

English for Schools

PROSPECT

3

Junior Secondary Program

Teacher's Guide

کتاب معلم
(راهنمای تدریس)

راهنمای
پایه پنجم

دوره اول متوسطه

۱۳۹۴



وزارت آموزش و پرورش
سازمان پژوهش و برنامه ریزی آموزشی

برنامه‌ریزی محتوا و نظارت بر تألیف : دفتر تألیف کتاب‌های درسی ابتدایی و متوسطه نظری

نام کتاب : کتاب معلم انگلیسی پایه نهم دوره اول متوسطه - ۹۱

سرگروه تألیف : سید بهنام علوی مقدم

مؤلفان : سید بهنام علوی مقدم، مهرک رحیمی، رضا خیرآبادی

آماده‌سازی و نظارت بر چاپ و توزیع : اداره کل نظارت بر نشر و توزیع مواد آموزشی

تهران : خیابان ایرانشهر شمالی - ساختمان شماره ۴ آموزش و پرورش (شهید موسوی)

تلفن : ۸۸۸۳۱۱۶۱-۹، دورنگار : ۸۸۳۰۹۲۶۶، کدبستی : ۱۵۸۴۷۴۷۳۵۹

وبسایت : www.chap.sch.ir

مدیر امور فنی و چاپ : لیدا نیک‌روش

صفحه‌آرا : مریم نصرتی

حروفچین : زهرا ایمانی نصر، مرضیه اخلاقی

مصحح : علیرضا کاهه

امور آماده‌سازی خبر : زینت بهشتی شیرازی

امور فنی رایانه‌ای : احمد رضا امینی، حمید ثابت کلاچاهی

ناشر : شرکت چاپ و نشر کتاب‌های درسی ایران

تهران : کیلومتر ۱۷ جاده مخصوص کرج - خیابان ۶۱ (داروبخش)

تلفن : ۴۴۹۸۵۱۶۱-۵، دورنگار : ۴۴۹۸۵۱۶۰، صندوق پستی : ۳۷۵۱۵-۱۳۹

چاپخانه : شرکت چاپ و نشر کتاب‌های درسی ایران «سهامی خاص»

سال انتشار و نوبت چاپ : چاپ اول ۱۳۹۴

حقوق چاپ محفوظ است.

شابک ۹۷۸-۹۶۴-۵-۲۴۴۸-۰ ISBN 978-964-05-2448-0

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

IN THE NAME OF ALLAH

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَالِدَاتُ لِأَبَائِكُمْ لِلْعَالَمِينَ

روم، ۲۲

و از نشانه‌های قدرت خداوند آفرینش آسمان‌ها و زمین و نیز تفاوت زبان‌ها و رنگ‌های شما انسان‌هاست؛ و به تحقیق در همه اینها نشانه‌هایی از حکمت الهی برای دانشمندان نهفته است.

And of Allah's Sign of Power is the creation of the heavens and the earth and also the variation of the languages and the color of you people; verily, in all these are Signs for men of knowledge.

(برگرفته از ترجمه مرحومه دکتر طاهره صفارزاده)



پیش‌تر به زبان (خارجی) احتیاج نبود. امروز احتیاج است. باید زبان‌های زندهٔ دنیا جزء برنامهٔ تبلیغات مدارس باشند... امروز مثل دیروز نیست که صدای ما از ایران بیرون نمی‌رفت. امروز ما می‌توانیم در ایران باشیم و در همه جای دنیا با زبان دیگری تبلیغ کنیم.

امام خمینی (رحمة الله علیه)

Table of Contents

Introduction	6
Lesson 1	35
Lesson 2	75
Lesson 3	115
Lesson 4	159
Lesson 5	203
Lesson 6	247
Workbook Answer Key	291



مقدمه

Introduction

مقدمه

کتاب Prospect 3 که برای دانش‌آموزان پایه سوم مقطع متوسطه اول تألیف گردیده، سومین بخش از مجموعه شش جلدی English for Schools می‌باشد که به منظور آموزش زبان انگلیسی به دانش‌آموزان مقاطع متوسطه اول و دوم، با رویکرد ارتباطی فعال و خودباورانه طراحی گردیده است. رویکرد ارتباطی در آموزش زبان بیش از آنکه یک شیوه آموزش زبان دوم / خارجی باشد، رویکردی مبتنی بر تقویت روحیه تعامل و ایجاد توانایی ارتباط براساس نیازهای ملموس زندگی فردی و اجتماعی است. این رویکرد در دهه‌های ۱۹۷۰ و ۱۹۸۰ میلادی و هم‌راستا با تغییرات انجام شده در شیوه نگرش به چگونگی فراگیری زبان دوم شکل گرفت و گسترش یافت. مجموعه English for Schools و کتاب Prospect 3 براساس اصول کلی و پذیرفته شده رویکرد ارتباطی و با در نظر گرفتن دو ویژگی نقش فعال فراگیران در فرایند آموزش و تأکید بر تقویت روحیه حل مسئله و خودباوری در دانش‌آموزان تدوین گردیده است. روح حاکم بر رویکرد ارتباطی فعال و خودباورانه، توجه به نیازهای واقعی فراگیران در موقعیت‌های ارتباطی با تکیه بر اصول کلی زیر می‌باشد :

- استفاده از فعالیت‌های آموزشی متنوع در فرایند یادگیری زبان
 - تأکید بر یادگیری زبان از طریق تجربیات زبانی
 - استفاده از محتوای غنی، معنادار و قابل فهم در تدوین محتوای آموزشی
 - ارتقاء روحیه فراگیری زبان در محیط مشارکتی و از طریق همکاری و همیاری در کلاس
 - ارائه بازخوردهای اصلاحی مناسب به خطاهای فراگیران
 - توجه به جنبه‌های عاطفی و نقش آنها در فرایند آموزش زبان
- هدف این رویکرد، رشد مهارت‌های ارتباطی دانش‌آموزان به شیوه‌ای روان و تا حد امکان نزدیک به کاربرد واقعی و روزمره زبان در بافت‌های ملموس زندگی فردی و اجتماعی است. به منظور

رسیدن به کاربرد روان و طبیعی زبان مجموعه‌ای از معیارها به شرح زیر در نظر گرفته شده است :

– در فرایند آموزش، می‌بایست تمرکز عمدتاً بر معنا (meaning) باشد، هرچند این موضوع به معنای نادیده گرفتن اهمیت صورت و ساختار زبان (form) نیست.

– به دانش‌آموزان باید فرصت شرکت در تعاملات بین فردی داده شود تا از آن طریق بتوانند به توانایی بیان عقاید و نظرات خود دست یابند.

– در انجام فعالیت‌های شنیداری و خوانداری زمینه باید به گونه‌ای فراهم شود که دانش‌آموزان به درک معنی توجه کنند و بتوانند نسبت به آنچه خوانده یا شنیده‌اند به صورت شفاهی یا کتبی واکنش مناسب نشان دهند.

– یکی از مشخصه‌های ارتباط، غیرقابل پیش‌بینی بودن و وجود خلأ ارتباطی می‌باشد. بنابراین باید زمینه به گونه‌ای فراهم شود که دانش‌آموزان توانایی برخورد با موقعیت‌های غیرقابل پیش‌بینی و خلأهای اطلاعاتی را کسب نمایند.

– در رویکرد ارتباطی، کسب توانش راهبردی از اهمیت فوق‌العاده‌ای برخوردار است چرا که موفقیت در ارتباط زبانی به توانایی موقعیت‌سنجی، نظارت آگاهانه بر روند ارتباط و ارزیابی نتایج آن بستگی دارد و این توانایی فقط از طریق شرکت در فعالیت‌های ارتباطی هدف‌دار امکان‌پذیر است. به این منظور لازم است دانش‌آموزان کاربرد زبان را با استفاده از هر چهار مهارت زبانی از طریق شرکت در فعالیت‌های هدف‌دار تجربه کنند.

– مداخله معلم برای اصلاح خطاهای زبانی باید به گونه‌ای باشد که در فرایند ارتباط اختلال ایجاد نکند، به عبارت دیگر مداخله معلم در اصلاح این گونه خطاها باید به حداقل ممکن کاهش یابد.

اجزاء بسته آموزشی

با این رویکرد کلی و با توجه به ملاک‌های مربوط به تدوین محتوا اجزاء مختلف بسته آموزشی کتاب Prospect 3 عبارت‌اند از :

۱- کتاب دانش آموز : کتاب دانش‌آموز شامل شش درس اصلی و سه درس مروری است. هر درس از کتاب دانش‌آموز به قسمت‌های اصلی زیر تقسیم گردیده است :

– بخش مهارت‌های شفاهی (شنیداری و گفتاری) که با یک مکالمه آغاز و با بخش تمرین (Practice) ادامه پیدا می‌کند.

– در ادامه مباحث مربوط به آموزش خواندن نوشتن که با عناوین Sounds and Letters و Spelling and Pronunciation در کتاب‌های قبلی مطرح گردیده بود، در این پایه، آموزش لحن بیان جملات (intonation) پایه زبان انگلیسی مورد توجه بوده است.

– بخش ساختارهای دستوری و گرامری که این بخش هم در ادامه منطقی سطح تولید فراگیران

از سطح واژه (پایه هفتم) به سطح گروه (پایه هشتم) و در این پایه ارتقای آن به سطح جمله تدوین گردیده است. نکته مهم در زمینه بخش گرامر این است که گرامر به خودی خود و صرف آموزش ساختارهای گرامری مطرح نشده است، بلکه در راستای اهداف اصلی رویکرد ارتباطی فعال و خودباورانه در جهت تقویت توانایی‌های ارتباطی فراگیران می‌باشد، لذا اکیداً توصیه می‌شود همکاران محترم شیوه تدریس این بخش را با دقت از این راهنمای معلم مطالعه نمایند.

۲- کتاب کار : کتاب کار به منظور تعمیق مفاهیم موجود در کتاب دانش‌آموز و ارائه فعالیت‌های دسته‌بندی شده و مرتبط با محتوای کتاب دانش‌آموز و اهداف آموزشی دوره تدوین گردیده است. البته انجام فعالیت‌های کتاب کار در کلاس درس بستگی به تصمیم معلم و در نظر گرفتن شرایط زمانی کلاس دارد. لازم به ذکر است در جدول زمان‌بندی ابتدای هر درس زمان مناسبی برای انجام تمرینات کتاب کار در نظر گرفته شده است لذا انتظار می‌رود تا حد ممکن نسبت به حل تمرینات این کتاب اهتمام لازم صورت گیرد.

لوح فشرده : برای اولین بار در نظام آموزش رسمی زبان‌های خارجی کشور استفاده از فایل صوتی در کلاس درس زبان انگلیسی الزامی است و جزء لاینفکی از فرایند آموزش محسوب می‌شود. این لوح، محتوای شنیداری مناسب و متنوعی را برای دانش‌آموزان فراهم می‌آورد که در تهیه آن از گویشوران مسلط به زبان انگلیسی بهره گرفته شده است.

۳- فلش کارت معلم : فلش کارت به عنوان بخشی از بسته آموزشی محسوب می‌گردد که نحوه استفاده از آن در بخش مربوط به هر یک از دروس در ادامه کتاب راهنمای معلم ذکر شده است. استفاده از این فلش کارت‌ها در فرایند آموزش و در جای خود ضروری است. همکاران گرانقدر می‌توانند دانش‌آموزان خود را به ساخت فلش کارت دانش‌آموز نیز ترغیب نمایند.

۴- پایگاه اطلاع رسانی : با توجه به اهمیت ارتباط دبیران گرامی با مؤلفان کتاب و کارشناسان دفتر تألیف کتاب‌های درسی سازمان پژوهش و برنامه‌ریزی آموزشی، پایگاه اطلاع‌رسانی eng-dept.talif.sch.ir به عنوان پل ارتباطی در نظر گرفته شده است که همکاران می‌توانند علاوه بر ارسال نظرات خود، از جدیدترین اخبار، دستورالعمل‌ها، کاربرگ‌ها، نمونه‌های آزمون و مواردی از این دست در این پایگاه اطلاع‌رسانی مطلع گردند.

طراحی مجموعه

همان‌طور که در ابتدای این بخش اشاره شد، راهنمای برنامه درسی ملی قلمرو، اهداف و جهت‌گیری‌های کلی حوزه آموزش زبان‌های خارجی در سطح کلان را مشخص نموده است و آن را از منظر توانایی برقراری ارتباط با سایر جوامع و دستاوردهای بشری در سطح منطقه‌ای و جهانی ضروری می‌داند. به عبارت دیگر، راهنمای برنامه درسی، زبان را وسیله ایجاد ارتباط معرفی می‌کند و

تأکید دارد که آموزش زبان به گونه‌ای صورت پذیرد که دانش‌آموز پس از آموزش قادر به ایجاد ارتباط با استفاده از تمامی مهارت‌های چهارگانه زبانی برای دریافت و انتقال معنا باشد.

شرایط آموزش: مؤلفان مجموعه با عنایت به هدف کلی فوق و در نظر گرفتن رویکرد توصیه شده، یعنی رویکرد ارتباطی فعال و خودباورانه، سعی نموده‌اند آموزش زبان را به گونه‌ای طراحی نمایند که دانش‌آموزان در پایان دوره متوسطه بتوانند نیازهای پایه ارتباطی خود را با حفظ ارزش‌ها و فرهنگ خودی برآورده کنند. برای رسیدن به این هدف، محتوایی طراحی شده است که استفاده از آن، شرایط خاصی را ایجاد می‌کند. در ایجاد شرایط لازم برای آموزش زبان، معلم، دانش‌آموز و مواد آموزشی نقش‌هایی برعهده دارند که در ادامه به آنها پرداخته شده است:

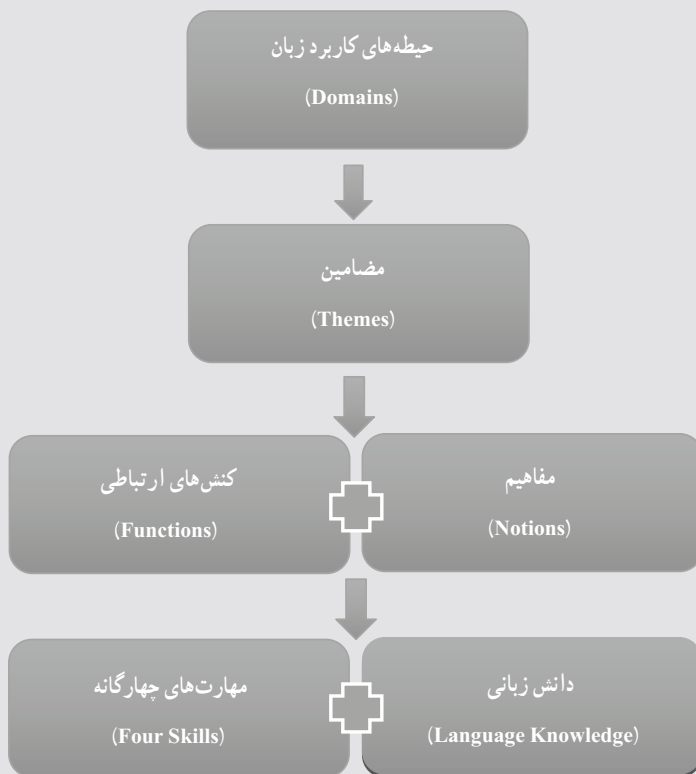
نقش معلم: در رویکردهای سنتی، معلم تنها مرجع تصمیم‌گیری و انتقال‌دهنده دانش به دانش‌آموزان تلقی می‌شود؛ در حالی که در رویکرد ارتباطی، معلم تسهیل‌کننده فرایند یادگیری است و این فراگیر است که می‌بایست با هدایت معلم در تمامی مراحل آموزش، نقش محوری فعال و مشارکت‌کننده داشته باشد. به عبارت دیگر، در رویکرد ارتباطی فعال خودباورانه لازم است معلم از نقش سنتی خود فاصله گرفته و در نقش یاری‌دهنده دانش‌آموز در فرایند آموزش و یادگیری ظاهر شود.

نقش دانش‌آموز: در دیدگاه‌های سنتی، دانش‌آموز نقشی انفعالی دارد به این معنی که از وی انتظار می‌رود آنچه را معلم انتقال می‌دهد به بهترین وجه دریافت کند. حال آنکه در رویکرد ارتباطی فعال و خودباورانه، انتظار می‌رود دانش‌آموز وظیفه یادگیری را خود برعهده گیرد و در این راستا نقشی مشارکت‌جویانه و فعال در فرایند آموزش ایفا کند.

نقش مواد آموزشی: در دیدگاه‌های سنتی، کتاب درسی، تنها منبع آموزشی دانش‌آموزان محسوب می‌گردد و انتظار می‌رود دانش‌آموزان از طریق تعامل با کتاب درسی به اهداف آموزشی دست یابند. در حالی که در رویکردهای نوین ارتباطی، کتاب درسی نقطه آغاز فرایند آموزش و یادگیری است و انتظار می‌رود معلم با ابتکار و خلاقیت خود زمینه را برای تعمیق فرایند یادگیری از طریق تعاملات بین خود و دانش‌آموزان و همچنین تعامل دانش‌آموزان با یکدیگر فراهم کند. به علاوه انتظار می‌رود فرایند یادگیری در خارج از کلاس نیز با فعالیت‌های هدایت شده معلم ادامه یابد.

نحوه انتخاب و سازماندهی محتوا

همان‌طور که پیش‌تر اشاره شد، با توجه به هدف کلی آموزش زبان در برنامه درسی ملی، محتوا باید به گونه‌ای انتخاب و سازماندهی شود که هدف ذکر شده محقق گردد. به این منظور، همان‌طور که در نمودار ۱ آورده شده انتخاب محتوا با محوریت حیطه‌های ارتباطی و مضامین مورد استفاده در آنها صورت گرفته است.

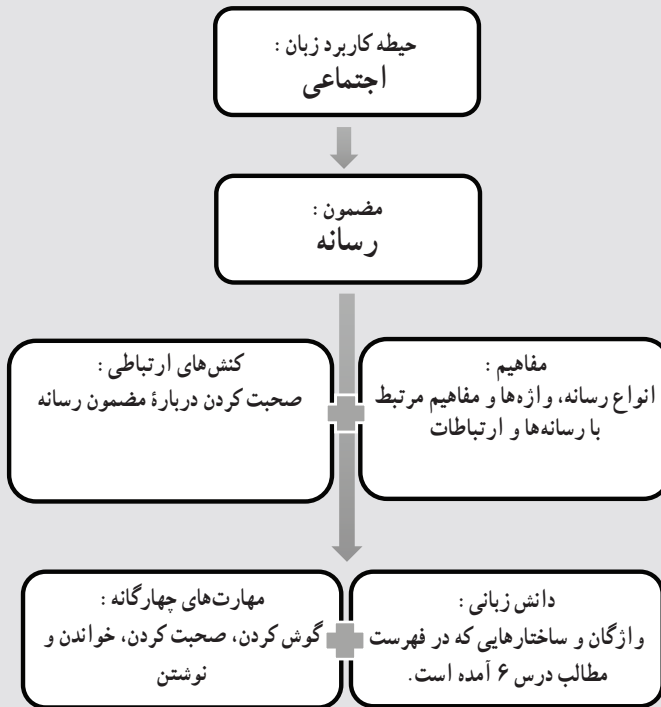


نمودار ۱- شیوه طراحی محتوای کتاب Prospect 3

حیطه‌های ارتباطی انتخاب شده عبارت‌اند از حیطه شخصی، حیطه اجتماعی، حیطه آموزش و تحصیل و حیطه کار و شغل. توالی آموزش در حیطه‌های نامبرده از اصل آموزشی حرکت از محیط پیرامونی نزدیک به محیط‌های دورتر پیروی می‌کند. در کتاب Prospect 3 مضامین از حیطه شخصی و اجتماعی انتخاب شده و در گزینش آنها نیازهای ارتباطی ملموس دانش‌آموزان در اولویت قرار گرفته است. مضمون‌های این کتاب به قرار زیر است:

- Media
- Health and injuries
- Personality
- Travel
- Festivals and Ceremonies
- Service

در ارتباط شکل گرفته پیرامون هر مضمون، از کنش‌های ارتباطی و مفاهیم خاصی استفاده شده است که نکات آموزشی هر درس را تشکیل می‌دهد. به عنوان مثال، نمودار شماره ۲ شیوه طراحی محتوای درس شش را نشان می‌دهد:



نمودار ۲ - طراحی محتوای درس شش

تأکید می‌گردد کتاب Prospect 3 تنها یک بخش از مجموعه‌ای شش جلدی است که طیف وسیعی از حیطه‌های ارتباطی و مضامین مورد استفاده در آنها و همچنین کنش‌های ارتباطی و مفاهیم زبانی را ارائه خواهد کرد. لذا قضاوت درباره آن می‌بایست با در نظر گرفتن این ویژگی و نگاه به بخش‌های بعدی مجموعه انجام شود.

