

English for Schools

PROSPECT

1

Junior Secondary Program

Teacher's Guide

کتاب معلم  
(راهنمای تدریس)

# الخطیسی

پایه هفتم

دوره اول متوسطه

۱۳۹۳



وزارت آموزش و پرورش  
سازمان پژوهش و برنامه‌ریزی آموزش

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

نام کتاب : کتاب معلم انگلیسی پایه هفتم دوره اول متوسطه - ۷۹

سرگروه تألیف : سید بهنام علوی مقدم

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بازنگری و اصلاح کلی : شهرام خدیر شریان، رضا خیرآبادی، سید بهنام علوی مقدم، الهام فروزنده

شهرکی و جهانبخش نیکبور

ویراستار : حسن ستایش

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

تهران : خیابان ایراشهر شمالی-ساختمان شماره ۴ آموزش و پژوهش (نمایه موسوی)

تلفن: ۰۹۱۶۲۱۸۸۲۰، ۰۹۶۶۰۲۲۳۰، دورنگار: ۰۹۶۶۰۲۲۳۵۹

وب سایت : [www.chap.sch.ir](http://www.chap.sch.ir)

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صنعت آرا : غزاله نجمی

مصحح : فرشته ارجمند، فاطمه صفری ذوالفاراری

امور آماده‌سازی خبر : فاطمه بیشکی

امور فنی رایانه‌ای : حمید ثابت کلاچاهی، بیمان حبیب پور

ناشر : شرکت چاپ و نشر کتاب‌های درسی ایران

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

تلفن: ۰۹۱۵۱۵۰۵۱۶۰، ۰۹۱۶۰۵۱۶۰، دورنگار: ۰۹۱۶۰۵۱۶۰، صندوق پستی: ۰۹۱۶۰۵۱۵۰۵۱۶۰

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

سال انتشار و نوبت چاپ : چاپ دوم ۱۳۹۳

حق چاپ محفوظ است.

شابک ۱-۲۲۸۵-۵-۹۶۴-۰۷۸ ISBN 978-964-05-2285-1

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

IN THE NAME OF ALLAH

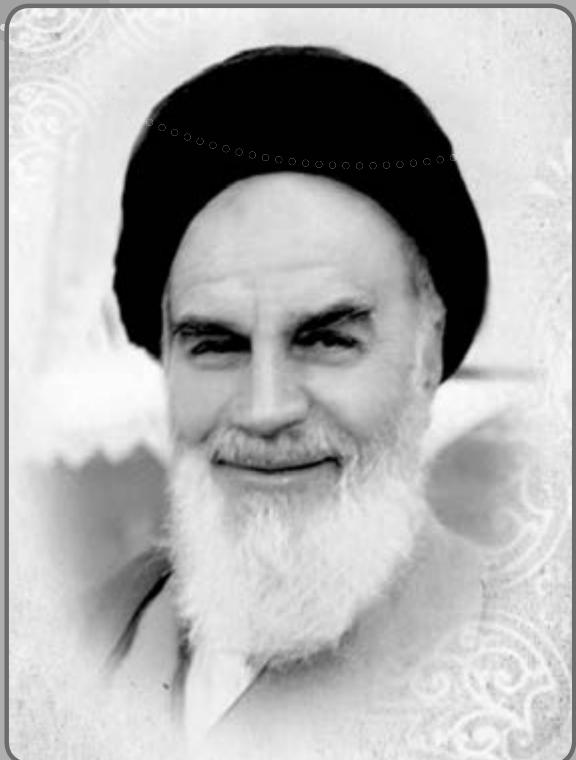
وَ مِنْ آيَاتِهِ خَلُقُ السَّمَاوَاتِ وَ الْأَرْضِ وَ اخْتِلَافُ أَسْبَطِكُمْ وَ الْوَانِكُمْ، إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

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 داشتمدان 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 صفراززاده)



پیشتر به زبان (خارجی) احتیاج نبود. امروز احتیاج است. باید زبان های زنده دنیا جزء برنامه تبلیغات مدارس باشد... . امروز مثل دیروز نیست که صدای ما از ایران بیرون نمی رفت . امروز ما می توانیم در ایران باشیم و در همه جای دنیا با زبان دیگری تبلیغ کنیم.

امام خمینی (رحمه الله عليه)

## Table of Contents

Introduction .....	8
Teacher's Notes	
Welcome .....	17
Lesson 1 .....	22
Lesson 2 .....	33
Review 1 .....	44
Lesson 3 .....	47
Lesson 4 .....	57
Review 2 .....	67
Lesson 5 .....	70
Lesson 6 .....	80
Review 3 .....	91
Lesson 7 .....	94
Lesson 8 .....	103
Review 4 .....	113
Audio Scripts .....	116

# مقدمه

## مقدمه

کتاب 1 Prospect که برای دانش آموزان پایه هفتم دوره اول متوسطه تألیف گردیده، اولین بخش از مجموعه شش جلدی English for Schools می باشد که به منظور آموزش زبان انگلیسی به داش آموزان دوره متوسطه اول و دوم، با رویکرد ارتباطی فعال و خودبازارانه 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 مل莫斯 زندگی فردی و اجتماعی است. این رویکرد در دهه های ۱۹۷۰ و ۱۹۸۰ میلادی و هم راستا با تغییرات انجام شده در شیوه تکریش به چگونگی فراگیری زبان دوم شکل گرفت و گسترش یافت. مجموعه English for Schools براساس اصول کلی و پذیرفته شده رویکرد ارتباطی و با در نظر گرفتن دو ویژگی نقش فعال فراگیران و کتاب 1 Prospect در فرایند آموزش و تأکید بر تقویت روحیه حل مسئله و خودبازاری در داش آموزان تدوین گردیده است. روح حاکم بر رویکرد ارتباطی فعال و خودبازارانه، توجه به نیازهای واقعی فراگیران در موقعیت های ارتباطی با تکیه بر اصول کلی زیر می باشد :

– استفاده از فعالیت های آموزشی متنوع در فرایند یادگیری زبان

– تأکید بر یادگیری زبان از طریق تجربیات زبانی

– استفاده از محتواهای غنی، معنا دار و قابل فهم در تدوین محتواهای 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 جنبه های عاطفی و نقش آنها در فرایند آموزش زبان

هدف این رویکرد، رشد مهارت های ارتباطی داش آموزان به شیوه ای روان و تا حد امکان تزدیک به کاربرد واقعی و روزمره زبان در بافت های مل莫斯 زندگی فردی و اجتماعی می باشد. به منظور رسیدن به کاربرد روان و طبیعی زبان، مجموعه ای از معارفها به شرح زیر در نظر گرفته شده است :

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

- به داشت آموzan 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 داشت آموzan به درک معنی توجه کنند و بتوانند نسبت به آنچه خوانده یا شنیده اند به صورت شفاهی یا کتبی واکنش مناسب نشان دهند.

- یکی از مشخصه‌های ارتباطی، غیرقابل پیش‌بینی بودن وجود خلاً ارتباطی می‌باشد. بنابراین باید زمینه به گونه‌ای فراهم شود که داشت آموzan توانایی برخورد با موقعیت‌های غیرقابل پیش‌بینی و خلاهای اطلاعاتی را کسب نمایند.

- در رویکرد ارتباطی، کسب توانش راهبردی از اهمیت فوق العاده‌ای برخوردار است چرا که موقعيت در ارتباط زبانی به توانایی موقعیت‌سنجی، نظرارت 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 داشت آموzan 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 این‌گونه خطاهای باید به حداقل ممکن کاهش باید.

### اجزای بسته آموزشی

با این رویکرد کلی و با توجه به ملاک‌های مربوط به تدوین محتوا اجزای مختلف بسته آموزشی کتاب 1 Prospect عبارت اند از :

**۱- کتاب دانش آموز :** کتاب دانش آموز مشتمل بر بخش خوشامد، هشت درس اصلی و چهار درس مروری است. هر درس از کتاب دانش آموز به سه بخش اصلی تقسیم گردیده است :

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

- بخش دوم بخش مهارت‌های نوشتاری (خواندن و نوشتمن) است که تحت عنوان مهارت‌های سوادآموزی مطرح شده است. در این بخش فعالیت‌هایی با هدف آموزش حروف الفبا و ارتباط حروف و اصوات طراحی شده است. فعالیت‌های این بخش زمینه را برای کمک گرفتن از مهارت‌های شفاهی برای تقویت مهارت‌های نوشتاری فراهم می‌کند به این معنی که در طراحی فعالیت‌ها، مهارت خواندن با مهارت شنیدن و مهارت نوشتمن با مهارت سخن گفتن تلفیق شده‌اند.

- بخش ایفای نقش (Role Play/Your Conversation) که هدف اصلی از آن مرور کنش‌های زبانی فراگرفته شده در درس و ارائه فرصت به داشت آموzan برای کاربرد مطالب آموخته شده در یک موقعیت مشخص و واقعی است.

**۲- کتاب کار :** کتاب کار به منظور تعمیق مفاهیم موجود در کتاب دانش آموز و ارائه فعالیت‌های دسته‌بندی شده و مرتبط با محتوای کتاب دانش آموز و اهداف آموزشی دوره تدوین گردیده است. البته انجام فعالیت‌های کتاب کار در کلاس درس بستگی به تضمیم معلم و درنظر گرفتن شرایط زمانی کلاس دارد. در پایان کتاب کار، ضمیمه آموزش الفبا درنظر گرفته شده که به تفکیک و با درج علائم و راهنمای شیوه نوشتن صحیح هر یک از حروف الفبا، فرصتی برای دانش آموزان فراهم می‌آورد تا توانایی خود را در کسب مقدمات نگارش تقویت نمایند.

**۳- 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 جدایی ناپذیری از فرایند آموزش محسوب می‌شود. این لوح شامل فایل‌های صوتی بخش‌های زیر می‌باشد:

- سرودهای بخش خوشامد

- اجزاء مختلف هر درس همچون مکالمه، تمرین، حروف و اصوات و بخش شنیداری - خوانداری

- واژگان فرهنگ مصور پایان کتاب

این لوح محتوای شنیداری مناسب و متنوعی را برای دانش آموزان فراهم می‌آورد که در تهیه آن از گویشوران مسلط به زبان انگلیسی بهره گرفته شده است.

**۴- فلاش کارت معلم :** فلاش 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 علم ذکر شده است. استفاده از این فلاش کارت‌ها در فرایند آموزش و در جای خود ضروری است فلاش کارت مزبور، از انتشارات مدرسه قابل تهیه است. همکاران گران‌قدر می‌توانند دانش آموزان خود را به ساخت فلاش کارت دانش آموز نیز تغییب نمایند.

**۵- پایگاه اطلاع رسانی :** با توجه به اهمیت ارتباط دیران گرامی با مؤلفان کتاب و کارشناسان دفتر تألیف کتاب‌های درسی سازمان پژوهش و برنامه‌ریزی آموزشی، پایگاه اطلاع رسانی [eng-dept.talif.sch.ir](http://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 اطلاع رسانی مطلع گردند.

**۶- لوح فشرده آموزش مدرسان پایه اول متوسطه اول :** این لوح فشرده که به مدت ۱۶۰ دقیقه است، می‌تواند مورد استفاده تمامی دیران این مقطع تحصیلی قرار گیرد؛ بهویژه دیران محترمی که موفق به گذراندن دوره‌های ضمن خدمت شده‌اند. لوح فشرده نامبرده که با عنوان «برفاز آسمان» در گروه‌های آموزشی مناطق و همچنین پایگاه اطلاع رسانی گروه موجود است به بررسی و توضیح اجمالی ساختار بسته آموزشی پرداخته و در مدت زمانی کوتاه، مخاطبان محترم را با ابعاد گوناگون برنامه درسی آشنا می‌سازد. مشاهده این این ابزار کمک آموزشی، به دیران گرامی، والدین محترم و عموم علاقه‌مندان اکیداً توصیه می‌شود؛ زیرا در عرض مدت زمانی کوتاه، مخاطب در معرض اطلاعات مفیدی درباره چرایی تغییر برنامه، ساختار کتاب دانش آموز، کتاب کار، لوح فشرده صوتی، فلاش کارت معلم و همچنین قالب یک درس و چگونگی آموزش آن قرار می‌گیرد.

## طراحی مجموعه

همان طور که در ابتدای بحث اشاره شد، برنامه درسی ملی قلمرو، اهداف و جهت‌گیری های کلی حوزه آموزش زبان های 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 داشت آموز پس از آموزش، قادر به ایجاد ارتباط با استفاده از تمامی مهارت‌های چهارگانه زبانی برای دریافت و انتقال معنا باشد.

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

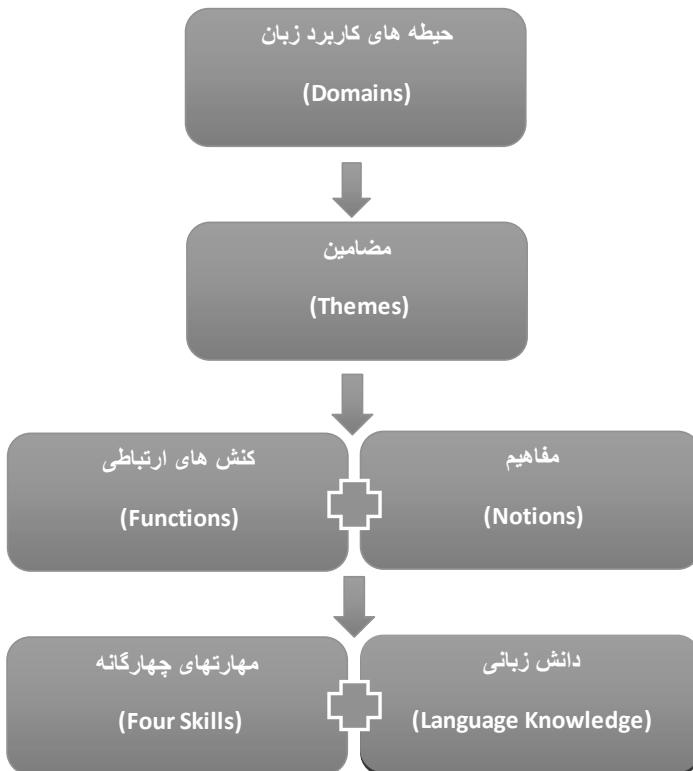
**نقش معلم :** در رویکردهای سنتی، معلم تنها مرجع تصمیم‌گیری و انتقال دهنده دانش به دانش آموزان تلقی می‌شود؛ در حالی که در رویکرد ارتباطی، معلم تسهیل کننده فرایند یادگیری است و این فراگیر است که می‌باشد با هدایت معلم در تمامی مراحل آموزش، نقش محوری فعال و مشارکت کننده داشته باشد. به عبارت دیگر، در رویکرد ارتباطی فعال خودبازارانه لازم است معلم از نقش سنتی خود فاصله گرفته و در نقش یاری دهنده دانش آموز در فرایند آموزش و یادگیری ظاهر شود.

