they have trouble reading words like “restaurant, museum” whose pronunciation does not correspond to the spelling, or if they ask why they do not sound the way they look, just encourage them to repeat after the speaker on the CD and not to worry about the spelling–pronunciation mismatch. You may tell them that “restaurant” is a French word and “museum” has Greek and Latin origins, and that is why their spelling may not match the pronunciation.

3.9 Pair up the students to practice the interaction. First, tell one partner in a pair to ask “Is there any library ...” in the city/area where you and other students live in; elicit an answer (e.g., Yes/No) from the other partner. Continue with 2 more pairs using the name of other cities and other places in those cities.

4. 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.

4.1 Before you finish the class, summarize the main teaching points of the session on the board, e.g., “Where is..., north, south, etc., city, big, clean, famous for, What’s ... like?, Is/Are there (any/many) ...?”

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

The Second Session Teaching Literacy Skills

Materials: Map of Iran; a pair of compasses if available, or flash card for geographical directions

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 & Pronunciation: Literacy Skills

In this section, you will focus more on the pronunciation of [th] and [w] in words like “north” and “west”, and [wh] in words like “where”, “what”, “when”.

2.1 Use the flash card for geographical directions and ask them to say the 4 main directions. Elicit North, South, East, and West. Make sure that each and every student pronounces the words correctly. If you detect mispronunciations, use facial gestures to elicit self and peer corrections.

2.2 Now show them the flash card for [wh], and say the words/phrases/expressions on the cards: “**What** (a nice day!)”, “**Where** (are you)”? “**When** (is our English class)”? Then ask them to read the flash cards themselves, and attend to their pronunciation of [wh]. In the cases of mispronunciations, elicit

the correct pronunciation of the sound.

2.3 Tell them they are going to listen to a conversation between a student and his/her teacher about the meaning and pronunciation of some words. Say, “Listen carefully and say what his/her question is.”

2.4 Play the CD once and repeat your question. Elicit one or both of the following questions:

a) “What’s جنوب غربی in English?”

b) “south”?

2.5 Play the CD once more and then ask them to highlight the useful expressions like, “Is it correct?” “Please say it again.” Provide the Persian equivalent if necessary and encourage them to use these expressions when they wish to ask similar questions.

2.6 Divide the class into 5 groups. Ask each group to use the map to locate 5 cities on it, and write their locations. Then have one member of each group write the location of their selected city on the board.



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. , pronunciation of [th] and [w], expressions like “Is it correct?, Please say it again.”

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, for their **Class Project** next session, tell them to choose a city they have visited or wish to visit. They should provide a picture of that city with its landmarks. Tell them to provide information on the city location on the map of Iran or that country, as well as information on what the city is like, tourist attractions, souvenirs, and what the student likes or does not like about the city. Tell the class that they will share information about their chosen city with their classmates in the form of a mini-lecture in English.

The Third Session

Communicative Activities

Materials: Information Gap cards, map of Iran

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, and explain the general problem areas on the board.

2. Listening and Writing

This is an individual activity. Ask them to listen to the CD and fill out the table using the information given in each conversation.

Play the CD one more time and let them check their answers.

3. Reading, Speaking, and Writing

3.1 Pair up the students and ask for volunteering pairs. Just in case there are no volunteers, choose 3 pairs yourself and ask them to come to your desk.

3.2 Student A in each pair will open their book to page 64 for Card A and Student B in each pair open their book to page 88 for card B.

3.3 Both students will read the information provided on their cards, and ask their partner about the missing information.

3.4 They can use structures like “Is there a ...?” “What’s it famous for?”

3.5 They continue asking till they can fill out the card. Then the pair will locate the city on the map.

4. Role play

This activity is a simulation of the interaction between an Iranian citizen and a foreign tourist. Draw their attention to the importance of this activity, as they may face similar situation in their real life. In session 2, the students were already informed about the situation in this drama, so they should already be prepared to play the roles. Encourage them to “imagine” themselves in the situation to sound natural.

5. Class Project: My Favorite City

Your students should be prepared to give a mini-lecture on their favorite city based on what you told them in Session 1. Help them express themselves, and give positive feedback on their performance. Tell them that this project helps them talk to tourists about cities, or ask people from other countries about the cities or countries they wish to visit.

6. Finishing the lesson

Recapitulate the main teaching points in Lesson 5 (description of cities, locating cities on the map, different places in a city, etc.), and tell them they will use the language they have learned in Lessons 1–5 in the next lesson about “My Village.”

7. Your thoughts about Lesson 5

- 7.1 Are you happy with your teaching in Lesson 5? How about your students?
- 7.2 Was this lesson useful at all? In what sense?
- 7.3 Are there any expressions or functions that were not included in this lesson, but you consider them necessary for your students when talking to a tourist?
- 7.4 Do you see any improvements in your students’ performance in this session compared with the early sessions?