سنجش پیشرفت تحصیلی

متناسب با رویکرد و روش تدریس توصیه شده روش‌های سنجش پیشرفت تحصیلی بر این اصل کلی استوارند که سنجش عمدتاً در خدمت یادگیری است و قرار است فرایند آموزشی را تقویت کند. در این راستا سنجش به دو نوع تقسیم می‌شود که عبارت‌اند از سنجش غیررسمی کلاسی و

سنجش رسمی نیمسال اول و پایان سال. بارم بندی و نمونه سؤالات مرتبط با این پایه و سایر پایه‌های تحصیلی در پایگاه اینترنتی گروه زبان‌های خارجی دفتر قابل مشاهده می‌باشد.

سنجش غیررسمی کلاسی: این نوع سنجش که قرار است توسط معلم و دانش‌آموزان، هر دو صورت پذیرد بدون ایجاد وقفه در روند فعالیت‌های یاددهی - یادگیری انجام می‌گیرد. هدف این نوع سنجش، مقایسه عملکرد هر یک از دانش‌آموزان با اهداف آموزشی است که بر معیارهای عملکردی استوارند. در این نوع سنجش، دانش‌آموزان با هم مقایسه نمی‌شوند بلکه مشخص نمودن نقاط قوت و ضعف‌شان در ارتباط با معیارهاست که به معلم و خود دانش‌آموزان کمک خواهد کرد در روند آموزش و یادگیری، متناسب با نیازهای آموزشی تغییرات لازم را ایجاد نمایند. در این فرایند معلم به دانش‌آموزان کمک می‌کند که خود به تدریج معیارها را بشناسند و با استفاده از آنها به خود ارزیابی بپردازند. خود ارزیابی در دروس مروری کتاب، برجسته شده و در کار کردن با آنها دانش‌آموزان به میزان موفقیت خود در یادگیری اهداف آموزشی پی می‌برند.

سنجش رسمی نیمسال اول و پایان سال: این نوع سنجش در شکل امتحانات رسمی بر اساس اهداف عملکردی در قالب مهارت‌های شفاهی و کتبی انجام می‌شود. بنابراین، این نوع سنجش، امتحان شفاهی و امتحان کتبی را به صورت جداگانه در بر خواهد داشت. در امتحان کتبی مهارت‌های خواندن و نوشتن و در امتحان شفاهی مهارت‌های شنیداری و گفتاری مورد سنجش قرار می‌گیرند.

در هر دو نوع آزمون مشخصه‌های طبیعی بودن موقعیت و تعامل، از اهمیت ویژه‌ای برخوردارند. هدف سنجش باید آن باشد که از طریق پرسش‌های مناسب، دانش‌آموزان عملکردی را از خود بروز دهند که نمونه معتبری از توانایی‌های زبانی مورد هدف باشد و بتوان آن را با عملکرد افراد در موقعیت‌های طبیعی کاربرد زبان قابل مقایسه دانست. چنین سنجشی می‌تواند اثر بسیار مثبتی بر روند آموزش داشته باشد.

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 "information" 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	you're	
I'm	you're	
I'm	you're	

Negative		
I	you	unhappy
I'm	you're	
I'm	you're	
I'm	you're	

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 doctors + We're doctors.
 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 in pairs (A). Take out your notebooks and write their answers on card (B).

Card A	Card B
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).

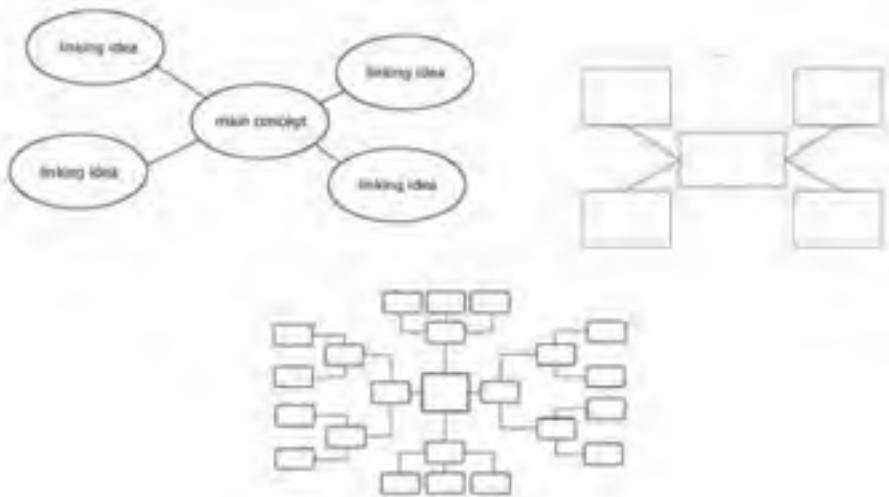


Figure 1. Concept maps



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 sentences. 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"> 1. Students work individually or in pairs to read the printed text. 2. They discuss the gist of the text and listen to the text once. 3. When they listen again, they correct the details in the written texts by changing, adding, or deleting words.
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"> 1. Students work in pairs to examine the jumbled texts or pictures. 2. They discuss what the text might be about and sort the texts/pictures according to their speculations. 3. They listen to the text and use the information to sequence the texts/pictures
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"> 1. Students listen individually to the texts and identify similarities and differences. 2. They compare their answers with another student to confirm what they have identified. 3. The class listens to the texts again and students check their answers.
Listen and match	Listening for global understanding	Texts matched to themes	<p>Several short texts that have different themes; theme cards (small cards with a single word written on each one, e.g., recycling, marriage, health).</p> <p>Note: Teachers should prepare more theme cards than the number of texts.</p>	<ol style="list-style-type: none"> 1. The teacher checks that students understand the meaning of the words in the theme cards. 2. Students listen individually to the texts and identify the most appropriate theme for each text.
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"> 1. Students listen to one part of the text individually 2. They make notes of what they hear. 3. In small groups, they report to one another and reconstruct a summarized form of the original text.

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"> 1. Students listen to the text in pairs or in a small group. 2. They discuss what the text is about and what the missing part should be like. 3. They write the missing part and a representative reads the part aloud to the rest of the class.
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"> 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. 2. In groups or pairs, they explain their choices.
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"> 1. Students listen individually to the text once. 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). 3. They use their notes to produce a text that is close in meaning to the original one.

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"> 1. Students read their version of the incomplete text individually. 2. They take turns dictating their version without showing it to their partners. Listeners must ask for clarification and repetition where necessary. 3. They write down the missing words in their version of the text.
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"> 1. Students work in pairs, with one of them describing the content of a picture. 2. The other student draws it or completes a similar picture that is incomplete. 3. Listeners must ask for clarification and repetition where necessary.
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"> 1. Students from small groups to discuss a problem or an issue in the simulation. 2. A moderator or the chairperson in the simulation is assigned to ask questions, elicit views, challenge assumptions, and clarify understanding. 3. Students in their respective roles listen to one another's views, make notes, respond to views, and seek clarifications. 4. They agree on a set of outcomes following the discussion.
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"> 1. Students listen to a presentation and take notes. 2. They review their notes and prepare some questions about the content of the presentation to ask the presenter.

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	DESCRIPTION AND ANALYSIS – oral and written illustrations of how the feature is produced and when it occurs within spoken discourse.
2	LISTENING DISCRIMINATION – focused listening practice with feedback on learners’ ability to correctly discriminate the feature.
3	CONTROLLED PRACTICE – 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).

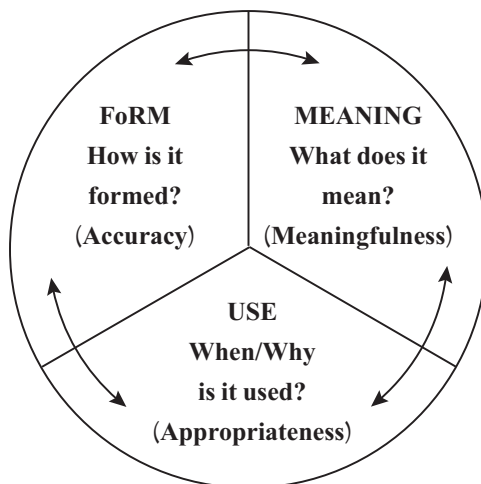


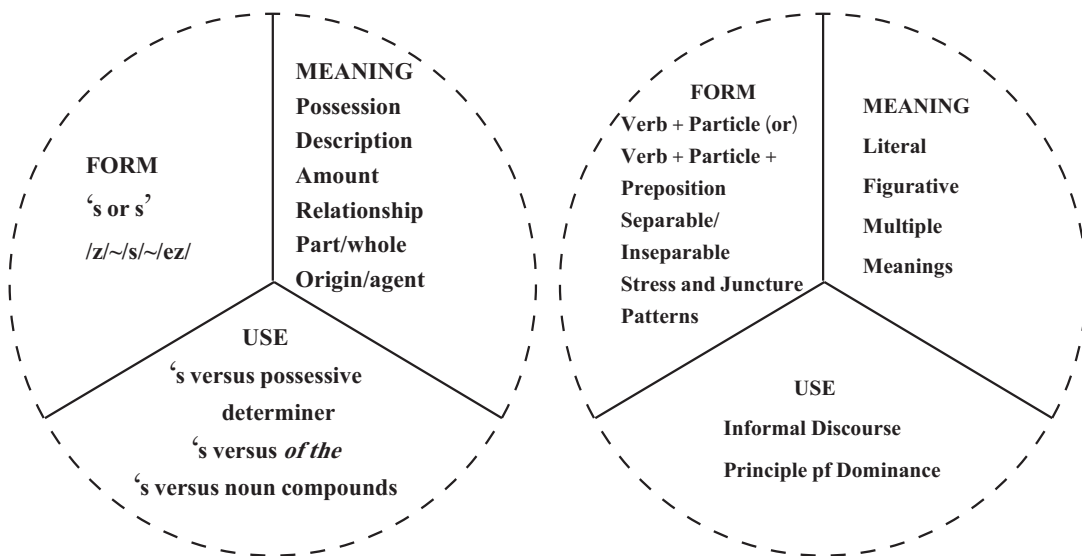
Figure 2. The three dimensions of grammar (Larsen Freeman, 2014, p. 259)

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).

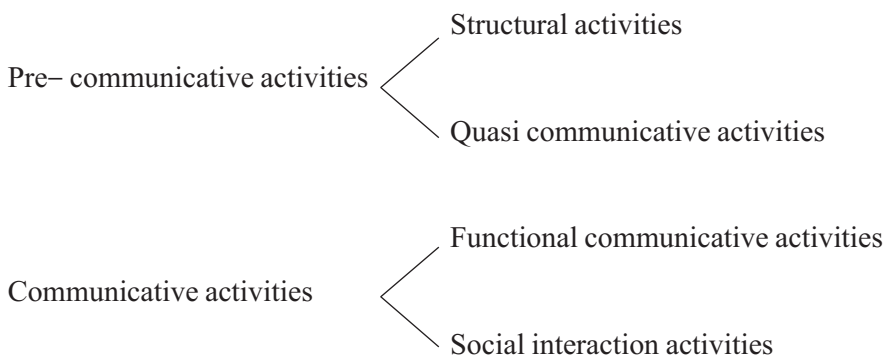


Figure 3. The sequence of CLT teaching activities

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.

Lesson 1

Personality

Theme and Function	Vocabulary	Language Melody	Grammar	See also	Key Language
<p>Lesson 1 Personality</p> <p>Talking about Personality</p> <p>15-27</p>	<p>Personality (shy, angry, brave...)</p>	<p>Falling intonation (to be statements)</p>	<p>Simple Present Tense (to be)</p>	<p>Contraction of "to be" Verbs</p>	<p>Expressions</p> <ul style="list-style-type: none"> - Are you hard-working? - Yes, I am. - What's your friend like? - He's very funny. - I had two drinks at the restaurant.

The *Gantt Chart* of Lesson 1

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.

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.

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				

Lesson 1: Personality

Conversation

Listen to the conversation between two cousins.

- Ehsan: Who is your best friend at school?
Parham: Roza.
Ehsan: What's he like?
Parham: Oh, he is really great! He's clever and kind.
Ehsan: Is he hard-working too?
Parham: Yes! And he's always very helpful.
Ehsan: How?
Parham: He always helps me with my lessons.

1

conversation

Objectives

- Providing students with language comprehensible input
- Presenting language function ‘talking about personality’
- Presenting new vocabulary/expressions related to the theme ‘personality’
- Rising students’ awareness towards the structure “simple present, to be”

Teaching Procedure

Use the cycle of *pre-listening, listening, and post-listening* to teach ‘conversation’.

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). As a result, different types of activities can be used in this stage to activate your students’ background knowledge on the topic *personality*. The activities may include (ibid): brainstorming, researching, reading, viewing pictures, watching movies, and discussing.

Activating students' background knowledge:

Introduce the topic, talk about 'personality'

1.1. *Brainstorming:* You can write the word 'personality' on the board, give its meaning in Persian, and ask students to brainstorm about the topic. It is a good idea to draw a concept map on the board to give some directions to students on how to brainstorm.

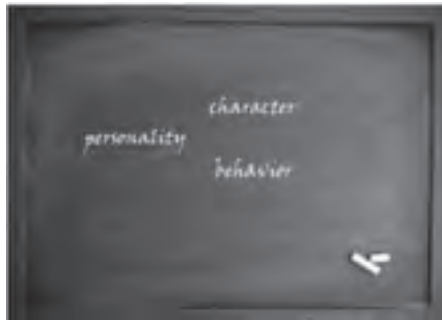
Use the one below as a sample. First do the brainstorming in Persian, then in English.



1.2. Researching: Ask students to do a mini research on the word ‘personality’. If students have dictionaries in the classroom, you may ask them to look up the word ‘personality’ and give you what they have found. They can use monolingual or bilingual dictionaries.

E.g. Longman Contemporary Dictionary: “someone’s character, especially the way they behave towards other people”.

What can be written on the board is:



You may ask students to give you more examples. Write them on the board.



Use this technique in more proficient classes.

1.3. Reading: You bring short paragraphs about ‘personality’ and ask students to read them. One sample is included here:

Amir is a hard-working employee. He is in his office at 7. He is very kind and helpful to people. He works all day and helps others. He is neat and generous.

1.4. Viewing pictures or photographs: Different pictures and photographs can be brought into the classroom to give students some ideas about the topic *personality*. If a video-projector is available in your class, you may make a

slideshow to show interesting pictures to the class. Ask students to tell you one adjective that describes the person in the picture.



1.5. *Watching movies:* You can show a short movie to students about people with different ‘personalities’.

1.6. *Discussing:* The students may talk about *the personality* when they are doing the above-mentioned activities.

Focusing on language forms

New words and expressions of this conversation are listed below. You may present some of them and leave the rest for students to guess while listening.

You may present the following new words by the help of the techniques mentioned in **Introduction**:

Clever:	definition: a person who learns very fast
kind:	antonym: # cruel
hard-working:	exemplification: Reza is very hard-working employee. He works very hard.
helpful:	translation: مفيد

Phase 2. Listening

The goal of listening part is basically ‘*comprehension*’. Thus students should rely on their bottom-up and top-down processing ability to process the aural

input. As a result it is recommended that students keep their books closed while listening.

– 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:

- 1. Is Reza clever?
- 2. Who helps Parham?

- ۱- صمیمی ترین دوست پرهام کیست؟
- ۲- رضا چگونه به پرهام کمک می کند؟



– Some *bottom-up activities* can be used in the class in this phase. For a complete list refer to section **Introduction** of the TG. Two examples are:

A. Selecting details from the text (word recognition): Listen and circle the adjectives you hear.

clever kind shy neat

B. Listen and fill in the blanks.

- Ehsan: Who is your best at school?
- Parham: Reza.
- Ehsan: What's he?
- Parham: Oh, he is really great! He's clever and
- Ehsan: Ishard-working too?
- Parham: Yes! And he's always very
- Ehsan: In what way?
- Parham: He always me with my lessons.

– Check students' answer when the listening is done.

– If necessary, replay the audio for students to check their answers.

Phase 3. Post listening

–Ask some comprehension questions: 3 types of questions can be asked: display, inference, and opinion gap.

–*Display question: Is Reza helpful?*

–*Inference question: Does Reza help Parham?*

–*Opinion–gap question: Is your friend kind?*



Listening can be taught by adapting some listening strategies in the cycle of pre–listening, listening, and post–listening.

Pre–listening: Ask students to look at the picture of the conversation and predict what the dialogue is about; what types of *personalities* are going to be referred to in the conversation.

Listening: Ask students to check if their predictions were correct. Also ask them to try to guess the meaning of words and relate what they hear to what they know. e.g. they can relate ‘kind’ to ‘nice’ and ‘helpful’ to ‘useful’.

Post–listening: Ask students to share their experience of listening with you and the class. How was the listening, difficult or easy? Are they going to listen to conversations like this in the future about *personality*? How do they want to solve their listening problems?



Practice 1 Talking about personality (1)

✦ Listen to the examples. Then ask and answer with a friend.



- Are you hard-working?
- Is he clever?
- Is Zahra talkative?
- Are they neat?
- Are they upset?

Yes, I am.
 Yes, he is.
 No, she isn't.
 Yes, they are.
 No, they're not.



Practice 2 Talking about personality (2)

✦ Listen to the examples. Then ask and answer with a friend.



- What's your friend like?
- What's your mother like?
- What's he like?
- What's she like?
- What are you like?
- What are they like?

He's very funny.
 She's very kind and patient.
 He is quiet.
 She is clever.
 I'm a bit serious.
 They are very kind.



2 Practice: Talking about personality(1)&(2)

Objectives

- Presenting instances of language function 'talking about personality'
- Helping students have focused attention on 'to be, present'.
- Providing opportunities for repetition of the structure 'to be, present'.
- 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 different ways of talking about people's *personalities*. Let them know what each turn means.

-Let them know what the word *personality* means and how it is related to other English words.

-Then play the CD two or three times and ask students to repeat the turns. You can also divide the class into two groups and ask each group to repeat one turn. This can be practiced with individual students.

- Then tell the class to ask about your '*personality*'

- Next, ask your students to pair up and practice asking each other about their *personalities*. They can refer to the Photo Dictionary at the end of the **Student 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.



PERSONALITIES

Students may need more vocabulary to talk about personalities. In this case you may present the words to help them talk about different personalities, expanding their vocabulary stock, and providing them with some collocations.

Present new words with the help of the following techniques:

1. *angry*: *flashcard, gesture*
2. *brave* : *picture, exemplification, antonym*
3. *careless*: *situation, translation, synonym, antonym*
4. *cruel* : *antonym, exemplification*
5. *rude* : *synonym, antonym, exemplification, translation*

Then practice the words with the help of some exercises. Different types of exercises can be used to practice new words:

1. Identifying
2. Selecting
3. Matching
4. Sorting
5. Ranking and Sequencing

Then the students are required to incorporate the newly studied words into speaking writing activities.



Refer to section 7 of the workbook for practicing vocabulary





Students may need more vocabulary to talk about personalities. In this case you may present the words to help them to talk about different personalities, expanding their vocabulary stock, and providing them with some collocations.

Present new words with the help of the following techniques:

1. *nervous* : *flashcard, picture*
2. *quiet* : *exemplification, definition, antonym*
3. *funny* : *picture, gesture*
4. *selfish*: *exemplification*
5. *neat*: *flash card*

Vocabulary Plus: The following words are also related to the theme of this lesson. They are included in the Photo Dictionary. You may present them as well.

pleasant, hard-working, lazy, shy, generous

Then practice the words with the help of some exercises. Different types of exercises can be used to practice new words:

1. Identifying
2. Selecting
3. Matching
4. Sorting
5. Ranking and Sequencing

Then the students are required to incorporate the newly studied words into speaking writing activities.



Refer to section 7 of the workbook for practicing vocabulary

Language Melody

- ✦ Listen to the conversation and pay attention to the intonations of "affirmative" sentences.

Teacher: Forzaneh is a clever student. Everybody likes her.

Semira: Yes, I know. She is also very helpful.

Teacher: Well, you can ask her for help.

Semira: Ok, 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.



Talk to Your
Teacher

Let me check it in the dictionary.

3 Language Melody

Objectives

- Helping students recognize falling intonation in statements.
- Helping students produce proper intonation contours associated with the function of the utterances.

Teaching Procedure

1. Description and analysis:

- Play the audio of the conversation.
- Ask students to listen to the audio several times.
- Briefly explain the rule: tell students that *a falling intonation is used with statements.*

2. Listening discrimination

Read the following sentences with falling intonation.

Then read each sentence twice, once with falling and once with rising intonation.

Ask students to tap on their desks when they hear falling intonation.