**نقش دانش آموز :** در دیدگاه‌های سنتی، دانش آموز 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 خودبازارانه، انتظار می‌رود دانش آموز وظیفه یادگیری را خود بر عهده گیرد و در این راستا نقشی مشارکت جویانه و فعال در فرایند آموزش ایفا کند.

**نقش مواد آموزشی :** در دیدگاه‌های سنتی، کتاب درسی، تنها منبع آموزشی دانش آموزان محسوب می‌گردد و انتظار می‌رود دانش آموزان 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 دانش آموزان و همچنین تعامل دانش آموزان 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

همان طور که پیش تر اشاره شد، با توجه به هدف کلی آموزش زبان در برنامه درسی ملی، محتوا باید به گونه ای انتخاب و سازماندهی شود که هدف ذکر شده محقق گردد. به این منظور، همان طور که در نمودار ۱ آورده شده انتخاب محتوا با محوریت حیطه های ارتباطی و مضامین مورد استفاده در آنها صورت گرفته است.

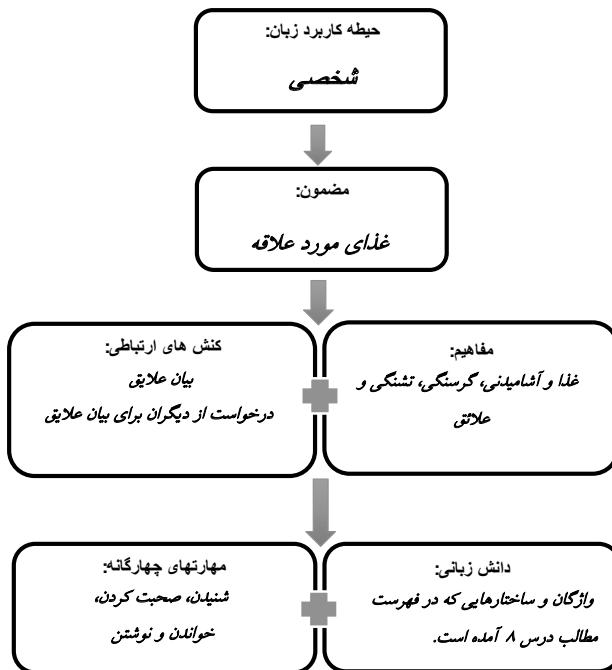


نمودار ۱- شیوه طراحی محتوى در کتاب ۱ Prospect

حیطه های ارتباطی انتخاب شده عبارت اند از حیطه شخصی، حیطه اجتماعی، حیطه آموزش و تحصیل و حیطه کار و شغل. توالی آموزش در حیطه های نامبرده از اصل آموزشی حرکت از محیط پیرامونی تزدیک به محیط های دورتر پیروی می کند. در کتاب ۱ Prospect مضامین از حیطه شخصی انتخاب شده و در گزینش آنها نیازهای ارتباطی ملموس داشت آموزان در اولویت قرار گرفته است. مضمون های این کتاب به قرار زیر است:

- |                     |                      |
|---------------------|----------------------|
| ● شکل ظاهری         | ● نام و نام خانوادگی |
| ● خانه              | ● هم کلاسی ها        |
| ● آدرس              | ● سن                 |
| ● غذاهای مورد علاقه | ● خانواده            |

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



نمودار ۲ - طراحی محتوای درس هشت

تاکید می‌گردد کتاب Prospect 1 نخستین حلقه 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 می‌باشد با در نظر گرفتن این ویژگی و نگاه به بخش‌های بعدی مجموعه انجام شود.

**روش تدریس 1:** روش تدریس 1 Prospect از اصول رویکرد ارتباطی فعال خودباورانه پیروی می کند و بر نوعی از راهکار آموزشی با این فرض مبتنی است که یادگیری زبان با ایجاد حساسیت و توجه به نقش الگوهای زبانی در ایجاد معنی آغاز می شود و چنانچه به دنبال ایجاد این توجه الگوها مورد تمرین های کنترل شده قرار گیرند و در انتها فرصت استفاده شخصی از الگوها در باقی معنی دار ایجاد شود یادگیری تقویت و تثبیت خواهد شد. بر این اساس، هر درس با مکالمه ای واقعی آغاز می شود که داشت آموزان از طریق آن به نقش کش های زبانی در ایجاد ارتباط میان فردی و همچنین اشکال زبانی آنها توجه می کنند. سپس تمرین کنش ها به شکلی کنترل شده ادامه می یابد. تمرین های بخش مهارت های نوشتاری نیز به تقویت توجه به الگوها کمک می کنند تا در انتها داشت آموزان خود بتوانند با ایفای نقش، کنش های ارتباطی را در باقی معنی دار بکار ببرند. لازم به یادآوری است برای دو مهارت خواندن و نوشتمن در این پایه تحصیلی، سطح «واژه» مذکور است. این بدان معناست که دیگران محترم، فقط سطح «واژه» یا «کلمه» را برای دو مهارت نوشتمن و خواندن از داشت آموزان انتظار داشته باشند و نه بیشتر. در پایه های بعدی به دو سطح بالاتر گروه (phrase) و جمله (sentence) به تفصیل پرداخته خواهد شد. اما برای دو مهارت گوش دادن و صحبت کردن، سطح مورد انتظار فقط «کلمه» نیست و سطوح بالاتر نیز مذکور است. در زیر به نحوه تدریس هر یک از مراحل، مناسب با اهداف هر مرحله اشاره شده است :

### Steps in Teaching *Conversation and Practice*

1. Warm-up
2. Audio-Visual Presentation (two or three times)
3. Checking and Explanation
4. Introducing Functions
5. Audio-visual Practice
6. Pair/Group Work

### Steps in Teaching *Sounds and Letters (word)*

1. Warm-up
2. Audio-Visual Presentation (two or three times)
3. Checking and Explanation
4. Initial Teaching of Letters
  - Visual Recognition
  - Audio Recognition
  - Extension
  - Oral Production
5. Teaching Letters for Reading and Writing (using flash cards)
  - Sounds of the Letters
  - Shape of the Letters

6. Follow-up Task

7. Assignment

### **Steps in Teaching *Listening and Reading***

1. Warm-up

2. Audio-Visual Presentation (two or three times)

3. Checking and Explanation (feedback)

### **Steps in Teaching *Speaking and Writing***

1. Warm-up

2. Pair/Group Work

3. Checking and Explanation (feedback)

### **Steps in Teaching *Your Conversation/Role Play***

1. Warm-up

2. Pair/Group Work

3. Student Presentation

4. Checking and Explanation (feedback)

## **سنچش پیشرفت تحصیلی**

مناسب 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.

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

## سنجدش رسمی نیمسال اول و پایان سال :

این نوع سنجدش در شکل امتحانات رسمی بر اساس اهداف عملکردی در قالب مهارت‌های شفاهی و کتبی انجام می‌شود. بنابراین، این نوع سنجدش، امتحان شفاهی و امتحان کتبی را به صورت جداگانه دربرخواهد داشت. در امتحان کتبی مهارت‌های خواندن و نوشتمن و در امتحان شفاهی مهارت‌های شنیداری و گفتاری مورد سنجدش قرار می‌گیرند.

در هر دو نوع آزمون مشخصه‌های طبیعی بودن موقعیت و تعامل، از اهمیت ویژه‌ای برخوردارند. هدف سنجدش باید آن باشد که از طریق سوالات مناسب، دانش آموزان 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 سنجدشی می‌تواند اثر بسیار مثبتی بر روند آموزش داشته باشد.

در سنجدش رسمی، لازم است قبل از اقدام به طراحی سوال اهداف آموزشی در قالب جدول مشخصات آزمون (Test Specifications) تهیه و در آن به تکنیک‌های طرح سوال متناسب با هر یک از اهداف آموزشی اشاره شود. جدول مشخصات و بارم‌بندی آزمون کتبی و شفاهی کتاب 1 Prospect در ادامه ارائه شده است.

## ساختمار هر درس در راهنمای معلم

هر درس در کتاب راهنمای معلم 1 Prospect با جدولی شامل اهداف اصلی درس آغاز می‌شود. کنش‌های زبانی و مهارت‌های یادگیری حروف و اصوات با انضمام فهرست واژگان کلیدی و عبارات و جملات متداول محاوره‌ای هر درس در این جدول آمده‌اند. در ادامه، توضیحات گام به گام برای آموزش هر بخش از درس آمده که با تعدادی فعالیت و یک بازی پیشنهادی و نیز ارجاع به برخی تمرینات در کاربرگ‌ها و کتاب کار که در ارتباط با آن قسمت‌ها است همراه می‌باشد. برای آموزش هر بخش مدت زمان پیشنهادی ارائه شده که بسته به موقعیت و شرایط موجود در هر کلاس متغیر می‌باشد. در پایان، بخشی با هدف بازندهی‌شدن در آموزش (Reflecting on Your Teaching) آمده که از همکاران محترم درخواست می‌شود افکار و نظرات خود را در ارتباط با موارد زیر در آن مرقوم نمایند.

- راهنمایی‌های ارائه شده برای آموزش هر درس
- مدت زمان پیشنهاد شده برای آموزش هر بخش
- واکنش دانش آموزان به انجام فعالیت‌های یاددهی – یادگیری و نحوه اداره کلاس
- مسائل و مشکلات ناشی از آموزش بخش‌های مختلف
- پیشنهادات در راستای بهبود شرایط آموزش هر درس

لازم به ذکر است که برای بخش‌های خوشامد و مرور دروس، راهنمایی به شکلی متفاوت ارائه شده است. از همکاران گرامی مؤکّداً درخواست می‌شود جهت آگاهی از نحوه ارائه مطلوب قسمت خوشامد، نکات ذکر شده در آموزش این بخش را به دقت مطالعه فرمایند.



## Preliminaries

As you enter the class, greet your students and introduce yourself in Persian. Then talk about the importance of learning English as a foreign language. Explain that **Prospect 1** from the series **English for Schools** is part of a six-year program that is designed to help students learn English for communicative purposes using all the four skills of listening, speaking, reading, and writing. Tell them that they are required to do lots of pair/group work and explain how cooperative learning will result in more effective learning. Then ask them to look at their books and make them familiar with the course components. Tell them that:

- they have a student book and a workbook and that it is necessary for them to bring both books to class every session
- there are a Welcome part and 8 lessons in both books and a Review part for every two lessons only in their student books
- every lesson is composed of communicative and literacy instruction activities
- every lesson will be covered in three sessions
- there is a photo dictionary at the end of their student books
- there are a handwriting booklet and the translations of exercise instructions in Persian at the end of their workbooks
- they also have a CD in which there are audio files for the student book and an interactive software through which they can practice and learn more

### Welcome has been designed with the following purposes:

- To develop an initial positive attitude in the students toward learning English
- To persuade students that they already know some English
- To help teachers find out what their students know and are able to do at the beginning of the course in order to make appropriate decisions during the academic year

In order to meet the above-mentioned objectives, you are invited to treat Welcome not as a lesson but as a motivating introduction to the process of language learning. Keep in mind that your students at this level might come from different language learning backgrounds with different levels of familiarity with English. That is why it is recommended that Welcome in both the student book and the workbook should be covered under your supervision. Also note that positive feedback will encourage all students (including weak ones) to work more and better. So at the end of each activity, avoid assessing their work and make motivating remarks about what they do.

### Words (7 minutes)



•Tell your students that we use words in everyday Persian that come from other languages including English, though they are pronounced differently in our language. These words are called international words. Give some example words and ask them to say some more. They can give example words from food, sports, clothes, home appliance and job names common to both English and Persian.

Example words: *soup, basketball, T-shirt, radio, mechanic, etc.*

•Ask them to look at the pictures and the words on Page 2 and put a check in the box near the words they know. Tell them that it is not much important how many words they identify.

•Ask them the following questions in Persian:

۱- این کلمات را کجا می توان دید؟

۲- آیا نمونه مشخصی را می توانید مثال بزنید؟

•Then ask them if they know any other words in English and write them down in the spaces provided at the top of Page 3.

•Remember that the number of words they can write and the spelling accuracy is not much important at this stage.

•Walk around the class and monitor what your students are doing and help them if needed.

•Give a positive and motivating feedback to what all the students have done.



## Letters (7 minutes)

- **(Optional Activity)** Play the CD for the alphabet song two or three times while your students are looking at the alphabet box on Page 3.
- Then play the CD again and ask them to sing along.
- Ask if there are volunteer students to sing the song.
- Next ask students to look at the alphabet box again and put a check in the box near any letters they can identify.
- Write your own name on the board and then ask them if they can write their names in English in the space provided on Page 3.
- Remember that the spelling accuracy is not much important at this stage.
- Walk around the class and monitor what your students are doing and help them if needed.
- Give a positive and motivating feedback to what all the students have done.



## Numbers (7 minutes)

- **(Optional Activity)** Play the CD for the numbers song two or three times while your students are looking at the number box on Page 4.
- Then play the CD again and ask them to sing along.
- Ask if there are volunteer students to sing the song.
- Next ask students to look at the number box again and put a check in the box near any letters they can identify.
- Then ask them if they can write their own telephone numbers in the space provided on Page 4.
- Walk around the class and monitor what your students are doing and help them if needed.
- Give a positive and motivating feedback to what all the students have done.



## Colors and Classroom Objects (7 minutes)

- Ask your students to look at the color samples on Page 4 and, if they can, say the words for any of the colors they know in English.
- Then do the same for the classroom objects.

- Next ask them if they can make phrases to describe the objects on Page 5.

Examples are: *a blue pen, a blue eraser, a red pencil, a yellow notebook, etc.*

- Ask if there are students in class who can identify and name objects in the classroom.