Lesson Six

My Village

Lesson Six

My Village

Sessions Snapshot

Session	Content	Activities
1	Objectives	To describe village life, talk about locations on the map;
	Warm up	Do you know any village near our city/village? Tell us about your village.
	Conversation	What's it like? / Where is it? / What's it famous for? People's job, ... sounds to be an interesting place!
	Practice (1)	What's it like? / What's the people's job?...
	Practice (2)	Is there (any)...? Are there (many) ...?
	Practice (3)	What's the weather like in...? Is there much rain...? What about the weather?
2	Literacy skills: spelling & pronunciation; Reading	Spelling activities, pronunciation: [th], [fl], [tr]; Sight Word Reading Talk To Your Teacher: Is it the same?
3	Listening & Writing	Purposeful listening
	Language use	Integration of skills: reading, speaking, writing Role play; Class Project: A Village to Know

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: Flash cards for village, map of Iran, mountains, flower fields, farm, trees, river, snowy, rainy, windy, cloudy

Interaction: Teacher–Students; Students–Students

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



1. Warm up

Greet the students warmly, and review what they learned in Lesson 5 My City. In case some students' last names are followed by the name of a place (recall *Tafreshi* as an example), mention it as an example of the origin/hometown of people. If not, say that some people are originally from a village, i.e., their fathers or grandfathers lived in a village somewhere in Iran.

- 1.1 Show the Village flash card and pronounce “village” /vilidʒ/. Ask the students what they see in the picture. Elicit “river, mountain, farm, animals, trees, flowers, etc.” in English or Persian, and say/confirm the English words for each.
- 1.2 Exemplify the name of a village near your city/town, or the name of your own village if you and other students live in the same village. Show the location on the map.
- 1.3 Ask the students if they know any (other) village in Iran, and if they do, ask them to “Locate it on the map.”
- 1.4 Now ask them to describe the village:

Tell us about (the/our) village. What’s it like?

Elicit “It’s in ... (geographical position),” “It has many ... (trees, flowers, animals, etc.)”

- 1.5 In case students cannot give examples of village, you give an example and describe it briefly using some words/phrases in the conversation, e.g., “It’s famous for sunflowers.” Elicit the meaning of “famous for.” If necessary, say that it means “many people know about it” or provide the Persian meaning just in case.

2. Conversation

Tell the students that they are going to listen to a conversation between Sam (who speaks English only) and his friend Hamid about the village that Hamid and his family live in. Tell them to listen carefully and say where the village is and what it’s like.

- 2.1 Play the CD once and ask your questions again. Elicit the name of the village and its location: “West Azarbaijan, near the city of Khoy.”
- 2.2 Ask, “What’s the people’s job there?” Elicit “They work on their farms / they raise animals.”
- “And the weather?” Elicit “A lot of wind in summer, fall, and winter;” “cold from Aban to Farvardin;”
- 2.3 Play the CD again and then ask: “Is there a river in Ghezghal’eh?” Elicit “No.”
- “What’s it famous for?” Elicit “Sunflower fields.”
- 2.4 Play the CD one more time. Get them to repeat the turns, and attend to their pronunciation of [fl] in “flowers” and [th] in “there” and “weather.”

NOTE 1: In case they fail to pronounce [th] as /ð/, be happy with the /d/ sound (dei) rather than /z/ (zei)!

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 1–2–3

Warm up: Install the flash cards on the board. You may as well group the flash cards for “weather” (snowy, rainy, windy, sunny, cloudy), “animals” (cows, sheep, chickens, horses, etc.), “plants” (trees, sunflowers, etc.), and “river, mountain, field” under separate columns on the board.

- 3.1 Ask, “What’s there in Ghezghal’eh?” The students can choose from the flash cards on the board.
- 3.2 Ask, “What’s it famous for?” They should point out to sunflowers. Ask the same question about your village or a village you all know.
- 3.3 In case you and your student live in a village ask, “Is our village near a city?” Elicit the correct answer. If you do not live in a village, ask this question about “Ghezghal’eh” or a village that you all know.
- 3.4 Play the CD for **Practice 1** and tell them to listen only. Make sure they follow the right Q/As in the box.
- 3.5 Play the CD again, and get them to repeat the turns. Attend to their pronunciation, and correct if necessary.
- 3.6 Ask the questions in Practice 2 about your village, Ghezghal’eh, or a village that you all know: “Is there a mountain in ...?” “Are there many people in ...?”
- 3.7 Play the CD for **Practice 2** and tell them to listen only. Make sure they follow the right Q/As in the box.
- 3.8 Play the CD again, and get them to repeat the turns. Attend to their pronunciation, and correct if necessary.
- 3.9 Now point to the “weather” flash cards and ask, “What’s the weather like in... (name of a village)?” “Is there much rain in ...?” “Is it cold in the winter?”
- 3.10 Play the CD for **Practice 3** and tell them to listen only. Make sure they follow the right Q/As in the box.
- 3.11 Play the CD again, and get them to repeat the turns. Attend to their pronunciation, and correct if necessary.

4. 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.

- 4.1 Before you finish the class, summarize the main teaching points of the session including weather conditions, places in a village, and the geographical location of a village.
- 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 [fl], [th], [tr];
CD player;

Interaction: Teacher–Student(s); Student–Student

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 alternative sounds of [fl], [th] as in “fly” and “there”.