1. He's shy.
2. She's great.
3. You are very neat.
4. My mother is very kind.
5. Her father is hard-working.

3. Controlled practice

Read the sentences on page 20 and ask the students to repeat after you.

4. Guided practice

Write the sentences on the board.

Ask the students to take the role of one speaker and produce the sentences with appropriate intonation.

A: This is the picture of my friend Ahmad.

B: Is he shy?

A: No, not at all. He is a little talkative.

B: Is he hard-working?

A: Yes, he is kind and helpful.

5. Communicative practice

Ask students to give some information to their classmates using falling intonation. Examples may include: 1. My father is helpful. 2. My brother is neat.



Grammar

Look at the tables below and listen to your teacher's explanations.

Affirmative		
I	am	happy.
He She	is	
We You They	are	

Question		
Am	I	careful?
Is	he she	
Are	we you they	

I am not talkative. = I'm not talkative.

He is not shy. = He's not shy. = He isn't shy.

They are not rude. = They're not rude. = They aren't rude.

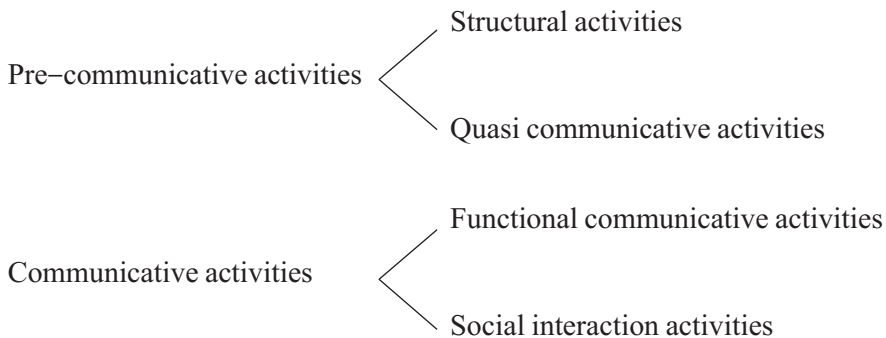
4 Grammar

Objectives

– helping students “use the language accurately, meaningfully, and appropriately” (Larsen–Freeman, 2014, p. 258).

Teaching Procedure

The methodological procedures underlying CLT texts reflect a sequence of activities represented in the following figure (Littlewood, 1981, p. 86, as cited in Richards and Rodgers, 2014, p. 103).



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

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. An MI (Multiple Intelligence) task or a game optionally used in the end.

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

The students have encountered “to be, present” in the dialogue. They have already practiced it and faced 6 examples of the new structure.

Ehsan: Who is your best friend at school?

Parham: Reza.

Ehsan: What's he like?

Parham: Oh, he is really great! He's clever and kind.

Ehsan: Is he hard-working too?

Parham: yes! And he's always very helpful.

Ehsan: In what way?

Parham: He always helps me with my lessons.

Review the dialogue and focus on 3 dimensions of ‘to be, present’.

1. Forms: The students are expected to learn the form and structure of “to be, present” in statements, interrogative sentences and negative sentences.

2. Meaning/semantics: The students should understand the meaning of “to be, present” that is describing people, places, adjective, etc.

3. Use/pragmatics: The students should understand where and when ‘to be, present’ is used:

- talking about people, actions, and adjective
- describing people, actions, places, and objects

The above information

can be summarized in the grammar pie chart:



Refer to what students have been exposed to in Prospects 1 and 2 on this topic.

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

- Explain the tables briefly.
- Ask students to go through the examples written below the tables.
- Ask them to provide you with the rules they understand.



The vowel in 'to be verbs' is very weak in fast speech

am= əm

is= ɪz

are= ə

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**

There	is	an	eraser	in the classroom.
		a one	computer	
are	two three many some	students		

See also

I am a teacher. = I'm a teacher.

He is polite. = He's polite.

It is cold. = It's cold.

We are Iranian. = We're Iranian.

You are students. = You're students.

They are hard-working. = They're hard working.

See also

Objectives

The objective of See also in this lesson is teaching contracted forms of 'to be'

Teaching Procedure

Based on the objectives of this part, you are expected to just teach the following points to your students

Form: I'm, You're, He's, She's, It's, We're, They're

Meaning: the same as full forms

Function: the same as full forms

Find it

Find and underline "to be" verbs in the passage below.

I'm Mohsen. This is my classroom. There are 25 students in my class. I have a lot of friends. My best friend is Vahid. He's a good student. He is helpful and hard-working, but he is not very careful. He usually forgets important things. It's a big problem.

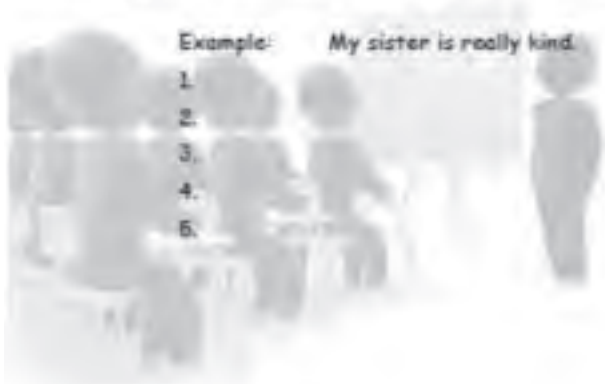


Tell Your Classmates

Tell your classmates five things about you and your family members.

Example: My sister is really kind.

- 1.
- 2.
- 3.
- 4.
- 5.



5 Find it and Tell Your Classmates.

Objectives

- Making students aware of the taught grammatical structure, ‘to be, present’.
- Providing students with *controlled oral practice*

Teaching Procedure

- Ask students to take a red pencil or highlighter.
- Ask them to quickly go through the text and circle or highlight all ‘be’ verbs

‘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.



Don't let students write their answers!

KEY

Find it

'm, is, are, is, 's, is, is not, 's

Tell your classmates.

1. My brother is hard-working.
2. My friend is brave.
3. I am happy.
4. My sisters are neat.
5. (Referring to a friend): Mina/Ali is (very) kind.

Listening, Reading and Writing



A

Listen to the conversation and fill out the table below.



Name

Personality

6 Listening, Reading and Writing

A

Objectives

- 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.

TRANSCRIPT

Haniyeh: Who is she, Anita?

Anita: She is my mother, Zahra.

Haniyeh: Tell me about her. What is she like?

Anita: Well, she's great. She's very kind and helpful.

KEY

Name	Personality
Zahra	great kind helpful

E

Listen to the audio and answer the questions below.

1. What's Iran like?

Iran is a _____ country.

2. What are Iranian people like?

Iranian people are _____ and _____.



6 Listening, Reading and Writing

B

Objectives

- 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.

TRANSCRIPT

Iran is a great country. There are a lot of cities and villages here.
Iranian people are very kind and friendly. They are also really
brave and hard-working. We all love our beautiful country.

KEY

1. What's Iran like? Iran is a great country.
2. What are Iranian people like? Iranian people are kind, friendly, and brave (hard-working is correct as well).

Reading, Speaking, Listening and Writing

Read the following questions on card (A). Then ask your classmates and write their answers on card (B).

Card A	Card B
Questions	Answers
What's your father like?	_____
Who is friendly?	_____
Who is brave?	_____
Is your brother talkative?	_____
Is your father kind?	_____
Are your family members neat?	_____

7 Listening, Speaking, Reading and Writing

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 is a real task that focuses on practicing grammar, vocabulary, language function(s), and the topic of the lesson.

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

KEY

Card A
Question

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

Card B
Answer

He's hard-working.
Sina is.
My teacher is.
No, he isn't.
Yes, very much.
Yes, they are.

Role Play

Talk with your classmates about the personality of your friends/
classmates/ teachers/ relatives.





Role Play

Objectives

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

Teaching Procedure

This is a role play activity.

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

KEY

A: Who is your best friend at school?

B: Mina.

A: What’s she like?

B: She’s really great! She’s nice and very kind.

A: Is she hard-working too?

B: Yes! And she’s always very helpful.

A: In what way?

B: She always helps me with my lessons.

Classroom Activities

You may bring a game or task to the classroom after teaching the grammatical point or at the end of the lesson if you have time. Some examples are included here.

Game 1. Pair students. Ask students to say a sentence. Another student should change it into the question or negative form. Any pauses have negative scores.

Pair 1. She's nice. ☞ She isn't nice.

Pair 2. He's hard-working. ☞ He isn't hard-working.

Pair 3. They are shy. ☞ Are they shy?

Game 2. Ask students to compare people in these two pictures. They can give you 2 differences.



He is careless. He is careful.

He is upset. He is happy.

Language Task: Describing pictures (MIs involved: spatial, logical–mathematical, and linguistic).

Ask students to look at a painting/photo like this. Ask them to describe people in it.

e.g. He is brave. He's kind. They are hard-working.



Lesson 2

Travel

Lesson 2 Travel	Travel (tickets, fill out, receptionist...)	Rising intonation (to be questions)	Present Continuous Tense	Possessive ('s and of)	Expressions - Are you visiting Tehran? - Yes, I am. - Who is speaking English now? - Sara. - (To somebody) Is there a hotel (near you)?
Talking about Travel					
29-41					

The *Gantt Chart* of Lesson 2

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.

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.

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 Melody	25				
	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				

Lesson 2: Travel

Conversation

Listen to the conversation between a tourist and a receptionist.

Receptionist: Welcome to our hotel sir, how can I help you?

Tourist: My name is Paul Kross. I'm from Germany. I have a reservation here.

Receptionist: I see! Are you staying here for two nights?

Tourist: Yes, my wife and I are visiting Tehran for three days.

Receptionist: Where is she now? I need to check her passport.

Tourist: She's standing over there, by the gift shop. Here is her passport.

Receptionist: Thank you. This is your key. It's room 213. Hope you enjoy your stay in Tehran.



1

conversation

Objectives

- Providing students with *language input*
- Presenting *Language function* ‘talking about travels’
- Presenting *new vocabulary/expressions* related to the theme ‘travel’
- Rising students’ *awareness* towards the structure “present continuous tense”

Teaching Procedure

Use the cycle of *pre-listening, listening, and post-listening* to teach ‘conversation’.

Phase 1. Preparation (Pre listening)

Activating students’ background knowledge:

Introduce the topic, talk about ‘traveling’

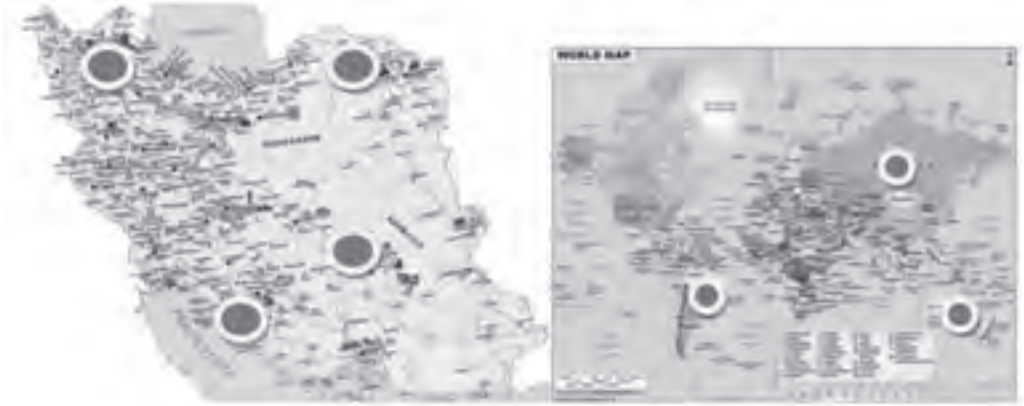
1.1. *Brainstorming*: You can write the word ‘travel’ on the board, give its meaning in Persian, and ask students to brainstorm about the topic. It is a good idea to draw a concept map on the board to give some directions to students on how to brainstorm.

Use the one below as a sample. First do the brain storming in Persian, then in English.

1.2. *Researching*: Ask students to do a mini research on the word ‘travel’. They may tell you about Iranian cities or foreign countries that have nice places to go in holidays.



Or you may show them these maps and ask them to find some information about the marked places in an encyclopedia or atlas, if they are available in your school's library.



Use this technique in more proficient classes.

1.3. *Reading*: You can bring short paragraphs about 'travel' and ask students to read them. One sample is included here:

Ehsan is traveling to Mashhad with his family. He is in the airport now. The airport is very crowded. Ehsan's flight is at 3. Ehsan is watching TV. Her sister is playing with her toys. There are many passengers. They are also waiting for their flight.

1.4. *Viewing pictures or photographs*: Different pictures and photographs can be brought into the classroom to give students some ideas about the topic *travel*. If a video-projector is available in your class, you may make a slideshow to show interesting pictures to the class.



1.5. *Watching movies:* You can show a short movie to students about people and ‘travel’

1.6. *Discussing:* The students may talk about *traveling* when they are doing the above activities.

Focusing on language forms

New words and expressions of this conversation are listed below. You may present some of them and leave the rest for students to guess while listening.

You may present the following new words by the help of the techniques mentioned in **Introduction**:

reservation:	translation: رزرو
visit:	synonym=see
gift shop	flashcard

Phase 2. Listening

The goal of listening part is basically ‘comprehension’. Thus students should rely on their bottom–up and top–down processing ability to process the aural input. As a result it is recommended that students keep their books closed while listening.

– 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:

1. Where is Mr. Kress from?

2. Is his wife in the hotel?

۱. شماره اتاق آقای کرس چند است؟

۲. همسر آقای کرس کجاست؟



– Some *bottom-up activities* can be used in the class in this phase. For a complete list refer to section *Introduction* of the TG. Two examples are:

A. Listen and write (+) if you hear a positive statement and (–) if you hear a negative statement.

1. She is traveling.

3. He's writing.

2. They're not reading.

4. We aren't playing.

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



1. They are getting in a train. 2. He's filling out a form. 3. He's buying a ticket.

– Check students' answer when the listening is done.

– If necessary, replay the audio for students to check their answers.

Phase 3. Post listening

– Ask some comprehension questions: 3 types of questions can be asked: display, inference, and opinion gap.

- Display question: Are they staying for 3 nights?
- Inference question: Is the receptionist checking their passport?
- Opinion-gap question: Is Germany in Europe?



Listening can be taught by adapting some listening strategies in the cycle of pre-listening, listening, and post-listening.

Pre-listening: Ask students to look at the picture of the conversation and predict: what they are going to listen about travel, what kind of people are involved in the conversation, and where the conversation is taking place.

Listening: Ask students to check if their predictions were correct. Also ask them to try to guess the meaning of words and relate what they hear to what they know. e.g. they can relate 'gift' to 'present' or 'shop' to 'store'.

Post-listening: Ask students to share their experience of listening with you and the class. How was the listening, difficult or easy? Are they going to listen to conversations like this in the future about *travel*? How do they want to solve their listening problems?



Practice 1 Talking about Travel (1)

Listen to the examples. Then ask and answer with a friend.



- Are you visiting Tehran?
- Are they traveling around the world?
- Is Paul booking a room?
- Is Kate checking the map?

Yes, I am.

No, they aren't.

Yes, he is.

No, she's reading the guide book.



Practice 2 Talking about Travel (2)

Listen to the examples. Then ask and answer with a friend.



- Who is speaking English now?
- What is he doing?
- Where is Ali going?
- What are you doing?
- How are they traveling?

Sara.

He is buying a ticket.

He's going to Mehrabad Airport.

I'm filling out the reservation form.

They are traveling by train.



2 Practice: Talking about Travel (1) & (2)

Objectives

- Presenting instances of *language function* ‘talking about travel’
- Helping students to have focused attention on ‘present continuous tense’.
- Providing opportunities for *repetition of the structure* ‘present continuous tense’.
- Helping students to use the structure ‘present continuous tense’ *correctly*.
- *Giving feedback* to students if they make mistakes

Teaching Procedure

- Tell your students that they are going to learn different ways of talking about *travels*.

Let them know what each turn means.

- Let them know what the word ‘travel’ means and how it is related to other English words.

- Then play the CD two or three times and ask them to repeat the turns. You can also divide the class into two groups and ask each group to repeat one turn. This can be practiced with individual students.

- Then tell the class to ask you some questions about travel.

– Next ask your students to pair up and practice asking each other about their travels. They can refer to the Photo Dictionary at the end of the **Student 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.



buy a ticket



check the passport



check in

Timetable	
Lesson 1	9:30 - 10:30
Mathematics	10
Lesson 2	10:40 - 11:40
Mathematics	15
Lesson 3	11:50 - 12:50
History	11

check the timetable



take off land



Students may need more vocabulary to talk about ‘travel’. In this case you may present the words to help them to talk about travel, expanding their vocabulary stock, and providing them with some collocations. Present new words with the help of the following techniques:

1. buy a ticket: pictures, flashcards
2. check a passport: gesture, act out
3. check in: translation
4. check the timetable: picture
5. take off/land: synonym/antonym

Then practice the words with the help of some exercises. Different types of exercises can be used to practice new words:

1. Identifying
2. Selecting
3. Matching
4. Sorting
5. Ranking and Sequencing

Then the students are required to incorporate the newly studied words into speaking writing activities.



Refer to section 7 of the workbook for practicing vocabulary



exchange money



fill out the form



book a hotel



pack for a trip



talk to a receptionist

Vocabulary

Students may need more vocabulary to talk about ‘travel’. In this case you may present the words to help them to talk about travel, expanding their vocabulary stock, and providing them with some collocations. Present new words with the help of the following techniques:

1. exchange money: explanation
2. fill out the form: act out
3. book a hotel: translation
4. pack for a trip: action, translation
5. talk to a receptionist: flashcard

Vocabulary Plus: The following words are also related to the theme of this lesson. They are included in the Photo Dictionary. You may present them as well.

board the plane, make a voyage, take an express train

Then practice the words with the help of some exercises. Different types of exercises can be used to practice new words:

1. Identifying
2. Selecting
3. Matching
4. Sorting
5. Ranking and Sequencing

Then the students are required to incorporate the newly studied words into speaking writing activities.



Refer to section 7 of the workbook for practicing vocabulary

Language Melody

Listen to the conversation and pay attention to the intonation of "Yes/No questions" (to be).

Kiana: Are you working with the computer now?

Sara: Yes, I'm searching for a hotel in Sanandaj.

Kiana: Is it possible to book it online?

Sara: Yes, of course!

Listen to the questions below and then practice.

1. Is it a beautiful country?
2. Is he a tourist?
3. Are you staying here?
4. Is she searching for a hotel?
5. Are you travelling to Shiraz?
6. Are they checking out?



Talk to Your
Teacher

I am interested in ... ,
How about you?

3 Language Melody

Objectives

- Helping students recognize rising intonation in 'Yes/No questions'.
- Helping students produce proper intonation contours associated with the function of the utterances.

Teaching Procedure

1. Description and analysis:

- Play the audio of the conversation.
- Ask students to listen to the audio several times.
- Briefly explain the rule: tell students that a rising intonation is used with Yes/No questions.

2. Listening discrimination

- Read the following sentences.
- Ask students to raise their hands when they hear rising intonation.

1. Is he cooking?
2. I am washing my car.
3. They're staying here.
4. Are you cleaning your home?
5. Is she working?

3. Controlled practice:

Read the sentences on page 34 and ask students to repeat after you.

4. Guided practice

Write the dialogue on the board. Ask the students to take the role of one

speaker and produce the sentences with appropriate intonation.

A: Are you going to Rasht this weekend?

B: Yes, I am.

A: Are you staying there for a week?

B: No, I am staying there for 2 days.

A: Are you staying in a hotel?

B: Yes, I am.

5. Communicative practice

Ask students to ask some questions from their classmates using rising intonation. Examples may include:

1. Are you neat?
2. Is your mother a teacher?

Grammar

Look at the tables below and listen to your teachers' explanations.

Affirmative			
I	am	speaking	Persian. English. Arabic. French. German.
He	is		
They	are		

I am not speaking Persian.

I'm not speaking Persian.

She is not writing a letter.

She's not writing a letter.

She isn't writing a letter.

You are not reading a book.

You're not reading a book.

You aren't reading a book.

Yes/No Questions				
Am	I	reading	a novel	?
Is	he		short stories	
Are	they		newspapers	
			a poem	

Is Sara booking online?

Are you visiting Iran?



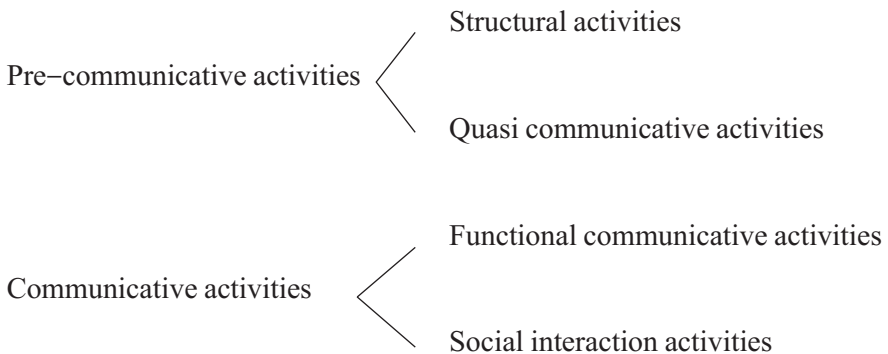
Grammar

Objectives

– helping students “use the language accurately, meaningfully, and appropriately” (Larsen–Freeman, 2014, p. 258).