- Give a positive and motivating feedback to what all the students have done.



### Let's know each other (7 minutes)

- Ask one of your competent student to come to the front of the class. Then tell him / her what your name is and ask for his / her name. This is going to be a model interaction for the rest of the class.

- Ask your students to pair up and do the same.

- Remember that the questions and answers at the bottom of Page 5 work only as a model and is not meant to be completed in writing. **This is only an oral practice.**

- Walk around the class and monitor what your students are doing and help them if needed.

- Give a positive and motivating feedback to what all the students have done.

## Reflecting on Your Teaching

Write down your ideas about what you experienced in presenting Welcome.

# Lesson One

## My Name

### Lesson Objectives

#### *Functions*

- Greeting
- Introducing oneself

#### *Literacy Skills*

- Identifying, saying, and writing **a, k, m**
- Spelling one's name

#### *Key Language*

● **Words and Expressions:** name (first name, last name), hi, hello, good morning, good afternoon, Mr., Mrs., Miss, fine, thanks

● **Conversational Language Frames:**

Hello/Hi/Good morning/afternoon, .....

How are you? Fine, thanks

What's your (first/last) name? My name's/ I'm .....

How do you spell .....? Can you spell your name?

## Sessions Snapshot

Session	Content	Activities
1	Warm up	Talking about the importance of learning English Checking students' names/ Using mimes
	Conversation	The English teacher is greeting his students in class
	Practice (1)	<b>Greeting</b>  Hi, Ali.                  Hi, Reza. Hello, Maryam.        Hello, Kimia. How are you?            Fine, thanks/thank you. How are you today?    Great, thanks. Good morning.          Good morning,..... Good afternoon.        Good afternoon, ..... Good evening.           Good evening, .....
2	Sounds & Letters	<b>Introducing Yourself</b>  What's your name?     My name is ..... / I'm ..... What's your first name? My first name is ..... What's your last name? My last name is .....
3	Listening & Reading	Learning three sounds: A, a, K, k, M, m  What's your name? Excuse me.  How do you spell your last name?  <b>Talk to your teacher:</b> How do you spell your last name?
		Purposeful listening
		Listening to two conversations
		Finding out the interlocutors' first and last name
	Language use	Integration of skills: Reading, Speaking, Writing  Working in group/ talk to three classmates/ Writing their first and last name in the table  Your conversation: pair work/greeting & introducing

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

## The First Session Teaching & Practicing Language Functions

### Warm up (5 minutes)



- Calling the roll
- Describe the lesson objectives in Persian.
- Showing a picture to the class or using some mimes to get them involved in the lesson theme

### Conversation

### Preparation (5 minutes)



- Tell students to look at the picture on Page 6. Ask the following questions in Persian:

۱- این مکالمه در کجا اتفاق می‌افتد؟

۲- فکر می‌کنید این افراد چه نسبتی با یکدیگر دارند؟

۳- آنها درباره چه چیزی صحبت می‌کنند؟

۴- شما معمولاً چگونه با دیگران احوالپرسی می‌کنید؟

- Before students listen to the conversation, tell them the names of the speakers.
- Students are expected to have scanning in their listening and grasp the key words. Therefore, they may not be able to retrieve the whole text.

- **(Optional Activity)**

Act out the conversation in class using your own name and your students' names. Remember to use mimes.



**Listening** (10 minutes)

- Now ask the students to look at the picture again and listen to the conversation on CD.
- Play the CD two or three times.
- Now ask questions (in Persian) to check what your students have understood.

۱- نام معلم چیست؟

۲- نام دانشآموز نخست چیست؟

۳- معلم چگونه با این دانشآموز احوالپرسی می کند؟

۴- دانشآموز چگونه به معلم پاسخ می دهد؟



**Practice 1 ➔ Greeting** (15 minutes)

- Tell your students that they are going to learn different ways of greeting someone. Let them know what each turn means.
- 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 ask the class to greet you.
- Next ask your students to pair up and practice greeting each other.
- Finally, invite pairs to come to the front of the class to role play the greetings.



**Practice 2 ➔ Introducing Yourself** (15 minutes)

- Tell your students that they are going to learn different ways of introducing oneself. Let them

know what first and last names are.

- 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 ask the class to ask your name.
- Next ask your students to pair up and practice asking each other's names and greeting.
- Finally, invite pairs to come to the front of the class to role play the introductions and greetings.
- Tell the students to do their homework in their workbooks for the next session.

## The Second Session

## Teaching the Letters & Sounds

### Warm up (5 minutes)



- Calling the roll
- Checking the students' homework in their workbooks
- Reviewing what they have learnt in the first session

### Sounds and Letters

### Preparation (5 minutes)



- Tell your students that they are going to learn to identify, say, and write the letters **a**, **k**, and **m**.
- Tell students to look at the conversation on Page 8. Then play the CD two or three times.
- Now ask questions (in Persian) to check what they have understood.

۱- نام معلم چیست؟

۲- نام اولین دانش آموز چیست؟

۳- معلم چگونه از او می خواهد که نام خانوادگی اش را تکرار کند؟

۴- او چگونه به معلم پاسخ می دهد؟



### Letter A/a (10 minutes)

- Ask your students to look at the conversation in their books and identify the letter **a** in the words **Kimia Komijani**.
- Show the flash card for letter **A/a** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **A/a** in their books.
- Then draw your students' attention to two different sounds of the letter as in "at" and "arm". Give examples of names with the sounds and ask students to repeat them.  
Example names: Ahmad, Mina, Aram, Mahmood, Ali, Maral, etc.
- Ask if there are students in class whose names include the letter **A/a**. Ask them to decide what the letter **a** in their names sounds like.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **A/a** in the appendix at the end of their workbooks.



### Letter K/k (10 minutes)

- Ask your students to look at the conversation in their books and identify the letter **K** in the words **Kimia Komijani**.
- Show the flash card for letter **K/k** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Now say the sound / K / for the letter two or three times and ask the students to repeat it after you.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word

in a sentence.

- Now ask your students to find words with the letter **K/k** in their books.
- Ask if there are students in class whose names include the letter **K/k**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **K/k** in the appendix at the end of their workbooks.



#### **Letter M/m (10 minutes)**

- Ask your students to look at the conversation in their books and identify the letter **m** in the words **Kimia Komijani**.
- Show the flash card for letter **M/m** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Now say the sound of the letter two or three times and ask the students to repeat it after you.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **M/m** in their books.
- Ask if there are students in class whose names include the letter **M/m**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **M/m** in the appendix at the end of their workbooks.
- Ask your students to do the related exercises in their workbooks for the next session.



#### **Follow-up Activity (10 minutes)**

- Ask your students if they can spell their names.
- Draw their attention to the **Talk to Your Teacher** box on Page 8 in their student books and explain how they can ask for word spellings (including their own names).

- Ask them to pair up and practice the question and the answers using their own names.
- Now ask them to use the question to ask you for spellings of names in English.
- Finally, ask students to say more names with the letters **a, k, m**.

Example Names: Kamran, Karim, Kamyar, Kamal, Akram, Malek, Karam, Kaveh, etc.

## The Third Session

## Communicative Activities



### Warm up (5 minutes)

- Calling the roll
- Checking the students' homework in their workbooks
- Reviewing what they have learnt in the first and second session



### Listening and Reading

### Preparation (5 minutes)

- Explain that the students are going to listen to two conversations in which people are greeting and introducing themselves. The students are supposed to listen carefully and (through reading) put a check mark (✓) in the box below the names (first and last) based on what they hear on the CD for each conversation.
- Ask them to use pencils rather than pens so that they can correct their answers if wrong.



### Listening (15 minutes)

- Play the CD once and ask students to choose the correct choice.
- Play the CD again and ask them to check their answers.
- Ask them to compare their answers in pairs.
- If needed, play the CD again and check the students' answers.

### **Correct Answers:**

Conversation 1:

*Kimia Ahmadi*

Conversation 2:

*Mahdi Karimi*

### **Speaking and Writing (15 minutes)**



- Explain what your students are supposed to do in this part: Each student greets three other students and asks for their names. Then he/she writes the names in the spaces provided in the table on Page 9 in their student books.
- Tell them to use the question ***How do you spell your .... name?*** when needed.
- Walk around the class and monitor what your students are doing and help them if needed.
- Once completed, ask students to report the names they have asked for.



### **Your Conversation (10 minutes)**

- Explain that your students are going to pair up and practice the lesson functions using their own information.
- Remember that the incomplete conversation on Page 9 in the student book is only a model and that your students are not supposed to write anything to complete it. ***This is only an oral practice.***
- Give them enough time to practice their conversation in pairs.
- Walk around the class and help them if necessary.
- Then ask them to act out the conversation for the class.
- **(Optional Activity)** Ask students from different parts of the class to do the conversation.
- **(Game)** Prepare some name cards (half the number of students in your class). Cut up as many as you need for your class, making sure each name appears twice. Give out the name cards. Tell the students that somewhere in the class is someone with the same name. To do this, they will have to stand up and move around the class, introducing themselves and asking for

names until they find someone with the same name. When they have found that person, they can sit down. **The object of the game is to find someone with the same name.**

- Ask students to do the remaining exercises in their workbooks at home.
- Remember to explain and give examples of what they are supposed to do for each exercise.

## Reflecting on your teaching

Write down your ideas about teaching Lesson 1.

## Lesson Two

# My Classmates

### Lesson Objectives

#### *Functions*

- Introducing others
- Asking someone's name

#### *Literacy Skills*

- Identifying, saying, and writing e, b, p
- Spelling one's name

#### *Key Language*

- **Words and Expressions:** boy, girl, man, woman, friend, classmate
- **Conversational Language Frames:**

Who's that (boy)?

He's my (friend) .....

This is my (friend) .....

Nice to meet you.

Nice to meet you, too.

Sorry, what's your (last) name again?

Can you help me, please? I can't spell .....

## Session Snapshot

Session	Content	Activities
1	Warm up	Bringing a picture showing the classroom atmosphere Checking students' names/ Using the immediate context to involve the students in the lesson theme
	Conversation	Three students are talking in the school yard
	Practice (1)	<b>Introducing Others</b> This is my friend Parham. This is my classmate Parisa. This is my English teacher Mr Kamali. Nice to meet you. Nice to meet you, too.
	Practice (2)	<b>Asking Someone's Name</b> Who is that boy? He's my friend Erfan. Who is that girl? She's my classmate Parisa. Who is that man? He's my teacher Mr Karimi. Who is that woman? She's my teacher Mrs Bahrami.
	Sounds & Letters	Learning three sounds: B, b, E, e, P, p Can I help you? What's your name? What's your last name? <b>Talk to your teacher:</b> Can you help me, please? I can't spell .
3	Listening & Reading	Purposeful listening Listening to two conversations Finding out the interlocutors' first and last name
	Language use	Integration of skills: Reading, Speaking, Writing Working in group/ talk to classmates/ Writing the shortest and longest first & last name in the table
		Your conversation: group work/greeting & introducing

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

## The First Session Teaching & Practicing Language Functions

### Warm up (5 minutes)



- Calling the roll
- Describe the lesson objectives in Persian.
- Showing a picture to the class to get them involved in the lesson theme

### Conversation

### Preparation (5 minutes)



- Tell students to look at the picture on Page 10. Ask the following questions in Persian:

- ۱- این مکالمه در کجا اتفاق می‌افتد؟
- ۲- فکر می‌کنید این افراد چه نسبتی با یکدیگر دارند؟
- ۳- آنها درباره چه چیزی صحبت می‌کنند؟
- ۴- شما معمولاً چگونه دوستانان را به یکدیگر معرفی می‌کنید؟

- Before students listen to the conversation, tell them the names of the speakers.
- Students are expected to have scanning in their listening and grasp the key words. Therefore, they may not be able to retrieve the whole text.

## (Optional Activity)

Act out the conversation in class using your own name and your students' names.

Remember to use mimes. As an alternative, ask a colleague/a student from another class to come to your class and introduce him/her to your students.



### Listening (10 minutes)

- Now ask the students to look at the picture again and listen to the conversation on CD.
- Play the CD two or three times.
- Now ask questions (in Persian) to check what your students have understood.

۱- نام افرادی که صحبت می کنند چیست؟

۲- کدام دانش آموز دو نفر را به هم معرفی می کند؟

۳- چه افرادی به هم معرفی می شوند؟

۴- پرها چگونه آن دور را به هم معرفی می کند؟

۵- علی و عرفان چگونه با یکدیگر احوالپرسی می کنند؟



### Practice 1 ➔ Introducing Others (15 minutes)

- Tell your students that they are going to learn different ways of introducing and greeting others. Let them know what each turn means.
- Let them know what the words **classmate** and **friend** mean and ask them to repeat the words several times.
- 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 ask the class to introduce one student to you and you do the greeting.
- Next ask your students to work in groups of three and practice introducing and greeting

others. They can refer to the photo dictionary at the end of their student books for words they don't know.

- Finally, invite groups to come to the front of the class to role play the introductions and greetings.



### Practice 2 ➔ Asking Someone's Name (15 minutes)

- Tell your students that they are going to learn how to ask someone's name. Let them know what each turn means.
- 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 point to some individual students in class and ask the class to say their names.

Example Question: Who is that boy/girl?

- Next ask your students to pair up and practice asking other students' names. One student points to a classmate and asks for his/her name and the other student answers. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the introductions and greetings.
- Tell students to do some exercises in their workbooks for the next session.

## The Second Session      Teaching Sounds and Letters



### Warm up (5 minutes)

- Calling the roll
- Checking the students' homework in their workbooks
- Reviewing what they have learnt in the first session

## Sounds and Letters



### Preparation (5 minutes)

- Tell your students that they are going to learn to identify, say, and write the letters **e**, **b**, and **p**.
- Tell students to look at the conversation on Page 12. Then play the CD two or three times.
- Now ask questions (in Persian) to check what they have understood.

۱- نام داشت آموز چیست؟

۲- او چه خواسته ای دارد؟

۳- کتابدار چگونه از او می خواهد که نام خانوادگی اش را تکرار کند؟

۴- او چگونه به کتابدار پاسخ می دهد؟



### Letter E/e (15 minutes)

- Ask your students to look at the conversation in their books and identify the letter **e** in the word **Behparvar**.
- Show the flash card for letter **E/e** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **E/e** in their books.
- Then draw your students' attention to the sound of the letter. Give examples and ask students to repeat them. Example names: Behnaz, Pedram, Emad, Esmat, Sepehr, Sepideh, etc.
- Ask if there are students in class whose names include the letter **E/e**. Ask them to decide what the letter **e** in their names sounds like.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **E/e** in the appendix at the end of their workbooks.



