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ES1933



آخرین بروزرسانی
۲۵ خرداد ۱۴۰۵

درسنامه استخدامی

دبیری انگلیسی

- ✔ پوشش دهی مباحث مهم و پرکاربرد به زبان ساده و روان
- ✔ نسخه رایگان شامل ۵۶ صفحه (صفحات کمتر و بدون سوال)
- ✔ برای تهیه نسخه اصلی، حاوی ۱۶۸ صفحه به همراه سوالات خود آزمایی، به سایت ایران عرضه مراجعه نمایید.



لینک های مفید آزمون استخدامی دبیری زبان انگلیسی

سوالات رایگان دبیری زبان انگلیسی با پاسخنامه	خرید درسنامه دبیری انگلیسی
سوالات رایگان آموزش و پرورش با پاسخنامه	خرید سوالات دبیری انگلیسی
خرید پکیج سوالات مشترک آزمون	خرید گلچین سوالات مشترک آزمون
منابع مشترک آزمون	خرید درسنامه مشترک آزمون
منابع تخصصی آزمون	جزوات خلاصه مشترک آزمون
اخبار آزمون	فایل اطلاعات آزمون
	شبکه های اجتماعی ایران عرضه فایل های رایگان + تخفیفات هفتگی + اخبار
<p>برای مشاهده هر بخش روی آن بزنید ()</p>	
<p>آخرین بروزرسانی های محصول: ۱۴۰۵/۰۳/۲۵ تالیف مجدد محصول</p>	

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سوالات خودآزمایی)

Lesson 1: Understanding People

First in every lesson you should learn general objectives which in this lesson consists of:

- Familiarizing students with the theme 'Understanding People'
- Making students aware of the value of 'language' in the process of communication.
- Informing students of the importance of knowing and learning foreign languages.

In each lesson we have Gantt chart; this chart explains how to use a Gantt chart as a tool for project management and lesson planning. This approach is designed to stimulate discussion, gauge student interest, and prepare them for the lesson in an interactive and time-efficient manner:

1. Reading and Reflection
2. Sharing Opinions
3. Clarifying Understanding
4. Optional Use of Persian

Content part:

gives general background on the theme of the lesson. It also familiarizes students with different realizations of language and the possible means of communication: signs, body language, and written/oral symbols. Then students look at the pictures for 1 or 2 minutes and then you should ask them some questions.

Get Ready Part:

This section outlines the content, objectives, and teaching procedure for the "Get Ready" part of the lesson, which includes three activities

Conversation Part

This section describes the Conversation page and its components, along with the objectives and teaching procedure. This approach ensures students are prepared to comprehend the dialogue, learn new language elements, and focus on the grammatical structure in a meaningful context.

Listening Part

This stage aims to prepare learners for listening by using activities that focus on the content or language of the text which include:

Phase 1. Pre -listening - Phase 2. Listening - Phase 3. Post-listening

New Words and Expressions Part:

This section aims to familiarize students with new words and expressions from the reading material while providing opportunities to practice what they have learned. This approach combines visual, auditory, and practice-based learning to enhance vocabulary acquisition and pronunciation skills.

Reading part:

The main function of Reading is providing learners with 'comprehensible input'. Therefore, this part aims at helping students extract and construct meaning through interaction and involvement with written language.

Which include:

Phase 1. Pre-reading - Phase 2. While-reading - Phase 3. Post-reading

Reading Strategies:

In this section, students learn to use reading strategies, which are consciously chosen actions that enhance effective processing and comprehension during reading tasks (Efler & Finkbeiner, 2007). These strategies include mental processes for tackling reading tasks (Cohen, 1986), comprehension techniques to make sense of texts (Brantmeier, 2002), deliberate actions to address cognitive challenges (Mokhtari & Reichard, 2002), and activities aimed at constructing meaning (Kletzien, 1991).

Vocabulary Development Part:

Research indicates that vocabulary can be acquired through both incidental learning and deliberate instruction. Effective vocabulary teaching involves explaining how words are formed and how they relate to one another, including concepts like parts of speech, affixation, collocation, proverbs, idiomatic meanings, and relationships such as synonyms, antonyms, and homophones. To ensure retention, vocabulary instruction should be consistently reinforced through practice and exposure to the language.

Grammar Part:

The main goal of teaching grammar is helping "students use the language accurately, meaningfully, and appropriately" (Larsen-Freeman, 2014, p. 258). As a result a major departure from some traditional analyses

of English grammar “with attempting to view grammar with a communicative end in mind, is the recognition that grammar is not merely a collection of forms but rather involves the three dimensions of what linguists refer to as (morpho) syntax, semantics, and pragmatics” (Larsen-Freeman, 1990, p. 4).

The teacher is recommended to follow the 3-dimensional model of teaching grammar based on communicative framework (Celce-Murcia and Larsen-Freeman, 1990, p. 4): 1- form wedge 2- semantic wedge 3- Pragmatic wedge

Speaking Part:

The aim of this part is to help students handle short conversations in English by using appropriate speaking strategies associated with the taught grammatical structure, ‘countable and uncountable nouns’.

Pronunciation Part:

Pronunciation aims at presenting ‘stress patterns of ten and teen numbers’. The students should be able to both recognize and produce these patterns in oral conversations.

Writing Part:

Writing aims at helping students move from letters and words to meaningful sentences and thus becoming familiar with components of English sentences. In this lesson, Writing aims at helping students understand the structure of simple sentences as well as being able to write them.

Lesson 2: A Healthy Lifestyle

General Objectives of this lesson

This text focuses on educating students about the theme of "A Healthy Lifestyle." It aims to raise awareness about the benefits and importance of adopting healthier habits, emphasizing how a healthy lifestyle contributes to a longer, happier life. The goal is to inform and inspire students to prioritize their well-being.

The Gantt Chart of the Lesson

This text explains how a Gantt chart, a tool commonly used in project management, can be adapted for educational purposes, such as creating a quick lesson plan. The Gantt chart displays activities (tasks or events) against a timeline, with activities listed on the left and a time scale along the top.

The Title Page Part:

Its aim is to give some factual information to students about the topic and the procedure is to ask students to read the facts one by one.

The Impact Page Part:

Its Objective is giving general background on the theme of the lesson; familiarizing students with lifestyles of different people and what they do to improve or damage their health.

Get Ready Part:

It aims at reviewing previously-learned words or presenting some new words related to the theme of the lesson.

Conversation part:

Conversation serves as a context for introducing new vocabulary and expressions, while also helping students become aware of grammatical structures, such as the present perfect tense, used in the lesson.

Then you have to work on Conversation. As Conversation is primarily a listening task, one possible way to teach it is using the three-phase cycle of **pre-listening, listening, and post-listening**.

New Words and Expressions Part:

New Words and Expressions has 3 parts which this part makes students familiar with new words and expressions of Reading. It also provides students with some chances to practice what they have learned.

The procedure for teacher is going through each part and present the words using appropriate techniques.

Vocabulary Learning Strategies (VLSs)

Vocabulary Learning Strategies (VLSs) are techniques students use to learn new words more efficiently and retain them longer.

Reading Part

The primary purpose of the Reading section is to offer learners comprehensible input, which helps them understand and process language effectively. Additionally, it serves as a context for practicing newly acquired vocabulary and expressions and increases students' awareness of grammatical structures, such as the present perfect tense, introduced in the lesson.

One common model of teaching reading is using the three-phase cycle of **pre-reading, while-reading, and post-reading**.

Vocabulary Development Part:

Introducing the concepts of suffixes/prefixes and listing some of the most frequent suffixes/prefixes of English language.

Grammar Part:

The main goal of teaching grammar is helping “students use the language accurately, meaningfully, and appropriately” (Larsen-Freeman, 2014, p. 258). As a result, the three components of Freeman’s pie chart will focus on form, meaning, and use (Larsen-Freeman, 2014, p. 258). The procedure of teaching includes 3 stages: 1- **form wedge** 2- **semantic wedge** – 3- **Pragmatic wedge**

Listening and Speaking Part:

The aim of this part of the lesson is to equip students with the ability to engage in short conversations in English by using appropriate speaking strategies tied to the present perfect tense.