Teaching Procedure

The methodological procedures underlying CLT texts reflect a sequence of activities represented in the following figure (Littlewood, 1981, p. 86, as cited in Richards and Rodgers, 2014, p. 103).



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

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. An 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)

The students have encountered “present continuous tense” in the dialogue. They have already practiced it and faced 3 examples of the new structure.

Receptionist: Welcome to our hotel sir, how can I help you?

Tourist: My name is Paul Kress. I’m from Germany. I have a reservation here.

Receptionist: I see! Are you staying here for two nights?

Tourist: Yes, my wife and I are visiting Tehran for three days.

Receptionist: Where is she now? I need to check her passport.

Tourist: She’s standing over there, by the gift shop. Here is her passport.

Receptionist: Thank you. This is your key. It’s room 213. Hope you enjoy your stay in Tehran.

Review the dialogue and focus on 3 dimensions of ‘present continuous tense’.

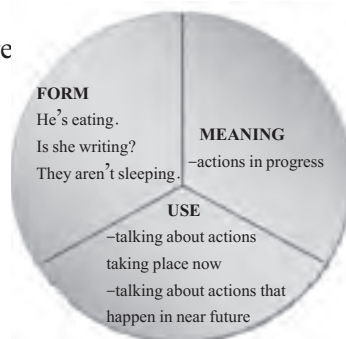
1. Forms: The students are expected to learn the form and structure of “present continuous tense” in statements, interrogative sentences and negative sentences.

2. Meaning/semantics: The students should understand the meaning of the “present continuous tense” that is ‘an action is taking place now’.

3. Use/pragmatics: The students should understand where and when ‘present continuous tense’ is used:

- talking about actions taking place now
- talking about actions that happen in near future

The above information can be summarized in the grammar pie chart:



Refer to what students have been exposed to in Prospects 1 and 2 on this topic.

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

- Explain the tables briefly.
- Ask students to go through the examples written below the tables.
- Ask them to provide you with the rules they understand



Pronouns joined to auxiliary verbs to make contractions are often unstressed.

●
I'm coming.

●
She's hungry

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**

Wh Questions

	am	I		
How Where	is	he	going	?
	are	they		

What is she playing?

Who is speaking to the teacher?

See also

Kate's scarf

Jack's shirt

Teacher's office

The wheels of the car

The legs of the chair

The door of the room.



See also

Objectives

The objective of See also in this lesson is teaching Possessive 's' and 'of'

Teaching Procedure

Based on the objectives of this part, you are expected to just teach the following points to your students.

Form: 's' and 'of' are forms of possessives in English, pronounced as /z/, /s/, or /əz/.

Meaning: possession, description, amount, relationship, part/whole

Function: Where to use 's' in contrast to 'of' to show 'possession, description, amount, relationship, part/whole, agent'

Find it

Find and underline "present continuous tense" in the passage below.

This is Paul. He is a tourist from Germany. He's going into a gift shop with his wife. They are opening the door of the shop. Now, they're talking to the shopkeeper to find suitable gifts for their daughters. Paul's daughters are living in Spain now.



Tell Your Classmates

Tell your classmates five things you guess your family members are doing now.

Example: I guess my brother is praying now.

- 1.
- 2.
- 3.
- 4.
- 5.



5 Find it and Tell Your Classmates.

Objectives

- Making students aware of the taught grammatical structures, ‘present continuous tense’.
- Providing students with controlled oral practice

Teaching Procedure

- Ask students to take a red pencil or highlighter.
- Ask students to quickly go through the text and circle or highlight all instances of ‘present continuous tense’

‘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.



Don’t let students write their answers!

KEY

Find it

is going, are opening, ‘re talking, are living

Tell your classmates.

1. I guess my mother is cooking now.
2. I guess my brothers are playing now.
3. I guess my father is driving now.
4. I guess my sister is reading now.
5. I guess my aunt is cleaning her room now.

Listening, Reading and Writing



A

Listen to the conversation and answer the questions below.

1. Where is Brenda from?

She is from _____.

2. What's Brenda doing?

She _____ the website.

3. What is her problem?



6 Listening, Reading and Writing



Objectives

- 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.

TRANSCRIPT

Receptionist: Hello, who is speaking?
Brenda: Hi, it is Brenda from England.
Receptionist: How can I help you?
Brenda: I'm checking your website but I can't find the reservation section.
Receptionist: OK! Let me help you.
Brenda: Thank you so much.

KEY

1. Where is Brenda from? She is from England.
2. What's Brenda doing? She is checking the website.
3. What is her problem? She can't find the reservation section.

B

Listen to the audio and answer the questions below.

1. Where is Mehmet from?

He is from.....

2. Where is Mehmet going to?

He's.....

3. What's he asking about?

.....



6 Listening, Reading and Writing

B

Objectives

- 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.

TRANSCRIPT

Mehmet is a tourist from Turkey. He's visiting Iran. Now, he is buying a ticket to Mashhad. He's talking with the front-desk. He is asking about the ticket price. He wants to stay in Mashhad for two nights.

KEY

1. Where is Mehmet from? He is from **Turkey**.
2. Where is Mehmet going to? He's going to **Mashhad**.
3. What's he asking about? **He is asking about the ticket price.**

Reading, Speaking, Listening and Writing

Read the following questions on card (A).

Then ask your classmates and write their answers on card (B).

Card A	Card B
<p data-bbox="178 529 425 572">Question</p> <p data-bbox="190 711 474 746">What are you doing now?</p> <p data-bbox="190 789 449 824">What is he/she doing?</p> <p data-bbox="190 868 363 902">Who is brave?</p> <p data-bbox="190 946 492 980">What's our teacher doing?</p> <p data-bbox="190 1024 554 1058">What is your best friend doing?</p> <p data-bbox="190 1102 560 1137">Who is doing his/her homework?</p>	<p data-bbox="640 529 837 572">Answer</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

7 Listening, Speaking, Reading and Writing

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 is a real task that focuses on practicing grammar, vocabulary, language function(s), and the topic of the lesson.

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

KEY



Role Play

Play the roles of a tourist and a receptionist with one of your classmates. Follow the conversation of the lesson.





Role Play

Objectives

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

Teaching Procedure

This is a role play activity.

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

KEY

Receptionist: Welcome to our hotel sir, how can I help you?

Tourist: My name is John Lee. I have a reservation here.

Receptionist: Ok, Are you staying here for three nights?

Tourist: Yes, my wife and I are visiting Isfahan for four days.

Receptionist: Where is she now? I need to check her passport.

Tourist: She's standing over there, in the yard. Here is her passport.

Receptionist: Thank you. This is your key. It's room 320. Hope you enjoy your stay in Isfahan.

Classroom Activities

You may bring a game or task to the classroom after teaching the grammatical point or at the end of the lesson if you have time. Some examples are included here.

Game: Pantomime

Ask a student to think of an action, come in front of the class and act it out. The class should guess the action and say the sentence: **She's cooking now.**

Language Task: Remembering actions (MIs involved: spatial, kinesthetic, and linguistic).

Ask students to look at the following pictures for some minutes. Then they have to close their eyes and say aloud what the people are doing in each picture. They may act out what they are saying.



Lesson 3

Festivals and Ceremonies

Theme and Function	Vocabulary	Language Melody	Grammar	See also	Key Language
Lesson 3 Festivals and Ceremonies Talking about Festivals and Ceremonies 49-61	Festivals and Ceremonies (fireworks, national anthem,...)	Rising Intonation (do/does questions)	Simple Present Tense (do/does)	Possessive Adjectives	Expressions - Do you buy new clothes for the new year? - Yes, I do. - Does he recite the Holy Quran at the turn of the year? - Yes, he does. What you a good festival? Happy New Year.

The *Gantt Chart* of Lesson 3

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.

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.

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 Melody	25				
	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				

Lesson 3: Festivals and Ceremonies



Conversation

Listen to the conversation between two friends.

- Elham: I just love New Year holidays!
Nazrin: Oh, yes, me too. It's really great.
Elham: We normally visit our relatives in Norooz. It's fun!
Nazrin: Do you get New Year gifts too?
Elham: Sure! We usually get money. I really like it.
Nazrin: Well..., We always go to my grandparents' houses.
Elham: That's nice! Does your grandmother cook the New Year meal?
Nazrin: Actually, she doesn't. My mother makes it.



1

conversation

Objectives

- Providing students with *language input*
- Presenting *language function* ‘talking about festivals and ceremonies’
- Presenting *new vocabulary/expressions* related to the theme ‘festivals and ceremonies’
- Rising students’ *awareness* towards the structure ‘simple present tense’

Teaching Procedure

Use the cycle of *pre-listening, listening, and post-listening* to teach ‘conversation’.

Phase 1. Preparation (Pre listening)

Activating students’ background knowledge:

Introduce the topic, talk about ‘festivals and ceremonies’

1.1. *Brainstorming*: You can write the word ‘festival/ceremonies’ on the board, give its meaning in Persian, and ask students to brainstorm about the topic. It is a good idea to draw a concept map on the board to give some directions to students on how to brainstorm.

Use the one below as a sample. First do the brain storming in Persian, then in English.



1.2. *Researching*: Ask students to do a mini research on the word ‘festivals’. Ask students to do research on other countries’ New Year ceremonies such as: *Turkey, China, India*



Use this technique in more proficient classes.

1.3. *Reading*: You can bring short paragraphs about ‘festivals’ and ask students to read them. One sample is included here:

Bahman 22 is the anniversary of Islamic revolution of Iran. Iranians come to streets each year. They celebrate this day. They walk in the streets with their families. They bring balloons and flags and sing the national anthem.

1.4. *Viewing pictures or photographs*: Different pictures and photographs can be brought into the classroom to give students some ideas about the topic *festivals and ceremonies*. If a video–projector is available in your class, you may make a slideshow to show interesting pictures to the class.



1.5. *Discussing*: The students may talk about *festivals and ceremonies* when they are doing the above-mentioned activities.

1.6. *Watching movies*: You can show a short movie to students about different festivals and ceremonies in Iran or other countries.

Focusing on language forms

New words and expressions of this conversation are listed below. You may present some of them and leave the rest for students to guess while listening.

You may present the following new words by the help of the techniques mentioned in **Introduction**:

gifts:	synonym= present
meal:	flashcard
relatives	exemplification, grandparents, uncle, aunt, cousin

Phase 2. Listening

The goal of listening part is basically ‘comprehension’. Thus students should rely on their bottom-up and top-down processing ability to process the aural input. As a result it is recommended that students keep their books closed while listening.

– 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:

1. Do they visit their relatives?

2. Who cooks?

۱. الهام چه هدیه ای می گیرد؟

۲. روز عید، نسرين به کجا می رود؟



– Some *bottom-up activities* can be used in the class in this phase. For a complete list refer to section **Introduction** of the TG. Two examples are:

A. Listen and circle the words you hear.

money gift travel new year aunt

B. Listen to the sentences. Write ‘s’ if they are the same and ‘D’ if they are different.

1. I don’t like holidays. I like holidays.
2. She doesn’t work here. She doesn’t work here.
3. They do their homework. They don’t do their homework.

–Check students’ answer when the listening is done.

–If necessary, replay the audio for students to check their answers.

Phase 3. Post listening

–Ask some comprehension questions: 3 types of questions can be asked: display, inference, and opinion gap.

–Display question: Does Elham like New Year?

–Inference question: Does Nasrin like money?

–Opinion-gap question: Do you like New Year?



Listening can be taught by adapting some listening strategies in the cycle of pre-listening, listening, and post-listening.

Pre-listening: Ask students to look at the picture of the conversation and predict; what they are going to listen about ‘festivals and ceremonies’, what kind of cultures/countries are involved in the conversation, and what points are mentioned in the conversation about the event(s).

Listening: Ask students to check if their predictions were correct. Also ask them to try to guess the meaning of words and relate what they hear to what they know. e.g. they can relate ‘food’ to ‘rice’ or ‘New year’ to ‘Norooz’.

Post-listening: Ask students to share their experience of listening with you and the class. How was the listening, difficult or easy? What listening tasks do they like to listen about ceremonies? How do they want to solve their listening problems?

Practice 1 Talking about Festivals and Ceremonies (1)

✦ Listen to the examples. Then ask and answer with a friend.



- Do you buy new clothes for the New Year?
- Do you and your cousins set the Haft Seen table?
- Do young children color the eggs?
- Do Chinese people buy gold fish for the New Year?

Yes, I do.
No, we don't.
Yes, they usually color them.
No, they don't buy gold fish.



Practice 2 Talking about Festivals and Ceremonies (2)

✦ Listen to the examples. Then ask and answer with a friend.



- Does he recite the Holy Quran at the turn of the year?
- Does your father give you New Year gifts?
- Does she have many friends?
- Does your mom make a special food for Nowrooz?

Yes, he does.
No, he doesn't.
Yes, she has many friends.
No, she doesn't make a special food.



2

Practice: Talking about Festivals and Ceremonies (1) & (2)

Objectives

- Presenting instances of language function ‘talking about festivals and ceremonies’
- Helping students have focused attention on ‘simple present tense’.
- Providing opportunities for repetition of the structure ‘simple present tense’.
- 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 different ways of talking about ‘festivals and ceremonies’. Let them know what each turn means.

- Let them know what the word ‘festival/ceremony’ means and how it is related to other English words.

- Then play the CD two or three times and ask them to repeat the turns. You can also divide the class into two groups and ask each group to repeat one turn. This can be practiced with individual students.

- Then tell the class to ask you some questions about ‘festivals/ceremonies’.

- Next ask your students to pair up and practice asking each other about their

travels. They can refer to the Photo Dictionary at the end of the **Student 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.



make lunch/dinner



bake a cake



set the table



sing the national anthem



hold a ceremony



Students may need more vocabulary to talk about 'travel'. In this case you may present the words to help them talk about different personalities, expanding their vocabulary stock, and providing them with some collocations.

Present new words with the help of the following techniques:

1. make lunch/ dinner: flashcard, action
2. bake a cake/ cookies: picture, action
3. set the table: action, translation
4. sing the national anthem: flashcard, translation
5. hold a ceremony: explanation

Then practice the words with the help of some exercise. Different types of exercises can be used to practice new words:

1. Identifying
2. Selecting
3. Matching
4. Sorting
5. Ranking and Sequencing

Then the students are required to incorporate the newly studied words into speaking writing activities.



Refer to section 7 of the workbook for practicing vocabulary



watch fireworks



read poems of Hafez



wear special clothes



go out on Nature Day



clear the table

Students may need more vocabulary to talk about 'Festivals and ceremonies'. In this case you may present the words to help them talk about different Festivals and Ceremonies, expanding their vocabulary stock, and providing them with some collocations.

Present new words with the help of the following techniques explained in section 1:

1. watch fireworks: flashcard
2. read poems of Hafez: action
3. wear special clothes: explanation
4. go out on Nature Day: translation, picture
5. clear the table

Vocabulary Plus: The following words are also related to the theme of this lesson. They are included in the Photo Dictionary. You may present them as well.

celebrate a religious holiday, watch military parade, commemorate NE martyrs, Islamic–Iranian culture, Islamic revolution anniversary

Then practice the words with the help of some exercises. Different types of exercises can be used to practice new words:

1. Identifying
2. Selecting
3. Matching
4. Sorting
5. Ranking and Sequencing

Then the students are required to incorporate the newly studied words into speaking writing activities.



Language Melody

- ✦ Listen to the conversation and pay attention to the rising intonation of "Yes/No questions" (do/does).

Sam: Shayan, do you like spring?

Shayan: Yes, I like spring a lot.

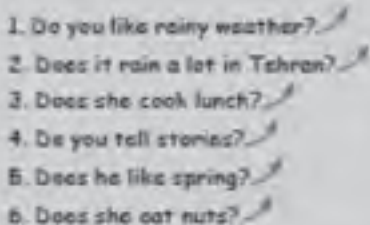
Sam: Do you like rainy weather?

Shayan: Oh yes! But not on Nature Day.

Sam: Why not?

Shayan: Because we always go out on 13 of Farvardin.

- ✦ Listen to the questions below and then practice.

- 
1. Do you like rainy weather?
 2. Does it rain a lot in Tehran?
 3. Does she cook lunch?
 4. Do you tell stories?
 5. Does he like spring?
 6. Does she eat nuts?



**Talk to Your
Teacher**

- Wish you a great holiday!
- Happy New Year!

3 Language Melody

Objectives

- Helping students recognize rising intonation in 'do/does questions'.
- Helping students produce proper intonation contours associated with the function of the utterances.

Teaching Procedure

1. Description and analysis:

- Play the audio of the conversation.
- Ask students to listen several times.
- Briefly explain the rule: tell students that a *rising intonation* is used with 'do/does questions'.

2. Listening discrimination

- Read the following sentences.
- Ask students to raise their hands when they hear rising intonation.

1. Does he work here?
2. Is he rude?
3. They walk to school.
4. Do they play in the yard?
5. Do you get to bed early?

3. Controlled practice:

Read the sentences on page 54 and ask the students to repeat after you.

4. Guided practice

Write the sentences on the board. Ask the students to take the role of one

speaker and produce the sentences with appropriate intonation.

A: We have a ceremony for the 'Clean Day' in our school.

B: Do you do anything special?

A: Yes. We make newspapers and posters.

B: What else?

A: We write letters to parents. We ask them to use buses not their cars.

5. Communicative practice

Ask students to ask some questions from their classmates using rising intonation. Examples may include: 1. Do you like festivals?/ 2. Does your father buy you gifts in New Year?

3. Do your grandparents live near you?

Grammar

Look at the tables below and listen to your teacher's explanations.

Affirmative		
I We You They	like	New Year holidays.
He She	likes	

Ali reads a newspaper.

Mina and Zahra study their lessons.

Negative				
I We You They	do	not	buy	new clothes.
He She	don't			

I don't play tennis.

Zahra doesn't wash the dishes.



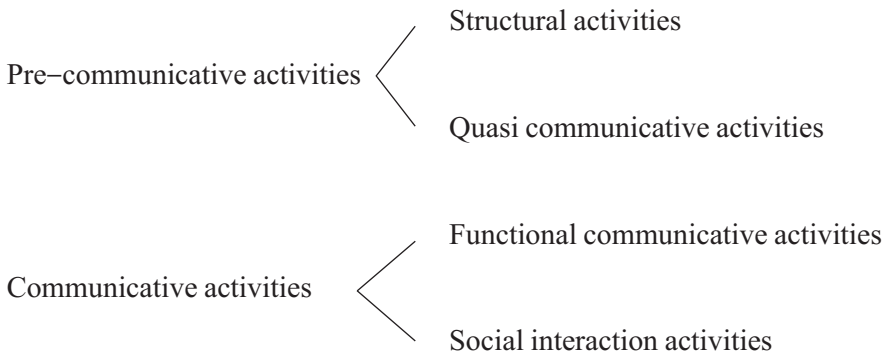
Grammar

Objectives

– helping students “use the language accurately, meaningfully, and appropriately” (Larsen–Freeman, 2014, p. 258).

Teaching Procedure

The methodological procedures underlying CLT texts reflect a sequence of activities represented in the following figure (Littlewood, 1981, p. 86, as cited in Richards and Rodgers, 2014, p. 103).



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

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. An 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)

The students have encountered “simple present tense” in the dialogue. They have already practiced it and faced 9 examples of the new structure.

Elham: I just love New year Holidays!

Nasrin: Oh, yes! So do I. It’s really great!

Elham: We normally visit our relatives in Norooz It’s fun!

Nasrin: Do you get New year gifts too?

Elham: Sure! We usually get money. I really like it.

Nasrin: Well... We always go to my grandparents’ houses.

Elham: That’s nice! Does your grandmother cook The New year’s meal?

Nasrin: Actually, she doesn’t. My mother makes it.

Review the dialogue and focus on 3 dimensions of ‘simple present tense’.

1. Forms: The students are expected to learn the form and structure of “simple present tense” in statements, interrogative sentences and negative sentences.

2. Meaning/semantics: The students should understand the maning of the “simple present tense” that is ‘a habit’.

3. Use/pragmatics: The students should understand where and when “simple present tense” is used:

- talking about habitual actions
- talking about facts

The above information can be summarized in the grammar pie chart:



Refer to what students have been exposed to in Prospects 1 and 2 on this topic.