- a. Write “flower”, “fly”, “flu” on the board. Ask the class to pronounce these

words one by one. Make sure there is no vowel insertion between f-l.

- b. Now write “there”, “weather”, “thank you”, “north” on the board. Ask them to pronounce the words, and make sure they pronounce [th] as /ð/ in “there, weather” and /θ/ in “thank, north”.

NOTE 1: If some students fail to produce the correct sound, it would be much safer if they use /d/ for /ð/ and /t/ for /θ/.

- c. Write “tree”, “trap” on the board, and ask the students to pronounce these words. Make sure there is no vowel insertion between t-r.
- d. Now tell them they are going to listen to a conversation between a student and her/his teacher about the correct pronunciation of some words. Play the CD once and make sure they follow the right lines in the conversation.
- e. Ask, “What’s his/her problem?” Elicit “Pronunciation of T-H.”
- f. Ask, “Is it the same in “there” and “north”? Elicit “No.” Make sure they understand the meaning of “Is it the same?”
- g. Draw the students’ attention to the Talk to Your Teacher section. Elicit the meaning of “Is it the same?” Have them follow the model and ask any question they have regarding the new words and sounds in the lesson.



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 including the correct pronunciations of the digraphs [th], [tr], and [fl] and the new vocabulary in the Reading activity.
- 3.2 Tell them they will check their homework assignments and work on the Spelling/Pronunciation in the next session.
- 3.3 Also, ask them to be prepared for the (1) role play and (2) Class Project assigned for the next session. See the **NOTE 1** for **Class Project: a Village to Know** below.

NOTE 1: You should review the **Class Project** (Session 3) in advance to know how to get your students prepared for it.

1. Divide the class into 4, 5, or 6 groups depending on the class size.
2. Tell each group to find a village in Iran that might be new to most of the students, and prepare a brief lecture about the village using the words and phrases that they have learned in both Lesson 6 and the previous lessons.
3. Tell them they can collect pictures of that village and make a wall poster.

4. When it's time for their presentation, they will install the poster on the board and talk about the village. The presentation could be made by more than one member of each group, like a TV show.
5. It's the right time to teach them the word "Presentation" and what a presentation is like. 😊
6. If you have audio-visual devices (video-projectors, etc.), you can show them how to present in an attractive, effective way. If not, with the very visual illustration of their lecture (posters) and your advice as to how to speak to an audience, you can prepare them for presentation skills.

The Third Session

Communicative Activities

Materials: Cards for Reading-Speaking-Writing section; Posters or Power Point slides for Class Project; CD player;

Interaction: Teacher-Student(s); Student-Student

Time: 50 minutes

NOTE 1: Allocate half the class time to Class Project.

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. Listening and Writing: Literacy Skills

This is an individual activity. Ask them to listen to the CD and fill out the table using the information given in each conversation. Play the CD one more time and let them check their answers.

3. Reading, Speaking, and Writing: Integrated skills

Get half of the class to pick Card A from page 64 of their Student Book and the other half to pick Card B from page 88 of the Student book.

- Group A starts reading Card A information: "It's a village;"
- Group B provides the second piece of information: "It's in the south of Iran;"
- Group A...
- Group B...
- e.

NOTE 2: In case you can't find villages near your hometown where you and your students live, follow Activity 3.5 below:

- Prepare two cards about a city in Iran about which you can collect the following pieces of information. Make sure most students know the city (e.g., Yazd, Zahedan, Sanandaj, etc.):

Card A

City: ...
Geographical Location: ...
Weather: ...
Products: ...
Natural sceneries: ...
Province: ...
Near...

Card B

City: ...
Geographical Location: ...
Weather: ...
Products: ...
Natural sceneries: ...
Province: ...
Near...

Divide the class into Two groups; give card A to one group and Card B to the other group. This is called “Mutual dictation text” which the two groups should complete together. You should provide half of the information on one card and the other half of information on the other card so that the two groups fill the gaps together.

4. Role Play

The class is supposed to be prepared for this role play in advance. They should play a tourist’s role who is visiting a village on his trip to Iran and a person who lives in that village or knows the village quite well. They can use the Q/A forms in the Conversation or Practice sections, or add to the play what they wish.

Make sure you will have a Persian–English–Persian dictionary with you just in case your students need some new words that you may not know.

5. Class Project: A Village To Know

The class is prepared for the project based on your briefing in Session 2. Give 5 minutes to each group to present their lecture on their chosen village. Help them install their posters on the board or set up the video projector for their presentation.

You can video–record their presentations with your camera or mobile phone, as this could be the first presentation of this type by your students after almost 2 years of studying English at school.

Enjoy your students’ presentations! 😊



6. Finishing the lesson

Recapitulate the main teaching points in Lesson 6 (directions on the map, places in a village, people's job in a village, etc.), and ask if the students have any questions regarding what you taught in Lesson 6.

7. Your thoughts about Lesson 6

- How did your students like this lesson?
- Whether you live in a city or a village, do you agree with including such lessons as My City and My Village in Prospect 2? If you don't, why? What other topics would you suggest?
- Are there any words, functions, or expressions that were not included in the lesson but you consider them necessary?