This approach ensures that students not only understand the grammatical structure of the present perfect tense but also learn how to use it effectively in everyday conversations.

Pronunciation Part

It aims at presenting ‘the stress pattern of warnings and orders’. The goal is for students to not only recognize the speaking patterns but also to produce them actively in oral conversations.

Writing Part:

This lesson focuses on teaching students the structure, functions, and types of gerunds in English. By understanding this common grammatical structure, students will improve their ability to write more naturally. The lesson aims to help students identify the types and usages of gerunds and differentiate them from the progressive tense, ensuring they master this important aspect of English grammar.

Hint deals with introducing two similar structures which might be confusing for students.

What you learned Part:

It focuses on offering students fluency activities that allow them to practice and integrate everything they have learned. It aims to help students consolidate their knowledge and apply it effectively in a practical context.

Lesson 3: Art and Culture**General Objectives of this lesson:**

This text focuses on introducing students to the theme of ‘Art and Culture’, emphasizing its significance. It aims to make students aware of the value of art in life and highlight the importance of art and culture in understanding the world and fostering communication with others.

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The Title Page Part:

It has four interesting facts about the main theme of this lesson and gives some factual information to students about 'art'.

The Impact Page:

This section provides general background on the lesson's theme and introduces students to various types of fine/visual art, with a particular focus on Persian art.

Get Ready Part:

This part aims to introduce students to the theme of the lesson while reviewing previously learned vocabulary or introducing new words related to the topic.

Conversation Part:

The main purpose of the Conversation is to provide learners with comprehensible input, introduce new words or expressions, and help students become aware of the grammatical structure (e.g., conditional sentence type I) being taught in the lesson.

Conversation part includes 3 phases:

Phase 1. Pre-listening - Phase 2. While-Listening - Phase 3. Post-listening**New Words and Expressions Part:**

This part makes students familiar with new words and expressions of Reading and provides students with some chances to practice what they have learned.

Reading Part:

The primary purpose of reading is to offer learners 'comprehensible input' and serve as a context for practicing new vocabulary and expressions. It also helps students understand specific grammatical structures, such as conditional sentence type I, and provides factual knowledge about art, culture, and society.

A common model (three-phase cycle) in this part is used which are: **pre-reading, while-reading, and post-reading**

Reading Strategies

In this lesson, students learn to identify reference words (e.g., pronouns) used in texts to avoid repetition and develop ideas.

Reading Comprehension:

Reading Comprehension aims at (a) checking students' understanding of the text and (b) practicing reading strategy 'recognizing reference words'.

Grammar:

The primary objective of teaching grammar is to enable students to use language with accuracy, meaningfulness, and appropriateness. Larsen-Freeman's framework emphasizes three key components: form, meaning, and use, which are essential for effective language learning.

The teacher is recommended to follow the 3-dimensional model of teaching grammar based on communicative framework.

1 - Form wedge 2 - Semantic wedge 3 - Pragmatic wedge

See also Part:

The aim of this part is teaching another grammatical point briefly and to the point.

Listening and Speaking Part:

The goal of this section is to enable students to manage short English conversations by applying suitable speaking strategies linked to the grammatical structure being taught.

Pronunciation Part:

The focus of pronunciation is to teach the intonation pattern of "conditional sentence type I." Students should learn to both identify and use this intonation contour effectively in spoken conversations.

Writing Part:

This lesson focuses on teaching students the structure, functions, and types of infinitives in English. A solid understanding of this common grammatical structure will help students write more naturally. The goal is for students to master infinitives by identifying their types and usages. The teaching procedure involves the teacher explaining definitions and relevant information, followed by guiding students through exercises.

Hint deals with two important points.

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+ سوالات خودآزمایی)

Lesson 1: Sense of Appreciation

First in every lesson you should learn general objectives which:

This lesson focuses on educating students about the theme of 'Sense of Appreciation.' It emphasizes the importance of kindness, helping others, and respecting elders. Additionally, it highlights the value of caring for one's parents and heeding their advice.

The Title Page Part:

Title Page gives some factual information to students about 'sense of appreciation' and its important role in improving the quality of life.

The Impact Page Part:

It gives general overview of the lesson's theme, highlighting ways people can improve their quality of life by spending meaningful time with family and friends. It emphasizes the importance of gratitude toward parents and practicing kindness to others as key to enjoying life.

Get Ready Part:

In content it has three activities and aims at familiarizing students with the theme of the lesson. It also aims at reviewing previously-learned words or presenting some new words related to the theme of the lesson.

Conversation Part:

The primary purpose of Conversation is to offer learners understandable input and prepare them to generate understandable output. It also serves as a context for introducing new vocabulary or expressions and helps students recognize grammatical structures, such as active and passive voice, used in the lesson.

The cycle of SBI:

Metacognitive listening instruction is a practice-based model of teaching listening. The effectiveness of this model on Iranian language learners' development of listening comprehension has been verified (Rahimi & Katal, 2013).

In this cycle Pedagogical stages and Metacognitive processes are described:

Metacognitive processes:

- Planning and directed attention
- Monitoring, evaluation, planning and selective attention
- Selective attention, monitoring, evaluating and problem solving
- Selective attention, monitoring and problem-solving
- Evaluation, planning
- Monitoring, evaluation and problem solving

Pedagogical stages:

Planning/predicting stage: Students are informed about the topic and the type of the text they are going to hear. This was done by providing students with texts, pictures, or discussions. After students got enough information about what they were going to hear, they were asked to predict and write down what words and phrases they might hear and what information might be presented to them. This step was done through brainstorming, students' collaborative interaction, and teachers' scaffold.

First listen: First verifications stage: After completing their predictions, they listened to the text for the first time. As they listened, they were asked to highlight their predicted words, phrases, and information if they were mentioned in the text as well as adding any other information they understood from the listening task.

Second listen: Second verification stage:

Students listened to the text for the second time. This time they focused on details and what they did not succeed to understand during the first listening phase. They were asked to write down more detailed information and answer questions presented in the book.

Third listen: Final verification stage: Students listened to the text for the third time to verify their understanding of the text and also to get the information they might have missed.

Reflection stage: Students reflected on their experience in listening activity and shared their ideas about the task and the strategies that helped them to comprehend better

New Words and Expressions Part:

Content has three parts and this part makes students familiar with new words and expressions of Reading. It also provides students with some chances to practice what they have learned.

Reading Part:

The primary purpose of reading is to provide learners with comprehensible input, enabling them to extract and construct meaning through interaction with written language. It serves as a context for practicing newly learned vocabulary and expressions, enhances awareness of grammatical structures (e.g., active/passive voice), and offers the enjoyment of reading a story in English.

Reading Comprehension Part:

Reading Comprehension aims at (a) checking students' understanding of the text and (b) practicing reading strategy known as 'question generation'.

Vocabulary Development Part:

Introducing 'collocation' as an important concept in language learning.

Grammar Part:

The primary goal of teaching grammar is to enable students to use language accurately, meaningfully, and appropriately. This approach shifts from traditional grammar analysis by emphasizing a communicative perspective, recognizing that grammar encompasses three interconnected dimensions: (1) form (morphosyntax), (2) meaning (semantics), and (3) use (pragmatics). These dimensions, represented in Larsen-Freeman's framework, highlight that grammar is not just about rules but also about how language functions in communication.

See Also Part:

The aim of this part is teaching another grammatical point briefly and to the point.

Listening and Speaking Part:

The goal of this section is to equip students with speaking strategies to manage short English conversations effectively, specifically focusing on the use of tag questions as a grammatical structure.

Writing Part:

In this lesson, the focus of writing is to help students understand and differentiate between compound sentences and simple sentences. The goal is for students to both comprehend and produce these sentence types with ease.

What you learned Part: The What You Learned section focuses on offering students fluency activities, allowing them to integrate and apply all the knowledge and skills they have acquired throughout the lesson.

Lesson 2: Look it Up!**General Objectives of this lesson:**

- Familiarizing students with the theme 'how to use dictionaries'
- Making students aware of the value of reference books such as dictionaries, encyclopedias, and thesauruses.
- Informing students of different types of dictionaries and the way they can use them for academic purposes such as learning a foreign language.