### **Letter B/b (15 minutes)**

- Ask your students to look at the conversation in their books and identify the letter **B** in the word **Behparvar**.
- Show the flash card for letter **B/b** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **B/b** in their books.
- Then draw your students' attention to the sound of the letter. Give examples and ask students to repeat them. Example names: Behnaz, Bahram, Behrooz, Abbas, Ziba, Mobin, Zaynab, etc.
- Ask if there are students in class whose names include the letter **B/b**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **B/b** in the appendix at the end of their workbooks.



### **Letter P/p (15 minutes)**

- Ask your students to look at the conversation in their books and identify the letter **P/p** in the words **Parisa Behparvar**.
- Show the flash card for letter **P/p** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **P/p** in their books.
- Then draw your students' attention to the sound of the letter. Give examples and ask students

to repeat them. Example names: Parisa, Pedram, Sepideh, Parviz, Sepehr, etc.

- Ask if there are students in class whose names include the letter **P/p**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **P/p** in the appendix at the end of their workbooks.
- Tell the students to do the related exercises in their workbooks.

## Follow-up Activity

- Ask your students if they can spell their names and write their phone numbers in the card on Page 8.
- Draw their attention to the **Talk to Your Teacher** box on Page 12 in their student books and explain how they can ask for word spellings (including their own names).
- Ask them to pair up and practice the questions and the answers using their own names.
- Now ask them to use the question to ask you for spellings of names in English.
- Finally, ask students to say more names (first and last) with the letters **e, b, p**.
- Example Names: Ebadi, Pakzad, Bahrami, Parinaz, Elaheh, Behnam, Pedram, Bahman, etc.
- Tell the students to do the related exercises in their workbooks for the next session.

### The Third Session

### Communicative Activities

#### Listening and Reading Preparation (5 minutes)



- Explain that the students are going to listen to two conversations in which people are greeting and introducing themselves. The students are supposed to listen carefully and (through reading) put a check mark (✓) in the box below the names (first and last) based on what they hear on the CD for each conversation.
- Ask them to use pencils rather than pens so that they can correct their answers if wrong.



### Listening (15 minutes)

- Play the CD once and ask students to choose the correct choices.
- Play the CD again and ask them to check their answers.
- Ask them to compare their answers in pairs.
- If needed, play the CD again and check the students' answers.

#### Correct Answers:

Conversation 1:

*Bita Ebadi*

Conversation 2:

*Babak Pakzad*



### Speaking and Writing (15 minutes)

- Explain what your students are supposed to do in this part: Each student greets three other students and asks for their names. Then he/she decides on the shortest and the longest first and last names in the group and writes them in the spaces provided in the table on Page 13 in their student books.
- Tell them to use the question ***How do you spell your ..... name?*** or ***Can you help me, please? I can't spell ..... when needed.***
- Walk around the class and monitor what your students are doing and help them if needed.
- Once completed, ask students to report the names they have found.



### Your Conversation (15 minutes)

- Explain that your students are going to work in groups and practice the lesson functions using their own information.
- Remember that the incomplete conversation on Page 13 in the student book is only a model and that your students are not supposed to write anything to complete it. ***This is only an oral practice.***
- Give them enough time to practice their conversation in groups.

- Walk around the class and help them if necessary.
- Then ask them to act out the conversation for the class.
- **(Optional Activity)** Ask students from different parts of the class to do the conversation.
- **(Game)** Ask a student to spell his/her name and the class will say the name. Then ask another student to say his/her name and the class will spell the name. Continue this with several students in class. This can be a chain practice.
- Ask students to do the remaining exercises in their workbooks at home.
- Remember to explain and give examples of what they are supposed to do for each exercise.

## Reflecting on your teaching

Write down your ideas about teaching Lesson 2.

# Review One

## Lessons 1–2

### Objectives

#### ***Functions Reviewed***

- Introducing oneself
- Greeting
- Introducing others
- Asking someone's name

#### ***Literacy Skills Reviewed***

- Identifying, saying and writing a, k, m, e, b, p
- Spelling one's name

- Describe the objectives of the review lesson in Persian. Explain to your students that they are going to review lessons 1 and 2 and assess their own abilities to ***introduce themselves, greet people, introduce others, and ask other people's names.***
- Remember that the incomplete sentences on Page 14 in the student book are only models and that your students are not supposed to write anything to complete it. ***This is only an oral practice.***

#### **Introducing Oneself and Asking Someone's Name (15 minutes)**

- Ask students to pair up and practice making introductions and asking for their partner's name. Ask them to use the prompts given on Page 14.
- Ask the pairs to rate their performance. Then ask a pair of students who rated themselves as high to come to the front and repeat the activities.



- This can be repeated with a number of other pairs until the majority of students feel they can perform the functions adequately.



### Introducing Others and Greeting (15 minutes)

- Ask students to form groups of three and practice introducing others and greeting. Ask them to use the prompts given on Page 14.
- Ask the pairs to rate their performance. Then ask a pair of students who rated themselves as high to come to the front and repeat the activities.
- This can be repeated with a number of other pairs until the majority of students feel they can perform the functions adequately.



### Sounds and Letters (20 minutes)

- Ask individual students to use the prompt on Page 15 and write down their full name in the space provided.
- Tell them that they can use the question **How do you spell .....?** when needed.
- Walk around the class and monitor what your students are doing and help them if needed.
- Ask some volunteer students to spell their names for the class.
- Then ask them to use the prompts for the single letters on Page 15 and write down example words (including names) in the spaces provided.
- Tell them that they can ask you or other students the question **How do you spell .....?** if they are not able to write the words.
- Ask some students to spell their example words for the class.

## A Final Point

- Make sure that at least 80% of the students can perform well in this unit. This is the criterion of success in achieving the lesson objectives. Identify the students who are still struggling and try to pair them up with competent students. Ask the pairs to practice doing the activities

until they feel happy with their performance.

- After they announce that they are happy with their performance ask them to come to the front and repeat the activities.

## Lesson Three

# My Age

### Lesson Objectives

#### **Functions**

- Talking about one's age
- Talking about dates

#### **Literacy Skills**

- Identifying, saying, and writing i, t, n
- Spelling numbers

#### **Key Language**

• **Words and Expressions:** age, birthday, months of the year, really, numbers 1 to 31

• **Conversational Language Frames:**

It's my birthday (today).

Happy birthday, .....!

How old are you?

I'm ..... years old.

When's your birthday?

(It's) in (Bahman).

How do you say this word?

## Sessions Snapshot

Session	Content	Activities
1	Warm up	Starting with a picture showing people of different ages Who's that in the picture?
	Conversation	The teacher & students are talking about birthdays.
	Practice (1)	How old are you? I'm 12 (years old).
	Practice (2)	When is your birthday? (It's) in Bahman.
2	Sounds & Letters	I, i, N, n, T, t How old is your brother? He's thirteen. <b>Talk to your teacher:</b> How do you say this in English? The Months of the year/ the numbers (1–31)
3	Listening & Writing	Purposeful listening Listening to two conversations Finding out the day and month of birth of the speakers
	Language use	Integration of skills: Reading, speaking, writing Working in group/ asking other classmates about the day & month of birth
		Your conversation: pair work/ asking about age and birthday

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

## The First Session Teaching & Practicing Language Functions



### Warm up (5 minutes)

- Calling the roll
- Describe the lesson objectives in Persian.
- Showing a picture to the class to get them involved in the lesson theme



### Conversation

### Preparation (10 minutes)

- Tell students to look at the picture on Page 16. Ask the following questions in Persian:

- ۱- این مکالمه در کجا اتفاق می‌افتد؟
- ۲- فکر می‌کنید این افراد چه نسبتی با یکدیگر دارند؟
- ۳- آنها درباره چه چیزی صحبت می‌کنند؟
- ۴- شما برای پرسش درباره سن دوستانتان از چه جمله‌هایی استفاده می‌کنید؟

- Before students listen to the conversation, tell them the names of the speakers.
- Students are expected to have scanning in their listening and grasp the key words. Therefore, they may not be able to retrieve the whole text.



### Listening (10 minutes)

- Now ask the students to look at the picture again and listen to the conversation on CD.
- Play the CD two or three times.
- Now ask questions (in Persian) to check what your students have understood.

- ۱- نام دانشآموز چیست؟
- ۲- او چند ساله است؟
- ۳- در چه ماهی به دنیا آمده است؟
- ۴- معلم چگونه سن او را می‌پرسد؟
- ۵- معلم چگونه ماه تولد او را می‌پرسد؟
- ۶- دانشآموز چگونه به معلم پاسخ می‌دهد؟



### Practice 1 ➔ Talking about Your Age (15 minutes)

- Tell your students that they are going to learn different ways of saying their age. Let them know what each turn means. Also review numbers 1–12 with the students.
- Let them know what the word **age** means and ask them to repeat it several times.
- 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 your age.
- Next ask your students to pair up and practice asking each other about their age. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.



### Practice 2 ➔ Talking about Date (15 minutes)

- Tell your students that they are going to learn different ways of asking about and saying dates. Let them know what each turn means.
- Let them know what the word **date** means and ask them to repeat it several times. Also review the months of the year with the students.
- 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 your birth month.
- Next ask your students to pair up and practice asking each other's birth months. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.
- Tell the students to do some exercises in their workbooks for the next session.

## The Second Session

## Teaching Sounds & Letters

### Warm up (5 minutes)



- Calling the roll
- Checking the students' homework in their workbooks
- Reviewing what they have learnt in the first session

### Sounds and Letters

### Preparation (5 minutes)



- Tell your students that they are going to learn to identify, say, and write the letters **i**, **t**, and **n**.
- Tell students to look at the conversation on Page 18. Then play the CD two or three times.
- Now ask questions (in Persian) to check what they have understood.

۱—نام دو دانشآموزی که صحبت می‌کنند چیست؟  
۲—آنها درباره چه کسی صحبت می‌کنند؟  
۳—این فرد چند ساله است؟  
۴—نادر با چه مشکلی روبرو می‌شود و چه می‌پرسد؟  
۵—ایمان چگونه به او پاسخ می‌دهد؟

### Numbers 1–31

- Show the flash cards for numbers 1–31 one by one and say the numbers.
- Ask students to repeat the numbers.
- Then explain about the three groups of numbers: 1–12, 13–19, 20–31. Say the numbers two or three times and ask them to repeat them. Also show them the words for the numbers.
- Now show them the flash cards and ask them to say and read the numbers. This can be practiced with individual students.
- **(Optional Activity)** Ask students to do one or two activities in their workbooks.



### **Letter I/i (15 minutes)**

- Ask your students to look at the conversation in their books and identify the letter i in the words **thirty** and **thirteen**.
- Show the flash card for letter **I/i** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **I/i** in their books.
- Then draw your students' attention to the different sounds for the letter. Give examples and ask students to repeat them. Example words: it, is, in, birth, girl, thirty, thirteen
- Ask if there are students in class whose names include the letter **Ii**. Ask them to decide what the letter **i** in their names sounds like.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **I/i**.



### **Letter T/t (15 minutes)**

- Ask your students to look at the conversation in their books and identify the letter **T/t** in the words **Thirty** and **thirteen**.
- Show the flash card for letter **T/t** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **T/t** in their books.
- Then draw your students' attention to the sound of the letter. Give examples and ask students

to repeat them. Example names: teacher, two, ten, sit, student, first, last, etc.

- Ask if there are students in class whose names include the letter **T/t**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **T/t**.



#### **Letter N/n (15 minutes)**

- Ask your students to look at the conversation in their books and identify the letter **n** in the word **thirteen**.
- Show the flash card for letter **N/n** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **N/n** in their books.
- Then draw your students' attention to the sound of the letter. Give examples and ask students to repeat them. Example names: one, seven, nine, ten, student, thanks, nice, etc.
- Ask if there are students in class whose names include the letter **N/n**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **N/n** in the appendix of their workbooks.
- Tell the students to do some exercises in their workbooks for the next session.

### **Follow-up Activity**

- Ask your students if they can say their age and spell the number.
- Then ask them to circle their month and day of their birth in the tables on Page 19 in their student books.

- Draw their attention to the ***Talk to Your Teacher*** box on Page 18 in their student books and explain how they can ask for word pronunciation.
- Ask them to pair up and practice the question and the answers.
- Now let them use the question to ask you for the pronunciation of words in English.
- Ask students to say more names and other words with the letters **i, t, n**.

Example Names: Nima, Iman, Taher, Tina, Iran, Nasser, six, seven, nine, Bahman, Tir, etc.

### The Third Session

### Communicative Activities

#### Warm up (5 minutes)



- Calling the roll
- Checking the students' homework in their workbooks
- Reviewing what they have learnt in the first and second session

#### Listening and Reading

#### Preparation (5 minutes)



- Explain that the students are going to listen to two conversations in which people are talking about their age number and month of birth. The students are supposed to listen carefully and (through reading) put a check mark (✓) in the box below the numbers and months based on what they hear on the CD for each conversation.
- Ask them to use pencils rather than pens so that they can correct their answers if wrong.

#### Listening (15 minutes)



- Play the CD once and ask students to check the correct numbers and months of birth.
- Play the CD again and ask them to check their answers.
- Ask them to compare their answers in pairs.

- If needed, play the CD again and check the students' answers.

### Correct Answers:

Conversation 1: 13 – Azar

Conversation 2: 19 – Mehr



### Speaking and Writing (15 minutes)

- Explain what your students are supposed to do in this part: Each student asks three other students for their age and month of birth. Then he/she writes them in the spaces provided in the table on Page 20 in their student books.
- Walk around the class and monitor what your students are doing and help them if needed.
- Once completed, ask students to report the information they have found.



### Your Conversation (10 minutes)

- Explain that your students are going to pair up and practice the lesson functions using their personal information.
- Remember that the incomplete conversation on Page 21 in the student book is only a model and that your students are not supposed to write anything to complete it. ***This is only an oral practice.***
- Give them enough time to practice their conversation in pairs.
- Walk around the class and help them if necessary.
- Then ask them to act out the conversation for the class.
- **(Optional Activity)** Ask students from different parts of the class to do the conversation.
- **(Game)** Ask one student to name (in Persian) an occasion in the year. Other students try to guess the date.
- Ask students to do the remaining exercises in their workbooks at home.
- Remember to explain and give examples of what they are supposed to do for each exercise.