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

- Explain the tables briefly.
- Ask students to go through the examples written below the tables.
- Ask them to provide you with the rules they understand



Explain allophones of /s/ third person

/s/ walks, writes, sleeps

/z/ buys, reads, colors

/ɪs/ watches, finishes

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**

Question				
Do	I we you they	buy	gold fish	?
Does	he she Hamid			

See also

I read **my** book.

You wash **your** car.

He cleans **his** room.

She studies **her** lessons.

The cat drinks **its** milk.

We paint **our** house.

They eat **their** lunch.

I	→	my
you		your
he		his
she		her
it		its
we		our
they		their

See also

Objectives

The objective of See also in this lesson is teaching 'possessive adjectives'

Teaching Procedure

Based on the objectives of this part, you are expected to just teach the following points to your students:

Form: my (I), your (you), his (he), her (she), its (it), our (we), their (they)

Meaning: something belongs to someone

Function: expressing possession

Find it

Find and underline "simple present tense" in the passage below. Then find and underline "possessive adjectives".

Ahmed is from Turkey and he lives in Istanbul. Fitr Eid is an important religious holiday in his country. He likes this day a lot. It's on the first day of Shawwal. On Fitr Eid, Muslims don't fast. They say their Eid prayers before noon. In all Muslim countries people hold the same ceremony.

Tell Your Classmates

Tell your classmates five things about Festivals and Ceremonies.

Example: I really like Fajr Film Festival.

- 1
- 2
- 3
- 4
- 5

5 Find it and Tell Your Classmates.

Objectives

- Making students aware of the taught grammatical structures, 'simple present tense'.
- Providing students with controlled oral practice

Teaching Procedure

- Ask students to take a red pencil or highlighter.
- Ask them to quickly go through the text and circle or highlight all instances of 'simple present tense'

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

- Ask students to do the oral drill.



Don't let students write their answers!

KEY

Find it

lives, likes, don't fast, say, hold and possessive adjectives (his,their)

Tell your classmates.

1. We go out on Nature Day.
2. My mother sets the table on Norooz.
3. My mother bakes a cake for my birthday.
4. We read poems of Hafez at Yalda night.
5. We sing our national anthem in football matches.

Listening, Reading and Writing



A

Listen to the conversation and answer the questions below.

1. What do they eat?

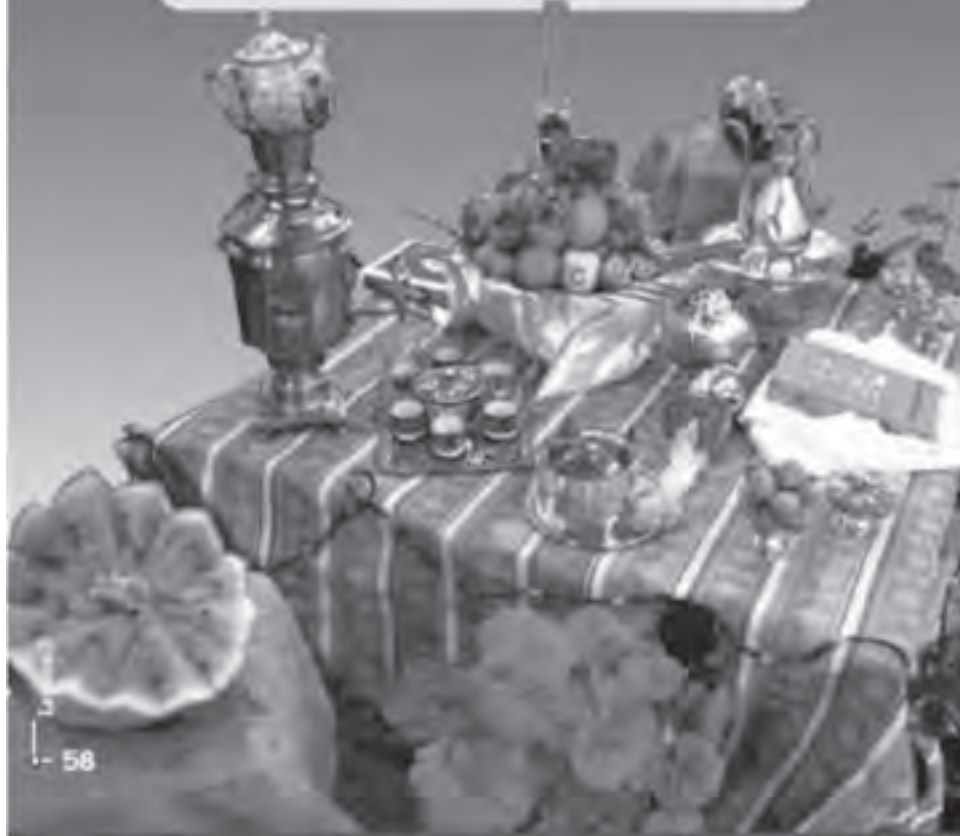
They eat _____ and _____.

2. What do they listen to?

They listen to _____.

3. Do they stay home at Yalda night?

_____.



6 Listening, Reading and Writing



Objectives

- 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.

TRANSCRIPT

Zohreh: Do you stay home at Yalda Night?

Ayda: No, we don't. We go to my grandparents' house.

Zohreh: How nice! What do you do there?

Ayda: We sit together and listen to poems of Hafez.

Zohreh: Nice! Do you eat watermelon?

Ayda: Yes, we do! We also have nuts.

Zohreh: It sounds great!

KEY

1. What do they eat? They eat watermelon and nuts.

2. What do they listen to?

They listen to poems of Hafez.

3. Do they stay at home at Yalda night?

No, they don't. They go to her grandparents' house

E

Listen to the audio and answer the questions below.

1. Does the New Year start in March?

No, it starts in _____ or _____.

2. Does it change every year?

Yes, it _____.

3. What does everyone wear?

_____.

4. What do older people give to children?

_____.



6 Listening, Reading and Writing



Objectives

- 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.

TRANSCRIPT

“Hi, I’m from China. In my country New Year starts in January or February. It changes every year! Umm... Red is very important for Chinese people. People wear red clothes. Oh! And older people give “lucky money” to children in red envelopes.

KEY

1. Does the New Year start in March?
No, it starts in **January** or **February**.

2. Does it change every year?

Yes, it changes every year (or yes, or yes it does)

3. What does everyone wear?

They wear red clothes. (or just 'red clothes')

4. What do older people give to children?

Older people give lucky money to children in red envelopes. (or just 'lucky money')

Reading, Speaking, Listening and Writing

Read the following questions on card (A).

Then ask your classmates and write their answers on card (B).

Card A

Question

Does your grandparent tell you stories?

Do you wear special clothes on New Year holidays?

Do you visit other people?

Do you get gifts?

Does your father work on holidays?

Card B

Answer

7 Listening, Speaking, Reading and Writing

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 is a real task that focuses on practicing grammar, vocabulary, function(s), and the topic of the lesson.

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

KEY

Card A
Question

Does your grandparent tell you stories?
Do you wear special clothes on New Year holidays?
Do you visit other people?
Do you get gifts?
Does your father work on holidays?

Card B
Answer

Yes, he (she) does/No, he (she) doesn't.
Yes, I do/No, I don't.
Yes, we do/No, we don't.
Yes, I do/No, I don't.
Yes, he does/No, he doesn't.

Role Play

Talk with your classmates about national and international festivals.





Role Play

Objectives

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

Teaching Procedure

This is a role play activity.

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

KEY

A: I really like Fetr Holdiays!

B: Oh, yes! So do I. It's really great!

A: We normally go out.

B: Do you travel too?

A: Yes, we usually go to Qom. I really like it.

B: We usually go to my grandparents' houses.

A: That's nice! Does your grandmother cook for you?

B: Yes, she makes delicious cookies.



You may bring a game or task to the classroom after teaching the grammatical point or at the end of the lesson if you have time. Some examples are included here.

Game: 20 questions

Ask 1 student to think of something. Make groups of 5–6. Ask students to think of questions to find out what the object/person is. The class has the chance of asking 20 questions.

Is it big?

Does it walk?

Does it eat?

Is it a bird?

Language Task: My way home (MIs involved: spatial, logical–mathematic, and linguistic).

Ask students to imagine themselves leaving their school and going home. Ask them to jot down how many left turn they make and how many right turns.

Ask them to draw the diagram of their way home.

Group the students in 4. Ask one of students to describe their routes. Ask other to draw the diagram, then compare that with other students' works.

I walk to school.

I make 1 left turn at Azadi Street.

I go straight.

I make 1 right left at Alavi Lane.

Lesson 4

Services

Lesson 4
Service

Talking about Services
63-75

Services (hire, recharge, emergency ...)

Falling Intonation (wh questions)

Wh Questions (do/does)

Adverbs of Frequency

Expressions

- What's her job?
- She's an employee.
- What time does it open?
- It opens at 8 in the morning.
- (I like to know your home address.)

The *Gantt Chart* of Lesson 4

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.

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.

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 Melody	25				
	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				

Lesson 4: Services

Conversation

Listen to the conversation between Pedram and a tourist.

Tourist: Excuse me sir! Can you help me please?

Pedram: What can I do for you?

Tourist: I want a postcard, an envelope and a stamp.

Pedram: Umm..., you can get them from a post office.

Tourist: Where is the post office?

Pedram: Actually it's near here. It's just round the corner.

Tourist: Good! Thank you. What time does it open?

Pedram: It opens at 8.

Tourist: Thanks a lot!



1

conversation

Objectives

- Providing students with language input
- Presenting *language function* ‘talking about services’
- Presenting *new vocabulary*/expressions related to the theme ‘services’
- Rising students’ awareness towards ‘wh questions with do/does’

Teaching Procedure

Use the cycle of pre-listening, listening, and post-listening to teach ‘conversation’.

Phase 1. Preparation (Pre listening)

Activating students’ background knowledge:

Introduce the topic, talk about ‘services’

1.1. *Brainstorming*: You can write the word ‘services’ on the board, give its meaning in Persian, and ask students to brainstorm about the topic. It is a good idea to draw a concept map on the board to give some directions to students on how to brainstorm.

Use the one below as a sample. First do the brain storming in Persian, then in English.



1.2. *Researching*: Ask students to do a mini research on the word ‘services’.

Ask students to do research on how they can get the following services:

police

firefighters

emergency



Use this technique in more proficient classes.

1.3. *Reading*: You can bring short paragraphs about ‘services’ and ask students to read them. One sample is included here:

Many people work to give services to us in big cities. Workers keep the city clean. Policemen keep the city safe. Bus drivers get people to work. Doctors and nurses help sick people in the hospitals. We know all these people are important for our city. We thank them all.

1.4. *Viewing pictures or photographs*: Different pictures and photographs can be brought into the classroom to give students some ideas about the topic *services*. If a video–projector is available in your class, you may make a slideshow to show interesting pictures to the class.



1.5. *Watching movies*: You can show a short movie to students about different services.

1.6. *Discussing*: The students may talk about *services* when they are doing the above activities.

Focusing on language forms

New words and expressions of this conversation are listed below. You may present some of them and leave the rest for students to guess while listening.

You may present the following new words by the help of the techniques mentioned in **Introduction**:

envelope:	realia
corner:	board drawing, translation
post office:	explanation, translation, flashcard

Phase 2. Listening

The goal of listening part is basically ‘comprehension’. Thus students should rely on their bottom–up and top–down processing ability to process the aural input. As a result it is recommended that students keep their books closed while listening.

- 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:

1. Does the boy want some money?
2. Who is helping the boy?

۱. پست خانه ساعت چند باز می شود؟
۲. آیا پسر ایرانی است؟



– Some *bottom-up activities* can be used in the class in this phase. For a complete list refer to section **Introduction** of the TG. Two examples are:

A. Listen and decide about the job of the speaker

1. I work in an airport. I check all flights. I answer people's questions.
2. I work in a fire station. My job is putting out fire.

A receptionist

A firefighter

A policeman

B. Listen to the text. Write down the simple present tenses you hear.

Mr. Jim gets up early every morning. He gets dressed very quickly. He leaves his house at 6:30. He works in a bank. The bank is far from his house. He goes to work by metro. When he goes to work, the metro is full of people.

–Check students' answer when the listening is done.

–If necessary, replay the audio for students to check their answers.

Phase 3. Post listening

–Ask some comprehension questions: 3 types of questions can be asked: display, inference, and opinion gap.

–*Display question: Is the man a tourist?*

–*Inference question: Does Pedram speak English?*

–*Opinion-gap question: Is there a post office near your house?*



Listening can be taught by adapting some listening strategies in the cycle of pre-listening, listening, and post-listening.

Pre-listening: Ask students to look at the picture of the conversation and predict: what they are going to listen about services, what kind of services are described in the conversation, and where the conversation is taking place.

Listening: Ask students to check if their predictions were correct. Also ask them to try to guess the meaning of words and relate what they hear to what they know. e.g. they can relate 'stamp' to 'post' or 'postcard' to 'festivals'.

Post-listening: Ask students to share their experience of listening with you and the class. How was the listening, difficult or easy? Are they going to listen to conversations like this in the future about services? How do they want to solve their listening problems?



Practice 1 Talking about Services (1)

Listen to the examples. Then ask and answer with a friend.



- What is her job?
- Where is the post office?
- Who's that man?
- When is the break?

She's an employee.
 It's over there.
 He is a postman.
 It's at 9:30.



Practice 2 Talking about Services (2)

Listen to the examples. Then ask and answer with a friend.



- What time does it open?
- When do they work?
- Who helps lost children?
- Where does she buy stamps?
- Why does he go to work by bus?
- How do you come to school?

It opens at 8 in the morning.
 They work from Saturday to Wednesday.
 The police help them.
 She buys them from a post office.
 Because it's fast and cheap.
 I take a bus.



2 Practice: Talking about Services (1) & (2)

Objectives

- Presenting instances of *language function* ‘talking about services’
- Helping students have *focused attention* on ‘wh questions with do/does.
- Providing opportunities for *repetition* of the *structure* ‘wh questions with do/does’.
- 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 different ways of talking about *services*. Let them know what each turn means.

- Let them know what the word *services* means and how it is related to other English words.

- Then play the CD two or three times and ask them to repeat the turns. You can also divide the class into two groups and ask each group to repeat one turn. This can be practiced with individual students.

- Then tell the class to ask about *services*.

- Next ask your students to pair up and practice asking each other about

services. They can refer to the Photo Dictionary at the end of the **Student 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.



call the emergency (115)



send an e-mail



take out money (ATM)



get on a bus



get off a bus



Students may need more vocabulary to talk about ‘services’. In this case you may present the words to help them talk about services expanding their vocabulary stock, and providing them with some collocations.

Present new words with the help of the following techniques:

1. call the emergency (115): action
2. send an e-mail: explanation, translation
3. take out money (ATM): picture, explanation
4. get on a bus: flashcard
5. get off a bus: flashcard

Then practice the words with the help of some exercises. Different types of exercises can be used to practice new words:

1. Identifying
2. Selecting
3. Matching
4. Sorting
5. Ranking and Sequencing

Then the students are required to incorporate the newly studied words into speaking writing activities.



Refer to section 7 of the workbook for practicing vocabulary



hire a taxi



open an account



put out fire



recharge the E-ticket



ask the information desk



Students may need more vocabulary to talk about ‘services’. In this case you may present the words to help them to talk about services expanding their vocabulary stock, and providing them with some collocations.

Present new words with the help of the following techniques:

1. hire a taxi: picture
2. open an account: explanation, translation
3. put out fire: gesture
4. recharge your E–ticket: gesture
5. ask the information desk: flashcard

Vocabulary Plus: The following words are also related to the theme of this lesson. They are included in the Photo Dictionary. You may present them as well.

donate blood, join voluntary work, help charity, bring to the ER, keep the city clean

Then practice the words with the help of some exercises. Different types of exercises can be used to practice new words:

1. Identifying
2. Selecting
3. Matching
4. Sorting
5. Ranking and Sequencing

Then the students are required to incorporate the newly studied words into speaking writing activities.



Refer to section 7 of the workbook for practicing vocabulary

Language Melody

- ✦ Listen to the conversation and pay attention to the falling intonation of "Wh questions".

Clara: Excuse me sir! I'm lost.
Police officer: Don't worry. What's your name?
Clara: My name's Clara.
Police officer: Where do you live?
Clara: On Main Street, near the gas station.
Police officer: Don't worry. I can take you home.
Clara: Thank you sir.

- ✦ Listen to these questions and then practice.



1. What's your name?
2. How old are you?
3. Where do you live?
4. Why are you here?
5. When does it open?
6. Who is that man?



Talk to Your
Teacher

I'd like to know about ...

3 Language Melody

Objectives

- Helping students recognize falling intonation in 'wh questions'.
- Helping students produce proper intonation contours associated with the function of the utterances.

Teaching Procedure

1. Description and analysis:

- Play the audio of the conversation.
- Ask students to listen to the audio several times.
- Briefly explain the rule: tell students that a *falling intonation is used with wh questions* .

2. Listening discrimination

Read the following sentences.

Ask students to raise their hands

when they hear rising intonation and to tab

if they hear falling intonation.

1. What does he do on Fridays?
2. Is she a doctor?
3. They are playing in the park .
4. Where do you go on Saturdays?
5. Why does Ali write this letter?

3. Controlled practice:

Read the sentences on page 68 and ask the students to repeat after you.

4. Guided practice

Write the dialogue on the board.

Ask students to take the role of one speaker and produce the sentences with appropriate intonation.

A: Nothing, thank you.

A: I want a cup of tea and two biscuits.

B: We don't serve tea and biscuits.

A: Oh, What do you serve?

B: We have eggs, milk, and fruit cakes.

A: Ok, a glass of milk and some fruit cakes please.

B: What else do you want?

5. Communicative practice

Ask students to ask some questions from their classmates using falling/rising intonation. Examples may include: 1. What do you eat for breakfast?/2. Do you go to school on Thursdays?

3. Who cleans your room?/4. Does your mother cook on New Year?

Grammar

Look at the tables below and listen to your teacher's explanations.

Wh Questions			
What Where	is	that	?
	are	those	

Who is your best friend?

Wh Questions			
When Where Why How	do	I you we they	go ?
	does	he she	

What do you study?

Where do you live?

What does your father do?

When does she wake up?

Who helps children?



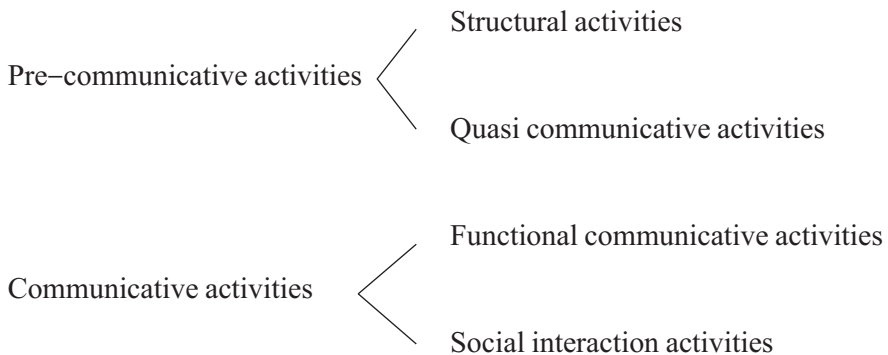
Grammar

Objectives

– helping students “use the language accurately, meaningfully, and appropriately”
(Larsen–Freeman, 2014, p. 258).

Teaching Procedure

The methodological procedures underlying CLT texts reflect a sequence of activities represented in the following figure (Littlewood, 1981, p. 86, as cited in Richards and Rodgers, 2014, p. 103).



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

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. An 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)

The students have encountered “wh questions with do/does” in the dialogue. They have already practiced it and faced 1 example of the new structure.

Tourist: Excuse me sir. Can you help me please?

Pedram: What can I do for you?

Tourist: I want a postcard, an envelope and a stamp.

Pedram: Umm... you can get them from a post office.

Tourist: Where is the post office?

Pedram: Actually it's near here. It's just round the corner.

Tourist: Good! Thank you. What time does it open?

Pedram: It opens at 8.

Tourist: Thanks a lot!

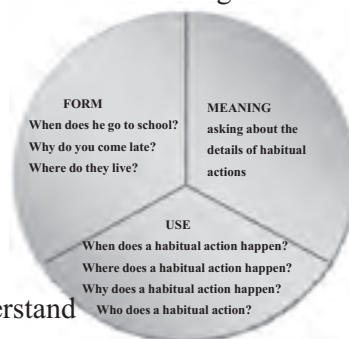
Review the dialogue and focus on 3 dimensions of “wh questions with do/does”.

1. Forms: The students are expected to learn the form and structure of “wh questions with do/does”.

2. Meaning/semantics: The students should understand meaning of the “wh questions with do/does”,

- When does a habitual action happen
- Where does a habitual action happen
- Why does a habitual action happen
- Who does a habitual action

3. Use/pragmatics: The students should understand where and when “wh questions with do/does” are used: asking about details of habitual actions.