The Title Page Part:

Title Page gives some factual information to students about 'dictionaries'.

The Impact Page Part:

The text provides an overview of the lesson's theme and highlights how various types of dictionaries can be utilized by language learners or anyone seeking information about words in a language.

Get Ready Part:

Get Ready aims at familiarizing students with the theme of the lesson. It also aims at presenting some new words related to the theme of the lesson.

Conversation Part:

The primary purpose of conversation is to offer learners understandable language input and prepare them to generate understandable output. Additionally, it serves as a context for introducing new vocabulary and expressions.

New Words and Expressions Part:

This part makes students familiar with new words and expressions of Reading. It also provides students with some chances to practice what they have learned.

Reading Part:

The primary function of reading is to provide learners with understandable input, helping them extract and construct meaning through interaction with written language. It also serves as a context for practicing newly learned words/expressions, increases awareness of lesson structures (e.g., relative pronouns), and teaches students how to use a dictionary effectively.

Reading Strategies:

In this lesson students learn 'highlighting important information' while reading a text. This can be done by highlight markers or colored pencils/pens.

How to highlight:

- Teach students tips on how to highlight.
- Do not use one single-colored highlighter
- Instead, try using several different colors
- Assign each color a specific purpose
- This creates a color coding system
- Therefore, making your materials easier to understand and learn

Reading Comprehension Part:

Reading Comprehension aims at (a) checking students' understanding of the text and (b) practicing reading strategy 'highlighting'.

Vocabulary Development Part:

Introducing the importance of 'word part families' as well as 'word attack' as an efficient technique in figuring out the meaning of unknown words.

Grammar Part:

The primary goal of teaching grammar is to enable students to use language accurately, meaningfully, and appropriately. This approach shifts from traditional grammar analysis by emphasizing a communicative perspective, recognizing that grammar encompasses three key dimensions: (morpho) syntax, semantics, and pragmatics. These dimensions are represented in Larsen-Freeman's framework as form, meaning, and use, which together provide a comprehensive understanding of grammar in communication.

See Also Part:

The aim of this part is teaching another grammatical point briefly and to the point.

Listening and Speaking Part:

The goal of this section is to enable students to manage short English conversations by applying appropriate speaking strategies related to the grammatical structure "Conditional Sentence Type II."

Writing Part:

This lesson focuses on teaching students the concept and structure of a paragraph. Students will learn to identify different types of paragraphs, locate topic sentences, and write topic sentences for various topics.

Hint Part: Reminds students that the topic sentence is usually the first or sometimes the last sentence, but it can be any sentence in the paragraph.

Essential Elements of a Paragraph:

There are four essential elements that an effective paragraph should consistently contain: unity, coherence, a topic sentence, and sufficient development.

Unity: A paragraph should maintain unity by focusing on a single idea, point, or argument. It should avoid introducing new or unrelated ideas. If sentences start to stray from the main topic, it's time to begin a new paragraph.

Coherence: Coherence, or the flow of writing, ensures that readers can easily understand the main idea. To achieve this, the topic sentence should introduce the main idea, and each subsequent sentence should logically build upon it. After writing, reviewing the paragraph aloud helps confirm that ideas are clearly and logically presented, resulting in a coherent paragraph.

Topic Sentence: The topic sentence is the key part of a paragraph, as it summarizes the main idea and "hooks" the reader to continue reading. It provides a general overview, giving the reader a clear sense of what the paragraph will discuss.

Sufficient Development: Once your paragraph has a topic, it's crucial to develop it fully. Avoid restricting yourself to a fixed number of sentences; instead, ensure the paragraph is an appropriate length to thoroughly explain the main idea. A well-developed paragraph should leave no unanswered questions. To achieve this, include examples, citations, definitions, descriptions, analysis, and organized ideas.

What you learned Part:

What You Learned aims at providing students with 'fluency activities' and giving students the opportunity to put together whatever they have learned in this lesson.

Lesson 3: Renewable Energy**General Objectives of this lesson:**

- Familiarizing students with the theme 'renewable energy'.
- Making students aware of the value of the natural resources of the earth and the way people can keep them for the future generations.
- Informing students of different types of clean energy resources, the way they are produced, and their advantages over fossil fuels.

The Title Page Part:

Title Page gives some factual information to students about 'renewable and clean energies'.

The Impact Page Part:

It provides an overview of the lesson's theme, highlighting how the use of fossil fuels contributes to environmental pollution and health issues. Through a series of images, it guides students to recognize the importance of green spaces and natural resources, with the final picture emphasizing their value.

Get Ready Part:

Get Ready aims at familiarizing students with the theme of the lesson. It also aims at presenting some new words related to the theme of the lesson, renewable energies.

Conversation Part:

The primary purpose of conversation in learning is to offer learners "comprehensible input" and prepare them to generate "comprehensible output." Additionally, it serves as a context for introducing new vocabulary and expressions.

Top-Down and Bottom-Up Listening Practices:

Bottom-up processing helps students recognize forms of a language (lexical and pronunciation features).

To develop bottom-up processing, students could be asked to:

- distinguish individual sounds, word boundaries, and stressed syllables
- identify thought groups

- listen for intonation patterns in utterances
- identify grammatical forms and functions
- recognize contractions and connected speech
- recognize linking words

Top-down processing relies on prior knowledge and experience to build the meaning of a listening text. To arrive at a meaning of a text, the listeners draw on their schemata. Top-down listening skills include:

- listening for gist, main ideas, topic, and setting of the text
- listening for specific information
- sequencing the information
- prediction
- guessing
- inferencing

New Words and Expressions Part:

This part makes students familiar with new words and expressions of Reading. It also provides students with some chances to practice what they have learned.

Reading Part:

The main purpose of reading is to provide learners with comprehensible input, helping them extract and construct meaning through engagement with written language. It also serves as a context for practicing new vocabulary and expressions, while increasing awareness of specific grammatical structures, such as passive voice with modals, introduced in the lesson.

Reading Comprehension Part:

Reading Comprehension aims at (a) checking students' understanding of the text and (b) practicing reading strategy 'note taking'.

Vocabulary Development Part:

Introducing 'Proverb' as an important component in language learning.

Grammar Part:

The primary goal of teaching grammar is to enable students to use language accurately, meaningfully, and appropriately. This is achieved by applying Larsen-Freeman's three components—form, meaning, and use—as outlined in her pie chart, which are integrated into the grammar instruction in Vision 3.

See Also Part:

The aim of this part is teaching another grammatical point briefly and to the point.

Listening and Speaking Part:

The aim of this section is to help students receive further focus and practice on the use of past perfect tense while listening to three conversations and to help them produce sentences containing this structure appropriately.

Writing Part:

Writing aims at helping students be familiar with 'supporting sentences' and 'concluding sentence'. The students are expected to distinguish them in a paragraph and also be able to write them for any topic.

Process of Writing a Paragraph:

- 1 - Compose your topic sentence. Think of a topic and a controlling idea that will narrow the topic enough to support it well in one paragraph.
- 2 - Brainstorm supporting ideas. Choose 2 - 6 supporting ideas that do a good job supporting your topic sentence.
- 3 - Write your paragraph in topic outline form as follows. Don't actually write sentences in the outline, except for the topic sentence.

What you learned Part:

What You Learned aims at providing students with 'fluency activities' and giving students the opportunity to put together whatever they have learned in this lesson.

❖ فصل سوم: راهنمای معلم انگلیسی پایه هفتم کد ۷۹ (درسنامه آموزشی +

سوالات خودآزمایی)

معرفی مجموعه Prospect 1

مجموعه "Prospect 1" به منظور آموزش زبان انگلیسی در سطح مدارس طراحی شده است. این مجموعه با هدف تقویت مهارت‌های اصلی زبان شامل خواندن، گوش دادن، و گفتن، برای دانش‌آموزان و معلمان تهیه شده است. محتوای آموزشی شامل: دستورالعمل‌های کلاسی- فعالیت‌های زبانی (شامل: خواندن- گوش دادن - گفتن) معرفی واژگان هدف اصلی این راهنما، ارائه یک چارچوب جامع برای یادگیری زبان انگلیسی و حمایت از معلمان در اجرای بهتر دروس است.