## Reflecting on your teaching

Write down your ideas about teaching Lesson 3.

## Lesson Four

# My Family

### Lesson Objectives

#### **Functions**

- Talking about your family (Age and Job)

#### **Literacy Skills**

- Identifying, saying, and writing **u,s,g\*** Spelling people's names

#### **Key Language**

- **Words and Expressions:** family, mother, father, sister, brother, uncle, aunt, job, mechanic, doctor, nurse, housewife, teacher, dentist, pilot, driver, shopkeeper, picture, numbers 1 to 100

- **Conversational Language Frames:**

How old is your (father)?

He's ..... years old.

What's your father's job?

He's a (mechanic).

Can you write it for me, please?

## Sessions Snapshot

Session	Content	Activities
1	Warm up	Starting with a picture! ☺ Who's that in the picture?
	Conversation	Focus on family members: father, mother,...(age & job)
	Practice (1)	How old is....? He's/She's .....(years old).
	Practice (2)	What is your father's/ your mother's job? What is his uncle's/ her aunt's job? What is his/her job? He's /She's a ..... doctor/teacher/mechanic/housewife/dentist/nurse,....
2	Sounds & letters	G, g , S , s , U , u What's your father's /mother's name? <b>Talk to your teacher:</b> Can you write it for me?
3	Listening & Writing	Purposeful listening Listening to two conversations Finding out the relationship and job of the speakers
	Language use	Integration of skills: Reading, speaking, writing Working in group/ asking other members/filling out the table
		Your conversation: pair work/ asking about age and job

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

## The First Session Teaching & Practicing Language Functions



### Warm up (5 minutes)

- Calling the roll
- Describe the lesson objectives in Persian.
- Showing a picture to the class to get them involved in the lesson theme

### Conversation



### Preparation (5 minutes)

- Tell students to look at the picture on Page 22. Ask the following questions in Persian:

- ۱- این مکالمه در کجا اتفاق می افتد؟
- ۲- فکر می کنید این افراد چه نسبتی با یکدیگر دارند؟
- ۳- آنها درباره چه چیزی صحبت می کنند؟
- ۴- شما معمولاً چه چیزی درباره خانواده دوستان خود می برسید؟

- Before students listen to the conversation, tell them the names of the speakers.
- Students are expected to have scanning in their listening and grasp the key words. Therefore, they may not be able to retrieve the whole text.



### Listening (10 minutes)

- Now ask the students to look at the picture again and listen to the conversation on CD.
- Play the CD two or three times.
- Now ask questions (in Persian) to check what your students have understood.

۱- نام افرادی که صحبت می کنند چیست؟

۲- پدر و مادر داش آموز دوم چند ساله هستند؟

۳- شغل پدر و مادر او چیست؟

۴- داش آموز اول برای پرسش درباره سن و شغل والدین دوستیش از چه جمله هایی استفاده می کند؟



### Practice 1 ➔ Talking about your family (age) (15 minutes)

- Tell your students that they are going to learn how to ask about other people's age. Draw students' attention to the word **family** and its different pronunciation in English compared with فَامِيلِي in Persian. Also review numbers 1–100.
- 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.
- Using the family tree flash cards, let them know what the words for relationships are and ask them to repeat the words.
- Then tell the class to ask for the age of one of your family members.
- Next ask your students to pair up and practice asking about the age of the people in their families. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.



### Practice 2 ➔ Talking about your family (job) (15 minutes)

- Tell your students that they are going to learn how to ask about other people's job.
- Let them know what the word **job** means and ask them to repeat it several times.
- Draw your students' attention to the use of 's to show possession.
- 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.
- Draw your students' attention to the pictures for the jobs on Page 23 in their Student's Book and let them know what each word means. Then ask them to repeat the words.
- Then tell the class to ask for the job of one of your family members.
- Next ask your students to pair up and practice asking about the job of the people in their families. They can refer to the photo dictionary at the end of their student books for words

they don't know.

- Finally, invite pairs to come to the front of the class to role play the questions and answers.
- Tell your students to do the exercises in their workbooks at home.

## The Second Session

## Teaching Sounds & Letters



### Warm up (5 minutes)

- Calling the roll
- Checking the students' homework in their workbooks
- Reviewing what they have learnt in the first session



### Sounds and Letters

### Preparation (5 minutes)

- Tell your students that they are going to learn to identify, say, and write the letters **u**, **s**, and **g**.
- Tell students to look at the conversation on Page 24. Then play the CD two or three times.
- Now ask questions (in Persian) to check what they have understood.

۱- چه افرادی با هم صحبت می کنند؟

۲- موضوع صحبت چیست؟

۳- دفتردار مدرسه برای درخواست خود از دانشآموز از چه پرسشی استفاده می کند؟

۴- دانشآموز در پاسخ از چه جمله‌ای استفاده می کند؟



### Letter U/u (15 minutes)

- Ask your students to look at the conversation in their books and identify the letter **u** in the word **student**.
- Show the flash card for letter **U/u** and say the name of the letter two or three times.

- Show the flash card, say the name and ask students to repeat it.
  - Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
  - Now ask your students to find words with the letter **U/u** in their books.
  - Then draw your students' attention to the different sounds for the letter. Give examples of words with the sounds and ask students to repeat them.
- Example words: uncle, nurse, excuse, student, etc.
- Ask if students know any English words which include the letter **u**. Ask them to decide what the letter **u** in the words sounds like.
  - Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
  - Now ask them to practice writing the letter **U/u**.

### **Letter S/s (15 minutes)**



- Ask your students to look at the conversation in their books and identify the letter **S** in the word **Safari**.
- Show the flash card for letter **S/s** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find names with the letter **S/s** in their books.
- Then draw your students' attention to the different sounds for the letter. Give examples of words with the sounds and ask students to repeat them.

Example words: this, is, his, brothers, sisters, sit, say, spell, etc.

- Ask if students know English words which include the letter **S/s**, and ask them to decide what

the letter **s** in the words sounds like.

- Ask your students to find words in their books with the letter **s** and its two different sounds.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **S/s**.



### **Letter G/g (15 minutes)**

- Ask your students to look at the conversation in their books and identify the letter **G** in the word **Goodarz**.
- Show the flash card for letter **G/g** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find names with the letter **G/g** in their books.
- Then draw your students' attention to the different sounds for the letter **g**. Give examples of words with the sounds and ask students to repeat them.

Example words: girl, English, good, great, age, etc.

- Ask if there are students in class whose names include the letter **G/g**. Ask them to decide what the letter **g** in their names sounds like.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **G/g**.

## **Follow-up Activity**

- Ask your students if they can spell the name of a family member.
- Draw their attention to the **Talk to Your Teacher** box on Page 24 in their student books

and explain how they can ask for word spellings (including their own names).

- Ask them to pair up and practice the question and the answers using their own names.
  - Now let them use the question to ask you to write words in English.
  - Ask students to say more names and other words with the letters **u**, **s**, **g**.
- Example Names: Golnaz, Negar, Nargess, Negin, nurse, dentist, etc.
- Tell your students to do the rest of exercises in their workbooks at home.

### The Third Session

### Communicative Activities

#### Warm up (5 minutes)



- Calling the roll
- Checking the students' homework in their workbooks
- Reviewing what they have learnt in the first and second session

#### Listening and Reading

#### Preparation (5 minutes)



- Explain that the students are going to listen to two conversations in which people are talking about their family members and their jobs. The students are supposed to listen carefully and (through reading) put a check mark (✓) in the box below the words (relationships and jobs) based on what they hear on the CD for each conversation.
- Ask them to use pencils rather than pens so that they can correct their answers if wrong.

#### Listening (15 minutes)



- Play the CD once and ask students to check the correct words.
- Play the CD again and ask them to check their answers.
- Ask them to compare their answers in pairs.
- If needed, play the CD again and check the students' answers.

### **Correct Answers:**

Conversation 1: *uncle – teacher*

Conversation 2: *sister – nurse*



### **Speaking and Writing (15 minutes)**

- Explain what your students are supposed to do in this part: Each student asks three other students for information about their family members. Then he/she writes the words in the spaces provided in the table on Page 25 in their student books.
- Tell them to use the question ***Can you write it for me, please?*** when needed.
- Walk around the class and monitor what your students are doing and help them if needed.
- Once completed, ask students to report the information they have found.



### **Your Conversation (15 minutes)**

- Explain that your students are going to pair up and practice the lesson functions using their personal information.
- Remember that the incomplete conversation on Page 25 in the student book is only a model and that your students are not supposed to write anything to complete it. ***This is only an oral practice.***
- Give them enough time to practice their conversation in pairs.
- Walk around the class and help them if necessary.
- Then ask them to act out the conversation for the class.
- **(Optional Activity)** Ask students from different parts of the class to do the conversation.
- **(Game)** Think of one of your relatives/friends/colleagues and say her/his name to the class.

Your students try to guess who she/he is and what her/his job and age is. Then continue the game with your students taking turns to run the game.

- Ask students to do the remaining exercises in their workbooks at home.
- Remember to explain and give examples of what they are supposed to do for each exercise.

## Reflecting on your teaching

Write down your ideas about teaching Lesson 4.

# Review Two

## Lessons 3–4

### Objectives

#### **Functions Reviewed**

- Talking about your age and month of birth
- Talking about your family (age and job)

#### **Literacy Skills Reviewed**

- Identifying, saying and writing **i, t, n, u, s, g**
- Spelling words for jobs
- Identifying, saying and writing numbers 1-20

- Describe the objectives of the review lesson in Persian. Explain to your students that they are going to review lessons 3 and 4 and assess their own abilities to **talk about their age and month of birth** and also **talk about their family**.
- Remember that the incomplete sentences on Page 18 in the student book is only a model and that your students are not supposed to write anything to complete it. **This is only an oral practice.**

#### Talking about your age and month of birth (15 minutes)

- Ask students to pair up and practice saying their age and month of birth and asking for those of their partner's. Ask them to use the prompts given on Page 26.
- Ask the pairs to rate their performance. Then ask a pair of students who rated themselves as high to come to the front and repeat the activities.



- This can be repeated with a number of other pairs until the majority of students feel they can perform the functions adequately.



### Talking about your family (15 minutes)

- Ask students to pair up and practice talking about their family members. Ask them to use the prompts given on Page 26.
- Ask the pairs to rate their performance. Then ask a pair of students who rated themselves as high to come to the front and repeat the activities.
- This can be repeated with a number of other pairs until the majority of students feel they can perform the functions adequately.



### Sounds and Letters (20 minutes)

- Ask individual students to use the prompt on Page 27 and write down their family members' jobs.
- Tell them that they can use the question **How do you spell .....?** when needed.
- Walk around the class and monitor what your students are doing and help them if needed.
- Ask some volunteer students to call out the jobs for the class.
- Then ask if your students can count from 1–20 in English. You start and your students will count with you. Then ask if individual students can do the same.
- Next ask them to use the prompts for the single letters on Page 27 and write down example words (including names) in the spaces provided.
- Tell them that they can ask you or other students the question **How do you spell .....?** if they are not able to write the words.
- Ask some students to spell their example words for the class.

## A Final Point

- Make sure that at least 80% of the students can perform well in this unit. This is the criterion of success in achieving the lesson objectives. Identify the students who are still struggling and try to pair them up with competent students. Ask the pairs to practice doing the activities until they feel happy with their performance.
- After they announce that they are happy with their performance ask them to come to the front and repeat the activities.

## Lesson Five

# My Appearance

### Lesson Objectives

#### **Functions**

- Identifying people by their Appearance

#### **Literacy Skills**

- Identifying, saying, and writing **d, l, r**
- Spelling clothes' names

#### **Key Language**

- Words and Expressions:** tall, short, young, old, suit, shirt, jacket, trousers, manteau, scarf, chador, shoes, gloves, black, white, red, blue, yellow, green, brown, grey, orange, pink, wear

- Conversational Language Frames:**

Who is (Mr. Davari)?

He's the (tall man). / He's the (old man).

He's wearing (a grey suit).

Which one is (Ladan)? She's wearing (white shoes).

What's ..... in English?

## Sessions Snapshot

Session	Content	Activities
1	Warm up	I'm wearing a suit! What are you wearing today? What color is your shirt?
	Conversation	Describing someone's height and clothes The student & his father are talking about the teachers at school
	Practice (1)	<b><i>Talking about appearance(height, clothes, and color)</i></b> Who is ....? He's the short/short man. He's wearing ... Which one is ...? She's the tall/short girl. She's wearing ....
	Practice (2)	<b><i>Talking about appearance(age, clothes, and color)</i></b> Who is ....? He's the young /old man. He's wearing ..... Which one is ...? She's the young/old woman. She's wearing...
2	Sounds & letters	Spelling activities, pronunciation: [d], [l], [r] Learning the uppercase and lowercase of d, l, r <b>Talk to your teacher:</b> What's .....in English?
3	Listening & Writing	Purposeful listening Listening to two conversations Finding out the interlocutors' height, clothes ,& color of their clothes
	Language use	Integration of skills: Reading, speaking, writing Working in group/ asking other members/filling out the table
		Your conversation: pair work/ asking about appearance

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

## The First Session Teaching & Practicing Language Functions



### Warm up (5 minutes)

- Calling the roll
- Describe the lesson objectives in Persian.
- Showing a picture to the class to get them involved in the lesson theme

### Conversation



### Preparation (5 minutes)

- Tell students to look at the picture on Page 28. Ask the following questions in Persian:

- ۱- این مکالمه در کجا اتفاق می‌افتد؟
- ۲- فکر می‌کنید این افراد چه نسبتی با یکدیگر دارند؟
- ۳- آنها درباره چه چیزی صحبت می‌کنند؟
- ۴- شما معمولاً برای مشخص کردن افراد در جمع از چه صفات ظاهری استفاده می‌کنید؟

- Before students listen to the conversation, tell them the names of the speakers.
- Students are expected to have scanning in their listening and grasp the key words. Therefore, they may not be able to retrieve the whole text.



### Listening (10 minutes)

- Now ask the students to look at the picture again and listen to the conversation on CD.
- Play the CD two or three times.
- Now ask questions (in Persian) to check what your students have understood.