The above information can be summarized in the grammar pie chart:

Refer to what students have been exposed to in Prospects 1 and 2 on this topic.

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

- Explain the tables briefly.
- Ask students to go through the examples written below the tables.
- Ask them to provide you with the rules they understand



In fast speech the vowel in 'do' and 'does' is very weak. Further, Wh- words are a little stressed.



What do you **think**?



Where do they **live**?



What does he **do**?



Where does she **work**?

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**



They *never* come late.
She *always* studies hard.
I *always* wake up at 6:30.
He *often* plays outside.

See also

Objectives

The objective of See also in this lesson is teaching adverbs of frequency.

Teaching Procedure

Based on the objectives of this part, you are expected to just teach the following points to your students:

Form: always, usually, often, sometimes, never

Meaning: the frequency of actions taking place

Function: expressing the frequency of happenings

Find it

Find and underline "Wh questions" in the conversation below.

- Parsa: What's your favorite job?
Hamid: I like to be a firefighter.
Parsa: What does a firefighter do?
Hamid: He puts out fire and saves people's lives.
Parsa: And is it an easy job?!
Hamid: No! Actually it's very hard.
Parsa: When does a firefighter go to work?
Hamid: I think he goes to work on shifts.
Parsa: Oh! Where does he work?
Hamid: At a fire station.
Parsa: Is there a fire station near here?
Hamid: Yes, there's one over there.



5 Find it and Tell Your Classmates.

Objectives

- Making students aware of the taught grammatical structures, 'wh questions with do/does'.
- Providing students with controlled oral practice

Teaching Procedure

- Ask students to take a red pencil or highlighter.
- Ask students to quickly go through the text and circle or highlight all 'wh questions with do/does'.

'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.



Don't let students write their answers!

KEY

Find it

what, what, when, where,

Tell your classmates

1. I go to school by bus.
2. My mother takes a taxi to work.
3. The police help people.
4. Workers clean the city.
5. Nurses help sick people.

Listening, Reading and Writing



A

Listen to the conversation and answer the questions below.

1. What does he do?

He is _____

2. Where does he work?

He _____

3. When does his work start?



6 Listening, Reading and Writing

A

Objectives

- 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.

TRANSCRIPT

- | | |
|---------------------|--------------------------------------|
| Interviewer: | What do you do? |
| Baker: | I'm a baker. |
| Interviewer: | Where do you work? |
| Baker: | I work in a bakery. |
| Interviewer: | When does your work start? |
| Baker: | It starts very early in the morning. |
| Interviewer: | Is your job difficult? |
| Baker: | Well, I work in a very hot place. |

KEY

1. What does he do?

He is a baker.

2. Where does he work?

He works in a bakery.

3. When does his work start?

It starts very early in the morning

B

Listen to the audio and answer the questions below.

1. What does Amir do?

He is a _____.

2. Where does he work?

He works at _____.

3. When does he go to work?

He goes _____.

4. What time does he work?

_____.



6 Listening, Reading and Writing

B

Objectives

- 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

TRANSCRIPT

Amir is a police officer. He works at a police station. He goes to work Saturdays to Wednesdays, 7 a.m. till 4 p.m. He drives his car around the city and makes sure everything is OK.

KEY

1. What does Amir do?
He is a police officer.
2. Where does he work?

He works at a police station .

3. When does he go to work?

He goes to work Saturday to Wednesday .

4. What time does he work?

7 a.m. till 4 p.m

Reading, Speaking, Listening and Writing

Read the following questions on card (A).

Then ask your classmates and write their answers on card (B).

Card A	Card B
Question	Answer
What's your name?	_____
What do you do?	_____
How old are you?	_____
Where do you live?	_____
What time do you wake up?	_____
Why do you learn English?	_____
When does your school start?	_____

7 Listening, Speaking, Reading and Writing

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 is a real task that focuses on practicing grammar, vocabulary, language function(s), and the topic of the lesson.

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

KEY

Card A
Question

What's your name?
What do you do?
How old are you?
Where do you live?
What time do you wake up?
Why do you learn English?
When does your school start?

Card B
Answer

Mina/Reza, ...
I am a student.
12.
In Rasht (or Sariandaj, ...)
At 6:30.
I like reading English books.
At 7:30

Role Play

Talk with your classmates about services in your city. Follow the conversation of the lesson.



Lesson 4



Role Play

Objectives

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

Teaching Procedure

This is a role play activity.

- Ask students to pair up.
- They have to talk about ‘services’
- 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 grammatical point or at the end of the lesson if you have time. Some examples are included here.

Language Task: How many questions a minute (MIs involved: interpersonal, intrapersonal).

Students work in pair. Partner A asks B as many 'wh questions with do/does' as she/he can within 1 minute. B does not answer any of the questions immediately.

When 1 minute is over, there is a short silence to allow B to try and remember the questions. Now she/he should answer as many questions as he/she can.

A and B can swap rules.

Lesson 5

Media

Theme and Function	Vocabulary	Language Melody	Grammar	See also	Key Language
<p>Lesson 5 Media</p> <p>Talking about Media</p> <p>81-93</p>	<p>Media {connect, interview, online...}</p>	<p>Rising Intonation {surprises}</p>	<p>Past Tense (Regular)</p>	<p>Past Tense of "to be"</p>	<p>Expressions</p> <ul style="list-style-type: none"> - Did the girls listen to the radio? - Yes, they did. - Who watched the movie last night? - My sister:

The *Gantt Chart* of Lesson 5

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.

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.

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 Melody	25				
	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				

Lesson 5: Media



Conversation

✦ Listen to the conversation between Mina and Mahsa over the phone.

- Mina: Did you enjoy your weekend?
Mahsa: Yes, it was wonderful! I attended Fajr International Film Festival.
Mina: Really? I am also interested in its events and movies.
Mahsa: Oh, did you watch the reports on TV last night?
Mina: Yes, I did, but I like to read about them.
Mahsa: Well, you can surf its website if you like. There are many interesting things there.
Mina: That's great! Could you please give me the website address?
Mahsa: Why not! Just a moment. Umm... I just texted it.
Mina: Thanks a lot.



1

conversation

Objectives

- Providing students with language input
- Presenting *language function* ‘talking about media’
- Presenting *new vocabulary*/expressions related to the theme ‘media’
- Rising students’ awareness towards the structure ‘past tense’

Teaching Procedure

Use the cycle of *pre-listening*, *listening*, and *post-listening* to teach ‘conversation’.

Phase 1. Preparation (Pre listening)

Activating students’ background knowledge:

Introduce the topic, talk about ‘media’

1.1. Brainstorming: You may write the word ‘*media*’ on the board, give its meaning in Persian, and ask students to brainstorm about the topic. It is a good idea to draw a concept map on the board to give some directions to students on how to brainstorm.

Use the one below as a sample.



1.2. Researching: If students have dictionaries in the classroom, you may ask them to look up the word media and give you what they have found. The key words of what they give can be written on the board.

E.g. Longman Contemporary Dictionary: “all the organizations, such as television, radio, and newspapers, that provide news and information for the public, or the people who do this work”.

What can be written on the board is:



You may ask students to give you more examples. Write them on the board.



Use this technique in more proficient classes.

1.3. Reading: You can bring short paragraphs about media and ask students to read them. One sample is included here:



We have 21 TV channels in Iran. TV channels show news, movies, and sports. There is a channel for children, too. Its name is Pooya. Pooya shows cartoons and funny programs for children. Children can watch this channel from morning till evening.

1.4. *Viewing pictures or photographs:* Different pictures and photographs can be brought into the classroom to give students some ideas about the topic media. If a video–projector is available in your class, you may make a slideshow to show interesting pictures to the class.



1.5. *Discussing:* The students may talk about the media when they are doing the above activities.

1.6. *Watching movies:* You can show a short movie to students about Media.

Focusing on language forms

New words and expressions of this conversation are listed below. You may present some of them and leave the rest for students to guess while listening.

You may present the following new words by the help of the techniques mentioned in **Introduction**:

wonderful:	synonym=great
event:	exeplanation, translation
text (v):	gesture

Phase 2. Listening

The goal of listening part is basically 'comprehension'. Thus students should rely on their bottom-up and top-down processing ability to process the aural input. As a result it is recommended that students keep their books closed while listening.

- 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:

1. Who had a wonderful weekend?

2. Does Mina like to watch reports?

3. How did Mahsa help Mina?

۱. آیا مهسا به جشنواره رشد رفت؟

۲. آیا مینا تماشای فیلم را دوست دارد؟



– Some *bottom-up* activities can be used in the class in this phase. For a complete list refer to section **Introduction** of the TG. Three examples are:

A. Discriminating between intonation contours in sentences: Listen carefully and check the intonation of the speaker when the following utterances are said:

1. Did you enjoy your weekend?
2. Really?
3. I just texted it.

B. Selecting details from the text (word recognition): Listen and circle the verbs you hear.

go attend like take text

C. Listen and fill in the blanks.

1. Oh! Did you watch the reports on
2. Well, you can its website.
3. There are many interesting there.

–Check students’ answer when the listening is done.

–If necessary replay the audio for students to check their answers.

Phase 3. Post listening

–Ask some comprehension questions: 3 types of questions can be asked:

display, inference, and opinion gap.

-Display question: Where was Mahsa in the weekend?

-Inference question: Does Mina like watching TV reports?

-Opinion-gap question: Do you like film festivals?



Listening can be taught by adapting some listening strategies in the cycle of pre-listening, listening, and post-listening.

Pre-listening: Ask students to look at the picture of the conversation and predict: how this picture is related to the topic media, where the conversation is taking place.

Listening: Ask students to check if their predictions were correct. Also ask them to try to guess the meaning of words and relate what they hear to what they know. e.g. they can relate 'text' to 'mobile' or 'Fajr Festival' to 'media'.

Post-listening: Ask students to share their experience of listening with you and the class. How was the listening, difficult or easy? Are they going to listen to conversations like this in the future about media? How do they want to solve their listening problems?

 **Practice 1** Talking about Media (1)


 Listen to the examples. Then ask and answer with a friend.



- Did the girls listen to the radio?
- Did Mina surf the Internet?
- Did you watch the cartoon?
- Did Amin work with his computer?

Yes, they did.
No, she didn't.
Yes, we watched it.
No, he worked with his mobile.



 **Practice 2** Talking about Media (2)

 Listen to the examples. Then ask and answer with a friend.



- Who watched the movie last night?
- What did you do last week?
- What did Ali receive?
- When did they download the book?
- Where did she connect to the Internet?

My sister.
I attended Fajr International Film Festival.
He received an email.
They downloaded it yesterday.
She connected to the Internet at school.



2

Practice: Talking about Services (1) & (2)

Objectives

- Presenting instances of *language function* 'talking about media'
- Helping students have focused attention on 'past tense of regular verbs'.
- Providing opportunities for repetition of the structure 'past tense'.
- 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 different ways of talking about 'media'. Let them know what each turn means.

-Let them know what the word 'media' means and how it is related to other English words.

-Then play the CD two or three times and ask them to repeat the turns. You can also divide the class into two groups and ask each group to repeat one turn. This can be practiced with individual students.

-Then tell the class to ask you some questions about 'media'.

–Next ask your students to pair up and practice asking each other about services. They can refer to the Photo Dictionary at the end of the **Student 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.



interview somebody



text a message



receive an e-mail



update a blog



participate in an
online course



Students may need more vocabulary to talk about 'media'. In this case you may present the words to help them talk about media expanding their vocabulary stock, and providing them with some collocations.

Present new words with the help of the following techniques:

1. interview somebody: (by photos)
2. text a message: (by acting out)
3. receive an email: (by explanation)
4. update a blog: (by explanation, translation)
5. participate in an online course: (by photos, exemplification)

Then practice the words with the help of some exercises. Different types of exercises can be used to practice new words:

1. Identifying
2. Selecting
3. Matching
4. Sorting
5. Ranking and Sequencing

Then the students are required to incorporate the newly studied words into speaking writing activities.



Refer to section 7 of the workbook for practicing vocabulary





Students may need more vocabulary to talk about ‘media’. In this case you may present the words to help them talk about media expanding their vocabulary stock, and providing them with some collocations.

Present new words with the help of the following techniques:

1. connect to the Internet (by TPR)
2. download something from the Internet (by translation)
3. attend a TV program (by photo)
4. use Information Technology (IT) (by word mapping)
5. install a computer dictionary

Vocabulary Plus: The following words are also related to the theme of this lesson. They are included in the Photo Dictionary. You may present them as well.

look at the newsstand, watch a quiz show, see a war movie, change the TV channel, install an antivirus program

Then practice the words with the help of some exercises. Different types of exercises can be used to practice new words:

1. Identifying
2. Selecting
3. Matching
4. Sorting
5. Ranking and Sequencing

Then the students are required to incorporate the newly studied words into speaking writing activities.



Refer to section 7 of the workbook for practicing vocabulary

Language Melody

Listen to the conversation and pay attention to the rising intonation of sentences with surprises.

- Mahdi: There is a football match on TV tonight.
Sam: That's great news! When?
Mahdi: Around 7, I think.
Sam: Really? I get home at 6. We can watch it together.
Mahdi: It's excellent! Please buy some fruits.
Sam: Ok. That'll be all fun!

Listen to these questions and then practice.



1. How fantastic! ↗
2. That's great! ↗
3. That's really nice! ↗
4. It's brilliant! ↗
5. Well done! ↗
6. It's amazing! ↗
7. What a wonderful day! ↗
8. What a beautiful flower! ↗



Talk to Your
Teacher

Could you please give it to me?

3 Language Melody

Objectives

- Helping students recognize rising intonation in emotional reactions in surprises.
- Helping students discriminate between *rising* and *falling intonation*.
- Helping students produce proper intonation contours associated with the function of the utterances.

Teaching Procedure

1. Description and analysis:

- Play the audio of the conversation.
- Ask students to listen to the audio several times.
- Briefly explain the rule: tell students that a *rising intonation in surprises is higher than 'yes/no questions'*.

2. Listening discrimination

Read the following sentences with different rising and falling intonation.

Read the sentences with different intonations. Ask students to tell you what *Mm* in each sentence mean (adapted from Celce–Murcia et al., 2010, p. 258).

A: **Would you like some homemade cookies?** B: Mm? ↗ (Please repeat)

A: **Would you like some homemade cookies?** B: Mm. ↘ (Yes)

A: **Here you go.** B: Mm! (eating) ↗ (How delicious!)

A: **I'm glad you like them. I made them myself.** B: Mm? ↗ (Please repeat)

Do you like jam with them?

A: **Jam** B: Mm.... ↗ (I'm thinking....)

A: **They're yummy with jam. Want some?** B: Mm. ↘ (Ok, yes) ↗

A: **Here you are.**

3. Controlled practice

Read the dialogues and choose what speaker B means.

1. A: I go to Isfahan tomorrow.

B: Where?! ↗

- She's surprised. She's asking a question.

2. A: Mina participated in an online course.

B: What? ↘

- He's surprised. He's asking a question.

3. A: My parents called me yesterday.

B: Who?! ↗

- She's surprised. She's asking a question.

4. Guided practice

Take the role of B. Show your surprise with a rising intonation.

A: I asked some friends to attend my birthday.

B: You really did?!

A: Yes, I did. There are 6 people.

B: How many?!

A: Just six. I think you like guests.

B: Yes, I do! But, you didn't tell me before.

A: I am sorry. I'm telling you now.

B: Yeah! I see!

5. Communicative practice

Show your surprise or excitement when you hear these sentences using utterances you learned in Language Melody.

1. Schools are closed tomorrow.
2. There is a lion in the yard.
3. You have a test next Saturday.
4. Your best friend is sick.

Grammar

Look at the tables below and listen to your teacher's explanations.

Affirmative			
I	watched	TV	yesterday. last night. last week. two days ago.
You We They			
He She			

Negative			
I	did not/ didn't	download	the book.
You We They			
He She			

Yes/No Question				
Did	I	search	the Internet	?
	you we they			
	he she			



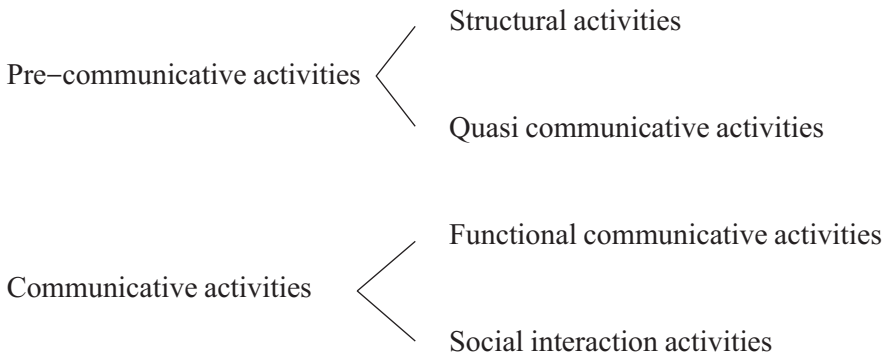
Grammar

Objectives

–helping students “use the language accurately, meaningfully, and appropriately” (Larsen–Freeman, 2014, p. 258).

Teaching Procedure

The methodological procedures underlying CLT texts reflect a sequence of activities represented in the following figure (Littlewood, 1981, p. 86, as cited in Richards and Rodgers, 2014, p. 103).



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

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. An 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)

The students have encountered “past tense” in the dialogue. They have already practiced it and faced 3 examples of the new structure.

Mina: Did you enjoy your weekend?

Mahsa: yes, it was wonderful! I attended Fajr International Film Festival.

Mina: Really? I am also interested in its events and movies.

Mahsa: Oh! Did you watch the reports on TV?

Mina: yes, just one or two, but I like to read about them.

Mahsa: Well, you can surf its website, if you like. There are many interesting things there.

Mina: That’s great! Could you please give me the website address?

Mahsa: Why not! Just a moment: Umm... I just texted it.

Mina: Thanks a lot.

Review the dialogue and focus on 3 dimensions of ‘past tense’.

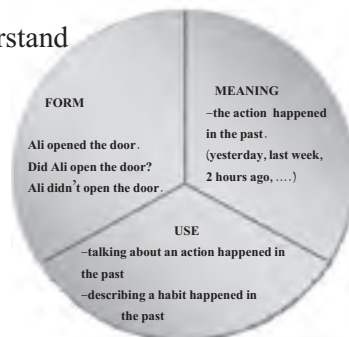
1. Forms: The students are expected to learn the form and structure of “past tense with regular verbs” in statements, interrogative sentences and negative sentences.

2. Meaning/semantics: The students should understand meaning of the “past tense” that is the action that happened in the past.

3. Use/pragmatics: The students should understand where and when ‘past tense’ is used:

- talking about an action happened in the past
- describing a habit happened in the past

The above information can be summarized in the grammar pie chart:



Refer to what students have been exposed to in Prospects 1 and 2 on this topic.

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

- Explain the tables briefly.
- Ask students to go through the examples written below the tables.
- Ask them to provide you with the rules they understand



Explain different allophones of /d/ past tense.

/d/ enjoyed, interviewed, received, used

/t/ walked, washed, watched,

/ɪd/ texted, connected, updated, participated,
downloaded, attended,

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**

Who listened to the poem?
What did she do?
What did Amir update?
When did they connect to the Internet?
Where did you watch the movie?

See also

Past tense of "To Be"

I am happy.	I was happy yesterday.
He is happy.	He was happy last week.
She is happy.	She was happy last month.
They are happy.	They were happy last winter.
You are happy.	You were happy yesterday.
I am not happy.	I was not/ wasn't happy.

See also

Objectives

The objective of See also in this lesson is teaching Past Tense of 'to be'.

Teaching Procedure

Based on the objectives of this part, you are expected to just teach the following points to your students:

Form: was (I, he, she, it), were (you, we, they)

Meaning: Be in the past

Function: Expressing 'be' in the past

Find it

Find and underline "simple past tense" in the passage below.

Last weekend, something happened to our TV. It didn't work. At first, we were upset. But then we talked about our day. It was really fun! Later, we helped our mother and cleaned the house. In the afternoon, my grandfather showed us how to play an old game. We enjoyed it a lot. All day we were busy doing different things. At night, we all were happy. No one talked about TV!



Tell Your Classmates

Tell your classmates five things you did yesterday.

Example: I watched TV yesterday.

- 1.
- 2.
- 3.
- 4.
- 5.

5 Find it and Tell Your Classmates.

Objectives

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

Teaching Procedure

- Ask students to take a red pencil or highlighter.
- Ask students to quickly go through the text and circle or highlight all instances of 'past tense'

'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.



Don't let students write their answers!