- در فرایند آموزش میبایست عمدتاً تمرکز بر معنا باشد.
- به دانش‌آموزان باید فرصت شرکت در تعاملات بین فردی داده شود.
- در رویکرد ارتباطی کسب توانش راهبردی از اهمیت ویژه‌ای برخوردار است.
- مداخله معلم در فرایند یادگیری زبان آموز باید به گونه‌ای باشد که در فرایند ارتباط اختلال ایجاد نکند.

اجزای بسته آموزشی شامل:

۱- کتاب دانش آموز (شامل ۸ درس) ۲- کتاب کار (به منظور تعمیق مفاهیم موجود) ۳- لوح فشرده ۴- پایگاه اطلاع رسانی (eng-dept.talif.sch.ir) ۵- فلش کارت

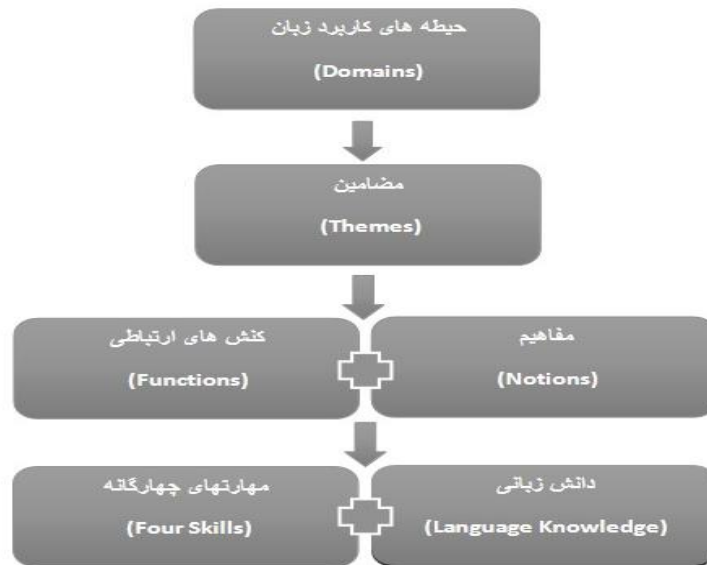
طراحی مجموعه: برنامه درسی ملی قلمرو اهداف و جهت‌گیری‌های کلیه حوزه آموزش زبان های خارجی در سطح کلان را مشخص نموده است. راهنمای برنامه درسی زبان را وسیله ایجاد ارتباط معرفی میکند.

مولفان مجموعه سعی نموده اند آموزش زبان را طوری طراحی نمایند که دانش‌آموزان در پایان دوره متوسطه اول بتوانند نیازهای پایه ارتباطی خود را فراهم کنند.

نقش معلم: در رویکرد ارتباطی معلم، تسهیل‌کننده فرایند یادگیری است و این بایست در تمامی مراحل آموزش نقش محوری فعال و مشارکت‌کننده داشته باشد.

نقش دانش‌آموز: از وی انتظار می‌رود که آنچه را که معلم انتقال می‌دهد به بهترین وجه دریافت کند.

نقش مواد آموزشی: که در آن دانش‌آموز از طریق تعامل با کتاب درسی، به اهداف آموزشی دست یابند.

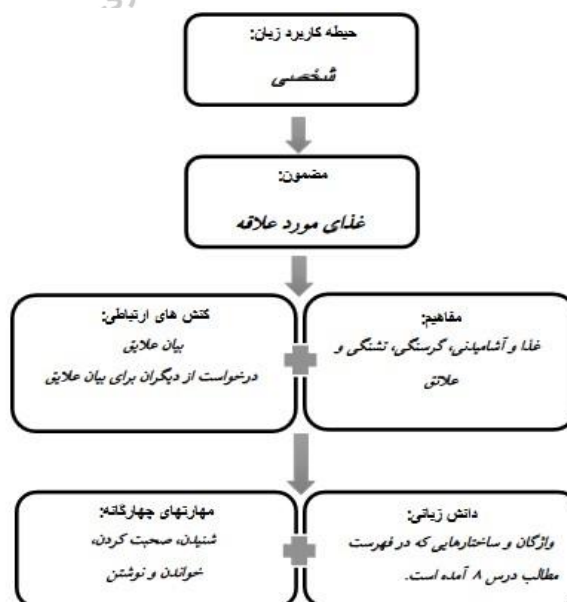


نمودار ۱- شیوه طراحی محتوی در کتاب Prospect 1

انتخاب محتوا با محوریت حیطه های ارتباطی و مضامین مورد استفاده در آنها صورت گرفته است. در کتاب prospect 1 مضامین از حیطه های شخصی انتخاب شده . مضمون های این کتاب به قرار زیر است:

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

به عنوان مثال نمودار شماره ۲ شیوه طراحی محتوای درس ۸ را نشان میدهد:



نمودار ۲- طراحی محتوای درس هشت

این روش بر پایه رویکرد ارتباطی فعال خودباورانه استوار است و فرآیند یادگیری زبان را با حساسیت و توجه به الگوهای زبانی آغاز میکند. مراحل اصلی آن عبارتند از:

۱. شروع با مکالمه واقعی برای جلب توجه به کنشهای زبانی و اشکال ارتباطی.
۲. تمرین کنترلشده الگوهای زبانی برای تقویت یادگیری.
۳. استفاده شخصی از الگوها در بافت معنادار (مانند ایفای نقش) برای تثبیت یادگیری.

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)



سنجش پیشرفت تحصیلی:

روشهای سنجش پیشرفت تحصیلی بر دو اصل استوارند که سنجش عمدتاً در خدمت یادگیری است و فرایند آموزشی را تقویت می کند. سنجش به دو نوع تقسیم میشود که عبارتند از سنجش غیررسمی کلاسی و سنجش رسمی نیمسال اول و پایان سال

سنجش غیر رسمی کلاسی:

این نوع سنجش هم توسط معلم و هم دانش آموزان بدون توقف در روند فعالیتهای یاددهی یادگیری انجام میگردد. 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 معیارهاست که به معلم و خود دانش آموزان کمک خواهدکرد 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 خود ارزیابی بپردازند. خود ارزیابی در دروس مروری کتاب، برجسته شده و در کار کردن با آنها دانش آموزان به میزان موفقیت خود در یادگیری اهداف آموزشی پی می برند.

سنجش رسمی نیمسال اول و پایان سال:

این نوع سنجش در شکل امتحانات رسمی بر اساس اهداف عملکردی در قالب مهارت های شفاهی و کتبی انجام می شود. امتحان شفاهی و امتحان کتبی در این نوع سنجش جدا خواهد بود. در امتحان کتبی مهارت های خواندن و نوشتن و در امتحان شفاهی مهارت های شنیداری و گفتاری مورد سنجش قرار میگیرند.

در هر دو نوع آزمون مشخصه های طبیعی بودن موقعیت و تعامل، از اهمیت ویژه ای برخوردارند. هدف از سنجش معتبر توانایی های زبان آموزان، طراحی سؤالاتی است که عملکرد آنها را به گونهای ارزیابی کند که نمونه ای از کاربرد طبیعی زبان باشد و با موقعیتهای واقعی استفاده از زبان قابل مقایسه باشد. این نوع سنجش تأثیر مثبتی بر بهبود فرآیند آموزش دارد. در سنجش رسمی، باید پیش از طراحی سؤالات، اهداف آموزشی در قالب جدول مشخصات آزمون (Test Specifications) تعیین شود و برای هر هدف، تکنیکهای مناسب طرح سؤال مشخص گردد.

ساختار هر درس در راهنمای معلم

هر درس در کتاب راهنمای معلم ۱ Prospect با جدولی شامل اهداف اصلی درس آغاز می شود. کنشهای زبانی و مهارت های یادگیری حروف و اصوات به انضمام فهرست واژگان کلیدی و عبارات و جملات متداول محاوره ای هر درس در این جدول آمده اند.