- ۱- پدر درباره کدام معلم فرزندش سؤال می‌کند؟
- ۲- فرزند، معلم انگلیسی خود را چگونه توصیف می‌کند؟
- ۳- پدر درباره کدام معلم دیگر فرزندش سؤال می‌کند؟
- ۴- فرزند، معلم ریاضی خود را چگونه توصیف می‌کند؟



### Practice 1 ➔ Talking about appearance (height, clothes, and color) (15 minutes)

- Tell your students that they are going to learn how to describe someone's height and clothes. Let them know what each turn means.
- Let them know what the word **appearance** means and what it refers to. Also say the meaning of the word **wear** and ask them to repeat the word several times.
- Then, using flash cards, let them know what the words **tall** and **short** mean and ask them to repeat the words after you. Then show them the cards and ask them to say the words.
- Introduce the words for clothing items and colors on Page 29. Ask students to look at the words and pictures (You can also use your flash cards). Say the words and ask students to repeat them. Then ask them to look at the words and say them.
- 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 continued with individual students.
- Then name a student in class and ask the others to identify him/her based on his/her appearance.
- Next ask your students to pair up and practice identifying each other. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.



### Practice 2 ➔ Talking about appearance (age, clothes, and color) (15 minutes)

- Tell your students that they are going to learn how to describe someone's age and clothes. Let them know what each turn means.
- Using flash cards, let them know what the words **young** and **old** mean and ask them to repeat the words after you. Then show them the cards and ask them to say the 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 name a student in class and ask the others to identify him/her based on his/her appearance.
- Next ask your students to pair up and practice identifying each other. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.
- Tell your students to do the exercises in their workbooks at home.

## The Second Session      Teaching Sounds & Letters

### Warm up (5 minutes)



- Calling the roll
- Checking the students' homework in their workbooks
- Reviewing what they have learnt in the first session

### Sounds and Letters

### Preparation (5 minutes)



- Tell your students that they are going to learn to identify, say, and write the letters **d**, **I**, and **r**.
- Tell students to look at the conversation on Page 30. Then play the CD two or three times.
- Now ask questions (in Persian) to check what they have understood.

۱- خواسته دانش آموز چیست؟

۲- دانش آموز درباره چه کلماتی سوال می کند؟

۳- او برای گرفتن این اطلاعات از معلم خود از چه جمله‌ای استفاده می کند؟

۴- معلم در پاسخ به او چه می گوید؟

### Letter D/d (15 minutes)



- Ask your students to look at the conversation in their books and identify the letter **d** in the

word **chador**.

- Show the flash card for letter **D/d** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **D/d** in their books.
- Then draw your students' attention to the sound for the letter. Give examples of words with the sound and ask students to repeat them.  
Example Words: dentist, driver, doctor, birthday, red, old, friend, etc.
- Ask if there are students in class whose names include the letter **D/d**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **D/d**.

**Letter L/I (15 minutes)**



- Ask your students to look at the conversation in their books and identify the letter **I** in the word **gloves**.
- Show the flash card for letter **L/I** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **L/I** in their books.
- Then draw your students' attention to the sound for the letter. Give examples of words with the sound and ask students to repeat them.

Example Words: hello, welcome, football, black, blue, yellow, class, please, spell, etc.

- Ask if there are students in class whose names include the letter **L/l**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **L/l**.

### **Letter R/r (15 minutes)**



- Ask your students to look at the conversation in their books and identify the letter **r** in the word **chador**.
- Show the flash card for letter **R/r** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **R/r** in their books.
- Then draw your students' attention to the sound for the letter. Give examples of words with the sound and ask students to repeat them.

Example Words: red, green, orange, grey, brown, are, your, friend, shirt, trousers, scarf, etc.

- Ask if there are students in class whose names include the letter **R/r**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **R/r**.

## **Follow-up Activity**

- Ask your students if they can say and spell names for clothing items in English.
- Draw their attention to the **Talk to Your Teacher** box on Page 30 in their student books and explain how they can ask for words in English.
- Now ask them to pair up and practice the question and the answers.

- Then let them ask you for words they don't know in English.
- Finally, ask students to say more words with the letters **d, l, r**.

Example words: ruler, door, desk, chair, blackboard, etc.

## The Third Session

## Communicative Activities



### Warm up (5 minutes)

- Calling the roll
- Checking the rest of students' homework in their workbooks
- Reviewing what they have learnt in the first and second session



### Listening and Reading

### Preparation (5 minutes)

- Explain that the students are going to listen to two conversations in which people are describing someone's appearance. The students are supposed to listen carefully and (through reading) put a check mark (✓) in the box below the words based on what they hear on the CD for each conversation.
- Ask them to use pencils rather than pens so that they can correct their answers if wrong.



### Listening (15 minutes)

- Play the CD once and ask students to check the correct words.
- Play the CD again and ask them to check their answers.
- Ask them to compare their answers in pairs.
- If needed, play the CD again and check the students' answers.

### Correct Answers:

Conversation 1: *short – suit – brown*

Conversation 2: *tall – manteau – black*

### Speaking and Writing (15 minutes)



- Explain what your students are supposed to do in this part: Each student asks three other students for information about their family members. Then he/she writes the words in the spaces provided in the table on Page 31 in their student books.
- Tell them to use the question **What's ..... in English?** when needed.
- Walk around the class and monitor what your students are doing and help them if needed.
- Once completed, ask students to report the information they have asked for.

### Your Conversation (15 minutes)



- Explain that your students are going to pair up and practice the lesson functions using their personal information.
- Remember that the incomplete conversation on Page 31 in the student book is only a model and that your students are not supposed to write anything to complete it. ***This is only an oral practice.***
- Give them enough time to practice their conversation in pairs.
- Walk around the class and help them if necessary.
- Then ask them to act out the conversation for the class.
- **(Optional Activity)** Ask students from different parts of the class to do the conversation.
- **(Game)** Tell them that you are thinking of one of the students in class and they ask you questions on what her/his appearance to guess who she/he is. Then continue with students taking turns to run the game.
- Ask students to do the remaining exercises in their workbooks at home.
- Remember to explain and give examples of what they are supposed to do for each exercise.

## Reflecting on your teaching

Write down your ideas about teaching Lesson 5.

# Lesson SIX

## My House

### Lesson Objectives

#### **Functions**

1. Talking about where people are
2. Talking about what people are doing

#### **Literacy Skills**

- Identifying, saying, and writing **f, v, w**
- Spelling words with **w**

#### **Key Language**

•**Words and Expressions:** house, room, bedroom, kitchen, living room, garage, office, lunch, hand, cook, wash, watch, play, read, study, work, come, fix, call

•**Conversational Language Frames:**

Where are you/they?	I'm/They're in the (kitchen).
Where's he/she?	(He's/She's) in his/her room.
Is he/she in the (garage)?	Yes, he/she is. / No, he/she isn't.
What are you/they doing?	I'm/They're (cooking lunch).
What is he/she doing?	He/She is (studying).
Pardon? Can you say that again?	

## Sessions Snapshot

Session	Content	Activities
1	Warm up	Showing a picture/ Who is this man/woman?/ What is he/she ....?
	Conversation	Focus on the place people are & what they are doing
	Practice (1)	Where are you/they? I'm in the .... They're in the ..... Where is he/she? He's in the .... She's in the .....
	Practice (2)	What are you/they doing? I'm ..... They're ..... What's she/he doing? She's ..... He's .....
	Sound & letters	Learning three letters : F, f, V, v, W, w Pardon! Can you say it again?
2	Listening & Writing	Purposeful listening Listening to two conversations Finding out where the speakers are & what they are doing
	Language use	Integration of skills: reading, speaking, writing
		Working in group/ asking your partner/filling out the table Your conversation: pair work/ asking about what others are doing

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

## The First Session      Teaching & Practicing Language Functions



### Warm up (5 minutes)

- Calling the roll
- Describe the lesson objectives in Persian.
- Showing a picture to the class to make students involved in the lesson theme. There should be someone doing something in the picture. Then try to attract their attention to where the person is and what he/she is doing.

### Conversation



### Preparation (5 minutes)

- Tell students to look at the picture on Page 32. Ask the following questions in Persian:

۱- این مکالمه در کجا و چه زمانی اتفاق می‌افتد؟  
۲- فکر می‌کنید این افراد چه نسبتی با یکدیگر دارند؟  
۳- آنها درباره چه چیزی صحبت می‌کنند؟  
۴- وقتی به خانه می‌رسید با چه پرسش‌هایی سراغ سایر افراد خانواده را می‌گیرید؟

- Before students listen to the conversation, tell them the names of the speakers.
- Students are expected to have scanning in their listening and grasp the key words. Therefore, they may not be able to retrieve the whole text.



### Listening (10 minutes)

- Now ask the students to look at the picture again and listen to the conversation on CD.
- Play the CD two or three times.
- Now ask questions (in Persian) to check what your students have understood.

۱- مادر فرید کجاست؟

۲- پدر مشغول انجام چه کاری است؟

۳- پدر کسی پدر را صدا می‌زند؟

۴- مادر فرید از او می‌خواهد چه کاری انجام دهد؟



### Practice 1 ➔ Talking about where people are (15 minutes)

Tell your students that they are going to learn how to say where people are. Let them know what each turn means. Let them know about the question word **where** and its meaning. You don't need to give all the details. Just refer to its function as a question word and its meaning.

- Using flash cards, introduce the words for the different parts of the house. Ask them to look at the cards and say the words. Next, ask students to repeat them. Then ask them to look at the words and say them.
- 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 continued with individual students.
- Then ask the class to say where you are.
- Next ask your students to pair up and practice the questions and answers. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.



### Practice 2 ➔ Talking about what people are doing (15 minutes)

- Tell your students that they are going to say what someone is doing. Let them know what each turn means.
- Using flash cards, let them know what the verbs **cook**, **watch**, **read** and **play** mean and ask them to repeat the words after you. Then show them the cards and ask them to say the 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 ask the class to say what you are doing.
- Next ask your students to pair up and practice the questions and answers. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.
- (Optional Activity)** Ask your students to practice with some more verbs you offer them.
- (Optional Activity)** Ask your students to practice with flashcards in groups.
- (Optional Activity)** Ask one student to mime some activities for others to practice Q & A.
- Tell the students to do some tasks in their workbooks for their next session.

## The Second Session

## Teaching Sounds & Letters

### Warm up (5 minutes)



- Calling the roll
- Checking the students' homework in their workbooks
- Reviewing what they have learnt in the first session

### Sounds and Letters

### Preparation (5 minutes)



- Tell your students that they are going to learn to identify, say, and write the letters **f**, **v**, and **w**.
- Tell students to look at the conversation on Page 34. Then play the CD two or three times.
- Now ask questions (in Persian) to check what they have understood.

۱— معلم از فاطمه چه می پرسد؟

۲— چرا معلم فاطمه از او می خواهد پاسخ را تکرار کند؟

۳— معلم با چه جمله‌ای پاسخ وی را اصلاح می کند؟



### Letter F/f (15 minutes)

- Ask your students to look at the conversation in their books and identify the letter **F** in the word **Fatemeh**.
- Show the flash card for letter **F/f** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **F/f** in their books.
- Then draw your students' attention to the sound for the letter. Give examples of words with the sound and ask students to repeat them.

Example Words: football, friend, fine, fix, four, first, afternoon, housewife, etc.

Let them know that in some words, the sound is also represented by the letters **ph**. Example words are telephone, elephant, photo, etc.

- Ask if there are students in class whose names include the letter **F/f**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **F/f**.



### Letter V/v (15 minutes)

- Ask your students to look at the box in Practice 2 on Page 33 in their books and identify the letter **V** in the word **TV**.
- Show the flash card for letter **V/v** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.

- Now ask your students to find words with the letter **V/v** in their books.
- Then draw your students' attention to the sound for the letter . Give examples of words with the sound and ask students to repeat them.

Example Words: five, seven, eleven, driver, gloves, living room, etc.

- Ask if there are students in class whose names include the letter **V/v**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **V/v**.



#### **Letter W/w (15 minutes)**

- Ask your students to look at the conversation in their books and identify the letter **w** in the word **working**.
- Show the flash card for letter **W/w** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **W/w** in their books.
- Then draw your students' attention to the sound for the letter. Give examples of words with the sound and ask students to repeat them.

Example Words: white, where, what, when, which, wash, wear, etc.

Let them know that in some words the letter **w** is not pronounced as /v/. Give example words such as who and answer.

- Ask if there are students in class whose names include the letter **W/w**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **W/w**.

## Follow-up Activity

- Ask your students if they can say and spell words with the letter **w**.
- Draw their attention to the **Talk to Your Teacher** box on Page 34 in their student books and explain how they can ask someone to repeat what they say.
- Then ask students to say more words with the letters **f, v, w**.  
Example words: fill, office, villa, very, woman, welcome, fan, van, water, vast, fast, west, etc.
- Tell the students to do some tasks in their workbooks for their next session.

### The Third Session

### Communicative Activities

#### Warm up (5 minutes)



- Calling the roll
- Checking the rest of the students' homework in their workbooks
- Reviewing what they have learnt in the first and second session

#### Listening and Reading



#### Preparation (5 minutes)

- Explain that the students are going to listen to two conversations in which people are doing something in different parts of a house. The students are supposed to listen carefully and (through reading) put a check mark (✓) in the box below the words based on what they hear on the CD for each conversation.
- Ask them to use pencils rather than pens so that they can correct their answers if wrong.



#### Listening (15 minutes)

- Play the CD once and ask students to choose the correct choices.
- Play the CD again and ask them to check their answers.
- Ask them to compare their answers in pairs.

- If needed, play the CD again and check the students' answers.

#### Correct Answers:

Conversation 1: *kitchen – cooking*

Conversation 2: *office – working*



#### Speaking and Writing (15 minutes)

- Explain what your students are supposed to do in this part: Each student asks another student what other people are doing in the classroom. Then he/she writes the words in the spaces provided in the table on Page 35 in their student books.
- Tell them to use the question **Pardon? Can you say it again?** when needed.
- Walk around the class and monitor what your students are doing and help them if needed.
- Once completed, ask students to report the information they have asked for.