KEY

Find it

happened, were, talked, was, helped, cleaned, showed, enjoyed, were, were, talked

Tell your classmates

1. I called my grandmother.
2. I played in the yard.
3. I listened to the radio.
4. I helped my mother.
5. I was in the park yesterday.



A

Listen to the conversation and answer the questions.

1. How was Behnam's summer?

It was _____.

2. What did he learn?

He _____ for doing his homework.

3. Did he learn to use the Internet for his English classes?



6 Listening, Reading and Writing



Objectives

- 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.

TRANSCRIPT

- Amir: How was your summer?
- Behnam: Brilliant! I went to a computer class. I learned many things about Information Technology.
- Amir: Great! Did you learn how to use computers for doing your homework?
- Behnam: Yes, I also learned to use the Internet for my English class.

KEY

1. How was Behnam's summer?

It was **brilliant**.

2. What did he learn?

He **learned how to use computers** for doing his homework.

3. Did he learn to use the Internet for his English classes?

Yes, he did.

B

Listen to the audio and answer the questions below.

1. How many movies were there in cinemas this summer?

There were _____.

2. What did she watch in the cinema?

She _____.

3. Where did she watch the comedy?

_____.



6 Listening, Reading and Writing

B

Objectives

- 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.

TRANSCRIPT

This summer, there were 2 interesting movies in the cinemas: a cartoon and a comedy. I liked to see both. But I just watched the cartoon. The cinemas were full of people and it was difficult to buy tickets. Later I watched the CD of the comedy at home.

KEY

1. How many movies were there in cinemas this summer?

There were 2.

2. What did she watch in the cinema?

She **watched the cartoon.**

3. Where did she watch the comedy?

At home.

Reading, Speaking, Listening and Writing

Read the following questions on card (A).

Then ask your classmates and write their answers on card (B).

Card A	Card B
Question	Answer
Did you use the Internet yesterday?	_____
Did you call your grandmother lastnight?	_____
What did your teacher do yesterday?	_____
Where did you watch your favorite movie?	_____

7 Listening, Speaking, Reading and Writing

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 is a real task that focuses on practicing grammar, vocabulary, function(s), and the topic of the lesson.

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

KEY

Card A
Question

Did you use the Internet yesterday?

Did you call your grandmother last night?

What did your teacher do yesterday?

Where did you watch your favorite movie?

Card B
Answer

Yes I did/No I didn't.

Yes I did/No I didn't.

She walked in the park.

At home.

Role Play

Play the roles of two friends talking about the media they usually use.



Lesson 5

93



Role Play

Objectives

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

Teaching Procedure

This is a role play activity.

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

KEY

A: Did you enjoy your weekend?

B: Yes, it was wonderful! I attended Roshd Film Festival.

A: Really? I am also interested in Roshd Festival.

A: Oh! Did you watch the reports on TV last night?

B: Yes, I did, but I like to read more about them.

A: You can surf its website. There are interesting things there.

B: That's great! Could you please give me the website address?

A: Why not! Just a moment; Umm... I just texted it.

B: Thanks a lot.



You may bring a game or task to the classroom after teaching the grammatical point or at the end of the lesson if you have time. Some examples are included here.

Game: Past tense game

The students compete in pairs. Student A says 1 sentence, student B changes it into past. Pairs with the least numbers of mistakes win.

I watch TV.  I watched TV.

She works hard.  She worked hard.

Language Task: Talk about one's childhood (MIs involved: interpersonal, intrapersonal, linguistic).

Ask students to bring 1 photo of their childhood. Ask students to work in pairs. The pairs have to look at their partners' photos and talk about the way they were.

You were cute.

You were so small.

Lesson 6

Health and Injuries

Lesson 6 Health and injuries	Health and injuries (bruise, plaster, hurt, ...)	Review	Past Tense (irregular)	Object Pronouns	Expressions - Did Mina have an accident? - Yes, she did. - Who had an accident? - Reza. - "Do you need help?"
Talking about Health and Injuries 95-107					

The *Gantt Chart* of Lesson 6

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.

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.

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				

Lesson 6: Health and Injuries

Conversations

Listen to the conversation between two friends.

Reza: We plan to go to the lake. Do you want to come?

Ehsan: I don't think so. I don't like school trips. Last summer I fell and broke my leg.

Reza: It sometimes happens. I twisted my ankle last winter. I stayed home for two weeks!

Ehsan: That's too bad! I didn't know that.

Reza: Yeah..., but after that, I participated in Helal-e-Ahmar first aid classes. I learnt how to take care of myself.

Ehsan: I like that. Can you give me some advice?

Reza: Sure!

1

conversation

Objectives

- Providing students with *language input*
- Presenting *language function* ‘talking about health and injuries’
- Presenting *new vocabulary/expressions* related to the theme ‘health and injuries’
- Rising students’ *awareness* towards the structure ‘past tense’

Teaching Procedure

Use the cycle of *pre-listening, listening and post-listening* to teach ‘conversation’.

Phase 1. Preparation (Pre listening)

Activating students’ background knowledge:

Introduce the topic, talk about ‘health and injuries’

1.1. *Brainstorming*: You may write the word ‘injuries’ on the board, give its meaning in Persian, and ask students to brainstorm about the topic. It is a good idea to draw a concept map on the board to give some directions to students on how to brainstorm. Use the one below as a sample.



1.2. *Researching:* Ask students to interview each other and see if anyone in the class has had injuries. Write them on the board.



Use this technique in more proficient classes.

1.3. *Reading:* You bring short paragraphs about injuries and ask students to read them. One sample is included here:

Sometimes, people are not careful. They run fast. Or they don't look around themselves carefully. Bad things happen to them. They hurt their bodies: they twist their ankles, they cut their fingers,... What about you? Are you a careful or a careless person? What do you do when you have an accident, or are injured?

1.4. *Viewing pictures or photographs:* Different pictures and photographs can be brought into the classroom to give students some ideas about the topic *injuries*. If a video-projector is available in your class, you may make a slideshow to show interesting pictures to the class.



1.5. *Discussing:* The students may talk about *injuries* when they are doing the above activities.

1.6. *Watching movies:* You can show a short movie to students about *health* and *injuries*.

Focusing on language forms

New words and expressions of this conversation are listed below. You may present some of them and leave the rest for students to guess while listening.

You may present the following new words by the help of the techniques mentioned in **Introduction**:

lake:	picture, explanation
ankle:	realia
advice (v) :	translation

Phase 2. Listening

The goal of listening part is basically ‘comprehension’. Thus students should rely on their bottom–up and top–down processing ability to process the aural input. As a result it is recommended that students keep their books closed while listening.

- 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:

1. Did Ehsan break his leg last summer?
2. Who participated in Helal-e-Ahmar classes?

۱- آیا احسان به رضا کمک می کند؟

۲- آیا احسان به اردوی مدرسه می رود؟



– Some *bottom-up activities* can be used in the class in this phase. For a complete list refer to section **Introduction** of the TG. Two examples are:

A. Discriminating between intonation contours in sentences: Listen carefully and check the intonation of the speaker when the following utterances are said:

1. Where did you go?
2. What does she buy?
3. Is he angry?
4. They are playing.
5. She doesn't like chocolate.

B. Listen and fill in the blanks.

A: I think so. I don't like trips. Last summer I fell and broke my

B: It happens. I twisted my last winter. I stayed for two weeks!

–Check students' answer when the listening is done.

–If necessary replay the audio for students to check their answers.

Phase 3. Post listening

–Ask some comprehension questions: 3 types of questions can be asked: display, inference, and opinion gap.

–*Display question: Who twisted his ankle last summer?*

–*Inference question: Is Reza careful now?*

–*Opinion-gap question: Did you break your leg when you were a kid?*



Listening can be taught by adapting some listening strategies in the cycle of pre-listening, listening, and post-listening.

Pre-listening: Ask students to look at the picture of the conversation and predict: what they are going to listen about injuries, what kind of injuries are described in the conversation, and what has happened to people in the conversation.

Listening: Ask students to check if their predictions were correct. Also ask them to try to guess the meaning of words and relate what they hear to what they know. e.g. they can relate 'leg' to 'break' or 'accidents' to 'Helal-e-Ahmar'.

Post-listening: Ask students to share their experience of listening with you and the class. How was the listening, difficult or easy? Are they going to listen to conversations like this in the future about injuries? How do they want to solve their listening problems?



Practice 1 Talking about Health and Injuries (1)

Listen to the examples. Then ask and answer with a friend.



- Did Mina have an accident?
- Did Ali cut his finger?
- Did you break your leg?
- Did you hurt your back?

Yes, she did.
No, he didn't.
Yes, I broke my leg.
No, I didn't hurt my back.



Practice 2 Talking about Health and Injuries (2)

Listen to the examples. Then ask and answer with a friend.



- Who had an accident?
- Where did she break her leg?
- When did Reza take care of his mother?
- How did Amir hurt his head?
- Why did they have an accident?

Reza.
She broke her leg in the park.
He took care of his mother last week.
He hit his head on the door.
Because they drove fast.



2

Practice: Talking about Health and Injury (1) & (2)

Objectives

- Presenting instances of *language function* ‘talking about injuries’
- Helping students have *focused attention* on ‘past tense of irregular verbs’.
- Providing opportunities for *repetition of the structure* ‘past tense’.
- 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 different ways of talking about ‘*injuries*’. Let them know what each turn means.

- Let them know what the word ‘*injuries*’ means and how it is related to other English words.

- Then play the CD two or three times and ask them to repeat the turns. You can also divide the class into two groups and ask each group to repeat one turn. This can be practiced with individual students.

- Then tell the class to ask you some questions about ‘*injuries*’.

- Next ask your students to pair up and practice asking each other about injuries. They can refer to the Photo Dictionary at the end of the **Student 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.



She burned her hand.



He broke his leg.



He hit his head on the door.



It is bleeding.



It hurts a lot.



Students may need more vocabulary to talk about ‘injuries’. In this case you may present the words to help them talk about injuries expanding their vocabulary stock, and providing them with some collocations.

Present new words with the help of the following techniques:

1. She burned her hand: picture
2. He hit his head on the door: action
3. He broke his leg: picture, explanation
4. It is bleeding: flashcard
5. It hurts a lot: action

Then practice the words with the help of some exercises. Different types of exercises can be used to practice new words:

1. Identifying
2. Selecting
3. Matching
4. Sorting
5. Ranking and Sequencing

Then the students are required to incorporate the newly studied words into speaking writing activities.



Refer to section 7 of the workbook for practicing vocabulary



She cut her finger.



Please stick (put) a plaster on the wound.



I hurt my knee.



She takes care of her mother.



He has some bruises.



Students may need more vocabulary to talk about ‘injuries’. In this case you may present the words to help them talk about injuries expanding their vocabulary stock, and providing them with some collocations.

Present new words with the help of the following techniques:

1. She cut her finger: picture
2. Please stick a plaster on the wound: Action
3. Please put a plaster on the wound: Action
4. I hurt my knee: flashcard
5. She takes care of her mother. explanation: translation
6. She has some bruises. flashcard

Vocabulary Plus: The following words are also related to the theme of this lesson. They are included in the Photo Dictionary. You may present them as well.

He has a black eye.

He had a car crash.

He has a scar.

He had a heart attack.

He has his leg in a cast.

Then practice the words with the help of some exercises. Different types of exercises can be used to practice new words:

1. Identifying
2. Selecting
3. Matching

4. Sorting

5. Ranking and Sequencing

Then the students are required to incorporate the newly studied words into speaking writing activities.



Language Melody

- ✦ Listen to the conversation and pay attention to rising and falling intonations.

Student 1: Excuse me teacher! Hemid cut his finger.

Teacher: What?! Let me see. Oh, does anyone have a plaster?

Student 2: I think I have one. Just a second!

Teacher: Please hurry up! It's bleeding.

Student 2: I found it. Here you are.



- ✦ Listen to these sentences and then practice.

Rising

Is he clever?
Are they playing football?
Does he like summer?
Do they have their lunch at school?
It is fantastic!
What a beautiful flower!

Falling

There is a cat in the yard.
We had an accident.
We live in Isfahan.
Where is my coat?
What do you study?
When did they go to school?



Do you need help?

3 Language Melody

Objectives

- Helping students recognize the rising and *falling intonation* contrast with different grammatical structure
- Helping students discriminate between rising and *falling intonation*.
- Helping students produce proper intonation contours associated with the function/structure of the utterances.

Teaching Procedure

1. Description and analysis:

- Play the audio of the conversation.
- Ask students to listen to the audio several times.
- Briefly review the rules: tell students that *a falling intonation is used with statements and wh questions; A rising intonation is used with Yes/No questions and surprises.*

2. Listening discrimination

Listen to the pair of sentences. If they are the same, raise your hand.

1. My mother works in a hospital. My mother works in a hospital
2. Where is she going? Is she going to a park?
3. Is it great? Great!
4. They are eating breakfast. What are they doing?
5. We don't get up early. We don't get up early

3. Controlled practice

Read the sentences on page 100 and ask the students to repeat after you.

4. Guided practice

Ask students the sentences into question form.

Say them with appropriate intonation.

1. They are kind.
2. She usually walks to school.
3. They are travelling.
4. I always play in the park.

5. Communicative practice

Ask students to say some sentences with rising or falling intonation *to ask questions, to show their surprises*.

Grammar

Look at the tables below and listen to your teacher's explanations

Affirmative				
I	spoke	English		two days ago. yesterday. last night. last week.
You				
We They				
He She				

Negative				
I	did not/ didn't	speak	English	two days ago. yesterday. last night. last week.
You				
We They				
He She				

Yes/No Question				
Did	I	speak	English	?
	you we they			
	he she			



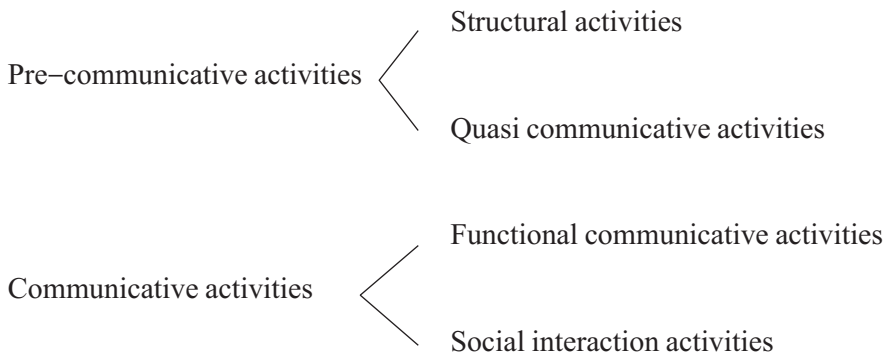
Grammar

Objectives

– helping students “use the language accurately, meaningfully, and appropriately” (Larsen–Freeman, 2014, p. 258).

Teaching Procedure

The methodological procedures underlying CLT texts reflect a sequence of activities represented in the following figure (Littlewood, 1981, p. 86, as cited in Richards and Rodgers, 2014, p. 103).



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

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. An 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)

The students have encountered “past tense” in the dialogue. They have already practiced it and faced 7 examples of the new structure.

Reza: We plan to go to the lake. Do you want to come?

Ehsan: I don't think so. I don't like school trips. Last summer, I fell and broke my leg.

Reza: It sometimes happens. I twisted my ankle last winter. I stayed home for two weeks.

Ehsan: That's too bad! I didn't know that.

Reza: yeah... I participated in Helal-e-Ahmar first aid classes after that. I learned how to take care of myself.

Ehsan: I like that. Can you give me some advice?

Reza: Sure.

Review the dialogue and focus on 3 dimensions of ‘past tense’.

1. Forms: The students are expected to learn the form and structure of “past tense with irregular verbs” in statements, interrogative sentences and negative sentences.

2. Meaning/semantics: The students should understand meaning of the “past tense” that is the action that happened in the past.

3. Use/pragmatics: The students should understand where and when “past tense” is used:

- talking about an action happened in the past
- describing a habit happened in the past

The above information can be summarized in the grammar pie chart:



Refer to what students have been exposed to in Prospects 1 and 2 on this topic.

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

- Explain the tables briefly.
- Ask students to go through the examples written below the tables.
- Ask them to provide you with the rules they understand



Explain different allophones of /d/ past tense.

/d/ enjoyed, interviewed, received, used

/t/ walked, washed, watched,

/ɪd/ texted, connected, updated, participated,
downloaded, attended,

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**

Who ate the cake?
What did she write?
What did Amir buy?
When did they read the book?
Where did you break your leg?

See also

He called me.	I → me
I am talking to you.	you → you
Mina looked at Zahra/ her.	he → him
They saw Ali/him in the park.	she → her
You hurt the cat/it.	it → it
She read the books/ them.	we → us
They invited us.	they → them

See also

Objectives

The objective of See also in this lesson is teaching objective pronouns

Teaching Procedure

Based on the objectives of this part, you are expected to just teach the following points to your students.

Form: me (I), you (you), him (he), her (she), its (it), us (we), them (they)

Meaning: the object of the verb

Function: Functioning as the objective of the verb, used in the place of nouns

Find it

Find and underline "simple past tense" in the passage below.

My mom just baked some cookies. She put them on the table. My little brother Reza was hungry. He wanted a cookie. He climbed a chair to take it. He fell down and hurt his head. He climbed the chair again. He took one this time. The cookie was hot. He burnt his hand and started crying.

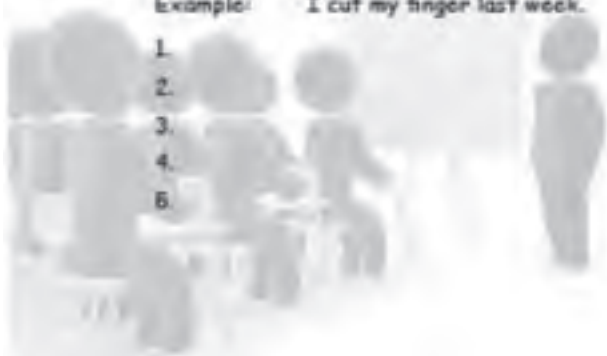


Tell Your Classmates

Tell your classmates about five injuries you had in the last five years.

Example: I cut my finger last week.

- 1.
- 2.
- 3.
- 4.
- 5.



5 Find it and Tell Your Classmates.

Objectives

- Making students aware of the taught grammatical structures, 'past tense'.
- Providing students with controlled oral practice

Teaching Procedure

- Ask students to take a red pencil or highlighter.
- Ask students to quickly go through the text and circle or highlight all instances of 'past tense'

'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.



Don't let students write their answers!

KEY

Find it

baked, put, was, wanted, climbed, fell down, hurt, climbed, took, was, burnt, started

Tell your classmates.

1. I broke my leg.
2. I twisted my ankle.
3. I hurt my head.
4. I hurt my back.
5. I burnt my hand last week.

Listening, Reading and Writing



A

Listen to the conversation and answer the questions below.

1. Why did the girl fall down?

Because she didn't use _____

2. How did she break her leg?

She _____

3. What did her mother do?



6 Listening, Reading and Writing



Objectives

- 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.

TRANSCRIPT

- Behnaz:** Mother, please help me. I think I just broke my leg.
- Mother:** What happened dear?
- Behnaz:** I didn't see this ball and I fell down. My leg hurts a lot.
- Mother:** Sit down and don't move. Let me call 115.

KEY

1. Why did the girl fall down?
Because she didn't see **the ball**.
2. How did she break her leg?
She **fell down**.
3. What did her mother do?
She called 115.

B

Listen to the audio and answer the questions below.

1. Who was in the fire?

2. How did Omid hurt his back?

3. Where is Omid now?



Omid Abbasi

6 Listening, Reading and Writing

B

Objectives

- 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.

TRANSCRIPT

Omid is a firefighter. Last week he went to put out a big fire in a small house. There was a child in the fire. The child hurt her ankle and could not come out of the house. Omid went into the fire and saved the child. He hurt his back. He got some bruises on his hands and legs. He is in the hospital now. But he is very happy he saved the child.

KEY

1. Who was in the fire?

A child.

2. How did Omid hurt his back?

He went into the fire.

3. Where is Omid now?

In the hospital.

Reading, Speaking, Listening and Writing

Read the following questions on card (A).

Then ask your classmates and write their answers on card (B).

Card A

Questions

What was your last accident?

Where did it happen?

When did it happen?

What did you do?

Who helped you?

Card B

Answers

7 Listening, Speaking, Reading and Writing

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 is a real task that focuses on practicing grammar, vocabulary, language function(s), and the topic of the lesson.

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

Card A
Question

What was your last accident?
Where did it happen?
When did it happen?
What did you do?
Who helped you?

Card B
Answer

I broke my leg
At school.
Last year,
I asked for help
My friends.

Role Play

Play the roles of two friends talking about their injuries. Follow the conversation of the lesson.





Role Play

Objectives

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

Teaching Procedure

This is a role play activity.

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

KEY

A: We plan to go to the park. Do you want to come?