Lesson One

My Name

This lesson plan is designed for three sessions:

The First Session

Teaching & Practicing Language Functions

Warm up part:

- 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 part:

Preparation

Teacher should tell students to look at the picture on Page; then tell them the names of the speakers.

Listening part:

Teacher should ask the students to look at the picture again and listen to the conversation on CD. Playing CD two or three times is necessary. Then ask questions (in Persian) to check what your students have understood.

Lesson Two**My Classmates**

This lesson plan is designed for three sessions.

The First Session**Teaching & Practicing Language Functions****Warm up part**

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

Conversation part**Preparation:**

- Teacher should tell students to look at the picture on Page 10.
- Before students listen to the conversation, teacher should 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 part

- Teacher should ask the students to look at the picture and listen to the conversation
- Teacher should play the CD two or three times.
- Teacher should ask question to check what your students have understood.

Lesson Three**My Age****The First Session****Teaching & Practicing Language Functions**

Warm up part

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

Conversation part

Preparation:

- First teacher should tell students to look at the picture.
- Before students listen to the conversation, teacher has to 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

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

Lesson Four

My Family

The First Session

Teaching & Practicing Language Functions

Warm up part

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

Conversation part

Preparation:

- Teacher should tell students to look at the picture on Page 22. Ask the following questions in Persian
- Before students listen to the conversation, Teacher can 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 part

- Teacher should ask the students to look at the picture again and listen to the conversation on CD.
- Then play the CD two or three times.
- Teacher can ask questions (in Persian) to check what students have understood.

Lesson Five

My Appearance

The First Session

Teaching & Practicing Language Functions

Warm up part

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

Conversation

Preparation:

- Teacher tells students to look at the picture on Page 28. Ask the following questions in Persian.
- Before students listen to the conversation, teacher should 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

- Teacher asks the students to look at the picture again and listen to the conversation on CD.
- Teacher plays the CD two or three times.
- Then teacher should ask questions (in Persian) to check what students have understood.

Lesson Six

My House

The First Session

Teaching & Practicing Language Functions

Warm up part

- Calling the roll
- Describing 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 part

Preparation:

- Teacher should tell students to look at the picture on Page 32. Ask the following questions in Persian.
- Before students listen to the conversation, teacher should 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 part

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

Lesson Seven

My Address

This lesson plan is structured to be delivered over three sessions. The schedule is flexible, allowing instructors to adjust the timing and order of the lesson parts as needed for optimal delivery.

The First Session

Teaching & Practicing Language Functions

Warm up part

- Calling the roll

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

Conversation part

Preparation:

- Teacher should tell students to look at the picture on Page 38. Ask questions in Persian.
- Before students listen to the conversation, teacher can 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 part:

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

Lesson Eight

My Favorite Food

Warm up part

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

Conversation part

Preparation:

- Teacher should tell students to look at the picture on Page 42. Ask questions in Persian
- Before students listen to the conversation, teacher must 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 part

- Teacher should ask the students to look at the picture again and listen to the conversation on CD.
- Teacher must play the CD two or three times.
- Then ask questions (in Persian) to check what your students have understood.
- Say what the phrase "Sounds good!" is in Persian: محشره ،عاليه ، فکر خوبيه

❖ فصل چهارم: راهنمای معلم انگلیسی پایه هشتم کد ۸۵ (درسنامه آموزشی +

سوالات خودآزمایی)

معرفی مجموعه Prospect 2

مجموعه "Prospect 2" به منظور آموزش زبان انگلیسی در سطح مدارس طراحی شده است. این مجموعه با هدف تقویت مهارت‌های اصلی زبان شامل خواندن، گوش دادن، و گفتن، برای دانش‌آموزان و معلمان تهیه شده است. محتوای آموزشی شامل: دستورالعمل‌های کلاسی- فعالیت‌های زبانی(شامل: خواندن- گوش دادن - گفتن) معرفی واژگان هدف اصلی این راهنما، ارائه یک چارچوب جامع برای یادگیری زبان انگلیسی و حمایت از معلمان در اجرای بهتر دروس است.

- در فرایند آموزش میبایست عمدتاً تمرکز بر معنا باشد.
- به دانش‌آموزان باید فرصت شرکت در تعاملات بین فردی داده شود.
- در رویکرد ارتباطی کسب توانش راهبردی از اهمیت ویژه‌ای برخوردار است .
- مداخله معلم در فرایند یادگیری زبان آموز باید به گونه‌ای باشد که در فرایند ارتباط اختلال ایجاد نکند.

اجزای بسته آموزشی شامل:

۱- کتاب دانش آموز (شامل ۸ درس) ۲- کتاب کار (به منظور تعمیق مفاهیم موجود) ۳- لوح فشرده ۴- پایگاه اطلاع رسانی (eng-dept.talif.sch.ir) ۵- فلش کارت

طراحی مجموعه: برنامه درسی ملی قلمرو اهداف و جهت گیری های کلیه حوزه آموزش زبان های خارجی در سطح کلان را مشخص نموده است . راهنمای برنامه درسی زبان را وسیله ایجاد ارتباط معرفی میکند.

مولفان مجموعه سعی نموده اند آموزش زبان را طوری طراحی نمایند که دانش آموزان در پایان دوره متوسطه اول بتوانند نیاز های پایه ارتباطی خود را فراهم کنند.

نقش معلم: در رویکرد ارتباطی معلم، تسهیل کننده فرایند یادگیری است و این بایست در تمامی مراحل آموزش نقش محوری فعال و مشارکت کننده داشته باشد.

نقش دانش آموز: از وی انتظار می‌رود که آنچه را که معلم انتقال می‌دهد به بهترین وجه دریافت کند.

نقش مواد آموزشی: که در آن دانش آموز از طریق تعامل با کتاب درسی ، به اهداف آموزشی دست یابند.

نحوه انتخاب و سازماندهی محتوا:

انتخاب محتوا با محوریت حیطه های ارتباطی و مضامین مورد استفاده در آنها صورت گرفته است .

در کتاب prospect 1 مضامین از حیطه های شخصی انتخاب شده . مضمون های این کتاب به قرار

زیر است:

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

روش تدریس:

این روش بر پایه رویکرد ارتباطی فعال خودباورانه استوار است و فرآیند یادگیری زبان را با حساسیت و توجه به الگوهای زبانی آغاز میکند. مراحل اصلی آن عبارتند از:

۱. شروع با مکالمه واقعی برای جلب توجه به کنشهای زبانی و اشکال ارتباطی.
۲. تمرین کنترلشده الگوهای زبانی برای تقویت یادگیری.
۳. استفاده شخصی از الگوها در بافت معنادار (مانند ایفای نقش) برای تثبیت یادگیری.

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)



ارزشیابی از پیشرفت تحصیلی:

روشهای سنجش پیشرفت تحصیلی بر دو اصل استوارند که سنجش عمدتاً در خدمت یادگیری است و فرایند آموزشی را تقویت می‌کند. سنجش به دو نوع تقسیم میشود که عبارتند از سنجش غیررسمی کلاسی و سنجش رسمی نیمسال اول و پایان سال

ارزشیابی تکوینی (مستمر):

این نوع سنجش هم توسط معلم و هم دانش آموزان بدون توقف در روند فعالیتهای یاددهی یادگیری انجام میگردد. 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 معیارهاست که به معلم و خود دانش آموزان کمک خواهدکرد 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 خود ارزیابی بپردازند. خود ارزیابی در دروس مروری کتاب، برجسته شده و در کار کردن با آنها دانش آموزان به میزان موفقیت خود در یادگیری اهداف آموزشی پی می‌برند.

ارزشیابی پایانی یا تراکمی نیمسال اول و پایان سال:

این نوع سنجش در شکل امتحانات رسمی بر اساس اهداف عملکردی در قالب مهارت های شفاهی و کتبی انجام می شود. امتحان شفاهی و امتحان کتبی در این نوع سنجش جدا خواهد بود. در امتحان کتبی مهارت های خواندن و نوشتن و در امتحان شفاهی مهارت های شنیداری و گفتاری مورد سنجش قرار میگیرند.