#### Your Conversation (15 minutes)

- Explain that your students are going to pair up and practice the lesson functions using their personal information.
- Remember that the incomplete conversation on Page 35 in the student book is only a model and that your students are not supposed to write anything to complete it. ***This is only an oral practice.***
- Give them enough time to practice their conversation in pairs.
- Walk around the class and help them if necessary.
- Then ask them to act out the conversation for the class.
- **(Optional Activity)** Ask students from different parts of the class to do the conversation.
- **(Game)** Using mime show your students that you are doing something somewhere in the house. They are supposed to guess where you are and what you are doing. Continue with students taking turns to run the game.

- Ask students to do the remaining exercises in their workbooks at home.
- Remember to explain and give examples of what they are supposed to do for each exercise.

## Reflecting on your teaching

Write down your ideas about teaching Lesson 6.

# Review Three

## Lessons 5–6

### Objectives

#### **Functions Reviewed**

- Talking about appearance
- Naming parts of a house
- Talking about what you are doing

#### **Literacy Skills Reviewed**

- Identifying, saying and writing **d, l, r, f, v, w**
- Spelling famous people's names

- Describe the objectives of the review lesson in Persian. Explain to your students that they are going to review lessons 5 and 6 and assess their own abilities to ***talk about appearance***, ***name parts of a house*** and ***talk about what people are doing***.
- Remember that the incomplete sentences on Page 36 in the student book is only a model and that your students are not supposed to write anything to complete it. ***This is only an oral practice.***

#### Talking about appearance (15 minutes)



- Ask students to pair up and practice describing themselves and their partner. Ask them to use the prompts given on Page 36.
- Ask the pairs to rate their performance. Then ask a pair of students who rated themselves as high to come to the front and repeat the activities.
- This can be repeated with a number of other pairs until the majority of students feel they can perform the functions adequately.

### Naming parts of a house (5 minutes)



- Ask students to use the prompt given on Page 36 and name four places in a house.
- Ask the pairs to rate their performance. Then ask a pair of students who rated themselves as high to come to the front and repeat the activities.
- This can be repeated with a number of other pairs until the majority of students feel they can perform the functions adequately.

### Talking about what you are doing (10 minutes)



- Ask students to use the prompts given on Page 36 and say what their classmates are doing around them.
- Ask the pairs to rate their performance. Then ask a pair of students who rated themselves as high to come to the front and repeat the activities.
- This can be repeated with a number of other pairs until the majority of students feel they can perform the functions adequately.

### Sounds and Letters (20 minutes)



- Ask individual students to use the prompt on Page 37 and write down the names of four famous people.
- Tell them that they can use the question **How do you spell** .....? when needed.
- Walk around the class and monitor what your students are doing and help them if needed.
- Ask some volunteer students to call out the names for the class.
- Next ask them to use the prompts for the single letters on Page 37 and write down example words (including names) in the spaces provided.
- Tell them that they can ask you or other students the question **How do you spell** .....? if they are not able to write the words.
- Ask some students to spell their example words for the class.

## A Final Point

- Make sure that at least 80% of the students can perform well in this unit. This is the criterion of success in achieving the lesson objectives. Identify the students who are still struggling and try to pair them up with competent students. Ask the pairs to practice doing the activities until they feel happy with their performance.
- After they announce that they are happy with their performance ask them to come to the front and repeat the activities.

## Lesson Seven

# My Address

### Lesson Objectives

#### **Functions**

- Talking about your address/phone number
- Telling the time

#### **Literacy Skills**

- Identifying, saying, and writing **o, h, x, y**
- Spelling one's e-mail address

#### **Key Language**

• **Words and Expressions:** address, home, street, (tele)phone, number, mobile, call, go, live, visit, time, a.m., p.m., o'clock, evening

• **Conversational Language Frames:**

What's (your) address?

Where do (you) live? (5, Enghelab Street).

What's (your/Mina's) telephone number?

What's (your) home/office/mobile number? (It's) (433-7891).

What time is it? What time (is) (he) going?

(at/around 5 o'clock/a.m./p.m.). (7:30 in the evening).

I'm not sure./ I don't know./ I don't understand.

## Sessions snapshot

Session	Content	Activities
1	Warm up	Showing street signs, a clock and a cell phone to students to make them involved in the lesson theme. Ask them their address/ telephone number/time in Persian
	Conversation	Two persons are talking to each other They are asking for address/ telephone numbers/ and time
	Practice (1)	<b>Talking about your address</b> What's your/his/her/their address? 42 Bahar street
	Practice (2)	<b>Talking about your telephone number</b> What's your/his/her/their telephone number? ..... What's your/his/her/their mobile phone number? ..... What's your/his/her/their office number? .....
	Practice (3)	<b>Telling the time</b> What time is it? 10 O'clock What time is she/he going/ leaving? At 9:30 What time are you/they coming back/going? At 7 in the afternoon
2	Sounds & letters	Spelling activities, pronunciation: h, o, x, y Learning the uppercase and lowercase of h, o, x, y <b>Talk to your teacher:</b> I don't know. I'm not sure. I don't understand.
3	Listening & Writing	Purposeful listening Listening to two conversations Finding out the interlocutors' address & telephone number
	Language use	Integration of skills: Reading, speaking, writing Working in pairs/ asking your partner's name/address/telephone number/filling out the table  Your conversation: pair work/ asking about someone's address, phone number/

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

## The First Session      Teaching & Practicing Language Functions

### Warm up (5 minutes)



- Calling the roll
- Describe the lesson objectives in Persian
- Showing a picture to the class to make students involved in the lesson theme.

### Conversation

### Preparation (10 minutes)



- Tell students to look at the picture on Page 38. Ask the following questions in Persian:

۱- این مکالمه در کجا اتفاق می‌افتد؟

۲- فکر می‌کنید این افراد چه نسبتی با یکدیگر دارند؟

۳- آنها درباره چه چیزی صحبت می‌کنند؟

۴- شما معمولاً چه اطلاعاتی را درباره محل زندگی یا تحصیل تان به دیگران می‌دهید؟

- Before students listen to the conversation, tell them the names of the speakers.
- Students are expected to have scanning in their listening and grasp the key words. Therefore, they may not be able to retrieve the whole text.



### Listening (10 minutes)

- Now ask the students to look at the picture again and listen to the conversation on CD.
- Play the CD two or three times.
- Now ask questions (in Persian) to check what your students have understood.

- ۱- امید چه خبری به حسین می‌دهد و از او چه می‌پرسد؟
- ۲- امید چه ساعتی به ملاقات علی خواهد رفت؟
- ۳- آیا حسین با او خواهد رفت؟
- ۴- نشانی علی چیست؟
- ۵- حسین از امید چه می‌خواهد؟



### Practice 1 ➔ Talking about your address (10 minutes)

- Tell your students that they are going to learn how to ask for and give one's address. Let them know what each turn means. Draw students' attention to the word **address** and its different pronunciation compared with that in Persian: آدرس
- Let them know that, unlike addresses in Persian, in giving one's address in English, they start with the number, then the street, and finally the city/town.
- Introduce the words **street**, **visit**, **live** and **call**. Say the words and ask students to repeat them.
- 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 continued with individual students.
- Then tell the class to ask for your address.
- Next ask your students to pair up and practice asking for and giving their address. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.



### Practice 2 ➔ Talking about your telephone number (10 minutes)

- Tell your students that they are going to learn how to ask for and give one's address. Let them know what each turn means. Draw students' attention to the word **telephone** and its different forms in English: telephone and phone.

- Let them know that in giving one's phone number in English, they say the digits one by one having a little pause between the two parts of the number.
- 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 continued with individual students.
- Then tell the class to ask for your telephone number.
- Next ask your students to pair up and practice asking for and giving their telephone numbers. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.



### Practice 3 ➔ Telling the time (10 minutes)

- Tell your students that they are going to learn how to tell the time. Let them know what each turn means.
- Let them know what the words ***come, go, leave, time, o'clock (of clock), a.m.(in the morning), and p.m. (in the afternoon and evening)*** mean and ask them to repeat the words after you.
- 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 what time it is.
- Next ask your students to pair up and practice asking for and telling the time. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.
- **(Optional Activity)** Ask your students to practice telling the time with a clock or flashcards.
- Tell students to do some homework from their workbooks for their next session.

## The Second Session

## Teaching Sounds & Letters



### Warm up (5 minutes)

- Calling the roll
- Checking the students' homework in their workbooks
- Reviewing what they have learnt in the first session

### Sounds and Letters



### Preparation (5 minutes)

- Tell your students that they are going to learn to identify, say, and write the letters **o, h, x** and **y**.
- Tell students to look at the conversation on Page 40. Then play the CD two or three times.
- Now ask questions (in Persian) to check what they have understood.

۱- منشی چه اطلاعاتی می خواهد؟

۲- مخاطب چه پاسخ هایی به او می دهد؟



### Letter O/o (15 minutes)

- Ask your students to look at the conversation in their books and identify the letter **o** in the word **phone**.
- Show the flash card for letter **O/o** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **O/o** in their books.
- Then draw your students' attention to the sound for the letter. Give examples of words with the sounds and ask students to repeat them.

Example Words: phone, go, post, hello, brother, mother, son, come, etc.

- Ask if there are students in class whose names include the letter **O/o**. Ask them to decide what the letter **o** in their names sounds like.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **O/o**.

### **Letter H/h (15 minutes)**



- Ask your students to look at the conversation in their books and identify the letter **h** in the e-mail address.
- Show the flash card for letter **H/h** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **H/h** in their books.
- Then draw your students' attention to the sound for the letter. Give examples of words with the sound and ask students to repeat them.

Example Words: hello, how, home, him, his, hungry, hand, hi, etc.

Remember that in some English words the letter **h** is silent, and that it is combined with some other letters to sound differently. Examples are Iranian names ending in h: Fatemeh, Laleh, etc.

- Ask if there are students in class whose names include the letter **H/h**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **H/h**.



### Letters X/x and Y/y (15 minutes)

- Ask your students to look at the conversation in their books and identify the letters **x** and **y** in the e-mail address.
- Show the flash cards for letters **X/x** and **Y/y** and say the name of the letters two or three times.
- Show the flash cards, say the names and ask students to repeat them.
- Using the example words on the flash cards, explain the two written forms for the letters. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letters **X/x** and **Y/y** in their books.
- Then draw your students' attention to the sound for the letters. Give examples of words with the sounds and ask students to repeat them.

Example Words for **x**: taxi, six, excuse, fix, box, mixer, relax. fax. etc.

Remember that **x** does not occur at the beginning of English words.

Example Words for **y**: yes, yellow, you, your, my, say, boy, today, etc.

Remember that sometimes **y** at the end of words sounds as /ɪ/. Example words are library, hungry, happy, secretary, etc.

- Ask if there are students in class whose names include the letters **X/x** and **Y/y**.
- Using the board, show them how to write the letters in the two forms. Draw their attention to the directions in shaping the letters.
- Now ask them to practice writing the letters **X/x** and **Y/y**.

### Follow-up Activity

- Ask your students if they can say or write their own or other people's e-mail addresses in English. In case they don't have an e-mail address, ask them to make one for themselves.
- Draw their attention to the **Talk to Your Teacher** box on Page 40 in their student books. Explain to your students that **I don't know, I'm not sure, or I don't understand** are all used to ask for clarification, that is, they don't clearly understand something and that

they want the other person to explain the matter more or in another way.

- Finally, ask students to give examples of words with the letters **o**, **h**, **x** and **y**.

Example words: OK, next, hundred, year, etc.

## The Third Session

## Communicative Activities

### Warm up (5 minutes)



- Calling the roll
- Checking the rest of the students' homework in their workbooks
- Reviewing what they have learnt in the first and second session

### Listening and Reading

#### Preparation (5 minutes)



- Explain that the students are going to listen to two conversations in which people are giving their address and telephone numbers.
- The students are supposed to listen carefully and (through reading) put a check mark (✓) in the box below the addresses and phone numbers based on what they hear on the CD for each conversation.
- Ask them to use pencils rather than pens so that they can correct their answers if wrong.

#### Listening (15 minutes)



- Play the CD once and ask students to check the correct answers.
- Play the CD again and ask them to check their answers.
- Ask them to compare their answers in pairs.
- If needed, play the CD again and check the students' answers.

### **Correct Answers:**

Conversation 1: *30 Mahan Street – 623–4521*

Conversation 2: *15 Hejab Street – 544–4139*

### **Speaking and Writing (15 minutes)**

- Explain what your students are supposed to do in this part: Each student asks three other students for his/her address and telephone number. Then he/she writes the information in the spaces provided in the table on Page 41 in their student books.
- Walk around the class and monitor what your students are doing and help them if needed.
- Once completed, ask students to report the information they have asked for.



### **Your Conversation (15 minutes)**

- Explain that your students are going to pair up and practice the lesson functions using their personal information.
- Remember that the incomplete conversation on Page 41 in the student book is only a model and that your students are not supposed to write anything to complete it. ***This is only an oral practice.***
- Give them enough time to practice their conversation in pairs.
- Walk around the class and help them if necessary.
- Then ask them to act out the conversation for the class.
- **(Optional Activity)** Ask students from different parts of the class to do the conversation.
- **(Game)** Whisper a telephone number (in Persian) to one of the students and she/he will call out the number (in English). Then the same student will whisper (in Persian) a telephone number and another student will call out the number in English. The game continues like this.
- Ask students to do the remaining exercises in their workbooks at home.
- Remember to explain and give examples of what they are supposed to do for each exercise.

## Reflecting on your teaching

Write down your ideas about teaching Lesson seven.

## Lesson Eight

# My Favorite Food

### Lesson Objectives

#### **Functions**

- Talking about your favorite food
- Making suggestions

#### **Literacy Skills**

- Identifying, saying, and writing **c, j, q, z**
- Spelling food names

#### **Key Language**

**• Words and Expressions:** food, drink, hungry, thirsty, favorite, bread, rice, kebab, chicken, salad, fruit, juice, orange, dates, cake, milk, tea, water, jelly, quince, coconut, zucchini, feel, like, enough

**• Conversational Language Frames:**

- What's (your) favorite food/drink?  
What do you like to eat/drink?  
I'd like some (cakes and milk).  
I am/feel hungry/thirsty.  
Let's have/take something to eat/drink.  
How about some (cakes and milk)?  
How do you say ..... in English?