B: I don't think so. I don't like school trips. I always hurt myself.

A: It sometimes happens. I twisted my ankle last winter. I stayed home for two weeks!

B: Really? I didn't know that.

A: Yeah..., but after that, I participated in Helal-e-Ahmar first aid classes. I learnt how to take care of myself.

B: I like that. Can you give me some advice?

A: Sure!



You may bring a game or task to the classroom after teaching the grammatical point or at the end of the lesson if you have time. Some examples are included here.

Game: Past Tense Game

Write ten infinitives on the board. Ask students to take turn and come to the board. They have to close their eyes and put their hands on the board. Then they open their eyes to see which infinitive they have selected. They have to make past tense sentences with the infinitive.

go to school

play football

read book

drink milk

buy bread

take bus

break leg

watch game

You may ask students to use time expressions such as ‘last week, yesterday, last year, etc.’ with their sentences.

Language Task. The intelligences on holiday (all MI’s are involved).

Ask students to bring 1 photo of their latest travel. Ask students to think back to the holiday away from home and say what they did and really enjoyed.

The weather was nice.

I liked the lake.

I didn’t go swimming.

Workbook

Answer Key

Lesson 1

Personality

1 Fill in the blanks.

am, is, are, are, is, isn't, s

2 Choose the correct forms.

1. isn't 2. is 3. are 4. is 5. are

3 Unscramble the following sentences.

1. I am not nervous.
2. You and your friend are not selfish.
3. Is Mina careless?
4. There are two rooms in our house.
5. Is there an orange on the table?

4 Write a sentence for each picture.

1. He is angry.
2. He is hard-working.
3. He is funny.
4. He is helpful (kind).
5. He is careless.
6. He is brave.

5 Match the sentences with pictures.

My teacher is kind.



Picture 3

The man is cruel.



Picture 1

The girl is quiet.



Picture 2

They are not neat.

 Picture 4

There is a book on the desk.

 Picture 6

There are five students in the classroom.

 Picture 5

6

A. Find six words related to the lesson (Personality)

brave, angry, neat, clever, shy, careless



B. Put the words in the correct column.

Positive: brave, neat, clever

Negative: angry, careless, shy

C. Complete the sentences with the correct words.

1. shy 2. neat 3. hard-working 4. careless

7 **Edit the following text. (four mistakes)**

I'm Maryam Bakhtiari.

I am 13 years old. I live in Shahr-e-Kord. People of my city are very kind. In spring and summer there are many tourists in Shahr-e-Kord. They like our city very much. My brothers **are** very helpful to the tourists. They help them visit the city.

8] Write some sentences about you, your family or your friends .

I am clever. I am neat. I am not talkative.

My father is hard-working. My mother is kind.

My friend is careless.

9] Yes or No?

1. Yes

2. Yes

3. No

4. Yes

5. No

10]

A. Underline "to be verbs".

I'm Ino Hitachi. I am 14 years old. I am Japanese. I live in Tokyo, the capital of Japan. People of my country are very kind and hard-working. They are also very busy and serious. There are many cities and villages in my country. About 127 million people live in Japan. I love my country very much. I also like to visit other countries.

B. Answer the following questions.

1. He is 14 years old.

2. He's from Japan.

3. They are very kind and hardworking (busy and serious).

4. Yes, there are. There are many cities and villages in Japan.

C. Rewrite the text about yourself.

I'm Hamid Saffari. I am 13 years old. I am Iranian. I live in Tehran, the capital of Iran. People of my country are very kind and hard-working. They are also very busy and serious. There are many cities and villages in my country. About 80 million people live in Iran. I love my country very much. I also like to visit other countries.

Lesson 2

Travel

1 Complete the sentences. (present continuous tense)

1. am traveling 2. is booking 3. are washing 4. are exchanging

2 Unscramble the following sentences.

1. The tourist is filling out a reservation form.
2. Is your brother checking the map?
3. What are your little brothers doing now?
4. My friend's father is traveling now.

3 Choose the correct forms.

1. are 2. is 3. is 4. are

4 Unscramble the following sentences.

1. Zahra's notebook
2. The map of Iran
3. The door of the class
4. The window of the room
5. The legs of the chair
6. Mr. Karimi's (Ahmad's) passport

5 Write a sentence for each picture.

1. He is (He's) checking the timetable.
2. They are (They're) buying some bread (groceries, fruits, etc.)
3. He is (He's) filling out a form.
4. They are (They're) checking in a hotel.

5. She is (She's) going to the airport.

6. He is (He's) traveling by train.

6

A. Find six words related to the lesson. (Travel)

land, airport, book, pack, ticket, passport

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

B. Put the words in the correct columns.

Verb: land, book, pack

Noun: airport, ticket, passport

C. Write some sentences with the words found.

1. The plane is landing.
2. She's going to the airport.
3. I am buying a ticket.
4. They are packing.
5. It's Ali's passport.

7 Edit the following text. (four mistakes)

This is Mrs. Kress. She is **Paul's** wife. She is **standing** at a gift shop. The

door **of** the shop is not open. Mrs. Kress **is** wearing a scarf and a mantua. She wants to buy some gifts for her family.

8

A. Put the pictures in the correct order.

buy a ticket, go to the airport, take off, land, talk to a receptionist, check in

B. Write a sentence for each picture.

1. Amir/He is buying a ticket.
2. He's going to the airport.
3. The plane is taking off.
4. The plane is landing.
5. His father is talking to a receptionist.
6. They are checking in a hotel.

9 Complete the sentences about yourself.

1. It's 6 a.m. I am eating my breakfast now.
2. It's 7 a.m. Now, I'm going to school.
3. It's 1 p.m. I'm going home now.
4. It's 5 p.m. Now, I'm doing my homework.
5. It's 10 p.m. I'm going to bed now.

10

A. Underline "present continuous tense".

Frank: Hi Sam! How is it going?

Sam: Fine, thanks. I want to go to Berlin but the fan of my laptop is not working again.

Frank: Oh, what's the problem with it?

Sam: I'm not sure. It's making a noise. My brother is working on it.

Frank: When is your flight?

Sam: It's at 5: 30 p.m.

Frank: Don't worry. You still have time. I think it is not serious.

B. Yes or No?

1. No 2. Yes 3. Yes 4. No

C. Answer the following questions.

1. His computer is not working.
2. Sam's brother is working on it.
3. He is traveling by plane.
4. No, it is not serious.

Lesson 3

Festivals and Ceremonies

1 Fill in the blanks. (simple present tense)

1. watches 2. does not wear (doesn't wear) 3. swim
4. start 5. do not visit (don't visit) 6. go out

2 Choose the correct forms.

1. teaches 2. set 3. read 4. go 5. doesn't 6. clear









3 Fill in the blanks. (possessive adjectives)

1. his 2. Its 3. Their 4. her 5. my 6. her

4 Complete the sentences with the correct form.

1. does not drive (doesn't drive) 2. does not play (doesn't play)
3. water 4. does not clean (doesn't clean) 5. has

5 Match the phrases with the pictures.

1. go out on Nature Day  Picture 3
2. visit relatives  Picture 2
3. wash carpet  Picture 1
4. clean the house  Picture 4
5. cook lunch  Picture 7
6. color eggs  Picture 6
7. set the table  Picture 5
8. buy new clothes  Picture 8

8

A. Edit the text. (six mistakes)

Hi, my name is Bahareh. I'm from Iran. In our country, people **celebrate** the first day of spring. That's on March 20th or 21st. This is our **New Year**. The celebration continues for two weeks. Before New Year we **clean** our houses and buy new clothes. My father **gives** some money to the poor people. My sister and I always **set** the Haft Seen Table. We put the Holy Quran and a mirror on the table too. On New Year day, we sit around the table and **recite** the Holy Quran. My mother **cooks** a special food for lunch. Then we visit our relatives.

B. Rewrite the text about yourself.

The same text can be rewritten with any students' name.

9 Yes or No?

The answers depend on students' choices and preferences.

10

A. Underline "simple present tense".

"Solnal" is one of Korea's holidays. Solnal is the Korean New Year. Families travel to visit relatives. An important part of the holiday is the "Sebae". It means showing respect for old family members. People eat rice cakes and noodles and play old games. People don't sleep and are awake till midnight to say goodbye to the past year. And they think if you sleep, your hair changes white. Most children know this is not true, but they like to stay awake.

B. Yes or No?

1. Yes 2. Yes 3. No 4. Yes 5. No

C. Answer the following questions.

1. It is one of Korean's holidays./It is the Korean New Year.
2. No, they don't. They eat rice cakes and noodles.
3. No, it doesn't. It means showing respect for old family members.
4. No, they don't. They play old games.

D. Write some sentences about what you do on Islamic–Iranian Festivals and Ceremonies.

1. We celebrate Bahman 22 every year.
2. I take part in Islamic ceremonies.
3. We visit our relatives on Yalda night.
4. We read Holy Quran in Ramadan.

Lesson 4

Services

1 Choose the correct answer.

1. Where 2. Why 3. When 4. Who 5. What 6. How

2 Make correct questions by adding “do” or “does”.

1. What do you do in your free time?
2. When does your brother get up in the morning?
3. Where does a baker work?
4. How does she go to school?
5. Why do they learn English?

3 Match the questions with the correct answer.

1. b 2. d 3. a 4. c

4 Rewrite the following sentences with the given words.

1. He sometimes reads the newspaper.
2. She often helps her daughter with her homework.
3. We usually watch television in the evening.
4. I always eat vegetables and fruits.
5. They never hire a taxi to work.

5 Fill in the blanks with the correct form. Then answer the questions.

1. When

I sleep at 9 O'clock

2. How

They go to school by a van.

3. Where

He/Mr brown lives in Tehran.



4. What

She drinks milk.



5. Why


Because he is late.

6 Match the pictures with the questions and answer.


1. Who plays with his friends?  3. Mahdi plays with his friends 


Picture D

2. Where is the driver?  1. He's at the gas station.  Picture A

3. What does a firefighter do?  2. He puts out fire and saves lives.

 Picture E

4. When do you wake up in the morning?  5. I usually wake up very early.  Picture C

5. How do the children go to school?  4. They always go by bus.

 Picture B

7

A. Find six words related to the lesson (Services), and fill the blanks.



hires, account, fire, clean, get off, hard

1. fire 2. hires 3. account 4. get off 5. hard 6. clean

B. Put the words in the correct columns.

Noun: fire, account

Verb: hires, get off

Adjective: hard, clean

C. Write some sentences with the words found.

1. Our city is clean.
2. My father hires a taxi to work.
3. He puts out fire.
4. The children get off the school bus at 3.
5. She has an account in Melli Bank.

8 Edit the following text. (4 mistakes)

1. **Does** your father use an E–ticket?
2. **Is** there a hospital near your house?
3. Do you give money to charity (Behzisty/Mahak/...)?
4. How **do** you keep your city clean?
5. **Do** your classmates do volunteer work for your school/city/village?

9 Yes or No?

The answers depend on students' choices and preferences.

10

A. Underline “adverbs of frequency”.

We sometimes go out with our school. We go with a school bus. We have a lot of fun. Some of our teachers come with us. We often visit a museum. We

sometimes meet a famous writer. The writer usually tells us some interesting stories. At noon we pray and have lunch. In the afternoon we go to a park and play and have a lot of fun. We come home at 6 p.m. and go to bed early.

B. Yes or No?

1. No 2. Yes 3. Yes 4. Yes 5. Yes

C. Answer the following questions about yourself

The answers depend on students' choices and preferences.

Lesson 5

Media

1 Fill in the blanks.

attended, watched, was, lived, showed, liked, learned

2 Rewrite the sentences in the past tense.

1. We visited a museum last summer.
2. The teacher was very happy yesterday.
3. Amir walked to the park.
4. My mother baked a cake last Friday.
5. There was an apple on the table.
6. I liked cartoons.

3 Complete the chart. There is an example.

Question

1. Did 2. Did 3. Did 4. was 5. Were

Short answer

1. No, I didn't
2. Yes, he did
3. No, She didn't.
4. Yes, it was.
5. No, they weren't.

Complete answer

1. watched a cartoon.
2. He liked computer games.
3. She used a computer.
4. It was sunny yesterday.
5. They were happy last week.

4 Unscramble the following sentences.

1. Did Mina call her grandparents on Friday?
2. The boys didn't like the movie.

3. Where did you watch the movie?
4. Were the girls happy yesterday?
5. Did she text her brother?

5 Answer the following questions.

1. Yes, it was.
2. No, she didn't.
3. No, they weren't.
4. Yes, they did.
5. Yes, they did.

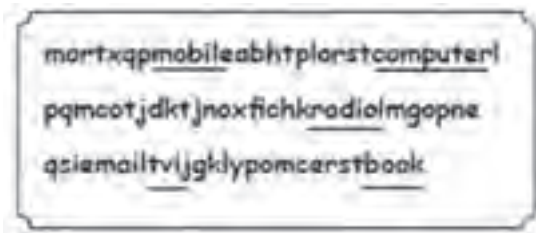
6 Put the sentences in correct order to make a dialogue.

- Where were you this morning? I was at home. I participated in a test.
- Did you have a test at home? Yes, it was an online test.
- How did you answer the questions? I used my computer.

7

A. Find six words related to the lesson (Media)

mobile, computer, radio, email, TV, book



B. Match the words with the pictures .



C. Put the words in the correct columns .

read: book, email, computer

listen: radio, mobile

watch: TV, mobile

speak: mobile

D. Complete the sentences with the found words .

1. email 2. computer 3. TV 4. radio 5. book

8

A. Edit the text. (six mistakes)

Dear Sam,

I am writing this email with my tablet. I just learned how to use it. Last week our neighbor invited us to a village near a river. It **was** a nice and quiet place. There **were** tall trees and beautiful flowers. The sky **was** blue and clean. The water of the river **was** clean and cool. We **did** not use our computers or mobiles a lot. But we were very happy. We **played** a lot all day.

There are some photos of our trip here.

Please write to me soon.

Say hello to uncle Amir, aunt Maryam, Soroosh and Sara.

Best

Sina

B. Rewrite the text about yourself.

The answers depend on students' choices and preferences.

9] Choose the correct forms.

1. wasn't 2. were (or weren't) 3. attended (or didn't attend) 4. weren't

10]

A. Underline "past tenses".

Saturday, Esfand 2, February 21

I attended a ceremony in our school today. It was a small party for girls of grade 3. It was Taklif Celebration. I enjoyed it a lot.

Monday, Esfand 4, February 23

We watched a short movie at school about the history of Iran. It was interesting. I like to watch it again.

Wednesday, Esfand 6, February 25

Mahsa was absent today. I called her in the evening. She was not OK. She visited a doctor. She needs to rest. I miss her.

B. Yes or No?

1. No 2. Yes 3. No 4. Yes

C. Answer the following questions.

1. No, she didn't. She attended Taklif Celebration on Saturday.
2. Yes, she liked it.
3. Mahsa was absent.
4. No, they watched it at school.

Lesson 6

Health and Injuries

1 Choose the correct forms.

1. He broke his leg
2. Yes, I did.
3. She hurt them.
4. No, she didn't.
5. Ali
6. Yes, she called him.

2 Complete the conversation with "did" or "didn't".

Man: Did you hit my car?

Reza: No, I didn't.

Man: Who did?

Reza: A little boy.

Man: How **did** a little boy hit my car?

Reza: He was on a bike.

Man: Did he hurt himself?

Reza: No, he **didn't**.

3 Change the sentences into question.

1. Where did they play this morning?
2. When did Ali and Omid participate in an online English course?
3. Who spoke English?
4. What did Behnam send to his cousin?
5. What did the children do in the afternoon?

4 Make five correct sentences.

1. They hurt their heads.
2. My sister cut her finger.

3. Sima twisted her ankle.
4. The worker broke his leg.
5. We burnt our hands.

5] Read a report of an accident and complete the paragraph.

Yesterday was very cold. It snowed heavily. 12 kids, 10 old people, and 4 students were hurt. One kid broke his leg and two kids hurt their **hands**. Three old people **hurt their backs** and four old people hurt their heads. Three students also **broke** their heads. The firefighters and policemen were everywhere. They helped people.

6] Answer the following questions.

1. He lived in Khorramabad.
2. He joined Helal – e–Ahmar in 1392.
3. No, he broke his leg.
4. No, he didn't.
5. He participated in Helal-e-Ahmar ceremony.

قبل از انجام تمرین های صفحات ۸۸ و ۸۹ اصلاحات را مطابق صفحات زیر انجام دهید.

Read a report of an accident and complete the paragraph.

Subject	Verb	Old People	Students
leg	1	9	11
head	2	2	1
back	3	4	11
hand	4	8	3

Yesterday was very cold. It snowed heavily. _____ kids, _____ old people and _____ students were hurt. One kid broke his leg and 2 kids hurt their _____. Five old people _____ their backs and _____ old people hurt their heads. Three students also _____ their heads. The firefighters and policemen were everywhere. They helped people.



Answer the following questions.



1. Where did the person live in 1392?
2. Where did the person join Ahmar?
3. Did he break his hand?
4. Did he go to school in Ahmar?
5. What did he do in 1392?

7

A. Find six words related to the lesson. (Health and Injuries).

hit, back, bleeding, broke, ankle, leg



B. Put the words in the following sentences.

1. bleeding
2. broke
3. ankles
4. hit
5. back
6. leg

C. Put the words in the correct columns.

Body: leg, back, ankle

Verbs: hit, broke, bleeding

D. Write some sentences with the words found.

1. She broke her leg.
2. His back hurts.
3. They twisted their ankles.
4. Ali's finger is bleeding.
5. She hit her head into the door.
6. My grandfather's head hurts a lot.

8

A. Edit the following text. (five mistakes)

We **had** a long trip to our uncle's house. We **took** a bus to their city. There were many cities on the way. There were some jungles and rivers, too. We enjoyed everything. But, we **saw** an injured goat near the road. We stopped to help it. The animal **hurt** its neck. Luckily, it **was** not a bad wound. We took the goat to the police station.

B. Rewrite the text about yourself

The answers depend on students' choices and preferences.

9 Answer the following questions about yourself.

The answers depend on students' choices and preferences.

10

A. Underline "past tenses"

Elina was a young and happy girl. When she was 7 years old, she had a bad accident. She was in the car with her family. Their car hit a big tree. Elina hurt her legs. She did not walk after the accident. But she was very brave. She stayed at home and studied hard. She wrote many nice stories. She became a famous writer. She wrote stories for children. Many children read her stories.

B. Yes or No?

1. No 2. No 3. Yes 4. Yes

C. Answer the questions.

1. She had a bad accident.
2. No, she didn't. She studied at home.
3. Many children read her stories.
4. Yes, she was a famous writer.

References

Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. US: Pearson.

Brennan, S. E. (2012). Conversation and dialogue. In H. Pashler (Ed.), *Encyclopedia of the Mind*. SAGE Publications.

Celce–Murcia, M. (Ed.) (2002). *Teaching English as a second or foreign language* (3rd ed.). Boston: Heinle & Heinle.

Celce–Murica, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching pronunciation: A course book and reference guide* (2nd ed). Cambridge: Cambridge University Press.

Ellis, R. (2002). Grammar teaching–practice or consciousness–raising? In J. Richards & W. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 167–174). Cambridge: Cambridge University Press.

Goh, C. (2014). Second language listening comprehension: Process and Pedagogy. In M. Celce–Murcia, D. M. Briton, and M. A. Snow (eds.). *Teaching English as a second or foreign language* (4th ed) (pp. 72–89). US: Heinle Cengage Learning.

Larsen–Freeman, D. (2014). Teaching grammar. In M. Celce–Murcia, D. M. Briton, and M. A. Snow (eds.). *Teaching English as a second or foreign language* (4th ed) (pp. 256–270). US: Heinle Cengage Learning.

Thornbury, S. (2002). *How to teach vocabulary*. London: Longman

Vandergrift, L., Goh, C., Mareschal, C., & Tafaghodtari, M. (2006). The metacognitive awareness listening questionnaire: Development and validation. *Language Learning*, 56(3), 431–462.

Vandergrift, L. & Tafaghodtari, M. (2010). Teaching L2 learners how to listen does make a difference: An empirical study. *Language Learning*, 60(2), 470–97.





Ministry of Education of Islamic Republic of Iran
Organization for Educational Research and Planning (OERP)

Authors:

- Seyyed Behnam Alavi Moghaddam
- Mehrak Rahimi
- Reza Kheirabadi

2015

معلمان محترم و صاحب نظران گرامی می‌توانند نظر اصلاحی خود را در باره مطالب این کتاب از طریق نامه به نشانی تهران - صندوق پستی ۴۸۷۴/۱۵۸۷۵ - گروه درسی مربوط و یا پیام نگار (Email) talif@talif.sch.ir ارسال نمایند.

دفترتالیف کتاب های درسی ابتدایی متوسطه نظری