در هر دو نوع آزمون مشخصه های **طبیعی بودن موقعیت و تعامل**، از اهمیت ویژه ای برخوردارند. هدف از سنجش معتبر توانایی های زبان آموزان، طراحی سؤالاتی است که عملکرد آنها را به گونهای ارزیابی کند که نمونه ای از کاربرد طبیعی زبان باشد و با موقعیتهای واقعی استفاده از زبان قابل مقایسه باشد. این نوع سنجش تأثیر مثبتی بر بهبود فرآیند آموزش دارد. در سنجش رسمی، باید پیش از طراحی سؤالات، اهداف آموزشی در قالب جدول مشخصات آزمون (Test Specifications) تعیین شود و برای هر هدف، تکنیکهای مناسب طرح سؤال مشخص گردد.

ساختار هر درس در راهنمای معلم

هر درس در کتاب راهنمای معلم ۲ Prospect با جدولی شامل اهداف اصلی درس آغاز می شود. کنشهای زبانی و مهارت های یادگیری حروف و اصوات به انضمام فهرست واژگان کلیدی و عبارات و جملات متداول محاوره ای هر درس در این جدول آمده اند.

Lesson One

My Nationality

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

The First Session**Teaching & Practicing Language Functions**

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

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

Warm up part**Greeting:**

Teacher should welcome the class to the new academic year in English and use the greetings they learned in Grade 1.

1. Teacher should install the map on the board or use power point slides to show the map of the world if available.

1.3. Then he/she must say that there are many “countries” in the world; give the example of “Iran” first.

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

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

Conversation part

Teacher should tell the students that they are going to listen to a conversation about Shayan’s cousin. Ask if they understand where he is from.

Note: Whether they answer all your questions or part of them, teacher must play the CD at least twice.

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

In the case of names (people, cities or countries) and other words that include /sh/ or /ch/ sounds (e.g., Shayan, French), teacher should “digraphs” in the words and pronounce in a way to attract their attention to both the digraphs and the corresponding sounds. Explain that these two-letter consonant sounds are called “digraphs” (dalgræfs).

In the case of words like ‘France’ and ‘Spain’ or other examples containing initial consonant clusters or “blends”, teacher should underline them using color chalks or different color markers, and pronounce in a way to attract their attention to both the blends and the corresponding sounds. Then explain that this combination of consonants at the beginning or middle or final position in a word is called “blend.”

Workbook Assignment

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

- Before finishing the class, teacher must summarize the main teaching points of the session on the board, e.g., "Nationality, Country, Are you from... / Is s/he from...?"
- Finally, he/she can tell them he/she will check their homework assignments and work on the Spelling/Pronunciation in the next session.

Lesson 2

My Week

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

The First Session

Teaching & Practicing Language Functions

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

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

Warm up part

In this part as pervious lesson teacher should start with greeting; Greet the students happily, ask "How are you today?" , and say good things about today, e.g., the weather, a happy occasion if applicable, etc.

Then he/she asks "What day is today?" and elicits the correct answer and gives positive feedback on the correct English answer.

Conversation part

In this part teacher should tell the students they are going to listen to a conversation. Then he/she should ask if they can understand what days she goes to the gym.

Teacher should play the CD once and then ask the following questions to elicit as much English as they can produce.

Teacher can play the CD once more. You may want them to repeat words and phrases. Based on students' pronunciation and comprehension of the dialog, he/she may decide to play the CD one more time.

WARNING! Teacher must not force the students to memorize the conversations! Repetition may be used only to correct their pronunciation.

Workbook Assignment

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

Lesson Three**My Abilities**

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

The First Session**Teaching & Practicing Language Functions**

Materials: Poster and flash cards for abilities in the lesson:

Drawing, taking photos, cooking, playing football/basketball/ tennis, searching the Web, swimming, making cake, riding a bike, doing puzzles, working with the computer

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

Warm up part

Greeting: Teacher should greet the students warmly.

1.1. Then He/she must draw an awful calendar looking back at students, and show that he/she is not happy with his/her drawing.

1.2. Then asks a volunteer to come to the board, or, if there are no volunteers, ask a fast student to draw a calendar on the board. Tell him/her that it's enough to write the days of the week on the calendar. Now ask, "All right, what day is today?" as a review of the previous lesson, and elicit the correct answer.

Conversation part

In this part teacher tells students that they are going to listen to a conversation between Sara and Elham. He/she reminds them that Sara is Sam's sister and that these two have come to Iran with their family and will stay for a while. The explains that Sara, like her brother Sam, is good at English, and in fact, they can speak English only.

Teacher tells them that Sara and Elham are talking about their abilities. He/she should ask if they can understand "who is good at what / who can do what." Write this phrase on the board and elicit the meaning.

Workbook Assignment

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

1. Before finishing the class, teacher can summarize the main teaching points of the session
2. Finally, he/she should inform them that for the Class Project next session, they will need pictures of the abilities they have, i.e., what they are good at.

Lesson Four**My Health**

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

The First Session**Teaching & Practicing Language Functions**

Materials: Flash cards for health problems; black/whiteboard, CD player; Flash cards for [ea] in "head" and "teacher", and for [ch] in "ache"; Flash cards for health advice

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

Warm up part

Greeting: Teacher can pretend that he/she has a cold with a sore throat, but greet the students with the same happy face he/she greets them every day. He/she can cough a bit, and see if any of your students in class seems to have a cold.

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

Give positive feedback and provide the English equivalent.

Conversation part

The class are going to listen to a conversation between a student and a teacher. Teacher should ask them to listen carefully to understand what his problem is.

- 1.1. Teacher should play the CD once and ask the related questions.

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

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

Workbook Assignment

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

1.1. Before finishing the class, summarize the main teaching points of the session including health problems, health advice, and question forms to ask about people's health problems.

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

Lesson Five

My city

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

The First Session

Teaching & Practicing Language Functions

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

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

Warm up part

Greet the students.

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

Teacher should elicit 'Yes/No' answer, nod, and smile to show satisfaction with the interaction and finish calling the roll. If his/her own last name includes the name of a city/area, he/she may use it as a further example.

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

Conversation

Teacher can tell students that they are going to listen to a conversation between Phanindra and Morteza about a city (write the names on the board, underline Ph and emphasize the /f/ sound). Students may be surprised at the unfamiliar name "Phanindra." He/she must tell them that they will know more about him later: "Wait.

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

If students can't do this, or in case they provide few words from the conversation, teacher can install the flash cards of these places as well as other places that are not mentioned in the conversation on the board (or show them on the Power Point slides if available).

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

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

Workbook Assignment

Teacher can do some exercises of workbook in the classroom to make sure all students know what to do for each exercise. Then he/she can explain in Persian if necessary, and then assign other activities in the WB for homework.

- 1.1. Before finishing the class, teacher can summarize the main teaching points of the session on the board.
- 1.2. He/she should tell them you will check their homework assignments and work on the Spelling/Pronunciation in the next session.

Lesson Six

My Village

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

The First Session

Teaching & Practicing Language Functions

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

Interaction: Teacher-Students; Students-Students

Warm up

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

Conversation

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

Teacher should play the CD once and ask your questions again. Elicit the name of the village and its location. Then he/she can play the CD one more time. Get them to repeat the turns, and attend to their pronunciation of [fl] in "flowers" and [th] in "there" and "weather."

Workbook Assignment

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

Before finishing the class, should summarize the main teaching points of the session.

Lesson Seven

My Hobbies

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

The First Session

Teaching & Practicing Language Functions

Materials: A crossword puzzle from a newspaper or magazine for the Warm Up section; Flash cards for hobbies and free time activities: reading, playing computer games, playing chess, playing tennis, horse riding, listening to the radio, watching TV, walking in the park, doing (crossword) puzzles, shopping

Interaction: Teacher-Students; Students-Students

Warm up part

Teacher should greet the students happily and say that today they're going to have a wonderful lesson.

Teacher can elicit one of the hobbies you introduced on the board, or the hobby that he/she is interested in.

If the student names an additional hobby in English that is not among your flash cards, ask him/her to explain it in English. Make sure the class understands.