## Sessions snapshot

Session	Content	Activities
1	Warm up	Showing a picture to make students involved in the lesson theme. Calling the roll Ask them what they like to eat
	Conversation	Focus on telling one's favorite food and drink
	Practice (1)	What's (your) favorite food/drink? Rice & kebab/ chicken What do you like to eat/drink? Orange juice/some cake & milk
	Practice (2)	I am/feel hungry/thirsty. Let's have/take something to eat/drink. How about some (cakes and milk)?
2	Sounds & Letters	Spelling activities, pronunciation: C, c, J, j, Q, q, Z, z Learning the uppercase and lowercase of C, c, J, j, Q, q, Z, z <b>Talk to your teacher:</b> How do you say .....in English?
3	Listening & Writing	Purposeful listening Listening to two conversations Finding out the interlocutors' favorite food & drink
	Language use	Integration of skills: Reading, speaking, writing Working in group/ asking your classmates what they like to eat and drink and fill out the table  Your conversation: pair work/ asking about someone's favorite food and drink

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

## The First Session

## Teaching & Practicing Language Functions

### Warm up (5 minutes)



- Calling the roll
- Describe the lesson objectives in Persian
- Showing a picture to the class to make students involved in the lesson theme.

### Conversation



### Preparation (5 minutes)

- Tell students to look at the picture on Page 42. Ask the following questions in Persian:

- ۱- این مکالمه در کجا اتفاق می‌افتد؟
- ۲- فکر می‌کنید این افراد چه نسبتی با یکدیگر دارند؟
- ۳- آنها درباره چه چیزی صحبت می‌کنند؟
- ۴- شما با چه جمله‌ای به دوست خود پیشنهاد خوردن غذا و نوشیدنی می‌دهید؟

- Before students listen to the conversation, tell them the names of the speakers.
- Students are expected to have scanning in their listening and grasp the key words. Therefore, they may not be able to retrieve the whole text.

### Listening (10 minutes)



- Now ask the students to look at the picture again and listen to the conversation on CD.
- Play the CD two or three times.
- Now ask questions (in Persian) to check what your students have understood.

- ۱- دانشآموزان در حال انجام چه کاری هستند؟
- ۲- دانشآموز دوم چه پیشنهادی می‌دهد؟
- ۳- دانشآموز اول دوست دارد چه چیزی میل کند؟
- ۴- آنها به کجا می‌روند؟

- Say what the phrase ***Sounds good!*** is in Persian: فکر خوبیه، عالیه، محشره



### Practice 1 ➔ Talking about your favorite food and drinks (15 minutes)

- Tell your students that they are going to learn how to ask and answer about their favorite food and drinks. Let them know what each turn means. Draw students' attention to the words ***favorite, food, drink*** and their meanings. Ask them to repeat the words two or three times.
- Ask them to look at the pictures on Page 43 in their student books and repeat the words after you. Then refer them to the items in pictures (in Persian) and ask them to read the 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 continued with individual students.
- Then tell the class to ask you about your favorite food and drinks.
- Next ask your students to pair up and practice the questions and answers. They can refer to the photo dictionary at the end of their student books for words they don't know.
- Finally, invite pairs to come to the front of the class to role play the questions and answers.



### Practice 2 ➔ Making suggestions (15 minutes)

- Tell your students that they are going to learn how to suggest food and drinks. Let them know what each turn means. Draw students' attention to the words ***let's, how about*** and their meanings and use.
- 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 continued with individual students.
- Then tell the class that you are hungry/ thirsty and students will make suggestions.
- Next ask your students to pair up and practice making suggestions. They can refer to the

photo dictionary at the end of their student books for words they don't know.

- Finally, invite pairs to come to the front of the class to role play the questions and answers.
- Ask your students to do some exercises from their workbooks for the next session.

## The Second Session

## Teaching Sounds & Letters



### Warm up (5 minutes)

- Calling the roll
- Checking the students' homework in their workbooks
- Reviewing what they have learnt in the first session



### Sounds and Letters

### Preparation (5 minutes)

- Tell your students that they are going to learn to identify, say, and write the letters **c**, **j**, **q** and **z**.
- Tell students to look at the conversation on Page 44. Then play the CD two or three times.
- Now ask questions (in Persian) to check what they have understood.

۱—مجید با چه جمله‌ای از معلم خود اطلاعات مورد نظرش را می‌پرسد؟

۲—معادل انگلیسی ژله چیست؟

۳—معادل انگلیسی کدو چیست؟

۴—معادل انگلیسی نارگیل چیست؟

۵—معادل انگلیسی به چیست؟



### Letter C/c (15 minutes)

- Ask your students to look at the conversation in their books and identify the letter **c** in the word **coconut**.

- Show the flash card for letter **C/c** and say the name of the letter two or three times.
  - Show the flash card, say the name and ask students to repeat it.
  - Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
  - Now ask your students to find words with the letter **C/c** in their books.
  - Then draw your students' attention to the sounds for the letter/c/. Give examples of words with the sounds and ask students to repeat them.
- Example Words: color, class, can, card, picture, uncle, mechanic, police, office, nice, etc.
- Ask if there are students in class whose names include the letter **C/c**. Ask them to decide what the letter c in their names sounds like.
  - Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
  - Now ask them to practice writing the letter **C/c**.

#### **Letter J/j (15 minutes)**



- Ask your students to look at the conversation in their books and identify the letter **j** in the word **jelly**.
- Show the flash card for letter **J/j** and say the name of the letter two or three times.
- Show the flash card, say the name and ask students to repeat it.
- Using the example words on the flash card, explain the two written forms for the letter. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letter **J/j** in their books.
- Then draw your students' attention to the sound for the letter/j/. Give examples of words with the sound and ask students to repeat them.

Example Words: job, jacket, juice, etc.

- Ask if there are students in class whose names include the letter **J/j**.
- Using the board, show them how to write the letter in the two forms. Draw their attention to the directions in shaping the letter.
- Now ask them to practice writing the letter **J/j**.



### **Letters Q/q and Z/z (15 minutes)**

- First of all, tell students that these two letters are not very frequent in English.
- Ask your students to look at the conversation in their books and identify the letters **q** and **z** in the words **quince** and **zucchini**.
- Show the flash cards for letters **Q/q** and **Z/z** and say the name of the letters two or three times.
- Show the flash cards, say the names and ask students to repeat them.
- Using the example words on the flash cards, explain the two written forms for the letters. Tell them that the upper-case forms are used at the beginning of proper names and the first word in a sentence.
- Now ask your students to find words with the letters **Q/q** and **Z/z** in their books.
- Then draw your students' attention to the sound for the letters /q/ and /z/. Give examples of words with the sounds and ask students to repeat them.

Example Words for **q**: question, quick, quiet, Quran, etc.

Example Words for **z**: zoo, zero, lazy, zebra, etc.

- Ask if there are students in class whose names include the letters **Q/q** and **Z/z**.
- Using the board, show them how to write the letters in the two forms. Draw their attention to the directions in shaping the letters.
- Now ask them to practice writing the letters **Q/q** and **Z/z**.
- Tell the students to do the exercises in their workbooks for the next session.

## **Follow-up Activity**

- Ask your students if they can say and spell words related to food and drinks in English.

- Draw their attention to the ***Talk to Your Teacher*** box on Page 44 in their student books and explain how they can ask for words in English.
- Now ask them to pair up and practice asking questions and giving answers.
- Then ask them for words they don't know in English.
- Finally, ask students to give examples of words with the letters **c, j, q** and **z**.

Example words: quiz, zip, jam, etc.

### The Third Session

### Communicative Activities



#### Warm up (5 minutes)

- Calling the roll
- Checking the students' homework in their workbooks
- Reviewing what they have learnt in the first and second session

#### Listening and Reading



#### Preparation (5 minutes)

- Explain that the students are going to listen to two conversations in which people are talking about their favorite food and drinks. The students are supposed to listen carefully and (through reading) put a check mark (✓) in the box below the words based on what they hear on the CD for each conversation.
- Ask them to use pencils rather than pens so that they can correct their answers if wrong.



#### Listening (15 minutes)

- Play the CD once and ask students to choose the correct choices.
- Play the CD again and ask them to check their answers.
- Ask them to compare their answers in pairs.

- If needed, play the CD again and check the students' answers.

### Correct Answers:

Conversation 1: *kebab – water*

Conversation 2: *cake – tea*

### Speaking and Writing (15 minutes)



- Explain what your students are supposed to do in this part: Each student asks three other students about their favorite food and drinks. Then he/she writes the information in the spaces provided in the table on Page 45 in their student books.
- Walk around the class and monitor what your students are doing and help them if needed.
- Once completed, ask students to report the information they have asked for.

### Your Conversation (15 minutes)



- Explain that your students are going to pair up and practice the lesson functions using their personal information.
- Remember that the incomplete conversation on Page 45 in the student book is only a model and that your students are not supposed to write anything to complete it. ***This is only an oral practice.***
- Give them enough time to practice their conversation in pairs.
- Walk around the class and help them if necessary.
- Then ask them to act out the conversation for the class.
- **(Optional Activity)** Ask students from different parts of the class to do the conversation.
- **(Game)** Ask students to find three other students in class who have the same favorite food and drinks. The first student to find two people is the winner.
- Ask students to do the remaining exercises in their workbooks at home.
- Remember to explain and give examples of what they are supposed to do for each exercise.

## Reflecting on your teaching

Write down your ideas about teaching Lesson 8.

# Review Four

Lessons 7–8

## Objectives

### *Functions Reviewed*

- Talking about your address/phone number
- Telling the time
- Talking about your favorite food

### *Literacy Skills Reviewed*

- Identifying, saying and writing **o, h, x, y, c, j, q, z**
- Writing your e-mail address
- Reviewing the English alphabet

- Describe the objectives of the review lesson in Persian. Explain to your students that they are going to review lessons 7 and 8 and assess their own abilities to ***talk about their address and telephone numbers, tell the time and talk about their favorite food.***
- Remember that the incomplete sentences on Page 46 in the student book is only a model and that your students are not supposed to write anything to complete it. ***This is only an oral practice.***

### Talking about your address/phone number (10 minutes)



- Ask students to pair up and practice saying their address and telephone number and asking for those of their partner's. Ask them to use the prompts given on Page 46.

- Ask the pairs to rate their performance. Then ask a pair of students who rated themselves as high to come to the front and repeat the activities.
- This can be repeated with a number of other pairs until the majority of students feel they can perform the functions adequately.



#### Telling the time (10 minutes)

- Ask students to pair up and practice telling the time. Ask them to use the prompts given on Page 46.
- Ask the pairs to rate their performance. Then ask a pair of students who rated themselves as high to come to the front and repeat the activities.
- This can be repeated with a number of other pairs until the majority of students feel they can perform the functions adequately.



#### Talking about your favorite food (10 minutes)

- Ask students to pair up and practice talking about their favorite food. Ask them to use the prompts given on Page 46.
- Ask the pairs to rate their performance. Then ask a pair of students who rated themselves as high to come to the front and repeat the activities.
- This can be repeated with a number of other pairs until the majority of students feel they can perform the functions adequately.



#### Sounds and Letters (20 minutes)

- Ask individual students to use the prompt on Page 47 and say and write down the letters of the English Alphabet.
- Ask students to pair up and say the letters of the alphabet.
- You can also ask some volunteer students to either say the letters of the alphabet or sing the alphabet song.

- Then ask if your students can say and write their own or somebody else's e-mail address in English.
- Walk around the class and monitor what your students are doing and help them if needed.
- Then ask some volunteer students to read out their e-mail addresses for the class.
- Next ask them to use the prompts for the single letters on Page 47 and write down example words (including names) in the spaces provided.
- Tell them that they can ask you or other students the question ***How do you spell .....?*** if they are not able to write the words.
- Ask some students to spell their example words for the class.

## A Final Point

- Make sure that at least 80% of the students can perform well in this unit. This is the criterion of success in achieving the lesson objectives. Identify the students who are still struggling and try to pair them up with competent students. Ask the pairs to practice doing the activities until they feel happy with their performance.
- After they announce that they are happy with their performance ask them to come to the front and repeat the activities.

## Audio Scripts

### Lesson 1

1

**A:** Hi. Are you Mina Ahmadi?

**B:** No, I am “Kimia” Ahmadi. Mina is my sister in Grade 3.

2

**A:** Could you spell your first name please, Mr. Karimi?

**B:** Yes, it's M-A-H-D-I.

**A:** Thank you.

### Lesson 2

1

**A:** Who's that girl over there?

**B:** She's Bita Ebadi, my friend. Let's meet her.

**A:** Sure.

2

**A:** Let me introduce my friend Babak Pakzad to you.

**B:** Nice to meet you.

**C:** Nice to meet you, too.

### Lesson 3

1

**A:** When's your birthday?

**B:** In Azar, 13th of Azar.

**A:** Oh, it's in two months!

**B:** Yep!

2

**A:** I'll bring a big cake to class on my birthday.

**B:** When is that?

**A:** Mehr 19.

**B:** Good idea!

### **Lesson 4**

1

**A:** Is this your father in the picture?

**B:** No, he's my uncle.

**A:** Really? What's his job?

**B:** He's a teacher.

2

**A:** Who's that lady over there?

**B:** It's my sister.

**A:** Humm, you look alike. What's her job?

**B:** She's a nurse.

### **Lesson 5**

1

**A:** Which one is the librarian?

**B:** He's the short one in the brown suit.

2

**A:** Which one is Mrs. Amini?

**B:** She's the tall one in the black manteau.

### **Lesson 6**

1

**A:** Where's Farid?

**B:** In the kitchen. He's cooking the dinner for us tonight!

**A:** wow, interesting!

2

**A:** Where's Mom?

**B:** In her office at school. She's working late today.

**A:** OK, I'll call her now.

### **Lesson 7**

1

**A:** Could you post these books for me, please?

**B:** Sure. What's the address?

**A:** 30 Mahan Street.

**B:** And your phone number?

**A:** It's 623-4521

**B:** Thank you.

2

**A:** Hello, Sir. I want to post this letter.

**B:** Sure. What's the address?

**A:** 15 Hejab Street.

**B:** Okay. Can I have your phone number, please?

**A:** 544-4139

**B:** All right, thanks.

### **Lesson 8**

1

**A:** What's your favorite food?

**B:** kebab! ummm.... And I drink water with it!

2

**A:** What's your favorite snack in the day?

**B:** umm, cake and tea before lunch.