Conversation part

Teacher should tell the students they are going to listen to a conversation between a classroom teacher and her students about their hobbies. He/she can ask them to listen carefully and say the names of the student and the teacher.

WARNING!

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

Workbook Assignment part

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

Before finishing the class, summarize the main teaching points of the session.

❖ فصل پنجم: راهنمای معلم انگلیسی پایه نهم کد ۹۱ (درسنامه آموزشی +

سوالات خودآزمایی)

Prospect 3

مقدمه

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 بر اساس نیازهای ملموس زندگی فردی و اجتماعی است. این رویکرد در دهه های ۱۹۷۰ و ۱۹۸۰ میلادی و هم راستا با تغییرات انجام شده در شیوه نگرش به چگونگی فراگیری زبان دوم شکل گرفت و گسترش یافت. براساس اصول کلی و پذیرفته شده حل مسئله و خودباوری در دانش آموزان تدوین گردیده فراگیران در فرایند آموزش و تأکید بر تقویت روحیه است. روح حاکم بر رویکرد ارتباطی فعال و خودباورانه، 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 محتوای غنی، معنادار و قابل فهم در تدوین محتوای آموزشی

- ارتقاء روحیه فراگیری زبان در محیط مشارکتی و از طریق همکاری و همیاری در کلاس

- ارائه بازخوردهای اصلاحی مناسب به خطاهای فراگیران

- توجه به جنبه های عاطفی و نقش آنها در فرایند آموزش زبان

هدف این رویکرد، رشد مهارت های ارتباطی دانش آموزان به شیوه های روان و تا حد امکان نزدیک به کاربرد واقعی و روزمره زبان در بافتهای ملموس زندگی فردی و اجتماعی است. به منظور رسیدن به کاربرد روان و طبیعی زبان مجموعه های از معیارها به شرح زیر در نظر گرفته شده است:

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

- به دانش آموزان 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 فعالیت های شنیداری و خوانداری زمینه باید به گونه ای فراهم شود که دانش آموزان 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 مشخصه های ارتباط، غیرقابل پیشبینی بودن و وجود خلا ارتباطی می باشد. بنابراین باید زمینه به گونه ای فراهم شود که دانش آموزان توانایی برخورد با موقعیت های غیرقابل پیش بینی و خلاهای اطلاعاتی را کسب نمایند.

- در رویکرد ارتباطی، کسب توانش راهبردی از اهمیت فوق العاده ای برخوردار است چرا که موفقیت در ارتباط زبانی به توانایی موقعیت سنجی، نظارت آگاهانه بر روند ارتباط و ارزیابی نتایج آن بستگی دارد و این توانایی فقط از طریق شرکت در فعالیتهای ارتباطی هدفدار امکانپذیر است. به این منظور الزم است دانش آموزان کاربرد زبان را با استفاده از هر چهار مهارت زبانی از طریق شرکت در فعالیت های هدفدار تجربه کنند.

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

This part includes:

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

The Gantt Chart of the Lesson

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

1- Conversation

Objective:

Conversation is defined as "a joint activity in which two or more participants use linguistic forms and nonverbal signals to communicate interactively". In Prospect 3, the main function of Conversation is providing the learners with 'comprehensible input'. Other objectives of Conversation are:

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

Teaching Procedure:

As conversation is primarily a listening task, one possible way to teach it is using the three-phase cycle of pre-listening, listening, and post-listening.

Phase 1. Preparation (Pre listening):

The aim of the pre- listening stage is to “prepare learners to listen by using activities that focus on the content of the text and/or the language in the text”. To activate students’ background knowledge on the topic. The activities may include (ibid): brainstorming, researching, reading, viewing pictures, watching movies, and discussing. The teacher may also focus on linguistic forms in pre- listening.

Brainstorming: is “a group activity in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas”

Researching: The students can use dictionaries, encyclopedias, atlases or the Internet to do some kind of research on the theme of the lesson.

Reading: The teacher can bring some mini paragraphs on the theme of the lesson into the class and ask students to read them.

Viewing pictures or photographs: A variety of pictures and photographs can be brought into the classroom to give students some ideas about the theme of the lesson.

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

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

Phase 2. Listening

Basically, the goal of listening part is ‘comprehension’. Therefore students should rely on their bottom- up and top- down processing ability to process the aural input.

Phase 3. Post- listening

Post-listening is done to check if comprehension has taken place and to diagnose the problems students have with the Conversation. In this phase the teacher asks comprehension questions.

In this phase display, inference, and opinion gap are discussed.

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

. Inference questions: The answers to these types of questions are indirectly included in the conversation.

The students should infer the answers from the conversation.

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

Techniques for Teaching Listening Comprehension

FOR BEGINNING-LEVEL LISTENERS

Bottom-Up Exercises:

- 1) Goal: Discriminating Between Intonation Contours in Sentences
- 2) Goal: Discriminating Between Phonemes
- 3) Goal: Selective Listening for Morphological Endings
- 4) Goal: Selecting Details from the Text (Word Recognition)
- 5) Goal: Listening for Normal Sentence Word Order

Top-Down Exercises:

- 6) Goal: Discriminating Between Emotional Reactions
- 7) Goal: Getting the Gist of a Sentence
- 8) Goal: Recognize the Topic

Interactive Exercises

- 9) Goal: Build a Semantic Network of Word Associations
- 10) Goal: Recognize a Familiar Word and Relate It to a Category
- 11) Goal: Following Directions

FOR INTERMEDIATE LEVEL LISTENERS

Bottom-Up Exercises

- 12) Goal: Recognizing Fast Speech Forms
- 13) Goal: Finding the Stressed Syllable
- 14) Goal: Recognizing Words with Reduced Syllables
- 15) Goal: Recognize Words as They Are Linked in the Speech Stream
- 16) Goal: Recognize Pertinent Details in the Speech Stream

Top-Down Exercises

- 17) Goal: Analyze Discourse Structure to Suggest Effective Listening Strategies
- 18) Goal: Listen to Identify the Speaker or the Topic

19) Goal: Listen to Evaluate Themes and Motives

20) Goal: Finding Main Ideas and Supporting Details

21) Goal: Making Inferences

Interactive Exercises

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

23) Goal: Recognize Missing Grammar Markers in colloquial Speech

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

25) Goal: Use Context to Build Listening Expectations

26) Goal: Use Context to Confirm Expectations

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

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

Talking about the Theme of the Lesson

Objective:

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

Teaching Procedure

- _ Teacher should tell students that they are going to learn how to talk about the theme of the lesson.
- _ Let them know what each turn means.
- _ Let them know what the topic of the lesson mean and talk about it in Persian.
- _ Play the CD two or three times and ask students to repeat the turns. He/she can divide the class into two groups and ask each group to repeat one turn.
- _ Then tell the class to ask about the theme.

_ Next ask students to pair up and practice asking each other about the theme. They can refer to the Photo Dictionary at the end of their book for words they don't know.

_ Finally, invite pairs to come to the front of the class to role play the questions and answers.

Language Melody

Objective:

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

Teaching Procedure

"The communicative framework suggests a division of the pronunciation lesson into five phases moving from analysis and consciousness raising to listening discrimination and finally production".

This communicative framework recognizes;

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

Grammar

Objective:

Although "the term grammar has multiple meanings" its core meaning is "how words are formed (morphology) and how words are combined (syntax)".

There are two basic views towards grammar: formal and functional. While the former is about the form of the language, the latter focuses on the fact that "grammar is not a static system of rules; grammar is a dynamic system". The grammar of a language is not what its speakers have to say (prescriptive grammar) but how the language is actually used (descriptive grammar). Grammar is not merely a collection of forms but rather involves the three dimensions of what linguists refer to as (morpho) syntax, semantics, and pragmatics. Grammatical structures not only have a morphosyntactic form, they are also

used to express meaning (semantics) in context-appropriate use (pragmatics). We refer to these as the dimensions of form, meaning, and use, because the three are interrelated.

1. **In the wedge of the pie having to do with form, we have those overt lexicogrammatical** patterns and morphosyntactic forms that tell us how a particular construction is put together and how it is sequenced with other constructions in a sequence or text.
2. **In semantic wedge**, we deal with what a grammar construction means. The meaning can be lexical (a dictionary definition for a preposition like down, for instance), or it can be grammatical (e.g., the conditional states both a condition and an outcome or result).
3. **Pragmatics in the use wedge** means the use of the language in context. The context can be social (i.e., a context created by speakers, their relationships to one another, or the setting), or it can be a linguistic discourse co-text (i.e., the language that precedes or follows a particular structure in the discourse, or how a particular genre or register affects the use of a construction).

Teaching Procedure

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

Teaching points are often introduced in dialogue form, grammatical items are isolated for controlled practice and freer activities are provided. Pair and group work is suggested to encourage students to use and practice function and forms.

See also part

Objective

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

Teaching Procedure

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

Find it and Tell Your Classmates part**Objective**

Making students aware of the taught grammatical structures.

Providing students with controlled oral practice

Teaching Procedure

Asking students to take a red pencil or highlighter.

Asking them to: circle the structures, or underline the structures

Asking students to do the oral drill.

_ If necessary, give them some hints.

Listening, Reading and Writing**Objective**

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

* Providing oral input for listening and reading practices

* Giving students some opportunities to produce meaningful output.

Teaching Procedure

- Teacher should play the CD.

- Ask students to read the questions and answer them after listening to the audio.

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

Providing students with opportunities to practice all 4 skills integratively.

Exposing students to comprehensible input.

Providing students with some opportunities to produce meaningful output.

Teaching Procedure

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

Role Play**Objective**

Providing students with a fluency activity

Giving students the opportunity to put together whatever they have learned in the lesson.

Teaching Procedure

Asking students to pair up.

Students have to talk about the theme of the lesson.

Asking students to use the conversation of the lesson as a model.

Lesson 1**Personality****Conversation****Objective**

Providing students with language comprehensible input

Presenting language function 'talking about personality'

Presenting new vocabulary/expressions related to the theme 'personality'

Rising students' awareness towards the structure "simple

Teaching Procedure

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

Phase 1. Preparation (Pre-listening)

The aim of the pre-listening stage is to "prepare learners to listen by using activities that focus on the content of the text and/or the language in the text". The activities may include: brainstorming, researching, reading, viewing pictures, watching movies, and discussing.

Activating students' background knowledge:**Introducing the topic, talk about 'personality'**

1.1. **Brainstorming:** Teacher can write the word 'personality' on the board, give its meaning in Persian, and ask students to brainstorm about the topic.

1.2. **Researching:** Teacher should ask students to do a mini research on the word 'personality'.

1.3. **Reading:** Teacher brings short paragraphs about 'personality' and asks students to read them.

1.4. **Viewing pictures or photographs:** Different pictures and photographs can be brought into the classroom to give students some ideas about the topic personality.

1.5. **Watching movie:** Teacher can show a short movie to students about people with different 'personalities'.

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

Phase 2. Listening

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

Phase 3. Post listening

3 types of questions can be asked: display, inference, and opinion gap.

Display question: Is Reza helpful?

Inference question: Does Reza help Parham?

Opinion-gap question: Is your friend kind?

Lesson 2

Travel

Conversation

- Providing students with language input
- Presenting Language function 'talking about travels'
- Presenting new vocabulary/expressions related to the theme 'travel'
- Raising students' awareness towards the structure "present continuous tense"

Teaching Procedure

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

Phase 1. Preparation (Pre-listening)

- 1.1. Brainstorming: You can write the word 'travel' on the board, give its meaning in Persian, and ask students to brainstorm about the topic.
- 1.2. Researching: Ask students to do a mini research on the word 'travel'.
- 1.3. Reading: You can bring short paragraphs about 'travel' and ask students to read them.

1.4. Viewing pictures or photographs: Different pictures and photographs can be brought into the classroom to give students some ideas about the topic travel.

Phase 2. Listening

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

Phase 3. Post listening

3 types of questions can be asked: display, inference, and opinion gap.

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

Lesson 3

Festivals and Ceremonies

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

Teaching Procedure

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

Phase 1. Preparation (Pre-listening)

Activating students' background knowledge: Introducing the topic, talking about 'festivals and ceremonies'

1.1. Brainstorming: Teacher can write the word 'festival/ceremonies' on the board, give its meaning in Persian, and ask students to brainstorm about the topic.

1.2. Researching: Teacher can ask students to do a mini research on the word 'festivals'.

1.3. Reading: Teacher can bring short paragraphs about 'festivals' and ask students to read them.

1.4. Viewing pictures or photographs: Different pictures and photographs can be brought into the classroom to give students some ideas about the topic festivals and ceremonies.

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

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

Phase 2. Listening

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

Phase 3. Post listening

3 types of questions can be asked: display, inference, and opinion gap.

- Display question: Does Elham like New Year?
- Inference question: Does Nasrin like money?
- Opinion-gap question: Do you like New Year?

Lesson 4

Services

Objectives of this lesson

- Providing students with language input
- Presenting language function 'talking about services'
- Presenting new vocabulary /expressions related to the theme 'services'.
- Raising students' awareness towards 'wh questions with do/does'

Teaching Procedure

Teacher should use the cycle of pre-listening, listening, and post-listening to teach 'conversation'.

Phase 1. Preparation (Pre-listening)

Activating students' background knowledge: Introducing the topic, talk about 'services'.

1.1. Brainstorming: Teacher can write the word 'services' on the board, give its meaning in Persian, and ask students to brainstorm about the topic.

1.2. Researching: Ask students to do a mini research on the word 'services'.

1.3. Reading: You can bring short paragraphs about 'services' and ask students to read them.

1.4. Viewing pictures or photographs: Different pictures and photographs can be brought into the classroom to give students some ideas about the topic services.

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

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

Phase 2. Listening

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

Phase 3. Post listening

3 types of questions can be asked: display, inference, and opinion gap.

- Display question: Is the man a tourist?
- Inference question: Does Pedram speak English?
- Opinion-gap question: Is there a post office near your house?

Lesson 5

Media

Conversation

Objective

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

Teaching Procedure

Teacher should use the cycle of pre-listening, listening, and post-listening to teach 'conversation'.

Phase 1. Preparation (Pre listening)

- 1.1. Brainstorming:** Teacher may write the word 'media' on the board, give its meaning in Persian, and ask students to brainstorm about the topic.
- 1.2. Researching:** If students have dictionaries in the classroom, teacher may ask them to look up the word media and give you what they have found.
- 1.3. Reading:** Teacher can bring short paragraphs about media and ask students to read them.
- 1.4. Viewing pictures or photographs:** Different pictures and photographs can be brought into the classroom to give students some ideas about the topic media.
- 1.5. Discussing:** The students may talk about the media when they are doing the above activities.

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

Phase 2. Listening

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

- Asking students to listen carefully for the gist of meaning.
- Teacher may write some questions on the board and ask them to listen and find their answers:

Phase 3. Post listening

3 types of questions can be asked: display, inference, and opinion gap.

- Display question: Where was Mahsa in the weekend?
- Inference question: Does Mina like watching TV reports?
- Opinion-gap question: Do you like film festivals?

Lesson 6

Health and Injuries

Conversation

Objective

- Providing students with language input
- Presenting language function 'talking about health and injuries'.
- Presenting new vocabulary/expressions related to the theme 'health and injuries'.
- Raising students' awareness towards the structure 'past tense'.

Teaching Procedure

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

Phase 1. Preparation (Pre listening)

Activating students' background knowledge: Introducing the topic, talking about 'health and injuries'

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

1.2. Researching: Teacher should ask students to interview each other and see if anyone in the class has had injuries.

1.3. Reading: Teacher can bring short paragraphs about injuries and ask students to read them.

1.4. Viewing pictures or photographs: Different pictures and photographs can be brought into the classroom to give students some ideas about the topic injuries.

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

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

Phase 2. Listening

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

Phase 3. Post listening

- Ask some comprehension questions: 3 types of questions can be asked: display, inference, and opinion gap.
- Display question: Who twisted his ankle last summer?
- Inference question: Is Reza careful now?
- Opinion-gap question: Did you break your leg when you were a kid?

